

H. Q. Mitchell – Marileni Malkogianni



TOP STARS

4b

Teacher's Notes



Academic Year 2018–2019



GRADE **4** SEMESTER 2



TOP STARS 4b

Teacher's Notes



H. Q. Mitchell – Marileni Malkogianni

Academic Year 2018–2019





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 الأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِيَاءِ الأنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءِ
قَطْرُ الرَّجَالِ الأَوَّلِينَ حَمَاتُنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ جَوَارِحُ يَوْمِ الفِدَاءِ

Contents

Syllabus	6
Introduction	8
6 Places	11
CLIL 3	12
7 Make a difference	14
TOP TIME! 4	15
8 In the future	16
CLIL 4	18
9 That's amazing!	19
TOP TIME! 5	20
10 Health	21
CLIL 5	22
Extra Practice Modules 6-10	24
Key to Extra Practice Modules 6-10	29

Communication Objectives	Structures	Vocabulary	Writing	QNCF competencies
Module 6 • Places • p. 78				
<ul style="list-style-type: none"> - to talk about places - to talk about events that happened in the past - to ask and answer about events that happened in the past - to talk about past experiences - to talk about the past and present of a city - to talk about something that existed in the past, but no longer does or didn't exist in the past, but does now - to ask and answer about the weather in the past 	<p>Past Simple of the verb <i>to be</i> How was it? It was (great). What was the weather like? It was (sunny).</p>	<p>Places: ocean, amusement park, sports centre, park, airport, post office, bakery Weather conditions: It was sunny, It was cloudy, It was windy, It was raining, It was snowing Nouns: raccoon, hot-air balloon, sky, mountain, river, wall, bridge, letter, drawing, video, school playground Adjectives: tired, famous, excited</p>	<p>Project: to make a poster about your town</p> <p>Phonics</p> <p>/ɔː/ morning stork short</p> <p>/əʊ/ ocean mango stone</p>	
CLIL 3 (Module 6) • Art (famous buildings around the world) • p. 90				
Module 7 • Make a difference • p. 92				
<ul style="list-style-type: none"> - to talk about helping others - to talk about possession - to introduce object pronouns - to talk about protecting the oceans - to talk about who or what exists in a place 	<p>Whose (bag) is this? It's my (bag). It's mine. Whose (bikes) are these? They're our (bikes). They're ours. Possessive adjectives Possessive pronouns Object pronouns Compounds of <i>some/any/no/every</i></p>	<p>Verbs: share, care, help, protect Nouns: light, torch, blackout, shadow Adjective: plastic, cloth, dangerous Phrasal verb: turn off Phrases: carry shopping bags, traffic lights, cross the street</p>	<p>Project: to make a bookmark</p> <p>Phonics</p> <p>/eɪ/ where there</p> <p>/eɪ/ hair chair</p> <p>/eɪ/ pear bear</p>	
TOP TIME! 4 • p. 104				
Module 8 • In the future • p. 106				
<ul style="list-style-type: none"> - to talk about occupations - to talk about future plans - to talk about animals - to ask and answer about future plans 	<p>Future <i>to be + going to</i> What are you going to do tomorrow? I'm going to...</p>	<p>Occupations: pilot, vet, cook, teacher Activity: horse riding Verbs: hurt, move, check Nouns: pot, pan, wildlife park, sand, sun, tongue, plants, top, pyjamas, rides, snacks, trip, weather forecast Adjectives: flat, warm Phrasal verbs: put on, take off</p>	<p>Project: to write a diary entry</p> <p>Writing tip:</p> <ul style="list-style-type: none"> • to learn how to use adjectives to describe people and things • to learn how to use the intensifiers <i>very, really, so</i> <p>Phonics</p> <p>/t/ watched walked</p> <p>/d/ smelled listened</p> <p>/ɪd/ invented painted</p>	
CLIL 4 (Modules 7-8) • Science (food chain in the ocean) • p. 118				



Communication Objectives	Structures	Vocabulary	Writing	QNCf competencies
Module 9 • That's amazing! • p. 120				
<ul style="list-style-type: none"> - to do a quiz - to describe animals - to introduce the Comparative form of adjectives - to describe people - to introduce the Superlative form of adjectives - to compare animals - to talk about dinosaurs 	Comparative form Superlative form (not) as + ... + as	Animals: ostrich, crocodile, gorilla, hippo, spider, chimpanzee, squid, dinosaur, stork Nouns: building, scientist, jar Adjectives: funny, intelligent, scary, delicious Verbs: change, hide Parts of the body: finger, toe, beak	Project: to write a description about an animal Phonics /əʊ/ open close sofa old nose /ʊ/ look book foot	
TOP TIME! 5 • p. 132				
Module 10 • Health • p. 134				
<ul style="list-style-type: none"> - to talk about ailments - to give advice - to talk about staying safe - to ask for advice 	What's the matter? I have got a (toothache). should/shouldn't must / mustn't	Ailments: sore throat, stomach ache, earache, toothache, headache, cough Occupation: dentist Verbs: sneeze, exercise, relax Nouns: medicine, tissue, soap, oven, knife - knives, socket, shade, sunscreen, meal Adjectives: ill, safe	Project: to make a safety poster Phonics /e/ pears bread /i:/ peaches peas tea meat	
CLIL 5 (Modules 9-10) • Science (teeth and dental hygiene) • 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 into 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 photocopyable section (Extra Practice) with extra grammar activities per module.

Audio Material

The CD includes 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, 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 clearer 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 the word *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

Some modules begin with a quiz, 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

This 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. A wide variety of activities allow students to practise the target vocabulary and grammar. 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, role play and creative craft activities.

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. The focus is on spoken, everyday English and not just vocabulary and grammar. Enjoyable games and role plays make English purposeful to the children and enable them to actively engage with the new language.

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 them useful tips on writing conventions, syntax and punctuation.

Lesson 6:

Story / Reading time

A variety of both original stories, adaptations of well-known tales 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 think (critical thinking skills)

After each story, various questions and topics for discussion are provided in order to get students to think, express their personal opinion and share their personal experiences. Students can use their native language (L1) while discussing these topics.

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 variety 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.

Cross-curricular (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.

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 fun activities on the second page.



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. Simple words and short sentences 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

A Grammar reference section with useful tables, examples and explanations of the structures dealt with in each module is included at the back of the Student's Book. A list of Irregular verbs follows the Grammar reference section.

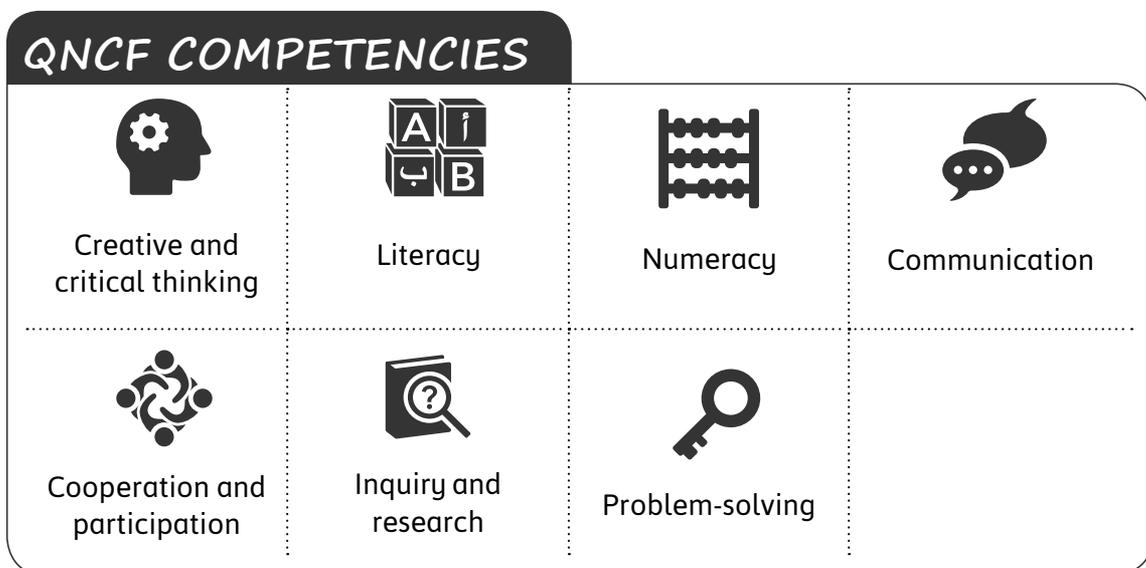
Word list

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



Module 6 - Places

SONG

Activity 2 Track 2 - Song - Track 3 - Poem

Key The two raccoons travelled in a hot-air balloon.
Pictures A, B, C, D and F should be ticked

Activity 3

Key open answers

TOP STARS

Activity 2 Track 4

Key The children draw clues to find out where their friends were.

Reema was at the new toy shop. She bought a plane for her baby cousin.

Activity 3

Key

1. No, she wasn't.
2. Yes, she was.
3. Yes, she was.
4. No, she wasn't.
5. Yes, she was.

Activity 4 Track 5

Listening transcript

Matt: Hey, Jake. How about playing basketball?

Jake: Sorry, Matt... I'm tired.

Matt: I see. What did you do today?

Jake: Well, at nine o'clock, my mum and I went to the supermarket and...

Matt: I went to the supermarket with my dad this morning too! Were you at SuperShop?

Jake: No, we weren't. We went to FoodStore.

Matt: Oh, we were at SuperShop.

Jake: Then we went to Sunflower Bakery to get some bread and biscuits.

Matt: Yum... I love the biscuits from Sunflower Bakery.

Jake: Me too! Then, we went to the post office... and at twelve o'clock, we were at the airport.

Matt: Why were you at the airport?

Jake: My cousin Emma came back from Spain, but her plane was late. We were at the airport for four hours!

Matt: That sounds boring.

Jake: Yes, it was.

Matt: Oh... I'm sorry, Jake.

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

Activity 5

Key Open answers

OUR WORLD

Activity 2 Track 6

The texts are about Xi'an, a city in China, and London in the UK.

Key A. 2 B. 1

Activity 3

Key

1. Londinium/London
2. Xi'an
3. Londinium/London
4. Xi'an and Londinium/London

Activity 4 Track 7

Listening transcript

Alice: Look at these pictures. They show Salt Lake City, in Utah, USA, in 1910. It was a small town, and around 500 people lived there. There weren't any buses then. People used carriages. There was a big library in the city because people loved to read back then too.

Tim: This is my project about Los Angeles, USA. In the old times, Los Angeles wasn't a big city. Look at these pictures here. A girl is feeding the birds in the park in this one, and some men are riding their bikes in the other one. There weren't many cars on the streets, but many people had bikes.

Key 1. A, D 2. B, C

Activity 5

Key open answers

LET'S TALK

Activity 2

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

Activity 3

Key open answers

PROJECT

Activity 2

Key open answers

Project p.148

Activity 1

Key

1. There were two schools.
2. There was one supermarket.
3. There weren't any tall buildings.

Activity 2

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

STORY

Activity 2 Track 8

Key The story is about some students opening a time capsule at school and deciding to make one of their own.

The children are at school. It was raining that day. In the photo, the children saw some students in the school playground with a small tree behind them.

The time capsule was twenty years old.

Activity 3

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

PHONICS

Activity 1 Track 9

Listening transcript

/əʊ/, /əʊ/, ocean, mango, stone

/ɔ:/, /ɔ:/, morning, stork, short

Activity 2

Key 1. horse 2. robot 3. tomato 4. uniform

Activity 3

	stone	morning	mango	stork	short	ocean
/əʊ/	✓		✓			✓
/ɔ:/		✓		✓	✓	

Activity 4 Track 10 - Chant - Track 11 - Poem

Key circled: stork, short, morning

underlined: ocean, stone, mango

ROUND-UP

Activity 1

Key 1. windy 2. snowing 3. cloudy 4. raining 5. sunny

Activity 2 Track 12

Listening transcript

1. **Oliver:** How was your weekend, Toby?

Toby: It was great! I went hiking with my family.

Oliver: Nice! Where did you go?

Toby: Well, I wanted to go to Blackwood Forest, but my sister wanted to go to the mountains.

Oliver: I see. So, what did you do?

Toby: Well, we went to the mountains... and it was very exciting after all.

Oliver: I know. I went hiking in the mountains last summer too. It was amazing.

Toby: Let's go hiking together at the weekend.

Oliver: Good idea!

2. **Mary:** I like this picture. Where did you take it, Kate?

Kate: I took this picture on a bridge in London.

Mary: Wow! When were you in London?

Kate: I was there last April because my cousin lives there.

Mary: What did you do?

Kate: We visited museums and we walked in the parks.

Mary: Is this the Thames in the picture?

Kate: Yes, it is! We saw the river and then, we visited a museum that day.

Mary: That's cool, Kate!

3. **Ryan:** Hey, Max. Did you watch the game yesterday?

Max: Umm... game? What game?

Ryan: There was a basketball game at Sports View Arena yesterday.

Max: So, it's not today? I'm confused. Let me check the Internet.

Ryan: Are there any basketball games today?

Max: No, there aren't. You were right, but there's a baseball game today.

Ryan: We can watch it together.

Max: Sure!

Key 1. B 2. B 3. A

Activity 3

Key open answers

CLIL 3 Module 6

Activity 2

Key The texts are about two famous buildings around the world, the Fanar in Doha, Qatar, and the Lee Valley Velodrome in London, UK.

A. 2 B. 1

Activity 3

Key Al Fanar 2, 3, 4

Lee Valley Velodrome 1, 5

Activity 4

Key 1. architect 2. roofs 3. strange
4. minaret 5. designs 6. spiral

Activity 5 Track 13

Listening transcript

1. **Mary:** What are you doing, Tina?

Tina: I'm designing a building.

Mary: Really?

Tina: We talked about famous architects in art class last week... and now I have to design a building too.



Mary: *What are you designing?*

Tina: *It's a shopping centre.*

Mary: *It looks very modern!*

Tina: *It has a sports centre too.*

Mary: *Nice! Is there a restaurant in it?*

Tina: *No, there isn't... but there's a supermarket!*

2. Robby: *Look at this picture, Antony.*

Antony: *That's a very strange building.*

Robby: *Yes, it is. Well, it's a hotel, but it looks like an egg.*

Antony: *Ha ha.... You're right. Is there a garden in the hotel?*

Robby: *No, there isn't... but there's a swimming pool.*

Antony: *I can't see it.*

Robby: *It's over there, on the roof.*

Antony: *Oh, yes! Cool!*

3. Patricia: *Mum, can we go to the Art Centre?*

Mum: *We were at the Art Centre last week.*

Patricia: *There's a new exhibition. Our teacher talked to us about it.*

Mum: *OK. What can you see at this exhibition?*

Patricia: *You can see Colin Ford's paintings.*

Mum: *Colin Ford.... Is he the famous architect from our town?*

Patricia: *No. Colin Ford is a painter. His brother, Mark Ford is an architect.*

Mum: *That's interesting. OK, let's go!*

Key 1. B 2. B 3. A

Module 7 - Make a difference

SONG

Activity 2 Track 14 - Song - Track 15 - Poem

Key The song is about caring for others and sharing your things with them.

Pictures A and D should be ticked.

Activity 3

Key open answers

TOP STARS

Activity 2 Track 16

Key The girls are helping two old ladies, Mrs Aisha and Mrs Zahra.

The two girls decide to stay friends forever.

Activity 3

Key 1. Sahar 2. carrying 3. street 4. classmates 5. tea

Activity 4

Key 1. me 2. us 3. them 4. him 5. her

Activity 5 Track 17

Listening transcript

Girl: It's sunny today. I'm sitting near the window, and I'm watching the people on the street. Mrs Noora is coming out of the supermarket. Look at her. She's carrying a lot of bags. That's my teacher, Mrs Fatima. She's crossing the street now. The traffic light is green for the people crossing the street. And that's my friend Afaf and her grandma. She's helping her cross the street. Be careful! Hurry up! The traffic light is red again!

Key A. 5 B. 4 C. 2

Activity 6

Key open answers

OUR WORLD

Activity 2 Track 18

Key The blog is about oceans and it discusses ways to help and protect them.

Activity 3

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

Activity 4 Track 19

Listening transcript

Girl: It's Recycling Day at school. Recycling is easy and everyone can do it. The students in Year 7 are recycling plastic. There's a big bag of plastic water bottles in the school playground. What about Year 6? Someone is throwing a lemonade can in their

bag. I can see empty soup cans, too. And there's Year 8. I can see something in our bag. Oh, it's an empty box. We are recycling paper! We are recycling cartons of milk and juice, too. I've got some cereal boxes for our recycling bag.

Key A. 8 B. 6 C. 7

Activity 5

Key open answers

LET'S TALK

Activity 1

Key

	The Blue Room	The Green Room	The Yellow Room
under the bed	✓		✓
in the wardrobe	✓	✓	✓
in the basket	✓	✓	
on the table		✓	✓

Activity 2

Key open answers

PROJECT

Activity 1

Key First

Then/Next

Next/Then

Finally

Activity 2

Key open answers

Project p.149

Activity 1

Key Cloth- the ball should be circled

Glass – the box of cereal should be circled

Plastic – the window should be circled

Activity 2

Key 3. Next, decorate it with some paper, ribbons (or other things).

2. Then clean it.

4. Finally, put your pencils in it.

1. First, take an empty can.



STORY

Activity 2 Track 20

Key The girls are playing computer games at Mandy's house.

The main character is Mandy.

The children stopped playing computer games because there was a blackout.

Activity 3

Key Yes, she does. She loves them.

She gives them torches.

Telling some stories.

No, she isn't. She is making the shadow of a wolf.

They want to turn off the lights to play.

PHONICS

Activity 1 Track 21

Listening transcript

/əʊ/, /əʊ/, hair, chair

/əʊ/, /əʊ/, where, there

/əʊ/, /əʊ/, pear, bear

Activity 2

Key 1. pear 2. there 3. chair 4. where

Activity 3

ere /əʊ/: 2. where 4. there

air /əʊ/: 3. hair, 5. chair

ear /əʊ/: 1. pear, 6. bear

Activity 4 Track 22 - Chant - Track 23 - Poem

Key circled: there, there, bear, bear, Where, Where, there, bear, chair, pear

ROUND-UP

Activity 1

Key anything

Everyone

something

no one

everything

Activity 2 Track 24

Listening transcript

1. Julie: Hey, Penny! I like this picture of you and your sister.

Penny: Thank you. We took it last week.

Julie: Penny, you really look like her, but her hair is very long!

Penny: Yes, it is. Mine is short now.

Julie: I like the cloth bag she's carrying.

Penny: I like it too! Because it's mine! My sister always takes my bags.

2. Alan: Hey, Rita. Can you bring me my water bottle? It's on the kitchen table.

Rita: There are two bottles on the kitchen table. Which one is yours?

Alan: The red one.

Rita: I can see two red bottles on the kitchen table, Alan!

Alan: Oh! Does one of the bottles have a picture of a lion on it?

Rita: Yes! Is that yours?

Alan: No, it isn't. Mine has nothing on it.

3. Henry: I'm hungry.

Ron: I have an idea. How about making a pizza?

Henry: Let's see. There's nothing in the fridge!

Ron: And I can't see anything in the cupboard!

Henry: No, wait! There's something in the cupboard. It's a packet of spaghetti.

Ron: We can't make pizza with spaghetti.

Henry: You're right, but look! Dad is coming back from the supermarket.

Ron: Great!

Key 1. B 2. B 3. B

Activity 3

Key open answers

TOP TIME! 4

Activity 1

Key The texts are about two famous tall buildings, Aspire Tower in Doha and the Empire State Building in New York.

A. 1 B. 2

Activity 2

Key They call it the Torch.

There are 36 floors.

No, there isn't.

Yes, you can.

It can be very cold.

No, it isn't.

Activity 3

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

Activity 4

Key 1. ate 2. was 3. had 4. went
5. swam 6. stayed 7. liked

Activity 5

Key open answers

Module 8 - In the future

SONG

Activity 2 Track 25 - Song - Track 26 - Poem

Key The song is about what students want to be in the future / what occupation students are going to choose.

Verse 1 – picture C

Verse 2 – picture D

Verse 3 – picture A

Verse 4 – picture B

Activity 3

Key Bob is going to be a vet in the future.

Tim is going to be a pilot in the future.

Andy is going to be a farmer in the future.

Tom is going to be a firefighter in the future.

Kevin is going to be a cook in the future.

Jim is going to be a dentist in the future.

TOP STARS

Activity 2 Track 27

Key The weather is sunny and it's very hot. The children see elephants and giraffes in the park. The children are going to drive through the park and see the animals there.

Activity 3

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

Activity 4 Track 28

Listening transcript

Guide: My name's Eric. Welcome to the Natural History Museum. We're going to see some amazing animals in room number one: lions and elephants. We're going to play a game, too. It's going to be fun! I know that you want to see the blue whale, but we aren't going to see it now. Next, we're going to room number two. We're going to see dinosaurs in that room. Be careful. You can't take any pictures of the dinosaurs in room number two! Then, we're going to room number three to see... the blue whale!

Key Picture C should be checked.

Activity 5

Key open answers

OUR WORLD

Activity 2 Track 29

Key One of the boys is going to travel to South Africa and the other is going to go to Washington DC. Owen is going to visit a zoo.

Activity 3

Key

	Who is...	Liam	Owen	Liam and Owen
1.	... going to visit a mountain?	✓		
2.	... going to visit museums?		✓	
3.	... going to see animals?			✓
4.	... going to go to school next week?		✓	
5.	... going to see his uncle?	✓		

Activity 4 Track 30

Listening transcript

Ken: What are you going to do at the weekend, Jerry?

Jerry: I'm going to visit my cousins. They live in Belleview.

Ken: What are you going to do there?

Jerry: I'm going to go horse riding on Friday. My uncle has got a farm, you see, and he's got four horses.

Ken: Wow!

Jerry: We're going to visit a botanical garden on Friday too.

Ken: Botanical garden? Sounds interesting!

Jerry: Yes, it is! There are many kinds of trees and flowers there. It's like a museum for plants.

Ken: Nice... and what are you going to do on Saturday?

Jerry: On Saturday, we're going to go hiking on the mountain.

Ken: Are you going to get to the top?

Jerry: Of course! I'm going to send you a picture of me at the top of the mountain!

Key Pictures A, C and E should be ticked.

Activity 5

Key open answers

LET'S TALK

Activity 2

Key 1, 5, 8: C

2, 4, 7: A

3, 6, 9: B



Activity 3

Key open answers

PROJECT

Activity 1

- Key**
1. scary
 2. big
 3. beautiful
 4. interesting

Project p.150

Activity 1

- Key**
1. I am so thirsty.
 2. Tom and John are very excited.
 3. That plane is so fast.
 4. Jane had a very good idea.

Activity 2

- Key**
1. Joan has got a cute cat.
 2. Henry works in a big building.
 3. There is a small sofa in my bedroom.
 4. This is a delicious pizza.

Activity 3

- Key**
1. Wednesday, 23 February
 2. Dear Diary
 3. On Saturday
 4. am going to have
 5. In the evening
 6. It's going to be a great weekend!

Activity 4

Key open answers

STORY

Activity 2 Track 31

Key The children live in Richmond, Virginia, USA.

The children are at the sports centre in picture 3, and they are wearing jackets, scarves and gloves. The weather is sunny and warm. The children wore the wrong clothes because Danny checked the weather for Richmond in UK instead of Richmond, Virginia, USA, where they live.

Activity 3

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

PHONICS

Activity 1 Track 32

Listening transcript

/d/, /d/, smelled, listened
/t/, /t/, watched, walked
/ɪd/, /ɪd/, invented, painted

Activity 2

Key 1. liked 2. talked 3. cooked 4. wanted

Activity 3

Key 1. /d/ 2. /d/ 3. /ɪd/ 4. /t/

Activity 4 Track 33 - Chant - Track 34 - Poem

Key circled: liked, talked, lived, invented, painted, fished, played, had

ROUND-UP

Activity 1

- Key**
1. cook
 2. tongues
 3. vet
 4. pyjamas
 5. sand

Activity 2 Track 35

Listening transcript

- Peter:** Tom, I'm going to go on a trip to Chicago on Friday. What's the weather going to be like?

Tom: Erm... I don't know. We can check the weather forecast.

Peter: OK.

Tom: Let's see. It's going to be cloudy and windy on Thursday.

Peter: But my trip is on Friday.

Tom: Oh, it's going to be sunny then.
- Tim:** Penny, I'm going to a wildlife park at the weekend.

Penny: That's great, Tim! I went to a wildlife park last summer, too.

Tim: Cool! What animals did you see?

Penny: I saw giraffes, snakes and parrots. What animals are you going to see, Tim?

Tim: I'm going to see elephants, gorillas and crocodiles.

Penny: That's exciting! Crocodiles are amazing!
- (telephone conversation)**

Fay: Hi, Sue! This is Fay.

Sue: Hi, Fay!

Fay: How about going camping this Friday?

Sue: Um... good idea, but I'm going to visit my cousins on Friday. What about Saturday?

Fay: I'm sorry, I have to finish a project for school on Saturday.

Sue: OK. Let's go on Friday then.

Fay: Sounds great!

Key 1.B 2. A 3. B

Activity 3

Key open answers

CLIL 4

Activity 2

Key A food chain is a number of organisms (plants and animals) that need one another to feed and, consequently, to live. In the ocean, there are four groups of animals and plants that make the food chain. First there are the plants, then there are small animals and some big animals like green turtles, then there are fish and bigger animals that eat the animals in group two, and lastly, there are the big animals in group four.

Activity 3

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

Activity 4

Key 1. chain 2. octopus 3. jellyfish 4. turtle 5. Dolphins 6. important

Activity 5 Track 36

- 1. Boy 1:** *On Saturday, I'm going to go to the beach with my brother, Marty. We're going to play in the sand. We aren't going to swim, because the sea is not warm in May here.*
- 2. Girl:** *At the weekend, my sister and I are going to visit the aquarium in our town. It's a small aquarium. We're going to feed the fish. We're going to see a big octopus, too. Its name is Octo. I like whales, but we aren't going to see any there. There aren't any whales at the aquarium.*
- 3. Boy 2:** *I'm Ted. My class is going to the aquarium tomorrow. We're going to see sharks! I'm scared! My favourite animals are dolphins, but we aren't going to see any dolphins tomorrow. There aren't any dolphins at the aquarium.*

Key 1. B 2. A 3. A

Module 9 - That's amazing!

QUIZ

Activity 2 Track 37

Questions 1-3 compare animals. Question 4 compares two buildings. Question 5 compares two oceans and Question 6 compares two countries.

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

Background note

- Ostriches can run up to 72 km/h which makes them the fastest birds on land. Gorillas can run up to 40 km/h.
- Crocodiles have got stronger jaws than hippos. Their bite could be compared with the one Tyrannosaurus rex had.
- Bees, like most insects, have got six legs, but spiders got have eight legs.
- Doha Tower, or Burj Doha, as it is also known, is located in Doha, Qatar, and it is 232 m tall. It was completed in 2012. Tornado Tower is also in Doha, Qatar, and it is 200 m tall. It was completed in 2008.
- The Pacific Ocean is 166,267,000 square kilometers, while the Atlantic Ocean is 86,505,600 square kilometres.
- Oman, with a land area of 309,500 square kilometres, is the twenty-first biggest state in Asia. Qatar is 11,581 square kilometres in size, making it the forty-fourth biggest state in area in Asia.

Activity 3

Key open answers

TOP STARS

Activity 2 Track 38

Key The children are looking at some photos.
Ali and Kamal are Rashid's cousin's names.
Rashid's uncle is a scientist.

Activity 3

Key 1. Hani 2. Ahmed 3. Kamal 4. Ali 5. Rashid

Activity 4 Track 39

Listening transcript

- 1. Man:** She's got brown hair. She's the shortest girl. She has got the longest hair. She's wearing the funniest hat too. Who is she?
- 2. Man:** He is the tallest boy. He has got the biggest eyes. He's wearing the newest shoes too. Who is he?
- 3. Man:** She's wearing a pink dress. Her hair is the shortest. Her bag is the smallest too. Who is she?

Key 1. C 2. A 3. B

Activity 5

Key open answers

OUR WORLD

Activity 2 Track 40

One text is about the octopus and the giant squid and the other is about the chimpanzee and the gorilla.

Key A. 2 B. 1

Activity 3

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

Activity 4 Track 41

Listening transcript

Girl: Look at my family's pets. Toby is my cat. It's white. Jack is my brother's cat. It is as big as Toby, but its ears are smaller than Toby's. Jack has got the longest tail of all. Leo is my sister's cat. Its tail is as long as Toby's tail. Its ears are bigger than Toby's. It's the biggest cat of all. Simba is my grandpa's cat. Its ears are as big as Toby's, but its tail is shorter than Toby's. It's the smallest cat of all.

Key A. 2 B. 3 C. 1

Activity 5

Key open answers

LET'S TALK

Activity 2

Key open answers

PROJECT

Activity 1

Key The koala is Linda's favourite animal.

Project p.151

Activity 1

Key Name of animal: Ostrich

Lives: Africa / hot places

Characteristics: (It is) grey, brown or black and white. (It has got a) long neck, long legs and big eyes.

Eats: plants, insects and small lizards

Drinks: It doesn't drink a lot of water. It gets it from the leaves it eats.

What's special about it: It can't fly, but it is the biggest bird and a very fast runner.

I like it because: It is very interesting.

Activity 2

Suggested answers

Arabian camels live in the deserts of Africa, Asia, and Australia.

They are tall. They have got brown fur. They have a long neck and a hump on their backs.

TEACHER'S NOTES

Camels eat leaves, dry grass and desert plants.

Camels have got long, strong legs with two toes on each foot. They can travel for days without food or water, and they can run very fast.

I like camels because they are very useful to people.

STORY

Activity 2 Track 42

Key The two animals had dinner together.

Mr Fox invited Mr Stork for dinner because he wanted to play a joke on him.

The fox gave soup to the stork and the stork gave the fox fish.

Activity 3

- Key**
1. joke
 2. beak
 3. dinner
 4. jars
 5. dish

PHONICS

Activity 1 Track 43

Listening transcript

/əʊ/, /əʊ/, open, close, sofa, old, nose
/ʊ/, /ʊ/, look, book, foot

Activity 2

Key 1. look 2. those 3. close 4. old 5. foot

Activity 3

Key 1. look 2. old 3. book 4. open

Activity 4 Track 44 - Chant - Track 45 - Poem

Key circled: sofa, sofa, old, Open, open, nose, don't, Close, close, Close

underlined: Look, look, look, book, foot, look, book

ROUND-UP

Activity 1

- Key**
1. bigger
 2. tall
 3. longest
 4. stronger
 5. fastest

Activity 2 Track 46

Listening transcript

1. **Fred:** Look at this picture. These are my friends, Oliver, Matt and Jake. Matt is as tall as Jake. Oliver is the shortest of all. Matt is wearing his new cap today.
2. **Georgia:** Look at Fran. She's the new student in our school. She's talking to Sue and Mary. Fran's hair is as long as

Mary's, but it's darker. Fran's dress is pink, and it's the longest of all!

3. **Gina:** It's cold. I'm going to wear the warmest jacket. The red jacket isn't very warm. The blue jacket is as warm as the red jacket. The green jacket is the warmest of all.

Key 1. A 2. A 3. C

Activity 3

Key open answers

TOP TIME! 5

Activity 1

It's a brochure about the animals one can see in Qatar.

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

Activity 2

- Key**
1. It looks like a wolf, but it is smaller.
 2. They call them 'rheem'.
 3. They are long.
 4. There are six kinds of falcons in Qatar.
 5. It can eat insects, birds' eggs and sometimes fruit or plants.

Activity 3

Key open answers

Suggested answers:

1. The golden jackal is smaller than the wolf.
2. The Arabian gazelle is very fast.
3. Qataris trained falcons to hunt with them.
4. The oryx is the national animal of Qatar.
5. The desert hedgehog has got small ears and a dark nose.

Activity 4

Key chimpanzee, octopus, dolphin, squid, spider, ostrich, koala, dinosaur, jellyfish, crocodile, turtle, gorilla, hippo

Activity 5

Key open answers



Module 10 - Health

Song

Activity 2 Track 47 - Song - Track 48 - Poem

Key A. Jake B. Blake C. Fay

Activity 3

Key Open answers

Top Stars

Activity 2 Track 49

Key Reema wasn't at school. She was at home because she was sick. A doctor visited the school and talked to the children and brought a poster too.

Activity 3

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

Activity 4 Track 50

Listening transcript

1. **Mary:** How about having a snack?

Linda: Good idea! Let's have some cold lemonade and some biscuits.

Mary: I love lemonade, but I've got a sore throat.

Linda: Oh! Then you shouldn't have any cold lemonade.

Mary: You're right.

Linda: How about having some warm milk and biscuits?

Mary: OK!

2. **Jack:** Mum, I can't go to school today.

Mum: What's the matter, Jack?

Jack: I just feel very bad. I think I'm sick.

Mum: Oh!

Jack: Can I stay in bed?

Mum: I'm sorry, Jack, but we should go to the doctor.

Jack: OK, Mum.

3. **Lisa:** I can't see Jane in the school playground. Is she at school today?

Fay: No, she isn't. She's at home because she's sick.

Lisa: What's the matter? Is it her ear again? Has she got an earache?

Fay: No, she hasn't. She's got a stomach ache.

Lisa: Oh, I see. Poor Jane!

Key 1. B 2. B 3. A

Activity 5

Key A. 3 B.1 C. 2

Our World

Activity 2 Track 51

Key The best title is 'Staying Safe'. The girl wants to know what she can do to stay safe at home, and the boy wants to know what he can do to be safe on the beach.

Activity 3

- Key**
1. No, you shouldn't.
 2. No, you shouldn't.
 3. Yes, you should.
 4. Yes, you should.
 5. No, you shouldn't.

Activity 4 Track 52

Listening transcript

Tim: What should you do on a hot day?

Molly: You should drink lots of water. You can drink juice, too.

Tim: What should you eat?

Molly: You should eat a lot of fruit and vegetables. Salads are very good for you on a hot day.

Tim: What should you do when you're out?

Molly: You should stay in the shade. The sun can be very hot between 10 a.m. and 4 p.m. You should also wear sunscreen and a hat, too!

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

Activity 5

Key open answers

Let's Talk

Activity 2

- Key**
- 1 You must go to the dentist.
 - 3 You must take an umbrella.
 - 5 You must wear a helmet.
 - 2 You must drink some warm tea.
 - 4 You mustn't touch it.

Activity 3

Key open answers

Project

Activity 1

- Key**
- talk on your mobile phone (✗)
 - play games on your mobile phone (✗)
 - look left, right and left again (✓)
 - cross the street when the light is red for you (✗)
 - walk quickly across the street when the light is green for you (✓)

Activity 2

Key open answers

Project p.152

Activity 1

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

Activity 2

Key On the beach:

You must wear sunscreen.

You must sit in the shade.

You mustn't play in the sun.

At home:

You mustn't touch a hot oven.

You mustn't play with knives.

You mustn't play with sockets.

Activity 3

Key open answers

Reading time

Activity 2 Track 53

Key Our body gets energy from healthy food, water, exercise and rest/sleep. To get your energy back, you must eat healthily, drink a lot of water, exercise and sleep well. The text answers to what we should do to get our energy back.

Activity 3

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

Phonics

Activity 1 Track 54

Listening transcript

/e/, head, bread

/i:/, peaches, peas, tea, meat

Activity 2

Key 1. beach 2. bread 3. speak 4. head 5. clean

Activity 3

Key /i:/: peaches, tea, peas
/e/: head, bear

Activity 4 Track 55 - Chant - Track 56 - Poem

Key circled: Bear, bread, bread

underlined: Team, eating, peaches, tea, eating, peas, meat, cheese

Round-up

Activity 1

Key 1. sore 2. sneezing 3. soap 4. toothache 5. cough

Activity 2

Key 1. must 2. mustn't 3. mustn't 4. must

Activity 3 Track 57

Listening transcript

1. **Man 1:** This is Andy. Andy shouldn't eat any ice cream, and he shouldn't drink any cold water or lemonade. He should eat some warm soup or drink some warm tea.

2. **Man 2:** This is Carl. Carl ate four pieces of chocolate cake and he isn't well now! He shouldn't eat anything sweet today. He should go to the dentist.

3. **Man 1:** This is Tom. Tom was at the beach. He stayed in the sun for two hours. He didn't use any sunscreen, and he didn't wear a hat. Now, he shouldn't go out in the sun. He should stay at home and drink lots of water.

Key A. 3 B. 1 C. 2

Activity 4

Key open answers

CLIL 5

Activity 2

Key The text is about teeth facts (and dental hygiene). You should visit the dentist every six months.

Activity 3

- Key**
1. Children have got twenty baby teeth.
 2. When we are about six years old.
 3. Because they help you eat.
 4. You should brush your teeth two or three times every day.
 5. You should visit the dentist every six months.

Activity 4

- Key**
1. hard
 2. biting
 3. soft
 4. chew
 5. grow

Activity 5 Track 58

Man: Today we're going to talk about two amazing animals – dolphins and sharks. Most sharks live in the ocean. Dolphins live in warm seas, and some of them live in rivers, too. Sharks can eat fish and small whales. Dolphins eat fish and squid. Dolphins have got teeth, but they don't use them to chew food. Sharks lose their teeth very often. When they lose a tooth, a new one grows. A shark can grow and use over 20,000 teeth in its lifetime! When dolphins lose a tooth, they don't grow a new one.

Key 1. A 2. A 3. B



Photocopiable Material

1 Look and write.

- Adam / be / the sports centre yesterday
Adam was at the sports centre yesterday.
- Clark / be / the park / Saturday morning
- Joe and Sophie / be / the amusement park yesterday evening
- Daisy and her mum / be / a hot-air balloon yesterday morning
- Jim / be / school this morning
- There / be / a raccoon / park yesterday morning

2 Read and circle.

- Bob and Tim **was / were** at the sports centre yesterday afternoon.
- The cat **wasn't / weren't** in the house.
- Frank and I **was / were** excited about our camping trip.
- It **wasn't / weren't** windy yesterday.
- There **wasn't / weren't** any animals in the park.
- Was / Were** you tired after the basketball game?

3 Look and write.

- Katie *wasn't at the supermarket.*
She *was at the post office.*



- Gavin _____
He _____

- Rick and Joe _____
They _____



1 Read and circle A or B.

- | | | |
|----------------------------|----------------|----------------|
| 1. This is ____ pen. | A my | B mine |
| 2. Those books are ____. | A your | B yours |
| 3. ____ collage is this? | A Who's | B Whose |
| 4. Are these letters ____? | A hers | B her |

2 Look, read and circle.



- No one** / **Someone** is at the door. Who is it?
- A:** Is there **everyone** / **anyone** in the classroom?
B: No, there isn't.
- Everyone** / **No one** is happy!
- Oh, no! There is **someone** / **no one** here!

3 Look and circle A or B.

- | | |
|--|---|
| 1. There is _____ in the fridge.
Let's go to the supermarket.
A nothing B anything | 3. I don't know _____ at my new school.
A no one B anyone |
| 2. There is _____ in the house.
They are at the park.
A no one B anyone | 4. Is there _____ good to eat?
A nothing B anything |
| | 5. Oh, no! There is _____ in the biscuit jar!
A nothing B anything |

4 Look and write. Use something, anything, everything or nothing.

- Dad said his tablet was on the table, but there is _____ here!
- John, don't be scared! There isn't _____ under your bed!
- Children, your toys are on the floor! Please put _____ in the toy box.
- Look! There is _____ under that car. Is it a cat?

1 Look and write. Use the Future going to.



1. Sally / be / vet

Sally is going to be a vet. _____2. Charlie / eat salad
_____3. the boys / fly / in / plane
_____4. Ann and her mum / cook lunch
_____

2 Put the words in the correct order to make sentences.

1. are / going to / watch / the football game / you / tonight / ?
_____2. Matt / going to / a pilot / be / is / ?
_____3. next weekend / is / Andy / go / going to / horse riding
_____4. Ted and John / at the weekend / not / going to / play / are / volleyball

3 Read and answer about yourself.

1. What are you going to do this afternoon? _____

2. What are you going to do tomorrow morning? _____

3. Where are you going to go on Friday evening? _____

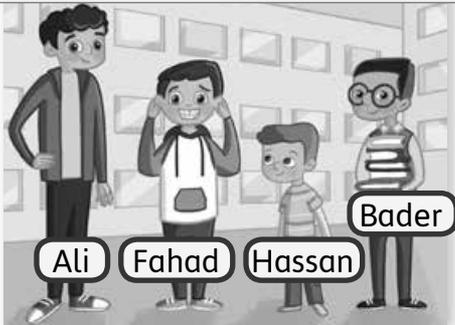
4. What are you going to do at the weekend? _____

1 Read and complete. Use the Comparative form.

- Gorillas are stronger (strong) than ostriches.
- A shark's jaw is _____ (big) than a cat's jaw.
- Giraffes are _____ (tall) than horses.
- A wolf's tail is _____ (long) than a hippo's tail.
- Raccoons are _____ (small) than bears.
- Lions are _____ (beautiful) than crocodiles.

2 Look and complete. Use the Superlative form.

funny tall intelligent short



- Fahad is _____ student in the class.
- Hassan is _____ student in the class.
- Ali is _____ student in the class.
- Bader is _____ student in the class.

3 Read and complete. Use the Comparative or the Superlative form.

- Ice hockey is more popular (popular) than football at our school.
It is the most popular (popular) sport of all.
- Julia thinks that the turtle is the _____ (slow) animal in the world.
- Are dolphins _____ (intelligent) than sharks?
- Snowboarding is _____ (dangerous) than sailing.
- What is the _____ (tall) animal in the world?

4 Look and complete.
Use (not) be + as + adjective + as.



- (tall) Camels aren't as tall as giraffes.
- (long) A camel's neck _____
- (beautiful) Camels _____
- (interesting) Giraffes _____

1 Look, read and circle



Kevin has got a stomach ache. He **should / shouldn't** eat apple pie.



It's time to eat. The children **should / shouldn't** wash their hands with warm water and soap.



It's raining today. Tony **should / shouldn't** ride his bike to school.



Carrie has got a sore throat. She **should / shouldn't** have some tea with honey.



Tony has got an earache. He **should / shouldn't** swim in the pool.



The children are sneezing. They **should / shouldn't** use a new tissue each time.

2 Read and answer.

1. Trevor's mum is baking a pie. Should he touch the oven?

2. Teresa wants some cake. Should she use a knife to cut it?

3. Ann is wearing a hat and sunscreen. Should she play in the sun?

4. The TV isn't working. Should Max put a tool in the socket?

3 Read and circle.

1. Madison has got a toothache. She **must / mustn't** go to the dentist.
2. Clark has got a bad headache. He **must / mustn't** go to bed.
3. You **must / mustn't** cross the street when the traffic lights are green for cars.
4. You **must / mustn't** wash your hands after you sneeze.
5. The children **must / mustn't** play in the sun without sunscreen.
6. Children **must / mustn't** touch knives. They aren't safe.



Module 6

Activity 1

- Key**
1. Adam was at the sports centre yesterday.
 2. Clark was at the park on Saturday morning.
 3. Joe and Sophie were at the amusement park yesterday evening.
 4. Daisy and her mum were in a hot-air balloon yesterday morning.
 5. Jim was at school this morning.
 6. There was a raccoon in/at the park yesterday morning.

Activity 2

- Key** 1. were 2. wasn't 3. were
4. wasn't 5. weren't 6. Were

Activity 3

- Key**
1. Katie wasn't at the supermarket. She was at the post office.
 2. Gavin wasn't at the airport. He was at the amusement park.
 3. Rick and Joe weren't at the bakery. They were at the sports centre.

Module 7

Activity 1

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

Activity 2

- Key**
1. Someone
 2. anyone
 3. Everyone
 4. no one

Activity 3

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

Activity 4

- Key**
1. nothing
 2. anything
 3. everything
 4. something

Module 8

Activity 1

- Key**
1. Sally is going to be a vet.
 2. Charlie is going to eat salad.
 3. The boys are going to fly in a plane.
 4. Ann and her mum are going to cook lunch.

Activity 2

- Key**
1. Are you going to watch the football game tonight?
 2. Is Matt going to be a pilot?
 3. Andy is going to go horse riding next weekend.
 4. Ted and John are not going to play volleyball at

the weekend.

Activity 3

- Key** open answers

Module 9

Activity 1

- Key**
1. stronger
 2. bigger
 3. taller
 4. longer
 5. smaller
 6. more beautiful

Activity 2

- Key**
1. the funniest
 2. the shortest
 3. the tallest
 4. the most intelligent

Activity 3

- Key**
1. more popular, most popular
 2. slowest
 3. more intelligent
 4. more dangerous
 5. tallest

Activity 4

Suggested answers

1. ... aren't as tall as giraffes.
2. ... isn't as long as a giraffe's (neck).
3. ... are as beautiful as giraffes.
4. ... aren't as interesting as camels.

Module 10

Activity 1

- Key**
1. shouldn't
 2. should
 3. shouldn't
 4. should
 5. shouldn't
 6. should

Activity 2

- Key**
1. No, he shouldn't.
 2. No, she shouldn't.
 3. Yes, she should.
 4. No, he shouldn't.

Activity 3

- Key**
1. must
 2. must
 3. mustn't
 4. must
 5. mustn't
 6. mustn't

Top Stars 4b
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
- Adaptations of well-known tales and original stories that promote critical thinking and encourage personal response
- Phonics
- Round-up sections
- *Top time!* lessons focusing on certain aspects of the Qatari culture as well as other cultures around the world
- CLIL lessons (Content and Language Integrated Learning)
- Cursive writing section
- Self-evaluation section and learning tips that promote learner autonomy
- Grammar reference section

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



ISBN: 978-618-05-3238-8

