

H. Q. Mitchell – Marileni Malkogianni



TOP STARS 3a

Student's Book



Academic Year 2018–2019



GRADE **3**

SEMESTER 1



TOP STARS 3a

Student's Book

School

Name

Class

H. Q. Mitchell – Marileni Malkogianni

Academic Year 2018–2019





النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِيَاءِ الأنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءِ
قَطْرُ الرَّجَالِ الأَوَّلِينَ حُمَاتِنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ جَوَارِحُ يَوْمِ الفِدَاءِ



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

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

QNCF COMPETENCIES

<p>Creative and Critical Thinking</p>	<p>Literacy</p>	<p>Numeracy</p>	<p>Communication</p>
<p>Cooperation and Participation</p>	<p>Inquiry and Research</p>	<p>Problem Solving</p>	

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Karim



Rashid



Sahar



Reema



Nice to meet you!

In this module you can:

Song

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

Top Stars

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

Our world

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

Story

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

CLIL

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

Let's play

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

Phonics

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

Project

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

Round-up

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

Cursive writing

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

Tip!

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



tall

short

1



pretty



funny



young



old

2

Who can you see in the pictures? Listen and say. Then read and match. 🎧 🗣️ 🔊

LOOK!

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

A



Who is it?

Who is it? Who is it?
She's pretty. She's pretty.
She's short. She's short.
It's my sister, Court.
Hello, Court! Hello, Court!

Who is it? Who is it?
He's young. He's young.
He's tall. He's tall.
It's my brother, Paul.
Hello, Paul! Hello, Paul!

Who is it? Who is it?
They're old. They're old.
They're funny. They're funny.
They're my cats, Lou and Danny.
Hello, Lou! Hello, Danny!

B

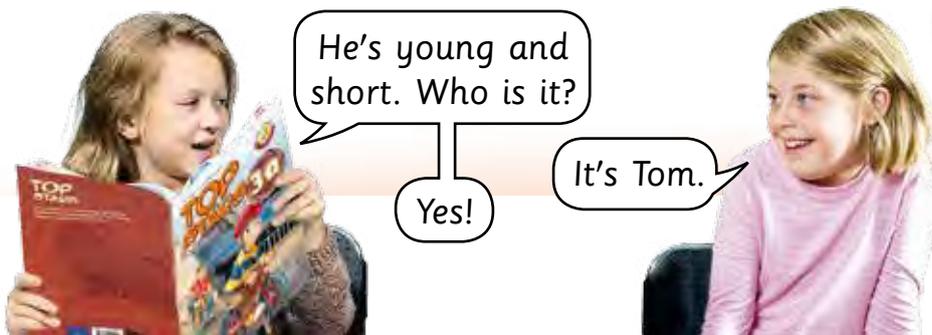


C



3

Play a guessing game. Go to page 92.



He's young and short. Who is it?

Yes!

It's Tom.

Tip!

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



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

1



angry



scared



tired



bored



clean



dirty

2

Where are the children? Listen, read and answer *Why is Sahar's mum angry?* 🎧 🗣️ 🔊



LOOK!

- Are you angry? → Yes, I am.
No, I'm not.
- Is he/she/it tired? → Yes, we are.
No, we aren't.
- Are they bored? → Yes, he/she/it is.
No, he/she/it isn't.
- Are they bored? → Yes, they are.
No, they aren't.

I'm not angry.
He/She/It isn't tired.
We/You/They aren't bored.

Tip!

Before you listen, look at the pictures carefully.

3 Read, look and circle. 🔑

1. Is she bored?
Yes, she is.
No, she isn't.



2. Is she tired?
Yes, she is.
No, she isn't.



3. Is it clean?
Yes, it is.
No, it isn't.



4. Is it scared?
Yes, it is.
No, it isn't.



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

1 A B

2 A B

3 A B

5 Look at the pictures and point. Then ask and answer. 🗨️



Are they dirty?

Yes, they are.



1



talk

play
basketball

count



paint



draw

2

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

Tip!



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

What can you do?

This is Kulap. It's an elephant. 1
It's 7 years old. It's from Thailand. Kulap can draw.
It can paint too.
Can you paint and draw?



A



B

This is Tim. It's a parrot. 2
It's from the USA.
It's 10 years old. It can talk and it can count to ten. It can play basketball too! Look! It's funny!
What about you?
Can you count to ten and play basketball?



C

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



talk		
count to twenty		
draw	✓	
paint		
play basketball		

LOOK!

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

Can you play basketball? Yes, I **can**.
No, I **can't**.

4 Listen to Susan talking about the things she **can** or **can't** do. Circle the correct answer. Then check your answers with a partner. 

- Susan **can** / **can't** play basketball.
- Susan **can** / **can't** count to twenty.
- Susan **can** / **can't** draw.
- Susan **can** / **can't** paint.



5 Listen to the woman's questions and tick (✓) what you **can** or **can't** do. Then talk in pairs. 

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

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

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

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

Tip!

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

Can you play basketball? No, I can't.



1

LET'S PLAY



fly



run



walk



jump



swim



climb

1

2 Talk in pairs. Ask and answer. 🗣️

Can you guess the pet?

LOOK!

Can it jump?



Yes, it can.

1. FISH



CAN

CAN'T

swim

fly

run

2. CAT



CAN

CAN'T

jump

fly

run

3. RABBIT



CAN

CAN'T

jump

swim

climb

4. PARROT



CAN

CAN'T

fly

run

walk

swim

5. TURTLE



CAN

CAN'T

walk

run

climb

Can it run?

No, it can't.

Can it fly?

Yes, it can.

Is it a parrot?

Yes, it is!

3

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

It can _____

It can't _____

It's a(n) _____



Science



1



see



hear



smell



touch



taste

2

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



My five senses

1

I can _____.

2

I can _____.

3

I can _____.

4

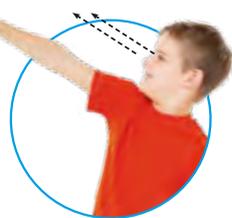
I can _____.

5

I can _____.



A



B



C



D



E



3

Look and write.

1. _____ taste _____ a s t e t



2. _____ e s e



3. _____ m s l e l



4. _____ c h t o u



5. _____ e h a r



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

- Listen and say the characters' names.
- Read, and answer *Who's Mr Spot? Where's Mr Spot?* (🧠 🗣️ 📖 🔊)

1



hungry



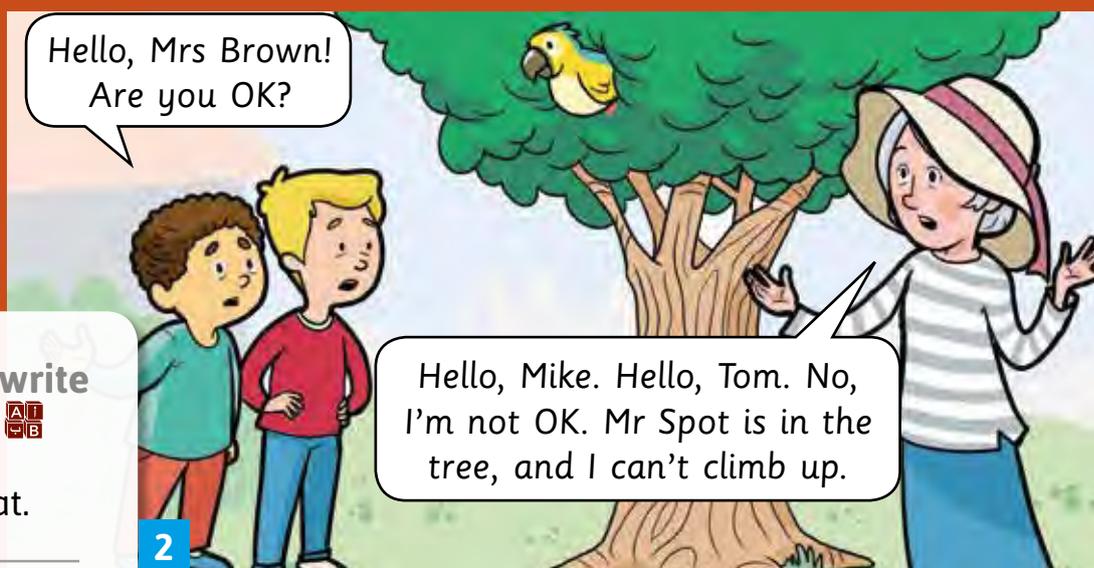
thirsty



fat



Mr Spot!
Where are you?



Hello, Mrs Brown!
Are you OK?

Hello, Mike. Hello, Tom. No,
I'm not OK. Mr Spot is in the
tree, and I can't climb up.

3 Read and write
Yes or No. (A/B)

1. Mr Spot is a cat.

2. Mr Spot is thirsty.

3. Tom is funny.

4. The kids want to
help Mrs Brown.

4 Can you think
of a different
ending for the
story?



Who's Mr Spot?

It's my parrot!
Can you see Mr Spot?

Yes, we can!

WHERE'S MR SPOT?



Let's think

Why is it important to help the elderly?

1 Listen and say. 🔊

/pl/



plane

/bl/



blonde

/kl/



clap

/gl/



glue

/fl/



fly

2 Listen and say. Then circle the l blends. 🗉 🔊

Toys

I've got a doll.
Her hair is blonde.
She claps her hands.
Look! There she stands!

I've got a toy plane.
It's black and blue.
It can fly high.
Look at it, Mary Lou!



1 What can Amir do? Read and answer. 



2 Answer questions about yourself. 

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

3 Read and correct. 

1. ~~I~~'m tall.
2. it is scared
3. they can paint
4. it can't swim

Writing tip

All sentences start with a **CAPITAL** letter and finish with a full stop (.), e.g. *I'm nine years old.*

Remember to check punctuation and capital letters in your writing.

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

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

ROUND-UP

1 Read and match.

1. Can you draw, Karim?



2. Is Salim scared?

3. Are they clean?



4. Can it run?

5. Are they tired?



- A. Yes, it can.
- B. No, they aren't.
- C. Yes, I can.
- D. Yes, they are.
- E. No, he isn't.

2 Look and write.

1. she / tired ?

Is she tired?
No, she isn't.
She's bored.



3. they / angry ?



2. he / hungry ?



4. they / scared ?

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



1

Yes No



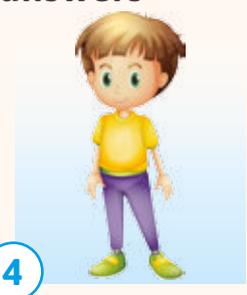
2

Yes No



3

Yes No



4

Yes No

Go to p.87 for the Now I can... section.



Me and my family

In this module you can:

Song

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

Top Stars

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

Our world

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

Story

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

CLIL

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

Let's play

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

Phonics

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

Cursive writing

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

TOP TIME! 1

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

Project

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

Round-up

- understand and respond to the main idea of short texts (R1.1)
- follow and identify details in short, simple texts (L2.1)

1



son/grandson

daughter/
granddaughter

uncle



aunt



cousin

2

Look at the pictures. What do you think the song is about? Listen and answer. Then read and write the names in the correct boxes. 🧠 🎧 🗣️ 📢

LOOK!

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

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

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

My family

1

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



A

2

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



B

3

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



C

3

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

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



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



straight hair



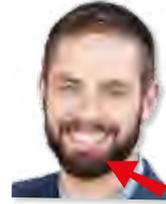
blonde hair



curly hair



moustache



beard

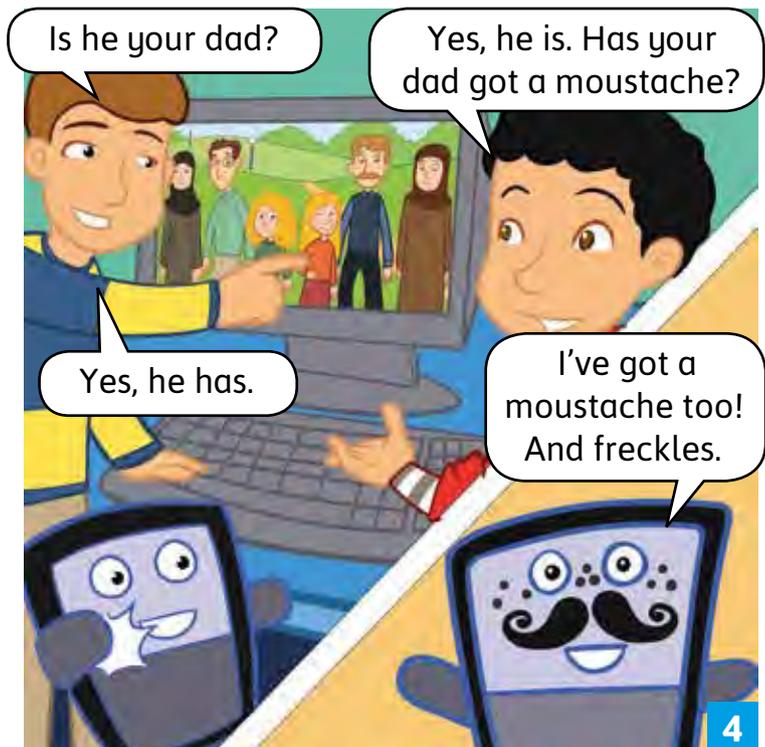


freckles

1

2

Where are the children? Listen, read and answer *Has Rashid's dad got a moustache?* 🗣️ 📖 🔊



LOOK!

- Have you **got** blond(e) hair? → Yes, I/we **have**.
No, I/we **haven't**.
- Has he/she/it **got** a moustache? → Yes, he/she/it **has**.
No, he/she/it **hasn't**.
- Have they **got** straight hair? → Yes, they **have**.
No, they **haven't**.

I/You/We/They **haven't got** curly hair.
He/She/It **hasn't got** a moustache.

3 Read, look, and circle the correct answer. 🔑

1. Has she got blonde hair?



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

2. Has she got straight hair?



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

3. Has he got a moustache?



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

4. Has he got a beard?



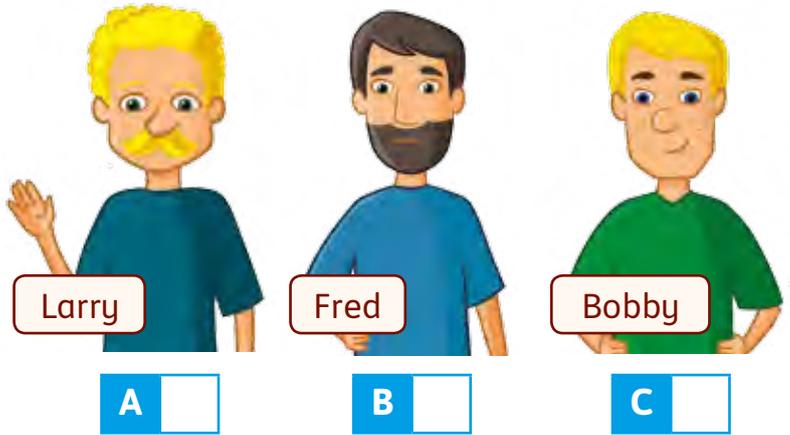
- Yes, he has.
- No, he hasn't.

5. Has he got freckles?



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

4 Look at the pictures. Listen to two boys describing a person and tick (✓). Then check your answers with a partner. 🎧 🔊



5 Play a guessing game. Go to page 93.

Is it a girl?	No, it isn't.
Is it a boy?	Yes, it is.
Has he got a beard?	No, he hasn't.
Has he got a moustache?	Yes, he has.
Is it number three?	Yes!



1



handbag

T-shirt

dress

shoes

boots

jeans

skirt

watch

2

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

These are our clothes!



Brrr! It's cold today! Where are my boots?

A

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



Where are my shoes?

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



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

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



LOOK!

This is a dress. → These are dresses.

That is a shoe. → Those are shoes.

I	→ my	it	→ its
you	→ your	we	→ our
he	→ his	you	→ your
she	→ her	they	→ their

3 Read activity 2 and match.

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



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

1

2

3

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

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



1



toys



computer game



jigsaw puzzle



robot



kite

LOOK!

Whose robot is this?



It's Ron's.



Whose dolls are these?



They're Tina's.



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



1



2



Billy

A

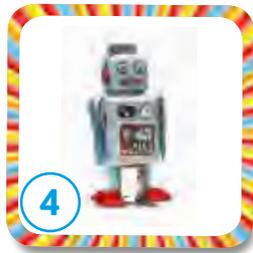


Kate

B



3



4



Sally

C



Tom

D



5



6



Cindy

E



Harry

F

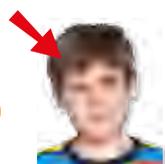
new big
small old funny
straight hair

Whose doll is this?

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



1



head



eyes



nose



mouth



ears



shoulder



knee

2

Look, read and complete the song. Then listen and do. 🔑 🗨️ 🔊

Head and Shoulders



(1) Head,



shoulders,



knees and



(2) _____,



knees and



(3) _____.

And



(4) _____ and



(5) _____

and



(6) _____ and



(7) _____.



Head,



(8) _____,



(9) _____ and



toes,



(10) _____ and



toes.

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

- Listen and say the characters' names.
- Read and answer *Whose kite is it? What is making the noise?* 🧠 🌀 🗣️ 📢

ARE YOU SCARED?

1



teeth



ankle

feet



1

Later...



2



3

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

- The ball is Jen's.
- Kate can walk.
- The girls are scared.
- The girls want to help the cat.

4 Can you think of a different title for the story?



Let's think

Why is it important to help animals?

1 Listen and say. 

/pr/



pretty

/br/



brush

/kr/



crayon

/gr/



grey

/fr/



fruit

/tr/



tree

/dr/



drive

2 Listen and say. Then circle the r blends.  

In the morning

Get dressed.
 Brush your teeth.
 Eat your breakfast.
 Hurry, Keith!
 Have some bread.
 Eat some fruit.
 Drink your milk.
 It's good for you.



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

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

2 Answer questions about yourself. 

Have you got a brother/sister? _____

What's his/her name? _____

What colour hair has he/she got? _____

What colour eyes has he/she got? _____

What toys has he/she got? _____

What's his/her favourite toy? _____

3 Add commas (,) and **and** where necessary. 

1. A cat has got two eyes _____,
two ears and a nose.

2. He has got a cat _____ a parrot.

3. Mary _____ Tania have got
straight hair.

4. She can run _____ jump _____
climb _____ swim.

Writing tip 

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

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

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

This is my _____.

His/Her name is _____.

He/She has got _____.

He/She has got _____.

His/Her favourite toy is _____.

ROUND-UP

1 Read and circle.

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



A



B

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



A



B

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



A



B

2 Read and write. Then circle. has got have got

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

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

Tony Kate ~~Mike~~ Pat



1. _____



2. _____



3. Mike



4. _____

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

1



ride



carousel

2

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

Let's have fun!

From

To

Hello Rob,
How are you? Today I'm at Fun Ville with my father. It's in Doha. At Fun Ville, you can go on rides and you can play games too. It's great fun! My favourite ride is the carousel.

Bye,
Omar



From

To

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

Bye,
Rob



3

Read and write **O** for Omar or **R** for Rob.

1. He is at Fun Ville.

2. He is with his father.

3. Lego is his favourite toy.

4. His favourite ride is the carousel.

5. He is with his uncle at Legoland.

4 Who is who? Read and write the names. 

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



1. _____

2. _____

3. _____

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

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

-  _____
-  _____
-  _____
-  _____
-  _____

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

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



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



What are you doing?

In this module you can:

Song

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

Top Stars

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

Our world

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

Story

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

CLIL

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

Let's play

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

Phonics

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

Project

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

Round-up

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

Cursive writing

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

1



She's studying.



She's cleaning.



They're watching TV.



He's reading.

2

Look at the pictures. What do you think the song is about? Listen and answer.

Then read and match.

LOOK!

I am / I'm studying now.

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

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

What are they doing?



A

1 She's watching, watching, watching TV now.

2 He's reading, reading, reading a book now.

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



B



C

3 He's riding, riding, riding his bike now.

4 He's painting, painting, painting a picture now.

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



D



E

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

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

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



F

3

Play a game by miming some actions.

You're reading a book!

Yes, I am.



1



She's planting a tree.



I'm feeding the fish.



They're eating.



He's drinking water.



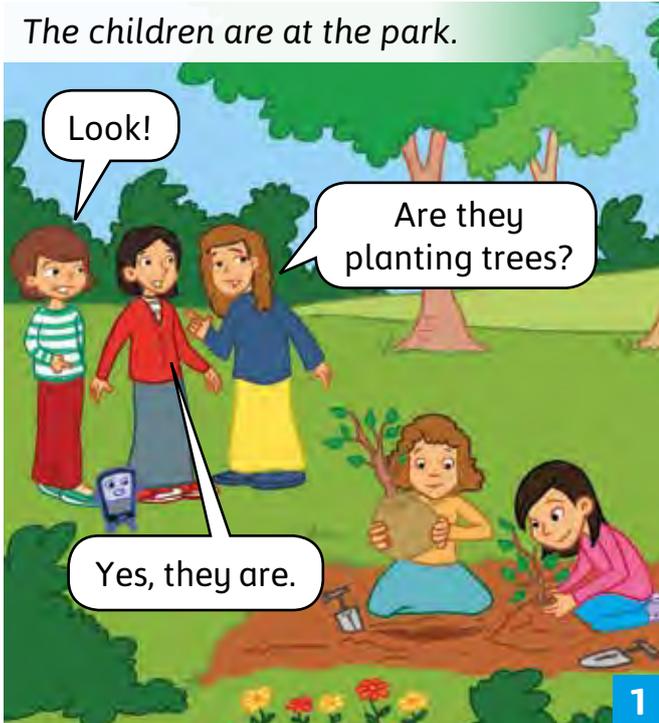
He's watering the flowers.

2

• Listen and answer: *Where are the children?*

• Read and answer: *What are the girls doing?* 🧠 📖 🔊

The children are at the park.



LOOK!

Are you eating? → Yes, I am. / No, I'm not.
 Is he/she/it drinking water? → Yes, we are. / No, we aren't.
 Are they watering the flowers? → Yes, he/she/it is.
 → No, he/she/it isn't.
 → Yes, they are.
 → No, they aren't.



3 Read activity 2 and circle the correct answer. A B

1. Are the children at the park?

- A. Yes, they are.
- B. No, they aren't.

2. Are the girls in frame 1 planting trees?

- A. Yes, they are.
- B. No, they aren't.

3. Is Reema watering the flowers?

- A. Yes, she is.
- B. No, she isn't.

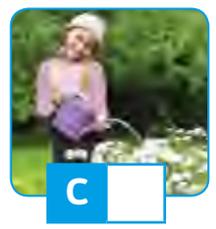
4. Are Moza and Hasna eating?

- A. Yes, they are.
- B. No, they aren't.

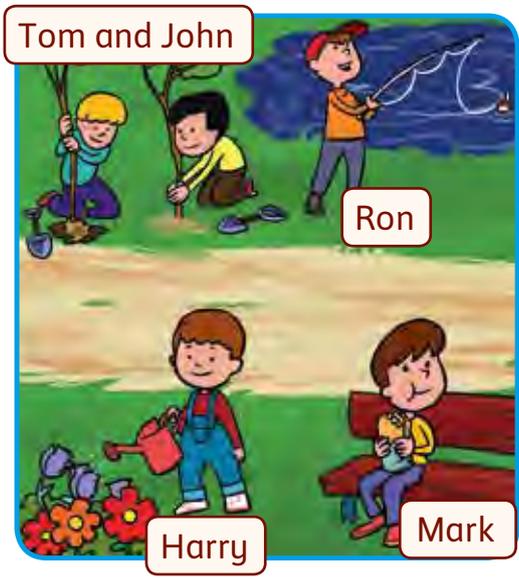
5. Is Tab flying?

- A. Yes, he is.
- B. No, he isn't.

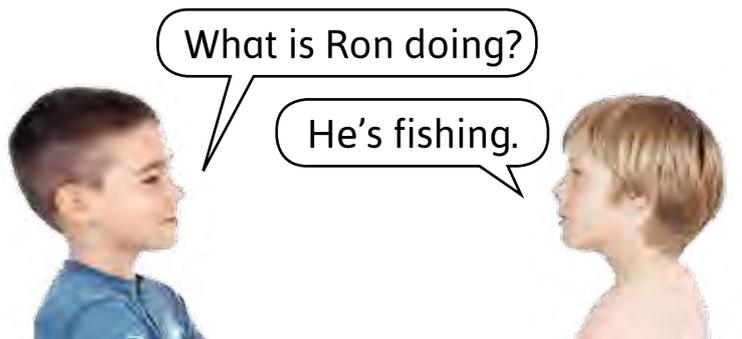
4 Look at the pictures. Listen to four dialogues about what the people are doing and number (1-4). Then check your answers with a partner. 🔊 🗣️



5 Look at the picture. Listen to the woman's questions and tick (✓) Yes or No. Then talk in pairs. 🗣️ 🔊



1. Yes No
2. Yes No
3. Yes No



1



She's making a cake.



He's having breakfast/
lunch/dinner.



It's sleeping.

2

Look at the pictures. What do you think the texts are about? Listen and say. Then read, and answer *What is the cat doing?* 🗣️ 🎧 📺 🔊

It's Saturday!

Alan



More ▾

Saturday 09:30

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



Saturday 09:45

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



LOOK!

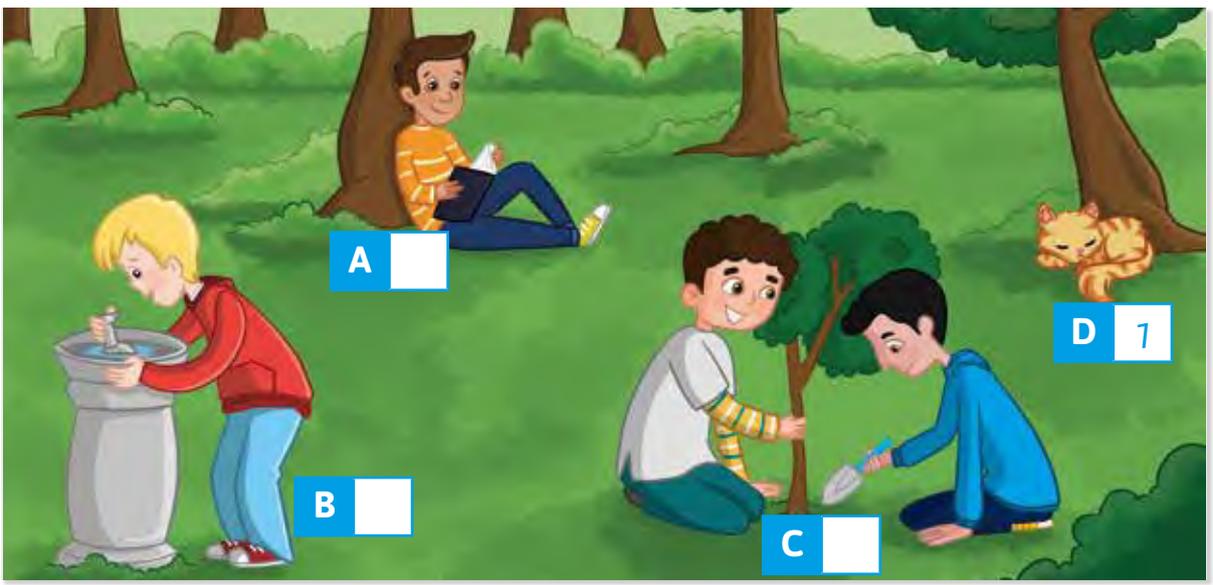
I'm not eating.	read → reading
He/She/It isn't drinking water.	make → making
We/You/They aren't cooking.	get → getting

3 Read activity 2 again and complete the sentences. 



- _____ Alan _____'s mum is making a cake.
- _____ is having breakfast.
- _____ has got a cat.
- _____ isn't wearing his hat. He's wearing his grandad's hat.
- _____ 's mum isn't cooking.

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



5 In a group of three, play a game by miming some actions.

Are you planting a tree?

No, I'm not.

Are you making a cake?

Yes, I am.

3

LET'S PLAY

1



It's two o'clock.



It's half past six.

LOOK!

What's the time?

It's two o'clock.

What's the time?

It's half past five.

2

Read and draw.

1. It's four o'clock.



2. It's half past six.



3. It's half past nine.



4. It's ten o'clock.



3

Play a guessing game.

1

2

3

4

What's the time?

Is it eating?

Is it drinking water?

Is it number two?

It's five o'clock.

No, it isn't.

Yes, it is.

Yes!





1



player



kick



throw



He's wearing a helmet.

2

Look at the pictures. What do you think the texts are about? Listen and say. Then read, and answer *In which sport do we throw the ball?* 🧠 🗣️ 📖 🔊

Football vs American football

🇬🇧 UK / United Kingdom

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



🇺🇸 USA/United States of America

Look! They are playing football too, but this ball isn't black and white. It's brown. The players are wearing helmets. They are fast! In this game, you can touch and throw the ball!



3

Read the sentences and tick (✓) UK or USA. 📄

	UK	USA
The players are wearing shorts.	<input type="checkbox"/>	<input type="checkbox"/>
The ball is brown.	<input type="checkbox"/>	<input type="checkbox"/>
The players are wearing helmets.	<input type="checkbox"/>	<input type="checkbox"/>
You can't touch the ball with your hands.	<input type="checkbox"/>	<input type="checkbox"/>
The ball is black and white.	<input type="checkbox"/>	<input type="checkbox"/>

4

Talk in pairs. 🗣️

What's your favourite sport?

Where do you play it?



My favourite sport is football.

I play football in the park.



PROJECT WORK 📁

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

THE

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

- Listen and say the characters' names.
- Read and answer *Can the grasshopper skateboard? What happens at the end of the story?* 🧠 🗺️ 🗂️ 🗂️ 🔊

1



ant



grasshopper



He's fishing.



It's carrying food.



I'm skateboarding.



3 Read and answer the questions. 🗂️ 🗂️

1. What is the grasshopper doing in picture 3?

2. What is the ant doing in picture 4?

3. What are the ants doing in picture 5?

4 Are you more like the ant or the grasshopper? Discuss.

GRASSHOPPER AND THE ANT



What are you doing now, Ant?

I'm cleaning my house.

I'm skateboarding!

4



Hey, Ant! What are you and your friends doing?

We are carrying food. Come help...

I can't now. I'm fishing.

5



In winter...

They're eating and drinking...

6



Hello, Grasshopper. Are you OK?

No, I'm not. I'm hungry and thirsty...

Please, come in! We've got food for you too.

Thank you, Ant! You are a good friend!

7

Let's think

Why do you think it's important to work hard?

1 Listen and say. 

/sm/



smile

/sn/



snake

/sp/



spider

/sl/



sleep

/st/



stop

/sk/



skate

/sk/



scarf

/skw/



squirrel

/sw/



swim

2 Listen and say. Then circle the s blends. 

The spider and the snake

A small, small spider
Is climbing up a tree.

A big, big snake
Is sleeping on the tree.

A squirrel shouts:
"Stop, small spider!
The snake is awake!"
"That's OK – I know it.
Its name is Smiling Jake."

3 Listen, point and say the sounds of the words. 🧠 🔊



4 Look and match. Then say and write.



/sk/ /skw/ /sl/

_____ _____ _____

/sm/ /sp/

_____ _____

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

1		/sn/ <input type="checkbox"/>	/ei/ <input type="checkbox"/>	/k/ <input type="checkbox"/>	_____
2		/sw/ <input type="checkbox"/>	/i/ <input type="checkbox"/>	/m/ <input type="checkbox"/>	_____
3		/st/ <input type="checkbox"/>	/v/ <input type="checkbox"/>	/p/ <input type="checkbox"/>	_____

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



_____ ile _____ eep _____ irt _____ ake

3

PROJECT

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

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



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

A large rectangular area with a dotted border, intended for students to stick or draw pictures of themselves and their pets.

A. Answer the questions.

What are your favourite pets?

What are their names?

What are they doing in the pictures?

What are you doing in the picture?

B. Write.

I'm _____ and these are my _____

_____, _____ and _____.

and _____.

Look at me! I _____.

ROUND-UP

1 Look and write. 🔑

They're watering the flowers.
 He's watching TV. ~~We're eating.~~ She's having lunch.
 I'm planting a tree. She's drinking lemonade.



1. We're eating.



2. _____



3. _____



4. _____



5. _____



6. _____

2 Listen to four dialogues and number (1-4). Then check your answers with a partner. 🎧 🔊



A



B



C



D

3 Ask and answer.



Lisa



Anna



Kelly



Tom



Billy



Matt

Is it a boy?	No, it isn't.
Is it a girl?	Yes, it is.
Is she studying?	No, she isn't.
Is she watching TV?	Yes, she is.
It's Anna.	Yes!



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



Here and there

In this module you can:

Song

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

Top Stars

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

Our world

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

Story

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

CLIL

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

Let's play

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

Phonics

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

Cursive writing

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

Round-up

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

Project

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

TOP TIME! 2

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

1



people



library



bank



pet shop



toy shop

LOOK!

Where's
the toy car?

behind



in front of



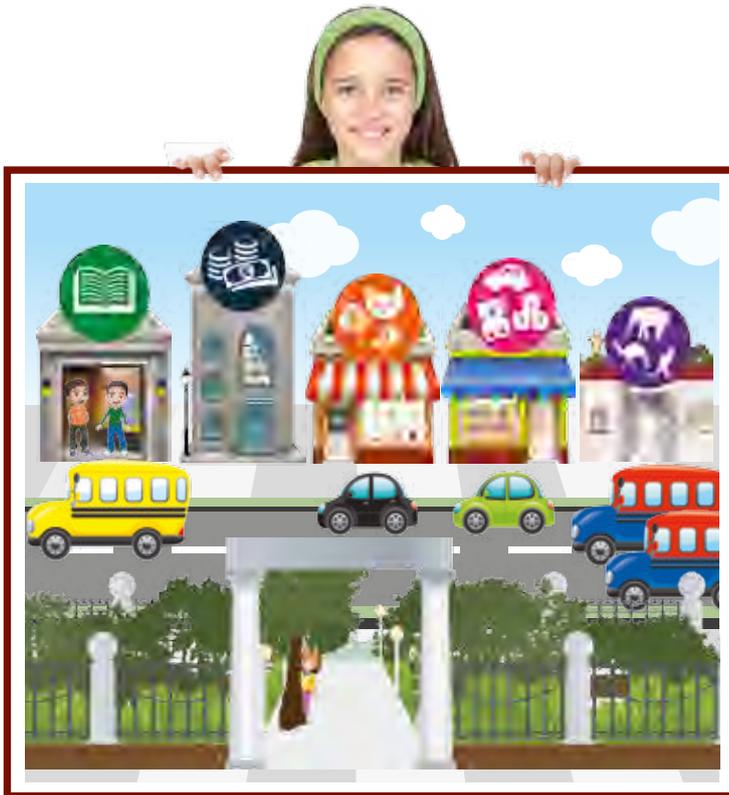
next to



between

2

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



This is my town!

This is my town.

People, cars here and there,
People, cars everywhere!

Where's the library?

Mark is there with Frank.

Where's the library?

It's next to the bank!

Where are the school buses?

Look! They're red and blue.

Where are the school buses?

They're in front of the zoo!

Where's the pet shop?

Where's the pet shop?

Look! It's between the bank
and the toy shop!

Where am I?

Can you see me?

I'm in the park.

I'm behind a tree!

3

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

Where's the zoo?

It's in front of the
pet shop.

It's next to the toy shop.

Where's the black car?

1



look



help



find



aquarium



shark



dolphin



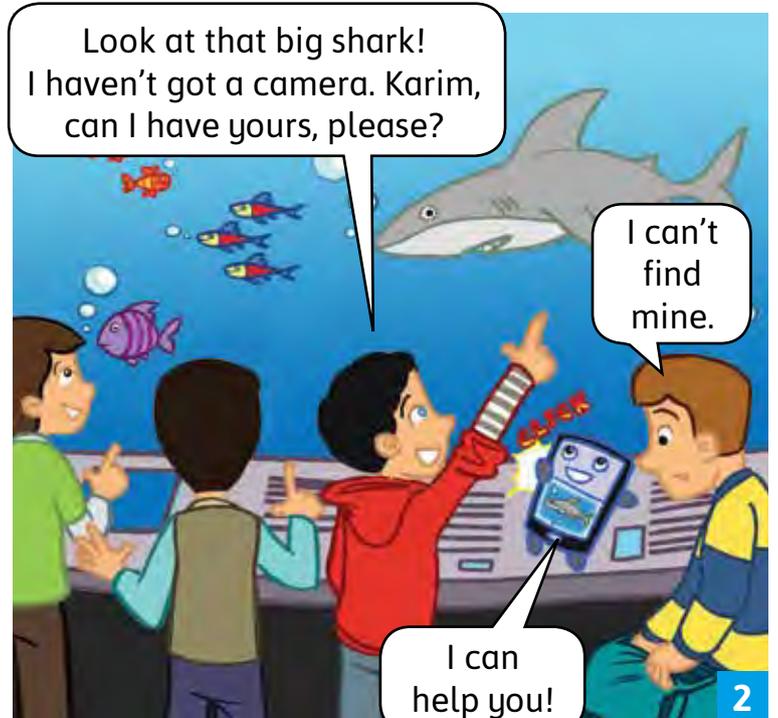
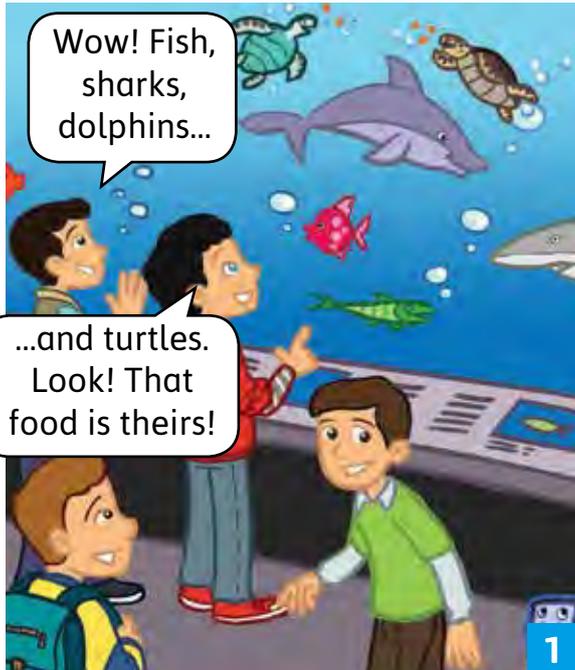
camera

2

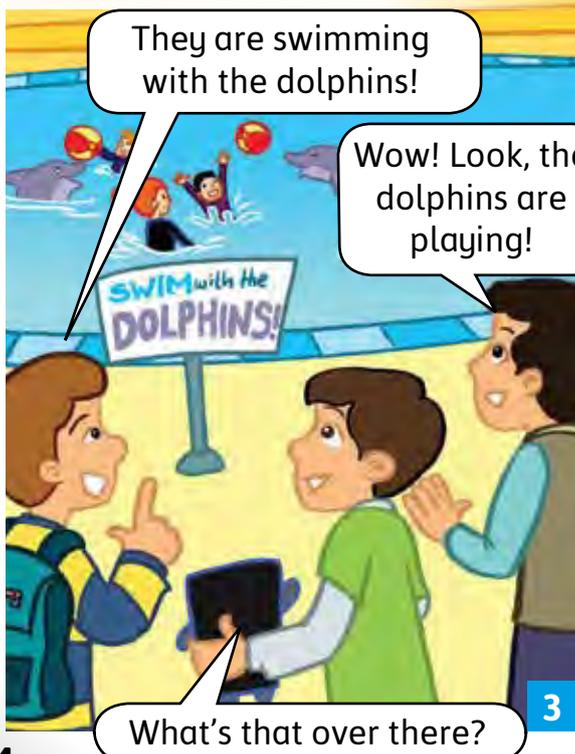
• Listen and answer: *Where are the children?*

• Read and answer: *Who can't find his camera?* 🎧 📱 🔊

The children are at the aquarium.

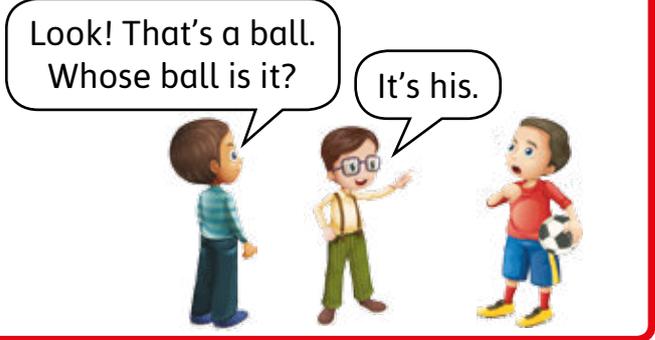


Later...



LOOK!

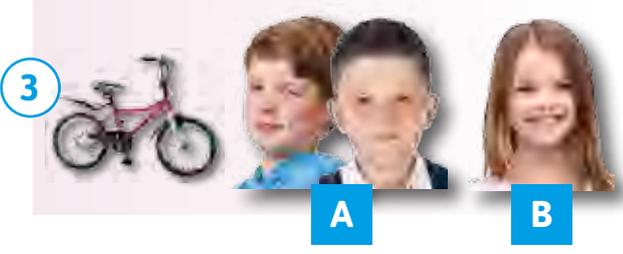
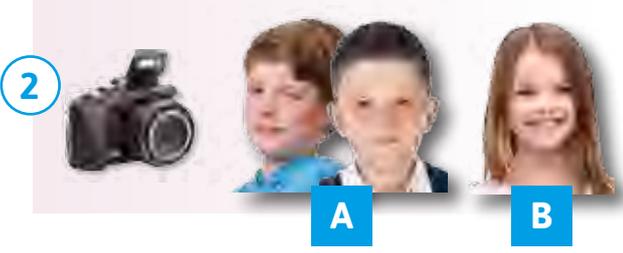
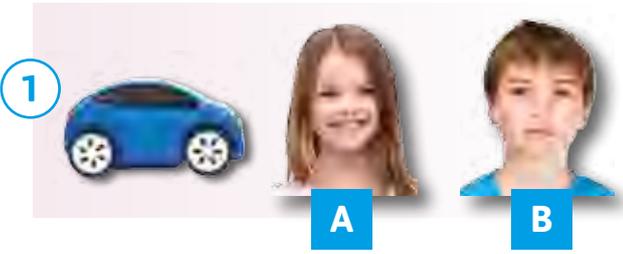
- | | |
|-------------|---------------|
| I → mine | we → ours |
| you → yours | you → yours |
| he → his | they → theirs |
| she → hers | |
| it → - | |



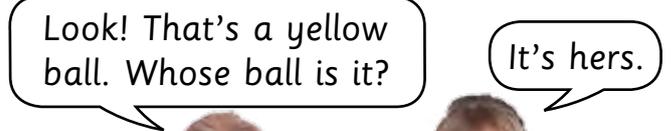
3 Read activity 2 and write T for True or F for False.

- | | |
|---|--|
| 1. There are fish in the aquarium. <input type="checkbox"/> | 3. The shark is in front of the ball. <input type="checkbox"/> |
| 2. Karim can't find his camera. <input type="checkbox"/> | 4. The fin is Karim's hat. <input type="checkbox"/> |

4 Listen to three dialogues and circle A or B. Then check your answers with a partner.



5 Play a guessing game.



1



be quiet



throw rubbish



take photos



rubbish bin



museum

2

- Look at the notices below, what do you think the statements are about?
- Read and match the notices (1-2) with the places (A-B).   

RULES! RULES! RULES!



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

1

-  You must be quiet.
-  You mustn't eat or drink.
-  You mustn't touch.
-  You mustn't take photos.

2

-  You must listen to your teacher.
-  You must throw rubbish in the rubbish bin.
-  You mustn't talk with your friends when the teacher is talking.
-  You mustn't eat or drink.



A



B



3 Read, look and circle **Yes** or **No**. 🔑



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



4 Listen to three dialogues and tick (✓). Then check your answers with a partner. 🗣️ 🔊

1

A B

2

A B

3

A B

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

Classroom rules

Must

Mustn't



1

20 twenty
21 twenty-one
22 twenty-two
23 twenty-three
24 twenty-four
25 twenty-five

26 twenty-six
27 twenty-seven
28 twenty-eight
29 twenty-nine
30 thirty
40 forty

50 fifty
60 sixty
70 seventy
80 eighty
90 ninety
100 a hundred

2 Choose a lock. Say the code, then go to page 94 to read the clue and guess the place. 

Lock 1: 43 50 24

Lock 2: 35 67 100

Lock 3: 30 89 71

Lock 4: 56 62 90

Lock 5: 88 20 40

Clue for Lock 3: You can see fish, dolphins and sharks there.

Clue for Lock 5: Thirty, eighty-nine, seventy-one.

Answer for Lock 5: Aquarium.

Answer for Lock 3: Yes.

58

Social Studies

1



Go straight.



Turn right.

Don't
turn left.

Stop.

Cross the
street here.

2

• Listen and answer: *What do you think the text is about?*

• Read and answer: *What do the red signs show us?*   



What do you know about signs?

Signs are everywhere.

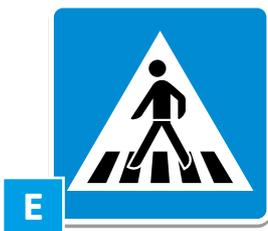
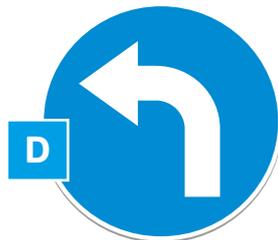
You must look at the signs and read them.

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

Blue signs: You can or must do something.

3

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



- | | | |
|--|--------------------------|-------------------------------------|
| 1. You must turn left. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. You must stop here and look! | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. You mustn't turn right. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. You mustn't turn right or left. You must go straight. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Cross the street here. | <input type="checkbox"/> | <input type="checkbox"/> |

PROJECT WORK

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

1



shopping centre



restaurant



bookshop

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

- Listen and say the characters' names.
- Read and answer *Where are the children?*

Where's the bookshop? 🧠 🗺️ 🗂️ 🗂️ 🔊

Fred and Kevin are at the shopping centre.

So, where are we going?



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



1

Now, where's the bookshop?

I don't know. This place is big! Look!



clothes shop

toy shop

bookshop

restaurant

supermarket



2

Let's go and see!

3 Read again and correct the sentences. 🗂️ 🗂️

1. The boys are going to a restaurant.
2. The boys must turn right at the supermarket.
3. Fred's uncle is in the TV show.

4 What do you think happens next in the story? Discuss.

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



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

Thanks!

3

WE'RE ON TV!



Let's think

Why is it important to ask for directions when you're trying to find a place?

7

8

1 Listen and say. 

/tʃ/



chimp



chair



peach

/ʃ/



sheep



fish



shirt

2 Listen and say. Then circle the /tʃ/ sounds and underline the /ʃ/ sounds.  

The chimp and the sheep

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

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



3 Listen and circle. Then point and say. 🧠 🔊

 1 ch sh	 2 ch sh	 3 ch sh	 4 ch sh	 5 ch sh
---	---	---	---	---

4 Read and say. Then write the words. 📖

 1 _____ oe	 2 wat _____	 3 _____ ild
 4 bru _____	 5 _____ irt	

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

	/s/ shoes _____ _____ _____	/tʃ/ chicken _____ _____ _____	
			

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

At the _____



A



B



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

At the _____

You must _____

_____.

You must _____

_____.

You mustn't _____ or

_____.

ROUND-UP

1 Look and write the places. 🔑

~~pet shop~~ bank library
aquarium toy shop

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



2 Look and write. ~~his mine yours hers~~



1 There is a book on the desk. Is it yours?



2 Are these Tim's shoes?

Yes! They are _____.



3 I have got two fish. They are _____.



4 She has got a cat. It's _____.

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

1

A

B

2

A

B

3

A

B

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

1



mosque

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

Places



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



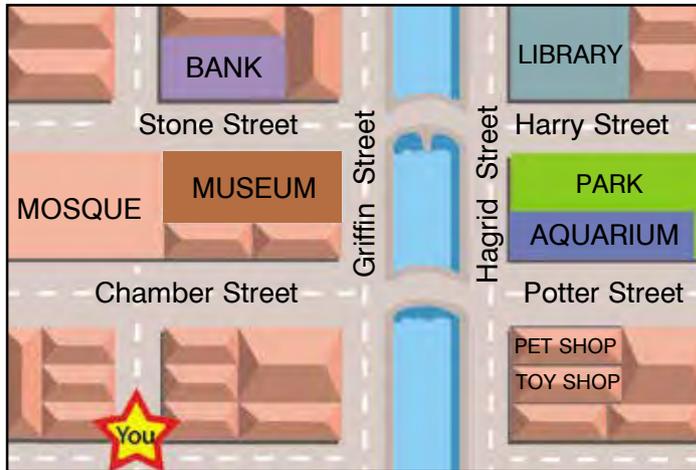

It's seven o'clock on Monday in Muscat, Oman. Jassim is at the Muscat Grand Mall with his father. They're on the train ride. They're looking at the shops and the people. Jassim's favourite place in the shopping centre is the Climbing Wall. You can climb a big wall there. It is great fun! Jassim's uncle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



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

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

4 Listen to the directions and trace the route on the map. Then answer *Where are you?* Check your answer with a partner. 🗣️ 🧠 🔊



5 Find the places.



1. bank
2. _____
3. _____
4. _____
5. _____
6. _____

6 Read and write the words in the correct category.

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



Toys



Body



Clothes





Day by day

In this module you can:

Song

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

Top Stars

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

Our world

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

Story

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

CLIL

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

Let's play

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

Phonics

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

Project

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

Round-up

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

Cursive writing

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

1



go shopping



go cycling



do karate



play cricket



pray

2

- Look at the title of the song, listen and answer: *What do you think the song is about?*
- Read and answer: *What does the boy do at the weekend?* 🧠 🔊

LOOK!

I **always** go shopping on Mondays.
 He/She **sometimes** goes shopping.
 We/You/They **never** go to school at the weekend.

Every day

1

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

2

On Sundays and Mondays, my best friend **does karate**.
 He sometimes **does karate** on Thursdays too.
 He likes **karate**. It is cool!
 What about you? What about you?

3

At the weekend, we never go to school.
 We **go cycling** together and **do our homework** too.
 We like weekends. They are cool!
 What about you? What about you?

Weekdays

SUNDAY
 MONDAY
 TUESDAY
 WEDNESDAY
 THURSDAY

Weekend

FRIDAY
 SATURDAY



3

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

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

WEEKEND

Name	always <input type="checkbox"/>	sometimes <input type="checkbox"/>	never <input type="checkbox"/>
Bill	do my homework	go cycling	do karate
1.			
2.			
3.			



4

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

1



get up early



drive a car



have a lesson



take the bus

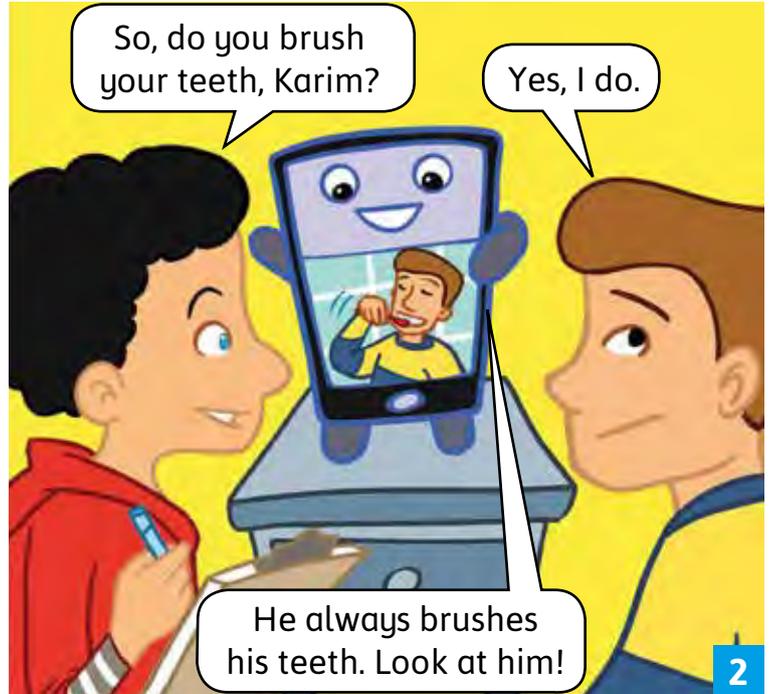


walk to school

2

• Listen and answer: *Where are the children?*

• Read and answer: *Does Karim take the bus to school?* 🎧 📖 🔊



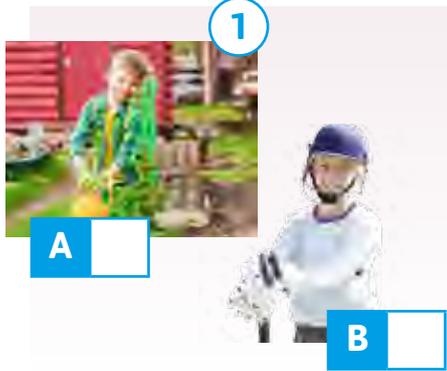
LOOK!

- Do you always **get up** early? → [Yes, **I do.** / No, **I don't.**
Yes, **we do.** / No, **we don't.**
- Does he/she **walk** to school? → Yes, **he/she does.** / No, **he/she doesn't.**
- Do they **drive** a car? → Yes, **they do.** / No, **they don't.**

- 3 Read the text again and answer the following questions. 
1. Does Karim always brush his teeth? Yes, he does. 
 2. Does Karim always walk to school? _____
 3. Does Karim sometimes ride his bike to school? _____
 4. Does Karim get up early at the weekend? _____

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

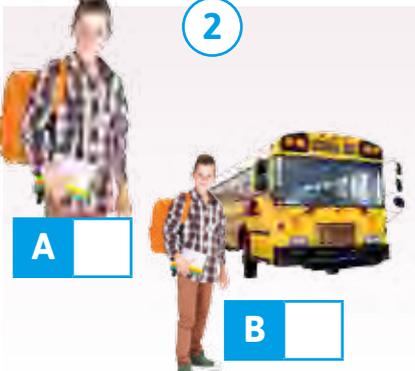
1



A

B

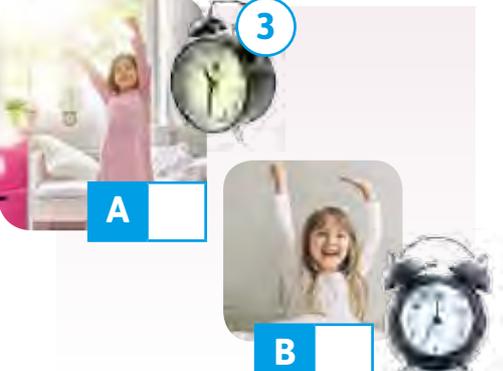
2



A

B

3



A

B

- 5 Tick (✓) the things you do every day or at the weekend. Then ask and answer. 

	You		Your friend			You		Your friend			
	Yes	No	Yes	No		Yes	No	Yes	No		
EVERY DAY	get up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WEEKEND	pray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	pray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		go cycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	have breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		go shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	take the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		play cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	go to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		do my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



1



cook



farmer



farm



taxi driver



hotel

2

Look at the pictures. What do you think the text is about? Listen and say. Then read and match. 🧠 🗂️ 🔊

People at work

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

1



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

2



A



B

LOOK!

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

3 Read the text again and correct the mistakes using the negative form. **A T C B**

- Jane works at a restaurant.
Jane doesn't work at a restaurant.
- Jane works on Saturdays.

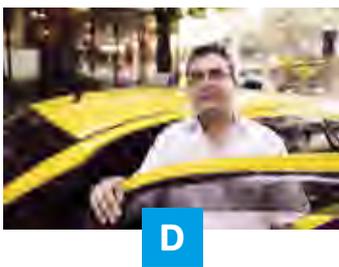
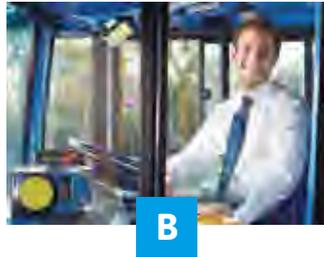
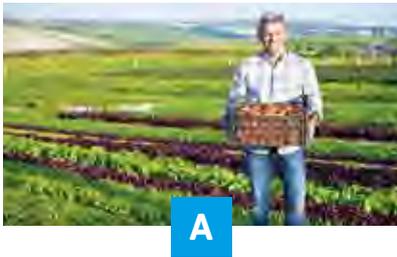
- Bob drives a bus.

- Bob works on the farm on Fridays.

4 Listen to a dialogue between two men and tick (✓). Then check your answer with a partner. 🎧 🔊



5 Play a guessing game.



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

It's A. He's a farmer.

Yes.



1



police officer



firefighter



dentist



photographer



put out fires



fix teeth

LOOK!

What do you do?

Are you a farmer?



I feed the animals on the farm.

Yes, I am.

What does she do?

Is she a photographer?



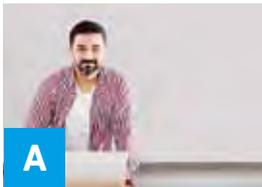
She takes photos.

Yes, she is.



2

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



A



B



C

1. fix people's teeth

2. teach students

3. take photos

4. fly a plane

5. drive a taxi

6. put out fires

C



D



E



F

What do you do?

Are you a teacher?



I teach students.

Yes, I am.

Social Studies

1



food



place



playground



build

2

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

You can help!

Do you want to help other people?

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



Do you want to have a clean town?

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

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

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



3

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

1. We build schools. QC
2. We clean our town. _____
3. We play in the park. _____
4. We plant trees. _____

PROJECT WORK

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

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

- Listen and say the main character's name.
- Read, and answer *What does Tom do? Who does he help? What happens at the end of the story?* 🧠 🗣️ 📖 🔊

1



fire



uniform



helmet



save



stay

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



1

3 Read and answer. 📖

1. What does Tom do?

2. What does Tom always wear?

3. Where is the cat in picture 4?

4 How do you think Tom feels at the end? Choose and say why.

angry happy sad
bored funny

Tom is sad.



2

The next day...



3

FIRE! FIRE!

A house is on fire. A woman is in front of her house, but her cat is in the house.



Let's think

Why is it important not to judge others on their physical appearance?

1 Listen and say. 

/s/



paints



claps

/z/



reads



swims

/ɪz/



teaches



washes

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

Busy Bob

He runs, he stands and then he walks.

He reads, he writes and then he talks.

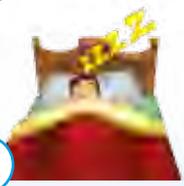
He rides his bike, he flies his kite.

He sits and watches people go by.

He plays, he swims, he catches fish.

And then he eats his favourite dish!

3 Listen and circle. Then point and say. 🧠 🔊

				
1	2	3	4	5
/s/ /z/ /ɪz/	/s/ /z/ /ɪz/	/s/ /z/ /ɪz/	/s/ /z/ /ɪz/	/s/ /z/ /ɪz/

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

A	T
C	B

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

5 Look, read and write.

A	T
C	B

			
1			6
brush_____			clap_____
			
2	3	4	5
paint_____	swim_____	laugh_____	teach_____

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

A	T
C	B

		
1	2	3
touch <u>es</u>	write <u>s</u>	smile <u>s</u>
_____es	_____s	_____s

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

What do you do at the weekend?

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



2 Read and put the words in the correct order.

1. play / I / every day / cricket

I play cricket every day. _____.

2. to school / walks / She

_____.

3. is / photographer / a / He

_____.

4. doesn't / a / bus / He / drive

_____.

Writing tip

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

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

My name's _____.

At the weekend, I _____.

_____.

I always _____.

_____.

I _____.

_____ too. Look at me!

1 Look and write. 🔑

dentist ~~firefighter~~ farmer cook police officer taxi driver



1 firefighter



2 _____



3 _____



4 _____



5 _____



6 _____

2 Read and match. Then write. 🗃️

- 1. Does Ellie walk to school? B
- 2. Do your brothers get up early?
- 3. Does Tim play cricket?
- 4. Do you go to the shopping centre on Fridays?

- A Yes, he _____.
- B No, she doesn't.
- C Yes, they _____.
- D No, I _____.

3 Listen and circle A or B. Then check your answers with a partner. 🗣️ 🔊

1

A

B

2

A

B

3

WEDNESDAY	WEDNESDAY
<u>play cricket</u>	<u>do karate</u>
A	B

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

1 Trace and copy. 

A *A* *A* *A* *A*

a *a* *a* *a* *a*

B *B* *B* *B* *B*

b *b* *b* *b* *b*

C *C* *C* *C* *C*

c *c* *c* *c* *c*

D *D* *D* *D* *D*

d *d* *d* *d* *d*

E *E* *E* *E* *E*

e *e* *e* *e* *e*

1 Trace and copy. 

F F F F F

f f f f f

G G G G G

g g g g g

H H H H H

h h h h h

I I I I I

i i i i i

J J J J J

j j j j j

3

CURSIVE WRITING

1 Trace and copy. 

K K K K K

k k k k k

L L L L L

l l l l l

M M M M M

m m m m m

N N N N N

n n n n n

O O O O O

o o o o o

1 Trace and copy. 

P P P P P

p p p p p

Q Q Q Q Q

q q q q q

R R R R R

r r r r r

S S S S S

s s s s s

T T T T T

t t t t t

1 Trace and copy. 

U u u u u u

u u u u u u

V v v v v v

v v v v v v

W w w w w w

w w w w w w

X x x x x x

x x x x x x

Y y y y y y

y y y y y y

Z z z z z z

z z z z z z

1 Say the adjectives and tick (✓).



1. pretty ☆



2. funny ☆



3. young ☆



4. old ☆



5. dirty ☆



6. angry ☆



7. tired ☆



8. bored ☆



9. short ☆



10. tall ☆



11. fat ☆

2 Say and tick (✓).



1. talk ☆



2. count ☆



3. paint ☆



4. play basketball ☆



5. draw ☆



6. fly ☆



7. run ☆



8. walk ☆



9. jump ☆



10. swim ☆

3 Say the senses and tick (✓).



1. see ☆



4. hear ☆



2. smell ☆



5. touch ☆



11. climb ☆



12. hungry ☆



13. thirsty ☆



3. taste ☆

4 Read and tick (✓).



1
- Is it clean?
- Yes, it is. ☆



2
- Is he scared?
- No, he isn't. ☆



3
He can play basketball. ☆



4
- Can it climb?
- No, it can't. ☆

1 Say the family members and tick (✓).



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

2 Say and tick (✓).



1. straight hair ☆



2. blonde hair ☆



3. curly hair ☆



4. moustache ☆



5. beard ☆



6. freckles ☆

3 Say and tick (✓).



1. handbag ☆



3. watch ☆



5. boots ☆



7. skirt ☆



9. jigsaw puzzle ☆



2. T-shirt ☆



4. shoes ☆



6. jeans ☆



8. kite ☆

4 Say and tick (✓).



1. head ☆



3. nose ☆



5. ears ☆



7. knee ☆



2. eyes ☆



4. mouth ☆



6. shoulder ☆



8. feet ☆

5 Read and tick (✓).

1



- Has he got a beard?
- No, he hasn't. ☆

2



- Whose robot is this?
- It's Jim's. ☆

3



- Those are dresses. ☆

4



- Has he got a moustache?
- Yes, he has. ☆

Now I can...

1 Say the actions and tick (✓).



1. She's studying. ☆



2. She's cleaning. ☆



3. They're watching TV. ☆



4. She's planting a tree. ☆



5. He's reading. ☆



6. I'm feeding the fish. ☆



7. They're eating. ☆



8. He's drinking water. ☆



9. He's watering the flowers. ☆



10. She's making a cake. ☆



11. It's sleeping. ☆



12. He's wearing a helmet. ☆



13. I'm skateboarding. ☆



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

2 Tell the time and tick (✓).



1. It's two o'clock. ☆



2. It's half past six. ☆

3 Say and tick (✓).



1. player ☆



2. kick ☆



3. throw ☆



4. ant ☆



5. grasshopper ☆

4 Read and tick (✓).

1



He is cleaning his desk. ☆

2



- Is Larry watering the flowers?
- Yes, he is. ☆

3



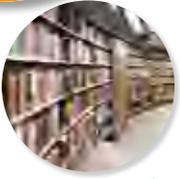
- Is Liam eating?
- No, he isn't. He's watching TV. ☆

4



- What's the time?
- It's nine o'clock. ☆

1 Say the places and tick (✓).



1. library ☆



2. bank ☆



3. pet shop ☆



4. toy shop ☆



5. aquarium ☆



6. museum ☆



7. shopping centre ☆



8. restaurant ☆



9. bookshop ☆

2 Say and tick (✓).



1. people ☆



2. look ☆



3. help ☆



4. find ☆



5. shark ☆



6. dolphin ☆



7. camera ☆



8. be quiet ☆



9. throw rubbish ☆



10. take photos ☆



11. rubbish bin ☆

3 Say the rules and tick (✓).



1. Go straight. ☆



2. Turn right. ☆



3. Don't turn left. ☆



5. Cross the street here. ☆



4. Stop. ☆

4 Read and tick (✓).

1



The cat is behind the pet shop.

2



You must listen to your teacher.

3

100



There are a hundred books in the library.

4



We are brother and sister. This ball is ours.

1 Say the actions and tick (✓).



1. go shopping ☆



2. go cycling ☆



3. do karate ☆



4. play cricket ☆



5. pray ☆



6. get up early ☆



7. drive a car ☆



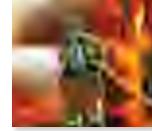
8. have a lesson ☆



9. take the bus ☆



10. walk to school ☆



11. put out fires ☆



12. build ☆



13. fix teeth ☆



14. save ☆



15. stay ☆

2 Say the occupations and tick (✓).



1. cook ☆



2. farmer ☆



3. taxi driver ☆



4. police officer ☆



5. firefighter ☆



6. dentist ☆



7. photographer ☆



1. farm ☆



2. hotel ☆



3. food ☆



4. place ☆



5. playground ☆



6. fire ☆



7. uniform ☆



8. helmet ☆

4 Read and tick (✓).

1



I always play cricket on Saturdays.

2



- Does your sister walk to school?
- No, she doesn't.

3



They don't play volleyball. They play football.

4



- What does he do?
- He's a farmer.

Games

Module 1 / Song

Guess who?



Mrs Fatma



Bobby and Ron



Tom



Felix



Kate and Lisa



Mr Black



Module 2 / Top Stars





Module 4 / Let's Play

1

43-50-24
You can see dolls,
balls and toys
there.

2

35-67-100
You can see books
there. You must be
quiet when you're
there, too!

3

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

4

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

5

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

Word list

Module 1

Song

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

Top Stars

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

Our world

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

Let's play

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

CLIL

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

Story

hungry (adj.)
thirsty (adj.)
fat (adj.)

Module 2

Song

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

Top Stars

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

Our world

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

Let's play

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

CLIL

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

Story

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

TOP TIME! 1

ride (n.)
carousel (n.)

Module 3

Song

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

Top Stars

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

Our world

She's making
a cake. (phr.)

He's having
breakfast/ lunch/
dinner. (phr.)
It's sleeping. (phr.)

Let's play

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

CLIL

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

Story

ant (n.)
grasshopper (n.)
He's fishing. (phr.)
It's carrying food.
(phr.)
I'm skateboarding.
(phr.)

Module 4

Song

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

Top Stars

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

WORD LIST

dolphin (n.)
camera (n.)
fin (n.)

Our world

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

Let's play

Numbers 20-100

CLIL

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

Story

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

TOP TIME! 2

mosque (n.)

Module 5

Song

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

Top Stars

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

Our world

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

Let's play

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

CLIL

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

Story

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

Grammar reference



Module 1

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

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

- We use the verb can to express ability.

Module 2

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

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

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

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

These/Those

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

Possessive Case

We use the possessive case 's to express possession.

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

Whose...?

We use *whose* to ask about possession, e.g.

Whose kite is **this?** → **It's** Mat's.

Whose shoes **are these?** → **They're** Lisa's.

Module 3

Present Progressive

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

Present Progressive

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

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

Formation of -ing

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

What are you doing?

I'm reading a book.



What is he doing?

He's feeding the fish.



What are they doing?

They are studying.



Module 4

Possessive Pronouns

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

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

must / mustn't

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

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

Module 5

Present Simple

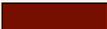
Affirmative	Negative	
	Full forms	Short forms
I play.	I do not play.	I don't play.
You play.	You do not play.	You don't play.
He plays.	He does not play.	He doesn't play.
She plays.	She does not play.	She doesn't play.
It plays.	It does not play.	It doesn't play.
We play.	We do not play.	We don't play.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

Present Simple

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

Remember: study → studies wash → washes watch → watches go → goes

Time Expressions on Mondays / Tuesdays, etc. every day / Monday, etc.
in the morning / afternoon / evening, etc. at the weekend / at 8:00, etc.

 **always**

I **always** brush my teeth in the morning.

 **sometimes**

She **sometimes** goes to bed at 10:00.

 **never**

They **never** get up at 7:00 on Fridays.

We use the **Present Simple** for habits and actions that happen regularly.

Top Stars 3a
Student's Book

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