

GRADE SEMESTER 2



Student's Book

School	
Name	
Class	

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Academic Year 2018-2019





النشيد الوطني

قَسَمًا بِمِنْ رَفِعَ السَّمَاءُ قَطَرٌ سَتَبْقَى حُصِرَةً سَيرُوا عَلَى نَهْجِ الأُلَى سِيرُوا عَلَى نَهْجِ الأُلَى قَطَرٌ بِقَلْبِي سِيرَةٌ قَطَرٌ بِقَلْبِي سِيرَةٌ قَطرُ الرِّجَالِ الأَوَّلين وَحَمَائِمٌ يَصِوْمَ السَّلاَمُ وَحَمَائِمٌ يَصِوْمَ السَّلاَمُ

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



SYLLABUS Grade 5b – second semester

	Grammar	Vocabulary	Phonics	QNCF competencies
Module 6 Time for Sciencel p. 78	Relative pronouns: who, which, where, that	Occupations Inventions	or /ɔ:/ horse, orca ar /a:/ jar, far er /ə/ brother, jumper	<i>P</i>
p. 90 CLIL 3 (Modul	les 5-6)			
Planning the future p. 92	Future be going to Would you like to? Yes, I'd love to./Sure, why not? / I'm sorry. I can't./ I'm afraid I'm busy./ I'm sorry. I've got other plans.	Free-time activities Festivals Celebrations Special days	ir /3:/ bird, girl ur /3:/ hurt, purple	₽ ॐ ••••••••••••••••••••••••••••••••••••
Top Time! 4 p. 104				
Module 8 How do I get to? p. 106	Prepositions of movement Directions love / like / enjoy / prefer/ hate + -ing I think it's fun / cool / exciting / boring / hard. Let's / Why don't we? / How about?	Prepositions of movement Directions	oo /u:/ room, spoon, balloon oo /u/ look, book, foot	<i>₽ ∳</i> ∜•
p. 118 CLIL 4 (Mod	ules 7-8)			

	Grammar	Vocabulary	Phonics	QNCF competencies
Module 9 Nature p. 120	too / enough Full infinitive It's + adjective + full infinitive Could I (join your team)? Of course you can. / I'm sorry, you can't.	Environmental issues Recycling Green gadgets	a/ə/ amazed, island a/æ/ apple, hat, cat a/a:/ garden, scarf, arm	<i>₽ </i>
Top Time! 5 p. 132				
Module 10 Friendship p. 134	Future will The adverb Maybe What's the matter? I've got (a headache).	Friendship Future technology Ailments	oa/ɔ:/ board, skateboard, game, keyboard oo/ɔ:/ floor, door ou/ɔ:/ four, fourteen	
p. 146 CLIL 5 (Mod	iules 9-10)			
p. 148 Story - Blac	k Beauty			
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QNCF COM	PETENCIES		
•	A i B	••••	5
Creative and Critical Thinking	Literacy	Numeracy	Communication
· & •	@	م	
Cooperation and Participation	Inquiry and Research	Problem-solving	

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Time for Sciencel

In this module you can:

Quiz

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- describe people and objects using suitable statements (S2.2)

Reading time

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

Phonics

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

Round-up

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

Top Stars

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- describe people and objects using suitable statements (\$2.2)

Project

- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- connect words and phrases using basic coordinating conjunctions (W2.1)
- check spelling and punctuation of their written work (W3.2)
- ask about and express basic opinions using longer, simple statements (W1.2)
- describe independently people and familiar objects using suitable statements (W1.3)

Cursive writing

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

Our world

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- follow and identify independently the main idea of a wide range of short, simple texts (L1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- check with a teacher or a classmate steps needed to complete short classroom tasks (S3.1)
- describe people and objects using suitable statements (S2.2)
- find out about and describe events and experiences at a known time in the past (S2.5)

Let's talk

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- describe people and objects using suitable statements (S2.2)

CLIL₃

- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe people and objects using suitable statements (S2.2)
- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- describe independently people and familiar objects using suitable statements (W1.3)













life



n dark

light

planet

et nature

Can you guess the answers to the riddles? Read and find out. Then listen and check your answers with a partner.

Colour Riddles!





- It's a colour which you can find in nature.

 There are lots of things that are this colour.

 For example, some plants, vegetables or insects.
- It's the first colour that a baby can see.
 Cherries, strawberries and tomatoes are this colour.
 - It's the colour of the sea, oceans and lakes. It's the colour of the sky, too. It can sometimes be dark or light.
- It's the colour of a very big star which gives life to planet Earth. There is also some fruit that is this colour. For example, lemons and some melons.
 - This is a colour which you sometimes see in the sky. It's the colour of milk and polar bears.
 - Yellow and red make this colour. It is also the name of a fruit that we use to make juice.

 Carrots are this colour, too!



3 What can you remember? Play a game with your partner. 🧩

you can find in fruit like bananas or lemons
you can find in fruit like cherries and strawberries
you see in the sky
you can find in nature

It's a colour which/that you can find in fruit like bananas or lemons.







6

TOP STARS

space



moon William





fix

astronaut

painter

engineer

Listen and answer. How many names of people did Amal answer correctly?

Discuss with a partner. Then read. ﴿◊ ◄◊)

1 The girls are at Fatima's house...



Alya: I'm bored...

Amal: Let's play a board game!

Fatima: Great idea!

Amal: I'm good at board games.

Fatima: Number two. They were

the two first pilots who flew across the Atlantic Ocean without stopping.

Amal: The Wright brothers. I'm

sure about that!

Fatima: Um... I'm sorry, Amal.

It's John Alcock and

Arthur Brown.



Fatima: OK, then. Name the person or people.

The player who gives the most correct answers wins. Number one. He was a famous painter and engineer. He was the painter who painted the

Mona Lisa.

Amal: Michelangelo!

Fatima: I'm afraid not... It's Leonardo da Vinci.

Amal: Oh, yes! That's right.



Fatima: Number three. He was the first astronaut who

walked on the moon.

Amal: That's easy! It's Yuri Gagarin.

Fatima: No. Neil Armstrong was the first astronaut that

walked on the moon.

Alya: Ummm... Amal, you can keep the board game.

You must study the answers, I think!

Amal: Thanks!

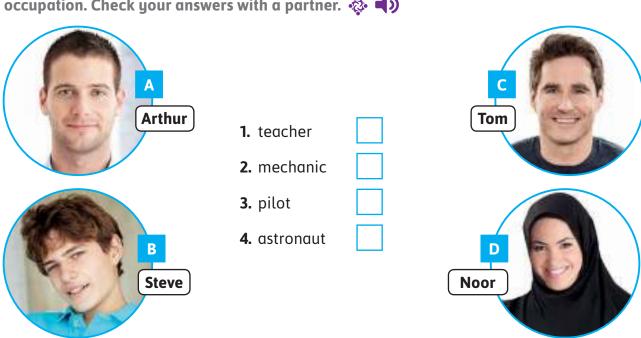
81

Pablo Picasso was the painter who/that painted Guernica.

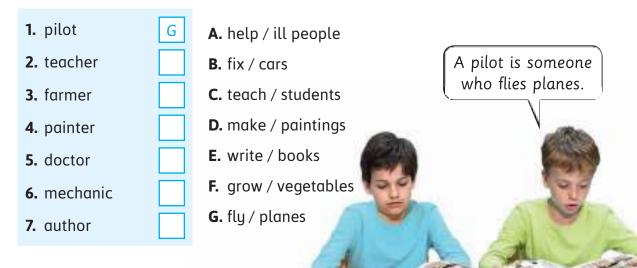
Read again and write.	3	Read	again	and	write.	A i
-----------------------	---	------	-------	-----	--------	-----

1.	Leonardo da Vinci was the	who painted the	e Mona Lisa.	
2.	John Alcock and Arthur Brown were the first pilo	ts who		the
	Atlantic Ocean without stopping.			
3.	Neil Armstrong was the first astronaut who		on the moon	١.
4.	Alya gave Amal the			

4 Listen to the descriptions of the people and match them to the correct occupation. Check your answers with a partner.



5 Match and say.





OUR WORLD











popular

slice

- 2 Read the title. What does 'by accident' mean? Discuss with the class.
 - Listen and answer. Where would you find the texts below? Discuss with a partner.
 - Read the texts.

Great inventions... by accident!

Sometimes inventors want to invent something, but they invent something else by accident!

Post-it® notes



Spencer Silver is the scientist who invented Post-it® notes. In 1968, Spencer Silver was working at a company where he was trying to make very strong glue. He made some but it wasn't strong.

1 ____ Another scientist, Arthur Fru said they could use the pieces of paper to stick notes in different places. Everyone liked this idea! Today Post-it® notes are very popular!

Crisps



In 1853, George Crum was working in a hotel restaurant where he made the first crisps. A man who was eating there sent back his chips many times. He said they weren't tasty. Crum got angry. He cut the potatoes into thin slices, fried them very well and put lots of salt on them. 2 ____ Today crisps are a popular snack

all over the world!

Read the texts again and place the missing sentences in the correct place.



- The man loved them and he asked for more.
- B It could only stick to paper and he didn't know how to use it.

Spencer Silver was working at a company where he was trying to make a strong glue. George Crum was working in a hotel restaurant where he made the first crisps.

- 1. Who invented Post-it® notes?
- **2.** What did Spencer Silver want to make?
- 3. What was Arthur Fry's idea?
- 4. When did George Crum invent crisps?
- **5.** Why did the man send back his chips?
- **6.** What did George Crum put on the man's crisps?

Listen to the descriptions and write (1-3). There is one extra picture. Check uour answers with a partner. •ৡ **■**))









- Remember to make sure you understand the steps to complete the task. Ask your teacher or a classmate.
- Read the information, guess and match the information (A-H) to the people and places (1-8). Then ask and answer questions with your partner.
 - 1. Percy Spencer
- 5. Purple island

- 2. Charles Dickens
- 6. Al Shahaniya

- 3. Leonardo da Vinci
- 7. Soug Wagif
 - **8.** The museum of Islamic Art
- 4. The Pearl Qatar
- A. museum / can see beautiful
 - vases and carpets from the
- **B.** place / can shop expensive clothes
- **C.** engineer / invented / microwave oven
- **D.** place / can watch camel races every winter

- **E.** painter / painted / Mona Lisa
- F. author / wrote / 'Oliver Twist'
- **G.** place / can see flamingos and shells
- **H.** cultural bazaar / can buy traditional products

Who is Percy Spencer?

Percy Spencer is the engineer who invented the microwave oven.



6

1,0

LET'S TALK





information result

dentist

journalist

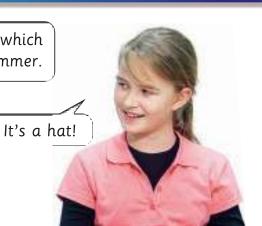
2 Work in groups. Read and match. Then play. 🍜



- **A.** you wear in summer
- **B.** you can win in a race
- **C.** you use to write
- **D.** fixes teeth
- **E.** works at a restaurant



- **A.** teaches students
- **B.** you use to talk to people
- **C.** shows results and gives information
- **D.** does experiments
- E. works on TV



It is something which you wear in summer.

PROJECT

Look at the text below. Where can you find a text like this? Read and find out.



Writing tip 🧳 🚁





- Use **but** to introduce an idea that adds something to or is different from what you have said before.
 - e.g. Elephants live in Africa, but they also live in Asia.
- Use **or** to introduce another possibility. e.g. Was he an artist **or** an inventor?

READING TIME

- Look at the pictures. What do you think the story is about? Discuss with the class.
 - Listen and answer. What did the children see in Mr Dean's greenhouse? Discuss with a partner.
 - Read the story. 🎨 📢)

THE GREENHOUSE



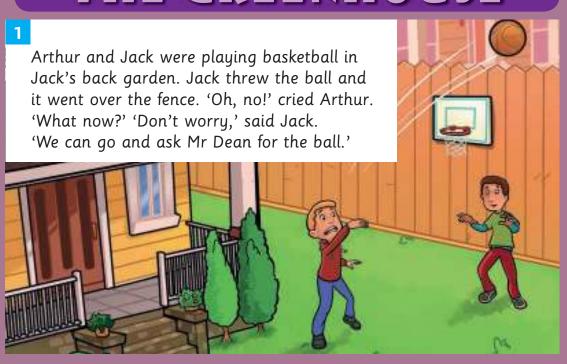
1 ,0

fence



greenhouse

scream strange





The boys knocked on Mr Dean's door, but he wasn't there. 'What's that?' said Arthur. He was looking at a huge glass building. There was a **DO NOT ENTER** sign on the door.

'That's a greenhouse. Mr Dean is a scientist,' said Jack.

Arthur went close to the greenhouse and looked through the window. He saw a dark, scary shape and screamed.

3

'What's wrong, boys?' said Mr Dean. 'Sorry,' said Jack, 'Our ball went over the fence.' 'No problem,' said Mr Dean. 'Let me show you something amazing,' he said, and opened the door of the greenhouse. It was very hot in there and it was full of strange plants. 'They are from all over the world,' said Mr Dean. 'This one is a pitcher plant.' 'They are the plants that eat insects, right?' said Arthur. 'Yes, that's right,' said Mr Dean.





'That's the plant that scared me!' said Arthur. 'That's my newest plant,' said Mr Dean. 'It's from the Amazon rainforest and it eats everything!' Arthur and Jack were scared, but Mr Dean was only joking. They all laughed. Arthur and Jack had a wonderful time with Mr Dean and his plants!

3 Read again and write T for True or F for Falso
--

- 1. The boys were playing basketball at Arthur's house.
- 2. Arthur looked through the greenhouse door.
- **3.** It was very cold in the greenhouse.

A i - B	
P	

- **4.** Pitcher plants eat insects.
- 5. Mr Dean's new plant was from the Amazon rainforest.
- 6. The bous didn't have time with Mr Dean.

Г		

е	a	good	

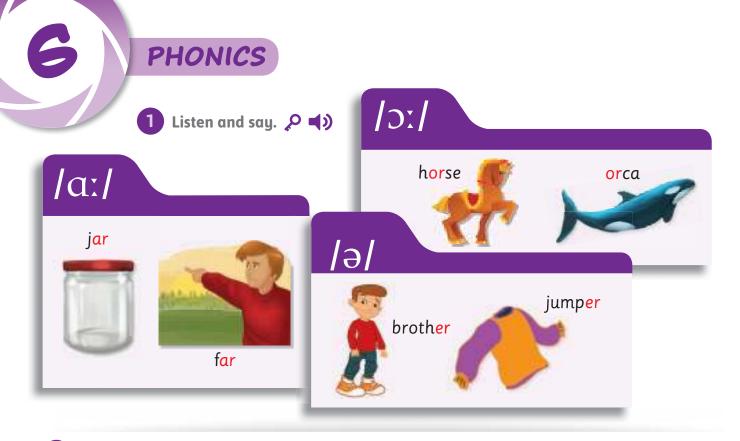


4 Can you think of a different ending? Discuss with a partner. 🍪

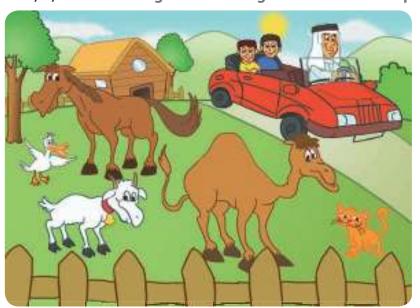




Why did Mr Dean have a DO NOT ENTER sign on the door of his greenhouse? What do you know about the pitcher plant? Do you know of any other strange plants? Did the boys like Mr Dean's greenhouse? Do you think they will go there again?



2 Listen and say. Then underline the $/\Im$:/ sounds with red, the $/\alpha$:/ sounds with blue and the $/\partial$ / sounds with yellow. Check your answers with a partner. \diamondsuit



/aː/

/sr/

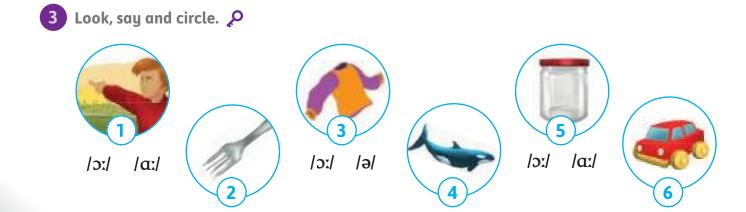
Our farm

This is my brother with the yellow jumper.
He's in our car
With his friend, Peter.

This is our farm
We've got forty horses,
Camels, goats and cats
And twenty-four ducks.

/a:/

/ə/



/a:/

/p:/

ROUND-UP



Listening

Listen to the dialogues and tick (🗸). Check your answers with a partner. 💠 📢

Where is Jake looking for information?

What does the man in the documentary do?



What is the man talking about?



Speaking

🔼 Make sentences and play a guessing game. Use who / which / where / that. 🥏



someone / paints portraits something / you use to cut bread something / you use to make chocolate something / you have for breakfast someone / fixes cars place / teacher works place / astronaut explores

space mechanic painter school cereal cocoa bean knife

It's someone who paints portraits.

It's a painter!

Go to p. 162 for the Now I can... section.



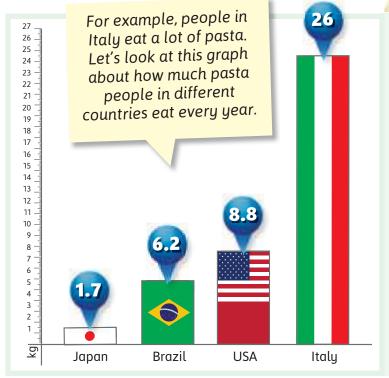


amount

Where do you think people eat the most pasta? Discuss with the class. • Read and check your answers.

Food facts from around the world

Not all people like the same kind of food and not all people eat the same amount of the same food. People in some countries eat a lot of rice because it grows there. In other countries, people eat more fish because their country is near the sea.



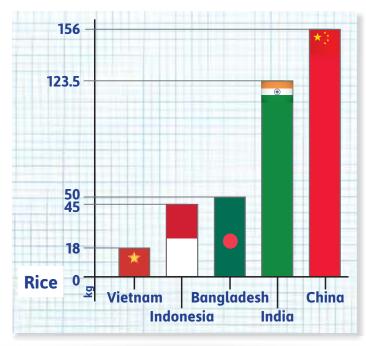
Interesting world food facts:

- ✓ In Japan, people eat a lot of rice and vegetables and only a little meat.
- People in the USA eat the most ice cream in the world.
- ✓ In Brazil, the most popular pizza has got peas on it.
- People in China eat the most fish.
- The British drink the most tea.

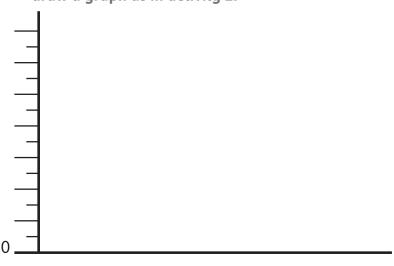
Read again and match the countries with the food.

1. the UK 2. Italy 3. China 4. the USA **5.** Japan

- Listen to the dialogue and circle the correct answer. Check your answers with a partner. 🔅 📢
 - 1. The French / English eat more vegetables than the French / English.
 - 2. People in South America eat more rice than people in **Europe / Asia**.
 - 3. People in the USA eat the most fruit / sugar.
- Look at the graph below. In which country do people eat the most rice? In which country don't they eat a lot of it? Then say. 🍜 🔑



6 Talk in groups. Can you think of another food that people around the world eat? Find information and draw a graph as in activity 2.







PROJECT WORK 📹 🧀



Use the Internet to find information about what people eat the most in different countries. Select the information you think is interesting and use it to make a poster. Present your poster to the class in the next lesson.



Planning the future

In this module you can:

Song

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

Reading time

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

Phonics

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

Round-up

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

Top Stars

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

Project

- follow and respond independently to a wide range of simple short questions (L2.4)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- communicate more detailed personal information using longer, simple statements and questions (W1.1)
- find out about and describe events and experiences at a known time in the past (W1.6)

Cursive writing

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

Our world

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

Let's talk

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- describe people and objects using suitable statements (S2.2)

Top Time 4

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- ask about and express basic opinions (S1.2)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe independently people and familiar objects using suitable statements (W1.3)

SONG

7





MAIL





ride

big wheel

roller coaster

karting

bouncy castle

2 Look at the pictures. What are the children going to do?

Discuss with a partner. Then listen and tick (✓) the activities the children are going to do. Check your answers with a partner and say. ✓ ❖ ■)

I'm going to visit my cousins.
I'm not going to go to the amusement park tomorrow.



At the Amusement Park
We're at the amusement park today

It's going to be a fun day!

We are going to go karting

We are going to try the roller coaster

We're going to ride the big wheel

And then it's time for a meal

We're at the amusement park today
It's going to be a fun day!

We aren't going to eat salad And we aren't going to have peas We are going to have sandwiches And lots of ice cream

We are going to go on all the rides

And have an amazing time!







3 Imagine you are going to go to an amusement park next weekend. Look at the activities and put a ✓ or an X. Then say with your partner.

✓

- 1. ride the roller coaster
- 2. drink lemonade
- 3. go karting
- 4. eat ice cream

- **5.** go on the bouncy castle
- 6. ride the big wheel
- 7. go on the water ride

I'm going to ride the big wheel, but I'm not going to ride the roller coaster.



7

TOP STARS







festival event sell

fc

fundraiser

ser money

Listen and answer. What are the children going to do in January? Discuss with a partner.

Then read. ❖ ◀)



Amal: Hi, Fatima! What are you doing?

Fatima: We're looking at the school events for this year. We're going to be busy.

Amal: Really? What are we going to do

this month?

Fatima: We're going to plant trees in the

forest. It's Plant a Tree Day this month.



Amal: And next month?

Fatima: We're going to have a fundraiser for

endangered species.

Amal: What are we going to sell?

Fatima: T-shirts and cups.



Fatima: There's going to be a book fair in January, but there isn't going to be a

school trip this year.

Amal: Why not?

Fatima: Mrs Aisha says we must collect more

money.



Amal: I know! We can have a food festival

and sell food!

Fatima: Who is going to cook?

Amal: We are!

Fatima: Hmm... and we can collect money for

the school trip! Great idea, Amal!

Read again and write **T** for True or **F** for False. 1. All of the girls are at Fatima's house. **2.** The children are going to plant trees What are you going to do tomorrow? this month. I'm going to go to a book fair. 3. The children are going to have Are you going to buy a book? a fundraiser next month. Yes. I am! **4.** The children are going to sell T-shirts What is Majed going to do tomorrow? and cups at the fundraiser. He's going to study at the library. 5. The book fair is going to be Is Sheikha going to go to the food in February. festival?

Yes, she is.

Listen to two boys talking about their plans and tick (✓) the correct schedule (A, B or C). Check your answers with a partner. ❖ ◄>)



5 Fill in the table. Then talk in pairs about what you are and aren't going to do this weekend.

6. The children are going to cook

for the food festival.

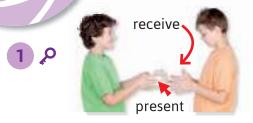
	Friday	Saturday
V		
X		

What are you going to do on Friday?



I'm going to visit my grandparents. I'm not going to go to a book fair.

OUR WORLD









friendship

celebrate

2 Do you know of any special occasions? Discuss with the class.

• Listen and read. Then tick (✔) the best title for the article. Check your answers with a partner. ﴿﴾ ◀)

Decorate cards - Special days - A day with friends -

On Friendship Day, people celebrate their friendship with others. Friends give and receive presents like flowers, chocolates or cards.

This Saturday is Friendship Day! I've got three good friends, and I'm going to make them special friendship cards. The four of us are going to go to the amusement park. We are going to go on many rides! It's going to be great!

Maria, Spain





On Earth Day, children usually do things to help the earth. Children sometimes help clean forests or beaches.

Oliver. Australia

It's Earth Day next Saturday. My friends and I are going to help clean the forest. We're going to pick up the rubbish we find and throw it in a rubbish bin. We're going to plant flowers and trees, too!

It's going to be great fun!

- Read again and write T for True or F for False.
 - 1. People give and receive presents on Friendship Day.
 - 2. Children usually cook something for their friends on Friendship Day.
 - **3.** Maria is going to buy flowers for her friends.
 - **4.** On Earth Day, children usually do things to help the earth.
 - **5.** Oliver is going to plant trees and flowers with his friends.
- 4 Listen to the dialogues and circle A or B. Check your answers with a partner. 💠 📢



What are Adil and Farida going to do during the school holiday?
Use the ideas in the box below to complete the calendar. Then ask and answer with a partner.

read books - go / food festival - play sports - go to bed late - spend time / family - go shopping - stay at home - visit / art exhibition

	Sunday	Monday	Tuesday	Wednesday
Adil	Go to bed late			
Farida				



LET'S TALK









stadium

go cycling

go waterskiing

play badminton



ACCEPT:

Yes, I'd love to. Sure, why not?

Would you like to...?



I'm sorry. I can't.
I'm afraid I'm busy.
I'm sorry. I'w got et

I'm sorry. I've got other plans.

2 Look and match. Then ask and answer with your partner. Use the expressions in the Look! box to accept or refuse the invitation.



- 1. stadium
- 2. sports centre
- 3. amusement park
- 4. book fair
- 5. fundraiser
- **6.** beach
- 7. park

- A. collect money
- **B.** buy books
- C. watch a game
- **D.** play badminton
- **E.** go waterskiing
- **F.** go on a roller coaster
- **G.** go cycling

I'm going to go to the stadium tomorrow.

What are you going to do there?

I'm going to watch a game. Would you like to come?

Yes, I'd love to.

I'm going to go to the book fair tomorrow.

What are you going to do there?

I'm going to buy some books. Would you like to come?

> I'm sorry. I can't. I'm going to go to the amusement park. I'm going to go on a roller coaster.









Do you make an itinerary before going on a trip? Look at Jane's itinerary for her trip to London. Then read her postcard to her friend Kate.

Itinerary for a trip: Write

Write about when you arrived

there and what you did.

in note form what you are going to do each day.



Itinerary

Day 1:

• arrive in London - rest

Day 2:

• visit Big Ben

Day 3:

- visit Covent Garden shopping and lunch
- ride the London Eye

Day 4:

POSTCARD

visit Madame Tussauds

Stick a stamp in the top right-hand corner and send your postcard.



We arrived in London two days ago. The hotel is beautiful. Yesterday we visited Big Ben. It was great, but it was raining, so we returned to the hotel. Here's our plan for this week.

Today we are going to visit Covent Garden. We are going to go shopping and then we are going to have lunch. After lunch, I'm going to ride the London Eye. I'm so excited!

Tomorrow we're going to visit Madame Tussauds. It's a museum with wax models! I am going to take lots of photos!

Wish you were here! eq

Jane

Write about what you are going to do there and your plans.

Kate White

25 Redhall Grove

Edinburgh

EH14 2DU

Scotland

Finish off by writing Wish you were here..., Yours..., Love..., etc. and your name.

Write your friend's full name, address and country on the right-hand side.

Writing tip





When you write, be careful which tenses you use.

- Use the **Past Simple** to describe when you arrived, what you did, etc. Don't forget to use time expressions, like yesterday morning/afternoon/evening, last Monday/weekend/week, etc. e.g. Yesterday we visited Big Ben.
- Use the **Future be going to** for your future plans. Don't forget to use time expressions, like tomorrow, next Monday/weekend/week, etc.
 - e.g. Tomorrow we're going to visit Madame Tussauds.
- Use **adjectives** to talk about your feelings and impressions. e.g. *I'm* so excited!



READING TIME





polite

2 Look at the pictures. What is the text about? Discuss with the class.

- Listen and answer. What kind of presents do you usually give to others in your country? Discuss with a partner.
- Read the text. ♣ ♣ ♣ ♣ ♦

ETIQUETTE AROUND THE WORLD

Do some of your friends come from another country?

Are you going to visit them soon?

Before you go, remember to learn a few things about what is polite and what isn't!



In **Italy**, people shake hands and smile when they meet.



It is a good idea to give a present when you visit someone's house. The best presents are some pink flowers or chocolates. Don't forget to wrap the chocolates in colourful paper! But be careful! Don't use black or purple-coloured paper! They are unlucky colours!



In **China**, people wrap presents in beautiful paper; yellow or pink are good colours, but red is the best because it's their lucky colour. Always give and receive presents with both hands. But be careful! Don't open the present in front of the person who gave it to you!





In **New Zealand**, people shake hands when they meet. When you are eating, it isn't polite to put your elbows on the table. And when you visit someone's house, it is polite to give chocolates, flowers or a book about your country as a present.









Read again and write I for Italy, C for China or NZ for New Zealand.



- **1.** It's polite to give pink flowers as a present.
- **2.** It's good to wrap your present in red paper.
- 3. It isn't polite to put your elbows on the table when you are eating.
- **4.** It's polite to give a book as a present.
- **5.** You mustn't wrap your present in purple-coloured paper.

Let's chat



What do people in your country usually do when they meet each other? What presents do people usually give when they visit someone in your country? Are flowers or chocolates a good present to give to someone in your country? What colour do people in your country prefer?

7 PHONICS

bird

1 Listen and say. P = 1

2 Listen and say. Then underline the /3:/ sounds. Check your answers with a partner. 💠 📢



girl

The nurse

purple

Look at the girls.
They're playing on the farm.
Ouch! Ouch! Ouch!
My arm, my arm!

Where's the nurse?
Where's the nurse?
She's over there
With the purple skirt.



Listening

1 Listen to three short dialogues and tick (🗸). Check your answers with a partner. 💠 📢)







Speaking

2 Talk with your friend. Use Future be going to.

go cycling
go waterskiing
play badminton
decorate (my room/house
for a special day)
go to the park
go to the amusement park
play with friends

What are you going to do next weekend?



I'm going to go cycling with my dad. What are you going to do tomorrow?

I'm going to go to the park.

TOP TIME! 4











international local secret

chef

fireworks

traditional

craft activities hot-air balloon

2 Do you like going to festivals? Discuss with the class.

- What do you know about the festivals below?
- Read and find out more. 😩 🚇

festival, is that it's free for everyone!

It's time for some fun!

Souq Waqif Spring Festival

The Souq Waqif Spring Festival takes place from December to April at one of the oldest standing markets in the Middle East – the Souq Waqif. It is one of the most exciting festivals in Qatar. People of all ages can try delicious traditional food, watch live shows, go on amusement park rides, play skill games, and do many more activities. The best part of this





Qatar International Food Festival

Do you enjoy cooking? Then the Qatar food festival is the festival for you! It's an annual eleven-day festival that started in 2009. It takes place in March at the Hotel Park and is open from 4 p.m. to 12 a.m. on weekdays and from 4 p.m. to 1 a.m. at weekends. Visitors can try the most delicious local and international food, learn cooking secrets from the best chefs in the world, and even watch live performances and fireworks shows. The Qatar International Food Festival hasn't only got food, though. There's a children's area with a mini zoo, sports classes and craft activities for its younger guests.

Albuquerque International Balloon Fiesta

The Albuquerque International Balloon Fiesta is a festival that takes place every year in October at a park in Albuquerque, USA. At this festival, you can see a lot of colourful hot-air balloons in the sky. It started in 1973,

when only thirteen hot-air balloons took part. Today more than six hundred hot-air balloons take part in the festival every year. The Albuquerque International Balloon Fiesta is a festival at which families can enjoy an exciting day in the park.





3	Read the text again, and answer the questions.
	1. Where can you try delicious food from all over the world?
	2. Which festival is five months long?
	3. At which festival can you see animals?
	4. Which two festivals take place in a park?
	5. When did the Albuquerque International Balloon Fiesta start?
4	Every year, Omar visits the Qatar International Food Festival. Listen to him talking about it with his friend, and write T for True or F for False. Check your answers with a partner.
	1. Omar went to the Qatar International Food Festival with his grandfather.
	2. The prize for the winner of the cooking competition was a camel and some money.
	3. Omar tasted lots of international food because he was hungry.
	4. Amir also went to the festival and watched a show with fireworks.
	5. Omar took a photo of Mutaz Essa Barshim.
	PROJECT WORK
	Use the Internet to find information about other festivals around the world. Select the information you think is interesting, and use it to make a poster. Present your poster to the class in the next lesson.



How do I get to...?

In this module you can:

Song

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

Reading time

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to main ideas in simple texts of one or two paragraphs (R1.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- narrate very short, basic stories and events (S5.1)
- follow and respond independently to a wide range of simple, short questions (L2.4)
- ask about and express basic opinions (S1.2)

Phonics

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

Round-up

- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- communicate a longer sequence of basic instructions or directions (\$2.3)

Top Stars

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- communicate a longer sequence of basic instructions or directions (S2.3)

Project

- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- communicate a longer sequence of basic instructions or directions (S2.3)
- describe independently people and familiar objects using suitable statements (W1.3)
- write a sequence of short, simple one-step instructions and directions (W1.4)

Cursive writing

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

Our world

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

Let's talk

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- ask about and express basic opinions (S1.2)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)

CLIL 4

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- recognise and use key features of a simple print or digital bilingual dictionary for learners of English (R4.2)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe independently people and familiar objects using suitable statements (W1.3)

SONG







through



over



down



round

towards



past

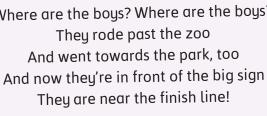
🔼 Listen and write the names of the boys. Check your answers with a partner. Then say. 🍪 📢





The bike race!

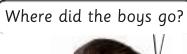
Where's Mike? Where's Mike? He went over the bridge on his bike! Where's Bill? Where's Bill? He went up and then down the hill! Where's Mark? Where's Mark? He went through the tunnel! It was so dark! Where are the boys? Where are the boys? They rode past the zoo













TOP STARS











directions excited

corner end **GPS**

roundabout

exit

Listen and answer. Where is the aquarium? Discuss with a partner. Then read. 💠 📢



The children are going to the aquarium...



Khaled: Let's use your new GPS to get

to the aquarium, Dad!

Mr Omar: Good idea!

GPS: You are in Turner Street.

Go straight on.



GPS: Turn left into Greene Road. Go

straight on. Turn right into Flynn

Street.

Khaled: I'm really excited about going to the

aguarium!

Sami: Me too! I want to see the sharks!

Khaled: Sharks? Scary!



GPS: Turn left into Hill Street. Go round the

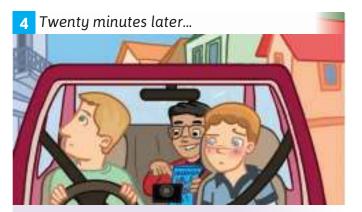
roundabout and turn left at

the first exit.

Sami: I thought the aquarium was near the

zoo. We're on the wrong side of town.

Khaled: But the GPS says we're close.



End of route, 27 Kilton Road is **GPS**:

on your right.

Mr Omar: Where's the aquarium? Sami: Kilton Road? Oh, Khaled!

Khaled: What's wrong?

Sami: The aquarium is on Milton Road

not Kilton Road! You typed the

wrong address, Khaled!

Khaled: Oops! Sorry!



How do I get to ...?

Go up / down Oak Street.
Go straight on.
Turn right / left into Wood Street.
Turn right / left at the restaurant.
It's on your right / left.

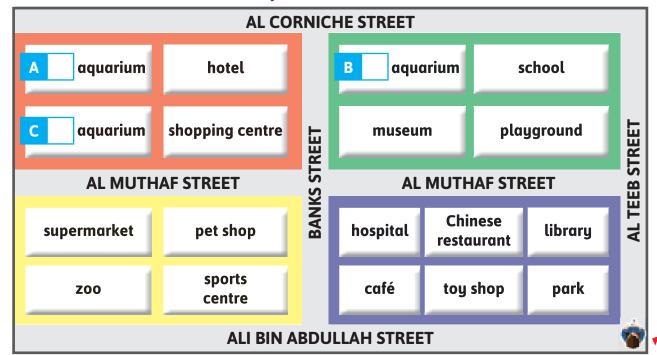
3 What route did Mr Omar take? Read again and tick (✔) the correct map. 🔐







4 Listen and tick (✓) where the Hungry Fish Aquarium is. Choose A, B or C. Check your answer with a partner. ❖ ◄)



YOU ARE HERE

5 Look at the map in activity 4. Ask and answer questions with your partner.

Excuse me, how do I get to the shopping centre?

You are in Al Teeb Street. Go straight on and turn left into...





OUR WORLD







creative

blog

- learn a language
- 2 What do you like to do after school? Discuss with the class.
 - Listen and answer. Which free-time activities do the children suggest? Discuss with a partner.
 - Read the text. ❖ 🍜 📢)











Q

Bob's Blog

Hobbies and free-time activities

Hi, guys!

I'm looking for fun activities to do after school. Any ideas? What do you do in your free time?



posted on Tuesday, 30 June, 5.00 p.m.

posted on Sunday, 21 June, 6.30 p.m.



12 uears old. **Australia**

I like learning languages a lot! I'm learning Spanish this year. I really enjoy learning all about life in Spain! I'm going to visit Spain with my family next year, too! I am really excited!



Tim 11 years old,

Peru

Last year, my family and I went hiking in a rainforest and I loved it! Now, I love hiking in the forest near my town. I like walking in nature. I think it's exciting! You must try it!



Mark 11 years old,

Poland

posted on Wednesday, 3 June, 4.15 p.m.

It snows a lot here. We hate having snow for months. We sometimes play outside in the snow, but we also meet at each other's houses. We enjoy playing games and watching DVDs. We also love doing arts and crafts. I think it's fun and creative!







I like / enjoy / prefer / love playing sports. I think it's fun / cool / exciting. I don't like / hate playing sports. I think it's boring / hard.



- Read again and answer the questions. 🔠
 - **1.** What is Bob looking for?
 - 2. What country is Jason going to visit next year?
 - 3. What did Tim do with his family last year?
 - 4. What does Tim like doing?
 - **5.** What's the weather like in Mark's country?
 - **6.** What does Mark do at home with his friends?
- What do the speakers hate doing? Listen and number (1-4). There is one extra picture. Check your answers with a partner. 🔅 📢











Read and complete the faces. Then ask and answer with a partner.



Like/Enjoy:



Hate:



Do you like doing arts and crafts?

1. do arts and crafts



4. cook



2. learn a language



5. tidy my room



3. play sports



6. surf the Net



No, I don't. I hate doing arts and crafts. I think it's boring. Do you enjoy cooking?

LET'S TALK



art gallery



rock climbing



sand boarding

Let's go to the aquarium. Why don't we go to the museum?

How about going to the art gallery?

Read the three advertisements. Then work in pairs. Read the information about the pairs of children. Which would be the best place for them to go? 😩 🎥





price

budget

Sunday-Thursday 6 a.m. to 11 p.m. **Friday-Saturday** 6 a.m. to 12 p.m.

Price: QAR 1075 for a four-week course

Desert Safari

Have an exciting adventure in the desert!

- Drive in the sand dunes
- Tru sand boarding!
- Go scuba diving in the sea

Sunday-Friday all day

Price: QAR 225 half-day QAR 300 full day

JAMAL AND SAMI

Like: adventures, sports **Free time:** Thursday evenings Budget: QAR 1080

COURTNEY AND JENNY

Like: art, sports Free time: Saturday mornings **Budget: QAR 500**

PHILIP AND BRIAN

Like: sports, adventures Free time: Sunday **Budget: QAR 350**





- What can we do there? What days is it open?
- What time does it open/close?
- How much does it cost?

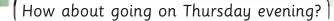
Why don't we go to the Doha Golf Club?



OK. What can we do there?



We can play junior golf and try rock climbing.



Read the invitation. Then look at the map. How can someone get to Buxton School from the underground station? 🚇 🍮

BUXTON SCHOOL ARTFESTIVAL

Why don't you join us for a day of fun?

When: 10 June

Time: 9.00 a.m. to 7.00 p.m.

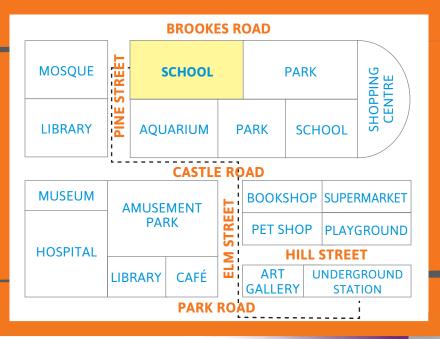
Where: Buxton School

Tel: 01786 330 786

Email: buxtonschool@mail.com



Come and do arts and crafts! Learn about art and the history of art and have fun!



Writing tip



How to write an invitation for an event:

- Find a title for your invitation.
- Say when the event is taking place (date & time).
- Say where it is taking place. It's a good idea to draw a map and give directions, too.
- Don't forget to write your telephone number or your email.

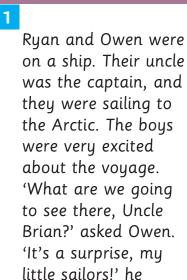
How to draw a map:

- Draw and write the names of the streets.
- Draw a line from the starting point to the place where the event is taking place.
- Draw buildings, parks, schools, houses or other landmarks.

READING TIME

- 2 Look at the pictures. What do you think the story is about? Discuss with the class.
 - Listen and answer. What was the weather like on the voyage?
 - •Read the story. 🔐 🍄 📢)

THE VOYAGE



answered.





It was windy and cold in the Arctic. One night, they saw some beautiful colours in the sky. 'What is that?' asked Owen. 'It's the Aurora Borealis or the 'Northern Lights,' answered Uncle Brian. 'Wow! A light show in the sky!' said Ryan.





iceberg



sailor



captain



radar



oil





The next day, Ryan saw something strange on the radar. 'We're sailing towards an iceberg!' he shouted. 'Don't worry! We aren't going to hit it. We're going to sail round it,' said Uncle Brian. Later, Owen saw something, too. It was moving. He called to Ryan and his uncle. A beautiful blue whale was swimming past the ship. 'Did you know that blue whales are endangered?' asked Uncle Brian. 'Really? Why?' asked Owen. 'Because people hunt them for their meat and oil,' replied Ryan.

A few weeks later, they arrived home. 'Did you enjoy your voyage?' Ryan and Owen's mum asked. 'It was amazing! We're going to be captains, like Uncle Brian, one day!' the boys said. They were so happy!



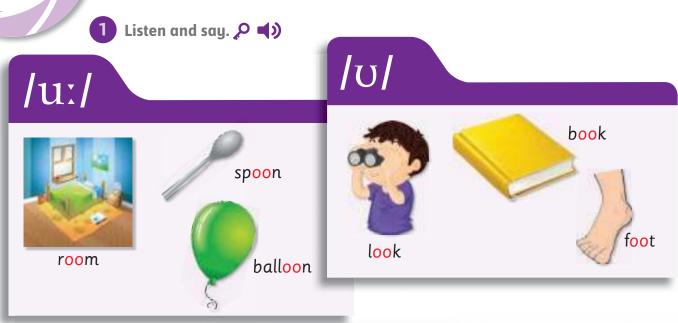
- 3 Read again and answer the questions. 📲
 - 1. What does Ryan and Owen's uncle do?
 - 2. Where were Ryan and Owen sailing to?
 - **3.** Did the ship hit an iceberg?
 - **4.** Why do people hunt blue whales?
 - **5.** Did the boys enjoy their voyage?
- 4 Can you think of a different ending? Discuss with a partner.

Let's chat



Would you like to see the Aurora Borealis? Why do you think people hunt endangered animals? Would you like to go on a voyage to the Arctic? Would you like to be a captain one day?

PHONICS



Listen and say. Then underline the /u:/ sounds and circle the /v/ sounds. Check your answers with a partner. 🔅 📢



Look at my room

There are balloons There is a spoon A book and a moon!

Balloons, balloons Everywhere I look Pop! Pop! Pop! Ouch my foot!

3 Listen and circle. Check your answers with a partner.



room /uː/ ט/



/uː/ /ʊ/





balloon /uː/

ט/



/uː/ /ʊ/

ROUND-UP

8

Listening

1 Listen and tick (🗸) where Emily wants to go. Check your answer with a partner. 👶 📢)



B. Swimming pool

A. Shopping centre

Speaking

Work in pairs. Imagine that your house is one of the three houses on the map below.

Give your partner directions to your house. 🥏

How do I get to...? Turn left / right
Go straight on Go down the street
It's on your left / right It's on the corner

How do I get to your house?

C. Pet shop

Go down Al Mijdaf Street and turn left into Al Marfa Street. It's on your left.



YOU ARE HERE

Go to p. 162 for the Now I can... section.





dru season





Have all countries around the world got four seasons? Discuss with the class.

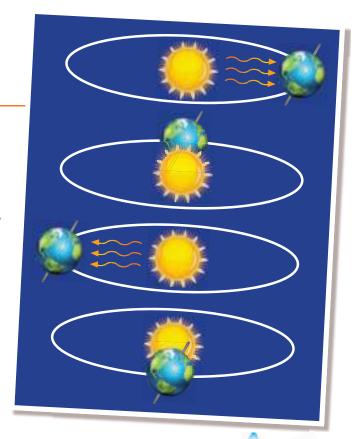
Read and check your answers.

Seasons

Why are there seasons?

Every year, the earth makes a journey around the sun. But the earth leans to one side.

- In June, the top side of the earth is leaning towards the sun. So it's summer north of the equator and winter south of the **equator**. This means it is summer in the UK and winter in Australia.
- In September, it is autumn north of the equator and spring south of the equator.
- In December, the top side of the earth is leaning away from the sun. So it's winter north of the equator and summer south of the equator.
- In March, it is spring north of the equator and autumn south of the equator.



Have all countries got four seasons?

No, they haven't. Some countries in Asia, Africa and South America are very close to the equator. These places have got two seasons – a wet and a dry season. In the dry season, it doesn't rain. In the wet season, there is a lot of rain.



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

- 1. The earth makes a journey around the sun every two years.
- **2.** When it's summer in Australia, the top side of the earth is leaning towards the sun.
- **3.** In December, it's summer south of the equator.
- **4.** Spring is at the same time north and south of the equator.
- **5.** Countries very close to the equator have got two seasons.

4 Read and complete.

1. In Decembe	r, it's winter in cou	ntries		of the equ	uator but summ
in countries		of the	equato	or.	
2. During the _		there is	a lot c	f rain.	
3. Some count	ries haven't got a lo	ot of water	r during	g the	
Match to make	sentences.				
1. The earth n	nakes			A the wet season.	
2. Some coun	tries get a lot of ro	iin during		B south of the equ	ator.
3. In March, it	's autumn			c a journey aroun	d the sun.
Read the text i the meanings l	9	Look up th	ne word	Is in bold in a diction	ary, and write
1. lean					

- 7 Listen to a boy telling his friend about the holiday he is going to go on, and circle A or B. Check your answers with a partner. ❖ ◄>>
 - **1.** Stu is going to go to _____.
 - **A.** Australia
- **B.** the countryside
- 2. Stu is going to _____.
 - **A.** go skiing
- **B.** visit an

amusement park

- **3.** Stu isn't going to ride the _____.
 - **A.** roller coaster **B.** big wheel
- **4.** The weather in Australia is _____ now.
 - A. cold
- **B.** warm



PROJECT WORK 🛅 🧩

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



Nature

In this module you can:

Song

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

Reading time

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the main idea of a wide range of short, simple texts (L1.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- communicate or find out more detailed personal information (S1.1)
- follow and respond independently to a wide range of simple, short questions (L2.4)

Phonics

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

Round-up

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

Top Stars

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

Project

- describe people and objects using suitable statements (S2.2)
- describe independently people and familiar objects using suitable statements (W1.3)

Our world

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- describe people and objects using suitable statements (S2.2)
- follow and identify independently the main idea of a wide range of short, simple texts (L1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- recognise and use key features of a simple print or digital bilingual dictionary for learners of English (R4.2)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- ask about and express basic opinions (S1.2)

Let's talk

- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- describe people and objects using suitable statements (S2.2)

Top Time! 5

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- ask about and express basic opinions (S1.2)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- describe independently people and familiar objects using suitable statements (W1.3)

Cursive writing

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

SONG





recycle





paper



plastic

save

environment

2 Listen to the song and match the verses with the pictures (A-D). There is one extra picture. Check your answers with a partner and say. 🍪 📢

Save the environment!

Paper, plastic, metal and glass Bill never throws them in the rubbish **1** He recycles every day It's easy enough to start recycling today!

> Why don't you try it? It's like an experiment You're never too old, you're never too young To save, save, save the environment!

Keith always turns off the light When he leaves a room at night He turns off the tap while he's brushing his teeth Can you do the same as Keith?

Why don't you try it? It's like an experiment You're never too old, you're never too young To save, save, save the environment!

It isn't too hard to make the world cleaner It isn't too late to make the earth greener So let's clean the forests and let's plant trees Can you help, help, help us, please?

> Why don't you try it? It's like an experiment You're never too old, you're never too young To save, save, save the environment!

You can't drive a car. You're too young. You're too young to drive a car. I can't carry these bags. I'm not strong enough. I'm not strong enough to carry these bags.













- Look at the pictures. Then talk in pairs about what the people can or can't do. Use too or enough.
 - Mr Smith / old , ride a bike



my brother / not tall / go on the roller coaster

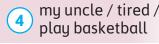
my sister / old / cook





Mr Smith is too old to ride a bike.







TOP STARS

1,0





volunteer

pick up rubbish

2 Listen and answer. What do the children want to do? Then read. 💠 📢



Mr Nasser: Hello. 'Clean up Now'. How can I help

you?

Sami: Hello. I'd like to become a volunteer.

Mr Nasser: OK! What about joining us on Friday

afternoon or Saturday morning? We are

going to clean up Fairview Forest.

Sami: I can't on Friday. I promised to visit my

grandad, but I can help on Saturday.

Mr Nasser: OK! See you there at ten o'clock.



Khaled: Hello. Can I help clean up

Fairview Forest?

Mr Nasser: Of course! Can you help us

pick up rubbish at ten o'clock

on Saturday?

Khaled: Ten o'clock...? I have to talk to

my dad about that.

Mr Nasser: That's fine. I hope to see you

there!



Majed: Hello. My friend Saleh and I would like

to become volunteers.

Mr Nasser: Great. We have got lots of volunteers

who are going to pick up rubbish. Do you want to help plant trees at Fairview

Forest?

Majed: Hmm... we can try!

Mr Nasser: Great! See you on Saturday at ten o'clock!

4 At Fairview Forest on Saturday morning...



Majed: Sami? Khaled? What are you

doing here?

Sami: I decided to become a volunteer!

Khaled: Me too!

Majed: We're volunteers, too! Ha ha!



I want / would like to protect the environment.

I decided to become a volunteer.

I promised to visit my grandparents at the weekend.

I hope to see you next time.

Read again and complete the sentences.

1. Sami is going to help clean up Fairview Forest on _____

2. Khaled is going to talk to his ______ about helping on Saturday.

3. Majed and Saleh are going to _______.

4. Majed and Saleh are going to be at Fairview Forest at _____

5. On Saturday morning, the children meet at ______.

4 Listen to two boys talking about their weekend and tick (✔) the correct pictures. There is one extra picture. Check your answers with a partner. ❖ ◀)









Talk with your partner about how to make the world a better place.
Use the ideas below.

- 1. decided / become a volunteer
- **2.** would like / pick up rubbish in the park
- 3. want / plant trees in a forest
- **4.** would like / help clean up a beach
- 5. hope / recycle plastic, metal, paper and glass
- **6.** promise / use cloth bags at the supermarket

I decided to become a volunteer.



9

OUR WORLD







battery





pollute

clock

keyboard

wooden

- 2 Do you know of any eco-friendly gadgets? Discuss with the class.
 - Listen and answer. Where would you find the texts below? Discuss with a partner.
 - Read the texts. 🍜 🍪 📢

The wooden keyboard

Do you want to bring nature into your office? Wooden keyboards do not pollute the environment, because they are not plastic.
Choose between a light or dark brown keyboard. And you don't have to worry about the trees! The company promises to plant a tree for every keyboard it sells.

The waterpowered clock

Does your clock need a new battery again? Don't worry about that any more! This clock only needs some water to work. It is also very easy to use. Just add some tap water and it starts working! It needs water again after a few months.

The green mobile phone

We all use mobile phones to do many things every day. This wooden mobile phone is very easy to use. It's **eco-friendly** and it has got a beautiful design! It can also use **power** from the sun, so it's not difficult to **recharge** it. Just put it near a window on a sunny day! And when it stops working, or you don't want it any more, you can plant it in your garden. This special more

you can plant it in your garden. This special mobile phone has got a flower seed in it and it can become a beautiful flower!











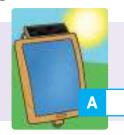
This mobile phone is new. It's easy to use. I don't like this computer game. It's difficult to play.

office

company



- 1. Which gadget can also use the power of the sun?
- **2.** What does the wooden keyboard company promise to do?
- **3.** Does the water-powered clock need batteries to work?
- **4.** What can you do with the green mobile when it stops working?
- 5. Does the wooden keyboard come in different colours?
- 4 Read the texts in activity 2 again. Look up the words in bold in a dictionary, and write their meanings below.
 - 1. eco-friendly _____
 - 2. power
 - 3. recharge _____
- b Listen to two children talking about a tablet and tick (✔) the correct picture. Check your answers with a partner. ﴿﴿ ◄﴾







Talk in pairs. Use the ideas in the boxes or your own ideas, and make as many sentences as you can.

It's easy to ride a bike!



easy difficult fun boring exciting dangerous ride a bike
play basketball
use a computer
learn Chinese
go on a safari
watch TV
play computer games
go scuba diving

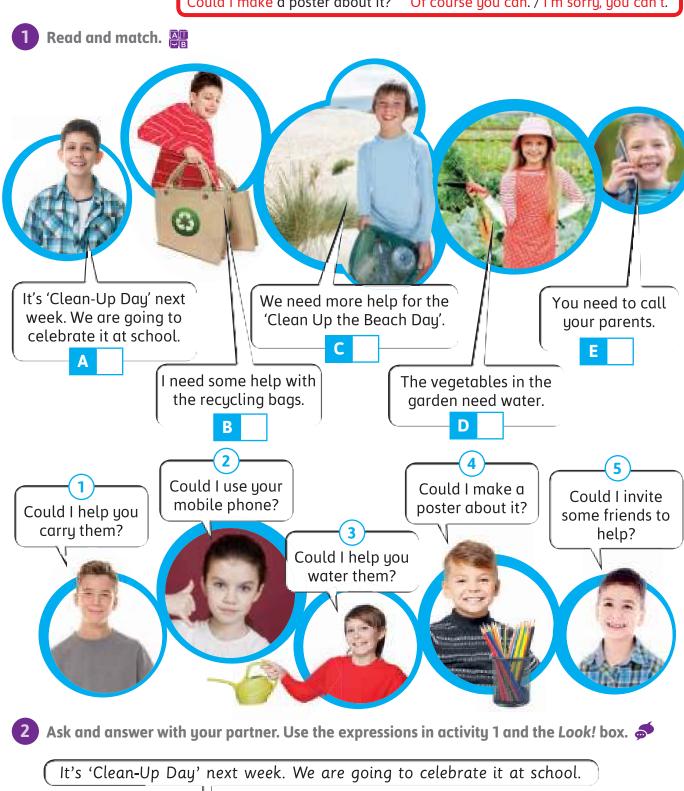


LET'S TALK

GOOKI

It's 'Recycling Day' tomorrow. We are going to celebrate it at school.

Could I make a poster about it? Of course you can. / I'm sorry, you can't.



Clean-Up Day' next week. We are going to celebrate it at school

Could I make a poster about it?

Of course you can.

PROJECT

Look at the poster below. Can you think of ways to be environmentally friendly at home and at school? Read the poster.

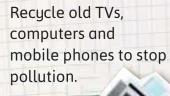
Write a title at the top.

How to be environmentally friendly at home



Turn off the tap when teeth to save water.

Make a list of the things you can do.





Turn off the computer when you aren't using it.



Turn off the lights when you leave a room.

Find and stick photos or draw pictures for every idea.



How to be environmentally friendly at school

Use both sides of every piece of paper.





Put recycling bins in the school playground to collect glass, metal, plastic and paper.

Go to school on foot, ride your bike or take the bus. Don't tell your parents to drive you to school.



Writing tip



How to make a poster:

- 1. Use a large piece of card.
- **2.** Write in pencil so that you can correct any mistakes.
- **3.** Put a title at the top in large letters.
- 4. Write neatly.
- **5.** Add photos or drawings.
- **6.** When you are ready, write over your letters using markers or coloured pencils.

READING TIME







take part

energy

cooking oil

Look at the pictures. What are the texts about? Discuss with the class.

• Listen and answer. Where can you find the special schools in the texts? Discuss with a partner.



Bus. Students there have lessons that teach them how to protect the environment. Some students at the Green School had a great idea about how to stop pollution in Bali. They call it the Bye Bye Plastic Bags project. They want to make people stop using plastic bags in supermarkets, shops, restaurants and hotels.



Howe Dell Primary School

Howe Dell Primary School, in Hertfordshire, UK is one of the most eco-friendly schools in the world. The school uses the wind and the sun to save energy. It also uses energy from the school playground to keep the buildings warm in winter and cool in summer. The children there care about the environment, too. They recycle their toys, and they help at the school animal farm. Many students also take part in the ECO-SQUAD, the school group that helps protect the environment. Students in this group learn how to be environmentally friendly at school and at home, too.

- Read again and correct the sentences.
 - 1. They use cooking oil from home for the school bus at the Green School.
 - 2. The Green School uses energy from the playground to keep the school cool in summer.
 - **3.** Students at Howe Dell School help at the school zoo.
 - **4.** There are plastic chairs and desks at the Green School.
 - 5. This school uses water and the sun to save energy.
 - 6. Students at Howe Dell Primary school are doing a project to stop people using plastic bags.

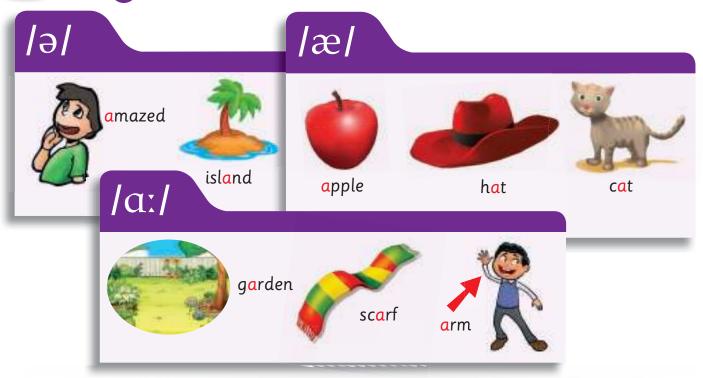
Let's chat



Is your school a green school? Would you like to make your school an eco-friendly school? How could you do it? Would you like to go to one of these two schools? What do you like best about each of these two schools?

PHONICS

1 Listen and say. \nearrow



2 Listen and say. Then circle the $/ \infty /$ sounds with red, the $/ \alpha : /$ sounds with blue and the $/ \partial /$ sounds with yellow. Check your answers with a partner. $\diamondsuit \blacktriangleleft)$

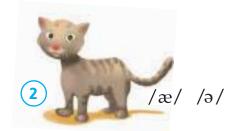
Mr Brook the Scarecrow

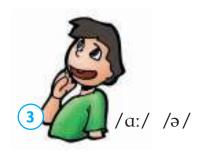
I like birds and cats, but they don't like me
I like funny hats, but look at me
I stand in the garden all day
Next to the big apple tree
I'm wearing a jacket, jeans and boots
And a big scarf around my neck
A bird is sitting on your arm, look!
Are you amazed, Mr Brook?



3 Look, say and circle.







9

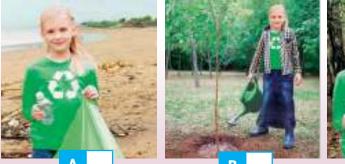
Listening

Listen to three short dialogues and tick (✓). Check your answers with a partner. ﴿﴿﴾ ◀》

Which mobile
phone does Ken
want to buy?



What did Julie do last Saturday?





Which keyboard did Gary buy?







Α

В

C

Speaking

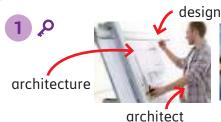
Talk in pairs. Use the ideas in the boxes to make sentences with too and enough. You can add ideas of your own.

hot
cold
cheap
expensive
strong
weak
tired
old

jump
run
eat
drink
work
drive
win
play
buy



TOP TIME! 5













palace

visitor

entrance

sculpture

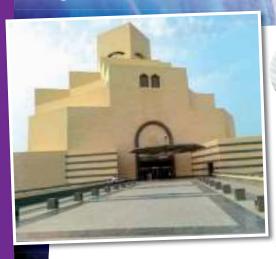


· What do you know about the museums below?

• Read and check your answers. 😩 🔠



Museums around the world



The Museum of Islamic Art

world, collected by the royal family of Qatar.

The Museum of Islamic Art in Doha, the capital of Qatar, is sixty metres from the Doha Corniche. The Chinese-American architect. IM Pei, one of the most famous architects in the world, designed it. Before IM Pei designed the museum, he spent six months travelling around many Islamic countries and studying Islamic architecture. This helped him design a building that is both modern and traditional. They finished the building in 2006, and His Highness Sheikh Hamad bin Khalifa Al Thani opened the museum in 2008. It's a place where people can see the biggest collection of Islamic art in the



The Louvre Museum in Paris is one of the world's most famous museums. It has got over one million works of art and, millions of visitors from all over the world visit it every uear. The Louvre Museum became a national museum in 1793. Before that, it was a palace for the King of France. In 1989, they opened a new entrance to the museum in the shape of a glass and metal pyramid. IM Pei designed the new entrance. In this museum, you can see collections of paintings, pottery, sculptures, furniture and jewellery from around the world. The most famous painting in the museum is the Mona Lisa.



3	Read again and answer the questions.						
	1. When did the Louvre Palace become a museum?						
	Who worked on the design of the new Louvre Museum entrance?						
	When did they finish the Museum of Islamic Art?						
	What kind of collections can you see at the Louvre Museum?						
	5. How long did IM Pei study Islamic architecture before designing the Museum of Islamic Art?						
4	Listen to Salman talking to his friend Hamad about his visit to the National Museum of Qatar, and complete the sentences below.						
	1. Salman went to the National Museum of Qatar with his						
	2. Hamad's wants to design buildings.						
	3. The museum looks like a rose.						
	4. There are exhibitions about the and present of Qatar.						
	ROJECT WORK See the Internet to find information						
	elect the information you think is interesting and use it to make a poster. Present your poster to the class in the lext lesson.	1					



Friendship

In this module you can:

Song

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- ask about and express basic opinions (S1.2)

Reading time

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- give reasons for simple predictions (S2.4)
- follow and respond independently to a wide range of simple short questions (L2.4)
- ask about and express basic opinions (S1.2)
- describe people and objects using suitable statements (S2.2)

Top Stars

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

Project

- ask about and express basic opinions (S1.2)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- spell a range of familiar high frequency words accurately in guided writing (W2.2)
- communicate more detailed personal information using longer, simple statements and questions (W1.1)
- find out about and describe events and experiences at a known time in the past (W1.6)

Our world

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to the main ideas in simple texts of one or two paragraphs (R1.1)
- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- give reasons for simple predictions (S2.4)
- give reasons for simple predictions (W1.5)

Let's talk

- guess the meaning of unknown words from clues provided by visuals and knowledge of the topic (R4.1)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- communicate or find out more detailed personal information (S1.1)

Phonics

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

Round-up

- follow and identify independently the detail in a wide range of short, simple texts (L2.1)
- give with support reasons for simple predictions (S2.4)

Cursive writing

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

CLIL 5

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

Story

- participate actively in reading very simple and very short fiction and non-fiction print and digital texts of interest (R5.1)
- give reasons for simple predictions (2.4)
- understand and respond to detail in simple texts of one or two paragraphs (R2.1)
- recognise and use key features of a simple print or bilingual dictionary for learners of English (R4.2)
- describe people and objects using suitable statements (S2.2)
- follow and respond independently to a wide range of simple, short questions (L2.4)
- ask about and express basic opinions (S1.2)



share



have fun

promise make fun of cheat lie true forgive



I'll share everything with you. I won't make fun of you again.

Listen and complete. Use the words in the box. Check your answers with a partner. Then say. 🍪

true friendship

see iacket share care

Forever friends

My friend, when it's too dark to (1) __ You always give your hand to me I promise I'll be there for you, too Because I (2) ___ about you

> We have so much fun together I will be your friend forever

I'll never make fun of you, my friend I promise our (3) _____ will never end I won't cheat or lie to you I will always be (4)

> We have so much fun together I will be your friend forever

Remember, I will always care And I promise I'll always (5) The last biscuit in the packet And when it's cold, I'll give you my (6)

> We have so much fun together I will be your friend forever

Think about what promises you would like to make to your friends. Match, then talk in pairs. 🍄

I promise

I'll/won't...

I will...

I won't...

Best Friend Promises

- share my things
- · lie to you
- · listen to you
- · make fun of you
- · cheat when we play games
- · help you
- care about you

TOP STARS







come round

2 Listen and answer. Why is Sami a good friend? Discuss with a partner. Then read. 🍪 📢





Sami: Hi, Majed! What are you doing?

Majed: I'm studying for a maths test, but it's really

hard. Will you please help me?

Sami: Of course I will.

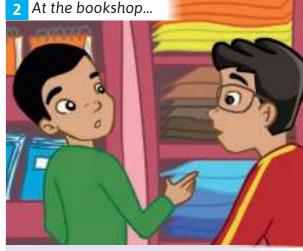
Majed: How about meeting at the library at four

Sami: I want to buy some things for my history

project. Why don't we meet at half past

four?

Majed: Sure. Thanks!



Sami: Hi, Saleh! Are you shopping for

the history project?

Saleh: Yes. I'm going to make a pyramid.

Will you please help me finish it?

Sami: I'm sorry, I can't now... but we can

meet at six o'clock.



Khaled: Sami! Remember the science competition? I want to take part in it and I have to send them an email. Will you come round later

Sami: Erm... Sure. I can be there at half past

and help me, please?

seven.



Khaled: Thanks, Sami. You're a great friend.

Sami: Phew... I have to do my history

project now.

Majed: Don't worry! We will help you.

Saleh: Yeah... and we've got your

favourite pizza! We will help you

eat it! Ha ha!

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

1. Sami and Majed are going to meet at the library at four o'clock.

2. Sami is going to help Saleh finish his pyramid.

3. Sami has to send an email for a competition.

4. Sami has to do a history project.

5. The children will help Sami with his project.

rooki

Will you please help me with my homework?
Of course I will. /
I'm sorry, I can't.

Who will help his/her brother/sister? Listen and tick (✔). Check your answers with a partner. ﴿② ◀)







2 Ron



3 Diane

Play a game. Mime the actions in the box below or think of your own. Then ask and answer questions with your partner.

carry the shopping bags
make a pizza
wash the car
shovel snow
set the table
make my bed
water the plants
wash the dishes
rake leaves
fly a kite



of course, sorry, etc.

Of course I will. /

Be polite and show

respect. Use please,



OUR WORLD











spotte

- 2 Where can you find a text like the one below? Discuss with the class.
 - Listen and answer. What's the interview about? Discuss with a partner.
 - Read the text. 🚇 🍪 ◀》



- Q: Will our clothes change in the future?
- **A:** Of course they will! Science and modern technology will help with that.
- Q: Can you give us some examples?
- **A:** Of course! Let's say your shirt is dirty because you spilt some juice on it. No problem! You can change the colour of your clothes easily with just one click on your mobile phone.
- Q: How will we do that?
- **A:** It's easy! An app on your mobile phone will change the colour of your clothes. For example, from a light colour, like yellow, to a darker one, like black. So nobody will see your dirty shirt!
- Q: That's great! Anything else?

- A: Let me think... oh, yes! Is someone else in the room wearing the same clothes as you? You can use the same app on your mobile phone to change your clothes again. You can change a striped T-shirt to a spotted one!
- **Q:** Wow! So we won't need many clothes, right?
- **A:** Maybe not! But I think it will take some time before we find these clothes in clothes shops.
- **Q:** So... will our wardrobes be empty in the future?
- A: Ha ha! Maybe they will. Just think about it. We will have clothes that we can change easily with no money at all. Why should we buy many clothes then?

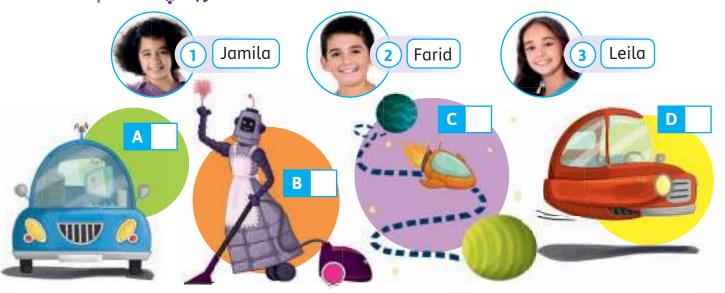


3 Read again and complete the sentences.



4 Listen to three people talking about how they think life will change in the future.

Match the people with the correct pictures. There is one extra picture. Check your answers with a partner.



Write predictions about the future in your notebook.
Use the ideas below, and give reasons using your own ideas. Then talk in pairs.

people / travel / space
we / have / flying cars
robots / do / chores
robots / drive / buses and trains
people / live / other planets
we / wear / special clothes

Maybe people will travel to space because it will be easy.



LET'S TALK





toothache



headache

earache



sore throat





2 Look at the problems below and their possible solutions. Read and match.



Your friend has got a stomach ache. What will you do?

- A I'll visit him/her.
- B I'll take him/her to the school nurse.
- C I'll tell the teacher.
- D I'll make him/her a card.



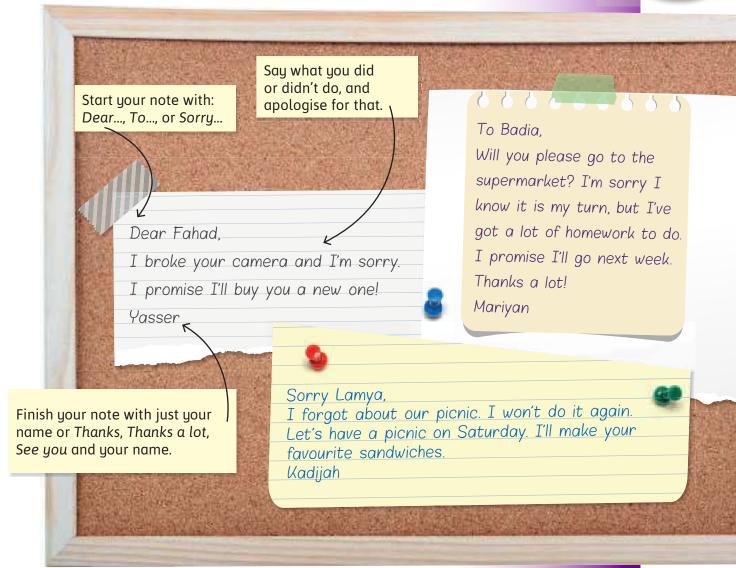
Your friend is ill at home. What will you do?

Work in pairs. Look at the health problems below and the possible solutions. Ask and answer questions with your partner.

have got / stomach ache - make / rice soup have got / toothache - call / dentist have got / sore throat - make / tea have got / earache - call / doctor



Look at the apology notes below. Do you write apology notes? Why is it important to apologise? Discuss with the class. Then read.



Writing tip



How to write an apology note:

- **1.** Write on a piece of paper. (e.g. a Post-it® note, a small piece of paper, etc.)
- 2. Start your note with: Dear..., To..., Sorry... and the name of the person you are writing the note to.
- **3.** Say what the problem is and apologise for it. Use expressions like: I'm (really/so) sorry, I won't do it again, etc.
- **4.** Say what you are going to do to make things better. Use expressions like: I will, I promise I will, etc.
- 5. Finish your note with just your name or Thanks, Thanks a lot, See you, etc. and your name underneath.

READING TIME



peace programme

plan

- Look at the pictures. What is the text about? Discuss with the class.
 - Listen and answer. What are Sister Cities? Discuss with a partner.
 - Read the text. 🔠 🍪 📢)



Brussels, Belgium

Madrid, Spain



Are you looking for a place to visit this year? Why not travel to your sister city?

Sister Cities or Twin Towns are two or more cities that have got a special friendship. The Sister Cities or Twin Towns Programme started in 1956 because people wanted to bring peace and friendship to the world. They also wanted to understand other people and cultures in a better way.

This special programme shows how people in different countries can help each other and work together. For example, two cities, which are often in different countries, can plan festivals and events together. Moreover, people from one city can visit the other city and learn about its history and the everyday life of its people.





Beijing, China
Ankara, Turkey

A city can be a sister with one, two or more cities round the world. For example, Brussels in Belgium is a sister city with Madrid in Spain. Doha, Qatar is a sister city with Beijing, China. It is also a sister city with Ankara, Turkey. Astana in Kazakhstan and Manila in the Philippines are also sister cities.

So, what is your city's sister city?

- Read again and answer the questions.
 - 1. When did the Sister Cities Programme start?
 - **2.** Why did the Sister Cities Programme start?
 - **3.** What does the Sister Cities Programme want to show people?
 - **4.** What can two sister cities do together?
 - 5. Can a city become a sister city with more than one city?
 - **6.** Which city is Doha in Qatar a sister city with?

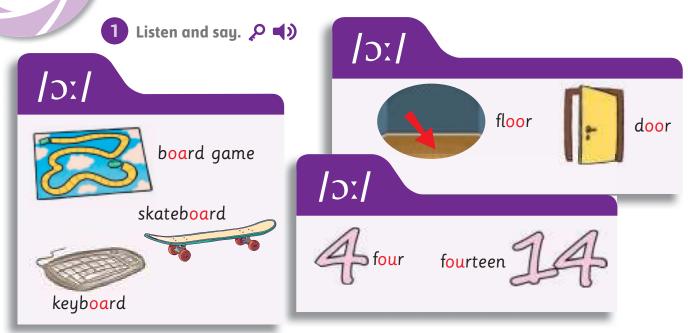
Let's chat



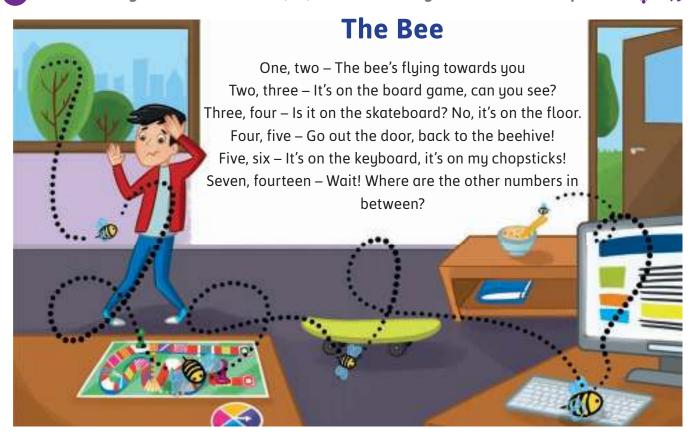


Do you like the idea of Sister Cities? Why? / Why not? Has your city got a sister city? Which one? What do they do together?

PHONICS



Listen and say. Then underline the /ɔː/ sounds. Check your answers with a partner. 💠 📢



Look, say and write oa, oo or ou.



keyb ____ rd







b ____ rd game

10

Listening

1 Listen and number (1-4). Check your answers with a partner. 💠 🕩









Speaking

2 Talk in pairs. Look at the places and the prompts below, and make sentences. 🥏



ride / big wheel
eat ice cream
ride / roller coaster

play football

A play basketball

go swimming / swimming pool



go surfing play / sand go fishing

Maybe they will play football because there's a football pitch at the sports centre.



Maybe...



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

CLIL 5 Modules 9-10 Social Studies in Science















chemicals melt machine



• What are some of the things we must recycle? Read and check your answers. 🥏 🎥



How much do you know about recycling?



Did you know that there are many things we mustn't throw away? We have to recycle these things.

Machines and electronic devices: We can recycle computers, tablets, mobile phones, washing machines and even cars. Recycling factories break them into small pieces and then other factories make new things. It's very important to recycle these things because factories can use all the metal and plastic these things have got.

Batteries, medicine and oil: Do you throw these items in the rubbish bin? Big mistake! These items have got dangerous chemicals. When we throw these items in our rubbish bins, these chemicals pollute the soil, the rivers and the oceans. This is very bad for our health! Throw them away in special recycling bins or take them to recycling factories.



Crayons: Do you like colouring but can't stand broken or very small crayons? Send them to crayon factories. There, they will melt them and make new ones. Then they will give them back to schools, hospitals or other organisations for children.







Shoes: Don't throw your old sports shoes away! Special factories can recycle them to make sports fields for children all around the world. Some sports companies use them to make new shoes or T-shirts and shorts!

3	Read again and write T for True or F for False.	
	1. Recycling factories cannot recycle big machines.	
	2. We should throw batteries in our rubbish bins at home.	
	3. There are special recycling bins for batteries, medicine and oil.	
	4. Recycle your broken crayons and you can help organisations for children.	
	5. Your old shoes can become new shoes or clothes.	

4 Read and complete.

chemicals pollute recycling bins factory washing machine soil

- **1.** Your clothes are really dirty. Put them in the ______.
- **2.** Children mustn't play with batteries, because there are dangerous ______ in them.
- 3. Last Saturday, my parents and I took our old fridge to a recycling _______.
- **4.** All plants need ______, some water and sun to grow.
- **5.** We should choose to use the bus or the underground because cars _____ the environment.
- **6.** There are many _____ at my school. We can recycle glass, metal, plastic and paper there.
- What must you use to make a compost pile? Listen and tick (✔) the correct pictures. Check your answers with a partner. ﴿﴾ ◀》





PROJECT WORK 📹 🧩

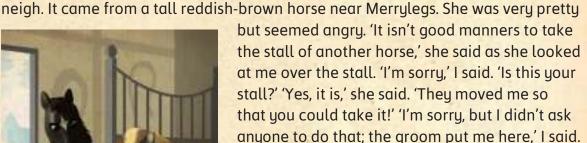
Use the Internet to find interesting facts about recycling. Select the information you think is interesting, and use it to make a poster. Present your poster to the class in the next lesson.



Black Beauty

Mr Gordon and his family lived at Birtwick Park. His **groom** led me past a big gate and we went down a long road with tall trees on both sides. The house had beautiful gardens round it with pretty flowers. We went past the apple trees until we arrived at the stables. The groom led me to the first **stall**. In the stall next to mine there was a fat, grey pony with a thick mane and tail and a pretty head. 'I'm Darkie. How do you do?' I said. 'What's your name?'

'My name is Merrylegs,' he said. The children ride me, and Miss Jessie and Miss Flora love me very much. I'm their favourite! Are you going to live next door to me?' 'Yes, I think so,' I said. 'I hope you have got good manners,' he said. 'I don't like horses that bite!' Just then, I heard a



In the afternoon, when she went out,
Merrylegs told me about her. 'The thing is that
Ginger has got a bad habit. She bites people,' he
said. 'She bit James, the stable boy, on the arm,
and now the children are scared to come to the
stables. They used to bring me nice apples and
carrots to eat.





I miss them!' 'Why does she bite people?' I asked. 'Ginger's old master was **unkind** to her, and that's why she bites,' said Merrylegs. 'But everyone here is very **kind**. There is no reason to bite! Mr Gordon doesn't use **whips**; John Manly is an excellent groom and James the stable boy is very kind too! Ginger has got no reason to bite.'

The next day, I met the groom, John Manly, again. He brushed my coat and made me look very handsome. He put a saddle and bridle on my back and took me for a ride. He was a very good and careful rider, and I enjoyed galloping with him. As we were returning to the stables, we met the squire and Mrs Gordon, who were walking together.

John pulled the reins and we stopped. 'Well, John, how is he?' asked the squire.

'He is a good horse, Squire! He is fast, obedient and gentle, too,' said John. 'He isn't scared of sudden noises, and he is careful and quiet. From what it seems, they taught him well and treated him with kindness.'

'Very well,' said Squire Gordon. 'I'll ride him tomorrow.'

The next day, Squire Gordon rode me just as he promised. I remembered my mother's important advice and tried hard to please my new master. He was a good and thoughtful rider.

When we got home, Mrs Gordon was waiting for us. 'What is he like, dear? Did you enjoy your ride?' she asked.

'He's exactly as John says,' said Squire Gordon. 'I couldn't hope for a better horse.'

'What shall we call him?' he asked.

Mrs Gordon looked at me. 'Well, he is really very handsome,' she said. 'Let's call him Beauty. And look at his shiny black colour. Why don't we call him Black Beauty?'

'Yes, that's a very good name,' he said.





A few days later, I had to pull the large carriage with Ginger. I was worried about how we would work together, but I was surprised to find that she was a hard worker. We worked well together, and it was easy for us to pull the carriage. We soon became great friends.

She told me all about her difficult past and the years she spent at the hands of unkind people. It was no wonder that she was angry all the time.

But with the passing of time Ginger stopped biting. She was becoming kinder. The master said that it was 'Birtwick kindness'. There was no reason for her to bite or show bad manners, because they treated her with kindness. I guess old Merrylegs is right when he says, 'Good places make good horses.'

. Merrylegs is a tall reddish-brown horse. 2. Darkie is going to live next to Merrylegs.	
3. Ginger's bad habit is biting apples.	
4. Mr Gordan is a good rider.5. Darkie and Ginger didn't work well together.	
6. Darkie and Ginger became friends.	
meanings below. 1. groom	
2. stall	
2. stall 3. kind/unkind	





Do you think Merrylegs and Darkie will become good friends? Why / Why not?

Is it easy for you to make new friends? Why / Why not?

Merrylegs says that Ginger has got a bad habit – biting. What bad habits can you think of that some people have got? Which bad habits annoy you the most? Why?

1 Complete the sentences. Use			
1. I remembered to lock the door, I left my keys in the car!			
2. What would you like? Orange juice lemonade?			
.It is really hot! Wear a hat			
4. Peter is good at sports, his brother Max is good at board games.			
2 Answer the questions.			
1. What's the name of the documentary (you suggest?		
2. What is it about?			
3. What can you learn from it?			
4. What's the name of the book you sugg	gest?		
5. What is it about?			
6. What can you learn from it?			
Write a suggestion for a documentary an Use the information in activity 2. Draw p			
	Name of the book:		
<u> </u>	<u> </u>		
	_		
	-		
	-		

PROJECT 7

1	Look at activity 1 on p. 99 and complete with the information in Jane's postcard.	2 Imagine that you are on holiday. Answer the questions.
	1. Where is Jane?	1. Who are you with?
	2. When did she arrive?	2. Where are you?3. When did you arrive?
	3. Where did she go on the second day?	4. What did you do when you arrived?
	4. What is she going to do today?	5. What are you going to do on Day 2?
	5. What is she going to do tomorrow?	6. What are you going to do on Day 3?
		7. What are you going to do on Day 4?

3 Write a postcard to a friend about your trip. Use the information in activity 2. 🧩



1 Read the invitation and complete. 🍜

right westvilleschool@mail.com Westville School Hall left (x2) 15 May 10 a.m. to 5 p.m. 01786 890 564 straight on Science Fair

FOR A DAY OF Science!	SHOPPING CENTRE PARK PARK PARK STREET
) Westville School	
2) When:	WESTVILLE SCHOOL STADIUM
3) Time:	
1) Where:	Come and see our students' projects!
5) Tel:	Watch live experiments! Learn and have fun with science!
5) Email:	Learn and nave fun with science!
7) Directions from the undergroun	nd station: Go up Fox Street and turn
ato Park Stroot Co	Park Street and turn
110 Fulk Stieet. G0	T dik Street did talli
	is on your
nto West Street. Westville School i	
nto West Street. Westville School i	is on your
You want to write an invitation t 1. What is the event?	to an event. Answer the questions to help you.
You want to write an invitation t 1. What is the event? 2. When is it taking place?	to an event. Answer the questions to help you.

Now write your invitation to an event in your notebook, draw a map and include directions. Use the information in activity 2.

6. What are people going to do there?

7. How can you get there?___

1 Read the poster. Then complete the sentences with the missing verbs.

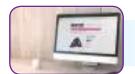
bring pick up throw read ride save use recycle

How to be	environmentally	friendly at	the office
	(1) when you aren't using it.	energy! Recharge you	
	Don't use paper or plastic cu a cup from home for coffee		
	print everything. (3) uter screen.	it on	your
(4)	paper	r and old computers.	
How to be	environmentally	friendly rou	ind town
THE RESERVE AND ADDRESS OF THE PERSON NAMED IN COLUMN 2 IN COLUMN	Don't (5) Jse rubbish bins and recycling	rubbish on the g j bins.	ground.
The second second	Jse public transport or (6)	your	bike.
(7)	cloth sho	pping bags. They're e	co-friendly!
	(8)tell others to take care of	rubbish from the state the environment.	streets, and

2 Look at the pictures and make a list of things you can do to be environmentally friendly in your bedroom.

1.





2.



3.





Read and complete with the words in the boxes. will Sorry won't See you Sorry ___ Patrick, Jen, I took your basketball without asking and I broke your favourite toy. I lost it in the park. I (2) _ I promise I (2)_ do it again. I promise I (3) _ buy you a new one. ask next time. (3) Frank Harriet Let's I'm sorry See you Dear Fran, (1) ___ I didn't come round yesterday. I had a lot of homework. (2) _____ meet at my house tomorrow. I will make popcorn and we can watch a DVD. (3) Gina 2 Read the apology notes again and answer the questions. **1.** What did Harriet do to Jen's toy? 2. Why did Frank write a note to Patrick? 3. What does Gina want Fran to do tomorrow? Imagine you are going to write an apology note to a friend. Answer the questions. 🥏 1. What is your friend's name? _____ 2. What did you do wrong? _____ 3. What do you promise to do? _____ **4.** How will you finish your note? ___ Write your apology note.

1	Look	and	сору.	A j y B
				()

1.	Elephants live in Ofrica, but they also live in
	asia.
2.	Do you like dolphins or sharks?
3.	Was he an artist or an inventor?
4.	He's the man who invented the electric light bulb.

CURSIVE WRITING

1 Look and copy.	1	Look	and	сору.	A i
------------------	---	------	-----	-------	-----

1.	Yesterday, we visited Big Ben.
2.	Often bunch I'm going to ride the London Eye.
3.	It's a museum with wax models!
4.	Wish you were here!

1	Look	and	сору.	A i
---	------	-----	-------	-----

1.	I'm looking for fun activities to do after school
	But the first th
2.	I'm going to visit Spain with my family next
	year, too!
3.	Now, I love hiking in the forest near my town.
4.	We also love doing arts and crafts.



1.	Turn off the computer when you aren't using it.
2.	Turn off the lights when you leave a room.
3.	Put recycling bins in the school playground to collect glass, metal, plastic and paper.
4.	Don't tell your parents to drive you to school

I bro	ke your a	ameria an	rd I'm se	rvvy.	
el pro	mise L'U	go next	week.		
	Lamya,	I forgo	t about ou	ur picnic.	



Now I can...

Module 6

Now I can... 😩 🕽

- use relative pronouns to describe people, places and objects
- talk about jobs
- talk about inventors
- talk about inventions
- write a suggestion for a documentary or a book





Now count your stars!

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

Module 7

Now I can.... 😩 🕽



- talk about future plans
- talk about things to do at an amusement park
- talk about festivals, special days and sports
- accept or refuse an invitation
- write a trip itinerary and a postcard



Now count your stars!

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

Module 8

Now I can... 😩 🗎



- describe a route
- ask for and give directions
- say what people like / love / enjoy / prefer / hate doing
- make suggestions
- read and draw a map, and write an invitation









Now count your stars!

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

Module 9

Now I can... 😩 🕽



- talk about protecting the environment
- use too and enough
- express an opinion and purpose
- ask for permission
- make a poster

Now count your stars!

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

Module 10

Now I can... 😩 🕽



- make promises and requests
- to make requests, offer and agree or refuse to help
- talk about ailments
- make predictions about the future
- write an apology note

Now count your stars!

- 1-5 stars: You're a little star!
- <u>s</u> 6-10 stars: You're a star!
- ★ 11-15 stars: You're a big star!



Frammar Reference

Module 6

Defining Relative Clauses

We use **Defining relative clauses** to give necessary information about the subject of a sentence, without repeating ourselves.

- We use the relative pronouns which/that to refer to an animal, thing or place.
 - e.g. Milk is something which/that we use to make ice cream. A cheetah is an animal which/that can run really fast.
- We use the relative pronouns **who/that** to refer to a person.
 - e.g. Clark Roberts is the athlete who/that won the gold medal in the 100 m race. An astronaut is someone who/that travels to space.
- We use the relative pronoun where to refer to a place.
 - e.g. A school is a place where teachers work. That's the restaurant where we ate last night.

Module 7

Future be going to

We use the **Future** be going to to talk about future plans. e.g. I'm going to travel to Australia this summer.

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

Time Ex	pressions		
today, tomorrow, tonight this week / month / year	next week / month / Tuesday / May / winter / year in summer, on Saturday, at six o'clock		

Invitations

We use the question Would you like to...? when we want to invite somebody to do something with us. e.g. Would you like to come to the book fair with me?

Accepting and refusing an invitation

We use different expressions to politely accept or refuse an invitation.

<u>U</u>	2
Sure!	No, thanks.
Great idea!	I'm sorry. I can't.
Yes, I'd love to.	I'm afraid I'm busy.
Sure, why not?	I'm sorry. I've got other plans.

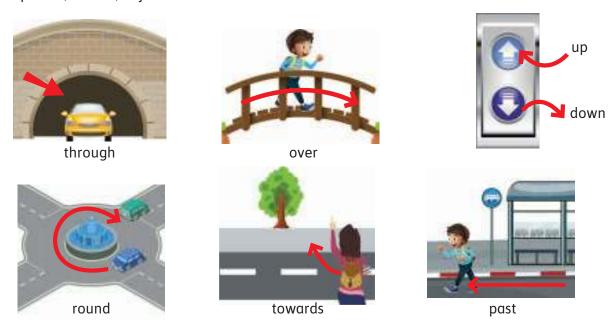
- e.g. Would you like to come to the food fair with me?
 - Yes, I'd love to./ I'm sorry. I can't.



Module 8

Prepositions of Movement

We use prepositions of movement to describe how a person, animal or object moves in relation to another person, animal, object or structure.



Asking for and giving directions

- We use the question **How do I/we get to...?** in order to ask someone for directions to a specific place. e.g. **How do I get** to the museum, please?
- We use prepositions of movement and the Imperative to give directions.
 e.g. Go down Baker Street and turn right at the hotel. That's Mill Street. Go straight on and turn left at the aguarium. The museum is on your right, next to the hospital.

I love / (not) like / enjoy / prefer/ hate + -ing

When we talk about activities using the verbs **love**, **(not) like**, **enjoy**, **prefer** or **hate**, they are followed by the **-ing** form.

e.g. I love watering the plants in my grandma's garden.

Karen likes swimming in the sea.

Ned doesn't like playing sports.

We enjoy hiking in the forest with our family in summer.

I prefer swimming.

Gavin hates reading comic books.

I think...

We use **I think...** to express our personal opinion.

e.g. I love playing tennis.

I think it's cool/fun/exciting.

I hate playing basketball.

I think it's boring/hard.

Making suggestions

We use **Let's**, **Why don't we...?** and **How about...?** to make suggestions.

Let's + infinitive without to \rightarrow **Let's go** to the aguarium.

Why don't we + infinitive without to +? \rightarrow Why don't we go to the aquarium?

How about + -ing form +? \rightarrow **How about going** to the aquarium?

GRAMMAR REFERENCE

Module 9

too / enough

too + adjective → I don't want to visit the South Pole. It's too cold.
 enough + noun → There is enough snow, so we can go snowboarding.
 adjective + enough → The weather is warm enough. Let's go for a picnic.
 too + adjective + to + verb → The little birds are too young to find food.
 adjective + enough + to + verb → The giraffe is tall enough to reach the top of the trees.









Module 10

Future will

Affirmative	Negative
I/You/He/She/It/We/You/They will eat.	I/You/He/She/It/We/You/They won't eat.
Questions	Short answers
Will I/you/he/she/it/we/you/they eat?	Yes, you/I/he/she/it/you/we/they will. / No, you/I/he/she/it/you/we/they won't.

won't = will not

Time Expressions						
tomorrow	next Friday / week / month / June / spring / year	in the future / a few minutes / a few hours				

We use will:

• to make promises

I'<mark>ll tidy</mark> my room, Mum!



 to make requests and to offer or refuse help Will you please help me carry these bags?





Of course, I will. / I'm sorry, I can't.

• to make predictions

I think they'll buy sandwiches.









• for on-the-spot decisions



What's the matter?

(I've got a toothache.

I<mark>'ll call</mark> the dentist.



GRAMMAR REFERENCE

Maybe

We use **maybe** to say that it is possible something will happen.



Inquiring about someone's health

We use **What's the matter?** to ask somebody about their health when we can see that something is wrong, or to ask somebody if there is a problem.





Irregular Verbs

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



Word list

Abbreviations

(v.) = verb (n.) = noun

(adj.) = adjective

(adv.) = adverb (**prep.**) = preposition (phr. v.) = phrasal verb

(phr.) = phrase

hot-air balloon (n.)

international (adj.)

Module 6

Ouiz

melon (n.)

dark (adj.)

light (adj.)

planet (n.)

Earth (n.)

nature (n.)

life (n.)

Top Stars

space (n.)

moon (n.)

astronaut (n.)

painter (n.)

engineer (n.)

mechanic (n.)

fix (v.)

Our world

glue (n.)

fry (v.)

slice (n.)

inventor (n.)

popular (adj.)

Let's talk

dentist (n.)

journalist (n.)

information (n.)

result (n.)

Reading Time

fence (n.)

greenhouse (n.)

scream (v.)

strange (adj.)

CLIL 3 (Modules 5-6)

amount (n.)

Module 7

Song

big wheel (n.)

roller coaster (n.)

karting (n.)

bouncy castle (n.)

ride (n.)

Top Stars

fair (n.)

fundraiser (n.)

money (n.)

festival (n.)

event (n.)

sell (v.)

Our world

receive (v.)

present (n.)

decorate (v.)

friendship (n.)

celebrate (v.)

Let's talk

stadium (n.)

go cycling (phr.)

go waterskiing (phr.)

play badminton (phr.)

Reading Time

shake hands (phr.)

wrap (v.)

polite (adj.)



TOP TIME! 4

chef (n.)

fireworks (n.)

traditional (adj.)

craft activities (n.)

local (adj.) secret (n.)

Module 8

Sonq

through (prep.)

over (prep.)

up (prep.)

down (prep.)

round (prep.)

towards (prep.)

past (prep.)

Top Stars

corner (n.)

end (n.)

GPS (n.)

roundabout (n.)

exit (n.)

directions (n.)

excited (adj.)

Our world

arts and crafts (phr.)

learn a language (phr.)

blog (n.)

creative (adj.)

Let's talk

art gallery (n.)

rock climbing (phr.)

sand dune (n.)

sand boarding (phr.)

price (n.)

budget (n.)

Reading Time

iceberg (n.) sailor (n.) captain (n.) radar (n.)

oil (n.)

CLIL 4 (Modules 7-8)

dry season (phr.) wet season (phr.) north (adv.) south (adv.)



Module 9

Song

recycle (v.) environment (n.) tap (n.) paper (n.) plastic (n.) save (v.) try (v.)

Top Stars

volunteer (n.) pick up rubbish (phr.)

Our world

pollute (v.) clock (n.) battery (n.) keyboard (n.) wooden (adj.) office (n.) company (n.) seed (n.)

Reading Time

energy (n.) cooking oil (n.) warm (adj.) cool (adj.) take part (phr. v.)

TOP TIME! 5

architecture (n.) design (v.) architect (n.) palace (n.) collection (n.) visitor (n.) entrance (n.) sculpture (n.)



Module 10

Song

share (v.) have fun (phr.) promise (v.) make fun of (phr.) cheat (v.) lie (v.) true (adj.) forgive (v.)

Top Stars

jigsaw puzzle (n.) outside (adv.) come round (phr. v.)

Our world

app (n.) spill - spilt (v.) empty (adj.) striped (adj.) spotted (adj.)

Let's talk

stomach ache (n.) toothache (n.) headache (n.) earache (n.) sore throat (n.) cough (n.)

Reading Time

plan (v.) peace (n.) programme (n.)

CLIL 5 (Modules 9-10)

soil (n.) recycling bin (n.) factory (n.) machine (n.) washing machine (n.) melt (v.) chemicals (n.)





Top Stars 5b Student's Book

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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
- Original stories and factual texts 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





