

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



## كتاب الطالب - أكسس

[موقع المناهج](#) ← [المناهج الإماراتية](#) ← [الصف السادس](#) ← [لغة انجليزية](#) ← [الفصل الثالث](#) ← [الملف](#)

## التواصل الاجتماعي بحسب الصف السادس



## روابط مواد الصف السادس على تلغرام

[الرياضيات](#)

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## المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الثالث

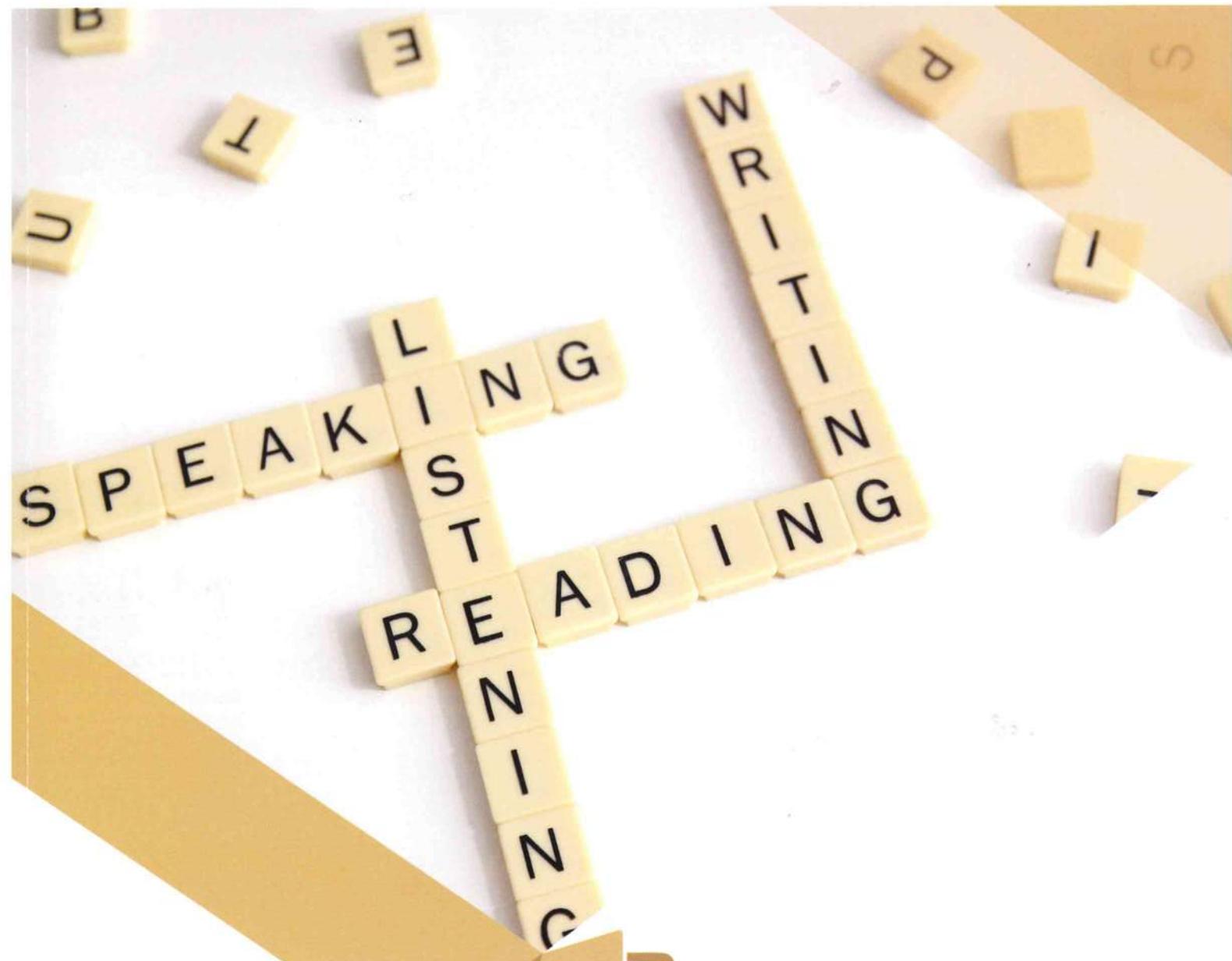
<a href="#">أسئلة الامتحان النهائي الالكتروني أكسس</a>	1
<a href="#">أسئلة الامتحان النهائي الالكتروني عام</a>	2
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UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



YEAR OF TOLERANCE



ACCESS BOOK

6

Grade **6**  
Volume

1

2

3

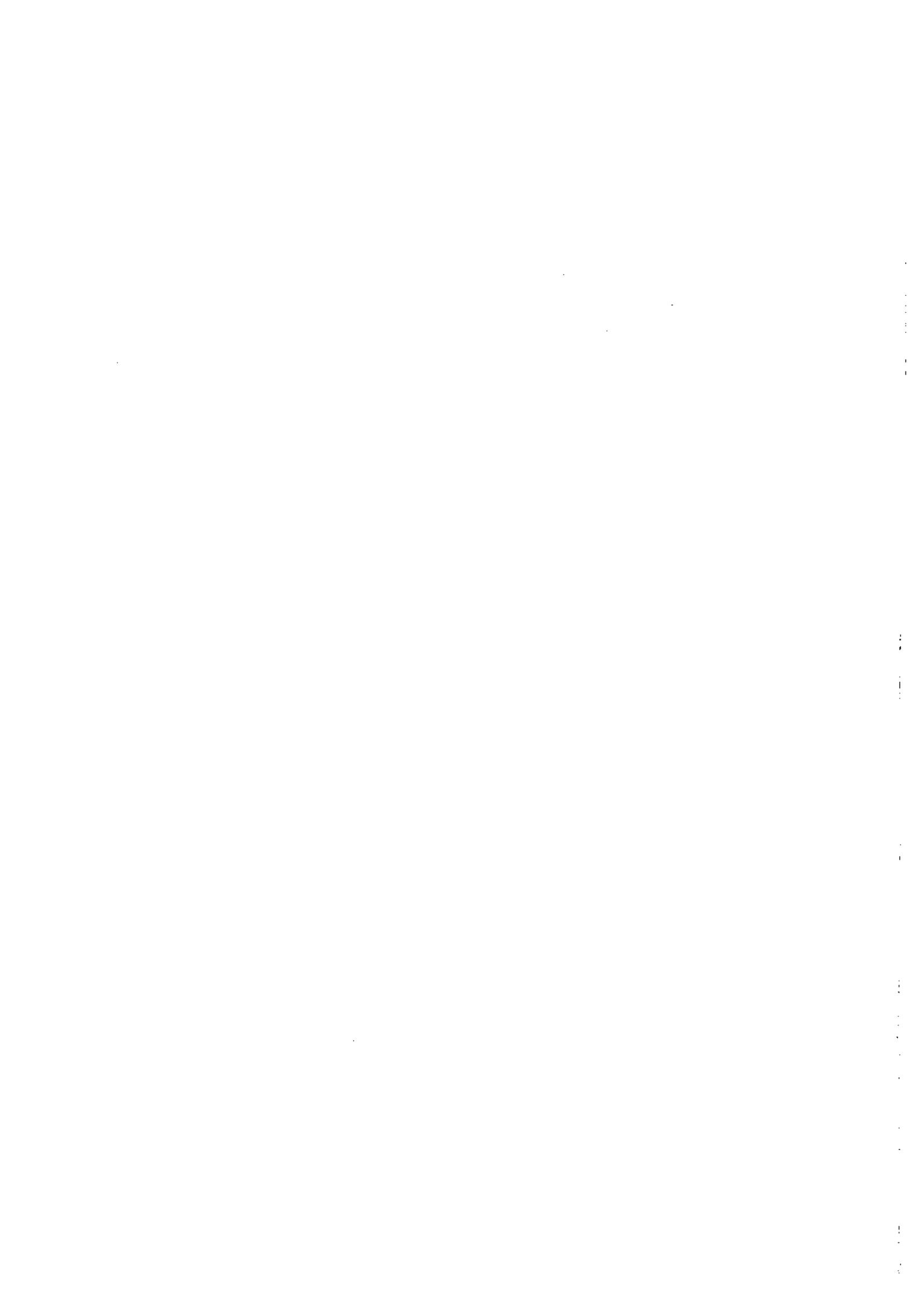
# Access

Student Book 6

Volume 03

First edition

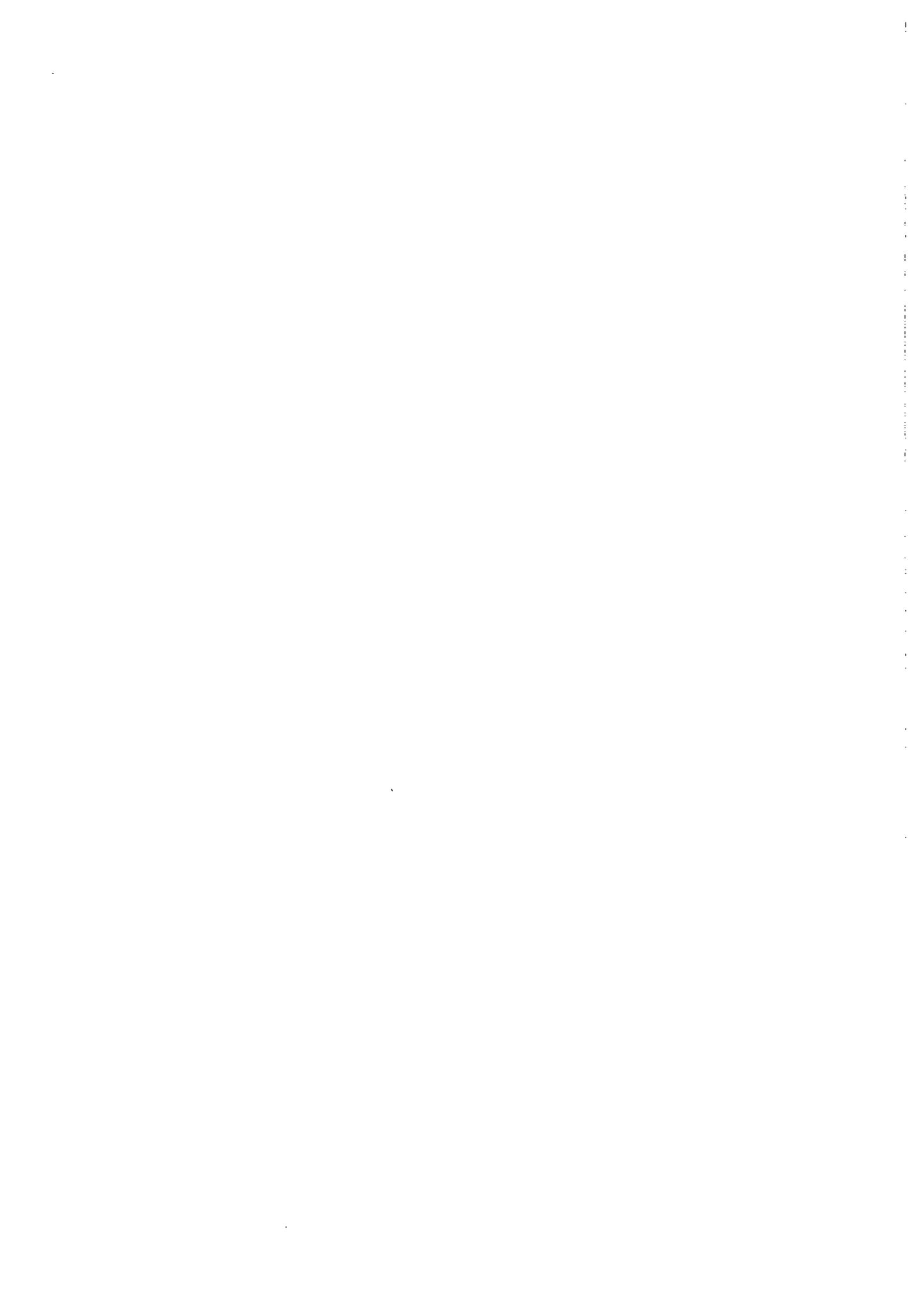
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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

**H.H. Sheikh Khalifa Bin Zayed Al Nahyan**  
President of the United Arab Emirates





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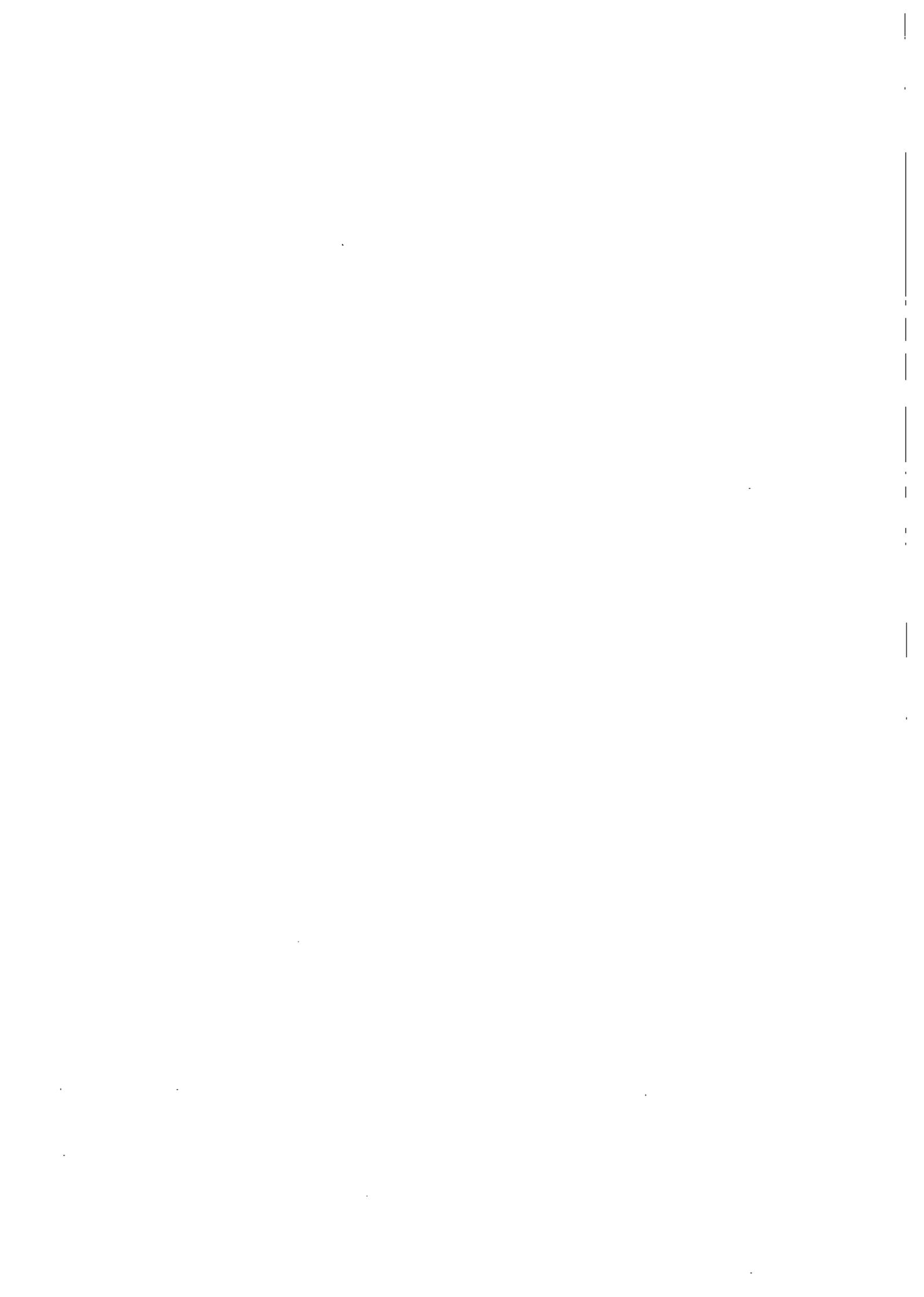
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## Introduction to Access Book 6

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 8 Animals	<p><u>Reading:</u> Description Advert Article</p> <p><u>Writing:</u> Description Short text Advert</p>	<p><u>Listening:</u> Student monologue Podcast A talk</p> <p><u>Speaking:</u> Describing animals Describing a process Asking and answering questions Sharing ideas</p>	<p>Have to / Has to</p> <p>Possessive pronouns and adjectives</p>	<p>Animals Diet Appearance Habitat</p>
Unit 9 Planet Earth	<p><u>Reading:</u> Blog post Article Fact file</p> <p><u>Writing:</u> Complete a fact file Description</p>	<p><u>Listening:</u> Monologue Facts and information Radio show</p> <p><u>Speaking:</u> Asking and answering questions Saying what you need Description</p>	<p>Will</p> <p>Could / Couldn't</p>	<p>Continents Weather Mountains and oceans</p>



# Unit 8: Animals

## Lesson 1: Animals and where they live

- Do you live near the desert or the mountains?
- What is it like? Is it hot/dry/cold...?

### Key Structure

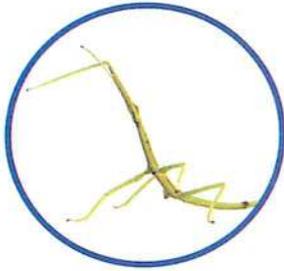
Prepositions of place  
*Fish live **in** the sea.*

### Vocabulary

*mountain, forest, ocean, desert, fox, bear, fish, snake, leaf, leaves, rabbit*

### Activity 1 Speaking

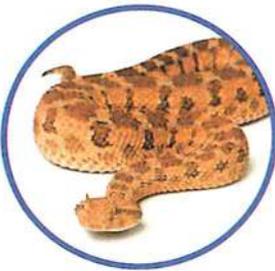
Where do you think the animals live? Match the animals to the places.



1 stick insect



2 clown fish



3 viper



4 eagle



5 elephant seal



a Antarctica



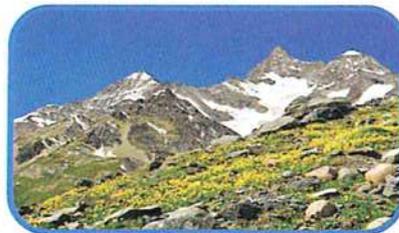
b ocean



c desert



d forest



e mountains

*I think vipers live in the mountains.*

*Clown fish live in the ocean.*

## Activity 2 Listening Track 42

Listen and check your answers to Activity 1.  
Listen again. What type of food does each animal eat?

## Activity 3 Vocabulary

Complete the sentences with the words from Activity 1.

- 1 A clown fish lives in the \_\_\_\_\_.
- 2 A \_\_\_\_\_ lives in the forest.
- 3 A viper lives in the \_\_\_\_\_.
- 4 An \_\_\_\_\_ lives in the mountains.
- 5 An elephant seal lives in \_\_\_\_\_.



## Activity 4 Speaking

Work in groups. You are going to play a guessing game.

- Choose an animal
- Describe it, but don't say what it is.
- Your classmates try to guess the animal.



*It lives in the forest. It can fly. It eats fruit.*



*Is it a bird?*



### SPEAKING TIP

When you are describing something, try to use lots of adjectives.

*It's **big** and **grey**. It has **sharp** teeth. It's **dangerous**.*

## Lesson 2: Animal camouflage

- What are some interesting animals from your country?
- What other animals do you know with unusual abilities?

### Activity 1 Speaking

Look at the pictures and talk to your partner about what you can see.

#### Key Structure

Pronouns: *it* and *its*  
*It* changes *its* colour.

#### Vocabulary

*chameleon, cuttlefish, to hide, ink, to catch, sharp, quick, shape*

#### VOCABULARY

camouflage: how animals change colour or shape to hide from other animals

1



I can see a flower!

It looks like a leaf!

2



3



It's hard to see!

## Activity 2 Reading

Read the text and match the pictures in Activity 1 to paragraphs a, b and c.

**Some animals have camouflage to hide and stay safe. This means that they can change colour and look the same as things around them.**

- a The chameleon can change its colour. If a chameleon is on green leaves, it changes to green. Other animals can't see it and eat it. The chameleon can hide and catch other insects to eat them.
- b The flower spider is very good at camouflage. It sits on flowers and changes its colour to the colour of the flower. This keeps it safe.
- c The cuttlefish can change colour very quickly. It can also change shape! It can look like the rocks and plants next to it. This means bigger fish can't see it, so it is safe.

## Activity 3 Reading

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

- 1 The flower spider is good at camouflage. \_\_\_\_\_
- 2 Bigger fish can always see a cuttlefish. \_\_\_\_\_
- 3 Some animals change colour to stay safe. \_\_\_\_\_
- 4 Chameleons change colour to hide. \_\_\_\_\_

### LANGUAGE TIP

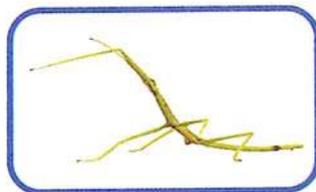
it and its

We use *it* in place of an object or animal, so that we don't repeat the name.

*The flower spider is small. **It** changes colour.*

We use *its* if something belongs to an animal.

*The flower spider changes **its** colour to stay safe.*



## Activity 4 Writing

Choose an animal that uses camouflage from the pictures above.

Write a short description of the animal, using the questions to help you.

What is it called? \_\_\_\_\_

Where does it live? \_\_\_\_\_

What does it eat? \_\_\_\_\_

How does it use camouflage? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Lesson 3: Ocean creatures

- Do you like swimming in the sea?
- What is your favourite sea animal?

## Activity 1 Speaking

Work in groups. You have 2 minutes to name as many ocean animals as you can. Go!



### Key Structure

Adverbs of sequence  
**Then**, the jellyfish eat the plankton.

### Vocabulary

food chain, jellyfish, shark, starfish, snake, mouse, plants

## Activity 2 Vocabulary

Look at the ocean creatures and plants in the picture. Match the words in the box to the animals and plants.

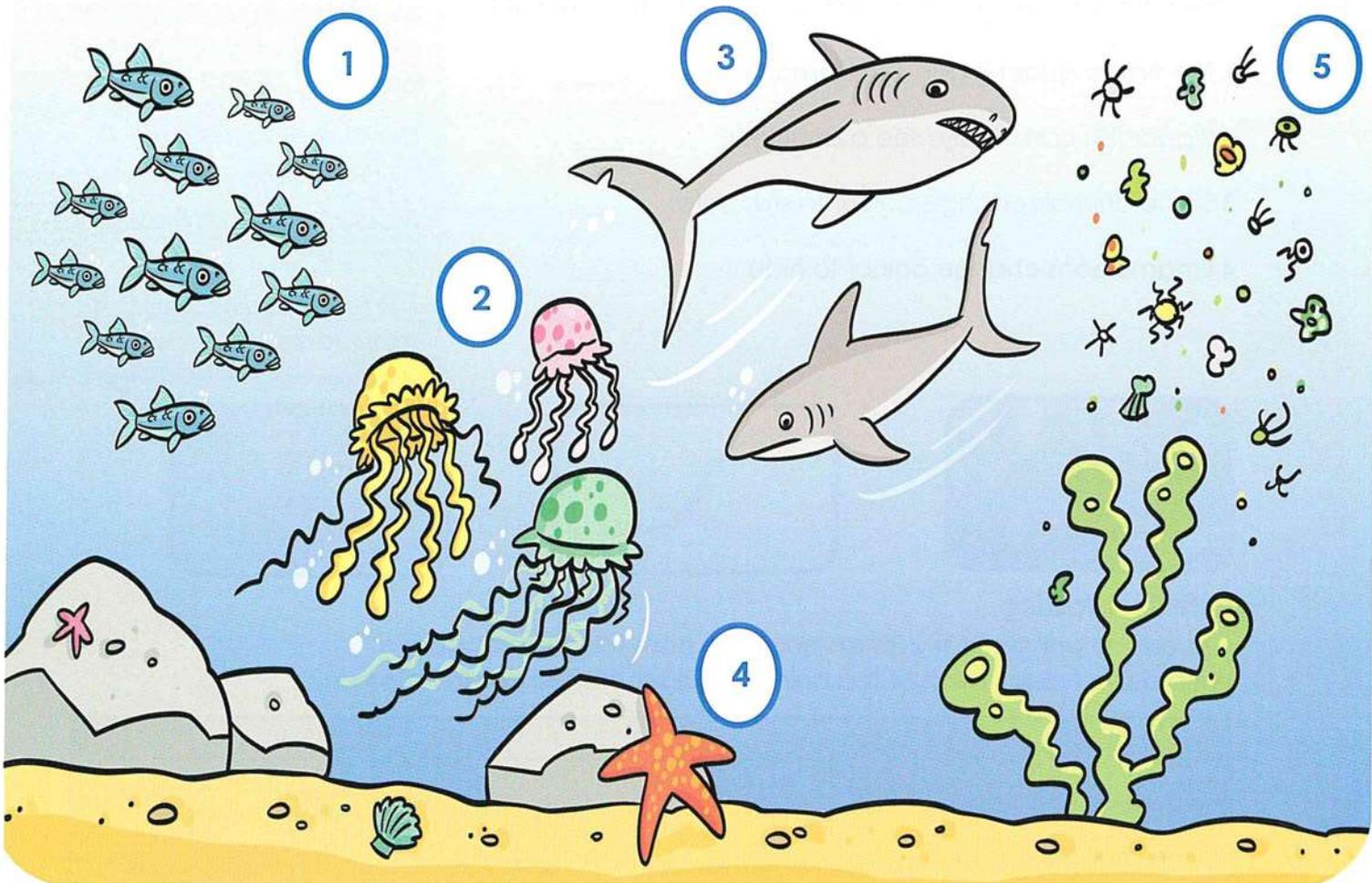
a) shark

b) fish

c) plankton

d) jellyfish

e) starfish



### Activity 3 Listening & Reading Track 43

Look at the picture of the ocean in Activity 2 and guess the order of the food chain. Then listen to a talk and check.

#### Food Chains

Did you know that the ocean food chain starts with very small plants? The small plants make food from the sun's energy. In the ocean, there are very small animals called plankton. The little plankton eat the very small plants. The next link in the chain are jellyfish and starfish. These animals eat the plankton. Then, small fish eat the jellyfish and starfish. Then larger fish, like sharks, eat the smaller fish.

### Activity 4 Listening Track 43

Listen again. Complete the sentences to describe the food chain.

First, plankton eat the \_\_\_\_\_.

Then, \_\_\_\_\_ eat the \_\_\_\_\_.

Finally, \_\_\_\_\_ eat the \_\_\_\_\_.

#### SPEAKING TIP

When talking about the order of something, you can use these words:

*first, then, finally*

**First**, plankton eat small plants. **Then**...

### Activity 5 Speaking

Describe the food chain to your partner.

First, the plankton eat the.....

### Activity 6 Speaking

Look at the pictures below. Can you guess the order of the food chain? Talk with your partner and share your ideas.



# Lesson 4: Scales, stripes and humps

- Do you know any unusual animals?
- What animals do you know that have stripes?

### Key Structure

Have/has  
A zebra **has** black and white stripes.

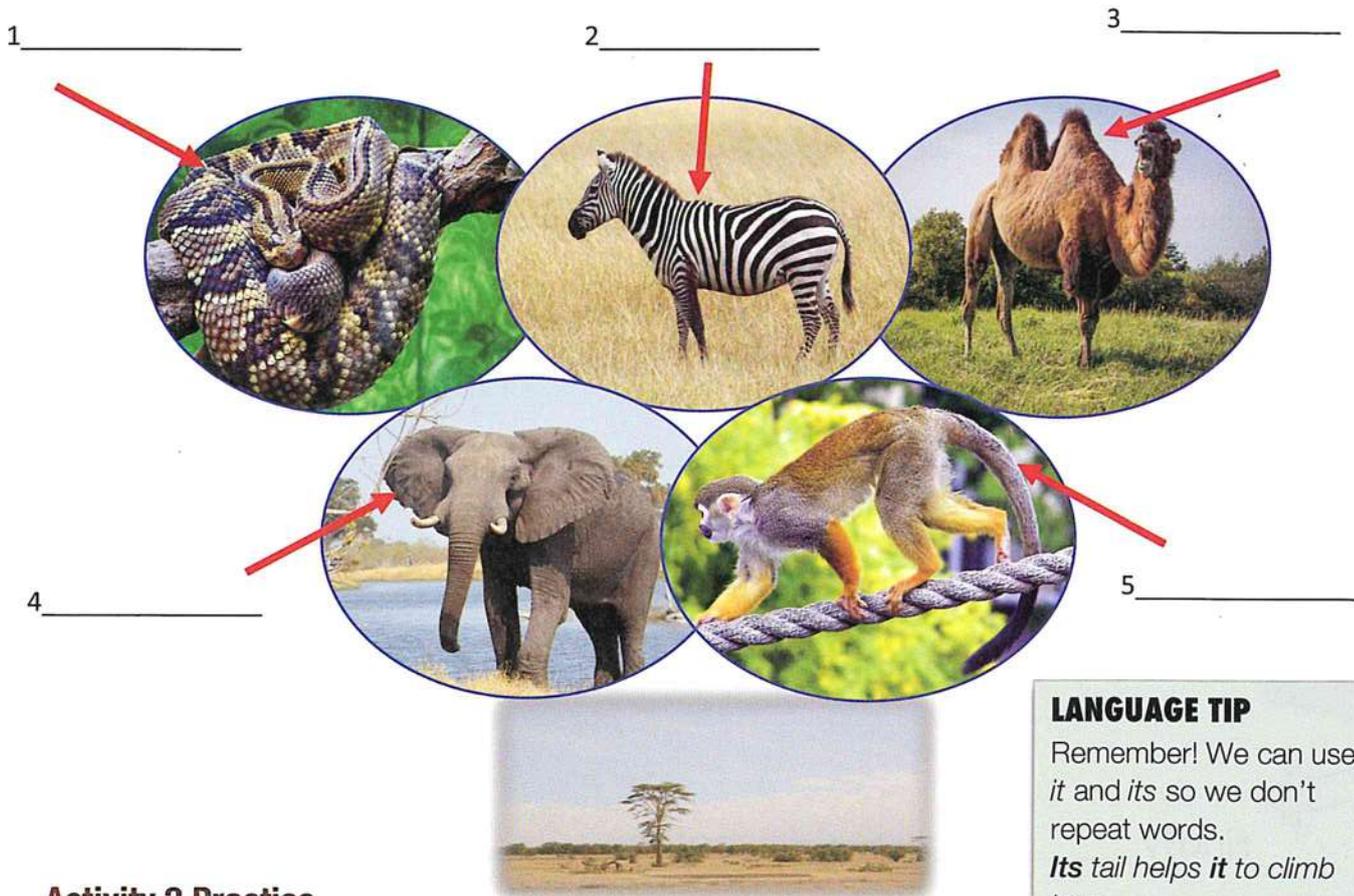
### Vocabulary

hump, scale, stripe, tail, ears, to cool down, to hide, grass

### Activity 1 Vocabulary

Label the pictures with the words from the box.

hump      scales      stripes      ears      tail



### LANGUAGE TIP

Remember! We can use *it* and *its* so we don't repeat words.  
***Its* tail helps *it* to climb trees.**

### Activity 2 Practice

Complete the gaps with the name of the animal and **it** or **its**.

- 1 A \_\_\_\_\_ has a big hump. \_\_\_\_\_ hump helps it when there isn't any food or water.
- 2 A \_\_\_\_\_ has a long tail. Its tail helps \_\_\_\_\_ to climb trees.
- 3 An \_\_\_\_\_ has big ears. \_\_\_\_\_ uses \_\_\_\_\_ ears to cool down in the hot weather.
- 4 A \_\_\_\_\_ has scales. \_\_\_\_\_ scales help it to hide in the grass.
- 5 A \_\_\_\_\_ has black and white stripes. \_\_\_\_\_ lives in groups of 10 to 15.

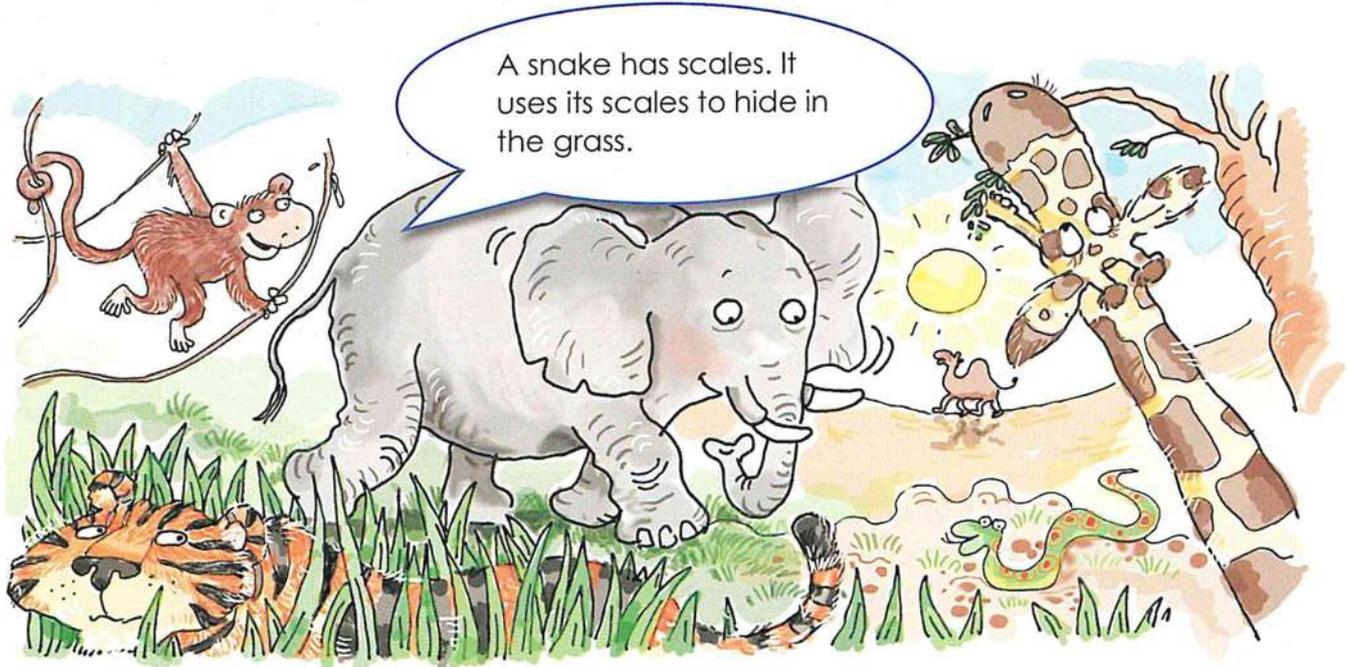
### Activity 3 Reading and Listening Track 44

Listen and circle the correct word.

There are some amazing animals in the world! The zebra looks like a horse and it has black and white <sup>1</sup>stripes / scales. And I love monkeys! They have long <sup>2</sup>ears / tails to help them move in the trees. And elephants? They live in hot places and move their big <sup>3</sup>ears / tail to help them cool down. And the camel? It has a <sup>4</sup>tail / hump on its back to help it when there is no food and water. But I don't like snakes! Their <sup>5</sup>scales / ears help them to hide in the grass and to move very fast.

### Activity 4 Speaking

Look at the animals in the picture. Use the words in the box from Activity 1 to describe them. Use **it/its** when you can.



### Activity 5 Writing

Use your ideas from Activity 4 to write sentences about the animals in the picture.


## Lesson 6: Language focus

- What are some popular pets in your country?
- Is it easy or difficult to look after pets?

### Activity 1 Reading

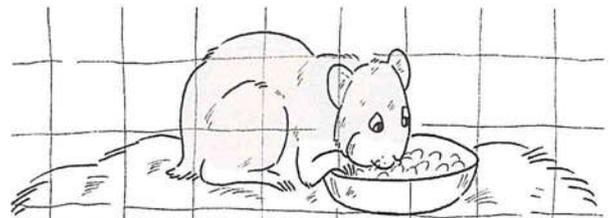
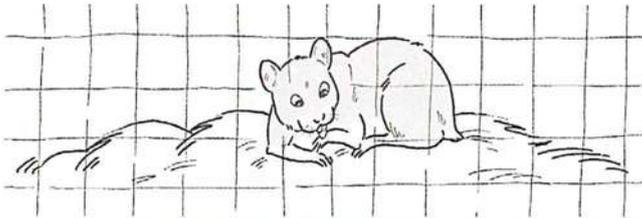
Read about Sam's pet. What kind of animal is it?

#### Key Structure

Have to  
You **have to** look after your pet.

#### Vocabulary

to clean, cage, to chew, fresh, wheel, thirsty, to feed, bedding



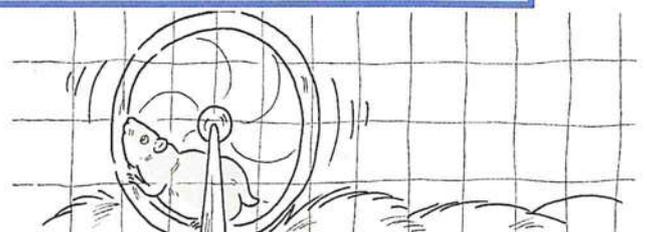
I love my pet hamster! He is so much fun. His name is Teddy because he looks like a teddy bear!

Hamsters are very active. You have to give them lots of exercise. Teddy runs on his wheel every day. He loves it!

I have to clean Teddy's cage once a week. I clean it with soap and water. Then, I put in fresh bedding for him to sleep on.

Hamsters' teeth never stop growing. So, I have to give Teddy something to chew on. This helps to keep his teeth short.

And of course, I have to give him food and water! I give him fresh food and water twice a day, so he is never hungry or thirsty.



### Activity 2 Reading

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

- |   |       |
|---|-------|
| 1 Hamsters need lots of exercise.                   | T / F |
| 2 Sam has to clean Teddy's cage once a year.        | T / F |
| 3 Sam has to give Teddy food and water twice a day. | T / F |
| 4 You have to give hamsters something to chew on.   | T / F |

### Have to

We use **have to** when we must do something or have no choice. **Have to** goes before the main verb in a sentence.

We **have to** feed our pet every day.

### Activity 3 Practice

Complete the sentences with 'have to' or 'has to'.

- 1 You \_\_\_\_\_ look after your pet.
- 2 He \_\_\_\_\_ do his homework.
- 3 Sam \_\_\_\_\_ clean his hamster's cage.
- 4 We \_\_\_\_\_ give our pets food and water.
- 5 Hamsters \_\_\_\_\_ do lots of exercise.

### Language Tip

Look at the two sentences. When do we use 'have to'? When do we use 'has to'?

We **have to** clean Teddy's cage.  
Sam **has to** clean Teddy's cage.



### Activity 4 Practice

Put the words in order to make sentences.

- 1 feed / your hamster / You / have to / twice a day  
\_\_\_\_\_
- 2 You / the cage / have to / clean / once a week  
\_\_\_\_\_
- 3 have to / exercise / Hamsters / lots of / do  
\_\_\_\_\_
- 4 chew on / You / have to / give / your hamster / something to  
\_\_\_\_\_

### Activity 5 Speaking and Writing

Choose an animal from the box. Talk to your partner about how to look after your animal. Use 'have to' and 'has to'. Write down three of your ideas.

horse      cat      fish      bird

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

A horse has to do lots of exercise.

# Lesson 7: Describing an animal

- Do you like to visit the mountains?
- What animals live in the mountains?

## Activity 1 Listening Track 47

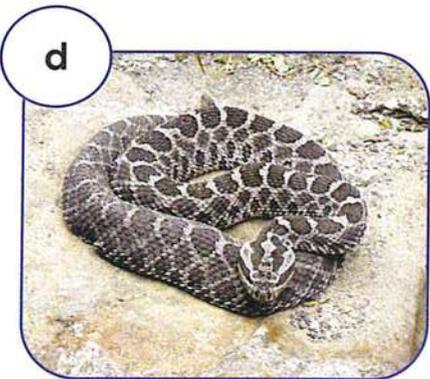
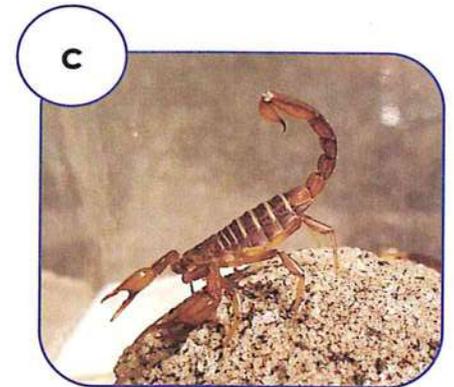
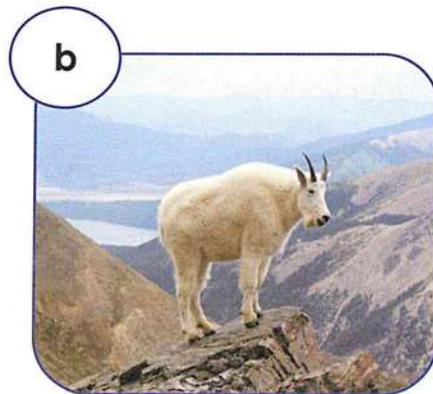
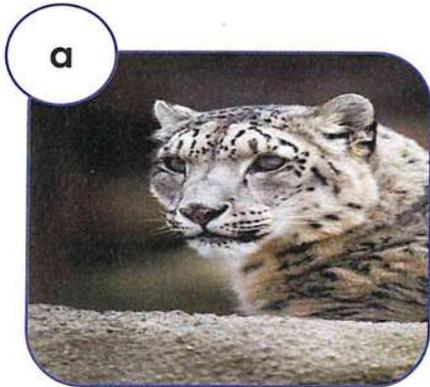
Listen to Noor talk about mountain animals.  
Which animals does she talk about?

### Key Structure

Modifiers  
Snow leopards are **very** dangerous.

### Vocabulary

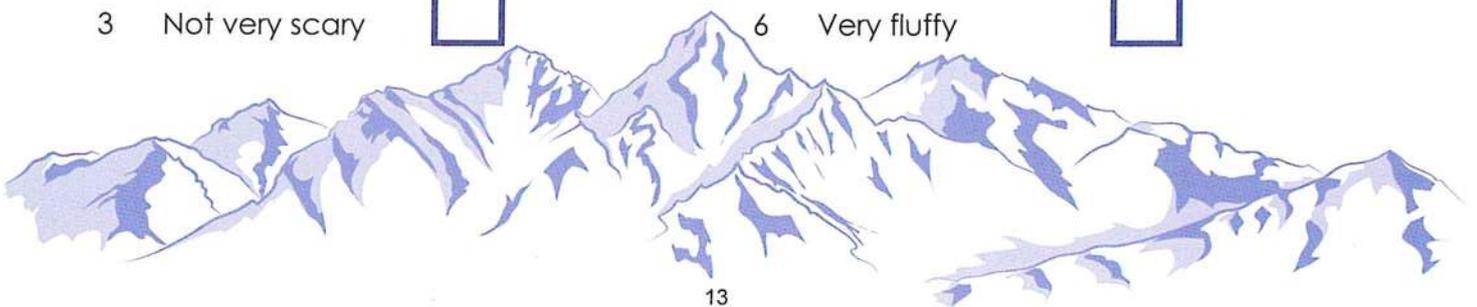
dangerous, cute, noisy, fluffy, scary, beautiful



## Activity 2 Listening Track 47

Listen again and match the words to the animals they describe.

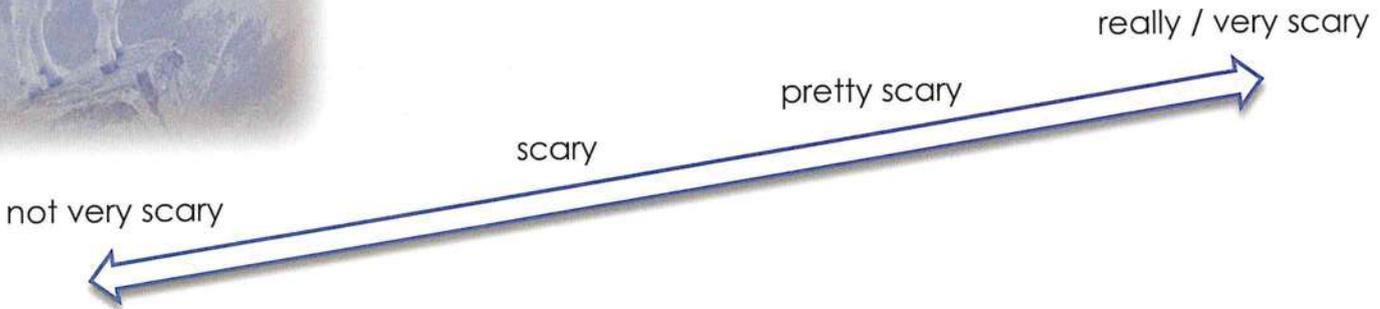
- |   |                  |                          |   |                  |                                     |
|---|------------------|--------------------------|---|------------------|-------------------------------------|
| 1 | Very dangerous   | <input type="checkbox"/> | 4 | Pretty dangerous | <input type="checkbox"/>            |
| 2 | Really beautiful | <input type="checkbox"/> | 5 | Really cute      | <input checked="" type="checkbox"/> |
| 3 | Not very scary   | <input type="checkbox"/> | 6 | Very fluffy      | <input type="checkbox"/>            |



### LANGUAGE TIP

Some words can make an adjective stronger or weaker. We put these words before the adjective.

Snow leopards are **really** dangerous.  
Mountain goats are **not very** scary.



### Activity 3 Speaking

Use a word from each box to make complete sentences.



- Snow leopards
- Scorpions
- Mountain goats
- Red pandas
- Snakes
- Eagles

- really
- very
- not very
- pretty

- cute
- dangerous
- fluffy
- beautiful
- scary
- noisy

### Activity 4 Speaking

Which animal do you think is:

- the most dangerous?
- the cutest?
- the scariest?
- the fluffiest?



### SPEAKING TIP

When you give your opinions, use "I think..."

*"I think scorpions are the scariest animal."*

# Lesson 8: Language Focus

- Do your friends have any pets?
- Which is your favourite pet?

### Key Structure

Possessive pronouns and adjectives

**His** cat is really cute.

### Vocabulary

to belong, pets, goldfish, bird, uncle, aunt, cousin

### Possessive pronouns and adjectives

We use possessive pronouns in the place of a noun in a sentence.

*It is my rabbit.* → *It is **mine**.*

Possessive adjectives describe a noun.

*I love **my** rabbit.*

### Activity 1 Reading

Read about Omar talking about his family's pets.  
Match the pets to the correct person.

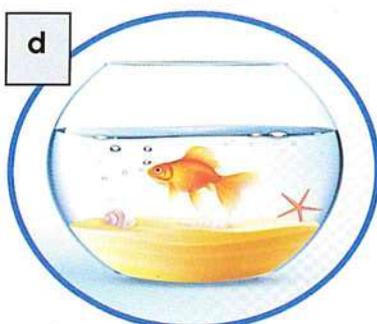
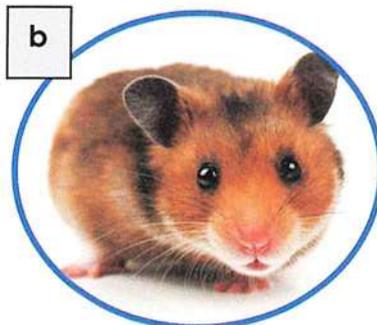
My family is very big. They have lots of pets.

My cousin, Saif, has a bird. His bird's name is Chippy. It is green and yellow.

My uncle and aunt have a cat. Their cat is grey and black.

My grandmother has a goldfish. She loves her goldfish. It is 5 years old!

I have a hamster. His name is Teddy. My sister thinks Teddy belongs to her, but he is mine!



**Grandmother**

**Saif**

**Uncle and Aunt**

**Omar**

## Activity 2 Practice

Read and complete the table with the correct pronouns and adjectives.

subject	possessive adjective	possessive pronoun
I	my	
you		yours
she	her	
he		his
it	its	its
we		ours
they	their	

## Activity 3 Practice

Write the correct possessive pronoun in the gaps.

- I have a hamster. The hamster is mine.
- My grandmother has a goldfish. The goldfish is \_\_\_\_\_.
- We have a cat. The cat is \_\_\_\_\_.
- They have a pet bird. The bird is \_\_\_\_\_.

### LANGUAGE TIP

We use 's to show something belongs to someone.

*Khalifa has a hamster.  
It is Khalifa's hamster.*

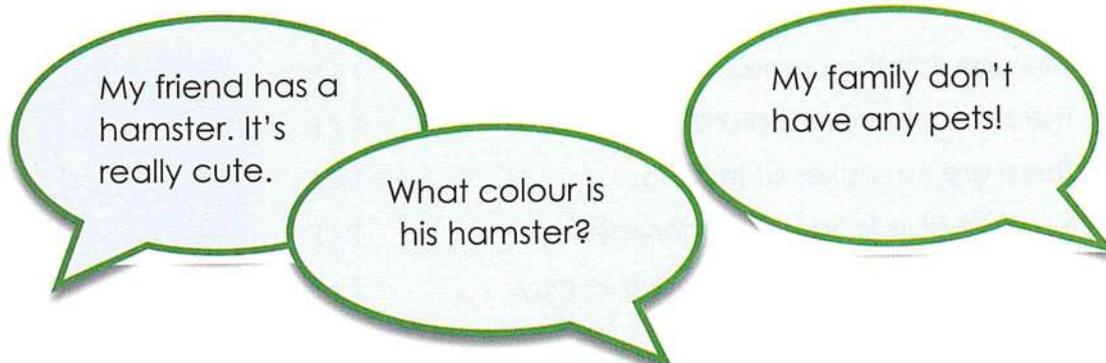
## Activity 4 Practice

Write the correct possessive adjective in the gaps.

- I have a hamster. It is \_\_\_\_\_ hamster.
- My grandmother has a goldfish. It is \_\_\_\_\_ goldfish.
- We have a cat. It is \_\_\_\_\_ cat.
- They have a pet bird. It is \_\_\_\_\_ bird.

## Activity 5 Speaking

Talk to your partner about your friends' and family's pets.



# Lesson 9: Let's go to the zoo

- Do you like to visit the zoo or a safari park?
- What are some interesting animals at the zoo?

## Activity 1 Reading

Read the advert about Al Ain Zoo.  
Which animals can you see there?

### Key Structure

Imperatives

*Visit the wonderful zoo!*

### Vocabulary

*to ride, to leave, price, opening time, public holiday, advert*

## AL AIN ZOO

There's lots to see!

Come and feed the monkeys!

Be the first to feed the giraffes!

See amazing animals from all over the world!

Come and meet our lions, giraffes, meerkats and gazelles!

Ride our camels and meet our parrots!

Don't leave without seeing our snakes and eagles!



### Opening times:

Every day: 9am-8pm

Public Holidays: 9am-10pm

### Prices:

Adults: 30 AED

Children: (3-12 years): 10 AED

Under 3 years: Free entry

## Activity 2 Reading

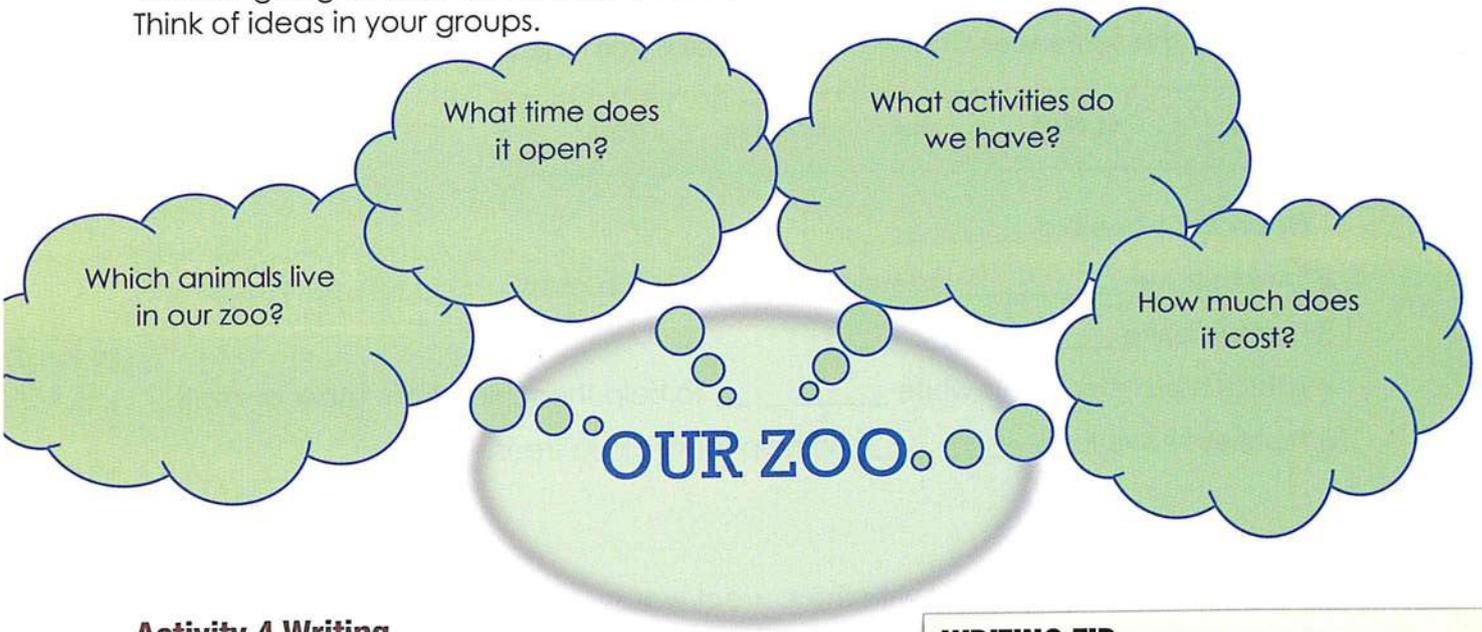
Read the advert again. Are the sentences true (T) or false (F)?

- |   |   |       |
|---|---|-------|
| 1 | You can ride the camels.                | T / F |
| 2 | The zoo is closed on Saturdays.         | T / F |
| 3 | There are no snakes at the zoo.         | T / F |
| 4 | You can give food to the monkeys.       | T / F |
| 5 | Children under 3 years old have to pay. | T / F |



### Activity 3 Speaking

You are going to write an advert for a zoo.  
Think of ideas in your groups.



### Activity 4 Writing

In groups, write an opening sentence for your poster.

#### WRITING TIP

Adverts make people want to do something. They usually have imperative sentences, like:

*Come and...!*

*Don't miss....!*

*Be the first to....!*

*Don't forget to....!*

### Activity 5 Writing

Design and write your advert for your zoo.  
Use your ideas from Activities 3 and 4 to help you.

# Lesson 10: Review

## Key Structure

Unit 8 structures

## Vocabulary

Unit 8 vocabulary

### Activity 1 Vocabulary

Complete the sentences with the correct words from the box.

hump      scales      tail      stripes      ears

- 1 Elephants have big \_\_\_\_\_.
- 2 Snakes have \_\_\_\_\_ to help them hide in the grass.
- 3 Camels have \_\_\_\_\_.
- 4 Zebras have black and white \_\_\_\_\_ to help them hide from other animals.
- 5 Monkeys have long \_\_\_\_\_ to help them climb trees.

### Activity 2 Reading

Read and complete the text with the correct words.

#### How to look after your hamster

It is important to look after your pet hamster.

You have to give them fresh \_\_\_\_\_ and \_\_\_\_\_ every day.

You have to \_\_\_\_\_ their cage, too. You can do this once a week.

You have to give them lots of \_\_\_\_\_ because they are very active.

Finally, you \_\_\_\_\_ give them something to chew. This helps to keep their teeth short.

Remember to look after your hamster!

clean

food

exercise

water

have to

### Activity 3 Language

Complete the sentences with 'have to' or 'has to'.

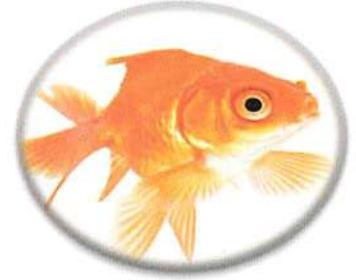
- 1 My sister \_\_\_\_\_ study for her exam.
- 2 We \_\_\_\_\_ feed our cat twice a day.
- 3 You \_\_\_\_\_ finish your homework on time!
- 4 My hamster \_\_\_\_\_ do exercise every day.

### Activity 4 Language

Write the correct possessive pronoun on each line.

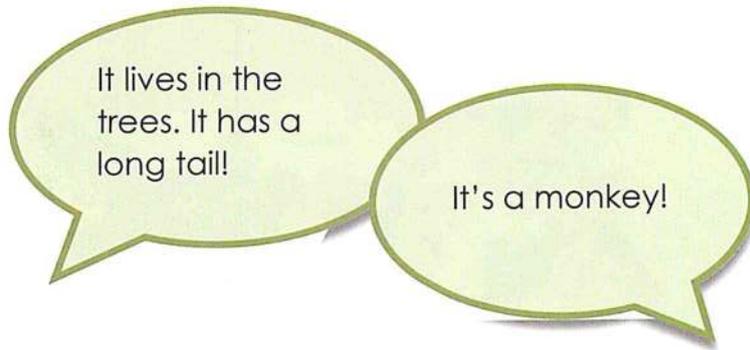
**ours theirs hers mine**

- 1 I have a hamster. The hamster is \_\_\_\_\_.
- 2 My grandmother has a goldfish. The goldfish is \_\_\_\_\_.
- 3 We have a cat. The cat is \_\_\_\_\_.
- 4 They have a pet bird. The bird is \_\_\_\_\_.



### Activity 5 Speaking

Think of an animal and describe it. Your partner has to guess what it is.



### Activity 5 Writing

Write about your favourite animal.

A large rectangular box with horizontal lines for writing.

Where does it live?

What does it eat?

What does it look like?

How do you look after it?

# Unit 9: Planet Earth

## Lesson 1: Continents

- How many countries do you know?
- Which countries are next to the UAE?

### Activity 1 Speaking

Look at the map with your partner.  
How many countries can you name?

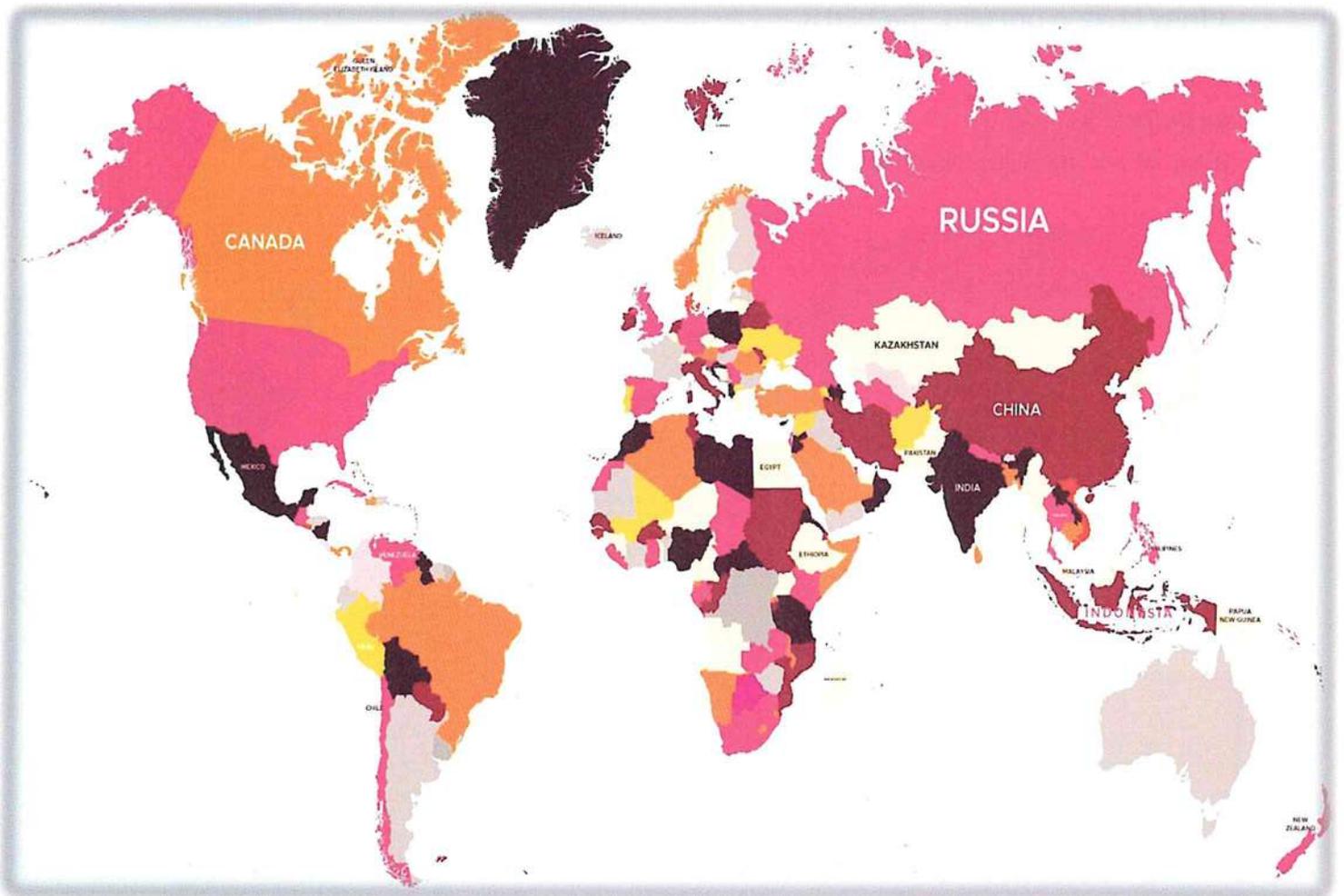
### Key Structure

Superlatives

Asia is the **biggest** continent.

### Vocabulary

Europe, South America,  
Africa, Asia, North America,  
Antarctica, Oceania



### Activity 2 Practice

Unscramble the words to make the names of countries.  
Can you find them on the map?

- |   |           |       |
|---|-----------|-------|
| 1 | zabril    | _____ |
| 2 | aliaaustr | _____ |
| 3 | maricea   | _____ |

- |   |              |       |
|---|--------------|-------|
| 4 | thous rafcia | _____ |
| 5 | ncefra       | _____ |
| 6 | sadui baraia | _____ |

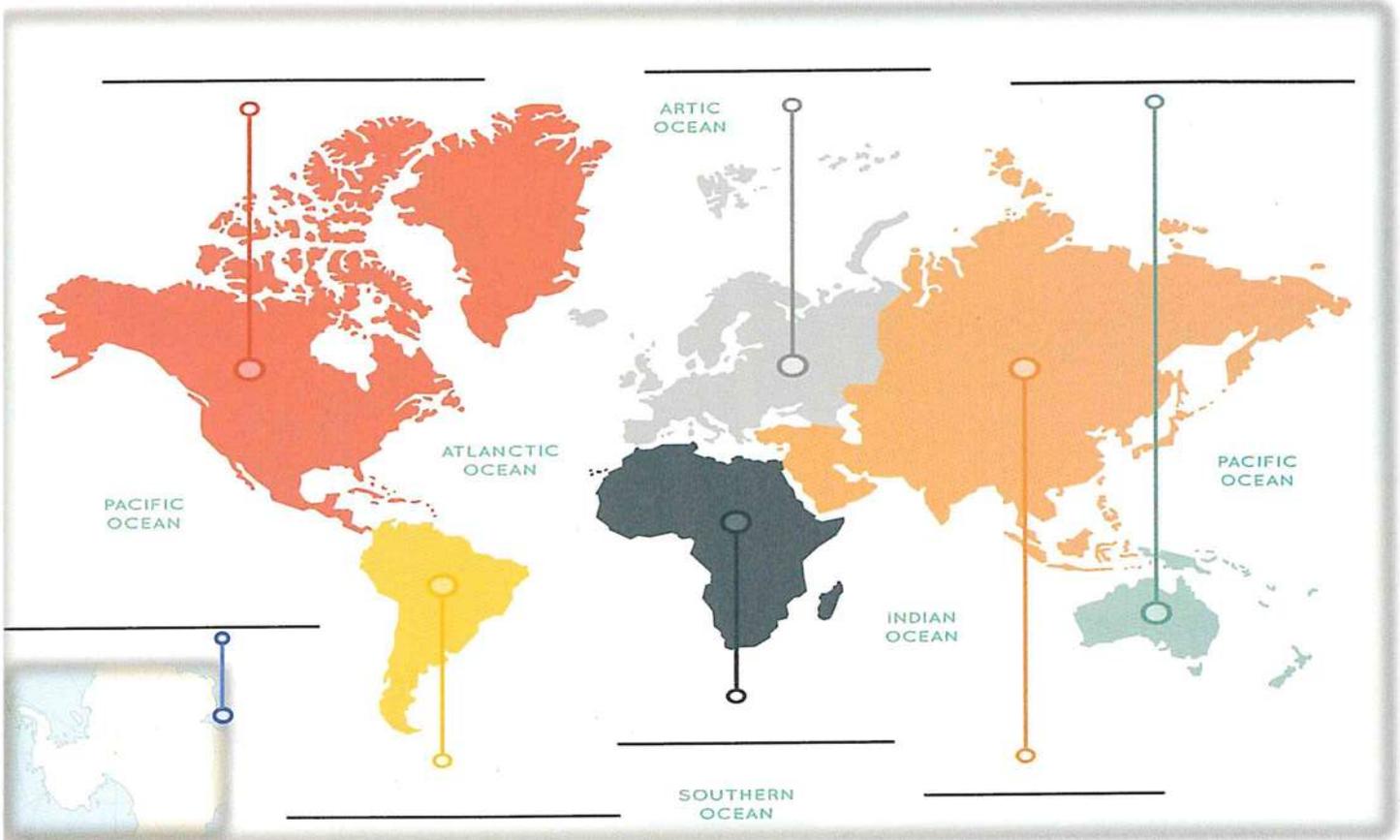
### Activity 3 Listening Track 48

Listen to Noor talking about continents and label the map with the words from the box.

#### LISTENING TIP

When listening, listen for the key words in the question and answers.

Europe      South America      Africa      Antarctica  
North America      Asia      Oceania



### Activity 4 Speaking

Ask and answer the questions below with a partner.

#### VOCABULARY

Oceania is an interesting continent. Some people call it Australasia, and other people say Australia.

Which continent is the biggest?

Which continent would you like to visit?

Which continent is the coldest?

Which continent is the hottest?

Which continent is the smallest?

## Lesson 2: The polar regions

- Do you like cold weather?
- Which countries have cold weather?

### Activity 1 Speaking

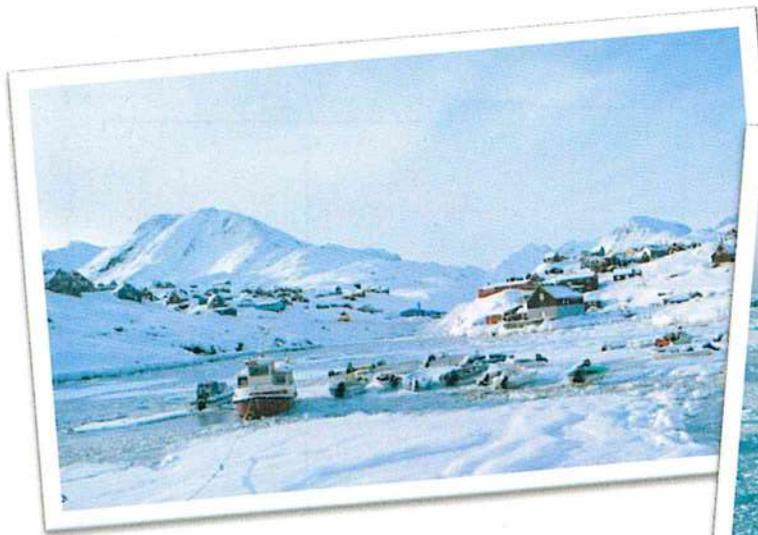
Look at the pictures. What can you see?  
Would you like to visit these places?

#### Key Structure

Adverbs of degree  
*It is **very** cold.*

#### Vocabulary

*top, bottom, temperature, polar bear, seal, whale, to rain, to snow, season, volcano*



### Activity 2 Reading

Answer the quiz questions with a partner.

## Quiz!

1 Where are the polar regions?

- a At the top and bottom of the Earth
- b In Asia
- c Only in Antarctica

2 How many seasons are there in the polar regions?

- a 3
- b 2
- c 4



3 How cold is the Arctic?

- a  $-20^{\circ}\text{C}$
- b  $-10^{\circ}\text{C}$
- c  $-50^{\circ}\text{C}$

4 What was the coldest temperature in Antarctica?

- a  $-89^{\circ}\text{C}$
- b  $-18^{\circ}\text{C}$
- c  $-98^{\circ}\text{C}$



### Activity 3 Reading

Read the text and check your answers to the quiz.

We are doing a really interesting project at school. It's about the polar regions. There are two polar regions. One is at the very top of the Earth, called the Arctic. The other is at the bottom of the Earth, called Antarctica. There are only two seasons in the polar regions, summer and winter. The winter is extremely cold! In the Arctic sometimes, the temperature is  $-50^{\circ}\text{C}$ . But in Antarctica, the coldest temperature was  $-89^{\circ}\text{C}$ !

About 4 million people live in the Arctic, and there are polar bears, seals, and whales. Antarctica is a bit different. It is really a desert because it never rains or snows there. But there is a volcano there, and it is about 1.3 million years old. That's very old!



### Activity 4 Practice

Look at the Language tip box. Write the correct words on the lines.

a bit      very

extremely big

\_\_\_\_\_ big

quite big

\_\_\_\_\_ big

**LANGUAGE TIP**  
Adverbs of degree give us more information about adjectives.  
*The mountain is **quite** big.*

### Activity 5 Writing

Write three questions about the polar regions, then quiz your partner. Use the text in Activity 3 to help you.

1	_____
2	_____
3	_____
	_____

## Lesson 4: Language focus

- When do you help people?
- Why is important to look after the environment?

### Will

We use *will* when we decide to do something in the future.

will + verb

I **will put** my litter in the bin.

### Key Structure

Will

I **will** put my litter in the bin.

### Vocabulary

to look after, litter, bin,  
to turn off, plastic, lights

### Activity 1 Reading & Listening Track 50

A teacher interviews his students at school.  
What are they talking about?

- How they will help the environment
- How they will study harder
- How they will do more exercise

### VOCABULARY

recycle: to use something again or put it in a special bin

environment: the air, land, and water where people, animals, and plants live

- Teacher:** Hi everyone. It is very important to look after the environment. How can we help the Earth? Does anyone have any ideas?
- Mark:** Don't use plastic! It's bad for the Earth.
- Oliver:** Turn off the lights when you go out.
- Teacher:** Great! Everyone, please do one thing every week to help the Earth. What will you do this week?
- Sam:** I will recycle my plastic bottles. There are recycling bins at the supermarket.
- Mark:** I won't use plastic!
- Oliver:** hmm...I will put my litter in the bin.
- Teacher:** Great!
- Sam:** What will you do, Mr Taylor?
- Teacher:** hmm...I will recycle my plastic bottles.



## Activity 2 Reading

Read the conversation and decide if the sentences below are true (T) or false (F).

- 1 Mark will use plastic. T/F
- 2 Oliver will put his litter in the bin. T/F
- 3 Sam will recycle his glass bottles. T/F
- 4 Mr Taylor will turn off the lights when he goes out. T/F

## Activity 3 Practice

Put the words in order to make sentences.

- 1 help / you / I / will

---

- 2 will / the lights / I / turn off

---

- 3 will / water / use / I / less / at home

---

- 4 litter / my / put / I / will / in the bin

---

## Activity 4 Practice

Correct the mistakes in the sentences. Look at the box above Activity 1 to help you.

- 1 I will ~~to~~ take a bag to the shop. I will take a bag to the shop.
- 2 I am will turn off the lights. \_\_\_\_\_
- 3 I will using less water at home. \_\_\_\_\_
- 4 I will to put my litter in the bin. \_\_\_\_\_

## Activity 5 Speaking

Talk to your partner. How can you help the environment?

We can use less plastic.

Imagine you are a student in Mr Jones' class. What will you do to help the Earth?



I will...

# Lesson 5: Mountains

- Are there mountains in your country?
- Do you know any famous mountains in the world?

## Activity 1 Listening Track 51

You are going to listen to Haruto, a climber on Mount Fuji in Japan. What do you think the weather is like there? Listen and check.

## Activity 2 Listening Track 52

Listen to part 2. What does Haruto talk about?

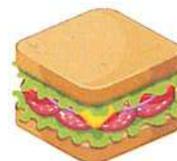
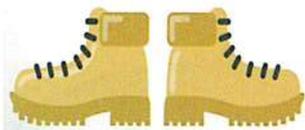
- What you can see on Mount Fuji
- What you need to take when you climb a mountain
- What the food is like in Japan



## Activity 3 Vocabulary

What do you need to take when you climb a mountain? Unscramble the words below and match them to the correct picture.

- |   |            |       |   |          |       |
|---|------------|-------|---|----------|-------|
| 1 | vesglo     | _____ | 5 | capkkcab | _____ |
| 2 | ketjac     | _____ | 6 | dofu     | _____ |
| 3 | nusglasess | _____ | 7 | retaw    | _____ |
| 4 | stoob      | _____ | 8 | tha      | _____ |



### Key Structure

Need to + verb  
You **need to take** warm clothes.

### Vocabulary

to climb, to sleep, to keep warm, ice, boots, clothes, jacket, kayaking, camping, fishing

### Activity 4 Speaking

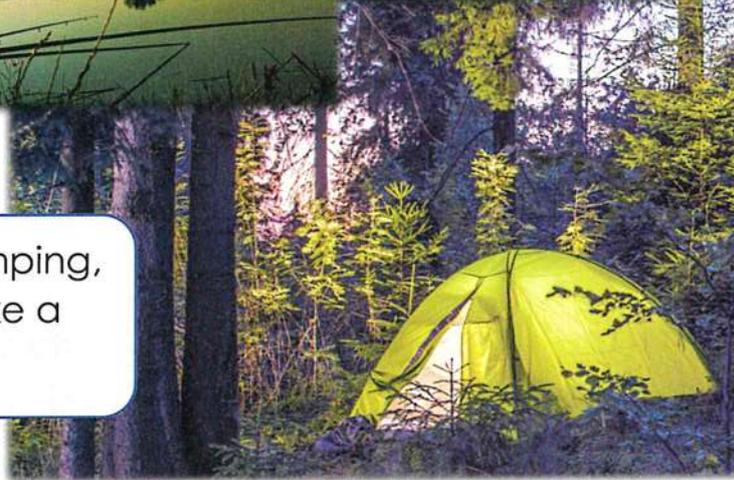
What do you need to do the activities below?

### SPEAKING TIP

When you say 'need to' in a sentence, the word 'to' is said quickly. Listen to your teacher.



When you go camping, you need to take a tent.



### Activity 5 Speaking

What do you need to take when you climb a mountain in the UAE?

You need to take water.

What else?

# Lesson 6: Oceans

- Do you like the sea?
- How often do you go to the beach?

## Activity 1 Speaking

Work with a partner. Try to match the questions and answers below.

- |   |  |   |   |
|---|--|---|---|
| 1 | How much of Earth is covered by water?             | a | They have lights that help them to see. |
| 2 | How do fish find food in dark places of the ocean? | b | Almost 71% of Earth is water.           |
| 3 | Why do scientists use submarines?                  | c | About 25,000.                           |
| 4 | How many islands are there in the Pacific Ocean?   | d | To go to the bottom of the oceans.      |

### Key Structure

The  
**The Pacific Ocean is the largest.**

### Vocabulary

to cover, scientist, submarine, planet, to explore, blue whale, island

## Activity 2 Reading

Read the article and check your answers to Activity 1.

### READING TIP

When you are reading, look for numbers to help you find information.

### The Oceans

Did you know, water **covers** almost 71% of our planet? We call this water ocean.

There are five big oceans: the Pacific, the Atlantic, the Indian, the Arctic, and the Antarctic Ocean.

The Pacific is the **largest** ocean. It has about 25,000 **islands**. The Indian Ocean is the warmest. The Arctic **Ocean** is the smallest.

Oceans can be very **deep** and dark. Some fish even have their own light to help them find food!

People can't swim to the bottom of the oceans, so scientists use submarines to explore those areas.



A submarine exploring the ocean

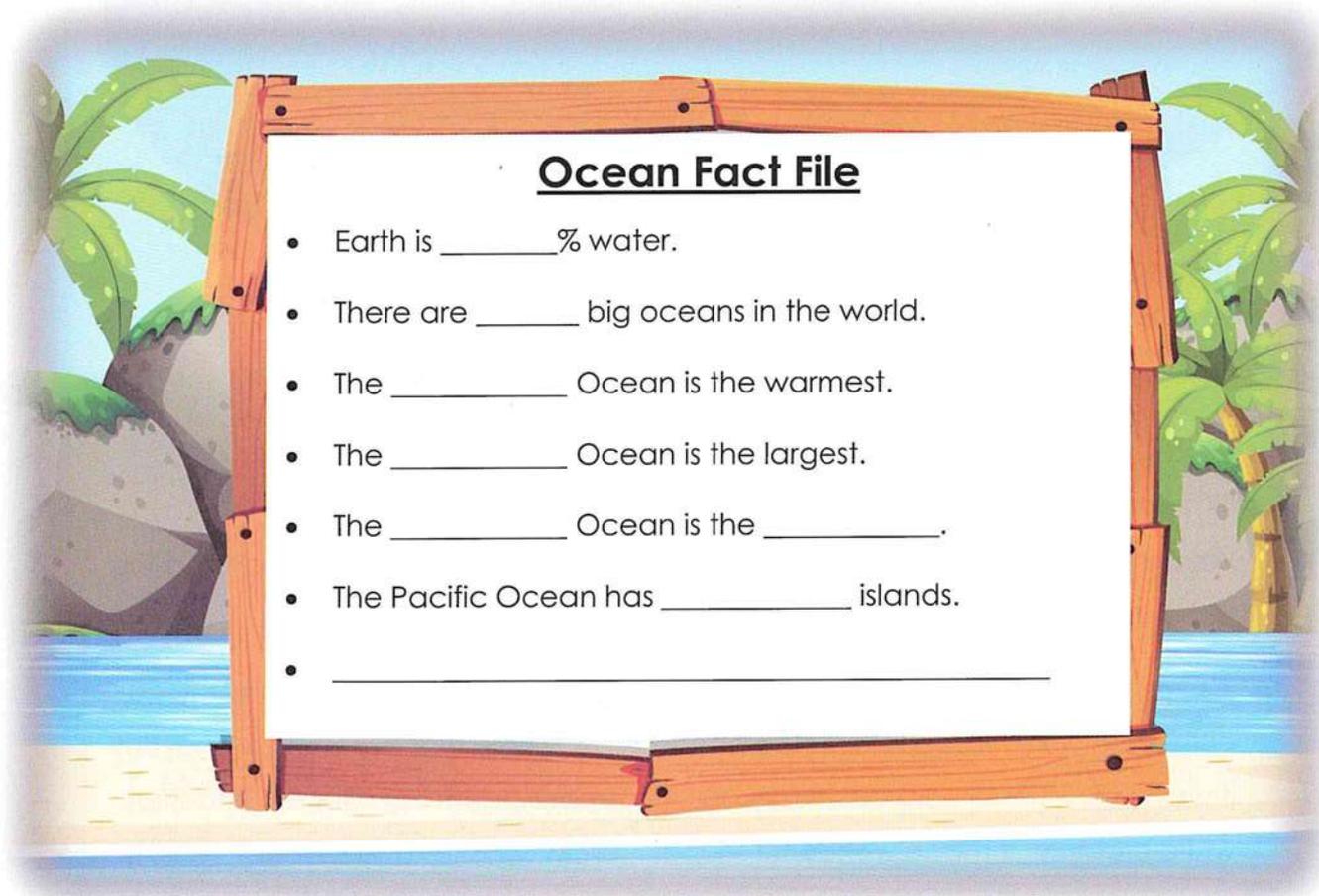
### Activity 3 Practice

Use the words in **bold** from Activity 2 to complete the sentences below.

- 1 The Atlantic \_\_\_\_\_ is between North America and Europe.
- 2 The ocean is very \_\_\_\_\_, so it is very dark at the bottom.
- 3 The \_\_\_\_\_ animal on earth is the blue whale. It can be 30 metres long.
- 4 There are lots of \_\_\_\_\_ in the world.
- 5 When you swim deep in the ocean, you need a special swimsuit that \_\_\_\_\_ your whole body.

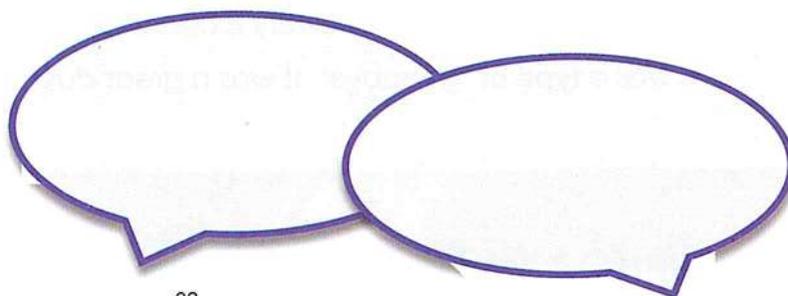
### Activity 4 Writing

Complete the fact file below. Use the text in Activity 2 to help you.



### Activity 5 Speaking

What do you think is at the bottom of the ocean? What kind of animals live there?  
Talk to your partner.



## Lesson 7: An ocean animal

- Can you remember the names of all the oceans?
- What kinds of animals live in the oceans?

### Activity 1 Speaking

Look at the pictures below. Do you know this animal?



### Key Structure

Present simple vs Past simple.

*Beluga whales **live** in the Arctic. The whale **swam** close to us.*

### Vocabulary

*to sail, to swim, young, scientist, friendly, thick, skin*

### Activity 2 Reading

Read the blog post from Tina Murray, a scientist in the Arctic.  
Why was it a great day?

#### 27<sup>th</sup> November

We left Jebel Ali port in Dubai two months ago. Now we are in the Arctic, sailing through ice!

It's very cold, but that's ok because today I swam with a beluga whale! My **colleague**, Sam, was a bit **worried** because the whale was five metres long. But it was a very friendly animal. I'll always remember swimming with this beautiful, white **creature**. It made **wonderful** sounds – clicks, whistles and clangs.

Beluga whales are dark grey when they are young. They become white when they are older. They have thick skin and lots of blubber to keep them warm.

Before we left, the whale came very close and started swimming backwards. I think it was a **type of** 'goodbye'. It was a great day!

### Activity 3 Practice

Replace the underlined words in the sentences with the **bold** words from the blog.

1 The person who works with me took pictures of the beluga whale.

**My colleague** took pictures of the beluga whale.

2 There are many animals and plants in the ocean.

3 The beluga whale is a kind of whale.

4 I saw a magazine with really good pictures of ocean animals.

5 I was a bit afraid about swimming in the ocean.

#### WRITING TIP

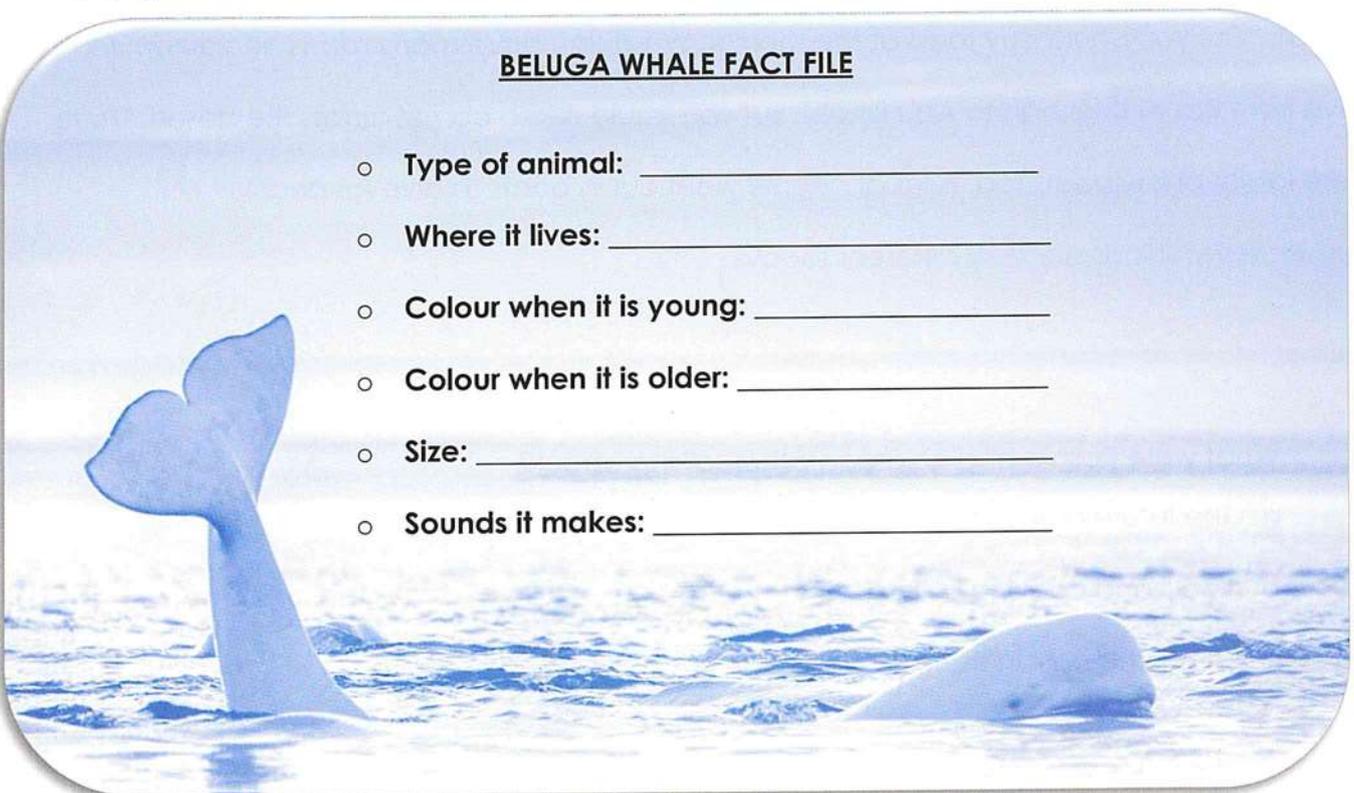
When you are writing, it is important to spell the words correctly. Use a dictionary to check your spelling before you finish your work.

### Activity 4 Writing

Complete the fact file about the beluga whale. Use the blog post in Activity 2 to help you.

#### BELUGA WHALE FACT FILE

- Type of animal: \_\_\_\_\_
- Where it lives: \_\_\_\_\_
- Colour when it is young: \_\_\_\_\_
- Colour when it is older: \_\_\_\_\_
- Size: \_\_\_\_\_
- Sounds it makes: \_\_\_\_\_



## Lesson 8: Language focus

- How was life different for your grandparents?
- Do you think life was easy or difficult in the past?

### Could / Couldn't

*Could* is the past form of *can*.

The negative form is *couldn't* (could not).

We use *could* or *couldn't* to talk about things that were or were not possible in the past.

*In the past, we **could** ride camels anywhere.  
We **couldn't** drive far.*

### Key Structure

Could/Couldn't.

You **could** ride camels.

### Vocabulary

pearl, to dive, building,  
miles, to drive, to ride,  
supermarket

### Activity 1 Reading Track 53

Read the conversation between Rashid and his grandfather and answer the question below.

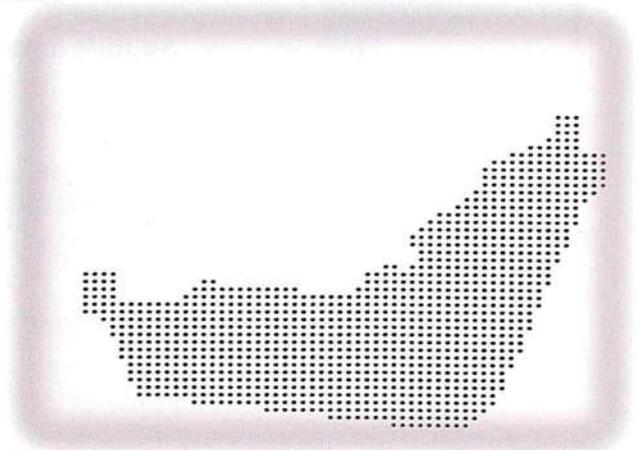
**Rashid:** Hi grandfather! Where did you live when you were a child? What was it like?

**Grandfather:** Hi Rashid! I lived here in Dubai! There were not so many parks, so you couldn't go for a picnic. There were not so many buildings and shops, so you couldn't find any big supermarkets or malls. But you could buy food at the market. We didn't have many roads, so you couldn't drive from Ras Al Khaimah to Abu Dhabi. But you could ride a camel across the desert. There were lots of dhow boats too. A lot of people went out in boats to dive for pearls.

**Rashid:** Wow! Things are very different today!

What were Rashid and his grandfather talking about?

- a The future of the UAE
- b Food and cooking in the UAE
- c Life in the past in the UAE



## Activity 2 Reading

Read again and decide if the sentences are true (T) or false (F).

- 1 In the past, you could go to the market to buy food. T/F
- 2 In the past, you could go to a big mall. T/F
- 3 In the past, you could ride camels. T/F
- 4 In the past, you could drive from Ras Al Khaimah to Abu Dhabi. T/F

### Language Tip

When we pronounce **could** and **couldn't** we don't pronounce the letter 'l'.  
Listen to your teacher and repeat.

## Activity 3 Practice

Put the words in order to make sentences.

- 1 pearls / for / You / could / dive  
\_\_\_\_\_
- 2 You / supermarket / a / find / couldn't  
\_\_\_\_\_
- 3 could / ride / You / in the desert / a camel  
\_\_\_\_\_
- 4 in the park / You / couldn't / have / a picnic  
\_\_\_\_\_

## Activity 4 Writing

Think about the past. How are things different now?  
Talk to your partner and write your ideas in the table below.

You couldn't buy things on the Internet.

	In the Past
Things you could do	
Things you couldn't do	

# Lesson 10: Review

## Key Structure

Unit 9 structures

## Vocabulary

Unit 9 vocabulary

### Activity 1 Vocabulary

Complete the sentences with the words from the box.

oceans      snowy      whale      polar      Europe

- 1 In some countries, like Canada, it is very \_\_\_\_\_ in winter.
- 2 France and Germany are countries in \_\_\_\_\_.
- 3 The beluga \_\_\_\_\_ lives in the Arctic Ocean.
- 4 The \_\_\_\_\_ regions are extremely cold.
- 5 There are five big \_\_\_\_\_ : Indian, Pacific, Atlantic, Arctic, and Antarctic.

### Activity 2 Reading

Read and complete the text with the correct words from the box.

food      gloves      boots      backpack      water  
jacket      hat      sunglasses

#### HIKING IN THE MOUNTAINS

When you go to the mountains, you need to take a lot of things.

First, you need a \_\_\_\_\_ to carry your things. You also need to take \_\_\_\_\_ and \_\_\_\_\_, because you will get thirsty and hungry. Sometimes it gets cold, so you will need to take a big \_\_\_\_\_, a \_\_\_\_\_ to keep your head warm, and a pair of \_\_\_\_\_ for your hands. Also, don't forget to wear a good pair of \_\_\_\_\_ so your feet are comfortable. Finally, you should take \_\_\_\_\_ because sometimes it is very sunny.

### Activity 3 Language

Correct the mistakes in the sentences.

- 1 We will to go on holiday next week.      We will go on holiday next week.
- 2 I will playing football tomorrow.      \_\_\_\_\_
- 3 He is will buy a new jacket.      \_\_\_\_\_
- 4 They will put their litter in the bin.      \_\_\_\_\_

### Activity 4 Language

Put the words in the correct order and write sentences.

1 I couldn't / I / sleep. / Last night \_\_\_\_\_

2 Tom / run fast / could / when he was young. \_\_\_\_\_

3 Last year / couldn't / he / read. \_\_\_\_\_

4 drive. / In the past / couldn't / people \_\_\_\_\_

### Activity 5 Speaking

Think of a country you want to visit. Describe it to your partner.

Use the questions below to help you.



Which continent  
is it in?

What is the  
weather like  
there?

What kind of  
animals live  
there?

What do you need  
to take when you  
go there?

### Activity 6 Writing

Think about what you learned in Unit 9. Write 3 interesting facts about one of the topics below:

- Oceans
- Animals
- Continents

1	_____
2	_____
3	_____

## Word lists

### Unit 8

advert  
aunt  
bear  
beautiful  
bedding  
bird  
cage  
chameleon  
cousin  
cute  
cuttlefish  
dangerous  
desert fox  
down  
ears  
fish  
fluffy  
food chain  
forest  
fresh  
goldfish  
grandmother  
grass  
horse  
hump  
ink  
jellyfish  
leaf  
leaves  
mountain  
mouse  
noisy  
ocean  
opening time  
pets  
plankton  
plants  
price  
public holiday  
quick  
rabbit  
scale  
scary

shape  
shark  
sharp  
snake  
starfish  
stripe  
tail  
thirsty  
to belong  
to brush  
to catch  
to chew  
to clean  
to cool  
to feed  
to hide  
to leave  
to look after  
to ride  
uncle  
vet  
wheel

### Unit 9

Africa  
Antarctica  
Asia  
blubber  
blue whale  
boots  
bottom  
building  
camping  
clothes  
cloudy  
cool  
dark  
Europe  
fishing  
flipper  
foggy  
friendly  
heavy  
hole  
ice  
island

jacket  
kayaking  
lights  
litter bin  
miles  
North America  
Oceania  
pearl  
planet  
plastic  
polar bear  
rainy  
scientist  
seal  
season  
skin  
snowy  
South America  
submarine  
sunny  
supermarket  
temperature  
thick  
to climb  
to cover  
to cut  
to dive  
to drive  
to keep  
to keep warm  
to look after  
to rain  
to ride  
to sail  
to sleep  
to snow  
to swim  
to turn off  
to use  
top  
tusk  
volcano  
warm  
whale  
whisker  
windy  
young

## Grammar Guide

### Unit 8

#### Have to / Has to

We use *have to* when we must do something or when we do not have a choice.

*Have*

*to* goes before the main verb in a sentence.

I / you / we / they	+	have to	+	verb
he / she / It		has to		

*I **have to** do my homework.*

*We **have to** study for the exam.*

*Jane **has to** clean her pet's cage.*

We use *don't have to* when we have a choice and do not need to do something.

I / you / we / they	+	don't	+	have to	+	verb
he / she / it		doesn't				

*I **don't have to** go to school tomorrow.*

*Sarah **doesn't have to** tidy her room.*

We use *do* or *does* to make questions.

Do		I / you / we / they				
	+		+	have to	+	verb
Does		he / she / It				

*Do I **have to** wake up early?*

*Does she **have to** study every day?*

## Possessive Pronouns and Adjectives

We can use possessive pronouns in the place of nouns.

We can use possessive adjectives to describe a noun. Possessive adjectives go before a noun.

subject pronoun	possessive adjective	possessive pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

This is **my** book. It is **mine**.

That's **your** car. It is **yours**.

These are **his** shoes. They are **his**.

This is not **my** book. It is not **mine**.

That is not **your** car. It is not **yours**.

These are not **his** shoes. They are not **his**.

Is this **my** book? Is it **mine**?

Is that **your** car? Is it **yours**?

Are these **his** shoes? Are they **his**?

## Unit 9

### Will

We can use *will* when we decide to do something in the future.

subject + will + verb

I **will** put my litter in the bin.

We **will** do our homework.

The negative is formed by changing *will* to *won't*.

subject + won't + verb

We **won't** go to the mall.

I **won't** go to the gym today.

Questions are formed by putting *will* before the subject.

will + subject + verb

**Will** you go to the gym?

**Will** he study for the exam?

We can also use *will* to ask someone to do something, or when we offer to do something.

**Will** you turn on the light, please?

I **will** help you!

## Could / Couldn't

**Could** is the past form of *can*. We use **could** to talk about things that were possible in the past.

subject + could + verb

*In the past, you **could** ride camels everywhere.  
He **could** run fast.*

The negative form is **couldn't** (could not).

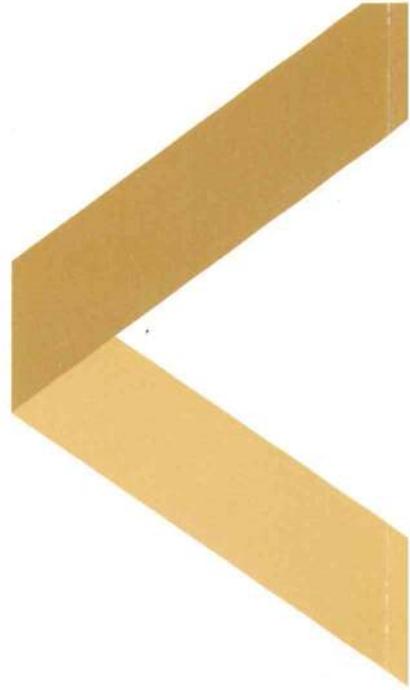
subject + couldn't + verb

*You **couldn't** play football when you were a baby.  
We **couldn't** use computers in the past.*

To make questions, we put *could* before the subject.

could + subject + verb

**Could** you drive from Ras Al Khaimah to Abu Dhabi in the past?  
**Could** you play football when you were a child?



ACCESS BOOK 6

