

H. Q. Mitchell – Marileni Malkogianni

TOP STARS

Student's Book

6a



Academic Year 2020–2021

mm
publications

GRADE **6** SEMESTER 1

TOP STARS

Student's Book

6a

School

Name

Class

H. Q. Mitchell – Marileni Malkogianni

Academic Year 2020-2021





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

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ
قَطَرُ سَتَبْقَى حُرَّةَ
سِرُّوا عَلَى نَهْجِ الْأَلَى
قَطَرُ بِقَلْبِي سِيرَةَ
قَطَرُ الرِّجَالِ الْأَوَّلِينَ
وَحَمَائِمُ يَوْمِ السَّلَامِ

قَسَمًا بِمَنْ نَشَرَ الْخِيَاءَ
تَسْمُو بِرُوحِ الْأَوْفِيَاءَ
وَعَلَى ضِيَاءِ الْأَنْبِيَاءَ
عِزُّ وَأَمْجَادُ الْإِبَاءَ
حُمَائِنَا يَوْمَ التِّدَاءَ
جَوَاحِ يَوْمَ الْفِدَاءَ

	Grammar	Vocabulary	Phonics	QNCF competencies
Module 1 Everyday life <i>p. 7</i>	Present Simple How often do you play volleyball? I play volleyball once / twice / three times a week. Present Progressive Present Simple vs Present Progressive The indefinite article a/an The definite article the Possessive pronouns Future be going to	Everyday activities Free-time activities Hobbies Space Events	y /aɪ/ fly July go cycling dry	    
Module 2 The past <i>p. 19</i>	Past Simple Past Progressive Past Simple vs Past Progressive when/while First, Second, Next, Then, After that, Finally	Free-time activities Outdoor activities Adventures Recipes	g /g/ grandad dig grass g /dʒ/ geography orange vegetables	    
Module 3 Be careful! <i>p. 31</i>	Object pronouns Imperative Verbs with two objects What's the matter? / What's wrong? I have got (a sore throat). should/shouldn't Would you like...? I'd like... How much/many...? I need... taste/look/sound/smell + adjective It's/They're good/bad for you. a few / a little	Digital safety Table manners Ailments Personal hygiene	e /i:/ email he these ee /i:/ sleep zookeeper cheese	    

	Grammar	Vocabulary	Phonics	QNCF competencies
Module 4 Life in town p. 43	Have to (Affirmative – Negative – Questions – Short answers) must/mustn't/can't Would you like to (go to the park)? That would be nice. / I'd love to. / Sure. I'm afraid I can't. I have to (tidy my room). / I don't think so. I have to (study).	Occupations Food Road safety Places	u /u:/ ruler June scuba diving u /ju:/ computer museum uniform	    
Module 5 Differences p. 55	Could (Affirmative – Negative – Questions – Short answers) Had to (Affirmative – Negative – Questions – Short answers) Past Simple vs Present Simple What did ... look like then? What does ... look like today?	Free-time activities Technology Physical appearance	o /ʌ/ brother honey money o /ɒ/ ice hockey bronze mascot	    
p. 67 Grammar Reference				
p. 75 Irregular Verbs				
p. 76 Word List				

QNCF COMPETENCIES

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

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3 Be careful!	31
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5 Differences	55
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Everyday life

SONG

1



toothbrush

brush
my teeth

comb

comb
my hairtidy my
room

Tip!

Learn whole phrases
(e.g. verb+noun), not
just individual words.



surf the Net



text a friend

check
my email

2 Listen and write the correct names under each photo.

There is one extra photo. Then say.

Habits!

Tim is late for school.

He brushes his teeth every day.

He usually brushes them in the morning.

But he hasn't got time today.

How often do you brush your teeth?

Once, twice, three times a day.

Don't forget! Do it every day!

Jane is late for school.

She combs her hair every day.

She always combs it in the morning.

But she hasn't got time today.

How often do you comb your hair?

Once, twice, three times a day.

Don't forget! Do it every day!

Kate wakes up early.

She often texts her friends.

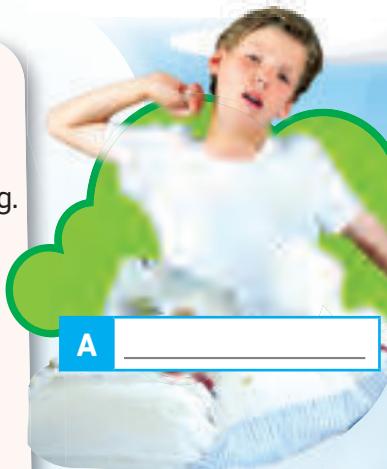
But she never checks her email.

She does that at weekends.

Do you often check your email?

Once, twice, three times a day.

I don't do it every day!



A



C



B

3 Talk about your daily routine.

Do you always have
breakfast in the morning?

Yes, I do.

How often do
you surf the Net?

Once a day.



D



1



play volleyball



do karate



calendar



schedule



tablet

2

Read and answer. Why is Sami confused?

A T B



1 On Wednesday morning at Sami's house...



Sami: My new tablet is great! It has got a calendar. I can make my schedule for every week!

Mrs Fatma: Hurry up, Sami. You're late.

Sami: Oh, no! My tablet!

Mrs Fatma: Does it work?

Sami: I think so!

2 Later in the afternoon...



Sami: I'm leaving for my karate class, Mum!

Mrs Fatma: Your karate class?

Sami: Yes, Mum! I always do karate at four o'clock on Thursday! Bye!

Mrs Fatma: Thursday? Oh, Sami! You're confused!

3 In front of the sports centre...



Saleh: Where's Sami? He's late!

Khaled: Look! He's coming!

Majed: Why is he wearing his karate uniform?

Khaled: I have no idea!

Sami: Hi, guys! What are you doing here?

Majed: We're waiting for you. Where are you going?

4



Sami: I've got a karate class.

Khaled: But we always play volleyball on Wednesday!

Sami: Wednesday? But it's Thursday today!

Majed: Oh, Sami! Something is wrong with your tablet. It's Wednesday today. Look!

Sami: Oh, no!



confused

uniform

LOOK!

I'm reading a book now.
 He is having breakfast now.
 They are doing karate at the moment.
 I'm not reading a book now.
 She isn't tidying her room now.
 We aren't watching TV right now.

Are you reading a book?
 Yes, I am. / No, I'm not.
 Is Hasna doing her homework?
 Yes, she is. / No, she isn't.
 Are the children playing in
 the garden?
 Yes, they are. / No, they aren't.

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

1. Sami's tablet is old.
2. Sami is late.
3. Sami always does karate at five o'clock on Thursday.
4. The children are waiting for Sami at the sports centre.
5. The children always play volleyball on Thursday.

Tip!

Read the text
 carefully to
 understand
 specific details.

4 Listen and circle A or B.

1. In the morning, Jason _____.
 A feeds the animals
 B cleans all of the cages
2. He _____ with the monkeys in the evenings.
 A sometimes plays
 B usually plays
3. Today the animals _____.
 A are eating meat
 B are hungry
4. Jason doesn't like _____.
 A getting up early
 B working at the zoo

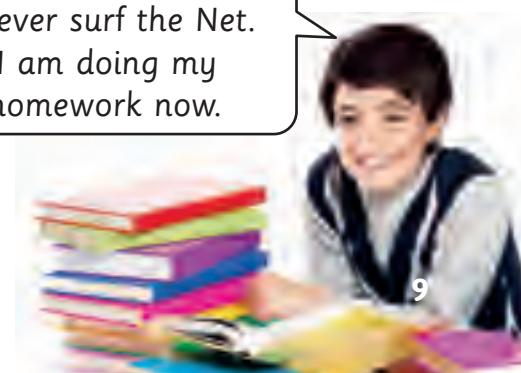
5 Complete the schedule. Then talk to your partner.

	Sunday
	Now
	<hr/> <hr/>

Tip!

When doing speaking
 activities, try to speak in
 English. Don't be afraid
 to make mistakes.

On Sunday, I always
 play volleyball, but
 I never surf the Net.
 I am doing my
 homework now.



astronaut



1 🔎 🔊



satellite



spacesuit



towel

Tip!

Draw or stick pictures of new vocabulary items in your notebook to help you learn them. Write the words underneath the pictures several times to practise the spelling of these words.

2 Read and match the questions 1-4 to the paragraphs A-D. Then listen and check your answers. **A** **B** 🔊

Life on the International Space Station

1 What do you eat?



2 How do you brush your teeth?

3 Where do you sleep?

4 What do you wear?

The International Space Station is a large satellite that goes round Earth. Astronauts live there, and they do experiments in space. But what's life like there? Let's find out!

A

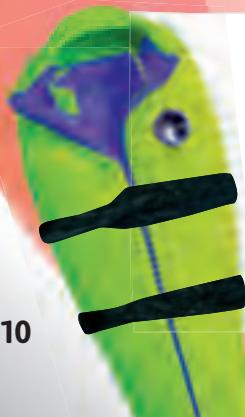
I wear a spacesuit when I work outside the space station, of course. I usually wear shorts and a T-shirt when I'm inside the space station.

B

We eat the same food as on Earth, but it comes in a can or a small bag. We also drink water, juice and coffee from small bags.

C

We sleep in sleeping bags. Look! This sleeping bag is mine. Sleeping bags help us so that we don't float away.

D

Each astronaut has got a box with a tube of toothpaste, a toothbrush, a bag of water, a towel and other things in it. We brush our teeth like we do on Earth, but here we swallow the toothpaste!





a tube of toothpaste

space station
swallow
float away

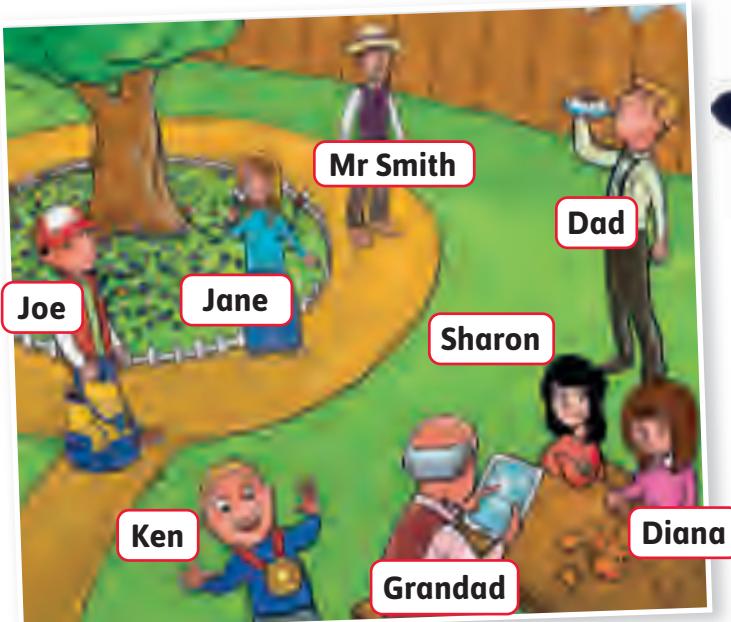
LOOK!

There's a bike in
the garden.
The bike is red.That is
Mr Smith's
spacesuit. It's his.3 Read again and correct the sentences. 

1. The International Space Station goes round the moon.
2. Astronauts wear shorts outside the space station.
3. Astronauts drink water from a can.
4. Sleeping bags help so that astronauts can float away when they sleep.
5. Astronauts don't swallow the toothpaste when they brush their teeth.

4 Listen and write T for True or F for False. 

1. Kevin and Peter are brothers.
2. Kevin and Peter get up late.
3. Peter takes care of the animals.
4. Kevin and Peter sell the vegetables they grow.
5. Mr Price says farming is easy.

5 Play a memory game. Look at the picture for two minutes and then cover it. Answer your partner's questions about the items on the right. 

Whose bag is this? Is it Ken's?

No, it isn't. It's Joe's bag. It's his.



LET'S TALK

1 

school trip



planetarium



competition

event
festival
take part

LOOK!

I'm going to take part in the competition.

I'm not going to take part in the competition.

Are you going to take part in the competition?
Yes, I am. / No, I'm not.

2 Complete your schedule. Decide which event you would like to do on each day of the week. Then ask and answer in groups. 

THIS WEEK'S EVENTS

Sunday	Monday	Tuesday	Wednesday	Thursday
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>

1. Recycling Day



2. Poetry Competition



3. Short Story Competition



4. Sports Day



5. School trip to the planetarium



Are you going to take part in the Short Story Competition on Thursday?



Yes, I am.

No, I'm not. I'm going to take part in Sports Day.

1 Below is an email Malik is going to send to Jameel. What is Malik's new hobby? Read and answer.  

My hobby

Start your email with: *Hi!, Hello! or Dear...*

Compose mail

To: jameel@mail.com **Add Cc** **Add Bcc**
From: malikinlondon@mail.com
Subject: [New hobby](#) [Attach a file](#)

Use set phrases: *How are you? How's life? I hope you are fine. I'm writing to tell you about...*

→ **Hi, Jameel**

Thanks for your email. I hope you're fine. I'm writing to tell you about my new hobby.

My brother and I do 3D puzzles of famous structures. It's really fun! We usually do them in the evenings. When we finish them, we always put them on a shelf in the living room. We have got Big Ben and the Eiffel Tower. We are working on Aspire Tower now – it's a skyscraper in Doha, Qatar! Guess what! We are going to visit Doha next month! I can't wait.

Write soon and tell me about your hobby!

Bye for now! ← **Malik**

Finish your email with: *Bye for now, See you soon, Write back soon, Best wishes or Love, and write your name underneath.*



Writing tip



- Use the **Present Simple** for habits and actions that happen regularly.
e.g. *My brother and I do 3D puzzles of famous structures.*
- Use **adverbs of frequency** (always, often, usually, sometimes, never) to give information about how often something happens.
e.g. *We usually work on them in the evenings.*
- Use the **Present Progressive** for actions that are happening now, at the moment of speaking.
e.g. *I'm writing to tell you about my new hobby.*
- Use the **Future be going to** to express future plans and intentions.
e.g. *We are going to visit Doha next month!*
- Before you begin writing, **make notes** of the information you want to include. **Write your first draft.** Then **revise** your writing (structures and vocabulary). After that, **edit** it (punctuation) and exchange it with a partner to make new suggestions. Finally, **write** your final draft.

Remember: Use a variety of grammatical structures and adjectives/vocabulary, and make sure you have used the tenses correctly.

Tip!

Remember!

- Start proper names and all sentences with a capital letter.
- Always use full stops (.) at the end of sentences and question marks (?) at the end of questions. Use exclamation marks (!) at the end of sentences that show strong emotion.

Tip!

Before you read, try to predict what the text is about with the help of the title and the pictures.

1 🔎 🔊



teammate



score (v.)



score (n.)



shoot

miss
lose

2 Read and answer. Why was Alan sad after his team won the game? A B 🔊

WORKING TOGETHER

1

The big basketball game is today. Alan and Derek are in the same team, the Tigers. The game starts and everyone is excited. Alan takes the ball and scores the first points for his team.



2

Alan scores more points for his team and everybody claps. He feels great! Alan gets the ball again. 'Pass it to me!' shouts Derek, but Alan doesn't listen. He shoots the ball and misses. The game continues and Alan still doesn't share the ball. His teammates are angry.



3

The score is 45-42. The Tigers are losing. Alan has got the ball again. Suddenly, he falls down and hurts his knee. He can't play, but he really wants his team to win. 'Can you win without me?' he asks. 'We can try. We are going to work together!' his teammates answer. The team play well together and win the game.



4

'We are the winners!' the team shouts. Alan is sad. 'What's the matter?' Alan's teammates ask. 'I'm really sorry I didn't share the ball. We must always work together. You are a great team.' 'No, Alan. We are a great team!' answers Derek. 'Come on, let's celebrate!'

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

1. Alan and Derek are in different teams.	<input type="checkbox"/>	4. Derek doesn't share the ball with his teammates.	<input type="checkbox"/>
2. Derek scores the first points for his team.	<input type="checkbox"/>	5. Alan falls down and hurts his arm.	<input type="checkbox"/>
3. Alan's teammates get angry with him.	<input type="checkbox"/>	6. In the end, the Tigers win the game.	<input type="checkbox"/>

Let's
chat

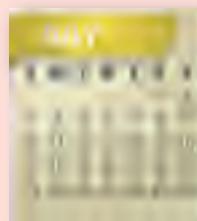
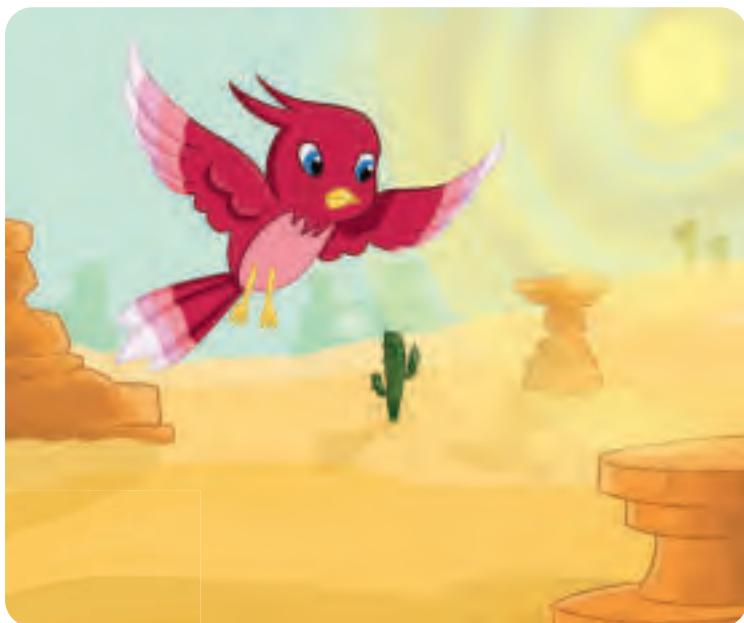
What does the word 'team' mean? Is Alan a team player? Does Alan realise his mistake in the end? What do you think about his teammates' behaviour towards him after the game? Are you a team player when you play in a team? Is it important to help your teammates?

1 Listen and say. 

/ai/

go **cycling**

July

2 Listen and say. Then circle the /ai/ sounds.  **Ty can fly**

I have got wings, my name is Ty.
 I fly in December, I fly in July.
 I fly to the desert – it's so dry.
 I have got wings, my name is Ty.
 I can't go cycling, I can fly.

1  

publisher



stand



sign

literature

2 Do you know anything about the two book fairs below? Read and find out.  

Books! Books! Books!



The Doha International Book Fair

The Doha International Book Fair takes place in November and December every year at the Doha Exhibition and Convention Centre. Publishing houses from Qatar, as well as publishers from more than thirty countries **worldwide** take part in this exhibition. At this event, visitors can find books in Arabic, English, Chinese and in many other languages. The fair **displays** books and educational material on many different topics and for many school subjects, like history, literature, poetry, technology and health. Authors, artists and people who work at libraries attend the exhibition. More than 50,000 people visit to see all the new book releases. It's a book fair you don't want to miss!



The Frankfurt International Book Fair

Every year in October, the Frankfurt International Book Fair takes place in Frankfurt, Germany. Publishers from over 100 different countries **exhibit** their work at this fair, and there are thousands of stands with books that explore a great **variety** of topics. There are also books in many different languages. The fair lasts five days, from Wednesday to Sunday. On the first three days, only publishers and authors can visit the fair. However, at the weekend, this book fair opens its doors to anyone who loves books.

3 Read again and write **D** for the Doha International Book Fair or **F** for the Frankfurt International Book Fair. 

1. More than 50,000 people visit this fair every year.

2. This fair takes place in October.

3. This fair lasts five days.

4. Anyone can visit this fair at weekends.

5. You can find books about school subjects.

Listening

1 Listen and tick (✓) the correct picture. 🎵 🗣️ 🔊

Tip!

Before you listen, look at the pictures carefully.

1 Where is George going to be on Saturday?



A



B

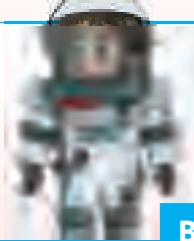


C

2 What is the boy wearing?



A



B



C

3 What is Anne going to do later?



A



B



C

Speaking

2 Work in pairs. Ask and answer questions and complete your partner's weekend schedule. 🎵

	FRIDAY	SATURDAY
Morning		
Afternoon		
Evening		

What do you usually do on Friday mornings?

On Friday mornings, I...



What do you usually do...

The past

SONG

1



hang out



go to the shops



meet a friend



go for a walk



stay at home

2 Listen and match the verses with the photos. Then say.



Look!

Jane **went** for a walk yesterday.Jane **didn't go** for a walk yesterday. She stayed at home.Did Jane **go** for a walk yesterday?

Yes, she did. / No, she didn't.



A



C

What did you do yesterday?

What did you do yesterday morning?

I went to the shops.

I met a friend there

And we got new clothes to wear.

In the afternoon, what did you do?

I went to my friend's house to talk.

We hung out for an hour

And then went for a walk.

And what about the evening?

I stayed at home then.

I watched TV

And went to bed at ten.

Didn't you have school?

There was no school yesterday.

I didn't have lessons

Because it was Saturday!



B



D

3 Work in pairs. What did you do yesterday? Ask and answer with your partner.



What did you do yesterday?

I met my friends at the park.



1 🔍 🔊



nature



poisonous



make a shelter



rucksack

safe
experience
survive
recognise

2 Read and answer. Who thinks camping isn't safe?

1 Last weekend, Sami went camping. The children are talking about his camping trip.



Majed: How was your trip, Sami?

Sami: It was a great experience! I liked sleeping in a tent!

Saleh: Cool!

Sami: And my dad taught me how to survive in nature!

Saleh: What did you learn to do?

2



Sami: I learnt how to make a fire, how to make a shelter and how to recognise poisonous plants.

Khaled: Were you scared?

Sami: One night I was!

Majed: Why? What happened?

3



Sami: My dad and I were sitting in our tent. Suddenly, we heard a noise. Something was walking outside our tent!

Saleh: Oh, no!

Khaled: I knew camping wasn't safe!

Majed: Shh! Listen!

4



Sami: My dad took a torch from his rucksack and slowly looked outside. That's when we saw it!

Khaled: What? A bear?

Saleh: Ugh! A snake?

Sami: No! A raccoon! It was looking for food!

All: Ha ha ha!

Tim **was sleeping** yesterday at nine o'clock.

Betty **wasn't surfing** the Net yesterday at five o'clock in the afternoon.

Were Ron and Peter **playing** a computer game?

Yes, they **were**. / No, they **weren't**.

3 Read again and answer the questions. 

1. Where did Sami go?

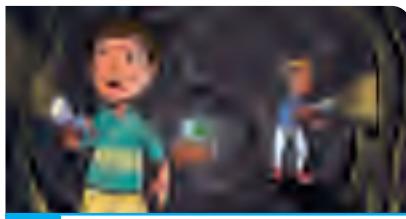
2. Where did Sami sleep?

3. What did Sami's dad teach him to do?

4. What were Sami and his dad doing when they heard a noise?

5. What was the raccoon looking for?

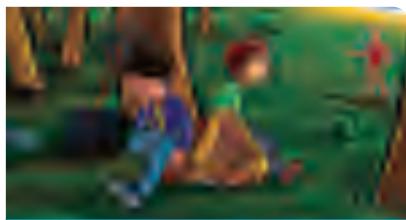
4 A. Listen and write the missing names.  



A Mark and _____



B Harry and _____



C _____ and Derek



D Clark and _____

B. Listen to the sentences and guess what the words mean. Circle A, B or C.  

1. rainforest

A. waterfall B. desert C. jungle

2. exhausted

A. poisonous B. very tired C. safe

5 Look at activity 4A.

What were the children doing? Ask and answer. 

Were Mark and Brad digging in the sand?

No, they weren't.
They were exploring a cave.



1 🔎 🔊



amazed



trail



guide



view



hike

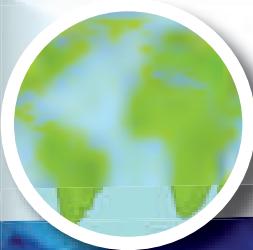


ancient

2 Read and answer. What does the name Machu Picchu mean? A B 🔊

Discovering Machu Picchu

By Stephen Gibbs

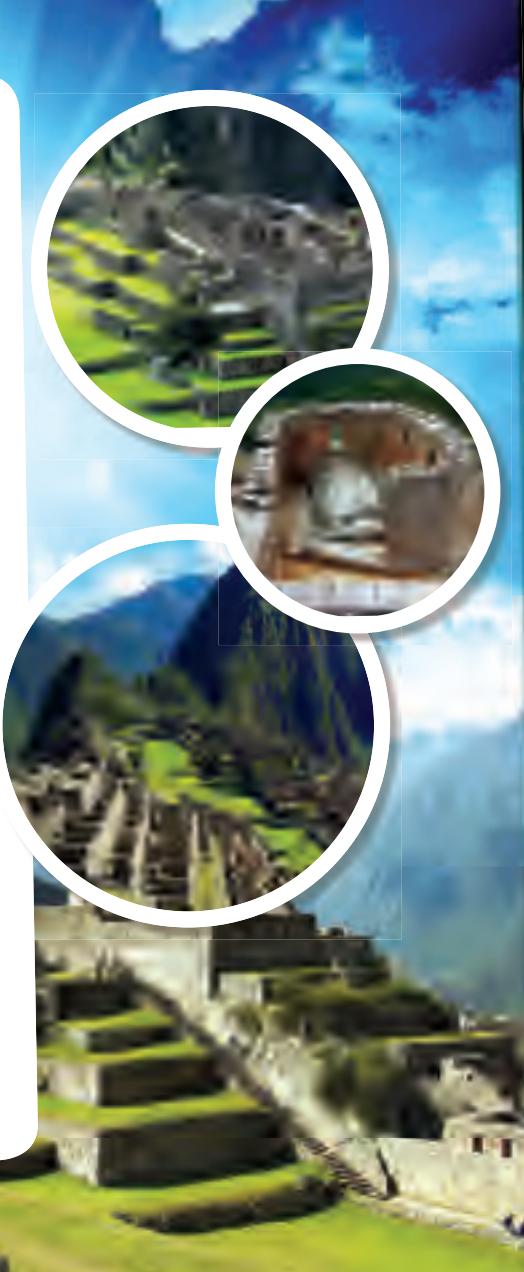


Last year, I had a great experience. I was in Peru with my family, and we visited the ancient city of Machu Picchu. It's high up in the Andes Mountains.

We hiked through the mountains for two days to get there. Our guide told us many things about the city. He told us that the name means 'Old Hill' and that the Inca built it around 1450 CE. Nobody really knows what the Inca used it for. Some people say it was a home for the emperor.

On the second day, while we were climbing up the long trail, a man in our group slipped and fell. It was scary, but he was lucky. He didn't get hurt.

When we arrived, we were all tired, but amazed. The view was fantastic! It is truly an amazing place!



Look!

lucky ≠ unlucky

I was reading a book when my brother arrived home.
While Betty was shopping, her mobile phone rang.

3 Read again and answer the questions. 

1. Who did Stephen visit Peru with?

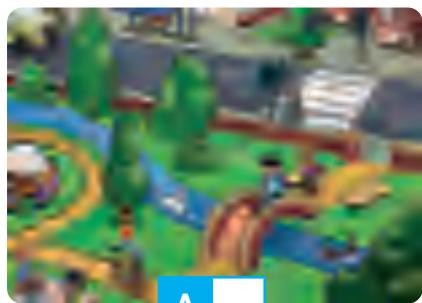
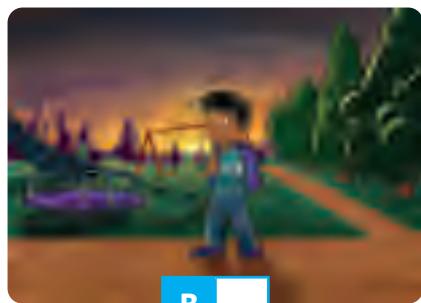
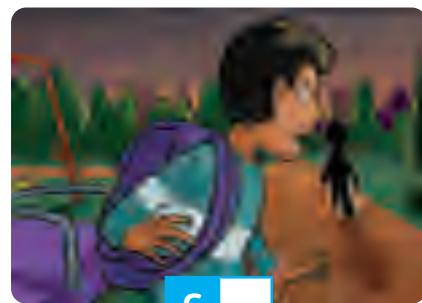
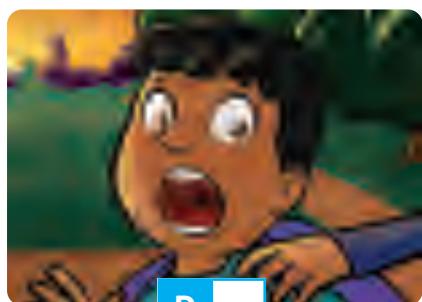
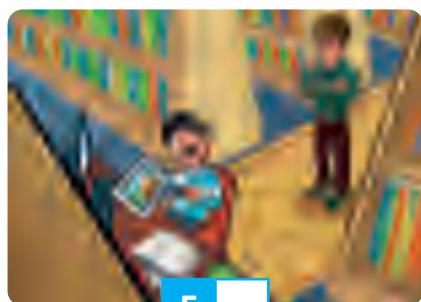
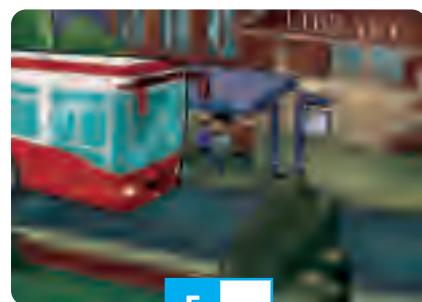
2. Where is the ancient city of Machu Picchu?

3. How did Stephen get to Machu Picchu?

4. Who told them things about the city?

5. Who built the ancient city of Machu Picchu?

6. How did everyone feel when they got there?

4 Listen and tick (✓) the correct pictures. A B C D E F 5 Talk with your partner about the unfortunate events in the box below. 

- walk home / lose keys
- ride bike / fall / hurt arm
- surf the Net / be blackout
- study for test / fall asleep
- go for walk / start raining

I was walking home from school when I lost my keys.



While I was riding my bike, I fell and hurt my arm.



1



mix

soft

dough

2 Look, read and match the pictures with the steps. Write 1-5. ANS



A



B



E



C



D

1. He added 1 1/2 cups of flour and mixed it all until he had a soft dough.
2. He melted the butter and put it in a bowl.
3. He baked them for eight to ten minutes and the biscuits were ready.
4. He cut the chocolate into small pieces and added it to the mixture.
5. He added some sugar and some orange juice to the butter and mixed well.

3 Work in pairs. Discuss and express your opinion on the procedure for the recipe shown in activity 2. Use the sentences in the boxes. ✿✿

Agreeing

- I agree.
- I think that's right.

How did he make the chocolate chip biscuits?

First, he melted the butter and put it in a bowl.

I agree. Next, he...

Disagreeing

- I disagree.
- I'm not sure that's right.



LOOK!

How did the cook make his own pasta?

First, he put two cups of flour in a bowl.

Second/Next, he cracked two eggs into the bowl.

Then, he beat the eggs and the flour with a fork.

After that, his dough was ready. He rolled it out to make a thin sheet and cut it in different shapes.

Finally, he cooked the pasta for eight minutes.



1 Below is a story. Why was it an unlucky day?

Read and answer. 

Give your story a title.

Say when.



What did you do there?

An unlucky day!

Last weekend, the sun was shining, so my cousin and I decided to have a picnic by the lake. We rode our bikes to the lake and enjoyed our lunch in nature.

Suddenly, it got cloudy and it started raining. We decided to go back home. We were riding our bikes when my cousin's bike slipped, and he fell off. He hurt his leg and couldn't ride his bike. I helped him sit under a tree. We were wet and scared, and we didn't know what to do.

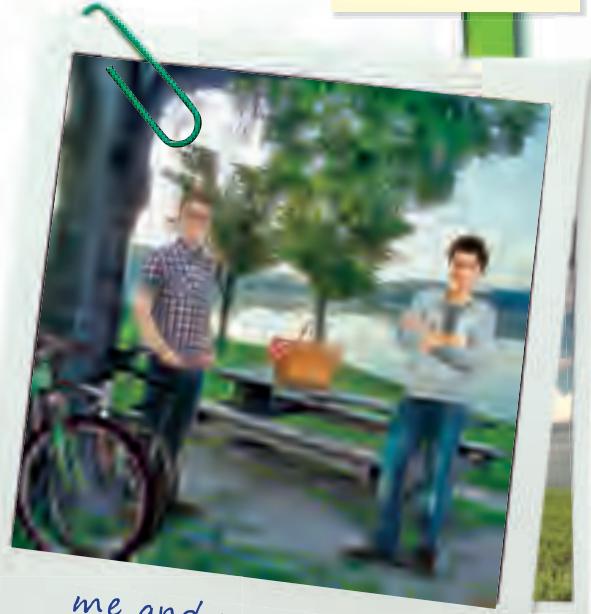
While we were waiting for the rain to stop, we saw some car lights. It was my uncle! He was looking for us. We were happy to see him!

Who did you go with?

Where did you go?

What happened?

What happened in the end?



me and my cousin

Writing tip



- Use the **Past Simple** to describe where you were and when. Don't forget to use time expressions, like yesterday morning/afternoon/evening, last Monday/week/weekend, etc. e.g. *Last weekend, I visited my grandparents.*

- Use the **Past Progressive** to describe background scenes in a story. e.g. *It was raining, and we were running in the forest.*

- Use **when / while** to talk about a specific point in time when something happened. e.g. *We were playing in the park when it started raining.* e.g. *While we were playing in the park, it started raining.*

Tip!

Remember!

- Use the linking word **and** to add information, to join ideas, and to make your sentences longer.

2 Read and answer. What did Alex find?  

1  



archaeologist



site



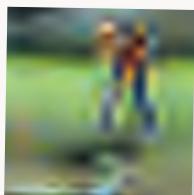
tool



coin



examine



dig

discovery

A GREAT DISCOVERY

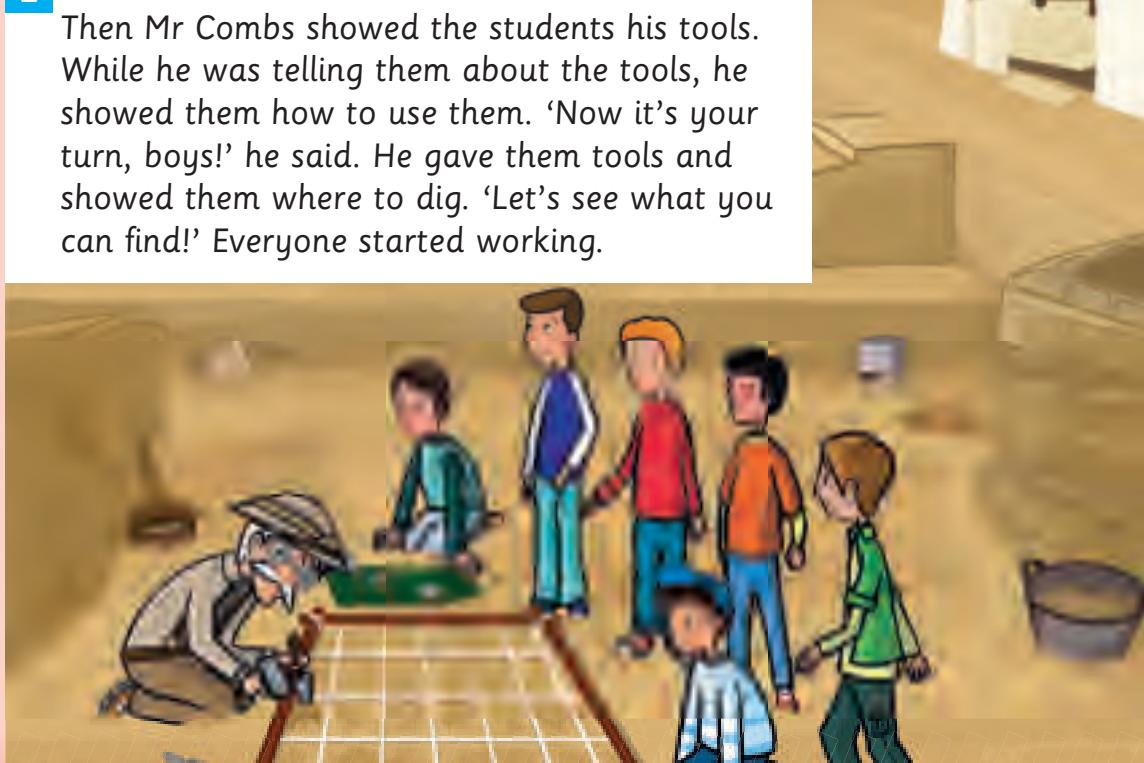
1

Alex's class was on a school trip. They were visiting Alvin Combs, an archaeologist, at the site he was working on. 'This is an ancient city. Here you can see some toys and bowls that the people used,' said Mr Combs. All of the students were amazed.



2

Then Mr Combs showed the students his tools. While he was telling them about the tools, he showed them how to use them. 'Now it's your turn, boys!' he said. He gave them tools and showed them where to dig. 'Let's see what you can find!' Everyone started working.



3

While Alex was digging, he noticed something. It was a coin. It looked old. 'I found a coin!' shouted Alex, and he ran to Mr Combs. Mr Combs examined the coin. 'Hmm... interesting. This coin is very old! Well done!' he said. Alex smiled happily.



4

A few days later, Alex and his class were at the museum. Mr Combs was there too. Alex received an award. The coin he found was an important discovery. 'Alex, my boy, you are going to be a great archaeologist one day! Keep up the good work!' said Mr Combs, and everyone clapped.



3 Read again and correct the sentences. ANS

1. Mr Combs' class was on a school trip.

2. The city was modern.

3. Mr Combs gave the students bowls.

4. Alex noticed a coin while he was listening to Mr Combs.

5. Alex examined the coin.

6. Alex's class received an award for the discovery.

Let's
chat

CHAT Are there any archaeological sites in your country? What can you see there? Did you like the story? Why / Why not? Did Alex do the right thing? What would you do if you were in Alex's place? Why was Alex happy at the end of the story?

1 Listen and say. 

/g/



grandad



dig



grass

/dʒ/

geography



orange



vegetables



2 Listen and say. Then circle the /g/ sounds and underline the /dʒ/ sounds. 



Grandad Greg and Granny Mag

In the garden, Grandad Greg
Is digging, digging, digging.
And as he digs, Grandad Greg
Is saying, saying, saying
'Vegetables and oranges.
Put them in a bag.
It's over there on the grass.
Hurry up, Granny Mag!'



1



wreath



bronze



flag



ring



mascot

motto
compete
last

2 Read and answer. Where did the first modern Olympic Games take place?

Go For Gold!

The Olympic Games are the most popular sports event all over the world!

Many athletes from different countries come together and compete in different sports. The motto of the Olympic Games is *Faster, Higher, Stronger*.



The first Olympic Games took place in ancient Greece around 776 BCE. They took place in the city of Olympia and lasted one day. There was only one event, a 192-metre race, and the winner got a wreath of olive leaves.

In 393 CE, the Games stopped for more than 1,500 years. A Frenchman, Pierre de Coubertin, brought the Games back. The first modern Games took place in Athens in 1896. Since then, the Games take place every four years in a different city and country each time, and they last two weeks. Each country has always got a mascot too.

The mascot the country chooses is always an animal from that country or something special in that country.

Today there are a lot of events that athletes or teams can take part in. The winners get a gold medal, but there are also silver and bronze medals for the athletes or teams that come second and third.



The Olympic flag has got at least one colour from the flag of every country. There are five rings because there are five continents.

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

1. The motto of the Olympic Games is *Faster, Higher, Winner*.
2. The first Olympic Games took place in Athens, Greece.
3. In the first Olympic Games, the winner of the race got a wreath of olive leaves.
4. The first modern Olympic Games took place in 1896.
5. The modern Olympic Games take place every four years in Greece.
6. The Olympic flag has got five rings on it.

Listening

1 Listen and tick (✓) the correct picture.  

1 What was Karen doing on Saturday at half past one in the afternoon?



A



B



C

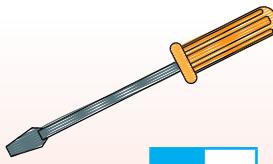
2 What was the boy looking for?



A

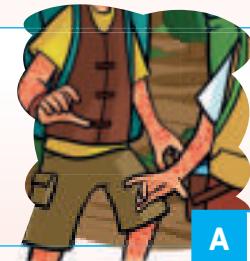


B



C

3 What happened to Will?



A



B



C

Speaking

2 What was happening outside when it started raining? Ask and answer with your partner.  

What was Ken doing when it started raining?

Ken was flying a kite when it started raining.



Be carefull!



Tip!

Put words in groups to learn new vocabulary.

1



website



upload



download



app



account



password

chat
digital
online

2

Do the quiz. Read and circle.   

How much do you know about digital safety?



Look!

This **photo** is very nice. I took it when I was in Paris. Those **emails** are new. Are you going to read **them** now?

1		You're surfing the Net and you meet someone new online. Is it OK to give him/her your address or telephone number?	<input type="radio"/> A Yes	<input type="radio"/> B No
2		Someone you don't know asks for photos of you. Is it OK to upload them and send them to this person?	<input type="radio"/> A Yes	<input type="radio"/> B No
3		You are visiting a website. It asks you to download an app you know nothing about. Is it safe to do it?	<input type="radio"/> A Yes	<input type="radio"/> B No
4		You're chatting with someone online and he/she says something bad to you. Do you answer by saying something bad too?	<input type="radio"/> A Yes	<input type="radio"/> B No
5		You are online and you receive a message from your Internet service. It says they want to fix your email account. It asks for your password. Do you give it to them?	<input type="radio"/> A Yes	<input type="radio"/> B No

Mostly As

You must be careful! Don't download things from websites you know nothing about. Don't upload your photos to the Internet or give your personal information and password to anyone.



Mostly Bs

Well done! You are very careful. You never send your photos or your personal information to people you don't know. Remember that you must always follow the digital safety rules!



3 Work in pairs. Use the words in the box to talk about digital safety rules. 

photos telephone number
address password



I'm careful with my photos. I don't send them to people I don't know.

1 🔎 🔊



table manners



elbow



pass



napkin



home economics

lap

2 Read and answer. Which table manner does Amal forget?

1 The children are at school in the home economics class.



Mrs Noor: Today I'm going to tell you about table manners. Please, sit down at the table. Amal, don't put your elbows on the table.

Amal: OK, Mrs Noor.

2



Amal: Pass me the salt, please.

Alya: I need it too! Give it to me!

Mrs Noor: Alya! Be polite and don't talk with your mouth full. Afaf, don't put the napkin round your neck. Put it on your lap, please.

Afaf: Sorry, Mrs Noor.

3 The next day...



Mrs Noor: Let's see what you remember. Look at this quiz.

Amal: Hmm... I don't remember number 3.

Afaf: I remember it well!

Fatima: Of course you do! Ha ha ha!

4 On Saturday evening at home...



Afaf: Lamya, don't put your elbows on the table, please.

Lamya: You're right, Afaf! Thank you!

Afaf: I can tell you more about table manners later.

LOOK!

Pass me the pepper, please.



Don't put your elbows on the table when you eat.



Jake sent me a message.

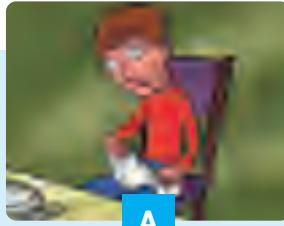
Jake sent a message to me.

3 Read again and complete the sentences. 

1. Don't put your _____ on the table.
2. Don't talk with your _____ full.
3. Don't put the _____ round your _____.
4. Ask someone to _____ you something, for example, the salt.
5. Put the napkin on your _____.

4 Listen and circle A or B. 

1. Where must Sean put his napkin?

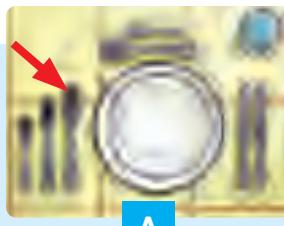


A

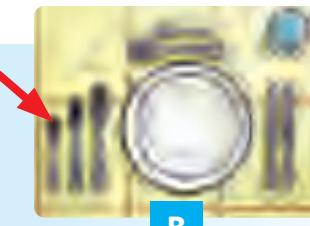


B

2. Which fork must Sean use first?

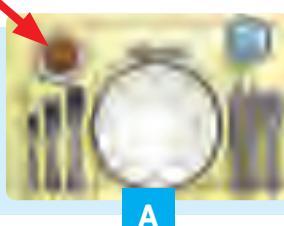


A



B

3. Where must Sean put his bread?



A



B

5 Imagine that your friends invite you to dinner at their house. Choose presents for them. Ask and answer with your partner. 

A

1. Jack
2. Kate
3. Frank
4. Tina and Lucy



B



C



D

What are you going to give Jack?

I'm going to give him a card. / I'm going to give a card to him.



1 🔎 🔊



medicine



chemist



headache



toothache



earache



sore throat



cold

2

Read and answer. What should someone do when he/she has got a headache?

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Kids' Health By Dr Gary Potts

NOT FEELING WELL?

Here are some things you can do before you visit your doctor, dentist or chemist!

Headache

Put some ice in a towel and put it on your head. Relax in the dark for about half an hour. Sometimes our head hurts because of a toothache or earache, so call the doctor when your headache doesn't stop!

Sore throat

You should drink warm water with honey and lemon juice. Mix two tablespoons of honey and two tablespoons of lemon juice in a cup and then add warm water. It mustn't be very hot when you drink it. Remember that you shouldn't drink cold water when you've got a sore throat!

Toothache

You can mix water and some salt in a glass. Rinse your mouth with that for a minute, but don't swallow it. Also, you shouldn't eat sweets when you've got a toothache!

! Remember! You shouldn't take medicine without asking a doctor first!

LOOK!



stomach ache



cough



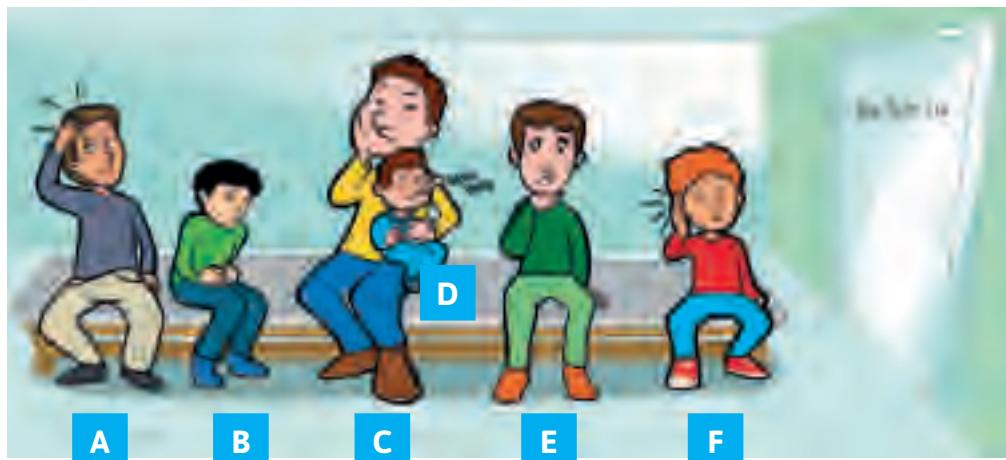
temperature

What's the matter? / What's wrong? I have got a sore throat.

You **should** see a doctor.You **shouldn't** drink cold water.Should he/she stay in bed? Yes, he/she should.
 No, he/she shouldn't.3 Read again and write **T** for True or **F** for False.

- Your head sometimes hurts because of a stomach ache.
- You should drink warm water with lemon juice and honey for a sore throat.
- You should mix lemon juice with salt for your toothache.
- You should eat sweets when you have got a toothache.
- You should ask a doctor before you take medicine.

4 Listen and match. There are two extra people.



A B C D E F

- Harry
- Fred
- Tom
- Brad

5 Match. Then ask and answer with your partner.

sore throat toothache headache stomach ache

	SHOULD	SHOULDN'T
1. _____	sleep or relax for a while	exercise
2. _____	drink warm tea or milk	drink cold water
3. _____	go to the dentist	eat sweets
4. _____	have some warm rice soup	eat too much

Tip!

When speaking, use vocabulary and language you've learnt in the lesson.

What's wrong?

You should sleep for a while. You shouldn't exercise.

I have got a headache. What should I do?



3

LET'S TALK

1 

coconut



sour



delicious



terrible

LOOK!

Would you like...? I'd like...

How much/many...?

I need...

taste/look/sound/smell + adjective

It's/They're good/bad for you.

There are a few apples in the basket.

There's a little orange juice in the glass.

2 Read the two dialogues below with a partner.

Tip!

Be polite and show respect. Use please, sorry, etc.



Would you like some apples?

Yes, please. I need a few apples. They look delicious.

How many do you need?

I need ten apples.

Here you are.

Thank you. Apples taste great and they are good for you!

Is that all?

Yes, that's all.



Would you like some lemonade?

Sure! It smells great!

How much would you like?

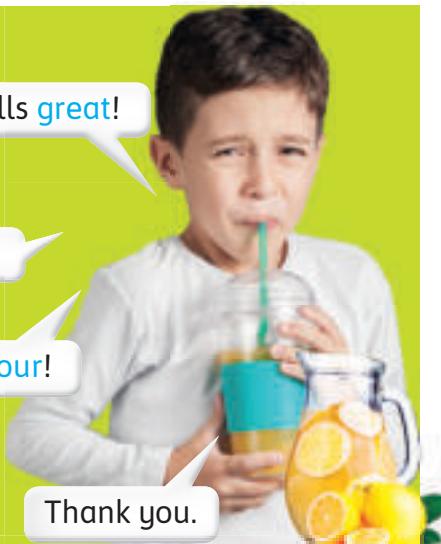
I'd like a small glass, please.

Here you are.

Oh, no! It tastes sour!

Oh! Sorry! You can add a little sugar.

Thank you.

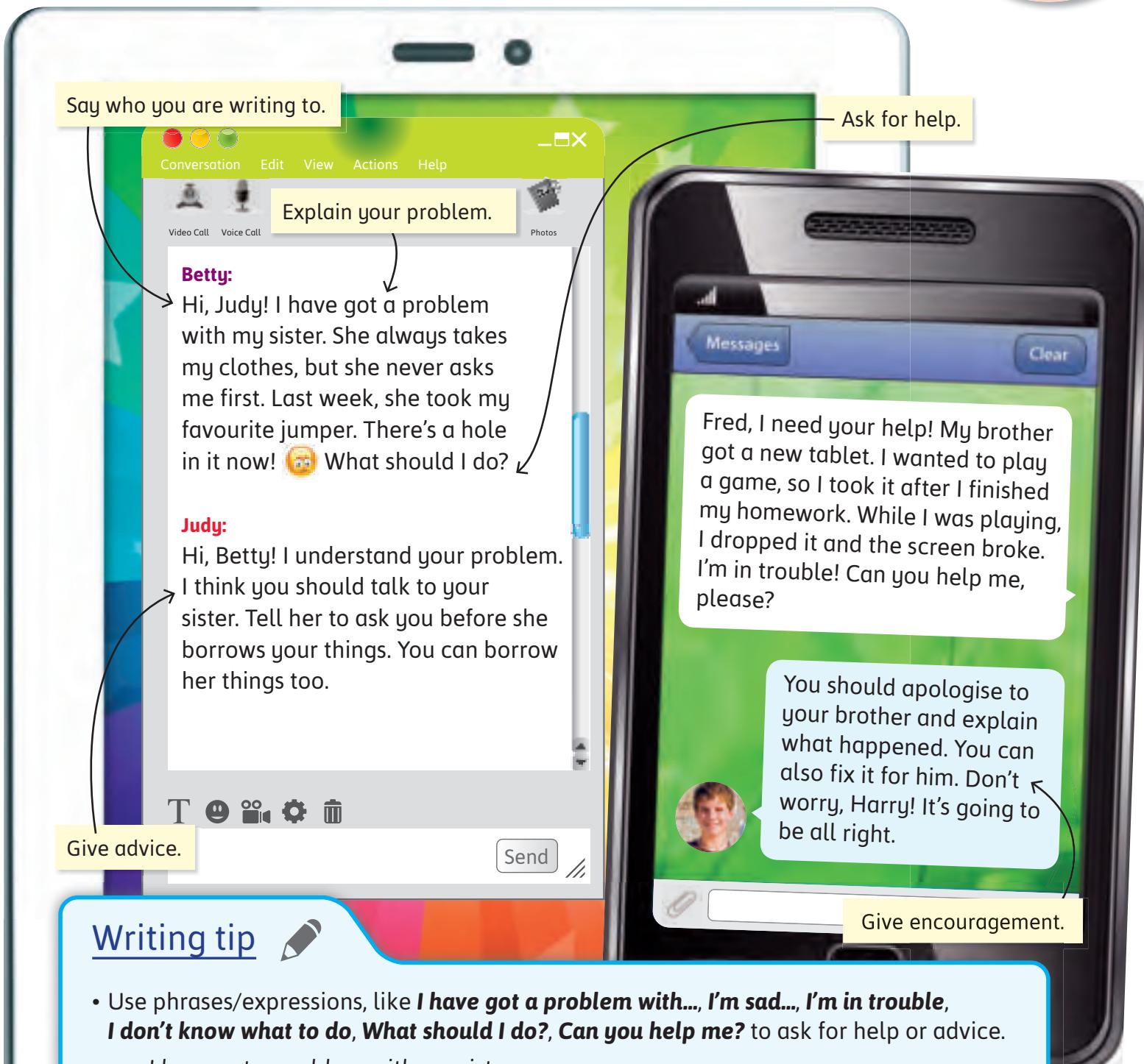
3 Act out the dialogues above with a partner. Replace the words in blue with words from the tables below. 

Fruit
apples
strawberries
oranges
coconuts

Drinks
lemonade
orange juice
strawberry juice

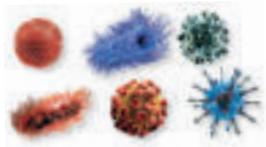
Adjectives	
sour	terrible
great	sweet
delicious	

1 Below are some text messages. What are they about? Read and answer.  



- Use phrases/expressions, like **I have got a problem with...**, **I'm sad...**, **I'm in trouble**, **I don't know what to do**, **What should I do?**, **Can you help me?** to ask for help or advice.
e.g. *I have got a problem with my sister.*
- Use **should/shouldn't** and phrases/expressions, like **I think you should...**, **You can...**, to give advice, and phrases/expressions like, **Don't worry**, **Cheer up**, **It's going to be all right** to give encouragement.
e.g. *I think you should talk to your sister.*
- Use **before** and **after** to talk about the order of events.
e.g. *Tell her to ask you **before** she borrows your things.*
e.g. *I wanted to play a game, so I took it **after** I finished my homework.*

1 🔎 🔊



germs



sneeze



heart



soap

vitamins
habit2 Read and answer. What should we do to stay healthy? 

Healthy habits for healthy kids!

Everyone wants to be healthy, but what do we need to do to stay healthy?

There are three easy ways to do this:

Eat right

Your body needs vitamins. Vitamins keep your body healthy!

- Eat lots of fruit and vegetables.



- Drink at least seven glasses of water every day.

7x



- Don't eat a lot of sweets or drink many fizzy drinks.



HEALTHY HABITS

Exercise

Exercising is very important. It keeps your heart healthy and you don't get ill easily!

- Exercise for at least one hour every day.



- Don't sit in front of the TV for more than two hours a day.



- Get at least eight hours of sleep every day.



Keep clean

We should always be clean to stay healthy.

- Wash your hands before and after meals.
- Wash your hands after you cough or sneeze.
- Wash your hands after you use the toilet.
- Brush your teeth after every meal and before you go to bed.
- Have a shower every day.





What are germs?

Germs are very small organisms. You can't see them, but they are everywhere. They can make you ill!



Remember!

Always wash your hands with soap for twenty seconds.

3 Read again and answer the questions. AT B

1. What are three ways to stay healthy?

2. How many glasses of water should we drink every day?

3. What should we do before and after meals?

4. How long should we wash our hands for?

5. Why is exercising important to stay healthy?

6. What else should we do to keep healthy?

Let's
chat

👉🧠 How many glasses of water do you drink a day?
How many hours do you sleep a day? Do you like eating sweets or healthy snacks? Do you do any of the things mentioned above to stay healthy? What else do you do?



1 Listen and say. 

/i:/

email



he



these



/i:/

sleep



zookeeper



cheese

2 Listen and say. Then circle the /i:/ sounds.  

Lee, the zookeeper

In the evening, it's cold at the zoo.
 Lee's a zookeeper – his jacket is blue.
 He has got a tablet.
 He's checking his email.
 The cheetah is sleeping.
 Look at its long tail.
 Look at these monkeys.
 They're sleeping in trees
 while Lee, the zookeeper,
 is having some cheese.

1 🔎 🔊



seat belt



road trip

confusing

2 Do people in Qatar drive on the left-hand side of the road? Read and answer. A B C

Driving round...



QATAR

When driving in Qatar, especially in large cities like Doha, there are some rules drivers should always remember. In Qatar, people drive on the right-hand side of the road, and they must be at least eighteen years old to drive. Drivers shouldn't use a mobile phone while driving, so they never talk on their mobile phones. They always wear their seat belts too. There is usually a lot of traffic on the street in the city, but there are also many things to see.

One of the most interesting places to visit is the Qatar National Museum. The museum tells the story of Qatar, its history and its people.



THE UNITED KINGDOM (UK)

When driving in the UK, you must be at least seventeen years old, you must always wear your seat belt, and you have to pay attention to the road signs too. Why? Well, the British drive on the left-hand side of the road, and this can be very confusing for people from other countries! They have to be very careful! In London, when drivers want to use their cars from Monday to Friday in the city centre, they have to pay a fee. Drivers get into trouble for driving too fast, but they can also get into trouble for driving very slowly.

Stonehenge is a very famous site in the English countryside that you can visit by car. It is a circle of very big rocks, and archaeologists are not sure why people built it! Some people believe it was one of the first clocks in the world.

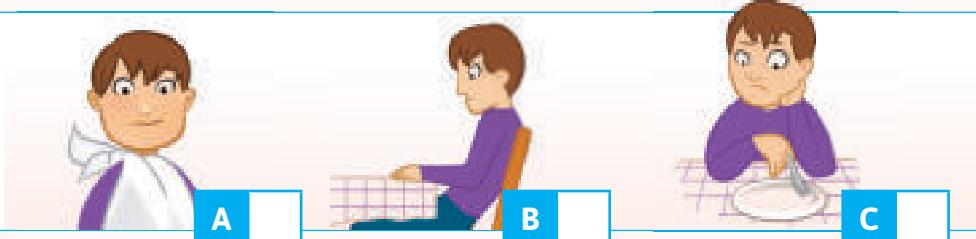
3 Read again and put a tick (✓) in the column for **Qatar**, **the UK** or in **both**. A B

	Qatar	the UK
1. Drivers drive on the left-hand side of the road.		
2. Drivers should wear seat belts.		
3. You shouldn't drive too fast or too slowly.		
4. There is a lot of traffic.		
5. Drivers never talk on their mobile phones.		



Listening

1 Listen and tick (✓) the correct picture.



Speaking

2 Match the problems to the advice. Then talk in pairs. Imagine you have got one of the problems below. Use the prompts below to ask, answer and offer some useful advice. 



Problems

1. terrible toothache C
2. bored at home
3. spoke badly to my friend
4. earache
5. broke my brother's favourite toy
6. don't understand the maths homework



Advice

- A ask your teacher to help you
- B buy him a new one
- C go to the dentist
- D tell him/her you are sorry
- E go to the doctor
- F go for a walk

What's wrong?

I have got a terrible toothache. What should I do?

You should go to the dentist.



Life in town

SONG

1 🔎 🔊



postman



photographer



businessman



secretary



reporter



university



office



learn a language

2 Listen and complete. Then say. 🔎 🔊

What do I have to do?



Jake wants to become a (1) _____

What does he have to do?

He has to buy a camera

And go to art school too!

What about you? What about you?

Harry wants to become a (2) _____

What does he have to do?

He has to go to (3) _____

And learn how to write well too!

What about you? What about you?

Mark wants to become a (4) _____

What does he have to do?

He has to learn lots of (5) _____

And type really fast too!

What about you? What about you?

I want to become a (6) _____

What do I have to do?

You have to go to university

And study hard too!



Look!

I have to study hard.

He has to go to university to become a doctor.

Do you have to visit your cousins?
Yes, I do. / No, I don't.

Does he have to buy a camera to become a photographer?
Yes, he does. / No, he doesn't.

What do I have to do to become a reporter?

You have to go to university.



3 Read the table and discuss what someone has to do to become a scientist or a secretary. 🔎

	scientist	secretary
learn different languages	✗	✓
go to university	✓	✓
be good at computers	✓	✓
be good at maths	✓	✗
take good photos	✗	✗

Do you have to learn different languages to become a scientist?

No, you don't. Do you have to learn different languages to become a secretary?

Yes, you do.



1 🔎 🔊



order

bill

mushroom

pepper

meatballs

sauce

tuna

olive

2 Read and answer. What do the children order? A B 🔊

1 The children are at Tony's Pizza Place.



Sami: This new pizza restaurant is great!
Look at the menu!

Khaled: Let's order. I'm hungry!

Saleh: OK! What kind of pizza should we order?

2



Sami: How about this one? It has got cheese, mushrooms, peppers and olives.

Khaled: I don't like mushrooms!

Majed: OK! We don't have to get mushrooms.

3



Khaled: How about this one with tuna?

Saleh: Tuna? No way!

Sami: Let's get this one. It has got cheese and meatballs!

Majed: I've got an idea! Let's get two pizzas. How about one with cheese, peppers and olives and one with cheese and meatballs?

Khaled: Sounds good!

4 Later...



Waiter: Did you like the pizzas, kids?

Majed: Yes. They were delicious!

Sami: Can we have the bill, please?

Waiter: Well, I have some good news! You are our 100th order. Congratulations! You don't have to pay for the pizzas.

Khaled: That's great! It's our lucky day! Thank you very much!

LOOK!

You **don't** have to go to the supermarket today.
Jake **doesn't** have to wake up early on Saturday.

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

1. Khaled is hungry.
2. Khaled doesn't like olives.
3. Saleh wants the tuna pizza.
4. Sami wants the cheese and mushroom pizza.
5. The children order two pizzas.
6. The children have to pay for one pizza.

4 Listen and circle **A** or **B**. 

1. Who tastes the pizza sauce?
A Tina **B** Lucy
2. What does Lucy have to put in the sauce?
A salt **B** sugar
3. What do the children put on the pizza dough?
A sauce, cheese and meatballs **B** sauce, cheese and peppers
4. How long do they have to cook the pizza?
A fifteen minutes **B** fifty minutes

5 Look at the school rules in the box and talk about what you **have to** or **don't have to** do. 

- **do / homework**
- **type / homework**
- **be / on time**
- **be / polite**
- **wear / uniform**
- **use / computer**
- **tidy / classroom**
- **study / library**
- **do / projects**



We always have to do our homework.

Yes, but we don't have to type our homework.



1 

cross the street



ticket



line



bicycle lane



bicycle rack



traffic lights

2   

Getting round town!



When you are out and about, you can have lots of fun, but you must follow rules that keep you safe too!

1. ON THE STREET...



You mustn't cross the street when the light is red. You should wait for the green light, and then you can cross the street.

2. BY BIKE...

You must always wear your helmet and stop at red traffic lights. Remember, you can't ride your bike on the pavement. You must use the bicycle lanes, and you should park your bike in a bicycle rack.



3. BY BUS...



You can't get on without a ticket, so you must always buy one at the bus station or from the bus driver. Also, you can't eat or drink on the bus, and you shouldn't talk loudly on your mobile phone.

4. BY UNDERGROUND...



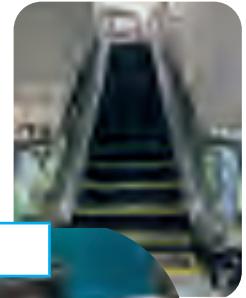
You must buy a ticket at the station, and remember that you can't change lines at every station. When you are on the escalators, remember that you should stand on the right.



A



B



C



D



park (v.)

Look!

You **must** buy a ticket.You **mustn't** cross the street.You **can't** get on the underground without a ticket.3 Read again and answer the questions. AT B

1. When can you cross the street?

2. What must you always wear when you ride your bike?

3. Where should you park your bike?

4. Where can you buy a bus ticket?

5. What can't you do on a bus?

6. Which side should you stand on when you are on the underground escalators?

4 Listen and complete the leaflet. AT B

Tip!

Before you listen, try to predict what kind of information is missing (e.g. numbers, dates, names, places).

Bike Safety Tips



🚲 We must always wear a (1) _____.

🚲 At night, we must wear bright (2) _____.

🚲 We must stop at red traffic lights.

🚲 We must keep (3) _____ away from cars.

🚲 We must put a (4) _____ light at the front of our bike and a (5) _____ light at the back.

🚲 We must use our (6) _____ to show drivers which way we are going to turn.

5 Use the ideas in the box and discuss what you **must**, **mustn't** and **can't** do in the library with a partner. AT B

- talk on your mobile phone
- be quiet
- take books home without asking
- run
- eat and drink
- sleep
- return books on time

What must we do in the library?

I agree.
And we can't...

We must be quiet.



1  

picnic



square



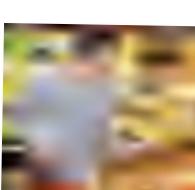
café



skatepark



aquarium



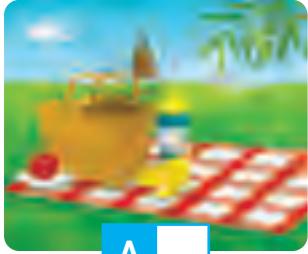
market

LOOK!

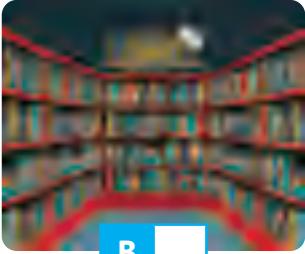
Would you like to go to the park?

That would be nice. / I'd love to. / Sure.
I'm afraid I can't. I have to tidy my room.
I don't think so. I have to study.2 Listen and tick (✓) A or B.   

1 Where are Harry and Alex going to meet on Saturday?



A



B

2 Where does Denise have to be at two o'clock?

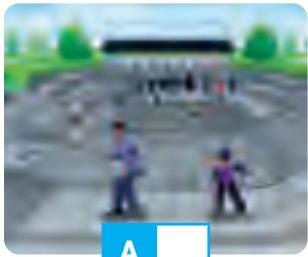


A

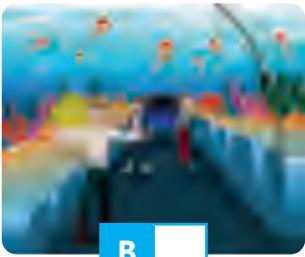


B

3 Where are the boys going to be at ten o'clock?

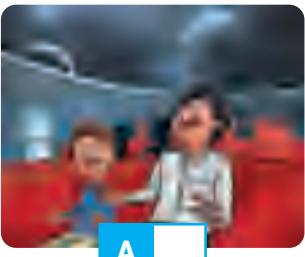


A

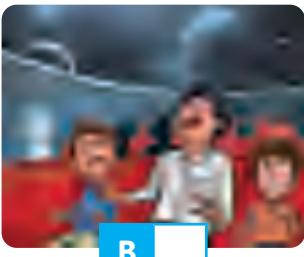


B

4 Who is going to go to the planetarium?



A



B

3 Talk in groups of three. **Student A:** Invite the others to go somewhere with you.

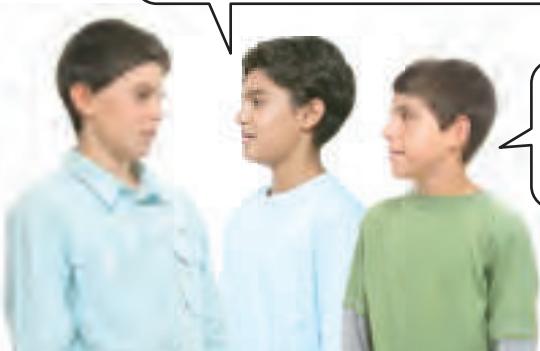
Would you like to come to the aquarium with me?

Student B: Accept the invitation.

Sure. We can learn about sea animals!

Student C: Refuse the invitation and give an excuse.

I'm afraid I can't. I have to help my mum.



1 Below are a leaflet and an email. Why is Fred writing to Tom?
Read and answer.  

Westville Swimming Pool



► You must be over 10 years old to use the swimming pool.

► You don't have to pay an entrance fee.

► You have to have a shower before you use the swimming pool.

► You must bring your own towel.

► You mustn't run near the swimming pool.

► You don't have to know how to swim. We can teach you.



Use the leaflet to give all the necessary information.

Start your email with:
Hi!, Hello! or Dear...

Use set phrases:
How are you? How's life?
I hope you are fine., I'm writing to give you some information about...

Dear Tom,

Thanks for your last email. How's life? You wanted to know about Westville Swimming Pool. I'm writing to give you some information about it.

First of all, you must be over ten years old to use the swimming pool. We are twelve, so it's fine! You have to have a shower before you use the swimming pool, and you must also bring your own towel. Now, here's what's really cool! You don't have to pay an entrance fee. It's free for everyone! But don't forget, you mustn't run near the swimming pool! Finally, you don't have to know how to swim. So, your brother can come too. They can teach him how to swim! That's perfect, right?

Write soon and tell me what you think!

Bye for now, 
Fred

Finish your email with: Bye for now, See you soon, Write back soon, Best wishes or Love, and write your name underneath.

Writing tip

- Use **also** and **too** when you want to add something else to what you have already said.
Also usually goes before the main verb and after the auxiliary verb.
Too usually goes at the end of the sentence.
e.g. I play basketball. I **also** play football. I play tennis **too**.

2 Read and answer. What does the class do with the vegetables?  

1 



seed



green bean



grow



soil



plant

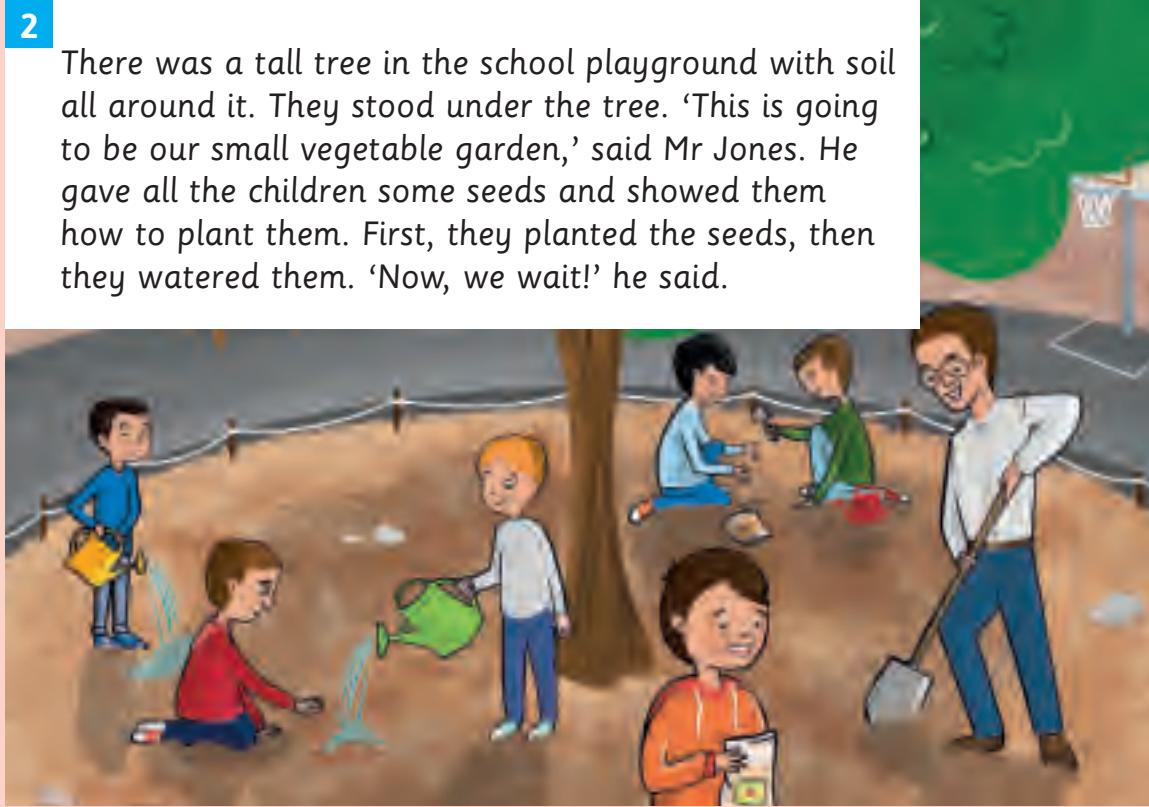
1

One day, Mr Jones told his class how important vegetables are. 'We must eat vegetables every day because they have got many vitamins which help us stay healthy,' said Mr Jones. He showed them a small bag of seeds and said, 'Today we are going to plant our own vegetables.' The children were excited.



2

There was a tall tree in the school playground with soil all around it. They stood under the tree. 'This is going to be our small vegetable garden,' said Mr Jones. He gave all the children some seeds and showed them how to plant them. First, they planted the seeds, then they watered them. 'Now, we wait!' he said.



3

Mr Jones and his class took care of the vegetable garden. They watered the plants every day and, a few months later, they had carrots, onions, tomatoes and green beans. 'Any idea what we can do with the vegetables?' Mr Jones asked. 'I know! Let's take them to the soup kitchen in town! They can use them to cook a meal for hungry people who are in need!' said Derek. Everyone liked his idea.



4

Mr Jones and his class took the vegetables to the soup kitchen in town. 'Would you like to help us cook today?' asked Mr White. 'We'd love to!' answered the students happily. 'Today many hungry people are going to eat a hot meal made with the fresh vegetables you grew. Thank you!' said Mr White. It was a great day.

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

1. The children in Mr Jones' class were ____ about planting vegetables.

A excited **B** healthy **C** in need **D** important

2. Mr Jones planted the vegetables ____.

A at home **B** on a farm **C** next to a tree **D** in the school playground

3. The children ____ the soil after they planted the seeds.

A took care of **B** watered **C** grew **D** saw

4. ____ thought Derek's idea was a good one.

A Mr Jones **B** No one **C** Everyone **D** Mr White

**Let's
chat**

👉💡 Why did Derek suggest taking the vegetables to the soup kitchen? Do you like his idea? Would you do the same? Is it important to help people in need? Why? What are some other ways we can help people in need?

1 Listen and say. 

/u:/

ruler



June



scuba
diving



/ju:/

computer



museum



uniform



2 Listen and say. Then circle the /u:/ sounds and underline the /ju:/ sounds. 



In summer and in autumn

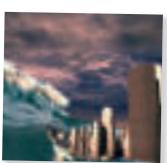
In summer, like in June
I always go to the beach.
I go scuba diving and see
different coloured fish.

In autumn, school starts.
I always wear my uniform.
I use pencils, rulers and computers,
and go to museums on school trips.



1 

earthquake



tsunami



flood



wave



coast



lift

surface
natural disaster
damage
destroy

2 Read and answer. What causes tsunamis? 

NATURAL DISASTERS

The world is a beautiful place, but sometimes natural disasters happen. Let's take a look at two – earthquakes and tsunamis – and learn what we should do when we experience them.



Earthquakes

Earthquakes happen when the rocks, or tectonic plates, under the surface of the earth hit each other. Earthquakes usually last for less than one minute, but they can cause a lot of damage. Buildings and houses fall, and fires sometimes start.



Tsunamis

When earthquakes happen underwater, they can cause very large waves. The waves travel towards land at about 720 km per hour and can be up to 30 m high. When they hit land, they cause floods and sometimes completely destroy seaside cities.

**Be prepared!
Don't panic!**

Earthquake

- You must move away from windows.
- You must drop to your knees and get under a desk or table.
- After the earthquake, you mustn't use the lift. Use the stairs.

Tsunami

- When you hear a warning, you must leave the area.
- You must move to high ground.
- You must stay away from areas that are near water.

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

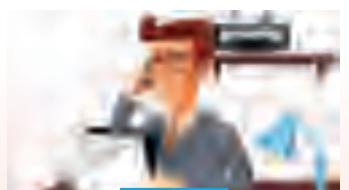
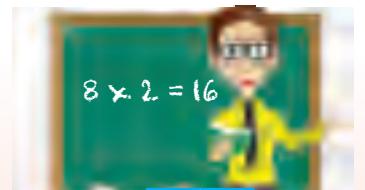
1. Earthquakes usually last for more than one minute.
2. Earthquakes can sometimes cause tsunamis.
3. You mustn't stand near a window when an earthquake happens.

4. You should use the lift after an earthquake.
5. You mustn't stay near the coast when a tsunami happens.

Listening

1 Listen and tick (✓) the correct picture.  

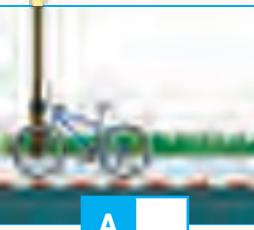
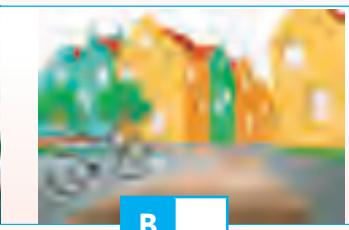
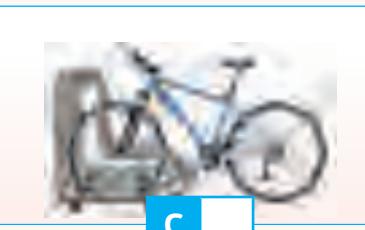
1 Who is Evan talking to?

 A  B  C

2 What are the girls doing?

 A  B  C

3 Where should the boy park his bike?

 A  B  C

Speaking

2 Work in pairs:

Student A:
You want to invite your friend out. Choose a situation from box A and invite your friend.

Student B:
Accept or refuse the invitation. Use the phrases from box B. 

A

Invite your friend:

- to the aquarium
- to a picnic in the park
- to the skatepark with two other friends
- to go cycling in the park

B

Accept or refuse:

- That would be nice.
- I'd love to. / Sure.
- I'm afraid I can't. I have to...
- I don't think so. I have to...

Would you like to visit the aquarium this afternoon?

I'm afraid I can't. I have to go to the library and study.

Would you like to go tomorrow?

I'd love to! Let's meet at the aquarium at five o'clock.

Differences

SONG

1



ride a horse



rollerblade



sail a boat



play baseball



go skiing

2

Listen and write the names of the people under each photo. There is one extra photo.

Then say.



A



B



C

Could you do it too?

When Robert was young,
He could play baseball.

What about you?

Could you play baseball too?

Yes I could, yes I could.
I could do that too.

When Bruce was young,
He could ride a horse.

What about you?

Could you ride a horse too?

Yes I could, yes I could.
I could do that too.

When Mark was young,
He could rollerblade.

What about you?

Could you rollerblade too?

Yes I could, yes I could.
I could do that too.

When Fred was young,
He could sail a boat.

What about you?

Could you sail a boat too?

No I couldn't, no I couldn't.
That's one thing I couldn't do.

Look!

When I was young
I could run fast, but
I couldn't swim.

Could you rollerblade
when you were six?

Yes, I could. /
No, I couldn't.



D



E

3 Work in pairs. Tell your partner what you **could** or **couldn't** do when you were six years old. Use the ideas in the box to help you.

draw paint read swim
play volleyball ride a horse rollerblade
speak English send an email

Could you play volleyball
when you were six?

No, I couldn't.
Could you...?





1

costume



leaflet



traffic



laugh

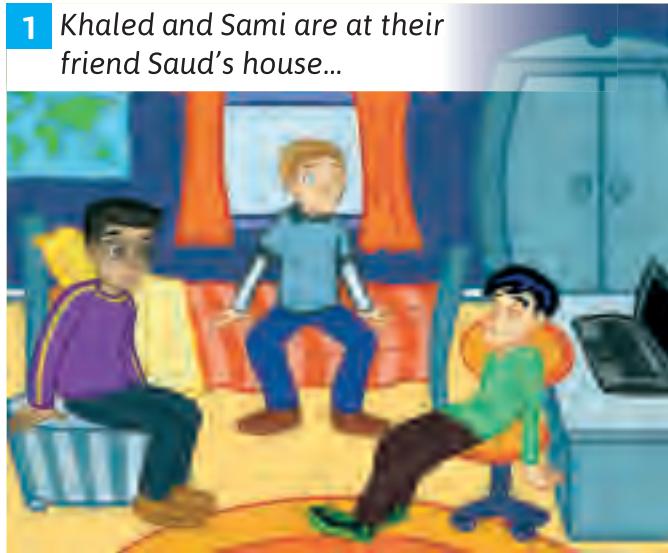


blow

hand out
pick up
prepare

2 Read and answer. Why was Saud wearing a chicken costume?

1 Khaled and Sami are at their friend Saud's house...



Saud: Oh, what a day!

Sami: You look tired, Saud.

Saud: I am. I was at the opening of my uncle's restaurant today, and I had to help out.

2



Khaled: Did you have to prepare food?

Saud: No, I didn't. I had to wear a chicken costume and hand out leaflets.

Khaled: Ha ha! Why didn't you tell us?

Saud: No way! I didn't want any of my friends to see me.

3



Saud: Suddenly, the wind blew the leaflets all over the street. I had to stop the traffic and pick them all up.

Khaled: Did anyone help you?

Saud: Some people helped me, but most of them just laughed.

4



Sami: Ha ha ha!

Saud: What are you laughing at?

Sami: Check out your uncle's website!

Saud: Oh, did he have to put it on there?
Ha ha!

LOOK!

I **had to** wait for my brother for two hours.

I **didn't have to** get up early yesterday morning.

Did you **have to** walk to school?

Did Emily **have to** tidy her room yesterday?

What did you **have to** do?

Yes, I did. / No, I didn't.

Yes, she did. / No, she didn't.

I **had to** hand out leaflets.

3 Read again and answer the questions. 

1. Why is Saud tired?

2. Did Saud have to prepare food at his uncle's restaurant?

3. What did Saud have to do?

4. What happened to Saud?

5. What did the people who were there do?

6. Why is Sami laughing?

4 Listen and write T for True or F for False. 

1. Bruce stayed home at the weekend.

2. Bruce went fishing with his uncle.

3. Bruce had to wake up early.

4. Bruce almost caught a big fish.

5. Bruce doesn't want to go fishing again.

5 Read and then tell your partner what you **had to** and **didn't have to** do yesterday. Use the prompts in the box or your own ideas. 

- tidy my room
- cook lunch
- do / homework at / library
- study for a test
- walk to school
- do sport
- have a shower
- brush / teeth

I was very tired yesterday. After school I had to go home and do my homework, but I didn't have to study for a test. Then I had to get ready for karate practice. When I got back home, I had dinner. I didn't have to tidy my room.



1 🔎 🔊



USB stick



floppy disk



laptop

expensive ≠ cheap

2 Read and answer. What were mobile phones and computers like in the past? A B 🔊

TECHNOLOGY Past & Present

Today people do things faster and more easily thanks to technology. In the past, technology wasn't fast or easy to use. Read on and find out how different things were!



Mobile phones

Mobile phones were big and heavy. People couldn't surf the Net or take photos with them. They used them only to make calls or to send text messages. Not many people had mobile phones because they were very expensive.

Today mobile phones are small, light and quite cheap. People use them to make calls, send text messages, check and send emails, surf the Net, take photos and much more.



Computers

Computers were very big and heavy too. People didn't surf the Net because there was no Internet. Later, when the Internet became popular, many people used it, but it was very slow. Computer users saved their work on a floppy disk, not on a CD or USB stick.

Today modern computers are smaller, and a lot of people have got laptops or tablets, which are light and easy to carry round.



LOOK!

Computers **were** very expensive in the past.
People **sent** letters in the past.
Mobile phones **didn't have** a camera.

Today computers **are** small and light.
People **surf** the Net every day.
We **don't need** a computer to surf the Net.

3 Read again and complete the fact file. 

PAST	PRESENT
Mobile phones	
1. _____	• are small and light
• made calls, sent text messages	2. make calls, send text messages, _____ _____
3. _____	• are quite cheap
Computers	
4. _____	• are smaller
• saved work on a floppy disk	5. _____ _____

4 Listen and write **T** for True or **F** for False.  

1. ENIAC was the first digital computer.
2. Scientists used ENIAC to help them with maths problems.
3. People played computer games very often in the past.
4. Today people can play games on their mobile phones.

5 Look at the pictures of the items below and discuss.  

PAST





PRESENT





Trains weren't fast in the past. They were slow.

Today, trains aren't slow. They are very fast.





5

LET'S TALK

1 🔑 🔊



LOOK!

What did he look like then?

He **was** short and chubby and he **had** long hair.

What does he look like today?

He **is** tall and slim. He **has got** short hair and he **wears** glasses.

2 Listen and tick (✓) A, B or C. 🔊

1.

What did Harry's grandad look like when he was young?



A



B



C

2.

What does Joe's dad look like today?



A



B



C

3.

What are they talking about?



A



B



C

3 Talk in pairs. Put a ✓ or an ✗. Then ask, answer and record your friend's answers. 🗣

What did you and your friends look like when you were five years old?

You

Student A

curly hair

chubby

short hair

slim

wear glasses

What did you look like when you were five years old?

I had curly hair. I wasn't chubby. I was slim. I...



1 Below is a poster that Mark made. Did he wear glasses last year?
Has he got a pet now? Read and answer.  

Stick an old photo of yours on a piece of card.



Stick a recent photo of yours on a piece of card.



THEN and NOW

Last year:

Make a list of the things you did a year ago.

- I took the bus to school.



- I did karate on Saturday afternoons.



- I didn't wear glasses.



- I went to bed at eight o'clock.



- I didn't have a pet cat.



- I didn't eat fruit.



This year:

- I ride my bike to school.



- I do karate three times a week.



- I wear glasses. They are green.



- I go to bed at nine o'clock.



- I have got a pet cat. Its name is Lizzy.



- I eat fruit twice a day.



Writing tip



How to make a poster:

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

1  

wardrobe



attic



rollerblades

wheel



roller skates



game card



game console

2 Read and answer. What did Jack's dad use in his game console?  

A TRIP INTO THE PAST!

1

On Saturday evening, Tony visited his friend Jack. Jack was playing a computer game, so Tony decided to play a game on Jack's tablet. 'Where's your tablet?' Tony asked. 'It's in my school bag in the wardrobe,' replied Jack. Tony opened Jack's wardrobe and saw something very interesting. It was a box full of old things. 'What's all this?' he asked his friend.



2

Jack went over to Tony. 'Oh! Those are some of my dad's things. I found them in the attic last week. Look! These are game cards. My dad used these game cards to play on this game console. He didn't play games on his computer or tablet like we do,' replied Jack. 'Does it still work?' asked Tony. 'Yes, it does. Look!' said Jack. Tony was amazed.



3

Tony picked up some shoes with four wheels. 'Are these rollerblades?' he asked. 'Well, they are roller skates,' answered Jack. 'My dad went roller-skating all the time when he was our age,' he added. 'Can we try them?' asked Tony. 'Sure! Let's go and see which are faster. Rollerblades or roller skates?' 'Great idea!' shouted Tony. 'Let's go!'



4

The boys had a lot of fun at the park. 'Your dad's roller skates are as fast as rollerblades. I can't believe it! Old stuff is so cool!' said Tony. 'Well, not everything is cool,' said Jack, and he held up his dad's game console. 'Look! We haven't got this problem with our computers or tablets nowadays,' said Jack. Tony laughed. 'Come on. Let's go home and download some new games,' said Tony.

3 Read again and answer the questions. A B

1. Why was Tony looking in Jack's wardrobe?

2. Where did Jack find his father's old things?

3. What did Jack show Tony?

4. What did Jack's father often do when he was a child?

5. Are rollerblades faster than roller skates?

Let's
chat

Have your grandparents/parents got anything old that they used as children? What is it? Does it still work? Do you think you could use it today?

1 Listen and say. 

/ʌ/

brother



honey



money



/ɒ/

ice hockey



bronze



mascot

2 Listen and say. Then circle the /ʌ/ sounds and underline the /ɒ/ sounds.  **Betty the Bear**

Look at Betty the Bear,
our ice hockey team mascot!
It has got a bronze medal and
a yellow basket.
It's collecting money for the
ice hockey team.
It likes honey and chocolate
ice cream.
On my brother's T-shirt
you can see it too.
Betty the Bear in a hot-air
balloon!

1 🔎 🔊



make a plan



education



health



logo



branch

2 What are the three main areas Qatar Foundation supports? Read and answer. [A] [B] 🔊

QATAR FOUNDATION

In 1995, His Highness Sheikh Hamad bin Khalifa Al Thani, the Father Amir, shared an idea he had with Her Highness Sheikha Moza bint Nasser. They made a plan for the future **development** of Qatar and worked together to make this dream come true. This development could give the people of Qatar more choices in education, health and social progress than ever before. In August 1995, they created the Qatar Foundation for Education, Science and Community Development. Qatar Foundation (QF) helps the people of Qatar by creating programmes in three main areas: education, science and research, and community development. The foundation's most important task is to help the future leaders and citizens of Qatar to grow, by setting an example of excellence both **nationally** and **internationally**.

Qatar Foundation's logo is the Sidra tree. The Sidra tree grows all over Qatar, and although the weather is hot and dry, it grows strong and **proud**. The branches of the tree symbolise the foundation's action in different areas, and its leaves, flowers and fruit symbolise how many lives the foundation's programmes change.



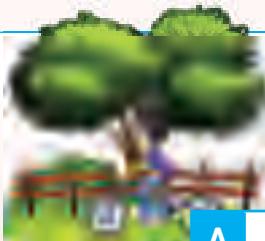
3 Read again and complete. [A] [B]

1. His Highness Sheikh Hamad bin Khalifa Al Thani had an _____.
2. The foundation gives the people of Qatar more choice in _____, health and social progress.
3. The foundation's most _____ task is to help the citizens of Qatar.
4. The Sidra tree is the _____ of Qatar Foundation.
5. The _____ of the Sidra tree symbolise the foundation's different areas of action.

Listening

1 Listen and tick (✓) the correct picture. 🎧 🔊

1 What did Ken do when he lived in his old house?



A



B



C

2 Where does Arthur's grandad live now?



A



B



C

3 What does Gary need from the shopping centre?



A



B



C

Speaking

2 Talk about the things you **could**, **couldn't**, **had to** and **didn't have to do** when you were six years old. Use the ideas in the box below and your own. 🗣

- speak English
- walk
- surf the Net
- wake up early for school
- walk to school
- eat...
- like...
- tidy my room
- go to bed early
- swim

I couldn't speak English when I was six years old.

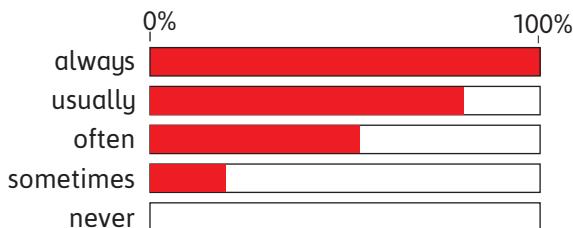
I had to wake up early for school when I was six.



Grammar Reference

Module 1

Adverbs of frequency



I often play football on Saturday mornings.

Present Simple vs Present Progressive

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

We use the **Present Progressive** for actions that are happening at the moment of speaking and for temporary states.

e.g. He **tidies** his room **every morning**, but now he's **checking** his email.



Articles

a/an	► We use a before singular countable nouns with a consonant sound.	► e.g. a boy
	► We use an before singular countable nouns with a vowel sound.	► e.g. an egg BUT a uniform
	► We also use a/an before quantities and occupations.	► e.g. We need a kilo of sugar. He's a pilot.
the	► We use the before singular or plural nouns to talk about something / someone specific or unique.	► e.g. The computer is on the desk. The sea is beautiful.
	► We use the before nouns that are mentioned a second time and before dates.	► e.g. I have got a bike. The bike is blue. Tomorrow is the twenty-second.

Possessive Pronouns

They're John's (trainers).

Whose trainers are these? →

They're his (trainers).

John's trainers are green.

They're his.

Subject Personal Pronouns	I	you	he	she	it	we	you	they
Possessive Pronouns	mine	yours	his	hers	-	ours	yours	theirs

Future be going to

We use the **Future be going to** to express future plans and intentions.
e.g. He **is going to** play football.

Time Expressions

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

GRAMMAR REFERENCE

Module 2

Past Simple

We use the **Past Simple** to talk about something that happened in the past.

e.g. Mrs Cooper **was** a typist. She **typed** letters.

He **didn't play** volleyball yesterday.

Did you go out last night?

Time Expressions

yesterday morning / afternoon, etc.
last Monday / night / week / month / year
a week / two days / three months ago

Past Progressive

We use the **Past Progressive** for an action that was happening at a specific point in time in the past.

Affirmative	Negative	Questions	Short answers	
I was eating.	I wasn't eating.	Was I eating?	Yes, you were.	No, you weren't.
You were eating.	You weren't eating.	Were you eating?	Yes, I was.	No, I wasn't.
He/She/It was eating.	He/She/It wasn't eating.	Was he/she/it eating?	Yes, he/she/it was.	No, he/she/it wasn't.
We/You/They were eating.	We/You/They weren't eating.	Were we/you/they eating?	Yes, you/we/they were.	No, you/we/they weren't.

Past Progressive + when + Past Simple

We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupts another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action.

In this case we usually use **when**, before the shorter action.



While I **was walking**, I **found** a wallet.

While + Past Progressive + Past Simple

We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupts another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action.

In this case we usually use **while** at the beginning of the sentence, before the longer action.

Sequence words

We use sequence words like **First**, **Second**, **Next**, **Then**, **After that** and **Finally** to describe a procedure:

e.g. **First**, break the eggs into a large bowl. **Second**, add some milk. **Next**, add the melted butter. **Then**, add the salt. **After that**, add the flour. **Finally**, mix all the ingredients together very well. Your pancake batter is ready!

Module 3

Object Pronouns

We use **Object Pronouns** as objects of verbs. They always go after verbs or prepositions.

Subject Personal Pronouns	I	you	he	she	it	we	you	they
Object Pronouns	me	you	him	her	it	us	you	them



e.g. *He is painting beautifully.
Look at him!*

Imperative

We use the **Imperative** to give instructions, directions or commands.



Go slow!



Don't panic!

Use **please** at the beginning or at the end of the sentence to be more polite.

e.g. *Please come here.*

Close the door, please.

Verbs with two objects

Verb + indirect object + direct object ➔

indirect direct
v object object
Andy gave me a book.
Andy gave a book to me.
NOT Andy gave to me a book.



Object Pronouns replace nouns in order to avoid repeating them.

Certain verbs take two objects. The direct object usually indicates a thing and the indirect object usually indicates a person. Some verbs that can take two objects are:

bring, give, promise, read, sell, send, show, take, tell, throw, write

The most common word order in sentences with verbs that take two objects is:

Subject + Verb + Indirect object + Direct object

Inquiring about someone's health

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

e.g. – *What's the matter, Jane?*

– *I have got a cold.*

e.g. – *What's wrong, Brad?*

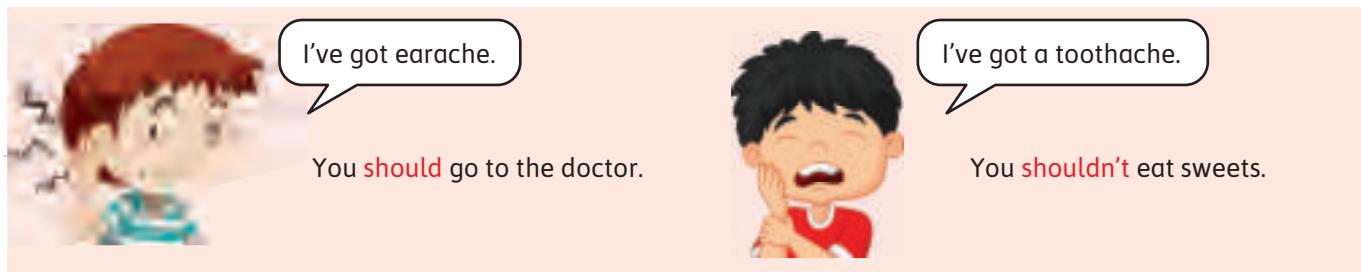
– *I broke my brother's mobile phone.*

GRAMMAR REFERENCE

The verb should

We use **should / shouldn't** to ask for or give advice, express an opinion or make a suggestion.

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



Would you like...? I'd like...

We use **Would you like?** to ask someone what he/she wants. We use **I'd like...** to answer accordingly.

e.g. – **Would you like** some pears?
 – Yes, please. **I'd like** six pears.

How many / How much...?

We use **How many...?** with plural countable nouns and **How much...?** with uncountable nouns to ask about the quantity of things.

e.g. – **How many** lemons have we got? I want to make some lemonade.
 – Don't worry, we have got many.
 – **How much** sugar do you want in your coffee?
 – One spoonful, please.

I need...

We use **I need...** to give information about what we need/require.

e.g. – **How many apples** do you need?
 – **I need** five apples.

It's/They're good/bad for you.

We use the structure **It's/They're good/bad for you** when we want to talk about something that is good or bad for the person we are talking to.

e.g. Fruit and vegetables **are good for you**.

You **shouldn't eat** many sweets. **They're bad for you**.

taste / look / sound / smell + adjective

We use an adjective after the verbs **taste / look / sound / smell** to show how something makes us feel.

e.g. This soup **tastes** great! What's in it?
 This book **looks** interesting.

a few / a little

We use **a few** with countable nouns and **a little** with uncountable nouns to talk about a small quantity.

e.g. There are **a few** pears in the basket.
 There is **a little** soup in the bowl.

Module 4

have to / don't have to

We use **have to** to express obligation (when something is necessary) in the present or future. It shows obligation based on facts, not on the speaker's opinion or feelings. We form it by adding the base form of the verb after **have to**.

We use **don't have to** to express lack of obligation (when something is not necessary) in the present or future. We form it by adding the base form of the verb after **don't have to**.

Affirmative	Negative	Questions
I have to eat.	I don't have to eat.	Do I have to eat?
You have to eat.	You don't have to eat.	Do you have to eat?
He has to eat.	He doesn't have to eat.	Does he have to eat?
She has to eat.	She doesn't have to eat.	Does she have to eat?
It has to eat.	It doesn't have to eat.	Does it have to eat?
We have to eat.	We don't have to eat.	Do we have to eat?
You have to eat.	You don't have to eat.	Do you have to eat?
They have to eat.	They don't have to eat.	Do they have to eat?

Short answers	
Yes, you do.	No, you don't.
Yes, I do.	No, I don't.
Yes, he does.	No, he doesn't.
Yes, she does.	No, she doesn't.
Yes, it does.	No, it doesn't.
Yes, you do.	No, you don't.
Yes, we do.	No, we don't.
Yes, they do.	No, they don't.



e.g. The boys **have to** wake up at eight o'clock in the morning.



e.g. The boys **don't have to** go to school today. It's Saturday!

We can use **Wh-** words at the beginning of questions with **have to** to ask something more specific.

e.g. – **What do** you **have to** do to become a teacher?

– You have to go to university.

GRAMMAR REFERENCE

The verb **must**

We use **must** to show obligation (when something is necessary) in the present or future. It shows internal obligation. The speaker feels that he/she or someone else is obliged to do something. It is followed by the base form of the verb.
e.g. *I must repair the roof before winter comes.*

We use **mustn't** to show prohibition (that something is forbidden by law or rules).
e.g. *You mustn't park your car here.*

The verb **can't**

We use **can't** to show that you are not allowed to do something.
e.g. *We can't use this equipment. It isn't ours.*
We can't go to the park now. It's dark outside.

Would you like to ...?

We use **Would you like to...?** to invite someone to come somewhere or to do something with us. We use specific expressions to politely refuse or accept an invitation.

Extending
Accepting
Refusing } an invitation

Would you like to come to the planetarium with me?

I'm afraid I can't. / I don't think so.

That would be nice. / I'd love to. / Sure.

Module 5

The verb **could**

We use **could** / **couldn't** to express ability you had / didn't have in the past.

Affirmative	Negative	Questions	Short answers	
I could walk.	I couldn't walk.	Could I walk?	Yes, you could.	No, you couldn't.
You could walk.	You couldn't walk.	Could you walk?	Yes, I could.	No, I couldn't.
He could walk.	He couldn't walk.	Could he walk?	Yes, he could.	No, he couldn't.
She could walk.	She couldn't walk.	Could she walk?	Yes, she could.	No, she couldn't.
It could walk.	It couldn't walk.	Could it walk?	Yes, it could.	No, it couldn't.
We could walk.	We couldn't walk.	Could we walk?	Yes, you could.	No, you couldn't.
You could walk.	You couldn't walk.	Could you walk?	Yes, we could.	No, we couldn't.
They could walk.	They couldn't walk.	Could they walk?	Yes, they could.	No, they couldn't.

e.g. I **couldn't** read when I was four years old.

I **could** run fast when I was ten years old.



The verb **had to**

We use **had to** / **didn't have to** to express obligation or lack of obligation in the past, respectively.

Affirmative	Negative	Questions
I had to go.	I didn't have to go.	Did I have to go?
You had to go.	You didn't have to go.	Did you have to go?
He had to go.	He didn't have to go.	Did he have to go?
She had to go.	She didn't have to go.	Did she have to go?
It had to go.	It didn't have to go.	Did it have to go?
We had to go.	We didn't have to go.	Did we have to go?
You had to go.	You didn't have to go.	Did you have to go?
They had to go.	They didn't have to go.	Did they have to go?

Short answers	
Yes, you did.	No, you didn't.
Yes, I did.	No, I didn't.
Yes, he did.	No, he didn't.
Yes, she did.	No, she didn't.
Yes, it did.	No, it didn't.
Yes, you did.	No, you didn't.
Yes, we did.	No, we didn't.
Yes, they did.	No, they didn't.

e.g. I **had to** go to school every day when I was young.

I **didn't have to** be there early.

We can use **Wh-** words at the beginning of questions with **had to** to ask something more specific.

e.g. – **What did** you **have to** do at home yesterday?

– I had to tidy my room and wash the dishes.



GRAMMAR REFERENCE

Past Simple vs Present Simple

We use the **Past Simple** to talk about something that happened in the past. We use the **Present Simple** for habits and permanent states.

e.g. *In the past, mobile phones **were** heavy and expensive. Today they **are** light and small.*

*I **didn't wear** glasses when I **was** seven, but now I **wear** glasses.*

What did ... look like? vs What does ... look like?

We use **What did ... look like?** to ask someone about their physical appearance in the past and **What does ... look like?** to ask someone about another person's physical appearance in the present.

e.g. – **What did your mum look like** when she was twelve?
– She had very long hair and she wore glasses. She was chubby too.
– **What does she look like now?**
– She has got short, black hair and she's slim.

Irregular Verbs

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



Word list

Abbreviations

(v.) = verb

(n.) = noun

(adj.) = adjective

(adv.) = adverb

(phr. v.) = phrasal verb

(phr.) = phrase

Module 1

Song

brush my teeth (phr.)
toothbrush (n.)
comb my hair (phr.)
comb (n.)
tidy my room (phr.)
surf the Net (phr.)
text a friend (phr.)
check my email (phr.)

Top Stars

play volleyball (phr.)
do karate (phr.)
calendar (n.)
schedule (n.)
tablet (n.)
uniform (n.)
confused (adj.)

Our world

astronaut (n.)
satellite (n.)
spacesuit (n.)
towel (n.)
a tube of toothpaste (phr.)
space station (n.)
swallow (v.)
float away (phr.)

Let's talk

school trip (phr.)
planetarium (n.)
competition (n.)
event (n.)
festival (n.)
take part (phr. v.)

Reading time

teammate (n.)
score (v.)
score (n.)

point (n.)

shoot (v.)

miss (v.)

lose (v.)

Top Time! 1

publisher (n.)
stand (n.)
sign (v.)
literature (n.)

Module 2

Song

hang out (phr. v.)
go to the shops (phr.)
meet a friend (phr.)
go for a walk (phr.)
stay at home (phr.)

Top Stars

nature (n.)
poisonous (adj.)
make a shelter (phr.)
rucksack (n.)
safe (adj.)
experience (n.)
survive (v.)
recognise (v.)

Our world

amazed (adj.)
trail (n.)
guide (n.)
view (n.)
hike (v.)
ancient (adj.)
lucky (adj.)
unlucky (adj.)

Let's talk

mix (v)
soft (adj.)
dough (n.)

Reading time

archaeologist (n.)
site (n.)
tool (n.)
coin (n.)
examine (v.)
dig (v.)
discovery (n.)

CLIL 1 (Modules 1-2)

wreath (n.)
bronze (adj.)
flag (n.)
ring (n.)
mascot (n.)
motto (n.)
compete (v.)
last (v.)

Module 3

Quiz

website (n.)
upload (v.)
download (v.)
app (n.)
account (n.)
password (n.)
chat (v.)
digital (adj.)
online (adv.)

Top Stars

table manners (phr.)
elbow (n.)
pass (v.)
napkin (n.)
home economics (n.)
lap (n.)

**Our world**

medicine (n.)
 chemist (n.)
 headache (n.)
 toothache (n.)
 earache (n.)
 sore throat (n.)
 cold (n.)
 stomach ache (n.)
 cough (n.)
 temperature (n.)

Let's talk

coconut (n.)
 sour (adj.)
 delicious (adj.)
 terrible (adj.)

Reading time

germs (n.)
 sneeze (v.)
 heart (n.)
 soap (n.)
 vitamins (n.)
 habit (n.)

Top Time! 2

seat belt (n.)
 road trip (phr.)
 confusing (adj.)

 **Module 4****Song**

postman (n.)
 photographer (n.)
 businessman (n.)
 secretary (n.)
 reporter (n.)
 university (n.)
 office (n.)
 learn a language (phr.)

Top Stars

order (v.), (n.)
 bill (n.)
 mushroom (n.)
 pepper (n.)

meatballs (n.)
 sauce (n.)
 tuna (n.)
 olive (n.)

Our world

cross the street (phr.)
 ticket (n.)
 line (n.)
 bicycle lane (n.)
 bicycle rack (n.)
 traffic lights (n.)
 pavement (n.)
 escalator (n.)
 park (v.)

Let's talk

picnic (n.)
 square (n.)
 café (n.)
 skatepark (n.)
 aquarium (n.)
 market (n.)

Reading time

seed (n.)
 green bean (n.)
 grow (v.)
 soil (n.)
 plant (v.)

CLIL 2 (Modules 3-4)

earthquake (n.)
 tsunami (n.)
 flood (n.)
 wave (n.)
 coast (n.)
 lift (n.)
 surface (n.)
 natural disaster (phr.)
 damage (n.)
 destroy (v.)

 **Module 5****Song**

ride a horse (phr.)
 rollerblade (v.)

sail a boat (phr.)
 play baseball (phr.)
 go skiing (phr.)

Top Stars

costume (n.)
 leaflet (n.)
 traffic (n.)
 laugh (v.)
 blow (v.)
 hand out (phr. v.)
 pick up (phr. v.)
 prepare (v.)

Our world

USB stick (n.)
 floppy disk (n.)
 screen (n.)
 laptop (n.)
 expensive (adj.)
 cheap (adj.)

Let's talk

glasses (n.)
 weigh (v.)
 slim (adj.)
 chubby (adj.)
 blond hair (phr.)
 dark hair (phr.)
 curly hair (phr.)
 straight hair (phr.)

Reading time

wardrobe (n.)
 attic (n.)
 rollerblades (n.)
 wheel (n.)
 roller skates (n.)
 game card (n.)
 game console (n.)

Top Time! 3

make a plan (phr.)
 education (n.)
 health (n.)
 logo (n.)
 branch (n.)



NOTES

**Top Stars 6a
Student's Book**

H. Q. Mitchell - Marilena Malkogianni

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