

تم تحميل هذا الملف من موقع المناهج العمانية



الملف حل كتاب الطالب

[موقع المناهج](#) ← [المناهج العمانية](#) ← [الصف السادس](#) ← [لغة انجليزية](#) ← [الفصل الأول](#)

روابط مواقع التواصل الاجتماعي بحسب الصف السادس



روابط مواد الصف السادس على تلغرام

[الرياضيات](#)

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المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الأول

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## Creative crafts

## 1 Write questions and answers.

Look at these pictures of arts and crafts from different countries. Write questions and answers about each one. Use the words in the frieze to help you.



1. What is it? \_\_\_\_\_

It's a **rug**. \_\_\_\_\_



2. What are they? \_\_\_\_\_

They're **Matryoshka dolls**. \_\_\_\_\_

They are



3. What **is it?** \_\_\_\_\_

It's an **origami bird**. \_\_\_\_\_



4. What is it? \_\_\_\_\_

It's a **ring**. \_\_\_\_\_



5. What are they? \_\_\_\_\_

They're **sand paintings**. \_\_\_\_\_



6. What is it? \_\_\_\_\_

It's a **bowl**. \_\_\_\_\_



7. What are they? \_\_\_\_\_

They're **Iranian rugs**. \_\_\_\_\_

1

## Read and complete.

In your group, look at the IKC membership cards. They show you information about the IKC children you met in Grade 5. They also give you information about some of the new members.

Complete the chart below using the information from the IKC membership cards.

Name	Age	Country
Tom	12	Germany
Fernando	11	China
Siham	13	Morocco

What's his name?

What's her name?

How old is he?

How old is she?

Where's he from?

Where's she from?

الإحصاءات

تاريخ الاصدار: 2020/02/15

1,612,847 مشاهدة

خميس العافري

لطلب ملفات الزايتنج عبر الواتساب أو التسجيل في دروس أونلاين التواصل على الرقم 99456500

خريج جامعة ليدز البريطانية عام 2002 م ومؤلف كتاب العنابر والذي يخدم طلاب ومطالبات الصفين الحادي عشر والثاني عشر ولديه قناة تعليمية على قناة اليوتيوب تحتوي على أكثر من 200 درس تعليمي وأكثر من مليون ونصف مشاهدة

1

**Read and answer.**

Look at these pictures and answer these questions. Use the information on pages 4 and 5 of your Classbook to help you.



1. What is it?

It's a necklace.



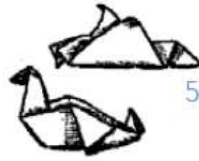
4. What are they?

They're .....



2. Where's it from?

It's from .....



5. Where are they from?

They're from .....



3. What's it made of?

It's made of .....



6. What are they made of?

They're made of .....

1

**Read and think.**

The verb **to be** is a main verb or sometimes a helping verb.

As a main verb we use it to do many things. Here are some of the things we use it for:

- |                                     |                           |
|-------------------------------------|---------------------------|
| 1. To identify ourselves            | Hello, I <u>am</u> Robby. |
| 2. To say where we come from        | Maha <u>is</u> from Om    |
| 3. To say how old we are            | Ahmed <u>is</u> 12.       |
| 4. To describe a state or condition | Rugs <u>are</u> made of   |



She's **11 years old/a doctor/happy/tall/from Oman/friendly / thin/Salma/good/married**



He's **23 years old/a teacher/excited/short/from Yemen/ kind / fat/Abdu/angry/single/smart**



It's **an apple/a fruit/round/red/tasty/healthy / cheap /small /good/fresh/grown in France**



They're **25 years old/married/happy/engineers/from Egypt /friendly / thin**



They're **modern/strong/fast/ made in USA /black/fighter planes**



I'm **11 years old/a student/happy/tall/from Japan/friendly / thin/Toshi/ single/strong/ good in English/hungry**



We're **16 years old/students/happy/tall/from Australia/friendly / smart**









You're **40 years old/a driver/sad/tall/from Brazil/friendly / lazy/Ronaldo/ married/helpful/handsome**

2

## Think and write.

Draw your face in box 1 and draw yourself and a friend in box 5.  
Now write sentences about where the people and objects are from.

1		I'm from <b>Oman</b> . <b>I am</b>
2		<b>She's</b> from <b>Egypt</b> . <b>She is</b>
3		<b>He's</b> from <b>India</b> . <b>He is</b>
4		<b>It's</b> from <b>Iran</b> . <b>It is</b>
5		<b>She's</b> from <b>Italy</b> .
6		<b>They're</b> from <b>Oman</b> . <b>They are</b>

3

## Read and match.


Look at the verb **to be** in the 2 boxes below. Match a verb in the first column to a verb in the second column.


I'm	→	he is
he's	→	we are
she's		I am
it's		they are
we're		she is
they're		it is
<b>you're</b>	→	<b>you are</b>

4

## Write the rules.

 We use **am** with **I** **I am**

 We use **is** with **He** **He is**  
**She** and **It** **She is**  
**It is**

 We use **are** with **We** **We are**  
and **they** and **you**. **They are**  
**You are**

5

2

### Read and match.

Look at these descriptions of patterns. Read each description and match it to the correct adjective.

1. circles of colour
2. squares of different colours
3. parallel lines of colour
4. flower shapes
5. a pattern that looks like a line of the letter 'w' joined together

- a. striped
- b. zig zag
- c. checked
- d. spotted
- e. flowery

3

### Think and label.

Look at the patterns in the pictures below. Use the adjectives in activity 2 to label the pictures.

1



zig zag

2



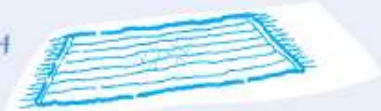
spotted

3



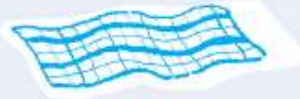
flowery

4



striped

5



checked

7

1

## Read and think.

Punctuation helps to make our writing make sense. Without punctuation, what we write would just be a collection of words that made no sense.

Read this text.



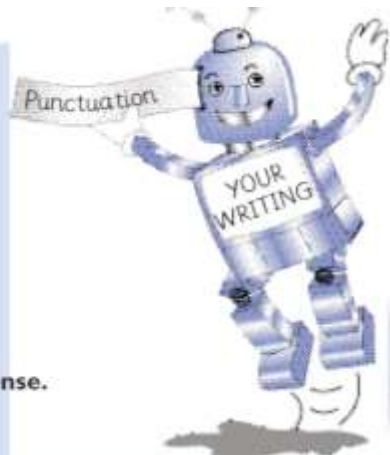
The fox ran around the farm chasing hens it was brown and the hens were white yesterday the fox stole the dates from the basket

It is very difficult to read and doesn't make much sense.

Now read the text again, with the punctuation.

The fox ran around the farm, chasing hens. It was brown and the hens were white. Yesterday, the fox stole the dates from the basket.

It makes more sense with punctuation.



2

## Read, think and draw.

Read the question and answer below. Look at the punctuation.

What's in Maha's pencil case? A pen, a pencil, a ruler and a book.

- Draw a rectangle around the question mark.
- Draw a triangle around the capital letters.
- Draw a circle around the commas.
- Draw a square around the full stop.



3

## Read, think and correct.

Read the questions and answers below. Add the punctuation.

What is it?

It's a matroyshka doll.

Where's it from?

Russia.

What's in Maha's jewellery box?

A necklace, a bracelet, a pair of earrings and an anklet.



We use a **capital letter** when we write a new sentence or when we write the name of a person, place or thing.



We use a **full stop** to show the end of a sentence.



We use a **question mark** to show a question.



We use a **comma** to take a little rest in a sentence.

We use a **comma** to separate all the things in a list.

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

Good morning Ahmed. How are you?

I'm fine.

Have you ever been to Salalah?

Yes, I have. What about you?

I visited Salalah last August.

Do you like shopping?

No, I don't. It's boring.

1

## Read and think.

Can you remember the difference between different kinds of words in English? Do you have the same kinds of words in your language?

**Nouns** are naming words. They tell us the names of people, places, animals and things.



This is Ahmed.  
Where's the necklace?

**Underline the nouns in these sentences.**

**Verbs** are doing or being words.



Cut the paper.  
I am 12 years old.

**Underline the verbs in these sentences.**

**Adjectives** are describing words. They tell us more about the noun in a sentence.



I've got five small dolls.  
There are three big blue and white flowery rugs.

**Underline the adjectives in these sentences.**

2

## Look and sort.

Look at all these words from Unit 1. Sort them into nouns, verbs and adjectives.

cut pencil draw square stick striped put  
paper scissors unfold doll colour rug zigzag  
bird frog fold blue seven necklace pink big

Nouns

pencil  
paper  
scissors  
necklace  
doll rug  
bird  
frog

Verbs

cut  
put  
colour  
draw  
unfold  
fold  
stick

Adjectives

blue square  
zig zag seven  
big  
pink  
stripped

## Communication

1

## Look and talk.

Look at these symbols. What do these symbols tell us? Discuss your ideas with a friend.



3

## Read and match.

Read these statements and match each one to a symbol in activity 1.

- a. You can't use your GSM. 5
- b. Look out! Children crossing! 4
- c. Stop! 3
- d. Look out! Wadi crossing here! 6
- e. You can't go in here. 1
- f. Look out! Danger! 2

**1 Look and write.**

Look at these symbols. What do they mean? Write a message for each one.



1 Turn left here.

2 No parking.



3 Put your rubbish here.

4 Don't turn right here.

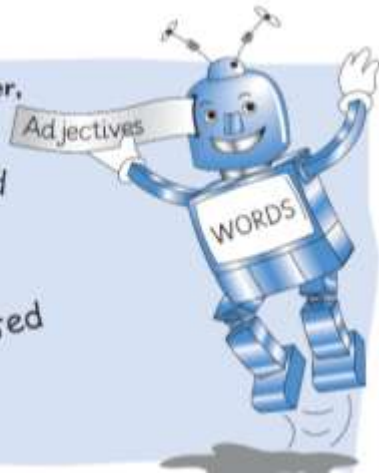


### 1 Read and think.

Look at these adjectives. Some describe size, number, colour and pattern. Others describe how we feel.

thin pink **bored** striped  
**excited** yellow fat  
short three **scared** spotted

Circle the words that describe how we feel.



### 2 Read and underline.

Look at these sentences. Which ones tell us how a person feels?

Underline the adjectives in the sentences that help us decide how a person feels.



1. I feel really happy today.

2. He's very tall.

3. She's got brown hair.

4. I feel very tired.



5. He's angry with me.

6. It's a checked scarf.

7. I'm eleven years old.

8. She's very sad.



### 3 Think and sort.

Look at the adjectives in activity 1 and the adjectives in the sentences in activity 2. Sort all the adjectives into the groups below and write them in the correct spaces.

Size	Feelings	Colour
thin	happy	brown
fat	sad	pink
tall	tired	yellow
short	excited	
Pattern	Number	
checked	bored	eleven
stripped	scared	three
spotted	angry	

**1 Read and think.**

Look at these questions and answers.  
Underline the verb in each answer.



We can use the verb **to be** or the verb **to feel** to talk about our feelings.

**2 Read and think.**

**is/are/am**









The adjective which describes our feelings comes **after** the verb.

**3 Think and write.**

**I am happy.**

**He feels sad.**

Write 3 sentences with the verb **to be** and 3 sentences with the verb **to feel**.

<b>to be</b>		<b>to feel</b>	
1. 	He's <b>sad</b> .	4. 	She <b>feels angry</b> .
2. 	It's <b>hungry</b> .	5. 	He <b>feels happy</b> .
3. 	She's <b>excited</b> .	6. 	It <b>feels scared</b> .

**4 Write.**

Now write two sentences about yourself describing how you feel today.  
Then talk to two of your friends and write about how they feel today.  
Put your sentences in your portfolio.

**I'm tired today. I feel sad.**



**3 Read, write and listen.**

Read these letters and write them in Morse code. Now listen.  
S O S

Now read these words and write the letters. Then listen and tick the word you hear.



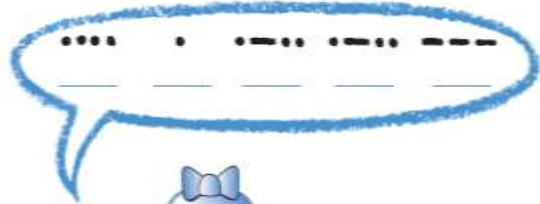
1.             
 \_\_\_\_\_

2.             
 \_\_\_\_\_

3.             
 \_\_\_\_\_

**4 Read and write.**

Read the message from Rosy. What is it?

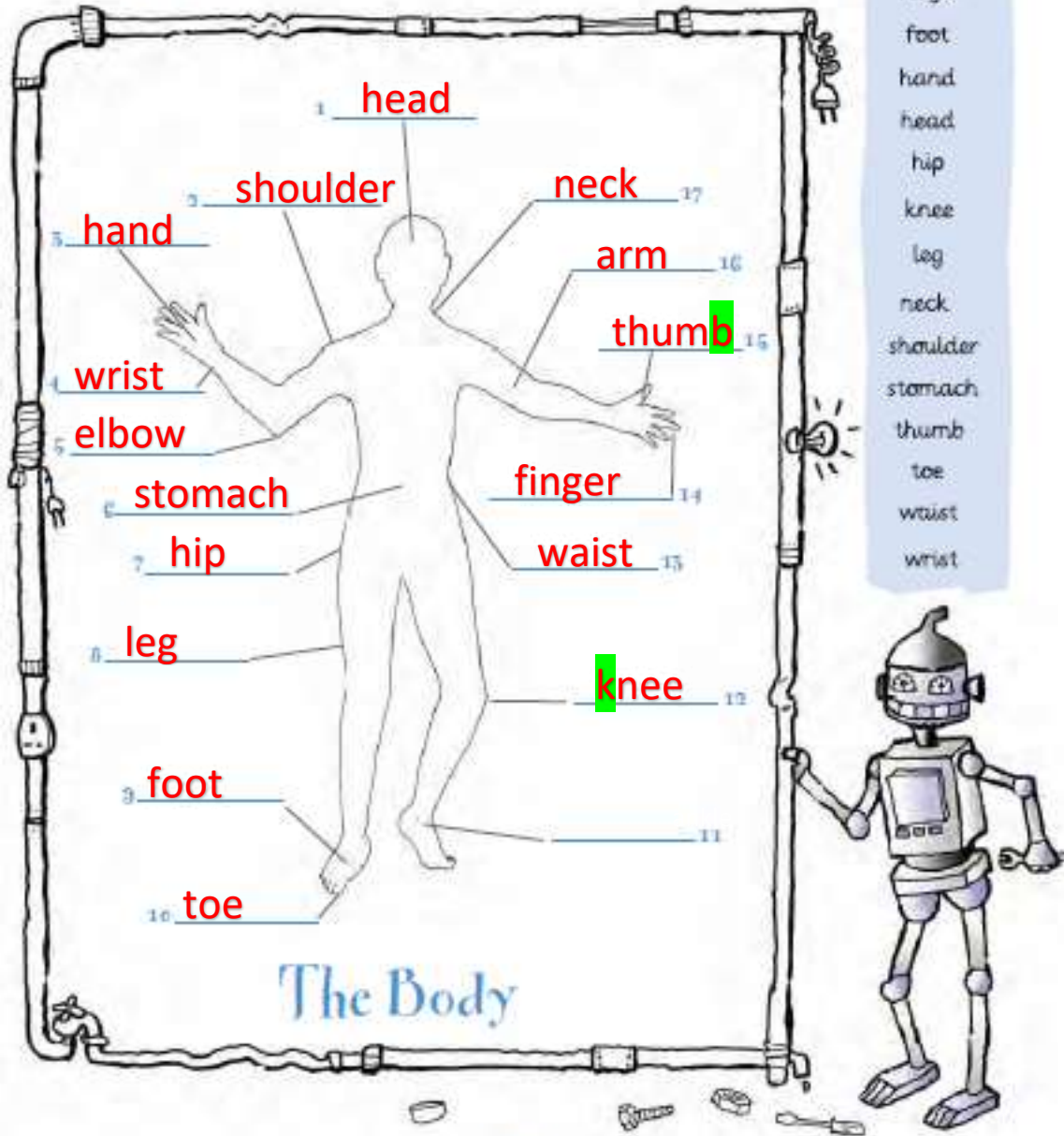


Now write your own word in Morse code.

# Fitness fun!

1 Look and label.

Look at the picture of the body. Label the body using the words in the box.



- ankle
- arm
- elbow
- finger
- foot
- hand
- head
- hip
- knee
- leg
- neck
- shoulder
- stomach
- thumb
- toe
- wrist
- wrist

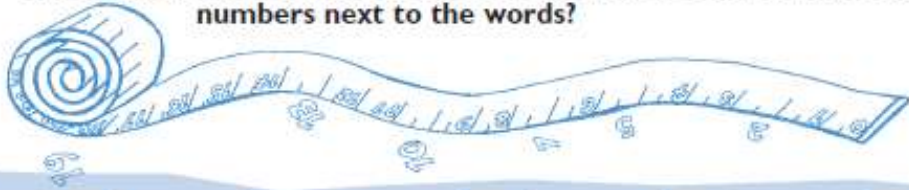
The Body



1

## Read and complete.

The numbers have fallen off this tape measure. Can you write the numbers next to the words?



one **1** two **2** three **3** four **4** five **5**

six **6** seven **7** eight **8** nine **9** ten **10**

eleven **11** twelve **12** thirteen **13** fourteen **14** fifteen **15**

sixteen **16** seventeen **17** eighteen **18** nineteen **19** twenty **20**

thirty **30** thirty five **35** forty **40** forty three **43**

fifty **50** fifty nine **59** sixty **60** sixty two **62**

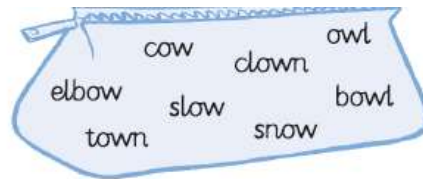
seventy **70** seventy eight **78** eighty **80** ninety four **94**

one hundred **100** one hundred and eleven **111**

one hundred and twenty **120**

4. Very cold rain. \_\_\_\_\_

5. An animal that gives milk. \_\_\_\_\_



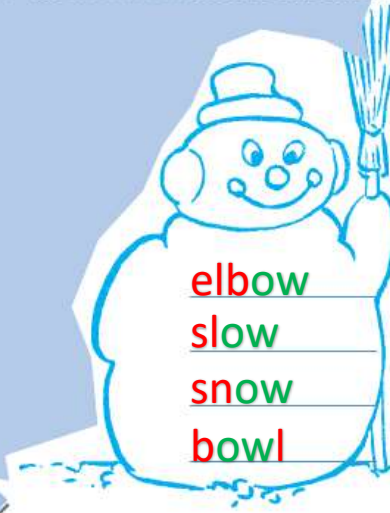
3

### Sort and write.

Look at the words in the pencil case in activity 2.

Write the words that sound like the 'ow' in **clown** inside the clown.

Write the words that sound like the 'ow' in **snowman** inside the snowman.



29

2

### Think and write.

Look at these positive and negative instructions. Think carefully and write the missing letters, words or sentences.

1. Sit down.
2. Stand up.
3. Bend forwards.
4. **Raise your left arm.**
5. Bend to the right.
6. **Put your hands on your hips.**

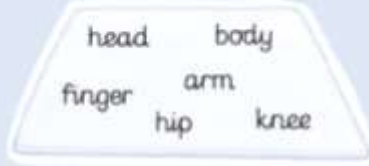
1. Don't sit down.
2. **Don't stand up.**
3. **Don't bend forwards.**
4. Don't raise your left arm.
5. **Don't bend to the right.**
6. Don't put your hands on your hips.

### 1 Read, think and order.

When you see a new word, you can try and guess its meaning from the other words around it. You can also use a dictionary.

A dictionary can help you to check the meaning and the spelling of words.

Dictionaries are organised in alphabetical order so that you can find words easily. Look at the words below. Write them in the order you would find them in a dictionary.



Finding the meaning of words

- arm \_\_\_\_\_
- body \_\_\_\_\_
- finger \_\_\_\_\_
- head \_\_\_\_\_
- hip \_\_\_\_\_
- knee \_\_\_\_\_



### 3 Read and match.

Look at these words from page 27 of your Classbook. Match each word to a definition.

word	definition
4 feet [n]	1 to lift, move or push upwards
3 bend [v]	2 the middle part of your leg where it bends
1 raise [v]	3 to move a part of your body so it is no longer straight
2 knee [n]	4 the two parts of your body at the end of your legs that you stand on

3

### Read and write.

Find the negative of these instructions on page 29 of your Classbook.  
Write them here.

#### positive

1. Bend to the side.
2. Bend your knees.
3. Bend backwards.

#### negative

1. **Don't** bend to the side.
2. **Don't** bend your knees.
3. **Don't** bend backwards.

4

### Think and complete.



We make an instruction negative

in English by adding **don't**  
before the verb.



## 1 Read and think.

This mark ' is called an **apostrophe**.  
It is used for two purposes.

1. To show who or what something belongs to.



This is Salim's cap.

This cap belongs to Salim.

2. To show that a letter or letters are missing in words.

Sometimes when we speak, or when we write, there are some words in English that we naturally make shorter and leave letters out. These words are called **contractions**.

We use an **apostrophe** to show where letters are missing.

I'm from Oman.

I am from Oman.



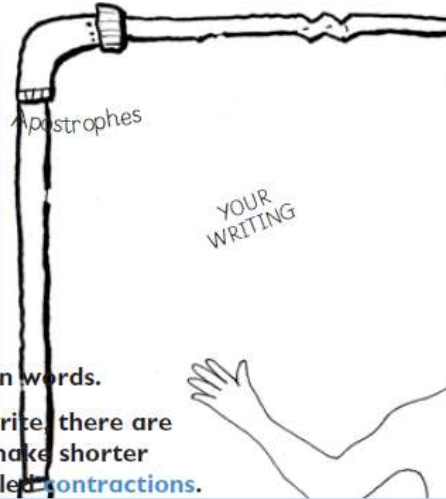
Don't turn left.

Do not turn left.



It's from Russia.

It is from Russia.



## 2 Read, match and write.

Match each contraction with its longer form.

Write the contraction next to the matching words.

- |                |      |                 |      |
|----------------|------|-----------------|------|
| 1. he is       | he   | 5. has not got  | has  |
| 2. they are    | they | 6. have not got | have |
| 3. I have      | I    | 7. is not       | is   |
| 4. she has got | she  | 8. let us       | let  |

she's got  
he's  
hasn't got  
let's  
they're  
isn't  
I've  
haven't got

## 3 Think and write.

Write in the missing apostrophes in the words below.

- |         |           |           |         |           |
|---------|-----------|-----------|---------|-----------|
| 1 don't | 2 they're | 3 it's    | 4 I'm   | 5 he's    |
| 6 she's | 7 they've | 8 haven't | 9 let's | 10 hasn't |

1

**Read and think.****planning your writing**

1. When we write instructions, we are describing how something is done. We are usually describing actions. Look at these instructions.

Open your book.

Touch your toes

Cut along the line.

2. Usually, we write instructions in a sequence – one action comes before another action. Put these instructions in the correct order.

7 Put your pencil case back in your school bag.

3 Take a pen out of your pencil case.

2 Open your pencil case.

5 Put your pen back in your pencil case.

4 Write your name.

1 Take your pencil case out of your school bag.

6 Close your pencil case.



3

**Look, think and write.**

Look at this chart. Choose words from the chart to **make 4 instructions**. Write them on a piece of paper and put them in your portfolio. **Be careful** – you don't need to use words from every column.

Raise						together.
Touch	with		right	arm	arms	apart.
Stand	on	your	left	leg	legs	on the floor.
Stretch				foot	feet	up.
Sit						down.

Stand with your feet together.

Raise your left arm.

Stand with your feet apart.

Stretch your left arm.

## 1

## Read and order.

Read David's e-mail on page 32 of your Classbook again. Put these sentences about his holiday in Oman in order.

- |   |                              |   |                              |
|---|------------------------------|---|------------------------------|
| 2 | a. He visited Jibreen Fort.  | 1 | d. He went on a boat trip.   |
| 6 | b. He arrived home.          | 5 | e. He went to the desert.    |
| 4 | c. He went to Jebel Akhdhar. | 3 | f. He bought some postcards. |

## 2

## Read and match.

Match the questions and answers about David's holiday.

- |    |                           |    |   |
|----|---------------------------|----|---|
| 1. | When did you go?          | a. | I stayed with my friend Ahmed.                                  |
| 2. | Who did you stay with?    | b. | Yes, it was fantastic.  |
| 3. | What did you do there?    | c. | I went to Oman.   |
| 4. | Did you have a good time? | d. | I visited a fort, went on a boat trip and went into the desert. |

Yes/No questions	WH questions
Is ....? Are ....? Was ....? Were ....?	What ...? When ...? Why ...?
Do ....? Does .....? Did .....?	Which ...? Who ....?
Will .....? Would ....? Could .....?	Where ...? How ...?
Can ...? May ...? Shall ...? Should ..?	How many ...? How much ..?
Has ..? Have ...? Had ...?	How far ..? How long ...?

## 1

## Read and complete.

Look at these questions about the story on pages 33–35 of your Classbook. Read the story again and complete the questions and answers using the correct verbs from the sleeping bag.

1. What did Ali give his father?

He gave him a map.

2. Where did they have an accident?

They had an accident in the desert.

3. What did they drink?

They drank water.

4. What did Ali put in the plastic bags?

He put plants in the plastic bags.

5. What did Ali pour from the plastic bags?

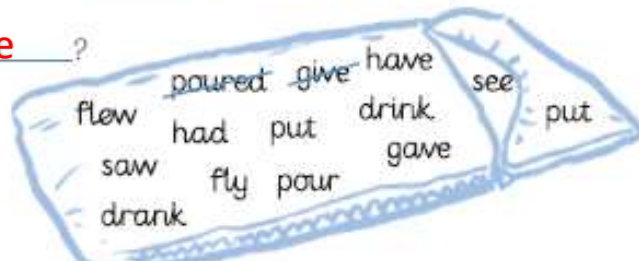
He poured water from the plastic bags.

6. When did the plane fly over them?

It flew over them at night.

7. How many oryx did they see?

They saw one oryx.





## 2 Think and write.

Look at these sentences about the story. Complete them using the verbs at the end of each sentence to help you.



1. They didn't have a lot of water. (not have)

2. They had some food. (have)

3. They didn't leave the car. (not leave)

4. They had a tent. (have)

5. Ali collected some little green plants. (collect)

6. An aeroplane flew over the desert. (fly)

7. The pilot of the aeroplane d them. (not see)

8. They didn't see lots of oryx. (not see)



Regular verbs	Irregular verbs
They <b>collected</b> shells. They <b>didn't collect</b> stones. Did they <b>collect</b> stamps?	She <b>ate</b> an apple. She <b>didn't eat</b> a banana. Did she <b>eat</b> an ice cream?
She <b>cooked</b> the lunch. She <b>didn't cook</b> the dinner. Did she <b>cook</b> fish?	They <b>drove</b> to the desert. They <b>didn't drive</b> to the beach. Did they <b>drive</b> to the farm?
We <b>visited</b> the museum. We <b>didn't visit</b> the souq. Did we <b>visit</b> the fun fair?	He <b>ran</b> on the beach. He <b>didn't run</b> in the wadi. Did he <b>run</b> to school?
He <b>played</b> football. He <b>didn't play</b> tennis. Did he <b>play</b> basketball?	She <b>wrote</b> an email. She <b>didn't write</b> a letter. Did she <b>write</b> an essay?
They <b>travelled</b> to Salalah. They <b>didn't travel</b> to Dubai. Did they <b>travel</b> to Nizwa?	I <b>broke</b> a glass. I <b>didn't break</b> the window. Did I <b>break</b> my leg?

2

**Ask and answer.**

Work with a friend.  
Take it in turns to ask  
and answer the  
questions about what  
you did yesterday.



4

**Imagine and write.**

Imagine that yesterday was a perfect  
day. Look at cut-out page G on page  
63 at the back of your Classbook.

Write 5 sentences about the things  
you did on your perfect day and 5  
sentences about the things you  
didn't do.

3

**Write.**

Write sentences like these  
about what you did and didn't  
do yesterday. Put them in  
your portfolio.

I prayed.

I didn't go to the park.

I used the computer.

I spoke English.

I didn't see a helicopter.

41

I **played** football yesterday. I **didn't play** tennis yesterday.

I **met** my uncle yesterday. I **didn't meet** my friend yesterday.

I **ate** fish yesterday. I **didn't eat** pizza yesterday.

I **drank** coffee yesterday. I **didn't drink** tea yesterday.

I **cleaned** my room yesterday. I **didn't clean** my car yesterday.

I **rode** my bike yesterday. I **didn't ride** a camel yesterday.

I **did** my homework yesterday. I **didn't do** my project yesterday.

## 1 Read and think.

We use the past simple to talk about finished actions or situations in the past.



Talking about the past: positive and negative

What did Ahmed do last summer?  
He went to Australia.

What did you do yesterday?  
I went to school.



## 2 Write and check.

Write the negative of these sentences.

1. They **had** a lot of water.

They didn't **have** a lot of water.



2. The pilot of the aeroplane **saw** them.

The pilot of the aeroplane didn't **see** them.



Now look at pages 33–35 of your Classbook to check your answers.



To make negative statements in the past, we use **didn't** and we don't add **-d** or **-ed** to the main verb.

3

### Think and answer.

Write true answers for these questions.

1. Did you pray yesterday?

Yes, I did.

2. Did you fly in an aeroplane yesterday?

No, I didn't.

When we give short answers about the past, what verb do we repeat? \_\_\_\_\_

4

### Think and complete.



We use the past tense to talk about a finished action or situation in the past.



We use didn't to make the negative and we don't add d or ed to the main verb.



We repeat the verb did in short answers.

## 1 Read and think.

Vowels are the letters a, e, i, o and u.

A **consonant** is any letter of the alphabet that is not a vowel.

Write 2 words that begin with a **vowel** and 2 words that begin with a **consonant**.

'a' and 'an'

YOUR WRITING

a **b**ook

an **a**pple

a **v**an

an **e**gg

## 2 Read and think.

Look at these two groups of words. What is the difference between the words in the two groups?

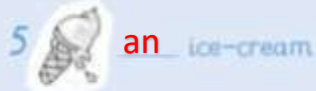
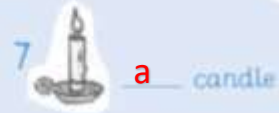
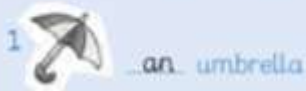


In English we always use **an** instead of **a** before a word beginning with a vowel. Do you do the same in your language?

a	an
a <b>c</b> ar a <b>d</b> og a <b>c</b> amel a <b>b</b> oy	an <b>i</b> ce cream an <b>e</b> lephant
a <b>b</b> us a <b>r</b> ug a <b>h</b> at a <b>h</b> en	an <b>u</b> mbrella an <b>a</b> ctor
a <b>h</b> and a <b>m</b> outh a <b>h</b> ouse	an <b>e</b> ngine an <b>e</b> gg
a <b>c</b> omputer a <b>f</b> an	an <b>o</b> range

### 3 Read and label.

Look at these pictures. Label them using **a** or **an** correctly.



### 4 Think and complete.

When you check your writing, remember to check your use of **a** and **an**. Remember the rule.

 We use **an** before a word beginning with a vowel and **a** before a word beginning with a consonant.

45

### 2 Read and complete.

Look at the pictures below. Complete the words next to the pictures.



2 1000 **th**ousand



 Listen and repeat the words.

3

### Think and sort.

Look at these words containing the letters **th**. Sort them into two groups – words that have a **soft 'th'** sound as in 'thin' and words that have a **hard 'th'** sound as in 'that'.

soft **th** sounds

thin

thumb

teeth

North

South

Earth

hard **th** sounds

that

the

this

there

then



1

### Read and think.

Adverbs are words that describe verbs.

Many adverbs end with the letters **-ly**.

Adverbs



The oryx **quickly** ran away.

The word 'quickly' is the **adverb**.

It describes the **verb** 'ran'

– it tells us **how** it was done.

Ali talked **quietly** to David.

The word 'quietly' is the **adverb**.

It describes the **verb** 'talked'

– it tells us **how** it was done.

WORDS

## 2 Read and find.

Which words are the verbs and adverbs in these sentences? Draw a circle around the adverb and underline the verb.



a. The gecko jumped quickly.

c. The camel walked slowly.

b. The baby cried loudly.

d. He opened the window carefully.



## 3 Read, think and complete.

Read the sentences about the story carefully. Complete the sentences using the adverbs in the water container. Look at the story on pages 33–35 of your Classbook for help.

1. Ali opened the plastic bags carefully.
2. David quickly took out his torch.
3. He quietly picked up his camera.
4. Suddenly, they heard a noise.
5. The helicopter slowly turned in a big circle.
6. They jumped up and down excitedly.



## 4 Think and complete.

 We use an adverb to tell us more about a verb.

Many adverbs end with the letters ly.



## The world of work

## 1 Read, think and label.

Look at the two pictures below. Now look at the two descriptions of jobs. Label each picture with the correct job title.

a



a vet

b



a tailor

1. A vet is a person who looks after sick animals.

2. A tailor is a person who makes clothes.

## 2 Read and complete.

Read these descriptions of jobs and use the words in the frieze to help you complete the sentences.

1. An astronaut is a person who flies in space.
2. A housewife is a person who stays at home and looks after the family.
3. A teacher is a person who helps people learn new things.
4. A driver is a person who drives cars or lorries.
5. A fisherman is a person who catches fish.
6. A pilot is a person who flies aeroplanes or helicopters.

1 Read and complete the chant.

Read and complete the chant using the words in the box below.

## What do you want to be?

What do you want to be when you're 21?

I want to be a film star and have lots of fun!



What do you want to be when you're 22?

I want to be a baker and make a cake for you.

What do you want to be when you're 23?

I want to be a sailor and sail upon the sea.



What do you want to be when you're 24?

I want to be a carpenter and use a saw.



What do you want to be when you're 25?

I want to be a farmer with a big beehive.



What do you want to be when you're 26?

I want to be a magician and learn lots of tricks.



What do you want to be when you're 27?

I haven't decided. I'm only eleven!



beehive	you	tricks
saw	eleven	fun

a housewife

a fisherman

a teacher

a driver

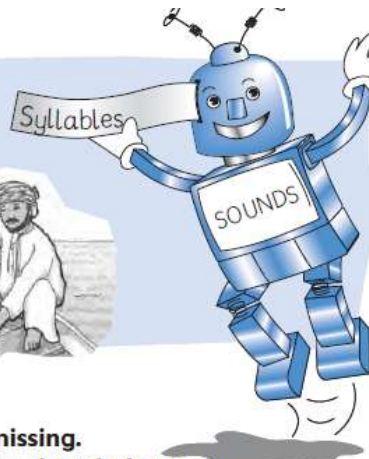
a pilot

### 1 Read and think.

When we say some words, we can break them down into smaller parts called **syllables**.

Some words are easier to read and say if you break them down into syllables.

fisher man



### 2 Think and write.

Look at these job words. Some of the syllables are missing. Write the missing syllable in the space and then write the whole word.

1. po **lice** man policeman

2. doc **tor** doctor

3. ar **chi** tect architect

4. as **tro** naut astronaut

5. **en** gineer engineer

### 3 Think and sort.

Look at all the job words under the charts. Sort them into words with 2, 3 or 4 syllables and write them in the correct space on the charts.

2 syllables	3 syllables	4 syllables
driver	astronaut	electrician
pilot	musician	photographer
teacher	mechanic	secretary
artist	architect	
actor	policeman	
housewife	fisherman	
doctor	engineer	
	accountant	

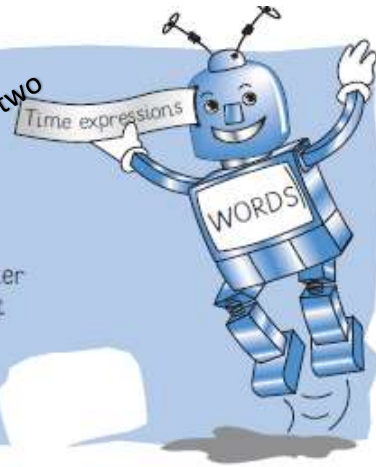
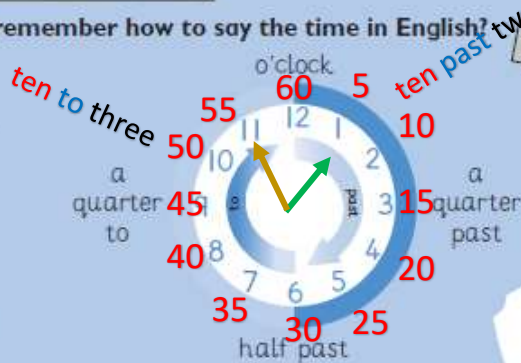
  

architect	doctor	actor	mechanic	housewife
photographer	electrician	accountant	teacher	driver
secretary	astronaut	artist	policeman	engineer
	pilot	musician	fisherman	

### 1 Look and think.

Can you remember how to say the time in English? **two**

What is the time now?



### 2 Look, listen and think.

Look at these times and listen to the tape.



It's two o'clock.



It's a quarter past two.



It's half past two.



It's a quarter to three.

Now think and complete these rules about saying the time in English.

We use **o'clock** for complete hours.

We use **quarter** for 15 minutes and **half** for 30 minutes.

We use **to** before the hour and **past** after the hour.

### 3 Think and complete.

Look at these different types of clocks. Complete the missing times.



4.05

five past four



4:20

twenty past four



3:55

five to four



3.40

twenty to four



4.10

ten past four



4.25

twenty five past four



3.50

ten to four



3:35

twenty five to four

2

**Do a survey.**

Look at the chart. Complete the chart for yourself. Put a tick for the things you like doing and a cross for the things you don't like doing.

Now ask a friend about the activities they like doing. Record the information on the chart.

	You		Your friend	
	Yes	No	Yes	No
drawing pictures	✓			✓
working with numbers		✓	✓	
doing sports and exercise		✓	✓	
working with tools and machines	✓		✓	
playing music	✓			✓
meeting new people		✓	✓	

Do you like drawing pictures?  
Yes, I do.

Do you like drawing pictures?  
No, I don't.

I **like** drawing pictures. I **don't like** working with numbers. I **don't like** doing sports and exercise. I **like** working with tools and machines. I **like** playing music. I **don't like** meeting new people.

My friend **doesn't like** drawing pictures. He/She **likes** working with numbers. He/She **likes** doing sports and exercise. He/She **likes** working with tools and machines. He/She **doesn't like** playing music. He/She **likes** meeting new people.

3

**Write about your friend.**

Now look at the information about your friend. Write a sentence about the things they like doing and a sentence about the things they don't like doing.

They like working with numbers.

They **don't** like playing music.

4

**Write about yourself.**

Now write sentences about the things you like doing and the things you don't like doing. Show your sentences to a friend.

Put your sentences in your portfolio.



55

1

**Read and think.**

We use the **present simple** to talk about daily activities and things that are true.

Read this true information.

Paula works in a gym.  
They like maths.

Paula doesn't work in an office.  
They don't like sport.

Does Paula work in a gym?  
Yes, she does.

Do they like sport?  
No, they don't.

Read the information again and then complete the rules.

We use **do** and **does** to make questions in the present simple.

We use **don't** and **doesn't** to make the negative in the present simple.

Present simple questions

LANGUAGE



Salim **likes** playing the guitar. He **doesn't like** playing the piano. **Does** he **like** playing football? **Yes, he does.**



Huda **likes** playing tennis. She **doesn't like** playing football. **Does** she **like** playing music? **No, she doesn't.**



The bear **likes** eating fish. It **doesn't like** eating grass. **Does** it **like** eating fruit? **No, it doesn't.**



My sisters **like** cooking. They **don't like** reading. **Do** they **like** fishing? **No, they don't.**



I **like** playing with my doll. I **don't like** watching TV. **Do** I **like** cooking? **Yes, I do.**



We **like** meeting new people. We **don't like** drawing pictures. **Do** we **like** music? **No, we don't.**



You **like** eating junk food. You **don't like** doing exercise. **Do** you **like** shopping? **Yes, I do.**

Look through Unit 5 of your Classbook and Skills Book. Find an example of a 'What ...' question, a 'Where ...' question and a 'What time ...' question. Write them here.

1

What sport do you like? I like football.

What is your favourite animal? an elephant

2

Where do you live? I live in Muscat.

Where is your book? It is on the table.

3

What time do you get up? I get up at 5 o'clock.

What time do you go to bed? I go to bed at 10 o'clock.

Find the answers to the questions and write them under the questions.



We cannot answer **WH** questions with Yes or No, we must give more information.

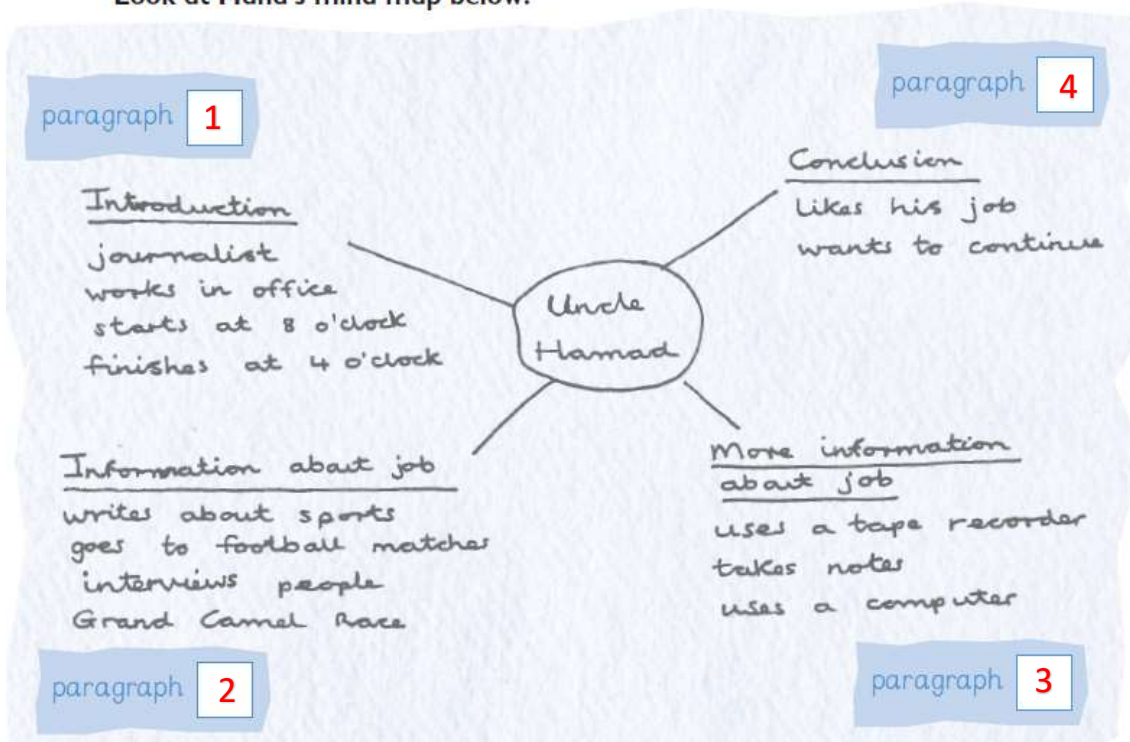


1

Read, think and label.

## planning your writing

It is important before you start writing to organise your ideas.  
Look at Maha's mind map below.



Uncle Hamed **is** a journalist. He **works** in an office. He **starts** at 8 o'clock and **finishes** at 4 o'clock.

Uncle Hamed **writes** about sports. He usually **goes** to football matches and he **interviews** people. For example, he **goes** to Grand Camel Race.

He often **uses** a tape recorder to record the interviews. He also **takes** notes and **copies** them in his computer. He sometimes **uses** a camera to **take** photos

Uncle Hamed **likes** his job. He **wants** to **continue** this job for the next years.

2

## Read and match.

Look at these different kinds of mistakes. Write the number of each kind of mistake next to the mistakes Ben made in his writing.

### 1. Capital letters

✓ Correct: Hamad

✗ Incorrect: hamad

### 4. Word order

✓ Correct: I like playing football.

✗ Incorrect: I like football playing.

### 2. Punctuation

✓ Correct: What do you do?

✗ Incorrect: What do you do.

### 5. Missing words

✓ Correct: What do you do?

✗ Incorrect: What you do?

### 3. Spelling

✓ Correct: teacher

✗ Incorrect: teachor

### 6. Grammar

✓ Correct: He works in an office.

✗ Incorrect: He work in an office.