

بتقدم بثقة  
Moving Forward  
with Confidence



MINISTRY OF EDUCATION

# TEAM Together OMAN 7B

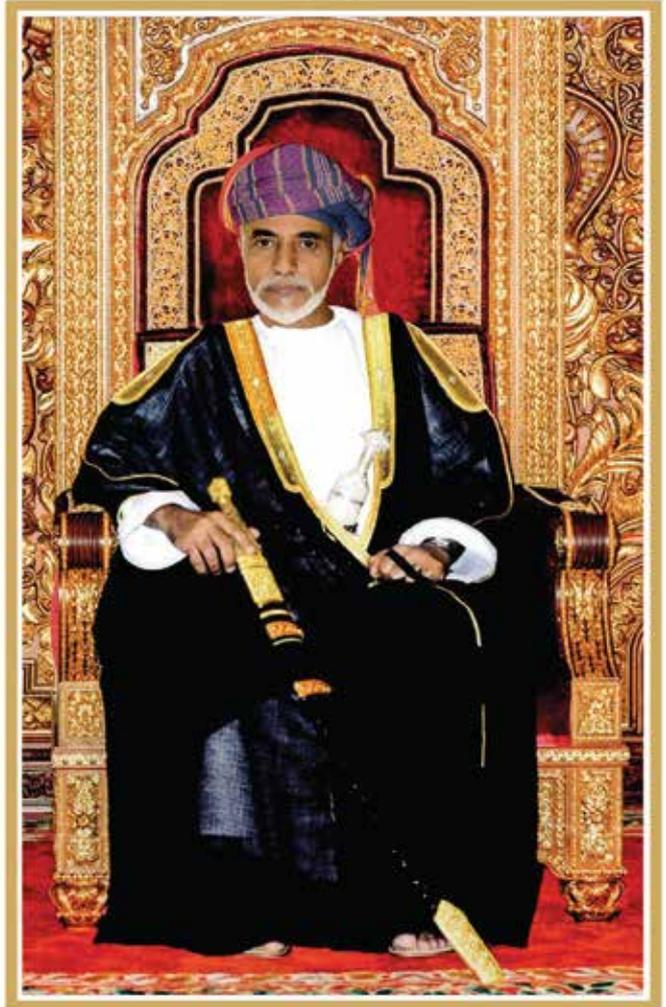
## Activity Book



**Trial Edition  
2026**



**His Majesty  
Sultan Haitham Bin Tarik**



**The Late Sultan  
Qaboos Bin Said**





## **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 the skills in your everyday lives, as this will enable you 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.

**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 2 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. Don't write anything in your Class Book so that students can use it again next year.

All of your books have lots of fun activities to help you to learn English. Your Class Book has interesting stories and texts to read, fun conversations to listen to, games, projects, videos and quizzes. Your Activity Book has lots of fun reading and writing tasks to do in class.

Have a really interesting semester and we look forward to writing to you again next year!

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

**Class:** \_\_\_\_\_





MINISTRY OF EDUCATION

# TEAM Together OMAN 7B Activity Book with Digital Resources



## Contents

4 City life .....	8	Word list .....	61
5 Our future .....	24	Writing models .....	63
6 Let's read! .....	40	Irregular verbs .....	66
WOW! Learning Club 2 .....	56	Progress path .....	68
Grammar practice .....	58	Dictations .....	70



## 4

## City life

## Vocabulary

## 1 Unscramble the words to complete the definitions.

- 1 A monument (memonunt) is something we can build to remember historic events or people.
- 2 \_\_\_\_\_ (gugagel) is a collection of bags that people can take with them when they travel.
- 3 A \_\_\_\_\_ (licepo staiont) is a place where you can talk to a police officer if you have a problem.
- 4 A \_\_\_\_\_ (rotu deigu) is a person who shows groups of visitors around a city or other place.
- 5 A \_\_\_\_\_ (ttuase) is a large model of a person, thing or animal that is often made of stone.
- 6 \_\_\_\_\_ (mmocoactidano) is any type of place where tourists can stay.

## 2 Read the travel forum. Then read and complete the comments.

1  Last year I visited Kuala Lumpur with my family. It's the capital city of Malaysia and it's very interesting. Here's a photo of its famous \_\_\_\_\_.

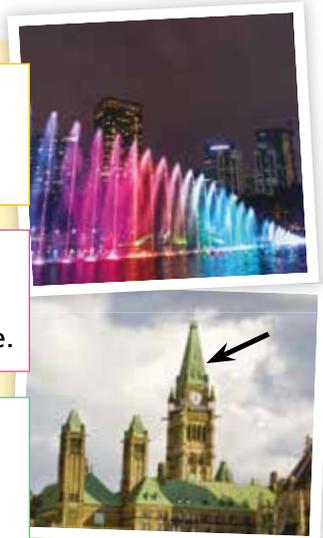
Hazim

2  My parents and I visited Canada last year. It has lots of monuments for \_\_\_\_\_ to visit. Here's a photo of the parliament buildings. There's a big \_\_\_\_\_ in the centre.

Aida

3  I'm a \_\_\_\_\_, so I don't carry many things, like guide books. When I arrive in a new place, I go to the \_\_\_\_\_ to ask about fun things to do.

Colin

3  Read the *I'm learning* box. Then complete the lists with words you know.**I'm learning****Associating words**

We can associate new words with other words that we know. This helps us learn and remember the new words.

- 1 accommodation: hotel, tent, apartment building
- 2 capital city: \_\_\_\_\_
- 3 tourist: \_\_\_\_\_
- 4 luggage: \_\_\_\_\_
- 5 tourist information centre: \_\_\_\_\_

4  Write five or more sentences about the capital city of your country.

1 Read and complete the sentences from the dialogue on Class Book page 13. Who said them, Emily or Bayan? Write. Then listen and check.

brilliant burned do know think ~~visited~~

- 1 Emily I saw in your blog that you visited The Monument in London.
- 2 \_\_\_\_\_ What did you \_\_\_\_\_?
- 3 \_\_\_\_\_ I thought it was \_\_\_\_\_.
- 4 \_\_\_\_\_ I didn't \_\_\_\_\_ that.
- 5 \_\_\_\_\_ The fire \_\_\_\_\_ for four days.
- 6 \_\_\_\_\_ So what did people use to \_\_\_\_\_ when there was a fire?

2 Read the dialogue again. Circle T (true) or F (false). Then explain your answers.

- 1 Emily wrote a blog about The Monument. T / **F**
- Bayan wrote the blog.
- 2 Bayan really enjoyed visiting The Monument. T / F
- 3 Emily had never heard about The Monument before. T / F
- 4 Nobody knows how the fire of London started. T / F
- 5 There were firefighters, but they were too slow. T / F



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

That's amazing! x 2

What's up? x 2

Oh no! That's awful! x 2

1 **A:** You look sad. What's up?  
**B:** I didn't do well in my test.

4 **A:** I got all the answers right in the test!  
**B:** \_\_\_\_\_ Good for you!

2 **A:** My family won a trip to Malaysia!  
**B:** \_\_\_\_\_ You're so lucky!

5 **A:** We had to cancel our beach holiday.  
**B:** \_\_\_\_\_ What happened?

3 **A:** I was ill every day when I was in Ireland.  
**B:** \_\_\_\_\_ Poor you!

6 **A:** You look busy. \_\_\_\_\_  
**B:** Hi, Ruba. Not much. I'm studying.

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

### Used to

- 1  Listen to Arwa and her dad. Read and circle *T* (true) or *F* (false).



- |  |  |
|--|--|
| 1 Dad didn't use to like History at school.                | T / <input checked="" type="radio"/> F |
| 2 Arwa didn't use to like History, but she likes it now.   | T / F                                  |
| 3 Dad didn't use to study hard at Maths.                   | T / F                                  |
| 4 Dad used to do really well in his Art exams.             | T / F                                  |
| 5 Dad's favourite hobby used to be playing with computers. | T / F                                  |
| 6 Arwa's favourite school subject is ICT.                  | T / F                                  |

- 2 Read and circle the correct answers.

- There  used to /  didn't use to be a palace in our city. Now it is a hotel.
- Two hundred years ago, people  used to /  didn't use to travel by car.
- In 1970, my grandparents  used to /  didn't use to use the internet, because nobody had it then.
- People  used to /  didn't use to send letters and not emails.
- People  used to /  didn't use to throw buckets of water over fires because there were no firefighters.

- 3 Read and complete the sentences with the correct form of *used to*.

- I didn't use to go (go) camping, but now I go four or five times a year. I love it!
- Many tourists \_\_\_\_\_ (visit) our town, but now they prefer other places.
- My dad \_\_\_\_\_ (be) a tour guide. Now he has his own tour company.
- I \_\_\_\_\_ (eat) lots of sweets, but now I prefer fruit.
- I \_\_\_\_\_ (like) reading poems, but now I love reading them.



4 Write survey questions. Then write true answers for you.

### When you were younger ...



1

you / be / afraid of the dark?



2

your parents / read to you?



3

your family / go camping?



4

you / watch / cartoons?



5

your friends / play with toys?



6

you / sleep / with the light on?

1 Did you use to be afraid of the dark?

No / Yes, I ...

2

3

4

5

6

5 Work with your partner. Ask them your questions from Activity 4 and write their answers in your notebook.

**1** **After you read** Read the picture story on Class Book pages 16–17 again. Number the places or things in the city in the order they appear.

- library
- post office
- 1 city square
- crossroads
- bank
- traffic lights
- pavement
- bus station
- roundabout



**2** **Answer the questions. Write complete sentences.**

**1** What time does the treasure hunt start?

*The treasure hunt starts at 10 a.m.*

**2** How do the people travel to the city?

---

**3** How does Dad get the first clue?

---

**4** Where do they find the second clue?

---

**5** Where do they find the third clue?

---

**6** Where do the children find the treasure?

---



- 3 Read the *Work with words* box. Read and complete the sentences with compound nouns from the picture story. What other compound nouns can you find in the story? Write them below.

### Work with words



#### Compound nouns

Compound nouns are formed by two or more words. Sometimes they form one new word and sometimes they stay separate.

(air + port) → *airport*

(tour + guide) → *tour guide*

- 1 Cars must always stop when traffic lights are red.
- 2 There's a c\_\_\_\_\_ where Park Road meets River Road.
- 3 Listen! Is that a f\_\_\_\_\_ e\_\_\_\_\_? There must be a fire somewhere.
- 4 Drivers should always slow down when they come to a r\_\_\_\_\_.
- 5 Can you give me a ride to the b\_\_\_\_\_ s\_\_\_\_\_, please? My bus leaves in half an hour.

Other compound nouns: \_\_\_\_\_  
\_\_\_\_\_

- 4 Make compound nouns with a word from each box. Then write five sentences using the compound nouns.

~~after~~ back bath clock foot  
motor police shopping under

ball bike ground mall ~~noon~~  
pack room station tower

- 1 In the afternoon ...
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

1 Complete the words. Then listen and tick (✓) the places or things in the city you hear.

1  1 c \_ \_ c \_ \_

2 \_ \_ o \_ s \_ \_ \_ d \_ \_

3 \_ \_ r \_ \_ \_ g \_ \_ e

4 \_ \_ \_ l \_ \_ y \_ t \_ \_ \_ n

5 t a x i

6 \_ \_ \_ f \_ \_ c \_ \_ m



2  7 \_ o \_ r y

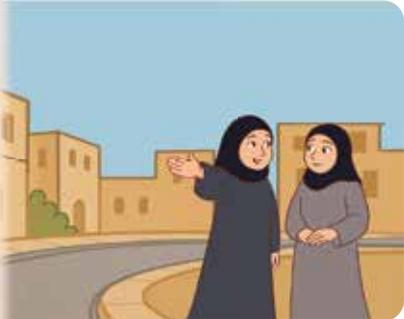
8 \_ \_ i \_ \_ b \_ \_ \_ h \_ \_ \_

9 \_ \_ v \_ m \_ \_ \_

10 r \_ \_ \_ \_ i \_ n

11 \_ \_ u \_ \_ b \_ \_ \_

12 \_ r \_ f \_ \_ \_ \_ g \_ \_ s



2 Read and match the definitions to the pictures. Then write the words.



- 1 A railway station is a place where people go on a train.
- 2 A \_\_\_\_\_ is a place where two streets meet and cross each other.
- 3 A \_\_\_\_\_ takes you to places around the city but it isn't cheap.
- 4 A \_\_\_\_\_ takes things to shops, restaurants and businesses.
- 5 A \_\_\_\_\_ is a long queue of cars that isn't moving very quickly.
- 6 A \_\_\_\_\_ is the area next to a street where people can walk.

Present continuous and Present simple for future

3 Read and complete with the Present continuous or Present simple for future.

I <sup>1</sup> am visiting my aunt this weekend. My parents and I <sup>2</sup> \_\_\_\_\_ (stay) at a hotel near my aunt's flat. We <sup>3</sup> \_\_\_\_\_ (not/travel) by car. My mum prefers the train. It <sup>4</sup> \_\_\_\_\_ (leave) at 7 a.m. on Saturday so we <sup>5</sup> \_\_\_\_\_ (get up) really early.



Mansoor



Aseel

On Saturday, I <sup>6</sup> \_\_\_\_\_ (have) lunch with friends. We <sup>7</sup> \_\_\_\_\_ (meet) at a café in our neighbourhood. The café <sup>8</sup> \_\_\_\_\_ (open) at 11 a.m. on Saturdays. After lunch, we <sup>9</sup> \_\_\_\_\_ (go) to the cinema. The film <sup>10</sup> \_\_\_\_\_ (start) at 3 p.m. so we'll have lots of time to talk before that!

4 Write about your plans for the weekend. Use ideas from the box or your own ideas.

- go shopping   go to the beach   have lunch/dinner   meet friends   see a film/play
- play sports   watch a football match   go for a walk   visit your grandparents

*This weekend*

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**1** After you read Read the text on Class Book page 20 again. Answer the questions. Use complete sentences.

- 1 Where is Tokyo?  
*It's on Japan's largest island, Honshu.*
- 2 What percentage of the people in Djibouti live in the capital city?  
\_\_\_\_\_
- 3 What is special about Tokyo's Sky Tree tower?  
\_\_\_\_\_
- 4 Why is Djibouti City one of the driest cities in the world?  
\_\_\_\_\_
- 5 How many people pass through the Shinjuku Station in a year?  
\_\_\_\_\_
- 6 How do tourists see whales and dolphins from Djibouti City?  
\_\_\_\_\_

**2** Read the comments from a travel blog. Should the people visit Tokyo, Djibouti City or both? Write and explain your answers.

1 'I'm looking for an interesting city that is not too big.'  
*Djibouti City, because it is smaller than Tokyo.*

2 'I get bored in small towns. There isn't enough to do.'

3 'I really love watching wildlife so I'd love to be able to do this on holiday.'

4 'I don't like very hot weather and I'm not into old buildings.'

5 'I enjoy shopping for food and other things.'

**3** Listen to a report about another capital city. Complete the notes.



Name of the capital city:	1 <i>City of San Marino</i>
Country:	2 _____
Location:	in the Apennine mountains in 3 _____
Population of city:	4 _____
Size (area) of city:	5 _____
Weather:	warm in summer; 6 _____ in winter
Language(s):	7 _____
Currency:	8 _____

**4** Work in groups. Choose a town or city in your country that would be interesting for tourists and find answers to the questions. Then make a fact file about your town or city.

- 1 How big is the town or city?
- 2 What's its population?
- 3 What's the language?
- 4 What currency is used?
- 5 When is a nice time to visit?
- 6 What can tourists see and do?

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

12.45 12 rials coach direct leave next ~~single~~ stop

**Boy:** Excuse me. How much is a <sup>1</sup> single ticket to Salalah?

**Woman:** That'll be <sup>2</sup> \_\_\_\_\_.

**Boy:** Is that a <sup>3</sup> \_\_\_\_\_ coach?

**Woman:** Yes, it is.

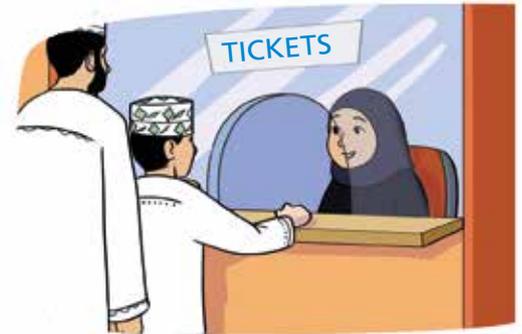
**Boy:** Is the <sup>4</sup> \_\_\_\_\_ coach leaving soon?

**Woman:** Yes, it leaves at <sup>5</sup> \_\_\_\_\_.

**Boy:** OK, great. Which bus stop does it <sup>6</sup> \_\_\_\_\_ from?

**Woman:** That <sup>7</sup> \_\_\_\_\_ goes from bus <sup>8</sup> \_\_\_\_\_ five.

**Boy:** Thank you very much.



2 Write a dialogue between you and a travel assistant. Use the questions below and Activity 1 to help you. Then act out with your partner.

- Where are you going?
- Are you travelling by coach or train?
- Do you want a single or return ticket?
- Do you need to travel direct?

**A:** Excuse me. How much ...

**B:** That'll be \_\_\_\_\_

**A:** Is that a \_\_\_\_\_

**B:** \_\_\_\_\_

**A:** \_\_\_\_\_

**B:** Yes, \_\_\_\_\_

**A:** OK, great. \_\_\_\_\_

**B:** That \_\_\_\_\_

**A:** \_\_\_\_\_

**Pronunciation**

3 Listen to the questions. Write *U* if the voice goes up or *D* if the voice goes down. Then practise with your partner.

- 1 What time is the next train to Fez?
- 2 Is the next train leaving soon?
- 3 Shall we get the next coach to Muscat?
- 4 Is that a direct coach?
- 5 Which bus stop does it leave from?



Reading

Words in context

1 Read the definitions and write the words. Then match them to the pictures.

century railway line teenager wild

- 1 the metal track where a train travels
- 2 a hundred years
- 3 a person between 13 and 19 years old
- 4 living or growing in nature



a railway line



2 Read the article on Class Book page 24 again. Then write the answers.

- 1 People think these are very important for your health.
- 2 This used to run over the streets of Manhattan.
- 3 This is a beautiful place high above Manhattan.
- 4 These people like to visit the High Line park.
- 5 This is a place where you can buy things.
- 6 This is at the south end of the High Line.

green spaces

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3 Read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say). Then explain your answers.

- 1 There are lots of places to make new parks in New York City.  
 *F* There aren't lots of places to make new parks in New York City.
- 2 The High Line closed in the 1980s because it was too expensive.
- 3 Eric Watts likes the High Line because it isn't noisy or dangerous.
- 4 You can see art at the High Line.
- 5 Vicky Miller goes to the High Line every week.



4 Work in groups. Imagine you are planning a new park in your area. Discuss the questions and make notes. Then share your ideas with the class.

- 1 Where are you going to make a new park?
- 2 What is in this place now?
- 3 Are people using this place now? Why?/Why not?
- 4 Why is it a good place to make a park?
- 5 What is going to be in the park?
- 6 Who is going to enjoy using your park?





1 Label the pictures.



clock tower



2 Unscramble the words to complete the sentences.

- 1 I left my bag on the coach (ohcac) but someone found it.
- 2 My aunt lives in a nice \_\_\_\_\_ (gbodenoihuorh).
- 3 Go to the next \_\_\_\_\_ (sracordsos) and turn left.
- 4 Don't walk on the road, walk on the \_\_\_\_\_ (matepven).
- 5 They built a \_\_\_\_\_ (nntomemu) for National Day.
- 6 It's hard to find \_\_\_\_\_ (cacimomdotaon) in London.

3 What were you like when you were little? Write true sentences with *used to*.

- |   |                  |
|---|------------------|
| 1 I play / teddy bears<br><i>I used to play with teddy bears.</i> | 4 sleep / a lot  |
| 2 have / mobile phone   | 5 read / books   |
| 3 be / noisy  | 6 tidy / my room |

4 Read and complete the text. Use the Present simple and Present continuous tenses.

Logan <sup>1</sup> is going (go) to a play this evening. It <sup>2</sup> \_\_\_\_\_ (start) at 7 p.m.  
 He <sup>3</sup> \_\_\_\_\_ (meet) his friends at the bus station. They <sup>4</sup> \_\_\_\_\_  
 (catch) bus 17 to the theatre. The bus <sup>5</sup> \_\_\_\_\_ (leave) the station at 6 p.m.

Self-assessment

5 Answer the questions about your work in Unit 4.

- 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? \_\_\_\_\_

## B1 Preliminary for Schools Listening Part 2

Think!

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

Try!

2  Listen. For each question, choose the correct answer. Then explain your answers.

1 Where is the boy's class going to go first today?

- A** a monument      **B** a museum      **C** a restaurant

2 About how many students are going on the trip?

- A** twenty-five      **B** fifty      **C** a hundred

3 When will the boy arrive at home this evening?

- A** 4 p.m.      **B** 5 p.m.      **C** 3 p.m.

Do!

3  For each question, write the correct answer in each gap. You will hear a girl talking about a school trip. Write one word, a number or a time.

### School Trip to Muscat

The coach leaves: at 8.30 a.m.

- 1 What they'll see at the Natural History Museum: plants and \_\_\_\_\_
- 2 What they're learning about at the Bait Al Zubair museum: How people used to \_\_\_\_\_ in the past
- 3 What they're eating for lunch: \_\_\_\_\_ and rice
- 4 How long they're staying at the Royal Opera House: \_\_\_\_\_ hour(s)
- 5 Where the coach will pick them up: from outside the \_\_\_\_\_ mall
- 6 What time she'll be home: at half past \_\_\_\_\_ if there isn't too much traffic

**tip** Exam

Listen to each recording for the first time to find the specific information and copy it into the gap. When you listen to the recording for the second time, check your answers.

## B1 Preliminary for Schools Reading Part 2

Think!

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

Try!

2 Read the texts and the questions. Write the correct names.

Last summer, I visited Kuala Lumpur with my parents. We spent every day visiting monuments and museums, so we were always tired in the evening. My favourite place was the National Art Gallery.

Jasim

I live in Malaysia. I went to Kuala Lumpur last week, but it was only for a school trip. We visited the National Museum in the morning and then went shopping in the afternoon. I might go back again next month to see a play.

Aisyah

Which person ...

- 1 spent less time in Kuala Lumpur? Aisyah
- 2 visited more than one museum? \_\_\_\_\_
- 3 didn't travel with family? \_\_\_\_\_

Do!

3  For each question, choose the correct answer.

**tip** Exam

Which person ...

	Samira	Abdullah	Badriya	Adam	
1 is staying with family?	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<u>C</u>
2 will explore a capital city?	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	_____
3 may need to take a tent?	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	_____
4 prefers quiet holidays?	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	_____
5 will travel in the autumn?	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	_____
6 likes nature?	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	_____

Begin by carefully reading the four descriptions of the people. Next, read the questions and underline any matches between these and the descriptions.



**Samira:** Next summer, I'm going to Amman on holiday. It's the capital city of Jordan. It has lots of beautiful monuments and other things to see. We won't need a tour guide because my Aunt Rawan lives there. We've found a nice hotel in the city centre to stay in.



**Abdullah:** I'm visiting Jordan next October with my friends. We're going camping in the mountains, so we won't be visiting Amman this time. I'm not taking much because it all has to fit in my backpack! I hope it doesn't rain when we're there. It sometimes rains in the mountains!



**Badriya:** This year I'm spending August with my grandparents in Aqaba, in Jordan. It's a town on the south coast, not far from Egypt. It's not a big town but there are lots of things to do there. You can go swimming or diving in the sea. It is full of beautiful fish.



**Adam:** Next spring, I'm visiting my uncle and aunt in Jordan. They live in a small village in the countryside and we're staying in a small hotel. Some people like busy cities, but I prefer calm places where you can see animals and plants. I think it's more relaxing.

## 5

## Our future

## Vocabulary

1 Read and complete the sentences.



- 1 A novelist writes stories for children or adults.
- 2 An \_\_\_\_\_ makes new inventions.
- 3 A \_\_\_\_\_ works in and under the water.
- 4 A \_\_\_\_\_ looks after people's teeth.
- 5 A \_\_\_\_\_ cuts people's hair.
- 6 A \_\_\_\_\_ interviews people and then writes articles for a newspaper.

2 Read the comments. What job would be good for each person? Write.



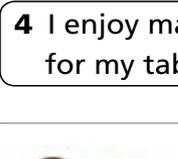
1 I like leading other people and organising things.

manager

2 I'm really good at football. I practise every day.



3 I like drawing new houses and other buildings.



4 I enjoy making new games for my tablet and my phone.



5 I'm good at making posters and adverts on a computer.

6 I want to do things to make cars use electricity.



3 Read the *I'm learning* box. Then complete the jobs with the correct suffixes.

## I'm learning

## Suffixes for jobs

Many jobs in English have suffixes, such as *-er*, *-or*, *-ist* and *-ian*.

*diver*

*camera operator*

*novelist*

*technician*

- |           |          |
|-----------|----------|
| 1 teacher | 5 doct   |
| 2 art     | 6 librar |
| 3 music   | 7 scient |
| 4 build   | 8 act    |

4 Write three or more sentences about jobs you know. What do the people do? Where do they work? Which jobs seem interesting to you?

1 <sup>5.4</sup> Read and complete the sentences from the dialogue on Class Book page 39. Then listen and check.

- 1 I think you'll be a brilliant footballer for one of the \_\_\_\_\_ teams!
- 2 Ah, that's \_\_\_\_\_ of you to say, but I \_\_\_\_\_ think that will happen.
- 3 I'll \_\_\_\_\_ practising and who \_\_\_\_\_ what will happen in the future.
- 4 You love \_\_\_\_\_ and \_\_\_\_\_ food from different countries.
- 5 No, I \_\_\_\_\_. I've always \_\_\_\_\_ to be an architect.
- 6 What \_\_\_\_\_ of house will you want to \_\_\_\_\_ in?



2 Read the dialogue again. Circle *T* (true) or *F* (false). Then explain your answers.

- 1 Majid doesn't think Frank will be a good footballer.  T /  F He thinks he'll be brilliant.
- 2 Frank thinks he'll join an important team.  T /  F \_\_\_\_\_
- 3 Frank says he's going to stop practising.  T /  F \_\_\_\_\_
- 4 Frank thinks Majid might be a chef.  T /  F \_\_\_\_\_
- 5 Majid has designed a new house for Frank.  T /  F \_\_\_\_\_
- 6 Frank knows exactly what house he wants.  T /  F \_\_\_\_\_

3 <sup>5.5</sup> Read and complete the dialogues with the correct expressions. Then listen and check.

Oh cool! x 2

I disagree! x 2

I'm not sure. x 2

- |  |  |
|--|--|
| <p>1 <b>A:</b> I'm selling my old bike. Do you want it?<br/><b>B:</b> <u>I'm not sure.</u> Can I think about it?</p> | <p>4 <b>A:</b> This new cartoon on TV is terrible.<br/><b>B:</b> _____ I think it's great!</p>             |
| <p>2 <b>A:</b> Computer programmers have easy jobs.<br/><b>B:</b> _____ They have to work really hard!</p>           | <p>5 <b>A:</b> Is life better in small towns or big cities?<br/><b>B:</b> _____ Both have good points.</p> |
| <p>3 <b>A:</b> I'm cooking some chicken and rice.<br/><b>B:</b> _____ I love chicken!</p>                            | <p>6 <b>A:</b> I want to be a novelist.<br/><b>B:</b> _____ You can write me a story!</p>                  |

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

## will for predictions

1 Listen and complete the sentences with *will* or *won't*.



Laith



Anood

- 1 Laith will become a language teacher.
- 2 He \_\_\_\_\_ learn Italian next year.
- 3 He \_\_\_\_\_ live somewhere in Asia.
- 4 Anood \_\_\_\_\_ be a professional athlete.
- 5 She \_\_\_\_\_ go to university one day.
- 6 She \_\_\_\_\_ need to study photography.

2 Read and complete the sentences with *will* or *won't* and the verbs in the box.

buy eat go ~~rain~~ study watch

- 1 You don't need to bring that umbrella.  
It won't rain this afternoon.
- 2 After she finishes studying, Zakeya \_\_\_\_\_ TV for an hour or two. She needs to relax.
- 3 My friends and I \_\_\_\_\_ cycling on Saturday if the weather is nice.
- 4 Malik probably \_\_\_\_\_ very much for dinner because he had a big lunch today.
- 5 My parents \_\_\_\_\_ me a new tablet if I don't pass all my exams.
- 6 I \_\_\_\_\_ computer programming at university because I want to design apps and games.



3  Order the words to make questions with *will*. Then write true answers for you.

1 day you teacher will a become one ?

*Will you become a teacher one day?*

2 work a for company you will big ?

3 another your will country live family in ?

4 learn any you languages will foreign ?

5 town home will a be your in small ?

6 abroad will travel you ?

4 Write questions about the future with *will*. Use the ideas in the box or your own ideas.

where / live? what / study? when / start working? what job / have?  
where / travel? when / learn a new language?

1 *Where will you live?*

2

3

4

5

6

5  Work with your partner. Ask them the questions from Activity 4 and write their answers in your notebook.

**1** **After you read** Read the poem on Class Book pages 42–43 again. Then read and complete the sentences.

- 1 Tameem says he was born on Tuesday 29<sup>th</sup> May.
- 2 He says he may \_\_\_\_\_ abroad.
- 3 Tameem might go to \_\_\_\_\_ and study English or Maths.
- 4 He could become either a \_\_\_\_\_ or an astronaut.
- 5 Tameem may save money or he may start a \_\_\_\_\_.
- 6 He could live somewhere in the city or in the \_\_\_\_\_.



**2** **Answer the questions. Use complete sentences.**

1 When might Tameem travel abroad?  
*He might travel abroad when he leaves school.*

2 When will Tameem get a job?

---

3 Will Tameem start a business one day?

---

4 Where might Tameem live in the city?

---

5 Which languages may Tameem learn?

---

6 When might Tameem sit by the sea with his family?

---



- 3 Read the *Work with words* box. Circle the correct homophones to complete the text.

### Work with words



#### Homophones

Homophones are words that sound the same but have different meanings. Sometimes they have different spellings, too.

*We'll have to wait and see. I might sit by the sea.*

*I was born in May. I may go out later.*

When the (1) son / sun is low, Aida always looks for Sultan and their (2) son / sun Talal in the park. 'Come (3) here / hear,' she says to them. 'It's time to go home, and time for some food, (4) too / two!' Talal and his father (5) here / hear her and they are home in an (6) our / hour. 'We love the park,' says Talal, 'but we (7) no / know there is no better place than our home!'

- 4 Write the homophones for these words.

1 too	_____ <i>two</i> _____	5 know	_____	9 hear	_____
2 son	_____	6 bye	_____	10 right	_____
3 week	_____	7 for	_____	11 wear	_____
4 meat	_____	8 their	_____	12 hour	_____

- 5  Write five sentences with pairs of homophones.

*You have two cats, and I have two cats, too.*

---



---



---



---



---



---



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---



---

1 Complete the life events. Then tick (✓) the five most important life events for you.

travel ~~be~~ start learn save find get go grow go retire move

**It's your life!**

<input checked="" type="checkbox"/>	1	<u>be</u>	born
<input type="checkbox"/>	2	_____	up
<input type="checkbox"/>	3	_____	to school
<input type="checkbox"/>	4	_____	a business
<input type="checkbox"/>	5	_____	to university
<input type="checkbox"/>	6	_____	a degree
<input type="checkbox"/>	7	_____	a job
<input type="checkbox"/>	8	_____	money
<input type="checkbox"/>	9	_____	abroad
<input type="checkbox"/>	10	_____	house
<input type="checkbox"/>	11	_____	a new language
<input type="checkbox"/>	12	_____	



2 Listen to Talal and his grandpa. Then listen again and write the life events you hear.

- 1 \_\_\_\_\_ *be born* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_



**might, may and could for predictions**

3 Look at the table. Then write sentences with *will, won't, may (not), might (not)* or *could*.

Life events	Basil	Me
1 go to university one day	Yes! For sure!	I'm not sure.
2 move to a different town	I don't think so.	
3 travel abroad before age 30	Maybe. I hope so!	
4 become a Maths teacher	No way! Never!	
5 start a business	I don't think so.	
6 retire before age 60	Yes! Definitely!	

- 1 *Basil will go to university one day.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

4  Write your answers in the table in Activity 3. Then write sentences with *will, won't, may (not), might (not)* or *could*.

- 1 *I might go to university one day.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

1 After you read Read the texts on Class Book page 46 again. What do the sentences describe?

- 1 It describes repeating something from memory.
- 2 It describes a very young baby.
- 3 These objects are made of gold or wood.
- 4 This is a person who is part of your family.
- 5 It's a tradition that comes from ancient times.

recite

---



---



---



---



---

2 Answer the questions. Write complete sentences.

1 What do some grandmothers in Nigeria do when a baby is born?

*Some grandmothers give the baby his or her first bath.*

2 What do relatives decide after eight days in parts of Nigeria?

---

3 What do Chinese people wear for their special celebration?

---

4 What decorations do Chinese girls put in their hair?

---

5 What does Khatem Al Quran celebrate?

---

6 Where do they sometimes hold Khatem Al Quran ceremonies?

---



3 Listen to a report about another tradition. Complete the text.



In Bali, Indonesia, it is <sup>1</sup> *traditional* to give children names after the position they are <sup>2</sup> \_\_\_\_\_ in. So the first child is always called Wayan, the <sup>3</sup> \_\_\_\_\_ child is called Made, the third child is called Nyoman and the fourth child is called Ketut. In this way, when children say their <sup>4</sup> \_\_\_\_\_, people will know if the child is the oldest, the second oldest or the <sup>5</sup> \_\_\_\_\_ in the family. However, this means that there are a lot of <sup>6</sup> \_\_\_\_\_ called Wayan, Made, Nyoman and Ketut. So what do <sup>7</sup> \_\_\_\_\_ do? They give their children another name when they are <sup>8</sup> \_\_\_\_\_ year old.

4 Work in groups. Choose one of the celebrations in the box and find answers to the questions. Write about your celebration.

newborn baby (Aqiqah) graduation moving to a new home

- 1 When does the celebration happen?
- 2 Why is the celebration important?

- 3 Who participates in the celebration?
- 4 What happens during the celebration?

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

bring you some but no need help you hand let me help  
 need any help family gathering this food

**Hanan:** The kitchen is a mess after our <sup>1</sup> family gathering .  
 I have to tidy it.

**Basma:** Would you like a <sup>2</sup> \_\_\_\_\_, Hanan?  
 I'll put <sup>3</sup> \_\_\_\_\_ away in the fridge.

**Hanan:** That would be great!

**Sharifa:** <sup>4</sup> \_\_\_\_\_ you, too. I'll sweep the floor.

**Hanan:** Thanks! I'll do the washing-up.

**Basma:** I've put away the food. Do you  
<sup>5</sup> \_\_\_\_\_ with the washing-up?

**Hanan:** Thanks, <sup>6</sup> \_\_\_\_\_! Now I'll get us  
 something cool to drink.

**Sharifa:** Can I <sup>7</sup> \_\_\_\_\_ with that?

**Basma:** Wait! I'll help you, too!

**Hanan:** No, don't worry! Sit down and I'll  
<sup>8</sup> \_\_\_\_\_ juice!



2  Read and complete the dialogues with your own ideas. Then act out the dialogues with your partner.

1 **A:** Oh, dear! These boxes are so big!

**B:** Do *you need any help with them?* \_\_\_\_\_

**A:** *That would be great!* \_\_\_\_\_

2 **A:** I can't understand my homework.

**B:** I'll \_\_\_\_\_

**A:** \_\_\_\_\_

3 **A:** I have to tidy up the garage today.

**B:** Let \_\_\_\_\_

**A:** \_\_\_\_\_

4 **A:** I hate cleaning the windows.

**B:** I'll \_\_\_\_\_

**A:** \_\_\_\_\_

5 **A:** I'm going to make some sandwiches.

**B:** Can \_\_\_\_\_

**A:** \_\_\_\_\_

6 **A:** I need to hang the clothes out to dry.

**B:** Would \_\_\_\_\_

**A:** \_\_\_\_\_

Pronunciation

3   Listen and read the sentences. Circle the stressed words. Then practise with your partner.

1 We could go to the cinema later.

2 She might make some pizza.

3 I may have a party.

4 They might need some help.

5 He may go to university.

6 You could tidy the kitchen.

Reading

Words in context

1 Read the definitions and write the words.

blog feeling housework ~~idea~~ opinion

- 1 This is something you think about and plan in your mind. \_\_\_\_\_ *idea* \_\_\_\_\_
- 2 This is a personal journal that is written on the internet. \_\_\_\_\_
- 3 An example of this is happiness or sadness. \_\_\_\_\_
- 4 This is your personal preference or view about something. \_\_\_\_\_
- 5 These are jobs we do at home, such as vacuuming the carpet. \_\_\_\_\_

2 Read the blog on Class Book page 50 again. Read and complete the sentences with two words.

- 1 Budoor was having a conversation about robots with her friends.
- 2 She thinks that if robots do all \_\_\_\_\_, we won't have any work.
- 3 \_\_\_\_\_ means that some machines can think like people.
- 4 Robots do many jobs that people \_\_\_\_\_ do in the past.
- 5 In the future, robots \_\_\_\_\_ cars and do many other things.
- 6 Robots won't be able \_\_\_\_\_ a teacher's or a nurse's job.



3 Read the sentences and circle T (true) or F (false). Then explain your answers.

- |  |  |
|--|--|
| <p>1 Budoor thinks robots are going to take all our jobs. <span style="float: right;">T / <b>F</b></span><br/> <i>She doesn't think robots are going to take all our jobs.</i></p> | <p>4 Budoor says that people will be able to learn about new things. <span style="float: right;">T / <b>F</b></span></p>   |
| <p>2 Budoor says that robots already build cars for us. <span style="float: right;">T / <b>F</b></span></p>  | <p>5 Budoor thinks robots could have feelings one day. <span style="float: right;">T / <b>F</b></span></p>                 |
| <p>3 Budoor thinks robots can do more interesting jobs now. <span style="float: right;">T / <b>F</b></span></p>  | <p>6 Budoor says that robots will never understand what a child feels. <span style="float: right;">T / <b>F</b></span></p> |

4 **Work in groups. Look at the ideas in the box and decide if robots could do that job in the future. Discuss and make notes. Then share your ideas with the class.**

act in films   draw beautiful paintings   give people advice about how they feel  
 look after young children   fly planes   play football   write classic novels

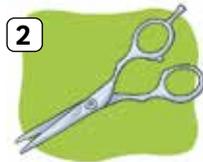




1 Look at the pictures and write the jobs.



manager



2 Read and complete the text.

**MY DAD**



He was <sup>1</sup> *born* in Mutrah in 1983. His family moved <sup>2</sup> \_\_\_\_\_ when he was a baby and he grew <sup>3</sup> \_\_\_\_\_ in Suhar. That's where he went to <sup>4</sup> \_\_\_\_\_ until he was 18. He then went to <sup>5</sup> \_\_\_\_\_ and studied to become a doctor. After he got his <sup>6</sup> \_\_\_\_\_, my dad worked for six months to <sup>7</sup> \_\_\_\_\_ money. Then he travelled <sup>8</sup> \_\_\_\_\_. He learned a new <sup>9</sup> \_\_\_\_\_, and then got a good job in a hospital.

3 Write questions about the future with *will*. Then write true answers for you.

- 1 you / become / an actor? *Will you become an actor?* *No, I won't.*
- 2 you / study / graphic design? \_\_\_\_\_
- 3 you / travel / abroad? \_\_\_\_\_
- 4 you / live / near the sea? \_\_\_\_\_
- 5 you / retire / you're 60? \_\_\_\_\_

4 Write predictions about your personal future.

- 1 I might \_\_\_\_\_ after I finish school.
- 2 I may not \_\_\_\_\_ before I'm 18.
- 3 I could \_\_\_\_\_ before I get a job.
- 4 I may \_\_\_\_\_ after I save money.
- 5 I might not \_\_\_\_\_ before I'm 30.

**Self-assessment**

5 Answer the questions about your work in Unit 5.

- 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...

## B1 Preliminary for Schools Listening Part 1

Think!

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

Try!

2 <sup>5.22</sup> What was Grandad's first job? Listen and tick (✓) the correct picture. Then explain your answer.



A



B



C

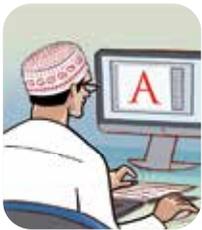
**tip** Exam

Listen to the whole dialogue before you choose your answer. The correct answer may be at the end of the dialogue.

Do!

3 <sup>5.23</sup> Listen. For each question, choose the correct answer.

1 What does Abdulaziz want to be when he's older?



A



B



C

2 Who is the journalist going to interview?



A



B



C

3 Where does Lily want to study next summer?



A



B



C

4 When will they have a meeting with the architect?



A



B



C

## B1 Preliminary for Schools Writing Part 1

Think!

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

Try!

2 Read the email from Halima. Then number the parts of the email.

send forward attach
[-] [max] [x]

Dear Halima,

I'm doing a project about what I want to be when I'm older and I need some ideas. Which job interests you the most? Do you think it will be hard?

Thanks for your help!

Nada

main body

greeting

ending

send forward attach
[-] [max] [x]

(1) Hi Nada,

(2) I want to be a doctor when I'm older. It interests me because I want to help people. It'll be hard and I'll have to study a lot, but I don't mind that.

(3) I hope this helps,

Halima

Do!

3 Your English friend, Cody, wants to know about what you want to be when you're older. Write an email to Cody. Write 100 words or more.

- In the email:**
- tell Cody what you want to be
  - say why you think this job is interesting
  - say if you think it will be hard or not

tip

Exam

Make sure you do the task in the main body of your email. Don't forget the greeting and the ending.

send forward attach
[-] [max] [x]

**From:** \_\_\_\_\_

**To:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 6

## Let's read!

### Vocabulary

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

1 Find and circle the types of books. Then write.

- |                   |                  |
|-------------------|------------------|
| 1 d <u>rama</u>   | 7 f _____ story  |
| 2 h _____ story   | 8 g _____ novel  |
| 3 p _____         | 9 c _____ novel  |
| 4 s _____ fiction | 10 d _____ story |
| 5 m _____ story   | 11 b _____       |
| 6 a _____ story   | 12 r _____ book  |

2 Match the pictures to the descriptions. Then write the book types from Activity 1.



- |                                       |   |                  |
|---------------------------------------|---|------------------|
| <input checked="" type="checkbox"/> c | 1 This is a true story about the life of a famous person.   | <u>biography</u> |
| <input type="checkbox"/>              | 2 This is a scary story that makes people feel afraid.      | _____            |
| <input type="checkbox"/>              | 3 This is a book that has lots of pictures and some text.   | _____            |
| <input type="checkbox"/>              | 4 This is a book of instructions for making delicious food. | _____            |
| <input type="checkbox"/>              | 5 This is a story about the future and technology.          | _____            |
| <input type="checkbox"/>              | 6 This is a famous story that many people have read.        | _____            |

3 Read the *I'm learning* box. Then write the adjective form of the nouns. Use a dictionary to help you.

### I'm learning

#### Nouns to adjectives

Many nouns have an adjective form. We often make these forms by adding suffixes, such as *-ic*, *-ible*, *-ous* and *-al*.

*poetry* → *poetic*    *horror* → *horrible*  
*adventure* → *adventurous*  
*classic* → *classical*

- |             |                 |           |       |
|-------------|-----------------|-----------|-------|
| 1 drama     | <u>dramatic</u> | 6 danger  | _____ |
| 2 mystery   | _____           | 7 science | _____ |
| 3 tradition | _____           | 8 fame    | _____ |
| 4 terror    | _____           | 9 energy  | _____ |
| 5 fantasy   | _____           |           |       |

4 Write five or more sentences about books you know. What types of books are they? What are they like? Use some of the adjectives from Activity 3.



1 **6.4** Read and complete the sentences from the dialogue on Class Book page 65. Who said them? Write. Then listen and check.

~~book survey~~ drama exciting hold on recipe books tell me

- 1 Emily Muna told me that you had the results of our book survey.
- 2 \_\_\_\_\_, let me find them on my computer.
- 3 \_\_\_\_\_ That doesn't surprise me. They're the most \_\_\_\_\_.
- 4 \_\_\_\_\_ A lot of students said that they didn't like \_\_\_\_\_.
- 5 \_\_\_\_\_ Can you \_\_\_\_\_ the other results?
- 6 \_\_\_\_\_ Some students said that they used \_\_\_\_\_ at home.



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

- 1 More than 100 people did the survey.  T /  F Over 100 students answered the survey.
- 2 Some people said that they didn't like reading.  T /  F \_\_\_\_\_
- 3 Detective stories weren't very popular.  T /  F \_\_\_\_\_
- 4 Emily has a sister who enjoys drama.  T /  F \_\_\_\_\_
- 5 Lots of students said that they liked poetry.  T /  F \_\_\_\_\_
- 6 Emily suggested having a competition.  T /  F \_\_\_\_\_

3 **6.5** Read and complete the dialogues with the correct expressions. Then listen and check.

Hold on, x 2

What a shame. x 2

Sure, no problem. x 2

- 1 **A:** Can you help me, please? I've lost my phone.  
**B:** <sup>1</sup> Hold on, let me turn off the TV and help you.  
**A:** I can't find it anywhere.  
**B:** <sup>2</sup> \_\_\_\_\_ Poor you!  
**A:** Can you call my phone? Maybe someone will answer it.  
**B:** <sup>3</sup> \_\_\_\_\_ What's your number?

- 2 **A:** I'm doing really badly in Maths.  
**B:** Really? <sup>4</sup> \_\_\_\_\_  
**A:** I need to study more. Can you help me?  
**B:** <sup>5</sup> \_\_\_\_\_ We can study together.  
**A:** Are you free on Tuesday after school?  
**B:** <sup>6</sup> \_\_\_\_\_ I need to check my diary. Yes, I'm free on Tuesday.  
**A:** Great, thanks.

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

## Reported speech

### 1 Listen and tick (✓) the correct sentences.

- 1 Faisal said that
- a  he loved science fiction books.
  - b  he was keen on detective stories.
  - c  he didn't collect graphic novels.
- 2 Zainab told her brother that
- a  she preferred mystery stories.
  - b  horror stories were too boring.
  - c  a horror story was good.
- 3 Rasha said that
- a  she always read lots of novels.
  - b  she was interested in history.
  - c  she wanted to write a biography.

### 2 Read and complete the dialogue with reported speech.



Ibrahim

I want to buy a new book.

There's a good bookshop in the mall.

They don't sell graphic novels there.

You need to try other types of books.

I don't know what other types to try.

I can give you some suggestions.



Khalid

- 1 Ibrahim told Khalid that he wanted to buy a new book.
- 2 Khalid said that \_\_\_\_\_ a good bookshop in the mall.
- 3 Ibrahim told Khalid that \_\_\_\_\_ graphic novels there.
- 4 Khalid told Ibrahim that \_\_\_\_\_ to try other types of books.
- 5 Ibrahim said that \_\_\_\_\_ what other types to try.
- 6 Khalid told Ibrahim that \_\_\_\_\_ him some suggestions.



**1** After you read Read and listen to the mystery story on Class Book pages 68–69 again. Number the events in order.

- a The children went inside and used their torches.
- b People returned and the castle became famous.
- c Cody and Nancy went to the castle to see what was happening.
- d They found pictures of animals on the castle.
- e People suddenly stopped visiting the old castle.
- f The cow was very happy when it was free again.
- 1 g There was an old castle that many people visited.
- h They solved the mystery and let the animal go free.



**2** Answer the questions. Write complete sentences.

1 Who used to visit the castle and why did they go there?

*Tourists used to visit the castle to see the paintings on the walls.*

---

2 What happened when people heard the strange noises?

---

3 What pictures did Cody and Nancy see on the walls of the castle?

---

4 What did Cody and Nancy find when they turned on their torches?

---

5 What did Nancy think the cow was saying to them?

---



---

6 What do tourists enjoy hearing about now?

---



---







Present and Past simple passive

2 Read and circle the correct words.

- 1 I love this selfie. It is / **was** / were taken by my dad last weekend.
- 2 My new shoes aren't / **wasn't** / isn't made of leather. They're plastic.
- 3 The Tower of London are / is / **were** visited by thousands of people every year.
- 4 I don't know why we **wasn't** / isn't / weren't invited to watch the play.
- 5 Today, that author are / is / **was** known around the world for her mystery stories.
- 6 Our house isn't / weren't / **wasn't** damaged in the big storm last week.

3 Write sentences with the Present or Past simple passive.



Bahla Fort <sup>1</sup> is located (locate) in Bahla in Ad Dakhliyyah Governorate. The fort <sup>2</sup> \_\_\_\_\_ (add) to the UNESCO list of important forts in 1987. The fort <sup>3</sup> \_\_\_\_\_ (make) of mud and special Omani stones called 'Sarooj'. The fort <sup>4</sup> \_\_\_\_\_ (surround) by a twelve-kilometre wall. Today, the fort <sup>5</sup> \_\_\_\_\_ (visit) by hundreds of tourists every year.

4 Write five passive sentences about a famous building you know. Use the words in the box or your own ideas.

build buy design know locate make use visit

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**1** After you read Read the text on Class Book page 72 again. Then read and complete the sentences with two words from the box.

~~book~~ bright cities Greek  
language large lost ~~mysterious~~  
Norwegian strange valley writer

- 1 The Voynich Manuscript is a mysterious book.
- 2 We can't read the manuscript because it's written in a \_\_\_\_\_ that we don't understand.
- 3 The Hessdalen Lights appear in the sky above a \_\_\_\_\_.
- 4 The Hessdalen Lights are \_\_\_\_\_ and \_\_\_\_\_.
- 5 Atlantis is one of the most famous \_\_\_\_\_ in history.
- 6 Plato was a \_\_\_\_\_ who wrote about Atlantis.

**2** Answer the questions. Use complete sentences.

- 1 What pictures can people see in the Voynich Manuscript?  
People can see gorgeous pictures of flowers and leaves.
- 2 What type of book could the Voynich Manuscript be?  
\_\_\_\_\_
- 3 What do the Hessdalen Lights do in the sky?  
\_\_\_\_\_
- 4 What might the Hessdalen lights be as large as?  
\_\_\_\_\_
- 5 What happened to Atlantis in around 9,600 BCE?  
\_\_\_\_\_
- 6 Where did Plato think Atlantis might be?  
\_\_\_\_\_

**3** Listen to a description of another mystery. Complete the text.



The Nazca Lines are very <sup>1</sup> mysterious. They are on the ground in the Nazca <sup>2</sup> \_\_\_\_\_ in southern Peru. They were made by <sup>3</sup> \_\_\_\_\_ and some of them are about <sup>4</sup> \_\_\_\_\_ years old. A professor from the <sup>5</sup> \_\_\_\_\_ rediscovered the lines in <sup>6</sup> \_\_\_\_\_. He was flying over the area when he noticed the <sup>7</sup> \_\_\_\_\_ lines. He found pictures of plants, <sup>8</sup> \_\_\_\_\_ and people, too. The pictures haven't <sup>9</sup> \_\_\_\_\_ away because it almost never <sup>10</sup> \_\_\_\_\_ in the desert. Some people think the Nazca lines are religious or astronomical symbols. We <sup>11</sup> \_\_\_\_\_ never know for sure, but we can <sup>12</sup> \_\_\_\_\_ the beauty of these ancient pictures.

**4** Work in groups. Choose one of the mysterious places in the box and find out about it. Write about your mysterious place.

Derinkuyu (Turkey) The Pyramids of Giza (Egypt)  
Yonaguni monument (Japan) Moeraki Boulders (New Zealand)

**1**  Listen and number the expressions in the order you hear them. Then answer the question.

**Saying you agree**

- I totally agree.
- Absolutely!
- You're right.
- That's so true.

**Saying you disagree**

- I totally disagree.
- I don't think so.
- 1 I'm not so sure about that.
- I don't agree.



What type of film do the girls decide to watch?

---

**2**  Read the statements. Do you agree or disagree? Write your answers. Use the expressions in Activity 1 to help you. Then practise with your partner.

1 Horror stories are fun to read before you go to bed.

*I totally disagree.*

2 Watching films is better than reading books.

3 Comics and graphic novels are only for young children.

4 There aren't any interesting programmes on TV.

5 Mystery stories and films can be quite boring.

6 Science fiction stories are always about robots.

7 Adventure stories are the best thing to read.

8 Poetry books are boring for children.

**Pronunciation**

**3**  Listen and read. Does the intonation go up or down? Draw ↑ or ↓. Then practise with your partner.

1 I totally disagree. ↓

5 I couldn't agree more.

2 That's so true.

6 I totally agree.

3 I don't think you're right at all.

7 I'm not so sure about that.

4 That's definitely not right.

8 Definitely!

### Reading

#### Words in context

1 Read and complete the sentences.

assistant advertisement ~~league~~ sign tunnel plan

- 1 My brother plays football in a league.
- 2 Do you like the new \_\_\_\_\_ for that ice cream?
- 3 Our \_\_\_\_\_ is to go on holiday next May.
- 4 The road goes under the river through a \_\_\_\_\_.
- 5 The \_\_\_\_\_ on the door says that the shop is closed.
- 6 Many people need an \_\_\_\_\_ to help them with their job.

2 Read the detective story on Class Book page 76 again. Who do the following sentences describe? Write.

- 1 Sherlock Holmes He is a famous detective.
- 2 \_\_\_\_\_ He is Sherlock Holmes' assistant.
- 3 \_\_\_\_\_ He is the manager of a bank.
- 4 \_\_\_\_\_ He has a small shop in London.
- 5 \_\_\_\_\_ He is Mr Wilson's assistant.
- 6 \_\_\_\_\_ He tries to take the bank's gold with Spaulding.



Spaulding



Sherlock Holmes



Mr Merryweather



Mr Ross



Mr Wilson



Dr Watson

3 Read the sentences and circle *T* (true) or *F* (false). Then explain your answers.

- |  |   |
|--|---|
| <p>1 Sherlock Holmes is a man with red hair. <span style="float: right;">T / <b>F</b></span></p> <p><u>Mr Wilson is a man with red hair.</u></p> | <p>4 There was gold in a room under Mr Wilson's shop. <span style="float: right;">T / F</span></p> <p>_____</p>     |
| <p>2 Mr Spaulding showed Mr Wilson a strange advertisement. <span style="float: right;">T / F</span></p> <p>_____</p>                            | <p>5 A police officer helps to stop Spaulding. <span style="float: right;">T / F</span></p> <p>_____</p>            |
| <p>3 The job was for people with brown hair. <span style="float: right;">T / F</span></p> <p>_____</p>   | <p>6 Spaulding and Mr Wilson made the tunnel to the bank. <span style="float: right;">T / F</span></p> <p>_____</p> |

4 **Work in groups. Discuss what a good detective should and shouldn't do and make notes. Then share your ideas with the class.**

ask questions be hard-working be friendly believe everyone forget information  
watch people talk too much be shy take notes think quickly be polite

**1 Rewrite the sentences with correct punctuation for speech.**

- 1 you don't need to call the police cried the young man  
*'You don't need to call the police,' cried the young man.*
- 2 it's quite late said Aisha and we should probably go
- 3 when did you guess the identity of the thief asked Yasir
- 4 don't move shouted the police officer
- 5 this is the best book I've ever read smiled Amer

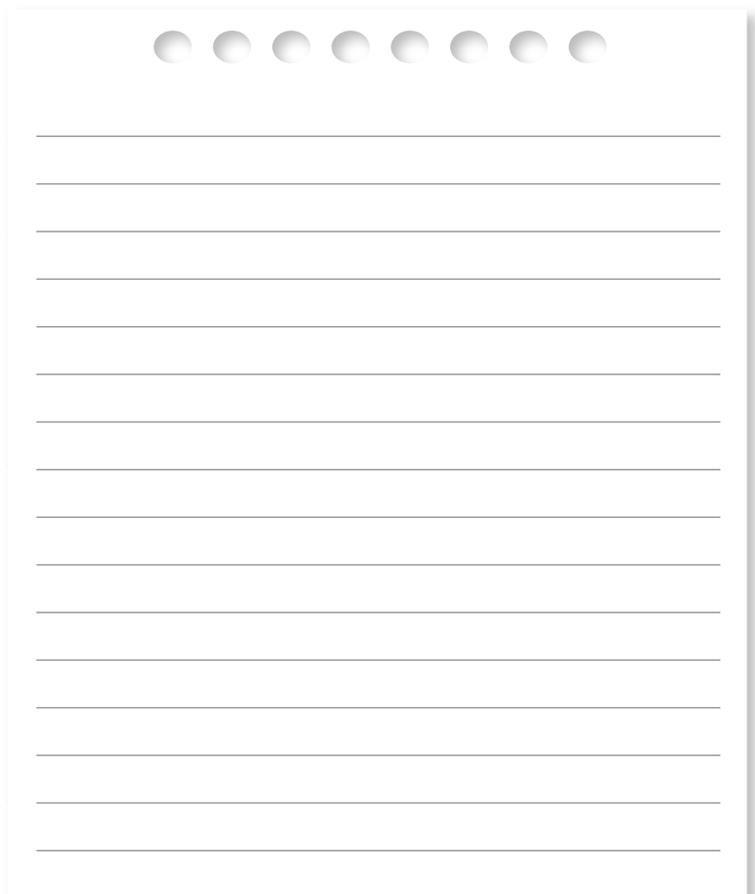


**Writing**

**Punctuation for speech**  
Make sure you use the correct punctuation for speech.  
*'Jack and Oliver,' he said to the business partners, 'where were you last night?'*  
Remember to start a new line for each speaker.

**2 Plan a detective story.**

- Choose a setting and characters that are interesting.
- Write a beginning that explains the mystery and makes us want to read the story.
- Write a middle that is exciting and has suspense throughout the story to keep people interested.
- Use correct punctuation for speech.
- Write an ending that solves the mystery and answers all the questions.





1 Look at the pictures and write the types of books.



*fantasy story* \_\_\_\_\_

2 Write sentences. Replace the words in bold with adjectives from Class Book page 70.

- |  |   |
|--|---|
| 1 Basma is a <b>very friendly</b> person.<br><i>Basma is a popular person.</i> | 4 The hotel room was <b>really small</b> .<br>_____   |
| 2 That's a <b>very beautiful</b> house.<br>_____                               | 5 I had a <b>bad</b> feeling about the exam.<br>_____ |
| 3 We had to walk up a <b>high</b> hill.<br>_____                               | 6 These pictures are <b>really pretty</b> .<br>_____  |

3 Write the sentences with reported speech.

- Juma said, 'I have to tidy my room.' *Juma said that he had to tidy his room.*
- Zakeya told me, 'My mum's a doctor.' \_\_\_\_\_
- They said, 'We don't like comics.' \_\_\_\_\_
- Osama told me, 'You're late.' \_\_\_\_\_

4 Write sentences in the Present and Past simple passive.

- |   |  |
|---|--|
| 1 the tower / build / in 1545<br><i>That tower was built in 1545.</i> | 3 many cities / locate / near rivers<br>_____        |
| 2 Oman / know / for its delicious food<br>_____                       | 4 the palace / not / visit / by many people<br>_____ |

**Self-assessment**

5 Answer the questions about your work in Unit 6.

- How was your work in this unit? Choose.  OK  Good  Excellent
- Which lesson was your favourite? \_\_\_\_\_
- Which parts of the unit were difficult for you? \_\_\_\_\_
- What new things can you talk about now? \_\_\_\_\_
- How can you work and learn better in the future? \_\_\_\_\_

## B1 Preliminary for Schools Listening Part 4

Think!

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

Try!

- 2  Listen and choose the correct answer. Then explain your answer.

Razan says that

- A horror stories are boring.
- B she loves fantasy stories.
- C she doesn't like mystery stories.

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Do!

- 3  For each question, choose the correct answer. You will hear Maryam talking to a shop assistant about books.

**tip** Exam

Listen the second time and check all your answers carefully, focusing on specific information.

- |   |  |
|---|--|
| 1 Maryam wants to buy a book for<br>A her friend.<br>B her cousin.<br>C her sister.         | 4 Maryam prefers to read<br>A mystery stories.<br>B science fiction.<br>C biographies. |
| 2 Dana's birthday is<br>A tomorrow.<br>B this Friday.<br>C on Saturday.                     | 5 Maryam will probably buy<br>A one book.<br>B two books.<br>C three books.            |
| 3 Dana isn't interested in<br>A science fiction.<br>B fantasy stories.<br>C horror stories. | 6 Her mother's birthday is<br>A tomorrow.<br>B next month.<br>C on the second.         |

## B1 Preliminary for Schools Reading Part 2

Think!

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

Try!

2 Read the five descriptions of people in Activity 3. Find and write the words for the types of books they mention.

~~adventure stories~~ ~~mystery stories~~ science fiction fantasy stories  
poetry recipe book biography graphic novels horror stories ~~detective stories~~

Khalid: adventure story, mystery stories, detective stories

Jood: \_\_\_\_\_

Muhanad: \_\_\_\_\_

Ameera: \_\_\_\_\_

Zahran: \_\_\_\_\_

Do!

3  The people below all want to buy a book. Read the eight book reviews. Decide which book would be the most suitable for each person. Write the correct letter (A–H).

tip Exam

Read the five descriptions of the people and the eight texts carefully. Underline any matches between the descriptions and the texts.

### New Books!

1 **Khalid**

Khalid enjoys novels with lots of action and adventure, but he isn't a fan of mysteries or detective stories because he finds them too long and boring.

2 **Jood**

Jood likes reading about people in the past and how they lived and thought, but only real stories. She isn't interested in fictional characters or events.

3 **Muhanad**

Muhanad is studying to be a chef, so he's always looking for new ideas. He enjoys poetry, but he doesn't like poems about fictional events.

4 **Ameera**

Ameera used to like fantasy stories when she was younger, but now she only reads science fiction, especially stories about future technology.

5 **Zahran**

Zahran collects graphic novels about superheroes and their adventures. He isn't into horror stories or anything scary like that.

**A From Farm to Fame**

*From Farm to Fame* is a classic novel by one of England's favourite writers, Lewis Time. It tells the story of farmer William and his journey from a farm in the countryside to the classrooms of Oxford's famous university.

**B Mega Men**

Fans have waited almost two years for the Mega Men to return, but they definitely won't be disappointed. The artwork is better than ever and the first story of this new series brings back all of the most popular superheroes. There will also be a film version coming soon!

**C Catherine the Great**

Anyone who has studied Russia's most famous empress should read this new biography. It includes letters that Catherine sent to her friends, with her personal thoughts and feelings about the events she experienced. It's a fantastic book for anyone who loves history.

**D Harriet's Problem**

Harriet Banks has solved a lot of mysteries over the years, but this time she's got a problem. Someone has stolen the Red Diamond and all the clues point to her good friend, Kim. But is Kim really a thief, or is someone playing a mysterious game?

**E Tech Dreams**

In the distant future, people won't go on holiday anymore. They'll connect to computers and dream of exciting places on the other side of the universe. But what will happen if one day the computers decide that people should keep on sleeping and never wake up?

**F Gorgeous Rhymes**

For those of you who enjoy good poetry, this new collection of poems is the perfect addition to your library. There are poems about fictional events from 30 different authors, from Shakespeare to the modern day, with biographical notes about each one of them.

**G Fast and Fantastic**

If you are bored of preparing the same old dishes, but you haven't got much time for cooking, then you need Haitham's new collection of quick, easy-to-make meals. It includes family favourites as well as ideas for unusual meals! Pick up a copy today!

**H Into Zandor**

Mohammed, the rainforest explorer, has been in many dangerous situations, and he's always survived. But has he made a mistake this time? No one has ever visited the Lost City of Zandor and returned to talk about it. Will Mohammed be the first one, or will he disappear, too?



5  Read and listen to the dialogue on Class Book page 89 again. Complete Sara and Maryam's schedule for the weekend.

Friday	Saturday
Morning: (1) <u>market next to the bus station</u>	Morning: (3) _____
Afternoon: (2) _____	Afternoon: (4) _____



6 Write suggestions.

1 we / ask / at / the tourist information centre?

Shall we ask at the tourist information centre?

2 I / carry / your luggage?

\_\_\_\_\_

3 we / visit / the monument?

\_\_\_\_\_

4 we / meet / at / the fountain?

\_\_\_\_\_

5 I / call / a taxi?

\_\_\_\_\_

6 we / take / the bus?

\_\_\_\_\_

7  Complete the dialogue with the words below. Then listen and check.

minute next shall ~~want~~ what

**Hilal:** Basim, let's decide where we're going to go in Damascus tomorrow.

**Basim:** OK. If you (1) want.

**Hilal:** Shall we go to the National Museum in the morning?

**Basim:** Yes, good idea. I think that'll be interesting. What (2) \_\_\_\_\_?

**Hilal:** How about doing some shopping in the afternoon?

**Basim:** Oh, no. I hate shopping.

**Hilal:** OK, (3) \_\_\_\_\_ else? Let me think ... Well, (4) \_\_\_\_\_ we do a treasure hunt? I've got a new treasure hunt app on my phone!

**Basim:** Yes, that sounds fun!

**Hilal:** Cool! I can't wait! So, are you ready for some lunch yet?

**Basim:** In a (5) \_\_\_\_\_. I just want to finish my book.

8  Complete the suggestions for things to do with a friend on a Saturday.

Shall we \_\_\_\_\_ ?

Yes, good idea. What next?

How about \_\_\_\_\_ ?

Oh, no! I hate \_\_\_\_\_.

OK. What else?

Well, shall we \_\_\_\_\_ ?

Yes, that sounds \_\_\_\_\_ !

# Grammar practice

## Lesson 3: *used to*

### 1 Read and complete.

<i>used to</i>			
I / You / He / She / It / We / They		1 <u>used to</u> ✓	be noisy. play games.
		2 _____ ✗	
Did	I / you / he / she / it / we / they	3 _____	be noisy? play games?
Yes,	I / you / he / she / it / we / they	4 _____ ✓	
No,		5 _____ ✗	

did  
didn't  
didn't use to  
use to  
~~used to~~

### 2 Write sentences with *used to*.

- I / watch / cartoons ✓ I used to watch cartoons.
- They / play / in the park ✓ \_\_\_\_\_
- Anas / eat / ice cream ✓ \_\_\_\_\_
- We / go / camping ✗ \_\_\_\_\_
- Laila and Kholoud / tidy up ✗ \_\_\_\_\_

## Lesson 5: Present continuous and Present simple for future

### 3 Read and complete.

#### Present continuous and Present simple for future

We use the <sup>1</sup> Present continuous to talk about arrangements for the future, e.g. we can talk about our personal <sup>2</sup> \_\_\_\_\_ for the weekend.

We use the <sup>3</sup> \_\_\_\_\_ to talk about  
<sup>4</sup> \_\_\_\_\_, e.g. we can talk about when things happen.

Present simple plans  
~~Present continuous~~  
timetables

### 4 Read and complete the sentences with the correct present tenses.

- My grandparents aren't coming (not/come) to visit. They're too busy.
- The film \_\_\_\_\_ (start) at seven o'clock. I checked the time online.
- I \_\_\_\_\_ (meet) Sheikha after school today to study for the test.
- The bank \_\_\_\_\_ (not/open) tomorrow. It's Friday.
- The next train \_\_\_\_\_ (leave) from platform 2.
- We \_\_\_\_\_ (not/have) dinner now. It's only 3 p.m.

Lesson 3: will for predictions

1 Read and complete.

won't ~~will~~ will Will

will for predictions			
I / You / He / She / It / We / They		1 <u>will</u> ✓	go to university.
		2 _____ ✗	become famous.
3 _____	I / you / he / she / it / we / they		travel abroad?
When	4 _____	I / you / he / she / it / we / they	find a job?

2 Write questions about the future. Then write true answers for you.

1 what / you / do / leave school?

What will you do when you leave school? I'll ...

2 what / you / study / at university?

\_\_\_\_\_

3 where / you / live / in 2035?

\_\_\_\_\_

4 when / you / find a job?

\_\_\_\_\_

5 when / you / retire?

\_\_\_\_\_

Lesson 5: might, may and could for predictions

3 Read and tick (✓) the sentences you agree with.

- might, may and could for predictions**
- 1 I **might** travel abroad before I'm 30.
  - 2 I **may** retire before I'm 60.
  - 3 I **could** get a degree one day.
  - 4 I **might** not go to university.
  - 5 I **may** not start a business.

4 Read and complete the sentences with predictions about the future.

- 1 People might speak only one language in the future.
- 2 I may study \_\_\_\_\_
- 3 My family could \_\_\_\_\_
- 4 I might not learn \_\_\_\_\_
- 5 I may not want to \_\_\_\_\_

## Lesson 3: Reported speech: statements

## 1 Read and complete.

their ~~he~~ her they~~didn't like~~ enjoyed wanted were

## Reported speech: statements

Malik told me, 'I don't like mystery stories.'

Malik told me that <sup>1</sup> he <sup>2</sup> didn't like mystery stories.

My friends said, 'We are interested in graphic novels.'

My friends said that <sup>3</sup> \_\_\_\_\_ <sup>4</sup> \_\_\_\_\_ interested in graphic novels.

Aida said, 'My parents want to visit England.'

Aida said that <sup>5</sup> \_\_\_\_\_ parents <sup>6</sup> \_\_\_\_\_ to visit England.

The children told us, 'We enjoy riding our bikes.'

The children told us that they <sup>7</sup> \_\_\_\_\_ riding <sup>8</sup> \_\_\_\_\_ bikes.

## 2 Rewrite the sentences as reported speech.

1 me → my mother: 'I don't feel well.' I told my mother that I didn't feel well.

2 the boys: 'We have to go home.' \_\_\_\_\_

3 Amer → me: 'You're my best friend.' \_\_\_\_\_

4 us: 'We don't like cold weather.' \_\_\_\_\_

5 Bayan → Marwa: 'You're really funny!' \_\_\_\_\_

## Lesson 5: Present simple and Past simple passive

## 3 Read and complete.

## Present simple and Past simple passive

They **used** stone to make the castle.Stone <sup>1</sup> was used to make the castle.Many visitors **take** photos of the castle.Photos of the castle <sup>2</sup> \_\_\_\_\_ by many visitors.They **damaged** the castle during the war.The castle <sup>3</sup> \_\_\_\_\_ during the war.They **fixed** all the problems ten years ago.All the problems <sup>4</sup> \_\_\_\_\_ ten years ago.

## 4 Read and complete the sentences with the Present or Past simple passive.

1 There used to be a famous painting over there, but it was stolen (steal) a long time ago.

2 Thousands of graphic novels \_\_\_\_\_ (buy) by young people every month.

3 The Eiffel Tower \_\_\_\_\_ (visit) by millions of tourists every year.

4 In ancient times, most buildings \_\_\_\_\_ (make) of wood and stone.

5 The Hagia Sofia in Istanbul \_\_\_\_\_ (build) hundreds of years ago.

# Word list

## Unit 4

### City tourism

---

accommodation \_\_\_\_\_  
backpacker \_\_\_\_\_  
capital city \_\_\_\_\_  
clock tower \_\_\_\_\_  
fountain \_\_\_\_\_  
luggage \_\_\_\_\_  
monument \_\_\_\_\_  
police station \_\_\_\_\_  
statue \_\_\_\_\_  
tour guide \_\_\_\_\_  
tourist \_\_\_\_\_  
tourist information centre \_\_\_\_\_

### Travel and transport

---

coach \_\_\_\_\_  
crossroads \_\_\_\_\_  
fire engine \_\_\_\_\_  
lorry \_\_\_\_\_  
neighbourhood \_\_\_\_\_  
pavement \_\_\_\_\_  
railway station \_\_\_\_\_  
road sign \_\_\_\_\_  
roundabout \_\_\_\_\_  
taxi \_\_\_\_\_  
traffic jam \_\_\_\_\_  
traffic lights \_\_\_\_\_

## Unit 5

### Jobs

---

architect \_\_\_\_\_  
dentist \_\_\_\_\_  
diver \_\_\_\_\_  
electric vehicle technician \_\_\_\_\_  
game designer \_\_\_\_\_  
graphic designer \_\_\_\_\_  
hairdresser \_\_\_\_\_  
inventor \_\_\_\_\_  
journalist \_\_\_\_\_  
manager \_\_\_\_\_  
novelist \_\_\_\_\_  
professional footballer \_\_\_\_\_

### Life events

---

be born \_\_\_\_\_  
find a job \_\_\_\_\_  
get a degree \_\_\_\_\_  
go to school \_\_\_\_\_  
go to university \_\_\_\_\_  
grow up \_\_\_\_\_  
learn a new language \_\_\_\_\_  
move house \_\_\_\_\_  
retire \_\_\_\_\_  
save money \_\_\_\_\_  
start a business \_\_\_\_\_  
travel abroad \_\_\_\_\_

## Unit 6

### Books

---

- adventure story \_\_\_\_\_
- biography \_\_\_\_\_
- classic novel \_\_\_\_\_
- detective story \_\_\_\_\_
- drama \_\_\_\_\_
- fantasy story \_\_\_\_\_
- graphic novel \_\_\_\_\_
- horror story \_\_\_\_\_
- mystery story \_\_\_\_\_
- poetry \_\_\_\_\_
- recipe book \_\_\_\_\_
- science fiction \_\_\_\_\_

### Adjectives to describe places

---

- bright \_\_\_\_\_
- charming \_\_\_\_\_
- dark \_\_\_\_\_
- empty \_\_\_\_\_
- gorgeous \_\_\_\_\_
- huge \_\_\_\_\_
- popular \_\_\_\_\_
- secret \_\_\_\_\_
- steep \_\_\_\_\_
- strange \_\_\_\_\_
- terrible \_\_\_\_\_
- tiny \_\_\_\_\_

## WOW! Learning Club 2

### Geography

---

- climate \_\_\_\_\_
- foot (of a mountain) \_\_\_\_\_
- glacier \_\_\_\_\_
- location \_\_\_\_\_
- peak \_\_\_\_\_
- population \_\_\_\_\_
- slope \_\_\_\_\_
- transport \_\_\_\_\_

# Writing models

## An article

### Cairo

Write an introduction about the city.

I'd like to visit Cairo. It's a big city on the River Nile in North Africa and it's the capital of Egypt.

Write about the most famous place to visit and why it is interesting.

The most famous place to visit is Giza where you can see the pyramids. These huge monuments are very near Cairo. They are one of the Wonders of the World! You can either walk around the pyramids or ride on a camel!

Talk about the best times to visit and the month you want to go.

Egypt is very hot in the summer. The best times of the year to visit Cairo are spring or autumn, when it is not too hot. I'd like to go in April, when there are spring flowers in the parks.

Include a conclusion saying why you are excited about visiting.

I'm very excited about visiting the pyramids and Cairo's museums and markets. I'm going to have a really good time there.

# A blog

## Blog



Laith 5 minutes ago

### Why English will always be important?

Explain the topic of your blog.

In this blog, I'm talking about why I think we'll always need to study English in the future and why it will be easier for everyone.

Explain your opinions about the topic.

Some people say that we won't need to learn English in the future because robots will do everything for us, but I disagree.

**In my opinion**, everyone needs to learn English. It is the international language **because** many people speak it around the world. We can use it to do business and in hotels, restaurants and shops. Many people learn English at school. **In addition**, there are lots of apps and ways to learn English online, **so** it is easier to learn English than ever before.

Use phrases:  
*In my opinion ...,*  
*In my view,*  
... etc.

Use *so* and *because* to link two ideas.

Write a conclusion with your final ideas about the topic.

In conclusion, I think that English will always be important for people all over the world. We will always need to speak to other people so learning English will always be good for everyone.

Use linking words: *also,*  
*in addition,*  
*what's more,* etc.

# A good detective story

Choose a setting and characters that are interesting.

East Beach was a gorgeous beach near a charming village. Every summer, thousands of people came here to swim, relax or play games on the beach. They also loved to buy ice creams from Charlie, an old man who was always there, under a tree.

Write a beginning that explains the mystery and makes us want to read the story.

For years, however, there had been a problem at East Beach. There was a thief who took people's things when they were swimming in the sea. Nobody at the police station knew who the thief was, so one summer, they decided to ask a detective to help.

Write a middle that is exciting and has suspense throughout the story to keep people interested.

Detective Moon spent many days on the beach. He did not look like a detective. He wore a T-shirt, shorts, hat and sunglasses like the other tourists. He waited and he watched, until he knew who the thief was. One day, he walked up to the huge house that was on the cliff above the beach.

Use correct punctuation for speech.

He called out, 'Please come out. I want to take you to the police station. I know you are the thief!'

Write an ending that solves the mystery and answers all the questions.

Soon, the old man Charlie came to his front door. 'Why do you think I'm the thief?' he said.

'I watched you,' said Detective Moon. 'You know when people go swimming in the sea and nobody would think an old man like you could be a thief. But look at your house. It's huge! You don't have a house like this if you only sell ice creams.'

So now people can go to the beach and not worry about leaving their things when they go swimming. And there is a new person, Oscar, who sells ice creams and drinks under a tree. Unlike Charlie, he only wants to sell ice creams!

# 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	
grow	grew		grown	
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 (✓).

## Unit 4

When I was three,  
I used to \_\_\_\_\_  
I didn't use to \_\_\_\_\_

## Unit 5

Add labels.

1



2



## Unit 4

We can \_\_\_\_\_ eat  
at home \_\_\_\_\_  
eat at a restaurant.

## Unit 5

When I grow up, I think I'll be \_\_\_\_\_.

## Unit 6

Hi, my name is Tasneem. I love detective stories.

She said that her name \_\_\_\_\_.

She said \_\_\_\_\_.

## Unit 6

Match the opposites.

dark empty huge terrible

1 bright \_\_\_\_\_

2 gorgeous \_\_\_\_\_

3 tiny \_\_\_\_\_

4 full \_\_\_\_\_



# Dictations

## Unit 4



Listen and write.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Unit 5



Listen and write.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Unit 6



Listen and write.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

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