H. Q. Mitchell – Marileni Malkogianni

State of Qatar
Ministry of Education and Higher Education

TOP STARS 5a

Student's Book

Academic Year 2018–2019

mm publications

GRADE 5 SEMESTER 1

State of Qatar
Ministry of Education and Higher Education

TOP STARS 5a

Student's Book

School .....

Name .....

Class .....

H. Q. Mitchell – Marileni Malkogianni

Academic Year 2018–2019

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حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني
أمـير البلاد المفدى

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءْ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءْ
قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءْ
سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِيَاءِ الأَنْبِيَاءْ
قَطَرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءْ
قَطَرُ الرِّجَالِ الأَوَّلِين حُمَاتُنَا يَوْمَ النِّدَاءْ
وَحَمَائِمٌ يَوْمَ السَّلَامْ جَوَارِحٌ يَوْمَ الفِدَاءْ

SYLLABUS Grade 5a – *first semester*

	Grammar	Vocabulary	Phonics	QNCF competencies
Module 1 **People** *p. 8*	Information Questions (What, Where, Who, How often) Present Simple vs Present Progressive I'm good/bad at (skateboarding). What's the matter? I'm (bored). Let's (watch a DVD). Great idea! / Sure! / No, thanks.	School subjects Actions Free-time activities	**oi** /ɔɪ/ coin, boil **oy** /ɔɪ/ toys, boy	
Top Time! 1 *p. 20*				
Module 2 **Looking back** *p. 22*	Past Simple (the verb *to be*) Past Simple (regular and irregular verbs) Time clause (when) The verb *Could*	Holiday activities Free-time activities Occupations	**ow** /aʊ/ town, brown **ou** /aʊ/ mouse, house	
p. 34 **CLIL 1 (Modules 1-2)**				
Module 3 **Let's learn!** *p. 36*	Comparative form Superlative form Adverbs of manner Comparison of adverbs	Numbers 1-1,000 Places Buildings Units of measurement Sports Units of time	**ow** /əʊ/ slow, pillow **ow** /aʊ/ cow, down	
Top Time! 2 *p. 48*				

	Grammar	Vocabulary	Phonics	QNCF competencies
Module 4 **What happened?** *p. 50*	Past Progressive *Had to* Why did you (go to the doctor)? Because I (was ill). What's the matter? I (sprained my ankle).	Parts of a house Activities Accidents	**ay, ai** /eɪ/ *play, rain* **i, ie** /aɪ/ *rice, pie*	
p. 62 **CLIL 2 (Modules 3-4)**				
Module 5 **Eating right** *p. 64*	some / any / many / much / a lot of/lots of / a few / a little Shall? How much...? / How many...? Both / Neither	Food Food containers	**silent gh** *night, straight* **silent k** *knee, knife*	
Top Time! 3 ***p. 76***				
p. 78 **Project pages**				
p. 83 **Cursive Writing**				
p. 88 ***Now I can... section***				
p. 90 **Grammar Reference**				
p. 97 **Irregular verbs**				
p. 98 **Wordlist**				

QNCF COMPETENCIES

Creative and critical thinking	Literacy	Numeracy	Communication
Cooperation and participation	Inquiry and research	Problem-solving	

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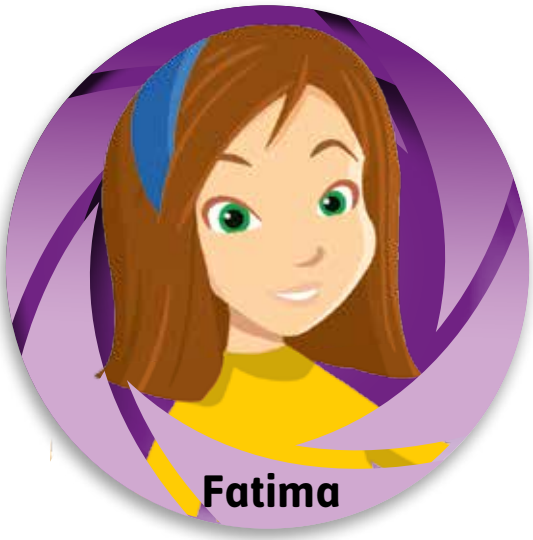

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1 People

In this module you can:

Questionnaire
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- communicate or find out more detailed personal information (S1.1)

Reading time
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- follow and identify basic opinions in short simple texts (L2.2)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- narrate very short basic stories and events (S5.1)
- follow and respond independently to a wide range of simple short questions (L2.4)
- ask about and express basic opinions (S1.2)

Phonics
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)

Round-up
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)

Top stars
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the main idea of a wide range of short, simple texts (L1.1)
- predict independently the gist of a short, simple text by using visual support and background knowledge of the listening topic (L3.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)

Project
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- communicate more detailed personal information using longer, simple statements and questions (W1.1)
- use capital letters, full stops and question marks appropriately in guided writing at discourse level (W2.3)
- check spelling and punctuation of their written work (W3.2)

Cursive writing
- write smoothly and legibly in cursive writing (W3.1)

Our world
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)

Let's talk
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- ask about and express basic opinions (S1.2)
- check with a teacher or a classmate steps needed to complete short classroom tasks (S3.1)

Top Time
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe independently people and familiar objects using suitable statements (W1.3)

1

maths

geography

science

information technology (IT)

English

art

history

physical education (PE)

Tip! Put words in groups to learn new vocabulary.

2 **Look and read. Then answer with the information in the box.**

LOOK!
How often do you have PE?
Once/Twice/Three times a week. / Every day.

Mr Brown **Robert Jones** **55 Elm Street, Bristol**
twice a week **Year 5** **bobbyjones@mail.com** **history**
Winston Primary School **01786 440079** **12 April 2006**

1 What's your full name?
_____

2 What's your date of birth?
_____

3 Where do you live?
_____

4 What's your telephone number?
_____

5 What's your email address?
_____

6 What school do you go to?
_____

7 What year are you in?
_____

8 Who's your favourite teacher?
_____

9 What's your favourite school subject?
How often do you have it?
_____

3 **It's your first day of school. You are meeting new friends. Try to learn more about them. Copy the questionnaire questions below in your notebook. Ask and answer with your partner and write the answers.**

1. What's your full name?
2. What's your date of birth?
3. Where do you live?
4. What's your telephone number?
5. What's your email address?
6. What school do you go to?
7. What year are you in?
8. Who's your favourite teacher?
9. What's your favourite school subject? How often do you have it?

1 TOP STARS

1

reporter

interview

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

2 **Listen and answer. What does Mr Rashid do? Discuss with a partner. Then read.**

1

Khaled : Sami! What are you doing? My dad's here! We are late!
Sami: I'm coming! Just one interview!

2

Sami: Hello, sir. I'm from the *Top Stars* press team. Can I ask you some questions?
Mr Rashid: Yes, of course!
Sami: What's your name?
Mr Rashid: Rashid Ahmad.
Sami: Where do you live?
Mr Rashid: I live in the town centre.
Khaled: Sami! My dad is waiting.

3

Sami: Do you get up early in the morning?
Mr Rashid: Yes, I do. I always get up at six o'clock.
Sami: And what do you do?
Mr Rashid: I go round town and I talk to people...
Sami: Are you a reporter?
Mr Rashid: No...

4 *The next morning...*

Sami: Come on! The bus is here.
Khaled: Look! It's Mr Rashid! He's driving the bus.
Sami: You're a bus driver!
Mr Rashid: Hello, kids!

drive a bus

town centre

go round town
wait
early ≠ late

LOOK!

I always get up at six o'clock in the morning.

I'm waiting for the bus now.

3 **Read again and write T for True or F for False.**

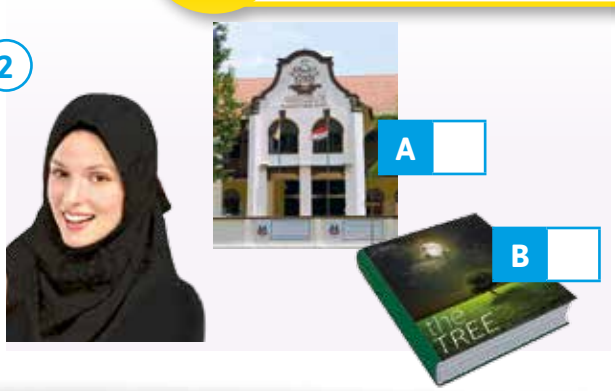
1. Khaled's dad is waiting in the car. ☐
2. Mr Rashid doesn't want to answer Sami's questions. ☐
3. Mr Rashid lives in the town centre. ☐
4. Mr Rashid gets up at seven o'clock. ☐
5. Mr Rashid is driving a taxi. ☐

4 **Listen and write U for what they usually do and N for what they are doing now. Check your answers with a partner.**

Tip! Before you listen, look at the pictures carefully.

1

2



5 **Imagine it's Saturday morning. Say what you usually do on a Saturday morning. What are you doing now?**

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

I usually play basketball on Saturday morning, but I'm doing my homework now.

1 OUR WORLD

1

swimming

skateboarding

play golf

portrait

medal

2 **Look at the pictures below. Are you good at any of these activities? Discuss with the class.**

- **Listen and read.**
- **Write the names under each picture. Check your answers with a partner.**

Tip! Read the text quickly to understand the main idea.

What are they good at?

A .....

B .....

C .....

D .....

1

Liam is 10 years old. He's very good at playing golf. He practises for two hours every day. He isn't practising now. He is playing football. He's very good at football, too!

2

Mina is 11 years old. She's very good at painting. She paints for three hours every day. At the moment, she's working on a portrait of her sister, Betty. She's 10 years old. She's bad at painting, but she's very good at cooking. She's making a cake now!

3

Harry is 11 years old. He's very good at skateboarding. He's good at swimming, too! Look! He's got a gold medal!

make a cake

practise

LOOK!

I'm bad at tennis.

I'm good at painting.

Tip! Read the text carefully to understand specific details.

3 Read again and correct the sentences

1. Liam practises for four hours every day.

_____

2. Liam is bad at football.

_____

3. Mina is good at cooking.

_____

4. Betty is working on a portrait of Mina.

_____

5. Harry is bad at skateboarding.

_____

6. Harry has got a silver medal.

_____

4 What are the people below good at? Listen and match. Check your answers with a partner.

A

B

C

D

5 Write three things you are good at and three things you are bad at. Then present them to the class.

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

good at...	bad at...
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

I'm good at painting, but I'm bad at cooking.

1 LET'S TALK

Tip! Learn whole phrases (e.g. verb + noun), not just individual words.

1

go bowling

watch TV/ a DVD

play board games

do a puzzle

bored

LOOK!

ACCEPT: Sure! Great idea!

REFUSE: No, thanks.

2 You are at a friend's house. Take turns suggesting and responding. Use the activities in the table.

Tip! Remember to make sure you understand the steps to complete the task. Ask your teacher or a classmate.

Suggestions
ride / bikes
go / outside
play / football
go / shopping centre

1 **Below is an email Jim is going to send to a new friend. What school does Jim go to? Read and answer.**

Start your email with: *Hi!*, *Hello!* or *Dear...*

To Kevin Parker
Add Cc Add Bcc

Subject My day
Attach a file

Font Size Colour B I U

Hi!
My name is Jim Wilson. I go to Winston Primary School, and I'm in Year 5.
I always get up at six o'clock in the morning. I have breakfast with my family. Then, I take the bus to school. After school, I do my homework. I sometimes play tennis, too. I'm very good at tennis. I always have a shower and brush my teeth before I go to bed.

Bye for now,
Jim

Finish your email with: *Bye for now*, *See you soon* or *Love* and write your name underneath

Writing tip

- Use the **Present Simple** for habits or actions that happen regularly and **adverbs of frequency** (always, often, usually, sometimes, never) to give information about how often something happens e.g. *I always get up at six o'clock in the morning.*
- All sentences start with a **capital letter** and finish with a **full stop** (.) e.g. ***A**fter school, I do my homework**.***
- Always use a **question mark** (**?**) at the end of a question. *e.g. What do you do in the morning**?***
- Use an **exclamation mark** (**!**) at the end of a sentence to show strong feelings. e.g. *Don't be late**!***
- Before you begin writing, make notes of the information you want to include. Write your first draft and correct it. Then write your final draft. When you finish, check your writing. Don't forget to check punctuation and spelling.
  Remember: Use a variety of grammatical structures and adjectives/vocabulary and make sure you have used the tenses correctly.

Go to p. 78

1 READING TIME

2 **Look at the pictures. What do you think the story is about? Discuss with the class.**
- **Listen and answer. What is Tom good at? Discuss with a partner.**
- **Read the story**

YOU CAN DO IT!

1 🔑

experiment

competition

coach

clap

join
exercise

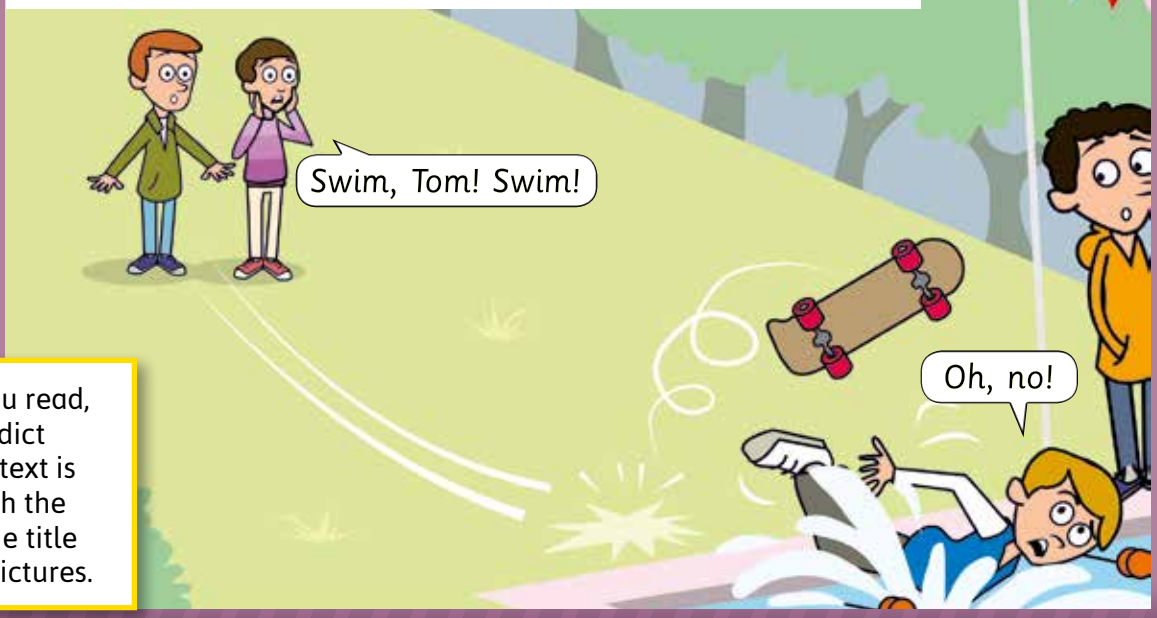
1

In the morning…

It's Tom's first day at a new school. He meets some children. 'Our first lesson is science, today. I love science!' says Kevin. In class, they do an experiment. Everyone does it well, but Tom…

2

After school, the children go to the sports centre. Tom is worried. 'I like to exercise, but I'm not good at sports,' he says. 'Let's go skateboarding,' Mark says. Tom gets on the skateboard. 'This isn't bad!' he says, but suddenly he falls into the swimming pool. The swimming team is having a competition.



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

3

'Wow! Tom's fast!' says Kevin. Tom gets out of the pool. 'Who are you? What's your name?' Coach Williams asks. 'My name's Tom Harris,' says Tom. 'Tom Harris is the winner of the competition,' says the coach.

4

The coach gives Tom a medal. 'Great job, Tom!' Everyone is clapping and shouting Tom's name! The coach tells Tom to join the swimming team. Tom is very happy!

3 Read again and answer the questions.

1. Is Tom new at school? _____
2. Who loves science? _____
3. Does Tom like to exercise? _____
4. Can Tom swim fast? _____
5. What does Tom win? _____

4 Can you think of a different ending? Discuss with a partner.

Let's chat

What is your favourite subject and why? Are you good at it? Are there any subjects you are not good at? Do you like to try out new things? Do you get disappointed easily?

1 PHONICS

1 Listen and say.

/ɔɪ/

coin

boil

/ɔɪ/

toys

boy

2 Listen and say. Then underline the /ɔɪ/ sounds. Check your answers with a partner.

In the house

The boys have got many toys
But they play with their coins.
The boys play with coins
And they make a lot of noise.

Sit down, boys.
Play only with your toys.
And don't make noise.
Don't make noise!

3 Listen and write oi or oy.

1

b _____ l

2

t _____ s

3

n _____ se

4

c _____ n

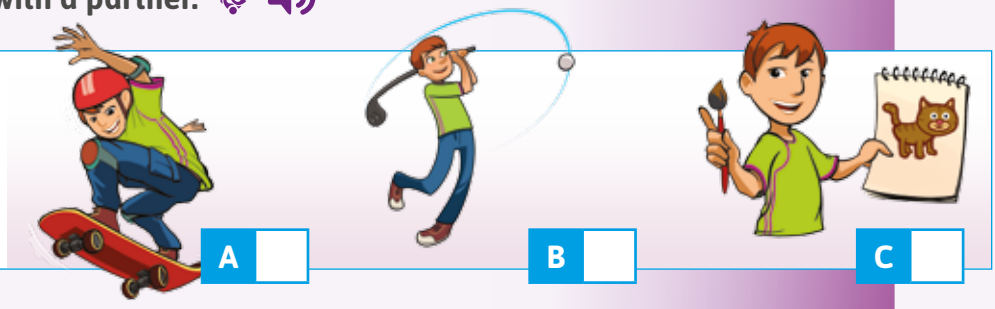
5

b _____ s

Listening

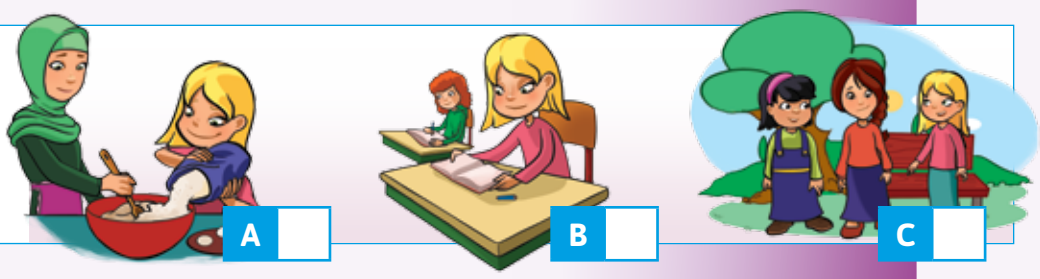
1 Listen to three short dialogues and tick (✔) the correct picture. Check your answers with a partner.

1 What is James good at?



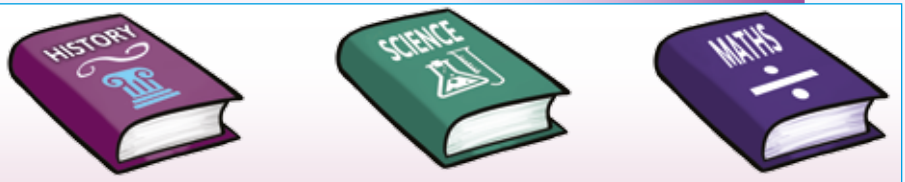
A ☐ B ☐ C ☐

2 What is Julie doing now?



A ☐ B ☐ C ☐

3 What is Bob's favourite subject?



A ☐ B ☐ C ☐

Speaking

2 Talk with your partner. Choose a card and ask your partner about your personal information.

1
NAME: Greg White
ADDRESS: 4 Lander Street, Bath
FAVOURITE SPORT: football
FAVOURITE SUBJECT: maths

2
NAME: Ron Stevens
ADDRESS: 5 Flower Street, Brighton
FAVOURITE SPORT: basketball
FAVOURITE SUBJECT: physical education

3
NAME: Karen Smith
ADDRESS: 47 Jameson Street, Birmingham
FAVOURITE TEACHER: Mrs Jones
FAVOURITE SUBJECT: art

4
NAME: Vanessa Brown
ADDRESS: 28 Green Street, Newcastle
FAVOURITE TEACHER: Mrs Roberts
FAVOURITE SUBJECT: information technology

Go to p. 88 for the *Now I can...* section.

1

official language

connection

religion

capital letter

Aa

2 What do you know about the Arabic language? Read and find out.

The Arabic Language

The Arabic language is a very old language. Today it is one of the most popular languages in the world.

It's the official language of Qatar, Morocco, Lebanon and many more countries. The Arabic language has got a strong connection to religion. Arabic is the language of the Qur'an.

People read and write Arabic texts from right to left. They don't write from left to right like in English. The Arabic alphabet, the abjad, has got twenty-eight letters, and there aren't any capital letters in the Arabic language.

A lot of English words come from Arabic words. The English word for 'sugar' comes from the Arabic word *succar*, and the English word 'lemon' comes from the Arabic word *laymoon*. The Arabic language is a very interesting language to learn, but it is also very hard.

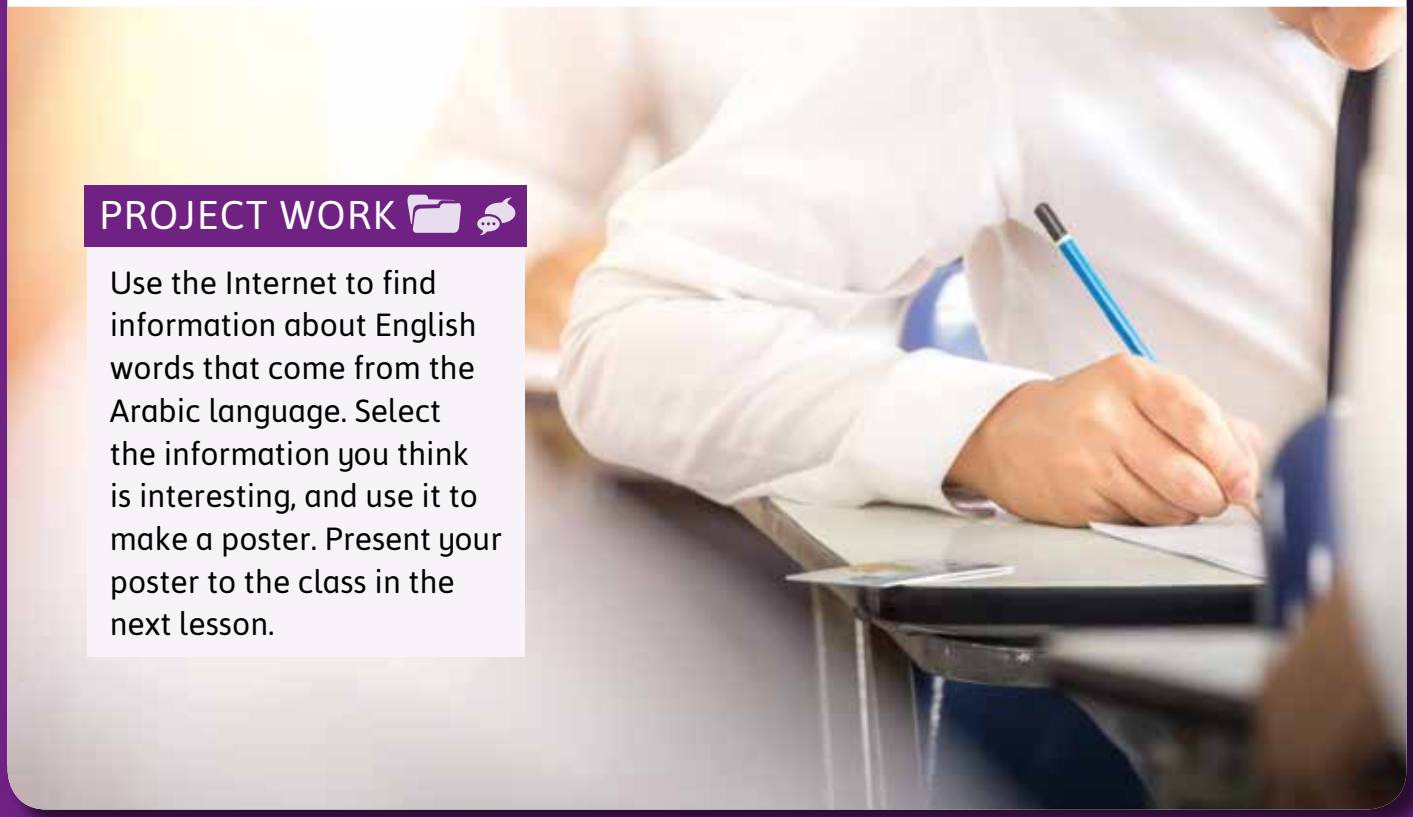
Here's an interesting fact: there are more than 100 words in the Arabic language for the word 'camel'!

3 **Read and write T for True or F for False.**

1. The Qur'an is in Arabic. ☐
2. People read and write Arabic texts from left to right. ☐
3. Many words in English, for example, the word 'sugar', come from Arabic. ☐
4. Arabic is an easy language to learn. ☐
5. In the Arabic language, there are only a few words for the word 'camel'. ☐

4 **Listen to a quiz show about the Arabic language, and complete the sentences. Check your answers with a partner.**

1. 'Arabic calligraphy' is the special way Arabs _____.
2. 'World Arabic Language Day' takes place every year on the eighteenth of _____.
3. The _____ language is the language of the Qur'an.
4. The Arabic language is more than _____ years old.



PROJECT WORK

Use the Internet to find information about English words that come from the Arabic language. Select the information you think is interesting, and use it to make a poster. Present your poster to the class in the next lesson.

2 Looking back

In this module you can:

Song
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- predict independently the gist of a short, simple text by using visual support and background knowledge of the listening topic (L3.1)
- find out about and describe events and experiences at a known time in the past (S2.5)

Top stars
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- find out about and describe events and experiences at a known time in the past (S2.5)

Our world
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the main idea of a wide range of short, simple texts (L1.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- find out about and describe events and experiences at a known time in the past (S2.5)
- narrate very short, basic stories and events (S5.1)

Reading time
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- ask about and express basic opinions (S1.2)
- follow and respond independently to a wide range of simple short questions (L2.4)

Project
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- communicate more detailed personal information using longer, simple statements and questions (W1.1)
- ask about and express basic opinions using longer, simple statements (W1.2)
- find out about and describe events and experiences at a known time in the past (W1.6)

Let's talk
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- communicate and find out more detailed personal information (S1.1)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)
- find out about and describe events and experiences at a known time in the past (S2.5)

Phonics
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)

Round-up
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)
- ask about and express basic opinions (S1.2)
- find out about and describe events and experiences at a known time in the past (S2.5)

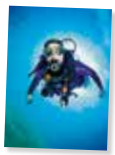
Cursive writing
- write smoothly and legibly in cursive writing in most written work (W3.1)

CLIL
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- recognise and use key features of a simple print or digital bilingual dictionary for learners of English (R4.2)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- find out about and describe events and experiences at a known time in the past (W1.6)

1

sailing

surfing


scuba diving

camping

fishing

hiking

skiing

bay

stay

2 **Look at the pictures and the title to guess what the song is about. Discuss with a partner. Then listen, complete and say. Check your answers with a partner.**

LOOK!

We were at the park yesterday.
My brother went surfing last weekend.
How did you spend your holiday last year?
We went skiing in the mountains.

Holiday time!

Last summer, I was in Greece.
We stayed at a hotel by a bay
We enjoyed every day!
(**1**) _____, surfing, (**2**) _____.
and (**3**) _____ under the sun!
We had great fun!

Summer holidays are great
I can't wait to have fun again!

Last winter, I was in Canada.
We went (**4**) _____ in the forest
and (**5**) _____ in the lake
We went hiking and (**6**) _____ on the mountain
Under the winter sun!
We had great fun!

Winter holidays are great
I can't wait to have fun again!

3 **Ask and answer questions about your last holiday using the words in activity 1.**

2 TOP STARS

1

explore

cave

rock

treasure

bury

look for
message
find – found
surprised

2 **Listen and answer. What did Sami find at the beach? Discuss with a partner. Then read.**

Khaled: Hi, Sami! Where were you yesterday?
Sami: I was at Fuga Beach. I went there to explore the cave, and guess what! I found a bottle on the beach. It was next to a rock outside the cave. There was a message in it!
Khaled: Really? Who wrote it?

Sami: A boy called Saud.
Khaled: What was the message about?
Sami: Some treasure!
Khaled: Wow! Did you look for it?
Sami: Yes, I did. It was in the sand, under a tree.

Khaled: What treasure did you find?
Sami: Well, I found an old box. There was a photo and a watch in it. My dad saw them, and he was really surprised!

Khaled: Surprised?
Sami: Yes! It was my dad in the photo!
Khaled: What? Oh, yes! Saud!
Sami: He buried the treasure and threw the bottle into the sea twenty-five years ago!
Khaled: Wow! What a story!

3 **Read again and answer the questions.**

1. Where did Sami find the bottle?

_____

2. What was the message in the bottle about?

_____

3. Who was the message from?

_____

4. Where did Sami find the treasure?

_____

5. What was in the box?

_____

6. When did Saud throw the bottle in the sea?

_____

4 **Listen to the dialogue and write T for True or F for False. Check your answers with a partner.**

1. Ned stayed at home. ☐
2. It was cold and rainy. ☐
3. James went sailing with his dad and Mr Roberts. ☐
4. James is good at surfing. ☐
5. James explored a cave with his dad and Mr Roberts. ☐
6. James had a good time. ☐

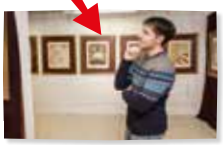
5 **Talk in pairs. Imagine you found a message. Use the prompts below and your own ideas.**

when / find / message
where / find / it
be / in / bottle
what / be / it / about
what / you / do / with / it

2 OUR WORLD

1

trip


painting
art exhibition

article

magazine

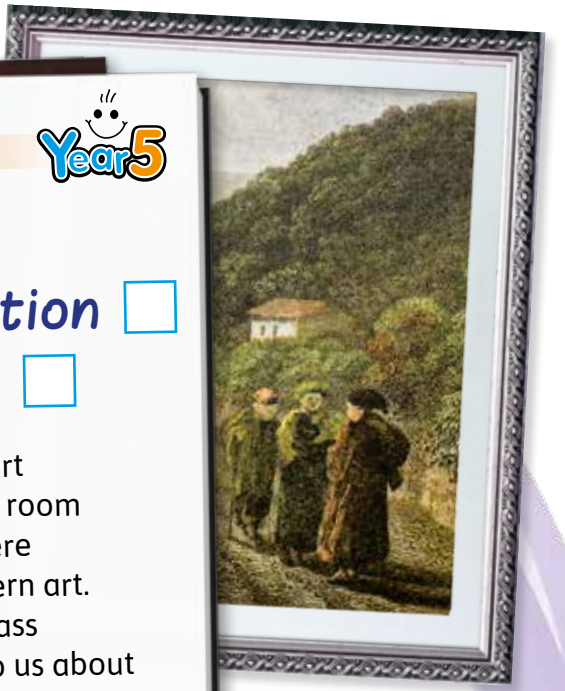
glass

metal

modern
fantastic
learn – learnt
leave – left

2 **Do you like school trips? Discuss with the class.**

- **Listen and answer. What's the school magazine article about? Discuss with a partner.**
- **Read and tick (✔) the best headline for the article.**



By Jack Preston

Year 5

Glass paintings ☐
A school trip to an art exhibition ☐
A visit from some artists ☐

Last Thursday, we went to an art exhibition with our art teacher, Mr Smith. When we arrived, they took us to a room with famous paintings from the 19th century. They were beautiful! Then, they took us to a big room with modern art. The paintings there were very different. They were glass paintings. Then, two artists arrived, and they talked to us about modern art and glass paintings. Artists paint on glass, and sometimes they use metal in their paintings, too. We learnt many things. Later, we all had lunch together and then we left. It was a fantastic day! Everybody enjoyed it.

Here's what two students liked:

'I liked the glass paintings. The painting with fish was my favourite. I like art a lot, and I want to be an artist, too.'
Ronald, 11

'The art exhibition was fantastic! When I went home, I made a glass painting, too!'
Liam, 12

LOOK!

When we arrived, we had lunch.

3 Read again and correct the sentences.

1. The students in Year 6 visited an art exhibition.

_____

2. The students went to a small room with modern art.

_____

3. Three artists talked about modern art.

_____

4. Artists paint on metal and sometimes use glass in their paintings.

_____

5. Liam wants to be an artist.

_____

6. When Liam went to school, he made a glass painting.

_____

4 Listen to a man talking about Pablo Picasso and complete. Check your answers with a partner.

Tip! Before you listen, try to predict what kind of information is missing (e.g. numbers, dates, names, places).

1. Pablo Picasso was a famous _____.
2. Picasso made many portraits and _____.
3. Picasso painted his first painting when he was _____ years old.
4. Picasso studied art in _____.
5. Picasso painted *Guernica* in _____.
6. Picasso died in _____ in 1973.

5 Talk in pairs about Tom. Look and say.

1. arrive / school - have / art lesson

2. finish / art lesson - have / lunch

3. arrive / home - do / homework

4. finish / homework - go / park / with / sister

Tom

When Tom arrived at school, he had an art lesson.

When...

2 LET'S TALK

1

rollerblade

play hockey

send an email

type

speak English

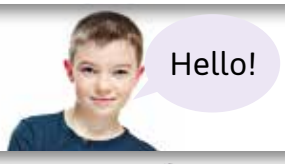
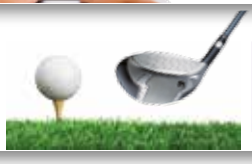
2 Talk in groups of three. Put a ✔ for could or an ✗ for couldn't. Then ask and answer.

LOOK!

When I was six years old, I could talk.

When I was six years old, I couldn't speak English.

Could you rollerblade when you were six years old?
Yes, I could. / No, I couldn't.

		You	Student A:	Student B:
1	rollerblade			
2	send an email			
3	speak English 			
4	swim			
5	play hockey			
6	type			
7	play golf 			

1 Have you got a diary? What do you write in it? Is it important? What did Jack do at the weekend? Read a page from Jack's diary and answer.

my diary

Choose a day or days to write about.

Where did you go?

Who did you go with?

What did you do there?

Did you like it?

On Friday, I went to the shopping centre with my father, my mother and my sister. We arrived at ten o'clock in the morning. We went to the shops, and then we went to a restaurant. We had lunch there. I had a chicken sandwich, and it was really good! In the afternoon, we went back home. It was a great day!

On Saturday, I did my homework in the morning. Then, I visited my uncle and aunt. We went to the park with my cousins, and we had a great time there! We played basketball and football. In the evening, I went home. I was so tired! It was a very nice weekend!

Writing tip

- Use the **Past Simple** to describe where you were and when. Don't forget to use time expressions like yesterday morning/afternoon/evening, last Monday/week/weekend, etc.

  e.g. *On Friday, I went to the shopping centre with my father, my mother and my sister.*
- **Intensifiers** are used to emphasise an adjective or an adverb.

  e.g. *It was a **very** nice weekend!*
  *I was **so** tired!*
  *I had a chicken sandwich and it was **really** good!*

Go to p. 79

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

- Listen and answer. Who helped Robert save Ryan Smith? Discuss with a partner.
- Read the story.

1

hot-air balloon

colourful

clever
place
become – became
land (v.)

HELP FROM THE SKY

1

Robert was a hot-air balloon pilot. He liked to travel to new places and explore them. One day, he went on a trip. It was a beautiful day. Robert went up, up, up! Suddenly, Robert saw a colourful bird near his hot-air balloon. Robert wasn't scared, but he was surprised. The bird had a message!

2

Robert took the message and read it. '**My name is Ryan Smith. I'm an explorer. I'm in the forest. Please, help me!**' 'I should save him. But where is he?' Robert thought. He wanted to help the explorer, but he didn't know how to find him. The bird flew in a circle round the balloon, and then it flew towards the forest. 'This clever bird is showing me!' thought Robert.

3

Robert landed his hot-air balloon near a big tree. He saw a man in a hot-air balloon basket. 'Welcome back, Patch! You brought me food all these days, and now you brought me help. You saved me. Thank you!' the man said to the bird. It was Ryan Smith! 'You got my message! Thank goodness!' Ryan said. 'Yes, I did! Your clever bird helped me find you!' answered Robert. Robert took Ryan home. They became good friends, and they explored many new places together.

3 **Read again and correct the sentences in your notebook.**

1. The bird was black.
2. Robert was scared.
3. Robert didn't want to help the explorer.
4. Robert landed his hot-air balloon on a big tree.
5. The bird saved Robert.
6. Ryan took Robert home.

4 **Read the story again and, in your notebook, summarise it using your own words.**

Let's chat

Did you like the story? Which character did you like the most?
What do you think of the bird's help?
Do you think animals can help people? How?

2 PHONICS

1 Listen and say.

/aʊ/

town

brown

/aʊ/

mouse

house

2 Listen and say. Then underline the /aʊ/ sounds. Check your answers with a partner.

The brown house

In a small town
There is a brown house.
A cow is on the house,
And it can't get down.
It can't get down!

3 Look, say and match.

1

2

ow /aʊ/

ou /aʊ/

3

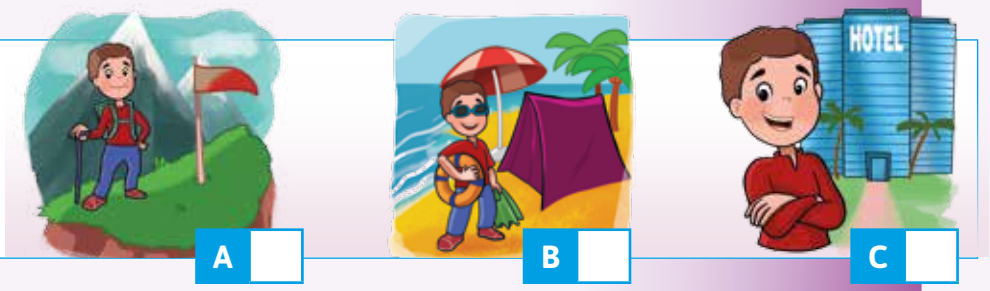
5

4

Listening

1 Listen to a boy talking about his holiday and tick (✔) the correct picture. Check your answers with a partner.

1. **Where did Kamal go last summer?**

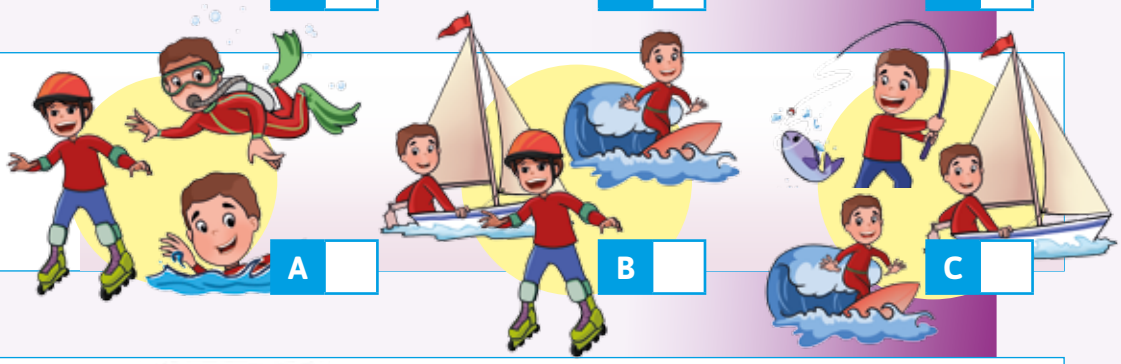


A ☐ B ☐ C ☐

2. **Who did he go with?**

A ☐ B ☐ C ☐

3. **What did he do there?**



A ☐ B ☐ C ☐

4. **Where did they find the turtle?**

A ☐ B ☐ C ☐

Speaking

2 Talk in pairs. Fill in the chart and talk with your classmates.

	yesterday	last weekend
Where did you go?		
Who did you go with?		
What did you do there?		
Did you like it there?		

Go to p. 88 for the *Now I can...* section.

1

author

scientist

corn

cocoa bean

calendar

baths

grow – grew
wear – wore

2 Do you know anything about ancient civilisations? Discuss with the class.
• Where did the Maya and Romans live? Read and find out.

ANCIENT CIVILISATIONS

Many years ago, some people invented great things that we use and enjoy today.

THE MAYA

The Maya lived in Central America from 2000 BCE-1517 CE. They were very good at maths, and they were great artists. They were good farmers, too. They grew corn, beans and many other vegetables. They also used cocoa beans to make a chocolate drink. They loved sports and played a ball game like basketball.

THE ROMANS

Ancient Rome (753 BCE-476 CE) was an important civilisation. Roman cities were very modern and beautiful. The Romans **invented** things like calendars, shopping centres and even baths! At the baths, they **relaxed**, talked about important things and exercised, too! The Romans were great authors, artists and scientists. The Romans wore *togas*. These were long dresses for men and women.

3 Read again and write **M** for the Maya or **R** for the Romans.

Tip! Decide in which part of the text you can find the information you need.

1. They played a sport with a ball. _____
2. They invented baths. _____
3. They were great authors and artists. _____
4. They made a chocolate drink. _____
5. They invented something to show the date. _____

4 Read and circle A or B.

1. **A:** What's the date today?
   B: I don't know. Let me check the _____.
   A. baths **B.** calendar

2. Linda _____ a uniform to school.
   A. wears **B.** grows

3. _____ must be careful when they do an experiment.
   A. Scientists **B.** Authors

4. My grandfather has got a farm. He grows _____.
   A. baths **B.** corn

5 Read the texts in activity 2 again. Look up the words in bold in a dictionary, and write their meanings below.

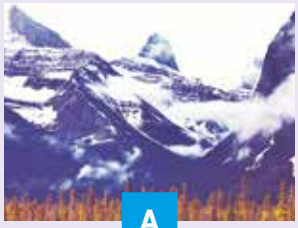
1. invent _____
   _____
   _____

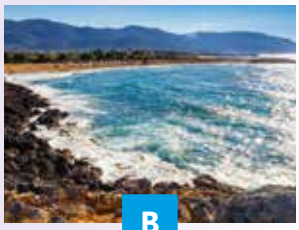
2. relax _____
   _____
   _____

Tip! Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class, (noun, verb, etc.), meaning and example sentences.

6 Listen to two students talking about their last history class, and circle the correct picture A or B. Check your answers with a partner.

1. Where did the ancient Minoans live?


A


B

2. What did the ancient Minoans grow?

A

B

DID YOU KNOW?

The Incas, the Aztecs and the Maya were all ancient people of **South and Central America.**

PROJECT WORK

Use the Internet to find information about other ancient civilisations. Select the information you think is interesting and use it to make a poster. Present your poster to the class in the next lesson.

3 Let's learn!

In this module you can:

Top stars
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the main idea of a wide range of short, simple texts (L1.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- describe people and objects using suitable statements (S2.2)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)

Quiz
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)
- describe people and objects using suitable statements (S2.2)

Our world
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- communicate or find out more detailed personal information (S1.1)

Project
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- describe independently people and familiar objects using suitable statements (W1.3)
- connect words and phrases using basic coordinating conjunctions (W2.1)
- find out about and describe events and experiences at a known time in the past (W1.6)

Reading time
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the main idea of a wide range of short, simple texts (L1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and respond independently to a wide range of simple short questions (L2.4)
- ask about and express basic opinions (S1.2)

Let's talk
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- describe people and objects using suitable statements (S2.2)
- ask about and express basic opinions (S1.2)

Round-up
- predict independently the gist of a short, simple text by using visual support and background knowledge of the listening topic (L3.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)
- communicate or find out, with a lot of support, more detailed personal information (S1.1)

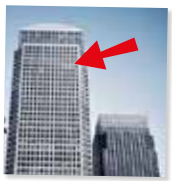
Phonics
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)

Cursive writing
- write smoothly and legibly in cursive writing in most written work (W1.3)

Top Time 2
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe independently people and familiar objects using suitable statements (W1.3)

1

building


skyscraper

tower

bridge

pyramid

the underground

busy
high
large

2 Do the quiz. Then listen and check your answers with a partner.

1 WHICH UNDERGROUND IS BUSIER?

A the New York underground

B the London underground

2 WHICH BRIDGE IS LONGER?

A the Golden Gate Bridge in San Francisco

B the Brooklyn Bridge in New York City

3 WHICH TOWER IS MORE MODERN?

A the Tower of Pisa

B the Eiffel Tower

4 WHICH COUNTRY IS Llarger?

A Australia

B Canada

LOOK!

The Tower of London is older than Big Ben.
Giraffes are more beautiful than gorillas.
Crocodiles are better at swimming than hippos.

good → better	far → farther/further
bad → worse	much/many → more

5 WHICH SKYSCRAPER IS TALLER?

A Aspire Tower

B Doha Tower

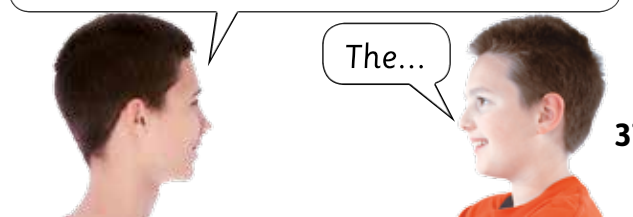
6 WHICH IS OLDER?

A the Pyramid of the Sun

B the Acropolis

3 Look at activity 2 and ask and answer with a partner.

Which underground is busier, the New York underground or the London underground?



3 TOP STARS

1

plant

waterfall

jungle

desert

island

city

dry

2 **Listen and answer. Where are the children? What are they talking about? Discuss with a partner. Then read.**

1 *It's Sunday morning.*

Mr Mohammed : What do you know about deserts, children?
Majed: They're hot and dry.
Khaled: And there aren't many plants.
Saleh: I think they are the driest places in the world.

2

Mr Mohammed: Well done! And in which continent can you find the largest desert?
Khaled: In Asia?
Sami: No, no! It's the Sahara Desert in Africa! Look! It crosses twelve countries.
Mr Mohammed: That's right, Sami.

3 *Later...*

Mr Mohammed: What about jungles?
Majed: They're forests and it rains every day!
Saleh: Yes! I think they are the wettest places in the world!
Khaled: There are lakes and waterfalls, too!
Sami: The biggest jungle is the Amazon!

4

Mr Mohammed: Now, tell me. Where is the best place to live?
Khaled: On an island! They're the most beautiful places in the world!
Majed: No way! Cities are better than islands.
Mr Mohammed: I mean between the desert and the jungle!
Khaled & Majed: Ha ha! Sorry, Mr Mohammed!

wet

continent

cross (v.)

LOOK!

Africa is a bigger continent than Europe.

Asia is the biggest of all.

good – better – the best
bad – worse – the worst
far – farther/further – the farthest/furthest
much/many – more – the most

3 Read again and complete.

1. Deserts are the _____ and _____ places in the world.
2. There aren't many _____ in the desert.
3. The Sahara Desert is the _____ desert in the world.
4. The Sahara Desert _____ twelve countries.
5. Jungles are the _____ places in the world.
6. The _____ is the biggest jungle.
7. Khaled thinks islands are the _____ places in the world.
8. Majed thinks _____ are better than islands.

4 Listen to the interview and circle A or B. Check your answers with a partner.

1. Jeff Thomas is a _____.
   - A reporter
   - B scientist
2. The Amazon rainforest crosses _____ countries.
   - A 9
   - B 7
3. What can you find in the Amazon rainforest?
   - A animals, plants, lakes and waterfalls
   - B plants, lakes and islands
4. Which is the largest river in the world?
   - A the Yangtze
   - B the Amazon

5 Match. Then ask and answer with your partner.

1. fast / animal [D]
2. high / mountain [ ]
3. long / river [ ]
4. small / continent [ ]
5. large / animal [ ]
6. big / island [ ]

A. Mt Everest

B. Greenland

C. blue whale

D. cheetah

E. the Amazon river

F. Australia

Which is the fastest animal in the world?

The cheetah is the fastest animal in the world.

1

fur

weight

length

bamboo

hunt

metre (m)

centimetre (cm)
kilo = kilogram (kg)
weigh
endangered species
male ≠ female

2 **What do you know about endangered animals? Discuss with the class.**
- **Listen and answer. Where do these animals live? Discuss with a partner.**
- **Read the text.**

Endangered species

Some animals are endangered because people hunt them or destroy their homes.

Let's look at two endangered species...

GIANT PANDAS

Giant pandas live in forests in China. They have got black and white fur, and they are about 1-2 m tall. The male is bigger than the female. A male weighs about 160 kg and a female about 125 kg.
The female panda usually has 1-2 babies every two years. Giant pandas can swim very well, and they can climb trees, too. Their favourite food is bamboo! They eat a lot of it.

SNOW LEOPARDS

Snow leopards are large cats. Their body length is between 90 cm and 130 cm. They have also got a long tail. It is about 80-100 cm long. They live high in the mountains of Central Asia. Their fur is white and grey in winter and yellow in summer. They can jump really far and they run fast. Snow leopards eat meat. They hunt early in the morning or late in the evening.

100 - one hundred
200 - two hundred
457 - four hundred and fifty-seven
1,000 - one thousand

LOOK!

My brother can paint beautifully.
I like his paintings a lot.
Can a crocodile swim well?
This bird can fly high in the sky.

slow – slowly beautiful – beautifully happy – happily	**BUT**	good – well high – high fast – fast hard – hard

3 Read again and complete the fact files.

1

Name of animal: *Giant panda*

Lives: _____

Weight: (male) _____

(female) _____

Babies: _____

Eats: _____

2

Name of animal: *Snow leopard*

Lives: _____

Body length: _____

Fur colour: (winter) _____

(summer) _____

Eats: _____

4 Listen to the dialogue and write **T** for True or **F** for False. Check your answers with a partner.

1. The mountain gorilla is endangered. ☐
2. Mountain gorillas live in Asia. ☐
3. The mountain gorilla is the biggest gorilla. ☐
4. Female mountain gorillas are taller than male mountain gorillas. ☐
5. Mountain gorillas drink a lot of water. ☐
6. There are around 700 mountain gorillas in the world today. ☐

5 Look and say.

I can cook well, but I can't jump high.

speak English / run / swim / walk / cook / type / paint / jump / draw	**high** **slowly** **fast** **beautifully** **well** **badly**

3 LET'S TALK

1

race

javelin

high jump

throw
minutes (min)
seconds (sec)

LOOK!

I can run the fastest of all my friends.

good	well	– better	– the best
bad	badly	– worse	– the worst
high	high	– higher	– the highest
fast	fast	– faster	– the fastest
far	far	– farther/ further	– the farthest/ the furthest

2 Look and say.

Annual Sports Games

Burns threw the javelin further than Jones.

Gibson threw the javelin the furthest.

3 Work in groups of three. Tick (✔) and say.

✔ ✔✔ ✔✔✔

Ryan runs faster than Tim.
Fred runs the fastest.

	run / fast	jump / high	throw / far
Student 1 Name: _____			
Student 2 Name: _____			
Student 3 Name: _____			

1 Look at the picture and the title of the article. Do you know who this person is? Read and find out.

The Top Stars News

This week's famous athlete: Mutaz Essa Barshim

MUTAZ ESSA BARSHIM

Mutaz Essa Barshim is a famous Qatari high jumper. He is from Doha, Qatar and he competes for the Qatari national team. He won the first Olympic silver medal for Qatar in the 2016 Rio Olympics.

Mutaz Essa Barshim is tall and thin. He has got black hair and brown eyes. He loves athletics and he practises hard.

When he was younger, he went to the local sports club with his dad and learnt to love sports there. He tried running and long jump as a young boy, but because he was better at the high jump, he chose to train in high jumping in Doha at the ASPIRE Academy for Sports Excellence.

When he was nineteen, he won his first gold medal at the 2010 Asian Indoor Athletics Championships.

He has got two Olympic medals: one bronze from the Summer Olympics of 2012 in London, and one silver medal from the 2016 Summer Olympics in Rio. He has got many more medals from other championships, too.

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Write the title of your article in big capital letters.

Write about what this person is famous for.

Write about his or her appearance.

Write about his or her past life.

Draw or stick a picture of the person you are writing about.

Write about this person's achievements.

Writing tip

- Use **adjectives** to make your sentences interesting.
  Use adjectives to describe people.
  e.g. *Mutaz Essa Barshim is a* ***famous*** *Qatari high jumper. He's* ***tall*** *and* ***thin****.*
- Use **because** to give the reason for something.
  e.g. *... **because** he was better at the high jump, he chose to train in high jumping...*
- Use **too** to add something else to what you have already said.
  e.g. *He has got many more medals from other championships,* ***too****.*

Go to p. 80

3 READING TIME

1

furniture

insect

wood

cut down trees

plant trees

oxygen

important

2 **Look at the pictures. What is the text about? Discuss with the class.**
- **Listen and answer. What do trees give us? Discuss with a partner.**
- **Read the leaflet.**

Why are they important?

Trees give us many things, like:

OXYGEN
We can't live without it!

HOMES
We don't live in trees, but small animals, birds and insects do!

FOOD
Fruit and nuts.

WOOD
We use wood to build houses and make paper, pencils and many more things.

Trees can live for many years, but people cut them down, and they do not plant new ones.

Why do we cut down trees?

People cut them down:
- To build more houses and buildings because cities are growing
- To make furniture

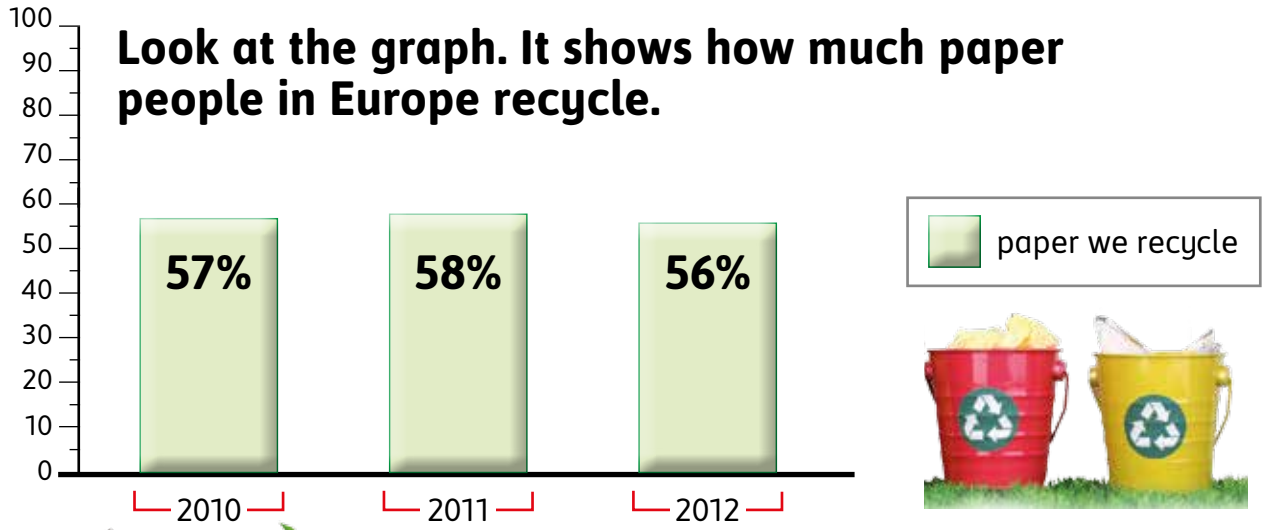
We must save our forests and trees!

How can we help?

Trees take 15-20 years to grow.
We must plant new trees every year.
We must learn the three **Rs**:
Reduce, Reuse and Recycle!

- **REDUCE:** Use less paper! Write on both sides!
- **REUSE:** You can use old paper to clean windows!
- **RECYCLE:** We can use old paper to make new paper!

Look at the graph. It shows how much paper people in Europe recycle.



Next time you enjoy a walk in the forest, take your family and friends and plant some trees!

3 Read again and complete.

1. Trees give us homes, wood, _____ and _____.
2. People cut down trees because they want to use the _____ to make _____ and pencils.
3. People also cut down trees because they want to _____ houses and buildings.
4. The three Rs are: _____, _____ and _____.
5. You can reuse paper to clean _____.

Let's chat

Is there a park or a forest near your house?
What can we do when we are at home to save trees?
What can we do when we are at school to save trees?
What other things can we do to protect the environment?

3 PHONICS

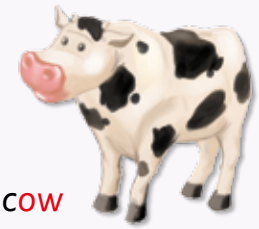
1 Listen and say.

/əʊ/

slow

pillow

/aʊ/



cow

down

2 Listen and say. Then circle the /əʊ/ sounds and underline the /aʊ/ sounds. Check your answers with a partner.

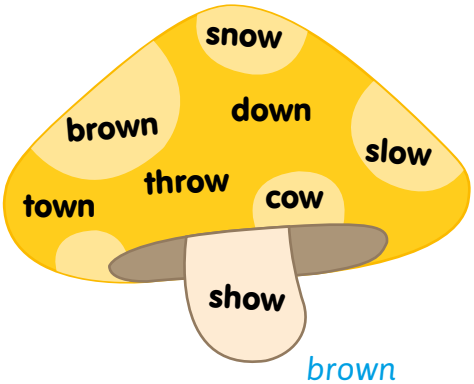
In the town of Small Bay

In the town of Small Bay
It's a sunny day.
A cow is near the tree
What does it see?

In the town of Small Bay
Two boys are playing
They're throwing pillows
Out of the windows

Every day they play,
play, play
In the town of Small
Bay.

3 Look and write the words with the /əʊ/ and /aʊ/ sounds.



/əʊ/	/aʊ/
show	brown

Listening

1 **A.** Look at the pictures. What do you think the listening is about? Then listen and tick (✔) the correct picture. Check your answer with a partner.

Tip! While listening, try to understand the general idea, not every single word.

Who is this year's winner?

A Ted Miller ☐

B Peter Jones ☐

C Ron Davidson ☐

B. Listen again and match.
Check your answers with a partner.

1. Ted Miller	☐	**A.** 89.59 m
2. Peter Jones	☐	**B.** 92.63 m
3. Ron Davidson	☐	**C.** 95.89 m

Speaking

2 Write about yourself and two of your friends.
Then ask and answer in pairs.

	You	Friend 1: _____	Friend 2: _____
jump / high			
run / fast			
jump / far			
cook / well			

Go to p. 88 for the *Now I can...* section.

1

land

grasshopper

sandy

whale

2 Why must we protect endangered animals? Discuss with the class.
- What do you know about the animals in the pictures?
- Read and check your answers.

Endangered animals in Qatar

The Qatari government is working together with conservation groups, universities and zoos to protect many endangered animals on land and in the sea. Here are some animals we must all take care of and protect:

The Arabian oryx

1

The Arabian oryx lives in Qatar and in some other parts of the Middle East. It's a medium-sized antelope, and it mainly eats grass, but it also eats leaves and fruit. It lives in the desert, and it can live for about two weeks without water.

Sand fox

2

The Sand fox lives in dry and sandy areas of the Middle East and North Africa. It has got fur on the pads of its feet to protect it from the hot sand and it comes out mostly at night.
It eats fruit, smaller animals like, lizards, mice and birds; and insects like, grasshoppers and spiders.

Dugong

3

The dugong lives deep in the waters round Qatar and other areas round the world. It has got a tail that looks like a whale's and can weigh over 400 kg. Dugongs eat sea grass, and they can stay underwater for up to six minutes.

3 Read and write **T** for True or **F** for False.

1. The Qatari government protects land animals only. ☐
2. The Arabian oryx can live without water for about two weeks. ☐
3. The Sand fox comes out in the day. ☐
4. The Sand fox eats small animals, like mice. ☐
5. The dugong hasn't got a tail. ☐
6. The dugong can stay underwater for sixteen minutes. ☐

4 Listen to an interview about the Arabian oryx and complete the fact file. Check your answers with a partner.

Name of animal: *Arabian oryx*

Colour: (**1**) _____ and (**2**) _____

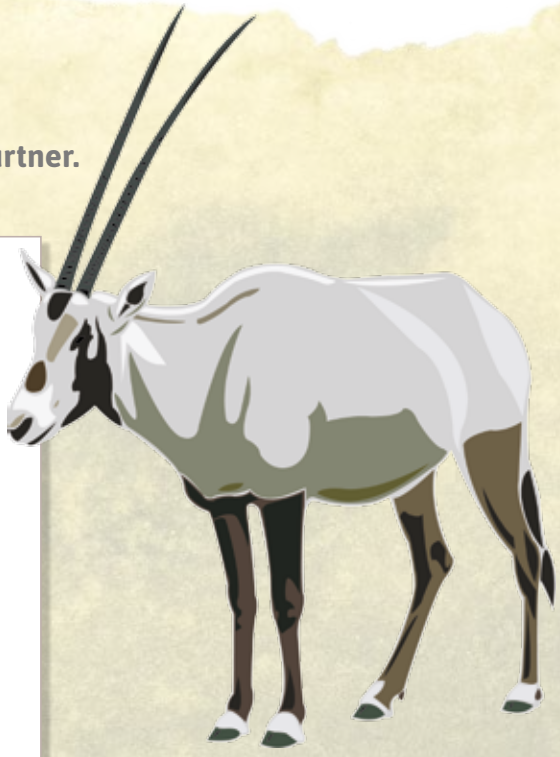
Body length: (**3**) about _____ cm

Horn length: (**4**) about _____ cm

Weight (male): (**5**) _____ kg

Weight (female): (**6**) _____ kg

Interesting fact: It can (**7**) _____ over 70 km in a night.



PROJECT WORK

Use the Internet to find information about other endangered species. Select the information you think is interesting and use it to make a poster. Present your poster to the class in the next lesson.

4 What happened?

In this module you can:

Song
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- find out about and describe events and experiences at a known time in the past (S2.5)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)

Top stars
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- describe people and objects using suitable statements (S2.2)
- find out about and describe events and experiences at a known time in the past (S2.5)

Our world
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the main idea of a wide range of short, simple texts (L1.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- find out about and describe events and experiences at a known time in the past (S2.5)
- narrate very short, basic stories and events (S5.1)

Reading time
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- ask about and express basic opinions (S1.2)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- follow and respond independently to a wide range of simple short questions (L2.4)
- ask about and express basic opinions (S1.2)

Project
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- connect words and phrases using basic coordinating conjunctions (W2.1)
- describe independently people and familiar objects using suitable statements (W1.3)
- find out about and describe events and experiences at a known time in the past (W1.6)

Let's talk
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- find out about and describe events and experiences at a known time in the past (S2.5)

Phonics
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- spell a range of familiar high frequency words accurately in guided writing (W2.2)

Round-up
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- find out about and describe events and experiences at a known time in the past (S2.5)

Cursive writing
- write smoothly and legibly in cursive writing in most written work (W3.1)

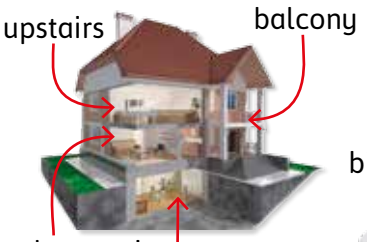
CLIL 2
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe independently people and familiar objects using suitable statements (W1.3)
- find out about and describe events and experiences at a known time in the past (W1.6)

1

water the plants

clean the car

garage



biscuit

jar

blackout

2 Look at the pictures. Where were the children?
Discuss with a partner. Then listen and match the verses with the pictures.
Check your answers with a partner and say.

A

B

The blackout

Yesterday there was a blackout.
I couldn't see a thing!

Where was Karl?
He was in the garage.
He was cleaning the car!

Yesterday there was a blackout.
I couldn't see a thing!

Where was Anthony?
He was on the balcony.
He was looking at the stars!

Yesterday there was a blackout.
I couldn't see a thing!

Where was Karen?
She was in the garden.
She was watering the plants!

But where was I?
I wasn't looking at the stars,
I wasn't watering the plants
And I wasn't cleaning the car.

I was in the kitchen.
I was looking for the biscuit jar!

LOOK!

What were you doing last night?
I was doing my homework last night.

What were you doing yesterday afternoon?
I was watering the plants yesterday afternoon.
I wasn't watching TV.

C

D

3 Put a ✔ or an ✘. Then ask and answer with your partner about what you were doing throughout the day yesterday.

	Yesterday		
	Morning	Afternoon	Evening
clean the car			
watch TV			
do my homework			
ride my bike			
read a book			
water the plants			

What were you doing yesterday morning?

Yesterday morning I was reading a book. I wasn't cleaning the car.

4 TOP STARS

1

slip

break

fall

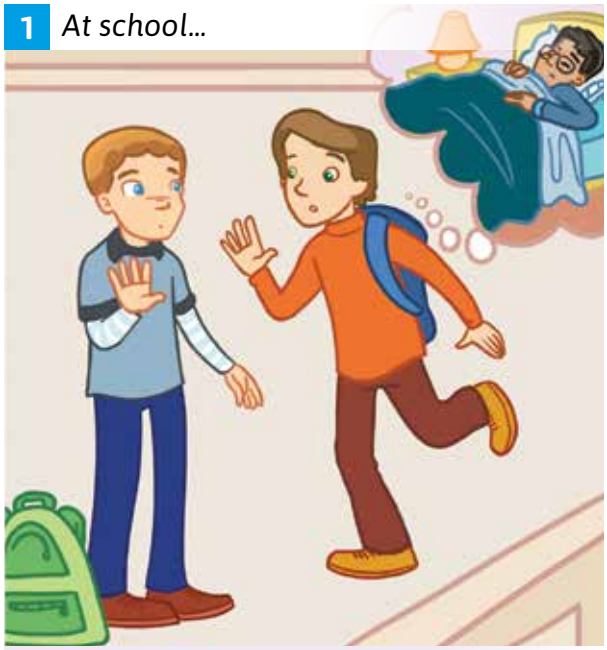
hurt

kitten

hero

2 **Listen and answer. How did Sami hurt his back? Discuss with a partner. Then read.**

1 *At school...*



Khaled: Hi, Majed! What's the matter?
Majed: It's Sami. He hurt his back.
Khaled: That's terrible! Poor Sami!

2 *Later...*

Khaled: Hi, Sami! How are you?
Sami: I'm better, thanks.
Khaled: What happened?
Sami: I was walking home yesterday. Suddenly, I heard a noise. There was a kitten in the street. Then I saw a boy. He was riding his bike, but he didn't see the kitten.
Khaled: Oh, no! Was he going fast? Did he hit it?

3

Sami: No, he didn't. I ran to help it, but I slipped and hurt my back.
Khaled: Oh, Sami!
Sami: But the kitten is OK!

4 *The next day at school...*

Majed: Look! Sami saved a kitten! A reporter took a photo and wrote an article about it.
Sami: Hi, guys! Why are you reading that article?
Khaled : Because it's about you, Sami! You're a hero!

hit
noise
sprain

LOOK!

Were you wearing a helmet? Yes, I was. / No, I wasn't.
Why did you go to the doctor? Because I was ill yesterday morning.
What's the matter? I sprained my ankle.
When did you sprain your ankle?
I sprained it yesterday afternoon.

3 **Read again and answer the questions.**

1. What's the matter with Sami?

_____

2. What was Sami doing before the accident?

_____

3. What did Sami see in the street?

_____

4. What was the other boy doing?

_____

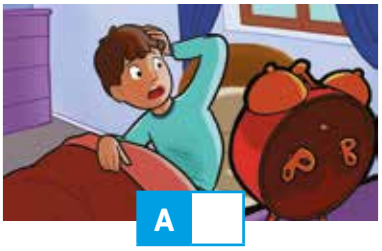
5. Did Sami help the kitten?

_____

6. Why was there a photo of Sami in the newspaper?

_____

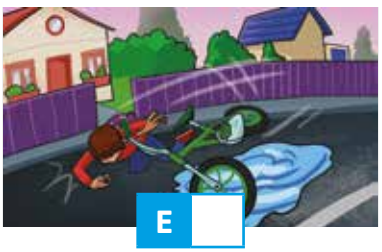
4 **Listen to the dialogue and tick (✔) the correct pictures. Check your answers with a partner.**


A ☐

B ☐

C ☐

D ☐


E ☐

F ☐

5 **Look at activity 4 for a few seconds then cover the pictures and play a memory game. What was Hamad doing?**

Was Hamad waiting for the bus?

6 **Ask and answer with your partner.**

A: What's the matter?

B: My back hurts.

A: Why?

B: Because I fell off my bike yesterday morning.

1. What's the matter?
My back hurts I'm tired I'm sad I can't walk
2. Why?
fall off / bike lose / favourite book go to bed late sprain / ankle
3. When?
yesterday morning last night last week

4 OUR WORLD

1

safari

countryside

zebra

national park

lock
loud
dangerous
way

2 **Where could you find the text below? Discuss with the class.**

- **Listen and answer. Why do you think this was Fred's first and last safari? Discuss with a partner.**
- **Read the text.**

My first and last safari!

by Fred Collins

Last summer, my family and I went to Africa on holiday. We stayed in a small house in the beautiful African countryside. It was great!

One day, we visited the Serengeti National Park in Tanzania for a safari. I wanted to see zebras so much!

We waited in our car, and after a while we saw hundreds of zebras! They were running not very far from us. We got out of our car and took photos. Suddenly, the zebras turned round and stopped.

They started running again and they stopped right in front of us!

'Get in the car!' Dad shouted.

We had to get in the car fast and lock the doors. The zebras started running really fast and some were jumping over our car. It was so loud. We were all scared! Finally, they went away.

'Zebras aren't dangerous, but we were in their way,' said Dad.

We were all very happy it was over!

3 Read again and write **T** for True or **F** for False.

1. Fred went on a safari holiday with his friends. ☐
2. Fred took photos of the zebras. ☐
3. The zebras started running very fast. ☐
4. Some zebras jumped over their car. ☐
5. Zebras are dangerous animals. ☐

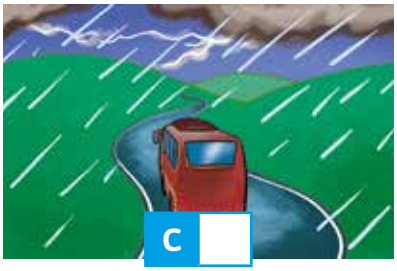
LOOK!

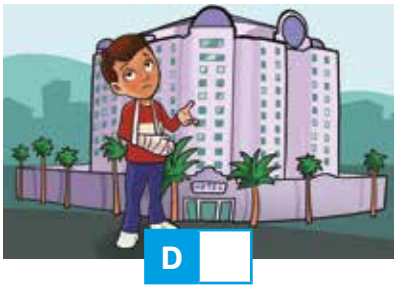
I had to sleep in a tent.
I didn't have to go to school today.
Did you have to fish for food?
Yes, I did. / No, I didn't.

4 Listen and tick (✔) the correct pictures. Check your answers with a partner.

A ☐

B ☐


C ☐


D ☐

E ☐

F ☐

5 What was everyone doing in the countryside when it started to rain?
Ask and answer with a partner.

4 LET'S TALK

1

tidy my room

talk on the phone

surf the Net

read a comic book

text a friend

2 Match the clocks with the activities.
Then play a guessing game with your partner.

1 **Yesterday a fire broke out at the home of the Peters family. Look at the questions a reporter asked Robert about the fire and the answers he gave. What were Robert and his family doing at the time of the fire? Then read the incident report and answer.**

Incident Report

Name: Robert Peters

What time did the fire start? It started at five o'clock in the afternoon.

Where were you? I was in my bedroom.

What were you doing? I was doing my homework.

What was your family doing at the time?

Brother (Alex): He was in the living room.
He was watching TV.

Sister (Betty): She was on the balcony.
She was reading a book.

Mother (Mrs Peters): She was in the kitchen.
She was making a cake.

Father (Mr Peters): He was in the garage.
He was cleaning the car.

What happened in the end?
The firefighters came and put out the fire.

Yesterday a fire started at five o'clock in the afternoon at the home of the Peters family. Robert Peters was at home. He was in his bedroom and he was doing his homework. His brother, Alex, was in the living room and he was watching TV. His sister, Betty, was on the balcony and she was reading a book. His mother, Mrs Peters, was in the kitchen and she was making a cake. His father, Mr Peters, was in the garage. He was cleaning the car. Finally, the firefighters came and put out the fire.

Writing tip

We use commas (**,**) to separate items in a list and we use **and** before the final item.

e.g. *I was doing my homework***,** *my brother was watching TV* ***and*** *my sister was reading a book.*

Go to p. 81

2 Do you like going to the zoo? Why? Discuss with the class.
- Listen and answer. What did the children find in the garden? Discuss with a partner. Read the story.

THE GIRAFFE ESCAPE

1

zookeeper

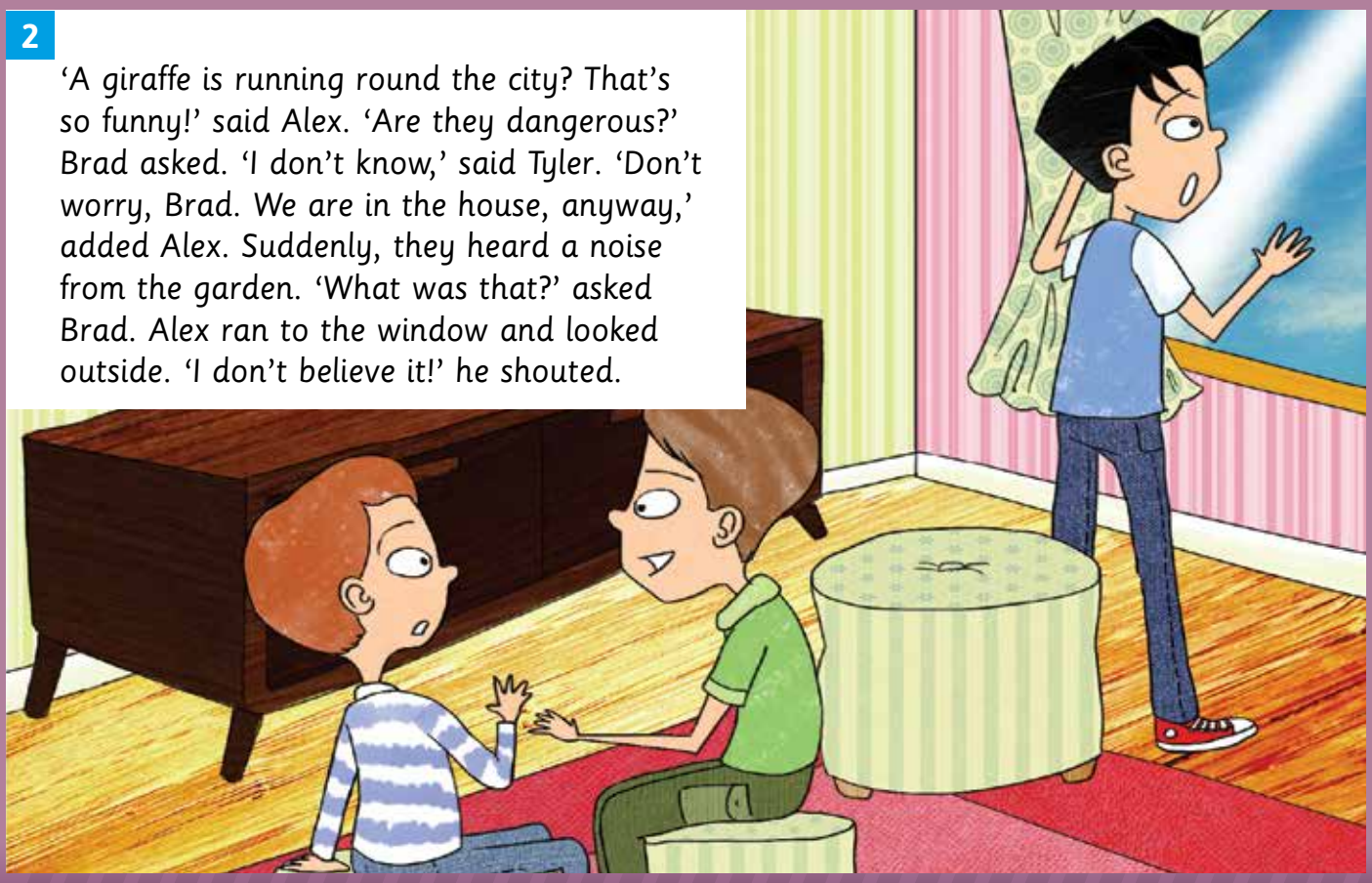
catch – caught
escape

1

On Saturday evening, Alex, Tyler and Brad were at Alex's house. They were watching TV. Suddenly, there was a news bulletin: 'This just in! There was a blackout at City Zoo and some animals escaped. Luckily, the zookeepers caught most of them in time, but a giraffe is still missing. The zookeepers are looking for the giraffe in the city.'

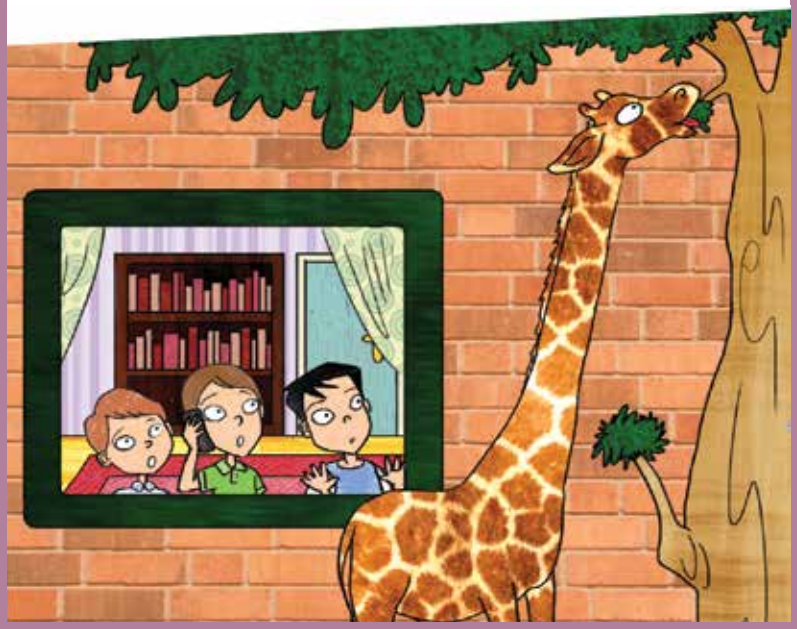
2

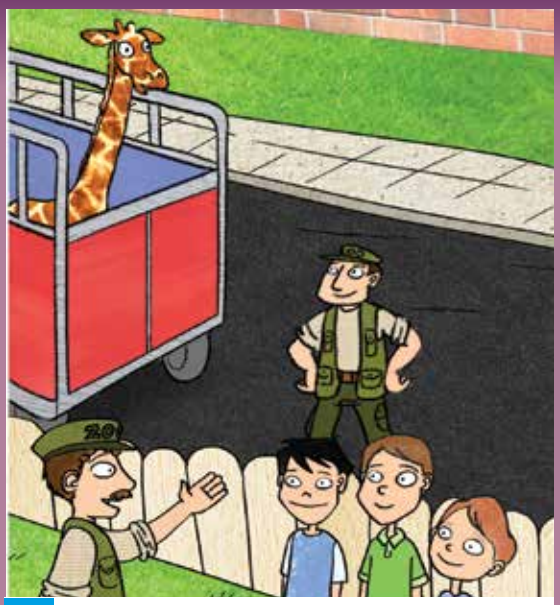
'A giraffe is running round the city? That's so funny!' said Alex. 'Are they dangerous?' Brad asked. 'I don't know,' said Tyler. 'Don't worry, Brad. We are in the house, anyway,' added Alex. Suddenly, they heard a noise from the garden. 'What was that?' asked Brad. Alex ran to the window and looked outside. 'I don't believe it!' he shouted.



3

Tyler and Brad ran to the window. They were very surprised. 'The giraffe!' said Tyler. It was standing in the garden and it was eating some leaves from a tree. 'Let's call the zoo!' said Alex. Tyler quickly called the zoo. 'You must stay in the house!' a zookeeper said on the phone.





4

Fifteen minutes later, the zookeepers arrived. 'Thanks to you, we found the giraffe! Thank you so much! You can visit the City Zoo any time you like!' said one zookeeper. The children were very happy.

3 **Read again and answer the questions.**

1. What were the children doing at home?

_____

2. Which animal were the zookeepers looking for?

_____

3. Where was the giraffe?

_____

4. What was the giraffe eating?

_____

5. Did the zookeepers finally find the giraffe?

_____

6. Were the children happy in the end?

_____

4 **Can you think of a different title? Discuss with a partner.**

Let's chat

What do you know about giraffes? Where do they live?
What is special about them? Are all wild animals dangerous?
What do you think about keeping animals in zoos?

4 PHONICS

1 Listen and say.

/eɪ/

/aɪ/

2 Listen and say. Then circle the /eɪ/ sounds and underline the /aɪ/ sounds. Check your answers with a partner.

On the train

We are on the train
Look at the rain
Look at the rain!

I want to go home
And make two pies
One with dates
And one with rice!

I want to go home
And play with my sister, Fay
Play, play all day!

3 Look, say and write the missing letters.

ay ai i ie

1 w _____ ter

2 k _____ te

3 p _____

4 pl _____ ground

Listening

1 **There was a blackout last night. What were the people doing? Listen and match the names with the actions. Check your answers with a partner.**

A

C

1. Jim ☐
2. Mark ☐
3. Julie ☐
4. Jim's mother ☐
5. Jim's father ☐

E

B

D

Speaking

2 **Talk in pairs. Imagine you had an accident. Use the prompts to ask and answer.**

Accidents
hit my head / hurt my back / slip / break my arm/leg / sprain my ankle / fall off my bike

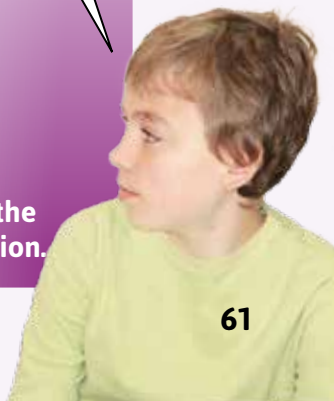
Where were you?
home/park/garage/garden

Who was with you?
brother/sister/parents/friend(s)

What were you doing?
walk / run / ride my bike / clean the car / water the plants / tidy my room

What did you have to do?
sit down / go / doctor / hospital / home

What's the matter, Tom?
I sprained my ankle.
Where were you?
I was at the park.
Who was with you?
My friend Brad.
What were you doing?
I was walking.
What did you have to do?
I had to sit down.



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

1

sail

explorer

famous

discover
voyage

2 Do you know of any famous explorers? Discuss with the class.
- What do you know about Christopher Columbus and Captain James Cook? Read and find out.

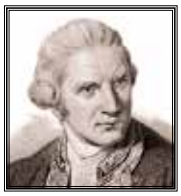
Great explorers

Many years ago, people wanted to discover new places. Christopher Columbus and James Cook were two very important explorers. Let's read and learn about their voyages!

Christopher Columbus

(1450 - 1506)

Christopher Columbus was a famous Italian explorer. He wanted to travel to India, but he couldn't find any ships. The Spanish king helped him and gave him three ships: the *Pinta,* the *Santa Maria* and the *Niña*. Columbus sailed across the Atlantic Ocean four times. When he found land, he thought it was India, but it was America. That's why he named the people there Indians. He also travelled to Cuba and the Bahamas.



James Cook

(1728 - 1779)

James Cook was a famous English explorer. His father was a farmer, but James loved the sea. He sailed across the Pacific Ocean three times. On his voyages, he travelled to Newfoundland, Canada and even to Australia, New Zealand, Hawaii and Tahiti. He travelled round the world and he made many maps of the places he visited. He also wrote a diary about his voyages.

3 Read again and write the name of the explorer next to each sentence.

1. A king helped this explorer. _____
2. This explorer travelled to the island of Tahiti. _____
3. This explorer made many maps. _____
4. This explorer sailed across the Atlantic four times. _____
5. This explorer was English. _____
6. This explorer travelled to the Bahamas. _____

4 Read and complete.

voyage	famous	sailed	explorer	discovered

1. He went on his first _____ in 1256.
2. My cousin is a(n) _____ actor. He was in a film.
3. John Couch Adams _____ Neptune in 1846.
4. Ferdinand Magellan was from Portugal. He was a(n) _____.
5. Christopher Columbus _____ across the Atlantic Ocean four times.

5 Listen and write **T** for True or **F** for False.
Check your answers with a partner.

1. Marco Polo was from Spain. ☐
2. He travelled to China. ☐
3. He stayed in China for seventeen years. ☐
4. He wrote a book with stories of his travels. ☐
5. He had two children. ☐

DID YOU KNOW?

America was named after Amerigo Vespucci, an Italian explorer.

PROJECT WORK

Use the Internet to find information about other famous explorers. Select the information you think is interesting and use it to make a poster. Present your poster to the class in the next lesson.

5 Eating right

In this module you can:

Quiz
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- communicate or find out more detailed personal information (S1.1)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)

Top stars
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and respond to a longer sequence of simple one-step instructions (L2.3)

Our world
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the main idea of a wide range of short, simple texts (L1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate or find out more detailed personal information (S1.1)

Reading time
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- ask about and express basic opinions (S1.2)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- follow and respond independently to a wide range of simple short questions (L2.4)

Project
- ask about and express basic opinions (S1.2)
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- write a sequence of short simple one-step instructions and directions (W1.4)
- spell a range of familiar high frequency words accurately in guided writing (W2.2)

Let's talk
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- communicate or find out more detailed personal information (S1.1)

Phonics
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- spell a range of familiar high frequency words accurately in guided writing (W2.2)

Round-up
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe people and objects using suitable statements (S2.2)

Cursive writing
- write smoothly and legibly in cursive writing in most written work (W3.1)

Top Time 3
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- communicate or find out more detailed personal information (S1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe independently people and familiar objects using suitable statements (W1.3)

QUIZ

1

a bar of chocolate

a cup of tea

a glass of water

a bowl of cereal

a bottle of water

sweets

meal
snack
healthy

2 Do the quiz. Read and circle.

Quiz:
Are you healthy?

LOOK!

There is some milk in the fridge.
There aren't any sweets in the bag.
How many glasses of water do you drink every day?
How much chocolate do you eat every day?

1 How many meals do you eat every day?
- A 4-5 small meals.
- B 2 large meals.
- C I don't know. I eat all day.

2 What kind of snacks do you eat?
- A Some fruit.
- B Some bread and cheese.
- C A bar of chocolate or some sweets.

3 What do you usually have for breakfast?
- A Some fruit and a sandwich.
- B A cup of tea.
- C I don't have any breakfast.

4 How much milk do you drink every day?
- A I drink 2-3 glasses.
- B I have a bowl of cereal with some milk.
- C I don't drink any milk.

5 Do you exercise every day?
- A Yes, I do.
- B Sometimes.
- C I never exercise.

6 How many hours do you sleep?
- A 9-11
- B 6-8
- C 5-7

More As	More Bs	More Cs
You are very healthy! You eat right and you exercise. Don't forget to drink seven glasses of water every day, too! Keep up the good work!	You are healthy, but you must eat more fruit and vegetables. They help you become stronger. It's important to drink more milk, too! Keep trying!	You aren't very healthy. You don't eat any healthy food or exercise. You must eat healthier meals, exercise and sleep more. You can do it!

3 Learn about your partner's eating habits. Use the ideas in the box. Ask and answer.

how much how many	glasses of water sweets fruit bars of chocolate hours time meals glasses of milk	drink eat sleep exercise

How many glasses of water do you drink every day?

I drink seven glasses of water every day.

5 TOP STARS

1

ketchup

mustard

pasta

apple pie

ready
without

2 **Listen and answer. What does Amal have for lunch? Discuss with a partner. Then read.**

1 *At lunchtime...*

Fatima: Amal! What's this?
Amal: Pizza. I love pizza! I eat pizza every day.
Fatima: Yes, but this is a lot of pizza. It isn't good for you. No pizza for you today!

2

Amal: OK. I love cheeseburgers, but there isn't much ketchup on them! Alya, get me lots of ketchup, please. And some mustard.
Fatima: Lots of ketchup isn't good for you, Amal!
Amal: I can't eat a cheeseburger without any ketchup.
Alya: No cheeseburger for you.
Amal: What can I have then?

3

Alya: There are many healthy meals, Amal. What would you like?
Amal: Can I have some chicken with pasta?
Alya: Chicken with lots of vegetables. That's healthy.
Amal: Oh, OK. I'd like something to drink.
Alya: Good idea! Shall I get you some milk?
Amal: Yes, please.

4

Fatima: Anything else?
Amal: Yes! Some apple pie, please!
Fatima: Amal!
Amal: OK, OK! No sweets.... An apple, just an apple!

LOOK!

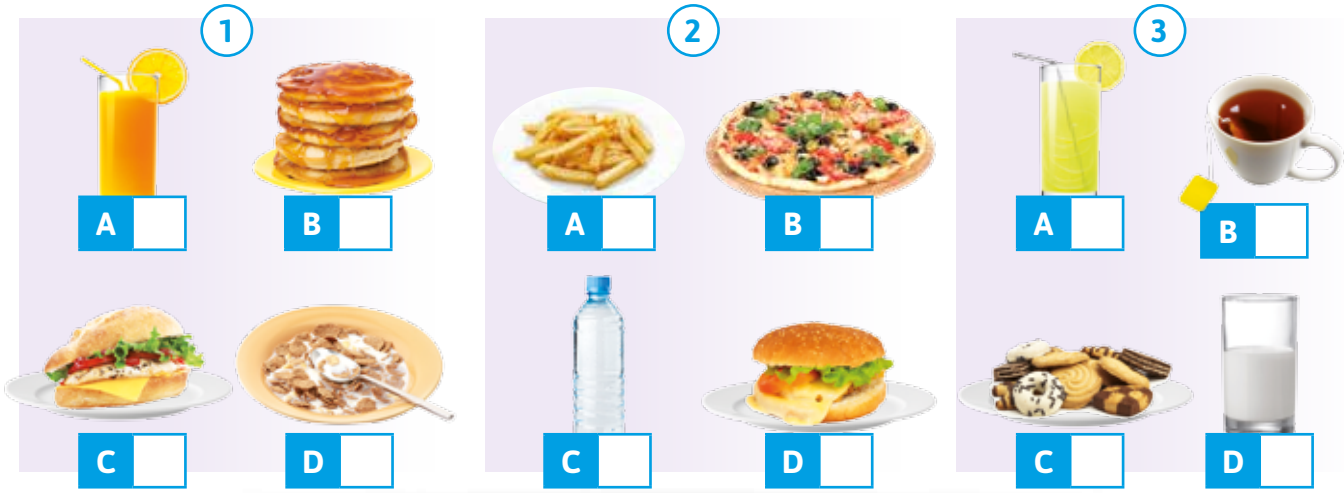
There aren't many apples in the basket.
There isn't much milk in the fridge.
Shall I get some milk from the supermarket?
Sure. / Yes, please. Thank you!

There are lots of oranges in the bag.
There's a lot of ketchup on the sandwich.
Can I have some chicken and rice, please?
Sure. Anything else?
I would like a glass of lemonade.

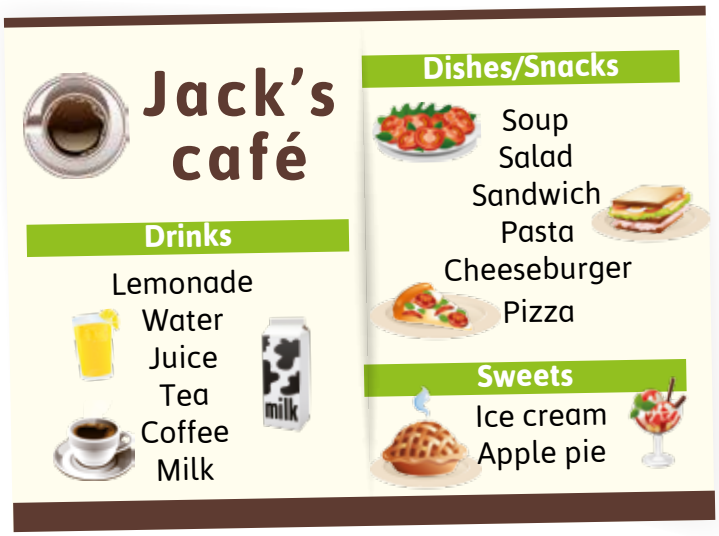
3 **Read again and write T for True or F for False.**

1. Amal eats pizza every day. ☐
2. Amal wants a cheeseburger without any ketchup. ☐
3. Alya gives Amal chicken with pasta. ☐
4. Alya gives Amal some milk. ☐
5. Amal wants to have some apple pie. ☐
6. Amal gets two apples in the end. ☐

4 **What would Scott like to eat/drink? Listen to the dialogues and tick (✔) the correct pictures. Check your answers with a partner.**



5 **Work in pairs. Look at the menu and tell your partner what you would like to eat and drink.**



1

fizzy drinks

heart

healthy

unhealthy

fresh
part
remember
keep

2 Do you eat healthy food? Discuss with the class.
- Listen and answer. Why is healthy eating important? Discuss with a partner.
- Read the text.

Healthy eating

Why is healthy eating important?

Eating right keeps your heart and body strong.
You feel good and you don't get ill very often.
Also, be careful with what you drink. Fizzy drinks are unhealthy because they have got a lot of sugar. Don't drink a lot of them.

What food is good for you?

Look at this food pyramid. You can eat a lot of the food at the bottom of the pyramid and only a little of the food at the top because it is unhealthy. Fruit and vegetables are a very important part of healthy eating. You must eat lots of these!

What can you do?

Look at this plate. It shows you what a healthy meal looks like. Half of your meal must be fresh fruit and vegetables, and the other half some rice, pasta or bread and a little meat, fish, milk, cheese and eggs. Remember to drink a lot of water every day – at least seven glasses!

LOOK!

There are a few cherries in the basket. | There's a little orange juice in the glass.

3 **Read again and correct the sentences.**

1. Unhealthy eating keeps your heart and body strong.

_____.

2. Fizzy drinks have got a little sugar.

_____.

3. You can eat a lot of the food at the top of the pyramid.

_____.

4. Half your meal must be meat, chicken or fish.

_____.

5. Drink at least seven glasses of fizzy drinks.

_____.

4 **Listen to two girls talking about a school project and circle. Check your answers with a partner.**

Tip! Before you listen, read the questions and options carefully.

1. What does Jane have for a snack?
   - A fruit
   - B a bar of chocolate
   - C vegetables

2. How much milk does Jane drink every day?
   - A one glass
   - B two glasses
   - C three glasses

3. How many vegetables does Jane eat every day?
   - A She eats a few vegetables.
   - B She doesn't eat any vegetables.
   - C She eats a lot of vegetables.

4. How much does Jane exercise?
   - A a lot
   - B a little
   - C She doesn't exercise.

5 **Are your friends healthy? Ask and answer.**

1. How many hours / exercise / every day?
2. How many glasses / milk / drink / every day?
3. How much / fruit / eat / every day?
4. How many / fizzy drinks / drink / every day?
5. How many / snacks / have / every day?
6. How much / water / drink / every day?

5 LET'S TALK

1

butter

steak

yoghurt

omelette

jam

honey

2 Work in pairs. Look and complete. Then report to the class.

LOOK!
We both like pancakes.
Neither of us likes spaghetti.

We both have cereal for breakfast.

Breakfast

	ME	YOU
omelette		
pancakes		
bread and jam		
bread and honey		
cereal		
yoghurt		

Lunch

	ME	YOU
sandwich		
pasta		
soup		
salad		
noodles		
pizza		

Neither of us has pancakes for breakfast.

Dinner

	ME	YOU
chicken		
steak		
rice		
salad		
cheeseburger		
soup		

1 Do you like chocolate?
Do you know how to bake a cake?
Read a recipe for chocolate cake and learn how.

Think of a simple recipe.

Healthy Chocolate Cake

Add sequence words to show the order in which the steps must happen.

Ingredients

3 eggs

1 cup of yoghurt
2 ½ cups of flour

2 cups of brown sugar
1 cup of butter

1 cup of cocoa powder

Make a list.
Think about all the things you need.

Steps

First, break the eggs into a large bowl and beat them with the mixer. **Then**, add the brown sugar. **Next**, add the butter and the yoghurt. Mix very well. **Then**, add the flour and mix it again. Add the cocoa powder and mix all the ingredients together very well.

Next, put some butter in the pan and then put the cake mix in the pan.

Put the pan in the oven and bake for 25 minutes at 180 °C.

Finally, when the cake is ready, you can add some jam or fruit on top.

Enjoy!

Writing tip

To write a recipe:

- Think about the steps. Use sequence words to describe the procedure: **First**, **Second**, **Next**, **Then**, **Finally**...
- Write each step in the order you have to do it.
- Use the **Imperative** to write your instructions.

Go to p. 82

2 Look at the pictures. What do you think the story is about? Discuss with the class.
- Listen and answer. What do the children want to collect?
- Read the story.

1

a can of soup

a packet of biscuits

a box of cereal

collect

FOOD, TOYS, BOOKS AND CLOTHES FOR EVERYONE!

1

Jason and his friends were at school last Sunday morning. They were learning about children round the world.

'In some places, children haven't got many books or toys to play with. They haven't got a lot of clothes or even food,' said their teacher. 'Let's collect food, toys, books and clothes for these children!' said Jason. 'Can you help us, Mr Walters?' asked Oliver. Mr Walters liked the idea. 'Sure! We can ask everyone in our town to bring things to the school on Saturday,' he told them.

2

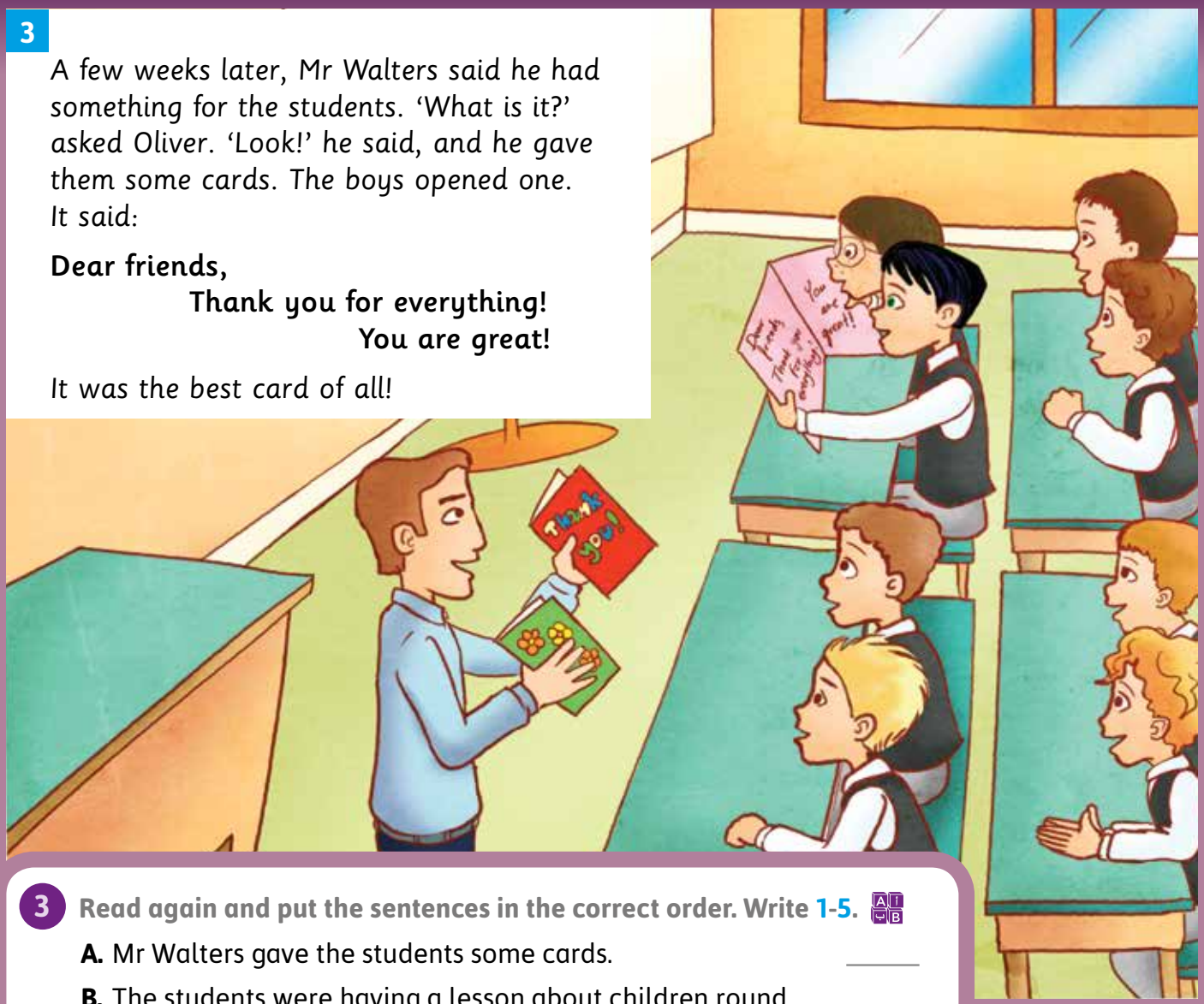
On Saturday, many people came to the school. Everyone brought something. They brought toys, clothes, books and a lot of food. 'Where can I put these packets of biscuits?' asked Oliver. 'Put them near those cans of soup,' answered Jason. 'We've got fifty boxes of cereal here, boys. That's great!' said Mr Walters. That evening, they gave everything to a charity. The charity sent everything to countries round the world.

3

A few weeks later, Mr Walters said he had something for the students. 'What is it?' asked Oliver. 'Look!' he said, and he gave them some cards. The boys opened one. It said:

Dear friends,
Thank you for everything!
You are great!

It was the best card of all!



3 **Read again and put the sentences in the correct order. Write 1-5.**

A. Mr Walters gave the students some cards. _____

B. The students were having a lesson about children round the world with Mr Walters. _____

C. Many people came to the school and brought something for the children round the world. _____

D. The students read a card. _____

E. The charity organisation sent everything to many countries. _____

4 **Think of a different title for the story and discuss with a partner.**

Let's chat

How can we help other people?
Do you know any charities or organisations in your country?

5 PHONICS

1 Listen and say.

silent gh

night

straight

silent k

knee

knife

2 Listen and say. Then circle the silent letters. Check your answers with a partner.

My cat

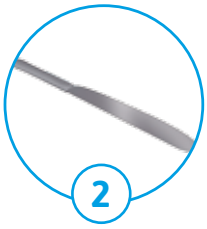
At night, at night
I sit with my cat, Kate.
It's small and cute.
Its tail is long and straight.

Come Kate, come Kate
Come sit on my knee.
Let's sit together
Just you and me.

3 Look and match. Then write.

1

gh



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3

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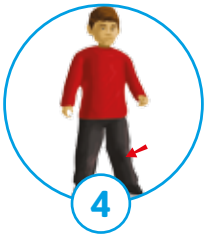


4

1. _____
2. _____
3. _____
4. _____

Listening

1 Listen to three dialogues and tick (✔). Check your answers with a partner.

1 What does Kyle want for breakfast?

A ☐

B ☐

C ☐

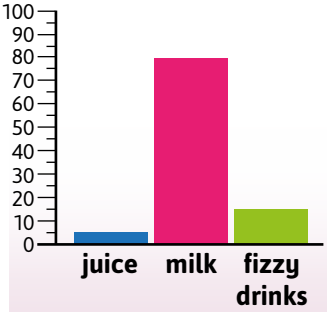
2 What does Mrs Collins want to buy from the supermarket?

A ☐

B ☐

C ☐

3 What can Gary see in the graph?



A ☐

B ☐

C ☐

Speaking

2 Play a guessing game. Ask and answer with your partner.

I used a few eggs and some cheese.

Did you make an omelette?

Yes, I did.

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

1

goatherd

cardamom

vanilla

cinnamon

spices

legend

2 What do you like to drink in the morning? Discuss with the class.
- What do you know about the drinks in the pictures below? Discuss with a partner.
- Read and match.

What's your favourite drink?

A ☐

A legend says a goatherd saw that after his goats ate the beans of a coffee plant, they had a lot of energy. The goatherd tried the beans and liked them. Around 1500 CE, many people in Southern Arabia drank coffee. Today Arabic coffee is popular in Qatar, and people add cardamom and other spices to their coffee. People drink it when they meet with friends. They usually have dates with their coffee, too.

B ☐

A Chinese legend says people started drinking green tea around 2737 BCE. It says that when the emperor Shennong was boiling water, some leaves fell into the water. He then drank the water and liked it. Emperors were the first to enjoy drinking green tea, but today most Chinese people drink green tea with every meal. In most parts of China, people don't add milk or sugar to their tea.

C ☐

The Mayans lived in Mexico and grew cacao around 1000 BCE. They used cacao beans as money, and they also used them to make a drink with vanilla and chili. This is the hot chocolate drink everyone loves today. However, people in Mexico today don't usually add chili; they add milk, sugar and cinnamon to the drink and call it hot chocolate!

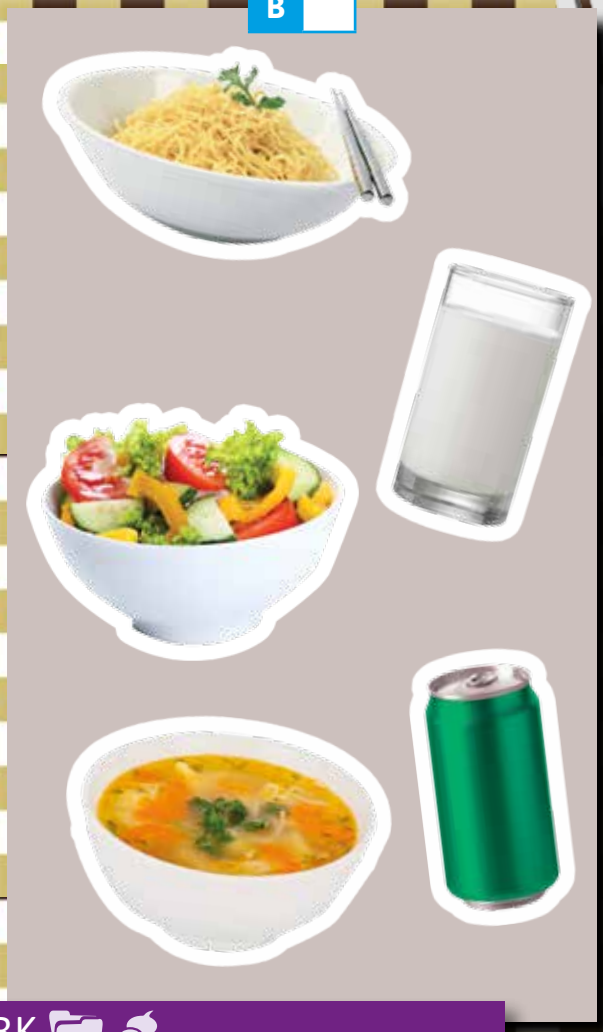
3 **Read and write T for True or F for False.**

1. A legend says a goatherd discovered green tea. ☐
2. In Qatar, people add different spices to their coffee, like cardamom. ☐
3. People first drank green tea in Qatar. ☐
4. In most parts of China, people add milk to their tea. ☐
5. Mexicans add cinnamon to their hot chocolate. ☐

4 **Listen to the dialogue and tick (✔) the correct picture. Check your answers with a partner.**

A ☐

B ☐



PROJECT WORK

Use the Internet to find information about drinks from round the world. Select the information you think is interesting, and use it to make a poster. Present your poster to the class in the next lesson.

1 PROJECT

1 Read and correct.

1. ~~i~~ I get up at half past six every day.
2. Do you ride your bike to school.
3. I'm very good at science?
4. After school, I sometimes watch TV?
5. before I go to bed, I always brush my teeth
6. I love painting?

2 Look at activity 1 on p. 15 and complete the notes about Jim's day.

Jim's day

In the morning

_____

_____

After school

_____

Before bedtime

_____

3 Make notes about the information you want to include in your email.

My day

In the morning

_____

_____

After school

_____

Before bedtime

_____

4 Write an email to a new friend about your day. Use the information in activity 2.

To: Subject:

Add Cc Add Bcc Attach a file

Font Size Colour B I U

1 **Rewrite the sentences using the words in brackets.**

1. My friend Mike is good at board games. (very)

_____

2. Gary was hungry. He ate the whole cake! (really)

_____

3. The new shopping centre is big. (so)

_____

4. I was surprised when I saw my cousin. (very)

_____

2 **Look at activity 1 on p. 29 and complete with the information in Jack's diary.**

1. When did he go?

_____

2. Where did he go?

_____

3. Who did he go with?

_____

4. What did he do there?

_____

5. Did he like it?

_____

3 **Think about where you went and what you did last Friday or Saturday. Answer the questions.**

1. When did you go?

_____

2. Where did you go?

_____

3. Who did you go with?

_____

4. What did you do/see there?

_____

5. Did you like it?

_____

4 **Write your diary entry about what you did last Friday or Saturday. Use the information in activity 3.**

3 PROJECT

1 Put the words in the correct order.

1. Canada / big / a / country / is

_____

2. is / my / hungry / cat / very

_____

3. building / and / this / modern / is / tall

_____

2 Rewrite the sentences. Use **too** or **because**.

1. He didn't go to school. He was ill. _____
2. She is good at art. She is good at science. _____
3. Tom was happy. He won the race. _____
4. Ryan likes soup. He likes spaghetti. _____

3 You want to write an article about your favourite athlete.
Answer the questions to help you.

1. Who do you want to write about? _____
2. What does he or she look like? _____
3. Which adjectives best describe this person? _____
4. What did he or she do in the past? _____
5. Did he or she win any medals in the past? _____

4 Now write your article. Use the information in activity 3.
Draw or stick a picture of the athlete.

The Top Stars News

_____

_____

_____

_____

_____

_____

_____

_____

1 Read the sentences. Add **commas** and **and** where needed.

1. Mark was reading a book Tom was watching TV Liam was surfing the Net.
2. Diane was looking for her glasses Tina was playing a computer game Kelly was reading a comic book Olivia was doing her homework.
3. Harry was tidying his room Brad was eating a sandwich.
4. Jim was talking on the phone I was sending an email.
5. Tina was surfing the Net her sister was watering the plants her brother was cleaning his car.

2 Think of an unfortunate event that happened to you or that you have witnessed. Answer the questions.

Incident Report

Name: _____

What happened? _____

What time did it happen? _____

Where were you? _____

What were you doing? _____

What was your family doing at the time? _____

_____

_____

What happened in the end? _____

_____

_____

3 Write a report.

_____

_____

_____

_____

5 PROJECT

1 Read and write the steps in the correct order. Use **first**, **next**, **then** and **finally**.

HOW TO MAKE FRESH Lemonade

Add the lemon juice to the bottle of water.
Put a bottle of water in the fridge for an hour.
In a glass, mix some lemon juice with two spoons of sugar.
Put the bottle in the fridge and leave it for two hours.

1. _____
2. _____
3. _____
4. _____

Your fresh lemonade is ready! Enjoy!

2 Look at the pictures of the recipe below. Complete the ingredients with the missing information. Then, write the steps of the recipe.

OMELETTE

Ingredients	Steps
3 _____	_____
1 cup of _____	_____
some _____	_____
some _____	_____
some _____	_____
	_____
	_____
	_____

1 Look and copy.

1. I go to Winston Primary School and I'm in Year 5.

2. I have breakfast with my family.

3. After school, I always do my homework.

4. I always have a shower and brush my teeth before I go to bed.

2 CURSIVE WRITING

1 Look and copy.

1. On Friday, I went to the shopping centre with my father, my mother and my sister.

2. I had a chicken sandwich, and it was really good!

3. On Saturday, I did my homework in the morning.

4. We went to the park with my cousins, and we had a great time there!

1 Look and copy.

1. Mutaz Essa Barshim is a famous Qatari high jumper.

2. He loves athletics and he practises hard.

3. He won the first Olympic silver medal for Qatar in the 2016 Rio Olympics.

4. He has got two Olympic medals.

4 CURSIVE WRITING

1 Look and copy.

1. Yesterday, a fire started at five o'clock in the afternoon at the home of the Peters family.

2. His brother, Alex, was in the living room and he was watching T.V.

3. Mrs Peters was in the kitchen and she was making a cake.

4. Finally, the firefighters came and put out the fire.

1 Look and copy.

1. First, break the eggs into a large bowl and beat them with a mixer.

2. Add the cocoa powder and mix all the ingredients together very well.

3. Next, put some butter in the pan and then put the cake mix in the pan.

4. Finally, when the cake is ready, you can add some jam or fruit on top.

Now I can...

Module 1

Now I can...

- ask and answer about personal information ☆☆☆
- talk about what people are doing at the moment ☆☆☆
- talk about people's routines and school subjects ☆☆☆
- make suggestions and say what I'm good or bad at ☆☆☆
- write an email to a friend ☆☆☆

Now count your stars!

- 1-5 stars: You're a little star!
- 6-10 stars: You're a star!
- 11-15 stars: You're a big star!

Module 2

Now I can...

- talk about holiday activities ☆☆☆
- talk about the past ☆☆☆
- talk about a school trip ☆☆☆
- talk about what I could and couldn't do in the past ☆☆☆
- write a diary entry ☆☆☆

Now count your stars!

- 1-5 stars: You're a little star!
- 6-10 stars: You're a star!
- 11-15 stars: You're a big star!

Module 3

Now I can...

- make comparisons ☆☆☆
- talk about places, buildings, structures, landmarks and endangered animals ☆☆☆
- describe something or someone using adverbs ☆☆☆
- talk about sports and numbers 100-1000 ☆☆☆
- write an article about a famous athlete ☆☆☆

Now count your stars!

- 1-5 stars: You're a little star!
- 6-10 stars: You're a star!
- 11-15 stars: You're a big star!

Module 4

Now I can...

- talk about the past ☆☆☆
- talk about actions that were happening in the past ☆☆☆
- talk about accidents ☆☆☆
- talk about a safari ☆☆☆
- talk about incidents and write an incident report ☆☆☆

Now count your stars!

- ★ 1-5 stars: You're a little star!
- ★ 6-10 stars: You're a star!
- ★ 11-15 stars: You're a big star!

Module 5

Now I can...

- talk about quantity ☆☆☆
- talk about healthy and unhealthy food ☆☆☆
- order food and make an offer ☆☆☆
- use both and neither ☆☆☆
- write a recipe ☆☆☆

Now count your stars!

- ★ 1-5 stars: You're a little star!
- ★ 6-10 stars: You're a star!
- ★ 11-15 stars: You're a big star!

Grammar Reference

Module 1

Information Questions

We use questions with **Who**, **What** and **Where** to ask for information about someone.

– What's your full name?
– Joe Evans.

– What's your date of birth?
– 27 November 2008.

– Where do you live?
– 22 Blunt Street, Leeds.

– What's your telephone number?
– 01785 491079

– What's your email address?
– joeevans12@mail.com

– What school do you go to?
– Fairview Primary School.

– What year are you in?
– Year 5.

– Who's your favourite teacher?
– Mr White.

– What's your favourite school subject?
– Science.

How often do you...?
Once/Twice/Three times a week. / Every day.

How often do you have an art class?

I have an art class once a week.

SUN	MON	TUE	WED	THU	FRI	SAT
						✔

Daisy plays tennis **once a week**.

SUN	MON	TUE	WED	THU	FRI	SAT
✔	✔					✔

Betty goes to the park **three times a week**.

SUN	MON	TUE	WED	THU	FRI	SAT
	✔					✔

Mark plays baseball **twice a week**.

SUN	MON	TUE	WED	THU	FRI	SAT
✔	✔	✔	✔	✔	✔	✔

Peter meets his friends **every day**.

Present Simple vs Present Progressive

Present Simple

We use the **Present Simple** for habits, for permanent states, and for general truths.
We also use the **Present Simple** for descriptions using verbs of senses (*seem, feel, look, smell, taste, sound*).

e.g. *Penguins live in the Antarctic.*
Betty looks sad.
John writes an article for the newspaper every Friday.

Affirmative	Negative	Questions	Short answers
I/You write.	I/You don't write.	Do I/you write?	Yes, you/I do. / No, you/I don't.
He/She/It writes.	He/She/It doesn't write.	Does he/she/it write?	Yes, he/she/it does. / No, he/she/it doesn't.
We/You/They write.	We/You/They don't write.	Do we/you/they write?	Yes, you/we/they do. / No, you/we/they don't.

Spelling rules

- In the third person singular the verb takes the ending -s.
  He works She writes It eats
- Verbs which end in -ss, -sh, -ch, -x, -o take -es.
  I pass → he passes I wash → she washes I catch → it catches I fix → he fixes I go → she goes
- Verbs which end in one consonant + y change the y to i and take -es.
  I study → he studies
- Verbs which end in one vowel + y simply take -s.
  I play → she plays

Present Progressive

We use the **Present Progressive** for actions happening at the moment of speaking and for temporary states.
e.g. *John is taking photos now.*

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

Spelling rules

- Verbs ending in -e drop the -e and take -ing.
  take → taking
- Verbs with one syllable which end in one vowel + one consonant double the final consonant before the -ing.
  stop → stopping **BUT** dream → dreaming
- Verbs with two or more syllables which end in one vowel + one consonant double the final consonant only when the last syllable is stressed.
  forget → forgetting **BUT** visit → visiting
- Verbs with two or more syllables ending in one vowel + -l double the -l before the -ing.
  travel → travelling **BUT** feel → feeling
- Verbs ending in -ie change the -ie to -y before the -ing.
  lie → lying

Time Expressions

PRESENT SIMPLE		PRESENT PROGRESSIVE
• always, usually, sometimes, never, etc. • every day/week, etc.	• in the afternoons/summer • on Mondays • at the weekend	• now, at the moment

... good at ... / ... bad at ...

I'm good at skateboarding.

I'm bad at skateboarding.

Inquiring about somebody's mood

We use **What's the matter?** to ask somebody about someone's mood.

e.g. – *What's the matter, Ralph?*
– *I'm bored!*

Making suggestions

We use **Let's + infinitive without to** to make a suggestion.

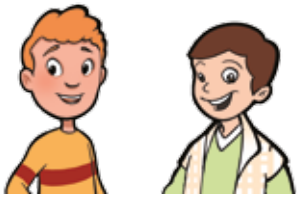
e.g. – *Let's go to the park and play basketball.*
– *Great idea, Joe!*

GRAMMAR REFERENCE

Accepting or Refusing politely

Sure! Great idea!	No, thanks.

e.g. – *What's the matter?*
– *I'm bored.*
– *Let's watch a DVD.*
– *No, thanks.*
– *Let's go to the park.*
– *Great idea!*



Module 2

Past Simple of *be*

Affirmative	Negative	Questions	Short answers
I/He/She/It was	I/He/She/it wasn't	Was I/he/she/it...?	Yes, I/he/she/it was./ No, I/he/she/it wasn't.
You/We/You/They were	You/We/You/They weren't	Were you/we/you/they...?	Yes, you/we/you/they were./ No, you/we/you/they weren't.

e.g. *How did* you *spend* your day yesterday?
I was at the zoo yesterday.
Linda wasn't at school on Wednesday.
Were they at the forest last weekend?

Past Simple

We use the **Past Simple** to talk about something that happened in the past.

Affirmative	Negative
I/You/He/She/It/We/You/They visited / wrote.	I/You/He/She/It/We/You/They didn't visit / write.
Questions	**Short answers**
Did I/you/he/she/it/we/you/they visit / write?	Yes, you/I/he/she/it/you/we/they did. / No, you/I/he/she/it/you/we/they didn't.

Spelling rules	
• most verbs take -ed	talk – talked
• verbs ending in -e, take only -d	dance – danced
• verbs ending in a consonant + -y, drop the -y and take -ied	try – tried **BUT** play – played
• verbs with one syllable ending in one vowel + one consonant, double the consonant before the -ed	stop – stopped
• verbs with two or more syllables ending in a stressed vowel + one consonant, double the consonant before the -ed	prefer – preferred **BUT** happen – happened
• verbs ending in one vowel + -l, double the -l before the -ed only when the last syllable is stressed	travel – travelled **BUT** sail – sailed

Time Expressions
yesterday morning / afternoon, etc. last Monday / night / week / month / year two days / a week / three months ago

When + Past Simple

We use the time word **when + Past Simple** to describe the order in which actions took place in the past.

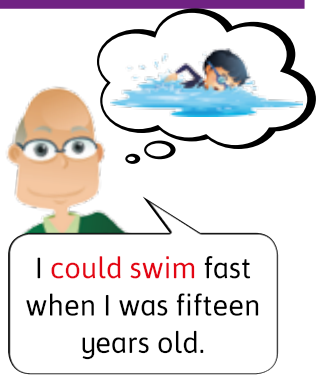
e.g. *When I got home, I did my homework.*
He washed his car when he arrived home from work.

The verb *Could*

We use **could/couldn't** to express ability you had/didn't have in the past.

Affirmative	Negative
I/You/He/She/It/We/You/They could walk.	I/You/He/She/It/We/You/They couldn't walk.
Questions	**Short answers**
Could I/you/he/she/it/we/you/they walk?	Yes, you/I/he/she/it/you/we/they could. / No, you/I/he/she/it/you/we/they couldn't.

e.g. *I couldn't read when I was four years old.*



Module 3

Comparative Form

We use the **Comparative form** to compare two people, animals or things.
An adjective in the **Comparative form** is usually followed by the word **than**.

Comparative Form			
Adjectives	**Comparative Form**	**Irregular**	
old big happy dangerous modern	older bigger happier more dangerous more modern	good bad far much/many	better worse farther/further more

e.g. *A skyscraper is taller than a house.*
The Eiffel Tower is more modern than the Tower of Pisa.

Superlative Form

We use the **Superlative form** to compare one person, animal or thing with several of the same kind. The article ***the*** comes before an adjective in the **Superlative form**.

Adjectives	Comparatives	Superlatives
old	older	the oldest
dry	drier	the driest
long	longer	the longest
big	bigger	the biggest
busy	busier	the busiest
modern	more modern	the most modern
important	more important	the most important

Irregular		
Adjectives	**Comparatives**	**Superlatives**
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest

	Comparative	Superlative
much/many	more	the most

An elephant is bigger than a lion.
The blue whale is the biggest animal in the world.

GRAMMAR REFERENCE

Adverbs of manner

Adverbs of manner describe how something happens.

Regular adverbs
quick → quickly
nice → nicely
careful → carefully
soft → softly
quiet → quietly
beautiful → beautifully
bad → badly

Irregular adverbs
good → well
fast → fast
hard → hard
high → high

Tom drives very carefully.

Peter windsurfs fast.

e.g. *My little brother eats slowly.*
The children are playing happily.
My sister can run very fast!
I can't cook well.

Comparative and Superlative Form of Adverbs of manner

We use the **Comparative form of adverbs of manner** to compare **how** two people, animals or things do something. An adverb in the Comparative form is usually followed by the word ***than***. We use the **Superlative form of adverbs of manner** to compare **how** one person, animal or thing does something in relation to several others of the same kind. The article ***the*** comes before an adverb in the Superlative form.

Adjectives	Adverbs	Comparatives	Superlatives
quick	quickly	more quickly	the most quickly
nice	nicely	more nicely	the most nicely
careful	carefully	more carefully	the most carefully
beautiful	beautifully	more beautifully	the most beautifully

Irregular Adverbs			
Adjectives	Adverbs	Comparatives	Superlatives
high	high	higher	the highest
bad	badly	worse	the worst
good	well	better	the best
far	far	farther/further	the farthest/furthest
fast	fast	faster	the fastest

e.g. *Joe can run more quickly than Ralph.*
Stuart can run the most quickly of all.
I can run faster than my friend Matt.
Fred runs the fastest of all.

Module 4

Past Progressive

We use the **Past Progressive** for an action that was happening at a specific point of time in the past.

Affirmative	Negative
I was eating.	I wasn't eating.
You were eating.	You weren't eating.
He/She/It was eating.	He/She/It wasn't eating.
We/You/They were eating.	We/You/They weren't eating.

Questions	Short answers
Was I eating?	Yes, you were. / No, you weren't.
Were you eating?	Yes, I was. / No, I wasn't.
Was he/she/it eating?	Yes, he/she/it was. / No, he/she/it wasn't.
Were we/you/they eating?	Yes, you/we/they were. / No, you/we/they weren't.

e.g. – *Were you talking on the phone at seven o'clock yesterday evening?*
– *No, I wasn't.*
– *What were you doing?*
– *I was tidying my room.*

Asking for the reason

We ask questions with **Why...?** to ask someone for an explanation.
We answer these types of questions with ***Because***.
e.g. – *Why are you walking slowly?*
– *Because I sprained my ankle.*

Inquiring about someone's health

We use **What's the matter?** to ask somebody about their health when we can see that something is wrong or after they have had an accident.
e.g. – *What's the matter, Tom?*
– *I hurt my back yesterday.*

The verb *had to*

We use **had to / didn't have to** to express obligation or lack of obligation in the past, respectively.

Affirmative	Negative
I/You/He/She/It/We/You/They had to go.	I/You/He/She/It/We/You/They didn't have to go.
Questions	**Short answers**
Did I/you/he/she/it/we/you/they have to go?	Yes, you/I/he/she/it/you/we/they did. / No, you/I/he/she/it/you/we/they didn't.

e.g. I had to go to school every day when I was young.
I didn't have to be there early.

Time Expressions
yesterday morning / afternoon, etc. last Monday / night / week / month / year two days / a week / three months ago

GRAMMAR REFERENCE

Module 5

Countable nouns	Uncountable nouns
They have got singular and plural forms and can be counted. We can use **a/an** or **numbers** before them. *a banana – five bananas*	They have only got a singular form and cannot be counted. We cannot use **a/an** or **numbers** before them. *meat – milk – sugar – soup*

Quantifiers

some / any

We use **some** and **any** with plural countable nouns and with uncountable nouns.
We use **some** in **affirmative** sentences. We use **any** in **questions** and **negative** sentences.

e.g. *There are some sandwiches on the table.*
There is some chocolate in the cake.
There isn't any milk in the glass.
There aren't any eggs in the fridge.
Is there any water in the bottle?
Are there any crisps in the bag?

How many...? / How much...? / many / much

We use **How many...?** with plural countable nouns and **How much...?** with uncountable nouns to ask about the quantity of things.

e.g. – *How many hours do you sleep?*
– *I sleep eight hours every night.*
– *How much cheese do you eat every day?*
– *I eat some cheese at lunch.*

We use **many** in negative sentences with countable nouns and **much** in negative sentences with uncountable nouns.

e.g. *There aren't many biscuits on the plate.*
There aren't many students in the classroom.
There isn't much juice in the bottle.
There isn't much ketchup on my cheeseburger.

Shall

We use **shall** to make offers.
e.g. – *Shall I get some eggs at the supermarket?*
– *Sure. / Yes, please. Thank you!*

Can...? / Would you like...? I'd like...

We use **Can...?** to make polite requests and to ask for a favour.
e.g. – *Can I have some cake, please?*

We use **Would you like?** to ask someone what he/she wants. We use **I'd like...** to answer accordingly.
e.g. – *Would you like some pears?*
– *Yes, please. I'd like six pears.*

a lot of / lots of	a few / a little
We use **a lot of / lots of** with countable and uncountable nouns to talk about large quantities. e.g. *There is a lot of ketchup on your cheeseburger.* *There are lots of vegetables on my plate.*	We use **a few** with countable nouns and **a little** with uncountable nouns to talk about a small quantity. e.g. *There are a few people in the park.* *There is a little soup in the bowl.*

both / neither

We use **both** with verbs in **plural** form and **neither** with verbs in **singular** form, to talk about **two** people that do something or two people that don't do something.

I have pasta for lunch and you have pasta for lunch. → We both have pasta for lunch.
I don't have pizza for lunch and you don't have pizza for lunch. → Neither of us has pizza for lunch.

Irregular Verbs

Base Form	Past Simple	Base Form	Past Simple	Base Form	Past Simple
be	was / were	forget	forgot	see	saw
become	became	get	got	sell	sold
begin	began	give	gave	send	sent
blow	blew	go	went	sing	sang
break	broke	grow	grew	sit	sat
bring	brought	have	had	sleep	slept
build	built	hear	heard	speak	spoke
buy	bought	hide	hid	spend	spent
catch	caught	hold	held	stand	stood
choose	chose	keep	kept	sting	stung
come	came	know	knew	swim	swam
cut	cut	leave	left	take	took
dig	dug	let	let	teach	taught
do	did	light	lit	tell	told
draw	drew	make	made	think	thought
drink	drank	meet	met	throw	threw
drive	drove	pay	paid	understand	understood
eat	ate	put	put	wake	woke
feel	felt	read	read	wear	wore
fight	fought	ride	rode	win	won
find	found	run	ran	write	wrote
fly	flew	say	said		

Word list

Module 1

Questionnaire
maths (n.)
English (n.)
geography (n.)
art (n.)
science (n.)
history (n.)
information technology (IT) (n.)
physical education (PE) (n.)
What's your full name?
What's your date of birth?
Where do you live?
What's your telephone number?
What's your email address?
What school do you go to?
What year are you in?
Who's your favourite teacher?
What's your favourite school subject?
How often do you have it?

Top Stars
reporter (n.)
interview (n.)
drive a bus (phr.)
town centre (phr.)
go round town (phr.)
wait (v.)
early (adv.)
late (adv.)

Our world
swimming (n.)
skateboarding (n.)
play golf (phr.)
portrait (n.)
medal (n.)
make a cake (phr.)
practise (v.)

Let's talk
go bowling (phr.)
watch TV/a DVD (phr.)
play board games (phr.)
do a puzzle (phr.)
bored (adj.)

Reading Time
experiment (n.)
competition (n.)
coach (n.)
clap (v.)
join (v.)
exercise (v.)

TOP TIME! 1
official language (phr.)
Arabic (adj.)
connection (n.)
religion (n.)
capital letter (phr.)

Module 2

Song
sailing (n.)
surfing (n.)
scuba diving (n.)
camping (n.)
fishing (n.)
hiking (n.)
skiing (n.)
bay (n.)
stay (v.)

Top Stars
explore (v.)
cave (n.)
rock (n.)
treasure (n.)
bury (v.)
look for (phr. v.)
message (n.)
find – found (v.)
surprised (adj.)

Our world
trip (n.)
painting (n.)
art exhibition (n.)
article (n.)
magazine (n.)
glass (n.)
metal (n.)
modern (adj.)
fantastic (adj.)
learn – learnt (v.)
leave – left (v.)

Let's talk
rollerblade (v.)
play hockey (phr.)
send an email (phr.)
type (v.)
speak English (phr.)

Reading Time
hot-air balloon (n.)
colourful (adj.)
clever (adj.)
place (n.)
become – became (v.)
land (v.)

CLIL 1 (Modules 1-2)
author (n.)
scientist (n.)
corn (n.)
cocoa bean (n.)
calendar (n.)
baths (n.)
grow – grew (v.)
wear – wore (v.)

Module 3

Quiz
building (n.)
skyscraper (n.)

tower (n.)
bridge (n.)
pyramid (n.)
the underground (n.)
busy (adj.)
high (adj.)
large (adj.)

Top Stars
plant (n.)
waterfall (n.)
jungle (n.)
desert (n.)
island (n.)
city (n.)
dry (adj.)
wet (adj.)
continent (n.)
cross (v.)

Our world
fur (n.)
weight (n.)
length (n.)
bamboo (n.)
hunt (v.)
metre (m) (n.)
centimetre (cm) (n.)
kilo= kilogram (kg) (n.)
weigh (v.)
endangered species (phr.)
male (n.)
female (n.)
100 - one hundred
200 - two hundred
457 - four hundred and fifty-seven
1,000 - one thousand

Let's talk
race (n.)
javelin (n.)
high jump (n.)
throw (v.)
minutes (min) (n.)
seconds (sec) (n.)

Reading Time
furniture (n.)
insect (n.)
wood (n.)
cut down trees (phr.)
plant trees (phr.)
graph (n.)
oxygen (n.)
important (adj.)

TOP TIME! 2
antelope (n.)
horn (n.)
land (n.)
grasshopper (n.)
sandy (adj.)
whale (n.)

Module 4

Song
water the plants (phr.)
clean the car (phr.)
garage (n.)
upstairs (adv.)
downstairs (adv.)
balcony (n.)
basement (n.)
biscuit (n.)
jar (n.)
blackout (n.)

Top Stars
slip (v.)
break (v.)
fall (v.)
hurt (v.)
kitten (n.)
hero (n.)
back (n.)
hit (v.)
noise (n.)
sprain (v.)

Our world
safari (n.)
countryside (n.)
zebra (n.)
national park (n.)
lock (v.)
loud (adj.)
dangerous (adj.)
way (n.)

Let's talk
tidy my room (phr.)
talk on the phone (phr.)
mobile phone (n.)
surf the Net (phr.)
read a comic book (phr.)
text a friend (phr.)

Reading Time
zookeeper (n.)
catch – caught (v.)
escape (v.)

CLIL 2 (Modules 3-4)
sail (v.)
explorer (n.)
famous (adj.)
discover (v.)
voyage (n.)

Module 5

Quiz
a bar of chocolate (phr.)
a cup of tea (phr.)
a glass of water (phr.)
a bowl of cereal (phr.)
a bottle of water (phr.)
sweets (n.)
meal (n.)
snack (n.)
healthy (adj.)

Top Stars
ketchup (n.)
mustard (n.)
pasta (n.)
apple pie (n.)
ready (adj.)
without (prep.)

Our world
fizzy drinks (n.)
heart (n.)
healthy (adj.)

WORD LIST

unhealthy (adj.)
fresh (adj.)
part (n.)
remember (v.)
keep (v.)

Let's talk

butter (n.)
steak (n.)
yoghurt (n.)
omelette (n.)
jam (n.)
honey (n.)

Reading Time

a can of soup (phr.)
a packet of biscuits (phr.)
a box of cereal (phr.)
collect (v.)

TOP TIME! 3

goatherd (n.)
cardamom (n.)
vanilla (n.)
cinnamon (n.)
spices (n.)
legend (n.)

NOTES

NOTES

Notes

Top Stars 5a
Student's Book
H. Q. Mitchell - Marileni Malkogianni

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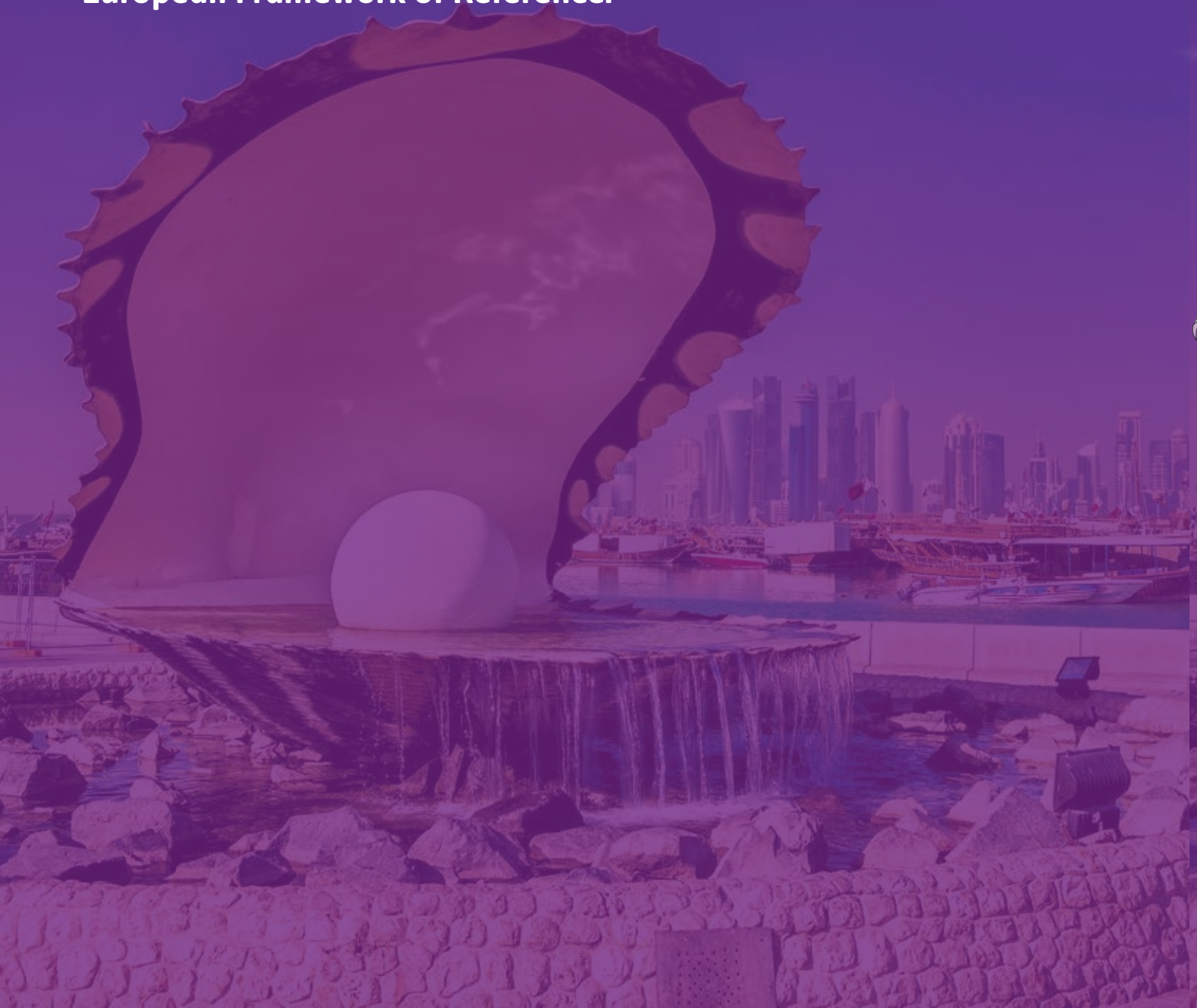
TOP STARS

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



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