

تم تحميل هذا الملف من موقع المناهج الإماراتية



كتاب الطالب المجلد الثاني منهج أكسس EN 3.1

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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف السادس



الرياضيات



اللغة الانجليزية



اللغة العربية



التربية الاسلامية



المواد على تلغرام

صفحة المناهج
الإماراتية على
فيسبوك

المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الثاني

دليل المعلم التعلم القائم على المشاريع والتقييم المسار المتقدم

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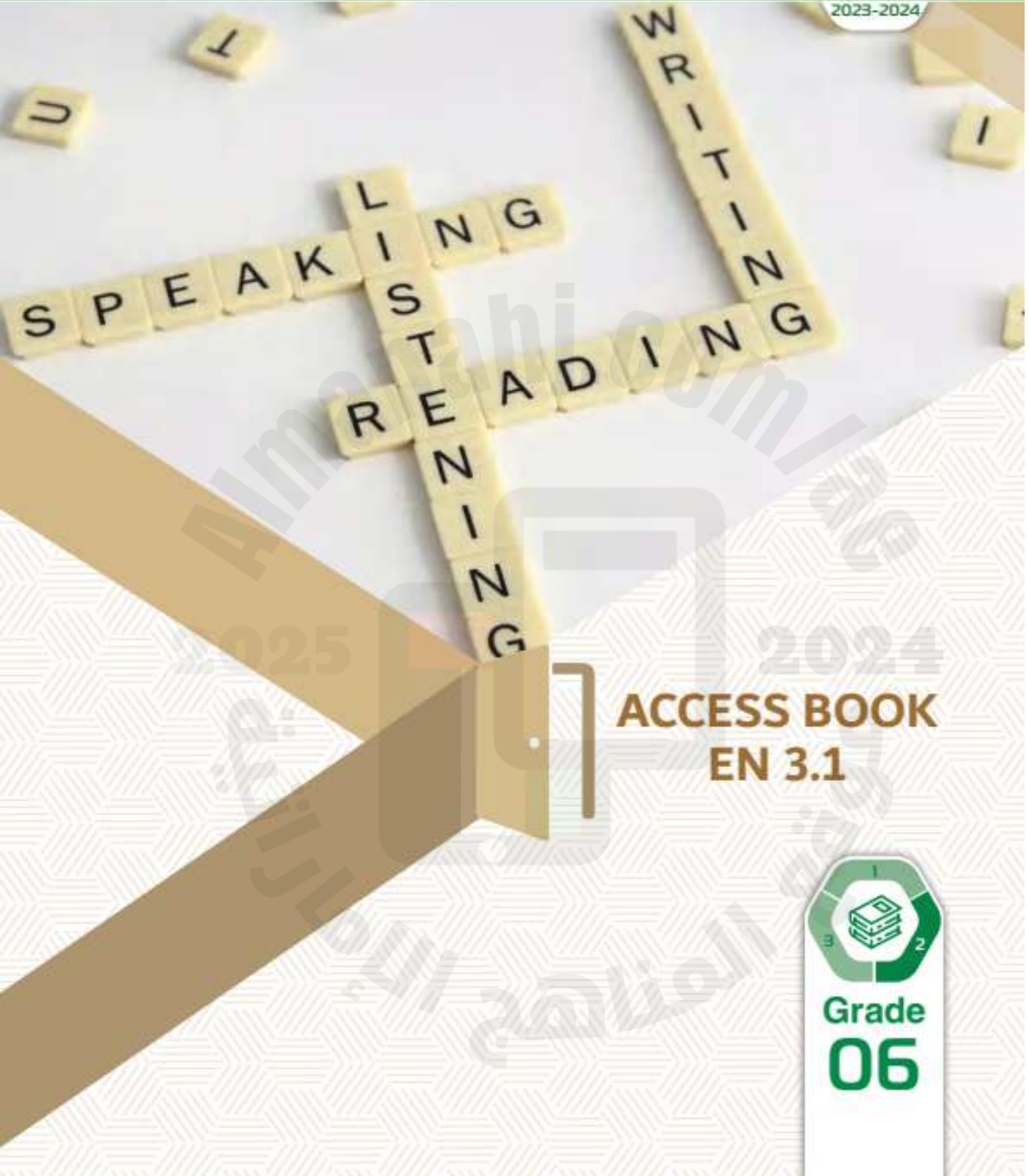
عرض بوربوينت مراجعة تمكين الوحدات الخمسة والسادسة

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ACCESS BOOK
EN 3.1



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Introduction to Access Book 6

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

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

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

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
Unit 5 Inventions	Reading: Article Blog post Short story Writing: Description Short paragraph	Listening: Conversation Description Speaking: Asking and answering questions Expressing preferences	Was/were Past simple (regular verbs)	Gadgets and machines Inventions
Unit 6 Explorers	Reading: Blog post Article Writing: Advantages and disadvantages Short blog post	Listening: Monologue Facts and information Description Speaking: Asking and answering questions Making plans Sharing ideas	Past simple (irregular verbs) Past simple (negatives)	Travel Transport World
Unit 7 Travellers' Tales	Reading: Article Description Review Short story Writing: Short answer Description	Listening: Phone conversation Monologue Speaking: Expressing preferences Describing a place Review	Going to Countable and uncountable nouns with some and any	Travel Holidays



Unit 5: Inventions

Lesson 1: Gadgets

- What is your favourite gadget?
- When do you use it?

Key Structure

Infinitive of purpose
*I use my camera **to take** photos.*

Vocabulary

important, gadget, useful, compass, tablet, smartphone, laptop

Activity 1 Vocabulary

Match the quiz questions to the pictures.

VOCABULARY

gadget: a small tool or machine that is very useful



- 1 Which gadget can you ride?
- 2 Which gadget helps you if you are lost in the desert?
- 3 Which gadget do you use to call or text your family and friends?
- 4 Which gadget always has a touchscreen?
- 5 Which gadget lets you send emails and look on the internet?
- 6 Which gadget keeps your shoes or clothes on?



Activity 2 Listening Track 20

Listen to the people talking about their favourite gadgets.

- 1 Which gadget does each person describe?
- 2 Give one reason why Luke likes his favourite gadget.
- 3 Give one reason why Ben likes his favourite gadget.

Activity 3 Listening

Listen again and complete the sentences.
Who says each sentence, Luke (L) or Ben (B)?

about	to talk	smartphone	useful	laptop
-------	---------	------------	--------	--------

- a I can use it _____ to my friends, send texts and take photos!
- b What _____ you?
- c I do like my _____ too, but the most important gadget for me is my _____.
- d I think it's more _____ than a laptop.

Activity 4 Speaking

What is your favourite gadget? Complete the sentences and tell your partner.

My favourite gadget is my _____.

I can use it to _____.

Activity 5 Speaking

Talk to three classmates about their favourite gadget and complete the table below.

Name	Favourite gadget

LANGUAGE TIP

Describing why we use something:

*I use my tablet **to play** games*

"What's your favourite gadget?"

Lesson 2: The history of gadgets

- How many gadgets can you name?
- Are gadgets today better than gadgets from the past?

Activity 1 Vocabulary

Match the old items to the new items.



Key Structure

Comparatives
New computers are **smaller than** old computers.

Vocabulary

screen, keyboard, light, heavy, thick, thin, large, tiny, headphones

VOCABULARY

Upload: to move pictures from your digital camera or phone to your laptop

Activity 2 Vocabulary

Match the words in the box to the correct picture.

PC (personal computer)	laptop	Mp3 player	digital camera
camera	arcade game	games console	stereo

- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

LANGUAGE TIP

Remember, the comparative forms of *good* and *bad* are:

good = *better*

bad = *worse*

Activity 3 Reading

Read the sentences below and match with a gadget from Activity 1.

- 1 It is bigger than a laptop. It is very large, with a big screen, and a keyboard.

- 2 This can take photos and videos. You can delete the pictures you don't want or upload the good ones to your computer. _____
- 3 This tiny gadget has headphones, so you can listen to music anywhere. It is smaller than an old stereo. It can go in your pocket. _____
- 4 This machine has a stick which you move around to play the game. Children loved to play these games in the 1980's. _____

Activity 4 Reading

Read Aysha's description of her favourite gadget. Find and circle five punctuation mistakes.

i really like digital cameras. they are better than old cameras. they are smaller and lighter than old cameras You can take photos and videos, which is great

WRITING TIP

Words at the start of a sentence must have a capital letter.

The old camera is heavy.

At the end of every sentence we need a full stop.

The old camera is heavy.

Activity 5 Writing

Choose a new gadget from Activity 1 and describe it. Say why it is better now. Use the description in Activity 4 to help you.

Lesson 3: Language focus

- Do you like visiting museums?
- What interesting things can you see in a museum?

Activity 1 Reading

Look at the article. Match the pictures to the headings.

Key Structure

was / were

Phones **were** bigger in the past.

Vocabulary

heavy, screen, channel, to carry, long, tall, yesterday, in the past

The History of Gadgets

The TV

TVs were very big and heavy in the past. The screen was in black and white, not colour. There were only two channels.

Telephones

The first telephones were longer and taller than they are today. There was a piece for listening and a piece for speaking.

Computers

In the past, computers were bigger and slower than they are today. They were very heavy. It wasn't easy to carry an old computer!

1



2



3



Activity 2 Reading

Read the article. Are the following sentences true (T) or false (F)?

In the past:

- | | |
|---|-------|
| 1 TVs were big and heavy. | T / F |
| 2 Computers were easy to carry. | T / F |
| 3 Old telephones were small. | T / F |
| 4 There were only two channels on old TVs. | T / F |
| 5 The screen was in colour on old TVs. | T / F |
| 6 Old computers were slower than computers today. | T / F |

Was / were

Was / were is the past tense form of to be.

	<u>Positive</u>	<u>Negative</u>
I	was	wasn't
He/She/it	was	wasn't
You/We/They	were	weren't

TV's **were** big and heavy in the past.

It **was** not easy to carry an old computer!

Activity 3 Practice

Complete the sentences with was or were.

- 1 Old computers _____ slow and heavy.
- 2 It _____ sunny yesterday.
- 3 John and Mark _____ late for school. The teacher _____ angry!
- 4 Old screens _____ in black and white.
- 5 There _____ a film on TV last night.

Activity 4 Practice

Put the words in the correct order to make sentences.

- 1 was / My first laptop / blue.
- 2 school. / We / for / late / were
- 3 weren't / Old computers / fast.
- 4 exam / The / easy. / wasn't

Activity 5 Speaking

Ask and answer the questions with a partner.

- Were you at school yesterday?
- Where were you on Friday?
- Was there anything good on TV yesterday?

I was at home yesterday.
The news was on TV. It was interesting.



Lesson 4: Inventions that help us

- What do you use at home every day?
- Is there anything at home that you never use?

Key Structure

the most / the least + adjective
 It's **the most useful** invention ever.

Vocabulary

umbrella, useful, useless, invention, calculator, microwave, can opener

Activity 1 Vocabulary

Match the pictures to the correct word from the box.

rubber boots

selfie stick

can opener

calculator

light bulb

microwave



1



2



3



4



5



6

Activity 2 Listening Track 21

Listen to people describing three different inventions. Match each description to the correct picture.

VOCABULARY

Prosthetic limb: an artificial arm or leg



A



B



C

Activity 3 Listening

Listen again and answer the questions.

- 1 Adeeb's invention will help his father to...
a) swim. b) play football.
- 2 Saif's invention needs _____ to work.
a) electricity b) batteries
- 3 Ali's invention keeps you...
a) dry. b) warm.

LANGUAGE TIP

When we are describing things, we can say:

The most + adjective

The least + adjective

This is **the most useful** invention.

This is **the least useful** invention.

Activity 4 Speaking

Talk to a partner. Which invention from Activity 2 do you think is the least useful? Give reasons for your answer.

SPEAKING TIP

When you give your opinion, use 'because' to show your reasons.

*I think it's useful **because** it can help lots of people.*

Activity 5 Speaking

In groups, make a list of the most and least useful inventions that you know. Use the inventions from Activity 1 to help you.

I think.....is the least useful because....



The most useful:

The least useful:

Lesson 5: My favourite invention

- What is the most important invention?
- Why is it important?

Activity 1 Reading

Read Noor's paragraph about her favourite invention. Then, answer the questions.

Key Structure

and; because
*It is cheap **and** helpful.*

Vocabulary

fridge, to keep, important, fresh food, supermarket, cold, hot

My favourite invention

1 I think the refrigerator, also called a fridge, is the best invention.

2 The fridge is important because it keeps food fresh for a long time. We don't have to go to the supermarket every day to buy fresh food. It is also good because it keeps drinks cold, and this is nice when the weather is hot.

3 These are the reasons why the fridge is my favourite invention.

1 What invention does Noor think is the best?

2 Why does she think it's important?

Activity 2 Reading

Read the paragraph again and label the introduction, main body sentences, and conclusion.

WRITING TIP

A paragraph can have three parts.

- **An introduction:** say what your topic is. (1 sentence)
- **Main body:** say what you think and give reasons. (1 -2 sentences)
- **Conclusion:** summarise your ideas. (1 sentence)



Activity 3 Speaking

Think of your favourite invention.

Use the questions below to help you describe it.

My favourite invention: _____

- What does it do? _____
- What does it look like? _____
- Does it help people? How? _____
- Why is it important? _____

Activity 4 Writing

Write about your favourite invention. Use your notes from Activity 3 and the questions below to help you.

What is your favourite invention?

Why is it your favourite invention?

Write your conclusion.

These are the reasons why _____ is my favourite invention.

Lesson 6: Language focus

- What did you do last weekend?
- Where did you go yesterday?

Key Structure

Past simple

Yesterday, I **walked** to the shop.

Vocabulary

last week, last night, to stop, to walk, weekend, to stay, to find

Past simple

We use the past simple to talk about finished actions in the past.
Yesterday, I **walked** to school.

We add -ed to regular verbs to form the past simple.

walk – walked

stop – stopped

play – played

Remember that the verb *to be* in the past is *was* or *were*.



Activity 1 Reading

Read Aysha's blog post and choose the best title, **a**, **b** or **c**.

Yesterday, the weather was nice. I walked to my friend's house because she asked me to visit her.

We played computer games for an hour. Then, my friend wanted to go shopping, so we stopped playing computer games.

We talked about what to buy at the shop. Then we looked at our phones to find the shop. It was far away, so we asked my mum to take us there.

Aysha

a) A day with my friend

b) At the park

c) School holidays



Activity 2 Reading

Read the blog post again and underline the past simple verbs.



Have a Good Weekend

Activity 3 Practice

Write the past form of each verb.

Present Simple

walk

ask

play

want

stop

talk

look

Past Simple

_____ played _____



Activity 4 Practice

Complete the sentences with the past form of each verb.

1. I _____ (ask) my teacher a question about our homework.
2. Last week my friends and I _____ (play) computer games.
3. Yesterday, we _____ (look) online for a new phone.
4. In the past, TVs _____ (be) big and heavy.
5. Last night, I _____ (talk) to my grandfather about inventions.
6. My grandfather _____ (walk) to school when he _____ (be) younger.

Activity 5 Speaking

Tell your partner what you did last weekend.



Lesson 7: Our gadgets

- Do you have a phone?
- What other gadgets do you have?

Activity 1 Speaking

Which of the gadgets below do you have? Tell your partner.



Key Structure

Was/were questions
Was it expensive?

Vocabulary

tablet, expensive, cheap,
screen, watch

Activity 2 Listening Track 22-23

Listen to two students taking about their gadgets. Circle the word you hear.

Mike: Hi James, what's that?

James: It's my new / old phone. It's great!

Mike: It looks nice. Was it cheap / expensive?

James: A little, but it's very useful.

Mike: Was your old phone smaller / bigger than your new one?

James: Yes, it was bigger, but it was slower / faster.

LISTENING TIP

Sometimes we say *was* quickly and it sounds different. Listen to your teacher and repeat:

It was cold yesterday.

Jane: Hi Salma, is that a new tablet / watch?

Salma: Yes, it is! But it's not very good.

Jane: Was your old tablet bigger / better?

Salma: Yes, it was. It was cheaper than this tablet, too.

LANGUAGE TIP

To make a question with *was* or *were*, put *was/were* before the subject.

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

Was the screen in colour?

Were they happy with their new phone?

Activity 3 Reading

Read the conversations and answer the questions.

- 1 Were the new gadgets a computer and a watch? Yes / No
- 2 Was James' phone expensive? Yes / No
- 3 Was Salma's new tablet cheaper than her old tablet? Yes / No
- 4 Was James' old phone smaller than his new phone? Yes / No

Activity 4 Speaking

With a partner, think of some questions to ask about your partner's gadgets from Activity 1.

Was it cheap / expensive?

Was it easy to find?



Lesson 8: New ideas

- How many gadgets and inventions can you remember?
- What inventions do you think people will make in the future?

Activity 1 Speaking

With a partner, give examples of inventions for each of the topics in the box.

travel food fun home

A
.. crowave!

Activity 2 Listening Track 24

Listen to Jane's idea for a new invention. Which picture describes her idea?



LISTENING TIP

When you need to listen for information, always read the questions before you listen.

Activity 3 Listening

Listen again. Are the sentences true (T) or false (F)?

- 1 Super Jet Boots are cheaper than a plane. T / F
- 2 Super Jet Boots can't fly. T / F
- 3 You control the jets from your laptop. T / F
- 4 Super Jet Boots are an easy way to travel. T / F

Activity 4 Listening Track 25

Jane's friends ask her some questions about her invention. Listen to the questions and circle the topics that they ask about.

price	colour	shape
size	shopping	safety

Activity 5 Speaking

Think of some more questions to ask Jane. Use the topics in Activity 4 to help you.



Activity 6 Speaking

What would you like to invent? Use your ideas from Activity 1 to help you.

SPEAKING TIP

Asking Questions

In questions with a *wh-* word, your voice goes down at the end.

What size are they?

In all other questions, your voice goes up at the end.

Are they expensive?



Lesson 9: Start small, think big

- Can you think of any funny inventions?
- Do you have any ideas for a funny invention?

Activity 1 Reading

Read Part 1 of the story. What was Hamed's 'crazy idea'?

Hamed was very happy. It was raining and windy, but this was perfect weather for Hamed. He could test his amazing new invention – the Umbrella Hat!

After walking for a few minutes, Hamed knew his invention worked **wonderfully**.

Did the hat keep the rain off? Yes! Did the wind blow the hat off? No!

Hamed smiled and walked **calmly** down the street.

Key Structure

Adverbs

He walked home **slowly**.

Vocabulary

calmly, perfect,

wonderfully, quickly,

quietly, kindly, carefully

Activity 2 Reading

Read again and answer the questions.

- 1 What was the weather like?
- 2 Why was Hamed happy with the weather?
- 3 Was Hamed happy with his new invention?



Activity 3 Reading

Read Part 2 of the story and answer the questions.

Hamed saw three boys from his school. They were running **quickly** to Hamed.

‘What’s this?’ said Ali, the biggest of the three boys. ‘It’s an Umbrella Hat!’

said Hamed, **quietly**. The boys laughed at Hamed. They took his Umbrella

Hat and threw it on the floor. ‘It looks stupid!’ said Ali, and the boys ran off.

- 1 Who did Hamed see?
- 2 What did the boys do to Hamed's invention?
- 3 What did Ali say to Hamed?

READING TIP

Reading stories in your free time helps you to learn new words.



Activity 4 Reading

Read Part 3 of the story and answer the questions.

Hamed felt sad and angry. But then he saw his uncle Salem, looking at him **kindly**.
Don't be sad, Hamed said uncle Salem. He picked up the Umbrella Hat and **carefully** cleaned it.

This is a great invention, Hamed. You are a very clever young man! said Salem.

One day you will be a famous inventor!

Hamed felt happy again. He said thank you to his uncle and went back home to think of more crazy inventions.

- 1 Who did Hamed see next?
- 2 What did Salem do and say?
- 3 How did Hamed feel at the end of the story?



Activity 5 Practice

Look at the **highlighted** words in the story. Answer the questions below.

Part 1

How did Hamed's invention work?

Wonderfully

How did Hamed walk down the street?

Part 2

How were the boys running?

How did Hamed speak to the boys?

Part 3

How did Salem look at Hamed?

How did Salem clean the Umbrella Hat?



LANGUAGE TIP

We use adverbs to talk about 'how' someone does something.

Salem looked at Hamed **kindly**.

Adverbs are usually formed by adding *-ly* to an adjective.

Key Structure

Unit 5 structures

Vocabulary

Unit 5 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete the sentences with the correct words from the box.

camera tablet microwave heavy keyboard

- 1 I have lots of apps on my _____.
- 2 I like taking photos with my _____.
- 3 Old computers are big and _____.
- 4 I think the _____ is a useful kitchen invention.
- 5 Most computers have a _____.



Activity 2 Reading

Read the text and choose the best title.

Computers Gadgets, old and new New gadgets

Cameras

Cameras were very big and heavy in the past. Pictures were black and white, not colour. Now cameras are light. We can take many types of pictures on cameras today.

Bicycles

The first bicycles were tall and heavy. The wheels were bigger, too. In the past, bicycles were expensive. Now it is easy to buy a bicycle because some bicycles are cheap.

Computers

In the past, computers were bigger and slower. They were very heavy. It wasn't easy to carry an old computer! Now there are computers in every size and we have tablets, too.

Activity 3 Reading

Read the text again. Decide if the sentences are true (T) or false (F).

- 1 In the past, cameras were light. T/F
- 2 The first bicycles were small and light. T/F
- 3 Computers were heavy in the past. T/F
- 4 It was easy to carry an old computer. T/F

Activity 4 Language

Complete the sentences with the correct form of the verb.

- 1 Yesterday I _____ (watch) TV on my tablet.
- 2 Last week my friends and I _____ (play) computer games.
- 3 Yesterday, we _____ (look) at a new smartphone.
- 4 In the past, TV's _____ (be) bigger and heavier.
- 5 Yesterday in class, I _____ (talk) about my favourite gadgets.

Activity 5 Speaking

Talk to your partner about what you did last weekend.

What did you do last weekend?

I watched TV with my family.

Activity 6 Writing

Write about your favourite gadget.

Describe your favourite gadget and say why you like it.

My favourite gadget is _____

These are the reasons why _____ is my favourite gadget.

Unit 6: Explorers

Lesson 1: From the desert to Antarctica

- Do you like hot or cold weather?
- What is the weather like where you live?

Activity 1 Speaking

Look at the pictures. Answer the questions with a partner.

- What type of weather do these places have?
- What activities can you do there?
- How many people live there?
- What types of animals live there?

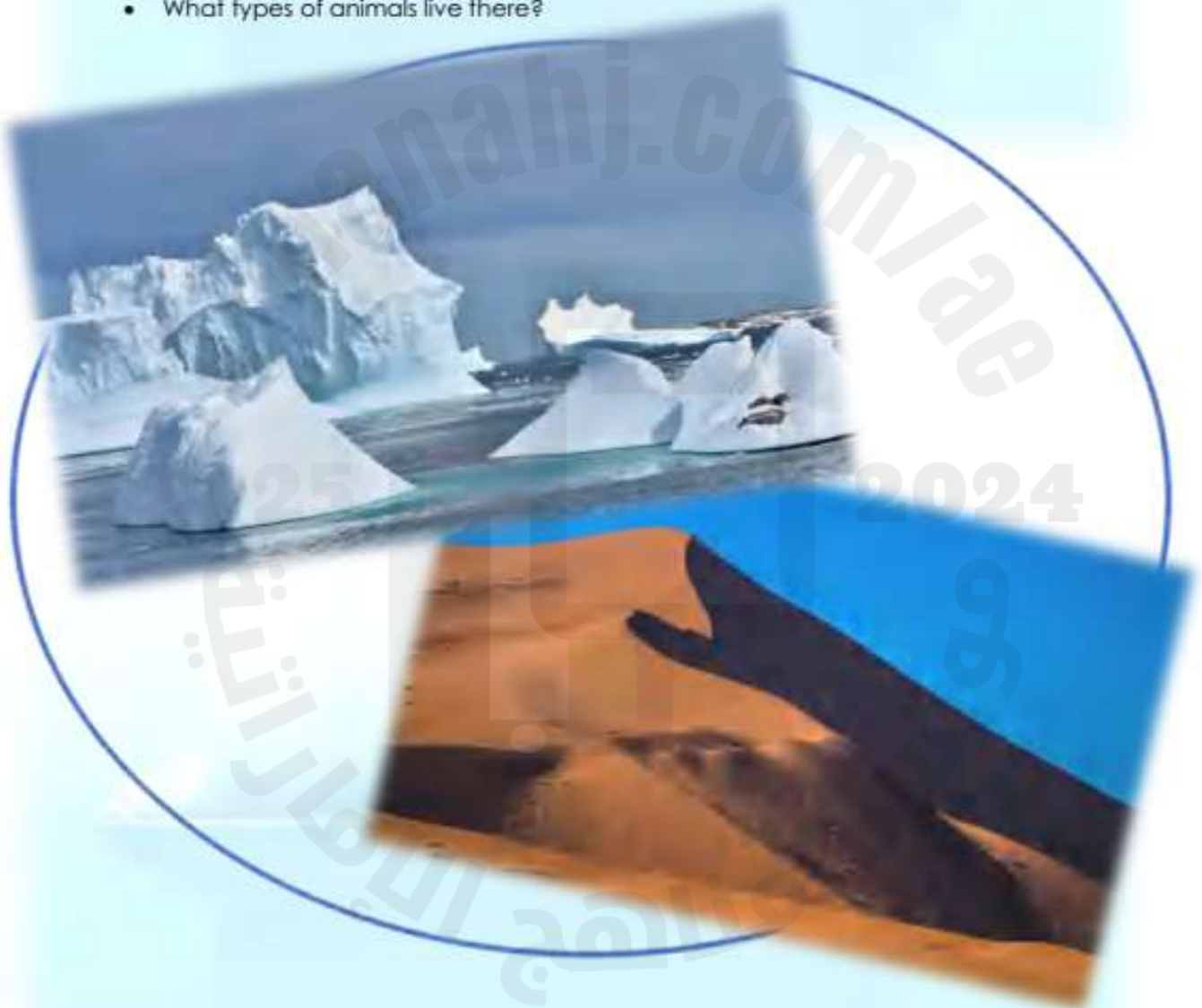
Key Structure

Question words

How many types of animals are there?

Vocabulary

north, south, polar bears, penguins, weather, Sahara, Antarctica, fact, sand dune



Activity 2 Listening

You are going to listen to some facts about two famous deserts. What topics do you think you will hear about?

- a) weather b) animals c) food d) clothes

Activity 3 Listening Track 26

Listen and put a tick (✓) next to the topics above from Activity 2 that you hear about.

LISTENING TIP

Before you listen, try to think of any words you already know about the topic. This makes listening easier.

Activity 4 Listening

Listen again. Are the sentences true (T) or false (F)?

- 1 Antarctica is bigger than Canada.
- 2 The Sahara is the smallest desert in Africa.
- 3 Polar bears live in the north of Antarctica.
- 4 Some sand dunes are 280m tall.
- 5 Antarctica is the coldest place on Earth.
- 6 The Sahara is 1.3 million km².

T / F
T / F
T / F
T / F
T / F
T / F

VOCABULARY

square Km / Km² = the total size of a place in kilometres

Activity 5 Practice

Complete the questions with 'How many', 'What', or 'Which'.

- 1 _____ types of animals live in Antarctica?
- 2 _____ different types of penguin live in Antarctica?
- 3 _____ place is the coldest place on Earth?
- 4 _____ centimetres of rain does the Sahara have each year?

LANGUAGE TIP

Question words

- Which + noun
- What + noun
- How many + noun

Which desert is the coldest?

What animals live in the desert?

How many people live in the Sahara desert?

Activity 6 Speaking

Answer the questions in Activity 5 with a partner.

VOCABULARY

km = kilometres
km² = square kilometres
cm = centimetres

Lesson 2: A trip to the desert

- Do you like going to the desert?
- Do you like camping?

Activity 1 Listening Track 27

Read and listen to Ali talk about camping.
When does he go camping?

Key Structure

Need + noun
You **need water** in the desert.

Vocabulary

light clothes, insect spray, tent, map, compass, bug, dangerous, scorpion, spider, bee, to bite

Hi! My name is Ali. I usually go camping in the desert with my family. We go in the winter.

When you go camping, you need light clothes in the day because it is hot. But you need warm clothes at night because it is cold.

You need a compass and a map if you go far into the desert, so that you don't get lost.

There are also dangerous insects in the desert, like scorpions, spiders, and bees. You need bug spray, so they don't bite you!

And of course, don't forget your tent and a lot of water!



Activity 2 Reading

Read the text. Are the following sentences true (T) or false (F)?

- 1 You need warm clothes in the day.
- 2 Ali goes camping in the summer.
- 3 Ali goes camping with his family.
- 4 You don't need a map if you go far into the desert.

T / F

T / F

T / F

T / F



Activity 3 Speaking

Look at the items in the box. Imagine you are going to the desert. In pairs, choose three items to take on your trip.

insect spray sleeping bag torch jacket
rope compass phone cookbook



SPEAKING TIP

Giving ideas:

How about...

What about...

How about insect spray?

Why did you choose these items?

Activity 4 Speaking

Work in a group. Share your ideas and make a final list of three things to take to the desert.

*How about a torch?
It helps you see at night!*



I think that's a good idea!

Lesson 3: Eating around the world

- What's your favourite food?
- What food do you know from other countries?

Activity 1 Speaking

Look at the pictures and answer the questions.

- What food do you see in the pictures?
- Where does the food come from?

Key Structure

Describing how we do something
Some people eat with chopsticks.

Vocabulary

soup, spoon, bowl, knife, fork, chopsticks, Japan, Mexico, China, South Korea, Brazil

Where does pizza come from?

Pizza comes from Italy.



Activity 2 Listening Track 28

Listen to a podcast from a chef, Mansour.
Which countries does he talk about?

LISTENING TIP

Always read the question before you listen, so you know what to listen for. Underline the key words in the question.

Activity 3 Vocabulary

Match the words to the correct picture.

spoon

bowl

chopsticks

knife and fork



1 _____

2 _____



3 _____

4 _____

Activity 4 Listening Track 28

Listen again and complete the table below.

Japan	Brazil	Mexico	South Korea
Eat soup without a 1 _____ from a 2 _____	Use a 3 _____ and 4 _____ to eat pizza.	Eat tacos 5 _____ their hands.	They use 6 _____ to eat rice.

Activity 5 Speaking

Talk to your partner about how people eat in your country. What do you use?

Lesson 4: Famous explorers

- Do you like going to other countries? Why / Why not?
- What country would you like to go to? Why?

Activity 1 Speaking

Talk to your partner about the questions below:



Key Structure

u—estions with did
Did they go to Spain?

Vocabulary

journey, diary, to travel, to sail, difficult, dangerous

Activity 2 Reading

Read the texts about explorers and choose the best title: 1, 2, or 3.

- 1 A trip to Africa
- 2 A long journey to Bulgaria
- 3 A new and safer journey



Vasco da Gama - _____

Vasco da Gama was an explorer from Portugal. He **sailed** from Europe to India in 1497. He found a way by sea that was safer than travelling on land. He travelled to India again, in 1502 and 1524.

Ibn Fadlan - _____

In 921, Ibn Fadlan **travelled** from Baghdad to Bulgaria. He wanted to tell people about Islam and Islamic law. He travelled more than 4000 kms! He also wrote **a diary** about the people he met.



Richard Burton and John Speke - _____

Richard Burton and John Speke were British explorers. In 1857 they travelled to Africa. It was a **difficult** and **dangerous** journey. They found the start of the River Nile.

Activity 3 Vocabulary

Look at the words in red in the texts. Match them to their meanings below.

- a) to go on a boat
- b) not easy
- c) not safe; you can get hurt
- d) where you write what you do and see
- e) to go from one place to another

READING TIP

Read the text once to get the main idea. Then, read again to find more detailed information.

Activity 4 Reading

Read the texts again and answer the questions.

- | | |
|---|----------|
| 1 Did Vasco de Gama go to India by train? | Yes / No |
| 2 Did Ibn Fadlan travel to Bulgaria? | Yes / No |
| 3 Did Richard Burton and John Speke travel to Africa in 1957? | Yes / No |
| 4 Did Ibn Fadlan write a diary? | Yes / No |

LANGUAGE TIP

Remember, 'did' is the past tense of 'do'.

We ask Yes / No questions about the past with 'did'.

The main verb in the question is in the present tense.

*Did Ibn Fadlan **write** a diary?*

Activity 5 Writing

Write two more questions about the explorers in the texts and quiz your partner.

Activity 6 Speaking

Think about the explorers you read about. Which trip do you think was the most exciting / interesting? Why? Tell your partner.

Which trip do you think was the most exciting?

I think.....

VOCABULARY

journey: travelling from one place to another.

It was a difficult and dangerous journey.

Lesson 5: Language focus

- Where do you like to go on holiday?
- What do you do on holiday?

Past Simple – Irregular Verbs

We use the past simple to talk about finished actions in the past.

We add *-ed* to regular verbs to form the past simple.

walk → walked

Other verbs are *irregular*. The past form is a different word. You need to remember these words.

go → went

buy → bought

see → saw

We **went** to the shop and **bought** some presents.

Key Structure

Past simple, irregular verbs
Amy **went** on holiday.

Vocabulary

*to go, to buy, to buy,
souvenirs, amazing,
interesting, delicious*

VOCABULARY

souvenir: something you
buy on holiday to remember
the place.

*We bought some tea in
Japan, as a souvenir.*

Activity 1 Reading

Read the email from Amy to her friend Mina. Where did Amy go?



Activity 2 Reading

Read the blog post again and underline the past simple irregular verbs.

Activity 3 Practice

Find and write the correct past form of each verb.

Present Simple	Past Simple
go	_____
see	_____
drink	<u>drank</u>
eat	_____
buy	_____

Activity 4 Practice

Complete the sentences with the correct past form of each verb.

- 1 This morning, I _____ (drink) green tea.
- 2 Yesterday, we _____ (buy) souvenirs for my family.
- 3 I _____ (go) to Japan by plane.
- 4 We _____ (eat) sushi yesterday.
- 5 On holiday, we _____ (see) lots of interesting places.

Activity 5 Practice

Put the words in the correct order to make sentences.

- 1 I / to / Japan / on holiday. / went _____
- 2 saw / my / I / friend. _____
- 3 souvenirs / We / some / for / our / family. / bought _____
- 4 We / sushi / ate / in / Japan. _____
- 5 I / tea / this morning. / drank _____

Activity 6 Speaking

Tell your partner what you did last week.
Use the verbs in Activity 3 to help you.

What did you do
last week?

Lesson 6: An adventure in the desert

- Do you like going to the desert?
- What things do you take with you?

Activity 1 Vocabulary

Match the words from the box to the pictures.

bug spray

tent

compass

map

video camera



1 _____



2 _____



3 _____



4 _____



5 _____

Activity 2 Listening Track 29

Listen to Ibrahim talk about his trip to the desert with his friends. What do they want to find out? Why?

VOCABULARY

find out = learn something you didn't know before.

We want to find out how animals live in the desert.

LANGUAGE TIP

We use ordinal numbers in a list.

1st = first

2nd = second

3rd = third

First, we went to Al Bahah.

Key Structure

Ordinal numbers

First, we went north.

Vocabulary

safe, sand cats, video camera, insect spray, compass, tent, to record, to spend the night

Activity 3 Listening Track 30

Listen to second part of Ibrahim's trip to the desert. Where did they go?
Look at the map and follow their trip.



Activity 4 Listening Track 31

Listen to the third part of Ibrahim's trip. What did they take with them?

Activity 5 Listening Track 32

Listen and underline the number you hear.

- 1 first / third 2 five / fifth 3 four / fourth 4 second / seventh

Activity 6 Speaking

Look at the map. Where would you like to go? In groups, plan your trip.

First,
Second,
Third,

Lesson 7: The boy who biked the world

- Do you like travelling?
- Which countries would you like to visit?

Key Structure

Would you like...?
Would you like to travel?

Vocabulary

to wave, crowd,
unusual, bike, tray,
Ethiopia, noisy

Activity 1 Listening & Reading Track 33

Read and listen to the first part of the story about Tom.

The boy who biked the world by Alastair Humphreys

"Would you like to meet my family?" Abai asked Tom. "You can sleep at our house. And you can have some Ethiopian food, called injera!"

"Thanks, that sounds great," said Tom.

So, Tom waved goodbye to the crowd of children. They smiled and waved back at him. Then he pushed his heavy bike to Abai's house. Tom was feeling happy.

Abai's parents, three brothers and two sisters all came out of the small house. They were very surprised when they saw Tom.

Abai said that Tom came from England and he was riding his bike around the world. The family were happy to meet such an unusual visitor.

It was dinner time. There was lots of food for Tom and all the family. Tom thought Ethiopian food was unusual but very interesting.

- 1 Which country does Abai come from?
- 2 Which country does Tom come from?
- 3 What did Tom think about the food?

VOCABULARY

injera = Ethiopian bread

Abai eats injera every day.

READING TIP

When you read a story, you may not understand every word.

Check a dictionary to find the meanings of words you don't know.



Activity 2 Listening & Reading Track 34

Read and listen to the second part of the story about Tom.

They all sat on the floor around a small table. The family asked Tom lots of questions about his journey. Abai and his father translated to help Tom understand. Then Abai's mum put a big tray on the table. There was some bread on the tray.

"This bread is called injera," said Abai. "In Ethiopia we eat it almost every day."

On the bread, there were lots of vegetables. There were no plates or knives or forks.

- 1 What did Abai's family ask Tom?
- 2 Who helped Tom to understand everyone?
- 3 What food did Abai's mum put on the table?

Activity 3 Listening & Reading Track 35

Read and listen to the third part of the story about Tom.

Everyone laughed. They were happy that Tom enjoyed their food. Now the whole family ate together. Everyone ate from the same big piece of injera, sharing their food.

Everyone was talking and eating. It was very noisy! There were many questions to ask and so much to learn about each other's countries.

- 1 How did the family eat the food?
- 2 Was it quiet when the family ate the food? Why?

Activity 4 Speaking & Writing

Would you like to travel the world by bike, like Tom? In a group, make a list of the good things and the difficult things about travelling by bike.

Good things

Difficult things

Lesson 8: Language focus

- Where did you go on your last holiday?
- What did you do?

Key Structure

Past simple negatives
We **didn't see** any animals.

Vocabulary

terrible, town, safari, feel well, souvenirs, local

Activity 1 Listening & Reading Track 36

Read and listen to Amir talk about his holiday. Where did he go?

My trip to Kenya

Hello! My name is Amir. Last week I went on holiday with my family, but it was terrible!

We went to Kenya on safari, but we didn't see any animals!

At night, I didn't sleep well because it was so hot. We didn't go to the local town because we didn't have time. So, we didn't buy any souvenirs.

Finally, we went home early because we didn't feel well. I hope your next holiday is better than mine!

Activity 2 Reading

Read the blog again. Are the following sentences true (T) or false (F)?

- 1 Amir went to Kenya. T / F
- 2 Amir slept well. T / F
- 3 They didn't buy souvenirs. T / F
- 4 They went to the local town. T / F
- 5 They went home early. T / F

Past Simple Negative Forms

The past simple negative is formed with:

did + not (didn't) + the main verb in the present.

We **did not see** any animals.



Activity 3 Practice

Complete the sentences with 'did not' and the correct form of each verb.

- 1 Amir _____ any animals (see).
- 2 Mark _____ his homework (do).
- 3 We _____ any souvenirs (buy).
- 4 I _____ my breakfast this morning (eat).

I went to the mountains. I didn't go to the beach.

Activity 4 Speaking

Think about your last holiday and tell your partner what you did and didn't do. Use verbs from the box to make sentences.

see buy eat drink go do

Activity 5 Writing

Write your sentences from Activity 4 below.

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Lesson 9: My travels

- Do you read any blogs?
- What are they about?

Activity 1 Vocabulary

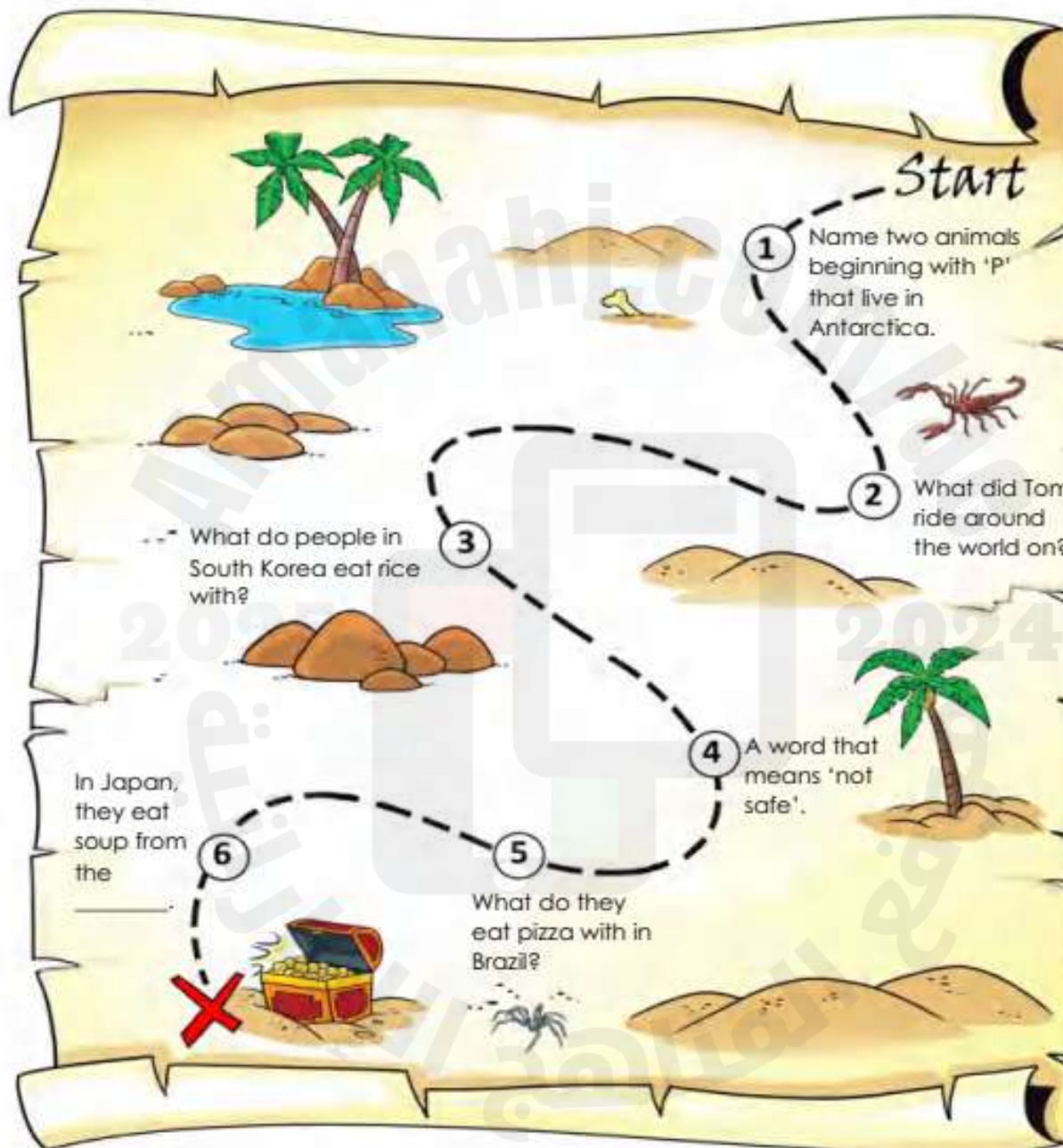
You are going to play a game to practice vocabulary from Unit 6. Look at the treasure map. When your teacher says "Go!" write your answers and find the treasure.

Key Structure

Talking about time
We wake up **at 4:15**.

Vocabulary

to wake up, early, to wait, wonderful, hour, dangerous, safe



Activity 2 Reading

Read Mary's blog post about her trip to the Senegal River in Africa. Choose the best title.

VOCABULARY

am = in the morning
pm = in the afternoon

a) Amazing animals

b) A very hot day

c) Holiday in Oman

We woke up very early, at 4:15am! We wanted to see the Nile crocodiles. We walked for one hour to the best place to see the crocodiles. We waited for about 2 hours, but then we saw the first crocodile at 7:15am. It was amazing!

At about 11am we walked to another place. We saw many crocodiles there. They were very big and looked dangerous. But we stayed in a safe place.

We went back to our camp at 3pm. We had some food and talked about the wonderful crocodiles. Everyone said they were amazing!

Activity 3 Reading

Read Mary's blog post again and underline the time expressions with 'at' and 'for'.

LANGUAGE TIP

We use *at* and *for* when talking about time.

*We went back **at 3pm**.*
*We waited **for 2 hours**.*

Activity 4 Writing

Now write your own blog post about the last holiday you went on.

My last holiday was great. We went to

Where did we go?

What did we do in the morning?

Was it fun? Was it interesting?

WRITING TIP

Use questions to help you write. For example:

Where did we go?
What did we do?

Lesson 10: Review

Key Structure

Unit 6 structures

Vocabulary

Unit 6 vocabulary

Activity 1 Vocabulary

Complete the sentences with the correct words from the box.

chopsticks souvenirs tent journey knife and fork

- 1 In Brazil, they use a _____ to eat pizza.
- 2 On holiday, we usually buy _____ to remember the place.
- 3 In South Korea, they use _____ to eat rice.
- 4 Ibn Fadlan went on a long _____ to Bulgaria.
- 5 People usually stay in a _____ when they go camping.

Activity 2 Reading

Read Sara's blog post. Where did she go?

My last holiday

Last year I _____ (go) on holiday to France with my family. We _____ (see) lots of interesting places, like the Eiffel Tower.

We _____ (drink) juice and _____ (eat) some delicious cake.

I _____ (want) to buy some souvenirs. We _____ (look) in lots of shops, but I _____ (not like) anything.

On the last day, we _____ (play) football in the park. It was a great holiday!

- Sara

Activity 3 Practice

Complete Sara's blog post with the past form of each verb.



Activity 4 Practice

Put the words in the correct order to make sentences.

1 morning? / you / eat / Did / breakfast

2 did / Where / go? / Vasco Da Gama

3 How / ride / did / around / world? / Tom / the

4 you / see / any / Did / on / holiday? / animals

Activity 5 Writing

Use the verbs from Activity 3 and write sentences about your last holiday.

Where did you go? What did you do/see/eat?

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Activity 6 Writing

Tell your partner about your last holiday. Ask and answer the questions below.



Unit 7: Travellers' tales

Lesson 1: Have a go!

- Which holiday activities are popular in your country?
- What activities did you do last summer?

Activity 1 Vocabulary

Match the words in the box to the pictures.

snorkelling
skiing

camel trekking
bungee jumping

rock climbing
surfing



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

Activity 2 Speaking

Which of these activities can you do in your country?
Where?

You can go rock climbing in Fujairah.

Key Structure

Would like / love to
I would like to go snorkelling.

Vocabulary

snorkelling, camel trekking,
rock climbing, skiing, bungee
jumping, surfing, scary

LANGUAGE TIP

Nouns ending with *-ing* are usually words describing actions.

*I really love swimming and cycling.
I would like to go snorkelling.*

Activity 3 Listening Track 37

Listen to Khalid and Ali talking about holiday activities. Tick (✓) the activities you hear.

- | | | | |
|----------------|--------------------------|----------------|--------------------------|
| snorkelling | <input type="checkbox"/> | bungee jumping | <input type="checkbox"/> |
| skiing | <input type="checkbox"/> | rock climbing | <input type="checkbox"/> |
| camel trekking | <input type="checkbox"/> | surfing | <input type="checkbox"/> |

Activity 4 Listening

Listen again and answer the questions.

1 Why doesn't Ali like bungee jumping?

- a) It looks scary.
- b) It is expensive.
- c) He doesn't like high places.

2 Why doesn't Khalid want to go skiing?

- a) He is too busy.
- b) It isn't fun.
- c) He doesn't like cold weather.

3 Why doesn't Khalid want to go camel trekking?

- a) He doesn't like camels.
- b) He doesn't like the desert.
- c) He is too busy.

Activity 5 Speaking

Tell your partner which activities you would like to try.

SPEAKING TIP

We can say 'I would like' in a shorter way, 'I'd like'.

"I'd like to try snorkelling."

What would you like to try?

I would like to try snorkelling. It looks fun!

VOCABULARY

have a go (at) = to try something

*I would like to have a go at skiing.
Skiing looks fun. I'd like to have a go!*

Key Structure

Adjective + noun
A **beautiful island**.

Vocabulary

kayaking, strange, helicopter,
golden, to dream, soft, parrot,
mango, huge

Lesson 2: My dream holiday

- Which do you like more, the sea or the mountains?
- Where do people go on holiday in your country?

Activity 1 Speaking

Where would you like to go on holiday? What would you like to see?

a big city the sea the mountains the desert a small village

Activity 2 Reading

Read Sam's short answer to an exam question. Where would he like to go for his dream holiday? Write the words on the lines.

holiday birds rivers bed trees helicopter

Question 1: What is your dream holiday?

My dream holiday

On my dream holiday, I wouldn't travel very far. I would like to go to a beautiful island by ¹_____.

I would see miles of golden beaches, and there would be huge mango ²_____.

I would go kayaking in the blue rivers. I would see colourful parrots and other strange ³_____.

At night, I would sleep on a soft ⁴_____ and dream of all the wonderful things I saw. That is my dream ⁵_____!

Activity 3 Reading

Read Sam's answer again. Are the sentences true (T) or false (F)?

- | | |
|---|-------|
| 1 Sam would like to travel far. | T / F |
| 2 Sam would like to go kayaking. | T / F |
| 3 Sam would like to sleep on a soft bed. | T / F |
| 4 Sam wouldn't like to see any birds. | T / F |
| 5 Sam would like to see lions and tigers. | T / F |

LANGUAGE TIP

Use adjectives to describe things.
Adjective + noun

...a beautiful island...

...golden beaches...

Activity 4 Vocabulary

Look at Sam's answer again. How does he describe things on his dream holiday? Write the missing words from the text on each line.

- | | |
|---------------------|-----------------|
| 1 _____ island | 5 _____ parrots |
| 2 _____ beaches | 6 _____ birds |
| 3 _____ mango tress | 7 _____ bed |
| 4 _____ rivers | 8 _____ things |

Activity 5 Writing

Write about your dream holiday.

- Where would you like to go?
- What would you see and do?

WRITING TIP

Use opening and closing sentences in your paragraph. This gives the reader a clear idea of what you are talking about.

On my dream holiday...

That is my dream holiday!

Lesson 3: A special place

- What is a special place in your country?
- Why is it special?

Activity 1 Speaking

Look at the pictures.

Which country do you think they are from?

Tell your partner.



Key Structure

Asking questions about the past
Where did you go?

Vocabulary

square, history, local, tourists,
songs, lost, famous, music

Activity 2 Listening Track 38

Listen to Yousef talk about a special place. Put the headings in order.

- What is famous.
- What happened at night.
- Yousef visited Jemaa el Fna Square.
- The market.

LISTENING TIP

Before you listen, try to think of the words and topics you will hear. Then check to see if you were right.

Activity 3 Listening

Listen again and answer the questions.

1 When did Yousef go to Morocco?

- a) last week b) last year c) yesterday

2 What did Yousef eat at the market?

- a) apples b) oranges c) bananas

3 What was Yousef scared of?

- a) getting lost b) tourists c) live music

4 How did Yousef feel about the music?

- a) it was too loud b) it was great c) it was bad

Activity 4 Speaking

Think about a special place you have visited. Ask and answer the questions with your partner.

Where is it?

When did you go there?

Who did you go with?

What did you see?

What did you feel?

Lesson 4: How did you feel?

- What do you know about the history of your country?
- Do you like visiting museums?

Activity 1 Speaking

What do you remember about Morocco from Lesson three?
Tell your partner.

What do you remember about Morocco?

I remember the market.

Activity 2 Practice

Read the Language Tip box. Below are sentences about Jemaa El Fna. Circle the correct words.

- 1 I was a bit scared of / at getting lost.
- 2 I was really surprised by / about all the beautiful lights.
- 3 I'm very excited of / about going back next year.

Activity 3 Reading

Read Amal's blog about a visit to a museum. Did she like the museum?

My school trip to Sharjah Museum

I'm not usually very interested in museums, but the Sharjah Museum of Islamic Civilisation was lovely!

We got there in the afternoon and we were all really ¹ _____ about the visit. First, I was ² _____ by all the things to see there. But we had a guide who showed us everything. He explained things to us, and that saved time.

My friend said he was ³ _____ of getting lost because it was such a big museum!

Everyone learned lots of interesting things. I hope to go back again one day!

Key Structure

Adjectives + prepositions
I was **excited about** the museum.

Vocabulary

surprised, scared,
interested, excited,
museum, guide, to show

LANGUAGE TIP

Prepositions are words like: of, by, about, in, on, at

We often use prepositions after adjectives.

I was **surprised by** the lights.

We were **excited about** the pictures.

I am **scared of** the dark.

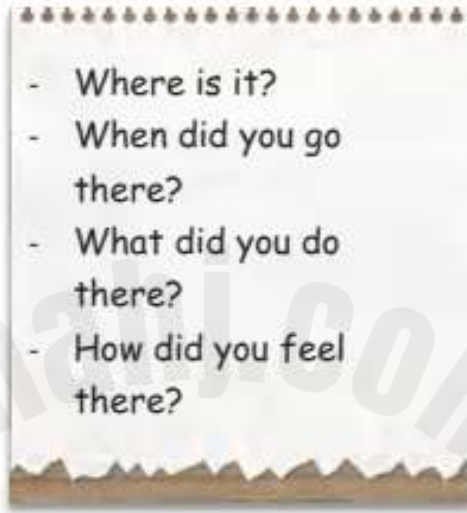
Activity 4 Reading

Complete the blog with the words from the box.

excited interested scared surprised

Activity 5 Writing

Write about a place that you think is special. Use the questions below to help you.



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WRITING TIP

Use different adjectives when you are writing to sound more interesting.

Look in the dictionary to find similar words to the adjectives you already know.



Lesson 5: Language focus

- Are you going on holiday next summer?
- What are you going to do?

Activity 1 Reading

Look at the text.

What is it? How do you know?

a) a blog

b) a letter

c) an email

To: Sultan@email.com

Subject: My summer holiday

Hi Sultan,

How are you? I am going to visit the Philippines next week. I am so excited! We are going to do lots of outdoor activities. We are going to go snorkelling at the beach. I can't wait to see all the interesting fish.

We are going to stay by the sea. Sometimes it rains a lot in the Philippines, but we are going to go walking every day! What are you going to do?

See you soon!

Harry

Activity 2 Reading

Read the email and answer the questions.

- 1 When is Harry going to the Philippines?
- 2 What is he going to do there?
- 3 Where is he going to stay?

Going to

To talk about future plans, we can use *be + going to*.

I am going to visit the Philippines.

I	am	
He/She/It	is	+ going to + verb
You/We/They	are	

Key Structure

Going to

We are **going to** visit the Philippines.

Vocabulary

outdoor activities, to go snorkelling, to visit, to go walking, rainy, plans



Activity 3 Practice

Unscramble the words to make correct sentences.

1 going to see / We are / lots of fish.

2 going to stay / They are / by the sea.

3 tomorrow / rain. / going to / It is



Activity 4 Practice

Complete the sentences with be + going to and the correct verb from the box.

1 I am going to study English for my holiday.

2 Next summer we _____ Oman.

3 At the weekend, I _____ a movie at the cinema.

4 Sultan _____ snorkelling on holiday next week.

study
watch
go
visit

Activity 5 Writing

Think about your next holiday. What are you going to do / see / eat?

Write three sentences to complete the email reply to Harry.

To: Harry@email.com

Subject: My summer holiday

Hi Harry,

Your holiday sounds great. I have some plans for my next holiday, too.

See you soon!

Lesson 6: Making plans

- Do you like to make plans?
- What are you going to do after school?

Activity 1 Listening Track 39

Listen to a phone conversation between Mary and Aysha.
Why is Mary calling Aysha?

Activity 2 Listening

Listen to the phone conversation again.
Complete Mary's diary with the correct times.

Key Structure

Prepositions of time: on, at
*I'm going to meet my friend **on** Monday, **at** 4pm.*

Vocabulary

to call, diary, plans, dentist, meeting, show

LISTENING TIP

When you are listening for information, like a time or date, don't worry about other details.

1 Sunday 6pm – dinner with mum	5 Thursday 1 ____ pm – fly to London
2 Monday 9am – work meeting	6 Friday 2 ____ pm – see a show
3 Tuesday 11am – coffee with Susan 8pm – go to the cinema	7 Saturday 3 ____ pm – meet Aysha
4 Wednesday 8am – fly to New York 7pm – coffee with Sam	

LANGUAGE TIP

We use *on* with days of the week.
We use *at* with a time.

*I am going to play football **on** Monday.
I am going to play tennis **at** 4pm.*



Activity 3 Practice

Look at Mary's diary. Answer the questions.

1 Who is Mary going to meet on Tuesday?

2 What is she going to do on Wednesday, at 8am?

3 What is she going to do on Sunday, at 6pm?

4 Who is she going to meet on Saturday, at 2pm?



Activity 4 Speaking

Complete the diary with your plans for next week. Tell your partner what you are going to do.

1 Sunday	5 Thursday
2 Monday	6 Friday
3 Tuesday	7 Saturday
4 Wednesday	



Lesson 7: Sharing your opinion

- Do you read online reviews?
- Do you write reviews of places you visit?

Activity 1 Speaking

Which type of place would you like to visit on holiday?
Tell your partner.



Activity 2 Reading

Before you read, look at the text. What type of text is it?

- a) an email b) an online review c) a blog

Key Structure

Adverbs: too, very
It was **too** expensive.

Vocabulary

water park, zoo,
playground, theme
park, wildlife park, to
feed, dolphins, marine
park, aquarium, friendly

READING TIP

Knowing the type of text you are reading can help you understand what kind of vocabulary you will read.

Home | Hotels | Flights | Rentals | Restaurants | **Things to do** | Best Deals | Offers

Visit a marine park

"Expensive but interesting" ★ ★ ★ ★

Sol Marine Park was good, but there were too many people. We loved feeding the dolphins, and we learned very interesting facts about sea animals, but it was very expensive.

"Great day out!" ★ ★ ★ ★

We had a great time at Sol Marine Park! We are going to come again next week. The animals were very friendly, and the souvenir shop was really good.

"Don't do it!" ★ ★ ★ ★

It was too expensive and there were too many people. The only good thing was the dolphins, but we had to pay extra to see them. Don't go to Sol Marine Park!

Activity 3 Reading

What did people say about the marine park? Make notes below.

Things they liked:

Things they didn't like:

A place I visited : _____

Things I liked:

Things I didn't like:

LANGUAGE TIP

Too / very

We only use 'too' for negative things.

*It was **too** expensive.*

We can use 'very' for positive and negative things:

*It was **very** interesting.*

*It was **very** expensive.*

Activity 4 Writing

Think about a place that you enjoyed visiting on holiday. Write what you liked or didn't like in the notes.

Activity 5 Writing

Think about the place you visited on holiday. Write three sentences about what you liked or didn't like. Use the text in Activity 2 and your notes from Activity 4 to help you.

Lesson 8: Language focus

- What different shops are there in your town?
- What different things can you buy?

Activity 1 Listening Track 40

Listen to a conversation between two cousins on holiday in France. Why is Amal going to the supermarket?

Key Structure

Countable and uncountable nouns with some and any
*There **are some eggs** in the fridge.*

Vocabulary

fridge, rice, sugar, chairs, supermarket, kitchen,

- Amal: Sara, I'm going into town. Do we need anything from the 1 _____ ?
- Sara: Yes, we need some 2 _____ for dinner tonight. There aren't any in the fridge.
- Amal: Ok. Is there any 3 _____ ?
- Sara: Erm, yes. There is some 4 _____ in the kitchen. But there isn't any 5 _____.
- Amal: Ok. So, I'll buy some 6 _____ and 7 _____. Anything else?
- Sara: No, that's everything.
- Amal: Great. I'll be back soon. I can't wait ...

Activity 2 Listening

Listen again and complete the conversation with the correct words from the box.

supermarket

eggs

bread

rice

Countable / Uncountable Nouns

Some nouns are 'countable'. We can use numbers with them.

*I had **one banana**. I had **two bananas**.*

Other nouns are 'uncountable'. We cannot use numbers with them.

I had ~~three rices~~ for lunch. X

*I had **rice** for lunch. ✓*

Activity 3 Practice

Put the words in the box under the correct heading, countable or uncountable.

- bananas
- bread
- books
- chairs
- eggs
- rice
- water
- sugar

<u>Countable</u>	<u>Uncountable</u>
_____	_____
_____	_____
_____	_____
_____	_____

Activity 4 Practice

Complete the sentences with 'some' or 'any'.

- 1 There are _____ eggs in the fridge.
- 2 There aren't _____ books on the table.
- 3 Are there _____ chairs in the classroom?
- 4 Is there _____ bread in the kitchen?
- 5 There is _____ water in the fridge.

Some / Any

We use 'some' with positive sentences.

*I have **some** apples.*

We use 'any' with negative sentences and questions.

*I **don't** have **any** apples.*

*Are there **any** apples?*

Activity 5 Speaking

What do you see in your classroom? Tell your partner. Try to use 'some' or 'any'.

Are there any chairs?

Yes, there are some chairs.

Activity 6 Writing

Write sentences about what is in your classroom. Use your ideas from Activity 5 to help you.

Lesson 9: The light beam that got away

- What kind of projects do you do at school?
- What was your last project about?

Activity 1 Reading Track 41

Read and listen to the short story.
What are Maria and Uncle Albert talking about?

- a) how many planets there are
- b) how people travel to the moon
- c) how fast light travels



Maria is a schoolgirl who needs to write a science project for school. She talks to her Uncle Albert, a famous scientist, and asks him about the project. They go outside and look up at the stars in the night sky...

The light beam that got away from *The Time and Space of Uncle Albert* by Russell Stannard

"How far away are the stars, Uncle?" asked Maria.

"Very far! So far that it takes years for their light to get here." Replied Uncle Albert.

"But why? It doesn't take that long for light to go from one place to another. When I put on a light at home, the light goes everywhere at the same time."

"Well, that is because a room in your house is small," explained Uncle Albert. "But in space it's different. Stars are a very, very long way from us. It takes ages for the light to get here. But it travels very fast."

"How fast?" asked Maria.

"Three hundred thousand kilometres a second."

"Wow! That's really fast!"

"That's right. And it still takes years and years to get from there to here!"

They sat there quietly, looking up at the stars.

READING TIP

Make a note of words you don't know. Use a dictionary to find the meaning of the words after you read.

Key Structure

Expressions with 'take'
It takes ages to travel there.

Vocabulary

science, ages, project, stars, thousand, far



Activity 2 Reading

Read the story again. Are the sentences true (T) or false (F)?

- | | |
|--|-------|
| 1 Maria is thinking about topics for her school project. | T / F |
| 2 Uncle Albert is a maths teacher. | T / F |
| 3 It takes a long time for light to travel to Earth. | T / F |
| 4 Maria and Uncle Albert are looking at the stars. | T / F |

Activity 3 Vocabulary

Uncle Albert tells Maria the speed of light is three hundred thousand kilometres a second. Write the following words as numbers.

- 1 three hundred thousand = _____
- 2 four thousand, five hundred = _____
- 3 three hundred and fifty = _____
- 4 one thousand, two hundred = _____

VOCABULARY

hundred = 100
thousand = 1,000

The speed of light is 300,000 km per second.

Activity 4 Reading

In the story, Maria and Uncle Albert use expressions with 'take'. Complete the sentences with the correct words from the text.

- 1 So far that it takes _____ for their light to get here.
- 2 It doesn't take _____ for light to go from one place to another.
- 3 It takes _____ for the light to get here.
- 4 And it still takes _____ to get from there to here!

Activity 5 Speaking

Ask and answer the questions with your partner.

- 1 How long does it take you to get to school?
- 2 How much time does it take to travel from your home to your friend's house?
- 3 Talk about something that it takes ages to do.

How long does it take to get to Oman?

It takes ages!



Lesson 10: Review

Activity 1 Vocabulary

Complete the sentences with the correct words from the box.

dream snorkelling meeting museum tourists

- 1 The Burj Khalifa is popular with _____ from all over the world.
- 2 My _____ holiday is in a hot country with beautiful beaches.
- 3 When you go _____ at the beach, you can see lots of colourful fish.
- 4 My parents have a _____ with my teacher tomorrow.
- 5 You can learn a lot of interesting facts about history in a _____.

Activity 2 Reading

Read the text and choose the best title.

- a) My week b) My job c) My family

This week, I am very busy. ¹ _____ Sunday, I am going to play football with my friends. Then, ² _____ 6 pm, I am going to visit the dentist.

On Monday, I am going to Oman with my family. We fly ³ _____ 9 am,

On Tuesday, at 4 pm, We are ⁴ _____ take a boat and sail in the sea.

⁵ _____ Wednesday, We are going to watch a movie at the hotel.

On Thursday, ⁶ _____ 5 pm, we are going to go to the beach.

On Friday night, we are ⁷ _____ go camping.

On Saturday we fly home. Saturday is a day for rest!

Activity 3 Reading

Read again and complete the text with the word from the box.

on (x2) at (x3) going to (x2)

Activity 4 Language

Complete the sentences with 'some' or 'any'.

- 1 There isn't _____ milk in the fridge.
- 2 Do we have _____ rice?
- 3 I would like _____ fruit for dessert.
- 4 Are there _____ museums in your town?
- 5 There is _____ bread in the kitchen.

Activity 5 Speaking

Ask and answer the questions with your partner.



What are you going to do next week?

Where are you going on your next holiday?

What are you excited about?

Activity 6 Writing

Write sentences about your plans for next week. Use Activity 2 to help you.

2023 2024

موقع المناهج

Wordlists

Unit 5

button
calculator
calmly
can opener
carefully
channel
cheap
compass
dangerous
expensive
fantastic
fresh food
fridge
gadget
headphones
heavy
home
important
in the past
invention
keyboard
kindly
laptop
large
last night
last week
light
long
microwave
perfect
price
quickly
quietly
safe
screen
smartphone
supermarket
tablet
tall
thick
thin
tiny
to carry

to find
to keep
to stay
to stop
to walk
umbrella
useful
useless
watch
weekend
wonderfully
yesterday

Unit 6

Antarctica
amazing
bike
bee
bowl
Brazil
bug spray
China
chopsticks
compass
crowd
dangerous
delicious
diary
difficult
early
Ethiopia
fact
feel well
fork
hour
interesting
Japan
journey
knife
light clothes
local
map
Mexico
noisy

north
penguins
polar bears
safari
safe
Sahara
sand cats
sand dune
scorpion
soup
south
South Korea
souvenirs
spider
spoon
tent
terrible
to bite
to buy
to go
to record
to sail
to spend the night
to travel
to wait
to wake up
to wave
tray
town
unusual
video camera
weather

Unit 7

ages
bungee jumping
camel trekking
chairs
dentist
diary
dolphins
excited
famous
far

fridge
friendly
golden
guide
helicopter
history
huge
interested
kayaking
kitchen
music
local
lost
mango
marine park
meeting
museum
outdoor activities

parrot
plans
playground
project
rainy
rice
rock climbing
scared
scary
science
show
skiing
soft
songs
snorkelling
square
stars
strange

sugar
supermarket
surfing
surprised
theme park
thousand
to call
to dream
to feed
to go snorkelling
to go walking
to show
to visit
tourists
water park
wildlife park
wonderful
zoo



Grammar reference

Unit 5

Was / were

Was / were is the past tense form of *to be*.

Positive and negative sentences are formed with *subject + was/were* or *subject + wasn't / weren't*.

	<u>Positive</u>	<u>Negative</u>
I	was	wasn't
He/She/It	was	wasn't
You/We/They	were	weren't

TV's were big and heavy in the past.

It was not easy to carry an old computer!

Questions are formed with *was /were + subject*.

<u>Positive</u>	<u>Negative</u>	
was	wasn't	I
was	wasn't	He /She/It
were	weren't	You/We/They

Were TV's big and heavy in the past?

Was it easy to carry an old computer?

Past simple (Regular Verbs)

We use the past simple for completed actions in the past. To form the *regular past simple*, we use the *infinitive + ed*.

I/You/We/They
/He/She/It + infinitive + -ed

We **walked** to school.

I **played** computer games with my friend.

They **looked** online for a new phone.

With negatives, we use *did not (didn't)* and an infinitive verb. The main verb doesn't change.

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

I **didn't talk** to my friend yesterday.

My grandfather **didn't walk** to school when he was younger.

We **didn't play** football.

Questions are formed with *did + subject + infinitive*

Did + I/you/we/they/he/she/it + infinitive

Did they talk to you?

Did she look for a new phone?

Did they walk to school?

Unit 6

Past simple (Irregular Verbs)

Some verbs are irregular. They do not have the usual *-ed* ending like most other verbs. The past simple form is a different word.

<u>Present Simple</u>	<u>Past Simple</u>
go	went
buy	bought
see	saw
drink	drank
eat	ate

*I **went** to the beach at the weekend.*

*I **saw** a movie yesterday.*

*He **ate** lunch at home.*

Unit 7

Going to

We use **going to** when talking about future plans.

I		am					
he / she / it	+	is	+	going to	+	verb	
you / we / they		are					

*I **am going to** visit the Philippines next year.*

*He **is going to** study hard for the exam.*

*They **are going to** visit Oman in the winter.*

We form the negative by adding **not** before **going to**.

I		am						
he / she / it	+	is	+	not	+	going to	+	verb
you / we / they		are						

*I **am not going to** watch TV tonight.*

*He **is not going to** play football.*

*They **are not going to** visit Oman next year.*

We make questions by putting **to be** before **going to**.

Am	I								
Is	he / she / it	+	going to	+	verb	+	?		
Are	you / we / they								

Are you going to watch TV tonight?

Is he going to play football?

Are they going to visit Oman next year?

Countable and Uncountable Nouns

Some nouns are countable. We can use numbers with them, and we add an -s to the word when there is more than one. Other nouns are uncountable. We don't use numbers with them, and we can't add an -s.

Countable nouns

car / cars
egg / eggs
chair / chairs

Uncountable Nouns

water / ~~waters~~
rice / ~~rices~~
money / ~~moneys~~

Some and Any

We usually use **some** with positive sentences. We usually use **any** with negative sentences and questions.

*I have **some** chocolate for dessert.*

*We don't have **any** eggs in the fridge.*

*Do you have **any** questions?*





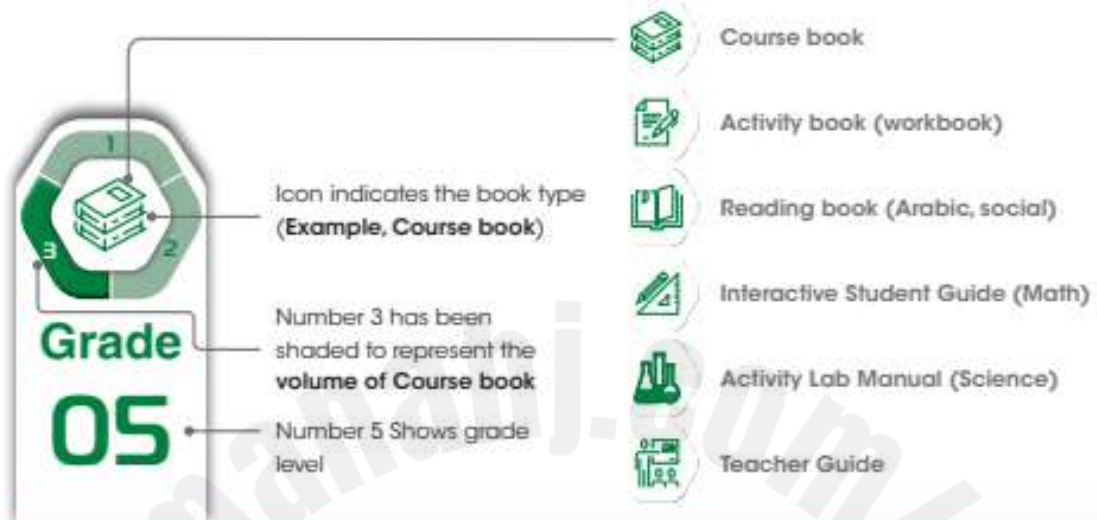
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ccc.moe@moe.gov.ae