

GRADE SEMESTER 2



# tudent's Boo

School	
Name	
Class	

H. Q. Mitchell – Marileni Malkogi<mark>anni</mark>

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 6b – second semester

	Grammar	Vocabulary	Phonics	competencies
Module 6  What's it  like?  p. 78	the -ing form too/enough Comparative and Superlative form Comparison (not) as + adj + as	Sports Amazing facts Technological features Units of measurement	silent e ride a bike be careful bicycle lane line	
p. 90 CLIL 3 (Modul	es 5-6)			
Module 7  Did you  know?  p. 92	Prepositions of time Relative clauses (who/that) Relative clauses (which/that) Relative clauses (where)	Natural phenomena People and Places Occupations	oa /ou/ soap coach ow /ou/ blow elbow grow	
Top Time! 4 p. 104		1		
Module 8  Go Green! p. 106	Future will may/might Conditional sentences Type 1 Zero Conditionals	Environmental issues Endangered species Scientific facts	silent consonants hour sign spaghetti island knife half	
p. 118 CLIL 4 (Modu	les 7-8)			

	Grammar	Vocabulary	Phonics	QNCF competencies			
Module 9 Life experiences p. 120	Present Perfect Simple Have you ever? Yes, I have./No, I haven't. I haven't yet. I've never before. How long have you? I've for / since I haven't so far.	Space Geographical features Places and activities	u /A/ sunny umbrella lunch  u /ju:/ computer uniform museum  u /3:/ turtle surf turn				
Top Time! 5 p. 132							
Module 10  The world around as p. 134	Present Simple vs Past Simple Past Simple vs Present Perfect Simple Revision of tenses What is your opinion of? / What do you think about? I think/believe it is (interesting / boring / exciting / funny / etc.) In my opinion it is/was (interesting / boring / exciting / funny / etc.) I (really) / (don't) like	Materials Food and food processing Clothes Books	ei /ei / eight weight  ai /ei / snail rain straight				
p. 146 CLIL 5 (Module	es 9-10)						
p. 148 Story - Gulliver	in Lilliput						
p. 152 Project pages	p. 152 Project pages						
p. 157 Cursive Writing							
•	p. 162 Now I can section						
p. 164 Grammar Refe							
p. 170 Irregular Verbs							
p. 171 Word list							

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

# Contents

6 What's it like?	
<b>CLIL 3</b>	
<b>7 Did you know?</b> 92	
<b>TOP TIME! 4</b> 104	
<b>8 Go Green!</b> 106	
<b>CLIL 4</b>	
9 Life experiences	
<b>TOP TIME! 5</b>	
134 The world around us	
<b>CLIL 5</b>	
Story - Gulliver in Lilliput 148	
Project pages	
Cursive Writing 157	
Now I can section	
Grammar Reference 164	
Irregular Verbs	
Word list	













# What's it like?

# In this module you can:

# Song

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)

# **Reading time**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the main ideas in longer simple texts (L1.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)

#### **Phonics**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)

## **Top Stars**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar, highfrequency words accurately in guided writing (W2.2)
- communicate or find out, with support, more detailed personal information (S1.1)

## **Project**

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R1.1)
- use, with support, commas in lists appropriately in guided writing in discourse level (W2.3)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar highfrequency words accurately in quided writing (W2.2)

# **Cursive Writing**

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

# Round-up

- follow and identify, with support, the detail in longer simple texts (1.2.1)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- follow and respond, with some support, to longer simple questions (L2.4)
- communicate or find out, with support, more detailed personal information (S1.1)

#### **Our world**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the main ideas in longer simple texts (L1.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)

#### Let's talk

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

#### CLIL<sub>3</sub>

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar highfrequency words accurately in quided writing (W2.2)
- follow and identify, with support, the main ideas in longer simple texts (L1.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (W1.3)

# SONG











scuba divina





biking



snowboarding

warm

waterskiing

Playing tennis is my favourite free-time activity. My cousins go canoeing every summer. Start doing your homework!

My brother hates/can't stand snowboarding. Jake likes/enjoys/loves mountain biking. Tom is good/bad at waterskiing.

Listen and match the verses with the pictures. Check your answers with a partner. Then say. 🍪 📢





# Try something new!

In the spring, I go trekking. It's the best time to go. I like looking at nature And seeing plants start to grow.

Try something new! Try something fun! Come along, everyone!

In the summer, I go scuba diving When the sea is not very cold. I love swimming with the fish; They're silver, green and gold.

Try something new! Try something fun! Come along, everyone!

In the autumn, I go mountain biking On a trail through the trees, And everything is orange and red From the falling leaves.

Try something new! Try something fun! Come along, everyone!

In the winter, I go snowboarding. I'm good at jumping high. Wearing winter clothes Helps you stay warm and dry.

Try something new! Try something fun! Come along, everyone!





Use the prompts to talk in pairs about summer and winter.

summer winter

hate can't stand like enjoy love

waterskiing swim in the sea be cold be hot go skiing wear warm clothes be ill

Do you like summer?

Not really. I hate being hot. But I like swimming in the sea.





teach





spotted







stripe striped se

Do you like riding bikes? Why or why not? Discuss with the class.

Listen and answer. Why doesn't Khaled want to try his new bike? Then read. 🍪 🕩



Mr Omar: OK, Khaled. There are many bikes in here. You can choose any one you like. What about

that spotted bike?

**Khaled:** Oh, Dad! I don't like spots.

You know that!



**Mrs Layla:** Can you see that striped bike over there? It looks nice.

Khaled: Let me see...

**Shop assistant:** This is a great bike and it isn't

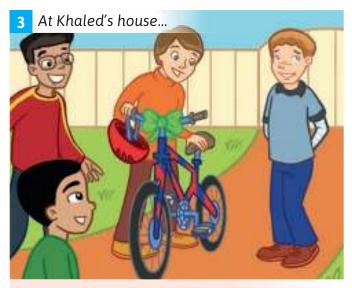
very expensive. Let me show it to you. What do you say,

Khaled?

Khaled: I like it.

Mr Omar: Let's get it then. Now you can

learn how to ride a bike.



**Sami:** Wow! Is that your new bike, Khaled?

Saleh: It looks amazing!

Majed: Come on, Khaled. Try it! Is the seat

high enough for you?

Khaled: Yes, it's great! It's just that...



Saleh: What Khaled?

**Khaled:** Well, you see, I don't know how to

ride a bike.

Sami: Don't worry! We can teach you!

Khaled: I think I'm too old to learn.

Saleh: You can always learn new things,

Khaled! Come on!

**Khaled:** Thanks! You are all great friends!

# TOOKI

I can't buy this T-shirt. It's too expensive. This T-shirt is too expensive to buy. I can't buy this T-shirt. It isn't cheap enough. This T-shirt isn't cheap enough to buy.

3 Read again and write the names.

Who ...

- 1. doesn't like spots?
- **2.** sees the bike with the stripes first?
- **3.** says the bike is not very expensive?
- **4.** thinks Khaled's bike is amazing?
- **5.** thinks he's too old to learn new things?

4 Listen to two boys talking on the phone and tick (✓) A or B. Check your answers with a partner. ❖ ◀)

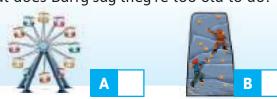
1. Where does Liam invite Barry?



2. What does Barry say they are old enough to do?



3. What does Barry say they're too old to do?



Talk in pairs. Use the ideas in the box to make suggestions and find excuses. Use too and enough in your excuses.



- go sailing
- go to the amusement park
- go mountain climbing
- play volleyball
- buy a new laptop
- make a pie

cold
old
young
hard
easy
expensive
cheap
noisy
dangerous
scary
windy
boring

We can't. It isn't going to be windy enough.



# 6

# **OUR WORLD**





speed



falcon

create decide record (n.) come out

- 2 Do you know about any world records? Discuss with the class.
  - Listen and answer. Which is the most poisonous ant in the world? Check your answer with a partner.
  - Read the text. 🔠 🔅 📢

# Amazing Records

In 1951, Sir Hugh Beaver decided to create a book with many records and amazing facts. In 1955, the Guinness Book of World Records came out.

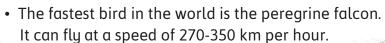
Records change all the time, so a new edition comes out every year.

Here is some information you can find in the book:

Reople

In 2006 the tallest man in the world was Bao Xishun from Mongolia (2.36 metres). In 2009 Sultan Kösen, from Turkey, became the tallest man in the world (2.46 metres).





• Two of the most dangerous insects are the bull ant and the bullet ant. But the bullet ant is more dangerous than the bull ant. In fact, it's the most poisonous ant in the world.





The Petronas Towers in Kuala Lumpur are the world's tallest matching pair of buildings. The towers have got 88 floors and are 451.9 metres tall. A skybridge connects the two towers at the 41st and 42nd floors.



1	3	Read	addin	and	write	т	for	True	or	F	for	Falsa	Aji
١		Iteuu	uguiii	ullu	AAIIIC		101	Huc	OI.		101	I utse	В اب •

- 1. The first Guinness Book of World Records came out in 1951. **2.** Records aren't the same every year.
- 3. Bao Xishun was the tallest man in the world in 2009.
- 4. Sultan Kösen is shorter than Bao Xishun.
- **5.** The bull ant is more dangerous than the bullet ant.
- 6. The Petronas Towers are the same height.

The cheetah is faster than the lion.

Snakes are more dangerous than lizards.

The giraffe is the tallest animal in the world.

Football is the most popular sport in the world.



Before you listen, read the questions and options carefully.

- Listen to two boys taking part in a quiz show and circle A or B. Check your answers with a partner. 🍪 📢
  - **1.** Which building is older?
  - 2. What is the smelliest flower?
  - **3.** Which is the most dangerous snake?
  - **4.** Who wins the quiz show?

- **Empire State Building**
- Titan Arum
- Black Mamba snake
- Jack

- Tokyo Skytree
- Rafflesia
- Inland Taipan snake
- Derek
- Look at the information about the houses below, and then talk about them with your partner using the adjectives in the box. 🄝 🧮
  - bia
- small
- expensivecheap
- modern old
- large

# **Rose Cottage**



**Location:** Stratford, UK Date built: 2002

Floors: 2

Rooms: 3 bedrooms with balconies, living room, kitchen, large garden (500 m²)

Price: £655.000

Felix Court is more expensive than Rose Cottage.

> Acorn Estate is the most expensive house.



**Acorn Estate** 

Location: Kensington, UK Date built: 2017 Floors: 4

Rooms: 6 bedrooms,

3 bathrooms, 2 living rooms, dining room, kitchen, library, 2 pools, gym, garden (300 m²)

Price: £900,000

# **Felix Court**



**Location:** Bath, UK Date built: 1990

Floors: 2

Rooms: 4 bedrooms. 2 bathrooms, living room. dining room, kitchen, garden

 $(100 \text{ m}^2)$ Price: £700,500



# 6

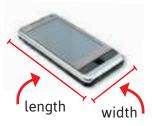
1 2

# LET'S TALK









centimetre (cm) gram (g)



# rooki

My smartphone is as modern as my brother's. Mina's laptop isn't as heavy as Linda's.

2 Listen to two people talking about the smartphones in the advertisement below. Which smartphone does the man decide to buy? Write the correct answer in the box. Check your answers with a partner. 🌣 🖜





Weight: 128 gLength: 13 cmWidth: 6 cm

TOUCH AND GO 5



- Weight: 160 g
- Length: 15 cm
- Width: 8 cm

# SMART TALK 4



- Weight: 135 g
- Length: 15 cm
- Width: 8 cm

Work in pairs. Use the information in the advertisement in activity 2 and the adjectives below. Discuss the smartphones and decide which one each of you would like to buy.



cheap

light

- big
- expensive
- small

SMART TALK 4 isn't as heavy as TOUCH AND GO 5.

Yes, but TOUCH AND GO 5 is cheaper than SMART TALK 4.





1 Below is a description Ron wrote about his country. Which is the tallest mountain in Australia? Read and answer.

Draw the map and flag of your country.

## My country profile:

# **Australia**

Paragraph 1: Write some
general
information
about your
country (e.g.
where it is, size,
climate, etc.).

Australia is one of the largest countries on earth. It is also a continent. The weather in Australia is usually warm in the north but cooler in the south. The capital of Australia is Canberra, and the people speak English.

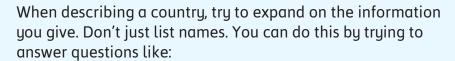
Australia is a beautiful country with mountains, beaches, forests and deserts. The Great Barrier Reef is the biggest coral reef in the world. The highest mountain is Mount Kosciuszko. It is 2,228 m high. Ayers Rock or *Uluru* is the largest standing rock in the world! More than half of the country is desert. The Great Victoria Desert is the biggest desert in Australia.

Paragraph 2: Write about the geographical features.

There are many animals that live only in Australia. There are kangaroos, koalas, wombats, dingoes and many kinds of lizards and insects. Many of the most poisonous animal species in the world live in Australia too.

Paragraph 3: Write about the wildlife.

# Writing tip



#### geographical features:

- What are the most important geographical features?
- What's the highest mountain / largest lake / longest river?
   Where are they?
- How high/large/long are they?

#### the wildlife:

- Are there many plants and animals?
- What are some of the most important plants and animals?
- What do you know about them?



# Remember!

 Use commas (,) to separate items in a list, and use the conjunction and before the final item.



# READING TIME

- 2 Look at the pictures. What do you think the story is about?
  - Listen and answer. What are the most important rules in scuba diving?
  - Read the story. 🔠 💠 📢





equipment



instructor



wetsuit



mask

bright breathe

# SAFETY FIRST!

When Fred and Liam were at the beach, Liam pointed to a scuba diving centre. 'Look! Let's try scuba diving! Come on!' he shouted. 'Wait a minute, Liam! You can't just dive into the water! We need equipment and lessons,' said Fred. 'OK! Let's start now!' said Liam. 'Let's get the information we need and then decide, OK?' said Fred. 'Oh, OK!' Liam agreed.



The next day, the boys went to the scuba diving centre. 'I can't wait to begin!' said Liam. 'Oh, Liam! I don't know. Is it safe?' Fred asked. 'Well, all sports are safe, but you must use the right equipment and follow the safety rules!' said Mr Dyves, the scuba diving instructor. 'You can learn everything here. We have got lessons for everyone.'



3

A few weeks later, Mr Dyves told the boys that they were ready to go scuba diving. 'You can choose equipment from here,' he told them. Fred chose a black and grey wetsuit. Liam wanted a striped mask, but it was too big. He chose a bright blue one. 'This is bright enough for all the fish to see me!' he said happily. Fred and Mr Dyves laughed.





At the beach...

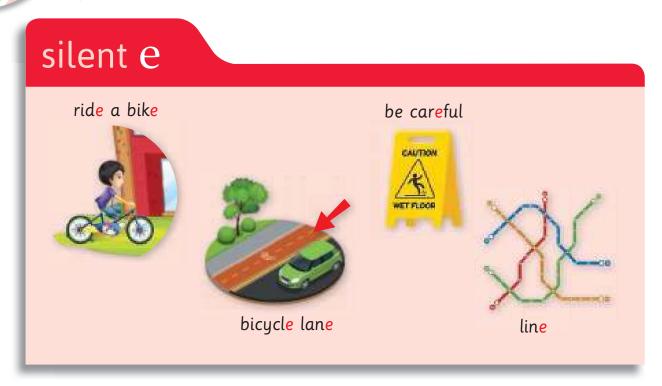
'OK, boys. You know all the safety rules,' said Mr Dyves. 'But what are the top two rules?' 'Stay together and breathe normally!' said the boys happily! 'Well done! Let's jump in! And remember: I am going to be by your side the whole time!' said Mr Dyves. When they dived into the sea, they saw shells and different fish, and they learnt a lot about underwater life in the sea. It was a great day!

3	Read again and put the sentences in the correct order. Write 1-6.	A i
	<b>1.</b> The boys explored the sea with their instructor.	
	2. Liam was excited about trying a new sport.	
	3. The boys got the equipment they needed.	
	<b>4.</b> The boys told Mr Dyves the top two rules of scuba diving.	
	<b>5.</b> Fred and Liam visited the scuba diving centre.	
	<b>6.</b> The boys had lessons with Mr Dyves.	



🍜 🍄 Do you like doing water sports? Would you like to try scuba diving or waterskiing? Why? Why not? Why is it important to have the necessary equipment for certain sports? Why is it important to follow the safety rules?





2 Listen and say. Then circle the words with a silent e. 💠 🕩



# Be careful!

Be careful, Dane! Ride your bike In the bicycle lane!

Be careful, Jack! Park your bike In the bicycle rack!

Be careful, Jason! Remember! Change lines At this underground station!











# ROUND-UP

#### Listening

Listen to three short dialogues and tick (🗸) the correct picture. Check your answers with a partner. 🗞 🎓 🜓

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

Which activity are the boys going to do?

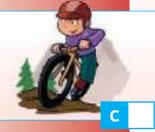




Which activity
does Jeff
prefer?







Yes, but his

new house

is taller.

What do the children buy for their mum?



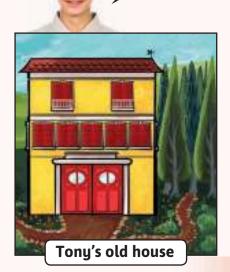
Tony's new house

is as big as his old

house.

# **Speaking**

- Tony moved to a new house. Look at the pictures of his old house and the new one below, and make comparisons. Use the comparative form, the superlative form and (not) as ... as. Use the adjectives in the box as well as others.
  - big
- large
- far
- short
- high
- small
- long





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





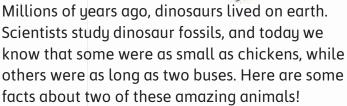




carnivore herbivore sharp extinct climate

What do you know about dinosaurs? Discuss with the class. • Read and answer. When did dinosaurs become extinct?

# **AMAZING DINOSAURS**



Triceratops was about eight metres long. It had a big head with three horns, and it had a long tail. It was very short and heavy, so it couldn't walk fast or run. Triceratops was a herbivore. It ate plants and leaves.

Tyrannosaurus rex was one of the largest and scariest dinosaurs. It had a big head and about sixty long, sharp teeth. It was a carnivore, so it hunted other dinosaurs. It had a long tail and walked on two legs, but it could run fast.

Dinosaurs became extinct about sixty-five million years ago. Some scientists believe that the climate on earth changed. It became too cold and these animals couldn't survive.



3	one million years ago.  2. Some dinosaurs were as long as three buses.  3. Triceratops had three horns.  th	yrannosaurus rex was scarier nan other dinosaurs.  yrannosaurus rex had a lot f teeth. he earth wasn't cool enough or dinosaurs to survive.
4	Read and complete. extinct herbivores foss	sils horns sharp carnivores climate
	1. The scientist found dinosaur	in the desert.
	<b>2.</b> don't eat meat.	
	3. We must protect endangered species before the	_
	<b>4.</b> The in Antarctica is very	յ cold.
	<b>5.</b> eat other animals.	
	<b>6.</b> Be careful! That knife is very	<u>.</u>
	7. Some people hunt animals, like rhinos, for their	It's really sad.
5	A. Listen to the first part of an interview a boy is having with a professor, and tick ( ) A or B. Check your answer with a partner.    Where is Mark?  Where is Mark?  B. Listen to the rest of the interview, and circle A or B. Check your answers with a partner.  A or B. Check your answers with a partner.  A big heads  B teeth  2. Pteranodon means with wings and without	Argentinosaurus was one of the largest land animals on earth. It had a long neck and a long tail. It was about 8 metres tall and 39 metres long. Scientists believe that it weighed about 80 tonnes. Compsognathus was a small, bird-like dinosaur with a long, thin head and a pointed nose. It was a carnivore and had small sharp teeth. It was 70 cm tall and 70 cm long and weighed about 4 kilos The Compsognathus could run very fast because it was so small and light.
	A teeth B tails	PROJECT WORK 🛅 🍜
	3. The Pteranodon was about metres tall.  A ten B two	Use the Internet to find information about other dinosaurs. Select the
	<b>4.</b> The Pteranodon was a	information you think is interesting and
	A carnivore B herbivore	use it to make a poster. Present your poster to the class in the next lesson.



# Did you know?

# In this module you can:

#### Quiz

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)

## **Reading time**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- explain, with support, basic opinions (S1.2)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and respond, with support, to a short sequence of simple, multi-step instructions (L2.3)

#### **Phonics**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)

## **Top Stars**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)

# **Project**

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R1.1)
- connect, with a lot of support, sentences into a coherent paragraph using basic reference pronouns (who/which/that/where) (W2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar highfrequency words accurately in guided writing (W2.2)
- use, with support, capital letters and full stops appropriately in guided writing at discourse level (W2.3)

# **Cursive Writing**

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

# **Round-up**

- follow and identify, with support, the detail in longer simple texts (L2.1)
- follow and respond, with support, to a short sequence of simple, multi-step instructions (L2.3)
- follow and respond, with some support, to longer simple questions (L2.4)
- communicate or find out, with support, more detailed personal information (S1.1)

#### Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the main ideas in longer simple texts (L1.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)

#### Let's talk

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

# **Top Time! 4**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- explain, with support, basic opinions (S1.2)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the main ideas in longer simple texts (L1.1)
- describe, with support, people, places and objects using suitable statements (W1.3)



















thick reach form



tornado thunderstorm

cloud

wind

fog

ground

spin

2 Look at the pictures and read questions 1-3. What is the text about? Discuss with the class.

• Read the answers (A-C) and match the questions (1-3) to the answers. Check your answers with a partner.

• Listen and check your answers. 🔐 🔅 📢)





I always get up early in the morning. My parents and I always go on holiday in July. It's very hot in Spain during summer.

The museum is open on Mondays from nine to six o'clock.

The shop opens after eight o'clock.

### 1. What is fog? Jim, 12

2. Why do leaves change colour? Kate, 11

3. How do tornadoes form? Julie, 12

They usually form in the clouds during a thunderstorm. Cold air from the north meets warm air from the south. The air inside the clouds starts to spin and it reaches the ground. It can destroy cars, houses and sometimes whole cities.

It's like a cloud that forms near the ground. One type usually happens in winter when there are clear skies. During the night, the air near the ground becomes colder, and something like a thick cloud appears. When the sun comes out in the morning, the ground becomes warmer, and it goes away.

In spring and summer, they catch sunlight and make chlorophyll, which is green. This is food for the tree. In autumn and winter, there isn't much sunlight, and the tree 'goes to sleep' and stops making chlorophyll. The green disappears and we see yellow and orange colours.

Look at the pictures and, in pairs, talk about them. Use the information in the boxes. 🍮



leaves / green / spring – summer

leaves / yellow / autumn – winter



tornadoes / usually / form / 4 p.m. – 9 p.m.



tornadoes / usuallu / form / summer



fog / usually / form / morning or / night

Leaves are green from spring to summer.

Leaves are yellow from autumn to winter.





# 7

# TOP STARS









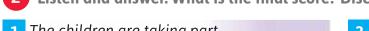
invent

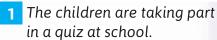
team

deep

winner

Listen and answer. What is the final score? Discuss with the class. Then read. 💠 👈







**Mrs Aysha:** OK, teams. Ready? Let's start with team A. First question. Where's the deepest lake?

Alya: In the USA!

Mrs Aysha: Sorry, Alya. It's Lake Baikal,

which is in Russia. No point for

you, team A.



**Mrs Aysha:** The score is 7-5. Next question for team A. Who invented the

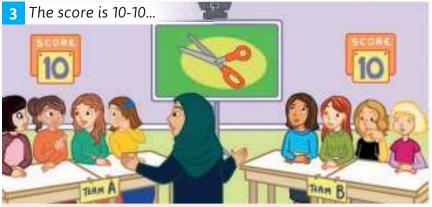
telephone?

Alya: Alexander Fleming!

**Mrs Aysha:** No! Alexander Graham Bell is the man that invented the telephone.

Fatima: Oh, no! We're losing!

**Amal:** It's OK. There are more questions.



**Mrs Aysha:** Last question for team A. Answer this question and win the game! Who invented scissors?

Fatima: I think it was Leonardo da Vinci, but I'm not sure...

Alua: No! It was the ancient Romans!

Afaf: Are you sure, Alya?

**Alya:** Yes, I am! Trust me, please! **Amal:** OK. The ancient Romans.

Mrs Aysha: That's right! It was the ancient Romans who

invented scissors.



**Mrs Aysha:** Team A is this year's winner! Well done!

**Hasna** Congratulations! You are a really good

team!

**Alya:** Thanks! You did really

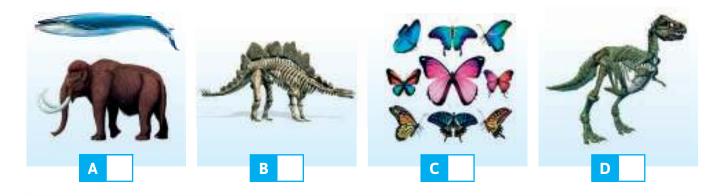
well too!

# TOOKI

Thomas Edison was the man who/that invented the electric light bulb.

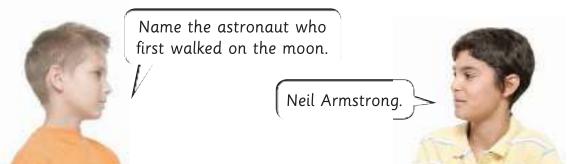
Scissors are something which/that we use to cut paper.

- 3 Read again and circle.
  - 1. Lake Baikal is the largest / deepest lake in the world.
  - 2. Lake Baikal is in the USA / Russia.
  - 3. Alexander Graham Bell / Alexander Fleming is the man who invented the telephone.
  - **4.** Alya thinks **Leonardo da Vinci / the ancient Romans** invented scissors.
  - **5. Team A / Team B** wins the game.
- In what order did Oliver see these exhibitions at the museum? Listen and number 1-4. Check your answers with a partner. 🍪 📢)



5 Match and then say in pairs.





# **OUR WORLD**





castle



gift shop







souvenirs

station

- Look and answer. Where could you find the text below? Discuss with a partner. A. In a travel guide. B. In a history book.
  - Listen and answer. Where is the National Gallery? Check your answer with a partner.

• Read the article. 🔐 🍪 📢



Exploring London

#### **Camden Market**

Camden Market is a place where you can go for a walk and do some shopping. You can find clothes, furniture and souvenirs at cheap prices. Take the underground (Northern line) and get off at Camden Town station.



# Camden Town Leicester Square Tower Hill

# **National Gallery**

The National Gallery is a gallery with beautiful exhibitions. It is in London's famous Trafalgar Square, where you can take a walk, relax and take great photos. In the gallery, you can see paintings by great artists like Leonardo da Vinci, Van Gogh, Monet and many more. The National Gallery is near Leicester Square station (Northern or Piccadilly line).



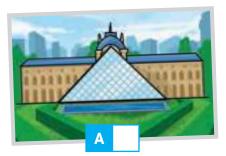


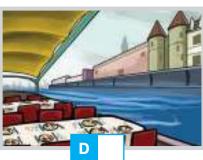
#### **Tower of London**

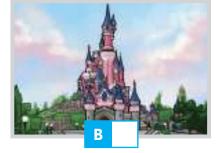
The Tower of London is near Tower Hill station (District or Circle line). It's a castle where you can learn about the history of London. There are exhibitions with jewellery, coins and much more. Don't forget to visit the gift shop. You can find great souvenirs for your friends and family there.

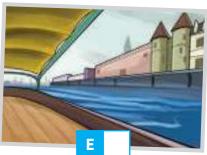
A gallery is a place where you can see many paintings.

- Read again and write CM for Camden Market, NG for the National Gallery or TL for the Tower of London.
  - 1. It's a place where you can see paintings.
  - **2.** It's a place where you can learn more about the past.
  - **3.** The closest station to this place is Leicester Square.
  - **4.** It's a place where you can find cheap clothes and furniture.
  - **5.** It's near a place where you can relax and take beautiful photos.
  - **6.** You should take the Circle line to get to this place.
- What did Lisa do in Paris? Listen and tick (✔) the correct pictures. Check your answers with a partner. 🍪 📢







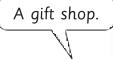




- In pairs, play a guessing game. Use your own ideas and the ideas in the box to help you. 🍜
  - buy souvenirs
  - see paintings
  - go shopping
  - buy pets
  - see animals
  - · buy clothes
  - have a picnic

It's a place where you buy souvenirs.







design







architect



author



sculptor



statue



What did Luke's brother study to be? Listen and tick (✓) A, B or C. Check your answer with a partner. ⋄ ◀)







3 Read and match the tasks to the occupations. Then talk about them in pairs.

- **1.** designer B
- A be creative / know a lot of words
- 2. sculptor
- B design nice clothes / use different materials
- **3.** architect
- c write poems / work on his own
- **4.** author
- D de
  - D design modern buildings / be good at maths
- **5.** poet
- Ε
  - create statues / work with different materials

Are designers people who design nice clothes?

V

Yes, they are. They also use different materials.



Below is a table with information about a film, and a film review about it. Did the writer enjoy the film? Read and answer.



Title of film:	Kung Fu Panda 3	935.40
Year:	2016	
Type of film:	Animated, Adventure	19.60
Main character(s):	Po, Li, Shifu, Tigress, Kai, Monkey	1
Director(s):	Alessandro Carloni and Jennifer Yuh	1
Opinion:	fantastic, funny, full of action, amazing ending	

**Kung Fu Panda 3 (2016)** is an animated adventure film, the third in the Kung Fu Panda series. The directors of the film are Alessandro Carloni and Jennifer Yuh.

The main characters are Po, Li, Shifu, Tigress, Kai and Monkey. In this film, Po meets his father, Li, for the first time after many years. However, a bad kung fu master, Kai, also appears. He tries to harm everyone. Po becomes a true master of *chi*, which is the energy in living things. Then he meets with Kai to fight him and save everyone.

Kung Fu Panda is a fantastic film. It is very funny and full of action. Although I thought the film was short, the ending is amazing. It's a wonderful way to spend an evening, so you should watch it with your family and friends. Don't miss it!

What's the title of the film?
When did it come out?
What type of film is it?
Who directed it?

Name the main character(s). What's the film about?

Why do you like it? Why should people watch this film?

# Writing tip



# When you write a film review:

- 1. Use relative pronouns (who/which/that) to avoid repeating the noun you are referring to. e.g. The actor who plays in the film is...
- **2.** Use adjectives (fantastic, popular, interesting, terrible, boring, etc.) to describe the main events in the film.
  - e.g. Kung Fu Panda is a fantastic film.
- 3. Use although or however to contrast ideas.
  - e.g. The film was very good, although it was quite long.
  - e.g. The film was very good. However, it was quite long.
- **4.** Use **so** to show reason.
  - e.g. It's a wonderful way to spend an evening, so you should watch it with your family and friends.

# READING TIME



artwork





roof garden



2 Do you enjoy visiting museums? Why? Why not? Discuss with the class.

- Listen and answer. Where can you find the museums below?

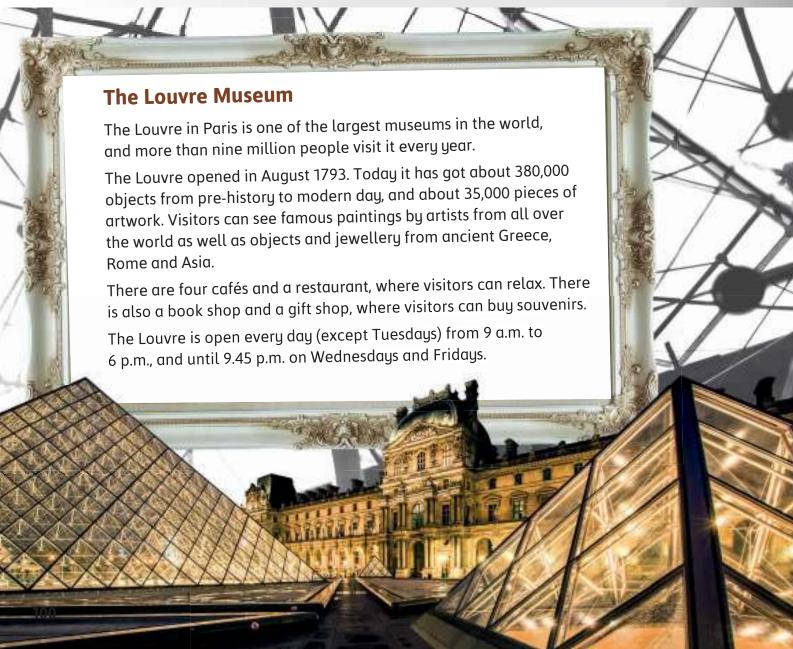




# Museums of the world

Art is all around us.

There are many museums all over the world where people can see beautiful artwork. Here are two very popular museums, which millions of tourists visit every year.



# The Metropolitan Museum of Art

The Metropolitan Museum of Art, or the Met, is the largest museum in the USA, with paintings, drawings, photographs and much more! It's in New York City and it opened in 1870.

Visitors can see artwork from every continent. They can explore 5,000 years of art. There are more than two million objects to see. The museum has also got a café, a gift shop, a library and a roof garden where you can enjoy the beautiful view of Central Park.

The Met is open from Sunday to Thursday from 10 a.m. to 5.30 p.m., and on Friday and Saturday from 10 a.m. to 9 p.m.

Read again and write LM for the Louvre Museum or MET for the Metropolitan Museum of Art.

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

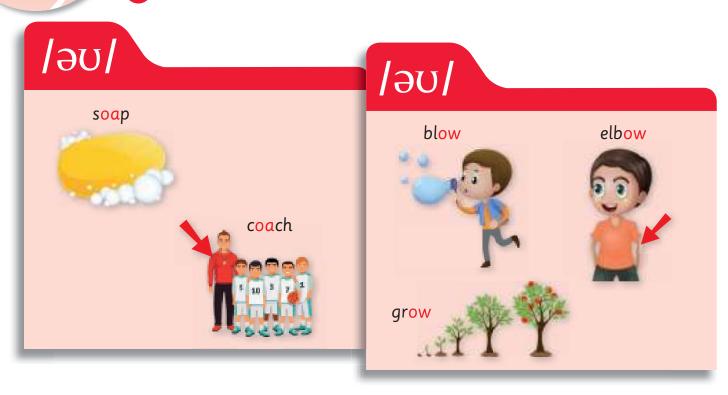
- **1.** You can see millions of objects there.
- **2.** It is one of the biggest museums in the world.
- 3. It is open every day.
- **4.** You can enjoy a beautiful view from there.
- 5. This museum has got four cafés.
- **6.** This museum opened first.



Let's chat

Have you ever visited a museum? Which one? What was special about it? What did you see there? Are there any museums in your city? What can visitors see there? Do you believe museums are important? Why? Why not?

# PHONICS 1 Listen and say. $P \blacktriangleleft 3$



2 Listen and say. Then, circle the /əʊ/ sounds. ❖ ◀》



# **Coach Marlow**

Look at Coach Marlow. He's washing his skateboard. There's soap on his hands. There's soap on his elbows.

His yellow cat Flow is watching him too. It's sitting at the window, eating food.

And all of a sudden, the wind blows. Oh no! Oh no! There its bowl goes!

3 Look, say and write oa or ow.



2 bl\_

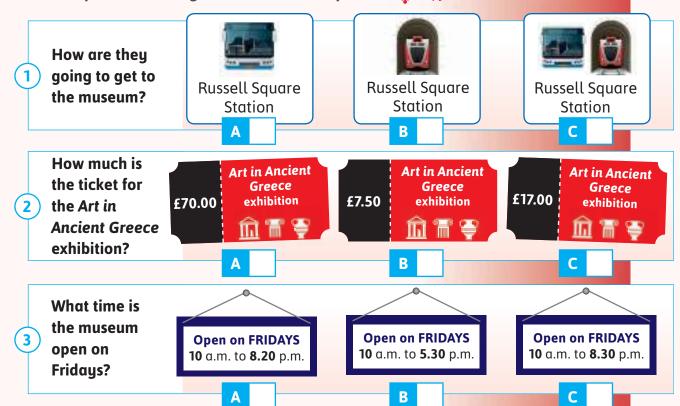






## Listening

Listen to a girl speaking on the telephone and tick (🗸) the correct picture. Check your answers with a partner. 🗞 👈



## Speaking

Read and match the items, occupations and places (A-G) to the information (1-7). Then ask and answer questions with your partner.

<ol> <li>someone / designs buildings</li> </ol>	D	Α	sculptor	
<b>2.</b> place / you see artwork		В	scissors	It's someone who designs buildings.
<b>3.</b> place / you buy souvenirs				designs buildings.
<b>4.</b> place / buses and trains		С	market	Is it an architect?
stop		D	architect	
<b>5.</b> place / you can buy fresh				Yes, it is.
fruit		E	museum	
<b>6.</b> person / makes statues		F	gift shop	
7. something / you use to				711
cut things		G	station	Mode

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

# TOP TIME! 4

1 ,0



climate



humid



sandstorm

- 2 How many different kinds of weather do you know? What's your favourite kind of weather? Why? Discuss with the class.
  - Which of the cities below hasn't got winter. Read and answer. Check your answer with a partner.

# The weather around the world!



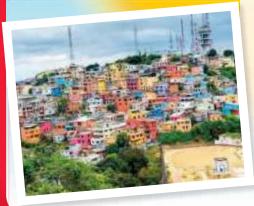
## Doha, Qatar

Doha has got a dry, desert climate. In spring and in autumn, temperatures are warm, but it isn't too hot. In summer, temperatures can sometimes reach 50 °C, and it is usually very humid and dry. In winter, average temperatures are about 23 °C. It doesn't rain very often, however, sometimes there are serious sandstorms that make it hard to see.

# Montreal, Canada

Montreal has got a cool and wet climate. The air is very humid all year round, which means there is a lot of water in the air. Summers in Montreal are warm at about 23 °C, and it is the sunniest season, although it often rains. Winters in Montreal are cold at about -8 °C and sometimes much colder. It is windy and it snows a lot in winter, which can be dangerous sometimes.





# Guayaquil, Ecuador

Guayaquil has got a tropical climate, which means it has only got two seasons: the rainy season from January to April, and the dry season from May to December. The temperature is very warm all year round at about 27 °C, and it is humid all year too. Every few years, the sea gets warmer than it usually is and there is much more rain, and sometimes there are floods.

3 Read again and write D for Doha, M for Montreal or G for Guayaquil. 🔐 1. It is warm all year round. 2. People have to wear warm clothes when they go outside in winter. 3. The air there is very dry. **4.** There are sandstorms there sometimes. **5.** It often rains there in summer. Listen to a weather forecast and number the pictures 1-4. Check your answers with a partner. 🗞 📢 Montrea 13 °C Beijing Tokyo 30°C PROJECT WORK 🛅 🍝 Use the Internet to find information on climates 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.



# Go Green!

### In this module you can:

### Song

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)

### **Reading time**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- explain, with support, basic opinions (S1.2)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)

#### **Phonics**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)

### **Top Stars**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)

### **Project**

- explain, with support, basic opinions at paragraph level (W1.2)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar highfrequency words accurately in guided writing (W2.2)
- narrate, with support, simple factual and imaginary events and experiences in one paragraph or more (W1.4)

### **Cursive Writing**

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

### Round-up

- follow and identify, with support, the detail in longer simple texts (L2.1)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- communicate or find out, with support, more detailed personal information (S1.1)

#### Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the main ideas in longer simple texts (L1.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- explain, with support, basic opinions (S1.2)
- describe, with support, people, places and objects using suitable statements (S2.2)

#### Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)

#### CLIL 4

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- explain, with support, basic opinions (S1.2)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the main ideas in longer, simple texts (L1.1)
- describe, with support, people, places and objects using suitable statements (W1.3)

1 0

atmosphere





pollution

endangered e species habitat protect

environment pollute grow up

- 2 Look at the picture, read the title of the song and guess what it is about. Discuss with the class.
  - Read and complete with the words in the box. Check your answers with a partner.
  - Listen and check your answers. Then listen and say. 🗞 🔐 📢

habitats protect pollution rainforests grow up atmosphere

### When we grow up

Let's think about our future And see what we can do.

Let's learn about (1) \_\_\_\_\_

And how to stop it too.

Go green, go green.

Help the planet and keep it clean!

When we (2) \_\_\_\_\_

We'll find ways to be green.

We won't pollute the (3) \_\_\_\_\_ We'll keep the air clean.

Go green, go green!
Help the planet and keep it clean!

When we grow up,

We'll keep endangered species alive.

We won't destroy the (4) \_\_\_\_\_

That they need to survive.

Go green, go green!
Help the planet and keep it clean!

When we grow up,

We'll (5) \_\_\_\_\_ the rivers and seas.

We will save the (**6**) \_\_\_\_\_

By not cutting down trees.

Go green, go green! Help the planet and keep it clean!

### **GOOK!**

I'll help you tidy your room.

I won't do it again, I promise.

When I grow up, I won't drive a car. I'll ride a bike.

Work in pairs. Talk about things that you will do to help the environment when you grow up. Use the ideas in the box to help you.

plant trees/flowers
clean beach/forest/park
help endangered species
protect rainforests and wild
animals

not drive / car take bus/underground/train

What will you do to help the environment when you grow up?



# 8

### TOP STARS





donate wildlife rescue centre adopt

mug

Listen and answer. What does Amal take home? Then read. 🍪 🕩



Fatima: What's that, Amal?

**Amal:** It's the website of the wildlife rescue centre. My parents and I may visit it on Saturday. Would you like to

come?

Fatima: I might, but what can we do there?

Amal: We can learn about endangered species and how we can help them.

Fatima: Really? Then I will come!



Ranger: This is where we keep the animals safe.

Fatima: Great! How can we help?

Ranger: Well, you can donate money or buy

something from the gift shop.

Fatima: I might donate money or buy a mug,

but I'll ask my parents first.



Ranger: Oh, you can also adopt an animal.

Amal: That's amazing! I'll adopt a panda!



Mrs Aysha: Let's go, girls. It's late.

**Amal:** But when will I take my panda home

with me?

Ranger: I'm afraid you can't. It must stay

here to be safe, but you can visit it

whenever you like!

Amal: Oh, OK... I might take this home with

me then.

We may visit our cousins later.

We might go to the park tomorrow, but we don't know yet.

3	Read	again	and	complete.	A i - B
---	------	-------	-----	-----------	------------

- **1.** Amal is looking at the \_\_\_\_\_ of the wildlife rescue centre.
- 2. Amal might go to the centre with her \_\_\_\_\_\_.
- 3. The girls can learn about \_\_\_\_\_ and how they can help them at the wildlife rescue centre.
- **4.** The girls can \_\_\_\_\_ money, \_\_\_\_ something or \_\_\_\_ an animal to help the centre and the animals.
- **5.** Amal wants to take the \_\_\_\_\_ home.
- 4 Listen to two boys talking about something they find on the beach, and circle the correct answers. Check your answers with a partner.
  - 1. The children found a fish / turtle on the beach.
  - **2.** The children thought it was **dangerous / hurt**.
  - **3.** The children **called / visited** Oakridge Wildlife Rescue Centre.
  - **4.** The ranger from the wildlife centre **cut / didn't cut** the net.
- Imagine that you find an injured animal. What will you do to help? Discuss in pairs. Use might/may/will, the verbs in the box and your own ideas.

touch feed call run away help protect adopt hold



### **OUR WORLD**



filter



rubbish



turn off the lights



oxygen energy organisation waste

factory



Do you do anything to help protect the environment? Discuss with the class.

- Listen and tick (✓) the best title for the article. Check your answers with a partner.
- Read the article. Part Read the article.









Read the text quickly to understand the main idea.

## Help kids! Save the environment! Stop factories! Help the animals!

People pollute the environment in many ways. What can we do to make things better? Read and find out what our young readers say we can do to stop pollution!



The smoke from factories that goes into the air pollutes the atmosphere. If factories use filters, this won't happen. It also won't be dangerous for people and animals. Derek Broodu, 12

There are many organisations that plant trees and pick up rubbish in forests. They also tell people what they can do to help the environment. If we all join these organisations, we can help protect our forests. If there are lots of trees, there will be more oxygen for everyone.

Liam Styler, 13

When people leave the lights on all day, they waste energy. If we turn off the lights when we leave a room, we will save energy. If we save energy, we will have a better future!

Carl Peters, 12



If we pollute the sea, we won't have any clean beaches. You won't be late for school if you get up early.

3	Read again and write the names of the children.	i 3
	Who says	

**1.** smoke in the air is bad for people's health?

**2.** we can work with others to protect the environment?

**3.** factories should use filters?

**4.** something about planting trees?

**5.** we will have a better future if we save something?

Listen to a boy telling his brother about Earth Hour, and complete the sentences. Check your answers with a partner. 🚸 📢

1. Ian must turn off his \_\_\_\_\_\_ to take part in Earth Hour.

**2.** Earth Hour started in Sydney, Australia in \_\_\_\_\_\_.

**3.** Earth Hour takes place from \_\_\_\_\_\_ to \_\_\_\_\_\_.

**4.** If more people take part in Earth Hour, they can help the \_\_\_\_\_\_.

**5.** During Earth Hour, people turn off the lights that they don't \_\_\_\_\_

Work with a partner and think about solutions to the problem of pollution in your town/area. Use the ideas in the box and your own ideas. 🍮



recycle more – less rubbish walk to school – less air pollution turn off the lights – save energy factories use filters – not pollute the atmosphere pick up rubbish – help keep the environment clean

If we recycle more, there will be less rubbish.



# 8

### LET'S TALK



boil









heat

e

- Listen to a girl telling her mum about a project she is doing, and circle A or B. Check your answers with a partner. ❖ ◀》
- 1. If you heat water at the top of

  Mount Everest, it starts





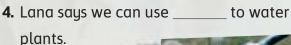
71 °C



2. Water that freezes at

-2 °C \_\_\_\_\_.

- A is not salty
- B is very salty
- **3.** We waste about \_\_\_\_\_ litres of water when we brush our teeth with the tap on.
  - A eight
  - B eighteen



- A rainwater
- B salt water

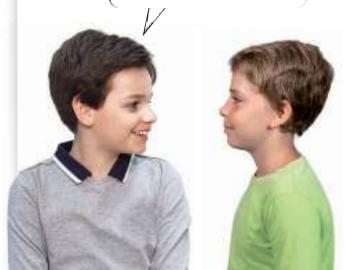




Work in pairs. Discuss the facts about water. Use the ideas in the box to help you.

leave / tap / on / waste / water
heat / water / 100 °C / boil
heat / ice / melt
not water / plants / die
rain / ground / get / wet
pollute / lakes and rivers /
fish / die

If we leave the tap on, we waste water.



PROJECT 8

1 Below is a leaflet a student made about World Environment Day. Why should we protect endangered species? Read and answer.



Write your ideas.

If we plant more trees, there will be more oxugen.



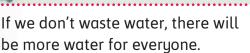


If we recycle, we will protect the environment from pollution.

If we clean the seas, animals won't die.



Draw pictures or stick photos related to your / ideas.





If we protect endangered species, they won't become extinct.

If more people use their bikes, there won't be so much traffic.



If we don't use cars all the time, we won't pollute the atmosphere so much.



### Writing tip

### How to design a leaflet:

- 1. Use a large piece of paper or card.
- **2.** Choose a special day to write about, and write a title at the top in large letters.
- Draw pictures or stick photos, and write sentences next to or under them. Use
   Conditional Sentences Type 1 for your ideas.
- **4.** Present it to the class.

# 8

### READING TIME













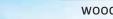
pencil

holder



bird feeder

empty throw away



What do you think 'upcycling' is? Discuss with the class.

- Listen and answer. Why is upcycling important? Discuss with a partner.
- Read the information leaflet. (2) & 🜓

## Use it again!

Before you throw away old bottles, cans or furniture, think again! There are many things you can do with them! Upcycling is a new, creative way to make new things from old things. Here are a few fun ideas!











You can use old bottles and jars to decorate your house. You can paint them and use them as glasses or vases. They can also become great presents for your friends. If you surf the Net, you will find many great ideas.

### Cans

If you have got empty cans, you can make some really interesting things. For example, pencil holders, vases and bird feeders. You can also use them in the garden or on the balcony to grow small plants. There are so many things that you can do with old cans.



## Plastic bottles and wood

Plastic is a material that we can't recycle easily, but it is very strong. If you have got a lot of plastic bottles, you can make amazing things like tables and chairs.

Wood is also a great material. For example, if you have an old bed, you can make a table, some chairs or even a bookcase!









The most important thing about upcycling is that it helps protect the environment because there is less rubbish!

You can also save money and have fun with your family and friends.

3	Read again and complete.				
	<b>1.</b> Upcycling is a way to make		from old t	hings.	
	<b>2.</b> You can makebottles.	and		_ from glass jars and	
	3. If you decorate old bottles, you c	an give then	n to people as	5	
	<b>4.</b> You can use cans to grow		on your bald	cony.	
	<b>5.</b> Plastic is a(n)	_ material.			
	<b>6.</b> An old bed can become α(n)		, some	or	



Do you think upcycling is a good idea? Why / Why not?
What else can you create from glass bottles, cans and plastic bottles?
Would you like to try any of the ideas in the text?
Why is it important to reduce the amount of rubbish we create?



### silent consonants



### silent consonants



2 Listen and say. Then circle the words with silent consonants. 💠 🜓



spag \_\_\_\_ etti

### **Spaghetti Island**

On the island by the bay,
They eat spaghetti every day.
They eat spaghetti for an hour
and a half.
One plate of spaghetti has got
a lot of good stuff.

On every street there is a sign: 'Use your fork, don't touch a knife!'

i \_\_\_\_ land



si \_\_\_\_ n

### Listening

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

What is Harry
going to do on
Earth Day?



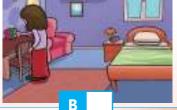


What are the children in Liam's class going to do?



What is Fatima going to do?







### Speaking

2 Look at the environmentally friendly actions and their effects below and match. Then discuss them with your partner.

- 1. people / upcycle
- F
- A not waste / energy

- 2. people / recycle
- B not become / extinct
- 3. people / help / endangered species
- C be / less / rubbish
- **4.** people / not pollute / rivers/lakes
- be / more clean water / everyone / less animals / die
- **5.** people / turn off / lights
- E help / wildlife rescue centres
- **6.** people / donate money
- F
  - F not throw away / old things

If people upcycle, they won't throw away old things.

If people..

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







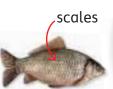


penguin



feather





lay belong backbone

Do you know anything about the animal groups? Discuss with the class.

• How many animal groups are there? Read and answer. 😩 🎥



## **Animals everywhere!**



There are six animal groups, and each animal belongs to one group. Do you know them? Let's take a look...



### **Mammals**

Most mammals have got fur or hair on their bodies. Some mammals, like pandas and leopards, live on land, and other mammals, like dolphins, live in water. Mammals have babies. They don't lay eggs.



Reptiles live on land and sometimes in water. They are animals which haven't got any hair or fur on their bodies. They have got scales. Some reptiles have got four legs, like turtles, and some haven't got any legs, like snakes. Reptiles lay small eggs.

### **Amphibians**

Amphibians haven't got scales. Some have got four legs and others haven't got any legs. Amphibians, like frogs, can live on land or in water. They also lay a lot of eggs in the water.



### Birds

Birds, for example, parrots, are animals with feathers and wings. Most birds can fly, but there are some birds that cannot fly, like penguins. You can see birds everywhere: in forests, mountains and cities too. Birds lay eggs.

#### Fish

Fish live in water. They have got fins and they lay many eggs. Some fish are large with big teeth, like sharks, and some are very small and colorful, like goldfish.



### **Invertebrates**

Invertebrates are sea animals or insects that haven't got a backbone. Invertebrates lay eggs and some can fly. Some invertebrates live in the sea, like octopuses or starfish, and some others live on land, like butterflies.

**3** Read again. Write the names of the animals in the correct groups.

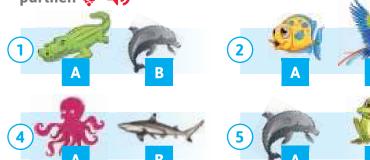
snake	parrot l	outterfly	dolphin	panda	octopus	shark
frog	starfish	goldfish	leopard	turtle	penguin	

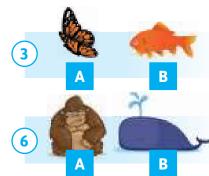
Mammals	Reptiles	Amphibians	Birds	Fish	Invertebrates

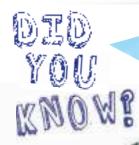
4 Read and complete.

### penguin land scales feathers fins butterfly belongs backbone lay

- 1. Mammals are animals that don't \_\_\_\_\_\_ eggs. They have babies.
- 2. Dolphins are mammals, but they don't live on \_\_\_\_\_\_. They live in water.
- **3.** The turtle \_\_\_\_\_ to the reptile family.
- **4.** Snakes have got \_\_\_\_\_\_.
- **5.** Look at that \_\_\_\_\_ on the flower. It's so colourful.
- **6.** Birds have got wings and \_\_\_\_\_\_ that help them fly.
- 7. Invertebrates are animals that haven't got a \_\_\_\_\_\_.
- **8.** A \_\_\_\_\_ is a bird that can't fly.
- **9.** Fish have got \_\_\_\_\_ which help them swim.
- 5 Listen to the description of six animals, and circle A or B. Check your answers with a partner.







The largest and heaviest lizard in the world is the Komodo dragon. It can reach up to three metres in length, and it can weigh more than 136 kilos. The Komodo dragon lives in Indonesia. It's a carnivore and it can eat almost anything. It's an endangered species because there are only about 3,000 to 5,000 Komodo dragons left.

### PROJECT WORK 🛅 🧀

Use the Internet to find information about an animal from a specific animal group. Select the information you think is interesting and use it to make a poster. Present your poster to the class in the next lesson.



## Life experiences

### In this module you can:

### Song

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4 1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- explain, with support, basic opinions (S2.2)
- describe, with support, people, places and objects using suitable statements (S2.2)
- narrate, with support, short, basic stories, events and experiences (S5.1)

### **Reading time**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4 1)
- explain, with support, basic opinions (S1.2)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)

#### **Phonics**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)

### **Top Stars**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- find out about and describe, with support, events and experiences at an unknown time in the past (\$2.5)
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6)

### **Project**

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- describe, with support, people, places and objects using suitable statements (W1.3)
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6)
- spell, with some support, an increasing range of familiar highfrequency words accurately in guided writing (W2.2)
- narrate, with support, simple factual and imaginary events and experiences in one paragraph or more (W1.4)

### **Cursive Writing**

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

### Round-up

- follow and identify, with support, the detail in longer simple texts (L2.1)
- find out about and describe, with support, events and experiences at an unknown time in the past (S2.5)
- communicate or find out, with support, more detailed personal information (S1.1)

#### Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the main ideas in longer simple texts (L1.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- explain, with support, basic opinions (S1.2)
- find out about and describe, with support, events and experiences at an unknown time in the past (\$2.5)
- narrate, with support, short, basic stories, events and experiences (S5.1)

#### Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- spell, with some support, an increasing range of familiar highfrequency words accurately in guided writing (W2.2)
- describe, with support, people, places and objects using suitable statements (\$2.2)
- find out about and describe, with support, events and experiences at an unknown time in the past (S2.5)

### **Top Time! 5**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- recognise and use, with a little support, key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- describe, with support, people, places and objects using suitable statements (W1.3)

SONG











strange

Look at the pictures, read the title of the song, and

- quess what it is about. Discuss with the class. • Listen and tick (✓) what the boy has done. Check your answers with a partner.
- Listen and say. 🙆 穒 🍪 📢)

I have visited Mexico.

He/She has seen an elephant.

They've been to Asia.

### New experiences

I've travelled by bus and by train But when will I travel by plane? I have flown in a red hot-air balloon But when will I fly to the moon?

New experiences – there's so much to do! Today I'm going to try something new!

I've taken part in a competition But when will I see an art exhibition? I've played basketball with my friend Maxime But when will I play for my favourite team?

New experiences – there's so much to do! Today I'm going to try something new!

You know, I have swum in a lake But when will I see a bia snake? I have seen an ant and a snail But when will I see a blue whale?

New experiences – there's so much to do! Today I'm going to try something new!



Talk in groups of three about your experiences. Use the ideas in the box as well as your own. 穒 🎨

- meet / favourite / poet/author
- be / Argentina / Mexico / France / the UK
- see / giraffe / elephant / camel
- win / competition/race
- swim / lake/river
- try snowboarding / scuba diving / skiing



## TOP STARS















sunrise

sunset dark

Listen and answer. Why can't Khaled and Saleh see anything through the telescope? Discuss your answer with a partner. Then read. 🍪 📢

Outside the planetarium on Saturday evening...



Khaled: I'm so excited. I haven't

been to the new planetarium yet.

Majed: It's my first time too,

Khaled!



**Dr Spencer:** Well, children, this is the biggest telescope in

our city.

Sami: Wow! It's so big!

**Dr Spencer:** Have you ever seen the sky through a telescope?

Saleh: No, I haven't. I really want to see the stars! **Dr Spencer:** How about using those telescopes over there

to see a planet?

**Khaled:** That sounds great!



**Dr Spencer:** Have you ever seen Venus? We can see

it in the sky at both sunrise and sunset. That's why people call it the 'Morning'

and the 'Evening Star'.

**Sami:** I've never seen it before! Wow! It's great!

Saleh: Well... it's a bit dark...

Majed: Yes, there it is! It's so bright! When you

see it, you think it's a star. But it's a

planet!



Khaled: Let me see, Saleh. I can't really see it.

Majed: But it's right over there, Khaled!

Sami: Um... guys. The lid is on the telescope. That's why you can't

see anything!

Khaled: Oops! All: Ha ha ha! I've never tried skiing.

I've never been to an aquarium before. It's my first time.

- Read again and write T for True or F for False.
  - **1.** Khaled has been to the planetarium before.
  - **2.** One of the telescopes in the planetarium is the biggest in the city.
  - **3.** Saleh has seen the sky through a telescope before.
  - **4.** You can see Venus in the sky at sunrise and at sunset.
  - **5.** Venus looks like a bright star.
- 4 Listen to two boys talking about what they've done, and circle A or B. Check your answers with a partner. ❖ ◀୬)
  - **1.** Has Dan ever visited a museum in Gary's town?
    - A Yes, he has.
    - B No, he hasn't.
  - **3.** Who has seen Mercury through a telescope before?
    - A Dan
    - B Gary

- 2. Where has Dan never been?
  - A the planetarium
  - B the zoo
- **4.** Has Gary tried all the rides at the amusement park yet?
  - A Yes, he has.
  - B No, he hasn't.
- Work in pairs. Ask your partner what he/she has done, and put a ✓ or an 🗶 in the boxes.

  Write a short paragraph about your partner in your notebook. Then report to the class. 🎺

try canoeing

Have you ever met a famous basketball player?

No, I haven't. I've never met a famous basketball player, but I have met a famous football player.





meet a famous basketball/
football/tennis player

climb a mountain

see an elephant / a tiger / a lion

win an award

win an award
ride in a hot-air balloon

Bobby has met a famous football player, but he hasn't met a famous basketball player.



# 9

### **OUR WORLD**



volcano











erupt tour

- Have you ever seen a volcano? Discuss with the class.
  - Listen and answer. What can someone do at Hawaii Volcanoes National Park? Check your answers with a partner.
- Read and answer. Where could you find the text below? 

  A. In a comic book. B. In a magazine.

## Interview with a ranger



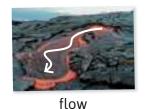
Our young reporter, Tim Peters, interviews William Jones, a ranger at Hawaii Volcanoes National Park.

124

- Q: How long have you been a ranger at Hawaii Volcanoes National Park, Mr Jones?
- **A:** I've been a ranger here for about five years.
- **Q:** It looks like a very interesting place to work.
- **A:** It is actually, and I love working here.
- **Q:** I have visited a national park before, but why should someone visit your national park?
- **A:** That's a good question! But have you ever visited a national park where you can see an active volcano?
- **Q:** Not really. I haven't visited a volcano so far. Is it safe?
- A: Most of the rangers in the national park are also guides. You can go on a tour of the park with us and you'll be safe at all times.

- We don't get really close to the crater of a volcano, but you can still see almost everything up there!
- **Q:** Nice! How many volcanoes are there?
- A: There are two volcanoes in our national park. The first one, Mauna Loa, hasn't erupted since 1984. But if you visit the second one, Kilauea, you can watch the hot lava flowing into the sea!
- **Q:** That sounds amazing! What else can you do there?
- A: There is a museum that you can visit, but you can also go hiking, and you can visit a lava cave or even the crater of a volcano!
- Q: I'd like to visit all of them!
- **A:** I can show you round any time you like!

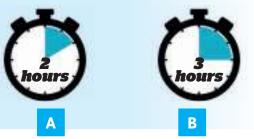




active

How long have you been a teacher? I've been a teacher since 2015. I've been a pilot for three years. I have visited a volcano so far.

- Read again and correct the sentences.
  - 1. Mr Jones has been a ranger at Hawaii Volcanoes National Park for more than five years.
  - 2. Tim has visited a volcano.
  - **3.** Mauna Loa hasn't erupted for eighty-four years.
  - **4.** You can watch water flow into hot lava at Kilauea volcano.
  - **5.** Tim has visited the crater of a volcano before.
- Listen to a conversation between a tourist on an island and a local man, and circle A or B. Check your answers with a partner. 🎨 📢
  - 1. How long has the man walked so far?



**3.** When did the man arrive on the island?



2. Which place has the man visited?

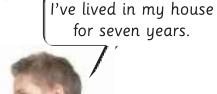


4. What has the man done so far?



- Ask and answer questions with your partner using How long...? and the ideas in the box.
  - live in your house/flat
  - · live in this town
  - have your rucksack/jacket/ tablet/computer
  - · know your best friend

How long have you lived in your house?







### LET'S TALK



1

sushi

Choose nine of the experiences below and write each one on the bingo card.









ride a camel

eat sushi

travel by plane

visit a volcano

see a rainbow



swim in a lake



visit a planetarium



be late for school



sail a boat



have a toothache



visit an



meet a famous



visit a museum



aquarium person

Go around the classroom and ask your classmates questions using Have you ever ...? about the experiences on your bingo card. When you find a person who has had one of the experiences, write his/ her name in the box. When you have written a name in every box, shout

'BINGO!'

Have you ever travelled by plane, Amy?



Yes, I have. I've travelled to Spain by plane.



1 Below is a poster that Tom has made about his life experiences so far. Has he tried scuba diving before? Read and answer.

PROJECT /



# My 'Life Experiences' Poster

Things I have done so far



I have travelled to the UK.



I a

I have seen an elephant.

I have ridden a horse.





I have met a famous football player.

I have tried skiing.



Things I haven't done yet



I haven't travelled to China.

I haven't seen a tiger.





I haven't ridden a camel.

I haven't met a famous basketball player.

I haven't tried scuba diving.

.....



### Writing tip



- **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, pictures or graphics.
- **6.** When you are ready, write over your letters using markers or coloured pencils.

### READING TIME















king sink

- Have you ever heard of Atlantis, El Dorado or Aztlan? Discuss with the class.
  - Listen and answer. What does 'el dorado' mean? Discuss with a partner.
  - Read the text. 🍪 📢)





aolden



### **ATLANTIS**

Plato, an ancient Greek philosopher, once told the story of Atlantis. Atlantis was a large island in the Atlantic Ocean. The name of the island and the ocean around it came from Atlas, the first king of Atlantis. Atlantis was a beautiful place with lots of trees and interesting animals, like elephants. The people who lived there were rich and happy. Plato said that earthquakes and floods destroyed Atlantis. In the end, it sank into the ocean. Since Plato's time, many explorers have tried to find Atlantis, but nobody has found it. So, was the story about the island true or did Plato just invent it?

### **EL DORADO**

In English, 'el dorado' means 'the golden one'. People believed that El Dorado was a rich city in South America, and some of them tried to find its treasures. However, nobody has discovered El Dorado or 'the lost city of gold' yet. Today some archaeologists think that 'El Dorado' isn't a place,

but a man. They say that each king of the Muisca people, who lived in the Andes Mountains, used to put gold dust all over himself and swim in a lake! Maybe he was 'El Dorado'!



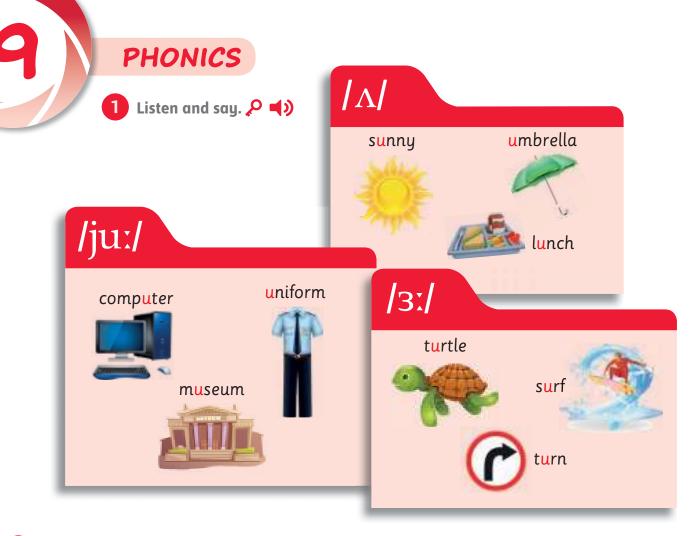
### **AZTLAN**

Some archaeologists say that the Aztec people came from Aztlan, a beautiful island in a lake. In Nahuatl, the Aztec language, Aztlan means 'White Land' because lots of white birds lived there. In Aztlan, people lived in caves and planted peppers, corn, beans and tomatoes in their gardens. They say that the Aztec people lived there and later moved to Mexico, but explorers have never found Aztlan.

- Read again and write AT for Atlantis, ED for El Dorado or AZ for Aztlan.
  - 1. The people of this place lived in caves.
  - **2.** People thought that this place was in South America.
  - **3.** Floods and earthquakes destroyed this place.
  - **4.** Some archaeologists believe that this place was not a place, but a man.
  - 5. This place was an island in a lake.
  - **6.** This place took its name from a king.

Let's chat

What did you think of these stories? Which of these places do you like the most? Why? Do you know of any other 'lost' places? Would you like to become an explorer and try to find them?



2 Listen and say. Then circle the  $/\Lambda/$  sounds with red, the /ju:/ sounds with blue and the /3:/ sounds with yellow.  $\diamondsuit$ 

### **Summer fun!**

It's summer and it's sunny.

Let's have fun under the sun!

No school, uniforms or computers.

Let's ride our scooters!

Look at the turtle in the sea. Let's swim and surf all day, Lee! Let's have lunch under the umbrella With my uncle Bob and my aunt Ella!



Listen and circle the word that doesn't belong.

1	sunny	lunch	turn
2	umbrella	computer	sunny
3	computer	uniform	lunch
4	turtle	museum	surf
<b>(5)</b>	surf	uniform	museum

#### Listening

1 Listen to three short dialogues about life experiences and tick (🗸) the correct picture. Check your answers with a partner. 💠 📢

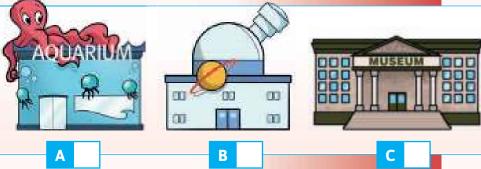
What hasn't Fred tried yet?

A

B

C

Where has
James been
before?



Which country hasn't Brad visited before?





Speaking

Talk in pairs. Have you done any of the following?
Ask and answer questions with your partner.

- travel by train/plane/ship
- see a lion / an elephant / a panda
- visit a zoo / a volcano / an amusement park
- try canoeing / skiing / mountain biking
- meet a famous athlete/author/poet

Have you ever travelled by train?

Yes, I have. / No, I haven't. Have you ever...?



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

### TOP TIME! 5

1 ,0



cantilevered swimming pool



observation deck

Have you ever visited any of the places shown in the text below? Discuss with the class.

• Which building is the tallest? Read and answer. Check your answer with a partner.

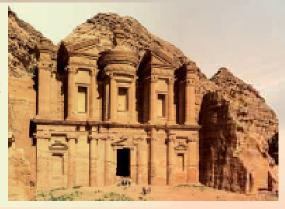
## Have you ever seen it?

### Aspire Tower

Aspire Tower is in Doha, Qatar. It is three hundred metres tall. It is the tallest building in Qatar. It has got fifty-one floors and seventeen lifts, and people can enjoy doing many activities there. They can visit the sports museum or the health club, and even swim in the **cantilevered** or *hanging* swimming pool which is eighty metres above ground. Visitors can also have a delicious meal at one of the three restaurants or take photos from the observation deck on the **top** floor.

### Al-Khazneh

Al-Khazneh is one of the most beautiful **sites** in the ancient city of Petra in Jordan. It is also called *The Treasury*, but it was actually a tomb, and not a place where the people kept treasure. The people of ancient Petra built Al-Khazneh in the side of the mountain by carving the red stone by hand. Al-Khazneh is about forty metres tall and every year, many people visit the ancient city of Petra, or the *Rose City*, as they also call it because of the red stone, just to see it.



### The Tokyo Skytree

The Tokyo Skytree is in Sumida, Tokyo in Japan. It is six hundred and thirty-four metres tall and it has got thirteen lifts and thirty-three floors! Many people visit the Tokyo Skytree every day to enjoy the beautiful view of the city. People can do many other things too. They can eat at the **famous** Sky Restaurant 634 (Musashi) or take photos of their friends or family at the top of the tower.

3	Read the texts again and complete	e the sentences.
	1. Aspire Tower has got	floors.
	2. Visitors can take photos from th	e on the top floor of
	Aspire Tower.	
	<b>3.</b> Al-Khazneh is in the	city of Petra in Jordan.
	<b>4.</b> Another name for the city of Pet	ra is because of the
	red stone.	
	<b>5.</b> There are thirteen	in the Tokyo Skytree.
4	Read the texts in activity 2 again. I their meanings below.	Look up the words in bold in a dictionary and write
	1. cantilevered	
	<b>2.</b> top	
	<b>3.</b> site	
	<b>4.</b> famous	
5	<ol> <li>Afaf saw Layla many times during</li> <li>Layla was in Doha with her fami</li> </ol>	
	<b>3.</b> Layla visited Aspire Tower.	A
	<b>4.</b> Layla's family had lunch at Aspir	re Tower.
	<b>5.</b> Layla's dad told them they were the restaurant before they went	2000
		PROJECT WORK 🗂 🍼
		Use the Internet to find information about different buildings round the world. Select the information you find interesting and use it to make a poster.  Present your poster to the class in the next lesson.



## The world around us

### In this module you can:

#### Quiz

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)

### **Reading time**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- explain, with support, basic opinions (S1.2)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)

#### **Phonics**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer, simple texts (L2.1)

#### Round-up

- follow and identify, with support, the detail in longer simple texts (L2.1)
- find out about and describe, with support, events and experiences at an unknown time in the past (S2.5)
- communicate or find out, with support, more detailed personal information (S1.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- narrate, with support, short, basic stories, events and experiences (S5.1)

#### **Top Stars**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- find out about and describe, with support, events and experiences at an unknown time in the past (\$2.5)
- follow and respond, with some support, to longer simple questions (L2.4)

#### **Project**

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- describe, with support, people, places and objects using suitable statements (W1.3)
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6)
- spell, with some support, an increasing range of familiar highfrequency words accurately in guided writing (W2.2)
- explain, with support, basic opinions at paragraph level (W1.2)
- narrate, with support, simple factual and imaginary events and experiences in one paragraph or more (W1.4)

#### **Our world**

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- narrate, with support, short, basic stories, events and experiences (S5.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- narrate, with support, short, basic stories, events and experiences (S5.1)

#### Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with some support, to longer simple questions (L2.4)

#### CLIL 5

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (W1.3)
- narrate, with support, short, basic stories, events and experiences (S5.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high-frequency words accurately in guided writing (W2.2)

## **Cursive** Writing

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

#### Story

- participate actively in reading very simple and short fiction and non-fiction print and digital texts of interest (S5.1)
- recognise and use, with a little support, key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify independently basic opinions in longer simple texts (L2.2)
- describe, with support, people, places and objects using suitable statements (S2.2)















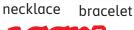


cotton





silver



#### **Present Simple**

Today ...

we use cotton to make clothes. we don't use wood to make ships.

Do you wear a belt every day? Yes, I do. / No, I don't.

#### **Past Simple**

Five hundred years ago, ... people used leather to make clothes. people didn't live in tall buildings.

Did people wear bracelets and rings in the past? Yes, they did. / No, they didn't.

- 2 Did people in the past use the same materials we use today? Discuss with the class.
  - Do the quiz. Read and circle. Check your answers with a partner.
  - Listen and check your answers. 🍪 🔎 📢

### **Materials Quiz Then and Now**

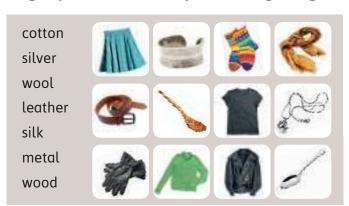
- People made these with wood and used them to eat food like soup.
  - A forks
- **B** knives
- **C** spoons
- B wood
- C silk

- People used this material to make sandals, clothes and even buckets.
- cotton
- B wool
- **C** leather
- In 1949, people travelled to California to find this material in the ground.
- A gold
- B cotton
- C wool

- We still use this material to build houses today.
  - A silver

- People wear this around their waists. They usually use leather to make it.
  - bracelet
- B ring
- **C** belt
- Today people use this material to make jewellery, forks, knives and spoons.
- A silver
- B silk
- **C** leather

Play in pairs. Look at the pictures, say and guess.





# 10)

1 0

### TOP STARS





washing machine

peel

2 Listen and answer. What's the surprise for the children at the tomato factory? Discuss your answer with a partner. Then read. 🍪 🜓



Mr Ali: Welcome to our tomato factory! Let me explain how we make our famous tomato juice and tomato sauce. Yesterday our farmers picked these tomatoes and brought them to the factory. We have only kept the best ones!

Majed: What has happened to the other ones,

Mr Ali?

Mr Ali: We have given them to farmers to feed their

animals.



**Mr Ali:** Then we wash the tomatoes.

Sami: Wow! Who washes them

all?

Mr Ali: Ha ha! It isn't a person.
That huge washing
machine washes

them.



Mr Ali: After that, another machine dries, peels and then cuts the tomatoes into small pieces.
Finally, we use our special ingredients to make the sauce and juice, and these machines fill the cans and bottles. Now I've got a surprise for you! We've made tomato sandwiches, and we've got tomato juice for everyone!

Khaled: Great! I love tomatoes!

Majed: Don't eat too much, Khaled!



Khaled: Mum! Dad! I'm home!
Mrs Layla: Great! Look! I've made
your favourite food!
Spaghetti with tomato
sauce!

Khaled: Oh, not for me, Mum!
I've had enough
tomatoes today!

### TOOKI

#### Past Simple

My mum made my favourite food yesterday. We didn't live in this house three years ago. Did you peel the potatoes in the morning? Yes, I did. / No, I didn't.

#### **Present Perfect Simple**

I have already eaten lunch. We haven't travelled to Paris yet. Have you ever visited a factory? Yes, I have. / No, I haven't.

	Read again and write 1 to	of frac of Front atsc. GB	
	1. The factory keeps all o	f the tomatoes.	
	2. A washing machine wa	ishes the tomatoes.	
	3. A machine peels the to	omatoes first and then dries them.	
	<b>4.</b> The people at the factor	ory have made tomato sandwiches for th	e children.
	5. Khaled has lunch at ho	me with his parents.	
4		friend about the potato plant, and swers with a partner. 🎨 🕩	*1
	<b>1.</b> About	countries grow potatoes.	
	<b>2.</b> Framers in	grow more potatoes than	The same of
	farmers in other countr	ries.	
	<b>3.</b> Scientists are planning	to grow potatoes on	Pay Car
	the		XX
	<b>4.</b> Bees don't visit potato	because	
	they haven't got much	nectar.	
	<b>5.</b> There are lots of	in the potato fruit ,	
	but poople can't eat it	because it is poisonous.	0

Look at the items below. Put a tick (✓) next to the things you have done, and then write when you did them. Then ask and answer in pairs.

plant vegetables
see a wild animal
visit another country
eat sushi
watch a scary film
meet a famous person

Have you ever planted vegetables?

Yes, I have. I planted some beans last year.



### **OUR WORLD**

1 0



fabric linen



pattern



decorate

turn into wedding

- 2 Have you ever seen the costumes below? Discuss with the class.
  - Look at the pictures, and match the names of the costumes (A-B) with the places they come from (1-2). Check your answers with a partner.
  - Listen, read and check your answers. 🍜 🟭 🍪 📢



1. India



2. Japan

### Clothes now and then

In the past, people didn't wear the same clothes they wear now. Here are some traditional costumes that people wore in the past and which they still wear today on special occasions.

#### A. KIMONO

The kimono is a traditional Japanese costume. Both men and women wore it in their everyday lives in the past. Most kimonos had flowers, butterflies and lots of colours on them. The Japanese used silk, linen or cotton to make them. They used thick fabric to make kimonos for winter, and a lighter fabric for summer kimonos. They never threw old kimonos away. They usually turned them into bags, cases or clothes for children. Japanese people haven't stopped wearing kimonos. Today they usually wear them on special days, like when there is a wedding or a traditional event.





#### **B. SARI**

The sari is the traditional dress for women in India. People made saris from cotton or silk in the past, and Indian women wore them in more than one hundred different ways! Indian people always decorate saris with lots of different colours and patterns too. Some women wore saris every day, but they wore other special saris on special days, like when there was a wedding. Many Indian women still wear saris today in India and all over the world.

In the past, most women in India wore saris. Many women in villages haven't stopped wearing them, while other women don't wear them every day. They usually only wear them on special days.

3	1. Men don't wear them
4	Listen to a museum guide talking about clothing in ancient Greece, and write T for True or F for False. Check your answers with a partner.   1. Ancient Greeks used silk to make men's clothes.  2. Women wore a long dress called a peplos.
	3. Women wore the peplos in many different ways.
	4. Ancient Greeks didn't wear shoes.
	5. Clothes were expensive in ancient Greece.
5	Work in pairs. Try to guess the correct answers. Then ask and answer questions with your partner.  1 wore togas.  A. Romans B. Ancient Greeks  2. The Wright brothers, who flew the first plane, were from the A. USA B. UK  3. The first shopping centre to sell clothes was in ancient  A. Mexico B. Rome  4. The have made silk for centuries.  A. Chinese B. Japanese  Did ancient Greeks wear togas?  No, they didn't. Romans wore togas.
	5. The ancient used feathers to decorate their hats.  A. Maya  B. Romans

# 10

### LET'S TALK









adventure

mystery

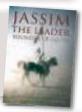
2 Look at the book titles and read the summaries. Then match each book (A-E) with the type of book it is (1-5). Check your answers with a partner.



**The One and Only Ivan** After twenty-seven years in a glass cage, Ivan the gorilla doesn't miss life in the jungle. One day Ivan meets Ruby, a baby elephant, and everything begins to change.



Jassim The Leader: Founder of Qatar Qatar is one of the richest countries in the world. This is the result of one amazing man – Jassim bin Muhammad Bin Thani. Read about his life and work.



**5.** biography



**Mystery of the Pink Owl Flu** Who turned the school mascot pink? Romy wants to solve the case, but he quickly argues with his friends. Can Romy solve the mystery and keep his friends?

Island of the Blue Dolphins Alone and afraid, 12-year-old Karana must learn how to survive on a desert island. She learns how to build a shelter, find food and protect herself from wolves.





**The Amazing Spider-Man** Peter Parker is back! Follow him as he fights Electro and the Black Cat, and finds the way to become the friendly superhero everyone knows and loves.

Work in pairs. Exchange opinions about the books in activity 2. Use the expressions and adjectives in the boxes to ask for and express your opinions. 4

### Asking someone for their opinion

What's your opinion of...? What do you think about...?

### **Expressing opinions**

I think...
I believe...
In my opinion...
I (really) / (don't) like...

Adjectives
interesting
boring
adventurous
scary
sad
exciting
funny
cool

What's your opinion of The One and Only Ivan?



I believe it's interesting and funny.



Below is a biography Khaled has written about his favourite athlete.

At which club did Khaled's favourite athlete begin playing professionally?

How old was the footballer when he moved to Al Arabi Sports Club again?

Read and answer.

Who is the biography about?

What is he/she famous for?

When and where was he/she born?

Describe an event in his/her life.

What are some of his/her important achievements?

What has he/she done lately?

Khalfan Ibrahim Khalfan

Khalfan Ibrahim Khalfan is a famous footballer from Qatar. He plays for Al Arabi and the Qatari national team. In 2006, he won the Asian Player of the Year award. He was the first Qatari footballer to win this award.

Khalfan Ibrahim Khalfan was born in Doha, Qatar on 18 February 1988. His father was a famous footballer and Khalfan has followed in his father's footsteps. He began his football career as a youth player for Al Arabi Sports Club. In 2004, he started playing professionally for Al Sadd. He played an important part in helping the team win many titles during his time there.

Khalfan missed the 2007-2008 season because of an injury. However, he returned for the 2008-2009 season stronger than ever. He scored eight goals in Al Sadd's first six games. In 2011, Khalfan and his team, Al Sadd, won the AFC Champions League. A great achievement for any footballer.

In July 2017, at the age of twenty-nine, Khalfan moved to Al Arabi Sports Club, which his father played for too. He has shown me that with hard work, anything is possible. He is the best athlete ever!

### Writing tip

### When you write a biography:

- 1. Give your biography a title.
- **2.** Separate your text into four paragraphs. Answer specific questions in each paragraph, and list the events of the person's life in chronological order.
- **3.** Use the **Present Perfect Simple** to talk about the things the person has done or has achieved at an unspecified time.
  - e.g. Khalfan has followed in his father's footsteps.
- **4.** Use the **Past Simple** to talk about the things the person did or achieved at a specific time or age. Don't forget to use time expressions, like a few years ago, at the age of, in 2014, etc. e.g. In July 2017, at the age of twenty-nine, Khalfan moved to Al Arabi Sports Club.

How are you affected by this person?

10

## READING TIME















ruhher

tyre

liquid temperature

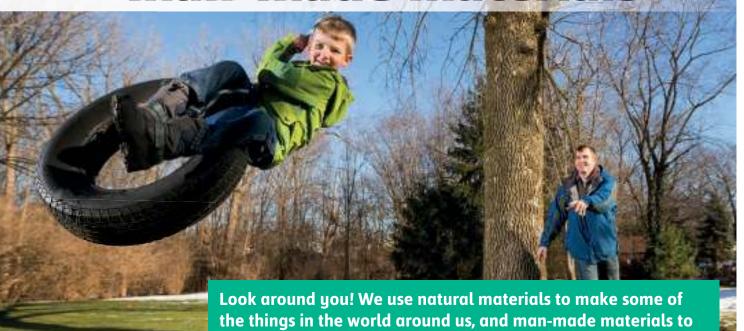
silkworm

fibre

tube

- 2 Do you know the difference between natural and man-made materials? Discuss with the class.
  - Listen and answer. Are rubber, glass and silk natural materials? Discuss with a partner.
  - Read the text. 🍪 📢

# Natural and man-made materials



make other things. Natural materials come from the ground, from animals or from plants. When people use natural materials

to make new materials, we call them man-made materials.

Rubber

Rubbers, balloons and tyres are all made from rubber.
But where does rubber come from? Natural rubber comes from the liquid inside the rubber tree. This liquid is white – in fact, it looks like milk. Natural rubber isn't very strong. When people started using it, they had lots of problems. One of these problems was that it became very hard in the winter, but it melted in the summer. Scientists and engineers discovered how to make natural rubber stronger, but also how to create man-made rubber.



Glass

Glass is a man-made material. People make it from sand. They heat the sand at high temperatures to make glass. The first people to make glass

in ancient times were from Mesopotamia. They used it to make jars and vases. During the first century CE, people started making glass objects by blowing air down a tube. Today we use glass to make lots of things, like bottles or dishes.

#### Silk

Silk is a natural material. In fact, it is a fibre that comes out of silkworms' heads when they build cocoons. The ancient Chinese used silk more than 4,500 years ago. They sold silk, but they didn't tell people how they made it. In around 500 CE, some explorers visited China and took some silkworms back to Europe, and people there started making silk too. Silk is a light and soft material and it is usually very expensive.



1. Where does natural rubber come from?

2. What problem did people have with natural rubber?

3. How do we make glass?

**4.** What did people make with glass in the past, and what do they make now?

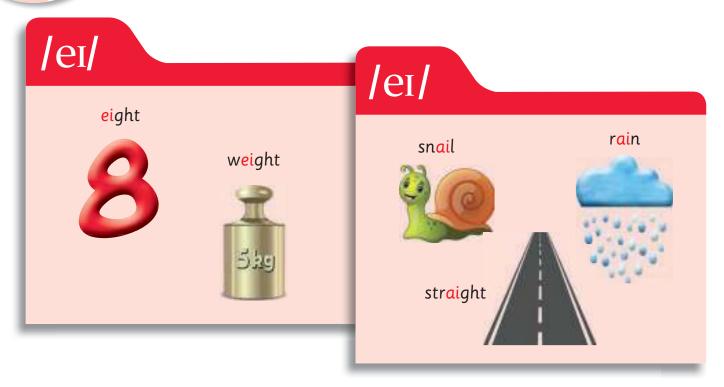
5. How do silkworms make silk?

6. When did people in Europe start making silk?

Let's chat

What else can we make from rubber, glass and silk? What other materials can you think of? Are they natural or man-made? What do we use them for?

# PHONICS 1 Listen and say. 🔑 📢



2 Listen and say. Then circle the /eɪ/ sounds. 🂠 📢



## **Eight snails**

Eight snails in the rain. Look at their trails! They aren't straight.

Eight snails in the rain Are moving so slow. They're waiting to see the rainbow.

3 Listen and number 1-5. ◀》















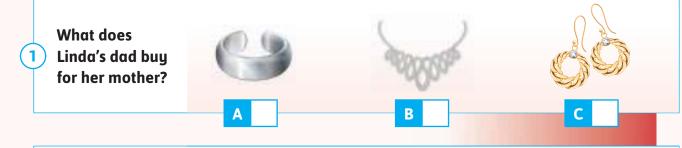






#### Listening

Listen to three short dialogues and tick (✓) the correct picture. Check your answers with a partner. 💠 📢







#### **Speaking**

Talk in pairs. Have you ever done any of the following? Discuss the details. 🍜 🎨

## make something from

What? When? Was it a gift? How / feel?

different materials

#### meet a famous person

Who? When? Where? How / feel? ask / autograph?

## read an interesting book

What kind? Which one? What / about? Why / like it?

Have you ever made something from different materials?

















petrol gas

electricitu

mud

burn



• Read and answer. Where can we find fossil fuels? Check your answer with a partner. 🎥 🍪





Coal, oil and natural gas are fossil fuels. We find them deep inside the earth. Plants and animals that died millions of years ago sank into mud or sand and turned into coal, oil or natural gas. People burn fossil fuels to create energy, or they use them to make different things.



Oil is a liquid fossil A. Oil fuel. Another name for oil is petroleum. It means 'rock oil' because we find this oil inside rocks. Another name for it is 'black gold' because it is expensive and it is dark in colour. People use oil to make plastic, petrol and medicine. We also burn it to heat houses and to create electricity. However, when we burn it, it creates gases which can be dangerous for people and the environment.

Coal is a kind of black or brown rock. B. Coal Plants buried under other plants and mud a long time ago created this fossil fuel. The people of ancient China used coal first. They used it to cook food and to heat their homes. Later many people burnt coal to create electricity, and as fuel for ships and trains. Coal is not very

C. Natural gas

pollutes the atmosphere.

expensive, but when we burn it, it



We usually find natural gas near oil. People use it for heating homes and for cooking. Today there are also cars that use natural gas, which is usually cheaper than petrol. Natural gas is 'greener' than oil and coal. It doesn't pollute the environment very much when we use it.

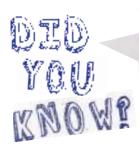
Read again and tick (🗸). There may be more than one answer for each sentence. Oil Coal Natural gas **1.** People use it to cook food. 2. It doesn't pollute the atmosphere very much when we burn it. **3.** People use it to make medicine. **4.** It is the most expensive of all.

6. The Chinese used it first.

**5.** It creates electricity when burned.

4 Read and cor	mplete. 📮
----------------	-----------

	gas	coal	burnt	electricity	petrol	mud	died
there	ots of _	there's l	n because	in the garde	ear boots	nould w	I. You sl
ke	doesn't	It		natural	car uses	ıd's new	<b>2.</b> My da
	_ last ye			child, but it _	rtle as a c	a pet tui	<b>3.</b> I had
	esterday	ooking y	le I was c	my hand wh			<b>i.</b> 1
e environment when we	ollutes	ause it p	il fuel bed	s a 'dirty' foss	i		5
						t.	burn i
<u> </u>	create	nd sun to	he wind a	power from t	use the	days we	. Nowa
				fossil fo	is α(n)		1. Natu
n	ating an	ricity, he		se natural ga: B cars		er says <sub>l</sub> cooking	
			ve is in USA	ural gas reser B the	ggest nati	third big Qatar	
		gas.	•	of the world'	š	ır makes 40%	
				easy to B mo	al gas is e	d naturo freeze	



## Scientists can turn natural gas into a liquid.

They can do this by cooling it to a temperature of minus -167 °C.



## PROJECT WORK 🛅 🧩

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

## STORY

- 1 Do you know which book the story Gulliver in Lilliput is from? Who is the author of the book? Research and then discuss with the class.
  - Read and answer. Did everyone in Lilliput like Gulliver? Check your answer with a partner.
  - Read the story. 🏭 💠 🤦

# Gulliver in Lilliput

Gulliver was born in a village in England and became a doctor when he grew up. He needed money, so he decided to become a ship's doctor. He went to the London docks and met Captain William Pritchard. 'I am looking for a doctor to work on my ship. We are going to travel to the East Indies,' said Captain Pritchard. 'I will be happy to work for you,' answered Gulliver. Captain Pritchard told Gulliver that they were leaving from



the port in Bristol on 4 May. Gulliver was at the **port** early in the morning, ready to sail off to the East Indies.

It was a long **journey**. One day, the ship ran into a terrible storm. 'Look out! There's a big rock ahead of us!' shouted one of the sailors. The sea was very rough. The ship hit the rock and sank. Everybody drowned, except for Gulliver.

When the storm passed, Gulliver saw that the sea wasn't very deep and that he could touch the bottom. He walked a long way until he got to the shore. When he came out of the water, he lay down and fell asleep immediately. Gulliver slept for a long time. When he woke up, he was lying on his back and couldn't move. He was tied to the ground.

Then he felt something moving on his body. He looked down and saw some very small men, about twelve centimetres tall. 'Oh no!' shouted Gulliver. 'What are these strange little creatures?' he asked himself. Gulliver pulled his left hand free, but suddenly... 'Ouch!' he cried.

Hundreds of little arrows hit his hands and face. Gulliver stopped moving and no more arrows hit him. He watched the little people build a platform next

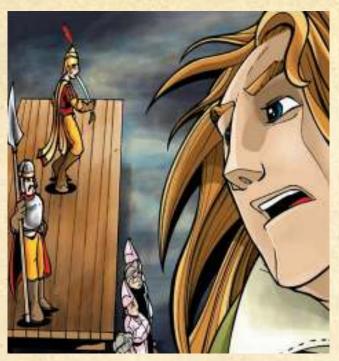


to his head. Then one of them climbed onto the platform and spoke to him. Gulliver couldn't understand the language he spoke, but he understood that the people on the island were friendly. He decided to lie still and not hurt them.

Gulliver was very hungry and very thirsty, so he used **gestures** to ask for food and drink. The little people immediately placed ladders against his



sides. They climbed up with baskets of food and barrels of water. 'Thank you very much. This food is delicious!' said Gulliver. After he ate and drank, the little people put Gulliver on a big platform to move him. Then they untied Gulliver and put a big chain round his leg so he could stand up. When he stood up, everybody was amazed at how tall he was. 'Please take this chain off. I won't hurt you,' said Gulliver. However, they didn't take the chain off.



When Gulliver stood up, he could see the strange country, which was called Lilliput. Suddenly, Gulliver saw a lot of people outside the city gates. The king and the great lords and ladies of Lilliput were coming to see Gulliver, Gulliver lau down and put his head on the ground. Then the king went near him. He was taller than the rest of the people and very handsome. The king spoke to Gulliver, and Gulliver answered, but

neither of them could understand the other.

The king ordered six teachers to teach Gulliver the language of Lilliput. Very soon, he could understand a lot of Lilliputian. 'You are a very good student,' his teacher told him. 'Thank you. I like languages,' said Gulliver. 'Now I know six languages!'

Every time he saw the king, Gulliver asked him to set him free. One day, the king spoke to his lords about this. 'Gulliver wants to be free. Should we take the chain off his leg?' he asked his lords.

Most of the lords trusted Gulliver and agreed to take the chain off. But some didn't agree because they didn't like Gulliver. Skyresh Bolgolam was one of them. 'You mustn't set him free, Your Majesty. He is very dangerous. He might step on us and kill us!' shouted Skyresh Bolgolam.

In the end, the king decided to set Gulliver free, but he made Gulliver promise to be very careful when he walked round the city.

	Where was Captain Pritchard's ship going?
2.	Why did the ship sink?
3.	What happened to the people on the ship when it sank?
4.	What did the king of Lilliput make Gulliver promise him?
	ead the story again. Look up the words in bold in a dictionary and write their meaning elow. 🔎
1.	port
2.	journey
3.	gestures
4.	handsome
	sten to a teacher discussing Gulliver in Lilliput with two students and circle A or B. neck your answers with a partner. 🌼 📢)
1.	Who liked the people from Lilliput?
	A Joe B Alan
	Who says that the king of Lilliput is kind?
2.	
2.	A Joe B Alan
	A Joe B Alan Why does Joe think Gulliver is a good person?
3.	Why does Joe think Gulliver is a good person?

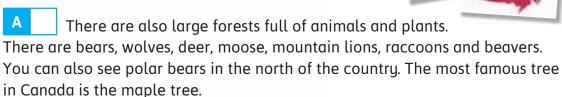


## PROJECT

Read what Susan wrote about her country, and put the paragraphs in order. Write 1-3. Check your answers with a partner. 🌣 🔠

#### My country profile:

## Canada



Canada is part of the continent of North America. It is the second largest country in the world. Canada has long, very cold winters with lots of snow, and short, cool summers. People in Canada use two languages – English and French.

Canada is a beautiful country with many mountains, lakes and rivers. The longest river in Canada is the McKenzie River. It's 145 km long! The highest mountain is Mount Logan. It is 5,959 m high. The largest lake is Great Bear Lake.

2	Read	aaain	and	answer	the	questions.	Αİ
	Iteuu	uguiii	ullu	ali3WCI	LIIC	questions.	(j. )   B

- **1.** What is the weather in Canada like during the summer?
- **2.** What languages do people in Canada use?
- 3. What is Canada like?
- **4.** Where in Canada do polar bears live?
- **5.** What is the name of the most famous Canadian tree?

### 3 Answer the questions about your country. 🔐

- 1. Where is your country?
- 2. How big is your country?
- **3.** What's the weather like in your country during the year?
- **4.** What can you see in your country? (geographical features, e.g. lakes, rivers, mountains, etc.)
- **5.** What animals and plants can you find there?

Read the film review and complete the table. 🔠

**Finding Dory** 

Tony

Title of film:

Finding Dory (2016) is an animated adventure and comedy film, the second in the Finding Nemo series. The directors of the film are Andrew Stanton and Angus MacLane. The main characters of the film are Dory, Nemo and Marlin. In this film, Dory, a blue tang fish that usually can't remember very well, remembers her parents and how she lost them as a baby fish. She decides to go on an adventure to find them with the help of her friends Nemo and Marlin. However, she loses her friends, and some scientists

take her. So, before she can meet her parents, her friends have to save her from the scientists, who want to keep her in an aquarium. *Finding Dory* is a great film. It was funny but sad too. The ending was fantastic. It's an excellent film, so you should watch it with your friends and family. Don't miss it!

Year:	
Type of film:	
Main character(s):	
Director(s):	
Opinion:	
<ol> <li>Dory is a fish</li> <li>It's a film</li> <li>Nemo and Mar</li> </ol>	te the sentences with the correct relative pronoun. doesn't remember things very well.  doesn't remember things very well.  Andrew Stanton and Angus MacLane directed. lin are the friends help Dory find her parents. riends travel to the place they think her parents live.
	teaches you the meaning of family.
<ol> <li>What's the title</li> <li>When did it con</li> </ol>	me out?
<b>3.</b> What type of fi	lm is it?
<b>4.</b> Who directed i	t?
<b>5.</b> Who are the m	ain characters?
<b>6.</b> What's the film	about?
<b>7.</b> Why do you lik	e it?
<b>8.</b> Why should pe	ople watch this film?



1 Read the leaflet below and complete the sentences. Use Conditional Sentences Type 1.



	1. If we (save) energy, (protect) the environment of the control	
	(save) energy and money if we (turn off) the lights when we leave the house.	1
	(plant) new trees, there (be) more oxygen on planet eart	h.
	(be) cleaner if we (recycle) our rubbish.	
	(take) the underground to v (not / pollute) the atmospher	•
	stions. Use the Zero Conditional and Conditional Se ne trees in the rainforests?	ntences Type 1.
2. How can we protect ar	nimals and their habitats?	
3. How can we keep the	sea, rivers and lakes clean?	
<b>4.</b> How can we help wildl	life rescue centres?	

Use the answers from activity 2 to design a leaflet about World Animal Day in your notebook. 🍜 📲

**5.** How can we protect endangered species?

🚺 Look at the poster and write the missing information. 🎥

## Grandad Joe's Life experiences Things he hasn't Things he has done so far done yet Me hasn't been to 1. be / Niagara Falls Angel Falls. He has been **2.** catch / really big fish fishing on a lake. 3. swim / Atlantic Ocean **T**He hasn't swum in a swimming pool. He has travelled to Africa, and he **4.** travel / India and / ride / elephant has taken a picture of a lion. Me hasn't made sushi. **5.** try / sushi He has travelled by train. 6. ride / hot-air balloon

- Read the poster again and write T for True or F for False.
   Grandad Joe has been to Angel Falls.
   Grandad Joe has never caught a really big fish.
   Grandad Joe hasn't been to Africa.

  5. Grandad Joe has taken a ride in a hot-air balloon.
- 3 Make a poster about your life experiences and present it to the class.

## PROJECT

Read the biography and answer the questions.



#### **Venus Williams**

Venus Williams is a famous tennis player. In fact, she is the first African-American woman to become the number one tennis player in the world. She has taken part in many tennis competitions, won many awards and medals, and has also written a book.

Venus Williams was born on 17 June, 1980 in California, USA. Although her father didn't know a lot about tennis, he read many books and taught her and her sister how to play the sport from a young age. In October 1994, she started playing professionally.

In 2000, Venus Williams took part in the Wimbledon championship and US Open, the two most important tennis competitions in the world, and she won both of them. This made her famous all over the world. In the same year, Venus and her sister took part in the Olympic Games in Sydney, Australia and won gold medals. In 2001, Venus, took part in and won the Wimbledon championship and the US Open again.

Venus Williams has also opened her own business. She designs clothes and furniture. Venus Williams has shown me that when you love something, you should never give it up.

<b>1.</b> What is Venus Williams famous for?	
<b>2.</b> Where was Venus Williams born?	
<b>3.</b> How did she learn to play tennis?	
<b>4.</b> What has she done lately?	
2 Read and answer the questions about a perso	on you admire. 📴
What's the name of the person?	What is he/she famous for?
What is an important event in his/her life?	When and where was he/she born?
<b>—</b>	
What are some important ach	nievements he/she has made?
How are you affected by this person?	What has he/she done lately?
\	

Use your answers from activity 2 and write a biography about a person you admire in your notebook.

## 1 Look and copy.

Australia is a beautiful country with mountains,
beaches, forests and deserts. The Great Barrier Reef
is the biggest coral reef in the world. The highest
mountain is Mount Kosciuszko: It is 2,228 m high.
ayers Rock or Uluru is the largest standing rock
in the world! More than half of the country is
desert The Great Victoria Desert is the biggest desert
in Australia.

# 7

## CURSIVE WRITING

## 1 Look and copy.

The main characters are Po, Li, Shifu, Tigress, Kai
and Monkey. In this film, Po meets his father, Li,
for the first time after many years. However, a
bad kung fu master, Kai, also appears. He tries to
harm everyone. Po becomes a true master of chi,
$\sigma$
which is the energy in living things. Then he meets
with Kai to fight him and save everyone

There are many organisations that plant trees and
Sille we many washing was pund vees was
pick up rubbish in forests. They also tell people
pick up runnsn in foresis. Inly also ill people
I
what they can do to help the environment. If we
- To the state of
all join these organisations, we can help protect
Law jour is use & againsamons, we said have proved
U
p + 0 + 0 + 1 + 0 + 1 + 1 + 1 + 1 + 1 + 1
our forests. If there are lots of trees, there will be
D $D$
0
more oxygen for everyone.
The state of the s
Liam Styler, 13
$\theta$

# CURSIVE WRITING

1 Look and copy.

Some archaeologists say that the Oztec people came
-xerio xx as accordant surg vi acc vi a cozico per per recine
from Aztlan, a beautiful island in a lake. In
Nahuatl, the Oztec language, Oztlan means "White
1001 000000, 101 00 00 100 100 100 100
Land because lots of white birds lived there. In
aztlan, people lived in caves and planted peppers,
corn, beans and tomatoes in their gardens. They
U U
say that the Oztec people lived there and later
moved to Mexico, but explorers have never found
Aztlan.

Khalfan missed the 2007-2008 season because of an
injury. However, he returned for the 2008-2009
season stronger than ever. He scored eight goals
in Al Sadd's first six games. In 2011, Khalfan
and his team, Al Sadd, won the AFC Champions
League. A great achievement for any footballer.
In July 2017, at the age of twenty-nine, Khalfan
moved to al arabi Sports Club, which his father
played for too. He has shown me that with hard
work, anything is possible. He is the best athlete ever



## Now I can...

#### Module 6

## Now I can...

- talk about activities using like/enjoy/love/ hate/can't stand and talk about things I'm good/bad at
- talk about the appearance and characteristics of items
- use the Comparative and Superlative forms of adjectives and (not) as + adjective + as
- use too and enough
- write about my country







## 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 natural phenomena and disasters
- use prepositions of time
- talk using the relative pronouns who, which and that, and the relative adverb where
- talk about places to visit around the world and about occupations
- write a film review







## 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... 😩 🕽



- talk about the environment and pollution, endangered species and natural phenomena  $\Leftrightarrow \Leftrightarrow \Leftrightarrow$
- use Future will to make predictions about the future, to make on-the-spot decisions, and to make promises
- use may and might to express possibility in
- use Conditional Sentences Type 1 to express possibility, and the Zero Conditional to express a general truth
- design a leaflet and write about the environment









## 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 experiences
- ask and answer about experiences
- ask about how long someone has done something
- talk about what I and others have never done
- make a poster



- 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...



- talk about different materials
- talk about how we make things
- describe traditional costumes
- ask others for their opinions and express my opinion
- write a biography



公公公



## Now count your stars!

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



# Grammar Reference

#### **Module 6**

#### -ing forms

#### We use -ing forms:

- · as subjects of verbs
  - Drinking a lot of water is good for you.
- after certain verbs: like, love, enjoy, hate, etc. I hate watching TV. e.g.
- after prepositions
  - I'm good at cooking. e.g.
- after the expression can't stand
  - I can't stand skiing.
- after the verb go to indicate activities: go swimming/shopping/fishing, etc. e.g.



#### too / enough

too + adjective

I don't want to visit the Sahara Desert. It's too hot.

enough + noun

There is enough snow, so I can go skiing.

adjective + enough

The weather is warm enough. Let's go swimming!

too + adjective + to + verb

The birds are too young to fly.

adjective + enough + to + verb

The giraffe is tall enough to reach the top of the trees.

#### **Comparative/Superlative form**

We use the Comparative form of adjectives when we compare two people, animals or things.

#### Comparative form

#### **Formation**

adjective (1 or 2 syllables) + -er more + adjective (more than 2 syllables)

+ than

The rhino is heavier than the lion.



We use the Superlative form when we compare one person, animal or thing with several of the same kind.

#### **Superlative form**

#### **Formation**

the + adjective (1 or 2 syllables) + -est the most + adjective (more than 2 syllables)

+ of/in

The Inland Taipan snake is the most dangerous snake in the world.

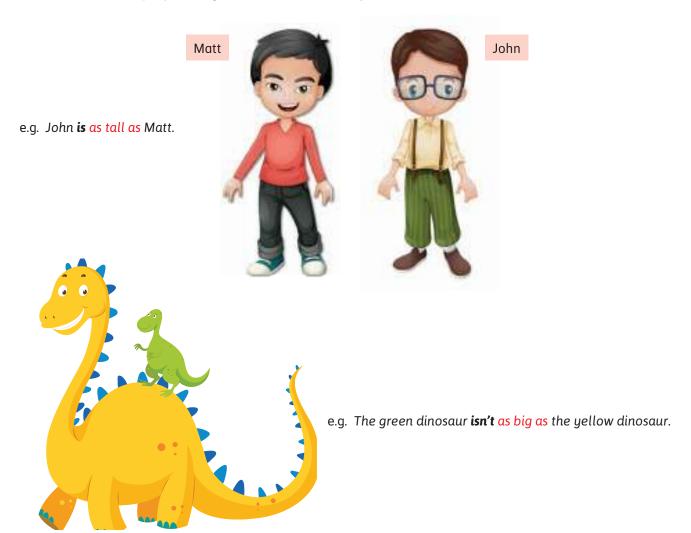




Adjectives	Comparatives	Superlatives	Irregular			
old	older	the oldest	Adjectives	Comparatives	Superlatives	
dry	drier	the driest	good	better	the best	
long	longer	the longest	bad worse the worst		the worst	
big	bigger	the biggest	far	farther/further	the farthest/furthest	
busy	busier	the busiest	Comparative Superlative		Superlative	
modern	more modern	the most modern	much/many more the most		the most	
important	more important	the most important	An elephant is bigger than a lion. The blue whale is the biggest animal in the world.			

#### Other forms of comparison: (not) as + adjective + as

We use the structure (not) as + adjective + as to make comparisons and to describe similarities and differences.





## GRAMMAR REFERENCE

#### Module 7

#### Prepositions of time: during, from ... to, on + day of the week, in, after

Prepositions of time allow you to talk about or refer to a specific time period, such as a date on the calendar, a day of the week, or the actual time something takes place. Prepositions of time are the same words as prepositions of place, however, they are used in a different way. In, on and at are the most common prepositions of time, while other prepositions of time, such as during, from... to... and after are also used to talk about a specific time or duration.

Prepositions of time					
in	Followed by:  • months  • years  • seasons  • length of time  • centuries  • parts of the day	e.g. The book fair is in October.  He died in 2007.  I like fishing in summer.  We are leaving in ten minutes.  The artist painted this in the fifteenth century. I always watch TV in the evening.			
on	Followed by: • days of the week • exact dates	e.g. I do karate <mark>on</mark> Mondays. The food festival is <mark>on</mark> 5 December.			
at	<ul> <li>Followed by:</li> <li>specific times</li> <li>specific words:</li> <li>night, the weekend</li> </ul>	e.g. My art class is at five o'clock. I never go out at night. I spend time with my family at the weekend.			
during	used to refer to the duration between the beginning and end of something	e.g. My family and I visited many places during summer.			
from to	used to show the exact time that something begins and finishes	e.g. The library is open from seven o'clock to five o'clock every day.			
after	used to refer to something happening at a later time	e.g. That shop always opens after nine o'clock.			

e.g. I took art classes during the summer.

I did my homework from 6 p.m. to 8 p.m. yesterday. I woke up at six o'clock on Monday.

I went on holiday in July.

The museum opens after nine o'clock every day.



#### **Defining Relative Clauses**

**Defining Relative Clauses** give necessary information about the person or thing we are referring to. They are introduced by the relative pronouns who or which, or the relative adverb where.

Who is used for people.

Which is used for animals, things and abstract nouns.

Where indicates place.

who / that (as subject)

That's the man who / that works at the library.

which / that (as subject) | I bought a painting which / that costs more than £30,000.

where

That's the museum where you can see the Mona Lisa.

#### **Module 8**

#### **Future will**

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

won't = will not

We use Future will to:

1. make requests or to offer or refuse help: e.g. — Will you please help me carry these bags?

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

**2.** make promises: e.g. I promise I'll help you tidy the living room later, Mum!

**3.** make on-the-spot decisions: e.g. I'll buy that car.

#### The verbs may / might

We use **may** and **might** to express possibility in the present or future.

e.g. It may rain today.

We use **might** to express slighter possibility. We usually add the phrase but I'm not sure yet to show the slighter possibility.

e.g. He might be at work, but I'm not sure.

#### **Conditional Sentences Type 1**

**Conditional Sentences Type 1** refer to something which may possibly happen in the present or future.

If - clause	Main clause	
If + Present Simple	Future will	

e.g. If we pollute the sea, we won't have any clean beaches.

The If - clause and the main clause can change places without affecting the meaning of the sentence.

e.g. Wildlife will disappear if people destroy forests.

#### **Zero Conditional**

When we talk about things that are generally or always true, we can use the Zero Conditional.



If - clause	Main clause		
If/When + Present Simple	Present Simple		



## GRAMMAR REFERENCE

#### **Module 9**

#### **Present Perfect Simple**

We use the **Present Perfect Simple** for actions which happened in the past, but the exact time that they happened is not important. The results of these actions are obvious in the present.

Affirmative				
FULL FORMS	SHORT FORMS			
I have played.	I've played.			
You have played.	You've played.			
He has played.	He's played.			
She has played.	She's played.			
It has played.	It's played.			
We have played.	We've played.			
You have played.	You've played.			
They have played.	They've played.			

Negative				
FULL FORMS	SHORT FORMS			
I have not played.	I haven't played.			
You have not played.	You haven't played.			
He has not played.	He hasn't played.			
She has not played.	She hasn't played.			
It has not played.	It hasn't played.			
We have not played.	We haven't played.			
You have not played.	You haven't played.			
They have not played.	They haven't played.			

#### Questions

Have I played?
Have you played?
Has he played?
Has she played?
Has it played?
Have we played?
Have you played?
Have they played?

#### **Short answers**

Yes, you have.	No, you haven't.
Yes, I have.	No, I haven't.
Yes, he has.	No, he hasn't.
Yes, she has.	No, she hasn't.
Yes, it has.	No, it hasn't.
Yes, you have.	No, you haven't.
Yes, we have.	No, we haven't.
Yes, they have.	No, they haven't.

## They have travelled to many countries around the world.



Time expressions						
ever	We use <b>ever</b> in questions.	e.g. Have you ever visited Paris? Yes, I have. / No, I haven't.				
never	We use <b>never</b> in affirmative sentences, but w a negative meaning.	th e.g. I've never seen a blue whale.				
How long	We use <b>How long?</b> when asking about the duration of an action.	e.g. How long have you lived in London?				
for	We use <b>for</b> to refer to the duration of an action	on. e.g. I have lived in London for five months.				
since	We use <b>since</b> to refer to the time when an act started.	e.g. I have lived in London since last May.				
so far	We use <b>so far</b> to give information about what has happened until the present point in time	e.g. I've written four books so far.				
yet	We use <b>yet</b> in questions and negative sentend It goes at the end of the sentence.	e.g. Have you packed everything?  No, I haven't packed everything yet.				

#### Module 10

#### **Present Simple vs Past Simple**

We use the **Present Simple** for habits and permanent states.

We use the **Past Simple** to talk about something that happened at a specific time in the past.

Time Expressions					
Present Simple	Past Simple				
every morning / day / week / year / etc.	<b>yesterday</b> morning / afternoon / evening / etc.				
on Monday / Tuesday / Friday afternoon / etc.	last Monday / night / week / month / year / May / etc.				
in the morning / afternoon / evening	a week / two days / three months / a few hours <b>ago</b>				
in January / February / summer / winter / etc.					
at 7.00 / night / the weekend / etc.					
Adverbs of frequency					
always sometimes usually never often					

- e.g. Mr Hendricks usually drives to work in the morning, but yesterday he got a flat tyre and had to take the bus.

  My brother didn't live in London four years ago. He lives and works there now, but he doesn't like it very much.
  - Did you tidy your room yesterday, Ralph?
  - No, I didn't, Mum. I always tidy my room at the weekend.

#### Past Simple vs Present Perfect Simple

We use the **Past Simple** to talk about something that happened at a specific time in the past. It is common to state when the event took place.

We use the **Present Perfect Simple** for an action which happened in the past, but we don't say exactly when it happened, because it is not important. The results of the actions are obvious in the present.

Time Expressions			
Past Simple	Present Perfect Simple		
yesterday morning / afternoon / evening / etc.	ever	for	
last Monday / night / week / month / year / May / etc.	never	since	
a week / two days / three months / a few hours <b>ago</b>	so far	How long?	
	yet		

- e.g. I have visited my cousins in the UK many times, but I didn't visit them last year.

  Jason hasn't done all his homework yet. He didn't understand the maths homework and it took him a long time.
  - Have you ever seen a giraffe?
  - Yes, I have. I saw one at the zoo last month!





## GRAMMAR REFERENCE

## **Irregular Verbs**

Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
be	was / were	been	know	knew	known
beat	beat	beaten	lay	laid	laid
become	became	become	learn	learnt	learnt
begin	began	begun	leave	left	left
bleed	bled	bled	let	let	let
blow	blew	blown	light	lit	lit
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	meet	met	met
burn	burnt	burnt	pay	paid	paid
buy	bought	bought	put	put	put
can	could	could	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cut	cut	cut	say	said	said
dig	dug	dug	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	shoot	shot	shot
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
fly	flew	flown	sting	stung	stung
forget	forgot	forgotten	swim	swam	swum
freeze	froze	frozen	take	took	taken
get	got	gotten	teach	taught	taught
give	gave	given	tell	told	told
go	went	gone	think	thought	thought
grow	grew	grown	throw	threw	thrown
hang	hung	hung	understand	understood	understood
have	had	had	wake	woke	woken
hear	heard	heard	wear	wore	worn
hide	hid	hidden	win	won	won
hold	held	held	write	wrote	written
keep	kept	kept			

# Vord list

#### **Abbreviations**

(v.) = verb

(adj.) = adjective

(phr.) = phrase

(n.) = noun

(phr. v.) = phrasal verb



#### Song

waterskiing (n.)

trekking (n.)

scuba diving (n.)

canoeing (n.)

mountain biking (n.)

snowboarding (n.)

warm (adj.)

#### **Top Stars**

spot (n.)

spotted (adj.)

stripe (n.)

striped (adj.)

seat (n.)

teach (v.)

learn (v.)

#### Our world

speed (n.)

falcon (n.)

create (v.)

decide (v.)

record (n.)

come out (phr. v.)

#### Let's talk

heavy (adj.)

light (adj.)

weight (n.)

length (n.)

width (n.)

centimetre (cm)

gram (g)

#### **Reading time**

equipment (n.)

instructor (n.)

wetsuit (n.)

mask (n.)

bright (adj.) breathe (v.)

#### CLIL 3 (Modules 5-6)

dinosaur (n.)

fossil (n.)

horn (n.)

carnivore (n.)

herbivore (n.)

sharp (adj.)

extinct (adj.)

climate (n.)

### Module 7 Quiz

tornado (n.)

thunderstorm (n.)

cloud (n.)

wind (n.)

fog (n.)

ground (n.)

spin (v.)

air (n.)

thick (adj.)

reach (v.)

form (v.)

#### **Top Stars**

team (n.)

deep (adj.)

winner (n.)

scissors (n.)

invent (v.)

#### Our world

underground (n.)

castle (n.)

gift shop (n.)

jewellery (n.)

souvenirs (n.)

station (n.)

#### Let's talk

designer (n.)

design (v.)

architect (n.)

author (n.)

sculptor (n.) statue (n.)

poet (n.)

#### Reading time

artwork (n.)

visitor (n.)

roof garden (n.)

## TOP TIME! 4

climate (n.)

humid (adj.)

sandstorm (n.)

### Module 8 Song

atmosphere (n.)

rainforest (n.)

pollution (n.)

endangered species (phr.)

habitat (n.)

protect (v.)

environment (n.)

pollute (v.)

grow up (phr. v.)

#### **Top Stars**

mug (n.)

ranger (n.)

donate (v.)

wildlife rescue

centre (phr.)

adopt (v.)

# WORD LIST

#### Our world

filter (n.) rubbish (n.)

turn off the lights (phr.)

factory (n.) oxygen (n.) energy (n.)

organisation (n.)

waste (v.)

#### Let's talk

boil (v.)

freeze (v.)

heat (v.) ice (n.)

tap (n.)

#### **Reading time**

wood (n.)

plastic (n.)

furniture (n.)

vase (n.)

pencil holder (n.)

bird feeder (n.)

empty (adj.)

throw away (phr. v.)

#### CLIL 4 (Modules 7-8)

land (n.)

fin (n.)

penguin (n.)

feather (n.)

butterfly (n.)

scales (n.)

lay (v.)

belong (v.)

backbone (n.)

## Module 9

#### Song

athlete (n.)

snail (n.)

dangerous (adj.)

strange (adj.)

travel (v.)

#### **Top Stars**

telescope (n.)

lid (n.)

space (n.)

planet (n.)

dark (adj.)

sunset (n.)

sunrise (n.)

#### Our world

volcano (n.)

crater (n.)

lava (n.)

cave (n.)

erupt (v.)

tour (n.)

flow (v.)

active (adj.)

#### Let's talk

sushi (n.)

#### Reading time

gold (n.)

golden (adj.)

treasure (n.)

dust (n.)

rich (adj.)

sink (v.)

king (n.)

#### TOP TIME! 5

cantilevered swimming pool

(phr.)

observation deck (n.)

#### Module 10

#### Ouiz

necklace (n.)

bracelet (n.)

ring (n.)

belt (n.)

wool (n.)

silk (n.)

cotton (n.)

leather (n.) silver (n.)

## **Top Stars**

washing machine (n.)

peel (v.)

#### Our world

fabric (n.)

linen (n.)

pattern (n.)

decorate (v.)

turn into (phr. v.)

wedding (n.)

#### Let's talk

fiction (n.)

biography (n.)

adventure (n.)

mystery (n.)

#### Reading time

rubber (n.)

tyre (n.)

liquid (n.)

temperature (n.)

silkworm (n.)

cocoon (n.)

fibre (n.)

tube (n.)

#### CLIL 5 (Modules 9-10)

coal (n.)

gas (n.)

petrol (n.)

electricity (n.)

mud (n.)

burn (v.)

die (v.)




#### Top Stars 6b Student's Book

H. Q. Mitchell - Marileni Malkogianni

Published by: MM Publications

www.mmpublications.com info@mmpublications.com

#### **Offices**

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

Copyright © 2019 MM Publications

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers, in accordance with the contract concluded with the Ministry of Education and Higher Education of the State of Qatar.

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

Produced in the EU

ISBN: 978-618-05-3235-7 N1811012053-15312





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 and 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





