

نتقدم بثقة
Moving Forward
with Confidence



رؤية عُمان
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OmanVision



MINISTRY OF EDUCATION

TEAM Together OMAN 8B

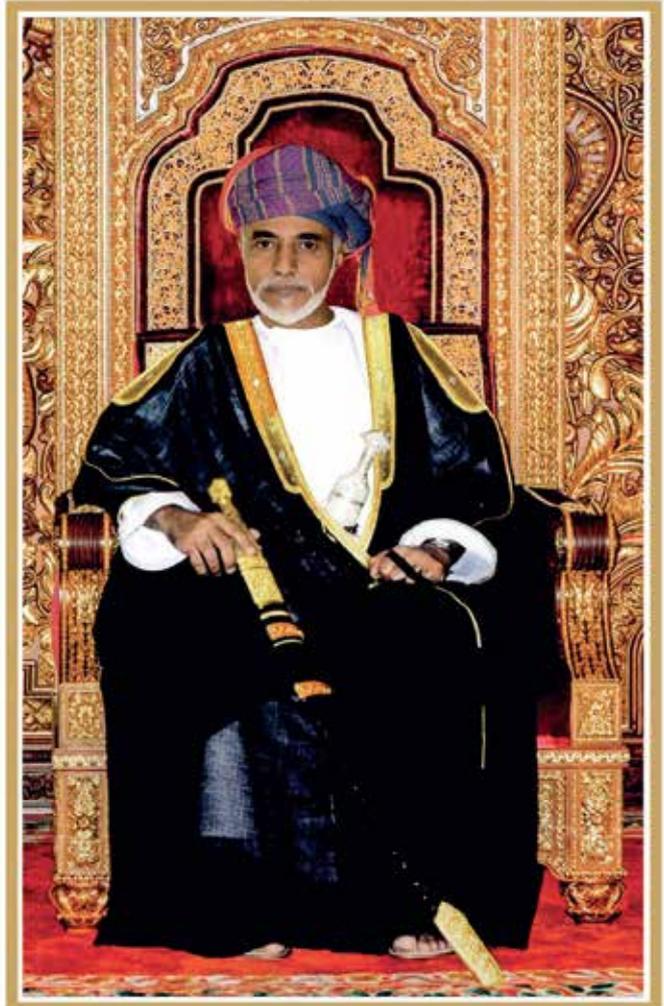
Activity Book



Trial Edition
2026



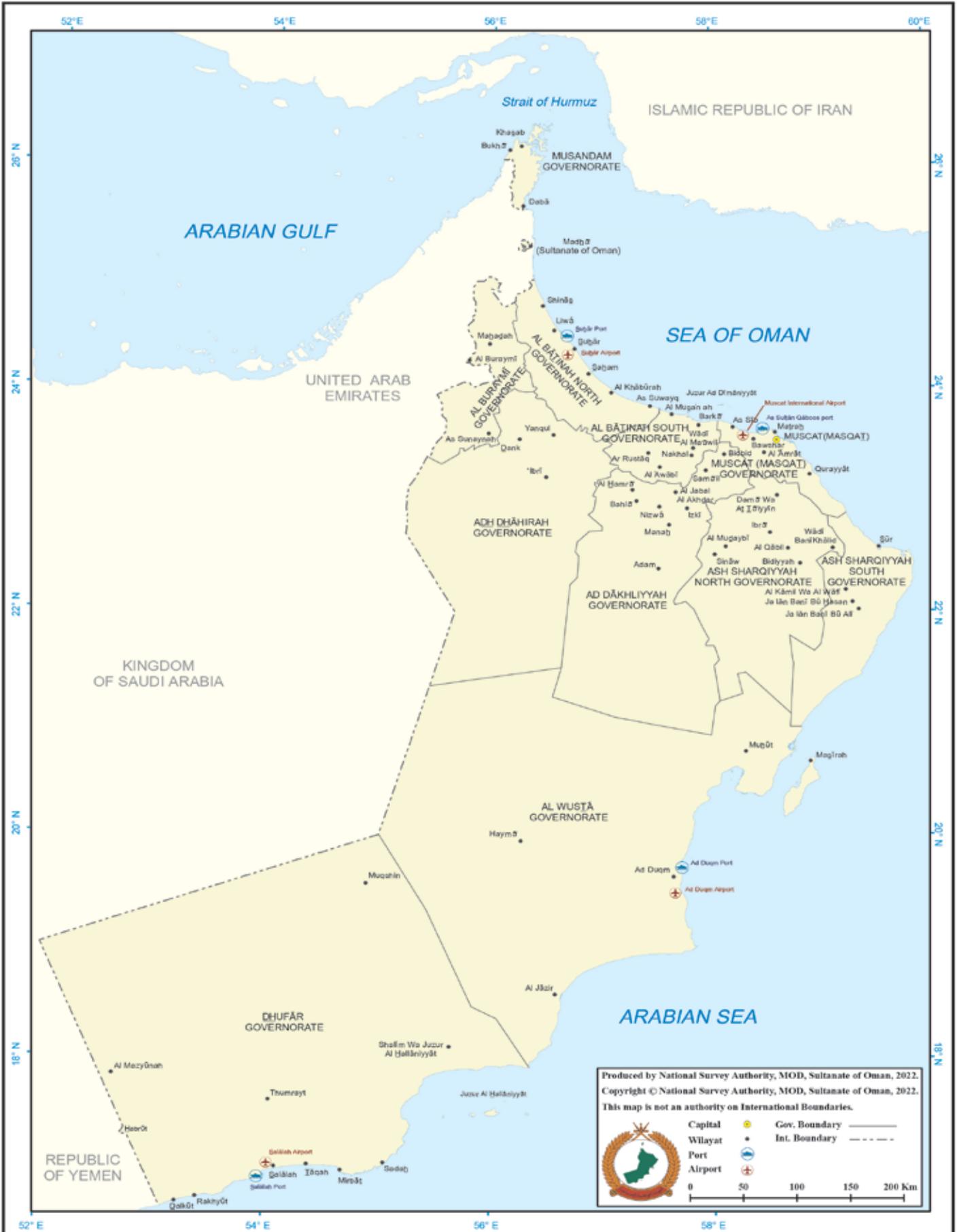
**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan
Qaboos Bin Said**

SULTANATE OF OMAN

(Governorates & Wilayats)



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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 the skills in your everyday lives, as this will enable you 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.

Dr. Madiha bint Ahmed Al-Shaibani
Minister of Education
Sultanate of Oman



Dear students,

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

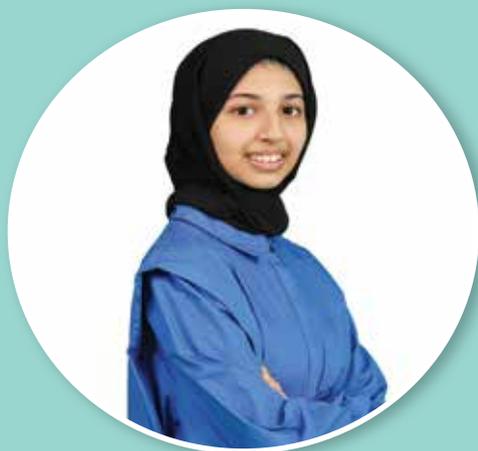
Your Semester 2 books are a Class Book as well as an Activity Book. Remember to look after your books and to bring them to your class every day. Don't write anything in your Class Book so that another student can use it again next year.

All of your books have lots of fun activities to help you to learn English. Your Class Book has interesting stories and texts to read, fun conversations to listen to, games, projects, videos and quizzes. Your Activity Book has lots of fun reading and writing tasks to do in class.

Have a really interesting semester!

Name: _____

Class: _____





MINISTRY OF EDUCATION

TEAM Together OMAN 8B Activity Book with Digital Resources



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4

Let's talk!

Vocabulary

1 Read and circle the correct options.

- I'm going to **insert** / **listen** / **use** to a podcast about technology.
- Faisal likes to **chat** / **receive** / **get** to friends online in the evening.
- If my sister gets bored, she **uses** / **gives** / **writes** someone a call.
- We'd like to **watch** / **get** / **use** a vlog about life in Italy.
- If I don't **get** / **have** / **keep** a promise, I usually feel bad about it.
- Most people think that it's wrong to **tell** / **listen** / **receive** a lie.



2 Unscramble the survey questions. Then ask and answer with your partner.

What are you like?

- Do you get on well **egt no lelw** with most people?
- Do you often _____ **ceevrie xett samsegse** from your friends?
- Could you _____ **pkee a creste** if your friend told you one?
- Do you usually _____ **ltle eth utthr** to your friends?
- How often do you _____ **rnsiet na jmeoi** in messages?
- Did you _____ **veah na tngrumae** with anyone yesterday?

3 Read the *I'm learning* box. Then match the pairs of opposites.

I'm learning

Remembering opposites
Some verbs and expressions have opposites. We can learn them as pairs.

speak to me / listen to me
tell the truth / tell a lie
keep a promise / break a promise

arguments keep truth send **tell**

- If you can't keep a secret, people won't tell you any.
- I get on well with Hassan, but I often have _____ with his brother.
- There's no mobile phone signal, so I can't receive or _____ a text message.
- You know you shouldn't tell lies. You should always tell the _____.
- You should try to _____ a promise. You shouldn't break it.

4 Write five or more sentences about how you communicate with other people. Use expressions from this lesson and any other expressions you know.

1 Read and complete the sentences from the dialogue on Class Book page 13. Then listen and check.

angry arguments vlogs borrow cool easy
experiences huge maybe ~~month~~ podcasts ~~trying~~

- I'm trying to get on well with everyone for a month.
- Well, it's been _____ with my friends. I haven't had any _____ with them.
- I was so _____ and we had a _____ argument.
- _____ you should record your _____ in some way.
- I think that _____ will be as popular as _____ one day.
- I think it's a _____ sweatshirt! Just don't let my sister _____ it!



2 Read the dialogue again and circle *T* (true) or *F* (false). Then explain your answers.

- | | |
|--|---|
| 1 Rosie has been doing an experiment for a week. T / F
<i>She's been doing an experiment for a month.</i> | 4 Manar thinks Rosie's experiment was successful. T / F |
| 2 Rosie gets on worse with her sister than with her friends. T / F | 5 Rosie thinks that podcasts are better than vlogs. T / F |
| 3 Rosie ruined her sister's sweatshirt. T / F | 6 Manar says that she never listens to podcasts. T / F |

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

Never mind. × 2

That's not on. × 2

What are you up to? × 2

1 **A:** Hi, Hashim. ¹ *What are you up to?*
B: Not much. I'm waiting for Nawaf, but he's late, as usual!
A: ² _____ He should try harder to be on time.
B: I know. It makes me so angry.
A: ³ _____ Let's chat until he arrives.
B: That's so nice of you!

2 **A:** Are you using my tablet without asking? ⁴ _____
B: I thought this was my tablet. They look the same! I'm really sorry.
A: ⁵ _____ We all make mistakes.
B: Thanks. ⁶ _____ Do you want to go for a walk?
A: That's a great idea.

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

(not) as ... as

1  Listen and tick (✓) the correct sentences.



- | | |
|---|--|
| <p>1 <input type="checkbox"/> a Thamer is as old as Basil.
 <input checked="" type="checkbox"/> b Basil isn't as old as Thamer.</p> <p>2 <input type="checkbox"/> a Thamer is as good at swimming as Basil.
 <input type="checkbox"/> b Basil isn't as good at swimming as Thamer.</p> <p>3 <input type="checkbox"/> a Thamer's hair is as curly as Basil's.
 <input type="checkbox"/> b Basil's hair isn't as straight as Thamer's hair.</p> | <p>4 <input type="checkbox"/> a Thamer isn't as tall as Basil.
 <input type="checkbox"/> b Basil is as tall as Thamer.</p> <p>5 <input type="checkbox"/> a Thamer is as friendly as Basil.
 <input type="checkbox"/> b Basil isn't as friendly as Thamer.</p> <p>6 <input type="checkbox"/> a Thamer isn't as funny as Basil.
 <input type="checkbox"/> b Basil is as shy as Thamer.</p> |
|---|--|

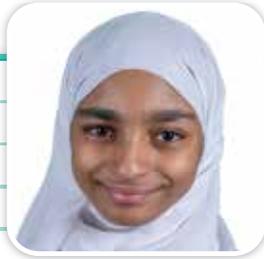
2 Rewrite the sentences with (not) as ... as and the underlined adjective.

- 1 Hilal is tall, but Faris is much taller.
Hilal isn't as tall as Faris.
- 2 You are 15 years old. Your friend is also 15.
You _____ your friend.
- 3 Shahad isn't a tidy person. Her sister is very tidy.
Shahad _____ her sister.
- 4 Mansoor and his brother are both clever.
Mansoor _____ his brother.
- 5 Sara is creative, but Bushra isn't.
Bushra _____ Sara.
- 6 You and I are both confident people.
I'm _____ you are.

3 Look at the information. Write sentences with *(not) as ... as*.

AREEJ

- 13 years old
- 150 cm tall
- not keen on sports
- good at Maths
- very hard-working
- very good at keeping secrets



HALIMA

- 14 years old
- 150 cm tall
- very keen on sports
- not good at Maths
- very hard-working
- good at keeping secrets



- 1 (old) Areej *Areej isn't as old as Halima.* _____
- 2 (tall) Halima _____
- 3 (keen on sports) Areej _____
- 4 (good at Maths) Halima _____
- 5 (hard-working) Areej _____
- 6 (good) Halima _____

4 Think of two friends. Then write sentences to compare them. Use *(not) as ... as*.

- 1 (old) _____ *... is/isn't as old as ...* _____
- 2 (friendly) _____
- 3 (interested in films) _____
- 4 (good at languages) _____
- 5 (keep a secret) _____
- 6 (confident) _____

5 Compare your sentences from Activity 4 with your partner.



Saleh isn't as old as Hussain.

Nabhan is as friendly as Basim.



1 **After you read** Read the playscript on Class Book pages 16–17 again. Who says the following lines? Write.

- 1 Rahaf Hang on a minute, guys.
- 2 That really IS a crazy idea, Rahaf!
- 3 That'll get us talking.
- 4 I'll go first.
- 5 You're 13 years old, aren't you?
- 6 Oh no! I did!
- 7 I want to have a go!
- 8 Let's play another game.



2 **Answer the questions. Use complete sentences.**

1 Who noticed that no one was talking to each other?

Rahaf noticed that no one was talking to each other.

2 What game did Rahaf suggest playing together?

3 What mustn't the person in the middle say?

4 How does Laith answer the first question?

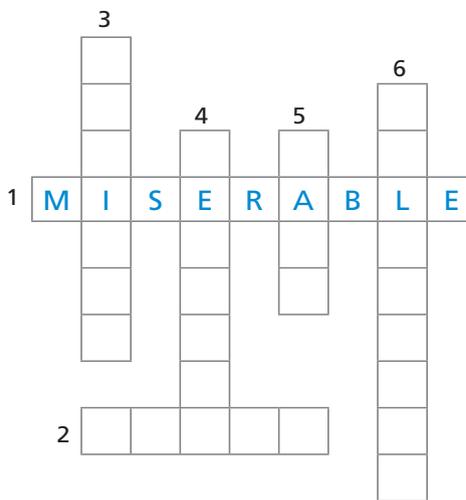
5 Who is the second person to sit in the middle?

6 Why do they stop playing the game so quickly?

Vocabulary and Grammar

1 Read the clues and complete the crossword.

- 1 sad or unhappy
- 2 sad or angry
- 3 not funny or amusing
- 4 worried and not relaxed
- 5 quiet and very relaxed
- 6 pleased or happy



2 Listen and circle the correct answers.

- 1 Adil is feeling _____ about his homework.
a confused **b** curious **c** delighted
- 2 Sultan sounds _____ about his marks for his project.
a upset **b** miserable **c** proud
- 3 Said sounds _____ that he can't go cycling.
a nervous **b** disappointed **c** calm
- 4 Noora is feeling _____, and Sara helps her.
a confused **b** disappointed **c** embarrassed
- 5 Bushra sounds _____ about the new computer game.
a curious **b** upset **c** nervous
- 6 It sounds like Budoor is feeling _____.
a calm **b** jealous **c** delighted

3 Work with your partner. Talk about when you have felt these emotions in the past.

confused delighted disappointed embarrassed nervous proud



I felt nervous before our test.

I felt calm after I went for a walk with my mum.



Question tags

4 Read and complete the sentences with the correct question tags.

- 1 Sheikha doesn't like this film, does she ?
- 2 This pizza is delicious, _____ ?
- 3 Speaking in front of the class makes you really nervous, _____ ?
- 4 Your friends aren't coming over for lunch tomorrow, _____ ?
- 5 Ameera isn't going to be late for school again today, _____ ?
- 6 You're doing your art project with Bassam, _____ ?

5 Write the sentences with question tags.

1 you / never / break / a promise
You never break a promise, do you?

2 you / often / give someone a call

3 you / not / be / good at keeping secrets

4 you / like / stay / at home / at weekends

5 you / not / like / blogging

6 you / usually / be / a calm person

6  Write five different sentences about your partner. Then say them to your partner using question tags. Were you right? Use the ideas in the box or your own ideas.

- feel proud if you pass your exams
- know how to insert an emoji in an email
- feel miserable if someone tells you a lie
- don't get on well with lots of people
- always tell the truth
- don't like watching vlogs
- feel calm when you go for a walk

1 **After you read** Read the text on Class Book page 20 again. Then read and complete the sentences. Write one word in each gap.

- We can communicate with each other without using any words.
- Emojis are _____ that are used in text _____.
- Hieroglyphics is a _____ language that was used in _____ Egypt.
- The _____ Day of Sign Languages is on 23rd _____.

2 Read the sentences and circle *T* (true) or *F* (false). Then explain your answers.

- Some types of language use pictures instead of words. T / F
Emojis and hieroglyphics use pictures.
- Emojis aren't popular with 18- to 25-year-olds. T / F
- Sad emojis aren't used as often as happy emojis. T / F
- We can't understand what hieroglyphics mean. T / F
- There is more than one type of sign language. T / F



3 Listen to a report about another way of communicating without words. Complete the notes.

Language:

- Silbo Gomero
- a very unusual ¹ whistling language
- now used by about ² _____ people

Place used:

- used on the ³ _____ of La Gomera, which is part of Spain
- in the mountains, where people are separated by ⁴ _____
- easier than ⁵ _____ long distances to speak with people

History:

- used by the Guanches people for ⁶ _____ of years
- changed later to communicate the ⁷ _____ language
- became an official school subject on La Gomera in ⁸ _____
- recognised as a World Heritage language by UNESCO in ⁹ _____
- now popular with ¹⁰ _____ who come to La Gomera to hear it

4 Work in groups. Choose one of the ways of communicating from the box and find answers to the questions. Write about your way of communicating.

Semaphore Morse code Braille

- Who invented this way of communicating?
- When was it invented?
- How do people communicate?
- Who uses this way of communicating?

1 Listen and number the phrases in the order you hear them. Then listen again and complete.

- a Personally, I think _____!
- b I bet that _____.
- c I'm certain that _____.
- d I'm sure that _____.
- e I guess that _____ *he left it somewhere*.



2 Read and complete the dialogues with your own ideas. Then act out with your partner.

1 Do you think it's OK to tell a lie to a good friend?

Personally, I think that _____.

2 I saw Rasha taking something out of your rucksack.

I'm certain that _____.

3 Haitham is angry because you didn't talk to him at lunch.

I'm sure that _____.

4 Halima is disappointed because you broke a promise to her.

I guess that _____.

5 I don't agree with your idea for our English project.

I bet that _____.

Pronunciation

3 Listen and circle. Are the people checking that they're correct (Checking) or are they asking real questions (Real question)? Then practise with your partner.

- 1 Faisal can't play the piano, can he? Checking / Real question
- 2 You're good at keeping secrets, aren't you? Checking / Real question
- 3 Nawal gets embarrassed easily, doesn't she? Checking / Real question
- 4 The students won't be nervous, will they? Checking / Real question
- 5 You get on quite well with Adil, don't you? Checking / Real question
- 6 You aren't worried about the exam, are you? Checking / Real question

Reading

Words in context

1 Read and complete the definitions.

communicate convenient conversation emotions ~~mental health~~

- 1 Your mental health is about looking after your feelings and it is just as important as your physical health.
- 2 Emails, letters and text messages are all ways to _____.
- 3 A _____ time is when something works well for you and with your other plans.
- 4 A _____ is a chat between two or more people.
- 5 Happiness and sadness are opposite _____.

2 Read the opinion essay on Class Book page 24 again. Match.

- | | |
|----------------------------------|--|
| 1 Razan has written about | a text messages are the best way to communicate. |
| 2 Many people think we | b feel nervous about speaking in a new language. |
| 3 Razan says text messages | c without words. |
| 4 Emojis help you to communicate | d can prevent arguments. |
| 5 Razan says sometimes people | e spend too much time on our phones. |
| 6 Razan's conclusion is that | f the best way to communicate. |

3 Answer the questions with Razan's opinions.

1 Is chatting face to face the best way to communicate?
No, it isn't. Sending and receiving text messages is the best way to communicate.



- 2 How are text messages useful for chatting with people who live in different countries?

- 3 How can text messages help you when you feel strong emotions?

- 4 How are emojis helpful in text messages?

- 5 How do text messages help you to communicate in a new language?

4 Work in groups. Discuss the most important rules for good communication and make notes. Then share your ideas with the class. Have a class vote on the five best rules.

1 Rewrite the sentences with *whereas*.

- 1 Anas isn't friendly. His brother is very nice.
Anas isn't friendly, whereas his brother is very nice.
- 2 My older brother is keen on sending text messages. My parents never send them.

- 3 Some people can keep promises. Other people break them.

- 4 Ali made a vlog for his project. Laila did a podcast.

- 5 I'm very calm before exams. My friends get really nervous.



Writing



whereas
I'm chatty and energetic,
whereas she's quiet and calm.
We use *whereas* to contrast two things.

2  Plan an opinion essay about the things that are important for communicating well.

- Write a clear title for the opinion essay.
- Introduce the topic and state your opinion.
- Give two or three reasons for your opinion.
- Sequence your writing with *Firstly, Secondly, Finally* and *In conclusion*.
- Write a conclusion to summarise your reasons and repeat your opinion.

1 Look and complete.



1 listen to a podcast 2 an emoji 3 a vlog 4 a text message 5 a secret 6 an argument

2 Read and complete the sentences.

confused curious delighted ~~disappointed~~ jealous miserable

- If your favourite team loses a game, you may feel disappointed.
- If you want to learn something interesting, you are _____ about it.
- When you don't understand something, you can get _____ easily.
- If you win a prize or an award, you will probably feel _____ about it.
- If you receive some terrible news, you may feel _____ for a while.
- When someone has something that you want, you may feel _____.

3 Read and write sentences with (not) as ... as.

- Anas is friendly. Qais is friendlier. Anas isn't as friendly as Qais.
- Muneera and Laila are both 160 cm tall. Laila _____
- Abu Dhabi is bigger than Dubai. Dubai _____
- You and I feel nervous. I _____
- Rawan's better at Science than Badriya. Badriya _____

4 Read and complete the sentences with the correct question tags.

aren't you does she don't they haven't we ~~is he~~ will you

- Basil's not here, is he ? 4 You won't be late, _____ ?
- You're good at Maths, _____ ? 5 We've finished, _____ ?
- They like pizza, _____ ? 6 Bayan doesn't ski, _____ ?

Self-assessment

5 Answer the questions about your work in Unit 4.

- How was your work in this unit? Choose. OK Good Excellent
- Which lesson was your favourite? _____
- Which parts of the unit were difficult for you? _____
- What new things can you talk about now? _____
- How can you work and learn better in the next unit? _____

B1 Preliminary for Schools Listening Part 2

Think!

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

Try!

2  Listen and choose the sentence with a similar meaning.

- | | |
|--|--|
| 1 A Huda doesn't give her best friend a call every day now. | 2 A Ahmed has just had a big argument with his friend Fahad. |
| B Huda has stopped giving her best friend a call during the day. | B Ahmed isn't happy because his friend Fahad can't keep a secret. |
| C Huda likes to send text messages and give her best friend a call every day. | C Ahmed and Fahad aren't getting on well because Fahad doesn't always tell the truth. |

Do!

3  Listen. For each question, choose the correct answer.

- 1 You will hear a girl, Aida, talking to her friend, Marwa. What does she want her to do this afternoon?
A go jogging with her
B listen to her science podcast
C keep her promise to help her
- 2 You will hear a boy, Azzan, doing a presentation. Why did he choose this topic?
A He read some articles online about it.
B He gets nervous and upset quite easily.
C He wanted to interview some people.
- 3 You will hear a teacher, Mrs Raya, talking to her class. How does she feel right now?
A She's delighted that everyone passed the test.
B She's upset that some people did poorly.
C She's proud of everyone whether or not they passed the test.
- 4 You will hear a brother and a sister, Hamed and Sara, talking. How does Hamed feel?
A disappointed because he doesn't want pizza again
B delighted because he loves salad
C confused because he can't find the recipe

tip Exam

During the second listening, make sure you check all your answers carefully, focusing on specific information.

B1 Preliminary for Schools Reading Part 5

Think!

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

Try!

2 Read the sentences and choose the correct words.

1 My brother talks too much and he's really bad at ... secrets.

A staying B keeping C having D making

2 Arwa got really ... when she fell off her bike and all her friends were watching.

A miserable B curious C embarrassed D serious

Do!

3  Read the text below and choose the correct word for each space.

Internet anonymity

Have you ever received a mean comment from **(1)** online which made you feel upset? Was it a person using their real name and photo or was it someone whose real identity was a **(2)**? This is what we call 'internet anonymity' and some experts think this is a **(3)** problem because it lets us write horrible things online without any consequences. After all, most people **(4)** never speak like that in a face-to-face conversation.

On the other hand, there are some benefits to online anonymity. People can give more honest opinions; they can tell the **(5)** about what they think and feel because they needn't worry about what other people will think. They can also review restaurants or **(6)** about a restaurant where they ate. In addition, people feel more comfortable writing about embarrassing problems when they are anonymous. What do you think?

tip Exam

Read the sentences carefully. What type of word is missing? Choose the best answer and then check the other three options and decide why they are wrong.

- | | | |
|---|-------------|------------|
| 1 | A no one | C nobody |
| | B something | D someone |
| 2 | A mistake | C truth |
| | B secret | D promise |
| 3 | A confused | C serious |
| | B proud | D nervous |
| 4 | A would | C may |
| | B can | D don't |
| 5 | A promise | C secret |
| | B truth | D lie |
| 6 | A explain | C listen |
| | B suggest | D complain |

5

Inventions

Vocabulary

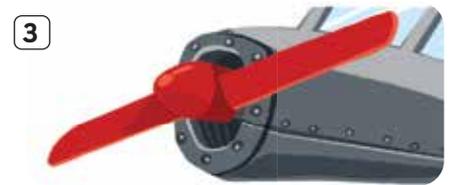
1 Label the inventions.



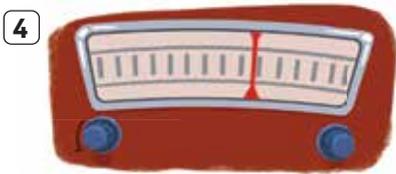
1 It's an X-ray.



2 It's a _____.



3 It's an _____.



4 It's a _____.



5 It's a _____.



6 It's a _____.

2 Read and complete the sentences with inventions.

- 1 A vaccination can stop babies from getting sick.
- 2 The Apollo _____ took astronauts to the Moon.
- 3 Your TV uses _____ to produce sound and light.
- 4 The first trains had a _____ to make them go.
- 5 I need a better camera to do _____ as a hobby.
- 6 If you get sick, a doctor may give you _____ to help you feel better.

3  Read the *I'm learning* box. Use a dictionary to check the stress of the words. Then underline the stressed syllables.**I'm learning****Checking the stress of words**

When we learn new words, it's important to know how they are stressed. We can check the stress with a dictionary.

radio photography antibiotics

- | | |
|-------------------|---------------|
| 1 <u>b</u> attery | 6 microwave |
| 2 internet | 7 electricity |
| 3 vaccination | 8 compass |
| 4 thermometer | 9 aeroplane |
| 5 engine | 10 spacecraft |

4  Choose five or more words that you learned in Unit 4 and underline their stress. Then write a sentence using each of these words.

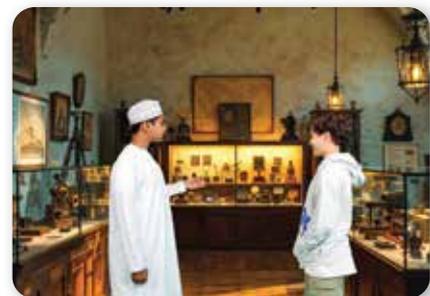


1 Match the two halves of the sentences from the dialogue on Class Book page 39. Then listen and check.

- | | |
|----------------------------|--|
| 1 This is the room where | a the person who invented it. |
| 2 That's the radio which | b my great-grandmother told me about. |
| 3 She remembers the time | c when everyone used radios like this. |
| 4 It was named after | d you can see lots of old inventions. |
| 5 They were the people who | e invented the aeroplane, of course! |

2 Read the dialogue again. Choose **T** (true) or **F** (false). Then explain your answers.

- The radio was invented by Ibn al-Haytham. T / F
Early photography was invented by Ibn al-Haytham.
- You push a button to turn on the Marconi radio. T / F
- The two brothers won the Nobel Prize in 1909. T / F
- Ali says he's never seen a light bulb. T / F
- Thomas Edison was born in the USA in 1879. T / F



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

You're right! x 2

I'm not surprised. x 2

Nor have I, x 2

1 **A:** Mum, I can't find my History book.
B: Perhaps you left it in the dining room.
A: *You're right!* Thanks, Mum.

4 **A:** I haven't watched that new sci-fi film yet.
B: _____ but it looks good.
A: Let's watch it this evening.

2 **A:** Is the Science Museum open today?
B: I don't know. I've never been there.
A: _____ but I'd like to go.

5 **A:** Wow! That tablet's cheap!
B: _____ It's second hand.
A: Yes, and that's a great price.

3 **A:** Who won the Maths competition?
B: It was Ameera. She always wins.
A: _____ She's so clever.

6 **A:** We should play outside today.
B: _____ It's nice and cloudy.
A: But it's cold, so put on a jacket.

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

Relative pronouns

1  Listen. Then circle *T* (true) or *F* (false).



- 1 The person whose invention made ice cream more popular was from the UK. T / F
- 2 The name of the person who invented the first ice cream maker was Nancy Johnson. T / F
- 3 The year when this new machine was invented was 1943. T / F
- 4 The machine was invented at a time when ice cream was quite expensive. T / F
- 5 The only place where people could enjoy this new ice cream was in shops. T / F
- 6 The new ice cream maker was a machine that used electricity. T / F

2 Read and complete the sentences with the correct relative pronouns.

that when where ~~which~~ who whose

- 1 Antibiotics are medicines which can save lives.
- 2 A science museum is a place _____ you can learn about technology.
- 3 The Wright Brothers were the people _____ invented the first aeroplane.
- 4 The steam engine was an invention _____ changed history.
- 5 Ismail al-Jazari is a famous inventor _____ name everyone knows.
- 6 Ramadan is a special month _____ Muslims fast.

3 Read and match. Then rewrite the sentences with relative pronouns.

1 A phonograph is a machine. It records sound.

A phonograph is a machine that records sound.

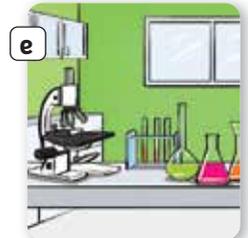
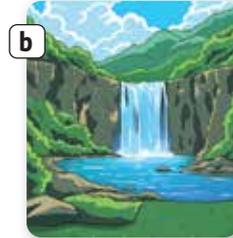
2 A lab is a place. We do experiments in a lab.

3 Marconi was a scientist. He invented the radio.

4 Electricity is a type of energy. We use it every day.

5 Alfred Nobel was a man. His name is now famous.

6 Summer is a season. We go to Salalah.



4  Write sentences with relative pronouns.

1 I have a friend whose *name is Ameera* _____.

2 The best day of my life was when _____.

3 A hero is a person who _____.

4 A great film is one which _____.

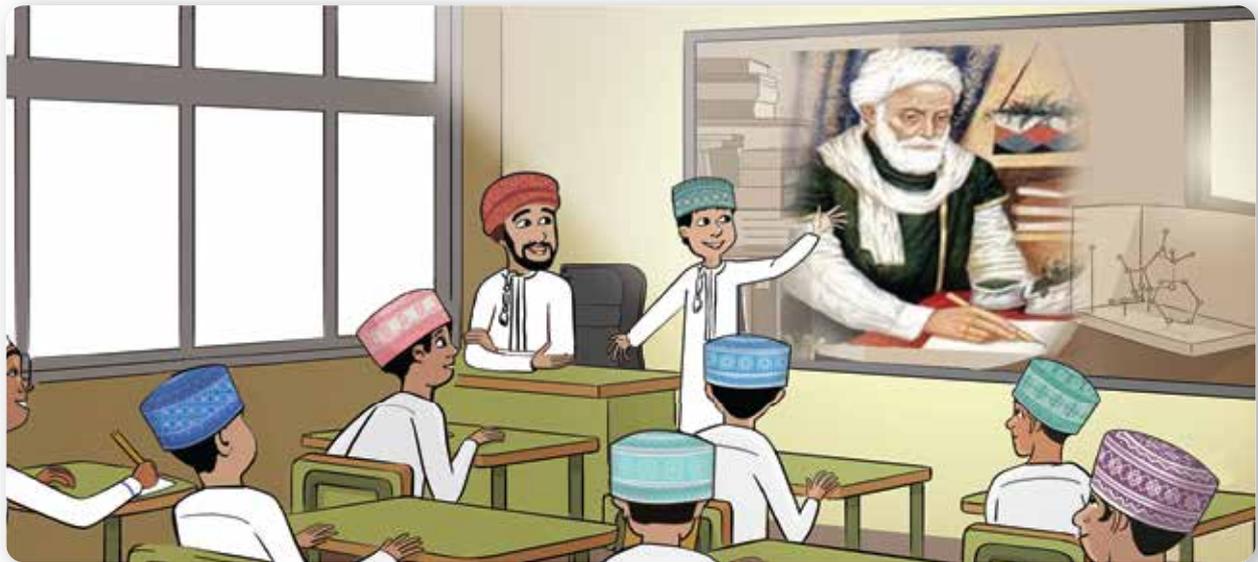
5 I want to live in a place where _____.

6 My favourite object is something that _____.

5  Compare your sentences from Activity 4 with your partner.

1 **After you read** Read the story on Class Book pages 42–43 again. Number the sentences in order.

- a The teacher asked Mohammed to do a presentation about Al Zahrawi.
- b Mohammed told his class why he thought Al Zahrawi’s invention was important.
- 1 c Mohammed’s dad took him to see the doctor.
- d The teacher said he hoped the class would invent things in the future.
- e Mohammed's dad talked about the surgery he had when he was a boy.
- f Mohammed’s teacher told him some information about Al Zahrawi.
- g Mohammed was curious about surgery.
- h Mohammed told his class who Al Zahrawi was.



2 Answer the questions. Use complete sentences.

1 Why did the doctor take Mohammed’s temperature?

The doctor took Mohammed's temperature because he didn't feel very well.

2 When did Mohammed start to feel better?

3 How did Mohammed’s dad break his leg?

4 How did Mohammed feel before and during his presentation?

5 Where did Al Zahrawi live and work?

6 How many books did Al Zahrawi write?

3 Read the *Work with words* box. Then write the collocations with *take*.

take a tour take your temperature ~~take a pill~~
take a look take a break take a selfie

Work with words



Collocations with take

We can make collocations with *take* and various other words.

Did you take your medicine today?

Don't hurry. Take your time.



1 take a pill



2 _____



3 _____



4 _____



5 _____



6 _____

4 Read and complete the sentences with the collocations with *take* from Activity 3.

- 1 Are you feeling ill? Let me take your temperature.
- 2 I want to _____ and put it in our family album.
- 3 Oh! _____ at this dress! It's beautiful!
- 4 If you're tired, you can _____ and rest.
- 5 The doctor said to _____ every eight hours.
- 6 We can _____ of the museum tomorrow.

5 Write six new sentences with the collocations with *take* from Activity 4.

Vocabulary and Grammar

1 Read and complete. Then listen and check.

carry out an experiment ~~do some research~~ feel better feel ill
make a discovery win a Nobel Prize

1 comment

 **Sharifa** 1 day ago

I'd like to become a scientist when I'm older. I want to
 1 do some research
 to help other people who have an illness. I don't like it when I
 2 _____ . My big dream
 is to 3 _____ to test a
 new medicine. If I 4 _____ ,
 I might become world famous. And if my work makes lots of people
 5 _____ , I might also
 6 _____ ! That would
 be amazing!

2 Listen and circle *T* (true) or *F* (false).



- | | | |
|-----|---|--------------|
| 1 a | Samar says she has a temperature today. | T / F |
| b | Dad says she'll feel better after a rest. | T / F |
| 2 a | The boy didn't need to have an injection. | T / F |
| b | He's going to get a prescription later. | T / F |
| 3 a | Nawal had an operation on her foot. | T / F |
| b | She might need to have an X-ray. | T / F |

3 Talk about your health experiences with your partner.

Have you ever had an operation?

No, I haven't.

Embedded questions

- 4 Read the questions about the Science Museum. Then complete the embedded questions.

At the Science Museum

- 1 When does the museum open?
- 2 Is there a special price for students?
- 3 Can we take photos?
- 4 Are there any old inventions?
- 5 Where can we have a snack?
- 6 Is the museum open on Mondays?

- 1 Can you tell us *when the museum opens* _____ ?
- 2 Do you know whether _____ ?
- 3 I wonder if _____ .
- 4 Could you tell me if _____ ?
- 5 Do you know where _____ ?
- 6 I wonder whether _____ .

- 5 Read the answers. Then write embedded questions.

- 1 **A:** Can you tell us _____ *where the museum shop is* _____ ?
B: Yes, the museum shop is over there.
- 2 **A:** Do you know if _____ ?
B: No, there isn't a pharmacy near here.
- 3 **A:** Could you tell me _____ ?
B: Yes, it's half past seven.
- 4 **A:** I wonder whether _____ .
B: No, we shouldn't go out now.
- 5 **A:** Can you tell me _____ ?
B: Yes, I'm fifteen years old.

- 6 Write five questions for your partner. Then take turns saying your questions and changing them to embedded questions.

1 After you read Read the text on Class Book page 46 again. Read and complete the sentences with the correct words.

- | | |
|---|---|
| <p>1 Nibras Al Shukaili invented a new fuel which is made from plant <u>B</u>.</p> <p>A biodiesel B seeds C materials</p> <p>2 Nibras got the idea for her ____ after learning Science at school.</p> <p>A materials B environment C invention</p> <p>3 Adeeb Alblooshi invented an artificial leg that could ____ in water.</p> <p>A be B go C win</p> | <p>4 Adeeb's new invention means that his father can ____ again.</p> <p>A swim B run C win</p> <p>5 Thato Kgatlhanye's bags store ____ energy, so they don't need electricity.</p> <p>A dark B bright C solar</p> <p>6 The new school bags produce light so that children can ____ at home.</p> <p>A go shopping B study C walk</p> |
|---|---|

2 Answer the questions. Write complete sentences.

- | | |
|--|---|
| <p>1 How old was Nibras when she won the prize at the Korea International Youth Olympiad?</p> <p>_____</p> <p>2 What is special about Nibras's new fuel?</p> <p>_____</p> <p>3 Who did Adeeb want to help with his invention?</p> <p>_____</p> | <p>4 How do Adeeb's parents feel about him?</p> <p>_____</p> <p>5 What materials are used to make Thato's school bags?</p> <p>_____</p> <p>6 Why should children carry brightly-coloured bags?</p> <p>_____</p> |
|--|---|

3 Listen to a report about another invention. Complete the text.

Banana plastic!



Elif Bilgin from Türkiye was only 16 years old when she ¹ won the Science in Action Award for an ² _____ invention. She discovered a way to ³ _____ banana peel – the part we don't eat – and make it into a ⁴ _____ type of plastic. Elif carried out ⁵ _____ for two years until she made her big ⁶ _____ – a plastic that was strong and ⁷ _____ enough to make medical equipment. Elif thinks her plastic could replace petrol in ⁸ _____. That would ⁹ _____ keep the air and the environment ¹⁰ _____.

4 Work in groups. Choose one of the inventors in the box and find answers to the questions. Write about your inventor.

John Logie Baird (television) Jabir Ibn Hayyan (acids) Percy Spencer (microwave)

- | | |
|---|--|
| <p>1 Where was the inventor from?</p> <p>2 How did he/she become an inventor?</p> <p>3 What is the invention and what is it used for?</p> | <p>4 When did he/she make the invention?</p> <p>5 Why did people need the invention?</p> <p>6 How quickly did it become popular?</p> |
|---|--|

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

Lots of things use batteries today	Edison invented the electric light bulb
Those inventions use batteries today	That's why Edison is the best inventor
I think his work was more important	Volta invented the first battery
<u>I think that Alessandro Volta</u>	But what other things did he invent

Dana: 1 I think that Alessandro Volta was the greatest inventor of all time.

Jood: Do you really think that? I know that 2 _____, but other people have done more.

Dana: Yes, I'm quite sure. 3 _____.

Jood: Maybe, but what about Thomas Edison? 4 _____.

Dana: Oh, come on! Are you sure about that?

Jood: Yes! I'm absolutely sure! 5 _____.

Dana: Yes, I know that. 6 _____?

Jood: He invented a phonograph to record music and he invented the movie camera. 7 _____.

Dana: Hmm, I'm not sure. 8 _____!



2  Listen and complete the dialogues. Then act them out with your partner.

1 **A:** In the future, I think people will go to the Moon on holiday.

B: No way! 1 Do you really think that ?

A: Oh, yes. 2 _____.
What do you think?

B: 3 _____ . Space travel is too expensive.

2 **A:** Do you think there will still be paper books in the future?

B: 4 _____, but most people will read books on tablets.

A: Really? 5 _____?

B: 6 _____ . Reading a book on a tablet is more modern.

Pronunciation

3  Read and complete the sentences. Listen and repeat. Underline the words we stress in each sentence. Then practise with a partner.

that when where which who

1 Batteries are things which many machines use today.

2 Marconi was the scientist _____ invented the radio.

3 The 20th century was a time _____ many things were invented.

4 The phonograph was a machine _____ recorded sounds.

5 Kitty Hawk is the town _____ the Wright Brothers flew their aeroplane.

Reading

Words in context

1 Read and complete the sentences.

blackboard generations items list ~~rows~~ time capsule

- 1 There are four rows of desks in my class and I sit next to my best friend, Bayan.
- 2 In the past, teachers wrote on a _____. Now they use a whiteboard.
- 3 When my grandfather was a boy, he found a _____ buried in his garden.
- 4 You can make a _____ of things you need to pack before you go on holiday.
- 5 We must protect the rainforests for future _____ to enjoy.
- 6 I found this box in our attic. It has some really interesting _____ in it.

2 Read the story on Class Book page 50 again. Read and complete the sentences.

- 1 But the most interesting thing was this old piece of writing that I found.
- 2 _____ you're reading this, then you have _____ our time capsule!
- 3 She's the teacher _____ lessons we all _____!
- 4 In the _____, we sit in rows in _____ of Mrs Parks.
- 5 _____ Mrs Parks comes into the classroom, we _____ up.
- 6 In our _____, there are some _____ cars.



3 Answer the questions. Use complete sentences.

- 1 When did Marion and her friends put the time capsule in the wall?
They put the time capsule in the wall in 1953.
- 2 Where did Marion live when she wrote the old piece of writing?

- 3 How old was Marion when she wrote the old piece of writing?

- 4 Where did Mrs Parks write in the classroom?

- 5 What did Marion and her friends wear to school?

- 6 How did people use to watch TV?

4  **Work in groups. Imagine you're going to make a time capsule. Look at the ideas in the box and decide which items you would put in it or use your own ideas. Discuss and make notes. Then share your ideas with the class.**

classroom objects technology
books art photos
a letter/postcard/email
clothes food

Writing

1 Rewrite the sentences with *as much as*.

1 My grandmother likes baking cakes. I like eating them.

My grandmother likes baking cakes as much as I like eating them.

2 I enjoy buying clothes. My sister enjoys buying books.

3 Amjed goes cycling a lot. Marwan goes running a lot.

4 We like going to science museums. Other people like going to art galleries.

5 I love sandboarding. You love surfboarding.



Writing



as much as

We use *as much as* to compare two things when they are the same.

2  Remember or imagine a time when something exciting happened to you. Plan your story about the exciting event.

Give your story a beginning, a middle and an ending.

Use paragraphs.

Describe what happened.

Use sequencers: *First, Next, Then, After that, and Finally.*

Use time phrases: *One day, A long time ago, Last year.*

Finish with something funny, surprising or exciting. Leave the reader with a clear ending or lesson learned.

1 Write the inventions. What's the mystery word?



The mystery word is _____.

1	A	N	T	I	B	I	O	T	I	C	S
2											
3											
4											
5											
6											

2 Read and complete the sentences.

carry out an experiment do some research feel better
get a prescription ~~have a temperature~~ have an X-ray

- My face looks red and I feel ill. I think I have a temperature.
- I need to _____ on the internet for my Geography project.
- Aisha can _____ for some medicine from her doctor.
- My brother hurt his leg and he had to _____ to see if it was broken.
- Hashim's ill today, but I'm sure he'll _____ and be back at school tomorrow.
- We're going to _____ in the Science laboratory at school.

3 Read and complete the sentences with relative pronouns.

- The electric light bulb is an invention that changed the world.
- Tasneem is the girl _____ Science project won first prize.
- Autumn is the time of year _____ trees change colour.
- The book _____ I lost on the bus belonged to Basma.
- The first woman _____ won a Nobel Prize was Marie Curie.
- I'd like to live in a city _____ there are lots of parks.



4 Write embedded questions.

- Where's the Science lab? Could you tell me where the Science lab is? _____
- Is there a concert this week? I wonder _____
- When does the next bus leave? Can you _____
- Is next Monday a holiday? Do you know _____
- Who is coming to visit us today? Could you _____

Self-assessment

5 Answer the questions about your work in Unit 5.

- How was your work in this unit? Choose. OK Good Excellent
- Which lesson was your favourite? _____
- Which parts of the unit were difficult for you? _____
- What new things can you talk about now? _____
- How can you work and learn better in the next unit? _____

B1 Preliminary for Schools Listening Part 3

Think!

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

Try!

2  Listen. For each question, choose the correct answer. Then explain your answers.

- 1 How many years did Budoor study? A four B six C eight

- 2 What time of day is Budoor busiest at work? A morning B afternoon C evening

- 3 What time does Budoor go home after work? A 5 p.m. B 6 p.m. C 7 p.m.

Do!

3  For each question, write the correct answer in the gap. You will hear a woman called Aisha talking to a group of students about her work as a chemist. Write one or two words or a number or a date or a time.

My job as a chemist

Aisha works at a chemist's near the (1) _____

She finished university in June (2) _____

Every day she prepares around (3) _____
medicine orders for her customers.

In the afternoon, she often reads articles about new
(4) _____

Once a month, Aisha opens the chemist's on
(5) _____

The best part of her job is helping people who are
(6) _____ about their health.

tip

Exam

Use the order of the information on the page to help you follow the recording.

6

Celebrating learning

Vocabulary

1 Find the missing words to complete the phrases.

n g f a i l p t e s t f r x n e r v o u s k p a s s v s u w g r a d e s n h a r d



take a
test



achieve good



a test



a test



work



feel

2 Complete the words.



1 I always do my b e s t at school!

2 Listening to verses from the Holy Quran helps me stay c_____.



3 It's important to r_v_____ before a test.

4 Being in a quiet place helps me c_c_tr_____ when I'm studying.



5 I like giving pr_____nt_____s in class.

6 I'd like to study ab_____, perhaps in Germany.

3 Read the *I'm learning* box. Then add three more examples to each set of words.

I'm learning

Expanding sets of words

When we learn a set of words, we can expand it by adding more examples. We can use a dictionary to help.

School activities

take a test, give a presentation, do an experiment

Places in a school

library, hall, science lab,

School objects

calculator, textbook, notebook,

4 Write five or more sentences about your study habits. Use words from this page and your own ideas.



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

hope revising learned like enjoy ~~see~~ do
keep ~~want~~ make learning promise



- 1 Rosie I'm reading an article about healthy eating habits. Do you want to see it?
- 2 _____ Yes, please. I _____ new things.
- 3 _____ I _____ reading articles about science! It's so interesting! I _____ to study Science at university one day!
- 4 _____ I always _____ working hard in Science lessons. But I don't like _____ for tests. It makes me feel nervous.
- 5 _____ Yes, and I _____ to _____ the same!
- 6 _____ I _____ to _____ quizzes at my old school.

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

- 1 Manar doesn't want to see the article about healthy eating. T / **F**
- 2 Rosie would like to go to university. T / F
- 3 Manar and Rosie are going to take a test next week. T / F
- 4 Rosie enjoys revising for Science tests. T / F
- 5 Manar and Rosie are going to make quizzes about Science. T / F
- 6 First they are going to make notes about a healthy lunch. T / F

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

So do I! x 2

Oh, that reminds me! x 2

I know what you mean, x 2

1 **A:** Tomorrow we've got our test. I feel nervous.
B: ¹ So do I! But we've revised a lot, so we'll be fine.
A: That's true, but I always worry about making mistakes.
B: ² _____ but you need to relax. Let's go to the shopping centre.
A: ³ _____ I need to buy a new notebook!

2 **A:** I'm going to work really hard at Science this year.
B: ⁴ _____ We've got a Science test next week! I want to achieve a good grade.
A: ⁵ _____ Good grades are important. But it's a difficult subject.
B: ⁶ _____ but it's really interesting. Shall we study together?
A: Good idea. Let's go to the library this afternoon.

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

verbs + *-ing* form or infinitive

1  Listen and circle the correct answers.



Ibrahim



Maryam



Hood

- 1 **A** Ibrahim hopes to win a basketball game
 a tomorrow **b next week** c next month
- B** He loves playing ..., too.
 a football b tennis c table tennis

- 2 **A** Maryam is going to learn about
 a jellyfish b sharks c whales
- B** She wants to finish writing her ... this evening.
 a story b article c poem

- 3 **A** Hood is learning to speak ... at school.
 a German b Spanish c English
- B** He's going to keep ... Spanish.
 a reading b writing c speaking

2 Read and complete the sentences with the *-ing* form or the infinitive.

- 1 My friend likes revising (revise) for tests.
- 2 Shihab promised _____ (call) us as soon as he got home.
- 3 When will you finish _____ (read) that book?
- 4 I always enjoy _____ (see) my friends at the weekend.
- 5 Badriya is hoping _____ (achieve) a good grade in the English test.
- 6 Do you want _____ (visit) your grandad next Saturday?
- 7 My best friend loves _____ (write) the school blog. She writes it every week.
- 8 I hope to learn _____ (speak) Chinese when I go to university.

3 Read and complete the interview. Use the correct verb forms.

try/stay practise/speak keep/practise
learn/speak ~~like/give~~ want/have

Saleh: Do you ¹ like giving presentations?

Hilal: Yes, I do. I always feel nervous, but I ² _____ calm.

Saleh: Would you like to ³ _____ a different language?

Hilal: Well, I'm already learning French, but I don't know very much yet.

Saleh: You'll have to ⁴ _____ if you want to speak it well.

Hilal: Of course! And I also ⁵ _____ Spanish lessons one day.

Saleh: Really? I can speak Spanish. We can ⁶ _____ together!

Hilal: Great!

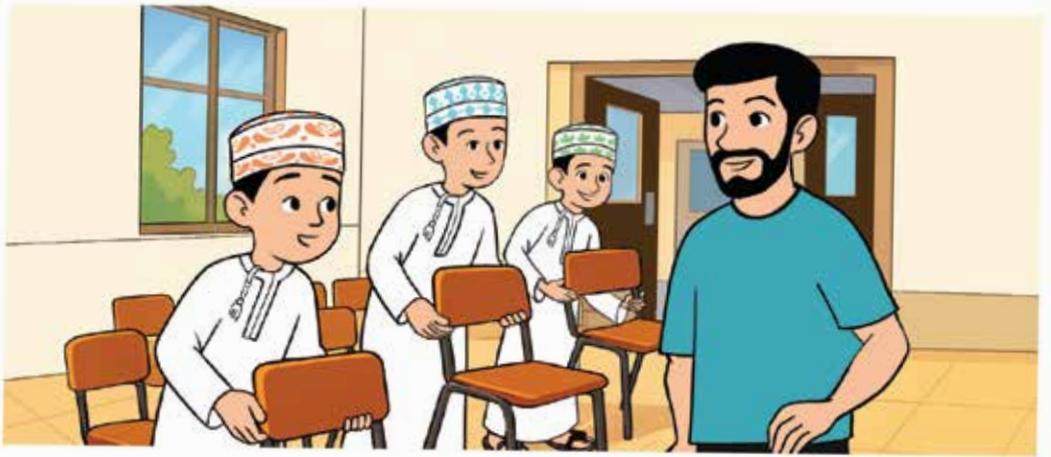


4 Read the questionnaire. Circle your answers.

- | | |
|--|--|
| 1 Do you like studying in the library? | <input checked="" type="radio"/> Y / N |
| 2 Do you want to go to university? | <input type="radio"/> Y / N |
| 3 Do you often practise speaking English? | <input type="radio"/> Y / N |
| 4 Would you like to learn to speak a new language? | <input type="radio"/> Y / N |
| 5 Do you hope to work in an office? | <input type="radio"/> Y / N |
| 6 Do you enjoy taking tests? | <input type="radio"/> Y / N |

5  In pairs, ask and answer the questions in Activity 4.

1 After you read Read the story on Class Book pages 68–69 again. Number the events in order.



- a The students sat down in the audience.
- b Issa fell over on the stage.
- c Mr Hamed gave out some certificates and prizes.
- d Issa's mum caught the trophy!
- e Mr Hamed talked about the students' achievements.
- f Issa offered to put out the chairs.
- g 1 The students were preparing for their prizegiving celebration.
- h Mr Faisal asked the students to remind him to get his camera.

2 Answer the questions. Write complete sentences.

1 What subject does Mr Faisal teach?

He teaches PE.

2 Who went to get more chairs from the classroom?

3 Where was Mr Faisal's camera?

4 What happened to the trophy?



3 Read the *Work with words* box. Then complete the table.

Work with words



The negative prefix *un-*

We can add the negative prefix *un-* to some adjectives to make their opposites.

lucky → *unlucky*

usual → *unusual*

forgettable	1 <i>unforgettable</i>
2 _____	unhealthy
fashionable	3 _____
4 _____	untidy
happy	5 _____
6 _____	unkind
clean	7 _____
8 _____	uninteresting

4 Read and complete the sentences with the negative adjectives from Activity 3.

- I will always remember that film. It was *unforgettable*.
- This book is so _____. I'm going to choose a more interesting one.
- Why is your bedroom so _____? It's a mess.
- Rasha is _____ about the English test. She didn't do well in it.
- Don't be _____ to your friends. Be nice to them.
- We shouldn't eat too many sweets. They're _____.
- The water in the river is _____. You shouldn't drink it.
- This jacket is old and _____, but I really like it.

5 Write five or more sentences with the negative adjectives from Activity 4.

Vocabulary and Grammar

1  Listen and number the events in the order you hear them. Then complete the words.



trophy _____



thr _____



pr _____



gr _____



sp _____



c _____

2  Match the two halves of the sentences. Then listen and check.

- 1 I'm relieved _____
- 2 I'm happy that I've got _____
- 3 I would love to win a _____
- 4 I think I'll pass the test. _____
- 5 Our Social Studies teacher is really good. _____
- 6 I think French is difficult but I did well in the test. _____

- a I feel optimistic.
- b It was a great achievement.
- c He's very enthusiastic about the subject.
- d that I didn't fail the test!
- e good grades on my report card.
- f prize for writing in English!

verb + object + infinitive

3  Read and complete the dialogues. Then listen and check.

her/meet ~~him/get~~ me/buy me/turn on you/tidy

- 1 **A:** Is Dad going to the supermarket?
B: Yes, he is. I asked him to get some vegetables for dinner.
- 2 **A:** It's dark in this room. I can't see!
B: Do you want _____ the light?
- 3 **A:** Yasir, I told _____ your room today.
B: Of course. I'm going to do it now.
- 4 **A:** I need some new pens for school, Dad.
B: OK. Remind _____ them tomorrow.
- 5 **A:** What time is Huda going to the library?
B: I asked _____ us there at four o'clock.

4 Use the ideas below to complete the teacher's checklist.

listen carefully help tidy the hall sit down ~~put out the chairs~~ give a presentation
 say thank you to the teachers write a speech take their prizes home

Before the prizegiving

- 1 *ask / Anas and Zaid*
 He's going to ask Anas and Zaid to put out the chairs.
- 2 *ask / Mr Naif*
 He's going to _____

At the prizegiving

- 3 *invite / parents*
 The teacher is going to _____
- 4 *remind / students*
 He's going to _____

After the prizegiving

- 5 *remind / students*
 He's going to _____
- 6 *ask / them*
 He's going to _____



1 After you read Read the text on Class Book page 72 again. Find words and phrases in the text to add to the boxes. Then add your own ideas.

Places where we can learn	Activities that can help us learn
forests	looking at real plants

2 Read the sentences and write True or False.

- 1 In Finland, students only learn about nature during short school trips. False
- 2 Finnish students learn history by doing role plays outside. _____
- 3 Games in Swiss schools can help students to talk to each other. _____
- 4 When students lose a game, they can't play it again. _____
- 5 In South Korea, AI in textbooks helps create learning plans for individual students. _____
- 6 Students can't use apps to revise for tests. _____

3 Listen to a report about useful learning techniques at Yuki's school. Complete the notes.

	Useful learning technique	What we do
	Learning through technology	use tablets, watch videos, play learning games

4 Work in groups. Make notes about useful learning techniques at your school or a school you imagine. You can use these phrases and your own ideas.

- Our school is ...
- We sometimes use ...
- We learn through ...
- We also have ... where we can ...

Saying thank you and responding to thanks

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

Thanks so much many thanks for everything Don't mention it ~~Many thanks for your help~~
 You don't have to do that I enjoy ... Oh, it's a pleasure Thanks a million for ...

Amjed: Hey Younis! ¹ Many thanks for your help with my English revision.
 I was really nervous before the test.

Younis: ² _____! ³ _____
 helping my friends. How did it go?

Amjed: I think I did well. I worked hard and tried to stay calm during the test.

Younis: That's great! I'm sure you'll pass. Did you revise with the notes I gave you?

Amjed: Yes, I did. ⁴ _____ those! I felt more confident because of them.

Younis: ⁵ _____! I can give you some more notes if you like.

Amjed: ⁶ _____! By the way, are you going to the prizegiving this Wednesday?

Younis: Yes! I'm thrilled because I got a prize for good grades.

Amjed: That's amazing! Well done! And ⁷ _____, Younis. You're the best!

Younis: ⁸ _____, Amjed! Let's keep working hard together.



2  Work with your partner. Read the situations and take turns saying thank you and responding to thanks.

1 A friend helped you finish your Art project.

3 You couldn't find your way to the new shopping centre and someone gave you directions.

2 A family member bought you a gift for your birthday.

4 You lost your bag and someone returned it to you.

Thanks so much for helping me to finish my Art project!

Don't mention it.

Pronunciation

3  Match the two parts of the sentences. Listen and repeat. Remember that we don't stress the *to* part of infinitives. Then practise with a partner.

- | | |
|-----------------------|------------------------------------|
| 1 I hope to become | a to play tennis. |
| 2 I promise to keep | b a teacher one day. |
| 3 I could teach you | c to hand in your project on time. |
| 4 I asked everyone | d my bedroom tidy. |
| 5 I told you to bring | e to arrive on time. |
| 6 I reminded you | f the certificates. |

Reading

Words in context

1 Read and complete the sentences.

refreshments pays off encourage ~~performance~~ cheer experience

- 1 Amal gave a great performance in the school play. She remembered all her lines!
- 2 I study hard for exams, and my good grades show that this really _____.
- 3 Our teachers always _____ us to try our best and never give up.
- 4 My trip to Salalah was a great _____. I visited Razat Royal Farm.
- 5 We went to the football match to _____ for our team.
- 6 After the meeting, we had _____ like Omani coffee and halwa.

2 Read the letter on Class Book page 76 again. Match the two parts of the sentences.

- | | |
|-------------------------------------|---|
| 1 Mr Amer gave a speech | a when he received his prize. |
| 2 Saif felt proud and relieved | b at the prizegiving with traditional instruments. |
| 3 Saif and his friends played music | c Geography at university in the future. |
| 4 The audience clapped and cheered | d was winning a prize for his Science Fair project. |
| 5 One of Saif's favourite memories | e because they enjoyed the performance. |
| 6 Saif would like to study | f and told the students he was proud of them. |

3 Answer the questions. Write complete sentences.

- | | |
|--|---|
| 1 When did the prizegiving take place?
<u>The prizegiving took place last week.</u> | 4 How did Saif and his friends feel during the musical performance?
_____ |
| 2 Who won the prize for English?
_____ | 5 What did Saif and the others do after they finished playing music?
_____ |
| 3 What instrument has Saif been learning to play?
_____ | 6 What do Saif's parents always remind him to do?
_____ |

4   Work in groups. Choose a special event to celebrate at your school. Discuss the questions and make notes. Then share your ideas with the class.

- 1 What special event will you celebrate?
- 2 When will the event take place?
- 3 What activities will everyone do?
- 4 Who will you invite to the event?
- 5 What equipment or refreshments will you need?
- 6 What jobs will everyone do?



1 Unscramble the letters. Then write the words.

1 g f e r l u t a l grateful

2 p r i e z r i v n g i i g

3 t o p y r h p y

4 r i l l d e t l h d e

5 s p e h c p e e

6 r l i e v e d e

2 Read and complete the sentences.

best ~~hard~~ concentrate achieve pass

- I always work hard in class because I want to learn a lot.
- If you want to _____ good grades, you need to study every day.
- It's hard to _____ when the classroom is noisy.
- When I _____ a test, I feel very happy!
- Don't worry – just do your _____ and try to answer all the questions.

3 Read the sentences. Are they correct (✓) or incorrect (✗)? Rewrite the incorrect sentences.

- I'm going to keep to study until 9 p.m. I'm going to keep studying until 9 p.m.
- I want getting good marks in my English exam.
- He's learning to play basketball in PE.
- We finished to write our poem yesterday.

4 Rewrite the sentences using the verb in brackets.

- Mansoor showed me how to use the app. (teach)
Mansoor taught me to use the app.
- Dad says that we should tidy up. (want)

- Basma told Halima, 'Be on time.' (remind)

- Mum said to me, 'Go to bed.' (tell)

Self-assessment

5  Answer the questions about your work in Unit 6.

- How was your work in this unit? Choose. OK Good Excellent
- Which lesson was your favourite? _____
- Which parts of the unit were difficult for you? _____
- What new things can you talk about now? _____
- How can you work and learn better in the next unit? _____

B1 Preliminary for Schools Listening Part 4

Think!

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

Try!

2  Listen and choose the correct answer. Then explain your answer.

What time will Shihab go to Tameem's house?

A at 4:30 p.m.

B at 5:30 p.m.

C at 5:45 p.m.



Do!

3  For each question, choose the correct answer. You will hear a radio interview with a headteacher called Mr Sami.

- 1 Mr Sami first came on the show ...
- A after he finished his tenth year at the school.
 - B when he became headteacher.
 - C just before this year's prizegiving.
- 2 What happened during this year's prizegiving?
- A The teachers gave a presentation to the students.
 - B Everyone stayed calm during the speeches.
 - C Students were thrilled to get academic prizes.
- 3 What helps students to do their best at Eastside?
- A They concentrate better by working in groups.
 - B They revise at home using the school website.
 - C They take a test at the end of each lesson.

tip Exam

First, read and listen to the instructions. Then, use the pauses to read the questions and think about the context. This may be information about places and events or people's lives, interests and experiences.

- 4 What change does Mr Sami enjoy seeing in students?
- A They start to enjoy giving a presentation.
 - B They study abroad in their first year.
 - C They fail a test but try again.
- 5 Next year, the school plans to ...
- A share more videos on the website.
 - B send students abroad to visit Malaysia.
 - C give a speech about outdoor learning.

B1 Preliminary for Schools Reading Part 6

Think!

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

Try!

- 2  Read and complete the sentences. Use only one word in each gap.
- 1 Aisha is enthusiastic about school, and she hopes _____ *to* _____ achieve good grades in all her exams.
 - 2 I'm not very good _____ speaking English, but I'm going to keep practising!
 - 3 How _____ you feel before your last test at school?

Do!

- 3  Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning.

tip Exam

Look at the example at the beginning of the text before you start and identify why it is correct.

Learning is fun!

There are many fun ways to learn at school and at home. Some students like using books (1) _____ *to* _____ find information. Others prefer using the internet or watching videos. At Hamzah's school, students learn to give short presentations in front (2) _____ the class. It helps them feel more confident and speak clearly to others.

Last month, Hamzah gave a presentation (3) _____ water pollution. He felt nervous at first but tried (4) _____ stay calm. After the presentation, the teacher said, 'Well done!' and gave him a certificate at the school's prizegiving. Hamzah was thrilled!

He was also proud (5) _____ his group's work. His friends were enthusiastic and helped each other. At home, Hamzah enjoys revising with (6) _____ sister. They both want to achieve good grades this year. Their parents are happy when they see the children's report cards. They always tell them to do (7) _____ best. Hamzah is optimistic about the future.

Grammar practice

Lesson 3: (not) as ... as

1 Read and complete.

big hot fast exciting good nervous ~~tall~~ well

as ... as

I'm as ¹ tall as my sister, but she's two years older than me.

You're as ² _____ at sports as Talal. How much do you practise?

We play chess as ³ _____ as they do. We all play chess often.

Today is as ⁴ _____ as it was yesterday. It's about 30°C outside.

not as ... as

Tennis can be boring. It isn't as ⁵ _____ as football.

I'm not as ⁶ _____ about speaking in public as you. I'm more relaxed.

Sur isn't as ⁷ _____ as Muscat. Sur is smaller.

Mountain biking isn't as ⁸ _____ as motor racing.

2 Compare yourself with people you know. Write sentences with (not) as ... as.

1 tall *I'm (not) as tall as my sister.* _____

2 confident _____

3 good at Maths _____

4 keen on sports _____

5 bad at singing _____

6 nervous before a test _____

Lesson 5: Question tags

3 Read and complete.

are we does she do they aren't you has she haven't they ~~is it~~ isn't he

Question tags

Today isn't Monday, ¹ is it ?

Your parents don't travel, ⁵ _____ ?

Amer's very friendly, ² _____ ?

Noora doesn't like sandboarding, ⁶ _____ ?

We aren't late for our English lesson,
³ _____ ?

Your friends have left, ⁷ _____ ?

You're going out, ⁴ _____ ?

Muna hasn't arrived yet, ⁸ _____ ?

4 Write tag questions.

1 Jasim plays football, doesn't he ?

2 Tomorrow isn't a holiday, _____ ?

3 Lamees has gone home, _____ ?

4 The bus doesn't stop here, _____ ?

5 Zahran's quite clever, _____ ?

6 Your friends haven't phoned, _____ ?

7 We're in the same Maths class, _____ ?

8 You don't like eating fish, _____ ?

Lesson 3: Relative pronouns

1 Read and complete.

that when where which ~~who~~ whose

Relative pronouns

Florence Nightingale was a woman ¹ who started the first nursing school.Penicillin is an antibiotic ² _____ / ³ _____ is used all around the world.Stockholm is the city ⁴ _____ the Nobel Prize is awarded every year.I remember the time ⁵ _____ you and I visited the Oman Across Ages Museum in Manah.Alexander Fleming was a scientist ⁶ _____ invention has saved many lives.

2 Circle the correct relative pronouns.

- I like people whose / that / who interests are similar to mine.
- Summer is the time where / when / which most families take holidays.
- Have you ever invented something when / that / whose was useful?
- I need to find someone which / who / where can teach me to play the piano.
- Buenos Aires is a city where / when / that you can visit lots of museums.
- This is the tablet when / whose / which I got from my parents for my birthday.

Lesson 5: Embedded questions

3 Read and complete.

I wonder ~~can you~~ you know you tell

Embedded questions

Where are we going?	¹ <u>Can you</u> tell us where we are going?
When does the film start?	Could ² _____ me when the film starts?
Is this my medicine?	Do ³ _____ if / whether this is my medicine?
Are these pills safe?	⁴ _____ if / whether these pills are safe.

4 Imagine you're at a museum. Ask questions at the information desk.

- Can you tell me _____
- I wonder if _____
- Could you tell me _____
- Do you know whether _____

Lesson 3: Verb patterns: *-ing* / infinitive

1 Read and complete.

verb + <i>-ing</i> form
I liked ¹ <u>giving</u> my presentation. It was fun!
Nada enjoys ² _____ for Maths tests.
We finished ³ _____ our Science homework – it took two hours.
verb + infinitive
You hope ⁴ _____ good marks in your final exam.
Sami is learning ⁵ _____ Italian food.
My parents promise ⁶ _____ me a new bike this year.

doing
~~giving~~
 revising
 to buy
 to get
 to make

2 Complete the sentences with the *-ing* form or the infinitive.

- When will you finish preparing (prepare) your speech for the prizegiving?
- I promise _____ (work) on my Science project today.
- One day, I'll learn _____ (speak) French or German.
- Zaid hopes _____ (study) abroad in future.
- I keep _____ (make) mistakes because I feel nervous.

Lesson 5: Verb patterns: object + infinitive

3 Read and complete.

to be to give to make ~~to revise~~ to work

verb + object + infinitive
Our teacher told us ¹ <u>to revise</u> hard for our English test.
I wanted you ² _____ out the trophies.
Mansoor taught us ³ _____ certificates on the computer.
We asked the children ⁴ _____ quiet during the speech.
My parents reminded me ⁵ _____ hard at school so that I learn lots.

4 Order the words and write the sentences.

- asked friend help carry me books the to my My friend asked me to help carry the books.
- you certificates me out give do want to the ? _____
- everyone stay I told to calm _____
- you make me can remind to notes ? _____
- teacher us give presentation a our taught to _____

Word list

Unit 4

Communication

- chat to friends _____
- get on well _____
- give someone a call _____
- have an argument _____
- insert an emoji _____
- keep a promise _____
- keep a secret _____
- listen to a podcast _____
- receive a text message _____
- tell a lie _____
- tell the truth _____
- watch a vlog _____

Feelings

- calm _____
- confused _____
- curious _____
- delighted _____
- disappointed _____
- embarrassed _____
- jealous _____
- miserable _____
- nervous _____
- proud _____
- serious _____
- upset _____

Unit 5

Inventions

- aeroplane _____
- antibiotics _____
- battery _____
- electricity _____
- light bulb _____
- photography _____
- radio _____
- spacecraft _____
- steam engine _____
- vaccination _____
- wheel _____
- X-ray _____

Health and medicine

- carry out an experiment _____
- do some research _____
- feel better _____
- feel ill _____
- get a prescription _____
- have a temperature _____
- have an injection _____
- have an operation _____
- have an X-ray _____
- make a discovery _____
- take some pills _____
- win a prize _____

Unit 6

Working hard at school

- achieve good grades _____
- concentrate _____
- do your best _____
- fail a test _____
- feel nervous _____
- give a presentation _____
- pass a test _____
- revise _____
- stay calm _____
- study abroad _____
- take a test _____
- work hard _____

The end of the school year

- achievement _____
- certificate _____
- enthusiastic _____
- grateful _____
- optimistic _____
- prize _____
- prizegiving _____
- relieved _____
- report card _____
- speech _____
- thrilled _____
- trophy _____

Learning Club 2

Expressions to say goodbye

- Bye! _____
- Goodbye! _____
- I've got to go. _____
- I have to go now. _____
- See you later! _____
- See you next week! _____
- See you soon! _____
- See you tomorrow! _____

Chronology

- adding machine _____
- atlas _____
- printed writing _____

Musical instruments

- cello _____
- viola _____

Writing models

An opinion essay

Write the title of the opinion essay.

Is your friend as important as your brother or sister?

I think that my brother is more important than my friend. These are my reasons.

Introduce the topic and state your opinion.

Firstly, I live with my brother. This means that I can have fun with him at any time. We can play football or video games, or read our books quietly together.

Sequence your writing with *Firstly*, *Secondly*, *Finally* and *In conclusion*.

Give two or three reasons for your opinion.

Secondly, my brother is in my family, so he understands my life. We can help each other. When he is upset, I can play a game with him. This will help him feel better. When he is nervous, I can talk to him and help him to feel calm.

Finally, my brother will always be my best friend. When we are both adults, we will still be there for each other. My brother is in my family forever, whereas friends change over the years.

Write a conclusion to summarise your reasons and repeat your opinion.

In conclusion, I think that my brother is more important than a friend. My brother lives with me, understands my life and will be my best friend for the rest of my life.

A story

Use a title to say what the story is about.

My hero by Aisha

Use time phrases:
One day, A long time ago, Last year.

Last semester, an exciting thing happened to me at school.

Give your story a beginning, a middle and an ending

Use paragraphs to separate the story into clear sections.

First, we learned about inventors. We read about lots of inventors. I found the young inventors from my country the most interesting. I discovered that my favourite inventor lives in my town. She is my hero!

Use sequencers:
First, Next, Then, After that and Finally.

Then, our teachers told us about a competition. We had to design an invention of our own.

After that, we all worked very hard on our inventions. Everyone wanted to win the competition.

Finally, the day came when we found out the winner. It was me! And guess who came to school to give the prize? It was my hero! I hope you can meet your hero one day, too!

Finish with something funny, surprising or exciting. Leave the reader with a clear ending or lesson learned.

An informal letter

Put your address at the top right.

Al Fahal Street,
Muscat

Put the date below your address.

27th June 2025

Start the letter with *Dear* + (the name of the person you're writing to).

Dear Grandpa,

How are you? I hope you are well.

We had our school prizegiving this week and we all talked about our favourite moments from the year. Can you guess what mine was? Yes, it was making my presentation!

I really enjoyed making my presentation about learning techniques. I always work hard, so I spent lots of time preparing my presentation. I wanted to do my best. When the day came, I felt very nervous. Before my presentation, I did some breathing exercises and that helped me stay calm. My presentation went really well and my teachers and family clapped loudly at the end.

At the prizegiving, I got a lovely surprise. I won a prize for English. I was so thrilled! I worked hard in English all year, so it felt like a great achievement.

I hope to see you soon!

Finish the letter with *Best wishes* or *Love* + your name.

Love,
Hamzah

Irregular verbs

Cover the Past simple and Past participle columns and check what you remember!

Infinitive	Past simple		Past participle	
be	was/were		been	
break	broke		broken	
bring	brought		brought	
buy	bought		bought	
catch	caught		caught	
choose	chose		chosen	
come	came		come	
cost	cost		cost	
cut	cut		cut	
do	did		done	
draw	drew		drawn	
drink	drank		drunk	
drive	drove		driven	
eat	ate		eaten	
fall	fell		fallen	
feel	felt		felt	
find	found		found	
fly	flew		flown	
get	got		got	
give	gave		given	
go	went		gone/been	
have	had		had	
hear	heard		heard	
hit	hit		hit	
hold	held		held	
keep	kept		kept	
know	knew		known	

Irregular verbs

Infinitive	Past simple		Past participle	
learn	learned		learned	
leave	left		left	
let	let		let	
lose	lost		lost	
make	made		made	
meet	met		met	
pay	paid		paid	
put	put		put	
read	read		read	
ride	rode		ridden	
run	ran		run	
say	said		said	
see	saw		seen	
sell	sold		sold	
send	sent		sent	
sing	sang		sung	
sleep	slept		slept	
stand	stood		stood	
take	took		taken	
teach	taught		taught	
tell	told		told	
think	thought		thought	
throw	threw		thrown	
wake	woke		woken	
wear	wore		worn	
win	won		won	
write	wrote		written	

Progress path

Read and answer. Then tick (✓).

Unit 4

Add question tags.

1 You're embarrassed,

_____ ?

2 This isn't a very good vlog,

_____ ?

Unit 5

Add labels.

1



It gives us light
and heat.

2



It saves a lot
of lives.

Unit 4

Write five words about
communication. What is your
favourite way to communicate?

Unit 5

Complete the sentences.

- 1 I'm sorry you feel _____ . I hope you feel _____ soon.
- 2 This is the room _____ we eat.

Unit 6

- 1 I enjoy to play / playing basketball.
- 2 We hope to go / going to the beach on Saturday.

Unit 6

Write five words about the end of the school year. What are you most looking forward to?



Dictations

Unit 4



Listen and write.

- 1 _____
- 2 _____
- 3 _____

Unit 5



Listen and write.

- 1 _____
- 2 _____
- 3 _____

Unit 6



Listen and write.

- 1 _____
- 2 _____
- 3 _____

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Grade 5	30–41	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	A1 Movers and A2 Flyers
Grade 6	33–42	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Grade 7	34–44	A2+/B1	Breakthrough	Level 5	A2 Flyers, A2 Key for Schools and B1 Preliminary for Schools
Grade 8	41–50	A2+/B1	Breakthrough	Level 5	B1 Preliminary for Schools

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