

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف دليل المعلم Book Access الفصل الثاني

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روابط مواقع التواصل الاجتماعي بحسب الصف السادس



روابط مواد الصف السادس على تلغرام

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# English Literacy Programme

## Access Book 6



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### TEACHERS' HANDBOOK

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## Introduction to Access Course

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

The Access Course will:

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

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

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

## Introduction to Access Book

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

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

The features of the Access book include:

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

**Key structures and vocabulary box**

**Variety of skill-related activities**

**Explicit grammar points**

**Explicit vocabulary practice**

**Simplified tip boxes**

**Unit 3: Nature and the world  
Lesson 1: Rainforests**

- What is a rainforest?
- What animals live in a rainforest?

**Activity 1 Vocabulary**  
Match the words to the pictures.

air medicine land rainforest percent

**Activity 2 Listening** Track 8  
Listen to a podcast about rainforests and complete the fact file.

**Activity 3 Listening**  
Listen again. Are the sentences True or False?

1 The Amazon is the biggest rainforest in the world.	T	F
2 Nuts, coffee, lemons and oranges come from rainforests.	T	F
3 Many medicines come from rainforests.	T	F
4 Rainforests are becoming bigger.	T	F

**Activity 4 Speaking**  
Talk to a partner and answer the questions.

Would you like to visit a rainforest? Why or why not?  
Why do you think rainforests are important?  
Why do we need parks or gardens in a city?  
Will rainforests become smaller in the future? Why or why not?

**Key Structure**  
Giving reasons  
*Rainforests are important because animals live there.*

**Vocabulary**  
rainforest, land, medicine, clean, air, percent

**LANGUAGE TIP**  
Remember! We can use will to make predictions about the future. For negatives we can say *will not* or *won't*.

**LISTENING TIP**  
Read before you listen. Think about the type of word you will write in the space. For example, a number, a noun or a verb.

**Fact File: Rainforests**

1. Tropical rainforests cover about \_\_\_\_\_% of the land in the world.
2. More than \_\_\_\_\_% of the world's plants and animals live and grow in rainforests.
3. \_\_\_\_\_% of all bugs live in rainforests.
4. The largest rainforest is the \_\_\_\_\_.
5. The \_\_\_\_\_ in the rainforest keep the air clean by releasing the oxygen we breathe.

**VOCABULARY**  
percent: out of 100; 50/100 is 50 percent (50%)  
oxygen: a gas in the air; we need it to breathe to breathe: to take air in and out of your mouth

*Rainforests are important because many animals live there.*

*I think rainforests will get bigger. People will help the plants and animals.*

*Cities need parks because they have trees.*

## Lessons

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

### Language Focus

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

#### Guided discovery

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

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

#### PPP

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

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

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

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

#### TTT

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

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

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

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

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

### Key Aspects

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

Example: Phrasal verbs

Meaning: There are literal phrasal verbs which can be understood by their individual parts. There are also figurative phrasal verbs where understanding the verb and the particle do not assist in comprehension. Additionally, there are phrasal verbs with more than one meaning. Teachers should use their own judgement and be aware that, at lower levels, it is not often necessary to cover all aspects of meaning for a particular language structure. In addition to referring to the weekly lesson outcomes, teachers can assess the level of explanation required by looking ahead at the lesson content and production activities.

Form: At a lower level, the form could be described as a two or three-part verb consisting of a verb and a particle. Phrasal verbs have their own stress patterns and pronunciation can be practiced before expanding upon use in order to facilitate reading.

Use: Phrasal verbs tend to be more common in spoken language and less common in formal writing.

### Considerations

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

### Suggested reading

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

## Activities

### Picture brainstorm

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

### Speech bubbles and Think bubbles

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

### Draw the picture

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

### Match the description

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

### Make questions

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

### Compare and contrast

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

### Every face tells a story

- Provide students with a range of portraits (different gender, age, etc.).



- Ask students to classify the portraits. Ask them to explain their choice for classification.
- Ask students to talk about the people in the portraits. Ask questions such as: *Who do you think this person is? Who do you think took this portrait? What do you think the person in the portrait is looking at? Do you think the person in the portrait knows the photographer? Would you like to meet this person? Why?*
- If possible, ask students to collect portraits from magazines or newspapers that they think are interesting, and then share their ideas about the portraits in class.

**Make a story**

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

**Picture categories**

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

**Word sort**

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

**Sentence sort**

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

**Picture word match**

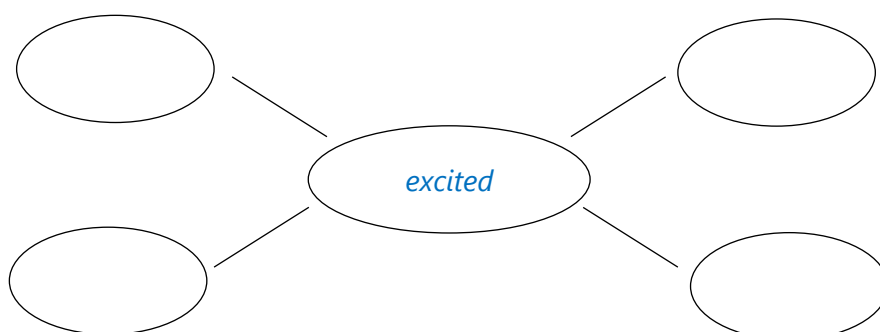
- Provide students with a selection of images and matching words.
- Students match words to pictures.

**Definition, word and picture match**

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

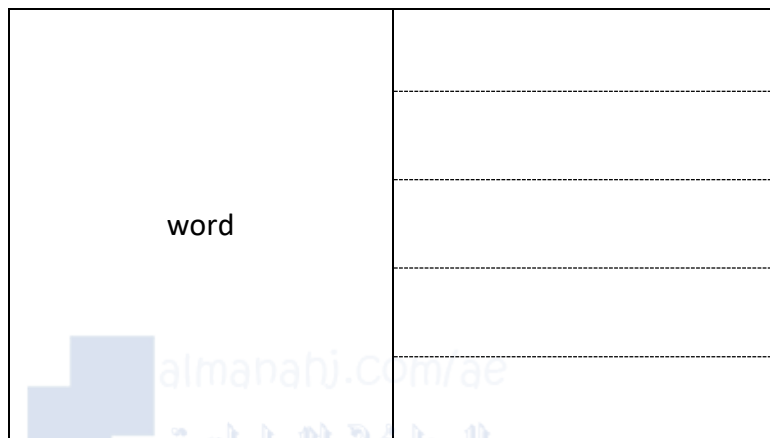
**Word web**

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



### Vocabulary foldable

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



### Memory game

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

### Personal dictionaries

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

### Who has the Word?

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

### Sentence Building

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

### Masked Text

- Mask a text by covering most of the words in the text.

- Expose some key words or phrases only.
- Ask students to make predications from the words or phrases they can see.

### Board games

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

### Word wall

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

### Guess the word

- Provide students with word cards.
- Students describe the word and the others guess the word, e.g. *'baby'* – very small / cries a lot / cannot walk, etc.

### Role play

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

### What's on the menu?

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

### What's in the bag?

- Place objects in a cloth bag.
- Students take turns to feel the object. They talk about what they feel and guess the object.

### Book walk

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

- Make connections – activate prior knowledge of students. Ask questions such as: *'What does the story remind you of?'*, *'Have you read any stories about.....?'*, etc.
- Make predictions – support students to make predictions about the text. Ask questions such as: *'What do you think will happen next?'*, *'What do you think the character will do?'*, etc.
- Get students to activate all their senses – ask students questions such as: *What do you see in your mind when you read this? What do you smell when you read this? What do you hear when you read this? How does what I feel / hear / see / smell / taste help me to understand the story?*
- Support students to ask and answer questions before, during and after reading. Use question cards: (*what / who / why / where / when / how*).
- Encourage students to retell and paraphrase what they read. Use words such as: *'first, later, next, after that, sometime after, then'*. Do not just retell and paraphrase entire stories. Use this strategy for paragraphs and sections of a story or other text.
- Summarise – assess students' understanding of a whole text, paragraph or section of a text through summarising or finding the main idea. Ask questions such as: *What was the most important part? What is the most important information?*

# Lesson Objectives

## Unit 5

- Lesson 1: To listen to a conversation about gadgets and answer questions  
To interview classmates about their favourite gadget and make notes
- Lesson 2: To read an article about gadgets and identify mistakes with punctuation  
To write a short description about a gadget
- Lesson 3: To use 'was/were' to ask and answer questions about the past
- Lesson 4: To listen to people describing inventions and answer questions  
To talk to a partner with opinions on which inventions they think is the most or least useful
- Lesson 5: To read a short paragraph and label the introduction, main body and conclusion  
To write a short paragraph about an invention, using paragraphing conventions
- Lesson 6: To use the past simple to talk about what they did last weekend
- Lesson 7: To listen to conversations about gadgets and find specific information  
To ask questions about a partner's gadgets using 'was/were'
- Lesson 8: To listen to a monologue about a new invention for gist and specific information  
To ask questions about a new invention
- Lesson 9: To read a short story and answer questions on gist and specific information  
To read a short story and identify adverbs in the text
- Lesson 10: To review vocabulary, skills and language from unit 5

## Unit 6

- Lesson 1: To listen to fact files about deserts and answer questions  
To ask questions using 'How many...?', 'Which...?', and 'What...?'
- Lesson 2: To listen to a monologue about camping in the desert and answer questions  
To talk to a partner about things they would take on a camping trip to the desert
- Lesson 3: To listen to a podcast about food around the world and answer questions  
To talk to a partner describing how people eat in their country
- Lesson 4: To read three short texts about explorers and choose the best title for each text  
To write questions in the past simple using 'did'
- Lesson 5: To use irregular verbs in the past simple
- Lesson 6: To listen to a monologue about a trip to the desert and follow directions  
To listen and identify ordinal numbers in a monologue
- Lesson 7: To read and listen to a short story about travelling and answer questions  
To talk with a partner about the good and bad things about travelling
- Lesson 8: To read and listen to a monologue about a trip to Kenya and answer questions  
To write about a recent holiday, using past simple positive and negative sentences
- Lesson 9: To read a blog post about a trip to Senegal and choose the best title  
To write a blog post about a recent holiday
- Lesson 10: To review vocabulary, skills and language from unit 6

## Unit 7

- Lesson 1: To listen to a conversation about holiday activities and answer questions  
To talk with a partner about holiday activities using 'would like'
- Lesson 2: To read a short answer to an exam question and fill in the gaps with missing vocabulary  
To write an answer to an exam question about a dream holiday
- Lesson 3: To listen to a monologue about a special place and put headings in order  
To ask and answer questions about a special place using 'Wh-' questions in the past

- Lesson 4: To read a blog post about a trip to a museum and fill in the gaps with the correct adjectives  
To write about a special place using adjectives with dependent prepositions
- Lesson 5: To use 'going to' talk and write about future plans
- Lesson 6: To listen to a phone conversation and complete a table with the missing information  
To talk to a partner and complete a schedule about plans for the week
- Lesson 7: To read an online text and identify the text type  
To write an online review about a place they recently visited
- Lesson 8: To understand and use countable and uncountable nouns with some and any
- Lesson 9: To read a short story and answer questions on gist and specific information  
To write long numbers from word form to numerical form
- Lesson 10: To review vocabulary, skills and language from unit 7



## Sample Lesson Plans

<b>Lesson Plan</b>		<b>Grade: 6</b>
<b>Teacher:</b>		<b>Subject:</b> Access English
<b>Unit: 5</b>	<b>Lesson: 5</b>	<b>Date:</b>
<b>Objectives:</b> ✓ To read a short paragraph and label the introduction, main body and conclusion ✓ To write a short paragraph about an invention, using paragraphing conventions		
<b>Starter</b> 1. Write the word 'invention' on the board. Elicit one or two examples of an invention, such as the TV. 2. Put students in groups of three or four. Tell the students they have 2 minutes to think of as many inventions as they can. 3. When the time is up, invite students to call out their ideas, writing any interesting examples on the board.		
<b>Main Activities</b> ➤ <b>Activity 1 Reading:</b> 1. Direct students' attention to the text. Remind them to read the questions before they start reading. 2. Ask students to think about the answers before reading the text, to check their ideas. 3. Allow students to read individually. 4. When all students have finished, invite individual students to read a sentence each, correcting pronunciation and helping with meaning where necessary. <u>Feedback:</u> Invite individual students to read out their answers. ➤ <b>Activity 2 Reading:</b> 1. Direct students to the Writing Tip box. Remind them of the importance of structuring a paragraph. Use some concept checking questions, such as 'Where does the conclusion come, at the beginning or at the end?'. If possible, show students a piece of writing that has no paragraphs and is poorly organised, compared to a piece of writing that is clearly paragraphed and well organised. 2. Allow students time to read through the text again and label the introduction, main body and paragraph, in the boxes next to the text. <u>Feedback:</u> Students compare answers in pairs before checking as a whole class. ➤ <b>Activity 3 Speaking:</b> 1. Explain to students that they will write about their favourite invention in Activity 4, but before that they will talk to their partner to think of some ideas. Give a model example, such as 'I think the most important invention is the car because people can travel far'. 2. Put students in pairs. Tell the students to use the guiding bulleted questions to help them. Encourage them to make notes on the lines. 3. Monitor and assist where necessary, helping with spelling and development of ideas. <u>Feedback:</u> Check answers as a class, praising correct spelling and making notes of any common errors. ➤ <b>Activity 4 Writing</b> 1. Students work individually. Remind them to use the guiding questions on the left to help them organise their writing. Tell students to use the structure in Activity 2 and the writing tip so that they can write a structured paragraph. 2. Monitor and assist where necessary, helping with spelling and grammar. <u>Feedback:</u> Check answers in pairs, then as a class. Invite individual students to read out their answers. Ask a partner to find the <i>introduction</i> , main body and conclusion in their paragraph answers.		
<b>Plenary</b> Spelling bee – Use the vocabulary from the lesson to conduct a mini spelling bee. Invite a volunteer to come to the front of the class. Read out a word from the lesson and the student has to spell it correctly, winning a point for their team if they are correct.		
<b>Differentiation</b>		

To support students, pair weaker and stronger students together to allow peer support. To stretch students, ask them to compare their invention to another and list reasons why it is better or worse.

<b>Lesson Plan</b>		<b>Grade: 6</b>
<b>Teacher:</b>		<b>Subject: Access English</b>
<b>Unit: 6</b>	<b>Lesson: 3</b>	<b>Date:</b>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>✓ To listen to a podcast about food around the world and answer questions</li> <li>✓ To talk to a partner describing how people eat in their country</li> </ul>		
<b>Starter</b> <ol style="list-style-type: none"> <li>1. Split the class into four to five small groups.</li> <li>2. Tell students they have 2 minutes to think of as many food items as they can.</li> <li>3. Nominate one student from each group to write down the words.</li> <li>4. When the time is up, the team with the most words is the winner. Choose several students to come to the board and write one or two words down. Correct spelling as necessary.</li> <li>5. When there are ten to fifteen words on the board, direct students' attention to the bulleted questions at the top of the page. Answer the questions as a whole class, noting any interesting answers on the board.</li> </ol>		
<b>Main Activities</b> <ul style="list-style-type: none"> <li>➤ Activity 1 Speaking: <ol style="list-style-type: none"> <li>1. Direct students' attention to the pictures of food around the world.</li> <li>2. Put students in pairs. Students read the questions and talk about the topic.</li> <li>3. Encourage students to use the expressions in the speech bubbles, giving a model of the correct pronunciation.</li> </ol> <b>Feedback:</b> Invite pairs of students to volunteer their answers to the class. </li> <li>➤ Activity 2 Listening: <ol style="list-style-type: none"> <li>1. Tell students they are going to listen to a podcast from a chef. Explain that a chef is a professional cook, usually in a restaurant.</li> <li>2. Direct students' attention to the listening tip box. Have students work in pairs and underline what they think are the key words in Activity 2 (which/countries/talk/about).</li> <li>3. Play the recording and monitor, ensuring all students can hear. Repeat the recording if necessary. Compare answers with a partner before checking as a class.</li> </ol> <b>Feedback:</b> Invite individual students to volunteer their answers to the class. </li> <li>➤ Activity 3 Vocabulary: <ol style="list-style-type: none"> <li>1. Direct students to the pictures and the word box in Activity 3.</li> <li>2. Do the first example as a whole class.</li> <li>3. Put students in small groups. Groups race to complete the activity. Award points to the first group to finish.</li> </ol> <b>Feedback:</b> If possible, project the images on the board and invite students to come up and write the correct words under the images. Model pronunciation of the vocabulary, especially the pronunciation of 'bowl' and 'knife'. </li> <li>➤ Activity 4 Listening: <ol style="list-style-type: none"> <li>1. Direct students to the table in Activity 4. Explain that they will need to listen to the recording again and fill in the missing gaps in the table.</li> <li>2. Remind students that they should read the information in the table first, to help them predict what they will hear.</li> <li>3. Play the recording. Students complete the table individually. Repeat the recording if necessary.</li> </ol> <b>Feedback:</b> If possible, project the table on the board and invite students to come up and fill in the missing words. </li> <li>➤ Activity 5 Speaking: <ol style="list-style-type: none"> <li>1. Remind students that they have discussed how people eat in different countries around the world.</li> <li>2. Explain that they will now discuss how people eat in their own country</li> <li>3. Put students in pairs and allow them to talk about the topic. Monitor and help where necessary, prompting any students who are struggling. Ask questions, such as, 'Do you use a knife and fork in the UAE?'.</li> </ol> <b>Feedback:</b> Ask two or three volunteers (not the same students from the previous activity) to give example answers to the class. </li> </ul>		
<b>Plenary</b>		

Play a game of 'Hot Seat', inviting one student to come to the front and sit with their back to the board. Write a vocabulary item from the lesson on the board so the student can't see it. The other students have to explain what the word is without saying the word directly, and the student in the 'hot seat' has to guess it.

### Differentiation

To challenge students further, ask them to think of five more food items, and even types of cutlery, that weren't mentioned in the lesson.

<b>Lesson Plan</b>		<b>Grade: 6</b>
<b>Teacher:</b>		<b>Subject:</b> Access English
<b>Unit: 6</b>	<b>Lesson: 8</b>	<b>Date:</b>

### Objectives:

- ✓ To understand and produce past simple sentences in the context of holidays
- ✓ To write about a recent holiday, using past simple positive and negative sentences

### Starter

1. Write the following on the board: h\_\_\_\_y. (holiday).
2. Ask students what they think the word is. Invite individual students to make a guess, or to call out a letter of the alphabet. Write each letter in the correct place or write it on the board with a line through it as necessary.
3. When the word has been guessed, direct students to the bulleted questions at the top of the page. Ask two or three students each question, making notes of any interesting responses on the board.

### Main Activities

#### ➤ Activity 1 Listening & Reading:

1. Ask students what question they have to answer from the text (Where did he go?). Explain that students shouldn't worry if they don't understand every word, they just need to get the general idea.
2. Direct students' attention to the text. Ask students if they know where Kenya is, and what they know about it.
3. Play the recording and tell students to read along at the same time.

**Feedback:** Invite individual students to read out their answers.

#### ➤ Activity 2 Reading:

1. Put students into pairs and explain they need to read the text again and answer the true or false questions.
2. Allow students time to read through the text before answering questions 1-5.

**Feedback:** Students compare answers in pairs before checking as a whole class. Ask students to identify parts of the text where they found each answer.

#### ➤ Language Tip:

1. Remind students of the past simple by writing 'go', 'sleep' and 'do' on the board and eliciting the past simple forms, 'went', 'slept', and 'did'.
2. Write the sentence 'We went to Kenya' on the board, with a ✓ next to it. Then, write 'We \_\_\_\_\_ to Kenya' with a ✗ next to it, and elicit the negative form, 'We didn't go to Kenya'. Highlight the fact the verb is in the present form because we have 'didn't' before it.
3. Direct students to the Language Tip box to reinforce the past simple negative form.
4. Practice by writing two or three more past simple positive sentences, such as 'We slept well', 'We saw animals', and 'We bought souvenirs', and elicit the negative form.
5. For further practice, call out an example of a positive sentence from the text and invite students to call out the negative form.

#### ➤ Activity 3 Practice:

1. Explain to students that they will now practise writing the past simple negative form.
2. Put students in pairs and have them go through questions 1-4.

**Feedback:** Check answers as a class, praising correct spelling and making notes of any common errors.

#### ➤ Activity 4 Speaking

1. Put students in pairs. Direct students to the words in the box in Activity 4 and explain that they will talk to their partner about their last holiday, and that they can use the words in the box to make sentences.
2. Direct students to the speech bubble with the example. If necessary, give one or two more examples, such as 'I saw a museum', 'I didn't buy any souvenirs'.
3. Allow students to practise, monitoring and helping as necessary. Make note of any persistent errors.



**Feedback:** Invite pairs to volunteer examples of their sentences. Write any persistent errors from the speaking stage on the board and invite students to correct them.

➤ **Activity 5 Writing**

1. Students work individually. Explain that students will write down their sentences from the speaking activity before.
2. Allow students time to write as many sentences as they can, encouraging them to write both positive and negative sentences.

**Feedback:** Volunteers share their partner's responses. Praise good spelling and correct use of grammar.

**Plenary**

**Board Race** – Divide the class into two teams. Invite one student from each team to come to the board. Call out a verb in present simple (use both positive and negative examples, such as 'like / don't like) and the students race to write the past simple form, with correct spelling. The first one to write it correctly gets a point for their team. Change students and repeat.

**Differentiation**

To support students, go through at least one example of each exercise before students complete the activity on their own. Pair weaker students with stronger ones to allow peer support. Provide sentence starters for students who are struggling with Activity 3.

To stretch students further, ask them if they can make questions from statements in Activity 3, or from the verbs in Activity 4.

## Continuous Assessment

Students taking the Access Course will be continually assessed throughout the term. Detailed information about assessment will be provided as it is available.

### Can-Do Statements

These simple statements are a form of Assessment as Learning for students to keep track of their own learning. They judge their accomplishments by agreeing or disagreeing with statements about the various learning outcomes. This has two benefits — the first being that students have clear goals to work towards and the second being that they are given a degree of responsibility for achieving those goals. Teachers can create statements based on the learning outcomes and materials used.

*Self-assessment Checklist Template*

<b>Listening</b>	<b>✓ or X</b>
I can...	
<b>Speaking</b>	
<b>Reading</b>	
<b>Writing</b>	
<b>Grammar</b>	

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## Answer Keys

### Unit Five

#### Lesson One

##### Activity 1

1 bicycle. 2 compass. 3 smartphone. 4 tablet. 5 laptop. 6 Velcro

##### Activity 2

1 Luke / smartphone; Ben / laptop

2 (one of the following) talk to friends, send texts, take photos

3 (one of the following) look on the internet, send emails, play games, do homework

##### Activity 3

a- to talk. b- about. c- smartphone / laptop. d- useful

#### Lesson Two

##### Activity 1

PC – laptop; digital camera – analogue camera; games console – arcade game; stereo – Mp3 player

##### Activity 2

1 PC (Personal Computer). 2 digital camera. 3 games console. 4 stereo. 5 Mp3 player. 6 analogue camera. 7 laptop. 8 arcade game

##### Activity 3

1 PC. 2 digital camera. 3 Mp3 player. 4 arcade game

##### Activity 4

Correct version:

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

#### Lesson Three

##### Activity 1

1 Computers. 2 Telephones. 3 The TV

##### Activity 2

1 T. 2 F. 3 F. 4 T. 5 F. 6 T

##### Activity 3

1 were. 2 was. 3 were / was. 4 were. 5 was

##### Activity 4

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

#### Lesson Four

Activity 1

1 microwave. 2 can opener. 3 light bulb. 4 selfie stick. 5 rubber boots. 6 calculator

Activity 2

A speaker 1. B Speaker 3. C Speaker 2

Activity 3

1 a. 2 b. 3 a

Lesson Five

Activity 1

1 The refrigerator / fridge

2 (suggested answers) it keeps food fresh for longer; we don't have to go to the supermarket every day to buy fresh food; it keeps drinks cold

Activity 2

(from top to bottom) Introduction; Main body; Conclusion

Lesson Six

Activity 1

a) A day with my friend

Activity 2

(underline the following) was; walked; asked; played; wanted; stopped; talked; looked;

Activity 3

walk – walked; ask – asked; play – played; want – wanted; stop – stopped; talk – talked; look - looked

Activity 4

1 asked. 2 played. 3 looked. 4 were. 5 talked. 6 walked / was

Lesson Seven

Activity 2

new; expensive; bigger; slower  
tablet; better

Activity 3

1 No 2 Yes 3 No 4 No

Lesson Eight

Activity 2

C

Activity 3

1 T 2 F 3 F 4 T

Activity 4

size; shopping; safety

Lesson Nine

Activity 1

*The Umbrella Hat*

Activity 2

*1 raining and windy 2 because he could test his new invention 3 because it worked wonderfully*

Activity 3

*1 three boys from his school 2 threw it on the floor 3 "It looks stupid!"*

Activity 4

*1 Uncle Salem 2 looked at him kindly and said "Don't be sad, Hamed" 3 happy*

Activity 5

*Part 1: wonderfully; calmly*

*Part 2: quickly; quietly*

*Part 3: kindly; carefully*

Lesson Ten

Activity 1

*1 tablet. 2 camera. 3 heavy. 4 microwave. 5 keyboard.*

Activity 2

*Gadgets, old and new*

Activity 3

*1 F. 2 F. 3 T. 4 F.*

Activity 4

*1 watched. 2 played. 3 looked. 4 were. 5 talked.*

**Unit Six**

Lesson One

Activity 3

*weather; animals*

Activity 4

*1 T. 2 F. 3 T. 4 F. 5 T. 6 F.*

Activity 5

*1 What/Which 2 How many 3 What/Which 4 How many*

Lesson Two

Activity 1

*In the winter*

Activity 2

*1 F. 2 F. 3 T. 4 T.*

Lesson Three

Activity 1

*(suggested answers) tacos – Mexico; sushi – Japan; pizza – Italy; Cheeseburger – USA; dates – UAE*

Activity 2

*Japan; Mexico; Brazil; China; South Korea*

Activity 3

*1 bowl. 2 spoon. 3 chopsticks. 4 knife and fork.*

Activity 4

*1 spoon. 2 bowl. 3 knife. 4 fork. 5 with. 6 chopsticks.*

Lesson Four

Activity 2

*Vasco da Gama – A new and safer journey*

*Ibn Fadlan – A long journey to Bulgaria*

*Richard burton and John Speke – A trip to Africa*

Activity 3

*a sailed. b difficult. c dangerous. d diary. e travelled.*

Activity 4

*1 no. 2 yes. 3 no. 4 yes.*

Lesson Five

Activity 1

*Japan*

Activity 2

*went; was; saw; drank; ate; bought;*

Activity 3

*go – went; see – saw; drink – drank; eat -ate; buy – bought*

Activity 4

*1 drank. 2 bought. 3 went. 4 ate. 5 saw.*

Activity 5

*1 I went to Japan on holiday. 2 I saw my friend. 3 We bought some souvenirs for our family. 4 We ate sushi in Japan.*

*5 I drank tea this morning.*

Lesson Six

Activity 1

*1 map. 2 video camera. 3 bug spray. 4 tent. 5 compass.*

Activity 2

*Wild sand cats*

Activity 3

*Al Bahah; Abha; Rub Khali desert*

Activity 4

*A big tent; compasses; maps; video cameras; bug spray*

Activity 5

*1 first. 2 fifth. 3 fourth. 4 second.*

### Lesson Seven

Activity 1

*1 Ethiopia. 2 England. 3 unusual but very nice.*

Activity 2

*1 lots of questions about his journey. 2 Abai and his father. 3 bread and vegetables.*

Activity 3

*1 from the same big piece injera, sharing their food. 2 No, because everyone was talking and eating, asking questions.*

### Lesson Eight

Activity 1

*Kenya*

Activity 2

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

Activity 3

*1 didn't see. 2 didn't do. 3 didn't buy. 4 didn't eat.*

### Lesson 9

Activity 1

*1 Polar bears; Penguins. 2 a bicycle/bike. 3 chopsticks. 4 dangerous. 5 a knife and fork. 6 bowl.*

Activity 2

*a) Amazing animals*

Activity 3

*at 4:15am; for about 2 hours; at 7:15; at about 11am; at 3pm*

### Lesson 10

Activity 1

*1 knife and fork. 2 souvenirs. 3 chopsticks. 4 journey. 5 tent.*

Activity 2

*France*

Activity 3

*Went; saw; drank; ate; wanted; looked; didn't like; played*

Activity 4

*1 Did you eat breakfast this morning? 2 Where did Vasco da Gama go? 3 How did Tom ride around the world? 4 Did you see any animals on holiday?*

## Unit Seven

### Lesson One

#### Activity 1

1 surfing. 2 camel trekking. 3 rock climbing. 4 skiing. 5 snorkelling. 6 bungee jumping.

#### Activity 3

Bungee jumping; skiing; camel trekking

#### Activity 4

1 a. 2 c. 3 b.

### Lesson Two

#### Activity 2

A beautiful island

1 helicopter. 2 trees. 3 birds. 4 bed. 5 holiday.

#### Activity 3

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

#### Activity 4

1 beautiful. 2 golden. 3 huge. 4 blue. 5 colourful. 6 strange. 7 soft. 8 wonderful.

### Lesson Three

#### Activity 2

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

#### Activity 3

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

### Lesson Four

#### Activity 2

1 of 2 by 3 about

#### Activity 3

Yes, she did

#### Activity 4

1 excited. 2 surprised. 3 scared.

### Lesson Five

#### Activity 1

An email; you can tell from the 'To:' and 'Subject' headings.

#### Activity 2

1 next week. 2 lots of outdoor activities; go snorkelling. 3 by the sea.

#### Activity 3



1 We are going to see lots of fish. 2 They are going to stay by the sea. 3 It is going to rain tomorrow.

Activity 4

2 are going to visit. 3 am going to watch. 4 is going to go.

### Lesson Six

Activity 1

Mary is calling Aysha to see if she is free at the weekend.

Activity 2

1 8pm. 2 6pm. 3 2pm.

Activity 3

1 Susan. 2 fly to New York. 3 dinner with mum. 4 Aysha.

### Lesson Seven

Activity 2

An online review

Activity 3

Things they liked: feeding the dolphins; learned very interesting facts about sea animals; animals were very friendly; souvenir shop was really good; the dolphins

Things they didn't like: too many people; too expensive; had to pay extra to see the dolphins

### Lesson Eight

Activity 1

To buy some food

Activity 2

1 supermarket. 2 eggs. 3 bread. 4 bread. 5 rice. 6 eggs. 7 rice.

Activity 3

Countable: bananas; books; chairs; eggs

Uncountable: bread; rice; water; sugar

Activity 4

1 some. 2 any. 3 any. 4 any. 5 some.

### Lesson Nine

Activity 1

c) how fast light travels

Activity 2

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

Activity 3

1 300,000. 2 4,500. 3 350. 4 1,200.

Activity 4

1 years. 2 that long. 3 ages. 4 years and years.

### Lesson Ten

Activity 1

1 tourists. 2 dream. 3 snorkelling. 4 meeting. 5 museum.

Activity 2

a) My week

Activity 3

1 on. 2 at. 3 at. 4 going to. 5 On. 6 at. 7 going to.

Activity 4

1 any. 2 any. 3 some. 4 any. 5 some.



## Audio Scripts

### Track 20

Ben: What is your favourite gadget?

Luke: It's my smartphone. It's great! I can use it to talk to my friends, send texts, and take photos! Yes, my favourite gadget is my smartphone. What about you?

Ben: Hmm. I do like my smartphone too, but the most important gadget for me is my laptop. I can use it to look on the Internet, send emails, play games and do my homework.

Luke: But, you can send emails and look on the Internet on a smartphone, too, and it's smaller. I think it's more useful than a laptop.

Ben: That's true, but it is easier to do your homework on a laptop.

Luke: Yes, that's true. They are both useful for different reasons.

### Track 21

Speaker 1: An Emirati boy, Adeb Al Balooshi invented a prosthetic leg for his father, who only has one healthy leg. The new leg will help his father to swim.

Speaker 2: Ali, from London, invented an umbrella that keeps your whole body dry. You can stay in the rain for a long time and not get wet.

Speaker 3: Saif invented a robot that will help his family. This small robot moves around the house, cleaning the floor. It needs batteries to work.

### Track 22

Mike: Hi James, what's that?

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

Mike: It looks nice. Was it expensive?

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

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

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

### Track 23

Jane: Hi Salma, is that a new tablet?

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

Jane: Was your old tablet better?

Salma. Yes, it was. And it was cheaper than this tablet, too.

Jane: Why was it better than your new tablet?

Salma: It was faster, and the screen was bigger.

### Track 24

My name's Jane. My idea for a fantastic invention is Super Jet Boots.

This invention will change how people travel because it's much faster and safer than a car and much cheaper than a plane. Super Jet Boots can fly because they have strong jets on the bottom of the boot. You turn on these jets with buttons on the side of the boot. Super Jet Boots are a fast and easy way to travel. People don't need to travel by car anymore. Just use Jet Boots!

### Track 25

Friend 1: What size are they?

Jane: There are three sizes: small, medium, large.

Friend 2: Can I buy them in the mall?

Jane: Yes, you can!

Friend 3: Are they safe?

Jane: Yes, they are very safe!

### Track 26

Hello everyone, we are going to learn about some interesting places, the Sahara Desert and Antarctica. Here are some facts about Antarctica:

- 4000 people live in Antarctica in the summer.
- It is bigger than Canada, about 14 million km<sup>2</sup>
- It is the coldest place on Earth.
- Polar bears live in the far north. Penguins live in the far south.
- There are 7 different types of penguin on Antarctica.

Now, here are some facts about the Sahara Desert:

- 2.5 million people live in the Sahara Desert.
- Its size is 9.3 million km<sup>2</sup>
- It is the largest desert in Africa.
- Some sand dunes are 180 meters tall.
- The Sahara has about 12cm of rain each year.

### Track 27

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

When you go camping, you need light clothes in the day because it is hot. But you need warm clothes at night because it is cold. You need a compass and a map if you go far into the desert, so you don't get lost.

There are also dangerous insects in the desert, such as scorpions, spiders, and bees. You need bug spray, so they don't bite you! And of course, don't forget your tent and a lot of water!

### Track 28

Hi! I'm Mansour. Welcome to my podcast. Food is important for everyone, but the way people eat is different around the world.

Did you know that in Japan they drink soup from the bowl? They drink soup without spoons.

In Mexico, people eat tacos with their hands.

In Brazil, they use a knife and fork to eat pizza!

In China, people leave some food on your plate to say they are full!

And in South Korea, they use chopsticks to eat rice.

### Track 29

Hi, I'm Ibrahim and this is Nader and Mohammed.

We went on a trip to the Rub' Al Khali desert.

We wanted to find out about wild sand cats. We wanted to know how and where they live so that we can understand them, and keep them safe.

### Track 30

Look at our map. You can see where our trip started.

The first place we went to was the city of Al Bahah.

The second place we went to was the city of Abha. It is very close to the desert.

Our third stop was in the Rub Al Khali desert, where the sand cats live.

### Track 31

We took a big tent, so we could camp and spend the night there.

We took compasses and maps with us to show us the way.

We took video cameras to record the wild cats and find out what they eat and where they sleep.

We also took bug spray because there were lots of dangerous animals in the desert, like scorpions, spiders and bees.

### Track 32

1 first; 2 fifth; 3 fourth; 4 second

### Track 33

The boy who biked the world by Alastair Humphreys

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

“Thanks, that sounds great,” said Tom.

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

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

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

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

### Track 34

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

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

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

### Track 35

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

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

### Track 36

My trip to Kenya

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

We went to Kenya on safari, but we didn’t see any animals! At night, I didn’t sleep well because it was so hot. We didn’t go to the local town because we didn’t have time. So, we didn’t buy any souvenirs.

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

### Track 37

Khalid: I would love to have a go at bungee jumping!

Ali: Oh, I wouldn’t like to do that. It looks very scary.

Khalid: I think it looks really fun! What would you like to try, Ali?

Ali: I’d like to try skiing. I like going fast, and I love cold weather.

Khalid: Oh no, I don’t like cold weather, Ali!

Ali: Would you like to have a go at camel trekking, Khalid?

Khalid: Oh no, I don’t really like the desert.

### Track 38

Last week, I went to Jamma El Fna Square in Marrakesh, Morocco with my family.

It is a special place for the people of Morocco. It is famous for its food, history, and live music.

I liked the food from the market. It was quite different from food in my country. I ate some delicious oranges.

There were many local people and tourists, too. In fact, I was a bit scared of getting lost!

At night I was really surprised by all the beautiful lights in the square. And the live music was great. There were so many different songs with interesting stories.

I’m very excited about going back again next year.

### Track 39

Mary: Hi Aysha, do you have any plans for next weekend? I’m going to visit London. I fly at 8pm on Thursday.

Aysha: Oh, that's great but I'm a bit busy on Friday. I'm going to meet my parents in the afternoon and then I'm going to the dentist. Can we meet on Friday night?

Mary: Sorry, I have tickets for a show at 6pm.

Aysha: Oh okay. What about Saturday then?

Mary: I'm free on Saturday so let's meet then. Is 2pm okay for you?

Aysha: Yes, that's great. See you on Saturday!

#### **Track 40**

Amal: Sara, I'm going into town. Do we need anything from the supermarket?

Sara: Yes, we need some eggs for dinner tonight. There aren't any in the fridge.

Amal: Ok. Is there any bread?

Sara: Erm, yes. There is some bread in the kitchen. But there isn't any rice.

Amal: Ok. So, I'll buy some eggs and rice. Anything else?

Sara: No, that's everything.

Amal: Great. I'll be back soon. I can't wait to visit a French supermarket!

#### **Track 41**

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

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

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

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

"How fast?" asked Maria.

"Three hundred thousand kilometres a second."

"Wow! That's really fast!"

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

They sat there quietly, looking up at the stars.