



لتقدم بثقة
Moving Forward
with Confidence



BASIC EDUCATION 7A SKILLS BOOK

English for Me



2021

MINISTRY OF EDUCATION, SULTANATE OF OMAN



**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan,
Qaboos Bin Said**

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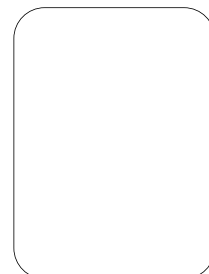
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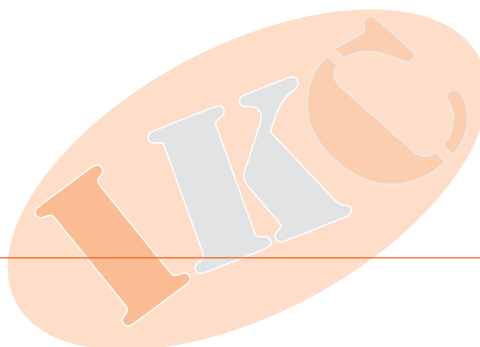
Cut-out pages A-H page 105



Membership Card



Name: _____



Happy holidays!

1 Look, think and write.

Look at the pictures on page 3 of your Classbook. Complete these sentences about what each of the children did in their summer holidays.

1. Saif _____ went _____ to the beach.

2. Raya _____ photographs.

3. Yusuf _____ football.

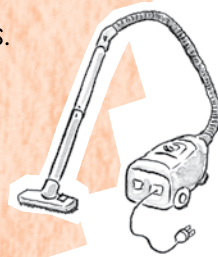
4. Jamila _____ at home.

5. Majid _____ with his friends.

6. Moza _____ computer games.

7. Asma _____ her aunt.

8. Sami _____ his bike.



2 Think and write.

What did you do in the summer holidays?
Write some sentences describing what you did.





1

Read, think and complete.

Look at the holiday rap. Some of the words are missing.
Use the words in the towel below to complete the rap.

The Holiday Rap

I'm back from my holiday,
I had a lot of fun,

I _____ lots of places

And played in the _____.

I'm back from my holiday,
I had a great time,

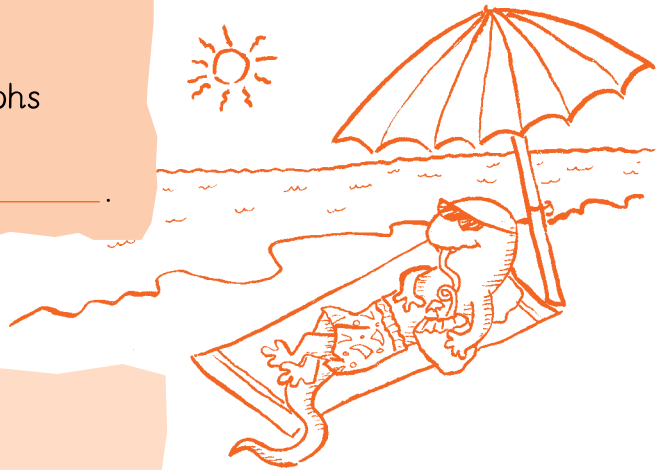
I _____ lots of photographs

And saw some friends of _____.

I'm back from my holiday,

There _____ such a lot to do,
I can't wait for next year,

What about _____?



The Leaning Tower of Pisa

Mount Fuji

Big Ben

Red Square

The Pyramids

The Great Wall of China

Ayers Rock

Petra

1 Read, think and match.

Read this conversation about Ben's holiday. Match the answers to the questions.

1 Hi! How was your summer holiday Ben?

2 Where did you go?

3 How did you travel?

4 Who did you stay with?

5 What places did you visit?

6 What was the weather like?

I stayed with Toshi.

I travelled by plane.

It was great.

I visited Mount Fuji.

It was quite hot.

I went to Japan.

Now listen and check your work.

2 Act out.

Now act out the conversation with a friend.



3 Read, think and write.

Look at this information about the summer holidays of some of the IKC children. Use the information on the chart to write about the children's holidays.

	Where?	Stayed with?	Visited?	Ate?
Tariq	Australia	David	Ayers Rock	beefburger and chips
Maha and Ahmed	England	Vicky and Paul	Big Ben	fish and chips
Randa	China	Mai Ling	The Great Wall of China	Dim Sum
David	Jordan	Tariq	Petra	Falafel
Maria and Tony	Egypt	Aunt and Uncle	The Pyramids	Kushari

4

Read, think and write.

Tariq went to Australia. He stayed with David. He visited Ayers Rock. He ate beefburger and chips.

Maha and Ahmed went to England. They stayed with Vicky and Paul. They visited Big Ben. They ate fish and chips.



Now write about Randa, David and Maria and Tony.



Randa

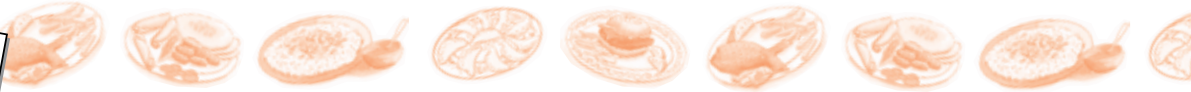


David





Maria and Tony



5

Think and write.

Write about what you did and where you went for your summer holidays.

1 Read, think and complete.

like → liked

Past tense verbs – regular and irregular

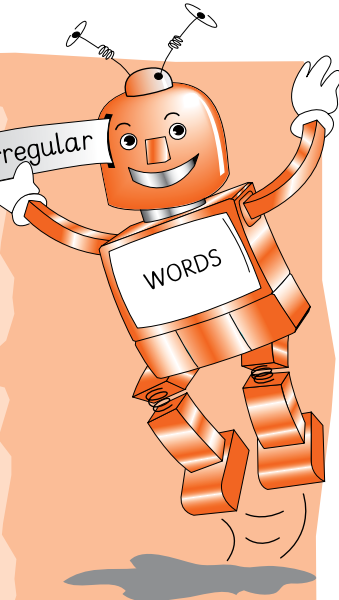
We usually add **-ed** to verbs to make the **past simple**.

These kind of verbs are called _____ verbs.

go → went

Some verbs change completely to make the **past tense**.

These kind of verbs are called _____ verbs.



2 Read and sort.

Look at these verbs. Find the past tense of these verbs in the postcard messages on page 5 of your Classbook. Write them below. Sort them into 2 groups – regular and irregular verbs.

have take travel stay visit eat love think

regular verbs

irregular verbs

3 Play a game.

Remove cut-out page 1 from page 97 at the back of this book. Choose 9 past tense verbs from the bottom of the page and write them on Bingo card 1. Don't let your friends see your words.



Now listen carefully. You will hear some of the verbs in the present tense on the tape. If you hear your verb, put a tick ✓ against it. When you have ticks against all of your verbs, shout out, 'Bingo!'

Bingo!



Now play the game in your group. Choose one of your group to be the caller. The caller must write down the verbs in the present, and then play the game again.

1 Read, find and write.

When we go on holiday we don't have much time to write, so we often send our friends and family postcards from the places we visit. Writing postcards is different from writing letters or e-mails because we usually write them very quickly and we use short sentences.

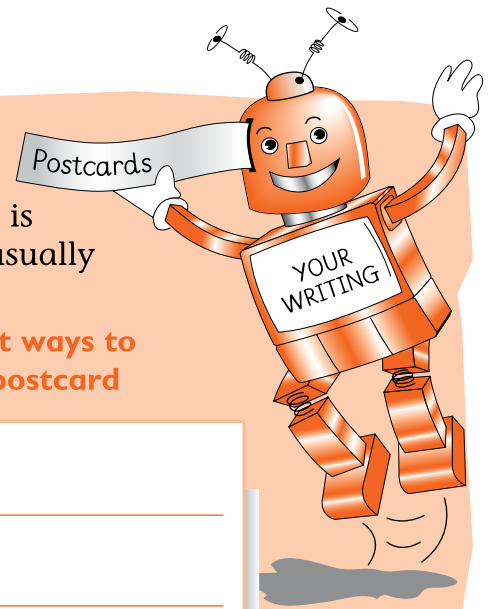
Look at the postcards on pages 6 and 7 of your Classbook and find this information:

3 different ways to start a postcard

POSTCARD

4 different ways to finish a postcard

POSTCARD



2 Look and answer.

Look at the postcards on pages 6 and 7 of your Classbook again and choose the correct answers to the questions.

1. Where do you write the message on a postcard?
2. Where do you write the address on a postcard?

on the left

on the right

on the left

on the right

3 Write.

Look at the way we write addresses on postcards. Write your home or school address here.

The really amazing postcard company

TCARD

4 Imagine and write.

Imagine that you went somewhere very exciting for your summer holiday. Remove cut-out page **A** from page 119 at the back of this book. Choose a postcard or make your own.

Write your friend a postcard. Write your message on the back of the postcard.

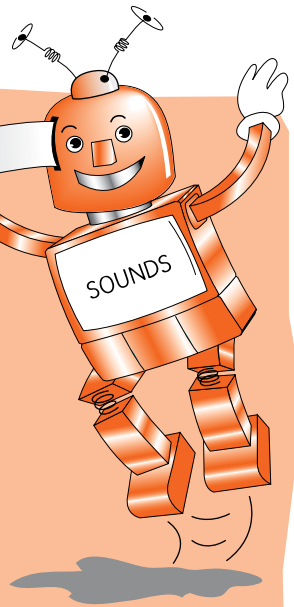
Remember to think carefully about:

- ☀ the kind of topics you want to write about
- ☀ where you should write the message
- ☀ where you should write the address

1 Read and listen.

Do you remember this rule?
Can you complete it?

Words ending in -ed



To change a regular verb from the present to the past we add _____.

Now listen to these past tense verbs. They all end with the letters -ed. Do they all end with the same sound?

Listen carefully and check.



helped

stayed

visited



Listen again. What is the sound at the end of each word?

2 Read and tick.

Look at the words below. Say them and then decide what the sound is at the end of each word.

t

d

id

thanked	✓		
arrived			
started			
stopped			
pointed			
played			
jumped			
listened			
wanted			
picked			



Now listen and check your ideas.

3 Read, think and complete.

Read and complete the sound rules.

helped, picked and thanked end with the sound _____.

arrived, stayed and played end with the sound _____.

started, visited and pointed end with the sound _____.

id

d

t

1**Remember and complete.**

Look at these sentences about the story. The people and the verbs are missing from the story. Use the words in the sausages to help you complete the sentences.

1. Paul's grandma was playing with his sister.
2. Paul's _____ sausages.
3. Paul's _____ a cloth on the table.
4. Paul's _____ flowers in the garden.
5. Paul's _____ with the baby.

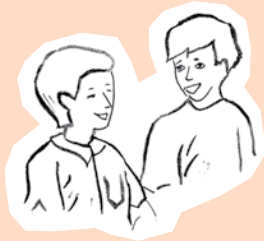
**2****Read, think and complete.**

Look at these sentences about the things people were doing in the story. Complete the sentences using **was** or **were**.

Paul's dad was cooking.

Paul's grandma and sister were playing.

1. Paul's granddad _____ planting flowers.



2. Paul and Ahmed _____ talking.

3. Paul's brother _____ playing with the baby.



4. The baby _____ sleeping.

5. Paul and Ahmed _____ eating fish and chips.



1 Read and think.

Look at these 3 sentences about the barbecue and answer these questions.

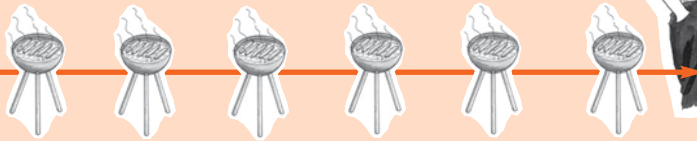
Which sentences describe a finished action?

Which sentence describes something that was happening over a period of time?

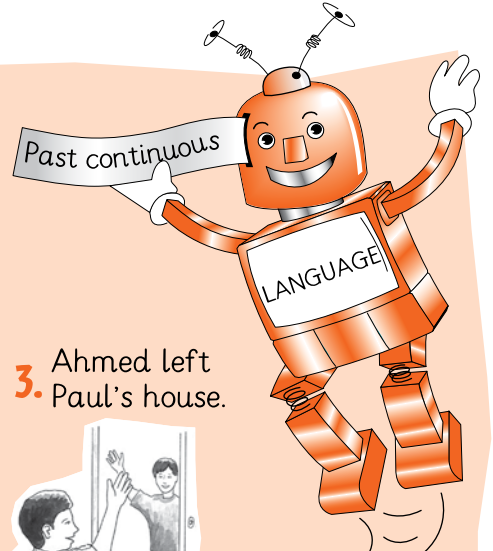
1. Ahmed arrived at Paul's house.



2. Paul's family were having a barbecue.



3. Ahmed left Paul's house.



NOW

THE PAST

2 Think and complete.

Look at these sentences about the story. Complete each sentence using a verb in the past continuous or the past simple. Use the verbs in the box to help you.

sneeze	pull
paint	pick
jump	burn

1. The box jumped in the air.



2. The sausages were _____.



3. Paul's grandma _____ up the cat.

4. Jack _____.

5. The baby was _____ up the flowers.



6. Emma was _____ the table cloth.

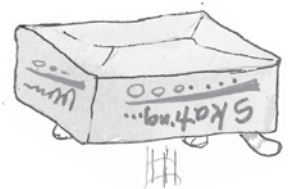


3 Read, think and complete.

Look at these rules about the past continuous. Can you remember them? Think about what you know about the past continuous and complete these rules.

We use the past _____ to describe actions that happened over a period of time in the _____.

We make the past continuous with the _____ of the verb 'to be' and a main verb ending in _____.



1

Read, remember and complete.

Look at these sentences about the children on page 13 of your Classbook. Can you remember what happened? Try and complete the sentences using verbs in **the past continuous** and **the past simple**.

1. I was fishing (*fish*) with my cousin



when he fell (*fall*) in the water.



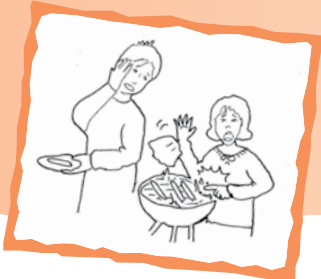
2. I was walking (*walk*) in the wadi with my brother



when a rock fell (*fall*) on his leg.



3. I was helping (*help*) my mum cook food on the barbecue



when I burnt (*burn*) my finger.



4. I was riding (*ride*) my bike to the shops



when I fell (*fall*) off.



Now listen and check.

2

Imagine and write.



Imagine that something went wrong during your summer holiday. Remove **Holiday Horrors!** cut-out page 2 from page 95 at the back of this book. Write to a friend and tell them what happened. Draw pictures to go with your writing. Show your work to a friend and then put it in your portfolio.

1

Read, think and write.

During this semester, you are going to start making a Learning Journal. In your Learning Journal, you are going to think about how you learn and how you can develop all your skills.

How much we learn can depend on how we feel. Look at these pictures of children below and describe how they feel. Use the words in the pencil to help you.



a. He can't hear. _____



e. _____



b. She's worried. _____



f. _____



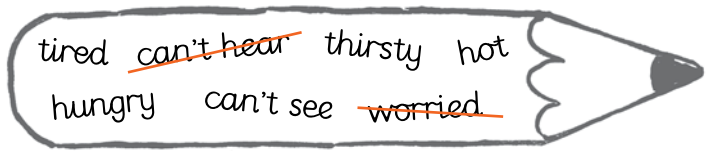
c. _____



g. _____



d. _____



LEARNING

2

Listen and match.

We all learn best in different ways. Listen to these children talking about how they like learning and find the matching picture.



I like writing things down when I learn something new.



I like guessing answers.

I like drawing pictures or doodling when I listen.

I like listening to music when I do my homework.

I like it to be quiet when I do my homework.

I like finding answers myself.

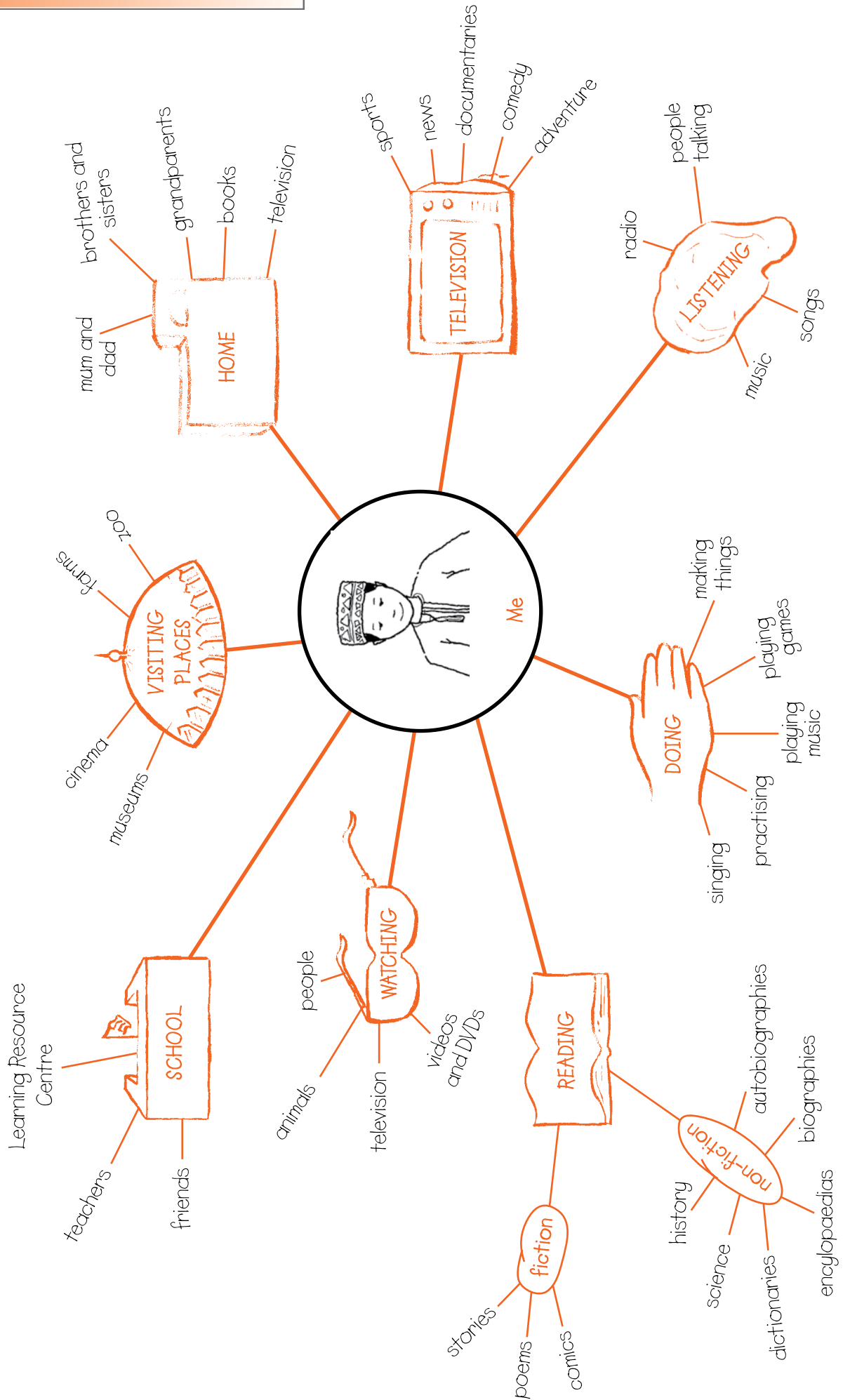


Now look at the sentences and write the matching picture number next to each sentence.

What about you? What things help you learn? Talk about your ideas with your friends.

JOURNAL

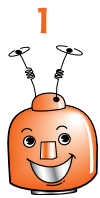
How I learn



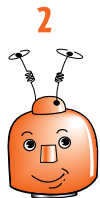
My learning record

Today is:

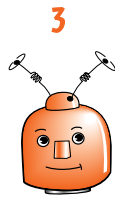
1 How well can you do these things?



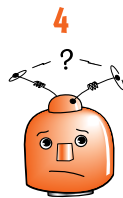
very well



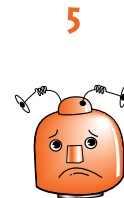
well



OK



not sure



not very well

- ◆ ask and answer questions about holidays using the past simple
- ◆ read and understand postcards describing what people did on their holidays
- ◆ read and understand a story for pleasure
- ◆ write short descriptions about the things people did on their holidays
- ◆ write a postcard to a friend
- ◆ understand and talk about things that were happening in the past using the past continuous

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

Great thinkers

1 Read, think and complete.

Do you remember **The Inventors Song**? Can you remember the inventions and the names of the inventors? Read the song and fill in each space with the name of an inventor.

The Inventors Song

These wise men,
All of them,
Changed our lives,
Changed our lives.



_____ invented electric light,

_____ invented a new way to write,
A man from China invented the kite.

These wise men,
All of them,
Changed our lives,
Changed our lives.

_____ invented a globe very round,
Edison invented a way to play sound,

_____ made a car that he drove round and round.

These wise men,
All of them,
Changed our lives,
Changed our lives.

The _____ invented a way to fly high,
Janssen helped us to study the sky,

_____ made paper of wood that was dry.

These wise men,
Thanks to them!

2 Listen and sing.

Listen to the song and check your ideas. Now sing the song.

1

Read and answer.

Look at these questions. Read the first three questions before you read the e-mail.

1. Who is the e-mail to?
2. What is Beth doing at school now?
3. What information does she want?

Now read the e-mail and try to find the answers.

To: maha@ikc.com
 From: beth@ikc.com
 Subject: Great Thinkers - school project
 Attachments:  istanbul.jpg



Dear Maha,

Hi! How are you? I hope that you and your family are well. I'm fine. I had a really good time during the school holidays. I went to Istanbul for two weeks with my family. I loved it! I'm attaching a photo I took.

Now I'm back at school and I'm doing a project about great thinkers. It's really interesting. My teacher told us that some of the most famous people had problems at school. For example, Albert Einstein, the famous scientist, had problems with reading and writing. And Gandhi, who was a very great leader, was very shy and quiet when he was young. But when he was older, he spoke in front of thousands of people! And did you know that Mozart, the famous musician, never went to school at all? So even if you have problems at school, you could still become a famous thinker!

Also, while I was on holiday in Istanbul I saw a beautiful mosque. It was built by a Turkish architect called Sinan. I'm going to include him in my project because he built lots of other things too.

Maha, have you got any information about great thinkers of the world? If you have, I could use it in my project.

Thanks for your help.

Best wishes,
Beth



Now look at these next questions. Read Beth's e-mail again and try and find the answers.

4. Did Beth enjoy her holiday?
5. Where did she go?
6. Which great thinkers has Beth learned about?

Mathematical / Logical

Interpersonal

Naturalist

Musical / Rhythmic

Intrapersonal

Bodily / Movement

Visual

Linguistic / Verbal

1

Read, think and match.

Read and think carefully about the list of skills below. Match each skill to one of the ways of understanding.

Visual



Musical / Rhythmic



Linguistic / Verbal



Naturalist



Mathematical / Logical



Intrapersonal



Bodily / Movement



Interpersonal



1. drawing pictures
2. recognising different plants
3. understanding the meaning of words
4. using logic to solve problems
5. understanding maps
6. writing a story
7. balancing on one leg
8. playing a musical instrument
9. knowing what you're good at
10. catching a ball
11. working out how much your shopping costs
12. helping people
13. writing music for a song
14. knowing what is important to you
15. understanding the feelings of others
16. recognising different animal sounds



Now listen and check.

1

Listen and tick.



Look at these statements about Sinan.

Now listen to the radio programme and tick the correct answers.



1. What did Sinan like doing when he was a little boy?

- a. watching his father making things
- b. visiting Istanbul with his parents
- c. reading books

2. What was Sinan good at when he was a soldier?

- a. painting beautiful pictures
- b. building bridges, roads and walls
- c. riding horses

3. What did the Sultan ask Sinan to build first?

- a. a bridge
- b. a mosque
- c. a hospital

4. How high is the big dome of the Suleiman mosque?

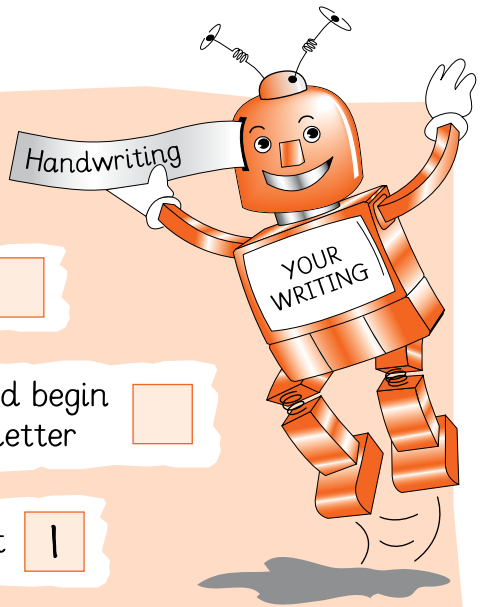
- a. 550 metres
- b. 4 metres
- c. 53 metres

5. How many buildings did Sinan build?

- a. more than 80
- b. more than 400
- c. less than 400

1 Look, circle and match.

Look at the examples of handwriting below. In each line there is a mistake. Find the mistake and draw a circle around it.



1. ddbdd

a. the letter isn't on the line

2. aaaa

b. the name should begin with a capital letter

3. cccc

c. the letter is back to front

4. Sami sami Sami

d. the letter is not the same height as the other letters

5. hhhhh

e. there is too much space between the first letter and the other letters

6. on on on on

f. the letter join is wrong

7. pen p en pen

g. the letter is not the same size as the other letters

Now look at the mistakes you have circled and match the mistakes to the problems.

2 Write.

Follow the instructions below and then check your writing.

1. Write a line of small *ns*.

.....

.....

2. Write a line of small *ps*.

.....

.....

3. Write a line of small *ls*.

.....

.....

4. Write the word *one* four times.

.....

.....

5. Write the name *Muna* three times.

.....

.....

3**Look and think.**

Look back at the writing you did in activity 2.
Check your writing for these things.

- ☀ **Are all the letters the correct size?**
- ☀ **Are all the letters correctly spaced?**
- ☀ **Are all the letters the correct height?**
- ☀ **Are all the letters written correctly on the line?**
- ☀ **Are all the letter joins correct?**
- ☀ **Are all the letters written correctly?**
- ☀ **Have you written the capital letters correctly?**

If any of these things are not correct, go back and change them.

What do you think of your writing?
Look at it carefully and decide.

Do you think it is ...

<input type="checkbox"/>	very good
<input type="checkbox"/>	good
<input type="checkbox"/>	OK
<input type="checkbox"/>	not very good
<input type="checkbox"/>	bad

Show your writing to a friend and look at their writing.

Now write a sentence about yourself. Think carefully about **how** you write your sentence. Check your writing using the list at the top of this page.

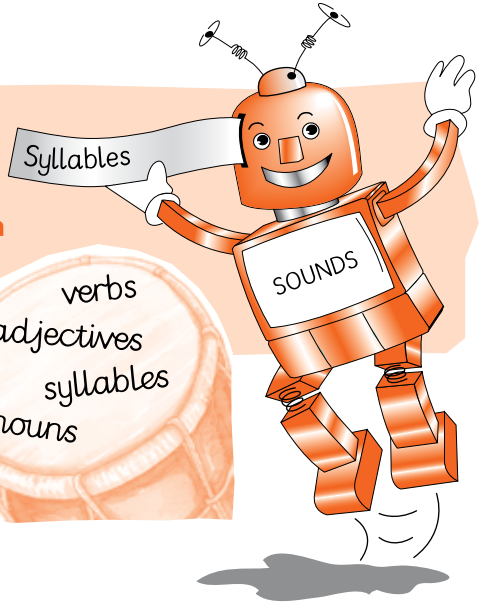
My name is Muna and I live in Muscat.

My name is Salim and I have 5 brothers and sisters.

1 Read, think and complete.

Read the sentence below and complete it using one of the words in the drum.

When we say some words, we can break them down into smaller parts called _____.



2 Read, listen and check.

Music is full of rhythm and so is speech. When we talk in English, we use words that have a different number of syllables. The number of syllables in a word gives the word its rhythm.

Listen to these words and write how many syllables you hear in each one.



guitar

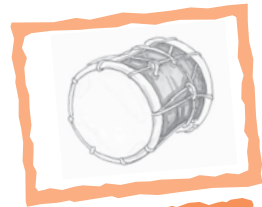
2



piano



mizmar



drum

3 Listen, think and write.

Read this song. Do you know how many syllables are in each word? Look carefully at the song and write the number of syllables you think there are in each word.

Water, water,

Water, water,

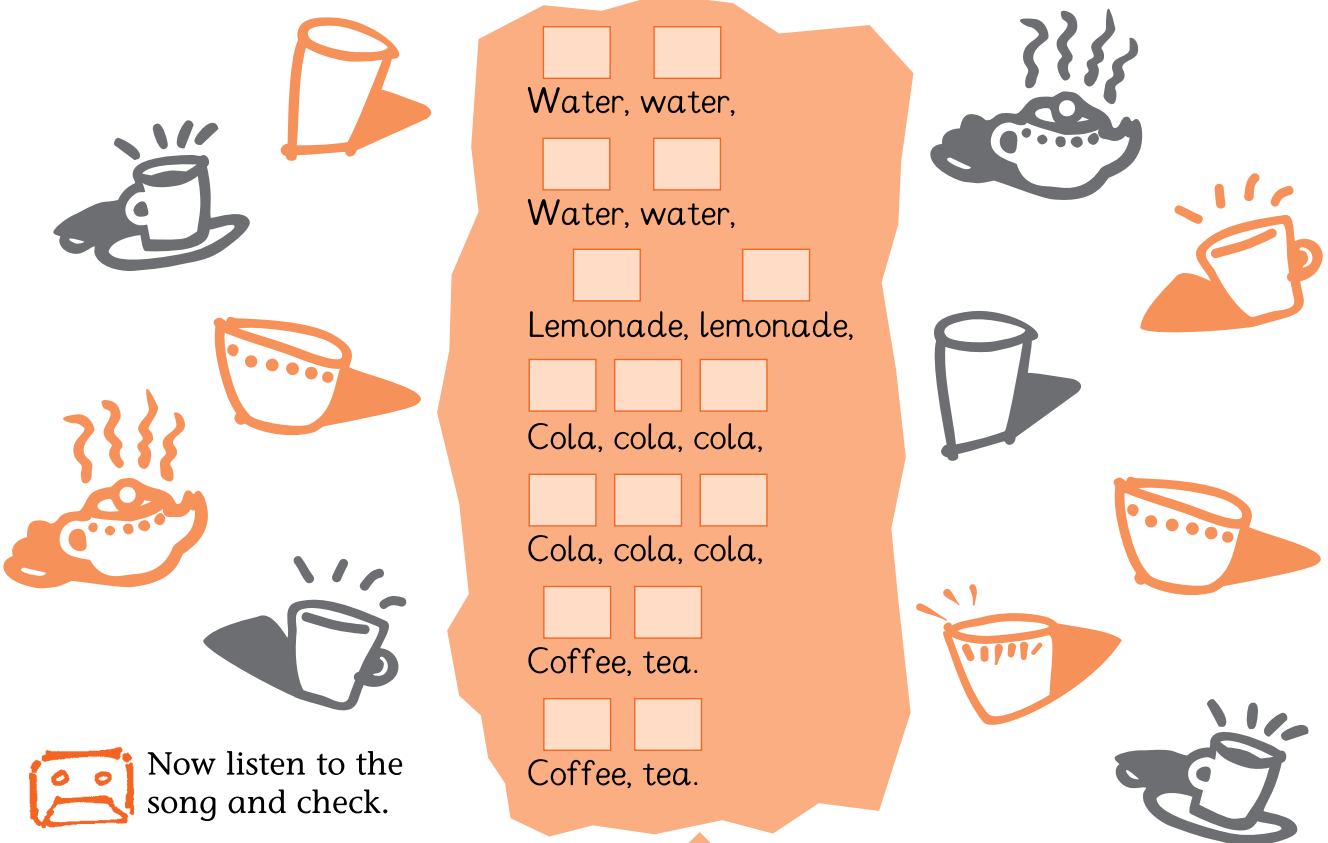
Lemonade, lemonade,


Cola, cola, cola,

Cola, cola, cola,

Coffee, tea.

Coffee, tea.



 Now listen to the song and check.

1

Write.

Use Maha's e-mail on page 20 of your Classbook to help you write correct information about Al-Farahidi.



1. Al-Farahidi was born _____

2. _____

3. _____

4. _____

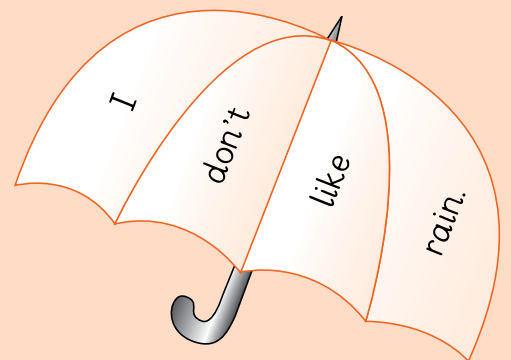
5. _____

2

Think, draw and write.

Now try writing your own shape poem. Follow these steps:

- 🕒 Think about what you would like to write about.
- 🕒 Draw the shape.
- 🕒 Write your ideas on paper.
- 🕒 Fit them into your shape.



Remove cut-out page 5 from page 89 at the back of this book and draw your completed shape poem on it.

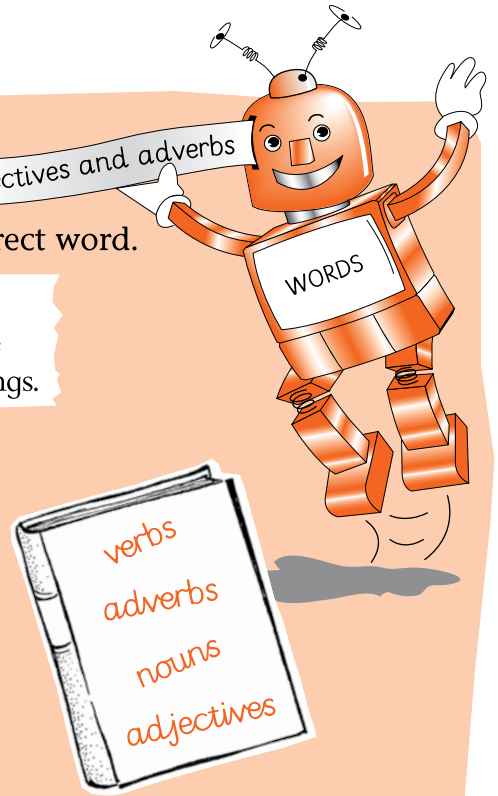
1 Read and match.

Can you remember the names of different kinds of words in English?

Nouns, verbs, adjectives and adverbs

Read these 4 definitions and match them to the correct word.

1. _____ These are naming words. They tell us the names of people, places, animals and things.
2. _____ These are describing words. They tell us more about the noun in a sentence.
3. _____ These are doing or being words.
4. _____ These are words that describe verbs.



2 Look and sort.

Look at these words and sort them into **nouns**, **verbs**, **adjectives** and **adverbs**.

Science	silly	listen	slowly
write	quietly	carefully	book
quickly	snake	old	interesting
clever	draw	calculator	play

nouns

adjectives

verbs

adverbs

1 Think and write.

Think of a title for each of the books on page 24 of your Classbook. Write the titles for the books here.











2 Look and match.

Look at the names of some of the people you have learned about in this unit. Now look at the frieze on page 17 of your Skills Book.

Find the way of understanding that matches their life and their skills and write their name in the frieze under the correct way of understanding.



Jane Goodall

Al-Farahidi

Sinan

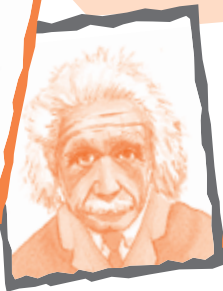
Einstein

Mozart

Muhammad Ali

Helen Keller

Gandhi



3 Think, research and write.

Think of a famous person you would like to know more about. Try and find as much information as you can about them. Then, imagine that you are going to write a biography about them.

Remove cut-out page 6 from page 87 at the back of this book. Design a cover for your biography and then write the title of your book on the cover.



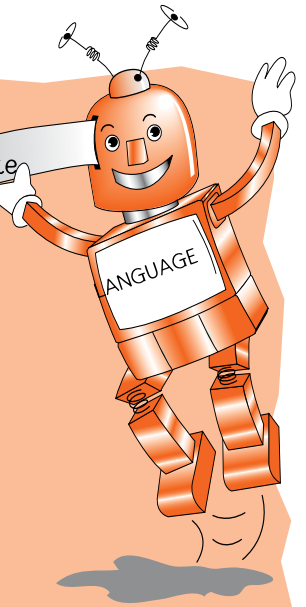
Show your book cover to your friends and then put your book cover in your portfolio.

1 Read and match.

Read these three sentences and match each one to a picture.

- 1. He loved poetry.
- 2. He liked designing beautiful buildings.
- 3. He didn't like writing essays.

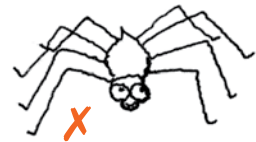
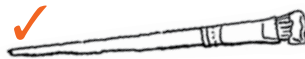
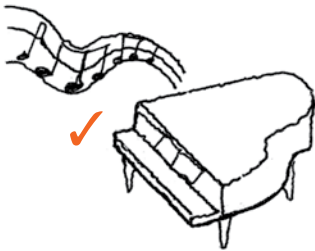
Verbs of like and dislike



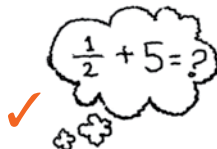
Look at each sentence again. Underline the word after each verb of like or dislike. What kind of word follows the verb?

2 Read and think.

Look at these sentences about the things that people like and don't like doing. Underline the word that comes after the verb of like or dislike.



1. I hate working alone.
2. I enjoy Art.
3. I love playing the piano.
4. I don't like poetry.
5. I like working in groups.
6. I don't like playing volleyball.
7. I love Maths.
8. I hate spiders.



What 2 types of words come after verbs of like and dislike? Think and complete the rule.

The verbs like, love, enjoy, and hate are followed by a _____ or another _____ ending in -ing.

1**Read and think.**

In this unit, you have learned about some of the world's great thinkers. They were all very important to our world but in very different ways.



We all enjoy doing different things and we all have different skills. In this lesson, you are going to think about your own skills. You will also think about and understand the skills of other people. Their skills may be very different from your skills.



Some people are very good at Maths and Science and others are good with words. In the past, people thought that you could measure how clever people were by testing their skills in using numbers and words. Today, many people think that there are many ways of understanding and being clever. Can you remember some of the ways of understanding that you learned about in this unit?



We all use these different ways of understanding but we all use them differently. For example, some of us are stronger in understanding numbers and some of us are stronger in understanding nature. We're all different ... we're all special!

**2****Think and colour.**

What about you? Which ways of understanding do you use the most? Which ways of understanding do you find more difficult?

Remove cut-out page **7** from page 85 at the back of this book. Look at the Learning Profile and complete it for yourself.

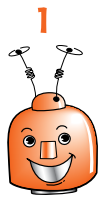


Show a friend your Learning Profile and look at theirs. Then put your Learning Profile in the **Learning Journal** section of your portfolio.

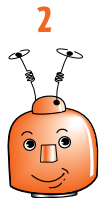
My learning record

Today is:

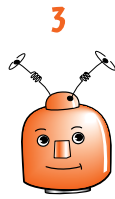
1 How well can you do these things?



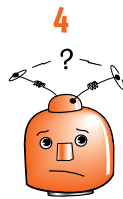
very well



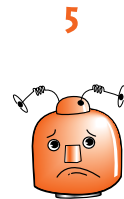
very well



OK



not sure



not very well

- ◆ understand and talk about different ways of understanding
- ◆ read and understand about different ways of understanding
- ◆ understand and talk about likes and dislikes
- ◆ read and understand factual information about famous people
- ◆ write a shape poem



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

Exciting environments



1 Read and answer.

Look at the questions and answers about the equator and different environments on pages 26 and 27 of your Classbook. Read the questions below, look at the map on pages 26 and 27 of your Classbook and write the answers to the questions.

1. Is Africa near the equator?

2. Are there any cold places in Antarctica?

3. Are there any grasslands in Antarctica?

4. Is Europe near the equator?

2 Make and label.

Remove cut-out pages **C** and **D** from pages 115 and 113 at the back of this book.

Follow the instructions on cut-out page **C**.



Put your completed world map in your portfolio.

1 Look, read and match.

Match each of these descriptions to the pictures on page 28 of your Classbook. Write the picture letter and the name of the environment above each description.

1. It's very, very cold and there is snow and ice for most of the year.

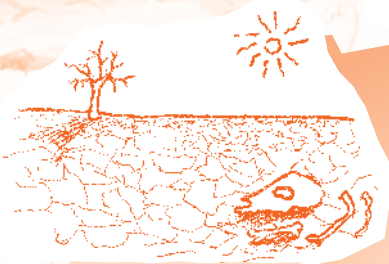
2. It rains very little. It's usually very hot and dry.

3. It's never cold. It's always hot and wet.

4. It only rains a few times a year. It's usually hot and dry.

2 Think and label.

Label each of these pictures with one of the words in the world.



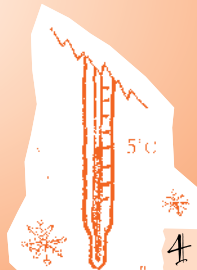
1 _____



2 _____



3 _____



4 _____

a giraffe

a rafflesia

a sloth

a penguin

a camel

a cactus

grass

an Arctic poppy

1 Ask and answer.

Work with a friend. Ask and answer questions about the desert. Use the information on pages 30 and 31 of your Classbook to help you.

What like? They are
They can

Where ? There are ... in

What ... weather ... ? Most ... are
Sometimes it ...

What animals ? There are

What plants ? There are

What people ? There are

2 Think and read.

Now you know more about deserts. What do you know about **grasslands** and **cold places**?



Remove cut-out page **E** from page 111 at the back of this book. Work with a friend and find out more about grasslands and cold places.



1**Read and complete.**

Complete the description of grasslands using the words in the giraffe.

1. Where _____ grasslands?

There are grasslands _____ Africa, Asia, Australia, North and South America and the South of Europe.

2. What _____ the weather like?

Grasslands are very _____. It usually rains a lot in one season.

3. What animals _____ there?

In the grasslands in Africa there _____ elephants, zebras, giraffes and lots of other wild animals.

4. What plants _____ there?

There _____ lots of grasses and some trees and bushes.

**2****Write.**

Remove cut-out page **F** from page 109 at the back of this book. Write questions and answers about cold places. Use the information on the cut-out page about grasslands and cold places to help you.



Show your writing to a friend and then put it in your portfolio.

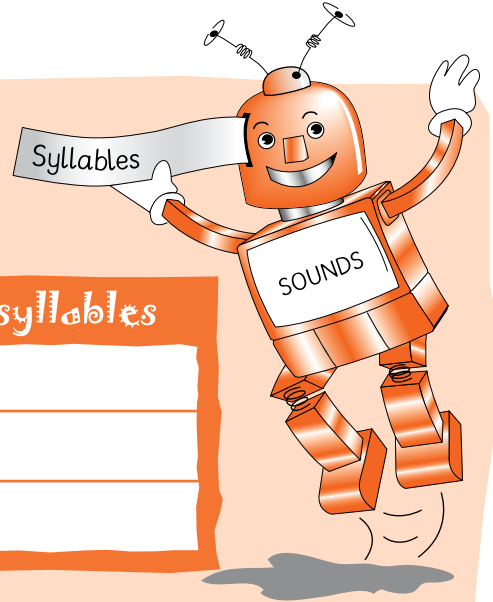


1 Sort and listen.

Look at the names of the continents in the globe. Say the names yourself and decide how many syllables there are in each word. Write the syllables in the syllable chart.



2 syllables	3 syllables	4 syllables



Now listen and check.

2 Read, think and listen.

Look at these 3 words:

desert

rainforest

grassland

Mark the syllables in each word.

Now look at the poems below. This type of poem is called a haiku. It is a type of poetry that first came from Japan.

Tall trees with green leaves
Stretching to the sky above
In the rainforest.

Hot sun, yellow sand,
Making this a desert land
Under bright blue skies.



Now listen to the haikus.

A haiku does not have to rhyme. It is like a picture in words. All haikus have the same number of lines.

Look at the 2 haikus again. How many lines does each one have?

Each line of a haiku always has the same number of syllables in it. How many syllables are there in each line?

Complete these rules for writing a haiku.

A haiku must have _____ lines.

The first line must have _____ syllables.

The second line must have _____ syllables.

The third line must have _____ syllables.

3 Write a haiku.

Remove cut-out page 8 from page 83 at the back of this book. Write your own haiku about the environment or nature.



Show it to your friends and then put it in your portfolio.

1 Read and answer.

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

1. Who is the e-mail to?

2. What does Ahmed want information about?

3. Where does Pedro live?

4. What environment does Ahmed want to visit if he wins the competition?

To: pedro@ikc.com
From: ahmed@ikc.com
Subject: IKC environment competition



Dear Pedro,

Are you going to enter the IKC environment competition? I am. I want to do a project about rainforests because I think they're amazing.

I've got some information about rainforests, but I need some more facts about the kinds of animals and plants that live in them. I know you live near the Amazon rainforest and I wanted to know if you have any information, or pictures, that you could send me.

I hope you can help me. If I win the competition I want to visit the Amazon rainforest and you!

Thanks,
Ahmed

2 Read and choose.

Look at Pedro's reply to Ahmed. Read through the e-mail quickly and choose the correct answer to these questions.

To: ahmed@ikc.com
From: pedro@ikc.com
Subject: Rainforests



Attachments: rainforest.doc

Hi Ahmed!

Yes, I'm going to enter the IKC environment competition too. I'm doing a project about cold places because I don't know much about them. Last year I did a project about rainforests at school. I got some information from a friend of mine who lives in Malaysia about Asian rainforests as well.

I've attached the photographs and information about animals and plants that live in the rainforest to this e-mail.

I hope it helps you. Good luck with the competition.

Bye for now,
Pedro

1. Where did Pedro get information about plants and animals that live in the Asian rainforests?
 a. from a book about rainforests
 b. from a friend who lives in Africa
 c. from a friend who lives in Malaysia
2. What environment is Pedro doing his project about?
 a. deserts
 b. cold places
 c. grasslands

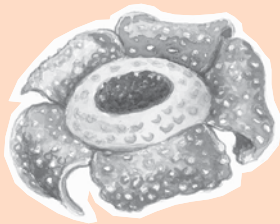
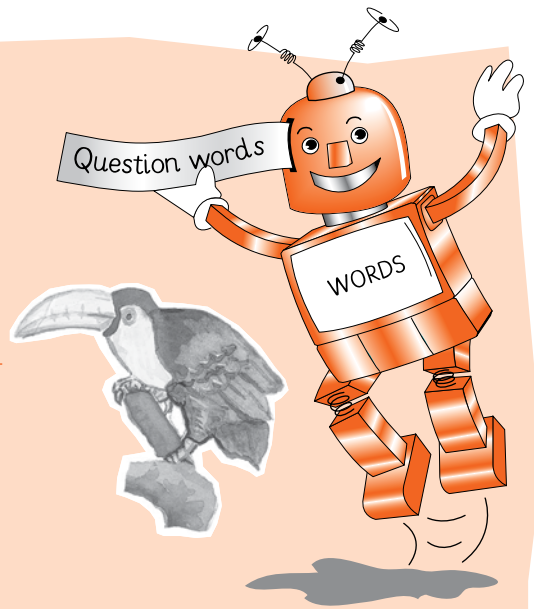
1 Read, think and answer.

Read and answer these questions. Look back through the information in Unit 3 of the Classbook and Skills Book to help you.

1. Who sent information to Ahmed about rainforest plants and animals?

2. When did Pedro do a project about rainforests?

3. Where do orang-utans live?



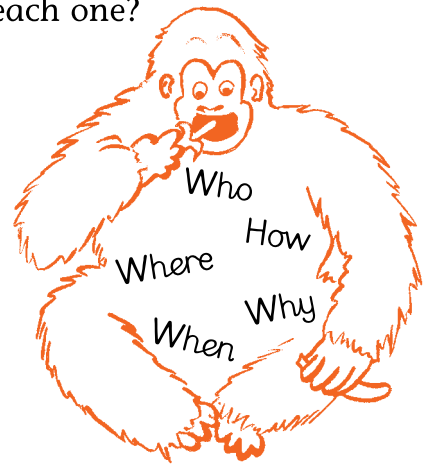
4. Why don't many plants grow in the desert?

5. How big can a rafflesia flower grow?

2 Read, think and match.

Think about these question words. When do we use each one? Now complete the rules.

-  We use _____ to ask about people.
-  We use _____ to ask about places.
-  We use _____ to ask about time.
-  We use _____ to ask for a reason.
-  We use _____ to ask about the size or quantity of something.



3 Think and answer.

Read these questions and then write the answers for yourself.

1. Who is your best friend? _____
2. Where do you live? _____
3. When is your birthday? _____
4. Why do you go to school? _____
5. How tall are you? _____

1

Read and think.

Before starting to do research about a new topic, it helps to write down everything you already know. Look at Ahmed's planning sheet about rainforests.

K	W	L
what I know	what I want to know	what I learned
<p>They're very hot and wet.</p> <p>Lots of animals and birds live there.</p>	<p>How hot and wet are they?</p> <p>Where are rainforests?</p> <p>What plants grow there?</p> <p>What animals, birds and insects live there?</p>	<p>Look at the planning sheet again. What do you think the letters K, W and L mean?</p>

2

Read and find.

Look at Ahmed's notes. Did he find all the information he wanted? Did he find extra information? Underline the extra information Ahmed found.



L what I learned

Temperatures between 25-35°C

98 inches of rain every year

Rainforests in South America, Africa, Asia and Australia

People live in the rainforests - they know all about the rainforest

Lots of plants - orchids, ferns, rafflesia

Some plants used as medicine

Lots of insects

Lots of reptiles - lizards, snakes

Lots of animals - sloths, orang-utans, monkeys

3

Think and plan.

Remove cut-out page 9 from page 81 at the back of this book. Think about the topic of your project and complete the Topic Planning Sheet for yourself.



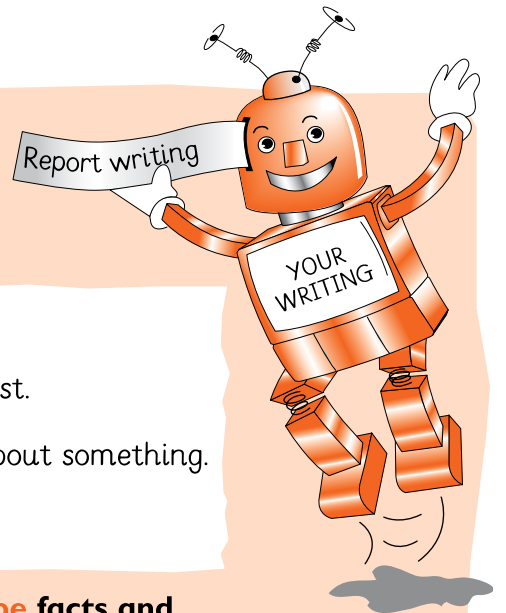
Keep your Topic Planning Sheet in your portfolio.

1 Look and think.

Look again at the description of pitcher plants on page 35 of your Classbook. What does this piece of writing tell us?
Choose one of the ideas in the list below.



- It tells us how someone feels.
- It tells us what happened in the past.
- It tells us facts and information about something.
- It tells us how to do something.



We use this kind of writing when we want to describe facts and information about a topic. It is called report writing.

2 Look, think and discuss.

Look again at the description of pitcher plants on page 35 of your Classbook and answer these questions.

How many paragraphs are there?

What does each paragraph tell us?



Discuss your ideas with your group and then your teacher.

3 Read, think and complete.

Look at this information about pitcher plants. Use the verbs in the pitcher plant to help you complete the sentences.

1. Pitcher plants _____ in rainforests.
2. They _____ a nice smell.
3. They _____ insects.
4. They _____ slippery leaves.
5. They can _____ more than 2 litres of liquid.



Look at the writing on page 35 of your Classbook and the sentences here to help you complete this rule about report writing.

When we write factual reports we usually use the

_____ tense.



1**Read and think.**

Rainforests are full of the most amazing plants and animals. How much do you know about them?

Do you know the name of ... ?

1. the biggest spider in the world _____
2. the longest snake in the world _____
3. the monkey with the longest tail _____
in the world
4. the smallest spider in the world _____
5. the largest bird in the rainforest _____
6. the heaviest snake in the world _____
7. the noisiest monkey in the rainforest _____
8. the smallest bird in the world _____

2**Read, share and answer.**

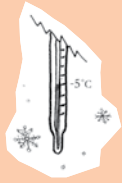
Your teacher will give you information about some rainforest plants and animals on activity cards.

Read the information on your activity card and share it with the rest of your group.

Use the information to name the plants and animals in the tree above.

1 Read and think.

When we compare 2 things, people or animals, we usually add **-er** to the adjective and use the word **than** after it.



Look at the way the adjectives **short** and **cold** are used to compare different things.

Raya is shorter than Naila.

The Antarctic is colder than Africa.



Making comparisons

LANGUAGE



The adjectives **shorter** and **colder** are called **comparative adjectives**.

2 Read, think and complete.

Most comparative adjectives follow the rule that we add **-er** to the end of the adjective.

But ... be careful! Look at the words in the chart to help you complete these rules about comparative adjectives. Use the letters and words in the rafflesia to help you complete the rules.

adjectives	comparative adjectives
cold	colder
nice	nicer
heavy	heavier
hot	hotter
slow	slower

To make most adjectives into comparative adjectives we add **-er**.

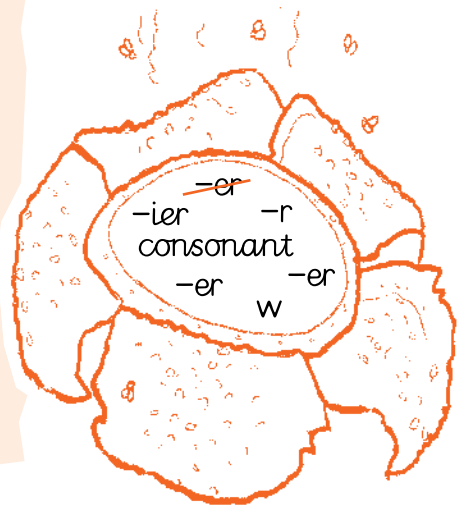
For adjectives ending in **-e** we add _____.

For adjectives with 2 syllables ending in **-y** we take away the **y** and add _____.

For adjectives with 1 syllable ending with one vowel and one consonant we double the _____ and add _____.

But ... be careful!

For adjectives with 1 syllable ending with one vowel and the consonant _____ we only add _____.



3 Read, think and change.

Read the information in these sentences and complete them using comparative adjectives.

1. A Komodo dragon is _____ longer _____ than a perentie. (long)
2. An African elephant is _____ than an Indian elephant. (heavy)
3. The Sahara desert is _____ than the Namibian desert. (large)
4. A rafflesia is _____ than an orchid. (big)
5. A sloth is _____ than a cheetah. (slow)



4

Read and think.

When we compare 3 or more things, people or animals, we usually add **-est** to the adjective and write the word **the** before it.

Look at the way the adjectives **tall** and **long** are used to compare different things.

The giraffe is the tallest animal in the world.

The River Nile is the longest river in the world.



The adjectives **tallest** and **longest** are called **superlative** adjectives.

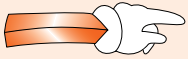
5

Read, think and complete.

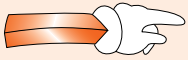
Most superlative adjectives follow the rule that we add **the** before the adjective and **-est** to the end of it.

But ... be careful! Look carefully at the words in the chart to help you complete these rules about superlative adjectives. Use the letters and words in the pitcher plant to help you complete the rules.

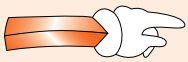
adjectives	superlative adjectives
tall	the tallest
wide	the widest
noisy	the noisiest
big	the biggest
new	the newest



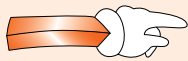
To make most adjectives into superlative adjectives we add **the** and **-est**.



For adjectives ending in **-e** we add _____ and _____.

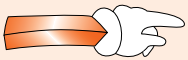


For adjectives with 2 syllables ending in **-y** we take away the _____ and add **the** and _____.

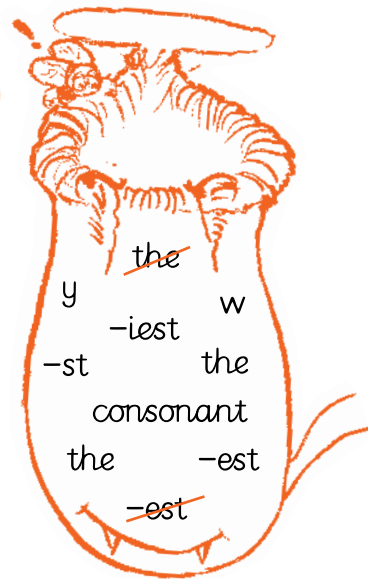


For adjectives with 1 syllable ending with one vowel and one consonant we double the _____, and add _____ and **-est**.

But ... be careful!



For adjectives with 1 syllable ending with one vowel and the consonant _____ we only add **the** and _____.



6

Think and write.

Look at the pictures of rainforest plants and animals and write a sentence about each one. *The hummingbird is the smallest bird in the world.*



1. The anaconda _____

2. The rafflesia _____



3. The Komodo dragon _____

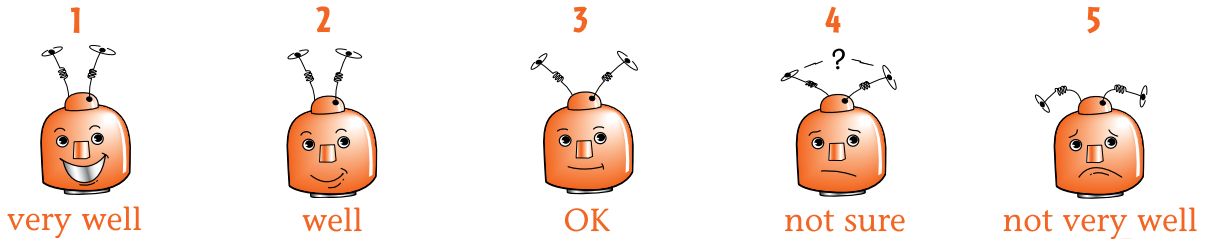
4. The sloth _____



My learning record

Today is:

1 How well can you do these things?



- ◆ 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

Super shopping!

1 Look and write.

Look at the presents that Paul and Vicky bought at the souk. Write questions and answers about each of them. Use the information in the shop window and the words in the frieze to help you.



1. How much is the incense burner?

It's _____

2. How much are the henna cones?

They're _____

3. How much is the bracelet?

4. How much are the caps?

5. _____

It's 3 rials.

6. _____

They're 1 rial a kilo.

7. _____

It's 30 rials.

8. _____

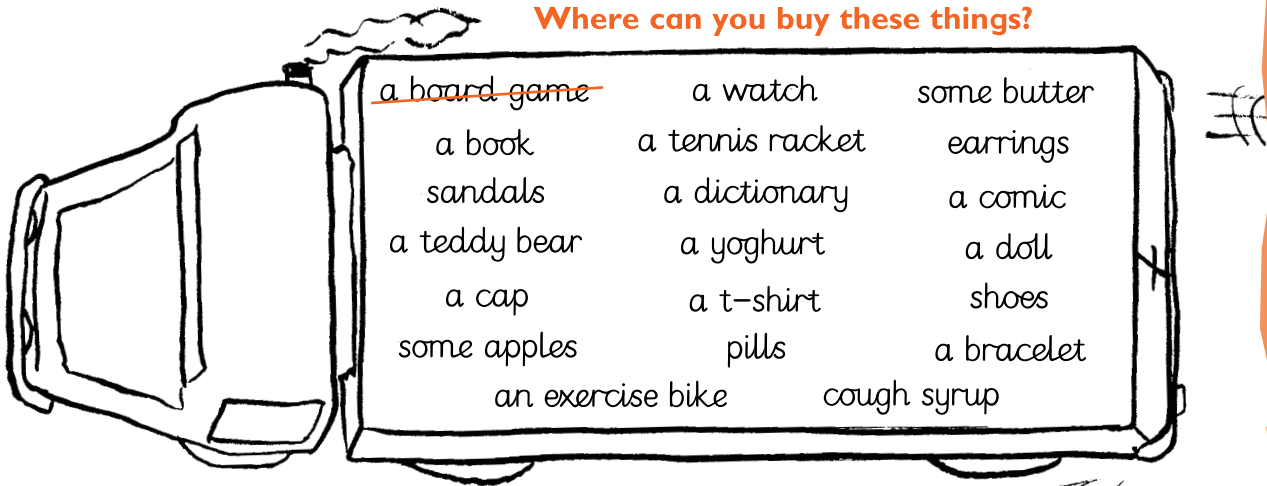
They're 2 rials.

1

Think and sort.

Look at all the items in the lorry. Where can you buy these things? Think carefully and write the name of each item in the type of shop you can buy it in.

Where can you buy these things?



	supermarket
	shoe shop
	jeweller's
	sports shop

pharmacy	
toy shop	a board game
bookshop	
clothes shop	



Listen and check.

a cap

a t-shirt

a kharjar

a key ring

an incense burner

some dates

a henna cone

a bracelet

1 Read and answer.

Look at these questions about some of the things you can buy on pages 42 and 43 of your Classbook.



1. How much is the watch?

2. How much are the apples?



Find the answers to the questions and write them here.

2 Think and write.

Work with a friend. Write questions for your friend to answer about the price of 5 of the things on pages 42 and 43 of your Classbook.

Write your questions here. Make sure you know the answers to your questions.

1. _____

2. _____

3. _____

4. _____

5. _____

Now swap your Skills Book with your friend. Ask them to write the answers in their exercise book – not in your Skills Book!

Check the answers to your questions. If they are correct, write the answers yourself in your Skills Book. If they are not correct, ask your friend to try again.

3 Do some research.

Do some research with other children in your group. Each person in your group should choose a type of shop and find out about the prices of some of the things you can buy in this type of shop. Make a list of the prices and keep it in your portfolio. You will need it later in the unit for your project.



1 Read, think and match.

Look at these four words. Do you know the meaning of these words?



Now look at the four definitions and try and match each word with a definition.

1. bitter *adjective* something with a sharp taste that is not sweet

2. _____ *noun* a mixture of flour, eggs, butter and milk

3. _____ *comparative adjective of good*

4. _____ *noun* a yellow fat made from milk which is spread on bread and used in cooking

2 Say a tongue twister.

Look at this tongue twister. Read the first part and then listen to it on the tape. Now try and say it with the tape.

Now read the second part and then listen to it. Say the second part with the tape.

Betty Botter bought some butter,
'But,' she said, 'the butter's bitter.
If I put it in my batter,
It will make my batter bitter,
But a bit of better butter,
Will make my batter better.'

Betty
Botter

So she bought a bit of butter,
Better than her bitter butter,
And she put it in her batter,
And the batter was not bitter.
It was better Betty Botter bought a bit of better butter!



Now try and say both parts of the tongue twister.

1 Look, think and order.

Look at these two questions. The words have got mixed up. Write the questions with the words in the correct order.

1. is cap how the much?





2. the much are dates how?

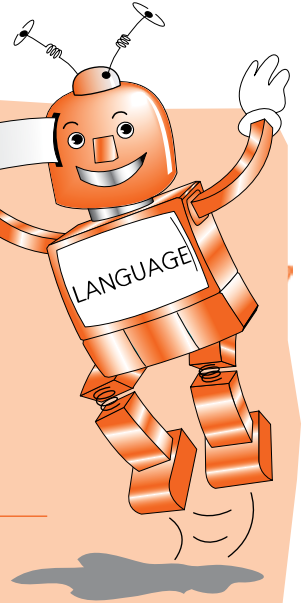
Use the correct questions above to help you write the rule.

When we want to ask the price of something, we use the question word

_____ followed by the word _____.



Talking about prices



2 Read and complete.

Complete the questions and answers below using the words on the shopping list.

1. How much _____ is _____ a tennis racket?

_____ It's _____ 25 rials.

2. How much _____ apples?

_____ 1 rial a kilo.

3. How much _____ an incense burner?

_____ 4 rials.

4. How much _____ a t-shirt?

_____ 3 rials.

5. How much _____ key rings?

_____ 2 rials each.

are
~~is~~
~~it's~~
it's
they're
it's
is
they're
are
is



3 Think and complete.

Use the information in the price tag to complete the rules below.

When we use a singular noun in the question, we use _____

in the question and _____ in the answer.

When we use a plural noun in the question, we use _____

_____ in the question and _____ in the answer.

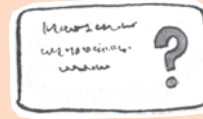
it's
are
they're
is

1 Read and answer.

Look at these pictures. Label each one using a word from the board.



Writing for a purpose: instructions



2 Read and correct.

Look at these instructions from a board game. Unfortunately, the words in the instructions have got mixed up. Write each instruction so it makes sense.



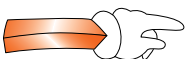
1. Put your card on start.
2. Miss a dice.
3. Throw the spaces.
4. Go back 3 turn.
5. Go forward 4 counter.
6. Pick up a spaces.

Put your counter on start.



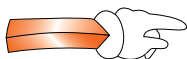
3 Think and complete.

Look at the instructions that you wrote in activity 2. Underline all the verbs in the instructions. Now choose words from the dice to complete the rules for writing instructions.



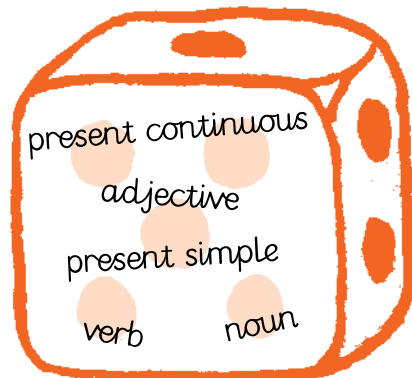
We usually begin instructions

with a _____.



We usually write instructions in the

_____.



1 Look and label.

Imagine that you are putting some information together about Omani money for your IKC friends who are coming to visit you in Oman. You have written some information for them, but now you need to show them what Omani money looks like.

Remove cut-out page **G** from page 107 at the back of this book. Label the pictures of the Omani coins and notes.

Show your work to a friend and then add this page of money to your description about Omani money and put it in your portfolio.



2 Write.

Write these prices in words.

5 baizas _____

10 baizas _____

25 baizas _____

50 baizas _____

100 baizas _____

200 baizas _____

500 baizas _____

1 rial _____

5 rials _____

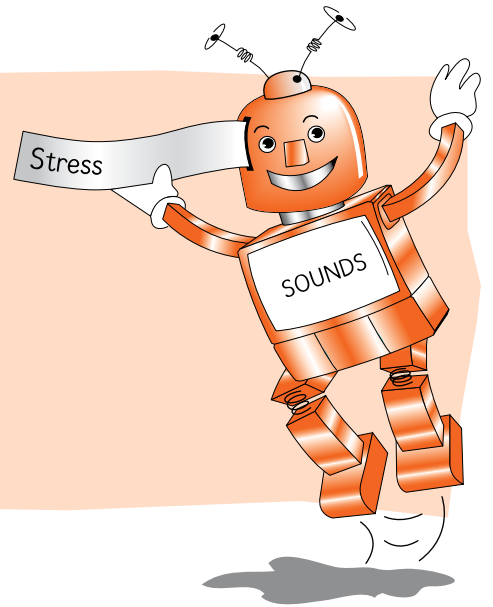
10 rials _____

20 rials _____

50 rials _____

1 Look, listen and repeat.

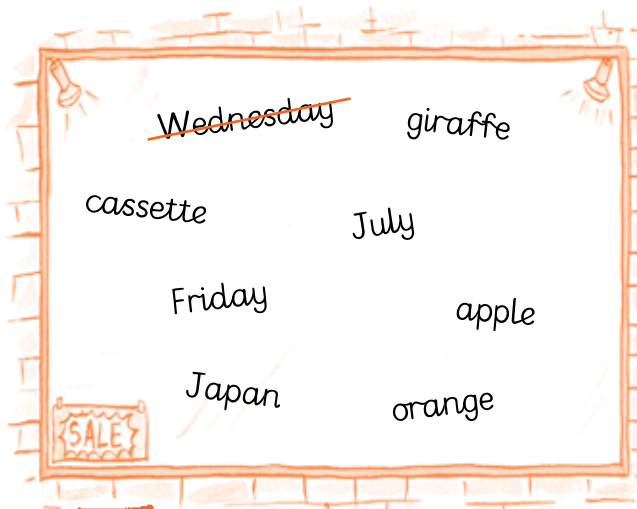
Look at these two words. How many syllables has each word got?



Now listen and repeat the words after the tape.

2 Think and sort.

Look at the words in the shop window. Each word has got 2 syllables. Say the words to yourself and decide where the main stress is. Write the words in the matching stress column.




Now listen and check.

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.

- Monday
- Science
- guitar
- bookshop

- English
- begin
- biscuit
- yoghurt

- Wednesday
- chemist
- balloon
- tennis

1 Read, think and order.

Maha went shopping for some postcards. Look at her conversation with a shop assistant and try and order the dialogue.



Can I help you?

Yes, we have. Here they are.

They're £1.00 each.

That's £6.00.

Thank you. Goodbye.



a Here you are.

b Oh, they're lovely.
How much are they?

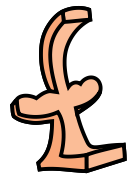
c I'd like 6 please.

d Have you got any postcards?



2 Write.

Ahmed went shopping for a t-shirt. Look at his conversation with a shop assistant and complete it.

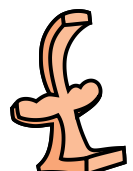
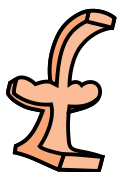
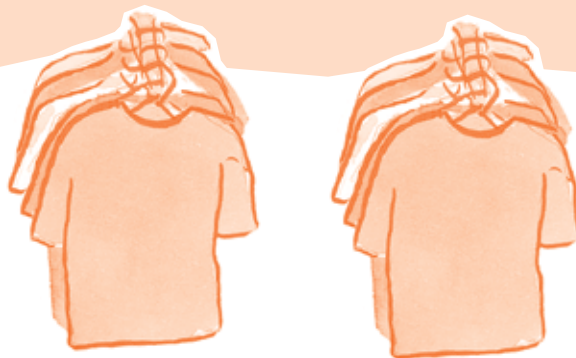


Shop assistant: Can I

Ahmed: Have you got a red, white and blue t-shirt?

Shop assistant: No,

Ahmed: _____



Now listen and check.

1 Read, think and complete.

Look at the different letters and symbols we use to write about Omani and British money.

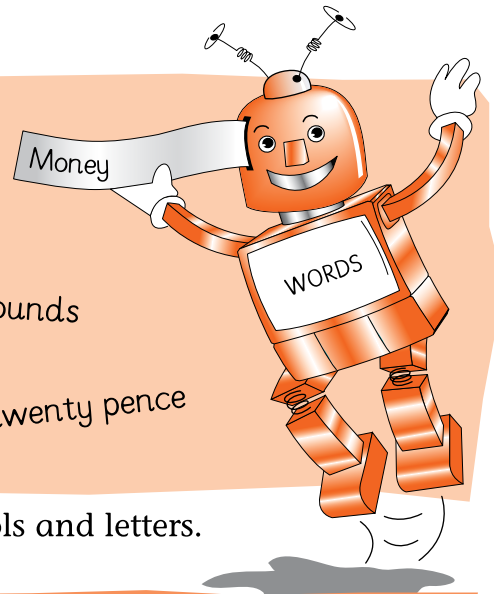
OR = rials
 bz = baizas
 £ = pounds
 p = pence

2 OR two rials

£5 five pounds

50 bz fifty baizas

20p twenty pence



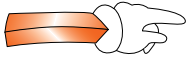
Now complete the information using words, symbols and letters.

1. 15 OR fifteen rials
2. 25 bz _____
3. 45 OR _____
4. 10 bz _____

5. ten pounds £10
6. forty five pence _____
7. sixty pounds _____
8. fifty pence _____

2 Think and complete.

When we write about money, we sometimes use **abbreviations** and **symbols**. Try and complete these rules using the information you have learned about Omani and British money.



When we write about Omani money, we can use the letters OR to mean _____ and the letters _____ to mean baizas.



When we write about British money, we can use the symbol _____ to mean pound and the letter p to mean _____.

3 Read and calculate.

Vicky's shopping list

1 incense burner = 4 rials
 3 henna cones = 900 baizas
 1 bracelet = 10 rials
 2 kilos of dates = 2 rials

TOTAL =

Look at these two shopping lists. One shows Vicky's shopping list when she was on holiday in Oman and one shows Maha's shopping list when she was on holiday in England. Look at the prices on the lists and work out how much Vicky spent and how much Maha spent.

Maha's shopping list

2 teddy bears = £6.00
 6 postcards = £6.00
 4 key rings = £8.00
 1 scarf = £7.50

TOTAL =

1 Look and label.

How much do you remember about British money?

Remove cut-out page **H** from page 105 at the back of this book and then label the coins and notes on the page.



2 Do a role play.

Imagine that you are on holiday in England and that you are going shopping with your friends.

Your teacher is going to divide your class into groups of shoppers and shopkeepers.

The **shopkeepers** must show their shop sign and display any items they sell in their shops.

Each group of **shoppers** must look at their shopping lists and decide in what kind of shop they can buy each item.



The rules of the role play

Each group of shoppers must buy all the items on their shopping lists as quickly as possible. The first group of shoppers to show their completed shopping lists to the teacher, with all the items marked with the correct prices, are the winners.

The shoppers must go from one shop to another asking 'Have you got ... ?' If one of the shopkeepers says 'Yes, I have,' the shopper then asks 'How much is it?' or 'How much are they?' The shopkeeper must say the price and the shopper must write the price of the item on their shopping list. If the shopkeeper says 'No, I'm sorry, I haven't,' then the shopper moves on to a different shop.

If you don't speak in English, the shop will close and you will not be able to buy anything!

1

Do a learning quiz.

Look at the quiz below. Complete the quiz for yourself and then interview a friend about their learning. Add up your scores to find out how good a learner you are!



Learning Quiz

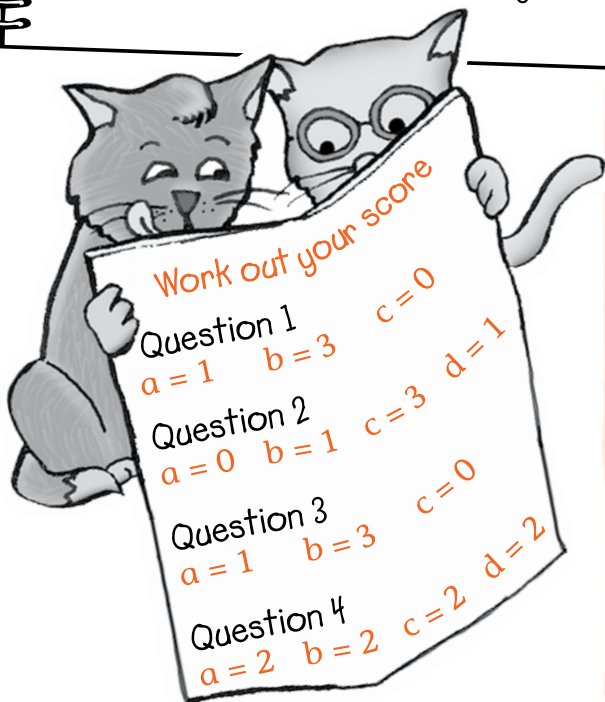
- 1 Do you try to speak English in class
 - a) sometimes
 - b) usually
 - c) never
- 2 If your teacher says something you don't understand in English, what do you do?
 - a) say nothing
 - b) ask your teacher to repeat it in Arabic
 - c) ask your teacher to repeat it in English
 - d) ask a friend
- 3 What do you bring to the classroom with you?
 - a) your Classbook and a pencil
 - b) your Classbook, Skills Book, exercise book, a pen and a pencil
 - c) nothing
- 4 Which of these things do you do outside of the classroom?
 - a) read stories in English
 - b) watch tv programmes and films in English
 - c) listen to songs in English
 - d) write to a friend in English

you

your friend

L
E
A
R
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I
N
G

J
O
U
R
N
A
L



How good a learner are you?

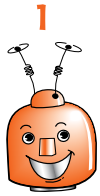
- 13-17 You are an excellent learner. You will learn a lot of English!
- 6-12 Well done, you are a good learner. Think about your learning a little more. What else can you do to improve your English even more?
- 0-6 You need to think more about what you can do to help yourself to learn English.



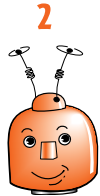
My learning record

Today is:

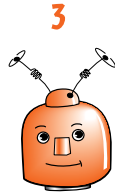
1 How well can you do these things?



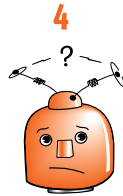
very well



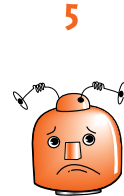
well



OK



not sure



not very well

- ◆ understand and talk about the price of things
- ◆ ask and answer questions about the price of things
- ◆ read and understand prices in Omani and British money
- ◆ write instructions for a board game
- ◆ write a factual description about Omani money



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

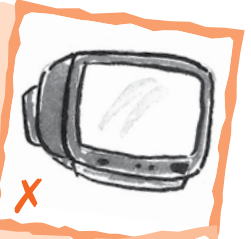
That's entertainment

1 Think and write.

Ahmed was watching the fireworks at the Muscat Festival last night. What were his friends doing? Look at the pictures and write true sentences about the things they were doing and the things they weren't doing last night. Use the verbs in the firework to help you.



1. Ahmed was watching the fireworks.



2. Ahmed wasn't watching television.



3. Talib and his dad were _____



4. Talib and his dad weren't _____



5. Issa _____



6. Issa _____



7. Waleed and his brother _____



8. Waleed and his brother _____



9. Khalfan _____



10. Khalfan _____



2 Write.

What were you and your family doing last night? Look at Maha's sentences about her family. Remove cut-out page 12 from page 75 at the back of this book and write similar sentences about your family. Put your sentences in your portfolio.



Last night

I was doing my homework.
 My mum was reading a book.
 My brother was watching a basketball match on television.
 My dad was using his comp.

1

Remember and write.

Look at the pictures of the Friendly family. Write a sentence describing what each person was doing last Thursday night. Use the words in the fish to help you.



1. Mr Friendly was ironing.

2. _____



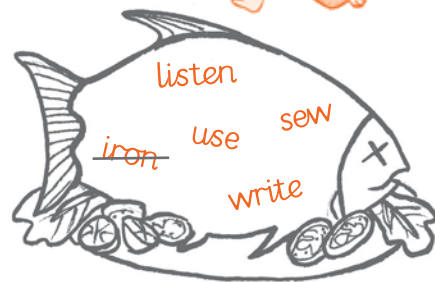
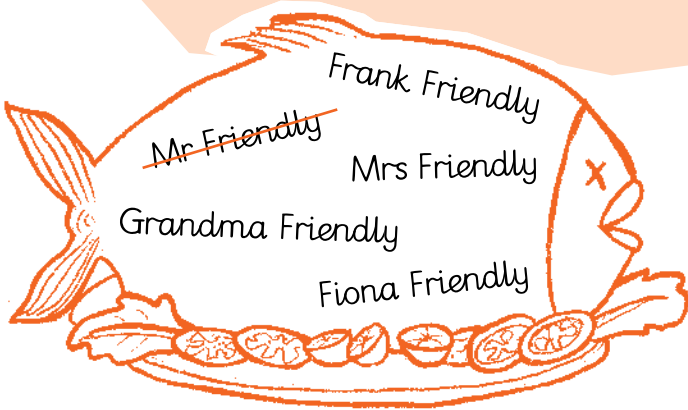
3. _____

4. _____



5. _____

6. The Crazy Cats were having a party!



2

Ask and answer.

Work with a friend. Ask and answer questions about the things the Friendly family were doing last Thursday night.



What was Grandma Friendly doing last Thursday night?

She was sewing.



the funfair

the cinema

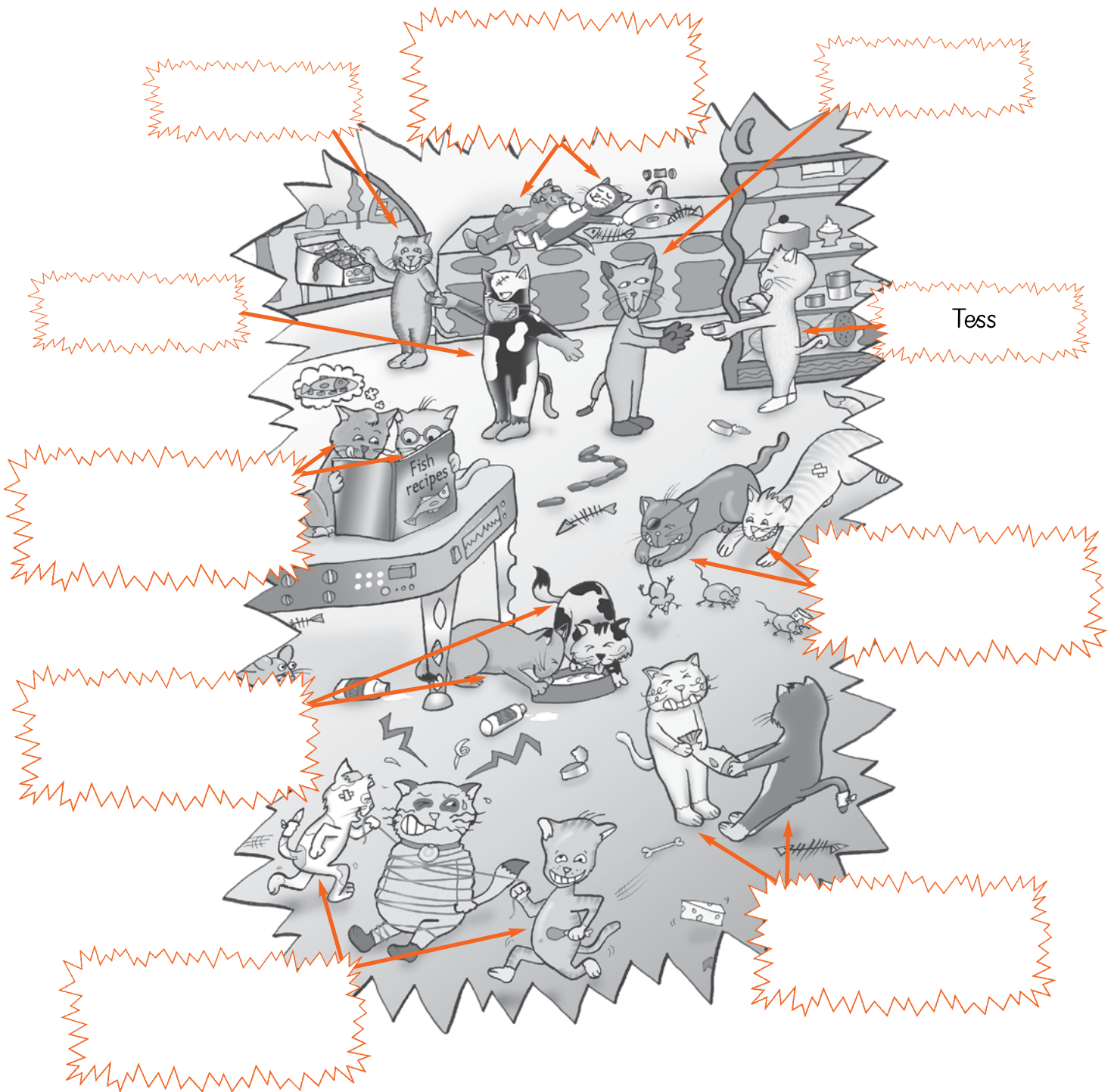
a concert

television

the theatre

the circus

Look at the picture of the cats from the comic. Look at sentences describing what the cats were doing last Thursday night. Use the information in the sentences to help you label the cats with their names.



Tess

1. Tess was taking food out of the fridge.
2. Bess was taking food off Tess.
3. Timmy and Tommy were tying up Tubby.
4. Rocky and Ricky were reading a recipe book.
5. Suzy and Sally were sleeping.
6. Polly was putting food in the trolley.
7. Butch was passing food to Polly.
8. Daisy and Dolly were drinking milk.
9. Milly and Molly were chasing mice.
10. Betty and Bobby were pulling a fish.

1**Write questions and answers.**

Write questions and answers about the things the IKC children were doing last Friday night. Look at pages 54 and 55 of your Classbook to help you.

1. What / Rose / do

Q What was Rose doing?

A _____

2. What / Toshi and dad / do

Q What were Toshi and his dad doing?

A _____

3. What / Tariq / do

Q _____

A _____

4. What / Paul and mum / do

Q _____

A _____

5. Rose / dance / Nairobi Festival

Q Was Rose dancing at the Nairobi Festival?

A _____

6. Paul and mum / learn / juggle

Q Were Paul and his mum learning to juggle?

A _____

7. Petra and sister / watch / Bolshoi Ballet

Q _____

A _____

8. Mai Ling / watch / basketball match

Q _____

A _____

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

Write two questions to ask yourself about last Friday night and then write true answers.

1. you / dance / Muscat Festival

Q _____

A _____

2. What / you / do

Q _____

A _____

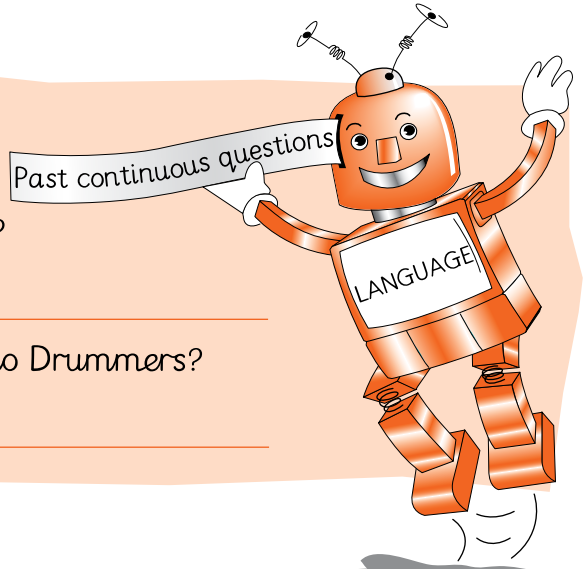


1 Find and answer.

Find and write the answers to these two questions.

1. What was Mai Ling doing last Friday night?

2. Were Toshi and his dad listening to the Kodo Drummers?



2 Write questions and answers.

Write questions and answers about the things these characters were doing.

1. What / Crazy Cats / do / last Thursday night

Q What were the Crazy Cats doing last Thursday night?

A _____



2. Khalfan / read / a comic / last Friday night

Q Was Khalfan reading a comic last Friday night?

A _____

3. Talib and dad / watch / a film / last Friday night

Q _____

A _____



4. What / Issa / do / last Friday night

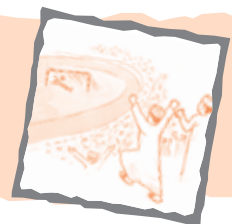
Q _____

A _____

5. Waleed and brother / watch / a football match / last Friday night

Q _____

A _____



3 Think and complete.

Look at the two questions below. Think about all the questions you have written to help you answer the questions and complete the rules.

How do we make questions **with** question words in the **past continuous**?

We use a _____ word followed by the past of the verb 'to be', then the subject and a main verb ending in _____.

How do we make questions **without** question words in the **past continuous**?

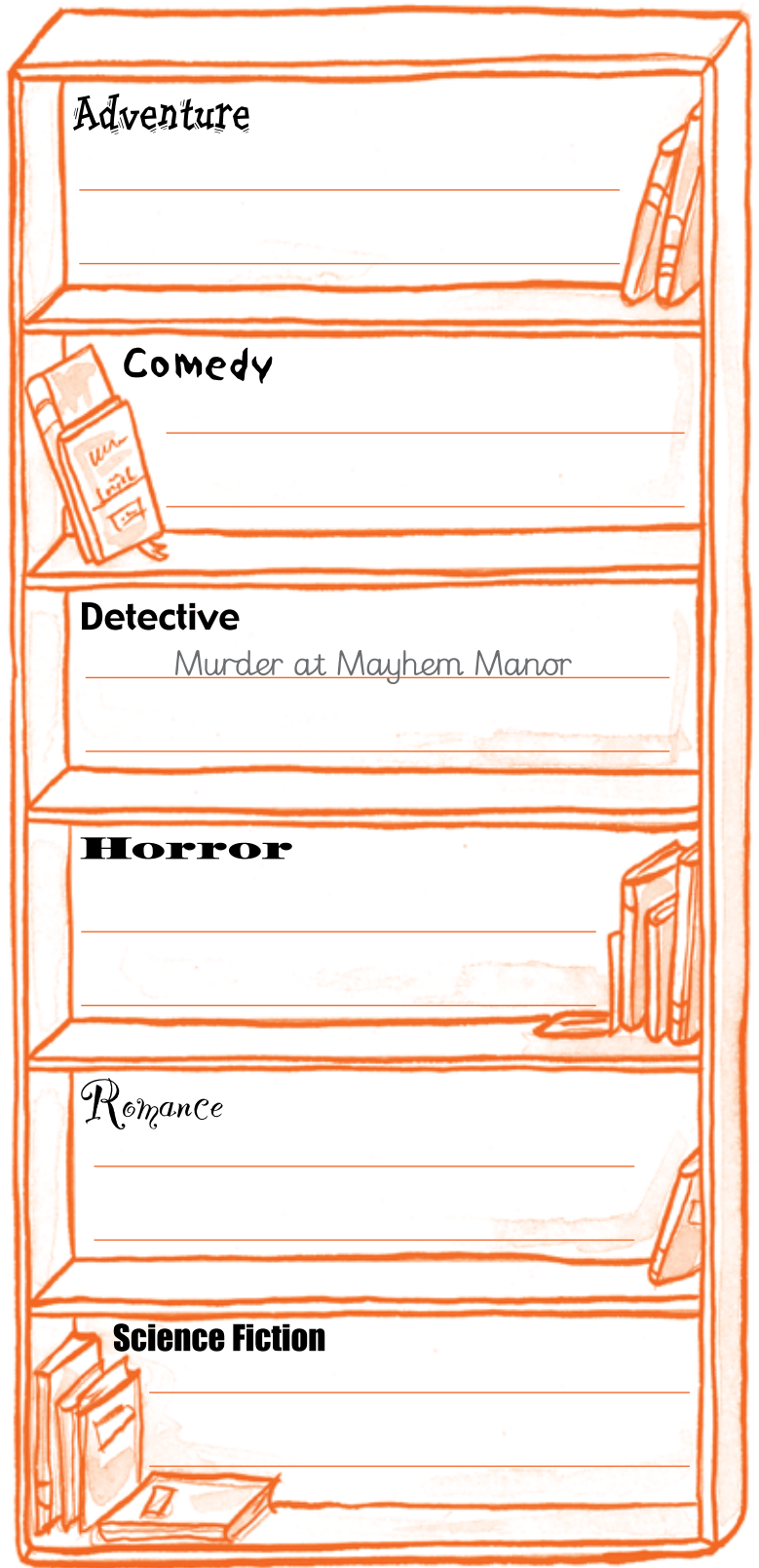
We use the _____ of the verb 'to be', then the subject and a main _____ ending in **-ing**.

question
verb
past
-ing

1

Read and sort.

Look at these books. What kind of stories are they? Write the title of each book in the correct space on the bookshelves.



2

Think and write.

What kind of stories do you like? Think about your favourite stories and then answer these questions.

1. What's your favourite book? _____
2. What's your favourite film? _____

Did you know ... ?

Do you know the author Agatha Christie? She wrote detective stories. She wrote about 90 books. They have sold more than 1,000,000,000 copies in 45 different languages.

1 Read and answer.

Look at **THE MISSING AMAZON DIAMOND** poster on page 57 of your Classbook and answer these questions.

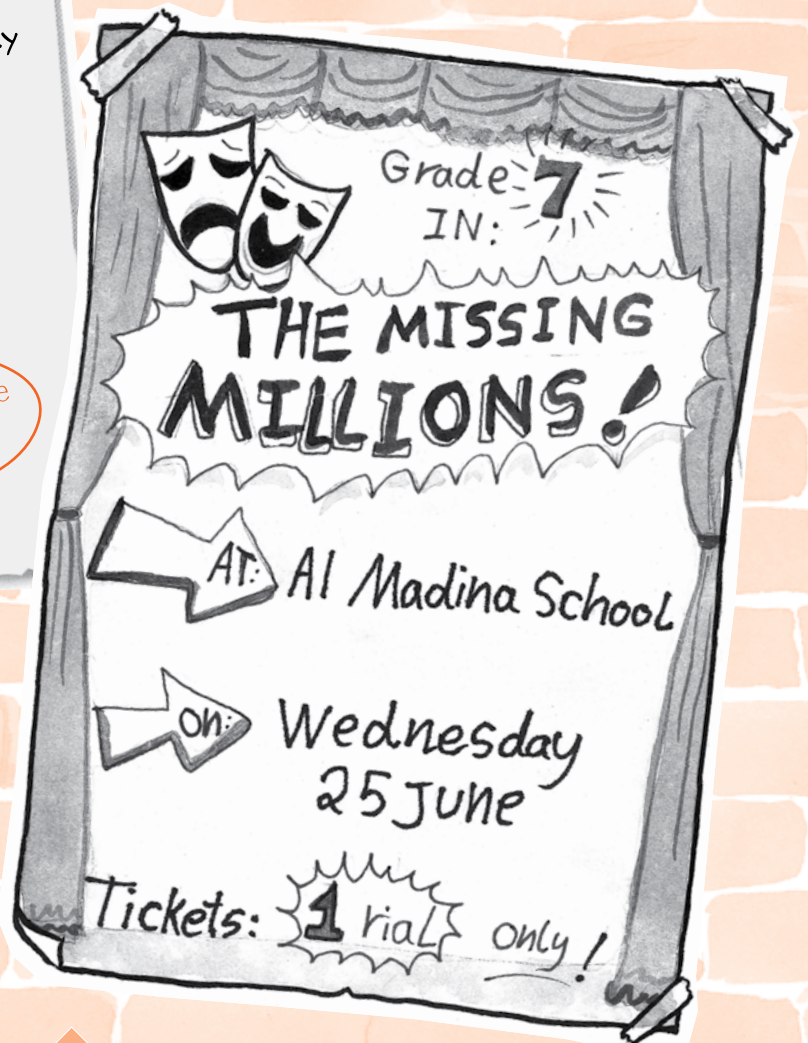
1. What is happening? _____
2. Where is it happening? _____
3. When is it happening? _____
4. How much does it cost? _____

Why do you think this poster was made? Where do you see posters? Talk with your friends and think of the places where you see posters.



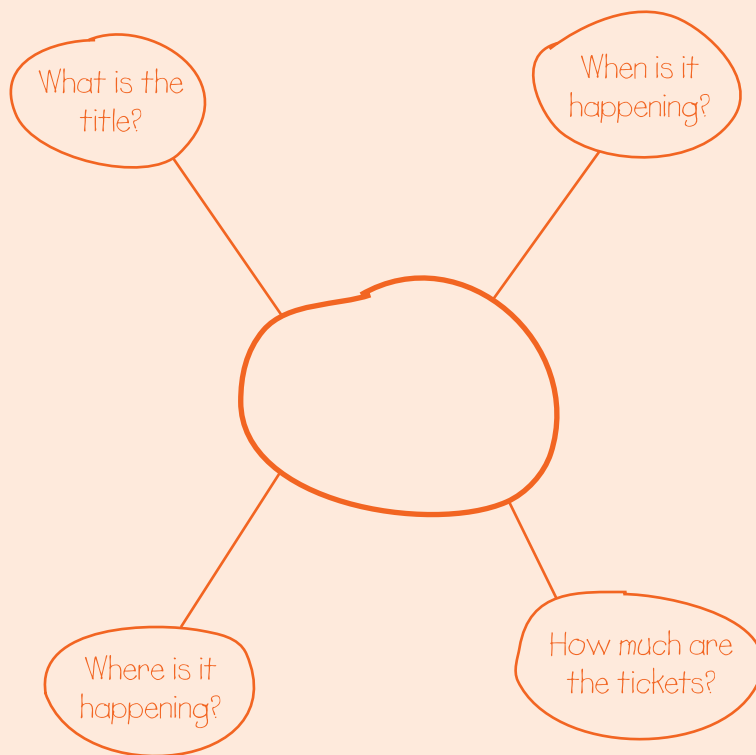
2 Think.

Maha's class decided to make a poster to advertise their end of semester school play. First they planned what would go on the poster and then they wrote the poster.



Imagine that your class is going to perform a **Whodunnit** for the end of semester. Make a poster to advertise your play. Use the planning sheet here to decide what kind of information to put on your poster.

1. Decide what information to put on it.
2. Find everything you need to make your poster – paper, crayons, drawings or photographs, glue, etc.
3. Decide where to put your poster so that it will be read by lots of people.



1

Play a game.

Alibi

Look at this house plan.

A gold clock was stolen from the dining room at 10 o'clock last night. Look at the names of the people – they were all in the house when the clock was stolen.



Who stole the clock?

To answer this question you will have to find out where everyone was at 10 o'clock last night.

In your group, take a role card each. Ask every member of your group where they were and what they were doing last night at 10 o'clock. Write where each person was at 10 o'clock on the floor plan.

Where were you at 10 o'clock?

What were you doing?

These people were in the house:

Sally

Ann

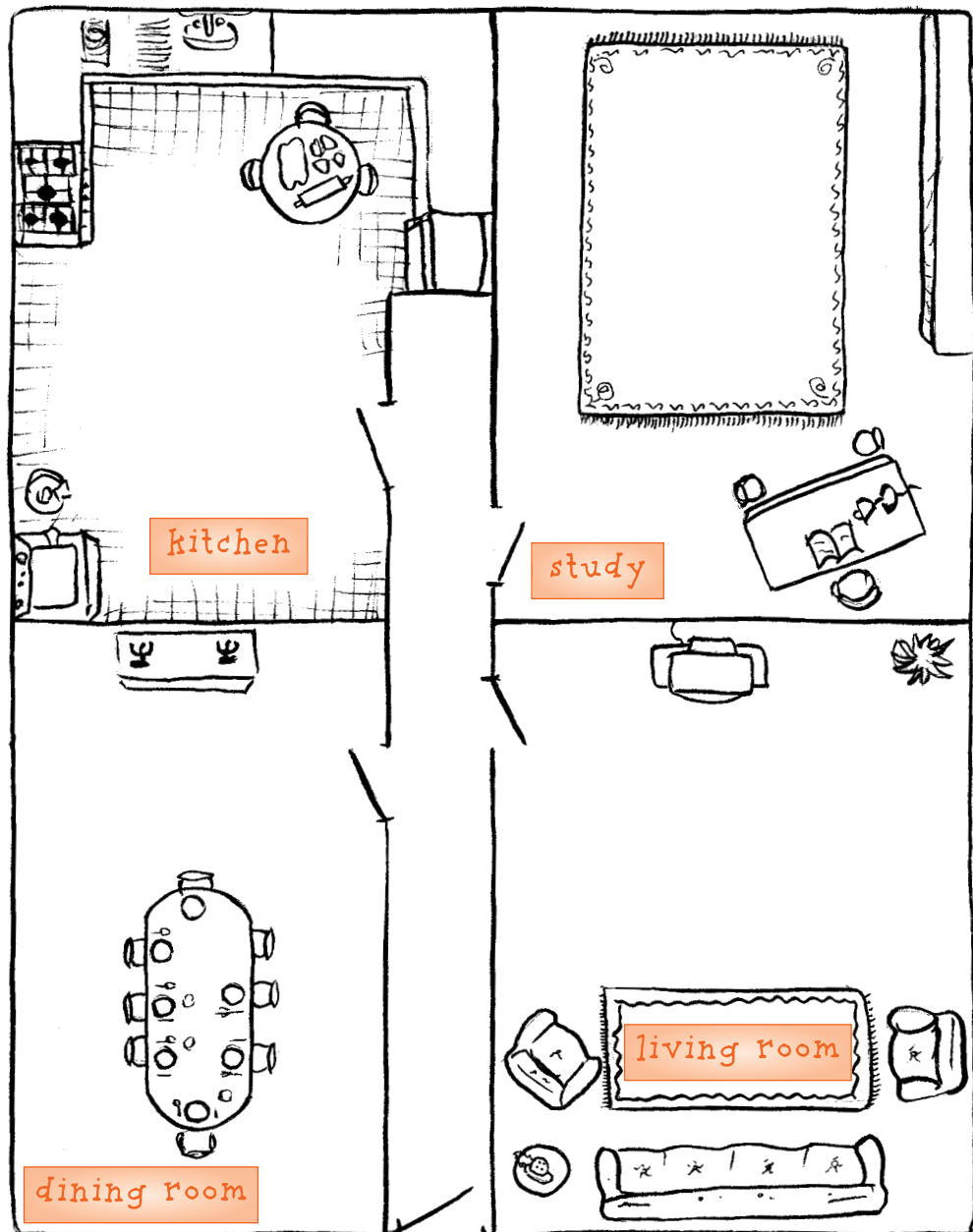
Kate

Penny

Jill

Mary

Lynn



1 Look, listen and repeat.

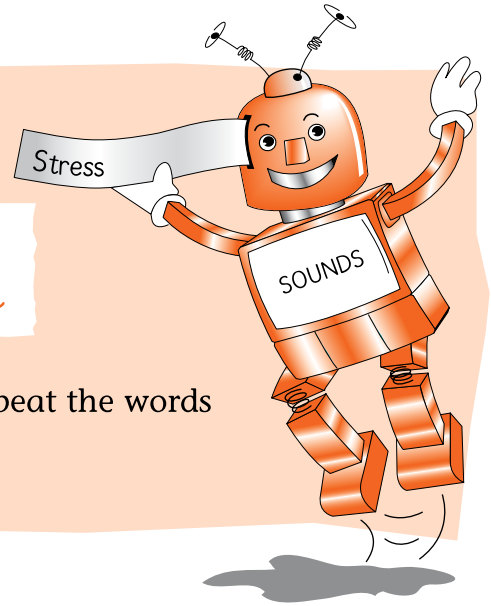
Look at these three words. How many syllables has each word got?



The Muscat Festival



Now listen and repeat the words after the tape.



2 Think and sort.

Look at the words in the poster. Each word has got 3 syllables. Say the words to yourself and decide where the main stress is. Write the words in the matching stress column.

detective	
cinema	Saturday
	adventure
computer	character
comedy	exciting

■ ■ ■

■ ■ ■



Now listen and check.

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.

■ ■ ■

animal
holiday
detective
Saturday

■ ■ ■

banana
computer
tomato
telephone

■ ■ ■

Africa
adventure
comedy
cinema

Blank space for writing the answer to the first list.

Blank space for writing the answer to the second list.

Blank space for writing the answer to the third list.

1 Read and think.

Look at these words and pictures.

wrap

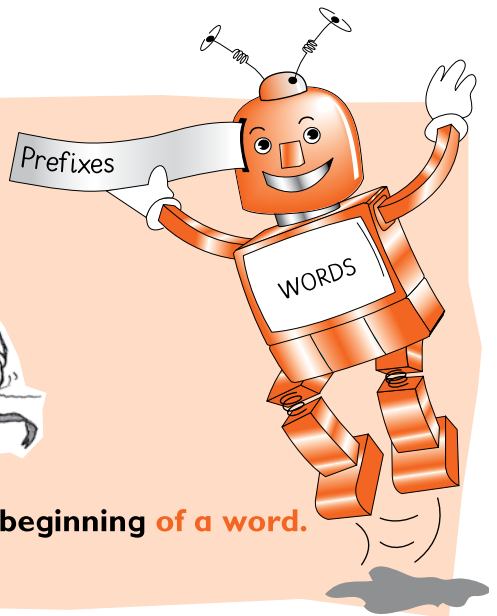


unwrap



Prefixes

WORDS



A prefix is a group of letters that we can add to the beginning of a word. Prefixes change the meaning of the word.

2 Read, find and change.

Read the descriptions of Mr Dollar, Mrs Mop, Lynn Mop, Larry Mop and Mr Green on pages 58 and 59 of your Classbook. Find 5 words beginning with the prefix **un-**.

Write the 5 words here.



Now write the opposite of each word by taking away the prefix **un-**.

3 Think and complete.

Think about the characters in the story again. Complete the sentences about them using words with the prefix **un-**.



1. Lynn Mop was very happy but her mother was very _____.
2. Larry Mop was kind but his uncle was very _____.
3. Lynn Mop was very selfish but her brother was very _____.
4. Mrs Mop was very tidy but her daughter was very _____.
5. Larry Mop was very healthy but Mr Green was very _____.

1

Make a Learning Journal Profile.

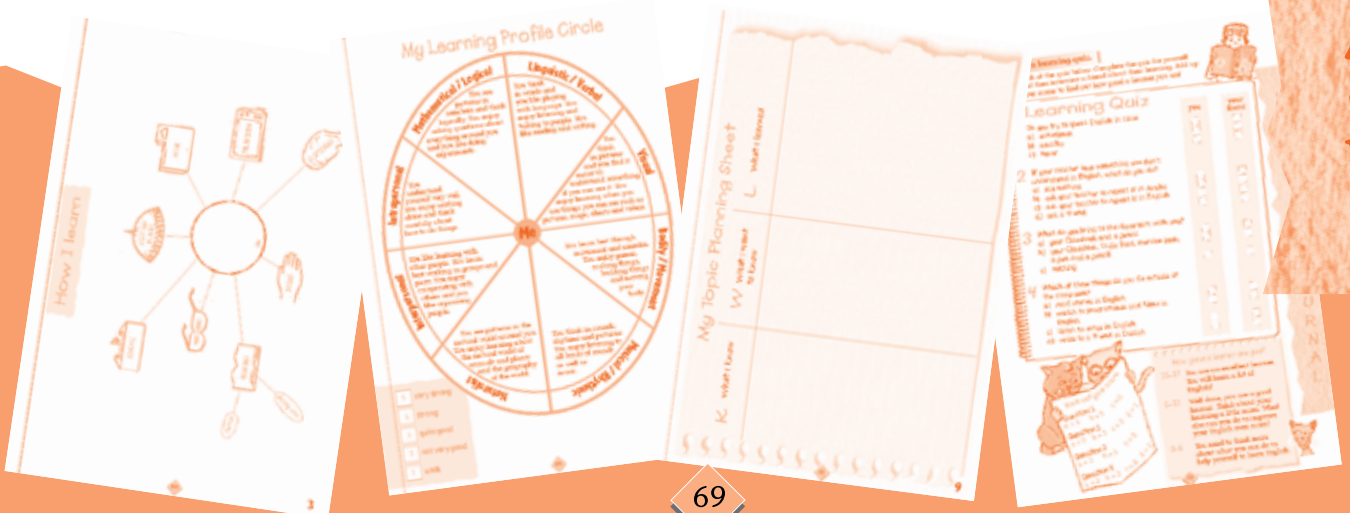
Find the 3 Learning Journal cut-out pages that you put in your portfolio. Put them on your desk where you can see them easily. Follow the instructions below to complete your Learning Journal Profile.

1. Remove the Learning Journal Profile sheet from cut-out page **13** on page 73 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?** Before you complete this, go back to cut-out page **3** – the Learning Journal cut-out page for unit 1. Choose some of your favourite ways of learning and write them in this space.
4. Look at the heading **What am I good at?** Before you complete this, find cut-out page **7** – the Learning Profile you coloured in unit 2. Find all the areas that you coloured as **strong** or **very strong**. Write all these things in this column.
5. The next heading is **How do I get started?** Before you complete this, go back to the cut-out page **9** – the Learning Journal cut-out page for unit 3. Look at it and then make a list of some of the ways to get started on a new topic.
6. Finally, look at the heading **How can I make my English better?** Before you complete this, look at the Learning Quiz on page 55 of this book. Write down two things that you can do to help you improve your English.

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?



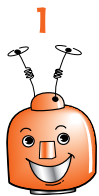
Put your Learning Journal Profile in your portfolio – you will need it for next semester!



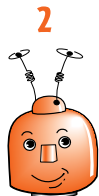
My learning record

Today is:

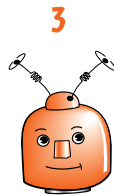
1 How well can you do these things?



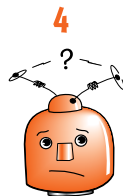
very well



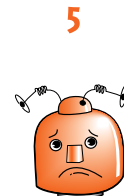
well



OK



not sure



not very well

- ◆ understand and talk about different kinds of entertainment
- ◆ understand and talk about different kinds of stories
- ◆ ask and answer questions about things people were doing using the past continuous
- ◆ write questions and answers about things people were doing using the past continuous
- ◆ read and understand a detective story
- ◆ write a poster for a play

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



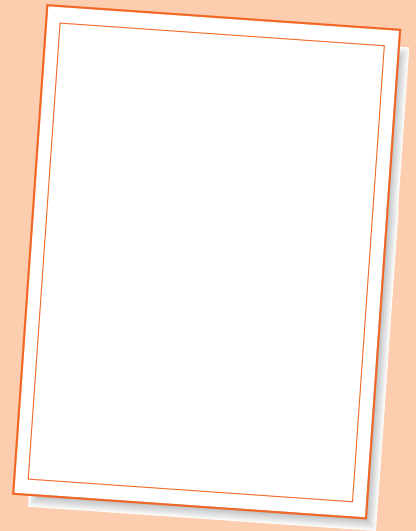
OK



not very good

Learning Journal Profile

How do I learn?



Me

What am I good at?

How do I get started?

How can I make my English better?

Last night

Lined writing area for the story.



Omani money

Super Shopping price list



bananas

2 rials a kilo



cakes

300 baizas each



a CD

6 rials



a chair

12 rials



comics

200 baizas each



a computer

300 rials



cough syrup

2 rials



a football

10 rials



sandals

15 rials



a teddy bear

2 rials



t-shirts

3 rials each



a watch

30 rials

My Topic Planning Sheet

K

What I know

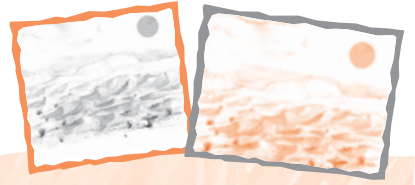
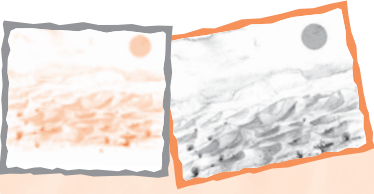
W

What I want
to know

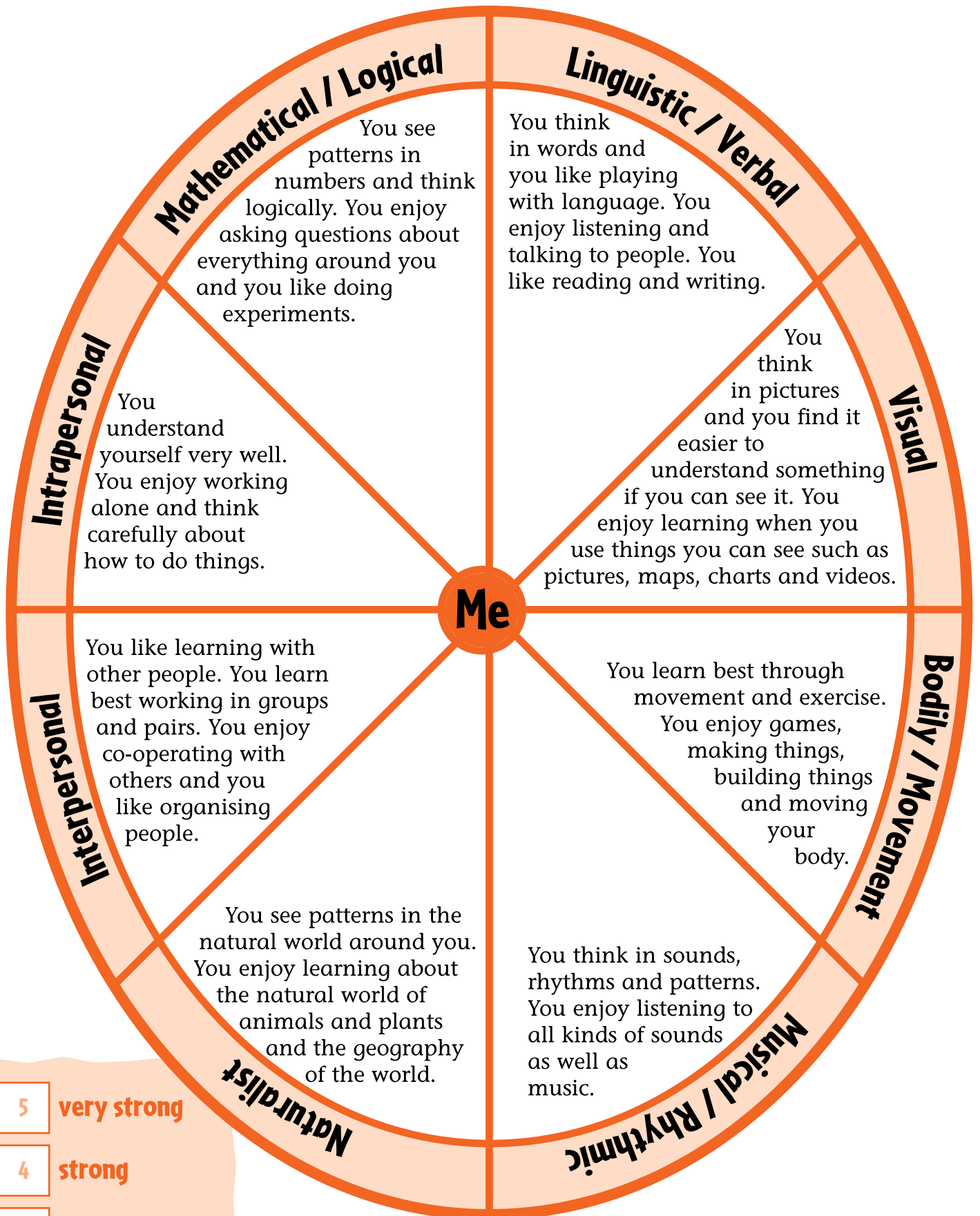
L

What I learned

My haiku



My Learning Profile



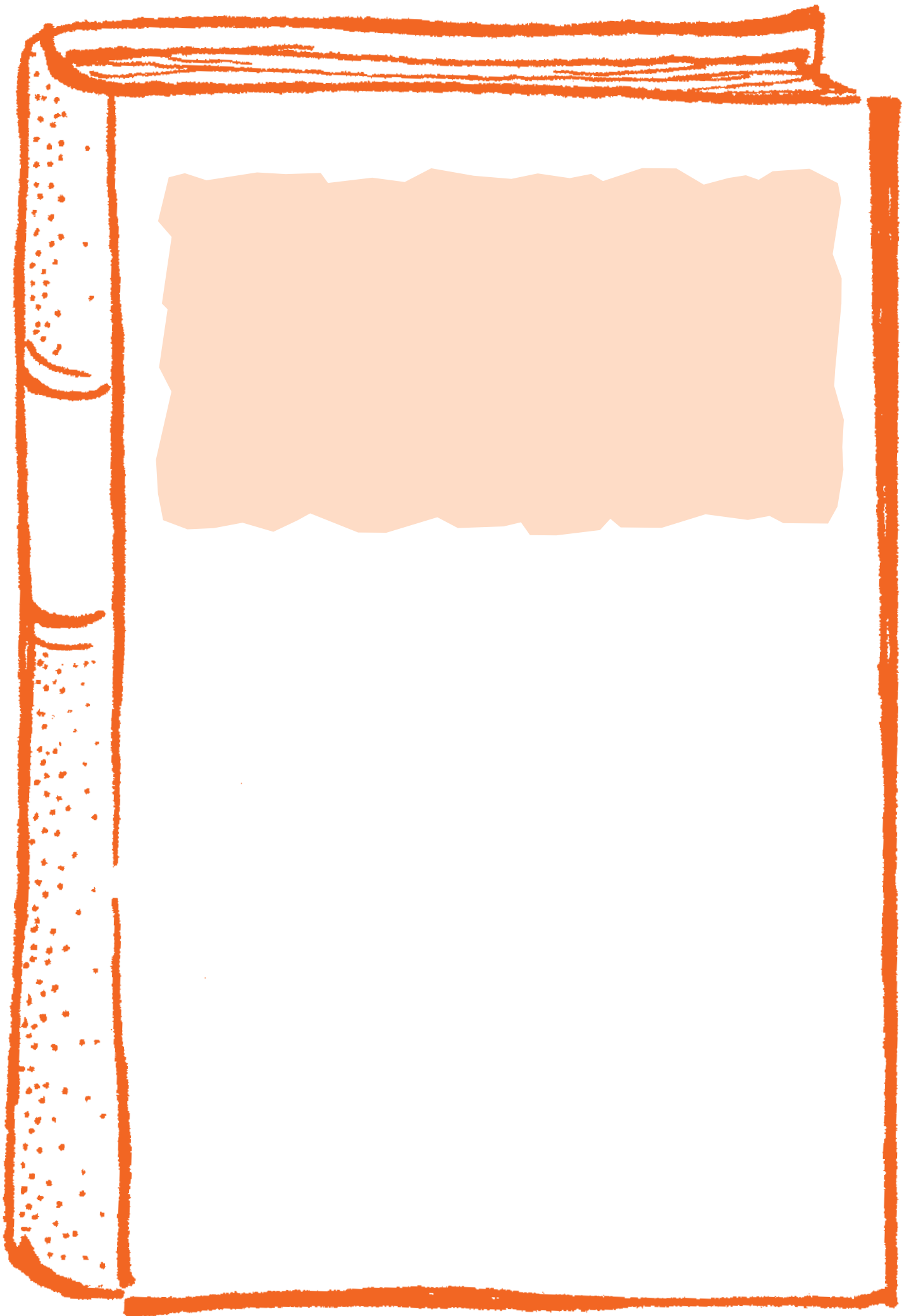
5 very strong

4 strong

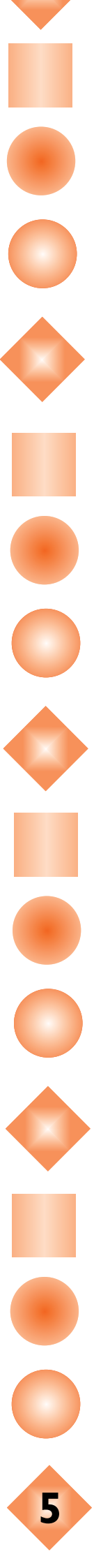
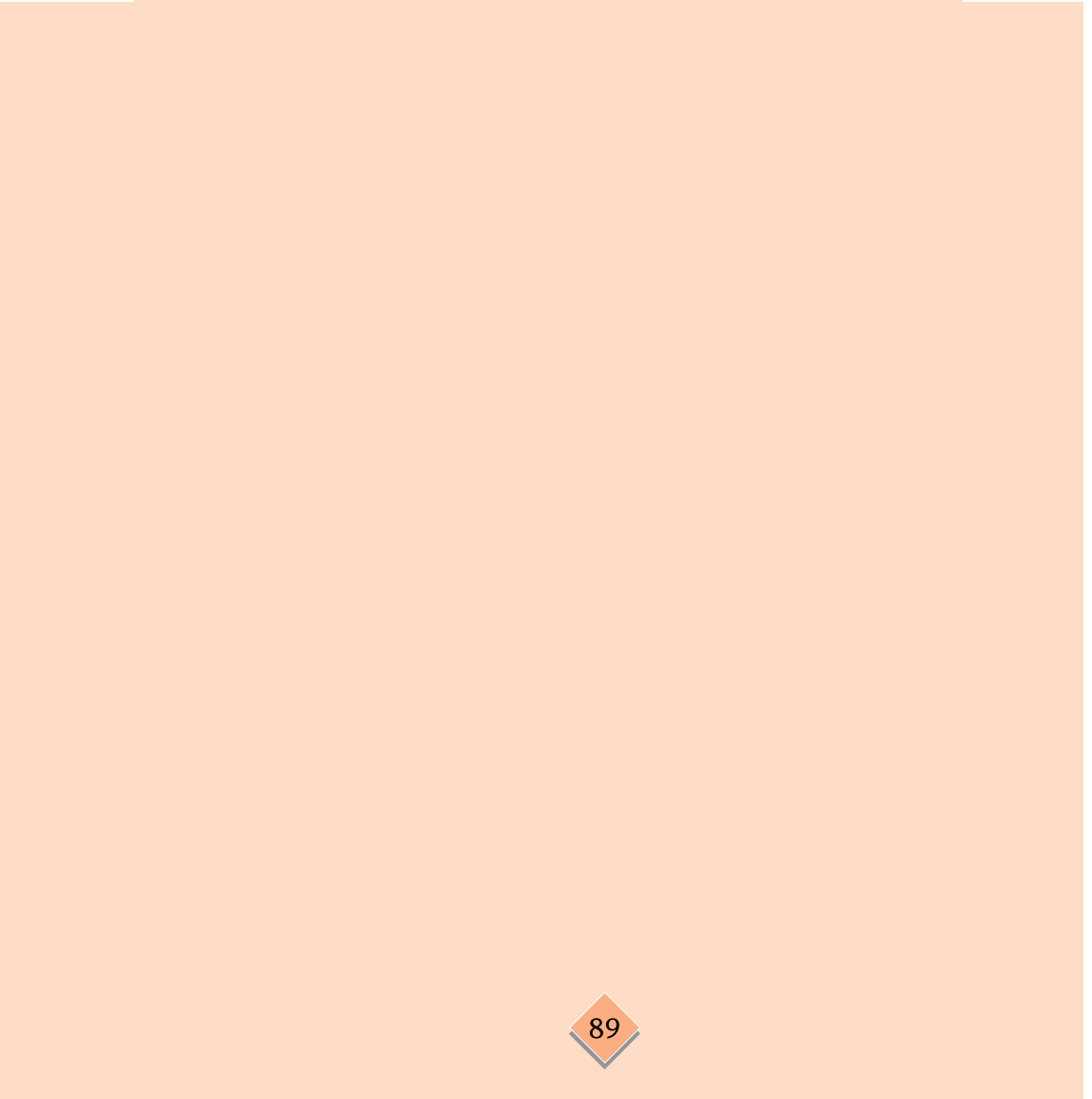
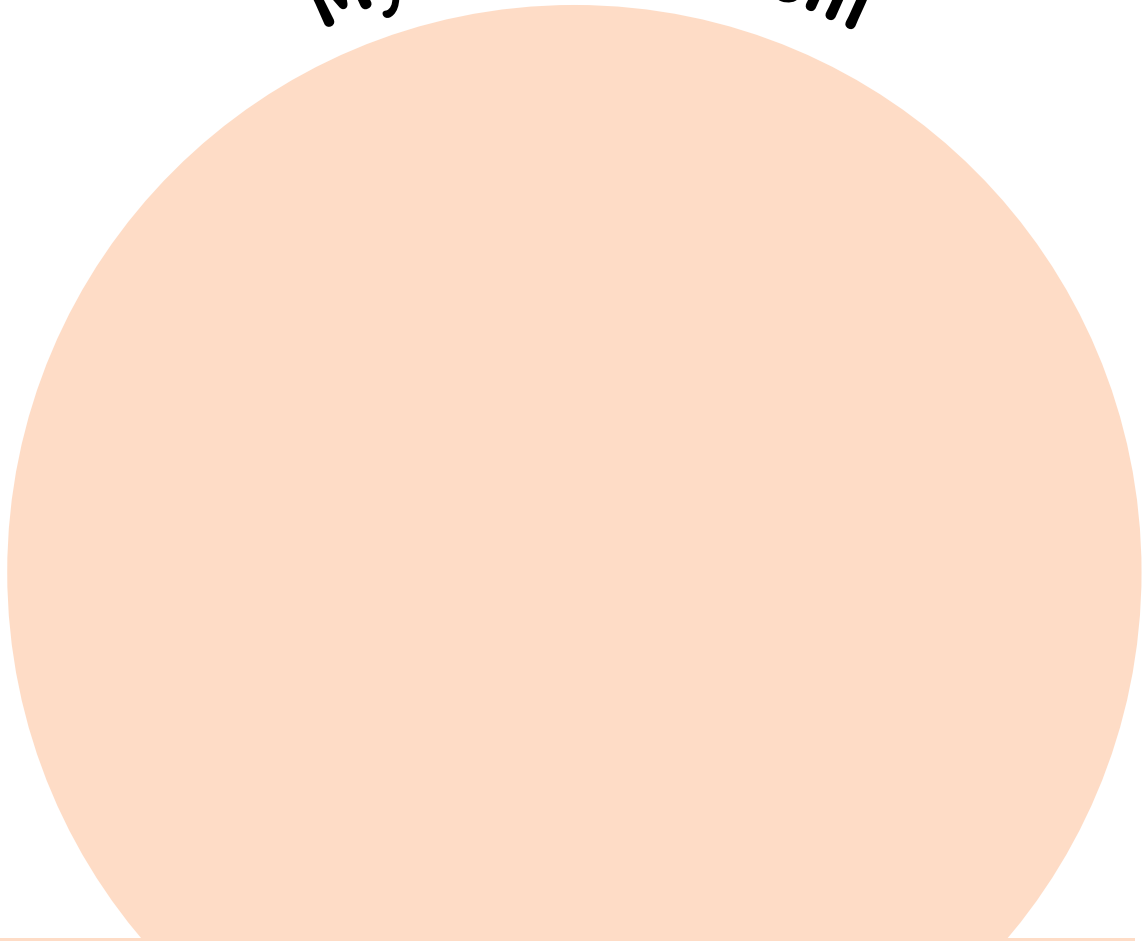
3 quite good

2 not very good

1 weak

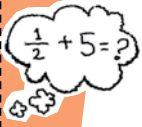


My shape poem

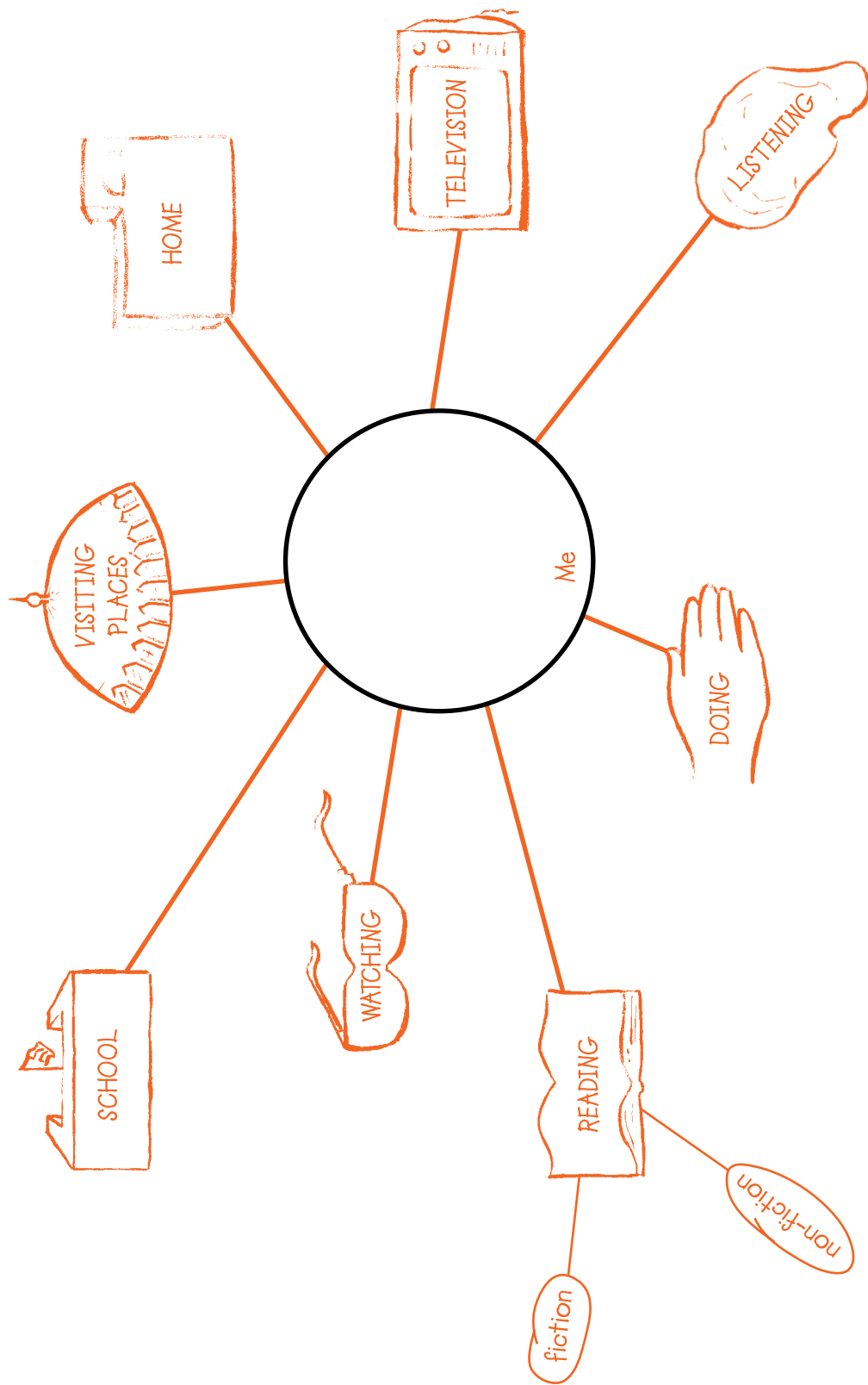


All about me!

Write 7 sentences about yourself, or more if you want! Think about the things you are good at and the things you like and don't like. Use the pictures on the page to help you.



How I learn



Holiday Horrors!



A large, light-orange, torn-edge rectangular area containing ten horizontal lines for writing.

Two large, irregular, hand-drawn orange rectangular frames at the bottom of the page, intended for drawing or illustrations.

Bingo card 1

Bingo card 2

Bingo card 3

Bingo card 4

Bingo card 5

Bingo card 6

played

visited

had

liked

travelled

rode

pointed

went

took

stopped

picked

ate

helped

thought

swam

was

project Record Sheet

Make an environment poster or book.

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

1. Write the names of the children in your project group here:

2. Discuss with your friends what environment you want to do your project about. Write the name of the environment here:

3. Talk about the kind of information you want to put on your poster or in your book. Write your ideas here:

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

5. Choose an animal or plant from your project environment that you want to find more information about. Write the name of your chosen plant or animal here:

6. Find information about the animal or plant you are going to write about. Draw any extra pictures you may need.

7. Follow the writing route to write about your animal or plant. Ask your friends to check your writing. Make any changes to your writing.

8. In your group, discuss how you will organise your material. Then display your poster or book for the rest of the class to see.





Project Record Sheet



Make a shopping board game.

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

1. Write the names of the children in your project group here:

2. Think about what you want your board game to look like.
Write or draw some ideas here:

3. Talk about the kind of information you want to put on your board game.
Discuss the kind of things you want to sell in the shops. Write your ideas here:

4. Decide in your group who will find or draw the pictures to go on your board game. Write their names and items here:

5. Put all the things you are going to sell in the shops together and write a price list.

6. Decide in your group what the rules of the game should be.
Write the rules and check each other's writing.

7. Draw your board game. Add the pictures and instructions to it.

8. Play the game in your group to make sure it works.
Make any changes necessary.

9. Give your board game to another group to play.
When they have played your game, ask them if they liked it.



My English Portfolio

Name Date



Contents



British money

a



b



c



d



e



f



g



h



i



j



k



l



Omani money



Africa, Asia, Australia,
North and South America,
South of Europe

hot – it rains a lot
in one season

Grasslands

elephants, zebras,
giraffes

lots of grasses and
some trees and bushes

Cold places

Antarctic, Arctic, North America, North of Europe, North Asia

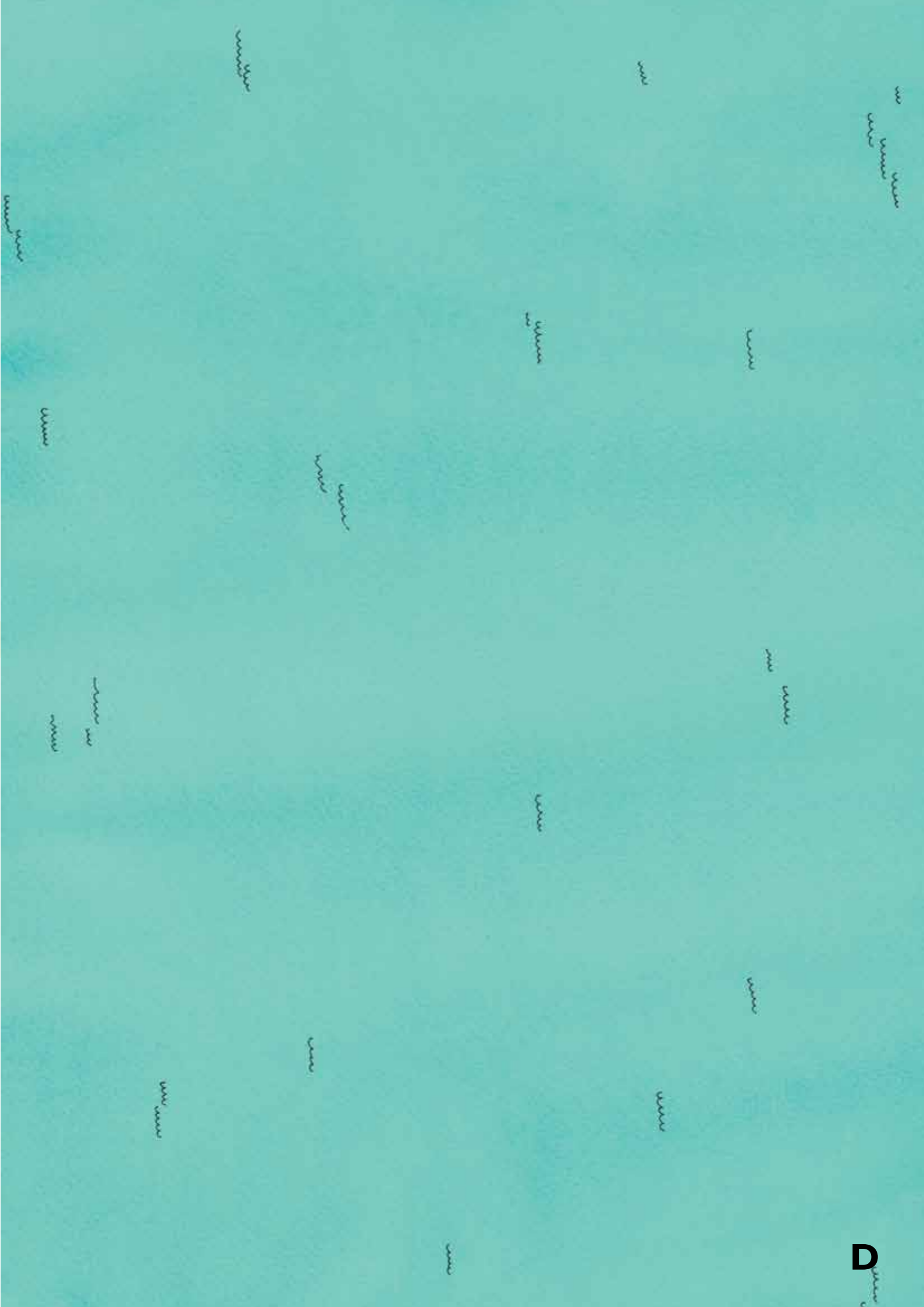
cold – there is snow and ice for most of the year

Cold places

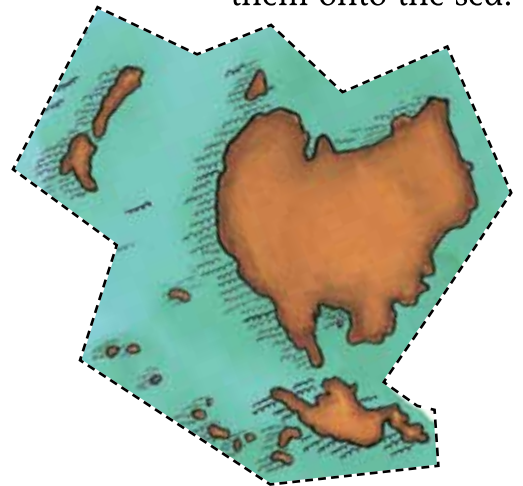
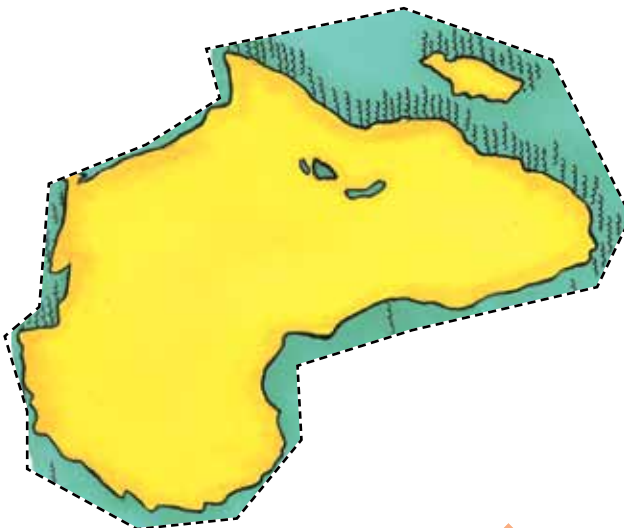
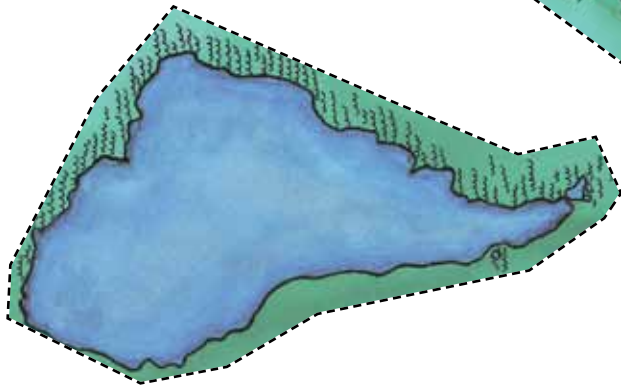
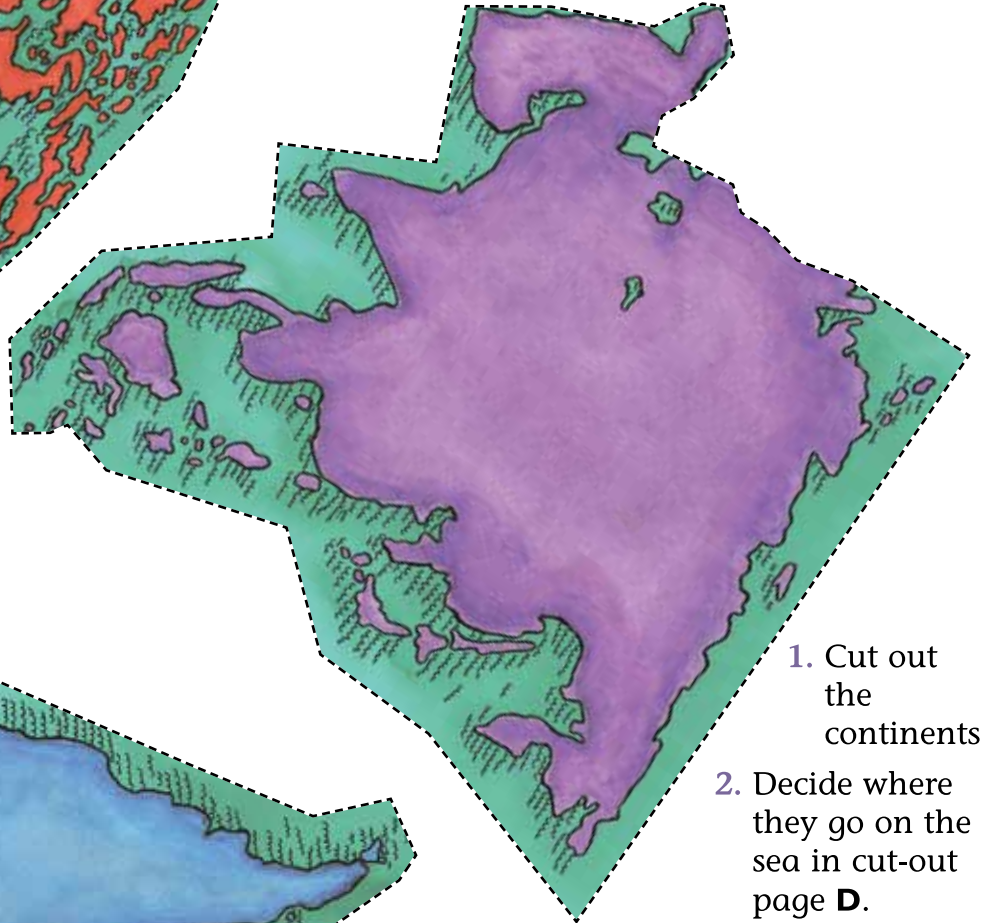
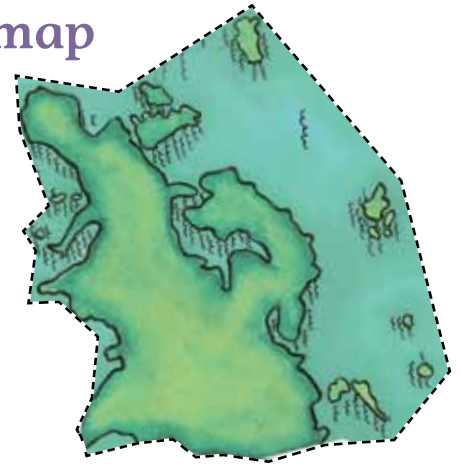
penguins, polar bears, seals

not many plants live in cold places – some small flowers like the Arctic poppy

Grasslands



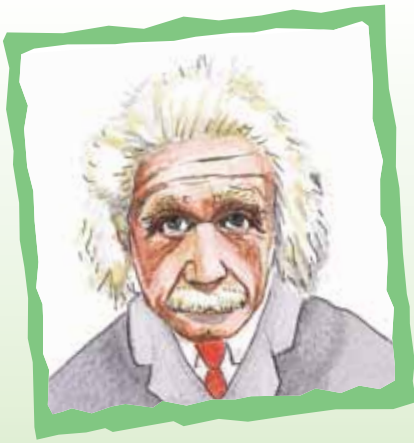
Make a world map



1. Cut out the continents.

2. Decide where they go on the sea in cut-out page **D**.

3. When you are happy with the position of all the continents, stick them onto the sea.



The Life of Einstein

Date	Event
1879	
1886	
1895	
1901	
1921	
1955	

Use these notes to help you complete the time line about Einstein's life.

Einstein died.

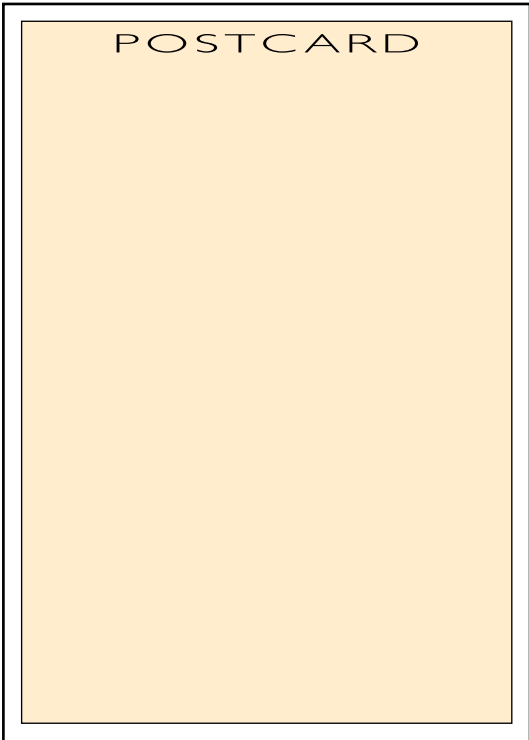
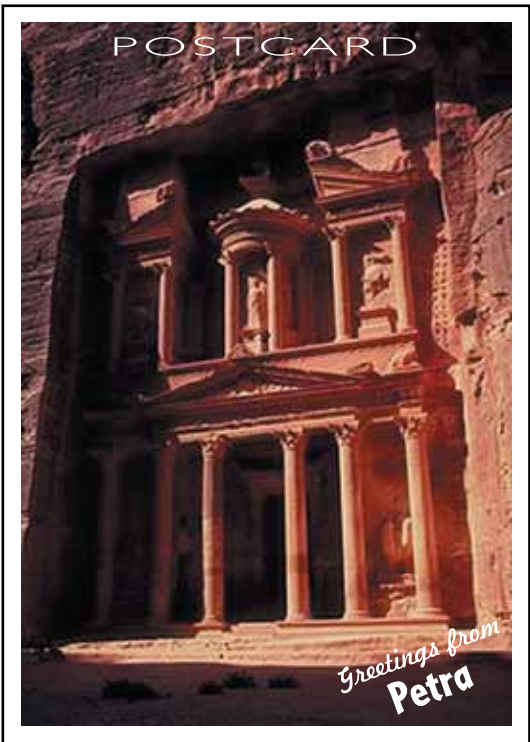
Einstein won the Nobel Prize for Physics.

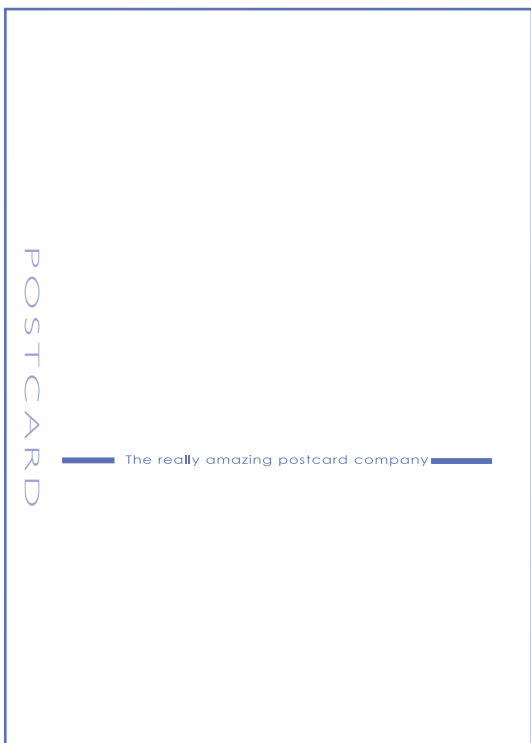
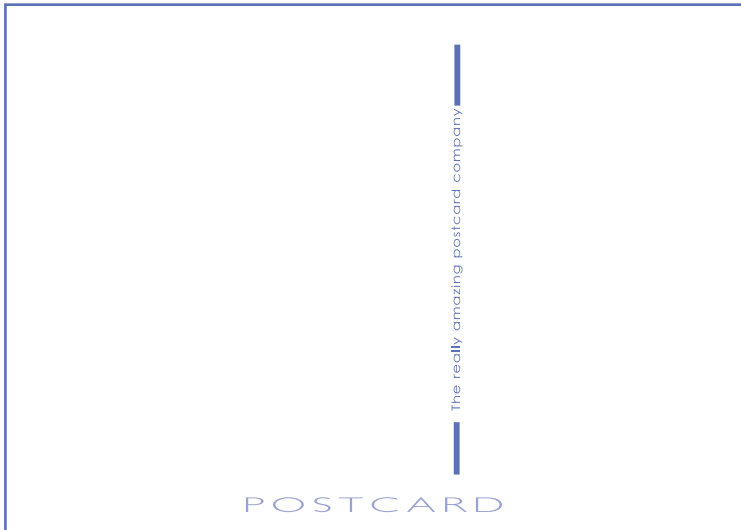
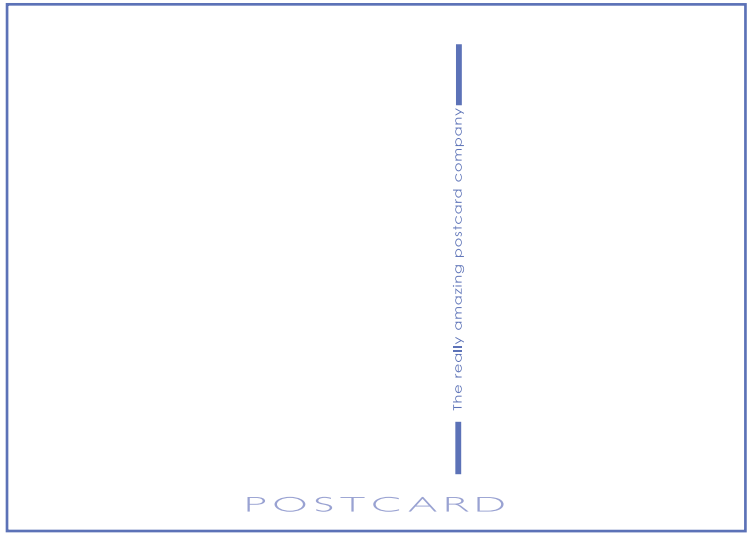
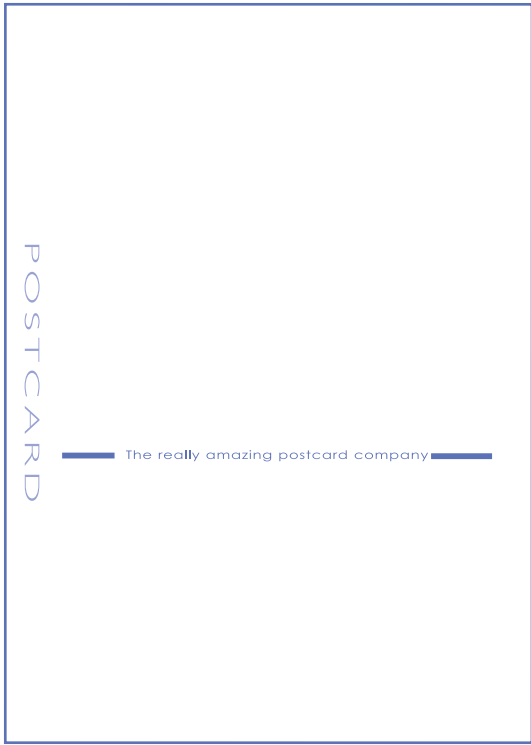
Einstein was born.

Einstein started school.

Einstein became a teacher.

Einstein left Germany for Switzerland.





الإنجليزية لأجل
كتاب المهارات
للمستوى الأساسي (الجزء أ)
EFM-SB 7A