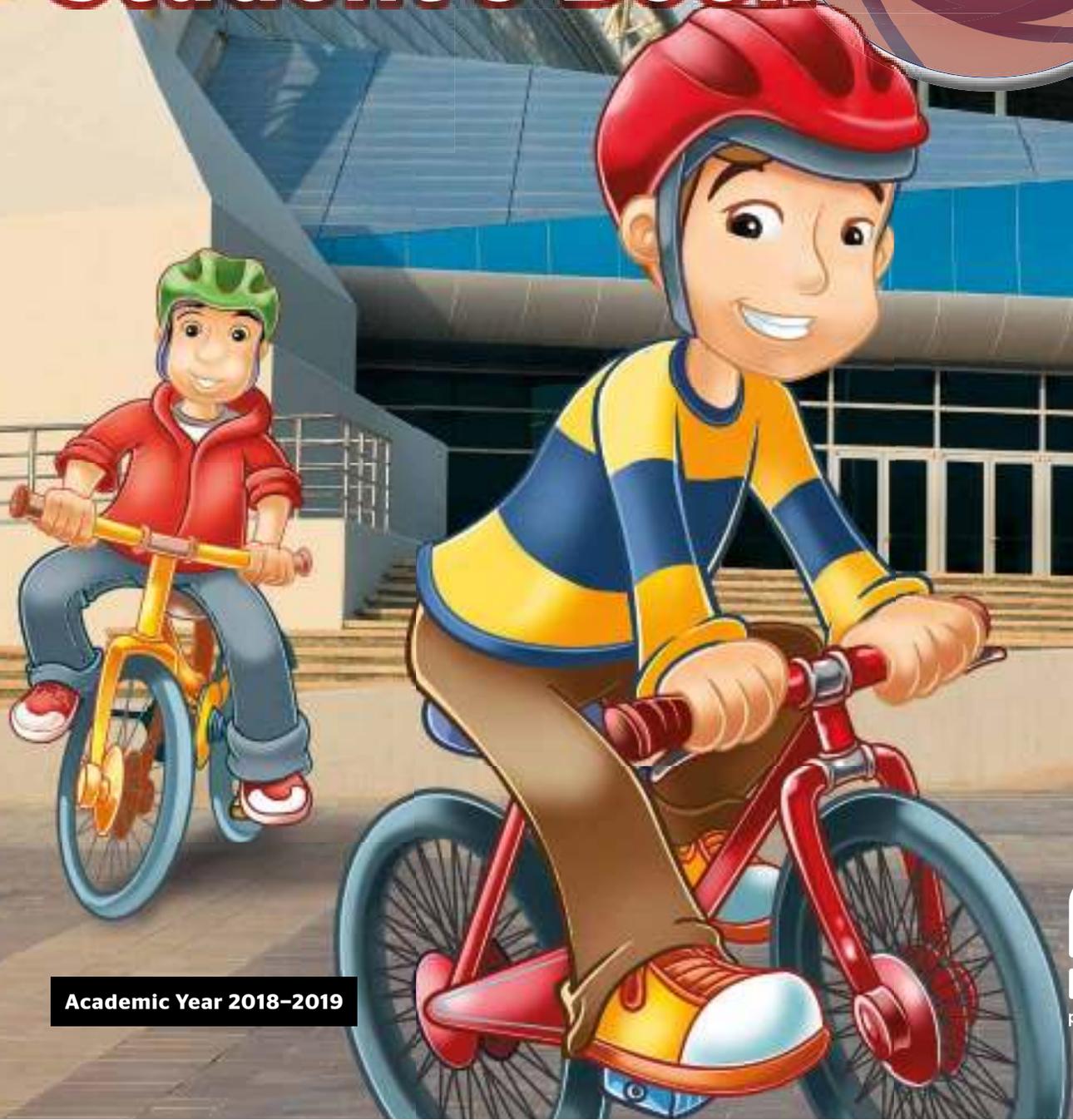


H. Q. Mitchell – Marileni Malkogianni



TOP STARS 3b

Student's Book



Academic Year 2018–2019



GRADE **3**

SEMESTER 2



TOP STARS 3b

Student's Book

School

Name

Class

H. Q. Mitchell – Marileni Malkogianni

Academic Year 2018–2019





حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني
أمير البلاد القطري

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 الرِّجَالِ الأَوَّلِينَ حَمَاتِنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ جَوَارِحُ يَوْمَ الفِداءِ

| | Grammar | Vocabulary | Phonics | QNCF competencies |
|--|---|---|--|-------------------|
| Module 6 All year round p.82 | What's your favourite month? My favourite month is (August). What do you do in (spring)? I (plant trees). I (go scuba diving). He (goes camping) in (summer). They (go hiking) on (Saturdays). What time do you (go to bed)? I (go to bed) at a quarter (past nine). | Months of the year Seasons of the year Outdoor activities Time | th /θ/ thin teeth thirteen th /ð/ this that mother | |
| TOP TIME! 3 (Modules 5-6) p.96 | | | | |
| Module 7 Food and drink p.98 | There's a... There are some... cherry-cherries strawberry-strawberries peach - peaches There is/are some... Is/Are there any...? Yes, there is/are./No, there isn't/aren't. What's your favourite food? My favourite food is... What would you like? I'd like some..., please. Can I have some..., please? | Fruit Types of food and drink | plurals s , es /s/ carrots books /z/ eggs beans /z/ tomatoes cherries /ɪz/ glasses buses foxes dishes | |
| Module 8 Where were you yesterday? p.112 | Where were you (yesterday morning)? I/He/She/It was at (the amusement park). You/We/They were at (home). Was it (interesting)? Yes, it was./No, it wasn't. There was (a small boat)./There wasn't (a big boat). There were (two winners)./There weren't (three winners). | Places Adjectives | /k/ duck clock /ŋk/ bank sink /ŋ/ long wing | |
| TOP TIME! 4 (Modules 7-8) p.126 | | | | |

| | Grammar | Vocabulary | Phonics | QNCF competencies |
|---|---|---|---|---|
| Module 9 In the past p.128 | I/You/He/She/It/We/They (played with the dolphins) yesterday. He/She went... last Saturday. We/You/They saw... last week. They didn't have (pancakes for breakfast). They had (eggs and some fruit). My mother didn't make (a chocolate cake). She made (a banana cake). Did you play... yesterday? Yes, I/we did. / No, I/we didn't. Did he/she go... yesterday? Yes, he/she did. / No, he/she didn't. | Action verbs Ancient people and civilisations Sports Means of transport Cutlery | /nd/ sand pond friend /nt/ plant present tent |  |
| Module 10 The world around us p.142 | (Cheetahs) are faster than (hippos). Is the lion bigger than the cat? Yes, it is. Are cheetahs taller than giraffes? No, they aren't. fast → faster thin → thinner scary → scarier good → better bad → worse (Tom) is the youngest (student in the class). strong → the strongest scary → the scariest good → the best bad → the worst | Wild animals Adjectives Landscapes | /w/ wheel white whale ph/ɛ/ phone photo dolphin f/ɛ/ fin fish fat |  |
| TOP TIME! 5 (Modules 9-10) p.156 | | | | |
| p.158 Cursive Writing | | | | |
| p.163 Now I can... section | | | | |
| p.168 Word list | | | | |
| p.170 Grammar Reference | | | | |

QNCF COMPETENCIES

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

Contents

| | |
|---|-----|
| 6 All year round | 82 |
| TOP TIME! 3 | 96 |
| 7 Food and drink | 98 |
| 8 Where were you yesterday?..... | 112 |
| TOP TIME! 4 | 126 |
| 9 In the past | 128 |
| 10 The world around us | 142 |
| TOP TIME! 5 | 156 |
| Cursive Writing | 158 |
| Now I can... section | 163 |
| Word list | 168 |
| Grammar Reference | 170 |



Karim



Rashid



Sahar



Reema



All year round

In this module you can:

Song

- 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)
- 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)
- ask about and express basic preferences (S1.2)

Top Stars

- 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)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate or find out basic personal information (S1.1)

Our world

- 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)
- 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 texts (L2.1)
- communicate or find out basic personal information (S1.1)

Let's play

- understand a known word or phrase by making use of pictures on the page (R4.1)
- communicate or find out basic personal information (S1.1)

Phonics

- follow and identify the main idea of short texts (L1.1)
- 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)

Story

- 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)
- 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)

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)
- 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 TIME! 3

- understand a known word or phrase by making use of pictures on the page (R4.1)
- ask about and express basic preferences (S1.2)
- 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)
- use a very simple picture dictionary to find relevant topic words (R4.2)
- recognise and respond to a wide range of very simple language used in classroom routines (L2.2)

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short, simple statements (W1.1)
- express basic preferences using short, simple statements (W1.2)
- communicate or find out basic personal information (S1.1)

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 details in short texts (L2.1)

Cursive writing

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

1 🔑



January



February



March



April



May



June



July



August



September



October



November



December



rain

2

- Listen and answer: *What do you think the song is about?*
- Read and match the pictures to the verses. 🧠 🔄 📄 🗣️

LOOK!

What's your favourite month?
My favourite month is August.

What's = What is

The months of the year

1

December, January, February
It's cold, cold, cold!
Let's make a snowman, Todd!
Wear your hat and your gloves.
It's cold, cold, cold!



2

March, April, May
It's windy, windy, windy!
Let's fly a kite, Fay!
A red, yellow, green and blue kite
Up in the sky, up in the sky!



3

June, July, August
It's hot, hot, hot!
Let's play in the sun!
Let's go to the beach
And play in the sun!

4

September, October, November
It's cloudy! Look, Jane!
Let's run in the rain.
Take your umbrella
And run in the rain!

3

Ask and answer questions with a partner. 🗣️

What's your favourite month, Tim?

My favourite month is July.

Why?

Because I go to the beach in July.





winter



spring



summer



autumn



seasons

1 🔑

2

- Listen and answer: *How many seasons are there?*
- Read and answer: *Who is cold?* 🎧 📖 🔊

It's December! Winter is here!

Look at the snow... brrrr.

Reema, your nose is red. Are you cold?

Yesssss...

1

It's OK, Reema! Look! It's spring now!

Wow! What do you do in spring?

We plant trees and flowers.

2

Look, Sahar! Now, it's autumn!

The leaves are orange. It's windy too!

3

Tab, how many seasons are there?

Four.

Autumn, winter, spring...

... and summer. It's sunny and hot. I'm hot!

4



leaf leaves snow

LOOK!

What do you do in spring?
I plant trees.

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

- 1. It is winter in November. F
- 2. Sahar's nose is red.
- 3. You plant trees in winter.
- 4. Tab is hot in frame 4.

4 Listen to four dialogues and number (1-4) the pictures (A-D). Then check your answers with a partner.



5 Ask and answer questions with a partner. Use the phrases in the box.



play in the sun/snow
water flowers
make a snowman
fly a kite
swim
play/run in the park

1



go camping



picnic



mountain



go hiking

2

• Look at the pictures below, listen and answer: *What do you think the texts are about?*

• Read and match the texts to the correct pictures. 🧠 🗂️ 📖 🔊

Let's go...

Do you like trees, flowers and birds? Let's go camping! You can sleep under the stars and have picnics. Do you like the mountains? Well, you can go hiking too! So, come on! Wear your hats and boots and let's go!

1

Do you like the sea and the sun? Let's go sailing! It's a lot of fun. Do you like sea animals? Let's go scuba diving! You can see fish, dolphins and sea turtles! You can see sharks too! Scared? Don't be!

2



A



B





sea



go scuba diving



go sailing

LOOK!

I go scuba diving.
 He goes camping in summer.
 They go hiking on Saturdays.

3 Look at activity 2 again. Then read and match.

- | | |
|------------------------------|---------------------------|
| 1. I like trees and flowers. | a. Let's go sailing. |
| 2. I like mountains. | b. Let's go scuba diving. |
| 3. I like sea animals. | c. Let's go hiking. |
| 4. I have got a boat. | d. Let's go camping. |

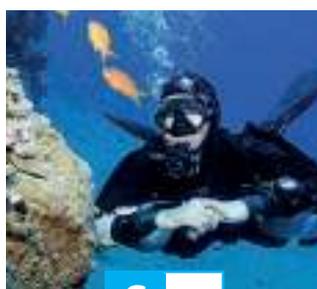
4 Listen to four dialogues and number (1-4) the pictures (A-D). Then check your answers with a partner.



A 1



B



C



D

5 Ask and answer questions in pairs. Then place a ✓ or an ✗, and present the information to the class.

| | YOU | YOUR PARTNER |
|-----------------|-----|--------------|
| go camping | | |
| go hiking | | |
| go scuba diving | | |
| go sailing | | |

Do you go camping?

Do you go hiking?

No, I don't.

Yes, I do.

He doesn't go camping.
 He goes hiking.



1 🔑



What's the time?
It's a quarter to four.



What's the time?
It's a quarter past five.

LOOK!

What time do you go to bed?

I go to bed at a quarter past nine.



2 What's the time? Look at the pictures and write. 🔑



3 Play a guessing game in pairs. 🗨️



Reema

5:45 go shopping
6:15 do my homework
8:30 go to bed



Omar

2:45 ride my bike
4:15 play football
5:30 do my homework

Sahar

3:15 do my homework
6:15 make a cake
7:45 read a comic book



Rashid

5:45 play football
6:45 do my homework
8:15 read a comic book



Do you play football?

What time do you play football?

Are you Omar?

Yes, I do.

I play football at a quarter past four.

Yes, I am.

Geography



1 🔑



in the morning



in the afternoon



in the evening



at night

2

• Look at the pictures below, listen and answer: *What do you think the text is about?*

• Read and answer: *What's the weather like in London?* 🗺️ 🧠 🗂️ 🔊

Tick Tock around the world

It's Monday today in Vancouver. It's four o'clock in the morning. But in London it's twelve o'clock in the afternoon. What's the time in other places? What's the weather like?

1

Vancouver, CANADA



It's four o'clock in the morning. It's snowing and it's cold.

3

London, ENGLAND



It's twelve o'clock in the afternoon. It's raining.

5

Doha, QATAR



It's two o'clock in the afternoon. It's cloudy.

2

Mexico City, MEXICO



It's six o'clock in the morning. It's windy.

4

Muscat, OMAN



It's three o'clock in the afternoon. It's sunny and hot.

3

Look at activity 2 and in pairs ask and answer.



What's the time in Vancouver?

What's the weather like?



It's four o'clock in the morning.

It's snowing and it's cold.

PROJECT WORK

Work in groups. Choose other countries and present them to your class.

1



basket



stone



present



vegetables

- 2 Look at the pictures. What do you think the story is about?
- Listen and answer: *What's the weather like in the forest?*
 - Read and answer: *How many boys are there? Where is their house?*

THE TWELVE MONTHS

It's a windy day in September. A woman is walking in the forest. She's hungry and she hasn't got food. She sees a small house...

Hello. My name is Mrs Green. I'm sorry, but... have you got food?

1

Hi, my name is Mrs Smith. Yes, come in!

At Mrs Smith's house, the children ask Mrs Green questions about the months of the year.

Do you like September, October and November?

Yes, I do! It rains in autumn.

Do you like December, January and February?

Yes, I like winter! Children play in the snow.

2

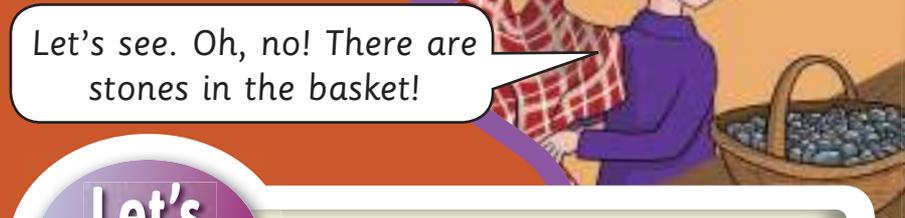
What about March, April and May?

In spring, we plant vegetables. There are flowers too!

Do you like June, July and August?

Yes, I do. It's hot in summer and it's sunny too.

3



3 Read and answer the questions. AT B

- Does Mrs Green like winter?

- What is in the basket in picture 5?

- Does the woman in picture 6 like summer?

- What is in the basket in picture 8?

4 Choose and discuss. How do you think the woman in picture 8 feels?

- happy angry
bored sad

Let's think Why do you think it is important to be kind to people?

1 Listen and say. 

/θ/



thin

13

thirteen



teeth

/ð/



this



that



mother

2

- Listen and answer: What is the chant about? Then say the chant.
- Read and mark the /θ/ sounds in yellow and the /ð/ sounds in blue.



My family

This is my mother
 And that's my father.
 This is my sister
 And that's my thin brother.
 My thin brother has got
 thirty two teeth.



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



1 /θ/ /ð/



2 /θ/ /ð/



3 /θ/ /ð/



4 /θ/ /ð/



5 /θ/ /ð/

4 Look at the picture, say the sounds and connect the letters. Then write the word. 



1

th

a

t

_____ *this* _____



2

t

ee

t



3

th

or

tin



4

mo

th

ar

5 Look at the pictures, say the words and circle the picture that doesn't belong. 



1



2



3

1 What does Yang do in winter? Read and answer. 



2 Answer questions about yourself. 

What's your name? _____.

Where do you live? _____.

What month and season is it there now? _____.

How is the weather there now? _____.

What do you do in that season? _____.

What's your favourite season? _____.

3 Now write about yourself. Use your notes in activity 2. Then present it to the class. 

My name's _____ . I live in _____ .

It's _____ and it's _____ .

In _____ .

I like _____ .

My favourite season is _____ .

ROUND-UP

1 Look and write. 🔑

spring winter summer autumn It's snowing. ~~It's raining.~~



.....It's raining.....



.....



.....



.....



.....



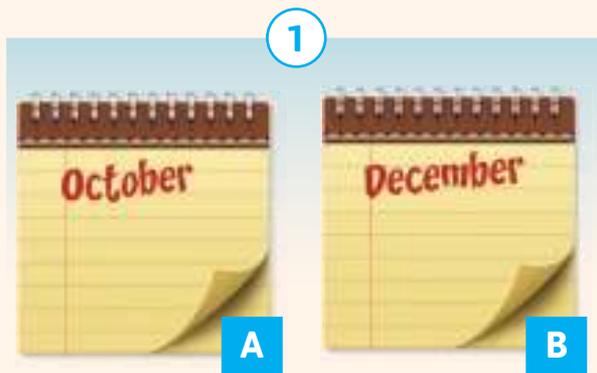
.....

2 Read and match. 📖

1. What do you do in autumn?
2. What do you do in summer?
3. What do you do in spring?
4. What do you do in winter?

- A I go swimming and my brother goes scuba diving.
- B I plant flowers in our garden and sometimes I fly a kite with my friends.
- C I play in the snow with my sister.
- D I wear my boots and run in the rain!

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



Go to p.163 for the Now I can... section.

1 🔑



barbecue

2 Look at the pictures and the layout, and guess what type of texts they are. Then read and answer *Where are Karim and Liam? What can they do there?* **A/B**

A day at the park!

POSTCARD

My name's Karim. It's August and it's summer here in Doha, Qatar. In summer, we usually go to parks at the weekend, and we sometimes have a barbecue there too! Look! In this picture, I am with my father, my mother and my sister, Afaf, at Al Bidaa Park in Doha. You can have barbecues and play with friends there. There are seven playgrounds, and you can play basketball, volleyball and tennis too!



POSTCARD

My name's Liam. It's November and it's spring here in Sydney, Australia. In this picture, I am with my father, my mother and my sister, Emma, at Bradfield Park in Sydney. Look! We are sitting at a table and we are having a picnic. At Bradfield Park, you can have picnics, ride your bike, and you can go hiking too!



3 Read activity 2 again and complete the sentences. **A/B**

1. It's August and it's _____ in Doha, Qatar.
2. Karim is at the park with his father, _____ and _____.
3. It's November and it's _____ in Sydney, Australia.
4. At Bradfield Park, you can have picnics, _____ and _____.

4 Look at the picture dictionary below and complete the sentences. 🔑



1

It's summer! It's hot today!
Let's go to the park. I want
my _____,
my _____ and
my _____!

2

It's winter! It's cold today!
Look at the snow! Let's go
out! I want my _____,
my _____ and
my _____.

5 Listen to the woman's questions and tick (✓) the correct boxes about yourself. 🎧 🗣️ 🔊

1

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> |

2

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> |

3

| | | | | | | | | | | | |
|--|--------------------------|--|--------------------------|--|--------------------------|--|--------------------------|--|--------------------------|--|--------------------------|
| | <input type="checkbox"/> |
|--|--------------------------|--|--------------------------|--|--------------------------|--|--------------------------|--|--------------------------|--|--------------------------|

4

| | | | | | | | |
|--|--------------------------|--|--------------------------|--|--------------------------|--|--------------------------|
| | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> |
|--|--------------------------|--|--------------------------|--|--------------------------|--|--------------------------|

What's your favourite day?



My favourite day is Sunday.





Food and drink

In this module you can:

Song

- 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)
- 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)
- ask about and express basic preferences (S1.2)
- participate actively in simple word level reading games (R5.1)

Story

- 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)
- 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)

Phonics

- follow and identify the main idea of short texts (L1.1)
- 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)

Top Stars

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

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short, simple statements (W1.1)
- express basic preferences using short, simple statements (W1.2)
- communicate or find out basic personal information (S1.1)

Our world

- 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)
- 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 texts (L2.1)
- communicate or find out basic personal information (S1.1)

Let's play

- 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)
- ask about and express basic preferences (S1.2)

Round-up

- 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)

Cursive writing

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

- 1 grapes
- peach
- mango
- pineapple
- cherry
- strawberry

LOOK!

There's a pineapple.

There are some pineapples.

- cherry
- cherries
- strawberry
- strawberries
- peach
- peaches



Fruit!

I am hungry. What about you?
Do you like fruit?

1 There are some cherries
2 And strawberries too.

3 There are some grapes.
Do you want grapes too?
You know they're good for me and you!

I am hungry. What about you?
Do you like fruit?

4 There is a pineapple
5 And a mango too!

6 I want a peach.
Do you want a peach too?
You know it's good for me and you!



3 Talk in pairs.

What's your favourite fruit?

My favourite fruit are grapes.



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



cheese



spaghetti



steak



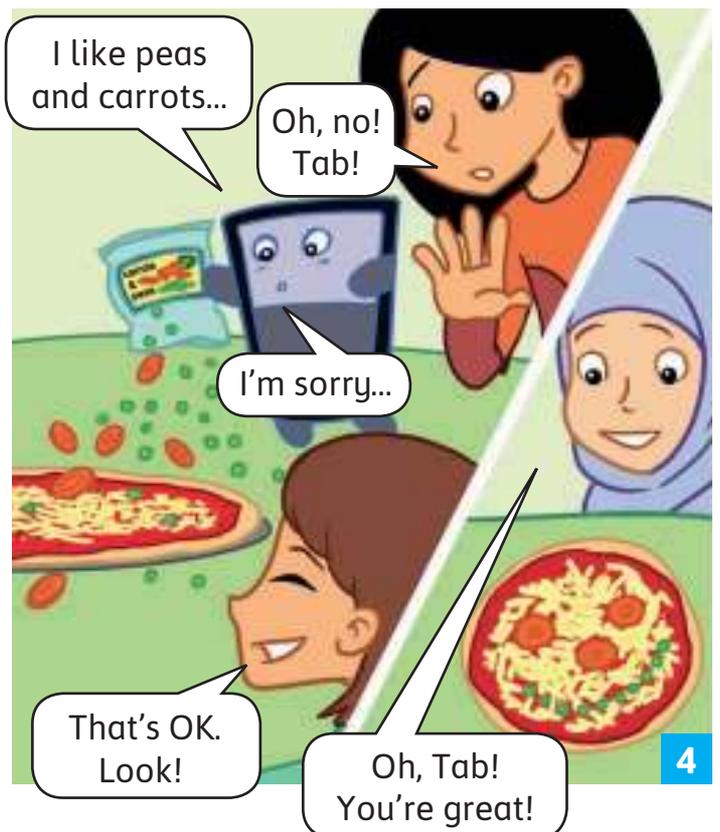
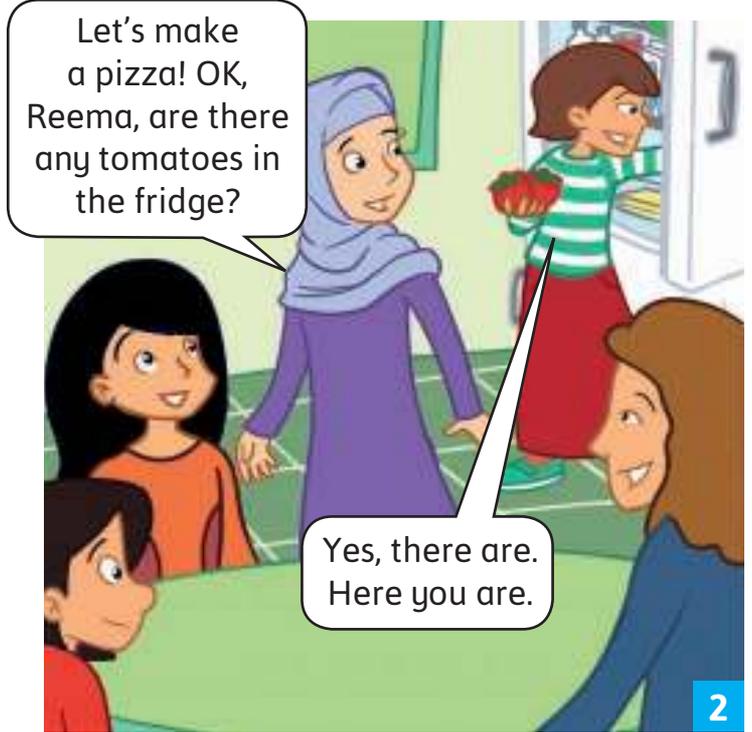
chicken

1 🔑

2

• Listen and answer: *Who helps the girls?*

• Read and answer: *What food do the girls make?* 🎧 📖 🔊





peas

fridge

LOOK!

There **is** some **cheese**.
 There **are** some **peas**.
 Is there **any** **cheese**? **Yes**, there **is**. / **No**, there **isn't**.
 Are there **any** **tomatoes**? **Yes**, there **are**. / **No**, there **aren't**.

3 Read the text again and circle the correct answer.

- 1. Is there a food competition on Thursday?
 Yes, there is. **No, there isn't.**
- 2. Are there any tomatoes in the fridge?
 Yes, there are. **No, there aren't.**
- 3. Is there any cheese in the fridge?
Yes, there is. No, there isn't.
- 4. Is there any meat on the pizza?
Yes, there is. No, there isn't.

4 What's on the table? Listen to two girls talking and tick (✓) the correct pictures. Then check your answers with a partner.



5 Look at activity 4. Ask and answer with a partner.



1



cheeseburger



crepe



pancake



noodles

2

• Look at the pictures and the title below. What do you think the text is about? Listen and say.

• Then read and match.    

What's your favourite food?



I'm Alberto. I'm from Mexico. My favourite food is chicken mole. It's chicken with chocolate! It's very tasty!

1

I'm Chen. I'm from China. I like noodles. There are noodles with meat or vegetables. You can also have noodles in your soup! They are very tasty!



2



My name's Carol and I live in the USA. I like pancakes. Chocolate and banana pancakes are very tasty!

3



A



B



C



omelette

LOOK!

What's your favourite food?
My favourite food is spaghetti.



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

- | | | | |
|--------------------------------|----------------------------|---------------------------|--------------------------|
| 1. Alberto is from China. | <input type="checkbox"/> F | 4. Chen likes noodles. | <input type="checkbox"/> |
| 2. Alberto likes chicken mole. | <input type="checkbox"/> | 5. Carol is from the USA. | <input type="checkbox"/> |
| 3. Chen is from China. | <input type="checkbox"/> | 6. Carol likes crepes. | <input type="checkbox"/> |

4 Listen to three dialogues and circle the correct answers. Then check your answers with a partner.

| | | |
|-------------------|-------------------|-------------------|
| ① | ② | ③ |
| | | |
| A B | A B | A B |

5 Choose your favourite food. Ask and answer questions with a partner.



What's your favourite food?

My favourite food is pizza.



1



tea



coffee



milk



orange juice



salt

pepper



sugar

LOOK!

What would you like?



I'd like some tea, please.

Can I have some coffee, please?

2

Complete the dialogue with the words/phrases in the box. Then act out the dialogue with a partner. 

I'd like some tea have some
What would you like milk Here you are please



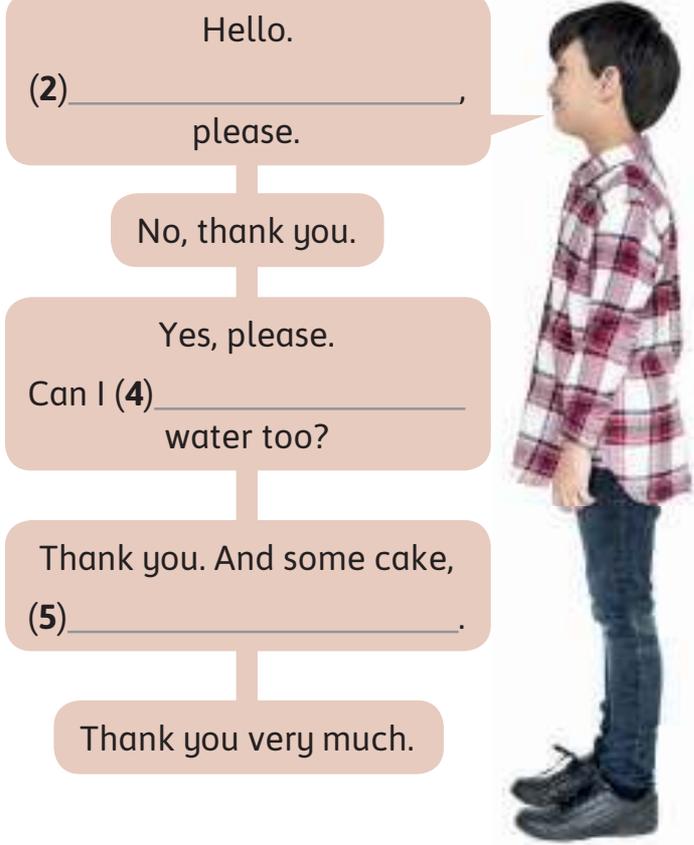
Hello.
(1) _____?

Any sugar?

Any (3) _____?

Of course.

(6) _____.



Hello.
(2) _____,
please.

No, thank you.

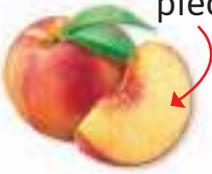
Yes, please.
Can I (4) _____
water too?

Thank you. And some cake,
(5) _____.

Thank you very much.

Home Economics



- 1       
- 2 • Look at the picture and the title. What do you think the text is about?
 • Listen and answer: *What is in the vegetable risotto?*
 • Read and answer: *How many minutes do you cook the vegetables in the pot?*    



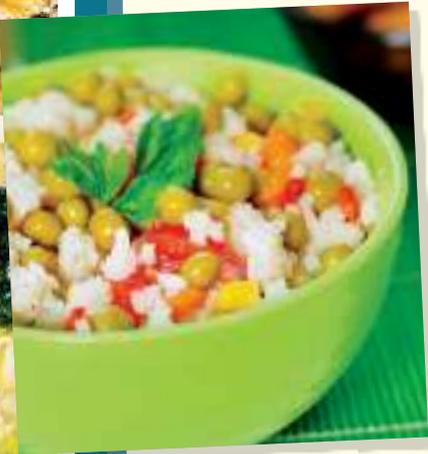
Let's cook!



Vegetable risotto

Vegetable risotto comes from Italy. There are vegetables and some chicken in it. Follow the recipe:

- 1 Cut the chicken into pieces.
- 2 Cut some vegetables (carrots, tomatoes and onions) into pieces.
- 3 Put the vegetables in a pot, add some peas and cook them for 5 minutes.
- 4 Add some rice and mix it with the vegetables.
- 5 Add some water. Then add the chicken and cook for 15 minutes. Your vegetable risotto is ready!



- 3 Read and number (1-5). 

Fish soup!

- Cut some vegetables (carrots, tomatoes and onions) into pieces.
- Add the fish and some water. Cook for 20 minutes. Add some salt and pepper.
- Put the vegetables in a pot and cook for 10 minutes.
- 1 Cut the fish into pieces.
- Your fish soup is ready!



PROJECT WORK

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

1



share



family



soup

- 2 Look at the pictures. What do you think the story is about?
- Listen and answer: What are the main characters' names?
 - Read and answer: What does Mr Black give Jack? What can Mr Black's present do? 🧠 🔗 📖 🗣️

THE WISHING TABLE

Jack works with Mr Black. One day...





- 3** Read and write **T** for True or **F** for False. AT
- The table can give food. _____
 - The table can give drinks. _____
 - Jack's parents are sad. _____

Let's think

Why is it important to share your food with your family and friends?

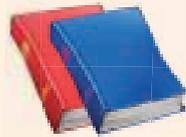
4 Can you think of a different ending for the story? Discuss.

1 Listen and say. 

/s/



carrots



books

/z/



eggs



beans

/z/



tomatoes



cherries

/ɪz/



glasses



buses



foxes



dishes

2

- Listen and answer: What is the chant about? Then say the chant.
- Read and underline the /s/ sounds, circle the /z/ sounds and highlight the /ɪz/ sounds.   

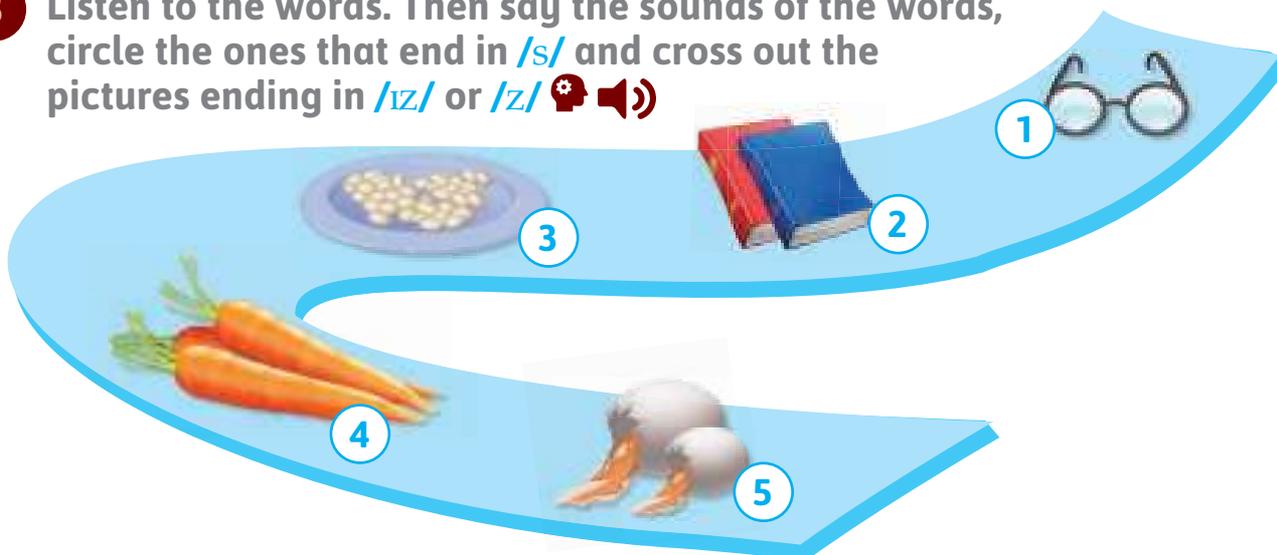
Look at the food on the dishes

Look at the food on the dishes!
Eggs, carrots and tomatoes too!
Chicken and fish!
I like them all, but
I don't like beans!

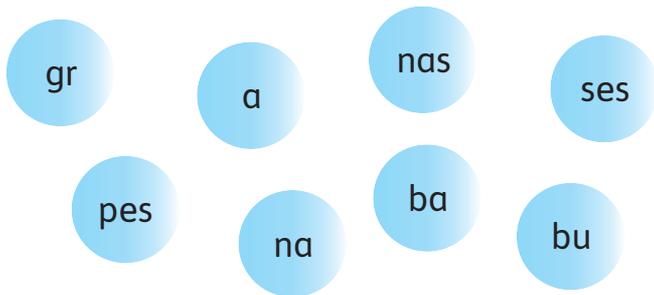
Look at the fruit on the dishes!
Apples, grapes and cherries too!
Bananas and a pear!
Oh, no! Oh, no!
There's juice on my hair!



3 Listen to the words. Then say the sounds of the words, circle the ones that end in /s/ and cross out the pictures ending in /ɪz/ or /z/ 🧠 🔊

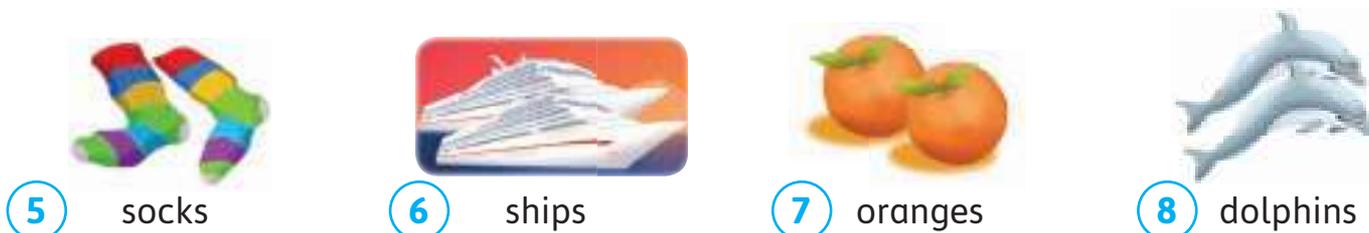


4 Look at the pictures. Say and match the letters to make a word. Then write.



1. _____
 2. _____
 3. _____

5 Look at the pictures and match. Then say the words.



1 What's Carol's favourite food? Read and answer. 

My favourite food

My name is Carol. I'm from the USA.
My favourite food is cheeseburgers. They're yummy! I like chocolate cake too. It's very tasty. My favourite drink is orange juice.
What's your favourite food?



2 Answer questions about yourself. 

What's your name? _____
Where are you from? _____
What's your favourite food? _____. Why? _____
What's your favourite drink? _____. Why? _____

3 Read the writing tip and then add a question mark (?) or an exclamation mark (!) to the sentences below.

1. Would you like some coffee ?
2. They are fast ____
3. Let's eat now ____
4. Are there any cherries ____

Writing tip

Always use a **question mark (?)** at the end of a question, e.g. *What's your favourite food?*

We use an **exclamation mark (!)** at the end of a sentence to show strong feelings, e.g. *They're yummy!*

4 Now draw your favourite food and drink, and write about yourself. Use your notes in activity 2. Then present it to the class. 

My name is _____. I'm from _____.
My favourite food is _____.
It's/They're _____!
I like _____ too.
It's/They're very tasty! My favourite drink is _____.

ROUND-UP

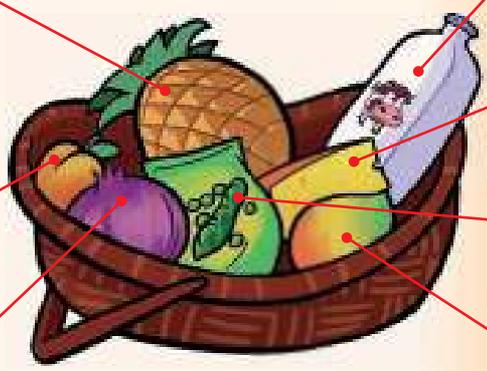
1 Look and write. 🔑

peach onion mango peas milk
 pineapple cheese

1. pineapple

2. _____

3. _____



4. _____

5. _____

6. _____

7. _____

2 Look and answer. 🔑

1. Is there any salad?
Yes, there is.



2. Are there any cherries?
No, there aren't.

3. Are there any bananas?

4. Are there any cheeseburgers?

5. Is there any soup?

6. Is there any rice?

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

1

A B

2

A B

3

A B

Go to p.164 for the Now I can... section.



Where were you yesterday?

In this module you can:

Song

- 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)
- 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)
- communicate or find out very basic personal information (S1.1)

Story

- 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)
- 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)

Phonics

- follow and identify the main idea of short texts (L1.1)
- 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)

Top Stars

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

CLIL

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

Round-up

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

Project

- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate basic personal information using short, simple statements (W1.1)
- communicate or find out basic personal information (S1.1)

Our world

- 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)
- 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 texts (L2.1)
- describe objects using suitable words and phrases (S2.2)

Let's play

- 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)
- communicate or find out very basic personal information (S1.1)

TOP TIME! 4

- 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)
- describe objects using suitable words and phrases (W1.3)
- communicate or find out basic personal information (S1.1)
- ask for attention or help from a teacher or classmate by using basic statements and questions (S3.1)

Cursive writing

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

1 🔑



amusement park



swimming pool



home

- 2 • Look at the pictures and say. What do you think the song is about?
 • Listen and answer: *Where was Tim yesterday?*
 • Read and number the pictures from 1 to 4. 🧠 ⚙️ 🗂️ 🗣️

Where were you yesterday?

Where were you yesterday?
 I was out, I was out,
 I was out, out all day!

- 1 Where were you yesterday morning?
 I was at school, I was at school.
 All morning, I was at school.
- 2 Where were you yesterday afternoon?
 I was at the amusement park
 with my friends, Ted and Mark.
- 3 Where were you yesterday evening?
 I was at the swimming pool
 with Ned, my friend from school.
- 4 Where were you last night?
 I was at home, I was at home.
 I was at home with my brother Jerome.

LOOK!

Where were you yesterday morning?

I/He/She/It **was** at the amusement park.

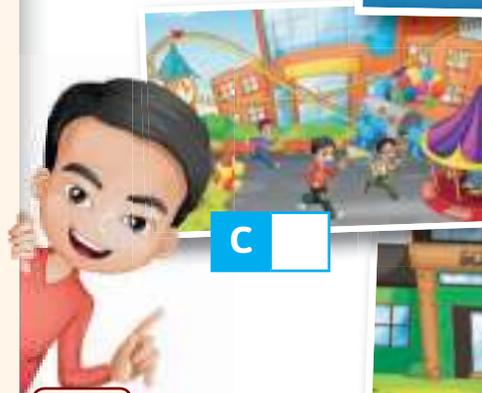
You/We/They **were** at home.



A



B



C



D



Tim

- 3 Talk in pairs. Ask and answer. Use the places from the box. 🗣️

- beach library pet shop
 shopping centre playground
 toy shop home museum
 bookshop school restaurant
 amusement park swimming pool

Where were you yesterday morning?

I was at the amusement park.



1 🔑



interesting



boring



scary



noisy

- 2 • Listen and answer: *What are the children doing?*
 • Read and answer: *Where were Karim and Rashid yesterday?* 🎧 📖 🔊

The children are having a picnic at the park.

Yesterday was a fun day!

Where were you, Rashid and Karim?

We were at a TV show!

Yes, it was. Here are some photos.

Was it interesting?

1

Look! Here we are doing a quiz!

Was it boring?

No, it wasn't.

2

Here we are playing a game!

Wow! Was it scary?

No, it wasn't.

Ummm... Yes, it was.

3

And here... Tab, what's this?

Ha ha ha... Karim and Rashid are sleeping!

This photo is funny!

4



TV show



sleep

LOOK!

Was it interesting?
Yes, it was. / No, it wasn't.

3 Listen to five dialogues and match pictures (1-5) to the sentences (A-E). Then check your answers with a partner. 🗣️ 🔊



1



2



3



4



5

A

It was interesting.

B

It was scary.

C

It was funny.

D

It was boring.

E

It was noisy.

4 Talk in pairs. Ask and answer. 🗣️



Where were you yesterday?

I was at the museum.

Was it interesting?

Yes, it was.



1 🔑



lake



competition



winner



sailing boat

2

- Look at the pictures: What do you think the text is about?
- Listen and answer: *What did the boy see yesterday at the town's lake?*
- Read and answer: *How many winners were there?* 🧠 🔄 📖 🔊

The competition

Yesterday morning, there was a sailing boat competition at the town's lake. It was sunny and windy. The weather was great for sailing. There weren't only ten boats on the lake. There were twenty boats! But they weren't big boats. They were small boats. There were twenty small boats on the lake for the competition!

There wasn't one winner, but three winners. It was a lot of fun! Let's go sailing next weekend!



LOOK!

There **was** a small boat. / There **wasn't** a big boat.
 There **were** two winners. / There **weren't** three winners.

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

- 1. It was sunny and windy. T
- 2. There weren't ten boats on the lake.
- 3. There were small boats on the lake.
- 4. There was one winner.

4 Listen and circle the correct pictures. Then check your answers with a partner. 

1

A 

B 

2

A 

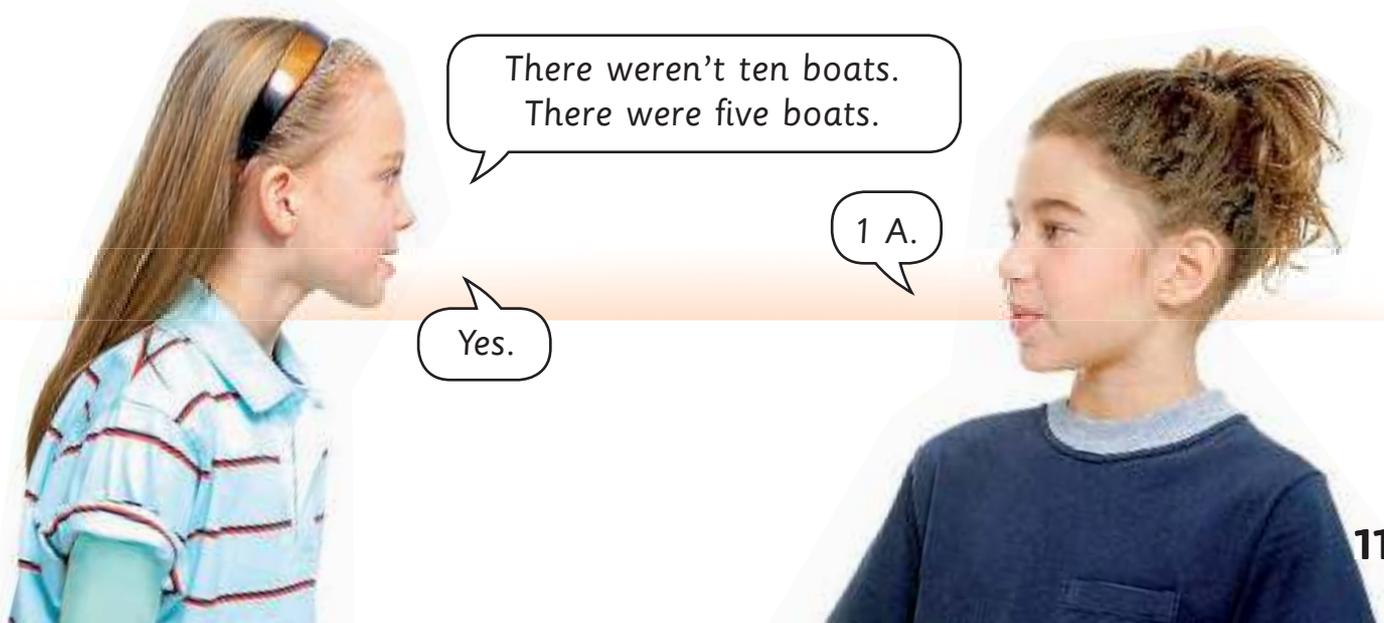
B 

3

A 

B 

5 Play a guessing game in pairs. Look at activity 4 and say. 



8

LET'S PLAY

1 



sports centre



art gallery



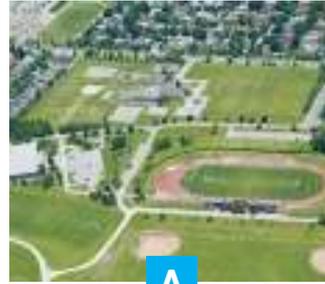
amazing

2

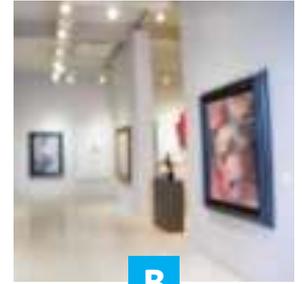
Read the text and circle the correct picture. 



Yesterday morning was amazing! I was with my friends! We like basketball, volleyball and football! Where was I?



A



B

3

Play a guessing game in pairs. Ask and answer. 



Tom - interesting



John - boring



Liz - noisy



Tania - boring



Kelly - amazing



Anna - boring



Billy - noisy



Tim - boring

Where were you yesterday?

I was at a museum.

Was it interesting?

Yes, it was.

Are you Tom?

Yes, I am.

History



1



garden



field



building



hut



paper



kimono



modern



city

2

- Look at the pictures and the title. What do you think the text is about?
- Listen and answer: *How many clothes shops were there in Tokyo in the past?*

Tokyo: Then and now



This was Tokyo in the past. It was a small town with fields and gardens. There weren't any modern houses and there weren't any cars. There were small huts with paper doors and there were bikes. There was one clothes shop with kimonos.

This is Tokyo now. It is a big city with big and noisy streets. It has got tall buildings and there are many cars in the streets. The houses are modern and there are big shopping centres now.



3 Read the sentences and tick (✓) **then** or **now**.

1. There were huts with paper doors.
2. There weren't any modern houses.
3. There was one clothes shop.
4. There are big shopping centres.

| THEN | NOW |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

PROJECT WORK

Work in groups. Find information about a place in your country in the past and in the present. Then present it to the class.

1



idea



wolf



wolves



joke

2

- Look at the pictures. What do you think the story is about?
- Listen and answer: *Where does Robby go to play?*
- Read and answer: *How many wolves were there?* 🧠 🔗 🗉 🔊

A WOLF!

A little boy is playing in the garden.



1

Wow! Look at the birds! Look at the trees!
There isn't a wolf here. Hmm... I've got an idea!

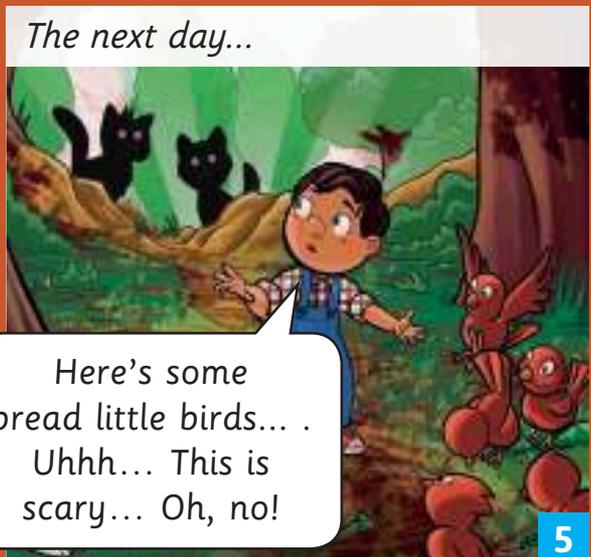


2

Help! Help! A wolf! A wolf!



3



3 Read and complete.

wolf Wolves
joke

1. Don't go into the forest, Robby... . There is a _____.
2. There wasn't a wolf. It was a _____.
3. Help! Help!
_____!

4 What was your favourite part of the story? Why? Discuss.

Let's think

Why is it important to always tell the truth and not lie?

1 Listen and say. 🔊

/k/



duck



clock

/ŋk/



bank



sink

/ŋ/



long



wing

- 2 • Listen and answer: *What is the chant about?* Then say the chant.
 • Read and underline the /k/ sounds, circle the /ŋk/ sounds and highlight the /ŋ/ sounds. 🔊 🗂️ 🔊

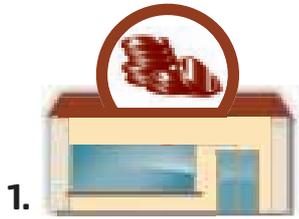
Chuck the Duck

On a farm there was a duck.
 Its neck was long.
 One wing was white and
 one wing was black.
 Its name was Chuck.
 And from the sink
 It liked to drink.



- 3 • Look at the pictures and listen to the words.
 • Then, point, say the sounds of the words and write. 🧠 🗃️ 🔊

ck nk ng



ba n k



lo _ _



clo _ _



wi _ _



si _ _



si _ _

- 4 Look at the pictures and write the words in the correct bubble. 🗃️

/ŋ/

/k/

/ŋk/



1 Where was Bob yesterday? Read and answer. 

Where were you yesterday?

Yesterday morning, I was at school. It was interesting. Yesterday afternoon, I was at the bookshop next to my school. My friends were there too! There were new and old books. After that, in the evening, I was at the playground and it was fun.



2 Answer questions about where you were yesterday. 

1. Where were you yesterday morning? _____.
2. How was it? _____.
3. Where were you yesterday afternoon? _____.
4. Who was/were there? _____.
5. Where were you yesterday evening? _____.
6. How was it? _____.

3 Now stick or draw pictures and write about where you were yesterday. Use your notes in activity 2. Then present it to the class. 

Yesterday morning, _____

It was _____.

Yesterday afternoon, _____

_____.

After that, in the evening, _____

It was _____.

ROUND-UP

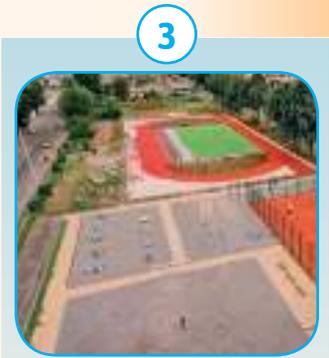
1 Look and write. 🔑

swimming pool ~~amusement park~~
art gallery sports centre



Where were you yesterday?
I was at the amusement park.







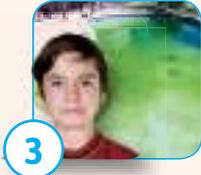
2 Read and write. 🔑



Was it interesting?
No, it wasn't.
It was boring.



Was it scary?



Was it clean?



Was it noisy?

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

1

A

B

2

A

B

3

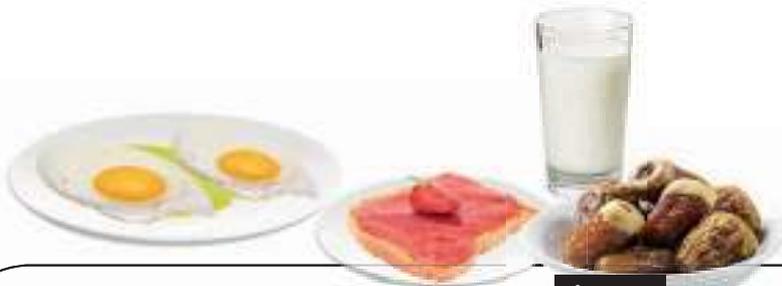
A

B

Go to p.165 for the Now I can... section.

- 1 • Look at the pictures and read the title. What do you think the texts are about?
• Read and answer: *Where are Jameel, Carlos and Alberto from?* 

My breakfast



dates

My name is Jameel. I'm from Qatar. For breakfast, I have eggs, bread with jam, and milk. I sometimes have dates too! I love dates!



My name is Carlos. I'm from Brazil. I have fruit for breakfast. I like grapes and bananas, but my favourite fruit is acai. I love acai juice!



acai

My name is Alberto. I'm from Spain. For breakfast, I have an omelette and cereal with milk. I sometimes have churros too! I love churros with chocolate.



churros



acai = a Brazilian fruit | Churro = a sweet snack like a donut

2 Read activity 1 again and write **J** for Jameel, **C** for Carlos or **A** for Alberto. 

- | | |
|--|--|
| 1. I like grapes and bananas. <input type="checkbox"/> | 4. I have milk for breakfast. <input type="checkbox"/> |
| 2. I have an omelette for breakfast. <input type="checkbox"/> | 5. I sometimes have churros. <input type="checkbox"/> |
| 3. I have bread with jam for breakfast. <input type="checkbox"/> | 6. I love acai juice. <input type="checkbox"/> |

3 Look at the two pictures. Then write the differences. 



Yesterday



Today

Yesterday there were

- _____ , but today there are _____
- _____
- _____

4 Work in groups of three. Ask and answer. Then place a (✓) or an (✗). 

| Who... | Student 1 | Student 2 |
|----------------------------------|-----------|-----------|
| has fruit for breakfast? | | |
| has tea for breakfast? | | |
| has an omelette for breakfast? | | |
| has cereal for breakfast? | | |
| has Arabic coffee for breakfast? | | |

Do you have fruit for breakfast?

Yes, I do.

No, I don't.

Tip!

- Explain to Ss that when they don't know what to do in an activity, they can ask their teacher or a classmate, e.g. *Can you help me, please?*





In the past

In this module you can:

Song

- 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)
- 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)
- communicate or find out very basic personal information (S1.1)

Top Stars

- 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)
- understand and respond to details in a short sequence of simple sentences (R2.1)
- communicate or find out very basic personal information (S1.1)

Our world

- 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)
- 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 texts (L2.1)

Story

- 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)
- 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)

CLIL

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

Let's play

- understand a known word or phrase by making use of pictures on the page (R4.1)
- communicate or find out very basic personal information (S1.1)

Phonics

- follow and identify the main idea of short texts (L1.1)
- 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 (W1.1)
- communicate or find out very basic personal information (S1.1)

Round-up

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

Cursive writing

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

1 🔑



visit



lion



rabbit



bee

LOOK!

I/You/He/She/It/We/They played with the dolphins yesterday.

2

- Look at the pictures and the title of the song. What do you think it is about?
- Listen and answer: *Where was the boy yesterday?*
- Read and tick the correct pictures. 🧠 ⚙️ 📖 🗣️

What did you do yesterday?

What a great day! What a great day!
What a great day was yesterday!
I was at the zoo with my friend Lou.

We talked to the parrots.
There were monkeys in the trees.
We played with the dolphins
and watched the bees!

We visited the lions
and jumped with the rabbits.
We walked with the horses
and helped Mr Morris.

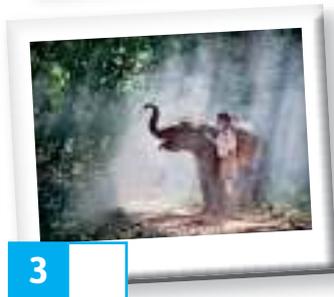
What a great day! What a great day!
What a great day was yesterday!



1



2



3



4



5



6

3

Use the words in the box to say what you did yesterday. 🗣️

Yesterday I played football with my friends at the park.



play talk jump
help watch visit
wash stay walk



wait



arrive



finish
my homework



late



airport

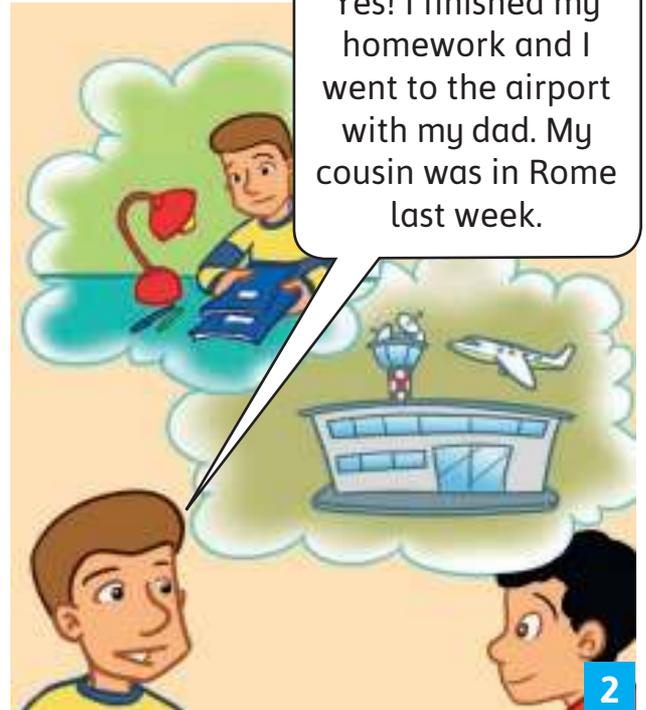
1 🔑

2

• Listen and answer: *Where was Karim yesterday?*

• Read and answer: *Who did he see there?* 🧩 📖 🔊

It's Sunday morning. The boys are at school.



LOOK!

see - saw
go - went

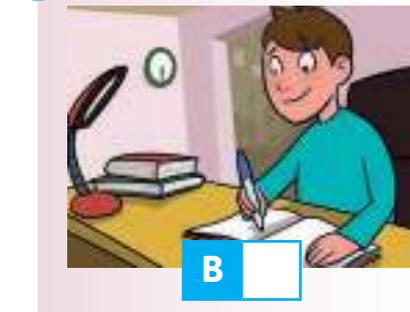
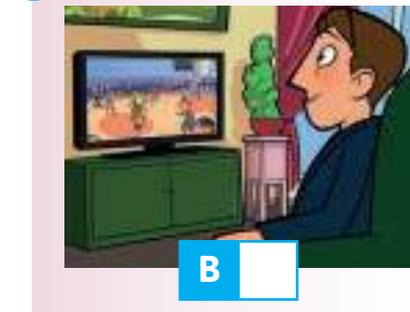
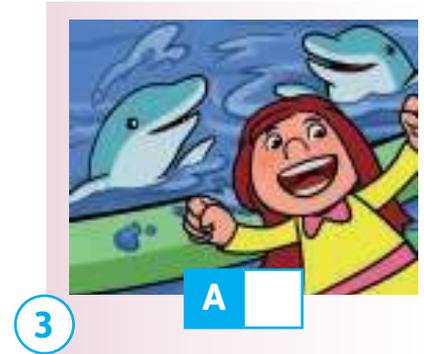
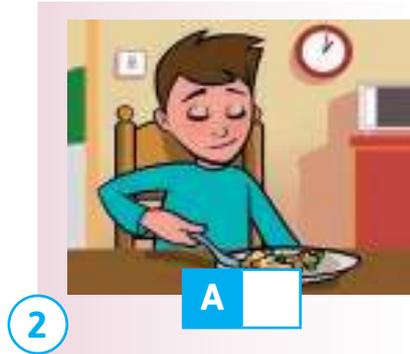
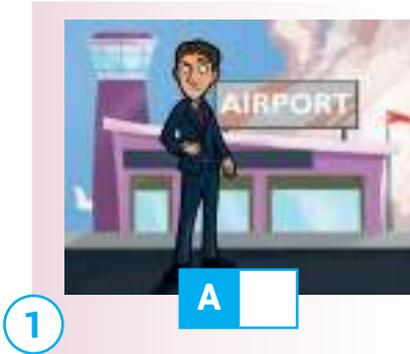
He/She **went** to the park last Saturday.
We/You/They **saw** our cousins last week.

3 Read activity 2. Put the sentences in order. Write 1-4.

- A** Karim saw his favourite football player.
- B** Karim and his dad went to the airport.
- C** Karim finished his homework.
- D** Karim and his dad waited at the airport.



4 Listen and tick (✓) the correct pictures. Then check your answers with a partner.



5 In pairs, say what you did last weekend. Use the phrases in the box.

- go to the park
- clean my room
- play football / board games
- go swimming
- go cycling
- see my friends
- watch TV, etc.

I cleaned my room last weekend.

I saw my friends last weekend.



1



love



chopsticks

fork

spoon

come - came
 have - had
 make - made
 eat - ate

2

- Look at the pictures and the title. What do you think the text is about?
- Listen and answer: *Which people does the text talk about?*
- Read and match the pictures to the correct texts.

People of the past

1

The ancient Greeks

The ancient Greeks lived in small houses. They ate their food with spoons. They didn't always eat meat. They liked cheese, fruit and vegetables.

A



2

The Incas

The Incas lived in South America. They lived in small huts with one room. They were farmers. They liked potatoes! They had yellow, red and purple potatoes!

B



3

The ancient Chinese

The ancient Chinese didn't have spoons or forks, but they had chopsticks. They were farmers. They didn't live in houses but in huts. They loved rice!

C



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

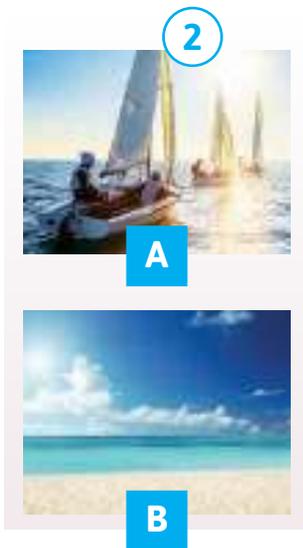
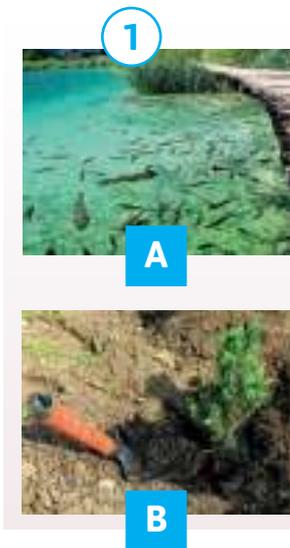
- 1. The ancient Greeks lived in huts.
- 2. The ancient Chinese loved rice.
- 3. The ancient Chinese used chopsticks.
- 4. The ancient Greeks didn't like cheese.
- 5. The Incas liked potatoes.

F

LOOK!

They **didn't have** pancakes for breakfast.
 They **had** eggs and some fruit.
 My mother **didn't make** a chocolate cake.
 She **made** a banana cake.

4 Listen to three people talking about their last weekend, then choose the correct answer. Then check your answers with a partner. 



5 Look at the picture and present the ancient people to the class.

They were farmers. They...

- farmers
- love animals
- not have forks
- have spoons
- live in huts
- like meat
- like vegetables



LET'S PLAY



play table tennis



play baseball



go windsurfing



go fishing

1

LOOK!

Did you play tennis yesterday?

Yes, I did.

Did he go to the park yesterday?

No, he didn't.

2 What did you do last Saturday? Choose. Then ask and answer with your partner.

SPORTS CENTRE



play football

play table tennis

play basketball

play baseball

Where were you last Saturday?

I was at the beach.

Did you go swimming?

No, I didn't.

Did you go scuba diving?

Yes, I did.

BEACH



go swimming

go scuba diving

go windsurfing

go sailing



Social Studies



1



bicycle



carriage

horse



wheel



travel

2

- Look at the pictures and the title. What do you think the text is about?
- Listen and answer: *What are the two means of transport the text is talking about? Did people have cars in the past?* 🧠 🗣️ 🔊

Means of transport

CARS



In the past

People didn't have cars in the past. They had carriages with horses. They were very slow!



Now

Cars are everywhere! There are big cars and small cars. They are very fast. People can travel everywhere.

BICYCLES



In the past

Bicycles were very different in the past. They weren't very fast, because they had one big wheel and one small wheel.



Now

Today bicycles haven't got one big wheel and one small wheel. The wheels are the same size. And some bicycles are very fast!

3

Read and circle. **A** **B**

1. Carriages **were** / **weren't** slow in the past.
2. Cars **are** / **aren't** fast now.
3. Bicycles **were** / **weren't** very fast in the past.
4. Bicycles **had** / **didn't have** one big and one small wheel in the past.

PROJECT WORK

Choose a means of transport from the past and a means of transport from today from your own country, and present them to the class.

1 

nightingale



emperor



sick

sing - sang

- 2 Look at the pictures. What do you think the story is about?
- Listen and answer: *Where is the emperor from?*
 - Read and answer: *How many nightingales has the emperor got in the beginning? How many nightingales has he got in the end?*    

THE EMPEROR'S NIGHTINGALE

In China, there was an emperor. He wanted a nightingale.

I want a nightingale. They sing very nicely!

Yes, your Majesty.



The emperor had a nightingale. He was very happy. One day, a box arrived for the emperor. It was a present from the emperor of Japan: a mechanical nightingale.

Oh, listen! It sings very nicely too.

I'm so happy! Now, I've got two nightingales!



They're great!

The nightingale was sad. The next morning, it went back to the forest.

Oh, no! The nightingale is flying away!

It's OK. I've got the other nightingale.



One day, the other nightingale stopped singing.



4

The emperor was sad all the time.



5

The emperor was sick for days. One day there was music. The nightingale was at the window!



6

The emperor was happy again. Every morning, the nightingale sang for him and then it went back to the forest.



7

3 Read again and answer the questions. AIT CB

1. What was the present from the emperor of Japan?

2. Why is the emperor sad in picture 5?

3. Where is the nightingale's home in picture 7?

4 Read and complete the sentence with your own ideas. Then discuss.

In the end, the nightingale is happy because

Let's think
Why is it important to care about your friends and things?

1 Listen and say. 🗣️

/nd/



sand



pond



friend

/nt/



plant



present



tent

2 Listen and answer: What is the chant about? Then say the chant.

• Read and mark the /nd/ sounds in yellow and the /nt/ sounds in blue. 🗣️ 🗣️ 🗣️

Last weekend

Where were you,
Where were you
Last weekend?
I went to the forest
With a very good friend.

We saw many trees
And picked pretty flowers.
We wanted to stay there
For hours and hours.

We slept in a tent
Next to a big plant
And swam in a pond.
Then we made a fire,
And sat around it.

3 Listen and circle. Then say the sounds of the words.   

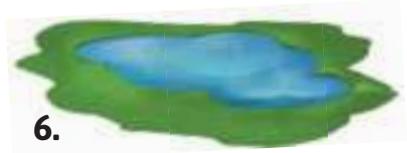
1.  **nd** nt

2.  nd nt

3.  nd nt

4.  nd nt

5.  nd nt

6.  nd nt

4 Look at the pictures and tick the correct blend. Then say and write the words. 

1.  1. ng nk nt

2.  2. nt nd nk

3.  3. nt ng nd

4.  4. ng nd nt

5.  5. nd nt ng

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

1.  *find* _____  _____  _____

2.  *count* _____  _____  _____

1 What did Omar do last Saturday? Read and answer. 

What did you do last Saturday?

Last Saturday was a great day! In the morning, I went to the park with my friends. We played football there. In the afternoon, I went to the beach. I went windsurfing. In the evening, I went back home. I had dinner with my family.



2 Answer questions about yourself. 

1. Where were you last Saturday morning? _____.
2. What did you do there? _____.
3. Where were you last Saturday afternoon? _____.
4. What did you do there? _____.
5. Where were you last Saturday evening? _____.
6. What did you do there? _____.

3 Now draw or stick pictures and write a paragraph about what you did last Saturday. Use your answers in activity 2. Then present it to the class. 

Last Saturday _____!
 In the morning, _____
 _____. We _____
 _____. In the afternoon,
 _____. I _____
 _____. In the
 evening, _____. I _____
 _____.

ROUND-UP

1 Read, look and write. 🔑

play baseball
~~play table tennis~~
 go windsurfing
 go fishing



1. play table tennis



2. _____

3. _____



4. _____

2 Read, look and complete. 🔑



1. Did the boys go to the zoo last Saturday?

Yes, they did.

2. Did your brother go to the shopping centre yesterday morning?

No, he _____.

He _____ to the sports centre.



3. Did Mary and Tina go to the beach yesterday?

No, they _____.

They _____ to the park.

4. Did Henry watch TV yesterday evening?

Yes, he _____.



3 Complete. Use the Past Simple.

- I finished (finish) my homework yesterday.
- My mother _____ (make) chicken with rice yesterday.
- Nelly _____ (have) eggs and cereal for breakfast yesterday morning.
- Peter and Fred _____ (go) to the museum last Saturday.

4 Listen to three dialogues and match the people to the places. Then check your answers with a partner. 🗣️ 🔊



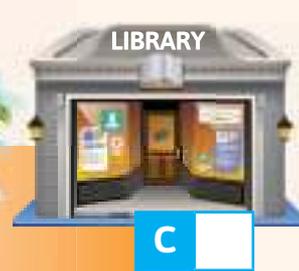
1 Jill



2 Ken



3 Kate



Go to p.166 for the Now I can... section.



The world around us

In this module you can:

Song

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

Top Stars

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

Our world

- 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)
- understand and respond to details in a short sequence of simple sentences (R2.1)

Let's play

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

Story

- 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)
- 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)

CLIL

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

Phonics

- follow and identify the main idea of short texts (L1.1)
- 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)
- express basic preferences using very short, simple statements (W1.2)
- ask about and express basic preferences (S1.2)

Round-up

- 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)

TOP TIME! 5

- understand a known word or phrase by making use of pictures on the page (R4.1)
- understand and respond to the main idea of short texts (R1.1)
- 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)
- understand a known word or phrase by making use of pictures on the page (R4.1)
- describe very familiar objects using suitable words and phrases (W1.3)

Cursive writing

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

1 🔑



whale



giraffe



hippo



cheetah



bat



fat



thin



crocodile

2

- Look at the pictures and the title of the song. What do you think it is about?
- Listen and answer: *What animals are in the song?*
- Read and match the sentences (1-6) to the pictures (A-F). 🧠 🗂️ 🔊

LOOK!

Cheetahs are **faster than** hippos.

Is the lion **bigger than** the cat?

Yes, it is.

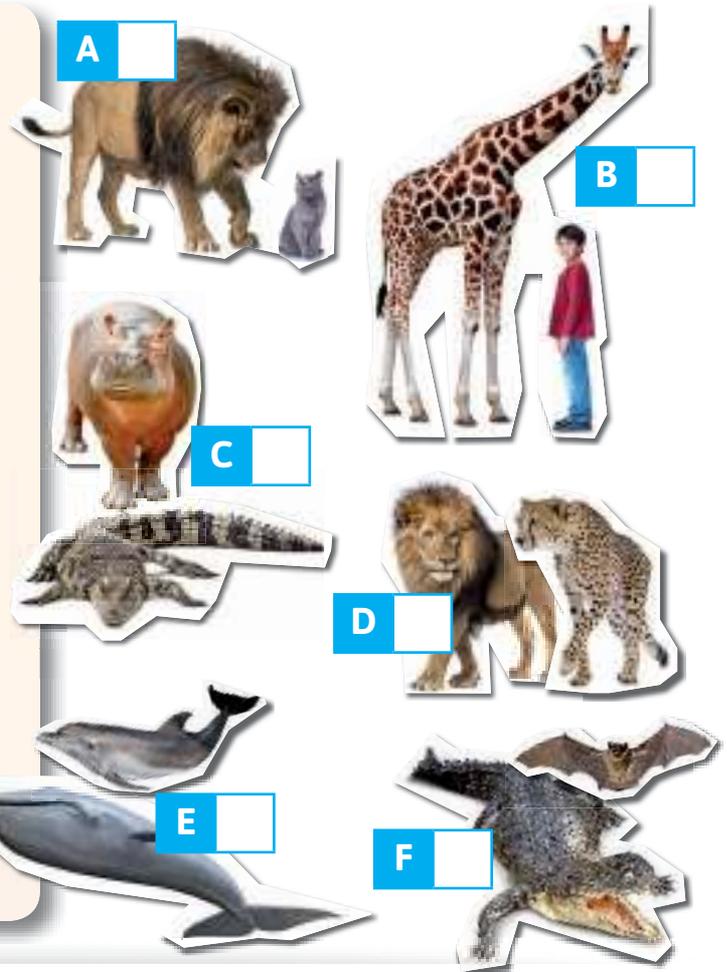
Are cheetahs **taller than** giraffes?
No, they aren't.

| | | |
|------------|---|---------|
| fast | → | faster |
| thin | → | thinner |
| scary | → | scarier |
| BUT | | |
| good | → | better |
| bad | → | worse |

We love animals!

Animals, animals,
We love animals.
Some are tall, thin or fat.
Animals, animals,
We love animals.
And some are short, slow or fast!

- 1 Cheetahs are faster than lions,
- 2 But lions are bigger than cats.
- 3 What about dolphins? Are they small?
Are they smaller than whales?
Yes, they are! Yes, they are!
- 4 Hippos are fatter than crocodiles,
- 5 But crocodiles are scarier than bats.
- 6 What about giraffes? Are they tall?
Are they taller than us?
Yes, they are! Yes, they are!



3

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



Are cheetahs faster than lions?

Yes, they are.

No, they aren't.

Are cats bigger than lions?



1 🔑



strong



weak



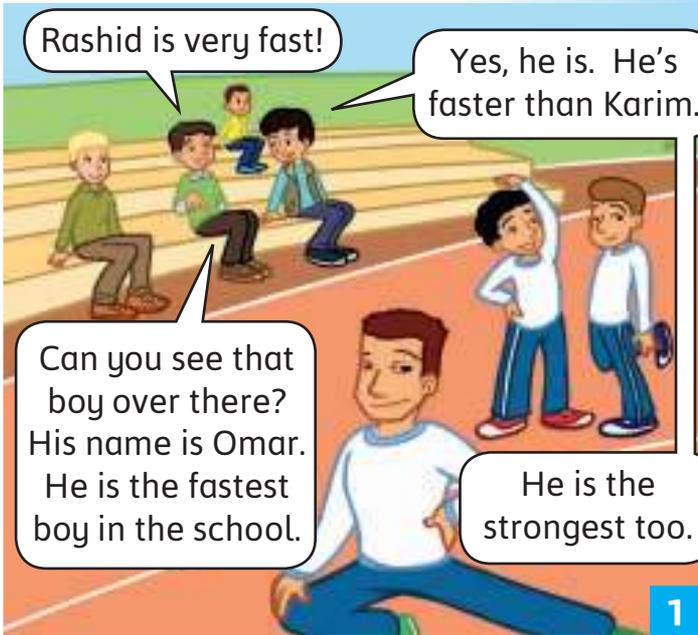
win



award

- 2 • Listen and answer: *Where are the boys?*
 • Read and answer: *Who is the fastest boy in the school? What award do Rashid and Karim win?* 🎧 📖 🔊

It's Sports Day today. The boys are at school.



LOOK!

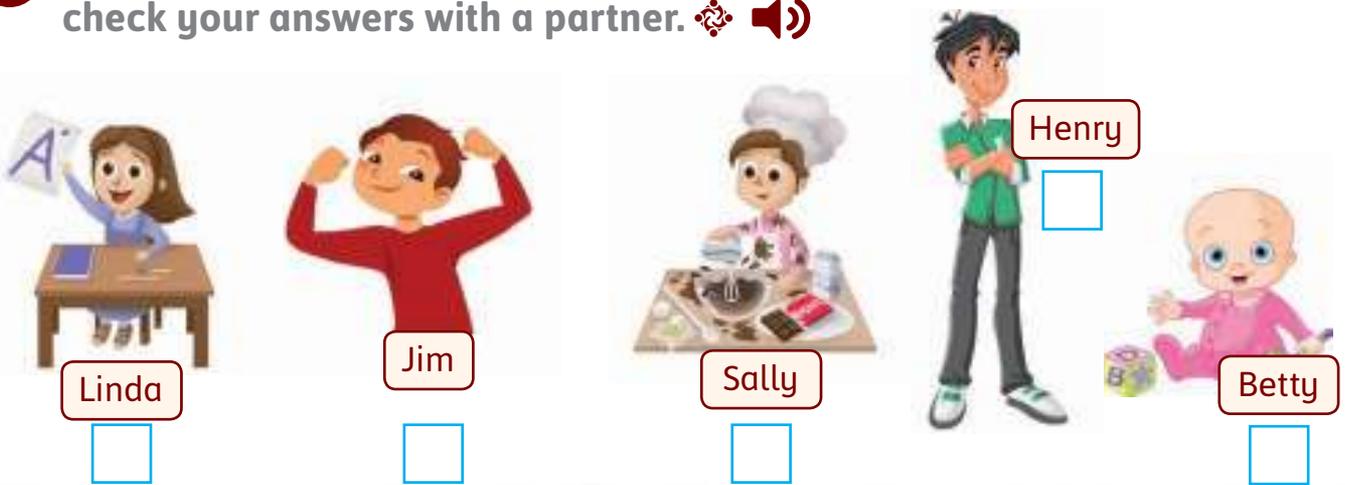
Tom is **the youngest** student in the class.

| | | |
|-------------------------------|------------|------------------------|
| strong → the strongest | BUT | good → the best |
| scary → the scariest | | bad → the worst |

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

- | | | |
|--|----------|--|
| 1. Rashid can't run fast. <input type="checkbox"/> | F | 4. Rashid can't run. <input type="checkbox"/> |
| 2. Omar is the fastest boy in the school. <input type="checkbox"/> | | 5. Rashid and Karim win an award. <input type="checkbox"/> |
| 3. Omar is the weakest boy in the school. <input type="checkbox"/> | | |

4 Listen to five descriptions and number the pictures 1-5. Then check your answers with a partner.



5 Work in groups of three and complete the chart. Then say.

| | |
|------------------|--|
| Who is... | |
| the tallest | |
| the shortest | |
| the youngest | |
| the oldest | |
| the strongest | |
| the funniest | |
| the best student | |

... in your class?





gorilla



tiger

high
mountain

river

1 🔑

2 Look at the pictures and the title. What do you think the text is about?

- Listen and answer: *Where can you usually find a text like this?*
- Read and match the pictures to the fun facts. 🧠 🔗 🗂️ 🔊

Fun facts!

1. What's the biggest river in the world?

The biggest river in the world is the Amazon River. It is in South America. It is bigger than the Mississippi River. You can find a lot of fish there.

2. What's the highest mountain in the world?

The highest mountain in the world is Mount Everest. It is higher than the K2 mountain. There is always snow and ice at the top of Mount Everest.

3. What's the fastest animal in the world?

The cheetah is the fastest animal in the world. It is faster than a tiger, but weaker than a gorilla. It has got four long legs to help it run fast. It has got a long tail too!



A



B



C

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

1. The Mississippi River is bigger than the Amazon River.
2. The Amazon River is in South America.
3. The K2 mountain is the highest mountain in the world.
4. You can always see snow at the top of Mount Everest.
5. The cheetah is stronger than a gorilla but slower than a tiger.

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

①
Who's Jake?



A

B

②
Who's Betty?



A

B

③
Who's Rocky?



A

B

5 Work in groups of three. Use the words in the box.

tall young strong
short old weak

Frank is taller than Bobby.

Peter is taller than Frank.




Bobby, 11

Frank, 10

Peter, 12

Peter is the tallest.

LOOK!

Is Tom the tallest?

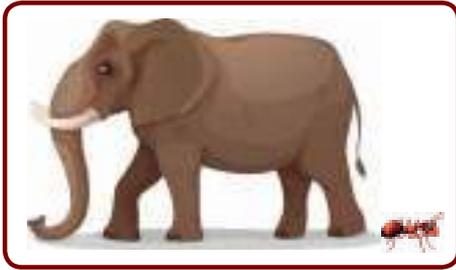
No, he isn't.

Is Bobby the tallest?

Yes, he is.

Tom Bobby Liam

1 Play a game. Ask and answer in pairs. 🗣️



The elephant is bigger than the ant.



The blue T-shirt is the cleanest.



The lion is faster than the cheetah.



The bike is slower than the car.



Peter is stronger than Bobby.



The rabbit is the strongest.



Kelly is the oldest.



The plane is faster than the boat.



The dolphin is scarier than the shark.

Is the elephant bigger than the ant?



Yes, it is.



1 🔑



live

2

- Look at the pictures. What do you think the texts are about?
- Listen and answer: *How many humps has the Arabian camel got? What does the Bactrian camel eat?* 🧠 🗣️ 🔊

ARABIAN CAMEL

This camel lives in the Middle East and Africa. The Arabian camel is taller than the Bactrian camel. It has got one hump. It eats leaves and grass. In the past, people used camels to travel and carry things.



BACTRIAN CAMEL

The Bactrian camel lives in Asia. It is bigger than the Arabian camel. Its hair is longer and it has got two humps. It's really beautiful! It eats grass, but it can eat meat too. People drink its milk and use its hair for clothes.

3

Read and circle. 📖

1. The Bactrian camel is **taller** / shorter than the Arabian camel.
2. The Bactrian camel has got **longer** / **shorter** hair than the Arabian camel.
3. The Arabian camel is **smaller** / **bigger** than the Bactrian camel.
4. The Arabian camel has got **one** / **two** hump(s).

PROJECT WORK 📁

Work in groups. Choose two animals and compare them. Then present it to the class.



- 2 • Look at the pictures and the title. What do you think the story is about?
 • Listen and answer: *Why do the children want to help their mum?*
 • Read and answer: *What do the children make for their mum?*



THE BEST PRESENT



On the way home...

Oh, no! Melanie, are you OK?

Yes, but now the apron is dirty. It's the worst present...



4

At home...

Hmmm... let's make Mum a present!

I can draw a better picture than you!

...and I can make the best chocolate cake!

This is the worst picture.

The cake is worse than the picture. Look!



5



6

We made a cake and here's a picture too! But they aren't good. We're sorry!

Oh, kids... these presents are the best. You made them! Thank you!



7

Let's think

Why is it important to understand that the best things in life come from the heart?

3 Read and complete the sentences. **A B**

1. The red apron has got monkeys on it. It is _____ than the blue apron.
2. Melanie can make _____ chocolate cake.
3. The children's mum is _____ about the presents.

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

1 Listen and say. 

/w/



wheel



white



whale

/f/



phone



photo



dolphin

/f/



fin



fish



fat

- 2 • Listen and answer: *What is the chant about?* Then say the chant.
 • Read and circle the **ph /f/** sounds, underline the **f /f/** sounds and highlight the **wh /w/** sounds.   

Wendy and Lynn

My name's Wendy.
 I'm a white whale.
 I play all day.
 I swim all day.

This is a photo
 of my friend Lynn.
 It's a blue dolphin.
 It's got a blue fin.

3 Listen and match. Then say the sounds of the words.   

1.  2.  3.  4.  5.  6. 

wh ph f

4 Unscramble the letters and write the words. 

1.  nohpe

 phone

2.  lewah

3.  olinpdh

4.  iethw

5.  elhwe

6.  rfgo

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

| | | | | | |
|---|---|---|--|---|---|
| 1 |   | 2 |   | 3 |   |
| | wheel wh _____ | | phone _____ph _____ | | flower f _____ |

- 1 What's Liam's favourite animal? Read and answer. 

My favourite animal



My favourite animal is the lion. It is shorter than a giraffe and taller than a tiger. It is faster than a wolf and slower than a cheetah. It is fatter than a horse and thinner than a hippo. I like the lion because it is the strongest of all the animals.



- 2 Answer the questions and complete the sentences about your favourite animal. 

1. What's your favourite animal? _____.
2. It's shorter than _____.
3. It's taller than _____.
4. It's stronger than _____.
5. Why do you like it? _____.

Writing tip

We use **because** to give the reason for something, e.g. *I like the lion because it is the strongest of all the animals.*

- 3 Read and write.

1. because / it's the tallest animal / I like the giraffe
I like the giraffe because it's the tallest animal.
2. I saw my friends yesterday / I am happy / because

3. it's cold / We can't go to the park / because

- 4 Now draw or stick a picture and write about your favourite animal. Then present it to the class. 



My favourite animal is _____

_____ of all the animals.

1 Look and write. 🔑

cheetah
hippo
~~gorilla~~
crocodile
giraffe
camel



1 gorilla



2 _____



3 _____



4 _____



5 _____



6 _____

2 Look and complete. 🔑



1

1. big

The hippo is bigger than the camel.

The elephant is the biggest animal.



2 Ann, 9 Kate, 8 Sue, 10

2. young

Ann is _____ Sue.

Kate is _____ girl.

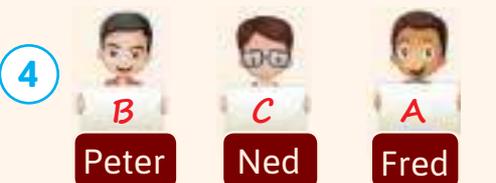


3

3. fast

The lion is _____ the cat.

The cheetah is _____ animal.



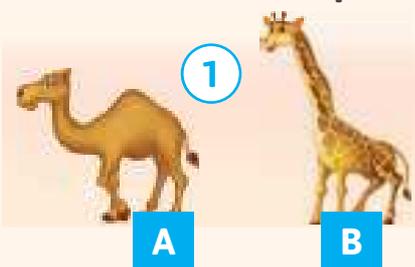
4 Peter Ned Fred

4. good

Peter is _____ Ned.

Fred is _____ student.

3 Listen to two girls playing a game, and circle A or B. Then check your answers with a partner. 🎧 🔊



Go to p.167 for the Now I can... section.

1 



wild



fur



goat

2 Look at the pictures and the title. What do you think the texts are about?
 • Read and answer: Which animal's fur is a different colour in winter? 

INTO THE WILD!

1 ARABIAN SANDCAT

An Arabian sandcat is a wild cat. It's small and it has got short legs and a long tail. Some sandcats have got yellow or brown fur and some have got grey fur. It eats birds and small animals. It can run fast!



2 KANGAROO

A kangaroo has got two long legs and two short legs. It has got a long tail. It's got a small head with big ears. It can jump high and it can swim too.



3 MARKHOR

A markhor is a wild goat. It has got brown fur in summer and grey fur in winter. It eats plants and grass. Look! It has got two horns. They are very long.



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

1. An Arabian sandcat is a wild goat.

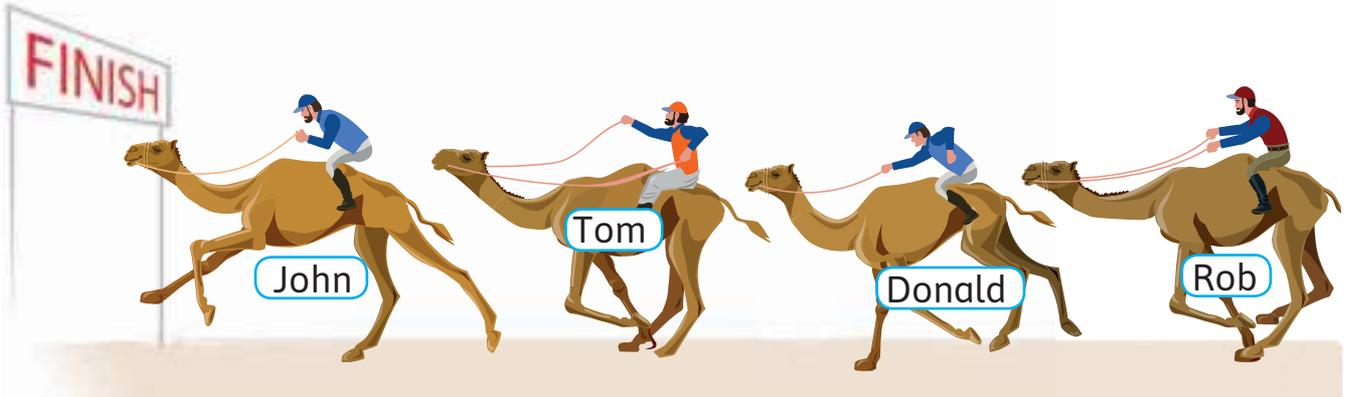
2. A kangaroo has got a big head with small ears.

3. Markhors eat plants.

4. Some sandcats have got yellow fur.

5. Markhors have got three horns.

4 Look at the camel race. Complete the sentences. 🔑



1. Tom is faster than _____ and _____.
2. Donald is slower than _____ and _____.
3. _____ is the fastest.
4. _____ is the slowest.

5 Look at the picture and complete the sentences. 🔑

| | ARRIVE |
|--------|--------|
| LONDON | 12:00 |
| MUSCAT | 07:15 |
| PARIS | 12:15 |

It's Monday morning at Hamad airport.

1. Mr Omar and Mrs Afaf are waiting for their parents to come from _____. The plane arrives at a quarter past seven.
2. Ali and his father are waiting for Ali's uncle. His plane is late. It arrives at a quarter past twelve from _____.
3. Rashid is waiting for his brother. His plane arrives at 12:00 from _____.

6 Choose an animal from your country and write about it. Then present it to your class. 🗣️

It has got _____

It eats _____

1 Trace and write. 

winter winter winter winter

winter

leaf leaf leaf leaf

leaf

spring spring spring spring

spring

snow snow snow snow

snow

sea sea sea sea

sea

basket basket basket basket

basket

1 Trace and write. 

peach peach peach peach

peach

cherries cherries cherries

cherries

cheese cheese cheese cheese

cheese

noodles noodles noodles

noodles

coffee coffee coffee coffee

coffee

add add add add

add

1 Trace and write. 

home home home home

home

scary scary scary scary

scary

sleep sleep sleep sleep

sleep

lake lake lake lake

lake

joke joke joke joke

joke

idea idea idea idea

idea

1 Trace and write. 

visit visit visit visit

visit

bee bee bee bee

bee

wait wait wait wait

wait

spoon spoon spoon spoon

spoon

wheel wheel wheel wheel

wheel

sick sick sick sick

sick

1 Trace and write. 

bat bat bat bat

bat

strong strong strong strong

strong

river river river river

river

grass grass grass grass

grass

carry carry carry carry

carry

rest rest rest rest

rest

1 Say the months and tick (✓).



1. January ☆



2. February ☆



3. March ☆



4. April ☆



5. May ☆



6. June ☆



7. July ☆



8. August ☆



9. September ☆



10. October ☆



11. November ☆



12. December ☆

2 Say the words and tick (✓).



1. winter ☆



2. spring ☆



3. summer ☆



4. autumn ☆



5. seasons ☆



6. rain ☆



7. leaf ☆



8. leaves ☆



9. snow ☆



10. sea ☆



11. mountain ☆



12. picnic ☆



13. basket ☆



14. in the morning ☆



15. in the afternoon ☆



16. in the evening ☆



17. at night ☆



18. go scuba diving ☆



19. go hiking ☆



20. go camping ☆



21. go sailing ☆



22. stone ☆



23. present ☆



24. vegetables ☆

3 Say the time and tick (✓).



1. It's a quarter to four. ☆



2. It's a quarter past five. ☆

4 Read and tick (✓).

1



- What do you do in spring?
- I water the flowers. ☆

2



I like sea animals.
Let's go scuba diving. ☆

3



- What time do you get up?
- I get up at a quarter past six. ☆

Now I can...

1 Say the fruit and tick (✓).



1. grapes ☆



2. peach ☆



3. mango ☆



4. pineapple ☆



5. cherry ☆



6. strawberry ☆

2 Say the food and tick (✓).



1. cheese ☆



2. spaghetti ☆



3. steak ☆



4. chicken ☆



5. meat ☆



6. peas ☆



7. onion ☆



8. cheeseburger ☆



9. crepe ☆



10. pancake ☆



11. noodles ☆



12. rice ☆



13. omelette ☆



14. soup ☆

3 Say the drinks and tick (✓).



1. tea ☆



2. coffee ☆



3. milk ☆



4. orange juice ☆

4 Say the words and tick (✓).



1. fridge ☆



2. piece ☆



3. pot ☆



4. add ☆



5. cut ☆



6. share ☆



7. family ☆



8. salt ☆



9. pepper ☆



10. sugar ☆

5 Read and tick (✓).

1



There's a pineapple. There are some grapes. ☆

2



- What's your favourite food?
- My favourite food is noodles. ☆

3



- What would you like?
- I'd like some tea, please. ☆

1 Say the places and tick (✓).



1. amusement park ☆



2. swimming pool ☆



3. home ☆



4. sports centre ☆



5. art gallery ☆

2 Say the adjectives and tick (✓).



1. interesting ☆



2. boring ☆



3. scary ☆



4. noisy ☆



5. amazing ☆



6. modern ☆

3 Say the words and tick (✓).



1. TV show ☆



2. sleep ☆



3. lake ☆



4. competition ☆



5. winner ☆



6. sailing boat ☆



7. garden ☆



8. field ☆



9. hut ☆



10. paper ☆



11. kimono ☆



12. building ☆



13. city ☆



14. idea ☆



15. wolf ☆



16. wolves ☆



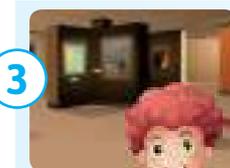
17. joke ☆

4 Read and tick (✓).



1

- Where were you last Saturday?
- I was at the shopping centre. It was very noisy. ☆



3

- Was the art gallery interesting?
- Yes, it was. It was amazing. ☆



2

I was at home yesterday with my cousin. We had dinner together. ☆



4

- There were two boats on the lake. ☆

1 Say the animals and tick (✓).



1. lion ☆



2. rabbit ☆



3. bee ☆



4. nightingale ☆

2 Say the sports and tick (✓).



1. play table tennis ☆



2. play baseball ☆



3. go windsurfing ☆



4. go fishing ☆

3 Say the words and tick (✓).



1. visit ☆



2. wait ☆



3. arrive ☆



4. finish my homework ☆



5. late ☆



6. airport ☆



7. chopsticks ☆



8. fork ☆



9. spoon ☆



10. bicycle ☆



11. carriage ☆



12. horse ☆



13. wheel ☆



14. travel ☆



15. emperor ☆



16. sick ☆

4 Read and tick (✓).

1



Robert played basketball yesterday. ☆

2



We didn't go to the sports centre on Friday. We went on Saturday. ☆

3



- Did Jack go windsurfing last Saturday?
- No, he didn't. He went sailing. ☆

1 Say the animals and tick (✓).



1. whale ☆



2. giraffe ☆



3. hippo ☆



4. cheetah ☆



5. bat ☆



6. crocodile ☆



7. gorilla ☆



8. tiger ☆



9. camel ☆

2 Say the words and tick (✓).



1. thin ☆



2. strong ☆



3. weak ☆



4. win ☆



5. award ☆



6. high mountain ☆



7. river ☆



8. hump ☆



9. grass ☆



10. apron ☆

3 Say the verbs and tick (✓).



1. carry ☆



2. give ☆



3. rest ☆



4. buy ☆

4 Read and tick (✓).



1

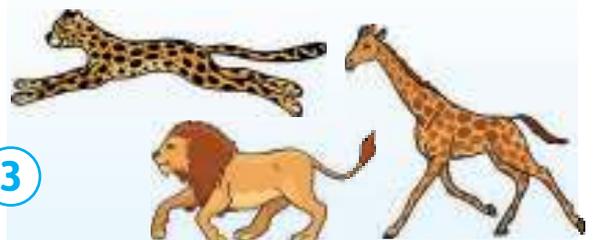
Hippos are fatter than crocodiles. ☆



2

Tina Lilly Grace

Tina is the youngest girl in the picture. ☆



3

The lion is faster than the giraffe, but the cheetah is the fastest. ☆



Word list

Abbreviations

(v.) = verb

(adj.) = adjective

(phr.) = phrase

(n.) = noun

(adv.) = adverb

Module 6

Song

January (n.)
February (n.)
March (n.)
April (n.)
May (n.)
June (n.)
July (n.)
August (n.)
September (n.)
October (n.)
November (n.)
December (n.)
rain (n.)

Top Stars

winter (n.)
spring (n.)
summer (n.)
autumn (n.)
seasons (n.)
leaf (n.)
leaves (n.)
snow (n.)

Our world

go camping (phr.)
go hiking (phr.)
go scuba diving (phr.)
go sailing (phr.)
picnic (n.)
mountain (n.)
sea (n.)

Let's play

What's the time?
It's a quarter to four. (phr.)
What's the time?
It's a quarter past five. (phr.)

CLIL

in the morning (phr.)
in the afternoon (phr.)
in the evening (phr.)
at night (phr.)

Story

basket (n.)
stone (n.)
present (n.)
vegetables (n.)

TOP TIME! 3

barbecue (n.)

Module 7

Song

grapes (n.)
peach (n.)
mango (n.)
pineapple (n.)
cherry (n.)
strawberry (n.)

Top Stars

cheese (n.)

spaghetti (n.)
meat (n.)
steak (n.)
chicken (n.)
peas (n.)
fridge (n.)

Our world

cheeseburger (n.)
crepe (n.)
pancake (n.)
noodles (n.)
omelette (n.)

Let's play

tea (n.)
coffee (n.)
milk (n.)
orange juice (n.)
salt (n.)
pepper (n.)
sugar (n.)

CLIL

piece (n.)
onion (n.)
pot (n.)
add (v.)
cut (v.)
rice (n.)

Story

share (v.)
family (n.)
soup (n.)

Module 8

Song

amusement park (n.)
swimming pool (n.)
home (n.)

Top Stars

interesting (adj.)
boring (adj.)
scary (adj.)
noisy (adj.)
TV show (n.)
sleep (v.)

Our world

lake (n.)
competition (n.)
winner (n.)
sailing boat (n.)

Let's play

sports centre (n.)
art gallery (n.)
amazing (adj.)

CLIL

garden (n.)
field (n.)
modern (adj.)
hut (n.)
paper (n.)
kimono (n.)
building (n.)
city (n.)

Story

idea (n.)
wolf (n.)
wolves (n.)
joke (n.)

Module 9

Song

visit (v.)
lion (n.)
rabbit (n.)
bee (n.)

Top Stars

wait (v.)
arrive (v.)
finish my homework
(phr.)
late (adv.)
airport (n.)
see - saw (v.)
go - went (v.)

Our world

love (v.)

chopsticks (n.)
fork (n.)
spoon (n.)
come - came (v.)
have - had (v.)
make - made (v.)
eat - ate (v.)

Let's play

play table tennis
(phr.)
play baseball (phr.)
go windsurfing (phr.)
go fishing (phr.)

CLIL

bicycle (n.)
carriage (n.)
horse (n.)
wheel (n.)
travel (v.)

Story

nightingale (n.)
emperor (n.)

sick (adj.)
sing - sang (v.)

Module 10

Song

whale (n.)
giraffe (n.)
hippo (n.)
cheetah (n.)
bat (n.)
thin (adj.)
crocodile (n.)

Top Stars

strong (adj.)
weak (adj.)
win (v.)
award (n.)

Our world

gorilla (n.)
tiger (n.)
high mountain (phr.)
river (n.)

CLIL

camel (n.)
hump (n.)
grass (n.)
carry (v.)
live (v.)

Story

apron (n.)
give (v.)
rest (v.)
buy (v.)

TOP TIME! 5

wild (adj.)
fur (n.)
goat (n.)
horn (n.)

Irregular verbs

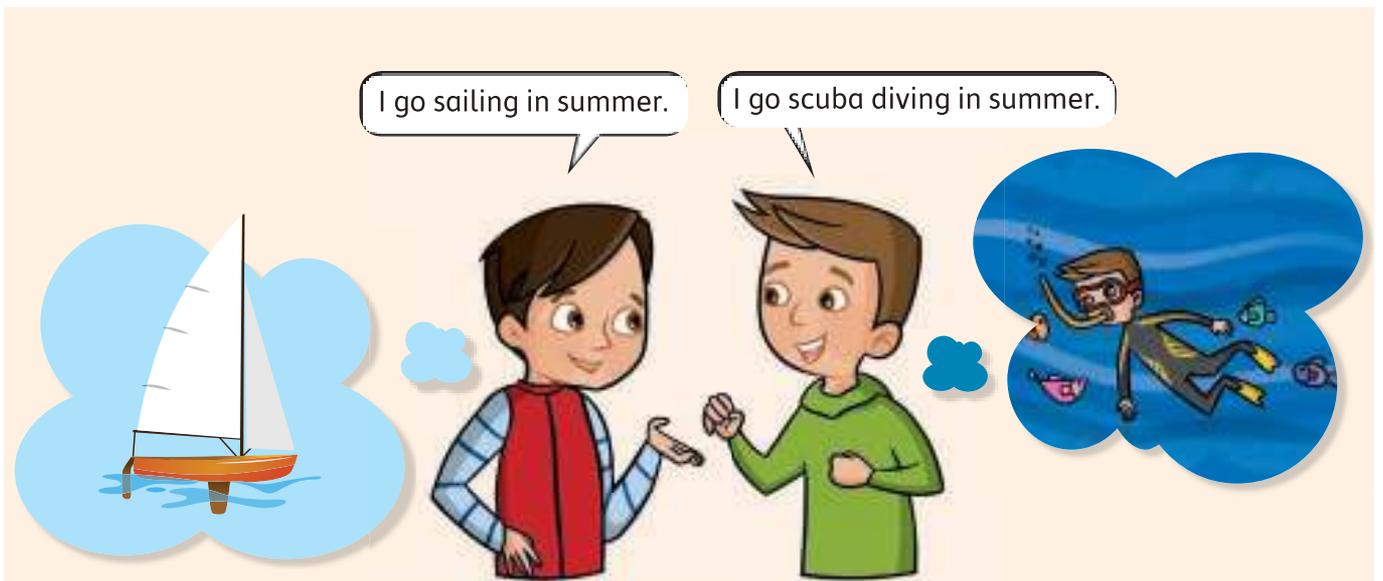
| Base form | Past Simple |
|-----------|-------------|
| be | was/were |
| come | came |
| do | did |
| eat | ate |
| go | went |
| have | had |
| make | made |
| see | saw |
| sing | sang |

Module 6

go + ing

The verb **go** is often used with activities and sports that end in **-ing**.

I **go scuba diving**.
He **goes camping** in summer.
They **go hiking** on Saturdays.



Module 7

Plural forms

Regular nouns

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • most nouns take -s (in the plural) |  <p>cat → cats</p> | <p>dog → dogs computer → computers</p> |
| <ul style="list-style-type: none"> • nouns ending in -s, -ch, -sh, -x, -o, take -es |  <p>bus → buses</p> | <p>box → boxes watch → watches</p> |
| <ul style="list-style-type: none"> • nouns ending in a consonant + -y, drop the -y and take -ies |  <p>strawberry → strawberries</p> | <p>country → countries BUT boy → boys</p> |
| <ul style="list-style-type: none"> • nouns ending in -f or -fe, take -ves |  <p>leaf → leaves</p> | <p>scarf → scarves</p> |

Irregular nouns

| |
|------------------|
| man → men |
| woman → women |
| child → children |
| foot → feet |
| tooth → teeth |
| person → people |
| mouse → mice |
| fish → fish |

- Adjectives hasn't got a plural form.
This is an old umbrella. → These are old umbrellas.



There's a(n) / There are some

We use **There's** to say that a person, animal, place or object exists in a specific space. We use **a/an** with **singular countable nouns**, e.g. *There's a cherry.*

We use **There are** to say that more than one person, animal, place or object exist in a specific place. We use **some** with **plural countable nouns** in affirmative sentences, e.g. **There are some cherries.**

Countable nouns / Uncountable nouns

Countable nouns have singular and plural forms and can be counted. We can use **a/an** or **numbers** before them, e.g. *a banana, twelve bananas.*

Uncountable nouns **only** have a singular form and they can't be counted. We can't use **a/an** or **numbers** before them, e.g. *meat, milk, cheese, spaghetti, tea, coffee, orange juice, rice, soup.*

| | | |
|-----|-------------------|--------------------|
| NOT | a meat | 2 meats |
| | a milk | 4 milks |

some / any

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

There are **some** eggs in the fridge. / There's **some** milk.

Is there **any milk** in the fridge? Yes, there is. / No, there isn't.

Are there **any eggs** in the fridge? Yes, there are. / No, there aren't.



Module 8

| Past Simple of the verb be | | | | |
|----------------------------|---------------|--------------|------------|-------------------------------------|
| Affirmative | Negative | | Questions | Short answers |
| | Full forms | Short forms | | |
| I was | I was not | I wasn't | Was I? | Yes, you were. / No, you weren't. |
| You were | You were not | You weren't | Were you? | Yes, I was. / No, I wasn't. |
| He was | He was not | He wasn't | Was he? | Yes, he was. / No, he wasn't. |
| She was | She was not | She wasn't | Was she? | Yes, she was. / No, she wasn't. |
| It was | It was not | It wasn't | Was it? | Yes, it was. / No, it wasn't. |
| We were | We were not | We weren't | Were we? | Yes, you were. / No, you weren't. |
| You were | You were not | You weren't | Were you? | Yes, we were. / No, we weren't. |
| They were | They were not | They weren't | Were they? | Yes, they were. / No, they weren't. |

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

There was/were

There was is the Past Simple of **There is**, and **There were** is the Past Simple of **There are**.



Module 9

| Past Simple of regular verbs | | | | |
|------------------------------|--------------------|-------------------|----------------|-----------------------------------|
| Affirmative | Negative | | Questions | Short answers |
| | Full forms | Short forms | | |
| I played. | I did not play. | I didn't play. | Did I play? | Yes, you did. / No, you didn't. |
| You played. | You did not play. | You didn't play. | Did you play? | Yes, I did. / No, I didn't. |
| He played. | He did not play. | He didn't play. | Did he play? | Yes, he did. / No, he didn't. |
| She played. | She did not play. | She didn't play. | Did she play? | Yes, she did. / No, she didn't. |
| It played. | It did not play. | It didn't play. | Did it play? | Yes, it did. / No, it didn't. |
| We played. | We did not play. | We didn't play. | Did we play? | Yes, you did. / No, you didn't. |
| You played. | You did not play. | You didn't play. | Did you play? | Yes, we did. / No, we didn't. |
| They played. | They did not play. | They didn't play. | Did they play? | Yes, they did. / No, they didn't. |

| Formation of the Past Tense | |
|---|-------------------------------|
| • most verbs take -ed | walk - walked |
| • verbs ending in -e take -d | dive - dived |
| • verbs ending in consonant + y take -ied | cry - cried BUT play - played |
| • verbs with one syllable ending in one vowel + one consonant double the consonant before the -ed | stop - stopped |

Past Simple -ed endings

If the base form ends in one of the sounds /t/ or /d/, then it's pronounced /ɪd/ (visit – visited, need – needed).

If the base form ends in one of the sounds /p/, /t/, /s/, /f/, /tʃ/, /k/, then it's pronounced /t/ (wash – washed, kick – kicked).

If the base form ends in one of all the other sounds, e.g. /v/, /l/, /r/, etc, then it's pronounced /d/ (sail – sailed, climb – climbed, rain – rained).

Past Simple of irregular verbs

Irregular verbs don't take **-ed** in the Past Simple.

| Affirmative | Negative | Questions |
|-------------------|------------------------|---------------------|
| I went. | I didn't go. | Did I go? |
| You went. | You didn't go. | Did you go? |
| He/She/It went. | He/She/It didn't go. | Did he/she/it go? |
| We/You/They went. | We/You/They didn't go. | Did we/you/they go? |

Yesterday, Brian visited Jack. They talked and played computer games.



Did you go to the library yesterday?

No, I didn't. I went to the shopping centre with my cousin.



Module 10

Comparatives

- We use the **comparative** of adjectives when we compare two people, animals or things.
- We use the **superlative** of adjectives when we compare one person, animal or thing with several of the same kind.

| Formation | |
|--|--|
| all one-syllable and most two-syllable adjectives take <i>-er / -est</i> | fast-faster-the fastest clever-cleverer-the cleverest |
| one-syllable adjectives ending in <i>-e</i> take <i>-r / -st</i> | nice-nicer-the nicest |
| one-syllable adjectives ending in one vowel + one consonant, double the consonant before the <i>-er / -est</i> | hot-hotter-the hottest |
| adjectives ending in consonant + <i>-y</i> drop the <i>-y</i> and take <i>-ier / -iest</i> | easy-easier-the easiest |

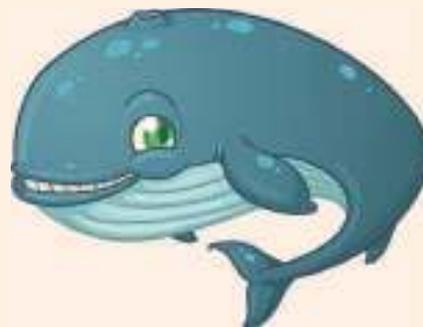
| Irregular comparatives and superlatives | | |
|---|------------------|------------------|
| Positive form | Comparative form | Superlative form |
| good | better | the best |
| bad | worse | the worst |
| much/many | more | the most |

1



Dan is taller than Mike.

2



The blue whale is the biggest animal in the world.

3



Jack

Tom

Tom's bike is smaller than Jack's bike.

4



The gorilla is stronger than the monkey.

5



Mrs Reema is a better cook than Mrs Afaf.

6



Tom's team is the best in the school.

Top Stars 3b
Student's Book

H. Q. Mitchell - Marileni Malkogianni

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www.mmpublications.com

info@mmpublications.com

Offices

UK China Cyprus Greece Korea Poland Turkey USA

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TOP STARS



is an exciting primary course that creates a fun and motivating environment for young learners.

Key features

- A course following the requirements of the CEFR, integrating the New Curriculum Standards for the State of Qatar, and focusing on the systematic development of the main QNCF competencies
- Well-balanced modules with songs/poems, chants, stories, factual texts, cross-cultural information and cross-curricular learning promoting skills development
- A variety of activities (listening, speaking, role-playing, games, hands-on activities and projects)
- A step-by-step approach to writing
- Comic strip stories that present new structures and vocabulary
- Adaptations of well-known tales and original stories that promote critical thinking and encourage personal response
- Phonics
- Round-up sections
- *Top time!* lessons focusing on certain aspects of the Qatari culture as well as other cultures around the world
- CLIL lessons (Content and Language Integrated Learning)
- Cursive writing section
- Self-evaluation section and learning tips that promote learner autonomy
- Grammar reference section

| CEFR | | Pre-A1 | A1 Low | A1 Mid | A1 High | A2 Low |
|-----------|---|--------|--------|--------|---------|--------|
| Top Stars | 1 | 2 | 3 | 4 | 5 | 6 |



ISBN: 978-618-05-3209-8

