

H. Q. Mitchell – Marileni Malkogianni



TOP STARS

6b

Teacher's Notes



Academic Year 2018–2019


mm
publications

GRADE **6**

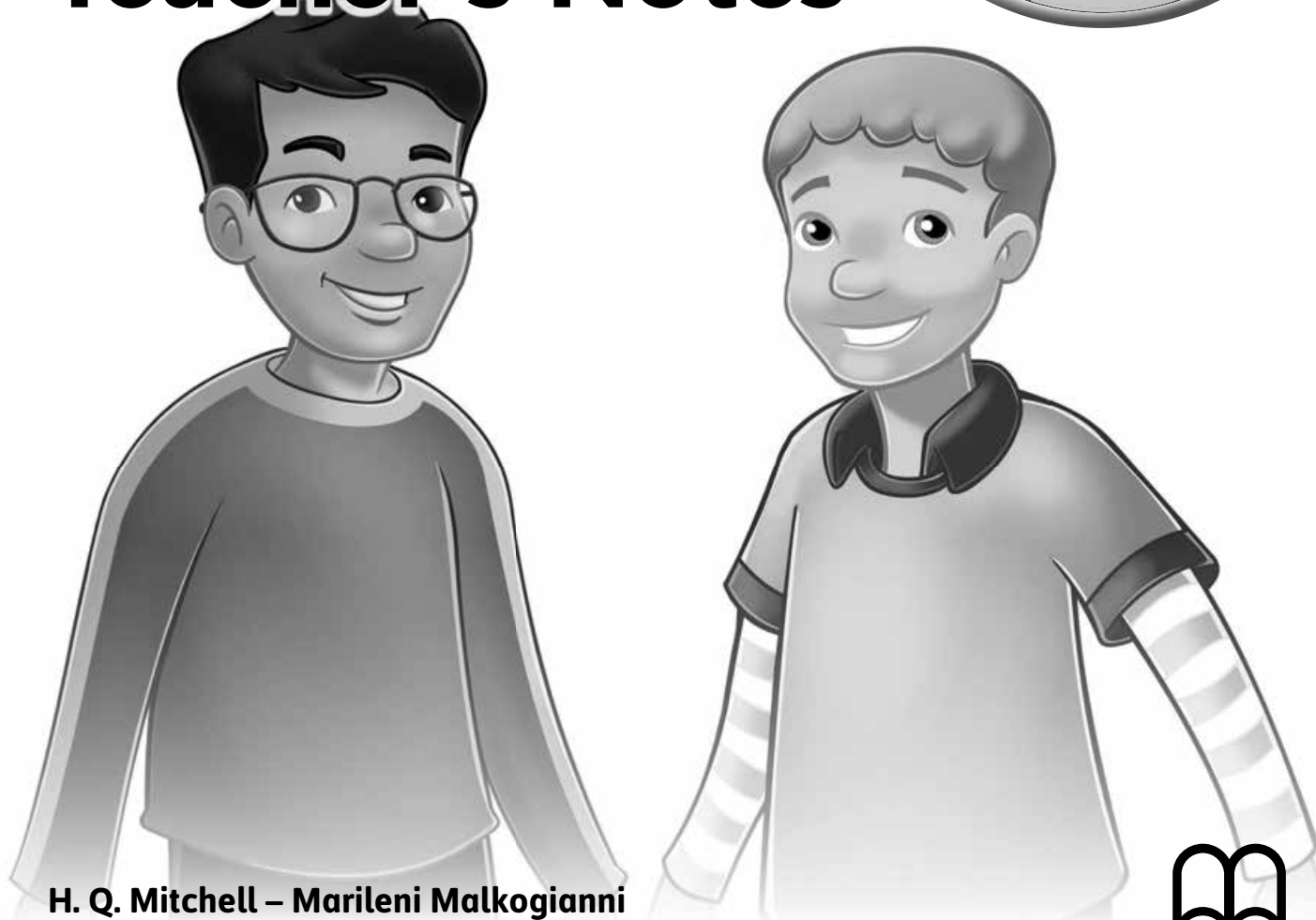
SEMESTER 2



TOP STARS



Teacher's Notes



H. Q. Mitchell – Marileni Malkogianni

Academic Year 2018–2019


mm
publications



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

















النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ	قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً	تَسْمُو بِرُوحِ الْأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الْأَلَى	وَعَلَى ضِيَاءِ الْأَنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ	عِزٌّ وَأَمْجَادُ الْإِبَاءِ
قَطْرُ الرَّجَالِ الْأَوَّلِينَ	حُمَاتُنَا يَوْمَ النِّدَاءِ
وَحُمَائِمُ يَوْمَ السَّلَامِ	جَوَارِحُ يَوْمِ الْفِدَاءِ



Contents

Syllabus	6
Introduction	8
6 What's it like?	11
CLIL 3	13
7 Did you know?	14
TOP TIME! 4	16
8 Go Green!	17
CLIL 4	19
9 Life experiences	20
TOP TIME! 5	22
10 The world around us	23
CLIL 5	25
Story - Gulliver in Lilliput	25
Extra Practice Modules 6-10	26
Key to Extra Practice Modules 6-10	31

SYLLABUS

Communication Objectives	Structures	Vocabulary	Writing	QNCf competencies
Module 6 • What's it like? • p. 78				
<ul style="list-style-type: none"> to talk about sports and activities to talk about the appearance and characteristics of items to talk about quantity using <i>too</i> and <i>enough</i> to compare two or more animals or things 	<i>-ing</i> as subject of verbs <i>go, start, hate, can't stand, love, like, enjoy, (be) good/bad at + -ing</i> <i>too + adjective + full infinitive</i> <i>adjective + enough + full infinitive</i> Comparative form Superlative form Comparison (not) <i>as + adjective + as</i>	Sports Amazing facts Technological features Units of measurement	Project: to write a profile about one's country Writing tip: to learn how to describe a country Phonics silent e ride a bike be careful bicycle lane line	     
CLIL 3 (Modules 5-6) • Science (Dinosaurs) • p. 90				
Module 7 • Did you know? • p. 92				
<ul style="list-style-type: none"> to ask and answer about natural phenomena to talk about the dates and times that events take place to give additional information relating to someone or something to talk about a quiz to give additional information relating to a place to talk about a place to talk about different occupations 	Prepositions of time (on, in, during, from... to, after) Relative clauses (who/which/that) Relative clauses (where)	Natural phenomena People and places Occupations	Project: to write a film review Writing tip: <ul style="list-style-type: none"> to learn how to use relative pronouns and adjectives to describe a film to learn how to use the conjunctions <i>although</i> and <i>so</i> to learn how to use the adverb <i>however</i> Phonics oa /ou/ soap coach ow /ou/ blow elbow grow	    
Top Time! 4 • p. 104				
Module 8 • Go Green! • 106				
<ul style="list-style-type: none"> to talk about the environment to make promises, spontaneous decisions and predictions to express possibility to talk about endangered species to talk about pollution to talk about something that is possible in the present or the future 	Will + time clauses may / might Conditional sentences Type 1 Zero Conditionals	Environmental issues Endangered species Scientific facts	Project: to design a leaflet Phonics silent consonants hour sign spaghetti island knife half	    
CLIL 4 (Modules 7-8) • Science (Animal groups) • p. 118				



Communication Objectives	Structures	Vocabulary	Writing	QNCF competencies			
Module 9 • Life experiences • p. 120							
<ul style="list-style-type: none">• to talk about experiences• to introduce the present perfect simple• to ask and answer about experiences• to talk about space• to talk about how long someone has done something• to talk about volcanoes	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	Project: to make a poster about one's life experiences Writing tip: to learn how to make a poster <div>Phonics</div> <table><tr><td>u /ʌ/ sunny umbrella lunch</td><td>u /juː/ computer uniform museum</td><td>u /ɜː/ turtle surf turn</td></tr></table>	u /ʌ/ sunny umbrella lunch	u /juː/ computer uniform museum	u /ɜː/ turtle surf turn	
u /ʌ/ sunny umbrella lunch	u /juː/ computer uniform museum	u /ɜː/ turtle surf turn					
Top Time! 5 p. 132							
Module 10 • The world around us • p. 134							
<ul style="list-style-type: none">• to talk about past experiences and present actions• to link past and present time• to use many tenses together• to ask others for their opinion• to express an opinion	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	Project: to write a biography Writing tip: to learn how to write a biography <div>Phonics</div> <table><tr><td>ei /eɪ/ eight weight</td><td>ai /eɪ/ snail rain straight</td></tr></table>	ei /eɪ/ eight weight	ai /eɪ/ snail rain straight		
ei /eɪ/ eight weight	ai /eɪ/ snail rain straight						
CLIL 5 (Modules 9-10) • Science (Fossil fuels) • p. 146							

INTRODUCTION

Welcome

A learner-centred approach is the foundation of this course, which aims to engage learners actively in using language to explore their environment and to interact with others in order to construct meaning. A building-block strategy has been employed, through which every lexical and grammatical item is carefully presented and systematically revised. Each book is based on a well-organised, multi-dimensional syllabus, which focuses equally on the development of both vocabulary and structures through lively topics and communicative activities. The four skills (listening, speaking, reading and writing) are developed in an integrated way throughout the course. Furthermore, the New Curriculum Standards for the State of Qatar for primary school levels are integrated in the course content.

Course Components

Teacher's Notes

The Teacher's Notes provide the key to all activities in the Student's Book. The transcripts for all the listening activities are also provided. Furthermore, there is a photocopiable section (Extra Practice) with extra grammar activities per module.

Audio Material

These CDs include all the recordings of the dialogues, stories, songs/poems, listening activities and phonics chants/poems in the Student's Book. Special attention has been given to sound effects, in order to help students better understand and enjoy the presentations and stories. Every recording has been marked with a track number (for the CD) for easy reference.

Student's Book

Course outline

All the lessons in each module feature a wide variety of meaningful input through the use of songs/poems / quizzes / questionnaires, illustrated stories, short texts, games, role plays and cross-curricular (CLIL) sections. A clearly demarcated vocabulary section illustrates the key vocabulary items for each lesson. A wide variety of listening and speaking activities allow students to practise and use the new language.

MODULE STRUCTURE

Cover page

The aim of this page is to familiarise both students and teachers with the learning objectives of the module. Students read about what they will learn in the module, which increases motivation and helps them become

autonomous learners. These objectives are expressly linked and related to the New Curriculum Standards for each Grade.

Moreover, in order for this correlation to be clear and comprehensible, the relevant numbers corresponding to the New Curriculum Standards have been added in brackets next to each learning objective.

Vocabulary

A clearly demarcated vocabulary section illustrates the key vocabulary items at the beginning of each lesson. Here are some useful tips on how to present the new vocabulary items:

- The teacher can tell students to cover the words under each picture in their books. The teacher then writes a sentence on the board with each word, says it aloud and has Ss guess the meaning of the word and point to the correct picture in their books. This can be done at the beginning of each lesson to present the new vocabulary.
- The teacher can tell students to cover the words under each picture in their books. The teacher then writes the words on the board, says them aloud and has Ss point to the correct pictures in their books. This can be done at the beginning of each lesson to revise the vocabulary previously taught.
- Alternatively, the teacher can ask Ss to guess the meanings of the words in L1 based on the depictions of the vocabulary.
- Another way to present the vocabulary is to have Ss guess the meanings of the words using realia, e.g. for *History* a History book may be used, etc.
- Words that are not depicted can be taught as follows: The teacher can write a sentence with the new word on the board and ask Ss to infer the meaning of the word by reading the word in context.

Grammar

Grammar boxes provide written models of the structures presented, and they aim to help students notice underlying patterns in language. Here are some suggestions in order to approach grammar effectively:

- Draw students' attention to the grammar box provided.
- Have students read the examples on their own.
- Write the examples on the board and underline the key features of the grammatical structure in question (e.g. formation of the tenses, auxiliary verbs, time expressions, etc.). You can add more examples of your own if you wish.
- Encourage students to tell you what they notice about these structures, as well as when and why they are used.
- Elicit students' answers and give more information if needed. Give students a few additional examples and then encourage them to think of their own examples.

- Ask students to read the text/quiz/song again, find examples of the grammatical structures presented and underline them. Check students' answers.
- Tell students to refer to the Grammar Reference section at the back of the Student's Book.

Lesson 1:

Song

The first lesson of each module begins with a song/poem. The new vocabulary and the new grammatical structures are presented along with the song/poem. The lyrics always have a specific linguistic focus (vocabulary and structures) and the element of repetition aids students' consolidation of the material. An activity giving students the opportunity to practise both grammar and vocabulary always follows the song/poem.

Quiz / Questionnaire

Some modules begin with a quiz or questionnaire, which sparks students' interest in the topic of the module and allows them to explore their background knowledge of the topic.

Lesson 2:

Top Stars

The second lesson is a comic strip in interrelated episodes. Our young characters are found in situations through which vocabulary and grammar are presented in an entertaining way. The target language is introduced through lively dialogues, and each dialogue is followed by a reading comprehension activity. A wide variety of activities allow students to practise the target vocabulary and grammar. There is a *Look!* box in almost every lesson that draws students' attention to certain grammatical points. Listening and speaking activities are included to consolidate structures and vocabulary introduced in the lesson. Students also have the opportunity to practise the new language through games and role play.

Lesson 3:

Our world

In this lesson, there is a focus on factual and/or cross-cultural topics, relevant to and appropriate for students of this age. The topics have to do with everyday life, the English-speaking world, different cultures around the world, etc.

Lesson 4:

Let's talk

In this lesson, the language is presented through game-like activities. Surveys, posters, advertisements, games, etc. are included in this lesson, providing students with a model to help them talk with their classmates about various topics. The focus is on

spoken, everyday English and not just vocabulary and grammar.

Lesson 5:

Project

Project work helps to develop students' writing skills, providing them with models of a variety of writing texts. A Writing tip box helps students improve their writing skills by giving useful tips on writing conventions, syntax and punctuation.

Lesson 6:

Reading time

A variety of both original stories and factual texts are presented in this lesson. These stories/texts help students revise vocabulary and grammar from the whole module. They are fun and familiarise students with the notion of reading for pleasure. They are always followed by reading comprehension activities. Most children are familiar with the conventions of storytelling in their own language and readily transfer this knowledge into a willingness to read, listen to and participate in stories in English. Stories, along with their accompanying activities, develop cognitive skills such as predicting, hypothesising, guessing and inferring meaning. They also help children improve their concentration and develop empathy. Longer factual texts allow students to consolidate the concepts they came across in the module.

Let's chat (critical thinking skills)

After each Reading time lesson, various questions and topics for discussion are provided in order to get students to think, express their personal opinion and share their personal experiences.

Lesson 7:

Phonics

Consonant and vowel sounds are introduced and practised. Different colours are used to indicate the different sounds. Children learn to recognise and identify each sound. A range of activities develop children's ability to recognise each sound in isolation and as a part of a word.

Lesson 8:

Round-up

Apart from the frequent recycling of language throughout the lessons, there is a round-up lesson at the end of each module, which includes a variety of activities to consolidate the language students have been presented with throughout the module.

Top time!

In this lesson, students revise the vocabulary and structures taught in the previous modules. This lesson usually includes cross-cultural information. There is a variety of activities on the second page.

Cross-curricular section (CLIL):

There is a CLIL lesson after every two modules. This lesson appeals to students' natural curiosity and gives each of them a chance to contribute to the lesson. These pages consist of texts with cross-curricular information, which students are exposed to in their L1 classroom. Consequently, students are already familiar with the topics and are able to identify these topics when they are presented in English. At the top of the first page of the spread, there is a 'sign' indicating the subject dealt with.

Extra Material in the Student's Book

Project

The Project section offers students further practice on the writing tasks that each module focuses on.

Cursive writing

A Cursive writing section is included in order to help students develop their handwriting skills. Short paragraphs are introduced at this level, with instructions and guidance indicating correct formation.

Now I can...

A *Now I can...* section is included to help students evaluate their performance and take responsibility for their own learning.

Grammar Reference / Irregular verbs

A detailed presentation of the grammatical structures is included in the Grammar Reference section at the back of the book, which students may refer to whenever necessary.

A list of Irregular verbs follows the Grammar Reference section.








Word list

A Word list section has also been included at the back of the Student's Book and can be used as a reference for all the active vocabulary and phrases/expressions included in the Student's Book.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate, through examples, what the task requires students to do by doing the first item together. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- When correcting students' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to students orally or in written form on the board.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.
- It is advisable that teachers use L1 when necessary (e.g. to initiate a discussion on a topic in order to activate students' background knowledge, or to explain grammar rules).

MAIN QATAR NATIONAL CURRICULUM FRAMEWORK (QNCF) COMPETENCIES SYMBOLS

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

Module 6 - What's it like?

Song

Activity 2  **Track 2 Song**
Track 3 Poem

Key Verse 1 - C
Verse 2 - A
Verse 3 - D
Verse 4 - B

Top Stars

Activity 2  **Track 4**

Activity 3

Key 1. Khaled
2. Mrs Layla / Khaled's mum
3. the shop assistant
4. Saleh
5. Khaled

Activity 4  **Track 5**

Listening transcript

Liam: Hello? Barry? It's Liam.
Barry: Hi, Liam! How are you?
Liam: Great! What about you?
Barry: I'm fine, thanks. I just got back home. I went skateboarding at the skatepark. You should come with me sometime.
Liam: Sure! Why not? So, listen. Would you like to go to the amusement park on Saturday?
Barry: I'd love to! We are old enough to try the new roller coaster now!
Liam: Yes, we are. We can also go karting!
Barry: I don't really like karting, but we can try it. Is it going to be warm enough to try the log ride? We could get wet you know!
Liam: I don't know. Let's see Saturday's weather online. I hope it isn't going to be too cold!
Barry: The Internet says it's going to be warm on Saturday. Perfect! What else would you like to do there?
Liam: I'd like to go on the big wheel. It's huge!
Barry: The big wheel? We're too old to go on that! It's for kids. Let's try the climbing wall.
Liam: We aren't too old! Come on! It's going to be fun! We can try the climbing wall, too. I hope it isn't too scary.
Barry: Sounds great! I can't wait.

Key 1. A 2. B 3. A

Our World

Activity 2  **Track 6**

Activity 3

Key 1. F 2. T 3. F 4. F 5. F 6. T

Activity 4  **Track 7**

Listening transcript

Presenter: Welcome to our quiz show! Today we've got Jack and Derek with us! Are you ready to play?
Jack & Derek: Yes!
Presenter: Well, let's get started then! Jack, you're up first. Which of the two buildings in these photos is older?
Jack: Hmm... I'm afraid I don't know. Can I pass?
Presenter: Sure, Jack. Derek, do you know which is older?
Derek: Yes, I do! The Empire State Building is older.
Presenter: That's right! Well done, Derek. You begin the next round. There is a flower that is very tall. It isn't the tallest, but it is the smelliest in the world. What's it called?
Derek: Tall and smelly? Is it the Rafflesia?
Presenter: No. The Rafflesia smells bad, but it isn't the smelliest and it isn't tall. Jack?
Jack: I know this one! It's the Titan Arum! It smells awful!
Presenter: Good job, Jack! Now, this last question is for the fastest. Ready?
Jack & Derek: Yes!
Presenter: OK. It is the most dangerous snake.
Derek: The Black Mamba!
Jack: The Black Mamba is the fastest snake. The most dangerous is the Inland Taipan snake.
Presenter: Well done, Jack! You are this week's winner! Congratulations!

Key 1. A 2. A 3. B 4. A

Let's talk

Activity 2  **Track 8**

Listening transcript

Man: Good morning.
Shop assistant: Good morning, sir. How can I help you?
Man: I'd like to buy a new smartphone. You see, this is my old mobile phone, but I want something more modern. I saw some advertisements about three new ones, and I'd like you to tell me more about them.

TEACHER'S NOTES

Shop assistant: Of course! Follow me, please. These are the three latest models that were in the advertisement, the MyTOUCH 3, the TOUCH AND GO 5 and the SMART TALK 4.

Man: They look even better close up!

Shop assistant: All three are great! They come in different colours too. What do you use your mobile phone for the most?

Man: I need it to check my emails, surf the Net and to take photos. I'd also like to download and play games on it.

Shop assistant: OK. Well, you can do all that with all three models, so let me tell you a few other things and then you can decide.

Man: Sounds good.

Shop assistant: The TOUCH AND GO 5 is as big as SMART TALK 4, but it is heavier. The MyTOUCH 3 is the lightest of all.

Man: I can see that! And the MyTOUCH 3 and TOUCH AND GO 5 aren't as expensive as the SMART TALK 4.

Shop assistant: That's true. The TOUCH AND GO 5 costs the same as the MyTOUCH 3.

Man: Let me think. The SMART TALK 4 is nice, but it's more expensive than I thought. So, I don't think I'm going to buy that one.

Shop assistant: OK. How about the other two then? Would you like to buy one of those?

Man: I like the MyTOUCH 3, but it isn't as big as the TOUCH AND GO 5, and I wanted a smartphone with a large screen. It doesn't really matter that it's heavier. Hmm... I think the TOUCH AND GO 5 is the mobile for me.

Shop assistant: Excellent choice! In which colour? Black or white?

Man: White! Thank you very much for your help.

Shop assistant: You're welcome.

Key TOUCH AND GO 5

Project (p. 152)

Activity 1

Key A. 3 B. 1 C. 2

Activity 2

- Key**
1. The weather is cool.
 2. English and French.
 3. There are many mountains, lakes and rivers and there are large forests full of animals.
 4. In the north.
 5. The maple tree.

Activity 3

Key open answers

Activity 4

Key open answers

Reading time

Activity 2 Track 9

Activity 3

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

Let's chat

Key Suggested answer:

I like doing water sports, but I wouldn't like to try scuba diving, because it's scary. I would like to try waterskiing. I think it would be exciting. I believe it is important to have all the necessary equipment to do certain sports because it keeps you safe and helps you enjoy yourself more. Following the safety rules also keeps you safe.

Phonics

Activity 1 Track 10

Listening transcript

Silent e, ride a bike, be careful, bicycle lane, line

Activity 2 Track 11 Chant Track 12 Poem

Key circled: careful, careful, Dane, Ride, bike, bicycle, lane, careful, bike, bicycle, careful, Change, lines

Activity 3 Track 13

Listening transcript

1. line 2. ride a bike 3. bicycle lane 4. be careful

Key A. 2 B. 4 C. 3 D. 1

Round-up

Activity 1 Track 14

Listening transcript

1.

Harry: What would you like to do today, Tim? There are lots of activities we can do!

Tim: Hmm.... Let's go cycling!

Harry: It's too warm for cycling. I want to try a water sport. How about waterskiing?

Tim: Waterskiing? No way! I think waterskiing is too dangerous!

Harry: Oh, OK. How about scuba diving then?

Tim: Scuba diving is as dangerous as waterskiing, Harry. Let's do something relaxing!
Harry: Well, we haven't got any more choices!
Tim: Yes, we have! Look!
Harry: Are you serious, Tim? Canoeing?
Tim: Come on! It's a water sport, it's safe and it's relaxing! We can enjoy nature and exercise too.
Harry: Oh, OK!

2.
Colin: Hi, Jeff! Welcome back! How was your holiday?
Jeff: It was great! I went mountain biking and trekking.
Colin: I went trekking once, but I didn't like it. The equipment was too heavy!
Jeff: Well, I thought it was great! I also enjoyed mountain biking!
Colin: I think snowboarding is better, but you can only do it in winter.
Jeff: Snowboarding is great, too, but I think mountain biking is the best. And guess what? I decided to take part in a mountain biking competition next month.
Colin: Wow! That's great, Jeff! Good luck!
Jeff: Thanks, Colin!

3.
Rita: What should we get Mum for Mother's Day, Kelly?
Kelly: I don't know, Rita. How about that dress?
Rita: Which one? The one with the spots?
Kelly: No, no. The one with the stripes.
Rita: I don't know. Those stripes are really bright. Mum doesn't like bright colours.
Kelly: You're right...
Rita: Oh! I know! She needs a new bag. Let's get her one!
Kelly: Great idea, Rita!
Rita: Look at that one! It's not very big and it's pink. Pink is Mum's favourite colour. Have we got enough money?
Kelly: Yes, we have. Let's get it!

Key 1. B 2. C 3. B

CLIL 3 – Modules 5-6

Activity 3

Key 1. F 2. F 3. T 4. F 5. T 6. T 7. F

Activity 4

Key 1. fossils
 2. Herbivores
 3. extinct
 4. climate
 5. Carnivores
 6. sharp
 7. horns

Activity 5A Track 15

Listening transcript

Segment 1

Mark: Hello, Dr Clump. Thank you for this interview.

Dr Clump: My pleasure, Mark. Thank you for visiting me.

Mark: We are studying dinosaurs at school, and I wanted to ask you some questions about them! Were all of the dinosaurs the same?

Dr Clump: No, they weren't. They were as different as animals are today. For example, there was one group of animals which lived at the same time as dinosaurs. Many people think that they were dinosaurs, but in fact they weren't. They belonged to another category; pterosaurs or flying reptiles. Can you see that one up there? That was a pterosaur.

Mark: Wow! A flying dinosaur!

Dr Clump: Not exactly, my boy. Remember! Pterosaurs were flying reptiles.

Key Picture A should be ticked.

Activity 5B Track 16

Listening transcript

Dr Clump: Pterosaurs were different sizes, and they didn't look the same. Some had long tails, some had short tails, some had teeth, some didn't have any teeth and some others had fur!

Mark: Can you tell me more about this pterosaur?

Dr Clump: The animal you see above your head is the Pteranodon. The name means 'with wings and without teeth'. It had a long head and wings. Its wing span was about eight to ten metres wide. It wasn't a very tall animal; about two metres tall.

Mark: How much did it weigh?

Dr Clump: Good question! It wasn't too heavy. It weighed about twenty-five to thirty kilos. That means it was light enough to fly easily.

Mark: Did it have a long tail too?

Dr Clump: No, it didn't! It had a very short tail, actually.

Mark: What did it eat?

Dr Clump: Like all pterosaurs, it was a carnivore, so it ate other animals, but mostly fish.

Mark: Where did it live?

Dr Clump: There are fossils of pterosaurs all over the world, but the Pteranodon lived in what, today, is the USA and Great Britain. Scientists believe that they lived near water because they ate a lot of fish and sea animals.

Mark: Wow! They were amazing animals. Thank you so much, Dr Clump!

Key 1. B 2. A 3. B 4. A

Module 7 - Did you know?

Quiz

Activity 2 Track 17

Key A. 3 B. 1 C. 2

Activity 3

- Key** 1. Leaves are green from spring to summer.
Leaves are yellow from autumn to winter.
2. Tornadoes usually form from 4 p.m. to 9 p.m.
Tornadoes usually form in summer.
3. Fog usually forms in the morning and/or at night.

Top Stars

Activity 2 Track 18

Activity 3

- Key** 1. deepest
2. Russia
3. Alexander Graham Bell
4. the ancient Romans
5. Team A

Activity 4 Track 19

Listening transcript

John: Hi, Oliver! Where were you yesterday?
Oliver: Hi, John! I visited the Natural History Museum with my dad. It was great!
John: Wow! Did you see Tyrannosaurus rex?
Oliver: Yes, I did. It was the first on the list! There was also a Stegosaurus in the next room! It's new there.
John: Is the Stegosaurus the dinosaur that has got plates on its back?
Oliver: Yes, it is. It was a very long dinosaur! And I learnt that it only ate plants.
John: That's amazing! What else did you see?
Oliver: Well, there was a new outdoor exhibition with butterflies. We walked through the gardens and saw butterflies which were flying all around us. It was very exciting!
John: That sounds amazing! What was your favourite part of the museum?
Oliver: Oh, I loved the exhibition that had the biggest animals in the world.
John: The biggest animals?
Oliver: Yes, there were models of a blue whale and mammoths.
John: Mammoths?
Oliver: You know, something like prehistoric elephants.
John: I'm amazed! I think I should visit the Natural History Museum too.

Key A. 4 B. 2 C. 3 D. 1

Activity 5

Key 1. D 2. E 3. C 4. B 5. A

Our world

Activity 2 Track 20

Key A

Activity 3

Key 1. NG 2. TL 3. NG 4. CM 5. NG 6. TL

Activity 4 Track 21

Listening transcript

Mina: Lisa! You're back! How was your trip to Paris?
Lisa: It was fantastic, Mina! We had a great time there. My parents and I loved Paris.
Mina: Where did you go? What did you do there?
Lisa: Well, on the first day, we visited the Eiffel Tower, of course.
Mina: It's the tallest structure in Paris, right?
Lisa: Exactly! It also got its name from the engineer who designed it, Gustave Eiffel. You can see the whole of Paris from up there. The view is fantastic!
Mina: What else did you do?
Lisa: We went on a cruise on the River Seine! It was the best part of our trip, I think.
Mina: Really? Sounds fun.
Lisa: Actually, it was a lunch cruise.
Mina: What do you mean?
Lisa: While we were enjoying all the sights, we were having lunch!
Mina: Wow! Tell me about the food, please!
Lisa: It was the best ever! The most delicious food in the world!
Mina: Nice! Did you visit Disneyland, too?
Lisa: Well... we wanted to, but Disneyland isn't near the centre of Paris and we didn't have much time.
Mina: Don't worry! We can go there together sometime!
Lisa: Sure! We also visited the Louvre!
Mina: Did you see the Mona Lisa?
Lisa: Of course! The Louvre is a place where you can see many famous paintings. There's also a beautiful gift shop there you know. This is for you!
Mina: Oh, Lisa! This T-shirt is great! Thank you so much!

Key Pictures A, C and D should be ticked.



Let's talk

Activity 2 Track 22

Listening transcript

Dylan: Hello, Luke! How are you?

Luke: Hi, Dylan! I'm fine, thanks. I'm happy now that my brother is back!

Dylan: Oh! He was in London, right?

Luke: No. He wasn't in London. He was in Edinburgh! He was studying at a university there.

Dylan: Right! So, is he a writer now?

Luke: A writer? No, no. He wanted to be a writer when he was younger, but...

Dylan: Yes, I remember! His stories were great, but his poems weren't!

Luke: Oh, yes! He wanted to become a poet too, but his poems weren't that good.

Dylan: So, what did he study at university?

Luke: Well, he liked designing things, so...

Dylan: Did he become a fashion designer?

Luke: No. He liked designing buildings and houses. So he became an architect.

Dylan: Wow! That sounds really exciting! Good for him!

Key Picture A should be ticked.

Activity 3

Key 1. B 2. E 3. D 4. A 5. C

Project (p. 153)

Activity 1

Key Title of film: Finding Dory

Year: 2016

Type of film: Animated adventure and comedy

Main character(s): Dory, Nemo and Marlin

Director(s): Andrew Stanton and Angus MacLane

Opinion: funny, sad, fantastic, excellent

Activity 2

Key 1. which/that

2. which/that

3. who/that

4. where

5. which/that

Activity 3

Key open answers

Activity 4

Key open answers

Reading time

Activity 2 Track 23

Activity 3

Key 1. MET 2. LM 3. MET 4. MET 5. LM 6. LM

Let's chat

Key Suggested answer:

I visit museums with my family all the time. The last museum we visited was Madame Tussauds in London. It's a museum with wax figures, and people can see statues of famous people there. There are many museums in my city. Visitors can see artwork, statues, paintings, and many other objects which show the history of my country. I think museums are very important because they show objects and art that are the main part of a country's history and culture. / I don't think museums are important. I think they are boring, and I don't like that people aren't allowed to touch any of the exhibits.

Phonics

Activity 1 Track 24

Listening transcript

/əʊ/, /əʊ/, soap, coach

/əʊ/, /əʊ/, blow, elbow, grow

Activity 2 Track 25 Chant Track 26 Poem

Key circled: Coach, Marlow, Coach, Marlow, soap, soap, elbows, yellow, Flow, window, blows, bowl

Activity 3

Key 1. oa 2. ow 3. ow 4. oa 5. ow

Round-up

Activity 1 Track 27

Listening transcript

- Ms Clarkson:** British Museum, good morning! How can I help you?
- Charlotte:** Hello. I want to visit the museum, and I'd like some information.
- Ms Clarkson:** Yes, of course. What would you like to know?
- Charlotte:** First, I would like to know how we can get there.
- Ms Clarkson:** The best way is by underground. Are you near an underground station?
- Charlotte:** Yes, we are.
- Ms Clarkson:** OK, then. Take Piccadilly Line and get off at Russell Square Station. The museum is near Russell Square.
- Charlotte:** Great. Thank you. How much do tickets cost?
- Ms Clarkson:** The entrance to the museum is free. However, there are two exhibitions on at the moment which aren't free to everyone. They are the Art in Ancient Greece exhibition and the Ancient Sicily exhibition. Are you under sixteen?
- Charlotte:** Yes, I am.
- Ms Clarkson:** OK, so they are free for you.
- Charlotte:** Great! But how much is the ticket for adults? My mum is going to come with me too.
- Ms Clarkson:** Tickets for the Art in Ancient Greece exhibition cost seventeen pounds, and tickets for the Ancient Sicily exhibition cost ten pounds.
- Charlotte:** Sorry? Seventy for the Art in Ancient Greece exhibition?
- Ms Clarkson:** No, no. Seventeen pounds.
- Charlotte:** Oh, OK. And one last question. What time does the museum close?
- Ms Clarkson:** We are open every day from ten o'clock in the morning to half past five and half past eight on Fridays.
- Charlotte:** Excellent! Thank you very much for your help.
- Ms Clarkson:** You're welcome! Goodbye.

Key 1. B 2. C 3. C

Activity 2

Key 1. D 2. E 3. F 4. G 5. C 6. A 7. B

Top Time! 4

Activity 3

Key 1. G 2. M 3. D 4. D 5. M

Activity 4 Track 28

Listening transcript

Man: Hello, everyone! It's freezing cold in Montreal today! The temperature is 0 °C, and it is snowing! Are you going outside? Well, make sure you wear many layers of clothing: T-shirts, a jumper, gloves, a scarf and a warm jacket. Let's see what the weather is like today in other places around the world. In Tokyo, it's sunny, but the temperature is a little low at 13 °C. In Beijing, it's a bit cloudy today with a temperature of 10 °C. Finally, people in Doha, Qatar are going to enjoy some beautiful weather today, as it is sunny and warm, with temperatures reaching 30 °C. Remember to drink lots of water to keep your body cool, and avoid going out in the afternoon. That's all for today, thanks for... (fade out)

Key A. 1 B. 4 C. 2 D. 3

Module 8 - Go Green!

Song

Activity 2  **Track 29 Song**
Track 30 Poem

- Key** 1. pollution
2. grow up
3. atmosphere
4. habitats
5. protect
6. rainforests

Top Stars

Activity 2  **Track 31**

Activity 3

- Key** 1. website
2. parents
3. endangered species
4. donate, buy, adopt
5. panda

Activity 4  **Track 32**

Listening transcript

- Tom:** Hi, Joe! Look! What's that on the sand? Is it a fish?
- Joe:** Where? Oh! No, I think it's a turtle, and it looks like it may be hurt!
- Tom:** Let's go and see.
- Joe:** Oh, no. Tom! Look! There's a net all around it!
- Tom:** I read about this in an article last week. Turtles often get caught in fishermen's nets. What should we do?
- Joe:** It isn't a good idea to touch it, because we might hurt it more. Let's call the wildlife rescue centre.
- Tom:** Good idea, Joe!
- Secretary:** Oakridge Wildlife Rescue Centre, how may I help you?
- Joe:** My friend and I are at Myrtle Beach. We found a turtle. It's wrapped in a net, and we think it's hurt.
- Secretary:** OK. Please don't touch the net. I will send someone to help right away.
- Joe:** Great! Thank you!
- Ranger:** Hello! I'm Gary. They sent me from the wildlife rescue centre. Let's see the turtle.
- Tom:** There it is. Will it be okay when you cut the net?
- Ranger:** I think so. Ugh... there! Now, let's see, will it go back to the sea?
- Joe:** There it goes! It's OK! Hurray!
- Tom:** Is it true that many sea animals die because of nets every year?

- Ranger:** Yes, it's true. It's so sad.
- Joe:** Well, at least that turtle was lucky!
- Ranger:** It sure was! Thanks to you, boys! Good job!

Key 1. turtle 2. hurt 3. called 4. cut

Our world

Activity 2  **Track 33**

Key The title *Save the environment* should be ticked.

Activity 3

- Key** 1. Derek Broody
2. Liam Styler
3. Derek Broody
4. Liam Styler
5. Carl Peters

Activity 4  **Track 34**

Listening transcript

- Scott:** Ian! What are you doing?
- Ian:** I'm playing a computer game, like I usually do in the evenings after my homework.
- Scott:** But you can't today.
- Ian:** Why? What's wrong, Scott?
- Scott:** If you don't turn off your computer, we can't take part in Earth Hour!
- Ian:** What's Earth Hour?
- Scott:** It's an event that started in Sydney, Australia in 2007. On the last Saturday in March, we turn off the lights, and anything that makes light, for one hour, from 8.30 p.m. to 9.30 p.m. to show that we care about the planet. Now it's a quarter past eight, so it's almost time...
- Ian:** How does that help the planet?
- Scott:** Environmental organisations think that if more people take part, they will start thinking about what else they can do to help the planet.
- Ian:** But, if we turn off all the lights, won't that be dangerous?
- Scott:** Don't worry! We only turn off the lights that we don't need for that one hour. So, are you ready to turn off your computer? It's almost half past eight.
- Ian:** Um, you said that we only have to turn off the lights that we don't need. I need my computer to finish this game.
- Scott:** Ian! Think of the planet!
- Ian:** Oh, OK. Let's turn it off then.

- Key** 1. computer
2. 2007
3. 8.30 p.m., 9.30 p.m.
4. planet
5. need

Let's talk

Activity 2 Track 35

Listening transcript

- Mum:** What are you doing there, Lana?
- Lana:** Hi, Mum! I'm making a poster about water for World Water Day at school.
- Mum:** That's interesting! What are you going to write?
- Lana:** Some interesting facts about water. For example, did you know that when you heat water to 100 °C, it boils?
- Mum:** I did actually.
- Lana:** OK, but did you know that at the top of Mount Everest, water boils at 71 °C?
- Mum:** Really?
- Lana:** Yes! And did you know that if there is a lot of salt in water, it freezes at a lower temperature?
- Mum:** Really? How low?
- Lana:** At -2 °C.
- Mum:** Wow! What else can you tell me?
- Lana:** If you freeze hot water, it freezes faster than cold water.
- Mum:** Amazing! We'll try that!
- Lana:** Water is very important. That's why stopping water pollution is so important.
- Mum:** Of course.
- Lana:** You see, less than 1% of the planet's water is good enough to drink. The rest is salt water. When we pollute lakes and rivers, some animals die too.
- Mum:** What can we do to help?
- Lana:** First of all, we mustn't waste water. When we leave the tap on while brushing our teeth, we waste about eighteen litres of water! There are simple steps we can take outside too! For example, we can use rainwater to water our plants, but we can't use salt water. It will destroy the plants.
- Mum:** Great ideas, Lana! There are so many things we can do to save water!

Key 1. B 2. B 3. B 4. A

Project (p. 154)

Activity 1

- Key** 1. save, will protect
2. will save, turn off
3. plant, will be
4. will be, recycle
5. take, won't pollute

Activity 2

Key open answers

Activity 3

Key open answers

Reading time

Activity 2 Track 36

Activity 3

- Key** 1. new things
2. glasses, vases
3. presents
4. small plants
5. very strong
6. table, chairs, bookcase

Let's chat

- Key** Suggested answer:
I think upcycling is a great idea because it's creative and it reduces rubbish. / I don't think upcycling is a good idea, because the things you make aren't very useful. People can use glass bottles to make lamps or ceiling lights, cans to make wind chimes, and plastic bottles to make shelves. I would like to try making a vase from a glass bottle or jar, and a bird feeder from a can. / I wouldn't like to make anything, because I think this activity is boring. It is important to reduce rubbish because it is everywhere and it causes pollution and a lot of harm.

Phonics

Activity 1 Track 37

Listening transcript

silent consonants, hour, sign, spaghetti, island, knife, half

Activity 2 Track 38 Chant Track 39 Poem

Key circled: Spaghetti, Island, island, spaghetti, spaghetti, hour, half, spaghetti, sign, knife

Activity 3 Track 40

Listening transcript

1. knife
2. hour
3. half
4. spaghetti
5. sign
6. island

Key 1. k 2. h 3. l 4. h 5. g 6. s

Round-up

Activity 1 Track 41

Listening transcript

1.
Harry: Hi, Lou! It's Earth Day tomorrow! Are you going to do anything?
Lou: Hi, Harry! Well, if the weather is good, my family and I will plant trees and have a picnic in the forest.
Harry: What if the weather isn't good?
Lou: If it isn't, we will be at the wildlife rescue centre.
Harry: That's where I'm going to be! I might see you there then!

2.
Liam: Bruce, can you help me?
Bruce: Of course, Liam. What's the matter?
Liam: They're going to cut down trees in Fairview Forest to build a shopping centre, and everyone in my class wants to stop them. We are going to go there tomorrow.
Bruce: Oh! It's terrible that they're going to cut down trees! What would you like me to do?
Liam: Well, we are going to draw some posters about trees. Can you help me, please?
Bruce: Sure! Let's get started!

3.
Afaf: What are you looking for, Fatima?
Fatima: My USB stick. It was on my desk, but I can't find it now.
Afaf: Well, if you tidy your room more often, you won't lose things!
Fatima: I'll clean it when I find my USB stick! I promise! Can you help me now?
Afaf: I'm afraid I can't. I have to go to the supermarket with Mum.
Fatima: Oh, please, Afaf!
Afaf: OK, OK... let's see. There it is! By the bed, next to those scissors.
Fatima: Thanks, Afaf! You're the best!
Afaf: Time to tidy your room!
Fatima: What!?!?
Afaf: You promised!
Fatima: Oh, OK!

Key 1. A 2. A 3. B

Activity 2

Key 1. F 2. C 3. B 4. D 5. A 6. E

CLIL 4 – Modules 7-8

Activity 3

Key	Mammals	dolphin, panda, leopard
	Reptiles	snake, turtle
	Amphibians	frog
	Birds	parrot, penguin
	Fish	shark, goldfish
	Invertebrates	butterfly, octopus, starfish

Activity 4

Key 1. lay
 2. land
 3. belongs
 4. scales
 5. butterfly
 6. feathers
 7. backbone
 8. penguin
 9. fins

Activity 5 Track 42

Listening transcript

1. **Man:** It's long and it has got scales. It lives on land and in water, and it lays eggs.
 2. **Woman:** It is colourful and has got feathers. It lays eggs and it can fly.
 3. **Man:** It is small and it has got fins. It swims and it lays many eggs.
 4. **Woman:** It can swim and it lays eggs. It hasn't got fins.
 5. **Man:** It can jump far. It lays eggs and lives in water and on land.
 6. **Woman:** It is big and strong. It has got fur and it has babies.

Key 1. A 2. B 3. B 4. A 5. B 6. A

Module 9 - Life experiences

Song

Activity 2  Track 2 Song
Track 3 Poem

Key A, C and E should be ticked.

Top Stars

Activity 2  Track 4

Activity 3

Key 1. F 2. T 3. F 4. T 5. T

Activity 4  Track 5

Listening transcript

- Gary:** I'm so happy you're visiting us again this year, Dan.
- Dan:** Me too! Which places are we going to visit this time?
- Gary:** Let's see.... Have you ever been to the Natural History Museum in our town?
- Dan:** Yes, I have. I went there when I visited the town with my parents three years ago.
- Gary:** OK. What about the zoo or the planetarium?
- Dan:** I've been to the zoo before, but I've never been to the planetarium.
- Gary:** Well, there's a special event at the planetarium this week. You can see planets through an Orbitas telescope. They say they're the best telescopes.
- Dan:** Wow! I've never looked through a telescope. I'd really like to see Mercury.
- Gary:** I've seen Mercury through a telescope before. It's amazing, so I'd love to go to the planetarium again.
- Dan:** Cool, we can go to the planetarium on Friday. Where can we go on Saturday?
- Gary:** There's a new amusement park next to the shopping centre.
- Dan:** Have you been there before?
- Gary:** Yes, I have. There are lots of cool rides, but I haven't tried all of them yet.
- Dan:** Let's go then!

Key 1. A 2. A 3. B 4. B

Our world

Activity 2  Track 6

Key B

Activity 3

- Key** 1. Mr Jones has been a ranger at Hawaii Volcanoes National Park for about five years.
2. Tim hasn't visited a volcano.
3. Mauna Loa hasn't erupted since 1984.
4. You can watch hot lava flow into the sea at Kilauea volcano.
5. Tim hasn't visited the crater of a volcano before.

Activity 4  Track 7

Listening transcript

- Man 1:** Excuse me. How do I get to the top of the volcano?
- Man 2:** Well, you have to hike for two hours to get to the crater from here.
- Man 1:** Wow, two hours! Well, I've walked for three hours so far. I'm too tired. I don't think I can go up to the top of the volcano today.
- Man 2:** Yes, you should start early in the morning. Why don't you visit a museum today?
- Man 1:** Good idea. I haven't visited any museums so far, but I've visited a cave. I've also visited a park.
- Man 2:** I see.... How long have you been on the island?
- Man 1:** I've been here since 4 July.
- Man 2:** Oh, so you've been here for two days. Have you visited the hot springs?
- Man 1:** Um... I don't think so. What can you do there?
- Man 2:** There's a small lake where you can go swimming. The water is warm because of the volcano.
- Man 1:** I'd like to do that. I've taken a boat tour round the island, but I haven't been swimming yet. Thanks!
- Man 2:** You're welcome.

Key 1. B 2. A 3. A 4. A

Project (p. 155)

Activity 1

- Key** 1. He has been to (the) Niagara Falls.
 2. He hasn't caught a really big fish.
 3. He has swum in the Atlantic Ocean.
 4. He hasn't travelled to India, and he hasn't ridden an elephant.
 5. He has tried sushi.
 6. He hasn't ridden in a hot-air balloon.

Activity 2

- Key** 1. F 2. T 3. F 4. F 5. F

Activity 3

- Key** open answers

Reading time

Activity 2 Track 8

Activity 3

- Key** 1. AZ 2. ED 3. AT 4. ED 5. AZ 6. AT

Let's chat

- Key** Suggested answer:
 I think that these stories were very interesting and exciting. I liked the text about El Dorado the most because it seems amazing that people still don't know if the name refers to a place or a person. I don't know of any other 'lost' places, but I would really like to become an explorer and try to find one of the lost cities mentioned in the texts. / I have heard of Feather Mountain, a place that appears in Chinese mythology, however, no explorer has ever found it. I would like to become an explorer and be the first to find this place.

Phonics

Activity 1 Track 9

Listening transcript

/ʌ/, /ʌ/, sunny, umbrella, lunch
 /ju:/, /ju:/, computer, uniform, museum
 /ɜ:/, /ɜ:/, turtle, surf, turn

Activity 2 Track 10 Chant Track 11 Poem

- Key** red: Summer, fun, summer, sunny, fun, under, sun,
 lunch, under, umbrella, uncle
 blue: uniforms, computers
 yellow: turtle, surf

Activity 3 Track 12

Listening transcript

1. sunny, lunch, turn
 2. umbrella, computer, sunny
 3. computer, uniform, lunch
 4. turtle, museum, surf
 5. surf, uniform, museum

- Key** 1. turn
 2. computer
 3. lunch
 4. museum
 5. surf

Round-up

Activity 1 Track 13

Listening transcript

1.
Larry: Hey, Fred.
Fred: Hey, Larry. I haven't seen you for many days. Where have you been?
Larry: I was on holiday with my parents.
Fred: That's nice. Where did you go?
Larry: We went to Hawaii!
Fred: That sounds great! Did you have fun there?
Larry: Yeah! We went surfing and sailing.
Fred: I love surfing and sailing!
Larry: And guess what? We even went scuba diving!
Fred: Wow! I haven't tried scuba diving yet, but I really want to.
2.
Peter: Hey, James. Let's do something at the weekend.
James: Sure, Peter.
Peter: Why don't we visit the new aquarium?
James: That's a nice idea. They say it's one of the best in the whole country.
Peter: That's right! We could also visit the planetarium.
James: I don't know. It's exciting, but I've been there before.
Peter: Oh, OK then. What about the museum?
James: I've never been there. Let's visit the aquarium first and then the museum.
Peter: Great!
3.
Brad: What are you doing there, Dad?
Dad: I'm planning our next holiday, Brad.
Brad: Nice! Is that a map of Canada?
Dad: Yes, but we've been to Canada before.
Brad: You're right. Italy was really nice too. I'd like to go there again.
Dad: Let's try a place we haven't been to before. What about Australia?
Brad: Wow! That sounds amazing!
- Key** 1. C 2. B 3. A

Top Time! 5

Activity 3

- Key**
1. fifty-one
 2. observation deck
 3. ancient
 4. Rose City
 5. lifts

Activity 4

- Key** Suggested answers:
1. a long piece of metal or wood that sticks out from a wall or building
 2. the highest part or point of something
 3. a place where a building, town or ancient civilisation was or a place where something happened
 4. something or someone that many people know about and like or admire

Activity 5 Track 14

Listening transcript

- Afaf:** Hello, Layla! I haven't seen you for days.
- Layla:** Hi, Afaf! Yes, my family and I went to Doha for a week.
- Afaf:** My family and I have been to Doha too. Did you like it?
- Layla:** Oh, yes. It was great. Doha is a very beautiful city! There were many things to see and we also went shopping.
- Afaf:** Did you visit Aspire Tower? It's the tallest building in Qatar, you know.
- Layla:** Yes, we did! We went up to the observation deck and I took some great photos of the city, and while we were leaving something amazing happened!
- Afaf:** What do you mean?
- Layla:** We stopped to have dinner at the famous three-sixty restaurant
- Afaf:** Wow! That's the restaurant that has got large windows all round, right?
- Layla:** Yes, it is! It's on the forty-seventh floor, and it moves slowly while you eat! You can see the whole city below.
- Afaf:** That sounds terrific! But why was it a surprise?
- Layla:** Because my dad didn't tell us we were going to have dinner there! As we were going down in the lift, we stopped at the forty-seventh floor, and that's when he told us. It was a big surprise!
- Afaf:** Lucky you!

- Key** 1. F 2. T 3. T 4. F 5. F

Module 10 - The world around us

Quiz

Activity 2 Track 15

Key 1. C 2. C 3. A 4. B 5. C 6. A

Top Stars

Activity 2 Track 16

Activity 3

Key 1. F 2. T 3. F 4. T 5. F

Activity 4 Track 17

Listening transcript

Fay: Hey, Lisa. What are you doing?

Lisa: I'm doing a project on potatoes. Did you know that about one hundred and twenty-five countries in the world grow potatoes?

Fay: Really?

Lisa: Yes, the potato is a very popular vegetable around the world, but farmers in China grow the most potatoes.

Fay: That's interesting.

Lisa: Listen! Soon, scientists are going to try to grow potatoes on the moon.

Fay: Wow! How do farmers grow potatoes?

Lisa: Well, they plant potato seeds to grow new potatoes. When the plant grows, it sometimes grows flowers too. Look at this picture.

Fay: Potato flowers? Amazing!

Lisa: Well, there isn't much nectar in them, so bees don't visit them.

Fay: Hey, what are those green things next to the potato flowers? They look like tomatoes.

Lisa: No, no. That's the potato fruit. They look like tomatoes and they have lots of seeds in them; but you mustn't eat them, because they are poisonous, you see. The only parts of the plant people can eat are the potatoes, which are the root of the plant.

Fay: Well, I'm hungry now. How about eating some crisps?

Lisa: Well, Mum hasn't gone to the supermarket, so we haven't got any crisps, but I think there are some boiled potatoes in the kitchen. They're healthier too.

Key 1. one hundred and twenty-five (125)
2. China
3. moon
4. flowers
5. seeds

Our world

Activity 2 Track 18

Key 1. B 2. A

Activity 3

Key 1. S 2. KM 3. KM 4. S 5. KM 6. S

Activity 4 Track 19

Listening transcript

Man: In ancient Greece, men wore a long robe called a chiton. Men spent many hours outdoors, so they made their clothes from linen, which is a light and cool fabric. Women wore a long dress called a peplos. They made it from a heavier wool material, and they always tied a thin belt around it. Women could wear the peplos in many different ways by changing the way they pinned or buttoned it. When the weather was very cold, men and women wore a large wool fabric over their clothes. Men also used it as a blanket when they were away from home. The ancient Greeks usually only wore shoes on special occasions, and when men worked, they often wore leather boots. Clothes were very expensive in ancient Greece because a lot of the materials came from other countries. They never threw away old clothes. They always used them again and again or turned them into other things, like bags. Now, let's move on to... (fade out)

Key 1. F 2. T 3. T 4. F 5. T

Activity 5

Key 1. A 2. A 3. B 4. A 5. A

Let's talk

Activity 2

Key 1. C 2. D 3. A 4. E 5. B

Project (p. 156)

Activity 1

Key 1. She is a famous tennis player. / She is the first African-American woman to become the number one tennis player in the world.
2. She was born in California, USA.
3. Her father taught her how to play tennis.
4. She has opened her own business, and she designs clothes and furniture.

Activity 2

Key open answers

Activity 3

Key open answers

Reading time

Activity 2  **Track 20**

Activity 3

- Key**
1. It comes from the liquid inside the rubber tree.
 2. It became hard in the winter, but it melted in the summer.
 3. We make glass by heating sand at high temperatures.
 4. They made jars and vases with glass in the past, and now they make lots of things, like bottles or dishes.
 5. A fibre comes out of silkworms' heads when they build cocoons.
 6. In around 500 CE.

Let's chat

Key Suggested answer:
Other things we can make from rubber are toys, like bouncy balls, and we can also make shoes and raincoats. We can make sunglasses, and light bulbs with glass, and we can make scarves, shirts and dresses with silk. Some other materials are wood, bamboo, cotton and plastic. Wood, bamboo and cotton are natural materials, but plastic is a man-made material. We use wood to build houses or to make furniture. We also use bamboo to make furniture and chopsticks. We can use cotton to make clothes, blankets, towels and bags, and we use plastic to make bottles, straws and different containers.

Phonics

Activity 1  **Track 21**

Listening transcript

/eɪ/, /eɪ/, eight, weight
/eɪ/, /eɪ/, snail, rain, straight

Activity 2  **Track 22 Chant**
Track 23 Poem

Key circled: Eight, snails, Eight, snails, rain, trails, straight, Eight, snails, rain, waiting, rainbow

Activity 3  **Track 24**

Listening transcript

1. rain 2. weight 3. eight 4. snail 5. straight

Key A. 3 B. 4 C. 2 D. 1 E. 5

Round-up

Activity 1  **Track 25**

Listening transcript

1.
Linda: Hey, Dad. What are you doing? Are you shopping online?
Dad: Yes, Linda. I want to buy a present for your mum. Any idea what she might want? What about this necklace?
Linda: Let me think.... Mum doesn't really like necklaces.
Dad: Earrings maybe? Look at these ones. They're gold.
Linda: Maybe... but Mum really likes bracelets.
Dad: Let me check...
Linda: Wow! That bracelet is perfect for Mum! And it's silver. She likes silver jewellery.
Dad: I'll buy it then! Thanks for your help, Linda.
2.
Peter: Ready to play one more round, Brad?
Brad: Sure, Peter!
Peter: My turn now. What is it? It grows in hot countries, like Brazil. And Brazil actually produces a lot of it every year.
Brad: Is it corn?
Peter: No, Brad. Please wait. I'll give you some more clues. It's brown and people usually drink it in the morning.
Brad: I know that! It's tea!
Peter: You've got one more chance, Brad. Listen carefully. Some people say that it helps you wake up in the morning. You can use it in cakes or sweets, too, but you have to add sugar to make it sweet.
Brad: Wait! It's coffee!
Peter: That's right!
3.
Fred: Hi, Jack! I heard you had an accident. Are you OK?
Jack: Hi, Fred. I'm better now. Thanks.
Fred: How did it happen?
Jack: Well, we had a football game last Saturday, and the coach asked me to play because Mark was ill. Anyway, he told me to be careful, but you know me.... At some point, I had the ball and I was running really fast. I didn't want to pass the ball. Suddenly, I slipped and fell. I don't remember much after that.
Fred: That's awful! Does your head hurt now?
Jack: A little, but not as much as it did on Saturday. I'm lucky I didn't break an arm or a leg.
Fred: You really are! Get well soon, Jack.
Jack: Thanks, Fred!

Key 1. A 2. C 3. B



CLIL 5 - Modules 9-10

Activity 3

- Key**
1. Coal, Natural gas
 2. Natural gas
 3. Oil
 4. Oil
 5. Oil, Coal
 6. Coal

Activity 4

- Key**
1. mud
 2. gas, petrol
 3. died
 4. burnt
 5. Coal
 6. electricity

Activity 5 Track 26

Listening transcript

Nasser: Hey, Fahad. Do you know anything about natural gas?

Fahad: Um... not really. Are you doing a project again?

Nasser: Yes, and I'm going to tell you all about it! Listen. Natural gas is a cleaner fossil fuel.

Fahad: Why?

Nasser: Well, because it doesn't pollute the environment as much as other fossil fuels like coal or oil.

Fahad: I see. What do we use it for?

Nasser: The same thing we use oil for – electricity, heating and a lot of cars use it too!

Fahad: Where do we find natural gas?

Nasser: Well, we usually find it near oil. That means that it exists in countries where there is oil, like Russia and the US. Did you know that the third biggest natural gas reserve is here in Qatar?

Fahad: Really?

Nasser: Yes. In fact, Qatar holds fourteen percent of the world's natural gas. But the most important thing is that Qatar makes the most liquid natural gas.

Fahad: What's that?

Nasser: Well, scientists cool the natural gas at very low temperatures and it turns into liquid. This makes it easy to move to other cities or countries. Then when we heat it, it becomes natural gas again.

Fahad: Wow! Amazing!

- Key** 1. B 2. B 3. A 4. B 5. B

Story – Gulliver in Lilliput

Activity 2

- Key**
1. Captain Pritchard's ship was going to the East Indies.
 2. The ship sunk because it ran into a terrible storm, and hit a rock.
 3. Everybody drowned, except for Gulliver.
 4. He made Gulliver promise to be very careful when he walked round the city.

Activity 3

- Key** Suggested answer:
1. a harbor where ships load and unload people and products
 2. the act of travelling from one place to another with a vehicle
 3. movements a person makes with his/her hands, head or face to show what they mean or feel
 4. (of a man) having a beautiful physical appearance

Activity 4 Track 27

Listening transcript

Man: So boys, did you read the story?

Joe: I did, Mr Hanks.

Alan: Me too, Mr Hanks.

Man: Great! Today, I'd like to talk about the characters. Joe, who was your favourite character in the story?

Joe: I didn't like just one character. I liked the people of Lilliput. They are funny!

Man: Funny? Why do you think that?

Joe: Because they are so small, but they tie Gulliver and take him to their king.

Alan: I thought it was funny too! But my favourite character is the king of Lilliput. I think he is a good king because he is polite and kind to Gulliver, and he isn't afraid of Gulliver's height.

Man: I see. You are right about that Alan. The king is a good man. Gulliver is a good person too, right?

Joe: Yes, he is! He helps the people of Lilliput!

Man: That's right, Joe! Now, what do you think about Skyresh Bolgolam? Why doesn't he like Gulliver?

Joe: Well, I think he doesn't like him because he is afraid of him.

Man: Why do you think he's afraid of him?

Joe: Because Gulliver is so big and tall. I don't like Skyresh Bolgolam. He isn't nice to Gulliver.

Man: Well done, Joe. You're right. Now, let's talk about... (fade out)

- Key** 1. A 2. B 3. B 4. A

Activity 5

- Key** open answers

EXTRA PRACTICE

- 1 Look at the pictures and complete the sentences with the verbs in brackets in the -ing form.



1



2



3



4

1. Hank is bad at waterskiing (waterski).
2. Matt and Tim go _____ (snowboard) every winter.
3. Amy, let's start _____ (cook).
I'm hungry.
4. I enjoy _____ (mountain bike).

- 2 Read and write sentences. Use the infinitive form.

1. I can't drink this juice. It's too sour.

This juice is too sour to drink.

2. We can't go swimming. It isn't warm enough outside.

3. I can't buy these glasses. They are too expensive.

4. Frank can't go on the roller coaster. He isn't old enough.

5. Ian can't go on the bouncy castle. He's too old.

6. Henry can't go to the park and meet his friends. He's too tired.

- 3 Read and circle A, B or C.

1. Waterskiing is _____ than trekking.

A more dangerous

B most dangerous

C the most dangerous

2. It's _____ to go running. Let's go swimming.

A warm enough

B too warm

C warmer

3. The scuba diving equipment isn't _____ to carry.

A too small

B heavy enough

C light enough

4. Sweets aren't _____ vegetables.

A unhealthier than

B as healthy as

C as unhealthy as

5. The skunk is one of _____ animals.

A smellier than

B the smelliest

C the smellier

1 Read and circle A, B or C.

- Jeremy works at the museum every day _____.
A from nine to five **B** at nine to five **C** nine until five
- My cat sleeps for many hours _____ the day.
A on **B** during **C** at
- The castle closes _____ eight o'clock in the evening in the summer.
A during **B** in **C** after
- Tony always starts work at nine o'clock _____ the morning.
A on **B** in **C** during
- The ancient site is closed _____ Mondays.
A at **B** on **C** in

2 Read and complete with who or which.

- Ms Davies is the teacher _____ taught me when I was in Year 3.
- Emperor penguins are the penguins _____ live in Antarctica.
- The Foxes is the team _____ won the game.
- Steve is the boy _____ won the short story competition.
- That's the bus _____ brought us to the museum.
- A tornado is a natural phenomenon _____ can destroy many houses and buildings.

3 Read and complete the sentences. Use where, who or which.

- Derek is my friend who goes swimming with me _____. (go swimming / me)
- The British Museum is the museum _____.
 _____. (we / can / see / jewellery / ancient Pompeii)
- The Volga is the river _____.
 _____. (be / longest / Europe)
- Mercury is the planet _____.
 _____. (be / closest / the sun)
- Canada is the country _____. (I / grow up)
- The Wright brothers were the men _____.
 _____. (invent / plane)

1 Look at the pictures and write sentences. Use the Future will.

1. We promise / be / careful / when / we / cross / street

2. When / Ken / grow up / he / study / become / photographer

3. I promise / I / wash / car

4. When / I / grow up / I / buy / house



2 Look and write what the children may / might do.



play volleyball



plant / tree



go / park



visit / aquarium

1. Terry _____, but he doesn't know yet.
2. Liam _____ later.
3. Kevin _____, but he doesn't know yet.
4. Tom and his brother _____ later.

3 Read and circle A, B or C.

1. You'll be healthier if you _____ more.

A will exercise

B exercise

C exercised

2. If we _____ the sea, sea animals won't survive.

A keep

B will keep

C don't keep

3. If it _____ tomorrow, we won't go to the park.

A rains

B won't rain

C doesn't rain

4 Read and match.

1. When it is night,

☐

2. If you leave the lights on all day,

☐

3. When you don't feel well,

☐

A it's usually dark outside.

B you usually go to the doctor.

C you don't save energy.

1 Read and circle.

- Henry **have / has** lived in San Francisco all his life.
- Marcus and Kate have **tidy / tidied** their bedrooms.
- The doctor **have / has** arrived.
- They **have / has** bought a new computer.
- We have **visit / visited** Hawaii.
- Judy has **went / gone** to Bath to visit her grandparents.



2 Read and complete. Use the Present Perfect Simple.

- Joe and Mike _____ (see) this DVD.
- I _____ (eat) Chinese food.
- Jack _____ (read) that book.
- Joe and I _____ (finish) our homework. Can we go outside to play now, Mum?
- The children _____ (make) their beds.
- Gina _____ (have) breakfast.

3 Write questions with **How long...?** Then look and answer, as in the example. Use the Present Perfect Simple and **for** or **since**.

- you / have / this bike (2016)
How long have you had this bike?
I've had it since 2016.



- he / be / pilot

(fifteen years)

- they / live / Paris (last year)



4 Read and circle A, B, C or D.

- Have you _____ been to Washington DC?

A ever

B for

C yet

D never

- Scott hasn't tried waterskiing _____.

A since

B yet

C never

D so far

- A:** How long have you known Carol?

B: _____ five years.

A Never

B Ever

C Since

D For

1 Read and complete. Use the Present Simple or the Past Simple.

Tony usually (1) _____ (drive) to work in the mornings. However, yesterday he (2) _____ (get) a flat tyre and he (3) _____ (not have) time to go to the garage, so today he (4) _____ (be) on the underground. When he (5) _____ (leave) home in the morning, it (6) _____ (be) rainy and windy. Tony's umbrella (7) _____ (break) and he (8) _____ (get) wet. Tony (9) _____ (like) his car. He (10) _____ (not want) to take the underground again.

2 Read and circle.

- Kevin **has bought / bought** a new mobile phone last week.
- I **haven't read / didn't read** this biography of Mark Twain before.
- Anna and Joe **have lived / lived** in Toronto since 2012.
- Yesterday my mum **has made / made** my favourite sweet – chocolate cake!
- Have / Did** you put my bracelet back in my jewellery box yet?

3 Read and circle A, B, C or D.

- We have _____ visited Italy before, but we want to go.
☐ A never ☐ B always ☐ C for ☐ D since
- The children _____ at the park at the moment. It's raining.
☐ A didn't play ☐ B play ☐ C aren't playing ☐ D have played
- My parents _____ tell me to tidy my room.
☐ A yesterday ☐ B so far ☐ C ever ☐ D always
- Have you eaten at that new Mexican restaurant _____?
☐ A how long ☐ B yet ☐ C since ☐ D often
- Gavin has _____ visited the UK.
☐ A sometimes ☐ B always ☐ C ever ☐ D never
- My brother finished university a year _____.
☐ A since ☐ B often ☐ C ago ☐ D ever
- George _____ a new car in 2018. It's white!
☐ A bought ☐ B has bought ☐ C buys ☐ D is buying
- _____ have you known Henry?
☐ A When ☐ B How often ☐ C How long ☐ D So far

Module 6

Activity 1

- Key** 1. waterskiing
2. snowboarding
3. cooking
4. mountain biking

Activity 2

- Key** 1. This juice is too sour to drink.
2. It isn't warm enough outside to go swimming.
3. These glasses are too expensive to buy.
4. Frank isn't old enough to go on the roller coaster.
5. Ian is too old to go on the bouncy castle.
6. Henry is too tired to go to the park and meet his friends.

Activity 3

- Key** 1. A 2. B 3. C 4. B 5. B

Module 7

Activity 1

- Key** 1. A 2. B 3. C 4. B 5. B

Activity 2

- Key** 1. who 2. which 3. which
4. who 5. which 6. which

Activity 3

- Key** 1. who goes swimming with me
2. where we can see jewellery from ancient Pompeii
3. which is the longest in Europe
4. which is the closest to the sun
5. where I grew up
6. who invented the plane

Module 8

Activity 1

- Key** 1. We promise we will be careful when we cross the street.
2. When Ken grows up, he will study to become a photographer.
3. I promise I will wash the car.
4. When I grow up, I will buy a house.

Activity 2

- Key** 1. might play volleyball
2. may plant a tree
3. might go to the park
4. may visit the aquarium

Activity 3

- Key** 1. B 2. C 3. A

Activity 4

- Key** 1. A 2. C 3. B

Module 9

Activity 1

- Key** 1. has 2. tidied 3. has
4. have 5. visited 6. gone

Activity 2

- Key** 1. have seen
2. have eaten
3. has read
4. have finished
5. have made
6. has had

Activity 3

- Key** 1. How long have you had this bike?
I've had it since 2016.
2. How long has he been a pilot?
He has been a pilot for fifteen years.
3. How long have they lived in Paris?
They have lived in Paris since last year.

Activity 4

- Key** 1. A 2. B 3. D

Module 10

Activity 1

- Key** 1. drives
2. got
3. didn't have
4. is
5. left
6. was
7. broke
8. got
9. likes
10. doesn't want

Activity 2

- Key** 1. bought
2. haven't read
3. have lived
4. made
5. Have

Activity 3

- Key** 1. A 2. C 3. D 4. B 5. D 6. C 7. A 8. C

Top Stars 6b
Teacher's Notes

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

TOP STARS



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

Key features

- A course following the requirements of the CEFR, integrating the New Curriculum Standards for the State of Qatar, and focusing on the systematic development of the main QNCF competencies
- Well-balanced modules with songs/poems, chants, stories, factual texts, cross-cultural information and cross-curricular learning promoting skills development
- A variety of activities (listening, speaking, role-playing, games, hands-on activities and projects)
- A step-by-step approach to writing
- Comic strip stories that present new structures and vocabulary
- 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



ISBN: 978-618-05-3250-0

