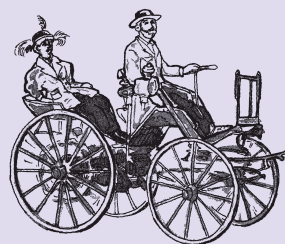
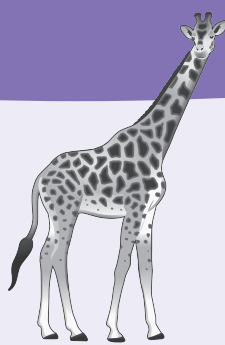
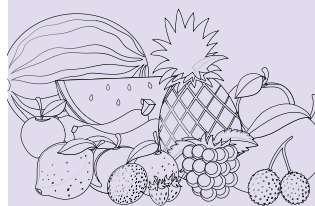




SULTANATE OF OMAN
MINISTRY OF EDUCATION

5 B

English for Me



SKILLS BOOK

2019





His Majesty Qaboos Bin Said, Sultan of Oman

Message from the Minister of Education

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

The Ministry of Education is committed to the ongoing improvement of the Sultanate's education system. It aims to meet the needs of an ever-growing and evolving nation.

Following careful review and assessment of the current educational system, the Ministry has taken measures to overcome challenges and revise priorities in order to bring about development. Educational objectives have been developed further, with study plans now focusing more on science and language. In addition, there has been a major overhaul across the different curricula, in terms of methodology and teaching strategy with an emphasis on a more learner-focused approach.

With now modern and flexible courses, the features of the new curricula are plentiful, designed to assist the student's academic progress, as well as being in line with them on a mental, psychological, social and cultural level. There is also a greater emphasis on the arts and life skills in response to the Sultanate's educational philosophy of encouraging the

development of more balanced personalities in students. Furthermore, these textbooks reinforce valuable learning skills, be it on an individual basis or working in collaboration with others. As such – with all the knowledge, skills and values they contain – they are only guides for the student, leading the way to a greater range of knowledge sources including libraries and online learning. The student's role therefore is to take the initiative and responsibility of exploring deeper in the quest for knowledge.

Finally, dear students, we would like to hand this book to you in the hope that you will find it both interesting and useful, whilst enabling us to contribute to the success of our beloved country – the Sultanate of Oman – as led by the inspiration and wisdom of His Majesty, Sultan Qaboos Bin Said.

I wish you every success.

Dr. Madiha Ahmed Al-Shaibani

Minister of Education
Sultanate of Oman

Note from the Writing Committee

Dear Students,

Welcome to Grade 5 and the revised *English for Me* textbook for Semester B.

As you will see, there are five units in your Classbook and Skills Book. Each unit is about a different topic, and consists of twelve lessons all related to that topic. Each lesson in the unit has a different main language focus. These are Reading and Understanding; Grammar; Listening and Speaking; Writing; a Project and a 'Let's Read' section.

In addition to the Classbook and Skills Book, you will need an exercise book to make notes and to write down the answers to some of the activities in the Classbook.

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UNIT 1 **Having Fun!** page 2

UNIT 2 **Food and Health** page 12

UNIT 3 **Our Wonderful World** page 22

UNIT 4 **Inventions** page 32

UNIT 5 **Technology** page 42

This is my book.

My name is

Learning Outcomes for Grade 5B

Unit 1 Having Fun!

- can read and understand emails and forms
- can talk about hobbies
- can talk about things they have in common with friends
- can listen for general information about free-time activities
- can listen for specific information about free-time activities
- can use gerund forms of verbs
- can pronounce words with silent letters
- can give a mini-presentation about a friend's hobbies
- can write a paragraph about hobbies
- can create a poster

Unit 2 Food and Health

- can name and talk about different food groups
- can read and understand short factual texts, descriptions and a food pyramid
- can talk about healthy and unhealthy foods
- can listen for general information about food and healthy eating
- can listen for specific information given in a survey and descriptions
- can use countable and uncountable nouns
- can write a food diary for a week
- can give advice about healthy eating
- can write a paragraph about a food diary
- can pronounce words spelt with 'ee' and 'ea'

Unit 3 Our Wonderful World

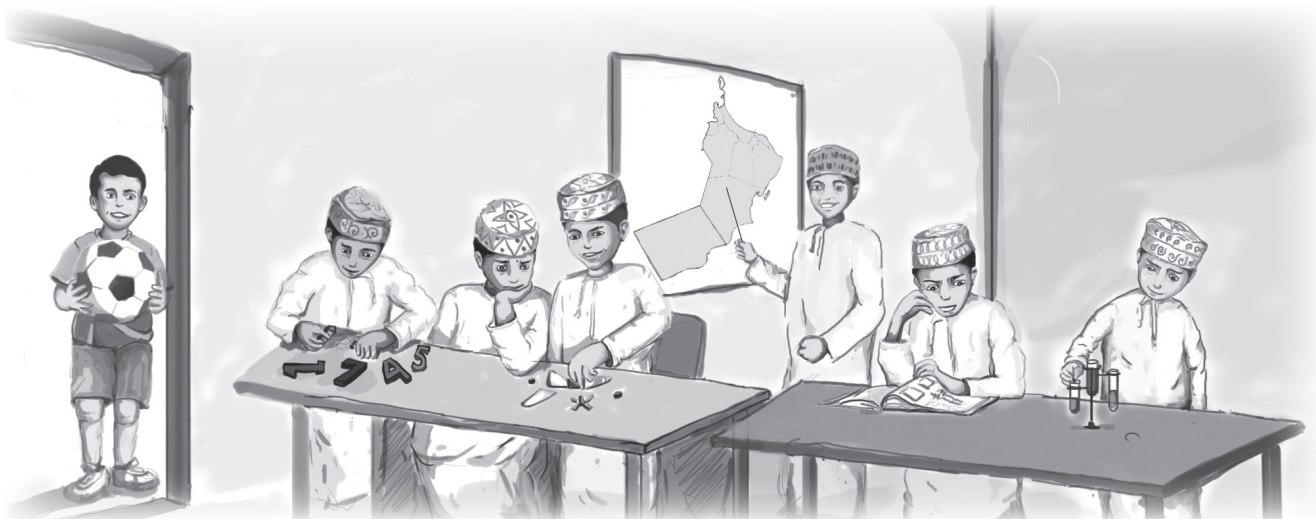
- can read and talk about countries, places and animals in the world
- can read for main ideas and specific information
- can listen for general information about the world
- can listen for specific information in descriptions and factual texts
- can use comparatives and superlatives
- can use different units of measurement
- can talk and write about information in fact files
- can write an informative text comparing animals, places or things
- can create an information leaflet about a country
- can differentiate hard 'c' and soft 'c' sounds

Unit 4 Inventions

- can talk about inventors and inventions
- can read a range of longer factual texts, reports and fact files
- can listen for general information about inventions
- can listen for specific information in descriptions and factual texts
- can use the past passive tense with 'invented' and 'made'
- can talk about life today and life in the past
- can use Wh-questions in the past
- can write about an invention
- can design a robot
- can differentiate between numbers and dates

Unit 5 Technology

- can use vocabulary associated with computers
- can read and understand texts about technology
- can listen for general information about technology
- can listen for specific information in an interview, quizzes and descriptions
- can use the future tense with 'will'
- can talk about how life will be after 100 years
- can use contracted forms of verbs
- can write about a dream house of the future
- can design a phone
- can differentiate between different pronunciations of the 'ch' sound










1 Read and match.

Read the text. Tick (✓) the activities the children like doing and cross (✗) the activities they don't like doing.

After School

After school, Hamad likes playing computer games and reading books. He doesn't like playing football, but his friend Salim does. Hamad also likes riding his bike and watching television. Salim likes riding his bike too, but he doesn't like watching television. Hamad's sister, Muna, likes watching television, but she doesn't like playing computer games. Muna's friend Fatma likes drawing after school. Muna doesn't like drawing, but she likes cooking. Fatma and Muna both like reading books.

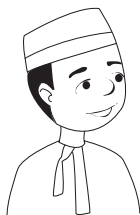
Name							
Hamed							
Salim							
Muna							
Fatma							

2 Ask and answer.

Look at the text in Activity 1 again. Ask and answer questions about what the children like and do not like doing.

Does Hamad like playing computer games?

Does Hamed like watching TV?



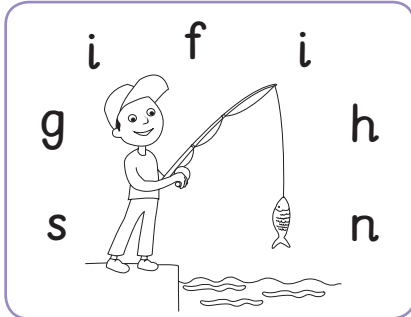
Yes, he does.

No, he doesn't.

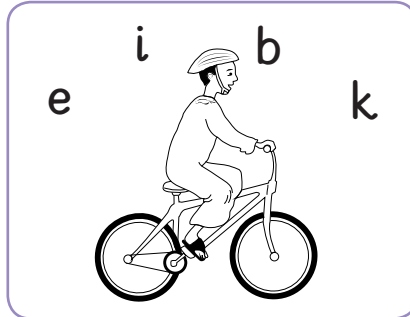
Working with Words

3 Read and write.

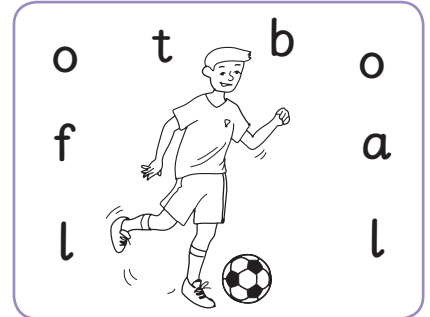
Look at the pictures and sort the letters in each word to make a hobby.



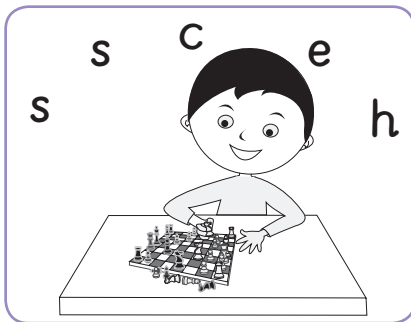
1
.....



2 riding a
.....



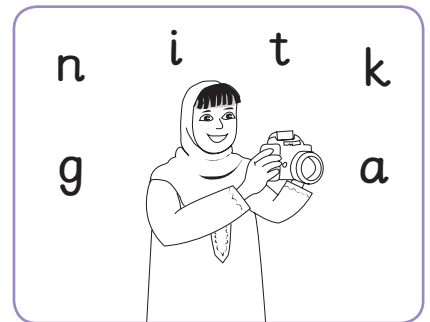
3 playing
.....



4 playing
.....



5
.....



6 photos
.....

4 Read and complete.

Complete the sentences.
Use the words from Activity 3.

- 1 I like riding horses.
- 2 My father likes going to the beach. He likes playing
- 3 When we go on trips, my brother likes photos.
- 4 Salima likes She sometimes helps her mother in the kitchen.

5 Write.

Write a sentence about activities you like doing after school.

After school, I like and

Grammar

Let's Look at Grammar

I / You / We / They

I like playing football.

I don't like playing football.

Do you like playing football?

Yes, I do. No, I don't.

like / enjoy / love / hate

He / She / It

He enjoys reading stories.

He doesn't enjoy reading stories.

Does he enjoy reading stories?

Yes, he does. No, he doesn't.

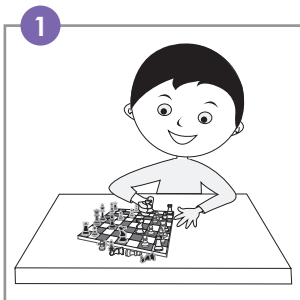
I like drawing.
Do you like drawing?



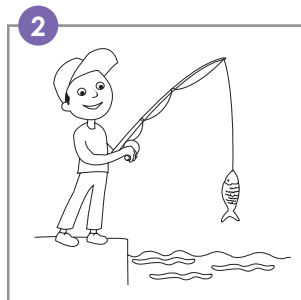
When we talk about what we like/don't like doing we add to the verb after like/enjoy/love/hate

1 Look and write.

Write sentences about the activities these children like or don't like doing.



Nasser (love)



Fahad (enjoy)



Maha (like)



Rana (don't like)

1 Nasser loves playing chess.

2

3

4

2 Read and correct.

Find the mistakes. Write the sentences and correct the mistakes.

1 I like read comics.

..... I like reading comics.

2 Ali doesn't enjoying playing football.

.....

3 Muna hates to playing computer games.

.....

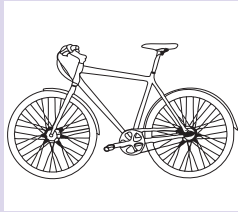
4 I doesn't like watching TV.

.....

5 We loving listening to music.

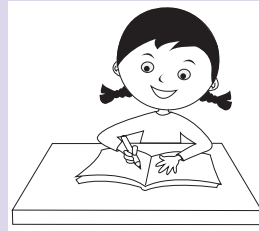
.....

ride



riding

write



writing

When we add **-ing** to a verb ending in **-e** we remove the **e**.

3 Read and complete.

Complete these sentences using the words below.

ice skate

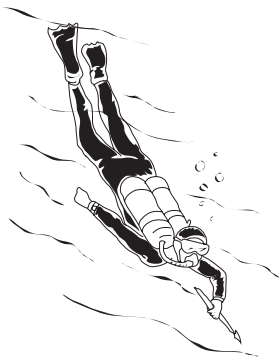
dive

write

use

ride

drive



1 She likes the computer.

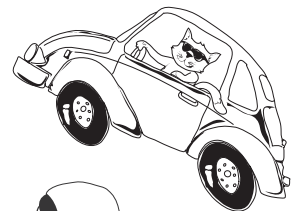
2 He enjoys his bike.

3 They love

4 She doesn't like letters to her friends.

5 It likes the car.

6 He likes



4 Complete the charts.

make	making
ride	_____
ice skate	_____
drive	_____

_____	using
_____	diving
_____	taking
_____	writing

Listening and Speaking

1 Listen, read and say.



2 Listen and answer.

Listen to Peter and Sandy.

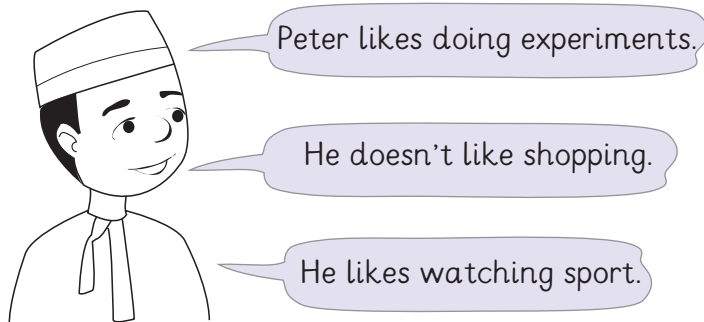
Tick (✓) the things they like doing and cross (×) the things they don't like doing.

	doing judo	shopping	doing experiments	watching sport
Peter 				
Sandy 				

3 Ask and answer.

Look at the table in Activity 2.

Make sentences about what Peter and Sandy like doing.

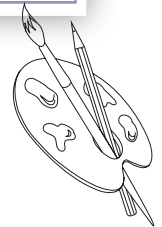
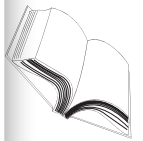


4 Do a survey.

Ask your friends about the things they like doing after school. Record the information in the chart. Use a tick (✓) or a cross (×).




Names	Activities			
.....



5 Ask and answer.

Read the example dialogue below. Work in pairs and talk about the information from your survey.

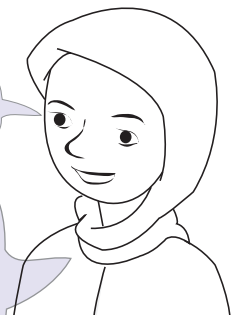


I like reading.

I don't enjoy swimming.

My friend Hanan likes watching TV.

I don't. I think it's dangerous



So do I.

Neither do I.

I don't. I like hoverboarding. My friend Aisha loves hoverboarding too.

Writing

1 Read and complete.

Use the information from the table and the sentences to complete the gaps.

1	Name	Susan
2	Age	
3	Country	Spain
4	Love	
5	Like	
6	Don't like	watching TV
7	Best friend's name	Erica
8	Best friend likes	

1 My name is

.....

2 I.....

11 years old.

3 I am from

.....

4 I.....

gardening.

8 She.....
painting.

7 My best friend
name's is

.....

6 I don't like

.....

5 I.....
skateboarding.

2 Read and complete.

Read the text and complete the missing words.

My (1)..... is Susan. I am 11 (2)..... old. I am from (3)..... I love gardening. I have a small garden in my house and I look after the flowers. I also like (4)..... I usually go skateboarding with my friends after school. My best (5)....., Erica, is eleven years old too. She likes (6)..... She doesn't like (7)....., and neither do I.

3 Read and complete.

Complete the table about yourself.

Name	
Age	
Country	
Love	
Like	
Don't like	
Best friend's name	
Best friend likes	

4 Write.

Use the information from Activity 3.
Write a paragraph about yourself.

.....

.....

.....

.....

.....

.....

.....

.....

.....

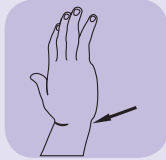
.....

Working with Sounds

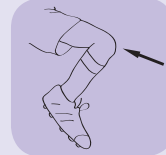
Silent Letters

In some words we don't say every letter. Some letters are **silent**.

wrist



knee

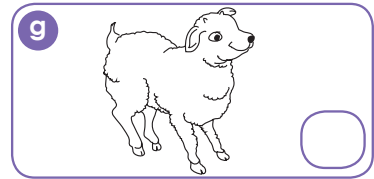
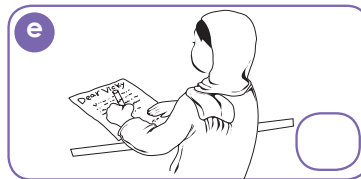
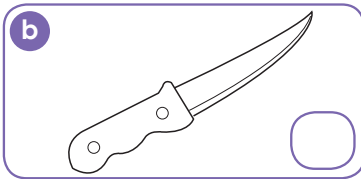
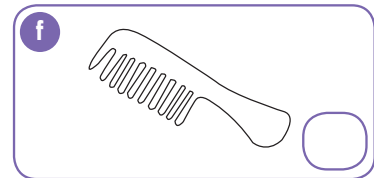
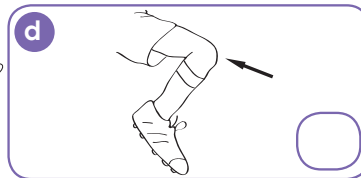
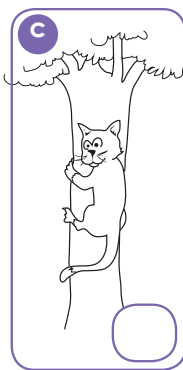
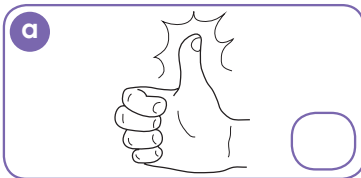


Listen to how we say these words. Can you hear every letter?

1 Look, match and listen.

Match each word to a picture.

- 1 lamb 2 knife 3 thumb 4 write 5 comb 6 knee 7 climb



2 Read and complete.

Complete each sentence with the correct word from the box.

Draw circles around the silent letters.

- lamb knee write knife thumb climb

- A baby sheep is alamb.....
- You a mountain.
- Your is part of your hand.
- A is something you cut with.
- Your is part of your leg.
- You a letter.

3 Read and sort.

Write each word into the correct space.

silent k

- knee
lamb
climb
knife

silent b
comb

- comb
thumb
write
wrist

silent w

Grammar

1 Sort and write.

1 drea read reading

2 dier ride ing

3 layp ing

4 cleyc ing

Sort the letters in each word to make a verb.
Write the verb and the gerund.

5 licmb ing

6 ishf ing

7 kaset ing

8 koco ing

Score 7

Vocabulary

2 Read and complete.

travelling walking watching using reading going climbing playing

1 I don't like going to the cinema.

2 My dad loves to new countries.

3 My brother likes to school and so do I.

4 I enjoy Jebel Shams.

5 I hate basketball.

6 My brother enjoys stories.

7 Do you like football matches?

8 My mum doesn't like computers.

Score 7

Spelling

3 Listen and write.

1 6

2 7

3 8

4 9

5 10

Listen to the words and write them on the lines.

How did you do?

Total score		Very good	OK	Not very good
<input type="text"/>	24			
Grammar	6 - 7	4 - 5	less than 4	
Vocabulary	6 - 7	4 - 5	less than 4	
Spelling	8 - 10	6 - 7	less than 6	

Score 10

1 Read and answer.

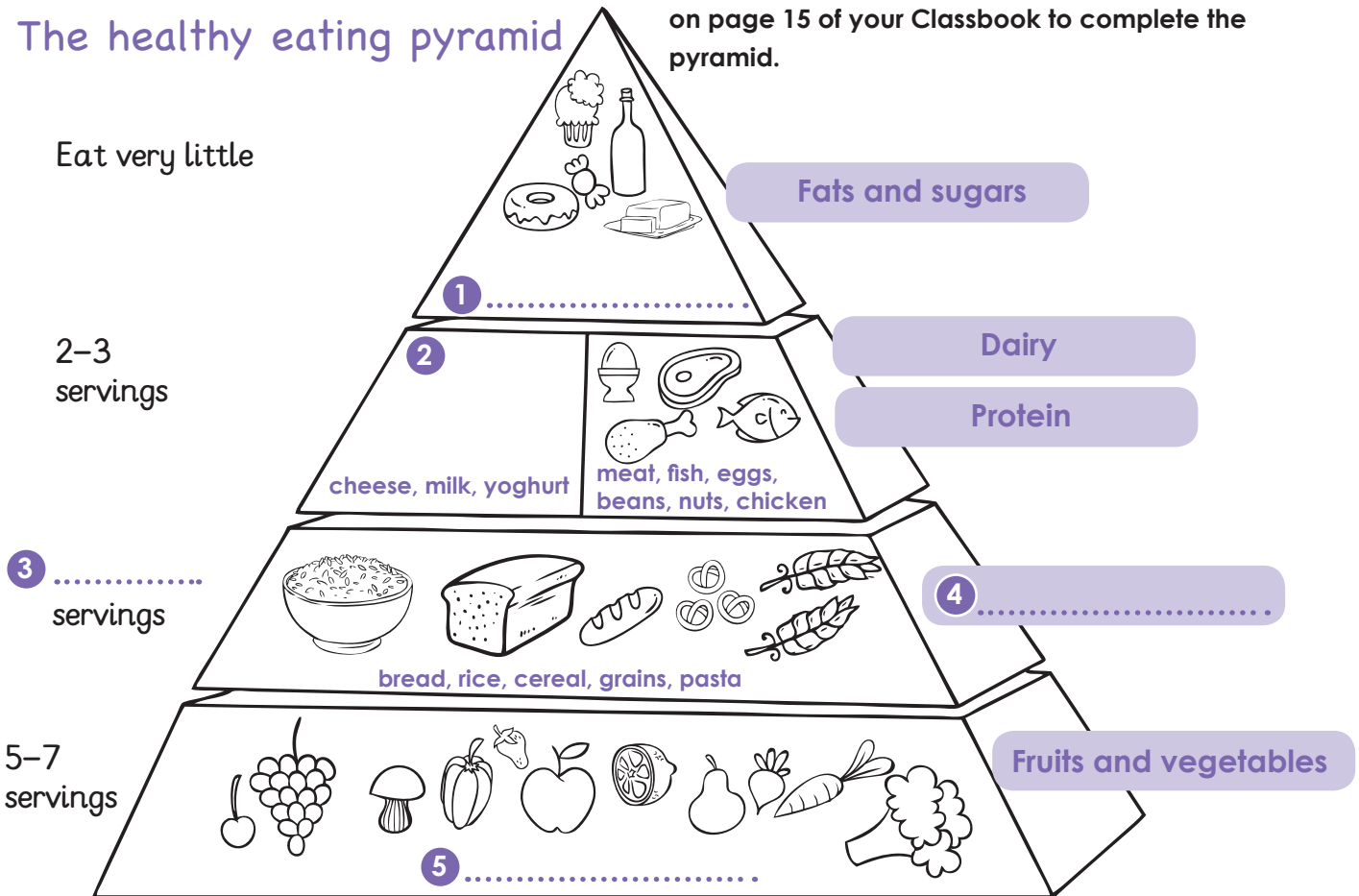
Read the texts on page 15 of your Classbook and answer the questions below.

- 1 What helps keep your bones strong?
- 2 What kinds of food contain 'healthy fats'?
- 3 How many servings of fruit and vegetables should you eat a day?
- 4 Which two kinds of food give us energy?
- 5 Which foods contain protein?

2 Read and complete.

A food pyramid shows how much food from each food group you should eat every day to stay healthy. Use the information from the texts on page 15 of your Classbook to complete the pyramid.

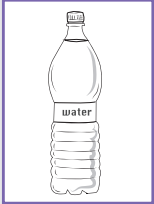

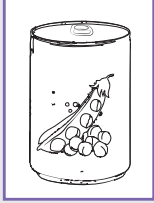

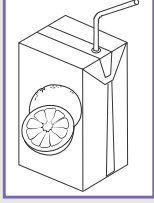

The healthy eating pyramid



Working with Words

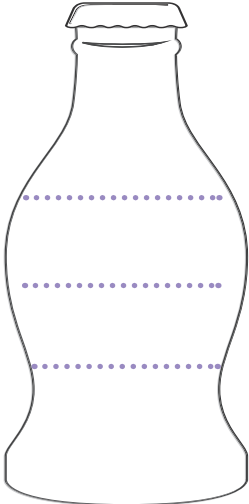
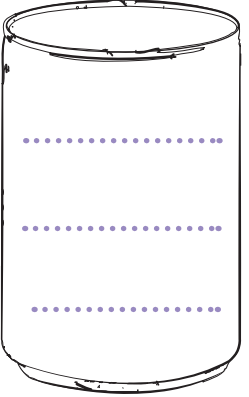
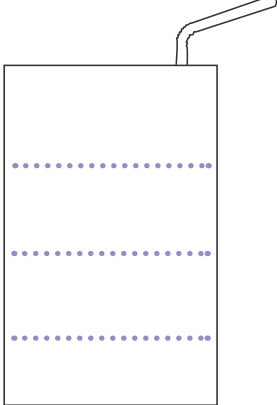
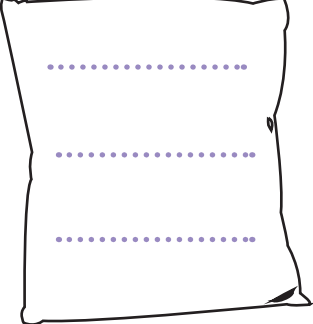
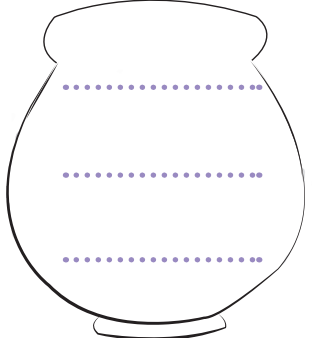
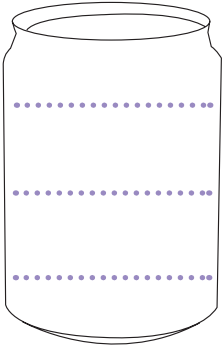
3 Read and match.

Match the pictures to the phrases.

1		4		<p>a can of cola</p> <p>a bag of crisps</p> <p>a tin of peas</p> <p>a bottle of water</p> <p>a carton of orange juice</p> <p>a jar of honey</p>
2		5		
3		6		

4 Think and write.

Think of more types of food for each container.

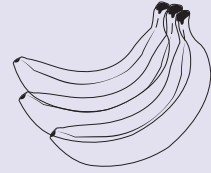
Grammar

Let's Look at Grammar

Countable and Uncountable Nouns

Nouns we **can count** are called **countable nouns**. For example:

I like **bananas**. Are bananas good for you? Yes, they are.



Nouns we **cannot count** are called **uncountable nouns**. For example:

I like **water**. Is water good for you? Yes, it is.



1 Read and sort.

Look at these food and drink words. Sort them into countable and uncountable.

Write the plural of the countable words.

Countable

Uncountable

carrot



rice



banana



tea



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

tomato



beef



water



cheese



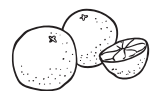
butter



apple



orange



cucumber



2 Think and complete.

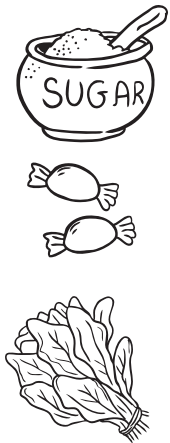
Look at these two sentences. Complete them using the words **can** and **can't**.

Nouns we count are called countable nouns.


Nouns we count are called uncountable nouns.

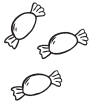
3 Read and match.

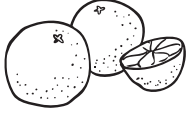
Read these questions about food and match the questions to the answers.




- 1 Is sugar good for you?
- 2 Are oranges good for you?
- 3 Is ice-cream good for you?
- 4 Are sweets good for you?
- 5 Is spinach good for you?

Yes, they are. 

No, it isn't. 

Yes, it is. 

No, it isn't. 

No, they aren't.

4 Think and write.

Look at these pictures of food. Write questions and answers about each one.

Example:

1



Are carrots good for you?

Yes, they are.

2



.....

.....

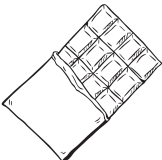
3



.....

.....

4



.....

.....

5



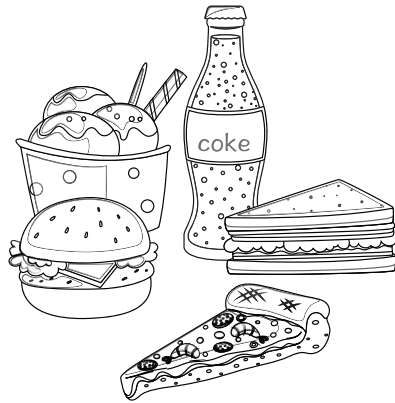
.....

.....

Listening and Speaking

1 Discuss.

This is Kareem. What kind of food does he like?
Do you think he has a healthy diet?



2 Listen and complete.

Listen to Kareem taking the Healthy Eating Quiz.
Circle his answers.

Do you ...		Yes	Sometimes	No
1	eat at least two servings of cheese, milk or yoghurt every day?	2	1	0
2	eat two or more servings of fruit every day?	2	1	0
3	eat three or more servings of vegetables every day?	2	1	0
4	eat three or more servings of bread, cereal, rice or pasta every day?	2	1	0
5	eat two or more servings from the meat, fish, beans, eggs and nut group every day?	2	1	0
6	eat more than one serving from the fat and sugar group every day?	0	1	2

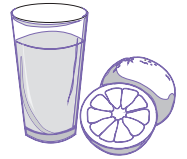
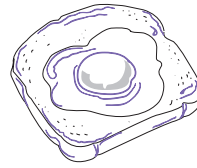
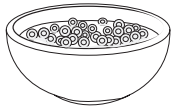
What is Kareem's score?

Look at page 19 in your classbook. How healthy is his diet?

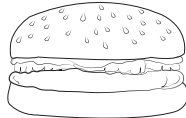
3 Listen and tick.

Listen to Kareem talking about his food diary for Monday. Tick the items he ate for each meal.

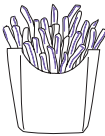
Breakfast



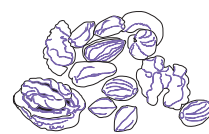
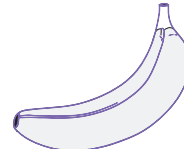
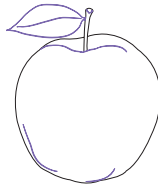
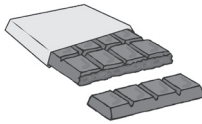
Lunch



Dinner



Snacks



4 Discuss.

Work in groups. Take turns picking up and reading the statement cards. Give each other advice using the useful language below.



5 Present.

Present your own tip for healthy eating to the class.

Writing

1 Discuss.

Here is Kareem's food diary for Wednesday to Saturday. Talk about what he ate with a partner.

Day	Breakfast	Lunch	Dinner	Snacks
Wednesday	A fruit salad and a glass of milk.	Chicken, broccoli and carrots.	Fish, rice and salad and a glass of orange juice.	Two apples.
Thursday	Cereal and milk, and a banana.	Tomato soup and two pears.	Beef, potatoes and tomatoes, and a bottle of water.	A packet of nuts and an orange.
Friday	Yoghurt and honey, and a glass of orange juice.	A salad with chicken, lettuce, cucumber and tomatoes.	Pizza and a can of cola.	A packet of crisps.
Saturday	Eggs and beans, and a glass of milk.	A cheese sandwich and an apple.	Meat and rice, and salad.	An apple and a packet of nuts.

2 Order and write.

Kareem has written about his food diary, but his sentences are in the wrong order. Write the sentences in the correct order.

1 Wednesday, / ate / a glass of milk. / For / on / a fruit salad / breakfast / I / and /

.....

2 For / apple. / lunch / and / on / a cheese sandwich / I / Saturday, / ate / an /

.....

3 I / Thursday, / four / fruit. / On / servings / of / ate /

.....

4 healthy / like / I / snacks / fruit / ate / nuts. / and /

.....

5 Friday, / On / not / healthy / did / eat / food. / I /

.....

3 Write.

Complete the sentences about Sheikha's food diary, then write two more sentences of your own.



My Food Diary

Day	Breakfast	Lunch	Dinner	Snacks
Sunday	Oats and milk, and a glass of orange juice.	A cheese sandwich and a packet of crisps.	Spicy beef and rice, and an ice cream.	Two biscuits.
Monday	Eggs on brown toast and an orange.	A tuna salad with lettuce, tomatoes and olives.	Fish and vegetables.	An apple and some nuts.
Tuesday	Cereal and milk, and a cup of hot chocolate.	Vegetable soup and an apple.	Chicken with potatoes and salad.	A pot of yoghurt.

- 1 Last week, Sheikha's diet was
- 2 For breakfast on....., she ate
- 3 For dinner on....., she ate
- 4 She ate servings of vegetables last week.
- 5 She ate servings of last week.
- 6 She ate snacks like.....
- 7
- 8

4 Write.








Write a paragraph describing your food diary and diet.

Working with Sounds

1 Listen and number.

Listen to the words on the tape.

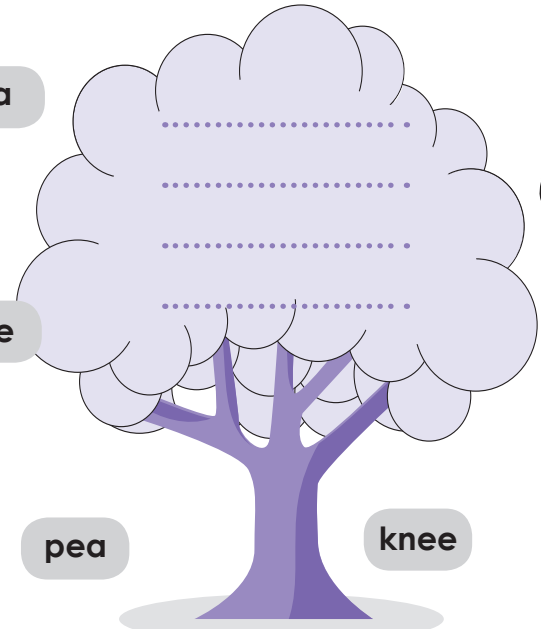
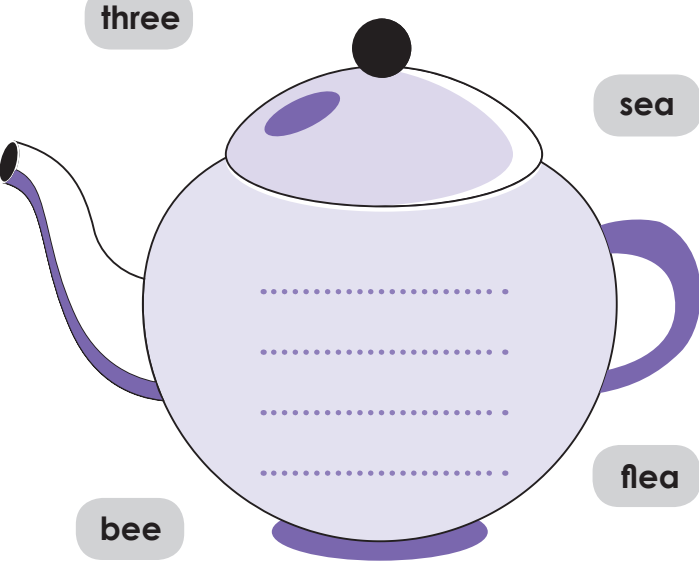
Write the number of each word next to the matching picture.

	<input type="text" value="1"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>
	<input type="text"/>	3	<input type="text"/>		<input type="text"/>		<input type="text"/>

Words that are spelt differently can sound the same.

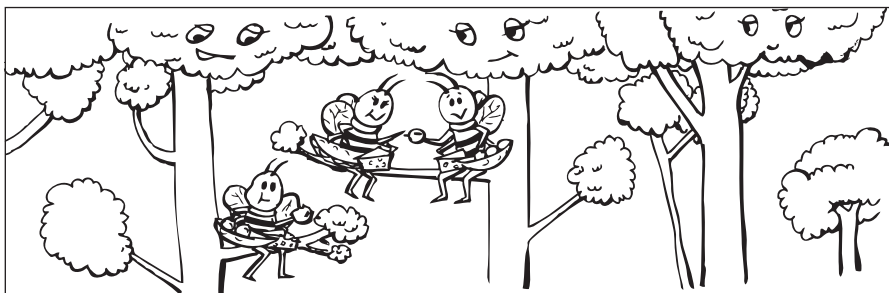
2 Sort and write.

Read these words and sort them into two groups. Write the words in the pictures below.

	
<p>tea</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>tree</p> <p>pea</p> <p>knee</p>	<p>three</p> <p>sea</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>bee</p> <p>flea</p>

3 Say the tongue twister.

Three bees in some trees eating cheese and peas on their knees.



Grammar

1 Read and complete.

- 1 Is water bad for you?
- 2 oranges good for you?
- 3 ice cream good for you?
- 4 sweets bad for you?
- 5 apples bad for you?
- 6 fish good for you?
- 7 carrots good for you?
- 8 spinach bad for you?

Complete each question with 'is' or 'are', and each answer with 'it is/isn't' or 'they are/aren't'.

- No, it isn't.
- Yes,
- No,
- Yes,
- No,
- Yes,
- Yes,
- No,

Score

Vocabulary

2 Read and circle.

- | | | | | | |
|---|------------|-----------|-----------|----------|----------------|
| 1 | rice | pasta | cereal | bread | <u>oranges</u> |
| 2 | potatoes | carrots | chocolate | onions | cabbages |
| 3 | apple | date | banana | cheese | orange |
| 4 | yoghurt | bread | cheese | milk | ice cream |
| 5 | strawberry | egg | fish | beef | chicken |
| 6 | salad | chocolate | burger | pizza | sweets |
| 7 | butter | apples | water | rice | beef |
| 8 | tomatoes | carrots | sweets | potatoes | cheese |

Circle the odd word out give your reason.

Reason

Not a carbohydrate

.....

.....

.....

.....

.....

.....

.....

Score

Spelling

3 Listen and write.

- | | | | |
|---|-------|----|-------|
| 1 | ..... | 2 | ..... |
| 3 | ..... | 4 | ..... |
| 5 | ..... | 6 | ..... |
| 7 | ..... | 8 | ..... |
| 9 | ..... | 10 | ..... |

Listen to the words and write them onto the lines.

How did you do?

Total score	Very good	OK	Not very good
<input type="text" value="24"/>			
Grammar	6 - 7	4 - 5	less than 3
Vocabulary	6 - 7	4 - 5	less than 3
Spelling	8 - 10	6 - 7	less than 6

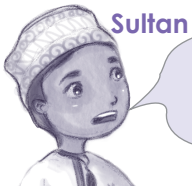
Score

Reading and Understanding

1 Read and answer.

Read the texts.

Circle the countries and cities.



Sultan

Last month, I went on safari in Rwanda. I saw lots of different animals. My favourite was the giraffe. Giraffes are the tallest animals in the world. They can grow up to 5.5 metres and weigh up to 900 kilogrammes.

Hind



Last winter, I went to Paris. It is a beautiful city, but it was much colder than Oman. The best part of the holiday was a boat trip on the River Seine. We sailed for about 5 kilometres and saw many famous buildings.

Saif



Last week my class visited the Royal Opera House. I think it is the prettiest building in Muscat. It opened in 2011. I really enjoyed the visit and took some nice pictures for my English project.

Dana



Last summer, I went to China with my family. We visited the Shanghai Tower. It is the tallest building in China. It is 632 metres tall. I bought some presents for my friends from the gift shop.

2 Read and match.

Read the texts in Activity 1 again.

Match the pictures to the children from Activity 1.

Write the correct name under each picture.

1



Saif

2



3



4



3 Read and complete.

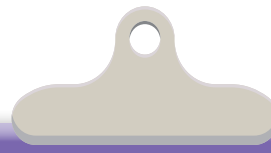
Read the texts in Activity 1 again.

Complete the table.

giraffe's height	
giraffe's weight	
length of Hind's boat trip	
height of the Shanghai Tower	

4 Do a reading race.

Look at these questions.
Work in groups and find the answers.



World facts quiz

1. What's the capital of the UAE?
2. Where's the Eiffel Tower?
3. What's the capital of China?
4. Where's the Arizona Desert?
5. What's the capital of England?
6. Where's Mount Fuji?
7. What's the capital of Jordan?
8. Where's The Great Wall?
9. What's the capital of Nigeria?
10. Where's the River Nile?

Working with Words

5 Complete the puzzle.

Sort the letters to make words.

a naitonum

m	o	u	n	t	a	i	n
---	---	---	---	---	---	---	---

e rakp

--	--	--	--

b sreted

--	--	--	--	--	--

f ozo

--	--	--

c vreir

--	--	--	--	--

g fwatralel

--	--	--	--	--	--	--	--	--	--

d eowrt

--	--	--	--	--

h gulbidni

--	--	--	--	--	--	--	--

Use the letters to find the hidden message. Write it in the space.

The hidden message

	u	
--	---	--

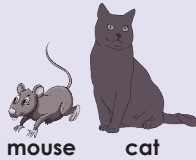
--	--	--	--	--

Grammar

Let's Look at Grammar

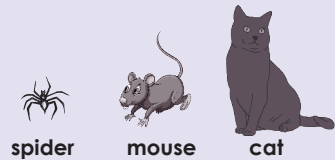
When we compare 2 things, we usually add **-er** to the end of the adjective and use the word **than**.

The cat is small.
The mouse is smaller **than** the cat.



When we compare 3 or more things, we usually put the word **the** before the adjective, and add **-est** to the end of the adjective.

The cat is small.
The mouse is smaller **than** the cat.
The spider is **the** smallest.



1 Read and complete.

Complete the chart.

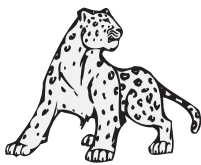
Adjective	Compare 2 things	Compare 3 things or more
small	smaller than	the smallest
	longer than	
		the tallest
short		
	slower than	
		the fastest

2 Look and complete.

Compare the animals. Write sentences with comparatives and superlatives.



rabbit



cheetah

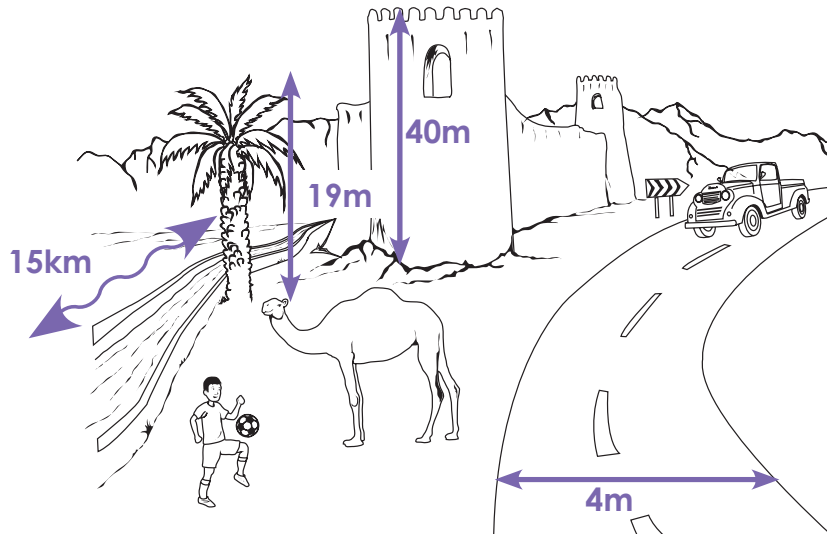


giraffe

- (cheetah/giraffe) — strong The cheetah is stronger than the giraffe......
- (rabbit/cheetah) — short
- (giraffe/rabbit) — slow
- rabbit — small The rabbit is the smallest......
- cheetah — fast
- giraffe — tall

3 Read, think and write.

Look at the picture. Order the words to make questions. Then write the answers.



tall / fort / How / the / is / ?

1 How tall is the fort?

It's 40 metres tall.

road / the / wide / How / is / ?

2

long / falaj / How / is / the / ?

3

is / the / tree / How / tall / ?

4

4 Write.

Look at the picture in Activity 3.
Use the words to write comparative sentences.

1 short tree / fort The tree is shorter than the fort.

2 fast car / camel

3 old fort / car

4 small ball / tree

5 wide road / falaj

Listening and Speaking

1 Listen and match.

Listen to students talking about the places they visited.

Match each picture with the correct number.



2 Listen, complete and talk.

1 Listen to students talking about the places they visited. Tick (✓) the places they visited and things they did.




Who ...	Rose	Toshi	Maha	Roberto
visited the holiest place in Islam?			✓	
saw the biggest rainforest in the world?				
visited London?				
visited Egypt?				
visited Brazil ?				
went to Mecca?			✓	
saw the longest river in England?				
sailed down the River Nile?				

2 Look at the table and talk about what each child did.

Maha went to Mecca and visited the holiest place in Islam.

3 Listen and complete.

Look at the country fact files.
Listen and complete the gaps.

Australia Fact File	China Fact File	Malaysia Fact File
		
Population	Population	Population
24.1 million people	1.4 billion people	31.2 million people
Interesting facts	Interesting facts	Interesting facts
Uluru is the biggest (1) in the world. Australia has some of the world's largest (2) They can grow up to 5m long.	The Yangtze is the longest (3) in Asia. Mount Everest, between China and Nepal, is the highest (4) in the world. It is 8,848 metres high.	The largest (5) in the world grows in Malaysia. It can weight up to 10 kilogrammes. The First World (6) is the biggest hotel in the world. It has 7,351 rooms.

4 Read and complete.

Use the information from the fact files to
complete the questions below.

- How many rooms does the **...biggest...** hotel in the world have?
- What is the river in Asia?
- Where is the rock in the world?
- How high is the world's mountain?
- How much does the flower in the world weigh?
- Which country has the population, China, Malaysia or Australia?

5 Ask and answer.

Ask and answer the questions from Activity 4
in pairs. Use the fact files to find the answers.
Think of three more questions to ask your partner.



How many rooms does the biggest hotel in the world have?



The biggest hotel in the world has 7,351 rooms.

Writing

1 Think and speak.

Discuss the question in groups.

Can you name any famous

mountains?

rivers?

buildings?

deserts?

waterfalls?

2 Read and speak.

Read Dana's description of two mountains in Oman. Discuss the questions in pairs.

- 1 Which two mountains did Dana write about?
- 2 Which mountain is higher?
- 3 Which mountain is closer to Muscat?

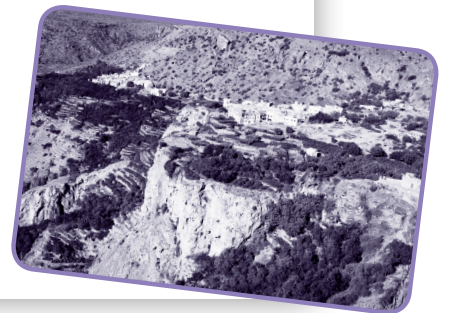
Mountains in Oman

Jebel Shams and Jebel Akhdar are two famous mountains in Oman.

Jebel Shams is 243 kilometres from Muscat. Jebel Shams means 'Mountain of the Sun'. Tourists like to visit Jebel Shams and camp on the mountain.

Jebel Akhdar is 185 kilometres from Muscat. Jebel Akhdar means 'Green Mountain'. Farmers grow roses and fruit on Jebel Akhdar.

Jebel Shams is 3,028 metres high. Jebel Akhdar is 1,079 metres high. Jebel Shams is higher than Jebel Akhdar. It is the highest mountain in Oman.



3 Read and order.



Read the text from Activity 2 again. Order the information included in the text.

- | | |
|--|---|
| <input type="checkbox"/> Jebel Akhdar's location | <input type="checkbox"/> Interesting facts about Jebel Akhdar |
| <input type="checkbox"/> Concluding sentence | <input type="checkbox"/> Jebel Shams' location |
| <input type="checkbox"/> Jebel Shams' height | <input type="checkbox"/> Jebel Akhdar's height |
| <input type="checkbox"/> Interesting facts about Jebel Shams | <input type="checkbox"/> Topic sentence |

4 Speak.

Look at the information about your river, building or waterfall. Discuss it with a partner.

Wonderful Places Fact File

Building in Asia: The Burj Khalifa		Buildings in Asia: The Shanghai Tower	
			
Height	829 m	Height	632 m
Location	Dubai, UAE	Location	Shanghai, China
Interesting facts	<ul style="list-style-type: none"> - Tallest building in the world - Many tourist visit the observation deck - There are hotels in 	Interesting facts	<ul style="list-style-type: none"> - Second tallest building in the world - There are restaurants and swimming pools in the building

5 Think and write.

Write sentences about the rivers, buildings or waterfalls you selected.

Location

1

2

**Height (m)/
Length (km)**

1

2

Interesting facts

1

2

A sentence comparing the two things

1

2

6 Write.

Write an informative text about your rivers, buildings or waterfalls.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Working with Sounds



Soft and hard 'c' sound

Muscat is a capital city.

When the letter **c** is followed by **e**, **i** or **y**, it makes a soft 's' sound.

When the letter **c** is followed by any other letter, it makes a hard 'k' sound.

1 Listen and repeat.



face



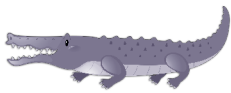
car



ice-cream



cake



crocodile



pencil



clown

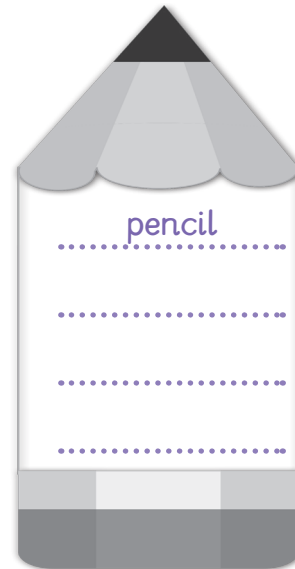
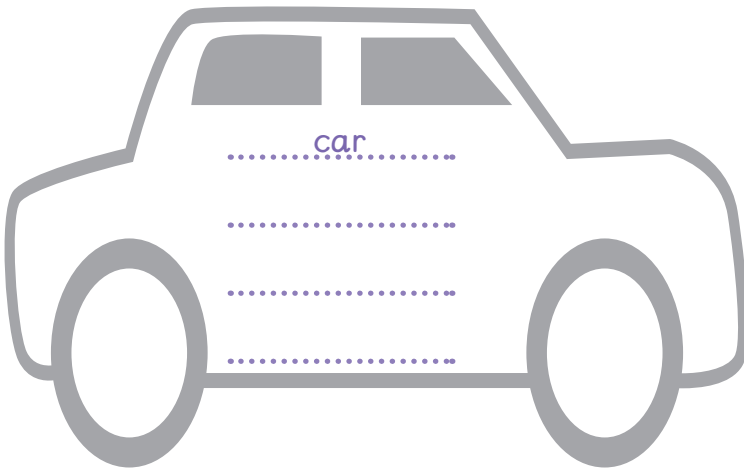


centimetres

Soft and hard 'c' sounds.

2 Sort and write.

Write the words with the same 'c' sound together.



3 Say the tongue twister.

Read the tongue twister.

Underline the soft 'c' sounds and circle the hard 'c' sounds.

A clown saw colored pencils in a car and drew circles on his face.



Grammar

1 Read and complete.

- Mariam is taller than Muna
Mariam is the tallest (tall)
- Muscat is than Paris. (hot)
- The pink dress is (pretty)
- A turtle is than a horse. (slow)

Read the sentences. Complete each one using the word in brackets

- The blue whale is animal. (big)
- An elephant is than a goat. (heavy)
- The cheetah is animal. (fast)
- A frog is than a bear. (small)

Score

Vocabulary

2 Circle.

- | | | | | | |
|---|-------------|---------------------|------------|---------|--------|
| 1 | Rwanda | <u>The Pyramids</u> | China | Brazil | Oman |
| 2 | sadder | thinner | hairier | fatter | bigger |
| 3 | cake | clown | car | face | coffee |
| 4 | Amman | Abu Dhabi | France | Beijing | Muscat |
| 5 | centimetres | metres | kilometres | grammes | height |
| 6 | ice | pencil | rice | cat | dice |
| 7 | big | short | long | holiest | high |
| 8 | crocodile | panda | England | cat | camel |

Circle the odd one out.

Score

Spelling

3 Listen and write.

- | | | | |
|---|-------|----|-------|
| 1 | ..... | 6 | ..... |
| 2 | ..... | 7 | ..... |
| 3 | ..... | 8 | ..... |
| 4 | ..... | 9 | ..... |
| 5 | ..... | 10 | ..... |

Listen to the words and write them on the lines.

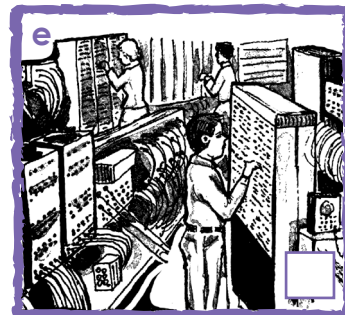
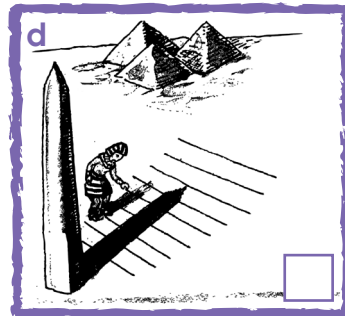
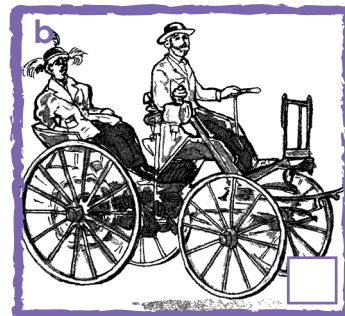
How did you do?

Total score		Very good	OK	Not very good
<input type="text" value="24"/>	24			
Grammar	6 - 7	4 - 5	less than 4	
Vocabulary	6 - 7	4 - 5	less than 4	
Spelling	8 - 10	6 - 7	less than 6	

Score

1 Read and match.

Look at these pictures of inventors and inventions. Match each one to the information below. Write the number into the correct box.



- 1 The first clock was a sun clock. Somebody in Egypt invented this clock in about 3500 BC, but we don't know the inventor's name. A sun clock was a very tall tower. People could tell the time by looking at the shadow the tower made on the ground.
- 2 An Arab called Al Idrisi made the first globe in about 1100 in Italy. The globe was a huge ball of silver and it was very heavy. It weighed 400 kilogrammes.
- 3 Charles Babbage and his friend, Ada Byron, invented the first computer in about 1830 in England. Early computers were very big. They filled a whole room. The first computers were like calculators. They could only do mathematics.
- 4 Alexander Graham Bell invented the telephone in Canada in 1876. Alexander Graham Bell was a teacher. He taught deaf children in a special school. He wanted to help people communicate, so he invented the telephone.
- 5 Karl Benz was a German. In 1885 in Germany, he invented the first car that used petrol. In 1886 another German called Gottlieb Daimler invented a better car. Early cars had big, thin wheels and they moved very slowly.

2 Read and answer.

- 1 Who invented the first globe?
- 2 Who invented the telephone?
- 3 Where was the sun clock invented?
- 4 When was the first car invented?
- 5 What did Charles Babbage invent?

Read the texts in Activity 1 again.
 Answer the questions as quickly as possible.
 Write the answers on the lines below.

.....

.....

.....

.....

.....

3 Read and complete.

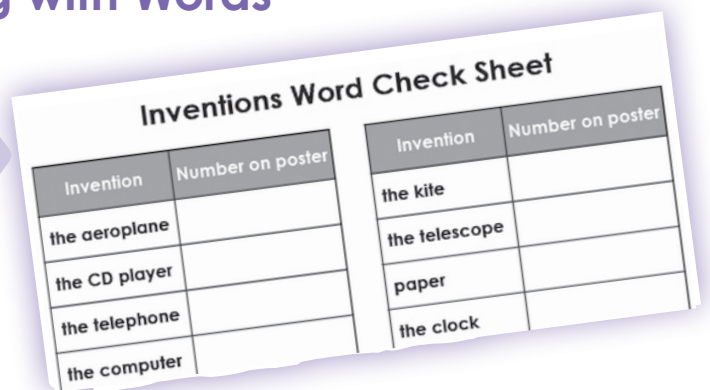
Read the texts in Activity 1 again.
 Complete the table below.

	What?	Who?	Where?	When?
	Invention	Name of Inventor	Country	Date
1	sun clock	we don't know	Egypt	about 3500 BC
2	globe	_____	_____	_____
3	_____	_____	_____	1830
4	_____	Alexander Graham Bell	_____	_____
5	_____	_____	Germany	_____

Working with Words

4 Read and find.

Work in groups to complete the reading race.



Grammar

Let's Look at Grammar

Remember!
We use **by** to
show who did
an action.

Read the sentences in the chart below.

Past active	Past passive was + past participle
The Wright brothers invented the aeroplane.	The aeroplane was invented by the Wright brothers.
Alexander Graham Bell invented the telephone.	The telephone was invented by Alexander Graham Bell.
Lazlo Biro made a new pen.	A new pen was made by Lazlo Biro.



We use the past passive when

- We want to emphasise the subject of a sentence. **The aeroplane was invented in 1908.**
- We don't know who did an action. **The sun clock was invented in Egypt.**

1 Read and circle.

Read the sentences below.

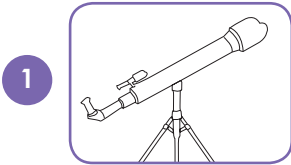
Circle the correct option for each one.

Example: The telescope **invented** / **was invented** in 1604.

- 1 The Wright brothers **invented** / **was invented** the aeroplane.
- 2 Paper **invented** / **was invented** in China.
- 3 A new kind of pen **made** / **was made** by Lazlo Biro.
- 4 The first windmill **made** / **was made** in Persia.
- 5 The light bulb **invented** / **was invented** by Thomas Edison.

2 Read and complete.

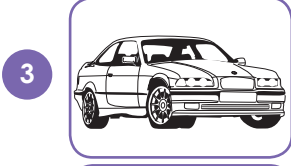
Can you remember when the telescope was invented? Complete the sentences below with the correct information.



The telescope was invented in 1604.



The computer was invented in



The car in 1885.



The telephone in 1876.



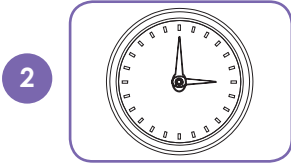
.....

3 Find and write.

Look at the objects below. Find information about when they were invented. Write a sentence about each one.



The bike was invented in 1839.



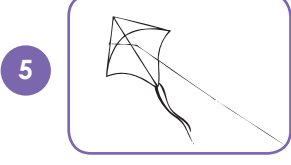
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.....



.....



.....

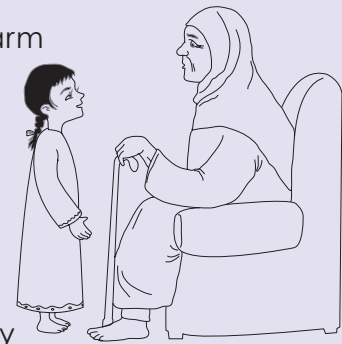
Listening and Speaking

1 Listen and circle.

Listen to Aysha talking to her grandmother. Choose the correct option for each statement and circle its letter.

Life in the Old Days

- 1 Aysha lives in a
 (a) small village (b) big town (c) small town
- 2 Aysha's grandmother helped her mother
 (a) in the house (b) in the garden (c) on the farm
- 3 The family washed their clothes in the
 (a) wadi (b) falaj (c) river
- 4 The thing that changed the family's life most was
 (a) a fridge (b) a cooker (c) electricity
- 5 Aysha's grandmother thinks the old days were _____ today.
 (a) better than (b) different from (c) easier than



2 Listen and complete.

Listen again to part of Aysha's conversation with her grandmother. Complete the gaps.

Aysha: What did you do all day?

Grandma: I helped my mum in the (1)..... . It was very (2)..... work, because we had to do everything by (3)..... . We didn't have (4)..... light, so we could only work during the day. We only had (5)..... lamps at night. So we went to bed soon after it got (6).....



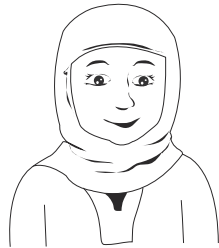
3 Listen and complete.

Listen to the interview with Hashim's family, talking about most useful inventions.

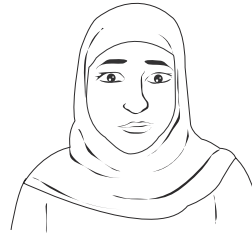
1 Write the most useful inventions under their pictures.



Ali



Sara



Salma



Hashim

.....
Reason

.....
Reason

.....
Reason

.....
Reason

2 Listen again. Match the reasons to the people (some people might have more than one reason).

1 Do my homework

2 It keeps us cool

3 Always something interesting to watch

4 They make my life easier

5 Some great programmes

6 Email my friends

4 Present.



What is the most important invention in your life? Tell your class about it and why it is important to you.

The most important invention in my life is ...

Example:

Good morning (afternoon)!
The most important invention in my life is my bike.
I love riding it in the park. It's great exercise!
Thank you!



2 Read.

Read the information below about one of the inventions on page 38.

Name of Invention
The aeroplane


Name of Inventor(s)
The Wright Brothers

Date of Invention
1903

Place of Invention
The USA

Interesting facts

1. The Wright Brothers first owned a bicycle repair shop, but they were more interested in flying.
2. Their first flying machine flew 260 metres in one minute. Five years later, in 1908, they made a flying machine which flew for over an hour.



3 Find and write.

Choose one of the inventions on page 38, or another invention. Find out information about it. Write the information in the boxes below.

Name of Invention
.....

Name of Inventor(s)
.....

Date of Invention
.....

Place of Invention
.....

Interesting facts

4 Write.

Make an information page about the invention you chose in Activity 3. Draw a picture to go with the information.

Working with Sounds

1 Read, listen and repeat.

Read the numbers, then listen to them and repeat them.


thirteen


thirty


fourteen


forty


fifteen


fifty


sixteen


sixty


seventeen


seventy


eighteen


eighty


nineteen


ninety



2 Listen and match.

Listen to the numbers.

Write the correct letters into the boxes next to the numbers.

18
40

16
19

60
50

15
14

80
90

3 Read, listen and order.

Listen and number the dates in the correct order.

Example:

Seventeen fifty six 1756

Twenty seventeen 2017

1903

1492

1990

1680 1

1830

2018

2011

1555

Grammar

1 Think and write.

Rewrite the active sentences as passive sentences, and the passive sentences as active sentences.

	Active	Passive
1	Karl Benz invented the car in 1885.	The car was invented by Karl Benz in 1885.
2		The first globe was made by Al Idrisi.
3	Lazlo Biro invented the Biro.	
4	Charles Babbage invented the first computer in about 1830.	
5		The light bulb was invented by Thomas Edison in the USA.
6	Cai Lun invented paper in China.	
7		Windmills were invented by the Persians in about 700BC.
8	Somebody invented the first clock in about 3500BC.	

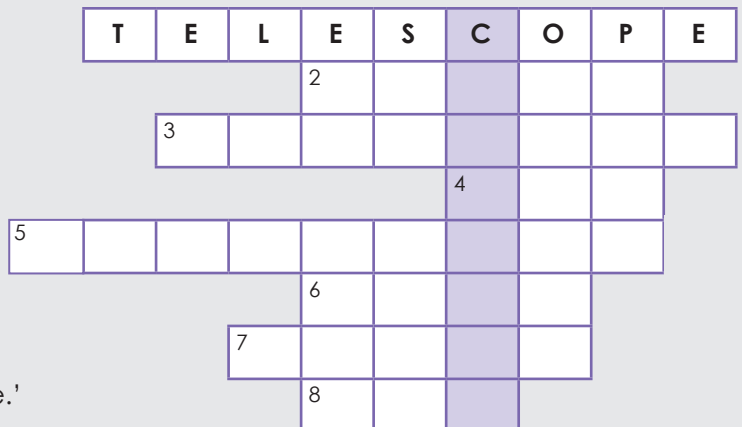
Score 7

Vocabulary

2 Complete.

Across

- We can look at the stars through this.
- Al Idrisi invented this.
- This uses wind to make energy.
- The biro is a kind of this.
- Edison invented this. (two words)
- Children like to fly this.
- This was first invented in China.
- People called this a 'horseless carriage.'



Down

You can use this to find out things and send e-mails.

Score 7

Spelling

3 Listen and write.

Listen to the words and write them onto the lines.

- | | | | |
|---|-------|----|-------|
| 1 | ..... | 6 | ..... |
| 2 | ..... | 7 | ..... |
| 3 | ..... | 8 | ..... |
| 4 | ..... | 9 | ..... |
| 5 | ..... | 10 | ..... |

Score 10

How did you do?

Total score	Very good	OK	Not very good
<input type="text"/> 24			
Grammar	4 - 5	3	less than 3
Vocabulary	6 - 7	4 - 5	less than 4
Spelling	8 - 10	6 - 7	less than 6

1 Read think and find.

Read the text below.

As you read, think about these questions and find the answers.

- 1 What are computers used for?
- 2 What are the differences between early and modern computers?

The History of Computers

Computers are everywhere in our daily lives. They are on our desks, on our laps, in our cars and in our phones. A smartphone is really just a tiny kind of computer.

What computers can do

Computers can store information, do maths, play films and music and send e-mails. You can play games on them too.

Early computers

Early computers were huge. They were the size of a large room! They were also very expensive and needed a lot of electricity.

Early computers could do only one simple thing. Then in the 1930s, a man called Alan Turing had an idea. People sometimes call Alan Turing the 'father of computer science.' His idea was to programme a computer so that it could do lots of different things.

The microchip

In 1958, Jack Kilby invented the microchip. Microchips are like tiny plates which can store lots of information. After the microchip was put into computers, they became much smaller.

Computers at home

By the 1970s, computers became cheaper, so ordinary people could afford to buy them. In the 1980s, computer games started to become popular. Lots of people bought computers just because they wanted to play computer games!

The World Wide Web

In 1989, Tim Berners-Lee invented the World Wide Web, a way of organizing information on the Internet through websites. So people could use their computers to look for and share information.



2 Read and circle.

For each item, choose the best option.
Circle the letter next to it.

- 1 Early computers were (a) tiny (b) very large (c) not expensive
- 2 Alan Turing's idea was about (a) a game (b) the microchip (c) programming
- 3 The microchip was invented by (a) Alan Turing (b) Jack Kilby (c) Tim Berners-Lee
- 4 People could buy computers in the (a) 1930s (b) 1970s (c) 1980s
- 5 Computer games became very (a) popular (b) useful (c) cheap
- 6 Tim Berners-Lee invented the (a) computer (b) Internet (c) World Wide Web

3 Read and match.

Match each of the sentence halves on the left with one on the right.

- | | |
|---|--------------------------|
| 1 A smartphone is | a as big as a room. |
| 2 Early computers were | b in the 1980s. |
| 3 The 'father of computer science' was | c a lot of information. |
| 4 People started to like computer games | d the Internet. |
| 5 A microchip can store | e Alan Turing. |
| 6 The World Wide Web is different from | f a very small computer. |

Working with Words

4 Look and match.

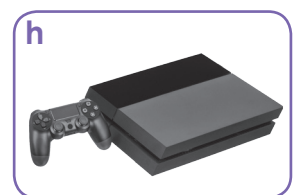
Match the name of each item in the box with the correct picture. Write the name under the picture. Note: There is one extra word.

smartphone
keyboard

laptop
computer game

calculator
mouse

e-mail
printer
desktop computer



Grammar

Let's Look at Grammar

The short form of **will** is **'ll**. The short form of **will not** is **won't**.

The Future with 'Will'

We use **will + verb (infinitive)** to predict what will happen or what we think will happen in the future.

Examples: People **will travel** to other planets.
It **will be** sunny tomorrow.



To predict something that will not happen, we use **will not (won't)**.

Examples: In the future, children **will not go** to school.
My uncle **will not visit** London next year.

Affirmative

I		
He		
She		
It	will	help.
We	'll	
You		
They		

Negative

I		
He		
She		
It	will not	help.
We	won't	
You		
They		

Interrogative

	I	
	he	
	she	
Will	it	arrive early?
	we	
	you	
	they	

We can also make questions with **will** and **Wh-** question words.

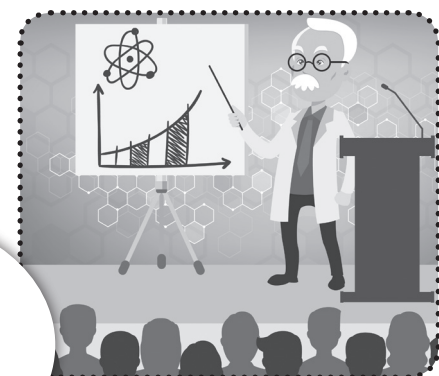
Examples: Where **will** people live?
What **will** you do?
How **will** she go to school?

1 Read and underline.

Read the text below.

Underline the short forms of will and will not.

Experts predict that in 100 years from now, there will be 11 billion people on earth. So there won't be enough space for us all to live in the world. We won't live in cities like today. We'll build cities under the sea or underground. People will travel through space to look for new homes. Perhaps we'll live on the Moon or on Mars!



2 Think, speak and complete.

Talk about the questions below with your group. Then read the text and complete each gap with a word from the box.

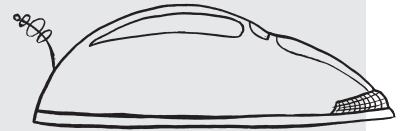
Note: There is one extra word.

- a Do you think flying cars are a good idea?
- b Would you like to buy one? Why/why not?

cost faster car travel sky traffic interested

Flying Cars Will Soon Be in the Sky

A company in the USA is developing a flying (1)...car..... . The car can (2) up to 40 kilometres an hour. Until now, it can only fly over lakes and other areas of fresh water. The company are making a list of people who are (3) in buying their flying car. But they have still not told people the price. So people don't know how much it will (4) Flying cars can get to places much (5) than cars travelling by road because the skies are not crowded with (6)



Source: <https://voanews.com/a/flying-cars>

3 Write, ask and answer.

- 1 With a partner, choose one of the topics below. Think of three things you would like to know about the future of this topic. Write three questions on the lines below.

cars space travel cities robots schools computers

Example: Will cars have wings?

- 1
- 2
- 3

2 Find another pair of students and ask your questions. Then answer their questions.



Will cars have wings?
 Yes, I think so. Will robots do our homework?
 No, I don't think so.

Listening and Speaking

1 Read, speak and listen.

Read the questions in the Space Quiz below. Talk about them with your group. Decide on an answer for each question and circle it in pencil. Then listen and check your answers.

Space Quiz

Questions

Answer choices

- | | | | | |
|---|---|------------------|--------------------|-----------------|
| 1 | What was the first animal in space? | (a) a rabbit | (b) a monkey | (c) a dog |
| 2 | Who was the first man in space? | (a) Yuri Gagarin | (b) Neil Armstrong | (c) Buzz Aldrin |
| 3 | What nationality was he? | (a) American | (b) Chinese | (c) Russian |
| 4 | When did a man first land on the moon? | (a) 1969 | (b) 1979 | (c) 1989 |
| 5 | How many people have walked on the moon? | (a) six | (b) twelve | (c) twenty |
| 6 | How many kilometres is the moon from Earth? | (a) 256,000 | (b) 384,000 | (c) 1,000,000 |
| 7 | What colour is the sky on the moon? | (a) blue | (b) black | (c) white |

Add up your score and give your group a mark out of 7.

2 Think and speak.

Think about these questions. Talk about them with your group.

- Are you interested in space travel? Why? Why not?
- Which planet would you like to visit?
- Would you like to be Oman's first astronaut? Why? Why not?



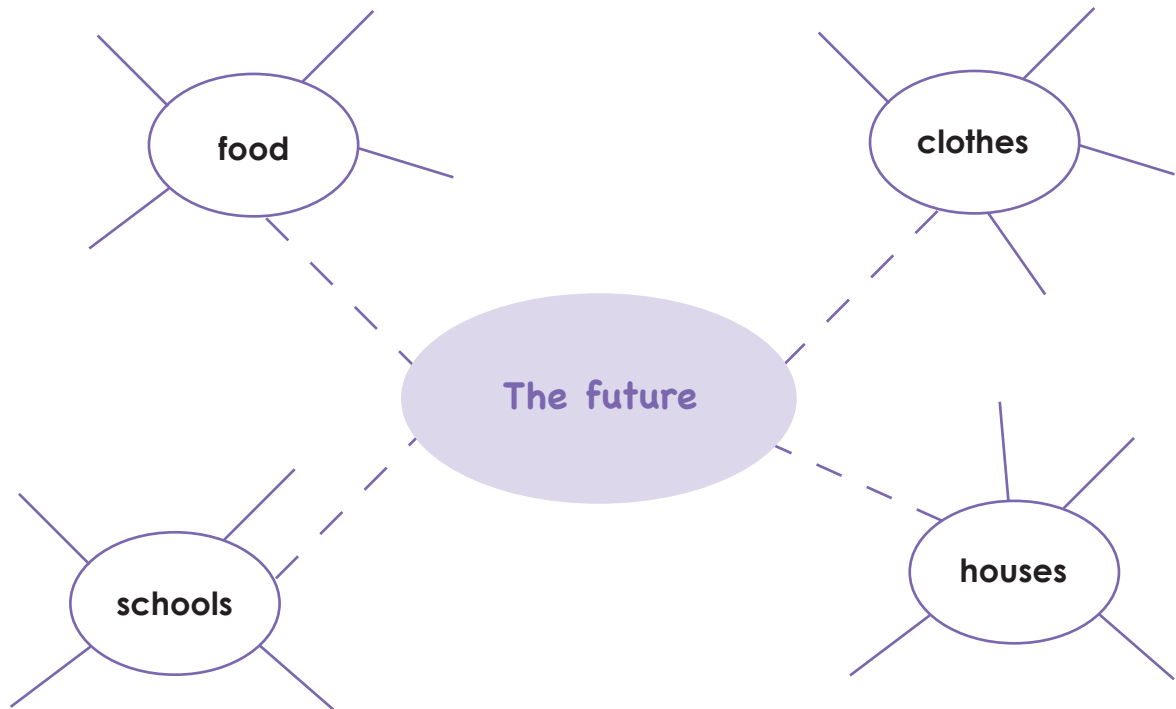
I want to walk on the moon.

Useful language

- | | |
|-------------|-----------|
| dangerous | exciting |
| interesting | scary |
| discover | explore |
| adventure | rocket |
| stars | planets |
| sun | moon |
| Earth | spacesuit |

3 Think and write.

Think about what food, clothes, houses and schools will be like in the future. Add your ideas to the mind map.



4 Speak.

Ask and answer questions about life in the future. Use your ideas from Activity 3.

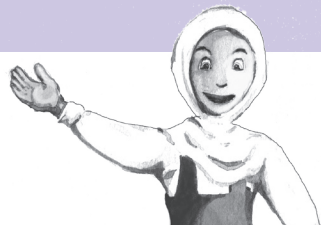


What will school be like in the future?

In the future, we will have computers and robots instead of teachers and we won't use books.



5 Present.



Think about what your life will be like 20 years from now.

Tell the class. Here are some ideas to help you.

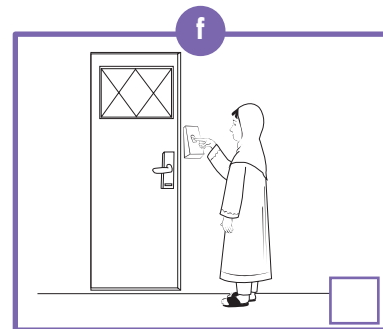
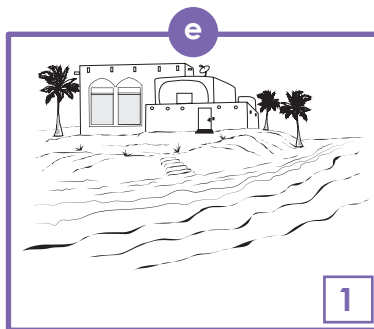
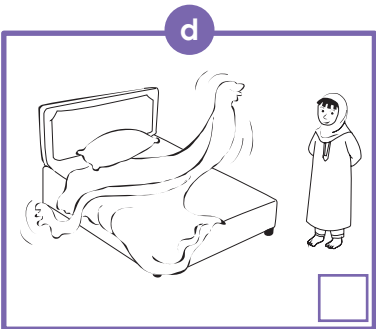
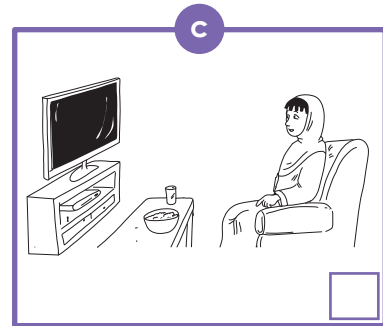
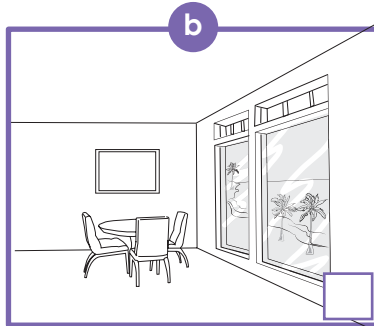
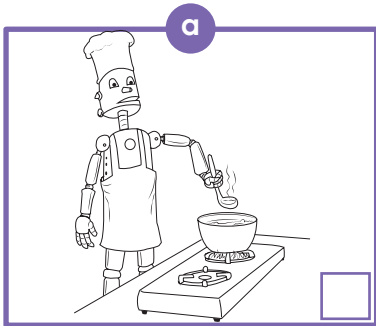
- 1 What job will you do? (Will you travel a lot? Will it be inside or outside?)
- 2 What kind of house will you live in? (Will it be different from your house now?)
- 3 Will you have robots to help you? (What will they do?)
- 4 What kind of car will you have? (Will it fly? Will it go underwater?)

Writing

1 Listen and match.

Listen to Maha talking about her dream house of the future.

Match each number to the correct picture.



2 Read and complete.

Complete each gap with the verb in brackets at the end. Put each verb into the future tense, using will or won't.

Maha's dream house of the future

Maha's dream house of the future (1) will be (be) white with huge windows.

It (2)..... (not be) in the city. It (3)..... (be) on an island.

It (4)..... (not have) keys. It (5)..... (have) a fingerprint scanner.

In the kitchen, a robot chef (6)..... (cook) the meals. Maha's bed (7)..... (make) itself. She (8)..... (use) her voice to control the TV.

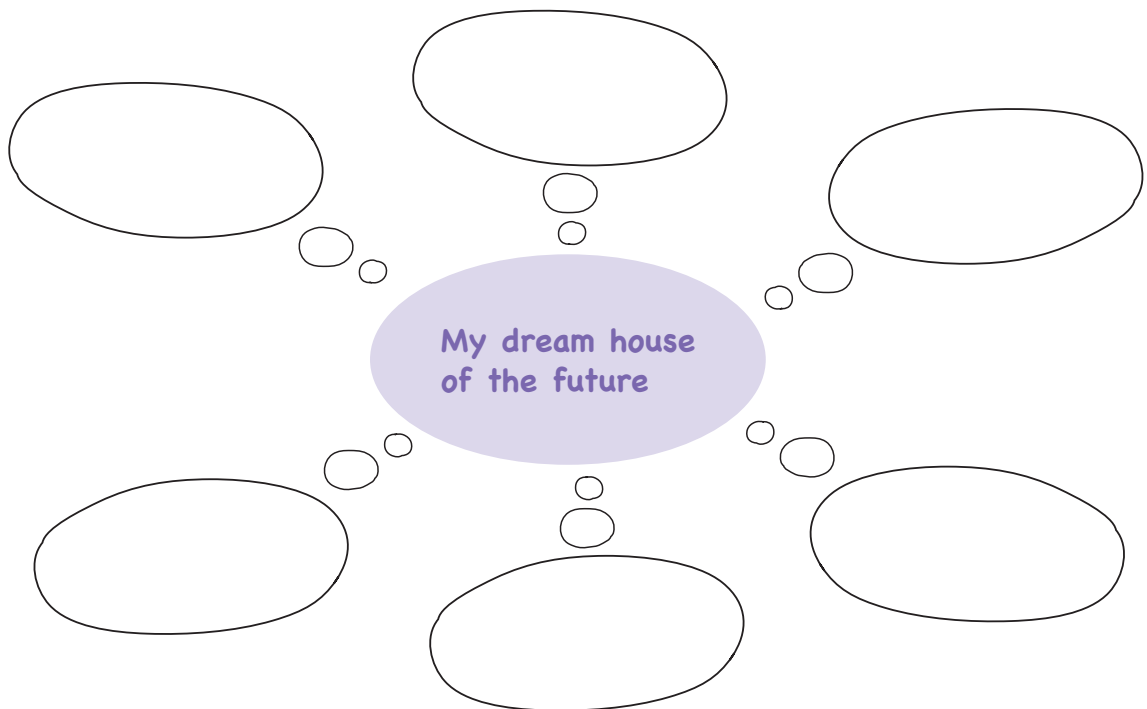
3 Plan and complete.

Make a mind map about your dream house of the future.

Think about these things:

- 1 Where will it be? (in the city, in the country, in the desert, under the sea)
- 2 What will it look like? (shape, colour, size of windows and doors)
- 3 What gadgets will it have? (robots, other machines, voice control)
- 4 How will your houses be different to other houses?

Add some ideas of your own.



4 Write.

Write about your dream house of the future.

My dream house of the future

.....

.....

.....

.....

.....

.....

.....

Working with Sounds

1 Read, write and listen.

Read the text, then write the words.

Most sounds in English can be spelled in more than one way.

The sound 'k' as in the word 'kite' is called 'hard c'. The words below all begin with the 'hard c' sound but start with 'c' or 'k'.

Write each word in the box under the correct picture. Say the words, then listen to them on the CD.

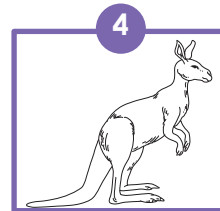
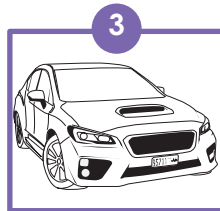
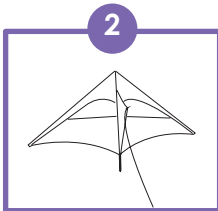
car

kangaroo

cake

computer

kite



2 Listen and repeat.

Listen to these words, then repeat them.

chocolate

cheese

Sometimes the letters 'ch' are pronounced like 'k'. Listen and repeat.

technology

school

3 Sort and listen.

Sort the words in the box into the correct column. Then listen and check.

~~chocolate~~

each

~~technology~~

stomach

China

school

cheese

mechanic

chocolate

technology

Think of more words and add them to the columns.

Grammar

1 Think and write.

Complete each sentence with the verb in brackets. Put the verb in the future tense.

After 100 years time, maybe:

- 1 Peoplewill live..... in underground cities. (live)
- 2 There enough land for everyone to live on Earth (not be)
- 3 Some people Earth and live on Mars. (leave)
- 4 People holidays in space. (have)
- 5 Children to school. (not go)
- 6 They on computers at home. (learn)
- 7 People paper any more. (not use)
- 8 Cars through the air. (fly)

Score

Vocabulary

2 Complete.

Complete each gap with one of the words in the box below. Note: There is one extra word.

smartphone robots monitor towers mouse astronaut space keyboard control

- 1 The cities of the future will have many (1) towers
- 2 A computer (2) has letters and numbers.
- 3 In the future, (3) will probably do all the housework.
- 4 The first woman to go into (4) was Russian.
- 5 You use a (5) to move things around a computer screen.
- 6 In the future, people will (6) computers with their voice.
- 7 You have to do special training to be an (7)
- 8 A (8) can do many more things than a mobile phone.

Score

Spelling

3 Listen and write.

Listen to the words and write them onto the lines.

- | | | | |
|---|-------|----|-------|
| 1 | ..... | 6 | ..... |
| 2 | ..... | 7 | ..... |
| 3 | ..... | 8 | ..... |
| 4 | ..... | 9 | ..... |
| 5 | ..... | 10 | ..... |

Score

How did you do?

Total score		Very good	OK	Not very good
<input type="text" value="24"/>	24			
Grammar	4 - 5	3	less than 3	
Vocabulary	6 - 7	4 - 5	less than 4	
Spelling	8 - 10	6 - 7	less than 6	

My Learning Record

How well can you do these things?



very, very well



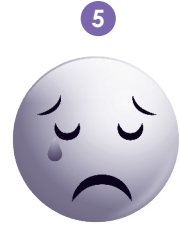
very well



OK



not sure



not very well

Unit 1

- ★ talk and write about the activities you and your friend like doing
- ★ talk about hobbies you and your friends have in common
- ★ use gerund forms of verbs
- ★ write a paragraph about your hobbies
- ★ pronounce words with silent letters

Unit 2

- ★ name and talk about different food groups
- ★ talk and write about healthy and unhealthy food
- ★ use countable and uncountable nouns
- ★ write a paragraph about your diet
- ★ pronounce words spelt **ee** and **ea**

Unit 3

- ★ read and talk about places in the world
- ★ use comparatives and superlatives
- ★ talk and write about information in fact files
- ★ write sentences comparing animals, places and things
- ★ work with others to make an information leaflet

Unit 4

- ★ understand and talk about inventors and inventions
- ★ talk about life today and life in the past
- ★ use Wh- questions in the past
- ★ research and write about an invention
- ★ work with others to design a robot

Unit 5

- ★ use vocabulary associated with computers
- ★ use the future tense with 'will'
- ★ talk about how life will be after 100 years
- ★ write about a dream house of the future
- ★ work with others to design a phone

Let's Read Activities

UNIT 1

The Summer Camp

Classbook	page	12
Skills Book Activities	page	56

UNIT 2

Super Healthy Smoothies

Classbook	page	24
Skills Book Activities	page	57

UNIT 3

A Wonderful World Cruise

Classbook	page	36
Skills Book Activities	page	58

UNIT 4

The Boy Who Caught the Wind

Classbook	page	48
Skills Book Activities	page	59

UNIT 5

The Time Machine

Classbook	page	60
Skills Book Activities	page	60

The Summer Camp

1 Read and check.

Check the boxes with Right (✓) Wrong (x) or I don't know (?)

- 1 On the first day, Ben woke up late.
- 2 Ben wants to go camping everyday.
- 3 Ben likes playing computer games.
- 4 Ben went camping in the mountain.
- 5 At the camp, there was no chips and pizza.
- 6 On Monday, Ben and his friends went hiking.

2 Read and match.

Match the two parts of the sentences.

- 1 Ben spent his holiday
- 2 Jim was
- 3 On Monday, they went
- 4 Ben made a team with
- 5 Ben made a model of
- 6 Ben's team won

- a three boys.
- b a computer game.
- c cycling.
- d in a summer camp .
- e the camp leader.
- f a fort.

3 Read and list.

Read the story again. List the activities mentioned in the story.

.....

.....

.....

.....


.....

.....

.....

Super Healthy Smoothies

1 Read and think.

For each item, shade the bubble  next to the correct option.

1 A Zesty Burst is full of _____.
 vitamin C vegetables dairy

2 The Green Machine is _____.
 sweet healthy creamy

3 Drink a Banana Dream if you want something _____.
 fruity green sweet

4 Drink a Strawberry Shaker if you feel _____.
 cold tired hot

2 Read and think.

Read the sentence. Write (T) if the sentence is true and (F) if the sentence is false.

- 1 Zesty Burst and Strawberry Shaker are the best smoothies if you do not like bananas.
- 2 Green Machine is the only smoothie that contains fruit and vegetables.
- 3 Banana Dream is the only smoothie that does not contain ice.
- 4 Zesty Burst is the sweetest smoothie.
- 5 Strawberry Shaker contains two types of fruit.

3 Design.

Design your own healthy smoothie. Think of a name. Write the ingredients and a short description. Draw a picture of your smoothie.

Smoothie name		
<div style="border: 1px solid black; border-radius: 10px; height: 150px; margin: 10px;"></div>	<p style="text-align: center; margin: 0;">Ingredients</p>	<p style="text-align: center; margin: 0;">Description</p>

A Wonderful World Cruise

An information text is not a story. It gives information and facts.

1 Read and match.

Read the descriptions and match them to the features of an information text in the box below the table.

Feature	Description
1	Picture or photograph
2	Mini title above a paragraph
3	Words beside or below an image that explain what the image shows
4	Name of the text

Title	Heading	Caption	Image
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2 Read and tick.

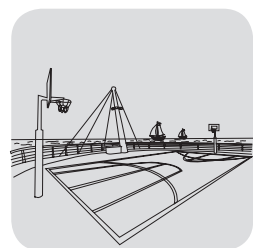
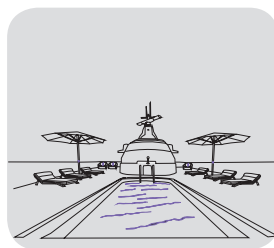
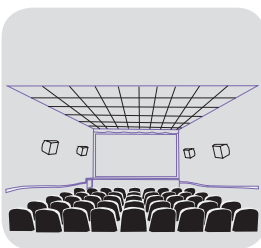
Decide if each sentence is True (T) or (F).

- 1 The Viking Sun can carry thousands of passengers.
- 2 You can play sports on the Viking Sun.
- 3 The cruise starts in the USA.
- 4 Passengers can visit China on Day 101.
- 5 Muscat is the last place the ship visits.

3 Read and match.

Match words to the pictures.
Write the correct word under each picture.

swimming pool restaurant gym sports deck movie theatre



a..... b..... c..... d..... e.....

The Boy Who Caught the Wind

1 Read and order.

Put the events into the correct order.

- | | | |
|---|--|------------------------------------|
| 1 | William travelled to many countries. | <input type="checkbox"/> |
| 2 | He decided to build a windmill. | <input type="checkbox"/> |
| 3 | William's father's crops all died. | <input type="checkbox" value="1"/> |
| 4 | The windmill was ready after three months. | <input type="checkbox"/> |
| 5 | William stopped going to school. | <input type="checkbox"/> |
| 6 | He found a lot of old things in junkyards. | <input type="checkbox"/> |

2 Read and check.

Check the boxes with Right (✓) Wrong (x) or I don't know (?)

- | | | |
|---|---|--------------------------|
| 1 | William's village didn't have much wind. | <input type="checkbox"/> |
| 2 | William found a book about windmills at school. | <input type="checkbox"/> |
| 3 | The windmill's tower was made from plastic. | <input type="checkbox"/> |
| 4 | William travelled to California. | <input type="checkbox"/> |
| 5 | William had an older brother. | <input type="checkbox"/> |

3 Read and sort.

Make a word from the letters at the end of each sentence.

- Example:** William's family had no **NEYOM**
William's family had no money.
- | | | |
|---|--------------------------------------|-------------------|
| 1 | Every day, William went to the | RBIALYR |
| 2 | He started to a windmill. | DUBIL |
| 3 | He found old things in | RNYDJSKUA |
| 4 | A wrote a book about William. | SLORAJITUN |

The Time Machine

1 Read and tick.

Decide if each sentence is True (T) or False (F). Put a tick in the correct box.

- 1 Jim and Professor Cool were friends.
- 2 Jim wanted to travel into the future.
- 3 The Time Machine looked just like a car.
- 4 It had levers, wheels and clocks.
- 5 The Professor came back last week.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

2 Read and complete.

Fill in each gap with a word from the box. Note: There is one extra word.

inventor strange future that machines travel house

Professor Cool is an (1) inventor. One day last week, I went to his (2)..... . It is full of interesting (3)..... . I saw a (4)..... machine in his laboratory. 'What's (5).....?' I asked. 'It's a machine that can (6)..... through time,' he replied.

3 Read and sort.

Decide who said these things in the story. Write 'P' next to things the Professor said. Write 'J' next to things Jim said.

- 1 'But how is that possible?'
- 2 'Please come to my house tonight.'
- 3 'Now I want to travel into the future.'
- 4 'What can it do?'
- 5 'Goodbye!'

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Writing Pages

UNIT 1

My Hobbies

page 63

UNIT 2

My Food Diary

page 65

UNIT 3

Wonderful Places

page 67

UNIT 4

Information Page about an Invention

page 69

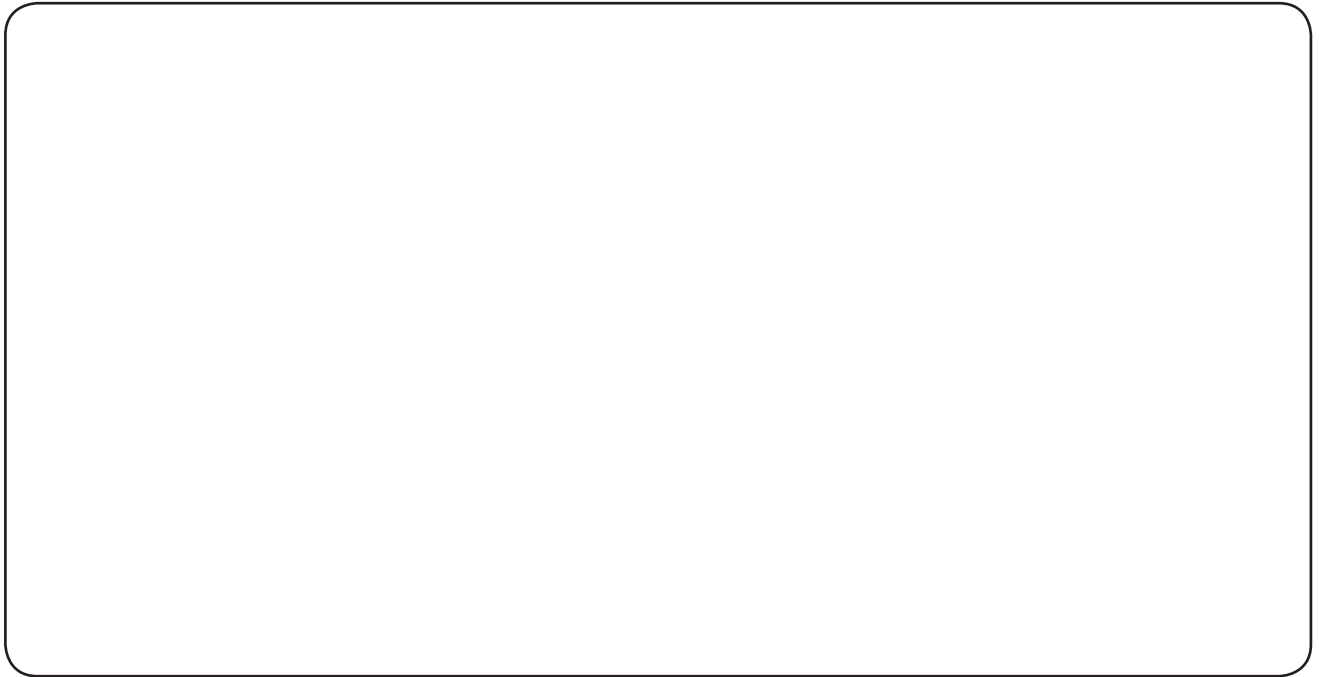
UNIT 5

My Dream House of the Future

page 71

Name: Date:

My Hobbies



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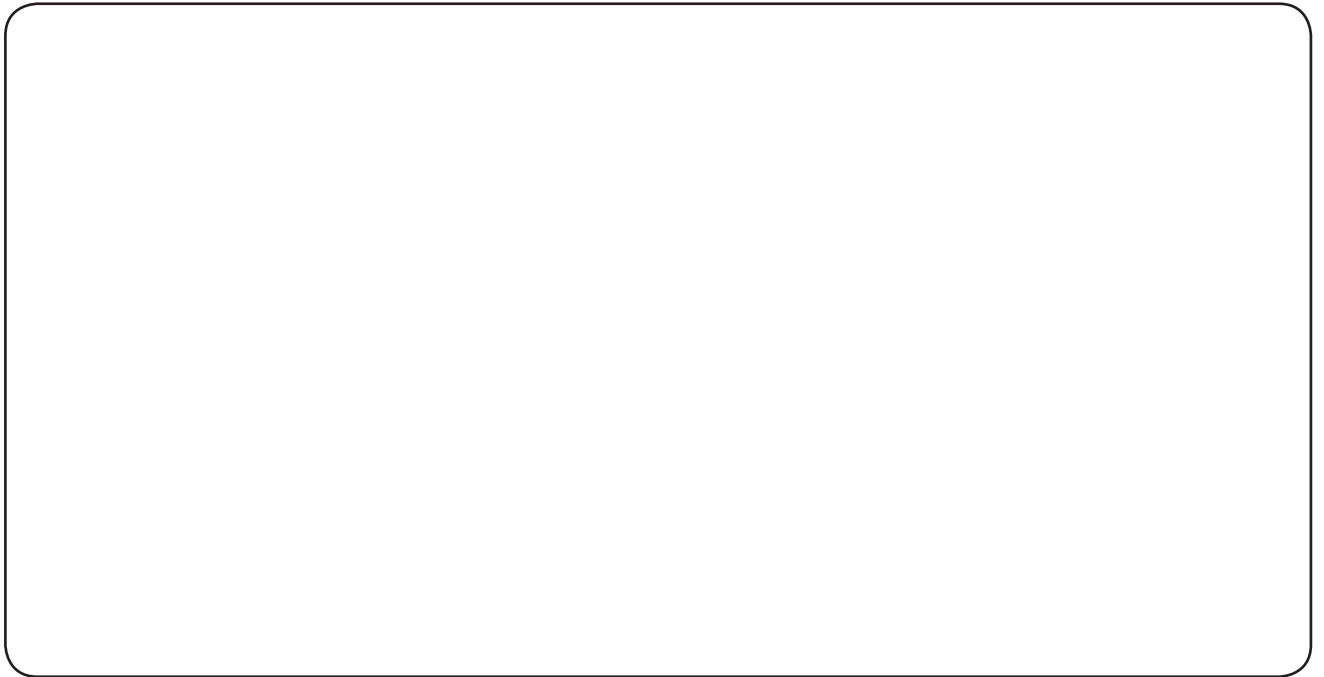
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Name: Date:

My Food Diary



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Name: Date:

Wonderful Places

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Name: Date:

Information Page about an Invention

INVENTION

THE



Inventor:

Invented in:

Date:

Interesting facts:

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Name: Date:

My Dream House of the Future

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Acknowledgements

The Ministry of Education, Sultanate of Oman is grateful to all individuals, organisations and website sources for the use of material featured in this textbook.

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