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S P E A K I N G  
L I S T E N I N G  
R E A D I N G  
W R I T I N G

ACCESS BOOK

5



Grade  
05



# Access

English Language

**Coursebook**

Book 5

Volume 2

1446 - 1447 A.H. / 2025 - 2026 A.D.



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## Introduction to Access Book 5

This Access course is designed to build upon a foundation of English literacy and language skills and aims to:

- develop and extend listening, speaking, reading and writing skills.
  - develop and build on language structures.
  - develop and build on vocabulary.
  - explore global and local topics.

The following themes, skills and structures are explored in the book:

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
<b>Unit 5</b> Getting around	<u>Reading:</u> Signs Directions Invitations Story  <u>Writing:</u> Replying to an invitation Simple directions	<u>Listening:</u> Following directions Short interviews Phone conversation  <u>Speaking:</u> Saying how you get to school Giving directions Saying where you are	Going to	Transport Directions Places
<b>Unit 6</b> Looking backwards and forwards	<u>Reading:</u> Summer camp posters Email Diary entry Story  <u>Writing:</u> An email reply A diary entry	<u>Listening:</u> Conversation Interview Story  <u>Speaking:</u> Talking about holidays Expressing preferences Giving reasons Asking and answering questions	Was	Holidays Outdoors School Toys
<b>Unit 7</b> Story time	<u>Reading:</u> Postcard Poem Rhyme Story  <u>Writing:</u> A postcard A poem	<u>Listening:</u> Poem Rhyme Story  <u>Speaking:</u> Talking about personal characteristics Re-telling a story Rhyming	Past simple	Personal characteristics Rhyming words



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# Unit 5: Getting around

## Lesson 1: Getting to school

### Key Language

How

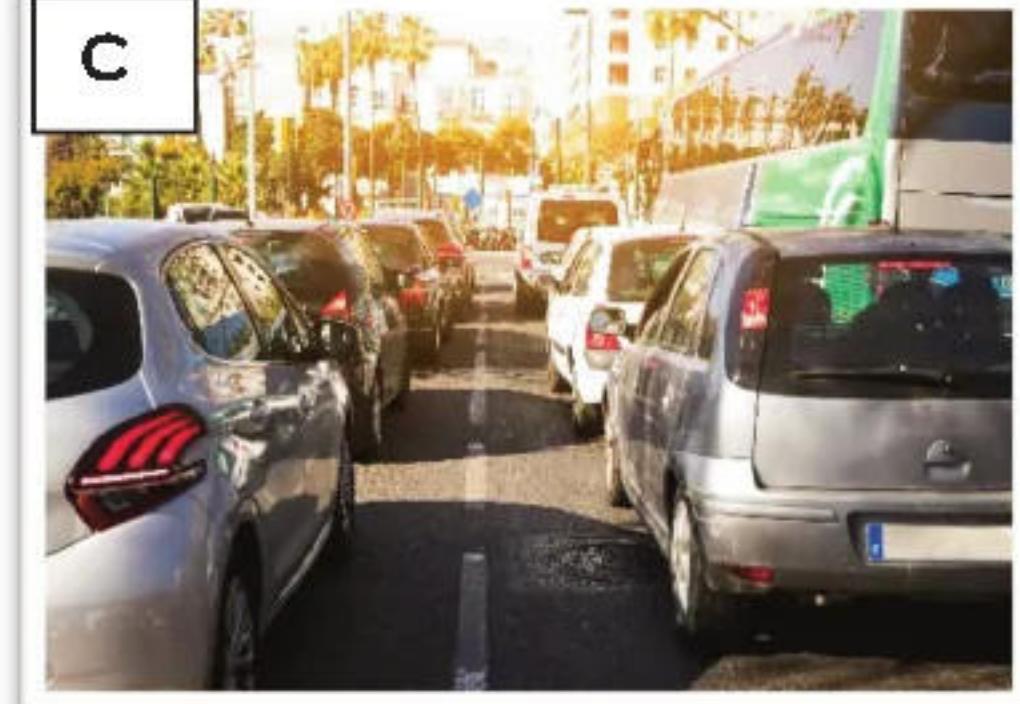
How do you get to school?

### Vocabulary

bus, car, boat, bike,  
metro, train, tram

### 1 Talk

Look at the pictures. What can you see?



### 2 Vocabulary

Match the words in the box to the correct picture.

tram

boat

metro

bike

bus

car

a \_\_\_\_\_

d \_\_\_\_\_

b \_\_\_\_\_

e \_\_\_\_\_

c \_\_\_\_\_

f \_\_\_\_\_



### 3 Listen Track 26

Listen to the students say how they get to school.  
Match the names to the correct picture.

Mark

Sara

Tom

Mary



### 4 Practice

Circle the correct word.

- 'Who / How do you get to school?'
- 'I go to school by / buy car.'

How do you get to school?

I go to school by...

#### Speaking Tip

When you answer the question,  
you can say:  
'I go to school by train.'  
or  
'By train.'

### 5 Talk

Ask your classmates, 'How do you get to school?' and complete the table.

Name	Transport



## Lesson 2: Road safety

### Key Language

Imperatives  
**Stop** at a red light.

### Vocabulary

traffic light, zebra crossing, road, stop, cross the road

### 1 Read

Read the sentences. Choose the best title for the text.

a) School safety

b) Road safety

c) Home safety



Don't run across the road!

Use the zebra crossing to cross the road!

Cross the road when you see the green man!

Don't cross the road when you see the red man!

Stop, look and listen when you cross the road!

Don't play on the road!



### 2 Read

Read the text again. **Circle** true (T) or false (F).

1	Run across the road!	T / F
2	Cross the road when you see the red man!	T / F
3	Stop, look and listen when you cross the road!	T / F
4	Don't play on the road!	T / F
5	Use the zebra crossing to cross the road!	T / F

### 3 Read

Match the sentences to the pictures.



a

1 Don't play football on the road!



b

2 Use the zebra crossing to cross the road!



c

3 Don't cross the road!

### 4 Vocabulary

Write the correct words under the pictures.

traffic lights

zebra crossing

stop sign



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

### 5 Read

Complete the sentences with the words from the box.

run

stop

cross

play

look

#### Road Safety



1 \_\_\_\_\_ the road when you see the green man!

Don't 2 \_\_\_\_\_ across the road!

3 \_\_\_\_\_, 4 \_\_\_\_\_ and listen when you cross the road!

Don't 5 \_\_\_\_\_ on the road!



## Lesson 3: Language focus

### 1 Vocabulary

Match the words to the pictures.



1



2



3

race track

safari park

aquarium

### 2 Talk

Answer the questions.

- 1 What's at the aquarium?
- 2 What's at the safari park?
- 3 What's at the race track?

### 3 Listen Track 27

Listen to three students talk about their holidays. Circle the places you hear.

Ajman      Dubai      Abu Dhabi      Al Ain

Going to  
going to + verb

I am  
You are  
We are      going to      visit Dubai.  
They are  
He is  
She is

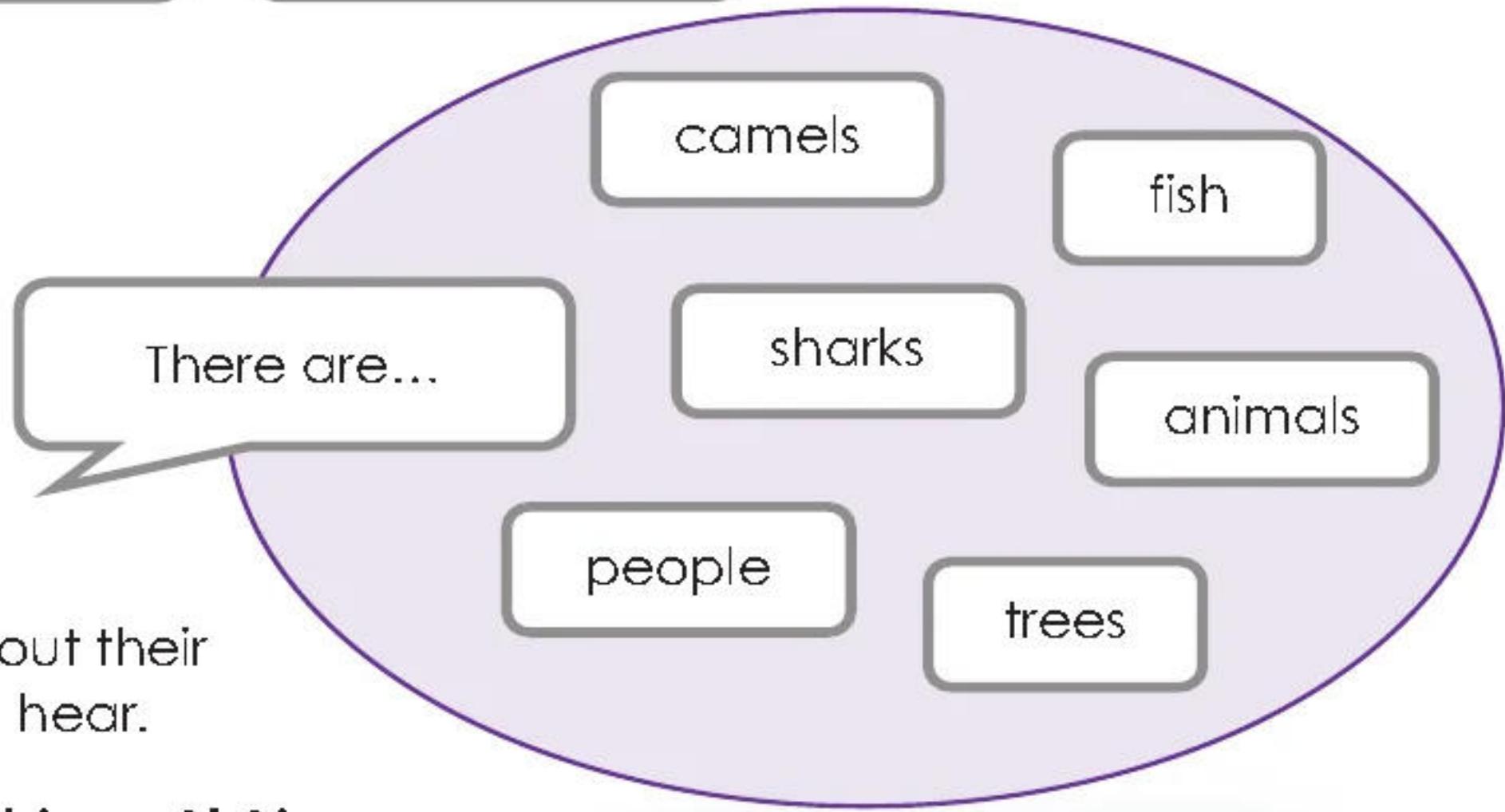
***I'm going to*** visit the aquarium.  
***We're going to*** watch a race.

### Key Language

Going to  
***I'm going to*** visit Dubai.

### Vocabulary

visit, watch, see, race,  
next week, can't wait



#### 4 Listen Track 27

Listen and tick (✓) what the students are going to do.

	visit the aquarium	watch camel racing	see animals
Hana			
Ben			
Mary			

#### 5 Practice

Complete the sentences with the words in the box.

going to      watch      visit      is

1 Hana \_\_\_\_\_ going to \_\_\_\_\_ the aquarium.

2 Ben is going to \_\_\_\_\_ camel racing.

3 Mary is \_\_\_\_\_ see animals at the safari park.

#### 6 Talk

What are you going to do next week?

Circle your answers below. Then tell your partner.

I'm going to play sports.

eat at a restaurant	visit the aquarium	play in the park	go to the desert
visit Abu Dhabi	visit the safari park	watch camel racing	watch TV
visit Fujairah	go to the mall	play sports	visit Dubai

# Lesson 4: Treasure hunt

## Key Language

Imperatives  
**Turn left.**

## Vocabulary

start, turn, left, right, go  
straight, next to

### 1 Listen Track 28

Listen and **circle** the words you hear.

1 turn left / turn right

4 start / go straight

2 go straight / start

5 next to / turn left

3 turn right / next to

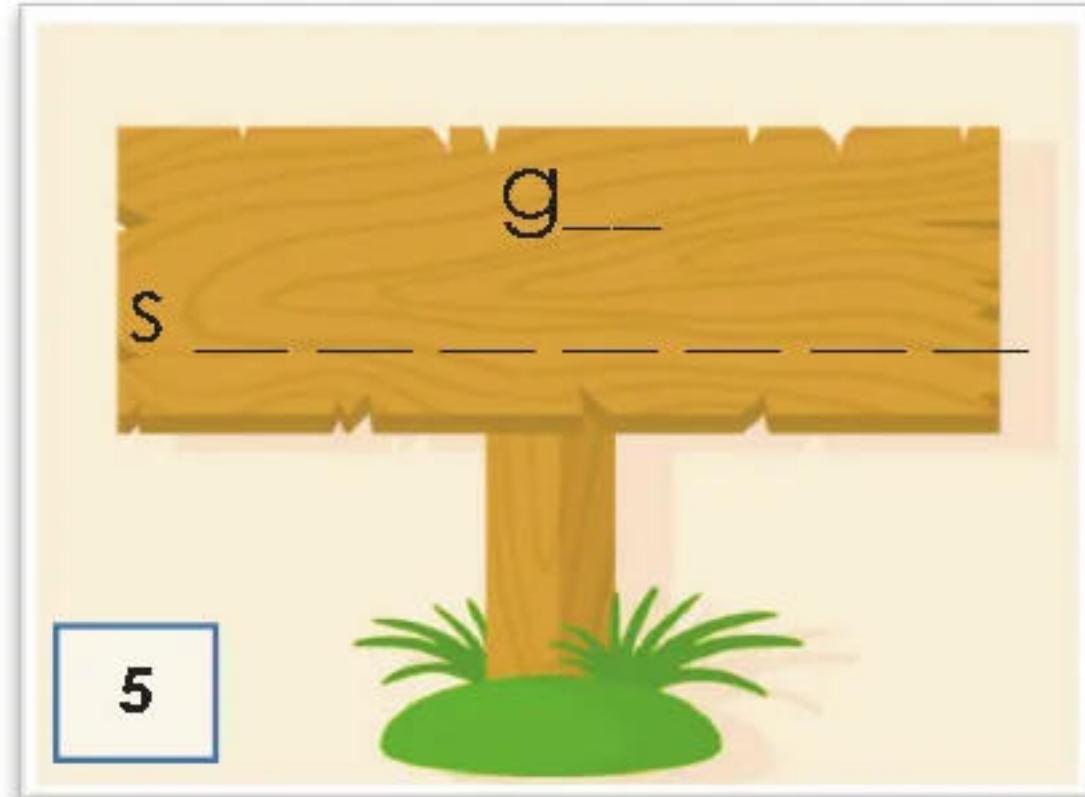
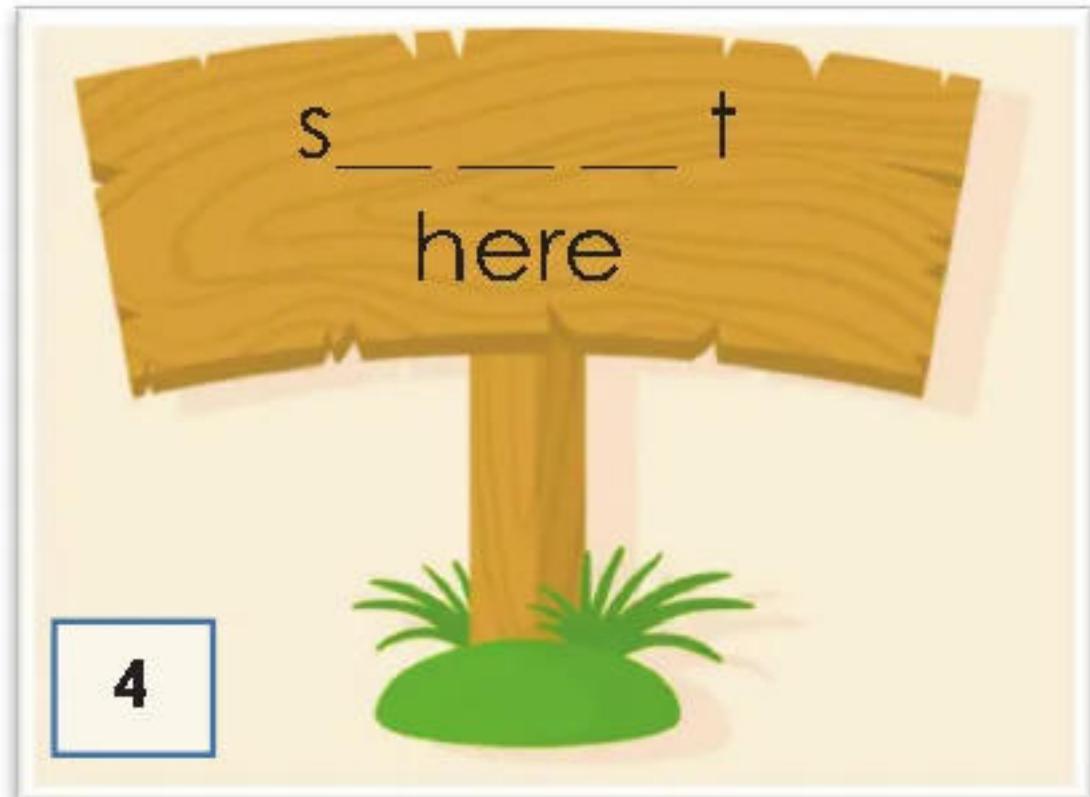
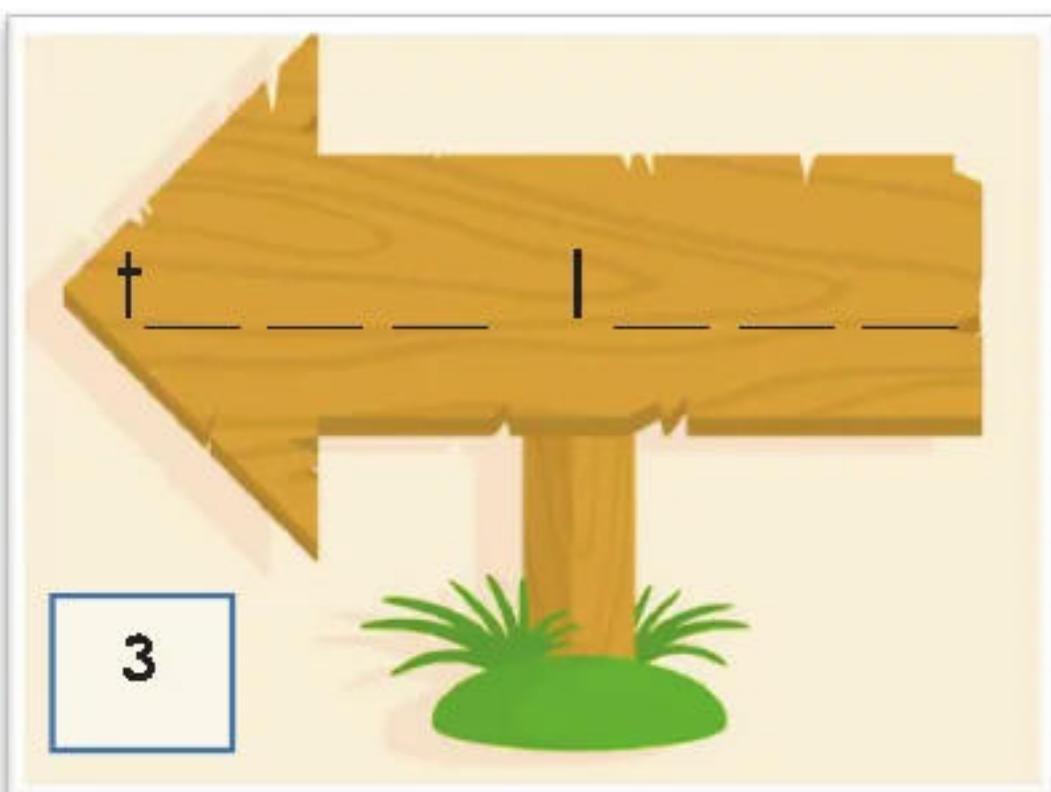
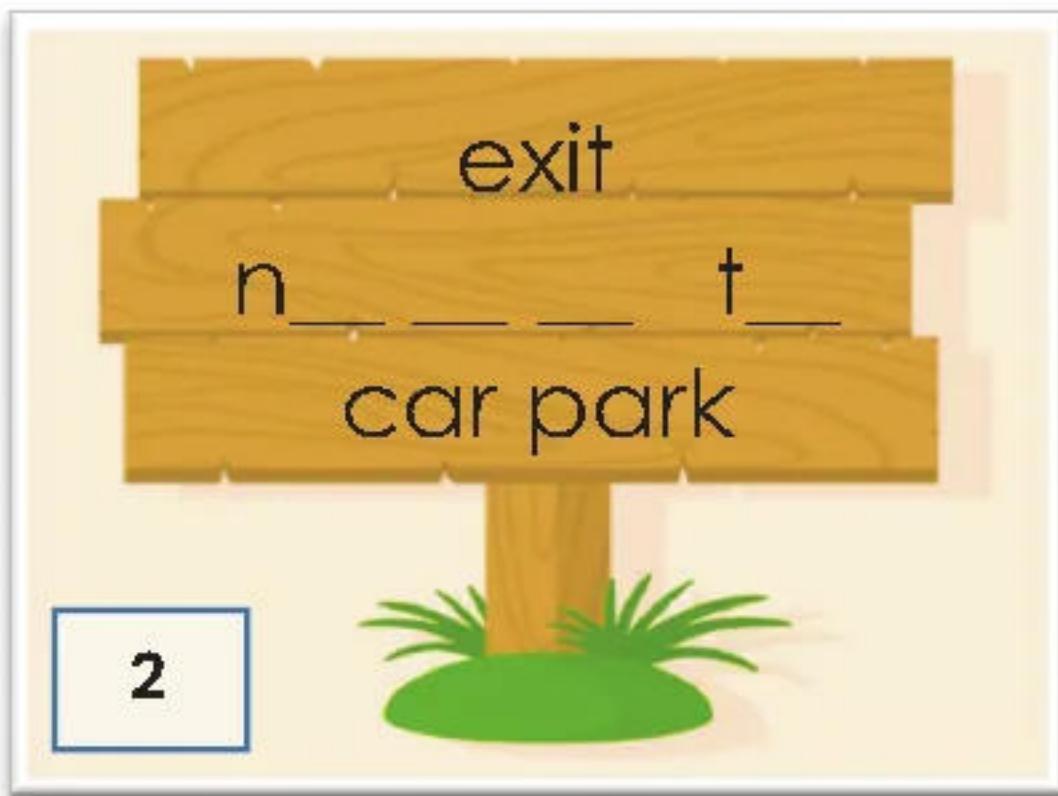
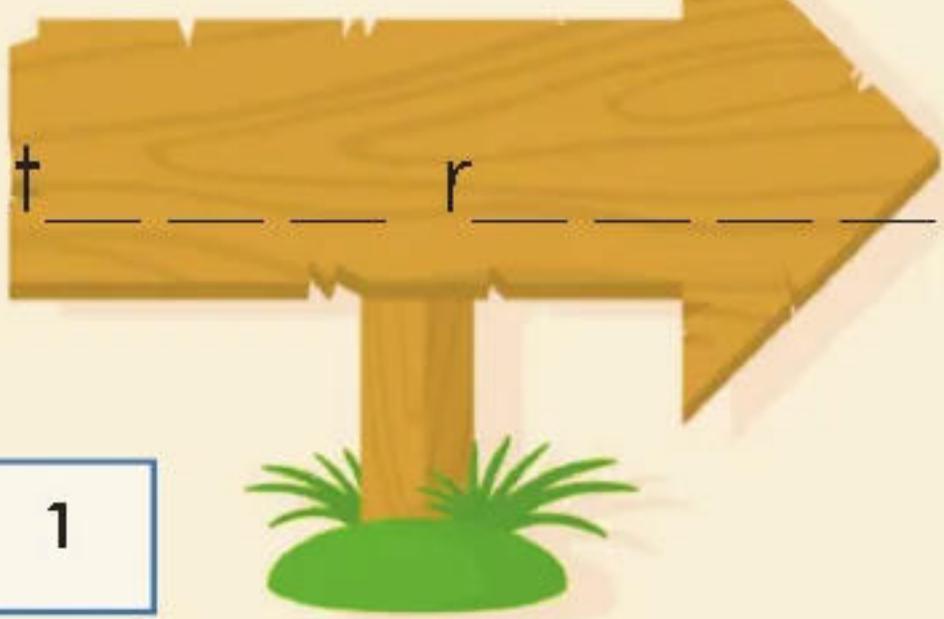
6 turn right / start

### Listening Tip

Read the words  
before you listen.

### 2 Vocabulary

Write the correct words to make directions.



### 3 Listen Track 29

Listen and complete the directions to the treasure.

There is some treasure in the forest!

\_\_\_\_\_ at the red house.

Go straight, then turn left.

Go straight, then turn \_\_\_\_\_.

Go \_\_\_\_\_, turn right again.

Turn \_\_\_\_\_.

The treasure is next to the \_\_\_\_\_.

### 4 Read

Read the directions. Colour the houses with the correct colour, red or blue.



### 5 Talk

Draw your own house on the map. Give your partner directions to your house.

# Lesson 5: Getting around the city

## 1 Vocabulary

Match the words to the pictures.

a) cinema

b) swimming pool

c) turn left

d) go straight

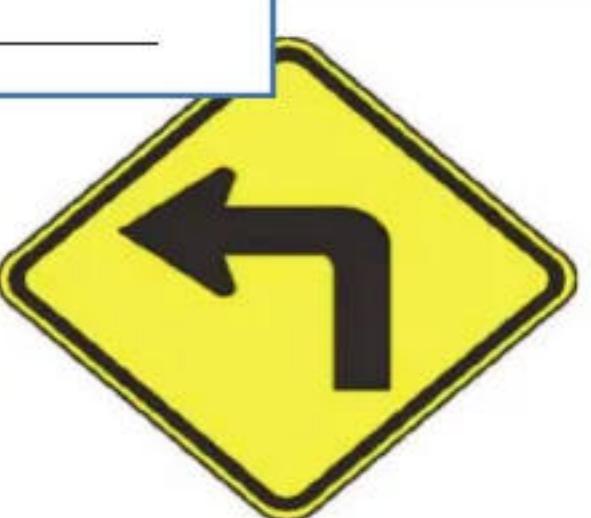
e) turn right

f) library

1 \_\_\_\_\_



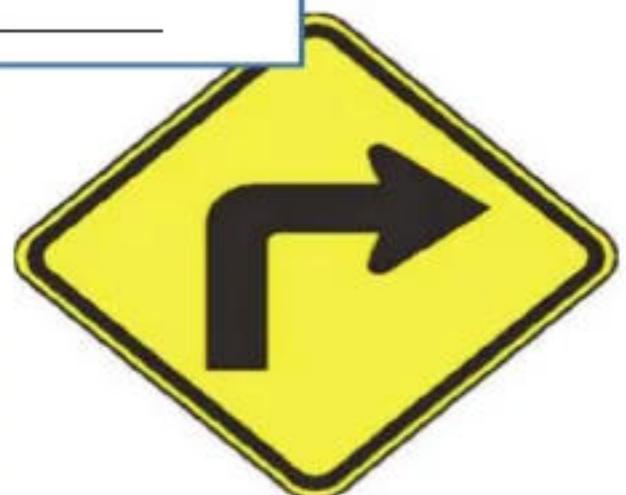
2 \_\_\_\_\_



3 b \_\_\_\_\_



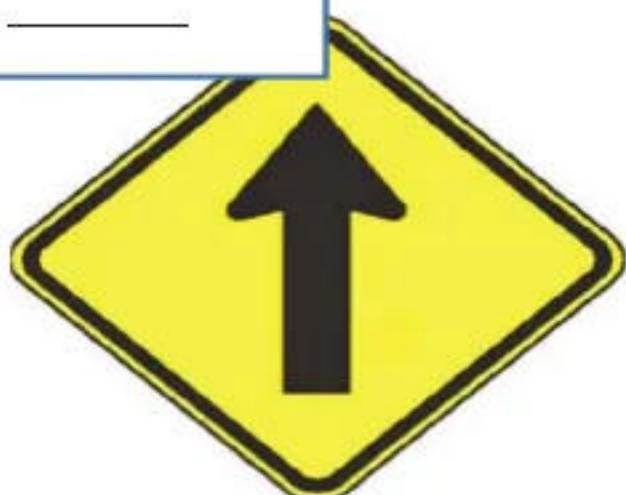
4 \_\_\_\_\_



5 \_\_\_\_\_



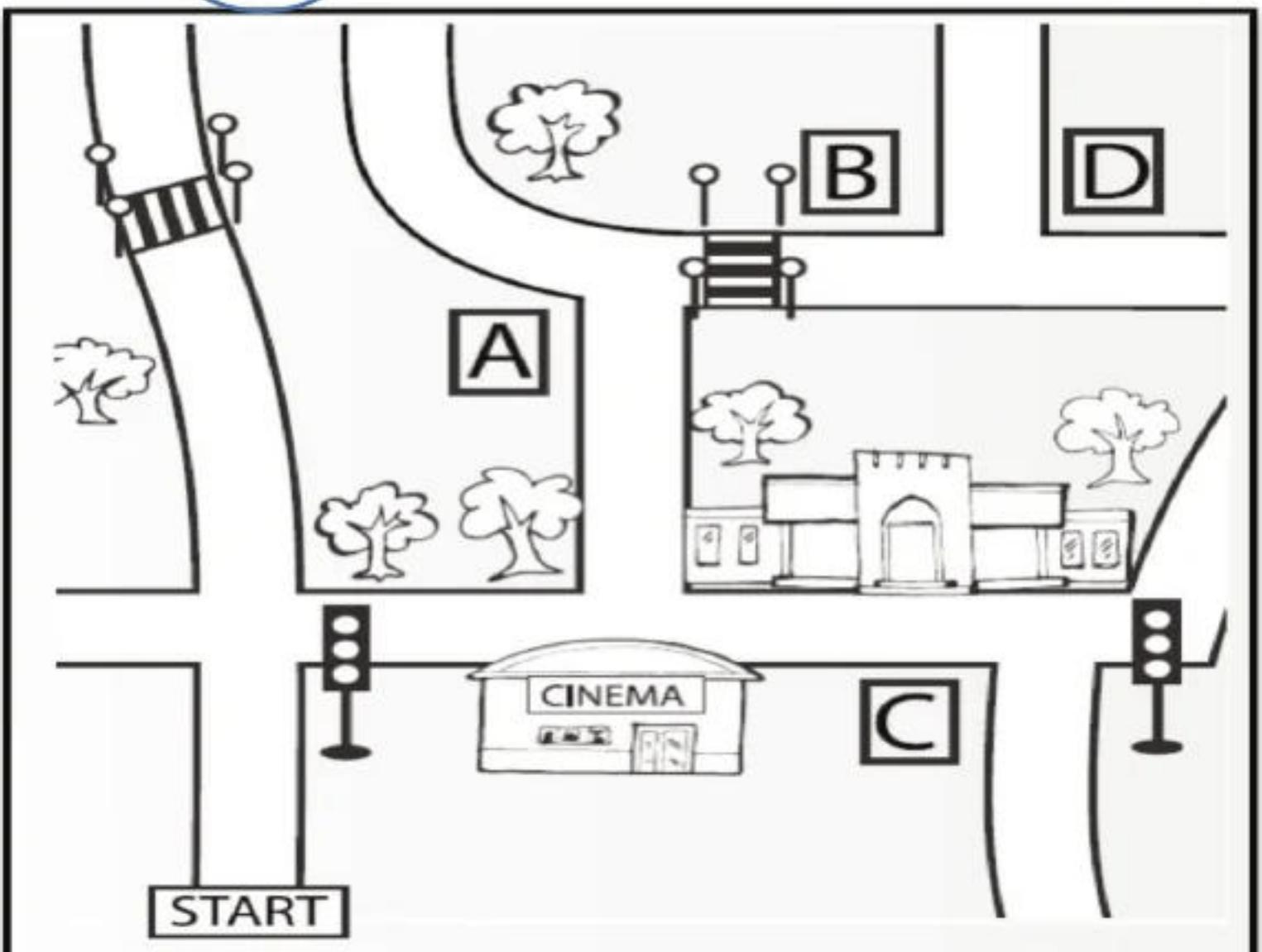
6 \_\_\_\_\_



## 2 Read

Follow the directions to find the swimming pool.

Circle the correct letter on the map. Is it A, B, C or D?



Find START. Then go straight and turn right at the traffic lights. Go straight and turn left at the cinema. Go straight, then turn right and go past the zebra crossing. Turn left. The swimming pool is on the right.

### 3 Write

Look at the map of Dubai. Complete the directions to the shopping centre.

crossing

left

start

right

straight

1 \_\_\_\_\_ at the Jumeirah Beach Club.

Go 2 \_\_\_\_\_ and turn right before the Dubai Zoo.

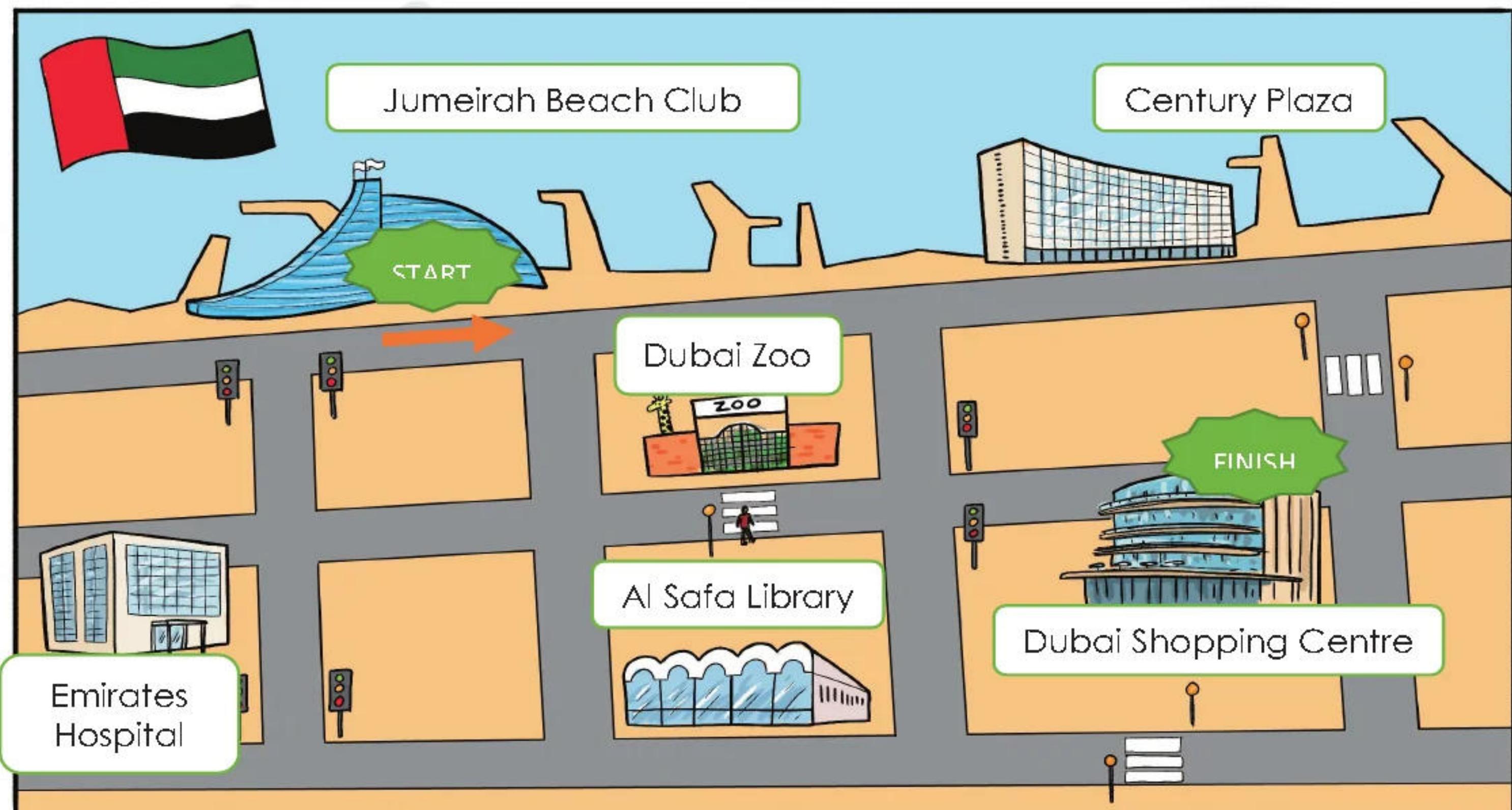
Go straight and turn 3 \_\_\_\_\_.

Go past the zebra 4 \_\_\_\_\_ and the traffic lights.

The Dubai Shopping Centre is on the 5 \_\_\_\_\_.

### Vocabulary

**go past:**  
continue and  
don't stop



### 4 Talk

Choose a place on the map and give directions to your partner.  
When you finish, complete the table below.

	Me	My partner
Start		
Finish		

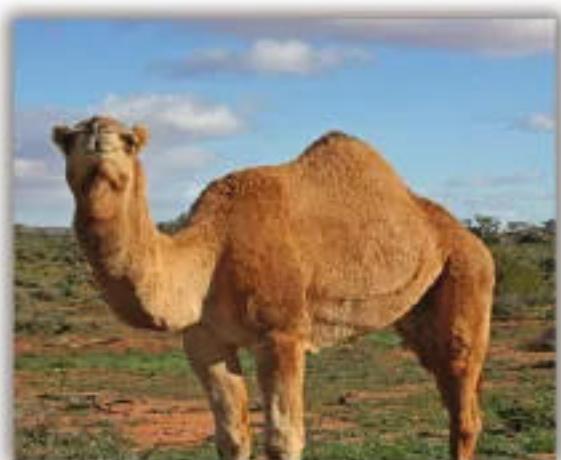
Start at Jumeirah beach club.

# Lesson 6: Language focus

## 1 Vocabulary

Write the correct words under each picture.

flamingo    crocodile    camel    giraffe



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## 2 Talk

Where can you see the animals in 1?

You can see camels in the desert.

## 3 Talk

Read about Maha's plan to visit the safari park.  
Circle 'going to'.

I'm going to visit the safari park tomorrow with my family. I can't wait!

We're going to see the camels and the flamingos. We're not going to see the crocodiles.  
We're going to feed the giraffes. We're not going to take lunch. We can buy food there.

I'm going to take my camera. I want to take lots of photos!



### Going to

I am

You are

We are (not) going to see the giraffes. They

are

He is

She is

**What are you going to see?**

**I'm going to** see the camels.

**I'm not going to** see the crocodiles.

### Key Language

Going to  
**I'm going to** visit Dubai.

### Vocabulary

buy, take photos,  
crocodile, giraffe,  
flamingo, tomorrow

#### 4 Read

Read again and answer the questions.

1 Where is Maha going tomorrow?

a) the aquarium

b) the mall

c) the safari park

2 What is Maha going to see?

a) camels and flamingos

b) crocodiles

c) camels and giraffes

3 What is she going to feed?

a) camels and flamingos

b) giraffes

c) lunch

4 What is she going to take?

a) lunch

b) camera

c) camels

#### 5 Practice

Complete the sentences to make questions. Use the words in the boxes.

do

1 What are you going to do tomorrow?

see

2 What \_\_\_\_\_ she \_\_\_\_\_ ?

take

3 What \_\_\_\_\_ they \_\_\_\_\_ ?

#### 6 Practice

Complete the dialogue with your own ideas.

Then practise with a partner.

A: What are you going to do tomorrow?

B: I'm going to visit \_\_\_\_\_.

A: What are you going to see?

B: I'm going to \_\_\_\_\_.

# Lesson 7: Lost in the mall

## 1 Listen Track 30

Listen to Alia and Maha. Where are they?

- a) Supermarket
- b) School
- c) Shopping mall



## 2 Listen Track 30

Listen again and tick (✓) the places you hear.



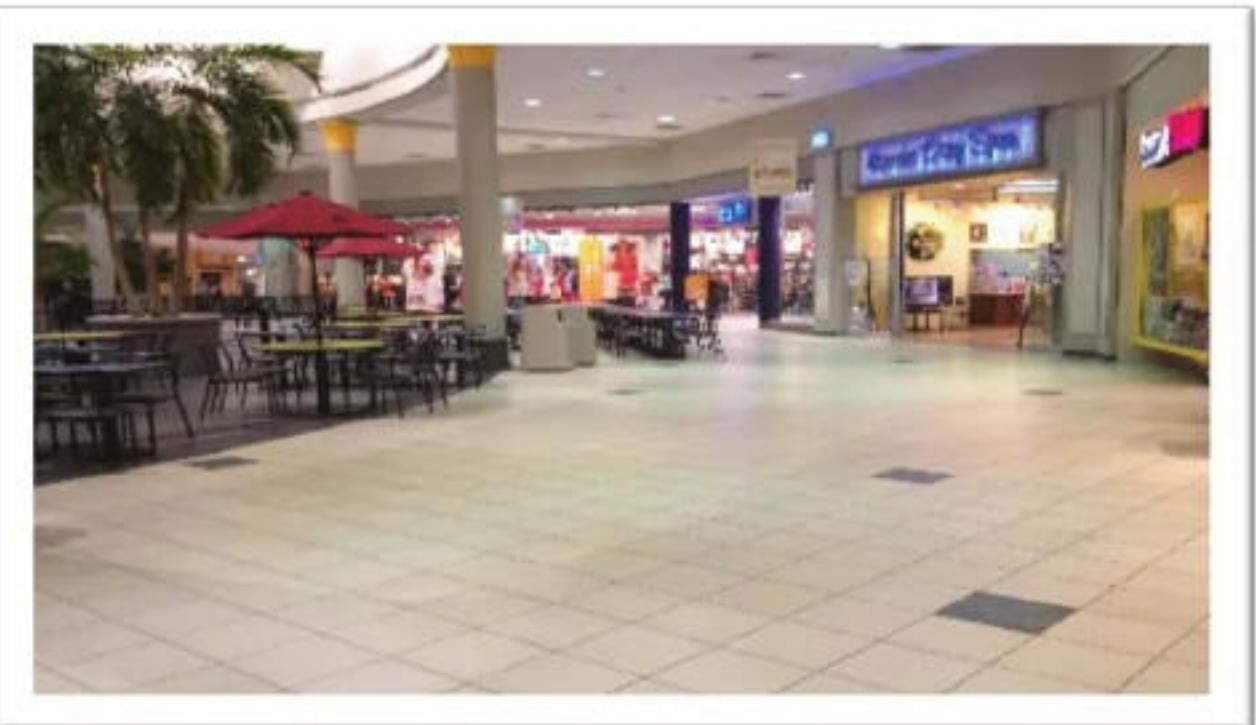
Entrance



Car park



Clothes shop



Food court



## Key Language

Prepositions of place  
*I'm on* the second floor.

## Vocabulary

entrance, on the...floor,  
car park, food court,  
clothes shop, shoe shop

## Vocabulary

**floor:** a level in a hotel or shopping mall.  
*The food court is on the 5<sup>th</sup> floor.*

**first:** 1<sup>st</sup>

**third:** 3<sup>rd</sup>

**fifth:** 5<sup>th</sup>

**second:** 2<sup>nd</sup>

**fourth:** 4<sup>th</sup>

### 3 Vocabulary

Match the numbers to words.

fourth floor



fifth floor



second floor

5

first floor

2

third floor

1

### 4 Talk

Complete the conversation. You can use the words in the box to help you. Then practise with your partner.

shoe shop

4<sup>th</sup>

supermarket

entrance

2<sup>nd</sup>

car park

5<sup>th</sup>

clothes shop

Where

A: Hi \_\_\_\_\_ (your friend's name). \_\_\_\_\_ are you?

B: Hello \_\_\_\_\_ (your name). I'm in Dubai Mall.

A: Me too! I'm in the \_\_\_\_\_ on the \_\_\_\_\_ floor.

Where are you?

B: I'm in the \_\_\_\_\_ on the \_\_\_\_\_ floor.

A: Ok, let's meet next to the \_\_\_\_\_ on the \_\_\_\_\_ floor.

B: Ok, see you soon!

### 5 Talk

Practise the conversation again with different ideas.

Use the pictures to help you.

shoe shop



music shop



bookshop



electronics shop

# Lesson 8: An invitation

## 1 Read

Read the invitation and answer the questions.

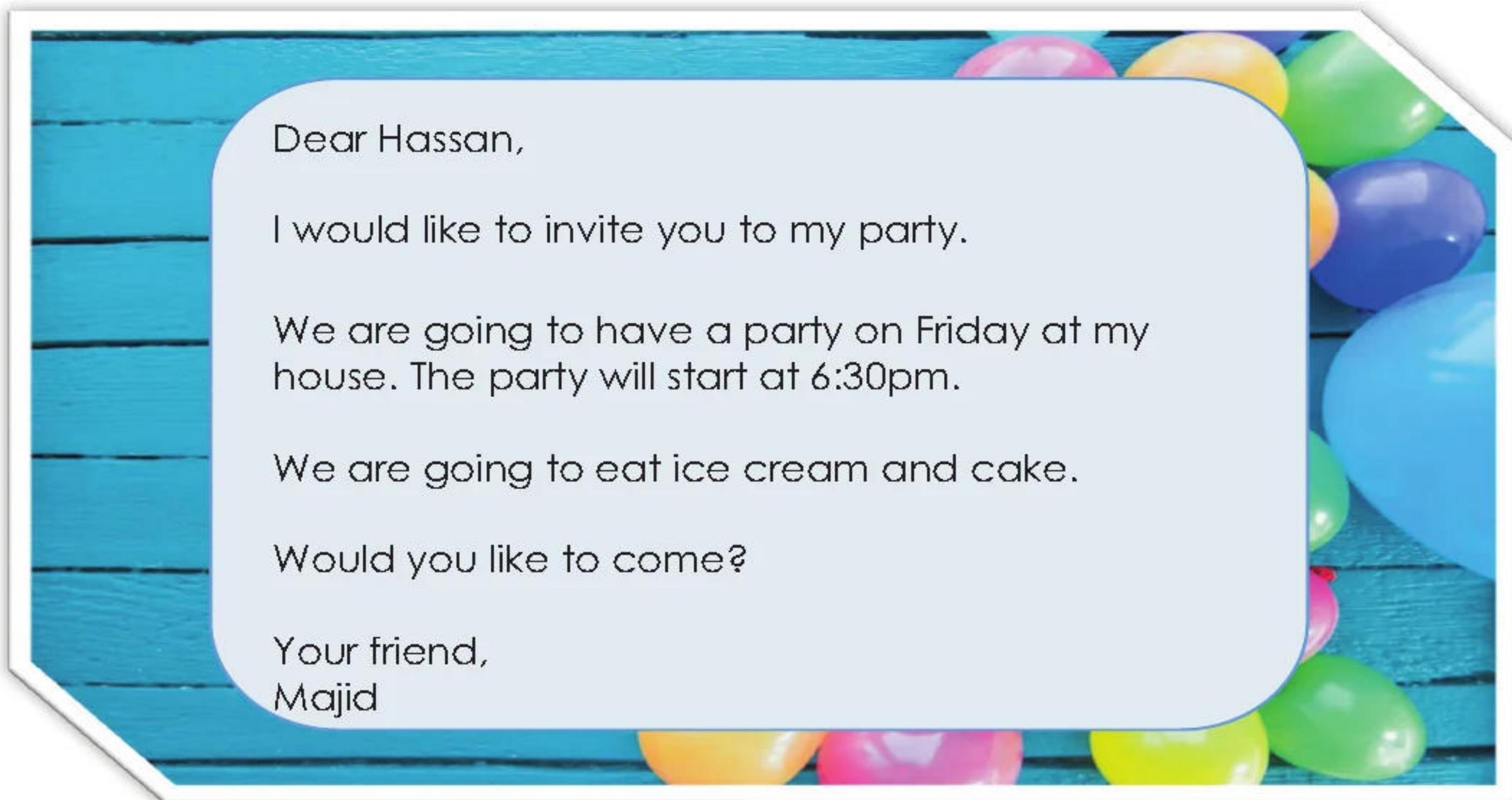
- 1 What day is the party?
- 2 What time is the party?
- 3 What are they going to eat?

## Key Language

Going to  
We are **going to** play on Friday.

## Vocabulary

invitation, party, invite, ice cream, best friend



## 2 Read

Read again and answer the questions.

- 1 What is the greeting? **Dear Hassan, / Your friend,**
- 2 What is the closing? **Dear Hassan, / Your friend,**

### Language Tip

Always use a comma after the greeting and closing of a letter.

Dear Emma,  
Your friend,

### 3 Read

Read the invitation and the reply.  
Add commas after the correct words.

1

Dear Sarah

I would like to invite you to my wedding  
on the 5<sup>th</sup> of July.

Your friend  
Kate

### Vocabulary

**wedding:** when two people get married  
and friends and family celebrate.

2

Dear Kate

Thank you for your invitation.  
I would love to come to your  
wedding.

Your best friend  
Sarah

### 4 Write

Complete the sentences with the words  
from the box.

See you

would love

Thank you

1 \_\_\_\_\_ for your invitation.

2 I \_\_\_\_\_ to come to your party.

3 \_\_\_\_\_ soon.

### 5 Write

Write your reply to Majid's invitation.

Dear \_\_\_\_\_,

---

---

---

Your friend,

---

# Lesson 9: A day in Dubai

## 1 Read Track 31

Read the start of the story.  
Why was Ahmed excited?

### Ahmed's day in Dubai

I live in a small village and I love visiting new places. This was my first time in Dubai. I was so excited!

## 2 Read Track 32

Read the next part of the story.  
Circle true (T) or false (F).

We got up early in the morning. First, we visited my father's friend. He was very kind and funny. I hope we can meet him again.

After this, we went to the city and walked around. We walked on a busy street with lots of people. It was fun.

### Vocabulary

**busy:** lots of people moving and lots of things happening

**lost:** when you don't know where you are

### Key Language

Was  
*I was* so excited!

### Vocabulary

busy, excited, kind, funny, drums, hug, lost, shout



- 1 They left in the afternoon. T / F
- 2 They visited Ahmed's grandmother. T / F
- 3 There were no people in the streets. T / F
- 4 Ahmed liked the city. T / F



### 3 Read Track 33

Read the next part of the story. What happened to Ahmed?

Some men were playing drums in the street. I moved closer to listen to them play. When I turned around, my family were not there!

I went to the market, but they were not there. I went back to the street, but they were not there. I couldn't see my family anywhere! I was lost.



#### Reading Tip

When you are reading, think about what will happen next. This will make the story more interesting.

### 4 Read Track 34

Read the last part of the story and answer the questions.

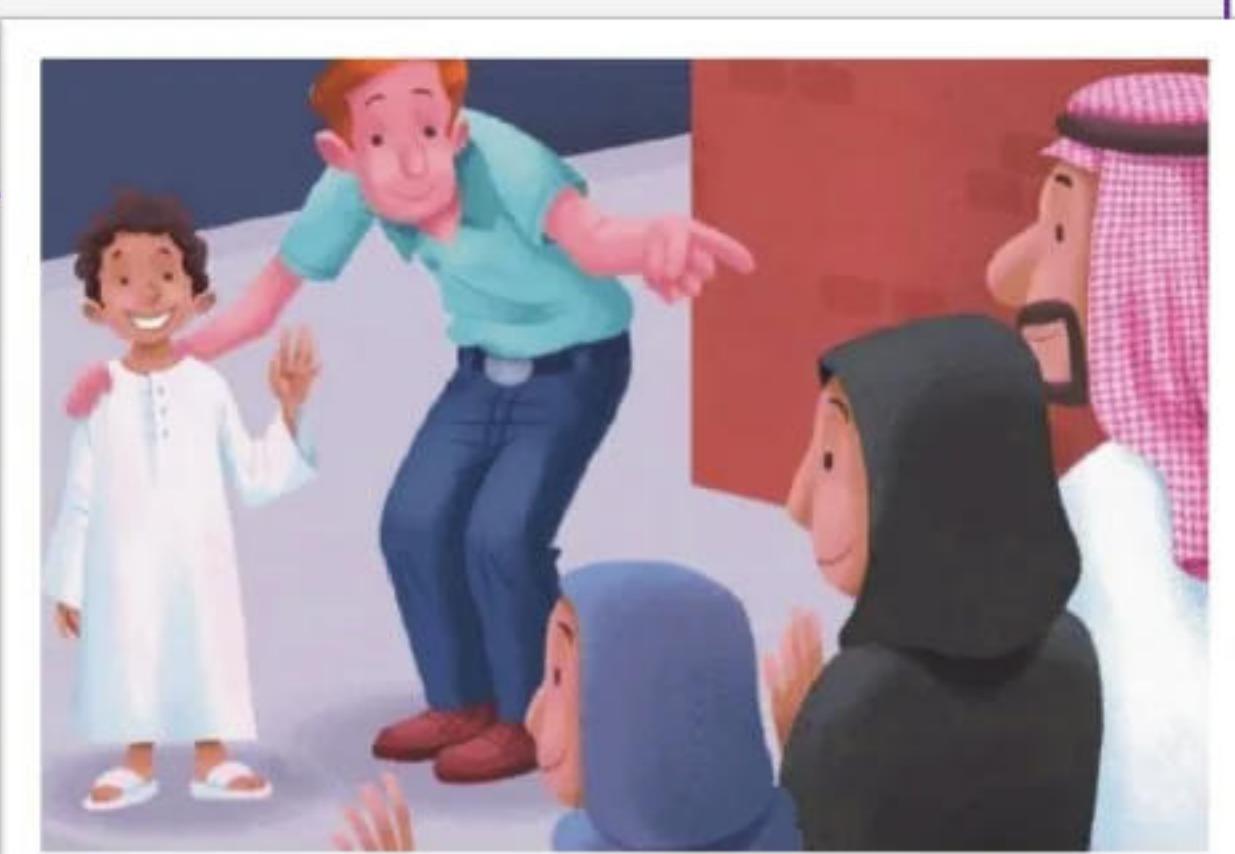
Suddenly, a man with a kind face said to me, 'Are you ok? Are you lost?' 'Yes', I replied sadly, and the man said, 'There is a father looking for his son. Are you Ahmed? 'Yes!' I shouted happily.

So, five minutes later, I was back with my family and I was so happy. My father hugged me and said, 'Ahmed, be careful and stay close! If you don't pay attention, you will get lost again.'

- 1 Who found Ahmed?
- 2 What did Ahmed's father say to Ahmed?

### 5 Talk

Do you like the end of the story?  
Why or why not?



# Lesson 10: Review

## 1 Vocabulary

Write the correct words under the pictures.

bus car boat bike train



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



4 \_\_\_\_\_

5 \_\_\_\_\_

## 2 Listen Track 35

Listen to the students say how they get to school.  
Match the student to the transport.

Amy

by bike

Arjun

by train

Mariam

by bus



## 3 Talk

Talk to your partner. Say how you get to school.

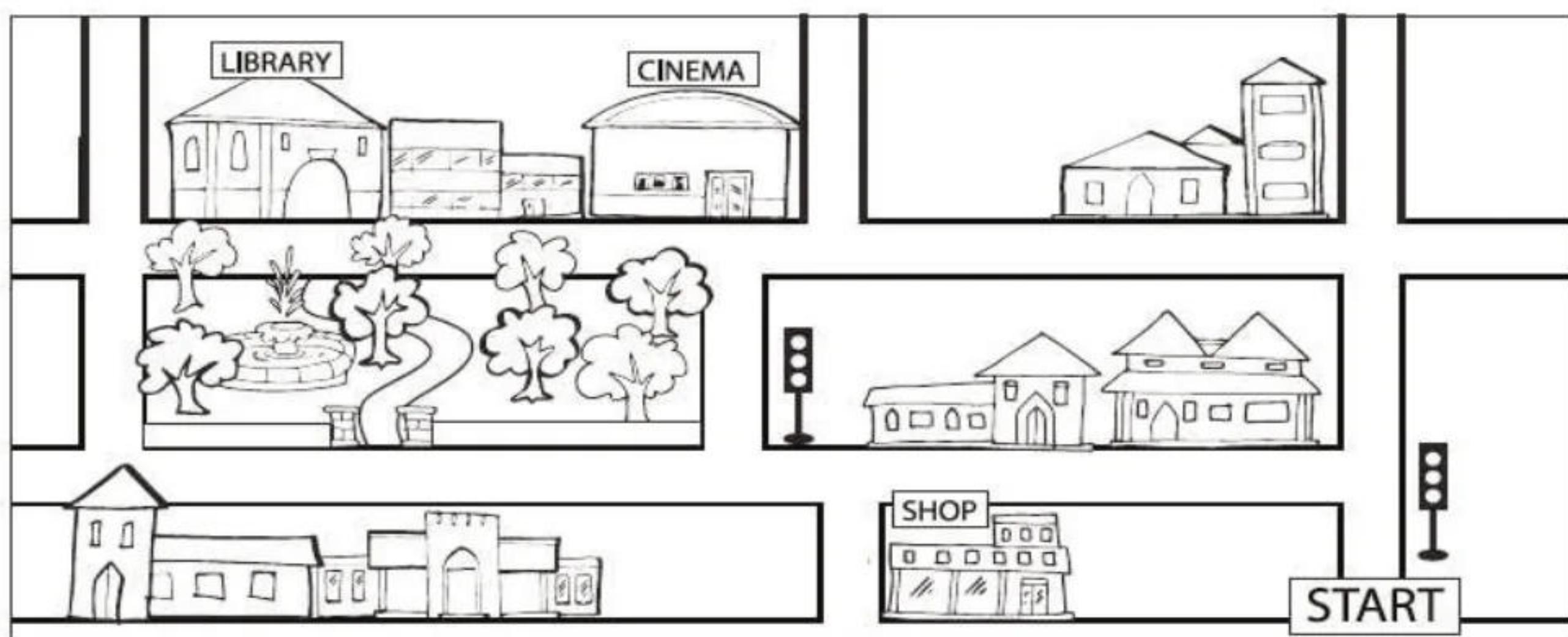
I go to school by \_\_\_\_\_.

#### 4 Read

Read the text and follow the directions.  
Then choose the correct title.

- a) Directions to the park
- b) Directions to the shop
- c) Directions to the library

From start, go straight and turn left.  
Go past the shop and then turn right.  
Then go straight and turn left.  
It's across from the park.



#### 5 Practice

Complete the sentences with the words in the box.

meet to buy going to

1 I'm \_\_\_\_\_ visit the library tomorrow.

2 We're going to \_\_\_\_\_ my cousin.

3 She is going \_\_\_\_\_ play at the park.

4 The students are going to \_\_\_\_\_ food at the shop.

#### 6 Practice

What are you going to do tomorrow?  
Write your answer below.

---

---

# Unit 6: Looking backwards and forwards

## Lesson 1: School holidays

### 1 Talk

Talk to your partner about the school holidays.  
Ask and answer the questions.

#### Key Language

Because

Why? **Because** it's fun.

#### Vocabulary

long, short, summer  
camp, back to school,  
bored, boring, end

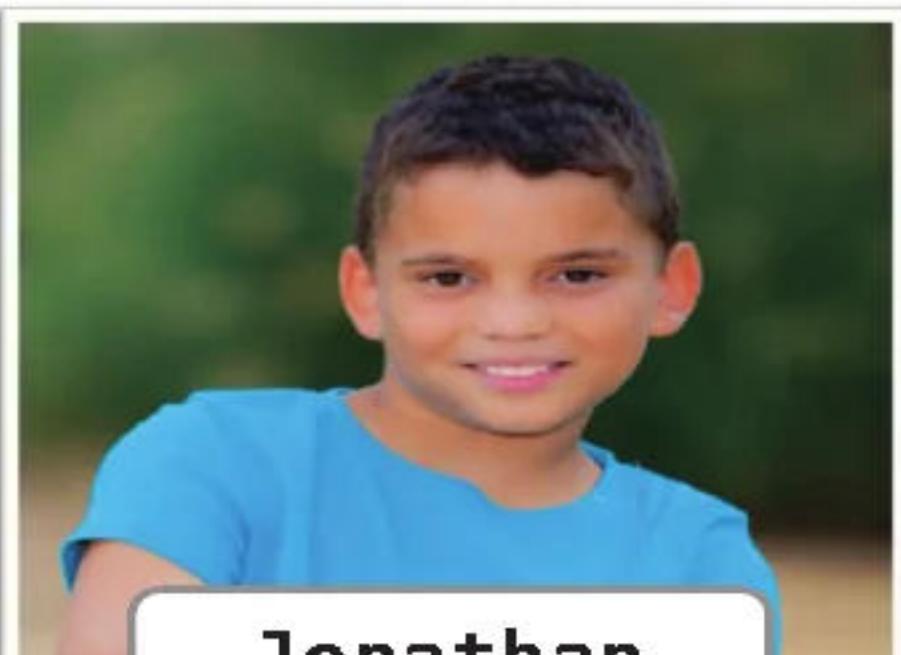
- What do you do in the school holidays?
- Which holiday is better: summer or winter? Why?
- What is the best holiday you can remember?

### 2 Listen Track 36

Listen to interviews with three students.  
Match the speaker with the activity they do.



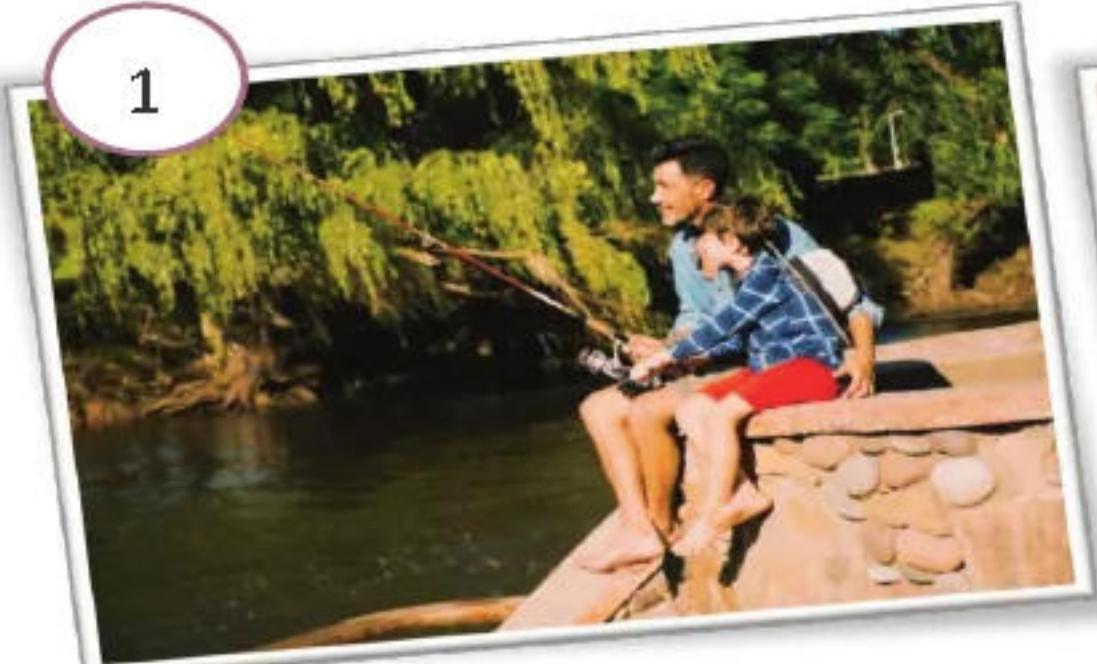
Anna



Jonathan



Laila



1



2



3

### 3 Read

Listen and **circle** the correct word.

- 1 I **do** / **go** camping with my family.
- 2 I think the school holidays are really **bored** / **boring**.
- 3 I **go** / **do** fishing with my brothers.

### Vocabulary

**bored**: how you feel when something is not interesting.

**boring**: something that is not interesting or exciting.

### 4 Read

Match the sentence halves.

- 1 Anna: I like the summer holidays because....  
a) it is too hot outside.
- 2 Jon: I don't like the school holidays because....  
b) I go fishing with my brothers.
- 3 Laila: I don't like the school holidays because....  
c) I go camping with my family.

### 5 Write

Make a list of things you like and don't like about the school holidays.

Things I like	Things I don't like
<ul style="list-style-type: none"><li>• no lessons!</li></ul>	<ul style="list-style-type: none"><li>• too hot!</li></ul>

### 6 Talk

Talk to your partner using your notes from Activity 4.

I like school holidays because we have no lessons!



#### Speaking Tip

Use **because** to give a reason for something.

A: Why don't you like summer?  
B: **Because** it's too hot.

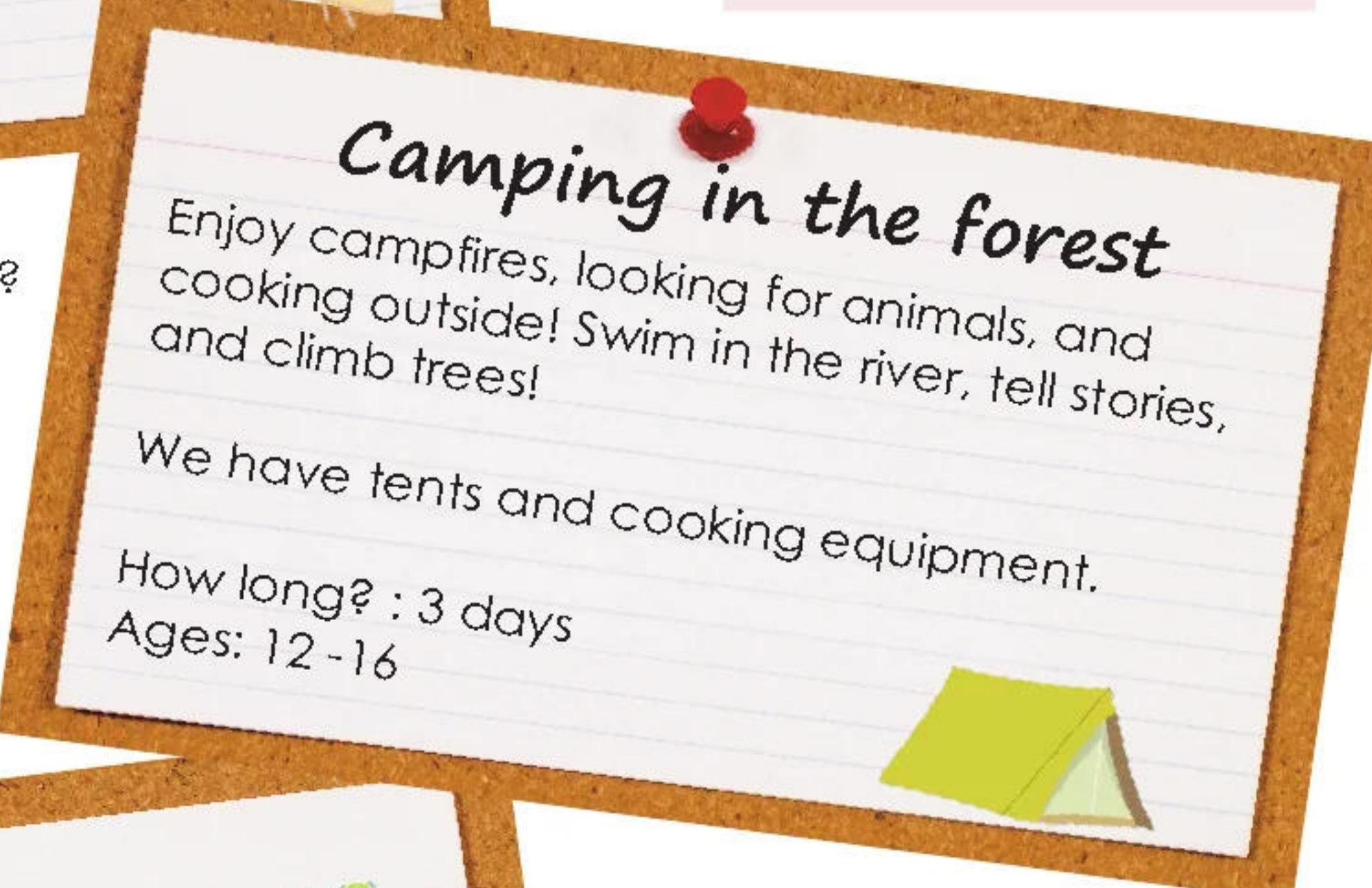
## Lesson 2: Summer fun

### 1 Read

Read the posters for holiday activities and answer the questions.



- 1 Which holiday activity is the longest?
- 2 Which is good for older children?
- 3 Which is good for children who like to draw?



### Key Language

but  
I like drawing, **but** I don't like painting.

### Vocabulary

art, draw, paint, tell stories, play games, tent

### Vocabulary

**pottery:**



### Reading Tip

Look at the pictures to help you know the topic.

## 2 Read

Read again and circle true (T) or false (F)?

- 1 The art course is 2 weeks. T / F
- 2 The sports camp is only for beginners. T / F
- 3 You can do the sports camp if you are 10 years old. T / F
- 4 You can go swimming at the art camp. T / F

## 3 Talk

Which course would you like to go on? Why? Talk to your partner.

I like sports,  
but I don't like painting.

I like swimming,  
but I don't like camping.



### Speaking Tip

Use **but** to show that two things are different.

*I like sports, **but** I don't like painting.*

## 4 Talk

Ask your classmates the questions and complete the table.

What's your name?			
How old are you?			
What activities do you like?			
What activities don't you like?			

## 5 Talk

Which holiday activity do you think your classmates should do?  
Use the information in Activity 4 to help you.

*I think the sports camp  
is best for you!*

# Lesson 3: In my bag

## 1 Talk

Look at the poster about Al Ain and answer the questions with your partner.

- What do you want to do in Al Ain?
- What things will you take with you?

## Key Language

Wh- questions

**What's** in your bag?

## Vocabulary

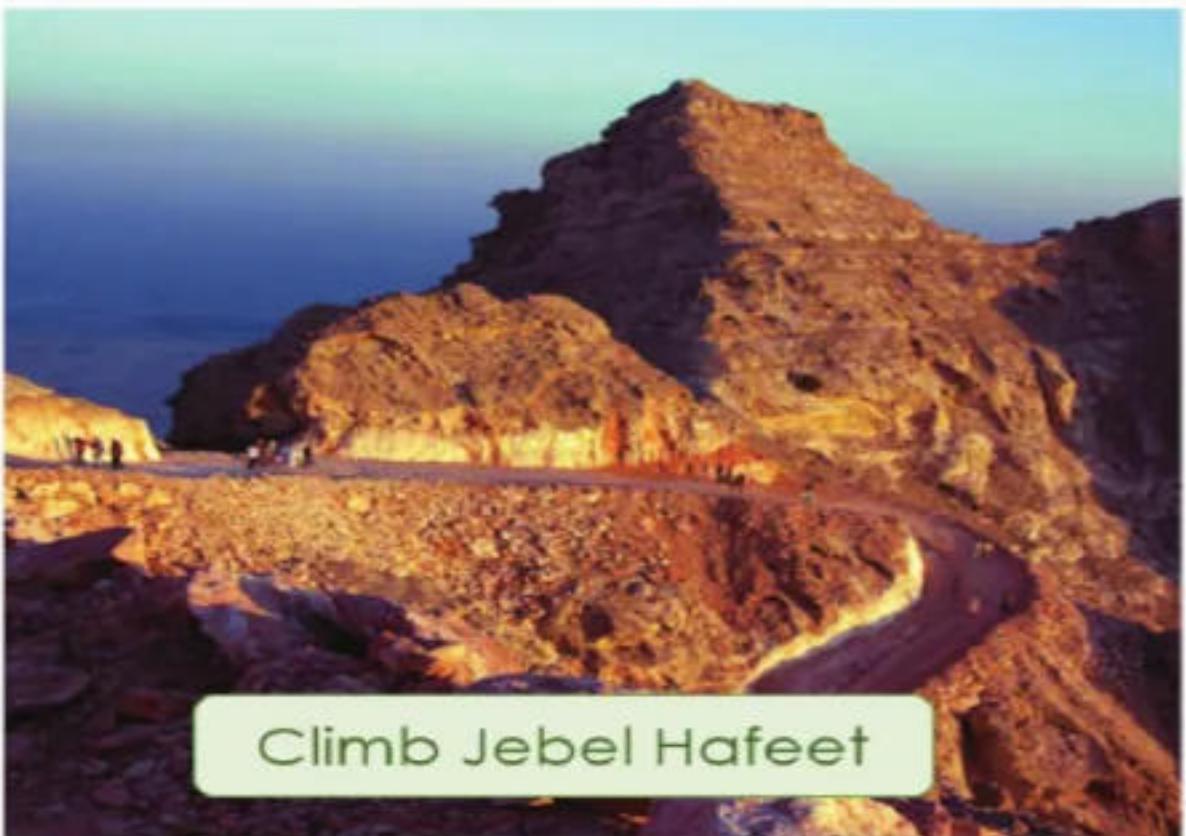
sunglasses, backpack, toothbrush, hat, trainers, jacket, towel, picnic

### Visit Al Ain!

A weekend trip



See wild animals in the zoo



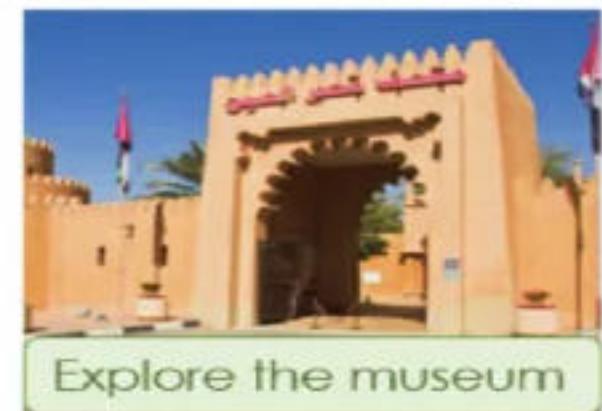
Climb Jebel Hafeet

Explore the garden city of Al Ain.

You can see beautiful green trees, wild animals, amazing mountains and much more!



Relax in the oasis



Explore the museum

## 2 Vocabulary

Label the pictures with the words from the box.

sunglasses backpack  
trainers jacket

toothbrush  
towel

hat  
picnic



### 3 Listen Track 37

Listen to Jack talk about his trip to Al Ain. Tick (✓) the items you hear.

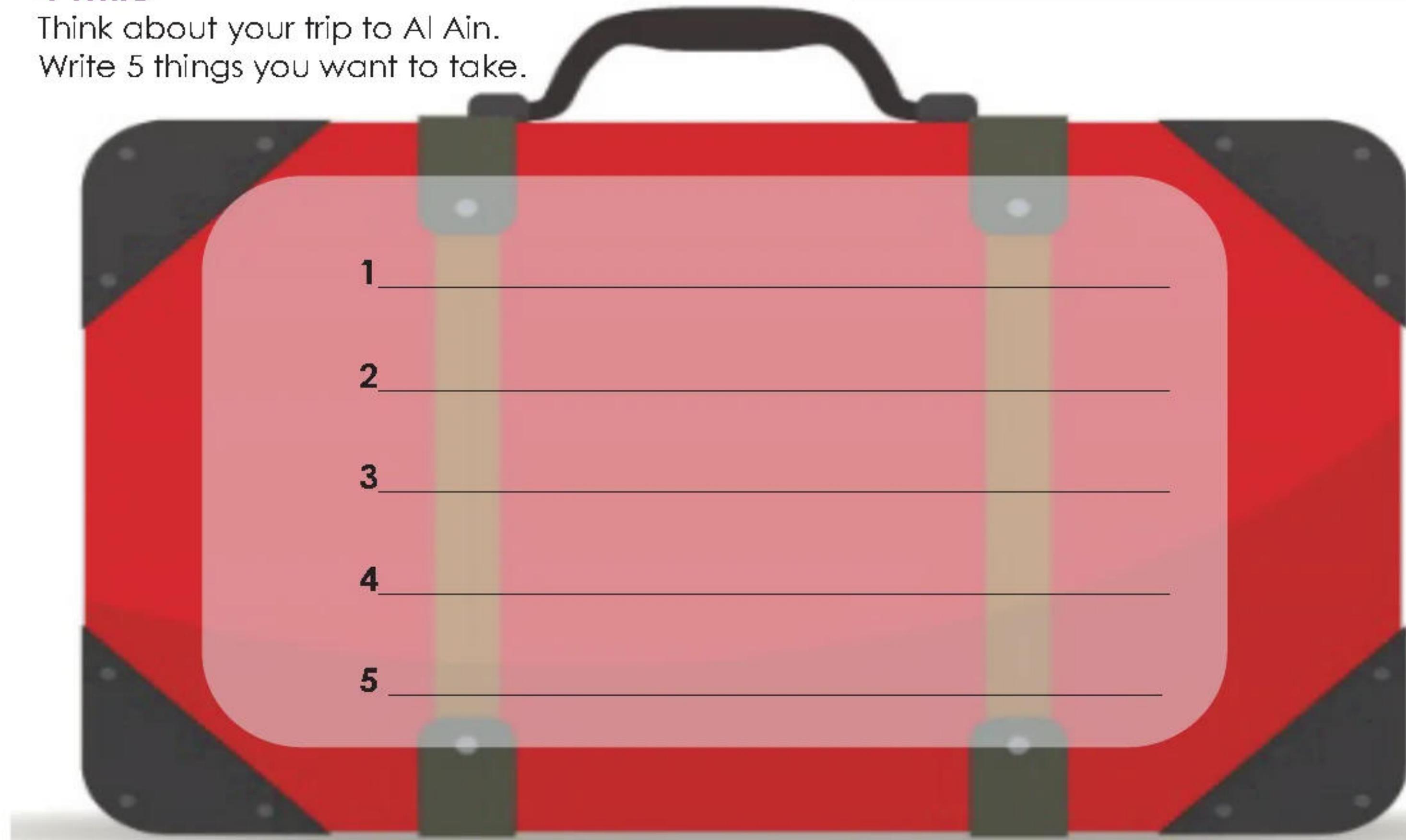
1	backpack	<input type="checkbox"/>	4	picnic	<input type="checkbox"/>	7	sunglasses	<input type="checkbox"/>
2	jacket	<input type="checkbox"/>	5	hat	<input type="checkbox"/>	8	towel	<input type="checkbox"/>
3	toothbrush	<input type="checkbox"/>	6	trainers	<input type="checkbox"/>			

#### Listening Tip

Say the words before you listen to practise how they sound.

### 4 Write

Think about your trip to Al Ain.  
Write 5 things you want to take.



### 5 Talk

Ask your partner about their trip to Al Ain.  
Use the questions to help you.

#### Vocabulary

What's = what is

Where are you going?



What's in your bag?

# Lesson 4: Let's go on a trip

## Key Language

Would you like  
**Would you like** to come  
to my house?

## Vocabulary

little brother, leave, trip,  
invite, reply, email, flight

### 1 Read

Read the email. Why is Nasser writing to Saeed?

- a to invite Saeed on a trip to the UK
- b to ask Saeed for help with homework
- c to give Saeed an idea for a school project



Hi Saeed,

How are you?

Would you like to come to the UK with me and my family?  
We are leaving next week. My mum, dad and little brother will all go.  
I can take one friend. Let me know if you can come!

Your friend,  
Nasser

### 2 Read

Read Saeed's reply.

What did Saeed's mother and father say?



Hello Nasser,

Thanks for your email. I asked my parents and they said yes. I can go with you!  
I'm so excited now! My mum asked if you can send us the flight information.

Thank you, Nasser!

Your friend,  
Saeed

### 3 Write

Put the words in the correct order to make sentences.  
Use the emails to help you.

1 come? / you / to / Would / like

---

2 Let / if / can / come. / me / know / you

---

3 email. / Thanks / your / for

---

### 4 Read

Read the sentences and put them in order.

- 1 Would you like to come to my house on Friday?
- 2 Hello \_\_\_\_\_.
- 3 Your friend, \_\_\_\_\_.
- 4 Let me know if you can come.

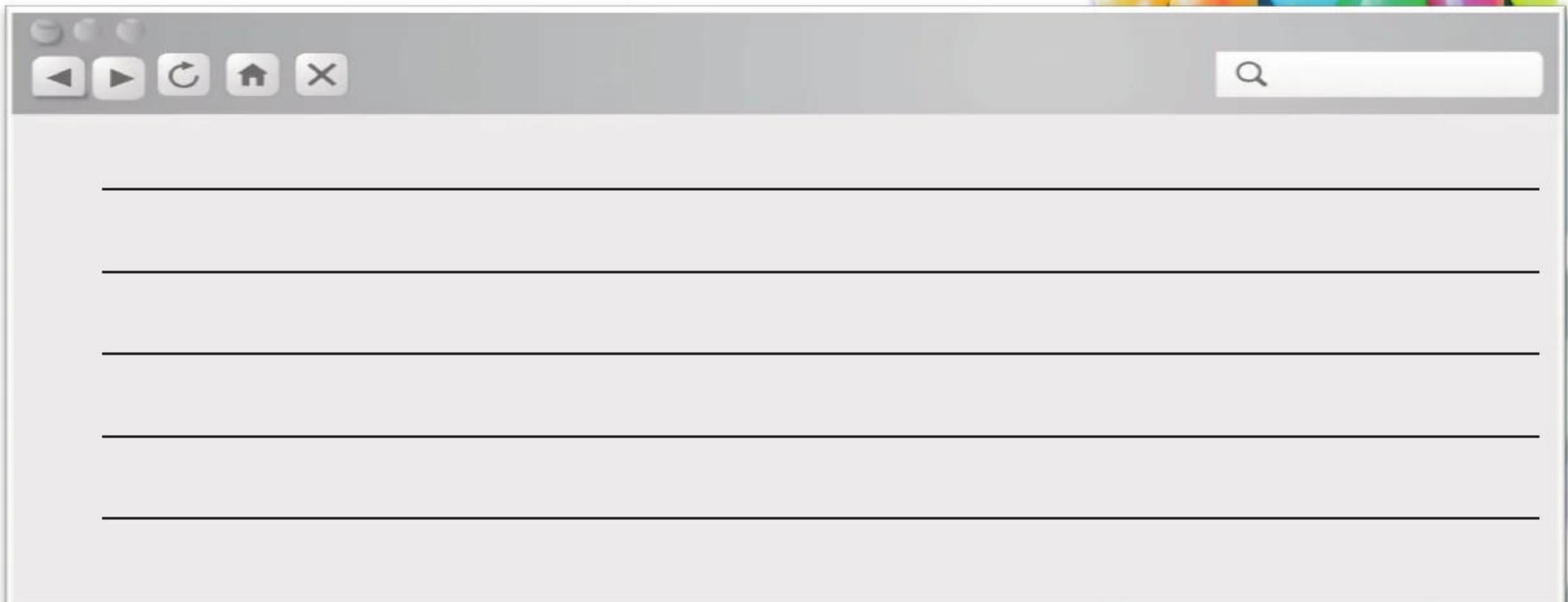
#### Writing Tip

Remember to use capital letters, full stops and question marks.

Hi, Tariq! How are you?

### 5 Write

Use the sentences from Activity 4 to write an email invitation.



A mockup of an email interface with a grey header bar containing icons for back, forward, refresh, home, and close, and a search bar with a magnifying glass icon. Below the header are five horizontal lines for writing the email body. The entire form is set against a background of colorful balloons at the bottom.

# Lesson 5: Language focus

## 1 Talk

Complete the calendar for this month.  
Circle the day today.

1 What day is it today?

Today is...

2 What day was yesterday?

Yesterday was...

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Was

Now   Past

I am → I was

## 2 Read

Read Sara's diary  
and answer the questions.

1 Where was Sara yesterday?

2 Where is she today?

## 3 Read

Use Sara's diary to complete the sentences.

1 Yesterday Sara \_\_\_\_\_ at home.

2 She \_\_\_\_\_ excited.

3 Today \_\_\_\_\_ Sunday and Sara is in Canada.

## Key Language

was  
I **was** at home.

## Vocabulary

plane, fly, today,  
yesterday, last week

**Sara's diary**

Yesterday I was at home packing a bag for my trip.

I was excited! Yesterday was my first time on a plane.

Today is Sunday and now I'm in Canada!

#### 4 Listen Track 38

Listen to Sara talk about her trip to Canada.  
Match the words.



##### Sara's trip

Sunday: Sara was	at the hotel.
Monday: She was	on a plane.
Tuesday: She was	at the park.
Wednesday: She was	at the beach.
Thursday: She was	in bed.

#### 5 Practice

Complete the sentences with was or were.  
Use the box to help you.

- 1 Yesterday I was at home.
- 2 Mona \_\_\_\_\_ at the park.
- 3 Amir and Saif \_\_\_\_\_ at the mall.
- 4 Yesterday we \_\_\_\_\_ on a plane.
- 5 I \_\_\_\_\_ at school.

##### Language Tip

I	he	she	you	we	they
	was		were		

#### 6 Talk

What did you do last week?  
Choose a day and tell your partner.

On Saturday, I was at the park.

I was in Abu Dhabi. It was exciting!



# Lesson 6: Out and about

## 1 Read

Read Nora's diary and answer the questions.

Last week I was in Japan.

It was great!

On Monday I was in Tokyo.

I saw a sports stadium.

It was amazing.



On Tuesday I was in Kyoto.

I saw a gold palace next to a lake. It was amazing!

On Wednesday I went to a big green forest. It was very pretty.



1 Nora was in Kyoto on \_\_\_\_\_.

2 Nora was in a forest on \_\_\_\_\_.

3 Nora was at the Tokyo Dome on \_\_\_\_\_.



## 2 Read

Read the next part of Nora's diary and answer the questions.

I went to Osaka on Thursday and I saw a big castle.

On Friday, I was at the monkey park. I saw lots of monkeys!

On Saturday, I took a train to Tokyo. It was very fast!

1 Where was Nora on Thursday?

2 Where was Nora on Friday?

3 Where was Nora on Saturday?



## Key Language

Was

Last week I **was** in Japan.

## Vocabulary

stadium, palace, lake, forest, diary, gold

### 3 Write

Read again and complete the sentences with the words from the box.

- 1 I went to Osaka \_\_\_\_\_ Thursday.
- 2 On Tuesday I \_\_\_\_\_ in Kyoto.
- 3 I \_\_\_\_\_ a gold palace.
- 4 On Monday I \_\_\_\_\_ at the Tokyo Dome.
- 5 On Wednesday I \_\_\_\_\_ to a big green forest.

went

saw

was x2

on

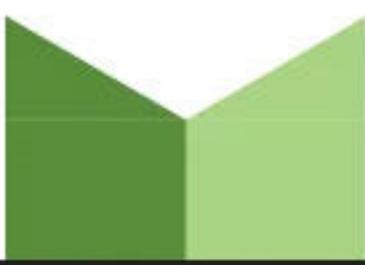
### 4 Write

What did you do last weekend? Complete the table with your answers.

What day?	Where were you?	What did you do?

### 5 Write

Write your own diary entry. Use your ideas from **4** to help you.



On \_\_\_\_\_ I was \_\_\_\_\_

I saw \_\_\_\_\_

It was \_\_\_\_\_



# Lesson 7: Language focus

## 1 Talk

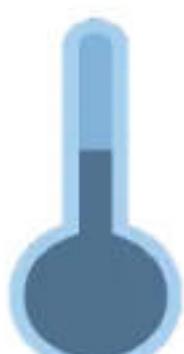
What is your favourite weather?  
Circle your answers and tell a partner.



rainy



cloudy



cool



warm



sunny

## 2 Listen Track 39

Listen to Omran talk about his family holiday.  
Where was he?

## 3 Listen

Listen to Omran again.  
Match the weather to the days.



Sunday



Monday



Tuesday



Wednesday



Thursday

### Language Tip

+

I  
he   **was** not (wasn't)  
she  
it

-

you  
we   **were** not (weren't)  
they

#### 4 Listen Track 39

Listen again and circle True or False.

1 It was rainy on Sunday.	True / False
2 It wasn't cloudy on Monday.	True / False
3 Omran and his family were sad.	True / False
4 Omran and his family weren't happy.	True / False

#### 5 Practice

Complete the sentences with wasn't or weren't.

- 1 The students were happy. They weren't sad.
- 2 Yesterday it was hot. It \_\_\_\_\_ cold.
- 3 We were happy when it rained. We \_\_\_\_\_ sad.
- 4 On Sunday it was cloudy. It \_\_\_\_\_ sunny.
- 5 Last night it was cool. It \_\_\_\_\_ warm.

#### 6 Talk

Draw the weather for last weekend in the boxes.  
Then answer the questions.

Friday

Saturday

1 How was the weather?

2 How did you feel?

On Friday it was...

I was...

## Lesson 8: Win a prize

### 1 Talk

Look at the two pictures. What can you see?  
How are the pictures different?

#### Key Language

Want  
*I want* the toy car.

#### Vocabulary

bike, scooter, football,  
skateboard, teddy  
bear, goldfish



## 2 Listen Track 40

Listen and tick (✓) the things the children want.  
Put a cross (✗) for the things they don't want.

	Teddy bear	Bike	Goldfish	Football
Maria		✗		
Jamal				

## 3 Read

Read and match the questions to the answers.

- 1 Does Maria want the football? Yes, he does.
- 2 Does Jamal want the teddy bear? Yes, she does.
- 3 Does Maria want the goldfish? No, she doesn't.
- 4 Does Jamal want the bike? No, he doesn't.

## 4 Talk PCM 1

Play a game of bingo to win a prize!



## 5 Talk

Ask and answer the question with a partner.

Which toy do you want to win?

I want...

I don't want...

# Lesson 9: Back to school

## 1 Read Track 41

Read the story and look at the picture.  
How do you think the boys feel?

### Back to School

Tom and his friends, Richard and Harry, sat together quietly. No one talked. They ate their burgers and drank their juice, but they didn't say anything.

#### Vocabulary

**nervous:** worried about something

**upset:** sad about something

## 2 Read Track 42

Read the next part of the story.  
Circle true (T) or false (F).

'Hey everyone, what's the matter?' said Ben, Tom's older brother. 'We're upset because the holidays are over,' said Tom.

'Yeah, and I'm nervous about our new teacher!' said Harry.

'Yeah, I'm worried because our lessons will be more difficult,' said Richard. 'Oh, I see,' said Ben. 'Well, I think I can help you.'



- 1 The boys are happy. T / F
- 2 Harry is nervous. T / F
- 3 Richard is excited. T / F
- 4 Ben can help the boys. T / F
- 5 The holidays are over. T / F

#### Reading Tip

Don't rush when you read a story.  
Relax and enjoy what you are reading.

#### Key Language

Saying how you feel  
I was **very nervous**.

#### Vocabulary

*the holidays, problem, feel, upset, nervous, what's the matter?*

### 3 Read Track 43

Read the next part of the story.  
How did Ben help the boys?

Ben sat down next to the boys. 'Everyone feels like that when the holidays are over. Even mum and dad feel like that when they go back to work!'

'Really?' said the boys, together.

'Sure,' said Ben, 'but don't worry, school will be great! Think of all the wonderful things you will do!'

### 4 Read Track 44

Read the last part of the story and answer the questions.

The boys started to think. 'Well, we'll see our friends again,' said Harry. 'And we can play football during lunch break,' said Richard. 'Yeah, and we can write fun stories in English class!' said Tom.

'Yeah!' said the boys, together, 'School will be great! See you tomorrow!'

The boys all jumped up and ran back home to get ready for the first day of school the next day.

1 What things did the boys think of?

2 How do you think the boys feel now?

### 5 Talk

Did you like the end of the story? Why or why not?  
Talk to your partner.



# Lesson 10: Review

## Key Language

Unit 6 language

## Vocabulary

Unit 6 vocabulary

### 1 Vocabulary

Match the words to the pictures.

sunglasses    backpack    toothbrush    hat    football



### 2 Read

Read the poster and answer the questions.

1 When is the winter camp?

a) March    b) July    c) January

2 What can you do at the camp?

a) paint    b) play sports    c) swim

### 3 Talk

Answer 1-2 with a partner.

1 Would you like to go to the winter camp?  
Why or why not?

2 Make a list of 3 items to take to the winter camp.

## Winter camp

Camp in the desert.  
Sleep under the stars.  
Play sports during the day.  
Tell stories at night.

**When:** January

**How long:** 3 days

**Ages:** 8 – 12

A towel, sunglasses, water...



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 4 Talk

Look at the pictures of Nada's day yesterday. Then answer the questions.

- 1 Where was Nada in the morning?
- 2 Where was Nada in the afternoon?



**Yesterday:**

8:00  
morning



café

10:00  
morning



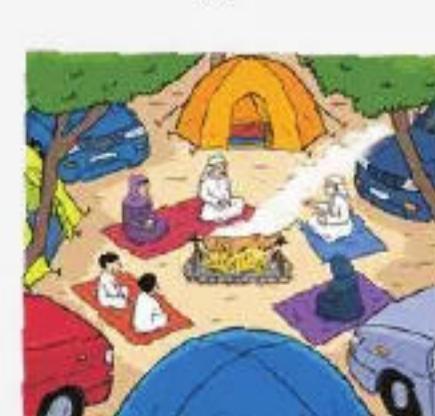
park

3:00  
afternoon



beach

8:00  
night



desert

#### 5 Practice

Look at the pictures in 4 again. Circle True or False below.

- 1 Nada wasn't at the park yesterday. **True / False**
- 2 She wasn't at the beach yesterday. **True / False**
- 3 She was in the desert yesterday morning. **True / False**
- 4 She was at the beach yesterday afternoon. **True / False**

#### 6 Write

Write about your day yesterday. Where were you?

morning: \_\_\_\_\_

afternoon: \_\_\_\_\_

night: \_\_\_\_\_

## Unit 7: Story time

### Lesson 1: The old woman in the shoe

#### 1 Listen Track 45

Read and listen to the rhyme. Then answer the questions.

#### Key Language

Past simple

She **gave** them some soup.

#### Vocabulary

nice, caring, help, give, children, soup, bread

#### The old woman who lived in a shoe

There was an old woman who lived in a shoe.

She had so many children she didn't know what to do.

She gave them some soup and gave them some bread,

then hugged them all nicely and sent them to bed.

- 1 Where does the old woman live?
- 2 What do the children eat?
- 3 Do you think the old woman is kind? Why or why not?



#### Vocabulary

**rhyme:** a short poem that has words that sound the same at the end of each line.

## 2 Vocabulary

Circle the words with the 'sh' sound.

shoe

sell

fish

wish

children

shop

see

school

shell

ship

### Speaking Tip

Practise making the **s** and **sh** sounds.

s

sip

see

sell

sh

ship

she

shell

## 3 Vocabulary

Follow the sh sound to complete the maze.



START

she

ship

shell

rush

this

back

stop

that

dish

school

rock

fish

cash

shop

rhyme

swim

push

mess

soup

bread

meet

shut

shark

wish

shoe

FINISH

## 4 Talk

Ask and answer the questions with your partner.

- Do you think the old woman is a caring person? Why or why not?
- Can you think of some jobs that caring people do?
- Can you think of a time when you were a caring person?

### Vocabulary

**caring:** being kind and helping other people



## Lesson 2: Treasure

### 1 Read Track 46

Read and listen to the story. Then answer the questions.

#### Treasure

There was a man with a farm and two sons.

The man worked hard all day, but his sons were lazy.

They never worked. They never helped their father.

One day the man saw that his trees were dying because no one was taking care of them. He called his sons to come and help.

'My sons' said the man 'I am old. My farm is now yours. Work hard and you will find treasure in this farm.'

- 1 Who are the three characters in the story?
- 2 Where do the characters live?

#### Key Language

But

He is clever **but** lazy.

#### Vocabulary

treasure, lazy, strong, son, farm, grow

#### Reading Tip

If you don't know a word, ask your teacher or look in a dictionary.

#### Vocabulary

present	past
work	worked
help	helped
call	called
look	looked

see	saw
say	said
go	went
find	found



#### Vocabulary

**character:** a person in a story

## 2 Read Track 47

Read and listen to the next part of the story and answer the questions.

'Maybe the treasure is gold!' said the sons. So, they stopped being lazy. They worked hard. They worked on the farm for days and days. They looked for treasure every day, but they found nothing.

The sons worked hard, and the trees grew big and strong. After a month, they went to their father.

'We looked everywhere, but there was no treasure.'

'My sons,' said the father, 'look at the farm. Can you see the beautiful trees? The trees are beautiful because you worked so hard. That is your treasure!'

- 1 What did the sons think they would find?
- 2 What was the treasure?



## 3 Vocabulary

Write the correct words.

1 zyla	_____	lazy	_____	3 revelc	_____
2 gronst	_____			4 betuaiflu	_____

## 4 Write

Choose words from the box to describe the characters in the story.

lazy

hardworking

strong

clever

- 1 The farmer is \_\_\_\_\_
- 2 The sons are \_\_\_\_\_



## Lesson 3: Language focus

### Key Language

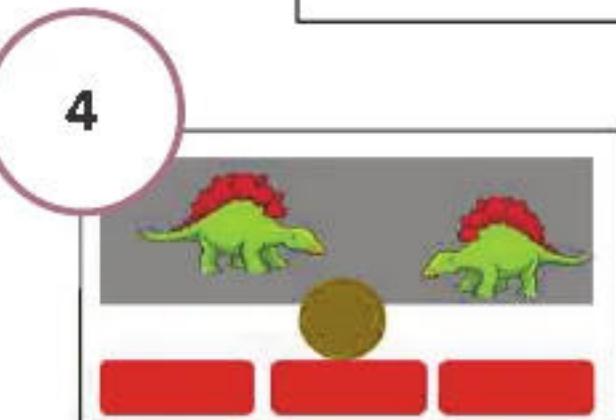
Past simple  
*I played* games.

### Vocabulary

film, stay at home, tidy my room

### 1 Vocabulary

Match the pictures to the words in the box.



1

2

3

4

talk to friends

tidy my room

watch a film

play in the garden

### 2 Read Track 48

Read about Mona's holiday.

Where was she?



Last week I was on holiday.  
I stayed at home with my family.  
I watched a film. I tidied my room.  
I talked to my cousins. I played in the garden.  
It was a fun week!

### 3 Read

Read about Mona again and circle True or False.

1 Last week she tidied her room.

True / False

2 Last week she talked to her brothers.

True / False

3 Last week she watched a film.

True / False

4 Last week she played in the park.

True / False

### Past simple

Add -ed to some verbs.

Present      Past

play	→	played
watch	→	watched
talk	→	talked
tidy	→	tidied

#### 4 Practice

Write the past form of the verbs.

1 play → played

2 watch → \_\_\_\_\_

3 talk → \_\_\_\_\_

4 stay → \_\_\_\_\_

5 tidy → \_\_\_\_\_

#### 5 Practice

Work with a partner.

Put the words in the correct order.

Last week I...

1 tidied my room. / I / Last week,

\_\_\_\_\_

2 we / Last week, / a film. / watched

\_\_\_\_\_

3 The boys / in the garden. / played

\_\_\_\_\_

4 talked to / I / my cousin.

\_\_\_\_\_

#### 6 Write

What did you do last week?

Complete the sentence.

Last week I \_\_\_\_\_

\_\_\_\_\_

#### 7 Talk

Talk in groups. Tell your group what you did last week.

# Lesson 4: Telling a story

## 1 Talk

What animals can you see in the desert?



## 2 Listen Track 49

Look at the pictures and guess the right order.  
Then listen and check your answers.



## 3 Listen Track 50

Listen and complete the sentences with the words from the box.

saw

talked

went

drove

1 I \_\_\_\_\_ camping with my family.

2 We \_\_\_\_\_ to the desert.

3 We \_\_\_\_\_ and drank tea.

4 We \_\_\_\_\_ something move in the sand.

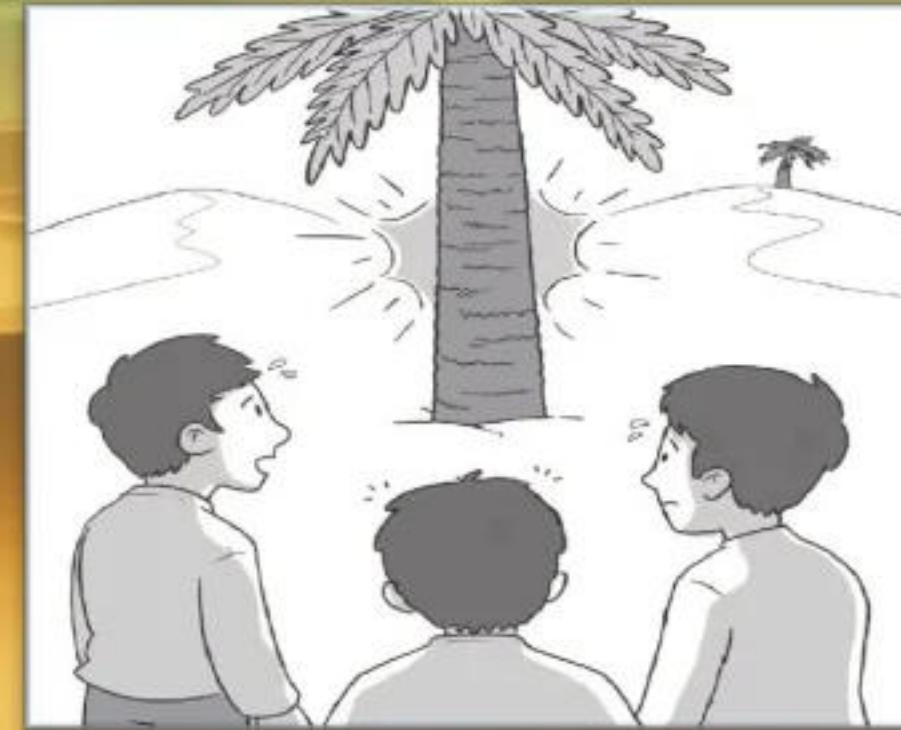
### Language Tip

Some verbs are irregular. The past form doesn't have -ed.

present	past
see	saw
go	went
drive	drove
hear	heard

#### 4 Write

Look at the pictures of a story. Use the words below to write the story.



1 drive / farm The family drove to the farm.

2 have / picnic \_\_\_\_\_

3 boys / play football \_\_\_\_\_

4 they / hear / something in the trees \_\_\_\_\_

5 they / see / sisters laughing and making a noise \_\_\_\_\_

#### 5 Talk

Read the story with a partner.

What happened first?

The family...

#### Speaking Tip

When you tell a story, use words like 'next' and 'then' to show what comes next.

# Lesson 5: Language focus

## Key Language

Past simple  
*I didn't play* games.

## Vocabulary

play games, watch TV,  
cook food, paint pictures

### 1 Talk

Match the words to the pictures.  
Which do you do?

play games

watch TV

cook food

paint pictures

1

2

3

4



### 2 Listen Track 51

Listen to the students.  
What did they do yesterday?  
Circle the correct pictures.

1 a)



b)



2 a)



b)



3 a)



b)



4 a)



b)



## Past simple

Add -ed to some verbs.

### Present

play

### Past

played

watch

watched

cook

cooked

paint

painted

### 3 Practice

Write the past form of the verbs.

1 Yesterday I \_\_\_\_\_ sports.

play

2 I \_\_\_\_\_ TV.

watch

3 I \_\_\_\_\_ lunch.

cook

4 I \_\_\_\_\_ a picture.

paint

### 4 Listen Track 51

Listen and read. Then answer the questions.

#### What did you do yesterday?

+

**Amna:** I watched TV.

-

I didn't watch sports.

**Shooq:** I played games.

I didn't play music.

**Faisal:** I cooked lunch.

I didn't cook dinner.

**Ahmed:** I painted my room.

I didn't paint a picture.

#### Language Tip

did not = didn't

1 Who didn't cook dinner?

2 Who didn't watch sports?

3 Who played games?

### 5 Write

Complete the sentences with your ideas.

Yesterday I \_\_\_\_\_

Yesterday I didn't \_\_\_\_\_

### 6 Talk

What did you do yesterday? Tell your partner.

#### Past simple

+

I **play**ed.

-

I **did not play**.

I **cook**ed.

I **did not cook**.

I **paint**ed.

I **did not paint**.

# Lesson 6: Postcards

## Key Language

Present simple  
It **rains** every day.

## Vocabulary

weather, lovely,  
address, message

### 1 Read

Read the postcard and match it to the correct picture.

Greeting

Hi Zara,

Message

We are in Paris! The hotel is  
really nice. The food is  
delicious! The weather is rainy  
and cold. I saw the Eiffel  
Tower yesterday. It's so tall!

Sign off

See you soon!

Jill

Zara Brown

South Road

London

UK

Address

a



b



### 2 Read

Read again and answer the questions.

- 1 Who wrote the postcard?
- 2 Who is the postcard for?
- 3 Where is Jill?
- 4 What's the weather like?
- 5 What's the hotel like?

## Vocabulary

**greeting:** something you say at the start of a letter

**sign off:** something you say at the end of a letter

### 3 Vocabulary

Put the words in the correct boxes.

Hi

See you soon

The weather is lovely

Your friend

I'm having a great time

The hotel is nice

Love

Greeting	Message	Sign off
		Your friend

### 4 Write

Write a postcard. Use Activity 3 and the questions below to help you.

We are on holiday!

Who is the postcard for?

What is the hotel like?

What is the weather like?

Who is the postcard from?

#### Writing Tip

Remember the greeting and sign off in your postcard.

# Lesson 7: The rhyming game

## Key Language

Rhyming words  
Pick **up** the **cup**.

## Vocabulary

cup, grass, laugh,  
sad, king, daughter

### 1 Vocabulary

Match the words that rhyme.

grass

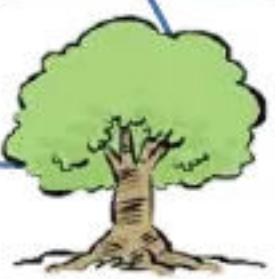
pen

dig

zoo

bear

tree



bee

chair

two

glass

ten

big

## Language Tip

Words rhyme when they have the same sound at the end.

blue – new 'oo' sound

red – bed 'ed' sound

### 2 Listen Track 52

Read and listen to the short story and answer the questions.

#### The rhyming game

Aisha and her daughter, Laila, sat in the garden.

**Aisha:** Let's play the rhyming game. First, you say a word. Then I'll say a word that rhymes.

**Laila:** Ok, I'll start. Bad.

**Aisha:** Sad!

**Laila:** Up.

**Aisha:** Cup!

**Laila:** Dog.

**Aisha:** Frog!

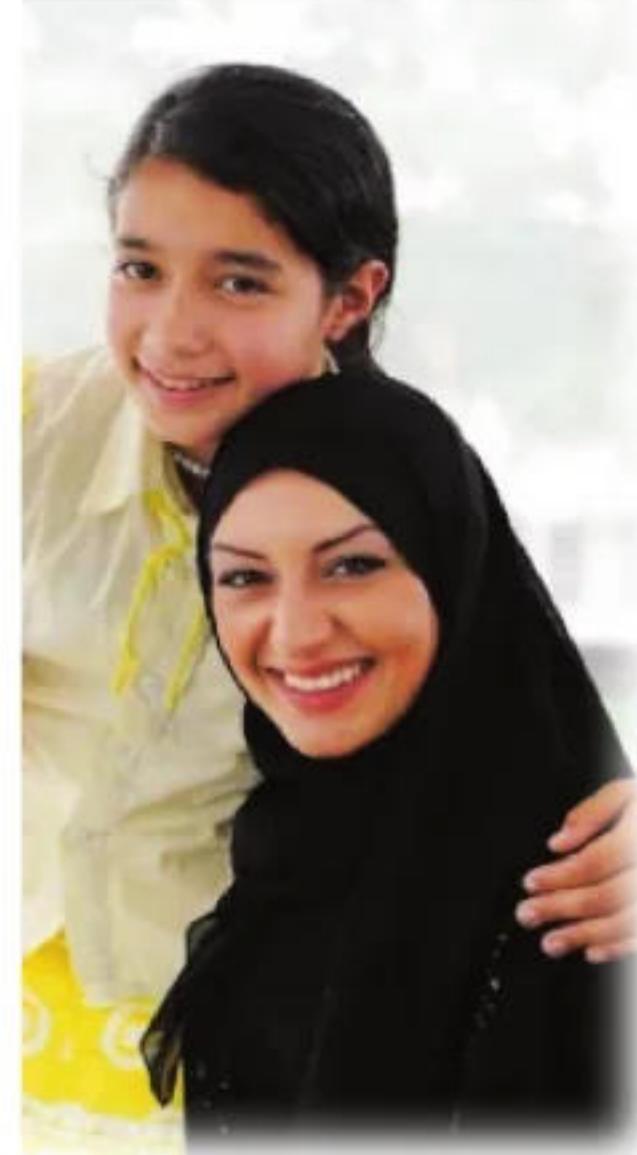
**Laila:** Can we change turns now?

**Aisha:** No, no, no, no, no!

**Laila:** Go, go, go, go, go!

Aisha and Laila laughed and laughed.

Rhyming was fun!



- 1 Which word does Aisha rhyme with 'bad'?
- 2 Which word does Laila rhyme with 'no'?
- 3 Can you think of more words to rhyme with 'no'?

### 3 Listen Track 53

Listen and circle the word that rhymes.



1 sing / bee

2 king / car

3 star / start

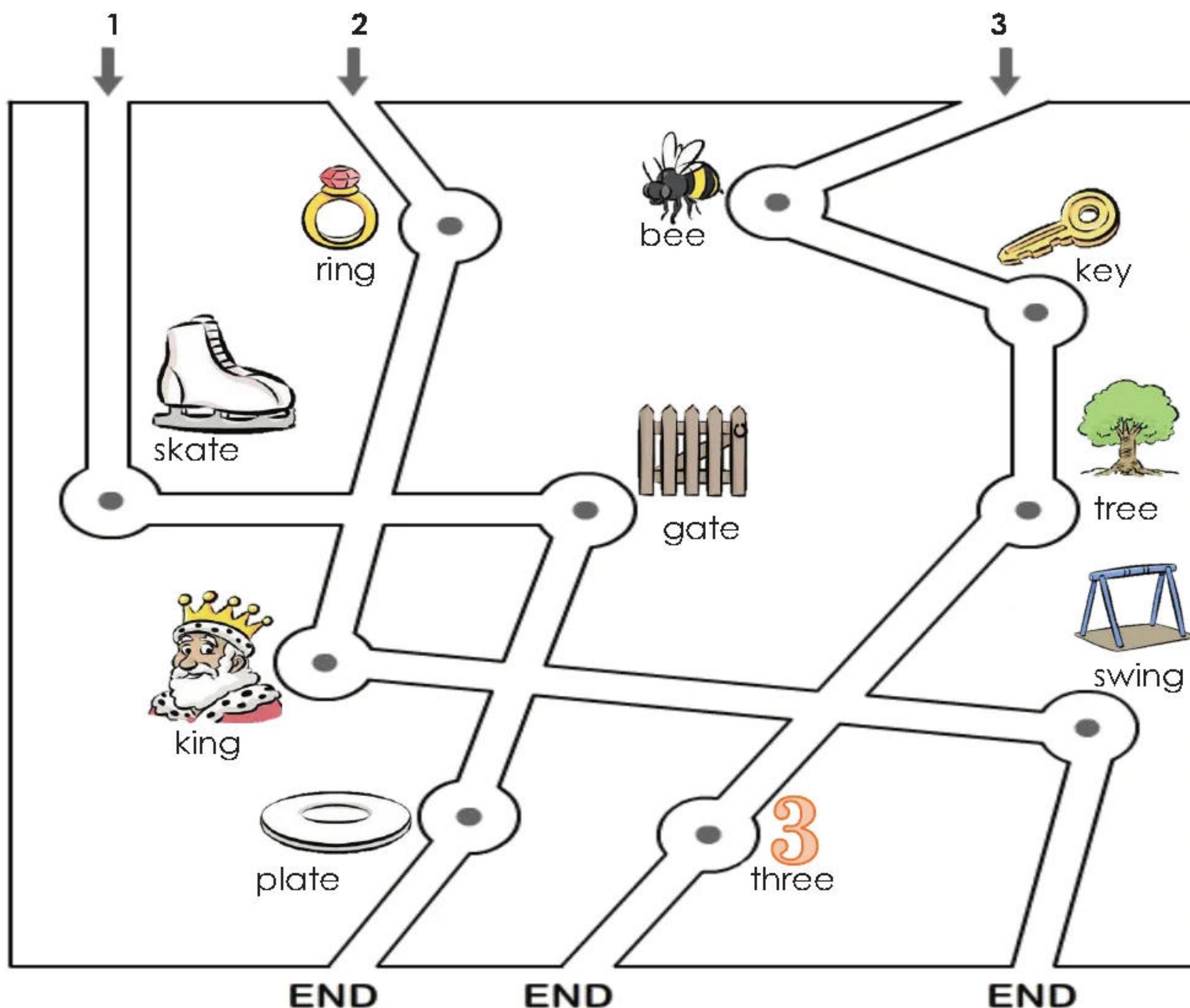
4 have / pan

5 three / two

6 tap / see

### 4 Talk

Choose 1, 2 or 3. Draw a line to the words that rhyme and say them out loud.



### 5 Talk

Play a rhyming game like Aisha and Laila.

1 late

2 see

3 sing

4 go

5 too

# Lesson 8: Stars

## Key Language

Rhyming words

Stars are **bright** at **night**.

## Vocabulary

bright, star, day, night,  
late, early

### 1 Talk

Which words rhyme with the words below?

bright

you

why

day

### Reading Tip

When you read, try to clap your hands in time with the poem.

### 2 Read

Read the poem about stars.

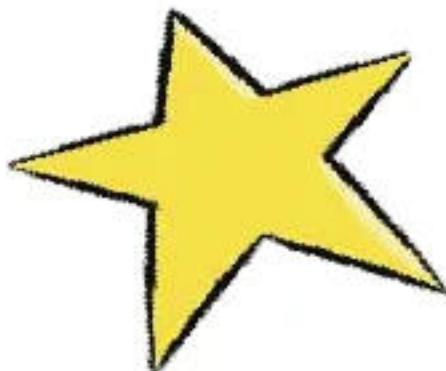
Complete the poem with the words from 1.

High in the sky,  
late at night,  
you can see stars,  
shining \_\_\_\_\_<sup>1</sup>

They twinkle and shine  
so far away,  
but where do they go  
in the \_\_\_\_\_? <sup>2</sup>

Are they just holes,  
in the sky,  
to make us think  
where and \_\_\_\_\_? <sup>3</sup>

I'd like to be,  
up there too,  
to see them close.  
How about \_\_\_\_\_? <sup>4</sup>

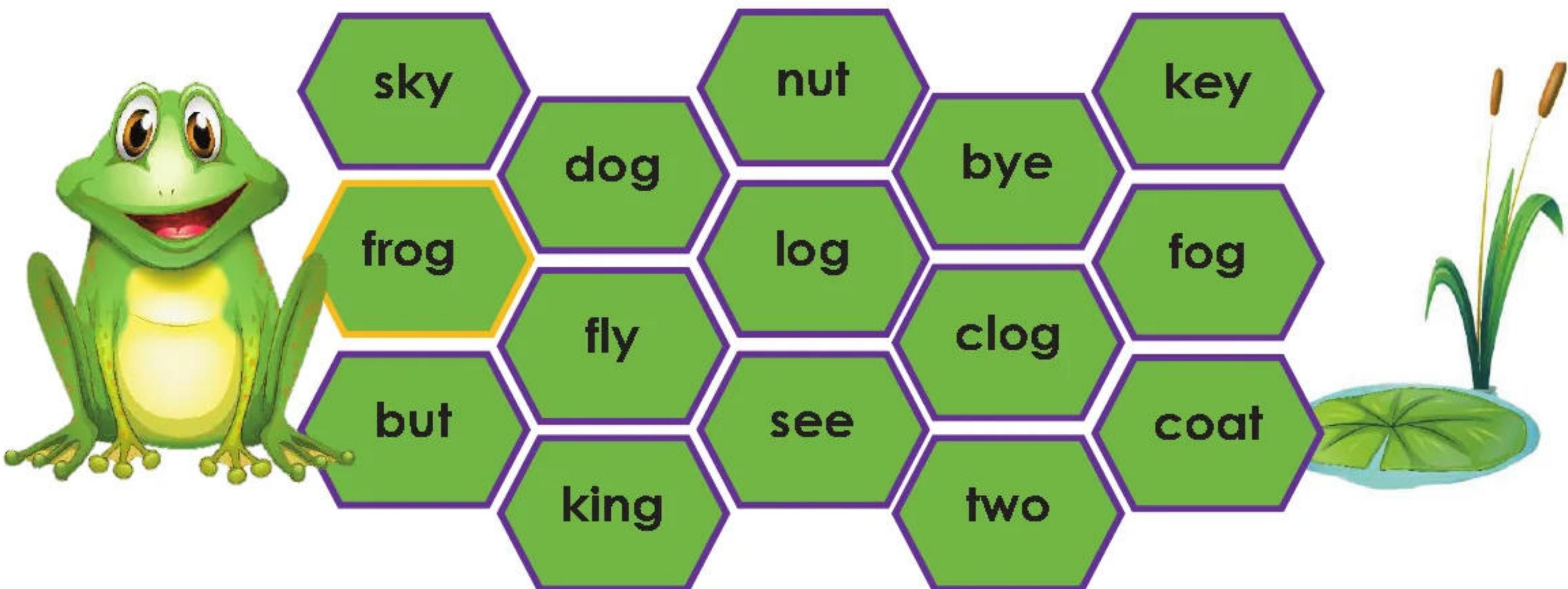


## Vocabulary

**shine:** when the light is bright and clear

### 3 Write

Help the frog to get home. Draw a line to join the rhyming words.



### 4 Write

Complete A-D with words that rhyme.

A

Today is a good day.<sup>1</sup>

sad play bad

sky night day

because I can p\_\_\_\_\_.

Go to sleep and don't be s\_\_\_\_\_.

B

Things are not b\_\_\_\_\_.

C

The sun is in the \_\_\_\_\_.

Look at the stars at n\_\_\_\_\_.

D

They are so bright!

### 5 Talk

Read A-D again.

Which are about the day?

Which are about the night?

Match them to make poems.

# Lesson 9: Little by little

## Key Language

Past simple

She **did** her homework.

## Vocabulary

try, surprised, start, finish,  
unhappy, tired

### 1 Talk

Ask and answer the questions with your partner.

What do you do after school?

Do you have lots of homework?

When do you do your homework?

### 2 Read Track 54

Read the first part of the story.

Why do you think the sisters are sad?

### Little by little

Noor and her sister, Maha, were tired after school. They sat down in the living room but didn't talk. They both looked very unhappy.  
'Why are you so sad?' asked their mother.

### 3 Read Track 55

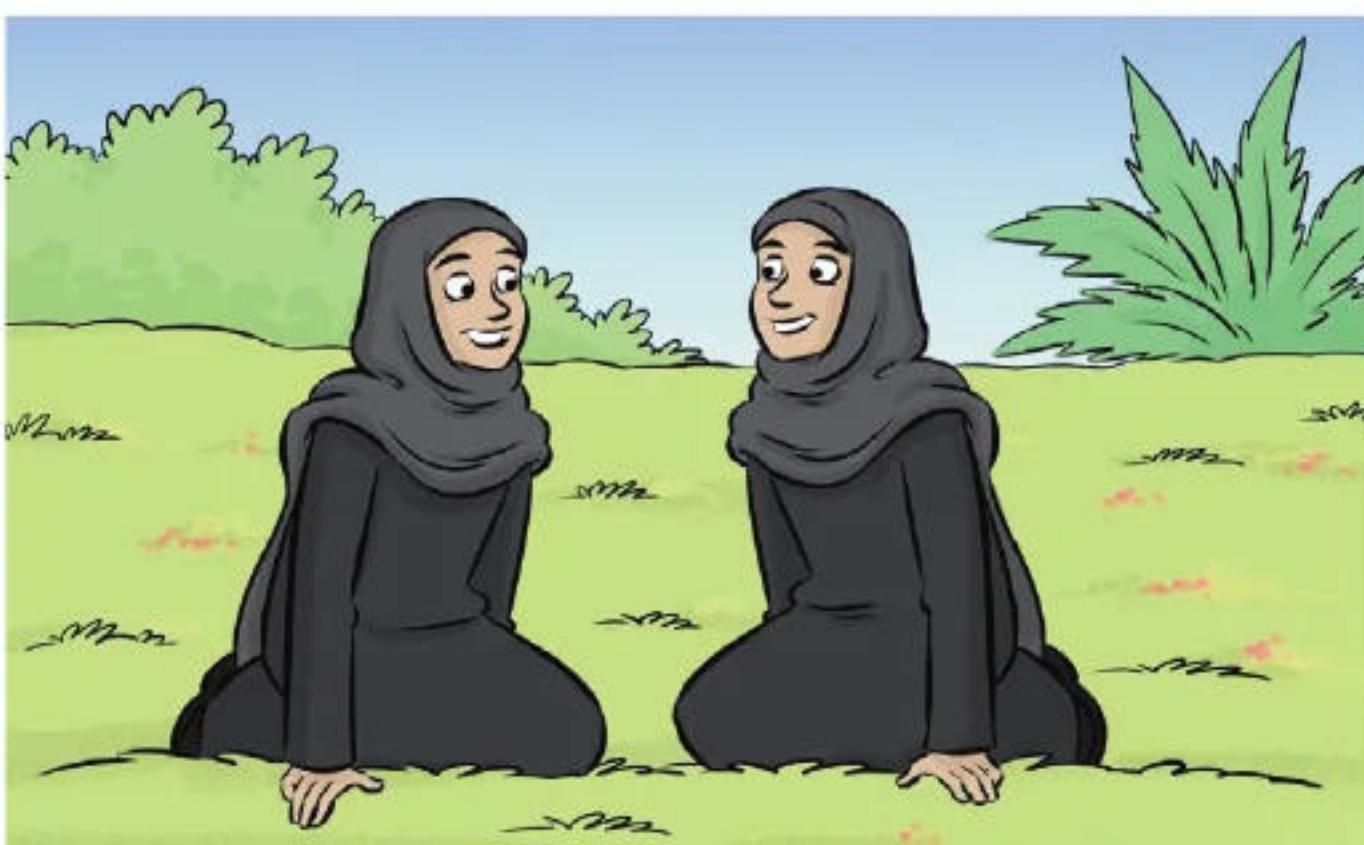
Read again and check your answer to 2.

'Mum, our teacher gave us so much homework!' said Noor.  
'Yes, and we have to finish it tonight!' said Maha.  
The sisters looked very sad.  
'How can we finish it?' said Noor.  
'How? By doing it little by little.' said their mother.

## Reading Tip

Speech marks (' ') go around the words people say.

'Why are you sad?'



#### 4 Read Track 56

Read the next part of the story. Circle true (T) or false (F) below.

So, Noor started to do her homework. First, she answered one question, then another. It was slow, but little by little she finished all her homework!

Maha didn't listen to her mother. She didn't even try to do the homework! She looked out the window and thought, 'There's too much homework! I will never finish it.'

1	Noor didn't finish her homework	T / F
2	She finished her homework quickly.	T / F
3	Maha listened to her mother.	T / F
4	Maha finished her homework.	T / F

#### 5 Read Track 57

Read the last part of the story and answer the questions.

The next day, the teacher said 'Noor! You are a very good student!' Noor was very happy. When she came home from school, there was a delicious cake on the table. The cake said 'Little by little' on it. Noor was surprised but very happy. 'Oh, thank you, Mum!' she said, and gave her mother a big hug.

- 1 What did the teacher say to Noor?
- 2 What did Noor's mother give her?

#### 6 Talk

Did you like the end of the story? Why? Why not?  
Talk to your partner.



# Lesson 10: Review

## Key Language

Unit 7 language

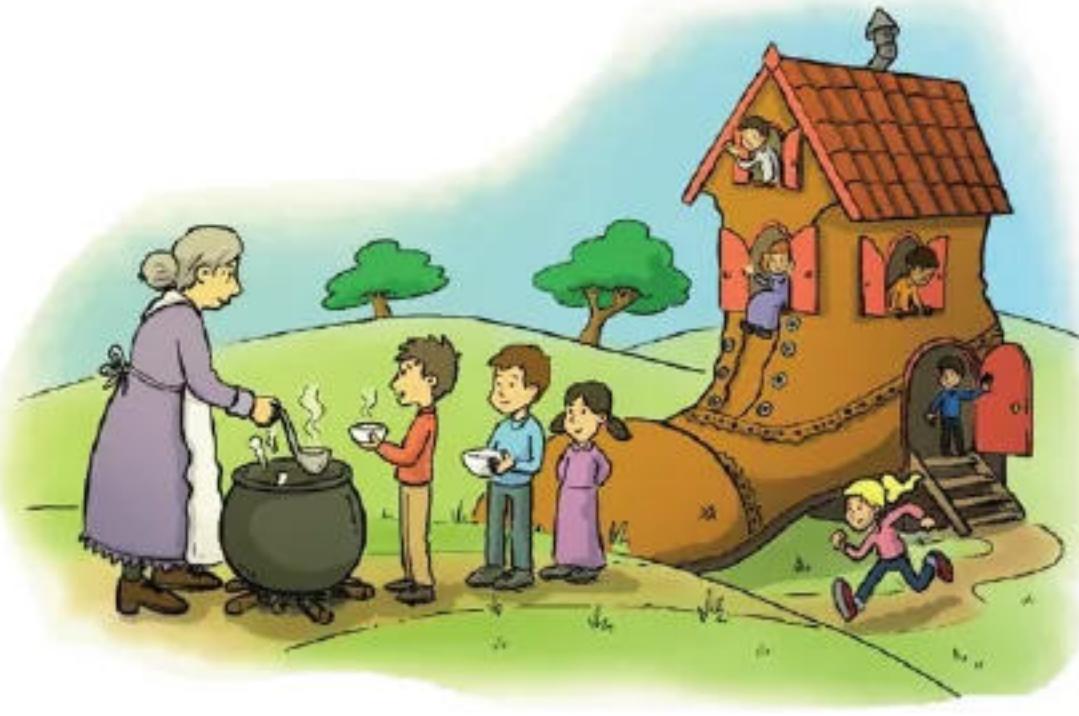
## Vocabulary

Unit 7 vocabulary

### 1 Talk

Think about the characters from the stories in Unit 7.

Who was... clever?  
kind?  
strong?  
nice?



### 2 Read

Read the start of a story and answer the question.

Why was Ali sad?

#### Ali the tall boy

Ali was a big baby. He ate lots of food. He got bigger and bigger every day. When he was ten years old, he was taller than everyone at school. He sat outside in the playground because he could not go inside. Ali's friends were in the classroom. He wanted to be in the classroom too, but he was too tall. Ali was sad. He didn't know what to do.

### 3 Read

Read the story again.

Then circle True or False below.

1 Ali was a small baby. True / False

2 He was the tallest student in school. True / False

3 Ali wanted to sit in the classroom. True / False

### 4 Talk

What can the students do to make Ali happy? Share your ideas with a partner.

## 5 Practice

Write the past form of the **verbs** in the boxes.

1 Yesterday I watched sports.

watch

2 I \_\_\_\_\_ football.

play

3 We \_\_\_\_\_ lunch.

cook

4 They \_\_\_\_\_ a picture.

paint

5 I didn't \_\_\_\_\_ to my cousins.

talk

## 6 Write

What did you do yesterday? Complete the sentences.

Yesterday I \_\_\_\_\_

Yesterday I didn't \_\_\_\_\_

## 7 Talk

What did you do yesterday? Tell your partner.

Yesterday I studied English.

Yesterday I played football.



## Grammar

### Unit 5 Going to

#### Going to

I am  
You are  
We are + (not) going to + verb  
They are  
He is  
She is  
It is

Examples:

We **are going to** play in the park. Omar **is not going to** play in the park.  
**Are** you **going to** play in the park?

### Unit 6 Was / were

#### Positive

I was  
You were  
We were  
They were  
He was  
She was  
It was

#### Negative

I was not  
You were not  
We were not  
They were not  
He was not  
She was not  
It was not

#### Yes/No Questions

Was I?  
Were you?  
Were we?  
Were they?  
Was he?  
Was she?  
Was it?

Examples:

Yesterday **I was** at school. **I was** happy.  
Yesterday **we were** at school. **Were you** at school?

## Unit 7

### Past simple

Regular past simple verbs end with -ed.

#### Positive

I  
You  
We  
They + verb + ed  
He  
She  
It

#### Regular verbs

<u>Present</u>	<u>Past</u>
play	→ played
watch	→ watched
talk	→ talked
tidy	→ tidied

Examples:

I **played** sports yesterday. Last week we **visited** the aquarium.

#### Negative

I  
You  
We  
They + did not + verb  
He (didn't)  
She  
It

Examples:

I **didn't watch** TV. We **didn't play** sports.

Some verbs are irregular and do not end in -ed.

#### Irregular verbs

<u>Present</u>	<u>Past</u>
see	→ saw
eat	→ ate
go	→ went
write	→ wrote
do	→ did

Examples:

I **went** to the park yesterday. I **didn't go** to the mall.

# Word lists

## Unit 5

<b>best friend</b>	noun	<b>shopping centre</b>	noun
<b>bike</b>	noun	<b>shout</b>	verb
<b>boat</b>	noun	<b>start</b>	verb
<b>bus</b>	noun	<b>stop</b>	verb
<b>busy</b>	adjective	<b>swimming pool</b>	noun
<b>buy</b>	verb	<b>take</b>	verb
<b>can't wait</b>	phrase	<b>take photos</b>	phrase
<b>car</b>	noun	<b>tomorrow</b>	adverb
<b>car park</b>	noun	<b>traffic light</b>	noun
<b>cinema</b>	noun	<b>train</b>	noun
<b>closing</b>	noun	<b>tram</b>	noun
<b>clothes shop</b>	noun	<b>turn left</b>	phrase
<b>crocodile</b>	noun	<b>turn right</b>	phrase
<b>cross the road</b>	phrase	<b>visit</b>	verb
<b>drums</b>	noun	<b>watch</b>	verb
<b>entrance</b>	noun	<b>zebra crossing</b>	noun
<b>excited</b>	adjective	<b>zoo</b>	noun
<b>flamingo</b>	noun		
<b>food court</b>	noun		
<b>funny</b>	adjective		
<b>giraffe</b>	noun		
<b>go past</b>	phrase	<b>art</b>	noun
<b>go straight</b>	phrase	<b>back to school</b>	phrase
<b>greeting</b>	noun	<b>backpack</b>	noun
<b>hug</b>	verb	<b>bike</b>	noun
<b>invitation</b>	noun	<b>bored</b>	adjective
<b>invite</b>	verb	<b>boring</b>	adjective
<b>kind</b>	adjective	<b>cool weather</b>	phrase
<b>library</b>	noun	<b>diary</b>	noun
<b>lost</b>	adjective	<b>draw</b>	verb
<b>metro</b>	noun	<b>email</b>	noun
<b>next to</b>	phrase	<b>end</b>	noun
<b>next week</b>	phrase	<b>feel</b>	verb
<b>on the...floor</b>	phrase	<b>flight</b>	noun
<b>party</b>	noun	<b>fly</b>	verb
<b>race</b>	noun	<b>football</b>	noun
<b>road</b>	noun	<b>forest</b>	noun
<b>see</b>	verb	<b>gold</b>	adjective
<b>shoe shop</b>	noun	<b>goldfish</b>	noun

## Unit 6

<b>art</b>	noun
<b>back to school</b>	phrase
<b>backpack</b>	noun
<b>bike</b>	noun
<b>bored</b>	adjective
<b>boring</b>	adjective
<b>cool weather</b>	phrase
<b>diary</b>	noun
<b>draw</b>	verb
<b>email</b>	noun
<b>end</b>	noun
<b>feel</b>	verb
<b>flight</b>	noun
<b>fly</b>	verb
<b>football</b>	noun
<b>forest</b>	noun
<b>gold</b>	adjective
<b>goldfish</b>	noun

hat	noun
jacket	noun
lake	noun
last night	phrase
last week	phrase
last weekend	phrase
leave	verb
little brother / sister	noun
long	adjective
nervous	adjective
paint	verb
palace	noun
picnic	noun
plane	noun
play games	phrase
problem	noun
reply	verb
scooter	noun
short	adjective
skateboard	noun
stadium	noun
summer camp	noun
sunglasses	noun
teddy bear	noun
tell stories	phrase
tent	noun
the holidays	noun
today	adverb
toothbrush	noun
towel	noun
trainers	noun
trip	noun
upset	adjective
warm weather	phrase
what's the matter?	phrase
yesterday	adverb

## Unit 7

address	noun
bread	noun
bright	adjective
camp	noun
caring	adjective
children	noun
cook food	phrase
cup	noun
daughter	noun
drive	verb
early	adjective
farm	noun
film	noun
finish	verb
give	verb
grass	noun
grow	verb
hear	verb
help	verb
king	noun
late	adjective
laugh	verb
lazy	adjective
lovely	adjective
message	noun
nice	adjective
night	noun
noise	noun
paint pictures	phrase
play games	phrase
sad	adjective
sand dune	noun
son	noun
soup	noun
star	noun
start	verb
stay at home	phrase
strong	adjective



<b>surprised</b>	adjective
<b>tidy my room</b>	phrase
<b>tired</b>	adjective
<b>treasure</b>	noun
<b>try</b>	verb
<b>unhappy</b>	adjective
<b>watch TV</b>	phrase
<b>weather</b>	noun

## Notes

## Notes

## Notes

## Cover label guide

### Cycle 02 Color



Course book

Activity book (workbook)

Reading book (Arabic, social)

Interactive Student Guide (Math)

Activity Lab Manual (Science)

Teacher Guide

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