

نتقدم بثقة
Moving Forward
with Confidence



SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 8A

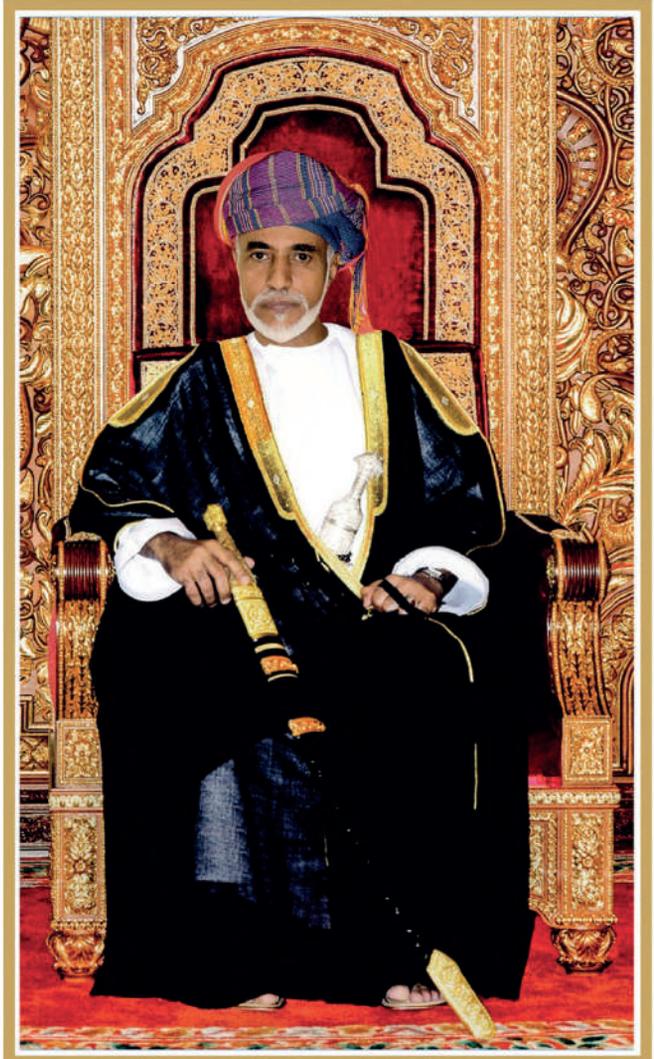
Class Book
with Digital Resources



Trial Edition
2025



**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan
Qaboos Bin Said**

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

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

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

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

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

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

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

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

Dr. Madiha bint Ahmed Al-Shaibani

Minister of Education

Sultanate of Oman



Dear children,

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

Your Semester 1 books are a Class Book as well as an Activity Book. Remember to look after your books and to bring them to your class every day.

All of your books have lots of fun activities to help you to learn English. Your Class Book has stories, songs, projects and games. Your Activity Book has lots of fun tasks to do in class.

Have a really interesting semester and we look forward to writing to you again in Semester 2!

Name: _____

Class: _____





SULTANATE OF OMAN
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Class Book
with Digital Resources



Contents

Welcome Let's get started!	10	Fun corners	96
1 Our planet	14	Grammar reference	99
Unit 1 graded readers	32	How to write...	100
2 Adventure sports	40	English in action reference	100
Unit 2 graded readers	58	Get ready for...	101
3 Spend or save?	66	Progress path	102
Unit 3 graded readers	84	Word list	104
WOW! Learning Club 1	92	Graded readers activities	106
Science:			
How can we give an explanation?	94		



Scope and sequence

Unit	Vocabulary	Grammar	Skills
W Let's get started!	Revision	Questions and question words <i>Where, How many, When, Who, What, Why</i>	
1 Our planet	The environment: <i>protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming</i> Extreme weather: <i>cyclone, tornado, thunder and lightning, sandstorm, heatwave, drought, forest fire, volcano, tsunami, flood, hailstorm, snowstorm</i>	Modal verbs of obligation <i>We shouldn't throw away plastic bottles.</i> <i>We must close doors.</i> <i>We need to switch off the lights when we leave a room.</i> Reported speech: questions and commands <i>I asked my dad what a cyclone was.</i> <i>I asked him if he knew what to do.</i> <i>He told me not to panic.</i>	Reading: a report about plastic pollution in the sea Listening: an interview with a scientist about natural disasters Speaking: talk about an action plan for how you can help an endangered animal Writing: a report on a survey about endangered animals
2 Adventure sports	Extreme sports: <i>rock climbing, horse riding, motor racing, go-karting, surfboarding, diving, sandboarding, mountain biking, caving, abseiling, water skiing, paragliding</i> Geography: <i>north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay</i>	Reflexive pronouns <i>I fell when I was rock climbing and hurt myself.</i> <i>Did you do it yourself?</i> Past perfect <i>After they had eaten their breakfast, they looked in their guidebook.</i> <i>They hadn't got very far before Hussain stopped.</i>	Reading: a brochure about adventure holidays Listening: a discussion about a camping trip Speaking: talk about a camping trip Writing: a brochure about an extreme sport
3 Spend or save?	Shopping: <i>on sale, queue, till, pay with contactless, get a refund, exchange, shop assistant, bank card, customer, second-hand, receipt, online shopping</i> Imaginary situations: <i>go into space, become a school principal, travel the world, donate to a charity, have a lot of money, have a wish, travel back in time, pass exams, be an inventor, become a book or film character, be invisible, win a cup</i>	Zero and first conditionals (revision) <i>If something isn't big enough, you can send it back.</i> <i>If we all buy everything online, shops will close.</i> Second conditional <i>If I could travel back in time, I'd go to ancient Egypt.</i> <i>If you could become a film character, what character would you choose?</i>	Reading: an informal email about shopping Listening: a conversation about future wishes Speaking: talk about shopping Writing: an informal email reply
	Large numbers: <i>one hundred and one, two hundred, four hundred and fifty, seven hundred and seventy, eight hundred and thirty-five, one thousand, ten thousand</i> Environmental problems: <i>gases, using fossil fuels, cutting down forests, fuel, burning, dying plants, soil, air pollution</i>	Reflexive pronouns after by <i>I can't save them by myself.</i> <i>Of course you can't do it by yourself.</i>	Think like a scientist: Explaining how or why something happens

Fun corners

Grammar reference

How to write...

English in action reference

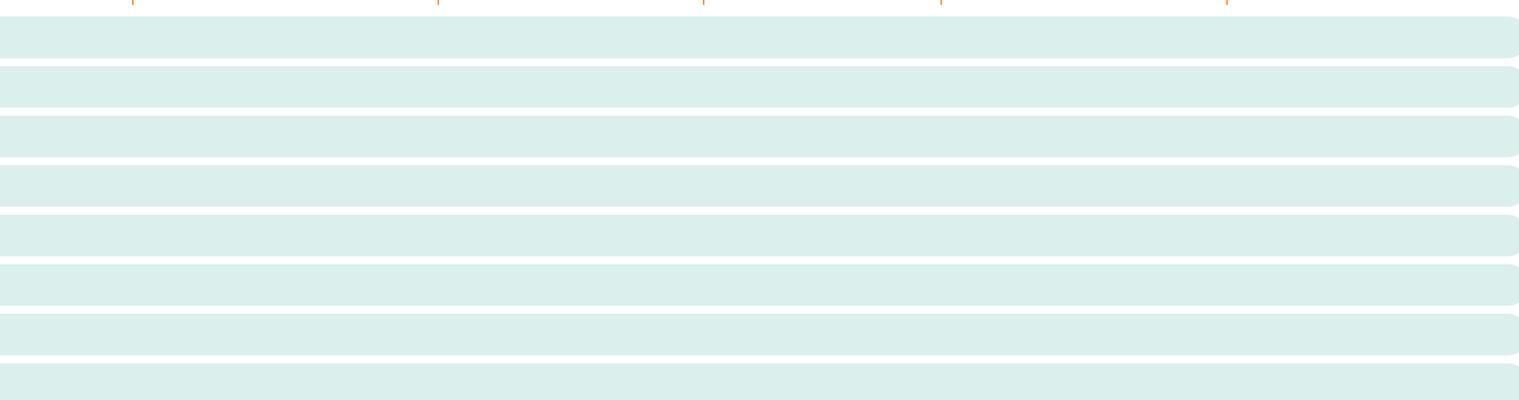
Get ready for...

Progress path

Word list

Graded readers activities

Culture and Project	English in action	Pronunciation	Get ready for...	Graded readers
<p>Culture: Climate change and animals</p> <p>Project: An action plan to help an endangered animal</p>	<p>Giving advice:</p> <p><i>I think you should find out what animals you can help in our area.</i></p> <p><i>Perhaps you ought to put a notice in the school newsletter.</i></p>	<p>Silent letters</p>	<p>Class Book: B1 Preliminary for Schools: Reading Part 5 Listening Part 1</p> <p>Activity Book: B1 Preliminary for Schools: Listening Part 2 Reading Part 1</p>	<p>Graded reader 1: The Cyclone</p> <p>Graded reader 2: At the Recycling Centre</p>
<p>Culture: Ready for something new?</p> <p>Project: A poster about an unusual sport for PE lessons</p>	<p>Asking and saying what you prefer:</p> <p><i>Would you rather go caving or abseiling?</i></p> <p><i>I'd rather go caving.</i></p> <p><i>I think we should go paragliding.</i></p>	<p>Sentence stress with Past perfect</p>	<p>Class Book: B1 Preliminary for Schools: Listening Part 2 Speaking Parts 3 and 4</p> <p>Activity Book: B1 Preliminary for Schools: Listening Part 1 Reading Part 3</p>	<p>Graded reader 1: A Sandboarding Adventure</p> <p>Graded reader 2: A Rock Climbing Adventure</p>
<p>Culture: Interesting markets</p> <p>Project: A tourist leaflet about interesting markets around the world.</p>	<p>Making a complaint:</p> <p><i>I'm afraid I have a complaint about this jacket.</i></p> <p><i>Please could I have a refund?</i></p>	<p>Strong and weak forms in the second conditional</p>	<p>Class Book: B1 Preliminary for Schools: Reading Part 4 Listening Part 2</p> <p>Activity Book: B1 Preliminary for Schools: Listening Part 1 Writing Part 1</p>	<p>Graded reader 1: A Surprise at the Bookshop</p> <p>Graded reader 2: The School Trip</p>
<p>Project: Make a cause and effect presentation about pollution caused by plastic rubbish.</p>	<p>Talking about cause and effect:</p> <p><i>This is causing / has caused pollution.</i></p> <p><i>This happens because of global warming.</i></p>			



Welcome

Let's get started!

1  Listen and read. Who are these children?



World of Wonder! Magazine

Welcome

Book Club

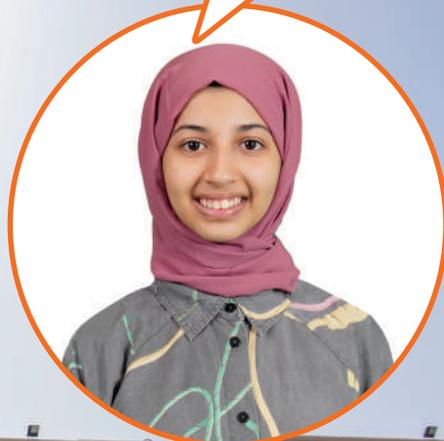
Culture

Over to you!

Good morning, everyone, and welcome to Grade 8! We're your new WOW! Team! This is going to be an exciting year for us all and for the magazine!



Majid, Frank, Bayan and Emily did such a great job on the magazine last year. We hope we can make it just as good this year.



Do you remember how it works? The WOW!, or World of Wonder!, magazine is full of articles just for you. You tell us what you want in your magazine and we'll make it for you!

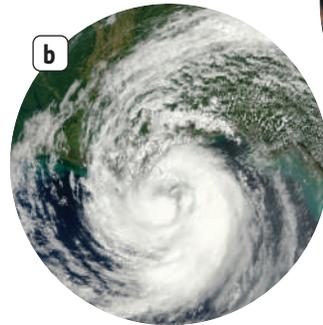


So, we need to hear your ideas! What do you want to read about? What do you want to talk about? Tell us and we'll get to work!

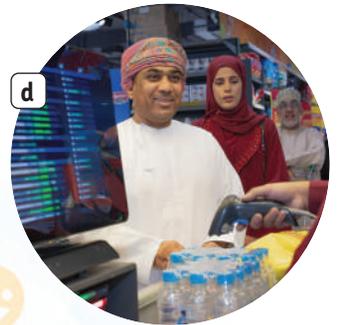


This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1
Abdulaziz, 14, Oman 3 minutes ago
 Last month, we went hiking. It was so exciting! While I was hiking, I thought about all the other adventures I could have. I want to read some stories about adventure.



2
Razan, 13, Oman 10 minutes ago
 I love shopping! I want to hear about different types of shopping around the world. Is it the same or is it different?



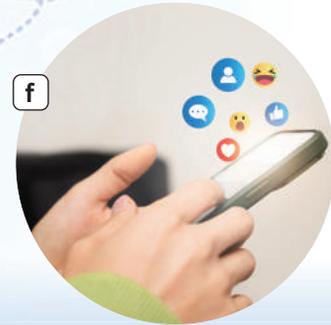
3
Selina, 13, Jamaica 20 minutes ago
 We've had a lot of stormy weather this summer on our island. I want to read articles about why the weather is changing and what we can do to stop it.

4
Jasiek, 14, Poland 10 minutes ago
 My older sister loves sending texts to her friends on her phone. But I prefer talking to my friends face-to-face! Why do some people spend so long on their phones?



5
Luisa, 14, Brazil 1 hour ago
 In the future, I want to be an inventor! I want to read some articles about great inventions, so that I can get some ideas of my own!

6
Amir, 13, India 1 day ago
 I sometimes feel nervous when I take a test. I want to read articles about learning and new learning techniques.



2 Look and read. Match the pictures to the WOW! Magazine ideas.

3 Look again at Activity 2 and talk to your partner.

- 1 Which of the topics that the children talk about are you most interested in and why?
- 2 What other topics would you like to see in the WOW! Magazine? Why?



Ali



Eric



Rosie



Manar

About Us



I'm fourteen years old and I come from Sur. I've got short, dark hair and brown eyes and I'm wearing a dishdasha. My family and I moved to Muscat two weeks ago and I've just started at this school. I miss my old friends and I miss the sea, but I love Muscat! All the students here are very kind and I've already made a lot of new friends. I really love science and nature and I'm very interested in learning about our planet. I walk to school every day because I want to keep our planet clean. I will try to find interesting articles about science for our magazine.



Hello, everyone! I'm thirteen and I come from Muscat. I'm wearing my favourite hijab – it's pink! I'm excited to be part of the WOW! Team this year! It's a great way to make new friends. I really love design. In my free time, I design and make my own clothes. I made these comfortable trousers and this top! I'm going to design the WOW! Magazine this year. I hope you like it!



Hello. Nice to meet you! I'm thirteen years old. I'm going to be fourteen very soon – my birthday is on 23rd September. I've got curly, brown hair and grey eyes. My grandmother comes from Argentina, so I can speak English and some Spanish, too. We often go to Argentina in the summer holidays. I have two sisters and a brother. In my free time, I love reading books and writing, so my favourite school subject is English. I also enjoy going ice skating and playing table tennis. I'm looking forward to writing some articles for the magazine this year!



Hi! I'm thirteen years old and I'm English. I've got short, brown hair and I wear glasses. My favourite sport is football. I love football because it's exciting and fun to be part of a team. I play football every day of the week! I'm interested in other sports and I love adventure as well. I do athletics and I go cycling. In the winter, I go skiing. I also love taking photographs. I promise I'll take some interesting ones for the magazine this year!

1 Listen and read. Match the photos to the WOW! Team.

2 Read the About Us page again. Talk to your partner.

- 1 What are the WOW! Team going to do for the magazine this year?
- 2 Which job would you like to do on the magazine? Why?
- 3 Do you have a magazine at school?

3 Listen and circle the correct option to complete the questions. Then match to the answers.

- | | |
|---|--|
| 1 Where do / does you come from? | a My birthday is on 4 th March. |
| 2 How many years / old are you? | b I have one older brother. |
| 3 When / Who is your birthday? | c I come from England. |
| 4 How many / much brothers and sisters do you have? | d My favourite sport is football. |
| 5 What / Why 's your favourite sport? | e I'm fourteen years old. |

4 Work in pairs. Take turns to ask and answer the questions in Activity 3. Can you find three things that are the same and three things that are different?

5 Play a guessing game about question words. Can your partner guess the answer?

who what where why how many when

6 Work in groups to find out some information about your classmates.

- 1 Write six questions of your own using the question words from Activity 5.
- 2 Ask questions about some of the topics in the box or use your own ideas.

sports hobbies TV programmes school subjects clothes

1

Our planet

WOW!

World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

You told us that you're worried about our planet's future. Why is the weather changing? What are we doing to our world? Look at the pictures. How many words do you know for things on our planet?

Ali has a question for you. Can you think of any answers to his question?

WOW! Question

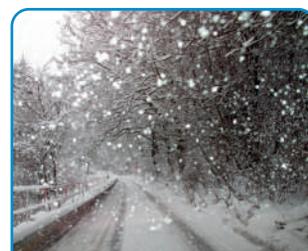


Ali 3 minutes ago

What can we do to protect our planet?

In this unit I will ...

- learn words for the environment and natural disasters.
- use modal verbs and reported questions and commands.
- read a diary about a frightening experience.
- learn about how climate change can cause problems for animals.
- work in a group to write an action plan to help an endangered animal.
- learn how to give advice.
- read and write reports.



- 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.

protect the environment climate change save water plant trees switch off lights
 waste energy 1 recycle pollution destroy the rainforests pick up rubbish
 use renewable energy global warming



3 Listen and read. Which children helped the environment and how?

WOW! Blog

1 **Ali** 5 minutes ago
I love nature and my favourite place is the sea! But I'm worried about global warming. We have to do everything we can now to stop climate change.

2 **Manar** 15 minutes ago
During the summer, we took part in the Beach Clean. I picked up more than 30 pieces of rubbish from the beach. I couldn't believe how much there was. We should always put our litter in a bin.

3 **Rosie** 20 minutes ago
We did a project on renewable energy last semester. I made an oven out of an old pizza box and sunlight. It was so cool!

4 **Eric** 3 hours ago
Last year, my aunt gave me a tree as a present. She said that people shouldn't destroy the rainforests and we should plant trees instead. So I planted the tree in my garden and I can watch it grow every year.

4 Look at the words in Activity 2 and put them into two groups.

Our planet's problems

Things we can do to help our planet

5 Work in pairs. Answer the questions.

- 1 What things do you recycle? Can you think of any other things you could recycle?
- 2 How do you save water?
- 3 How do you save energy?
- 4 What can we do to stop pollution?
- 5 Do you use renewable energy? What type?

What things do you recycle?

I recycle cans, bottles and paper.

Can you think of any other things you could recycle?

I could recycle cardboard, too.

1 Listen and read. What competition are the children going to take part in?



Ali: Hey, look at this website. There's a competition to see which school can save the most energy. We should take part in it!

Eric: I think that's a great idea. What can we do to save energy then?

Ali: I know! We need to switch off lights and turn off computers when we leave a room.

Eric: And we must close doors, too. That will keep the classrooms cool. What else should we do?

Ali: How about recycling more things?

Eric: Yes, good idea. At the moment, there are recycling boxes for paper at our school, but what about plastic? We use a lot of plastic bottles and we shouldn't just throw them away.

Ali: I agree. What about water? Can we do anything to save water? Yesterday, I found the water running in the sink in the school bathroom.

Eric: Me too! Yes, we mustn't do that because it wastes water. OK. So we need to let everyone know about the competition. Shall I put it in the newsletter?

Ali: No, we needn't do that. Let's put our ideas up on the WOW! website and ask people for other suggestions, too.

Eric: Brilliant! Come on, we must go or we'll be late for our next lesson.

Ali: Eric, I hope you aren't going to forget to turn off the computer and switch off the lights!

Eric: No! I was just about to do that! Ali, close the door behind you ...!

2 Read the dialogue again and answer the questions. Talk to your partner.

- | | |
|---|--|
| 1 What are the WOW! Team going to do when they leave a classroom? | 4 What recycling boxes do they need? |
| 2 Why are they going to close doors? | 5 How are they going to tell the other students about the competition? |
| 3 What recycling boxes do they already have? | 6 What should Ali do when he leaves the classroom? |

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

Brilliant! I know! Me too!

1 I watched a programme on TV last night about the future of our planet.

(...)

2 How can we save energy?

(...) Let's switch off some of the lights.

3 We won the competition!

(...)

4 Imagine that your school is taking part in the same competition. What would you do to save energy at school?

- 1 Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.
- 2   Look at the grammar table. Then read and circle the correct options to complete the rules.



Grammar

Modal verbs

We **should** take part in the competition.

We **shouldn't** throw away plastic bottles.

We **must** close doors.

We **mustn't** waste water.

We **need to** switch off the lights when we leave a room.

We **needn't** put our ideas in the newsletter.

We use **should** when you think something **is / isn't** the right thing to do.

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

We use **needn't / mustn't** when it is not necessary to do something.

We use **needn't / mustn't** when it is necessary not to do something.

- 3 Read the dialogue in Lesson 2 again. Underline examples of the modal verbs.
- 4 Talk about the rules at your school. Use the modal verbs from the grammar box.



We **must** wear a school uniform. We **should** work hard. We **need to** be polite.



We **mustn't** use mobile phones. We **shouldn't** forget our homework. We **needn't** bring any paper to school.

5   Listen. For each question, choose the correct picture.

1 Mohammed is talking to his mother. What must he recycle?

A



B



C



2 Zaid is talking to his father. What should he do to save energy?

A



B



C



6   Listen again. Are these sentences true or false? Say why.

- 1
 - a Mohammed's mum is going to use the plastic water bottle again.
 - b She has finished reading the newspaper.
 - c Mohammed should leave the glass bottle by the sink.
- 2
 - a Zaid's family should have quick showers instead of long showers.
 - b When they brush their teeth, they always turn off the water.
 - c Zaid usually walks to school.

7  Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.



You needn't have a long shower every day. You should have quick showers.

1 **Before you read**   Today's Book Club text is a diary. Look and circle the options that describe a diary.

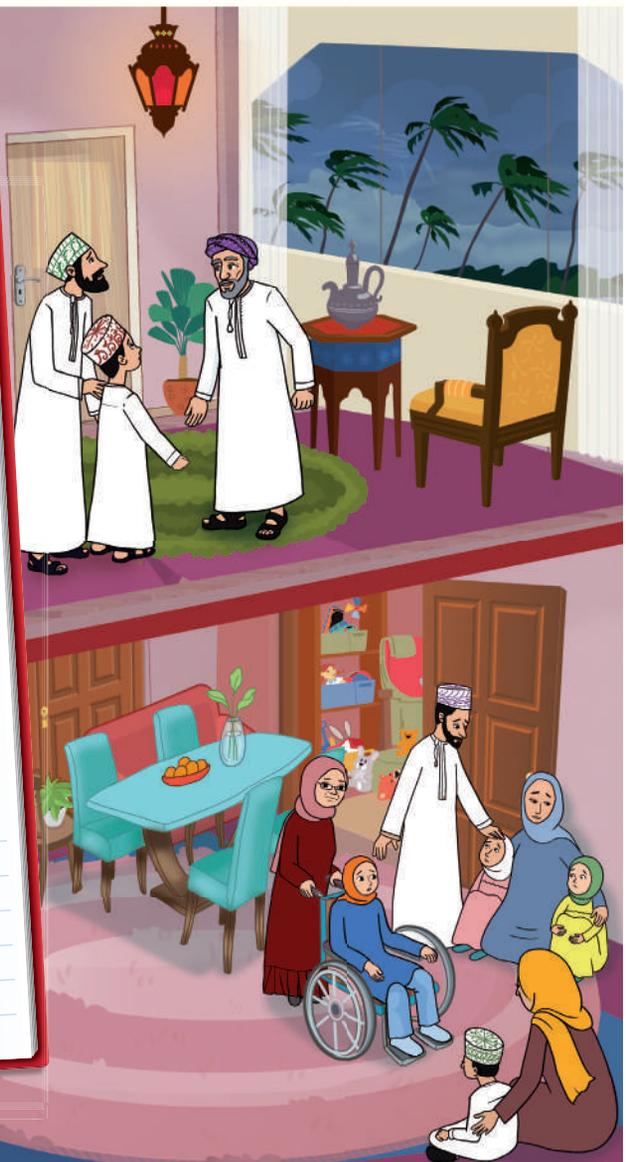
- 1 A diary entry is written in the **first person (I)** / **third person (he/she)** .
- 2 Diaries are usually **formal** / **informal** .
- 3 A diary usually describes what happens in **the writer's life** / **a newspaper article** .
- 4 A diary often describes the writer's **feelings** / **clothes** .

2  Listen and read. What was Khalid's frightening experience?

A frightening experience

7th June, Thursday

Dear Diary,
 Yesterday I had one of the most frightening experiences of my life!
 I was staying at my grandparents' house with my mum, dad and little brother. My aunt and uncle and cousins were there too. I was woken up early by a large storm. I got up and looked out of the window of my bedroom. I listened to the loud thunder and watched the amazing lightning. It wasn't scary at that time – it was exciting! But then I looked at my dad's phone and saw on the news that a cyclone was coming. I asked my dad what a cyclone was and I asked him if he knew what to do. He told me not to worry because a cyclone was just a big storm. We stayed in our bedrooms and by the afternoon, there was even more rain. There was a flood in the harbour and a strong wind was blowing the trees! The winds got stronger and stronger. In the evening, Grandpa told us to get out of our bedrooms quickly, but he told us not to panic. He told us to go to the dining room. I asked him why he was sending us there and he said that it was the safest place in the house.



3 After you read Activity Book, page 14.

4   Discuss in a group. Imagine there is a cyclone where you live.

- 1 Where do you go?
- 2 What do you do?
- 3 How do you feel?

5  Work in pairs. Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?

Dear diary,
Yesterday I had one of the most
_____ experiences of my life...

My aunt and uncle and cousins were already in the dining room. When we were all inside, we put the furniture in front of the doors and then we got down on the floor together in the corner. We waited and waited. The winds got louder, the rain was falling on the roof and then it suddenly went dark. My dad told me to hold his hand. I asked him if he was scared and he told me not to be scared. We stayed there for a long time, listening to the wild weather. Finally, morning arrived and the rain stopped. I couldn't believe that the cyclone was finally over and I felt so happy that we were safe. I hope I never have a night like that again.
Khalid



Vocabulary and Grammar

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

cyclone tornado thunder and lightning sandstorm heatwave drought
forest fire volcano tsunami flood hailstorm 1 snowstorm



2 Read the diary in Lesson 4 again. How many weather words can you find?

3  Match the people in the story to the words they said.

Khalid Khalid's dad Khalid's grandpa

- 1 'What's a cyclone?'
- 2 'Don't worry! A cyclone is just a big storm.'
- 3 'Do you know what to do?'
- 4 'Go to the dining room, please.'
- 5 'Don't panic.'
- 6 'Hold my hand.'

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



Grammar

Reported speech: *Wh-* questions

'What **is** a cyclone?'

I asked my dad **what** a cyclone **was**.

Reported speech: *yes/no* questions

'Do you **know** what to do?'

I asked him **if** he **knew** what to do.

Reported speech: commands

'**Get out!**' → Grandpa **told us to get out**.

'**Don't panic!**' → He **told me not to panic**.

When we report questions, we change present tenses to **past** / **future** tenses and we sometimes **change** / **don't change** pronouns, for example *you* becomes *he*.

When we report *Wh-* questions, we use **say** / **ask** + question word.

When we report *yes/no* questions, we use **ask** / **tell** + *if*.

When we report commands, we use **ask** / **tell** + pronoun + *to* + verb.

5  Laura is telling Alice about a radio interview. Listen and answer the questions.

1 What four questions did the presenter ask?

Why are heatwaves and droughts happening more often than they used to?

2 What four commands did the scientist give?

Go to the basement of your house.

6  Work in pairs.

- 1 Ask and answer two questions about natural disasters.
- 2 Give two commands about what to do.
- 3 While you talk, note down your partner's questions and commands.
- 4 Report the questions and commands back to your partner. Are you correct?



Climate change and animals



We often hear about how global warming might change our lives, but what about the lives of animals? Scientists have found that some animals might become extinct because of climate change.

→ Sea ice and polar bears

The sea ice in the Arctic is getting smaller each year. It is 30% smaller now than it was in 1979. In some areas, it melts completely in the summer. This is causing problems for polar bears. These beautiful white bears go onto the sea ice to find their food. This means that they are in danger because they can't find enough food to eat.



→ Bamboo and giant pandas

Giant pandas live in the mountains in south and central China. They eat bamboo, which is 90% of their diet. But bamboo grows very slowly, and climate change might make bamboo grow even slower. If there isn't enough bamboo, then pandas won't survive. A recent survey only found 1,864 pandas, so we must protect these amazing animals.



→ Arabian tahrs and drought

Scientists are worried because as the Earth gets hotter, there will be more droughts. Arabian tahrs live in the Hajar Mountains in Oman. They need water, and so they are in danger. In some ways, they can adapt well to climate change. They can live in high temperatures and they eat a lot of different foods. But there are very few Arabian tahrs left in the wild. We think there are fewer than 2,500, so we must protect them from drought.



So what can we do to help these animals? We must do everything we can to slow down climate change, so that we do not put them in danger. Also, we must protect their homes and make sure they have enough food.

WOW! Fact

Polar bears have a very good sense of smell. For example, they can smell seals that are 16 km away!

- 1** **Before you read** What's your favourite animal and why? Will it be in danger because of climate change? Why?/Why not?
 - 2** Listen and read.
 - 3** **After you read** Activity Book, page 18.
 - 4** Work in pairs. Which of these animals would you most like to help and why?
- Find out more! Watch the video.

 **Project**

1

Write an action plan for how you can help an endangered animal.

- 1  Watch the video.
- 2  In groups, choose an endangered animal. Use one from the box or choose your own.

snow leopard African/Asian elephant striped hyena
Arabian oryx Arabian tahr

- 3  Decide who will research to find out about the following ideas.
 - researching using the internet
 - protecting natural habitats
 - organising a sponsored event
 - organising a second-hand sale or a bake sale
 - visiting wildlife centres.

- 4 Discuss and choose the three best ideas.

- 5 Write about your action plan. Include interesting facts, photos and pictures.

- 1 Write a description of each idea on small pieces of paper.
- 2 Find photos or pictures.
- 3 Glue your description onto the poster.
- 4 Glue your photos beside the description.

tip

Writing

You can use bullet points to make your writing clear.



- 6 Present the information to the rest of the class.

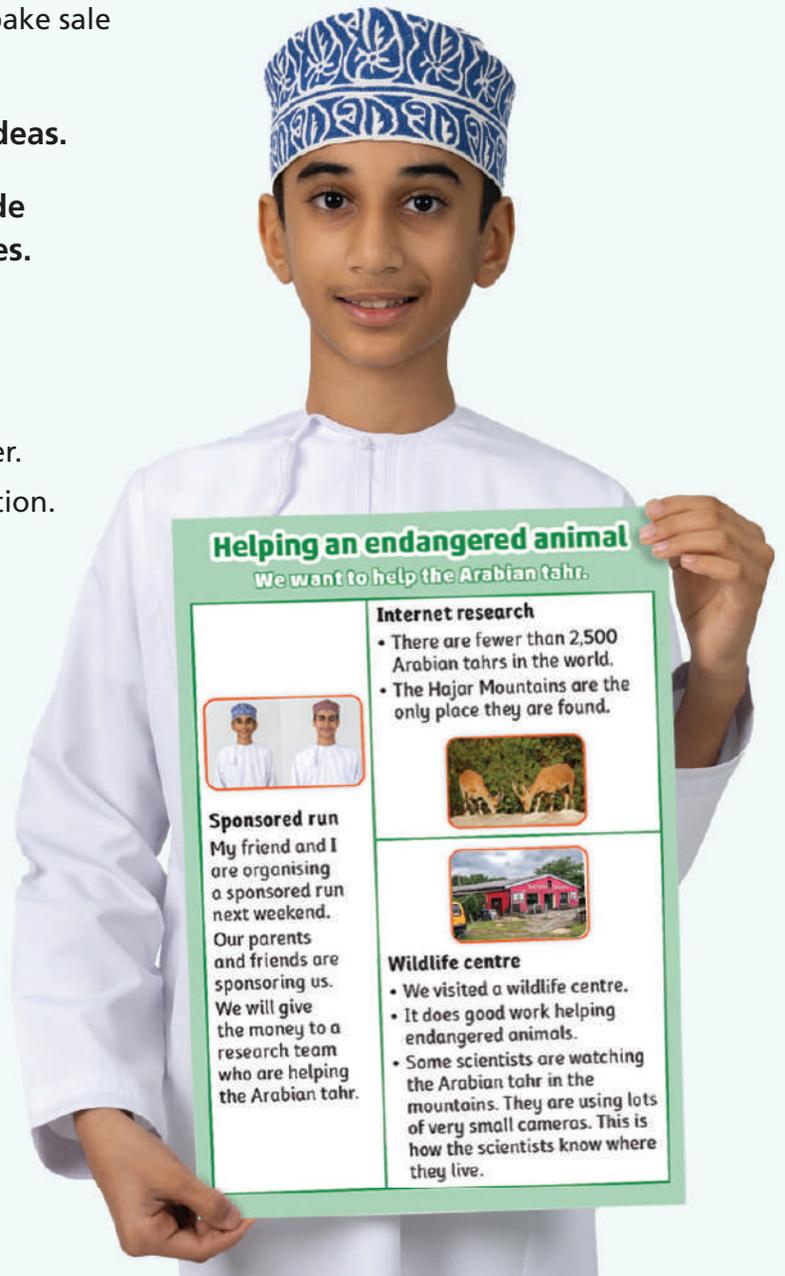
tip

Speaking

When you present your action plan to the class, remember to speak slowly and clearly.



- 7 Take a class vote to decide which action plan you would most like to do.



Helping an endangered animal

We want to help the Arabian tahr.



Sponsored run
My friend and I are organising a sponsored run next weekend. Our parents and friends are sponsoring us. We will give the money to a research team who are helping the Arabian tahr.

Internet research

- There are fewer than 2,500 Arabian tahrs in the world.
- The Hajar Mountains are the only place they are found.



Wildlife centre

- We visited a wildlife centre.
- It does good work helping endangered animals.
- Some scientists are watching the Arabian tahr in the mountains. They are using lots of very small cameras. This is how the scientists know where they live.

English in action

Giving advice

1   Watch or listen and read. Answer the questions.

- 1 What does Eliza want to do?
- 2 How is Miss Brown helping her?



-  My friends and I want to do something to help animals that are in danger. Do you have any ideas?
-  Yes, of course. First of all, I think you should find out what animals you can help in our area. Why don't you look online to find out more? You could always help to pick up rubbish from the beach, too.
-  Oh yes. That's a good idea.
-  Perhaps you ought to put a notice in the school newsletter as well.
-  OK. Yes, I can do that.
-  Also, if I were you, I would have a look at your garden and make sure that it's safe for animals and birds.
-  Thank you, yes, that's a good idea, too!

- 2  Read the dialogue again. Find five pieces of advice that Miss Brown gives Eliza. Use the *Say it!* box to help you.

Say it!



Giving advice

I think you should ...
 Perhaps you ought to ...
 You could always ...
 If I were you, I would ...
 Why don't you ...?

- 3   Take turns to give each other advice. Use the *Say it!* box to help you.

- revise for an English test – how?
- buy a present – where?
- go out for lunch – which café?
- play a new computer game – which game?
- go to the cinema – which film?
- download a new app – which app?

Perhaps you ought to learn some vocabulary.



Pronunciation

- 4  Listen and read. Which letters don't we pronounce? Then listen again and repeat.

We **mustn't** waste water.



They **shouldn't** pollute the environment.



You needn't worry about thunder and **lightning**.



Literacy: reports

Reading



tip Reading

To understand the main idea of a report, read the title and the first paragraph. Use the diagrams to help you understand the information quickly.

- 1** **Before you read** Look at the title and the diagrams. What do you think this report is about?
- 2** Listen and read.

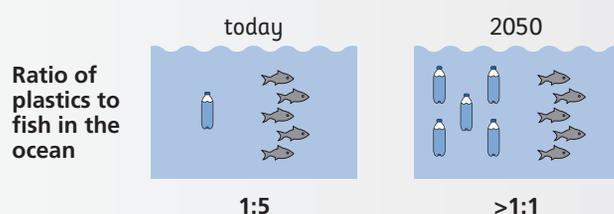
Plastic pollution in the sea

A report by the Ellen MacArthur Foundation has shown that by 2050, there will be more plastic in the sea than fish! This will cause problems for the whole planet.

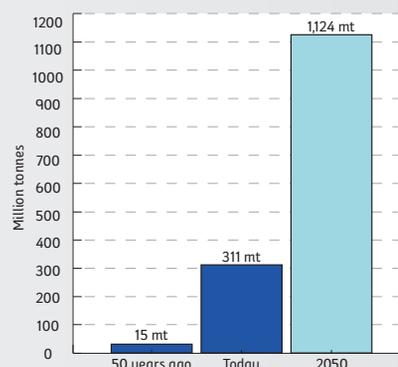
Firstly, the report showed that we are making twenty times more plastic than we were making 50 years ago. However, only 5% of these plastics are recycled, so this means that a lot is thrown away. Secondly, the report said that every year 8 million tonnes of plastic pollution goes into the ocean. Small pieces of plastic can kill fish and are dangerous for turtles and seals.

This report is important because it shows how serious the plastic problem is.

It told businesses and governments to work together to protect the oceans. It said that in the future they should only use plastics that can be recycled and it said that plastic should never end up in the sea as rubbish.



Bar chart to show approximately how much plastic we make

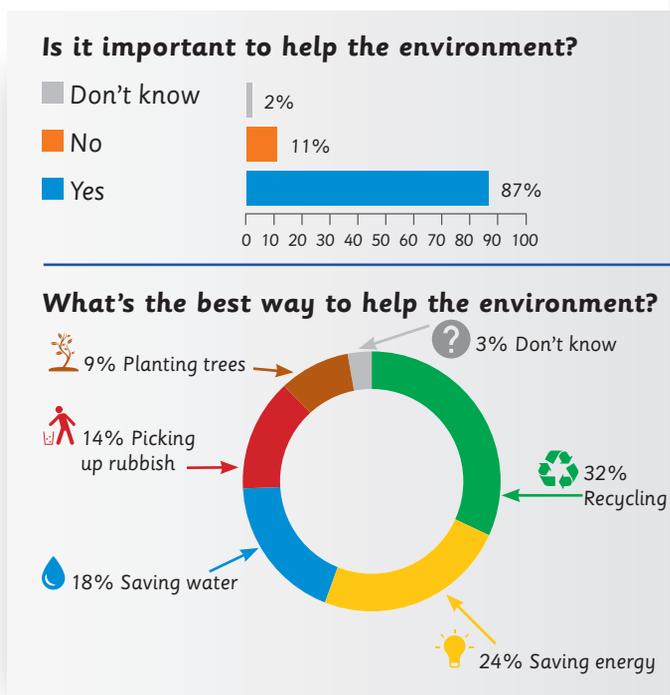


Words in context

foundation tonne piece
business government end up

- 3** **After you read** Read again. Are these sentences true or false? Say why.
 - This report is about how much plastic we will need to make in the future.
 - There is more plastic in the sea than fish at the moment.
 - We made twenty times less plastic 50 years ago than we do today.
 - Only 5% of plastics are thrown away.
 - Every year, 8 million tonnes of plastic pollution ends up in the sea.
 - The report says that businesses and governments must both help with this problem.
- 4** How do the diagrams help us to understand the text?
- 5** Work in pairs. How serious do you think the plastic pollution problem is? What could you do to help?

1 Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not?



Survey of 453 students, aged between 13 and 14 years

Young people and the environment

These diagrams show how students answered a survey about the environment. 453 students, between the ages of 13 and 14, were asked two questions.

Firstly, the survey asked students if it was important to help the environment. Most students (87%) said yes. Secondly, the survey asked what the best way to help the environment was. 32% of students said recycling while 24% said saving energy. 18% said saving water and 14% said picking up rubbish. However, only 9% of students said planting trees.

In conclusion, this survey shows that most young people are interested in helping the environment. Also, they think that recycling and saving energy are the best ways to help.

2 Read the *How to write...* box. Then read the report in Activity 1 and match the paragraphs with the descriptions.

How to write... a report

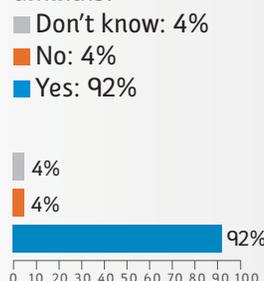
- Use a clear title which explains what the report is about.
- Use expressions such as *this survey shows ...* to explain the results.
- Use phrases such as *firstly, secondly* and *in conclusion*.
- Don't include your own opinion – just present the facts.

- | | |
|-------------------|---|
| 1 Paragraph one | a Describes the survey results in detail. |
| 2 Paragraph two | b Explains what the survey results show. |
| 3 Paragraph three | c Says what the survey was about. |

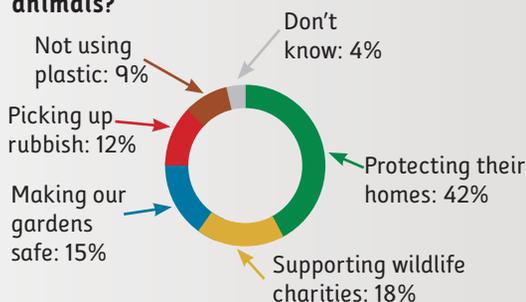
3 Write a report on a survey about endangered animals. Use the *How to write...* box to help you.

- 1 Look at the diagrams and write a plan, using the information in Activity 2.
- 2 Write your report.
- 3 Read and check your report.

Is it important to help endangered animals?



What's the best way to help endangered animals?



Survey of 342 students, aged between 13 and 14 years



Writing

while and however

To contrast two different things, use *while* or *however*.

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

1 2 comments



Maryam, 13, Oman 20 minutes ago

I like all your ideas for how to save energy at school. Our school is very green! We use renewable energy from the sun for all our lights and computers.

3 4 comments



Leo, 13, United Kingdom 1 hour ago

I thought the story about the cyclone was really exciting. I hope I never have an experience like that. There were some floods in our town last year and that was quite scary. It rained so much that the water came over the top of the river and destroyed a lot of homes.



2 5 comments



Faris, 14, Oman 5 minutes ago

I helped to clear rubbish off the beach last month just like Manar did. At school, we made an amazing statue out of some of the things we found. I think that's a good way of showing people how much rubbish we throw away and how dangerous it is for sea animals.



4 3 comments



Harriet, 14, Canada 1 hour ago

I liked the article about the endangered animals. Pandas are so cute! I got some money for my birthday last year and I gave it to a panda charity. My money helps to protect pandas. Maybe I'll help a penguin next year!



1 Read the comments on the WOW! Magazine. Who has helped an endangered animal and how?

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

- 1 Which reading text did you like best and why?
- 2 Did you learn anything new about the environment?
- 3 What are you going to do in the future to save energy and water?

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

WOW! Question



Ali 3 minutes ago

What can we do to protect our planet?

...

B1 Preliminary for Schools Reading Part 5

tip Exam



1 For each gap, choose the correct answer.



Green turtles

Green turtles live on the Great Barrier Reef (1) ... Australia and lay their eggs in the sand on the beaches nearby. A (2) ... has found that the rising temperatures mean that 99 percent of all turtles are born female. The temperature around the turtle eggs decides whether the turtle is born male or female. This won't be a problem immediately (3) ... turtles don't start to lay eggs until they are 25 to 35 years old. But it will be a serious problem in the future. Scientists say that we (4) ... do something now to stop global (5) ... or green turtles may become (6)

Read the whole text first to find out what it's about. Then look at each gap and try to choose the correct word to fit the space. Make sure you read the whole sentence before you choose your answer. Then make sure the other three words don't fit. When you've answered all the questions, read through the whole text again to check that it makes sense.

- | | |
|-----------------------|---------------|
| 1 A on | C in |
| B about | D for |
| 2 A experiment | C description |
| B report | D story |
| 3 A because | C also |
| B although | D but |
| 4 A might | C must |
| B shouldn't | D mustn't |
| 5 A climate | C heating |
| B change | D warming |
| 6 A excited | C excellent |
| B extinct | D example |

B1 Preliminary for Schools Listening Part 1

tip Exam



2 Listen. For each question, choose the correct picture.

Don't choose the first picture that you hear. You may hear all of them during the recording – you must listen carefully to understand which is the correct answer to the question.

1 What's the weather like at the moment?



2 What new thing are Saleh and Basim going to do to help the environment?



3 What did Razan do this afternoon?



The Cyclone

Marwa was at home with her family. They were watching the news on television. There was a cyclone at the coast, and it was doing a lot of damage! Marwa was worried about a flood. She asked her dad what they should do to help.

‘We should do a beach clean-up after the cyclone,’ Marwa’s dad told her.



After the cyclone, Marwa and her dad went to the beach. At the beach, there was rubbish everywhere.

‘We must pick up all this rubbish,’ Marwa’s dad said.



Marwa was walking up the beach when she saw a sea turtle. It had an injured flipper. She shouted to her dad.

‘We mustn’t move it,’ Marwa’s dad said. ‘We need to call for help.’

Marwa’s dad called a rescue centre, and they told him to wait for them.



A woman called Laila came from the rescue centre. She carefully put a bandage on the sea turtle's flipper.

'We must help it get back to the water,' Laila said.

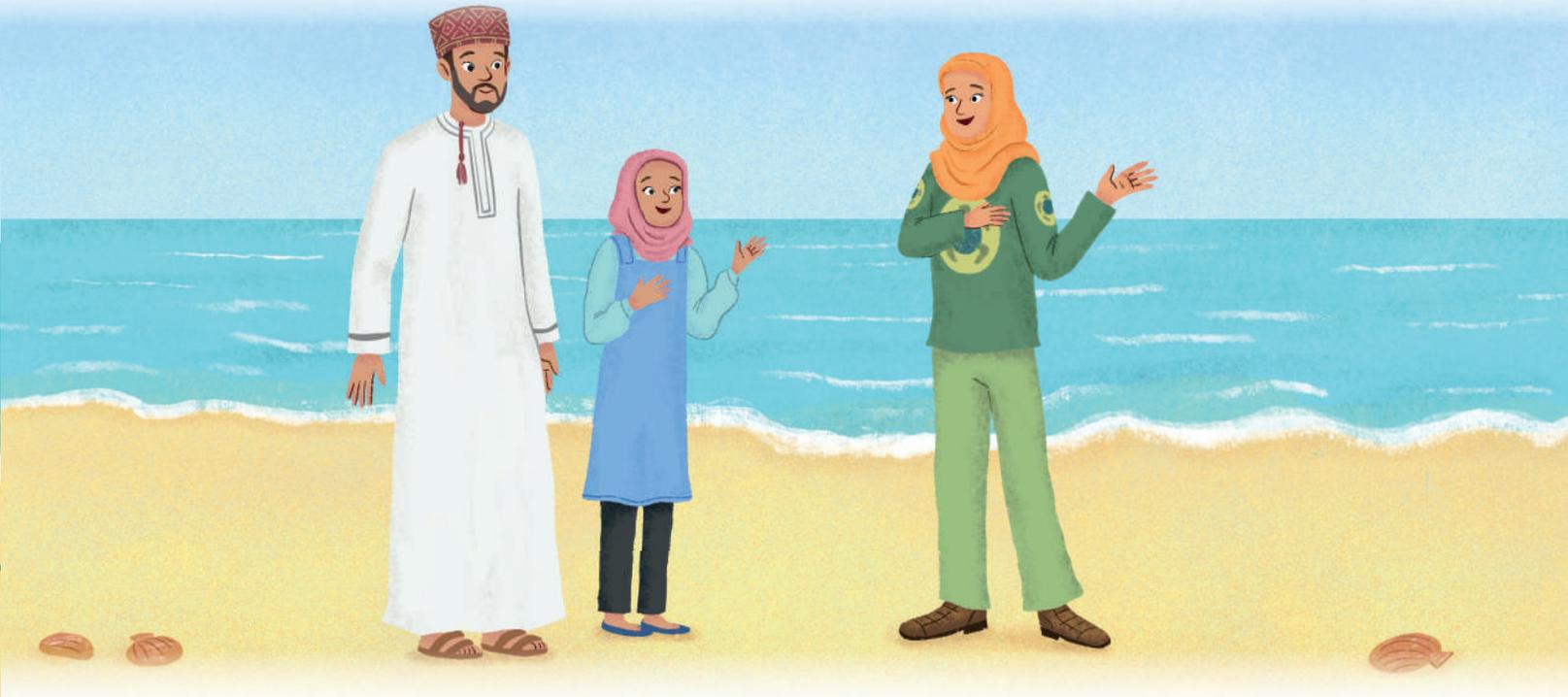


Together, they carried the sea turtle down the beach to the sea. They put the turtle in the water and happily watched it swim away.



Marwa asked Laila what happened to the turtle.

‘It was laying its eggs in the sand,’ Laila said. ‘Then the cyclone came. You should come back in seven weeks to see the babies!’



Seven weeks later, Marwa and her mum and dad went back to the beach. There were lots of baby turtles moving down the beach to the sea. It was an amazing sight!

‘We must protect the environment and recycle our rubbish!’ Marwa said.



At the Recycling Centre

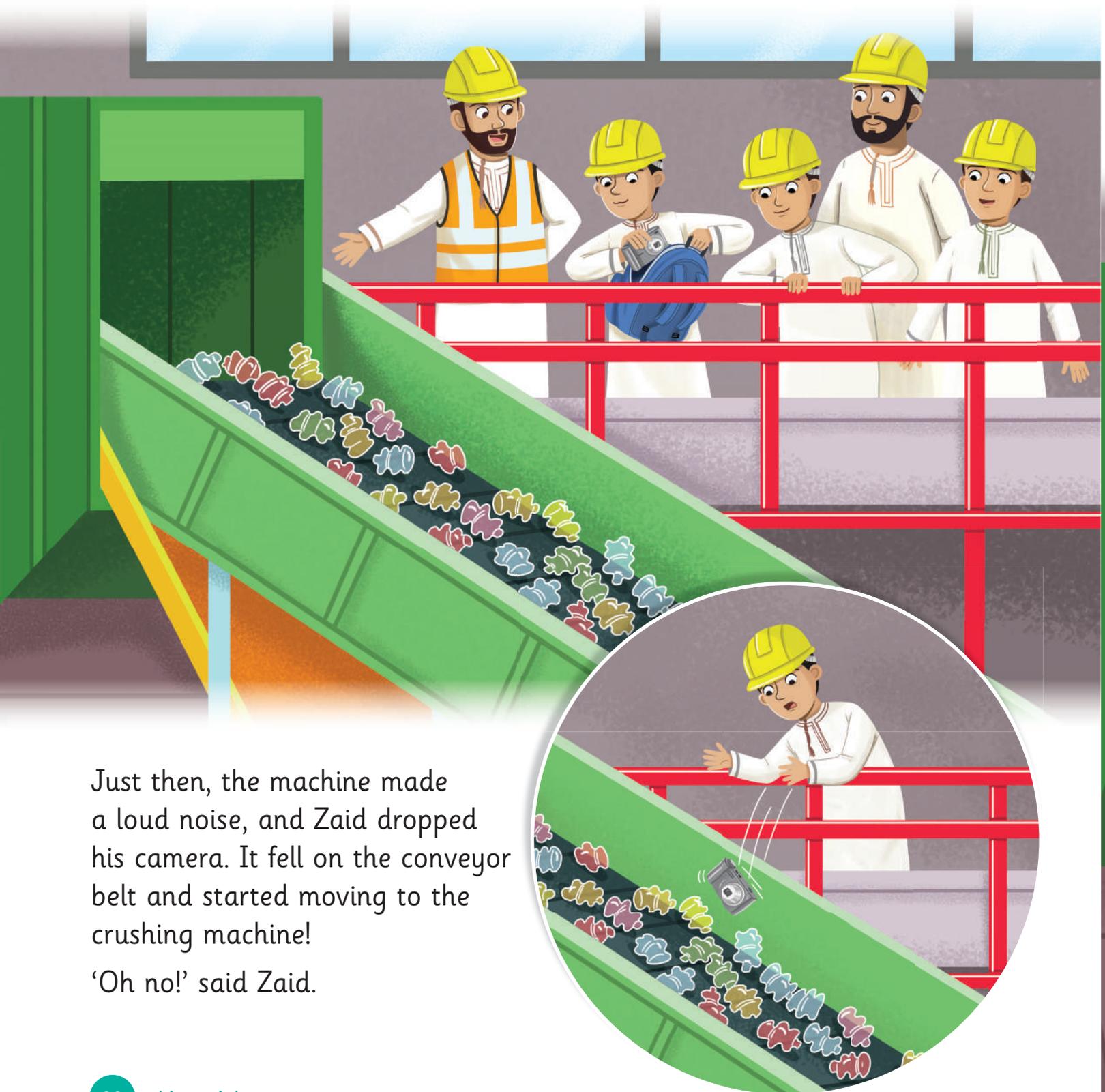
This month, the class are learning how to protect the environment. They have learned that they need to save water, and that they mustn't waste energy. Now they always remember to switch off lights.

Last week, the class went on a school trip to a recycling centre. They learned how plastic is recycled. This helps to stop plastic pollution.



In the next room, there was a conveyor belt going to a big machine. Amjed told the children to be careful.

‘This machine crushes the plastic into very small pieces,’ Amjed said. Zaid wanted to take a photo, so he took his camera out of his bag.



Just then, the machine made a loud noise, and Zaid dropped his camera. It fell on the conveyor belt and started moving to the crushing machine!

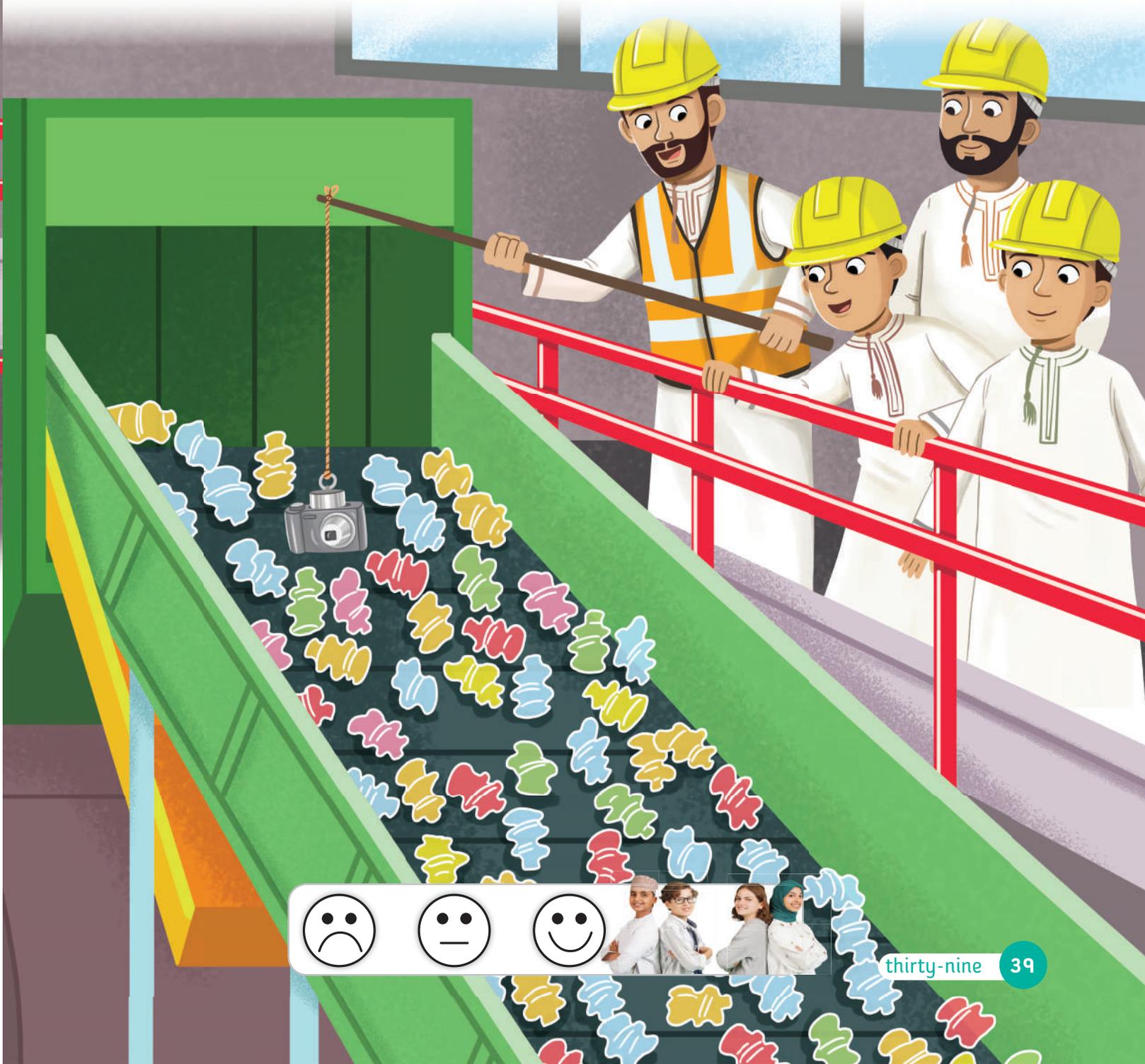
‘Oh no!’ said Zaid.

Amjed told Zaid not to worry, and he went to get something. He came back with a magnet. He used the magnet to get Zaid's camera off the conveyor belt.

'Magnets pick up metal, but not plastic,' Amjed said.

Zaid was very happy! 'Thank you, Amjed. I should be more careful!' he said.

'Yes, and we should all recycle to help protect the environment!' Amjed said.



2

Adventure sports

WOW!

World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Some of you have told us that you love the feeling that you get when you do an exciting sport. How many words do you know for the extreme sports on this page? What places can you see? Eric has a question for you. Can you think of some answers to his question?

WOW! Question



Eric 3 minutes ago

What are the advantages and disadvantages of extreme sports? ...

In this unit I will ...

- learn words for extreme sports and places.
- use reflexive pronouns and the Past perfect tense.
- read an adventure story.
- learn about unusual sports around the world.
- work in a group to make a poster about an unusual sport.
- learn how to ask and talk about things I prefer.
- read and write brochures.



- 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.

rock climbing horse riding sandboarding motor racing go-karting surfboarding
 water skiing mountain biking diving paragliding 1 caving abseiling



- 3  Listen and read. What sports are the WOW! Team talking about?
Who doesn't usually like extreme sports?

WOW! Blog

- | | |
|---|---|
| <p>1  Eric 2 minutes ago</p> <p>I love extreme sports! Last weekend, I went go-karting with my friends. I went fast but I was very careful!</p> | <p>2  Manar 2 hours ago</p> <p>I often go rock climbing at my local sports centre. I love the feeling of going higher and higher and higher! It's so exciting and I know the ropes will keep me safe if I fall.</p> |
| <p>3  Rosie 30 minutes ago</p> <p>I don't really like extreme sports. They're too dangerous. The extreme sport that I've tried is horse riding. At first, I was scared because the horse looked so big. But when I got on, I wasn't scared at all! I was proud of myself for being brave.</p> | <p>4  Ali 15 minutes ago</p> <p>Last summer, we had the best holiday of our lives. My brother tried water skiing, surfboarding and paragliding! I also had my first diving lesson. It was a bit difficult, but I loved the feeling of being underwater. I can't wait to go again.</p> |

- 4  Work in pairs. Look at the sports on pages 40 and 41 and answer the questions.

1 Which sports do you do in water?

2 Which sports use a helmet?

3 Which sports are usually up high?

4 Which sports need something with wheels?

- 5  Work in pairs. Answer the questions.

- 1 Which of the sports on pages 40 and 41 have you done and did you enjoy them?
- 2 Which of these sports would you like to try and why?

I went sandboarding last year on holiday. I loved it because it was really exciting!



1 Listen and read. What do the boys disagree about?



Ali: Oh no, Eric! What happened to you?
Eric: I fell when I was rock climbing and I hurt myself.
Ali: Poor you! But you know, I've always said that children shouldn't do extreme sports because they often hurt themselves. I told you so!
Eric: It's nothing serious. I'll be climbing again by next week. All sports can be dangerous, anyway. My sister fell over and cut herself when she was running last week and running isn't an extreme sport!

Ali: I suppose so. I don't want to stop you from enjoying yourself, but I just think that some sports are too dangerous for kids.
Eric: Not really. I have a cousin who started sandboarding when he was four years old.
Ali: That's too young. What if he hurts himself?
Eric: He's never hurt himself! He always uses a helmet and wears special clothes. And his parents are always there. Anyway, it's just part of being a kid, isn't it? How can we learn about danger if we're always protected from everything?
Ali: Maybe you're right. Come on, let's go or we'll be late for PE.
Eric: I can't do PE at the moment. It's so annoying. I'll just sit here and dream about rock climbing.
Ali: That sounds like a good way to do an extreme sport without hurting yourself!

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

- 1 Why does Ali think children shouldn't do extreme sports?
- 2 How does Eric explain that all sports can be dangerous?
- 3 How does Eric's cousin stay safe when he's playing sandboarding?
- 4 Where is Ali going now?

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

I suppose so. I told you so! Not really.

1 (...)

2 (...)

3 (...)

4 Do you think that children should do extreme sports?

1 Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.

- 1 Eric hurt himself because he fell when he was mountain biking.
- 2 Eric will be better by next week.
- 3 Eric's sister was hurt when she was caving.
- 4 Eric's cousin goes sandboarding.

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



Grammar

Reflexive pronouns

I fell when I was rock climbing and hurt myself .
Did you do it yourself ?
My sister cut herself when she was running.
Did he make it himself ?
The camel hurt itself when it was running.
We made the sandwiches for the picnic ourselves .
Have you made yourselves some lunch?
Children shouldn't do extreme sports because they always hurt themselves .

We use reflexive pronouns when the subject and object of the verb is **the same** / **different** .

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

4 Say the sentences using reflexive pronouns.

- 1 I hurt my leg when I fell off my bike yesterday.
- 2 They cut their arms when they were go-karting.
- 3 We hurt our heads when we were rock climbing.
- 4 She hurt her hand in the swimming pool.
- 5 Did you cut your finger with the knife?
- 6 The cat didn't hurt its leg when it fell out of the tree.
- 7 The boy made a sandwich for lunch.



I hurt myself when I fell off my bike yesterday.

5   2.6 Listen. For each question, choose the correct picture.

1 Majid is talking to his mother. Where are his trainers?

A



B



C



2 Hazim and Issa are talking about a sport they would like to try. What sport does Hazim choose?

A



B



C



3 Saeed and Hassan are talking about a school trip. What type of school trip has Saeed been on today?

A



B



C



6  2.7 Listen again and answer the questions.

1 a Why is Majid looking for his trainers?

b Who is going to get the trainers?

2 a When did Hazim go mountain biking?

b Why doesn't he want to go diving?

3 a Why does Saeed feel proud?

b What type of school trip has Hassan been on?

7   Talk to your partner about the topics in the box.

- the last time you hurt yourself
- how you and your friends enjoy yourselves at weekends
- a time you taught yourself to do something



I hurt myself when I was diving last weekend.

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

- 1 An adventure story is usually **exciting** / **boring** .
- 2 A **setting** / **character** is a person in a story.
- 3 There will usually be **one character** / **a few characters** in the story.
- 4 A place in a story is called a **setting** / **character** .

2  Listen and read. Why are the children happy that they aren't really old-fashioned explorers?

Old-fashioned explorers

Hussain was on a camping trip with his sisters, Rahaf and Nada. They put up their tent in a campsite near a small wood. The next morning, they woke up early to watch the sunrise. After they had eaten their breakfast, they looked in their guidebook. 'I think there's a bay on the other side of that valley. Shall we walk there and go for a swim?' 'Yes! Let's be old-fashioned explorers on an adventure!' said Rahaf. 'Good idea! We'll turn off our phones and use the map in the guidebook,' said Hussain. 'I brought Grandad's old compass with me!' said Nada. 'We can use it so that we don't get lost.'

After they had packed some food and ice-cold water, they started walking. 'We need to go north and then east, so it's this way,' said Nada, looking at the compass. After they had crossed the valley, they climbed up the hill on the other side. The scenery all around was beautiful. They started to walk down to the bay, but they hadn't got very far before Hussain stopped. He'd heard a man who was shouting for help. The man had fallen down the cliff! 'Help me!' the man cried. 'I've hurt my foot and I can't climb back up.' 'Don't worry,' shouted Rahaf, turning on her phone. 'We'll call for help.'

3 After you read Activity Book, page 30.

4  Act out a role play in groups of four.

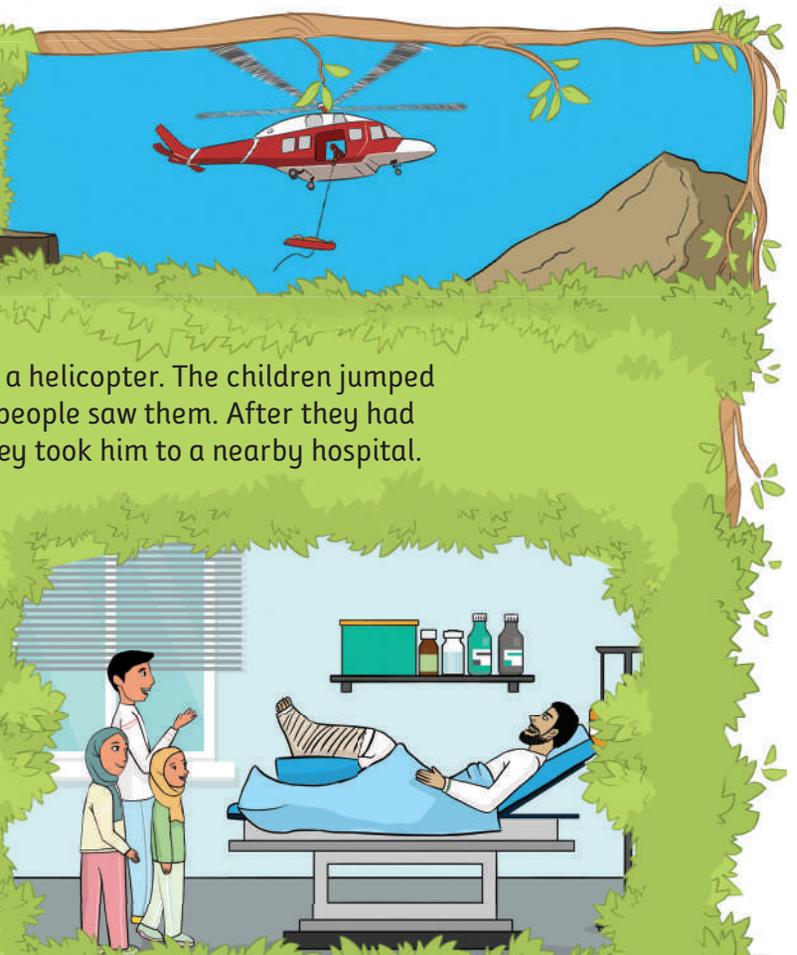
Student A: pretend to be a journalist and ask the children about their experience.

Students B, C and D: pretend to be Hussain, Rahaf and Nada and tell the journalist about your experiences.

After a two-hour wait, the children started to feel cold and were getting worried. It was nearly sunset. 'What are we going to do if no one comes?' said Rahaf to Nada.

But just then, they heard the sound of a helicopter. The children jumped and waved at the helicopter until the people saw them. After they had pulled the man to safety on a rope, they took him to a nearby hospital.

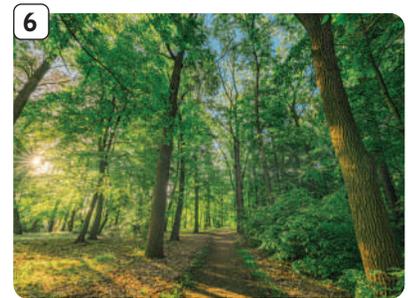
The children went to see the man in hospital and he thanked them for helping him. 'Next time, I won't go hiking by myself and I'll make sure I have my mobile phone with me.' 'It's good that we aren't really old-fashioned explorers,' said Hussain to his sisters later. 'They didn't have mobile phones or helicopters to help people.'



Vocabulary and Grammar

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

north south east west sunrise sunset 1 wood field
valley scenery tide bay



2 Read the story in Lesson 4 again. How many words can you find from Activity 1?

3 Think about the story in Lesson 4. Read and circle *T* (true) or *F* (false). Explain why.

- 1 The children had breakfast and then they looked in their guidebook. T / F
- 2 They packed food and water and then they started walking. T / F
- 3 They climbed the hill and then they crossed the valley. T / F
- 4 They pulled Hussain up on a rope and then they took him to hospital. T / F

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



Grammar

Past perfect

After they **had eaten** their breakfast, they looked in their guidebook.

They **hadn't got** very far **before** Hussain stopped.

He'd **heard** a man who was shouting for help.

The man **had fallen** down the cliff!

We use the Past perfect to talk about something that happened **before** / **after** another event in the past.

We form the Past perfect with **have** / **had** + past participle.

5  Listen to Younis. Where did he and his dad put their tent?

6  Listen again and number the events in the correct order.

- They watched the sunset.
- They went to sleep, but were woken up suddenly.
- They went fishing and then cooked their dinner.
- 1 They put up their tent and went for a walk.
- They told adventure stories and sang some songs.
- They took down the tent quickly and went home.

7  Look at what Muneera did yesterday. Take turns to say sentences using the Past perfect.



After Muneera had eaten breakfast, she went hiking in the woods.

9 am - eat / breakfast
 10 am - go / hiking in the woods
 11.30 am - walk / home with Aisha
 12.30 pm - eat / lunch in the bay
 2 pm - take / photos in the valley
 5 pm - watch / sunset
 5.30 pm - visit / grandma
 8 pm - have / dinner
 9 pm - go / bed



Ready for something new?

Have you ever thought about doing a new sport?
What about trying one of these unusual ones?

Underwater hockey



This sport was first played in the UK in the 1950s and is now popular in Australia, America and lots of other countries, too. It's a game of hockey which is played at the bottom of a swimming pool! There are two teams of six players who play two 15-minute halves with a 3-minute break. Players try to score by hitting the puck (the flat 'ball') with their stick into the goal.

Bamboo drifting

This sport was started about one thousand years ago in China. People got the idea from watching workers who used to travel down the river on bamboo. You have to stand on a long piece of bamboo, about 9 metres long, on the river, and use a long thin stick to help you move through the water. You race your opponent down the river. As well as racing, some people do beautiful dancing on the bamboo.



Cycleball



This sport was started in America in 1893 by Nicholas Kaufman, who had learned to do tricks on his bike. Cycleball is football played on bikes! It is usually played with two players on each team, but you can also have five or six people on each team. You can only move the ball using your bike. You mustn't use your feet or hands. The cycleball World Cup is played every year and many countries now take part.

WOW! Fact

Polo is a team game played on horses with a stick and a ball. You can play it on bicycles, too!

- 1 Before you read** Look at the photos. Which sport would you most like to try and why?
- 2** Listen and read.
- 3 After you read** Activity Book, page 34.
- 4** Work in pairs. Find things that are the same and different.

Underwater hockey and cycleball are both team sports.

In underwater hockey and bamboo drifting, you use a stick, but in cycleball you use a bike.

Find out more! Watch the video.

Make a poster about an unusual sport for PE lessons.

- 1  Watch the video.
- 2 Your school plans to start an unusual sport next year and has asked students for ideas. In groups, choose a sport that you would like to try.
- 3 Choose three or four sports that you would like to include.
- 4  Decide who will research to find out:
 - the history of the sport
 - the rules
 - some interesting information.
- 5  Write about the sports you have chosen.
 - 1 Write a description of each sport on small pieces of paper.
 - 2 Find photos or pictures.
 - 3 Glue your sports onto the poster.
 - 4 Glue your photos beside the sports.

 **Writing**

Choose all your words carefully and include lots of information to make your description clear.



- 6 Present the information to the rest of the class.

 **Speaking**

When you present your poster to the class, remember to smile and speak with enthusiasm.



- 7 Take a class vote to decide which sport is the most interesting and fun.



An unusual sport for PE lessons

Tchoukball

Tchoukball was first played in Switzerland in the 1970s. It is played indoors by two teams of seven players. Players try to score by throwing the ball on the goal. It is called tchoukball because the ball makes a *tchouk* sound when it hits the goal net. You can also play beach tchoukball or wheelchair tchoukball.



Sepak takraw

This sport started in Southeast Asia in the 1400s. It is played by two teams of two to four players. You can use your feet, head, knees and chest to touch the ball, but you can't use your hands. It is sometimes called *kick volleyball*.



English in action

Asking and saying what you prefer

1   Watch or listen and read. Answer the questions.

- 1 What are Lucas and Frank talking about?
- 2 Do they choose to do the same things every day?



-  I'm really looking forward to our adventure holiday. There are so many different activities to choose from. So, on day one, would you prefer to go rock climbing or horse riding?
-  Oh, that's difficult! I think we should go horse riding. What do you think?
-  Yes, I agree. I've always wanted to try that. Let's have a look at day two. Would you rather go hiking or diving?
-  I'd rather go hiking. I'm a bit scared of going underwater.
-  Oh, I think I'd rather go diving on day two. That's OK. We can choose different things if we want to!
-  What about day three?
-  Let's have a look. Should we go abseiling or mountain biking?
-  Well, I've been mountain biking before, so I think we should try abseiling.
-  Yes, I think that sounds very exciting! I can't wait!

2 Read the dialogue again. What three choices does Lucas give Frank? What does he prefer? Use the *Say it!* box to help you.



Asking what someone prefers

Would you rather go caving or abseiling?
 Would you prefer to go skateboarding or surfboarding?
 Should we go paragliding or play tennis?

Saying what you prefer

I'd rather go caving.
 I'd prefer to go surfboarding.
 I think we should go paragliding.

3 Act out dialogues with your partner. Then swap roles and repeat. Use the *Say it!* box to help you.

Student A

Ask Student B three questions about what they would prefer to do.

- stay in a field at a campsite or stay in a hotel in a bay?
- go hiking in a wood or in a valley?
- watch the sunrise or the sunset?

Tell Student B what you would prefer to do.

Student B

Tell Student A what you would prefer to do.
 Now ask Student A three questions about what they would prefer to do.
 ■ mountain bike or skateboard?
 ■ go horse riding or diving?
 ■ walk in a wood or up a mountain?

Would you rather stay in a field at a campsite or stay in a hotel in a bay?



I'd rather stay in a hotel in a bay.



Pronunciation

4 Listen and say. Which words are stressed? Which part of the Past perfect tense is stressed?

After he'd finished his game, he went home.
 After they'd paraglided, they ate lunch.
 After we'd watched the sunset, we went to bed.
 After I'd walked up the hill, I saw the bay.



Literacy: brochures and adverts

Reading

- Before you read** Read the text quickly in just one minute. What is this text and why was it written?

 - It's a brochure which is trying to get you to go on an adventure holiday.
 - It's a story which is describing someone's adventure holiday.
 - It's a text book which is teaching you about different parts of the world.
- Listen and read.**

tip Reading

Brochures and adverts are written to sell things. You'll probably read lots of positive and persuasive words, for example *brilliant* or *great*. But remember that they might not be true!



MAKE YOUR NEXT HOLIDAY AN ADAMS' ADVENTURE!



EXTREME SPORT ADVENTURES

You can't describe the feeling of excitement when you do an extreme sport for the first time. Once you try it for yourself, you'll keep coming back for more! You can go diving in Australia, mountain biking in Mexico or sandboarding in Oman. We have the **perfect** extreme sports holiday for you! Choose from many **terrific** activities in all parts of the world.

SAFARI ADVENTURES

Have you ever dreamed of seeing a lion or tiger where it lives, in its natural habitat? Then come and enjoy yourself on one of our **stunning** safari adventures. Go and see lions, elephants and rhinos in Africa or tigers in India or oryxes in Oman. All our tour groups are small, which means you can get close to the animals and have an experience you'll never forget.



CLIMBING ADVENTURES

Do you want to climb to the top of the world? Then choose one of our climbing adventures. We have trips for everyone, from **gentle** hill climbing in the Salalah Mountains in Oman to rock climbing in Spain or mountain climbing in the Himalayas in Nepal. All our climbing adventures are run by **expert** climbers, so you're always safe.

Words in context

perfect terrific stunning gentle expert

'After we'd tried these adventure holidays, we didn't want to go anywhere else!' Areej, Muscat.

POLAR ADVENTURES

Imagine watching a polar bear walking across the sea ice in the Arctic or a huge group of penguins keeping themselves warm in the Antarctic. These amazing, icy worlds are not very far away. You can see them on our polar adventures.



- After you read** Read and choose the best adventure holiday for each person.

1 'My name is Thuriya. I love watching extreme sports, but I'm not very sporty. I would really like to go on a holiday where I can go hiking, maybe in a valley or across some green hills.'

2 'I'm Bushra. I love animals! I went to Africa last year and I saw lions and gorillas. It was amazing! Next time I go on holiday, I'd really like to see polar bears or penguins.'

3 'My name's Laith. I like holidays where I can try lots of different activities, things like abseiling or surfing. I'm scared of high places though, so I won't go climbing.'

4 'I'm Juma. I enjoy going on holiday to places I've never been before. Last year, I went to the Antarctic. Next year, I'd like to go somewhere warm where I can see interesting new animals.'

- Ask and answer in pairs.** Which of the adventure holidays would you most like to go on and why?

1 Look at the text and tick the correct answer.

This brochure is trying to get people:

- a to buy equipment for water skiing at Qantab Beach.
- b to come water skiing at Qantab Beach.
- c to learn how to stay safe when you're water skiing.



WATER SKIING AT QANTAB BEACH

Do you get really bored of doing the same sport all the time? Would you prefer to try something more exciting? Then how about trying water skiing at Qantab Beach!

Water skiing is one of the most brilliant extreme sports in the world.

- Fly like a bird on the waves.
- Enjoy yourself in the gorgeous bay at Qantab Beach.
- Our expert teachers will help you to do your best.
- We provide all the equipment.
- You can do day or week courses.



Book today for the adventure of your life!

2 Read the *How to write...* box. Then circle the correct options about the brochure in Activity 1.

- 1 It starts with **sentences** / **questions** to make readers interested.
- 2 It uses **exciting** / **boring** adjectives to make readers want to buy the thing you are writing about.
- 3 It uses **long** / **short** paragraphs that are easy to read.
- 4 It finishes with **a boring** / **an interesting** sentence that readers will remember.

How to write... a brochure

- Use a title to say what the brochure is about.
- Ask the reader questions.
- Use pronouns like *you* and *we* to talk to the reader.
- Remember that a brochure is written to sell something, so make it sound as good as possible.

3  Write a brochure about a different extreme sport. Use the *How to write...* box to help you.

- 1 Write a plan.
- 2 Write your text.
- 3 Add more information.
- 4 Read and check your brochure.



Writing

Strong adjectives

Use strong adjectives in your writing. For example, don't use *nice* – use *excellent* or *brilliant*. Don't use *bad* – use *awful* or *terrible*.

Use the word *really* before an adjective to make the adjective stronger.



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

1 5 comments



Laura, 14, Belgium 3 minutes ago

I agree with Eric. I think extreme sports teach children about danger. We've got a new adventure playground at our school. It helps us to get better at climbing, jumping and swinging. We always look after each other, too, so that nobody gets hurt.

2 6 comments



Chang, 13, China 10 minutes ago

I enjoyed reading about all the different extreme sports. There are so many that I want to try now! The one I really want to do is diving. It must be so amazing to be underwater with all the fish!

3 4 comments



Yasir, 13, Oman 30 minutes ago

I liked the story about the helicopter rescue. Some children had an adventure in my town last year when they were trapped in a tower. They had gone up to look at the view, but then they couldn't get down. It was very scary for them. In the end, a helicopter pulled them up on a rope.



4 3 comments



Hamzah, 14, Oman 20 minutes ago

My favourite extreme sport is horse riding. I first went horse riding when I was six and now I can ride really well. When I get older, I want to take part in horse riding competitions!



5 4 comments



Samira, 14, Oman 1 hour ago

I enjoyed reading the brochure about the adventure holidays. It made me think of the safari that I went on last year in Africa with my family. After we'd seen zebras, we saw lions, rhinos and elephants, too. It was so exciting!



1 Read the comments on the WOW! Magazine. Who does an extreme sport at the moment?

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

- 1 Which stories did you like best?
- 2 What's the most interesting sport you've learned about?
- 3 What place would you most like to go hiking in and why?

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

WOW! Question



Eric 3 minutes ago

What are the advantages and disadvantages of extreme sports?

...

B1 Preliminary for Schools Listening Part 2

 tip Exam


To prepare for this part of the exam, listen to interviews on the radio or podcasts. Try to understand and think about the opinions of speakers that you hear.

- 1   For each question, choose the correct answer. You will hear an interview with an explorer called Nawaf Ahmed.
- 1 Nawaf is most worried about how
A he's going to collect scientific information on his next trip.
B cold it is in the Arctic.
C much the Arctic has changed in the last five years.
- 2 He became an explorer because
A he loves science.
B he wanted to do something about climate change.
C he loves adventure.
- 3 He loves visiting the Arctic because
A he likes cold weather.
B it's beautiful.
C it's exciting.
- 4 One night he was woken up by the sound of
A a polar bear.
B another explorer.
C his own heart.

B1 Preliminary for Schools

Speaking Parts 3 and 4

 tip Exam


In the exam, remember to compare the things in the pictures. Don't just say, 'I think water skiing is the most exciting.' Explain your answer, for example, 'I think that water skiing is more exciting than mountain biking because you get to jump over waves.'

- 2  Work in pairs. Some students are going on a camping trip. Look at the activities that they could do and discuss which would be the most exciting and why.

» Go to page 101

- 3  Work in pairs. Write answers to the questions.
- 1 Have you ever been camping?
 - 2 Did you enjoy it? Why?/Why not?
 - 3 What do you need to take when you go camping?
 - 4 What are the advantages and disadvantages of camping compared to staying in a hotel?

A Sandboarding Adventure

Laith and Aliyah are brother and sister. Last week, they had a sandboarding lesson in the Sharqiyah Sands in the east of Oman. Laith had wanted to go sandboarding for a long time, so he was very excited.

‘You don’t need to worry, Aliyah. I’ll look after you,’ he said.

‘I can look after myself!’ Aliyah said happily.



The scenery at the Sharqiyah Sands was beautiful. Laith and Aliyah's mum had packed goggles, knee pads and helmets, so the children put them on.

'Look after yourselves!' Mum told the children.

'Don't worry, Mum!' they said. 'Sandboarding is easier than surfboarding and water skiing!'

Then they went with their instructor.



The children went down some sand dunes, and they had lots of fun.



The instructor was in front of the children when Aliyah saw something and stopped.

‘Are you OK?’ Laith asked her. ‘Did you hurt yourself?’

Aliyah looked at him and said, ‘No, I’m fine, but look at that!’

Aliyah pointed at something in the sand.



‘It’s jewellery!’ she said, and picked it up. ‘It looks very old. People have lived in this desert for thousands of years, Laith. It might be ancient treasure!’



Just then, the instructor came back to the children. Aliyah showed him the jewellery.

‘Oh, that’s Bushra’s bracelet!’ the instructor said happily. ‘I taught a lesson before I met you this morning. We saw the sunrise, but one girl dropped her bracelet and couldn’t find it. She’ll be very pleased. Well done, Aliyah!’

‘That’s great!’ Aliyah said. ‘The bracelet might not be ancient, but it’s still treasure for Bushra!’



A Rock Climbing Adventure

Last Tuesday was an exciting day for Adil and Sultan. Their dad took them rock climbing in the north of Oman. They had to get up very early. They had seen the sunrise before they got to the cliffs! At the cliffs, the boys were excited to see people mountain biking, abseiling and caving.

‘You must look after yourselves,’ their dad said. ‘You need lots of equipment to rock climb safely.’



[This aw can stay as it is.]

The boys had taken some rock climbing classes, so they knew what to do. Their dad waited for them at the bottom of the cliff. Adil and Sultan climbed up the cliff, but then Sultan saw something.

‘What’s that?’ he asked.

‘It’s a baby falcon!’ Adil said. The baby falcon had fallen out of its nest.



‘Look!’ said Adil. ‘We should put the baby falcon back in its nest.’

Adil carefully picked up the falcon and started to climb up the cliff. Sultan looked down a valley to the east and saw beautiful scenery. 'Be careful,' Sultan said to Adil. 'Don't hurt yourself!'



When Adil got to the nest, he saw the mother falcon. She was flapping her wings, and making noises.

'She's looking for her baby,' Adil thought.



Adil was tired, but he didn't stop. He stretched out his arms and carefully put the baby falcon back in its nest. Then the mother stopped making noises and flew to the baby.



Adil abseiled back down to Sultan. Then they both abseiled down to their dad at the bottom of the cliff.

'I watched everything!' their dad said happily. 'You should feel proud of yourself, Adil!'



3

Spend or save?



World of Wonder! Magazine

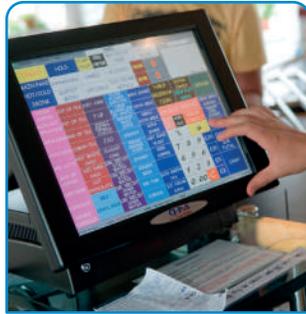
[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Some of you have told us that you love shopping and you enjoy spending money! Others have told us that they prefer to save money. How many words do you know for the things on this page? Manar has a question for you. Can you think of some answers to her question?



WOW! Question



Manar 3 minutes ago
Why is money important?

In this unit I will ...

- learn words for shopping and for imaginary situations.
- use the zero, first and second conditionals.
- read a poem about imaginary situations.
- learn about interesting markets around the world.
- work in a group to make a tourist leaflet about an interesting market.
- learn how to make a complaint in a shop.
- read and write emails.



- 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.

on sale queue till pay with contactless get a refund exchange (v)
 shop assistant 1 bank card customer second-hand receipt online shopping



3 Listen and read. Who doesn't like going shopping and why?

WOW! Blog

1  **Manar** 58minutes ago
I like shopping for a tablet or a laptop in second-hand shops. If you look carefully, you can find really brilliant things for a good price. So, I'm helping my wallet and the environment!

2  **Ali** 1 hour ago
Some things are grown or made in other countries and travel a long way to us. That's not good for the environment. We must go to shops that sell things grown or made in our country. If we only buy from these shops, we'll help the environment and we'll help the people who make the things we buy.

3  **Rosie** 10 minutes ago
I don't really like shopping. Why would I stand in a queue of customers at a till when my parents can buy everything we need online? I prefer to be outside enjoying myself!

4  **Eric** 3 hours ago
I love shopping! My favourite shop is Sports Superstar. You can pay with contactless, so you don't need your wallet. I'm not very good at saving money ... I'm much better at spending it!

4 Work in pairs. Look at the words in Activity 2 and answer the questions.

- 1 Which words are things you might see in a shop?
- 2 Which words are people you might see in a shop?

5 Work in pairs. Answer the questions.

- 1 Do you like shopping for electronic devices in second-hand shops? Why?/Why not?
- 2 Do you ever pay with contactless? Why?/Why not?
- 3 Are you better at saving or spending money?
- 4 Have you or someone in your family ever had to ask for a refund or exchange something? What was it?



I never pay with contactless. It's too easy to spend lots of money!

1 Listen and read. Do Rosie and Manar both like online shopping?



Manar: Hey, Rosie! Do you want to come shopping with me at the weekend?
Rosie: No chance! I don't like shopping.
Manar: I know! I'm only kidding! I read your blog. But why don't you like shopping?
Rosie: It's just such a waste of time. If I need something, I ask my parents to buy it online.

Manar: But what about clothes and shoes? Buying trainers online, for example, what do you do if they aren't big enough?
Rosie: You can still try things on when you do online shopping. If something isn't big enough, you can send it back.
Manar: Hmm, I suppose so. But I still prefer shops. I really love walking around bookshops and clothes stores. You don't get that online.
Rosie: You also don't get long queues for the tills!
Manar: Ha ha! But if we all buy everything online, shops will close.
Rosie: That's true. Maybe we won't need shops at all in the future.
Manar: If that happens, I won't be happy. Also, what will the shop assistants do if there aren't any shops?
Rosie: Yes, I hadn't thought of that. Maybe we should keep some shops then. As long as I don't have to go to them!

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

- 1 What does Manar invite Rosie to do at the weekend?
- 2 Why doesn't Rosie like shopping?
- 3 What does Rosie do if something she buys online doesn't fit her?
- 4 What shops does Manar really like?
- 5 What does Rosie not like about shops?
- 6 What does Rosie think will happen to shops in the future?

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

No chance! I'm only kidding! That's true.

1 It's usually cheaper to buy things online. (...)

2 Are you going to get some new trainers? (... I've spent all my pocket money!

3 I'm going to buy this expensive T-shirt. Really? No. (...) I never spend lots of money on clothes.

4 Work in pairs. Say your answers to the questions.

- 1 Do you prefer online shopping or going to the shops? Why?
- 2 Are there any shops that you really like or don't like? Why?
- 3 Do you think we'll need shops in the future? Why?/Why not?

1 Look back at the dialogue in Lesson 2. Who might say these sentences: Rosie or Manar?

- 1 I always buy my trainers online.
- 2 I love walking around bookshops.
- 3 I think some queues are really long!
- 4 I'm going shopping at the weekend.

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



Grammar

Zero conditional

If I **need** something, I **ask** my parents to buy it online.

If something **isn't** big enough, you **can** send it back.

What **do** you **do** if the trainers **aren't** big enough?

First conditional

If we all **buy** everything online, shops **will close**.

If that **happens**, I **won't be** happy.

What **will** the shop assistants **do** if there **aren't** any shops?

We use the **zero / first** conditional to talk about real situations.

We use the **zero / first** conditional to talk about things that might happen in the future.

We form the zero conditional with *if* + Present simple, ... **Present simple / will + verb**.

We form the first conditional with *if* + Present simple, ... **Present simple / will + verb**.

3 Read the dialogue in Lesson 2 again. Underline an example of each conditional.

4  Work in pairs. Complete the sentences and swap with your partner. In what ways are your ideas about shopping the same?

- 1 If I need to buy something, I usually ...
- 2 If I go to a shopping centre, I always ...
- 3 If I have time for shopping this Saturday, I ...
- 4 If I go to my favourite shop today, I ...



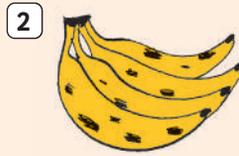
If I need to buy something, I usually buy it online.



If I need to buy something, I usually go to the shopping centre. I love walking around shops.

5 3.6 Listen. For each question, choose the correct picture.

1 Huda is talking to her mum. What are they talking about?



2 What other foods does Huda's mum buy locally?



6 3.7 Listen again. Are these sentences true or false? Say why.

- 1 Huda's banana was grown in Oman.
- 2 The supermarket where Huda's mum buys her food only sells things that are made in Oman.
- 3 If Huda wants to find out more about this topic, she will ask her teacher.
- 4 Huda hopes that her school uses food that is grown locally.
- 5 Huda has to do a project next semester.
- 6 If Huda does her project about this topic, she will teach other students about it.

7 Work in pairs. What will you do if these things happen?

- go shopping / on Saturday
- rain / tomorrow
- lose / wallet
- save / a lot of money
- there is / long queue at the till



If I go shopping on Saturday, I'll buy a new game.

1 Before you read   Today's Book Club text is a poem. Look and circle the answers that describe the poem. Then discuss.

- 1 This poem has **three** / **four** verses.
- 2 Each verse has **four** / **six** sentences.
- 3 The first and second lines and the third and fourth lines of each verse **rhyme** / **rhythm**.
- 4 Do you prefer reading poems that rhyme or don't rhyme? Why?

2  Listen and read. What four places would the speaker in the poem like to visit?

If you could...

If you could travel back in time, what would you choose to do?
 I'd go to Ancient Egypt to see the pyramids when they were new.
 We learned about this in History last year and we wore costumes to school.
 I dressed as an old Egyptian pharaoh. I looked really cool!



If you could become a character, what film or book would you choose?

I'd like to become Sherlock Holmes, then I'd catch a thief or two!
 I'd live in London, years ago, and I would be the best.
 Sherlock always finds the thief!
 He's cleverer than the rest.



3 After you read Activity Book, page 46.

4  Work in pairs. Look at the answers in the poem. Would you like to do the things in the poem? Ask and answer.

Would you like to go into space?

Yes, I would. I'd like to see Earth from space. Would you?

No, I wouldn't. I prefer to keep my feet on the ground.



If you could go into space, what would you do and why?
I'd walk on the Moon, I'd look down at Earth and see how it looks from the sky.
First Neil Armstrong, then Buzz Aldrin, stepped down to have a look.
They walked around, left a flag and walked into history books!

If you could travel the world one day, where would you choose to go?

I'd go to the Arctic, I'd play in the ice and I'd build a house in the snow.

The sea ice is melting quickly, so I want to go while I can.

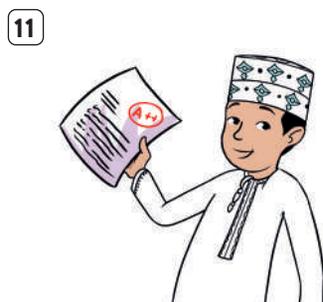
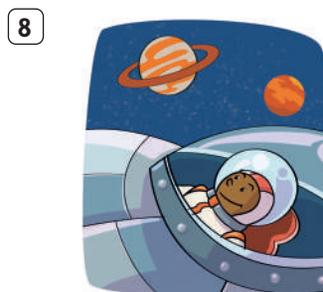
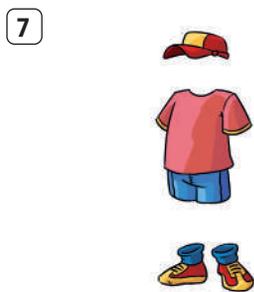
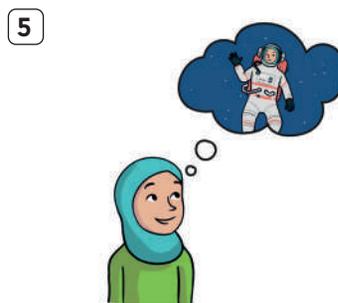
I want to look after some polar bears and make a huge snowman!



Vocabulary and Grammar

1 ^{3.10} Look and match. Then listen, check and repeat.

go into space become a school principal travel the world donate to a charity
 have a lot of money have a wish travel back in time pass exams
 be an inventor 1 become a book or film character be invisible win a cup



2 Read the poem in Lesson 4 again. How many of these words and phrases can you find?

- 3  Think about the poem in Lesson 4. Are the questions asking about real or imaginary situations?
- 4  Look at the grammar table. Then read and circle the correct options to complete the rules.



Grammar

Second conditional

If I **could** travel back in time, I'd **go** to Ancient Egypt.

If I **went** into space, I'd **walk** on the moon.

If you **could** become a film character, what character **would** you **choose**?

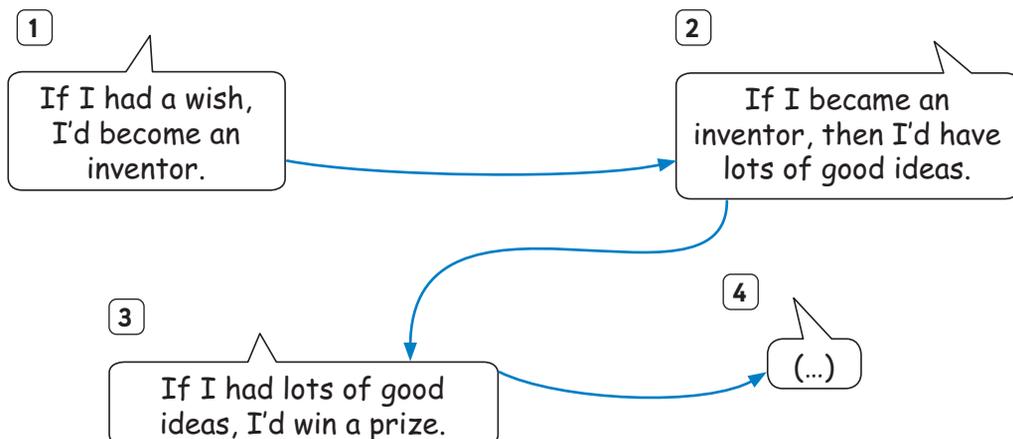
If you **were** rich, **would** you **donate** to a charity?

We use the second conditional to talk about **real** / **imaginary** situations.

We form the second conditional with **if + Present simple /**

Past simple ..., would + verb.

- 5   Listen to Hassan and his sister Sara. What two things do they wish for?
- 6  Work in pairs. Play a sentence chain game using sentences in the second conditional. Then tell your sentences to another pair.



INTERESTING MARKETS

We all love shopping, but have you ever wanted to go somewhere new and buy something different? What about visiting these interesting markets?

Muara Kuin Floating Market, Indonesia

There aren't any shops in this market, but there are a lot of shop-boats! There's been a market on this river for hundreds of years. You can buy fruit, vegetables, flowers and fish. But you have to get there before sunrise because it's usually finished by 7am.



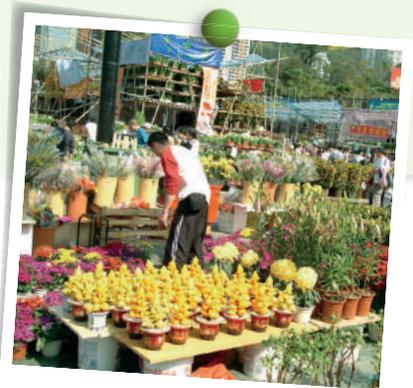
Djemaa el Fna, Marrakech, Morocco

One of the most interesting markets in the world, Djemaa el Fna, is in the central square in Marrakech every day. This market is famous for selling leather bags and shoes and bright bowls and cups. After sunset, the market becomes even more charming. You can eat delicious food, listen to stories and watch snakes and monkeys doing tricks.



Flower Market, Hong Kong

This beautiful flower market is popular with tourists and local people, too. It's open from 7am to 7pm every day and you can choose from all types of different flowers as well as plants and trees. You can smell this market from streets away!



WOW! Fact

One of the oldest markets in the world is Khan al-Khalili market in Cairo, Egypt, which started more than 600 years ago.

- 1 **Before you read** What are markets like where you live? What type of things do you buy at a market?
- 2 **3.13** Listen and read.
- 3 **After you read** Activity Book, page 50.
- 4 Work in pairs. Which market would you most like to visit and why?
- Find out more! Watch the video.

 **Project**

3

Write a tourist leaflet about interesting markets around the world.

- 1  Watch the video.
- 2 In groups, find out about some interesting markets from around the world.
- 3 Choose two or three markets that you would like to include.
- 4  Decide who will research each market and find out:
 - where the market is
 - when the market is
 - what you can buy at the market.
- 5  Write about the markets you have chosen.
 - 1 Write a description of each market on small pieces of paper.
 - 2 Find photos or pictures.
 - 3 Glue your descriptions onto the leaflet.
 - 4 Glue your photos beside the descriptions.

tip

Writing

Use a wide range of adjectives.



- 6 Present the information to the rest of the class.

tip

Speaking

When you present your leaflet to the class, point to the photo of each market when you talk about it.



- 7 Take a class vote to decide which market you would most like to visit.



Interesting around



Chatuchak market

One of the biggest markets in the world, Chatuchak weekend market, is in Bangkok, Thailand. It has about 15,000 small shops and is open from 9am to 6pm on Saturdays and Sundays. You can buy almost everything there, including colourful clothes, silver jewellery, silk, books and plants.

markets the world

Otavalo market

This popular market in the mountains in Ecuador, South America, is open every day from 7am to 6pm. It sells lots of things made from warm wool, including warm patterned jumpers, hats and carpets. You can buy beautiful souvenirs made in Ecuador, too.



English in action

Making a complaint

1   3:15 Watch or listen and read. Answer the questions.

- 1 Where is this conversation taking place?
- 2 Do these people know each other?



-  Good morning. I'm afraid I have a complaint about some things I bought last week.
-  OK, what's the problem?
-  When I got home, I found that there is a button missing on this skirt. I need to exchange it.
-  I'm very sorry about that. Of course you can exchange it.
-  I'm afraid there's also a problem with this scarf. It's damaged here.
-  Oh yes. I'm sorry about that. Would you like to exchange it, too?
-  No. Please could I have a refund for the scarf?
-  No problem. I'll just need to see your receipt.
-  Here you go.
-  That's great. Thanks.

- 2  Read the dialogue again. What two complaints does the girl make and what does she ask the shop assistant to do about them? Use the *Say it!* box to help you.

Say it!



Making a complaint

I'm afraid I have a complaint about this jacket.
 I'd like to complain about this phone.
 I'm afraid there is a problem with these shoes.
 Please could I have a refund?
 I need to exchange them.

- 3   Act out dialogues with your partner. Take turns to make complaints about these problems. Find an answer to each problem. Use the *Say it!* box to help you.

- broken phone
- shirt missing button
- damaged trainers
- damaged trousers
- tablet doesn't work



I'm afraid I have a complaint about this phone.

OK, what's the problem?



Pronunciation

- 4  Listen and say. Is *would* in the second conditional stressed or unstressed?

If I had a lot of money, I **would** donate some to charity.

If I could travel the world, I **would** go to Africa.

If she was an inventor, she **would** have a lot of great ideas.

If they could travel back in time, they **would** go back to ancient China.



Literacy: emails

Reading

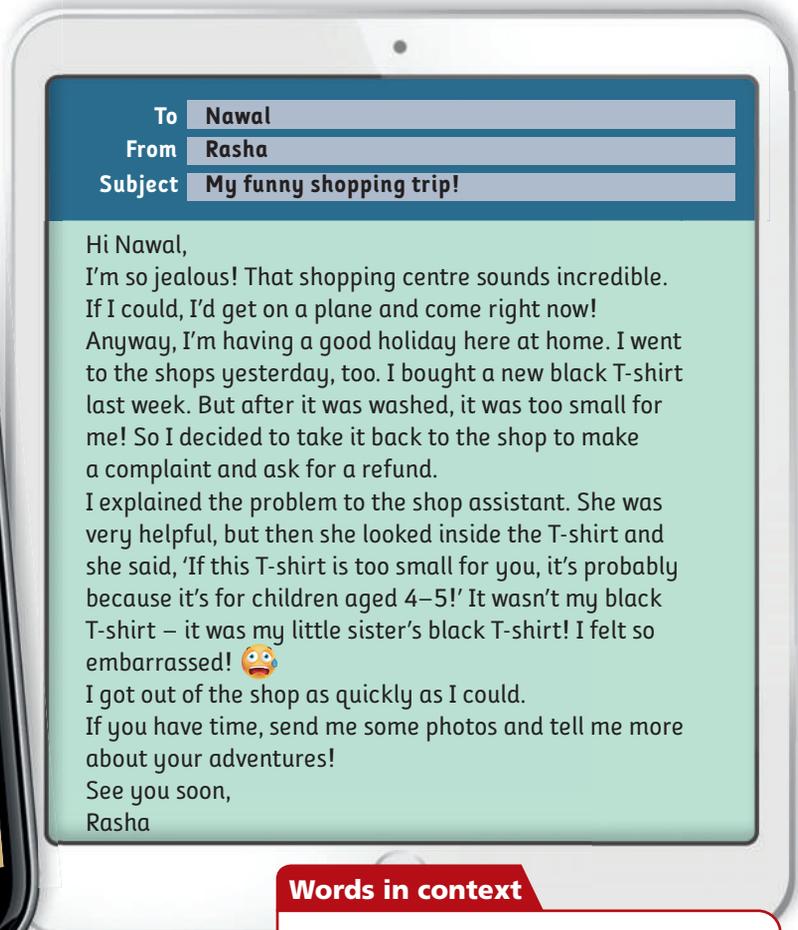


tip Reading

We sometimes have more than one email in our inbox. You can scan your eyes down your inbox to see who the emails are from and read the subject box to find out what they are about. Then you can read the ones that you think are the most important first.

1 **Before you read** Read just the subject of the emails. Are these emails formal or informal? What do you think they will be about?

2 Listen and read.



Words in context

enormous underwater jealous
incredible embarrassed

3 **After you read** Answer the questions.

- 1 How many shops are there in the shopping centre that Nawal visited?
- 2 How many places are there to eat?
- 3 What else can you do in the shopping centre if you don't want to go shopping?
- 4 Who likes shopping?
- 5 Why did Rasha go to the shops yesterday?
- 6 Why did Rasha feel embarrassed?

4 Ask and answer in pairs.

- 1 Would you like to go to the shopping centre that Nawal describes? Why?/Why not?
- 2 What's the most interesting shop or shopping centre that you have ever been to and why?
- 3 Have you ever felt embarrassed in a shop? Why?

1 Read the email and choose the best subject line.

- a My new computer game
- b Next weekend!
- c My favourite shop

To: Zainab

From: Kamla

Subject: ...

Hi Zainab,

I'm so excited about coming to visit you next weekend! I'd really like to go shopping while I'm there. I need to buy a present for my mother and I won't have time to get it unless I go next weekend. What are the shops like where you live?

I love shopping! If I had a lot of money, I'd go shopping every day! What's your favourite shop and why?

If we have time after shopping, let's do something fun in town. What else is there to do there?

I can't wait to see you!

Bye,
Kamla

Describe the shops where you live.

Describe your favourite shop.

Say what else there is to do where you live.

2  Read the *How to write...* box. Then answer the questions about the email in Activity 1.**How to write... an informal email**

- Use the subject box to explain why you're sending the email.
- Start your email with *Hi* + the name of the person.
- Use clear and simple language.
- Use paragraphs to make your email easy to understand.
- Finish your email with *Bye* or *See you soon* + your name.

- 1 What do we put in the subject box?
- 2 How do we start an informal email?
- 3 How do we finish an informal email?

3 Write Zainab's email to Kamla. Use the *How to write...* box to help you.

- 1 Write a plan. Make sure you answer all of the questions that Kamla asked.
- 2 Write your email. Make sure you start and finish your email correctly.
- 3 Read and check your email.

**unless**

We use the word *unless* for *if ... not*.
I won't have time to get it unless I go this weekend. = If I don't go this weekend, I won't have time to get it.



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

1 4 comments



Eva, 14, Argentina 3 minutes ago

I enjoyed reading the discussion about online shopping. I hope that we still have shops in the future because I really enjoy shopping! My favourite shops are clothes shops and gift shops.

2 5 comments



Muna, 14, Oman 7 minutes ago

I enjoyed listening to the conversation about things that are made in Oman. I had never thought about this before. I talked to the manager of my local supermarket about it. He said that all of the things in their shop are grown or made in Oman, like the dates I'm eating in this photograph! If you know food is made locally, it tastes better!



3 6 comments



Omaima, 13, Oman 15 minutes ago

I liked the 'If you could ...' poem. If I had a wish, I would wish for good health for all my family. I would like to be able to speak all the languages in the world. I would also like to be the school principal of my school for one day! That would be fun!

4 2 comments



Hassan, 13, Oman 12 hours ago

I liked the article about the interesting markets. I enjoyed doing the project, too. My group made a leaflet about the Fish Market in Sinaw. My cousin has a restaurant and he goes every



morning to buy his fish. He says that it's the best place in Oman to buy fish!

5 6 comments



Jonas, 13, Germany 3 hours ago

I enjoyed reading about the enormous shopping centre. I don't really like shopping, but that place sounds so amazing! If I was there on holiday, I would visit it!

1 Read the comments on the WOW! Magazine. Who doesn't like shopping?

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

- 1 Which reading text did you enjoy most?
- 2 Did you find out about any interesting new places to go shopping? Which would you most like to visit and why?
- 3 If you could have a wish, what would it be and why?

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

WOW! Question



Manar 3 minutes ago

Why is money important? ...

...

B1 Preliminary for Schools Reading Part 4

tip Exam



- 1 Five sentences have been removed from the article. Choose which sentence (A–H) fills each gap (1–5). There are three extra sentences which you do not need to use.

The future of shopping

Do you ever dream about buying things from a supermarket with no queues? (1) ... There's a supermarket in America without any tills. Customers scan their phones when they first go into the shop. Then they do their shopping, choose what they want to buy and put it in their shopping bags. (2) ... It really is as simple as that.

(3) ... There are hundreds of cameras and electronic machines around the store which can tell what things customers have picked up and taken with them. They get an electronic receipt when they leave and the money is taken from their bank cards.

At the moment, the shop isn't open to everyone because they are still testing that it works. There have been some problems. (4) ... Also, children sometimes move things to different places in the shop, which means the machines don't work. However, many people think that this is what all shops will look like in the future. (5) ... 'It's a great idea. If all shops were like this, there wouldn't be any more queues!' said Samira Al Badi, 23, a customer at the new shop.

Remember that the sentences must fit with the sentences that come before them and after them. Read the text through again at the end with all the missing sentences in place to make sure it makes sense.

- A After that, they just leave the shop.
- B Some people don't think it's going to work.
- C Well, you don't have to dream about it any more!
- D Sometimes the cameras can't tell the difference between people who look the same.
- E The shoppers we spoke to were happy.
- F This means that shops can lower their prices.
- G But how does it work?
- H The customers haven't decided yet.

B1 Preliminary for Schools

tip Exam



Listening Part 2

- 2 Listen. For each question, choose the correct answer.

In this part of the exam, you will hear short conversations between different people in different situations. Read the questions and the options before you listen so that you have an idea of who you will hear and what they will be talking about.

- 1 You will hear a customer making a complaint in a shop. What does the shop assistant do about the problem?
 - A He gives the customer a refund.
 - B He finds the customer's receipt.
 - C He exchanges the watch for another one.
- 2 You will hear a brother and sister talking about shopping. The sister thinks that second-hand shops are ...
 - A brilliant. B exciting. C cheap.
- 3 You will hear two boys talking about travel. Where would they both like to go?
 - A To see the polar bears in the Arctic.
 - B To see the pyramids in Egypt.
 - C To walk on the Great Wall of China.

A Surprise at the Bookshop

One day, Dana and Hanan were at the shopping mall with Dana's mum. Dana wanted to exchange some headphones. She had bought them two days ago, but they didn't work. Dana was looking in her wallet for the receipt when Hanan pulled her sleeve.

'Look!' said Hanan. 'There's a bookshop. If we have time, we can go there before you exchange your headphones.'



The girls both loved reading books.

'I don't like online shopping. I'd rather choose a book in a real shop,' said Hanan.

'Me, too. This is my favourite author,' said Dana. 'This is her new book. I'd love to read it.'

Hanan pointed to the price tag. 'It's on sale!' she said. 'If you buy it today, you'll save a lot of money.'



Dana paid for the book with contactless. When they left the till, Dana and Hanan saw a long queue of customers. They didn't know why everyone was waiting.

A shop assistant told them, 'There's a very important visitor in the shop today. If you join the queue, you can meet her.'



The visitor was Dana's favourite author! She was signing her books for customers.

'If I became an author, I'd love to visit bookshops too,' Dana thought.

The author talked to Dana about writing stories. Then she signed Dana's book and gave her a special bookmark.

'Thank you,' Dana said. 'If I work hard, maybe one day I'll become an author like you!'



The School Trip

Basil is interviewing the school principal for the school radio station. 'If you could do any job in the world, what would you do?' asks Basil. 'That's a good question!' says the school principal into the microphone. 'I always wanted to become a school principal. If I could travel back in time, I wouldn't change anything!'



Basil reads another question from the list on his clipboard. 'If you had a wish, would you rather travel the world, go into space or be invisible for a day?' he asks.

'I'd rather go into space,' says the school principal. 'This week, I'm planning a special school trip to a planetarium. If you like learning about the planets, you'll really enjoy it!'



Today is the day of the trip to the planetarium. A planetarium is a special theatre. Its ceiling is a huge dome. If you visit a planetarium, you can watch an amazing show about space on the screen above your head.

‘This is great! If I had a lot of money, I’d buy a telescope and study the night sky,’ Basil thinks.



The show at the planetarium has finished.

‘It’s my turn to ask you a question, Basil,’ says the school principal.

‘If you could go anywhere in space, where would you go?’

‘I’d go to the moon,’ says Basil. ‘If I wore a spacesuit, I could still breathe oxygen. I’d explore the moon and see the whole of Earth. That would be amazing!’



- 1  How many words can you say about climate change?
- 2 Read and complete the article with the missing headings.

Three sad facts Three fun facts



(1) _____

- You might think that polar bears are white, but they actually have black skin! The light on the fur makes them look white!
- Male polar bears can be up to three metres long and weigh up to 800 kilogrammes. That's as much as about ten men!
- Polar bears can swim for days at a time. A female polar bear once swam for nine days, travelling over 687 kilometres!

(2) _____

- There are only about 30,000 polar bears left in the Arctic. If we don't do something to help, scientists think that this number will go down by 30% by 2050.
- The sea ice in the Arctic is disappearing because of global warming. It's 30% smaller now than it was in 1979, so some polar bears can't find enough food.
- Pollution from ships is put into the sea. Polar bears get sick when they swim in polluted sea or eat fish that are full of pollution.

- 3 Read the article in Activity 2 again. Answer the questions.

- 1 How long are some male polar bears?
- 2 How much do some male polar bears weigh?
- 3 How far did a female polar bear once swim in nine days?
- 4 How many polar bears are there in the Arctic?
- 5 How much smaller is the Arctic sea ice now than in 1979?

How long are some male polar bears?

Three metres.

- 4 How do we say numbers over 100? Find and say three big numbers in the article. Use the *Say it!* box to help you.

Say it!

Saying big numbers

101	one/a hundred and one
200	two hundred
450	four hundred and fifty
770	seven hundred and seventy
835	eight hundred and thirty-five
1,000	one thousand
10,000	ten thousand

- 5  Talk to your classmates.

- 1 What do you think is the most interesting fact about polar bears? Why?
- 2 Can you think of any ways to help polar bears?

6 **LC1** Read and circle. Then listen and check.

Rashid: Hey, I'm just reading an article in this geography magazine about how the Arctic sea ice is



(1) **appearing** / **disappearing**. That means that polar bears are in danger. We must do something to help them.

Anas: But what can we do to (2) **improve** / **save** things for polar bears? I can't (3) **improve** / **save** them all by myself!

Rashid: No, of course you can't do it by yourself. But, if we all helped, then we would really make a difference.

Anas: How do you mean?

Rashid: Well, global warming is destroying the sea ice. So we should do everything we can to stop global warming.

Anas: Oh, yes, I see. There are lots of things we can do to help with that. For example, we shouldn't (4) **waste** / **disappear** energy and we should (5) **destroy** / **recycle** plastic, paper and glass.

Rashid: Yes, and I should repair my bike so I can cycle to school. We also need to find a way to tell other people how they can help.

Anas: I know! Let's (6) **invent** / **improve** a new game about protecting the environment! We can call it the 'Go Green Game'!

Rashid: Great idea!

7 Look at the grammar table. Then read and circle the correct answer to complete the rules.



Grammar

Reflexive pronouns after *by*

I can't save them **by myself**.

Of course you can't do it **by yourself**.

We use **myself** / **yourself** with 'I'.

We use **myself** / **yourself** with 'you'.

8 Say the sentences using *by myself* or *by yourself*.

I can do my homework by myself.

- 1 I can do my homework on my own.
- 2 Are you going to walk to the shop alone?
- 3 I want to watch this film alone.
- 4 Can I cook dinner on my own today?
- 5 If you go out alone, you must take your phone.

9 Play the 'Go Green Game'.

Take turns to choose a square.
Say a sentence with *we should / shouldn't*.
Score one point for each correct answer.

1 save water	2 plant trees	3 switch off lights
4 waste energy	5 recycle plastic	6 destroy the rainforests
7 pick up rubbish	8 use renewable energy	9 cause pollution
10 protect endangered animals	11 recycle paper	12 cut down trees

Show what you know

Can you say big numbers?

Can you use *by myself* / *by yourself*?

Can you play a game about climate change?

WOW!

Learning club 1

Think like a scientist!

How can we give an explanation?

Think

- 1 What do you know about changes in the environment?

Learn

- 2  Listen and read. How can we plan an explanation of how or why something happens?

When we give an explanation, we say how or why something happens or why something happened in the past. An explanation often needs to show cause and effect. When we plan to write about cause and effect, we can use arrows (→) between our notes.

For example, look at these notes about how our climate is changing.

gases from cars, buses and aeroplanes → pollution → global warming

fossil fuels from fires → pollution → global warming

cutting down trees in forests → global warming

global warming → planet gets hotter → climate change

With this plan, we can write a short explanation.

Why is our climate changing?

Our climate is changing because of many things we do.

Gases made by cars, buses and aeroplanes cause pollution and pollution causes global warming. Using fossil fuels for fires and cutting down trees in forests also cause global warming. Due to global warming our planet gets hotter, so the climate changes.



gases



using fossil fuels

cutting down forests

check

- 3 Are the sentences true or false? Correct any false sentences.

- 1 Explanations tell us when and where something happens.
- 2 Explanations can tell us about something that's happening now or something that happened in the past.
- 3 Arrows link ideas in our notes.
- 4 Pollution from transport causes global warming.
- 5 Global warming causes the cutting down of forests.

- 4 Write three things that are caused by climate change. Use an arrow between the cause and effect. Then make sentences to explain them. Use the language below to help you.

This is causing / has caused ...
 This happens because / because of ...
 Because of this, ...
 ... is happening / has happened, so ...

climate change → melting ice in the Arctic

Climate change is causing the melting of ice in the Arctic.

Let's practise!

1 Why is it a problem to cut down the rainforest?
Read the two texts and check your ideas.



Why are rainforests in danger?

Rainforests are forests that grow where there is lots of rain. They are very important because they have more plants and animals than any other habitat. However, workers in the rainforests are cutting down many trees. This is because trees are used to make fuel and oil. They are also used to make paper, furniture and wooden homes. Forest workers sometimes burn the trees so that farmers can have new land for their crops and farm animals. All this is causing the rainforests to be in danger.

Why is cutting down and burning rainforest trees a problem?

Cutting down many rainforest trees causes problems for plants, animals and people. Plants and trees are important because they help to keep the soil good for other plants. Without good soil, plants start dying. Then without plants, animals lose food and habitat, so they move away. Another problem is for people. When rainforest trees are burned, they make gases. These gases go into the air and cause pollution, so people can get ill. The pollution also causes global warming.

2 Write a plan for each text. Use the ideas below and join them with arrows.

plants die animals move away rainforest trees are cut down burning rainforest trees global warming makes gases air pollution

Show what you know

Make a cause and effect presentation about pollution caused by plastic rubbish.

- In groups, think about the problems caused by plastic rubbish. Use these notes to help you.
Lots of ... on beach → ... in wind → ... into sea → fish ...
- Use these words in your explanation: cause/causes, because, then.
- Draw or find pictures to show when you present your explanation.
- Present your information to the class.
- Think about other groups' presentations. What elements helped you understand them? Was it the use of clear pictures, clear cause and effect diagrams, correct facts?

What happens when we drop plastic on the beach?

When people drop plastic bottles and plastic from food on the beach, the wind causes it to blow...

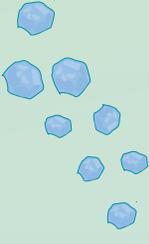
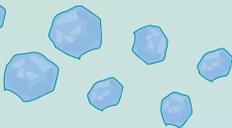


tip Speaking

Make a short introduction: *Today / Now / Next we'll explain ... / It's our turn to explain what happens when / if ...*
Say the key words in your explanation more loudly than the other words.

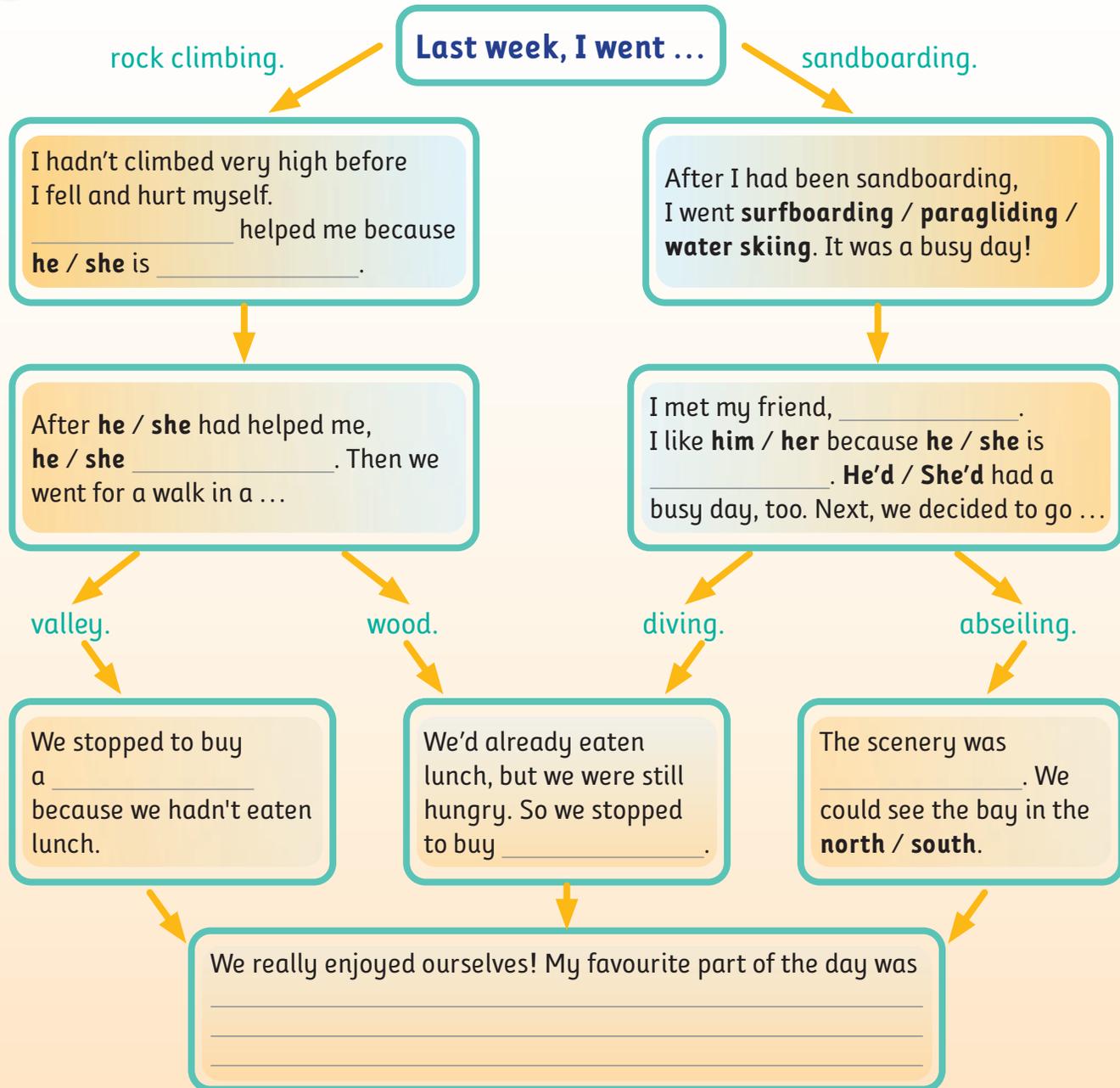
Unit 1

1 In pairs, play the game. Use a dice. Answer the questions and complete the sentences.

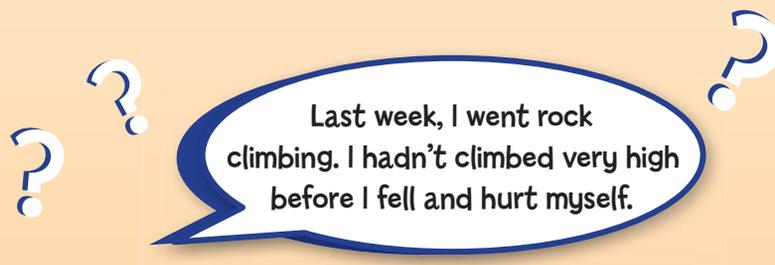
<p>START!</p> <p>Race to save the planet!</p> 	<p>1 We mustn't waste energy. How will you save energy today?</p>	<p>2 You planted two trees. Go forward two spaces.</p> <p>+ 2</p> 	<p>3 We shouldn't throw away plastic bottles. We should _____ them instead.</p>	<p>4 Name an endangered animal.</p>
<p>5 Say the sentence in reported speech. 'Do you know what to do in a cyclone?' I asked my mum. I asked my mum if she . . . in a cyclone.</p>	<p>6 You forgot to recycle your plastic bottle. Go back one space.</p> <p>- 1</p> 	<p>7 Choose and say the correct word in the sentence. We should / shouldn't cause pollution.</p>	<p>8</p> 	
<p>9 You switched off the lights. Go forward one space.</p> <p>+ 1</p>	<p>10 There's a drought! What can you do to save water?</p> 	<p>11 Oh no! There's a snowstorm. Go back to square 8.</p> 	<p>12 Say the sentence in reported speech. 'What is a tsunami?' I asked my teacher. I asked my teacher . . .</p>	
<p>13</p> 	<p>14 There's a sandstorm and you must stay inside. Miss a turn!</p> 	<p>15 Complete the sentence and say. We can protect the environment by using _____ energy.</p>	<p>16 You forgot to pick up your rubbish. Go back one space.</p> <p>- 1</p>	<p>17 What can you see?</p>  <p>thunder and _____</p>
<p>18 Choose and say the correct word in the sentence. We need to / needn't stop climate change.</p> 	<p>19 There's a hailstorm! Go back to square 13.</p> 	<p>20 Say the sentence in reported speech. 'Drink lots of water in the heatwave!' said Dad. Dad told . . . in the heatwave.</p>		<p>FINISH!</p> <p>You saved the planet!</p> 

Unit 2

1 In pairs, make a story. Choose and complete the sentences.



2 Tell your stories to the class. Act out the story in pairs.



3 Now make a story with these extreme sports.

go-karting mountain biking caving

Unit 3

1 Work in groups of four. Use a spinner. Make sentences about the pictures using the words given. Answer the questions.

<p>1</p>  <p>If I went ...</p>	<p>2</p>  <p>If you had ...</p>	<p>3</p>  <p>If something is on ...</p>
<p>4</p>  <p>What would you do if ...?</p>	<p>5</p>  <p>If there's a ...</p>	<p>6</p>  <p>If you were ...</p>
<p>7</p>  <p>If you became ...</p>	<p>8</p>  <p>If you could be ...</p>	<p>9</p>  <p>What would you do if ...?</p>

What would you do if you had a wish?

I'd wish for a big house.

If I went to space, I'd be excited! How about you?

If I went to space, I'd be scared!

Grammar reference

Unit 1



Modal verbs

We **should** take part in the competition.

We **shouldn't** throw away plastic bottles.

We **must** close doors.

We **mustn't** waste water.

We **need to** switch off the lights when we leave a room.

We **needn't** put our ideas in the newsletter.



Reported speech: *Wh-* questions

'What **is** a cyclone?'

I asked my dad **what** a cyclone **was**.

Reported speech: *yes/no* questions

'Do you **know** what to do?'

I asked him **if** he **knew** what to do.

Reported speech: commands

'**Get out!**' → Grandpa **told us to get out**.

'**Don't panic!**' → He **told me not to panic**.

Unit 2



Reflexive pronouns

I fell when I was rock climbing and hurt **myself**.

Did you do it **yourself**?

My sister cut **herself** when she was running.

Did he make it **himself**?

The camel hurt **itself** when it was running.

We made the sandwiches for the picnic **ourselves**.

Have you made **yourselves** some lunch?

Children shouldn't do extreme sports because they always hurt **themselves**.



Past perfect

After they **had eaten** their breakfast, they looked in their guidebook.

They **hadn't got** very far **before** Hussain stopped.

He'd **heard** a man who was shouting for help.

The man **had fallen** down the cliff!

Unit 3



Zero conditional

If I **need** something, I **ask** my parents to buy it online.

If something **isn't** big enough, you **can** send it back.

What **do** you **do** if the trainers **aren't** big enough?

First conditional

If we all **buy** everything online, shops **will close**.

If that **happens**, I **won't be** happy.

What **will** the shop assistants **do** if there **aren't** any shops?



Second conditional

If I **could** travel back in time, I'd **go** to Ancient Egypt.

If I **went** into space, I'd **walk** on the moon.

If you **could** become a film character, what character **would** you **choose**?

If you **were** rich, **would** you **donate** to a charity?

LC1



Reflexive pronouns after *by*

I can't save them **by myself**.

Of course you can't do it **by yourself**.

How to write...

Unit 1 a report



- Use a clear title which explains what the report is about.
- Use expressions such as *this survey shows ...* to explain the results.
- Use phrases such as *firstly*, *secondly* and *in conclusion*.
- Don't include your own opinion – just present the facts.

Unit 2 a brochure



- Use a title to say what the brochure is about.
- Ask the reader questions.
- Use pronouns like *you* and *we* to talk to the reader.
- Remember that a brochure is written to sell something, so make it sound as good as possible.

Unit 3 an informal email



- Use the subject box to explain why you're sending the email.
- Start your email with *Dear* or *Hi* + the name of the person.
- Use clear and simple language.
- Use paragraphs to make your email easy to understand.
- Finish your email with *Bye* or *See you soon* + your name.

English in action reference

Unit 1



Giving advice

I think you should ...
Perhaps you ought to ...
You could always ...
If I were you, I would ...
Why don't you ...?

Unit 2



Asking what someone prefers

Would you rather go caving or abseiling?
Would you prefer to go skateboarding or surfboarding?
Should we go paragliding or play tennis?

Saying what you prefer

I'd rather go caving.
I'd prefer to go surfboarding.
I think we should go paragliding.

Unit 3



Making a complaint

I'm afraid I have a complaint about this jacket.
I'd like to complain about this phone.
I'm afraid there is a problem with these shoes.
Please could I have a refund?
I need to exchange them.

Unit 2 B1 Preliminary for schools Speaking Parts 3 and 4



I think that ... is more exciting than ...



Progress path

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

Welcome

What does Eric enjoy doing in his free time?

Unit 2

Name six types of extreme sports. What's your favourite and why?

Welcome

What type of clothing did Manar make?

Unit 1

What's the extreme weather event?

- 1 When the weather is hot for a long time.
- 2 It hasn't rained for weeks and weeks.

Unit 1

Say two rules to protect the environment. Use *must*, *should* or *need to*.



Unit 2

- 1 I hurt myself / yourself when I was caving.
- 2 My brother cut herself / himself while he was go-karting.

CHALLENGE

Play big number buzz!

Take it in turns to say numbers from 100. Every three numbers, say, 'buzz'!

101, 102, BUZZ!, 104,

105, BUZZ!

How high can you count?

Unit 3

Say six words to use when you are shopping.



Unit 3

Complete the sentences.

If I could travel back in time,
I _____

If I could become a book
character, I _____

Word list

a

abseiling (noun) Unit 2

b

bank card (noun) Unit 3

bay (noun) Unit 2

be an inventor (verb + noun) Unit 3

be invisible (verb + noun) Unit 3

become a book or film character
(verb + noun) Unit 3

become a school principal (verb + noun) Unit 3

c

caving (noun) Unit 2

climate change (noun) Unit 1

customer (noun) Unit 3

cyclone (noun) Unit 1

d

destroy the rainforests (verb + noun) Unit 1

diving (noun) Unit 2

donate to a charity (verb + noun) Unit 3

drought (noun) Unit 1

e

east (noun) Unit 2

exchange (verb) Unit 3

f

field (noun) Unit 2

flood (noun) Unit 1

forest fire (noun) Unit 1

g

get a refund (verb + noun) Unit 3

global warming (noun) Unit 1

go into space (verb + noun) Unit 3

go-karting (noun) Unit 2

h

hailstorm (noun) Unit 1

have a lot of money (verb + noun) Unit 3

have a wish (verb + noun) Unit 3

heatwave (noun) Unit 1

horse riding (noun) Unit 2

m

motor racing (noun) Unit 2

mountain biking (noun) Unit 2

n

north (noun) Unit 2

o

on sale (noun) Unit 3

online shopping (noun) Unit 3

p

paragliding (noun) Unit 2

pass exams (verb + noun) Unit 3

pay with contactless (verb + noun) Unit 3

pick up rubbish (verb + noun) Unit 1

plant trees (verb + noun) Unit 1

pollution (noun) Unit 1

q

queue (noun) Unit 3

r

receipt (noun) Unit 3

recycle (verb) Unit 1

rock climbing (noun) Unit 2

s

sandboarding (noun) Unit 2

sandstorm (noun) Unit 1

save water (verb + noun) Unit 1

scenery (noun) Unit 2

second-hand (adjective) Unit 3

shop assistant (noun) Unit 3

snowstorm (noun) Unit 1

south (noun) Unit 2
sunrise (noun) Unit 2
sunset (noun) Unit 2
surfboarding (noun) Unit 2
switch off lights (verb + noun) Unit 1

t

thunder and lightning (noun) Unit 1
tide (noun) Unit 2
till (noun) Unit 3
tornado (noun) Unit 1
travel back in time (verb + noun) Unit 3
travel the world (verb + noun) Unit 3
tsunami (noun) Unit 1

u

use renewable energy (verb + noun) Unit 1

v

valley (noun) Unit 2
volcano (noun) Unit 1

w

waste energy (verb + noun) Unit 1
water skiing (noun) Unit 2
west (noun) Unit 2
win a cup (verb + noun) Unit 3
wood (noun) Unit 2

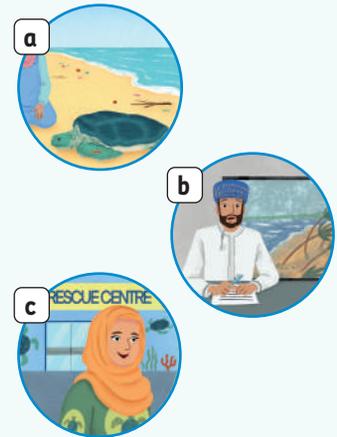
Unit 1, Graded reader 1

The Cyclone

1 Before you read

1) Match the words with the pictures.

- 1 the news
- 2 injured
- 3 rescue centre



2) Look at the pictures in the story. Don't read any words. What do you think happens in the story?

2 Listen and read the story on page 32.

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

2) Read the story again. Circle the things that Marwa sees at the beach.

lots of rubbish a cyclone an injured turtle a flood baby turtles a rescue centre

3) Choose the correct words to complete the sentences.

- 1 Marwa and her dad go to the beach to **rescue a turtle** / **do a clean-up** after the cyclone.
- 2 On the beach, there is a sea turtle with an injured **flipper** / **tail**.
- 3 Laila, Marwa and her dad carry the turtle to **a rescue centre** / **the sea**.

3 After you read

1) Match to make sentences.

- | | |
|--------------------------------------|----------------------------------|
| 1 The sea turtle was laying its eggs | a to the beach in seven weeks. |
| 2 Laila tells Marwa to come back | b they see lots of baby turtles. |
| 3 When they go back to the beach, | c when the cyclone came. |

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

- 1 Have you ever done a beach clean-up? If not, would you like to?
- 2 Where else could you do a clean-up near to where you live?
- 3 Do you think Laila's dad was right to call the rescue centre? Why or why not?



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

At the Recycling Centre

1 Before you read

1) Match the words with the pictures.

1 conveyor belt

2 crushing machine

3 magnet



2) Look at the pictures in the story. Don't read any words. What do you think happens in the story?

2 Listen and read the story on page 36.

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

2) Read the story again. Circle the things that Zaid's class have learned about.

planting trees saving water wasting energy extreme weather recycling plastic

3) Choose the correct words to complete the sentences.

1 Zaid's class are visiting a recycling / renewable energy centre.

2 Plastic things are sorted into different types before / after they are recycled.

3 The class see a machine that cuts / crushes the plastic into small pieces.

3 After you read

1) Match to make sentences.

1 Zaid drops his camera

2 Amjed uses a magnet

3 Magnets pick up metal,

a but they don't pick up plastic.

b onto a conveyor belt.

c to pick up Zaid's camera.

2) Over to you! Answer the questions.

1 Would you like to visit a recycling centre? Why or why not?

2 What other things do people do to help protect the environment?

3 What things could you do to help protect the environment?

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



Unit 2, Graded reader 1

A Sandboarding Adventure

1 Before you read

1) Look at the title of the story. Answer the questions.

- 1 What do you think the 'sandboarding adventure' could be? _____
- 2 What words do you expect to see in the story? _____

2) Now look at the picture on page 60. Answer the questions.

- 1 What do you think Aliyah is pointing at? _____
- 2 How do you think the story ends? _____

2 Listen and read the story on page 58.

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

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

sand dunes knee pads an instructor



3) Complete the sentences with the correct words.

- 1 Laith and Aliyah had a _____ lesson at Sharqiya Sands.
- 2 Aliyah found some _____ and thought it was ancient treasure.
- 3 In the end, it wasn't ancient treasure. It was Bushra's _____.

3 After you read

1) Put the pictures in the correct order. Then re-tell the story.



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

- 1 Would you like to go sandboarding? Why or why not?
- 2 What other extreme sports would you like to do?
- 3 What do you know about Sharqiya Sands? Find out about the people who live there.

A Rock Climbing Adventure

1 Before you read

1) Look at the title of the story. Answer the questions.

- 1 What do you think the 'rock climbing adventure' could be? _____
- 2 What words do you expect to see in the story? _____

2) Now look at the picture on page 63. Answer the questions.

- 1 What do Adil and Sultan find on the cliff? _____
- 2 What do you think the boys will do? _____

2 Listen and read the story on page 62.

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

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

equipment a falcon a nest



3) Complete the sentences with the correct words.

- 1 Adil and Sultan find a _____ falcon that has fallen out of its nest.
- 2 Adil sees the mother falcon, and she's _____ for her baby.
- 3 Adil climbs up the _____ and puts the baby falcon back in its nest.

3 After you read

1) Put the pictures in the correct order. Then re-tell the story.



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

- 1 Have you ever been rock climbing? If not, would you like to?
- 2 What extreme sports can people do near to where you live?
- 3 Do you think Adil and Sultan did the right thing? Why or why not? What would you do?

Unit 3, Graded reader 1

A Surprise at the Bookshop

1 Before you read

1) Read the title of the story and look at the picture on page 84. Answer the questions.

- 1 Where are the girls, and who are they with? _____
- 2 What do you think the girls are going to do? _____
- 3 What do you think the 'surprise at the bookshop' is? _____

2) Think about the title of the story. Write some words you expect to see in the story.

2 Listen and read the story on page 84.

- 1) Read the story quickly. Were your ideas from *Before you read* correct? _____
- 2) Find the words in the story. Then write them under the correct pictures.

price tag author bookmark



3) Match the questions and the answers.

- | | |
|--|--------------|
| 1 What does Dana want to exchange at the shopping mall? | a bookshops |
| 2 Who are the people in the long queue waiting to meet? | b headphones |
| 3 What would Dana like to visit if she became an author? | c an author |

3 After you read

1) Read and circle *T* (true) or *F* (false).

- | | |
|---|-------|
| 1 Hanan likes real bookshops, but Dana likes online shopping. | T / F |
| 2 Dana buys a book by her favourite author and the book is on sale. | T / F |
| 3 Dana's favourite author is in the bookshop signing books. | T / F |

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

- 1 Do you like the story? Why or why not?
- 2 Do you like the pictures in the story? Why or why not?
- 3 What would you change about the story? How would you change it?



The School Trip

1 Before you read

1) Look at the picture on page 88. Answer the questions.

- 1 Where is the boy, and who is he with? _____
- 2 What do you think the boy is doing? _____
- 3 What do you think they are talking about? _____

2) Think about the title of the story. Write some words you expect to see in the story.

2 Listen and read the story on page 88.

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

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

microphone planetarium clipboard



3) Match the questions and the answers.

- | | |
|---|------------------------|
| 1 Who is Basil interviewing for the school radio station? | a the moon |
| 2 Where do the children go on their school trip? | b a planetarium |
| 3 Where would Basil go if he could go into space? | c the school principal |

3 After you read

1) Read and circle *T* (true) or *F* (false).

- | | |
|--|-------|
| 1 If the principal could do any job, he'd work in a planetarium. | T / F |
| 2 You can watch a show about space in a planetarium. | T / F |
| 3 If Basil had a lot of money, he'd buy a spacesuit. | T / F |

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

- 1 Do you like the story? Why or why not?
- 2 Do you like the pictures in the story? Why or why not?
- 3 What would you change about the story? How would you change it?





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Bayhan 20, Eric Alexandre 72, Eric Isselee 101, Eugene Onischenko 46, EvgeniiAnd 17, 70, exopixel 110, F8 studio 115, f9photos 73, fad82 21, FamVeld 9, FCG 77, fizkes 13, 72, Helen Hotson 122, hamdi bendali 65, Hassan_KHK 97, HQuality 25, Hurst Photo 113, Hussam Alduraywish 72, Gatot Adri 15, Gelpi 60, 70, 75, Gerrit_de_Vries 100, Geza Farkas 108, Gladskikh Tatiana 112, Gorodenkoff 89, Ground Picture 8, 20, 27, 42, 77, 82, 122, glenda 33, Grusho Anna 89, GRSI 66, Gudkov Andrey 106, Happy Together 95, HelloRF Zcool 54, Hemis 32, Here 4, 6, 9, 20, 21, 30, 33, 61, 88, 89, 98, 101, Gts 25, Guas 9, i_am_zews 26, Icswart 101, Image Source Collection 48, Image Wizard 121, indira's work 61, In Green 8, Inside Creative House 107, Ipatov 9, iQoncept (c) 25, irina2511 50, Iryna Kalamurza 114, I T A L O 9, IVAN KUZKIN 33, Jacob Lund 117, Jamie Hall 105, Jaromir Chalabala 77, Jenoch 39, jMiks 21, Jerocflores 101, Jez Bennett 106, Jirapong nontakanan 105, John Carnemolla 110, Julie Pop 106, Kaderov Andrii 18, Kagai19927 103, Karen Grigoryan 88, KatePh 103, kedrov 65, Kekyalyaynen 13, Komus and Colorsandia 82, Kondor83 101, Kseniya Bogdanova 100, ktasimar 25, Kucher Serhii 65, Kuttelvaserova Stuchelova 100, kuzsvetlaya 37, kv naushad 32, kwokfai 30, Kzenon 77, Lane V. Erickson 13, Laszlo66 117, Layland Masuda 107, Leestudio 46, leungchopan 93, LightField Studios 8, 49, lightpoet 117, Lisa F. Young 89, 90, 110, LittleKidmoment 133, Loboda Dmytro 37, Lomb 33, Lopolo 9, 51, lubov62 122, luisapuccini 93, Luka Hercigonja 5, lunatic67 93, M-Production 8, MANDY GODBEHEAR 89, Maksym Dykha 21, marat 70, Marco Prati 86, margouillat photo 56, marianad 33, Marko Poplasen 33, MasterPhoto 112, Martin M303 53, Martin Pateman 110, Matej Kastelic 117, Matryoha 61, maxpro 112, MBI 93, Mega Pixel 113, mik ulyanikov 105, Mike Flippo 13, Mike Goldwater 38, Mike Orlov 9, Mikhail hoboton Popov 48, milatas 62, MJTH 25, MO_SES Premium 5, Mogens Trolle 105, Mohamed Musthafa Elachola 77, Norenko Andrey 89, NPdstock 105, NYS 65, o0oxo0o 58, Odua Images 89, oksana2010 113, Oleksiy Mark 21, Olesia Bilkei 122, Olga78345 46, Olga Altunina 37, Olga Evans 48, 58, Olga_Phoenix 121, Olga Soloveva 53, Olga Zakharova 122, Olivier Le Moal 25, oneinchpunch 122, OnlyZoia 8, Ossamaabdelbary 72, Pablo77 100, PaoloBruschi 94, Paisarn Praha 101, Paul Looyen 100, Pavel Gabzdyl 88, Pavel L Photo and Video 33, 37, PeopleImages.com - Yuri A 48, Pete Spiro 33, Peter Radacsi 101, Petrenko Andriy 88, phanuwatandee 73, phloxii 77, photka 73, picamania 86, Picsfive 65, pikselstock 49, Pixel-Shot 13, 18, 51, Pla2na 88, Polarpix 88, popcorner 5, popovaphoto 73, PR Image Factory 25, Pressmaster 107, PRESSLAB 78, Prostock-studio 48, 55, 77, QKon Studio 20, 89, QQ7 120, R. Mackay Photography, LLC 21, ra2studio 20, Radovan 1 37, rawf8 22, Rawpixel.com 13, 20, 25, Reaal Studio 22, Red Fox studio 55, Repina Valeriya 49, Rob Marmion 58, Rodica Vasilev 88, Rohappy 20, 61, Rostasedlacek 33, 42, RimDream 61, Roman Samborskiy 89, Rudmer Zwerwer 93, s_oleg 11, sakkmasterke 77, sandrexim 37, Sarahbean 72, Sebastian Studio 53, Serge Ka 53, Sergey Kohl 38, Sergey Novikov 11, 18, Sergey Ryzhov 9, Sergey Sukhorukov 61, SergiyN 113, SeventyFour 53, ShadowBird 42, Shchepkova Elena 33, Shebeka 49, sianc 63, Sillycoke 113, simoly 5, Sklo Studio 54, Somchai Som 126, Sophon Nawit 74, SpeedKingz 53, sportoakimirka 8, Syda Productions 49, StanislaV 112, Stivog 49, Stokkete 114, streetflash 65, Studio Romantic 4, 6, 9, 21, 33, 48, 49, 58, 61, 100, 101, sweetok 73, Tamas Gabor 42, Tania Kolinko 79, Tanjala Gica 5, tankist276 9, Taras Grebinets 103, Tarzhanova 65, Tatjana Baibakova 58, Teerawut Bunsom 20, TinnaPong 11, Titus Group 56, Tracy Whiteside 75, 93, 98, trattiertratti 110, Trevor Mogg 32, VaLiza 9, 18, 119, VALUA VITALY 13, Vasyi Nagernyak 25, vblinov 127, Veerachai Viteeman 25, Veronica Louro 25, Ververidis Vasilis 5, 88, vetkit 21, ViDI Studio 90, Vjom 21, Vadim_N 14, Volodymyr Kyrylyuk 34, Voronin76 126, VP Photo Studio 102, vstykimages 26, wavebreakmedia 93, Willyam Bradberry 101, WiP-Studio 48, withGod 33, 101, YAKOBCHUK VIACHESLAV 13, YanLev Alexey 14, yannick luthy 38, yurakrasil 89, yy_Apartment 32, zhangyang13576997233 37, Zurijeta 49

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