نتقدم بثقة
Moving Forward with Confidence

رؤية عُمان 2040
OmanVision

SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 8A

Pearson

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Photocopiables

1 **In groups, play a matching game.**

protect	the environment	climate	change
save	water	plant	trees
switch off	lights	waste	energy
recycle	paper, plastic and glass	stop	pollution
destroy	the rainforests	pick up	rubbish
use renewable	energy	global	warming

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

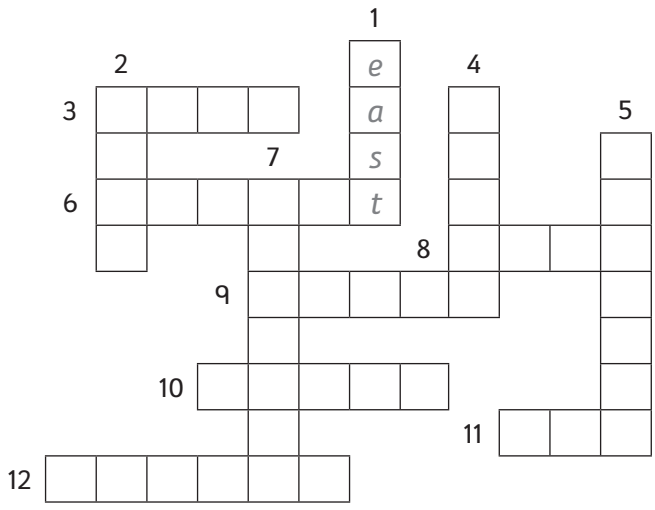


1 In pairs, play the 'Extreme Sports Slam Dunk Match' game.

rock climbing	horse riding	sandboarding	motor racing
go-karting	surfboarding	mountain biking	water skiing
diving	caving	abseiling	paragliding



1 Use the sentence clues to complete the crossword.



Across

3 A _____ is another word for a forest. (4 letters)

6 _____ is the time when the sun goes down in the evening. (6 letters)

8 The _____ is when the moon makes the sea go up and down. (4 letters)

9 Suhar is a city in the _____ of Oman. (5 letters)

10 A _____ is a place outside on a farm where farmers put animals. (5 letters)

11 It's great swimming in the _____ because the sea is warm and calm. (3 letters)

12 A _____ is a low place between hills or mountains. (6 letters)

Down

1 Sur is a city in the *east* of Oman. (4 letters)

2 Hayma is in the _____ of Oman. (4 letters)

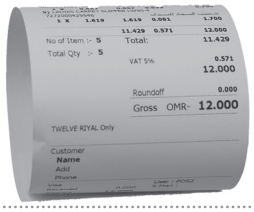
4 Salalah is in the _____ of Oman. (5 letters)

5 Look at those mountains around the lake. That _____ is beautiful. (7 letters)

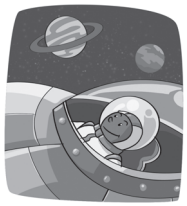
7 _____ is the time when the sun comes up in the morning. (7 letters)

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1 In groups, play the 'Kim's Card Changes' game.

bank card 	customer 	pay with contactless 	exchange 
get a refund 	on sale 	online shopping 	queue 
receipt 	second-hand 	shop assistant 	till 

1 As a class, play the 'Imagine …' game.

you are invisible 	you can become a book or film character 	you become a school principal 	you can donate to a charity 
you can go into space 	you have a lot of money 	you have a wish 	you can be an inventor 
you pass all your exams 	you can travel back in time 	you can travel the world 	you win a cup 

1 **Circle the correct words to complete each sentence.**

1 I can't write the newsletter on my own. You **need to** / **mustn't** help me.

2 It's good not to throw old clothes away. You **shouldn't** / **should** recycle them.

3 We **must** / **mustn't** use paper plates. Plastic plates are harder to recycle.

4 You **needn't** / **mustn't** use recycled paper, but it's a very good idea.

5 It's important to keep the beach clean. We **needn't** / **mustn't** leave rubbish there.

6 People **should** / **shouldn't** throw litter from car windows. They **should** / **shouldn't** put it in a bin.

7 It's better not to throw glass away. We **need to** / **needn't** recycle glass bottles.

8 You **mustn't** / **should** leave lights on when you leave a room. It's a waste of energy.

9 We **should** / **shouldn't** leave the water running when we brush our teeth. It's a waste.

2 ★ **Correct the mistakes in the sentences. Some sentences are correct.**

1 You shouldn't to throw away glass bottles. You shouldn't throw away glass bottles.

2 I must plant a tree in my garden. _____

_____

3 He should switches off his computer. _____

_____

4 Everyone needs stop climate change now. _____

_____

5 We mustn't destroying the rainforests. _____

_____

6 You should protect the environment. _____

_____

7 I needn't to write about it in my blog. _____

_____

8 She must to finish her project on renewable energy. _____

_____

9 They need to pick up the rubbish from the beach. _____

_____

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1 **Rewrite the sentences in reported speech, using the words in brackets.**

1 Manar said to Rawan, 'Listen to the thunder.' **(told)**
Manar told Rawan to listen to the thunder.

2 Ruba said to me, 'What's a tsunami?' **(asked)**

3 Bassam said to Talal, 'Do you like heatwaves?' **(asked)**

4 Sultan said to his sister, 'Don't start a forest fire.' **(told)**

5 Samira said to her dad, 'Where's my book on cyclones?' **(asked)**

6 Rashid said to his mum, 'Is the tornado T-shirt for me?' (**asked)**

7 Sara said to the class, 'Look at my volcano poster.' **(told)**

8 Marwan said to Adil, 'Do you know about the drought?' **(asked)**

9 Shahad said to us, 'How dangerous are floods?' **(asked)**

2 ★ **Rewrite the questions in reported speech, using the words in brackets. Add *if* where needed and make other necessary changes.**

1 'What do you do in a heatwave?' **(I/her)**
I asked her what she did in a heatwave.

2 'Do you always stay inside in a snowstorm?' **(he/me)**

3 'Don't worry about hailstorms!' **(she/them)**

4 'How many cyclones hit your area every year?' **(you/us)**

5 'Where's your nearest volcano?' **(we/him)**

6 'Don't go out on your bike in a tornado.' **(he/me)**

7 'How often do you have thunder and lightning?' **(I/them)**

8 'Do you think the drought is bad?' **(they/us)**

9 'Do you often get floods near your home?' **(he/me)**

10 'Close all the windows and doors in your house!' **(I/you)**

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1 **Circle the correct words to complete the sentences.**

1 Are your sisters happy with **yourselves** / **themselves**?

2 My teacher spoke to my father and **me** / **myself**.

3 We're going surfboarding next week. We need to prepare **us** / **ourselves**.

4 Girls, can you imagine **yourselves** / **you** on the beach now?

5 **Ourselves** / **We** have prepared a new sports blog.

6 Ouch! Aisha's foot looks really bad. She must take care of **itself** / **herself**.

7 My grandpa forgets everything. So he often writes notes to **himself** / **him**.

8 Hey, Hassan! That cat is looking at **yourself** / **you** in the mirror.

9 Why is my toy robot talking to **itself** / **myself**?

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

herself himself itself myself ourselves
~~themselves~~ yourself yourselves

1 The boys laughed when they saw themselves in the video.

2 Bayan hurt _____ when she was climbing up the mountain.

3 'Aseel, can you introduce _____ to everyone?'

4 Abdullah is teaching _____ to speak Spanish.

5 We really enjoyed _____ at the family party.

6 I cut _____ when I was making lunch.

7 The farmer's cat hurt _____ when it fell down from the tree.

8 'Children, you can make _____ some sandwiches.'

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

crossed	had broken	had fallen	had fixed	~~had got up~~
had packed	hadn't planned	knew	left	

1 Before the sun came up, we had got up and got dressed.

2 We started walking after we _____ some food and water.

3 After we had climbed the hill, we _____ the valley on the other side.

4 We found a woman on the valley floor. She _____ down the cliff.

5 She _____ her leg and so we phoned for help.

6 The helicopter had arrived before we _____ it.

7 Before the helicopter _____ with the woman, she had given us her address.

8 They _____ the woman's leg before we visited her in hospital.

9 She thanked us for our help, which we _____.

2 ★ **Complete the sentences with the Past perfect of the verbs from the box.**

brush	cook	drink	get	~~leave~~
put up	read	send	write	

1 On the coach I saw that I had left my money at home.

2 After we _____ the tent, we went inside it for an hour.

3 She _____ about her day in her diary before she went to sleep.

4 After he _____ lunch, he asked us to lay the table.

5 We washed the teacups in the stream after we _____ our tea.

6 They _____ the guidebook before they looked at the map.

7 Before he put on his pyjamas, he _____ his teeth.

8 He heard something outside his tent after he _____ into his sleeping bag.

9 After I _____ a message home, I switched off my phone.

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1 Circle the correct options to complete the sentences.

1 I ask my teacher for help if I **don't understand** / **won't understand** a lesson.

2 **We'll miss** / **We miss** our train if we don't hurry.

3 If my little brother **will see** / **sees** a sad film, he cries.

4 **We watch** / **We'll watch** TV tonight if we feel bored.

5 If **you mix** / **you'll mix** yellow and blue paint, you make green.

6 If Issa and Hashim **need** / **will need** my help, I'll help them.

7 Tea tastes sweet if **you put** / **you'll put** sugar in it.

8 If the cat falls from that tree, **I'll catch** / **I catch** it.

9 If you **won't eat** / **don't eat** breakfast, you get hungry.

2 ★ Complete the sentences with the words from the box. Then mark each sentence 0 (zero conditional) or 1 (first conditional).

'll feel/eats	'll make/don't do	cook/'ll make	don't study/don't get
~~finishes~~/'ll go	get/shout	needs/'ll find	say/arrive
	stays/feels	won't stay/'s	

1 If my class finishes early, I 'll go home and do my homework. 1

2 If she _____ up late at night, she _____ tired the next day. ☐

3 They _____ at home tomorrow if the weather _____ nice. ☐

4 If you _____ for tests, you _____ good marks. ☐

5 We _____ 'sorry' to our teacher if we _____ late for class. ☐

6 He _____ sick if he _____ all those sweets. ☐

7 If you _____ the eggs, I _____ the toast. ☐

8 I _____ a headache if you _____ all the time. ☐

9 If Mum _____ more money, she _____ a bank machine. ☐

10 I _____ the beds if you _____ that. ☐

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1 Circle the verbs to complete the second conditional sentences.

1 She'd print jewellery if she **got** / **'d get** a 3D printer.
2 If he had a pet dinosaur, he **'d take** / **took** it for walks.
3 They'd feel sad if they **were** / **would be** the only people on Earth.
4 If I **could** / **would** interview someone from history, I'd choose Tutankhamun.
5 We **'d say** / **said** 'hello' if we met someone from another country.
6 If Lamees **found** / **would find** a wallet in the street, she'd take it to a police station.
7 Nawaf would become a school principal if he **could have** / **can have** a job for a day.
8 If I **had** / **would have** a super ability, I'd like to see through walls.
9 If you could stay one age always, what age **would** / **did** you choose?

2 ★ Complete the sentences with the correct form of the verbs in brackets.

1 If she didn't want **(not want)** to go to the park, she 'd tell **(tell)** me.
2 We _____ **(cannot/send)** emails if we _____ **(not/have)** the internet.
3 If I _____ **(live)** on the moon, I _____ **(need)** to wear a spacesuit.
4 If he _____ **(speak)** animal languages, he _____ **(be)** a very popular vet.
5 She _____ **(feel)** very surprised if a film character _____ **(come)** to tea.
6 They _____ **(help)** to rescue people if a flood _____ **(hit)** their town.
7 If I _____ **(can/change)** my name, I _____ **(change)** it to 'Nada'.
8 Dad _____ **(buy)** a nice new car if he _____ **(get)** new job.
9 If I _____ **(can/learn)** more languages, I _____ **(choose)** Japanese.

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1 **In groups, play the 'What did you say?' game.**

What did you say?



Start

1 'Spell the word **** aloud.'

2

3 'What is a ****?'

4

5 'Do you waste energy? How?'

6

7 'Write the word ****.'

8

9 'Where is the stress in the word ****?'

10

11 'Do you save water? How?'

12

13 'Don't say the word **** but mime it.'

14

15 'How many letters are in the word ****?'

16

17 'Do you recycle? What?'

18

19 'Draw the word ****.'

20

21 'What is the best thing to do in a ****?'

22

23 'Do the words **** and **** have plural forms?'

Finish!



'I told you (not) to ...'

'I asked you if ...'

'I asked you what/where/how many ...'







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1 **In groups, play the 'Camping Adventure' memory chain.**

[START] Our alarms went off.
We got up.
We watched the sunrise.
We ate our breakfast.
We showered.
We brushed our teeth.
We got dressed.
We made sandwiches for lunch.
We packed our rucksacks.
We looked in our guidebook.
We went hiking in the woods.
We walked through the fields.
We looked at the scenery.
We ate lunch in the bay.
We took photos in the valley.
We went fishing in the river.
We swam in the lake.
We walked back to our tent.
We made a camp fire.
We cooked our dinner.
We ate our dinner.
We sat outside our tent.
We watched the sunset.
We told stories.
We sang funny songs.
We put on our nightclothes.
We went to bed. **[END]**

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

Start

1 … you could go into space?

2

3 … you were an inventor?

4

5 … you could travel the world?

6

7 … you could donate to any charity?

8

9 … you had a lot of money?

10

11 … you had a wish?

12

13 … you could travel back in time?

14

15 … you passed all your exams with top marks?

16

17 … you became a school principal?

18

19 … you could become a book or film character?

20

21 … you were invisible?

22

Finish!

23 … you won a cup?



What would you do if …

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Student A

Situation 1

You want to help the birds in your garden. Ask Student B for advice:

- Where can the birds eat?
- When can I leave food?
- Where can the birds clean themselves?
- When can I leave water?

Listen to Student B's advice.

Situation 2

You know all about recycling in your area. Give advice to Student B:

- Recycle plastic and glass bottles, cans and paper.
- Recycle paper and plastic food containers if they are clean.
- Check labels to see what can and cannot be recycled.
- Find your nearest recyling centre.

Situation 3

You want to do things for the environment in your area. Ask Student B for advice:

- Can I join a green group?
- How can I help to tidy up nature in my area?
- What other things can I do to help?

Listen to Student B's advice.

Student B

Situation 1

You know all about helping garden birds. Give advice to Student A:

- Put a bird table in your garden.
- Leave food for the birds in winter.
- Put a bird bath in your garden.
- Leave water for the birds in summer.

Situation 2

You want to help recycle more things in your area.

Ask Student A for advice:

- What can I recycle at home?
- What can I recycle at school?
- What can't I recycle?
- Where should I take recycling?

Listen to Student A's advice.

Situation 3

You know all about doing things for the environment in your area. Give advice to Student A:

- Visit the websites of green groups in your area.
- Is there a clean up day for a park/beach/place near you?
- Sell old toys/clothes to collect money. Give it to a green group.

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Student A

Situation 1

You will spend the day in the country with Student B. Ask what he/she would prefer:
- pack some water or some juice in your rucksack?
- take photos or draw pictures?
- go horse riding or mountain biking?

Tell Student B what you prefer.

Situation 2

You will spend the day at the beach with Student B. Ask what he/she would prefer:
- go snorkelling or surfing?
- eat fish and chips or an ice cream?
- buy a big sunhat or some sunglasses?

Tell Student B what you prefer.

Situation 3

You will spend the day in the city with Student B. Ask what he/she would prefer:
- visit an art gallery or a museum?
- walk through the park or along the river?
- shop for baseball caps or for T-shirts?

Tell Student B what you prefer.

Student B

Situation 1

You will spend the day in the country with Student A. Ask what he/she would prefer:
- take a pizza or sandwiches for lunch?
- visit a mountain or a cave?
- sing some songs or tell some stories?

Tell Student A what you prefer.

Situation 2

You will spend the day at the beach with Student A. Ask what he/she would prefer:
- build a sandcastle or lie in the sun?
- read a magazine or a book?
- go running on the beach or play a game?

Tell Student A what you prefer.

Situation 3

You will spend the day in the city with Student A. Ask what he/she would prefer:
- travel by bus or by bike?
- eat in a Chinese restaurant or an Indian restaurant?
- see a film or a theatre show?

Tell Student A what you prefer.

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Student A

Situation 1

You're taking a costume back to the fancy dress shop. You want to make a complaint. Student B is the shop assistant. Tell him/her about your problems:

- astronaut costume too big
- moon boots damaged
- broken space helmet.

Ask Student B to find an answer to your problems.

Situation 2

You're a shop assistant in a fancy dress shop. Student B comes in with a complaint about his/her Egyptian king/queen costume. You can tell him/her:

- 'Would you like to exchange it/them?'
- 'Would you like a refund?'
- 'I'll need to see your receipt.'

Find an answer to Student B's problems.

Situation 3

You're taking a phone back to a phone shop. You want to make a complaint.
Student B is the shop assistant. Tell him/her about your problems:

- the phone is broken
- the screen is damaged
- you can't get on the internet.

Ask Student B to find an answer to your problems.

Student B

Situation 1

You're a shop assistant in a fancy dress shop. Student A comes in with a complaint about his/her astronaut costume. You can tell him/her:

- 'Would you like to exchange it/them?'
- 'Would you like a refund?'
- 'I'll need to see your receipt.'

Find an answer to Student A's problems.

Situation 2

You're taking a costume back to the fancy dress shop. You want to make a complaint. Student A is the shop assistant. Tell him/her about your problems:

- Egyptian king/queen costume too small
- broken Egyptian sandals
- Egyptian jewellery damaged.

Ask Student A to find an answer to your problems.

Situation 3

You're a shop assistant in a phone shop. Student A comes in with a complaint about his/her phone. You can tell him/her:

- 'Would you like to exchange it/them?'
- 'Would you like a refund?'
- 'I'll need to see your receipt.'

Find an answer to Student A's problems.

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1 Read the report on Class Book page 28 and tick (✓) the best answers to the questions.

1 What is the report about?

a ☑ pollution in the sea **b** ☐ pollution on land

2 By the year 2050, what will the sea have in it?

a ☐ more fish than plastic **b** ☐ more plastic than fish

3 How much plastic went in the sea 50 years ago compared with now?

a ☐ It was 15 million tonnes; now it's 311 million tonnes.

b ☐ It was 50 million tonnes; now it's 311 million tonnes.

4 How much plastic is recycled today?

a ☐ 95% **b** ☐ 5%

5 How many tonnes of plastic pollution goes into the ocean?

a ☐ eight million every year **b** ☐ eight million every minute

6 Who must work to protect the oceans in the future?

a ☐ people in the street **b** ☐ businesses and government

1 Find words in the report on Class Book page 28 that are the opposite of these words.

1 big small

2 safe _____

3 less _____

4 destroying _____

5 start out _____

6 comes out of _____

7 solutions _____

8 always _____

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1 **Read the brochure on Class Book page 54. Which holiday is each sentence about? Mark it ES (*extreme sport*), S (*safari*), C (*climbing*), or P (*polar*).**

1 Get close to animals. S
2 Walk up hills in Oman. ☐
3 Watch penguins in the Antarctic. ☐
4 See oryxes in Oman. ☐
5 See tigers in their natural habitat in India. ☐
6 Stay safe with experts. ☐
7 Go up mountains in Nepal. ☐
8 See lions, elephants and rhinos in Africa. ☐
9 Go sandboarding in Oman. ☐
10 Watch polar bears in the Arctic. ☐
11 Climb up rocks in Spain. ☐

1 **Complete the sentences with these words from the brochure on Class Book page 54.**

terrific gentle ~~expert~~ stunning perfect

1 Laith knows everything about diving. He's been a diver for many years. So he's a real diving expert.
2 We love our hotel. Everyone's so friendly, our room's so comfortable, and breakfast is so delicious. We have no problems. It's _____.
3 When I look out of my hostel window, I can see the white mountains and the blue lake. The scenery is _____.
4 I don't like climbing up cliffs, rocks or mountains. But walking across _____ green hills is my favourite holiday activity. It's really lovely.
5 There are lots of activities on this adventure holiday. I love the go-karting, horse riding and surfboarding. But believe me, they're all _____.

1 Read the emails on Class Book page 80 and tick (✓) the best answer to each question.

1 How many shops are there in the shopping centre that Nawal visited?

a ☑ 1,200 **b** ☐ 200

2 How many places are there to eat?

a ☐ 22 **b** ☐ more than 200

3 What else can you do in the shopping centre if you don't want to go shopping?

a ☐ go to the museum, the ice rink or the theatre

b ☐ go to the aquarium, the ice rink or the cinema

4 Who likes shopping?

a ☐ Rasha **b** ☐ Nawal

5 Why did Rasha go to the shops yesterday?

a ☐ to complain about a T-shirt and get a refund **b** ☐ to buy a new T-shirt

6 Why did she feel embarrassed?

a ☐ The shop assistant saw she had washed the T-shirt.

b ☐ She had taken her little sister's T-shirt by mistake.

1 Find words in the emails on Class Book page 80 that are the opposite of these words.

1 sick well
2 hate _____
3 tiny _____
4 tomorrow _____
5 sell _____
6 bad _____
7 first _____
8 white _____
9 big _____
10 slowly _____

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1 1.6 **Listen and number the sentences in the order that you hear them.**

a ☐ Can we do something to save water?

b ☐ Don't take my newspaper.

c ☐ I can use it again for your sister's project.

d ☐ Let's do that!

e 1 Should I take this plastic water bottle?

f ☐ We must do something at home to help the planet.

g ☐ We should plant a tree!

h ☐ What about this glass bottle?

i ☐ Where are you going to plant it?

1 1.6 **Listen and complete each gap with 1–3 words.**

1 Can I sort out the recycling to take to the bins?

2 No, I want to _____.

3 Leave it by the _____.

4 I haven't finished _____!

5 Our school is _____ a competition _____ energy.

6 Hmm, that's _____. We don't have a _____.

7 Well, we already _____ instead of _____.

8 We should _____ to school instead of _____.

9 It will help _____ and it's _____!

1 2.6 **Listen and tick (✓) the best answer to each question.**

1 A Why is Majid looking for his trainers?

a ☐ He can't find them anywhere.

b ☑ He wants to go skateboarding.

B Who is going to get the trainers?

a ☐ Majid **b** ☐ his mother

2 A When did Hazim go mountain biking?

a ☐ last weekend **b** ☐ on holiday last year

B Why doesn't Hazim want to go diving?

a ☐ He doesn't want to be under the water. **b** ☐ He hates water sports.

3 A Why does Saeed feel proud?

a ☐ He hates horse riding but went and enjoyed it.

b ☐ He was scared about rock climbing, but he did it.

B When does Hassan want to try a new sport?

a ☐ next month **b** ☐ next semester

1 2.6 **Listen and complete each gap with 1–3 words.**

1 Well, they must be somewhere.

2 Have you looked _____?

3 Yes, I looked _____. And they're not in my _____.

4 Oh, hang on, I _____.

5 I left them _____, next to _____.

6 What sport would you _____ next _____?

7 Something you've _____.

8 It was great _____ and I _____!

9 I've been on _____ where we've been _____.

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1 3.6 **Listen and number the sentences in the order that you hear them.**

a ☐ I buy milk, eggs, fish and chicken.

b ☐ I hope that our school uses foods that is made locally.

c ☐ If you want to know more about it, we can look online.

d ☐ If we buy locally, we help people who live in our own country.

e ☐ The people who grew these bananas lived in our area.

f [1] These bananas come from Oman.

1 3.6 **Listen and complete each gap with 1–3 words.**

1 Mum, where does this banana come from ?

2 Oh, I'm _____. Let me have a look at _____.

3 Ah, _____.

4 That's _____! It hasn't travelled _____.

5 That's good for _____.

6 What do you _____ 'locally'?

7 So what _____ do you buy that _____ locally?

8 There are other _____, for example, _____ mangoes.

9 We have to _____ over _____.

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

Give the report a title. →

Paragraph 1: Say what the survey was about. →

Paragraph 2: Describe the survey results in detail. →

Paragraph 3: Explain what the survey results show. →

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1 **Write your brochure from Class Book page 55 below.**

Give the brochure a title.

Introduction: Include one or two questions for your reader.

Give information using short paragraphs or bullets (•).

Finish with an interesting sentence the readers will remember.

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

Write who the email is to.

Complete the subject box with why you are writing.

Start the email correctly.

Paragraph 1: Say why you are writing.

Paragraphs 2–3: Answer any questions.

End the email correctly.

To:

Subject:

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1 Look and say. Read and colour.

I can talk about the environment and extreme weather. ☺ 😐 ☹


1 waste energy


2 protect the environment


3 global warming

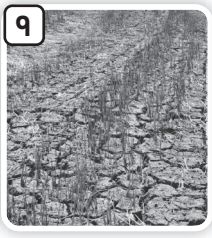

4 pollution

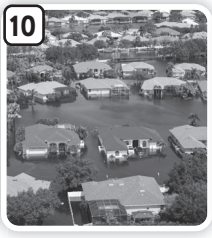

5 save water


6 plant trees


7 cyclone


8 tsunami


9 drought


10 flood


11 volcano


12 forest fire

2 Look and say. Read and colour.

I can use modal verbs of obligation. ☺ 😐 ☹



We must wear a school uniform. We should work hard. We need to be polite.

We mustn't use mobile phones. We shouldn't forget our homework. We needn't bring any paper to school.



3 Look and say. Read and colour.

I can make reported questions and commands. ☺ 😐 ☹



Hanan asked if a tornado lasted a long time.

Talal → us: 'Get under the table!'

Talal told us to get under the table.

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1 Look and say. Read and colour.

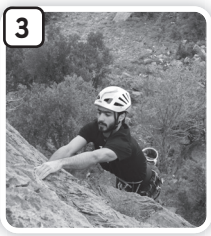
I can talk about extreme sports and geography. ☺ 😐 ☹



paragliding



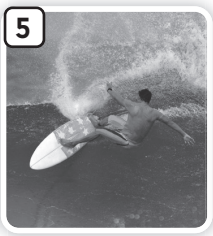
go-karting



rock climbing



sandboarding



surfboarding



water skiing



valley



bay



south



sunrise



tide



east

2 Look and say. Read and colour.

I can use reflexive pronouns. ☺ 😐 ☹



I hurt myself when I fell off my bike yesterday.

3 Look and say. Read and colour.

I can use the Past perfect. ☺ 😐 ☹



After Muneera had eaten breakfast, she went hiking in the woods.

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1 Look and say. Read and colour.

I can talk about shopping and imaginary situations. ☺ 😐 ☹



shop assistant



bank card



till



customer



online shopping



on sale



be invisible



go into space



become a school principal



travel the world



pass exams



donate to a charity

2 Look and say. Read and colour.

I can use zero and first conditionals. ☺ 😐 ☹



If I need something, I ask my parents to buy it online.

If I go shopping on Saturday, I'll buy a new game.



3 Look and say. Read and colour.

I can use the second conditional. ☺ 😐 ☹



If I had a wish, I'd become an inventor.

If I became an inventor, then I'd have lots of good ideas.

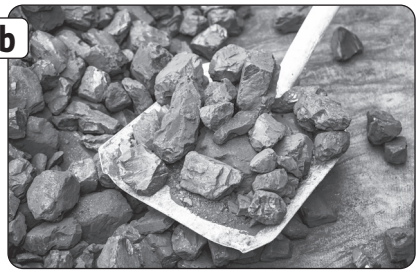


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How can we give an explanation?

1 **Look at the three pictures. What problem do they all show? Tick (✓) the correct answer.**

a 

b 

c 

1 Cutting down forests ☐

2 Pollution and gases ☐

3 Using fossil fuels ☐

2 **Read the text on Class Book page 95 and complete the information about rainforests.**

1	Climate	It's _____.
2	Why important?	They have the most _____.
3	Trees are used to make	_____, _____, _____, _____ and _____.
4	Forest workers sometimes	_____.

3 **Look at the phrases and write *C* for *cause* or *E* for *effect*.**

1 gases from cars C

2 climate change ☐

3 coal from fires ☐

4 pollution ☐

5 trees are cut down ☐

6 animals lose habitat ☐

7 burning trees ☐

8 gases and global warming ☐

4 **What is the cause and what is the effect? Write the letters A or B before and after the arrow.**

A Penguins and polar bears lose some of their habitats.

B Ice in the Arctic and Antarctic is melting.

cause _____ ➜ effect _____

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1 (1.3) **Listen to the dialogue on Class Book page 17. Tick (✔) the words for environment that you hear.**



protect the environment ☐ climate change ☐ save water ☐

plant trees ☐ switch off lights ☐ waste energy ☐

recycle ☐ close doors ☐ pick up rubbish ☐

use renewable energy ☐ turn off computers ☐

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

Brilliant! I know! Me too!

1 Eric: What can we do to save energy then?

Ali: _____ We need to switch off lights and turn off computers when we leave a room.

2 Ali: Yesterday, I found the water running in the sink in the school bathroom.

Eric: _____ Yes, we mustn't do that because it wastes water.

3 Ali: Let's put our ideas up on the WOW! website and ask people for other suggestions, too.

Eric: _____ Come on, we must go or we'll be late for our next lesson.

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

1 A: I'm going to the park this afternoon.

B: _____ I'll see you there.

2 A: I don't know when the bus is going to come.

B: _____ We can check the times online.

3 A: I came first in the running race.

B: _____ You're so fast.

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1 (2.3) **Listen to the dialogue on Class Book page 43. Tick (✔) the words for sports that you hear.**



rock climbing ☐	horse riding ☐	sandboarding ☐
motor racing ☐	running ☐	surfboarding ☐
water skiing ☐	mountain biking ☐	diving ☐
paragliding ☐	caving ☐	abseiling ☐

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

I suppose so. | I told you so! | Not really.

1 **Eric:** Children shouldn't do extreme sports because they often hurt themselves.

_____

Ali: It's nothing serious.

2 **Ali:** My sister fell over and cut herself when she was running last week and running isn't an extreme sport!

Eric: _____.

3 **Eric:** I just think that some sports are too dangerous for kids.

Ali: _____. I have a cousin who started sandboarding when he was four years old.

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

1 **A:** Was the test difficult yesterday?

B: _____. I got 9 out of 10 correct!

2 **A:** If you like cycling, you'll like mountain biking.

B: _____.

3 **A:** That bus to the beach was very slow!

B: _____ It's quicker to walk.

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1 (3.3) **Listen to the dialogue on Class Book page 69. Tick (✔) the shopping words that you hear.**



on sale ☐	queue ☐	till ☐
pay with contactless ☐	get a refund ☐	exchange ☐
shop assistant ☐	bank card ☐	customer ☐
second-hand ☐	receipt ☐	online shopping ☐

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

No chance! I'm only kidding! That's true.

1 **Manar:** Hey, Rosie! Do you want to come shopping with me at the weekend?
Rosie: _____ I don't like shopping.

2 **Rosie:** I don't like shopping.
Manar: I know! _____ I read your blog.

3 **Manar:** But if we all buy everything online, shops will close.
Rosie: _____ Maybe we won't need shops at all in the future.

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

1 **A:** Are you ready for the test today?
B: Today? Isn't it tomorrow?
A: _____ Yes, it is tomorrow.

2 **A:** I love this beach! Let's swim in the sea!
B: _____ The water is too cold!

3 **A:** It's too late to go shopping.
B: _____ The shops are closed.

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



1 Marwa was worried about a cyclone in the mountains. True False

2 There was rubbish everywhere after the cyclone. True False

3 They helped a turtle with an injured fin. True False

4 Seven weeks later, they saw baby turtles on the beach. True False

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

bandage carried cyclone protect returned



Marwa's dad said they should do a beach clean-up after a **(1)** _____ at the coast. They decided to pick up the rubbish on the beach. Marwa saw an injured turtle so they called a rescue centre. A woman came and put a **(2)** _____ on the turtle's flipper. Then they **(3)** _____ the turtle to the sea and it swam away. Seven weeks later, they **(4)** _____ to the beach and saw the injured turtle's baby turtles. Marwa now wants to **(5)** _____ the environment.

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



1 The class are learning about recycling. True False

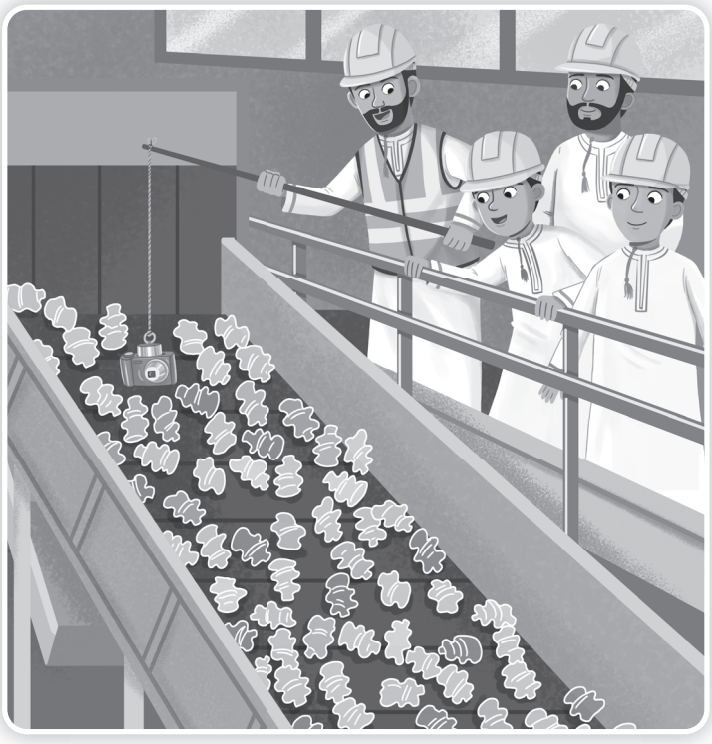
2 The conveyor belts make plastic into glass. True False

3 Zaid dropped his camera in the crushing machine. True False

4 A magnet picked up Zaid's camera because it was metal. True False

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

crushed | dropped | magnet | plastic | recycling



Zaid's class are learning about the environment and visited a **(1)** _____ centre. They went to a room with conveyor belts. These sorted **(2)** _____ into different types and then recycled it. In another room, a worker, Amjed, showed them a machine which **(3)** _____ plastic into small pieces.
There was a loud noise and Zaid **(4)** _____ his camera on the conveyor belt. Amjed got a **(5)** _____. It picked up Zaid's camera because it was metal. Zaid was very happy.

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



1 Laith and Aliyah had a sandboarding lesson in the west of Oman. True False

2 The children wore clothes to protect their eyes, knees and heads. True False

3 Aliyah stopped when she was some jewellery in the sand. True False

4 Their instructor said the bracelet was ancient treasure. True False

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

bracelet dunes instructor jewellery sandboarding



Laith and Aliyah had a **(1)** _____ lesson in the Sharqiyah Sands. The children put on goggles, knee pads and helmets and went with their **(2)** _____. They went down some sand **(3)** _____, then Aliyah stopped. She saw some **(4)** _____ and showed it to the instructor. Was it ancient treasure? The instructor said it was Bushra's **(5)** _____. The girl lost it in the morning. Aliyah was happy for Bushra!

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



1 Adil and Sultan saw the sunrise, then went to the cliffs. True False

2 Sultan saw a baby falcon on its nest. True False

3 Adil saw the mother falcon at the nest. True False

4 Dad was proud because Adil helped the baby falcon. True False

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

abseiled climbing fallen noises taken



Adil and Sultan's dad took them rock **(1)** _____ in the north of Oman. The boys had **(2)** _____ lessons so they knew how to climb the cliff. Then they saw a baby falcon. It had **(3)** _____ out of its nest. Adil climbed the cliff with the baby. At the nest, the falcon's mother was making **(4)** _____. Adil carefully put the baby in its nest and the mother falcon was happy. The boys **(5)** _____ down the cliff. Dad was very proud of what Adil had done.

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



1 Dana wants to exchange some headphones because she doesn't like them. True False

2 Dana's favourite author has a new book. True False

3 There is a long queue of customers for the till. True False

4 Dana's favourite author bought her a book. True False

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

mall queue sale signs work



Dana and Hanan go to a shopping **(1)** _____ with Dana's mum. Dana wants to exchange some headphones because they don't **(2)** _____. The girls go to a bookshop and see a book by Dana's favourite author. It's on **(3)** _____ so Dana buys it with contactless. Then they see a **(4)** _____ of customers waiting to meet Dana's favourite author. The author talks to Dana and **(5)** _____ her book. Dana says maybe she'll become an author too one day.

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



1 The school principal is interviewing Basil for the school radio station. True False

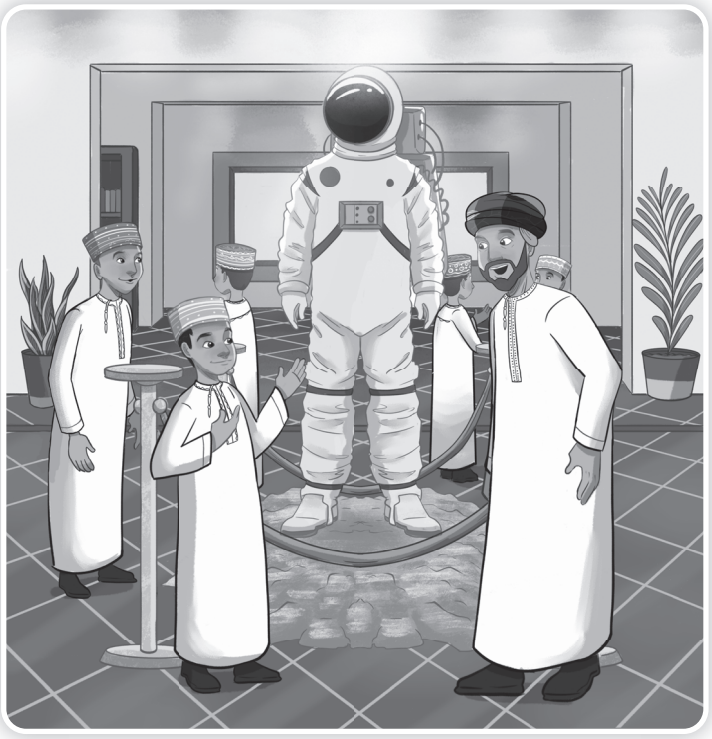
2 The principal is planning a special school trip into space. True False

3 Basil would like to study the night sky. True False

4 Basil would like explore the Earth and see the whole of the moon. True False

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

planetarium questions space telescope wouldn't



Basil is asking the school principal **(1)** _____ for the school radio station. The principal says he **(2)** _____ change anything if he could travel back in time, but he'd like to go into **(3)** _____. He is also planning a school trip to the **(4)** _____ so they can learn about the planets. Basil loves his visit to the planetarium and would like to buy a **(5)** _____. He tells the principal he would like to go the moon.

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SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 8A



Photocopiables Teaching Notes

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Teaching Notes

Vocabulary

Photocopiable 1A, Unit 1, Vocabulary 1

This photocopiable can be done at the end of Lesson 1. Students work in small groups. Give one copy of the game to each group and ask them to cut out the game 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 (for example, *protect the environment*), he/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 1B, Unit 1, Vocabulary 2

This photocopiable can be done at the end of Lesson 5. Students work in groups of 4. 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 table. Player 1 (the youngest player) guesses the top card: 'It's going to be the tsunami' (very sure), or 'I think it'll be the tsunami' (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.

Photocopiable 2A, Unit 2, Vocabulary 1

This photocopiable can be done at the end of Lesson 1. Students play the game in pairs. Each pair needs two sets of picture cards and one set of word cards. Players divide the picture cards into two sets. Each player lays one set of picture cards face up on the desk in front of him/her. They shuffle the word cards and put the deck face down in a pile on the table between them. Players take it in turns to take the top card from the word card pile and lay it face up on the desk. Each of the players must try as fast as possible to 'slam dunk' their matching picture card on top of the word card and say the name of the extreme sport. The player who does this first gets the two cards. The winner is the player with the most word-picture pairs at the end of the game.

Alternative idea

Put students in groups of three to play the game, with two players and one monitor. The monitor deals the cards and judges who 'slam dunks' first each time. If you play three games this way, each player can have a turn at being the monitor.

Photocopiable 2B, Unit 2, Vocabulary 2

This photocopiable can be done at the end of Lesson 5. Students work in pairs to complete the crossword.

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Teaching Notes

Answer key

1 **Across**: **3** wood **6** sunset **8** tide **9** north **10** field **11** bay **12** valley

Down: **1** east **2** west **4** south **5** scenery **7** sunrise

Photocopiable 3A, Unit 3, Vocabulary 1

This photocopiable can be done at the end of Lesson 1. 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. Then 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: 'online shopping' is missing, 'second-hand' is face down, 'customer' is upside down, 'till' is on its side, you swapped 'exchange' and 'get a refund'.

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 student gets 20 points. The first student 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.

Photocopiable 3B, Unit 3, 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 whiteboard or blackboard and three chairs.

Choose three students (or ask for three volunteers) to sit at the front of the class. They are in the 'hot seats'. Write the word 'Imagine …' at the top of the whiteboard or blackboard above the heads of the students in the hot seats. It should be big enough so the rest of the class can see it. Shuffle the vocabulary cards and pick one. Keep it secret from the three students in the hot seats. Write the words from the card under the word 'Imagine …' on the board. Let all the class see these words and then rub them out.

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The students in the hot seats ask the rest of the class to give a mime clue, a drawing clue or a speaking clue to what is written on the card. Nobody should say any of the words on the card.

For 'You can go into space', the clues could be:
Mime clue: Mime being on a space walk.
Drawing clue: Draw a space rocket.
Speaking clue: 'We can see stars.'
(You can set a limit of 9 clues before those in the hot seats must guess the imaginary situation.)

When one of the students in the hot seats knows the imaginary situation from the clues given by the class, he/she should whisper the words in the teacher's ear. If he/she guesses correctly, he/she is the winner of that round. If his/her guess is incorrect, he/she is 'out' of the game, but the round can go on with the two students who are left in the hot seats continuing to guess.

Once the imaginary situation has been guessed correctly, the three students in the hot seats go back to their places. You can ask new students to come and sit in the hot seats. Then you play another round of the game, picking a new card with an imaginary situation on it for the students in the hot seats to guess.

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 choose the correct modal verbs. They then correct the incorrect sentences.

Answer key

1 **1** need to **2** should **3** must **4** needn't **5** mustn't **6** shouldn't … should **7** need to **8** mustn't **9** shouldn't

2 **1** You **shouldn't throw** away glass bottles. **2** Correct **3** He should **switch** off his computer. **4** Everyone needs **to stop** climate change now. **5** We mustn't **destroy** the rainforests. **6** Correct **7** I **needn't write** about it in my blog. **8** She **must finish** her project on renewable energy. **9** Correct

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 change the direct speech into reported speech using the prompts in brackets.

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Teaching Notes

Answer key

1 **1** Manar told Rawan to listen to the thunder.
2 Ruba asked me what a tsunami was.
3 Bassam asked Talal if he liked heatwaves.
4 Sultan told his sister not to start a forest fire.
5 Samira asked her dad where her book on cyclones was.
6 Rashid asked his mum if the tornado T-shirt was for him.
7 Sara told the class to look at her volcano poster.
8 Marwan asked Adil if he knew about the drought.
9 Shahad asked us how dangerous floods were.

2 **1** I asked her what she did in a heatwave.
2 He asked me if I always stayed inside in a snowstorm.
3 She told them not to worry about hailstorms.
4 You asked us how many cyclones hit our area every year.
5 We asked him where his nearest volcano was.
6 He told me not to go out on my bike in a tornado.
7 I asked them how often they had thunder and lightning.
8 They asked us if we thought the drought was bad.
9 He asked me if I often got floods near my home.
10 I told you to close all the windows and doors in your house

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 words to complete the sentences. They then complete the sentences with the correct words from the box.

Answer key

1 **1** themselves **2** me **3** ourselves **4** yourselves **5** we **6** herself **7** himself **8** you **9** itself

2 **1** themselves **2** herself **3** yourself **4** himself **5** ourselves **6** myself **7** itself **8** yourselves

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 words from the box, then they complete the sentences with the Past perfect form of verbs in the box.

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Teaching Notes

Answer key

1 **1** had got up **2** had packed **3** crossed **4** had fallen **5** had broken **6** knew **7** left **8** had fixed **9** hadn't planned

2 **1** had left **2** had put up **3** had written **4** had cooked **5** had drunk **6** had read **7** had brushed **8** had got **9** had sent

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 choose the correct words to complete the sentences. They then complete the sentences with the words from the box and identify the type of conditional each sentence is.

Answer key

1 **1** don't understand **2** We'll miss **3** sees **4** We'll watch **5** you mix **6** need **7** you put **8** I'll catch **9** don't eat

2 **1** finishes … 'll go (1) **2** stays … feels (0) **3** won't stay … 's (1) **4** don't study … don't get (0) **5** say … arrive (0) **6** 'll feel … eats (1) **7** cook … 'll make (1) **8** get … shout (0) **9** needs … 'll find (1) **10** 'll make … don't do (1)

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 choose the correct words to complete the sentences, then to complete the sentences with the correct form of the verbs in brackets.

Answer key

1 **1** got **2** 'd take **3** were **4** could **5** 'd say **6** found **7** could have **8** had **9** would

2 **1** didn't want … 'd tell **2** couldn't send … didn't have
3 lived … would/'d need **4** spoke … would/'d be **5** would/'d feel … came
6 would/'d help … hit **7** could change … would/'d change
8 would buy … got **9** could learn … would/'d choose

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Teaching Notes

Communication games

Photocopiable 10, Unit 1, Communication game

This photocopiable can be done at the end of Lesson 5. Each group needs a dice and counters and a scorekeeper student (with scorepad).

Students take turns to throw the dice and move round the board. When a player lands on a square, he/she must give the order or ask the question on the square to the player on his/her right. The second player says: *What did you say?* The first player replies: *I told you to …, I asked you if …, I asked you* [+ question word] … Then the second player responds to the order/question.

Scoring: For every question/order said correctly in reported speech, players get 10 points. For every correct response to a question/order, players get 10 points. Play continues clockwise around the board. The winner is the person with the most points at the end of the game.

Photocopiable 11, Unit 2, Communication game

This photocopiable can be done at the end of Lesson 5. Each group needs a cut up set of action slips. You can take out slips, add slips ('We drank some water./ 'We made some tea.') or have a smaller group so each student has one slip. One student in the group shuffles the slips and deals them out. The student with the start slip reads aloud the sentence on it. Then a student who has a slip that could come next in the story repeats the first sentence in the Past perfect and adds his/her new sentence. For example: *After our alarms had gone off, we got up*. Then another student with a suitable slip repeats all the sentences so far from memory and adds his/her new sentence: *After our alarms had gone off and we'd got up, we watched the sunrise*. The game continues until all students have spoken. If a student has problems remembering the memory chain so far, his/her classmates can help.

Note: there are many possible ways to order the different actions in the story.

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, some game counters (they can use buttons or small coins), a scorepad and pen or pencil. Students take turns to throw the dice and move round the board. When a player lands on a square, they must talk about the imaginary situation on the square. For example, for square 1, the player must answer the question *What would you do if you could go into space?* Each of the other players must ask a question about the imaginary situation for the player on the square to answer. For example, *What would you eat in space? Which planet would you visit? What would you do there? What photos would you take? Who would you message from space?* etc. For each question that the player answers well, he/she gets 10 points. Play passes to the next player on the left. The winner is the player with the most points at the end of the game.

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Teaching Notes

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. [TBC]

Photocopiable 14, Unit 2, Culture video

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

Photocopiable 15, Unit 3, Culture video

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

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 give each other advice. 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 ask and answer about what they prefer. They shouldn't look at their partner's card! When they finish, they swap A/B roles and have a new conversation.

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

Reading support and challenge

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 tick the best answers.

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Answer key

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

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** small **2** dangerous **3** more **4** making **5** end up **6** goes into **7** problems **8** never

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 choose the correct category.

Answer key

1 **1** S **2** C **3** P **4** S **5** S **6** C **7** C **8** S **9** ES **10** P **11** C

Reading challenge

Students can work on their own to complete the sentences with words from the box.

Answer key

1 **1** expert **2** perfect **3** stunning **4** gentle **5** terrific

Photocopiable 21, Unit 3, Reading support

This photocopiable can be done at the end of Lesson 8. Students read the text on Class Book page 80. They can work on their own to tick the best answers.

Answer key

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

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** well **2** love **3** enormous **4** yesterday **5** buy **6** good **7** last **8** black **9** small **10** quickly

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Teaching Notes

Listening support and challenge

Photocopiable 22, Unit 1, Listening support

This photocopiable can be done at the end of Lesson 3. Students listen carefully. They order the parts of the dialogue in the correct order.

Answer key

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

Listening challenge

Students listen and complete the sentences.

Answer key

1 **1** the recycling … to the bins **2** keep that **3** sink **4** it yet **5** taking part in … to save **6** a bit difficult … garden **7** have quick showers … long showers **8** walk … taking the car **9** to stop pollution … good fun

Photocopiable 23, Unit 2, Listening support

This photocopiable can be done at the end of Lesson 3. Students listen carefully. Students tick the correct answer to the questions.

Answer key

1 **1** A b ✔ **1** B a ✔

2 A b ✔ **2** B a ✔

3 A b ✔ **3** B b ✔

Listening challenge

Students listen and complete the sentences.

Answer key

1 **1** must be somewhere **2** under the sofa **3** there … cupboard **4** remember now **5** in the bedroom … the bed **6** like to do … year **7** never done before **8** fun … climbed really high **9** school trips … horse riding and go-karting

Photocopiable 24, Unit 3, Listening support

This photocopiable can be done at the end of Lesson 3. Students listen carefully. They order the parts of the dialogue in the correct order.

Answer key

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

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Teaching Notes

Listening challenge

Students listen and complete the sentences.

Answer key

1 **1** come from **2** not sure … what it says **3** here we are **4** great … a long way **5** the environment **6** mean **7** other things … are made **8** fruits too … dates and **9** do a project … the holidays

Writing support

Photocopiable 25, Unit 1, Writing support

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

Photocopiable 26, Unit 2, Writing support

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

Photocopiable 27, Unit 3, Writing support

This photocopiable can be done at the end of Lesson 9. Give a copy of the worksheet to each student. They use the 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 question. Then they complete the table with the correct information. Next, they identify what is a cause and what is an effect in the final two tasks.

Answer key

1 **3** Using fossil fuels ✔

2 **1** rainy **2** plants and animals **3** fuel, oil, paper, furniture, wooden homes **4** burn the trees

3 **1** C **2** E **3** C **4** E **5** C **6** E **7** C **8** E

4 B ➜ A

Team talk

Photocopiable T1, Unit 1, 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 save water ✔, switch off lights ✔, recycle ✔, close doors ✔, turn off computers ✔

2 **1** I know! **2** Me too! **3** Brilliant!

3 **1** Me too! **2** I know! **3** Brilliant!

Photocopiable T2, Unit 2, 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 rock climbing ✔, sandboarding ✔, running ✔

2 **1** I told you so! **2** I suppose so. **3** Not really.

3 **1** Not really. **2** I suppose so. **3** I told you so!

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Teaching Notes

Photocopiable T3, Unit 3, 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 queue ✔, till ✔, shop assistant ✔, online shopping

2 **1** No chance! **2** I'm only kidding. **3** That's true.

3 **1** I'm only kidding. **2** No chance. **3** That's true.

Graded readers

Photocopiable R1, Unit 1, Graded reader 1, The Cyclone

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 was at the coast) **2** True **3** False (it was an injured flipper) **4** True

2 **1** cyclone **2** bandage **3** carried **4** returned **5** protect

Photocopiable R2, Unit 1, Graded reader 2, At the Recycling Centre

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 sort plastic into different types) **3** False (he dropped it on the conveyor belt) **4** True

2 **1** recycling **2** plastic **3** crushed **4** dropped **5** magnet

Photocopiable R3, Unit 2, Graded reader 1, A Sandboarding Adventure

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 (the east of Oman) **2** True **3** True **4** False (it was Bushra's bracelet)

2 **1** sandboarding **2** instructor **3** dunes **4** jewellery **5** bracelet

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Teaching Notes

Photocopiable R4, Unit 2, Graded reader 2, A Rock Climbing Adventure

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 (it had fallen out of its nest) **3** True **4** True

2 **1** climbing **2** taken **3** fallen **4** noises **5** abseiled

Photocopiable R5, Unit 3, Graded reader 1, A Surprise at the Bookshop

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 (because they didn't work) **2** True **3** False (the queue is for an important visitor) **4** False (Dana bought the book, the author signed it and gave her a bookmark)

2 **1** mall **2** work **3** sale **4** queue **5** signs

Photocopiable R6, Unit 3, Graded reader 2, The School Trip

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 interviewing the principal) **2** False (the trip is to the planetarium) **3** True **4** False (he'd like to explore the Moon and see the whole of Earth)

2 **1** questions **2** wouldn't **3** space **4** planetarium **5** telescope

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