نتقدم بثقة
Moving Forward with Confidence

رؤية عُمان 2040
OmanVision

SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 5B

Class Book

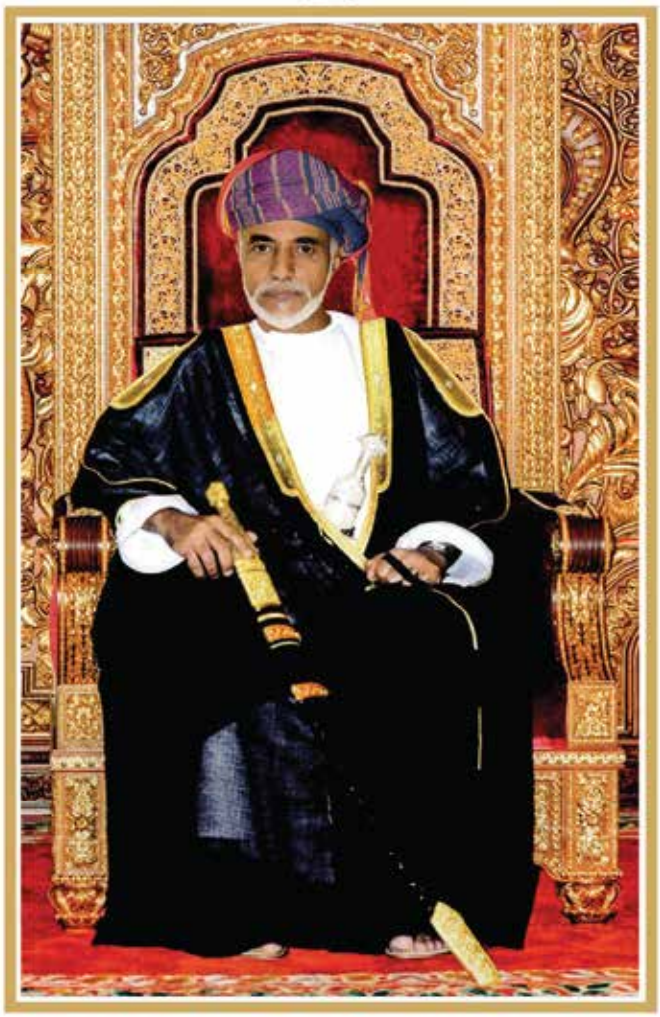
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Trial Edition
2025



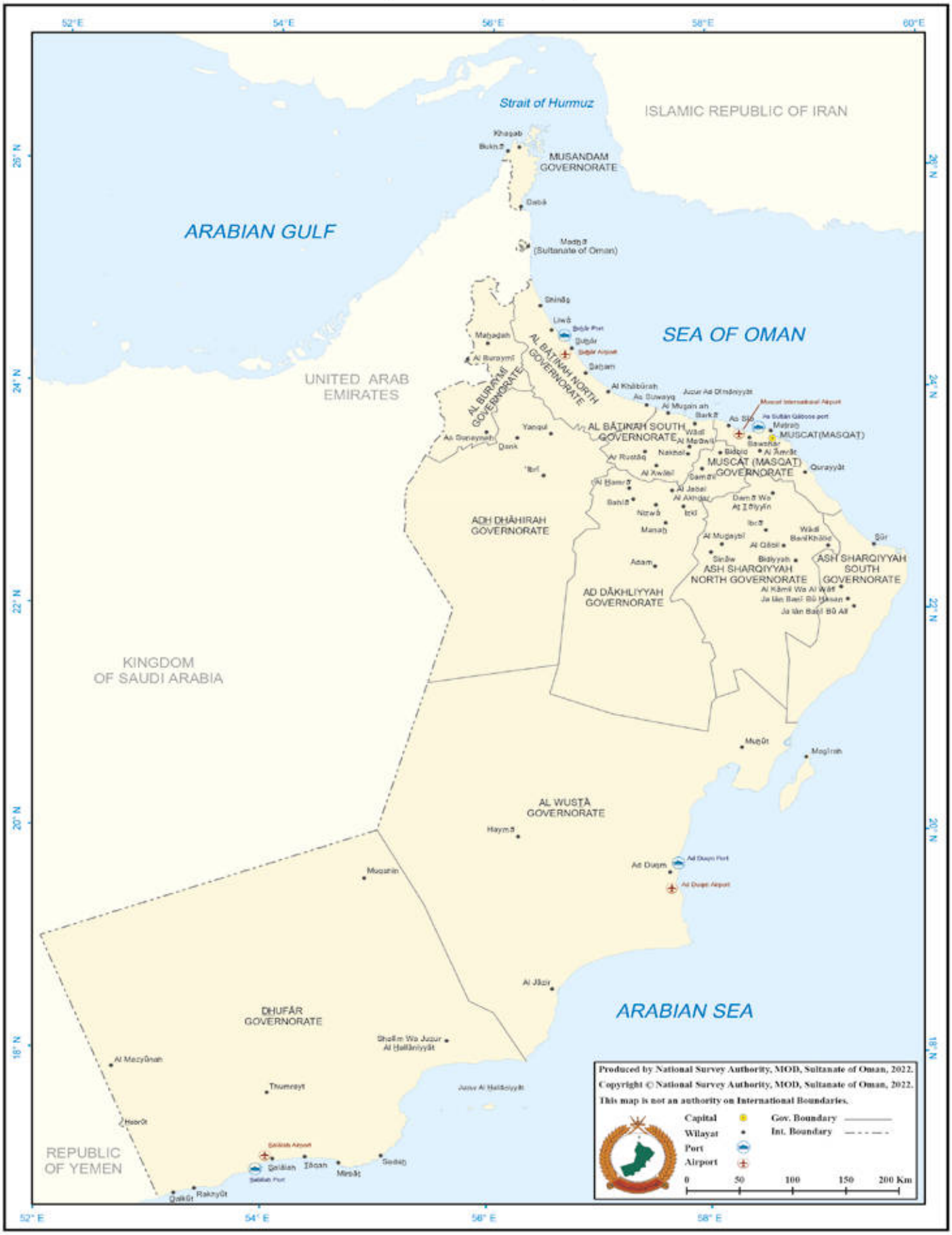
His Majesty
Sultan Haitham Bin Tarik



The Late Sultan
Qaboos Bin Said

SULTANATE OF OMAN

(Governorates & Wilayats)



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

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

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

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

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

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

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

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

Dr. Madiha bint Ahmed Al-Shaibani
Minister of Education
Sultanate of Oman

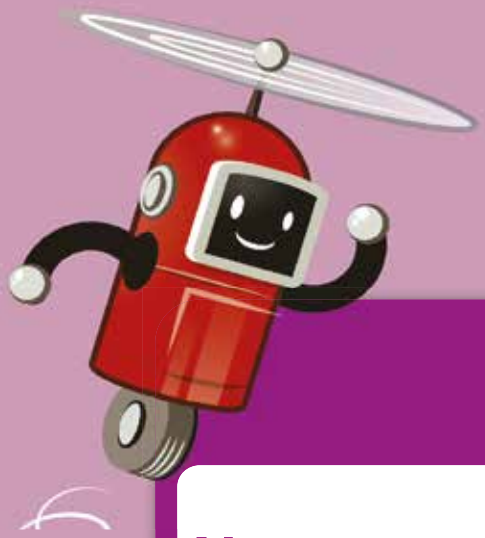
Dear students,

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

Your Semester 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 5B

Class Book
with Digital Resources



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Pearson

YORK PRESS

Global Scale of English
Fast-track your progress

Scope and sequence

Unit	Vocabulary	Grammar	Literacy
5 Animals in danger	**Sea animals:** *whale, dolphin, shark, seal, jellyfish, octopus, squid, lobster, oyster, seahorse, turtle, ray* **Land animals:** *Arabian leopard, rhino, gorilla, panda, Arabian camel, Arabian tahr, koala, polar bear*	**Past continuous** The shark was looking for small sea animals. **Past continuous vs Past simple** I was watching the koalas when the Arabian leopard escaped!	**Reading:** a magazine article about whales **Writing:** a fact file about an animal in danger
6 Staying healthy	**Illnesses:** *a cold, a headache, a sore throat, a stomachache, a high temperature, a toothache, a runny nose, an earache, a cough, a rash, dizzy, sick* **Healthy lifestyle:** *healthy, unhealthy, fit, unfit, do exercise, relax, eat a balanced diet, eat junk food*	**should/shouldn't** You should go to the doctor's! **Infinitive of purpose** I'm running to be fit and healthy.	**Reading:** a magazine article about how to stay healthy **Writing:** a description of how to stay fit and healthy
7 Let's get creative!	**Machines:** *cooker, oven, microwave, fridge, freezer, kettle, washing machine, blender, toaster, coffee machine, vacuum cleaner, sewing machine* **Household chores:** *do the washing up, dry the dishes, mop the floor, put clothes in the washing machine, iron a shirt, go food shopping, put away the shopping, set the table*	**Present perfect with *ever*** Have you ever made chocolates? Yes, I have./No, I haven't. **Present perfect** I have/haven't dried the dishes. He has/hasn't mopped the floor.	**Reading:** an article about accidental inventions **Writing:** a blog about machines in your home
8 Into the wild	**Countries:** *Oman, Japan, Mexico, Canada, Yemen, Qatar, Egypt, Saudi Arabia, Brazil, Italy, Argentina, Morocco* **Landscape:** *desert, jungle, ocean, coast, cliff, cave, stream, path*	**Present perfect vs Past simple** I've been to Italy. I went there last month. **Zero conditional** If you go inside a cave, you need a torch.	**Reading:** a blog post about geocaching **Writing:** a blog post about a trip
Bo's Learning Club	**Materials:** *cotton, leather, metal, paper, plastic, rubber, silver, gold* **Keeping us healthy:** *source of carbohydrates, source of proteins, source of vitamins and minerals, source of fats, wheat, spinach*	**Is/are made of** What is it made of? It's made of plastic.	**Science:** How can plants keep us healthy?

Solve it

Grammar reference

Progress path

Culture	English in action	Pronunciation	Get ready for…
Culture: *Helping animals in Oman* **Project**: *Make a spider diagram about an animal protection organisation*	**Reminding someone to do something** Remember to change the parrot's food.	/ɒ/ promise, competition /ɔː/ forget, August	**Class Book**: A2 Flyers: Reading and Writing Part 4 Listening Part 4 **Activity Book**: A2 Flyers: Reading and Writing Part 5
Culture: *What's for lunch?* **Project**: *Plan a healthy lunch*	**At the doctor's** I'm feeling sick. You shouldn't go to school today.	/ɜː/ hurt, purple /e/ get, medicine, bed	**Class Book**: A2 Flyers: Reading and Writing Part 2 Speaking Part 4 **Activity Book**: A2 Flyers: Reading and Writing Part 1
Culture: *Pottery* **Project**: *Design your own pottery*	**Explaining that something doesn't work** What's the problem? You need to turn it on.	/ʌ/ cousin, nuts, cups /uː/ food, soup	**Class Book**: A2 Flyers: Listening Part 4 Speaking Part 4 **Activity Book**: A2 Flyers: Reading and Writing Part 6
Culture: *Walk the world!* **Project**: *Make a map and a description of a long-distance path*	**Asking for something** Give them to me, please.	/aː/ path, scarf /ʌ/ jungle, duck, jumping	**Class Book**: A2 Flyers: Listening Part 3 Reading and Writing Part 7 **Activity Book**: A2 Flyers: Reading and Writing Part 2

5 Animals in danger

1 **How many sea animal words do you know?**



What doesn't belong in the picture?
Who is ready to go snorkelling?
Find fourteen stars on the boat.
What number can you find?

2 5.1 Listen, point and repeat.


1 whale


2 dolphin


3 shark


4 seal


5 jellyfish


6 octopus


7 squid


8 lobster


9 oyster


10 seahorse


11 turtle


12 ray

3 Look for the words from Activity 2 in the picture on page 10. Write the missing word. _____

4 Write the words in the table.

Animals which have got a shell.	Animals which have got legs.	Animals which have to breathe air.
_____	_____	_____
_____	_____	_____
_____	_____	_____

5 Play a memory game!



I went to the aquarium and I saw a jellyfish!

I went to the aquarium and I saw a jellyfish and a lobster!

I went to the aquarium and I saw a jellyfish, a lobster and a seahorse!



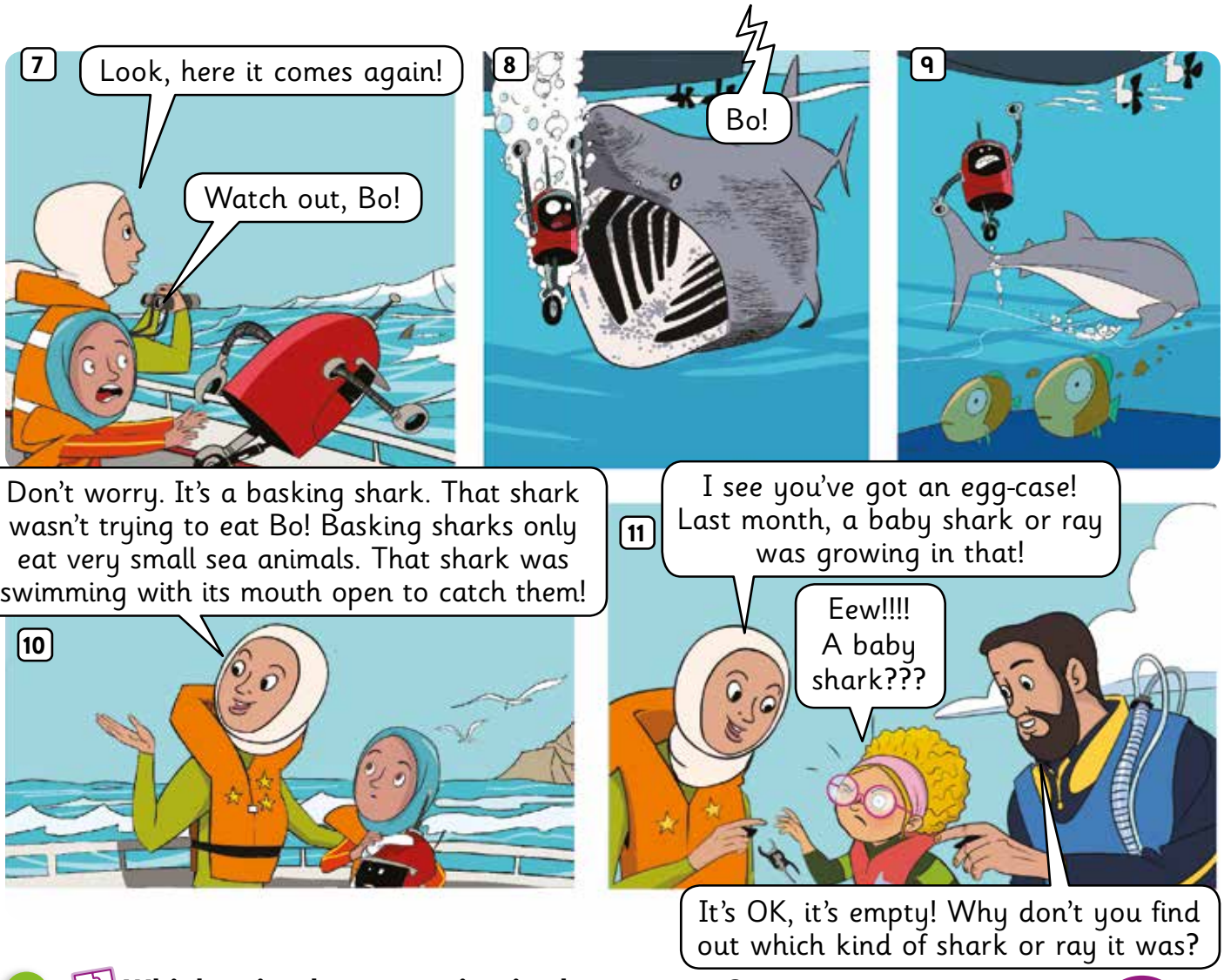


1 **Before you read** **How many sea animals can you find in the story?**

2 **Watch or listen and read.** 5.2

Shark adventure





3 **Which animal was growing in the egg-case?**
Go to page 102 to find out.

CLIL

4 After you read **Look at the story and write the name of the person.**

Who …

1 uses a camera? _____
2 finds an egg-case? _____
3 falls into the water? _____
4 says 'don't get too close'? _____
5 is snorkelling? _____
6 is flying with a camera? _____

5 **Act out the story.**

6 **Find out about a sea animal. Does it lay eggs or does it have live babies?**

1 **Look back! Tick (✓) the sentence in this picture.**

1 Last month, a baby shark or ray was growing in that!
2 That shark wasn't trying to eat Bo!
3 It was swimming more slowly than a whale.

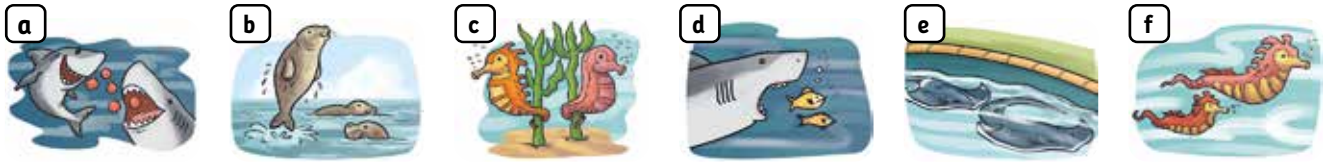


2 5.3 **Watch or listen and repeat.**

What was the shark doing?

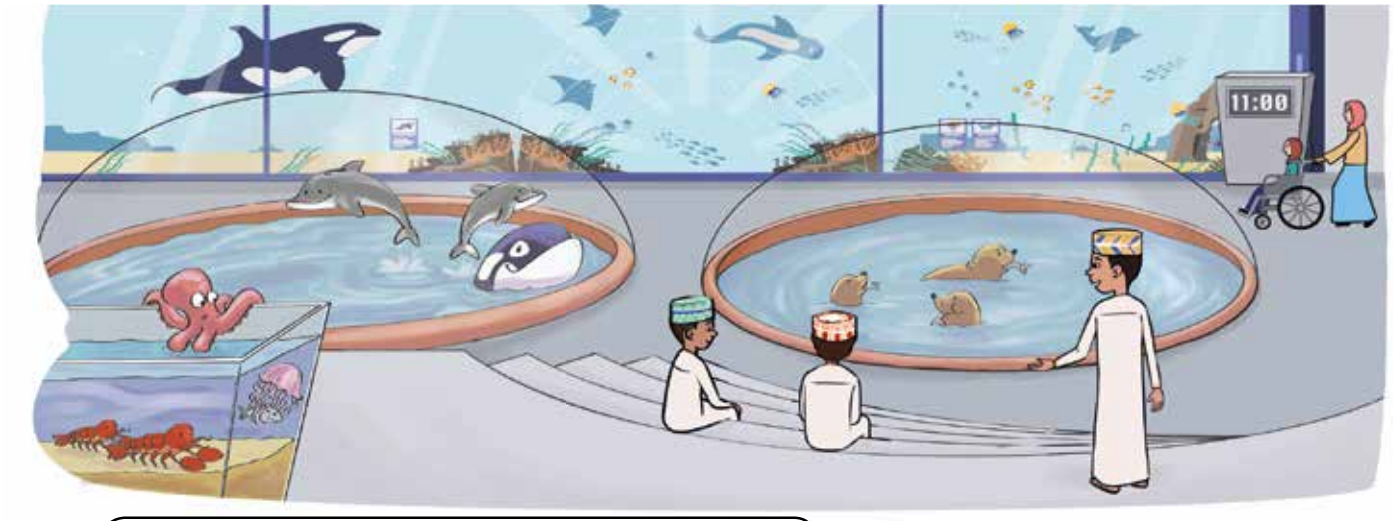
The shark was looking for small sea animals. It wasn't looking for big fish.

3 5.4 **Listen and point to the correct picture. What were the sea animals doing? There are two extra pictures.**



4 **Abdulaziz visited the aquarium on Saturday. What were the animals doing when he arrived at 11 o'clock?**

jump out of the water catch a small fish climb out of the tank eat fish
look out of the water walk along the bottom of the tank



What were the seals doing at 11 o'clock?

They were eating fish!

Activity Book, Unit 5
Lesson 3, part 2

Vocabulary and Grammar

1 5.6 **Listen, point and repeat.**


1 Arabian leopard


2 rhino


3 gorilla


4 panda


5 Arabian camel


6 Arabian tahr


7 koala


8 polar bear

2 5.7 5.8 **Listen and sing.**



I was walking along the path through the hills,
When seven gorillas jumped out of the trees.

I was watching the gorillas playing in the forest,
When seven large pandas arrived with seven large bees.



I wasn't looking at those bees flying high in the sky,
Because seven big Arabian camels started to play.



I was watching those Arabian camels when I heard a noise,
And seven polar bears arrived in a sleigh.

The bears weren't there anymore,
When I woke up! It was a brand new day!



3 5.9 **Watch or listen and repeat.**

What were you doing when the Arabian leopard escaped?

I was watching the koalas when the Arabian leopard escaped!
I wasn't watching the Arabian leopard!

4 **In pairs, ask and answer questions about the song.**

What were you doing when the gorillas jumped out of the trees?

I was walking along the path.

5 **Student A: Activity Book, page 58.** **Student B: Activity Book, page 60.**

Lesson 5, part 1

CULTURE

HELPING ANIMALS IN OMAN

The Environment Society of Oman, or ESO for short, has been helping animals and birds in Oman since March 2004.



Oman is a beautiful country with some amazing animals, birds and sea life. But as in many countries, many of these animals are in danger. The ESO tries to help Oman's animals and their environment in many ways. So what does the ESO do?

Helping birds

The ESO is also studying the Egyptian vultures that sometimes visit Oman. There are not many of these birds left and the more we know about them, the more we can help them.



Helping sea animals

It is studying how whales live in Oman's beautiful waters, and trying to stop the pollution that can hurt them. In 2023, the ESO was cleaning beaches and helping to stop light pollution so that turtles can nest here.



Helping us!

The ESO is helping us, too! Their work teaches young people about how they can protect the environment. This will give us all a better future.



Fun fact

Did you know that there are seven species of sea turtle in the world? Four of them nest on Oman's beaches!

1 **Before you read** **Which organisations in your country protect animals?**

2 5.11 **Listen and read.**

3 **What other animals need helping? Why?**

Polar bears need helping because …

Find out more! Watch the video.

Project 5

Make a spider diagram about an animal protection organisation

1. **Watch the video.**
2. **In groups, choose an organisation that helps to protect animals.**
3. **Find out about this organisation. Decide who will find the information.**



4. **Share the information you find with your group.**
5. **Draw a spider diagram to answer the questions.**
   - What's the name of the organisation?
   - When did it start?
   - What kind of animals does it help?
   - Does it have a logo?
6. **Present your diagram to the class.**

tip Speaking

Talk about the information your spider diagram shows and answer any questions.

tip Writing

Make sure your information is large and clear for your readers.



English in action

Reminding someone to do something

1 **How can you look after a small animal? Circle.**

feed it | clean the cage | change water | wash it | brush its fur

2 5.12 **Watch or listen. Why is the vet talking to Daisy?**

3 5.13 **Watch or listen again, read and check.**



Daisy, you're going to buy an animal from our pet shop, right?

Yes, that's right.

What kind of animal do you want to buy?

I want to buy a parrot.

OK. You must look after it. Remember to change the parrot's food and water every day.

I'll remember!

And don't forget to clean the cage every two days.

I won't forget! I promise to look after my parrot.

Say it!

Remember to change the parrot's food and water every day.
Don't forget to clean the cage every two days.
I promise to look after my parrot!

4 **Choose an animal. Have a conversation with a partner about how to look after it.**

a rhino | a seahorse | a gorilla
an octopus | a koala | a shark

Pronunciation

5 5.14 **Listen and say the tongue twister.**

Tommy, please can you promise
Tommy, please don't forget
To find your shorts for the competition in August
And, of course, your fishing net!



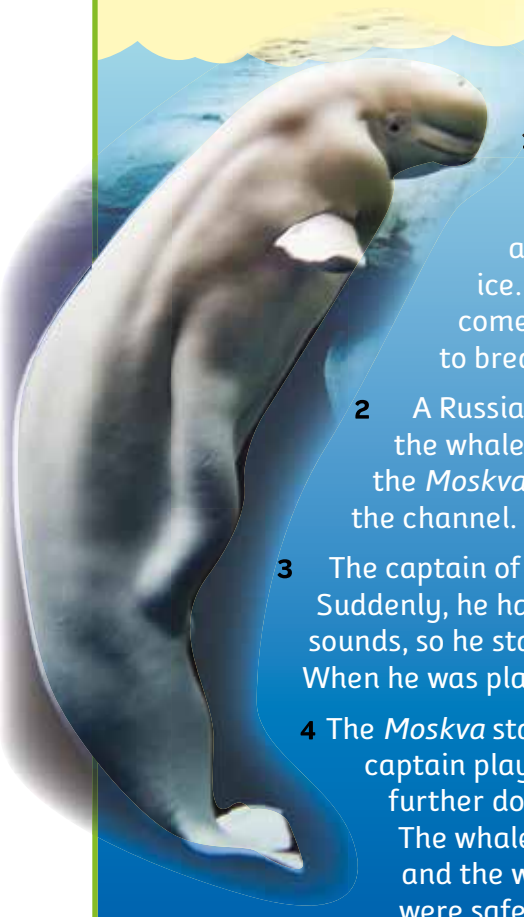
Reading

1 **Before you read** **What do you know about the Arctic? What animals can you find there?**

2 5.17 **Listen and read.**



I know that it's very cold there! There are polar bears …



SAVE THE BELUGA WHALES!

1 Beluga whales are the beautiful white whales of the Arctic. In the winter, they stay in the open ocean, away from the sea ice. But some years ago, a group of beluga whales became trapped under the ice. There was only one hole in the ice where they could come up to breathe. But thousands of whales all needed to breathe at the same hole! It was an emergency!



2 A Russian ship, the *Moskva*, started breaking the ice to get to the whales. Slowly it made a channel to the whales. But when the *Moskva* finally arrived, the whales didn't want to swim into the channel. They were frightened of the ship!

3 The captain of the *Moskva* knew that time was running out. Suddenly, he had an idea. He knew that dolphins liked calming sounds, so he started playing calming music loudly from the ship. When he was playing the music, the whales moved closer to the ship!



4 The *Moskva* started moving down the channel, stopped, and the captain played music. The whales came closer. The ship moved further down the channel, stopped, and played music again. The whales followed. It took many days, but finally the *Moskva* and the whales reached the open ocean. The beluga whales were safe at last!

3 **After you read** **Write the paragraph number for each summary.**

a The beluga whales were trapped. ____

b The captain played music and slowly led the whales to the open ocean. ____

c A ship made a channel through the ice to the whales. ____

d The captain remembered that whales like music. ____

4 **What did you like about this article? What surprised you?**

I was surprised that …

I liked how …

Listening

1 5.18 **Listen and choose the correct answers.**

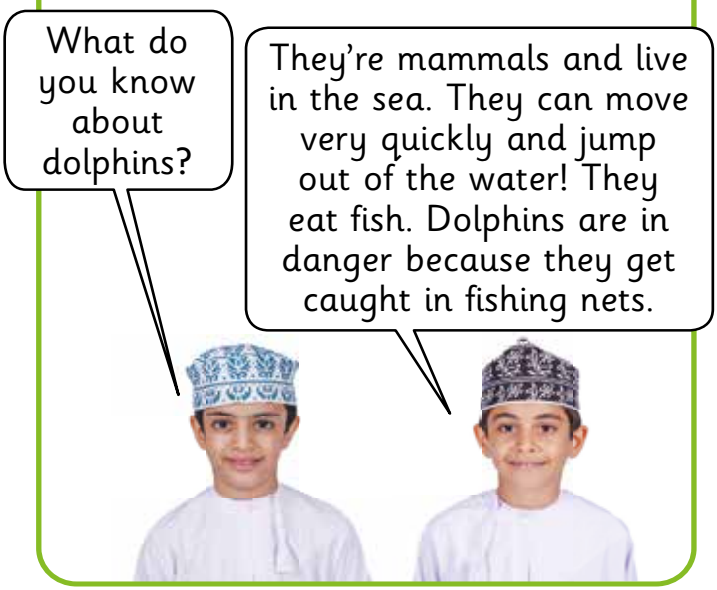
1 Where do polar bears live?
- **a** the Arctic
- **b** the Antarctic
- **c** the Atlantic Ocean

2 What is polar bears' favourite food?
- **a** oysters **b** seals **c** fish

3 How quickly can polar bears swim?
- **a** 15 kilometres an hour
- **b** 12 kilometres an hour
- **c** 10 kilometres an hour

Speaking

2 **Talk about an animal in danger. What do you know about it?**



Writing

3 **Read. What do basking sharks eat?**

Basking sharks



Basking sharks are the second largest fish in the world! They can be 10 metres long!

Basking sharks live in the sea. They often swim near the land.

Basking sharks swim slowly with their mouths open to catch small sea animals.

Basking sharks are in danger because people hunted them. Now you mustn't hunt them.

tip Writing

When your text has got a lot of information, write a separate paragraph for each idea. Look at the Plan and answer each question with a new paragraph.

4 **Now find out about an animal in danger and write about it.**

1 Plan
- Where do these animals live?
- What do they eat?
- What do they do?
- Why are they in danger?

2 Write

Polar bears live in ...
They eat ...
They can swim ...
They are in danger because ...

3 Check your work ✓
- Have you used paragraphs?

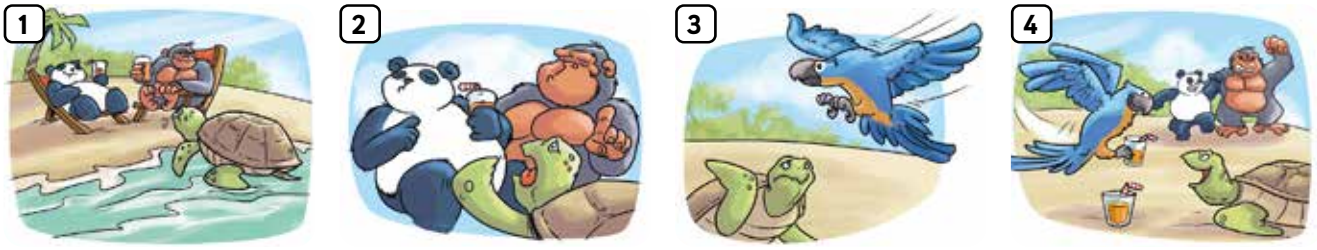
1 Work in pairs. Choose a story and tell your partner.

shop look at choose ask for throw



One day, a man was shopping at a fishmonger's …

drink arrive say 'no' call take give



Last summer, a panda and a gorilla were at the beach. The panda was drinking juice.

2 Tell a chain story! Work in groups.

One day I was at the zoo. I was watching the gorilla when it jumped into a tree.

The gorilla was climbing the tree when it saw a parrot.

The parrot was …

Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

1 Find three seahorses. (1 point)
2 How old is the ESO? (1 point)
3 How did the beluga whales escape from the ice? (1 point)

Now think of three more questions to ask the other team.

A2 Flyers Reading and Writing Part 4

tip **Exam**

Read the whole text before you choose the answers.

1 **Read the text. Choose the right words and write them on the lines.**

Baby panda found alone!



A few months **(1)** _____ a family found a very young panda in the forest. They **(2)** _____ when they saw the panda near a tree.
It **(3)** _____ trying to climb the tree, but it **(4)** _____ a broken leg, so it couldn't.
The family took the panda **(5)** _____ the nearby zoo. At the zoo there **(6)** _____ other pandas, so they **(7)** _____ how to take care of the injured panda.
(8) _____ Sunday, the family visited the zoo. The panda **(9)** _____ much bigger and he was **(10)** _____ happily with other young pandas!

1	now	ago	then
2	are walking	were walking	walked
3	was	were	weren't
4	hadn't	have	had
5	of	to	where
6	was	were	is
7	knew	knowing	was knowing
8	Past	Ago	Last
9	were	is	was
10	play	playing	played

A2 Flyers Listening Part 4

2 5.20 **Listen and tick (✓) one box.**

1 What did Jood see at the aquarium?



2 What animal did Majid like the most?



1 **Make a story. In pairs, ask and answer. Then swap.**



2 **Tell your stories to the class.**

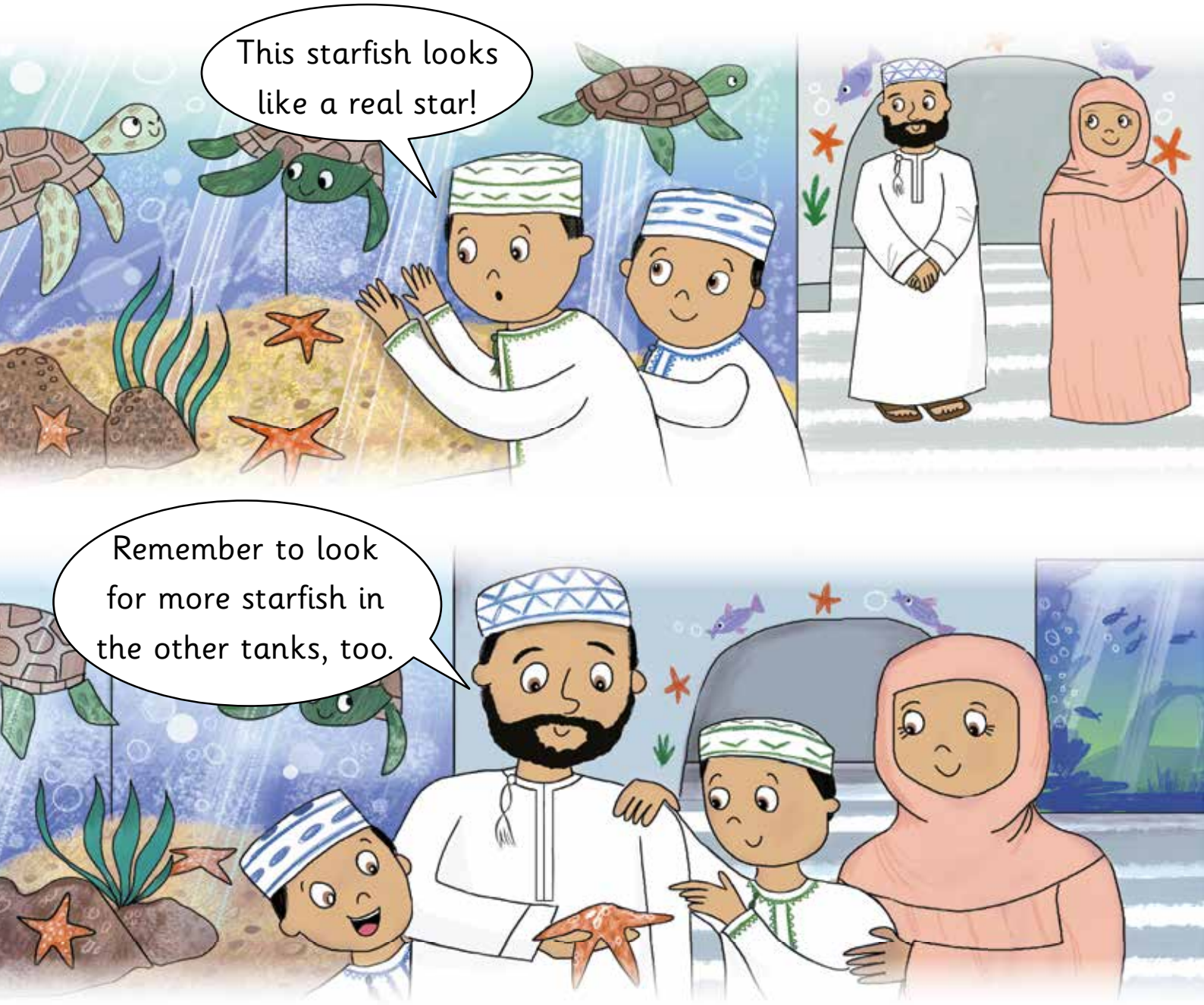
The squid was watching the seals when the dolphin arrived. Then the dolphin, squid and seals were playing with the ball. Then …

3 **Now make a story about these animals.**

rhino panda Arabian camel

The Unusual Sea Animal

On Tuesday, Malik and Osama visited the aquarium with their mum and dad. There are lots of sea animals there. Some turtles were swimming next to the boys. They also saw some starfish.



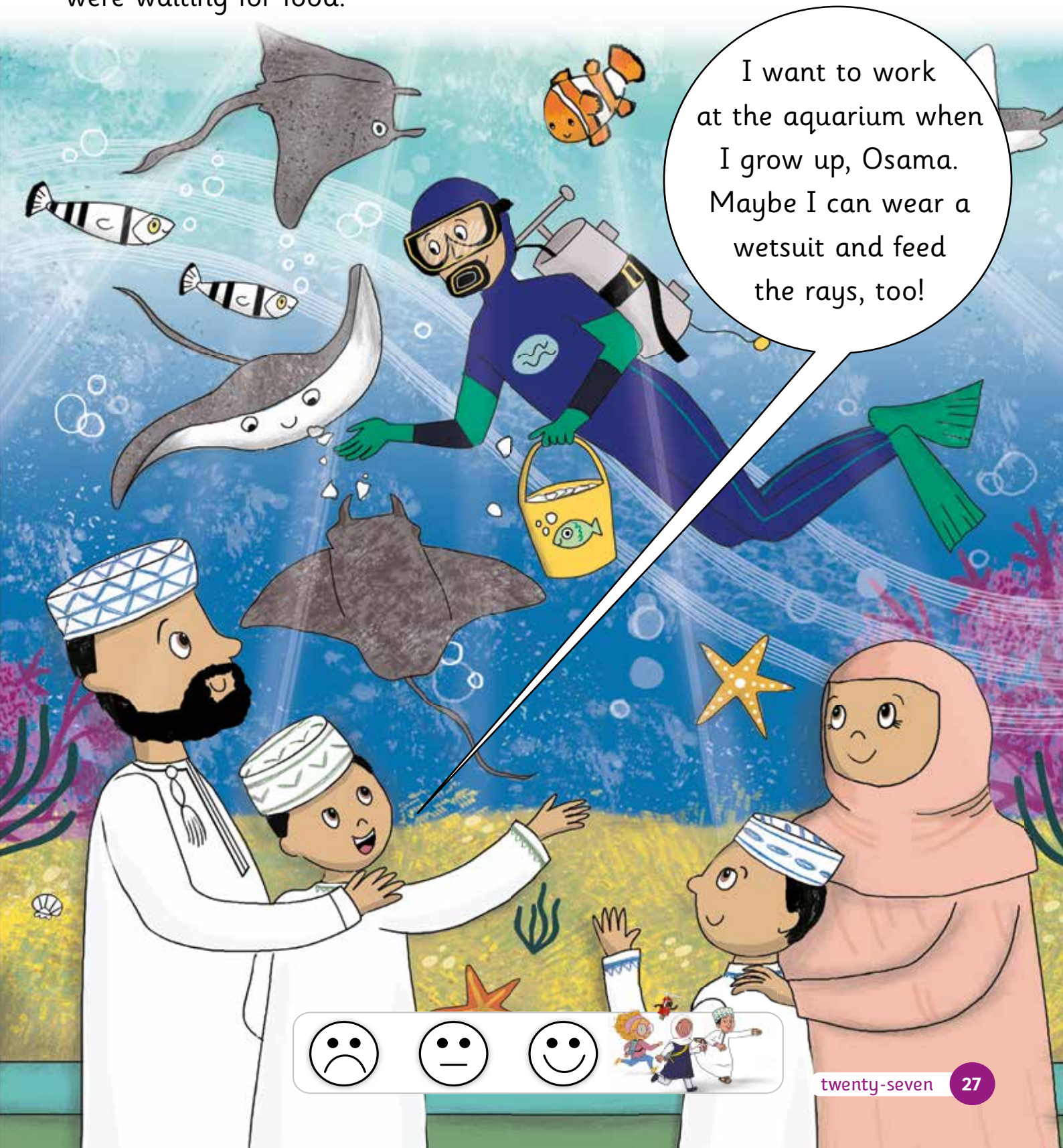
Malik and Osama saw some big grey sharks. The boys were watching the sharks when another large sea animal swam above their heads.



There was a very large tank with lots of fish. Some lobsters were walking along the bottom. Osama was watching a turtle when he saw a big, dark animal in the water.

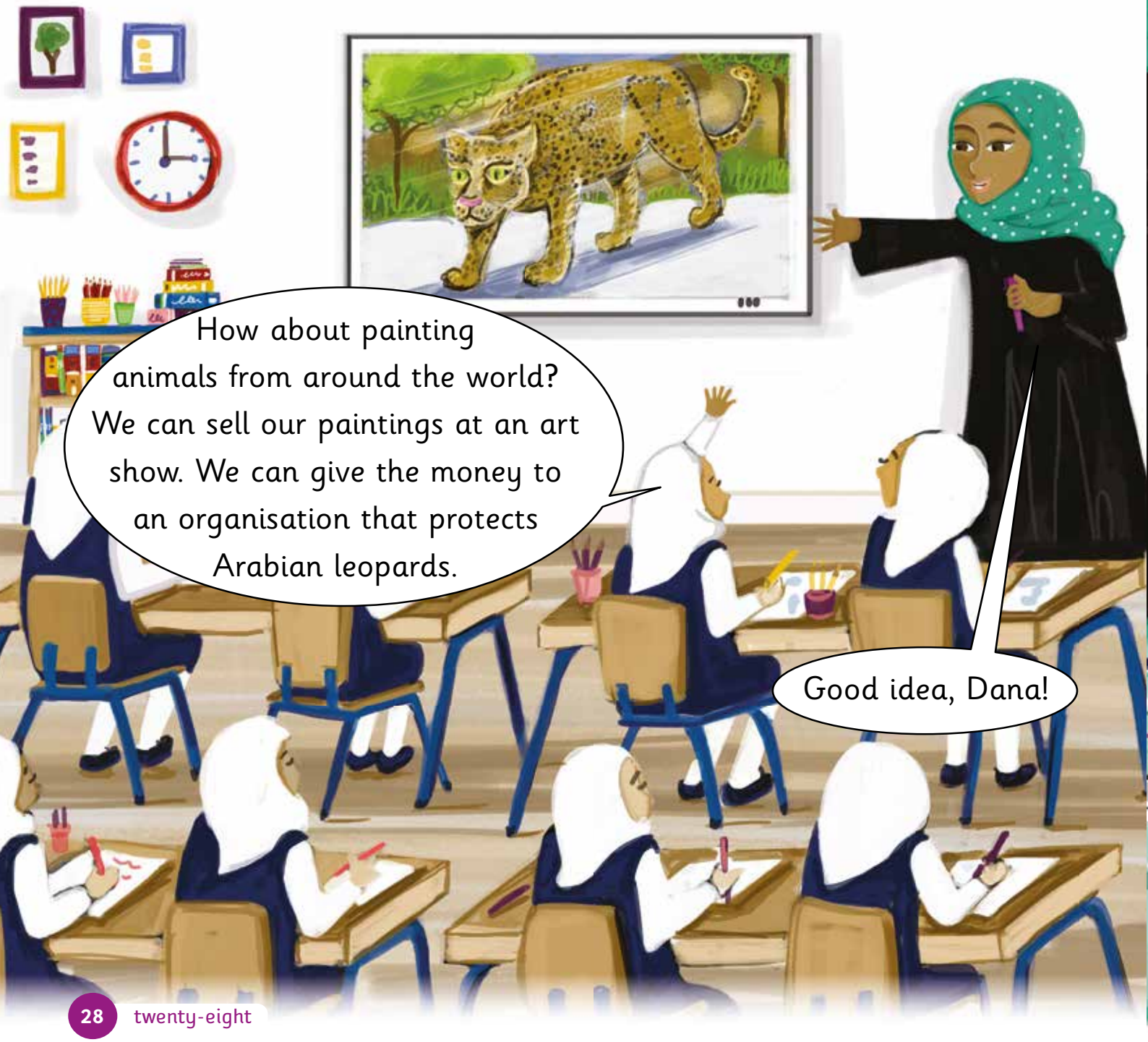


The most unusual animal was… a diver, of course! The diver was wearing a wetsuit. He was feeding the rays. All the hungry rays were waiting for food.



The Animal Art Show

Last week, the class was learning about animals in danger. The teacher showed them a short film about Arabian leopards. Dana wanted to help the leopards.



The girls were all painting happily when the teacher came to see their work.



Dana was painting the tail of her Arabian leopard when she knocked over a bottle of brown paint with her elbow.



The teacher had a clever idea. In the painting, the Arabian leopard was hiding behind some rocks. It looked great!



6 Staying healthy

1 **How many illnesses do you know?**



What's wrong in the picture?
Who has got long, dark, curly hair?
Find three animals.
Who is tying his shoelaces?

2 6.1 **Listen, point and repeat.**

I've got


a cold


a headache


a sore throat


a stomachache


a high temperature


a toothache


a runny nose


an earache


a cough


a rash

I feel


dizzy


sick

3 **Look for the words from Activity 2 in the picture on page 32. Write the missing word.** _____

4 6.2 **Listen, read and say.**

a I've got a sore throat!

b I've got a runny nose!

c I feel dizzy!

d I've got a cough!

e I've got a cold!

5 **Play a guessing game.**



Oh, my head!

Have you got a headache?

Yes, I have!

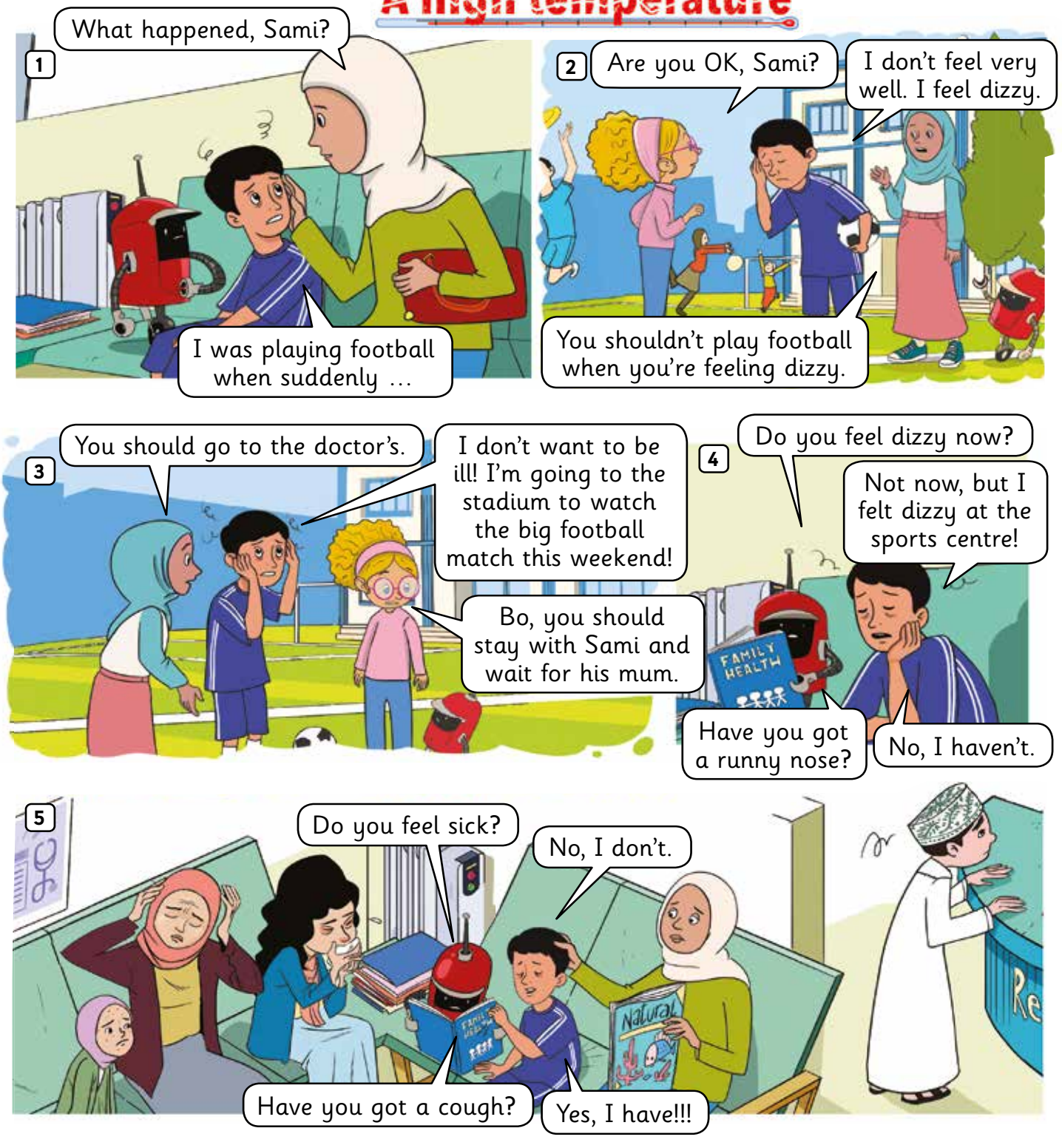


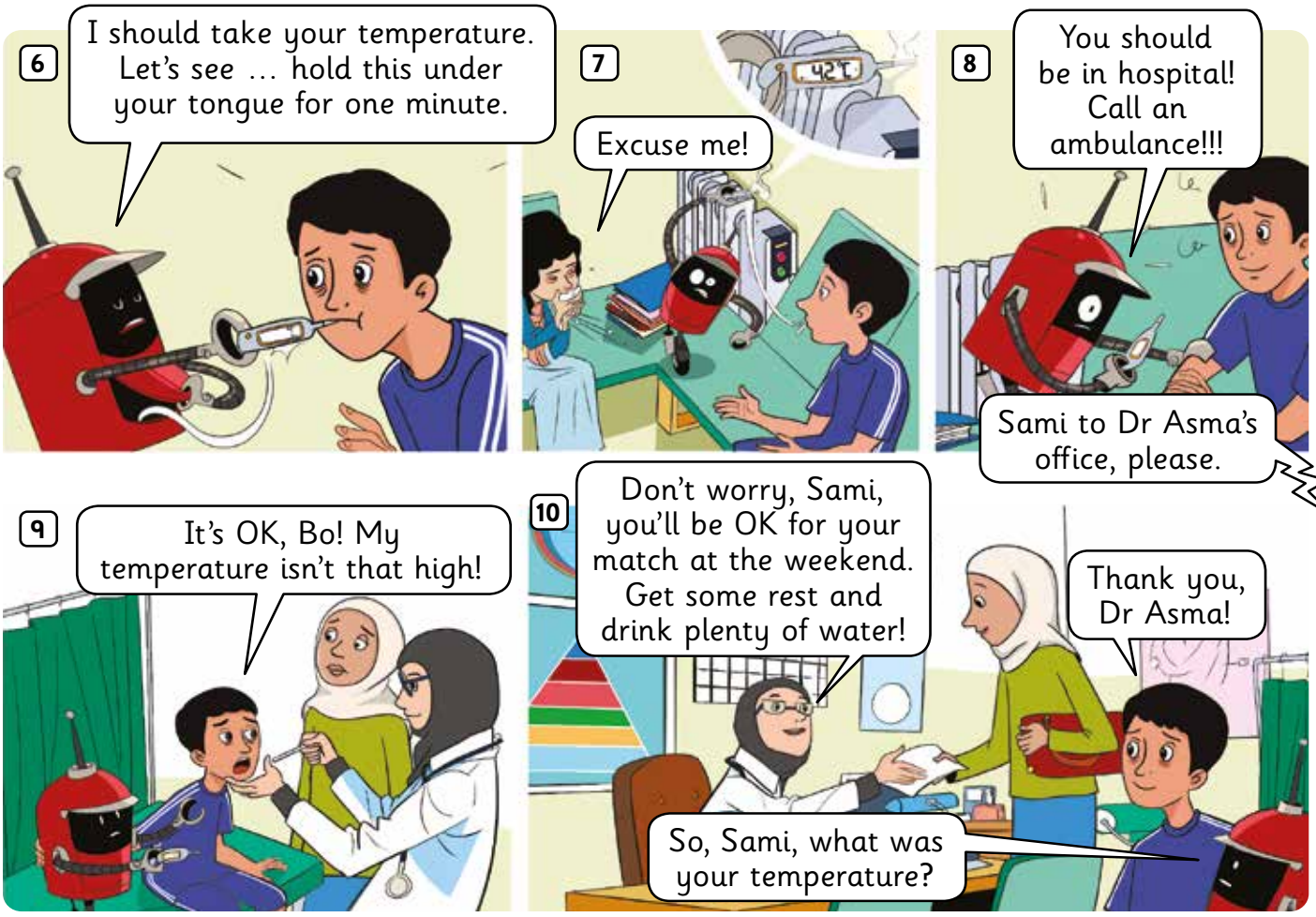


1 **Before you read** **How many illnesses can you find?**

2 6.3 **Watch or listen and read.**

A high temperature





3 **Did Sami have a high temperature? Go to page 102 to find out.**

CLIL

4 After you read **Write the words to complete the sentences.**

1 At the sports centre, Sami feels _____.
2 At the weekend, Sami is going to the stadium to watch _____.
3 _____ and _____ go with Sami to the doctor's.
4 Bo takes Sami's _____.
5 Bo is very worried because he thinks Sami's temperature is _____.
6 The doctor tells Sami to get some rest and drink plenty of _____.

5 **Act out the story.**

6 **Design your perfect doctor's waiting room! What things are there?**

1 **Look back! Tick (✓) the sentence in this picture.**



1 I don't feel very well. I feel dizzy. ☐
2 You should go to the doctor's. ☐
3 I should take your temperature. ☐

2 **Watch or listen and repeat.** 6.4

You should go to the doctor's!
You shouldn't go to school!
Should I take some medicine? Yes, you should. / No, you shouldn't.

3 **Listen and point. Then match with the advice.** 6.5

put cream on it sit down not scratch it not go swimming
blow your nose go home



4 **Choose someone from the picture. In pairs, ask and answer.**

I've got a rash.

You should … You shouldn't …

Vocabulary and Grammar

1 6.7 **Listen, point and repeat.**

1 
healthy

2 
unhealthy

3 
fit

4 
unfit

5 
do exercise

6 
relax

7 
eat a balanced diet

8 
eat junk food

2 6.8 6.9 **Listen and sing.**



I wasn't very healthy,
But I wanted to be fit.
I wanted to do some exercise,
To walk instead of sit!



I started walking round the park,
I ran for a little bit.
Soon I could run for longer,
I was getting fit!

I wanted to do some exercise,
I ran to get healthy and fit!
I ran my first race in the park!
Now I feel super-fit!

3 6.10 **Watch or listen and repeat.**

I'm running to be fit and healthy.

He went to the supermarket to buy fruit.

4 **Combine the sentences.**

1 I'm going for a walk twice a day. I need to be fit and healthy.
I'm going for a walk twice a day to be fit and healthy.

2 I went to the sports shop. I needed to buy some trainers.

3 I'm going to eat less junk food. I need to eat a balanced diet.

4 I went to the greengrocer's. I needed to buy some vegetables.

5 **Student A:** **Activity Book, page 58.** **Student B:** **Activity Book, page 60.**

Lesson 5, part 1

CULTURE

What's for lunch?

Where do you have lunch? In many schools around the world, children have a healthy lunch at school. But what they eat is different in each country.

In South Korea, most schools have a kitchen so they can cook lunches for the children. Lunches are often rice with tofu, meat or fish, vegetables and fish soup. They do not eat food with a lot of fat or sugar. That's very healthy.



fish soup in South Korea

In France, children have a school lunch from when they start school aged three! Schools teach the children all about how to eat healthy food. They have four courses: a salad; then meat, beans, carrots and fruit; cheese and bread; and finally a dessert, which is usually fruit. That sounds good, too! And what do they drink? Water, because this is the healthiest drink.



school lunch in France

Fun fact

Did you know that the first sandwich was made in 1762 when the Earl of Sandwich asked for some meat inside two pieces of bread?



lunch in the classroom in Japan

While most countries serve food to children in a dining room, in Japan they have school lunch in the classroom. The school lunches are not expensive, but they are always very healthy. For example, they can have meat, tofu or fish with vegetables and rice, as well as fruit. The children clean the classrooms when they finish. What good children!

1 Before you read **What do you usually have for lunch?**

2 6.12 **Listen and read.**

3 **In pairs, ask and answer.**

Which country's school lunch would you like to eat? Why?

Which country's school lunch do you think is the healthiest?

Find out more! Watch the video.

Activity Book, Unit 6 Lesson 5, part 1

Project
Plan a healthy lunch

6

1 **Watch the video.**

2 **In groups, make a list of your favourite food for lunch.**

3 **Now decide if the food is healthy or unhealthy.**



4 **Agree on five items for a healthy lunch. Find or draw pictures of them.**

5 **Write about your healthy lunch.**

- What are you going to have?
- Why did you choose these items?
- What shouldn't you eat and why?

tip Writing

Make sure you answer all the questions in the bullet points.

6 **Present your healthy lunch to the class.**

tip Speaking

Talk about the food in your healthy lunch, and answer questions at the end.



7 **Have a class vote! Which is the class's favourite lunch? Which is the healthiest lunch?**

English in action

At the doctor's

1 **When do you go to the doctor's?**

a headache feel dizzy a cold feeling sick

2 6.13 **Watch or listen. What's the matter with Alfie?**

3 6.14 **Watch or listen again, read and check.**



Hello, Alfie. What's the matter?

Hi, Dr Wise. I'm feeling sick and dizzy, and my neck hurts, too.

Where does it hurt?

Here.

OK. I'll take your temperature … Yes, you've got a high temperature. When did you start feeling sick and dizzy?

Yesterday evening.

You shouldn't go to school today. You should stay at home.

Should I take any medicine?

No, but you should rest.

Say it!

What's the matter?
I'm feeling sick.
My neck hurts.
Where does it hurt?
I'll take your temperature.
When did you start feeling sick?
You shouldn't go to school. You should rest.

4 **You aren't feeling well. Go to the doctor's and say what the matter is.**

a rash a cough
a stomachache
a toothache an earache

Pronunciation

5 6.15 **Listen and say the tongue twister.**

'Where does it hurt?' asks Dr Kurt
Who's wearing a purple T-shirt!
'Oh, my head,' says Emily Egg,
'I should get some medicine and get to bed!'



Reading

1 **Before you read** **Look at the headings in the text. What do you think the top five tips are about?**

2 6.18 **Listen and read.**



3 **After you read** **Were your ideas about the tips correct?**

4 **Correct the sentences.**

1 A balanced diet should have at least seven portions of fruit and vegetables a day.
2 Walking or doing other exercise for ten minutes a day keeps you fit and healthy.
3 You should always keep a phone in your bedroom.
4 If you're feeling well, you shouldn't drink water.
5 Relaxing doesn't help you stay fit and healthy.

Listening

1 6.19 **Listen and choose the correct pictures.**

1 What does Sultan do to keep fit?

A 
B 
C 

2 What does Sultan do to relax?

A 
B 
C 

Speaking

2 **What do you do to stay healthy? What do you do to relax?**



Writing

3 **Read. What does Bassam do to stay fit and healthy?**

Staying fit and healthy

By Bassam

I like sport and exercise, but I should probably do more! I walk to school every day. At the weekend I usually ride my bike with my friends in the park. I like doing gymnastics and going swimming. I do gymnastics once a week at school.

I try to eat a balanced diet (it isn't always easy because I sometimes like to eat junk food!). At home we eat a lot of meat, fish and vegetables.

I like to meet my friends to relax. We sometimes watch films and play computer games together, and we often go to the park.

tip Writing

We use brackets ( ) to give extra information.
Can you find some extra information in the text?

4 **Write a description of how you stay fit and healthy.**

1 Plan

- What exercise do you do?
- What food do you usually eat?
- What do you sometimes/often/usually do to relax?

2 Write

I like ... I do ...
I eat ...
I ... to relax.

3 Check your work ✓

- Have you used *sometimes/often/usually* to say how often you do something?
- Have you used brackets to give extra information?

1 In pairs, ask and answer. What should you do? What shouldn't you do?

1 

2 

3 

4 

5 

6 

I've got a sore throat.

You should drink a hot drink. You shouldn't go swimming.

2 Read the questions. Make silly answers!

1 What do you do to relax?
2 What do you do to feel better when you're ill?
3 Where do you go to do exercise?

I fly to the Moon and ride my space bike all day to relax.

Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

1 Find pictures of two people who've got earache. (1 point)
2 Where can you find out about high temperatures in children? (1 point)
3 Where can children have fish soup for their school lunch? (1 point)

Now think of three more questions to ask the other team.

Get ready for...

A2 Flyers Reading and Writing Part 2

1 **Millie is talking on the phone to her friend Elsie.**
Millie is asking Elsie some questions about her health.
What does Elsie say? Read the conversation and choose the best answer.
Write a letter (A–H) for each answer.
You do not need to use all the letters. There is one example.

Example

Millie: You didn't go to school today. What happened?

Elsie: E

Questions

1 **Millie:** Really? What was the problem?
Elsie: _____

2 **Millie:** I hate feeling sick. Did you go to the doctor?
Elsie: _____

3 **Millie:** And how are you feeling now?
Elsie: _____

4 **Millie:** You are ill a lot. Do you do exercise to stay healthy?
Elsie: _____

5 **Millie:** Maybe it's your diet then. Do you eat a balanced diet?
Elsie: _____

A Not really, I eat a lot of junk food. I should eat more fruit and vegetables.
B Yes, I go running three times a week to stay fit.
C I had a high temperature and a sore throat.
D I should relax today.
E I wasn't feeling very well.
F Much better, thank you.
G No, I didn't. My mum gave me some medicine.
H No, you shouldn't eat unhealthy food.

A2 Flyers Speaking Part 4

2 **Let's talk about health. Answer the questions.**

- What do you do when you feel ill?
- What do you do to stay healthy?

tip Exam

Give complete answers to the questions and say at least one more sentence after answering the question. For example, you can say how often you feel ill, or what days you do activities to stay healthy.

1 **Work in pairs and play the game. Roll a die and tick 1-6 in A. Then roll again and tick 1-6 in B. Give advice for the problem.**

A		B	
1	I've got a cold … ☐	1	… and a sore throat. ☐
2	I've got a headache … ☐	2	… and I feel dizzy. ☐
3	I feel sick … ☐	3	… and a stomachache. ☐
4	I've got a high temperature … ☐	4	… and a toothache. ☐
5	I've got a runny nose … ☐	5	… and an earache. ☐
6	I've got a _____ … ☐	6	… and _____. ☐

You should _____

_____.

You shouldn't _____

_____.

2 **Complete the sentences using the code.**

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
!	#	▮	♣	–	=	←	/	■	◗	★	•	✦	∇	▲	●	?	↑	◖	◆	◊	°	^	→	〃	↓

1 I run to be _____.

=	■	◆

2 I exercise to be _____.

/	!	●	●	〃

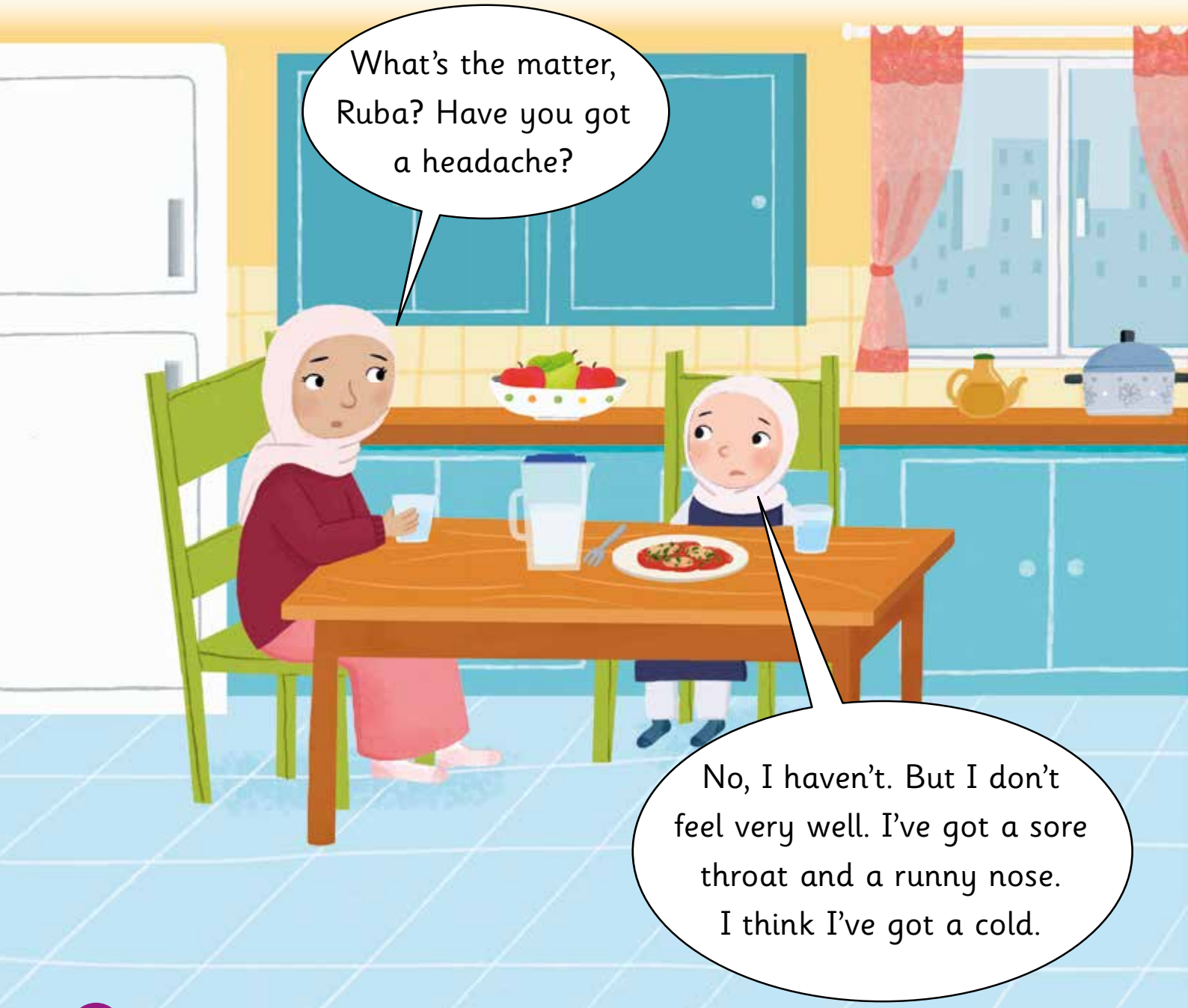
3 I eat a balanced diet to be _____.

/	–	!	•	◆	/	〃

3 **Make a sentence for your partner to solve. Use the code above.**

The Best Medicine

It was Thursday morning before school. Ruba was eating shakshuka for breakfast, but she wasn't very hungry. Her throat hurt.





Art lessons were always fun. Ruba loved drawing and painting. But Ruba knew that Mum was right. She should stay at home to rest.

Ruba rested on the sofa, under a blanket. The blanket was soft. She had a big box of tissues. She used a tissue to blow her nose.



Ruba was feeling dizzy. She closed her eyes and she went to sleep.



Then Ruba heard a noise outside her window. Who was coming?



Ruba's friends were there! They wanted to help her feel better.
So, after school, they all came to Ruba's house to see her.



A Very Healthy Day

One day, Issa wanted to do some exercise with his brother, Nawaf. He went into the living room to look for Nawaf. Nawaf was sitting on the sofa. He was watching television.



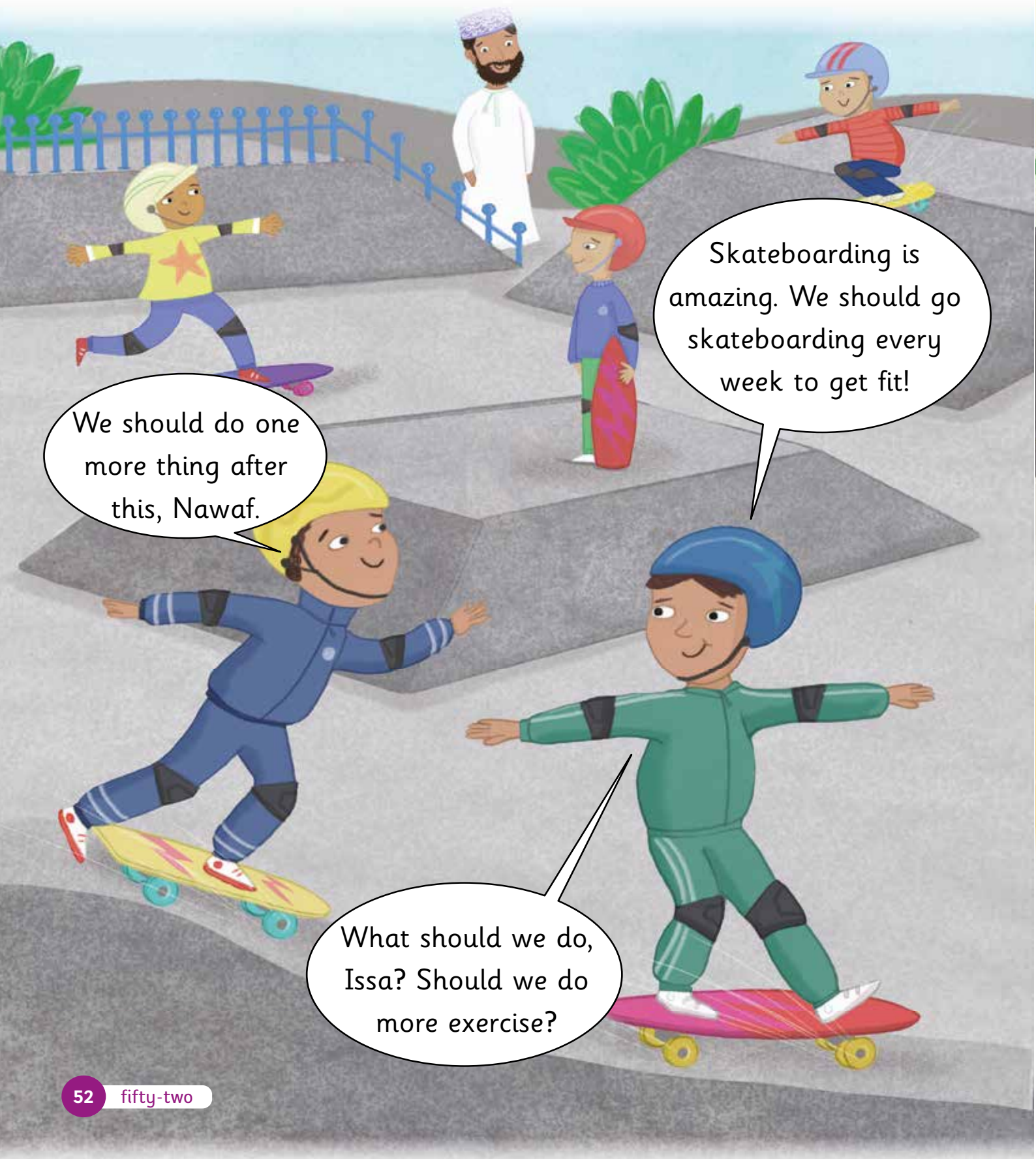
First, Issa and Nawaf went to the trampoline centre with their dad. They loved the trampolines.



Then the boys went to the climbing wall. Issa used his hands and feet to climb quickly up the climbing wall. Nawaf was slower than Issa, but he liked climbing too.



Next, Issa and Nawaf wanted to go skateboarding.





Issa knew that you shouldn't do too much exercise. It's important to rest, sleep well and have a balanced diet. So Issa and Nawaf went home to relax. It was the end of a very healthy day!



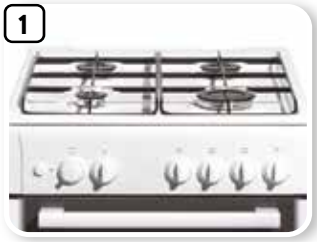
7 Let's get creative!

1 **How many words for machines in the house do you know?**



What doesn't belong in the picture?
What is Bo doing?
What has someone made for lunch?
What is Lottie reading?

2 7.1 **Listen, point and repeat.**


1 cooker


2 oven


3 microwave


4 fridge


5 freezer


6 kettle


7 washing machine


8 blender


9 toaster

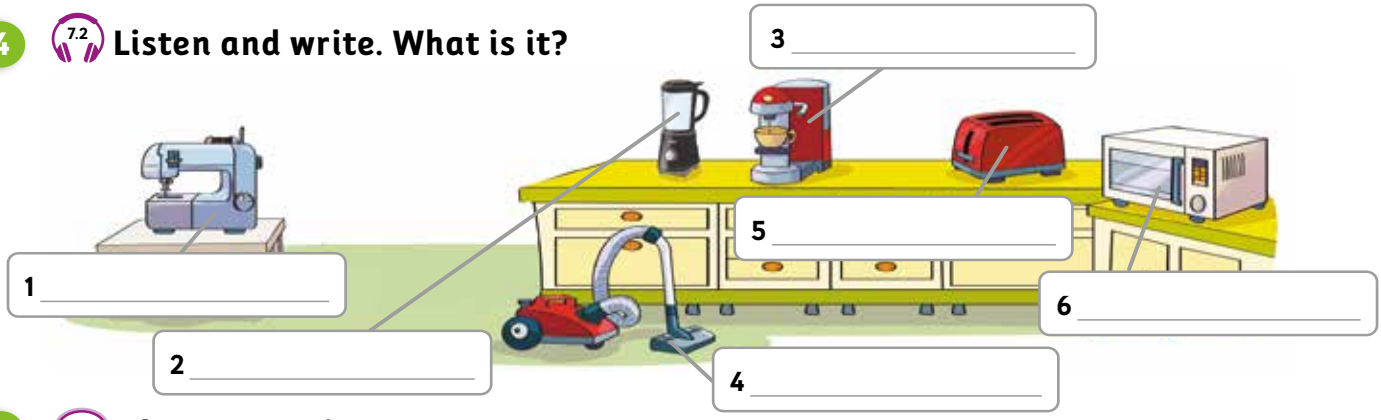

10 coffee machine


11 vacuum cleaner


12 sewing machine

3 **Look for the words from Activity 2 in the picture on page 54. Write the missing word.** _____

4 7.2 **Listen and write. What is it?**



5 **Play a guessing game!**

Do you use it to clean the floor?

No, I don't.

Do you use it to clean clothes?

Yes, I do.

Is it a washing machine?

Yes, it is!

Activity Book, Unit 7
Lesson 1, part 2



1 **Before you read** **Which machine do the children use in the story?**

2 **Watch or listen and read.**

A big mess

1
Right, let's get started! Fatma, you and I are going to make chocolates for your mum's birthday.
We can use the microwave.
I've made a box for the chocolates. Now I need to decorate it.

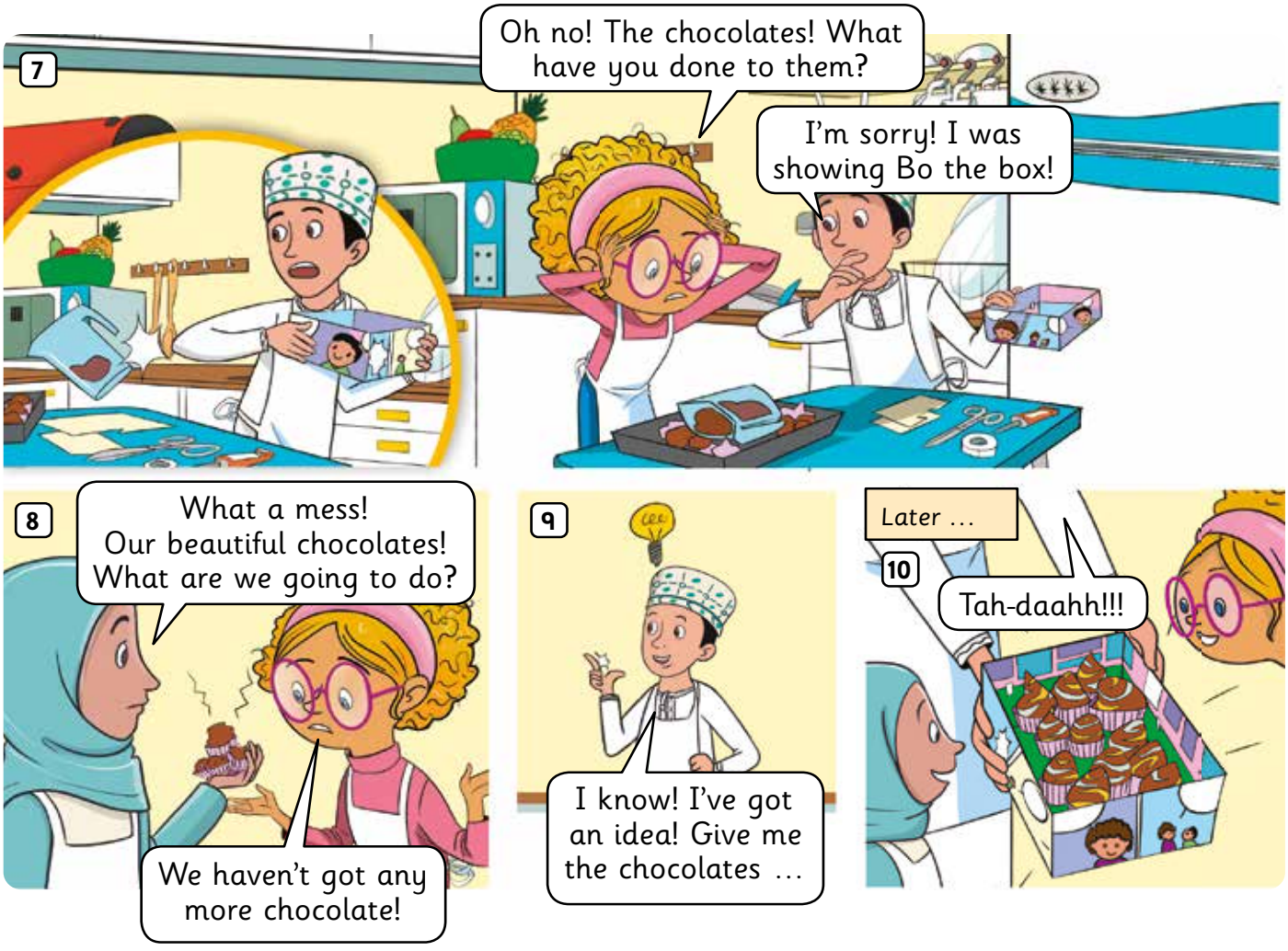
2
Have you ever made chocolates before?
No, I haven't. I made a chocolate cake last year for my mum, but I haven't made chocolates.

3
It's hot and it isn't solid anymore!
That's right, Bo! The chocolate has melted in the microwave!

4
OK, so we've melted the chocolate. Next, we have to pour it into these paper cases. Then we have to decorate our chocolates!

5
You're using silver and gold! I thought you couldn't eat metal! Have you ever eaten silver?
No, I haven't! These decorations aren't metal. They're sugar!

6
Ten minutes later ...
What have you made, Sami?
I've used this paper to decorate the chocolate box. Look!



3 **How did Sami make the new chocolates?**
Go to page 102 to find out.

CLIL

4 After you read **Number the sentences in the correct order to retell the story.**

a Fatma and Lottie decorate the chocolates and Sami makes a box for them. ____
b Sami has an idea. ____
c Fatma and Lottie take the jug out of the microwave. ____
d The chocolates are a big mess! ____
e The children are making chocolates for Fatma and Sami's mum. 1
f Bo sees melted chocolate for the first time. ____
g Sami knocks the jug on the chocolates. ____

5 **Act out the story.**



1 **Look back! Tick (✓) the sentence in this picture.**

1 Have you ever made chocolates before? ☐
2 Have you ever eaten silver? ☐
3 Have you ever decorated a box? ☐

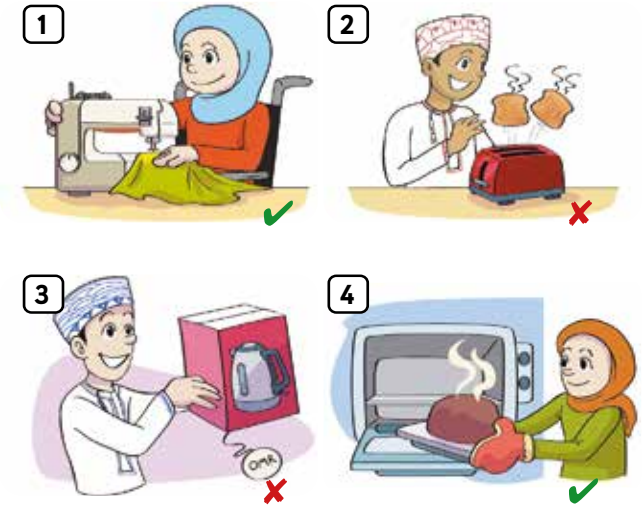
2 **Watch or listen and repeat.** 7.4

Have you ever made chocolates?
Yes, I have. / No, I haven't.
Has he ever decorated a box?
Yes, he has. / No, he hasn't.

Irregular verbs
buy → bought, do → done, eat → eaten,
get → got, go → been/gone, make → made,
put → put, see → seen, send → sent,
set → set, write → written

Regular verbs
bake → bak**ed**, decorate → decorat**ed**,
dry → dri**ed**, melt → melt**ed**, visit → visit**ed**

3 **Match the sentences to the pictures. Write the numbers. Say the answers.**



a Has he ever bought a kettle? ☐
b Has she ever baked a cake in an oven? ☐
c Has she ever used a sewing machine? ☐
d Has he ever made toast in a toaster? ☐

Has he ever bought a kettle?
No, he hasn't.

4 **Ask five partners. Has anyone done all these things?**

1 Have you ever made toast in a toaster?
2 Have you ever made soup in a blender?
3 Have you ever made coffee in a coffee machine?
4 Have you ever used a vacuum cleaner?
5 Have you ever made food in a microwave?

Have you ever made toast in a toaster?
No, I haven't.

5 Student A: **Activity Book, page 59.** Student B: **Activity Book, page 61.**

Vocabulary and Grammar

1 7.6 Listen, point and repeat.



do the washing up



dry the dishes



mop the floor



put clothes in the washing machine



iron a shirt



go food shopping



put away the shopping



set the table

2 7.7 7.8 Listen and sing.



Have you ever done the washing up?
Have you ever dried the dishes?
Has your brother ever mopped the floor?
Has your sister ever ironed a shirt?
Or done anything more?





Yes, I've done the washing up.
No, I haven't dried the dishes.
My brother's mopped the floor.
But my sister hasn't ironed a shirt
Because she's only four!



3 7.9 Watch or listen and repeat.

I've done the washing up.	He has mopped the floor.
I haven't dried the dishes.	She hasn't ironed a shirt.

4 In pairs, talk about the things in Activity 1.

I've done the washing up. I haven't mopped the floor.





My brother has dried the dishes. He hasn't ironed a shirt.

Lesson 5, part 1

CULTURE

Pottery

Do you have a favourite cup or plate? How many pots, plates and cups do you have in your kitchen? Let's look at how they are made.

Omani pottery

The word to describe making pots, plates, etc. is called pottery. People have made pottery in Oman for thousands of years, and the most famous area for pottery is Bahla. Here, potters use red clay to make beautiful jugs and pots. People have used these for storing milk, coffee and dates, and also for cooking. Today, many people buy the jugs and pots at markets to decorate their homes. Tourists also like to visit the workshops to watch people make the pottery.



Omani pottery



an Omani potter



red clay

Spanish pottery

In Spain, they also make pottery using the ideas from the time of Islamic rule from the eighth century. Spanish pottery is very colourful because they use something called a glaze to paint them. This means you can find pots, cups and plates in many different colours and patterns.



Spanish pottery

Fun fact

Did you know that pottery is cooked like food? It is put in a special oven called a kiln to make the clay hard.

1 **Before you read** **Look at the pictures. How do you think people make these plates, jars and jugs?**

2 7.11 **Listen and read.**

3 **What other traditional crafts do you know in your country?**

In my country, there is a long tradition of making ...

Find out more! Watch the video.

Activity Book, Unit 7 Lesson 5, part 1

Project 7
Design your own pottery

1 **Watch the video.**

2 **In groups, choose a type of pottery you want to design. It can be a cup, plate, jar, jug or bowl.**

3 **Decide on the shape and size of your pottery. Is it going to be big or small, round or square?**



4 **Plan your design in your groups.**

- Do you want to have shapes in the pottery?
- Do you want one colour or lots of colours?
- Do you want a pattern?

tip **Writing**

Do a plan as a visual diagram.

5 **Draw your pottery design.**

6 **Present your pottery to the class.**

tip **Speaking**

Talk about the shape, pattern and colour of your pottery, and answer any questions at the end.



English in action

Explaining that something doesn't work

1 **Look and tick (✓). What does a computer game need to work?**

1 

2 

3 

I – me	we – us
you – you	you – you
he – him	they – them
she – her	
it – it	

2 **Watch or listen. What does Callum need help with?** 7.12

3 **Watch or listen again, read and check.** 7.13



Jim, can you help me?

Sure, what's the problem?

I got this new game console, but it doesn't work.

Look, here's Dad. Let's ask him.

Dad, we want to play but it doesn't work. Can you help us?

Oh, I see. You need to turn it on. Look!

Thanks, Dad!

Say it!

Can you help me/us?
It doesn't work.
Let's ask him.
You need to turn it on.

4 **Describe a problem with a machine.**

a blender a cooker
a kettle a sewing machine

The cooker doesn't work. Can you help me?

Pronunciation

5 **Listen and say the tongue twister.** 7.14

My cousin Lucas really likes food!
Every day he eats hot soup.
Then he has a bowl of nuts,
And drinks some tea from two big cups.



Reading

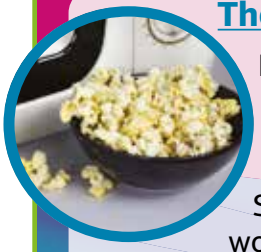
1 **Before you read** **Which of the three inventions below do you think is the best?**

2 7.17 **Listen and read.**

ACCIDENTAL INVENTIONS!

What do the microwave, ice lollies and coffee have in common? Well, they were all accidental inventions!

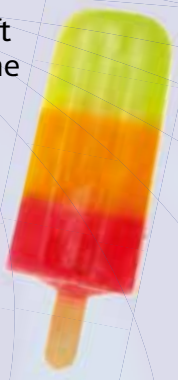
The microwave



In 1945, an American scientist called Percy Spencer was working in a lab. He was making a new kind of machine called a magnetotron. While he was working, he had some chocolate in his pocket. Suddenly, Percy found that the chocolate was melting! He realised that the machine could be used for heating food. The first food that he cooked in the microwave was popcorn!

The ice lolly

Another accidental invention was the ice lolly! In 1923, an 11-year-old called Frank Epperson made a drink and put a stick in it, to stir it. Then he forgot about it and left it outside for the night. It was a very cold night. When he came back the next morning, it was frozen. The ice lolly was born!



Coffee

A long time ago, there was a farmer in Ethiopia. He had goats. He saw that the goats didn't want to sleep after they ate fruit from coffee plants. He told other people in his village and they made a drink from the fruit. This drink became coffee. Farmers grew coffee plants in Yemen, Egypt, Syria and Türkiye. Now many people drink coffee all over the world!



3 **After you read** **Read and circle. Which fact <u>isn't</u> mentioned in the text?**

1 **a** Percy Spencer invented the microwave when he was working on the magnetotron.
b The magnetotron melted the chocolate in his pocket.
c The second food he cooked in the microwave was an egg.

2 **a** Popsicle is the American word for ice lolly.
b Frank Epperson invented the ice lolly in 1923.
c He left a drink with a stick in it outside overnight.

3 **a** The goats on the farm didn't want to sleep after eating the fruit from the coffee plants.
b Farmers grew coffee in some countries in the Arab world.
c Farmers grow coffee in Brazil.

Listening

1 7.18 **Listen and match.**

1 Azza

2 Yasir

3 Mrs Razan

4 Mr Hamzah

A 

B 

C 

D 

Speaking

2 **Which machines have you used this week? What for?**

This week, I've used the microwave to melt ice cream!



Writing

3 **Read. Which machine does Rawan think is the most useful for her dad?**

The most useful things at home

By Rawan

At home we've got a lot of different machines, but some of them are more useful than others! In the kitchen, the cooker and the fridge are the most useful because we can cook food with the cooker and we can keep food in the fridge. We also have a coffee machine. I think this is the most useful thing for my dad! He loves coffee!

My favourite thing is my tablet. I use it to do my homework and play games.

tip Writing

When you want to show you're making a joke or showing a strong feeling, use an exclamation mark.

4 **Now write a blog about machines in your home.**

1 Plan

- What machines have you got at home?
- Which are the most useful? Why?
- What machines do you like the most? Why?

2 Write

At home we've got ...
The ... is the most useful because ...
The ... is the machine that I like the most.
I like it the most because ...

3 Check your work ✓

- Have you used exclamation marks to show when you're making a joke?

Activity Book, Unit 7 Lesson 8, part 2

1 **Play a guessing game in pairs. Choose a person from the table. Your partner asks questions to guess the correct person.**

	made toast in the toaster	made something in a blender	made coffee in a coffee machine	used the vacuum cleaner	made food in the microwave
Rashid	no	yes	yes	yes	no
Marwan	yes	no	yes	no	yes
Aida	no	no	yes	yes	yes
Muna	yes	yes	no	yes	no

Is it a boy or a girl?

A girl.

Has she ever made toast in the toaster?

No, she hasn't.

Is it Aida?

Yes!

2 **In pairs, ask and answer about machines in the house.**



Have you ever made something in a blender?

No, I haven't.



Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

1 What do people buy in Bahla and what do they use them for? (1 point)
2 Can you find a machine that keeps things very cold? (1 point)
3 In which year did Frank Epperson invent the ice lolly? (1 point)

Now think of three more questions to ask the other team.

Get ready for...

tip **Exam**

Look at all the pictures before you start, and think about the words that you will need.

A2 Flyers Listening part 4

1 7.21 **Listen and tick (✓) the box.**

1 What is Ivy learning to use?


A ☐


B ☐


C ☐

2 Which machine hasn't Lily used?


A ☐


B ☐


C ☐

3 What chore does Bushra like doing the most?


A ☐


B ☐


C ☐

4 What does Isa never do?


A ☐


B ☐


C ☐

5 What hasn't Rose made?


A ☐


B ☐


C ☐

A2 Flyers Speaking Part 4

2 **Look at the five pictures. Talk about the things that you have and haven't used.**


fridge

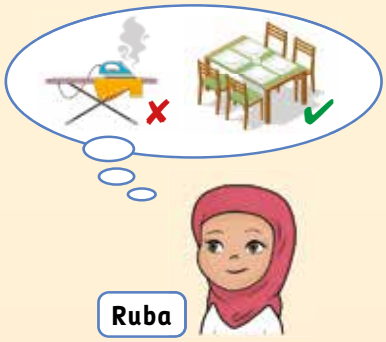
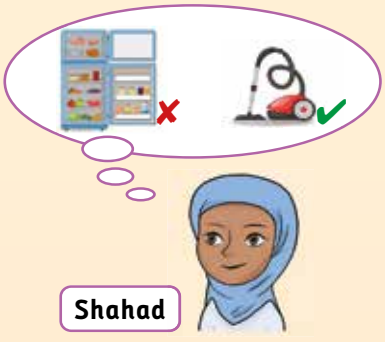
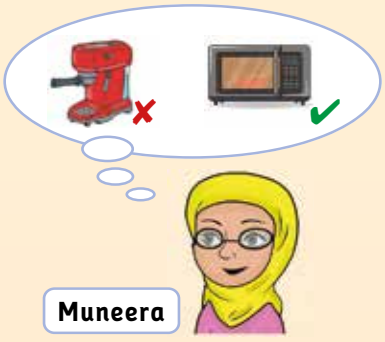
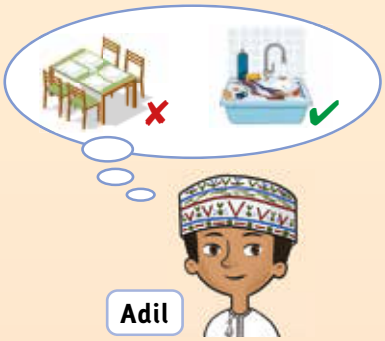

coffee machine


blender


toaster


freezer

1 **Work in pairs and play the game. Ask and answer questions to guess who your partner has chosen.**

	1	2	3
A	 Ruba	 Amjed	 Aisha
B	 Zaid	 Shahad	 Muneera
C	 Bayan	 Adil	 Marwa

Is it a girl or a boy?

It's a girl.

Has she ever ironed a shirt?

No, she hasn't.

Has she ever used a coffee machine?

I don't know.

Has she ever set the table?

Yes, she has.

It's A1 Ruba!

Yes, that's right!

Let's Make Noodle Soup

Tomorrow is a special day at school. The girls are raising money for charity. Today, they're cooking different foods from around the world. Dana and Razan are cousins, and Dana has found a book called *How to Cook Chinese Food*.



Dana finds noodle soup in her book. Her parents have been food shopping so they have everything they need. Dana gets some vegetables out of the fridge, and Razan puts some water in the kettle.



Razan puts the noodles in a pan of hot water, and puts the pan on the cooker. Dana chops the vegetables and adds them to the pan.



Then the girls put the cornflour in a pan with water, sugar, ghee and nuts. After a few minutes, the noodle soup and the halwa are ready.



It's the next day and the girls have taken their Chinese noodle soup and Omani halwa to school.



Let's Help Mum

Samira and Bayan's mum has been to the doctor. She has got a bad cold, and the doctor says that she needs a rest. She has gone to bed so Samira and Bayan want to help her with the housework.



The sisters work hard. First, they use the vacuum cleaner to clean the living room.



Then, Samira does the washing up and Bayan dries the dishes.



Next, Samira puts the dirty clothes in the washing machine, and Bayan mops the floor.



Oh dear! Samira didn't see the water, and now it's all over the floor!



The girls finish the housework, and then Samira has an idea.

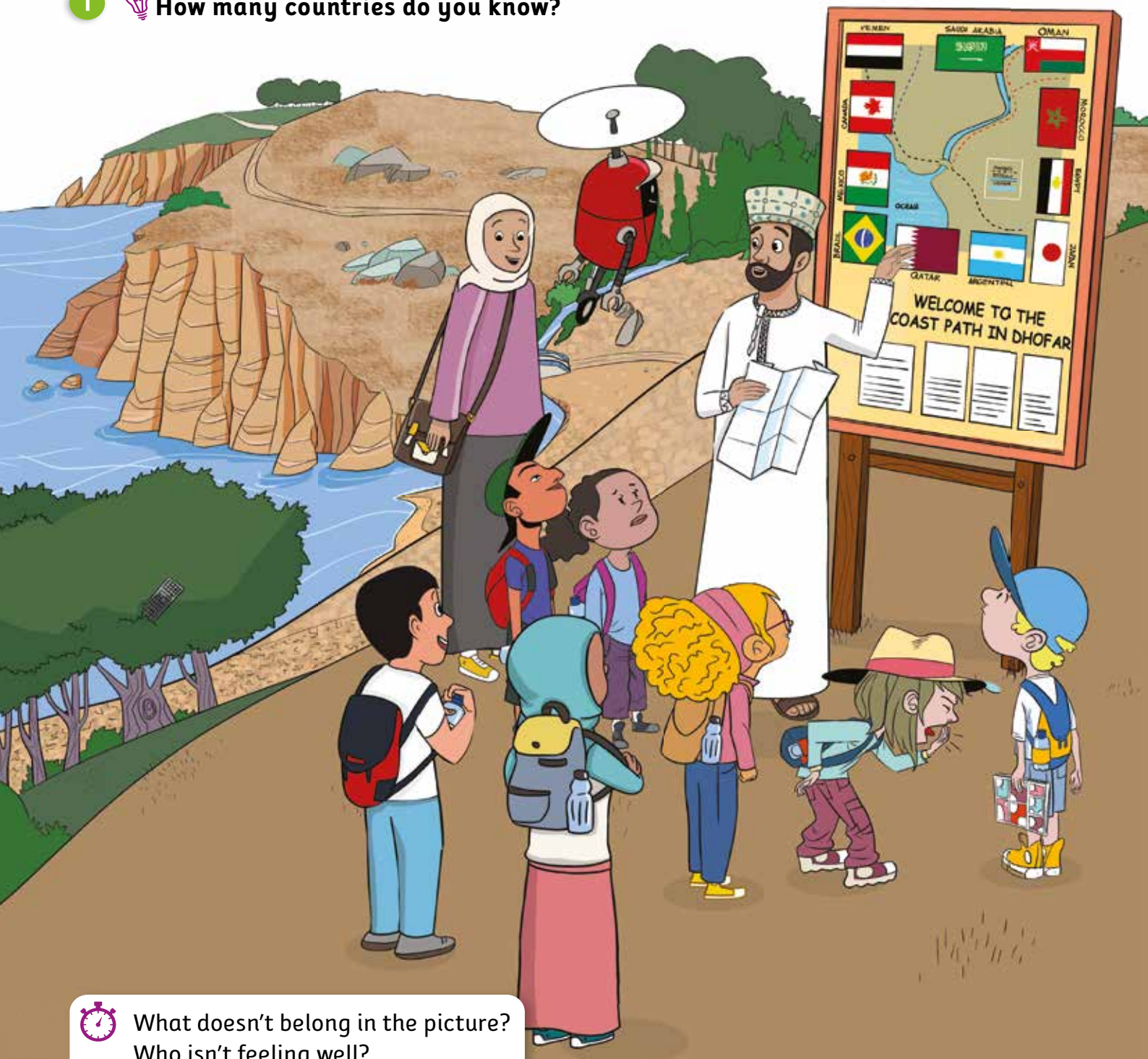


The sisters put the cake in the oven, but then their mum comes into the kitchen.



8 Into the wild

1 **How many countries do you know?**



What doesn't belong in the picture?
Who isn't feeling well?
Who likes comics?

2 8.1 **Listen, point and repeat.**



3 **Look for the words from Activity 2 in the picture on page 76. Write the missing word.** _____

4 **Where are the countries? Write them in the correct line below.**

- Africa _____
- Asia _____
- Europe _____
- North America _____
- South America _____

5 **What other countries do you know? Add them to the list.** _____

6 8.2 **Listen and repeat the nationalities.**

Omani Japanese Mexican Canadian Yemeni Qatari Egyptian
Saudi Arabian Brazilian Italian Argentinian Moroccan

7 **Describe a flag. Your partner guesses.**


It's white and red. It's got a circle on it.
Japan? Is it the Japanese flag?

Yes!

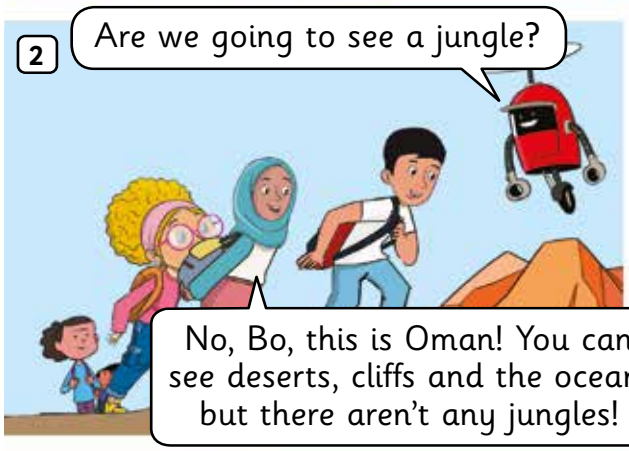


1 **Before you read** **How many people go on the walk?**

2 8.3 **Watch or listen and read.**

The coast path













3 **Where have they been? Go to page 102 to find out.**

CLIL

4 After you read **Circle *True* or *False*. Correct the false sentences.**

1	The children are walking on the coast path.	True	False
2	Hassan is from Morocco and Anna is from Italy.	True	False
3	They are going to walk 15 kilometres that day.	True	False
4	When they are walking, it gets sunny.	True	False
5	The children follow the water to the cliffs.	True	False
6	They find Bo and the rest of the group.	True	False

5 **Act out the story.**

1 **Look back! Tick (✓) the sentence in this picture.**



1 Where have you been? ☐
2 We haven't seen a stream before. ☐
3 I've been to Brazil! I went there two years ago. ☐

2 8.4 **Watch or listen and repeat.**

I've been to Italy. I went there last month.
My dad's been to Qatar. He went there a year ago.

3 8.5 **Listen and match.**

Who?	Where has he/she been?	When did he/she go there?
Laith	Morocco	last month
Dana	Qatar	last year
Zainab	Canada	in 2023
Tameem	Brazil	six months ago

4 **In pairs, ask and answer about places you've been to.**

Where have you been?
I've been to Cairo.
When did you go there?
I went there in 2022. How about you?
I've been to Barcelona. I went there in …







Activity Book, Unit 8
Lesson 3, part 2

Vocabulary and Grammar

1 8.7 **Listen, point and repeat.**



2 8.8 8.9 **Listen and sing.**

Deserts, jungles, oceans, streams,
Lots of places to visit and see!

Have you ever been to a desert?
If you go there, you can see
Lots of sand and palm trees.

Have you ever stood on a cliff?
If you stand there, you can see
Deep, blue ocean, wide and free.

Have you ever been inside a cave?
If you go there, you can see
Lots of bats and an underground stream.

Deserts, jungles, oceans, streams,
Lots of places to visit and see!





3 8.10 **Watch or listen and repeat.**

If you go inside a cave, you need a torch.

If it doesn't rain, the land becomes a desert.

4 **In pairs, ask and answer. Then ask two more questions.**

1 What do you see if you stand at the top of a cliff?
2 What do you need if you walk in a desert?
3 What do you see if you visit a jungle?
4 What happens if you follow a stream?

If you stand at the top of a cliff, you can see the ocean!

5 **Student A:** **Activity Book, page 59.** **Student B:** **Activity Book, page 61.**

Lesson 5, part 1

CULTURE

WALK THE WORLD!



Have you ever walked for a whole day? Or a week? What about a whole year? Did you know that there are long-distance paths all around the world that are thousands of kilometres long? The Appalachian Trail, in the USA, is over 3,500 kilometres long! Can you imagine how long it takes to walk that path?

The South West Coast Path (UK)



This path runs for 1,014 kilometres around the south-west coast of the UK, so you are never far away from cliffs and the ocean. Most people walk it in small sections, but if you've got a few months, you can walk the whole path!

Wadi Shab (Oman)

This path is much shorter – you can do it in half a day! But if you walk to Wadi Shab, you can see the beautiful blue of the water and even swim there. It is not an easy walk, but it ends at an amazing cave. You can even swim through the cave to a waterfall!



The Toubkal Summit Path (Morocco)

This path is only 28 kilometres long, but it is not easy! It takes two days and takes you to the top of Mount Toubkal. This is North Africa's highest mountain, at more than 4,100 metres. If you like mountains, this is the path for you! The views from the top are spectacular!



Fun fact

Did you know that there are many different words for 'path' in English?

UK: path or way | **USA: trail** | **New Zealand: track**

1 **Before you read** **What's the longest walk you've ever done? Where did you walk?**

2 8.12 **Listen and read.**

3 **Talk about a long-distance path that you know.**

I've heard of the Jabal Shams path that goes through the Al Hajar mountains.

Me, too!

Find out more! Watch the video.

Project 8

Make a map and describe a long-distance path

1. **Watch the video.**
2. **In groups, find out about a path in Oman or another country.**
3. **Find or draw a map of this path.**
4. **Decide what you need to do this walk.**

If you do this path, you need good shoes.





Yes, and you need to take food and water.

5. **Write about the path.**
   - What's the name of the path?
   - Where does it start and finish?
   - How many kilometres is it?
   - Is it easy or difficult to walk?
   - What do you need to take with you to do this walk?
   - What can you see or do on this path?

tip Writing

Write the important information in bullet points so it is easy to see.

6. **Present your walk to the class.**

tip Speaking

Use the information in the bullet points to remember the important information in your talk.



- Jabal Shams Summit trail in Oman
- 24 kilometres
- Hard
- Food, drink, a hat and a camera!
- Mountains, the canyon

English in action

Asking for something

1 **Circle the things you need for a walking trip.**



2 **8.13** **Watch or listen. Say one thing Robert needs for his trip.**

3 **8.14** **Watch or listen again, read and check.**





Have you finished packing your backpack, Robert?

No, I haven't! Can you help me with it? I'm terrible at packing!

OK. Where's your sweater and your jacket?

They're up there.

OK, give them to me, please. Where's your water bottle?

It's next to my hat.

Great! Give it to me, please.

Thanks for your help, Henry!

Say it!

Can you help me with it?
Where's your …? Give it to me, please.
Where are your …? Give them to me, please.
Thanks for your help!

4 **Help your partner pack for a trip!**

a beach holiday
a camping holiday a city holiday

city map towel torch
swimsuit sleeping bag

Pronunciation

5 **8.15** **Listen and say the tongue twister.**

In the jungle there's a path
With a duck in a scarf.
It's jumping on the path in the jungle!



Reading

1 **Before you read** **Look at the pictures. What are the children doing? What have they found?**

2 8.18 **Listen and read.**

Geocaching: treasure hunting with a phone!





This week I learnt about geocaching! Do you know what that is? Geocaching is like a treasure hunt. You look for boxes which people have hidden outdoors. The boxes are called 'caches' and they've all got something inside! They can be in the city or in the countryside.

I started looking for caches in my town and, guess what? I found my first cache under a bench at the market. It was so exciting! The cache was a small plastic box. Inside the box there was a notebook and I wrote my name and the date in it. And there were a lot of other things inside, too! There was a toy rhino, a rubber ball, a red plastic ring and an Egyptian coin! You can take something out of the cache, but you have to put something in. So I took the ball out and I put a purple pen into the cache. Then I put the cache back under the bench.

To start geocaching, you use a map on your phone. Sometimes it's really easy to find a cache, sometimes it's really difficult! You have to look in lots of different places: under stones, in walls, under benches ... Why don't you try it?

Remember! Always put a cache back where you found it. Don't leave litter in the cache. If you take something out, put something in.

3 **After you read** **Circle the correct answer.**

1 A cache is a ...
- **a** map.
- **b** phone.
- **c** box.

2 You can find caches in ...
- **a** towns and cities.
- **b** the countryside.
- **c** cities, towns and the countryside.

3 To find a cache, you need a ...
- **a** phone.
- **b** laptop.
- **c** book.

4 When you find a cache, you should ...
- **a** put a coin in it.
- **b** write in the notebook.
- **c** put litter in it.

Listening

1 8.19 **Listen and write.**

Geocaching trip

1 Group has people from Japan, Canada and _____ .
2 Blue Group: looking for geocaches in the _____ by the ocean.
3 Green Group: looking for geocaches around the coast _____ .
4 Meet back at the _____ shop in two hours.

Speaking

2 **Talk about a place in the countryside you've been to.**



Writing

3 **Read. Where did Faisal have lunch?**

A trip to Wadi Darbat!
by Faisal

Have you ever been to Wadi Darbat near Salalah? I went there last month for the first time. It was an amazing trip!
We went by bus with my class. We carried backpacks with food and water, because there weren't any shops! The weather was hot and sunny so we wore hats.
We walked on paths through the wadi. We looked for caves, but we couldn't find any. We had lunch next to a stream. It was a wonderful day!
Next time we go there, I want to climb to the top of a hill! I haven't climbed up a hill or a mountain before.

tip Writing

Remember to:
- use questions and adjectives to make your writing more interesting.
- join short sentences with linking words like *and*, *or*, *but*, *so*, *because*.

4 **Now write a blog post about a trip you've been on.**

1 Plan
- Where did you go?
- When did you go there?
- What did you do?
- What did you see?
- How did you feel?
- What do you want to do next time?

2 Write
I went to ...
I went there ...
We ... and we saw ...
It was ...
Next time we go there, I want to ...

3 Check your work ✓
- Have you used questions and adjectives?
- Have you joined short sentences with linking words?

Activity Book, Unit 8 Lesson 8, part 2

1 **These four explorers have been all over the world. Play a guessing game!**


Omaima


Thuriya


Saleh


Abdulaziz

	Japan	China	Mexico	Argentina	When?
Omaima	yes	no	no	no	two weeks ago
Thuriya	no	yes	yes	yes	last year
Saleh	no	no	yes	yes	five years ago
Abdulaziz	yes	yes	no	no	last month

Has he been to Japan?

Yes, he has.

When did he go there?

He went there last month.

Abdulaziz!

Yes!

2 **Take turns to finish the sentences. Who can make the craziest sentence?**

1 If I'm in the desert, I . . . .
2 If I'm swimming in the ocean, I . . . .
3 If I'm standing at the top of a cliff, I . . . .
4 If I'm walking on a path, I . . . .

If I'm in the desert, I go swimming in a car!

Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

1 Find two countries which have birds on their flags. (1 point)
2 How long is the South West Coast Path? (1 point)
3 Name two things you could find in a geocache. (1 point)

Now think of three more questions to ask the other team.

Get ready for...

tip **Exam**

Listen for key words carefully before choosing the correct answer. Then listen and check.

A2 Flyers Listening Part 3

1 8.21 **What did they like doing on their holiday? Listen and write a letter in each box.**



1 Noora ☐



2 her parents ☐



3 her brother ☐



4 Noora's sister ☐



5 Noora's grandparents ☐













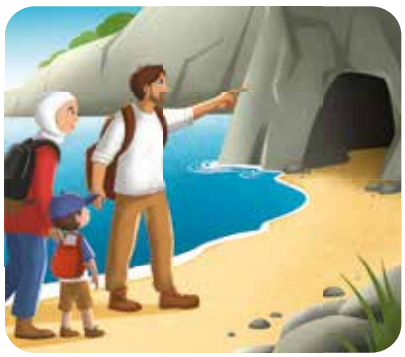




A2 Flyers Reading and Writing Part 7

2 **Look at the three pictures. Write about this story. Write 40 or more words.**

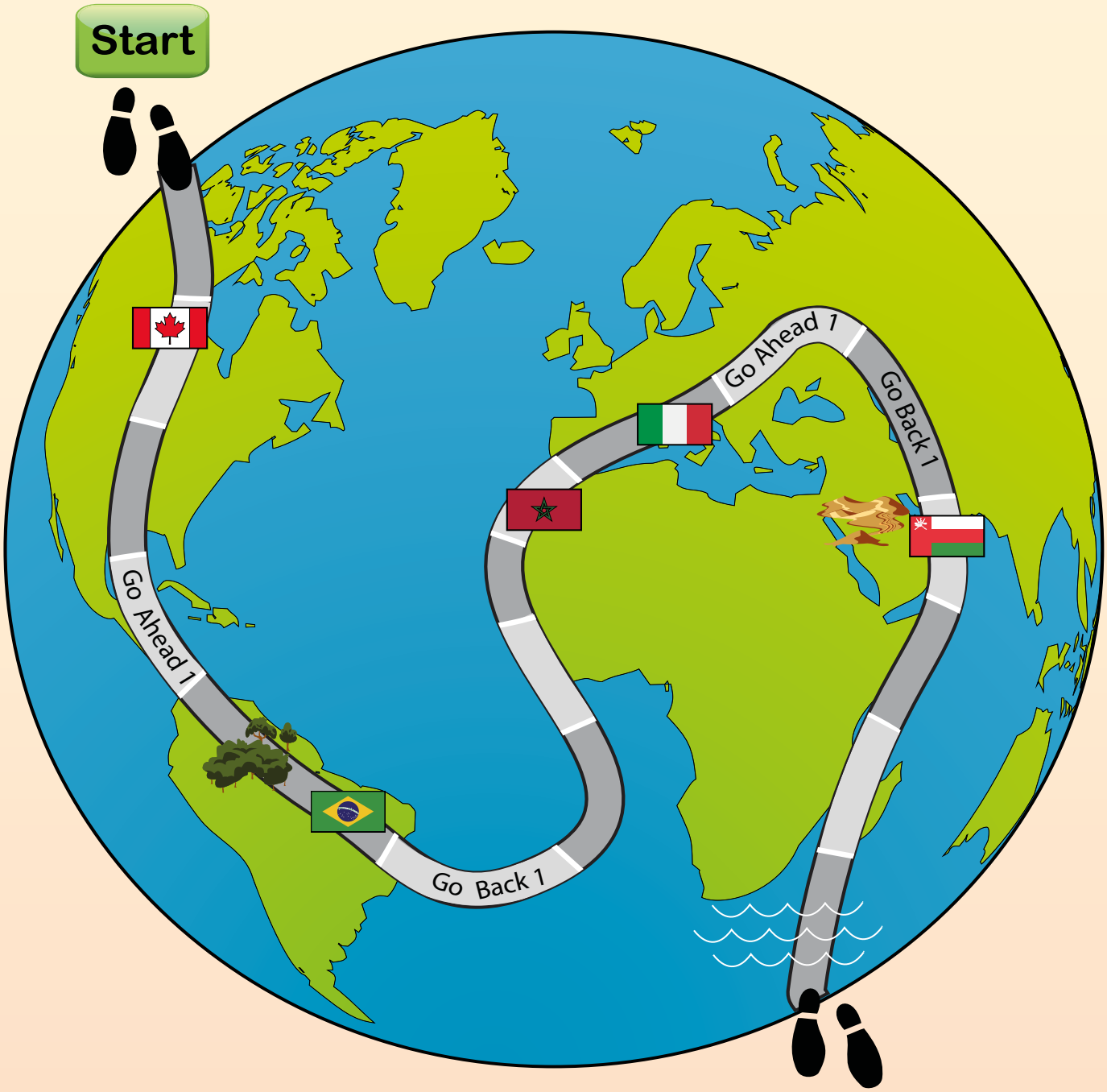






1 **Work in groups and play the game. Use a die. Make sentences using the phrases from the box.**

I've been to … | I haven't been to … | I went to… | If you go to …, you need …

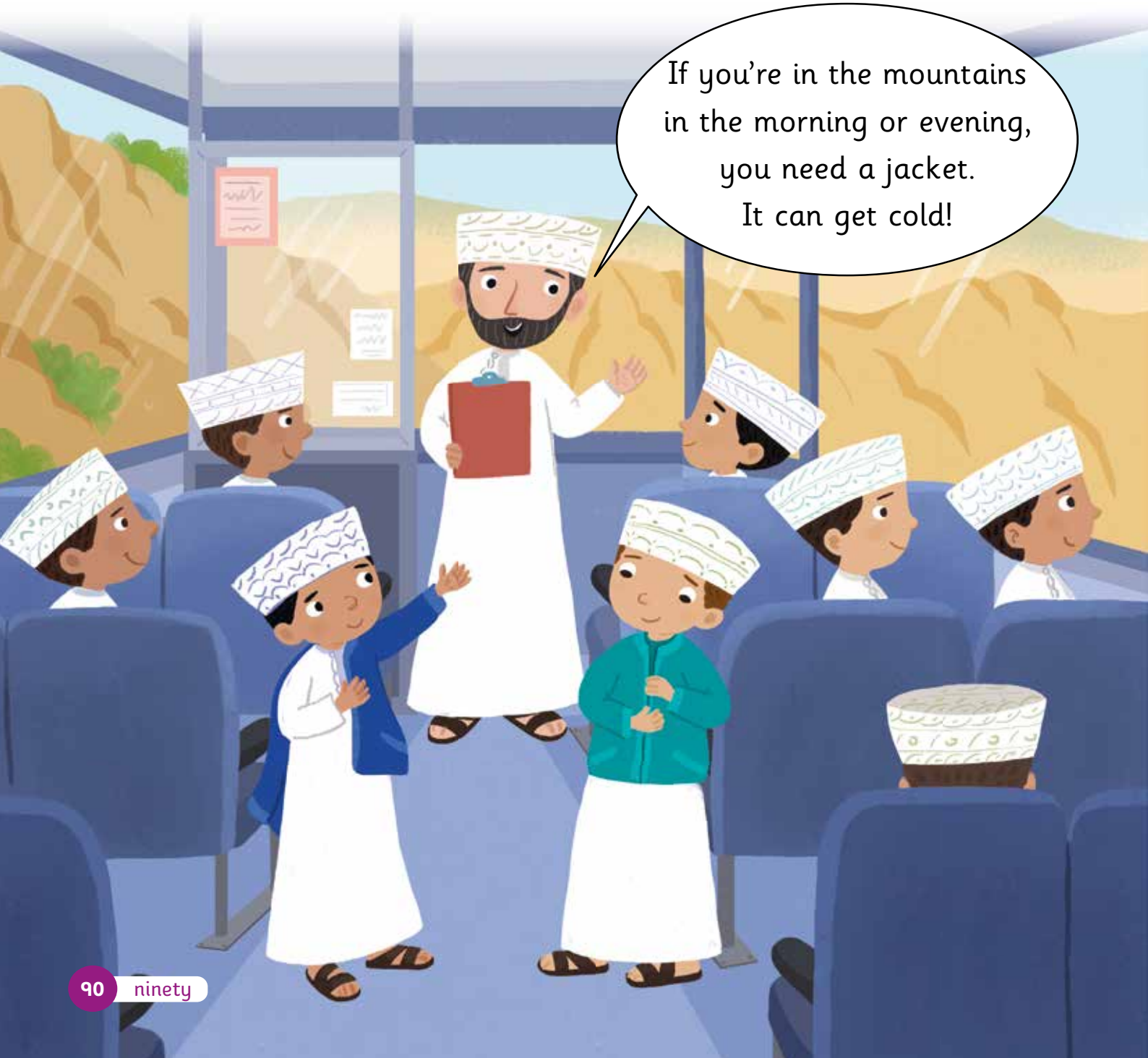


I haven't been to Canada.

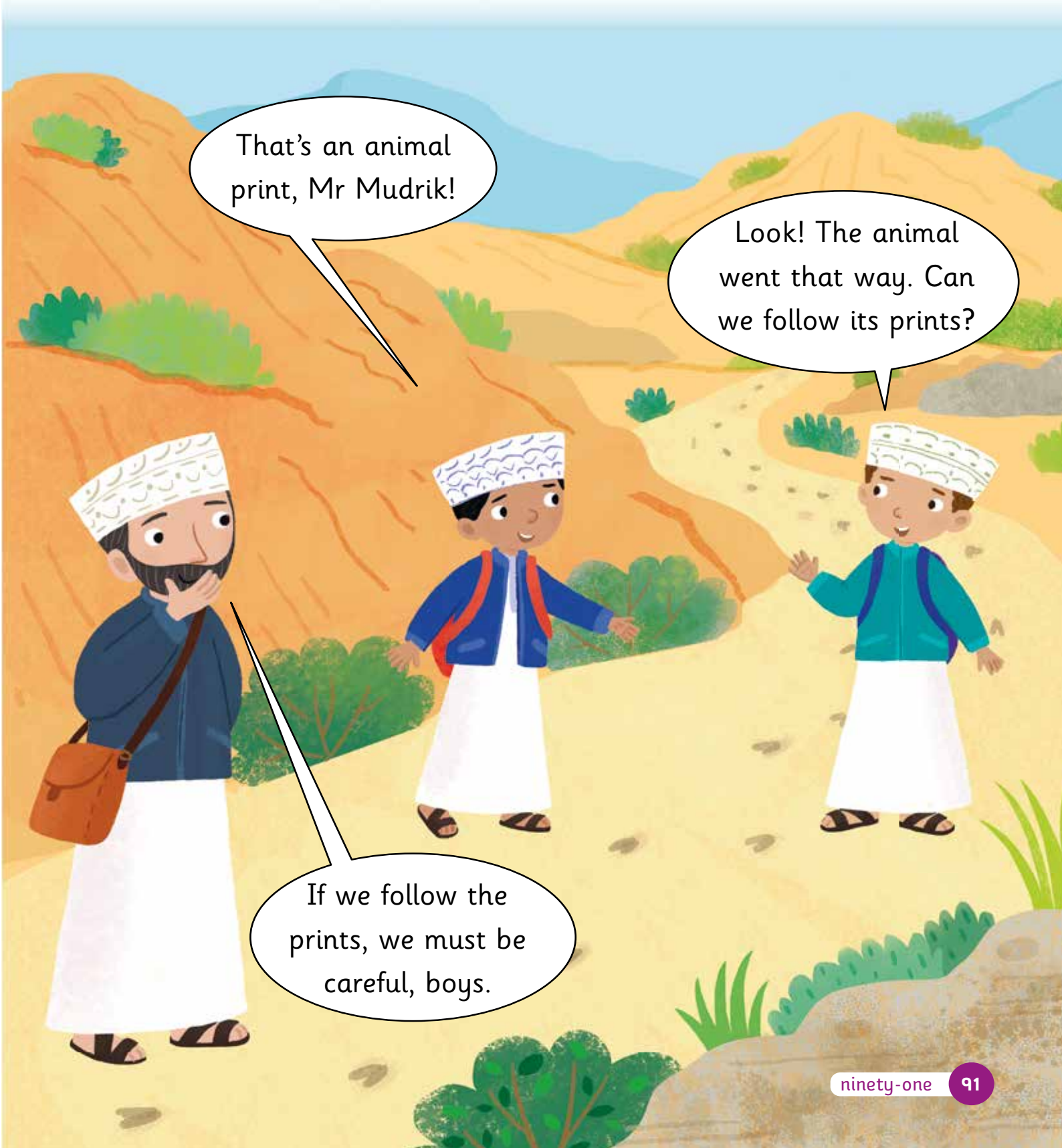
If you go to the jungle, you need a hat.

A Mountain Adventure

Mr Mudrik's class are on a school trip to the mountains of Jabal Samhan in Oman. They arrived in the morning when the sun was low in the sky.



The boys wanted to explore the mountains. They were walking on a mountain path when Talal saw something.



Mr Mudrik and the class followed the animal prints and they talked about animals in Oman.



After some time, the class came to a big cave. It was dark, and they couldn't see inside.



Just then, the children saw something move in the cave. Rashid was worried.

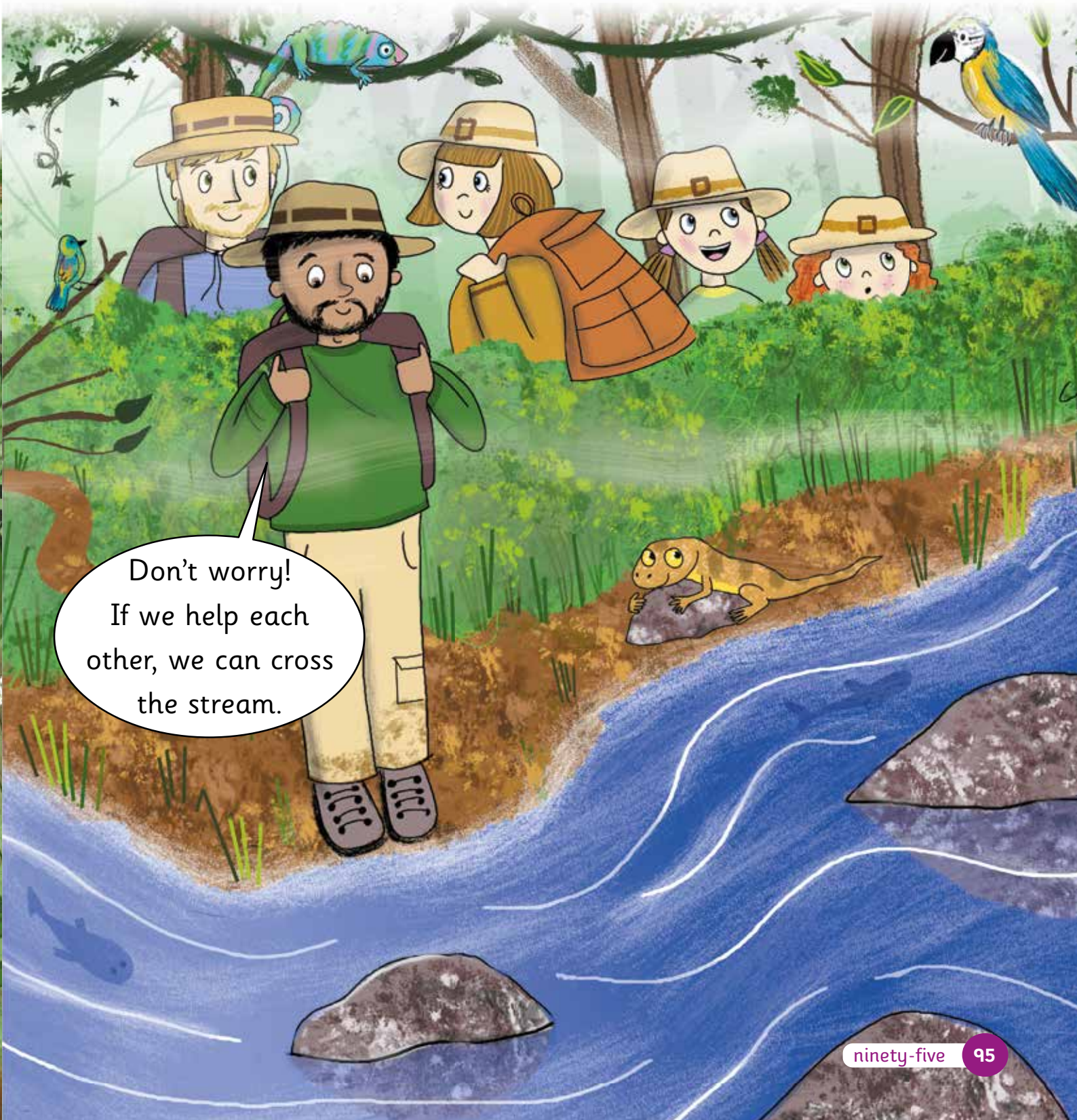


Camping in the Jungle

Rosie and her family are on an exciting holiday in Brazil. They have visited South America before. In Argentina, they went to the coast to see the ocean. On this holiday, they are camping in the jungle in Brazil.



Rosie and her sister Erin follow the guide into the jungle. They see beautiful birds in the trees and big lizards on the ground. Suddenly, the path stops and they come to a stream.



The guide helps Rosie and Erin to cross the stream. Then, Rosie holds out her hand to Mum.



But a big bird flies out of a tree and Mum looks up. She misses Rosie's hand and the hammocks fall off her arm into the water.



Rosie and Erin find lots of vines and the guide shows them how to make hammocks.



Rosie helps Erin and they put their hammocks in the trees together.



Language booster 2

1 How many objects can you say?

table, book, ruler, pen …

2 LC2.1 Listen, point and repeat.

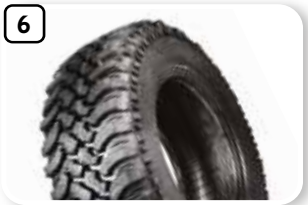

1 cotton


2 leather


3 metal


4 paper


5 plastic


6 rubber


7 silver


8 gold

3 LC2.2 LC2.3 Listen and sing.



Look at that chair!
What is it made of?
It's made of leather,
Bright, purple leather!

Look at those gloves!
What are they made of?
They're made of rubber,
Bright, yellow rubber!





Look at those cards!
What are they made of?
They're made of paper!
Clean, white paper!

Look at that ring!
What is it made of?
It's made of gold,
Beautiful gold!



4 Talk about objects with a partner.



What is it made of?

It's made of plastic.



LC2.4

What is it made of?
It's made of plastic.

What are they made of?
They're made of gold!

5 Write the words to complete the dialogue.

cotton | leather | ~~made~~ | of | plastic | too

I like your T-shirt. What is it **(1)** made of?

It's made of **(2)** _____.

I like your pen, too. Is it made **(3)** _____ metal?

No, it's made of **(4)** _____. But it looks good!

What about your shoes? Are they made of plastic, **(5)** _____?

No! They're good shoes. They're made of **(6)** _____!

6 Play a guessing game!

a kettle | a bag | a toaster | a chair | a T-shirt
a necklace | a ball | a cooker | a microwave | a ring



Show what you know

Can you name different materials? ☐

Can you complete a dialogue about materials? ☐

Can you ask and answer about what things are made of? ☐

Well done!



Bo's Learning Club

Science

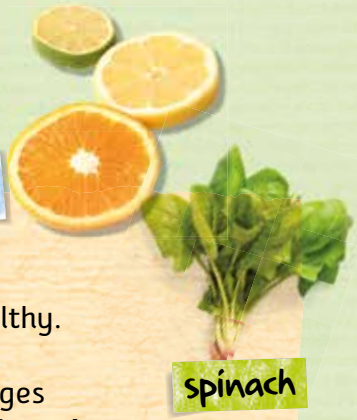
How can plants keep us healthy?

Think **1** **What do you know about keeping healthy?**

Learn **2** LC2.6 **Listen and read.**

How can plants keep us healthy?

Plants are important because they are a **source** of food. All fruit and vegetables come from plants and eating fruit and vegetables keeps us healthy. For example, beans and peas have got **proteins** in them. We need proteins to help our bodies grow and get better when we're hurt. When we eat oranges and apples or make them into a fruit drink, we get a lot of **vitamins** and **minerals** from them. There are also vitamins and minerals in green vegetables, for example in **spinach**. We need vitamins and minerals to keep our bodies and teeth strong.





To keep fit and healthy, we need to eat some **carbohydrates**, too. Carbohydrates give us energy. Potatoes are a source of carbohydrates but we can also find them in pasta and bread. That's because pasta and bread come from **wheat** and wheat is a plant. When we eat fruit and vegetables every day, our bodies get some proteins, vitamins, minerals and carbohydrates.

So eating food from plants keeps us healthy!





Check **3** **Write words from the text.**

1 These keep our bodies and our teeth strong. _____
2 These give us energy. _____
3 This is a plant we can make into bread and pasta. _____
4 These help our bodies to grow and get better when we're hurt. _____
5 This vegetable gives us vitamins and minerals. _____

4 **What do you think these foods give us? Match the pictures to the food groups.**

proteins

vitamins and minerals

carbohydrates



Let's practise!

1 **Look at these four groups of food. Think!**
Write the two words that go into the 'fats' group.

carbohydrates | proteins | vitamins and minerals | fats


rice


nuts


potatoes


olive oil


beans


grapes


tomatoes


peas

2 **Read and check. Were you right?**

Foods that are fats keep us warm. Some plants are a source of fats. Olive oil and some nuts are fats but to keep healthy, we shouldn't eat a lot of fat.

3 **Circle the odd one out. Say why. Use the example to help you.**

1	potatoes	carrots	bananas	pumpkins
2	ice cream	lemons	grapes	spinach
3	beans	crisps	nuts	peas
4	tea	coffee	milk	rice
5	cereal	bread	noodles	eggs

The ... is the odd one out because it's a / it isn't a .... The other food words are ... / are a source of ....

Show what you know

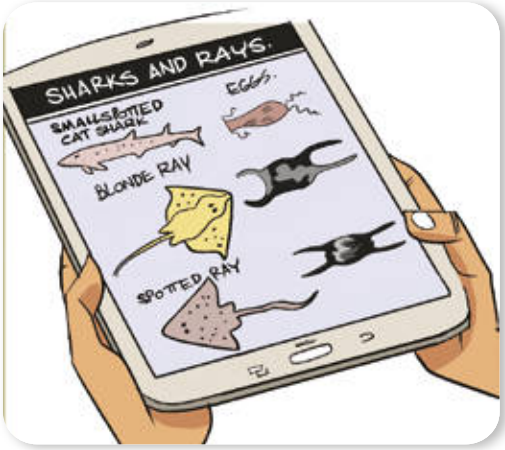
Make a healthy food plate with four types of food.

1. Brainstorm healthy foods for each part of the plate.
2. Draw a plate, or use a paper one, with the four food groups. Colour and label them.
3. Find pictures of two foods for each part of the plate.
4. Circle the foods that come from plants.
5. Compare your plate with three friends. Say why your plates are healthy.

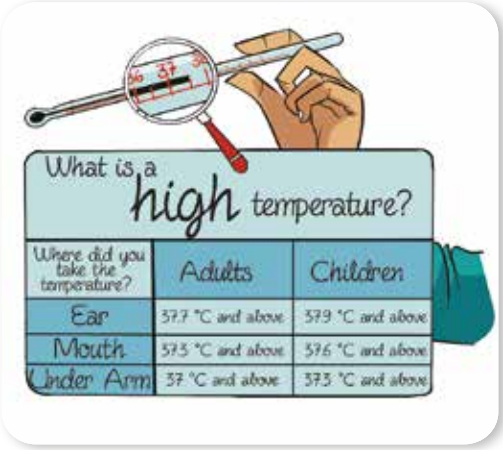




Unit 5 Pages 12–13



Unit 6 Pages 34–35



Unit 7 Pages 56–57



Unit 8 Pages 78–79



Unit 5

What was the shark doing?

The shark was looking for small sea animals.
It wasn't looking for big fish.

What were you doing when the Arabian leopard escaped?

I was watching the koalas when the Arabian leopard escaped!
I wasn't watching the Arabian leopard!

Unit 6

You should go to the doctor's!

You shouldn't go to school!

Should I take some medicine?
Yes, you should. / No, you shouldn't.

I'm running to be fit and healthy.

He went to the supermarket to buy fruit.

Unit 7

Have you ever made chocolates?

Yes, I have. / No, I haven't.

Has he ever decorated a box?

Yes, he has. / No, he hasn't.

I've done the washing up.

I haven't dried the dishes.

He has mopped the floor.

She hasn't ironed a shirt.

Unit 8

I've been to Italy. I went there last month.

My dad's been to Qatar. He went there a year ago.

If you go inside a cave, you need a torch.

If it doesn't rain, the land becomes a desert.

Progress path

In pairs, read and answer. Then tick (✓).

Unit 5

I live in the sea. I swim slowly. I've got eight legs. What am I?

Unit 5

You look after a cat. What should you change every day?

Unit 6

What should he do?
What shouldn't he do?



Unit 6

Complete the sentence:
I play tennis to ...

Unit 7

Reorder and answer for you.

mopped	**the**	**you ever**
floor?	**Have**	

Unit 7

What can you make with this?



CHALLENGE

Circle the odd one out.

fish **fruit**

pizza **vegetables**

Unit 8

Which country isn't in Asia?

Morocco **Saudi Arabia**

Japan **Oman**

Unit 8

Complete the sentence:
If you go to a desert, you ...



Word list

a

Arabian camel (adjective + noun) Unit 5
Arabian leopard (adjective + noun) Unit 5
Arabian tahr (adjective + noun) Unit 5
Argentina (noun) Unit 8
Argentinian (adjective) Unit 8

b

blender (noun) Unit 7
Brazil (noun) Unit 8
Brazilian (adjective) Unit 8

c

Canada (noun) Unit 8
Canadian (adjective) Unit 8
cave (noun) Unit 8
cliff (noun) Unit 8
coast (noun) Unit 8
coffee machine (noun) Unit 7
cold (noun) Unit 6
cooker (noun) Unit 7
cotton (noun) Learning Club 2
cough (noun) Unit 6

d

desert (noun) Unit 8
dizzy (adjective) Unit 6
do exercise (verb + noun) Unit 6
do the washing up (verb + noun) Unit 7
dolphin (noun) Unit 5
dry the dishes (verb + noun) Unit 7

e

earache (noun) Unit 6
eat a balanced diet (verb + adjective + noun) Unit 6
eat junk food (verb + adjective + noun) Unit 6
Egypt (noun) Unit 8
Egyptian (adjective) Unit 8

f

fit (adjective) Unit 6
freezer (noun) Unit 7
fridge (noun) Unit 7

g

go food shopping (verb + noun) Unit 7
gold (noun) Learning Club 2
gorilla (noun) Unit 5

h

headache (noun) Unit 6
healthy (adjective) Unit 6
high temperature (adjective + noun) Unit 6

i

iron a shirt (verb + noun) Unit 7
Italian (adjective) Unit 8
Italy (noun) Unit 8

j

Japan (noun) Unit 8
Japanese (adjective) Unit 8
jellyfish (noun) Unit 5
jungle (noun) Unit 8

k

kettle (noun) Unit 7
koala (noun) Unit 5

l

leather (noun) Learning Club 2
lobster (noun) Unit 5

m

metal (noun) Learning Club 2
Mexican (adjective) Unit 8
Mexico (noun) Unit 8
microwave (noun) Unit 7
mop the floor (verb + noun) Unit 7
Moroccan (adjective) Unit 8
Morocco (noun) Unit 8

o

ocean (noun) Unit 8
octopus (noun) Unit 5
Oman (noun) Unit 8
Omani (adjective) Unit 8
oven (noun) Unit 7
oyster (noun) Unit 5

p

panda (noun) Unit 5
paper (noun) Learning Club 2
path (noun) Unit 8
plastic (noun) Learning Club 2
polar bear (noun) Unit 5
put away the shopping (phrasal verb + noun) Unit 7
put clothes in the washing machine (verb + noun + preposition + noun) Unit 7

r

rash (noun) Unit 6
ray (noun) Unit 5
relax (verb) Unit 6
rhino (noun) Unit 5
rubber (noun) Learning Club 2
runny nose (adjective + noun) Unit 6

s

Saudi Arabia (noun) Unit 8
Saudi Arabian (adjective) Unit 8
seahorse (noun) Unit 5
seal (noun) Unit 5
set the table (verb + noun) Unit 7
sewing machine (noun) Unit 7
shark (noun) Unit 5
sick (adjective) Unit 6
silver (noun) Learning Club 2
sore throat (adjective + noun) Unit 6
squid (noun) Unit 5
stomachache (noun) Unit 6
stream (noun) Unit 8

Word list

t

toaster (noun) Unit 7
toothache (noun) Unit 6
turtle (noun) Unit 5

u

unfit (adjective) Unit 6
unhealthy (adjective) Unit 6

v

vacuum cleaner (noun) Unit 7

w

washing machine (noun) Unit 7
whale (noun) Unit 5

The Unusual Sea Animal

1 **Before you read** **Read the title of the story and look at the pictures on page 24. Answer the questions.**

1 Where are the two boys?

_____

2 Which sea animals do you think they will see today?

_____

3 What do you think an 'unusual sea animal' might be?

_____

2 GR5.1 **Listen and read.**

1) Read the story quickly. Were your ideas from *Before you read* correct?

_____

2) Read the story again. Circle the sea animals that Malik and Osama see in the aquarium.

octopus shark ray seal turtle dolphin lobster squid

3) Find these words in the story. Then write them under the pictures.

diver starfish wetsuit







_____ _____ _____

3 **After you read**

1) Complete the sentences with the correct words.

1 Malik and Osama saw some big, grey _____ in the water.

2 Osama was watching a _____ when he saw a big, dark animal in the water.

3 The diver was feeding the hungry _____ .

2) Over to you! Would you like to be a diver and feed the rays in the aquarium? Why or why not? Write your ideas.

_____

_____

3) Tell this story to a friend or family member.

The Animal Art Show

1 **Before you read** **Read the title of the story and look at the picture on page 28. Answer the questions.**

1 Where are the children?

_____

2 What is the name of the animal in the picture?

_____

3 What do you think happens in the story?

_____

2 GR5.2 **Listen and read.**

1) Read the story quickly. Were your ideas from *Before you read* correct? _____

2) Find these words in the story. Then write the words under the pictures.

panda gorilla Arabian leopard polar bear



_____



_____



_____



_____

3 **After you read**

1) Complete the sentences with the correct words.

1 The children were learning about _____ in danger.
2 They wanted to sell their _____ to help Arabian leopards.
3 Dana knocked a bottle of brown _____ over her painting.

2) Over to you! What other things could the children make and sell to earn money for the Arabian leopards? Write your ideas.

_____

_____

3) Tell this story to a friend or family member.

The Best Medicine

1 Before you read

1) Read the title of the story and look at the picture on page 46. Answer the questions.

1 Where is the girl? _____

2 How do you think she feels? _____

3 What do you think 'the best medicine' might be?

_____

2 GR6.1 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct? _____

2) Find these pictures in the story. Then complete the words.



a r__nny n__s__



a h__ __d__ch__



a c__ld



d__zzy



a h__gh t__mp__r__t__r__



a s__r__ thr__ __t

3 After you read

1) Are the sentences *true* or *false*?

1 Ruba's mum tells her to stay at home because she has got a cold.

2 Ruba wants to go to school because she has a maths test.

3 Ruba's friends bring her some cakes after school.

2) Over to you! What do you do to feel better when you have a cold? Write your ideas.

_____

_____

3) Over to you! Answer the questions.

1 Do you like the story? Why or why not?

2 Do you like the pictures in the story? Why or why not?

3 What would you change about the story? How would you change it?

A Very Healthy Day

1 **Before you read** **Read the title of the story and look at the picture on page 50. Answer the questions.**

1 How many boys can you see? _____

2 What is the boy on the sofa doing? _____

3 What do you think 'a very healthy day' might be?

_____

2 GR6.2 **Listen and read.**

1) Read the story quickly. Were your ideas from *Before you read* correct? _____

2) Find these pictures in the story. Then complete the words.



r__l__x



h__ __lthy



__ __t a b__l__nc__d d__ __t



__nf__t



d__ __x__rc__s__



__nh__ __lthy

3 **After you read**

1) **Are the sentences *true* or *false*?**

1 Issa thinks that watching too much television is unhealthy.

2 Nawaf wants to go skateboarding every day.

3 Issa says that doing exercise is more important than resting and sleeping well.

2) **Over to you! What activities would you do to have a very healthy day? Write your ideas.**

_____

_____

3) **Over to you! Answer the questions.**

1 Do you like the story? Why or why not?

2 Do you like the pictures in the story? Why or why not?

3 What would you change about the story? How would you change it?

Let's Make Noodle Soup

1 Before you read

1) Read the title of the story and look at the picture on page 68. Answer the questions.

1 Which room are the girls in at home?

_____

2 What do you think they are going to make?

_____

2 GR7.1 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct? _____

2) Read the story again. Write the countries.

1 Noodle soup is from _____.

2 Halwa is from _____.

3) Find these words in the story. Then write them under the pictures.

cornflour chop raise money

1 

_____

2 

_____

3 

_____

3 After you read

1) Choose the correct words to complete the sentences.

1 The school children want to raise money for forests / charity.

2 Razan puts the noodles and chicken / vegetables in a pan of hot water.

3 Razan and Dana's friend / teacher eats some of the halwa and noodle soup at school.

2) Over to you! What food could you make for this special day at school? What do you need?

_____

_____

3) Tell this story to a friend or family member.

Let's Help Mum

1 Before you read

1) Read the title of the story and look at the picture on page 72. Answer the questions.

1 Which room are the girls in at home? _____

2 What do you think they are going to do? _____

2 GR7.2 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct? _____

2) Read the story again. Circle the activities that the girls do.

mop the floor | clean the bathroom | do the washing up | put the clothes in the washing machine | make their beds | bake a cake

3) Find these words in the story. Then write them under the pictures.

housework | honey | rest



_____



_____



_____

3 After you read

1) Choose the correct words to complete the sentences.

1 The girls' mum is drinking tea / resting because she has a bad cold.

2 Samira puts the clothes in the washing machine and Bayan mops the floor / cleans the bathroom.

3 When they've finished, the girls make a cake / some cookies for Mum.

2) Over to you! Write a list of jobs you can do at home to help your mum and dad today.

_____

_____

3) Tell this story to a friend or family member.

A Mountain Adventure

1 Before you read

1) Read the title of the story and look at the picture on page 90. Answer the questions.

1 How many boys can you see? _____

2 Where are they? _____

3 Why do you think they are there? _____

2 GR8.1 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct? _____

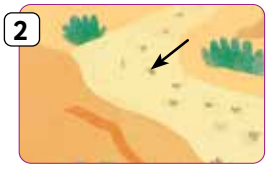
2) Read the story again. Circle the animals that live in these mountains.

monkeys | Arabian leopards | camels | lions | Arabian tahrs

3) Find these words in the story. Then write them under the pictures.



sch__ __l tr__p



__n__m__l pr__nts



__xpl__r__

3 After you read

1) Match the beginning and end of the sentences.

1	The children arrived in the mountains...	**a**	into a cave.
2	Talal saw some animal prints...	**b**	in the morning.
3	They followed the animal prints...	**c**	on the mountain path.

2) Over to you! What animals would you like to see on a school trip? Why? Write your ideas.

_____

_____

3) Over to you! Answer the questions.

1 Do you like the story? Why or why not?

2 Do you like the pictures in the story? Why or why not?

3 What would you change about the story? How would you change it?

Camping in the Jungle

1 Before you read

1) Read the title of the story and look at the picture on page 94. Answer the questions.

1 How many people can you see? _____

2 Where are they? _____

3 Who do you think the man in the picture is? _____

2 GR8.2 Listen and read.

1) Read the story quickly. Were your ideas from *Before you read* correct? _____

2) Read the story again. Circle the things that Rosie and her family see in the jungle.

lizards | a leopard | a stream | birds | monkeys

3) Find these pictures in the story. Then complete the words.



h__mm__ck



v__n__



g__ __d__

3 After you read

1) Match the beginning and end of the sentences.

1 Rosie and her family...	**a** dropped the hammocks.
2 Rosie's mum was crossing the stream when she...	**b** hammocks with vines.
3 The guide showed them how to make...	**c** are on holiday in Brazil.

2) Over to you! Why do you think you need a hammock if you sleep in the jungle? Write your ideas.

_____

_____

3) Over to you! Answer the questions.

1 Do you like the story? Why or why not?

2 Do you like the pictures in the story? Why or why not?

3 What would you change about the story? How would you change it?

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