

استعدم بثقة
Moving Forward
with Confidence



SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 7A

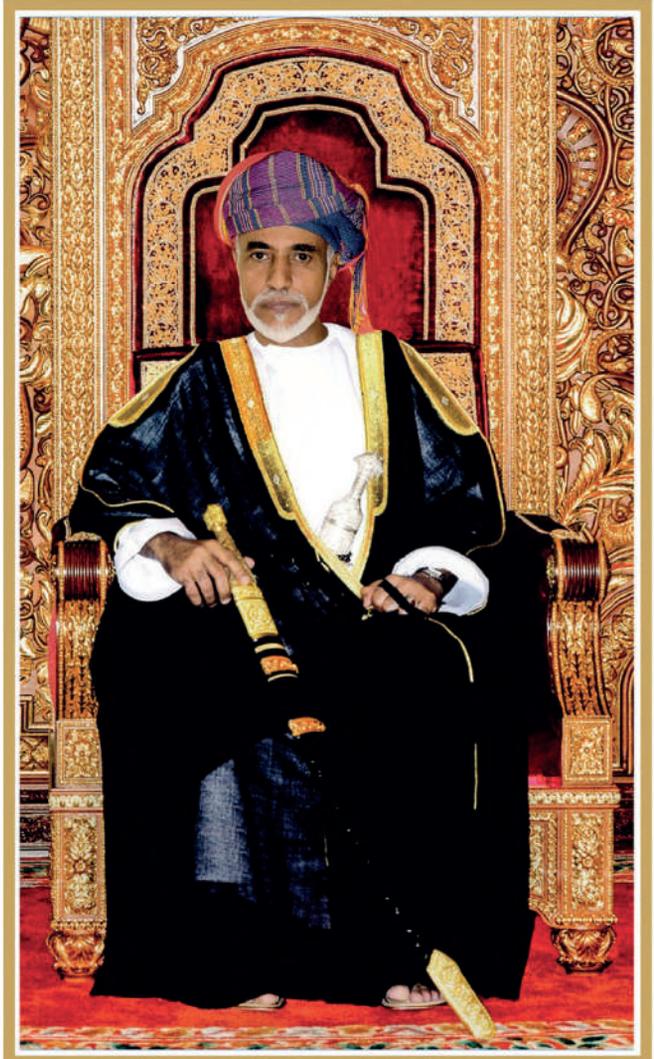
Activity Book



Trial Edition
2025



**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan
Qaboos Bin Said**

SULTANATE OF OMAN

(Governorates & Wilayats)



Praise be to Allah and Peace be upon His Messenger, Mohammed

Education is key for personal development, and it provides a wealth of opportunities in life. The commitment and efforts we put into education are some of the most fundamental investments we can make towards securing the future wellbeing of Oman and its citizens.

Our education system has been the bedrock of our development. It has provided this generation and those before it with the skills and knowledge that have driven the country's growth and, with it, our prosperity. But to meet our high aspirations as expressed in Oman's Vision 2040 amidst an increasingly competitive global environment, we cannot stand still.

To compete with the best in the world, our education system must develop young Omanis who are knowledgeable, think critically and creatively, have leadership skills and are able to communicate effectively in English with the rest of the world. Just as importantly, our students must be instilled with values, ethics and a sense of citizenship that will empower them to make the right choices for themselves, their families and the country.

Given Oman's historical and geographical profile, mastering English as a second language is an absolute necessity for all our students. It is the language of international communication and is also the main language for studying other subjects all over the world. Therefore, the Ministry took the decision to adopt and customise an international series called 'Team Together' that is benchmarked to the Global Scale of English (GSE) and the Common European Framework of Reference for Languages (CEFR), both of which are internationally recognised standards for describing language ability.

This series is based on the most cutting-edge research on teaching and learning. It will embed and develop Future Skills such as critical and creative thinking, as well as encourage holistic, well-rounded personal growth. This series will prepare our children to meet the challenges of a pluralistic society that welcomes diversity, a knowledge-based job market that is constantly evolving, and economic globalisation.

Finally, I hope that you find this book useful and enjoyable, and use it in your everyday lives, as this will enable us all to contribute to the success of our beloved country – the Sultanate of Oman – as led by the inspiration and wisdom of His Majesty, Sultan Haitham Bin Tarik.

I would like to take this opportunity to wish you every success in life.

Dr. Madiha bint Ahmed Al-Shaibani

Minister of Education

Sultanate of Oman

Dear students,

We are very excited to help you continue your learning journey with English!

Your Semester 1 books are a Class Book as well as an Activity Book. Remember to look after your books and to bring them to your class every day.

All of your books have lots of fun activities to help you to learn English. Your Class Book has stories, songs, projects and games. Your Activity Book has lots of fun tasks to do in class.

Have a really interesting semester and we look forward to writing to you again in Semester 2!

Name: _____

Class: _____





SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 7A Activity Book with Digital Resources



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Welcome

The WOW! Team

1 Read and complete the sentences.

good homes job safe start wear ~~welcome~~ writing year

- 1 **Majid:** We're the new WOW! Team. Welcome to the _____ of this new school year.
- 2 **Bayan:** Reem, Sultan, Jullia and Arlo did such a great _____ on the magazine last year. We hope we can make it just as _____ this year.
- 3 **Frank:** Last year, we looked at how to make our _____ happy places, why we _____ different clothes and how we can keep _____ outdoors.
- 4 **Emily:** Start _____ to us now and tell us what topics you want to read about this _____!

2 Which of the following can you NOT use to introduce yourself?

- 1 It's nice to meet you.
- 2 Great to meet you.
- 3 I'm welcoming you.
- 4 I'm pleased to meet you too.

3 Match the two parts of the sentences.

- 1 He's the writer who _____ a my family and I'm very excited.
- 2 I want to find out what you call _____ b a plane for the first time!
- 3 Next summer, I'm going to go on _____ c today it's very hot.
- 4 I'm going to go on holiday with _____ d different parts of animals.
- 5 It was raining yesterday but _____ e wrote a famous book about an old palace.

4 Which of the topics from Activity 3 are the most interesting? Write why.

entertainment animals travel the seasons

1 Read the text on Class Book page 12 again. Then read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say). Correct the false sentences.

1 Frank likes cooking and wants to cook more.

2 Frank travels a lot and wants to travel more.

3 Majid has been camping in dangerous places.

4 All the students in Majid's class know some first aid.

5 Bayan's camping mat was very soft and comfortable.

6 Bayan will camp by a stream next time.

7 Emily likes a checked dress.

8 Emily always wears smart clothes.

2 Which words can you remember from Grade 6? Complete the table with four words in each column.

baggy be sick bracelet burn your hand camping stove chop
 colourful compass ~~empty the bin~~ fall over fry gloves
 hurt your ankle pepper plain rope rucksack spoon
 striped sweatshirt sweep the floor tidy up tie vacuum the carpet

Jobs at home	Food and drink	Describing clothes	Clothes and accessories	Outdoor equipment	Injuries and illnesses
empty the bin					

3 Play a guessing game. Describe a word or phrase from Activity 2. Do not say the word. Your partner guesses the word.

You can put this on your food.

Is it pepper?

1

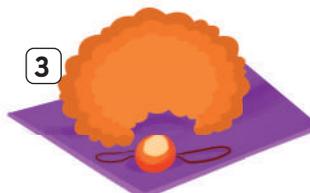
Entertainment

Vocabulary

1 Write the jobs.



writer



2 Read and complete the sentences.

- Hanan's creative and she likes making clothes. She should be a costume designer.
- This news programme is interesting and the _____ is very good.
- I like watching TV talent shows. Some of the _____ are excellent!
- I've read this book four times! It's by my favourite _____.
- You're very good at telling funny stories. You would be a great _____.
- My sister loves puppets. She'd like to be a _____ one day.

3 Read the *I'm learning* box. Then write descriptions of the jobs.**I'm learning****Describing jobs**

You can describe jobs by saying what the people do.

A puppeteer works with puppets.

A comedian makes people laugh.

- A stunt performer does dangerous things for films.
- An animator _____
- A bus driver _____
- A clown _____
- A costume designer _____
- A chef _____

4 Write three or more descriptions of jobs. Use the jobs in the box or your own ideas.

camera operator farmer mechanic police officer scientist
waiter performer vet make-up artist

1 Read and complete the sentences from the dialogue on Class Book page 17. Then listen and check.

because body comedian cool funny (x2)
~~great~~ man on puppets time

- You're a great clown, Frank.
- I've heard that _____ are like guitars _____ they both have strings.
- Very _____, Majid. You should be a _____!
- That's _____. Is he _____?
- What do you call a _____ with a big nose and no _____?
- Come _____, you two! It's _____ for the WOW! Talent Show.



2 Answer the questions. Write complete sentences.

- Why is Frank's costume a bit small? He's had it for a long time.
- When did Frank start to be a puppeteer? _____
- When did Majid's uncle become a comedian? _____
- When did Majid see his uncle perform? _____
- Why was the answer 'Nobody Nose' funny? _____

3 Read and complete the dialogues with the correct expressions. Then listen and check.

I've no idea. x 2

That's cool! x 2

I get it! x 2

1 A: I'm going to be in the talent show!

B: ¹ That's cool! What's your talent?

A: Telling jokes! Here's one. Why can't a bike stand up by itself?

B: ² _____

A: Because it's two-tyred! Do you understand?

B: Yes, ³ _____ That's funny!

2 A: What time does the talent show start?

B: ⁴ _____ No one told me.

A: What are you going to do?

B: I'm going to make people laugh.

A: ⁵ _____ So are you a comedian?

B: No, I'm not. I'm an animator!

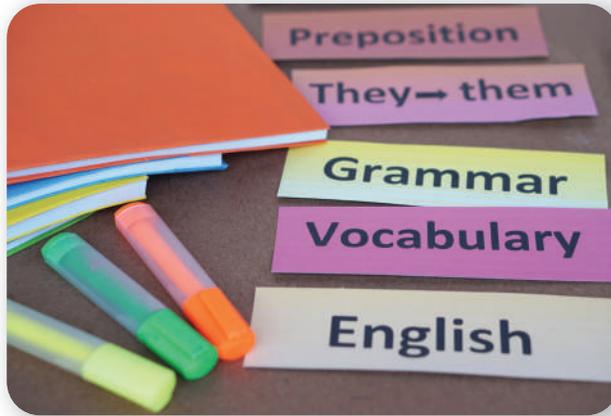
A: Oh, ⁶ _____ That's clever!

4 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.



Present perfect with *since* and *for*

1 Read and complete the sentences with *since* or *for*.



- 1 You've studied English for several years.
- 2 We haven't seen Thamer _____ last Sunday.
- 3 Jood's played the piano _____ she was nine.
- 4 I've been in the basketball team _____ two years.
- 5 My cousins have lived in Dubai _____ 2018.
- 6 It hasn't rained here _____ a long time.

2 Listen and read. Then circle *T* (true) or *F* (false). Explain your answers.

- 1 Hilal's been at the park for two hours. T / F
Hilal's been at the park for half an hour.

- 2 Aliyah's lived in Muscat since she was six. T / F

- 3 She hasn't seen Basma since last October. T / F

- 4 Hassan's known Mazin for two weeks. T / F

- 5 Azzan's wanted to visit Paris since he was little. T / F

3 Match the two parts of the sentences.

- | | |
|-----------------|-------------------------------------|
| 1 How long have | a tennis lessons since she was ten? |
| 2 How long has | b you been at this school? |
| 3 Has she had | c lived here for a long time? |
| 4 Have you | d he had that piano? |

4 Write survey questions with *How long* and the Present perfect.

1 you / live / in this town
How long have you lived in this town?

2 you / be / a student

3 you / study / English

4 you / have / a watch

5 you / know / your best friend

6 you / like / your favourite writer

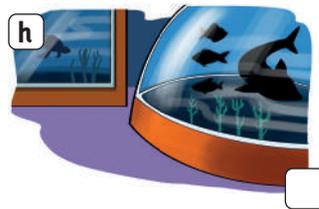
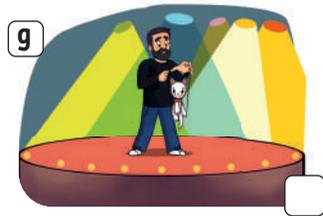
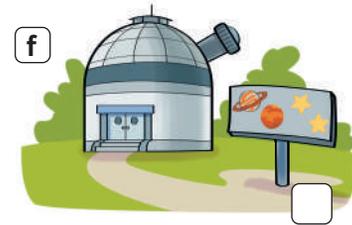
5  Answer the survey questions in Activity 4. Use *since* or *for*.

- 1 (for) *I've lived in this town for ...*
- 2 (since) _____
- 3 (for) _____
- 4 (since) _____
- 5 (for) _____
- 6 (since) _____

6  Work with your partner. Ask the questions from Activity 4 and write their answers.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

1 After you read Read the diary on Class Book page 20 again. Then number the places they visited in order. There are two places you don't need.



2 Read the sentences and circle *T* (true) or *F* (false). Explain your answers.

1 The boy and his family arrived in Muscat at lunchtime. T / F
The boy and his family arrived in Muscat in the evening.

2 They visited the aquarium on the first morning of their trip. T / F

3 They went to the cinema on Sunday evening. T / F

4 They visited the museum before the art gallery. T / F

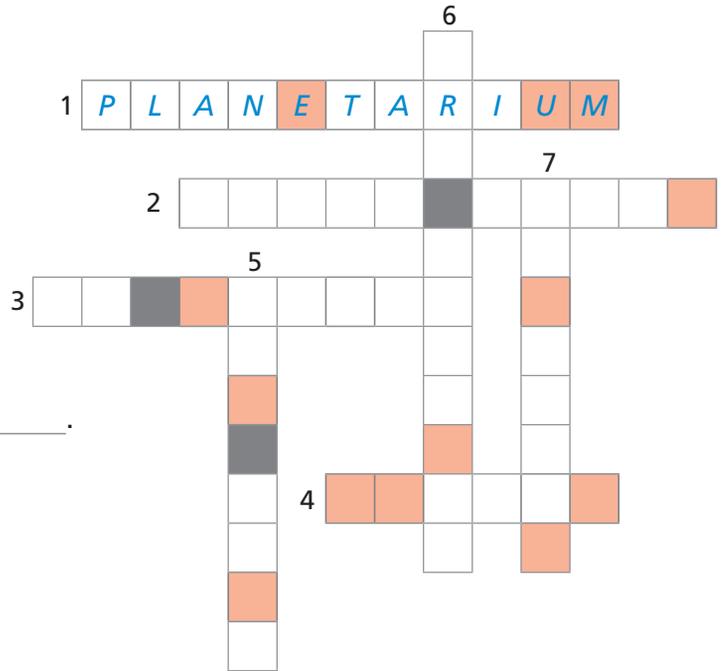
5 They went to a shopping mall that is bigger than all the others. T / F

6 His little brother and sister slept in the taxi. T / F

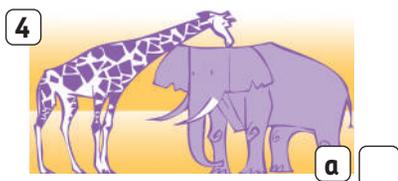
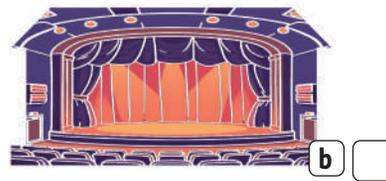
1  Read and complete the puzzle. What's the mystery word?

- 1 → You can learn about the planets here.
- 2 → You can go on a rollercoaster at these.
- 3 → You can watch an exciting film here.
- 4 → You can see funny clowns here.
- 5 ↓ You can have fun ice skating here.
- 6 ↓ You can look at paintings here.
- 7 ↓ You can see fish here.

The mystery word is _____.



2  Listen and choose the correct places.



Present continuous for future arrangements

3 Read and complete the sentences with the correct form of the Present continuous.

- 1 My friends and I aren't going (not/go) to the safari park tomorrow.
- 2 I _____ (stay) with my grandparents next summer.
- 3 Muhanad _____ (not/go) bowling with his friends this evening.
- 4 You and your friends _____ (watch) a film this Saturday.
- 5 Tasneem _____ (visit) Bahrain with her family next month.
- 6 My parents _____ (not/work) tomorrow.

4 Look at the notes and write about the children's plans for next Saturday. Use the Present continuous.

Halima		Anas and Zaid	
1 help dad – home	✓	4 go to planetarium	✓
2 have pizza – lunch	✗	5 eat lunch – café	✓
3 visit grandad	✓	6 watch film	✗

- 1 Halima is helping her dad at home.
- 2 _____
- 3 _____
- 4 Anas and Zaid _____
- 5 _____
- 6 _____

5 Write five sentences about your plans for next Saturday using the Present continuous. Use the words in the box or your own ideas.

go shopping have a family party help my parents play hockey see friends
 visit a castle watch cartoons do the gardening tidy my room



1 After you read Read the text on Class Book page 24 again. Tick (✓) the correct performance.

	Al Haboot	Cirque du Soleil
1 The performers move to the rhythm of a poem.	✓	
2 They perform the show all around the world.		
3 The performers jump in the air with swords.		
4 The performers wear fantastic costumes.		
5 You can watch the performance in Las Vegas.		
6 The performers show us that Oman is strong.		

2 Answer the questions. Use complete sentences.

- Why do people enjoy watching performers on stage?
Watching performers on stage can be exciting.
- When can you sometimes watch Al Haboot?

- Where was the first Cirque du Soleil performance?

- In which continent have Cirque du Soleil not performed?



3 Listen to a talk about a theme park. Complete.



My favourite theme park

Theme parks are ¹ popular around the world! I've ² _____ to two theme parks in Malaysia and my favourite was called Escape near Penang. There are ³ _____ things for people of all ages there, from aged four to ⁴ _____! You can ⁵ _____ through the trees, go down slides into swimming pools, go on trampolines and even go down a ⁶ _____ in a boat! You can also ⁷ _____ in the forest and look at the ⁸ _____ in the sky. It is amazing!

4 Work in groups. Find out about another theme park and find answers to the questions. Write a talk about your theme park.

- Where is the theme park located?
- What ages is it best for?
- What can you see and do there?
- Where can you go to a theme park and stay the night?
- What other information can you find about the theme park?

1 Read the dialogue on Class Book page 26 again. Who says these sentences? Write C (Customer) or T (Ticket seller).



- | | | | |
|---|--|----------------------------|------------------------|
| 1 <input checked="" type="checkbox"/> C | I don't know. How much is it? | 4 <input type="checkbox"/> | OK. That's 19 rials. |
| 2 <input type="checkbox"/> | Here are your tickets. Enjoy the fort! | 5 <input type="checkbox"/> | Hello, can I help you? |
| 3 <input type="checkbox"/> | Can I have four tickets, please? | 6 <input type="checkbox"/> | OK, then. Yes, please. |

2 Read and complete the dialogue. Then listen and check.

Would you like to have a guide?	That's 10 rials in total.
Alright. Here you are.	One adult and one child, please.
Can I have two tickets, please?	Not much. It's only two rials.

Woman: Good morning. Can I help you?
Girl: Yes. ¹ Can I have two tickets, please?
Woman: Adults or children?
Girl: ² _____
Woman: OK. That's eight rials, please.
³ _____
Girl: I'm not sure. How much is a guide?
Woman: ⁴ _____
Girl: OK, then. I'll have a guide.
Woman: Great. ⁵ _____
Girl: ⁶ _____
Woman: Thanks. And here are your tickets.



3 Work in pairs. Write a new dialogue. Use the dialogue in Activity 2 and the questions below to help you. Then act out the dialogue.

- | | |
|--|---|
| 1 How many tickets do you need?
_____ | 3 How much does the guide cost?
_____ |
| 2 How much do the tickets cost?
_____ | 4 What's the total amount you need to pay?
_____ |

Pronunciation

4 Listen and match. Then listen and repeat. Notice the coloured word endings. Then practise saying the questions and answers with your partner.

- | | |
|---|---|
| 1 Have you ever wanted to be a writer? | a No, he isn't. He wants to be a film director. |
| 2 This performer is rather boring. | b I'd like another glass of water, please. |
| 3 Is your brother going to be an actor? | c No, never. I want to be a doctor! |
| 4 Do you want to order anything? | d No, she isn't! She's great! That's my sister! |

Reading

Words in context

1  Unscramble the words and label the pictures.



maze



2  Read the advert on Class Book page 28 again. Complete the sentences with the correct imperatives.

- 1 Go along the paths and through the tunnels!
- 2 _____ and swing from tree to tree!
- 3 _____ fun on our high ropes or low ropes.
- 4 _____ our website or phone 0181 496 077.
- 5 _____ on our exciting zip wires high above the ground!
- 6 _____ on the high swing and touch the trees!



3 Answer the questions. Write complete sentences.

1 What is the adventure playground called?

It is called Treetops Adventure Playground.

2 How high is the playground's climbing wall?

3 What do people wear for the high activities?

4 Where can children under the age of six have fun?

5 Where can people have something to drink?

4  Work in groups. Design your own adventure playground. Discuss the questions and make notes. Then share your ideas with the class.

- | | |
|---|--|
| 1 What activities will your playground have? | 3 What special equipment will people need? |
| 2 What activities will there be for different ages? | 4 What other areas will there be? |

1 Read and complete the advert with the verbs and adjectives.

enjoy play ride ~~stay~~

amazing beautiful fun traditional

Tip Writing

Use verbs (e.g. ride, climb, jump, visit, watch) and adjectives (e.g. amazing, exciting, the most dangerous, the biggest) to make your advert sound exciting!

Farm Animals Fair!
Farm fun for everyone!

Don't ¹ stay at home this weekend!
 Do something ² _____ and exciting!
 Come out and ³ _____ the **Farm Animals Fair**.
 It's a very old and ⁴ _____ event that takes place every year.
 You can see and ⁵ _____ with lots of farm animals.
 The baby animals are ⁶ _____ and there are also
 big animals like horses that you can ⁷ _____.
 It's an ⁸ _____ way to spend the day
 and tickets are only 10 rials!

Half price for children under 5!

2 Plan an advert for a theme park.

- Include a logo. →
- Use a slogan. →
- Give important information using bullet points. →
- Include a special offer. →
- Make the design attractive. →

1 Find and write eight job words. Look at the example. The words can be down or up.

1	<u>clown</u>	5	_____
2	_____	6	_____
3	_____	7	_____
4	_____	8	_____

C	I	T	A	T	E	T	E	D	E	U	T	P	E	R	E	D	R
L	R	E	M	O	P	E	M	I	K	P	S	E	M	C	M	E	E
O	W	R	I	R	P	E	O	A	A	A	I	R	R	O	U	S	N
W	N	A	N	P	U	R	C	N	M	R	T	F	O	S	T	I	G

2 Read and circle the correct places.

- 1 You can drive around and see lots of wild animals at a **safari park** / **planetarium** .
- 2 Very young children can have fun in a **bookshop** / **soft play centre** .
- 3 You can learn a lot about technology at a **circus** / **science museum** .
- 4 You can see lots of beautiful paintings in **an art gallery** / **a park** .
- 5 People can see lots of interesting fish in **an aquarium** / **a theatre** .

3 Write sentences with the Present perfect and *since* or *for*.

- | | |
|---|--|
| 1 the boys / be / at school / two hours
<i>The boys have been at school for two hours.</i> | 4 my grandparents / be / married / 1978
_____ |
| 2 I / have / this scarf / I was ten years old
_____ | 5 Qais / study / English / four years
_____ |
| 3 Azza / live / in Muscat / six months
_____ | 6 we / want / to go bowling alley / last week
_____ |

4 Write true sentences about your plans for the weekend.

- | | |
|--|------------------------------------|
| 1 see a science fiction film
<i>I'm not seeing a science fiction film this weekend.</i> | 4 make pizza with friends
_____ |
| 2 do my homework on Saturday
_____ | 5 go shopping on Friday
_____ |
| 3 watch a football match
_____ | 6 watch TV on Saturday
_____ |

Self-assessment

5 Answer the questions about your work in Unit 1.

- 1 How was your work in this unit? Choose. OK Good Excellent
- 2 Which lesson was your favourite? _____
- 3 Which parts of the unit were difficult for you? _____
- 4 What new things can you talk about now? _____
- 5 How can you work and learn better in the next unit? _____

A2 Key for Schools Listening Part 3

Think!

- 1  Read the task carefully. Make sure you know what you have to do.

Try!

- 2  Listen and choose the sentence with a similar meaning.



- 1 **A** Jasim has taken football lessons for ten years.
B Jasim became a football player when he was ten.
C Jasim has been a football player for ten years.



- 2 **A** Muneera doesn't want to paint.
B Muneera is going to try painting.
C Muneera has never painted.

Do!

- 3   Listen. For each question, choose the correct answer.

tip Exam

Before you begin, read and listen to the instructions to understand the context of the conversation.

- 1 You will hear a teacher talking to his students. What does he tell them to do?
A Enjoy the trip to the art gallery.
B Be polite and quiet during the tour.
C Stay together with the group.
- 2 You will hear a girl, Aida, talking about jobs. What does Aida want to be?
A a circus performer
B a clown
C a TV presenter
- 3 You will hear two boys making plans. Where are they going to go tomorrow?
A the ice rink
B the bowling alley
C the 3D cinema
- 4 You will hear a girl buying tickets. How much is she going to spend?
A ten rials
B eight rials
C five rials

A2 Key for Schools Reading and Writing Part 4

Think!

1  Read the task carefully. Make sure you know what you have to do.

Try!

2 Read and circle the correct words.

- 1 Younis is funny! He should be a comic / comedian / comical when he's older.
- 2 Where were you? I've been waiting here for / before / since half an hour!
- 3 Here are your tickets. Do you want have / having / to have a guide?

Do!

3  For each question, choose and write the correct answer for each gap.

tip Exam

Work through all the options, reading the whole sentence to make sure you circle the correct word to complete each gap.

My name's Lewis and one of my favourite (1) places in England is the National Space Centre, in Leicester. It's a science museum (2) _____ has six different galleries (3) _____. One of the galleries is a rocket tower that is 42 metres tall. The National Space Centre also has the UK's largest planetarium, which (4) _____ after a famous astronomer, Sir Patrick Moore. I enjoy (5) _____ to the planetarium to see shows because I want to be an astronomer one day. Lots of students visit the National Space Centre every year. Groups can also (6) _____ the night there and have a sleepover! My class did that two years ago, and we had an amazing time.

- | | | |
|----------------|-----------|-----------------|
| 1 A place | B space | C places |
| 2 A what | B that | C where |
| 3 A to explore | B explore | C exploring |
| 4 A named | B naming | C is named |
| 5 A going | B to go | C be going |
| 6 A have | B spend | C live |

2

Awesome animals

Vocabulary

1 Complete the animal body parts. Then find and circle.

1 a n t e n n a e

7 h _ r _

2 b _ _ k

8 s _ a _ _ s

3 c _ a _ s

9 s _ i _ _ s

4 f _ _ s

10 t _ n _ _ e

5 f _ i _ _ e _ s

11 h _ m _

6 p _ _ s

12 w _ _ _ k _ _ s

S	Q	T	W	W	J	K	B	F	U
P	Q	O	E	H	A	W	E	L	S
I	T	N	H	I	H	N	E	I	C
N	M	G	U	S	E	B	A	P	A
E	H	U	M	K	J	Y	N	P	L
S	O	E	P	E	C	L	T	E	E
P	R	C	F	R	M	T	E	R	S
A	N	G	B	S	O	P	N	S	D
W	P	C	E	G	F	I	N	S	U
S	T	B	A	K	C	L	A	W	S
A	S	O	K	E	A	O	E	E	I

2 Read and complete the sentences with words from Activity 1.



1 Ants have antennae that they use to communicate.

2 A rhino has a big _____.

3 Seals use their _____ to move around.

4 A chameleon catches insects with its _____.

5 Sea urchins have long _____ for protection.

6 A snake has _____ all over its body.

3 Read the *I'm learning* box. Then complete the table. Use a dictionary to help you.

Arabian oryx ~~bears~~ crocodiles porcupines lizards rabbits rhinos sharks cats

I'm learning

Classifying animals

You can classify animals into groups by their body coverings.

Foxes have fur.

Parrots have feathers.

Fish have scales.

Hedgehogs have spines.

fur	horns	scales	spines
<i>Bears have fur.</i>			

4 Write three or more sentences about the body coverings of other animals you know.



1 ^{2.4} Listen and complete the sentences from the dialogue on Class Book page 43. Who says them? Write. Then listen and check.

- 1 Emily There are lots of different animals here.
- 2 _____ Hey! There's _____ over there!
- 3 _____ It might be a bear with long _____!
- 4 _____ It can't be a bird. It doesn't have _____.
- 5 _____ It doesn't have _____. Oh! It has spines!
- 6 _____ No, you shouldn't _____ it. It may be scared.



2 Read the dialogue again and circle *T* (true) or *F* (false). Explain your answers.

- | | |
|--|--|
| <p>1 Emily doesn't like the place where they are. T / <u>F</u>
<i>Emily says that she loves the place.</i></p> <p>2 Bayan says she has already seen some frogs. T / F</p> <p>3 There aren't any bears where the team are. T / F</p> | <p>4 The animal could be a bird because it has wings. T / F</p> <p>5 Nawal says the animal doesn't have spines. T / F</p> <p>6 The team shouldn't pick up the hedgehog. T / F</p> |
|--|--|

3 ^{2.5} Read and complete the dialogues with the correct expressions. Then listen and check.

Watch out! x 2

Wow! x 2

It's so cute! x 2

1 **A:** Look at that elephant!
B: ¹ Wow! It's so big!

4 **A:** Come on! Let's cross the road.
B: ⁴ _____ There's a car!

2 **A:** Look what we got last weekend!
B: A hamster! ² _____

5 **A:** What's that animal in the water?
B: ⁵ _____ It's a dolphin! I love dolphins!

3 **A:** What's this? Are you cooking something?
B: Yes. ³ _____ It's very hot!

6 **A:** This is my pet hamster.
B: ⁶ _____ I want one, too!

4 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

may, might, could, can't, must

1 Match the two parts of the sentences.

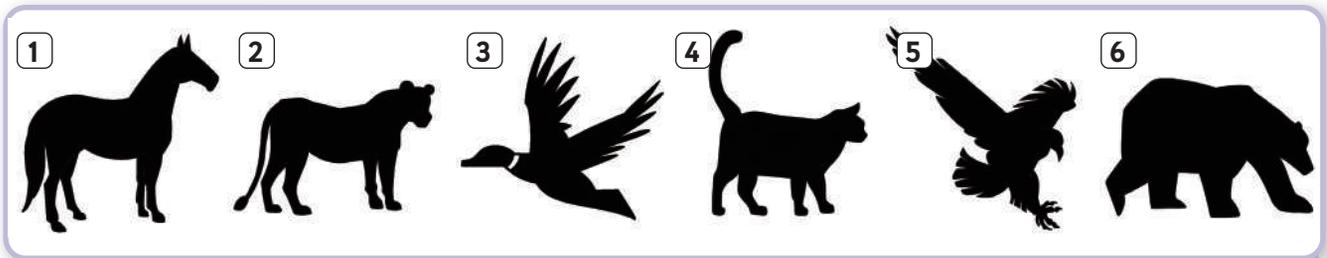
- | | |
|-----------------------|---------------------------|
| 1 It can't be a bird. | a It doesn't have legs. |
| 2 It may be scared. | b It doesn't have a beak. |
| 3 It must be a snake. | c It doesn't look happy. |

2  Listen and circle the correct sentences.

- 1 **a** It may be a person.
b It can't be a cat.
- 2 a It must be a type of fish.
b It could be a dolphin.
- 3 a It could be a large rabbit.
b It must be the neighbour's cat.
- 4 a It can't be a bee.
b It may be dangerous.
- 5 a It could be a sheep.
b It might be a wild goat.



3 Look and write sentences.



- | | | |
|--------------------|---------------------------|-------|
| 1 may / horse | <i>It may be a horse.</i> | _____ |
| 2 lion / could | | _____ |
| 3 must / duck | | _____ |
| 4 can't / rabbit | | _____ |
| 5 might / eagle | | _____ |
| 6 may / polar bear | | _____ |

4 Read the riddles. Then guess the answers. Use each word in the box once.

can't could ~~may~~ might must

1 It has four short legs and a long tail. It has scales on its body.
(crocodile) It may be a crocodile.

2 It's a very big, dangerous cat. Its fur has black and orange stripes.
(tiger) _____

3 It's a black and white animal. It has four legs and it lives in Africa.
(penguin) _____

4 It's a very large animal that lives on land and in the water. It has four legs and a tail.
(hippo) _____

5 It's a large animal with four legs and lots of brown fur. It lives in the forest.
(bear) _____

5 Write riddles about three animals in the box. Write the answers with *may*, *might*, *could*, *can't* or *must*.

Arabian oryx camel elephant giraffe monkey mouse ~~parrot~~ snake
tortoise zebra chicken donkey bat rhino

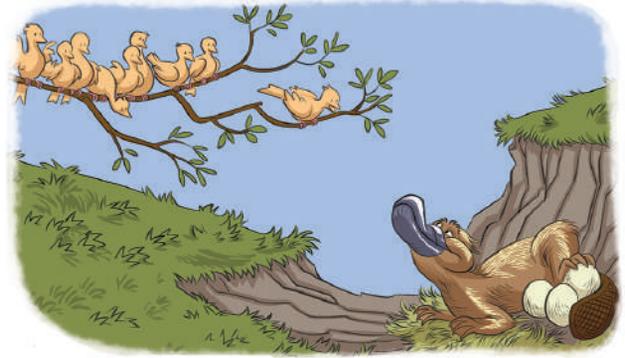
It has wings and it lives in the jungle.

It could be a parrot.

6 Work with your partner. Read the riddles from Activity 4 and write their guesses in your notebook.

1 **After you read** Read the folk tale on Class Book page 46 again. Then number the sentences in order.

- a The fish asked the platypus to join them.
- b The lions thought they were the best group.
- c The platypus said that all animals were important in different ways.
- d All of the animals thought they were the most important.
- e The platypus decided not to join any group.
- f The lions invited the platypus to join them.
- g The birds wanted the platypus to join them.



2 Answer the questions about the folk tale. Write complete sentences.

1 What were the animals fighting about?

They were fighting about who was the best group of animals on Earth.

2 How are the lions and the platypus similar?

3 Why did the fish want the platypus to join them?

4 How is the platypus different from the fish?

5 How are the birds and the platypus similar?

6 What will happen if the platypus joins a group?

7 What does the platypus do at the end of the story?



3 Read the *Work with words* box. Write the verbs with the *-er* suffix. Then complete the sentences.

Work with words



verb + -er suffix

We can add *-er* to some verbs to make a new word for someone/something that does that action. For some verbs that end with a vowel and a consonant, we double the consonant before we add *-er*. For verbs that end in an *e*, we just add *-r*.

run → *runner*
write → *writer*

- farm → farmer
- dive → _____
- listen → _____
- teach → _____
- play → _____
- read → _____

- 1 My uncle lives in the country and has lots of animals. He's a farmer.
- 2 I talk to my friend Budoor about my problems. She's a good _____.
- 3 I borrow lots of books from the library because I'm a keen _____.
- 4 Who do you think is the world's most famous football _____?
- 5 Mrs Amani explains English really well. She's an excellent _____.
- 6 A platypus can swim very quickly. It's also an excellent _____.

4 Write sentences with the *-er* form of the verbs in the box. Then compare with your partner.

~~clean~~ sing design perform run teach write

My aunt loves drawing clothes. She's a costume designer.

1 Read and circle the correct options.



- 1 Sea turtles lay their eggs on sandy beaches. They **dig** / hide / roar holes in the sand.
- 2 I have two parrots. They usually play nicely, but sometimes they **hide** / dive / fight .
- 3 My brother is frightened of bees and other insects that could **sting** / die / fight him.
- 4 We saw some lions at the zoo. They're really loud when they **run** / dig / roar .
- 5 I have two cats. They like to **bite** / sting / hide under my car.
- 6 Some whales can **dig** / dive / curl more than 2,000 metres under the water.

2  Listen to a presentation about pill bugs. Then complete the sentences.





Pill bugs

- 1 Pill bugs live on land, but only in wet places . They will _____ if they get too dry.
- 2 Pill bugs _____ and then carry them around.
- 3 When there is danger, pill bugs can't _____ because they don't have _____ .
- 4 Pill bugs can _____ from danger and they can also _____ into a ball.
- 5 Pill bugs aren't _____ to people because they can't _____ or _____ .

First conditional: *if ..., ... will ...*

- 3 Read and complete the sentences. Use the first conditional.



- 1 If a lizard loses its tail in a fight, it will grow (grow) a new one.
- 2 If you _____ (be) nice to me, I will be happy.
- 3 If Shihab feels tired on Saturday, he _____ (not/play) football.
- 4 If Aliyah _____ (ask) her parents for a new dress, they will buy one for her.
- 5 If my friends and I go scooting today, we _____ (have) fun.
- 6 If you _____ (not/do) your homework, you will fail the exam.

- 4  Read and complete the sentences with your own ideas. Use the first conditional.

- 1 If I don't eat breakfast, I will feel hungry at school. _____
- 2 If my best friend needs help with the homework, _____

- 3 If you don't water the plants in your garden, _____

- 4 If you help me study for the English test, _____

- 5 If the weather is very hot this weekend, _____

- 6 If I visit the beach with my family this year, _____

- 5  Compare your responses in Activity 4 with your partner. Who do you think wrote the best response?

1 After you read Read the text on Class Book page 50 again. What do these sentences describe?



- 1 It is the national animal of Oman. Arabian oryx
- 2 They use noises and smells to communicate. _____
- 3 Its national animal is a very large lizard. _____
- 4 They don't drink water. _____
- 5 Its national animal is the ring-tailed lemur. _____
- 6 They use their tongues to locate animals. _____

2 Read the sentences and circle T (true) or F (false). Explain your answers.

- 1 A lemur's tail is easy to see in the forest. T / F
Its tail is easy to see because it's long and striped.
- 2 Lemurs are good climbers, but they aren't good runners. T / F

- 3 Arabian oryx can find food easily. T / F

- 4 Arabian oryx don't live in the wild today. T / F

- 5 Komodo dragons are very dangerous to other animals. T / F

- 6 It's easy for people to run away from Komodo dragons. T / F

3 Listen to a report about another unusual animal. Complete.

The kiwi



The kiwi is the national animal of ¹ New Zealand. It's an unusual bird because it can't ² _____. Kiwis are about the size of a ³ _____, so they are quite small, but their eggs are very big for their size. Kiwis have small, brown ⁴ _____ and a long, thin ⁵ _____, which they use to catch ⁶ _____. Kiwis live in ⁷ _____ and hunt at night. Kiwis are in danger because people brought other ⁸ _____ to New Zealand, such as ⁹ _____ and rats. These animals are killing kiwis and stealing their ¹⁰ _____.

4 Work in groups. Choose one of the national animals in the box and find answers to the questions. Write a report about your national animal.

brown bear (Finland) gyrfalcon (Iceland) Saker falcon (United Arab Emirates)
red kangaroo (Australia) giraffe (Tanzania) bald eagle (USA)

- 1 Where does the animal live?
- 2 What does the animal look like?
- 3 What can/can't the animal do?
- 4 What is special or unusual about it?
- 5 Is the animal in danger now? Why?

1 ^{2.17} Read and complete the dialogue. Then listen and check.

They're clean and very quiet.	Yes, I do! I'm crazy about them!
I'm not keen on cats.	Well, I find birds very interesting.
All kinds! But my favourites are parrots.	I don't mind them. And you?



Girl 1: Do you like cats?
Girl 2: 1 Yes, I do! I'm crazy about them! What about you?
Girl 1: 2 _____
 I don't like their fur. I really don't like them at all.
Girl 2: Do you like lizards?
Girl 1: 3 _____
Girl 2: I quite like lizards.
 4 _____
 What animals do you like?
Girl 1: 5 _____
 I enjoy watching them.
Girl 2: Me, too. What kinds of birds do you like?
Girl 1: 6 _____
Girl 2: Oh, I can't stand parrots. They talk too much.

2 Read and complete the sentences with your own ideas about animals.

- | | |
|------------------------------------|------------------------------|
| 1 I'm crazy about <u>birds</u> . | 5 I'm not keen on _____. |
| 2 I find _____ really interesting. | 7 I can't stand _____. |
| 3 I quite like _____. | 6 I don't like _____ at all. |
| 4 I don't mind _____. | |

3 Work in pairs. Compare your ideas from Activity 2.

Pronunciation

4 ^{2.18} Read and listen to the words. Circle the stressed parts. Then practise saying the words with your partner.

- | | | |
|--------------------------------|-----------------------|-------------------------|
| 1 a <u>quiet</u> <u>donkey</u> | 4 a difficult problem | 7 an interesting story |
| 2 a dangerous tiger | 5 an exciting holiday | 8 a funny giraffe |
| 3 an unusual jellyfish | 6 a horrible idea | 9 an unfriendly gorilla |

Reading

Words in context

1 Read and complete the definitions.

~~vertebrate~~ invertebrate insect reptile strange

- 1 A vertebrate is an animal that has a backbone.
- 2 If something is _____, it is unusual or different.
- 3 An _____ is an animal that doesn't have a backbone.
- 4 A _____ has hard scales all over its body and it lays eggs.
- 5 An _____ is an invertebrate that has six legs.

2 Read the information on Class Book page 54 again. Complete.

- 1 The mata mata turtle is found in many _____, ponds and rivers in South America.
- 2 This reptile can _____ up to 15 kilogrammes and be up to 45 centimetres long.
- 3 The giant prickly stick insect lives in the forests of _____.
- 4 This unusual invertebrate can be up to 20 centimetres long and it has very long _____.

3 Answer the questions. Write complete sentences.

- 1 How do you know the mata mata turtle has a backbone?

It is a vertebrate.

- 2 How do you know it likes water?

- 3 What things does the mata mata turtle eat?

- 4 Why does a mata mata turtle need such a long nose?

- 5 Why do you think the giant prickly stick insect lives in forests?

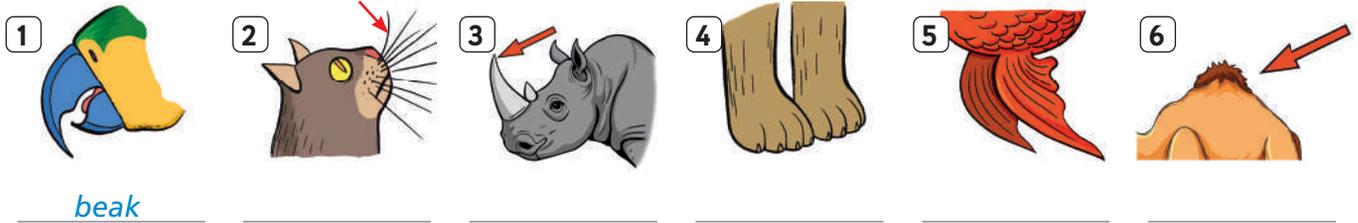
- 6 Why are these insects hard to see?



4   **Work in groups. Choose an animal you know about. Discuss the questions and make notes. Then share your ideas with the class.**

- | | |
|------------------------------|---------------------------------------|
| 1 What type of animal is it? | 4 What does it eat? |
| 2 Where does it live? | 5 Is there anything strange about it? |
| 3 What does it look like? | |

1 Label the parts of the animals.



2 Read and complete the sentences with the correct form of the verbs in the box.

dig fight fly away hide ~~roar~~ sting

- 1 Lions make a lot of noise when they roar.
- 2 Cats often _____ under the cars.
- 3 You and I argue, but we don't _____.
- 4 Rabbits often _____ holes in the garden.
- 5 Some insects can _____ you.
- 6 If a bird is scared, it will _____.

3 Guess the animals. Use the words in the box with *may, might, could, can't* or *must* in that order.

eagle elephant giraffe lion monkey mouse parrot ~~snake~~ tortoise zebra

- 1 It's long and it doesn't have legs. It may be a snake.
- 2 It's very big and grey. It has big ears. _____
- 3 It has long legs, a tail and lots of hair. _____
- 4 It has two legs and it lays eggs. _____
- 5 It's black and white and it looks like a horse. _____

4 Read and complete the first conditional sentences so that they are true for you.

- 1 If I pass my English exam, I will be very happy.
- 2 If you call me after 11 o'clock at night, _____
- 3 If the football team wins, _____
- 4 If students don't do their homework, _____
- 5 If I stay up really late tonight, _____

Self-assessment

5 Answer the questions about your work in Unit 2.

- 1 How was your work in this unit? Choose. OK Good Excellent
- 2 Which lesson was your favourite? _____
- 3 Which parts of the unit were difficult for you? _____
- 4 What new things can you talk about now? _____
- 5 How can you work and learn better in the next unit? _____

A2 Key for Schools Listening Part 3

Think!

1  Read the task carefully. Make sure you know what you have to do.

Try!

2  Listen and choose. Which animal will Adil write about?
Then explain your answer.



A zebra



B tiger



C eagle

Do!

3   For each question, choose the correct answer. You will hear Samira talking to Manar about science projects. Which animal will each person write about?

1 Ruba

2 Samira

3 Manar

4 Basma

5 Reem

tip Exam

Read the words in the list carefully first and note that they are all from the same lexical set.

A jellyfish

B cheetah

C camel

D hedgehog

E crocodile

F dolphin

G lemur

H platypus

A2 Key for Schools Reading and Writing Part 5

Think!

1  Read the task carefully. Make sure you know what you have to do.

Try!

2 Complete the sentences with ONE word.

- 1 Look at how fast that cat is eating! It _____ be very hungry.
- 2 I'm sorry, but I _____ talk now. I'm doing my History project.
- 3 Please be quiet. If you're noisy, the birds _____ fly away.

Do!

3  For each sentence, write the correct answer in each gap. Write ONE word for each gap.

tip Exam

Once all the gaps are completed, read the whole text again to make sure it makes sense.

send forward attach
— □ ×

From: Lamees
To: Sheikha

How was your weekend? I (0) had a great time at the zoo on Saturday. There were so many cool animals to (1) _____ there! My favourite area was the Bird Zone, where I saw (2) _____ of amazing birds. There was an eagle (3) _____ had enormous wings and really long claws. I thought it was beautiful!

My brother loved the Desert Zone with animals (4) _____ camels and lizards. We saw a big lizard (5) _____ green scales! My parents say we might visit the zoo again next month. If we (6) _____ back there, I'll tell you and you can come with us!

Talk to you soon!

Lamees

3

Travel

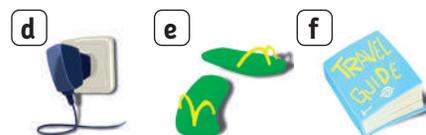
Vocabulary

1 Read and complete the definitions.

- 1 Soap is something you use to wash your body in the shower.
- 2 A _____ makes sleeping on a plane more comfortable.
- 3 A _____ has your photo in it. You carry it for identification.
- 4 You wear a _____ to stay dry when the weather is wet.
- 5 A _____ carries all your clothes when you go on holiday.
- 6 You use a _____ to clean your teeth every day.

2 Read and match. Then complete the sentences.

- d** 1 I'll need a charger for my phone.
- 2 You should wear your _____ if you're going to the beach.
- 3 I always carry an _____ when the weather is wet.
- 4 We'll need to take some _____ if we feel ill during the trip.
- 5 You should read a _____ so you know what to do when you arrive on holiday.
- 6 I always carry my shampoo and soap in my _____.

3 Read the *I'm learning* box. Then write sentences describing everyday situations.

- 1 (suitcase) *I have a red suitcase that I always take with me on holiday.*
- 2 (pillow) _____
- 3 (soap) _____
- 4 (passport) _____
- 5 (raincoat) _____

4 Write three or more sentences about everyday situations. Use the words in the box or your own ideas.

laptop earphones toothbrush trainers
TV guidebook plaster sunglasses

I'm learning

Describing everyday situations

You can learn new words better if you use them in sentences about everyday situations.

(medicines) *I only take medicines when I'm feeling ill.*

(flip-flops) *I usually wear flip-flops at the swimming pool.*

1 ^{3.4} Listen to the dialogue on Class Book page 69 again. Then read and complete the sentences.

- Frank asks Majid if he's ready for their trip to London.
- Majid says he's going to take a small _____.
- Frank is going to put his raincoat into his _____.
- Majid tells Frank that he doesn't have an _____.
- Frank says they can share his _____, soap and shampoo.
- Majid is going to look for his _____ at home.



2 Read the sentences and circle *T* (true) or *F* (false). Explain your answers.

- | | |
|--|---|
| <p>1 Frank isn't going to take a camera on the trip. T / F
 <i>He's going to take a rucksack with his camera in it.</i></p> <p>2 Majid is going to take sweatshirts and jeans. T / F</p> <p>3 Frank doesn't think they will need an umbrella. T / F</p> | <p>4 Majid tells Frank that he should bring his passport. T / F</p> <p>5 Majid knows they are going to visit London. T / F</p> <p>6 Frank is going to buy a guidebook at a bookshop. T / F</p> |
|--|---|

3 ^{3.5} Read and complete the dialogues with the correct expressions. Then listen and check.

- Of course! x 2 Good plan! x 2 Thanks for your help. x 2

1 **A:** Can you give me some advice about my holiday next week?
B: ¹ Of course! I'm always happy to help.
A: I'm going to take a raincoat. Do you think that's a good idea?
B: ² _____ You don't know what the weather is like at this time of year. Take a jumper, too.
A: That's good advice!
³ _____
B: Oh, it's no problem!

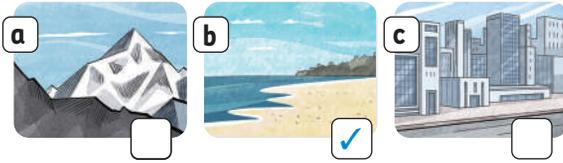
2 **A:** We've done it! The house is finally tidy!
B: Yes, it is. ⁴ _____
A: You're welcome.
B: I'm hungry. Can you help me make some pizza?
A: ⁵ _____ Pizza's my favourite food!
B: Great. Then after lunch we could go to the 3D cinema.
A: ⁶ _____ There's a new science fiction film that I really want to watch.

4 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

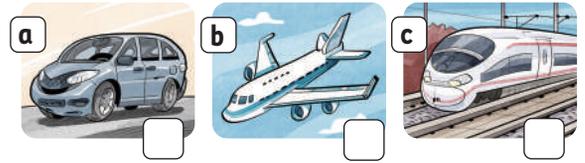
going to and will

1 ^{3.8} Listen and tick (✓) the correct pictures.

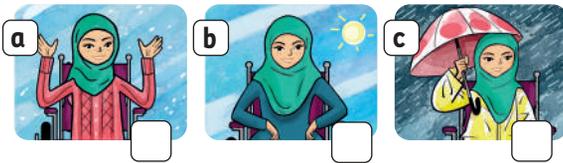
1 Where is Rawan going to go for the holidays?



3 How is her family going to travel?



2 What will the weather be like in France?



4 What will Rawan send her friend?



2 Read and circle the correct options.



Rashid: What ¹ are you going to / will you do next weekend?

Mansoor: If it's nice weather, ² I'll / I'm going to go camping.

Rashid: Can I come, too?

Mansoor: Of course! If you come, will you bring your camping stove and a sleeping mat?
³ I'm going to / I'll take a tent.

Rashid: OK, ⁴ I'm going to / I will. Anything else?

Mansoor: I think ⁵ we'll / we're going to go hiking, too, so ⁶ I'm going to / we will take my compass. Can you bring a first-aid kit?

Rashid: No problem. Where ⁷ are we going to / will we go camping?

Mansoor: ⁸ We'll / We're going to go camping in the forest. It's really great there.

Rashid: That sounds fun!

3 Read and complete the sentences with the correct form of *going to* or *will*.

- 1 I'm hungry. I think I will make (make) a sandwich.
- 2 We _____ (go) to the cinema later. We bought our tickets online.
- 3 Omaima _____ (not play) basketball today. She has her swimming lesson at 4 o'clock.
- 4 Don't worry about your journey to Muscat next week. You _____ (not have) any problems.
- 5 If you wait a minute, I _____ (help) you with those big suitcases.
- 6 My friends _____ (not watch) videos today. They want to go cycling because it's a nice day.
- 7 It's late. I think _____ (go) to bed now.
- 8 Bassam is playing football on Saturday and we _____ (watch) him. Do you want to come?

4  Read and complete the sentences with your own ideas. Then compare your answers with your partner.

- 1 If you call me this evening, I _____

- 2 On Saturday afternoon, I _____

- 3 If you want to go skiing, I _____

- 4 Next summer, my family _____

- 5 This weekend, I _____

- 6 If I found some money in the street, I think I _____

- 7 After school today, I think _____

- 8 We have some tickets for the museum and we _____



5 Write what you are going to do this weekend.

1 **After you read** Read the science fiction story on Class Book pages 72–73 again. Who says these lines? Complete and write.

- 1 Issa There's nothing to do in the holidays.
- 2 _____ We're going to go on an exciting journey _____.
- 3 _____ Are we nearly there _____?
- 4 _____ Wake up, Issa! We _____ in fifteen minutes.
- 5 _____ Well, not really, but there's a Moon _____ at three o'clock.
- 6 _____ When do we go _____ to Earth?



2 Answer the questions. Write complete sentences.

- 1 What did Issa want at the beginning of the story?
- 2 How did the family get to the launch pad?
- 3 Why did Issa and Aida need pillows for the flight?
- 4 How could Issa see Mars from their hotel room?
- 5 Why didn't Issa and Aida like the hotel very much?
- 6 Where does Issa want to go when he gets home?

He wanted to do something exciting in the holidays.



3 Read the *Work with words* box. Then look and write phrasal verbs with *on* or *off*.

Work with words



Phrasal verbs with *on* and *off*

There are many phrasal verbs with the prepositions *on* and *off*.

get + on = get on / take + off = take off

turn put ~~get~~ take turn get



1 get on



2 _____



3 _____



4 _____



5 _____



6 _____

4 Write sentences using the six phrasal verbs from Activity 3.

1  Listen and complete the notes.



Journey to Cairo: Saturday

- 1 Leave home: 6 o'clock
- 2 _____ the plane: _____
- 3 Plane will _____: _____
- 4 _____ in Cairo: _____
- 5 _____ the plane: _____
- 6 _____ the centre of town then have dinner: _____

2 Look, read and complete the sentences.



They're going to go on a journey.



He's going to _____.



They want to _____.



'Kholoud, please _____!'



The family's friends are going to _____ very soon.



'Excuse me. Please _____.'

Present simple for the future

- 3 Imagine you're going on a school trip to a museum. Complete the sentences with the Present simple for the future.

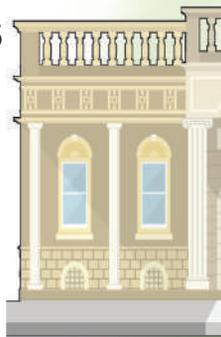
arrive go ~~get on~~ finish have
meet explore leave start

- 1 Everyone gets on the bus at 8.45 in the morning.
- 2 The bus _____ school at 9.
- 3 The bus _____ at the museum at 9.30.
- 4 We _____ our tour guide at 9.45.
- 5 The museum tour _____ at 10.
- 6 The museum tour _____ at 12.15.
- 7 We _____ lunch in the café at 12.30.
- 8 We _____ the gardens after lunch.
- 9 The bus _____ back to school at 3.

- 4 Look at the travel notes and write about a school trip to a museum. Use the Present simple for the future.

School trip to museum

- Bus (leave school): 8
- Bus (arrive at museum): 8.45
- Talk by teacher: 9
- Science gallery: 9.15
- Science talk (start): 10
- Science talk (finish): 11.30
- Free time: 12
- Everyone gets on bus: 12.15
- Bus (leave museum): 12.30
- Bus (arrive at school): 1.15



The bus leaves school at 8 o'clock.



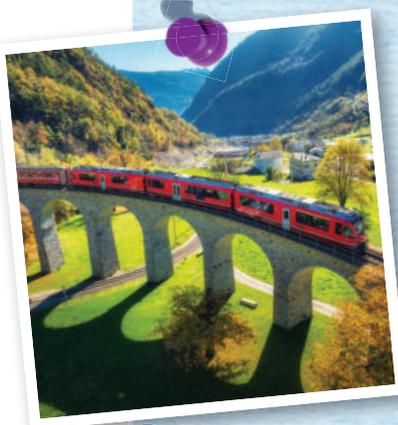
1 After you read Read the text on Class Book page 76 again. Tick (✓) the correct railway.

	Haramain High-Speed	Trans-Siberian
1 It's the longest railway in the world.		✓
2 The people on the train go from Europe to Asia.		
3 The train travels at 300 kmh.		
4 You start in Makkah and finish in Madinah.		
5 It travels next to the deepest lake in the world.		

2 Read the sentences and circle T (true) or F (false). Explain your answers.

- 1 The Haramain High-Speed railway only stops at two places. **T / F**
It stops in Makkah, Jeddah and Madinah.
- 2 The Haramain trains are not very fast. **T / F**
- 3 The Haramain trains do not have problems in the hot Saudi summers. **T / F**
- 4 The Trans-Siberian journey is longer than 9,000 kilometres. **T / F**
- 5 You can finish the Trans-Siberian journey in one day. **T / F**
- 6 Not many people take food on the Trans-Siberian train. **T / F**

3 Listen to an advert for another famous railway. Complete the text.



If going on ¹ slow but amazing train rides is what you like, you should buy a ² _____ for the Glacier Express. This ³ _____ railway in Switzerland travels between Zermatt and St. Moritz. It takes about ⁴ _____ hours to travel 290 kilometres through high ⁵ _____, deep valleys and beautiful ⁶ _____. The train goes through ⁷ _____ and over hundreds of bridges. The ⁸ _____ part of the journey is the Oberalp Pass, which is about 2,130 metres high. The train's very large ⁹ _____ will let you enjoy a fantastic view. Don't forget your ¹⁰ _____!

4 Work in groups. Choose one of the railways in the box and find answers to the questions. Write about your famous railway.

- Black Sea Express (Bulgaria)
- California Zephyr (USA)
- Oslo to Bergen (Norway)
- The Blue Train (South Africa)
- The Ghan Train (Australia)

- 1 Where does the railway start and finish?
- 2 How far does the train travel?
- 3 How long does the journey take?
- 4 What can people see as they travel?
- 5 What is unusual about this railway?

1 3.17 Read and complete the dialogue. Then listen and check.

I'm really excited about it.
I can't wait to go because
~~I'm really looking forward to~~
My family and I are going to
I'm not looking forward to that part.
worried about the language

PH78.1 Two Omani boys in an outside location discussing the summer holidays.

[To be shot in Oman]

Faisal: 1 *I'm really looking forward to* the summer break!
Hilal: What are you going to do?
Faisal: 2 _____ go windsurfing in Malaysia.
Hilal: Wow! That sounds like fun.
Faisal: Yes! 3 _____ I love windsurfing. But I'm also 4 _____. I don't speak Malay!
Hilal: Where in Malaysia are you going to go windsurfing?
Faisal: At a beach in the east, near Cherating.
Hilal: That sounds great! I'm going to Indonesia with my parents and 5 _____
Faisal: Really? How are you going to travel?
Hilal: By plane, but 6 _____
Faisal: Why is that? Are you afraid of flying?
Hilal: Yes, a little, but I'll be fine.

2 Answer the questions with your own ideas. Explain your reasons.

1 What are you excited about doing this week? Why?

This week I'm excited about ...
because ...

2 Is there something you can't wait to do next weekend?

3 What are you really looking forward to doing this school year?

4 Is there something you aren't looking forward to doing?

5 Are you worried about anything at the moment?

Pronunciation

3 3.18 Read and listen to the questions. Circle the stressed parts. Then practise saying the questions with your partner.

1 Where are you going to go?

2 When are you going to leave?

3 How are you going to travel?

4 Where are you going to stay?

5 What are you going to see?

6 Who are you going to meet?

Reading

1 Read and complete the sentences.

express busy lucky lovely brand-new wonderful

1 What a lovely photo of your family. Everyone looks so happy.

2 The hospital was very _____. I had to wait an hour to see the doctor.

3 My parents used to have an old car, but now they have a _____ one.

4 Marwa won first prize at the science fair! That's _____ news!

5 Don't take the regular train. You'll be late. Take the _____ train.

6 The weather was cloudy when I visited Al Buraimi in February. I was so _____!

2  Read the email on Class Book page 80 again. Then read and complete.

On day one, students must be at the school at ¹ 4 p.m.. The express coach leaves at ² _____ and arrives at Bahla at ³ _____. At the hotel, they have dinner at ⁴ _____.

They visit Bahla Fort the ⁵ _____ day and they must wear trainers because they are ⁶ _____ to do a lot of walking.

After ⁷ _____ on day three, they must pack their suitcase. The coach to Muscat ⁸ _____ at 9 a.m. and they ⁹ _____ at the school at about 11 a.m.

3 Answer the questions. Write complete sentences.

- | | |
|--|---|
| <p>1 How are the students going to get to Bahla?
<u>They are going to take an express coach.</u></p> <p>2 Why mustn't they be late?
_____</p> <p>3 What is at the same time every evening?
_____</p> | <p>4 Why should they take a sunhat?
_____</p> <p>5 What can they see from the walls of the fort?
_____</p> <p>6 What is the head teacher sure they will have?
_____</p> |
|--|---|

4   Work in groups. Plan a one-day school trip. Choose one of the places in the box or a place you know. Discuss the questions and make notes. Share your ideas with the class.

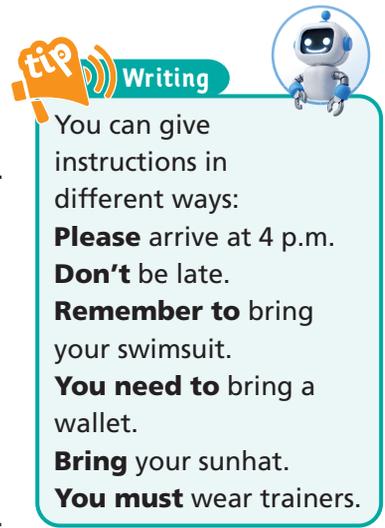
a theme park a local farm a planetarium a science museum a sports centre

- | | |
|---|---|
| <p>1 Where will you go for your trip?</p> <p>2 What time will you start and finish the trip?</p> <p>3 How will you travel there and back?</p> | <p>4 What will you do and see there?</p> <p>5 Where will you have lunch or a snack?</p> <p>6 What will you probably enjoy the most?</p> |
|---|---|

1 Read and complete the instructions. Use the correct form of the words in the box.

need (x 2) bring (x 2) must (x 2) not/forget (x 2)

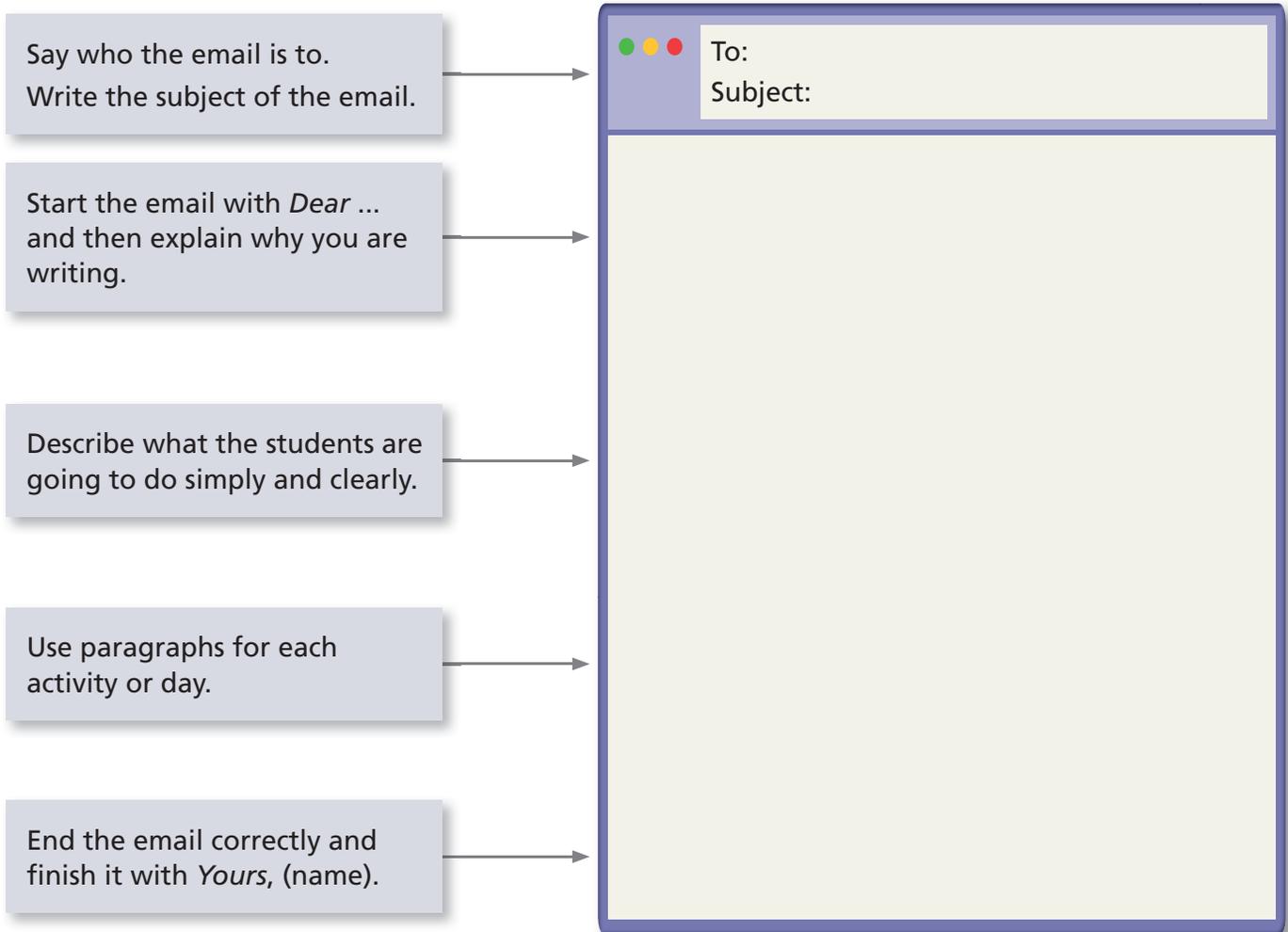
- 1 Don't forget your umbrella. The weather could be rainy.
- 2 _____ a pillow so that you can sleep during the flight.
- 3 You _____ stay together. We don't want to lose you!
- 4 You _____ bring your passport with you.
- 5 _____ to bring flip-flops for the pool.
- 6 You _____ type in your password before you start.
- 7 _____ a sweatshirt. It might be cold.
- 8 You _____ turn off the lights when you leave a room.



Tip Writing

You can give instructions in different ways:
Please arrive at 4 p.m.
Don't be late.
Remember to bring your swimsuit.
You need to bring a wallet.
Bring your sunhat.
You must wear trainers.

2  You are a head teacher. Write an email to your students about a one-day school trip.



Say who the email is to. Write the subject of the email.

Start the email with *Dear ...* and then explain why you are writing.

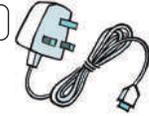
Describe what the students are going to do simply and clearly.

Use paragraphs for each activity or day.

End the email correctly and finish it with *Yours, (name)*.

To:
Subject:

1 Find and write nine words for travel items. Look at the example. The words can be down or up. Then match them to the pictures.

1  2  3  4  5  6  7 

toothbrush _____

8 

T	U	S	A	S	L	O	P	O	O	W	N	E	O	A	A	G	R
O	R	H	C	E	F	P	S	R	L	M	I	S	C	T	B	C	E
O	B	S	T	F	P	S	S	T	L	E	C	R	N	W	H	H	G
T	H	U	I	L	I	P	A	P	I	D	I	A	I	A	S	A	R

 9 

2 Read and match to make travel phrases.

a bus a journey home ~~your suitcase~~ by train a city

- 1 pack your suitcase 3 travel _____ 5 arrive _____
 2 go on _____ 4 catch _____ 6 explore _____

3 Read and complete the sentences with the correct form of *be going to* or *will*.

- 1 I 'm going to see a show with my friend this summer. We won free tickets.
 2 If there's a problem during the trip, I _____ call my parents.
 3 We _____ visit the museum today because we won't have time.
 4 My friend _____ be happy if I forget to phone him.
 5 Tasneem _____ play basketball. She's wearing her trainers.

4 Write about your school itinerary. Use the Present simple.

- 1 (arrive at school) I arrive at school at 8.40. 4 (eat lunch) _____
 2 (start lessons) _____ 5 (finish school) _____
 3 (have a break) _____

Self-assessment

5  Answer the questions about your work in Unit 3.

- 1 How was your work in this unit? Choose. OK Good Excellent
 2 Which lesson was your favourite? _____
 3 Which parts of the unit were difficult for you? _____
 4 What new things can you talk about now? _____
 5 How can you work and learn better in the next unit? _____

Get ready for...

A2 Key for Schools Listening Part 1 / A2 Flyers Listening Part 4

Think!

1 Read the task carefully. Make sure you know what you have to do.

Try!

2 ^{3.22} How many days will Safiya be in Shinas? Listen and choose the correct picture. Then explain your answer.



A



B



C

Do!

3 ^{3.23} Listen. For each question, choose the correct answer.

tip Exam

Listen to the recording for the gist meaning and choose the best option.

1 What did Saif forget to put in his suitcase?



A

B

C

3 Who is meeting Faris at the bus station?



A

B

C

2 When is Sara going to visit her aunt?



A

B

C

4 Where are the man and woman going to go on holiday?



A

B

C

A2 Key for Schools Reading and Writing Part 7

Think!

1 Read the task carefully. Make sure you know what you have to do.

Try!

2 Look at the picture. Answer the questions.



1 Where is the woman?

2 What is she doing?

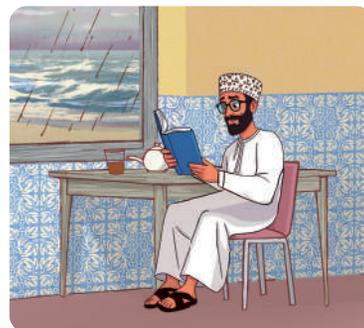
3 What can she see?

Do!

3 Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.

tip Exam

Look at all three pictures first and think about how they could tell a story. Then plan a sentence for each picture.

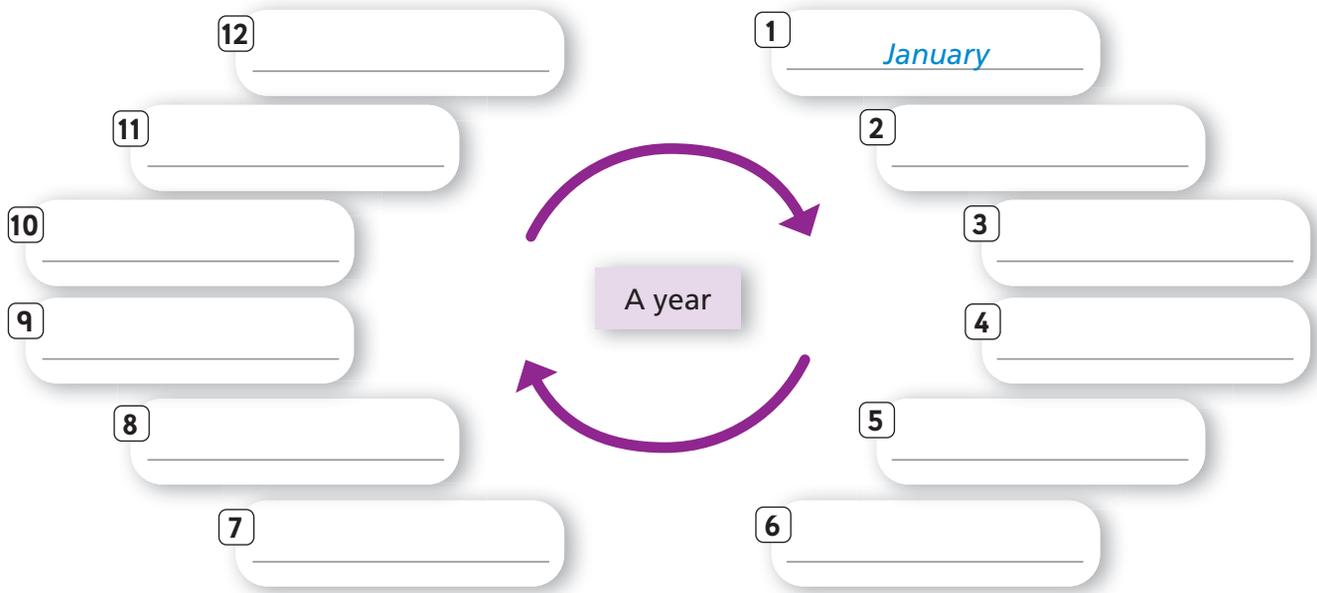


Language booster 1

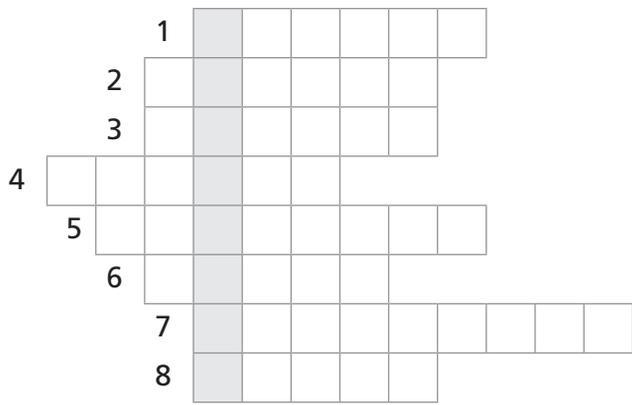
1 Write the months in order. Think about the seasons in your country and colour the months.

July November March June December August February
 April October ~~January~~ May September

spring = green summer = yellow autumn = red winter = blue



2   Complete the crossword. Find and write the hidden word.



- 1 The season before the summer.
- 2 The season after the summer.
- 3 The opposite of midnight.
- 4 The coldest season.
- 5 The last month.
- 6 The third month.
- 7 The ninth month.
- 8 The opposite of *late*.

↑
 Something that people take on holiday: _____

3 Read the traditional rhyme and write the missing months.

12 — **5** — **Calendar** — **3** — **8**

Thirty days have ¹S _____, Except for ³F _____ alone,
 April, June and ²N _____. And that has twenty-eight days clear,
 All the rest have thirty-one, But twenty-nine in each leap year.

16 — **26** — **7** — **30** — **13**

4 Write the seasons in the table. Then write words you associate with each one.

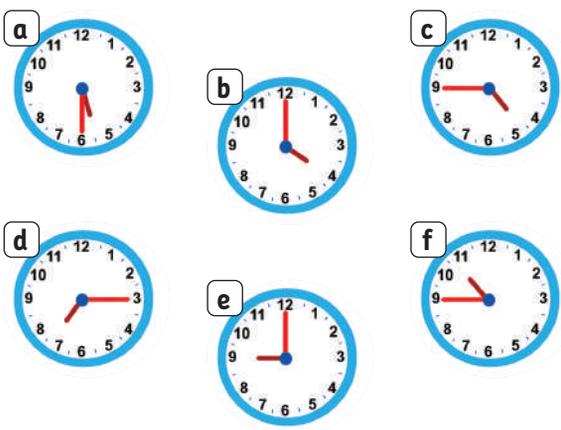
Spring			
<i>baby animals</i>	<i>swimming at the beach</i>		

5 Listen to the dialogue on Class Book page 93 again. Answer the questions.

- 1 What time is it where Shihab is? _____
- 2 What time is it where Faisal is? _____
- 3 What time does Dad want to call on Saturday? _____
- 4 What time does Shihab ask him to call? _____
- 5 What's the time difference between the two countries? _____

6 Read and match.

- 1 Our flight leaves at quarter to five!
- 2 I'm playing tennis at 9 a.m. tomorrow.
- 3 Laila always calls me on Sunday at four o'clock.
- 4 The play starts at half past five in the afternoon.
- 5 They're catching the bus at quarter to eleven.
- 6 The planetarium closes at quarter past seven.



7 Complete the sentences about you.

- 1 In the summer holidays, I get up at _____.
- 2 On school days, I go to bed at _____.
- 3 The school year starts in _____. It's in the _____.
- 4 The weather in my country is _____ in autumn.
- 5 I'm going to go to _____ in the summer.
- 6 When it's midday in my country, it's midnight in _____.

Grammar practice

Lesson 3: Present perfect with *since* and *for*

1 Read and complete.

for has I've ~~long~~ year lived weeks

Present perfect with <i>since</i> and <i>for</i>			
How ¹ <u>long</u>	have you		been a TV presenter? lived in Muscat?
	² _____ he / she		
	been a TV presenter	since	nine o'clock. last ⁵ _____.
³ _____ He's / She's	⁴ _____ in Muscat		I / he / she was a baby.
	had that coat	⁶ _____	three days. two ⁷ _____. five months.

2 Complete the questions with the Present perfect. Complete the answers with *since* or *for*.

~~be~~ know live study

1 A: How long have you been
a student?

B: Since I was five years old.

2 A: How long _____ you
_____ here?

B: _____ about six months.

3 A: How long _____ you
_____ English?

B: _____ three or four years.

4 A: How long _____
you _____ your teacher?

B: _____ last September.

Lesson 5: Present continuous for future arrangements

3 Read and complete.

having next playing this ~~we're~~

Present continuous for future arrangements		
I'm		
He's / She's	going to the cinema	⁴ _____ afternoon/evening.
¹ <u>We're</u>	² _____ a family party	tonight/tomorrow.
They aren't	³ _____ football	⁵ _____ week/month.

4 Write sentences that are true for you.

1 I'm playing tennis next Saturday.

I'm playing basketball next Saturday.

2 My friends are having a picnic tomorrow.

3 Our school's closing for the holiday.

4 We're having a family party this evening.

Lesson 3: *may, might, could, can't, must*

1 Read and complete.

be correct have ~~may~~ must might

<i>may, might, could, can't, must</i>			
It	might / ¹ <u>may</u> / could	be	a fish.
	² _____ / can't	³ _____	fins.
You / He / She	must / may / might	⁴ _____	⁵ _____
	must / can't ⁶ / _____		serious.

2 Read and complete the sentences with *may, might, could, can't* and *must*. Use each word once.

- That little animal may be a hedgehog. It has long spines.
- The girl next to the window _____ be Sara, but I'm not sure.
- This red jacket _____ belong to Ahmed. He was wearing it today.
- Hamed doesn't look very interested in the film. He _____ be bored.
- You _____ be hungry now. You ate a big lunch an hour ago!

Lesson 5: First conditional: *if ..., ... will ...*

3 Read and complete.

die ~~have~~ not/be not/disappear

First conditional: <i>if ..., ... will</i>	
If you go to the zoo with me,	we ¹ <u>will have</u> lots of fun.
If we protect our forests,	they ² _____.
If we don't water the plants,	some of them ³ _____.
If I forget to do my homework,	my teacher ⁴ _____ happy.

4 Read and complete.

- If I see an animal in the forest, I will take (take) some photos.
- If we leave soon, we _____ (not/be) late for dinner.
- If you help me to study for the test, I _____ (buy) you lunch.
- If we leave rubbish in the forest, it _____ (become) a problem.
- If Hashim tidies his room, his mum _____ (not/be) angry with him.
- If they visit the castle, they _____ (learn) about the past.

Lesson 3: going to and will

1 Read and complete.

going to and will		
I ¹ 'm _____	going to	travel by plane.
You ² _____		⁴ _____ an umbrella.
We ³ _____		
I _____	'll	help you with that.
He _____		⁶ _____ to the museum.
She _____		⁵ _____ take lots of photos.

go
~~'m~~
aren't
're
take
won't

2 Read and complete the dialogues with the verbs in brackets and going to or will.

- 1 **A:** Why did you buy so many eggs?
B: I _____ (make) a cake.
- 2 **A:** Oh, no! It's raining. We can't go out.
B: Then we _____ (watch) TV.
- 3 **A:** Do you have plans with Aseel?
B: No, we _____ (not/go) out.
- 4 **A:** You have to meet me at five o'clock.
B: OK. I _____ (not/be) late.
- 5 **A:** Why is Fahad looking in the shoe shop window?
B: He _____ (buy) some new trainers.
- 6 **A:** The kitchen floor is a mess!
B: OK, I _____ (sweep) the floor.

Lesson 5: Present simple for the future

3 Read and complete.

Present simple for the future		
The plane	leaves	in 15 minutes.
The ¹ train	² _____	at six o'clock.
		in two hours.
What ³ _____	does	the plane ⁵ _____ off?
When	⁴ _____	the tour ⁶ _____ ?
		we catch the train?

arrives
do
start
take
time
~~train~~

4 Look, read and complete the sentences with the Present simple for the future.

arrive have ~~leave~~ take off explore land catch a bus

- 1 We ~~leave~~ _____ home tomorrow morning at 6 a.m.
- 2 The plane _____ from Muscat airport at 9.30 a.m.
- 3 The flight _____ in Cairo at 2 p.m.
- 4 We _____ from the airport to the city centre at 3 p.m.
- 5 We _____ at the hotel at 4 p.m.
- 6 We _____ the city at 4.30 p.m.
- 7 We _____ dinner in a restaurant in the city at 8 p.m.

Word list

Unit 1

Jobs in entertainment

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

Places of entertainment

3D cinema _____
adventure playground _____
aquarium _____
art gallery _____
bowling alley _____
circus _____
ice rink _____
planetarium _____
safari park _____
science museum _____
soft play centre _____
theme park _____

Unit 2

Animal body parts

antennae _____
beak _____
claws _____
fin _____
flippers _____
horns _____
hump _____
paws _____
scales _____
spines _____
tongue _____
whiskers _____

Animal verbs

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

Unit 3

Holiday equipment

charger _____
flip-flops _____
guidebook _____
medicine _____
passport _____
pillow _____
raincoat _____
soap _____
suitcase _____
toothbrush _____
umbrella _____
washbag _____

Transport verbs

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

WOW! Learning Club 1

Months of the year

January
February
March
April
May
June
July
August
September
October
November
December

Seasons

Spring
Summer
Autumn
Winter

Writing models

An advert

Water world!



Include a logo.

Fun in the water for all the family!

- Enjoy our two family-friendly pools.
- Keep cool in our big water fountains.
- Try going down our four big slides!
- Children aged five or under can play in the Tiny-tots pool.
- Relax at the Waterside Café and enjoy a cold drink or a snack.

Use a slogan.

Give important information using bullet points.

Include a special offer.

For more information and ticket prices, see our website.

Special offer! Buy tickets before Wednesday and get 25% off!

Make the design attractive.

An information text

Use the information from the fact file in your text.

Name	Elephant
Type	Mammal: African bush, African forest and Indian
Home	Africa and India
Food	leaves and fruit
Size	World's largest land animal: 3–3.3 m tall, weighs up to 6,300 kg
Body	a trunk, two tusks and thick skin
Family	has babies called calves
Interesting fact	They need 150 kg of food a day.

Order the text correctly. This may not be the same order as the fact file.

Write full sentences. Do not use abbreviations.

Add adjectives to make your text more interesting.

Elephants

Elephants are mammals and have babies called calves. There are three types of elephants: African bush elephants, African forest elephants and Indian elephants. Elephants are up to 3.3 metres tall, can weigh 6,300 kilogrammes and are the largest land animals in the world. They have amazing long noses called trunks which they use to drink water. They also have two tusks. These look like horns but are in fact very big teeth! They also have very thick skin. This stops the hot sun from burning it. Elephants live in groups and eat leaves and fruit. They need 150 kilogrammes of food every day!

An email

The image shows an email interface with a header and a main body. The header contains the recipient and subject. The body contains the salutation, three paragraphs of text, and a sign-off. Red lines connect callout boxes to specific parts of the email.

To: Grade 7 students
Subject: School camping trip

Dear students,

We can now send you information about our school camping trip next month. We leave on 1st May and return on 3rd May.

The coach leaves at 7.30 a.m and we arrive at the mountains at 11.30 a.m. We're going to spend the first day putting up the tents and exploring the area where we're going to camp.

On the next day we're going to climb up a mountain. You can see some wonderful views from the top.

On the second day, we're going to visit a wadi. Bring your swimsuit and your flip-flops because you can swim if you want to. A lifeguard will be there to watch you.

On the last day, pack your suitcase and wait for the coach. It leaves at 9.30 a.m. and arrives at the school at about 1.30 p.m.

We're sure that you will have a lovely time and we look forward to seeing you soon.

Yours,
 Mr Ali, head teacher

Callout boxes:

- Say who the email is to. (points to 'To: Grade 7 students')
- Write the subject of the email. (points to 'Subject: School camping trip')
- Describe what the students are going to do simply and clearly. (points to the first paragraph)
- End the email correctly. (points to the sign-off)
- Start the email with *Dear ...* and then explain why you are writing. (points to 'Dear students,')
- Use paragraphs for each activity or day. (points to the second and third paragraphs)
- Finish it with *Yours, (name)*. (points to 'Yours, Mr Ali, head teacher')

Irregular verbs

Cover the Past simple and Past participle columns and check what you remember!

Infinitive	Past simple		Past participle	
be	was/were		been	
bite	bit		bitten	
break	broke		broken	
bring	brought		brought	
buy	bought		bought	
catch	caught		caught	
choose	chose		chosen	
come	came		come	
dig	dug		dug	
do	did		done	
draw	drew		drawn	
drink	drank		drunk	
drive	drove		driven	
eat	ate		eaten	
fall	fell		fallen	
feel	felt		felt	
fight	fought		fought	
find	found		found	
fly	flew		flown	
get	got		got	
give	gave		given	
go	went		gone/been	
have	had		had	
hear	heard		heard	
hide	hid		hidden	
hold	held		held	
keep	kept		kept	

Irregular verbs

Infinitive	Past simple		Past participle	
know	knew		known	
lay	laid		laid	
leave	left		left	
let	let		let	
lose	lost		lost	
make	made		made	
meet	met		met	
pay	paid		paid	
put	put		put	
read	read		read	
ride	rode		ridden	
run	ran		run	
say	said		said	
see	saw		seen	
sell	sold		sold	
send	sent		sent	
sing	sang		sung	
sleep	slept		slept	
stand	stood		stood	
sting	stung		stung	
take	took		taken	
teach	taught		taught	
tell	told		told	
think	thought		thought	
throw	threw		thrown	
wear	wore		worn	
win	won		won	
write	wrote		written	

Progress path

Read and answer. Then tick (✓).

Welcome

Bayan says Egyptian food _____ like Spanish food.

Welcome

Razan wants to find out what you call different names / parts of animals.

Unit 1

Name two places of entertainment where you can see fish or animals.

Unit 1

How long have you been at your school?

I've _____ for _____ .

I've _____ since _____ .



Unit 2



If it rains tomorrow,

_____.

If it's sunny tomorrow,

_____.

Unit 2



It's got flippers and fins.
What animal is it?

Unit 3



I need to pack / explore
my suitcase.

We're travelling / catching
a bus at 5 p.m.

The plane takes off / gets on
at 7.30 p.m.

Unit 3



You're going on a holiday
to the mountains. Name
five things you are going
to take.



Dictations

Unit 1



Listen and write.

- 1 _____
- 2 _____
- 3 _____

Unit 2



Listen and write.

- 1 _____
- 2 _____
- 3 _____

Unit 3



Listen and write.

- 1 _____
- 2 _____
- 3 _____



York Press Limited
322 Old Brompton Road,
London SW5 9JH,
England

Original edition, Team Up! © Pearson Educación, S.A., 2018

Team Together © Pearson Education Limited 2019

This edition published by York Press © 2024

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The publishers would like to thank Viv Lambert and Kirstie Grainger for their contribution.

Additional material provided by Matthew Hancock.

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Partner in development:

Foreign Languages Section,
Ministry of Education, Oman

The series has been customised by the Ministry of Education, Oman, based on the contract between the Ministry of Education and Pearson Education Limited and York Press Limited based on the ministerial decree 211/2021.

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First published 2024

ISBN:

Image Credit(s):

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Ministry of Education: 6, 7, 8, 9, 10, 11, 12, 15, 19, 26, 27, 30, 32, 33, 35, 36, 43, 49, 53, 70, 71

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