نتقدم بثقة
Moving Forward with Confidence

رؤية عُمان 2040
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MINISTRY OF EDUCATION

TEAM Together OMAN 7B

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Photocopiables

Ministry of Education

TEAM Together OMAN 7B



Photocopiables Teaching Notes

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Teaching Notes

Vocabulary

Photocopiable 32A, Unit 4, Vocabulary 1

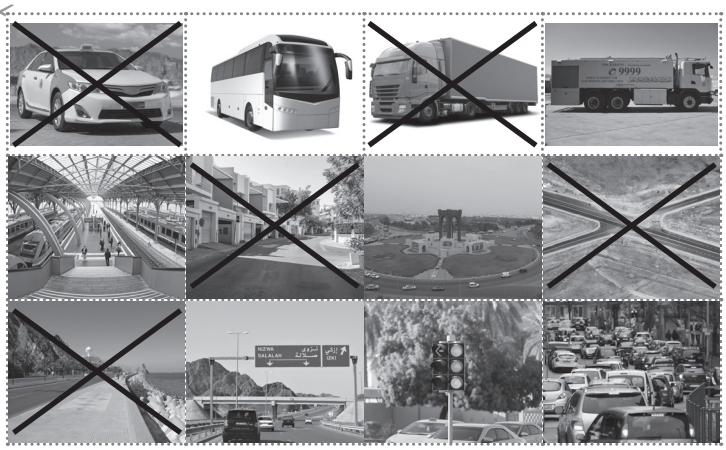
This photocopiable can be done at the end of Lesson 1. Students work in groups of 4, divided into two pairs: As and Bs. They shuffle the vocabulary word cards and put them face down in a pile on the desk. While players A2 and B2 look away, players A1 and B1 take the top card from the pile, turn it over and look at it, and then put it to one side, face down. Players A1 and B1 take it in turns to give spoken clues to the word(s) on the card by completing one of these sentence beginnings: *This is a place where …, This is a person who …, This is a thing which …* (They cannot use any word from the word card in the clues.)

Note: you can write up the sentence beginnings on the board and keep them there for extra support while students do the activity.

After each clue, players A2 and B2 try to guess the word(s) on the card. The player who guesses first gets the card. The game continues with players A2 and B2 looking at the top card and giving spoken clues, and players A1 and B1 trying to guess the word(s). At the end of the game, the player with most cards wins.

Photocopiable 32B, Unit 4, Vocabulary 2

This photocopiable can be done at the end of Lesson 5. Students work in groups of 6. Each group needs five uncut sheets of the Travel and Transport Bingo pictures and one cut sheet of Travel and Transport Bingo pictures. They also need 30 counters. (Small coins or buttons or squares of card will do.) Player 1 shuffles the cut up Travel and Transport Bingo pictures and puts them in a pile face down on the desk in front of him/her. Players 2–5 each take an uncut sheet of Travel and Transport Bingo pictures and cross off five pictures anywhere that they like on the sheet.



Player 1 then turns over the top card on the pile and says the word. Players 2–5 listen. If they have that picture not crossed through already on their sheet, they put a counter on top of it. Then player 1 turns over the next card on the pile and says the word. Players 2–5 listen. If they have that picture not crossed through already on their sheet, they put a counter on top of it. The game continues in this way until one of the players has all the squares on their sheet either crossed through or covered by a counter. They call out 'Bingo'. The player who calls 'Bingo!' first is the winner.

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Teaching Notes

Photocopiable 33A, Unit 5, Vocabulary 1

This photocopiable can be done at the end of Lesson 1. Students work in small groups. One player shuffles the cards and places them face down on the table. A second player turns over one of the cards and looks at it, without showing the other players in his/her group. To begin with, the player who has just chosen a card must give finger clues to guide other players to the words on the card.

Finger clues

- The player holds one or two fingers on the left hand up in the air. (This shows the number of words on the card).
- The player squeezes the top of the first or second finger on the left hand with the fingers of the right hand. (This shows which word he/she wants to mime.)
- The player puts 1–4 right hand fingers on his/her left forearm. (This shows the number of syllables in the word).

After giving finger clues, the player mimes the word they have indicated. Other players must guess what the word is.

Variations

- After putting fingers on his/her forearm, a player can also squeeze the top of one of the fingers on the right hand with the fingers of the left hand. (This shows which syllable he/she wants to mime.)
- A player can squeeze his/her right ear with the finger and thumb of his/her right hand to show 'It sounds like'. The player can then give rhyming mime clues, for example 'fan' sounds like 'man', or 'ten' sounds like 'den'.

Photocopiable 33B, Unit 5, Vocabulary 2

Students work in groups. One student shuffles the cards and lays them face down on the desk. The first player turns over two cards. If the cards are a matching pair, the player must say a sentence with a verb phrase in it in the correct form. For example: *I was born in Muscat* or *I want to get a degree in Science when I'm older*. After saying a sentence, he/she can keep the pair of cards and have another turn. If the cards are not a matching pair, the player turns them face down again. Play passes to the next player on the right.

Photocopiable 34A, Unit 6, Vocabulary 1

This photocopiable can be done at the end of Lesson 1.

Materials: two pencils, two sheets of blank paper, one set of book type word cards per group of 4 students

Students work in groups of 4, divided into two pairs: As and Bs. They shuffle the vocabulary cards and put them face down in a pile on the desk. While players A2 and B2 look away, players A1 and B1 take the top card from the pile, turn it over and look at it, and then put it to one side, face down. Player 1 in each pair must then draw a picture to show the word while player 2 tries to guess the word. The pair that manages to get the meaning of the word across first by drawing 'wins' the card.

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Play now passes to players A2 and B2 who look at the top card of the pile in the same way while players A1 and B1 look away. The students with most cards at the end of the game are the winners.

Note: the drawing students must only draw to get across the meaning of the type of book words and phrases. Speaking, miming, translating and so on are not allowed in the game.

Alternative idea
If players cannot guess the word from drawing alone, you can allow each player to write a well-known clue (for example, a famous example of a type of book/film) to help their partners to guess. For example, 'Sherlock Holmes' for the detective story. You could limit the number of times each player can use this written clue option within a game to three times only.

Photocopiable 34B, Unit 6, Vocabulary 2

This photocopiable can be done at the end of Lesson 5. Students work in groups. Each group needs a set of word cards and a notepad for writing the players' scores down. One student shuffles the cards and lays them face down on the desk. The first player turns over a card so that only he/she can see the word that's on it. He/she looks at the word, memorises it, and turns it face down again. He/she must say aloud four simple word clues to the word on the card for their groupmates to guess the word. For example, for the word *bright*, the clues could be: 1 *not dark* (=opposite clue), 2 *yellow is a [gap] colour* (=gapped sentence clue), 3 *this word rhymes with 'white'* (=rhyming word clue) or *this word has syllables like 'fig'* (=syllable/stress clue), 4 *it's another word for 'sunny'* (=synonym clue). If another player guesses the word after one clue, they get 40 points, two clues: 30 points, three clues: 20 points, four clues: 10 points.

After the card has been guessed, play passes to the next player on the right. He/she picks a card and says up to four clues for the word on the card in the same way. Play continues until all the cards have been guessed (or until time is called). The winner in the group is the player with the most points at the end of the game.

Grammar

Photocopiable 35, Unit 4, Grammar 1

This photocopiable can be done at the end of Lesson 3. Students work in pairs to complete the activities. Give a copy of the worksheet to each pair and ask them to complete the sentences with the correct words from the box. They then find and correct the mistake in each sentence.

Answer key

1 **1** used to eat **2** didn't use to drink **3** used to wear **4** did … use to go **5** didn't use to play **6** used to wash **7** did … use to read **8** used to tell **9** used to sleep

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2 **1** Did he use to be afraid of spiders?

2 I didn't use to speak English well in those days.

3 We used to go on holiday with Grandma.

4 They used to see a film every weekend.

5 Did you use to cycle to school when you were ten?

6 Muscat didn't use to be so big.

7 The buildings in London used to be wooden.

8 People didn't use to ~~can~~ call the firefighters.

9 Did she use to live in Mutrah?

Photocopiable 36, Unit 4, Grammar 2

This photocopiable can be done at the end of Lesson 5. Students work in pairs to complete the activities. Give a copy of the worksheet to each pair and ask them to reorder the words to make sentences using contractions where possible, then to complete the sentences using the correct form of the verbs in brackets.

Answer key

1 **1** The bus for the airport leaves at 8.30 a.m.

2 His plane arrives at 10 a.m.

3 I'm playing tennis with Samar on Saturday.

4 Dad's coming to the theatre with me on Saturday.

5 The play ends at 10.30 p.m.

6 We're watching the football match tomorrow.

7 The match begins at 3 p.m.

8 I'm meeting friends for dinner tonight.

9 What are you doing on Friday?

2 **1** are/'re seeing **2** lands **3** is/'s playing **4** leaves **5** closes **6** am/'m meeting **7** starts **8** is/'s having **9** begins **10** are staying

Photocopiable 37, Unit 5, Grammar 1

This photocopiable can be done at the end of Lesson 3. Students work in pairs to complete the activities. Give a copy of the worksheet to each pair and ask them to choose the correct words from the boxes to complete the sentences.

Answer key

1 **1** will give **2** won't go **3** 'll eat **4** Will you learn **5** 'll study **6** Will he become **7** will be **8** 'll watch **9** will we live

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2 **1** I'll be **2** He won't go **3** you'll become **4** will they do **5** She'll be **6** Will you start **7** we'll study **8** I won't become **9** will you live

Photocopiable 38, Unit 5, Grammar 2

This photocopiable can be done at the end of Lesson 5. Students work in pairs to complete the activities. Give a copy of the worksheet to each pair and ask them to reorder the words to make sentences, then to complete the sentences using the correct words from the box.

Answer key

1 **1** I might go to school in Sur. **2** I may learn a new language next year. **3** I could go to university in Muscat. **4** I may get a Science degree. **5** I might find a job in the country. **6** I could move house to live closer to my cousins. **7** I may travel abroad to England. **8** We could save money and buy a car. **9** I might retire when I'm 65.

2 **1** might become **2** may visit **3** could go **4** won't start **5** 'll find a job **6** may not get **7** 'll learn **8** might not move **9** won't retire

Photocopiable 39, Unit 6, Grammar 1

This photocopiable can be done at the end of Lesson 3. Students work in pairs to complete the activities. Give a copy of the worksheet to each pair and ask them to complete the sentences with words from the box. Then they rewrite the sentences as reported speech.

Answer key

1 **1** she didn't like **2** were his **3** they loved **4** he liked … were … him **5** she wanted … her **6** his … had **7** was … was her **8** their … enjoyed **9** she liked … her … their

2 **1** Mansoor said that he enjoyed singing.

2 Dr Watson told the police that Holmes had the answer.

3 Nawal and Halima said that they loved their father.

4 Juma and Rashid told the other boys that they didn't like fish.

5 Sultan said that mystery stories were his favourite type of book.

6 Ruba told everyone that her cousins were away in Australia.

7 Marwa said that Aisha was always very nice to her.

8 Abdullah told his best friend that he liked going to the mountains.

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Photocopiable 40, Unit 6, Grammar 2

This photocopiable can be done at the end of Lesson 5. Students work in pairs to complete the activities. Give a copy of the worksheet to each pair and ask them to complete the sentences with the correct passive form of the verbs in brackets, and then to write passive sentences that omit the underlined words.

Answer key

1 **1** are taken **2** is visited **3** are sold **4** was designed … was finished **5** was closed … were worried **6** were made **7** was made … was opened

2 **1** The tower walls are painted in bright colours.

2 Many stories are told about the tower.

3 These stories are believed by visitors.

4 The place is called 'The Tower of Mystery'.

5 Strange noises were heard inside it one night.

6 Two village children were asked to solve the mystery.

7 A cow was found by the children inside the tower.

8 The story was reported on the TV news.

9 The children were talked about in many village homes.

Communication games

Photocopiable 41, Unit 4, Communication game

This photocopiable can be done at the end of Lesson 5. Students work in small groups. Each group needs a dice and some game counters (they can use buttons or small coins). Students take turns to throw the dice twice and put their counter on the square on the board which the dice throws indicate. (The first throw of the dice shows the column, the second throw of the dice shows the row.) When a player lands on a square, they must answer the question on the square. For example, for square 1: *What are you doing tomorrow evening? I'm revising for a test.* When a player lands on an *Any future questions* square, the other players can each ask a question about future plans or timetables.

Photocopiable 42, Unit 5, Communication game

This photocopiable can be done at the end of Lesson 5. This is a mingle drill activity. Students go around asking classmates questions, for example, 1: *Do you think you might go to university?* They put a classmate's name on each line if they answer yes.

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Teaching Notes

Photocopiable 43, Unit 6, Communication game

This photocopiable can be done at the end of Lesson 5. Students work in small groups. Each group needs a dice and some game counters (they can use buttons or small coins), a scorekeeper student (with a scorepad) and a timekeeper student (with a stopwatch). All students start the game with a score of 50 points.

Students take turns to throw the dice and move round the board. When a player lands on a square, they must talk about the thing on the square for 30 seconds. The timekeeper student in the group uses the stopwatch to time it.

Challenging a speaker

Other players can challenge the speaker for:

- hesitating (using 'filler' words like 'Umm', 'Er', 'Erm' and leaving long pauses between words).
- repeating (saying the same idea twice in the same or different words).
- going off topic (starting to talk about something not on the game board square).

How to make a challenge

During a challenge, the timer is stopped.

- If all players agree the challenge is correct, the original speaker loses 10 points and stops speaking, and the challenger get 10 points. (The scorekeeper student keeps a note on the scorepad.) Then the challenger takes the original speaker's place and continues speaking (with the timer started again) until the 30 seconds are up.
- If players don't all agree that the challenge is correct, the challenger loses 10 points and the original speaker gets 10 points and continues speaking (with the timer started again) until the 30 seconds are up. There can be many challenges from different players during one round of the game. The player who is speaking when the 30 seconds are up gets 50 points. (Again, the scorekeeper student keeps a note on the scorepad.)

How the game continues

Play then passes to the next player on the original speaker's left. He/she must throw the dice and move his/her counter to the appropriate square on the board according to the number on the dice. Then he/she has 30 seconds to talk about the topic on the board in the same way as the original speaker.

Play continues in this way, player by player, around the board. There are two winners at the end of the game. The first winner is the player who reaches the last square of the board first. The second winner is the player with the most points at the end of the game.

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Teaching Notes

Culture

For each unit, let students watch the video first from beginning to end without stopping. Then for each activity, let the students watch the video while they work on their answers.

Photocopiable 44, Unit 4, Culture

This photocopiable can be done at the end of Lesson 6.

Photocopiable 45, Unit 5, Culture

This photocopiable can be done at the end of Lesson 6.

Photocopiable 46, Unit 6, Culture

This photocopiable can be done at the end of Lesson 6.

English in action

Photocopiable 47, Unit 4, English in action

This photocopiable can be done at the end of Lesson 7. Students work in A/B pairs. Each pair gets the A/B cards for one situation. They roleplay the situation using the prompts on their A or B card to ask for or give travel information. They can start with: *Excuse me, how much is a single/return ticket to …?* They shouldn't look at their partner's card! When they finish, they swap A/B roles and have a new conversation.

Photocopiable 48, Unit 5, English in action

This photocopiable can be done at the end of Lesson 7. Students work in A/B pairs. Each pair gets the A/B cards for one situation. They roleplay the situation using the prompts on their A or B card to offer to help or accept an offer of help. They can start with: *Would you like a hand?* They should not look at their partner's card! When they finish, they swap A/B roles and have a new conversation.

Photocopiable 49, Unit 6, English in action

This photocopiable can be done at the end of Lesson 7. Students work in A/B pairs. Each pair gets the A/B cards for one situation. They roleplay the situation using the prompts on their A or B card to agree or disagree. They shouldn't look at their partner's card! When they finish, they swap A/B roles and have a new conversation.

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Teaching Notes

Reading support

Photocopiable 50, Unit 4, Reading support

This photocopiable can be done at the end of Lesson 8. Students read the text on Class Book page 24. They can work on their own to correct the underlined mistakes.

Answer key

1 **1** There isn't a lot of space in New York City, so people have put ~~beaches~~ in new places. parks

2 The High Line railway ran ~~under~~ the streets of Manhattan. over

3 The High Line railway closed in the ~~1990s~~. 1980s

4 Joshua David and Robert Hammond ~~re-opened~~ the railway line. changed

5 The High Line Park opened in ~~2011~~. 2009

6 It's a ~~dangerous~~ space, high above the streets. beautiful

7 Many school students visit the park on ~~weekend~~ trips. school

8 The designer wants to get ~~electric light~~ under the ground. sunlight

9 Colin Ramsey is a ~~gardener~~. designer

10 The Lowline Park uses ~~old~~ technology. new

Reading challenge

Students can work on their own to complete the sentences.

Answer key

1 **1** century **2** success **3** ground **4** railway line **5** teenager

Photocopiable 51, Unit 5, Reading support

This photocopiable can be done at the end of Lesson 8. Students read the text on Class Book page 50. They can work on their own to correct the underlined mistakes.

Answer key

1 **1** Budoor and her friends were talking about robots ~~last week~~. yesterday
2 Budoor thinks we ~~need to~~ worry about robots taking our jobs. don't need to
3 These days robots make ~~stars~~ in factories. cars
4 They milk ~~goats~~ on farms. cows
5 With robots, people can do more ~~boring~~ jobs. interesting
6 Robots will do ~~homework~~ in the future. housework
7 Robots will ~~design~~ cars, too. drive
8 A robot will never take care of a sick person like a ~~dentist~~ can. nurse
9 Robots will never understand children's needs like ~~journalists~~. teachers

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Teaching Notes

Reading challenge

Students can work on their own to find words in the text that match the definitions.

Answer key

1 **1** housework **2** feelings **3** idea **4** opinion **5** blog

Photocopiable 52, Unit 6, Reading support

This photocopiable can be done at the end of Lesson 8. Students read the story on Class Book page 76. They tick the best answer to the questions.

Answer key

1 **1** a **2** b **3** a **4** b **5** b **6** a

Reading challenge

Students can work on their own to find words in the text that match the definitions.

Answer key

1 **1** league **2** advertisement **3** assistant **4** plan **5** tunnel **6** sign

Listening support

Photocopiable 53, Unit 4, Listening support

This photocopiable can be done at the end of Lesson 3. Students listen and tick the correct answers.

Answer key

1 **1** A a **1** B b
2 A b **2** B a

Listening challenge

Students listen and complete the sentences with the words they hear.

Answer key

1 **1** in the countryside … we do now **2** the delicious breakfasts … every day
3 our holidays in … were kids **4** I do … that museum … all the statues
5 lost his passport … were there … the police station **6** remember that

Photocopiable 54, Unit 5, Listening support

This photocopiable can be done at the end of Lesson 3. Students listen and circle the correct words.

Answer key

1 **1** won't **2** draw **3** news stories **4** past dream was **5** present dream is
6 different jobs **7** later

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Teaching Notes

Listening challenge

Students listen and complete the sentences with the words they hear.

Answer key

1 **1** lots of students … about what jobs … in the future

2 novelist … not sure … don't think … on my own

3 journalist … exciting … at a newspaper

4 inventor… do a job … help people … lives better

5 be a dentist … be a manager

6 I'll wait … before I decide

Photocopiable 55, Unit 6, Listening support

This photocopiable can be done at the end of Lesson 3. Students listen and put the sentences in the order they hear them.

Answer key

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

Listening challenge

Students listen and complete the sentences with the words they hear.

Answer key

1 **1** books … the library **2** all of them … wait … read it
3 read it … you've finished **4** as exciting as … but I think … enjoy reading it
5 great

Writing support

Photocopiable 56, Unit 4, Writing support

This photocopiable can be done at the end of Lesson 9. Give a copy of the worksheet to each student. They use the word prompts to write their articles in the spaces provided.

Photocopiable 57, Unit 5, Writing support

This photocopiable can be done at the end of Lesson 9. Give a copy of the worksheet to each student. They use the word prompts to write their blogs in the spaces provided.

Photocopiable 58, Unit 6, Writing support

This photocopiable can be done at the end of Lesson 9. Give a copy of the worksheet to each student. They use the word prompts to write their detective stories in the spaces provided.

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Teaching Notes

Self-assessment

Photocopiable 59, Unit 4, Self-assessment

This photocopiable can be done at the end of Lesson 10. Students look at the pictures, say the words and sentences and colour an emoji.

Photocopiable 60, Unit 5, Self-assessment

This photocopiable can be done at the end of Lesson 10. Students look at the pictures, say the words and sentences and colour an emoji.

Photocopiable 61, Unit 6, Self-assessment

This photocopiable can be done at the end of Lesson 10. Students look at the pictures, say the words and sentences and colour an emoji.

CLIL Learning Club 2

Photocopiable 62, CLIL Learning Club 2

This photocopiable can be done at the end of Lesson 3. Students look at and label the pictures. Then they complete the boxes with the correct words from Activity 1. They match the sentence halves to make correct sentences. Finally, they sort the information and complete the T-chart.

Answer key

1 **1** transport **2** location **3** climate **4** population

2 Population: people, size of cities
Climate: weather, temperature
Location: maps, places
Transport: cars, trains

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

4 **A** 3 **B** 4 **C** 2 **D** 1 **E** 3 **F** 1 **G** 2 **H** 4
La Rinconada: A, C, F, H
El Alto: B, D, E, G

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Teaching Notes

Team Talk

Photocopiable T4, Unit 4, Team Talk

This photocopiable can be done at the end of Lesson 2. Students listen to the dialogue and tick the words they hear from the list. They then listen again and complete the dialogue with the correct phrases from the box. Finally, they complete the dialogues with the correct phrases.

Answer key

1 bakery ✔, monument ✔, firefighter ✔

2 **1** What's up? **2** That's amazing! **3** Oh no! That's awful.

3 **1** Oh no! That's awful. **2** What's up? **3** That's amazing!

Photocopiable T5, Unit 5, Team Talk

This photocopiable can be done at the end of Lesson 2. Students listen to the dialogue and tick the words they hear from the list. They then listen again and complete the dialogue with the correct phrases from the box. Finally, they complete the dialogues with the correct phrases.

Answer key

1 manager ✔, architect ✔, professional footballer ✔

2 **1** I disagree. **2** Oh cool! **3** I'm not sure.

3 **1** I'm not sure. **2** I disagree. **3** Oh cool!

Photocopiable T6, Unit 6, Team Talk

This photocopiable can be done at the end of Lesson 2. Students listen to the dialogue and tick the words they hear from the list. They then listen again and complete the dialogue with the correct phrases from the box. Finally, they complete the dialogues with the correct phrases.

Answer key

1 recipe book ✔, biography ✔, drama ✔, adventure story ✔, poetry ✔, mystery story ✔, classic novel ✔, detective story ✔

2 **1** Hold on **2** Sure, no problem. **3** What a shame!

3 **1** Sure, no problem. **2** Hold on **3** What a shame!

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Teaching Notes

Graded readers

Photocopiable R7, Unit 4, Graded reader 1, I Want to Be a Tour Guide

This photocopiable can be done at the end of Graded reader 1. Students read and circle *True* or *False*. Then they complete the summary with the words in the box.

Answer key

1 **1** True **2** False (He's studying to be a tour guide.) **3** False (Malik took his parents.) **4** True

2 **1** tour guide **2** websites **3** tour **4** backpacker **5** airport

Photocopiable R8, Unit 4, Graded reader 2, A New City, a New Experience

This photocopiable can be done at the end of Graded reader 2. Students read and circle *True* or *False*. Then they complete the summary with the words in the box.

Answer key

1 **1** True **2** True **3** False (They are black.) **4** True

2 **1** job **2** train **3** vehicles **4** helpful **5** happy

Photocopiable R9, Unit 5, Graded reader 1, The Jobs Fair

This photocopiable can be done at the end of Graded reader 1. Students read and circle *True* or *False*. Then they complete the summary with the words in the box.

Answer key

1 **1** True **2** False (She is an amazing architect; Samira might be an amazing architect.) **3** True **4** False (They think she'll be a careers advisor.)

2 **1** fair **2** stand **3** sad **4** perfect **5** careers

Photocopiable R10, Unit 5, Graded reader 2, Our Grandparents' Attic

This photocopiable can be done at the end of Graded reader 2. Students read and circle *True* or *False*. Then they complete the summary with the words in the box.

Answer key

1 **1** False (They put on old clothes because they are helping their grandparents to clear out their attic.) **2** True **3** False (They find photos of their dad at school.) **4** True

2 **1** attic **2** dusty **3** tourism **4** business **5** designer **6** soon

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Teaching Notes

Photocopiable R11, Unit 6, Graded reader 1, The Summer Reading Challenge

This photocopiable can be done at the end of Graded reader 1. Students read and circle *True* or *False*. Then they complete the summary with the words in the box.

Answer key

1 **1** False (They will not all be science fiction.) **2** True **3** True **4** False (Bushra chooses to read a biography.)

2 **1** have to **2** weeks **3** biographies **4** try **5** library **6** agree

Photocopiable R12, Unit 6, Graded reader 2, The Detective Game

This photocopiable can be done at the end of Graded reader 2. Students read and circle *True* or *False*. Then they complete the summary with the words in the box.

Answer key

1 **1** False (It is a modern house.) **2** False (They are looking for jewellery.) **3** False (It is at the top of steep stairs.) **4** True

2 **1** huge **2** precious **3** footprints **4** empty **5** open **6** solved

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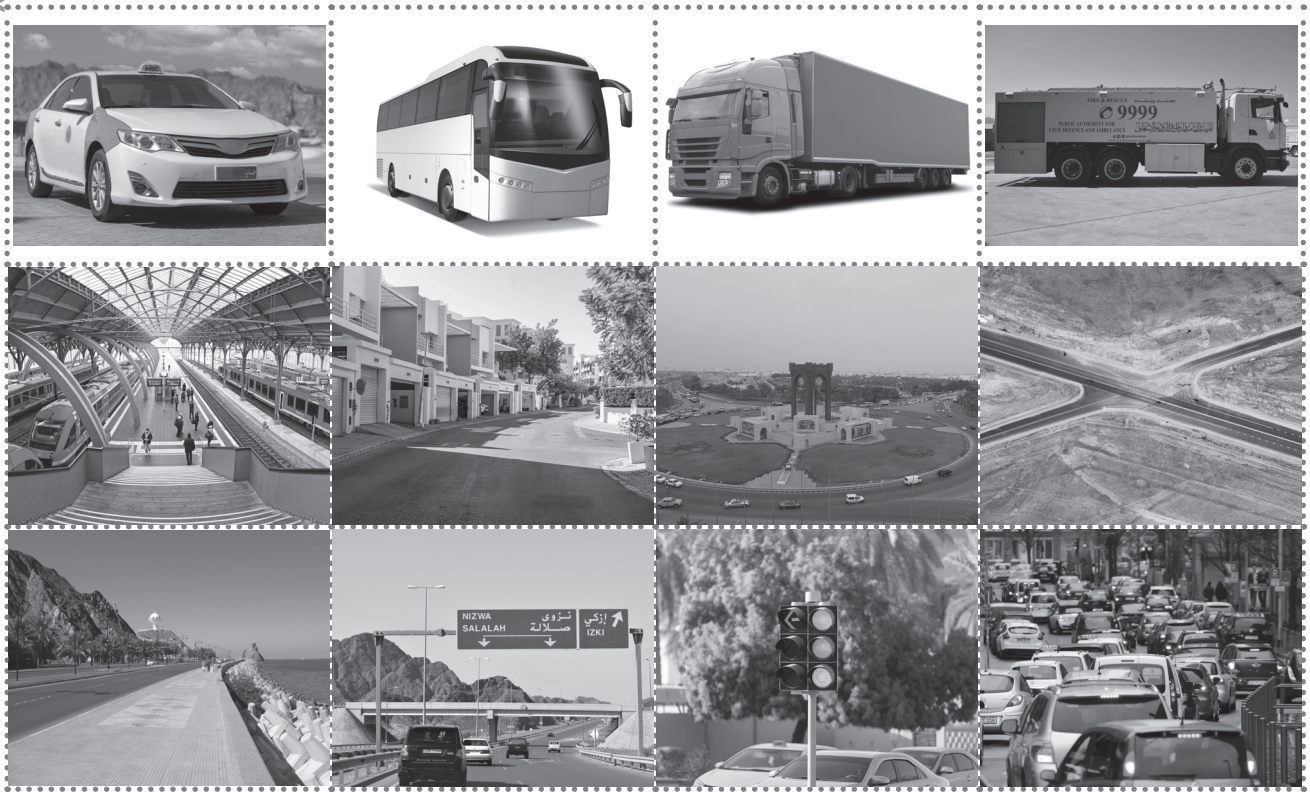
1 **In pairs, play the 'City Tourism Clue' game.**

capital city	tourist	tour guide	tourist information centre
accommodation	luggage	statue	monument
police station	fountain	backpacker	clock tower

- This is a place where …
- This is a person who …
- This is a thing which …

Be careful! Don't use any word from the word card in your clues.

1 **In pairs, play 'Bingo'.**



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1 **In pairs, play the 'Jobs Charades' game.**

hairdresser	manager	dentist	games designer
inventor	architect	novelist	graphic designer
electric vehicle technician	diver	professional footballer	journalist

1 **In pairs, play a memory game.**

save	money	find	a job
be	born	get a	degree
retire	from work	go to	school
travel	abroad	learn	a new language
go to	university	grow	up
move	house	start	a business

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1 **In pairs, play the 'Draw it' game.**

adventure story	graphic novel	recipe book	biography
detective story	drama	fantasy story	horror story
mystery story	poetry	classic novel	science fiction

1 **In pairs, play the 'Four Word Clues' game.**

tiny	dark	empty	steep
strange	gorgeous	terrible	secret
huge	bright	popular	charming

1 **Complete the sentences with the words from the box.**

didn't use to drink didn't use to play did … use to go
did … use to read ~~used to eat~~ used to wash used to sleep
used to tell used to wear

1 They used to eat baby food when they were babies.

2 He _____ tea when he was very little.

3 She _____ a lot of pink clothes when she was younger.

4 What time _____ you _____ to bed when you were five?

5 I _____ computer games when I was three months old.

6 My mum _____ me in the bath when I was a baby.

7 What books _____ you _____ when you were six?

8 My dad _____ stories to me when I was very young.

9 I _____ with my teddy at night when I was younger.

2 ★ **Correct the grammar mistake in each sentence.**

1 Did he used to be afraid of spiders? Did he use to be afraid of spiders?

2 I don't use to speak English well in those days. _____

3 We use to go on holiday with Grandma. _____

4 They used to seeing a film every weekend. _____

5 Are you use to cycle to school when you were ten? _____

6 Muscat didn't used to be so big. _____

7 The buildings in London used be wooden. _____

8 People didn't use to can call firefighters. _____

9 Did she uses to live in Mutrah? _____

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1 **Order the words to make sentences about the future. Use contractions (*I'm, we're, Dad's*) where possible.**

1 airport / at / bus / for / leaves / The / the / 8.30 a.m.
The bus for the airport leaves at 8.30 a.m.

2 10 a.m. / arrives / at / His / plane

3 am / I / on / playing / Samar / Saturday / tennis / with

4 coming / Dad / is / me / on / Saturday / the / theatre / to / with

5 10 p.m. / at / ends / play / The

6 are / football / match / watching / We / the / tomorrow

7 3 p.m. / at / begins / match / The

8 dinner / am / for / friends / I / meeting / tonight

9 are / doing / Friday? / on / What / you

2 ★ **Complete each sentence with the correct form of the verbs in brackets, Present simple or Present continuous for future.**

1 We 're seeing **(see)** Grandad tomorrow.
2 His plane _____ **(land)** at 10 a.m.
3 She _____ **(play)** tennis this afternoon.
4 Our coach _____ **(leave)** at 8 a.m. tomorrow.
5 The museum _____ **(close)** at 5 p.m. every day.
6 I _____ **(meet)** my friends after school tonight.
7 The theatre show _____ **(start)** at 7 o'clock.
8 He _____ **(have)** tea with his aunt on Saturday.
9 The tour _____ **(begin)** at 11 a.m. in the city square.
10 My mum and I _____ **(stay)** in a hotel this weekend.

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1 **Complete the sentences with the words from the box.**

'll eat	~~will give~~	won't go	'll study	will be
'll watch	will he become	will you learn	will we live	

1 My parents will give me a new bike if I study hard.

2 We _____ to the beach this afternoon because it's cold.

3 I didn't have any breakfast today, so I _____ a big lunch.

4 You love French. _____ any more foreign languages?

5 She _____ tonight because she has a test tomorrow.

6 He likes watching the news. _____ a TV journalist?

7 I think Hassan _____ an inventor. He's always finding new things!

8 I _____ some TV tonight. I need to relax.

9 Where _____ when we're older? In a house or a flat?

2 ★ **Complete the sentences with *will/won't* and the words from the box.**

she/be	~~I/be~~	I/not/become	he/not/go	
we/study	you/become	they/do	you/start	you/live

1 I think I'll be a novelist when I grow up.

2 _____ to university. He wants to start work when he finishes school.

3 You're so good at art. I think _____ a graphic designer.

4 What _____ after they leave school?

5 She's great at tennis. _____ a brilliant professional player, I'm sure.

6 _____ a new business when you're older?

7 We love modern buildings. So _____ to become architects.

8 I play football in my free time, but _____ a footballer. I'm not good enough.

9 Where _____ in the future? In a house in the mountains?

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1 **Order the words to make sentences about the future.**

1 might / to / in / Sur / school / go / I
I might go to school in Sur.

2 a / I / learn / language / next / may / new / year

3 university / Muscat / in / could / to / I / go

4 get / Science / I / a / may / degree

5 I / find / job / might / in / country / a / the

6 could / I / to live / to / move house / closer / my cousins

7 abroad / travel / to / I / may / England

8 could / We / save / buy a / money / and / car

9 might / retire / when / I'm / I / 65

2 ★ **Complete the sentences with the words from the box.**

'll find a job	'll learn	could go	may not get	may visit
~~might become~~	might not move	won't start	won't retire	

1 I might become an English teacher. Maybe. I hope so.
2 We _____ Egypt one day. We're not sure.
3 He _____ to university in Muscat. Maybe.
4 I _____ a business. I want to work for other people.
5 She _____ in graphic design. Definitely.
6 You _____ your degree. It's not certain.
7 We _____ another language. We're sure about it.
8 We _____ house. We're not sure if we want the change.
9 He _____. He wants to go on working to the end of his life.

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1 Complete the sentences with the words from the box.

he/liked/were/him | his/had | ~~she/didn't/like~~ | she/liked/her/their
she/wanted/her | their/enjoyed | they/loved | was/was/her | were/his

1 Omaima said, 'I don't like poetry books.'
Omaima said that she didn't like poetry books.
2 Yousif told me, 'Graphic novels are my favourite.'
Yousif said that graphic novels _____ favourite.
3 Muna and Sara said, 'We love horror stories.'
Muna and Sara said that _____ horror stories.
4 Hilal said, 'I like sci-fi characters who are different to me.'
Hilal said that _____ sci-fi characters who _____ different to _____.
5 Aisha told us, 'I want to write my own adventure story one day.' Aisha told us that _____ to write _____ own adventure story one day.
6 Adil said, 'My brother has a lot of fantasy books.'
Adil said that _____ brother _____ a lot of fantasy books.
7 Noora said, 'Drama's great. It's my favourite type of book.'
Noora said that drama _____ great and that it _____ favourite type of book.
8 Yasir and Qais told us, 'Our dad enjoys reading biographies.' Yasir and Qais told us that _____ dad _____ reading biographies.
9 Badriya said, 'I like reading recipe books with my sister and cooking with our mum.'
Badriya said that _____ reading recipe books with _____ sister and cooking with _____ mum.

2 ★ Rewrite the direct speech sentences in reported speech.

1 Mansoor said, 'I enjoy Maths.'
Mansoor said that he enjoyed Maths.
2 Dr Watson told the police, 'Holmes has the answer.'
_____
3 Nawal and Halima said, 'We love our father.'
_____
4 Juma and Rashid told the other boys, 'We don't like fish.'
_____
5 Sultan said, 'Mystery stories are my favourite type of book.'
_____
6 Ruba told everyone, 'My cousins are away in Australia.'
_____
7 Marwa said, 'Aisha is always very nice to me.'
_____
8 Abdullah told his best friend, 'I like going to the mountains.'
_____

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1 **Complete the sentences with the correct passive form of the verbs in brackets.**



1 Many people go to see Pisa in Italy. Many photos are taken **(take)** of its tower.
2 The bell tower _____ **(visit)** by more than a million tourists every year.
3 Today, little models of the tower _____ **(sell)** in all the Pisa gift shops.
4 The tower _____ **(design)** by an Italian architect. It _____ **(finish)** in 1372.
5 In 1990, the Tower of Pisa _____ **(close)** to visitors for eleven years. People _____ **(worry)** that the tower was in danger of falling.
6 In those eleven years, the tower walls _____ **(make)** stronger at the bottom.
7 The tower _____ **(make)** straighter at this time, too. In 2001, the tower _____ **(open)** to tourists again.

2 ★ **Rewrite each sentence in the passive without the underlined words.**

1 Someone paints the tower walls in bright colours.
The tower walls are painted in bright colours.
2 People tell many stories about the tower.
Many stories _____
3 People say that the visitors believe these stories.
These stories _____.
4 People call the place 'The Tower of Mystery'.
The place _____.
5 People heard strange noises inside it one night.
Strange noises _____.
6 People asked two village children to solve the mystery.
Two village children _____.
7 People say that the children found a cow inside the tower.
A cow _____.
8 People reported the story on the TV news.
The story _____.
9 People talked about the children in many village homes.
The children _____.

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1 **Reorder the words to make sentences. Use contractions where possible.**

1st throw → 2nd throw ↓	1	2	3	4	5	6
1	What are you doing tomorrow evening?	What time does school start?	When are you meeting your friends after school?	What time do you get up on weekdays?	**Any future questions**	When do you travel by bus?
2	What time do you get up at the weekend?	What are you doing this Saturday morning?	What time does school finish?	What are you doing this Friday night?	When do you travel by car?	**Any future questions**
3	**Any future questions**	What time do you go to bed on weekdays?	What are you doing tomorrow evening?	When do you eat lunch?	What are you doing this Saturday evening?	When do the school holidays begin?
4	What time do you have breakfast at the weekend?	**Any future questions**	What time do you go to bed at the weekend?	What are you doing tonight?	When do you do your homework?	What are you doing this Saturday afternoon?
5	What time do you have breakfast on weekdays?	When do you watch TV?	**Any future questions**	What are you doing tomorrow morning?	What are you doing this afternoon?	What time do you leave for school?
6	What time do you arrive at school?	What are you doing tomorrow afternoon?	What time do you have dinner at home?	**Any future questions**	Who are you seeing this weekend?	What are you doing this Sunday evening?

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1 **In groups, play the 'Find someone who …' game.**

1 … might go to university. _____

2 … may start a business. _____

3 … could have grandchildren who grow up speaking English. _____

4 … may travel abroad. _____

5 … might save a lot of money. _____

6 … could get a Science degree. _____

7 … might retire from work early. _____

8 … may find a job in America. _____

9 … could learn two or more languages. _____

10 … may move to a flat in a big city. _____

11 … might retire to the countryside. _____

12 … could get an English degree. _____

13 … could find a job as a teacher. _____

14 … might retire by the sea. _____

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1 **In groups, play the 'Talk for thirty seconds …' game.**

Talk for thirty seconds about …



Start

1 … a tiny building which you were taken to.

2

3 … a steep place where you climbed.

4

5 … a secret place which you were told about.

6



7 … a gorgeous building which you looked around.

8

9 … a charming building which was built a long time ago.

10

11

12 … a strange building which you went to.

13

14 … a dark place where you were scared.

15

16 … a bright place where you felt happy.

17



18 … a huge building which you were shown around.

19

20 … a terrible place where you were bored.

21

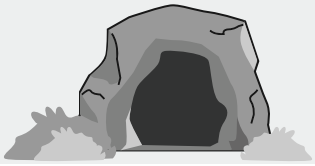
22 … a popular place which you visited.

23

24 … an empty room which you saw.

Finish!





Student A

Situation 1

You want to travel by coach to Bahla. You visit the coach station. You want to know:

- price of return ticket
- time of next coach
- direct coach?
- bus stop

Student B works at the coach station. Ask him/her your questions.

Situation 2

You're working in the ticket office in the train station. Student B wants to travel to Rabat. He/she visits the ticket office. Answer his/her questions:

- a single ticket is 300 dirhams
- the next train leaves at 1.30 p.m.
- it's a direct journey
- platform 9

Situation 3

You want to travel by plane to Amman in Jordan. You want to know:

- price of return ticket
- time of next plane
- direct flight?
- gate number

Student B works at the airport ticket office. Ask him/her your questions.

Student B

Situation 1

You're working in the ticket office in the coach station. Student A wants to travel to Bahla. He/she visits the ticket office. Answer his/her questions:

- a return ticket is 18 rials
- the next coach leaves at 3.30 p.m.
- it's a direct journey
- bus stop D

Situation 2

You want to travel by train to Rabat. You visit the train station. You want to know:

- price of single ticket
- time of next train
- direct train?
- platform

Student A works at the train station. Ask him/her your questions.

Situation 3

You're working in the ticket office at the airport. Student A wants to travel to Amman in Jordan. He/she visits the ticket office. Answer his/her questions:

- a return ticket is 120 rials
- the next plane leaves at 5.00 p.m.
- it's a direct flight (4 hours)
- Gate 5

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Student A

Situation 1

You are a housework robot. Student B wants to tidy his/her room. You offer to help:

- Would you like a hand?
- make / bed
- put away / clothes
- vacuum / carpet

Situation 2

You want to tidy your parents' kitchen. Student B is a housework robot. He/she offers you help. Respond to his/her offers:

- Yes, please! / No, don't worry!
- empty / bins ✓
- clear / table ✓
- sweep / floor ✗

Situation 3

You are a housework robot. Student B wants to tidy his/her parents' living room. You offer to help:

- Would you like a hand?
- water / plants
- clean / windows
- dust / furniture

Student B

Situation 1

You want to tidy your room. Student A is a housework robot. He/she offers you help. Respond to his/her offers:

- Yes, please! / No, don't worry!
- make / bed ✓
- put away / clothes ✓
- vacuum / carpet ✗

Situation 2

You are a housework robot. Student A wants to tidy his/her parents' kitchen. You offer to help:

- Would you like a hand?
- empty / bins
- clear / table
- sweep / floor

Situation 3

You want to tidy your living room. Student A is a housework robot. He/she offers you help. Respond to his/her offers:

- Yes, please! / No, don't worry!
- water / plants ✓
- clean / windows ✓
- dust / furniture ✗

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Student A

Situation 1

You prefer writing stories to reading books. Give your reasons to Student B:

- it is fun to write stories
- you can decide what happens
- books can be too long or boring
- you can change your own stories if you want

Agree/disagree with Student B.

Situation 2

You prefer reading e-books on an e-reader to reading paper books. Give your reasons to Student B:

- e-books don't take space on your bookshelves
- you can take a lot of books on your e-reader when you travel
- e-books are cheaper and don't smell
- you can add highlights, notes and bookmarks on e-book pages

Agree/disagree with Student B.

Situation 3

You prefer reading graphic novels to reading books with no pictures. Give your reasons to Student B:

- pictures make stories more fun
- you can understand a lot of the story through the pictures
- you can look at the pictures if you get bored reading
- there are picture books in the school/local library

Agree/disagree with Student B.

Student B

Situation 1

You prefer reading books to writing stories. Give your reasons to Student A:

- you don't have to think of new things
- you don't know what is going to happen in a book
- books are exciting and fun
- you can change the book you are reading if it is not interesting

Agree/disagree with Student A.

Situation 2

You prefer reading paper books to reading e-books on an e-reader. Give your reasons to Student A:

- new paper books smell nice
- it's easier to move around quickly in a paper book
- you can borrow paper books from the local library
- you can write notes and put sticky notes on paper book pages

Agree/disagree with Student A.

Situation 3

You prefer reading books with no pictures to reading graphic novels. Give your reasons to Student A:

- you can imagine characters better in books with no pictures
- stories with pictures are for younger children
- pictures take you off task if you want to be a better reader
- there are books with no pictures in the school/local library

Agree/disagree with Student A.

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1 Read the article on Class Book page 24. Correct the underlined mistakes in these sentences.

1 There isn't a lot of space in New York City, so people have put <u>beaches</u> in new places. parks

2 The High Line railway ran <u>under</u> the streets of Manhattan. _____

3 The High Line railway closed in the <u>1990s</u>. _____

4 Joshua David and Robert Hammond <u>re-opened</u> the railway line. _____

5 The High Line Park opened in <u>2011</u>. _____

6 It's a <u>dangerous</u> space, high above the streets. _____

7 Many school students visit the park on <u>weekend</u> trips. _____

8 The designer wants to get <u>electric light</u> under the ground. _____

9 Colin Ramsey is a <u>gardener</u>. _____

10 The Lowline Park uses <u>old</u> technology. _____

1 Complete the sentences with these words from the article on Class Book page 24.

ground railway line success century teenager

1 A _____ is a hundred years.

2 The project was a great _____ and everyone was pleased with the results.

3 The _____ is too dry to plant new flowers.

4 My father designed a new _____ for our city.

5 The _____ watched the big boats leave.

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1 Read the article on Class Book page 50. Correct the underlined mistakes in these sentences.

1 Budoor and her friends were talking about robots <u>last week</u>. yesterday

2 Budoor thinks we <u>need to</u> worry about robots taking our jobs. _____

3 These days robots make <u>stars</u> in factories. _____

4 They milk <u>goats</u> on farms. _____

5 With robots, people can do more <u>boring</u> jobs. _____

6 Robots will do <u>homework</u> in the future. _____

7 Robots will <u>design</u> cars, too. _____

8 A robot will never take care of a sick person like a <u>dentist</u> can. _____

9 Robots will never understand children's needs like <u>journalists</u>. _____

1 Find words in the blog on Class Book page 50 that match these definitions.

1 jobs that you do at home like washing or cleaning housework

2 something that you feel, like love or hate _____

3 something that you think, a plan _____

4 something that you believe even if it isn't true _____

5 a website that a writer often adds new things to _____

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1 Read the story on Class Book page 76 again and tick (✓) the best answers to the questions.

1 What was Mr Wilson's shop like?

a ☑ It was not very busy. **b** ☐ It was very popular.

2 What does the job advertisement ask for?

a ☐ a man who works hard for little money **b** ☐ a man with red hair

3 Who helped Wilson to get the job?

a ☐ Vincent Spaulding **b** ☐ Sherlock Holmes

4 How long did he work there?

a ☐ for a day and a night **b** ☐ for a few weeks

5 What's the name of the thief?

a ☐ Mr Merryweather **b** ☐ Mr Ross

6 How did he escape?

a ☐ He didn't. Holmes caught him. **b** ☐ He changed his name and ran outside.

1 Find words in the story on Class Book page 76 that match these definitions.

1 a group of people or teams that work together for a reason league

2 a message telling people about a job which they can go for _____

3 someone who helps another person at work _____

4 when you decide and get ready to do something in the future _____

5 a corridor under the ground _____

6 something that gives information to people _____

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1 4.6 **Listen and tick (✔) the correct answer to each question.**

1 A Why did Tom's grandfather live in a hotel?

a ☑ It was his family's hotel.

b ☐ His mother had lots of money.

B What can he remember about living there?

a ☐ The lunches that the tourists used to eat.

b ☐ The breakfasts that his mother used to make.

2 A What country did Rahaf and Dana use to visit when they were children?

a ☐ England

b ☐ Egypt

B Why did they have to go to the police station one year?

a ☐ Their dad lost his passport.

b ☐ Their dad was driving too fast.

1 4.6 **Listen and complete each gap with 1–3 words.**

1 Did you use to live in the countryside like we do now?

2 I can still remember _____ my mother used to cook _____ for the tourists!

3 Do you remember _____ Cairo when we _____?

4 Yes, _____! Dad always used to take us to _____. Do you remember? The one with _____.

5 Do you remember how Dad _____ while we _____ and then we had to go to _____?

6 Oh dear, yes, I _____!

1 5.6 **Listen and circle the correct words to complete the sentences.**

1 Arwa will / won't enjoy working on her own every day.

2 Arwa may not be an architect because she can't paint / draw.

3 Arwa wants a job where she can write news stories / her own stories.

4 Jood's past dream was / present dream is to be a novelist or diver.

5 Jood's past dream was / present dream is to do a job where she can help people.

6 Bushra's mum and dad want her to do the same job / different jobs.

7 Bushra will decide on her future job now / later.

1 5.6 **Listen and complete each gap with 1–3 words.**

1 I'm talking to lots of students at my school about what jobs they want to do in the future.

2 Well, I used to want to be a _____, but now I'm _____ because I _____ that I'll enjoy working _____ every day.

3 Hmmm, I think I'll be a _____ because it'll be _____ to work _____!

4 I think I'll become an _____ when I grow up because I want to _____ where I can _____ and make their _____.

5 My mum wants me to _____ and my dad wants me to _____.

6 I think _____ until I'm older _____.

1 6.6 **Listen and number the sentences in the order that you hear them.**

a [ ] I always like reading detective stories.

b [1] I got a brilliant new biography about Al Salti.

c [ ] I like the detective best of all; he's very clever.

d [ ] My mum said that she read it last week and it was really interesting.

e [ ] She's my favourite chef and she's written lots of recipe books.

f [ ] This detective book is good. It's quite old-fashioned, but you should read it because the characters are great.

1 6.6 **Listen and complete each gap with 1–3 words.**

1 Did you get any books from the library?

2 I have _____! I can't _____ to _____.

3 Cool! Can I _____ when _____?

4 The ending isn't _____ the start _____ you'll still _____.

5 OK, _____.

1 **Write your article from Class Book page 25 below.**

Paragraph 1: Write an introduction about the place where you live.

Paragraph 2: Describe your favourite place. Check your facts using websites you can trust.

Paragraph 3: Describe your favourite time of year. Add any important information to make the article interesting.

Paragraph 4: Write a conclusion saying why people should visit this place.

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1 **Write your blog from Class Book page 51 below.**

Paragraph 1: Write an introduction to explain the topic of the blog.

Paragraph 2: Give your opinions on the topic. Use informal language and the correct phrases to introduce your opinions.

Paragraph 3: Write a conclusion that gives your final idea about the topic.

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1 **Write your blog from Class Book page 77 below.**

Beginning:
Explain the mystery. Make the reader want to find out what has happened.

Middle:
Introduce the characters and the setting. Add suspense to the plot to make the story exciting.

End:
Give some important information that explains the mystery.

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1 Look and say. Read and colour.

I can use words to describe city tourism, travel and transport. ☺ 😐 ☹



capital city



statue



police station



monument



fountain



clock tower



taxi



coach



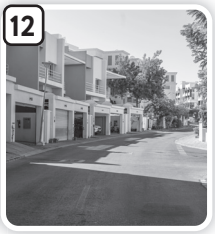
lorry



fire engine



railway station



neighbourhood

2 Look and say. Read and colour.

I can use *used to* to talk about things that happened many times in the past. ☺ 😐 ☹



I used to play with my toys.

I didn't use to ride a bike.



3 Look and say. Read and colour.

I can use the Present continuous for future plans and the Present simple for timetables. ☺ 😐 ☹

What are you doing on Friday?

On Friday, I'm meeting Aliyah. My bus leaves at 3 p.m.

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1 Look and say. Read and colour.

I can use words to describe jobs and life events. ☺ 😐 ☹


journalist


graphic designer


professional footballer


electric vehicle technician


architect


hairdresser


be born


grow up


go to school


go to university


get a degree



find a job

2 Look and say. Read and colour.

I can use *will* for predictions. ☺ 😐 ☹



Tomorrow at school I'll finish my science project.

I'll have lunch with my friends.



3 Look and say. Read and colour.

I can use *might*, *may* and *could* for predictions. ☺ 😐 ☹



I might go to university.



I may get a degree.

We could move house.

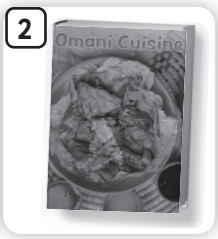


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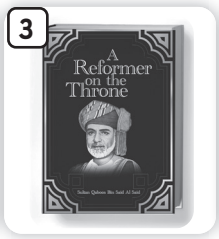
1 Look and say. Read and colour.

I can use words to describe books and use adjectives. ☺ 😐 ☹


horror story



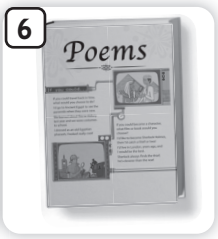
recipe book



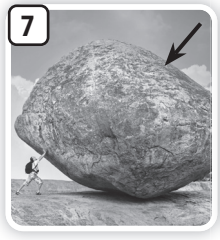
biography


adventure story

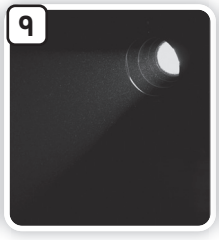

mystery story



poetry


huge


tiny


dark


bright


empty



popular

2 Look and say. Read and colour.

I can make statements in reported speech. ☺ 😐 ☹



Bassam said that he liked reading adventure stories and mystery stories. He said that he didn't like reading biographies. He told me that his favourite book was *Souls of Kilimanjaro*.



3 Look and say. Read and colour.

I can use the Present simple passive and Past simple passive. ☺ 😐 ☹



Bahla Fort is located in Bahla in Ad Dakhliyah Governorate. The fort was added to the UNESCO list of important forts in 1987.

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How can we compare and contrast things?

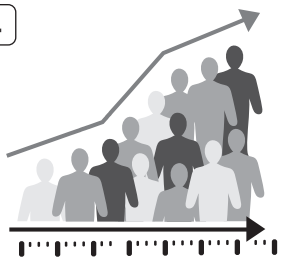
1 **Look at the four pictures. Complete the gaps with words from the box.**

climate | population | ~~transport~~ | location

1 

2 

3 

4 

transport _____ _____ _____

2 **Write the words in the correct box.**

cars | weather | trains | places | ~~people~~ | maps | temperature | size of cities

Population	Climate	Location	Transport
people			

3 **Match the sentence halves.**

1 The location of the town is in a valley — **c** in the mountains.
2 In winter, the climate of the city is wet — **d** and windy.
3 The population of this city is — **b** more than ninety thousand.
4 The transport in the town — **a** is only buses and cars.

4 **Sort the information into *1 location, 2 climate, 3 population* and *4 transport*. Write the letters in the T-chart.**

A About fifty thousand people live in this city. 3
B There's a railway and lots of traffic in this city. ☐
C This city has rainy summers and dry winters. ☐
D This city is near the border with Peru. ☐
E Nearly one million people live in this city. ☐
F This city is at the foot of a glacier called 'The sleeping beauty'. ☐
G In this city, it's cold even in summer and there are some very rainy seasons. ☐
H There isn't much transport because the roads are dangerous. ☐

La Rinconada	El Alto
A	

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1 4.3 **Listen to the dialogue on Class Book page 13. Tick (✔) the words below that you hear.**



capital city ☐	bakery ☐	tour guide ☐
tourist information centre ☐	accommodation ☐	luggage ☐
statue ☐	monument ☐	police station ☐
firefighter ☐	tourist ☐	clock tower ☐

2 4.3 **Listen again. Match the phrases with the sentences.**

What's up? | Oh no! That's awful. | That's amazing!

1 **Bayan:** Hi, Emily. _____

Emily: Hey, Bayan. I saw in your blog that you visited The Monument in London.

2 **Bayan:** Look, here's a picture I took.

Emily: _____

3 **Bayan:** The buildings in London used to be wooden, so the fire moved from house to house very quickly.

Emily: _____

3 **Now complete the mini dialogues with the phrases from Activity 2.**

1 **A:** There was a flood in the city today.

B: _____

2 **A:** Hi, Hassan. _____

B: I'm doing a project about firefighters.

3 **A:** My sister won a writing prize last week.

B: _____

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1 5.3 **Listen to the dialogue on Class Book page 39. Tick (✔) the words for jobs that you hear.**



hairdresser ☐ manager ☐ dentist ☐

game designer ☐ inventor ☐ architect ☐

novelist ☐ graphic designer ☐

electric vehicle technician ☐ diver ☐

professional footballer ☐ journalist ☐

2 5.3 **Listen again. Match the phrases with the sentences.**

Oh cool! I disagree. I'm not sure.

1 Majid: I read in the blog that you don't think you're good enough to be a professional footballer when you grow up. _____
I think you'll be a brilliant footballer for one of the big teams!

2 Majid: I've always wanted to be an architect.
Frank: _____ Will you design a house for me?

3 Majid: What type of house do you want to live in?
Frank: Oh, _____

3 **Now complete the mini dialogues with the phrases from Activity 2.**

1 A: Are you going away this summer?
B: _____ We might stay here in the city.

2 A: The only exciting sport is football.
B: _____ Other sports are very exciting, too.

3 A: We're going to that new restaurant tonight. Would you like to come?
B: _____ Yes, please!

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1 6.3 **Listen to the dialogue on Class Book page 65. Tick (✔) the words for types of books that you hear.**



fantasy story ☐	graphic novel ☐	recipe book ☐
biography ☐	science fiction ☐	drama ☐
adventure story ☐	poetry ☐	mystery story ☐
horror story ☐	classic novel ☐	detective story ☐

2 6.3 **Listen again. Match the phrases with the sentences.**

Hold on | What a shame! | Sure, no problem.

1 **Emily:** What were the results?
Bayan: _____, let me find them on my computer.

2 **Emily:** Can you tell me the other results?
Bayan: _____ Some students said that they used recipe books at home.

3 **Bayan:** Some students said that they enjoyed reading classic novels, but only two students said that they liked poetry.
Emily: _____ Poetry is cool.

3 **Now complete the mini dialogues with the phrases from Activity 2.**

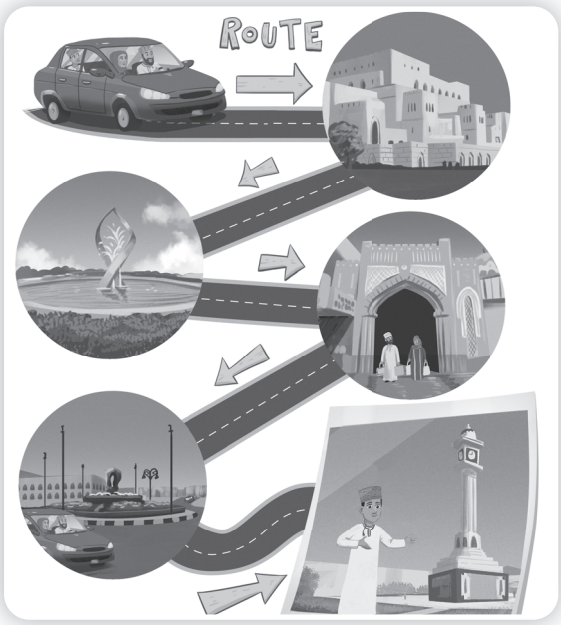
1 **A:** Can you tell what time it is, please?
B: _____ It's five past four.

2 **A:** Can I borrow your pen, please?
B: _____, I've nearly finished with it … OK, here you are.

3 **A:** We can't go to the museum now: it's closed.
B: _____ Perhaps we can go tomorrow.

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1 Read and circle *True* or *False*.



1 Malik's dad was a tour guide in Oman. True / False

2 Malik is studying for an exam at school tomorrow. True / False

3 The next afternoon, Malik's dad took him on a special tour of Muscat. True / False

4 Malik helped a backpacker find a bus to the airport. True / False

2 Complete the summary of the story with the words in the box.

airport | backpacker | tour | tour guide | websites



Dad told Malik about the time he was a **(1)** _____ in Muscat. Malik thought he would like to be a tour guide, too, so he learned about Muscat from **(2)** _____ and guidebooks. After school the next day, Malik took his parents on a **(3)** _____ of Muscat. He told them about its famous buildings. When they stopped at Ruwi Clock Tower, a **(4)** _____ asked them for help. Malik told him which bus to take to the **(5)** _____. Dad said Malik was a fantastic tour guide!

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1 Read and circle *True* or *False*.



1 Alice used to go to school in London. True / False

2 Alice's mum takes Alice to her new school by car. True / False

3 Taxis in London are orange and white. True / False

4 Alice finds a friendly girl at her new school in Oman. True / False

2 Complete the summary of the story with the words in the box.

happy helpful job train vehicles



Alice used to go to school in London, but her dad has a new **(1)** _____ in Oman. Alice is starting a new school in Muscat. In London, Alice used to take the **(2)** _____ to school, but in Muscat, her mother drives her there. Alice sees lots of **(3)** _____. The taxis are a different colour to London taxis. When she arrives at her new school, she feels worried because she does not know where to go. Then a **(4)** _____ girl shows her where to go and Alice feels **(5)** _____.

1 **Read and circle *True* or *False*.**



1 Arwa, Bushra and Samira meet an architect at a jobs fair. True / False

2 Noora will be an amazing architect. True / False

3 Bushra might become a diver because she loves ocean animals. True / False

4 They can't find a perfect job for Samira. True / False

2 **Complete the summary of the story with the words in the box.**

careers fair perfect sad stand



Arwa, Bushra and Samira meet people at a jobs **(1)** _____. At the first stand, an architect shows them her plans. The girls think Samira will be an amazing architect because she is good at drawing plans too. At the sports **(2)** _____, a diver shows them photos of ocean animals. They think Bushra will become a diver because she loves swimming. Arwa looks **(3)** _____ because they can't find a job for her, but she helped Samira and Bushra to discover their **(4)** _____ jobs! So Samira says she will be a **(5)** _____ advisor and they are all happy.

1 Read and circle *True* or *False*.



1 Harry and Alex put on some old clothes because they are moving house. True / False

2 Grandpa used to be the manager of a tourism business. True / False

3 They find a photo of Alex at school. True / False

4 The boys will work harder after they drink their glasses of juice. True / False

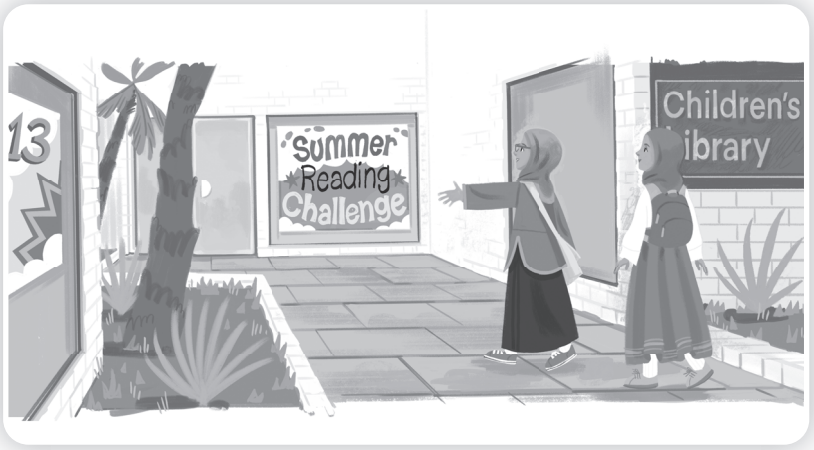
2 Complete the summary of the story with the words in the box.

attic | business | designer | dusty | soon | tourism



Harry and Alex are helping their grandparents to clear their **(1)** _____ because they are moving house. They put on old clothes because the attic is **(2)** _____. In the attic, they find photos of their grandparents from when they started a **(3)** _____ business. Harry says he might start a **(4)** _____ after he learns a new language and saves some money. The boys then see some photos of their dad when he was at university. Alex says he'll go to university and become a games **(5)** _____. Then Grandpa brings them glasses of juice and the boys say they will finish their work **(6)** _____.

1 Read and circle *True* or *False*.



1 Hanan is going to read six science fiction books for the Summer Reading Challenge. True / False

2 Bushra doesn't like biographies but Hanan thinks they are interesting. True / False

3 Bushra wants Hanan to try reading a graphic novel. True / False

4 At the library, Bushra doesn't want to read a biography but Hanan chooses a graphic novel. True / False

2 Complete the summary of the story with the words in the box.

agree | biographies | have to | library | try | weeks



For the library Summer Reading Challenge, students **(1)** _____ read six books in six **(2)** _____. Hanan chooses her books. She likes **(3)** _____, but she doesn't like graphic novels. Bushra chooses her books, too. She likes graphic novels, but she doesn't like biographies. Then Bushra asks Hanan to read a graphic novel and she will **(4)** _____ reading a biography. At the **(5)** _____ the next week, Bushra chooses a new biography to read, and Hanan chooses a new graphic novel! They both **(6)** _____ that all books are amazing.

1 Read and circle *True* or *False*.



1 Abdullah and Faisal's class are visiting an old house for a detective game. True / False

2 The boys look around the house for some people who are missing. True / False

3 They find a tiny door at the top of some steep stairs. True / False

4 They find the missing jewellery behind a painting on the wall. True / False

2 Complete the summary of the story with the words in the box.

empty | footprints | huge | open | precious | solved



This week, Abdullah and Faisal's class are visiting a **(1)** _____ house for a detective game. The teacher tells them that some **(2)** _____ jewellery is missing and they need to find it. The boys follow some **(3)** _____ up some stairs to a tiny door. They open the door but inside it is **(4)** _____. Abdullah sees a painting on the wall. They take the painting off the wall and open a door behind it. They see a box and when they **(5)** _____ it, they find the jewellery. They have **(6)** _____ the mystery.

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