

BASIC EDUCATION 7B SKILLS BOOK

# English for Me



2015

MINISTRY OF EDUCATION, SULTANATE OF OMAN



ENGLISH FOR ME

GRADE 7B

SKILLS BOOK

2015





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 **Membership Card**

Name: \_\_\_\_\_



# My generation

## 1 Read and write.

Look at the IKC conference song **Hands across the sea**. David e-mailed it to Vicky before he left Australia. Unfortunately, some of the words are missing. Can you complete the song using the words in the IKC card below?

## Hands across the sea

All over the world and across the sea

Hear us shout, 'We're the \_\_\_\_\_!'

Come along and join us, we're waiting for your \_\_\_\_\_,  
We're all for one and one for all!



If you're unhappy or if you're \_\_\_\_\_,  
The IKC will make you glad.

Drop us a line! Give us a \_\_\_\_\_!  
We're all for one and one for all!

When times are hard, when times are \_\_\_\_\_,

Don't be unhappy! Don't be \_\_\_\_\_!

Don't worry if you stumble! We'll catch you if you \_\_\_\_\_!  
We're all for one and one for all!

When you feel lonely, when you feel blue.

The IKC will be there for \_\_\_\_\_.  
Across the world, hear us call,  
**WE'RE ALL FOR ONE AND ONE FOR ALL!**



Now listen and check your answers.

1

**Listen and complete.**

Look at the conference programme below. Some information did not print properly. Listen to Carlos asking Vicky for the missing information and complete the programme.

# 1st **IKC** conference **CONFERENCE PROGRAMME**

## My generation - Past and present

### Saturday

Start	Finish	Speaker	Topic
9.00	9.20	Vicky	Introduction
_____	10.10	Tariq	Homes in Jordan 50 years ago
10.15	_____	Ahmed	Homes in Oman - past and present
<b>Break</b>			
11.20	12.05	Carlos	My school in Mexico
12.10	12.55	Petra	My dad's generation - school in Russia 30 years ago
<b>Lunch</b>			
2.00	_____	Suzy	Transport 100 years ago in the UK
_____	3.35	Yu Li	Transport in China 40 years ago
3.40	4.00	Vicky and Maha	Winners of the national dress competition

2

**Think and write.**

Read these sentences about the IKC conference programme and decide if they are true or false. If you think the sentence is true, put a tick ✓. If you think the sentence is false, put a cross ✗.

- |                                                                                     | True or False?                      |
|-------------------------------------------------------------------------------------|-------------------------------------|
| 1. Tariq finishes his talk on 'Homes in Jordan 50 years ago' at ten past ten.       | <input checked="" type="checkbox"/> |
| 2. Ahmed's talk on 'Homes in Oman - past and present' starts at a quarter past ten. | <input type="checkbox"/>            |
| 3. Carlos finishes his talk on his school at five to twelve.                        | <input type="checkbox"/>            |
| 4. Petra's talk on her dad's school 30 years ago starts at ten past twelve.         | <input type="checkbox"/>            |
| 5. Vicky and Maha start their presentation at twenty to three.                      | <input type="checkbox"/>            |

**1 Look, find and write.**

Look at the times below. Find the words and numbers that give the same time and write the numbers in the correct place. The first one has been done for you.

1. nine o'clock      9.00
2. a quarter to twelve      \_\_\_\_\_
3. twenty five past two      \_\_\_\_\_
4. a quarter past one      \_\_\_\_\_
5. ten to five      \_\_\_\_\_
6. half past seven      \_\_\_\_\_



**2 Look and write.**

Look at the IKC conference programme on page 3 and write the questions and answers.

1. What time / start / Tariq?  
 Q What time does Tariq start?  
 A He starts at 9.25.



2. What time / finish / Tariq?  
 Q \_\_\_\_\_  
 A \_\_\_\_\_

3. When / start / Vicky and Maha?  
 Q \_\_\_\_\_  
 A \_\_\_\_\_

4. When / finish / Vicky and Maha?  
 Q \_\_\_\_\_  
 A \_\_\_\_\_

**3 Ask and answer.**

Turn to cut-out page **B** on page 127 at the back of this book. You will find the IKC conference programme for Sunday, but some information is missing. Work in pairs. One person should look at side A and the other person should look at side B. Ask and answer each other's questions to complete the programme.

When you have finished, put the programme in your portfolio.



1

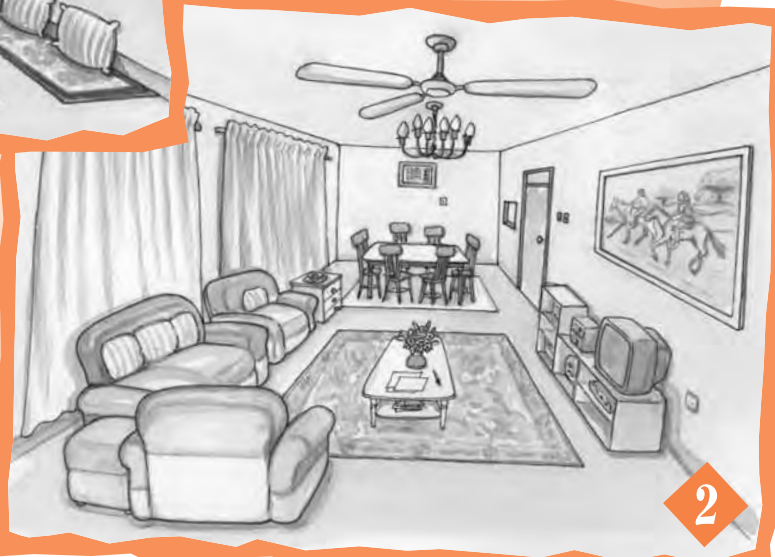
### Look and talk.

Years ago, the insides of houses were very different. Look at the two pictures below. One is a picture of Ahmed's granddad's living room when he was a boy, and one is a picture of Ahmed's living room now. Talk about the differences between the traditional room and the modern room.

1



2



Years ago, people used oil lamps for lighting.



Now, people use electricity.

2

### Think and write.

Write some sentences comparing what traditional Arabic living rooms looked like years ago and what they look like today. Start: *Years ago,*  
*Years ago, people used oil lamps for lighting. Now, people use electricity.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

1

**Listen and find.**

Listen to part of Ahmed's talk about 'Homes in Oman – past and present' and complete the table using the information below.

- a. Musandam      b. large stone walls with a flat roof made of wood and soil  
 c. stone walls with a roof made of wood and grass  
 d. Batinah coast      e. palm branches      f. no windows and small doors  
 g. Jebel Qara in Dhofar      h. no windows      i. quite large – some had two floors

**TYPE OF HOUSE****Where can you see it?****What's it made of?****What's special about it?****barasti**

i

**round house**

c

**bait al qufl**

a

2

**Read and write.**

Read the description which Ahmed wrote about one of the houses. Write the name of the house it describes.

This type of house was made of large stones and had thick walls. It had a flat roof made of wood and soil. The house didn't have any windows and only had small doors. This made the house cool in summer and warm in winter. Many years ago, this type of house was traditional in Musandam.

Now write a description about one of the other houses using the information in the table.




1

**Read, think and discuss.**


What can you remember about life in Oman 50 years ago? Read the statements below and decide in your groups whether the information is true ✓ or false ✗.

## Life in Oman


Fifty years ago ... True or False?




**1 EDUCATION**  
... there were no government girls' schools.




**2 TRANSPORT**  
... there weren't many good roads in Oman.




**3 HEALTH**  
... there was good health care.



**4 ENTERTAINMENT**  
... there wasn't any television or radio.



**5 EMPLOYMENT**  
... there were lots of good job opportunities.



**6 ELECTRICITY and WATER**  
... there was electricity and running water in every home.

Now check your answers. Read your activity card again and share the information with your group.

2

**Think and write.**

Write two interesting things you have learned about Oman.



# 1 Read and think.

Look at these words. Choose a topic heading for each group.

Education

Communication

Entertainment

postcard  
telephone  
e-mail

cinema  
games  
radio

subject  
school  
teacher

Headings

WORDS

# 2 Read, sort and find.

Look at the words in the box. Sort them into three categories and write them in the correct columns. Then look back through the unit to find the topic headings and write them at the top of each column.

~~car~~ ~~policeman~~ ~~clinic~~ bike disease architect  
medicine bus hospital journalist engineer boat

car

policeman

clinic



Now listen and check.

# 3 Read and write.

Read these paragraphs. Decide what the paragraph is about and give each one a heading.

*Life in Oman many years ago ...*

3

50 years ago, people used candles and oil lamps for lighting. They used small traditional fans made from palm tree leaves to keep them cool. Nowadays, most people have electric light and air-conditioning or large ceiling fans in their homes, offices and schools.

1

Many years ago people used a small, thin piece of wood called a 'meswaq' to brush their teeth. Nowadays people use a toothbrush. They used traditional medicine to treat people when they were ill.

2

Many years ago, many people were fishermen, farmers, handicraft makers and pot makers. Women made caps and clothes. Nowadays, men and women do many different jobs.



Make some lists of words in the same category and give each group a topic heading. Add these to your word store and put them in your portfolio.

A topic heading is a general word which can describe a group of words in the same category.

A topic heading can also give a title to a piece of writing about a particular topic.

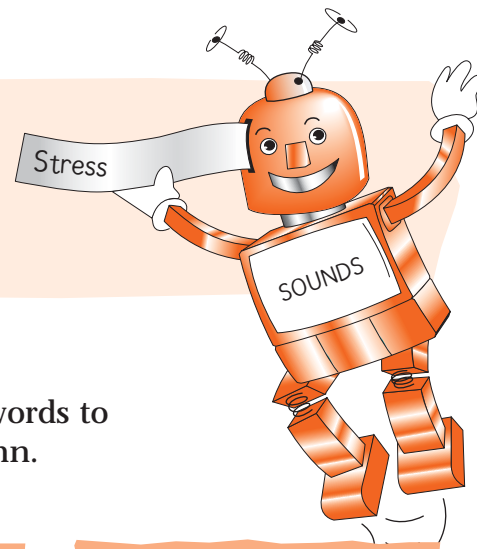
**1 Look, listen and repeat.**

Look at these words. How many syllables has each word got?

doctor

Internet

information



**2 Think, sort and listen.**

How many syllables do these words have? Say the words to yourself and decide. Write them in the correct column.



2 syllables

---



---

3 syllables

---



---

4 syllables

---



---

Now listen to these words again and decide where the main stress is. Tick ✓ the correct stress pattern.

2 syllables

1

2

3 syllables

1

2

4 syllables

1

2

**3 Think and find.**

Look at these words. One word in each list is different. Which one is it? Write the different word at the bottom of the list. Mark the stress on each of the different words.

building  
disease  
window  
water

employment  
memory  
photograph  
teenager

education  
kilometre  
generation  
electrician

---



---



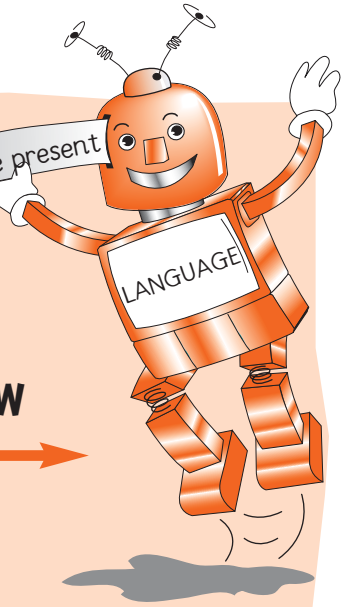
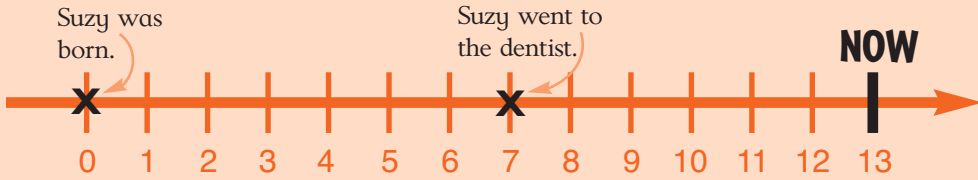
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**1 Read, think and answer.**

Do you remember Suzy's story about the Tooth Fairy? Look at this sentence about the story. Underline the time expression and the verb.

Talking about the past in relation to the present

Suzy went to the dentist 6 years ago.



Read the sentence again and look at the time line. Answer these questions.

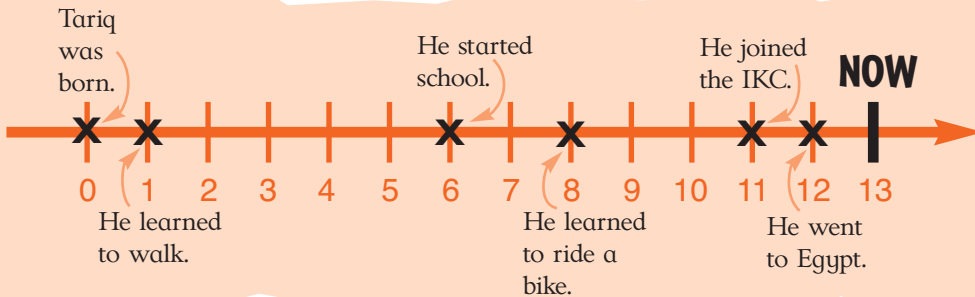
- How old is Suzy now?
- How many years ago did the story happen?
- How old was she then?

We use a time expression + \_\_\_\_\_ to talk about time in the \_\_\_\_\_ in relation to the present.

We use the \_\_\_\_\_ tense with a time expression + \_\_\_\_\_.

**2 Read, think and answer.**

Look at this time line for Tariq and answer these questions.



- How long ago did he learn to ride a bike? \_\_\_\_\_  
How old was he? \_\_\_\_\_
- How many years ago did he first go to school? \_\_\_\_\_  
How old was he? \_\_\_\_\_
- How long ago did he go to Egypt? \_\_\_\_\_  
How old was he? \_\_\_\_\_
- How many years ago did he learn to walk? \_\_\_\_\_  
How old was he? \_\_\_\_\_
- How long ago did he join the IKC? \_\_\_\_\_  
How old was he? \_\_\_\_\_



3

**Read, write and talk.**

Look at Vicky and Manka's conversation.  
Now look at the questions and write answers  
about yourself.



Manka's  
birthday



What month is it now? **February**  
 What month was your birthday? **November**  
 How long ago was your birthday? **4 months**

1.

What month is it now? \_\_\_\_\_  
 What month was your birthday? \_\_\_\_\_  
 How long ago was your birthday? \_\_\_\_\_

2.

What is the time now? \_\_\_\_\_  
 What time did you get up \_\_\_\_\_  
 this morning?  
 How long ago did you get up? \_\_\_\_\_

How old are you now? \_\_\_\_\_

3. How old were you when you first went to school? \_\_\_\_\_  
 How long ago did you first go to school? \_\_\_\_\_

4

**Read, think and answer.**

Look at these two sentences.



a. Many years ago, people didn't have electricity. Nowadays, most people have electricity.

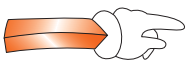


b. 50 years ago, there weren't many government schools in Oman. Nowadays, there are over 1000.

Which sentence gives us an **exact** time in the past in relation to the present?

Which sentence gives us a **general** time in the past in relation to the present?

Look at the sentences again. What do you notice about the position of **ago**?  
Can you complete the rule?



**The time expression always goes \_\_\_\_\_ ago.**

Look back through the unit and find an example of a specific time expression and a general time expression.

5

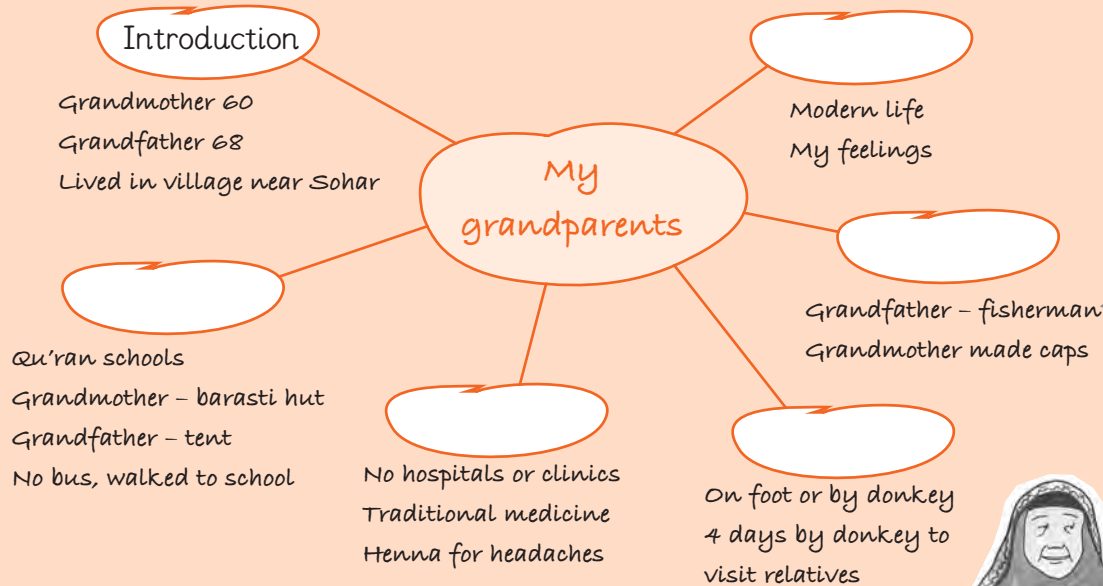
**Play a game.**

Turn to cut-out page **C** on page 125 at the back of this book.  
Follow the instructions and play the game.

# 1 Read, think and label.

Before you start writing, it is important to organise your ideas and make a plan. We usually start with an introduction and finish with a conclusion. Look at Maha's plan. Give each section a heading.

Organising your writing



# 2 Read and order.

Look at the paragraphs Maha has written for her talk. They have got a bit mixed up. Look at her mind map above and put them order.

**a**  My grandfather was a fisherman. He caught fish and sold them in the souq. My grandmother made lovely caps and sold them. Nowadays, they stay at home.

**b**  My grandparents went to Qu'ran schools. My grandmother studied in a barasti hut and my grandfather studied in a tent. They didn't have school buses then so my grandparents walked to school. It took a long a time to get there.

**c**  They didn't have hospitals or clinics in those days so they used traditional medicines made from special plants and trees. My grandmother told me they used henna when someone had a headache.

**d**  Life was very different for my grandmother and my grandfather when they were young. How different life is now! We have modern schools, modern ways of transport, modern health care and we have lots of opportunities for jobs.

**e**  My grandmother is 60 years old and my grandfather is 68. When they were younger, my grandparents lived in a small village outside Sohar.

**f**  My grandmother didn't visit her relatives very often because they lived in a different village. They rode donkeys to get there and it took four days.

Look at the quiz below. Complete the quiz for yourself and then ask a friend about how they learn words. Add up your scores to find out how good a learner you are!

## How do you learn words?

- 1 How often do you add words to your word store?
  - a) every day
  - b) every week
  - c) every month
  - d) never
- 2 How often do you practise your spelling?
  - a) never
  - b) every day
  - c) once a week
  - d) when my teacher tells me
- 3 How do you remember words?
  - a) add them to my word store
  - b) do nothing
  - c) look, cover, write and check
- 4 Which of these do you do to store words?
  - a) make a topic list or web
  - b) write them in alphabetical order
  - c) sort them into grammar groups (nouns, verbs, adjectives, etc)
  - d) I don't
- 5 What do you do if you don't know a word?
  - a) ask my teacher for the Arabic meaning
  - b) nothing
  - c) try to guess the meaning

you

your friend

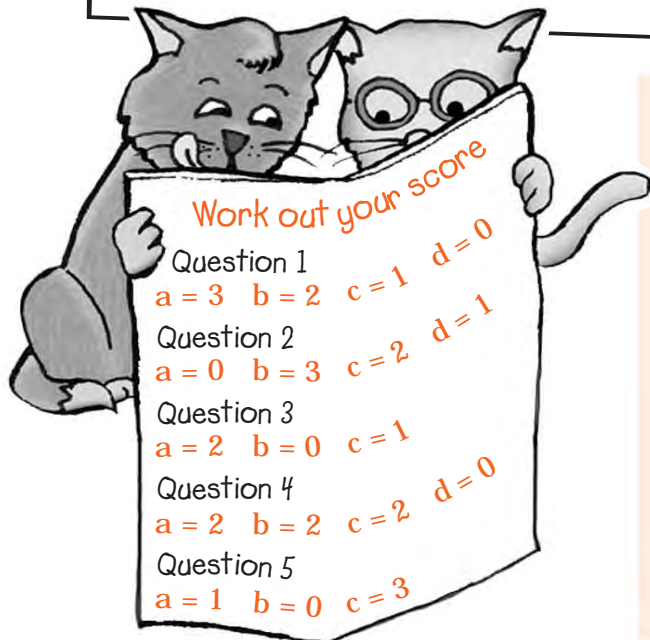
  
  



## How well do you learn new words?

13-19

You are an excellent learner. You already have good ways of learning new words. Keep on and you will learn a lot of words in English!

6-12

Well done, you are a good learner of words. Think about how you learn words and what you already do. What more can you do to help you learn new words?

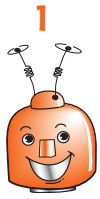
0-5

You definitely need to think more about how you can learn new words!

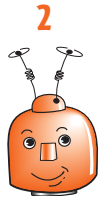
# My learning record

Today is:

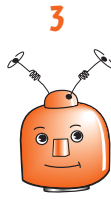
## 1 How well can you do these things?



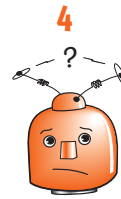
very well



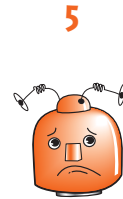
well



OK



not sure



not very well

- ◆ understand and talk about life in the present and the past
- ◆ ask and answer questions about the past in relation to the present using **ago**
- ◆ write questions about how people lived in the past using the past tense
- ◆ understand how to organise information into paragraphs
- ◆ write about how people lived in the past

## 2 What new words can you spell?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



3

### What did you learn in this unit?

These are some things I've learned about this topic:

These are some things I would like to learn about this topic:

4

### What activities did you like in this unit?

I liked:

I didn't like:

5

### How well did you work with others?

My work with my friends was:



excellent



very good



good



OK



not very good

6

### How well did **you** work?

My work in this unit was:



excellent



very good



good



OK



not very good

# Health and illness

## 1 Read and complete.

Read the questions and complete the answers using the words below.



1. What's the matter?

I've got a temperature.

2. What's the matter?

I've got a \_\_\_\_\_.



3. What's wrong?

I've got a \_\_\_\_\_.

4. What's the matter with Muna?

She's got a \_\_\_\_\_.



5. What's wrong with Ahmed?

He's got \_\_\_\_\_.

6. What's the matter with Salma?

She's got \_\_\_\_\_.



7. What's the matter with Saif?

He's got a \_\_\_\_\_.

8. What's wrong with Amna?

She's got a \_\_\_\_\_.



9. What's the matter?

He's got a \_\_\_\_\_.

toothache	cold	earache
sore throat	stomach ache	
cough	temperature	
headache	boil	

1

**Read and match.**

Read the fact files below. Can you match each one to one of the famous people you heard about in activity 1 on page 15 of your Classbook?



Name \_\_\_\_\_

Job doctor

Place of birth \_\_\_\_\_

Year of birth 1210 Year of death 1288

Famous because ...  
wrote about the movement of blood and wrote many books

1

Name \_\_\_\_\_

Job \_\_\_\_\_

Place of birth \_\_\_\_\_

Year of birth 1819 Year of death 1868

Famous because ...  
used anaesthetics with his patients to stop pain

2

Name \_\_\_\_\_

Job physician

Place of birth Bokhara

Year of birth 980 Year of death \_\_\_\_\_

Famous because ...  
wrote many books about medicine translated into many languages

3

Name \_\_\_\_\_

Job scientist

Place of birth Poland

Year of birth \_\_\_\_\_ Year of death 1934

Famous because ...  
discovered radium to treat serious illnesses

4



Now listen and check your answers.

As you listen, complete the missing information in each fact file.

2

**Read and write.**

Read the paragraph below about Ibn Sinna. Write a similar paragraph about one of the other people using the information from the fact files above. Show your friend and then put it in your portfolio.

Ibn Sinna was from Bokhara. He was born in 980 in Bokhara. He was a famous physician and he wrote many important books about medicine which were translated into many languages. He died in 1037.

3

**Sing a song.**

Turn to **My Bones** cut-out page 3 on page 109 at the back of this book. Sing the song. Then label the skeletons. Keep the page in your portfolio.

sore throat

stomach ache

earache

hoop

toothache

headache

## 1 Read and think.

Sometimes when we speak, or when we write informally, there are some words in English that we naturally make shorter and we leave letters out. These words are called **contractions**. We use an **apostrophe** to show where letters are missing.

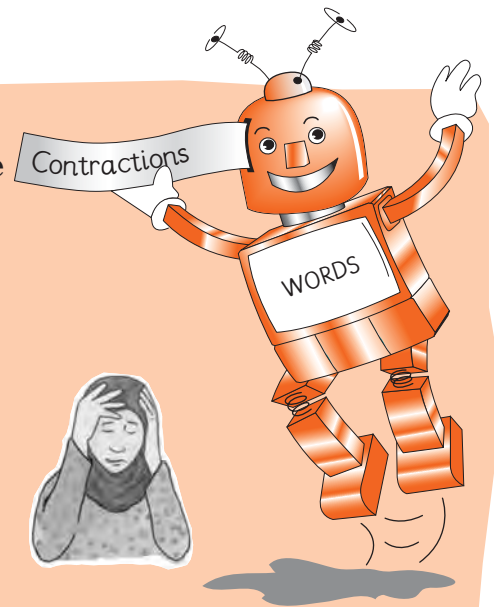


I've got a cold.  
I have got a cold.

Amna's got a headache.  
Amna has got a headache.



Saif isn't feeling well.  
Saif is not feeling well.



## 2 Rewrite.

Read these sentences. Then rewrite them with contractions and apostrophes.

1. I have got toothache.

---

2. Saif has got a painful boil.

---

3. Amna cannot come to school tomorrow.

---

4. They are not ill.

---

5. My brother is not going to play today because he is ill.

---

## 3 Think and complete.

Write in the missing apostrophes.

1 hasnt

2 weve

3 whats

4 Id

5 dont

6 its

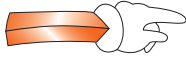
7 wheres

8 doesnt

9 were

10 werent

Now complete the rules.

 **When two words are joined together to make one word, we call this a \_\_\_\_\_.**

 **We use an apostrophe to show that a letter or letters are \_\_\_\_\_.**

# CELLS

1

## Read and match.

Look at these paragraph headings. Match each one to a paragraph on page 16 of your Classbook.

- a How the smallpox vaccine works. Paragraph
- b The results of Jenner's discovery. Paragraph
- c Why Jenner was famous. Paragraph
- d Jenner's experiments. Paragraph
- e Information about cowpox and smallpox. Paragraph

2

## Read and answer.

Read the information about Edward Jenner again and answer these questions.



1. Where was Edward Jenner from?  
\_\_\_\_\_
2. Why is Jenner famous?  
\_\_\_\_\_
3. What did Jenner do to James first?  
\_\_\_\_\_
4. What happened to James after that?  
\_\_\_\_\_
5. Why didn't James get smallpox?  
\_\_\_\_\_
6. What did the antibodies do?  
\_\_\_\_\_

3

## Read and complete.

Look at the information about cells on this page. It describes what different cells do inside your body. Then read the information below and complete it using the words from the box.

When a germ enters a human body, the \_\_\_\_\_-cells quickly tell the \_\_\_\_\_-cells. The B-cells arrive with chemicals called \_\_\_\_\_ and attack the \_\_\_\_\_. Then the macrophage \_\_\_\_\_ arrive. They catch the germs with their tentacles and \_\_\_\_\_ them. This is how your body \_\_\_\_\_ itself from germs.

germs T eat cells  
antibodies B protects

I'm a T-cell. I am the information centre. I tell other cells when germs enter your body



I'm a B-cell. I'm a germ killer. My antibodies find the germs and destroy them.



I'm a macrophage cell. My body has got tentacles. I catch the germs with my tentacles and eat them. They're delicious!



# 1 Read and think.

We use **should** and **shouldn't** to give advice.  
We give advice to people when we want to suggest something which we think will help them.

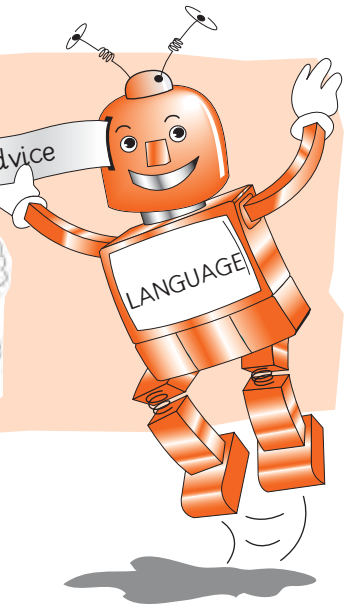


You should wear glasses.

You shouldn't play football today.



Giving advice



# 2 Look and write.

What advice would you give the people in these pictures?  
Complete the sentences using **should** or **shouldn't**.



1. You \_\_\_\_\_  
eat so much.



2. You \_\_\_\_\_  
smoke.



3. You \_\_\_\_\_  
go to the dentist.



4. You \_\_\_\_\_  
play football in the  
road.



5. You \_\_\_\_\_  
cross the road at the  
traffic lights.



6. You \_\_\_\_\_  
go to hospital.

# 3 Think and write.

Look at these phrases. Use them to give good advice using **should** or **shouldn't**.

- 1. go for a walk \_\_\_\_\_
- 2. watch TV all day \_\_\_\_\_
- 3. put your feet on the table \_\_\_\_\_
- 4. respect older people \_\_\_\_\_

Now complete the rule.

To give advice, we can use \_\_\_\_\_ or \_\_\_\_\_ + the main verb.

### 1 Read and match.

Read the story, then match these titles to the paragraphs.

- a. The start of the ride
- b. The accident
- c. Laila's illness
- d. The invitation
- e. The new girl
- f. The injuries
- g. The visit to the hospital
- h. Lunch

### 2 Find the opposite.

Read these words and then find their opposites in the story.

- 1. thoughtless (paragraph 1) thoughtful
- 2. unkind (paragraph 1) \_\_\_\_\_
- 3. happy (paragraph 2) \_\_\_\_\_
- 4. fast (paragraph 3) \_\_\_\_\_
- 5. open (paragraph 6) \_\_\_\_\_
- 6. old (paragraph 7) \_\_\_\_\_
- 7. unlucky (paragraph 10) \_\_\_\_\_
- 8. worse (paragraph 11) \_\_\_\_\_

### 3 Read, write and ask.

Look at the story again. Write questions on the story, and ask your friend.

- 1. Where \_\_\_\_\_
- 2. What \_\_\_\_\_
- 3. When \_\_\_\_\_
- 4. Why \_\_\_\_\_



### 4 Think and write.

Imagine that you were with Vicky and her friends. Write a postcard to your friend telling them what happened.

Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

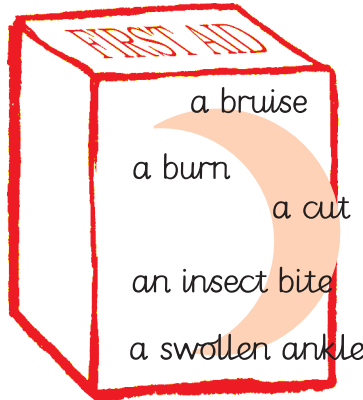
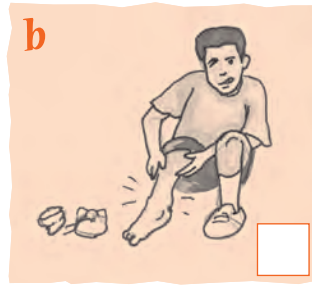
POSTCARD

The really amazing postcard company



# 1 Look and match.

All the people in these pictures have had accidents. They have different kinds of injuries. Match each picture to one of the injuries in the first aid box .



Now listen and check your work.

Then listen to these people talking about what happened to them and decide which picture matches each conversation.

# 2 Write.

Look at the injuries in activity 1 and write a short sentence about each one.

- a. I burned my hand. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

# 3 Listen, read and practise.

Read this conversation. Then use it to help you practise conversations about the other injuries in activity 1 with your friend.



Hi Ahmed! Let's go and play football.

What's the matter?

Does it hurt?

You should go to the doctor.

Sorry, I can't come today.

I had an accident and cut my leg.

Yes, a lot!





1

**Listen and think.**

Look at these words. Does the letter **g** sound the same in both words? Listen and check.

yoga



gym



Soft 'g' and hard 'g'

SOUNDS

Now complete this sentence.

Some words have a soft 'g' sound, as in the word \_\_\_\_\_

and some words have a hard 'g' sound, as in the word \_\_\_\_\_.

2

**Read and sort.**

Look at these words containing the letter **g**. Sort them into two groups - words that have a soft 'g' sound and words that have a hard 'g' sound.

rug      large  
giraffe      grass  
germ      gate  
leg      vegetable  
energy      glasses

soft 'g'

hard 'g'



Now listen and check.

Look at the words carefully and complete the rule.

When the letter **g** is followed by the letters \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_, it usually makes a soft sound.

3

**Think and listen.**

Listen to these words and tick ✓ the words you hear with a soft 'g' sound.

1  page2  finger3  give4  age5  message6  emergency7  get8  girl

Be careful! Some words do not follow the rule in activity 2. Which ones are they in this activity? Can you think of any other words?

4

**Read and underline.**

Read this information. Underline the words that have a soft 'g' sound with a wavy line. Underline the words that have a hard 'g' sound with a straight line.

Laila is a great girl in an emergency. She knows how to take charge quickly and give first aid gently. She goes to the gym to keep fit and does yoga. She likes healthy food and eats lots of fruit. She likes oranges and grapes. She doesn't like eggs or beefburgers.

1

**Read and sort.**

Decide if these words are good or bad for you. If you think they are good for you, write them under the heading **Healthy**. If you think they are bad for you, write them under the heading **Unhealthy**.

**Healthy**

carrots

**Unhealthy**

ice-cream

2

**Do a quiz.****Healthy eating!**

To be healthy, we should follow the healthy eating pyramid every day. It helps us choose a healthy balance of food from the different food groups. How much can you remember about the healthy eating pyramid? Answer these questions.

- How many food groups are there?
  - 4
  - 5
  - 6
- Which is the largest food group in the pyramid?
  - fruit
  - bread, rice, cereal, grains, pasta
  - dairy products (cheese, milk, yoghurt)
- Which is the smallest food group in the pyramid?
  - meat, fish, eggs, beans, nuts, chicken
  - bread, rice, cereal, grains, pasta
  - fats, oils, sweets
- What type of food should you eat most of every day?
  - meat, fish, eggs, beans, nuts, chicken
  - bread, rice, cereal, grains, pasta
  - vegetables
- What type of food should you eat very little of each day?
  - fats, oils, sweets
  - bread, rice, cereal, grains, pasta
  - fruit
- Which two food groups should you have 3-5 servings of each day?
  - dairy products (cheese, milk, yoghurt)
  - vegetables
  - fruit
- How many servings should you have from the bread, rice, cereal, grains, pasta group?
  - 3-5
  - 6-11
  - 2-3
- How many servings should you have from the dairy products and meat, fish, eggs, beans, nuts, chicken group?
  - 3-5
  - 6-11
  - 2-3

Now look at the healthy eating pyramid on cut-out page **E** on page 121 at the back of this book and complete it for your booklet.

Now check your score!



1

### Read, think and do.

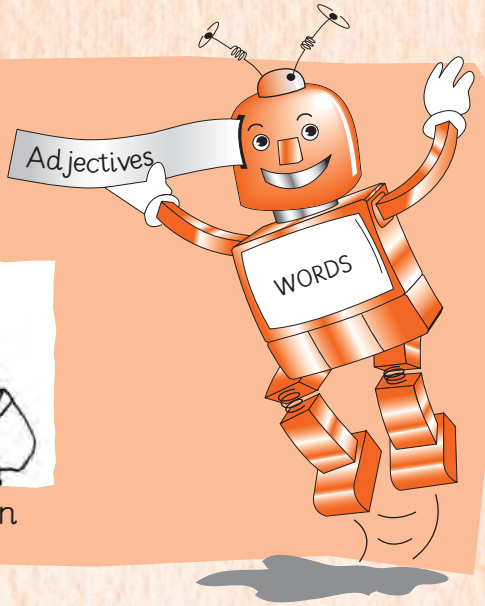
An adjective is a describing word. It tells us more about the noun. Look at the pictures and read the phrases underneath. Circle the nouns and then underline the adjectives.



a loud noise



a terrible pain



2

### Read and complete.

Choose the best adjective from the box to go with each of these nouns. Write the adjectives in the space provided.

- (a) a painful boil
- (b) a \_\_\_\_\_ bruise
- (c) a \_\_\_\_\_ ankle
- (d) an \_\_\_\_\_ woman

- (e) a \_\_\_\_\_ cup of tea
- (f) a \_\_\_\_\_ baby
- (g) a \_\_\_\_\_ man
- (h) an \_\_\_\_\_ tooth

- terrible
- hot
- ~~painful~~
- small
- swollen
- tall
- aching
- old

3

### Read and match.

Match up pairs of adjectives with similar meanings. Write the pairs in the table.

- ~~scared~~
- small
- sad
- shut
- wrong
- hard

scared	afraid
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- closed
- incorrect
- tiny
- difficult
- unhappy
- ~~afraid~~



Can you find other words with similar meanings? Make a list and put the words in your portfolio.

1

### Read and answer.

Look at this e mail from Ahmed. Read through the e-mail and answer the following questions.

- Who is the e-mail to?  
\_\_\_\_\_
- What is Ahmed studying at school?  
\_\_\_\_\_
- What kinds of fruit does he talk about?  
\_\_\_\_\_
- Why is there more diabetes in Oman now?  
\_\_\_\_\_
- Do you agree with Ahmed that people in Oman have changed their lifestyles?  
\_\_\_\_\_

To: giovanni@ikc.com  
 From: ahmed@ikc.com  
 Subject: Healthy living!



Dear Giovanni,

We are doing a project at school about healthy and unhealthy food and the different kinds of food that people eat in different parts of the world.

Our teacher said that fruit such as bananas, apples, grapes and oranges are healthy. He also told us that people living in Southern Europe usually do not suffer from heart disease because they use a lot of olive oil in their cooking. He said that olive oil is healthy. He also told us that there are fewer cases of cancer in Japan because people there eat a lot of soya and fish.

In Oman, there has been a rise in people with diabetes because people have changed their lifestyles and are eating more sweet things, such as cakes and sweets.

Please could you tell me about the kinds of food that you eat?

Ahmed

2

### Read and answer.

Look at this reply from Giovanni. Read through the e-mail and answer these questions.

To: ahmed@ikc.com  
 From: giovanni@ikc.com  
 Subject: Food in Italy



Dear Ahmed,

Thanks for the interesting e-mail you sent. We studied the topic of healthy and unhealthy food last semester

You wanted to know about the kind of food we eat in Italy. Well, we eat a lot of pasta, for example macaroni, spaghetti and lasagne. We also eat a lot of vegetables like spinach and courgettes. Sometimes we eat fish. My family eats plenty of salads with lettuce, cucumber and carrot and we put olive oil on it. My favourite salad is tomato and mozzarella, which is a kind of cheese. My mum doesn't let us drink fizzy drinks because she says they're bad for you, but she gives us a lot of fresh fruit juice. Oh, I forgot to mention pizza! I eat that a lot because it's my favourite!

Hope this helps you with your project. Did you enjoy the IKC conference by the way? I heard that everyone had a really good time.

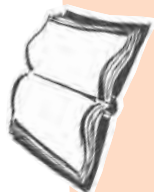
Giovanni

- Why is Giovanni writing to Ahmed?  
\_\_\_\_\_
- What does Giovanni's family put on their salad?  
\_\_\_\_\_
- Why doesn't Giovanni's mum let him drink fizzy drinks?  
\_\_\_\_\_
- What does Giovanni's family drink instead of fizzy drinks?  
\_\_\_\_\_
- What is Giovanni's favourite food?  
\_\_\_\_\_

# 1 Read, think and talk.

## Getting ready for reading

1. We read many different types of texts. Can you name some? Tell your friends and make a list.



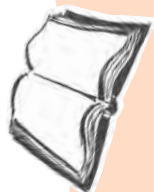
Now look at pages 16, 18–22 and 24 in your Classbook and page 26 of your Skills Book. Identify what type of text each reading is. Write each one on the **Getting ready for reading** cut-out page 4 on page 107 at the back of this book.

2. Look at each of the text types on your **Getting ready for reading** cut-out page. Can you predict what you are going to read about? Tell your friends.



Identifying the type of text will give you an idea of the kind of thing you are going to read about.

3. There are many things you can do before you actually start reading to help you understand the text. Think about what you usually do. Tell your friends and then make a list.



Look again at each of the texts on your **Getting ready for reading** cut-out page. Is there a title? If there is, add it to your chart. What does each title tell you about the text? Tell your friends.

Looking at the title can help give you some idea of what you are going to read.

4. Look again at each of the texts. Are there any pictures? If there are, what more can they tell you about what you are going to read? Tell your friends and make some notes on your chart.



Looking at the pictures can give you some clear ideas about the text you are going to read. It can also help you to predict some key words you may find in the text. Knowing these words may help you understand the text better.

5. Looking at the title and pictures and thinking about the text type can give you some information about the topic or subject of the text. Look again at the texts. What is the topic or subject of each text? What do you already know about these topics or subjects? Tell your friends and make some notes on your chart.



Using what you already know about a topic or subject will help you to build up a general idea of what you are going to read about. It will also help you understand the overall meaning of the text.

The more you know before you start reading a text, the easier it will be for you!

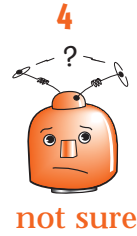
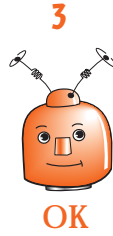
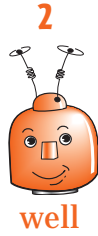
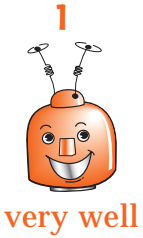


# My learning record

Today is:

\_\_\_\_\_

## 1 How well can you do these things?



- ◆ understand and talk about common illnesses and injuries
- ◆ write about a famous person
- ◆ give advice using **should** or **shouldn't**
- ◆ read and understand a story for pleasure
- ◆ read and understand information about healthy living
- ◆ make an information booklet about healthy living



## 2 What new words can you spell?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

### What did you learn in this unit?

These are some things I've learned about this topic:

These are some things I would like to learn about this topic:

4

### What activities did you like in this unit?

I liked:

I didn't like:

5

### How well did you work with others?

My work with my friends was:



excellent



very good



good



OK



not very good

6

### How well did **you** work?

My work in this unit was:



excellent



very good



good



OK



not very good

# Animals in danger

## 1 Listen and order.

Listen to **The Green Song** and order the verses. Write each letter in the boxes below.



a Save the bear and show you care,  
It's up to you, you can help too.



b Clean up, green up,  
Protect the Earth,  
Let's take care!

c Save the trees and save the seas,  
It's up to you, you can help too.



d Recycle tins, put rubbish in bins,  
It's up to you, you can help too.

1  2  3  4

## 2 Look and match.

These pictures show some of the reasons why many wild animals are in danger. Match the words in the frieze to these pictures.





# 1 Read, listen and tick.

Read the sentences below and decide whether they are true or false. Listen and tick ✓ the statements you think are true and put a cross ✗ by those that you think are false.



1. The passenger pigeon became extinct because so many were killed for sport.



2. The quagga became extinct because too many were hunted and also because it lost its habitat.



3. The dodo became extinct because European sailors enjoyed hunting it for sport.

4. The dodo became extinct because other animals attacked it.



5. The mammoth probably became extinct because it was hunted for meat and skins.

# 2 Look, label and write.

Use the words in the tree to label each picture. Then write a sentence explaining why each became extinct. The first one has been done as an example.

1



mammoth

Men hunted the mammoth for its meat and skin.

2



3



4



passenger pigeon

dodo

~~mammoth~~

quagga

hunting

poaching

loss of habitat

pollution

litter

getting trapped

# 1 Read, listen and tick.

Maha listened to a radio programme about the Arabian oryx. She has made some mistakes in her notes. Listen and decide if each statement is correct. If you think it is correct, put a tick ✓. If you think it is not correct, put a cross ✗.



- a. The oryx can live for months without drinking water.
- b. During the day, it walks up to 50 kilometres.
- c. It likes to live in groups.
- d. The last wild oryx was shot in the 1960's.
- e. Some oryx were bred in a zoo in Oman.
- f. In the 1980's, some oryx were returned to the wild.

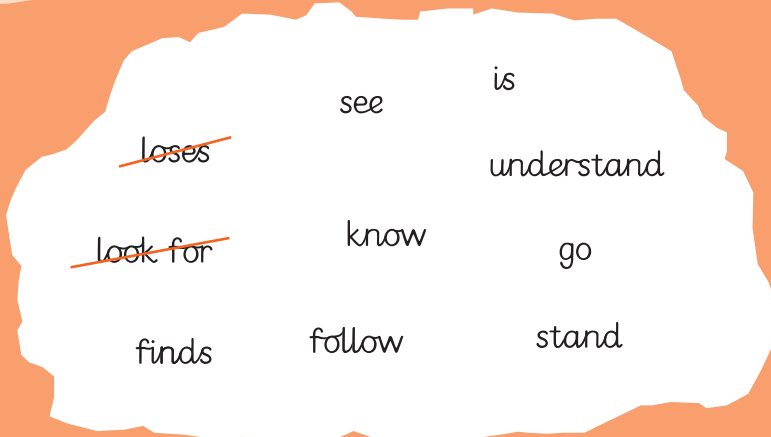
# 2 Read and complete.

Here is some information about the Arabian oryx from a ranger's manual. Use the words in the rock below to write in the missing words.

1. If an oryx loses its herd, it will look for them.
2. If it finds fresh footprints, it will follow them.
3. If you see fresh footprints like these, you will know that oryx are nearby.
4. Also, if an oryx is lost, it will stand high up where other oryx will see it.
5. If you go to the Jiddat Al Harasees, you will understand why the oryx is so special.



Do you know ...?  
What animal makes  
this footprint?

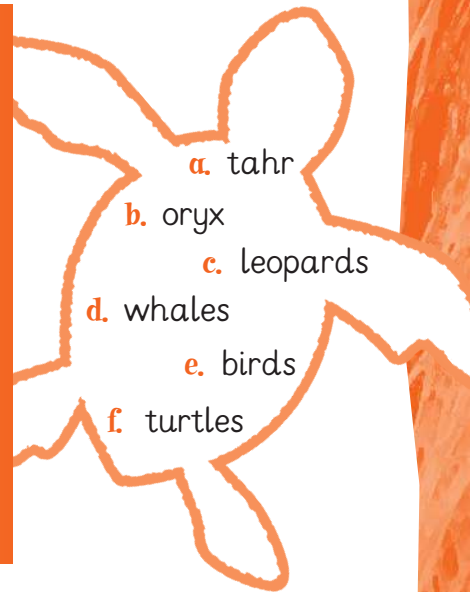


**1****Think, listen and complete.**

Nowadays, many animals in Oman live in special places where they can be looked after and protected. Do you know what animals you can see at each of these places?

Now listen and complete the table using the animals in the turtle.

	Place	You can see ...
1	Ras Al Hadd	f
2	Jiddat Al Harasees	
3	Al Halaaniyat Bay	
4	Salalah Bird Sanctuary	
5	Wadi Al Sarin Wildlife Reserve	
6	Bait Al Barakah	

**2****Look and draw.**

Use the completed table above to draw pictures to show where each of these animals live in Oman.

**3****Do a project.**

Choose an endangered animal that you would like to write about. Turn to the Project Record Sheet on page 85 at the back of this book for more information about how to do your project.

## 1 Read and think.

Maha has decided to do her project about the Arabian oryx. She has made some notes. Look at her planning sheet and read what she already knows and the information that she wants to find out.

K what I know	W what I want to know	L what I learned
<p>They are white and have got long, straight horns.</p> <p>They nearly became extinct, but they were saved.</p> <p>Oryx can go for months without drinking water.</p> <p>In Oman, they live on the jiddat Al Harasees.</p>	<p>What do oryx eat?</p> <p>How many oryx are there now?</p> <p>How do oryx live for months without drinking?</p> <p>Are there oryx in other countries?</p>	<p>Look at the planning sheet again. Can you remember what the letters K, W and L mean?</p>

## 2 Read and find.

Maha found some information about the Arabian oryx in a ranger's manual. Read her notes. Did she find all of the information that she wanted?



### L what I learned

Oryx are found in Saudi Arabia, Qatar and Jordan as well as in Oman.

Oryx eat grasses, herbs and fruits. Couldn't find any information about how they can live for months without drinking water.

There are about 900-1000 oryx in the world.

There were over 400 oryx in Oman in 1996. By 1999, there were only 100. Poachers stole them.

Which of her questions did Maha not find any information about?

Did she find any extra information?

Underline the extra information she found.

## 3 Think and plan.



Remove cut-out page 5 from page 105 at the back of this book. Think about your project and complete the Project Planning Sheet for yourself. Then keep it in your portfolio.

## 1 Talk.

What do you think about endangered animals? Tell your friends about why you think some wild animals are in danger.

## 2 Read and listen.

Now listen to this poem about why wild animals are in danger.

### Man the hunter



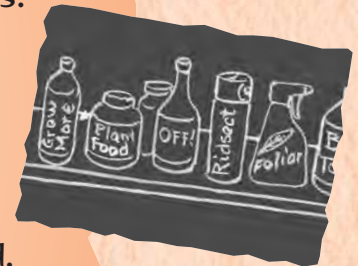
Man the hunter with the help of his gun  
Has killed so many animals. Soon there'll be none!

*If we stay silent, more animals will die.  
Don't you believe me? I'll tell you why.*



Man the polluter has poisoned land and sea,  
Now the fish are dying with the birds and the bees.

*If we stay silent, more animals will die.  
Don't you believe me? I'll tell you why.*



Man the destroyer has cut the forests down  
The animals lie helpless and frightened all around.

*If we stay silent, more animals will die.  
Don't you believe me? I'll tell you why.*



Man the poacher wants creatures great and small  
Locked up in cages so that he can look cool.

*You have to believe me, now you know why.  
If we do nothing, our wildlife will die!*



## 3 Read and talk.

Read the poem again and underline the reasons the writer gives why wild animals are in danger. What does the writer think could happen in the future? Why? What do you think could happen in the future if we are not careful?

**1 Read, complete and discuss.**

Share the information on your activity card with the rest of your group and complete the table below.



Endangered animal	Country	How many are left?	How long does it live?
golden lion tamarin			
Iberian lynx			
Chinese river dolphin			
giant panda			
orang-utan			
Javan rhino			

Now discuss your answers to these questions:

1. Which of these animals is the most endangered?
2. Which is the longest living of these animals?
3. Where do these animals live?



**2 Think and write.**

Read the information from the Animal Watch leaflet about how we can help endangered animals. Complete the sentences using the words in brackets.

**Animal Watch**  
**HOW YOU CAN HELP**

1. More people will know about endangered animals if you write letters to newspapers.  
\_\_\_\_\_ write letters / newspapers / you / to

2. If lots of people send letters to governments,  
\_\_\_\_\_ they'll / animals / protect / more carefully

3. You'll help endangered animals if  
\_\_\_\_\_ you / regularly / money / give

4. If you become a volunteer,  
\_\_\_\_\_ work / you'll / on / international projects

## 1 Read and think.

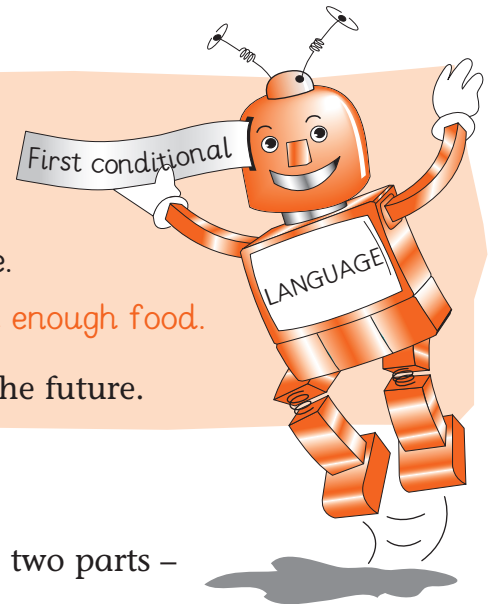
We use the first conditional to talk about what we think will happen in the future.

Look at these examples:

If we lose the forests, animals will have nowhere to live.

The animals will starve if they cannot find enough food.

These are possible situations that could happen in the future.



## 2 Think and match.

Look at the sentence below. It has been divided into two parts – part 1 and part 2.

part 1

If the forests disappear,

part 2

there will be more deserts.

Match each part to one of these descriptions.

part  describes a possible future situation

part  describes what the result will be



## 3 Think and underline.

Think carefully about the sentences below.

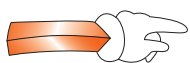
- Underline with a straight line the part that describes something that could happen in the future.
- Underline with a wavy line the part that describes what the result will be.

The first one has been done for you.

1. If animals swallow plastic bags, they will die in pain.
2. If we take our rubbish home, animals won't die so painfully.
3. I will help wild animals if I support a wildlife charity.
4. Children will help animals if they have the opportunity.

Look at the sentences again. Can you find two different ways we can write sentences using the first conditional?

Now complete the rules.

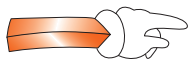


**We form the first conditional in two parts. We form one part using**

**If + the \_\_\_\_\_ tense.**



**We form the other part using \_\_\_\_\_ or \_\_\_\_\_ + an infinitive.**



**We only use a comma when the sentence begins with \_\_\_\_\_.**



## 1 Read and order.

Maha has typed some notes about the dangers of polluting the sea and oceans. The notes are not in the correct order. Can you read them and write the correct order?

1

2

3

4

5

Seawater covers about 60% of the world's surface. Every year thousands of birds, turtles and dolphins die because the seas and oceans are polluted.

a

Throwing rubbish into the sea is a serious problem in Oman. Early in 2003, some divers near the Damaniyat Islands found fish, crabs and a turtle trapped in an old fishing net. In another clean-up operation, volunteers found around 3 and a half tonnes of rubbish along the beaches and in the sea.

b

Another way we pollute the seas is by throwing rubbish into them. Old fishing nets, plastic bags, bottles and cola cans are all dumped. Then dolphins get trapped in the fishing nets and turtles try to eat the plastic bags.

c

For example, in March 1989, a large ship called the Exxon Valdez had a terrible accident just off the coast of Alaska. The ship was carrying 53 million gallons of oil. Around 11 million gallons spilled into the sea. Thousands of fish and seabirds died. Some people say that even today the area has not completely recovered from this terrible accident.

d

Firstly, there's oil pollution. Huge ships carry tonnes and tonnes of oil across the seas. When an accident happens, it usually brings disaster.

e

## 2 Look and decide.

Now turn to cut-out page **F** on page 119 at the back of this book which shows things that were found on the beaches and in the sea around Muscat. In your group, decide which things you think they found the most of.



Now listen and check your work.

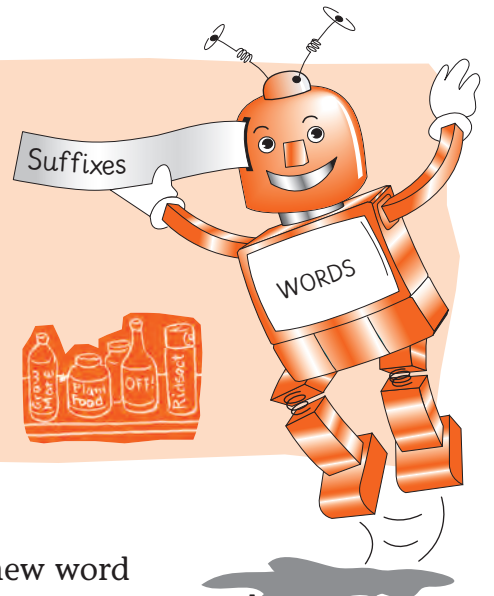
N  
W  
S  
F  
L  
A  
S  
H

Volunteers took 4 hours to free a 9 metre long humpback whale off the coast of Duqm Beach. The whale was trapped in a fishing net.



# 1 Look and think.

We can change the meaning of some words by adding a group of letters to the end of the word to make a new word. This group of letters is called a **suffix**. Look at these words.



hunt → hunter

pollute → pollution



# 2 Think and complete.

Add the suffix **-er** or **-or** to each word to make a new word which describes a person. The first one has been done as an example.

1. hunt **er**

2. farm

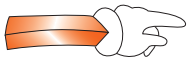
3. poach

4. sail

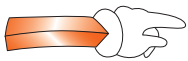
5. direct

6. range

Now complete the rules.



**We can form some nouns which describe a person by adding \_\_\_\_\_ or \_\_\_\_\_ to a word.**



**When the word ends in -e, we usually just add \_\_\_\_\_.**

# 3 Look and match.

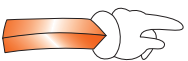
Match each word in column **B** to a word in column **A** which was the original word. The first one is done as an example.

- A**
1. pollute
  2. conserve
  3. inform
  4. prevent
  5. extinct
  6. starve
  7. donate
  8. protect

- B**
- a. starvation
  - b. extinction
  - c. donation
  - d. prevention
  - e. information
  - f. protection
  - g. pollution
  - h. conservation

Now underline the suffix of each word in column **B**. Look at the original word in column **A** and think about how the word has changed.

Now complete the rules.



**We can form some nouns which describe an idea or concept by adding the suffix \_\_\_\_\_ or \_\_\_\_\_ to the original word.**



**When the original word ends in -e, we take away the e and add \_\_\_\_\_ or \_\_\_\_\_.**

# 1 Read, think and listen.

When the letter **r** appears in a word, sometimes we pronounce it and sometimes it is silent. Say these two words and decide if the letter **r** is silent or not.

r

r

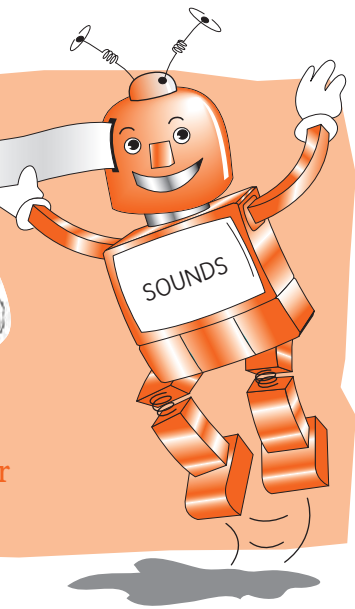


litter

forest



Silent 'r'



Now listen to these words. Put a tick ✓ if you hear the letter **r** and a cross ✗ if it is silent.

# 2 Think and tick.

Look at these words. Say them to yourself and decide if the letter **r** is pronounced or if it is silent. Put a tick ✓ if you think the letter **r** is pronounced and a cross ✗ if you think the letter **r** is silent.

r

r

r

r

✓ or ✗

- 1. bird
- 2. other
- 3. probably
- 4. protect
- 5. survive

✓ or ✗

- 6. natural
- 7. destroy
- 8. garden
- 9. turtle
- 10. rubbish

r

r

r

r



Now listen to the words and check your work.

# 3 Think and decide.

Look again at the words in activity 2. Think carefully and write each word in one of these three boxes.

r

r

r

Letter **r** + vowel

probably

Letter **r** + consonant

bird

Letter **r** at end of word

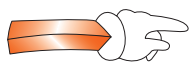
other

r

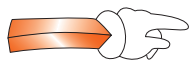
r

r

Now read and complete the rules.



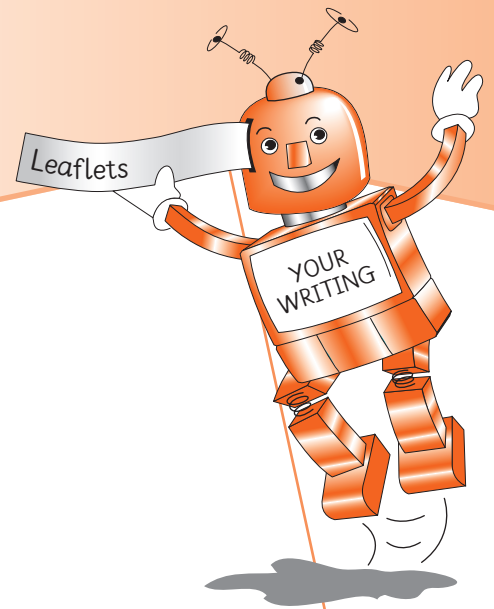
We usually pronounce the letter **r** when it is followed by a \_\_\_\_\_.



The **r** is usually silent when it is followed by a \_\_\_\_\_ or when it comes at the \_\_\_\_\_ of a word.

**1****Read, think and talk.**

How much do you know about writing a leaflet? Read these questions and possible answers. Which do you think are correct? Put a tick ✓ or a cross ✗. Be careful! There may be more than one correct answer for each question.

**1****What is a leaflet?****A leaflet ...**

- a. contains factual information
- b. doesn't usually have pictures
- c. doesn't usually cost money

**2****Where have you seen leaflets?****I've seen them ...**

- a. in shops and restaurants
- b. at the doctors and dentists
- c. in rubbish bins

**3****Why produce a leaflet?****Leaflets are used to ...**

- a. advertise
- b. educate or inform
- c. amuse and entertain

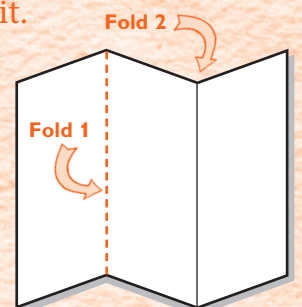
**4****What should you remember when designing a leaflet?****A leaflet should be ...**

- a. very detailed
- b. easy to understand
- c. attractive to look at

**2****Design a leaflet.**

Now turn to cut-out page 6 on page 103 at the back of this book. Read these instructions to design a leaflet for your project.

- 1** Find the side of the paper with the red dotted line on it. Fold along the red dotted line.
- 2** Turn the page over and find the black dotted line. Fold along the black dotted line. Look at this picture to help you.



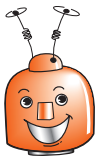




Now start planning your leaflet using the information you collected for your project. Use page 37 of your Classbook to help you.

# My learning record

Today is:

\_\_\_\_\_

## 1 How well can you do these things?

1  very well	2  well	3  OK	4  not sure	5  not very well
-----------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

- ◆ understand and talk about animals in danger
- ◆ read and understand factual information about extinct animals
- ◆ understand and use the first conditional
- ◆ read and understand factual information about animals in danger
- ◆ write about an endangered animal
- ◆ design a leaflet

## 2 What new words can you spell?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3

### What did you learn in this unit?

These are some things I've learned about this topic:

These are some things I would like to learn about this topic:

4

### What activities did you like in this unit?

I liked:

I didn't like:

5

### How well did you work with others?

My work with my friends was:



excellent



very good



good



OK



not very good

6

### How well did **you** work?

My work in this unit was:



excellent



very good



good



OK



not very good

# Celebrations



## 1 Listen and complete.

Listen and complete these sentences.

1. On 1st of July in Canada, many parents \_\_\_\_\_ their children on picnics.
2. Before Christmas, many people \_\_\_\_\_ shopping to buy Christmas presents.
3. On the Prophet's birthday, everyone \_\_\_\_\_ on their best clothes.
4. On 18th of November, Omanis \_\_\_\_\_ to the stadium to see the army and police parades.

## 2 Write.

Complete the following sentences.

1. In the month of Ramadhan, parents \_\_\_\_\_
2. On the first day of Eid, families \_\_\_\_\_

## 3 Read, find and write.

Find the names of the capitals for the countries in your group. Write them next to the countries for your group in the space provided.

### Group 1

Canada \_\_\_\_\_  
 Libya \_\_\_\_\_  
 The Philippines \_\_\_\_\_  
 Sweden \_\_\_\_\_

### Group 2

Mauritania \_\_\_\_\_  
 Peru \_\_\_\_\_  
 Norway \_\_\_\_\_  
 China \_\_\_\_\_

### Group 3

Thailand \_\_\_\_\_  
 Italy \_\_\_\_\_  
 Mexico \_\_\_\_\_  
 Algeria \_\_\_\_\_

### Group 4

Malaysia \_\_\_\_\_  
 Nigeria \_\_\_\_\_  
 Argentina \_\_\_\_\_  
 Poland \_\_\_\_\_

### Group 5

Finland \_\_\_\_\_  
 Vietnam \_\_\_\_\_  
 India \_\_\_\_\_  
 Angola \_\_\_\_\_

### Group 6

Pakistan \_\_\_\_\_  
 France \_\_\_\_\_  
 Chile \_\_\_\_\_  
 Egypt \_\_\_\_\_

Now change groups. Find someone from each of the other groups and write the names of the capitals for their countries in the space provided.

1

Think and write.

Look at the names of these capitals. Write the names of the countries.

Muscat

\_\_\_\_\_

Amman

\_\_\_\_\_

Damascus

\_\_\_\_\_

Sanaa

\_\_\_\_\_

Beirut

\_\_\_\_\_

Abu Dhabi

\_\_\_\_\_

Kuwait City

\_\_\_\_\_

Baghdad

\_\_\_\_\_

Doha

\_\_\_\_\_

2

Look and label.

Look at the map of the Middle East. Match the numbers on the map to the capitals in activity 1. Write the number next to the correct capital in activity 1.

The Middle East



dragon

brochure

red lantern

blowhole

banjo

clarinet

flute

## 1 Listen and tick.

Listen to the children speaking and tick ✓ the activities they say they do for each celebration.

	Oman National Day	Maulud Annabii	Christmas Day	Canada Day
eat special foods				
give gifts				
send cards				
visit relatives				
have picnics				
wear new clothes				
go to parties				
sing Qaseedas				
watch fireworks				
go to camel races				
go to stadium				
watch parades				

## 2 Read and answer.

Look at the chart in activity 1 and answer these questions.

- How many celebrations have special foods? \_\_\_\_\_
- In which celebration do people wear new clothes? \_\_\_\_\_
- On what celebrations do people give gifts? \_\_\_\_\_
- In which celebrations are there parties? \_\_\_\_\_
- How many celebrations have fireworks? \_\_\_\_\_

## 3 Read and write.

Rose is doing a project about different celebrations. She e-mailed her IKC friends and asked them to tell her about celebrations around the world. Read the reply from Maha about Oman National Day.

To: [rose@ikc.com](mailto:rose@ikc.com)  
 From: [maha@ikc.com](mailto:maha@ikc.com)  
 Subject: Oman National Day



Dear Rose,

It was nice to hear from you. I thought I would tell you about our National Day here in Oman.

The Oman National Day is a special day for Omanis. People go to the stadium to watch the army and the police parades. There are also lots of camel races.

Many people go and visit their relatives. Some families go on picnics and take special food with them. In the evening, there are fireworks. His Majesty Sultan Qaboos makes a speech which many families watch on television.

Hope this is useful for your project.

Maha



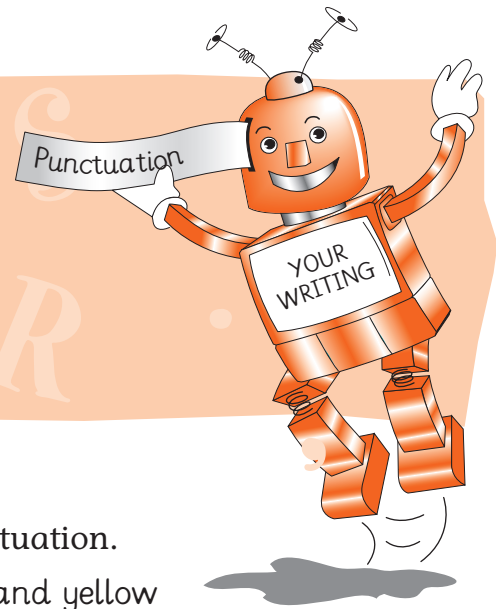
Now write a reply to Rose yourself. Use the information in the chart in activity 1 to tell her about a celebration from around the world.



## 1 Read and think.

What can you remember about punctuation?  
Read these questions and see if you can remember the rules.

- ☀ When do we use commas?
- ☀ When do we use full stops?
- ☀ When do we use capital letters?



## 2 Think and write.

Now rewrite these sentences using the correct punctuation.

1. the colours used to celebrate holi are green red blue and yellow  
The colours used to celebrate Holi are green, red, blue and yellow.
2. the people at the carnival make costumes that look like birds lions and monkeys
3. picnics camel races and fireworks take place on oman national day
4. teachers doctors and drivers go to the carnival in rio de janeiro

Now complete these rules. Use the words in the firework to help you.

-  We use \_\_\_\_\_ at the beginning of a sentence.
-  We use \_\_\_\_\_ at the end of a sentence.
-  We use \_\_\_\_\_ to take a little rest in a sentence.
-  We use \_\_\_\_\_ to separate all the things in a list.
-  We use \_\_\_\_\_ for names of people, places, book titles and festivals.
-  We use \_\_\_\_\_ for names of the days and months.
-  We use \_\_\_\_\_ when we write the word I.

a capital letter  
a comma  
a full stop

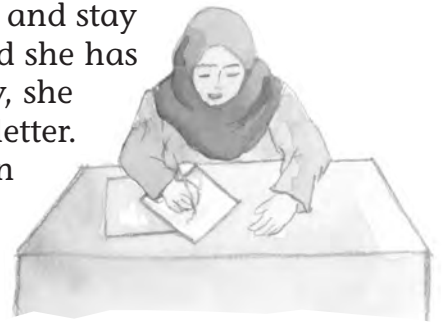
## 3 Think and complete.

Now look at these sentences and underline the correct words.

1. I/i like chocolate and i/I buy some every wednesday/Wednesday.
2. sindbad the sailor/Sin**d**bad the Sailor is my favourite story.
3. nizwa/Nizwa and salalah/Salalah are the best towns for tourists to visit in July/july.

# 1 Read and correct.

Asma has now finished her letter inviting Nouf to come and stay in Salalah. She has written her address and the date and she has also started and ended her letter properly. Unfortunately, she has made 12 spelling and punctuation mistakes in her letter. Underline the mistakes and then write each correction in the space provided. Two have been done for you.



The greeting is written on the left-hand side of the page. Note the use of capital letters.

Asma's full address and the date are on the top right-hand side of the page.

PO Box 117,  
Salalah,  
PC 211,  
Sultanate of Oman  
10th August, 2004

Dear Nouf,

I'm riteng to invite you and your famli to come to salalah for the Khareef Festival. It woud be best if you could come on Wednesday evning. I haven't made any plans for Wednesday as I'm sure you'll be tired after your journey.

on Thursday morning, my father is going to take all of us to see the blowholes. Then in the afternoon, we're going to visit the heritage village. I need to take some fotos for my school project. In the evening, we're going to go to the souk.

On Friday morning, were going to driv up into the mountains, but come back in tim for friday prayers. Later in the evening, we can go to the funfair if you like.

I haven't made any plans for Saterday morning, so you can sleep late. Then we'll have breakfast and take you to the airport.

Best wishes,

Asma

The writer's name is clearly written beneath the ending.

1. \_\_\_\_\_ writing \_\_\_\_\_

2. \_\_\_\_\_ family \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

# 2 Read and match.

Asma used her event map to help her write the letter of invitation to Nouf. Match the events from Asma's event map on page 43 of your Classbook to the paragraphs in her letter.

# 3 Think and write.

Asma used **Best wishes** for ending her letter, but you can use other endings. Think of some other endings that you know and write them here.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1** Read and say.

Say these words.



float

bow



'oa' and 'ow' sounds



SOUNDS

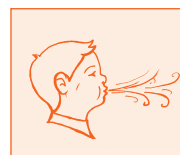
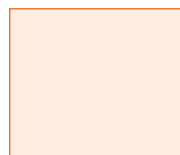
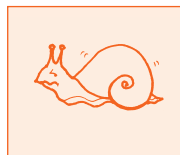
Some words have the same sound but are spelled differently.

**2** Read and sort.

Look at these pictures and sort the words into 'oa' or 'ow' groups. Write the words under the correct column.



oa



ow

---

---

---

---

---

---

---

---



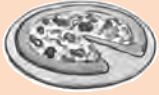
**3** Say a rhyme.

A goat wearing a bow and a coat in a boat in the snow.



## 1 Read and think.

We use **like** to talk about things we like or like doing. Look at these sentences and read the rules.

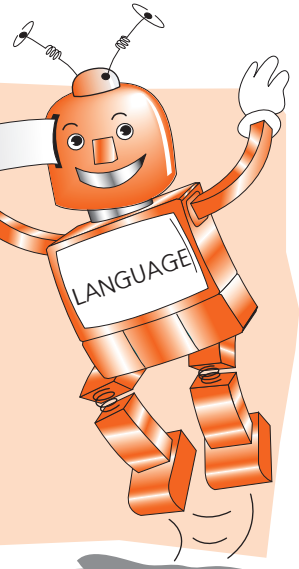


I like **pizza**.

Krishna likes **playing** the guitar.



'like' and 'would like'



**The verb like can be followed by a noun.**

**To describe an activity, the verb like can be followed by a verb ending in -ing.**

We use **would like** to talk about things we want to do or to have. Now look at these sentences and read the rules.



I'd like **an ice-cream**.

Saeed would like **to invite** Krishna to go roller skating with him.



**Would like can be followed by a noun or a verb.**

**If would like is followed by a verb, we use to + the infinitive.**

## 2 Read and complete.

Fill in the gaps in these sentences with **like** or **would like**.

1. I \_\_\_\_\_ to stay longer, but I have to go home now.
2. Asad \_\_\_\_\_ football. He plays every day.
3. Shamsa \_\_\_\_\_ to speak to you.
4. They \_\_\_\_\_ playing volleyball at the weekends.
5. My mother \_\_\_\_\_ drinking tea in the afternoon.



## 3 Read, think and complete.

Complete these sentences using the verbs in brackets.

1. Ahmed likes \_\_\_\_\_ . (swim)
2. He would like \_\_\_\_\_ tomorrow. (swim)
3. I don't like \_\_\_\_\_ to the cinema. (go)
4. My friends would like \_\_\_\_\_ me at home. (visit)
5. Would you like \_\_\_\_\_ to my birthday party? (come)

**1****Look and practise.**

Look at these picture cues and practise this conversation with a friend.



Would you like to go ice skating?



No, thank you, I don't know how to skate.



How about tennis then?



It's too hot for tennis.



What about going shopping then?



Yes, that's a good idea.

Now use these picture cues to practise further conversations.

**1****2****3****2****Order and write.**

Put the words in the correct order.

1. party / to / like / Would / you / come / to / my?

\_\_\_\_\_

2. be / great / That / would! // When / it / is?

\_\_\_\_\_

3. Monday / It's / on / 7.00 / at.

\_\_\_\_\_

4. friend / can / bring / I / a?

\_\_\_\_\_

5. course / Yes, / of.

\_\_\_\_\_

6. you / Thank!

\_\_\_\_\_

Now practise this conversation with a friend.



## 1 Read and complete.

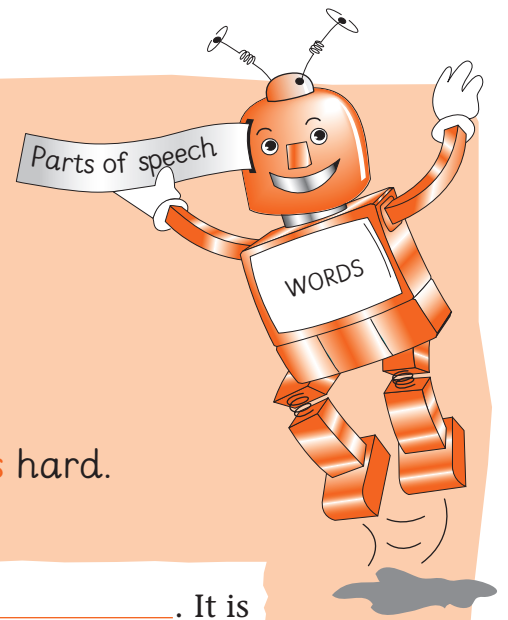
What can you remember about these different parts of speech – **nouns**, **verbs** and **adjectives**? Look at the sentence below. Complete the definitions with the correct parts of speech.

This is a \_\_\_\_\_.  
It is a naming word

Sara is a beautiful girl who works hard.

This is an \_\_\_\_\_. It  
is a describing word. It tells  
us more about the noun.

This is a \_\_\_\_\_. It is  
a word that describes action.



## 2 Think and decide.

Read these sentences. Tick the nouns, underline the verbs and circle the adjectives.

1. The oranges were delicious.
2. The girls slept in a small room.
3. The relatives played the guitar and the banjo.
4. Sara got blue jeans from her mother.
5. Salma liked the story.



## 3 Think and complete.

Complete these sentences with a suitable word. Look at the story of Sara's birthday party on pages 46–48 of your Classbook to help you. Then write in the brackets if the word is a **noun**, **verb** or **adjective**.

1. Sara's mother \_\_\_\_\_ a big cake. (\_\_\_\_\_)
2. The relatives played \_\_\_\_\_ music. (\_\_\_\_\_)
3. Sara's \_\_\_\_\_ was noisy because there were lots of people there. (\_\_\_\_\_)
4. The relatives \_\_\_\_\_ the oranges quickly. (\_\_\_\_\_)
5. Sara got a \_\_\_\_\_ jumper from her aunt. (\_\_\_\_\_)

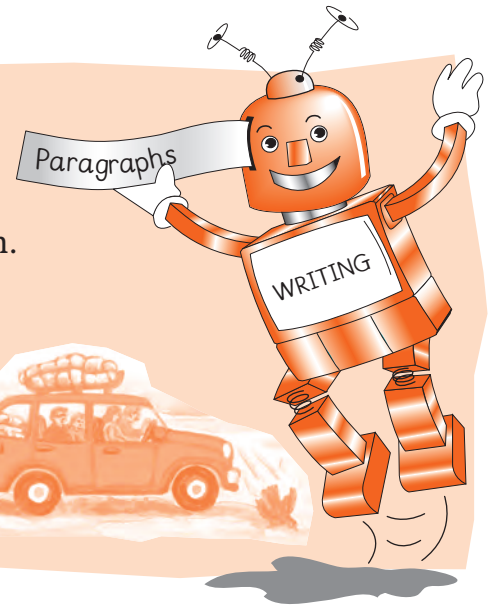
**1****Read and think.**

## What is a paragraph?

A paragraph is a group or collection of sentences which describe one main idea or one piece of action.

Paragraphs are used in stories to break it into sections to make it more interesting and to make it easier to read.

Look at the Birthday Party story.  
How many paragraphs are there?

**2****Read and match.**

The first sentence in each paragraph can tell us what the paragraph is going to be about. Now read the first sentence of each of the paragraphs in Sara's story mentioned below and match the sentences using the clauses in the box.

1. The **1st** paragraph tells us about
2. The **3rd** paragraph tells us about
3. The **5th** paragraph tells us about
4. The **8th** paragraph tells us about
5. The **9th** paragraph tells us about
6. The **13th** paragraph tells us about

- a. how the relatives went to work.
- b. Sara, the person telling the story.
- c. how the relatives celebrated Sara's birthday
- d. the end of the story.
- e. the arrival of the relatives.
- f. Sara's mother telling Sara about the relatives coming.

**3****Read and answer.**

Look at the story again and answer these questions.

1. Which paragraph describes the sleeping arrangements?
2. Which paragraph describes the birthday presents?
3. Which paragraph tells you that Sara's family will one day travel to help relatives pick grapes or oranges?

## 1 Think and write.

Rewrite the letters of the jumbled words so that they match the definitions. Write the correct word in the spaces provided. All the words are from the story.

- guh** \_\_\_\_\_ to put your arms around someone to show love or friendship \_\_\_\_\_
- tirpsed** \_\_\_\_\_ a pattern of straight lines, usually in different colours \_\_\_\_\_
- evsrealit** \_\_\_\_\_ members of a family \_\_\_\_\_
- hcapt** \_\_\_\_\_ part of an area that looks different from other parts \_\_\_\_\_
- xif** \_\_\_\_\_ to repair something which is broken \_\_\_\_\_
- netsper** \_\_\_\_\_ something people give you on your birthday \_\_\_\_\_
- keba** \_\_\_\_\_ to cook something like a cake in the oven \_\_\_\_\_



Now decide what part of speech each word is and write *n*, *v* or *adj* after each definition.

## 2 Read, draw and colour.

Read these descriptions of the presents that Sara got from her relatives. Draw, colour and label each of the pictures in the space below.

- ☀ a red and blue striped jumper
- ☀ a yellow, pink flowery scarf
- ☀ a brown and yellow spotted blouse
- ☀ a black and white striped skirt

## 3 Think and write.

Look at the descriptions of the clothes in activity 2 and complete the rule using these words.

clothes

pattern

colour

**When we describe the colour and pattern of clothes:**

**first we describe the** \_\_\_\_\_ ,

**then we describe the** \_\_\_\_\_ ,

**finally we name the** \_\_\_\_\_ .



## Improving your writing

There are many things you can do to improve your writing skills. Below are some questions to help you think about your own writing skills and what you can do to help yourself. Think about these questions and then talk about them with your friends.

### 1. Can you remember The Writing Route?

Write the order of these stages at the top of the *My Writing* cut-out page 9 on page 97 at the back of this book.

<b>Re-draft</b>	<b>Draft</b>	<b>Revise</b>	<b>Publish</b>
<b>Check</b>	<b>Re-read</b>	<b>Edit</b>	<b>Plan</b>

Which of these do you follow? Do you write a draft and then re-draft? Do you check your work? Do you write a neat final draft?

### 2. How do you plan your work?

Look at pages 12 and 34 of your Skills Book and page 43 of your Classbook. Make a list of the different ways you planned your writing this semester in the *planning* column on the *My Writing* cut-out page.

Do you plan your work before you write? If you do, which ways do you use? Do you always use the same way? Do you like one way better than another?

### 3. How do you organise a piece of writing?

Look back at pages 10 and 12 of your Classbook and page 53 of this book for ideas. What goes in the first paragraph? What goes in the middle? What goes in the last paragraph? Write the answers in the *organising writing* column on the *My Writing* cut-out page.

### 4. When you check your work or your friends' work, what do you look for?

Make a list in the *checking writing* column on the *My Writing* cut-out page.

Now look back at pages 47 and 48 of your Skills Book. What else can you look for? Add these to your list on the *My Writing* cut-out page.

What do you do to improve your spelling? What more can you do? Do you ever look back at the words in the previous unit to check that you still know how to spell them?

### 5. What can you do to improve your handwriting?

Make a list of what you can check for in your work or your friends' work. Write them in the *checking handwriting* column on the *My Writing* cut-out page.

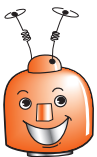
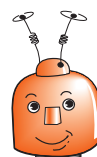



Do you do these things? What more can you do to improve your handwriting?

# My learning record

Today is:

\_\_\_\_\_

## 1 How well can you do these things?

<b>1</b>  very well	<b>2</b>  well	<b>3</b>  OK	<b>4</b>  not sure	<b>5</b>  not very well
------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

- ◆ talk about celebrations around the world
- ◆ read and understand factual information about celebrations from around the world
- ◆ make and respond to invitations using **would like + to**
- ◆ write an invitation
- ◆ read a story for pleasure
- ◆ check writing for punctuation and spelling

## 2 What new words can you spell?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------------------------	-------------------------------------------------	-------------------------------------------------

3

### What did you learn in this unit?

These are some things I've learned about this topic:

These are some things I would like to learn about this topic:

4

### What activities did you like in this unit?

I liked:

I didn't like:

5

### How well did you work with others?

My work with my friends was:



excellent



very good



good



OK



not very good

6

### How well did **you** work?

My work in this unit was:



excellent



very good



good



OK



not very good

# The future

## 1 Read, think and complete.

Look at the chant. Some of the words are missing.  
Use the words in the flying car below to help you complete the chant.

I'm going to the \_\_\_\_\_ this evening,

I'm going to the \_\_\_\_\_ this evening,  
I'll cheer and laugh when the good guys win,  
When the bad guys lose I'll laugh and grin.

I'm going to the \_\_\_\_\_ this evening.

I'm going to a \_\_\_\_\_ tomorrow,

I'm going to a \_\_\_\_\_ tomorrow,

I'll eat great food, I'll dance and I'll \_\_\_\_\_,  
I'll wear new clothes and a golden ring.

I'm going to a \_\_\_\_\_ tomorrow.

I'm going away for the weekend,  
I'm going away for the weekend,

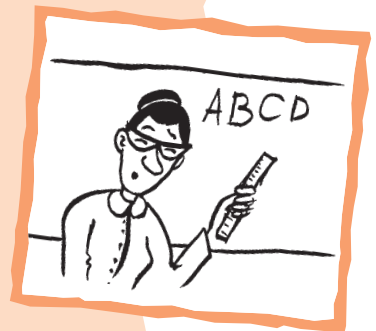
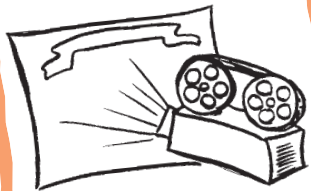
I'll \_\_\_\_\_, \_\_\_\_\_ and shop, I'll play all day,  
I'll have lots of fun in my own sweet way,  
I'm going away for the weekend.

I'm going back to \_\_\_\_\_ on Saturday,

I'm going back to \_\_\_\_\_ on Saturday,  
I'll beg and I'll say, 'Please teacher, be kind,'

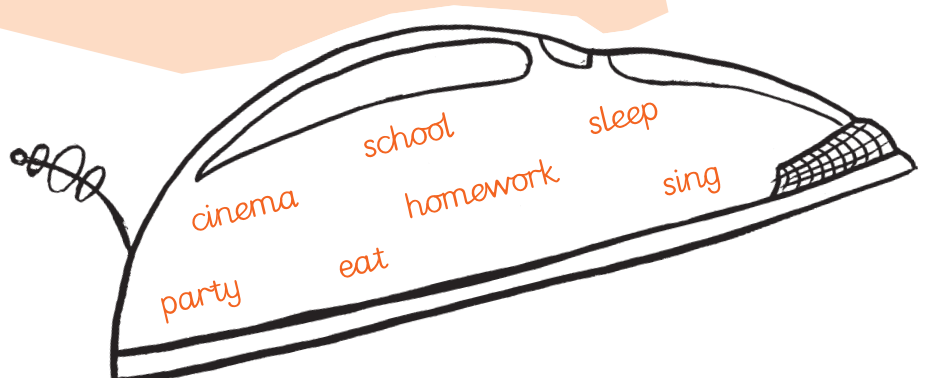
To finish my \_\_\_\_\_, I need more time!

I'm going back to \_\_\_\_\_ on Saturday.



## 2 Listen and check.

Now listen to the  
chant and check  
your answers

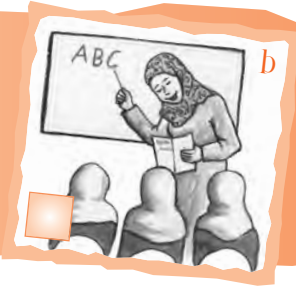


**1 Look, think and write.**

Look carefully at these pictures. Which picture shows each of the children's dreams? Tick the correct box.

①

Maha's dream



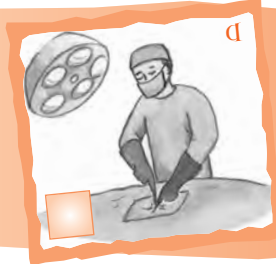
②

Hamed's dream



③

Talal's dream



Now write sentences to describe each of the children's dreams. Maha's has been done for you.

1. Maha dreamed that she was a successful businesswoman.
2. \_\_\_\_\_
3. \_\_\_\_\_

**2 Think and write.**

Think about these questions and then write your answers.

**20 YEARS FROM NOW ...**

1. Do you think there will be more Omani women who own successful businesses? Yes, I think there will.
2. Do you think there will still be wild animals like the Arabian tahr and the Arabian leopard in Oman? \_\_\_\_\_
3. Do you think schools will disappear and children will learn on computers at home? \_\_\_\_\_

Now compare your answers with a friend.

computer

robot

flying car

spaceship

satellite

# 1 Think and write.

## My life 20 years from now ...

Think about what your life will be like 20 years from now. Write your answers to the following questions. For example:



1. I'll live in a modern house. It'll have lots of hi-tech gadgets.

1. What kind of house will you live in?

---

2. What job will you do?

---

3. What country will you live in ?

---

4. What kind of car will you have?

---

5. What kind of computer will you have?

---

# 2 Ask and answer.

Now ask your friend the questions in activity 1. Listen to their answers and make notes. Then write a short paragraph about what your friend's life will be like 20 years from now.



What kind of car will you have?

I think I'll have a flying car which can fly from Muscat to Salalah in 20 minutes.



A large rectangular area with a light orange background and horizontal lines, intended for writing notes. The area is framed by a decorative border of small circles.

**1****Read and match.**

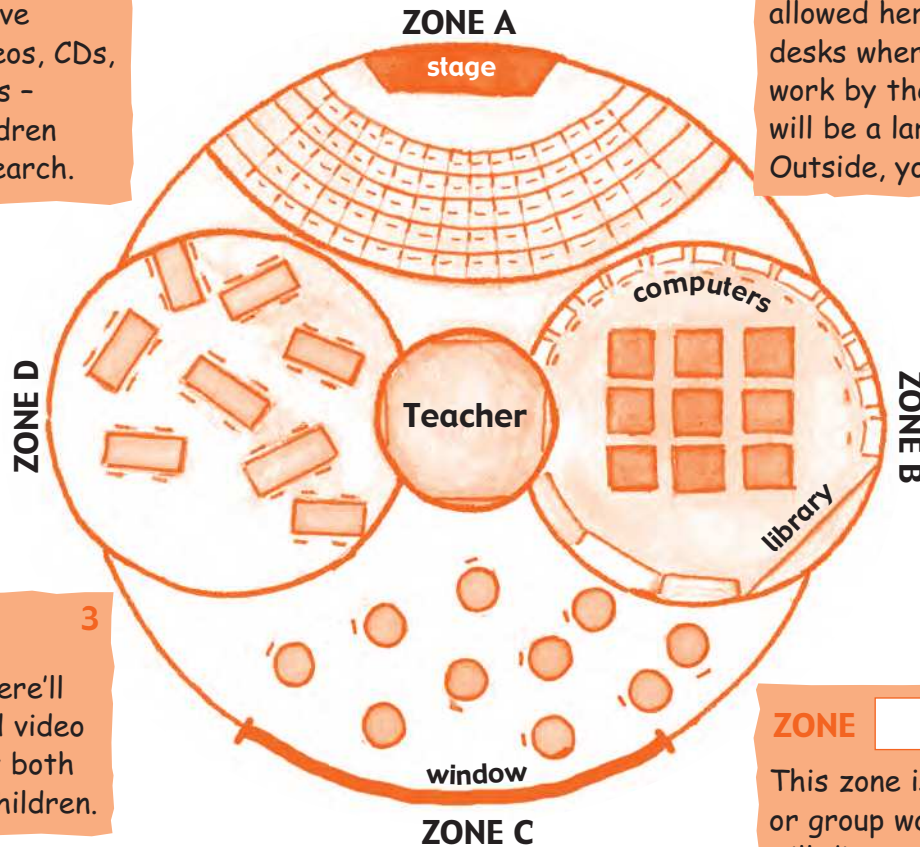
This is Talal's design for his classroom of the future. It will have four main areas or zones. Read each description and match them to one of the zones.

**ZONE****1**

In this zone, there will be the Media Resource Centre. It'll have computers, videos, CDs, DVDs and books - everything children need to do research.

**ZONE****2**

This zone is the quiet zone. No talking will be allowed here. There will be desks where children can work by themselves. There will be a large window. Outside, you'll see a lake.

**ZONE****3**

In this zone, there'll be lectures and video conferences by both teachers and children.

**ZONE****4**

This zone is for pair work or group work. Children will discuss their plans and projects without disturbing anyone else.



Now listen and check.

**2****Think and write.**

Now write answers to these questions:

- ① Where will group work take place ?
- ② Where will children be able to work individually?
- ③ Where will lectures take place?
- ④ Where will the Media Resource Centre be ?
- ⑤ Where will you be able to read a book quietly?
- ⑥ Where will you be able to do some research?

**Answers:**

- ① Zone D
- ② \_\_\_\_\_
- ③ \_\_\_\_\_
- ④ \_\_\_\_\_
- ⑤ \_\_\_\_\_
- ⑥ \_\_\_\_\_

Do you like this classroom? Compare your ideas with a friend.

**3****Do a project.**

Turn to cut-out page **H** on page 115 at the back of this book and design your own classroom of the future. Write a description. Show your friends and then put it in your portfolio.

## 1 Read and complete.

This is an extract from an essay Talal wrote about how cities will be built in the future. Unfortunately, he didn't finish it properly. Use the words in the box to write in the missing words.

- a. *underground*      b. *Japanese*      c. ~~won't~~      d. *solve*  
e. *2061*      f. *cities*      g. *work*      h. *hospitals*

In the future, there won't (1) be enough land for the world's population. Scientists and inventors are thinking seriously about how to \_\_\_\_\_ (2) this problem. One \_\_\_\_\_ (3) company thinks that by the year \_\_\_\_\_ (4), there will be people living on Mars. People will leave the Earth and live and \_\_\_\_\_ (5) on Mars. Another idea is to start building cities \_\_\_\_\_ (6). Big \_\_\_\_\_ (7) like Montreal in Canada already have underground shops. Why not build entire cities underground with shops, offices, schools and \_\_\_\_\_ (8) as well as leisure and entertainment facilities?

## 2 Think and sort.

What do you think of the idea of living in an underground city? Sort the advantages and disadvantages for each into the columns below.

### LIVING IN AN UNDERGROUND CITY

#### Advantages

a

#### Disadvantages

- a. There will be more space.      b. There won't be any daylight.  
c. There won't be any wild animals, trees or birds.  
d. It'll be clean and there'll be no pollution.  
e. The temperature won't be too hot or too cold.

Compare your ideas with a friend.





# 1 Read and underline.

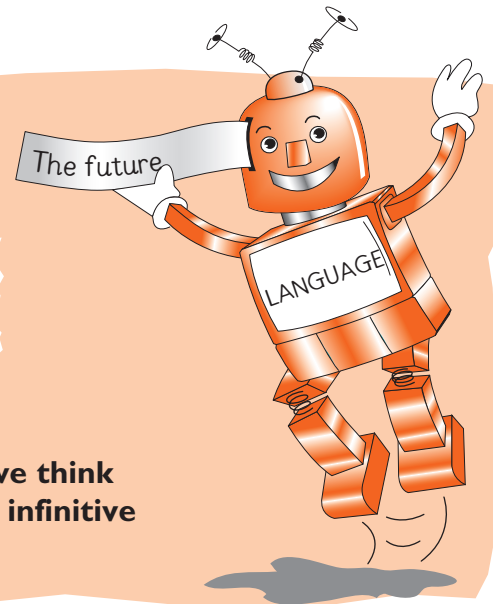
Read the sentence below and underline:

**will** the verb that follows **will**

Scientists will produce mini-robot doctors that will swim inside our bodies.

Now read the rule.

**We use will to predict what will happen or what we think will happen in the future. It is usually followed the infinitive of the main verb.**



# 2 Read and match.

Read and match these sentences about life in the future.

- |                                 |                          |                                        |
|---------------------------------|--------------------------|----------------------------------------|
| 1. We will not use keyboards,   | <input type="checkbox"/> | a. they will use solar energy instead. |
| 2. Cars will not use petrol,    | <input type="checkbox"/> | b. but we will not find life there.    |
| 3. Some animals will disappear, | <input type="checkbox"/> | c. we will tell computers what to do.  |
| 4. We will travel to Pluto,     | <input type="checkbox"/> | d. they will not survive.              |

# 3 Read, think and underline.

Read this text and underline the contractions for will and will not.

In the future, we'll use computers to help doctors diagnose illnesses. When we go to the doctor, we'll describe our symptoms and they'll be put into a computer. It'll then diagnose your illness. Computers won't replace doctors, but they'll help diagnose illnesses more quickly.

Now complete the rules.

**The contraction for will is \_\_\_\_\_ . The contraction for will not is \_\_\_\_\_ .**

**When we want to make a prediction about the future, we use will + \_\_\_\_\_ of the main verb.**

## 1 Look, think and listen.

Look at these three watches. Read these special functions and match them to each watch. Write the letter in the box next to each watch.

- This watch will give you information about traffic and the weather.
- This watch will store up to 128MB of files from your computer.
- This watch will have a microphone and can be used to make phone calls.



Now listen and check your answers.

Do you think these watches are in the shops now?  
Listen again and decide which of the watches:

- are on sale in the shops ? \_\_\_\_\_
- are not yet on sale ? \_\_\_\_\_

## 2 Invent.

Invent an exciting watch or object similar to the ones on page 59 of your Classbook that you think will be useful in the future. Think about these things:

- What will it do?
- What special functions will it have?
- What will it look like?
- Will it be small and easy to carry around?
- When will you use it?
- Where will you use it?
- What will it be called?



Draw a picture and write a description about it. Show it to your friends and then put it in your portfolio.

1

### Read and match.

Read and match each of the descriptions in the column on the right to one of the words on the left. The first one is done as an example.

1. telephone

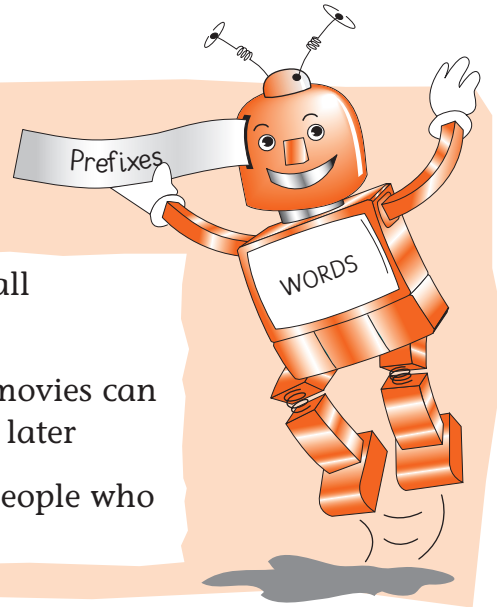
2. audience

3. videocassette

a. a group of people in a concert hall listening to music

b. TV programmes, films or home movies can be recorded on this and watched later

c. an instrument used to speak to people who are far away



2

### Think and sort.

How many new words can you make by adding the word endings below to the prefixes in the table? Some can be used more than once.

a. cassette

b. phone

c. screen

d. player

e. vision

f. scope

VIDEO

Meaning: related to seeing

videocassette

TELE

Meaning: coming from far away

AUDI / AUDIO

Meaning: related to hearing

3

### Think, check and write.

Look carefully at the prefix at the beginning of each word in activity 2 and guess the meaning of the word using the prefix to help you. Now write three sentences using a word from each column.

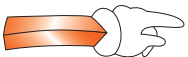
1. \_\_\_\_\_

2. \_\_\_\_\_

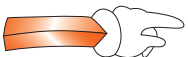
3. \_\_\_\_\_

Now complete the rules.

**Sometimes if we know the meaning of a prefix it can help us guess the meaning of a word we haven't seen before.**



**Words beginning with \_\_\_\_\_ usually have a meaning related to seeing.**



**Words beginning with \_\_\_\_\_ usually have a meaning related to distance.**

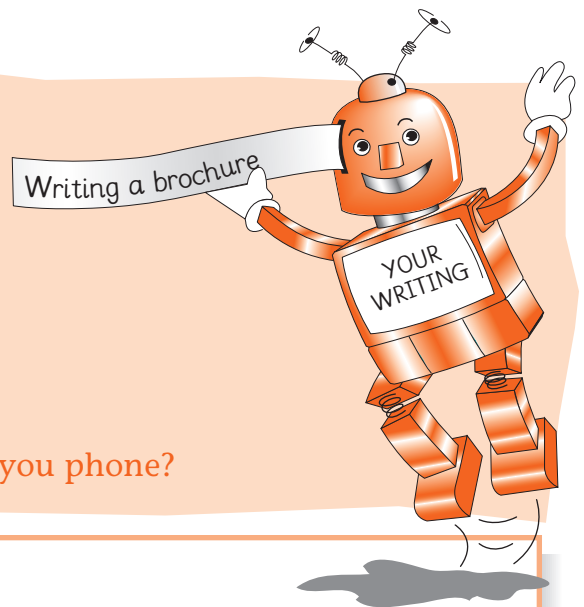


**Words beginning with \_\_\_\_\_ or \_\_\_\_\_ usually have a meaning related to hearing.**

## 1 Read and answer.

Read about an unusual hotel and answer these questions:

1. What is the name of this hotel?
2. Why is the hotel special?
3. What activities can guests do at the hotel?
4. What do the pictures show?
5. If you want to stay at the hotel, who should you phone?



Name of hotel

### SUB-ACQUA

Why it's special

**The world's finest luxury underwater hotel.**

**Opening soon ...**

**Don't miss this opportunity of a lifetime!**

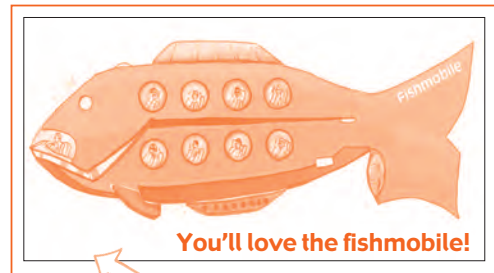
**Come and stay with us for a few days - you'll never forget it!**

Attractions

- ⊗ You'll see amazing fish, turtles, dolphins and whales swim by as you relax in your hotel room. All rooms will have a huge glass window through which you can watch the fish swim by.
- ⊗ More adventurous guests will love exploring underwater caves and shipwrecks.
- ⊗ Less energetic guests will prefer to take our daily trip around the ocean floor in our comfortable Fishmobile.
- ⊗ Every night there will be fantastic entertainment, including great films about the wonders of the ocean.

Contact

For reservations: Contact Shelly  
Tel: 8756453



Pictures



## 2 Read and discuss.

What will holidays be like in the future? Read about these three holidays. Discuss with your friends which one you would like to go on.

### 1. Holiday on Mars. You'll have a terrific time!

- ⊗ See amazing stars and comets.
- ⊗ Enjoy floating in space.
- ⊗ Watch astronauts at work.

### 2. Journey to the centre of the Earth.

You'll visit ancient cities buried for thousands of years.

- ⊗ Visit fascinating buried cities.
- ⊗ Learn about rock formation.
- ⊗ See wonderful fossils.

### 3. Time Travel. Come with us to 2085 - you'll be amazed!

- ⊗ See what your town will look like.
- ⊗ Find out why people living in 2085 think we're crazy.
- ⊗ Travel in comfort in our Time Machine!

**3****Think and talk.**

Read these questions and discuss them with your friends.

1. What is the brochure in activity 1 about?
2. Who is it for?
3. What is the purpose of the brochure?
4. What makes it interesting to read?

Now use these questions to talk about the brochure on page 49 of your Classbook and the brochures that you and your friends made. What made them interesting to read? Discuss your answers with your friends.

**4****Design a brochure.**

Write a brochure advertising a holiday of the future. You can choose one of the suggestions from activity 2 or you can think of your own holiday of the future. Follow these stages:

1. Think about the kind of information you want to include. Where will the holiday be? How will people travel there? What will people see? What will they do? What sort of facilities will there be? What will people eat? What places will they visit? Where will they stay?
2. Think about:  
**transport**  
**where people will stay**  
**entertainment**  
**food**  
**shopping**
3. Write your ideas in note form and think about what pictures you would like to include.
4. Plan the design of your brochure. Look at page 41 of your Skills Book and page 49 of your Classbook for ideas. Think about what information you will put on each page and how you will organise it. Think about how to make it interesting and attractive for your audience.
5. Turn to cut-out page **10** on page 95 at the back of this book. You can use this page to make your brochure.
6. Remember to follow the Writing Route to write about your holiday of the future. Ask your friend to check your writing. Make any changes to your writing.
7. Write your final draft of your brochure and add pictures. Don't forget to number your pages!
8. Show your finished brochure to your friends.

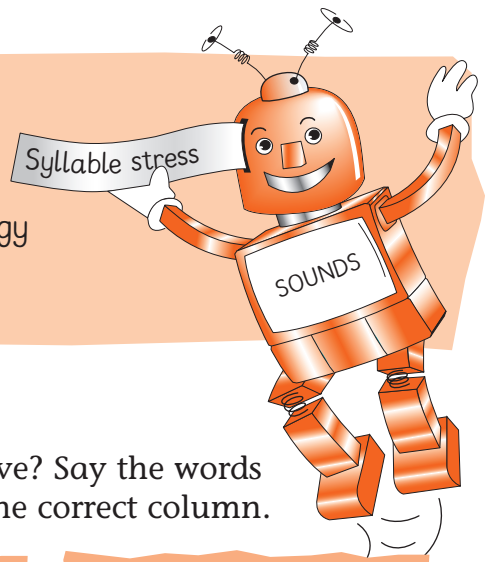
# 1 Read and say.

Say these words and look at the number of syllables in each word.

fu|ture  
2 syllables

com|pu|ter  
3 syllables

tech|no|lo|gy  
4 syllables



# 2 Think, sort and listen.

How many syllables do these words have? Say the words to yourself and decide. Write them in the correct column.

- musical
- facility
- classroom
- television
- expensive
- city
- underwater
- robot
- business
- video
- exploration
- submarine

2 syllables

---



---



---



---

3 syllables

---



---



---



---

4 syllables

---



---



---



---



Now listen and check your work.

# 3 Think and listen.

Look at these words. Think about where the strongest syllable is and mark it on each word. Then listen and check.

1. leisure

2. journey

3. planet

4. telephone

5. arteries

6. holiday

7. recognition

8. operation

9. information

Compare your answers with a friend.

Now complete the rules.

**When we say words in English, some syllables are stronger than others.**

**This is called \_\_\_\_\_.**

**Words with four syllables which end in -ion often have a stronger stress on the \_\_\_\_\_ syllable.**

# 1

## Make a Learning Journal Profile.

Find the 3 Learning Journal cut-out pages that you put in your portfolio. Put them on your desk where you can see them easily. Follow the instructions below to complete your Learning Journal Profile.

1. Remove the Learning Journal Profile sheet from cut-out page 11 on page 93 at the back of this book.
2. Draw a picture or put a photograph of yourself in the space marked **Me**.
3. Now look at the heading **How do I learn new words?** Before you complete this, go back to the learning quiz on page 13 of this book. Write two things that you will do in future to learn new words in this space. Give an example of how you store words.
4. Look at the heading **How do I get ready for reading?** Before you complete this, find cut-out page 4 – the Learning Journal cut-out page for unit 2. Make a list of some things you can do before you start reading.
5. The next heading is **How do I get started on my projects?** Before you complete this, go back to the cut-out page 5 – the Learning Journal cut-out page for unit 3. Look at it and then make a list of what you did to get started on your Endangered Animal project.
6. Finally, look at the heading **How can I improve my writing?** Before you complete this, look at page 55 of this book and your Learning Journal cut-out page 9 for unit 4. Write down three things you will do in future to improve your writing.

When you have completed your Learning Journal Profile, check your writing and then show it to a friend. How different is your Learning Journal Profile from your friend's?



Put your Learning Journal Profile in your portfolio.



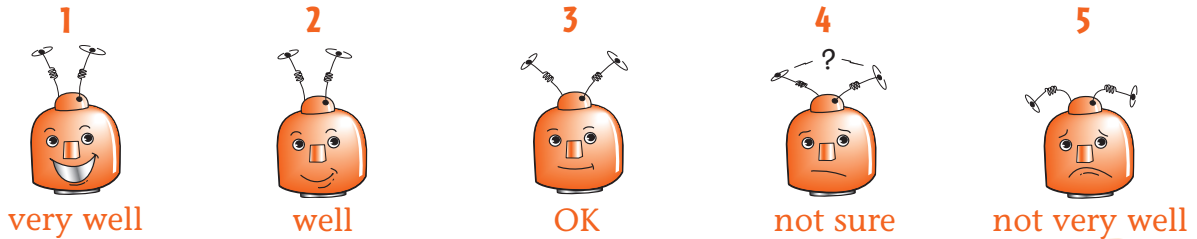
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# My learning record

Today is:

\_\_\_\_\_

## 1 How well can you do these things?



- ◆ talk about life in the future
- ◆ read and understand information about life in the future
- ◆ understand and use **will** to make predictions about the future
- ◆ read a story for pleasure
- ◆ write a description of a classroom in the future
- ◆ design a leaflet

## 2 What new words can you spell?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### 3 What did you learn in this unit?

These are some things I've learned about this topic:

These are some things I would like to learn about this topic:

### 4 What activities did you like in this unit?

I liked:

I didn't like:

### 5 How well did you work with others?

My work with my friends was:



excellent



very good



good



OK



not very good

### 6 How well did **you** work?

My work in this unit was:



excellent



very good



good



OK



not very good



Week 1

1. I found that the pictures really helped me to understand the walk in the wadi story.

2. I think I'd like to be an inventor when I grow up.

Week 1

Week 2

3. I have had fun thinking about my future classroom. It'll be interesting to see what my friends do for their project.

4. What an unusual idea for a hotel! I can't imagine what it will actually be like.

Week 2

Week 3

5. I think I'll build a model of a school in the future.

6. I enjoyed looking at other people's designs for the future. Maybe some of the ideas will happen, maybe they won't. Who knows?!

Week 3



Week 1

1. I learned the names of lots of capital cities I didn't know before. I want to visit Paris to see the Eiffel Tower.

2. It was very interesting reading about celebrations all over the world.

Week 1

Week 2

3. I like the idea of planning writing using an events map.

4. Talking to my friends in English was really great!

Week 2

Week 3

5. I enjoyed listening to the story at the same time as reading it.

6. I need to check my writing more carefully for spelling and punctuation.

Week 3



Week 1

1. We talked about why animals are endangered. We thought of lots of reasons.

2. It was interesting finding out more about the oryx. I'd really like to visit the reserve and see these animals in the wild.

Week 1

Week 2

3. This week we talked about what will happen to animals if we continue to pollute the Earth. I learned a bit about how to use the first conditional in English.

4. I was surprised to find out about all the rubbish in the sea and the danger this can cause.

Week 2

Week 3

5. Reading about the orang-utan on page 37 of the classbook was easy. I also got some good ideas about how to organise my leaflet. Great!

6. My friends made fantastic leaflets about endangered animals. We decided to make a display of our leaflets for the LRC.

Week 3





Week 1

Week 1

1. I decided to write about Ibn Nafees. All those years ago, he was the first person to write about how blood goes round the body. Wow!

2. This week I learned how to talk about common illnesses in English.

Week 2

Week 2

79

3. I thought of 2 titles for the story - 'Hooray for Laila' and 'Lucky Escape'. I can't decide which I like best.

4. I really enjoyed doing the quiz.

Week 3

Week 3

5. Today we listened to the Junk Food Song. I laughed and laughed. That person must be really, REALLY unhealthy!

6. I enjoyed making my booklet about healthy living.



Week 1

Week 1

1. Great! We began English today.  
I'm really glad. Hooray!

2. It was interesting reading about traditional homes in Oman.

Week 2

Week 2

3. We talked about our memories. Some of my friends were scared of the dark when they were very young.

4. I'm going to interview my grandfather. He lives in Nizwa. I'm very excited about the project. I think I've got some great photos. Fantastic!

Week 3

Week 3

5. Help! Help! SOS! I love learning new words, but ... how can I remember them?

6. I enjoyed doing the project because I learned a lot of interesting things about life in the past. I also enjoyed my friends' projects. I learned a lot from them.



# project Record Sheet

## Design your classroom of the future.

Tick ✓ each stage of your project as you complete it.

1. Think about the design of your classroom. Where will your classroom be? What shape will it be? Discuss your ideas with your friends. Write them here:

2. Think about what you will include in your classroom. What furniture will you have? What technology will you have? What classroom equipment will you have – pens, paper, etc.? What gadgets will you have? Discuss your ideas with your friends. Write them here:

3. Think about where everything will be in the classroom. Discuss your ideas with your friends. Write your ideas here:

4. Think about what activities you will do in the classroom. Discuss your ideas with your friends. Write your ideas here:

5. Turn to cut-out page H and plan how you will present your ideas. Decide where you will draw your plan and where you will write your description.

6. Write a description of your classroom of the future. Remember to follow the Writing Route. Ask your friends to check your writing. Make any changes to your writing.

7. Draw your classroom of the future on the cut-out page and add the final draft of your description.

8. Show your finished design to your friends.



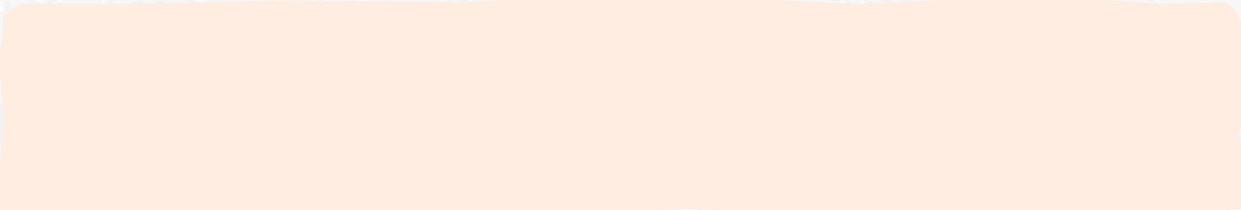
# project Record Sheet

Make a leaflet about an endangered animal.

Tick ✓ each stage of your project as you complete it.

1. Choose an endangered animal to write about. Write the name here:  

2. Think about the kind of information you want to find out about. Discuss with your friends and write your ideas here:  

3. Write some ideas here about where you will find information and pictures for your project:  

4. Follow the instructions on page 41 of your Skills Book to make your leaflet, using cut-out page 6. Then keep this in your portfolio until you are ready to write your information.
5. Plan the design of your leaflet. Look at page 41 of this book and page 37 of your Classbook for ideas. Think about what information you will put on each page and how you will organise it.
6. Remember to follow the Writing Route to write about your endangered animal. Ask your friends to check your writing. Make any changes to your writing.
7. Write your final draft on the leaflet and add pictures. Don't forget to add page numbers!
8. Show your finished leaflet to your friends.





# project Record Sheet

Make a booklet about healthy living.

Tick ✓ each stage of your project as you complete it.

1. Think about healthy and unhealthy food. Where can you look for information and pictures? Discuss with your friends and write your ideas here:

2. Make a list of the different types of food we eat and then give advice on how much food we should eat. Write your notes here:

3. Plan how you will present this information and what you will write. You may also decide to include the healthy eating pyramid from cut-out page E. Write your ideas here:

4. Think about health and fitness. Write about why exercise is good for you and the different types of exercise people can do to become fit and healthy. Think about where you can look for information and pictures. Discuss with your friends and write your ideas here.

5. Plan how you will present this information and what you will write. You may like to include a fitness exercise with instructions.

6. Organise all your information into a booklet and add pictures. Remember to follow the Writing Route. Ask your friends to check your writing. Make any changes to your writing.

7. Think about what else you would like to include in your booklet. You may want to write a rap or a song about food, health and exercise. Give your booklet a title and design a cover for the booklet.


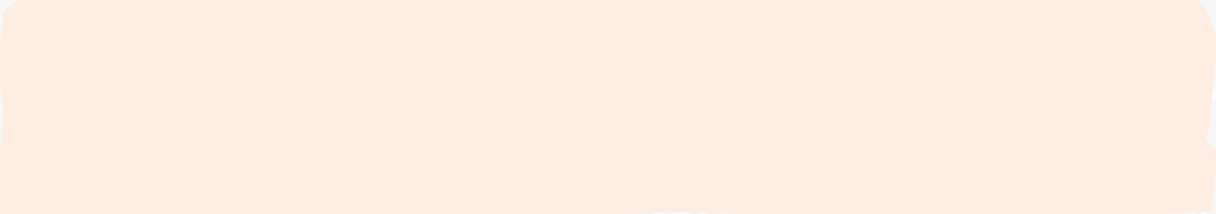

8. Show your booklet to your friends. Then put it in your portfolio.



# project Record Sheet

Do an interview and write about life in Oman in the past.

Tick ✓ each stage of your project as you complete it.

1. Who are you going to interview? Write their name here:  

2. Make a questionnaire for your interview. Use cut-out page 1 to help you.
3. How will you record your information from the interview? Write your ideas here:  

4. What information will you use from your interview and how will you organise it? Plan your writing. Use cut-out page 2 to help you.
5. What photographs, pictures or drawings will you include? Write your ideas here:  

6. Remember to follow the Writing Route to write up your information. Ask your friends to check your writing. Make any changes to your writing.
7. Add photographs, pictures or drawings to illustrate your writing. Display your work.
8. Store your work in your portfolio.



# My English Portfolio

Name ..... Date .....



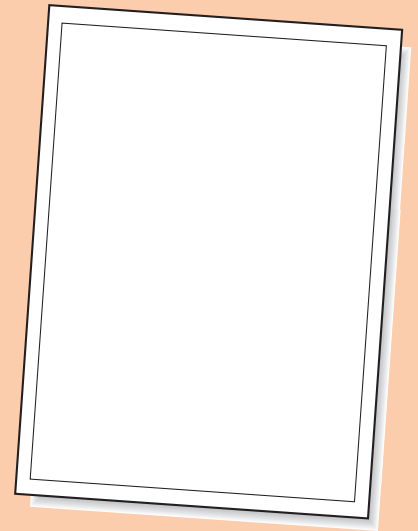
## Contents





# Learning Journal Profile

How do I learn new words?



Me

How do I get ready for reading?

How do I get started on my projects?

How can I improve my writing?









# My Writing

The Writing Route



1



2



3



4



5



6



7



8

planning

organising writing

checking writing

checking handwriting





Use this page to make your hotel brochure.



# We are the children of the world



We celebrate, we celebrate,  
The children of the world celebrate,  
The children of the world celebrate.

I celebrate and you celebrate,  
She celebrates and he celebrates,  
We are all the children of the world and we celebrate.

Fanny comes from China, Jenny comes from Kenya,  
Danny comes from India, Hamdi comes from Libya,  
We are all the children of the world and we celebrate.

Rani is from the South, Tommy is from the North,  
Ali is from the East, Johnny is from the West,  
We are all the children of the world and we celebrate.

Fanny comes from China, Jenny comes from Kenya,  
Danny comes from India, Hamdi comes from Libya,  
We are all the children of the world and we celebrate.

Rani is from the South, Tommy is from the North,  
Ali is from the East, Johnny is from the West,  
We are all the children of the world and we celebrate.

We are the children of the world

Now write a verse of your own.

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**Do you know?**

- What is the capital of Bangladesh?
- What is the capital of Myanmar?
- What is the capital of Nepal?









# My Project Planning Sheet

**K**

what I know

**W**

what I want  
to know

**L**

what I learned



# Getting ready for reading

What is the topic?  
What do I know  
about the topic?

Are there any pictures?  
What information can I  
get from the pictures?

What is the title?

What type of text  
is it?

REFERENCE  
7B Unit 2

Classbook  
page 16

Classbook  
pages  
18-22

Classbook  
page 24

Skills Book  
page 26



# My bones

My shoulder bone's connected to my arm bone,  
My arm bone's connected to my wrist bone,  
My wrist bone's connected to my finger bone,  
These are my bones, my bones.

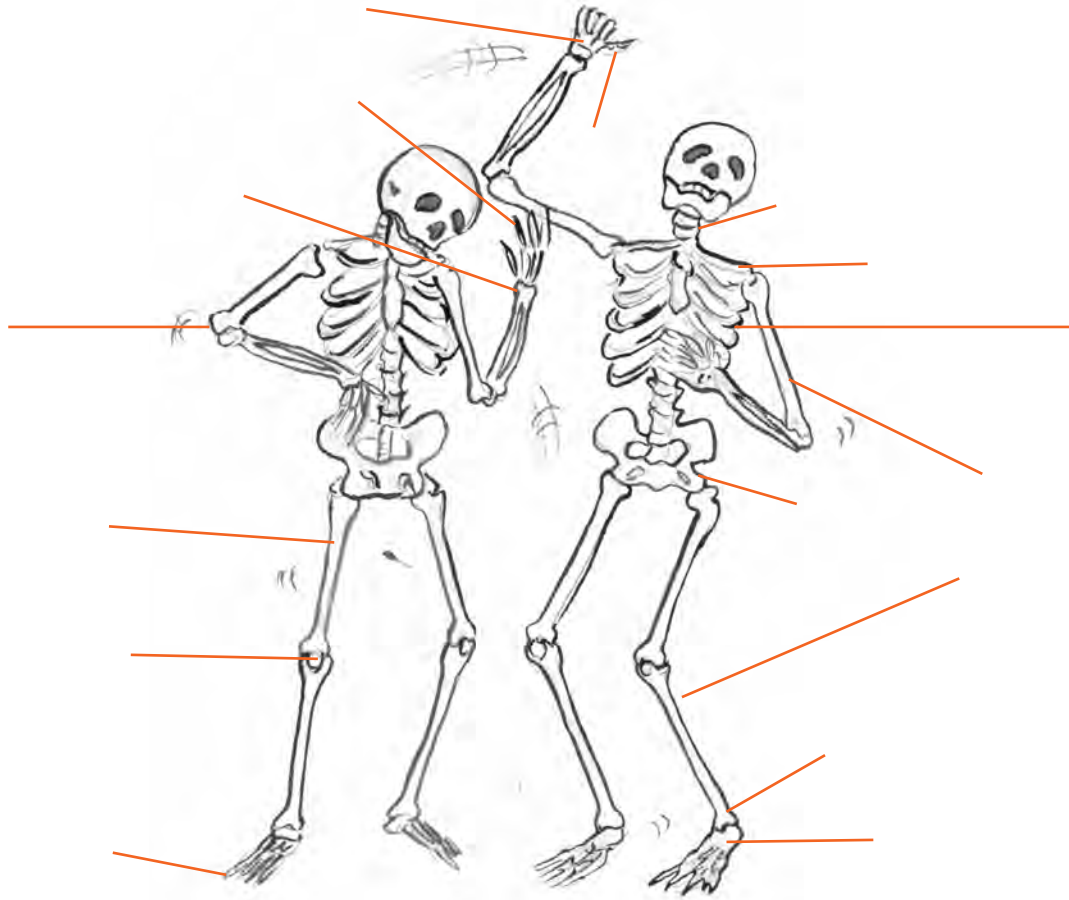
These bones, these bones, these strong bones,  
These bones, these bones, these strong bones,  
These bones, these bones, these strong bones,  
These are my bones, my bones.

These bones, these bones I can't see,  
These bones, these bones inside me,  
These bones, these bones, so many,  
These are my bones, my bones.

My thigh bone's connected to my leg bone,  
My leg bone's connected to my ankle bone,  
My ankle bone's connected to my toe bone,  
These are my bones, my bones.

These bones, these bones, these strong bones,  
These bones, these bones, these strong bones,  
These bones, these bones, these strong bones,  
These are my bones, my bones.

These bones, these bones I can't see,  
These bones, these bones inside me,  
These bones, these bones, so many,  
These are my bones, my bones.



*Did you know?* Babies have got more bones in their bodies than adults. A baby has got about 300 bones. An adult has got about 206 bones.

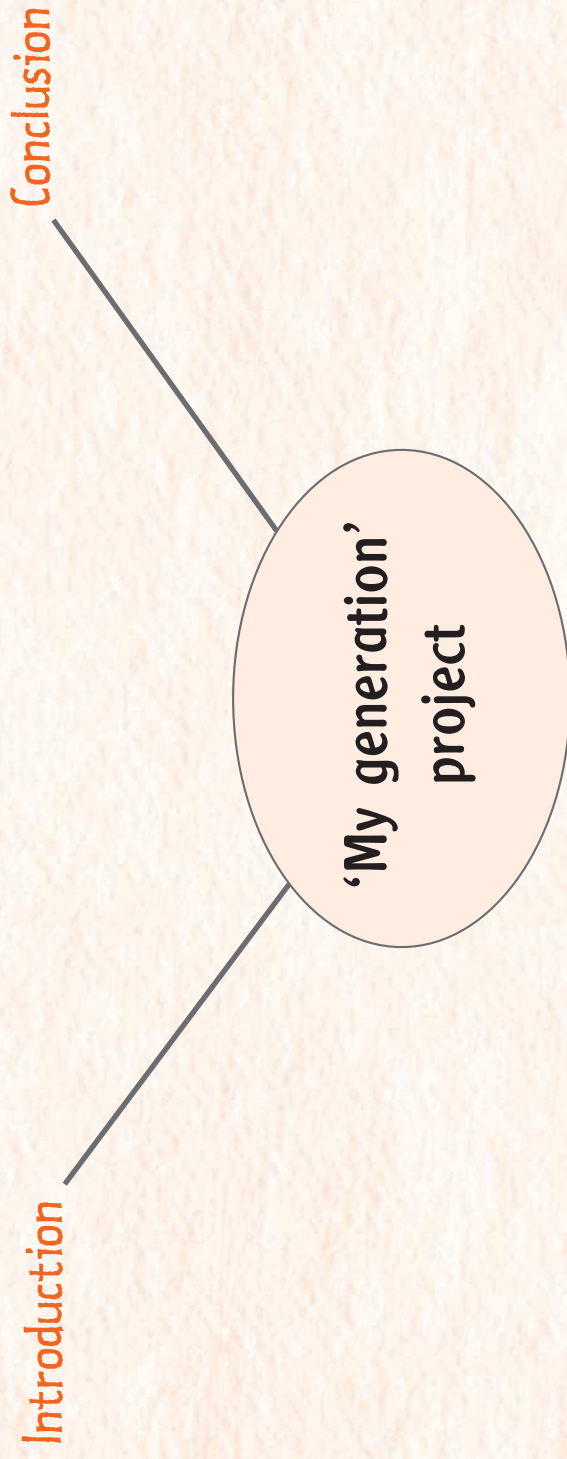
- back
- leg
- thigh
- foot
- elbow
- arm
- hand
- hip
- wrist
- finger
- toe
- thumb
- shoulder
- knee
- neck
- ankle





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# Organising your writing





# 'My generation' questionnaire

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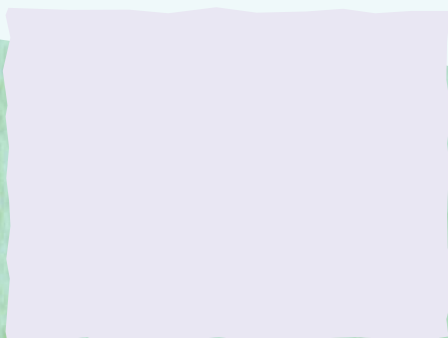
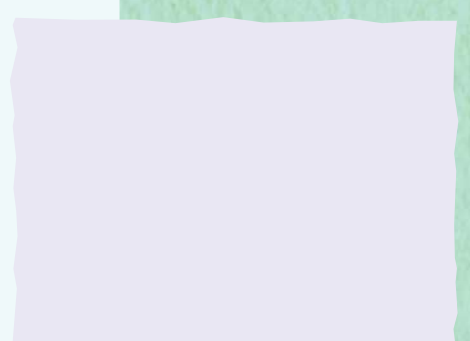
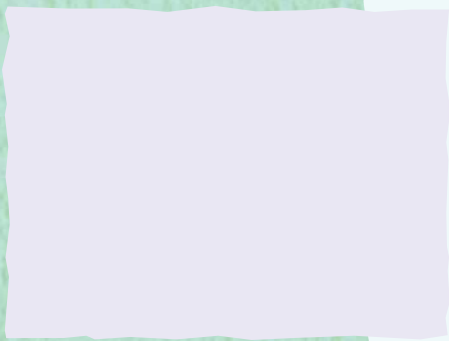
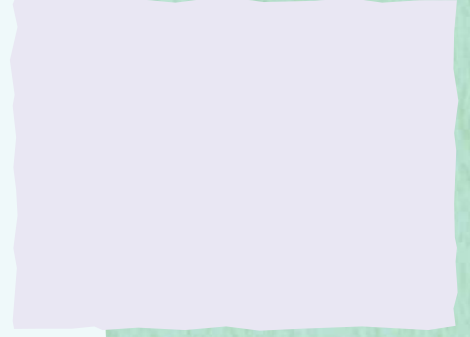
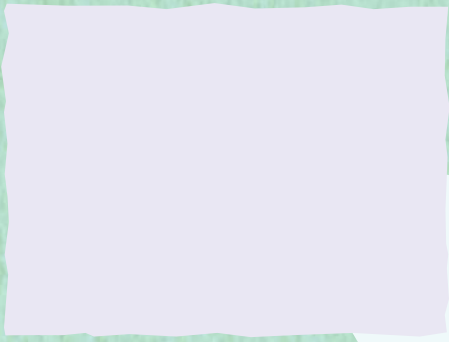


My classroom of the future My classroom of the future My classroom of the future My classroom of the future

My classroom of the future My classroom of the future My classroom of the future My classroom of the future



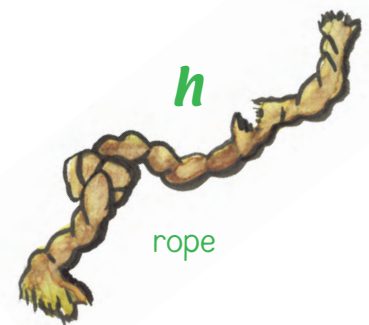
# My event map







# Operation Clean-up

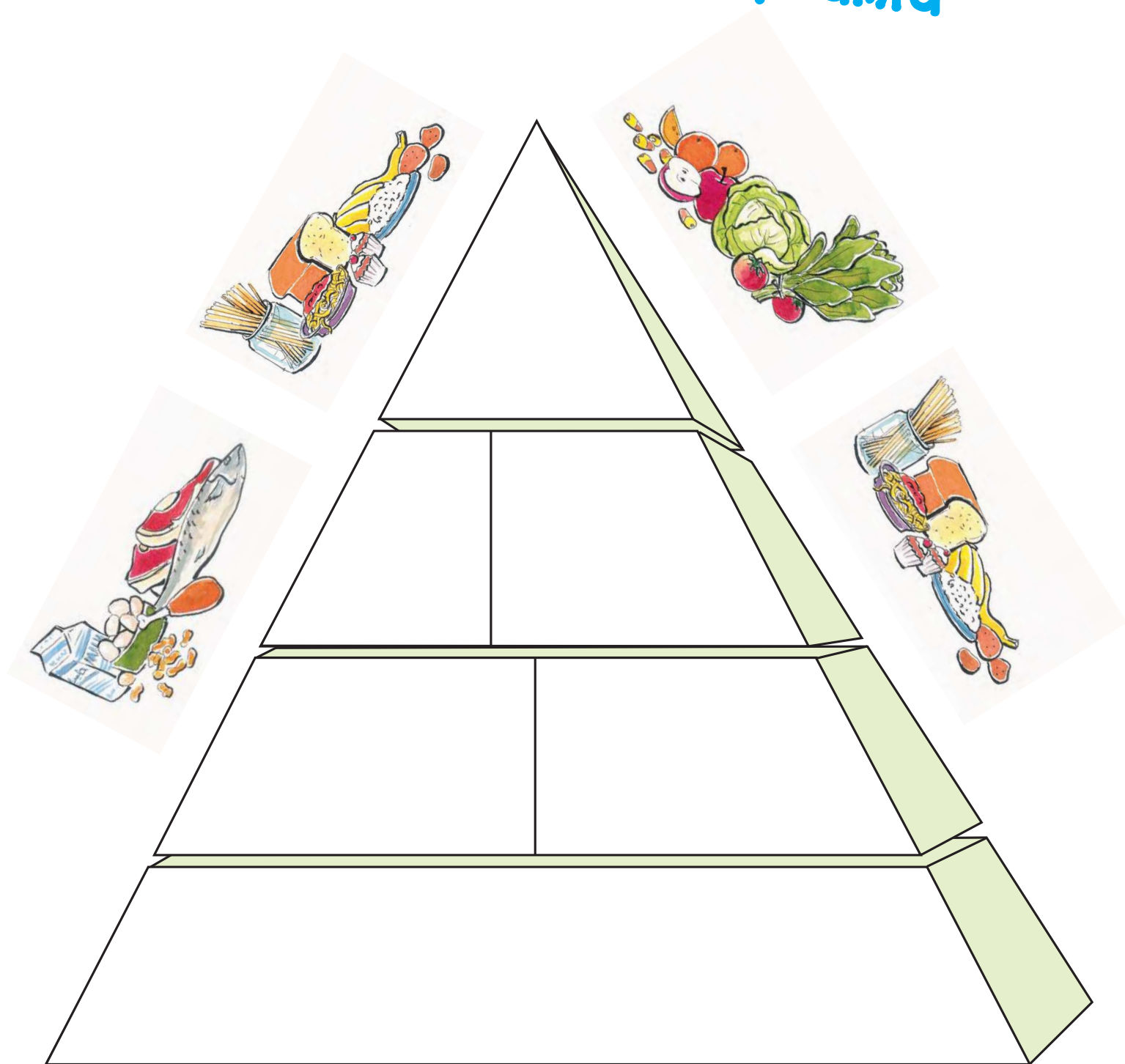


## The Rubbish TOP TEN!

- |     |       |
|-----|-------|
| 1.  | 1145+ |
| 2.  | 825   |
| 3.  | 774   |
| 4.  | 624   |
| 5.  | 533   |
| 6.  | 462   |
| 7.  | 455   |
| 8.  | 400+  |
| 9.  | 373   |
| 10. | 370   |



# The healthy eating pyramid









How long ago  
did you ...

do some exercise?

How long ago  
did you ...

eat breakfast?

How long ago  
did you ...

have a picnic?

How long ago  
did you ...

begin learning English?

How long ago  
did you ...

eat an ice-cream?

How long ago  
did you ...

go to the dentist?

How long ago  
did you ...

watch an English tv  
programme?

How long ago  
did you ...

read a book in English?

How long ago  
did you ...

do your homework?

How long ago  
did you ...

buy your mum a  
present?

How long ago  
did you ...

listen to some music?

How long ago  
did you ...

practise your spelling?

How long ago  
did you ...

How long ago  
did you ...

How long ago  
did you ...

### How to play

- ① Remove cut-out page **C** and cut out the cards.
- ② Play in groups of 3. Put your cards together and shuffle them. Put them in one pile in the centre of the table, face downwards.
- ③ Each player in turn picks up a card and asks the other two players the question on the card. The first player to give a sensible answer wins the card. The person who asks the question decides whether to accept the answer or not.
- ④ If the answer is not accepted, the card goes back at the bottom of the pile in the middle of the table.
- ⑤ The winner is the person with the most cards at the end of the game.





# information page A

1st **IKC** conference

CONFERENCE PROGRAMME

## My generation Past and present

### Sunday

Start	Finish	Speaker	Topic
	9.30	Vicky	Opening of day 2
9.35	10.20	Toshi	Life in Japan 50 years ago
10.25		Rashid	My granddad's generation - Daily life in Oman

### Break

	12.30	Maha	Changes in Oman - 50 years ago and now
12.35		Paul	IKC remembers - our early memories

### Lunch

1.50		David	Life in Australia 50 years ago
	3.25	Maria	My generation - Life as a teenager
3.30	3.45	Paul & Maha	Winners of the IKC badge competition

# information page B

1st  conference

CONFERENCE PROGRAMME

## My generation Past and present

### Sunday

Start	Finish	Speaker	Topic
9.15	9.30	Vicky	Opening of day 2
9.35		Toshi	Life in Japan 50 years ago
	11.10	Rashid	My granddad's generation - Daily life in Oman

### Break

11.45		Maha	Changes in Oman - 50 years ago and now
	1.00	Paul	IKC remembers - our early memories

### Lunch

	2.35	David	Life in Australia 50 years ago
2.40	3.25	Maria	My generation - Life as a teenager
3.30		Paul & Maha	Winners of the IKC badge competition

# Design an IKC badge

- ① Draw your design on one circle. Use the IKC pictures on the right if you want to.
- ② Cut out both circles. Stick the blank one onto the back of the circle with your design on it.
- ③ Then use a piece of sellotape to attach a safety pin to the back and you have made your own IKC badge!

