نتقدم بثقة
Moving Forward with Confidence

رؤية عُمان 2040
OmanVision

SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 7A

Pearson

YORK PRESS

Photocopiables

1 **In groups, play the 'What do I do?' game.**


presenter


performer


comedian

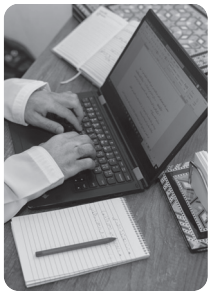

clown

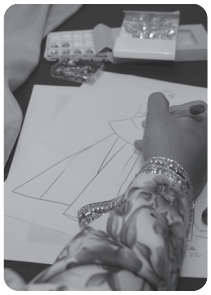

puppeteer


sound editor


stunt performer


animator


writer

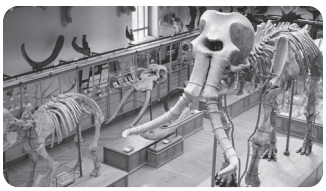

costume designer


make-up artist


camera operator

1 **In groups, play the 'Where am I?' game.**


soft play centre


science museum


3D cinema


art gallery


planetarium



circus


aquarium


bowling alley


ice rink

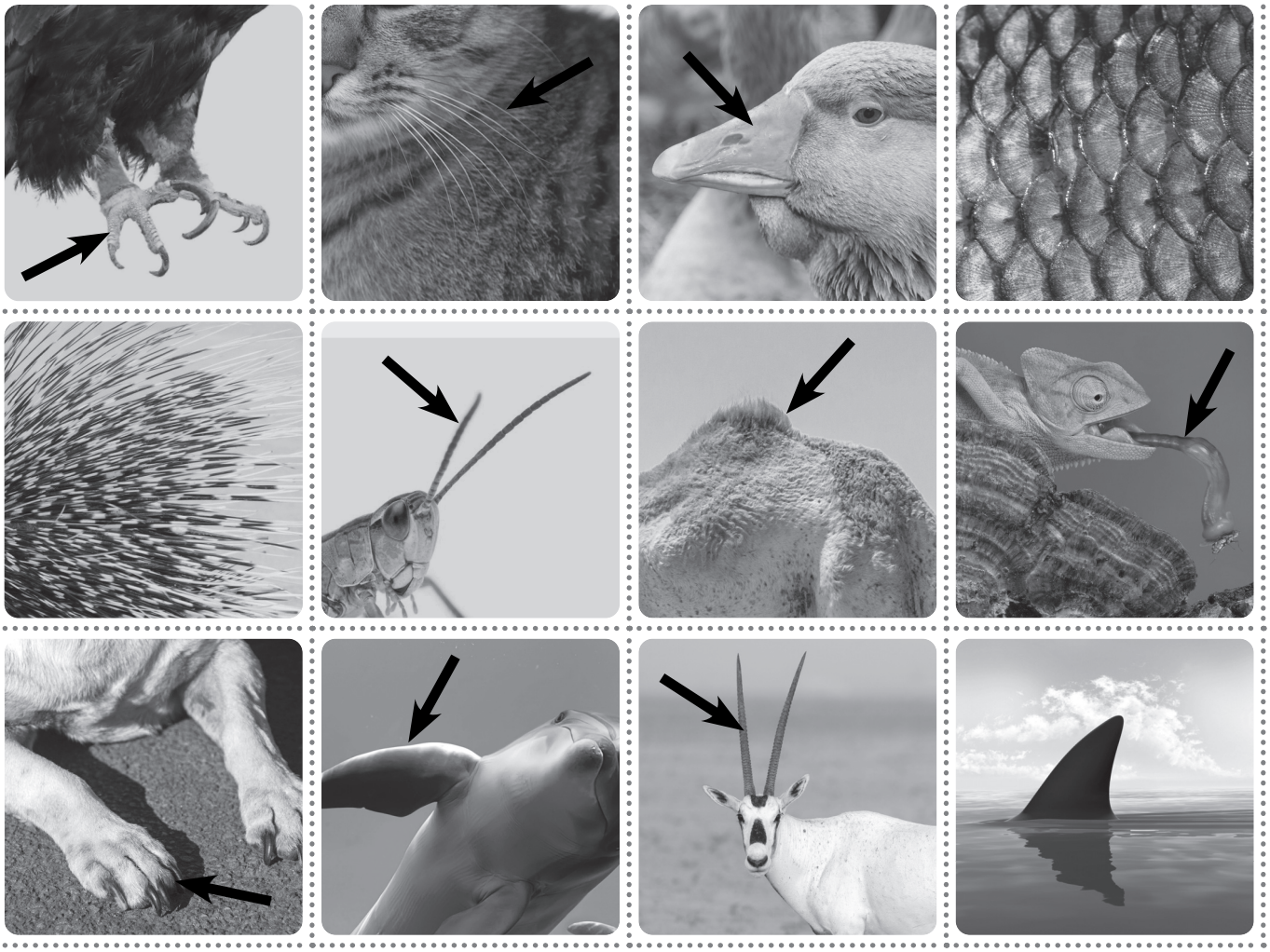

theme park


adventure playground


safari park

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1 **In pairs, play the 'Nine Squares Grid' game.**

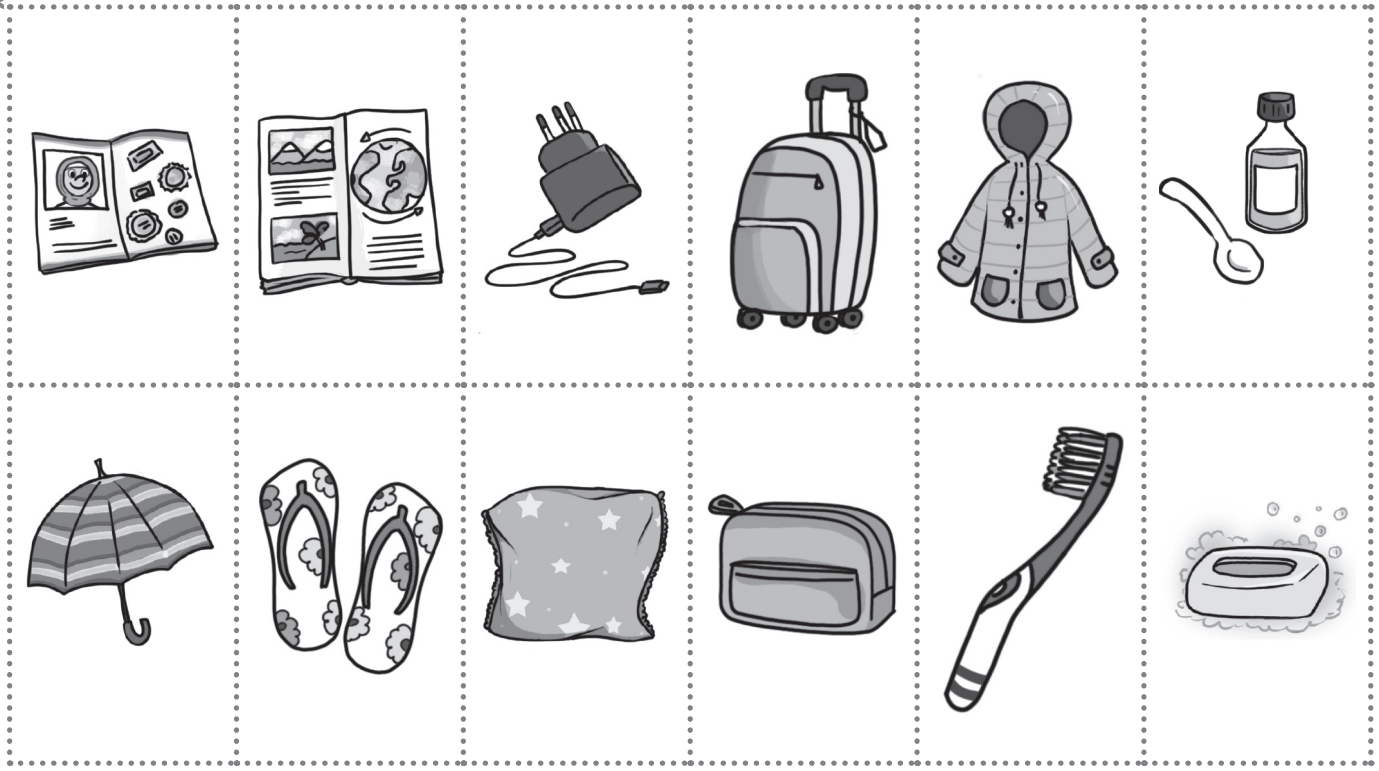


1 **In groups, play the animal actions 'Draw it' game.**

bite	sting	roar	fight
dive	dig	hide	lay eggs
curl up	fly away	run away	die

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1 **In groups, play the 'Top Card Prediction' game.**



1 **In groups, play the 'Travel Verbs Clue' game.**

pack your suitcase	go on a journey	travel by train	catch a bus
get on	get off	take off	land
arrive	leave	explore	take your seat

You do this before/when/after …

You do this in/on/at …

You do this because …

You can do this …

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

1 **Put the time phrases from the box into the correct side of the table.**

~~2015~~	a short time	five months	last spring	many hours
March	Monday	he was four	tea time	ten o'clock
three days	two weeks	years		

for + a period of time	*since* + the start of a period of time
	2015

2 ★ **Write sentences with these words. Put the verbs in the correct form.**

1 they / live / here / since / January They've lived here since January.

2 she / be / a writer / since / she / be / sixteen _____

3 he / have / that hat / for / a long time _____

4 I / love / clowns / for / many years _____

5 we / have / not / see / him / since dinner time _____

6 it / have / not / snow / here / since / 2017 _____

3 **Complete the sentences with the correct form of the verbs from the box and *for* or *since*.**

be	have	not/see	not/watch	play
study	wear	~~live~~	write	

1 Grandma has lived in her house (since) she was a girl.

2 He _____ an animator ( ) he left school.

3 My cousin _____ hard at school ( ) September.

4 You _____ that bike in the garage ( ) days.

5 I _____ football for a team ( ) several months.

6 My parents _____ smart clothes ( ) years.

7 We _____ television ( ) weeks.

8 My sister _____ her cousins ( ) last summer.

9 My uncle _____ short stories ( ) a very long time.

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1 **Complete the sentences with the Present continuous form of the verbs in brackets.**

1 I 'm not flying (not / fly) home this afternoon. The airport's closed.

2 We _____ (visit) the planetarium on Saturday. There's a children's show then.

3 You _____ (go) to the Science Museum tomorrow with the school.

4 He _____ (see) his friends this Friday after school.

5 She _____ (not / do) anything this evening.

6 They _____ (meet) friends for lunch tomorrow.

7 When _____ (you / see) the fish at the aquarium?

8 Where _____ (she / spend) her summer holiday this year?

9 I _____ (shop) for clothes in the city centre later today.

2 ★ **Complete each sentence with a verb from the box in the correct Present continuous form.**

not/come | we/do | ~~fly~~ | catch | get/up | leave | share | shop/for | not/take | see | stay | study | visit

1 Tomorrow morning we 're flying to Muscat airport.

2 My cousin _____ with us. He _____ for his exams.

3 The rest of us _____ early tomorrow – to be sure to catch our flight.

4 We _____ a taxi from the airport. We _____ a bus to our hotel.

5 We _____ for two nights in a small hotel in the city centre.

6 I _____ a hotel room with my sister.

7 What _____ in Muscat at the weekend?

8 We _____ a theatre show on Friday evening.

9 On Saturday, we _____ the museums and _____ gifts at the shopping mall.

10 On Sunday, we _____ Muscat to fly back home.

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1 **Choose the correct verbs to complete these dialogues.**

Look

It **may/might/could** be a bird. = I'm half sure it's a bird.
It **must** be a hedgehog. = I'm very sure it's a hedgehog.
It **can't** be a snake. = I'm very sure it isn't a snake.

Rasha: What's that under the bushes?
Arwa: It **(1)** can't / might be a snake – it's got scales.
Rasha: It **(2)** could / can't be a lizard. But I'm not sure.
Arwa: Does it have legs?
Rasha: I don't know. It **(3)** may / must have legs, but I can't see them.
Arwa: Well, it **(4)** must / can't be a fish because it's not in water and it's fine.
Rasha: Oh, it's moving now. I can see its legs.
Arwa: Right. So it **(5)** can't / must be a lizard.

Laith: Nice cartoon, Hilal! But what is it?
Hilal: What do you think?
Laith: Erm … it has an egg near it, I think – so it **(6)** can't / might be a bird …
Hilal: You **(7)** may / must be joking! It hasn't got wings or a tail.
Laith: No, and it's got four legs. Erm … It has spines, so it **(8)** could / can't be a hedgehog …
Hilal: Laith, it **(9)** can't / must be a hedgehog. It's got a beak!
Laith: Well, I don't know. Tell me!
Hilal: It's an echidna. It's a crazy animal.

2 ★ **Use the words in the box to complete the sentences correctly. There are two extra options.**

can't be	can't have	could have	~~may be~~	may have
	might be	must be	must have	

A: Is that little bird a lost pet?
B: I don't know. You **(1)** may be right. It's sitting in a tree with its eyes closed. It **(2)** _____ sleeping now. I'm sure of it.
A: Look. Its legs are moving. It **(3)** _____ waking up. It **(4)** _____ its home address on its collar.
B: I'm not sure. Let's check. Hmm, 'Birdy' – and there's a phone number. So it **(5)** _____ a home. It **(6)** _____ a wild bird.

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1 Write the verbs in the correct form to complete the story.

On Noora's first day at school she met different groups. The English club girls said, 'If **(1)** you speak (you / speak) English with us, **(2)** _____ (you / not / be) sorry.' '**(3)** _____ (you / learn) to dive if **(4)** _____ (you / join) us,' the swimmers said. The theatre group said, 'If **(5)** _____ (you / come) with us, **(6)** _____ (you / not / feel) bored.' The athletics team said, '**(7)** _____ (Noora / get) fit if **(8)** _____ (she / run) with us.' '**(9)** _____ (she / make) delicious food if she joins us,' the cooking class said. In the end, Noora thought, 'Oh dear. I can't decide today. But maybe if **(10)** _____ (they / ask) me tomorrow, I'll decide what to do.'

2 ★ Use the words to write first conditional sentences.

1 if / you / read / this folktale / you / enjoy / it.
If you read this folktale, you'll enjoy it.

2 you / learn / something / if / you / think / carefully / about the ending.

3 your teacher / explain / the message / if / you / not / understand.

4 if / the platypus / join / one group / some animals / not / be / happy.

5 she / feel / better / if / she / join / any group.

6 if / she / be / nice / to them / the animals / not / get / angry.

7 if / somebody / write / the playscript / we / read / it / in class.

8 it / sound / good / if / different children / say / the animals' words.

9 if / they / wear / animal masks / they / look good / too.

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1 **Order the words to make sentences about future plans. Use short forms (*I'll*, *I'm*, *won't*) where possible.**

1 Muscat / going / next / visit / I / to / weekend / am
I 'm going to visit Muscat next weekend.
2 father / drive / to / you / the airport / will / your
Your _____
3 going / with / suitcases / travel / not / are / we / to
We _____
4 with / have / bags / you / will / you / small
You _____
5 to / I / going / take / me / not / am / with / a guidebook
I _____
6 she / guidebook / a / download / app / will
She _____
7 a hotel /are / stay / the centre / to / going / in / near / we
We _____
8 on / look / the internet / it / will / we / for
We _____
9 interesting / an / going / have / are / you / time / to
You _____

2 ★ **Find the sentences with no mistakes. How many are there? Correct the other sentences.**

1 We don't will stay at home next weekend.
We won't stay at home next weekend.
2 We're going travel to Bahla.
_____
3 We're going to practise our English in London.
_____
4 I think we'll to visit Cambridge.
_____
5 We'll going to see the fort in Bahla. That's our plan.
_____
6 Hey, you're packing! I'll help you.
_____
7 I going to take T-shirts and sunglasses.
_____
8 It's going not to be cold.
_____

1 Write the verbs in the correct Present simple form to complete the sentences.

1 Your plane lands (land) at 10 a.m. tomorrow.
2 The next bus _____ (leave) in ten minutes.
3 Everyone _____ (catch) the buses over there.
4 What time _____ (the bus / get) to the train station?
5 When _____ (the train / arrive) in the town centre?
6 Where _____ (we / meet) the tour guide?
7 The museum tour _____ (finish) at 1.30.
8 The guide _____ (have) lunch in the museum café.
9 Which day _____ (you / go) home?

2 ★ Correct the grammar mistake in each sentence.

1 The train leave in half an hour.
The train leaves in half an hour.
2 When dos his plane land?
_____
3 The trip finish in Salalah.
_____
4 We arrives late at night.
_____
5 There are a museum tour at three o'clock.
_____
6 When we do pack our suitcases?
_____
7 When does the rocket takes off?
_____
8 The tour guide go home late on Saturday.
_____
9 He catchs a bus to work at 7 a.m.
_____
10 She carrys her passport with her everywhere.
_____

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1 **In groups, play the 'Diary' game.**

Student A	SUN	MON	TUES	WED	THUR	FRI	SAT
Morning			Visit theme park		Visit aquarium	Go to safari park	
Afternoon		Visit planetarium	Visit toy museum			Visit soft play centre	
Evening			Watch a film		Watch a theatre show		Go to 3D cinema

Student B	SUN	MON	TUES	WED	THUR	FRI	SAT
Morning		Visit park		Visit art gallery		Go to safari park	
Afternoon	Visit football stadium		Visit toy museum		Visit adventure playground		
Evening		See a comedian		See the circus		Go to bowling alley	

Student C	SUN	MON	TUES	WED	THUR	FRI	SAT
Morning	Go to science museum		Visit theme park		Visit aquarium		
Afternoon		Visit planetarium			Visit adventure playground		Go to ice rink
Evening			Watch a film	See the circus			Go to 3D cinema

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1 **In groups, play the 'What will you do if …' game.**

What will you do if …?

1

2 … you fall asleep on the sofa tonight?

3

4 … you get good marks in English?

5

6 … you wake up late tomorrow?

7

8 … Mum gives you extra pocket money?

9

10 … you get lots of homework this week?

11

12 … it's nice weather this weekend?

13

14 … you find a spider in your room?

15

16 … you go out tonight?

17

18 … you feel ill tomorrow?

19

20 … a friend comes to see you today?

21

22 … you stay at home tonight?

23

24 … it rains this afternoon?

25

26 … you wake up early tomorrow?

27

28 … you can't find your purse or wallet?

29

30 … you get a day off school next week?

31

32 … you get bad marks in your exams?

33

34 … a friend gets angry with you?

35

36 … you get toothache tomorrow?

37

38 … you win a school prize?

39

40 … you get a new pet bird?

Finish!

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1 **In groups, play the 'Tell us about … your travels' game.**

Start

1 … your last holiday.

2

3 … your favourite kind of holiday. Why?

4

5 … the best way to travel. Why?

6

7 … the most interesting place you've seen. Why?

8

9 … a place that you want to visit. Why?

10

11 … a thing that you bought on holiday.

12

13 … the three things that you always pack. Why?

14

15 … your worst holiday. Why?

16

17 … a school trip that you went on.

18

19 … your favourite travel bag. Why?

20

21 … your holiday plans for this year. Why?

22

23 … a funny holiday story.

Tell us about… Your Travels!



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Student A

Situation 1

You want to book tickets for a 3D cinema. Tell the ticket office assistant:

- you want three tickets (for your dad, you and your brother)
- you want to know about what a programme is.

Ask the price and buy a programme.

Thank the assistant for his/her help.

Situation 2

You work at the safari park ticket office. A boy/girl wants tickets. Tell him/her:

- a guide gives information about the animals.

Prices are:

- adult: 30 rials; child: 20 rials
- guide: 10 rials

When you give the tickets to the boy/girl, say, 'Enjoy the animals!'

Situation 3

You want to book tickets for a science museum. Tell the ticket office assistant:

- you want to know about the science talks.

Ask the price.

Thank the assistant for her/his help.

Student B

Situation 1

You work at the 3D cinema ticket office. A boy/girl wants tickets for a film.

Tell him/her:

- a programme gives information about the film.

Prices are:

- adult: 20 rials; child: 10 rials
- programme: 5 rials

When you give the tickets to the boy/girl, say, 'Enjoy the film!'

Situation 2

You want to book tickets for a safari park. Tell the ticket office assistant:

- you want three tickets (for your mum, you and your sister)
- you want to know what a guide does.

Ask the price.

Thank the assistant for her/his help.

Situation 3

You work at the science museum ticket office. A girl/boy wants tickets for a show. Tell her/him:

- there are science talks at 1 and 2.30 p.m.

Prices are:

- adult: 17 rials; child: 13 rials
- science talks: 4 rials

When you give the tickets to the girl/boy, say, 'Enjoy the museum!'

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Student A

Situation 1

You're talking with your friend about wild animals. Tell him/her about:

- a wild animal that you're crazy about
- a wild animal that you quite like
- a wild animal that you can't stand.

Explain why you feel this way about these animals. Ask your friend about his/her feelings about wild animals.

Animal words: jellyfish, hedgehog, elephant …

Situation 2

You're talking with your friend about pet animals. Tell him/her about:

- a pet animal that you find cute
- a pet animal that you don't mind
- a pet animal that you're really not keen on.

Explain why you feel this way about these pets. Ask your friend about his/her feelings about pet animals.

Animal words: parrot, tortoise, snake …

Situation 3

You're talking with your friend about farm animals. Tell him/her about:

- a farm animal that you're keen on
- a farm animal that you quite like
- a farm animal that you don't like at all.

Explain why you feel this way about these animals. Ask your friend about his/her feelings about farm animals.

Animal words: donkey, sheep, chicken …

Student B

Situation 1

You're talking with your friend about wild animals. Tell him/her about:

- a wild animal that you find really interesting
- a wild animal that you don't mind
- a wild animal that you don't like.

Explain why you feel this way about these animals. Ask your friend about his/her feelings about wild animals.

Animal words: Arabian oryx, lion, shark …

Situation 2

You're talking with your friend about pet animals. Tell him/her about:

- a pet animal that you're keen on
- a pet animal that you quite like
- a pet animal that you don't like.

Explain why you feel this way about these pets. Ask your friend about his/her feelings about pet animals.

Animal words: rabbit, guinea pig, lizard …

Situation 3

You're talking with your friend about farm animals. Tell him/her about:

- a farm animal that you find cute
- a farm animal that you don't mind
- a farm animal that you don't like.

Explain why you feel this way about these animals. Ask your friend about his/her feelings about farm animals.

Animal words: horse, goat, duck …

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Student A

Situation 1

You're talking with your friend about a future holiday. Tell him/her about:

- your winter holiday in Dubai
- going shopping
- travelling by plane
- how you're worried about staying in a very tall hotel
- how you're excited about seeing the world's tallest building.

Situation 2

You're talking with your friend about a future holiday. Tell him/her about:

- your summer holiday in Greece
- going diving
- travelling by bus
- how you're worried about the language
- how you're excited about eating Greek food.

Situation 3

You're talking with your friend about a future holiday. Tell him/her about:

- your spring holiday in Egypt
- going sightseeing in Egypt
- travelling by plane
- how you're worried about the long journeys
- how you're excited about seeing the pyramids.

Student B

Situation 1

You're talking with your friend about a future holiday. Tell him/her about:

- your winter holiday in Switzerland
- going skiing
- travelling by plane
- how you're worried about falling off the skis
- how you're excited about eating Swiss food.

Situation 2

You're talking with your friend about a future holiday. Tell him/her about:

- your summer holiday in the mountains
- going camping
- travelling by car
- how you're worried about the weather
- how you're excited about camping.

Situation 3

You're talking with your friend about a future holiday. Tell him/her about:

- your spring holiday in Ireland
- going sightseeing in Ireland
- travelling by train and bike
- how you're worried about the Irish weather
- how you're excited about practising your English.

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1 **Read the advert on Class Book page 28. Cross out the incorrect words in the sentences. Write the correct words on the right.**

1 You can touch the ~~bushes~~ when you swing on the high swing. *trees*

2 The zip wires are low above the ground. _____

3 The Treetops guides will ask you what to do. _____

4 Children aged six or above can play in the Tiny-Tots Playground. _____

5 Treetops have made their own ice cream since 2014. _____

6 The Maze is something old at the Treetops adventure playground. _____

7 You can get three tickets for the price of two. _____

8 You can have fun walking along the stone bridges. _____

9 You will wear a hat and a special nose for the high activities. _____

1 **Find words in the text on Class Book page 28 that mean the opposite of these words.**

1 dislike *enjoy*

2 boring _____

3 worst _____

4 entrance _____

5 low _____

6 bottom _____

7 high _____

8 normal _____

9 unsurprising _____

10 take off _____

1 **Read the information on Class Book page 54. Cross out the incorrect words in the sentences. Write the correct words on the right.**

1 The giant prickly stick insect comes from ~~Austria~~. Australia

2 It lives in the mountains. _____

3 It eats fruit from some trees. _____

4 It has short antennae. _____

5 It's difficult for it to hide on a tree. _____

6 It looks like dead leaves or plastic. _____

7 The mata mata turtle is from North America. _____

8 It eats fish and small birds. _____

9 It weighs up to 150 kilograms. _____

10 It has a very long body. _____

11 It uses its long nose to breathe when it hides in the ground. _____

1 **Find words in the texts on Class Book page 54 that mean the following.**

1 put yourself somewhere that you cannot be seen hide

2 surprising or different _____

3 not living _____

4 with a backbone _____

5 with no backbone but hard outside _____

6 a small animal with six legs (like a bee) _____

7 an animal with cold blood and scales (like a lizard or a snake) _____

8 to take air into the body _____

9 very big _____

10 a small thin piece of wood from a tree _____

11 small lakes _____

12 with sharp spines or spikes that can hurt you _____

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1 **Read the email on Class Book page 80. Mark these sentences *T* (true), *F* (false) or *DS* (doesn't say).**

1 On Sunday, they must arrive at the school at 2 p.m. F

2 The plane leaves at 4.30 p.m. ☐

3 Four teachers will be on the trip. ☐

4 The hotel is near the fort. ☐

5 The hotel has a really nice pool for swimming. ☐

6 They can swim after dinner. ☐

7 On Monday, they visit Muscat. ☐

8 The school will give them a sandwich and a drink. ☐

9 They can buy things at the souq. ☐

10 On Monday, they're going to have dinner at the hotel. ☐

11 On Tuesday, they leave Bahla. ☐

12 They arrive back at their homes at 11 a.m. ☐

1 **Find words in the email on Class Book page 80 that match these definitions.**

1 going quickly between one place and a second place express

2 with lots of things that are happening _____

3 amazing _____

4 very nice _____

5 really modern _____

1 1.6 **Listen to the dialogue on Class Book page 19. Number these parts of the dialogue in the order that you hear them.**

a There was so much to do! ☐

b Then, in the afternoon we saw some stunt performers. Did they fall over? Yes, they did. Many times! ☐

c Did you go to the cinema in Suhar? ☐

d My sister has wanted someone to paint her face since she was four. ☐

e There was a festival in the park. There were make-up artists there, too. ☐

f She's eight now. ☐

g We went to Suhar with my cousin and my younger sister. We saw some performers and clowns. 1

2 1.6 **Tick (✔) the words you heard in the dialogue. Listen again to check.**

1	a	☐	We live in Suhar.	b	✔ We went to Suhar.
2	a	☐	She's eight.	b	☐ She's four.
3	a	☐	I painted her face.	b	☐ They painted her face.
4	a	☐	No, they didn't.	b	☐ Yes, they did.
5	a	☐	We didn't have time.	b	☐ We didn't have to.

1 1.6 **Listen to the dialogue on Class Book page 19. Fill each gap with one, two or three words.**

1 Hi Khalid. We went to Suhar with my cousin and _____.

2 It was better _____ show.

3 Oh, wow! I've wanted _____ Suhar _____.

4 There were make-up _____ there, _____.

5 They painted _____ black _____.

6 I haven't had _____ painted _____.

7 I haven't _____ any stunt performers _____ I went to the cinema last year.

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1 **Circle the correct body parts to complete the sentences.**

1 A bear has big paws / antennae.
2 A blackbird has a yellow pouch / beak.
3 A cat cleans its long whiskers / spines with its tongue and a paw.
4 An insect can feel things with its antennae / hump.
5 An eagle has big wings and horns / claws.
6 Fish move through water with their fins / flippers.
7 Seals move through water and on land with their fins / flippers.

2 2.6 **Listen to the dialogue from Class Book page 45. Listen and answer the questions.**

1 **A** Where is the bird that the boy can see?
a ✔ In the tree. **b** ☐ In the sea.

B Does the bird have a yellow beak?
a ✔ Yes, it does. **b** ☐ No, it doesn't.

2 What colour are the farmer's cat's paws?
a ☐ They're black. **b** ☐ They're white.

3 **A** Who is the toy for?
a ☐ Basma's cousin. **b** ☐ Basma's baby sister.

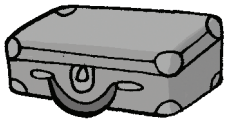
B Why can't the toy have paws?
a ☐ It's a fish. **b** ☐ It's a seal.

1 2.6 **Listen to the dialogue from Class Book page 45. Fill each gap with one, two or three words.**

1 Look at that bird.
2 Where? I _____. What _____ like?
3 It has a _____.
4 Is this a picture _____?
5 Oh, yes. She has _____ and _____ and a _____.
6 I know. _____!
7 Basma, can you help me _____ for your _____?
8 This one is _____. Look at its _____ and _____.

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1 (3.6) Listen to the dialogue from Class Book page 71. Circle the correct place to complete each sentence.



1 Grandma got the suitcase from Egypt / Italy.



3 The flip-flops come from a market in Cairo / South Africa.



2 She got the musical instrument from Mexico / Spain.



4 She got the guidebook on a bus tour / boat.

2 (3.6) Listen again and answer the questions.

1 What's the suitcase made of?
a ✔ leather b ☐ plastic

2 Which thing is from Mexico?
a ☐ the guidebook b ☐ the musical instrument

3 What does the musical instrument look like?
a ☐ a pot b ☐ a turtle

4 Who bought the flip-flops?
a ☐ the girl's grandfather b ☐ the girl's grandma

5 Where will the girl wear the flip-flops?
a ☐ on holiday b ☐ at the park

6 What's Grandma going to buy?
a ☐ a guidebook b ☐ a new suitcase

1 (3.6) Listen to the dialogue on Class Book page 71. Fill each gap with one, two or three words.

1 I love ___your house___, Grandma.
2 There are so _____.
3 You have travelled _____.
4 Yes, it's good _____ and learn _____.
5 I'm going _____ something.
6 Don't _____, Grandma. I'll _____.
7 I'll _____ you.
8 You can _____.
9 Oh, yes. We _____ Spain _____.

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1 **Write your advert from Class Book page 29 below.**

Write what you are advertising with a logo.

Use bullet points (•) to give the important information.

Include a special offer.

Add a slogan.

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1 **Write your information text from Class Book page 55 below.**

Write the animal's name as a title.

Introduce the animal.

Use all the information from the fact file to describe the animal.

Add some interesting information.

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1 **Write your email from Class Book page 81 below.**

Write who the email is to.

Complete the subject box.

Start the email correctly.

Paragraph 1: Say why you are writing.

Paragraphs 2–4: Give details about the trip.

End the email correctly.

To:

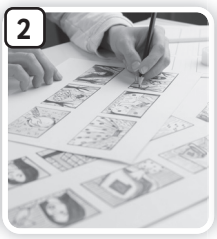
Subject:

1 Look and say. Read and colour.

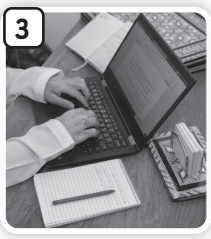
I can name jobs and places of entertainment. ☺ 😐 ☹



comedian



animator



writer



camera operator



presenter



clown



bowling alley



aquarium



soft play centre



science museum



3D cinema



art gallery

2 Look and say. Read and colour.

I can use the Present perfect with *since* and *for*. ☺ 😐 ☹



I haven't eaten noodles since February.

I've lived in my house for five years.

I haven't been to the cinema since I was seven.



3 Look and say. Read and colour.

I can use the Present continuous for future arrangements. ☺ 😐 ☹

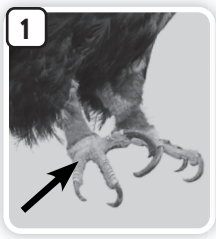


We're going on 28th July to the aquarium.

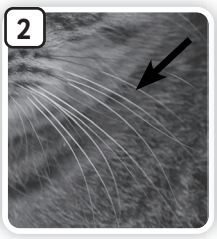
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1 Look and say. Read and colour.

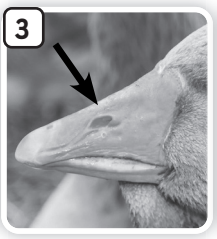
I can name animal body parts and use animal verbs. ☺ 😐 ☹



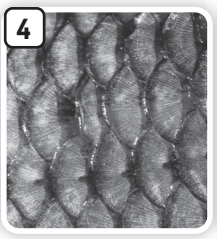
claws



whiskers



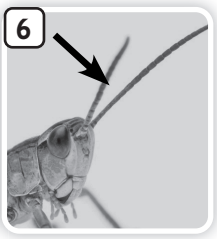
beak



scales



spines



antennae



hide



lay eggs



dive



fight



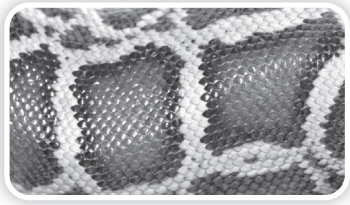
run away



fly away

2 Look and say. Read and colour.

I can use modals of deduction. ☺ 😐 ☹



It might be a snake.
It can't be a bird.

3 Look and say. Read and colour.

I can use the first conditional. ☺ 😐 ☹



If you come with us, you'll be with the best animals.

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1 Look and say. Read and colour.

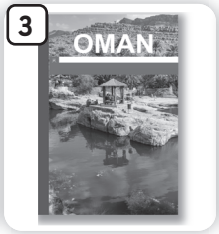
I can name holiday equipment and use transport verbs. ☺ 😐 ☹



suitcase



passport



guidebook



flip-flops



raincoat



toothbrush



get on



get off



catch a bus



go on a journey



take off



arrive

2 Look and say. Read and colour.

I can use *going to* and *will*. ☺ 😐 ☹



I'm going to take a pillow.

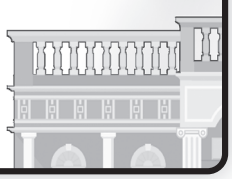
Good idea! I'll take a pillow, too.

3 Look and say. Read and colour.

I can use the Present simple for the future. ☺ 😐 ☹

School trip to museum

- Bus (leave school): 8
- Bus (arrive at museum): 8.45



The bus leaves school at 8 o'clock. It arrives at the museum at 8.45.

How can we classify types of energy in diagrams?

1 **Look at the pictures. Then read and write.**



a digital camera



an escalator

1 Which produces pictures? _____

2 Which produces movement? _____

2 **Complete the Carroll diagram with information from Exercise 1.**

	_____	_____
_____ _____		
_____ _____		

3 **Now add these forms of technology to the diagram above. You can use a dictionary.**

3D printer car engine electric scooter elevator
smartphone whiteboard



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1 **Read the text on Class Book page 12. Find and circle twelve key words in the wordsnake and match them to the names.**

checkedcoatcookcutdangerouseverythingfirst-aidsleepingmatsmartsmelltasteuncomfortable

1 

Bayan

2 

Majid

3 

Emily

4 

Frank

2 **Read the questions and write the names *Bayan*, *Majid*, *Emily* or *Frank*.**

1 Who is not twelve? _____

2 Who has travelled a lot? _____

3 Who likes to look smart? _____

4 Who loves camping outdoors? _____

5 Who is not cold very often? _____

6 Who needs some help? _____

7 Who didn't sleep well? _____

8 Who knows how to help someone with a cut finger? _____

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1 1.3 **Listen to the dialogue on Class Book page 17. Tick (✔) the entertainment jobs you hear.**



presenter ☐	performer ☐	comedian ☐
clown ☐	puppeteer ☐	sound editor ☐
stunt performer ☐	animator ☐	writer ☐
costume designer ☐	make-up artist ☐	camera operator ☐

2 1.3 **Listen again. Match the phrases with the sentences.**

I get it. I've no idea. That's cool.

1 **Majid:** My uncle is a comedian. He's been a comedian for ten years.
Frank: _____

2 **Majid:** What do you call a man with a big nose and no body?
Frank: _____

3 **Majid:** Nobody Nose. Do you get it?
Frank: Yeah, yeah! _____

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

1 **A:** What time do children go to bed in China?
B: _____

2 **A:** What should you wear when you drink tea?
B: I don't know, what?
A: A T-shirt!
B: _____. That's funny!

3 **A:** My cousin plays basketball for a famous team.
B: _____

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1 2.3 **Listen to the dialogue on Class Book page 43. Tick (✔) the parts of animals you hear.**



beak ☐	tongue ☐	hump ☐	whiskers ☐
antennae ☐	spines ☐	scales ☐	fin ☐
paws ☐	claws ☐	flippers ☐	horns ☐
fur ☐	wings ☐	legs ☐	head ☐

2 2.3 **Listen again. Match the phrases with the sentences.**

It's so cute! Watch out! Wow!

1 **Nawal:** I can't see it very well.

Bayan: _____ It might be a bear with long claws!

2 **Bayan:** It must be a hedgehog.

Nawal: _____ Yes, it is a hedgehog.

3 **Nawal:** _____ It has small paws and it has whiskers, too.

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

1 **A:** Look at this photo. It's the biggest mountain in the world!

B: _____ It's so big.

2 **A:** A baby lion is called a cub. Can you see it?

B: Yes. _____

3 **A:** I'll sit under this tree for our picnic lunch.

B: _____**!** There are bees in that tree.

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1 3.3 **Listen to the dialogue on Class Book page 69. Tick (✔) the holiday equipment you hear.**



passport ☐ guidebook ☐ charger ☐
suitcase ☐ raincoat ☐ medicine ☐
umbrella ☐ flip-flops ☐ pillow ☐
washbag ☐ toothbrush ☐ soap ☐
rucksack ☐ camera ☐ wallet ☐

2 3.3 **Listen again. Match the phrases with the sentences.**

Good plan! Of course! Thanks for your help.

1 **Frank:** Are you ready for our trip, Majid?
Majid: _____

2 **Frank:** I'll bring toothpaste, soap and shampoo. We can share those.
Majid: _____

3 **Frank:** I'll download a guidebook about the city.
Majid: _____

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

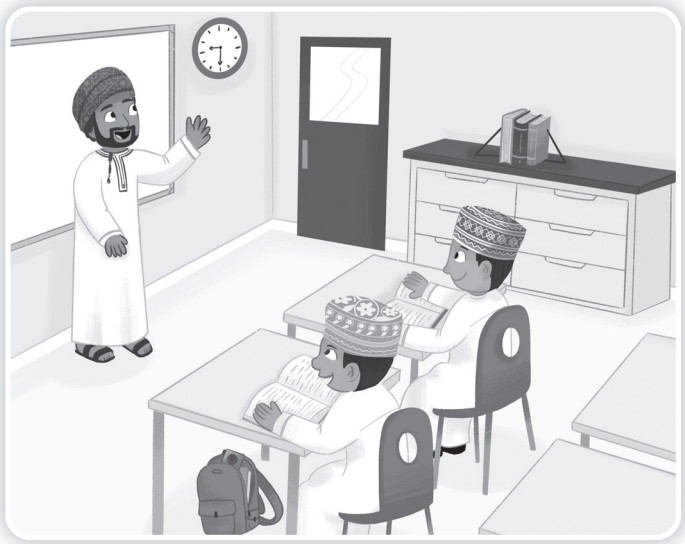
1 **A:** It's going to be very hot tomorrow, so I'm going to the swimming pool.
B: _____ I'll go there too.

2 **A:** Did you do your homework last night?
B: _____! I always do my homework.

3 **A:** Do you understand the homework now?
B: Yes, I do. _____

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



1 Hazim has wanted to go to the Science Museum all morning. True / False

2 Hazim takes lots of photos in the museum. True / False

3 They see modern art and sculptures in the museum. True / False

4 Faisal wants to see Hazim's photos on the bus. True / False

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

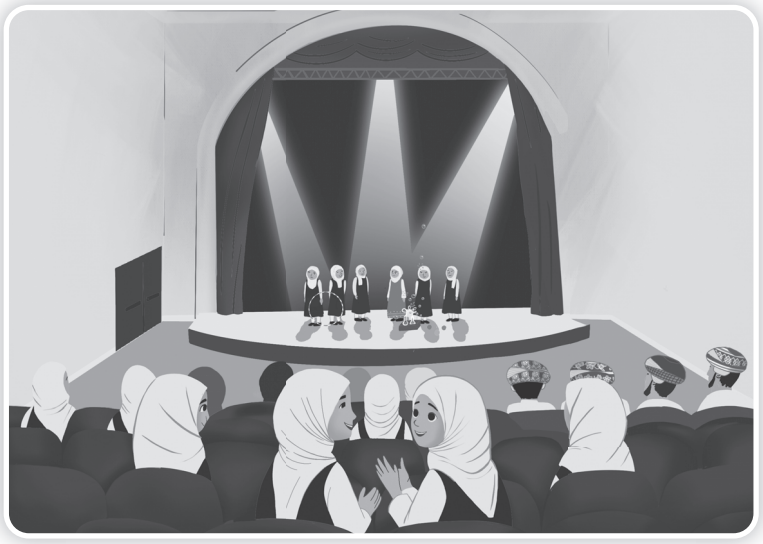
another | art gallery | can't | fly | on | tour



Mr Talal is taking the class on an entertainment **(1)** _____. First, Hazim and Faisal go to the Science Museum and learn how hot-air balloons **(2)** _____. Then they see modern art and sculptures in an **(3)** _____. **(4)** _____ the bus back to school, Faisal wants to see Hazim's photos of their day.
Hazim **(5)** _____ find his camera. Faisal says they can do **(6)** _____ entertainment tour next week and find his camera.

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



1 Samar and Basma have watched an amazing school show. True / False

2 Samar likes the first performer's make-up. True / False

3 There is a lion at the door of a classroom. True / False

4 The make-up artist painted a lion's face. True / False

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

costume | excited | make-up | nervous | performer | world



After a school show, Samar and Basma are **(1)** _____ about meeting the students who created it. First, they meet a **(2)** _____. Samar really likes her **(3)** _____. Next, they meet the costume designer. She wants performers all over the **(4)** _____ to use her costumes. Samar is **(5)** _____ because she sees a lion's face at the door. But the make-up artist tells her she is one of the performers. Basma likes her **(6)** _____ and wants to be a make-up artist, too.

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



1 Khalid and his family are on the back of a big bus with their guide. True / False

2 They see a rabbit dive down and catch an eagle. True / False

3 In the sand dunes, they see some gazelles and a scorpion. True / False

4 Not many people see gazelles. True / False

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

eagle excited horns hungry sting



Khalid and his family are on a truck for a desert safari. First, they see an **(1)** _____ looking for food. Next, they see some gazelles with long **(2)** _____. They go quickly when they see a scorpion. They can **(3)** _____ you! The guide is **(4)** _____ because they see an Arabian leopard. It must be **(5)** _____ so they give it some meat.

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



1 The class need to find one animal with antennae, one with spines, one with scales and fins and one that lays eggs. True / False

2 Sabah and Noora see some grey fish with fins and antennae. True / False

3 The hedgehog runs away when Noora takes a photo. True / False

4 They find a beetle with antennae and win the prize. True / False

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

antennae found lay scales spines



There is a nature hunt at school today, and if they find all the animals, they will win a prize. Sabah and Noora see lots of fish in a lake. They have fins and **(1)** _____ so they take a photo of them.
Then they see flamingos. They **(2)** _____ eggs. Near the trees, they see a hedgehog with **(3)** _____. When it is time to go back to the bus, the girls have not found all the animals.
Then they see a beetle with **(4)** _____! They have **(5)** _____ all the animals and win a prize.

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



1 The train to Edinburgh leaves at five o'clock. True / False

2 Jack won't need his flip-flops because it's going to rain in Edinburgh. True / False

3 The train doesn't move because there are sheep on the track. True / False

4 The passengers are happy because they like Brian's game. True / False

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

by get off late on rain to



Brian, Jack and their family are travelling **(1)** _____ train to Edinburgh. **(2)** _____ the journey, Jack plays a game, Brian listens **(3)** _____ an audiobook, Mum reads a guidebook and Dad looks at his screen. It's going to **(4)** _____ in Edinburgh, so Jack will wear his raincoat. Then the train stops because there are cows on the track. The train is going to be **(5)** _____, but all the passengers are playing Brian's game. It is fun, and when they arrive, nobody will want to **(6)** _____ the train.

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



1 Amani and her family are going to Doha on a plane. True / False

2 Amani has her washbag, smartphone and charger in her suitcase. True / False

3 Amani and Muna are on the same seat on the plane. True / False

4 Muna is going to buy a new bangle at the market. True / False

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

airport | boarding passes | colourful | cousins | market | row



Amani is at the **(1)** _____ with her family. She meets a girl called Muna and they are both going to Doha. Amani is going to visit her **(2)** _____ and Muna is going to see her grandparents. At the gate, they show their **(3)** _____. They are in the same **(4)** _____ on the plane. The next day, Amani meets Muna again at the **(5)** _____. Amani wants to buy a **(6)** _____ bangle. Muna has got a bangle already.

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SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 7A



Photocopiables Teaching Notes

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Teaching Notes

Team Talk

Photocopiable W1, Welcome, Team Talk

This photocopiable can be done at the end of Lesson 2. Students read the text. They find and circle the twelve words in the wordsnake and match them to the names. Then they read the questions and write the names Bayan, Majid, Emily or Frank.

Answer key

1 **1** Frank: cook, smell, taste
2 Majid: cut, dangerous, first-aid
3 Bayan: everything, sleeping mat, uncomfortable
4 Emily: checked, coat, smart

2 **1** Frank **2** Frank **3** Emily **4** Majid **5** Emily **6** Frank **7** Bayan **8** Majid

Vocabulary

Photocopiable 1A, Unit 1, Vocabulary 1

This photocopiable can be done at the end of Lesson 1. Students work in groups of four. Each player needs a *What do I do?* game headband cut out to his/her size (students have to make these themselves). Each group needs a set of Jobs in Entertainment cards. They shuffle the vocabulary cards and put them face down on the desk. Each player takes a face down card from the desk and carefully puts it into the card slot of another player, so that all other players in the group can see the word on the card but not the player wearing it. Leave the other cards face down on the desk. Each player then takes it in turns to guess what job they have by asking a *Yes/No* question: *Do I work on television? Can I tell jokes well?* etc. Other players look at the card in the headband and answer *Yes* or *No*. When a player guesses his/her card, they can take it out of their headband and put it to one side. Another player puts another card into their card slot and the game continues. The winner is the player with the most guessed cards at the end of the game.

Photocopiable 1B, Unit 1, Vocabulary 2

This photocopiable can be done at the end of Lesson 5. Students work in groups of four. They shuffle the vocabulary cards and put them face down on the table. Player 1 closes their eyes and the three other players choose a card from the set, turn it over and look at it, and then put it to one side, face down. Player 1 must ask *Yes/No* questions to guess where he/she is (= the chosen card). The other players reply *yes* or *no*. There is a 'taboo' (= a 'must not say' rule) on using any of the words on any of the cards in any question. So *Am I watching a 3D film?*' or *Am I in a bowling alley?* are taboo. But *Am I in a cinema?* or *Am I playing a game?* are OK.
When Player 1 has guessed where he/she is, it is Player 2's turn to ask questions about a new card chosen by the other players.
Variation: you can set a maximum of 6 questions per player to speed up the game.

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Teaching Notes

Photocopiable 2A, Unit 2, Vocabulary 1

This photocopiable can be done at the end of Lesson 1. Students work in pairs. Each pair needs a set of picture cards. Both players should copy an empty outline of the 'Nine Squares Grid' diagram from the board on to a piece of A4 paper.
Each of the nine squares in the grid should be large enough to fit a picture card inside it. Hidden from Player B, Player A arranges 9 of his/her picture cards on his/her grid, one card in each square. Player B then asks Player A *Yes/No* questions about the cards in Player A's grid, for example: *Do you have 'whiskers' in square 1?* When Player B guesses the word in the square in Player A's grid correctly, he/she should write the word in his/her grid in the matching square.
Once Player B has guessed all of Player A's words, they can look at each other's grids to check if the communicative message was sent and received correctly. After that, Players A and B swap over. Now Player B arranges 9 of the picture cards in his/her grid and Player A asks questions to guess the words and write them in matching places in his/her grid.

Photocopiable 2B, Unit 2, Vocabulary 2

This photocopiable can be done at the end of Lesson 5. Students work in groups of four, 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 Player 2 who guesses the word first, 'wins' the card for the pair. 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 the 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 animal action verb. Speaking, miming, translating and so on are not allowed in the game.

Photocopiable 3A, Unit 3, Vocabulary 1

This photocopiable can be done at the end of Lesson 1. Students work in groups of four. Each group needs a set of picture cards. Students shuffle the picture cards and put them in a pile face down in the centre of the desk. Player 1 (the youngest player) guesses the top card: *It's going to be the toothbrush* (very sure) or *I think it'll be the toothbrush* (not so sure). Player 1 then turns over the top card. If his/ her prediction was right, he/she keeps the card. If his/her prediction was wrong, he/she puts the card face down at the bottom of the pile. The next player then makes a prediction about the new top card. The game continues in this way until there are no cards left in the pile in the centre. The winner is the player with the most cards.

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Teaching Notes

Photocopiable 3B, Unit 3, Vocabulary 2

This photocopiable can be done at the end of Lesson 5. Students work in groups of four, divided into two pairs: As and Bs. They shuffle the vocabulary word cards and put them face down in a pile on the table. 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 turns to give spoken clues about the travel verb by completing one of these sentence beginnings (they cannot use any word from the word card in the clues):

You do this before/when/after …
You do this in/on/at …
You do this because …
You can do this …

Note: you can write up the sentence beginnings on the board and keep them there while students do the activity for extra support.
After each clue, Players A2 and B2 try to guess the travel verb. 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 travel verb. At the end of the game, the pair with the most cards wins.

Grammar

Photocopiable 4, Unit 1, 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 table with the correct time phrases. They then write sentences with the word prompts and then complete the sentences.

Answer key

1 *for* + a period of time: a short time, five months, many hours, three days, two weeks, years
since + the start of a period of time: 2015, last spring, March, Monday, he was four, tea time, ten o'clock

2 **1** They've/have lived here since January.

2 She's/has been a writer since she was sixteen.

3 He's/has had that hat for a long time.

4 I've/have loved clowns for many years.

5 We haven't/have not seen him since dinner time.

6 It hasn't/has not snowed here since 2017.

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3 **1** Grandma has lived in her house since she was a girl.
2 He has been/'s been an animator since he left school.
3 My cousin has studied/'s studied hard at school since September.
4 You have had/'ve had that bike in the garage for days.
5 I have played/'ve played football for a team for several months.
6 My parents have worn smart clothes for years.
7 We have not/haven't watched television for weeks.
8 My sister has not/hasn't seen her cousins since last summer
9 My uncle has written/'s written short stories for a very long time.

Photocopiable 5, Unit 1, 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 form of the verbs in brackets, then do the same with the words from the box.

Answer key

1 **1** 'm not flying **2** are/'re visiting **3** are/'re going **4** is/'s seeing
5 is/'s not/isn't doing **6** are/'re meeting **7** are you seeing **8** is she spending
9 am/'m shopping

2 **1** 're flying **2** is not/isn't coming … is/'s studying **3** are getting up
4 are not/ aren't/'re not taking … are/'re catching **5** are/'re staying
6 am/'m sharing **7** are we doing **8** are/'re seeing
9 are/'re visiting … shopping for **10** are/'re leaving

Photocopiable 6, Unit 2, 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 modals to complete the dialogues. They then complete the sentences with the correct words from the box.

Answer key

1 **1** might **2** could **3** may **4** can't **5** must **6** might **7** must **8** could **9** can't

2 **1** may be **2** must be **3** might be **4** may have **5** must have **6** can't be

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Teaching Notes

Photocopiable 7, Unit 2, 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 form of the verbs in brackets, then write first conditional sentences using the word prompts.

Answer key

1 **1** you speak **2** you won't be/will not be **3** You'll/You will learn **4** you join
5 you come **6** you won't/will not feel **7** Noora will get **8** she runs
9 She'll/She will make **10** they ask

2 **1** If you read this folktale, you'll enjoy it.
2 You'll/You will learn something if you think carefully about the ending.
3 Your teacher will explain the message if you don't/do not understand.
4 If the platypus joins one group, some animals won't/will not be happy.
5 She'll/She will feel better if she joins any group.
6 If she's nice to them, the animals won't/will not get angry.
7 If somebody writes the playscript, we'll/we will read it in class.
8 It'll/It will sound good if different children say the animals' words.
9 If they wear animal masks, they'll/they will look good, too.

Photocopiable 8, Unit 3, 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 rearrange the word prompts to write sentences with *going to* or the short forms of *will*, and then to find and correct the mistakes in the sentences.

Answer key

1 **1** I'm going to visit Muscat next weekend. **2** Your father will drive you to the airport.
3 We're not/We aren't going to travel with suitcases.
4 You'll/You will have small bags with you.
5 I'm/I am not going to take a guidebook with me.
6 She'll/She will download a guidebook app.
7 We're/We are going to stay in a hotel near the centre.
8 We'll/We will look for it on the internet.
9 You're/You are going to have an interesting time.

2 Sentences 3 and 6 are correct. The corrections to the other sentences are:
1 We **won't** stay at home next weekend.
2 We're going **to** travel to Bahla.
4 I think we'll ~~**to**~~ visit Cambridge.
5 We**'re** going to see the fort in Bahla. That's our plan.
7 I**'m** going to take T-shirts and sunglasses.
8 It's **not going** to be cold.

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Teaching Notes

Photocopiable 9, Unit 3, 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 form of the verbs in brackets, and then to find and correct the mistakes in each sentences.

Answer key

1 **1** lands **2** leaves **3** catches **4** does the bus get **5** does the train arrive **6** do we meet **7** finishes **8** has **9** do you go

2 **1** The train **leaves** in half an hour. **2** When **does** his plane land? **3** The trip **finishes** in Salalah. **4** We **arrive** late at night. **5** There**'s** a museum tour at three o'clock. **6** When **do we** pack our suitcases? **7** When does the rocket **take** off? **8** The tour guide **goes** home late on Saturday. **9** He **catches** a bus to work at 7 a.m. **10** She **carries** her passport with her everywhere.

Communication game

Photocopiable 10, Unit 1, Communication game

This photocopiable can be done at the end of Lesson 5. Students play in groups of three. Each group needs a set of three diary pages. They must talk together to try to organise three meetings (for breakfast, lunch and dinner next week), by asking questions like, *Are you doing anything on Sunday morning/afternoon/evening?* They must look at their diaries to check if they have free time then. They should not look at each other's diary pages. (NOTE: there are three free-time slots for all students: Sunday evening, Wednesday afternoon, and Saturday morning. But you can allow players to cancel one or two things on their diaries to make time for meeting other players if you want the game to go more quickly.)

Photocopiable 11, Unit 2, Communication game

This photocopiable can be done at the end of Lesson 5. Students play in groups of four. Each group needs a dice and each student needs a counter (a button or small coin will do). Players travel around the board, moving their counter around according to the number they roll on the dice. When a player lands on the square with the end of a *What will you do if … ?* question on it, they must answer the question. Players cannot repeat an answer that another player used earlier in the game. The winner is the student who answers most questions correctly when all the students have finished.

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Photocopiable 12, Unit 3, 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 and move round the board. When a player lands on a square with a prompt, they must talk about the thing on the square. For example, for square 1: *Tell us about … your last holiday*. Other players can ask follow-up questions, for example: *Did you like it?, How long was it?, Who did you travel with?*, etc.

Culture videos

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 13, Unit 1, Culture video

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

Photocopiable 14, Unit 2, Culture video

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

Photocopiable 15, Unit 2, Culture video

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

English in Action

Photocopiable 16, Unit 1, 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 buy and sell tickets. They shouldn't look at their partner's card! When they finish, they swap A/B roles and have a new conversation.

Photocopiable 17, Unit 2, 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 talk about what they like and don't like. 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

Photocopiable 18, Unit 3, 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 talk about future holidays. They shouldn't look at their partner's card! When they finish, they swap A/B roles and have a new conversation.

Reading

Photocopiable 19, Unit 1, Reading support

This photocopiable can be done at the end of Lesson 8. Students read the text on Class Book page 28. They can work on their own to correct the sentences.

Answer key

1 **1** You can touch the ~~bushes~~ when you swing on the high swing. trees
2 The zip wires are ~~low~~ above the ground. high
3 The Treetops guides will ~~ask~~ you what to do. tell
4 Children aged six or ~~above~~ can play in the Tiny-Tots Playground. under
5 Treetops have made their own ice cream since ~~2014~~. 2004
6 The Maze is something ~~old~~ at the Treetops adventure playground. new
7 You can get ~~three~~ tickets for the price of ~~two~~. two/one
8 You can have fun walking along the ~~stone~~ bridges. rope
9 You will wear a ~~hat~~ and a special ~~nose~~ for the high activities. helmet/harness

Reading challenge

Students can work on their own to find words in the text that mean the opposite to the words given.

Answer key

1 **1** enjoy **2** exciting **3** best **4** exit **5** high **6** top **7** low **8** special **9** amazing **10** put on

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Teaching Notes

Photocopiable 20, Unit 2, Reading support

This photocopiable can be done at the end of Lesson 8. Students read the text on Class Book page 54. They can work on their own to correct the sentences.

Answer key

1 **1** The giant prickly stick insect comes from ~~Austria~~. Australia
2 It lives in the ~~mountains~~. forests
3 It eats ~~fruit~~ from some trees. leaves
4 It has ~~short~~ antennae. long
5 It's ~~difficult~~ for it to hide on a tree. easy
6 It looks like dead leaves or ~~plastic~~. wood
7 The mata mata turtle is from ~~North~~ America. South
8 It eats fish and small ~~birds~~. animals
9 It weighs up to ~~150~~ kilograms. 15
10 It has a very long ~~body~~. neck and nose
11 It uses its long nose to breathe when it hides in the ~~ground~~. water

Reading challenge

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

Answer key

1 **1** hide **2** unusual **3** dead **4** vertebrate **5** invertebrate **6** insect **7** reptile **8** to breathe **9** giant **10** stick **11** ponds **12** prickly

Photocopiable 21, Unit 3, Reading support

This photocopiable can be done at the end of Lesson 8. Students read the email on Class Book page 80. They decide if the sentences are true, false, or if it doesn't say.

Answer key

1 **1** F (They must arrive at school at 4 p.m.) **2** F (the bus leaves at 4.30 p.m.)
3 DS **4** T **5** T **6** F (They can swim before dinner.) **7** F (They visit Bahla fort)
8 F (They can buy a sandwich.) **9** T **10** DS **11** T
12 F (They arrive back at their school at 11 a.m.)

Reading challenge

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

Answer key

1 **1** express **2** busy **3** wonderful **4** lovely **5** brand-new

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Teaching Notes

Listening support

Photocopiable 22, Unit 1, Listening support

This photocopiable can be done at the end of Lesson 3. Students listen and read the text. They order the parts of the dialogue in the correct order. Then they tick the words they hear from the dialogue before listening again to check their answers.

Answer key

1 **a** 7 **b** 5 **c** 6 **d** 3 **e** 2 **f** 4 **g** 1

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

Listening challenge

Students listen and complete the sentences.

Answer key

1 **1** with my cousin … my younger sister **2** than a TV **3** to go to … for years
4 artists … too **5** her face … and orange **6** my face … for years **7** seen … since

Photocopiable 23, Unit 2, Listening support

This photocopiable can be done at the end of Lesson 3. Students first complete the sentences with the correct body part. Then they listen and tick the correct answer to the questions.

Answer key

1 **1** paws **2** beak **3** whiskers **4** antennae **5** claws **6** fins **7** flippers

2 **1** A a **1** B a **2** b **3** A a **3** B b

Listening challenge

Students listen and complete the sentences.

Answer key

1 **1** that bird **2** can't see it … does it look **3** yellow beak **4** of the farmer's cat
5 big eyes … long whiskers … little pink tongue **6** She's so cute
7 choose a toy … new baby cousin **8** cute … big eyes … little fins

Photocopiable 24, Unit 3, Listening support

This photocopiable can be done at the end of Lesson 3. Students listen and choose the correct words to complete the sentences. Then they listen again and tick the correct answers to the questions.

Answer key

1 **1** Egypt **2** Mexico **3** Cairo **4** boat

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

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Teaching Notes

Listening challenge

Students listen and complete the sentences.

Answer key

1 **1** your house **2** many nice things **3** so much **4** to travel … about other cultures **5** to show you **6** stand up … get it **7** play it for **8** have them **9** went to … in the spring

Writing support

Photocopiable 25, Unit 1, Writing support

This photocopiable can be used as a part of Lesson 9, part 1. Give a copy of the worksheet to each student. They use the word prompts to write their adverts in the spaces provided.

Photocopiable 26, Unit 2, Writing support

This photocopiable can be used as a part of Lesson 9, part 1. Give a copy of the worksheet to each student. They use the word prompts to write their information texts in the spaces provided.

Photocopiable 27, Unit 3, Writing support

This photocopiable can be used as a part of Lesson 9, part 1. Give a copy of the worksheet to each student. They use the word prompts to write their emails in the spaces provided.

Self-assessment

Photocopiable 28, Unit 1, 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 29, Unit 2, 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 30, Unit 3, 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.

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Teaching Notes

CLIL Learning club

Photocopiable 31, CLIL Learning club

This photocopiable can be done at the end of Lesson 3. Students look at the pictures and answer the questions. Then they complete the Carroll diagram using the information from Exercise 1. Finally, they add words to the diagram. They can use a dictionary to check any unknown vocabulary.

Answer key

1 **1** a digital camera

2 an escalator

2 and 3

	It produces movement	**It doesn't produce movement**
It produces pictures	3D printer	a digital camera, smartphone, whiteboard
It doesn't produce pictures	an escalator, car engine, electric scooter, elevator	

Team talk

Photocopiable T1, Unit 1

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 comedian ✔, clown ✔, puppeteer ✔

2 **1** That's cool. **2** I've no idea. **3** I get it.

3 **1** I've no idea. **2** I get it. **3** That's cool.

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Teaching Notes

Photocopiable T2, Unit 2

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 tongue ✔, whiskers ✔, spines ✔, scales ✔, paws ✔, claws ✔, fur ✔, wings ✔

2 **1** Watch out! **2** Wow! **3** It's so cute!

3 **1** Wow! **2** It's so cute! **3** Watch out!

Photocopiable T3, Unit 3

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 passport ✔, guidebook ✔, suitcase ✔, raincoat ✔, umbrella ✔, washbag ✔, toothbrush ✔, soap ✔, rucksack ✔, camera ✔, wallet ✔

2 **1** Of course! **2** Good plan! **3** Thanks for your help.

3 **1** Good plan! **2** Of course! **3** Thanks for your help.

Readers

Photocopiable R1, Unit 1, Graded reader 1, The Entertainment Tour

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 (for months) **2** True **3** False (in the art gallery) **4** True

2 **1** tour **2** fly **3** art gallery **4** On **5** can't **6** another

Photocopiable R2, Unit 1, Graded reader 2, The School Show

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** False (she likes her costume) **3** False (it is a performer) **4** True

2 **1** excited **2** performer **3** costume **4** world **5** nervous **6** make-up

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Teaching Notes

Photocopiable R3, Unit 2, Graded reader 1, The Desert Safari

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 (on the back of a big truck) **2** False (they see an eagle dive down and catch a rabbit) **3** True **4** False (not many people see an Arabian leopard)

2 **1** eagle **2** horns **3** sting **4** excited **5** hungry

Photocopiable R4, Unit 2, Graded reader 2, The Nature Hunt

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** False (the fish have fins and scales) **3** False (it curls up) **4** True

2 **1** scales **2** lay **3** spines **4** antennae **5** found

Photocopiable R5, Unit 3, Graded reader 1, The Game on the Train

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 (it leaves in five minutes) **2** True **3** False (there are cows) **4** True

2 **1** by **2** On **3** to **4** rain **5** late **6** get off

Photocopiable R6, Unit 3, Graded reader 2, A New Friend

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** False (in her backpack) **3** False (they are in the same row) **4** False (Amani is going to buy a new bangle, Muna has already bought one)

2 **1** airport **2** cousins **3** boarding passes **4** row **5** market **6** colourful

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