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ACCESS BOOK EN 3.1



Grade
06

Access

English Language

Coursebook

Book 6

Volume 1

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Introduction to Access Book 6

 content is defined on smart learning app

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 1 My Life	<u>Reading:</u> Short story Dialogue Blog Interview <u>Writing:</u> Simple sentences Complete a blog Daily routine	<u>Listening:</u> Interview Monologue Dialogue <u>Speaking:</u> Introductions Talking about hobbies and interests Asking questions	Present Simple Question formation	Hobbies and interests Animals Family Daily routines
Unit 2 Sport	<u>Reading:</u> Bar chart Timeline Profile Email <u>Writing:</u> Short sentences Timeline Email	<u>Listening:</u> Monologue Instructions <u>Speaking:</u> Asking and answering questions Giving instructions	Can and Can't Comparatives	Sports Sporting equipment Parts of the body Personality
Unit 3 School	<u>Reading:</u> Advert Magazine article E-mail Story <u>Writing:</u> Advert Comment Poster Blog	<u>Listening:</u> Monologue Interview <u>Speaking:</u> Interview Answering questions Descriptions Making suggestions and giving advice	Adverbs Modal verb should	School subjects School activities School problems
Unit 4 Cinema	<u>Reading:</u> Comments Article Brochure <u>Writing:</u> Comment Short sentences Description Brochure	<u>Listening:</u> Monologue Conversation Telephone conversation <u>Speaking:</u> Interview Conversation Describing a film	Superlatives Present continuous	Film genres and features Cinema



Unit 1: My life

Lesson 1: About me

- Where do you live?
- What sports do you like?

Key Structure

Asking for information
What is your name?

Vocabulary

interview, years old, football player, to live, after school

Activity 1 Listening Track 1

Read and listen to the interview with a new student called Fatma.
circle the question words.

Teacher: Hi Fatma, welcome to our class. Your new friends would like to ask you some questions.

Amna: How old are you?

Fatma: I'm 11 years old.

Amna: Where do you live?

Fatma: I live in Sharjah.

Amna: What sports do you like?

Fatma: I like playing football.

Amna: Who is your favourite player?

Fatma: My favourite player is Messi.

Amna: When do you play football?

Fatma: After school.



LANGUAGE TIP

Use question words to ask a question.

Who: A person

Who is your teacher?

Where: A place

Where do you go to school?

When: Time (day, month, year)

When do you play football?

How old: Age

How old is your brother?

Now read the interview with a partner.

Activity 2 Practice

Write the correct question word to match the answer.

- | | | |
|---|------------------------------------|--------------------------------|
| 1 | _____ does Fatma live? | She lives in Sharjah. |
| 2 | _____ is she? | Fatma is eleven years old. |
| 3 | _____ is Fatma's favourite player? | Her favourite player is Messi. |
| 4 | _____ sport does she like? | She likes football. |
| 5 | _____ does Fatima play football? | She plays after school. |

Activity 3 Writing

Answer the questions about yourself.

- 1 What is your name? _____
- 2 How old are you? _____
- 3 Where do you live? _____
- 4 What sports do you like? _____

Activity 4 Speaking

Interview a classmate. Ask the questions from Activity 3 and write down the answers.

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

*Tell me about
yourself.*



Lesson 2: What I like

- What is your favourite animal?
- What animals live in your country?

Activity 1 Vocabulary

Write the correct animal under each picture.

bird

camel

flamingo

lion

tiger



1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Now write the plural form for each animal. Which one is different?

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Activity 2 Reading

Read about animals. Underline all the plural nouns. There are eleven plural nouns.

My Favourite Animals

I like many animals. I like snakes and rats. I think they are cute! Flies can fly, and that is fun. I also like foxes, because they have orange tails. Camels are very strong, and horses too. Some people say wolves are scary, but I think they are great! Flamingoes are pretty with their pink feathers. I have so many favourite animals!

Key Structure

Plural nouns

I like **birds**.

Vocabulary

birds, camels, flamingoes, tigers, foxes, snakes

READING TIP

If you are looking for plural words, look for:

-s, -es, -ves, -ies



Activity 3 Vocabulary

Write the plural form of the nouns.

- 1 wolf _____
- 2 horse _____
- 3 fly _____
- 4 cat _____
- 5 oryx _____
- 6 fox _____

Activity 4 Speaking

Ask three classmates what animals they like. Write the plural form in the table.

Student	Animal	Why
1		
2		
3		

What animals do you like?

I like...

Activity 5 Writing

Write sentences about your classmates' answers.
Remember to write plural forms.

Amir likes cats. Cats are cute.



Lesson 3: My hobbies

- Do you have any hobbies?
- Do you like spending time alone or with other people?

Activity 1 Speaking

Match the hobbies to the pictures.

camping diving football reading training falcons playing computer games

1 _____ 2 _____ 3 _____



4 _____ 5 _____ 6 _____

Activity 2 Speaking

Do you do any hobbies from Activity 1?

Ask three classmates what hobbies they do. Tick the hobbies they do.

Do you go camping?

Hobby	1	2	3
go camping			
go diving			
play football			
read books			
train falcons			
play computer games			

Activity 3 Reading

Read the sentences. Label the nouns (N), verbs (V) and adjectives (A).

Omar likes black cats.

(N) (V) (A) (N)

- 1 James plays football.
- 2 Fatima drives a red car.
- 3 Falcons are fast.
- 4 The boys play fun computer games.
- 5 Noor reads books.

READING TIP

Words in English do different things. The different types of words are called parts of speech.

- Nouns name things, places or people.
boy, girl, dog, cat, car, house, bed
- Verbs show an action.
run, talk, read, write, walk, listen
- Adjectives describe a noun.
big, small, fun, boring

LANGUAGE TIP

In English, word order is usually:

subject	verb	object
<i>Fatima</i>	<i>plays</i>	<i>football.</i>
<i>Football</i>	<i>is</i>	<i>fun.</i>



Activity 4 Writing

Write sentences about your hobbies and your classmates' hobbies.

My hobby is reading. Omar likes camping. Ali plays football. Saif doesn't play football.

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

Lesson 4: Likes and dislikes

- What do you like?
- What don't you like?

Activity 1 Speaking

Tick (✓) the things you like and put a cross (✗) next to things you don't like. Then tell your partner.

- | | |
|--------------------------------------|---|
| ☐ reading a book | ☐ watching television |
| ☐ funny movies | ☐ ice cream |
| ☐ sleeping late | ☐ going on holiday |

Activity 2 Listening Track 2

Listen to Ahmed talk about things he likes and doesn't like. Put a tick (✓) next to things he likes, and a cross (✗) next to things he doesn't like.

- | | | |
|--------------------------------------|---|-------------------------------------|
| ☐ reading books | ☐ watching television | ☐ quiet places |
| ☐ watching birds | ☐ the desert | ☐ scary movies |
| ☐ loud noises | ☐ sleeping late | ☐ eating apples |

Activity 3 Practice

Use the information in Activity 2 to complete the sentences. Use the Language Tip to help you.

- 1 Ahmed _____ watching television.
- 2 He _____ loud noises.
- 3 Ahmed _____ the desert.
- 4 He _____ scary movies.
- 5 Ahmed _____ watching birds.

Key Structure

Like/don't like
I **like** reading books.

Vocabulary

scary movies, loud noises,
reading books, sleeping
late, watching TV

LANGUAGE TIP

Use the present tense to talk about what you like.

I / you / we / they like...
he / she likes...

I / you / we / they don't like...
he / she doesn't like...



Activity 4 Writing

Write about things you like and don't like. Use the Language Tip box for help.

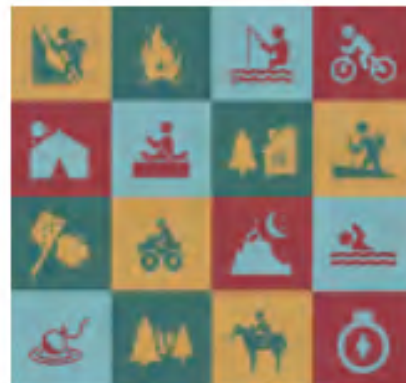
Likes	Dislikes
<i>I like reading books.</i>	<i>I don't like swimming.</i>

Activity 5 Speaking

Ask your partner what he or she likes.
Then, write your partner's answers in the box.

What do you like?

I like fishing.



LANGUAGE TIP

Remember!

I like reading books.

*She **likes** reading books.*

Likes	Dislikes
<i>Ali likes reading books.</i>	<i>Ali doesn't like swimming.</i>

Lesson 5: My family

- How many people are there in your family?
- How many brothers or sisters do you have?

Activity 1 Reading

Read Mouna's blog and underline the family words.

aunt, brother, cousin, father, grandfather,
grandmother, mother, sister, uncle

Key Structure

Have

I have two cousins.

Vocabulary

family tree, grandfather,
grandmother, cousin, uncle,
aunt, father, mother, sister,
brother

My Family

I have a big family! I have a brother called Ahmed. I have a sister called Fatma. My father is called Mohammed. My mother is called Huda. My father's brother is my uncle. His name is Hussain. My aunt's name is Sara. I have two cousins, Asma and Narjes. They are my friends. My grandparents are so nice. My grandfather is Kareem. My grandmother is Haniya. I love my family!

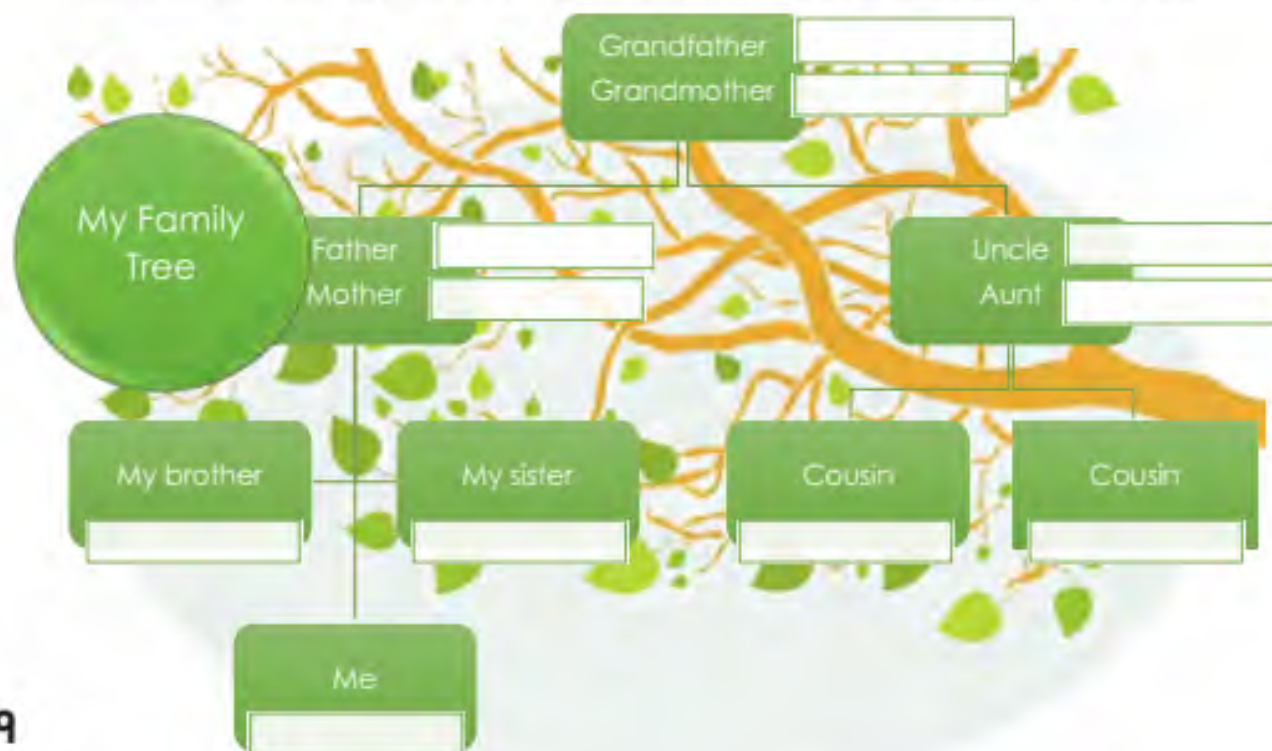
- Mouna

READING TIP

A blog is like a diary. You can write about any topic. Some people write about daily life. Other people write about a topic like sports.

Activity 2 Reading

Read Mouna's blog again. Write the name of her family members in her family tree.



Activity 3 Writing

Complete the sentences about Mouna's family.

- 1 Mouna's mother is _____.
- 2 Mouna's _____ is Kareem.
- 3 Her _____ is Sara.
- 4 Her cousins are _____ and _____.
- 5 Hussain is her _____.
- 6 Mouna has a brother called _____.
- 7 She has a _____ called Fatma.
- 8 Mouna's grandmother is _____.

Activity 4 Writing

Write three sentences for a blog about your family. Use Mouna's blog to help you.

My family

I have a big/small family. I have...

Activity 5 Speaking

Talk about your family with a partner.

How many _____
do you have?

I have



Lesson 6: Language focus

- What do you do every day?
- What do you do for fun?

Present Simple

There are different ways to use present simple tense.

We use the present simple for: things we do every day
things that are true.

Remember some verbs change with the subject.

I/you/we/they **play** he/she/it **plays**

Key Structure

Present simple

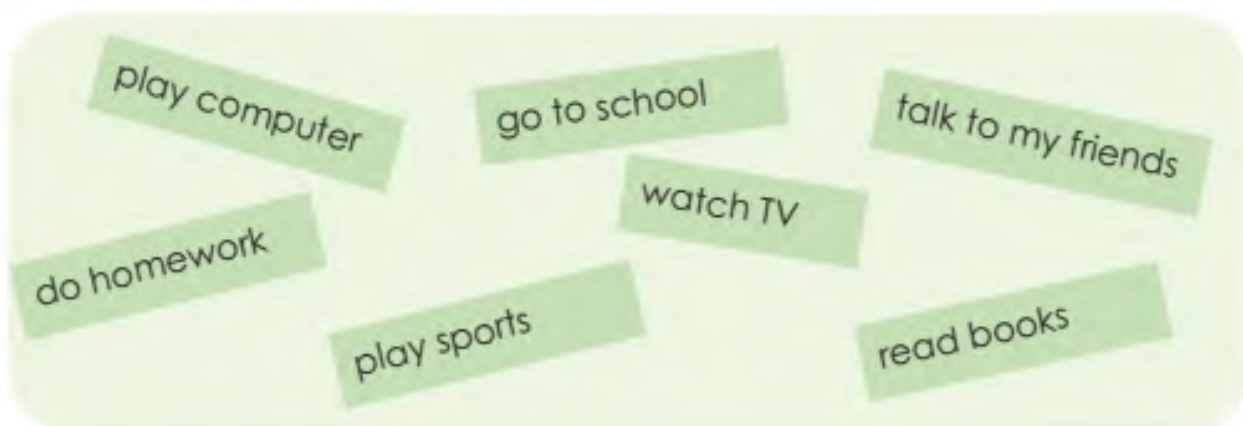
*I **play** football every day.*

Vocabulary

*to meet up, to play
football, to eat, to drink,
to study, every day*

Activity 1 Practice

Circle the things you do every day.



Activity 2 Reading

Read Ali's blog and answer the questions.

Family fun

I have a big family! We get together every week. They come to my house and they bring a lot of food. We always sit together and eat lunch. After eating, we talk and play. My cousin Omar likes football and I like football too. We always play football in the garden. I like family time.

- 1 Where does Ali's family meet every week? _____
- 2 What does everyone do at Ali's house? _____
- 3 Who plays football in the garden? _____

Activity 3 Practice

Complete the sentences with the correct verb form. Use the present simple tense.

- 1 I _____ lunch with my cousins. (eat)
- 2 My cousins _____ to my house every week. (come)
- 3 Omar _____ football. (like)
- 4 He _____ football every day. (play)
- 5 We _____ football together at my house. (play)



Activity 4 Speaking

What do you do at the weekend? Talk to a partner and answer the questions.

What do you do with your family?

Where do you go?

Who do you play with?

Activity 5 Writing

Talk in groups and find out what your friends usually do at the weekend.
Write sentences below.

_____ We study English. _____

_____ at the weekend _____

Lesson 7: Daily routines

- What time do you wake up?
- What time do you go to bed?

Activity 1 Vocabulary

With your partner, put activities in the correct order.

eat breakfast

eat dinner

eat lunch

go to sleep

wake up

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Activity 2 Listening and Reading Track 3

Listen and read Tom's blog. Then circle whether the sentences below are true (T) or false (F).

My Daily Routine

My name is Tom and I live in London. This is my daily routine. I wake up at 6:00 in the morning, and I brush my teeth. After that, I have breakfast at 7:00. I take the bus and go to school. I arrive at 8:00 and I start school at 8:15. I have lunch at 12:00. When I come home, I do my homework. Then I watch TV for a while. At 19:00, I have dinner. I go to sleep at 21:00.



- | | |
|------------------------------------|-----|
| 1 Tom lives in Dubai. | T F |
| 2 He wakes up at 9:00 | T F |
| 3 Tom has breakfast at 8:00. | T F |
| 4 He has lunch at 12:00. | T F |
| 5 Tom does his homework at school. | T F |
| 6 Tom goes to sleep at 21:00. | T F |

Key Structure

Preposition *at* for time
I go to school at 8:00.

Vocabulary

*breakfast, lunch, dinner,
daily routine, wake up,
brush teeth, go to sleep*

LANGUAGE TIP

We use *at* to say the time that something happens.

He goes to sleep at 21:00.

Activity 3 Writing

Complete Tom's daily routine. Find the answers in Tom's blog.

Time	Tom's Daily Routine	My Daily Routine
7:00	Tom wakes up.	
8:00		
9:00		
10:00		
11:00		
12:00		
13:00		
14:00		
15:00		
16:00		
17:00		
18:00		
19:00	Tom has dinner.	
20:00		
21:00		



Daily Activities

wake up
have breakfast
go to school
study
have lunch
play sports
talk to friends
have dinner
brush teeth
go to sleep

Activity 4 Writing

Write your daily routine activities in the table. Use the daily activities box to help you.

When do you have breakfast?

Activity 5 Speaking

Ask your partner what they do every day. Write three of their answers below.

I have breakfast at 8:00.

Ali has breakfast at 8:00.

1 _____

2 _____

3 _____

Lesson 8: Language focus

- What is school like in other countries?
- Do you know anyone from another country?

Key Structure

Present simple questions
What do you do after school?

Vocabulary

to start, to finish, hobby, after school, lunch time, a few

Activity 1 Reading

Tom goes to school in London. Read his interview.
Put the questions in the correct place.

- a) When do you go home?
- b) What do you do after school?
- c) What do you do at lunch time?
- d) Where do you play football?



Bader: Hi Tom. I have a few questions about school in London.
Tom: No problem.
Bader: When do you start school every day?
Tom: I start school at 8:00.
Bader: 1 _____
Tom: I eat a sandwich in my classroom.
Bader: 2 _____
Tom: We usually go home at 3:30.
Bader: 3 _____
Tom: I play football with my friends.
Bader: 4 _____
Tom: I play football in the park.

Present simple questions

We use a different word order for questions.

question word + do/does + subject + verb

Does Tom like school?

When does Tom start school?

We don't change the main verb in questions or negative sentences.

Does Tom **finish** school at 2:00?

No, Tom **doesn't finish** at 2:00.

Activity 2 Practice

Put the words in the correct order and write questions.

1 start / you / do / When / school?

2 Where / lunch? / you / do / eat

3 after school? / do / What / do / you

4 like / Do / school? / you



Activity 3 Writing

What questions would you like to ask a student from London?

Write three questions to ask Tom. Use Activity 1 and 2 to help you.

1 _____

2 _____

3 _____

Activity 4 Speaking

Imagine you are a student from London. Take turns answering your partner's questions.

Name	Answer

What do you eat
for lunch?

We eat sandwiches and fruit.

Lesson 9: Free time activities

- What do you for fun?
- Do you do this activity alone or with your friends?

Activity 1 Vocabulary

Match the activities to the pictures on the right.

- a) painting pictures b) playing computer games
c) reading books d) taking photos

Activity 2 Listening Track 4

Listen to Eissa and Bader. Write (E) next to activities that Eissa likes. Write (B) next to activities that Bader likes.

- ___ painting pictures ___ playing computer games
___ reading books ___ taking photos

Activity 3 Listening

Listen again and complete the dialogue.

when	what	who	where
------	------	-----	-------

Eissa: Hello, Bader. ¹ _____ do you do in your free time?

Bader: I play computer games.

Eissa: Me too! ² _____ do you play?

Bader: After school.

Eissa: ³ _____ do you play with?

Bader: My brother.

What do you do in your free time?

Eissa: I take photos of birds.

Bader: Really? ⁴ _____ do you take photos of birds?

Eissa: I like taking photos in the desert. There are cool birds in the desert.

Key Structure

Asking questions
What do you like?

Vocabulary

playing computer games,
taking photos, reading
books, painting pictures,
free time



Activity 4 Practice

Match the questions to the correct answers.

- | | |
|--|---------------------------|
| 1 When do you paint pictures? | a I read in my room. |
| 2 Where do you read books? | b I play with my brother. |
| 3 What do you do in your free time? | c I paint at the weekend. |
| 4 Who do you play computer games with? | d I paint pictures. |

Activity 5 Speaking

Write three questions to ask your partner about free time activities. Then, ask and answer questions in pairs.

- 1 _____ ?
- 2 _____ ?
- 3 _____ ?

Write your partner's answers below.

- 1 _____
- 2 _____
- 3 _____

What do you do at the weekend?

I go to the park.

SPEAKING TIP

Your voice goes down at the end of a *wh* question.

Where do you take photos?

Key Structure

Unit 1 Structures

Vocabulary

Unit 1 Vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete the family tree with the missing family members.

**Activity 2 Vocabulary**

Match the words to their meanings.

book breakfast daily routine dinner lunch photo computer games

- 1 _____: food you eat in the morning.
- 2 _____: something you play on a computer.
- 3 _____: food you eat in the evening.
- 4 _____: something you read.
- 5 _____: a picture from a camera.
- 6 _____: food you eat in the middle of the day.
- 7 _____: things you do every day.

Activity 3 Language

Put the words in the correct order and write sentences.

- 1 like / taking / I / photos.

- 2 doesn't / Omar / like / cats.

- 3 computer games / play / with my friends. / I

- 4 you / What / do / after school? / do

Activity 4 Language

Match the questions to the correct answers.

- | | |
|--------------------------------|---------------------------------|
| 1 When do you wake up? | a I live in Ajman. |
| 2 What do you do after school? | b He is twelve years old. |
| 3 Where do you live? | c I play football after school. |
| 4 How old is Tom? | d I wake up at 7:00 AM. |

Activity 5 Writing

Write your daily routine in the box. Write full sentences.

I go to school.

6-8 AM		go to school
9-12 AM		eat dinner
1-3 PM		wake up
4-7 PM		go to sleep
8-10 PM		eat breakfast
		play computer games
		talk to my friends

Unit 2: Sport

Lesson 1: Which sports do you play?

- Do you like sports?
- Which sports do you want to try?

Activity 1 Speaking

Look at the pictures. Answer the questions in groups.

- Do you know these sports?
- Do students play these sports in your school?
- What sports do people play in your country?

Key Structure

Asking questions

How often do you play?

Vocabulary

once / twice / three
times a week,

gymnastics, badminton,
volleyball, athletics,
javelin, shot put



Activity 2 Vocabulary

Match the words to the pictures in Activity 1.

shot put	gymnastics	basketball	javelin
running	badminton	volleyball	hockey

Activity 3 Listening Track 5

Listen to Reem, Ahmed and Sultan talking about sports.
Write R, A, or S next to the sports they talk about.

shot put	☐	badminton	☐
gymnastics	☐	volleyball	☐
basketball	☐	running	☐
javelin	☐	athletics	☐

SPEAKING TIP

We stress the most important words when we speak. When we listen, we might not hear every word clearly.

What sports do you **play**?

Activity 4 Speaking

Ask and answer the questions with a partner.

- What sports do you play? _____
- How often do you play? _____
- What sports do you want to try? _____

LANGUAGE TIP

We can ask *how often* to find out how many times someone does something.
To answer, we can say *once* or *twice a week*, or *(number) times a week*.

How often do you play? I play **once a week**
 I play **three times a week**.

How often do you play
football?

Five times a week.

Lesson 2: Sports equipment

- What sports do you do at school?
- What do you need for your favourite sport?

Activity 1 Vocabulary

Match the words to the sports equipment.
Use a dictionary to help you.

Key Structure

To for purpose
You need a racquet **to play** badminton.

Vocabulary

goalposts, goggles, net,
hockey stick, racquet,
shuttlecock, swimwear

goalposts a net shuttlecock swimwear a racquet
a hockey stick goggles shin pads



Activity 2 Speaking

Work with a partner. Say what equipment you need for the sports in the box.

You need a shuttlecock to play badminton.

football swimming badminton hockey volleyball



Activity 3 Reading

Mahra asked her classmates a question. Then she made a bar chart to show their answers. Look at the bar chart. Which question did Mahra ask her classmates?

- a) Why do you play sports?
- b) What equipment do you need for your favourite sport?

Activity 4 Reading

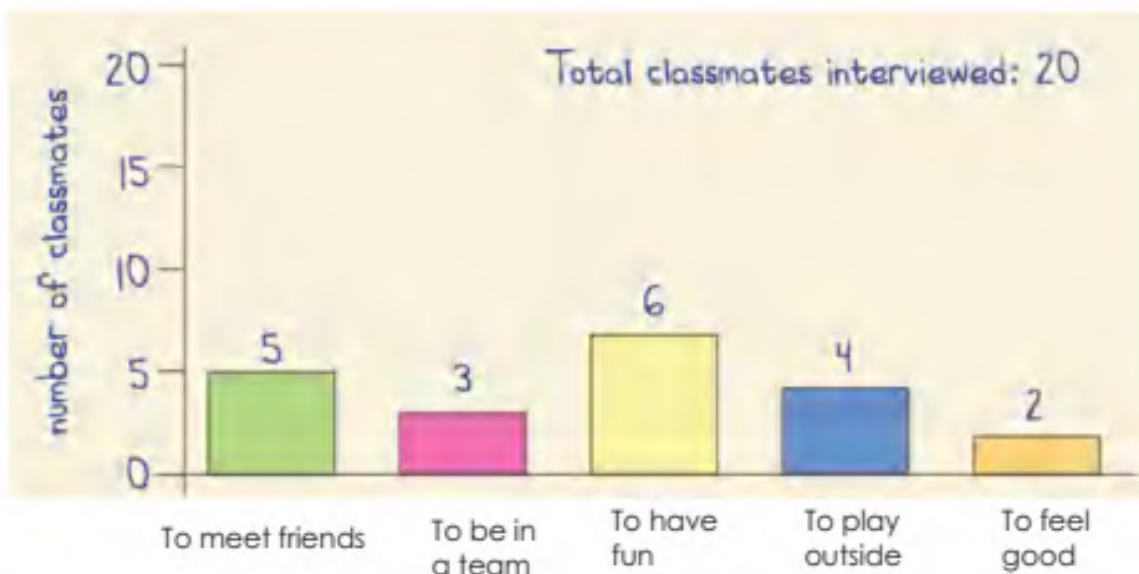
Look at the bar chart and answer the questions.

- 1 How many classmates play sports to have fun?
- 2 How many classmates play sports to meet friends?
- 3 How many classmates play sports to feel good?
- 4 How many classmates play sports to be in a team?

LANGUAGE TIP

To say why you do something, use **to**.

*I play sports **to have fun**.*



Activity 5 Writing

What equipment do you need for your favourite sport? Write three sentences.
You need swimwear to go swimming. You need goggles too. You don't need anything else.

- 1. _____
- 2. _____
- 3. _____

Lesson 3: Language focus

- What sports do you play?
- How often do you play?

Key Structure

Can and can't
*I **can** run but I **can't** ski.*

Vocabulary

racquet sports, winter sports, ski, ride a horse

can and can't

We use can or can't before the main verb in a sentence.

- + I **can** play tennis.
- I **can't** play football.

Activity 1 Listening Track 6

Listen to Sultan. Tick the sports he can play.

- volleyball _____
- football _____
- tennis _____
- badminton _____
- hockey _____



My name is Sultan and I like racquet sports. I can play _____ and _____.
My brother plays _____.
He can run fast but I can't.

Activity 2 Practice

Complete the sentences with can and a verb from the box.

play run jump ski ride

- 1 I _____ 100 meters in 12 seconds.
- 2 Fatima _____ football.
- 3 She _____ high in gymnastics.
- 4 _____ you _____ a horse?
- 5 Do you like winter sports? _____ you _____ ?

Questions

In questions, can goes in front of the subject.

Can you play tennis?
Yes, I **can** / No I **can't**.

Activity 3 Speaking

Play the game in pairs. Ask your partner questions.
Try to make your partner say, "Yes, I can."

Can you swim?

No, I can't.

Activity 4 Speaking

Work in a group. Tell your classmates about the sports you can or can't do.

play basketball do gymnastics ski swim run
play badminton play hockey play football

*I can swim.
I can't play basketball.*

Name	What they can do	What they can't do

Activity 5 Writing

Write three sentences about what your classmates can or can't do.

1. _____

2. _____

3. _____

Lesson 4: Warm up

- What do you do before playing sports?
- What does warm up mean?

Activity 1 Speaking

Ask and answer the questions with a partner.

- How high can you jump? _____
- Can you touch your toes? _____
- How fast can you run? _____

Activity 2 Vocabulary

Match the words to the body parts in the picture.

- 1 ankle
- 2 shoulder
- 3 thighs
- 4 heart
- 5 hamstrings
- 6 hip
- 7 arm
- 8 toes
- 9 knees
- 10 neck



Key Structure

Imperatives

Touch your toes.

Vocabulary

warm up, run on the spot,
ankle, shoulder, thighs,
heart, hip, arm, toes, knees

Activity 3 Listening Track 7

Listen to Zainab give instructions. Put the pictures in order.

Picture A: _____

Picture B: _____

Picture C: _____

VOCABULARY

run on the spot: to move your legs like you are running

warm up: to move your body to get ready for sports

A



B



C



Activity 4 Speaking

In groups, write instructions to warm up.

1: _____

2: _____

3: _____

4: _____

LANGUAGE TIP

Imperatives are verbs we use to give instructions. We use a present simple verb without a subject.

Touch your toes.

Listen to the teacher.

Activity 5 Speaking

Ask your classmates to follow your instructions in Activity 4.

Touch your toes.

Touch your head.

Lesson 5: Sports for everyone

- Why do people play sports?
- Are there any sports competitions at your school?

Activity 1 Speaking

What are the Paralympic Games?
Do you know any sportspeople from the UAE?



Key Structure

Present simple
He goes to Brazil.

Vocabulary

weights, weightlifting, to lift, competition, medal, gold, silver, bronze

VOCABULARY

Paralympic Games: a sports competition for people who have difficulties around the world

powerlifting: a type of weightlifting

Activity 2 Reading

Read the timeline about Mohammed Khamis Khalaf.
What sport does Mohammed do?

Mohammed Khamis Khalaf

1980: Mohammed moves to Abu Dhabi when he is ten years old.

1995: Mohammed starts powerlifting.

2004: Mohammed goes to Athens in Greece. He wins the first gold medal for the UAE in the Paralympic Games.

2016: Mohammed wins a gold medal at the Paralympic Games in Rio, Brazil.

Activity 3 Reading

Read the timeline again and underline the answers in the text.

- 1 When did Mohammed move to Abu Dhabi?
- 2 Where did Mohammed go in 2004?
- 3 What did he win in Brazil?
- 4 When did he win gold medals?

Activity 4 Writing

What questions would you like to ask Mohammed? Share your ideas in groups. Use the box below to help you.

Why do you... What... Where... When... How often...
play eat practice like train

1 _____

2 _____

3 _____

WRITING TIP

A timeline is a history. Remember to write information next to each year to show important life events.

2015: I start school.

2016: I join the football club.

Activity 5 Writing

Write a timeline about yourself. Write about sports and life events. For example, when you started school or when you started playing a sport.

Name: _____



A large green rectangular area with horizontal lines for writing a timeline.

Lesson 6: Be an athlete

- Do you know the names of any sportspeople?
- What is your favourite sports team?

Activity 1 Speaking

Answer the questions with a partner.

- Who is your favourite sportsperson?
- Why do you like her or him?
- Would you like to be a sportsperson?
Why or why not?

I like Ronaldo. He is good at football.



Me too! I want to be a footballer like him.

Activity 2 Vocabulary

Match the words to their meanings.

- | | |
|----------------|-------------------------------------|
| 1 confident | a you don't like talking to people |
| 2 shy | b you don't like work |
| 3 weak | c you are not strong |
| 4 hard-working | d to know you are good at something |
| 5 lazy | e you can lift heavy things |
| 6 strong | f you work a lot |

Activity 3 Practice

Circle the correct word to complete the sentences.

- 1 She trains every day. She is **hard-working** / **lazy**.
- 2 He doesn't like to talk to people. He is **confident** / **shy**.
- 3 Reem always smiles. She is **happy** / **sad**.
- 4 Khalid lifts weights. He is **strong** / **weak**.

Key Structure

Describing yourself

*I **am** strong.*

*I **am not** weak.*

Vocabulary

confident, shy, hard-working, lazy, strong, weak

VOCABULARY

Many words have opposites.

*hot / cold
tall / short
big / small*

Activity 4 Listening Track 8

Listen and complete the profile with the missing words.

Profile

Name: _____ Al Hosani Nationality: Emirati

Born: _____ 87 Sport: Wheelchair athletics and races

Personality: She is very _____.

She is not _____.

She practises a lot. She is _____.

and strong. She is not _____.

LANGUAGE TIP

We use *be* to talk about personality.

I _____ am
he / she / it _____ is
you / we / they _____ are

*I **am** confident.*
*He **is** strong*
*We **are** not shy.*

Activity 5 Writing

Complete your own profile. Use words from Activity 3.
Then, share your profile with a partner.

Profile

Name: _____

Born: _____

Nationality: _____

Sport: _____

Personality: _____



Lesson 7: Language focus

- Do you prefer watching or playing sports?
- Who is good at sports in your class?

Key Structure

Comparatives
Amal is **taller than** Sam.

Vocabulary

height, older, younger,
faster, slower, taller, shorter

Comparatives

We use a *comparative* + *than* to compare things.

How to make comparatives:

Short adjectives: +er

old → older

Long adjectives: more

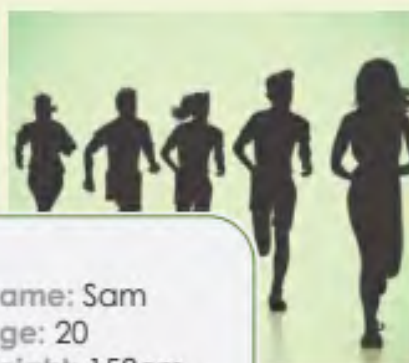
beautiful → more beautiful

I am younger
than Mr Brown.

Activity 1 Reading

Read about three people. What sports do they do?

People in sport



Name: Amal
Age: 18
Height: 160cm
Running: 1st
Cycling: 1st

Name: Star
Age: 19
Height: 155cm
Running: 2nd
Cycling: 3rd

Name: Sam
Age: 20
Height: 158cm
Running: 3rd
Cycling: 2nd

Activity 2 Reading

Read the sentences about Amal, Star, and Sam. Are they True or False?

1 Star is younger than Sam.

T F

2 Amal is taller than Sam.

T F

3 Amal is faster than Sam.

T F

4 Star is slower than Amal.

T F

LANGUAGE TIP

The comparative of good is *better*.
The comparative of bad is *worse*.

Activity 3 Language

Write the comparative form of each word.

old _____

young _____

tall _____

short _____

fast _____

slow _____

interesting _____

boring _____

Activity 4 Practice

Put the words in the correct order and write sentences.

1 than / Amal. / Sam / older / is

2 faster / Cars / are / than / bikes.

3 A football / than / is / a tennis ball. / bigger

Activity 5 Speaking

In pairs, compare people in your class using the words in the box.

taller shorter older younger faster

Sultan is taller than Ali.

Activity 6 Writing

Write three comparative sentences about your friends or family.

1 _____

2 _____

3 _____

Lesson 8: Sports that I like

- When do you play sports?
- What sports do you play at school?

Key Structure

Comparatives
*Football is **easier than** volleyball.*

Vocabulary

match, stadium, to watch, to try, to say

Activity 1 Speaking

Ask and answer the questions with a partner.

- What sports do you play?
- What sports do you watch on TV?
- What sports do you want to try?

What sports do you watch on TV?

I watch football.

Activity 2 Listening Track 9

Listen to three students talk about sports.
Decide if the statements are True or False.

VOCABULARY

match: a game

stadium: outdoor place people play sports

- | | |
|--|-------|
| 1 Omar plays football. | T / F |
| 2 Omar's favourite team is Dubai FC. | T / F |
| 3 Huda watches volleyball matches. | T / F |
| 4 Huda wants to play basketball. | T / F |
| 5 Amna says badminton is more difficult than gymnastics. | T / F |
| 6 Amna says gymnastics is easier than badminton. | T / F |



SPEAKING TIP

When we say *than*, we say it less clearly than other words.

Listen to your teacher and practice:

Walking is easier than running.

Activity 3 Practice

Complete each sentence with two sports.
Then, share your answers with a partner.

- 1 _____ is more difficult than _____
- 2 _____ is easier than _____
- 3 _____ is better than _____

Activity 4 Writing

Complete the information in the box.

My sports profile

Sports I can play: _____

Sports I like to watch: _____

Sports I don't like: _____

Activity 5 Speaking

Work in groups. Tell your group about the sports in Activity 4.
Listen to everyone in your group.

Hello everyone. I would like to tell you about sports.

I can play football. I watch football on TV with my family and I play football at school with my friends. I don't like tennis or badminton.

They are more difficult than football.

Thank you for listening.



Lesson 9: A healthy life

- Do you like healthy food?
- What activities do you do?

Activity 1 Speaking

Answer the questions with a partner.

- How often do you go for a walk?
- Do you play sports?
- What healthy foods do you eat?

*I go for a walk every day
after school.*

*I eat a lot of fruit and
vegetables*

Activity 2 Reading

Look at the titles of the texts below. Who do you think has a healthy life?
Read and check. Were you correct?

Help me!



I don't like sports. My parents tell me that I should play sports. They want me to play football with my brother but I don't want to. My mum says I should use the stairs and not the lift. Climbing stairs is hard work! I always take the lift.

My parents eat healthy food. They eat dates, rice, fish and fruit. I like pizza and burgers. These are not good for me.

Happy with my choices

I love sports! My mother and I go for a walk every morning. I always feel great after a walk. After school, my sisters and I play football. Playing sports makes me feel good.

We eat healthy food in my family. I like fruit, fish, and vegetables. Healthy food makes me feel good too. I don't eat chocolate or sweets. Sometimes I eat ice cream but not a lot.



Key Structure

Invitations

Let's play football.

Vocabulary

healthy, go for a walk,
stairs, to take the lift, to
bring

Activity 3 Reading

What would you like to say to Huda and Salem? Read the comments with a partner. Choose one comment for Huda and one comment for Salem.

Try to eat healthy food. Eat fish, fruit and vegetables. They are good for you.

It's okay to eat sweets sometimes. Watch television and eat the food you like.

Try harder! Play sports at school. Have some fun! It's good for you.

You have a nice life. I hope you continue to play sports and eat healthy food.



Activity 4 Writing

Imagine there is a sports competition at your school. Complete the email below to invite Huda or Salem to watch or join the sports competition. Use the Language Tip to help you.

Hello _____,

How are you? There is a sports competition at our school next week.

Would you like to

Please bring

See you soon,

LANGUAGE TIP

We use different phrases for invitations.

Would you like to play with us?

Would you like an apple?

Let's play together.

WRITING TIP

An email is like a letter. We send emails on the internet. When you write to a friend, you can say 'Hello' at the start and 'See you soon' at the end.

Lesson 10: Review

Key Structure

Unit 2 structures

Vocabulary

Unit 2 vocabulary

Activity 1 Vocabulary

Complete the sentences with the words in the box.

healthy basketball hard-working goalposts
week match warm up

- 1 Salim is _____. He studies at home every day.
- 2 Reem kicks the football between the _____.
- 3 I always _____ before I play sports.
- 4 Mohamed plays _____ on Thursdays.
- 5 What time is the football _____?
- 6 I eat _____ foods like fish, dates and fruits.
- 7 We do athletics twice a _____.



Activity 2 Language

Complete the sentences with the comparative form of each adjective.

- 1 Khalid is _____ than Omar (tall)
- 2 Cars are _____ than bicycles. (fast).
- 3 I think PE is _____ than science. (easy)
- 4 Zainab is _____ than Khawla. (short)
- 5 I think basketball is _____ than badminton. (difficult)



Activity 3 Speaking

Ask your partner questions about the sports in the box.
What can your partner do?

play football play badminton ski swim
run play tennis play basketball

Can you swim?

Yes, I can.

Can you play football?

Activity 4 Reading

Read the email. Who is it from?

To: Saif@email

Subject: A new sport

Hello Saif,

I need some help! I want to try a new sport. I'm strong, I can run fast and I like watching football on television. I go running twice a week but I want to try something different. What sports do you play? Can I play with you?

Your friend,
Kareem

Now read the sentences about the email. Are they True or False?

- | | |
|---|--------------|
| 1 Kareem doesn't want to play any sports. | T / F |
| 2 Kareem can't run. | T / F |
| 3 Kareem watches football on TV. | T / F |
| 4 Kareem does gymnastics. | T / F |

Activity 5 Writing

Write a reply to Kareem's email and answer his questions.

Hello Kareem,

How are you?

Your friend,

Saif

Unit 3: School

Lesson 1: A day at school

- What is your school like?
- What is your favourite subject?

Key Structure

Subject pronouns
He walks to school.

Vocabulary

maths, science, Arabic, Islamic education, art and design, French

Activity 1 Vocabulary

Match the subjects to the pictures.
Which subjects do you study?



Activity 2 Listening Track 10

Listen and read about school life in Egypt.
Is school in your country the same or different?

Hello. I'm Omar and I live in Alexandria in Egypt. I'm 12 years old and I'm in 6th grade at school. I want to tell you about a day at my school.

Most days I get up at 6am. I live near my school, so I walk there every day. School starts at 8am. In the morning, we do exercises before class. We run and jump for 10 minutes. Classes start at 8:30am. There are nine classes every day. We study science, maths, Arabic, English and French. Sometimes we study art, too. I don't like it. I like maths because I like numbers. At break time I play basketball with my friends. We like school.

Activity 3 Listening

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

- Omar gets up at 7am
- He walks to school.
- He studies science.
- He likes art.
- Omar and his friends like school.

T	F
T	F
T	F
T	F
T	F

LANGUAGE TIP

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

Look at the **pronouns** in the table. Then circle the pronouns in the text above.

Singular	I 	you 	he  she 	it 
Plural	we  	you  	they   	

Activity 4 Writing

Rewrite the sentences. Change the underlined words to subject pronouns.

- 1 Omar walks to school. _____
- 2 Omar and his friends play basketball. _____
- 3 The students study French. _____
- 4 My friends and I study art. _____
- 5 Zainab likes school. _____

Activity 5 Speaking

In groups, ask and answer the questions. Write the answers in the table.

How do you travel to school?

I go by car.

Name	How do you travel to school?	What subjects do you like?
Sam	by car	English and maths

Activity 6 Writing

Write two sentences about each classmate. Use the table above to help you.

Sam goes to school by car. **He** likes English and maths.

- 1 _____
- 2 _____
- 1 _____
- 2 _____
- 1 _____
- 2 _____

Lesson 2: After school activities

- What do you do after school?
- What new activities do you want to do?

Activity 1 Speaking

Are there any after school activities at your school?
What would you like to do after school?

My school has...

I would like to...

Key Structure

Prepositions of time
The cooking club is **on** Tuesday.

Vocabulary

cooking, writing,
newspaper, computer,
club, tasty, desert

Activity 2 Reading

Look at the adverts for after school clubs and answer the questions with a partner.

- What can the students do at each club?
- Which is your favourite?

READING TIP

An advert tells you about something you can do or buy.



Activity 3 Reading

Read the adverts again. Decide if the statements are true (T) or false (F).

- | | |
|--|-------|
| 1 Students cook in The Tasty Bites Cooking Club. | T / F |
| 2 Students go to the Spread the News Club on Sundays. | T / F |
| 3 Students watch movies in the Computer Club. | T / F |
| 4 Students go to the Desert Bikers Club on Mondays. | T / F |
| 5 Students go to the Eco Club on Tuesdays. | T / F |
| 6 Students play tennis in the Al Rihla Jets Football Club. | T / F |

Activity 4 Writing

In pairs, write an advert for a new school club.
Use the examples in Activity 2 to help you.

Remember to write:

- the name of your club
- the day and time you meet
- What you do

WRITING TIP

Adverts have pictures and information like days and times. The sentences are short. You should say what people can do at your club.

Club name

What you can do

Day and time

Activity 5 Speaking

Share your clubs in groups. Which club is the most interesting in your group?

Lesson 3: Language focus

- What subjects are you good at?
- What would you like to be good at?

Adverbs

There are different types of adverbs. Adverbs of manner give us extra information about how something happens.

*I read **quietly**.*

*I speak English **well**.*

You can make adverbs by adding *-ly* to the end of most adjectives.

Key Structure

Adverbs of manner
We speak English **well**.

Vocabulary

brightly, carefully, slowly, quickly, well, badly, quietly, loudly

Activity 1 Vocabulary

Match the adjectives to the adverbs.

- | | |
|---------|-----------|
| 1 quiet | a badly |
| 2 loud | b quietly |
| 3 slow | c well |
| 4 quick | d slowly |
| 5 good | e loudly |
| 6 bad | f quickly |



They always listen carefully.



He writes messily



The sun shines brightly.

Activity 2 Listening Track 11

Listen to Omar talking about his school.
Tick the adverbs you hear.



well	badly	loudly	brightly
carefully	slowly	quietly	quickly

Activity 3 Practice

Underline the adverbs in the sentences.

- 1 Fatima speaks English well.
- 2 I write slowly and carefully.
- 3 He writes the answers messily.
- 4 At break time, we eat snacks quickly.
- 5 They always talk loudly.
- 6 Let's talk quietly.

LANGUAGE TIP

We can use adverbs of manner after a verb or an object.

*I study **carefully**.*

*I read books **quickly**.*

Activity 4 Writing

Put the words in the correct order and write sentences.

- 1 well / speak / I / English

- 2 quickly / go / we / class / to

- 3 The answers / says / the teacher / loudly

- 4 writes / and / Omar / slowly / carefully

Activity 5 Speaking

Play a mime game with a partner.

Choose actions from the box and tell your partner how to act with adverbs.

Actions:

Say hello... Write your name... Eat an apple...
Ride a bicycle... Drink juice... Do your homework...

Adverbs:

...carefully. ...quickly. ...well. ...happily. ...slowly.

Activity 6 Speaking

Tell your partner how you do things at school.

I talk quietly in class. I speak English well.



Lesson 4: Schools around the world

- Where are the people below from?
- What subjects do you think they like?

Key Structure

Describing nationality
I'm from the UAE. I'm **Emirati**.

Vocabulary

Emirati, P.E., uniform, break, during the day



George



David

Irina



Activity 1 Listening Track 12

Listen to three students talking about school in their countries.
Match each person to the subjects they like.

- | | |
|----------|----------------------------|
| 1 David | a English and History |
| 2 Irina | b Art and Design, French |
| 3 George | c Maths, Science, and P.E. |

LISTENING TIP

Read the answer choices before you listen.

Activity 2 Listening

Listen again. Circle the sentences as true (T) or false (F).

- | | | | |
|--|------------------------------------|-------------------------|---|
| 1 a) David is from France. | ☒ T | ☐ F |  |
| b) He wears a school uniform. | ☐ T | ☐ F | |
| 2 a) Irina has a lot of homework. | ☐ T | ☐ F |  |
| b) She has 3 breaks during the school day. | ☐ T | ☐ F | |
| 3 a) George has a long school day. | ☐ T | ☐ F |  |
| b) He has a lot of exams. | ☐ T | ☐ F | |

LANGUAGE TIP

There are different words for countries and nationalities.

Amir is from **the UAE**. He is **Emirati**.
Sam is from **the UK**. She is **British**.
Susan is from **the USA**. She is **American**.
Zara is from **Australia**. She is **Australian**.
Irina is from **Bulgaria**. She is **Bulgarian**.
Peter is from **Germany**. He is **German**.
David is from **France**. He is **French**.



We're from the UAE.
We're Emirati.

Activity 3 Practice

Rewrite the sentences with nationalities.

- 1 Sultan is from the UAE.

He is Emirati.

- 2 Marwan is from France.

- 3 Petra is from Germany.

- 4 Mohammed is from the UK.

- 5 Alison is from Australia.

Activity 4 Speaking

In groups, answer the questions about your school.
Is it the same in other countries?

- How many exams do you have?
- How much homework do you have?
- Do you wear school uniforms?
- How many breaks do you have at school?
- Where do you eat lunch?

How many exams do you have?

We have 3 every year.

Bulgarian students have a lot of exams, too.

Lesson 5: Solving problems

- Do you help your friends in class?
- How do you usually help others?

Activity 1 Speaking

What problems can students have at school? Circle your ideas.

- Students talk when the teacher is talking
- Students don't understand the lessons
- Students are scared to speak in class
- Students forget their books
- Some students do all the work and others don't do anything
- Some students are not nice to other students

Activity 2 Reading

Read a magazine article about problems at school.
Do the problems match your answers in 1?

Key Structure

Making suggestions
You **could** ask the teacher.

Vocabulary

to tell off, bullying, worry, upset, problem, to mess about, to forget

What problems do you have in school?



The teacher puts us in groups. Sometimes my partners don't do any work and **mess about**. I do all the work. It isn't fun.

-Noor

A lot of students talk when the teacher is talking. He **tells them off**, but they don't stop. I don't like it. I can't learn anything because they always talk.

-Fahad

Some students aren't nice to me. They **bully** me and say mean things to me. It makes me sad and upset. It is a big problem for me.

-Ahmed

I'm scared to speak in class. I don't want to make a mistake. I want to give the correct answer. I don't want to say the wrong answer. I always **worry** about that.

-Zara

Activity 3 Reading

Write the **bold** words from the article next to their meanings.

1 to be mean to people

2 to tell people to stop doing something

3 to play and not do work

4 to think about problems too much

Activity 4 Reading

Read the reply to one of the problems.

How do we know which problem it answers?

Can you see the same words in the article?

Dear Zara,,

Don't worry. Everyone is afraid to make a mistake.

You could ask the teacher to check your answer

before class. Then you know it is correct. Why don't

you try to answer one question every day?

-Meera

WRITING TIP

To make suggestions, we can say:
Why don't you...
you could...

Why don't you ask the teacher?
You could ask the teacher.

Activity 5 Writing

Write a reply to one of the other problems.

Dear _____,

Don't worry.

Take care,



Lesson 6: Language focus

- Who helps you with problems?
- Do you like helping your friends?

Key Structure

Modal verb: should
We **should** study every day.

Vocabulary

list, to wash, at night, in the morning, tidy, messy

Modal Verb: Should

We use *should*: You **should** study every day.

- to give advice.
- to say what we think is right or wrong.

Should goes before the main verb in a sentence.

Activity 1 Reading

Read the email between two friends.

Alex has a problem. Find and underline the problem.



Hi Hamdan,

How are you? I have a problem. Can you help? I always forget my homework. At night, I study in my messy room. In the morning I feel tired and I forget to put my books in my bag. My teacher isn't happy. What should I do?

Your friend,
Alex

Activity 2 Reading

Hamdan wants to help. Read his ideas and circle 'should'. Which idea do you think is the best?

- a Alex should tidy his room.
- b He should put his homework in his bag at night.
- c He should write a list to remember all the things he needs to do.
- d He should say sorry to his teacher.



Activity 3 Practice

Complete the sentences using *should* and a verb from the box.

1 I should brush my teeth every day.

2 We _____ vegetables every day.

3 Students _____ their homework.

4 We _____ sports sometimes.

5 You _____ your hands before eating.

wash
eat
play
do
brush

Activity 4 Reading

Read problems 1-3 and match them to answers A-C.

1 I'm always tired!

2 I don't like my class.

A You should eat breakfast in the morning.

3 I'm always hungry at school.

B You should sleep more.

C You should talk to your teacher.

Activity 5 Writing

Work in groups. Write advice for each problem using *should*.

1 My classmates always copy my answers.

2 I want to thank my teacher. She always helps us.

3 English is too difficult for me.

Lesson 7: Study tips

- Do you like studying?
- How often do you study?

Activity 1 Speaking

Answer the questions with a partner.

How do you do your best?

Who helps you?

Do you help your friends at school?

Key Structure

Giving advice

You **should** get enough sleep.

Vocabulary

energy, to study, exam, to rest, enough, before

Activity 2 Listening

Listen to Khalid's study tips. Before you listen, tick what you think he will say.

- Have a big breakfast.
- Don't drink sugary drinks.
- Don't forget your pencil.
- Get enough sleep.
- Write notes.
- Eat food like fruit for breakfast.

Activity 3 Listening Track 13

Listen to Khalid and circle the sentences that you hear.

Listen for:

two things you should do before an exam.

one thing you shouldn't do before an exam.

LANGUAGE TIP

The negative form of **should** is **should not** or **shouldn't**

You **should not** sleep in class.

You **shouldn't** sleep in class.



Activity 4 Speaking

In groups, write your own study tips. Think of two things you should do and two things you shouldn't do.

SPEAKING TIP

We don't pronounce the 'l' in should.



Activity 5 Writing

Make a poster for your classroom with your study tips.

Activity 6 Writing

Now read your classmates' study tips. Write down the three best tips.

Best study tips:

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

Lesson 8: Life and studies

- What do you usually eat?
- What time do you usually go to bed?

Activity 1 Speaking

How do you get ready for school?

- Get a lot of sleep
- Always remember my books
- Wake up early

Activity 2 Reading

Read and complete the quiz with a partner.

Key Structure

Adverbs of frequency
*I **never** eat sweets.*

Vocabulary

*to get ready,
vegetables, bread, fish,
to be your best*

How to be your best

1 You should sleep for...

- a. 4 hours every night.
- b. 8 hours every night.
- c. 12 hours every night.

2 You should eat...

- a. food with a lot of sugar.
- b. white bread.
- c. fruits, vegetables and fish.

3 You should...

- a. play a lot of games
- b. be kind to others.
- c. sleep all day.

4 You shouldn't drink...

- a. water
- b. sugary drinks
- c. tea

Activity 3 Reading

Read the tips in the magazine article below and check your answers.

How to be your best!

Always drink water. You need water for energy. You shouldn't drink drinks with a lot of sugar.

Sleep is important. You should get around 8 hours of sleep every night. Never stay up all night. It will make you feel tired the next day.

You should be nice to your friends and family. Spend time with your brothers and sisters. A home is a happy place.

You need food for energy to help you study. Food like vegetables, fruits, and fish are very good for our health and they give us energy.

Activity 4 Speaking

Look at the pictures and say if each picture is good or bad for studying.



Activity 5 Writing

Complete the blog post about how to be your best.
Write three sentences.

How to be your best

Welcome to my study blog. I share tips with students. Today I would like to share some tips about how to be your best for school.

You should

Lesson 9: A problem in school

- Do you like stories?
- What kind of books do you read?

Activity 1 Speaking

Look at the picture of Mohamed. Answer the questions with a partner.

- Does he look happy or upset?
- Why do you think he feels that way?

Activity 2 Reading

Read the first part of the story.
Were your ideas correct?

Mohamed looks at his maths test. He wants to do well but he doesn't understand the questions. He is upset. His friends write quickly. They know the answers. Mohamed doesn't.

The test finishes. Mohamed still has five questions to answer. His friend Abdulla says, "It's a hard test, but I think I have all right answers." Mohamed stands up. He shouts at Abdulla, "Tests are stupid, and you are stupid if you think they are important!" He runs out of the room.



Key Structure

Making suggestions
You **could** talk to your teacher.

Vocabulary

upset, to shout, to finish,
hard, mark, to wait

READING TIP

Stories are not always true. Some stories give people advice. They tell people how to find answers to their problems

VOCABULARY

shout: to speak loudly and angrily

upset: to be unhappy

Activity 3 Speaking

Answer these questions with your partner.

- Do you think Mohamed is ready for the test? Why/why not?
- Why does Mohamed shout at Abdulla?
- Is it okay that Mohamed is upset with Abdulla?



Activity 4 Speaking

Tell your partner what you think happens next in the story. Then, read part 2.
Were you right?



Mohamed comes to class the next day. He is worried. His teacher gives the students their tests. His teacher says "Good job! It is a hard test, but most of you have good marks." His friends look happy. Then, the teacher gives Mohamed his test. He looks at his mark. He has 10%. It is very bad. His teacher says "Mohamed, I want to talk to you after class." Mohamed doesn't stay after class. He runs away from his teacher.

Activity 5 Reading

Read the stories again. Decide if the statements are true (T) or false (F).

- | | |
|---|-------|
| 1 Mohamed is worried. | T / F |
| 2 The teacher thinks most students have good results. | T / F |
| 3 Mohamed has 15% for his test. | T / F |
| 4 Mohamed's teacher wants to talk to him after class. | T / F |
| 5 Mohamed waits to talk to his teacher. | T / F |

Activity 6 Writing

Complete Zayed's email to Mohamed. Write three suggestions to help Mohamed.

*study at
home...*

*ask the
teacher
for help...*

*listen to
your
teacher...*

LANGUAGE TIP

How to make suggestions:

Why don't you...

Why don't you talk to your teacher.

You could...

You could talk to your teacher.

You should...

You should talk to your teacher.

Hello Mohamed,

I know you have some problems at school. I want to help you.

1 _____

2 _____

3 _____

Your friend,

Zayed

Lesson 10: Review

Key Structure

Unit 3 structures

Vocabulary

Unit 3 vocabulary

Activity 1 Vocabulary

Complete the sentences with the words in the box.

history cooking worried study sleep uniform

- 1 My favourite class is _____. I like learning about old things.
- 2 Sam learns how to make pizza in _____ class.
- 3 Abdulrahman forgot his book. Now he is _____.
- 4 You should _____ for eight hours every night.
- 5 We wear a school _____.
- 6 I _____ maths and science at school.

Activity 2 Reading

Read the advert for a school club. Answer the questions with a partner.

What is the name of club?

When do they meet?

What do students learn to do?

FUJAIRAH SCHOOL HORSE RACING CLUB



DO YOU LIKE HORSES?
DO YOU LIKE RACING?
JOIN OUR HORSE RACING CLUB.
OUR STUDENTS LEARN TO RIDE, CARE FOR
HORSES AND RACE!
WE MEET EVERY WEDNESDAY AT 5:00 PM.
LET'S HAVE FUN!

Activity 3 Language

Put the words in the correct order and write sentences.

1 should / sleep for eight / hours / You _____

2 You / fruit / eat / should _____

3 shouldn't / You / late / go to bed _____

4 You / should / your teacher / talk to _____

Activity 4 Speaking

Describe how you do things in class. Use the words in the box to help you.

I write... I talk... I study... I listen...

nicely. messily. carefully. well. loudly. slowly.

Activity 5 Reading and Writing

Read the email from Reem. What is her problem?

Dear Huda,

I need some advice. The students in my class always talk loudly. They talk in class and I can't hear what the teacher says. The teacher tells them off, but they don't listen. What should I do?

Your friend,

Reem

What should Reem do? Write three sentences to complete the email reply.

Dear Reem,

Your friend,

Huda

Unit 4: Cinema

Lesson 1: Types of Films

- What films do you like?
- Who are your favourite actors?

Key Structure

Linking words
I like action films, **but** I don't like drama films.

Vocabulary

cinema, animation, comedy, horror, science fiction, adventure, drama, action, history

Activity 1 Speaking

Ask and answer the questions with a partner.

What types of films do you like?

Where do you watch films?

Who do you watch films with?



Activity 2 Vocabulary

Match the film types to the pictures.

adventure

animation

comedy

drama

action

science fiction

history

horror



Activity 3 Listening Track 14

Listen to two friends talking about films. Tick ✓ the film types that you hear.

adventure		action	
animation		science fiction	
comedy		horror	✓
drama		history	



Activity 4 Listening

Listen again and complete the sentences with *and* or *but*.

- 1 I like horror _____ comedy films.
- 2 I don't like horror films, _____ I do like comedy films.
- 3 I also like animation films _____ action films.

LISTENING TIP

When you have to listen for information, try saying the words to yourself before listening. This will get you ready to hear the words.

Activity 5 Speaking

Ask your classmates what films they like or don't like.

name	like	don't like

Now tell your partner about your classmates.

Saif likes comedy films and action films.



Kareem likes animation films, but he doesn't like drama films.

Lesson 2: Describing films

- How many different types of films can you remember?
- What is your favourite? Why?

Activity 1 Vocabulary

Read the online comments and answer the questions.

Who talks about: a science fiction film?
 an action film?
 a comedy film?

Key Structure

Intensifiers

The film was **really** exciting!

Vocabulary

special effects, plot, main character, ending, scene, boring, funny, exciting, amazing, sad

"I watched a good drama film yesterday, but the **ending** was really sad."
- Tom

"I saw an action film with a very exciting **plot**."
- Leila

"My friend told me about a comedy with a very funny **main character**."
- Zainab

"We watched a science fiction film. The **special effects** were amazing, but the story was a bit boring."
- Dave

"I watched 'The Best Day' with my friend. The film is about a really nice holiday. It was great."
- Mustafa

Activity 2 Vocabulary

Read again and match the **bold** words with their meanings.

- | | |
|-------------------|--|
| 1 main character | a pictures or sounds made by computers or make up |
| 2 plot | b what happens in a film |
| 3 special effects | c the most important person in a film |
| 4 ending | d how the film finishes |

Activity 3 Writing

Complete the sentences about a film you like. Remember to use *very*, *really*, *a bit*, and different adjectives.

- I watched _____
- The plot was _____
- The main character was _____
- The special effects were _____
- The ending was _____

LANGUAGE TIP

When you want to make an adjective stronger, you can use *very* or *really*:

The film was **really** exciting!
The plot was **very** boring.

When you want to make an adjective softer, you can use *a bit*:

The film was **a bit** funny.



Activity 4 Writing

Write your own online comment about a film you watched. Use Activity 1 to help you.

Lesson 3: Language focus

- Do you like going to the cinema?
- What types of films do you usually watch?

Key Structure

Superlatives

Where is **the best** cinema?

Vocabulary

screen, cinema, seat, to open, popcorn, in the world

Activity 1 Speaking

Ask and answer the questions with a partner.

- Where do you usually watch films?
- What do you like about the cinema?

I like the big seats!

I like the popcorn.

I like the food.

Activity 2 Reading

Read the article and answer the questions.

- 1 Where is the biggest cinema in the world? _____
- 2 When did the oldest cinema open? _____
- 3 Which cinemas have the biggest screens? _____

Cinemas around the world

The biggest cinema in the world is in Madrid in Spain. It has 25 screens!

The oldest cinema in the world opened in 1899! It's in France.

The smallest cinema in the world has only 9 seats! It's in a train station in Europe.

IMAX cinemas have the biggest screens. The biggest IMAX in the world is in Sydney, Australia.

Superlatives

We use superlatives to say something is the best, or top in a group.

Short adjectives: the + adjective + est

Long adjectives: the most + adjective

old → the oldest

interesting → the most interesting

Can you find the superlatives in the text?

Activity 3 Practice

Write the superlative form of each adjective.

old	_____	new	_____
cheap	_____	expensive	_____
big	_____	small	_____

*The oldest cinema
is in France.*

Activity 4 Practice

Order the words and write sentences.

1 the best / cinemas. / I think / has / Dubai

2 is / Where / in the UAE? / the biggest cinema

3 the biggest / have / IMAX cinemas / screens.

4 popcorn. / has / My favourite cinema / the tastiest

LANGUAGE TIP

The superlative of good is *the best*.
The superlative of bad is *the worst*.

Activity 5 Speaking

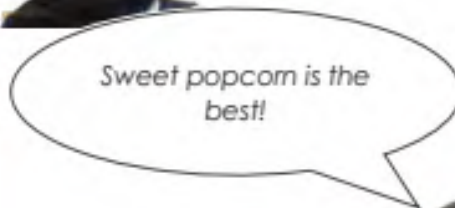
Answer the questions with a partner.

What is:

- the tastiest popcorn?
- the best film?
- the nicest cinema?
- the most expensive cinema?



*The tastiest popcorn is
caramel flavour.*



*Sweet popcorn is the
best!*

Lesson 4: What makes a good film?

- What films do you like?
- How often do you go to the cinema?

Activity 1 Speaking

Answer the question with a partner.

- What are your favourite films?
- Why are they good?

Activity 2 Vocabulary

Match the words to their meanings.

- | | |
|-------------------|------------------------------|
| 1 special effects | a what happens in a film |
| 2 actors | b clothes actors wear |
| 3 beginning | c the first part of the film |
| 4 ending | d pictures made by computers |
| 5 costumes | e the last part of the film |
| 6 plot | f people in a film |

Activity 3 Listening Track 15

Listen to Asma and Samira talking about a film.
Circle the words that you hear.

plot (what happens) costumes
good and bad points
special effects characters
actors type of film

Key Structure

Describing a film
The film has a good ending.

Vocabulary

actor, the beginning, ending, character, costume



Activity 4 Reading and Listening Track 16

Listen and circle the correct words to complete the text.

Rise of the Guardians is an **action / adventure** film. The characters are superheroes from children's **games / stories**. They want to save the world from a **bad / sad** person named Pitch. Pitch wants to **find / scare** the children. He also wants to **take / try** the things they know.

Samira wants people to **watch / remember** the film, but not young children. The film has a good plot, but it is **different / difficult** to understand.



Activity 5 Practice

Write answers for each question.

What types of films do you like?

1

Who is your favourite actor?

2

What is your favourite film?

3

What film has a good ending?

4

Activity 6 Speaking

Take turns interviewing your partner with the questions from Activity 5.

SPEAKING TIP

When we are thinking about our answers we can say 'mmm', 'hmm' and 'well'.

Lesson 5: Jurassic Park

- Do you like science fiction films?
- What science fiction films do you know?

Activity 1 Speaking

Answer the questions with a partner.

- Do you know the Jurassic Park films?
- What do you think they are they about?

Activity 2 Reading

Read the article and answer the questions.

What is Jurassic Park?

Why is it famous?

Key Structure

Describing a film
It's about dinosaurs.

Vocabulary

*dinosaur, dangerous,
theme park, famous,
island, scientist, writer*

VOCABULARY

escape: to run away

scientists: people who study science as a job

JURASSIC PARK

Jurassic Park is a science fiction film from a book by the American writer, Michael Crichton. It is about a group of scientists who visit a new **theme park** on an island. There are **dinosaurs** in a park on the island. The **dangerous** dinosaurs escape and run free around the island. Everyone on the island is scared and runs away.

The film is from 1993. It is famous in cinema **history** because it has amazing **special effects**. Computers make the dinosaurs. Now, many other films use the same technology to make amazing special effects.



Activity 3 Vocabulary

Match the **bold** words in the text to their meanings.

- 1 large animals from the past: _____
- 2 a fun place to visit: _____
- 3 someone or something everyone knows: _____
- 4 the past: _____
- 5 not safe: _____

READING TIP

Pictures and titles tell you what a text is about. Always look at pictures and titles before you read.

Activity 4 Reading

Read the sentences about the article. Are they True or False?

- | | |
|---------------------------------------|-------|
| 1 Jurassic Park is a comedy film. | T / F |
| 2 It is about dinosaurs on an island. | T / F |
| 3 The dinosaurs are dangerous. | T / F |
| 4 The film is from 1983. | T / F |
| 5 Jurassic Park is not famous. | T / F |
| 6 The special effects are bad. | T / F |

Activity 5 Writing

Complete the information about a film you like.

My Favourite Film

What is your favourite film? _____

What characters are in the film? _____

What is the film's plot? _____

Does the film have special effects? _____

WRITING TIP

We use *it's about* to describe a film.

*I like Jurassic Park. **It's about** dinosaurs. The dinosaurs escape...*

Activity 6 Writing

Write four sentences about your favorite film. Use Activity 5 to help you.

Lesson 6: Language focus

- What are you doing right now?
- What are your friends doing?

Key Structure

Present continuous
We **are watching** a film.

Vocabulary

movie, to wait, video, to smile, to laugh

Activity 1 Reading

Read the sentences and match them to the correct pictures.

- 1 He is watching a film at the cinema ____
- 2 He is watching a video on his computer. ____
- 3 They are smiling and playing. ____
- 4 She is eating lunch. ____

A



B



D



C



Present Continuous

We use the present continuous to say what is happening now.

I am
he/she/it is + -ing verb
you/we/they are

I am reading.
He is playing.
They are watching TV.

Activity 2 Practice

Read the sentences and write the correct form of the verb *to be*.

- 1 Saif _____ talking on his phone.
- 2 They _____ buying drinks and popcorn.
- 3 I _____ going to the cinema.
- 4 People _____ waiting in a line.
- 5 We _____ going to the cinema.



Activity 3 Practice

Complete the sentences with the correct present continuous verb form.

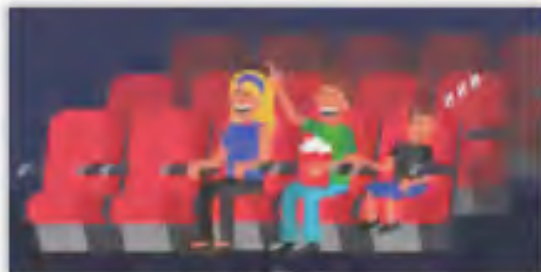
- 1 I am _____ an action film. (watch)
- 2 She is _____ at the comedy film. (laugh)
- 3 Ali and Saif are _____ in front of the television. (sit)
- 4 Fatima is _____ a book in the living room. (read)
- 5 We are _____ to watch the film. (wait)

Activity 4 Speaking

Talk about the pictures with a partner. What are the people doing?
Use the words in the box to help you.

wait sleep watch sit stand buy talk

The boy is sleeping



Lesson 7: Watching a Film

- What do you do in your free time?
- How often do you watch films at home?

Key Structure

Present continuous questions

What **are** you **doing**?

Vocabulary

^c&ici} *É-~ } } *É•&æi~Éá [ii} *ÉÁ
i} c^!^•ci} *ÉÁ [Ç^|~Á

Activity 1 Speaking

Look at the words below. What type of film do they describe?



Activity 2 Listening

Listen to the phone conversations. Match the pictures to the conversations.



Activity 3 Listening Track 17

Listen again and read the sentences below. Are they (T) or false (F)?

- 1 Rashed is watching a horror film.
- 2 Rashed isn't watching a comedy film.
- 3 Faisal is watching a horror film.
- 4 Fast Cars is a horror film.
- 5 Hamdan says the film is scary.

T	F
T	F
T	F
T	F
T	F

Activity 4 Practice

Complete the dialogues with the correct form of the verb.

1

A: Hi, what are you _____ ? (do)

B: I'm _____ a book. (read)

2

A: Are you _____ now? (go)

B: Yes, see you tomorrow.

3

A: What are you _____ (watch)?

B: It's an adventure film. It's very exciting!

A: What _____ (watch)?

B: A funny comedy film. I'm laughing a lot!

LANGUAGE TIP

Remember to change the word order to make questions:

What are you doing?

Are you watching a film?

Activity 5 Speaking

Complete the conversation below with the words in the box.

doing x2	comedy	exciting	watching x2	fine
----------	--------	----------	-------------	------

Saeed: Hi Khaled, how are you?

Khaled: I'm _____, thanks, how are you?

Saeed: I'm good, thanks. What are you _____?

Khaled: I'm _____ an action film. It's really _____!

Saeed: Oh, that's great!

Khaled: What are you _____, Saeed?

Saeed: I'm _____ football on TV. It's really exciting!

Khaled: Great. Ok, bye Saeed.

Saeed: Bye Khaled.

Activity 6 Speaking

Now practice the conversation with your partner.

Take turns to be Saeed and Khaled.



SPEAKING TIP

Practise conversations like this many times.

It will help you to speak English faster and more naturally.

Lesson 8: The History of Animation

- Do you like animated films?
- What is the oldest film you know?

Activity 1 Vocabulary

Match the words to the meanings.

- | | |
|------------------|---------------------------------------|
| 1. animated film | a. people who make films |
| 2. full – length | b. something a lot of people like |
| 3. film – makers | c. a film that is 1.5 to 2 hours long |
| 4. popular | d. a film like a cartoon |
| 5. decade | e. ten years |

Activity 2 Listening Track 18

Listen and match the sentences to the years.

- 1920s: _____
- 1928: _____
- 1937: _____
- 1940s – 1950s: _____
- 1990s: _____
- 2001: _____

LISTENING TIP

Remember to read the questions and answers before you listen.



- A** The film Shrek wins a movie competition.
- B** Film-makers make the first animated films with computers.
- C** Snow White and the Seven Dwarves is the first full-length animated film.
- D** Disney films are popular, and many people watch them in cinemas.
- E** Film-makers add sound to cartoons. Walt Disney makes Mickey Mouse.
- F** Film-makers use computers to make animated films for the first time.

Activity 3 Speaking

What does the 1940s mean?

- a 1940
- b 1940 – 1949

What does the 1990s mean?

- a 1991
- b 1990 - 1999

VOCABULARY

When we talk about years, we say:

first two numbers + second two numbers

1990 = *nineteen ninety*

2010 = *twenty ten*

Activity 4 Listening Track 19

Listen and write the correct year. Then, practice saying them.

1. _____

2. _____

3. _____

4. _____

5. _____

LANGUAGE TIP

Remember, we use adjectives to give more details.

It is a film.

*It is an **interesting** film.*

*It is an **interesting animated** film.*

Activity 5 Speaking

Answer the questions with a partner.

What movies do you want to see?

Who are the most famous actors you know?

What are the most popular films today?

What is your favourite animated film?

Lesson 9: Our cinema

- What is your favourite cinema?
- Why do you like it?

Activity 1 Vocabulary

Work in groups and brainstorm words about cinema.
How many words can you think of?



Key Structure

Describing a cinema
Our cinema has the best screens.

Vocabulary

what's on, screen, seat, ticket, menu

Activity 2 Reading

Look at the brochure. What is it for?

VOCABULARY

brochure: a piece of paper with information about something

What's on?

To Muscat and Back

The Al Shamsi family travel from Al Ain to Muscat. It is a family adventure that makes everyone laugh.

Full Marks?!

A drama about a difficult exam. Reem wants to pass but many things make it difficult. Can she pass the exam?

Camel Beauty Show

Jassim is from a small town. He thinks his camel is the most beautiful. He goes to the city for a camel beauty show. Can his camel win?

Umm Al Quwain Super Cinema

Come to our new cinema in Umm Al Quwain.

We have the biggest screens.

We have comfortable seats.

We have great food.

We always have the best movies.

Our Menu

Food

hamburger.....	20
popcorn.....	15
nachos.....	10
pizza.....	18

Drinks

coffee.....	3
tea.....	3
juice.....	5

Activity 3 Reading

Read the brochure and answer the questions.

- 1 Where is the cinema?
- 2 What films are on now?
- 3 What does the cinema have?
- 4 What food is on the menu?
- 5 Which food is the most expensive?

Activity 4 Writing

In groups, make a brochure for a cinema.

- What is your cinema called?
- What films are on?
- What does it have?
- What is on the menu?



WRITING TIP

Remember, we use adjectives, intensifiers and superlatives to make our writing more interesting.

We have **the tastiest** popcorn.
This is an **interesting** film.
We have **very comfortable** seats.

SPEAKING TIP

We use **I'd like** to talk about things we want.

I'd like to put popcorn on the menu.

What's on?

Cinema

Our Menu

Food

.....
.....
.....
.....

Drinks

.....
.....
.....

Activity 5 Speaking

Present your cinema to the class. Which cinema is your favourite?

Lesson 10: Review

Key Structure

Unit 4 structures

Vocabulary

Unit 4 vocabulary

Activity 1 Vocabulary

Complete the sentences with the words in the box.

scary	comedy	animation	science fiction
main character	action	popcorn	screen

- 1 I like going to the cinema, but sometimes I eat too much _____ !
- 2 My friend likes _____ films because he likes robots and space.
- 3 The _____ at the cinema are very big.
- 4 Some of the best _____ films are from Japan.
- 5 The _____ is the most important person in the film.
- 6 I don't like horror films because they are too _____ !
- 7 _____ films are usually very exciting.
- 8 I like _____ films because they are funny.

Activity 2 Reading

Read the comments about a new cinema.

Then decide if the statements below are true (T) or false (F).

Star Cinema

There's a new cinema in town! Read what people think about it:

"Star Cinema has the biggest screen and the most exciting films!"

"You can watch the best films and eat the most delicious popcorn at Star Cinema!"

"It has the most comfortable seats!"

- | | |
|--|-----|
| 1 Star Cinema has the smallest screen. | T/F |
| 2 The films at Star Cinema are exciting. | T/F |
| 3 The seats are not very comfortable. | T/F |
| 4 The popcorn is very tasty. | T/F |

Activity 3 Language

Complete the sentences with the correct superlative form of each adjective.

- 1 My favourite cinema has the _____ seats. (big)
- 2 That film had the _____ ending. (boring)
- 3 What is the _____ film you know? (sad)
- 4 Yesterday, I watched the _____ film. (funny)
- 5 I like action films because they are the _____ films. (exciting)

Activity 4 Language

Complete the dialogue with the correct present continuous verb form.

Ali: Hi Saif! Let's do something! What are you _____? (do)

Saif: Hi Ali. I'm _____ a film on TV. It's really interesting. (watch)

Ali: Oh great. I'm _____ to music. (listen)

Saif: What is your brother _____? (do)

Ali: He's _____ an animation film. (watch)

Activity 5 Speaking

Look at the pictures and answer the questions.

- What do you see?
- Where are the people?
- What are they doing?



Activity 6 Writing

Write three sentences to describe the pictures.

- 1 _____
- 2 _____
- 3 _____

Vocabulary

Unit 1

a few	determiner
after school	phrase
aunt	noun
birds	noun
books	noun
breakfast	noun
brush teeth	phrase
camels	noun
computer games	noun
cousin	noun
daily routine	noun
dinner	noun
every day	phrase
family tree	noun
father	noun
flamingoes	noun
football player	noun
foxes	noun
free time	noun
grandfather/mother	noun
hobby	noun
interview	noun
loud noises	noun
lunch time	noun
mother	noun
painting pictures	phrase
play	verb
playing computer games	phrase
reading books	phrase
scary movies	noun
school	noun
sleeping late	phrase
snakes	noun
taking photos	phrase
tigers	noun
to drink	verb
to eat	verb
to finish	verb
to go camping	verb
to go diving	verb
to go to sleep	verb
to live	verb

to meet up	verb
to play football	verb
to start	verb
to study	verb
to train falcons	verb
uncle	noun
wake up	verb
watching TV	phrase
years old	phrase

Unit 2

ankle	noun
arm	noun
athletics	noun
badminton	noun
bronze	noun
competition	noun
confident	adjective
faster	adjective
goalposts	noun
goggles	noun
gold	noun
gymnastics	noun
hard-working	adjective
healthy	adjective
heart	noun
height	noun
hip	noun
hockey stick	noun
javelin	noun
knees	noun
lazy	adjective
match	noun
medal	noun
older	adjective
once / twice / three times a week	adverb
net	phrase
racquet	noun
racquet sports	noun
shorter	adjective
shot put	noun
shoulder	noun
shuttlecock	noun
shy	adjective
silver	noun

slower	adjective
stadium	noun
stairs	noun
strong	adjective
swimwear	noun
taller	adjective
thighs	noun
to bring	verb
to go for a walk	verb
to lift	verb
to ride a horse	verb
to run on the spot	verb
to say	verb
to ski	verb
to take the lift	verb
to try	verb
to warm up	verb
to watch	verb
toes	noun
volleyball	noun
weak	adjective
weights	noun
weightlifting	noun
winter sports	noun
younger	adjective

Unit 3

Arabic	noun
art and design	noun
at night	adverb
badly	adjective
before	preposition
bread	noun
break	noun
brightly	adjective
bullying	noun
carefully	adjective
club	noun
computer	noun
cooking	noun
desert	noun
during the day	phrase
Emirati	adjective
energy	noun
enough	determiner
exam	noun

fish	noun
French	noun
hard	adjective
in the morning	phrase
Islamic education	noun
list	noun
loudly	adjective
mark	noun
maths	noun
messy	adjective
newspaper	noun
P.E.	noun
problem	noun
quickly	adjective
quietly	adjective
science	noun
slowly	adjective
tasty	adjective
tidy	adjective
to be your best	verb
to forget	verb
to finish	verb
to get ready	verb
to mess about	verb
to rest	verb
to shout	verb
to study	verb
to tell off	verb
to wash	verb
to wait	verb
uniform	noun
upset	adjective
vegetables	noun
well	adverb
worry	verb
writing	noun

Unit 4

action	noun
actor	noun
adventure	noun
amazing	adjective
animation	noun
boring	adjective
character	noun
cinema	noun

comedy	noun
competition	noun
costume	noun
dangerous	adjective
decade	noun
dinosaur	noun
drama	noun
ending	noun
exciting	adjective
famous	adjective
funny	adjective
film-makers	noun
full-length	adjective
history	noun
horror	noun
in the world	phrase
island	noun
main character	noun
menu	noun
movie	noun
plot	noun
popcorn	noun
sad	adjective
scary	adjective
scene	noun
science fiction	noun
scientist	noun
screen	noun
seat	noun
special effects	noun
the beginning	noun
theme park	noun
ticket	noun
to laugh	verb
to open	verb
to smile	verb
to wait	verb
video	noun
what's on	phrase
writer	noun

Grade 6 Grammar Reference

Unit 1

Present Simple

We can use the present simple for:

- things we do every day.
- things that are always true.

I / you / we / they	go
he / she / it	goes

*I **talk** to my friends.*

*She **reads** books.*

*They **go** to school.*

The negative is formed by adding *don't* (*do not*) or *doesn't* (*does not*) to the verb.

I / you / we / they	don't go
he / she / it	doesn't go

*I **don't** talk to my friends.*

*She **doesn't** read books.*

*They **don't** go to school.*

Questions are formed with *do* or *does*.

(Wh question word)	+	do does	+	I / you / we / they he / she / it	+	verb
--------------------	---	------------	---	--------------------------------------	---	------

Do you like school? *Yes, I do / No, I don't.*

Where does he live? *He lives in Abu Dhabi.*

What do they study? *They study English.*

Use:

where for places.

who for people.

what for things and ideas.

when for days and times.

Unit 2

Can and Can't

We use *can* or *can't* to talk about ability. *Can* goes before the main verb in a sentence.

can ✓ and **can't** ✗

subject + can + verb
subject + can't + verb

*I **can** play basketball.*

*He **can't** swim.*

In questions *can* goes before the subject.

can + subject + verb ?

***Can** you **ski**? Yes, I **can** / No, I **can't**.*

Comparatives

We use comparative adjectives with *than* to compare things.

Short adjectives	add -er	<i>big</i> → bigger
Adjectives ending in -y	take away y; add -ier	<i>easy</i> → easier
Long adjectives	add <i>more</i>	<i>interesting</i> → more interesting

*Abu Dhabi is **bigger** than Ajman.*

The negative is formed with *not*.

*Ajman is **not** bigger than Abu Dhabi.*

Questions are formed with *be* + subject + *than*

***Is** Ajman **bigger** than Abu Dhabi?*

Unit 3

Adverbs

There are different types of adverbs.

*I **sometimes** eat vegetables.*

Adverbs of time tell us when something happens.

***Yesterday** I was at school.*

Adverbs of manner

Adverbs of manner tell us how something happens.

*I write my answers **carefully**.*

To form adverbs of manner, add *-ly* to the end of most adjectives.

Some adverbs are not formed with *-ly*, like *well* or *fast*. We use adverbs of the manner after a verb or an object.

*I speak English **well**.*

*I don't read **quickly**.*

*Do you read **quickly**?*

Modal Verb Should

We can use the modal verb *should* to:

- give advice.
- say what we think is right or wrong.

subject + *should* (not) + verb

We use *should* before the main verb in a sentence. The negative is formed with *not*.

*You **should eat** vegetables.*

*We **should do** our homework.*

*We **shouldn't watch** too much TV.*

Unit 4

Superlatives

We use superlative adjectives to say something is the best, the worst, or top in a group.

Short adjectives	add <i>-est</i>	<i>old</i> → oldest
Adjectives ending in <i>-y</i>	take away <i>y</i> ; add <i>-iest</i>	<i>easy</i> → easiest
Long adjectives	add <i>most</i>	<i>interesting</i> → most interesting

*Abu Dhabi is **the biggest** emirate.*

The negative is formed by adding *not*.

Ajman is **not the biggest** emirate.

Questions follow the present simple form.

Is Ajman **the biggest** emirate?

What **is the biggest** emirate?

Present Continuous

We use the present continuous for actions happening around the time of speaking. To form the present continuous, we use *be* + *-ing* verb. To form negatives, we add *not*.

I		am		
He / She / It	+	is	(not)	+ -ing verb
You / We / They		are		

We **are studying**

The teacher **is talking**.

The students **aren't speaking**.

Questions are formed with *be* + subject + *-ing* verb.

		am		I		
(Wh question word)		is	+	he/she/it		+ -ing verb
		are		you/we/they		

Is Omar **eating**? Yes, he is / No, he isn't.

What **are** you **doing**? I'm reading a book.



A large, light blue rectangular area containing 25 horizontal lines, intended for writing or drawing.

Unit Lesson

1 1



Grammar



Functional Language

1 2



Grammar



Functional Language

1 3



Grammar



Functional Language

1 4



Grammar



Functional Language

1 5



Grammar



Functional Language

1 6



Grammar



Functional Language

Unit Lesson

1 7



Grammar



Functional Language

1 8



Grammar



Functional Language

1 9



Grammar



Functional Language

Unit Lesson

2

1



Grammar



Functional Language

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Grammar



Functional Language

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Grammar



Functional Language

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Grammar



Functional Language

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Grammar



Functional Language

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Grammar



Functional Language

Unit Lesson

2 7



Grammar



Functional Language

2 8



Grammar



Functional Language

2 9



Grammar



Functional Language

Unit Lesson

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Functional Language

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Functional Language

Unit Lesson

4 1



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Functional Language

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Functional Language

Unit Lesson

4 7



Grammar



Functional Language

4 8



Grammar



Functional Language

4 9



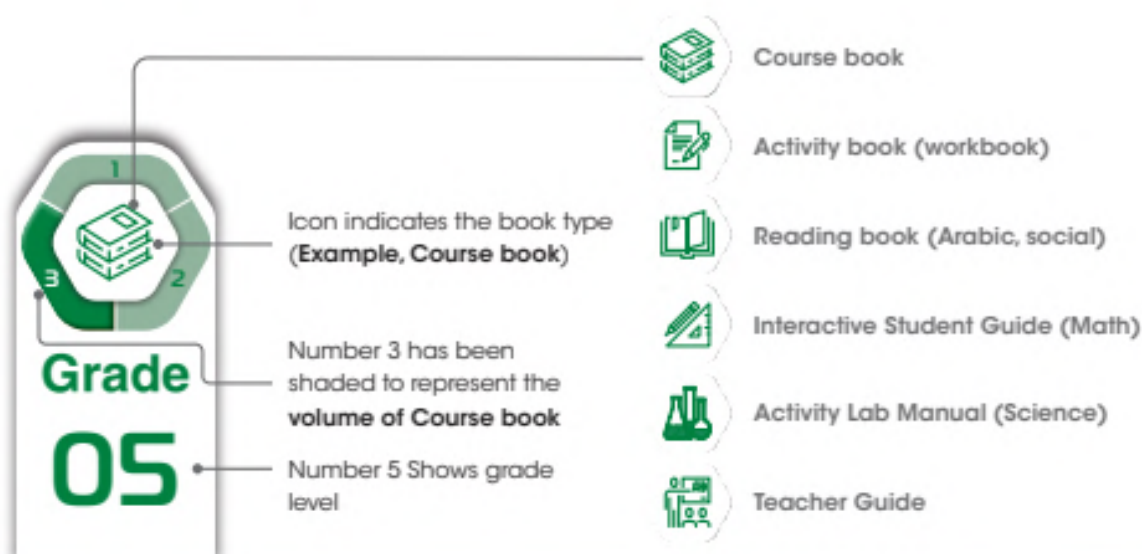
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