

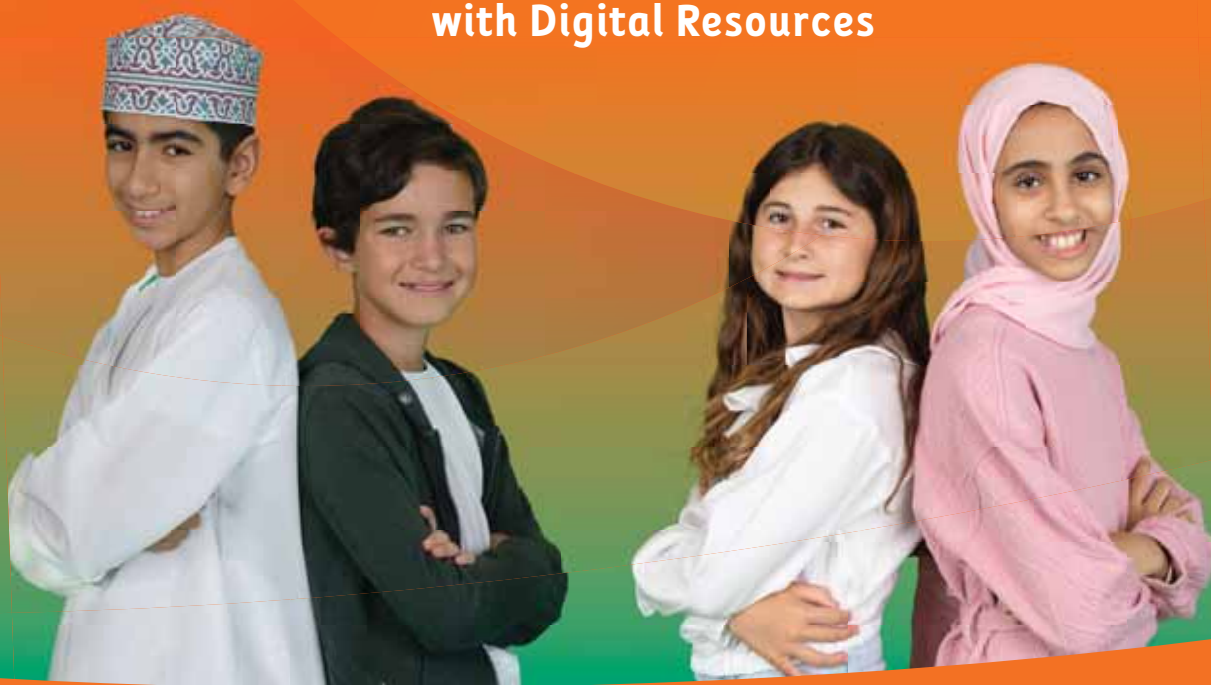
نتقدم بثقة
Moving Forward
with Confidence



MINISTRY OF EDUCATION

TEAM Together OMAN 6A

Class Book
with Digital Resources



First Edition
2026



**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan
Qaboos Bin Said**

SULTANATE OF OMAN

(Governorates & Wilayats)



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 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: _____





MINISTRY OF EDUCATION

TEAM Together OMAN 6A

Class Book
with Digital Resources



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Scope and sequence

	Unit	Vocabulary	Grammar	Skills
	The WOW! Team	Adjectives: energetic, fun, pretty, kind, brave, clever, medium height, chatty, friendly, handsome, creative, tall	Present simple <i>I think I'm quite clever because I'm good at Maths and Science.</i>	
	Free-time fun	Sports: go skiing, go swimming, go ice skating, go cycling, go scooting, play volleyball, play table tennis, play hockey, play badminton, do karate, do gymnastics, do athletics Hobbies: do photography, do puzzles, do the gardening, play board games, put on shows, play video games, play musical instruments, make models, make videos, collect cards, watch cartoons, write a diary	Present simple v Present continuous <i>I do karate every Monday. Look! I'm doing it now!</i> State verbs <i>He doesn't like doing photography. Do you know this song?</i>	Reading: an interview with a cyclist Listening: a discussion with three children about their hobbies Speaking: talk about the sports that you like Writing: an interview about a sport or hobby
	Technology	Devices: password, app, laptop, digital camera, headphones, speaker, smartphone, website, e-reader, screen, printer, devices Using technology: go online, turn on the computer, type a password, upload a photo, download an app, search the internet, watch a video, press a button, turn off the TV, click on an icon, send a message, take a selfie	could/couldn't <i>We couldn't use the computers.</i> had to/didn't have to <i>She had to use a pen.</i> Comparative adverbs <i>I can play the piano better than you.</i>	Reading: reviews of a computer game Listening: descriptions of three apps Speaking: talk about the devices and apps that you use Writing: a review of an app or game
	Places	Places and buildings: castle, harbour, stadium, tower, skyscraper, factory, hospital, palace, swimming pool, sports centre, office building, apartment building Parts of buildings: ceiling, floor, wall, roof, corner, corridor, stairs, steps, lift, escalator, entrance, exit	Relative pronouns <i>He's the doctor who she saw in the hospital.</i> <i>A stadium is the place where you can watch sports matches.</i> <i>What's the book that/which you want to read?</i> <i>I remember the time when you went to hospital.</i> Past continuous <i>She was playing in the garden when it started to rain.</i>	Reading: a short story about a drawing Listening: a discussion with children about their earliest memories Speaking: talk about five places in your town or city that you have visited Writing: a short story
		Places: college, airport, bridge, fire station, theatre, office, square Technology: steam train, vacuum cleaner, Virtual Reality	Imperatives <i>Go through the door. Take the first right.</i>	

Fun corners

Grammar reference

How to write...

English in action reference

Get ready for...

Progress path

Word list

Culture and Project	English in action	Pronunciation	Get ready for...	Graded readers
Culture: Sports and hobbies around the world Project: A mini-book about popular free-time activities	Making and responding to suggestions: <i>Why don't you do puzzles?</i> <i>That's a good idea.</i>	Weak and strong forms of <i>can</i>	Class Book: A2 Flyers: Reading and Writing Part 4 A2 Key for Schools: Speaking Part 2 Activity Book: A2 Flyers: Listening Part 1 Reading and Writing Part 1	Graded reader 1: Let's Play Volleyball! Graded reader 2: The Blue Butterfly
Culture: How technology helps people with special needs Project: A spider diagram poster about technology and learning	Asking for help: <i>Can you show me how to turn it on?</i>	The weak forms of <i>to</i>	Class Book: A2 Key for Schools: Listening Part 1 A2 Flyers: Listening Part 4 Reading and Writing Part 1 Activity Book: A2 Flyers: Listening Part 4 Reading and Writing Part 2	Graded reader 1: The Lost Phone Graded reader 2: The Animal App
Culture: Ancient cities in the Pan-Arab region Project: A tourist brochure for an ancient city	Giving directions in a building: <i>It's on the ground floor.</i>	Weak and strong forms of <i>was/were</i>	Class Book: A2 Key for Schools: Reading and Writing Part 4 Speaking Part 1 A2 Flyers: Speaking Part 4 Activity Book: A2 Flyers: Listening Part 2 Reading and Writing Part 3 A2 Key for Schools: Listening Part 2	Graded reader 1: 'Be An Architect' Day Graded reader 2: The Amazing Apartment Building
	Asking for and giving directions: <i>Excuse me. Can you tell me where the college is, please?</i> <i>Yes, of course.</i>			

Welcome

The WOW! Team

1  Listen and read. Circle the best description for the WOW! Magazine.

a **A magazine about the world**

b **The magazine made by kids for kids**

c **Where learning is fun**



World of Wonder! Magazine

Welcome

Book Club

Culture

Over to you!

Good morning, and welcome to the start of this new school year. We are the WOW! Team and we're here to tell you about our online magazine.



WOW!, or World of Wonder!, is a magazine full of funny and interesting topics just for you.



So where do we start? First we need ideas from you: ideas for topics you want to read or write about. Then we'll get started!



Yes, that's right. But how do we know what's interesting for you? Well, we ask you! And then we choose the topics for the magazine!

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

1

Omaima 3 minutes ago

I had a new computer from my dad. I want to read about ICT and technology and how it can help us at school. I'd also like to know how other children use technology around the world.

2

Rahaf 8 minutes ago

I went to a museum in the holidays and now I want to know more about places and what they were like in the past.

3

Basil 6 hours ago

I wasn't at school today, but I heard about your magazine. I want to write about sports and learn how to stay happy and healthy.

4

Huda 2 hours ago

I helped my mum and dad a lot at home in the holidays. I also love cooking. I'd like to know more fun recipes to make at home for my family.

5

Faisal 10 minutes ago

I like wearing smart clothes for special events. I want to read about traditional clothes around the world.

6

Hisham 40 minutes ago

I went camping with my family in the holidays. I'd like to read about camping trips and how to stay safe and healthy on adventures around the world.

a



b



c



d



e



f



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

3 Read the ideas again and answer the questions.

- | | |
|--|--|
| 1 Who wants to be healthy? | 4 Who loves cooking? |
| 2 Who had a new computer? | 5 Who is interested in traditional clothes? |
| 3 Which girl wants to know more about places in the past? | 6 Who likes camping? |

4  What would you like to read or write about in the WOW! Magazine? Why? Talk to your partner.



Reem



Sultan



Julia



Arlo

About Us

1



I'm eleven years old. I have short, brown hair. I'm **energetic** and I never feel tired! People say I'm a **fun** person because I play games and I like having a good time. I love all kinds of sports, too. It's my favourite thing in the world. I like football and running, and basketball is one of my best sports. I started playing in the school team this year.

2



Hello. I'm twelve and my friends say I'm **pretty**. I think they're being **kind**! I like wearing my hijab. I love telling people what to do. I just want to help, that's all! I'm also **brave** and I'm not scared of anything. I travelled a lot when I was younger and I love learning about the world. I can speak English, Spanish and I'm learning Japanese!

3



Hi! I'm twelve years old, too. I think I'm quite **clever** because I'm good at Maths and Science. I'm **medium height** and I have long, brown hair and brown eyes. I like Science and I care about animals and plants. I have a pet bird and I love looking after him.

4



Hello, everyone! I'm eleven years old. I'm tall and I have straight, black hair and dark eyes. I wear a dishdasha. I'm **chatty** and **friendly**. And people say I'm **handsome**! Haha! What do you think? I love computers and ICT, too. People say I'm **noisy**, but really I just like talking and singing. I love going to the cinema and visiting new places, so I always have lots to talk about! I'm **creative**, too, so I designed the WOW! Magazine.

1   Listen and read the About Us page. Write the name of the correct person on each profile.

2 Read the About Us page again and write the answers to the questions.

- | | |
|------------------------------------|--------------------------------|
| 1 Who designed the magazine? _____ | 3 Who is good at sports? _____ |
| 2 Who likes Science? _____ | 4 Who travelled a lot? _____ |

3 Use adjectives from the WOW! Team profiles to write descriptions.

~~medium height~~ pretty handsome fun brave noisy friendly
kind ~~chatty~~ energetic clever creative tall

- He isn't tall or short. He talks a lot. He's medium height and chatty.
- She likes making friends. She says nice things to people. _____
- He's 1 metre 80 and he never feels tired. _____
- He has a nice face. He likes playing games and having a good time. _____
- She has a beautiful face. She isn't frightened of anything. _____
- He shouts and sings a lot. He's very good at Science, Maths and English. _____
- She has lots of new ideas. _____

4  What are you like? Choose adjectives from the WOW! Team profiles to describe yourself. Talk to your partner.

I'm creative. I like computers. I'm like Sultan.

I'm clever and I'm good at Maths, like Julia.
How about you?

5  Play a guessing game in groups. Take turns to describe somebody in your class.

This person is friendly and chatty.



Is it Huda?



I know! It's Anood!



1

Free-time fun



World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Lots of you wanted to talk about free-time activities. Take a look at the sports and hobbies here. How many do you know?

Arlo has a question for you. Can you think of some answers?



WOW! Question



Arlo 3 minutes ago

Why do we do sports and hobbies?



In this unit I will ...

- learn words for sports and hobbies
- use the Present simple and Present continuous tenses
- use state verbs
- read a cartoon story
- learn about sports and hobbies in different countries
- work in a group to make a library of mini-books
- learn how to make and respond to suggestions
- read and write an interview about a sport

- 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.

go skiing go swimming go ice skating go cycling go scooting
 play volleyball play table tennis play hockey play badminton
 do karate do gymnastics 1 do athletics



3  Listen and read. Do the WOW! Quiz and write the sports.

WOW! Quiz Guess the sports!

- | | |
|---|---|
| <p>1  Arlo 1 hour ago _____</p> <p>I love sports. I sometimes go swimming, but my favourite sports are basketball ... and another team sport. We play indoors in the gym in the winter and outdoors on the beach in the summer. What is it?</p> | <p>2  Sultan 5 minutes ago _____</p> <p>I play football and hockey, but can you guess my favourite sport? We do it indoors. I wear white clothes and I don't wear shoes on my feet. You don't need bats or balls.</p> |
| <p>3  Julia 7 minutes ago _____</p> <p>I do karate after school and do another sport every day on the way to school. I don't come to school by car, but I use wheels. I wear a helmet because the roads are sometimes dangerous. I like scooting too and I use a helmet to scoot as well.</p> | <p>4  Reem 3 hours ago _____</p> <p>I do athletics outdoors in the summer, but I do my favourite sport indoors. I play with a partner. We use small bats, a small ball and a big table.</p> |

4  Work in pairs. Look at the sports on pages 14 and 15 and answer the questions.

- 1 Which sports have wheels?
- 2 Which sports do we usually do indoors? And outdoors?
- 3 Which are winter sports?
- 4 Which are team sports?

5  Play a guessing game about sports. Describe a sport. Can your partner guess the answer?



1 Listen, read and write. Who does the most sports? _____

Arlo and Sultan are in the park today.

Arlo: What are you doing, Sultan?

Sultan: I'm reading the WOW! Quiz. Do you really do all those sports?

Arlo: Yes, I do. It's important to be healthy. You know I play basketball and volleyball every week.

Sultan: Yes, but what about scooting, swimming ...?

Arlo: Well, I go scooting every day.

Sultan: Really?

Arlo: Yes, because I go to school by scooter.

Sultan: OK, but how often do you go swimming?



Arlo: I sometimes go swimming indoors at the sports centre and I'm learning to play hockey, but I don't go very often. What about you?

Sultan: Well, I play football at the weekends, but I prefer indoor sports like karate and gymnastics.

Arlo: How often do you do them?

Sultan: I do gymnastics once a week and I do karate every Monday ... That's today! I have to go.

Arlo: Oh! I do karate, too.

Sultan: I don't believe it!

Arlo: Yes, it helps me relax and focus. Look! I'm doing it now!

Sultan: Oh, Arlo! You're so funny!

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

- | | |
|--------------------------------|------------------------------------|
| 1 How does Arlo get to school? | 3 How often does Arlo go swimming? |
| 2 Which sports does Sultan do? | 4 Can Arlo play hockey well? |

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

I don't believe it! Really? You're so funny!

1 I'm learning to ski.

2 I do four sports every day.

3 I'm doing karate now!

(...)

(...)

(...)

4 Which sports do you do? How often do you do them? Make a list and compare with your partner. Are your lists the same or different?

1 Work in pairs. Look back at the dialogue in Lesson 2 and say *True* or *False*. Then say why.

- 1 Arlo goes scooting every day.
- 2 He's wearing a helmet.
- 3 Sultan plays volleyball, too.
- 4 Arlo goes swimming outdoors.

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



Grammar

Remember !

Present simple and Present continuous

Present simple

I	play volleyball		after school.
She	doesn't	do karate	once a week.
Do	they	do gymnastics	every Monday?
Does	he	play hockey	every week?

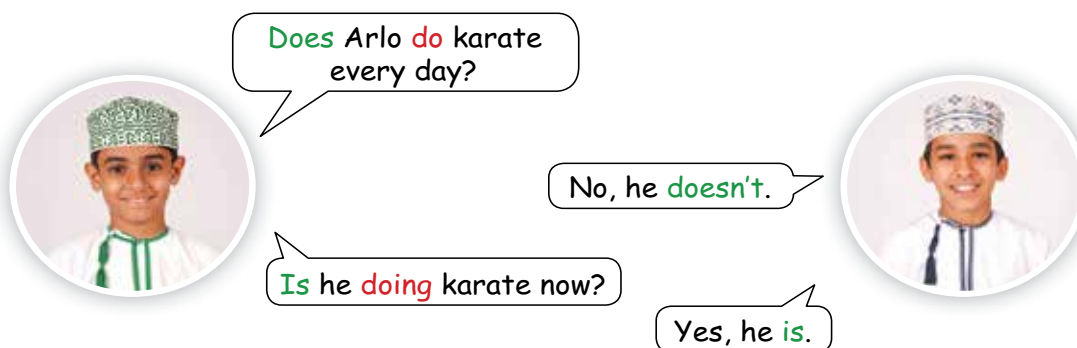
Present continuous

I	'm	wearing a helmet	now.
We	aren't	doing karate	today.
Is	she	playing tennis	at the moment?

- ➡ We use the **Present simple** / **Present continuous** tense for habits and routines.
- ➡ We use the **Present simple** / **Present continuous** tense for things that are happening at the moment.

3 Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses.

4 Write three questions about Arlo and Sultan's sports. Then work in pairs and ask and answer.



5 Listen and write the names with the correct sports.

Arwa Jood Osama Majid Razan

1



2



3



4



5



6 Listen again and answer the questions.

- | | |
|--------------------------------|-------------------------------------|
| 1 Where is it cold every day? | 4 Why does Arwa love volleyball? |
| 2 When is athletics club? | 5 When does Jood play table tennis? |
| 3 Who is learning a new sport? | 6 How often does Majid do karate? |

7 Make true and false sentences about yourself. Use the Present simple and Present continuous tenses. Can your partner guess which sentences are false?

wear play do go learn

I play tennis every Saturday.

1 Before you read Today's Book Club text is a picture story. Look and circle the words that describe a picture story.

- 1 Pictures Photos tell the story.
- 2 Usually, there is only a narrator there are many characters in a picture story.

2 Listen and read. Then answer the questions.

- 1 Why is there no Wi-Fi?
- 2 What is Nawal's good idea?

A rainy day

1

Samar: It's raining, so I can't do athletics outdoors with my friends.

Mum: Why don't you do your homework ... or do a puzzle, like we did when we were young?

Samar: It's OK. I'll just play some computer games or watch cartoons.

Mum: I think you spend too much time looking at that tablet, Samar.

Samar: I don't believe it! Now there's no Wi-Fi! What am I going to do?

Mum: Why don't you practise playing the piano?

Samar: OK, but I hate playing the piano.



I can't play a musical instrument.



2

Nawal: We have no Wi-Fi. I heard music from next door.

Samar: Come in.

Nawal: I can't play a musical instrument, but I sing songs every Friday.

Samar: Great! Do you want to sing while I play the piano?

3 After you read Activity Book, page 14.

4 Discuss in groups.

- 1 Do you think the children were happier before or after the rainy day?
- 2 What do you do when there is a rainy day and there is no Wi-Fi?

5 Work in groups.

- 1 Choose a character: Samar, Mum, Nawal, Rasha or Amani.
- 2 Read what your character says.
- 3 Act out the picture story.



3

Rasha: Hey! That sounds good.

Amani: What are you all doing?
There's ...

All: ... NO WI-FI!

Samar: We know! Come in. Do you like singing songs?

Rasha: Hmm, no. I prefer acting.

Nawal: Hey! Let's put on a show!

Amani: Wait! I don't like singing, but I love making things.

Nawal: Well, you can make the invitations.



4

ALL: It's time to play the music,
It's time to sing our songs,
We don't need any Wi-Fi
To put a good show on!

Mum: That was fantastic!

Vocabulary and Grammar

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

do photography do puzzles 1 do the gardening play board games
put on shows play video games play musical instruments make models
make videos collect cards watch cartoons write a diary



2 Read the story in Lesson 4 again. How many hobbies can you find?

3 Read the story in Lesson 4 again. Then answer the questions.

- 1 How does Samar feel about playing the piano?
- 2 Can Nawal play a musical instrument?
- 3 What does Rasha think about singing?
- 4 What does Amani like doing?
- 5 What does Nawal tell Amani?

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



Grammar

State verbs

He/She	likes prefers doesn't like	art. doing photography. making models. sports. playing outdoors.
I	hate love don't like	
It	sounds looks	good. interesting.
Do you	know	this cartoon?

- State verbs say how we think or feel.
- We often / never use state verbs in simple tenses.
- We often use / don't often use these verbs in continuous tenses.
- We say / don't say 'I'm not believing it' and 'Are you knowing this song?'

5  Listen to three children. Which hobbies do they talk about?

6  Use these verbs to talk about how you think and feel. Can your partner find a new hobby for you?

like enjoy prefer hate love

I like nature. I don't like planting.
I prefer watering flowers.



You could do the gardening.





Sports and hobbies around the world

People do all kinds of different things in their free time! Read about some activities that people love doing in three different countries.

Rugby is a very popular sport in New Zealand. Lots of people enjoy playing it and watching it. But it can be dangerous! Many children play a special kind of rugby called Rippa Rugby. It's great fun and it keeps you fit. Rippa Rugby players often don't wear shoes!



In Oman, watersports are popular. In summer, it's fun to go snorkelling and you can see amazing fish of different colours under the water! But you have to be good at swimming. Every year, people also go windsurfing at Oman's beautiful beaches. You can go very fast, but only when it is windy!



Have you ever tried cross-country skiing? It is a very popular sport in Canada and other snowy countries. Cross-country skiing helps you keep fit, and it's a very good way of travelling in the snow. Lots of families enjoy skiing together.



WOW! Fact

Cross-country skiing is different from downhill skiing – you can ski uphill, too!

- 1 **Before you read** What free-time activities are popular in your country?
- 2 **113 Listen and read.**
- 3 **After you read** Activity Book, page 18.
- 4 **Work in pairs.** Find things that are the same and different.

In New Zealand, lots of children play Rippa Rugby. In our country ...

Find out more! Watch the video.

Make a class library of mini-books about popular free-time activities



1  Watch the video.

2 In groups, brainstorm popular free-time activities in your country.

In Oman, windsurfing is popular.

People like hiking in the mountains, too.

3 Choose three or four activities that you would most like to include.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

4 Decide who will research each activity to find out more about:

- when people do the activities.
- where people do the activities.
- what people have to do in the activities.

5  **Make your mini-books. Include photos, pictures and interesting facts.**



- 1** Take two pieces of A4 paper and fold them in two.
- 2** Give the book a cover. Choose a title.
- 3** Write the information you researched and add pictures.
- 4** Compare your work with a partner. Do you have interesting facts?
- 5** Present your mini-books to the rest of the class.

tip **Speaking**

When you talk about your pictures or photos, remember to point to them.



Writing



You can use these phrases in your mini-books:

In Oman, ... is very popular.

Lots of people enjoy ... in summer/ winter.

It's great fun and you can ...

... can be dangerous/helps you keep fit/it's a good way of ...

You have to have/be good at ...



6 Take a class vote to decide which activity you would most like to do.

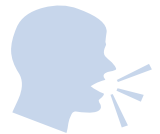
English in action

Making and responding to suggestions

1   Watch or listen and read. Write the answers to the questions.

- 1 What hobby does the boy already do?

- 2 What club is he going to go to, and when?



-  I want to start a new hobby, but I don't know what to do!
-  Why don't you learn a musical instrument? Can you play the piano?
-  No, I can't play the piano. But I can play the guitar. I want to do something different – not music.
-  Well ... you could play hockey.
-  No, I don't think so. I don't like team sports.
-  OK. How about going to the video club at school?
-  That sounds good! When is it?
-  It's at half past three on Wednesdays. You could go this week!
-  That's a good idea. What time does it finish?
-  At five o'clock.
-  Great. I'll ask my parents!

- 2 Read the dialogue again. Find and circle four suggestions that use language from the *Say it!* box.



Making suggestions:

You could ...

Why don't you ...?

How about ... ing ...?

Responding to suggestions:

✓ That's a good idea.
That sounds good.
Yes, I could.

✗ But ...
I don't think so.

- 3 Say new dialogues with your partner. Use the *Say it!* box to help you.

I want to start a new hobby, but
I don't know what to do.

Why don't you ...



Pronunciation

- 4 Listen and read. Do the coloured words sound the same or different?
Then listen again and repeat.

I can't play the piano.
But I **can** play the guitar.

Can you sing?
No, I can't.

Can you skateboard?
Yes, I **can**! Look at me!



Reading

- 1 Before you read** Look quickly at the interview. Which questions and answers mention these things?

camping eating relaxing clothes being outdoors
blog posts mountains sleeping

tip Reading

Read the interview questions to help you decide where to look for the information.



- 2**  Listen and read.

Henry Wilson is a keen cyclist. He loves going on long cycling trips. Henry and his friend, Cody, are cycling in Argentina now. We phoned Henry to ask him a few questions ...

- 1 Why do you like long cycling trips?**
I love the feeling of freedom, and being outdoors. Also, we meet a lot of interesting people!
- 2 What's the most difficult thing about this trip?**
The altitude. We're going to cycle over the Andes mountains to Chile. It isn't easy cycling above 4,000 metres because there isn't much oxygen.
- 3 Do you eat a lot of food when you're cycling?**
Yes, we're always hungry! Cycling uses a lot of energy.
- 4 Where do you sleep?**
Tonight we're sleeping in a hostel. We usually carry a tent so we can camp if there aren't any hostels.
- 5 What do you do in the evenings?**
We read, write our diaries, eat, relax, plan our route ... At the moment, Cody is washing some clothes, and I'm talking to you! We also write blog



posts and emails to tell people at home about our adventures.

- 6 What other trips have you done?**
We've cycled in lots of countries: Spain, Italy, Slovenia, Iceland ... Ten years ago we cycled from Ecuador to the very south of Argentina. We cycled about 8,000 kilometres in eight months!
- 7 Are you planning any more trips?**
No, but we have lots of ideas. I want to cycle in the Himalayas, Oman and North America!

Words in context

freedom altitude oxygen
energy hostel route

- 3 After you read** Read and answer the questions.

- 1 What two countries are Henry and Cody visiting?
- 2 Why will cycling over the Andes be difficult?
- 3 What do they do when they can't find a hostel?
- 4 How do they communicate with people at home?

- 4**  Act out activities from the interview. Guess what your partner is doing.

Are you relaxing?

Yes, I am!

1 Read. Match the questions with the correct answers.

- | | |
|--|---|
| a What is your biggest model? | d Why do you like making models? |
| b When did you start this hobby? | e What other models have you made? |
| c Are you making any models at the moment? | f Who helps you? |

Making models

Hashim loves making models with wood. I asked him some questions about his hobby.

(1) *Why do you like making models?*

It's fun! And it's relaxing.

(2) _____

It's a model of a ship. It's nearly one metre long.

(3) _____

I've made lots of cars and planes. Last week I made a car for my little brother. He doesn't help me make models, but he likes playing with them.

(4) _____

Yes, I'm making a boat. It's bigger than most of my models.

(5) _____

Sometimes my dad helps me. He's good at making things with wood.

(6) _____

I made my first wooden model when I was three.



2 Read. Then answer the questions about the interviews on pages 28 and 29.

How to write... a good interview

- Use lots of question words, e.g. *what, when, where, who, how, why*.
- Ask about *the biggest, the best, the most interesting ...*
- Use questions that will find out interesting information!

- 1 Which question words do the interviewers use?
- 2 Which do you think are the most interesting questions?
- 3 Can you think of any more questions you would ask?

3 Interview someone about a sport or hobby. Use the *How to write...* box to help you.

- 1 Write some questions.
- 2 Ask and answer. Write the answers.
- 3 Write your interview neatly. Choose the most interesting questions and answers.



Writing

Make sure you form contractions correctly:
it is = it's
I have = I've
does not = doesn't
she is = she's

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

1 4 comments



Basma 3 minutes ago ☐

Painting makes me relaxed! I love using different colours. I'm taking some art classes with my friends. There are more spots available, so if you're interested, come along with me.



2 3 comments



Cedric 22 minutes ago ☐

I do karate. I wanted my friends to be healthy so I started teaching them at lunch time. First there were just three friends. Now there are thirteen and so we started a club. We go to classes every Saturday.



3 5 comments



John 4 days ago ☐

I enjoyed reading the interview about cycling. It's a great way to travel and see the world. I found a book about cycling in the library and I'm reading it now.

4 1 comment



Malik 1 day ago ☐

I liked the text about snorkelling in Oman! I really want to go snorkelling so I can see fish in the sea. I can swim, but I'd like to be very good at swimming. So I go to swimming lessons every week. Then I'm going to go snorkelling in the summer!



5 2 comments



Henry 1 week ago ☐

I loved the text about skiing in Canada. It doesn't snow here often so we don't really do winter sports. After reading that article, I'd like to learn to ski, so I'm going to go to the winter sports centre. I think it's important to try something new.

1 Read the comments about the WOW! Magazine. Tick (✓) the comments from children interested in sports.

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

- 1 What did you like best?
- 2 Did you learn anything new?
- 3 Are you going to do any new sports and hobbies?

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

WOW! Question



Arlo 3 minutes ago

Why do we do sports and hobbies?

...

A2 Flyers Reading and Writing Part 4

- 1  For each gap, choose the correct answer. There is one example.

Photography



Are you looking for a new hobby? How about (Example) photography? There are lots of different things (1) you can photograph. Flowers and birds are very popular, and photos of these look great!

Some children (2) photography lessons after school. And if you want to take photographs, you (3) have to have an expensive camera. You can use a phone! The cameras on phones are often very good.

Some people don't like (4) photos of flowers or birds – they prefer to take them of people. You can go to a friend's house (5) take a photo of them, or ask people in your family. Photos of people are easy to take (6) people smile when you ask them. And they don't move, like birds and animals!

tip Exam

Read the whole text first. Then try saying the sentence in your head to see which option sounds correct.

Example A does B do C **doing**

- | | | |
|------------|-----------|-----------|
| 1 A which | B who | C where |
| 2 A having | B have | C doing |
| 3 A don't | B aren't | C mustn't |
| 4 A take | B took | C taking |
| 5 A for | B to | C where |
| 6 A but | B because | C that |

A2 Key for Schools Speaking Part 2

- 2  Look at the pictures and talk to your partner. Do you like these different hobbies? Say why or why not.

Which of these hobbies do you like best?

I like ... because ...

Do you think ... is fun/interesting/
exciting/boring/difficult?

I don't like ... because ...

Why?/Why not?

Go to page 101

tip Exam

Use adjectives in your answers:
e.g. *it's interesting/boring/
exciting/fun.*

Think of other reasons, too:
e.g. *it helps me keep fit.*

Let's Play Volleyball!

It's Saturday, and Maryam, Arwa and Huda are at the sports centre. The girls are excited. Today, they are trying some new sports. 'Let's play volleyball!' Maryam says.



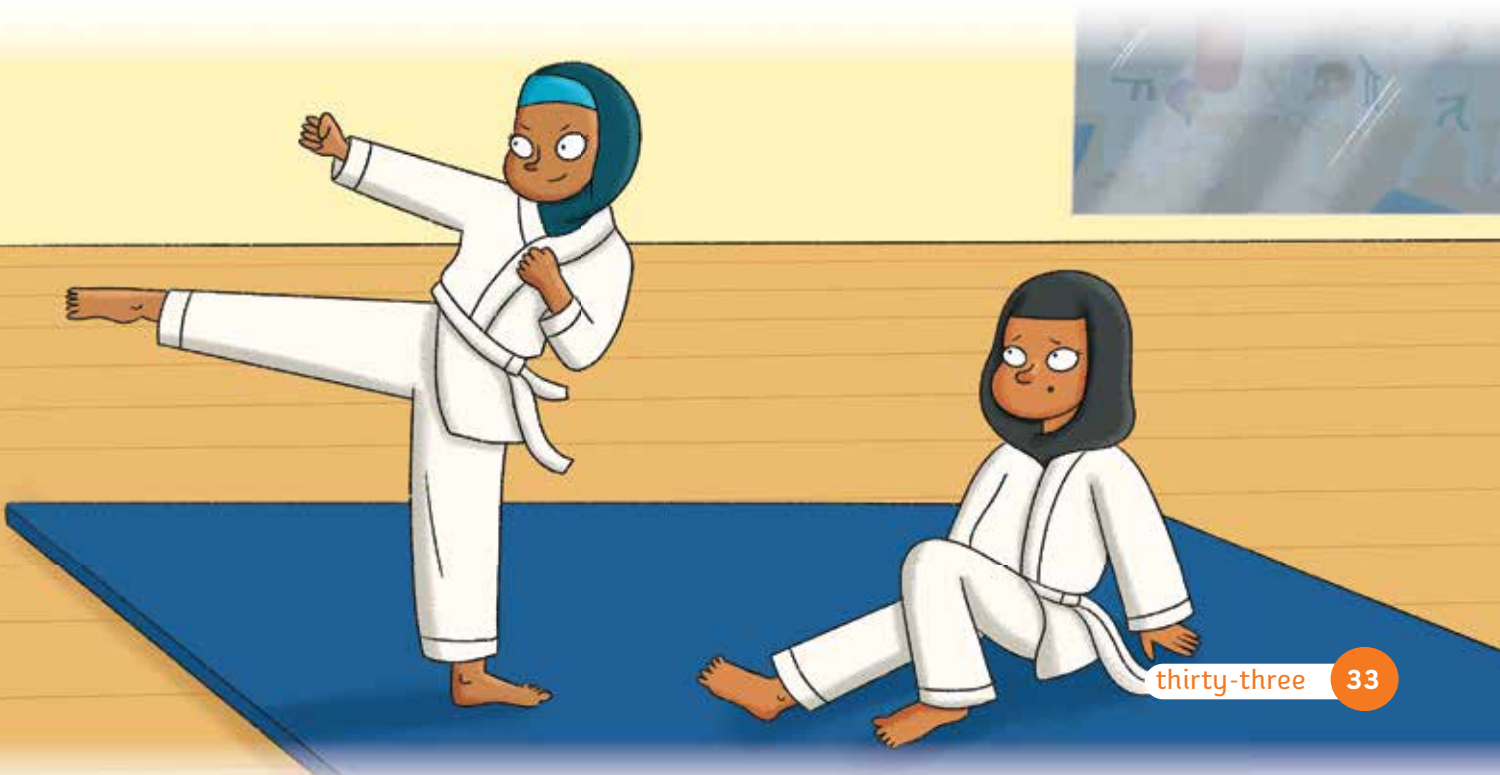
The girls are playing volleyball, but Huda always misses the ball. 'I don't like playing volleyball,' she says. Maryam can play volleyball well, but Arwa and Huda want to try something else.



‘We can do karate!’ Arwa says to Huda. The girls go to the karate room. It’s loud, and everyone is wearing white clothes and belts.



Arwa can kick really well. But when Huda tries, she falls over. ‘I don’t like doing karate,’ she says. ‘I’ll go and get some water.’



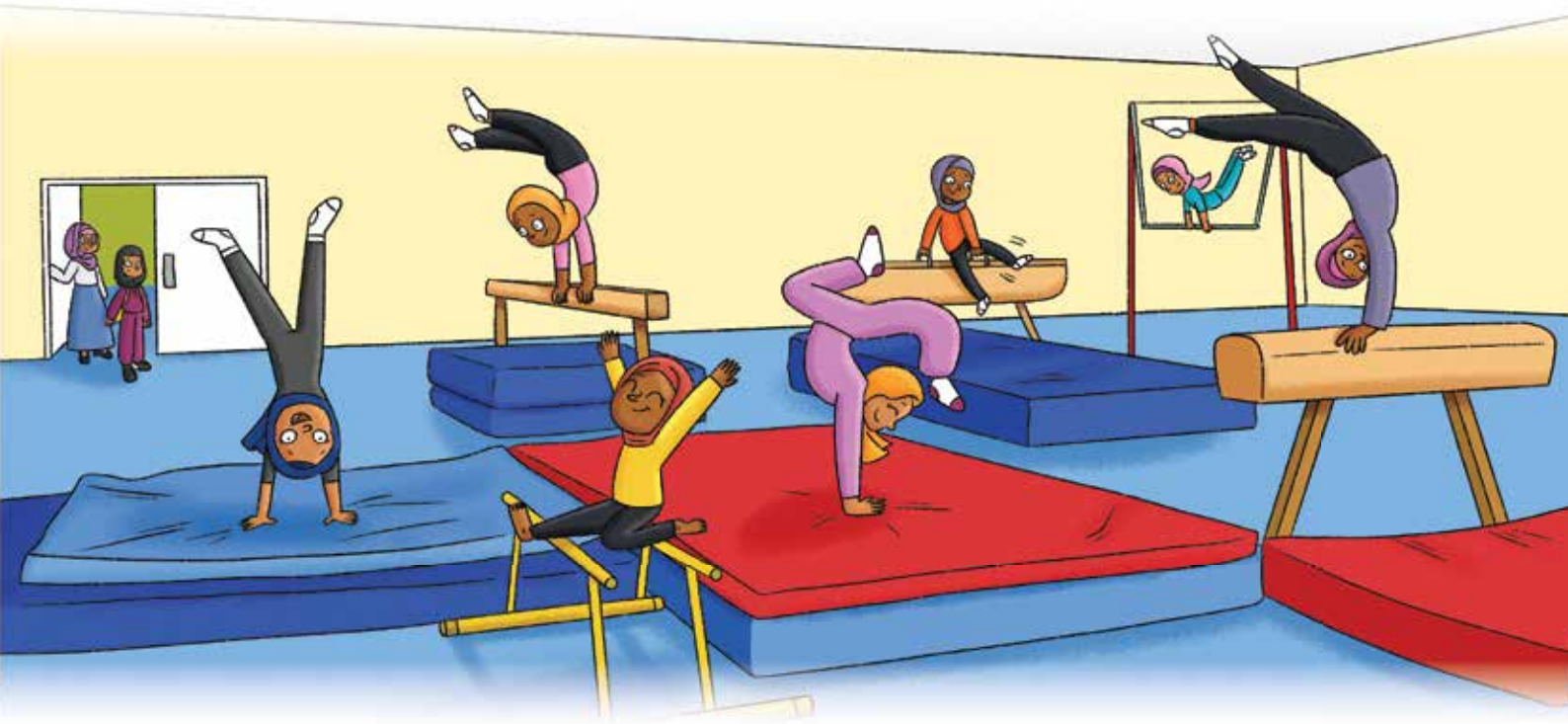
Huda is drinking water and she sees her mum. 'What's the matter, Huda?' Huda's mum asks.

'Maryam can play volleyball, and Arwa can do karate. I can't do anything!' 'You can do lots of things, Huda!' her mum says.



Then Huda sees some girls in a room. They are on mats and music is playing. 'That looks fun,' Huda says. 'What are they doing?'

'They're doing gymnastics,' Huda's mum says. 'You can try it!'



Huda tries gymnastics and she loves it. Maryam and Arwa come and watch. Huda is stretching on her mat. 'You can do gymnastics well, Huda!' they say happily.



The Blue Butterfly

Jood and Hassan are at the park. Today, they are doing photography. 'I want to take a photo of a blue butterfly,' says Hassan happily. 'I can take good photos!'



Some girls are doing puzzles in the park. 'Look, Jood!' Hassan says excitedly. 'There's a blue butterfly on that puzzle book! I can take a photo of it!'



‘Oh! Sorry, Hassan,’ says Jood.
‘It isn’t a butterfly. It’s an eraser.’



Then Hassan sees a group of boys. They are putting on a show in the park. They are wearing costumes and crowns. ‘Look, Jood!’ he says. ‘There’s a blue butterfly on that boy’s costume!’

‘Oh! Sorry, Hassan,’ says Jood.
‘It isn’t a butterfly. It’s a badge.’



Hassan is sad because he can't find a blue butterfly. Then Jood sees some children. They are playing table tennis. 'Look, Hassan. You love playing table tennis. You can go and play with them.'

Hassan goes over to the children. 'Can I play with you?' he asks.
'Yes, of course you can,' they say happily. 'You can use one of our bats.'



Hassan picks up a table tennis bat. As he does, he sees something on the top of the bat. 'It's a blue butterfly!' he says happily. 'Quickly, Jood! Give me my camera!'



2

Technology



World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

How do you use technology at home and at school? Lots of you wanted to talk about ICT. Take a look at the pictures. Which kinds of technology do you know?

Sultan loves ICT and he has a question for you. What do you think?



WOW! Question



Sultan 20 minutes ago

How can technology help us at home and at school?

In this unit I will ...

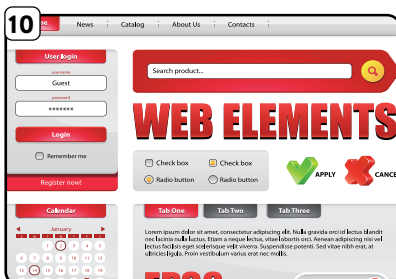
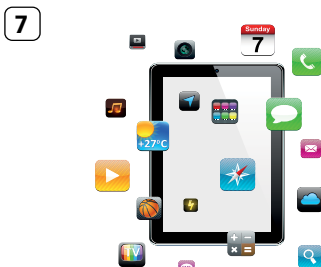
- learn some words about technology
- use *could/couldn't* and *had to/didn't have to*
- use comparative adverbs
- read a poem
- discover how technology is helping children with special needs
- work in a group to make a spider diagram
- find out how to ask for help
- read and write reviews of games and apps



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.

password app laptop headphones digital camera speaker
smartphone website e-reader screen 1 printer devices



3 Listen and read. Who uses technology for school work? _____

Blog

- 1**  **Arlo** 15 minutes ago

I like TV! Yes, I know, it isn't very modern, but I love watching sport on TV. Sometimes I watch on my tablet if my mum and my dad want to watch something else, but I like the TV best because the screen is bigger and I can lie on the sofa!

2  **Reem** 10 minutes ago

I love my digital camera. It takes better photos than my smartphone, but the smartphone is good if you want to send photos quickly to your friends.

3  **Julia** 1 hour ago

At home, I have my smartphone with me. I often listen to music. I don't have a speaker. I use headphones so nobody else can hear. My mum is often angry because I can't hear her when she calls me for dinner and she has to come to my room!

4  **Sultan** 2 hours ago

I think technology's great. I use it all the time, especially for my school work. I often use my mum's big computer to find information for projects. I do homework on my laptop and then I send it to the school homework website.

4 Work in pairs. Think about the kinds of technology on pages 40 and 41. Answer the questions.

- 1 Which devices have screens?
- 2 Can you name three things you can do with a smartphone?
- 3 Can you put these things in order of size? Start with the biggest.

headphones laptop TV computer tablet smartphone

5 Work in groups and answer the questions.

- 1 How many devices do you have?
- 2 What's your favourite device? What do you use it for?
- 3 Do you use a laptop to do your homework?
- 4 Which device do you use for listening to music?
- 5 How many apps do you have? Which ones do you like best?
- 6 For how many hours do you look at a screen every day?

1 Listen and read. Why didn't Arlo send his homework?

Sultan: What's the matter, Arlo?

Arlo: Oh, Sultan, Mr Ammar is going to be so angry. I didn't send my Maths homework last night.

Sultan: Why not? Did you forget your password?

Arlo: No. My laptop stopped working, so I had to use my brother's computer.

Sultan: Oh, no! Did you have to start again?

Arlo: Yes, I did, but then the Wi-Fi didn't work.

Sultan: Oh, dear! You have to give it to him today.

Arlo: I know, but I don't have it! It's still on the computer. Our printer doesn't work.

Sultan: Here, Arlo. Take this.



Arlo: What's that?

Sultan: Er ... It's a pen! And here's some paper.

Arlo: You're joking! I can't write my homework again with this!

Sultan: You could write when you were five. And you can write now!

Arlo: I know, but ...

Sultan: In the past, children couldn't do homework on computers. They had to write all their homework with a pen.

Arlo: Yes, but they didn't have to do it three times!

2 Work in pairs. Read the dialogue again and say *True* or *False*. Then say why.

- | | |
|---|---|
| 1 Arlo forgot his password. | 4 Arlo doesn't have a printer. |
| 2 Arlo had to use Mr Ammar's computer. | 5 Sultan gives Arlo some paper and a pen to write his homework. |
| 3 The Wi-Fi didn't work, so Arlo didn't send his homework to the teacher. | 6 In the past, children didn't have to use a pen. |

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

Why not? Oh, dear! You're joking!

1 I left my homework on the bus last week.

(...)

2 I didn't do my homework last night.

(...)

3 My homework fell out of the window.

(...)

4 Have you ever had problems with your homework? What happened? Talk to your partner.

1 Look back at the dialogue in Lesson 2. Then read these sentences and circle the best words.

- 1 He **had to** **didn't have to** use his brother's computer.
- 2 He **has to** **doesn't have to** give it to the teacher today.
- 3 He **could** **couldn't** write when he was five.
- 4 In the past, children **could** **couldn't** use computers to do their homework.

2   Look at the grammar table. Then read and answer the questions.



Grammar

could/couldn't, had to/didn't have to

Present simple

I/We/You/He/She/They	can/can't	do the homework. start again. go to school.
I/We/You/They	have to don't have to	
He/She	has to doesn't have to	

Past simple

I/We/You/ He/She/They	could/couldn't	write. use the computers. use a pen.
We	had to didn't have to	

▶▶▶ What's the past tense of **can** and **can't**?

▶▶▶ What's the past tense of **have to** and **don't have to**?

3 Read the dialogue in Lesson 2 again. Underline examples of *could* and *couldn't*, *had to* and *didn't have to*.

4 Write three true or false sentences about Arlo. Then talk to your partner.

He had to do his homework five times.



False! He had to do his homework three times.



5 Listen and match the people to the pictures.



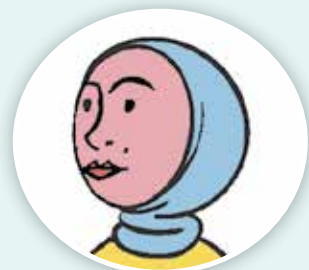
a grandad



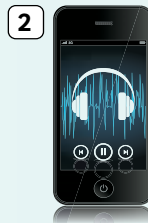
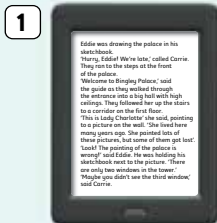
b dad



c grandma



d mum



6 Listen again and answer the questions.

- | | |
|--|--|
| 1 What password did Hanan's grandad use? | 4 What did Hanan's grandma want to do? |
| 2 How did Hanan's dad listen to the news before? | 5 How did Hanan help her mum? |
| 3 Why did Hanan give her dad headphones? | 6 How did Hanan's mum thank her? |

7 Think about how technology has changed our lives. What couldn't people do in the past? What did they have to do? Compare notes with your partner.



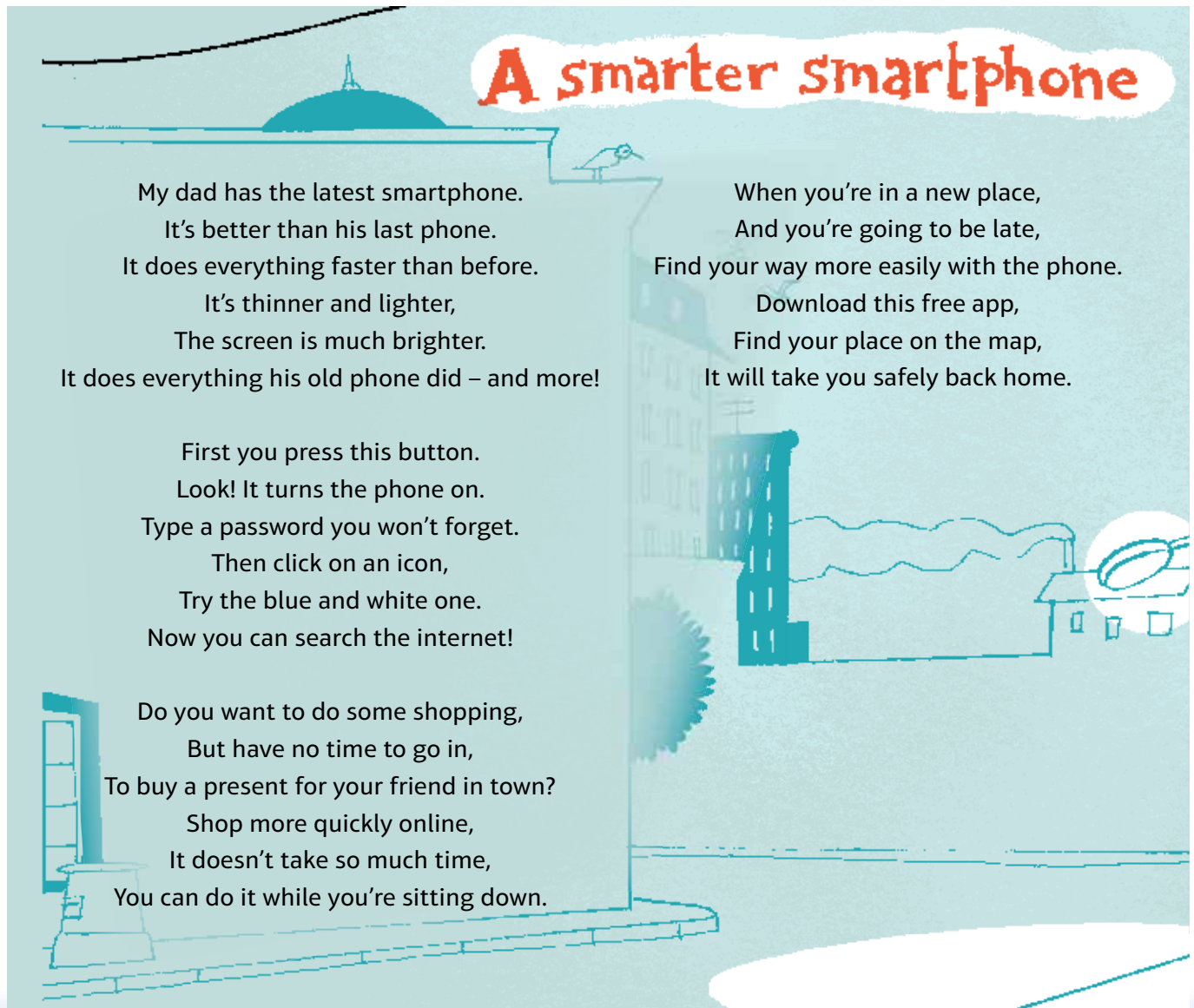
They couldn't send emails.
They had to write letters.



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

- 1 In poems, the lines of text are often long short .
- 2 Poems sometimes never have words that rhyme.
- 3 What poems do you know?

2   Listen and read. One verse matches the picture. Which verse is it?



A smarter smartphone

My dad has the latest smartphone.
It's better than his last phone.
It does everything faster than before.
It's thinner and lighter,
The screen is much brighter.
It does everything his old phone did – and more!

First you press this button.
Look! It turns the phone on.
Type a password you won't forget.
Then click on an icon,
Try the blue and white one.
Now you can search the internet!

Do you want to do some shopping,
But have no time to go in,
To buy a present for your friend in town?
Shop more quickly online,
It doesn't take so much time,
You can do it while you're sitting down.

When you're in a new place,
And you're going to be late,
Find your way more easily with the phone.
Download this free app,
Find your place on the map,
It will take you safely back home.

3 After you read Activity Book, page 30.

4  Discuss in groups.

- 1 What does the poem say you can do with a smartphone? Make a list.
- 2 What's the best thing about the smartphone?
Put your list in order of importance.

5  Work in groups. Read and act out the poem.

If you want to take a photo,
The phone can take them better,
Click on the camera icon on the screen.
Take a selfie of your face,
In front of a famous place,
That's the best photo that I've seen!

You need some information,
For an examination,
Or a project you're doing with your team.
Are all your facts right?
Find a good website,
Check the facts more carefully on the screen.

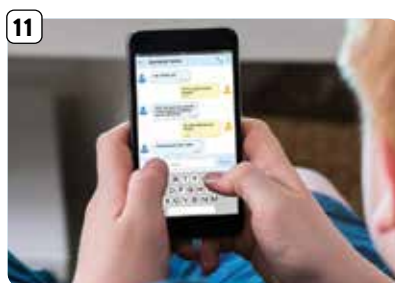
When you have some free time,
To listen to some music,
Or do something more quietly alone,
Why not watch a video,
Or your favourite TV show,
Lying on the sofa with the phone?



Vocabulary and Grammar

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

go online turn on the computer type a password upload a photo
download an app search the internet watch a video press a button 1
turn off the TV click on an icon send a message take a selfie



2 Read the poem in Lesson 4 again. How many of the phrases in Activity 1 can you find?

- 3 Read the poem again. Why is the new phone better than the last one? What can you do? Write the adverbs.

more easily faster more carefully more quickly more quietly better

- 1 It does everything _____ than before.
- 2 You can shop _____.
- 3 You can find your way _____.
- 4 You can check facts _____.
- 5 It takes photos _____.
- 6 You can do something _____ lying on the sofa.

- 4  Look at the grammar table. Then match 1–3 to a–c to complete the rules.



Grammar

Comparative adverbs

adverbs ending in *-ly*

quickly → **more quickly**
carefully → **more carefully**
clearly → **more clearly**

short adverbs

hard → **harder** fast → **faster**

irregular adverbs

well → **better** badly → **worse**

- 1 We add **more** before **a** irregular adverbs.
- 2 We add **-er** to **b** adverbs ending in *-ly*.
- 3 **Well** and **badly** are **c** short adverbs.

- 5  Listen. Match the children with the apps.

1



2



3



a



b



c



- 6  Play a game in pairs: *I can do anything better than you!*

well fast hard carefully badly clearly

I can play basketball well.

I can play basketball better than you.



Technology helps us!

Find out how technology helps young students with special needs around the world.

Some children have something called Down's Syndrome and they find it difficult to hold a pen or pencil. This means they have difficulty writing and drawing. But they can use Virtual Reality (VR) to help them to paint beautiful pictures! This makes them very happy.



In India, some young people cannot see very well. Without technology, they could not read. But on e-readers, the letters can be very large so that they can see the words more clearly. They can also hear the words to help them, too.

Do you have to use an alarm clock to wake you up in the morning? Children who are deaf cannot hear things like alarm clocks. But in the UK, they can use special alarm clocks that use lights and vibrations to wake them up. Isn't that great?



WOW! Fact

People who cannot talk can use their eyes to make computers do things for them!

- 1 **Before you read** What devices do you use to help you read or study at home or at school?
- 2 **Listen and read.**
- 3 **After you read** Activity Book, page 34.
- 4 **Work in pairs. Discuss the questions.**
 - 1 Have you ever used technology to help you study? Which?
 - 2 Have you ever used an e-reader?
 - 3 Do you prefer reading and studying with devices or books? Why?

I often use the internet to do research.

Find out more! Watch the video.

Make a spider diagram poster about technology and learning



1  Watch the video.

2 In groups, think about the different devices you use at home and at school, and how they can help you learn.

At school, we can watch videos on computers.

At home, we can find information on tablets.

3 Choose four or five devices that you would most like to include in the diagram.

1 _____

3 _____

2 _____

4 _____

4 Decide who will write about each device.

I'd like to write about smartphones.



Writing



You can use these phrases in your information:

You can use ... to help you to ...

... are very good at teaching you about ...

I can learn about ... when I use ...

5  **Make a spider diagram.**

- 1 Write the word *Technology* in the middle of your poster.
- 2 Write the devices around the page.
- 3 Add information about how each one helps you learn.
- 4 Include photos or drawings to decorate the diagram.

6 Display your poster in the classroom.
Talk about your posters.

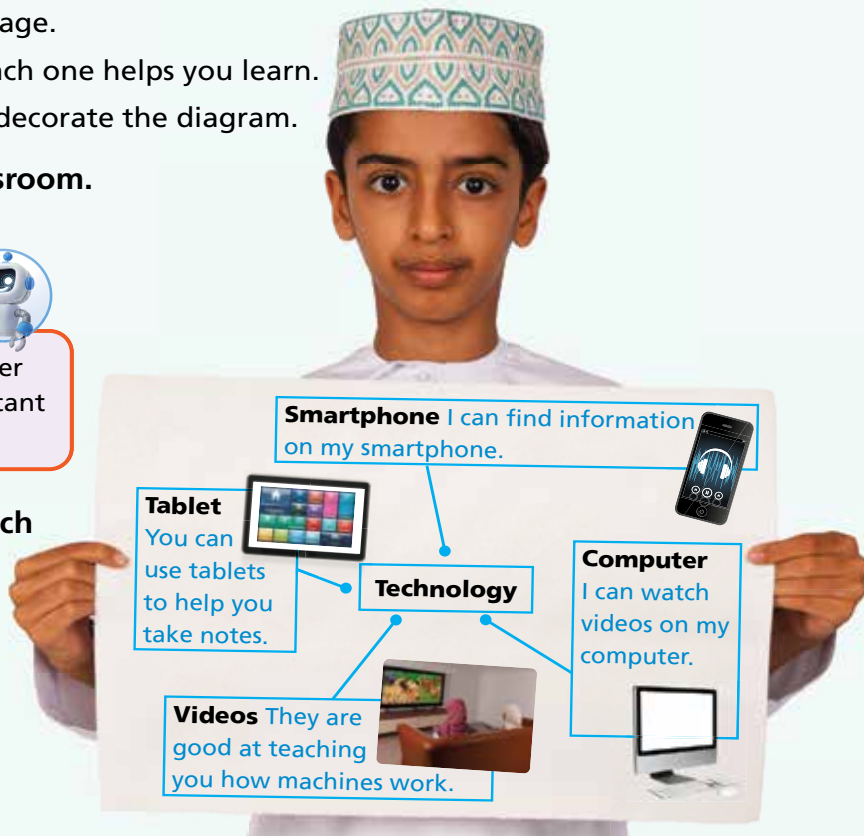
tip

Speaking



When you talk about your spider diagram, summarise the important information.

7 Take a class vote to decide which device is best for learning.



1   2.15 Watch or listen and read. Answer the questions.

- 1 What two things does the girl need to do for school?
- 2 Why can't her mum help her now?



-  Please can I use the printer, Mum?
-  Of course. What do you want to print?
-  My English homework. Can you show me how to turn it on?
-  It's easy! Press that button there.
-  OK. What next?
-  Look at the laptop. Click on that icon at the top of the screen.
-  Thanks. Do you have time to help me revise for an exam?
-  Sorry, not now. I have to cook dinner.
-  Alright. Could you help me after dinner, please?
-  Of course.

- 2 Read the dialogue again. Underline three questions asking for help that use language from the *Say it!* box.



Asking for help:

Could you ...?

Can you show me how to ...?

Do you have time to ...?



- 3 Say new dialogues with your partner. Ask for help with something. You can use these ideas. Use the *Say it!* box to help you.

download an app

do your homework

upload some photos



Can you show me how to download an app?



Of course.



Pronunciation

- 4 Listen and read. Do the coloured words have a long or a short sound? Then listen again and repeat.

I need **to** go online.

I'm going **to** do my homework.

Do you have time **to** help me?

Can you show me how **to** do it?

OK, I'm going **to** help you.

You need **to** type the password.

Then you have **to** click on this icon.

Now you're ready **to** start!



Reading

- 1 **Before you read** Look quickly at the reviews. Which reviewer mentions these things?

a password an icon a video treasure friends buildings

- 2  **Listen and read.**

tip Reading

You don't always need to read every word. Look quickly at the text to find the information you're looking for.



TopCity the exciting new game



Amazing game!

by GameFan

This game is fantastic! I downloaded it onto my tablet last month and I play it every day. In the game, you travel around a city, looking for treasure. In every building in the city, you have to click on an icon and solve a problem. The problems get more difficult, so you have to work harder. It's good to challenge yourself! To move around the city, you have to write instructions. It's like programming a computer. I'm learning lots of new skills! Now I can move around much more easily. Last night I scored 50,000 points!

Good points:

- 1 It was easy to start playing. First I had to click on the icon to start the game and then I had to type a password. Then I could move around the city!
- 2 The graphics are really good.

Any bad points? The game isn't free, but I think it's good value!



Not bad

by MrCool001

This is quite a good game, but I think there are lots of programming games that are better.

Good points:

- 1 You can watch a video to help you learn how to play. It gave me some good tips.
- 2 You can play it online with your friends. That's fun!

Bad points:

- 1 I had to buy it! I think it's too expensive.
- 2 It doesn't work on all my devices – I can't download it onto my phone.

- 3 **After you read** Read the sentences and write **Y** (yes), **N** (no) or **DS** (doesn't say).

- 1 You have to pay for this game.
- 2 When you play this game, you try to find treasure.
- 3 GameFan lives in a city.
- 4 MrCool001 thinks TopCity is the best programming game.
- 5 MrCool001 has watched the video.
- 6 MrCool001 has a tablet.

Words in context

solve a problem challenge yourself
program a computer score points
give tips play online

- 4  **Talk to your partner. Do you play any computer games? What do you like about them? What do you not like?**

1 Read. Then use the notes to complete the review.

FunTimeforKids

the drawing and painting app

★★★★★ Great fun!

by TechWhizz

This is a great app for kids who like being creative. You can use it to make fantastic pictures!

↑ Good points:

- 1 There are tools for painting and (1) _____.
My pictures look like real paintings and drawings!
- 2 You can send your pictures to your friends, and they can send you (2) _____.
- 3 You can upload (3) _____, too, and draw or paint on your photos.
- 4 You can (4) _____ the pictures easily.

↓ Bad points:

- 1 It opens too slowly. I had to wait for two (5) _____ after I typed my password!
- 2 I couldn't (6) _____ photos at first, but it's OK now.

Good:

- 1 drawing and painting tools, look like real paintings and drawings
- 2 send pictures to friends - they can send comments
- 3 upload photos
- 4 print easily

Bad:

- 1 opens slowly - 2 minutes!
- 2 couldn't upload photos at first

2 Read. Then answer the questions about the reviews on pages 54 and 55.

How to write... a review

Include:

- a short introduction
- good and bad points
- you, e.g. *You can ...*, *It helps you ...*
- adjectives, e.g. *brilliant*, *expensive*
- adverbs, e.g. *cheaply*.

- 1 How many good points does each reviewer mention? And how many bad points?
- 2 What sentences can you find that use *you*?
- 3 What adjectives can you find?
- 4 What adverbs can you find?

3 ✨ Write a review of an amazing app or game. Plan, write, check and rewrite. Use the *How to write...* box to help you.



Writing

When you plan, make notes. You don't need to write sentences!



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

1 5 comments



Nadia 12 minutes ago



I think technology can help us learn. I have a great app to help me learn English. You click on pictures and hear the words. Then you say the words and it tells you if your answer is right. It helps me remember the words.

3 2 comments



Shihab 3 minutes ago



My dad likes photography. This is one of his photos. He has a really good camera on his smartphone. He says he can upload the photos to his computer if he wants to send them to people.



5 5 comments



Carlos 10 minutes ago



I enjoyed reading about how technology can help people with special needs. I cannot hear very well and it is great that technology is making life easier for people like me. 🤖

2 3 comments



Najla 5 minutes ago



We had to read a book at school, but I read really slowly so I downloaded the book onto my e-reader. Now I can read the book or listen to it in the car or in bed. I like reading, but it's great to listen to a story, too. It helps me read a book more quickly.



4 4 comments



Katya 5 minutes ago



I liked the poem about the smartphone. I can remember new vocabulary more easily when it's in a poem. I like making videos, so I changed the last verse. Here it is:

When you have some free time,
And want to be creative
Or do something more quietly alone,
Why not make a video
And show it to your family,
Lying on the sofa with a phone?

1 Read the comments about the WOW! Magazine. Tick (✓) the comments about technology and learning.

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

- 1 What did you like best?
- 2 What did you learn about how people use technology?
- 3 What do you think are some good and some bad things about technology?

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

WOW! Question



Sultan 20 minutes ago

How can technology help us at home and at school?

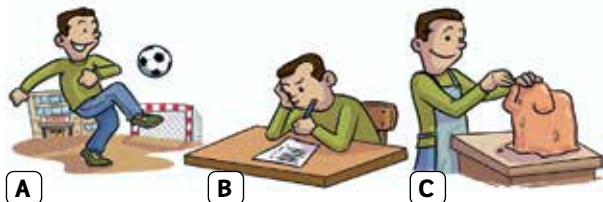
...

A2 Flyers Listening Part 4

A2 Key for Schools Listening Part 1

- 1 Listen. For each question, circle the correct answer.

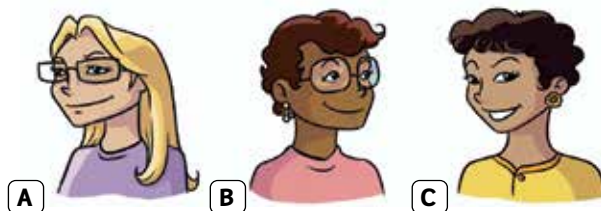
1 What did Riley do at school today?



tip Exam

Listen to the whole dialogue before you choose your answer. The correct answer isn't always at the end of the dialogue.

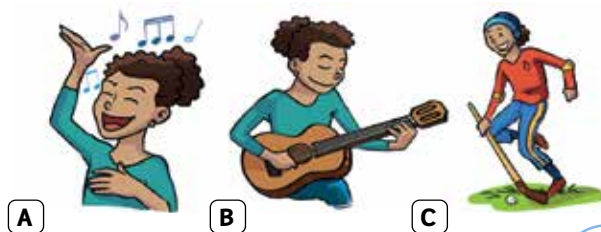
2 What does the girl's teacher look like?



3 What did the boy do after school?



4 Which of these hobbies does Louise like best?



A2 Flyers Reading and Writing Part 1

- 2 Look and read. Write the correct words. There is one example.

tip Exam

Check that you write the words correctly.

snorkelling a screen volleyball a market ~~table tennis~~
a printer a laptop a zoo a café a theatre ice skating

This is a sport that you play indoors. You use a small bat and a small ball. table tennis

- You can go here to buy something to eat. A waiter will bring your food to you. _____
- This is a small computer that you can carry in a bag. It has a keyboard. _____
- You do this sport outdoors. You can do it under the water. _____
- This is the part of a computer or tablet that you look at. A mobile phone has one, too. _____
- This is a place where actors work. Lots of people like going here in the evenings. _____
- This is a game that you play on the beach or on a sports field. You don't use a bat. _____
- This is a good place to visit if you like animals. You can see lots of different kinds of animals here. _____

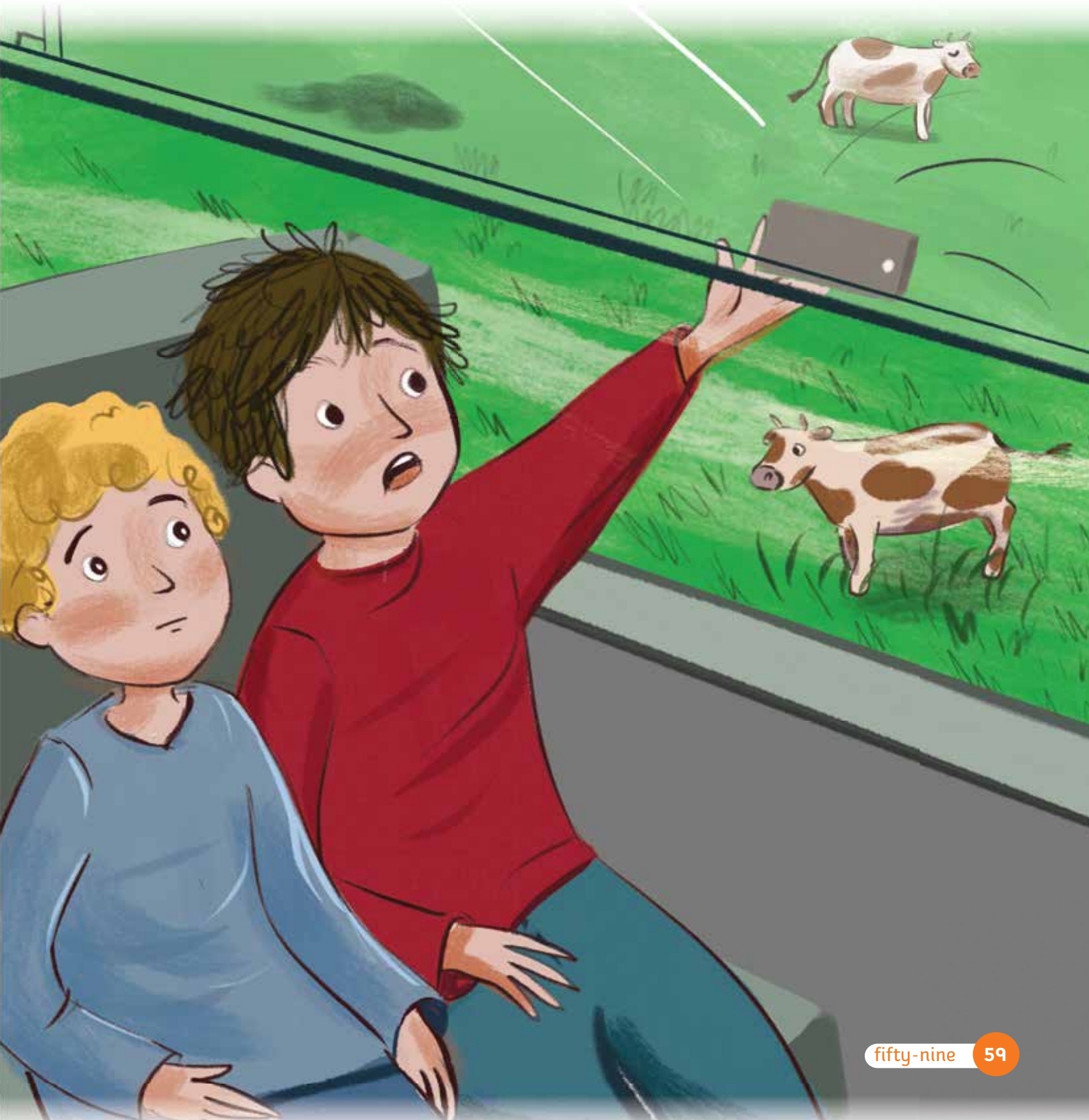
The Lost Phone

Jake and Finn are on their way to London with their parents. They couldn't take their car so they had to take a coach. But Finn was very happy because he loves coaches. 'This coach travels faster than our car,' he said. 'We'll get there really quickly!' Jake had headphones on and was watching a video on his smartphone. 'I know!' said Finn. 'Let's take a selfie out the window!'

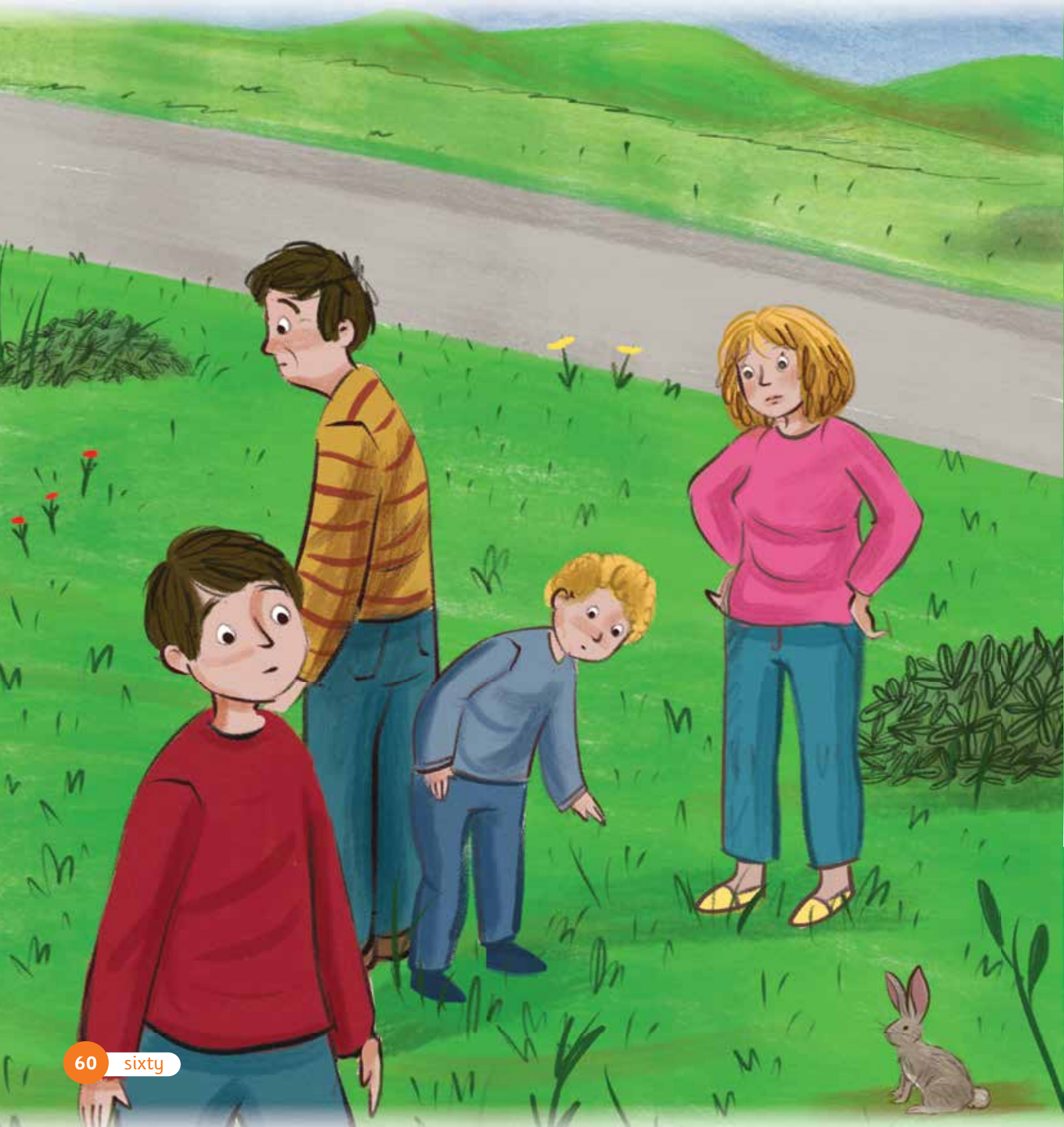


The boys sat by the open window. They could see fields and hills, and lots of cows.

‘Smile!’ Jake said happily, but as he did, there was a strong wind. His smartphone fell out the window!



‘Oh no!’ said Jake, and he quickly told his parents about his phone. The driver had to stop the coach so the family could get off. They looked for Jake’s smartphone for a long time, but they couldn’t find it anywhere.



Then Finn saw something moving under a bush. 'It's a rabbit!' he said happily. 'I love rabbits!' When the rabbit heard Finn, it ran away. 'Look! It's your smartphone, Jake!' Finn said. 'It was under the rabbit's tail!'



Jake was very happy. He picked up his smartphone and typed the password. 'Look at all these funny selfies!' he laughed.



The Animal App

This is Dana. She loves technology, and she has lots of devices. She loves animals too, and on Friday she downloaded a new app on her smartphone: the Animal App. Before she had the app, she couldn't name any small animals. But now she can!



On Saturday, Dana had to look after her little sister Laila. She took Laila to the park to look for small animals. 'Look, Dana! What's that?' Laila said. She was looking at a small animal in the grass. 'It's green with long legs!'



Dana got her smartphone. 'That's a grasshopper, Laila,' she said. 'It can jump higher than a frog!'

‘Look! What’s that, Dana?’ Laila said again. This time she was looking at a small animal on a flower. ‘It’s yellow and black and it can fly.’

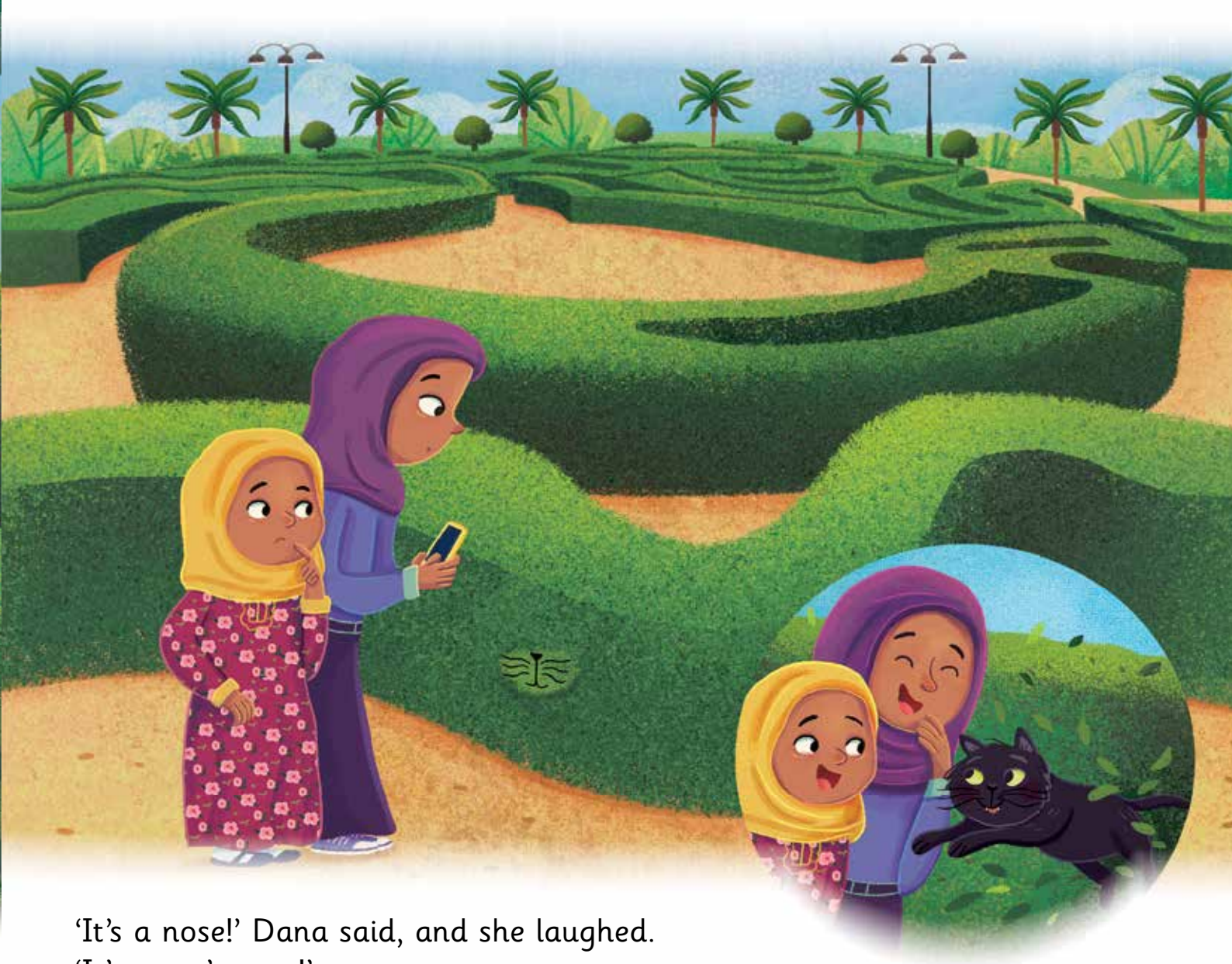


‘That’s a bee,’ said Dana. ‘It flies more slowly than a bird!’
‘I like bees!’ said Laila happily.

Dana and Laila looked for more small animals in the park. Then Laila saw something small and black in a hedge. 'Is that a spider, Dana?' Laila asked. Dana could see it too, so she got her smartphone.

'It isn't a spider, Laila,' she said.

'But what is it?' Laila asked.



'It's a nose!' Dana said, and she laughed.

'It's a cat's nose!'



3

Places



World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

What are your favourite places in your town or city? Which buildings do you know?

Reem likes travelling, looking at the buildings and going to different places.

She has a question for you. What do you think?



WOW! Question



Reem 1 hour ago

Why are some places and buildings important to us?



In this unit I will ...

- learn some words for places and parts of buildings
- use relative pronouns
- use the Past continuous
- read a mystery story
- find out about ancient cities in your region
- work in a group to make a brochure about an ancient city
- learn how to give directions in a building
- read and write short stories

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.

castle harbour stadium tower skyscraper factory hospital palace
swimming pool sports centre office building apartment building 1



3  Listen and read. Do the WOW! Quiz and write the places.

WOW! Quiz Guess the places!

- 1  **Sultan** 5 minutes ago _____

I stayed there last year. I can remember the smell. The doctors and nurses were kind, but I wasn't happy at that time. I couldn't play volleyball or football. I watched cartoons all day. I wanted to go home.

2  **Ario** 1 hour ago _____

This is the tallest building in the city. I like going there to do photography. There's a café at the top and you can go outdoors. On a sunny day you can see the whole city, but don't look down!

3  **Reem** 7 minutes ago _____

I love this place. I visited it with my family last summer. It's so old. It's great for history projects. You can walk to the top and the view is amazing. Also, if you're feeling energetic, you can walk around the walls.

4  **Julia** 3 hours ago _____

My classmates and I visited this place last summer. We watched a video about the history of chocolate and then saw how to make chocolate. The smell was delicious. I'd like to work here! I bought some chocolate in the gift shop on the way out.

4  Work in pairs. Look at the places on pages 66 and 67. Answer the questions.

- 1 Which places can people live in?
- 2 Which places do people work in?
- 3 Which places do people use for sports?
- 4 Which places are in your town or city?

5  Play a guessing game about places you have visited. Describe a place. Can your partner guess the answer?



There were so many people in this place. Some people were standing up so we couldn't see very well but the match was exciting.

Were you at the stadium?

Yes, I was. Your turn.



1 Listen and read. Which places do Reem and Julia talk about?

Reem: Oh, dear! Where's the sports centre, Julia? We went past the apartment building where our friend Sharifa lives.

Julia: Right! And then we saw the stadium where my brother went to the football match.

Reem: I don't believe it! We're going to be late for the swimming class.

Julia: I think it's this way. It's near the hospital where I went in April.

Reem: I don't remember the time when you went to hospital.



Julia: Really? It was the day when we went to the chocolate factory. I was sick. Remember?

Reem: Oh, yes. I remember. You weren't the only child who ate too much chocolate!

Julia: I didn't like it in hospital. I was bored. The doctors were really nice, but the Wi-Fi wasn't very good and I couldn't go online.

Reem: Hey, look! There's a map.

Julia: Oh, yes! We're here and ... What's this big place?

Reem: Oh! It's the thing that we're looking for! The sports centre is right behind us!

Julia: No way!



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

1 Where does Sharifa live?

3 Why did Julia go to hospital?

2 What did Julia's brother do at the stadium?

4 Are they far from the sports centre?

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

Right! No way! Hey, look!

1 (...) There's a bus stop.

Oh, yes!

2 So, we've answered the first question.

(...)

3 I played football in that stadium.

(...)

4 Choose five places you have been to in your town or city. Make a list and talk about the places with your partner. Are your lists the same or different?

I've been to the hospital. It was the place where I first saw my baby brother.

I went to the stadium when I was ten.

1 Look back at the dialogue in Lesson 2. Complete these sentences.

- 1 The hospital is the place where ...
- 2 They saw the apartment building where ...
- 3 Julia remembers the doctors who ...
- 4 She went to hospital on the day when ...
- 5 The sports centre is the thing that ...

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



Grammar

Relative pronouns		
He's the doctor	who	Julia saw in the hospital.
A stadium is a place	where	you can watch sports matches.
What's the book	that/which	you want to read?
I remember the time	when	you went to hospital.

-  We use that or **which** / **who** for things.
  We use **when** / **who** for time.
-  We use **where** / **which** for places.
  We use **where** / **who** for people.

3 Read the dialogue in Lesson 2 again. Find and underline examples of relative pronouns.

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

Which building did they go past?



They went past the apartment building **where** Sharifa lives.



5 Listen and choose the correct answers.

- 1 Where's the new cinema?
 a opposite the library
 b next to the office building
 c next to the café
- 2 They're going to go to the café which
 a is at the cinema.
 b is at the sports centre.
 c is near the bus stop.
- 3 Jane is the waitress who
 a works at the sports centre.
 b works in the library.
 c goes swimming with Kate's mum.
- 4 How is Matt going to get there?
 a by car
 b by bus
 c by bike
- 5 When is Matt going to meet them?
 a at 6.45
 b at 6.30
 c at 6 o'clock



6 Listen again and say *True* or *False*. Then say why.

- 1 The film is called *Summer Nights*.
- 2 The library is opposite the old cinema.
- 3 The café is really good.
- 4 Kate wasn't at home when Jane came to the house.
- 5 The film starts at 6.30.

7 Play the definitions game. Write a definition of a place, person, animal or thing without saying the word. Can your partner guess the word?



It's a place where you go when you are very sick.

It's a person who ...

It's a thing which ...

It's a day when ...



The secret room

Eddie and his sister Carrie were visiting an old palace.

'Welcome to Bingley Palace,' said the guide as they walked through the entrance into a big hall with high ceilings. They followed the guide up the stairs to a corridor on the first floor.

'This is Lady Charlotte,' the guide said, pointing to a picture on the wall. 'She lived here many years ago. She painted lots of pictures, but some of them got lost. Here is a picture of the palace.'

'Look! The picture of the palace is wrong!' said Eddie. He was holding his sketchbook next to the picture. 'There are only two windows in the tower. I drew three windows.'

'Maybe you painted it wrong,' said Carrie. 'Or perhaps there's a secret room,' thought Eddie.

He was touching a bookcase when suddenly it moved and he fell. Everything went black.

'Eddie, wake up! What were you doing?' Carrie was talking to him kindly. 'You fell down some stairs. You found a secret room. Lord Bingley wants to see you.'

'Oh, really?' Eddie answered. He got up quickly and went to see Lord Bingley.

'You found a secret room in the palace! And in the room we found some of Lady Charlotte's paintings!' said Lord Bingley. 'Thank you! Oh, dear! Are you OK?'

'No, it's just my leg,' said Eddie. 'Wait a minute!' He took something from his pocket. 'It's the paintbrush I was painting with! So now I can finish my picture of the palace!'



- 1 **Before you read** Today's Book Club text is a mystery story. Look and circle the words that describe a mystery story.

- 1 There is always a puzzle to solve a journey somewhere .
- 2 One character is often a kind of detective a princess .
- 3 What mystery stories do you know?

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

- 1 What do Eddie and Lady Charlotte both like doing?
- 2 Why is Lord Bingley happy?

- 3 **After you read** Activity Book, page 46.

- 4 **Discuss in groups.**

- 1 How did Eddie find the secret room?
- 2 Why do you think the paintings were in the secret room?
- 3 Did you like the story? Why?



I liked the story
because ...



I didn't like the
story because ...

- 5 **Work in groups. Plan and write a different ending to the story. Change the last paragraph.**

'No, it's just my leg,' said Eddie. 'Wait a minute!' He took something from his pocket. 'It's the

Vocabulary and Grammar

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

ceiling floor wall roof corner corridor stairs steps 1
lift escalator entrance exit



2 Read the story in Lesson 4 again. How many words about buildings can you find?

3 Read the story again. Match the actions. Which actions are longer? Which are shorter?

- | | |
|---|---|
| 1 The guide was talking | a when Carrie was talking to him. |
| 2 Eddie was holding his sketchbook | b when they walked through the entrance. |
| 3 Eddie was touching a bookcase | c when he fell. |
| 4 Eddie woke up | d when he looked at the painting. |

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



Grammar

Past continuous

I/He/She	was wasn't	playing in the garden	when it started to rain.
You/We/They	were weren't		
What	was	I/he/she	doing when it started to rain?
	were	you/we/ they	

We use the Past simple with the Past continuous when a **longer** / **shorter** action happens in the middle of a **longer** / **shorter** action.

5 **Listen to four children. Which places do they talk about?**

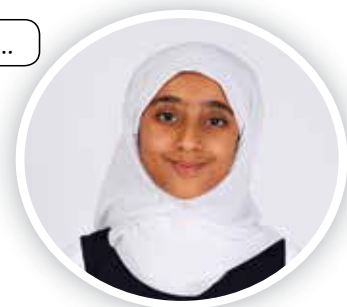
6 **Talk to your classmates. What are your earliest memories?**

- Where were you? Describe the place.
- What were you doing? What happened?



What were you doing?

We were visiting a castle ...





Ancient cities

in the Pan-Arab region

There are ancient cities and buildings in many countries in our region. They can tell us a lot about the past!

Baalbek in Lebanon is more than 2,000 years old! There are amazing Roman ruins here as well as an ancient mosque where people prayed. Today, you can learn about the city at a museum here. There is also the Baalbek International Festival which brings art and music to the city every year.

Carthage was an important harbour on the coast of Tunisia where many ships visited more than 3,000 years ago. Later, the Romans built a city here. Today, you can still see the city walls, Roman baths, statues and a theatre.

Petra is an amazing city in Jordan which people built into the rocks. People were buying and selling spices from India, China and Egypt here more than 2,000 years ago. Today most of the buildings are ruins, but you can still see an ancient theatre, houses and a palace.



Baalbek, Lebanon



Carthage, Tunisia



Petra, Jordan

WOW! Fact

Petra takes its name from the Greek word for 'rock'.

1 Before you read Are there any ancient cities in your country? How old are they?

2 **Listen and read.**

3 After you read Activity Book, page 50.

4 **Read and discuss the questions with your partner.**

- 1** What are the oldest buildings in your town? How old are they?
- 2** What do you know about these old buildings?
- 3** What do these buildings tell you about the past?

The oldest buildings in my town are the mosques.

Find out more! Watch the video.

Make a tourist brochure about an ancient city



- 1  Watch the video.
- 2 In groups, find out about other ancient cities around the world. Use the questions in Activity 3.
- 3 Choose the city that you would most like to visit.

Why don't we visit ...?

Good idea.

- 4 Decide who will research to make notes about:

- how old the city is.
- the most important buildings in the city.
- what you can see there today.

- 5  **Make your tourist brochure.**

- 1 Write short texts from your notes on small pieces of paper.
- 2 Glue your notes onto your brochure.
- 3 Add photos or pictures.

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

tip

Speaking

Remember to speak in a loud, clear voice!



Writing



You can use these phrases in your information:
... is more than/about ... years old.
The most important buildings are ...
Today you can see ...

- 7 Take a class vote to decide where you're going to go and what you're going to see.



Jerash is a city which is more than 2,000 years old and the Romans lived there in the past. Today you can see many Roman buildings. The most important building is the amphitheatre.

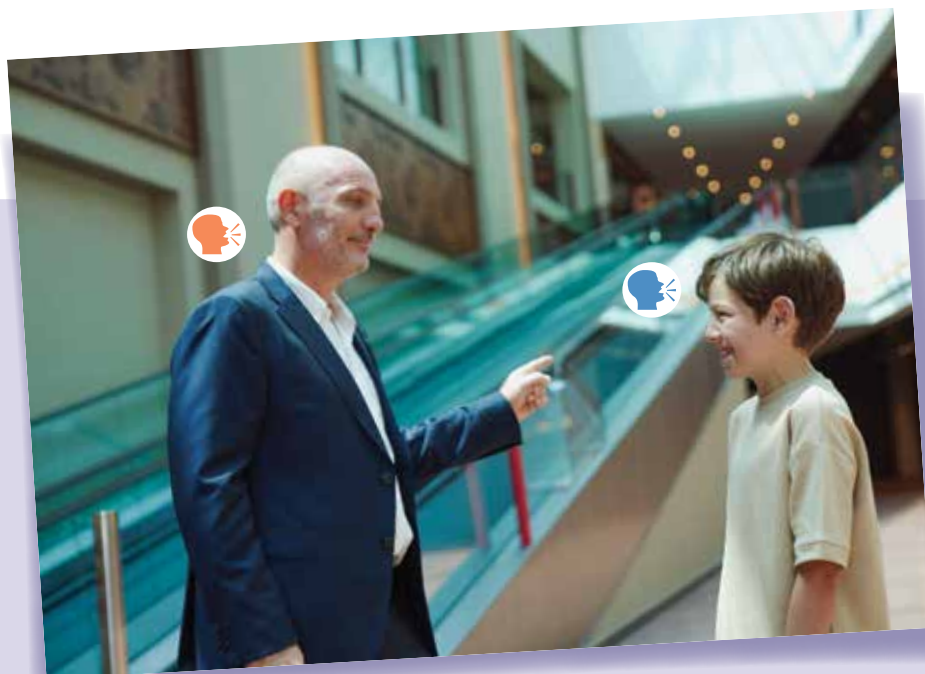


English in action

Giving directions in a building

1   3.15 Watch or listen and read. Answer the questions.

- 1 Why doesn't the boy know where to go?
- 2 Which shops does he want to find?



Welcome to the shopping mall! Is this your first visit?



Yes, it is! I don't know where the different shops are.



I can help you.



Thank you. Can you tell me where the shoe shop is, please?



Yes, of course. Go straight on. It's the third shop on the right.



Thank you. And where's the bookshop, please?



It's upstairs. Take the escalator to the second floor.
It's the second shop on the right.



Thanks. And what about the café? Where's that, please?



Oh, that's easy – it's on the ground floor! Go along the corridor
and around the corner. The café is on the left, next to the exit.



That's great. Thanks very much.



Enjoy your visit!

2 Read the dialogue again and correct the sentences.

1 The shoe shop is the second shop on the right.

The shoe shop is the third shop on the right.

2 The bookshop is downstairs on the right.

3 The boy can take the lift to the second floor.

4 The café is on the second floor.

5 The café is next to the entrance.



Giving directions in a building:

It's upstairs/downstairs. It's on the left/right.

It's the (first) door on the (right).

It's on the ground/first/second floor.

Go through the door/straight on/along the corridor/around the corner.

Take the lift/escalator (to the first floor).

3 Say new dialogues with your partner. Imagine you're in a shopping mall. Ask for and give directions to different shops. Use the *Say it!* box to help you.

Can you tell me where the (...) is, please?



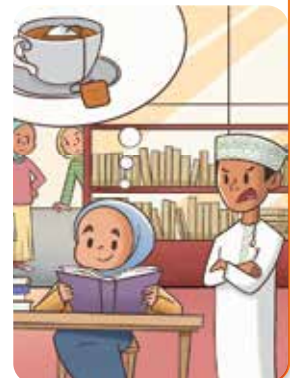
Pronunciation

4 Listen and read. Listen carefully to the coloured words. Then listen again and repeat.



We **were** visiting the bookshop.
I **was** looking in a book.
I **was** reading about some food
And things that people like to cook.

My sisters **were** waiting outside the shop.
My brother **was** talking to me.
He **was** cross, but I didn't hear him.
I **was** thinking about my tea!



Reading



tip Reading

When you see a word that you don't know, try to guess the meaning. Use the pictures and the text to help you.

1 **Before you read** Look quickly at the story and complete the sentences.

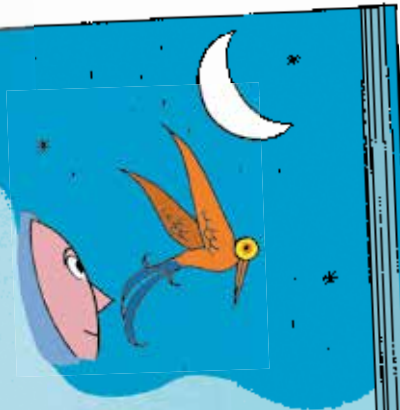
- 1 The girl in the story is called _____.
- 2 The story begins and ends in her _____.

The fantastic bird

Rasha was in her bedroom. She was trying to write a story for her homework, but she didn't have any good ideas. She stopped writing and started to draw. She sketched a really big orange bird with a long blue tail. She was pleased with her picture! After that, she decided to go to bed. It was late.



At last, the bird flew back to the apartment building where Rasha lived, and back into her bedroom. She climbed off the bird's back and got into bed. 'Goodbye, bird,' she said. She quickly went to sleep.



She was lying in her bed when she suddenly heard a noise. She looked up. The bird from her picture was flying in through the window! The bird asked, 'Do you want to fly?' Rasha was amazed. She was scared of flying, but she loved adventures, so she climbed onto the bird's back. The bird zoomed out of the window and flew over the city. Rasha saw skyscrapers and factories. They flew over the office building where her mum worked. They flew over the harbour. The people in the boats looked very small. 'Wow!' Rasha yelled.



When Rasha woke up in the morning, she remembered her amazing adventure. 'Oh,' she whispered, sadly. 'It was just a dream.' But then she smiled. Now she had an idea for her homework! She started to write. When she finished her story, she

looked up. She thought she saw something orange next to the window. Was it the bird? Or was it her imagination?



Words in context

sketch zoom yell
remember whisper smile

2 **Listen and read.**

3 **After you read** Read and answer the questions.

- 1 What was Rasha's problem?
- 2 What was unusual about the bird?
- 3 Why did Rasha climb onto the bird's back?
- 4 Read the two questions at the end of the story. What do you think?

4 **Look at the picture and tell a story with your partner. You can use the words to help you.**

Mudrik was playing in the park when ...

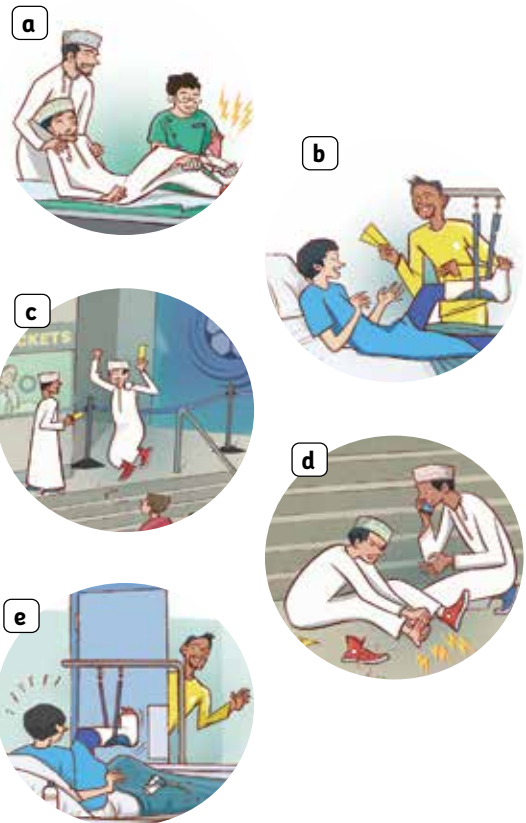
opened closed saw
heard said went
ran said whispered
shouted yelled
asked smiled



1 Read. Match the pictures to the paragraphs.

SPECIAL TICKETS

- 1 Ammar was at the stadium with his friend Qais. They were buying tickets for a football match. 'I'm so excited about the match tonight,' Ammar said, happily. 'Our number nine Amjed Rashid is my favourite player!'
- 2 But then Ammar fell down some steps. 'Ouch!' he shouted. 'My foot hurts!' Qais quickly phoned Ammar's dad.
- 3 Ammar's dad took him to the hospital. A doctor looked at his foot. It was broken! Ammar was very sad. 'Oh no! Now I can't go to the football match,' he said.
- 4 He was reading a book in his hospital room when suddenly the door opened and a man walked in. He was Amjed Rashid, the number nine from his favourite team! 'Hello, Ammar!' he said. 'I saw you fall down the steps. Now you can't go to the football match, so I decided to give you these!'
- 5 Amjed gave Ammar two tickets for a match in April. 'You can watch me when you're better!' said Amjed. 'Thank you!' said Ammar, with a big smile on his face.



2 Read the stories on pages 80 and 81 again. Then complete the story plans.

How to write... a short story

Think about these things:

- Where does the story take place?
- Who is in your story?
- What happens at the beginning?
- What happens in the middle?
- What happens at the end?

		The fantastic bird	Special tickets
where	setting	Rasha's bedroom and the sky!	(1) <u>stadium</u> and (2) _____
who	characters	Rasha bird	Ammar Ammar's dad his friend (3) _____ the footballer (4) _____
what	beginning	trying to write a story	buying (5) _____ for a football match
	middle	flies over city on bird's back	falls down (6) _____ goes to hospital
	end	writes story	Amjed Rashid visits him in (7) _____

- 3 Write a short story. Plan, write, check and rewrite. Use the *How to write...* box to help you.

Writing

Show the words that people say like this:
 'Ouch!' he shouted. 'My foot hurts!'
 'Thank you!' said Ammar, with a big smile on his face.

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

1 4 comments



Chloe 3 minutes ago



I went to London, where there are a lot of tall office buildings, apartment buildings and skyscrapers. We went to the top of the Shard. It's 310 metres high, but I wasn't scared. There's an amazing lift made of glass so you can see the city as you go up. My friends and I took a selfie there.



2 3 comments



Juan 5 minutes ago



This is a photo of the castle that I made. I was working on it in the summer, but it's finished now. There are many towers and there are 30 tiny steps up to one of them. I like making things, but I think this is the best model that I've made.



3 7 comments



Marwa 9 minutes ago



I like mystery stories. I was reading the story in Lesson 4 when I remembered an old palace that we visited. There were long corridors with paintings like the ones that Eddie saw at Bingley Palace. I saw a small door when I was walking along the corridor, but the guide who was showing us around said it was a cupboard.

4 2 comments



Jasim 3 minutes ago



I've been to Petra! We went there when we were on holiday in Jordan. We climbed steps and walked along streets where people walked two thousand years ago. I'll never forget it. We learned so much about how people lived in the past.



5 3 comments



Yasir 10 minutes ago



One of my favourite places in the world is my grandparents' house. They live in a small house near a harbour, by the sea. We stay there in the summer holidays. There are steps from their front door to the harbour and they have a small boat there.

1 Read the comments about the WOW! Magazine. Tick (✓) the comments from children who have visited old places.

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

- 1 What did you like best?
- 2 Which places or buildings did you find most interesting?
- 3 Which places are important to you?

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

WOW! Question



Reem 1 hour ago

Why are some places and buildings important to us?

...

A2 Key for Schools Reading and Writing Part 4

tip Exam



- 1 For each gap, choose the correct answer.

When you finish, read the whole text again to make sure you have chosen the correct words.

KUALA LUMPUR SKYSCRAPERS



Last year, I went to Kuala Lumpur in Malaysia. It's a very big and exciting city, with lots of skyscrapers! A skyscraper is a tall building which has lots of (1) Most of the tall buildings in the city are office buildings, but you can (2) ... other things in them, too. For example, I (3) ... one skyscraper where there was a big shopping mall. I found a shop that had some fantastic

computers. I was (4) ... at a laptop when a famous Malaysian actor walked into the shop! There are (5) ... in some skyscrapers, too, but I wouldn't like to live in a skyscraper. I don't like going up and down in a (6) ...!

- | | | |
|---------------|--------------|-----------|
| 1 A gardens | B roofs | C floors |
| 2 A find | B stop | C be |
| 3 A watched | B visited | C decided |
| 4 A looking | B listening | C playing |
| 5 A factories | B apartments | C castles |
| 6 A lift | B stair | C window |

A2 Flyers Speaking Part 4

A2 Key for Schools Speaking Part 1 (Phase 2)

tip Exam



- 2 Talk to your partner. Talk about the town where you live.

Answer with as much information as you can. You don't need to say whole sentences.

What is the most interesting place in your town?

Which places do you visit most often?

What old buildings are there in the town?

Where do you go shopping?

'Be an Architect' Day

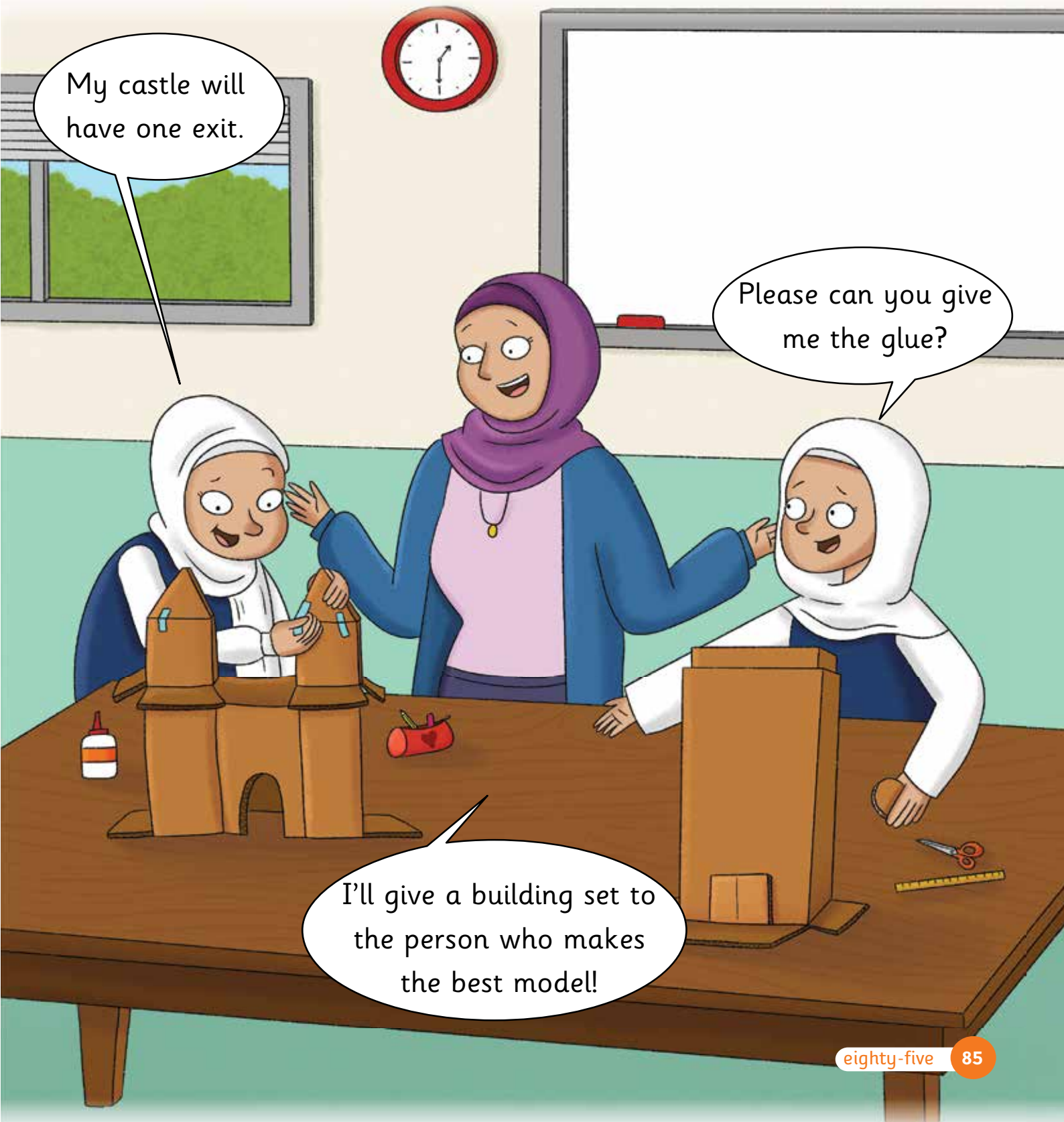
It was 'Be an Architect' Day. An architect was visiting the class. She showed the students some models of buildings. The girls wanted to make models too. They looked at photos of interesting buildings.

This sports centre is cool!
It's got plants on the roof.

This bookshop is very pretty.

Hey, look! That's
the factory where
my dad works.

The girls were very creative. They used cardboard boxes, plastic bottles and paper straws. They used paint and glue. They were all working hard when the architect said something exciting.



My castle will have one exit.

Please can you give me the glue?

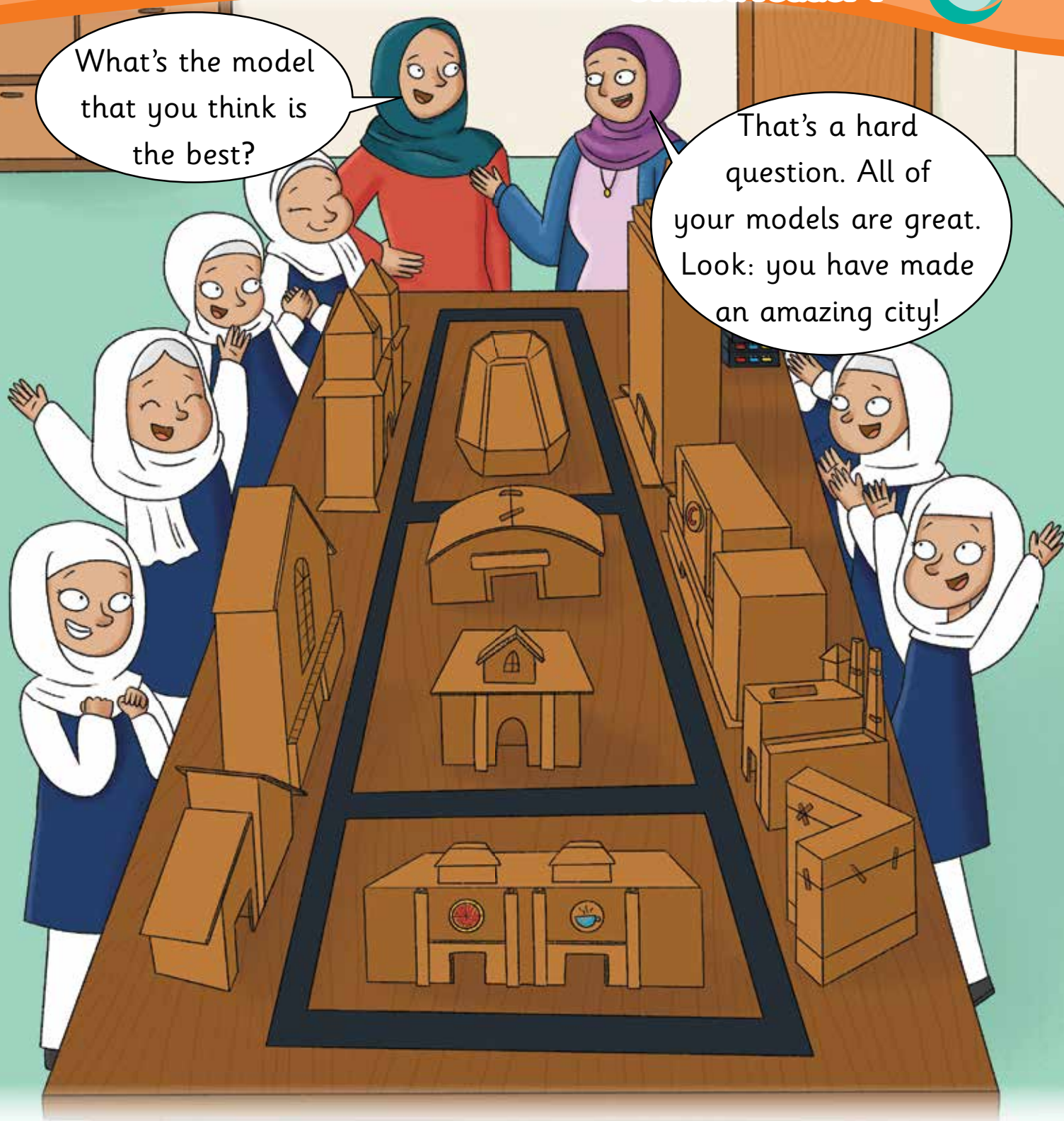
I'll give a building set to the person who makes the best model!

The girls were talking excitedly about their models. They put them on a clean table. They all really wanted to win a building set.

What's the building that you made?

It's a skyscraper!
It's an office building, too.

This is a hospital where many doctors and nurses work.



The architect was very kind. She thought all of the models were really good. She decided to give a building set to everyone in the class!



The Amazing Apartment Building

Lewis and Tom were going home after chess club. Their apartment was on the fifth floor. They were walking to the lift when they saw something was wrong. The lift wasn't working! A mechanic was fixing it.

An illustration of a hallway in an apartment building. In the center, a grey elevator door is closed and has a large black and yellow 'X' marked over it. A mechanic wearing a blue uniform and an orange hard hat is kneeling on the floor in front of the elevator, working on a blue toolbox. To the right of the elevator is a brown wooden door with a green sign above it that says 'STAIRS' with a downward arrow. To the left of the elevator is a small table with a round mirror and a green bag. Two young boys, Lewis and Tom, are walking towards the right. Lewis is wearing glasses, a blue jacket, and orange pants, carrying a backpack and books. Tom is wearing an orange striped shirt and green pants, also carrying a backpack. A speech bubble from Lewis says 'Let's take the stairs.' Another speech bubble from Tom says 'Yes! Go through the door and around the corner.'

Let's take the stairs.

Yes! Go through the door and around the corner.

Lewis and Tom took the stairs to the first floor. They were standing in the corridor when a friendly boy opened his door. The boy had an unusual pet.



The boys went upstairs again. On the second floor, they saw a girl who was knitting a really long scarf. On the third floor, they saw a boy who was juggling pineapples. On the fourth floor, they saw a family who had two trumpets, two flutes and a very large drum!



Finally, the boys arrived at the fifth floor. They were opening the door to their apartment when they heard a noise. The lift was working!

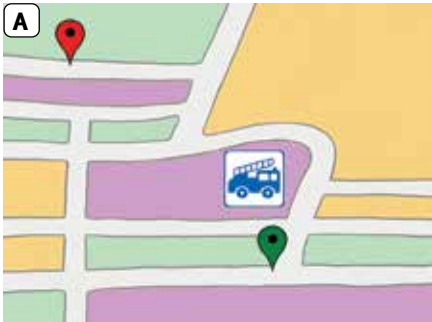
It was more fun to take the stairs than the lift, Tom. We live in an amazing apartment building.

I agree, Lewis. We should take the stairs every day!



1 How many places in a town can you name?

2 Listen and read. Match the maps to the directions.



1 How to find the college

Turn left when you leave the airport; then go straight on. Drive over the bridge and then turn left. Go along the river and past the hospital. The college is on the right. Please go through the red gate. ☐

2 Directions to the theatre

Go straight on. Go around the fire station and then turn right. Take the second left. We're on the right. ☐

3 Arriving at the office by train

Walk out of the train station and turn right onto Station Road. Go straight on. Go past the college, and then walk across the square. Our office is in the corner of the square, in the tall red building. ☐

3 Read the text in Activity 2 again. Find and write the places.

- 1 Firefighters work here. fire station
- 2 Teenagers and adults study here. _____
- 3 You can drive or walk over this. _____
- 4 It's a big space in a town or city. _____
- 5 Actors work here. _____
- 6 People who work here often use computers. _____
- 7 It's similar to a door, but it's outdoors. _____
- 8 If you're travelling by plane, you need to go here. _____

4 Work in pairs. Ask and answer about the texts in Activity 2.

When I leave the airport, what should I do?

Turn left.

When I arrive at the college, what should I do?

Go through the red gate.

5 **Listen and read. Answer the questions.**

- 1 Where is Adam trying to go?
- 2 Where is he at five o'clock?

Adam: Excuse me. Can you tell me where the stadium is, please?

Man: Yes. Go across the road and go over the bridge. Turn left and walk along the river, then take the second right. Then you'll see the stadium. It's very big!

Adam: Thank you. Bye!



Adam: Hi, Faris. I'm at the stadium now. Where are you?

Faris: Hurry, it's five o'clock! Go through the big gate and turn left.

Adam: OK ... I'm going through the gate now ... and I'm turning left.

Faris: Now go straight on along the corridor. I'm in front of you!

Adam: Oh, yes! I can see you!



6 Look at the *Say it!* box. Then look at the pictures and complete the directions.

past across right along
~~through~~ straight on

- 1 Go t hrough the door.
- 2 Go _____ t the theatre.
- 3 Go _____ t _____.
- 4 Go _____ g the river.
- 5 Go a _____ the road.
- 6 Take the first r _____.



7 **Work in pairs. Draw or find a map. Then take turns to ask for directions.**

Excuse me. Can you tell me where the college is, please?

Yes, of course. Go along Main Street and take the second right. The college is on the left.

Say it!

Turn left/right.
Take the first/second/third on the left/right.
Go straight on/along the road/
through the gate/around the fire station/
past the college/over the bridge/
across the square.



Show what you know

- Can you say more places in a town?
- Can you understand directions?
- Can you use a map and give directions?

☐
☐
☐



Science

How can we classify technology?

Think

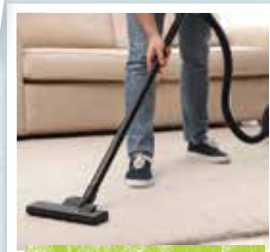
- 1 What do you know about technology? How does it help us?

Learn

- 2 Listen and read. How can we classify technology?

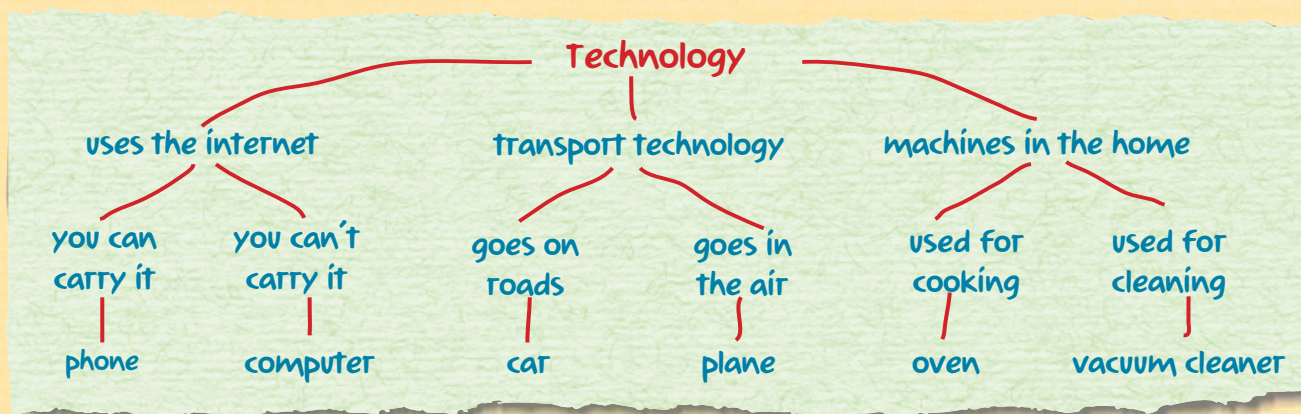
Technology uses science to make things that can help us. For example, computers and tablets can help us to write, and smartphones can help us to find directions.

We can classify technology in many different ways. One way is to classify it into different uses. There is technology that uses the internet, technology that uses machines in factories to make things, and technology in the house that helps us to cook and clean, such as coffee machines, ovens and vacuum cleaners. There is also old and new technology. Old technology is things people used in the past, such as steam trains and phones that are not smartphones. Virtual Reality (VR) is an example of new technology. It uses computers to help us in new and exciting ways.



check

- 3 Look at this tree diagram with three types of technology. Then identify the technology.



- 1 You can go to different countries in this.
- 2 You can talk to people and find information with this.
- 3 You can make cakes in this.
- 4 You can visit different cities in this.
- 5 You can do your homework on this.
- 6 You can clean a carpet with this.

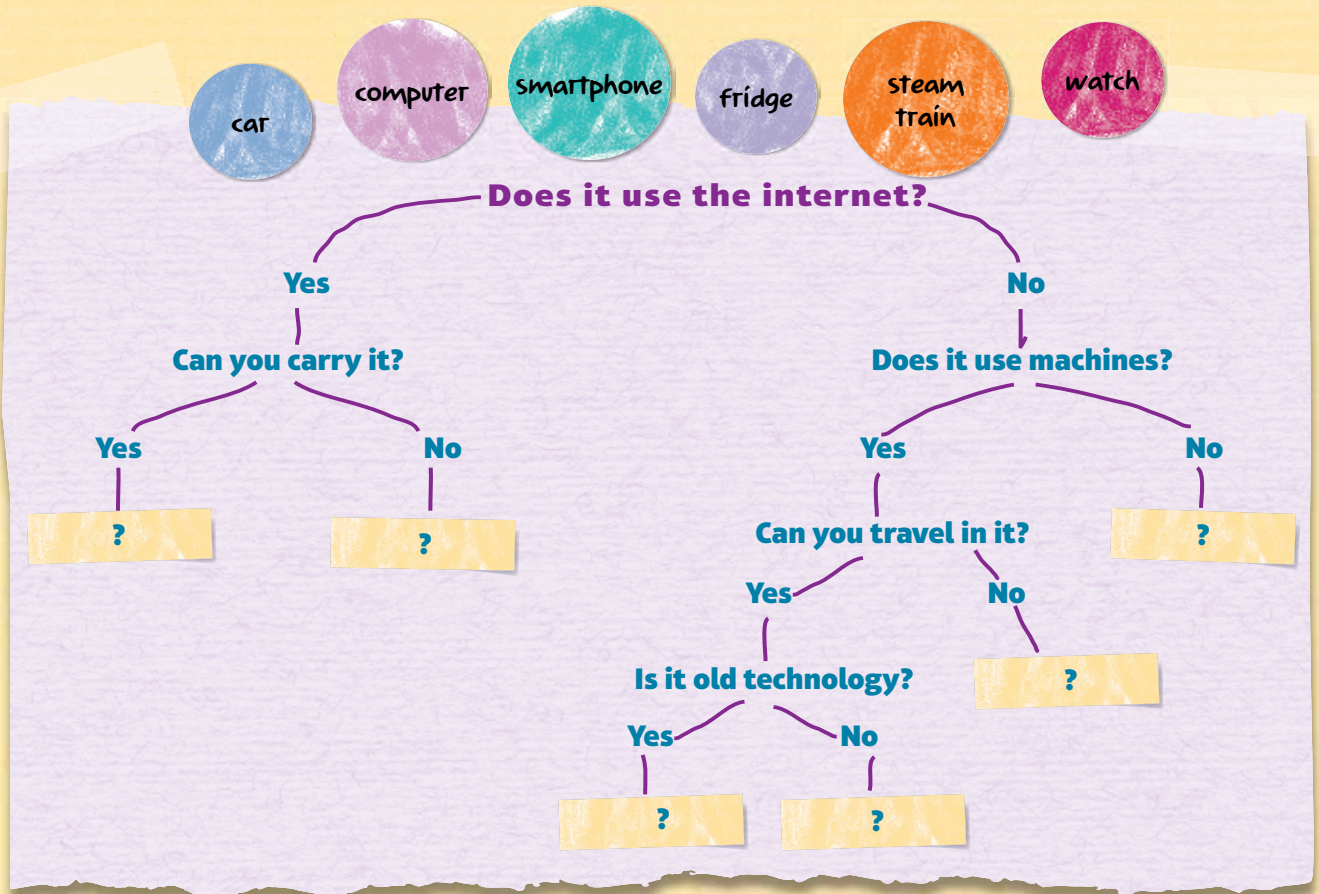
4

- Why do you think it's helpful to put classifications in a tree diagram?

We can easily/quickly see/
read/understand ...

Let's practise!

- 1 Look at these different forms of technology. Identify them with the identification key below. Can you find out which form of technology goes in each of the boxes?



- 2 What other forms of technology could you put in the boxes?

Show what you know

Make a technology identification key.

- 1 In groups, brainstorm six forms of technology you would like to classify.
- 2 Write down five questions to identify the technology.
- 3 Draw a key with your questions. Write Yes/No and draw lines and boxes.
- 4 Check that the questions and answers match the forms of technology.
- 5 Give your key to another group to answer.
- 6 Be ready to describe your key to different groups.
- 7 Use the ideas on the right to help you.

The groups
are ... and ...

We've classified ...
into two groups.

Examples of ...
are ... and ...

Unit 1

Student A

- 1 In pairs, take turns to ask and answer questions. Ask questions using the words in the box. Look at your diary to answer the questions.

make videos do karate go scooting
play badminton play board games write a diary

	Morning	Afternoon
Saturday		go swimming
Sunday	go cycling	put on shows
Monday		play volleyball

When do you make videos?

Student B

- 1 In pairs, take turns to ask and answer questions. Ask questions using the words in the box. Look at your diary to answer the questions.

do the gardening do photography go cycling go swimming
play volleyball put on shows

	Morning	Afternoon
Saturday		play badminton
Sunday	do karate	
Monday	play board games	go scooting

When do you do the gardening?

- 2 Work in pairs. Play *Can you guess?* Mime playing a sport or doing a hobby for your partner to guess.

You're doing karate!

Yes!

Unit 2

Student A

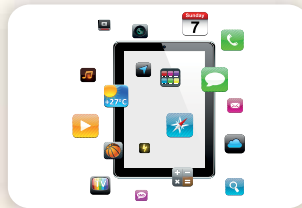
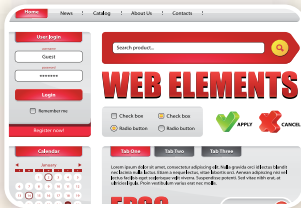
- 1 Think of definitions for your photos. Use some of the words in the boxes. Take turns to say your definitions for your partner to guess.

go type upload download search press
click connect send take turn on

better cheaply faster more clearly more easily
more quickly more safely

You type an address on your device and then you click on the page. You can find information here more quickly than in a book.

A website!



Student B

- 1 Think of definitions for your photos. Use some of the words in the boxes. Take turns to say your definitions for your partner to guess.

go type upload download search press
click connect send take turn on

better cheaply faster more clearly more easily
more quickly more safely

Connect this to your device and then turn it on to listen to music. You can hear music better with this.

A speaker!



Unit 3

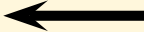
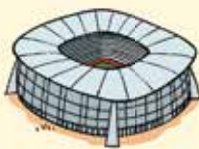
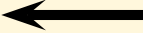
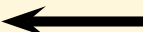
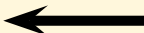
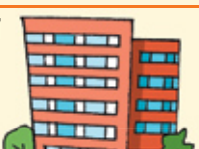
1 In pairs, play the game. Use a spinner. Take turns to say a definition for the words.

It's a place where ...

It's a person who ...

It's a thing which ...

It's a day / time when ...

START! 	1 	2 a doctor	3 Miss a turn!	4 
9 my parents	8 Go forward two spaces! 	7 	6 Eid	5 an e-book
10 	11 an escalator	12 a baker	13 Go back two spaces! 	14 
19 the summer	18 Miss a turn!	17 	16 a hospital	15 a school day
20 a corridor	21 	22 a teacher	23 Go back two spaces! 	24 
29 the weekend	28 Go forward two spaces! 	27 	26 the evening	25 a lift
30 	31 an artist	32 Miss a turn!	33 	FINISH!

Grammar reference

Unit 1



Present simple and Present continuous

Present simple

I	play	volleyball	after school.
She	doesn't	do	karate once a week.
Do	they	do	gymnastics every Monday?
Does	he	play	hockey every week?

Present continuous

I	'm	wearing	a helmet now.
We	aren't	doing	karate today.
Is	she	playing	tennis at the moment?



State verbs

He/She	likes prefers doesn't like	art. doing photography. making models.
I	hate love don't like	sports. playing outdoors.
It	sounds looks	good. interesting.
Do you	know	this cartoon?

Unit 2



could/couldn't, had to/didn't have to

Present simple

I/We/You/ He/She/They	can/can't	do the homework. start again. go to school.
I/We/You/They	have to don't have to	
He/She	has to doesn't have to	

Past simple

I/We/You/ He/She/They	could/couldn't had to didn't have to	write. use computers. use a pen.
--------------------------	--	--



Comparative adverbs

adverbs ending in -ly

quickly → more quickly
carefully → more carefully
clearly → more clearly

short adverbs

hard → harder fast → faster

irregular adverbs

well → better badly → worse

Unit 3



Relative pronouns

He's the doctor	who	Julia saw in the hospital.
A stadium is a place	where	you can watch sports matches.
What's the book	that/which	you want to read?
I remember the time	when	you went to hospital.



Past continuous

I/He/She	was wasn't	playing	when it started to rain.
You/We/They	were weren't	in the garden	
What	was were	I/he/she you/we/they	doing when it started to rain?

How to write...

Unit 1 a good interview



- Use lots of question words, e.g. *what, when, where, who, how, why*.
- Ask about *the biggest, the best, the most interesting ...*
- Use questions that will find out interesting information!

Unit 2 a review



Include:

- a short introduction
- good and bad points
- *you*, e.g. *You can ..., It helps you ...*
- adjectives, e.g. *brilliant, expensive*
- adverbs, e.g. *cheaply*.

Unit 3 a short story



Think about these things:

- Where does the story take place?
- Who is in your story?
- What happens at the beginning?
- What happens in the middle?
- What happens at the end?

English in action reference

Unit 1



Making suggestions:

You could ...

Why don't you ...?

How about ... ing ...?

Responding to suggestions:

✓ That's a good idea.
That sounds good.
Yes, I could.

✗ But ...
I don't think so.

Unit 2



Asking for help:

Could you ...?

Can you show me how to ...?

Do you have time to ...?

Unit 3



Giving directions in a building:

It's upstairs/downstairs. It's on the left/right.

It's the (first) door on the (right).

It's on the ground/first/second floor.

Go through the door/straight on/along the corridor/around the corner.

Take the lift/escalator (to the first floor).

Learning club 1



Turn left/right.

Take the first/second/third on the left/right.

Go straight on/along the road/
through the gate/around the fire station/
past the college/over the bridge/
across the square.

Unit 1 A2 Key for Schools Speaking Part 2

Go to page 31

- 2 Look at the pictures and talk to your partner. Do you like these different hobbies? Say why or why not.

Which of these hobbies do you like best?

I like ... because ...

I don't like ... because ...

Do you think ... is fun/
interesting/exciting/
boring/difficult?

Why?/Why not?



Progress path

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

Welcome Unit

What is WOW!
magazine full of?

Unit 2

In the past
people
couldn't ...
They had
to ...

Welcome Unit

I've got ... hair.
I'm ... I like ...

Unit 1

What do you do every
week? What are you
doing now?

Unit 1

Name three indoor and
three outdoor sports
and hobbies.

Unit 2

Name three things
you can find on a
computer.

CHALLENGE

Describe
somebody in your
class. Can your partner guess
who it is?

*I'm thinking about a
girl/boy who ...*

Unit 3

Name three buildings
where you can do or
watch sports.

Unit 3

It's a place ...
where you go when
you are sick.
... where boats go.



Word list

a

airport (noun) Learning Club 1
apartment building (noun) Unit 3
app (noun) Unit 2

c

castle (noun) Unit 3
ceiling (noun) Unit 3
click on an icon (verb + noun) Unit 2
college (noun) Learning Club 1
collect cards (verb + noun) Unit 1
corner (noun) Unit 3
corridor (noun) Unit 3

d

devices (noun) Unit 2
do athletics (verb + noun) Unit 1
do gymnastics (verb + noun) Unit 1
do karate (verb + noun) Unit 1
do photography (verb + noun) Unit 1
do puzzles (verb + noun) Unit 1
do the gardening (verb + noun) Unit 1
download an app (verb + noun) Unit 2

e

e-reader (noun) Unit 2
entrance (noun) Unit 3
escalator (noun) Unit 3
exit (noun) Unit 3

f

factory (noun) Unit 3
fire station (noun) Learning Club 1
floor (noun) Unit 3

g

gate (noun) Learning Club 1
go cycling (verb + noun) Unit 1
go ice skating (verb + noun) Unit 1
go online (verb + noun) Unit 2
go scooting (verb + noun) Unit 1
go skiing (verb + noun) Unit 1
go swimming (verb + noun) Unit 1

h

harbour (noun) Unit 3
headphones (noun) Unit 2
hospital (noun) Unit 3

l

laptop (noun) Unit 2
lift (noun) Unit 3

m

make models (verb + noun) Unit 1
make videos (verb + noun) Unit 1
mouse mat (noun) Unit 2

o

office building (noun) Unit 3

p

palace (noun) Unit 3
password (noun) Unit 2
play badminton (verb + noun) Unit 1
play board games (verb + noun) Unit 1
play hockey (verb + noun) Unit 1
play musical instruments (verb + noun) Unit 1
play table tennis (verb + noun) Unit 1
play video games (verb + noun) Unit 1
play volleyball (verb + noun) Unit 1
press a button (verb + noun) Unit 2
printer (noun) Unit 2
put on a show (verb + noun) Unit 1

r

roof (noun) Unit 3

s

screen (noun) Unit 2

search the internet (verb + noun) Unit 2

send a message (verb + noun) Unit 2

skyscraper (noun) Unit 3

smartphone (noun) Unit 2

speaker (noun) Unit 2

sports centre (noun) Unit 3

stadium (noun) Unit 3

stairs (noun) Unit 3

steam train (noun) Learning Club 1

steps (noun) Unit 3

swimming pool (noun) Unit 3

t

take a selfie (verb + noun) Unit 2

tower (noun) Unit 3

turn on the computer (verb + noun) Unit 2

turn off the TV (verb + noun) Unit 2

type a password (verb + noun) Unit 2

u

upload a photo (verb + noun) Unit 2

v

vacuum cleaner (noun) Learning Club 1

Virtual Reality (noun) Learning Club 1

w

wall (noun) Unit 3

watch a video (verb + noun) Unit 2

watch cartoons (verb + noun) Unit 1

website (noun) Unit 2

write a diary (verb + noun) Unit 1

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Grade 4	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
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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