



SULTANATE OF OMAN  
MINISTRY OF EDUCATION

5A

# English for Me



CLASSBOOK

2018



His Majesty Sultan Qaboos Bin Said

# 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 A.

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.

Remember to look after your Classbook.

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# Learning Outcomes for Grade 5A

## UNIT 1 Welcome Back to English

- can make introductions
- can talk about things you like and don't like doing
- can read and understand descriptions of past events
- can understand and follow classroom instructions
- can listen for general information about past events
- can use the simple past tense
- can spell regular and irregular past tense verbs
- can write about things that happened in the past
- can make a dictionary page
- can differentiate between past verb ending sounds

## Unit 2 Kids Like Us

- can talk about likes and dislikes
- can read and understand descriptions and emails
- can understand and tell the time
- can talk about daily activities and routines
- can listen for general information about daily routines
- can listen for specific information about time
- can write a description about daily routines
- can plan and do a survey
- can spell plural nouns correctly
- can pronounce the endings of plural nouns correctly

## Unit 3 Growing Up

- can talk about life cycles
- can talk about ability using 'can' and 'can't'
- can read and understand factual information about life cycles
- can listen for general and specific information about abilities
- can use time sequence words (first, next, then, finally)
- can do a survey about abilities
- can write a paragraph about what you do after school
- can spell plural nouns correctly
- can research and write about an Omani animal
- can recognise short and long 'a' sounds in words

## Unit 4 Going Places

- can read and understand factual information
- can make suggestions
- can accept or refuse suggestions
- can listen for general information and specific information about tourist activities
- can talk about activities for tourists
- can recognise proper nouns
- can write a paragraph about a place in Oman
- can design a website page
- can spell words with double letters
- can recognise short and long 'oo' sounds in words

## Unit 5 Friendship

- can talk about how friends behave
- can categorise adjectives
- can read and understand stories about friendship
- can understand and use question words
- can listen for general information about friendship
- can listen for specific information about friendship
- can write a paragraph about a friend
- can correct errors in writing
- can make a poster about friendship rules
- can understand the use of syllables



## 1 Play a game.

## Name Game

**Student A:** Throw a ball to Student B.  
Ask 'What's your name?'

**Student B:** 'I'm [Maha].'  
Throw the ball to Student C.  
Ask 'What's your name?'

Continue throwing the ball around the class.



## 2 Read, listen and speak.

1

Who's that girl?



I don't know. Let's ask her.

3

What about you?  
Are you new too?



No, but we're new in Grade 5. I'm Salima and this is my friend Nada.

5

Good morning,  
Teacher!



Sit down, class!  
Now... we have a  
new student today.  
Come here, please,  
Huda!

2

Hello. What's your name?



Huda. I'm a  
new student.

4

Good morning, everyone!  
Welcome to Grade 5!

Oh, here's  
our teacher.  
Stand up,  
Huda!



6

This is  
Huda.

Welcome to  
our school!



Hi, everyone!

Thanks!

**3 Listen and repeat.**

**Days of the Week**

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

**4 Read and find.**

Read the conversation below. As you read, find the answers to these questions.

- 1 What subjects do the boys have on Thursday?
- 2 How many times a week do they have Science?

**Salim:** What day is it today?

**Nasser:** It's Wednesday.

**Salim:** Oh good. We've got English today. I like English. It's my favourite subject.

**Nasser:** When have we got Art? Is it Tuesday?

**Salim:** No, it's tomorrow.

**Nasser:** Oh no. I don't like Art.

**Salim:** You like Science, don't you? We've got Science after Art tomorrow. And we've got it on Monday too.

**Nasser:** Great! I love Science.



**5 Read, think and speak.**

Work with a partner. Read the timetable below. Ask and answer questions about it.

**Student A:**  
When have we got English?

**Student B:**  
We've got English on Sunday and Thursday

Sunday	Monday	Tuesday	Wednesday	Thursday
English	Science	Islamic Studies	Arabic	English
Maths	Arabic	Art	Islamic Studies	Science

# Grammar

## 1 Look, match and write.

- Match the past verbs in the stars to the present tense verbs below.
- Write the verbs into the table.



### Regular verbs (present)

### Irregular verbs (present)

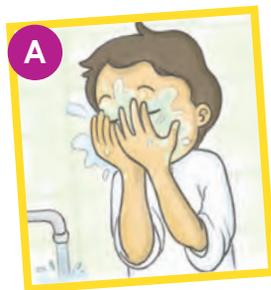
1	brush		6	come	
2	wash		7	take	
3	help		8	go	
4	cook		9	eat	
5	play		10	make	

## 2 Think and write.

Write a sentence about each picture below. Begin each sentence with **Yesterday** and use one of the verbs from Activity 1. Write the sentences into your exercise book.

**Example:** A. Yesterday Saif washed his face.

Regular verbs



Irregular verbs



### 3 Read and find.

Read the story. As you read, write the verbs in the past tense into your exercise book.

#### Tom and the Robot

- 1 Tom was good at making things. One day, he made a robot.
- 'Hello, I'm Binks,' said the robot. 'Who are you?'
- 'I'm Tom,' said Tom. 'What can you do, Binks?'
- 5 'I can do lots of things,' said Binks.
- 'I'm hungry,' said Tom. 'Can you cook?'
- 'Yes,' said Binks. 'I like cooking.' He went to the kitchen and made lots of lovely food. Tom ate the food. It was delicious.
- 10 'Stop cooking now, Binks,' said Tom.'
- But Binks didn't stop. He cooked and cooked. Soon, the kitchen was full of food.
- Tom's mum came home. When she saw Binks and all the food, she was very angry.
- 15 'Sorry, mum,' said Tom. 'This is Binks. He can't stop cooking.'
- 'Take Binks out of the kitchen!' said Tom's mum. Tom felt sad.
- Next day, Tom took Binks to school. There were lots of hungry children there. Binks helped the cook in the school kitchen. He made lunch for all the children. Everyone was very happy with Binks.



### 4 Read and choose.

For each item, choose the correct answer and circle it.

- |   |   |                   |                     |                     |
|---|---|-------------------|---------------------|---------------------|
| 1 | Binks was a                               | (a) boy           | (b) pet             | (c) robot           |
| 2 | Binks liked                               | (a) making things | (b) cooking         | (c) eating          |
| 3 | When Tom's mum saw all the food, she felt | (a) angry         | (b) hungry          | (c) happy           |
| 4 | Next day, Binks went with Tom             | (a) to the beach  | (b) to a restaurant | (c) to school       |
| 5 | Binks helped                              | (a) Tom's mum     | (b) Tom's teacher   | (c) the school cook |



# Listening and Speaking

## 1 Listen and do.

Listen to the instructions on the CD and do the activities.

## 2 Listen and match.

Listen to the CD and match each letter to a picture.

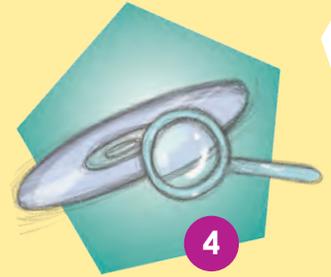
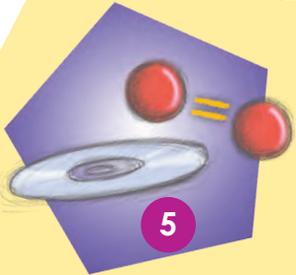


## 3 Read and choose.

For each item, choose the correct answer.

- 1 Stand (a) to (b) up (c) down .
- 2 Sit (a) from (b) to (c) down .
- 3 Point (a) to (b) away (c) up the board.
- 4 Get (a) up (b) into (c) from pairs.
- 5 Cut out the (a) picture (b) window (c) board .

**4** Look, listen and match.



Play a game.

Listen and match.

Sing.

Read and colour.

Ask and answer.

Make.

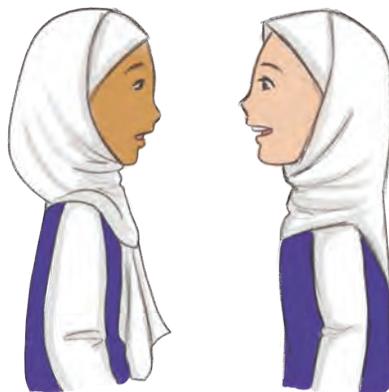
Look and listen.

Write.

**5** Speak.

Work with another student.  
Tell your partner what to do.

Stand up!



Point to the window!

# Writing

## 1 Read and match.

Read about what Ali did after school each day last week. Match the pictures to the days.



### Ali's Diary

- Sunday** I played football on the beach.
- Monday** I took Hamad to the funfair.
- Tuesday** I went shopping with my mum.
- Wednesday** I cleaned my dad's car.
- Thursday** I rode my bike with Nasser.

## 2 Ask and answer.

What did Ali do on Wednesday?



He cleaned his dad's car.

## 3 Write.

Write a sentence about a different activity you did after school each day last week.

### My Diary

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	

Spelling and Punctuation

We use capital letters

- at the beginning of a sentence
- when we write the word I
- for names of people and places
- for names of the days and months

He plays football at the weekends.

I like swimming and running.

My friend Hassan lives in Salalah.

My birthday is on Tuesday, 7th August.

4 Read and match.

Read the sentences below. Add the capital letters and full stops in the correct places.

- 1 last week, salim played football with his friends
- 2 fatma went to egypt with her family
- 3 it was ali's birthday last sunday
- 4 hamad has a green boat
- 5 my birthday is on 23rd november
- 6 ahmed and I went to the funfair in muscat

5 Find and correct.

Read the sentences below. Each sentence has one word that is spelt incorrectly. Complete the sentences with the correct spelling of each word.



Maha's Day

- 1 Yesterday Maha ate breakfast with her mlfayi .....
- 2 Then she nwte ..... to school.
- 3 She listened to her teacher in slacs .....
- 4 When she came home, she made a keca ..... with her mum.
- 5 Later, she leypad ..... with her little sister.

## Project

## 1 Sing the song.

## The Alphabet Song

**a** is for  and **b** is for 

**c** is for  the one in the chair

**d** is for  and **e** is for 

**f** is for  there's one right here!

**g** is for  and **h** is for 

**i** is for  I'd like one of course!

**j** is for  and **k** is for 

**l** is for  that shines so bright

**m** is for  and **n** is for 

**o** is for  I've got one of those!

**p** is for  and **q** is for 

**r** is for  mine's red and green!

**s** is for  and **t** is for 

**u** is for  you use in the rain

**v** is for  and **w** is for 

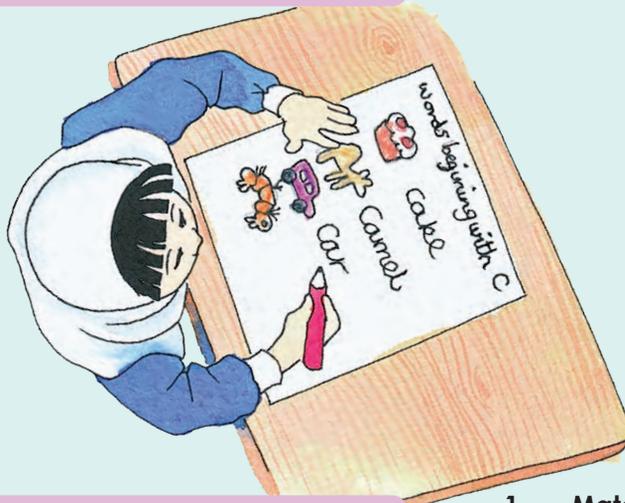
**x** is for  when you have a fall

**y** is for  and **z** is for 

This is the alphabet. I know it. Do you?

2 Look and think.

Look at Maha. What is she doing?



Drawing pictures helps you to remember words.

3 Read, match and write.

- 1 Match each word in the yellow pencil with a picture.
- 2 Write the words in alphabetical order into your exercise book.

Example:

Words beginning with **t**

1 table

2 \_\_\_\_\_

4 Project work.

- 1 Make your own dictionary page.
- 2 Write the words and draw pictures.

Example:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My dictionary page**

**cat** 

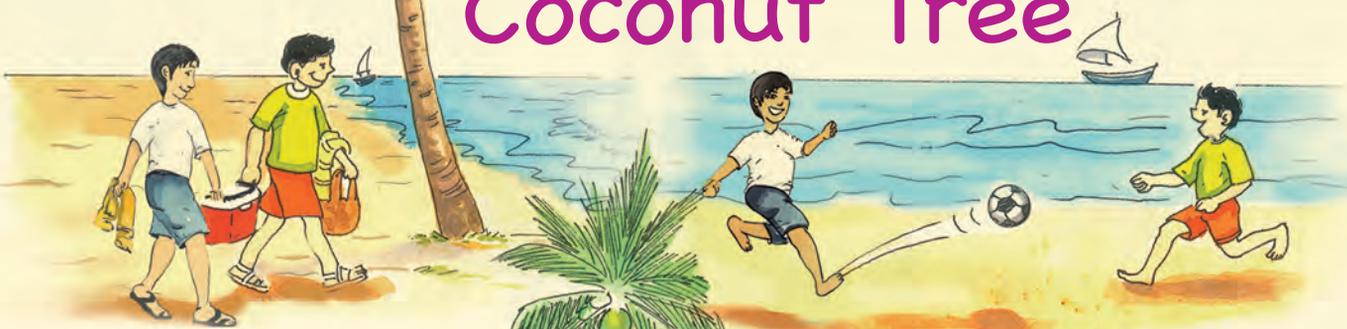
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Let's Read Khalid and the Coconut Tree



In the holidays, Khalid visited his friend Salim, who lived by the sea. They went to the beach.

It was hot, so they swam in the sea. Then, they played football.



Then, they sat under a coconut tree and ate their lunch. Salim ate a chicken sandwich and Khalid ate a cheese sandwich. Khalid wanted some fruit, but there wasn't any.

Salim fell asleep, but Khalid had an idea. He saw some coconuts in the tree, so he climbed the tree and picked a coconut.



When Salim woke up, Khalid wasn't there. He looked up and saw Khalid in the tree! Khalid couldn't go up and he couldn't go down. He was stuck!



Salim ran home quickly and telephoned 9999. The firemen brought a very long ladder and rescued Khalid.



Khalid thanked the fireman. Now Khalid wants to be a fireman when he grows up.

Write three things you can **do** at the beach.

Write three things you can **eat** at the beach.

1 Read, look and match.

Read the sentences about Khalid's adventure. Match each sentence to the correct picture.

- 1  Khalid and Salim swam in the sea.
- 2  They sat under a coconut tree.
- 3  Salim fell asleep.
- 4  Khalid saw some coconuts in the tree.
- 5  He climbed the tree.
- 6  He picked a coconut.
- 7  Salim woke up.
- 8  Khalid was stuck in the tree.
- 9  Salim ran home.
- 10  He telephoned 9999.
- 11  The firemen rescued Khalid.

UNIT  
**2**

# Kids Like Us

## Reading and Understanding

### 1 Read and listen.

Ahmed wants to learn about other countries. He wants to make new friends.

What are you doing?

I'm writing to my friend, Suzy.

Who's she?

Does she live in Oman?

She's a friend of mine.

No, she lives in Britain. She's a member of the IKC.

What's the IKC?

The International Kids' Club.

There are IKC members all over the world.

That's great! Can I join?

Yes, of course! Can you use a computer?

Yes, I can.

**IKC**

in Kenya... in France...

in Oman... and in the USA!

in Japan...

Can you write in English?

Yes.

OK. Fill in the application form and give it to your teacher, or e-mail it to the IKC.

**2 Read and answer.**

1 Where is Roberto from?

.....

2 How old is Suzy?

.....

3 What does Maha like?

.....

Read about the children in the IKC.  
Find the answers to these questions.

4 How many children like going shopping?

.....

5 Does David like playing computer games or playing football?

.....

Hello, my name is Roberto. I am 11. I am from Italy. I like playing football and drawing. I don't like going shopping. My favourite food is chips. This is my e-mail: roberto@ikc.com



Hi, my name is Suzy. I am 10. I am from Britain. I like reading comics and going shopping. I don't like playing volleyball. My favourite food is pizza. This is my e-mail: suzy@ikc.com



Hello, I am Maha. I am 10. I am from Oman. I like reading stories in English and swimming. I don't like playing computer games. My favourite food is fish. This is my e-mail: maha@ikc.com



Hi, my name is David. I am 10. I am from Australia. I like playing computer games and riding a bike. I don't like drawing. My favourite food is chocolate. This is my e-mail: david@ikc.com



**3 Think and complete.**

	drawing	playing computer games	going shopping	reading stories or comics	playing football or volleyball	swimming	riding a bike
Roberto	✓		x				

**4 Ask and answer.**

Does Roberto like drawing?

Does Maha like shopping?

Does Suzy like swimming?

Yes, he does.

No, she doesn't.

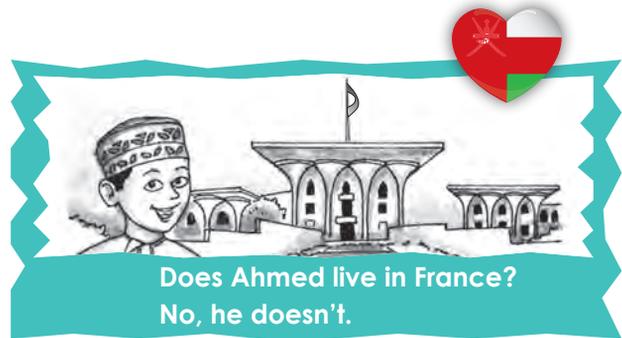
I don't know.

# Grammar

## 1 Look and read.



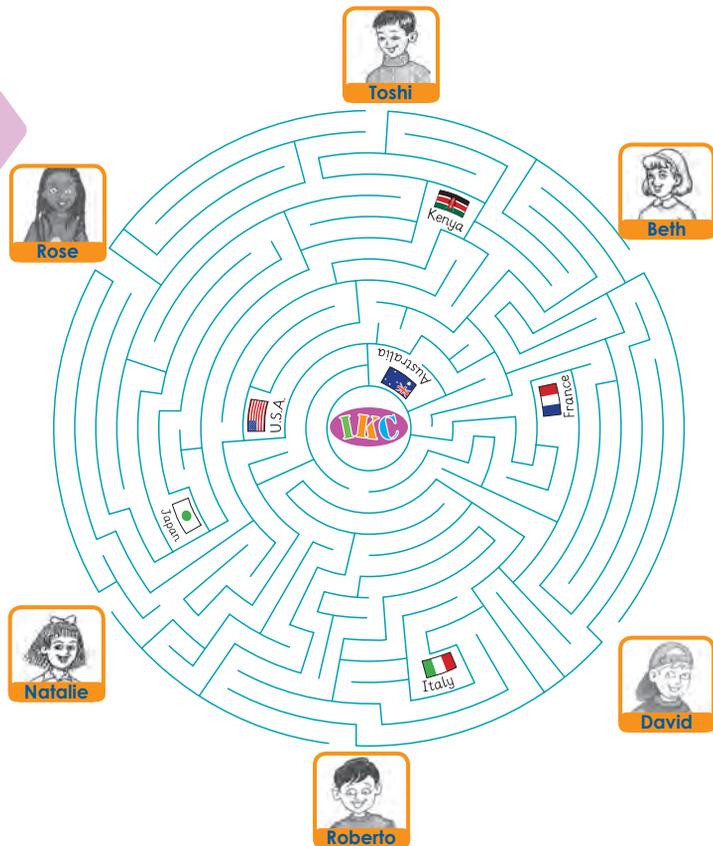
Does Suzy live in Britain?  
Yes, she does.



Does Ahmed live in France?  
No, he doesn't.

## 2 Find, write and listen.

Name	Country
1 Rose	
2 Toshi	
3 Beth	
4 David	
5 Roberto	
6 Natalie	



## 3 Read and answer.

Look at the maze again. Answer the questions.

**Example:** Does Beth live in the USA? Yes, she does.  
Does Toshi live in France? No, he doesn't.

- Does David live in Australia? .....
- Does Natalie live in Italy? .....
- Does Rose live in the USA? .....
- Does Roberto live in Italy? .....

## 4 Read and find.

1 Read the chart below about the children in the IKC.

Name	 English	 Maths	 Music	 Art	 P.E.	 Science
Sami 	✓	✓	✗	✓	✗	✓
Huda 	✓	✓	✓	✗	✗	✓
Toshi 	✗	✓	✗	✓	✓	✗
David 	✓	✗	✓	✓	✓	✗
Maha 	✓	✗	✓	✗	✓	✓
Roberto 	✓	✓	✓	✗	✓	✗

2 Find each child in the chart above. Write the correct name next to each description.

Example: He likes P.E and Art, but he doesn't like Maths. **David**

- 1 She likes P.E and Science. ....
- 2 He likes English and Art, but he doesn't like music. ....
- 3 She likes Maths, Music and Science. ....
- 4 He doesn't like English. ....
- 5 They like English and Music. ....
- 6 They don't like Art, but they like Music. ....

# Listening and Speaking

## 1 Look and choose.

Choose the correct time on each clock and circle its letter.



- a It's five past eleven.
- b It's ten to one.
- c It's one past eleven.



- a It's twenty past twelve.
- b It's twenty to twelve.
- c It's twenty-five past twelve.



- a It's ten past ten.
- b It's ten to eleven.
- c It's ten to ten.



- a It's twenty-five to three.
- b It's twenty-five past three.
- c It's twenty-five to four.



- a It's a quarter to five.
- b It's a quarter past five.
- c It's a quarter to six.



- a It's a quarter to two.
- b It's a quarter past one.
- c It's a quarter past three.

## 2 Listen and order.

Look at the pictures of Huda's day. Listen and put the pictures into the correct order. Write the numbers into the circles.



a



b



c



d



e



f

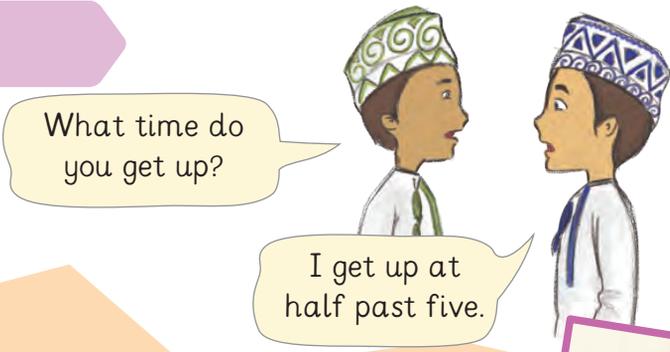


g



h

**3** Ask and answer.



What time do you...



get up?



do homework?



have lunch?



play sport?



go to school?



brush your teeth?



watch TV?



go to bed?

**4** Present.

Example:

I go to school at half past six.  
I have lunch at two o'clock.

Look at the activities in Activity 3.  
Tell your class about what you do every day.



# Writing

## 1 Read and answer.

Ahmed has just got his first e-mail from a new friend in the IKC, Carlos.

Read the e-mail and answer the questions.



To: ahmed@ikc.com  
 From: carlos@ikc.com  
 Subject: Hello Ahmed!

Dear Ahmed,

My name is Carlos. I live in Mexico. I am eleven years old. I have got two brothers and one sister. I live with my mother and father, brothers and sister and grandfather. My favourite food is tortilla. Tortillas are made from cornflour and water.

I go to school at half past six. It is a long way from my house to school. My favourite subjects are Maths and Science. I have lots of friends at school. My best friend is Pedro.

I hope you will be my new friend too. I have attached a file with six pictures so you can see what I do every day. I hope you will write to me soon.

Bye  
 Carlos

1 Where is Carlos from?

.....

2 How old is he?

.....

3 How many brothers and sisters does he have?

.....

4 Does he live in a house or a flat?

.....

5 What are his favourite subjects?

.....



I get up at half past five and eat my breakfast. I usually have watermelon and bread.



Before I go to school, I collect eggs from the chicken hutches.



I ride my bike to school. It takes an hour to get from my house to the school. I carry my books and lunch in my school bag.



At break time I play football with my friends. I love football. My favourite player is Ronaldo.



After school, I swim in the sea with my friends. There are lots of different fish to look for.



I go to bed at nine o'clock.

## Spelling and Punctuation

### Singulars and Plurals

**Singular** means only one.



**Plural** means more than one.



Read these sentences and then write the rule into your exercise book.

We say **one cap**



but **three caps.**



We say **one fox**



but **two foxes.**



We say **one branch**



but **two branches.**



We say **one dress**



but **three dresses.**



We say **one brush**



but **four brushes.**

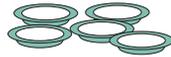


When a word ends in **-x, -s, -ch** or **-sh** we add .....

## 2 Complete.



We say one **box** but two .....



We say one **dish** but five .....

Complete the sentences with the plurals.



We say one **watch** but four .....



We say one **glass** but three .....

## 3 Write.

**Singular**

**plural**

1 branch ..... **branches** .....

2 cake .....

3 sock .....

4 glass .....

**Singular**

**plural**

5 fox .....

6 dish .....

7 hat .....

8 tree .....

## 4 Write.

Rewrite these sentences with the correct punctuation into your exercise book.

1 sami likes playing computer games

2 does maha live in oman

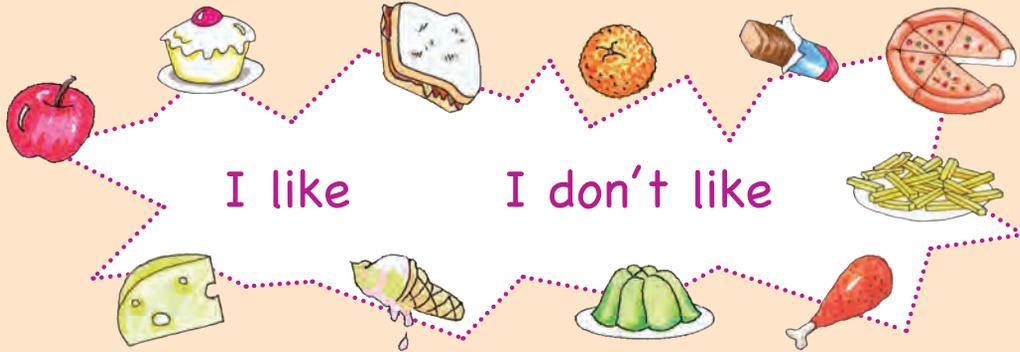
yes, she does

3 i like reading english stories

# Project

## 1 Think and talk.

Look at the pictures. Talk about the food you like and the food you don't like.



## 2 Think and talk.

Write more words for each of these topics.

Sports	School subjects	Daily activities
tennis	Arabic	watching TV

## 3 Ask and answer.

Ask some of your classmates.  
Do you like .....?



## Do a survey

## 4 Make.

Make a survey like the one below.

Name	swimming	computer games	watching TV	shopping	reading
My brother Hani	✓			x	

## 5 Ask.

Complete the survey with your family member.

Do you like...?



## 6 Write your text.

Write about the results in your chart.

You can use the text below as an example.

In my family, only one person likes swimming. Three people like playing computer games. Four people like watching TV. Two people like shopping. All my family members like reading.

## 7 Complete.

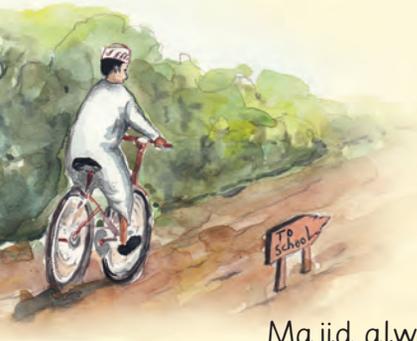
**My Family Survey**

Name	swimming	computer games	watching TV	shopping	reading
My brother Hani	x	✓	x	✓	✓
father	✓	x	✓	x	✓
mother	x	✓	✓	✓	✓
sister Aysha	x	x	x	✓	✓
brother Hood	x	✓	✓	x	✓
sister Huda	x	✓	✓	x	✓

In my family, one person only likes swimming. Three people like playing computer games. Four people like watching TV. Two people like shopping. All my family members like reading.

## Let's Read

# Majid and his Friends



Majid always gets up late. He jumps out of bed and has a shower. Then he brushes his teeth. He eats his breakfast quickly because he is late. Majid rides his bike to school every day. He is always late for school. Majid's favourite subject is Music. He likes playing the violin, but he's not very good.

Majid studies History at school. One day he saw a film about dinosaurs. It was very scary. Some dinosaurs were 11 metres tall and 23 metres long. They weighed up to 100,000 kilos. Majid was very scared when he saw the film. He closed his eyes and sat under his desk.

Majid likes learning English at school. He likes using the computer in the Learning Resource Centre. He's a member of the IKC (International Kids Club). He sends e-mails to his friends in Japan, Oman, Brazil, and Britain.

One day, Majid's class had a party. Majid took some bubblegum for his teacher and his friends. The other children took cakes and sandwiches. The teacher didn't eat the bubblegum. He explained that we can't eat bubblegum at school.

After school Majid likes playing football with his friends. He does his homework before he eats his dinner. Majid's favourite food is fish.

Majid goes to bed at about nine o'clock. He usually dreams about his friends and football.



**Write three of your favourite foods.**

**Write three things that you like doing after school.**

## 1 Choose the correct answer.

- 1 Majid goes to school .....  
 a by bus                      b by bike                      c on foot
- 2 Majid likes playing the .....  
 a drums                      b flute                      c violin
- 3 The film about the dinosaurs was .....  
 a scary                      b interesting                      c funny
- 4 Majid took ..... to the school party.  
 a cakes                      b bubblegum                      c sandwiches
- 5 Majid goes to bed at .....  
 a 6 o'clock                      b 9 o'clock                      c 10 o'clock

## 2 Read and think.

Read the text again.

Circle the correct option in each sentence.

- 1 Majid eats his **breakfast/ lunch** quickly.
- 2 Majid is always **late/ early** for school.
- 3 Majid is **good/ not good** at playing the violin.
- 4 Majid was **happy/ scared** watching the dinosaurs film.
- 5 Majid usually dreams about **dinosaurs/ friends and football**.

# UNIT 3

# Growing Up

## Reading and Understanding

### 1 Read and answer.

Read the two e-mails below and answer the questions.

- Who is the sender of the first e-mail?
- What animal does she want information about?

- Who is the sender of the second e-mail?
- What place in Oman does she write about?

To:	maha@ikc.com
From:	nina@ikc.com
Subject:	Turtles project

Dear Maha,  
I'm doing a project at school about turtles. My teacher told me that Oman is very famous for turtles. Please can you tell me about where they live and how they grow?  
Thanks and best wishes  
Nina



To:	nina@ikc.com
From:	maha@ikc.com
Subject:	Turtles project

Dear Nina,  
Thanks for your e-mail. Yes, there are lots of turtles in Oman. There's a place called Ras Al Hadd where people go to see them. I've found some pictures about how turtles are born, and I've written some information for you. I hope this helps you with your project.  
Bye  
Maha

### 2 Read and write.

Read the e-mails in Activity 1 again. Write short answers to the questions.

Example: 1 Is Nina doing a school project? **Yes, she is.**

2 Is her project about birds?

.....

4 Does Nina live in Oman?

.....

3 Is Oman famous for turtles?

.....

5 Can Maha help Nina?

.....

### 3 Read and listen.

Turtles live in the sea.

1



The female turtle comes out of the water to lay her eggs on the beach.

2



First, she digs a hole in the sand.

3



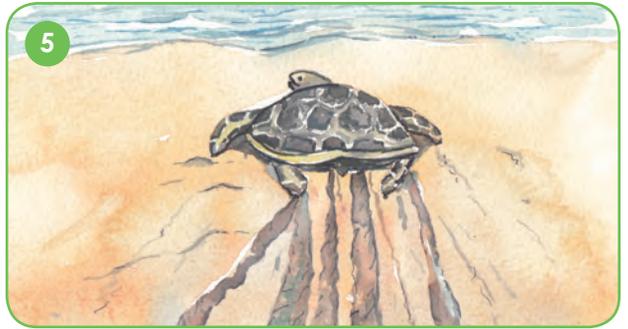
Then, she lays her eggs.

4



Next, she uses her back feet to cover the eggs with sand.

5



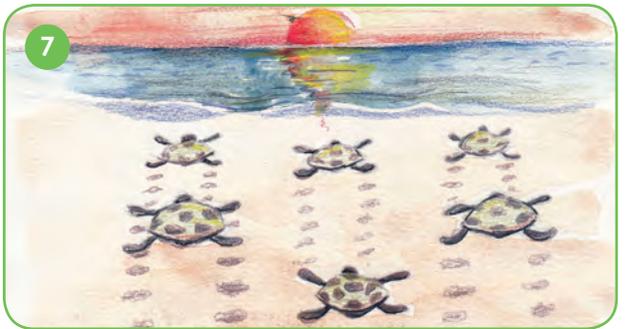
Then, she goes back to the sea.

6



After eight weeks, tiny turtles hatch out of the eggs.

7



Finally, the baby turtles run into the sea where they live and grow.

# Grammar

## 1 Listen and think.

1  sleep	2  ride a bike	3  drink milk	4  read a book
5  use a phone	6  cry	7  use a computer	8  play with toys

## 2 Ask and answer.

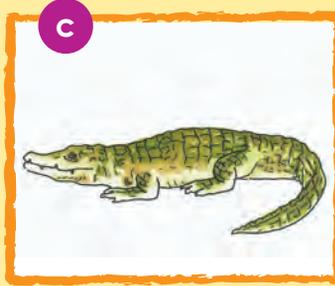
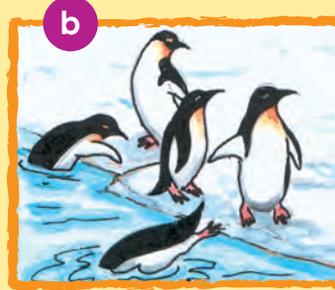
Can a baby cry?

Yes, a baby can cry.

Can a baby ride a bike?

No, a baby can't ride a bike.

## 3 Read, think and match.



- 1  They can fly but they can't swim.
- 2  They can swim but they can't fly.
- 3  It can jump but it can't fly.
- 4  It can swim but it can't climb.

## 4 Listen, read and think.



- 1 It has wings,  
But it can't fly.  
It lives on the ice,  
Not in the sky.  
**What is it?**
- 2 You can see it,  
But you can't touch it.  
It adds colour to the sky.  
But it can't fly.  
**What is it?**
- 3 It can move but it can't walk.  
It can fly but it can't talk.  
It carries people but they can't carry it.  
It's not a bird, **so what is it?**

# Listening and Speaking

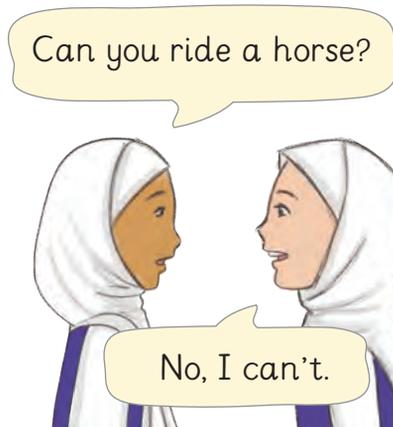
## 1 Look, listen and match.

Look at the pictures.

Listen to Omar and Laila talking. Match each sentence to the correct picture.



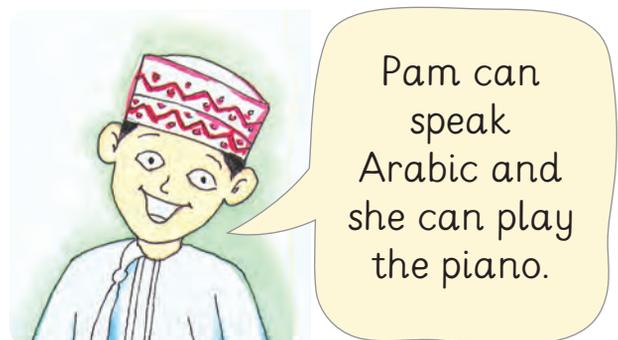
## 2 Ask and answer.



## 3 Listen, complete and talk.

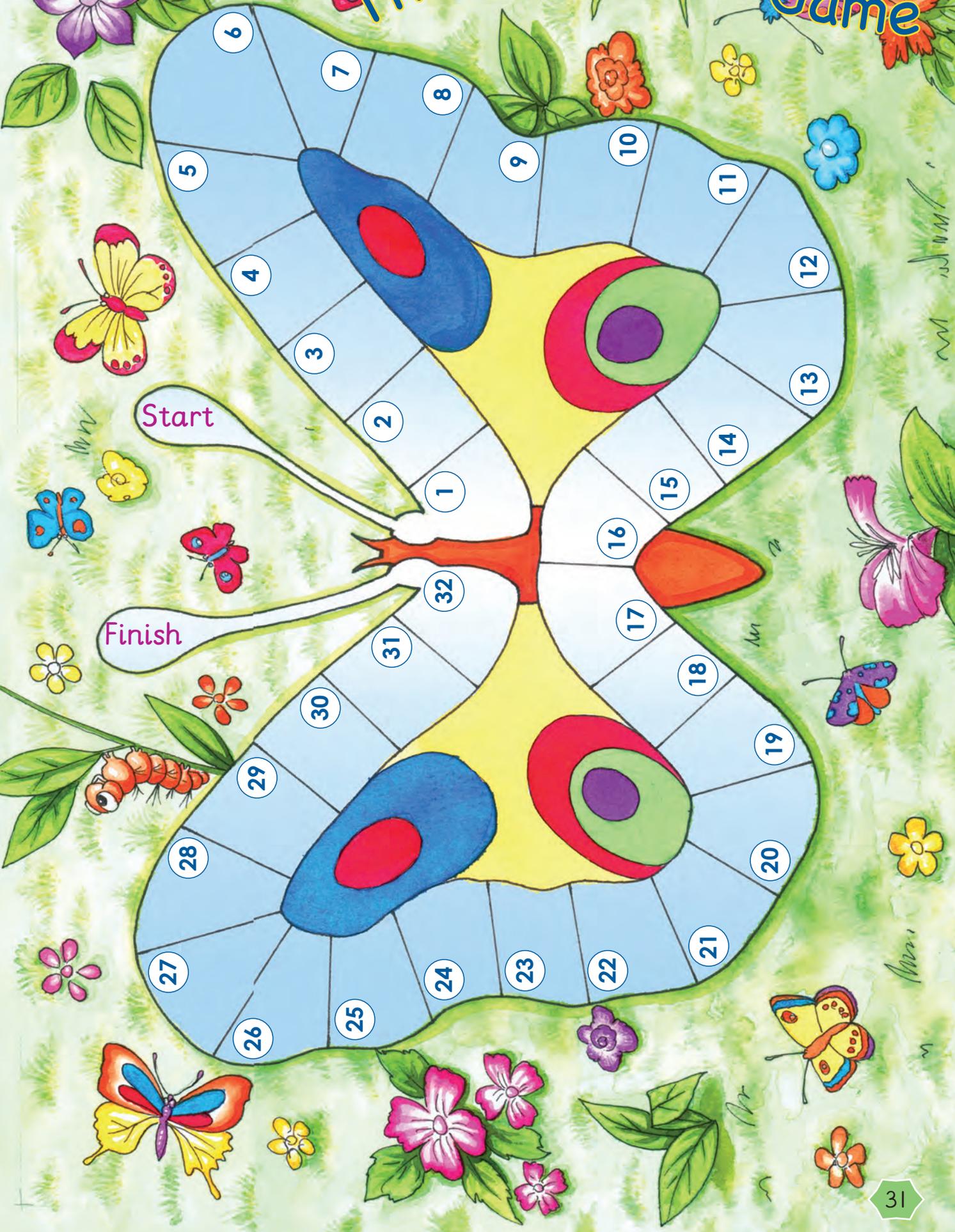
Listen to Pam and Brian talking. Put a tick on the chart for the things they can do and a cross for the things they can't.

	Pam	Brian
play basketball		
ride a bike		
play the piano		
use a computer		
speak Arabic		



4 Play a game.

# The Butterfly Game



Start

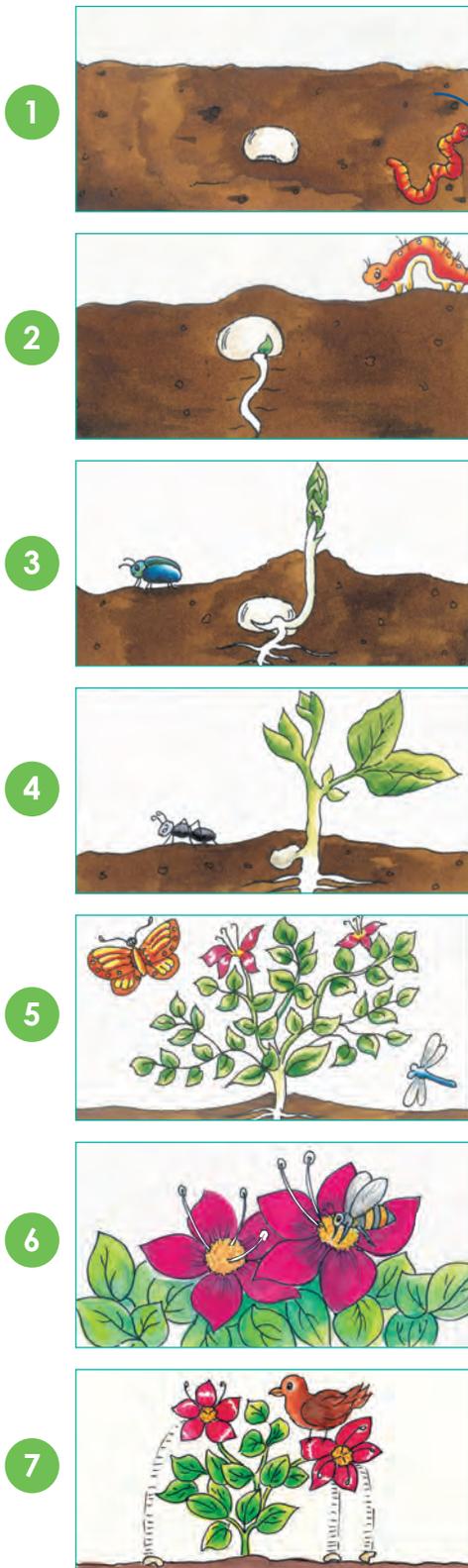
Finish

## Writing

### 1 Look, read and match.

Look at the pictures, then read the texts.  
Match each text with a picture.

### The Life Cycle of a Seed



- a Then, the seed grows a shoot. The shoot gets bigger and grows up to the sunlight.
- b The plant grows flowers.
- c Then, the seed grows into a plant.
- d Finally, the flowers grow seeds, which fall on the ground.
- e The seed is in the ground.
- f First, the seed grows a white root. The root grows down into the ground for food and water.
- g Next, leaves grow from the shoot.

## Spelling and Punctuation

### We use commas when we want

- to take a little rest in a sentence
  - First, the seed grows a white root.
  - Finally, the flowers grow seeds.
- to separate things in a list
  - The plant grows roots, shoots, leaves and flowers.

We do not usually put a comma before the word 'and.'

## 2 Write.

Rewrite these sentences into your exercise book. Put capital letters, full stops and commas into the correct places.

- 1 laila enjoys swimming tennis and going shopping
- 2 my family is planning to visit salalah nizwa and muscat
- 3 ali eats bread cheese honey and eggs for breakfast
- 4 we go to school on sunday monday tuesday wednesday and thursday

## 3 Read, think and write.

Read the words in Lists **A** and **B** below. Write the **plurals** of the words in List **A**. Write the **singulars** of the words in List **B**. Be careful, you need to use lots of different spelling rules!

### A

Example:

- |   |           |         |
|---|-----------|---------|
| 1 | diary     | diaries |
| 2 | box       | .....   |
| 3 | fly       | .....   |
| 4 | bus       | .....   |
| 5 | watch     | .....   |
| 6 | butterfly | .....   |

### B

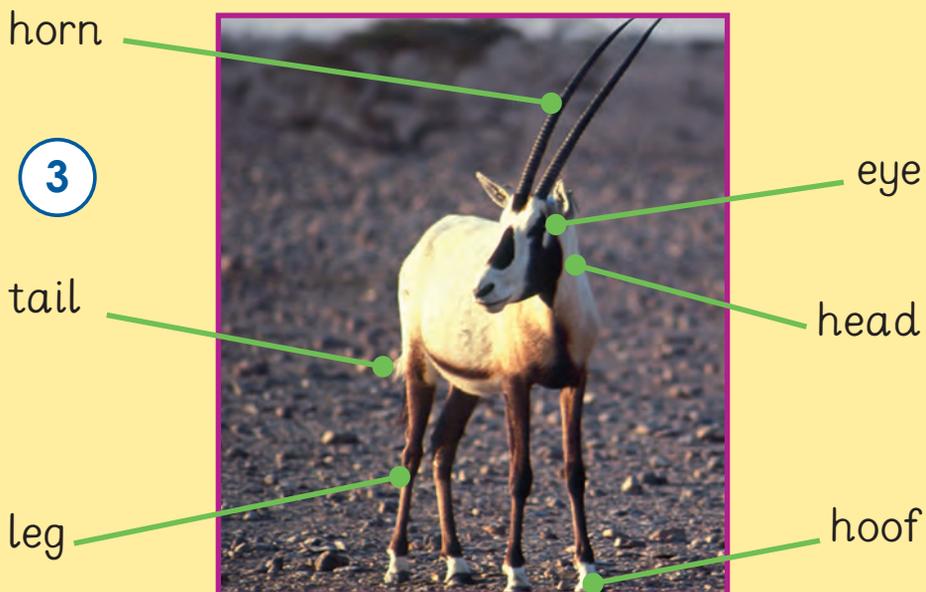
- |   |              |            |
|---|--------------|------------|
| 1 | strawberries | strawberry |
| 2 | brushes      | .....      |
| 3 | dresses      | .....      |
| 4 | babies       | .....      |
| 5 | foxes        | .....      |
| 6 | lollies      | .....      |

## Project

## 1 Do a project.

Salima and Nada are doing a project about the Arabian oryx.  
They have made an information page.  
Look at the picture and read the information.

1 **The Arabian Oryx**  
2 **by Salima and Nada**



4

**Where it lives**

In the desert in central Oman. Oryx live together in groups or herds.

**What it looks like**

Adults are white but baby oryx are born brown. Both male and female oryx have two long straight horns between 50 and 75 cm long.

**What it eats**

Leaves, grass, roots and shoots.

**Other interesting facts**

Oryx can smell rain from very far away. After it rains, they travel across the desert to look for fresh grass.

## 2 Find and match.

Look at the different parts of Salima and Nada's information page in Activity 1. Find the number on the page which matches each of the sections below.

- labels for body parts
- information boxes
- title of project
- names of authors

## 3 Look and match.

Match the name of each animal in the box below with the correct picture.

- 1  scorpion      2  goat      3  dolphin      4  fox  
 5  Arabian camel      6  eagle      7  hedgehog      8  Arabian leopard

## Some Animals in Oman



## Let's Read

## Muscat Tom

Not many people today know the story of Muscat Tom. He lived in Oman almost two hundred years ago and he was very famous. However, Muscat Tom was not a person. He was a whale. Sailors on ships visiting Muscat gave him his name.

There are many different kinds of whales. Muscat Tom was a finback whale. Finback whales are the second largest living creatures in the world, after blue whales.

Finback whales are very big, but they can swim very fast – up to 37 kilometres per hour. They weigh up to 70,000 kgs and can live until they are 90 years old. The female is bigger than the male and can grow to a length of 27 metres.

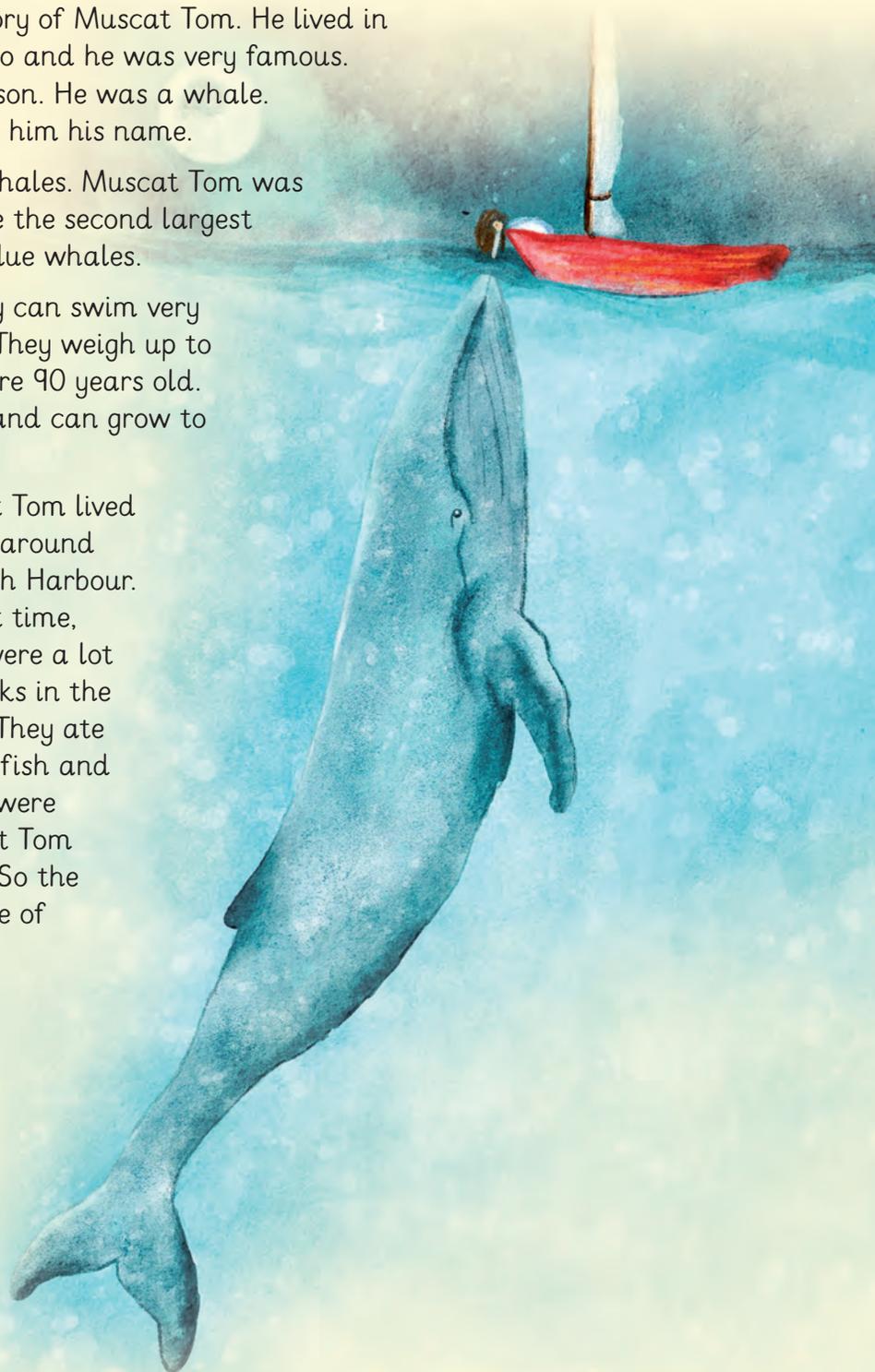


Muscat Tom lived in and around Muttrah Harbour. At that time, there were a lot of sharks in the water. They ate all the fish and people were

afraid to go into the sea. But Muscat Tom chased the sharks and killed them. So the fishermen and sailors and the people of Muscat loved him.

One day, Muscat Tom went away. The people were very sad because the sharks came back and started eating the fish again. But after a few days, Muscat Tom returned. This time, he was not alone. He brought a female whale with him. The female whale stayed with Muscat Tom and helped him chase the sharks.

Muscat Tom lived in the sea around Muscat for nearly forty years. ■



Source: [http://omanobserver.om/main/files/mazoon/Mazoon-new\\_15-04-2015](http://omanobserver.om/main/files/mazoon/Mazoon-new_15-04-2015)

## 1 Read and think.

Read the text on page 36.

Circle the correct option in each sentence.

- 1 Muscat Tom was a **sailor** **whale** .
- 2 The largest living creature is the **blue** **finback** whale.
- 3 Finback whales swim very **slowly** **fast** .
- 4 People were afraid to go into the water because of the **whales** **sharks** .
- 5 Muscat Tom came back with a **female** **male** whale.
- 6 Muscat Tom lived in the sea around Muscat for **more than** **almost** forty years.

## 2 Read and complete.

Read the text again. Complete the table with information about the finback whale.

Age	up to ..... years old.
Weight	up to .....
Length (of female)	up to .....
Swimming speed	up to .....

## 1 Read.

Read the website address.

New Tab x  
www.ikc.com/australia



**1** Australia

Let's

Australia is one of the seven continents of the world. About 24.5 million people live in Australia. Australians speak English because many of their families came from England to live in Australia about 200 years ago.

**2** How about  ?

Australia is famous for its interesting animals, including the kangaroo, koala bear, dingo and kookaburra. These animals cannot be found in any other countries. Australia also has more than 140 types of snake and the largest crocodiles in the world.



**4**



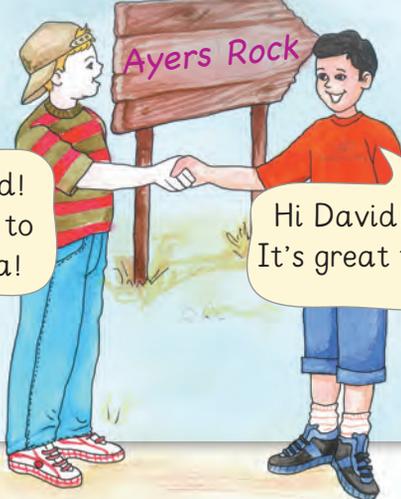
Why don't you  ?

Ayers Rock is a famous rock in the middle of Australia. It is the largest rock in the world. It is 3.6 kilometres long and 348 metres high. Aborigine people call it 'Uluru'. There are caves inside the rock and paintings in the caves that are more than 40,000 years old.

Wanneroo  
Perth

**2** Read and listen.

Ahmed is visiting his friend David from the IKC. Listen to their conversation.



Hi Ahmed!  
Welcome to Australia!

Hi David! Thanks.  
It's great to be here.

**3 Read and complete.**

Read the information on the IKC Australia Website. Complete the suggestions 1-5 about things to do in Australia. Write the letters a-e into the circles.

**a** visit Ayers Rock

**b** visit Australia

**c** going to a beach

**d** learning about Australian animals

**e** play with a boomerang

**3** Let's ..... ?

One of the most famous objects from Australia is the boomerang. This is a piece of wood shaped like a letter V. Aborigines use boomerangs for sport and hunting. When you throw a boomerang it will fly back to you.

Darwin

Alice Springs

Toowoomba

Wagga Wagga

Canberra

Sydney

Adelaide

Melbourne

**5** How about ..... ?

Australia has more than 10,000 beaches. Australians love the sea and about 80% of the population lives near the coast. They also like to go surfing and have barbecues on the beach.

**4 Read and complete.**

Read and complete the fact file.

**Australian Fact File**

1	Number of people in Australia	.....
2	Language	.....
3	First people in Australia	.....
4	3 Australian animals beginning with 'K'	.....
5	A famous Australian object	.....
6	Number of beaches in Australia	.....

# Grammar

## 1 Listen and complete.

Listen to Ahmed and David talking about their plans for the week. Complete the diary.

Monday 3 July go and see the koalas

Tuesday 4 July visit .....

Wednesday 5 July go and see .....

Thursday 6 July having .....

Friday 7 July go .....

## 2 Listen and read.

Listen to Ahmed and David talking. Then read the conversations with a partner.

Let's play with the boomerang.

Oh, yes. That's a good idea.

Why don't we go and see the snakes?

Oh no! I don't like snakes

How about going to the beach?

That's a great idea! I love the beach.

Let's go to the history museum.

Oh no! That's boring.

### 3 Ask and answer.

Work in pairs.

**Student A**

Make a suggestion about a picture below.

**Student B**

Accept or refuse your partner's suggestion.

**Example**

Let's play computer games.



1 play



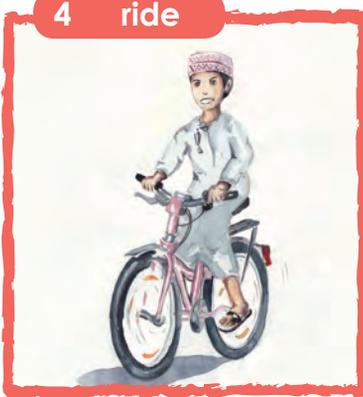
2 do



3 watch



4 ride



5 go



6 read



7 clean



8 play



# Listening and Speaking

## 1 Listen and read.

Listen to Ahmed and David talking. How does David feel about what Ahmed suggests? Draw a face to show how David feels about each suggestion.

1 Ahmed: Let's go to Toowoomba.  
David: Mmmm.



3 Ahmed: Let's play football.  
David: Mmmm.

2 Ahmed: Why don't we watch television?  
David: Mmmm.



4 Ahmed: Let's play with the boomerang.  
David: Mmmm.

## 2 Ask and answer.

Imagine your partner is a member of the IKC visiting you in Oman. Practise making suggestions for the visit.

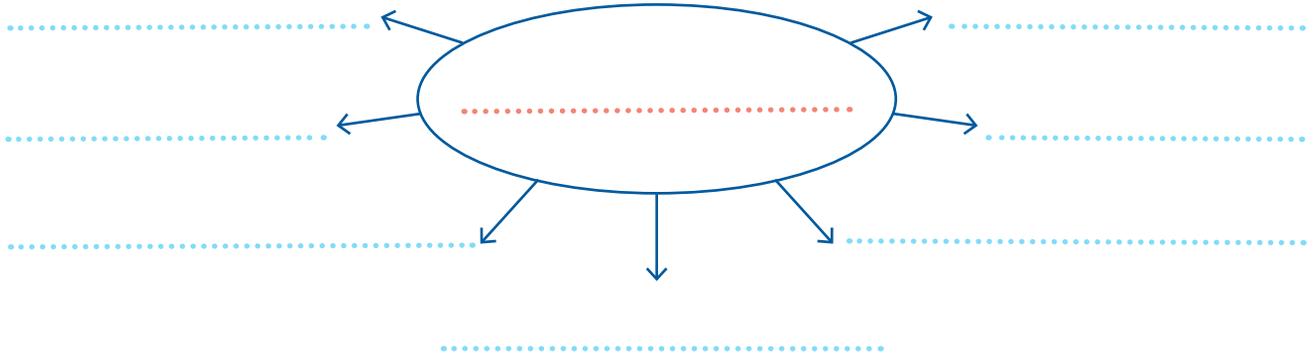
### Example



<b>Making suggestions</b>	Let's... (+ verb) Why don't we... (+ verb) How about... (+ verb-ing)
<b>Accepting suggestions</b>	That sounds great. Oh, yes. I like ... That's a great idea! I love ...
<b>Refusing suggestions</b>	Oh, no! I don't like ... That's boring!

**3 Speak and write.**

Discuss with your group things tourists can do in your area. Make notes about your ideas.



**4 Speak.**

Practise talking about things you can do in your town, city or area.

Use your ideas from Activity 3 and the useful language in the box below.

Salalah is the main city in the Dhofar area. It is famous for its Khareef (rainy) season. In Dhofar, you can see camels on the beach. If you visit Dhofar, you can go to the blow holes.



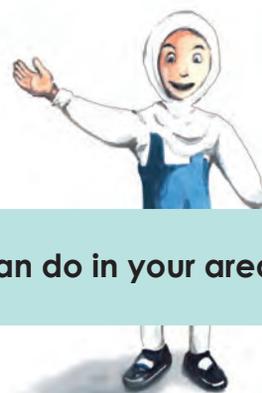
**Useful Language**

- In (town/city), there is/are ...
- In (town/ city) you can see ...
- (Town/ city) is famous for ...
- If you visit (town/ city), you can ...

Write two sentences into your exercise book about things you can do in your town, city or area.

**5 Present.**

Present to the class one thing you can do in your area.



# Writing

## 1 Read and match.

Write the numbers 1 – 8 into your exercise book. Look at the pictures and complete the phrases about things you can do in Oman.

Jebel Shams  
traditional Omani food

off road driving  
the turtles

in the souq  
a camel

a boat trip  
the Grand Mosque



1 go shopping.....



2 eat.....



3 ride.....



4 visit.....



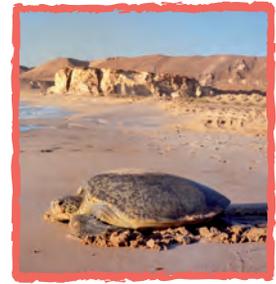
5 go.....



6 take.....



7 explore.....



8 go and see.....

## 2 Think and write.

Write a suggestion about each picture into your exercise book.

### Example

Let's visit Jibreen Castle.

1 visit



2 go camping



3 visit



4 go hiking



5 explore



## Spelling and Punctuation

The name of a **person** or a **place** is called a **proper noun**.

Proper nouns always begin with a **capital letter**.



This is **D**avid.



This is **A**ustralia.



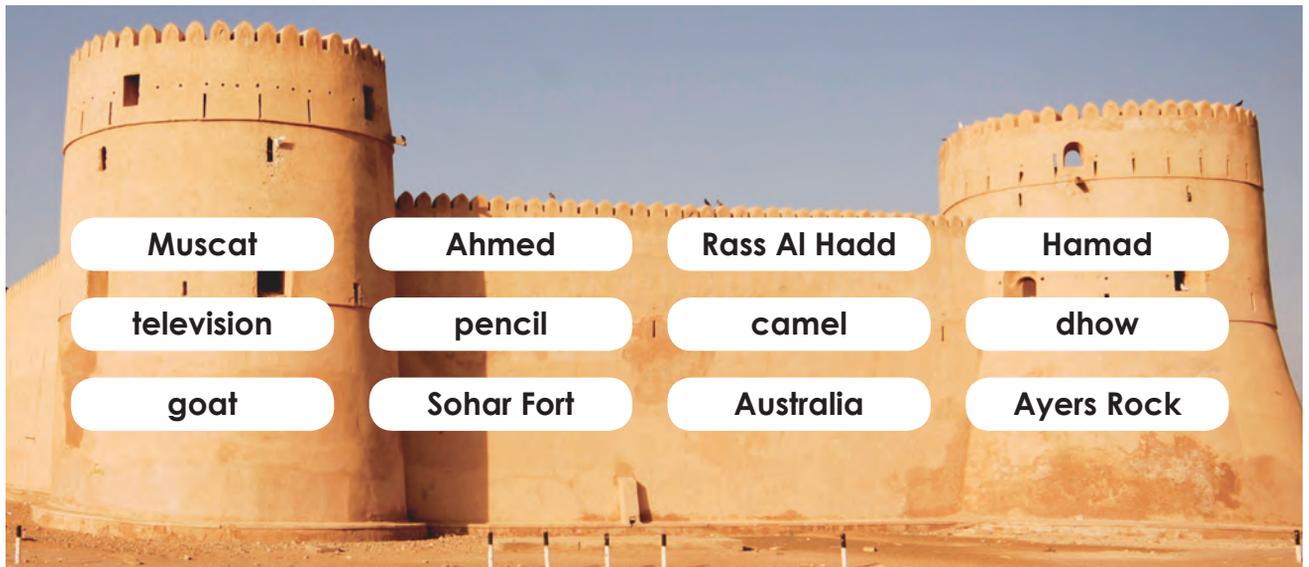
This is **R**ustaq **F**ort.

### 3 Read and find.

Read the words.

Which words are proper nouns?

Circle them.



Muscat

Ahmed

Rass Al Hadd

Hamad

television

pencil

camel

dhow

goat

Sohar Fort

Australia

Ayers Rock

### 4 Think and write.

Add capital letters to the proper nouns.

- 1 david lives in wannaroo.
- 2 ahmed visited the sydney opera house.
- 3 hamed, ali and tom went to nizwa souk.
- 4 wadi shab is in oman.

### 5 Spell.

Look at pages 38-39. How many words can you find with double letters?

Write the words into your exercise book.

Then practise spelling them with a partner.

# Project

## 1 Do a project.

Work with your friends to design a tourist information website for a place in Oman.

Think about where your website will be about and what information will be useful to tourists.

### Example

1
New Tab x

←
www.visit\_muscat.com

2

# Welcome to Muscat

**Introducing Muscat** 3

Muscat is a beautiful city located in between the ocean and the mountains. It is the capital city of Oman. If you visit Muscat, you have to explore its beautiful buildings like the Grand Mosque and the Royal Opera House. Or how about taking a boat trip on a traditional dhow or eating in an Omani restaurant? There is so much to see and do!



**Muttrah**

4


If you come to Muscat, you have to explore Muttrah. You can walk along the Corniche, go shopping in the souq and visit the National Museum.

**The Grand Mosque**



Tourists can visit the Sultan Qaboos Grand Mosque. It has a 50m high gold dome and beautiful Islamic art. You can visit from 8am – 11 am, Saturday to Thursday. Please dress modestly and women should cover their hair.

**Dimaniyat Islands**



How about spending a day at the Dimaniyat islands? The turquoise water is crystal clear. You can go sailing or enjoy the excellent scuba diving. You might even see a whale shark or some turtles!

5


## 2 Find and match.

Look at the example website page in Activity 1.  
Label the different parts of the webpage.  
Write the numbers into the boxes.

- a Web page title
- b Three suggestions for things to do with pictures and descriptions
- c Website address
- d Introduction paragraph
- e Map

## 3 Speak and plan.

Talk to your friends about what you will include in your website.

How about drawing a map?

Let's think about places we can travel to from here.

Ok. That's a good idea.

Why don't we give some general information about the town?

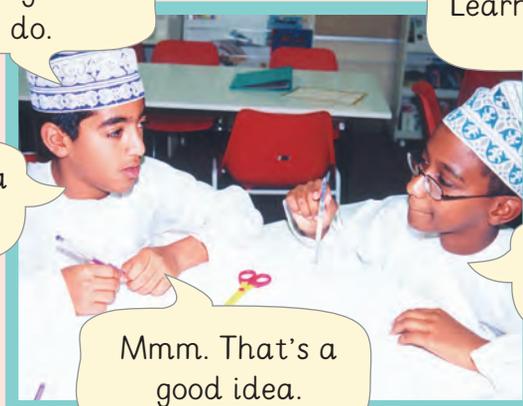
Oh, yes. That's a great idea!



Let's write about special things to see and do.

How about looking in the Learning Resource Centre?

Oh, yes. That's a good idea.



Mmm. That's a good idea.

How about asking the teacher?

## Let's Read

## How the Kangaroo

## Got Its Pouch

*A traditional Australian folk story*

One day long ago, a kangaroo and her baby were sitting by a river. Suddenly they heard a noise.

'That sounds like somebody crying,' the mother said.

She looked around and saw an old wombat.

'What's wrong, my friend?' said the kangaroo.

'I'm old and blind and nobody wants me around,' said the wombat.

'Don't worry, she said, 'I'll be your friend. Hold my tail and I'll take you

to some delicious grass.' The old wombat was very happy.

Suddenly the kangaroo remembered her baby. She looked around but she could not find him! Then she saw him asleep under a tree.

Suddenly she noticed something moving in the bush.

A hunter was watching the wombat. His boomerang was in his hand – ready to hit the wombat!

The kangaroo was very scared, but she had to protect the wombat.

She jumped up and down. The hunter looked at her. 'Run Wombat!' she screamed.

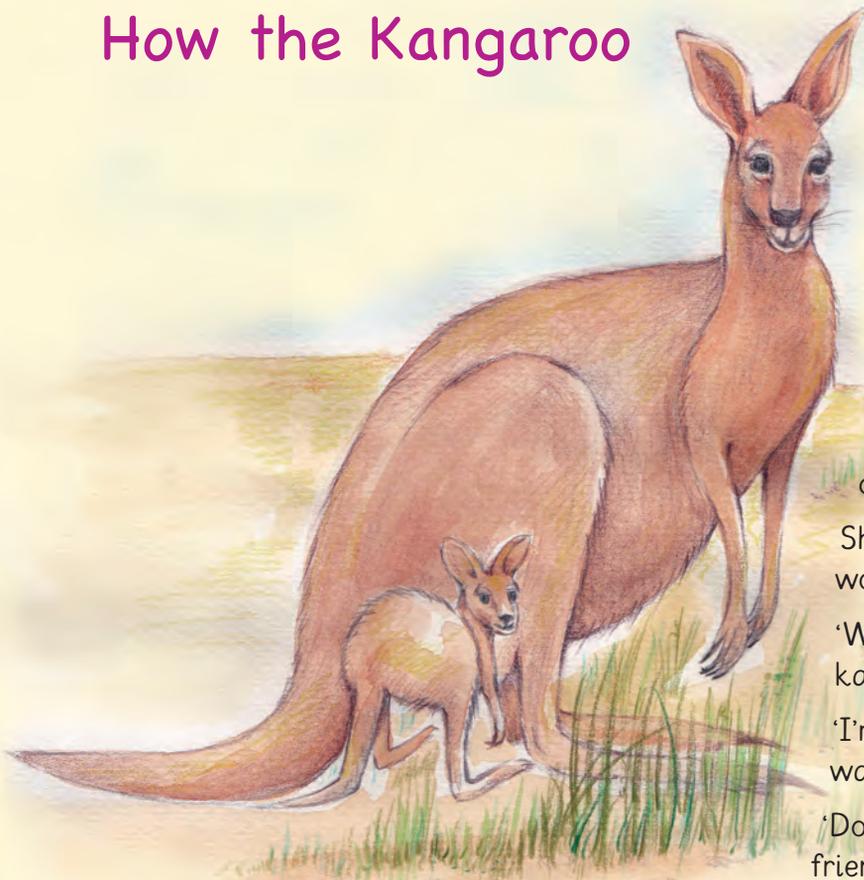
The hunter started running after her. She ran as fast as she could and hid in a cave. She waited there until it was safe to come out.

The kangaroo was very worried about her baby. But she found him, still asleep under the tree.

Then the kangaroo had a great surprise.

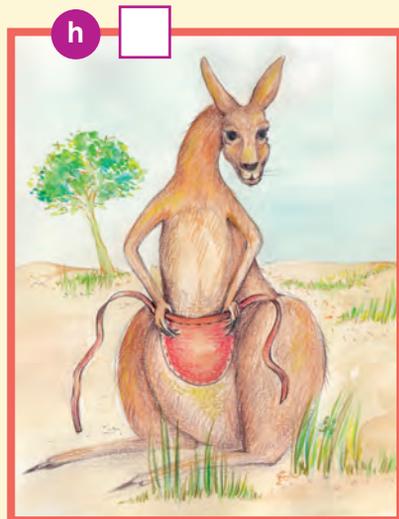
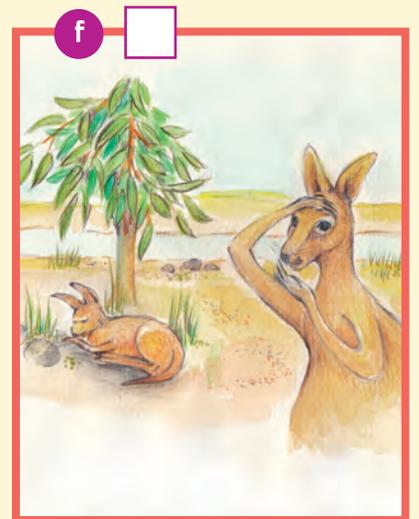
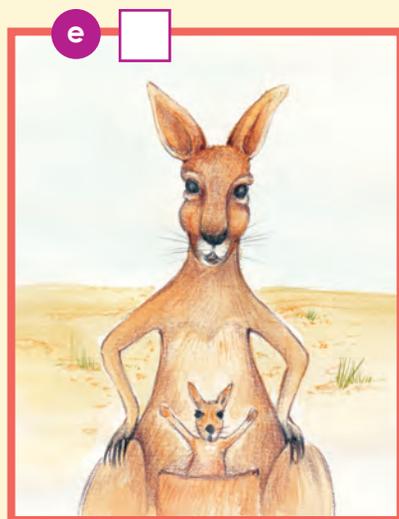
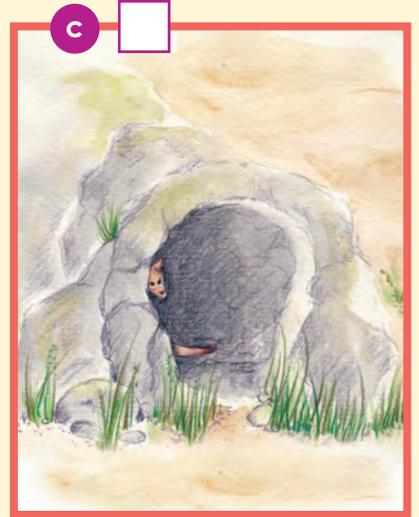
The wombat was not really a wombat, but a good spirit. Now he wanted to give her a gift for saving his life.

He gave her an apron and said 'Tie this around your waist'. When the kangaroo put it on, it turned into fur. Now she had a pouch to carry her baby so she would never lose him again.



1 Read and order.

Read the story on page 48.  
Put the pictures into the correct order.  
Write the numbers 1-9 into the boxes.



# UNIT 5

# Friendship

## Reading and Understanding

### 1 Read, think and speak.

Read the sentences in the boxes. Do you agree with them? Talk about them with your group.

1 A good friend helps you.

2 A good friend never tells your secrets to someone else.

3 A good friend always says nice things about you.

4 A good friend always agrees with you.

5 A good friend shares things with you.

6 A good friend calls you every day.

7 A good friend only plays with you, never with others.

8 A good friend is never mean or unkind to you.



### 2 Read and think.

Read the story below. As you read, think about the answers to these questions.

- 1 What did the Hare learn about her friends?
- 2 What is the moral (message) of the story?

## The Hare With Many Friends



There was once a Hare who thought she was very popular with the other animals.

‘I’m very lucky,’ she said.  
‘I have so many good friends.’

One day, some big dogs started to chase the Hare. She was very scared and ran to her friend, the Horse, for help.

‘Please can I jump on your back,’ she said. ‘Then you can carry me away from the dogs.’

‘Sorry,’ said the Horse. ‘I’ve got some important work to do.’

Go and ask the Bull.' So the Hare ran to the Bull. 'The dogs are chasing me,' she said. 'Please can you scare them away?'

'Sorry,' said the Bull. 'I haven't got time. Why don't you ask the Goat?' So the Hare ran to the Goat. 'The dogs are chasing me,' she said. 'Please can I jump on your back?'

'Sorry,' said the Goat. 'My back hurts. Go and ask the Sheep.' So the Hare ran to the Sheep. The Sheep was eating grass.

'Please can you help me?' asked the Hare. 'I'm very scared of the dogs.'

'Sorry,' said the Sheep. 'Can't you see I'm busy? I'm having my lunch.' By this time, the dogs were very near.

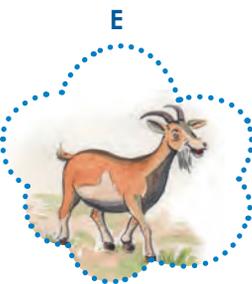
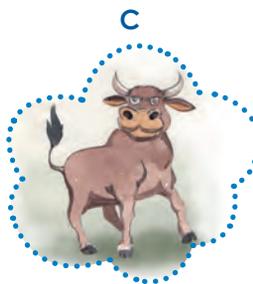
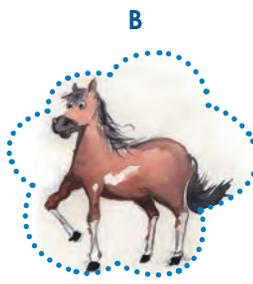
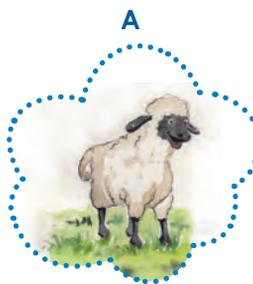
The Hare ran away as fast as she could, and escaped from the dogs all by herself.

Source: Aesop's Book of Fables

### 3 Read and match.

Read the questions.

Match each picture to the correct question.



#### Which animal

1  had important work to do?

4  didn't have time to help?

2  had a sore back?

5  was scared of the dogs?

3  ate grass for lunch?

### 4 Read and answer.

Read the questions.

Write the answers into your exercise book.

- 1 How many animals did the Hare ask for help?
- 2 What did she ask the Bull to do?
- 3 Why didn't the Goat help?
- 4 Which animal was busy eating?
- 5 Who helped the Hare escape from the dogs?

# Grammar

## 1 Listen, read and speak.

Listen to the conversation between Zainab and Nawal. Practise it with a partner, using information about yourself.

**Zainab:** Hello!  
 What's your name?  
 How old are you?  
 Where do you live?  
 When's your birthday?  
 Who's your best friend?

**Nawal:** Hi!  
 .....  
 .....  
 .....  
 .....  
 .....

## 2 Read and match.

Match the questions and answers.

**a**  
By bus.

**b**  
The kangaroo.

**c**  
Four years ago.

**d**  
Next to the supermarket.

**e**  
Ali's.

**f**  
Science.

**g**  
My grandmother.

**h**  
Because I forgot my book.

- 1 What's your favourite subject?
- 2 Who did you visit at the weekend?
- 3 Where's the post office?
- 4 How do you come to school?
- 5 Why are you late?
- 6 When did you move to Muscat?
- 7 Whose birthday is it today?
- 8 Which animal has a pouch?

### 3 Read and complete.

Read the question words in the box. Then read the questions and answers underneath. Complete each gap with one of the question words from the box.

Whose Why Where How When Who What Which

#### Example

- |   |             |                          |                             |
|---|-------------|--------------------------|-----------------------------|
| 1 | <b>When</b> | do you go to bed?        | At nine o'clock.            |
| 2 | .....       | did Siham go to Salalah? | By plane.                   |
| 3 | .....       | are you crying?          | Because I've lost my phone. |
| 4 | .....       | was Ibn Battuta?         | A famous explorer.          |
| 5 | .....       | dress do you want?       | The red one.                |
| 6 | .....       | did you do yesterday?    | I went fishing with my Dad. |
| 7 | .....       | is Khasab?               | In the north of Oman.       |
| 8 | .....       | car is that?             | My brother's.               |



### 4 Read, think and speak.

Read the poem below, then talk about the questions underneath.

#### Six Honest Helpers

I have six honest helpers,  
They taught me all I knew,  
Their names are **What** and **Why** and **When**  
And **How** and **Where** and **Who**.

*Adapted from a poem  
by Rudyard Kipling (1865 – 1936)*

- 1 Who are the writer's six helpers?
- 2 How do they help him?

# Listening and Speaking

## 1 Listen and match.

Listen to six children talking about why they like their friends. Match each statement to the correct picture .

A



B



C



D



E



F



## 2 Ask and answer.

Who's your best friend?

Why do you like him?



Ali.

Because he shares things with me.

## 3 Listen and choose.

Read the statements below then listen to five short texts. Is each statement True (T) or False (F)? Write **T** or **F** into the boxes.

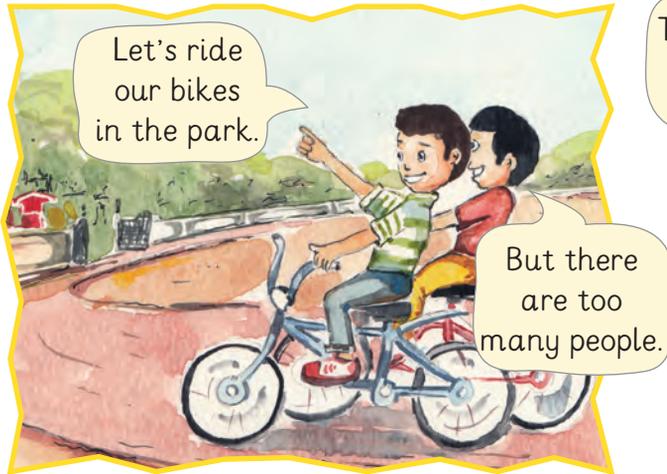
### Statements

- 1  Asma is a year younger than Maha.
- 2  Ahmed and Salim like playing football in the park.
- 3  Hassan has two kites.
- 4  Ten of Sally's friends came to her party.
- 5  Ali and his friends only go fishing on Fridays.



4 Read, think and speak.

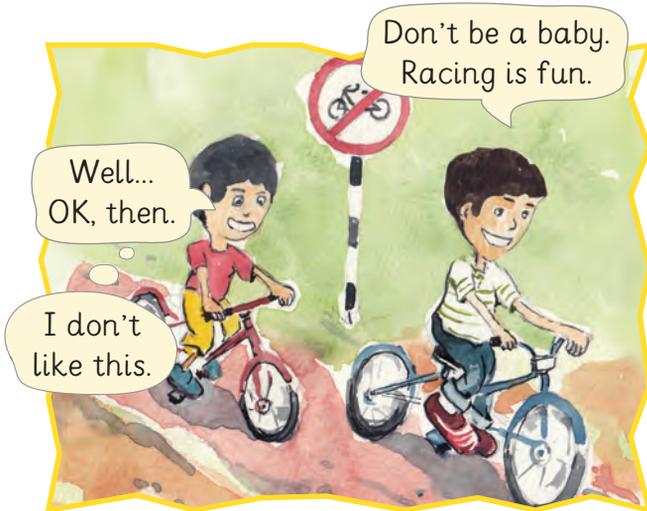
Mike and Tom are riding their bikes.



The boys go into the park.



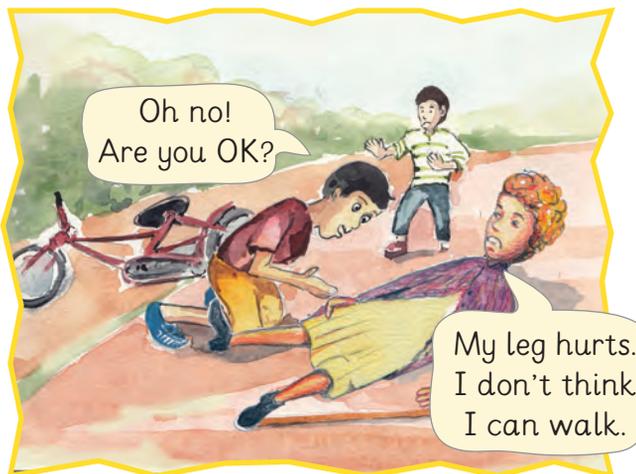
Don't be a baby. Racing is fun.



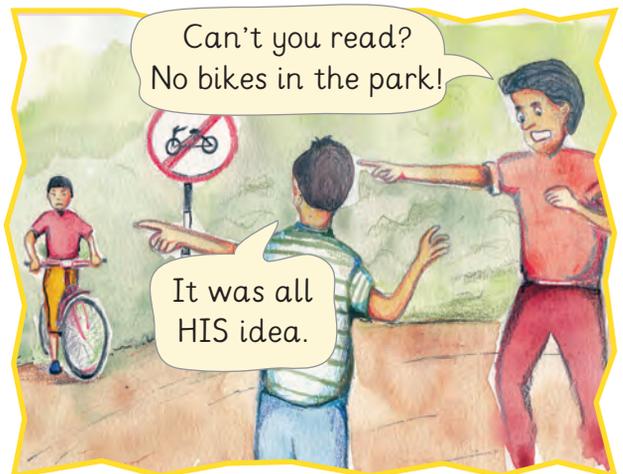
Mike and Tom race.



They hit an old lady.



A man points to a notice.



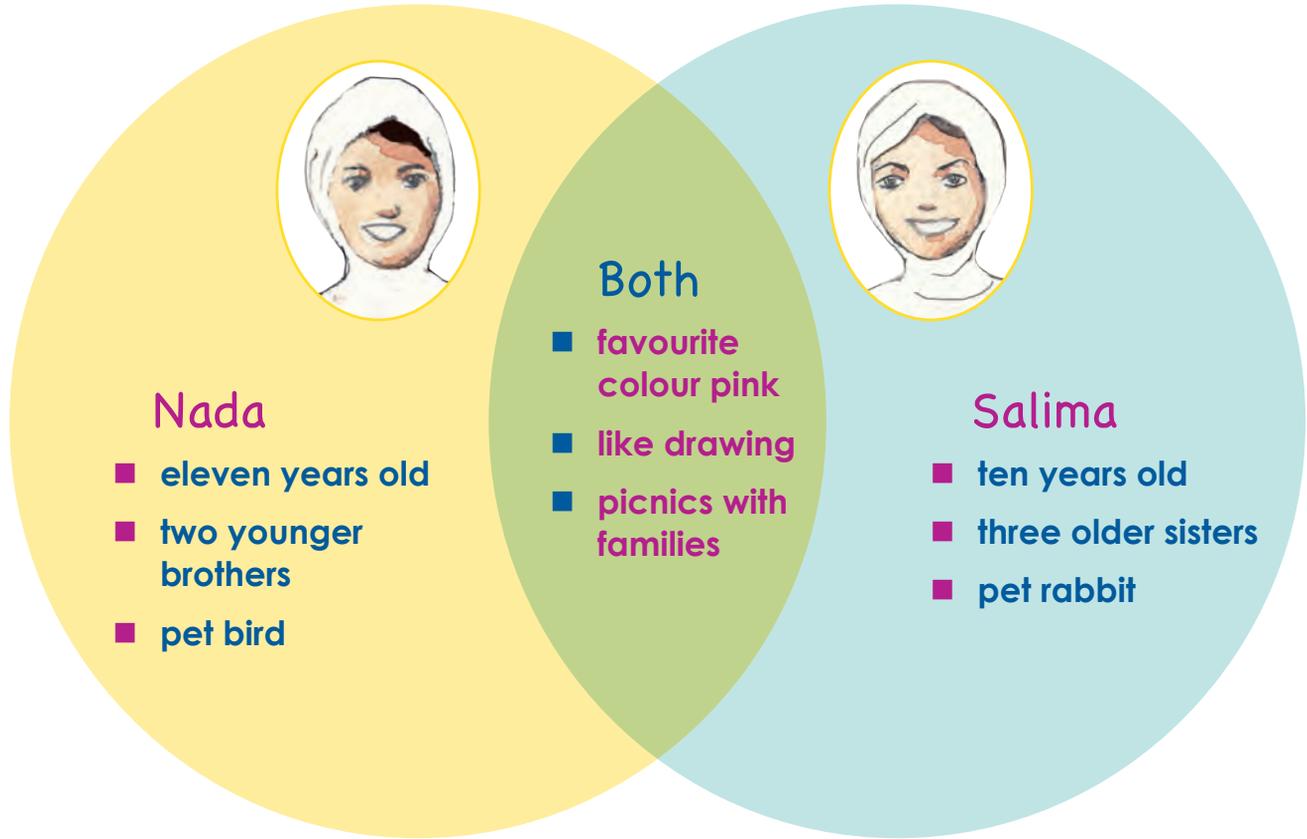
You are Tom. What do you say now?

- (a) 'That's not true!'      (b) 'We're very sorry.'      (c) 'Yes, it's all my fault.'

# Writing

## 1 Read.

Salima and Nada are best friends.  
Read the information in the diagram below.



## 2 Read and answer.

Read Nada's paragraph about Salima then answer the questions below.

### My Best Friend by Nada

My best friend is Salima. She lives next door and we go to the same school. Some things about us are the same, but some are different. I am eleven years old, and Salima is a year younger. I have two younger brothers but Salima has three older sisters. We both have pets, but she has a rabbit and I have a bird. Our favourite colour is pink. We enjoy doing the same things too. We both like drawing and going on picnics with our families.

- 1 What is the title of the paragraph?  
.....
- 2 How many sentences are there?  
.....
- 3 Which sentence is the topic sentence?  
.....

## Spelling and Punctuation

### Error Correction Checklist

- Does each sentence begin with a capital letter?
- Do all names of people and places begin with a capital letter?
- Does each sentence end with a full stop (or question mark)?
- Are all names spelled correctly?

### 3 Find, correct and write.

Read Salim's paragraph below about his best friend, Nasser. Find and correct the errors.

**Note:** The number of mistakes is as follows:

Capital letters = 3 mistakes

Full stops = 2 mistakes

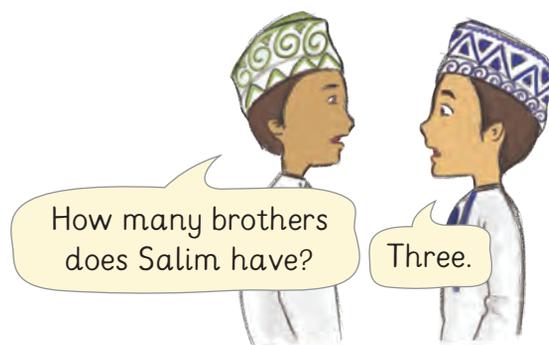
Spellings = 4 mistakes

### My Best Friend Nasser

My best friend is called Nasser. We are both eleven years old and we live in muttrah. Nasser has three brothers and too sisters and I have three sisters and one brother. we enjoy doing many things together. At the weekends we go to the beech to fly our kites and play football. We also like rideing our bikes and swimming. Sometimes we do our homework together. I like nasser because we have a lot of fun.

### 4 Ask and answer.

Work with a partner. Ask and answer questions about Salim and Nasser.



# Project

## 1 Think and speak.

Talk about the statement below with your group.

'To have a good friend, you must be a good friend.'



- 1 What do you think this statement means?
- 2 Do you agree with it?

## 2 Read, think and speak.

Read Maha's ideas below about how a good friend behaves. Do you agree with her ideas? Talk about them with your group.

### What a Good Friend Does



**3 Listen and think.**

Listen to the dialogues. Decide if each dialogue is about good or bad friendship behaviour. Write **Good** or **Bad** beside each letter.

A **Good** (Example) .....

B .....

C .....

D .....

E .....

**4 Think, speak and write.**

With your group, make a sentence about Friends for each letter. Write the sentences beside the letters.

Friends help you (Example) .....

R .....

I .....

E .....

N .....

D .....

S .....

**5 Do a project.**

With your group, decide on the most important friendship rules. Make a list. Choose five rules beginning with 'Do' and five rules beginning with 'Don't'. Make a poster with the rules.

Friendship Rules

**DO**

- share things .....
- .....
- .....
- .....
- .....

**DON'T**

- be mean .....
- .....
- .....
- .....
- .....



## Let's Read

## The Bell of Atri

Long ago, there was a small town in Italy. The name of the town was Atri.

In the town, at the top of a hill, was a tower with a bell. The bell had a long rope. The people in the town had a rule. If anyone was unkind to anyone else, that person could ring the bell. But for many years, the bell was silent. All the people were kind to each other.

A rich lord lived in a castle near the town. This lord had an old horse. The horse had served him well for many years. But now the lord

was only interested in money. 'This horse is old,' he said.

'It costs too much to feed him.' So he sent the horse away.

The poor old horse  
walked sadly  
through the town.

It was winter  
and there  
was snow  
on the  
ground.

He walked slowly up the hill and saw the tower with the bell. He took the rope in his mouth and pulled it. Then he lay down and closed his eyes.

The people heard the bell. They were very surprised. 'Who is ringing the bell?' they said. 'They ran to the tower and saw the old horse. 'Whose horse is this?' they asked each other.

The rich lord came. When he saw the horse, he felt very ashamed. 'I have done a very bad thing,' he said.

'This horse was my good friend. But I have treated him unkindly.'

The rich lord took the old horse home. He gave him hay and a warm place to sleep. The old horse lived happily for the rest of his life.

- 1 Make a list of all the adjectives in the story.
- 2 Make a list of all the verbs in the simple past tense.

1 Read and match.

Match the words in the box from the story on page 60 to the pictures below.

- 1 snow      2 castle      3 bell      4 rope      5 tower      6 hill



2 Choose and write.

Read the story again, then read the questions and answers below. Complete each question with one of the six question words.



- 1 ..... had an old horse? *The rich lord.*
- 2 ..... was hanging from the bell? *A long rope.*
- 3 ..... did the rich lord live? *In a castle near the town.*
- 4 ..... did the horse ring the bell? *He took the rope in his mouth.*
- 5 ..... did this story happen? *Long ago.*
- 6 ..... did the lord get rid of the horse?  
*Because the horse cost too much to feed.*

# Word Store

## Verbs

### Present

answer

ask

brush

climb

close

collect

come

cover

do

draw

drink

eat

enjoy

explore

fall asleep

finish

fly

go

grow

has

hatch

is

jump

lay

like

listen

look

### Past

answered

asked

brushed

climbed

closed

collected

came

covered

did

drew

drank

ate

enjoyed

explored

fell asleep

finished

flew

went

grew

had

hatched

was

jumped

laid

liked

listened

looked

### Present

make

match

play

pray

read

ride

run

see

sing

sit

speak

spend

start

stay

swim

take

talk

thank

travel

use

visit

wake up

walk

want

watch

write

### Past

made

matched

played

prayed

read

rode

ran

saw

sang

sat

spoke

spent

started

stayed

swam

took

talked

thanked

travelled

used

visited

woke up

walked

wanted

watched

wrote

## Adjectives

bad  
boring  
clean  
fast  
friendly  
good  
great  
happy  
helpful  
honest  
hurtful  
important  
interesting  
kind  
long  
mean  
nice  
old  
rude  
sad  
scared  
selfish  
short  
tall  
thin  
uncaring  
worried  
young

## Sequencing words

after  
finally  
first  
next  
then

## Talking about learning

book  
check  
classroom  
cross  
draft  
game  
group  
homework

## Talking about language

adjective  
alphabet  
answer  
capital letter  
comma  
full stop  
irregular  
noun  
past tense  
plural  
question  
regular  
sentence  
singular  
sound  
spelling  
syllable  
verb

Learning  
Resource  
Centre  
  
pairs  
plan  
project  
revise  
school  
story  
tick

# Topic words

## Activities

camping  
fishing  
playing computer games  
throwing a boomerang

## Colours

black  
blue  
brown  
green  
grey  
orange  
pink  
purple  
red  
white  
yellow

## Animals

bull  
camel  
cat  
dog  
dolphin  
eagle  
fox  
goat  
hare  
horse  
kangaroo  
koala bear  
kookaburra  
leopard  
oryx  
sheep  
snake  
tiger  
tortoise  
turtle  
whale  
wombat

## Classroom objects

bag  
board  
book  
calculator  
chair  
computer  
cupboard  
desk  
glue  
pen  
pencil  
pencil case  
picture  
poster  
rubber  
ruler  
scissors

## Family

aunt  
brother  
cousin  
dad  
father  
grandfather  
grandmother  
mother  
mum  
sister  
uncle

## Food

### MEALS

breakfast  
dinner  
lunch  
picnic

### NAMES

bread  
cake  
cheese  
chicken  
chips  
chocolate  
coconut  
egg  
fish  
honey  
ice-cream  
milk  
pizza  
rice  
sandwich  
tortilla  
watermelon

### TYPES

fruit  
meat  
vegetables

## Music

drums  
flute  
guitar  
piano  
violin

## Nature

### ENVIRONMENT

desert  
falaj  
forest  
grass  
leaves  
mountain  
plant  
rain  
rainbow  
rock  
sand  
sea  
sea shell  
seed  
sky  
tree

### LIFE CYCLES

ant  
bee  
beetle  
bird  
butterfly  
caterpillar  
egg  
frog  
minibeast  
snail  
spider  
worm

## People

family  
friend

### AGES

adult  
baby  
old man  
old woman  
teenager

### JOBS

cook  
fireman  
teacher

## School subjects

Arabic  
Art  
English  
Islamic Studies  
Maths  
Music  
Physical  
Education (P.E.)  
Science  
Social Studies

## Technology

calculator  
CD player  
computer  
e-mail  
telephone  
television (TV)

## Places

beach  
fort  
funfair  
park  
souk  
wadi  
zoo

## Sports

basketball  
football  
tennis  
volleyball

## Time

month  
today  
tomorrow  
week  
year  
yesterday

### DAYS OF THE WEEK

Saturday  
Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday

## Transport

bike  
boat  
car  
dhow  
plane  
train

## Question words

How?  
How long?  
How many?  
How much?  
How often?  
What?  
When?  
Where?  
Which?  
Who?  
Whose?  
Why?

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