



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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4
عام المجتمع
YEAR OF COMMUNITY
UAE

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2025-2026



5

ADVANCED
ENGLISH



Grade
05

Advanced

English Language

Coursebook

Book 5

Volume 2

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



Introduction to Advanced Book 5

This course is designed to build upon English literacy and language skills and aims to:

- develop and extend listening, speaking, reading and writing skills.
- 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
Unit 5 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
Unit 6 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
Unit 7 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



Unit 5: Getting around

Lesson 1: Getting to school

Key Language

How

How do you get to school?

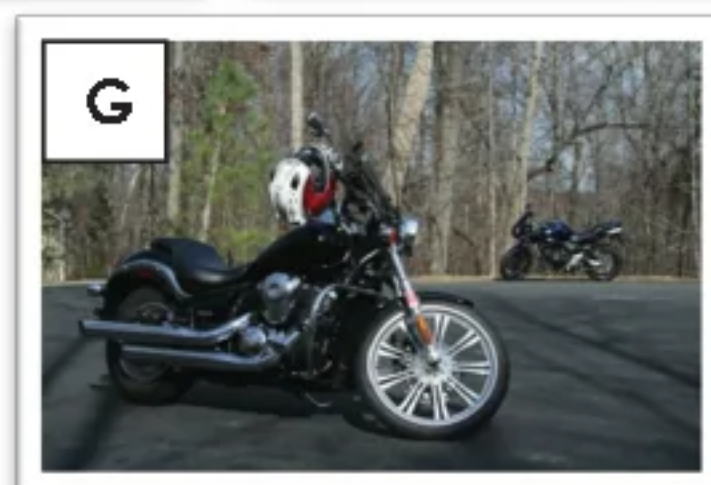
Vocabulary

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

1 Talk

Look at the pictures.

- What can you see?
- When do people use these types of transport?



2 Vocabulary

Match the words in the box to the correct picture.

tram

motorbike

boat

metro

bike

bus

car

a _____

e _____

b _____

f _____

c _____

g _____

d _____

h _____



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 Listen Track 26

Listen again. How long does it take each student to get to school?

Mark _____

Tom _____

Sara _____

Mary _____

5 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.'

6 Talk

Ask your classmates, 'How do you get to school?' and 'How long does it take to get to school?', then complete the table.

Name	Type of Transport	Time



Lesson 2: Road safety

Key Language

Zero conditional
If you have a bike, walk it across.

Vocabulary

zebra crossing, cross, pavement, road safety

1 Read

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



a) School safety

b) Road safety

c) Home safety

Near our school there is a zebra crossing and a small bridge for people. When you want to cross, stop at the line and stand on the pavement. Look left, right, and left again. If the red man is showing, wait. When the green man appears, walk across to the other side, don't run. Put your phone away and take one earphone out so you can hear. If you are with a younger child, hold hands. If you have a bike, walk it across the crossing. After you cross, move away from the road and continue on the pavement.



2 Read

Put the directions in the correct order 1 - 4.

- ☐ When it turns green, look left – right – left again.
- ☐ Stop at the line on the pavement.
- ☐ Check the signal: if it is red, wait.
- ☐ Step off the pavement and walk across.

3 Read

Choose if the sentences are true (T) or false (F).

- | | | |
|---|--|-------|
| 1 | You should stop at the line before you cross. | T / F |
| 2 | You should run across when the red man is showing. | T / F |
| 3 | You walk across when the green man appears. | T / F |
| 4 | You can look at your phone while you cross. | T / F |
| 5 | Take one earphone out before you cross. | T / F |
| 6 | If you have a bike, ride it across the crossing. | T / F |
| 7 | If you are with a younger child, hold hands. | T / F |

4 Vocabulary

Match the words to the correct picture.

1 Traffic lights

2 Zebra crossing

3 Stop sign



5 Practice

Match the two parts of the sentences from the text.

- | | |
|------------------------------------|-------------------|
| 1 If the red man is on, | A walk it across. |
| 2 If you have a bike, | B wait. |
| 3 If you are with a younger child, | C hold hands. |

6 Read

Write road safety rules using words in the box.

listen | earphone | pavement | run | stop | cross | play

Road Safety

- 1 _____
- 2 _____
- 3 _____
- 4 _____



Writing Checklist:

- | | |
|---------------------------------|--------------------------|
| I wrote full sentences. | ☐ |
| I used words from the word box. | ☐ |
| My rules follow road safety. | ☐ |

Lesson 3: Language focus

1 Vocabulary

Match the words to the pictures.



1

race track ____



2

safari park ____



3

mountains ____



4

beach ____

Key Language

Going to
I'm going to visit
Dubai.

Vocabulary

visit, watch, see,
race track, next
week, can't wait,
beach, safari park,
picnic

2 Listen Track 27

Listen to the four students talk about their holiday plans. Match the speaker where the place they are going.

1 Hana

a Dubai

2 Ben

b Ras Al Khaimah

3 Mary

c Fujairah

4 Ali

d Abu Dhabi

3 Listen Track 27

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

	have a picnic	watch camel racing	see animals	go to the beach
Hana				
Ben				
Mary				
Ali				

4 Practice

Complete the sentences with **am**, **are** and **is**.

1 We ____ going to visit the zoo.

2 I ____ going to play football.

3 She ____ going to read a book.

Going to
going to + verb

I **am**

You / We / They **are** + going to + visit Dubai.

He / She **is**

5 Practice

Complete the sentences with your own ideas.

1 Saeed is going to read _____.

2 John and Tom are _____.

3 I _____.

4 We _____.

5 _____.

6 Talk

What are you going to do next week?

Circle your answers below. Then tell your partner. Use the checklist to help your conversation.

Speaking Checklist

- ☐ I use **going to** to say what I am doing next week.
- ☐ I take turns speaking with my partner.
- ☐ I ask my partner what they are going to do next week.
- ☐ I ask my partner for more information.
- ☐ I answer my partners questions with full sentences.

What are you going to do next week?

I'm going to play sports with my friends.

What sports are you going to play?

I'm going to play football and tennis.

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, go past, across from, stop

1 Listen Track 28

Listen and circle the words you hear.

- 1 turn left / turn right
- 2 go straight / start
- 3 turn right / next to

- 4 start / go straight
- 5 stop / turn left
- 6 turn right / start

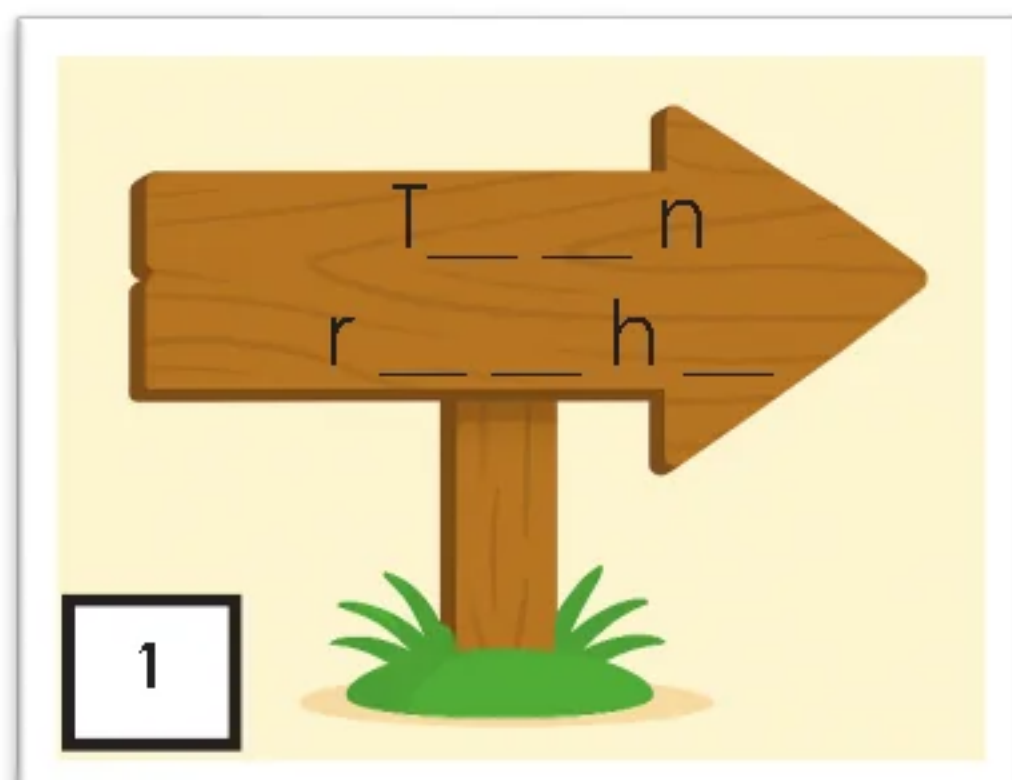
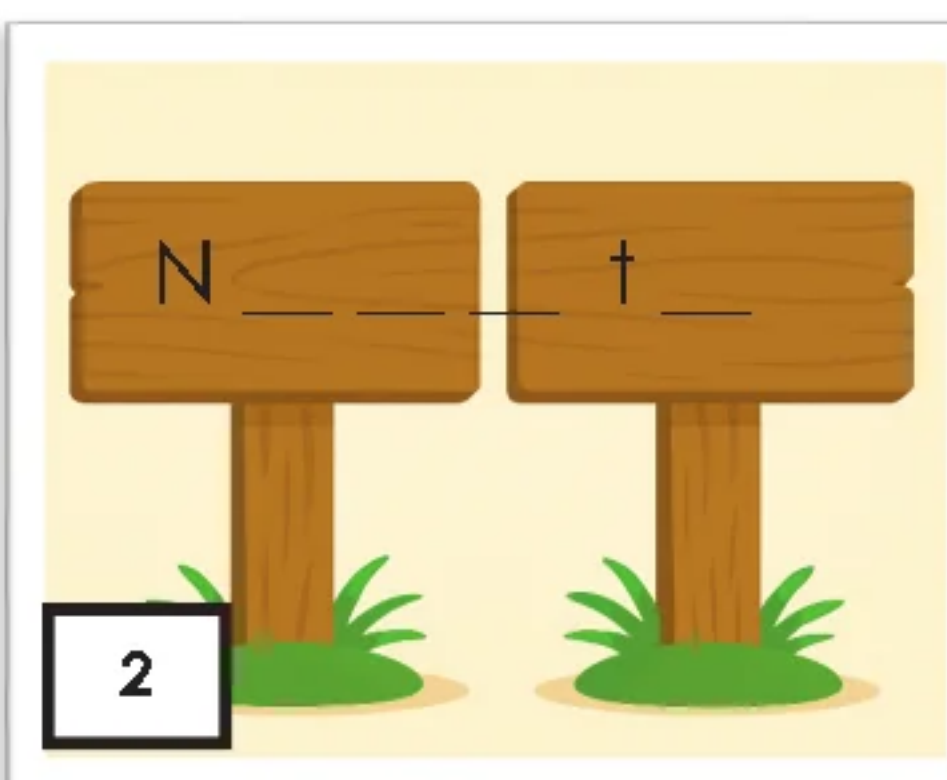
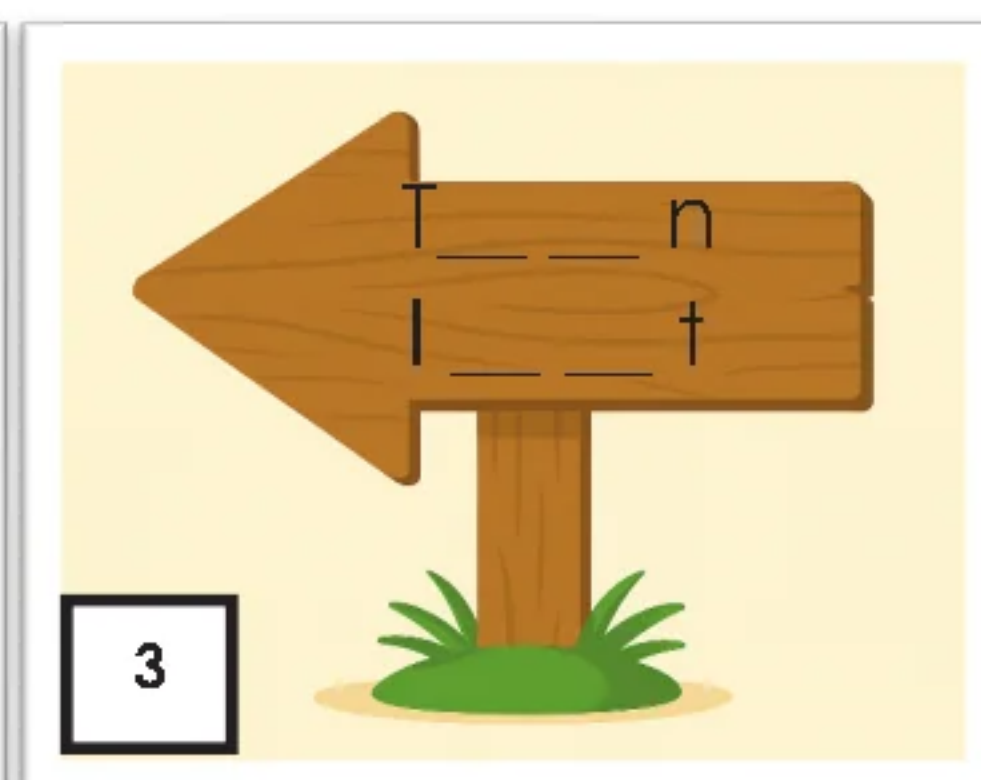
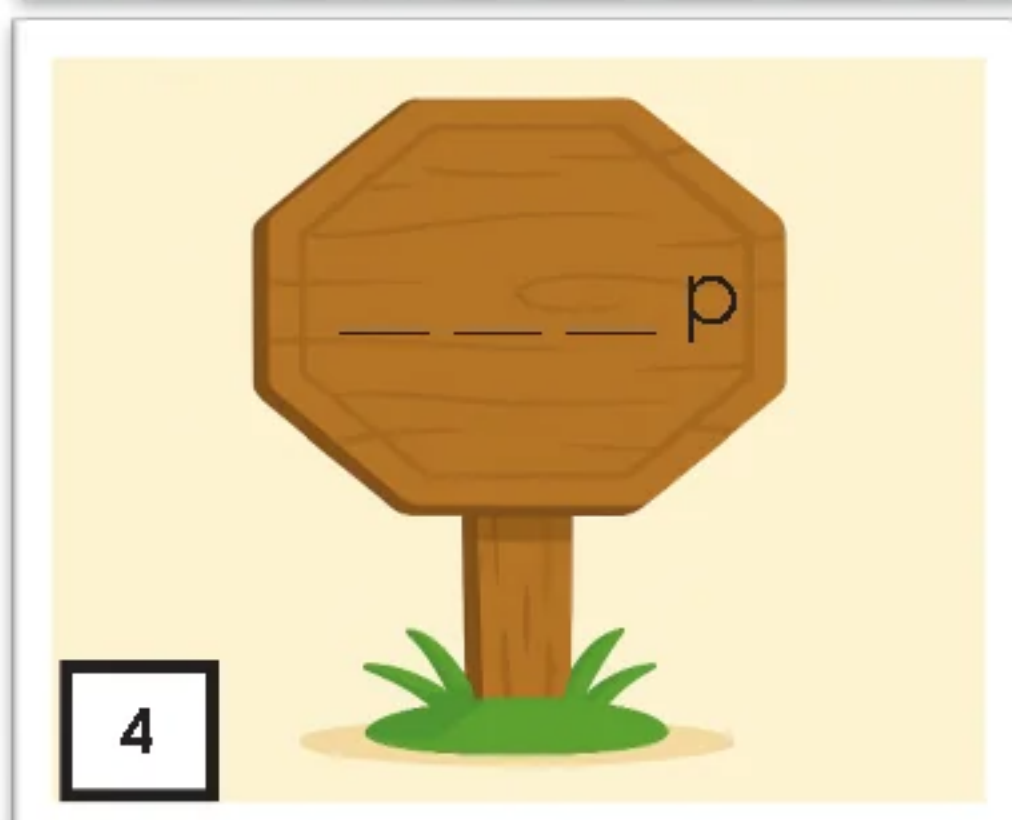
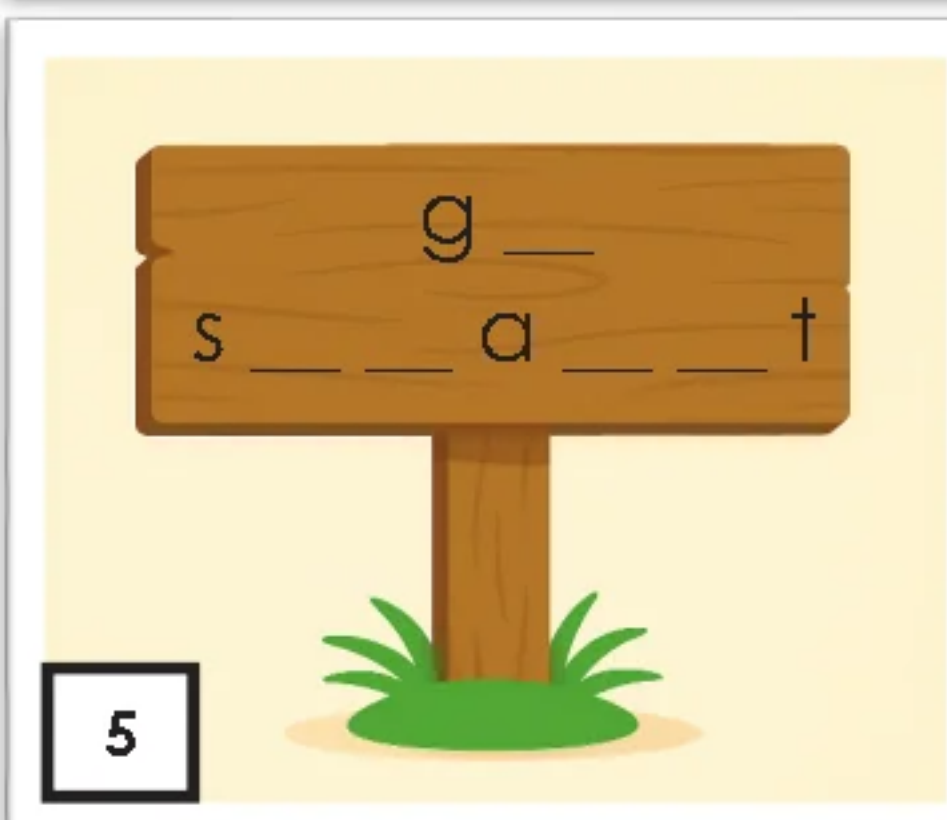
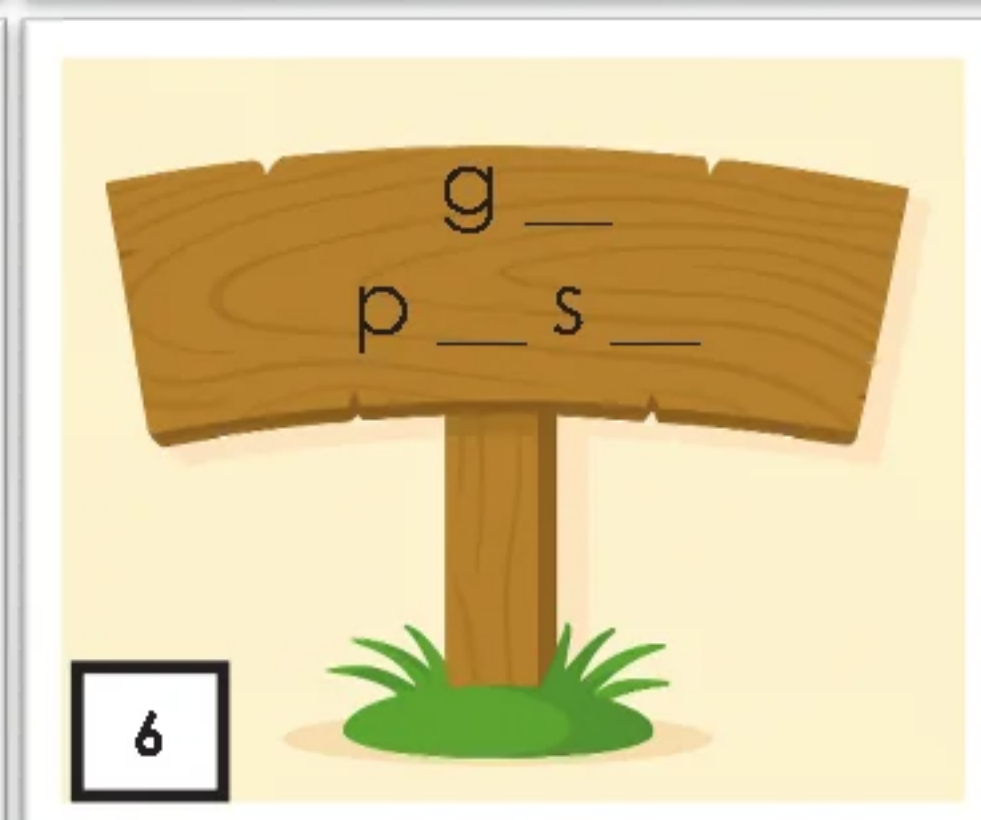
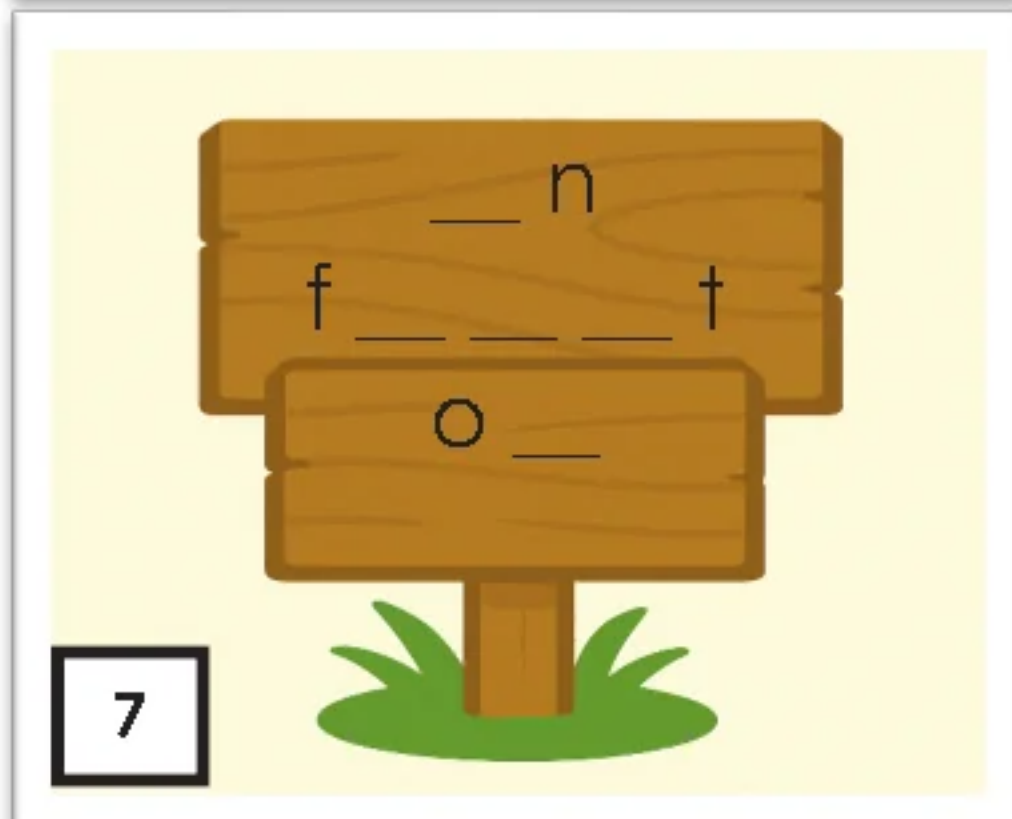
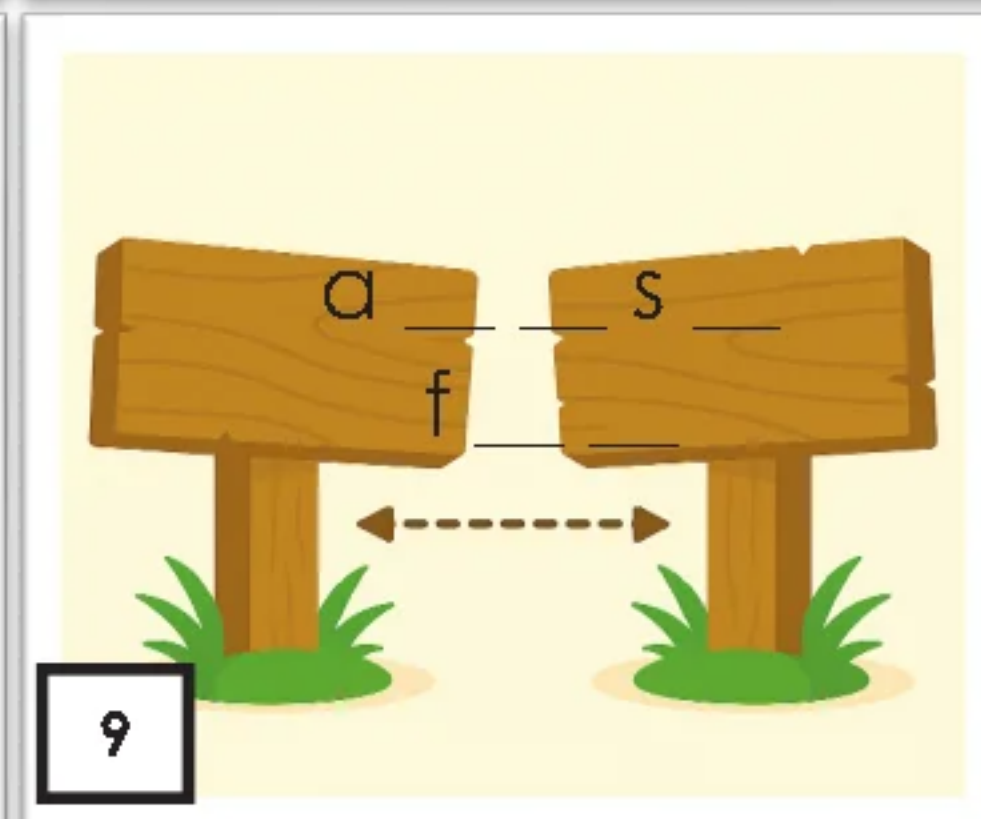
- 7 go past / next to
- 8 across from / start
- 9 stop / in front of

2 Vocabulary

Write the correct words to make directions.

Listening Tip

Read the words before you listen.



Listen and complete the directions to the treasure chest.

Listen and complete the directions to the treasure chest.

Go straight, then turn ² right.

Go ³ _____ the big tree.

Stop in **4** _____ of the park with the bench.

Go ⁵ _____ past the shop and stop at
the school.

Look ⁶ _____ from the school.

The treasure chest is 7 _____ to the shop.

Read the directions to a partner so they can find the treasure chest. Your partner should draw the route as you read.



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.

Key Language

Giving directions
Go straight, then turn left.

Vocabulary

library, cinema,
swimming pool, zoo,
shopping centre, go
past

a) cinema

b) swimming pool

c) turn left

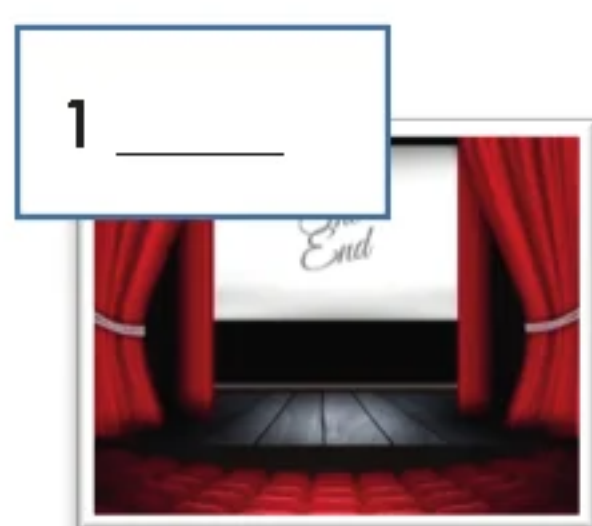
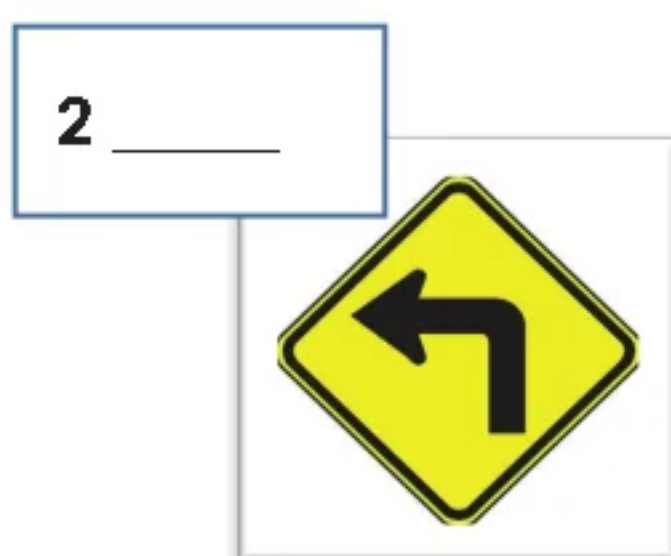
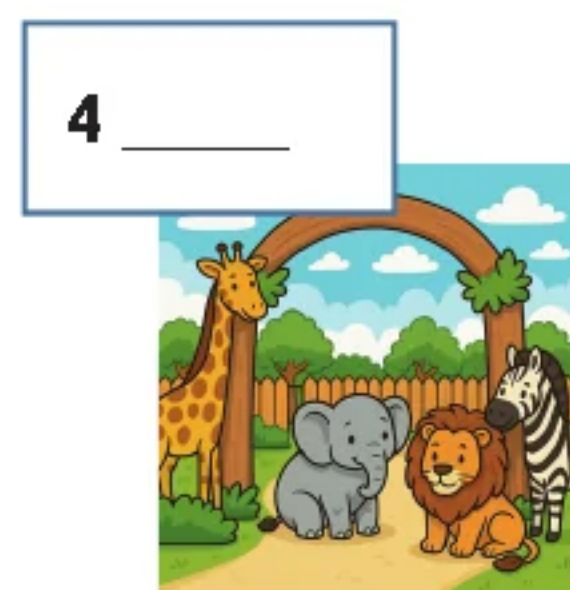
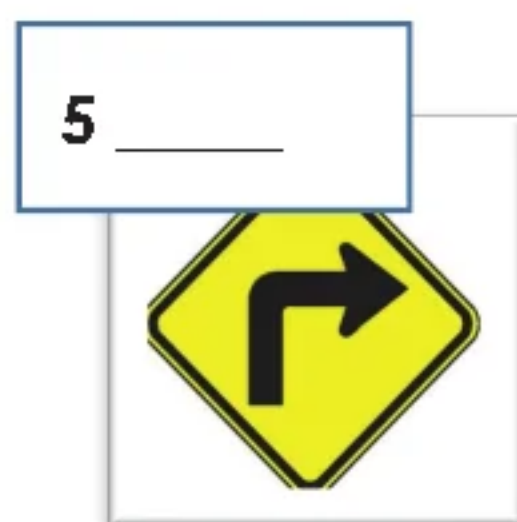
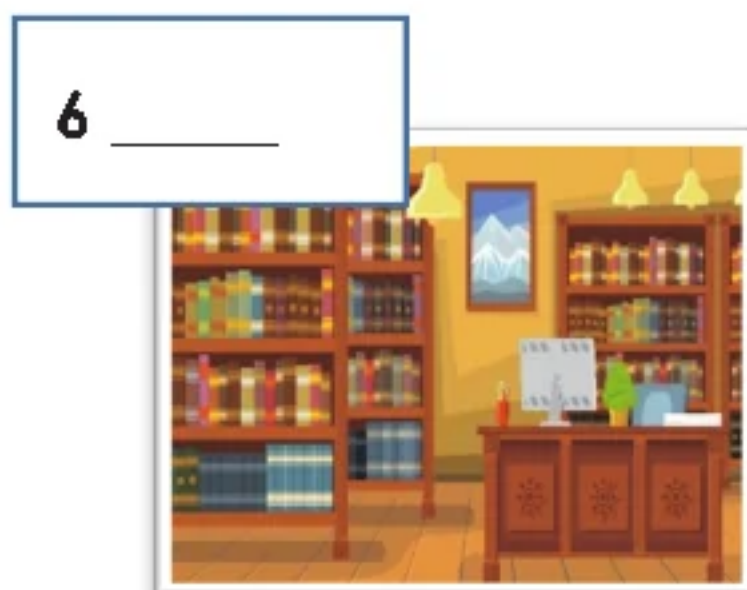
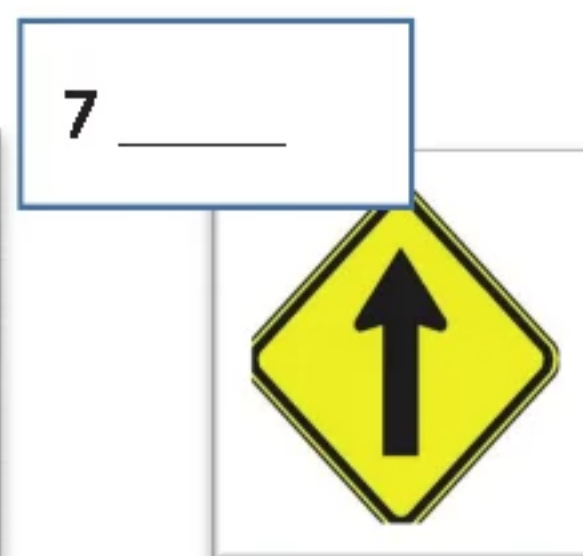
d) shopping centre

d) go straight

e) turn right

f) library

g) zoo



2 Read

Follow the directions to find the swimming pool.

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



Start at the START sign. Go straight along the road, then turn right at the traffic lights. Continue straight and turn left when you reach the cinema. Keep going straight, then turn right and walk past the zebra crossing. Stop at the corner and look to your left. The swimming pool will be there.

3 Write

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

Vocabulary

go past: continue and don't stop

crossing left start right straight cinema library zoo

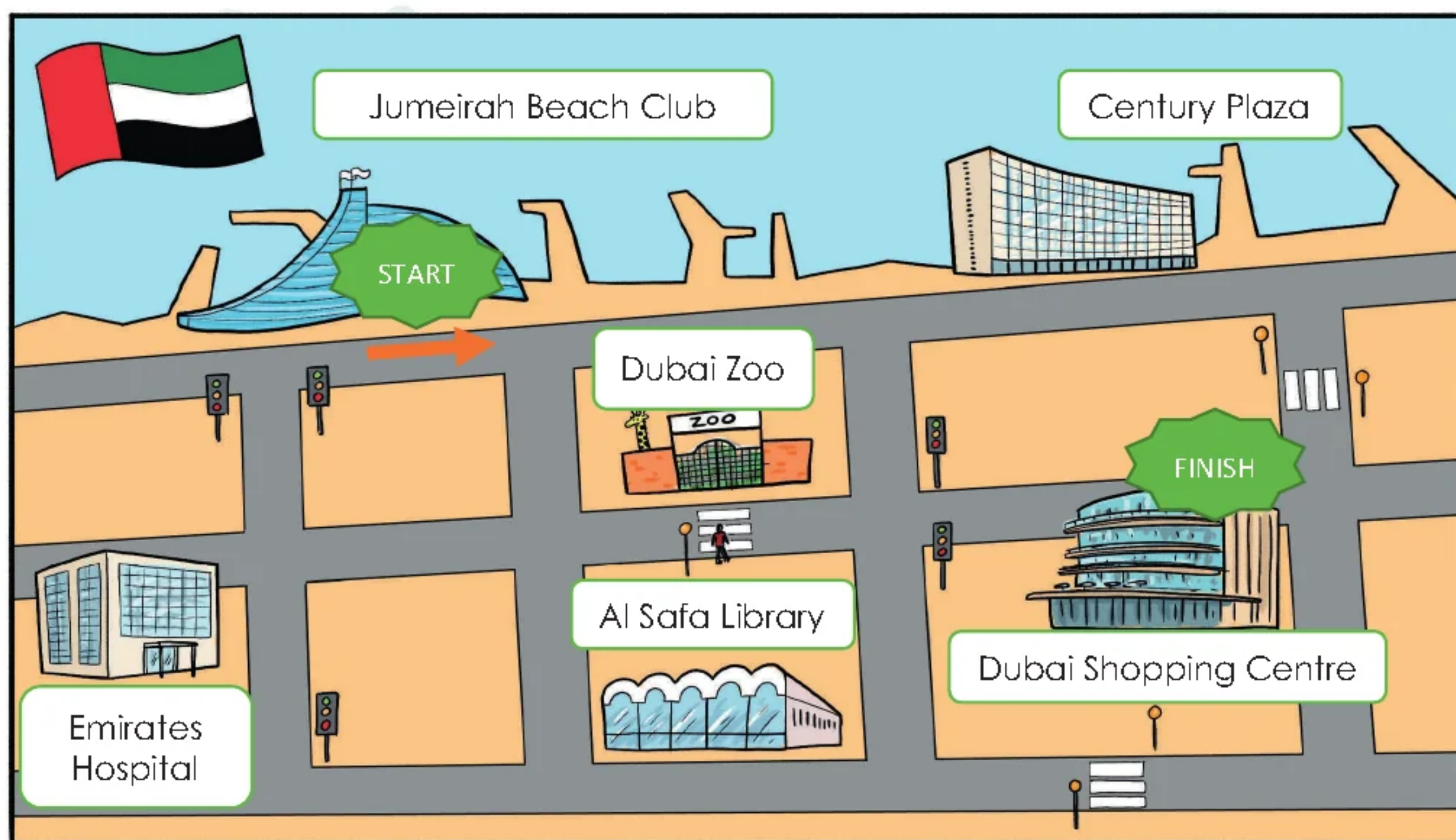
1 _____ at the Jumeirah Beach Club.

Go 2 _____ along the road and turn right before the Dubai 3 _____.

Then go straight again and turn 4 _____ at the corner near the Al Safa 5 _____.

Walk past the zebra 6 _____ and the traffic lights.

The Dubai Shopping Centre is on the right, next to the 7 _____.



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

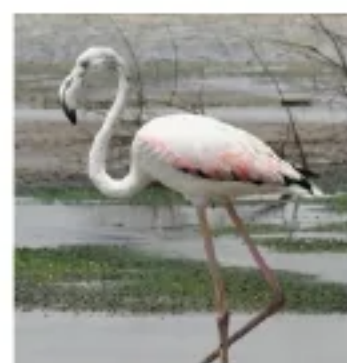
1 Vocabulary

Write the correct words under each picture.

oryx flamingo crocodile bat camel giraffe falcon



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____

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. We're very excited! We're going to see camels and flamingos, and we're going to feed the giraffes. We're going to watch the oryx and see a traditional falcon show. We're not going to see the crocodiles because they are dangerous, or the bats because they sleep during the day. We're not going to bring lunch from home. We're going to buy food at the café. I'm going to take my camera and take lots of pictures of the animals!



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.

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 b) crocodiles c) lions

3 What is she going to feed?

- a) flamingos b) giraffes c) lunch

4 What is she going to take?

- a) book b) camera c) camels

5 What animals is Maha not going to see?

- a) oryx & giraffes b) bats & crocodiles c) flamingos & camels

6 Where are Maha and her family going to eat?

- a) at home b) at school c) at a café

7 Which of these is Maha going to watch at the safari park?

- a) a camel race b) a traditional falcon show c) dolphins swimming

5 Practice

Complete the sentences to make questions. Use the words in the boxes. Use your own ideas for Question 3.

do

1 What are you going to do tomorrow?

see

2 What _____ she _____?

take

3 What _____?

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

Key Language

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

Vocabulary

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

1 Listen Track 30

Listen to Alia and Mona. Where are they?



a) at the supermarket

b) at school

c) at the mall

Vocabulary

floor: a level in a hotel or shopping mall.

The food court is on the **5th floor**.

first: 1st

third: 3rd

fifth: 5th

second: 2nd

fourth: 4th

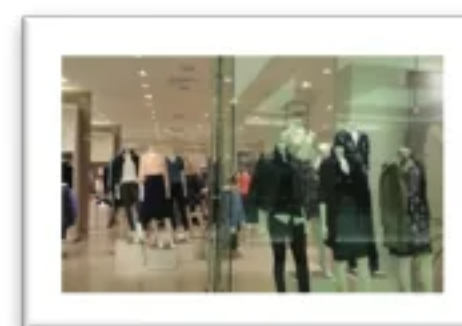
2 Listen Track 30

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

1. entrance ☒



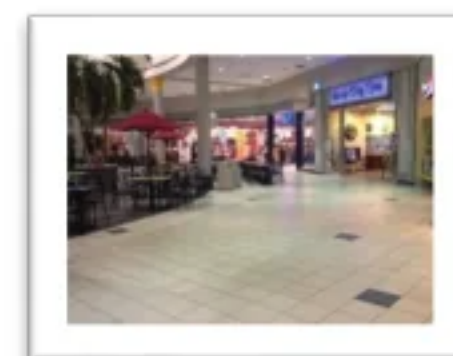
2. clothes shop ☐



3. car park ☐



4. food court ☐



3 Listen Track 30

Listen again and take notes in the graphic organizer.

My Notebook		
Notes:	Mona	Alia
Where are they at now?		
What floor are they on?		
What are they doing?		
Where are they going to meet?		

4 Vocabulary

Match the numbers to words.



- fourth floor
- second floor
- fifth floor
- first floor
- third floor

5 Talk

Complete the conversation using the words in the box to help you. Then practise it with a partner. Next, try practising the conversation again with different answers.

shoe shop supermarket 2nd car park clothes shop
4th entrance 5th Where

A: Hi _____ (your friend's name). _____ are you now?

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

A: Me too! I'm standing at the _____ on the _____ floor. Where are you?

B: I'm walking in the _____ on the _____ floor.

A: Great! Let's meet next to the _____ on the _____ floor.

B: Perfect. After that, we can go to the _____ together.

A: Ok, see you soon!

6 Talk

In pairs, use the pictures to write a new dialogue. Say what you will do in each shop. Then, present your dialogue to the class.



bookshop

music shop



electronics shop

Lesson 8: An invitation

1 Talk

Discuss the questions with a partner.

- 1 Why do we send invitations?
- 2 When have you sent or received an invitation?
- 3 What information is important to put in an invitation?

2 Read

Read the invitation and answer the questions.
Then, check your answer from Activity 1 Question 3.

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

Dear Hassan,

I'm very happy to invite you to a party at my house!

The party will be on Friday evening. It will start at 6:30pm. Please try to come a little early if you can.

We are going to play games, enjoy some music, and eat pizza, ice cream, and cake. It will be lots of fun!

I hope you can come. Please let me know if you are coming.

Your friend,

Majid

Key Language

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

Vocabulary

invitation, party, invite, ice cream, best friend

3 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,

4 Read

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

1



5 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.

6 Write

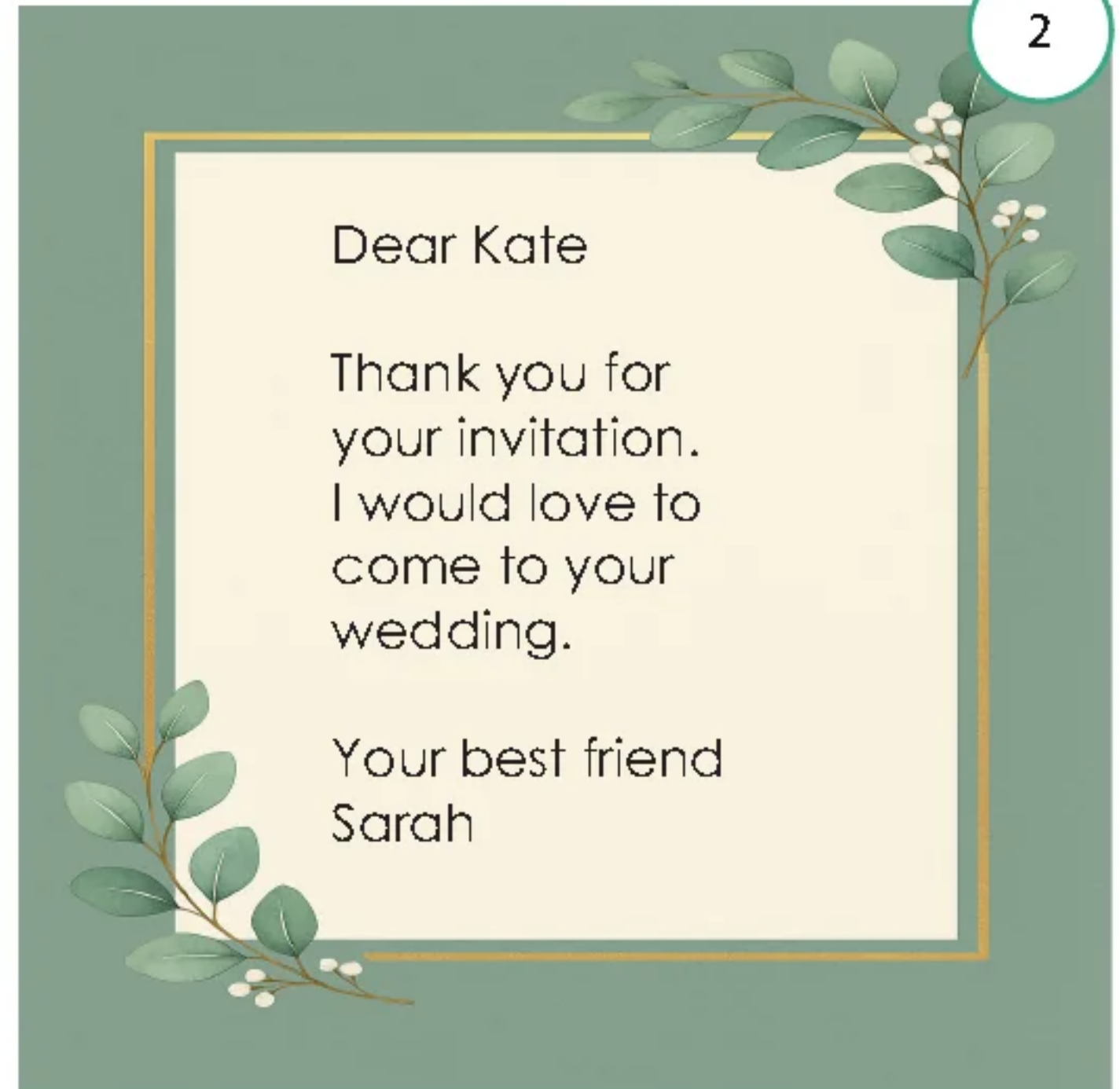
Write your reply to Majid's invitation. You must include:

- a greeting
- a closing
- 'going to'

Vocabulary

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

2



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. Last week was my first time in Dubai, and I was so excited! The tall buildings, bright lights, and busy streets were very different from my quiet village.

2 Read Track 32

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

We woke up early in the morning to start our trip. First, we visited my father's friend. He was very kind and told us funny stories. I laughed a lot, and I hope we can meet him again.

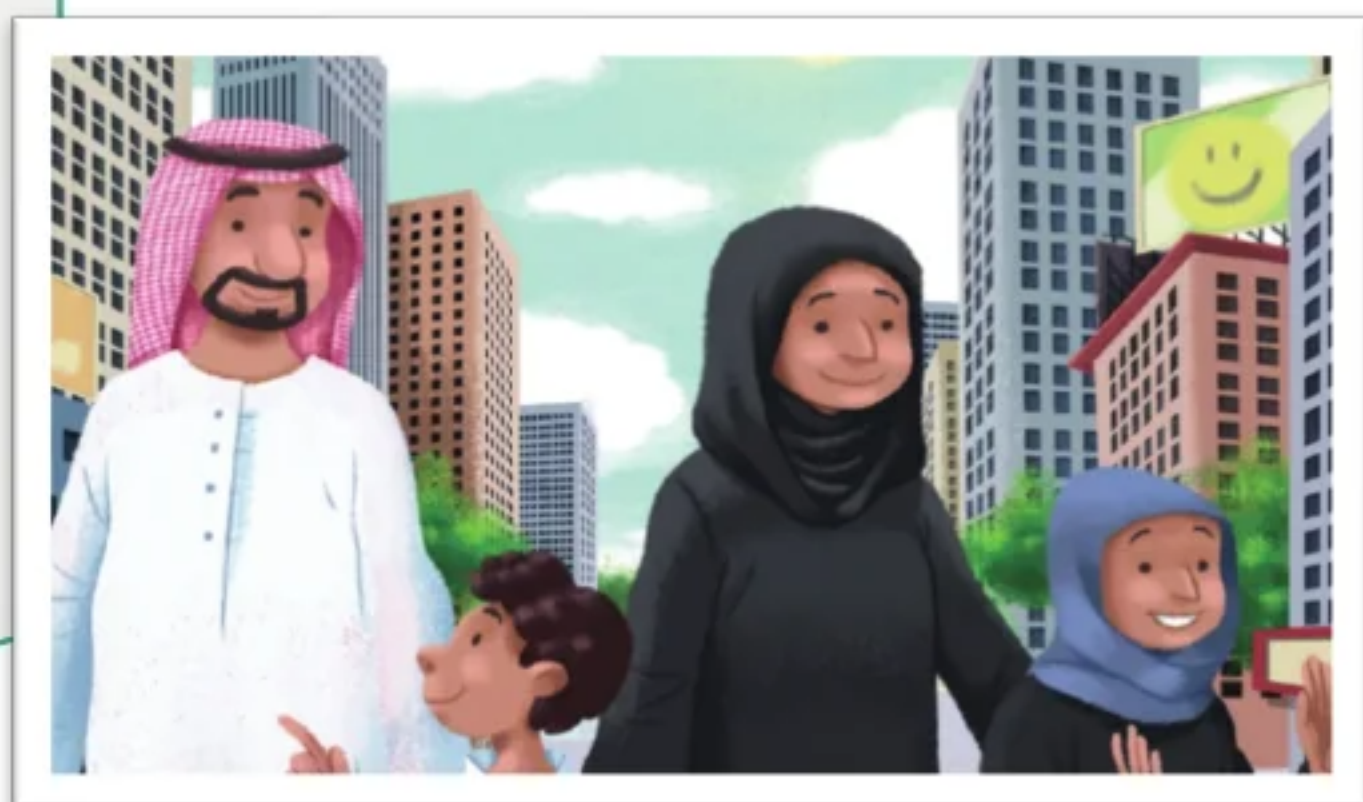
After that, we went to the city. We walked along a busy street full of people, cars, and shops. The street was noisy and crowded, but it was fun. I liked seeing so many new things.

Key Language

Was
I **was** so excited!

Vocabulary

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



- | | | |
|---|---|-------|
| 1 | They woke up early in the morning. | T / F |
| 2 | First, they visited Ahmed's uncle. | T / F |
| 3 | Ahmed's father was kind and funny. | T / F |
| 4 | Ahmed did not enjoy the stories. | T / F |
| 5 | After visiting the friend, they went to the city. | T / F |
| 6 | The street was quiet and empty. | T / F |
| 7 | There were many people, cars and shops | T / F |
| 8 | Ahmed liked seeing new things in the city. | T / F |



Vocabulary

busy: lots of people moving and lots of things happening

lost: when you don't know where you are

3 Read Track 33

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

As we walked, I heard the sound of drums. A group of men were playing music in the street, and people stopped to listen. I moved closer because I wanted to hear better. When I turned around, my family were not there!

I quickly went to the market, but they were not there. I hurried back to the busy street, but they were not there either. I looked everywhere, but I couldn't see my family. My heart was beating fast. I felt scared. 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.

- 1 Who found Ahmed?
- 2 How did Ahmed feel when he saw his family again?
- 3 What did Ahmed's father say to Ahmed?
- 4 What lesson did Ahmed learn that day?



Suddenly, a man with a kind face came up to me. He said, "Are you ok? Are you lost?" "Yes," I answered sadly. The man smiled and said, "Don't worry. There is a father looking for his son. Are you Ahmed?"

"Yes!" I shouted happily. The man took me to my father. I was so relieved to see my family again. My father hugged me tightly and said, "Ahmed, be careful and stay close to us. If you don't pay attention, you can get lost again."

I nodded and promised to be careful. That day I learned how important it is to stay near my family in a big city.

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.

Key Language
Unit 5 language

Vocabulary
Unit 5 vocabulary

second floor picnic boat clothes store flamingo turn left



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

2 Listen Track 35

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

Amy

by tram

Arjun

by train

Mariam

by bus

Jonas

by bike



3 Talk

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

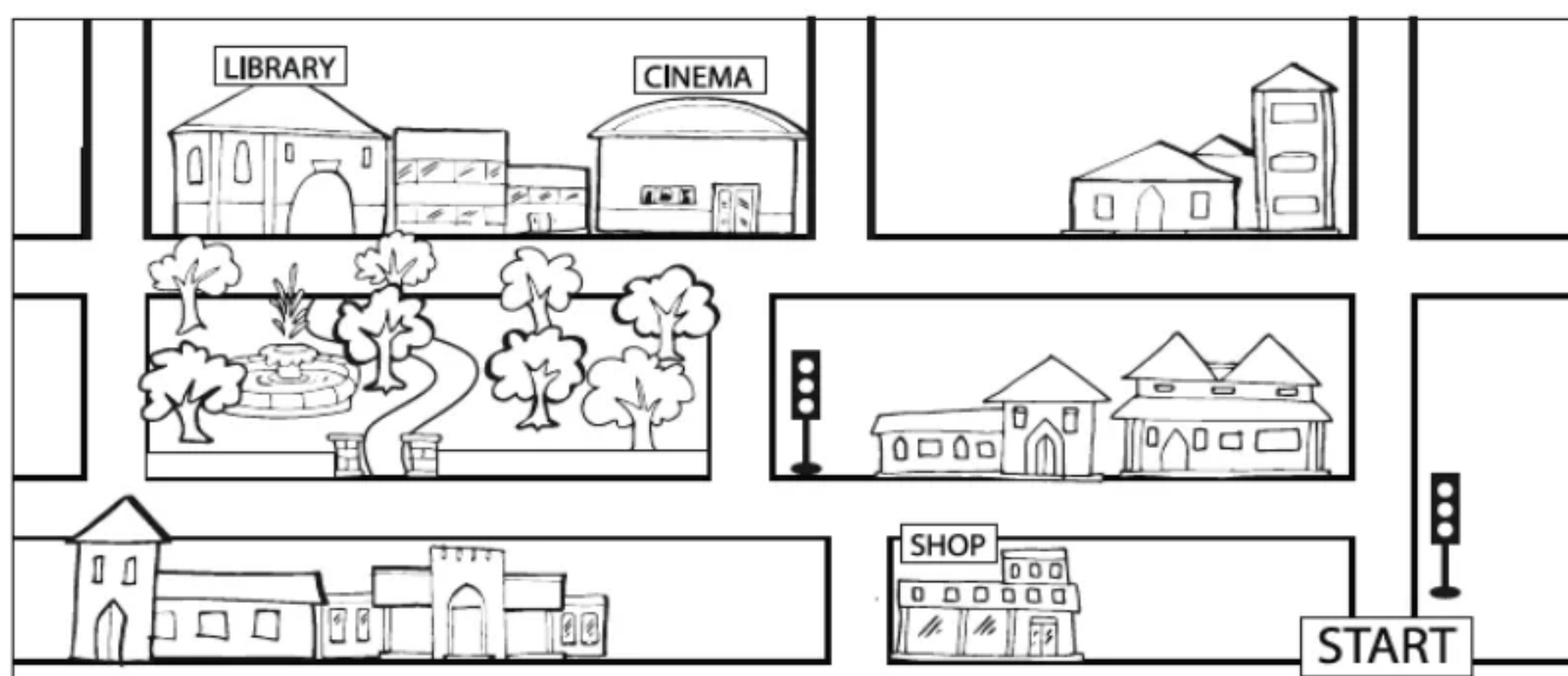
I go to school by _____.

4 Read

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

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

From the start, go straight and then turn left at the traffic lights. Walk along the road and go past the shop on your right. Next, turn right at the corner and keep going straight. Finally, turn left and you will find the place. It's across from the park, next to the cinema.



5 Practice

Complete the sentences with the words in the box.

play meet to buy play 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.
- 5 My family is going to _____ animals at the safari park.
- 6 Ali and his cousins are going to _____ football on the beach.

6 Write

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

Unit 6: Looking backwards and forwards

Lesson 1: School holidays

Key Language

Because

I like it **because** it's fun.

Vocabulary

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

1 Talk

Make a list of activities you usually do in the school holidays.
Which activities are fun? Which activities are boring?

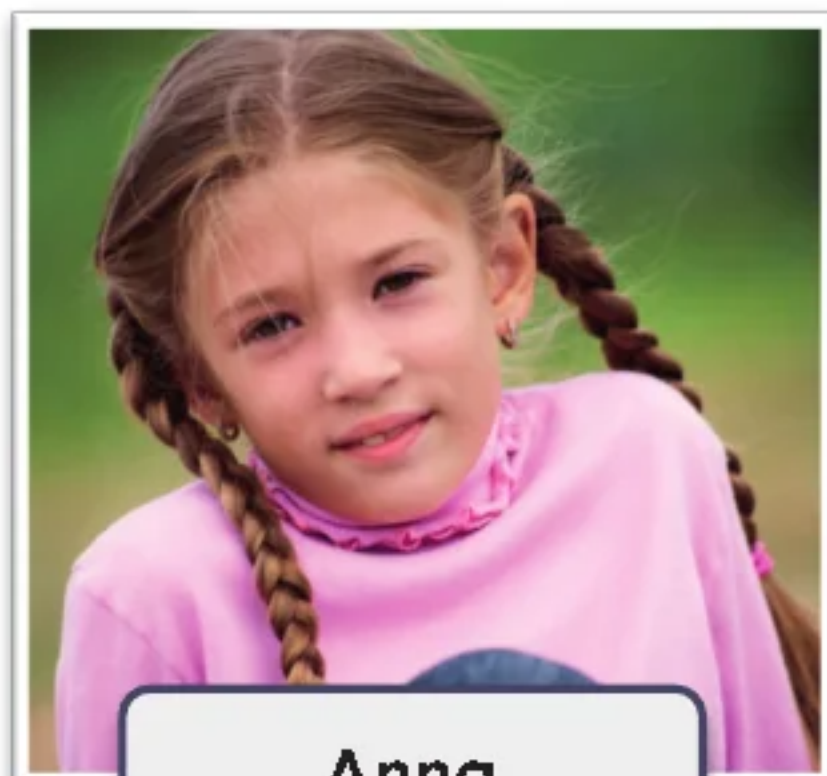
FUN	BORING

2 Listen Track 36

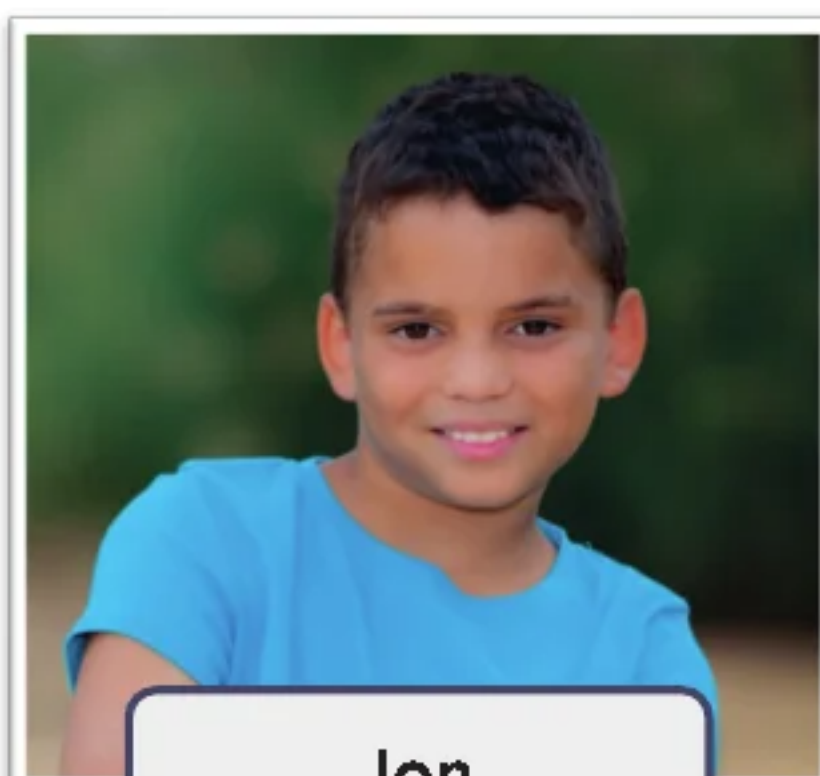
Listen to interviews with three students. Which activities do they mention from 1.

3 Listen Track 36

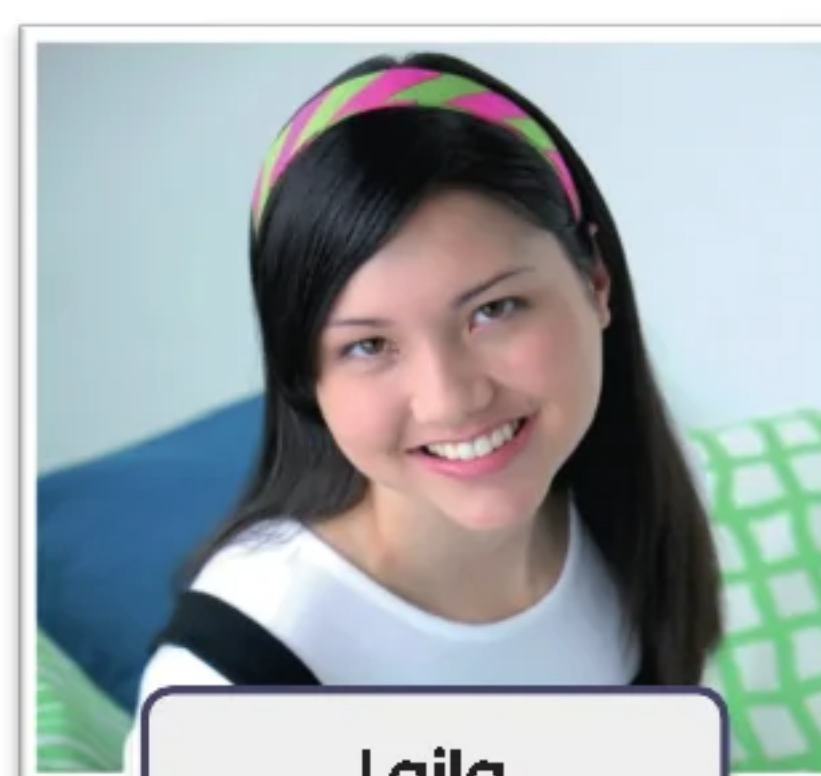
Listen again. Match each student with the activity they do.



Anna



Jon



Laila



1



2



3

Speaking Tip

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

A: Why don't you like summer?

B: ...**Because** it's too hot.

4 Listen Track 36

Listen again. Who said each sentence?

- | | |
|---|----------------------|
| 1 I love the holidays. | a Anna / Jon / Laila |
| 2 I usually watch TV. | b Anna / Jon / Laila |
| 3 ...Because I go camping with my family. | c Anna / Jon / Laila |
| 4 Sometimes we don't catch anything! | d Anna / Jon / Laila |
| 5 ...Because my father works in his shop all day. | e Anna / Jon / Laila |

Language Tip

Adjectives ending in -ed tell us how a person feels.
I'm bored.

Adjectives ending in -ing tell us what something is like.
The movie is boring.

5 Listen Track 36

Circle the correct word.
Then, listen and check.

- 1 We tell stories and look at the stars. It's **excited** / **exciting**.
- 2 I think the school holidays are really **bored** / **boring**.
- 3 I'm **excited** / **exciting** to play with my friends...
- 4 I usually watch tv, but it's not very **interested** / **interesting**.
- 5 I feel **tired** / **tiring** and **bored** / **boring**.

6 Write

Write a few sentences to answer the questions below.

- | | |
|--------------------------------|---|
| • Do you like school holidays? | • Are your holidays exciting or boring? |
| • What do you usually do? | • How do you feel? |

7 Talk

Share your ideas in pairs/groups.

I like school holidays because I go camping with my family.



Sometimes we go fishing and it's exciting. I never feel bored!

Lesson 2: Summer fun

1 Read

Read the three posters about holiday activities.
Match each poster to the correct camp name.

1 Camping in the Forest

2 Art Camp

3 Sports Camp

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.

a

Do you like drawing and painting?
What about pottery or making things with clay?

Join our art camp! You can learn new skills and make beautiful art every day. Paint pictures, make pots, and try fun craft projects. You will also make new friends and work together on group art.

How long?: 1 week
Ages: 6–12

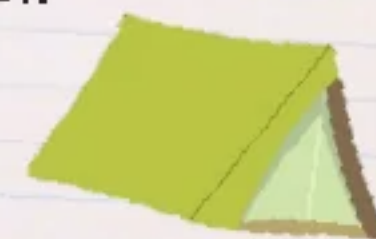


b

Do you like nature and adventure? Come to our forest camp!

Enjoy campfires, looking for animals, and cooking outside. Swim in the river, tell stories at night, and climb trees during the day. You can also learn how to put up a tent and stay safe in the forest.

How long? 3 days
Ages: 12–16



c

Do you like playing football and tennis?
At our sports camp, you can practise every day and play in friendly competitions. We have lots of sports for everyone—football, tennis, basketball, and more! There is also a swimming pool for fun and exercise.

How long? 2 weeks
Ages: 5–9



2 Read

Read the texts again.

Are the sentences **True** or **False**?

- 1 The art camp is for children aged 6–12. **T / F**
- 2 At the art camp, you can learn how to swim. **T / F**
- 3 The forest camp is longer than the sports camp. **T / F**
- 4 At the forest camp, you can learn how to put up a tent. **T / F**
- 5 The sports camp has a swimming pool. **T / F**
- 6 The sports camp is for teenagers. **T / F**

3 Read

Read about three students talking about the camps.
Which camp do they each like?



- Sara:** Which camp do you like, Maitha?
- Maitha:** I like the sports camp because I love football and swimming, but I don't like painting, so I don't want to go to art camp.
- Sara:** I like drawing and painting, so art camp sounds fun for me, but I don't like camping in the forest.
- Shamsa:** I like nature and adventure, so I want to go camping in the forest. I think it's exciting! ...But I don't like sports, and I feel bored when I play football.
- Maitha:** Really? I think camping is firing, but sports are fun.
- Sara:** That's funny! I feel tired when I play sports all day, but I feel happy when I make art.

4 Read

Read the text again and answer the questions.

- 1 Why doesn't Maitha want to go to art camp?
- 2 Why doesn't Sara want to go camping in the forest?
- 3 Why doesn't Shamsa like the sports camp?
- 4 Who thinks camping is exciting?
- 5 Who feels tired when they play sports all day?
- 6 Who feels happy when they make art?

Speaking Tip

Use *but* to show two ideas are different.

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

She likes camping, but she doesn't like sports.

5 Write

Choose a camp and write two sentences.

- 1 I want to go to _____ because _____,
but I don't want to go to _____ because _____.
- 2 I want to go to _____ because _____,
but I don't want to go to _____ because _____.



6 Talk

Talk in pairs/groups about which camp you like and why.

We want to go to camping in the forest because we like nature, but we don't want to go to sports camp because we don't like football.

Lesson 3: In my bag

1 Talk

Look at the poster about Al Ain and answer the questions.

- Which places would you like to visit in Al Ain?
- What things would 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 at the zoo

Explore the garden city of Al Ain. It is a beautiful place with green trees, wild animals, and amazing mountains. You can walk in the parks, visit the zoo, and enjoy the fresh air. There is so much to see and do!

Climb Jebel Hafeet

Relax at the oasis

Explore the museum

2 Vocabulary

Label the pictures with the words from the box.

sunglasses

backpack

toothbrush

hat

trainers

jacket

towel

picnic



Listening Tip

Before you listen, look at the key words and think about what you will hear.

3 Listen Track 37

Listen to Jack talk about his trip to Al Ain. Tick (✓) the places he wants to visit.

1 the zoo

☐

3 the museum

☐

2 the oasis

☐

4 Jebel Hafeet

☐

4 Listen Track 37

Listen again. Circle the items Jack is going to take.

1 backpack

4 picnic

7 sunglasses

2 jacket

5 hat

8 towel

3 toothbrush

6 trainers

Vocabulary

What's = what is

5 Write

Imagine you are going on a trip. Answer the questions below.

Where are you going?

What are you going to visit?

What are you going to bring?

6 Talk

Ask your classmates about their trips.

Name	Where are you going?	What are you going to visit?	What are you going to bring?

7 Talk

Share your classmates' ideas with the class.

Omar is going to Dalma Island. He is going to visit...



Hessa is going to Kalba. She is going to visit...

Lesson 4: Let's go on a trip

1 Read

Read the email.

What is the main reason Nasser is writing to Saeed?

- a to tell Saeed about his family
- b to ask Saeed for flight information
- c to invite Saeed to travel to the UK
- d to say thank you for a gift

Key Language

Would / Could / Can
Would you like to come to the UK?

Vocabulary

family, friend, trip, leave, stay, visit, dates, bring



Hi Saeed,

How are you? I hope you are well.

Would you like to come to the UK with me and my family? We are leaving next week on Thursday. We will stay for two weeks. My mum, dad and little brother are all going.

I can take one friend with me, and I really want you to come! We can visit London and see Big Ben. We can also go to the countryside. It will be fun! Please let me know if you can come.

Your friend,

Nasser



2 Read

Read Saeed's reply.

What did Saeed's parents say about the trip?



Hello Nasser,

Thanks for your email. I asked my parents, and they said yes! I can go with you to the UK! I'm so excited now!

My mum asked if you could send us the flight information and the dates. She also wants to know what I need to bring.

Thank you for inviting me. I can't wait to see London with you!

Your friend,

Saeed

3 Read

Read the emails again. Decide if the sentences are **True** or **False**.

- | | | |
|---|---|-------|
| 1 | Nasser is going to the UK with his family. | T / F |
| 2 | Nasser will stay in the UK for one week. | T / F |
| 3 | Nasser invited Saeed to come with him. | T / F |
| 4 | Saeed's parents said he cannot go. | T / F |
| 5 | Saeed's mum wants the flight information and dates. | T / F |
| 6 | Saeed is not excited about the trip. | T / F |
| 7 | Saeed wants to know what he should bring. | T / F |

Writing Tip

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

4 Write

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

- 1 you / to / Would / like / come / the UK / to / me / with / and / my family?

- 2 know / let / Please / you / if / can / come. / me

- 3 asked / mum / My / if / could / send / you / us / the flight information and the dates.

5 Write

Match the two parts to make complete sentences.

- 1 tomorrow? / you / like / Would / go / to / to / park / the

- 2 me / you / Could / bag? / help / this / carry

- 3 tell / you / please? / the / me / Can / time

- 4 know / let / Please / if / me / any / need / you / help.

- 5 please / close / door? / the / you / Would

6 Write

Write three questions using *Would you...?*, *Could you...?*, and *Can you...?*

Could you please open the window?

7 Talk

Ask and answer the questions in pairs/ groups.

Could you please open the window?

Yes, of course!

Lesson 5: Language focus

1 Read

Put the events in the correct order 1-4.
Then, read the diary and check your answers.



____ Sara got on the plane. ____ Sara looked at the clouds.
____ Sara packed her bag. ____ Sara went to the airport.

Key Language

was/were
*I **was** at home.*

Vocabulary

plane, fly, today,
yesterday, last week

2 Read

Read Sara's diary and answer the questions.



- | | |
|---|--|
| 1 Where was Sara yesterday? | 5 Where was Sara sitting on the plane? |
| 2 What was she doing at home? | 6 How was the view from the window? |
| 3 How was Sara feeling before the trip? | 7 What day is it now? |
| 4 What was the airport like? | 8 How is the weather in Canada today? |

Sara's diary

Yesterday I was at home. I was packing a bag for my trip. I put my clothes, shoes, and a book in my bag. I was very excited because it was my first time on a plane! I checked my passport and my ticket many times.

In the evening, I went to the airport with my family. The airport was big and busy. I saw many people and many planes. I waited for my flight. Then I got on the plane. The plane was very big. I sat near the window. I looked outside and saw the clouds. It was beautiful!

Today is Monday and now I am in Canada! The weather is cold, but the sky is blue. I am happy to be here. Tomorrow I will visit the city and take many photos.

3 Listen Track 38

Listen to Sara talk about her trip. Match each day to the correct activity.

- | | |
|--------------------|---|
| 1 Tuesday | a saw old paintings and beautiful art |
| 2 Wednesday | b took some photos of the flowers |
| 3 Thursday | c packed her bag |
| 4 Friday | d read a book and drank tea |
| 5 Saturday | e sat on the sand and looked at the sea |
| 6 Sunday | f looked at clothes and shoes |



4 Listen Track 38

Listen again. Where was Sara when she did each of the activities?

T at the park W _____ Th _____ F _____ Sat _____ Sun _____

Language Tip

I you
he **was** we **were**
she they
it

5 Practice

Match the two parts of the sentences.
Then, complete the gaps with was or were.

At 3 o'clock yesterday...

- 1 ...I _____ at a café.
 - 2 ...Mona _____ at the park.
 - 3 ...Fahad and Saif _____ at the mall.
 - 4 ...we _____ at home.
 - 5 ...the Al Shamsi family _____ at the zoo.
- g She was taking a walk.
 - h We were watching a film.
 - i I was having a coffee.
 - j They were looking at the animals.
 - k They were buying new shoes.

6 Write

Complete the table with your own ideas.

Where were you...	I was...	What were you doing...
last Saturday at noon?	<i>I was at home.</i>	<i>I was having lunch.</i>
last Tuesday at 7pm?		
yesterday at 6am?		
yesterday at 3pm?		
last night at 9pm?		

7 Talk

Ask and answer the questions in pairs/groups.

Where were you last Saturday at noon?

What were you doing?

I was at home.

I was having lunch.

Lesson 6: Out and about

1 Read (Student A)

Student A, read *Part 1* of Nora's diary.
What country did she visit?

Part 1

Last week, I traveled to Japan, and it was a wonderful experience!

On Monday, I visited Tokyo, the capital city. I walked around the city center and saw a large sports stadium. It was very modern and impressive. I also took some photos because the view was amazing.

On Tuesday, I went to Kyoto, which is famous for its beautiful temples. I visited a golden palace next to a quiet lake.

The water was so clear, and the palace looked beautiful in the sunlight. I really enjoyed the peaceful atmosphere.

On Wednesday, I explored a big green forest. The trees were very tall, and the air was fresh and clean. I listened to the birds singing and took a long walk. It was very relaxing and pretty.

My first three days in Japan were amazing!

Key Language

Was
Last week Nora **was** in Japan.

Vocabulary

stadium, palace, lake, forest, diary, gold



stadium



forest



golden palace

2 Read (Student A)

Read *Part 1* of Nora's diary again and fill in the table.

Day	What did Nora do?	Where was she?
Monday		
Tuesday		
Wednesday		

3 Read (Student A)

Ask and answer questions with a classmate who read *Part 2* and fill in the table.

Thursday		
Friday		
Saturday		

4 Write (All)

Imagine you took a trip last week. Answer the questions about your trip.

Day	What did you do?	Where were you?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

1 Read (Student B)

Student B, read *Part 2* of Nora's diary. What country did she visit?

Part 2

On Thursday, I went to Osaka. I visited a famous castle. It was very large and beautiful, with high stone walls and a wide moat. I learned it is an important historical place in Japan. The view from the top was fantastic, so I took many photos.

On Friday, I visited a monkey park in the mountains. There were lots of monkeys! Some were playing, and others were eating. I watched them for a long time because they were so funny and

interesting.
The park also had a great view of the city.
On Saturday, I took a fast bullet train back to Tokyo. It traveled very quickly, and the seats were comfortable. I enjoyed looking out of the window at the countryside. It was an amazing experience!
I had a great time in Japan, and I hope to visit again soon!



Monkey Park



Bullet train



Osaka Castle

2 Read (Student B)

Read *Part 2* of Nora's diary again and fill in the table.

Day	What did Nora do?	Where was she?
Thursday		
Friday		
Saturday		

3 Read (Student B)

Ask and answer questions with a classmate who read *Part 1* and fill in the table.

Monday		
Tuesday		
Wednesday		

5 Write (all)

Write a diary of your trip.

Last week I _____

6 Talk (all)

Ask and answer the questions about your trip in pairs/groups.

Key Language

Was
It **wasn't** sunny.

Vocabulary

last night, last weekend,
warm weather, cool
weather

Lesson 7: Language focus

1 Talk

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



rainy



cloudy



cold



sunny



hot



warm



foggy



windy



stormy

2 Listen Track 39

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

3 Listen

Listen to the conversation again. Write what the weather was on each day using words from Activity 1.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Language Tip

+	-
I	you
he was not (wasn't)	we were not (weren't)
she	they
it	

4 Listen Track 39

Listen again and circle True or False.

- | | |
|--|---------------------|
| 1 On Monday, it was sunny and hot. Omran felt tired. | True / False |
| 2 On Tuesday, it wasn't cloudy — it was rainy. | True / False |
| 3 On Wednesday, it was rainy, and they used umbrellas. | True / False |
| 4 On Thursday, it wasn't cool — it was warm. | True / False |
| 5 On Friday, it was windy, and they flew kites. | True / False |
| 6 On Saturday, it wasn't stormy — it was sunny. | True / False |

5 Practice

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

- It was sunny yesterday. It _____ cloudy.
- The children were excited. They _____ bored.
- Last night it was cool. It _____ hot.
- On Monday it was rainy. It _____ day.
- My friends were at the shopping centre. They _____ at the zoo.
- Omran was in Ras Al Khaimah. He _____ in Ajman.

6 Talk

Draw the weather for last weekend in the boxes. Then and answer these questions with a partner.

- 1 How was the weather?
2 How did you feel?

Saturday

Sunday

Lesson 8: Win a prize

1 Talk

Look at the two pictures. What can you see?
Can you name the things in the pictures?
How are the pictures different?

Key Language

Want

*I **want** the toy car.*

Vocabulary

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



2 Listen Track 40

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

toy	Mariam	Jamal	Huda
bike	x		
scooter			
football			
skateboard			
goldfish	✓		
teddy bear			
kite			
balloons			

3 Read

Look at the table. Write the answers to the questions.

- Does Mariam want the bike? No, she doesn't
- Does Jamal want the teddy bear? _____
- Does Mariam want the goldfish? _____
- Does Jamal want the bike? _____
- Does Huda want the teddy bear? _____
- Does Huda want the goldfish? _____

4 Talk PCM 1

Play a game of bingo to win a prize!



5 Talk

Ask and answer the question in pairs/groups.

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?

Part 1: _____

Tom and his friends, Richard and Harry, sat together quietly. Nobody spoke. They slowly ate their burgers and drank their juice, but they didn't smile. The boys were thinking about the end of the holidays, and they all felt unhappy.

Vocabulary

nervous: worried about something

upset: sad about something

2 Read Track 42

Read the next part of the story.
Circle **True** or **False**.

Part 2: _____

'Hey everyone, what's the matter?' asked Ben, Tom's older brother.
'We're upset because the holidays are over,' said Tom. 'Yes, and I'm nervous about meeting our new teacher!' added Harry. 'I'm worried because I think the lessons will be more difficult,' said Richard. 'Oh, I see,' said Ben. 'Well, I think I can help you.'

Key Language

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

Vocabulary

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



- | | | |
|---|--|---------------------|
| 1 | Ben is Tom's older brother. | True / False |
| 2 | Tom was happy because the holidays were over. | True / False |
| 3 | Harry was nervous about meeting the new teacher. | True / False |
| 4 | Richard was worried about the lessons. | True / False |
| 5 | The boys didn't tell Ben about their feelings. | True / False |
| 6 | Ben said he can help the boys. | True / False |

3 Read Track 43

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

Part 3: _____

Ben sat down next to the boys. 'Everyone feels that way when the holidays are finished. Even Mum and Dad feel the same when they go back to work!' 'Really?' asked the boys together. 'Sure,' said Ben. 'But don't worry. School isn't only work. School can 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.

- 1 What things did the boys think of?
- 2 How do you think the boys feel now?

Part 4: _____

The boys began to think. 'Well, we'll see our friends again,' said Harry with a smile. 'And we can play football during lunch break,' added Richard. 'Yes, and we can write fun stories in English class!' said Tom. 'See? School will be great!' said Ben. 'Yeah!' shouted the boys together. They jumped up and ran home, ready to get everything prepared for the first day of school.

5 Read

Match the titles to the correct part of the story.

- A Sharing Their Feelings
- B Ready for School
- C Quiet Lunch
- D Ben's Advice

6 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

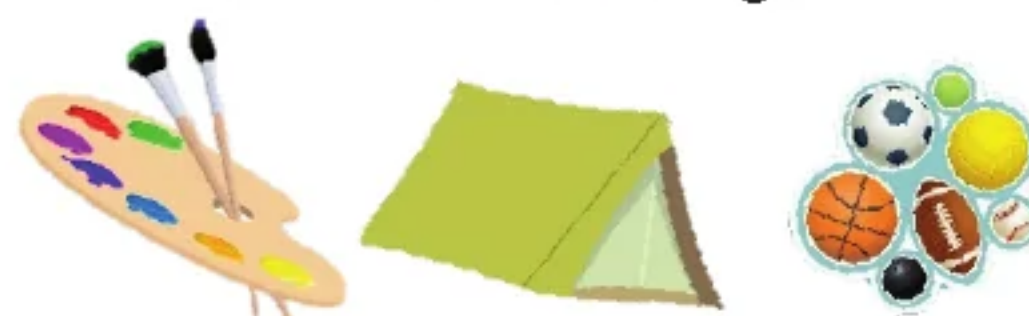
1 Practice

Circle the correct word.

- 1 We visit a new city every summer. It's **excited** / **exciting**.
- 2 I think doing the same homework every day is really **bored** / **boring**.
- 3 I'm **excited** / **exciting** to learn how to ride a bike.
- 4 I usually read books, but some of them are not very **interested** / **interesting**.
- 5 After a long day at school, I feel **tired** / **tiring** and a little **bored** / **boring**.

2 Practice

Look at the table. Write sentences using *but*.



student	Likes	Dislikes
Ahmed	climbing trees	craft projects
Saif	nature and adventure	football
Hamda	football and tennis	swimming
Aisha	pottery, painting pictures	nature and adventure
Fatima	camping in the forest	painting pictures

- 1 *Ahmed likes climbing trees, but he doesn't like crafts.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____

3 Practice

Write 3 sentences about yourself.

- 1 _____
- 2 _____
- 3 _____

4 Practice

Put the words in the correct order to make sentences.

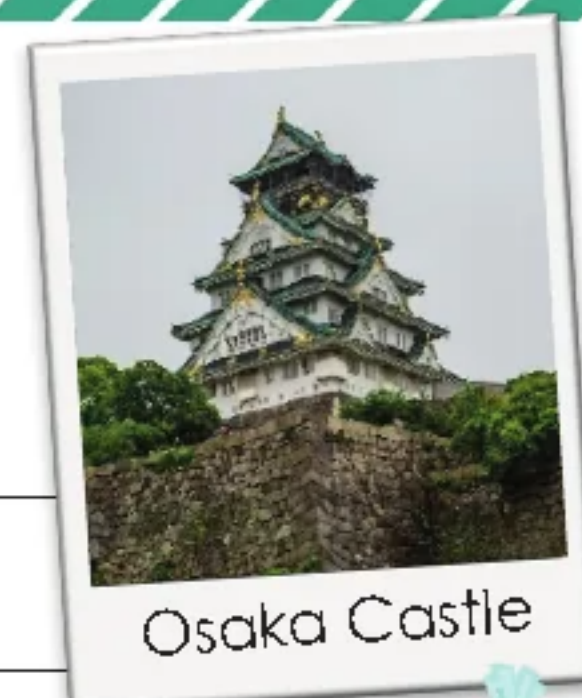
1 tomorrow? / go / to / Would / you / like / cinema / the / to

2 me / Can / prize? / win / help / you / this

3 Could / me / Osaka Castle? / directions / please / give / you / to

4 to / if / want / sports camp. / Please / me / you / go / you / to / let

5 / to / like / me? / go / Would / to / London / you / with



5 Read

Read the story and fill in the table.

Last week, Mohammed had a very busy time. On Monday morning, he went to the park to play football with his friends. It was sunny and very hot. On Tuesday evening, he visited the library and read a science book. It was cloudy outside. On Wednesday afternoon, he helped his mother in the kitchen. The weather was rainy, so they stayed inside. On Thursday evening, he watched a cartoon on TV. It was cool that day. On Friday, he went to the mosque with his dad and brothers. The weather was warm. On Saturday evening, he went to the beach with his family. It was windy, and they flew a kite. Finally, on Sunday morning, he did his homework in his bedroom. It was foggy outside, and he couldn't see the street clearly. It was a fun and busy week for Mohammed!

day	What did Mohammed do?	Where was he?	What was the weather?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Unit 7: Story time

Lesson 1: The old woman in the shoe

1 Listen Track 45

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

Key Language

Past simple
She **cooked** them
hot soup...

Vocabulary

shoe, chores, soup,
bread, upstairs,
noisy, give, help

The Old Woman Who Lived in a Shoe

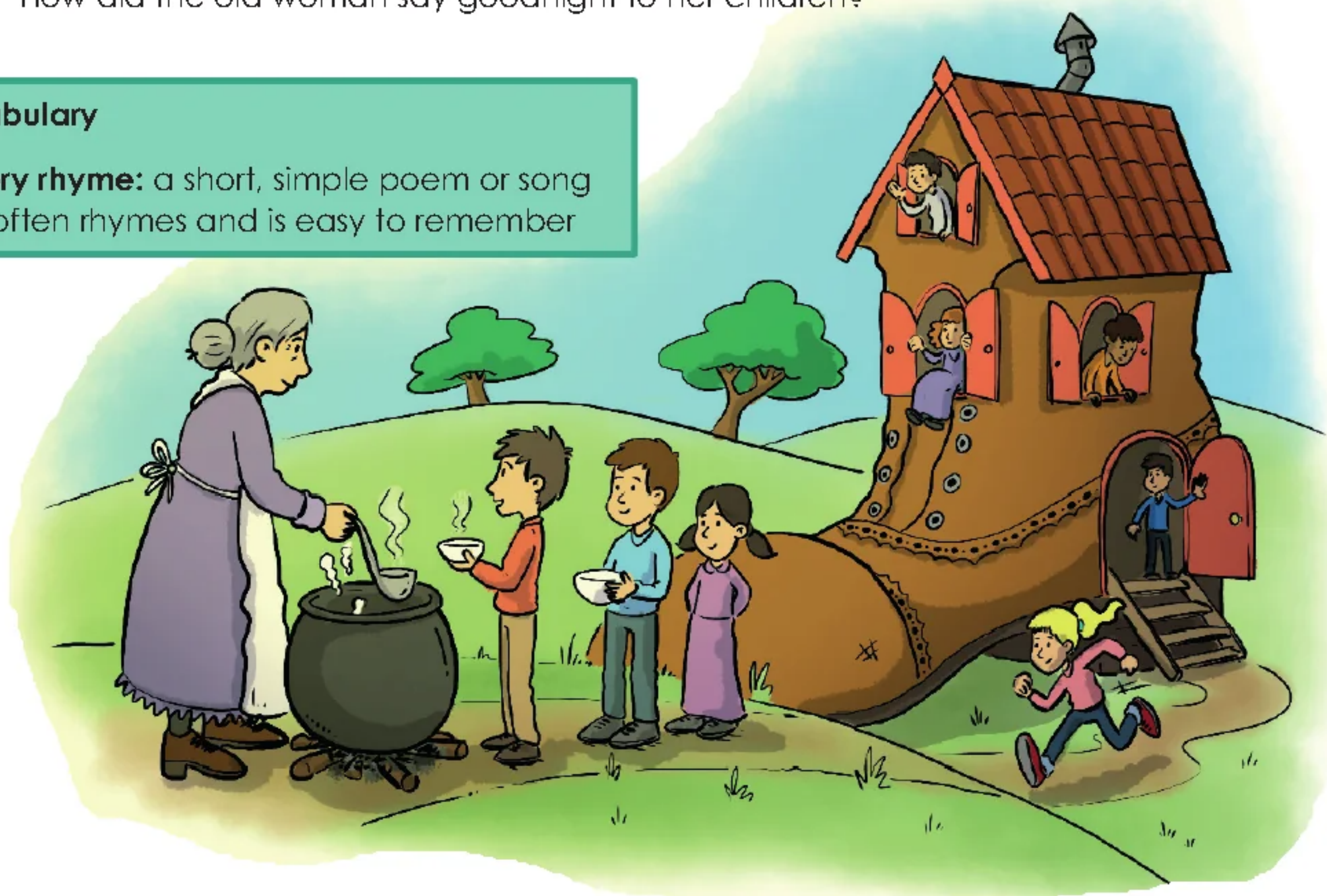
There was an old woman who lived in a shoe,
She had many children and chores to do too.
She cooked them hot soup and some fresh bread with care,
Then hugged them all softly and sent them upstairs.

The children were noisy, they laughed and they played,
But the kind old woman was never afraid.
She told them a story to calm them at night,
Then wished them sweet dreams and turned off the lights.

- 1 Where did the old woman live?
- 2 What food did she give to her children?
- 3 How did the children behave before going to bed?
- 4 What did the old woman do to help the children calm down?
- 5 How did the old woman say goodnight to her children?

Vocabulary

nursery rhyme: a short, simple poem or song that often rhymes and is easy to remember



2 Listen Track 45

Listen again. What sound does the -ed at the end of each verb make?

~~lived~~

cooked

hugged

laughed

played

wished

turned

/t/

/d/

/ɪd/

lived

3 Vocabulary

Read the verbs from the list and add them to the chart above.

helped

talked

watched

cleaned

looked

called

finished

wanted

4 Write

Complete the nursery rhyme with the verbs from the box. Then, add the verbs to the chart in Activity 2. Practise saying it out loud in pairs.

laughed

lived

played

finished

wished

helped

hugged

turned

lived

shouted

cooked

The Kind Woman by the Sea

There was a kind woman who _____ by the sea,
her and her children, they _____ happily.
She _____ them hot meals, put their toys away,
All of their smiles made her happy each day.

She _____ them with puzzles and _____ in the sun,
they _____ and they _____ and had lots of fun.
She _____ her work, then she _____ them so tight,
She _____ them sweet dreams and _____ off the light.

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 lived on the farm?
- 2 What were the man's sons like?
- 3 Why were the trees dying?
- 4 What did the man tell his sons to do?
- 5 What did the man say they would find if they worked hard?

Key Language

Past Simple

The man **worked** hard all day.

Vocabulary

treasure, lazy, strong, son, farm, grow, gold, tree

Reading Tip

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

Vocabulary

present

work

help

call

look

past

worked

helped

called

looked

see

say

find

go

saw

said

found

went



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 the 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 hard. That is your treasure!'

- 1 What did the sons think the treasure would be?
- 2 How long did they look for the treasure? Did they find it?
- 3 What did the man explain the treasure was?



3 Language Tracks 46 & 47

Write the past simple verbs from the story in the chart. Listen again and check.

irregular	/t/	/d/	/ɪd/
was	worked		



4 Read

Put the sentences in order to retell the story.

- _____ The sons worked hard every day, looking for treasure, but they found nothing.
- _____ There was a man with a farm and two sons who were lazy and never helped him.
- _____ Their father explained that the real treasure was the beautiful trees they had grown by working hard.
- _____ The man saw that his trees were dying and asked his sons to help on the farm.
- _____ He told them that if they worked hard, they would find treasure.

Lesson 3: Language focus

Key Language

Past simple
*I **played** games.*

Vocabulary

*film, stay at home, tidy
my room, cousin, garden*

1 Vocabulary

Match the pictures to the words in the box.

talk to friends

tidy my room

watch a film

play in the garden

1



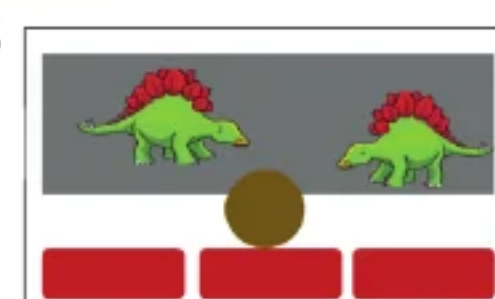
2



3



4



2 Read Track 48

Read about Mona's holiday.
Where did she go?

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



How to say -ed in the past simple

p, k, f, s, sh, ch

watch → watch**ed**

/t/

/wɒtʃt/

b, g, v, z, m, n, l, r + vowels

play → play**ed**

/d/

/pleɪd/

t, d

want → want**ed**

/ɪd/

/'wɒntɪd/

4 Practice

Complete the table with the verbs.

need				clean		play		wash		love		hug		cook	
p	jump					/t/	/dʒʌmpt/								
k							/kʊkt/								
f	laugh						/læft/								
s	pass						/pɑːst/								
sh							/wɒft/								
ch	watch						/wɒtʃt/								
b	grab					/d/	/græbd/								
g							/hʌgd/								
v							/lʌvd/								
z	use						/juːzd/								
m	dream						/kleɪmd/								
n							/kliːnd/								
l	call						/kɔːld/								
r	answer						/ˈɑːnsə ^(r) d/								
vowel						/ɪd/	/pleɪd/								
t	want						/ˈwɒntɪd/								
d							/ˈniːdɪd/								

5 Write

Write a short paragraph about what you did last week.

Last week I _____

6 Talk

Talk in groups. Use your ideas from Activity 6 to say what you did last week.

Lesson 4: Telling a story

1 Talk

What animals can you see in the desert? Use the pictures to help you think of ideas.



Key Language

Past simple

First, we **drove** to the desert.

Vocabulary

weekend, camping, desert, family, food, noise, scared, Arabian oryx

2 Listen Track 49

Look at the pictures and put them in the correct order. Then, listen and check.



Language Tip

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

present	past
see	saw
go	went
drive	drove
hear	heard

3 Listen Track 49

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

heard wasn't went drank saw ate talked drove

- Last weekend, I _____ camping with my family.
- First, we _____ to the desert.
- Then, we _____ and _____ tea.
- After that, we _____ some food.
- We _____ something move in the sand.
- At first, we were scared, but then we _____ someone laughing.
- It _____ an animal!

4 Talk

Look at the pictures of the story. What do you think happened? Why? Use the ideas below to help you write your answers. Then share your ideas in pairs or groups.



- 1 First, / drive / farm _____
- 2 Then, / have / picnic _____
- 3 After that, / boys / play football _____
- 4 Later, they / hear / something in the trees _____

- 5 They / see / sisters laughing and making a noise _____

5 Talk

Read the story with a partner.

First, the family drove...

Then, they...

Speaking Tip

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

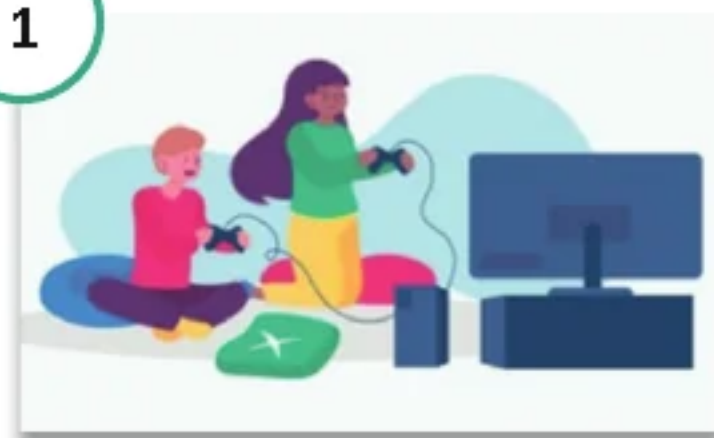
Lesson 5: Language focus

1 Talk

Match the words to the pictures.
Which do you do? Which don't you do?

play games watch TV cook food paint pictures

1



2



3



4



2 Listen Track 50

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

1 a)



b)



3 a)



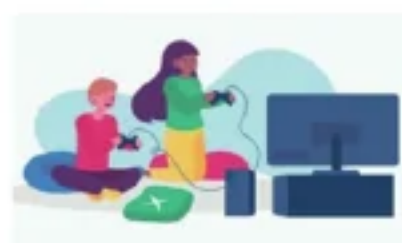
b)



2 a)



b)



4 a)



b)



3 Listen Track 50

Listen again and complete the sentences.

1 I _____ tv. I _____ sports.

2 I _____ games. I _____ play music.

3 I _____ lunch. I _____ dinner.

4 I _____ my room. I _____ a picture.

Past simple

Verbs in the past simple are made negative by adding **didn't** (*did not*).

Verb Past Simple Negative

play	→	didn't play
watch	→	didn't watch
cook	→	didn't cook
paint	→	didn't paint

4 Write

Match the sentence halves. Then, read the sentences aloud.

- | | |
|------------------------|-------------------------------------|
| 1 I watched TV, | a) but I didn't buy any clothes. |
| 2 I cooked lunch, | b) but I didn't paint my room. |
| 3 I played games, | c) but I didn't watch sports. |
| 4 I painted a picture, | d) but I didn't read the newspaper. |
| 5 I cleaned my room, | e) but I didn't play music. |
| 6 I read a book, | f) but I didn't cook dinner. |
| 7 I went shopping, | g) but I didn't wash the dishes. |



5 Write

Write some sentences about what you did/didn't do yesterday.

Yesterday I _____

Yesterday I didn't _____

6 Talk

Walk around the class and ask your classmates what they did/didn't do yesterday using the ideas below. Ask your partner for more information.

- | | |
|----------------|---------------------|
| • watch tv? | • clean your room? |
| • cook dinner? | • eat pizza? |
| • play games? | • paint a picture? |
| • read a book? | • talk to a friend? |
| • go shopping? | • tidy your room? |

Did you...?

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

Lesson 6: Postcards

1 Read

Read the postcard and match it to the correct picture.

Key Language

Present simple

The city **is** very big.

Vocabulary

city, hotel, room, bed, food, bread, photos, river

Hi Zara,

We are in Paris now! The city is very big and beautiful. Our hotel is nice. The room is clean and the bed is soft. The food is great. I ate bread, cheese, and sweets. They taste amazing!

Yesterday, I visited the Eiffel Tower. It is very tall and looks fantastic! I took a lot of photos. Tomorrow, we are going to the Louvre Museum and to walk by the river.

See you soon!

Jill

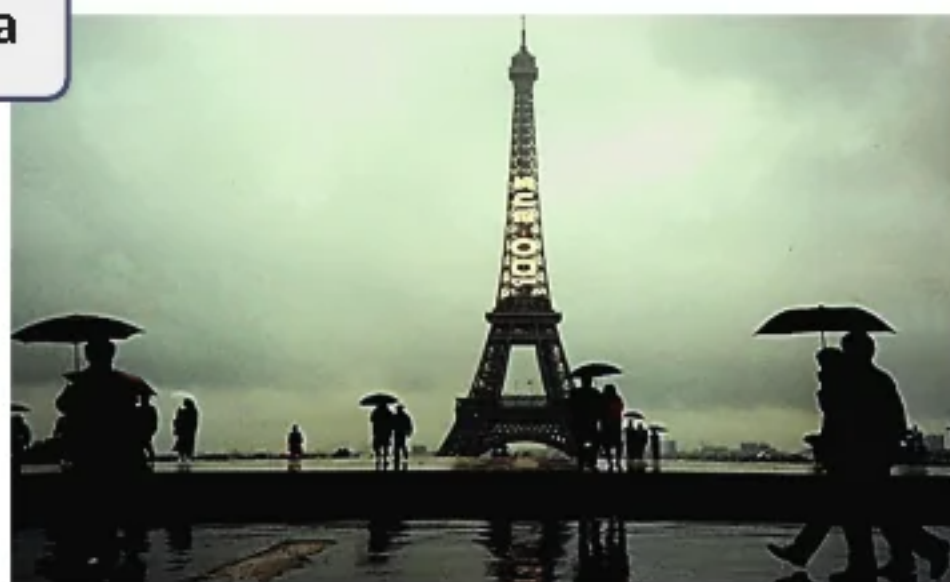
Greeting

Message

Address

Jill Brown
South Road
London
UK

a



b



2 Read

Read again and answer the questions.

- 1 Where is Jill now?
- 2 How does she describe the city?
- 3 What does she say about the hotel room?
- 4 What food did Jill eat?
- 5 What did she visit yesterday?
- 6 What did she do there?
- 7 What is Jill going to do tomorrow?

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! Bye! See you soon! Love, Your friend,
I'm having a great time! The hotel is nice. The weather is lovely!
I visited _____. I'm enjoying my holiday. Hello,

Greeting	Message	Sign off
		Your friend,

4 Write

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

- Where are you?
- Who are you with?
- What is the hotel like?
- What did you do yesterday?
- What are you going to do tomorrow?
- Who is the postcard for? / Who is it from?

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5 Talk

Read your postcards in groups/pairs.

Lesson 7: The rhyming game

1 Vocabulary

Match the words that rhyme.



2 Read and Listen Track 51

Read and listen. What game do Aisha and Laila decide to play?

Key Language

Rhyming words
Tree... Bee.

Vocabulary

afternoon, garden,
smile, laugh, playfully,
clap, rounds, quickly

Language Tip

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

blue – new ‘oo’ sound
red – bed ‘ed’ sound

The Rhyming Game

It was a sunny afternoon, and Aisha was sitting in the garden with her daughter, Laila.

Aisha smiled and said, “Let’s play the rhyming game! First, you say a word, and then I will say a word that rhymes with it.”

Laila laughed. “Okay, I’ll start. Tree.”

Aisha replied quickly, “Bee!”

Laila thought for a moment. “Zoo.”

Aisha clapped her hands. “Two!”

Next, Laila said, “Clock.”

Aisha answered, “Rock!”

After a few rounds, Laila asked, “Can we change turns now?”

Aisha shook her head and said playfully, “No! No, no, no!”

Laila giggled and shouted, “Go! Go, go, go!” They both laughed loudly.

Playing the rhyming game was so much fun!

3 Read

Read the story again and answer the questions.

- 1 Where were Aisha and Laila sitting?
- 2 Which word does Aisha rhyme with “tree”?
- 3 Which word does Aisha rhyme with “zoo”?
- 4 What word does Aisha rhyme with “clock”?
- 5 What does Aisha say when Laila asks to change turns?
- 6 How do Aisha and Laila feel at the end of the game?
How do you know?



4 Write

Continue the game by adding more lines with words that rhyme.

look tree
rock clock
book

Layla said, "_____!"

After a few rounds, Laila asked, "Can we change turns now?"

Aisha shook her head and said playfully, "No! No, no, no!"

5 Write

Write your own rhyming game story. Answer the questions before you start. Then, practise the story in pairs/groups.

- Who is playing the game?
- What words will they use?
- Where are they playing?
- How does the game end?

6 Talk

Work in groups or with the whole class. Make your own rhyming game conversation. Don't write it—just speak! Use at least 4 rhyming pairs.

Let's play the rhyming game!

Ok, I'll start....

Lesson 8: Stars

1 Talk

What can you see in the night sky?
Answer the question in pairs/groups.



Key Language

Rhyming words

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

Vocabulary

sky, bright, twinkle,
dots, wonder, holes,
close, light

2 Read

Read the poem about stars.
Complete the poem with the words from the box.

of why bright day you

High in the sky,
late at night,
you can see stars,
shining _____ 1

Are they just holes,
out in the sky,
to make us wonder
where and _____ ? 4

They twinkle and shine
so far away,
but where do they go
in the light of
_____ ? 2

I'd like to be,
way up there too,
just to get close,
how about _____ ? 5

Like little dots,
high up above,
I wonder what
they are made
_____ ? 3

3 Vocabulary

Match the words from the poem to their definitions.

- | | |
|-----------|--|
| 1 sky | a very small round marks |
| 2 twinkle | b the space above the earth |
| 3 bright | c to shine with small flashes of light |
| 4 wonder | d full of light; shining strongly |
| 5 dots | e to think and ask questions about something |

4 Read

Read the poem again and answer the questions.

- 1 Where are the stars?
- 2 When can you see them?
- 3 What do they do in the sky?
- 4 What does the writer want to do?
- 5 What question does the writer ask?

5 Write

Write 3-4 sentences about the night sky. Use some of the words from the box.

bright stars sky wonder twinkle

6 Talk

Ask and answer the question together in pairs/groups.

- Do you like looking at the night sky? Why or why not?
- What is your favorite thing in the night sky?
- If you could name a star, what name would you choose?

Lesson 9: Little by little

1 Talk

Ask and answer the questions with your partner.

- Do you ever get a lot of homework?
- What do you do when you have too much work?
- What does the phrase 'little by little' mean? Can you guess?

2 Read Track 52

Read and listen to the first part of the story.
Why do you think the sisters are sad?

Little by Little

Noora 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 53

Read and listen to the second part and check your answer to **Activity 2**.

'Mum, our teacher gave us so much homework!' said Noora.

'Yes, and we have to finish it tonight!' said Maha.

The sisters were very sad.

'How can we finish it?' said Noora.

'How? By doing it little by little,' said their mother.

4 Read Track 54

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

Noora 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.'

Key Language

Past simple

She **did** her homework.

Vocabulary

tired, living room,
homework, finish,
question, window,
delicious, surprised

Reading Tip

Speech marks (' ') go around the words people say in a text or story.

'Why are you sad?'



- | | | |
|---|--|-------|
| 1 | Noora started her homework slowly | T / F |
| 2 | Noora finished only some of her homework. | T / F |
| 3 | Maha listened carefully to her mother. | T / F |
| 4 | Maha didn't try to do her homework. | T / F |
| 5 | Maha looked out the window and thought she could finish everything easily. | T / F |

5 Read Track 55

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

The next day, the teacher said 'Noora! You are a very good student!' Noora was very happy. When she came home from school and there was a delicious cake on the table. The cake said 'Little by little' on it. Noora 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 Nooraa the next day?
- 2 How did Noora feel when the teacher spoke to her?
- 3 What did Noora see on the table when she came home?
- 4 What was written on the cake?
- 5 How did Noora feel when she saw the cake?
- 6 What did Noora say to her mother?
- 7 What did Noora give her mother at the end?

6 Talk

Ask and answer the questions in pairs/groups. Then, share your ideas with the class.

- What is the lesson of the story? Do you agree? Why or why not?

7 Talk

In pairs/groups, retell the story in your own words.

Noora and her sister Maha...



Lesson 10: Review

1 Read

Read the postcard from your friend.
Add a greeting, a sign off, and your address.



Key Language
Unit 7 language

Vocabulary
Unit 7 vocabulary

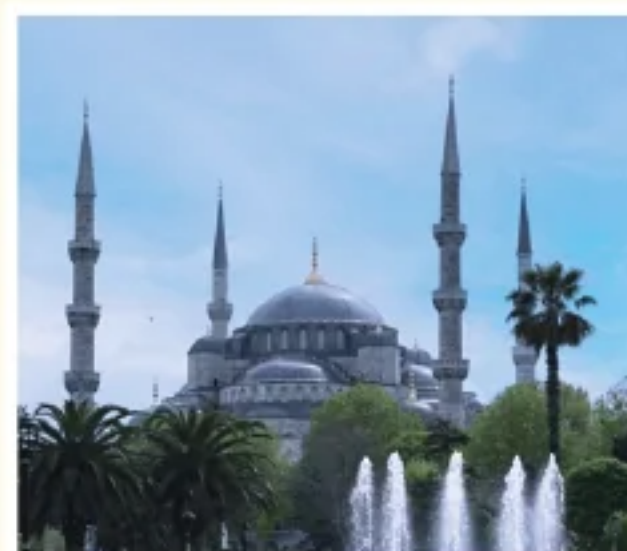
We are in Istanbul!

Yesterday, we visited some amazing places!
We saw the New Mosque, the Blue Mosque,
and Hagia Sophia. We looked at the beautiful
buildings and talked about their history.

In the evening, we watched the sunset on the
Bosphorus. It was fantastic!

Today, we went to the Grand Bazaar. It was
really big and colorful! I wanted to buy a lamp,
but I didn't find one I liked. A man helped us
find some sweets, and he laughed when we
tried to say Turkish words.

Tomorrow, we're going to take a boat trip on
the Bosphorus. I wish you were here!



2 Read

Read the postcard again and answer the questions.

- 1 Where is your friend?
- 2 What places did he/she visit yesterday?
- 3 What did he/she do in the evening?
- 4 Where did he/she go today?
- 5 Did your friend buy a lamp? Why or why not?
- 6 What is he/she going to do tomorrow?

3 Read

Read the postcard again. Find all the past simple verbs.

- Circle the regular ones.
- Underline the irregular ones.
- Circle and underline the negative one.



4 Read

Complete the table with the past simple verbs from the text.

irregular	/t/	/d/	/ɪd/
saw			visited

5 Write

Write a postcard to a friend. Think about:

- Where you are
- The places you visited yesterday
- What you did in the morning/afternoon/evening
- What you did today
- What you are going to do tomorrow



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6 Talk

Talk about your trip in pairs/groups.

I went to London. I saw Big Ben!

I went to Riyadh. I visited Kingdom Centre!



Audio Scripts

Unit 5

Track 26 - Unit 5 Lesson 1

Teacher: Sara, how do you get to school?

Sara: I usually go by bus. The bus stop is near my house. I meet my friends there, and it takes about fifteen minutes.

Teacher: Mark, how do you get to school?

Mark: I go by car with my dad. We leave a bit early so we arrive on time. It takes about twenty minutes.

Teacher: Tom, how do you get to school?

Tom: I ride my bike. I like the fresh air, and I use the cycle path. It takes me around ten minutes.

Teacher: Mary, how do you get to school?

Mary: I take the metro. I tap my card at the station and get off near school. I read my book on the metro, and the trip takes about twelve minutes.

Track 27 - Unit 5 Lesson 3

Hana: Hi! I'm Hana. Next week I'm going to Ras Al Khaimah with my family. I can't wait because I love the mountains! We're going to visit Jebel Jais. In the morning, we're going to walk to the top of the mountain. In the afternoon, we're going to have a picnic together.

Ben: Hi! I'm Ben. I'm going on holiday to Abu Dhabi. I can't wait to see something new! I'm going to watch camel racing at the race track. The camels are very fast! After that, I'm going to take pictures with my dad.

Mary: Hello! I'm Mary. I'm going to Dubai next week. I can't wait because I love animals! I'm going to see animals at the safari park. I'm going to see the oryx and the camels, and I'm going to take photos of the giraffes too.

Ali: Hi! I'm Ali. Next week I'm going to Fujairah with my cousins. I can't wait to play outside! We're going to the beach. I'm going to swim in the sea and collect shells. Later, we're going to play football on the sand.

Track 28 - Unit 5 Lesson 4

1. Turn left
2. Start
3. Next to

- 
4. Go straight
 5. Stop
 6. Turn right
 7. Go past
 8. Across from
 9. In front of

Track 29 - Unit 5 Lesson 4

Start at the red house.
Go straight, then turn left.
Go past the big tree.
Stop in front of the park with the bench.
Go straight past the shop and stop at the school
Look across from the school.
The treasure chest is next to the shop.

Track 30 - Unit 5 Lesson 7

Alia: Hi Mona, where are you?

Mona: Hello Alia. I'm at the shopping mall in Dubai.

Alia: Really? I'm here too! I'm standing at the entrance on the 1st floor. Where are you?

Mona: I'm sitting in the food court on the 3rd floor. I'm having some juice.

Alia: Great! Let's meet next to the clothes shop on the 2nd floor.

Mona: Good idea. I'll come down from the 3rd floor now.

Alia: Ok, see you soon at the shop!

Mona: See you there!

Track 31 - Unit 5 Lesson 9

I live in a small village, and I love visiting new places. Last week was my first time in Dubai, and I was so excited! The tall buildings, bright lights, and busy streets

Track 32 - Unit 5 Lesson 9

We woke up early in the morning to start our trip. First, we visited my father's friend. He was very kind and told us funny stories. I laughed a lot, and I hope we can meet him again.



After that, we went to the city. We walked along a busy street full of people, cars, and shops. The street was noisy and crowded, but it was fun. I liked seeing so many new things.

Track 33 - Unit 5 Lesson 9

As we walked, I heard the sound of drums. A group of men were playing music in the street, and people stopped to listen. I moved closer because I wanted to hear better. When I turned around, my family were not there! I quickly went to the market, but they were not there. I hurried back to the busy street, but they were not there either. I looked everywhere, but I couldn't see my family. My heart was beating fast. I felt scared. I was lost!

Track 34 - Unit 5 Lesson 9

Suddenly, a man with a kind face came up to me. He said, "Are you ok? Are you lost?" "Yes," I answered sadly. The man smiled and said, "Don't worry. There is a father looking for his son. Are you Ahmed?" "Yes!" I shouted happily. The man took me to my father. I was so relieved to see my family again. My father hugged me tightly and said, "Ahmed, be careful and stay close to us. If you don't pay attention, you can get lost again."

I nodded and promised to be careful. That day I learned how important it is to stay near my family in a big city.

Track 35 - Unit 5 Lesson 10

Amy: Hi, I'm Amy and I live in Scotland. I go to school by train. It takes about 30 minutes, and I like looking out of the window on the way.

Arjun: Hi, I'm Arjun. I live in India. I go to school by bike. It only takes 10 minutes. I enjoy the ride because I see my friends on the street.

Mariam: Hello. I'm Mariam. I live in the UAE. I go to school by bus. It takes about 20 minutes, and I usually talk with my friends during the trip.

Jonas: Hi, I'm Jonas. I live in the Netherlands. I go to school by tram. It takes 15 minutes, and I always read a book or look at my phone while I travel.

Unit 6

Track 36 - Unit 6 Lesson 1

Reporter: Hi Anna. Do you like the school holidays?

Anna: Oh yes, I love the holidays!

Reporter: Great! Why?



Anna: I love them because I go camping with my family. We sleep in a big tent and cook food on the fire. At night, we tell stories and look at the stars. It's exciting!

Reporter: Hi Laila. Do you like the school holidays?

Laila: No, I think the school holidays are really boring.

Reporter: Really? Why?

Laila: They're boring because my father works in his shop all day, so I stay at home. I'm excited to play with my friends, but it's too hot outside in the afternoon. I usually watch TV, but it's not very interesting.

Reporter: Hello Jon. Do you like the school holidays?

Jon: No, I think the holidays are boring.

Reporter: Why?

Jon: ...Because I go fishing with my brothers. We sit in the boat for many hours. Sometimes we don't catch anything! I feel tired and bored.

Track 37 - Unit 6 Lesson 3

Allan: Hello Jack! Where are you going today?

Jack: I'm going to Al Ain. I want to visit the zoo and the museum.

Allan: That sounds great! Are you going for one day or staying overnight?

Jack: Just one day. I packed my backpack this morning.

Allan: What's inside your backpack?

Jack: I have sunglasses, a hat, trainers, a jacket, and a towel.

Allan: That's a lot! Did you bring a toothbrush too?

Jack: Yes, just in case. I also packed a small picnic for lunch.

Allan: Wow, you're ready! Have a fun trip!

Jack: Thanks, Allan. See you tomorrow!

Track 38 - Unit 6 Lesson 5

Sara:

Tuesday

On Tuesday, I was at the park. I walked on the green grass and saw many trees. I took some photos of the flowers.

Wednesday

On Wednesday, I was at the beach. The water was blue and the sand was soft. I sat on the sand and looked at the sea.



Thursday

On Thursday, I was in bed. I was very tired, so I stayed in my hotel room. I read my book and drank tea.

Friday

On Friday, I was at a big shopping mall. I looked at clothes and shoes. I bought a small gift for my friend.

Saturday

On Saturday, I was at a museum. I saw old paintings and beautiful art. I learned new things about Canada.

Sunday

On Sunday, I was at the hotel. I packed my bag again because my trip was finished. I was a little sad, but I was happy about my week.

Track 39 - Unit 6 Lesson 7

Ahmed: Hi Omran! Where did you go last week?

Omran: I went to Ras Al Khaimah with my family.

Ahmed: Nice! What was the weather like on Monday? Was it sunny?

Omran: Yes, it was sunny. It was very hot.

Ahmed: And Tuesday? Was it cloudy?

Omran: Yes, it was cloudy. We stayed inside and read books.

Ahmed: How about Wednesday? Was it rainy?

Omran: Yes, it was rainy. We took umbrellas and went for a short walk.

Ahmed: What about Thursday? Was it cool?

Omran: Yes, it was cool, and we were happy because we like cool weather.

Ahmed: And Friday? Was it warm?



Omran: Yes, it was warm. We went swimming in the sea.

Ahmed: What about Saturday? Was it windy?

Omran: Yes, it was windy, and we flew kites on the beach.

Ahmed: And Sunday? Was it stormy?

Omran: Yes, it was stormy, so we stayed in the hotel.

Ahmed: Wow! Was it ever foggy during the trip?

Omran: Yes, one morning it was foggy. We couldn't see the mountains clearly.

Ahmed: That sounds like a week with every kind of weather!

Omran: Yes, it was amazing.

Track 40 - Unit 6 Lesson 8

Mariam: Mum! Let's play the game and try to win a prize!

Mum: Okay, Mariam. Which prize do you want?

Mariam: Hmm... I want the goldfish or the balloons. They look so nice! I don't want the bike or the skateboard.

Jamal: Dad! Can we play the game and win a prize?

Dad: Sure, Jamal. Which prize do you want?

Jamal: I want the bike or the football. They are cool! I don't want the teddy bear or the kite.

Huda: Mum! Can I play too?

Mum: Of course, Huda. Which prize do you want?

Huda: I want the scooter or the teddy bear. They look fun! I don't want the goldfish or the balloons.

Mum: Good luck, children!

Dad: Let's see who wins the best prize!



Track 41 - Unit 6 Lesson 9

Tom and his friends, Richard and Harry, sat together quietly. Nobody spoke. They slowly ate their burgers and drank their juice, but they didn't smile. The boys were thinking about the end of the holidays, and they all felt unhappy.

Track 42 - Unit 6 Lesson 9

'Hey everyone, what's the matter?' asked Ben, Tom's older brother. 'We're upset because the holidays are over,' said Tom. 'Yes, and I'm nervous about meeting our new teacher!' added Harry. 'I'm worried because I think the lessons will be more difficult,' said Richard. 'Oh, I see,' said Ben. 'Well, I think I can help you.'

Track 43 - Unit 6 Lesson 9

Ben sat down next to the boys. 'Everyone feels that way when the holidays are finished. Even Mum and Dad feel the same when they go back to work!' 'Really?' asked the boys together. 'Sure,' said Ben. 'But don't worry. School isn't only work. School can be great! Think of all the wonderful things you will do!'

Track 44 - Unit 6 Lesson 9

The boys began to think. 'Well, we'll see our friends again,' said Harry with a smile. 'And we can play football during lunch break,' added Richard. 'Yes, and we can write fun stories in English class!' said Tom. 'See? School will be great!' said Ben. 'Yeah!' shouted the boys together. They jumped up and ran home, ready to get everything prepared for the first day of school.

Unit 7

Track 45 - Unit 7 Lesson 1

The Old Woman Who Lived in a Shoe

There was an old woman who lived in a shoe,
She had many children and chores to do too.
She cooked them hot soup and some fresh bread with care,
Then hugged them all softly and sent them upstairs.



The children were noisy, they laughed and they played,
But the kind old woman was never afraid.
She told them a story to calm them at night,
Then wished them sweet dreams and turned off the lights.

Track 46 - Unit 7 Lesson 2

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.'

Track 47 - Unit 7 Lesson 2

'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 the 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 hard. That is your treasure!'

Track 48 - Unit 7 Lesson 3

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!

Track 49 - Unit 7 Lesson 4

Last weekend I went camping with my family. First, we drove to the desert. Then, we talked and drank tea. After that, we ate some food.

Later, I was talking with my sister and there was a loud noise like an animal. We stopped talking and listened.

We saw something move in the sand. At first, we were scared, but then we heard someone laughing. It wasn't an animal! It was my little brother!

Track 50 - Unit 7 Lesson 5

1 Amna: I watched TV. I didn't watch sports.

2 Shooq: I played games. I didn't play music.

3 Faisal: I cooked lunch. I didn't cook dinner.

4 Ahmed: I painted a picture. I didn't paint my room.

Track 51 - Unit 7 Lesson 7

It was a sunny afternoon, and Aisha was sitting in the garden with her daughter, Laila.

Aisha smiled and said, "Let's play the rhyming game! First, you say a word, and then I will say a word that rhymes with it."

Laila laughed. "Okay, I'll start. *Tree*."

Aisha replied quickly, "Bee!"

Laila thought for a moment. "Zoo."

Aisha clapped her hands. "Two!"

Next, Laila said, "Clock."

Aisha answered, "Rock!"

After a few rounds, Laila asked, "Can we change turns now?"

Aisha shook her head and said playfully, "No! No, no, no!"

Laila giggled and shouted, "Go! Go, go, go!" They both laughed loudly.

Playing the rhyming game was so much fun!

Track 52 - Unit 7 Lesson 9

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.



Track 53 - Unit 7 Lesson 9

'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.

Track 54 - Unit 7 Lesson 9

So, Noor started to do the 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.'

Track 55 - Unit 7 Lesson 9

The next day, the teacher said 'Noor! You are a very good student!'

Noor was very happy. When she came home from school and 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.

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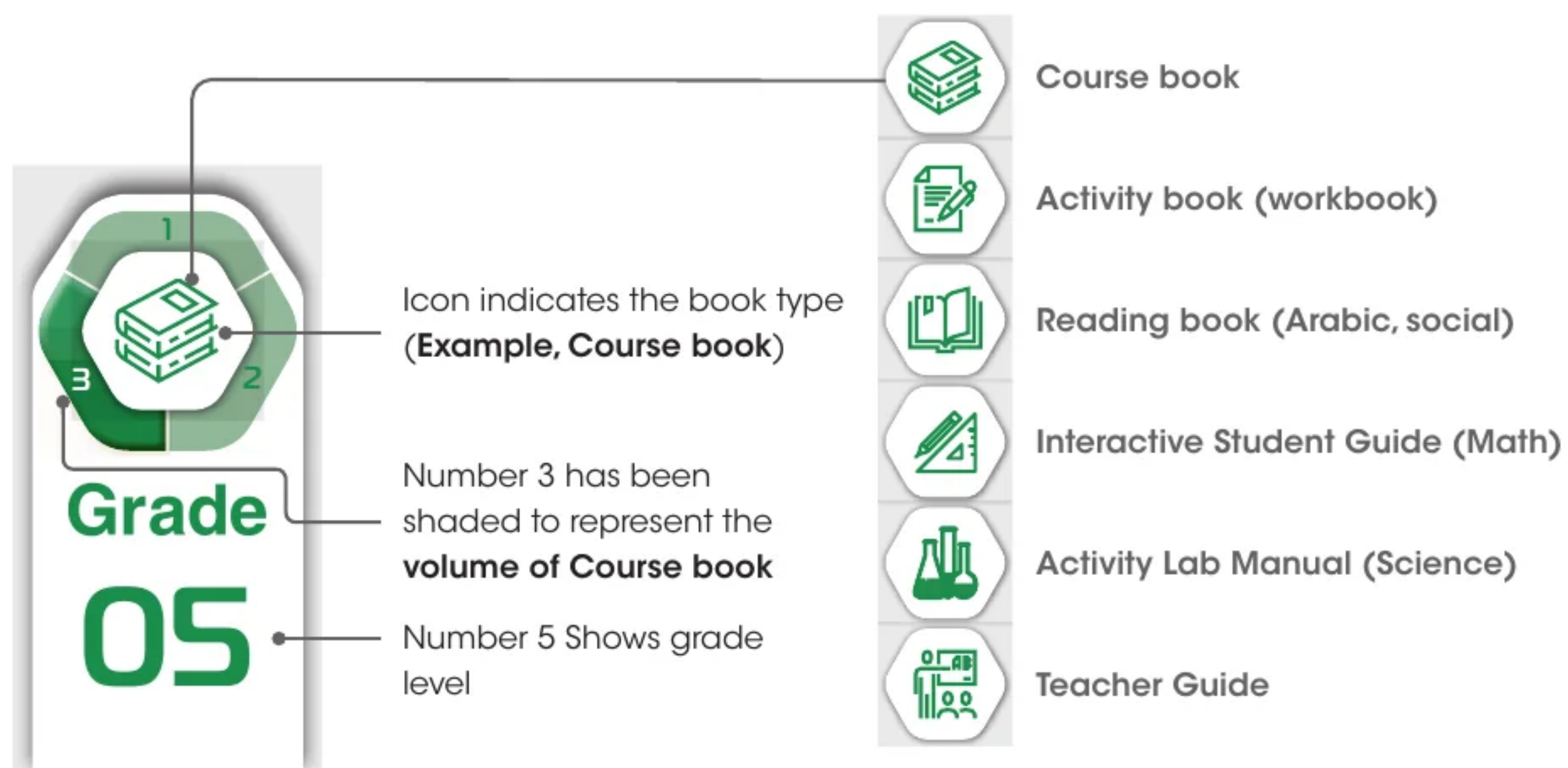
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