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MINISTRY OF EDUCATION

TEAM Together OMAN 8B

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Photocopiables

Ministry of Education

TEAM Together OMAN 8B



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 play this game in small groups. Each group should have a set of cut up vocabulary cards, a matching uncut card sheet (as a memory jogger) and a scorepad.
Players shuffle the cards and put them in a pile face down. A scorekeeper secretly looks at the top card without showing the other group members. Other players take it in turn to say what the top card isn't, for example, *This card isn't 'chat to friends'*.
Every time a player correctly says what the card isn't, the scorekeeper gives him/her 10 points. If a player by mistake says what the card is, they lose 20 points. The top card is then turned face up and put to the bottom of the pile. After that, the losing player becomes the scorekeeper for the next round of the game. After four rounds, you can end the game. The player with the most points is the winner.

Photocopiable 32B, Unit 4, Vocabulary 2

This photocopiable can be done at the end of Lesson 5. This is a whole class game. You need a set of vocabulary cards, a set of activity cards, the board and space for acting out a scene.
Choose three students (or ask for three volunteers) to go to the front of the class. They are the 'emotional detectives'. Write the question *What's the emotion?* at the top of the board above the heads of the students at the front. It should be big enough so the rest of the class can see it. Shuffle the emotion cards and pick one, for example, *nervous*.
Keep the word secret from the three emotional detectives. Write the emotion under the question on the board. Let all of the class see the emotion and then rub it out. Now ask each of the emotional detectives to choose an activity card, for example, *watch TV*, *meet someone*, *say 'goodbye'*. Give each activity card to a small group from the rest of the class. Then ask the emotional detectives to wait outside the classroom door for a minute or two.
While the emotional detectives are outside, each group with an activity card should quickly prepare a scene (with dialogue and actions) which shows the activity being done with the chosen emotion, for example, 'watching TV in a nervous way'. When students are ready, invite the emotional detectives back into the classroom. The three groups act out their scenes. After that, the emotional detectives guess the emotion. They can have three goes at guessing. If they guess correctly, they win. If they can't guess or guess wrongly, they lose. After this, invite three more students to be the emotional detectives and play the game again.

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Teaching Notes

Photocopiable 33A, Unit 5, Vocabulary 1

This photocopiable can be done at the end of Lesson 1. This is a whole class game. You need a set of cards for the class and space for making a 'living sculpture'. Students work in small groups. Shuffle the cards. Each group picks a card and looks at it without showing the other groups. The group must make themselves into a 3D living sculpture that shows what is on the card. (It can be a still sculpture or a moving sculpture. It can be silent or have sound effects.) When the group is ready, they must show their sculpture to the rest of the class. The other groups must guess what the sculpture shows. For example, *Are you electricity? / Yes, we are. / No we're not.*

Photocopiable 33B, Unit 5, Vocabulary 2

This photocopiable can be done at the end of Lesson 5. This is a whole class or large group game. You need a set of vocabulary cards for the class and two more sets if you divide students into three groups later.
Demonstrate the game with the class. Write up these sentence stems on the board:
Have you ever …? Do you often …? When did you last …?
Where/When/Why do you …? Who usually …? Do you hate …?
What do you do after you …? Why do people …? Where do people …?
How do you feel when you …?
Write up the word 'coffeepot' at the top of the board (you can draw a coffeepot too!). Shuffle the cards. Pick a card and look at it but keep it a secret. Students must ask you questions to guess the verb phrase on the card, but they must use the word 'coffeepot' as a verb to do it. For example: *Who usually coffeepots? Have you ever coffeepotted? Do you hate coffeepotting?* You answer their questions thinking of the verb phrase on the card that you picked. For example, if the card is 'get a prescription', the questions and answers might be:
Students: *Have you ever coffeepotted? (= got a prescription)*
You: Yes, I have.
Students: Where do you coffeepot?
You: At the doctor's.
Students: When do you coffeepot?
You: After the doctor has looked at me.
Students: Why do you coffeepot?
You: To get some medicine.
Students: What do you do after you coffeepot?
You: Go to the chemist's.
Students: Is it 'get a prescription'?
You: Yes, it is.

Once students have guessed the words on the card you chose, you can continue to play the game as a whole class, inviting one of the students who guessed correctly to take your place and choose a card. Alternatively, divide the class into three large groups and give each group a set of vocabulary cards to play with. The groups can play the game simultaneously and in this way increase student talking time.

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Teaching Notes

Photocopiable 34A, Unit 6, Vocabulary 1

This photocopiable can be done at the end of Lesson 1. Students work in groups. Each group needs a set of word cards. The dealer 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 and mimes it. The first person to guess the answer gets a point, and then gets to choose the next card to mime. The player with the most points at the end of the game is the winner.

Photocopiable 34B, Unit 6, Vocabulary 2

This photocopiable can be done at the end of Lesson 5. This is a variation of the memory game called 'Kim's game'. Students play this game in small groups. Each group should have a set of vocabulary cards and a scorepad. Demonstrate the game with the whole class using big word cards. Stick the cards up on the board in three rows and four columns. Ask students to look carefully at the cards for 30 seconds. Than ask students to close their eyes. While their eyes are closed, you are 'Kim'. Make the following changes:

- Take one card away (= the missing card).
- Put one card face down in the same position.
- Turn one card upside down: the top at the bottom and the bottom at the top.
- Put one card on its side so it is at 45 degrees to its original position.
- Swap two cards.

When you have finished, ask students to open their eyes and tell you what has changed, following, for example, these sentence patterns: '*prizegiving*' *is missing*, '*achievement*' *is face down*, '*enthusiastic*' *is upside down*, '*grateful*' *is on its side*, *you swapped* '*thrilled*' *and* '*relieved*'.

For each of the first four changes that a student notices and tells you about, he/she gets 10 points. For telling you about the two cards that you 'swap', the pupil gets 20 points. The first pupil to call out the change gets the points.

Once you have demonstrated the game with the whole class, put students in small groups. Each group should have its own set of cards to play the game. The youngest player in each group should be 'Kim' to start with. In the next round, the next youngest, and so on. Play continues until all of the players have had a chance to be 'Kim'. The player with the most points at the end of the game is the winner.

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Teaching Notes

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 rewrite the sentences using *(not) as … as*. They then use the information to write sentences comparing Omaima and Basma using the verbs in brackets.

Answer key

1 **1** Basil is as interested in podcasts as Tameem.

2 Nada isn't as friendly as Rahaf.

3 Tablets aren't as popular as mobile phones.

4 Laith's hair is as short as Issa's hair.

5 Emails aren't as quick as text messages.

6 Saleh's trainers aren't as amazing as Majid's trainers.

7 Halima's dress is as blue as Jood's dress.

8 Making a podcast is as easy as making a vlog.

9 Little sisters can be as difficult as little brothers.

2 **1** Basma is as funny as Omaima. **2** Omaima isn't as good at texting as Basma. **3** Omaima is as tidy as Basma. **4** Omaima isn't as good at keeping promises as Basma. **5** Omaima isn't as proud as Basma. **6** Basma isn't as keen on emojis as Omaima. **7** Omaima isn't as calm as Basma. **8** Basma is as curious as Omaima.

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 complete the sentences with a question tag, first from the box, then without prompts.

Answer key

1 **1** is she **2** don't you **3** does he **4** doesn't she **5** are they **6** is it **7** don't they **8** are you **9** doesn't it **10** am I

2 **1** don't you **2** do they **3** isn't he **4** does she **5** don't you **6** aren't they **7** isn't it **8** do you **9** does it **10** are they

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Teaching Notes

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 relative pronouns to complete the sentences.

Answer key

1 **1** who **2** that/which **3** where **4** when **5** whose **6** who **7** where **8** that/which **9** whose

2 **1** who **2** when **3** where **4** when **5** which/that **6** which/that **7** when **8** which/that **9** whose

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 complete the embedded questions.

Answer key

1 **1** why I have **2** when I will/'ll feel **3** if/whether I need **4** where I can get **5** what these pills have **6** how much these pills will **7** how many pills I need **8** what these pills will

2 **1** who the inventor of the first musical instruments that could play by themselves was **2** how may brothers there were **3** if/whether they invented other instruments **4** when they invented them **5** which city they worked in **6** what the House of Wonder was **7** if/whether other scientists worked there **8** what the scientists did there

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 the correct form of the words in brackets. Then they complete the sentences with the correct form of the verbs from the box.

Answer key

1 **1** to play **2** being **3** listening/to listen **4** to teach **5** to help **6** studying **7** to become **8** practising **9** to work

2 **1** enjoys working **2** likes taking **3** is learning to use **4** keeps making **5** hopes to get **6** wants to become **7** would like to teach **8** has promised to help

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Teaching Notes

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 reorder the words to make sentences, and then to complete the dialogues using the prompts in the box.

Answer key

1 **1** Does she want me to give a presentation?

2 I'll remind him to phone the restaurant.

3 We want them to write the invitations for the prizegiving.

4 They reminded us not to feel nervous.

5 He's asking you to stay calm.

6 Can you tell her to work hard?

7 My brother taught me to do my best.

8 I told them not to come early.

9 Shall we ask him to make a cake?

2 **1** you to arrive **2** me to bring **3** her to make **4** him to stay **5** us to study **6** them to watch **7** him to be **8** her to read **9** you to watch

Communication games

Photocopiable 41, Unit 4, Communication game

This photocopiable can be done at the end of Lesson 5. Students work in small groups. Give one copy of the game to each group and ask them to shuffle and deal out the cards. They take it in turns to lay down one card. The next student should lay down a matching card. When a student makes a match, he or she keeps the pair. The game ends when the students have no more cards left in their hands or they cannot make any more matches.

Photocopiable 42, Unit 5, Communication game

This photocopiable can be done at the end of Lesson 5. Students work in groups. Each group needs a board, a dice and game counters (buttons will do). Players take it in turns to throw the dice and move their counter up the board.

When they land on a square, they need to toss the dice again. According to the number they get from throwing the dice, they must change the question on the square into an embedded question starting with one of three beginnings: 1/4 = *Can/Could you tell me/us …?*, 2/5 = *Do you know …?*, 3/6 = *I wonder …* If they are on a blank square, they can ask their own question indirectly or directly.

They must ask their question to the next player on their right, who must answer. Then play passes to the next player. Players get 10 points for a correct question and 10 points for an answer. The winner is the player with the most points at the end of the game.

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Teaching Notes

Answer key (answers to questions)

1 Al Zahrawi **3** He was born in 936 CE.
5 He was a doctor, surgeon, a teacher and a writer.
7 He lived and worked in Cordoba, Andalusia. **9** It is in Spain.
11 He did a lot of research. **13** It was about surgery and surgical tools.
15 He wrote a set of books. **17** Yes, he did. **19** There were thirty.
21 He invented more than 200. **23** He drew pictures of surgical tools.
25 An operation made him completely better.
27 Because Al Zahrawi and other scientists invented the tools for the operation.
29 Yes, they do. **31** Yes, they did. **33** Mr Bader said this.

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). Students take turns to throw the dice and move round the board. When a player lands on a square, they must complete the sentence with either an object plus a verb in the infinitive or an infinitive. If they land on a blank square, they must think of a new sentence which follows the same patterns (either an object plus a verb in the infinitive or an infinitive).

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 give their opinions. They shouldn't look at their partner's card! When they finish, they swap A/B roles and have a new conversation.

Teaching Notes

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 talk about how sure they are about something. They shouldn't 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 say thank you and responding to thanks. They shouldn't look at their partner's card! When they finish, they swap A/B roles and have a new conversation.

Reading

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 complete the sentences.

Answer key

1 **1** face to face **2** to communicate **3** at any time of day **4** think carefully
5 insert emojis **6** embarrassed about **7** In conclusion **8** prevent arguments

Reading challenge
Students can work on their own to write the opposites.

Answer key

1 **1** best **2** receive **3** different **4** strong **5** tell the truth **6** nervous **7** easier
8 upset **9** straight away

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 complete the sentences.

Answer key

1 **1** School **2** time capsule … 1953 **3** Marion **4** (called) Mrs Parks
5 English … History **6** school uniform **7** an electric fridge
8 internet … Australia **9** see her time capsule

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

Answer key

1 **1** interesting **2** old **3** found **4** future **5** love **6** stand up **7** happy
8 in front of **9** morning

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Teaching Notes

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 complete the sentences with the correct information.

Answer key

1 **1** to share my experience **2** to work hard **3** thrilled to **4** a trophy
5 pieces of music **6** finished playing, delicious refreshments
7 even better grades, continuing to concentrate **8** do my best **9** everyone else

Reading challenge

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

Answer key

1 **1** cheering **2** experience **3** encouraged **4** paid off **5** performance
6 refreshments

Listening

Photocopiable 53, Unit 4, Listening support

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

Answer key

1 **a** 9 **b** 3 **c** 7 **d** 1 **e** 5 **f** 10 **g** 8 **h** 6 **i** 2 **j** 4

Listening challenge

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

Answer key

1 **1** talk to us … with friends **2** always be kind … other people
3 mean text message … something mean … face **4** be careful online
5 say they are **6** you write … could read it **7** photographs
8 online … forever **9** ourselves online … our school … where we live

Photocopiable 54, Unit 5, Listening support

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

Answer key

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

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Teaching Notes

Listening challenge

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

Answer key

1 **1** interesting podcast today **2** who was on TV **3** programme **4** podcast about **5** about vaccination **6** thing that has changed … last 100 years **7** is important … are just as important **8** who was in hospital **9** telling me about her

Photocopiable 55, Unit 6, Listening support

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

Answer key

1 **1** Ab Ba **2** Ab Ba **3** Aa Ba

Listening challenge

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

Answer key

1 **1** to make notes **2** out loud to myself **3** concentrate when **4** keeps telling me **5** studied ICT at **6** the most interesting subject **7** too many people around **8** a spare desk **9** finishes working

Writing

Photocopiable 56, Unit 4, Writing

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

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 stories in the spaces provided.

Photocopiable 58, Unit 6, Writing

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 letters 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 order the inventions by time. Then they complete the sentences. They then circle the correct words to finish the sentences. Finally, they order the sentences in chronological order.

Answer key

1 **a** 3 **b** 1 **c** 2

2 **1** order **2** non-fiction **3** timeline **4** dates **5** later

3 **1** born **2** played **3** time **4** year **5** Now

4 Order: 1, 3, 4, 2, 5

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 listen to/make a podcast ✔, watch/make a vlog ✔, get on well ✔, have an argument ✔

2 **1** That's not on. **2** Never mind! **3** What are you up to?

3 **1** That's not on. **2** What are you up to? **3** Never mind!

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Teaching Notes

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 light bulb ✔, photography ✔, radio ✔, aeroplane ✔

2 **1** Nor have I. **2** You're right! **3** I'm not surprised!

3 **1** You're right! **2** Nor have I. **3** I'm not surprised!

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 work hard ✔, revising for tests ✔, feel nervous ✔

2 **1** So do I! **2** Oh, that reminds me! **3** I know what you mean.

3 **1** I know what you mean. **2** So do I! **3** Oh, that reminds me!

Graded readers

Photocopiable R7, Unit 4, Graded reader 1, The Puzzle Box

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 (They are as good as each other.) **3** False (Old phones can do this.) **4** False (They watch it to find the last digit.)

2 **1** digits **2** tablet **3** side **4** address **5** pause **6** open

Photocopiable R8, Unit 4, Graded reader 2, Saeed's Football Vlog

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 (Basil is going to play.) **2** True **3** True **4** False (He will make more vlogs.)

2 **1** broken **2** nervous **3** films **4** upset **5** creative **6** promises

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Teaching Notes

Photocopiable R9, Unit 5, Graded reader 1, At the Science 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 (They look inside a cockpit.) **3** False (A man drops it.) **4** True

2 **1** fair **2** wrote **3** shy **4** past **5** who **6** sign

Photocopiable R10, Unit 5, Graded reader 2, Our Health Research

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 for homework.) **2** True **3** False (People have these at a hospital.) **4** False (It shows an elbow.)

2 **1** health **2** nurse **3** prescriptions **4** surgeon **5** operation **6** elbow

Photocopiable R11, Unit 6, Graded reader 1, The School Open Day

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 (He is already at the school.) **2** False (He watches Elliot do an experiment.) **3** True **4** True

2 **1** around **2** technology **3** experiment **4** trophy **5** microphone **6** fixes

Photocopiable R12, Unit 6, Graded reader 2, We Thank Our Teacher

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

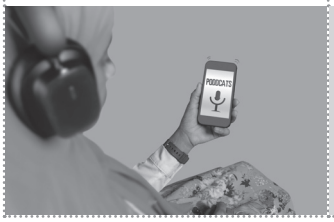
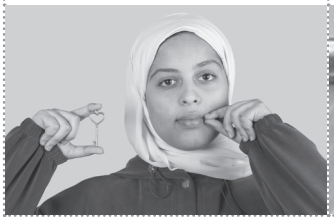
1 **1** True **2** False (They wait for her to go into school.) **3** False (There are not that many.) **4** False (She is surprised and thrilled.)

2 **1** certificates **2** speech **3** thank **4** dumplings **5** decorated **6** thrilled

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Photocopiable 32A **Unit 4** **Vocabulary 1**

1 **In pairs, play the 'This card isn't …' game.**

receive a text message	chat to friends	give someone a call	insert an emoji
			
listen to a podcast	watch a vlog	tell the truth	tell a lie
			
keep a secret	keep a promise	get on well	have an argument
			

Photocopiable 32B **Unit 4** **Vocabulary 2**

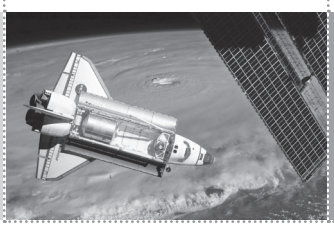
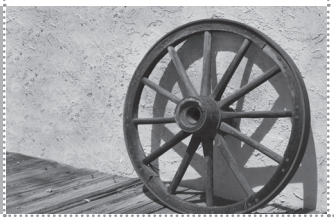
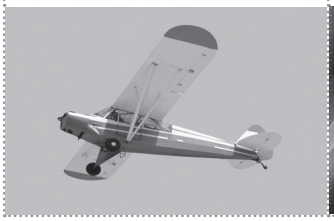
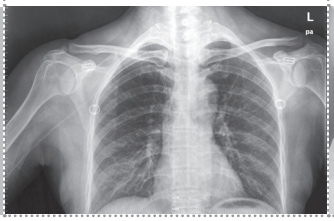
1 **In pairs, play the 'Emotional Detectives' game.**

embarrassed	disappointed	jealous	upset
confused	curious	delighted	nervous
calm	serious	proud	miserable

watch TV	do homework	go on a journey	make a phone call
play a game	do housework	meet someone	have a meal
go shopping	go to a family party	visit a place	say 'goodbye'

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1 **In pairs, play the 'Living Sculpture' game.**

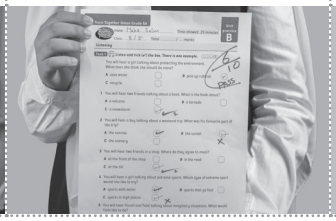
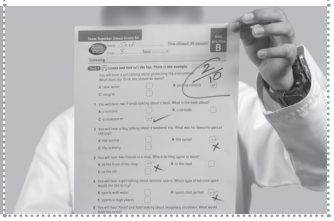
electricity	light bulb	spacecraft	battery
			
photography	radio	wheel	steam engine
			
aeroplane	X-ray	vaccination	antibiotics
			

1 **In pairs, play the 'Coffeepot' game.**

feel ill	feel better	get a prescription	take some pills
have an injection	have a temperature	have an X-ray	have an operation
do some research	carry out an experiment	make a discovery	win a prize

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

do your best	stay calm	work hard	give a presentation
			
take a test	concentrate	pass a test	fail a test
			
study abroad	feel nervous	revise	achieve good grades
			

1 **In pairs, play 'Kim's Card Changes'.**

prizegiving	speech	certificate	report card
prize	trophy	achievement	grateful
enthusiastic	optimistic	relieved	thrilled

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1 **Rewrite the sentences using *(not) as … as*.**

1 Basil is interested in podcasts. Tameem is interested in podcasts, too.
Basil is as interested in podcasts as Tameem.

2 Nada is friendly. Rahaf is very friendly.
Nada _____.

3 Tablets are popular. Mobile phones are more popular than tablets.
Tablets _____.

4 Laith has short hair. Issa's hair isn't shorter or longer than Laith's hair.
Laith's _____.

5 Emails are quick. Text messages are quicker.
Emails _____.

6 Saleh has amazing trainers. But Majid's trainers are more amazing.
Saleh's _____.

7 Halima's dress is very blue. Jood's dress is very blue, too.
Halima's _____.

8 Making a podcast is easy and making a vlog is easy.
Making _____.

9 Little sisters can be difficult. Little brothers can be difficult, too.
Little sisters _____.

2 ★ **Look at the information about two friends, Omaima and Basma. Complete the sentences with (*not*) *as … as* and the words in brackets.**

Omaima

- ✓ very keen on emojis
- ✓ not good at texting
- ✓ bad at keeping promises
- ✓ tidy
- ✓ proud
- ✓ funny
- ✓ calm
- ✓ curious

Basma

- ✓ keen on emojis
- ✓ good at texting
- ✓ good at keeping promises
- ✓ tidy
- ✓ very proud
- ✓ funny
- ✓ very calm
- ✓ curious

1 Basma is as funny as Omaima. **(funny)**

2 Omaima _____. **(good)**

3 Omaima _____. **(tidy)**

4 Omaima _____. **(good)**

5 Omaima _____. **(proud)**

6 Basma _____. **(keen)**

7 Omaima _____. **(calm)**

8 Basma _____. **(curious)**

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

am I	are they	are you	does he	doesn't it	doesn't she
don't they	don't you	~~is she~~	is it		

1 She isn't angry, is she?
2 You get on with your friends, _____?
3 He doesn't tell lies, _____?
4 She likes sending text messages, _____?
5 They aren't your best friends, _____?
6 Your T-shirt isn't ruined, _____?
7 They use social media, _____?
8 You're not very confident, _____?
9 That cake smells good, _____?
10 I'm not often upset, _____?

2 ⍟ **Complete each sentence with the correct question tag.**

1 You like podcasts, don't you?
2 They don't often have arguments, _____?
3 He's from Jordan, _____?
4 She doesn't write letters to you, _____?
5 You send a lot of emails, _____?
6 Emojis are cool, _____?
7 Chatting face to face is great, _____?
8 You don't remember, _____?
9 It doesn't always work, _____?
10 Faisal and Thamer aren't disappointed, _____?

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1 Complete the sentences with the words from the box.

when	where	where	that/which	that/which
who	~~who~~	whose	whose	

1 Edward Jenner was the English doctor and scientist ___who___ invented vaccination.
2 *Qomrah* is the Arabic word _____ gives us the word *camera*.
3 This was the part of town _____ the Wright brothers first flew their aeroplane.
4 Around 5,000 years ago was the time _____ wheels were first used.
5 William H. Hoover was the American businessman _____ family name became linked with vacuum cleaners in the twentieth century.
6 Wilhelm Röntgen was the German scientist _____ discovered X-rays in 1895.
7 The Science Museum, London, is a place _____ you can see many old steam trains.
8 This photograph _____ a man from Muscat took is a view from his window.
9 Alessandro Volta was the Italian scientist _____ name gave us the word 'volt' to talk about electricity.

2 ⍟ Complete each sentence with the correct relative pronoun.

Mr Toothbrush

William Addis, an English businessman, was born in 1734. In 1770, he was in a room with a dirty floor. He was sweeping the floor and he had an idea. He took a bone from his dinner. He made holes in one end.

Then he tied together some animal hairs. He fixed these into the holes. In 1780, he started his toothbrush business. It made bone and animal hair toothbrushes. When William died, his business went to his oldest son. His name was William, too.

1 William Addis was a businessman ___who___ came from England.
2 1734 was the year _____ he was born.
3 A dirty room was the place _____ he found himself in 1770.
4 He was sweeping the floor _____ Addis had his toothbrush idea.
5 He took a bone _____ came from his dinner and made holes in it.
6 He fixed animal hairs in the holes _____ he had made in the bone.
7 1780 was the year _____ he started his toothbrush business.
8 It was a business _____ made bone and animal hair toothbrushes.
9 He left the business to his oldest son _____ name was William, too.

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1 Rewrite the direct questions as embedded questions.

1 Why do I have a temperature?
I wonder why I have a temperature.

2 When will I feel better?
Can you tell me _____ better?

3 Do I need an injection?
Could you tell me _____ an injection?

4 Where can I get this prescription?
Can you tell me _____ this prescription?

5 What do these pills have in them?
Do you know _____ in them?

6 How much will these pills cost?
Can you tell me _____ cost?

7 How many pills do I need to take every day?
I wonder _____ to take every day.

8 What will these pills do to me?
Do you know _____ do to me?

2 ★ Rewrite the direct questions as embedded questions.

1 Who was the inventor of the first musical instruments that could play by themselves?
I wonder who the inventor of the first musical instruments that could play by themselves was.

The Banu Musa brothers!

The inventor of the first musical instruments that could play by themselves were the Banu Musa brothers. The three brothers invented these and other instruments in around 850 CE. They worked in Baghdad in the famous House of Wisdom, where many scientists did experiments like them.

2 How many brothers were there?
Can you tell us _____?

3 Did they invent other instruments?
Do you know _____?

4 When did they invent them?
Could you tell me _____?

5 Which city did they work in?
I wonder _____.

6 What was the House of Wonder?
Do you know _____?

7 Did other scientists work there?
I wonder _____.

8 What did the scientists do there?
Do you know _____?

1 **Complete each sentence with the *-ing* or infinitive form of the verbs in brackets.**

1 I learned to play **(play)** tennis when I was eight.

2 Razan enjoys _____ **(be)** in the school sports team.

3 My younger brother likes _____ **(listen)** to me give presentations.

4 I've promised _____ **(teach)** my brother to play an instrument.

5 I'd like _____ **(help)** him learn English.

6 When Sharifa finishes _____ **(study)** here, she wants to go to university.

7 I hope _____ **(become)** a doctor when I'm older.

8 I keep _____ **(practise)** my English every day.

9 Malik wants _____ **(work)** in one of the hotels in Muscat.

2 ★ **Complete the text with the correct forms of the verbs from the box.**

enjoy/~~work~~ have/promise/help hope/get be/learn/use keep/make like/take want/become would/like/teach

My sister **(1)** enjoys working hard and she **(2)** _____ English tests.

She **(3)** _____ the present continuous at the moment.

She **(4)** _____ mistakes, but that doesn't stop her.

She **(5)** _____ better over time.

She **(6)** _____ an English teacher in the future.

She **(7)** _____ at a university.

She **(8)** _____ me with my English, too!

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

1 Does / give a presentation? / she / to / want / me
Does she want me to give a presentation?

2 him / I / remind / phone / the restaurant / to / will

3 for the / prizegiving / the invitations / them / to / want / We / write

4 nervous / feel / not / reminded / They / to / us

5 asking / He / is / calm / stay / to / you

6 Can / hard? / her / tell / to / work / you

7 do my best / me / My brother / taught / to

8 come / early / I / not / them / to / told

9 a cake? / ask / him / make / Shall / to / we

2 ★ **Complete the dialogues with the words in the box.**

her/make her/read him/be him/stay me/bring
them/watch us/study ~~you/arrive~~ you/watch

1 **A:** I told you to arrive on time.
B: Yes. Oh dear, sorry we're so late.

2 **A:** I'm so thirsty!
B: Do you want _____ you a glass of water?

3 **A:** Reem can cook very well.
B: Great. Then we can ask _____ the cakes.

4 **A:** Sultan isn't optimistic about the exam.
B: Let's remind _____ calm and concentrate.

5 **A:** Manar and Amani, do you want to ask me something?
B: Yes, we do. Can you teach _____ better?

6 **A:** Your brothers are standing at the front of the school.
B: Oh no! I didn't want _____ the presentation.

7 **A:** Did your brother study hard for the exam?
B: Yes. That's why I told _____ optimistic about the result.

8 **A:** Ruba's looking at the report cards.
B: Oh dear. I asked _____ them later.

9 **A:** What shall I do now?
B: I want _____ the prizegiving with me.

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1 **In pairs, play the 'Question Tag' matching game.**

You're delighted,	He's serious,	She's disappointed,	It's a promise,
aren't you?	isn't he?	isn't she?	isn't it?
You're not upset,	He isn't proud,	She isn't serious,	It isn't a secret,
are you?	is he?	is she?	is it?
You feel jealous,	He feels curious,	She feels confused,	It means 'video log',
don't you?	doesn't he?	doesn't she?	doesn't it?
You don't feel calm,	He doesn't feel embarrassed,	She doesn't feel nervous,	It doesn't come from Japanese,
do you?	does he?	does she?	does it?

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1 **In groups, play the 'Embedded Questions' game.**

Start	**1** Who did Mohammed want to talk about in his presentation	**2**	**3** When was Al Zahrawi born?	**4**	**5** What was Al Zahrawi's job?
11 What did Al Zahrawi do a lot of?	**10**	**9** In which country is Cordoba today?	**8**	**7** Where did Al Zahrawi live and work?	**6**
12	**13** What was Al Zahrawi's most important book about?	**14**	**15** What did Al Zahrawi write a set of?	**16**	**17** Did Al Zahrawi carry out experiments?
23 What did Al Zahrawi draw in his book about surgery?	**22**	**21** How many surgical tools did Al Zahrawi invent?	**20**	**19** How many books were there in *Kitab al-Tasrif?*	**18**
24	**25** What made Mohammed's dad completely better?	**26**	**27** Why did Mohammed want to do his presentation?	**28**	**29** Do doctors still use Al Zahrawi's surgical tools in operations today?
Finish	**34**	**33** Who said 'good luck to all of you'?	**32**	**31** Did everyone clap at the end of Mohammed's presentation?	**30**

Sentence heads:

1/4 Can/Could you tell me/us …?

2/5 Do you know …?

3/6 I wonder …

1 **In groups, play the 'verb, object and infinitive' game.**

Start

1 Today, the teacher wants …

2

3 I always ask my friends …

4

5 My mother told …

Finish

6

7 Can you remind …?

8

9 My grandparents taught me …

10

11 Did your friend tell you to …?

12

13 Do you want … ?

14

15 The teacher reminded …

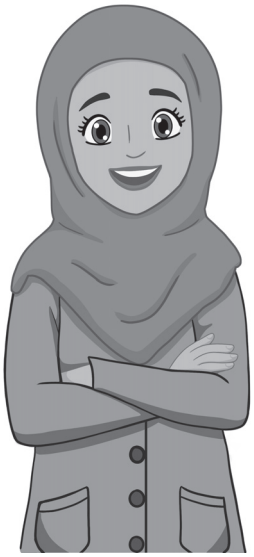
16

17 Can you teach … ?

18

19 The sign tells …

20



I want you to play this game!

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Student A

Situation 1

You have problems with your best friend, Amer/Amani. He/she:

- always has new technology
- spends a lot of time on social media
- often spends days not talking to you

What should you do about Amer/Amani? Ask Student B for his/her opinion.

Situation 2

You're worried about your friend Student B.

Ask him/her what the problem is. Listen carefully. Give your opinion.

Remember:
You shouldn't say mean things to friends.
It's good to tell the truth.

Situation 3

You have problems with your best friend, Zaid/Zakeya. He/she:

- wants to spend all his/her free time with you
- reads your diary and private text messages
- wants to do the same sports and hobbies as you

What should you do about Zaid/Zakeya? Ask Student B for his/her opinion.

Student B

Situation 1

You're worried about your friend, Student A.

Ask him/her what the problem is. Listen carefully. Give your opinion.

Remember:
You should never be jealous of a friend.
It's good to talk to friends every day.

Situation 2

You have problems with your best friend, Mazin/Manar. He/she:

- lies all the time on social media
- doesn't like you to tell the truth
- often says mean things about you

What should you do about Mazin/Manar? Ask Student A for his/her opinion.

Situation 3

You're worried about your friend Student A.

Ask him/her what the problem is. Listen carefully. Give your opinion.

Remember:
You shouldn't feel bad when people copy you – they think you're great.
It's good to have more than one friend.

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Student A

Situation 1

You want to check some information for a history exam. You're talking with your friend, Student B.

- You think that Louis Braille invented the wheel.
- You think that the Wright brothers invented the toaster.
- You know that Thomas Edison invented the lightbulb.

Check with Student B. Is he/she sure of the things that he/she says?

Situation 2

You want to check some information for a history exam. You're talking with your friend, Student B.

- You think that Edward Jenner invented the TV.
- You think that Guglielmo Marconi invented ice cream.
- You know that Tim Berners Lee invented the internet.

Check with Student B. Is he/she sure of the things that he/she says?

Situation 3

You want to check some information for a history exam. You're talking with your friend, Student B.

- You think that Alexander Fleming discovered America.
- You think that Bill Gates invented basketball.
- You know that Alessandro Volta invented batteries.

Check with Student B. Is he/she sure of the things that he/she says?

Student B

Situation 1

You want to check some information for a history exam. You're talking with your friend, Student A.

- You think that Thomas Edison invented the microwave.
- You think that the Wright brothers invented the kettle.
- You know that Louis Braille invented an alphabet for people who can't see.

Check with Student A. Is he/she sure of the things that he/she says?

Situation 2

You want to check some information for a history exam. You're talking with your friend, Student A.

- You think that Tim Berners Lee invented the spacecraft.
- You think that Guglielmo Marconi invented pasta.
- You know that Edward Jenner invented vaccination.

Check with Student A. Is he/she sure of the things that he/she says?

Situation 3

You want to check some information for a history exam. You're talking with your friend, Student A.

- You think that Alessandro Volta invented pizzas.
- You think that Bill Gates invented hamburgers.
- You know that Alexander Fleming discovered Penicillin.

Check with Student A. Is he/she sure of the things that he/she says?

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Student A

Situation 1

You're doing a school project for homework. Student B helped you to do some things for it. Thank him/her for his/her help with:

- researching some information
- borrowing a useful book from the libary for it

Ask Student B to:

- bring the book to your house
- help you to choose some photos for it

Situation 2

You helped Student A to prepare for an English test. Respond when he/she thanks you.

- *You're welcome.*
- *Don't mention it.*
- *It was fun.*

Student B asks you to do more things to help. Respond:

No problem. Of course. No worries.

Situation 3

You want to thank a teacher who has helped you this year. Student B helped you to prepare something for the teacher. Thank him/her for his/her help with:

- choosing a thank you card from the shops
- writing a message for the card

Ask Student B to help you:

- choose a photo to go in it
- ask other students in the class to sign it

Student B

Situation 1

You helped Student A to do a school project for his/her homework. Respond when he/she thanks you.

- *You're welcome.*
- *Don't mention it.*
- *It was fun.*

Student A asks you to do more things to help. Respond:

No problem. Of course. No worries.

Situation 2

You've got an English test. Student B helped you to prepare for it. Thank him/her for his/her help with:

- testing you on vocabulary
- explaining some grammar

Ask Student A to:

- read an English text to practise your listening
- have an English conversation with you

Situation 3

You helped Student A to prepare a thank you card for a teacher. Respond when he/she thanks you.

- *You're welcome.*
- *Don't mention it.*
- *It was fun.*

Student A asks you to do more things to help. Respond:

No problem. Of course. No worries.

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1 Read the article on Class Book page 24. Find and write the words to complete the sentences.

1 Many people today say that chatting face to face is the best way to communicate.

2 Personally, I think that sending and receiving text messages is the best way _____.

3 You can send text messages _____, so you can decide the best time for you.

4 If you feel upset about someone's words, you can _____ about the words you use to reply.

5 You can _____ to help you communicate without words.

6 Some people feel nervous about talking in a new language or _____ their pronunciation.

7 _____, I believe that text messages are a great way to communicate.

8 Text messages are useful for friends who live in different places, they can _____, and they are helpful when you are learning a new language.

1 Find words in the article on Class Book page 24 that are the opposite of these words.

1 worst best
2 send _____
3 same _____
4 weak _____
5 tell a lie _____
6 calm _____
7 harder _____
8 happy _____
9 later _____

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1 **Read the article on Class Book page 50. Find and write the words to complete the sentences.**

1 Tom Harris was working at Northgate School.

2 He found an old _____ from _____.

3 Hello! My name is _____.

4 My teacher is _____.

5 My favourite subjects are _____ and _____.

6 We all wear _____.

7 In our home, we have _____.

8 Tom searched for Marion on the _____ and found her in _____.

9 She was very happy to _____ again.

1 **Find words in the article on Class Book page 50 that are the opposite of these words.**

1 boring interesting

2 modern _____

3 lost _____

4 past _____

5 hate _____

6 sit down _____

7 unhappy _____

8 behind _____

9 afternoon _____

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1 Read the letter on Class Book page 76. Find and write the words to complete these sentences.

1 I'm writing to share my experience at our school's prizegiving last week.

2 Mr Amer encouraged us always _____ and do our best.

3 I was _____ receive a prize for Geography!

4 My friend Yasir won _____ for Maths.

5 I always enjoy playing traditional _____.

6 After we _____ our music, we all enjoyed some _____ together.

7 I hope to achieve _____ next year by _____ in lessons and revising well for tests.

8 My parents always remind me to _____ and I promise to make them proud.

9 I hope _____ enjoyed prizegiving as much as me!

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

1 making a noise to show you are happy and pleased cheering

2 an important event _____

3 persuaded someone to continue doing something _____

4 succeeded _____

5 the act of doing a play, concert, etc. _____

6 snacks and drinks of juice, water, etc. _____

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1 4.6 **Listen and number the phrases in the order that you hear them.**

a ☐ makes us feel worried

b ☐ a mean text message

c ☐ must never write

d 1 speaker came in

e ☐ anyone could read

f ☐ talk to an adult

g ☐ where we live

h ☐ a silly photo

i ☐ communicating with friends

j ☐ be careful online

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

1 A speaker came in to talk to us about communicating with friends.

2 He said that we must _____ when we communicate with _____.

3 Sending a _____ is as bad as saying _____ to somebody's _____.

4 He also said that we have to _____.

5 People aren't always who they _____.

6 You should also be careful what _____ online because anyone _____.

7 It's the same with _____.

8 Once it's _____, it'll be there _____.

9 He said we must never write anything about _____, for example _____ or _____.

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1 5.6 **Listen and tick (✔) the best answer to each question.**

1 Where did Doctor Samiya work for a while?

a ☑ Africa **b** ☐ South America

2 Why does the Doctor think that vaccination is important?

a ☐ It helps you when you're ill. **b** ☐ It has stopped some illnesses.

3 How long was Sultan's aunt in hospital for?

a ☐ six days **b** ☐ six weeks

4 What didn't Sultan's aunt take early enough?

a ☐ any antibiotics **b** ☐ the right type of antibiotics

5 How was there a happy end to Sultan's aunt's illness?

a ☐ She met her best friend in hospital. **b** ☐ Her doctor won an award.

1 5.6 **Listen and complete each gap with 1–4 words.**

1 I listened to an interesting podcast today.

2 It was by the doctor _____ last week.

3 Oh yes, I remember that _____.

4 What was her _____?

5 She was talking _____.

6 She thinks that vaccination is the _____ medicine most in the _____.

7 I know that vaccination _____, but don't you think that antibiotics _____?

8 Do you remember my aunt _____ last year?

9 Oh yes, I remember you _____.

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1 6.6 **Listen and tick (✔) the best answer to each question.**

1 A What does Thuriya like to do when she's revising?

a ☐ Make notes in different colours. **b** ☑ Walk around the house and say information.

B What is Reem going to do?

a ☐ Try walking and talking like Thuriya. **b** ☐ Use a study app.

2 A What does Hassan enjoy learning about?

a ☐ Maths and ICT. **b** ☐ The world.

B What is Hassan's sister's favourite subject?

a ☐ Maths. **b** ☐ ICT.

3 A Why doesn't Rashid like revising in the school library?

a ☐ He can't concentrate there. **b** ☐ People want to play with him.

B Who does Rashid go home with at the end of the day?

a ☐ His dad. **b** ☐ His little brother.

1 6.6 **Listen and complete each gap with 1–4 words.**

1 My brother keeps telling me to make notes.

2 I walk around the house and I say information _____.

3 I can't _____ I'm revising on a screen.

4 My sister is studying Maths and she _____ how brilliant it is.

5 I really enjoy Maths, too, but I _____ university.

6 But I think Social Studies is _____.

7 I can't concentrate in the library! There are _____.

8 He has _____ in one corner, and I sometimes go there after school.

9 When I finish studying and he _____, we come home together.

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1 **Write your opinion essay from Class Book page 25 below.**

Title: Write a clear title for the opinion essay

Paragraph 1: Introduce the topic and state your opinion.

Paragraph 2: Write about two or three reasons for your opinion. Sequence your writing with *Firstly*, *Secondly* and *In conclusion*.

Paragraph 3: Write a conclusion to summarise your reasons and repeat your opinion.

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

Beginning: Introduce the characters and where the story takes place.

Middle: Say what happens using sequencers *First*, *Next*, *After that*, etc.

Ending: Give the story an interesting ending. Start with *Finally,…*

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

Put your address at the top right on the page.

Put the date below the address.

Start the letter with *Dear/ Hi/Hello*, with the name of the person you are writing to.

Paragraph 1: Include a brief greeting.

Paragraphs 2–3: Describe your favourite memory of the year. Explain why it was special.

Paragraph 4: Include a brief farewell.

Finish the letter with *Best wishes/Love*, with your name.

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1 Look and say. Read and colour.

I can use words to talk about communication and feelings. ☺ 😐 ☹



insert an emoji



listen to a podcast



get on well



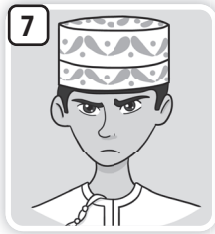
watch a vlog



chat to friends



receive a text message



upset



nervous



delighted



serious



confused



curious

2 Look and say. Read and colour.

I can compare things with *(not) as… as.* ☺ 😐 ☹


Vlogs aren't as interesting as blogs.

Absolutely!



3 Look and say. Read and colour.

I can use question tags to check information. ☺ 😐 ☹

You feel nervous before a test, don't you?



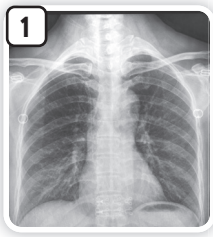
You don't feel embarrassed when you're in a play, do you?



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1 Look and say. Read and colour.

I can use words to talk about inventions, health and medicine. ☺ 😐 ☹



X-ray



vaccination



wheel



radio



battery



photography



have a temperature



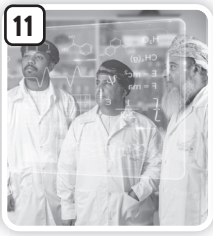
carry out an experiment



have an operation



win a prize



make a discovery



do some research

2 Look and say. Read and colour.

I can use relative pronouns *who*, *that/which*, *where*, *when* and *whose*. ☺ 😐 ☹



This is a person who teaches us Maths.

Is it Mrs Zainab?



3 Look and say. Read and colour.

I can ask embedded questions. ☺ 😐 ☹



Could you tell me if you have the medicine I need?

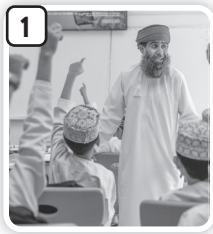
Yes, we do. I'll get it for you.



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1 Look and say. Read and colour.

I can use words to talk about working hard at school and the end of the school year. ☺ 😐 ☹



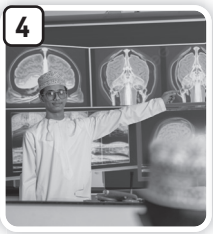
do your best



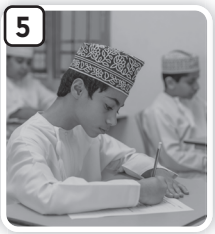
stay calm



work hard



give a presentation



take a test



concentrate



enthusiastic



prize



optimistic



achievement



speech



prizegiving

2 Look and say. Read and colour.

I can use verbs + *-ing* or infinitive form. ☺ 😐 ☹



I enjoy recording voice notes onto my tablet.

I hope to visit my cousin in Daba in the summer.



3 Look and say. Read and colour.

I can make sentences with verb + object + infinitive. ☺ 😐 ☹



Maryam decided to make a speech. We told her to talk about all our achievements this year.

We asked our parents to take photos of us when we got our certificates.

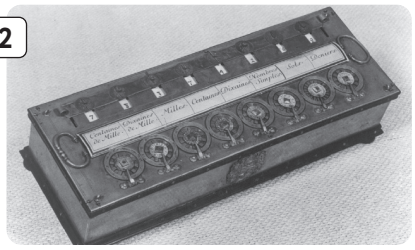


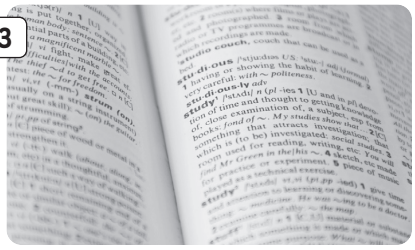
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How can we talk about chronology?

1 **Read the text on Class Book page 90. Look at the pictures. Now put them in the order of when they were invented.**







a The first _____

b The second _____

c The third _____

2 **Write the missing words in these sentences.**

1 Chronological reports are written in the _____order_____ of when things happen/happened.

2 Chronological reports are _____ texts.

3 Chronological reports are often planned using a _____.

4 Timelines present information about _____ and events in history.

5 We use language such as *100 years ago*, *almost 100 years after that* or *about 100 years* _____.

3 **Circle the correct words to finish the sentences.**



1 Sheku Kanneh-Mason was five / born in 1999 in Britain.

2 In May 2018, Sheku had played / played his cello for a special performance in London.

3 By the day / time he was nine, he had passed many music exams.

4 In 2016 he won a competition for the best young musician of the year / country.

5 Now / later Sheku's brother and six sisters all play musical instruments.

4 **Are these five sentences in chronological order? What order should they be in? Write the numbers in chronological order.**

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



receive a text message ☐ chat to friends ☐ give someone a call ☐

insert an emoji ☐ listen to/make a podcast ☐ watch/make a vlog ☐

tell the truth ☐ tell a lie ☐ keep a secret ☐

keep a promise ☐ get on well ☐ have an argument ☐

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

What are you up to? That's not on! Never mind!

1 **Rosie:** Yesterday, my sister decided to borrow my sweatshirt without asking me.
Manar: _____

2 **Manar:** Oh dear! But she said sorry which is good.
Rosie: Yes, it is.
Manar: _____ If that's the only argument you have all month, then I think you've done well.

3 **Amna:** Hey guys. _____ Do you like my new sweatshirt?
Manar: Hi, Amna. Maybe you shouldn't talk to Rosie about sweatshirts …

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

1 **A:** Tom hasn't tidied his room.
B: _____ He must tidy it before we go out.

2 **A:** Hello. _____
B: Hi. I'm working on my project.

3 **A:** Sorry, I forgot to buy some milk.
B: _____ We already have some in the fridge.

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



electricity ☐	light bulb ☐	spacecraft ☐
battery ☐	photography ☐	radio ☐
wheel ☐	steam engine ☐	aeroplane ☐
X-ray ☐	vaccination ☐	antibiotics ☐

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

I'm not surprised! You're right! Nor have I.

1 **Ali:** Hey, look at this. It's an old light bulb. I've never seen one like this before.
Eric: _____

2 **Eric:** I've heard of him. Wasn't he the inventor whose experiment started a fire on a train?
Ali: _____ It says here that happened when he was only 15 years old!

3 **Ali:** They made him get off the train after that!
Eric: _____

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

1 **A:** I think the hotel is on the right, opposite the bank.
B: _____ I can see it over there.

2 **A:** I haven't been to the new restaurant yet.
B: _____ We could go next week.

3 **A:** Aliyah got all the answers right in the Maths test.
B: _____ She's very good at Maths.

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1 6.3 **Listen to the dialogue on Class Book page 65. Tick (✔) the words for working hard at school that you hear.**



work hard ☐	achieve good grades ☐	concentrate ☐
revising for tests ☐	take a test ☐	pass a test ☐
fail a test ☐	do your best ☐	feel nervous ☐
stay calm ☐	give a presentation ☐	study abroad ☐

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

So do I! Oh, that reminds me! I know what you mean.

1 **Manar:** I like learning new things.
Rosie: _____ I keep reading articles about science! It's so interesting!

2 **Rosie:** I hope to study Science at university one day!
Manar: _____ We've got a Science test next week about the human body.

3 **Rosie:** I don't like revising for tests. It makes me feel nervous.
Manar: _____ But we could make it fun!

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

1 **A:** I don't like going to the dentist.
B: _____ But you have good teeth, so you'll be fine.

2 **A:** I love fish with rice.
B: _____ Let's cook some today.

3 **A:** I saw my cousins last weekend.
B: _____ I must email my cousin in Sohar tonight.

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



1 Nawal and Muna must find the right numbers to open the puzzle box. True / False

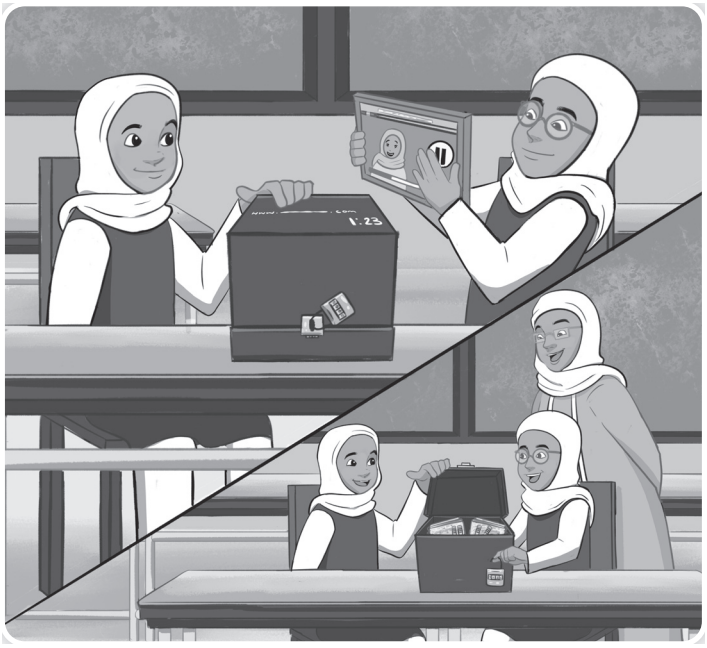
2 Tablets are better than phones for reading QR codes. True / False

3 You need modern phones to send and receive text messages. True / False

4 They watch a vlog to find the four digits that open the box. True / False

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

address | digits | open | pause | side | tablet



Nawal and Muna need to find four **(1)** _____ to open a puzzle box. They use a **(2)** _____ to read a QR code on the side of the box. They see a photo of the number 7. On the other **(3)** _____ of the box, they see some numbers and a photo of an old phone. They press the numbers for letters and the phone shows the word *twelve*.
On the bottom of the box, they see a vlog **(4)** _____ and a time. They watch the vlog and **(5)** _____ it at the time. This is when the presenter says the final digit to **(6)** _____ the box. They feel very proud.

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



1 Saeed and Basil can't play in the football match. True / False

2 Saeed asks the players questions before the match. True / False

3 You can't hear the introduction to Saeed's vlog. True / False

4 Saeed is disappointed that he can't make more vlogs. True / False

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

broken creative films nervous promises upset



Saeed can't play in the football match because he has **(1)** _____ his leg. The goalkeeper, Basil, asks Saeed to make a vlog about the match. Saeed asks the players questions about what they do when they are **(2)** _____ before a match. Then he **(3)** _____ the football match. That evening, Saeed is **(4)** _____ because there isn't any sound for his introduction. But when Saeed shows Basil his vlog, Basil thinks he is very **(5)** _____. Saeed **(6)** _____ to make more vlogs about the football team until his leg is better.

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



1 Omar first wants to see the stand about steam engines, wheels and aeroplanes. True / False

2 Omar and Hamed look inside a plasma ball. True / False

3 Omar drops his wallet on the floor. True / False

4 The man who wrote the aeroplane book signs the book for Omar. True / False

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

fair past shy sign who wrote



Omar is with his class at a science **(1)** _____. There are lots of stands, but Omar wants to see the stand about aeroplanes. He shows his friend Hamed a book about aeroplanes. Omar wants the man at the stand to sign the book because he **(2)** _____ it. But Omar is too **(3)** _____ to ask him. At another stand, a man walks **(4)** _____ and drops his wallet. Omar gives the man his wallet and it is the man **(5)** _____ wrote his book. Omar asks the man to **(6)** _____ his book and Omar is very happy.

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



1 Azza and Maryam are doing some research in class. True / False

2 A nurse gives the girls a tour of a health centre. True / False

3 The health centre is the place where people have X-rays and operations. True / False

4 The girls see an X-ray of a finger and a knee. True / False

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

elbow | health | nurse | operation | prescriptions | surgeon



The teacher has asked the class to do some **(1)** _____ research for homework. Azza and Maryam first go to a health centre. A **(2)** _____ shows them the room where people have injections and where they get **(3)** _____. Then the girls meet a **(4)** _____ at a hospital. She tells them about an **(5)** _____ that she did. Then she shows them an X-ray. The girls don't know what it shows, but they find out it is of an **(6)** _____. The girls are pleased with the research and think they might win the teacher's prize.

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



1 Elliot will start at the school next year. True / False

2 In the science lab, Alfie watches an experiment on his computer. True / False

3 Elliot is very good at drawing. True / False

4 Alfie can help the headteacher with a problem. True / False

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

around | experiment | fixes | microphone | technology | trophy



At the Open Day, Elliot shows Alfie and his family **(1)** _____ his school. Alfie will start there next year. Alfie tells Elliot that he loves **(2)** _____. In the science lab, Elliot does an **(3)** _____ and Alfie takes notes on his tablet. Then Elliot shows Alfie his work in the art studio. Elliot is very good at art and won a **(4)** _____, so Alfie takes a photo of it on his tablet. Next, the headteacher is going to give a speech, but his **(5)** _____ and laptop aren't working. Elliot tells the headteacher that Alfie is very good with technology, and Alfie **(6)** _____ the problem. It is a great Open Day.

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



1 Some of the school girls received prizes and trophies. True / False

2 The girls give Mrs Ruba sweet treats when she is going into the school. True / False

3 There are a million banners and pictures in the classroom. True / False

4 Mrs Ruba is not very happy when she goes into the classroom. True / False

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

certificates | decorated | dumplings | speech | thank | thrilled



At the end of the school year, the girls get good reports and **(1)** _____ in the morning assembly. Mrs Ruba gives a **(2)** _____ and tells the girls they always do their best. The girls want to **(3)** _____ Mrs Ruba and decide to make her some sweet treats. Halima makes sweet **(4)** _____ and Basma makes the cakes. The next day, they wait for Mrs Ruba to go into the school. Then they see that the other girls have **(5)** _____ the classroom. It looks amazing. When Mrs Ruba walks into the classroom, the girls thank her for being the best teacher. She is surprised and **(6)** _____.

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