



Access Book 5

TEACHERS' HANDBOOK

TERM 2

Table of Contents

Introduction to Access Course	3
Introduction to Access Book	4
Lessons	5
Activities	7
PCMs	11
Sample Lesson Plans	16
Answer Keys	19
Audio Scripts	26

Introduction to Access Course

This Access Course is designed to build upon a foundation of English literacy and language skills. Students will focus on basic language and grammar skills that they may have missed out on due to a low level of literacy so that they may have a meaningful educational experience. The aim is that students will be able to achieve success and progress once they have mastered the required skills.

The Access Course will:

- 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.

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

Introduction to Access Book

The Access Book was developed to build upon a foundation of English literacy and language skills. It is important that the book is supplemented with activities that will engage and involve students in their learning. It is essential that students are encouraged to become more responsible for their own learning by assisting them to succeed in building on their current literacy skills.

The book follows lesson patterns over the term, but teachers are not limited to using the activities in the book. Each lesson should be adapted to the needs of the students in a particular class. Perhaps some will achieve particular skills more readily than others, so teachers need to be flexible and prepared to establish differentiation and peer support in their classrooms.

The features of the Access book include:

1. **Variety of skill-related activities** – for explicit focus on different skills
2. **Key structures and vocabulary box** – makes expectations clear for students and teachers
3. **Explicit grammar practice** – focusses on essential grammar structures that may not have been previously understood by students
4. **Group and pair work opportunities** – encourages cooperative learning and communication
5. **Focused and simplified tip boxes** – encourage students to use specific reading and writing skills to achieve a higher fluency in language
6. **Level-appropriate language** – makes the content more accessible to the students so they have more chance of success in their learning
7. **Review** – includes lessons that focus on reviewing content from the unit to reinforce learning

Explicit vocabulary practice

Key structures and vocabulary box

Variety of skill-related activities





Simplified tip boxes

Explicit grammar practice

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.

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?

A: What are you going to see?

B: I'm going to visit _____.

B: I'm going to _____.

4

Lessons

Lessons appear in the order of listening and speaking followed by reading and writing. Additionally, each unit contains two language focus lessons which focus on the rules of language and allow students to develop their use of language.

Language Focus

New language can be presented in many ways. Teachers can decide what works best for their students depending on students' level of knowledge and their individual needs. Many of the **language focus lessons** in the Access book facilitate the following approaches: PPP (presentation, practice and production), TTT (test, teach, test) and guided discovery. Lessons can be adapted, and supplementary activities can be used.

PPP

This is a widely used approach with clear language aims. The three stages are presentation, practise and production of the target language.

Present This stage is used to introduce the target language. Teachers can use tools such as visual aids, questions, or drills to present the language. The goal of this stage is to present information, not facilitate immediate understanding.

Practice Students carry out controlled practice activities such as question and answer, read and repeat or role plays. Clearly defined correct and incorrect answers allow students to build an understanding of how language is used.

Produce Students can practice freely and explore the language. Freer activities include open-ended questions and writing activities. Emphasis is placed on fluency more than accuracy.

TTT

With a TTT approach the aim is to find out what students do and do not already know. It is likely that learners will often have had prior exposure to the target language. It is beneficial to explore the extent of their knowledge to shape the lesson. Teachers should be prepared to adapt the lesson depending on the outcome of the test stage.

Test Start with a test to find out what students can and cannot do. This usually involves a form of controlled practice using the target language such as completing a text with the correct verb form. Students are monitored to inform the next stage.

Teach Teachers clarify the meaning, pronunciation and form of the target language. The test stage is used to inform the extent and coverage required in the teaching stage. For example, if students are able to complete a gap fill activity with the correct past simple verb forms but struggle with negative forms, then more time should be spent focussing on negative forms. It is important to do what the students have shown they need.

Test The next test stage is controlled practice similar to the first stage. Students should now be able to do the test stage as a result of the teach stage.

Practice Students practice the language through freer practice tasks to develop fluency.

Guided discovery

Guided discovery is an active approach to learning that can be implemented at any level. Students are exposed to language first. They then use inference to understand the meaning. This is then followed by learning explicit rules and practise.

- 1** Expose students to the language through examples. Examples in context are most effective as they facilitate understanding. This can be carried out through reading and listening texts or using visuals like photos.
- 2** Teachers guide observation of language through guided questions or activities (gap fills, matching examples to rules, etc.). Activities and questions should draw attention to language and allow students to hypothesise, compare and contrast.
- 3** Teachers use the information from 2, to state or elicit the rule from students.
- 4** Apply the rule in practice tasks of varying difficulty. Activities can move from more controlled activities (e.g. gap fills or matching activities) to freer practice (e.g. open-ended discussion questions or writing tasks).

Key Aspects

Language focus lessons are presented in a logical manner to facilitate the teaching of meaning, pronunciation, form and use or application. Meaning addresses the meaning of the language and/or its meaning in the context in which it is used. Form refers to the visible and audible parts of language. Use is connected to meaning and refers to when and why the language is used. Teachers should use the lesson content as a guide for the extent of coverage required for the key language structure being taught. Knowledge of every aspect is required to fully understand a structure, and this will happen over time.

Considerations

It is important to remember that students do not learn structures one at a time, but with repeated practice and exposure over time, they will improve gradually. It takes time to master all aspects of a structure. Students at a beginner or lower level are more likely to rely on their native language to inform their understanding of English. Therefore, teachers should try to anticipate potential errors or misunderstandings in advance.

Suggested reading

Thornbury, S. (1999). *How to Teach Grammar*. Pearson Education Limited
Murphy, M. (2008) *Essential Grammar in Use*. Cambridge University Press

Activities

Picture brainstorm

- Provide students with a visual and ask them to brainstorm words about the visual.
- The best visuals to use for picture brainstorms are those with many different objects that relate to a single scene or topic.
- Provide words for students who are not able to find their own words, or provide words to start the activity.
- Provide students with possible categories for the words or ask them to come up with their own categories.
- Next, let students complete a 'fill in the blank' activity with sentences about the visual and the words from their brainstorm - sentences prepared by teacher.
- Students make their own 'fill in the blank' sentences using the words from the brainstorm and swap these sentences with others to complete.

Speech bubbles and Think bubbles

- Provide students with images of people or other characters and students work in pairs or small groups.
- Ask students to create think or speech bubbles for the people or characters in the visual.
- Provide students with laminated speech or think bubbles and let them use dry wipe pens to fill in the bubbles.
- Scaffold the activity by adding sentence starters to the bubbles.
- Students act out the conversations or thoughts of people or characters.
- Group some of the images and see if students can link and connect conversations and thoughts from their visuals.
- With carefully chosen visuals students develop short narratives from a range of visuals.

Draw the picture

- Describe a visual to the students and they draw what they understand from the description.
- Students can also work in pairs. Student A describes the visual and student B responds by drawing.

Match the description

- Provide students with a set of visuals and matching descriptions.
- Students work in pairs. Student A describes the visual, and student B identifies the matching description.

Make questions

- Provide students with visuals and flashcards with the words: *what, why, who, where, when, why, how*. Ask them to make questions about the visuals.
- Place a stack of visuals and flash cards face down on the table. Students pick up a visual and flash card to make questions.
- Teacher can provide question starters for this activity.

Compare and contrast

- Provide students with two visuals and students work in pairs or small groups.
- Students develop sentences about the visuals to identify similarities and differences.
- The teacher provides sentence starters or sentence frames as scaffolds.

Make a story

- Provide students with visuals and ask them to make a short story about the visuals.
- Alternatively, ask students to take photographs or bring photographs and then make stories.
- Students could also join visuals to make a story or combine their stories.

Picture categories

- Provide students with a wide range of visuals and ask them to categorise the visuals and name the categories.
- Alternatively, provide students with categories and ask them to categorise the images. Ask students to explain why they think the visuals belong to the given categories.

Word sort

- Students sort words into different categories provided by the teacher. Categories can range from topics, word types, etc.
- Next, students make their own classification for words.

Sentence sort

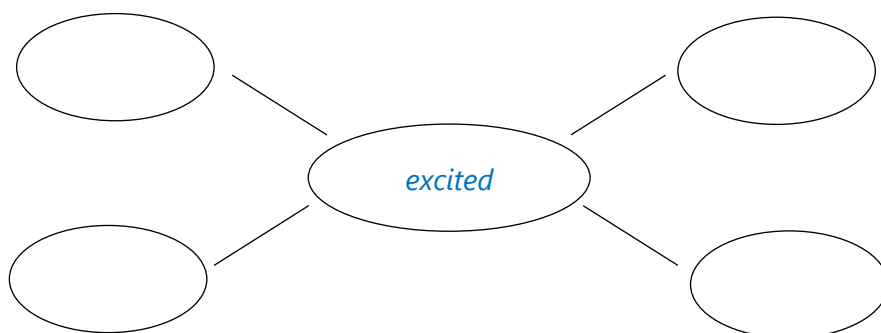
- Students sort sentences into categories provided by the teacher. Categories could range from topics, tenses, sentence beginnings, etc.
- Students make their own classification for sentences.

Definition, word and picture match

- Provide students with pictures, words and definitions.
- Students match the word definitions and pictures.
- Students work in a small group of three. Each student has either the words, definitions or picture. Students show, describe or read their cards, and other students find the matching cards.

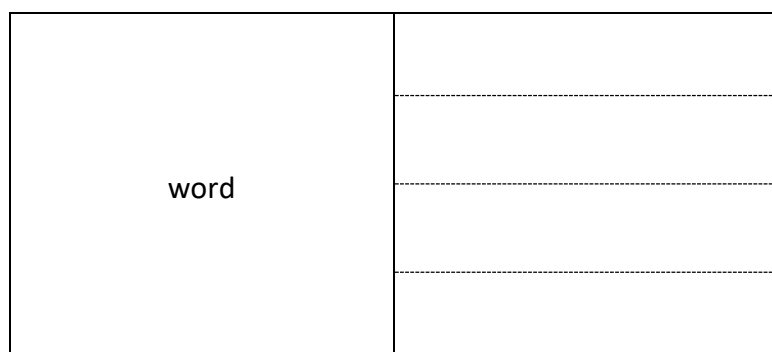
Word web

- Students write a word in the centre of the page.
- Students could write the meaning, synonym, antonym, definition or draw a picture of the word in the other parts of the web.



Vocabulary foldable

- Provide each student with a copy of a blank foldable. Students fold the page in half horizontally and snip on the dotted lines to create five flaps.
- Students open the large flap and write the word. They then open the other flaps and write definitions, sentences, symbols or make drawings to help them remember the word.



--	--

Memory game

- The teacher writes all the words from a specific topic on the board. Students should be familiar with the words used in this activity.
- Students study the words for three minutes. The words are covered or erased.
- Students write down all the words they can remember.
- The same activity could be repeated using sentences.

Personal dictionaries

- Students create their own dictionaries using pictures, symbols, etc.
- With guidance from the teacher, students categorise the words in alphabetical order, according to the topic or subject, sounds, morphological structure, etc.
- They could also draw a picture next to each word or add a language feature.

Who has the Word?

- Provide students with a selection of focus vocabulary words on cards and a set of questions which includes all the words. The questions read: *Who has the word elephant? Who has the word camel? Who has the word gazelle?* etc.
- Students work in small groups.
- The selection of word cards is divided equally amongst the students.
- Students place the question cards face down in front of themselves. They turn over their word cards for all to see.
- Students take turns to pick up a question card and read it to the whole group to hear. The student who has the word responds by saying, *'I have the word ...'*

Sentence Building

- Provide students with chopped up sentences related to the language and content of a topic.
- Students build the sentences.

Masked Text

- Mask a text by covering most of the words in the text.
- Expose some key words of phrases only.
- Ask students to make predications from the words or phrases they can see.

Board games

- Provide students with a simple template of a board game.
- Students use the content of a simple story, text or theme to make a board game.
- Students make questions and answer keys for the game and swap games with peers.

Word wall

- Display all key vocabulary and language for students to access.
- Allow students to add words or language to the wall.

Role play

- Provide students with simple dialogues to perform.
- Support students to write their own dialogues or short plays to role play.
- Students choose characters from a story or parts of a story to present.
- Allow students to use puppets or other props.

What's on the menu?

- Make a 'buffet' of words, phrases or pictures. Place these on paper plates.
- Students choose from the 'buffet' and make sentences, role plays, short dialogues, etc., using the 'food' from the 'buffet.'

What's in the bag?

- Place objects in a cloth bag.
- Students take turns to feel and guess the object.

Book walk

'Walk' through the book before reading. Ask students questions about the cover - what they see, what they think the story or text will be about, etc. Implement various reading strategies to support students' understanding of a text.

- Make connections – activate prior knowledge of students.
- Make predictions – support students to make predictions about the text. Ask questions such as: '*What do you think happens next?*', '*What do you think the character likes?*', etc.
- Get students to activate all their senses – ask students questions such as: *What do you think when you read this? What do you smell when you read this? What do you hear when you read this?*
- Support students to ask and answer questions before, during and after reading. Use question cards: (*what / who / why / where / when / how*).
- Encourage students to retell and paraphrase what they read. Use words such as: '*first, later, next, after that, sometime after, then*'. Do not just retell and paraphrase entire stories. Use this strategy for paragraphs and sections of a story or other text.

Photocopiable Materials (PCMs)

The following pages contain the PCMs listed below.

Unit 6 Lesson 8 PCM 1

Adaptable board game

Bingo grids

Activities

Unit 6 Lesson 8 PCM 1

Bingo instructions:

Choose words from the box and put them anywhere your bingo grid.

Listen to the teacher call out a list of words.

When the teacher says a word on your grid, draw a circle around it.

When you have three circles in a row, say 'Bingo!'

bike	scooter	football
skateboard	teddy bear	goldfish

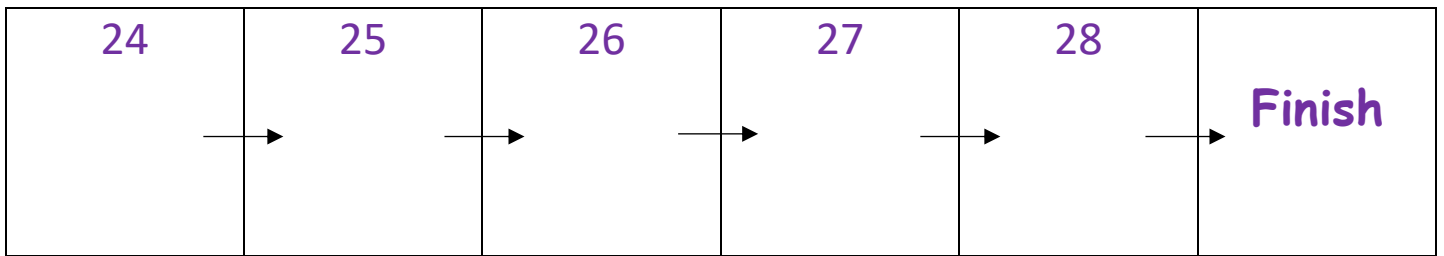
Board game

Use the template to create your own boardgame. Squares can contain different content depending on the language to be practised. The grid can also be adapted. Students take turns moving their counter and completing the tasks on the squares until they reach the end.

Possible content:

- Pictures: Students name the picture when they land on a square.
- Questions: Students answer a question when they land on a square.
- Vocabulary: Students make a sentence with the word in the square.
- Missing letters: Students complete words with the missing letters.

	1	2	3	4	5
Start	→	→	→	→	→
11	10	9	8	7	6
←	←	←	←	←	↓
12	13	14	15	16	17
↓	→	→	→	→	→
23	22	21	20	19	18
←	←	←	←	←	↓
↓					



Bingo

This game can also be played with words. Each student has one number grid. Students choose nine numbers from one to twenty or higher and write them in the grid. The teacher calls out a random selection of numbers, one at a time. Students score out the numbers on their grid as they are called. When all numbers are scored out on a card, the student should shout 'Finished!'





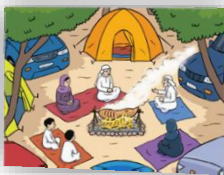







activities

Write the correct number next to each activity below.

read books 2 cook food ___ go camping ___ eat dinner ___ go to bed ___

go to school ___ play tennis ___ talk to a friend ___ play football ___ go swimming ___

go horse riding ___ go to the beach ___

<div data-bbox="153 1055 240 1128" data-label="Text"> <p>1</p> </div> 	<div data-bbox="643 1055 730 1128" data-label="Text"> <p>2</p> </div> 	<div data-bbox="1118 1055 1206 1128" data-label="Text"> <p>3</p> </div> 
<div data-bbox="153 1296 240 1370" data-label="Text"> <p>4</p> </div> 	<div data-bbox="643 1296 730 1370" data-label="Text"> <p>5</p> </div> 	<div data-bbox="1118 1296 1206 1370" data-label="Text"> <p>6</p> </div> 
<div data-bbox="153 1538 240 1612" data-label="Text"> <p>7</p> </div> 	<div data-bbox="643 1538 730 1612" data-label="Text"> <p>8</p> </div> 	<div data-bbox="1118 1538 1206 1612" data-label="Text"> <p>9</p> </div> 
<div data-bbox="153 1780 240 1854" data-label="Text"> <p>10</p> </div> 	<div data-bbox="643 1780 730 1854" data-label="Text"> <p>11</p> </div> 	<div data-bbox="1118 1780 1206 1854" data-label="Text"> <p>12</p> </div> 

Sample Lesson Plans

Lesson Plan		Grade: 5
Teacher:		Subject: Access English
Unit: 5	Lesson: 1	Date:
Objectives: ✓ To say how you get to school		
Starter Create a class word web related to the lesson topic. Start with one word in the centre and elicit associated words from students. Elicit any vocabulary associated with the key word to build the word web and create interest in the topic.		
Main Activities		
<p>➤ Activity 1 Talk:</p> <ol style="list-style-type: none"> 1. Direct attention to Activity 1 and elicit vocabulary by asking students to say what they can see in the pictures. 2. Drill the forms of transport then call out a letter to elicit the name of the transport in the corresponding picture. 3. Ask the class what form of transport they use and when. <p><u>Feedback:</u> Elicit additional vocabulary related to students' daily lives by asking what other forms of transport they use.</p>		
<p>➤ Activity 2 Vocabulary:</p> <ol style="list-style-type: none"> 1. Explain that students should write the correct word next to each letter and complete <i>a</i> as an example. 2. Students write the correct noun next to each letter. <p><u>Feedback:</u> Call out each letter to elicit the correct answers and write them on the board.</p>		
<p>➤ Activity 3 Listen:</p> <ol style="list-style-type: none"> 1. Explain that students are going to listen to four people saying how they get to school. 2. Play the first speaker, Sara, pausing after her answer. Ask students how she gets to school. Direct attention to the line between the picture of Sara and the picture of a bus. Ask students if this is correct. 3. Continue the activity allowing students to select answers individually. <p><u>Feedback:</u> Check answers as a class and play the track again, pausing after each correct answer.</p>		
<p>➤ Activity 4 Practice:</p> <ol style="list-style-type: none"> 1. Ask volunteers how they get to school and elicit answers. Write the question on the board and elicit a correct answer containing 'by'. Ask students if they can answer the question with a full sentence and elicit the correct answer. This information can also be found in the speaking tip. 2. Draw attention to Activity 4 and ask students to circle the correct answers in pairs. <p><u>Feedback:</u> Check answers as a class.</p>		
<p>➤ Activity 5 Talk</p> <ol style="list-style-type: none"> 1. Explain that students are going to walk around the classroom and ask four of their classmates how they get to school. They should write the name and answer in the table. 2. Demonstrate the activity with a volunteer, writing their name and answer on the board. 3. Set a time limit and allow students to ask and answer the question. <p><u>Feedback:</u> Monitor and provide support where needed. Volunteers share answers.</p>		
Plenary Play 'unscramble the word' with the vocabulary from the lesson. Group students and show them a series of scrambled words. Groups work together to put the letters in the correct order to make words. Groups with correct answers receive points and the group with the most points wins.		
Differentiation Students can work in pairs for peer support.		

Lesson Plan		Grade: 5
Teacher:		Subject: Access English
Unit: 6	Lesson: 4	Date:
Objectives: ✓ To identify the features of an invitation and order sentences to create an invitation to a friend		
Starter As the emails on the first page are about a trip to the UK, ask students to find the UK on a map and elicit what they know about it. Use pictures to show what it is like (e.g., weather, buildings, etc.).		
Main Activities ➤ Activity 1 Read: 1. Direct attention to the email from one student to another. Elicit the names of the sender and the recipient. 2. Draw attention to the start and end of the email, highlighting the words used in the greeting and sign off. 3. Ask students to read the email to find out why Naseer is writing to Saeed. <u>Feedback:</u> Elicit or draw attention to the parts of the text that reveal the answer. Circle the question Naseer asks Saeed. ➤ Activity 2 Read: 1. Draw attention to the second email. Ask who the sender/writer is this time (Saeed) and ask students how they know. Elicit the greeting and sign off. 2. Ask students what they think Saeed will say in his reply. 3. Students read the email to find out what his mother and father say regarding the invitation to the UK. <u>Feedback:</u> Draw attention to the part of the text that reveals the answer. ➤ Activity 3 Read: 1. Students work in pairs to put the words in the correct order to make sentences. Explain that sentences come from the emails. <u>Feedback:</u> Early finishers can find the matching sentences in the emails. Ask students which sentences they would use in an invitation and which might go in a reply. ➤ Activity 4 Read: 1. Explain that students are going to make their own invitation using the sentences in 4. 2. In pairs, students use the emails on the first page as a guide to help them order the sentences from 1-4. <u>Feedback:</u> Monitor and provide support where needed. ➤ Activity 5 Write: 1. Ask students if they ever invite friends or family members to their house (e.g. to study or have a family meal.) 2. Students choose a friend or cousin to invite to their house in a fictional email. 3. Explain that students can use the sentences from 4 to create their email by writing them in the correct order. 4. Ask students if there is anything else they could say in their invitation such as 'How are you?' Elicit ideas. 5. Students write their emails. <u>Feedback:</u> Monitor and provide support where needed. Students can swap their writing and check for correct punctuation using the tip box for help.		
Plenary Cut out sentences from an invitation and give one to each group. Instruct groups to line up in the correct order to make an invitation. Each group then reads aloud their sentence from the first to the last line.		
Differentiation Students experiencing difficulty can copy the sentences from 4 . Students who finish early can check their own or each other's work with a check list provided by the teacher.		

Lesson Plan		Grade: 5
Teacher:		Subject: Access English
Unit: 6	Lesson: 7	Date:
Objectives: ✓ To understand and produce the past form of 'be' in the context of weather		
Starter Provide groups with pictures of different weather scenes and ask them to name the weather in each picture.		
Main Activities		
➤ Activity 1 Talk:		
1. Review weather vocabulary if necessary.		
2. Ask students to name their favourite weather and allow time for students to share their preferences with members of their group.		
<u>Feedback:</u> Ask students to provide reasons for their answers.		
➤ Activity 2 Listen:		
1. Explain that students are going to listen to a boy called Omran talking about the weather on his holiday.		
2. Listen to the audio and ask students where Omran was.		
3. Ask students what kind of weather Omran likes.		
<u>Feedback:</u> Listen and pause at the answer.		
➤ Activity 3 Listen:		
1. Ask students if they remember what the weather was like on Sunday (sunny) according to Omran. Draw attention to the line between the sun and Sunday. Ask students if this is the correct answer (yes). Listen and check if necessary.		
2. Students listen again and match the weather pictures to the correct day.		
<u>Feedback:</u> Play the audio again, pausing at the correct answers.		
➤ Activity 4 Listen:		
1. Before starting Activity 4, draw attention to the language tip box.		
2. Use an example of the weather from the previous day to demonstrate the language. E.g., Yesterday was sunny. It wasn't rainy. Then ask students how they felt. E.g., We were warm. We weren't cold.		
3. Write the examples on the board, leaving out the verb <i>to be</i> . Ask students to use the tip box to help them complete the gaps.		
4. Draw attention to Activity 4 and instruct students to read the sentences about Omran's family holiday. Ask students if they know any of the answers.		
5. Students listen again and indicate whether the sentences are true or false.		
<u>Feedback:</u> For sentences that are false, encourage students to form correct sentences.		
➤ Activity 5 Practice:		
1. Students work in pairs using the language tip box to help them complete the sentences.		
<u>Feedback:</u> Monitor and provide support where needed.		
➤ Activity 6 Talk:		
1. Students draw the weather from the previous weekend.		
2. In pairs, students ask and answer the questions		
<u>Feedback:</u> Monitor and provide support where needed.		
Plenary Chain game. Students form circles in groups. The first student asks the second student 'How was the weather yesterday?' to which the second student replies. The second student then asks the next student in line and so on.		
Differentiation		

Answer Keys

Unit Five

Lesson One

Activity 2

a bus. b bike. c car. d boat. e metro. f tram

Activity 3

Sara – bus. Mark – car. Tom – bike. Mary - metro

Lesson Two

Activity 1

b – Road safety

Activity 2

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

Activity 3

1b. 2c. 3a.

Activity 4

1 zebra crossing. 2 stop sign. 3 traffic lights

Activity 5

1 cross. 2 run. 3 stop. 4 look. 5 play

Lesson Three

Activity 1

1 Aquarium. 2 Race track. 3 Safari park

Activity 3

Dubai; Abu Dhabi

Activity 4

	visit the aquarium	watch camel racing	see animals
Hana	✓		
Ben		✓	

Activity 5

1 is; visit. 2 watch camel racing. 3 going to

Lesson Four

Activity 1

1 right. 2 straight. 3 next to. 4 start. 5 turn left. 6 turn right

Activity 2

1 turn right. 2 exit next to car park. 3 turn left. 4 start here. 5 go straight

Activity 3

Start; right; straight; left; blue house

Lesson Five

Activity 1

1a. 2c. 3b. 4e. 5f. 6d.

Activity 2

D

Activity 3

1 start. 2 straight. 3 left. 4 crossing. 5 right.

Lesson Six

Activity 1

1 camel. 2 flamingo. 3 giraffe. 4 crocodile

Activity 4

1c. 2a. 3b. 4b.

Activity 5

2 What is she going to see? 3 What are they going to take?

Lesson Seven

Activity 1

Shopping mall

Activity 2

entrance; food court

Activity 3

1 first floor 1st. 2 second floor 2nd. 3 third floor 3rd. 4 fourth floor 4th. 5 fifth floor 5th.

Lesson Eight

Activity 1

1 Friday. 2 6:30pm. 3 ice cream and cake

Activity 2

1 Dear Hassan, 2 Your friend,

Activity 3

1 Dear Sarah, I would like to invite you to my wedding. Your best friend, Kate

2 Dear Kate, Thank you for your invitation. I would love to come to your wedding. See you soon. Your best friend, Kate

Activity 4

1 Thank you. 2 would love. 3 See you

Lesson Nine

Activity 1

Because it was his first visit to Dubai.

Activity 2

1 F. 2 F. 3 F. 4 T

Activity 3

He got lost.

Activity 4

1 A man (with a kind face). 2 'Ahmed, be careful and stay close! If you don't pay attention, you will get lost again.'

Lesson Ten

Activity 1

1 train. 2 car. 3 bus. 4 boat. 5 bike

Activity 2

Amy – by train

Arjun – by bike

Mariam – by bus

Activity 4

C – directions to the library

Activity 5

1 going to. 2 meet. 3 to. 4 buy

Unit Six

Lesson One

Activity 2

1 Jon. 2 Laila. 3 Anna

Activity 3

1 go. 2 boring. 3 go.

Activity 4

1c. 2b. 3a.

Lesson Two

Activity 1

1 Sports camp. 2 Camping in the forest. 3 Art courses

Activity 2

1 F. 2 F. 3 F. 4 F

Lesson Three

Activity 2

1 jacket. 2 toothbrush. 3 sunglasses. 4 picnic. 5 towel. 6 backpack. 7 trainers. 8 hat

Activity 3

sunglasses; hat; trainers; towel

Lesson Four

Activity 1

a to invite Saeed on a trip to the UK

Activity 2

Saeed's mother and father said Saeed could go on the trip.

Activity 3

1 Would you like to come?
2 Let me know if you can come.
3 Thanks for your email.

Activity 4

1 b. 2a. 3d. 4c.

Lesson Five

Activity 2

1 at home. 2 Canada

Activity 3

1 was. 2 was. 3 is

Activity 4

Sunday: Sara was on a plane

Monday: She was at the hotel

Tuesday: She was in bed

Wednesday: She was at the park

Thursday: She was at the beach

Activity 5

2 was. 3 were. 4 were. 5 was

Lesson Six

Activity 1

1 Tuesday. 2 Wednesday. 3 Monday

Activity 2

1 Osaka. 2 monkey park. 3 Tokyo.

Activity 3

1 on. 2 was. 3 saw. 4 was. 5 went

Lesson Seven

Activity 2

Ras Al Khaima

Activity 3

Sunday – sunny; Monday – cloudy; Tuesday – cloudy; Wednesday – rainy; Thursday – cool

Activity 4

1 False. 2 False. 3 False. 4 False

Activity 5

2 wasn't. 3 weren't. 4 wasn't. 5 wasn't.

Lesson Eight

Activity 2

Maria: teddy bear ✓; goldfish ✓; bike ✗; football ✗

Jamal: bike ✓; football ✓; goldfish ✗; teddy bear ✗

Activity 3

1 Does Maria want the football? – No, she doesn't.

2 Does Jamal want the teddy bear? - No, he doesn't.

3 Does Maria want the goldfish? – Yes, she does.

4 Does Jamal want the bike? – Yes, he does.

Lesson Nine

Activity 1

The boys feel sad.

Students' own ideas.

Activity 2

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

Activity 3

Ben helped the boys by helping them to think about the good things they will do at school.

Activity 4

1 See our friends again; play football; write fun stories

2 Happy; Students' own ideas

Lesson Ten

Activity 1

1 football. 2 toothbrush. 3 backpack. 4 hat. 5 sunglasses

Activity 2

1 c. 2 b.

Activity 4

1 in a café; at the park

2 at the beach

Activity 5

1 False. 2 False. 3 False. 4 True

Unit Seven

Lesson One

Activity 1

1 in a shoe. 2 soup and bread. 3 students' own ideas

Activity 2

shoe; wish; shop; fish; shell; ship

Activity 3

she – ship – shell – rush – dish – shop – cash – fish – push – shut – shark – wish - shoe

Lesson Two

Activity 1

1 The man and his two sons

2 On a farm

Activity 2

1 Gold

2 The beautiful trees

Activity 3

1 lazy. 2 strong. 3 clever. 4 beautiful

Lesson Three

Activity 1

1 tidy my room. 2 talk to friends. 3 play in the garden. 4 watch a film

Activity 2

At home

Activity 3

1 True. 2 False. 3 True. 4 False

Activity 4

2 watched. 3 talked. 4 stayed. 5 tidied

Activity 5

1 Last week, I tidied my room.

2 Last week, we watched a film.

3 The boys played in the garden.

4 I talked to my cousin.

Lesson Four

Activity 2

e; b; d; c; a

Activity 3

1 went. 2 drove. 3 had. 4 saw

Activity 4

1 The family drove to the farm.

2 They had a picnic.

3 The boys played football.

4 They heard something in the trees.

5 They saw their sisters laughing and making the noise.

Lesson Five

Activity 1

1 play games. 2 paint pictures. 3 watch TV. 4 cook food.

Activity 2

1a. 2b. 3b. 4a.

Activity 3

1 played. 2 watched. 3 cooked. 4 painted.

Activity 4

1 Faisal. 2 Amna. 3 Shooq.

Lesson Six

Activity 1

1 a

Activity 2

1 Jason. 2 The Johnson family. 3 Paris. 4 not good, rains every day. 5 Hotel is really nice and big; food is very delicious

Activity 3

Greeting	Message	Sign off
Hi everyone Hello	I'm having a great time The weather is lovely The hotel is fantastic The food is delicious	Lots of love Best wishes See you soon

Lesson Seven

Activity 1

grass – glass; pen – ten; dig – big; zoo – two; bear – chair; tree - bee

Activity 2

1 sad. 2 go. 3 Students' own ideas

Activity 3

1 bee. 2 king. 3 star. 4 pan. 5 two. 6 see

Activity 4

skate – gate – plate
ring – king – swing
bee – key – tree - three

Lesson Eight

Activity 1

Students' own ideas

Activity 2

1 bright. 2 day. 3 why. 4 you

Activity 3

frog – dog – log – clog – fog

Activity 4

1 day. 2 play. 3 sad. 4 bad. 5 bright.

Lesson Nine

Activity 2

Students' own ideas

Activity 3

The girls are sad because they have lots of homework.

Activity 4

1 F. 2 F. 3 F. 4 F

Activity 5

1 'You are a very good student.'

2 A cake

Audio Scripts

Track 26 – Unit 5, Lesson 1

Teacher: Sara, how do you get to school?

Sara: I go to school by bus.

Teacher: Mark, how do you get to school?

Mark: By car.

Teacher: Tom, how do you get to school?

Tom: I go to school by bike.

Teacher: Mary, how do you get to school?

Mary: By metro.

Track 27 – Unit 5, Lesson 3

Hi! I'm Hana. Next week I'm going to Dubai with my family. I can't wait!

We're going to visit the aquarium in Dubai mall. I can't wait to see the fish!

Hi! I'm Ben. I'm going on holiday to Abu Dhabi. I can't wait!

I'm going to watch camel racing at the racetrack. I can't wait to see the camels!

Hello! I'm Mary. I'm going to Dubai next week. I can't wait!

I'm going to see animals at the safari park. I can't wait to see the oryx and the camels!

Track 28 – Unit 5, Lesson 4

- 1 turn right
- 2 go straight
- 3 next to
- 4 start
- 5 turn left
- 6 turn right

Track 29 – Unit 5, Lesson 4

There is some treasure in the forest!

Start at the red house. Go straight, then turn left.

Go straight, then turn right

Go straight, turn right again.

Turn left.

The treasure is next to the blue house.

Track 30 – Unit 5, Lesson 7

Alia: Hi Maha, where are you?

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

Alia: Me too! I'm at the entrance, on the 1st floor. Where are you?

Maha: I'm in the food court on the 3rd floor.

Alia: Ok, let's meet next to the clothes shop on the 2nd floor.

Maha: Ok, see you soon!

Track 31 – Unit 5, Lesson 9

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!

Track 32 – Unit 5, Lesson 9

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.

Track 33 – Unit 5, Lesson 9

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!

Track 34 – Unit 5, Lesson 9

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.'

Track 35 – Unit 5, Lesson 10

Amy: Hi. I'm Amy and I live in Scotland. I go to school by train. It takes 30 minutes.

Arjun: Hi. I'm Arjun. I live in India. I go to school by bike. It takes 10 minutes.

Mariam: Hello. I'm Mariam. I live in the UAE. I go to school by bus. It takes 20 minutes.

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: Because I go camping with my family. It's great. We make a campfire and tell stories. It's fun!

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

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

Reporter: Really? Why?

Laila: Because my father works in his shop all day. I want to play with my friends, but it is too hot outside. It's boring.

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

Jonathon: No, I think the holidays are boring.

Reporter: Why?

Jonathon: Because I go fishing with my brothers. We sit for a long time in the boat and I feel bored.

Track 37 – Unit 6, Lesson 3

Allan: Hello Jack. Where are you going?

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

Allan: Oh, that's great. What's in your bag?

Jack: Sunglasses, a hat, trainers, and a towel.

Track 38 – Unit 6, Lesson 5

Sara: My trip to Canada was fun.

On Sunday I was on a plane to Canada. I was excited!

On Monday I was at the hotel in Canada. I was tired.

On Tuesday I was in bed. I was sick.

On Wednesday I was at the park. I was better.

On Thursday I was at the beach. I was happy!

Track 39 – Unit 6, Lesson 7

Omran: Last week I was in Ras Al Khaimah with my family. On Sunday it was sunny. I was too hot and my brother was sleepy. On Monday and Tuesday it was cloudy. On Wednesday it was rainy. On Thursday it was cool. We were happy because we like cool weather.

Track 40 – Unit 6, Lesson 8

Maria: Mum! Let's play the game to win a prize!

Mum: Ok. Which prize do you want?

Maria: I want the goldfish or the teddy bear. I don't want the bike or the football.

Jamal: Dad! Let's play the game and win a prize!

Dad: Ok. Which prize do you want?

Jamal: I want the bike or the football. I don't want the goldfish or the teddy bear.

Track 41 – Unit 6, Lesson 9

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.

Track 42 – Unit 6, Lesson 9

'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.

'And I'm worried because our lessons will be more difficult.' said Richard.

'Oh, I see' said Ben. 'Well, I think I can help with your problem.'

Track 43 – Unit 6, Lesson 9

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!'

Track 44 – Unit 6, Lesson 9

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.

Track 45 – Unit 7, Lesson 1

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.

Track 46 – Unit 7, Lesson 2

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.'

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 so 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.

We drove to the desert. We talked and drank tea. Then 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. We were scared, but then we heard someone laughing. It wasn't an animal! It was my little brother!

Track 50 – Unit 7, Lesson 4

1 I went camping with my family.

2 We drove to the desert.

3 We talked and drank tea.

4 We saw something move in the sand.

Track 51 – 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 52 – Unit 7, Lesson 7

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!

Laila: Go! Go, go, go!

Aisha and Laila laughed and laughed.

Rhyming was fun!

Track 53 – Unit 7, Lesson 7

- 1 key
- 2 ring
- 3 car
- 4 can
- 5 zoo
- 6 tea

Track 54 – 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 55 – 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 56 – 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 57 – 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.