

## حلول الوحدة السادسة المغامرات في الهواء الطلق وتعليم السلامة



### تم تحميل هذا الملف من موقع المناهج العمانية

موقع فايلاتي ⇨ المناهج العمانية ⇨ الصف السادس ⇨ لغة انجليزية ⇨ الفصل الثاني ⇨ ملفات متنوعة ⇨ الملف

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ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل  
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف السادس



صفحة المناهج  
العمانية على  
فيسبوك

### المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الثاني

حلول الوحدة الخامسة استكشاف عالم الأزياء والموضة عبر الأنشطة اللغوية المتنوعة

1

نموذج إجابة الامتحان النهائي الرسمي الدور الأول الفترة الصباحية

2

أسئلة الامتحان النهائي الرسمي الدور الأول الفترة الصباحية

3

إجابات تمارين الوحدات

4

تمارين الوحدات مع المفردات

5

### 3 Listen and read. Why didn't Sultan enjoy his first camping trip?

What did they need? **They didn't have all the things that they needed. They needed a sleeping mat, a map and compass, some matches/a camping stove, a bandage/first-aid kit.**

## Wow! Blog



Sultan 10 minutes ago

I really like camping now. ☺ It's a great way to travel and see the world, and it's cheaper than staying in a hotel. Our first camping holiday wasn't great because we didn't have all the things that we needed. I didn't sleep very well because the ground was so uncomfortable, and I only had a sleeping bag. One day we went hiking, but we got lost. Our teachers' phones didn't work in the mountains, so we couldn't find our way. We had to follow the sun to find our way back to the campsite! One evening, we tried to make a campfire. We found some wood, but we couldn't start the fire. We had to eat cold soup, which didn't taste good. On the last day, I was cutting bread with a penknife when I hurt my finger. Ouch! ☹ I had to make a bandage from my T-shirt! We learned that camping isn't easy. You have to have the right things!

### 4 Work in pairs. Look at the things on pages 62 and 63. Answer the questions.

- Which things help you sleep?  
**sleeping mat, blanket, shelter, sleeping bag**
- Which things help you cook and eat?  
**matches, camping stove**
- Which things help if you are sick or hurt?  
**bandage, first-aid kit, plaster**
- Which things help you find your way?  
**map, compass**

### 5 Work with your partner and play a memory chain game.



I went camping and I took a sleeping bag.



I went camping and I took a sleeping bag and a first-aid kit.

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! question.

2 Look and match. Then listen, check and repeat.

bandage 9 penknife 8 compass 1 first-aid kit 6 camping stove 3 shelter 12  
rope 4 matches 5 sleeping mat 7 plaster 10 rucksack 2 blanket 11

1



2



3



4



5



6



7



8



9



10



11



12



## 6

## Adventures

## Vocabulary

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

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

The mystery word is camping.

1	B	A	N	D	A	G	E
2	B	L	A	N	K	E	T
3	P	E	N	K	N	I	F
4	C	O	M	P	A	S	S
5	M	A	T	C	H	E	S
6	S	H	E	L	T	E	R

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

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

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

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

- plaster / bandage You use them when you hurt your finger.
- camping stove / campfire You use both of them to cook food when camping.
- map / compass You use both of them to help you find your way.
- shelter / tent You use both of them to sleep in.
- knife / penknife You use both of them to cut things.
- sleeping mat / blanket You use both of them for sleeping when you go camping.

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

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



## 1 Listen and read. What problems did they have?

**They got lost. Their water bottles were empty. Sultan fell in the wadi.**

- Arlo:** I'm so happy to be going home.  
**Sultan:** Me too! Everything in my rucksack is dirty and wet.  
**Faisal:** So what happened?  
**Sultan:** Well, first we got lost. We had a map, but no one had a compass.  
**Arlo:** Then we were thirsty. We had our water bottles, but they were empty. We didn't have anything to drink.  
**Sultan:** Someone saw a wadi on the map so we went to find water.  
**Arlo:** Sultan was trying to get some water from the wadi when he fell.  
**Faisal:** Oh, dear! Poor Sultan!  
**Arlo:** He was wearing hiking boots, but he didn't have waterproof trousers!  
**Faisal:** Did anyone help you, Sultan?  
**Sultan:** Yes, Arlo threw a rope to me and helped me out of the water.



- Arlo:** Then our teacher Mr Bader told him to take his wet shirt off. He put a blanket around him and gave him something to eat.  
**Sultan:** Hey! Don't show them that photo!  
**Faisal:** How embarrassing! Poor you!  
**Arlo:** What an adventure! But you're OK now.  
**Sultan:** Yes, thanks, but I'm not going anywhere that's near a wadi again. And next time I go camping, I'll go somewhere that's warmer!



## 2 Work in pairs. Read the dialogue again and answer the questions.

- Because he fell into the wadi.**  
**He was trying to get some water.**  
 1 Why is everything in Sultan's rucksack wet?  
 2 Why did they get lost?  
**Because they didn't have a compass.**  
 3 What was Sultan doing when he fell?  
 4 What did Mr Bader do? **He put a blanket around him and gave him some food.**

## 3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.

How embarrassing! What an adventure! Poor you!

- 1 I couldn't go to the party because I was sick.  
 2 I said 'Hello Aman!', but her name is Amirah!  
 3 We slept outdoors under the stars.

Oh, no! (...)

How embarrassing!

What an adventure!

## 4 Have you been on a trip like this? Tell your partner.

We went on a trip last summer. We took a tent and sleeping bags, but it rained in the night, and when we woke up there was water in our tent ...

Oh, no! Poor you!

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

bottles dirty happy hiking map warmer

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



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

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

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

Poor you! x 2

How embarrassing! x 2

What an adventure! x 2

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

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

1 Look back at the dialogue in Lesson 2. Answer the questions.

1 What was dirty and wet in Sultan's rucksack?

**Everything was dirty and wet.**

2 How many people had compasses?

**No one had a compass.**

3 What did they have to drink?

**They didn't have anything to drink.**

4 Who saw a wadi?

**Someone saw a wadi.**

5 What did Mr Bader give Sultan?

**He gave him something to eat.**

2 Look at the grammar table. Then read and circle the correct options to complete the rules.



### Grammar

#### Indefinite pronouns

##### Affirmative

I'm going **somewhere** hot on holiday.

**Someone** was lost.

**Something** is in my rucksack.

It's sunny **everywhere**.

**Everyone** was lost.

**Everything** is in my rucksack.

##### Negative

**Nowhere** is as nice as home.

**No one** was lost.

**Nothing** is in my rucksack.

##### Questions / Negatives

Are you going **anywhere** nice?

We aren't going **anywhere** this year.

Can you see **anyone**?

I can't see **anyone**.

Can you see **anything**?

I can't see **anything**.

We use *someone*, *no one*, *everyone* and *anyone* for **people** / **places** / **things**.

We use *something*, *nothing*, *everything* and *anything* for **people** / **places** / **things**.

We use *somewhere*, *nowhere*, *everywhere* and *anywhere* for **people** / **places** / **things**.

We use *anyone*, *anything* and *anywhen* / *everywhere* in questions and negative sentences.

3 Read the dialogue in Lesson 2 again. Underline examples of indefinite pronouns.

4 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.

Did **anyone** fall in the water?

Yes. **Someone** fell in the water.  
It was Sultan.



## 5 Listen and match. What did the children forget?

- |          |                |
|----------|----------------|
| 1 Zainab | a sleeping mat |
| 2 Razan  | b tent         |
| 3 Jood   | c camera       |
| 4 Manar  | d hiking boots |
| 5 Nada   | e rucksack     |

## 6 Listen again and answer the questions.

- Where did Zainab sleep? **in Nada's tent / She shared Nada's tent.**
- What did Razan use to carry everything? **She used a big bag.**
- How many children forgot their sleeping bags? **none / Nobody forgot their sleeping bag.**
- What did Manar wear on her feet? **She wore trainers.**
- Did Nada take any photos? **No she didn't. She didn't have a camera.**

## 7 Make true sentences about you. Then compare with your partner.

- I know someone who ...
- I've never been anywhere ...
- I don't have anything ...

I know someone  
who got lost in the  
mountains.

I've never been  
anywhere in America.



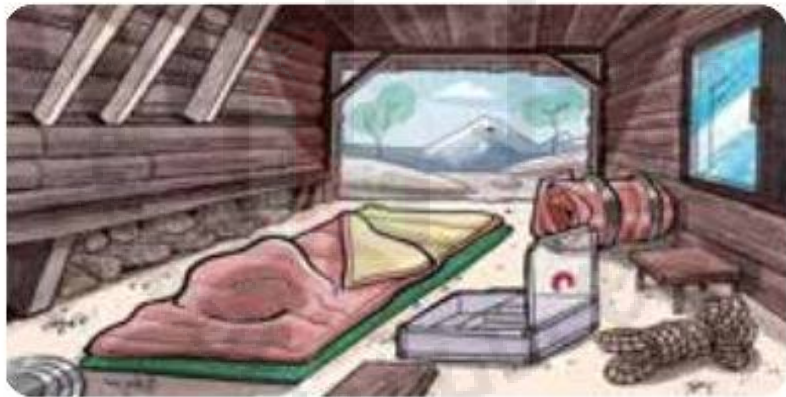


## Indefinite pronouns

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

anyone anywhere everything no one nowhere something

- Do you know anyone who has a tent?
  - Nabhan needs something to put under his sleeping bag.
  - The shop's closed, so there's nowhere to buy food.
  - I can't put everything in that rucksack. It's too small.
  - Is there anywhere we can go for a nice dinner?
  - We can't go climbing because no one brought the rope.
- 2 Look at the picture. Read and write sentences with indefinite pronouns.



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

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

- 1 I want to live everywhere interesting, like Paris.

I want to live somewhere interesting, like Paris.

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

Oh, dear. There's nothing to eat in the fridge.

- 3 I think everything will have fun at the picnic.

I think everyone will have fun at the picnic.

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

You don't need to bring anything to the party.

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

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

- 6 I know anyone who could help you study.

I know someone who could help you study.

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

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

\_\_\_\_\_

- 2 Would you like to go camping somewhere?


\_\_\_\_\_

- 3 Do you know anyone who likes hiking?

\_\_\_\_\_

- 4 Is there anything you like doing outdoors?

\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**1 Before you read** Today's Book Club text is an adventure story. Look and circle the words that describe an adventure story. Then answer.

- Adventure stories are usually at home **somewhere exciting**.
- The characters are usually in a safe **dangerous** situation.
- Have you read any adventure stories or seen any adventure films?

**2 Listen and read.** Then answer the questions.

- How did Osama know about first aid? **He learned first aid at school.**
- Who stayed with Sharifa? **Dad stayed with Sharifa.**

## An accident in the sand



It was the last day of their sandboarding weekend. Osama, Sharifa and their dad were resting at the top of a tall sand dune. 'We should go back to the village,' said Dad. 'It's getting late.' 'Can we go down here?' asked Sharifa. The children were good at sandboarding, so he said, 'Yes, but you must be careful.' 'Wait! Help me put my helmet on,' said Osama, but Sharifa was already on her sandboard. 'You're such a baby!' she shouted.

3 After you read Activity Book, page 44.

4 Discuss in groups.

No, she wasn't. She called

1 Do you think Sharifa was kind to her brother? Why? Why not? him a baby.

2 How do you think Sharifa felt at the end of the story? She felt sorry.

5 Plan and write a different ending to the story with your partner.  
Change the last two paragraphs.

Osama and Dad were following Sharifa when they heard something. 'Ouch!' They found Sharifa sitting in the sand. 'I fell over,' she cried. 'I've hurt my head and I have a pain in my leg.'  
'Keep still! You mustn't move,' said Osama. 'I learnt first aid at school.'  
'We need to get help,' said Dad. He was looking at his phone, but it didn't work.  
'Dad, you should wait here with Sharifa. She's had an accident. She needs to keep still. I'll go and get help,' said Osama.

'Dad, you should go with him,' said Sharifa. 'You don't need to stay with me.'

'No! We mustn't leave Sharifa alone,' said Osama.

'OK, Osama. Keep safe!' said Dad.

Osama went to the village. He found someone and told them about the accident.  
It was getting dark when Osama and a doctor arrived in a jeep.  
Soon Sharifa was back in the village. 'You've broken your leg.'  
You need to rest,' said the doctor.  
'Thank you, Osama!' said Sharifa. 'I shouldn't call you a baby.'





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

still

tidy

fit

warm

safe

cold

dry

### Work with words



#### Collocations: *keep* + adjective

We can use adjectives after the verb *keep* for situations that don't change.

*I wear a helmet to keep safe.*

We can put an object between the verb and the adjective.

*My helmet keeps me safe.*



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

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

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

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



2 Answer the questions. Write complete sentences.

1 What was Sharifa doing before the accident?

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

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

The children were good at sandboarding.

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

He asked her for help with his helmet.

4 How badly was Sharifa hurt in the sandboarding accident?

She hurt her head and she broke her leg.

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

He tried to call, but his phone wasn't working.

6 How did the doctor get to Sharifa?

They used a jeep to get to Sharifa.

1 Look and match. Then listen, check and repeat.

break your arm 3 cut your finger 2 burn your hand 4 hurt your ankle 10  
keep warm 11 keep cool 12 have a pain 5 take medicine 8 fall over 1  
have an accident 6 call an ambulance 7 lie down 9



2 Read the story in Lesson 4 again. Circle the words from Activity 1 in the story.

3 Read the story again. Circle the correct words.

- 1 We **should** must need to go back.
- 2 You should **must** need to be careful.
- 3 You shouldn't **mustn't** don't need to move.
- 4 We should must **need to** get help.
- 5 You **should** must need to wait.
- 6 I **shouldn't** mustn't don't need to call you a baby.

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

## Grammar

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

I	should	take some medicine.
You	shouldn't	eat too much sugar.
He/She	must	do homework.
We	mustn't	be late for school.
They	need/needs to	get some help.
	don't/doesn't need to	wait for anyone.

We use *must* and *need to* when it **is** / *isn't* necessary that you do something.

We use *mustn't* when it **is** / *isn't* necessary that you do NOT do something.

We use *don't need to* when it **is** / *isn't* necessary that you do something.

We use *should* and ***shouldn't*** / *mustn't* to give advice or opinions.

5 Listen to an interview. How important are these things when you want to keep safe outdoors? Put the things in order.

find food **5** make a shelter **3** find water **2**  
make a fire **4** breathe slowly **1**

6 Imagine you and your partner are lost in the mountains. Discuss what you should do.



First, we must breathe slowly and think clearly.

OK. Then we need to ...





1 Complete the phrases.



b u r n your hand



f a l l over



b r e a k your arm



h a v e an accident



h u r t your ankle



c u t your finger

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

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



Conversation 1: have a pain, take medicine

Conversation 2: call an ambulance, keep warm

Conversation 3: keep cool, lie down

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

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

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

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

- 1 'I haven't eaten anything today.'

You should eat something.

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

You shouldn't watch a lot of TV.

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

You should wear a coat.

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

You must go to the doctor.

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

You don't need to brush them so often.

- 6 'I use my phone in the classroom.'

You mustn't use your phone in the classroom.

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



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

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

Scouts in Australia

Scouts in Oman

Scouts in Morocco

Scouts in Oman

Scouts in Morocco

Scouts in Australia

- 2 Answer the questions. Use complete sentences.

- What badge are the Scouts in Oman trying to get?  
The Scouts in Oman are trying to get their first-aid badge.
- What first-aid situation are the Scouts practising in the photo?  
They are putting a bandage on someone's arm.
- Why do Scouts clean up local places?  
They clean up local places because they care for the place where they live.
- What day are the Australian Scouts celebrating?  
They are celebrating Clean up Australia day.
- Where are the Moroccan Scouts going to sleep?  
They are going to sleep in a shelter they have built.
- What two survival skills are the Moroccan Scouts learning?  
Making a campfire and cooking food on it.



- 3 Listen to a report. Complete the notes.



The first Scout group for boys in Kuwait started in <sup>1</sup> 1953 .  
The movement quickly became very popular and in <sup>2</sup> 1960  
the group became the official Kuwait Scout Association.  
In <sup>3</sup> 1970 , the association became a member of the World  
Organization of the Scout Movement.  
The organisation started to include girls six years later in  
<sup>4</sup> 1976 . The Kuwait Scout Association organises a variety of  
<sup>5</sup> indoor and outdoor activities for young <sup>6</sup> people .  
They also teach important <sup>7</sup> lessons about life, community  
and <sup>8</sup> personal responsibilities.

- 4 Work in groups. Find answers to the questions. Write about what you found out.

Then share your information with the class.

- was a lieutenant-general in the British Army and the founder of the Scout Movement.
- Who was Robert Baden-Powell?
  - Where was the scouting camp in 1907?  
Brownsea Island, United Kingdom
  - Where and when was the first Scout Rally?  
Crystal Palace, South London
  - What does a typical Scout uniform include?
  - How old must you be to become a Scout?  
10-14 years old

# English in action

## Asking about injuries and illnesses

1 Watch or listen and read. Answer the questions.

1 Which two body parts has the boy hurt?

**his hand and his finger**

2 Why did the other boy take some medicine?

**He had a stomachache.**



Are you feeling better now?

Yes, thanks. Much better.

How's your hand?

It's OK now, thanks. I haven't broken it!

That's good! Have you seen the doctor?

Yes, I went this afternoon. She put this bandage on it.

Great. Oh! Have you hurt your finger?

Yes. I burned it on the oven!

Oh, dear!

How about you? Do you still have a stomachache?

No, I'm fine now. I took some medicine.

Great! Let's play!



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

- |   |   |
|---|---|
| 1 Is the boy feeling better? <u>yes</u>       | 4 Does the boy have a bandage? <u>yes</u>       |
| 2 Has the boy broken anything? <u>no</u>      | 5 Does his friend have a stomachache? <u>no</u> |
| 3 Has a doctor looked at his hand? <u>yes</u> | 6 Has his friend taken any medicine? <u>yes</u> |

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

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



Boy 1: <sup>1</sup> Are you feeling better now?

Boy 2: Yes, thanks. Much better.

Boy 1: <sup>2</sup> How's your arm?

Boy 2: It's OK now, thanks. I haven't broken it!

Boy 1: That's good! <sup>3</sup> Have you seen the doctor?

Boy 2: Yes, I went this afternoon. He put this bandage on it.

Boy 1: That's good. And what's that plaster for?

<sup>4</sup> Have you cut your hand?


Boy 2: Yes, I cut it on a piece of glass!

Boy 1: Oh, dear!

Boy 2: How about you? <sup>5</sup> Do you still have a headache?


Boy 1: No, I'm fine now. I took some medicine.

Boy 2: Great! <sup>6</sup> Let's do a puzzle!

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

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

### Pronunciation

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

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

## Literacy: an email

## Reading

1 **Before you read** Look quickly at the email. Match the underlined words with the pictures.

2 **Listen and read.**

**Tip** Reading

When you write an email, the subject is a summary of your email. It should be short.

## Subject: Your camping trip!

Hi Saleh,

Thanks for your message. Your camping trip with your uncle and cousins will be a lot of fun. I'm sure you're going to have an amazing time.

How long are you going for? Are you hiking every day, or putting up your tents somewhere and staying there? I'm sure your uncle will take his phone and he's got a compass, but you should take a map, too. In some places you might not be able to get a signal for his phone. And you need to have food! Are you going to cook on a campfire? I'm sure your mum will pack plenty of food for you! You don't need to look for berries to eat!

Don't forget to take a first-aid kit. You must take one in case you have an emergency. Someone might fall over and need a plaster or a bandage for a cut. Hassan is in the Scouts, so he'll know what to do in an emergency. Also, you should take a penknife. It's useful for so many things, like cutting ropes or chopping food. Let me know how it goes, and have an amazing trip!

See you soon,

Hilal

A



3

B



1

C



4

D



6

E



5

F



2

3 **After you read** Read and answer. Compare your answers with a partner.

- 1 Who is the email to? **Saleh**
- 2 Who is the email from? **Hilal**
- 3 What is it about? **Saleh's camping trip**

4 **Talk to your partner about what to take camping.**

## Words in context

emergency signal trip  
GPS device cut berries

You'll need a tent and you should take a sleeping bag.

## Reading

## Words in context

## 1 Read and complete the sentences.

signal emergency trip berries ~~cut~~ GPS device

- Abdullah had a bad cut on his hand.
- We took a compass and a GPS device so that we wouldn't get lost.
- Dad couldn't use his phone because he couldn't get a signal for it.
- You shouldn't eat those red berries. They could be poisonous.
- When there's a serious emergency, you should always call for help.
- We had a great camping trip in the forest.

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

- 1 Saleh is going camping with his school.

T ☒ F DSSaleh is going camping with his uncle and cousins.

- 2 Saleh is going to borrow his dad's rucksack.

T F ☒ DSThis is not mentioned in the text.

- 3 Saleh's uncle will take his phone and a compass.

☒ T F DSSaleh's uncle will take his phone and he's got a compass.

- 4 They're going to take a camping stove.

T ☒ F DSThey will cook on a campfire and his mum will pack plenty of food.

- 5 Saleh is in the Scouts so he'll know what to do if there's an emergency.

T ☒ F DSHassan is in the Scouts so he'll know what to do in an emergency.

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

- 1 Why should Saleh's uncle take a map?

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

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

Because his mum will pack him plenty of food.

- 3 Why should they take a first-aid kit?

In case they have an emergency.

- 4 What could Saleh use a plaster for?

A cut, in case someone falls over.

- 5 Why is a penknife useful on a camping trip?

You can use it for cutting ropes or chopping food.

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



## Writing

1 Read and complete the email with the words in the box.

adventure bandage hiking plaster first-aid kit campfire



Subject: emergency!

Hello Amani,

How are you? We've just got back from our <sup>1</sup> hiking weekend in the mountains.

We had a real emergency.

We were walking along a rocky path when my brother Basim slipped and fell. He hurt his arm quite badly. We had a <sup>2</sup> first-aid kit, so Mum cleaned the cut on his arm and put a big<sup>3</sup> plaster on it. Then she put a <sup>4</sup> bandage on his arm in case it was broken. Poor Basim!Dad called the emergency services on his phone. I found some wood and I made a <sup>5</sup> campfire, and Mum made us some tea. We were so happy when the emergency services arrived. The good news is that Basim's arm isn't broken! What an <sup>6</sup> adventure!

I'm looking forward to seeing you at school tomorrow.

Take care,

Areej

2 Read. Then answer the questions about the emails on pages 76 and 77.

Hi Saleh,

Take care,  
Areej

1 How does Hilal start his email?

2 How does Areej end her email?

3 What camping words can you find in both emails?

3 Write an email to a friend. Tell them about a camping trip you are planning. Plan, write, check and rewrite. Use the *How to write ...* box to help you.

## How to write... an email

- First, write a subject.
- Start the email with *Hi ...* or *Hello ...*
- Finish the email with *Take care*, *See you soon* or *Love ...*
- Use informal language, e.g. the short forms, *I'm ... We've ... She's ...*



## Writing



When you write an email, use short paragraphs to keep the content clear. You can also use bullet points to make it easy for the reader to see important information.

tents, compass, map, campfire, first-aid kit, plaster, penknife, bandage



## Writing

1 Complete the email with the phrases in the box.

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

TIP: Writing

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



Subject: 1 **Sandboarding!**

2 **Hi Azzan,**

3 **Thanks** for your email. It was great to hear your news.

We went on a trip to the desert at the weekend. 4 **I've never been** sandboarding before. Mansoor fell over and cut his knee. But we had a first-aid kit so he was fine.

5 **We had a lot of fun!**

6 **See you soon,**

Zaid

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

First, write a subject.

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

Use informal language,  
e.g. the short forms,  
*I'm ... She's ... We've ...*

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

This is YOUR page! We want to hear from YOU.  
Send us your comments and photos like the people below!

1 4 comments



Harry 9 minutes ago



We went on a school camping trip somewhere in the mountains. Here's a photo! There were six boys in each tent. We didn't sleep very well! One night we heard something outside the tent. It was scary! In the day, we went hiking and mountain biking. In the evenings, we made a campfire and everyone helped cook dinner. It was a real adventure.

3 3 comments



Yousef 3 minutes ago



I have a great book that tells you how to find clean water, how to make a fire, and which plants to eat. I haven't needed the information yet, but I think everyone should know how to keep safe outdoors.

5 5 comments



Sebastian 4 minutes ago



I've been away with the Scouts many times. We have really exciting trips! We don't take mobile phones. We don't need them because we have maps and compasses to help us find our way, and we play games outdoors in the evenings.

2 7 comments



Bushra 5 minutes ago



When I read the story about the accident in the sand, I remembered the first time I went sandboarding. I was boarding behind my dad when he fell over. I was too close to him, so I fell over too. Then my brother, who was following me, also fell over. It was really funny!

4 2 comments



Sabah 9 minutes ago



The school nurse came to our class to teach us about first aid. Everyone in my class knows what to do when someone breaks their leg, cuts their finger or burns their hand, now. We have a first-aid kit at school with plasters and bandages in it, but we need to ask the teachers before we can use it.



1 Read the comments about the WOW! Magazine. Tick the children who have had outdoor adventures.

2 Work in pairs and answer the questions. Then write your own comments for the WOW! Magazine and read them to the class.

- What did you like best?
- What new information did you learn?
- What else would you like to find out about keeping safe outdoors?

3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question



Sulten 14 hours ago

How can we keep safe outdoors?

...

## 1 Read the sentences. What do they describe?

- 1 You sleep in this when you go camping. It isn't made of sticks. a tent  
 2 You keep plasters and bandages in this. first-aid kit  
 3 You carry all your things in this when you go camping. rucksack  
 4 You sleep on this when you go camping. It's comfortable. sleeping mat  
 5 You need to use this when you are climbing. It's long and thin. rope  
 6 You use this to cook when you go camping. It doesn't have sticks. camping stove

## 2 Match to make phrases for injuries and illnesses.

break call cut  
fall have lie keep take

a pain an ambulance down your finger  
medicine over warm your arm

- 1 break your arm 5 have a pain  
 2 call an ambulance 6 lie down  
 3 cut your finger 7 keep warm  
 4 fall over 8 take medicine

## 3 Read and complete the sentences with indefinite pronouns.

- 1 We've eaten everything in the fridge. It's empty!  
 2 I know someone who can speak six languages.  
 3 Did you bring anything to read?  
 4 There's nowhere to go swimming here.  
 5 Has anyone told you about the party?  
 6 I've looked everywhere for my penknife, but I can't find it.  
 7 Please, may I have something to eat? I'm hungry.  
 8 I have nothing to wear. My clothes are all dirty.

4 Write sentences with the correct form of *should*, *must* or *need to*.

- 1 you always do your homework You must always do your homework.  
 2 we shout at our friends We shouldn't shout at our friends.  
 3 I wear a sports kit to play sport I need to/should wear a sports kit to play sport.  
 4 you drink water from the sea You mustn't drink water from the sea.  
 5 we eat healthy food We should eat healthy food.  
 6 they see a doctor They need to/must see a doctor.

## Self-assessment

## 5 Answer the questions about your work in Unit 6.

- 1 How was your work in this unit? Choose. ☐ OK ☐ Good ☐ Excellent  
 2 Which lesson was your favourite? \_\_\_\_\_  
 3 Which parts of the unit were difficult for you? \_\_\_\_\_  
 4 What new things can you talk about now? \_\_\_\_\_  
 5 How can you work and learn better in the next unit? \_\_\_\_\_



## A2 Key for Schools Reading and Writing Part 2

- 1 For each question, choose the correct answer.

Tip Exam

Find the words in the text that mean the same. For example, *slept in a tent* means *went camping*.

Which person

1 went camping at the weekend?

Jack

Brandon

Cody

2 hurt his leg?

A

B

C

3 works in a shop?

A

B

C

4 put on something to keep him warm?

A

B

C

5 is going to buy a laptop?

A

B

C



**Jack**

I went to the woods with my aunt and uncle on Saturday night. We slept in a tent. I took lots of things, but I didn't take many clothes. I had cold legs because I was wearing a thin tracksuit. Finally, my uncle gave me some trousers to wear, and then I felt better!



**Brandon**

My parents have a shop. They sell everything that people need when they go camping. I love looking at the tents in the shop! I often help my dad at weekends. I need to make some money because I want to get a new laptop. Next month, I will have enough money!



**Cody**

I was walking home after computer club when I fell over and cut my leg. It hurt! So I went to a shop to buy some plasters. It was a hot day. I was very warm and I took off my jacket. Then I slowly walked home.

## A2 Flyers Speaking Part 3

Tip Exam

- 2 Look and read. Then continue telling the story.

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

### The campfire

Polly and Olivia are in the garden. They're sitting next to a fire.

Go to page 97



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



**Try!** 2  Listen and choose the correct answer. Then explain your answer.



**Yasir is going to**

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

**A** He says the letter isn't for a trip to the museum. **B** True, he's going to share a tent with Bassam. **C** He's already in the club; they're going camping again this year.

**Do!** 3   For each question, choose the correct answer. You will hear Amer talking to his mother about a camping trip.

**Tip:** Exam

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

1 Amer isn't going to take

- A a blanket.
- B a sleeping mat.**
- C an extra blanket.

2 Mum asks Amer if he

- A knows how to make a fire.
- B has his new rucksack.
- C has packed any matches.**

3 Mr Al-Rashdi is going to

- A take a first-aid kit.**
- B cook all of the food.
- C call the camp leader.

4 Amer wants to

- A ask his dad a question.
- B learn how to cook.
- C take a camping stove.**

5 The campers are planning

- A to collect wood in the forest.
- B to go hiking in the woods.**
- C to go swimming in the lake.

## 2 Key for Schools Reading and Writing Part 3

Think!

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

Try!

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

- 1 Who is the text about?

**Faris Bader**

- 2 What is the text about?

**It's about his job as a paramedic.**

- 3 Who wrote the text?

**A blogger who writes about jobs.**

- 4 What does Adil do?

**He's Faris's partner at work. /**

**He's a paramedic, too.**

Do!

- 3 For each question, choose the correct answer.



**TIP:** Exam

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

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

Faris became a paramedic because he wanted to help people who were in trouble. He studied very hard and got his first paramedic job when he was only 26. Faris started working in a small town, but now he's a paramedic in Muscat.

Faris and his partner Adil must respond quickly when there's an accident. They take turns driving the ambulance. This morning, they helped a woman who had fallen down the stairs at a sports centre. She broke her arm and she also cut her head. Faris and Adil put a big plaster on the woman's head and then took her to see a doctor at the hospital. After that, they were called to a fire at a fast-food restaurant where they helped a young man. He was one of the waiters and he burned his hand quite badly during the fire. Luckily, no one else was hurt!

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