

H. Q. Mitchell – Marileni Malkogianni



TOP STARS 5a

Student's Book



Academic Year 2021-2022

mm
publications

GRADE **5** SEMESTER 1



TOP STARS 5a

Student's Book

School

Name

Class

H. Q. Mitchell – Marileni Malkogianni

Academic Year 2021–2022





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

النشيد الوطني

قَسَمًا بِمَنْ نَشَرَ الْخَيَاءُ
قَطَرٌ سَتَبْقَى حُرَّةً
تَسْمُو بِرُوحِ الْأَوْفِيَاءُ
سِرُّوا عَلَى نَهْجِ الْأَلَى
وَعَلَى ضِيَاءِ الْأَنْبِيَاءُ
قَطَرٌ بِقَلْبِي سِيرَةً
عِزٌّ وَأَمْجَادُ الْإِبَاءُ
قَطَرُ الرِّجَالِ الْأَوَّلِينَ
حُمَّاتُنَا يَوْمَ النِّدَاءُ
جَوَاحِّ يَوْمَ الْفِدَاءُ
وَحَمَائِمُ يَوْمَ السَّلَامُ

	Grammar	Vocabulary	Phonics	QNCF competencies
Module 1 People <i>p. 7</i>	Information Questions (What, Where, Who, How often) Present Simple vs Present Progressive I'm good/bad at (skateboarding). What's the matter? I'm (bored). Let's (watch a DVD). Great idea! / Sure! / No, thanks.	School subjects Actions Free-time activities	oi /ɔɪ/ coin, boil oy /ɔɪ/ toys, boy	    
Module 2 Looking back <i>p. 19</i>	Past Simple (the verb to be) Past Simple (regular and irregular verbs) Time clause (when) The verb Could	Holiday activities Free-time activities	ow /au/ town, brown ou /au/ mouse, house	    
Module 3 Let's learn! <i>p. 31</i>	Comparative form Superlative form Adverbs of manner Comparison of adverbs	Places Buildings Units of measurement Numbers 1-1,000 Sports Units of time	ow /əʊ/ slow, pillow ow /au/ cow, down	     

	Grammar	Vocabulary	Phonics	QNCF competencies
Module 4 What happened? p. 43	Past Progressive Had to Why did you (go to the doctor)? Because I (was ill). What's the matter? I (sprained my ankle).	Parts of a house Activities Accidents	ay, ai /eɪ/ play, rain i, ie /aɪ/ rice, pie	     
Module 5 Eating right p. 55	some / any / many / much / a lot of/lots of / a few / a little Shall...? Can...? I'd like... How much...? / How many...? Both / Neither	Food Food containers	silent gh night, straight silent k knee, knife	    
p. 67 Grammar Reference				
p. 74 Irregular Verbs				
p. 75 Word List				
p. 78 Using a Dictionary				

QNCF COMPETENCIES

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

Contents

1 People	7
2 Looking back	19
3 Let's learn!	31
4 What happened?	43
5 Eating right	55
Grammar Reference	67
Irregular Verbs	74
Word List	75
Using a Dictionary	78



People

QUESTIONNAIRE

1 🔎 🔊



maths



geography



science



information technology (IT)



English



art



history



physical education (PE)

Tip!

Put words in groups to learn new vocabulary.

2 Look and read. Then answer with the information in the box.



My profile

Mr Brown Robert Jones 55 Elm Street, Bristol
 twice a week Year 5 bobbyjones@mail.com history
 Winston Primary School 01786 440079 12 April 2006



LOOK!

p. 67

How often do you have PE?

Once/Twice/Three times a week. / Every day.

1 What's your full name?

2 What's your date of birth?

3 Where do you live?

4 What's your telephone number?

5 What's your email address?

6 What school do you go to?

7 What year are you in?

8 Who's your favourite teacher?

9 What's your favourite school subject?

How often do you have it?

3 Ask your partner the questionnaire questions below and write the answers in your notebook. 🗣

1. What's your full name?
2. What's your date of birth?
3. Where do you live?
4. What school do you go to?
5. What year are you in?
6. What's your favourite school subject?
How often do you have it?

What's your full name?

Lisa White.

Kate Smith.

What's your full name?



1 

reporter



interview



drive a bus



town centre

go round town
wait
early ≠ late2 Read and answer. What does Mr Rashid do?  

Khaled: Sami! What are you doing? My dad's here! We are late!

Sami: I'm coming! Just one interview!



Sami: Hello, sir. I'm from the Top Stars press team. Can I ask you some questions?

Mr Rashid: Yes, of course!

Sami: What's your name?

Mr Rashid: Rashid Ahmad.

Sami: Where do you live?

Mr Rashid: I live in the town centre.

Khaled: Sami! My dad is waiting.



Sami: Do you get up early in the morning?

Mr Rashid: Yes, I do. I always get up at six o'clock.

Sami: And what do you do?

Mr Rashid: I go round town and I talk to people...

Sami: Are you a reporter?

Mr Rashid: No...

4 The next morning...



Sami: Come on! The bus is here.

Khaled: Look! It's Mr Rashid!
He's driving the bus.

Sami: You're a bus driver!

Mr Rashid: Hello, kids!

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.

LOOK!

pp. 67-68



I always get up at six o'clock in the morning.



I'm waiting for the bus now.

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

1. Khaled's dad is waiting in the car.
2. Mr Rashid doesn't want to answer Sami's questions.
3. Mr Rashid lives in the town centre.
4. Mr Rashid gets up at seven o'clock.
5. Mr Rashid is driving a taxi.

4 Listen and write **U** for what they usually do and **N** for what they are doing now.

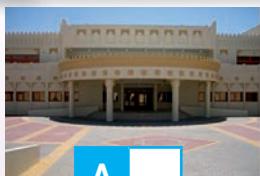
Tip!

Before you listen, look at the pictures carefully.

1

A B

2

A B 5 Imagine it's Saturday morning. Say what you usually do on a Saturday morning. What are you doing now?

Tip!

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



I usually play basketball on Saturday morning, but I'm doing my homework now.

1 🔎 🔊



swimming



skateboarding



play golf



portrait



medal

2 Read and write the names under each picture. A B 🔊

Tip!

Read the text quickly to understand the main idea.

What are they good at?



A



B



C



D

1

Bill is 10 years old. He's very good at playing golf. He practises for two hours every day. He isn't practising now. He is playing football. He's very good at football, too!



2

Mina is 11 years old. She's very good at painting. She paints for three hours every day. At the moment, she's working on a portrait of her sister, Betty. She's 10 years old. She's bad at painting, but she's very good at cooking. She's making a cake now!



3

Harry is 11 years old. He's very good at skateboarding. He's good at swimming, too! Look! He's got a gold medal!





make a cake

practise

LOOK!

p. 68



I'm bad at tennis.



I'm good at painting.

Tip!

Read the text carefully to understand specific details.

3 Read again and correct the sentences. AT

1. Bill practises for four hours every day.

2. Bill is bad at football.

3. Mina is good at cooking.

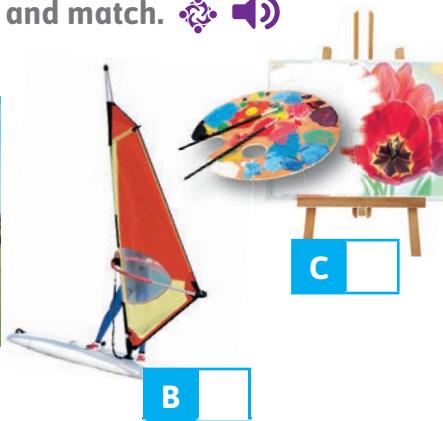
4. Betty is working on a portrait of Mina.

5. Harry is bad at skateboarding.

6. Harry has got a silver medal.

4 What are the people below good at? Listen and match. Speaker icon Speaker icon

A



B



D

5 Write three things you are good at and three things you are bad at. Then present them to the class. Speaker icon

Tip!

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

good at...

- _____
- _____
- _____

bad at...

- _____
- _____
- _____

I'm good at painting, but I'm bad at cooking.



Tip!

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

1 🔎 🔊



go bowling

watch TV/
a DVDplay board
games

do a puzzle



bored

Look!

pp. 68-69

What's the matter?



I'm bored.

Let's watch a DVD!

Great idea!

ACCEPT: Sure!



Great idea!

REFUSE: No, thanks.

2 Look and read. Use the activities in the table. Then act out. 

Hi, Fred! What's the matter?

Tip!

Make sure you understand the steps to complete the task. Ask your teacher or a classmate.

Let's play a board game.

Hi, Waleed. I'm bored...

Let's watch a DVD.

No, thanks. I'm not good at board games.

Sure! Great idea!

Suggestions

ride / bikes

go outside

play football

go / shopping centre



1 Read an email Jim is going to send to a new friend.  

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

Compose mail

To Kevin Parker
Add Cc Add Bcc

From jimwilson@mail.com

Subject My day
Attach a file

Hi!
My name is Jim Wilson. I go to Winston Primary School, and I'm in Year 5.
I always get up at six o'clock in the morning. I have breakfast with my family. Then, I take the bus to school. After school, I do my homework. I sometimes play tennis, too. I'm very good at tennis. I always have a shower and brush my teeth before I go to bed. What do you do every day?

Bye for now,
Jim

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


Writing tip

- Use the **Present Simple** for habits or actions that happen regularly and **adverbs of frequency** (always, often, usually, sometimes, never) to give information about how often something happens e.g. *I always get up at six o'clock in the morning.*
- All sentences start with a **capital letter** and finish with a **full stop (.)**
e.g. **After school, I do my homework.**
- Always use a **question mark (?)** at the end of a question.
e.g. **What do you do in the morning?**
- Use an **exclamation mark (!)** at the end of a sentence to show strong feelings.
e.g. **Don't be late!**
- 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!

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

1 🔎 🔊



experiment



competition



coach



clap

join
exercise

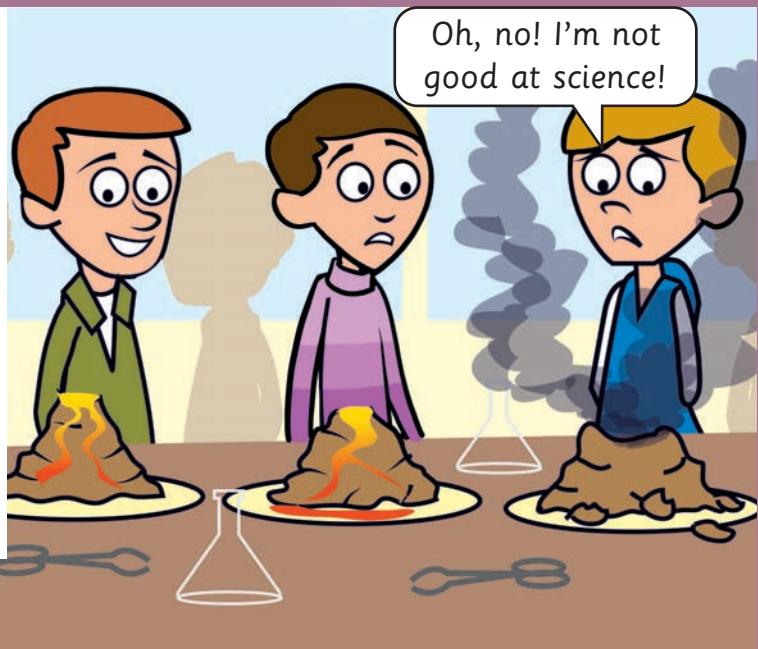
2 Read and answer. What is Tom good at? A I B 🔊

YOU CAN DO IT!

1

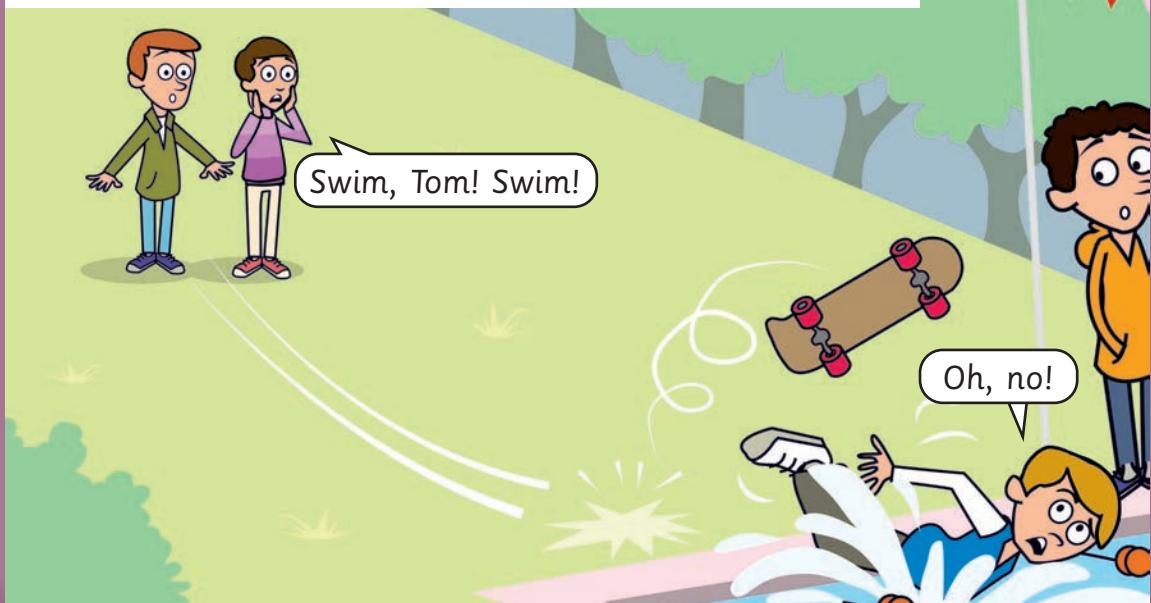
In the morning...

It's Tom's first day at a new school. He meets some children. 'Our first lesson is science, today. I love science!' says Kevin. In class, they do an experiment. Everyone does it well, but Tom...



2

After school, the children go to the sports centre. Tom is worried. 'I like to exercise, but I'm not good at sports,' he says. 'Let's go skateboarding,' Mark says. Tom gets on the skateboard. 'This isn't bad!' he says, but suddenly he falls into the swimming pool. The swimming team is having a competition.





3

'Wow! Tom's fast!' says Kevin. Tom gets out of the pool. 'Who are you? What's your name?' Coach Williams asks. 'My name's Tom Harris,' says Tom. 'Tom Harris is the winner of the competition,' says the coach.

4

The coach gives Tom a medal. 'Great job, Tom!' Everyone is clapping and shouting Tom's name! The coach tells Tom to join the swimming team. Tom is very happy!



3

Read again and answer the questions. 

1. How do we know that Tom is a new student?

2. Who loves science?

3. Why is Tom worried when they go to the sports centre?

4. What does Tom think when he falls into the swimming pool?

5. What does Tom win?

4

Can you think of a different ending? Discuss with a partner. 

Let's
chat



What is your favourite subject and why? Are you good at it? Are there any subjects you are not good at? Do you like to try out new things? Do you get disappointed easily?

1 Listen and say.  

/ɔɪ/

coin



oil

/ɔɪ/



toys



boy

2 Listen and say. Then underline the /ɔɪ/ sounds.  



In the house

The boys have got many toys
But they play with their coins.

The boys play with coins
And they make a lot of noise.

Sit down, boys.
Play only with your toys.
And don't make noise.
Don't make noise!

1 Arabic
official language

connection



religion

capital letter

2 What do you know about the Arabic language? Read and find out.  

The Arabic Language

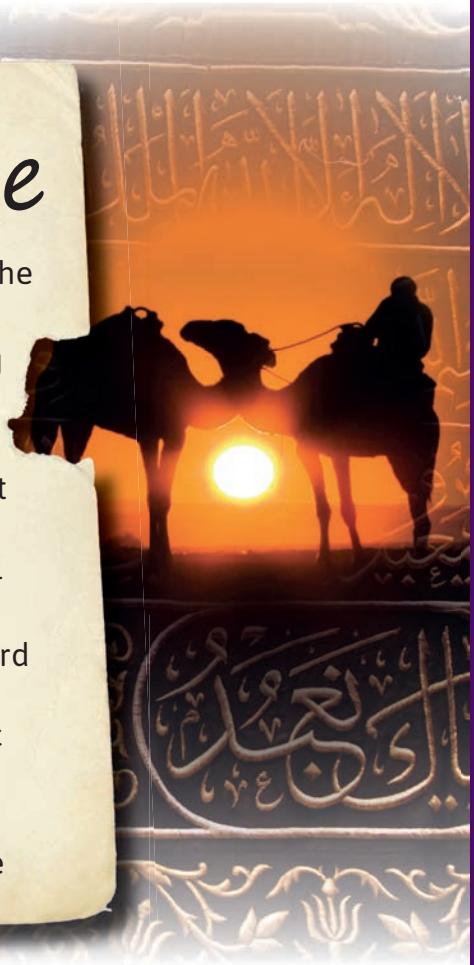
The Arabic language is a very old language. Today it is one of the most popular languages in the world.

It's the official language of Qatar, Morocco, Lebanon and many more countries. The Arabic language has got a strong connection to religion. Arabic is the language of the Qur'an.

People read and write Arabic texts from right to left. They don't write from left to right like in English. The Arabic alphabet, the abjad, has got twenty-eight letters, and there aren't any capital letters in the Arabic language.

A lot of English words come from Arabic words. The English word for 'sugar' comes from the Arabic word *succar*, and the English word 'lemon' comes from the Arabic word *laymoon*. The Arabic language is a very interesting language to learn, but it is also very hard.

Here's an interesting fact: there are more than 100 words in the Arabic language for the word 'camel'!

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

1. The Qur'an is in Arabic.
2. People read and write Arabic texts from left to right.
3. Many words in English, for example, the word 'sugar', come from Arabic.
4. Arabic is an easy language to learn.
5. In the Arabic language, there are only a few words for the word 'camel'.

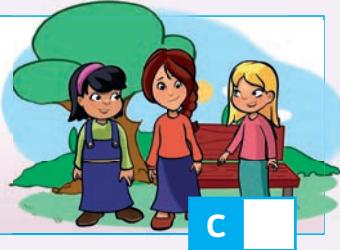
Listening

1 Listen to three short dialogues and tick (4) the correct picture.  

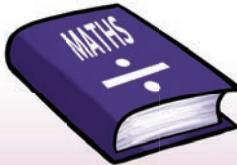
1 What is James good at?

A B C

2 What is Julie doing now?

A B C

3 What is Bob's favourite subject?

A B C

Speaking

2 Talk with your partner. Choose a card and ask your partner about your personal information. 

What's your name?

I'm Greg White.

Where do you live?

4 Lander Street, Bath.

NAME:

Greg White

ADDRESS:

4 Lander Street, Bath

FAVOURITE SPORT:

football

FAVOURITE SUBJECT:

maths



NAME:

Ron Stevens

ADDRESS:

5 Flower Street, Brighton

FAVOURITE SPORT:

basketball

FAVOURITE SUBJECT:

physical education



NAME:

Karen Smith

ADDRESS:

47 Jameson Street, Birmingham

FAVOURITE TEACHER:

Mrs Jones

FAVOURITE SUBJECT:

art



NAME:

Vanessa Brown

ADDRESS:

28 Green Street, Newcastle

FAVOURITE TEACHER:

Mrs Roberts

FAVOURITE SUBJECT:

information technology



Looking back

SONG

1 



stay

2 Listen and complete. Then say. 

Holiday time!

Last summer, I was in Greece.

We stayed at a hotel by a bay

We enjoyed every day!

(1) _____, surfing, (2) _____

and (3) _____ under the sun!

We had great fun!

Summer holidays are great

I can't wait to have fun again!

Last winter, I was in Canada.

We went (4) _____ in the forest

and (5) _____ in the lake.

We went hiking and (6) _____ on the mountain

Under the winter sun!

We had great fun!

Winter holidays are great

I can't wait to have fun again!

LOOK!

p. 69

We **were** at the park **yesterday**.

My brother **went surfing** **last** weekend.

How did you spend your holiday **last** year?

We **went skiing** in the mountains.



3 Ask and answer questions about your last holiday using the words in activity 1. 

How did you spend your holiday last year?

We went surfing in Spain.



1



explore



cave



rock



treasure



bury

look for
message
find – **found**
surprised

2

Read and answer. What did Sami find at the beach? Whose was it? A B

Khaled: Hi, Sami! Where were you yesterday?

Sami: I was at Fuga Beach. I went there to explore the cave, and guess what! I found a bottle on the beach. It was next to a rock outside the cave. There was a message in it!

Khaled: Really? Who wrote it?



Sami: A boy called Saud.

Khaled: What was the message about?

Sami: Some treasure!

Khaled: Wow! Did you look for it?

Sami: Yes, I did. It was in the sand, under a tree.



Khaled: What treasure did you find?

Sami: Well, I found an old box. There was a photo and a watch in it. My dad saw them, and he was really surprised!



Khaled: Surprised?

Sami: Yes! It was my dad in the photo!

Khaled: What? Oh, yes! Saud!

Sami: He buried the treasure and threw the bottle into the sea twenty-five years ago!

Khaled: Wow! What a story!

LOOK!

pp. 69-70

3 Read again and answer the questions. A T B

1. Where did Sami find the bottle?

2. What was the message in the bottle about?

3. Who was the message from?

4. Where did Sami find the treasure?

5. What was in the box?

6. When did Saud throw the bottle in the sea?

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

1. Ned stayed at home.

4. James is good at surfing.

2. It was cold and rainy.

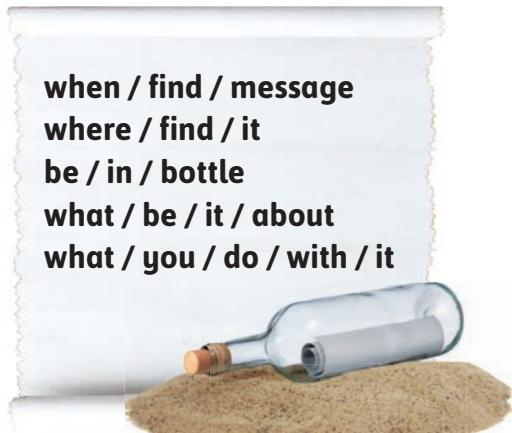
5. James explored a cave with his dad and Mr Roberts.

3. James went sailing with his dad and Mr Roberts.

6. James had a good time.

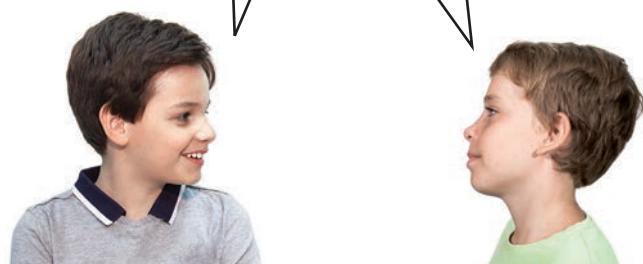
5 Talk in pairs. Imagine you found a message. Use the prompts below and your own ideas. Speaker icon

when / find / message
 where / find / it
 be / in / bottle
 what / be / it / about
 what / you / do / with / it



When did you find the message?

I found it last Saturday.



1



trip

painting



art exhibition



magazine

article



glass



metal

modern
fantastic
learn – learnt
leave – left

2 Read and answer. What's the school magazine article about? Read again and tick (✓) the best headline for the article.



By Jack Preston

Glass paintings

A school trip to an art exhibition

A visit from some artists

Last Thursday, we went to an art exhibition with our art teacher, Mr Smith. When we arrived, they took us to a room with famous paintings from the 19th century. They were beautiful! Then, they took us to a big room with modern art. The paintings there were very different. They were glass paintings. Then, two artists arrived, and they talked to us about modern art and glass paintings. Artists paint on glass, and sometimes they use metal in their paintings, too. We learnt many things. Later, we all had lunch together and then we left. It was a fantastic day! Everybody enjoyed it.



Here's what two students liked:

'I liked the glass paintings. The painting with fish was my favourite. I like art a lot, and I want to be an artist, too.'

Ronald, 11



'The art exhibition was fantastic! When I went home, I made a glass painting, too!'

Liam, 12



3 Read again and correct the sentences. 

When we arrived, we had lunch.

1. The students in Year 6 visited an art exhibition.

2. The students went to a small room with modern art.

3. Three artists talked about modern art.

4. Artists paint on metal and sometimes use glass in their paintings.

5. Liam wants to be an artist.

6. When Liam went to school, he made a glass painting.

4 Listen and complete.  

1. Pablo Picasso was a famous _____.

2. Picasso made many portraits and _____.

3. Picasso painted his first painting when he was
_____ years old.

4. Picasso studied art in _____.

5. Picasso painted Guernica in _____.

6. Picasso died in _____ in 1973.

Tip!

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

5 Talk in pairs. Look and say.  

arrive / school -

1

have / art lesson



finish / art lesson -

2

have / lunch



get / home -

3

do / homework



finish / homework -

4

go / park / with /
sister

Tom

When Tom arrived at school, he had an art lesson.

When...



Hello.
I'm Mark!

1



rollerblade



play hockey



send an email



type



speak English

2 Talk in groups of three. Put a **✓** or an **✗**. Then ask and answer.

When I was five years old...

Look!

p. 70

When I **was** six years old, I **could** talk.

When I **was** six years old, I **couldn't** speak English.

Could you **rollerblade** when you **were** six years old?
Yes, I **could**. / No, I **couldn't**.

1

rollerblade



You

Student A:

Student B:

2

send an email



3

speak English



Hello!

4

play hockey



5

play golf

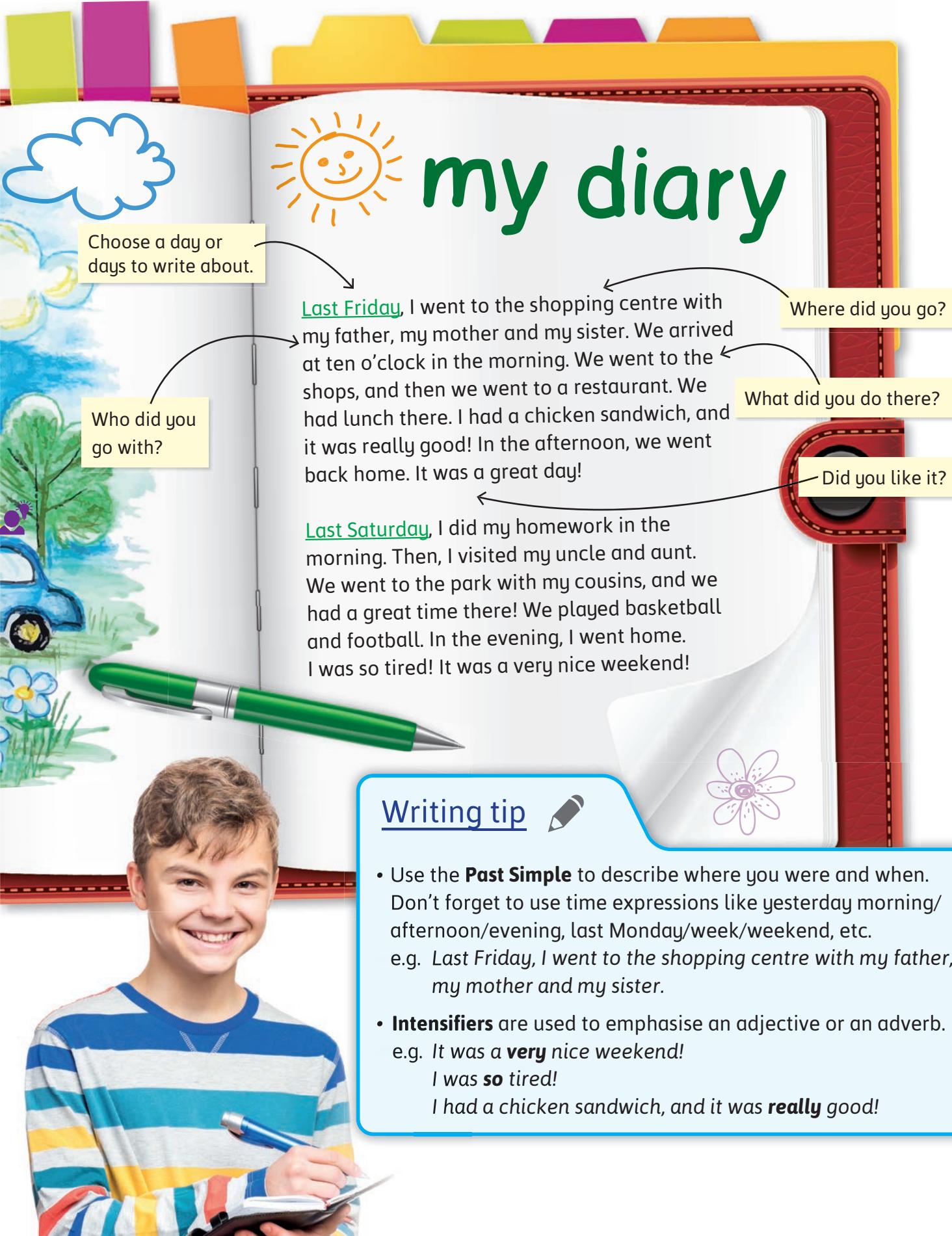


Could you rollerblade when you were five years old?

Yes, I could.

No, I couldn't.
But I could play hockey.

1 Read a page from Jack's diary.  



my diary

Choose a day or days to write about.

Last Friday, I went to the shopping centre with my father, my mother and my sister. We arrived at ten o'clock in the morning. We went to the shops, and then we went to a restaurant. We had lunch there. I had a chicken sandwich, and it was really good! In the afternoon, we went back home. It was a great day!

Who did you go with?

Where did you go?

What did you do there?

Did you like it?

Last Saturday, I did my homework in the morning. Then, I visited my uncle and aunt. We went to the park with my cousins, and we had a great time there! We played basketball and football. In the evening, I went home. I was so tired! It was a very nice weekend!

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 Friday, I went to the shopping centre with my father, my mother and my sister.*
- Intensifiers** are used to emphasise an adjective or an adverb.
e.g. *It was a **very** nice weekend!*
*I was **so** tired!*
*I had a chicken sandwich, and it was **really** good!*

1



hot-air balloon



colourful

clever
place
become – **became**
land (v.)

2 Read and answer. Who helped Robert save Ryan Smith?

HELP FROM THE SKY

1

Robert was a hot-air balloon pilot. He liked to travel to new places and explore them. One day, he went on a trip. It was a beautiful day. Robert went up, up, up! Suddenly, Robert saw a colourful bird near his hot-air balloon. Robert wasn't scared, but he was surprised. The bird had a message!



2

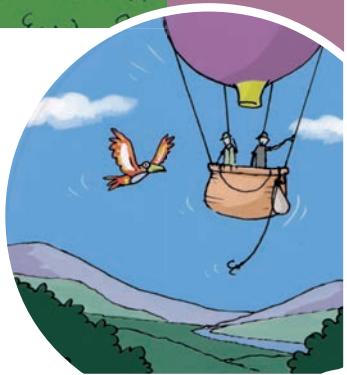
Robert took the message and read it. 'My name is Ryan Smith. I'm an explorer. I'm in the forest. Please, help me!' 'I must save him. But where is he?' Robert thought. He wanted to help the explorer, but he didn't know how to find him. The bird flew in a circle round the balloon, and then it flew towards the forest. 'This clever bird is showing me!' thought Robert.





3

Robert landed his hot-air balloon near a big tree. He saw a man in a hot-air balloon basket. 'Welcome back, Patch! You brought me food all these days, and now you brought me help. You saved me. Thank you!' the man said to the bird. It was Ryan Smith! 'You got my message!' Ryan said. 'Yes, I did! Your clever bird helped me find you!' answered Robert. Robert took Ryan home. They became good friends, and they explored many new places together.



3 Read again and answer the questions. 

1. What did the bird have?

2. What did Robert want to do?

3. How did Robert find Ryan Smith?

4. What did Robert and Ryan do together?

4 Read the story again and, in your notebook, summarise it using your own words. 

Let's
chat



Did you like the story? Which character did you like the most?
What do you think of the bird's help?
Do you think animals can help people? How?

1 Listen and say.  

/au/



town



brown

/au/

mouse



house

2 Listen and say. Then underline the /au/ sounds.  



The brown house

In a small town
There is a brown house.
A cow is on the house,
And it can't get down.
It can't get down!

1  

author



scientist



corn



cocoa bean



calendar



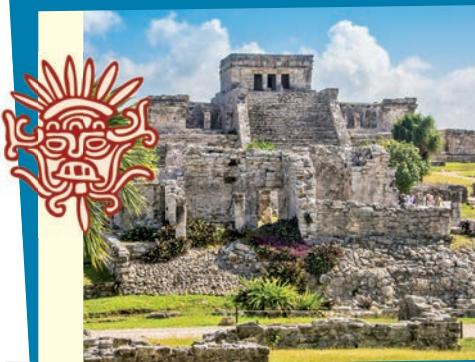
baths

grow – **grew**
wear – **wore**2 Read and answer. Where did the Maya and Romans live?  

ANCIENT CIVILISATIONS

Many years ago, some people invented great things that we use and enjoy today.

THE MAYA



The Maya lived in Central America from 2000 BCE-1517 CE. They were very good at maths, and they were great artists. They were good farmers, too. They grew corn, beans and many other vegetables. They also used cocoa beans to make a chocolate drink. They loved sports and played a ball game like basketball.

Ancient Rome (753 BCE-476 CE) was an important civilisation. Roman cities were very modern and beautiful. The Romans **invented** things like calendars, shopping centres and even baths! At the baths, they **relaxed**, talked about important things and exercised, too! The Romans were great authors, artists and scientists. The Romans wore togas. These were long dresses for men and women.

THE ROMANS

3 Read again and write **M** for the Maya or **R** for the Romans. **Tip!**

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



1. They played a sport with a ball. _____
2. They invented baths. _____
3. They were great authors and artists. _____
4. They made a chocolate drink. _____
5. They invented something to show the date. _____

Listening

1 Listen and tick (4) the correct picture.  

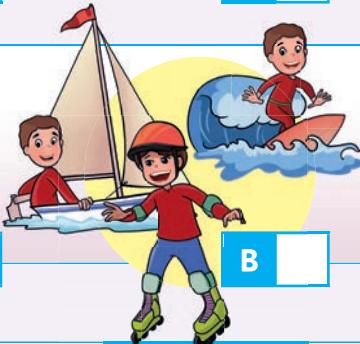
1 Where did Kamal go last summer?

A B C

2 Who did he go with?

A B C

3 What did he do there?

A B C

4 Where did they find the turtle?

A B C

Speaking

2 Talk in pairs. Fill in the chart and talk with your classmates.  

	yesterday	last weekend
Where did you go?		
Who did you go with?		
What did you do there?		
Did you like it there?		

Where did you go yesterday, Greg?

I went to the amusement park.



Let's learn!

QUIZ

1 🔍 🔊



building



skyscraper



tower



bridge



the underground

busy
high
large

2 Do the quiz. Then listen and check your answers. 🎧 🔊

Quiz

1 WHICH UNDERGROUND IS BUSIER?



A the New York underground



B the London underground

2 WHICH BRIDGE IS LONGER?



A the Golden Gate Bridge in San Francisco



B the Brooklyn Bridge in New York City

3 WHICH TOWER IS MORE MODERN?



A the Tower of Pisa



B the Eiffel Tower

Look! p. 70

The Tower of London is **older** than Big Ben.

Giraffes are **more beautiful** than gorillas.

Crocodiles are **better** at swimming than hippos.

good → better far → **farther/further**
bad → worse much/many → **more**

4 WHICH COUNTRY IS LARGER?



A Australia



B Canada

5 WHICH SKYSCRAPER IS TALLER?



A Aspire Tower



B Doha Tower

3 Talk in pairs. 💬

Which underground is busier,
the New York underground
or the London underground?

The...



1 🔍 🔊



plant

waterfall

jungle

desert

island

city

dry

2 Read and answer. What are they talking about? A T B 🔊

1 It's Sunday morning.



Mr Mohammed: What do you know about deserts, children?

Majed: They're hot and dry.

Khaled: And there aren't many plants.

Saleh: I think they are the driest places in the world.

2



Mr Mohammed: Well done! And in which continent can you find the largest desert?

Khaled: In Asia?

Sami: No, no! It's the Sahara Desert in Africa! Look! It crosses twelve countries.

Mr Mohammed: That's right, Sami.

3 Later...



Mr Mohammed: What about jungles?

Majed: They're forests and it rains every day!

Saleh: Yes! I think they are the wettest places in the world!

Khaled: There are lakes and waterfalls, too!

Sami: The biggest jungle is the Amazon!

4



Mr Mohammed: Now, tell me. Where is the best place to live?

Khaled: On an island! They're the most beautiful places in the world!

Majed: No way! Cities are better than islands.

Mr Mohammed: I mean between the desert and the jungle!

Khaled & Majed: Ha ha! Sorry, Mr Mohammed!



wet

cross (v.)

LOOK! p. 70

Africa is a bigger continent than Europe.

Asia is **the biggest** of all.

good – **better** – the best

bad – **worse** – the worst

far – **farther/further** – the **farthest/furthest**

much/many – **more** – the **most**

3 Read again and complete.

- Deserts are the _____ and _____ places in the world.
- There aren't many _____ in the desert.
- The Sahara Desert is the _____ desert in the world.
- The Sahara Desert _____ twelve countries.
- Jungles are the _____ places in the world.
- The _____ is the biggest jungle.
- Khaled thinks islands are the _____ places in the world.
- Majed thinks _____ are better than islands.

4 Listen and circle A or B.

1. Jeff Thomas is a _____.

A reporter

B scientist

3. What can you find in the Amazon rainforest?

A animals, plants, lakes and waterfalls

B plants, lakes and islands

2. The Amazon rainforest crosses _____ countries.

A 9

B 7

4. Which is the largest river in the world?

A the Yangtze

B the Amazon



5 Match. Then ask and answer with your partner.

1. fast / animal

D



A. Mt Everest

2. high / mountain

C

3. large / river

E

4. small / continent

F

5. large / animal

B

6. big / island

A



D. cheetah



B. Greenland



C. blue whale



E. the Amazon river



F. Australia



Which is the fastest animal in the world?



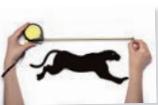
The cheetah is the fastest animal in the world.

1 

fur



weight



length



bamboo



hunt



metre (m)

centimetre (cm)
 kilo = kilogram (kg)
 weigh
 endangered species
 male ≠ female

2

Read and answer. Where do these animals live? 

Endangered species

Some animals are endangered because people hunt them or destroy their homes.



Let's look at two endangered species...

GIANT PANDAS



Giant pandas live in forests in China. They have got black and white fur, and they are about 1-2 m tall. The male is bigger than the female. A male weighs about 160 kg and a female about 125 kg. The female panda usually has 1-2 babies every two years. Giant pandas can swim very well, and they can climb trees, too. Their favourite food is bamboo! They eat a lot of it.

SNOW LEOPARDS

Snow leopards are large cats. Their body length is between 90 cm and 130 cm. They have also got a long tail. It is about 80-100 cm long. They live high in the mountains of Central Asia. Their fur is white and grey in winter and yellow in summer. They can jump really far and they run fast. Snow leopards eat meat. They hunt early in the morning or late in the evening.



LOOK!

p. 71

100 - one hundred
200 - two hundred
457 - four hundred and fifty-seven
1,000 - one thousand

My brother can paint **beautifully**.
 I like his paintings **a lot**.
 Can a crocodile swim **well**?
 This bird can fly **high** in the sky.

slow – **slowly**beautiful – **beautifully** **BUT**happy – **happily**good – **well**high – **high**fast – **fast**hard – **hard**3 Read again and complete the fact files.  1 Name of animal: Giant panda

Lives: _____

Weight: (male) _____

(female) _____

Babies: _____

Eats: _____

Can: _____

2 Name of animal: Snow leopard

Lives: _____

Body length: _____

Fur colour: (winter) _____

(summer) _____

Eats: _____

Can: _____

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

1. The mountain gorilla is endangered.
2. Mountain gorillas live in Asia.
3. The mountain gorilla is the largest gorilla.
4. Female mountain gorillas are taller than male mountain gorillas.
5. Mountain gorillas drink a lot of water.
6. There are around 700 mountain gorillas in the world today.

5 Look and say. 

I can cook well, but
 I can't jump high.

speak English /
 run / swim /
 walk / cook /
 type / paint /
 jump / draw

high
 slowly
 fast
 beautifully
 well
 badly

1 

throw
minutes (min)
seconds (sec)

LOOK!

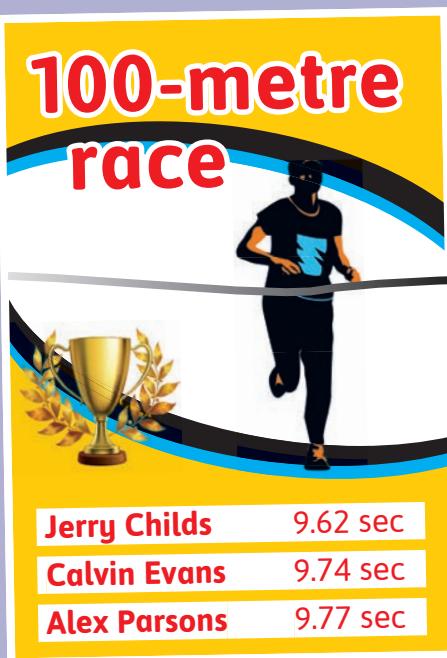
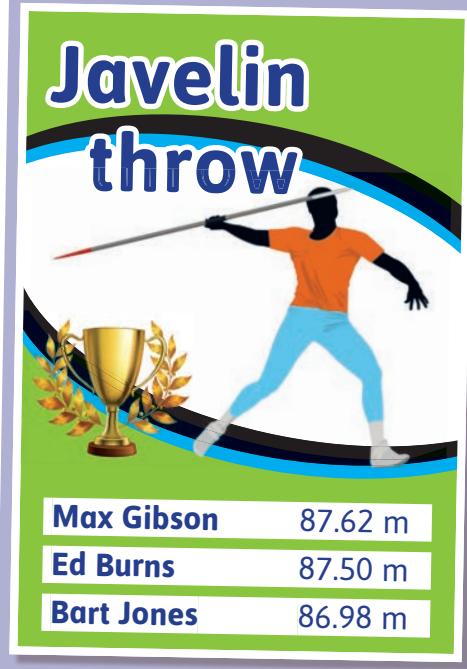
p. 71

I can run the fastest of all my friends.

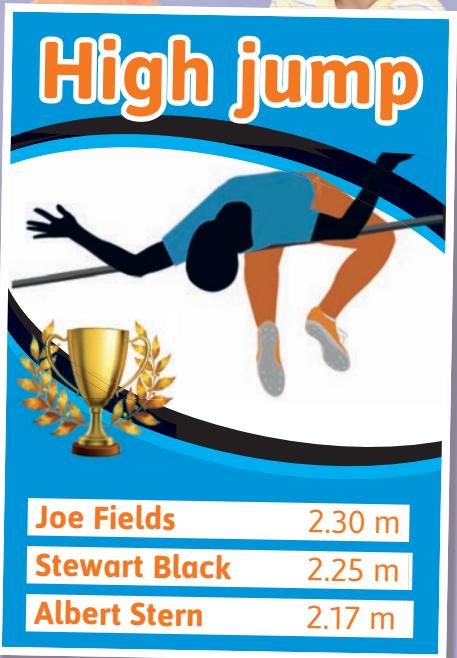
good	well	– better	– the best
bad	badly	– worse	– the worst
high	high	– higher	– the highest
fast	fast	– faster	– the fastest
far	far	– farther/ further	– the farthest/ the furthest

2 Look and say. 

Annual Sports Games



Burns threw the javelin further than Jones.

3 Work in groups of three. Tick (✓) and say. 

Ryan runs faster than Tim.
Fred runs the fastest.



Student 1 Name: _____	run / fast	jump / high	throw / far
Student 2 Name: _____			
Student 3 Name: _____			

1 Look at the picture and the title of the article. Do you know who this person is?
Read and find out.  

Write the title of your article in big capital letters.

Write your name under the title of the article.

Write about what this person is famous for.

Write about his or her appearance.

Write about his or her past life.

The Top Stars News

This week's famous athlete:

MUTAZ ESSA BARSHIM

By Waleed Khan



Mutaz Essa Barshim is a famous Qatari high jumper. He is from Doha, Qatar and he competes for the Qatari national team. He won the first Olympic silver medal for Qatar in the 2016 Rio Olympics. Mutaz Essa Barshim is tall and thin. He has got black hair and brown eyes. He loves athletics and he practises hard. When he was younger, he went to the local sports club with his dad and learnt to love sports there. He tried running and long jump as a young boy, but because he was better at the high jump, he chose to train in high jumping in Doha at the ASPIRE Academy for Sports Excellence. When he was nineteen, he won his first gold medal at the 2010 Asian Indoor Athletics Championships. He has got two Olympic medals: one bronze from the Summer Olympics of 2012 in London, and one silver medal from the 2016 Summer Olympics in Rio. He has got many more medals from other championships, too.

Draw or stick a picture of the person you are writing about.

Write about this person's achievements.

Writing tip



- Use **adjectives** to make your sentences interesting.
Use adjectives to describe people.
e.g. Mutaz Essa Barshim is a **famous** Qatari high jumper. He's **tall** and **thin**.
- Use **because** to give the reason for something.
e.g. ... **because** he was better at the high jump, he chose to train in high jumping...
- Use **too** to add something else to what you have already said.
e.g. He has got many more medals from other championships, **too**.

1



furniture



insect



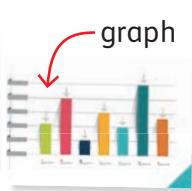
wood



cut down trees



plant trees

graph
oxygen
important

2

Read and answer. What do trees give us?  

Why are they important?

Trees give us many things, like:

OXYGEN

We can't live without it!



HOMES

We don't live in trees, but small animals, birds and insects do!



FOOD

Fruit and nuts.



WOOD

We use wood to build houses and make paper, pencils and many more things.



**MORE
TREES,
PLEASE!**



Why do we cut down trees?

People cut them down:

- To build more houses and buildings because cities are growing
- To make furniture



We must save our forests and trees!

How can we help?

Trees take 15-20 years to grow.
We can plant new trees every year.
We can learn the three **Rs**:
Reduce, Reuse and Recycle!



- **REDUCE:** Use less paper! Write on both sides!
- **REUSE:** You can use old paper to clean windows!
- **RECYCLE:** We can use old paper to make new paper!

100

90

80

70

60

50

40

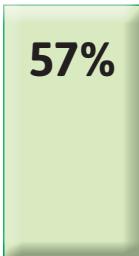
30

20

10

0

Look at the graph. It shows how much paper people in Europe recycle.



paper we recycle



Next time you enjoy a walk in the forest, take your family and friends and plant some trees!

3 Read again and circle A or B.

1. People use wood from trees to make houses and _____.

A oxygen
B furniture

3. People can use paper _____ windows.

A to clean
B to make

2. The three Rs are _____.

A Reduce, Replace and Recycle
B Reduce, Reuse and Recycle

4. It is important to _____ new trees.

A plant
B cut down

Let's chat



Is there a park or a forest near your house?

What can we do when we are at home to save trees?

What can we do when we are at school to save trees?

What other things can we do to protect the environment?

1 Listen and say.  

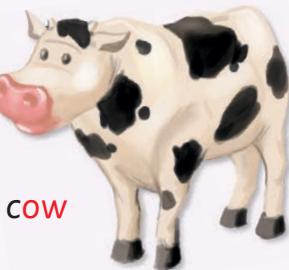
/əʊ/

slow

pillow



/au/



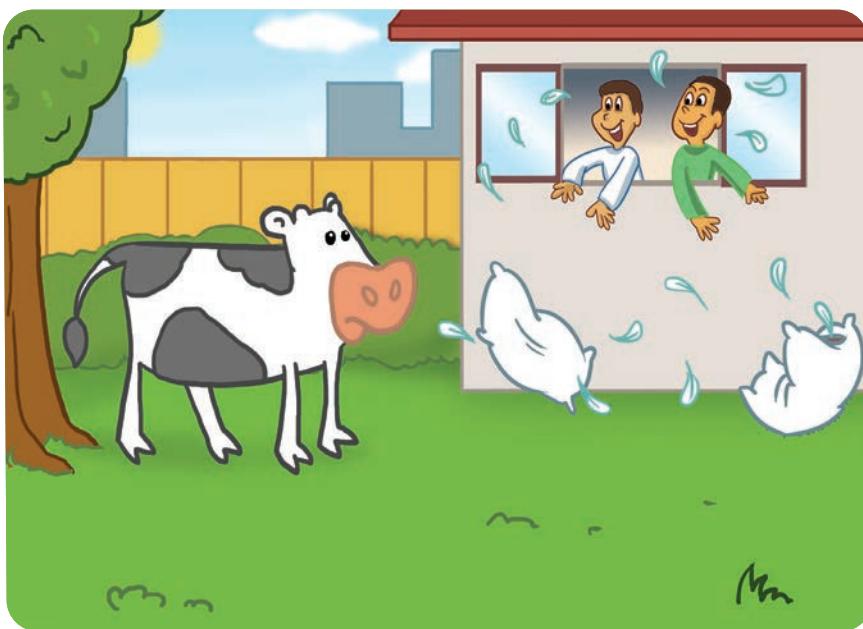
cow



down

2 Listen and say. Then circle the /əʊ/ sounds and underline the /au/ sounds.  

In the town of Small Bay



In the town of Small Bay
It's a sunny day.
A cow is near the tree
What does it see?

In the town of Small Bay
Two boys are playing
They're throwing pillows
Out of the windows

Every day
they play, play, play
In the town
of Small Bay.



2 What do you know about the animals in the pictures? Read and check your answers. **AT B**

Endangered animals in Qatar

The Qatari government is working together with conservation groups, universities and zoos to protect many endangered animals on land and in the sea. Here are some animals we must all take care of and protect:

1 **The Arabian oryx**

The Arabian oryx lives in Qatar and in some other parts of the Middle East. It's a medium-sized antelope, and it mainly eats grass, but it also eats leaves and fruit. It lives in the desert, and it can live for about two weeks without water.



2 **Sand fox**

The Sand fox lives in dry and sandy areas of the Middle East and North Africa. It has got fur on the pads of its feet to protect it from the hot sand and it comes out mostly at night. It eats fruit, smaller animals like, lizards, mice and birds; and insects like, grasshoppers and spiders.



3 **Dugong**

The dugong lives deep in the waters round Qatar and other areas round the world. It has got a tail that looks like a whale's and can weigh over 400 kg. Dugongs eat sea grass, and they can stay underwater for up to six minutes.



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

1. The Qatari government protects land animals only.
2. The Arabian oryx can live without water for about two weeks.
3. The Sand fox comes out in the day.
4. The Sand fox eats small animals, like mice.
5. The dugong hasn't got a tail.
6. The dugong can stay underwater for sixteen minutes.

Listening

1 A. Look at the pictures. What do you think the listening is about? Then listen and tick (4) the correct picture.   

Tip!

While listening, try to understand the general idea, not every single word.

Who is this year's winner?

A Ted Miller B Peter Jones C Ron Davidson

B. Listen again and match.  

1. Ted Miller

A. 89.59 m

2. Peter Jones

B. 92.63 m

3. Ron Davidson

C. 95.89 m



Speaking

2 Write about yourself and two of your friends.
Then ask and answer in pairs.  

Can you jump higher than your friends?

	You	Friend 1:	Friend 2:
jump / high			
run / fast			
jump / far			
cook / well			

Who can jump the highest?

My friend Tina can jump the highest.



What happened?

SONG

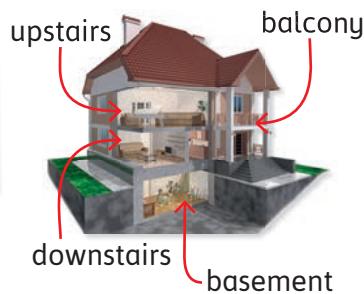
1

water
the plants

clean the car



garage



jar



biscuit

blackout

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

The blackout



A

Yesterday there was a blackout.
I couldn't see a thing!

Where was Karl?
He was in the garage.
He was cleaning the car!

Yesterday there was a blackout.
I couldn't see a thing!

Where was Anthony?
He was on the balcony.
He was looking at the stars!

Yesterday there was a blackout.
I couldn't see a thing!

Where was Karen?
She was in the garden.
She was watering the plants!

But where was I?
I wasn't looking at the stars,
I wasn't watering the plants
And I wasn't cleaning the car.

I was in the kitchen.
I was looking for the biscuit jar!



B



C



D

Look! p. 72

What **were** you **doing** last night?

I **was doing** my homework last night.

What **were** you **doing** yesterday afternoon?

I **was watering** the plants **yesterday** afternoon.

I **wasn't watching** TV.

3 Put a 4 or an 8. Then ask and answer with your partner.

What were you doing yesterday morning?

Yesterday morning I was reading a book. I wasn't cleaning the car.

	Yesterday		
	Morning	Afternoon	Evening
clean the car			
watch TV			
do my homework			
ride my bike			
read a book			
water the plants			



1 🔍 🔊



slip



break



fall



hurt



kitten



hero

2 Read and answer. How did Sami hurt his back? A B 🔊

1 At school...

**Khaled:** Hi, Majed! What's the matter?**Majed:** It's Sami. He hurt his back.**Khaled:** That's terrible! Poor Sami!

2 Later...

**Khaled:** Hi, Sami! How are you?**Sami:** I'm better, thanks.**Khaled:** What happened?**Sami:** I was walking home yesterday. Suddenly, I heard a noise. There was a kitten in the street. Then I saw a boy. He was riding his bike, but he didn't see the kitten.**Khaled:** Oh, no! Was he going fast? Did he hit it?

3

**Sami:** No, he didn't. I ran to help it, but I slipped and hurt my back.**Khaled:** Oh, Sami!**Sami:** But the kitten is OK!

4 The next day at school...

**Majed:** Look! Sami saved a kitten! A reporter took a photo and wrote an article about it.**Sami:** Hi, guys! Why are you reading that article?**Khaled:** Because it's about you, Sami! You're a hero!



hit
noise
sprain
back

LOOK! p. 72

Were you wearing a helmet? Yes, I was. / No, I wasn't.
Was Ali reading a book? Yes, he was. / No, he wasn't.
Why did you go to the doctor? Because I was ill yesterday morning.
What's the matter? I sprained my ankle.

3 Read again and answer the questions.

1. What's the matter with Sami?

2. What was Sami doing before the accident?

3. What did Sami see in the street?

4. What was the other boy doing?

5. Did Sami help the kitten?

6. Why was there a photo of Sami in the newspaper?

4 Listen and tick (4) the correct pictures.



A



B



C



D



E



F

5 Look at activity 4 and play a memory game. What was Hamad doing?

Was Hamad waiting for the bus?



6 Ask and answer with your partner.

A: What's the matter?

B: My back hurts.

A: Why?

B: Because I fell off my bike yesterday morning.

1. What's the matter?

My back hurts
I'm tired
I'm sad
I can't walk

2. Why?

fall off / bike
lose / favourite book
go to bed late
sprain / ankle

3. When?

yesterday morning
last night
last week

1 🔍 🔊



safari



countryside



zebra



national park

lock
loud
dangerous
way

2 Read and answer. Where could you find the text below? Why do you think this was Fred's first and last safari? AT WB 🔊

My first and last safari!

by Fred Collins



Last summer, my family and I went to Africa on holiday. We stayed in a small house in the beautiful African countryside. It was great!

One day, we visited the Serengeti National Park in Tanzania for a safari. I wanted to see zebras so much!

We waited in our car, and after a while we saw hundreds of zebras! They were running not very far from us. We got out of our car and took photos. Suddenly, the zebras turned round and stopped.

They started running again and they stopped right in front of us! 'Get in the car!' Dad shouted.

We had to get in the car fast and lock the doors. The zebras started running really fast and some were jumping over our car. It was so loud. We were all scared! Finally, they went away.

'Zebras aren't dangerous, but we were in their way,' said Dad. We were all very happy it was over!

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

1. Fred went on a safari holiday with his friends.
2. Fred took photos of the zebras.
3. The zebras started running very fast.
4. Some zebras jumped over their car.
5. Zebras are dangerous animals.

Look! p.72

I **had to sleep** in a tent.
 I **didn't have to go** to school today.
 Did you **have to fish** for food?
 Yes, I did. / No, I didn't.

4 Listen and tick (4) the correct pictures. Speaker icon Volume iconA B C D E F 5 What did everyone have to do in the countryside? Ask and answer with a partner. Speaker icon Group icon

- Mr Bolton / plant trees
- Brian / wash tent
- Tom / cook
- Mr Green / go fishing
- Mark / make lunch
- Mr Finn / water / trees
- Tim / take photos
- Mike / find wood



Did Mr Bolton have to plant trees?



No, he didn't. He had to cook.

1 🔑🔊



tidy my room

mobile phone



talk on the phone



surf the Net



read a comic book



text a friend

2 Match the clocks with the activities.
Then play a guessing game with your partner. 🗓️📅

Were you tidying your room at half past four yesterday?

What were you doing?

No, I wasn't.

I was talking on the phone.

1 Yesterday a fire broke out at the home of the Peters family. Look at the questions a reporter asked Robert about the fire and the answers he gave. What were Robert and his family doing at the time of the fire? Then read the incident report and answer.  

Incident Report

Name: Robert Peters

Complete the incident report by answering the questions first.

What time did the fire start? It started at five o'clock in the afternoon.

Where were you? I was in my bedroom.

What were you doing? I was doing my homework.

What was your family doing at the time?

Brother (Alex): He was in the living room.
He was watching TV.

Sister (Betty): She was on the balcony.
She was reading a book.

Mother (Mrs Peters): She was in the kitchen.
She was making a cake.

Father (Mr Peters): He was in the garage.
He was cleaning the car.

Mention what each person was doing. Use the Past Progressive tense.

What happened in the end?

The firefighters came and put out the fire.

Mention what happened in the end.

Yesterday a fire started at five o'clock in the afternoon at the home of the Peters family. Robert Peters was at home. He was in his bedroom and he was doing his homework. His brother, Alex, was in the living room and he was watching TV. His sister, Betty, was on the balcony and she was reading a book. His mother, Mrs Peters, was in the kitchen and she was making a cake. His father, Mr Peters, was in the garage. He was cleaning the car. Finally, the firefighters came and put out the fire.

Use all of the notes above to write a complete paragraph about what happened.



Writing tip



We use commas (,) to separate items in a list and we use **and** before the final item.

e.g. *I was doing my homework, my brother was watching TV and my sister was reading a book.*

1 🔎 🔊



zookeeper

 catch – **caught**
 escape

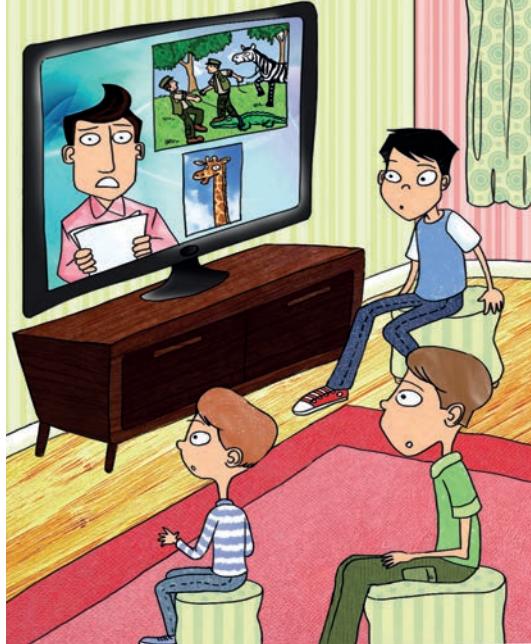
2 Read and answer. What did the children find in the garden? 🧠 A I B



THE GIRAFFE ESCAPE

1

On Saturday evening, Alex, Tyler and Brad were at Alex's house. They were watching TV. Suddenly, there was a news bulletin: 'This just in! There was a blackout at City Zoo and some animals escaped. Luckily, the zookeepers caught most of them in time, but a giraffe is still missing. The zookeepers are looking for the giraffe in the city.'



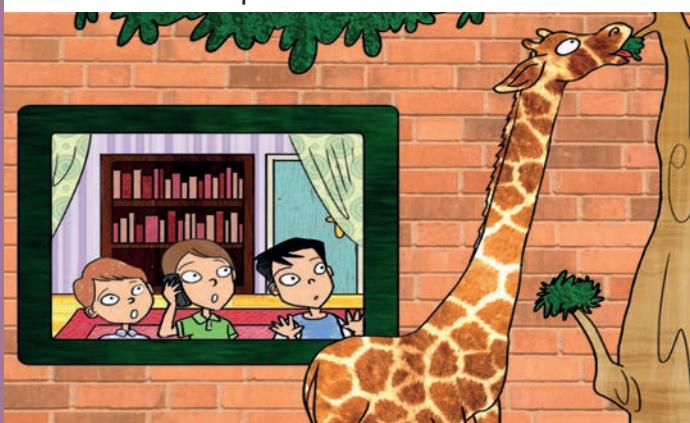
2

'A giraffe is running round the city? That's so funny!' said Alex. 'Are they dangerous?' Brad asked. 'I don't know,' said Tyler. 'Don't worry, Brad. We are in the house, anyway,' added Alex. Suddenly, they heard a noise from the garden. 'What was that?' asked Brad. Alex ran to the window and looked outside. 'I don't believe it!' he shouted.



3

Tyler and Brad ran to the window. They were very surprised. 'The giraffe!' said Tyler. It was standing in the garden and it was eating some leaves from a tree. 'Let's call the zoo!' said Alex. Tyler quickly called the zoo. 'You must stay in the house!' a zookeeper said on the phone.



4

Fifteen minutes later, the zookeepers arrived. 'Thanks to you, we found the giraffe! Thank you so much! You can visit the City Zoo any time you like!' said one zookeeper. The children were very happy.

3

Read again and answer the questions. 

1. What were the children doing at home?

2. Which animal were the zookeepers looking for?

3. Where was the giraffe?

4. What was the giraffe eating?

5. Did the zookeepers finally find the giraffe?

6. Were the children happy in the end?

4

Can you think of a different title? Discuss with a partner. 

Let's
chat



What do you know about giraffes? Where do they live?
What is special about them? Are all wild animals dangerous?
What do you think about keeping animals in zoos?

1 Listen and say.  

/eɪ/



/aɪ/



2 Listen and say. Then circle the /eɪ/ sounds and underline the /aɪ/ sounds.  



On the train

We are on the train
Look at the rain
Look at the rain!

I want to go home
And make two pies
One with dates
And one with rice!

I want to go home
And play with my sister, Fay
Play, play all day!

1 

sail



explorer



famous

discover
voyage

2

What do you know about Muhammad al-Idrisi and Christopher Columbus?

Read and find out.  

Great explorers

Many years ago, people wanted to discover new places.

Muhammad al-Idrisi and Christopher Columbus were two very important explorers.

Let's read and learn about their voyages!

**Muhammad
al-Idrisi**

(1100 - 1165)

Muhammad al-Idrisi was a famous geographer who made maps. He studied at the University of Cordoba in Spain and travelled round Spain, Portugal, North Africa and the coasts of France, England and the Mediterranean Sea. In 1145, the king of Sicily asked him to make a world map. Al-Idrisi and some other travellers collected information and in 1154 they finished a book with more than 70 maps. It is one of the greatest map collections of the old world.

**Christopher
Columbus**

(1450 - 1506)

Christopher Columbus was a famous Italian explorer. He wanted to travel to India, but he couldn't find any ships. The Spanish king helped him and gave him three ships: the *Pinta*, the *Santa Maria* and the *Niña*. Columbus sailed across the Atlantic Ocean four times. When he found land, he thought it was India, but it was America. That's why he named the people there Indians. He also travelled to Cuba and the Bahamas.

3

Read again and write the name of the explorer next to each sentence.  

1. A king helped this explorer.
2. This explorer travelled to North Africa.
3. This explorer made many maps.
4. This explorer sailed across the Atlantic four times.
5. This explorer studied in Spain.
6. This explorer travelled to the Bahamas.

Listening

1 There was a blackout last night. What were the people doing?
Listen and match the names with the actions.  



A



C

1. Jim
2. Mark
3. Julie
4. Jim's mother
5. Jim's father



E



B



D

Speaking

2 Talk in pairs. Imagine you had an accident. Use the prompts to ask and answer. 

Accidents

hit my head / hurt my back / slip /
break my arm/leg /
sprain my ankle / fall off my bike

Where were you?

home/park/garage/garden

Who was with you?

brother/sister/parents/friend(s)

What were you doing?

walk / run / ride my bike /
clean the car / water the plants /
tidy my room

What did you have to do?

sit down / go / doctor / hospital / home

What's the matter, Tom?

I sprained my ankle.

Where were you?

I was at the park.

Who was with you?

My friend Brad.

What were you doing?

I was walking.

What did you have to do?

I had to sit down.



Eating right

QUIZ

1 🔎



a bar of chocolate



a cup of tea



a glass of water



a bowl of cereal



a bottle of water



sweets

meal
snack
healthy

2 Do the quiz. Read and circle.

Quiz: Are you healthy?

1

How many meals do you eat every day?

- A** 4-5 small meals.
- B** 2 large meals.
- C** I don't know. I eat all day.

2

What kind of snacks do you eat?

- A** Some fruit.
- B** Some bread and cheese.
- C** A bar of chocolate or some sweets.

3

What do you usually have for breakfast?

- A** Some fruit and a sandwich.
- B** A cup of tea.
- C** I don't have any breakfast.

Look!

p. 73

There is **some** milk in the fridge.

There aren't **any** sweets in the bag.

How many glasses of water do you drink every day?

How much chocolate do you eat every day?

4

How much milk do you drink every day?

- A** I drink 2-3 glasses.
- B** I have a bowl of cereal with some milk.
- C** I don't drink any milk.

5

Do you exercise every day?

- A** Yes, I do.
- B** Sometimes.
- C** I never exercise.

6

How many hours do you sleep?

- A** 9-11
- B** 6-8
- C** 5-7

More As

You are very healthy! You eat right and you exercise. Don't forget to drink seven glasses of water every day, too! Keep up the good work!

More Bs

You are healthy, but you must eat more fruit and vegetables. They help you become stronger. It's important to drink more milk, too! Keep trying!

More Cs

You aren't very healthy. You don't eat any healthy food or exercise. You must eat healthier meals, exercise and sleep more. You can do it!

3 Learn about your partner's habits. Use the ideas in the box. Ask and answer.

how many
how much

glasses of water
sweets
fruit
bars of chocolate
hours
time
meals
glasses of milk

drink
eat
sleep
exercise

How many glasses of water
do you drink every day?

I drink seven glasses
of water every day.



1 🔍 🔊



ketchup



mustard



pasta



apple pie

ready
without2 Read and answer. What does Amal have for lunch?  🔊

1 At lunchtime...

**Fatima:** Amal! What's this?**Amal:** Pizza. I love pizza! I eat pizza every day.**Fatima:** Yes, but this is a lot of pizza. It isn't good for you. No pizza for you today!**Amal:** OK. I love cheeseburgers, but there isn't much ketchup on them! Alya, get me lots of ketchup, please. And some mustard.**Fatima:** Lots of ketchup isn't good for you, Amal!**Amal:** I can't eat a cheeseburger without any ketchup.**Alya:** No cheeseburger for you.**Amal:** What can I have then?**Alya:** There are many healthy meals, Amal. What would you like?**Amal:** Can I have some chicken with pasta?**Alya:** Chicken with lots of vegetables. That's healthy.**Amal:** Oh, OK. I'd like something to drink.**Alya:** Good idea! Shall I get you some milk?**Amal:** Yes, please.**Fatima:** Anything else?**Amal:** Yes! Some apple pie, please!**Fatima:** Amal!**Amal:** OK, OK! No sweets.... An apple, just an apple!

LOOK!

p. 73

There aren't **many** apples in the basket.

There isn't **much** milk in the fridge.

Shall I get some milk from the supermarket?

Sure. / Yes, please. Thank you!

There are **lots** of oranges in the bag.

There's **a lot** of ketchup on the sandwich.

Can I have some chicken and rice, please?

Sure. Anything else?

I **would like** a glass of lemonade.

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

1. Amal eats pizza every day.

4. Alya gives Amal some milk.

2. Amal wants a cheeseburger without any ketchup.

5. Amal wants to have some apple pie.

3. Alya gives Amal chicken with pasta.

6. Amal gets two apples in the end.

4 What would Scott like? Listen and tick (4). 5 Work in pairs. Look at the menu and tell your partner what you would like to eat and drink. 

 **Jack's café**

Drinks	Dishes/Snacks	Sweets
Lemonade	Soup	Ice cream
Water	Salad	Apple pie
Juice	Sandwich	
Tea	Pasta	
Coffee	Cheeseburger	
Milk	Pizza	

Hello. Are you ready to order?

Yes. Can I have some pasta, please?

Sure. Anything else?

I would like a glass of lemonade.



1  

fizzy drinks



heart



healthy



unhealthy

fresh part

remember keep

2 Read and answer. Why is healthy eating important?  

Healthy eating



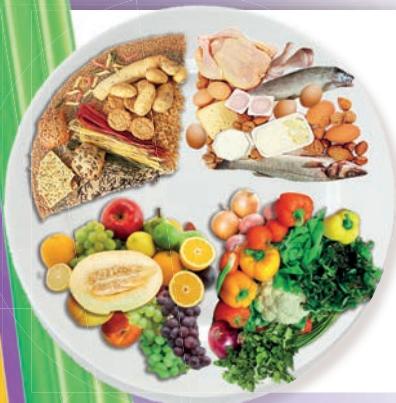
Why is healthy eating important?

Eating right keeps your heart and body strong. You feel good and you don't get ill very often. Also, be careful with what you drink. Fizzy drinks are unhealthy because they have got a lot of sugar. Don't drink a lot of them.



What food is good for you?

Look at this food pyramid. You can eat a lot of the food at the bottom of the pyramid and only a little of the food at the top because it is unhealthy. Fruit and vegetables are a very important part of healthy eating. You must eat lots of these!



What can you do?

Look at this plate. It shows you what a healthy meal looks like. Half of your meal must be fresh fruit and vegetables, and the other half some rice, pasta or bread and a little meat, fish, milk, cheese and eggs. Remember to drink a lot of water every day – at least seven glasses!

LOOK!

p. 73

There are **a few** cherries in the basket.There's **a little** orange juice in the glass.3 Read again and correct the sentences. A T
B

1. Unhealthy eating keeps your heart and body strong.

2. Fizzy drinks have got a little sugar.

3. You can eat a lot of the food at the top of the pyramid.

4. Half your meal must be meat, chicken or fish.

5. Drink at least seven glasses of fizzy drinks.

4 Listen and circle.  

Tip!

Before you listen, read the questions and options carefully.

1. What does Jane have for a snack?

A fruit**B** a bar of chocolate**C** vegetables

2. How much milk does Jane drink every day?

A one glass**B** two glasses**C** three glasses

3. How many vegetables does Jane eat every day?

A She eats a few vegetables.**B** She doesn't eat any vegetables.**C** She eats a lot of vegetables.

4. How much does Jane exercise?

A a lot**B** a little**C** She doesn't exercise.5 Are your friends healthy? Ask and answer. 

1. How many hours / exercise / every day?

2. How many glasses / milk / drink / every day?

3. How much / fruit / eat / every day?

4. How many / fizzy drinks / drink / every day?

5. How many / snacks / have / every day?

6. How much / water / drink / every day?

How many hours do you exercise every day?

I don't exercise. / I exercise for a few hours every day.



5

LET'S TALK

1 

butter



steak



yoghurt



omelette



jam



honey

2 Work in pairs. Look and complete.
Then report to the class. 



We both have cereal for breakfast.

Breakfast



omelette



pancakes



bread and jam



bread and honey



cereal



yoghurt

ME MY FRIEND

Lunch



sandwich



pasta



soup



salad



noodles



pizza

ME MY FRIEND



Neither of us has pancakes for breakfast.

Dinner



chicken



steak



rice



salad



cheeseburger



soup

ME MY FRIEND

1 Do you like chocolate? Read a recipe for chocolate cake.   

Think of a simple recipe.

Healthy Chocolate Cake

Add sequence words to show the order in which the steps must happen.

Ingredients



3 eggs

1 cup of yoghurt



2 ½ cups of flour

2 cups of brown sugar



1 cup of butter

1 cup of cocoa powder



Make a list.

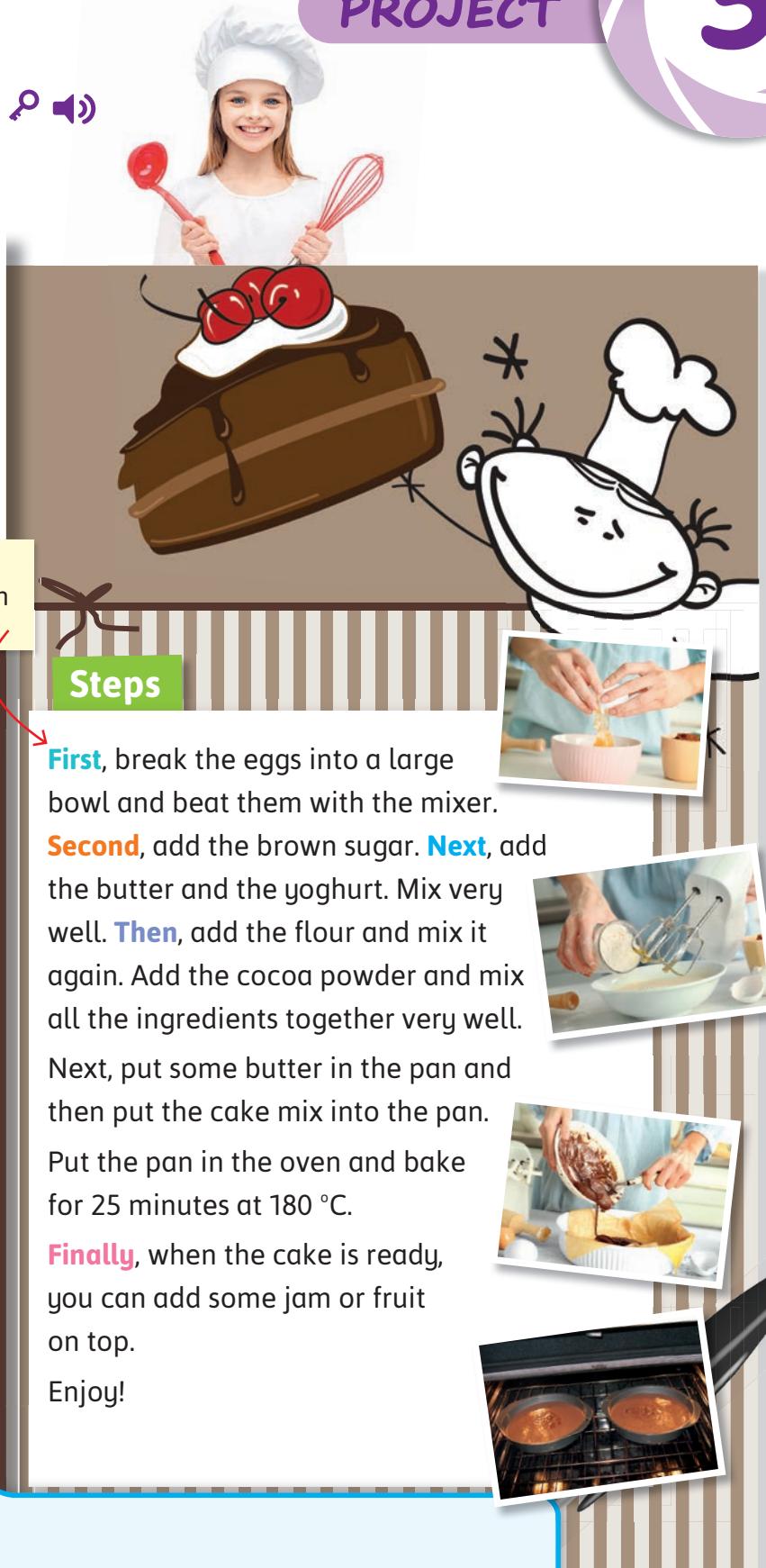
Think about all the things you need.

Writing tip



To write a recipe:

- Think about the steps. Use sequence words to describe the procedure: **First, Second, Next, Then, Finally...**
- Write each step in the order you have to do it.
- Use the **Imperative** to write your instructions.



1



a can of soup



a packet of biscuits



a box of cereal

collect

2 Read and answer. What do the children want to collect?

FOOD, TOYS, BOOKS AND CLOTHES FOR EVERYONE!

1

Jason and his friends were at school last Sunday morning. They were learning about children round the world.

'In some places, children haven't got many books or toys to play with. They haven't got a lot of clothes or even food,' said their teacher. 'Let's collect food, toys, books and clothes for these children!' said Jason. 'Can you help us, Mr Walters?' asked Oliver. Mr Walters liked the idea. 'Sure! We can ask everyone in our town to bring things to the school on Saturday,' he told them.



2



On Saturday, many people came to the school. Everyone brought something. They brought toys, clothes, books and a lot of food. 'Where can I put these packets of biscuits?' asked Oliver. 'Put them near those cans of soup,' answered Jason. 'We've got fifty boxes of cereal here, boys. That's great!' said Mr Walters. That evening, they gave everything to a charity. The charity sent everything to countries round the world.

3

A few weeks later, Mr Walters said he had something for the students. 'What is it?' asked Oliver. 'Look!' he said, and he gave them some cards. The boys opened one. It said:

Dear friends,

Thank you for everything!
You are great!

It was the best card of all!



3 Read again and put the sentences in the correct order. Write 1-5. A I
B

- A. Mr Walters gave the students some cards. _____
- B. The students were having a lesson about children round the world with Mr Walters. _____
- C. Many people came to the school and brought something for the children round the world. _____
- D. The students read a card. _____
- E. The charity organisation sent everything to many countries. _____

4 Think of a different title for the story and discuss with a partner. A I
B

Let's
chat



How can we help other people?

Do you know any charities or organisations in your country?

1 Listen and say.  

silent gh



night

straight



silent k



knee



knife

2 Listen and say. Then circle the silent letters.  



My cat

At night, at night
I sit with my cat, Kate.
It's small and cute.
Its tail is long and straight.

Come Kate, come Kate
Come sit on my knee.
Let's sit together
Just you and me.

1



goatherd



cardamom



vanilla



cinnamon



spices

legend

2 What do you know about the drinks in the pictures below? Read and match.

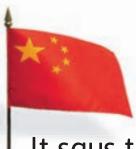
What's your favourite drink?

A

A legend says a goatherd saw that after his goats ate the beans of a coffee plant, they had a lot of energy. The goatherd tried the beans and liked them. Around 1500 CE, many people in Southern Arabia drank coffee. Today Arabic coffee is popular in Qatar, and people add cardamom and other spices to their coffee. People drink it when they meet with friends. They usually have dates with their coffee, too.



1

B

A Chinese legend says people started drinking green tea around 2737 BCE.



2

It says that when the emperor Shennong was boiling water, some leaves fell into the water. He then drank the water and liked it. Emperors were the first to enjoy drinking green tea, but today most Chinese people drink green tea with every meal. In most parts of China, people don't add milk or sugar to their tea.

C

The Mayans lived in Mexico and grew cacao around 1000 BCE. They used cacao beans as money, and they also used them to make a drink with vanilla and chili. This is the hot chocolate drink everyone loves today. However, people in Mexico today don't usually add chili; they add milk, sugar and cinnamon to the drink and call it hot chocolate!



3

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

1. A legend says a goatherd discovered green tea.

2. In Qatar, people add different spices to their coffee, like cardamom.

3. People first drank green tea in Qatar.

4. In most parts of China, people add milk to their tea.

5. Mexicans add cinnamon to their hot chocolate.



Listening

1 Listen and tick (✓).  

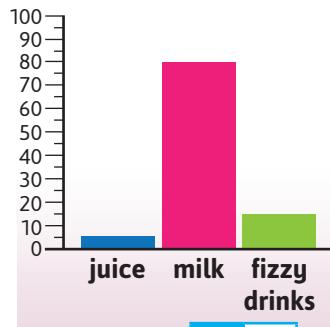
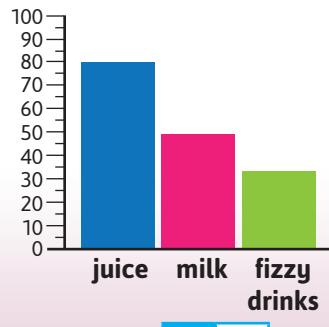
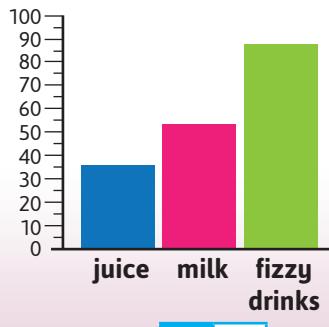
1 What does Kyle want for breakfast?

A B C

2 What does Mrs Collins want to buy from the supermarket?

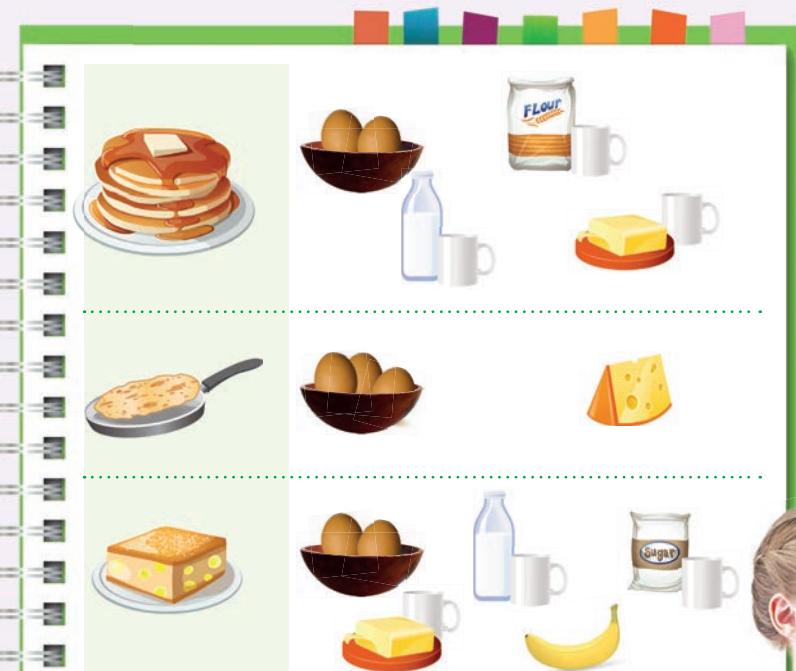
A B C

3 What can Gary see in the graph?

A B C

Speaking

2 Play a guessing game. Ask and answer with your partner. 



I used a few eggs and some cheese.

Did you make an omelette?

Yes, I did.



Grammar Reference

Module 1

Information Questions

We use questions with **Who**, **What** and **Where** to ask for information about someone.

– What's your full name?	– What's your telephone number?	– What year are you in?
– Joe Evans.	– 01785 491079	– Year 5.
– What's your date of birth?	– What's your email address?	– Who's your favourite teacher?
– 27 November 2008.	– joeevans12@mail.com	– Mr White.
– Where do you live?	– What school do you go to?	– What's your favourite school subject?
– 22 Blunt Street, Leeds.	– Fairview Primary School.	– Science.

How often do you...?

Once/Twice/Three times a week. / Every day.



How often do you have an art class?

I have an art class once a week.

SUN	MON	TUE	WED	THU	FRI	SAT
						✓

Daisy plays tennis **once a week**.

SUN	MON	TUE	WED	THU	FRI	SAT
✓	✓					✓

Betty goes to the park **three times a week**.

SUN	MON	TUE	WED	THU	FRI	SAT
	✓					✓

Mark plays baseball **twice a week**.

SUN	MON	TUE	WED	THU	FRI	SAT
✓	✓	✓	✓	✓	✓	✓

Peter meets his friends **every day**.

Present Simple vs Present Progressive

Present Simple

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

We also use the **Present Simple** for descriptions using verbs of senses (seem, feel, look, smell, taste, sound).

e.g. *Penguins live in the Antarctic.*

Betty looks sad.

John writes an article for the newspaper every Friday.

Affirmative	Negative	Questions	Short answers
I/You write.	I/You don't write.	Do I/you write?	Yes, you/I do. / No, you/I don't.
He/She/It writes.	He/She/It doesn't write.	Does he/she/it write?	Yes, he/she/it does. / No, he/she/it doesn't.
We/You/They write.	We/You/They don't write.	Do we/you/they write?	Yes, you/we/they do. / No, you/we/they don't.

Spelling rules

- In the third person singular the verb takes the ending **-s**.

He works She writes It eats

- Verbs which end in **-ss, -sh, -ch, -x, -o** take **-es**.

I pass → he passes I wash → she washes I catch → it catches I fix → he fixes I go → she goes

- Verbs which end in **one consonant + y** change the **y** to **i** and take **-es**.

I study → he studies

- Verbs which end in **one vowel + y** simply take **-s**.

I play → she plays

GRAMMAR REFERENCE

Present Progressive

We use the **Present Progressive** for actions happening at the moment of speaking and for temporary states.
e.g. *John is taking* photos now.

Affirmative	Negative	Questions	Short answers
I'm/You're writing.	I'm/You're not writing.	Am I/Are you writing?	Yes, you are./I am. / No, you aren't. / I'm not.
He's/She's/It's writing.	He/She/It isn't writing.	Is he/she/it writing?	Yes, he/she/it is. / No, he/she/it isn't.
We're/You're/They're writing.	We/You/They aren't writing.	Are we/you/they writing?	Yes, you/we/they are. / No, you/we/they aren't.

Spelling rules

- Verbs ending in **-e** drop the **-e** and take **-ing**.
take → taking
- Verbs with one syllable which end in **one vowel + one consonant** double the final consonant before the **-ing**.
stop → stopping **BUT** dream → dreaming
- Verbs with two or more syllables which end in **one vowel + one consonant** double the final consonant only when the last syllable is stressed.
forget → forgetting **BUT** visit → visiting
- Verbs with two or more syllables ending in **one vowel + -l** double the **-l** before the **-ing**.
travel → travelling **BUT** feel → feeling
- Verbs ending in **-ie** change the **-ie** to **-y** before the **-ing**.
lie → lying

Time Expressions

PRESENT SIMPLE	PRESENT PROGRESSIVE
<ul style="list-style-type: none"> always, usually, sometimes, never, etc. every day/week, etc. 	<ul style="list-style-type: none"> in the afternoons/summer on Mondays at the weekend <ul style="list-style-type: none"> now, at the moment

... good at ... / ... bad at ...



I'm **good at** skateboarding.



I'm **bad at** skateboarding.

Inquiring about somebody's mood

We use **What's the matter?** to ask somebody about someone's mood.

e.g. – **What's the matter**, Ralph?
– I'm bored!

Making suggestions

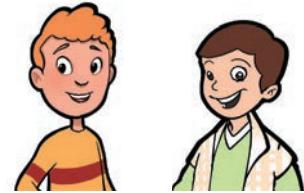
We use **Let's + base form** to make a suggestion.
e.g. – **Let's go to the park and play basketball.**
– **Great idea**, Joe!



Accepting or Refusing politely

Sure! Great idea!	No, thanks.

e.g. – What's the matter?
 – I'm bored.
 – Let's watch a DVD.
 – No, thanks.
 – Let's go to the park.
 – Great idea!



Module 2

Past Simple of *be*

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

e.g. Linda **wasn't** at school on Wednesday.
 Were they at the forest last weekend?

How did you spend your day yesterday?



I **was** at the zoo yesterday.

Past Simple

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

Affirmative	Negative
I/You/He/She/It/We/You/They visited / wrote.	I/You/He/She/It/We/You/They didn't visit / write.
Questions	Short answers
Did I/you/he/she/it/we/you/they visit / write?	Yes, you/I/he/she/it/you/we/they did. / No, you/I/he/she/it/you/we/they didn't.

Spelling rules

• most verbs take -ed	talk – talked
• verbs ending in -e , take only -d	dance – danced
• verbs ending in a consonant + -y , drop the -y and take -ied	try – tried BUT play – played
• verbs with one syllable ending in one vowel + one consonant , double the consonant before the -ed	stop – stopped
• verbs with two or more syllables ending in a stressed vowel + one consonant , double the consonant before the -ed	prefer – preferred BUT happen – happened
• verbs ending in one vowel + -l , double the -l before the -ed only when the last syllable is stressed	travel – travelled BUT sail – sailed

Time Expressions

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

GRAMMAR REFERENCE

When + Past Simple

We use the time word **when + Past Simple** to describe the order in which actions took place in the past.

e.g. **When I got** home, I did my homework.

He washed his car **when** he **arrived** home from work.

The verb Could

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

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

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



Module 3

Comparative Form

We use the **Comparative form** to compare two people, animals or things.

An adjective in the **Comparative form** is usually followed by the word **than**.

Comparative Form				
Adjectives	Comparative Form	Irregular		
old	older	good	better	
big	bigger	bad	worse	
happy	happier	far	farther/further	
dangerous	more dangerous	much/many	more	
modern	more modern			

e.g. A skyscraper is **taller than** a house.

The Eiffel Tower is **more modern than** the Tower of Pisa.

Superlative Form

We use the **Superlative form** to compare one person, animal or thing with several of the same kind. The article **the** comes before an adjective in the **Superlative form**.

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

Adverbs of manner

Adverbs of manner describe how something happens.

Regular adverbs

quick → **quickly**
nice → **nicely**
careful → **carefully**
soft → **softly**
quiet → **quietly**
beautiful → **beautifully**
bad → **badly**



Tom drives
very **carefully**.

Irregular adverbs

good → **well**
fast → **fast**
hard → **hard**
high → **high**



Peter windsurfs **fast**.

e.g. My little brother eats **slowly**.
The children are playing **happily**.

My sister can run very **fast**!
I can't cook **well**.

Comparative and Superlative Form of Adverbs of manner

We use the **Comparative form of adverbs of manner** to compare **how** two people, animals or things do something. An adverb in the Comparative form is usually followed by the word **than**. We use the **Superlative form of adverbs of manner** to compare **how** one person, animal or thing does something in relation to several others of the same kind. The article **the** comes before an adverb in the Superlative form.

Adjectives	Adverbs	Comparatives	Superlatives
quick	quickly	more quickly	the most quickly
nice	nicely	more nicely	the most nicely
careful	carefully	more carefully	the most carefully
beautiful	beautifully	more beautifully	the most beautifully

Irregular Adverbs

Adjectives	Adverbs	Comparatives	Superlatives
high	high	higher	the highest
bad	badly	worse	the worst
good	well	better	the best
far	far	farther/further	the farthest/furthest
fast	fast	faster	the fastest

e.g. Joe can run **more quickly than** Ralph.
Stuart can run **the most quickly** of all.

I can run **faster than** my friend Matt.
Fred runs **the fastest** of all.

GRAMMAR REFERENCE

Module 4

Past Progressive

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

Affirmative	Negative
I was eating.	I wasn't eating.
You were eating.	You weren't eating.
He/She/It was eating.	He/She/It wasn't eating.
We/You/They were eating.	We/You/They weren't eating.

Questions	Short answers
Was I eating?	Yes, you were. / No, you weren't.
Were you eating?	Yes, I was. / No, I wasn't.
Was he/she/it eating?	Yes, he/she/it was. / No, he/she/it wasn't.
Were we/you/they eating?	Yes, you/we/they were. / No, you/we/they weren't.

e.g. – **Were you talking** on the phone at seven o'clock yesterday evening?

- No, I **wasn't**.
- What **were you doing**?
- I **was tidying** my room.

Asking for the reason

We ask questions with **Why...?** to ask someone for an explanation.

We answer these types of questions with **Because**.

e.g. – **Why** are you walking slowly?
– **Because** I sprained my ankle.

Inquiring about someone's health

We use **What's the matter?** to ask somebody about their health when we can see that something is wrong or after they have had an accident.

e.g. – **What's the matter**, Tom?
– I hurt my back yesterday.

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
I/You/He/She/It/We/You/They had to go.	I/You/He/She/It/We/You/They didn't have to go.
Questions	Short answers
Did I/you/he/she/it/we/you/they have to go?	Yes, you/I/he/she/it/you/we/they did. / No, you/I/he/she/it/you/we/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.

Time Expressions

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

Module 5

Countable nouns	Uncountable nouns
<p>They have got singular and plural forms and can be counted.</p> <p>We can use a/an or numbers before them.</p> <p><i>a banana – five bananas</i></p>	<p>They have only got a singular form and cannot be counted.</p> <p>We cannot use a/an or numbers before them.</p> <p><i>meat – milk – sugar – soup</i></p>

Quantifiers

some / any

We use **some** and **any** with plural countable nouns and with uncountable nouns.

We use **some** in **affirmative** sentences. We use **any** in **questions** and **negative** sentences.

e.g. There are **some** sandwiches on the table.

There aren't **any** eggs in the fridge.

There is **some** chocolate in the cake.

Is there **any** water in the bottle?

There isn't **any** milk in the glass.

Are there **any** crisps in the bag?

How many...? / How much...? / many / 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** hours do you sleep?

– **How much** cheese do you eat every day?

– I sleep **eight** hours every night.

– I eat **some** cheese at lunch.

We use **many** in negative sentences with countable nouns and **much** in negative sentences with uncountable nouns.

e.g. There aren't **many** biscuits on the plate.

There isn't **much** juice in the bottle.

There aren't **many** students in the classroom.

There isn't **much** ketchup on my cheeseburger.

Shall

We use **shall** to make offers.

We use **shall** in the first person I/we.



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

We use **Can...?** to make polite requests and to ask for a favour.

e.g. – **Can I have** some cake, please?

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.

a lot of / lots of	a few / a little
<p>We use a lot of / lots of with countable and uncountable nouns to talk about large quantities.</p> <p>e.g. There is a lot of ketchup on your cheeseburger.</p> <p>There are lots of vegetables on my plate.</p>	<p>We use a few with countable nouns and a little with uncountable nouns to talk about a small quantity.</p> <p>e.g. There are a few people in the park.</p> <p>There is a little soup in the bowl.</p>

GRAMMAR REFERENCE

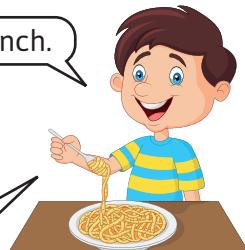
both / neither

We use **both** with verbs in **plural** form and **neither** with verbs in **singular** form, to talk about **two** people that do something or two people that don't do something.



I have pasta for lunch and you have pasta for lunch.

We **both** have pasta for lunch.



I don't have pizza for lunch and you don't have pizza for lunch.

Neither of us has pizza for lunch.

Irregular Verbs

Base Form	Past Simple	Base Form	Past Simple	Base Form	Past Simple
be	was / were	forget	forgot	say	said
become	became	get	got	see	saw
begin	began	give	gave	sell	sold
blow	blew	go	went	send	sent
break	broke	grow	grew	sing	sang
bring	brought	have	had	sit	sat
build	built	hear	heard	sleep	slept
buy	bought	hide	hid	speak	spoke
catch	caught	hold	held	spend	spent
choose	chose	keep	kept	stand	stood
come	came	know	knew	sting	stung
cut	cut	learn	learnt	swim	swam
dig	dug	leave	left	take	took
do	did	let	let	teach	taught
draw	drew	light	lit	tell	told
drink	drank	make	made	think	thought
drive	drove	meet	met	throw	threw
eat	ate	pay	paid	understand	understood
feel	felt	put	put	wake	woke
fight	fought	read	read	wear	wore
find	found	ride	rode	win	won
fly	flew	run	ran	write	wrote

Word list



Abbreviations

(v.) = verb
(n.) = noun
(adj.) = adjective

(adv.) = adverb
(prep.) = preposition

(phr. v.) = phrasal verb
(phr.) = phrase

Module 1

Questionnaire

maths (n.)
geography (n.)
science (n.)
information technology (IT) (n.)
English (n.)
art (n.)
history (n.)
physical education (PE) (n.)
What's your full name?
What's your date of birth?
Where do you live?
What's your telephone number?
What's your email address?
What school do you go to?
What year are you in?
Who's your favourite teacher?
What's your favourite school subject?
How often do you have it?

Top Stars

reporter (n.)
interview (n.)
drive a bus (phr.)
town centre (phr.)
go round town (phr.)
wait (v.)
early (adv.)
late (adv.)

Our world

swimming (n.)
skateboarding (n.)
play golf (phr.)
portrait (n.)
medal (n.)
make a cake (phr.)
practise (v.)

Let's talk

go bowling (phr.)
watch TV/a DVD (phr.)
play board games (phr.)
do a puzzle (phr.)
bored (adj.)

Reading Time

experiment (n.)
competition (n.)
coach (n.)
clap (v.)
join (v.)
exercise (v.)

Top Time! 1

official language (phr.)
Arabic (adj.)
connection (n.)
religion (n.)
capital letter (phr.)

Module 2

Song

sailing (n.)
surfing (n.)
scuba diving (n.)
camping (n.)
fishing (n.)
hiking (n.)
skiing (n.)
bay (n.)
stay (v.)

Top Stars

explore (v.)
cave (n.)
rock (n.)
treasure (n.)
bury (v.)
look for (phr. v.)
message (n.)
find – found (v.)
surprised (adj.)

Our world

trip (n.)
painting (n.)
art exhibition (n.)
article (n.)
magazine (n.)
glass (n.)

WORD LIST

metal (n.)
modern (adj.)
fantastic (adj.)
learn – learnt (v.)
leave – left (v.)

Let's talk

rollerblade (v.)
play hockey (phr.)
send an email (phr.)
type (v.)
speak English (phr.)

Reading Time

hot-air balloon (n.)
colourful (adj.)
clever (adj.)
place (n.)
become – became (v.)
land (v.)

CLIL 1 (Modules 1-2)

author (n.)
scientist (n.)
corn (n.)
cocoa bean (n.)
calendar (n.)
baths (n.)
grow – grew (v.)
wear – wore (v.)

Module 3

Quiz

building (n.)
skyscraper (n.)
tower (n.)
bridge (n.)
the underground (n.)

busy (adj.)
high (adj.)
large (adj.)

Top Stars

plant (n.)
waterfall (n.)
jungle (n.)
desert (n.)
island (n.)
city (n.)
dry (adj.)
wet (adj.)
continent (n.)
cross (v.)

Our world

fur (n.)
weight (n.)
length (n.)
bamboo (n.)
hunt (v.)
metre (m) (n.)
centimetre (cm) (n.)
kilo= kilogram (kg) (n.)
weigh (v.)
endangered species (phr.)
male (n.)
female (n.)
100 - one hundred
200 - two hundred
457 - four hundred and fifty-seven
1,000 - one thousand

Let's talk

race (n.)
javelin (n.)
high jump (n.)

throw (v.)
minutes (min) (n.)
seconds (sec) (n.)

Reading Time

furniture (n.)
insect (n.)
wood (n.)
cut down trees (phr.)
plant trees (phr.)
graph (n.)
oxygen (n.)
important (adj.)

Top Time! 2

antelope (n.)
horn (n.)
land (n.)
grasshopper (n.)
sandy (adj.)
whale (n.)

Module 4

Song

water the plants (phr.)
clean the car (phr.)
garage (n.)
upstairs (adv.)
downstairs (adv.)
balcony (n.)
basement (n.)
jar (n.)
biscuit (n.)
blackout (n.)

Top Stars

slip (v.)
break (v.)



fall (v.)

hurt (v.)

kitten (n.)

hero (n.)

back (n.)

hit (v.)

noise (n.)

sprain (v.)

Our world

safari (n.)

countryside (n.)

zebra (n.)

national park (n.)

lock (v.)

loud (adj.)

dangerous (adj.)

way (n.)

Let's talk

tidy my room (phr.)

talk on the phone (phr.)

mobile phone (n.)

surf the Net (phr.)

read a comic book (phr.)

text a friend (phr.)

Reading Time

zookeeper (n.)

catch – caught (v.)

escape (v.)

CLIL 2 (Modules 3-4)

sail (v.)

explorer (n.)

famous (adj.)

discover (v.)

voyage (n.)

Module 5

Quiz

a bar of chocolate (phr.)

a cup of tea (phr.)

a glass of water (phr.)

a bowl of cereal (phr.)

a bottle of water (phr.)

sweets (n.)

meal (n.)

snack (n.)

healthy (adj.)

Top Stars

ketchup (n.)

mustard (n.)

pasta (n.)

apple pie (n.)

ready (adj.)

without (prep.)

Our world

fizzy drinks (n.)

heart (n.)

healthy (adj.)

unhealthy (adj.)

fresh (adj.)

part (n.)

remember (v.)

keep (v.)

Let's talk

butter (n.)

steak (n.)

yoghurt (n.)

omelette (n.)

jam (n.)

honey (n.)

Reading Time

a can of soup (phr.)

a packet of biscuits (phr.)

a box of cereal (phr.)

collect (v.)

Top Time! 3

goatherd (n.)

cardamom (n.)

vanilla (n.)

cinnamon (n.)

spices (n.)

legend (n.)



Using a Dictionary

1. Choose either a print or an online/digital monolingual or bilingual dictionary. You can ask your teacher to recommend one.
2. Find the word you want to look up.
3. Remember that the words in all print dictionaries appear in alphabetical order. In digital/online dictionaries, you can use the 'search' tools to type the word you want to look up.
4. In a print dictionary, go to the page with the first letter of the word you want to look up. You might also need to look at the second or third letter of the word you want to find.
5. In some cases, you may find the same word more than once. Pay attention to the part of speech that the word you want to find belongs to. For example, it might be either a verb, a noun or an adjective.
6. Once you have found the word you want, have a look at its meaning. Depending on different contexts, it might have more than one meaning. The examples that usually accompany each word can clarify the meaning of each word.
7. In certain cases, synonyms (words with the same meaning) or antonyms (words with the opposite meaning) might help you understand the meaning of the word better.
8. It is a good idea to use your notebook to note down words that you come across quite often. You can write down examples, draw pictures or write synonyms/antonyms. This will help you remember the meaning of these words more easily.



**Top Stars 5a
Student's Book**

H. Q. Mitchell - Marilena Malkogianni

Published by: **MM Publications**

www.mmpublications.com
info@mmpublications.com

Offices

UK China Cyprus Greece Korea Poland Turkey USA

Associated companies and representatives throughout the world.

Copyright © 2021 MM Publications

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

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

Produced in the EU

TOP STARS



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

For students:

- Student's Book
- Full-colour Workbook
- Student's CD-ROM

For teachers:

- Teacher's Book
- Class Audio Material (Online)
- Resources for Teachers (Online)
- Interactive Whiteboard Material
- Flashcards
- Phonics Cards

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

