

H. Q. Mitchell – Marileni Malkogianni



TOP STARS

5b

Teacher's Notes



Academic Year 2018–2019

mm
publications

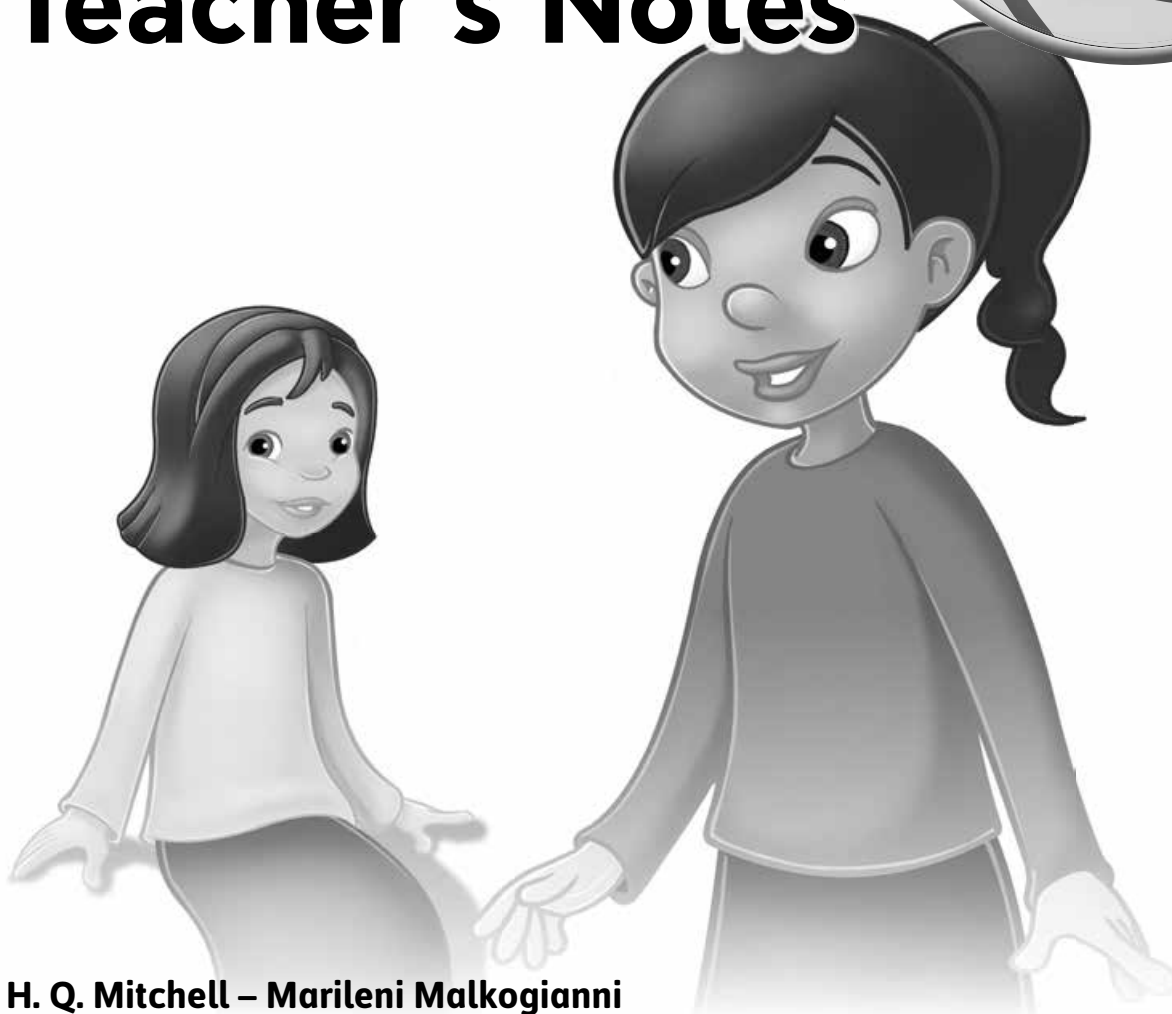
GRADE **5**

SEMESTER 2



TOP STARS **5b**

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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

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Communication Objectives	Structures	Vocabulary	Writing	QNCf competencies
Module 6 • Time for Science!				
<ul style="list-style-type: none"> to talk about colours in nature to give information about something while avoiding repetition to talk about people who first did something to give information about someone while avoiding repetition to give information about a place while avoiding repetition to talk about inventions that were invented by mistake 	Relative pronouns: who, which, where, that	Occupations Inventions	Project: to learn how to write a suggestion for a documentary or a book Writing tip: to learn how to use the conjunctions <i>or</i> and <i>but</i> in a sentence Phonics or /ɔ:/ horse, orca ar /ɑ:/ jar, far er /ə/ brother, jumper	    
CLIL 3 (Modules 5-6) • Home Economics (food around the world)				
Module 7 • Planning the future				
<ul style="list-style-type: none"> to talk about an amusement park to talk about future plans to talk about festivals to talk about special days and celebrations to talk about free-time activities to accept or refuse an invitation 	Future <i>be going to</i> Would you like to...? Yes, I'd love to. /Sure, why not? / I'm sorry. I can't. / I'm afraid I'm busy. / I'm sorry. I've got other plans.	Free-time activities Festivals Celebrations Special days	Project: to learn how to write a trip itinerary and a postcard Writing tip: • to learn how to use different tenses in a description • to learn how to use adjectives to describe feelings and impressions Phonics ir /ɜ:/ bird, girl ur /ɜ:/ hurt, purple	    
Top Time! 4				
Module 8 • How do I get to...?				
<ul style="list-style-type: none"> to talk about movement to ask for directions to give directions to talk about hobbies and free-time activities to say what people like / love / enjoy / prefer / hate doing 	Prepositions of movement Directions love / like / enjoy / prefer / hate + -ing I think it's fun / cool / exciting / boring / hard. Let's... / Why don't we...? / How about...?	Prepositions of movement Directions	Project: to write an invitation to an event and to draw a map Writing tip: to learn how to write an invitation and to draw a map Phonics oo /u:/ room, spoon, balloon oo /ʊ/ look, book, foot	    
CLIL 4 (Modules 7-8) • Geography and Science (learning about the seasons around the world)				



Communication Objectives	Structures	Vocabulary	Writing	QNCf competencies
Module 9 • Nature				
<ul style="list-style-type: none"> • to talk about the environment • to talk about ability and lack of ability • to talk about volunteering • to talk about goals • to talk about eco-friendly products • to express purpose • to ask for permission • to grant or refuse permission 	<p>too / enough</p> <p>Full infinitive</p> <p>It's + adjective + full infinitive</p> <p>Could I (join your team)?</p> <p>Of course you can. / I'm sorry, you can't.</p>	<p>Environmental issues</p> <p>Recycling</p> <p>Green gadgets</p>	<p>Project: to make a poster on how to be environmentally friendly</p> <p>Writing tip: to learn how to make a poster</p> <p>Phonics</p> <p>a/ə/ amazed, island</p> <p>a/æ/ apple, hat, cat</p> <p>a/ɑ:/ garden, scarf, arm</p>	
Top Time! 5				
Module 10 • Friendship				
<ul style="list-style-type: none"> • to talk about friendship • to make promises • to talk about good friends • to make requests • to talk about the future • to make predictions • to talk about ailments • to ask someone about his/her problem • to make on-the-spot decisions 	<p>Future <i>will</i></p> <p>The adverb <i>Maybe</i></p> <p>What's the matter? I've got (a headache).</p>	<p>Friendship</p> <p>Future technology</p> <p>Ailments</p>	<p>Project: to write an apology note</p> <p>Writing tip: to learn how to write an apology note</p> <p>Phonics</p> <p>oa/ɔ:/ board game skateboard, keyboard</p> <p>oo/ɔ:/ floor, door</p> <p>ou/ɔ:/ four, fourteen</p>	
CLIL 5 (Modules 9-10) • Social Studies and Science (learning about recycling)				

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 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 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. Simple sentences are introduced at this level, with instructions and guidance indicating correct formation.

Now I can...

A *Now I can...* section is included so as 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 - Time for Science!

Quiz

Activity 2 Track 2

Listening transcript

- 1. Man:** It's a colour which you can find in nature. There are lots of things that are this colour. For example, some plants, vegetables or insects. **Green.**
- 2. Man:** It's the first colour that a baby can see. Cherries, strawberries and tomatoes are this colour. **Red.**
- 3. Man:** It's the colour of the sea, oceans and lakes. It's the colour of the sky, too. It can sometimes be dark or light. **Blue.**
- 4. Man:** It's the colour of a very big star which gives life to planet Earth. There is also some fruit that is this colour. For example, lemons and some melons. **Yellow.**
- 5. Man:** This is a colour which you sometimes see in the sky. It's the colour of milk and polar bears. **White.**
- 6. Man:** Yellow and red make this colour. It is also the name of a fruit that we use to make juice. Carrots are this colour, too! **Orange.**

Key 1. Green 2. Red 3. Blue 4. Yellow 5. White
6. Orange

Top Stars

Activity 2 Track 3

Activity 3

Key 1. painter 2. flew across 3. walked
4. board game

Activity 4 Track 4

Listening transcript

- 1. Woman:** This is Noor. She loves teaching children and she is very good at it, too! All of her students listen to her all the time.
- 2. Man:** This is Arthur. When he was young he loved playing with cars. Today he loves fixing cars. He fixes his father's car, too!
- 3. Man:** This is Steve. He loves planes. He likes watching documentaries about them. His dream job is to fly planes.
- 4. Man:** Tom surprised his parents when he told them he wanted to do this job. But they didn't stop him. They supported him and now he is ready to travel to space.

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

Activity 5

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

Our World

Activity 2 Track 5

Activity 3

Key 1. B 2. A

Activity 4

- Key** 1. Spencer Silver invented Post-it® notes.
2. He wanted to make strong glue.
3. He said they could use the pieces of paper to stick notes in different places.
4. In 1853.
5. Because they weren't tasty.
6. He put lots of salt on them.

Activity 5 Track 6

Listening transcript

- 1. Man 1:** It's a hot summer day and you want some ice cream. You haven't got any at home and you aren't near a supermarket. What do you do? Well, now you can use the new Play and Freeze Ice Cream Maker® and make your own ice cream. It's easy and fun! Put the ice cream maker in the freezer for an hour. Then, take it out and put a little sugar, some milk and cocoa in it. Then roll it around and put it in the freezer again. It is ready in a few minutes! Use fresh fruit, nuts and other things and invent your own ice cream flavours. Coffee and chocolate ice cream is my favourite! The Play and Freeze Ice Cream Maker® is great! Get one today!
- 2. Woman:** We have all got alarm clocks, but have you got an alarm clock you can talk to? This new invention listens to what you say and talks back to you. It understands English and answers questions like 'What day is it today?' or 'What's the time?' In the morning, it wakes you up with the sound of birds or the sea. This new invention is great. Children love it!
- 3. Man 2:** Have you got a geography test and need some help? Well, now we have got something to help you study. The new geography globe has got a computer inside it. There are parts you can touch on the globe. When you touch one, the computer gives you information about that part. You get information about the people, clothes, food, animals and languages of many countries. It's great!

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

Activity 6

Key 1. C 2. F 3. E 4. B 5. G 6. D 7. H 8. A

Let's talk

Activity 2

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

Project (p. 152)

Activity 1

Key 1. but 2. or 3. or 4. but

Activity 2

Key open answers

Activity 3

Key open answers

Reading time

Activity 2 Track 7

Activity 3

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

Activity 4

Key open answers

Let's chat

Key Suggested answer:

Mr Dean had a sign on his greenhouse door because he didn't want anyone to enter his greenhouse without permission because he had special plants in his greenhouse. The pitcher plant is a tropical plant that eats insects. / I don't know anything about the pitcher plant. The Rafflesia is a strange plant. It is the largest 'flower' in the world. / I don't know any other strange plants. The boys liked the greenhouse because it was full of plants that they had never seen before. I think they will visit Mr Dean again soon.

Phonics

Activity 1 Track 8

Listening transcript

/ɑ:/, /ɑ:/, jar, far

/ɔ:/, /ɔ:/, horse, orca

/ə/, /ə/, brother, jumper

Activity 2 Track 9 Chant - Track 10 Poem

Key red: forty, horses, twenty-four
blue: car, farm
yellow: brother, jumper, Peter

Activity 3

Key 1. /ɑ:/ 2. /ɔ:/ 3. /ə/ 4. /ɔ:/ 5. /ɑ:/ 6. /ɑ:/

Round-up

Activity 1 Track 11

Listening transcript

1.

Woman: What are you looking for, Jake?

Boy: Well, I want to find some information about a famous inventor for my project at school.

Woman: Are you using the Internet?

Boy: Yes, I am! I've also got this book, but I'm using the Internet because it's easier and faster.

Woman: Good idea!

2.

Kate: Tina, do you want to come to my house and watch a DVD?

Tina: Hmm... which DVD, Kate?

Kate: I want to watch a documentary about space life.

Tina: Does it show astronauts and how they travel to space?

Kate: Yes. It also talks about Neil Armstrong, the first astronaut to walk on the moon and his experiences.

Tina: Sounds interesting.

Kate: Cool! After we finish our homework you can come over.

3.

Man: OK, children. Today I've got a quiz for you. You must guess the answer. It's the third planet from the sun. The sun gives life to it and that's why it's green. There's also water on this planet and people and animals can live on it. Which planet is it?

Key 1. B 2. C 3. A

Activity 2

Key It's someone who/that paints portraits. It's a painter.
It's something which/that you use to cut bread.
It's a knife.
It's something which/that you use to make chocolate. It's a cocoa bean.
It's something you have for breakfast. It's cereal.
It's someone who/that fixes cars. It's a mechanic.
It's a place where a teacher works. It's a school.
It's a place where an astronaut explores. It's space.



CLIL 3 - Modules 5-6

Activity 3

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

Activity 4 Track 12

Listening transcript

- Oliver:** Hello, Ian! What are you looking at?
- Ian:** Hi, Oliver! I'm looking at some graphs about food.
- Oliver:** That's interesting, let me see... Well, is this graph about vegetables?
- Ian:** Yes, it is. I think that the French eat more vegetables than the English and look, the graph shows that I'm right.
- Oliver:** Yeah. The next graph is about Asia. People there eat lots of rice!
- Ian:** Yes, they do! But what about the rest of the world?
- Oliver:** Well, I think that people in Europe are next.
- Ian:** No, they aren't. People in South America, in countries like Brazil, eat lots of rice. It's here, look.
- Oliver:** And what is the last graph about?
- Ian:** It's about how much sugar people round the world eat.
- Oliver:** Well, I know that from PE class. Mr Smith told us about healthy and unhealthy eating yesterday. People in the USA eat the most sugar.
- Ian:** Yes, he told us about that, too. We mustn't eat many sweets and we mustn't drink a lot of fizzy drinks. There's a lot of sugar in them.
- Oliver:** That's right.

Key 1. French, English
2. Europe
3. sugar

Activity 5

Key The Chinese eat the most rice. People in Bangladesh eat more rice than people in Indonesia. The Vietnamese eat the least rice of all.

*Note

Vietnam: 18 kg
Indonesia: 45 kg
Bangladesh: 50 kg
India: 123.5 kg
China: 156 kg

Activity 6

Key open answers

Module 7 - Planning the future

Song

Activity 2  Track 13 Song
Track 14 Chant

Key The pictures A, B, E, F and H should be ticked.

Top Stars

Activity 2  Track 15

Activity 3

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

Activity 4  Track 16

Listening transcript

- Alex:** Hi, Ryan! Let's play a board game at my house later.
- Ryan:** I'm sorry, Alex, I can't. I'm going to go to the forest later.
- Alex:** What are you going to do in the forest?
- Ryan:** I'm going to plant trees in the forest with some friends. We do it every Wednesday.
- Alex:** Really? OK, then. How about tomorrow afternoon?
- Ryan:** Tomorrow? I can't. I'm going to go to a food festival with my parents.
- Alex:** What are you going to do there?
- Ryan:** We are going to try food from different countries.
- Alex:** Wow! You are very busy! Can you come on Friday?
- Ryan:** Yes, I can! No, wait! No, I can't. I am going to go to a fundraiser on Friday. My school is collecting money for a new library.
- Alex:** Oh, OK. What are you going to do on Saturday?
- Ryan:** Hmm... well, on Saturday I'm going to go to a book fair. Why don't you come with me?
- Alex:** A book fair? That sounds great!

Key Option C should be ticked.

Our world

Activity 2 Track 17

Key The title 'Special days' should be ticked.

Activity 3

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

Activity 4 Track 18

Listening transcript

1.
Brett: Stan! What a surprise! What are you doing here?
Stan: Hello, Brett! I don't usually go shopping at the shopping centre, but a special day's coming up.
Brett: I see. What are you going to buy?
Stan: Well, I don't really know! A card and a present, I think.
Brett: Good idea! Who are they for? What is the special day?
Stan: It's Friendship Day! They are going to be for you!
2.
Ryan: Dad, next Saturday is Earth Day.
Dad: I know. Have you got any plans?
Ryan: Well, I was thinking about cleaning the park next to my school.
Dad: How nice! Are your friends going to help?
Ryan: Yes, they are. We are all going to pick up rubbish. We want to have a clean park to play in.
Dad: Great idea, Ryan! Can I help?
Ryan: Sure! Thanks, Dad!
3.
Matt: Hello, Jake! Can you help me with this, please?
Jake: Sure! What are you doing?
Matt: My school is going to hold a fundraiser next weekend. We want to collect money for the animal hospital in town.
Jake: Are you going to sell these posters?
Matt: No, we aren't! We are going to put them up round town. See, they say when and where the fundraiser is going to take place.
Jake: Oh! I see. The fundraiser is going to be at Fern Beach on Saturday. Got it!
Matt: It's going to be a great event! We're going to sell students' artwork.

Key 1. B 2. B 3. A

Let's talk

Activity 2

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

Project (p. 153)

Activity 1

- Key**
1. She's in London.
 2. (She arrived) two days ago.
 3. (She visited) Big Ben.
 4. (She's going to visit) Covent Garden and (ride) the London Eye.
 5. (She's going to visit) Madame Tussauds.

Activity 2

Key open answers

Activity 3

Key open answers

Reading time

Activity 2 Track 19

Activity 3

Key 1. I 2. C 3. NZ 4. NZ 5. I

Let's chat

Key Suggested answer:
When we meet someone in my country we shake hands and smile. If it isn't the first time you've met someone, you sometimes hug, too. People usually offer flowers and chocolate as a present. There isn't a lucky colour in my country, but black is an unlucky colour.

Phonics

Activity 1 Track 20

Listening transcript

/ɜ:/, /ɜ:/ bird, girl
/ɜ:/, /ɜ:/ hurt, purple

Activity 2 Track 21 Chant Track 22 Poem

Key underlined: nurse, girls, nurse, nurse, purple, skirt

Activity 3

Key 1. skirt 2. nurse 3. thirty 4. hurt



Round-up

Activity 1 Track 23

Listening transcript

1.

Liam: Hi, Gary!

Gary: Hi, Liam!

Liam: What are you going to do tomorrow?

Gary: I'm going to go to a football match with my dad!

Liam: Lucky you!

Gary: We've got an extra ticket. Would you like to come?

Liam: I'm afraid I'm busy. Have fun!

Gary: Thank you!

2.

Kelly: Where are you going to go on holiday, Lisa?

Lisa: I'm going to go to Mexico with my family, Kelly.

Kelly: That's great! When are you going to go?

Lisa: Well, we can't go this month because it's the wet season. It rains a lot during the wet season. We are going to go next month when the dry season starts.

Kelly: But, it's very hot during the dry season.

Lisa: It usually is, but we're going to go at the beginning of the season, so it isn't going to be very hot.

Kelly: That's good. It's going to be a great trip!

3.

Fred: Hi, Tom! Are you looking for ideas for the school event?

Tom: Yes, I am. Would you like to help me, Fred?

Fred: Yes, I'd love to. How about a science fair? Science is very interesting.

Tom: Well, we had a science fair last year. We want something different.

Fred: I see. Why don't we have a food festival?

Tom: That's a good idea, but year four is going to have a food festival next week.

Fred: OK, then. I've got one more idea. Let's have a book fair!

Tom: A book fair? That's great!

Key 1. C 2. C 3. A

Top Time! 4

Activity 3

Key

1. At the Qatar International Food Festival.

2. The Souq Waqif Spring Festival is five months long from December – April.

3. You can see animals at the Qatar International Food Festival.

4. The Qatar International Food Festival and the Albuquerque International Balloon Fiesta take place in a park.

5. The Albuquerque International Balloon Fiesta started in 1973.

Activity 4 Track 24

Listening transcript

Amir: Hi, Omar. How was your weekend?

Omar: Hi, Amir. It was great! I went to the Qatar International Food Festival at Hotel Park. I usually go with my grandfather, but this year I went with my father and my uncle.

Amir: Wow! I went too. What did you do there?

Omar: I watched a cooking competition. It was lots of fun. On the day I went, there were more than twenty chefs competing in the competition. It was great. The winner's prize was a car and some money.

Amir: Did you eat any international food?

Omar: Yes, I did. It was delicious. There were dishes and sweets from all over the world. I was very hungry, so I ate a lot.

Amir: I watched a show with fireworks. I love fireworks shows! They're so bright and colourful. Did you watch the fireworks show?

Omar: Yes, I did. I like fireworks too. The show was really exciting.

Amir: Great! It's always lots of fun to watch them.

Omar: And who do you think I met?

Amir: Who?

Omar: I saw Mutaz Essa Barshim, the famous high jump athlete.

Amir: Really?

Omar: Yes. Look, Amir. I took a photo with him too.

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

Module 8 - How do I get to...?

Song

Activity 2  **Track 25 Song**
Track 26 Chant

Key A. Mark B. Mike C. Bill

Activity 3

Key Suggested answer

A: Where did the boys go?

B: **First they rode past the zoo, then they went towards the park, next they went past the big sign and finally they went towards the finish line.**

Top Stars

Activity 2  **Track 27**

Activity 3

Key B

Activity 4  **Track 28**

Listening transcript

Boy: Excuse me, how do I get to the Hungry Fish Aquarium?

Man: Hungry Fish Aquarium, eh? Hmm... oh, yes! You are in Al Teeb Street. Go straight on and turn left at the library.

Boy: Left at the library. Got it!

Man: Then go past the Chinese restaurant. On the corner on your right, there's a museum; turn right at the museum. That's Banks Street. Go up Banks Street and turn left at the hotel. The Hungry Fish Aquarium is next to the hotel.

Boy: So, I turn right at the museum, go up Banks Street and turn left at the hotel?

Man: That's right! And the aquarium is on your left.

Boy: Thank you very much.

Man: You're welcome.

Key A

Our world

Activity 2  **Track 29**

Activity 3

- Key**
1. He is looking for fun activities to do after school.
 2. He is going to visit Spain.
 3. He went hiking in a rainforest.
 4. He likes walking in nature. / He loves hiking in the forest near his town.
 5. It snows a lot.
 6. They play games, watch DVDs and do arts and crafts.

Activity 4  **Track 30**

Listening transcript

1.

Danny: Hi! I'm Danny. I like spending my free time outside. I live in a quiet neighbourhood near a small forest, so I often ride my bike there. I hate exercising at big sports centres, but I enjoy going cycling. It's a great way to exercise and stay healthy.

2.

Caroline: My name's Caroline. I like spending time in nature. My family and I enjoy having picnics in the park or near the lake. I love listening to the sounds of nature all round me. The only bad thing is that my sister loves hiking and I hate it! I can enjoy nature without hiking!

3.

Brian: I'm Brian. I love exercising in my free time. I go to the sports centre in my neighbourhood three times a week. I do different activities there. I play sports like tennis or basketball. But I hate swimming in the pool.

4.

Michael: My name's Michael. I work a lot, so I haven't got a lot of free time, but when I find some free time, I like hiking in the mountains with friends. It's quiet and we enjoy relaxing under the trees. I don't stay for long, because there are lots of insects. That's why we hate eating outside.

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



Let's talk

Activity 2

Key Jamal and Sami: Doha Golf Club
Courtney and Jenny: QM Gallery Al Riwaq
Philip and Brian: Desert Safari

Project (p.154)

Activity 1

Key 1. Science Fair
2. 15 May
3. 10 a.m. to 5 p.m.
4. Westville School Hall
5. 01786 890 564
6. westvilleschool@mail.com
7. left, straight on, left, right

Activity 2

Key open answers

Activity 3

Key open answers

Reading time

Activity 2 Track 31

Activity 3

Key 1. Uncle Brian is a captain.
2. They were sailing to the Arctic.
3. No, it didn't.
4. People hunt them for their meat and oil.
5. Yes, they did. They thought it was amazing.

Let's chat

Key Suggested answer:
I would like to visit the Arctic in order to see the Aurora Borealis, as well as the wild animals that live there. / I wouldn't like to visit the Arctic because it is cold there. I think people hunt endangered species for money or because they do not love animals. I would like to be a captain because that way I could visit many places around the world. / I wouldn't like to be a captain because I don't like travelling by ship.

Phonics

Activity 1 Track 32

Listening transcript

/u:/, /u:/, room, spoon, balloon
/ʊ/, /ʊ/, look, book, foot

Activity 2 Track 33 Song Track 34 Poem

Key underlined: room, balloons, spoon, moon, Balloons, balloons
circled: Look, book, look, foot

Activity 3 Track 35

Listening transcript

1. room
2. look
3. spoon
4. balloon
5. foot

Key 1. /u:/ 2. /ʊ/ 3. /u:/
4. /u:/ 5. /ʊ/

Round-up

Activity 1 Track 36

Listening transcript

Woman: Go up Main Street, go past the hospital and the art gallery. Turn right... no, no, sorry. Turn left into Garden Road at the library. Then go towards the park and turn right.

Emily: Into Baker Street?

Woman: Yes, that's right. Then go straight on and it's on your left, opposite the supermarket and next to the museum.

Emily: On my left, opposite the supermarket... next to the museum. Got it! Thank you very much.

Key C

CLIL 4 - Modules 7-8

Activity 3

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

Activity 4

Key 1. north, south 2. wet season 3. dry season

Activity 5

Key 1. C 2. A 3. B

Activity 6

- Key** 1. **lean:** to (cause to) slope in one direction or to move the top part of the body in a particular direction.
2. **equator:** an imaginary line drawn around the middle of the earth an equal distance from the North Pole to the South Pole.

Activity 7 Track 37

Listening transcript

Mark: Hi, Stu! What are you doing?

Stu: Oh, hi Mark! I'm getting ready for my holiday.

Mark: Your holiday?

Stu: Yes!

Mark: Are you going to go to the countryside this year?

Stu: No, we aren't. My family and I are going to go to Australia!

Mark: Really? What are you going to do there?

Stu: We are going to visit many places. I can't wait to see the kangaroos!

Mark: Yeah, there are lots of kangaroos in Australia. Are you going to go skiing, too?

Stu: Skiing? No, we aren't. We're going to go to Sydney Luna Park. It's a very big amusement park in Sydney. There are many rides! There is a big roller coaster and a big wheel. I'm not going to ride the big wheel, because it's slow, but I am going to drive! There is a ride with cars which children can drive! It's like karting.

Mark: Sounds great, Stu! But I have got one question.

Stu: Sure. What is it?

Mark: How are you going to go to an amusement park in winter?

Stu: Ha ha! It's winter here in the UK, Mark! In Australia, it's summer now! The weather is warm!

Mark: Oh, yes! You're right! Mr Wilson told us about the different seasons in the two parts of the world last week.

Stu: That's right! Winter here, summer there!

Mark: Well, have a great time, Stu!

Stu: Thanks, Mark!

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

Module 9 - Nature

Song

Activity 2  Track 2 Song
Track 3 Chant

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

Top Stars

Activity 2  Track 4

Activity 3

- Key**
1. Saturday
 2. dad
 3. (help) plant trees
 4. ten o'clock
 5. Fairview Forest

Activity 4  Track 5

Listening transcript

Bill: How was your weekend, Tony?

Tony: It was fantastic! On Saturday, I went to Fairview Forest.

Bill: Really? What did you do there?

Tony: Well, I wanted to plant trees, but first I helped pick up some rubbish.

Bill: Rubbish! Eww...!

Tony: Well, it wasn't that bad. I picked up some plastic bottles and cans. Then I put them in recycling bags. When I finished with that, I...

Bill: What? Did you do more work?

Tony: Of course! But first I had some snacks with my new friends. They gave us free sandwiches.

Bill: Oh, that's nice!

Tony: Then some children brought lots of small trees to the forest... and I helped them plant them!

Bill: That sounds great! I'd like to become a volunteer, too.

Tony: Good idea! I promised to bring a friend to the next clean-up, anyway!

Key Pictures A, B and C should be ticked.

Our world

Activity 2  Track 6

Activity 3

- Key**
1. The green mobile phone.
 2. The company promises to plant a tree for every keyboard it sells.
 3. No, it doesn't. The water powered clock uses water to work.
 4. You can plant the green mobile in your garden.
 5. Yes, it does. The wooden keyboard comes in light or dark brown.

Activity 4

- Key**
1. **eco-friendly:** describes a product designed to do the least possible damage to the environment
 2. **power:** the energy from something such as electricity or oil, which can do work, such as providing light or heat
 3. **recharge:** to fill a battery with electricity so that it can work again

Activity 5  Track 7

Listening transcript

Penny: This is for you, Bobby.

Bobby: A present for me?

Penny: Yes. Open it.

Bobby: Wow! A new tablet! Thanks! You're the best sister!

Penny: You're welcome! I know you wanted it!

Bobby: And what's that? It looks strange.

Penny: Let me show you. You use it to recharge the tablet on a sunny day. You see, you can use power from the sun to recharge its battery. It's really eco-friendly!

Bobby: Oh, Penny! You always want to protect the environment!

Penny: Yeah, that's me! The bad thing is that it's plastic, but we can't do anything about that.

Bobby: Yes, that's true, but a wooden tablet that uses power from the sun... hmm... that's a nice idea!

Penny: Yeah, it is!

Key C

Let's talk

Activity 1

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

Project (p.155)

Activity 1

Key 1. Save 2. Bring 3. Read 4. Recycle
5. throw 6. ride 7. Use 8. Pick up

Activity 2

Key 1. Don't leave your tablet and mobile recharging all day.
2. Turn off your computer when you leave the room/you aren't using it. / Don't leave your computer on when you aren't using it.
3. Turn it (the air conditioning) off when you aren't in the room. / Don't leave it (the air conditioning) on when you leave the room.
4. Turn off the lights when you leave the room. / Don't leave the lights on when you leave the room.

Reading time

Activity 2 Track 8

Activity 3

Key 1. school kitchen
2. Howe Dell Primary School
3. animal farm
4. bamboo
5. the wind
6. the Green School

Let's chat

Key Suggested answer:

My school isn't a green school, but we would all like to make it one. We could organise clean-ups and put recycling bins in the school playground so that all students can recycle. I would like to go to the Green School because it seems very interesting to attend a school that hasn't got any walls and where you can learn about the environment. What I liked the most about Howe Dell Primary School is the ECO-SQUAD group because it teaches students how to be environmentally friendly outside school, as well.

Phonics

Activity 1 Track 9

Listening transcript

/ə/, /ə/, amazed, island
/æ/, /æ/, apple, hat, cat
/ɑ:/, /ɑ:/, garden, scarf, arm

Activity 2 Track 10 Chant Track 11 Poem

Key Red: cats, hats, stand, apple, jacket
Blue: garden, scarf, arm, Are
Yellow: around, amazed

Activity 3

Key 1. /ɑ:/ 2. /æ/ 3. /ə/

Round-up

Activity 1 Track 12

Listening transcript

1.
Ken: Look, Dad! This is the new mobile phone I was talking about.
Dad: Hmm... it looks nice. But it's too expensive, Ken.
Ken: Oh, please, Dad! It can take really nice photos!
Dad: Yes, but it's a bit too big. What about that small, black one?
Ken: It looks good... but the bigger one is eco-friendly, too. It can use power from the sun. You always say that we must protect the environment, Dad.
Dad: OK, Ken. Let's get it then.
Ken: Thanks, Dad!

2.
Betty: Where were you last Saturday, Julie? I called you at home, but you weren't there.
Julie: Oh, yes! Do you remember the Go Green organisation? I became a volunteer!
Betty: Really? That's great! My cousin is a volunteer for Go Green, too! Last month, they were at White Sand Beach. They picked up rubbish and cleaned the beach. And last Saturday, she was at Black Forest. They picked up all the rubbish there, too.
Julie: I was there, too! I helped them plant some new trees.
Betty: I want to become a volunteer, too! Let's go together next time!

3.
Gary: No, Linda! I don't want to buy that one!
Linda: But why not, Gary? It looks nice. It's blue, too. Your favourite colour!
Gary: Yes, but it's plastic. We must protect the environment, you know.
Linda: OK. There's one that's wooden and plastic.
Gary: Oh, come on, Linda! Look! This one is only wooden, and it looks good. It's not expensive, and I like the colour.
Linda: OK then!

Key 1. C 2. B 3. B



Top Time! 5

Activity 3

- Key**
1. It became a museum in 1793.
 2. The architect IM Pei worked on the design of the new Louvre Museum entrance.
 3. They finished it in 2006.
 4. You can see collections of paintings, pottery, sculptures, furniture and jewellery from around the world.
 5. He spent six months travelling around many Islamic countries and studying Islamic architecture.

Activity 4 Track 13

Listening transcript

Hamad: *Hi, Salman! How was your trip to the National Museum of Doha? Did you go with your father and your uncle?*

Salman: *Well, I went with my uncle, since he helped to build it. My father wanted to come, too, but he had to work. It's a great museum. We should go and visit it together, too.*

Hamad: *So, Salman, tell me about the museum building.*

Salman: *The building is amazing. Its design is fantastic. The architect who designed it, Jean Nouvel, wanted to make it look like a desert rose.*

Hamad: *My brother wants to design buildings like that when he finishes university.*

Salman: *That's great, Hamad.*

Hamad: *Did you find out anything about the exhibitions?*

Salman: *Well as you know, I love dhows, so my favourite exhibition was the one all about dhows and how the Qatari people used them in the past for fishing, trading and pearling. Of course there were many other great exhibitions about the past and present of Qatar.*

Hamad: *That's really interesting. Can you tell me anything else about the museum?*

Salman: *Well, there are two shops, two restaurants and a café in the museum. Oh, and a park. It's a great place to visit.*

Hamad: *My brother is going to take me next week. Do you want to visit it again? You can come with us!*

Salman: *Sure.*

Key 1. uncle 2. brother 3. desert 4. past

Module 10 - Friendship

Song

Activity 2 Track 14 Song Track 15 Chant

Key 1. see 2. care 3. friendship 4. true
5. share 6. jacket

Top Stars

Activity 2 Track 16

Activity 3

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

Activity 4 Track 17

Listening transcript

1.
Gina: Dolly, I'm doing a jigsaw puzzle, but it's hard. Will you please help me?
Dolly: I'm sorry, Gina, I can't. I'm studying geography and then I have to do an art project. Our cousin Lisa is very good at puzzles. You can ask her to help you.
Gina: OK.
2.
Harry: Hey, Ron. Will you help me tidy my room, please?
Ron: I'm sorry, Harry, but I can't. I have to do a science project for tomorrow.
Harry: Come on. It will only take ten minutes.
Ron: Ten minutes? Let's do it then.
Harry: Thanks!
3.
Lucy: Will you help me make some sandwiches, Diane? My friends are going to come round at six o'clock.
Diane: Of course I will! How many friends are going to come?
Lucy: Erm... Rita, Jane and Amy. That's three.
Diane: OK. Let's start.
Lucy: Thanks.

Key Pictures 2 and 3 should be ticked.

Our world

Activity 2 Track 18

Activity 3

Key 1. Science
2. colour
3. app, striped
4. clothes

Activity 4 Track 19

Listening transcript

1.
Interviewer: So, Jamila, which invention do you think will make our lives easier?
Jamila: That's a good question! I think we will have robots that will help us in our everyday lives. For example, robots that will do all the chores round the house! That will be perfect! We will have lots of free time to do anything we like!
2.
Interviewer: Farid, how do you think means of transport will change in the future?
Farid: I don't think people will drive cars any more. All cars will have computers that will drive the car for us. We will just sit back and relax and give the directions to the computer. In other words, we will tell the computer where we want to go, and the car will take us there.
Interviewer: And what about flying cars?
Farid: Well, you have to be a pilot to fly a car like that, and I find that too difficult! I think it will take many years before we see flying cars in the sky!
3.
Interviewer: What do you think, Leila? How will our lives change in the future?
Leila: Well, it will be easier for people to travel.
Interviewer: Do you mean to other countries?
Leila: Not only that. I mean to space, too! It will be great to travel to other planets or even to live on other planets, like Mars! Just think about it!

Key A. 2 B. 1 C. 3 D. is the extra picture



Let's talk

Activity 2

Key 1. B, C 2. A, D

Project (p. 156)

Activity 1

Key 1.
1. Dear 2. will 3. See you
2.
1. Sorry 2. won't 3. will
3.
1. I'm sorry 2. Let's 3. See you

Activity 2

Key 1. She broke it.
2. Because he took Patrick's basketball without asking and he lost it.
3. She wants Fran to come round to her house.

Activity 3

Key open answers

Activity 4

Key open answers

Reading time

Activity 2 Track 20

Activity 3

Key 1. It started in 1956.
2. It started because people wanted to bring peace and friendship to the world.
3. It shows us how people in different countries can help each other and work together.
4. They can plan festivals and events together.
5. Yes, it can.
6. Doha is a sister city with Beijing in China and Ankara in Turkey.

Let's chat

Key Suggested answer:
I like the idea of Sister Cities a lot because I think that it's interesting to meet people from other countries and to have the opportunity to visit them and to get to know their culture. My city, Doha in Qatar, is a sister city with Ankara in Turkey. Every year our city has art events with works of art from artists in Ankara. The city of Doha also celebrates Turkish culture at events like the Qatar International Food Festival, where you can try different Turkish dishes. This year my school is planning a trip to Ankara in March. I'm really excited!

Phonics

Activity 1 Track 21

Listening transcript

/ɔ:/, /ɔ:/, floor, door
/ɔ:/, /ɔ:/, board game, skateboard, keyboard
/ɔ:/, /ɔ:/, four, fourteen

Activity 2 Track 22 Chant Track 23 Poem

Key underlined: board game, four, skateboard, floor, Four, door, keyboard, fourteen

Activity 3

Key 1. keyboard
2. door
3. four
4. board game

Round-up

Activity 1 Track 24

Listening transcript

1.
Helen: Emma, I'm sorry about your glasses. They were on that chair and I didn't see them. It was an accident. I promise I'll be more careful next time.
2.
Ted: William, I'm really sorry I broke your tablet. I just wanted to surf the Net, but I dropped it. Please forgive me. I will give you mine. I promise.
3.
Mandy: Betty, I'm sorry about your dress. I didn't want to make you feel sad. It was an accident. I promise I'll help you clean it.
4.
Peter: Brad, I'm sorry I cheated when we played the board game. I won't cheat again and that's a promise. I really want us to be friends again.

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

CLIL 5 - Modules 9-10

Activity 3

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

Activity 4

- Key**
1. washing machine
 2. chemicals
 3. factory
 4. soil
 5. pollute
 6. recycling bins

Activity 5 Track 25

Listening transcript

Bobby: Hey, Katy. What are you doing over there with those vegetables and fruit? You must throw them in the rubbish bin and not in our garden.

Katy: Well, in fact you can, Bobby. You can use old fruit and vegetables in your garden. They are great food for other plants! You can add them to the soil, and your plants become stronger.

Bobby: Really? I didn't know that. But how can you do that?

Katy: You put them in a compost pile. Well, first you have to find a big wooden box to make your pile. It must be about a metre tall. Then put some green and brown leaves at the bottom of the box and add the old fruit and vegetables. But remember that you mustn't use any meat, fish, cheese or cooked food! OK, after you add the fruit and vegetables, you have to put some soil and some brown leaves on top. Finally, water your pile, but be careful with the water. You mustn't add too much. And don't forget to mix your pile once a week. After two months, your compost will be ready to use.

Bobby: It sounds easy!

Katy: It is! Will you help me make a compost pile in our garden, please?

Bobby: Of course I will!

Key Pictures A, C D, F and G should be ticked.

Story – Black Beauty

Activity 1

Key This short story can be exploited in various ways, depending on the Ss' needs, the teacher's priorities and time available. The use of L1 is recommended.

Activity 2

Key open answers

Activity 3

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

Activity 4

- Key**
1. groom: a person who cleans an animal, often by brushing its fur
 2. stall: a small, closed area within a farm building in which there is space for one animal to be kept
 3. whip: a piece of leather or rope which is fastened to a stick, used for hitting animals
 4. kind/unkind: generous, helpful and thinking about other people's feelings/ slightly cruel

Let's chat

Key Suggested answer:

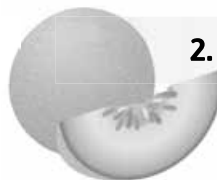
I think Darkie and Merrylegs will become great friends as they get along well together and Merrylegs is a very friendly horse. It's very easy for me to make friends because I'm outgoing, friendly and talkative. Some people bite their nails or interrupt someone when that person is talking. A bad habit that annoys me the most is when a person talks while they are chewing food.

Photocopiable Material

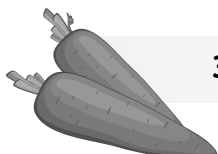
1 Complete the sentences. Use your own ideas.



1. A giraffe is an animal that



2. A melon is a fruit which



3. A carrot is a vegetable that



4. A bird is an animal which

2 Make sentences. Look at the example.

1. Ferdinand Magellan / explorer / travelled around the world

*Ferdinand Magellan was an explorer who travelled around the world.*2. Van Gogh / painter / painted the *Starry Night*

3. Jules Verne / author / wrote 'Around the World in 80 Days'

4. Alexander Graham Bell / inventor / invented the telephone

3 Read and circle A, B or C.

1. It's something _____ has got two wheels. You can ride it and it's fun!

A which B who C where

2. It's a place _____ teachers work.

A who B which C where

3. It's someone _____ fixes cars.

A which B who C where

4. It's someone _____ helps ill people.

A that B which C where

5. It's something _____ you wear when it's cold.

A who B where C which

4 Match the pictures (A-E) with the sentences (1-5) in activity 3.

A ☐B ☐C ☐D ☐E ☐

1 Read and circle A, B or C.

- I _____ to make some lemonade with these fresh lemons.
A are going **B** am going **C** is going
- My sister _____ to ride the big wheel. She doesn't like it!
A aren't going **B** is going **C** isn't going
- _____ we _____ to go on the bouncy castle? It looks like a lot of fun!
A Are... going **B** Is... going **C** Am... going
- My cousins _____ to eat pizza for lunch. It's their favourite food!
A is going **B** am going **C** are going
- We _____ to ride the roller coaster. We don't like fast rides.
A isn't going **B** aren't going **C** are going

2 Look at the pictures and ask questions. Then answer. Look at the example.



- Karen / make a card / ?
 Is Karen going to make a card?
 No, she isn't. She is going to make a cake.



- Ron / plant trees in the forest / ?



- Gary and Ted / go to the book fair / ?



- Jill and Emma / ride the big wheel / ?

3 Complete the dialogues with the phrases in the box below.

Would you like to come
 I'm sorry
 Sure, why not
 I'm going to buy some books
 What are you going to do there

- Karen:** I'm going to go to a fundraiser tomorrow.

Kylie: (1) _____?

Karen: We're going to collect money for endangered species.

(2) _____?

Kylie: (3) _____?

It sounds great!
- Bruce:** I'm going to go to a book fair tomorrow.

Brian: What are you going to do there?

Bruce: (4) _____.

Let's go together!

Brian: (5) _____.

I've got other plans.

1 Look at the picture and circle A, B or C.



Harry and Alan are athletes. They ran in a race yesterday. First, they went (1) _____ the stadium and then ran (2) _____ the forest. After that, they went (3) _____ the bridge and went (4) _____ the tunnel. Then they ran (5) _____ the hill and then (6) _____ the hill. Finally, they ran (7) _____ the finish line. They were the winners!

1. **A** into **B** round **C** through

2. **A** past **B** over **C** in

3. **A** under **B** on **C** over

4. **A** round **B** through **C** past

5. **A** through **B** down **C** up

6. **A** down **B** past **C** over

7. **A** over **B** towards **C** round

2 Look at the table and fill in what you love/like/enjoy/hate doing. Then make sentences.

Love: 😊😊		Like/Enjoy: 😊		Hate: ☹️	
	do arts and crafts	play sports	tidy (my) room	learn languages	
Fred	😊	😊😊	☹️	😊	
Jane	😊	☹️	😊😊	😊	
Tom and Oliver	☹️	😊	😊	😊😊	
I					

1. Fred _____

2. Jane _____

3. Tom and Oliver _____

4. I _____

1 Read and complete the sentences with too or enough.

1. I can't reach the top of the cupboard. I'm not tall _____.
2. It's _____ late to watch a documentary now.
3. Are you strong _____ to carry this big box with me?
4. I can't do this activity. It's _____ difficult.

2 Look, read and write.



1. Mike wants / eat / sandwich
Mike wants to eat a sandwich.



2. Fiona and Diane would like / become volunteers / zoo

3. Robert's mum promised / buy him another ice cream



4. Marion hopes / become / teacher when she grows up



5. Mark decided / recycle all his old paper



3 Read and circle A, B or C.

1. He decided _____ his grandparents at the weekend.
A visit **B** to visit **C** visiting
2. I enjoy _____ to the amusement park. It's fun.
A go **B** to go **C** going
3. My cousin _____ to go to school today.
A isn't ill enough **B** is too ill **C** is ill enough
4. **A:** _____ I use your mobile phone, please?
B: Of course, you can.
A Do **B** Should **C** Could
5. Jenny promised _____ Lucy with her homework.
A helping **B** to help **C** help

1 Read and complete. Use the Future 'will' and the verbs in the box.

not lie send do not go tidy

1. I promise I _____ you an email every week.
2. I'm sorry. I _____ to you again.
3. We _____ our room in the evening, Mum.
4. I _____ all of my homework for tomorrow, Ms Jenkins.
5. The children promise they _____ out in the rain again.

2 Look and write requests. Use the Future 'will'. Then look and circle the correct response.



1. Tom: Will you help me rake the leaves (rake)?

Brian: Of course! /

Sorry, I can't.



2. Mum: _____ (carry)?

Gary: Of course! /

Sorry, I'm busy.



3. Deborah: _____ (plant)?

Lily: Of course! /

Sorry, I can't.

3 Look and match the pictures to the predictions. Then complete the sentences.



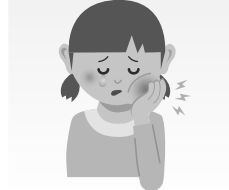
1. Bob _____
because he's got stomach ache.



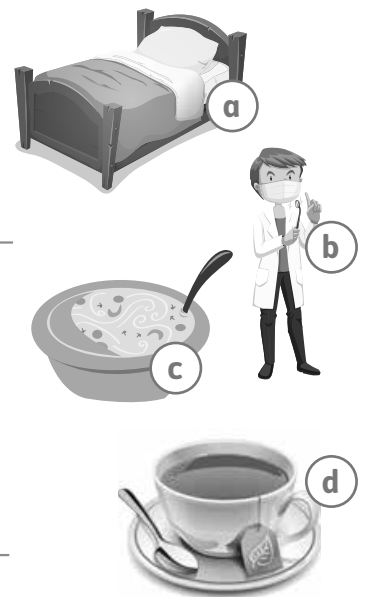
2. Greg _____
because he's got a headache.



3. Mark _____
because he's got a sore throat.



4. Lucy _____
because she's got toothache.



Module 6

Activity 1

Key open answers

Activity 2

- Key**
1. Ferdinand Magellan was an explorer who travelled around the world.
 2. Van Gogh was the painter who painted the *Starry Night*.
 3. Jules Verne was the author who wrote 'Around the World in 80 Days'.
 4. Alexander Graham Bell was the inventor who invented the telephone.

Activity 3

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

Activity 4

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

Module 7

Activity 1

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

Activity 2

- Key**
1. Is Karen going to make a card? No, she isn't. She is going to make a cake.
 2. Is Ron going to plant trees in the forest? Yes, he is.
 3. Are Gary and Ted going to go to the book fair? No, they aren't. They're going to go to the beach.
 4. Are Jill and Emma going to ride the big wheel? No, they aren't. They're going to ride the roller coaster.

Activity 3

- Key**
1. What are you going to do there
 2. Would you like to come
 3. Sure, why not
 4. I'm going to buy some books
 5. I'm sorry

Module 8

Activity 1

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

Activity 2

- Key**
1. ... likes doing arts and crafts and learning languages. He loves playing sports, but he hates tidying his room.
 2. ... likes doing arts and crafts and learning languages. She loves tidying her room, but she hates playing sports.
 3. ... like playing sports and tidying their rooms. They love learning languages, but they hate doing arts and crafts.
 4. open answers

Module 9

Activity 1

Key 1. enough 2. too 3. enough 4. too

Activity 2

- Key**
1. Mike wants to eat a sandwich.
 2. Fiona and Diane would like to become volunteers at the zoo.
 3. Robert's mum promised to buy him another ice cream.
 4. Marion hopes to become a teacher when she grows up.
 5. Mark decided to recycle all his old paper.

Activity 3

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

Module 10

Activity 1

Key 1. will send 2. won't lie 3. will tidy 4. will do
5. won't go

Activity 2

- Key**
1. Will you help me rake the leaves? Sorry, I can't.
 2. Will you help me carry these bags? Of course.
 3. Will you help us plant this tree? Sorry, I can't.

Activity 3

- Key**
1. will eat soup
 2. will sleep
 3. will drink tea
 4. will go to the dentist

Top Stars 5b
Teacher's Notes

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TOP STARS



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

Key features

- A course following the requirements of the CEFR, integrating the New Curriculum Standards for the State of Qatar, and focusing on the systematic development of the main QNCF competencies
- Well-balanced modules with songs/poems, chants, stories, factual texts, cross-cultural information and cross-curricular learning promoting skills development
- A variety of activities (listening, speaking, role-playing, games, hands-on activities and projects)
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- Original stories and factual texts that promote critical thinking and encourage personal response
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- 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



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