

نتقدم بثقة  
Moving Forward  
with Confidence



SULTANATE OF OMAN  
MINISTRY OF EDUCATION

# TEAM Together OMAN 6B

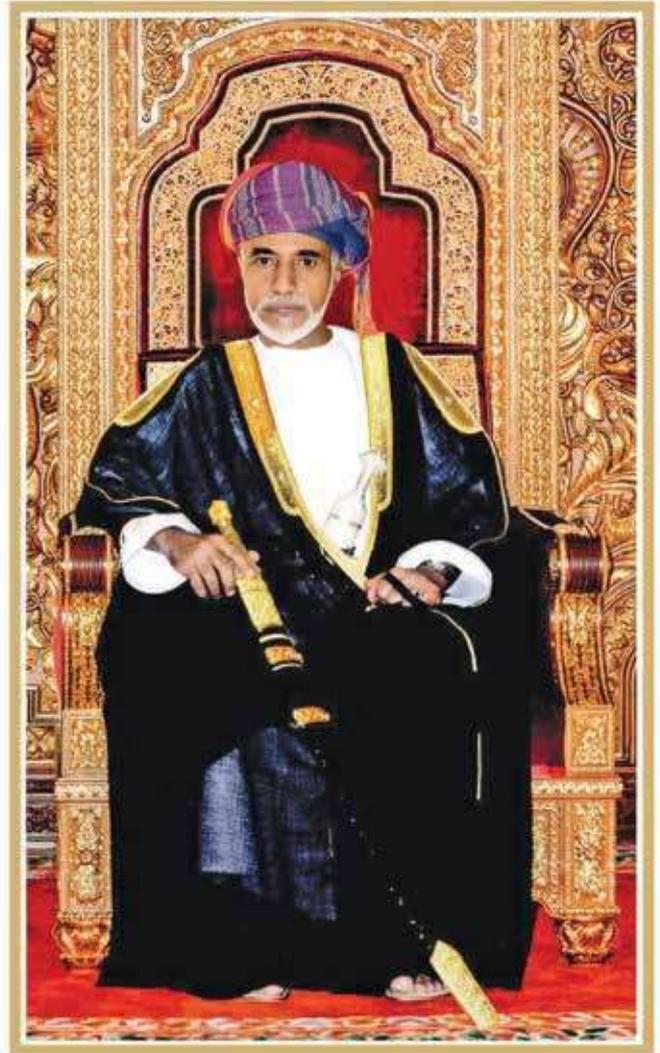
## Activity Book



Trial Edition  
2025



**His Majesty  
Sultan Haitham Bin Tarik**



**The Late Sultan,  
Qaboos Bin Said**



# SULTANATE OF OMAN

## (Governorates & Wilayats)



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## **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 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.

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 next year!

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

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





SULTANATE OF OMAN  
MINISTRY OF EDUCATION

# TEAM Together OMAN 6B

Activity Book  
with Digital Resources



## Contents

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## 4

## Happy homes

## Vocabulary

## 1 Read and circle the correct words.

- 1 I don't like housework, but I water dust put away my clothes.
- 2 I have to help my dad dust cook take out the furniture.  
It isn't very clean.
- 3 Do you put away tidy up water every day? Your room looks amazing!
- 4 I can't watch TV. My mum wants to vacuum clear dust the carpet.
- 5 You need to tidy up water sweep the plants. They look dry!
- 6 Could you tidy up do take out the rubbish, please?



## 2 Look at the pictures. Complete the sentences.

- 1 I can make lunch for us and then you can clean the windows.
- 2 We need to \_\_\_\_\_ and then vacuum the carpet.
- 3 Don't forget to \_\_\_\_\_ before you go out today.
- 4 I never \_\_\_\_\_ because my mum always does that.
- 5 It's your turn to \_\_\_\_\_. I did it last week.
- 6 Please \_\_\_\_\_ before you do your homework.

3 Read the *I'm learning* box. Then read and complete the sentences for you. Use phrases from this lesson and your own ideas.**I'm learning****Describing your life**

New language is easier to remember when you use it to describe your life and habits.

*I always tidy up.*

*I sometimes clear the table.*

*I never dust the furniture.*

- 1 I usually tidy up once a week. I also wash the car for my parents.
- 2 I sometimes \_\_\_\_\_, but I never \_\_\_\_\_.
- 3 I often \_\_\_\_\_ and I always \_\_\_\_\_.
- 4 I \_\_\_\_\_. I also \_\_\_\_\_.
- 5 I never \_\_\_\_\_ and I don't \_\_\_\_\_.

## 4 Write three or more sentences about you and your family. What jobs at home does each person do? Use the adverbs in the box.

always usually often sometimes never



1 Complete the sentences from the dialogue on the Class Book page 13. Who says them? Write. Then listen and check.

rubbish cake floor ~~mess~~ now table

- 1 Laila Cool! But look at the mess over here!
- 2 \_\_\_\_\_ And we haven't swept the \_\_\_\_\_.
- 3 \_\_\_\_\_ Well, we've already made the \_\_\_\_\_.
- 4 \_\_\_\_\_ And I've just cleared the \_\_\_\_\_.
- 5 \_\_\_\_\_ So she's coming \_\_\_\_\_? Quick! Hide!
- 6 \_\_\_\_\_ Have you taken out the \_\_\_\_\_ yet?



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

- 1 Julia's cake isn't ready when she arrives. T  F   
Reem and Laila have already made the cake.
- 2 Reem has already tidied up. T  F
- 3 Reem has never vacuumed the floor! T  F
- 4 Laila tells Reem that the bins are empty. T  F
- 5 Laila receives a message that says 'OMW'. T  F
- 6 Julia is surprised, but it isn't her birthday. T  F

3 Complete the dialogues with the correct expressions. Then listen and check.

Surprise! x 2

Hang on! x 2

What a mess! x 2

1 **A:** Where did these flowers come from?  
**B:** Surprise! They're for you!

4 **A:** Look at this room! \_\_\_\_\_  
**B:** I know. I have to tidy it up.

2 **A:** Oh, no! I dropped the milk!  
**B:** \_\_\_\_\_ Let's clean it up.

5 **A:** I can't wait for you. I'm leaving now.  
**B:** \_\_\_\_\_ I only need a minute.

3 **A:** These papers should go in the bin.  
**B:** \_\_\_\_\_ That's my homework!

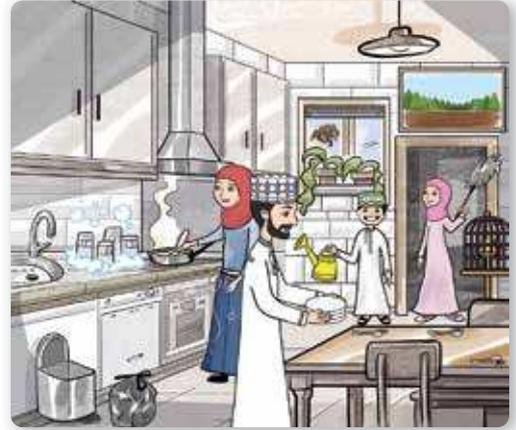
6 **A:** I hate my phone. It's so old.  
**B:** \_\_\_\_\_ Here's a new one!

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

Present perfect with *already, just, never* and *yet*

1 Listen and circle *T* (true) or *F* (false). Explain your answers.

- 1 Dad hasn't laid the table yet.  T  F
- 2 Dad hasn't emptied the bin yet.  T  F
- 3 Bushra has already dusted the furniture and fed the bird.  T  F
- 4 Mum has already tidied up and cooked dinner.  T  F
- 5 Juma hasn't swept the floor yet.  T  F
- 6 Juma has watered the plants, but he hasn't cleaned the windows yet.  T  F



2 Underline the mistakes and write the correct sentences.



- 1 Clare hasn't cleared yet the table after lunch.  
*Clare hasn't cleared the table after lunch yet.*
- 2 Have already you swept the kitchen floor?  
\_\_\_\_\_
- 3 Mum and I have just tidy up the kitchen.  
\_\_\_\_\_
- 4 Nawal has dusted the furniture just.  
\_\_\_\_\_
- 5 Hashim just has emptied the bins.  
\_\_\_\_\_
- 6 We've already water all of the plants.  
\_\_\_\_\_

- 3 Read the text. Then write sentences with the Present perfect and *already, just, never or yet*.

It's 6.00 pm on Saturday. Malik arrived home five minutes ago. He has to tidy his room now. Mum's in the living room. She vacuumed the carpet earlier. Malik doesn't vacuum the carpet. Then she had a coffee. Now she wants to dust the furniture. Dad's in the garden. He finished watering the plants two minutes ago.

- 1 Malik arrive home

*Malik has just arrived home.*

- 2 He tidy his room

- 3 Mum vacuum the carpet

- 4 She dust the furniture

- 5 Dad water the plants

- 6 Malik vacuum the carpet

- 4 Write questions about today. Use the Present perfect and *yet*.

- 1 pray Al-Fajir prayer

*Have you prayed Al-Fajir prayer yet?*

- 2 read the Holy Quran

- 3 have breakfast

- 4 tidy your room

- 5 a teacher speak to you

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

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1 **After you read** Read the play on the Class Book page 16 again. Who says these lines? Write.



- 1     Lulu     We need knives, forks and spoons.
- 2                      Come for lunch! I've already baked a cake.
- 3                      Anansi jumped in the river to escape from his friends.
- 4                      Hi, Anansi. Have you had lunch yet?
- 5                      It smells like chocolate cake!
- 6                      I've already chopped the vegetables.

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

- 1 Ronny doesn't want any help from Anansi.  T  F  
*Ronny says Anansi can help.*

---

- 2 Kiki says she hasn't swept the floor yet.  T  F

---

- 3 Henry has already boiled the vegetables.  T  F

---

- 4 Lulu put salt on the food before cooking it.  T  F

---

- 5 Anansi waited in the park before lunch.  T  F

---

- 6 Anansi's legs became much shorter.  T  F

---

3 Read the *Work with words* box. Then look and make collocations.

**Work with words**



**Collocations: verb + noun**

Collocations are phrases with two or more parts. Some have a verb and a noun.

*sweep + the floor*

*empty + the bin*

*clean + the windows*

- 1 I've already baked \_\_\_\_\_ *a cake* \_\_\_\_\_  
for the party.
- 2 You have to feed \_\_\_\_\_  
now. It's hungry.
- 3 Can you lay \_\_\_\_\_  
for dinner, please?
- 4 Let's make \_\_\_\_\_  
for breakfast.
- 5 I read \_\_\_\_\_  
to my sister every night.
- 6 Have you posted \_\_\_\_\_  
I gave you yet?

1



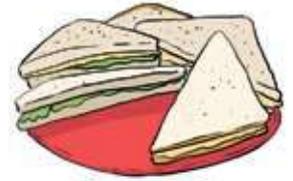
2



3



4



5



6



4 Write five sentences about you, your friends and your family. Use the collocations in the box or any other collocations you know.

visit a castle go scooting water the plants play volleyball  
press a button go online do puzzles write a diary

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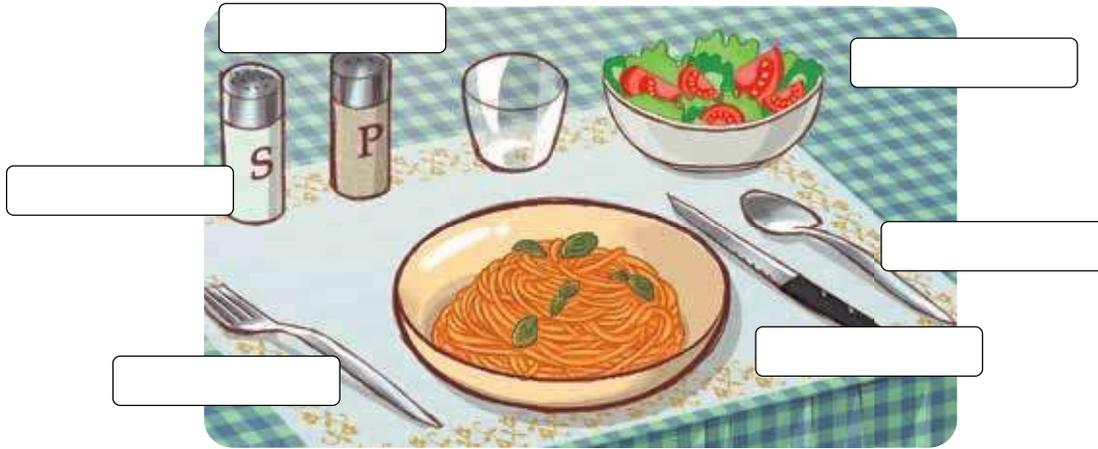


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1 Label the picture. Then complete the sentences.



- 1 I'd like some salt on my chips, please.
- 2 Do you want some \_\_\_\_\_ on your food?
- 3 I can \_\_\_\_\_ the tomatoes and put them in the salad.
- 4 This \_\_\_\_\_ doesn't cut very well.
- 5 You need a \_\_\_\_\_ to eat your soup.
- 6 I can't eat my pasta. I don't have a \_\_\_\_\_.

2 Listen to the recipe and number the verbs in order. Then complete the dialogue.

- |                               |  |                              |
|-------------------------------|--|------------------------------|
| <input type="checkbox"/> add  | <input type="checkbox"/> boil              | <input type="checkbox"/> cut |
| <input type="checkbox"/> bake | <input checked="" type="checkbox"/> 1 chop | <input type="checkbox"/> mix |

**Mum:** Can you help me cook dinner, Mudrik?

**Mudrik:** Sure. What can I do?

**Mum:** Well, you can <sup>1</sup> chop some vegetables. Then we have to <sup>2</sup> \_\_\_\_\_ them for five minutes.

**Mudrik:** And what are you doing?

**Mum:** I'm preparing some chicken. First I <sup>3</sup> \_\_\_\_\_ it into pieces. Then I <sup>4</sup> \_\_\_\_\_ it with the vegetables.

**Mudrik:** OK. And then what?

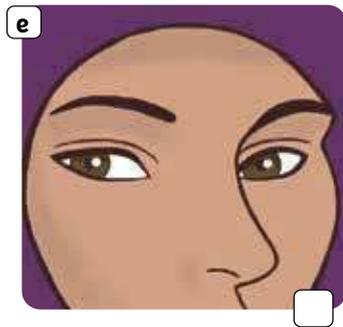
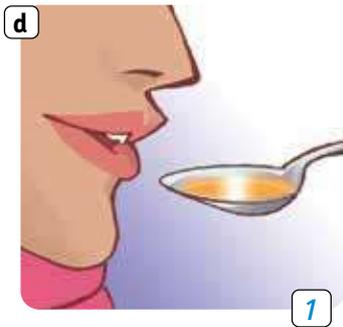
**Mum:** We have to <sup>5</sup> \_\_\_\_\_ some salt and pepper. Then we <sup>6</sup> \_\_\_\_\_ it in the oven.

**Mudrik:** That sounds good!

Sense verbs: look, smell, taste, sound, feel

3 Complete the sentences with the correct form of the verbs. Match.

feel look smell sound ~~taste~~



- 1 How much salt did you add to the soup? It tastes really salty!
- 2 What's that sound? It \_\_\_\_\_ like thunder.
- 3 Your shoes \_\_\_\_\_ so pretty. I love the colour.
- 4 Mmm. Those cupcakes \_\_\_\_\_ delicious! I really want one!
- 5 Wow! This old chair is really hard. It \_\_\_\_\_ like a rock!

4 Choose five topics from the box. Write sentences using each of the sense verbs. Then compare with your partner.

traditional music chocolate milk new clothes pizza the beach  
flowers coffee old trainers

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1 After you read Read the text on the Class Book page 20 again. Tick the foods the sentences describe.

	Tamales	Rashoof	Daheen
1 It tastes sweet and delicious.			✓
2 You boil these in water.			
3 People often eat this in winter.			
4 You need banana leaves or palm leaves to make this.			
5 You cook this in the oven.			
6 People make this with lentils, rice and yoghurt sauce.			

2 Answer the questions. Write complete sentences.

- When do people eat tamales? *On special days in Mexico and other American countries.*
- How long do children sometimes take making tamales? \_\_\_\_\_
- What country is Rashoof from? \_\_\_\_\_
- What do you serve on top of Rashoof? \_\_\_\_\_
- What gives Daheen its name? \_\_\_\_\_
- Where can you buy Daheen? \_\_\_\_\_

3 Listen to a report about a traditional food. Complete the notes.

Country: 1 *Vietnam*

Food: *Bahn chung* is a sticky rice 2 \_\_\_\_\_ that people eat at New Year.

Recipe:

- 3 \_\_\_\_\_ rice with meat and yellow mung 4 \_\_\_\_\_.
- Make into 5 \_\_\_\_\_ square cakes.
- Wrap the cakes in 6 \_\_\_\_\_ leaves and 7 \_\_\_\_\_ the *bahn chung* in hot water for six hours.

Other facts:

- Some people make *bahn chung* without 8 \_\_\_\_\_.
- People usually eat *bahn chung* with 9 \_\_\_\_\_.



4 Work in groups. Choose a different traditional festival and find answers to the questions. Write about the festival. Then make a poster about it.

- Why do people celebrate this festival?
- When do people celebrate it?
- What is a traditional food that people eat?
- Who makes the food?
- How do people make the food?

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

Chicken with rice and vegetables. ~~Yes, please. You can clear the table.~~  
How about sweeping the floor? Yes, of course.  
I've already washed them. Thank you.

- Girl:** Can I help you with anything, Mum?  
**Mum:** 1 *Yes, please. You can clear the table.*  
**Girl:** Do you want me to help cook, too?  
**Mum:** 2 \_\_\_\_\_  
**Girl:** What's for lunch?  
**Mum:** 3 \_\_\_\_\_  
**Girl:** That sounds delicious. I'll boil the rice.  
**Mum:** 4 \_\_\_\_\_  
**Girl:** Shall I chop the vegetables, too?  
**Mum:** Yes, please. 5 \_\_\_\_\_  
**Girl:** What do you want me to do now?  
**Mum:** 6 \_\_\_\_\_



2  Read the sentences. Write offers. Then act out the dialogues with your partner.



- 1 'I have a test tomorrow.'  
*I'll help you study for it.* \_\_\_\_\_
- 2 'The kitchen is a mess!'  
Do you \_\_\_\_\_?
- 3 'I didn't have lunch today.'  
Can I \_\_\_\_\_?
- 4 'We don't have any milk.'  
Shall I \_\_\_\_\_?
- 5 'I'm tidying up the garage.'  
What do \_\_\_\_\_?
- 6 'The floor isn't very clean.'  
I'll \_\_\_\_\_.

Pronunciation

- 3   Listen and read.  
Do the questions go up or down?  
Draw an up arrow (↗) or a down arrow (↘). Then practise with your partner.



- 1 Do you want me to clear the table?
- 2 When can you help me tidy up?
- 3 What do you want me to clean?
- 4 Shall I put away my clothes now?
- 5 Can you please sweep the floor?
- 6 Who's going to wash the car?

## Reading

### Words in context

**1 Unscramble the words and complete the sentences.**

- 1 I don't have a metal tray (yart) so I can't bake cheese straws.
- 2 Arwa always puts hot chocolate \_\_\_\_\_ (eacus) on her ice cream.
- 3 Would you like some \_\_\_\_\_ (retubt) in your sandwich?
- 4 You'll only need one \_\_\_\_\_ (snopateo) of salt for this recipe.
- 5 We need a \_\_\_\_\_ (logriln nip) to make the pizza dough very thin.
- 6 My sister always has \_\_\_\_\_ (carne) and sugar in her coffee.

**2 Read the recipe for fruit sticks on the Class Book page 24 again. Number the instructions in order.**

- a After that, melt the chocolate in the microwave.
- b Then take the fruit and chop it into small pieces.
- c Next, heat the chocolate and cream and mix them again.
- 1 d First, be sure you have all the ingredients.
- e Then add the cream to the chocolate and mix them.
- f Finally, eat the fruit with the hot chocolate sauce.



**3 Read the recipe for cheese straws again. Answer the questions. Write complete sentences.**

1 How much cheese do we need to make this recipe?

*We need 75 grammes of cheese to make this recipe.*

2 What must we beat before we add it to the other ingredients?

---

3 Why do we need to rub the butter with our fingers?

---

4 What do we do after we roll the dough with a rolling pin?

---

5 What must we do with the long pieces of dough?

---

6 How hot must the oven be to cook the dough?

---

**4  Work in groups. Choose a dinner recipe. Discuss the questions and make notes. Then share your ideas with the class.**

1 Why do you like the recipe so much?

3 How must you prepare the recipe?

2 What things do you need to make it?

4 How does the food smell and taste?





1 Complete the phrases for jobs at home.



clean the windows

2



s

3



w

4



t



d



w



e



v

2 Complete the texts with cooking words.

Please can you lay the table? We need six <sup>1</sup> knives \_\_\_\_\_, six <sup>2</sup> f \_\_\_\_\_ and six <sup>3</sup> s \_\_\_\_\_. Don't forget the <sup>4</sup> s \_\_\_\_\_ and <sup>5</sup> p \_\_\_\_\_.

First, you <sup>6</sup> c \_\_\_\_\_ potatoes into tiny pieces. Then you <sup>7</sup> b \_\_\_\_\_ them in water. After that, you <sup>8</sup> m \_\_\_\_\_ the potatoes with butter and <sup>9</sup> a \_\_\_\_\_ a teaspoon of salt. Next, <sup>10</sup> c \_\_\_\_\_ some cheese and put it on top. <sup>11</sup> B \_\_\_\_\_ in the oven for 20 minutes at 180°C.

3 Write Present perfect sentences.

1 make I already dinner  
I've already made dinner.

4 finish we our already homework

2 just watch film a he

5 yet she not me call

3 stop not raining yet it

6 eat never we Chinese food

4 Complete the sentences with sense verbs.

- 1 Those flowers look so pretty. They're a beautiful colour.
- 2 That \_\_\_\_\_ like kittens calling for their mum.
- 3 Yum! This cake \_\_\_\_\_ delicious! Can I have another slice, please?
- 4 This sweater \_\_\_\_\_ like wool. It's really soft.
- 5 Yuck! The kitchen bin \_\_\_\_\_ horrible.

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? \_\_\_\_\_

# Get ready for...

## A2 Flyers Listening Part 3

Think!

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

Try!

2 Look at pictures A–H in Activity 3. Match them to the words.

- 1  D bathroom      2  bedroom      3  dining room      4  garage  
 5  garden      6  hall      7  kitchen      8  living room

Do!

3   4.22 Which parts of the house are these things in? Listen and write a letter for each thing.

tip Exam

Check you know the names of what is in the pictures before you listen.



## A2 Flyers Reading and Writing Part 5

Think!

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

Try!

2 Make sentences with the same meaning. Write one, two, three or four words.

1 That's Hassan. He's in my class. Hassan is a boy who is in my class.

2 I was sleeping. You called me. You called me \_\_\_\_\_ sleeping.

3 I can't remember the recipe. I have \_\_\_\_\_ the recipe.

Do!

3  Look at the picture and read the story. Write one, two, three or four words to complete the sentences.

tip Exam

For each gap in the sentence, think of possible words which may fit.

### A great day!



My name's Muneera. Last Saturday, we had a big family celebration for my grandparents. My uncles, aunts and all my cousins came. I helped my mum tidy the house and clean the windows, but the weather was so nice Mum wanted to have lunch outside. So Dad and my brother Ammar put two big tables in the garden. Then my sister Rawan helped me lay the tables ready for our meal. My mum and aunt Samira cooked lots of traditional dishes that my grandma likes. My aunt Aida baked a big cake and aunt Bayan made special biscuits. When my grandparents arrived, my little sister Shahad gave them some beautiful flowers from the garden. They were so happy. The meal was delicious and after lunch we played games with our cousins. Then Rawan and I helped Mum and my aunts clear the table and tidy up. It was a great day and my grandparents were very happy.

1 Last Saturday, Muneera and her family had a big family celebration for \_\_\_\_\_.

2 Muneera's mum wanted to have lunch outside because \_\_\_\_\_ was so nice.

3 Muneera's dad and her brother \_\_\_\_\_ in the garden.

4 Muneera's grandma likes traditional \_\_\_\_\_.

5 Shahad picked \_\_\_\_\_ to give her grandparents.

6 After lunch, Muneera and \_\_\_\_\_ together.

7 Muneera helped her mum and aunts \_\_\_\_\_ and tidy up.

# 5

## Favourite clothes

### Vocabulary

1 Find and write 12 words for describing clothes.

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

- 1 formal                      4 \_\_\_\_\_                      7 \_\_\_\_\_                      10 \_\_\_\_\_  
 2 \_\_\_\_\_                      5 \_\_\_\_\_                      8 \_\_\_\_\_                      11 \_\_\_\_\_  
 3 \_\_\_\_\_                      6 \_\_\_\_\_                      9 \_\_\_\_\_                      12 \_\_\_\_\_

2 Read and complete the texts with the words in Activity 1.



Takeya's clothes are always  
 1 s \_\_\_\_\_ t and sometimes  
 2 f \_\_\_\_\_ l. Today she's wearing  
 a 3 p \_\_\_\_\_ n blue skirt and a  
 4 s \_\_\_\_\_ r \_\_\_\_\_ d jacket. She's got a  
 5 p \_\_\_\_\_ r \_\_\_\_\_ d scarf.  
 Her shoes are new so they are very  
 6 u \_\_\_\_\_ m \_\_\_\_\_ e!



Nabhan likes wearing 7 c \_\_\_\_\_ l  
 clothes. He's wearing a 8 b \_\_\_\_\_ y  
 green sweatshirt and some blue  
 9 c \_\_\_\_\_ d trousers. His clothes  
 are always 10 c \_\_\_\_\_ r \_\_\_\_\_ e  
 and 11 c \_\_\_\_\_ r \_\_\_\_\_ l. Look at his  
 red and white 12 s \_\_\_\_\_ t \_\_\_\_\_ d cap!

3 Read the *I'm learning* box. Then read and complete the phrases.

### I'm learning

#### Using new and recycled words

A good way to practise new words is to use them with words you already know.

New: *striped*

Review: *T-shirt*

*I have a striped T-shirt.*



- 1 baggy jeans  
 2 a \_\_\_\_\_ dress  
 3 \_\_\_\_\_ shoes  
 4 a \_\_\_\_\_ scarf  
 5 \_\_\_\_\_ leggings  
 6 a \_\_\_\_\_ jacket



4 Write three or more sentences about your own clothes and style. Use words for clothes from this lesson and other words you already know.



1 Listen and read the dialogue on the Class Book page 39 again. Then complete the sentences.

cheaper comfortable different fun important ~~plain~~

I think our sports kit is boring and <sup>1</sup> plain .  
I'd like to look  
<sup>2</sup> \_\_\_\_\_ from  
other people. I really  
want to wear clothes  
that are more  
<sup>3</sup> \_\_\_\_\_ .



I think our sports kit  
is <sup>4</sup> \_\_\_\_\_ .  
Did you also know  
that our sports kit is  
<sup>5</sup> \_\_\_\_\_  
to buy than other sports  
clothes? I think that's  
really <sup>6</sup> \_\_\_\_\_ .

2 Answer the questions. Write complete sentences.

- 1 What does Julia say about the sports kit?  
It's too plain and boring. It isn't colourful enough.
- 2 Why does Reem like dressing the same as other students?  
\_\_\_\_\_
- 3 What kind of sweatshirt does Julia want to wear?  
\_\_\_\_\_
- 4 Why does Reem say to Julia, 'Not together, I hope!'  
\_\_\_\_\_
- 5 Who should look at Julia's new ideas for the sports kit?  
\_\_\_\_\_
- 6 How will Julia's design be different from the old sports kit?  
\_\_\_\_\_

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

I guess so.

I hope.

Come on!

1 **A:** This jacket doesn't look good on me.  
**B:** <sup>1</sup> Come on! It looks great. The colour looks really good on you.  
**A:** <sup>2</sup> \_\_\_\_\_ And I can wear it with my new jeans.  
**B:** How much is it?  
**A:** Not too much, <sup>3</sup> \_\_\_\_\_ I don't have a lot of money!

4 Work in pairs. Write another dialogue for each expression in Activity 3. Then act out the dialogues.

too and not ... enough

1  Listen and complete.

comfortable enough   long enough   nice enough   too long  
 too plain   ~~too old~~   too small



Rasha is giving away some clothes that are <sup>1</sup> too old for her. Aida sees a sweatshirt and says it looks <sup>2</sup> \_\_\_\_\_ to wear. Rasha tells Aida the sweatshirt is <sup>3</sup> \_\_\_\_\_ and it's also <sup>4</sup> \_\_\_\_\_ for her. Then Aida sees a scarf. It isn't <sup>5</sup> \_\_\_\_\_ for Rasha now, but Aida doesn't want the scarf. Finally, Aida sees some boots. They aren't <sup>6</sup> \_\_\_\_\_ for Rasha. She says they aren't <sup>7</sup> \_\_\_\_\_.

2 Read and complete the sentences with an adjective and *too* or *not ... enough*.

- 1 These jeans should be smaller. They're too baggy for me.
- 2 I can't wear this casual dress to the restaurant. It isn't \_\_\_\_\_.
- 3 These shoes are \_\_\_\_\_. I want something more patterned.
- 4 Oh, dear! This T-shirt costs 100 rials! That's much \_\_\_\_\_ for me!
- 5 My new shoes aren't \_\_\_\_\_. I prefer my old trainers.

3 What's wrong? Look and write sentences with *too* and *not ... enough*.



shoes / big  
*Her shoes are too big.*  
\_\_\_\_\_



T-shirt / long  
\_\_\_\_\_



sweater / baggy  
\_\_\_\_\_



clothes / warm  
\_\_\_\_\_



glasses / big  
\_\_\_\_\_



trousers / short  
\_\_\_\_\_

4 Write six sentences about clothes you don't wear very often. Use the words below with *too* or *not ... enough*.

checked colourful uncomfortable plain baggy smart  
formal comfortable casual patterned

- 1 *My black jeans are too uncomfortable.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

5 Compare your sentences from Activity 4 with your partner. Do you have similar answers? Write their sentences in your notebook.

**1** **After you read** Read the story on the Class Book pages 42-43 again and check. Remember the words to complete the sentences.

- 1 Prince Arthur had lots of clothes and games, but he was \_\_\_\_\_.
- 2 He had an \_\_\_\_\_. He took off his \_\_\_\_\_ and ran down the stairs.
- 3 'Buy my \_\_\_\_\_,' said a man. 'They're made of \_\_\_\_\_.'
- 4 He tried on some \_\_\_\_\_ jeans, a \_\_\_\_\_ sweatshirt and some trainers.
- 5 'I'd like these \_\_\_\_\_,' he said, 'and you can \_\_\_\_\_ this jacket.'
- 6 Later, at the \_\_\_\_\_, the king and queen didn't \_\_\_\_\_ their son.



**2** Read the sentences. Write *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.

- 1 The prince noticed the date when he was playing games.  
 *F* He noticed the date when he was looking at his diary.
- 2 The prince thought his clothes and his crown were too formal.
- 3 An Italian woman was selling some leather shoes.
- 4 Arthur sold some comfortable leggings at the shop.
- 5 The children who talked to Arthur didn't go to his school.
- 6 The king and queen were surprised when they saw Arthur.

3 Read the *Work with words* box. Then write the opposites of the adjectives.

**Work with words**



**The negative prefix *un-***

We can use the negative prefix *un-* to make the opposites of some adjectives.

*true* → *untrue*

- |               |                   |        |       |
|---------------|-------------------|--------|-------|
| 1 exciting    | <u>unexciting</u> | 4 kind | _____ |
| 2 comfortable | _____             | 5 safe | _____ |
| 3 happy       | _____             | 6 tidy | _____ |

4 Use the negative adjectives from Activity 3 to write sentences with the same meaning.

- 1 Today was a boring day.
- 2 The living room is messy.
- 3 Those boots aren't comfortable.
- 4 I was sad when I lost my phone.
- 5 Don't be mean to other people!
- 6 Don't play in dangerous places.

*Today was an unexciting day.*

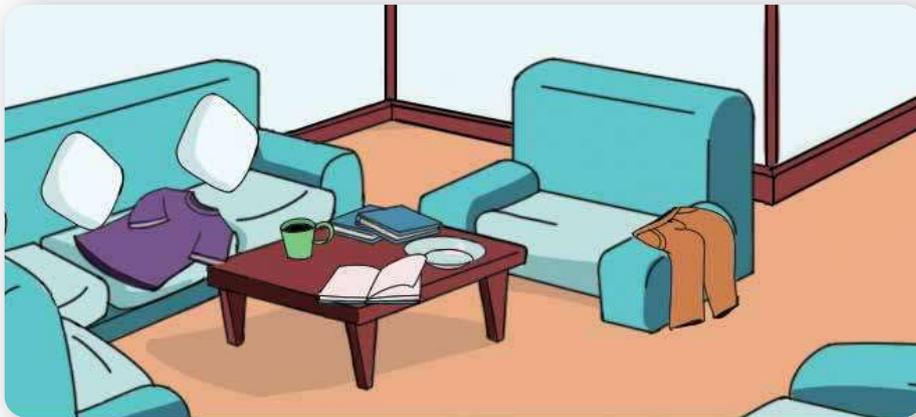
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5 Write six sentences. Use the words with negative prefixes in Activity 3 or any other words with negative prefixes you know.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

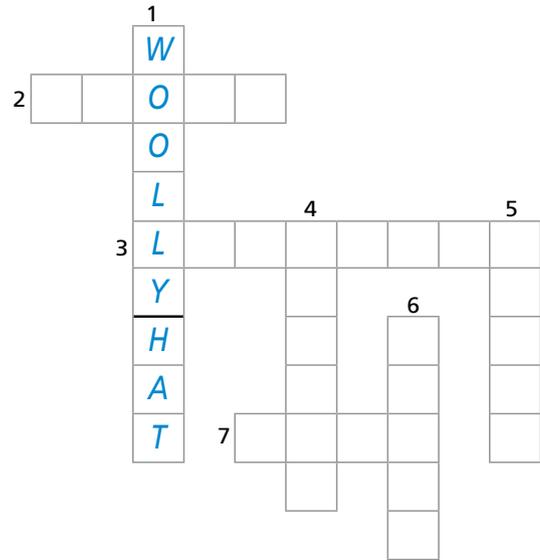
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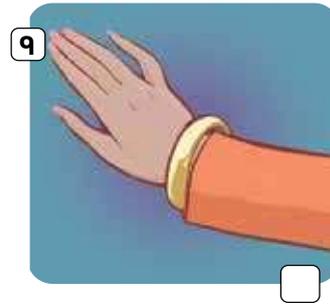
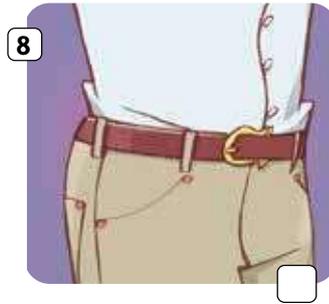
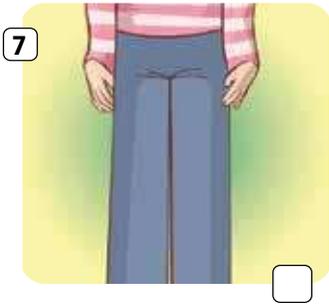
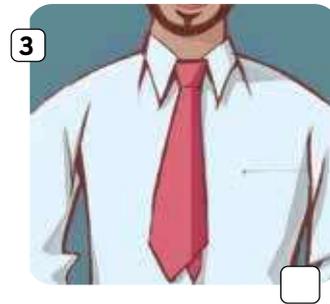
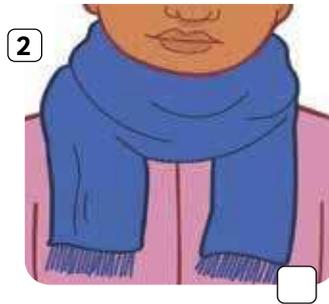
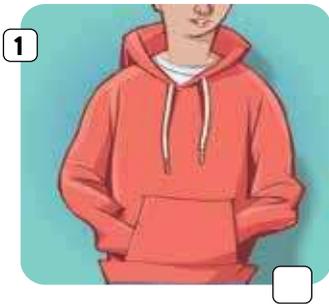
\_\_\_\_\_

**1 Read and complete the crossword.**

- 1 You wear it on your head in cold weather.
- 2 A king or queen wears it on their head.
- 3 They cover your legs, but not your feet.
- 4 You wear them on your hands.
- 5 You wear this around your neck.
- 6 You use this to tell the time.
- 7 It keeps your trousers up.



**2**   Listen to two conversations. Write 1 or 2 next to the clothes or accessory items you hear. There are three clothes or accessory items you do not need.



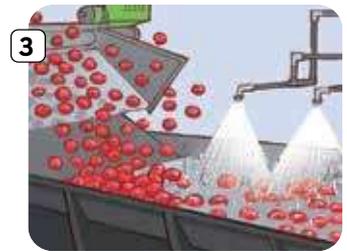
Present passive

3 Read and complete the sentences with the Present passive.

- 1 That blue cotton fabric is called (call) denim.
- 2 My new shoes \_\_\_\_\_ (make) of leather.
- 3 Earrings \_\_\_\_\_ (wear) by lots of women.
- 4 The kitchen \_\_\_\_\_ (clean) every day.
- 5 Baked potatoes \_\_\_\_\_ (cook) in an oven.
- 6 Wool \_\_\_\_\_ (use) for making warm clothes.

4 Look and write about how we make tomato sauce for pizza. Use the Present passive.

clean use send make pick



- 1 *The tomatoes are picked.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

5 Write five sentences about things you have at home. What are they made of? What are they used for? Use the words in the box or your own ideas.

cotton gold leather metal paper plastic rubber silver wool



1 After you read Read the text on the Class Book page 46 again. Tick (✓) the correct country.

	Kenya	Oman	Scotland
1 These men wear a long robe called a dishdasha.		✓	
2 Traditional kilts are worn by men, women and children.			
3 Bracelets and earrings are worn by many women.			
4 The skirt is checked and made of wool.			
5 Pieces of fabric are wrapped around the body to make clothes.			
6 Embroidered hats are worn by men.			

2 Answer the questions. Write complete sentences.



- 1 When are traditional clothes worn?  
*Traditional clothes are worn at festivals and celebrations.*
- 2 What fabric is a Scottish kilt usually made of?  
\_\_\_\_\_
- 3 What musical instrument is traditionally played in Scotland?  
\_\_\_\_\_



- 4 Why is a dishdasha good in the heat?  
\_\_\_\_\_
- 5 What do Omani men sometimes wear on special occasions?  
\_\_\_\_\_
- 6 What is worn on Samburu girls' arms?  
\_\_\_\_\_

3 Listen to a presentation about traditional clothes. Complete the notes.

Clothes: 1 hanbok Country: 2 \_\_\_\_\_

Special occasions: 3 \_\_\_\_\_ and weddings

Usually made of: cotton or 4 \_\_\_\_\_

Women's clothes: a 5 \_\_\_\_\_ skirt and a 6 \_\_\_\_\_ jacket

Men's clothes: a 7 \_\_\_\_\_ shirt and jacket, and 8 \_\_\_\_\_ trousers



4 Work in groups. Choose one of the traditional costumes in the box and find answers to the questions. Write about your costume. Then make a fact file about it.

Indian sari Japanese kimono Moroccan djellaba

- 1 What do the clothes look like?
- 2 When are the clothes worn?
- 3 Who are the clothes worn by?
- 4 What are the clothes made of?

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

Can I try it on?    How much are they?    I'm looking for a shirt.  
~~Can I help you?~~    The changing room is over there.    What size do you need?



**Shop assistant:** Good morning. <sup>1</sup> Can I help you?

**Girl:** Yes please. <sup>2</sup> \_\_\_\_\_

**Shop assistant:** The shirts are over there, next to the mirror.

**Girl:** Great, thanks. <sup>3</sup> \_\_\_\_\_

**Shop assistant:** They're 5 rials. <sup>4</sup> \_\_\_\_\_

**Girl:** Small, please. Do you have one in blue?

**Shop assistant:** Yes, here you are.

**Girl:** Great. <sup>5</sup> \_\_\_\_\_

**Shop assistant:** Yes of course. <sup>6</sup> \_\_\_\_\_

**Girl:** Thank you.

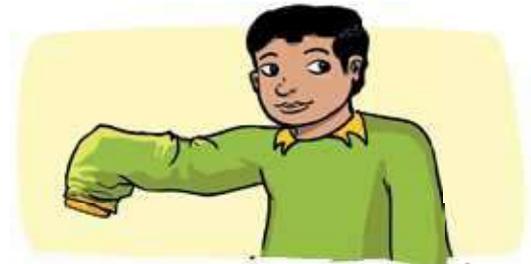
2  Imagine you're in a clothes shop. Write your answers to the questions. Use the dialogue in Activity 1 to help you. Then act out the dialogue with your partner.



- 1 Can I help you?  
I'm looking for ...
- 2 What colour would you like?  
\_\_\_\_\_
- 3 What size do you need?  
\_\_\_\_\_
- 4 Would you like to try it/them on?  
\_\_\_\_\_
- 5 Can I get you anything else?  
\_\_\_\_\_

Pronunciation

3  Listen and read. Circle able if it is stressed and underline able if it isn't stressed. Then practise with your partner.



- 1 This sweatshirt is too baggy. It isn't suitable.
- 2 I'm wearing comfortable trainers.
- 3 Please can you clear the table?
- 4 My parents like growing vegetables.
- 5 Have you seen the new school timetable?
- 6 These shoes are really uncomfortable.
- 7 Let's sit at this picnic table.
- 8 Oh, no! My new tie isn't washable.

Reading

Words in context



1 Read and complete the sentences.

curly horn powder rich strange ~~worker~~

- 1 A worker from the factory always eats at this restaurant on a Thursday.
- 2 Mazin's parents drive an expensive car. Are they \_\_\_\_\_?
- 3 My brother Malik has short, dark \_\_\_\_\_ hair.
- 4 Katy's wearing a long, wool coat in August! That's \_\_\_\_\_!
- 5 What's this \_\_\_\_\_ on the kitchen floor? Is it flour?
- 6 Rhinos are big and heavy with a large \_\_\_\_\_.

2 Read the text on the Class Book page 50 again. Which clothes items do these sentences describe?

- 1 Only very rich men could wear them. \_\_\_\_\_ wigs
- 2 It is made of hair. \_\_\_\_\_
- 3 They look like they are too small. \_\_\_\_\_
- 4 They were coloured with grey powder. \_\_\_\_\_
- 5 They were sent to South America from England. \_\_\_\_\_
- 6 In the past, some women wore them every day. \_\_\_\_\_



3 Read the text again. Answer the questions. Write complete sentences.

- |   |  |
|---|--|
| <p>1 What was the problem with some of the strange clothes from the past?<br/><u>They were often very uncomfortable.</u></p> <p>2 What were the King of France's wigs like?<br/>_____</p> <p>3 In what way are the Chinese headdresses uncomfortable?<br/>_____</p> | <p>4 Why do you think girls wear the headdresses for festivals?<br/>_____</p> <p>5 Why did the English give bowler hats to Bolivian women?<br/>_____</p> <p>6 Who likes to wear bowler hats today?<br/>_____</p> |
|---|--|

4 Work in groups. Think about strange clothes in your country. Discuss the questions and make notes. Then share your ideas with the class.

- |   |  |
|---|--|
| <p>1 What strange clothes do people wear?</p> <p>2 What is strange about these clothes?</p> <p>3 Who wears these strange clothes?</p> | <p>4 Why do some people like wearing them?</p> <p>5 Do you wear strange clothes? Why? Why not?</p> |
|---|--|





1 Circle the adjectives. Then look and write sentences to describe the clothes items.

nrlemrpatternede smart dpplainm spottedstr stripedwcmcheckedowoollymbaggye



- |                                |         |
|--------------------------------|---------|
| 1 <u>They are smart shoes.</u> | 5 _____ |
| 2 <u>It's a ...</u>            | 6 _____ |
| 3 _____                        | 7 _____ |
| 4 _____                        | 8 _____ |

2 Read and write the correct sentences with *too* or *not ... enough*.

- |  |   |
|--|---|
| 1 Gold earrings aren't cheap. (too)            | <u>Gold earrings are too expensive.</u> |
| 2 Those boots are casual. (enough)             | _____                                   |
| 3 Tight clothes aren't comfortable. (too)      | _____                                   |
| 4 Jeans are too casual for school. (enough)    | _____                                   |
| 5 It's too cold to wear shorts today. (enough) | _____                                   |

3 Write sentences with the Present passive.

~~make~~ send use call wear

- |   |                                       |
|---|---------------------------------------|
| 1 Tartan kilts / of wool                      | <u>Tartan kilts are made of wool.</u> |
| 2 Traditional South Korean clothing / hanbok  | _____                                 |
| 3 Silk / to make beautiful clothes            | _____                                 |
| 4 Colourful jewellery / by the Samburu people | _____                                 |
| 5 Cotton / to clothing factories              | _____                                 |

**Self-assessment**

4 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? \_\_\_\_\_

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

Think!

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

Try!

2  Which shirt does Tameem like? Listen and tick (✓) the correct picture. Then explain your answer.



Do!

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

tip Exam

Remember to focus on the key information that you hear.

1 What is the boy going to wear to the party?



A

B

C

2 Which uniform does the boy like?



A

B

C

3 What did the girl buy for her mum?



A

B

C

4 When is the girl meeting her friends?



A

B

C

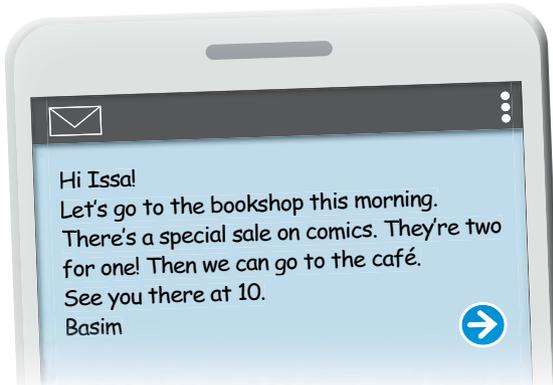
## A2 Key for Schools Reading and Writing Part 1

Think!

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

Try!

2 Read the message. Choose the correct answer. Then explain your answer.



- A Basim bought two comic books today.
- B All the comic books are cheaper today.
- C Basim doesn't like comic books.

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Do!

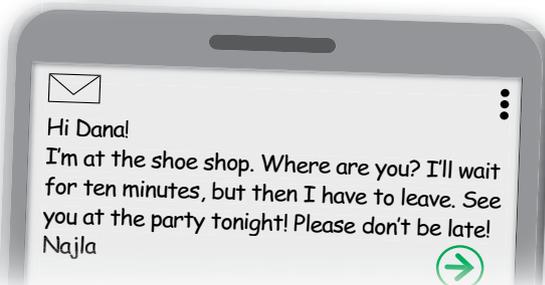
3 For each question, choose the correct answer. Choose A, B or C.

**tip** Exam

Remember to compare each text with each answer option before choosing your answer.



- A One of the jackets in the store is on sale.
- B You can buy one woolly hat for 4 rials.
- C The shop sells some items made of leather.



- A Najla's going to the party in ten minutes.
- B Najla's waiting for Dana at the shoe shop.
- C Najla thinks Dana is always on time.



- A Students don't have to buy tickets.
- B The fashion fair is on every weekend.
- C The fair is an indoor event.

# 6

# Adventures

## Vocabulary

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

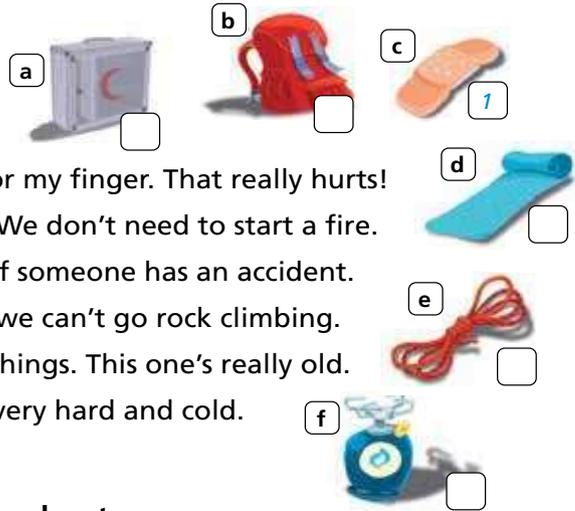
- 1 You find this in a first-aid kit. It's long and thin.
- 2 You can put it on you at night when you feel cold.
- 3 You use this when you want to cut something.
- 4 You use this when you're lost. It points north.
- 5 You use these when you want to start a fire.
- 6 You can sleep in this when the weather is wet.

1	B	A	N	D	A	G	E
2						E	
3		E					
4					A		
5		A					
6						E	

The mystery word is \_\_\_\_\_.

### 2 Read and complete the sentences. Then match.

- 1 Ouch! Oh, dear! I think I need a plaster for my finger. That really hurts!
- 2 We can cook our dinner on the \_\_\_\_\_. We don't need to start a fire.
- 3 Did you pack the \_\_\_\_\_? We'll need it if someone has an accident.
- 4 We didn't bring any \_\_\_\_\_ with us, so we can't go rock climbing.
- 5 I should buy a new \_\_\_\_\_ to carry my things. This one's really old.
- 6 You should bring a \_\_\_\_\_. The ground is very hard and cold.



### 3 Read the *I'm learning* box. Then write sentences about the pairs of objects. How are they similar?

#### I'm learning

**Making comparisons**  
You can learn and remember the words for similar things by comparing them.

- 1 plaster / bandage You use them when you hurt your finger.
- 2 camping stove / campfire \_\_\_\_\_
- 3 map / compass \_\_\_\_\_
- 4 shelter / tent \_\_\_\_\_
- 5 knife / penknife \_\_\_\_\_
- 6 sleeping mat / blanket \_\_\_\_\_

### 4 Write three or more sentences comparing other similar things. Use the ideas in the box or your own ideas.

boots and shoes    comics and magazines    necklace and bracelet  
oven and cooker    swimming pool and sports centre



1 Read the dialogue on the Class Book page 65 again. Complete the sentences. Who said them? Write. Then listen and check.

bottles dirty ~~happy~~ hiking map warmer

- 1 Arlo I'm so happy to be going home.
- 2 \_\_\_\_\_ Everything in my rucksack is \_\_\_\_\_ and wet.
- 3 \_\_\_\_\_ We had our water \_\_\_\_\_, but they were empty.
- 4 \_\_\_\_\_ Someone saw a wadi on the \_\_\_\_\_ so we went to find water.
- 5 \_\_\_\_\_ He was wearing \_\_\_\_\_ boots, but he didn't have waterproof trousers!
- 6 \_\_\_\_\_ And next time I go camping, I'll go somewhere that's \_\_\_\_\_!



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

- 1 They had a compass, but no one had a map. T  F  
They had a map, but no one had a compass.
- 2 They were thirsty and they didn't have anything to drink. T F
- 3 Arlo fell in the water when he was trying to get some water. T F
- 4 Mr Bader threw a rope to the person who was in the water. T F
- 5 Sultan had something to eat after the accident. T F
- 6 Someone took an embarrassing photo of Arlo. T F

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

Poor you! × 2      How embarrassing! × 2      What an adventure! × 2

- |  |   |
|--|---|
| <p>1 <b>A:</b> You're wearing two different shoes.<br/><b>B:</b> Oh, dear! <u>How embarrassing!</u></p> <p>2 <b>A:</b> I'm going camping in the Sahara desert!<br/><b>B:</b> Lucky you! _____</p> <p>3 <b>A:</b> I'm really sad. I've lost my tablet.<br/><b>B:</b> _____ Was it very new?</p> | <p>4 <b>A:</b> Amani's on holiday in the Amazon.<br/><b>B:</b> Really? _____</p> <p>5 <b>A:</b> Juma fell in the pool on holiday.<br/><b>B:</b> Oh, no. _____</p> <p>6 <b>A:</b> I can't do my Science project. It's too difficult!<br/><b>B:</b> _____ Can I help?</p> |
|--|---|

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

Indefinite pronouns

1  Read and complete the sentences with the correct indefinite pronouns. Then listen and check.

~~anyone~~ anywhere everything no one nowhere something

- 1 Do you know anyone who has a tent?
- 2 Nabhan needs \_\_\_\_\_ to put under his sleeping bag.
- 3 The shop's closed, so there's \_\_\_\_\_ to buy food.
- 4 I can't put \_\_\_\_\_ in that rucksack. It's too small.
- 5 Is there \_\_\_\_\_ we can go for a nice dinner?
- 6 We can't go climbing because \_\_\_\_\_ brought the rope.

2 Look at the picture. Read and write sentences with indefinite pronouns.



- 1 There's no one in the shelter. They've gone hiking today.
- 2 There's \_\_\_\_\_ under the blanket, but we can't see it.
- 3 \_\_\_\_\_ is on the floor because there aren't any shelves.
- 4 \_\_\_\_\_ has brought some rope to go mountain climbing.
- 5 There's \_\_\_\_\_ to cook. We'll have to light a fire.
- 6 There isn't \_\_\_\_\_ in the first-aid kit. It's empty.

**3** Read and underline the incorrect indefinite pronouns. Then write the correct sentences.

1 I want to live everywhere interesting, like Paris.

*I want to live somewhere interesting, like Paris.*

---

2 Oh, dear. There's anything to eat in the fridge.

---

3 I think everything will have fun at the picnic.

---

4 You don't need to bring nothing to the party.

---

5 Where's my bag? I've looked for it anywhere!

---

6 I know anyone who could help you study.

---

**4**  Read the questions. Then write true answers for you.

1 Is there anywhere you would like to go on holiday?

---

---

2 Would you like to go camping somewhere?

---

---

3 Do you know anyone who likes hiking?

---

---

4 Is there anything you like doing outdoors?

---

---

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

---

---

---

---

1  After you read Read the adventure story on the Class Book pages 68 and 69 again. Then number the events in order.

- a Dad and Osama found Sharifa in the sand after an accident.
- b Dad wanted to go back to the village.
- c Osama offered to get help while Dad stayed with Sharifa.
- d Sharifa thanked her brother and said she was sorry.
- 1 e Sharifa and her family were resting at the top of a sand dune.
- f A doctor came to take Sharifa back to the village.
- g Sharifa started boarding without waiting for her brother.



2 Answer the questions. Write complete sentences.

1 What was Sharifa doing before the accident?

*She was resting at the top of a sand dune with her father and brother.*

2 Why did Dad think it was OK to board down that sand dune?

---

3 Why did Sharifa tell her brother that he was a baby?

---

4 How badly was Sharifa hurt in the sandboarding accident?

---

5 Why didn't Dad call someone for help on his phone?

---

6 How did the doctor get to Sharifa?

---

3 Read the *Work with words* box. Then complete the sentences with the collocations with *keep*.

- still    tidy    fit    ~~warm~~    safe    cold    dry

**Work with words**

**Collocations: keep + adjective**  
 We can use adjectives after the verb *keep* for situations that don't change.  
*I wear a helmet to keep safe.*  
 We can put an object between the verb and the adjective.  
*My helmet keeps me safe.*



- 1 Campers need blankets to keep warm.
- 2 Helmets are good because they \_\_\_\_\_ you \_\_\_\_\_.
- 3 You must do some exercise every day to \_\_\_\_\_.
- 4 We have fridges at home to \_\_\_\_\_ our food \_\_\_\_\_.
- 5 When it's raining, you need an umbrella to \_\_\_\_\_.
- 6 Don't be messy. You should \_\_\_\_\_ your bedroom \_\_\_\_\_.
- 7 I'm going to take your photo, so please \_\_\_\_\_.

4 Write five true sentences about you. Use collocations with *keep* from Activity 3 or any other collocations you know.

---

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---

---

---

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---

---

**1 Complete the phrases.**



1

b u r n your hand



2

\_ a \_ \_ over



3

\_ \_ e a \_ your arm



4

\_ a \_ e an accident



5

\_ u \_ \_ your ankle



6

\_ u \_ your finger

**2**  Listen to three conversations. Which two phrases do you hear in each one? Write them in the order you hear them.

call an ambulance   ~~have a pain~~   keep cool  
keep warm   lie down   take medicine



Conversation 1: have a pain, \_\_\_\_\_

Conversation 2: \_\_\_\_\_

Conversation 3: \_\_\_\_\_

**should/shouldn't, must/mustn't, need to/don't need to**

**3** Read and complete the sentences with the correct form of *should, must or need to*.

- 1 You           shouldn't           stay up late tonight. You'll be tired tomorrow.
- 2 We                                    speak very quietly when we're in the library.
- 3 I                                    buy a sandwich. I brought one from home today.
- 4 Hashim's boots are quite old. He                                    buy some new ones.
- 5 I                                    forget my homework tomorrow. It's very important.
- 6 You                                    go outdoors more. You're indoors all day.

**4** Read the sentences and write responses. Use the correct form of *should, must or need to*.

1 'I haven't eaten anything today.'

          You should eat something.          

2 'I watch a lot of TV every day.'

\_\_\_\_\_

3 'I was outside. Now I feel cold.'

\_\_\_\_\_

4 'I think I've broken my arm.'

\_\_\_\_\_

5 'I brush my teeth six times a day.'

\_\_\_\_\_

6 'I use my phone in the classroom.'

\_\_\_\_\_

**5** Compare your responses in Activity 4 with your partner. Who wrote the best response? Write.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



1 After you read Read the text on the Class Book page 72 again. Then read the comments. Which Scout groups are these people writing about?

- 1 'The park was dirty, but we cleaned it up!'
- 2 'I learned some useful first-aid tips for emergencies.'
- 3 'Now we can make a campfire. That's great!'
- 4 'Everyone took turns putting on bandages.'
- 5 'Sleeping in the shelter was fun. I loved it.'
- 6 'We picked up about ten bags of rubbish.'

Scouts in Australia

2 Answer the questions. Use complete sentences.

- 1 What badge are the Scouts in Oman trying to get?  
The Scouts in Oman are trying to get their first-aid badge.
- 2 What first-aid situation are the Scouts practising in the photo?  
\_\_\_\_\_
- 3 Why do Scouts clean up local places?  
\_\_\_\_\_
- 4 What day are the Australian Scouts celebrating? \_\_\_\_\_
- 5 Where are the Moroccan Scouts going to sleep? \_\_\_\_\_
- 6 What two survival skills are the Moroccan Scouts learning? \_\_\_\_\_



3 Listen to a report. Complete the notes.



The first Scout group for boys in Kuwait started in <sup>1</sup>\_\_\_\_\_.

The movement quickly became very popular and in <sup>2</sup>\_\_\_\_\_ the group became the official Kuwait Scout Association.

In <sup>3</sup>\_\_\_\_\_, the association became a member of the World Organization of the Scout Movement.

The organisation started to include girls six years later in <sup>4</sup>\_\_\_\_\_.

The Kuwait Scout Association organises a variety of <sup>5</sup>\_\_\_\_\_ and outdoor activities for young <sup>6</sup>\_\_\_\_\_.

They also teach important <sup>7</sup>\_\_\_\_\_ about life, community and <sup>8</sup>\_\_\_\_\_ responsibilities.

4 Work in groups. Find answers to the questions. Write about what you found out. Then share your information with the class.

- 1 Who was Robert Baden-Powell?
- 2 Where was the scouting camp in 1907?
- 3 Where and when was the first Scout Rally?
- 4 What does a typical Scout uniform include?
- 5 How old must you be to become a Scout?

1 Read the dialogue on the Class Book page 74 again. Answer the questions with *yes* or *no*.

- |  |   |
|--|---|
| 1 Is the boy feeling better? <u>yes</u>  | 4 Does the boy have a bandage? _____        |
| 2 Has the boy broken anything? _____     | 5 Does his friend have a stomachache? _____ |
| 3 Has a doctor looked at his hand? _____ | 6 Has his friend taken any medicine? _____  |

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

Have you seen the doctor? Do you still have a headache? How's your arm?  
~~Are you feeling better now?~~ Let's do a puzzle! Have you cut your hand?



- Boy 1:** <sup>1</sup> Are you feeling better now?
- Boy 2:** Yes, thanks. Much better.
- Boy 1:** <sup>2</sup> \_\_\_\_\_
- Boy 2:** It's OK now, thanks. I haven't broken it!
- Boy 1:** That's good! <sup>3</sup> \_\_\_\_\_
- Boy 2:** Yes, I went this afternoon. He put this bandage on it.
- Boy 1:** That's good. And what's that plaster for?  
<sup>4</sup> \_\_\_\_\_
- Boy 2:** Yes. I cut it on a piece of glass!
- Boy 1:** Oh, dear!
- Boy 2:** How about you? <sup>5</sup> \_\_\_\_\_
- Boy 1:** No, I'm fine now. I took some medicine.
- Boy 2:** Great! <sup>6</sup> \_\_\_\_\_

3  Imagine you're in a clothes shop. Write your answers to the questions. Use the dialogue in Activity 2 to help you. Then act out your dialogue with your partner.

- 1 Who has had an accident?  
\_\_\_\_\_
- 2 How did the accident happen?  
\_\_\_\_\_
- 3 What problem(s) does the person have?  
\_\_\_\_\_
- 4 Has the person seen a doctor yet?  
\_\_\_\_\_
- 5 Does the other person have a problem, too?  
\_\_\_\_\_

Pronunciation



4  Listen and read the dialogues. Circle have if it is stressed and underline have if it isn't stressed. Then practise with your partner.

- 1 **A:** Have you ever broken your arm?  
**B:** Yes, I have. It really hurt!
- 2 **A:** Have you had a cold this year?  
**B:** Yes, I have, and it was terrible.

### Reading

#### Words in context

1 Read and complete the sentences.

signal emergency trip berries ~~cut~~ GPS device

- 1 Abdullah had a bad cut on his hand.
- 2 We took a compass and a \_\_\_\_\_ so that we wouldn't get lost.
- 3 Dad couldn't use his phone because he couldn't get a \_\_\_\_\_ for it.
- 4 You shouldn't eat those red \_\_\_\_\_. They could be poisonous.
- 5 When there's a serious \_\_\_\_\_, you should always call for help.
- 6 We had a great camping \_\_\_\_\_ in the forest.

2 Read the email on the Class Book page 76 again. Then read the sentences and circle T (true), F (false) or DS (doesn't say). Explain your answers.

1 Saleh is going camping with his school. T **F** DS

*Saleh is going camping with his uncle and cousins.*

2 Saleh is going to borrow his dad's rucksack. T F DS

3 Saleh's uncle will take his phone and a compass. T F DS

4 They're going to take a camping stove. T F DS

5 Saleh is in the Scouts so he'll know what to do if there's an emergency. T F DS

3  Answer the questions with your own ideas. Discuss your ideas with your partner.

1 Why should Saleh's uncle take a map?

*In case he can't get a signal for his phone or GPS device.*

2 Why doesn't Saleh need to look for berries to eat?

3 Why should they take a first-aid kit?

4 What could Saleh use a plaster for?

5 Why is a penknife useful on a camping trip?

4  Work in groups. Write three more suggestions for Saleh about his camping trip. Then compare your suggestions with another group.

Writing

1 Complete the email with the phrases in the box.

I've never been    Thanks    Sandboarding!    See you soon,  
 We had a lot of fun!    Hi Azzan,

**tip** Writing



Write short paragraphs so that people can understand the information clearly.

Subject: 1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_ for your email. It was great to hear your news.

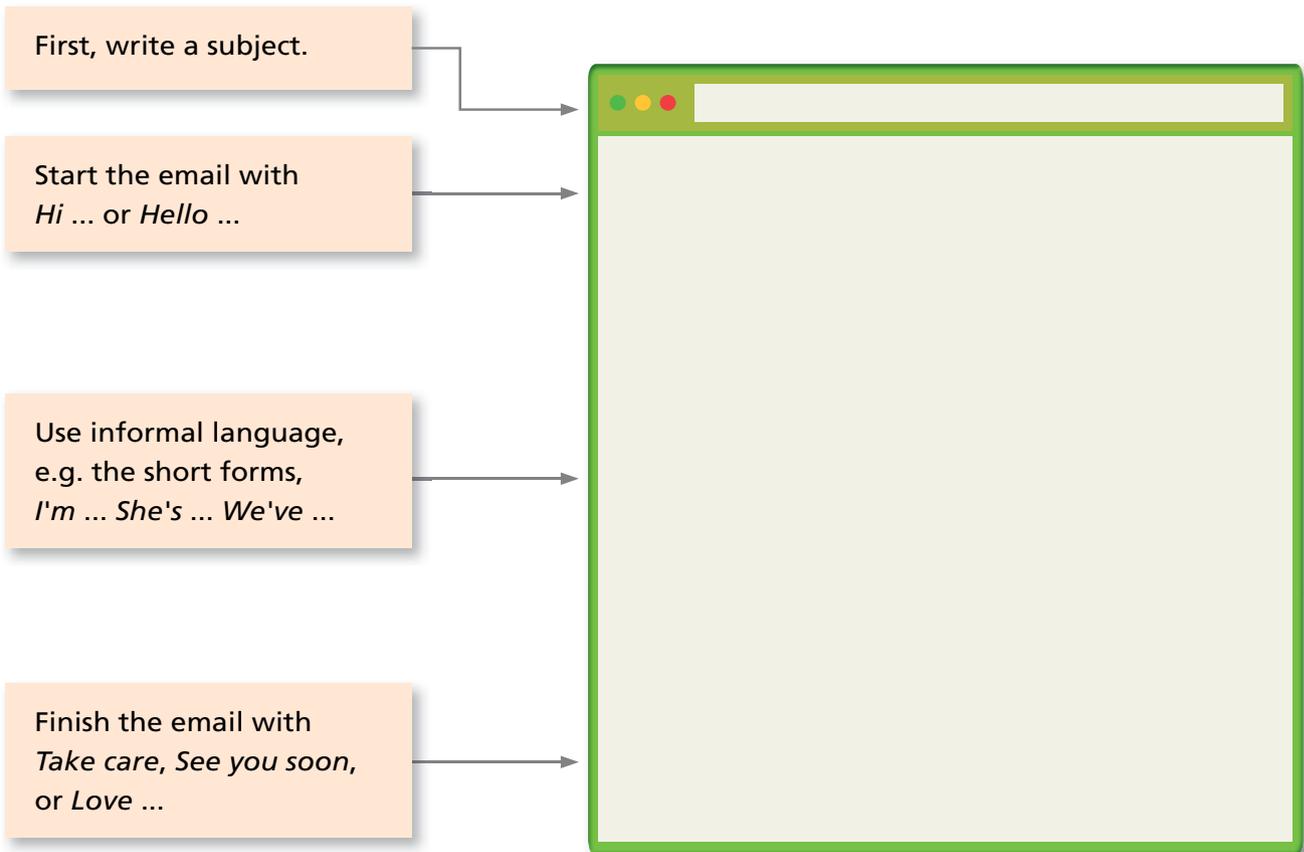
We went on a trip to the desert at the weekend. 4 \_\_\_\_\_ sandboarding before. Mansoor fell over and cut his knee. But we had a first-aid kit so he was fine.

5 \_\_\_\_\_

6 \_\_\_\_\_

Zaid

2 Plan an email to a friend about something that happened.







## 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 correct answer. Then explain your answer.



Yasir is going to

- A visit the museum next month.
- B go camping with his friend Bassam.
- C join a new activities club.

---

---

---

Do!

3



For each question, choose the correct answer. You will hear Amer talking to his mother about a camping trip.

- 1 Amer isn't going to take
  - A a blanket.
  - B a sleeping mat.
  - C an extra blanket.
- 2 Mum asks Amer if he
  - A knows how to make a fire.
  - B has his new rucksack.
  - C has packed any matches.
- 3 Mr Al-Rashdi is going to
  - A take a first-aid kit.
  - B cook all of the food.
  - C call the camp leader.
- 4 Amer wants to
  - A ask his dad a question.
  - B learn how to cook.
  - C take a camping stove.
- 5 The campers are planning
  - A to collect wood in the forest.
  - B to go hiking in the woods.
  - C to go swimming in the lake.

tip Exam



Listen the first time to get the gist and then circle the best answer for each question.

## A2 Key for Schools Reading and Writing Part 3

Think!

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

Try!

2 Read the questions. Then read the text and underline the key information. Answer the questions.

1 Who is the text about?

\_\_\_\_\_

2 What is the text about?

\_\_\_\_\_

3 Who wrote the text?

\_\_\_\_\_

4 What does Adil do?

\_\_\_\_\_

Do!

3  For each question, choose the correct answer.

Hello everyone. For this week's blog about jobs, I'm interviewing Faris Bader. He works as an emergency paramedic in Oman. It's a difficult job, but it's also quite exciting.

Faris became a paramedic because he wanted to help people who were in trouble. He studied very hard and got his first paramedic job when he was only 26. Faris started working in a small town, but now he's a paramedic in Muscat. Faris and his partner Adil must respond quickly when there's an accident. They take turns driving the ambulance. This morning, they helped a woman who had fallen down the stairs at a sports centre. She broke her arm and she also cut her head. Faris and Adil put a big plaster on the woman's head and then took her to see a doctor at the hospital. After that, they were called to a fire at a fast-food restaurant where they helped a young man. He was one of the waiters and he burned his hand quite badly during the fire. Luckily, no one else was hurt!



tip Exam

Look at each question carefully and compare each answer option with the text before choosing your answer.

- 1 Faris became a paramedic
  - A to make a lot of money.
  - B to have an exciting job.
  - C to help people in trouble.
- 2 How long has Faris been a paramedic?
  - A Since he was 26.
  - B For 26 years.
  - C Since he finished school.
- 3 Faris had his first paramedic job
  - A at a hospital in Muscat.
  - B in a small town.
  - C in a big city.
- 4 What happened to the woman's arm?
  - A She broke it.
  - B She cut it.
  - C She burned it.
- 5 The young man hurt his hand
  - A when he was cooking.
  - B and also cut his head.
  - C when he was at work.

# Language booster 2

**1 Read and complete the sentences.**

colourful ~~interested~~ comfortable sweatshirt casual wardrobe

- 1 Zakeya is interested in clothes.
- 2 \_\_\_\_\_ clothes make Zakeya happy.
- 3 She likes plain, \_\_\_\_\_ clothes.
- 4 She usually wears \_\_\_\_\_ clothes.
- 5 She doesn't have a big \_\_\_\_\_.
- 6 At the weekend, she is going to wear her new \_\_\_\_\_ and leggings, or a skirt and top.



**2 Imagine you are a blogger. Answer the questions. Use three or more words.**

<p><b>1</b> Who or what made you interested in clothes? _____ made me interested in clothes.</p> <p><b>2</b> What are your favourite clothes? My favourite clothes are _____.</p>	<p><b>3</b> Do you have a lot of clothes? _____</p> <p><b>4</b> You're spending the day with your cousins next week. What are you going to wear? I'm going to wear _____.</p>
---	---

**3 Use words from each column. Write four sentences.**

My brother/sister Music My friends Homework Smart clothes	makes make made	me life my mum/dad school	angry. difficult. happy. better. interesting. fun.
---	-----------------------	------------------------------------	---

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

**4 Write two more sentences about you using *make* + object + adjective.**

\_\_\_\_\_

\_\_\_\_\_

5  Listen to the dialogue on the Class Book page 89 again and circle *T* (true) or *F* (false). Explain your answers.

1 Aisha isn't ready yet. T F

---

2 They haven't made a cake yet. T F

---

3 Aisha's new dress is casual and patterned. T F

---

4 Aisha's jeans aren't big enough. T F

---

5 Aisha's jeans make her uncomfortable. T F

---

6 Sabah is wearing a plain top and a silver bracelet. T F

---



6 Circle the clothes in red and the adjectives in blue.

Dress comfortable baggy jeans sweatshirt skirt striped plain checked smart tie casual patterned top leggings

7  Make a new dialogue. Choose and write clothes on the red lines and adjectives on the blue lines.



**Girl 1:** I don't know what to wear.

**Girl 2:** You could wear your new, \_\_\_\_\_  
\_\_\_\_\_.

**Girl 1:** That/Those \_\_\_\_\_ is/are too \_\_\_\_\_.  
It/They make/makes me \_\_\_\_\_.

**Girl 2:** How about your \_\_\_\_\_?

**Girl 1:** Yes, OK. I'll wear my \_\_\_\_\_.  
It's/They're \_\_\_\_\_. What are you wearing?

**Girl 2:** My \_\_\_\_\_  
and my \_\_\_\_\_.  
Oh, and this \_\_\_\_\_  
to make it smart!

# Grammar practice

## Lesson 3: Present perfect with *already, just, never* and *yet*

### 1 Read and complete.

has hasn't have haven't 's 've

Present perfect with <i>already, just, never</i> and <i>yet</i>		
I <sup>1</sup> 've _____	already	had breakfast.
You've _____	never	tidied the kitchen.
He's / She <sup>2</sup> _____	just	finished the project.
We've / They've _____		swept the floor.
I <sup>3</sup> _____	had breakfast	yet.
He / She <sup>4</sup> _____	tidied the kitchen	
<sup>5</sup> _____ you	finished the project	
<sup>6</sup> _____ anyone	swept the floor	yet?

### 2 Write true sentences. Use the Present perfect with *already, just, never* or *yet*.

1 tidy my room \_\_\_\_\_

2 write a sentence \_\_\_\_\_

3 chat with my friends \_\_\_\_\_

4 have dinner \_\_\_\_\_

5 watch TV \_\_\_\_\_

6 ride an elephant \_\_\_\_\_

## Lesson 5: Sense verbs: *look, smell, taste, sound, feel*

### 3 Read and complete.

tastes ~~does~~ it like feels smell looks sound

Sense verbs: <i>look, smell, taste, sound, feel</i>		
What <sup>1</sup> <u>does</u> _____	look / <sup>2</sup> _____ / taste /	<sup>4</sup> _____?
it _____	<sup>3</sup> _____ / feel	
<sup>5</sup> _____	<sup>6</sup> _____ / smells /	good / bad / soft / lovely.
	<sup>7</sup> _____ / sounds /	like (water) /
	<sup>8</sup> _____	like a / an ...

### 4 Read and complete the sentences with the correct form of the sense verbs.

1 This ice cream tastes like strawberries.

2 Those houses \_\_\_\_\_ really new.

3 This shampoo \_\_\_\_\_ like lemons.

4 That \_\_\_\_\_ like classical music.

5 This blanket \_\_\_\_\_ soft.

Lesson 3: *too and not ... enough*

1 Read and complete.

isn't enough ~~is~~ too are

<i>too and not ... enough</i>			
This jacket	1 <u>is</u>	3 _____	casual.
These shoes	2 _____		boring.
This dress	4 _____	smart colourful	5 _____.
These jeans	aren't		

2 Write sentences using the words in brackets and *too* or *not ... enough*.

- 1 These shoes are too small. (big) These shoes aren't big enough.
- 2 My jeans aren't colourful enough. (plain) \_\_\_\_\_
- 3 This belt is too short. (long) \_\_\_\_\_
- 4 The weather isn't warm enough. (cold) \_\_\_\_\_
- 5 Those leggings are too casual. (smart) \_\_\_\_\_
- 6 This shirt isn't new enough. (old) \_\_\_\_\_

Lesson 5: Present passive

3 Read and complete.

~~called~~ used to leather princes used for

Present passive		
It's	1 <u>called</u>	silk.
	made of	2 _____.
	3 _____	make shoes.
They're	4 _____	making clothes.
	worn by	5 _____.

4 Read and complete the sentences with the Present passive.

Cotton balls <sup>1</sup> are picked (pick) from cotton plants. Then they <sup>2</sup> \_\_\_\_\_ (send) to factories. They <sup>3</sup> \_\_\_\_\_ (clean) by machines. The cotton <sup>4</sup> \_\_\_\_\_ (make) into blue cloth. This cloth <sup>5</sup> \_\_\_\_\_ (call) denim. The denim <sup>6</sup> \_\_\_\_\_ (use) for making jeans and jackets. Denim jeans and jackets <sup>7</sup> \_\_\_\_\_ (wear) by people all around the world.

Lesson 3: Indefinite pronouns

1 Read and complete.

anyone anything anywhere everywhere no one nothing ~~someone~~

Indefinite pronouns			
	one	thing	where
some	<sup>1</sup> <u>someone</u> called you.	I found something.	I went somewhere.
any	Did <sup>2</sup> _____ call you? There wasn't anyone.	I didn't find <sup>3</sup> _____. There wasn't anything.	I didn't go anywhere. There isn't <sup>4</sup> _____ to go.
no	<sup>5</sup> _____ called you.	There was <sup>6</sup> _____.	There's nowhere to go.
every	Everyone called you.	I found everything.	I've been <sup>7</sup> _____.

2 Read and circle the correct answers.

- 1 I don't think ... will go camping.  
a no one      b anyone      c someone
- 2 We should go ... fun tomorrow.  
a anywhere      b nowhere      c somewhere
- 3 Please put ... into that big box.  
a everything      b nothing      c anything
- 4 There's ... we can do about the problem.  
a nowhere      b no one      c nothing
- 5 I need ... to help me tidy the house.  
a someone      b anyone      c no one
- 6 We can't go ... right now. It's raining.  
a everywhere      b anywhere      c nowhere

Lesson 5: *should/shouldn't, must/mustn't, need to/don't need to*

3 Read and complete.

<i>should/shouldn't, must/mustn't, need to/don't need to</i>		
I	should	eat healthy food.
You	shouldn't	eat too much chocolate.
He / She	must	be on time.
We	<sup>1</sup> _____	be late for Maths.
They	need to / <sup>2</sup> _____ to	see a doctor.
	don't / <sup>3</sup> _____ need to	wear a sports kit.

4 Write sentences about you and people you know. Use your own ideas.

- 1 I / should                      X      I shouldn't go to bed late on week nights.
- 2 My friends / must            ✓      \_\_\_\_\_
- 3 Everyone / need                ✓      \_\_\_\_\_
- 4 Our teacher / should        ✓      \_\_\_\_\_
- 5 I / must                          X      \_\_\_\_\_
- 6 Children / need                X      \_\_\_\_\_

# Word list

## Unit 4

### Jobs at home

---

clean the windows \_\_\_\_\_  
clear the table \_\_\_\_\_  
cook the dinner \_\_\_\_\_  
dust the furniture \_\_\_\_\_  
empty the bin \_\_\_\_\_  
put away the clothes \_\_\_\_\_  
sweep the floor \_\_\_\_\_  
take out the rubbish \_\_\_\_\_  
tidy up \_\_\_\_\_  
vacuum the carpet \_\_\_\_\_  
wash the car \_\_\_\_\_  
water the plants \_\_\_\_\_

### Food and drink

---

add \_\_\_\_\_  
bake \_\_\_\_\_  
boil \_\_\_\_\_  
chop \_\_\_\_\_  
cut \_\_\_\_\_  
fork \_\_\_\_\_  
fry \_\_\_\_\_  
knife \_\_\_\_\_  
mix \_\_\_\_\_  
pepper \_\_\_\_\_  
salt \_\_\_\_\_  
spoon \_\_\_\_\_

## Unit 5

### Describing clothes

---

baggy \_\_\_\_\_  
casual \_\_\_\_\_  
checked \_\_\_\_\_  
colourful \_\_\_\_\_  
comfortable \_\_\_\_\_  
formal \_\_\_\_\_  
patterned \_\_\_\_\_  
plain \_\_\_\_\_  
smart \_\_\_\_\_  
spotted \_\_\_\_\_  
striped \_\_\_\_\_  
uncomfortable \_\_\_\_\_

### Clothes and accessories

---

belt \_\_\_\_\_  
bracelet \_\_\_\_\_  
crown \_\_\_\_\_  
earrings \_\_\_\_\_  
gloves \_\_\_\_\_  
leggings \_\_\_\_\_  
scarf \_\_\_\_\_  
sweatshirt \_\_\_\_\_  
tie \_\_\_\_\_  
top \_\_\_\_\_  
watch \_\_\_\_\_  
woolly hat \_\_\_\_\_

## Unit 6

### Outdoor equipment

---

bandage	_____
blanket	_____
camping stove	_____
compass	_____
first-aid kit	_____
matches	_____
penknife	_____
plaster	_____
rope	_____
rucksack	_____
shelter	_____
sleeping mat	_____

### Injuries and illnesses

---

break your arm	_____
burn your hand	_____
call an ambulance	_____
cut your finger	_____
fall over	_____
have a pain	_____
have an accident	_____
hurt your ankle	_____
keep cool	_____
keep warm	_____
lie down	_____
take medicine	_____

# Writing models

## A recipe

Start with a title.

### Raisin Cookies

Write the ingredients.

#### Ingredients:

- 100g brown sugar
- 125g butter
- 1 egg
- 225g flour
- 200g raisins
- $\frac{1}{2}$  teaspoon salt

Use abbreviations e.g.  
g = grammes,  
ml = millilitres,  
°C = degrees Celsius

#### What to do:

Write a list of instructions.

- 1 Mix the butter and sugar together to make a dough.
- 2 Add the egg and mix together.
- 3 Now add the flour, salt and raisins and mix again.
- 4 Make small balls of dough with your hands and put them on a metal tray.
- 5 Bake the cookies in the oven at 200 °C for 15 to 20 minutes.

Use the correct cooking verbs.

Use numbers to make the recipe easy to follow.

# An information text

Start with a title.

## The traditional dress of Bhutan

Write a short introduction.

Many people in Bhutan, in the Himalayan mountains north of India, still wear traditional clothes every day.

Use pictures to illustrate your text.

Men and boys wear a *gho*, which looks like a patterned dishdasha, but it is shorter. It is made of cotton and is very comfortable. It is worn with a belt called a *kera*. The men usually wear black shoes or boots called *tsholham*. They are made of leather and are worn with long socks.



A man in a gho

Some ghos are very colourful.

Label the pictures.

Write one or two captions.



A girl in traditional dress

Women and girls wear something called a *kira*. This is a long colourful dress. Women usually wear a *kira* with a silk or cotton blouse called a *wonju*. They also wear a traditional jacket called a *toego*. This can keep them warm in the cold mountain air.

# An email

Subject: Great holiday!

Write a subject.

Hi Khalid,

Start your email with *Hi ...* or *Hello ...*

Thanks for your message. **We've** just got back from our holiday in Salalah.

Use informal language, e.g. short forms.

We had a great time! We went to the Ayn Kor Waterfall. Dad had to drive on some very narrow, rocky roads. We stopped for a picnic, and Hisham cut his knee on some rocks but he **didn't** need a doctor. Mum had a first-aid kit. When we got to the waterfall, we took photos. It was amazing.

Use short paragraphs to make your email clear.

Send me a message about your holiday!

Finish the email with *Take care,* *See you soon* or *Love ...*

See you soon,

Mohammed

# Irregular verbs

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

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

## Irregular verbs

Infinitive	Past simple		Past participle	
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	
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

It looks \_\_\_\_\_.

It sounds \_\_\_\_\_.

It feels \_\_\_\_\_.



## Unit 5

They're \_\_\_\_\_ and \_\_\_\_\_.  
They aren't \_\_\_\_\_.



## Unit 4

I've just \_\_\_\_\_.

I've never \_\_\_\_\_.

## Unit 5

What is your school sports kit like?

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## Unit 6

I can't find **nothing**  
**anything** everywhere  
to eat.

I can see **someone**  
**somewhere** **anyone**  
over there.

## Unit 6

You are going on a camping trip. What should you pack in your rucksack?



# Dictation

## 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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First published 2025

ISBN:

رقم الإيداع : ٨٦٧٠ / ٢٠٢٥ م

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Grade 5	30–41	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	A1 Movers and A2 Flyers
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