

نتقدم بثقة
Moving Forward
with Confidence



MINISTRY OF EDUCATION

TEAM Together OMAN 8B

Class Book
with Digital Resources



Trial Edition
2026



**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan
Qaboos Bin Said**

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

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

Have a really interesting semester!

Name: _____

Class: _____





MINISTRY OF EDUCATION

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Scope and sequence

Unit	Vocabulary	Grammar	Skills
4 Let's talk!	Communication: receive a text message, chat to friends, give someone a call, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument Feelings: embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable	(not) as ... as Podcasts can be as good as vlogs. I think emojis are as good as words. Podcasts aren't as interesting as vlogs. Question tags Your name is Laith, isn't it? You're 13 years old, aren't you? You don't like blogging, do you?	Reading: an opinion essay about the best way to communicate Listening: dialogues about how people are feeling and why Speaking: talking about how we communicate Writing: an opinion essay about why it is important to have friends
5 Inventions	Inventions: electricity, light bulb, spacecraft, battery, photography, radio, wheel, steam engine, aeroplane, X-ray, vaccination, antibiotics Health and medicine: feel ill, feel better, get a prescription, take some pills, have an injection, have a temperature, have an X-ray, have an operation, do some research, carry out an experiment, make a discovery, win a prize	Relative pronouns Marconi is the person who invented it. That's the radio that / which my great-grandmother told me about. This is the room where you can see lots of old inventions. Embedded questions Can you tell us what we should do? Do you know if / whether it's a new discovery? I wonder if / whether you like Science.	Reading: a story about a time capsule Listening: dialogues about health and medicine Speaking: talking about inventions Writing: a story about something exciting that happened to you
6 Celebrating learning	Working hard at school: work hard, achieve good grades, concentrate, revise, take a test, pass a test, fail a test, do your best, feel nervous, stay calm, give a presentation, study abroad The end of the school year: prizegiving, speech, certificate, report card, prize, trophy, achievement, grateful, enthusiastic, optimistic, relieved, thrilled	Verb patterns: verbs + -ing / infinitive I always enjoy working hard in Science lessons. When we finish making notes, we create quiz questions. I hope to study Science at university one day. I learned to make quizzes at my old school. Verb patterns: verb + object + infinitive Do you want us to put out these chairs? I asked them to get some more chairs. I told them not to carry too many things!	Reading: a description of an end-of-year event Listening: dialogues about school and the end of the school year Speaking: talking about studying Writing: a letter about my favourite memory of the school year
	Review: working hard at school and the end of the school year vocabulary Expressions to say goodbye: I've got to go.; I have to go now.; See you soon/later/tomorrow/next week!; Bye!; Goodbye! Chronology: printed writing, atlas, adding machine, cello, viola		Think like a scientist: How can we talk about chronology?

Fun corners

Grammar reference

English in action reference

How to write...

Get ready for...

Progress path

Word list

Graded readers activities

	Culture and Project	English in action	Pronunciation	Get ready for...	Graded readers
	Culture: Communicating without words Project: A poster about a language that doesn't have words	Giving your opinion: <i>Personally, I think that friends should always keep secrets.</i> <i>I bet that Molly didn't mean it.</i> <i>I'm sure that I'll be able to forgive her in a day or two.</i>	Rising and falling intonation in question tags	Class Book: B1 Preliminary for Schools Reading Part 1 B1 Preliminary for Schools Speaking Part 3 Activity Book: B1 Preliminary for Schools Listening Part 2 B1 Preliminary for Schools Reading Part 5	Graded reader 1: The Puzzle Box Graded reader 2: Saeed's Football Vlog
	Culture: Young inventors Project: A fact file about a famous inventor	Talking about how sure you are: <i>Are you sure about that?</i> <i>Do you really think that?</i> <i>I'm absolutely sure.</i> <i>I'm quite sure.</i> <i>Maybe.</i> <i>I'm not sure.</i>	Sentence stress in relative clauses	Class Book: B1 Preliminary for Schools Listening Part 1 B1 Preliminary for Schools Writing Part 2 Activity Book: B1 Preliminary for Schools Listening Part 3 B1 Preliminary for Schools Writing Part 2	Graded reader 1: At the Science Fair Graded reader 2: Our Health Research
	Culture: Useful learning techniques! Project: A website about a useful learning technique	Saying thank you and responding to thanks: <i>Thanks a lot.</i> <i>Thanks so much.</i> <i>Thanks a million.</i> <i>I'm really grateful.</i> <i>Many thanks.</i> <i>It's a pleasure.</i> <i>Don't mention it.</i> <i>You're welcome.</i> <i>No problem.</i> <i>No worries.</i>	Sentence stress in verb patterns with the infinitive	Class Book: B1 Preliminary for Schools Reading Part 2 B1 Preliminary for Schools Writing Part 2 Activity Book: B1 Preliminary for Schools Listening Part 4 B1 Preliminary for Schools Reading Part 6	Graded reader 1: The School Open Day Graded reader 2: We Thank Our Teacher
	Project: A chronological report about the life of a famous person	Talking about chronology: <i>The first piano was invented in Italy in about 1700.</i> <i>The first modern classical guitar was made in Spain in 1850.</i>			

4

Let's talk!

WOW!

World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

We can communicate with our friends in so many different ways. Some of you told us about your favourite ways to chat to friends. How many different types of communication do you know?

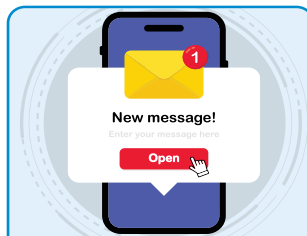
Rosie has a question for you. Can you think of some answers to her question?

WOW! Question



Rosie 3 minutes ago

What's the best way to communicate with friends and why?



In this unit I will ...

- learn words for communication, friendship and feelings
- compare things with *as ... as* and *not as ... as*
- use question tags
- read a play about communication
- learn about languages without words
- work in a group to find out more about a language that doesn't have words
- learn how to give your opinion
- read and write an opinion essay

- 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.

receive a text message chat to friends give someone a call insert an emoji 1
 listen to a podcast watch a vlog tell the truth tell a lie keep a secret
 keep a promise get on well have an argument



- 3  Listen and read. Which children are talking about communication and which children are talking about friendship?

WOW! Blog

1



Ali 8 minutes ago

My favourite way of communicating with my friends is chatting to them! Talking to someone online isn't as nice as talking face to face. But if that isn't possible, then I like sending and receiving text messages from my friends. Sometimes we send a lot of messages to each other every week!

2



Eric 10 minutes ago

I love inserting emojis into my messages. It's an easy way to show how I'm feeling without using words! Can you guess how I'm feeling today? 😊 I think that emojis are as good as words! There are so many different, funny emojis and there are always lots of new ones, too!

3



Rosie 1 hour ago

My friends and I get on well most of the time, but sometimes we have arguments. It doesn't matter because the arguments never last for long and we soon forget about them!

4



Manar 2 hours ago

I think friends should always tell you the truth, even if you don't always want to hear it. Also, a friend should always keep your secrets.

- 4  **Work in pairs.**

- 1 Look at the ways of communicating on pages 10 and 11. Are they a good way of keeping in touch with friends or not?
- 2 Look at the ideas and phrases about friendship on pages 10 and 11. Which of these things should good friends do? Which shouldn't they do?

- 5  **Work in pairs. Answer the questions.**

- 1 How do you communicate with friends?
- 2 Do you always keep your promises to your friends? Why?
- 3 Do you always keep your friends' secrets? Why?
- 4 Do you ever have arguments with your friends? Why?



How do you communicate with friends?

I give my friends a call, and I like receiving text messages, too.



1 Listen and read. What is Rosie trying to do this month?

Rosie: Hey, Manar. I'm doing an experiment. I'm trying to get on well with everyone for a month.

Manar: How's it going?

Rosie: Well, it's been easy with my friends. I haven't had any arguments with them. But I've realised that getting on well with your little sister isn't as easy as getting on well with your friends.

Manar: Oh dear! What happened?

Rosie: Well, yesterday, my sister decided to borrow my sweatshirt without asking me.

Manar: Hmm, that's not on!

Rosie: That isn't even the worst thing! She got tomato sauce all over it and now it's completely ruined. I was so angry and we had a huge argument, but she said sorry.

Manar: Oh dear! But she said sorry which is good.

Rosie: Yes, it is.

Manar: Never mind! If that's the only argument you have all month, then I think you've done well. It's a great experiment. Maybe you should record your experiences in some way. Perhaps you could make a vlog or a podcast about it?

Rosie: Oh, that's a good idea. I think I'll make a vlog! Podcasts aren't as interesting as vlogs.

Manar: Oh no! Podcasts can be as good as vlogs! I listen to them all the time. I think that podcasts will be as popular as vlogs one day.

Amna: Hey guys. What are you up to? Do you like my new sweatshirt?

Manar: Hi, Amna. Maybe you shouldn't talk to Rosie about sweatshirts ...

Rosie: Don't worry! She's just joking. I think it's a cool sweatshirt! Just don't let my sister borrow it!

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

- 1 Who has Rosie found it easy to get on well with?
- 2 What did her sister borrow?
- 3 What happened to the sweatshirt?
- 4 How did Rosie feel after this?
- 5 How is Rosie going to record her experiences?
- 6 What does Manar listen to a lot?

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

What are you up to? That's not on! Never mind!

- 1  My brother ate all the sandwiches and didn't leave any for us.
 (...) He shouldn't have done that.
- 2  I didn't receive your text message.
 (...) It wasn't important!
- 3  (...)
 We're just watching a vlog.

4 Work in pairs. Do you always get on well with your friends? Do you always get on well with the people in your family?

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

- 1 Rosie thinks it's easy to get on with everyone.
- 2 Her sister asked to borrow her sweatshirt.
- 3 Rosie and her sister had an argument.
- 4 Manar suggests making a vlog or a podcast.

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



Grammar

Comparing things

as ... as

Podcasts can be **as** good **as** vlogs.

Podcasts will be **as** popular **as** vlogs one day.

I think emojis are **as** good **as** words.

not as ... as

Podcasts **aren't** **as** interesting **as** vlogs.

Mum thinks receiving text messages **isn't** **as** fun **as** chatting to friends.

- ▶▶▶ We use *as* + adjective + *as* to compare two things that **are** / **aren't** the same.
- ▶▶▶ We use *not as* + adjective + *as* to compare two things that **are** / **aren't** the same.

3 Read the dialogue in Lesson 2 again. Underline examples of *as ... as* and *not as ... as*.

4 Look at the pictures and compare Susie and Rita using *as ... as* or *not as ... as* and the adjectives in the box.

short long curly straight happy tall old young



Susie, 12

Rita, 16

Susie's hair isn't as short as Rita's hair.



5  Zainab is talking to her dad. What is she telling him about?

6  Listen again. For each question, choose the correct answer.

- 1 Zainab says that sending someone an unkind text message
 - a isn't as bad as saying something unkind.
 - b is as bad as saying something unkind.
 - c is worse than saying something unkind.
- 2 We should only chat to people online who
 - a are kind.
 - b we know in real life.
 - c are who they say they are.
- 3 We should only write things online that we would be happy
 - a for the whole world to see.
 - b to put in a photo.
 - c to say to our friends.
- 4 A photo that is funny today might
 - a be funnier in the future.
 - b be as funny in the future.
 - c not be as funny in the future.
- 5 If we see something worrying, we should
 - a talk to someone online about it.
 - b not worry.
 - c turn off the computer and talk to an adult.

7  Work in pairs. Compare the two things using *(not) as ... as* and the adjectives.

- 1 vlogs / blogs / interesting
- 2 podcasts / books / exciting
- 3 sending text messages / sending emails / easy
- 4 keeping a secret / keeping a promise / difficult
- 5 emojis / words / good
- 6 chatting face to face / giving someone a call / fun



Vlogs aren't
as interesting
as blogs.



Absolutely!

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

- 1 A playscript usually has a number of different titles / characters .
- 2 There's usually an introduction / a conclusion to tell you about the characters and the setting.
- 3 Information about what the characters are doing or feeling is sometimes given in brackets / capital letters .

2   Listen and read. What game do the children play and what are the rules?

Let's talk!



Scene 1

Rahaf is at home with her brothers Laith and Khalid. They are on their tablets.

Rahaf: (Looking up from her tablet) Hang on a minute, guys. I've just realised something. We're all chatting with each other online, aren't we? But we're all in the same room! Why don't we just talk to each other instead?

Laith: (laughing) That really IS a crazy idea, Rahaf!

Khalid: (delighted, putting his tablet down) Let's try it, OK? Somebody say something then ...

Rahaf: Errrrrrrrrr.

Laith: Hmmmmmm.

3 After you read Activity Book, page 12.

4 Discuss in a group.

Do you and your friends ever find it difficult to think of things to say to each other?
Why?/Why not?

5 Play the Yes/No game in groups of three.

Scene 2

The children are sitting in silence on the sofa, looking at each other.

Khalid: Maybe we've forgotten how to speak to each other!

Rahaf: Of course we haven't! *(She jumps up, smiling.)* I know!
Let's play the Yes/No game. That'll get us talking.

Khalid: *(curious)* What's that?

Rahaf: One person sits in the middle and the other two ask them questions. We have to try to get them to say 'yes' or 'no'.

Laith: *(nervous)* I'll go first ...

Rahaf and Khalid sit on the floor in front of Laith.

Rahaf: OK, Laith. Remember, you can't say 'yes' or 'no'! Your name is Laith, isn't it?

Laith: That's right.

Khalid: You're 13 years old, aren't you?

Laith: Absolutely.

Rahaf: You don't like blogging, do you?

Laith: Yes, I do!

Rahaf: You said 'yes'!

Laith: *(disappointed)* Oh no! I did!

Khalid: This game isn't very hard, is it?
I want to have a go!



Khalid sits on the sofa and Laith sits on the floor with Rahaf.

Laith: You're quite confident about this game, aren't you?

Khalid: Yes, I am! *(embarrassed)* I mean ... Oh no!

Rahaf: *(laughing)* You said 'yes' and 'no'! Never mind! We might not be very good at this game, but at least we've had fun for five minutes without our tablets! Let's play another game ...

They all run out of the room.

Vocabulary and Grammar

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

embarrassed disappointed jealous upset 1 confused curious delighted
nervous calm serious proud miserable



2 Read the play in Lesson 4 again. How many words can you find for the way that people feel?

3 Read the play again. Find the answers to these questions.

- 1 What are the children doing at the start of the play?
- 2 How do they start talking?
- 3 What are they going to do at the end of the play?

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



Grammar

Question tags

Your name is Laith, isn't it?
You're 13 years old, aren't you?
This game isn't very hard, is it?
You like playing this game, don't you?
You don't like blogging, do you?

- ▶▶▶ When we speak, we sometimes add question tags at the **start** / **end** of a sentence.
- ▶▶▶ When the sentence is positive, the question tag is **positive** / **negative**.
- ▶▶▶ When the sentence is negative, the question tag is **positive** / **negative**.

5 Listen to three conversations and answer the questions.

- 1 How does Maryam feel and why?
- 2 How does Majid feel and why?
- 3 How does Yousif feel and why?

6 Work in pairs.

- 1 Guess how your partner might feel in different situations. Write five sentences using the words from Activity 1.
- 2 Say the sentences to your partner and use question tags to check if you are correct.

You feel nervous
before a test,
don't you?



You don't feel
embarrassed when
you're in a play, do you?



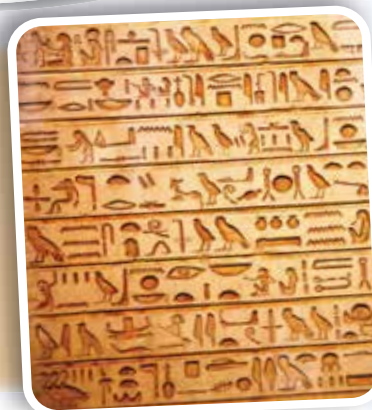


Communicating without words

Some languages don't use words. In fact, it is possible for people to communicate with each other without saying a single word.

The language of **emojis** uses pictures instead of words. Online, in text messages, in blogs, and even on T-shirts, these little pictures are everywhere! Young people use them a lot. In fact, a survey showed that 72% of 18- to 25-year-olds think it's easier to talk about their feelings with emojis than words. Emojis have made it easier to communicate with people in different countries because we don't have to speak the same language. A report found that the emoji that is used most often around the world is the happy face. 😊 It said that 70% of emojis were positive and 15% were negative. So most people use happy emojis rather than miserable emojis.

But emojis aren't the first time we've used pictures to communicate. The Ancient Egyptians used **hieroglyphics** in about 3200 BCE. This is one of the oldest written languages, but the meaning of the pictures wasn't understood for many years. Archaeologists found the Rosetta Stone in 1799 and this helped us to understand what they mean.



Sign language is another way of communicating without saying a word. You use your hands and other parts of the body to make the language. It's useful for people who are deaf or hard of hearing. More than 70 million people around the world use sign language, and 23rd September is the International Day of Sign Languages. Each culture has made its own form of sign language that works with the language that is spoken in that country.



WOW! Fact

The word **emoji** comes from the Japanese words for *picture* 'e' and *character* 'moji'.

- Before you read** Do you ever communicate with your friends without using words? How do you do this? Try to say something to your partner now without using any words.
- Listen and read.**
- After you read** Activity Book, page 16.
- Work in pairs.** Which of the languages in the article do you think would be the easiest to learn and why?
- Find out more!** Watch the video.

Make a poster about a language that doesn't have words.



1 Watch the video.

2 In groups, choose a language. Choose one of the languages from the article or research to find another one.

3 Decide who will research to find out:

- where this language started.
- how this language is different around the world.
- how you can learn this language.

4 Write about your language. Include interesting facts, photos and pictures.

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

5 Present the information to the rest of the class.

tip Speaking

When you present your language to the class, learn an example of the language and show your audience.

6 Take a class vote to decide which language you would most like to learn.

tip Writing

Use simple sentences so that it will be easy to present your work to the class.



Sign Language

Where did Sign Language start?

The Ancient Greeks wrote about Sign Language in 400 BCE. It is difficult to find out where sign language started because it was a long time ago.

How is it different around the world?

There are about 300 different sign languages around the world.

How can you learn Sign language?

There are lots of videos on the internet. Lessons from a teacher are the best way to learn.



English in action

Giving your opinion

1   4.15 Watch or listen and read. Answer the questions.

- 1 Why is Cara upset with Molly?
- 2 Does Cara think she'll be able to forgive Molly?



 Are you OK, Cara?

 Yes, I am. I'm just upset because I had an argument with Molly. She promised that she would keep a secret that I told her. But then she went and told everyone.

 That's not on.

 She said sorry, but I don't know if I can forgive her. Personally, I think that friends should always keep secrets.

 I'm sorry that you're upset, Cara. I bet that Molly didn't mean it. I guess that she just made a mistake.

 Yes, you're right. We all make mistakes. I'm sure that I'll be able to forgive her in a day or two.

- 2  Read the dialogue again. Find and write Cara and Laura's opinions. Use the *Say it!* box to help you.

Say it!

Giving your opinion

Personally, I think ...

I bet that ...

I'm certain that ...

I'm sure that ...

I guess that ...



- 3  Take it in turns to give your opinions on these subjects. Use the *Say it!* box to help you.

- You should never say mean things to your friends.
- If your friend is upset, you should find out why.
- You should talk to your friends every day.
- You should never be jealous of your friends.
- It's better to have lots of friends than just one best friend.
- It isn't always easy to make new friends.

Personally, I think you should never say mean things to your friends.



Pronunciation

- 4  Listen and read. Does our voice go up or down with tag questions:

- a when we think we're right and we're just checking?
b when it's a real question and we want to know the answer?

CHECKING THAT WE'RE CORRECT

Adam listens to podcasts, doesn't he?



Adam doesn't have a phone, does he?



ASKING REAL QUESTIONS

Adam uses a lot of emojis, doesn't he?



Adam doesn't have a lot of arguments, does he?



Literacy: opinion essays

Reading



tip Reading

An opinion essay has three parts: an introduction, reasons that support your opinion, and a conclusion.

1 Before you read Look at the text. How can you tell that this is an opinion essay?

2  **4.19** Listen and read.

Is chatting face to face the best way to communicate?

by Razan Saleh



Many people today say that chatting face to face is the best way to communicate. Although I agree with this to a certain extent, in my opinion, our phones are also very useful tools for communication. Personally, I think that sending and receiving text messages is the best way to communicate. Here are my reasons.

Firstly, sometimes our friends live in different countries and time zones. If you don't live near your friend, you can still have

a conversation with them by text message. You can save the time and money of the journey to your friend. In addition, you can send text messages at any time of day, so you can decide the best time for you. You don't have to reply to a text message straight away, either. You can wait till it is convenient for you.

Secondly, text messages can help you when you feel strong emotions about words a person says to you. They can prevent you from having arguments.

If you feel upset about someone's words, you can think carefully about the words you use to reply. Then you can tell the truth, and also be kind and thoughtful. You can insert emojis to help you communicate without words. This can help you look after your mental health and get on well with people.

Finally, if you are using a new language, sometimes it helps to have more time and to be able to write your words down. Some people feel nervous

about talking in a new language or embarrassed about their pronunciation, so sending messages is easier. It helps you to keep calm and happy.

In conclusion, I believe that text messages are a great way to communicate. Text messages are useful for friends who live in different places, they can prevent arguments and they are helpful when you are learning a new language.

Words in context

communicate conversation
convenient emotions mental health

3 After you read Read again. Are these sentences true or false? Say why.

- 1 Razan gives her opinion about the best way to communicate.
- 2 Razan cannot decide what she thinks is the best way to communicate.
- 3 Razan thinks chatting face to face is the best way to communicate.
- 4 Razan says our friends always live in the same country as us.
- 5 Razan believes text messages can help with our mental health.
- 6 Razan says she feels nervous about talking in a new language.

4  **Work in pairs and discuss the questions.**

- 1 Do you think it's good to send text messages or chat face to face? Why?/Why not?
- 2 Do you agree or disagree with what Razan says about communicating with friends in different countries? Why?
- 3 What do you think of her advice about emotions and mental health?

Writing

- 1 Look at the opinion essay. What is Maryam's opinion about friendship?

Is friendship important for your mental health?

by Maryam Hamed

I think that friendship is very important for our mental health. In my opinion, there are three main reasons.

Firstly, we have fun with our friends. That doesn't mean you have to be exactly the same as your friends. My friend Nada and I are completely different! I'm chatty and energetic, whereas she's quiet and calm. But we always have fun together. She makes me laugh and smile! I'm always delighted when I receive a text message from her. This is great for the way I feel.

Secondly, we can do our hobbies with our friends. Nada is not as sporty as me, but she likes tennis, so she plays tennis with me. She loves playing chess, so we play chess together. We keep our bodies and minds active, and that's good for our mental health.

Finally, when you feel nervous or upset, you can chat to your friends, and soon you feel better. I always give Nada a call when I'm feeling upset, and she helps me to feel calm again.

In conclusion, friendship is great for our mental health. We have fun with our friends, do our hobbies and talk about how we feel.



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

How to write... an opinion essay

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

- 1 The opinion essay is written in one paragraph / paragraphs .
- 2 The opinion essay is about one topic / a lot of topics .
- 3 The reasons for your opinion are summarised in the introduction / conclusion .

- 3 Write an opinion essay about why it is important to have friends.

Use the **How to write...** box to help you.

- 1 Think about your opinion about why it is important to have friends. Take notes.
- 2 Write an opinion essay plan. List the things you think are important and why.
- 3 Write your opinion essay.
- 4 Read and check your opinion essay.

Writing tip

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



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

1 4 comments



Valerie, 13, Belgium 3 minutes ago

I enjoyed reading the play where the children play the Yes/No game. I tried to play it with my friends and it's really hard! Another game we like to play is 20 questions, which is just as fun as the Yes/No game. Someone thinks of a famous person, place or thing, and the other people ask them questions and try to guess who or what it is in fewer than 20 questions. In this game, you can ONLY answer with 'yes' and 'no'!

2 3 comments



Osama, 13, Oman 5 minutes ago

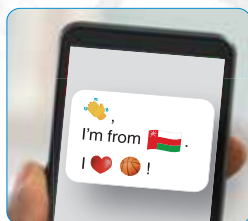
I enjoyed finding out about vlogs and podcasts. I had never tried either of these things before, but now I've found that there are lots of different vlogs and podcasts out there just for kids! I like vlogs best and I'm going to make my own with my friends.

3 4 comments



Zakiya, 14, Oman 10 minutes ago

I enjoyed the article about languages without words. My friends and I use a lot of emojis in our messages and it was interesting to find out more about them. I'm posting some emoji language. Can you understand what it means?



4 5 comments



Cody, 14, Canada 20 minutes ago

I enjoyed reading and writing opinion essays. I decided to write an opinion essay about the best way to communicate, too. Some people find giving someone a call or chatting face to face difficult, and I think communicating by text messages is the best way for many people.



5 3 comments



Ibrahim, 14, Oman 30 minutes ago

I enjoyed hearing about the internet safety talk at Zainab's school. We had a talk like that at my school, too. My teacher posted a photo of himself online to show us how quickly it can be seen by lots of people all over the world. After two days, more than 20,000 people had seen it!



1 Read the comments about the WOW! Magazine. Who says that they know a way to communicate without words and what is it?

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

- 1 Which reading text did you like the best and why?
- 2 What was the most important thing you learned about friendship and why?

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

WOW! Question



Rosie 3 minutes ago

What's the best way to communicate with friends and why?

...

B1 Preliminary for Schools Reading Part 1


tip Exam

To help you to get ready for this part of the exam, look out for short texts that you might see in English, for example, signs, food labels or notices. Read and check that you understand all the information in these texts.

- 1 For each question, choose the correct answer.

1

COMPETITION: BEST VLOG

Send us your vlogs and you could win a new computer!

You must be at least 13 years old to enter this competition.

The competition is for people who

- A** are 13 years old.
- B** are younger than 13.
- C** are 13 years old or older.

2

— □ ×

To: Emma
Re: Getting in touch

Hi Emma,
 I'm emailing you because I lost my phone! It's so annoying because I can't send or receive text messages. So, if you want to contact me, send me an email. I'm saving money for a new phone.
 Best,
 Sue

Sue has written the email to

- A** tell Emma to email to get in touch.
- B** tell Emma about her new phone.
- C** ask Emma about saving money.

B1 Preliminary for Schools Speaking Part 3


tip Exam

In the exam, compare the things in the different pictures and say which you think is the best. Always give reasons for your answers.

- 2 Work in pairs. Shams is going away on holiday. Talk together about the different ways she could communicate with her friends while she is away and say which would be best.

The Puzzle Box

Today, the students are working in pairs.

‘Let’s work together,’ Nawal tells Muna. ‘We always get on well, don’t we?’

‘Yes, we do!’ says Muna.



Nawal can’t open the box. She feels confused.

‘It’s a puzzle box!’ says Muna. ‘There’s a lock with four digits. We must find the correct digits to open the box. Let’s be calm and think carefully.’

On one side of the box, there's a QR code.

'Should we use your class tablet? A tablet is as good as a phone for reading QR codes, isn't it?' asks Nawal.

Muna smiles. 'Yes, it is. There's a photo of the number 7 close up,' she says. 'I bet that's the first digit! Let's look at the other side next.'





There are some numbers and a photo of an old phone. Muna is curious. 'Could old phones send and receive text messages?' she asks.

'Yes, they could,' says Nawal. 'You press 8 once for T, and three times for V. Oh, it's a code, isn't it?'

'You're right! 9 is W... 33 is E... The answer is TWELVE!' says Muna.



‘We haven’t checked the bottom of the box yet, have we?’

asks Muna. ‘Let’s turn it upside down.’

‘There’s a vlog address!’ says Nawal, ‘But what does 1:23 mean?’

The girls watch the vlog. Muna pauses the video after one minute and 23 seconds.

‘Listen, the presenter says ‘eight!’ she says. ‘That’s the last digit. The four digits are 7 1 2 8!’

Nawal and Muna open the lock. They feel very proud!



Saeed's Football Vlog

Saeed is feeling miserable. He has broken his leg and he can't play in the football match. Saeed sits on the bench next to Basil, the goalkeeper, who is getting ready.

'Thanks for coming,' says Basil. 'Personally, I think that people who come and watch the team are as important as the players, aren't they? Maybe you can make a vlog about the match!'



‘What a great idea!’ thinks Saeed.

First, he asks his friends questions while they warm up on the pitch.

‘If you’re nervous before a match, what do you usually do?’ he asks.

Sultan likes chatting to friends, Issa gives his grandparents a call, and Adam prefers listening to podcasts.



Then Saeed films the football match. He’s delighted when his team wins!



In the evening, Saeed is upset.

‘What’s wrong?’ asks his brother, Faisal.

‘I’m trying to record an introduction for my vlog, but there isn’t any sound,’ says Saeed.

‘Your microphone isn’t broken, is it?’ asks Faisal.



‘No, it isn’t,’ says Saeed, ‘but look! I didn’t connect it to the computer. I’m really embarrassed!’

‘Never mind’ says Faisal. ‘Everyone makes mistakes!’



Before the next match, Saeed shows Basil his vlog.

‘You’re very clever, aren’t you?’ says Basil. ‘Most people aren’t as creative as you!’

‘Can you keep a secret?’ says Saeed. ‘I’m still disappointed that I can’t play. But vlogs are fun too. I promise to make vlogs about our team until my leg’s better, and I always keep my promises!’



5

Inventions

WOW!

World of Wonder! Magazine

[Welcome](#)[Book Club](#)[Culture](#)[Over to you!](#)

Some of you told us you were interested in finding out more about inventions that have changed our lives. How many inventions do you know?

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



WOW! Question



Ali 3 minutes ago

What's the greatest invention of all time and why?

In this unit I will ...

- learn words for inventions and medicine
- use relative pronouns and embedded questions
- read a story about an important discovery
- learn about young inventors
- work in a group to make a fact file about a famous inventor
- use expressions to talk about how sure I am
- read and write a story



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.

electricity light bulb spacecraft battery photography radio
wheel steam engine aeroplane X-ray 1 vaccination antibiotics



- 3   Listen and read. Can you guess which invention from Activity 2 each person is describing?

WOW! Quiz

- 1  Ali 1 hour ago

I think that this is the most important thing we have ever invented because it completely changed the way we live. Can you imagine a world without light or heat?
- 2  Eric 15 minutes ago

The most important invention of all time is a way of recording something with a picture. Everyone has a camera phone now and we take pictures of people, places and lots more.
- 3  Rosie 3 hours ago

I think the most important invention is a simple thing that stops babies and children from getting sick. This has saved a lot of lives.
- 4  Manar 7 minutes ago

I think that the most important invention was made in the twentieth century. It completely changed our lives because it meant we could travel by air. We can now get to different countries very quickly.

- 4  Work in pairs. Look at the words on pages 36 and 37 and answer the questions.

Which inventions have helped people:

- 1 to travel?
- 2 to get better when they are sick?
- 3 to share ideas?
- 4 around the home?

- 5  Work in pairs. Imagine that you're moving to a desert island and you can only take three inventions with you. What would you take and why?



I would take a battery because...



I would take a radio because ...

1 Listen and read. What four inventions do the children talk about?

Eric: I love this museum. This is the room where you can see lots of old inventions.

Ali: Look at that old camera. Did you know the word *camera* comes from the Arabic word *qomrah*, which means 'dark place'?

Eric: Ah! Like a darkroom where you make photographs!

Ali: Yes, and early photography was invented by Ibn al-Haytham.

Eric: Interesting! Look! That's the radio which my great-grandmother told me about. It was made in the 1930s. She remembers the time when everyone used radios like this.

Ali: Does it still work?

Eric: Yes, that's the button that turns it on. Did you know that the first radio was called a Marconi radio? It was named after the person who invented it in 1904. It says here that Marconi won the Nobel Prize for his invention in 1909. He came from Italy, and that was the year when he won it instead of the Wright Brothers.

Ali: Who are they?

Eric: They were the people who invented the aeroplane, of course!

Ali: Oh yes! Silly me! Hey, look at this. It's an old light bulb. I've never seen one like this before.

Eric: Nor have I.

Ali: It says here that the light bulb was invented in 1879 by Thomas Edison in the USA. That was where he was born. I think that he's the person whose invention has changed our lives the most.

Eric: I've heard of him. Wasn't he the inventor whose experiment started a fire on a train?

Ali: You're right! It says here that happened when he was only 15 years old! They made him get off the train after that!

Eric: I'm not surprised!

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

1 What does the Arabic word 'qomrah' mean?

2 Who invented early photography?

3 Who invented the radio?

4 When did Marconi win the Nobel Prize?

5 What did the Wright Brothers invent?

6 How old was Thomas Edison when he started a fire on a train?

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

I'm not surprised. You're right. Nor have I.

1 I think that Thomas Edison invented the light bulb.

2 I've never been to this science museum before.

3 This cool museum has made me want to think of an invention of my own!

4 Work in pairs and answer the questions.

1 Would you like to be an inventor? Why?/Why not?

2 If you were an inventor, what would you invent and why?

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

- 1 The word *camera* comes from an Arabic word that means light room.
- 2 The Wright Brothers won the Nobel Prize in 1909.
- 3 Thomas Edison invented the light bulb in 1879.
- 4 Thomas Edison was asked to get off a train when he was 15.

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



Grammar

Relative pronouns

Marconi is the person **who** invented it.

That's the radio **that** / **which** my great-grandmother told me about.

This is the room **where** you can see lots of old inventions.

She remembers the time **when** everyone used radios like this.

I think that he's the person **whose** invention has changed our lives the most.

We use **that** / **who** or which for things,
where / **whose** for places,
when / **who** for people,
where / **when** for time and
who / **whose** to talk about possessions.

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

4  Work in pairs. Use the information in the dialogue in Lesson 2 to write descriptions of the words in your box. Can your partner guess what your words are?

This was the man
who invented
early photography.

Ibn al-Haytham.

Student A

- Ibn al-Haytham
- the radio
- the USA
- 1904
- the Wright Brothers
- a train

Student B

- Marconi
- Italy
- 1879
- the aeroplane
- the Science Museum
- an experiment

5   **5.6** For each question, choose the correct answer. You will hear Adil and Sultan talking about a podcast.

- 1 The podcast was by a doctor who
 - A does a lot of podcasts.
 - B has been on TV.
 - C doesn't watch TV.
- 2 In the last 100 years, Dr Samiya thinks that vaccination is the thing that
 - A has helped a lot of people.
 - B has helped doctors.
 - C has changed medicine the most.
- 3 Sultan has an aunt who
 - A needed antibiotics last year.
 - B needed a vaccination last year.
 - C worked in a hospital last year.
- 4 The hospital was where Sultan's aunt
 - A had a vaccination.
 - B met her best friend.
 - C worked.

6  **5.7** Listen again and answer the questions.

- 1 Where did Dr Samiya work for a while?
- 2 Why does the doctor think that vaccination is important?
- 3 What does Sultan say is as important as vaccination?
- 4 How long was Sultan's aunt in hospital for?

7  Play a guessing game. Describe a thing, a place, a time or a person. Can your partner guess who/what you are describing?



This is a person who teaches us Maths.



Is it Mrs Zainab?

1 Before you read Today's Book Club text is a story about an invention.

Look and circle the correct options.

- 1 The **character** / **plot** is what the story is about.
- 2 The **characters** / **setting** are the people in the story.
- 3 The **characters** / **setting** is the time and the places in the story.
- 4 Stories use **speech marks [' ']** / **speech bubbles** to show what the characters say.

2   **Listen and read. What is the plot of this story? Who are the characters? What is the setting?**

An important discovery



Mohammed was sitting on his bed. He didn't feel very well, so his dad took him to see the doctor. 'Please can you tell us what we should do?' they asked.

The doctor looked at Mohammed and took his temperature. Mohammed got a prescription for some medicine. He started taking the medicine and soon he was feeling better.

While Mohammed was at home getting better, Mohammed's dad told him about the time he fell off his bike when he was a boy.

'I went to the hospital and a doctor took an X-ray. He told me my leg was broken. The doctor gave me an injection that stopped the pain. Then I had surgery and they put a metal pin in the bone in my leg.'

Mohammed's dad is completely better now and still loves riding his bike.

This story made Mohammed curious about surgery, so when he went back to school he asked his science teacher about it.

'Excuse me, Mr Bader,' he said. 'Could you tell me who discovered surgery? Is it a new discovery?'

Mr Bader replied, 'Surgery was invented by Al Zahrawi in the tenth century. Many people call him the father of surgery. Why don't you do some research about him and you can do a short presentation in next week's lesson?'

'I'd love to!' said Mohammed, delighted.

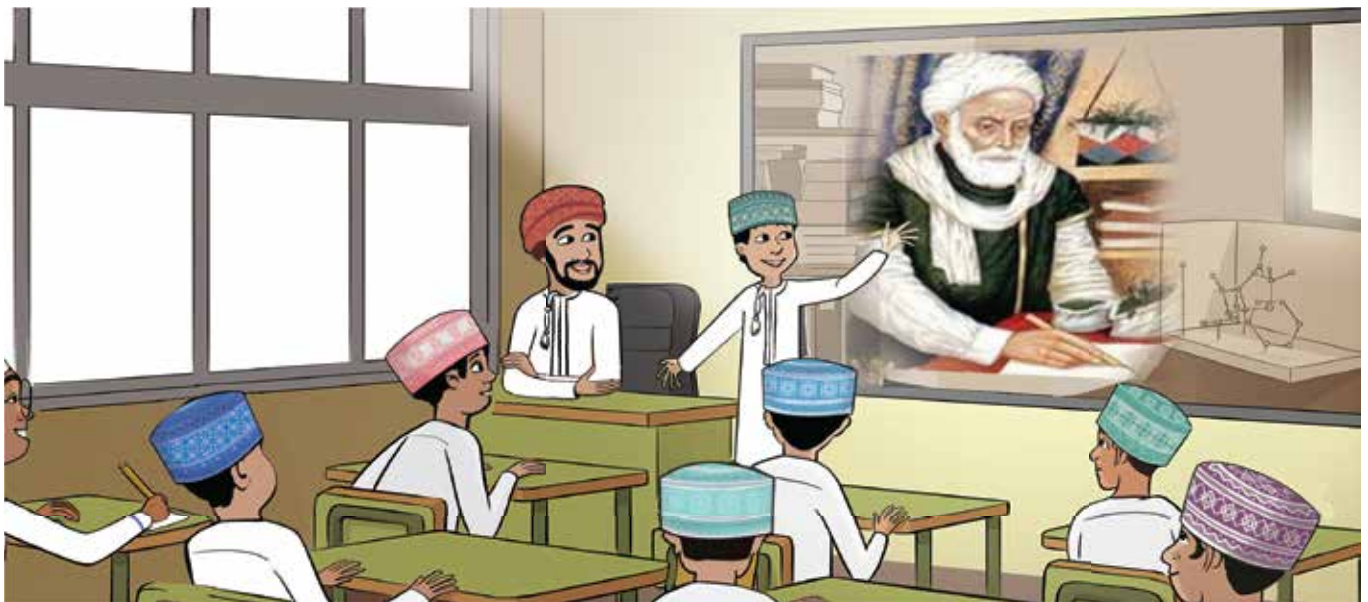
3 After you read Activity Book, page 28.

4 Discuss in a group. Why is the work of these people important?

inventors scientists doctors

I think doctors are important because they help people to feel better when they are sick.

I think scientists are important because ...



The day of the presentation arrived and Mohammed felt a bit nervous. He took his time as he stood up. He relaxed and began his talk.

'Today, I'd like to talk to you about an important Arab doctor, Al Zahrawi. He was born more than a thousand years ago, in 936 CE, and lived and worked in Cordoba, Andalusia (now Spain). He was a doctor, a surgeon, a teacher and a writer. He did a lot of research and carried out experiments. He made many important discoveries and he wrote a set of thirty books called *Kitab al-Tasrif*. His most important book was about surgery and surgical tools. He invented more than 200 surgical tools and drew pictures of them in his book. Doctors still use his tools in operations today.

Do you know why I wanted to do my presentation? My dad told me he broke his leg, but an operation made him completely better! And that's because of Al Zahrawi and other important scientists. I wonder if in the future one of us will discover or invent something that will help people, too. I hope so!'

Everyone clapped and Mohammed sat down, smiling. Mr Bader said, 'Thank you, Mohammed, for that brilliant presentation and good luck to all of you with your future inventions and discoveries!'

Vocabulary and Grammar

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

feel ill feel better get a prescription take some pills have an injection
have a temperature 1 have an X-ray have an operation do some research
carry out an experiment make a discovery win a prize



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

3 Read the story again. Find the answers to these questions.

- 1 Who felt ill at the beginning of the story?
- 2 What helped him to feel better?
- 3 Who had an operation?
- 4 What did Al Zahrawi invent which are still used in operations today?

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



Grammar

Embedded questions

What **should** **we** do?

Can you tell **us** what **we** **should** do?

Is **it** a new discovery?

Do you know **if** / **whether** **it's** a new discovery?

Who **invented** surgery?

Could you tell me **who** **invented** surgery?

Do you like Science?

I **wonder** **if** / **whether** you like Science.

When we ask a question politely, we can use phrases such as *Can you tell me ... / I wonder ... / Do you know ...* at the **start** / **end** of the question.

For questions starting with question words (*what, where, when, how*), we use the same question word / **if** or **whether**.

For **yes** / **no** questions, we use the same question word / **if** or **whether**.

5  Listen. In your notebook, write the polite questions each person asks.

- Rasha
- Juma
- Reema

6  Work in pairs. Imagine you're at the doctor's or at the pharmacy. Ask polite questions. Use the ideas below or your own.

get a prescription take some pills have an X-ray have an injection go to the doctor



Could you tell me if you have the medicine I need?

Yes, we do. I'll get it for you.





YOUNG INVENTORS

Young people always have a lot of new and exciting ideas. These are three young people with creative ideas. Their brilliant inventions now help people every day.

Nibras Al Shukaili

from Oman was only 16 years old when she won a prize for an invention at the Korea International Youth Olympiad. The prize was called the Renewable Energy Award, and her invention was a new kind of fuel called biodiesel. Nibras learned about materials in Science at school, and her biodiesel is made from natural materials. It uses poisonous Omani plant seeds to make clean

energy, and solves the problem of the poisonous seeds at the same time. She believes that big ideas can start in the classroom.



Adeeb Alblooshi

from the UAE was seven years old when he had a brilliant idea about how to help people like his father. Adeeb's father had an artificial leg, but the leg could not go in water, so he could not swim. Adeeb invented a special leg that can go in the water, so now his father can swim again. He won a prize for his invention, and his parents are very proud of him.



Thato Kgatlhanye

from South Africa had an idea to help children who don't have electricity at home. She was 18 years old when she made a school bag using recycled plastic shopping bags. This bag stores solar energy for up to 12 hours, which means that children can study when they get home. The bag is also bright. This is important because it means that children are safer when they walk home from school after dark.



WOW! Fact

Louis Braille was only 12 when he started making his Braille alphabet, which helps people who cannot see to read books with their fingers.

- 1 **Before you read** Are you good at thinking of new ideas and inventions? Why?/Why not?
 - 2 **Listen and read.**
 - 3 **After you read** Activity Book, page 32.
 - 4 **Work in pairs.** Which of the inventions in the article do you think is the most important and why?
- Find out more! Watch the video.

Make a fact file about a famous inventor.



- 1  Watch the video.
- 2  In groups, discuss and choose an inventor to write about.
- 3  Decide who will research to find out:
 - key dates in the inventor's life.
 - the inventor's education.
 - important people in the inventor's life.
 - the inventor's most important invention.
- 4  Write about the inventor you have chosen.
 - 1 Write a description of your inventor on small pieces of paper.
 - 2 Find photos or pictures.
 - 3 Glue your description onto the fact file.
 - 4 Glue your photos beside the description.
- 5 Present the information to the rest of the class.

 **Writing**

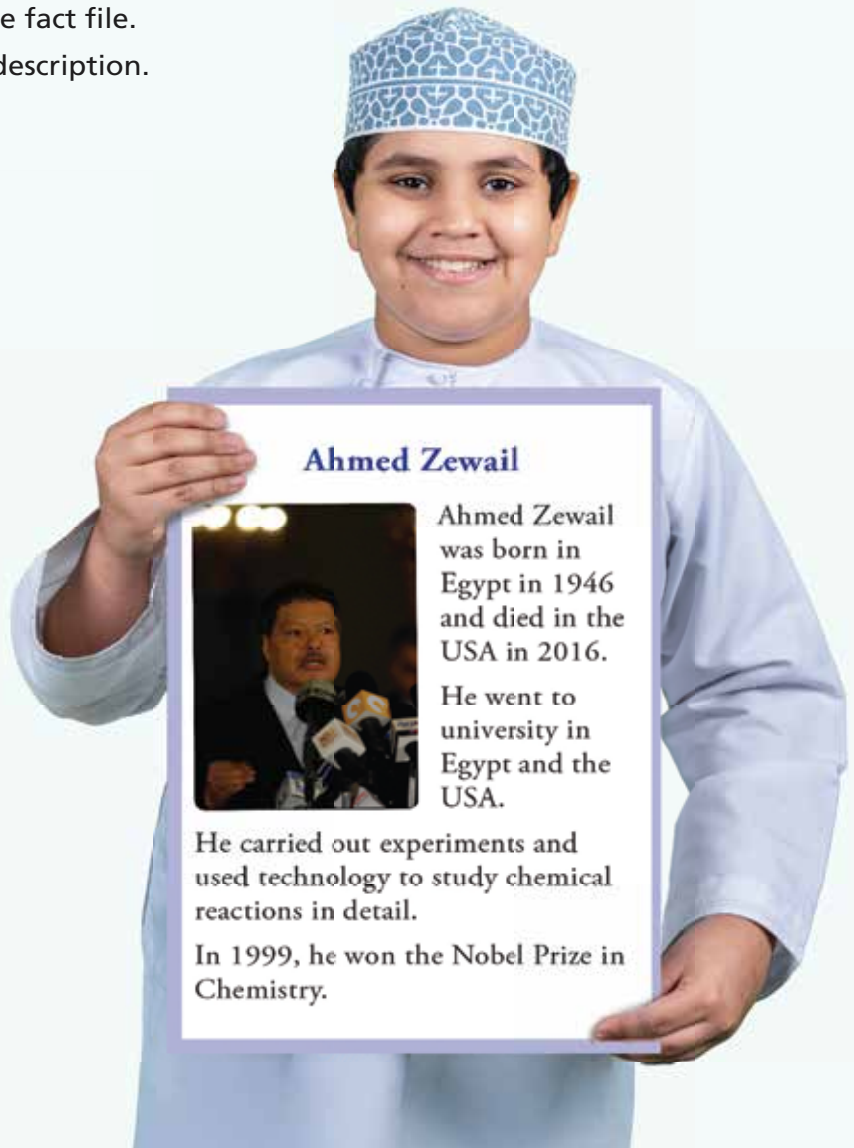
Make sure your writing answers all the questions.



 **Speaking**

When you present your fact file to the class, remember to speak loudly.

- 6 Take a class vote to decide what the most important invention you heard about today was.



Ahmed Zewail



Ahmed Zewail was born in Egypt in 1946 and died in the USA in 2016.

He went to university in Egypt and the USA.

He carried out experiments and used technology to study chemical reactions in detail.

In 1999, he won the Nobel Prize in Chemistry.

English in action

Talking about how sure you are

1   Watch or listen and read. Answer the questions.

- 1 Who does Kyle think is the most important inventor and why?
- 2 Who does William think is the most important inventor and why?



-  I really liked today's History lesson. I think that Leonardo da Vinci was the greatest inventor of all time.
-  Really? Are you sure about that? I thought he was an artist.
-  Yes, I'm absolutely sure. He drew the first pictures of a flying machine. This was hundreds of years before the Wright Brothers made the first aeroplane!
-  Hmm, maybe. But anyone can draw a picture! I think Mohammad ibn Moosa al-Khwarizmi is the most important inventor.
-  Mmm, do you really think that?
-  Yes! I'm quite sure! He invented algebra. I watched a TV programme about him last week. In the ninth century, he wrote a book called *Kitab al-Jabr*, which is why we have the word *algebra*. People call him the 'father of algebra', and we cannot do difficult maths without algebra. He's much more important than Leonardo da Vinci.
-  I'm not sure. I think I'll do more research about him.

- 2  Read the dialogue again. What things are the children sure about? What are they not sure about?

Say it!



Asking if someone is sure

Are you sure about that?
Do you really think that?

Saying that you're sure

I'm absolutely sure!
I'm quite sure!

Saying that you aren't sure

Maybe.
I'm not sure.

- 3  Work in pairs. Do you agree or disagree with these sentences? How sure are you about your answers? Use the **Say it!** box to help you.

- 1 Al Zahrawi was an important scientist.
- 2 Young people are good at inventing things.
- 3 Vaccinations are more important than antibiotics.
- 4 Leonardo da Vinci was more important than Mohammad ibn Moosa al-Khwarizmi.

I think that Al Zahrawi was an important scientist.

I'm quite sure.

Are you sure about that?



Pronunciation

- 4  Listen and read. Do we stress relative pronouns?

This is the place
where I play
football.



This is the runner
who came first.



That was the time
when I lived in Paris.



This is the girl **whose**
coat I borrowed.



Reading

tip Reading



The title of the story should either summarise the story or have something to do with the main theme.

1 **Before you read** Read the story quickly and choose the best title.

a **My Travels to Australia**

b **The Treasure in the School Walls**

c **My School Years**

2 **5.21** Listen and read.

I'm Tom Harris, and I'm a builder. Last year, I was working at Northgate School in the United Kingdom when I found something amazing! In the walls of a classroom, I found an old time capsule from 1953! A long time ago, people had buried some really interesting items for future generations to find. There were some old school books, some pencils and a list of teachers and students. There were also some old photographs. But the most interesting thing was this old piece of writing that I found. It was written by a thirteen-year-old girl at Northgate School called Marion and she wrote:

My life in 1953, by Marion Waleen, June 3rd 1953

Hello! My name is Marion. If you are reading this, then you have found our time capsule!

My teacher is called Mrs Parks. She's the teacher whose lessons we all love! My favourite subjects are English and History. We all wear school uniform.

In the classroom, we sit in rows in front of Mrs Parks, who writes on the blackboard. We use pens, pencils and paper to write our lessons. When Mrs Parks comes into class, we stand up and say 'Good morning, Mrs Parks.' After she says 'Good morning, girls,' we can sit down.

In our city, there are some modern cars. In our home, we have an electric fridge. I've heard that some people have black and white televisions, but we're very happy with our radio! My friend has a telephone at home, but we don't have one.

We're lucky because there are a lot more medicines now than there used to be. We had vaccinations when we were babies, so we don't get ill as often as our grandparents did.



Marion Waleen in 1953



After I found the time capsule, my wife and I searched for Marion on the internet and found her in Australia. First, we wrote her an email and she replied! Next, we emailed her some photos of her time capsule. Then she replied, and she was very happy to see her time capsule again!

Words in context

time capsule item generation
list row blackboard

3 **After you read** Read again. Are these sentences true or false? Say why.

1 Tom Harris was a teacher at North School.

2 The time capsule was full of things from 1953.

3 Marion's teacher was called Mrs Parks.

4 The subjects Marion liked best were singing and writing.

5 Marion didn't have a fridge at home.

6 Tom Harris showed the time capsule to Marion.

4 **Work in pairs.** How was Marion's life similar and different to your life?

- 1 Look at the story. What did Jasim and Wafa make? Who did they make it for?

One day, my sister Wafa and I were playing football in our yard and we had an adventure. First, Wafa tried to score a goal, but she ran too fast and tripped! She fell over a small, hard thing hidden in the grass.

'Ouch! What's that?' said Wafa. We started to dig with a spade.

Then, the spade hit something made of wood! We pulled out an old box covered in soil. We knew we had found a treasure!

Next, we rushed inside and opened the dusty box. Inside the box, we found a faded yellowed letter. It said the box was a time capsule from 1999! It was like a message from the past! We also found old newspapers with photographs of people we didn't know. Then we found an unusual black machine with many buttons.

'What is this?' I asked. Wafa looked at it closely.

'Maybe it's a really old phone?' she guessed. I looked at the little wheels and strange holes.

'No, I think it's a camera', I said. We tried pressing the buttons, but nothing happened.

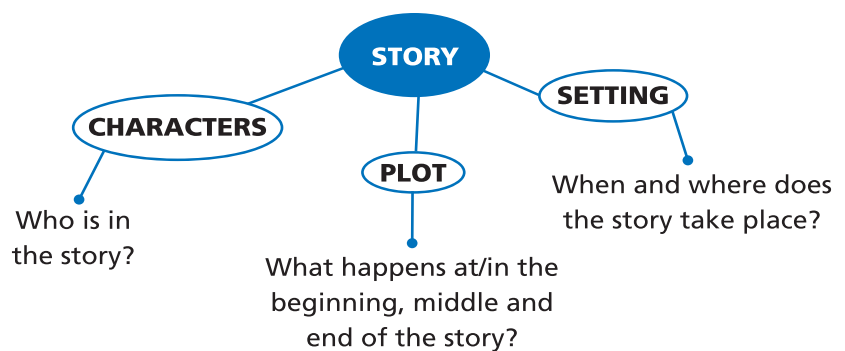
After that, Dad came to the kitchen. 'That's a cassette recorder, Jasim,' he said. 'It records and plays a message.' He showed us how to press the 'play' button. We heard a small, crackly voice! The voice belonged to a girl named Suad, who made the box when she was 13 years old. We loved the idea!

Finally, we decided to make our own time capsule. Wafa put in her favourite drawing of our yard. I put in an X-ray from when I broke my finger last year. We recorded our own message on the cassette for the person who finds it next. We closed the box tightly and buried it in the yard. We hope that a future boy or girl will smile at our box as much as we smiled at Suad's box today!

- 2 Read the *How to write...* box. Then answer the questions in the story.

How to write... a story

- Give your story a beginning, a middle and an ending.
- Use paragraphs.
- Use sequencers: *First, Next, Then, After that* and *Finally*.
- Use time phrases: *One day, A long time ago, Last year*.
- Finish with something funny, surprising or exciting. Leave the reader with a clear ending or lesson learned.



- 3 Write a story about something exciting that happened to you. Use the *How to write...* box to help you.

- 1 Think about what is going to happen in your story.
- 2 Write a paragraph plan, using the tips in Activity 2.
- 3 Write your story, remembering to give it a beginning, a middle and an ending.
- 4 Read and check your story.



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

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

1 4 comments



Amani, 14, Oman 3 minutes ago

I enjoyed finding out about famous inventors, like the people who invented the radio and electricity. I think that the most important inventor of all time was Grace Hopper. She was the woman who helped create the first computer language.



2 4 comments



James, 13, USA 6 minutes ago

I didn't know who invented the first vaccination, so I did some research. It was Edward Jenner who invented it in 1797. He gave an injection to a boy who was eight years old. The poor boy was probably scared! But he was fine and it was a very important invention for medicine.

4 4 comments



Catalina, 14, Argentina 15 minutes ago

I liked reading the story about the old time capsule! It's interesting to learn about people's lives in the past. History is the subject that I love best at school and I want to be a history teacher when I grow up. I wonder if you could tell us more about History in a future WOW! Magazine?

3 4 comments



Issa, 13, Oman 15 minutes ago

I enjoyed finding out about Al Zahrawi. His work was so important. I think I would like to be a scientist when I grow up so I can discover something important, too.

5 4 comments



Lisa, 13, Sweden 40 minutes ago

I enjoyed writing the story about something exciting that happened to me. I wrote about meeting a young inventor. Do you know what you would write about, WOW! kids?



1 Read the comments about the WOW! Magazine. Which two children are thinking about their future?

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

- 1 Which reading text did you like best and why?
- 2 Which inventor did you enjoy learning about most and why?
- 3 If you could find a time capsule from any time in history, what would you choose and why?

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

WOW! Question



Ali 3 minutes ago

What's the greatest invention of all time and why?

...

B1 Preliminary for Schools

Listening Part 1

- 1   Listen. For each question, choose the correct picture.

- 1 What does Samira think is the most important invention of all time?

A



B



C



- 2 What's wrong with Rashid?

A



B



C



- 3 What does Abdullah need today?

A



B



C



B1 Preliminary for Schools Writing Part 2

- 2  You see a notice in an international English-language magazine. Write your article in about 100 words.

tip Exam

Make sure you write approximately 100 words. If you write fewer than 80 words, then you won't be able to get the top marks for this part of the test. If you write a lot more than 100 words, you might include information that you don't need.

At the Science Fair

Today the class are at a science fair. It's a place where you can find out about science and inventions. There's a stand about electricity, light bulbs, batteries and robots. There's another stand about X-rays, vaccinations and antibiotics. There's also a stand about steam engines, wheels and aeroplanes.

'That's the stand that I want to see!' Omar says excitedly.



Omar takes his friend Hamed to the stand.

‘That’s the man who wrote this book about aeroplanes,’ he tells Hamed as he gets a book out of his bag. ‘It’s amazing! I’ve read it four times. I’d really like him to sign it for me.’



The boys look at a model cockpit. They have fun, but Omar feels shy and puts the aeroplane book back in his bag.



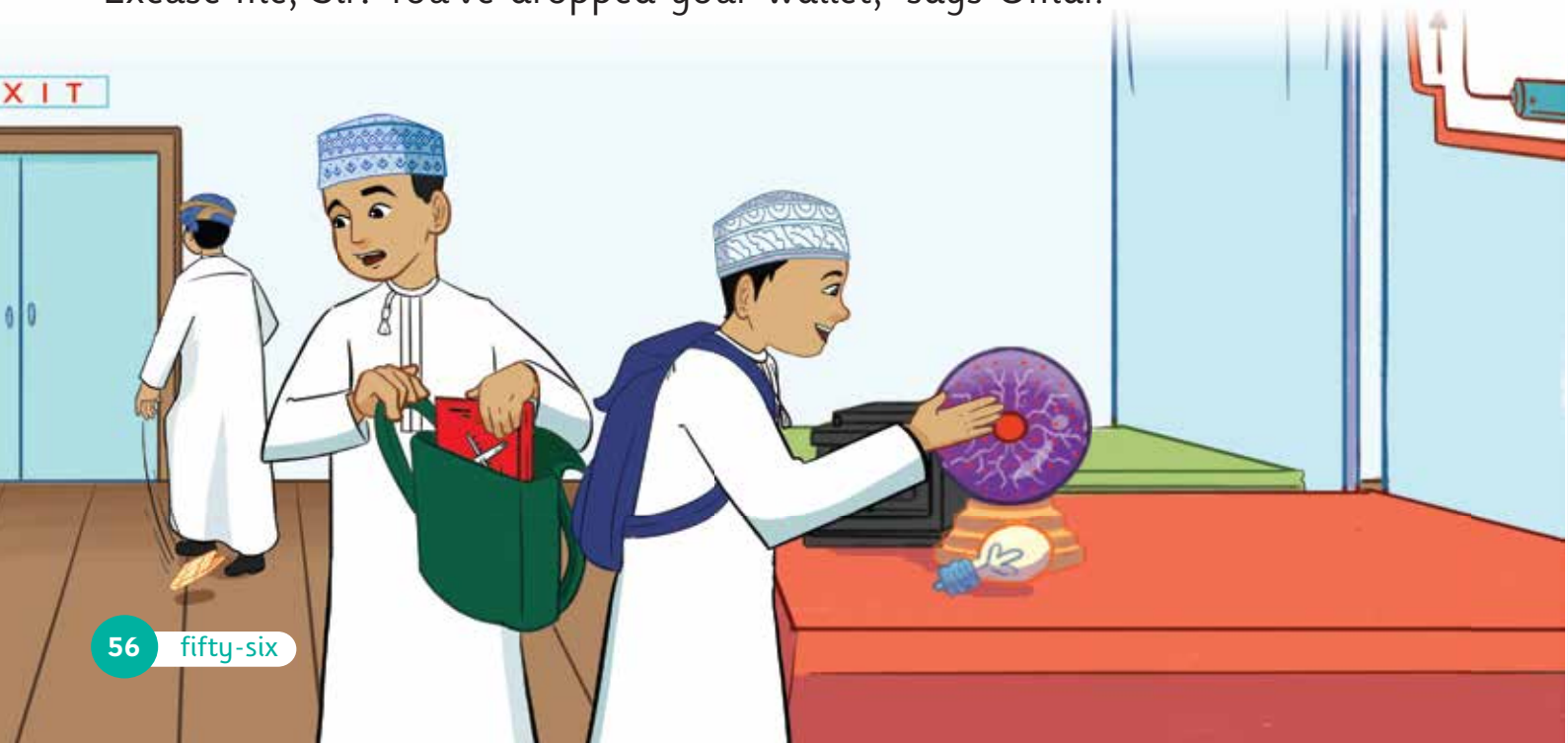
The boys go to another stand.

‘This is the stand that our teacher told us about,’ Hamed says. Omar looks at a plasma ball, but he’s feeling disappointed about the aeroplane book.



Just then, a man walks past and his wallet falls onto the floor near Omar. Omar quickly picks it up, and calls to the man.

‘Excuse me, Sir! You’ve dropped your wallet,’ says Omar.



The man turns around and smiles at Omar. It's the man who wrote the aeroplane book!

'Thank you very much,' the man says. 'Now, can you tell me if there's anything I can do to say thank you?'



Omar quickly gets the aeroplane book out of his bag.

'Yes, there is!' Omar says happily. 'Please can you sign my book for me?'

'Of course!' the man says.



Our Health Research

The class is learning about health and medicine, and their teacher has asked them to do some research for their homework.

‘Today’s the day that we can do our health research,’ Azza says to Maryam.

‘Yes!’ says Maryam happily. ‘We can find out about vaccinations and prescriptions. We can also learn about X-rays and operations.’



First, the girls go to a health centre.

‘This is a good place to start,’ Azza says. ‘It’s the place where people have vaccinations!’

Maryam smiles at her. ‘Yes, it is! A nurse is going to give us a tour,’ she says.



The girls go inside, and meet the nurse. First, the nurse shows them the room where people have injections. Then she shows them where people get their prescriptions. Azza writes down everything that the nurse tells them.



After the health centre, the girls go to a hospital.

‘This is the place where people have X-rays and operations,’ says Maryam.

This time, the girls talk to a surgeon. The surgeon tells them about an operation that she did that morning. Then she shows them an X-ray.

‘Do you know what this is?’ the surgeon asks.



The girls look at the X-ray. 'I think that it's a knee,' Maryam says.

'Or is it a finger?' Azza asks.

The surgeon looks at the girls and smiles.

'It's an elbow!' she says, and the girls laugh.

Outside the hospital, the girls look at Azza's clipboard.

'Our research is really good,' Azza says. 'We might even win the teacher's prize!'



[Welcome](#)[Book Club](#)[Culture](#)[Over to you!](#)

We're nearly at the end of the school year! It's time to look back at all the interesting things we've learned and to celebrate all the brilliant things we've done!

Manar has a question for you. Can you think of some answers to her question?

WOW! Question



Manar 3 minutes ago

How do we learn new things?



In this unit I will ...

- learn words for school and the end of the school year.
- use verbs + *to* / *-ing*.
- read a story about a prizegiving.
- learn about useful learning techniques.
- work in a group to plan our own website about a useful learning technique.
- use expressions to say thank you and respond to thanks.
- read and write letters.



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.

work hard achieve good grades concentrate revise take a test pass a test
fail a test do your best 1 feel nervous stay calm give a presentation study abroad



3 Listen and read. Which child is going to study abroad?

WOW! Blog

1



Manar 5 minutes ago

I revise a lot when I have a test. I usually write notes and stick them on the noticeboard in my room. I read them again and again and this helps me to remember the information!

2



Rosie 1 hour ago

I always work hard and concentrate in my lessons. It's fun to learn new things! When we take tests, I like to achieve good grades. My mother is proud as long as I do my best!

3



Ali 7 minutes ago

I gave a presentation to my class yesterday about my favourite moment from this school year. I talked about our school trip to the museum! I felt a bit nervous in the morning. But I stayed calm by taking some deep breaths before I started talking.

4



Eric 3 hours ago

I'm going to study in the UK this summer. There's a special summer school for children who enjoy learning about science. We're going to learn about science from real scientists and we're going to do lots of experiments, too!

4 Work in pairs. Look at the words on pages 62 and 63 and answer the questions.

- 1 Which words or phrases mean how to do well at school?
- 2 Which words or phrases mean how to get ready for tests?
- 3 Which words or phrases mean the results of tests?
- 4 Which phrase means leaving home to learn?

5 Work in pairs. Answer the questions.

- 1 What do you do to stay calm before a test?
- 2 How do you revise for a test?
- 3 When did you last give a presentation? What was it about?
- 4 Do you want to study abroad? Why?/Why not?



I stay calm by taking deep breaths before a test.



I stay calm by listening to some verses from the Holy Quran.

1 Listen and read. What test are Manar and Rosie taking next week?



Manar: What are you doing, Rosie?

Rosie: I'm reading an article about healthy eating habits. Do you want to see it?

Manar: Yes, please. I like learning new things.

Rosie: So do I! I keep reading articles about science! It's so interesting! I hope to study Science at university one day!

Manar: Oh, that reminds me! We've got a Science test next week about the human body.

Rosie: Oh, yes. I always enjoy working hard in Science lessons. But I don't like revising for tests. It makes me feel nervous.

Manar: I know what you mean. But we could make it fun! Let's create quizzes for each other!

Rosie: Yes! That sounds fun! How does it work?

Manar: Well, first, we make notes about our Science topic. Then, when we finish making notes, we write quiz questions about the notes! This will help us remember important information because you have to understand the topic to ask questions about it!

Rosie: That's brilliant!

Manar: OK! So, I'll create and send you my quiz by 6 o'clock.

Rosie: Yes, and I promise to do the same!

Manar: Then we can do the quizzes and check each other's answers later.

Rosie: Great! I don't feel nervous anymore! Where did you get the idea for this study technique?

Manar: I learned to make quizzes at my old school.

Rosie: Oh, Manar, I've just thought of my first quiz question: What's for lunch today?

Manar: Ha ha! No, Rosie – that's not about the human body.

Rosie: Yes, it is! We have to eat a healthy lunch to keep our bodies healthy!

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

- 1 What is Rosie reading?
- 2 Which subject does Rosie hope to study at university one day?
- 3 What does Manar suggest to make revising fun?
- 4 Why does Manar think this is a good way of studying?
- 5 What time does Manar promise to send Rosie her quiz?
- 6 Where did Manar learn to study in this way?

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

So do I! Oh, that reminds me! I know what you mean.

1 I hope to study Science at university.

(...) We've got a Science test tomorrow.

2 I like learning new things.

(...)

3 But I don't like revising for tests. It makes me feel nervous.

(...)

4 Work in groups.

- 1 Do you like Manar's study technique? Why?/Why not?
- 2 What other study techniques do you use when you're revising for a test?
- 3 How do you feel before you have a test?

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

- 1 Manar and Rosie have a Science test next week about eating a healthy diet.
- 2 Rosie feels nervous when she studies for tests.
- 3 Manar suggests that they make quizzes as a way of revising.
- 4 Manar learned this study method from her science teacher.

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



Grammar

Verbs + -ing form

I always **enjoy working** hard in Science lessons.

When we **finish making** notes, we create quiz questions.

I **keep reading** articles about Science.

Verbs + infinitive

I **hope to study** Science at university one day.

I **learned to make** quizzes at my old school.

I **promised to do** the same.

➡ Some verbs, for example *enjoy*, *finish* and *keep*, are followed by the **-ing form** / **infinitive**.

➡ Some verbs, for example *hope*, *learn* and *promise*, are followed by the **-ing form** / **infinitive**.

3 Read the dialogue in Lesson 2 again. Find an example of another verb that takes the *-ing* form and another verb that takes the infinitive.

4  Work in pairs. Tell each other three study techniques you enjoy using and three things you hope to do over the summer. Did you and your partner say the same things?



I enjoy recording voice notes onto my tablet.

I hope to visit my cousin in Daba in the summer.



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

1 Reem is talking to Thuriya about study methods. What's Thuriya's favourite way of revising?



2 Malik is asking Hassan about the future. What subject does Hassan want to study at university?



3 Zaid and Rashid are talking about studying. Where does Rashid like studying?



6 **Listen again and answer the questions.**

1 Who keeps telling Thuriya to make notes when she's revising?

2 Why doesn't she like study apps?

3 What does Hassan's sister think about Maths?

4 What did Malik study?

5 Who does Rashid share a bedroom with?

6 What job does his dad do?

7 **Choose three verbs and write three sentences about studying. Write two true sentences and one false sentence. Swap with a partner. Can they guess which sentence is false?**

enjoy finish keep like

hope learn promise want

revise study practise concentrate give a presentation work



1 I enjoy revising in the school library.
2 I want to study Social Studies at university.
3 I hope to study abroad next year.

I think sentence two is false.



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

- 1 This is a science fiction / comedy story.
- 2 A comedy story is funny / sad .
- 3 Something funny usually happens at the beginning / end of a comedy.

2   Listen and read. Who wins this year's sports trophy?

An Unforgettable party



It was nearly the end of the school year and it was time to celebrate all the students' hard work at prizegiving.

Some students were helping Mr Faisal, the PE teacher, to get the hall ready for the celebration.

'Do you want us to put out these chairs?' asked Issa.

'Yes, please, Issa,' said Mr Faisal. 'There aren't enough here. Where are Malik and Nawaf? I asked them to get some more chairs from the classroom. I told them not to carry too many though!'

They all worked hard to get everything ready.

'That's great!' said Mr Faisal. 'You've been very helpful! Can you remind me to get my camera from the classroom? I want to take some photos of you all for the school magazine!'

3 After you read Activity Book, page 44.

4  Discuss in a group.

- 1 How do you celebrate the end of the year at your school?
- 2 What sort of prizegiving do you have?
- 3 Do students usually get certificates, prizes and trophies? How do they feel when they receive these?

5  Work in groups. Tell your own story about something funny that happened at school this year. Say one sentence each.

We were playing football in the playground.

We were having a great time and Saeed was running toward the goal.

But then suddenly....



At 1 o'clock, all the students took their seats in the audience. The headteacher, Mr Hamed, gave a speech. He was very enthusiastic about everyone's achievements. 'We're very proud of the boys,' he said. 'They have all done their best this year and we're here today to celebrate together!'

Mr Hamed gave out certificates, prizes and trophies to the delighted students.

'Now,' he said, 'it's time to give out the sports trophy. I'd like to invite Mr Faisal up here to present this trophy.'

Mr Faisal got up and proudly said, 'This trophy goes to Issa! He's very good at running and always wins our cross-country races!'

Issa was thrilled. He took his prize from Mr Faisal on the stage, but then he tripped and fell over. He dropped the trophy and it flew through the air towards the audience.



The audience watched the trophy fly through the air, and Issa's mum caught it. She laughed and said, 'What a beautiful trophy! Well done, Issa!'

Everyone was very relieved. They all laughed too and clapped loudly as Issa lifted his trophy above his head.

Vocabulary and Grammar

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

prizegiving speech certificate report card prize trophy
achievement grateful enthusiastic 1 optimistic relieved thrilled



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

3 Read the story again. Complete the sentences about the story.

- 1 _____ went to find more chairs.
- 2 _____ made a speech.
- 3 _____ gave out the sports trophy.
- 4 _____ fell over on the stage.

4 Look at the grammar table. Then answer the question.



Grammar

Verb + object + infinitive

Do you **want** **us** **to put out** these chairs?

I **asked** **them** **to get** some more chairs.

I **told** **them** **not to carry** too many though!

Will you **remind** **me** **to get** my camera from the classroom?

Which verbs are followed by an object (*me, you, him, her, us, them*) + *to* + verb?

5 Listen and answer the questions.

- 1 Nada and Jood are talking on the phone. What does Mrs Amani want Nada to do?
- 2 Mum and Saleh are talking. What does Mum remind Saleh about?
- 3 Basma and Arwa are talking. What does Basma ask Arwa to do tomorrow?

6 Work in groups.

- 1 Plan your own school prizegiving to celebrate your year. Use the phrases from Activity 1 to talk about what's going to happen.
- 2 Take it in turns to tell the rest of the class about your prizegiving plans. Say one sentence each using the verbs from the box + object + *to* + verb.

want remind ask decide tell

Maryam decided to make a speech. We told her to talk about all our achievements this year.



We asked our parents to take photos of us when we got our certificates.





Useful learning techniques!

Creative teachers have developed interesting and useful ways of helping their students to learn. Read on to find out about some of these fun and memorable learning techniques!

Learning through nature

In Finland, some students spend a lot of time outside exploring forests, parks and lakes. They don't just go on school trips once or twice a year – nature becomes a living classroom where students can learn about the world. They study Science by looking at real plants, they find ideas for Art in trees and leaves, and they learn about History by doing role plays in natural landscapes. Teachers say that fresh air helps their students to stay calm and concentrate so they can do their best.



Learning through games

In Switzerland, some students are learning through games! Swiss schools often use games to make lessons more interesting. But the lessons aren't only for fun. Through the games, students learn important skills such as how to follow rules, communicate well and work as a team. Some of the games also help their Maths and English. The winners of the game feel good, and the losers learn how to be better next time!



Learning with technology

In South Korea, technology plays an important role in the classroom. Many students study online in virtual classrooms and some even use textbooks that are designed with artificial intelligence (AI) – this can create an individual learning plan for each student. In addition, there are apps that help students to revise for tests. However, the role of teachers is still very important because they have to help students with their learning.

WOW! Fact

In some countries, children have lessons in school kitchens. Learning through cookery helps them to be healthy and it is useful for their life as adults.

1 **Before you read** Do you think students learn in the same way all over the world? Why?/Why not?

2 **Listen and read.**

3 **After you read** Activity Book, page 48.

4 **Work in pairs.** Which of these learning techniques would you most like to try and why?

I'd like to try learning through nature because I like learning about plants and trees.

Find out more! Watch the video.

Plan a website about a useful learning technique.

- 1  Watch the video.
- 2  In groups, find out more about other useful learning techniques.
- 3 Choose a learning technique that you would like to include.
- 4 Decide who will research to find out:
 - where this learning technique is used.
 - how the technique works.
 - what the benefits are for students.
 - what the benefits are for teachers.
- 5  Write about the learning technique you have chosen.
 - 1 Write each section of your website plan on small pieces of paper.
 - 2 Find photos and pictures.
 - 3 Glue your sections onto the website plan.
 - 4 Glue your photos beside the sections.
- 6 Present your website plan to the rest of the class.

tip Speaking

When you present your website plan to the class, don't read from your notes. Look up, smile and make eye contact with people.

tip Writing

You can use these phrases:
Students learn to ...
Learning through games helps students to ...
Learning with technology helps teachers to ...

- 7 Take a class vote to decide which of the useful learning techniques you would most like to try.



English in action

Saying thank you and responding to thanks

1   Watch or listen and read. Answer the questions.

- 1 Who gets a thank you card?
- 2 What special event are they getting ready for?



-  Ah, thanks a lot for my thank you card, girls!
-  You're welcome, Mrs Brown!
-  We just want to say thanks a million for all your help this year.
-  Ah, it's a pleasure! I've really enjoyed teaching you!
-  I'm really grateful for the extra help you gave me in our Maths lesson yesterday.
-  Don't mention it! I'm just glad it was useful! You did really well in your Maths test!
-  And that app you recommended really helped me with my English! Thanks so much!
-  No problem! Learning through technology can be great! Now, will you help me get the hall ready for prizegiving?
-  Yes, of course we will!
-  Many thanks!
-  No worries! We can't wait for prizegiving!

- 2 Read the dialogue again. What do the people say thank you for? Use the *Say it!* box to help you.

Say it!

Saying thank you

Thanks a lot.
Thanks so much.
Thanks a million.
I'm really grateful.
Many thanks.

Responding to thanks

It's a pleasure.
Don't mention it.
You're welcome.
No problem.
No worries.

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

Student A

Say thank you to Student B for:

- helping you research for a presentation.
- listening to you practise your presentation.
- giving you tips to improve your presentation.

Student B

Say thank you to Student A for:

- helping you make notes for a test.
- testing you on your notes.
- making a quiz for you.



Thanks so much for helping me to research for my presentation.

No worries.



Pronunciation

- 4 Listen and read. Do we stress the word *to* in these sentences?

Younis wants to do his best at school.



Aliya is learning to give a presentation in English.



I promise to revise for my test.



I hope to study abroad in the future.



Reading



tip Reading

The tone of a text is the way a writer shares their feelings and attitudes with readers. Saif's tone is positive and excited. Look out for clues that give you this information, for example he uses adjectives such as *thrilled*, *wonderful* and *amazing*, and exclamation marks to finish sentences.

- 1 **Before you read** Read the letter quickly. What special event is Saif writing about?

- 2 **Listen and read.**

14 Al Shati Street
Al Qurum, Muscat
Oman
25th June

Dear School Magazine team,

I'm writing to you to share my experience at our school's prizegiving last week. It was a wonderful event. I was both nervous and excited!

First, our headteacher Mr Amer gave a speech. He told us that he was proud of our achievements this year and he encouraged us to always work hard and do our best. Then he gave out certificates to all students. I was thrilled to receive a prize for Geography! My parents and my friends were clapping very loudly when I went up on the stage! I felt relieved that all my hard work had paid off! My friend Yasir won a trophy for Maths and Ammar won a prize for English.

Next, my friends and I took part in a traditional musical performance. I've been learning to play the kasir – a special drum. I always enjoy playing traditional pieces of music. We all played our instruments together and we sang a song. Everyone in the audience was clapping and some of them were cheering, too! It was an amazing experience!

After we finished playing our music, we all enjoyed some delicious refreshments together. We talked about our favourite memories from the year. I remembered one of my favourite moments – our school's Science Fair. My team and I worked hard on our project about renewable energy and we won a prize!

I hope to achieve even better grades next year by continuing to concentrate in lessons and revising well for tests. My parents always remind me to do my best and I promise to make them proud. Prizegiving has made me feel very optimistic about my future and I hope to study Geography at university one day!

Thank you for letting me share my experience. I hope everyone else enjoyed prizegiving as much as me!

Best wishes,
Saif



Words in context

experience encourage pay off
performance cheer refreshments

- 3 **After you read** Are these sentences true or false? Say why.

- 1 Prizegiving started with the headteacher handing out certificates.
- 2 Saif won a prize for Maths.
- 3 His friend Ammar is very good at English.
- 4 Saif has learned to play a drum.
- 5 Saif's favourite moment of the year was the Science Fair.
- 6 Saif and his friends won a prize for their project about rivers.

- 4 **Ask and answer in pairs.**

- 1 How is Saif's prizegiving similar to your prizegiving?
- 2 How is Saif's prizegiving different to your prizegiving?

- 1 Look at the letter. Who wrote the letter? Who was it written to? Why was it written?

Apartment 6
128 Way
Al Hasselah, Salalah
29th June

Dear Grandma,

How are you? I hope you are well!

We had our school prizegiving this week and we all talked about our favourite moments from the year. Can you guess what mine was? It was the school play, of course!

I really enjoyed learning my lines and I also liked taking part in rehearsals! When the day of the performance arrived, we were all very excited! My friend Laith and I were both playing scientists! We were getting ready for the show in the changing room. But Laith's costume was too big and mine was too small! We were very worried! Then we realised that we were wearing the wrong costumes! We swapped costumes and laughed!

Soon it was time for us to go on stage. I felt both thrilled and terrified at the same time! I could see some of the teachers' faces in the front row and they were smiling at us. That made me feel better and more confident! The play went really well and nobody forgot their lines! Everyone cheered and clapped loudly at the end. It was a wonderful experience!

I miss you Grandma and hope to see you soon!

Love,
Faisal

- 2 Read the *How to write...* box. Then look at the letter in Activity 1 again and match.

How to write... an informal letter

- Put your address at the top right.
- Put the date below your address.
- Start the letter with *Dear/Hi/Hello* + (the name of the person you're writing to).
- Finish the letter with *Best wishes* or *Love* + your name.

- 1 In Paragraph one, Faisal
- 2 In Paragraph two, he
- 3 In Paragraph three, he
- 4 In Paragraph four, he
- 5 In Paragraph five, he

- a ends his letter.
- b tells Grandma what his favourite moment of the year was.
- c starts his letter.
- d describes getting ready for his favourite moment of the year.
- e tells Grandma about how he felt at his school play.

- 3 Write a letter to a family member about your favourite memory of the school year. Use the *How to write...* box to help you.

- 1 Think about what your favourite memory of the year is and why.
- 2 Write a paragraph plan, using the tips in Activity 2.
- 3 Write your letter, starting and finishing it in the correct way.
- 4 Read and check your letter.



Apostrophes

We use an apostrophe (') to show that something belongs to someone.

When something belongs to only one person, we add an apostrophe and s ('s): *Laith's costume*

When something belongs to more than one person, we add an apostrophe after the s (s'): *the teachers' faces*



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

1 4 comments



Asako, 14, Japan 2 minutes ago

I enjoyed finding out about Eric's plans to study abroad next summer! It sounds so exciting. In the future, I hope to study music in Jordan!



2 3 comments



Tara, 14, Holland 10 minutes ago

I liked reading about Manar's quiz study technique! It's so clever and fun. I'm going to make a quiz for my friend next time we're revising for a test!

3 6 comments



Marco, 13, Italy 20 minutes ago

I enjoyed reading the story about prizegiving. Poor Issa! I had a birthday party last year and I fell over in front of all my friends. It was great that his mum caught his trophy though! The ending of the story really made me laugh!

4 2 comments



Saeed, 13, Oman 30 minutes ago

I liked reading the article about the useful learning techniques. My friends and I enjoy learning through nature. We planted some seeds in our school garden last month and now we're watching them grow. It's a great way to learn about plants!

5 4 comments



Sabah, 14, Oman 1 hour ago

I enjoyed reading Saif's letter about his end of year celebration! It sounded like an amazing day. I'm looking forward to our prizegiving. I've worked hard in all my subjects this year, and I achieved good grades. I hope to win a trophy!



1 Read the comments on the WOW! Magazine. Which child fell over like Issa last year?

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

- 1 Which text did you enjoy reading the most and why?
- 2 What learning techniques did you find out about in this unit?
- 3 How are you going to celebrate the end of the school year? Why?

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

WOW! Question



Manar 3 minutes ago

How do we learn new things? ...

B1 Preliminary for Schools

Reading Part 2



- 1** The students below all want to do their best at school. There are eight extra study sessions that they can join. Decide which study session would be the most suitable for each student.

tip Exam

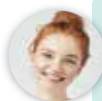
In this part of the exam, you will match descriptions of people to descriptions of things. When you first read, underline any matches that you find. Read again to make sure that ALL the parts of the description fit together, not just SOME words.

**1 Lewis**
☐

Lewis likes learning through technology, and he has his own tablet. He wants to achieve better grades in Science and Maths. He's free any lunchtime.

**2 Mazin**
☐

Mazin is very good at Science but he finds History difficult. He likes learning by listening to stories. He's free any day after school apart from Wednesday.

**3 Darcy**
☐

Darcy doesn't enjoy revising for tests and would like to learn some new study skills. She's free on Mondays and Tuesdays after school.

**4 Lily**
☐

Lily enjoys revising for tests and always does well! She feels nervous about giving presentations. She's only free on Monday and Friday lunchtimes.

**5 Maymouna**
☐

Maymouna wants to learn more about Science. She doesn't enjoy studying on screens and learns better when she's outside. She's free any lunchtime.

A Library support

Join Mr Thomas in the library every Tuesday after school. You can practise different techniques to help you prepare for tests. A great way to improve your grades!

B Nature's classroom

Do you want to improve your Science grades? Then come along to the school garden and learn about nature by planting seeds and growing plants! Every Monday lunchtime.

C Tell us a story

Learn about the past by listening to stories. Expert storyteller Mr Mudrik leads these sessions and can help you improve your History grade. Friday after school.

D Computer experts

Do you enjoy using technology? Do you want to get better at using a computer or tablet? Then come along to this special session to help improve your computer skills. Thursday after school.

E Music to my ears

Do you want to improve your History grade? Join Mr Johns in the music room on Thursday lunchtimes and find out about history by singing songs. A great way to learn!

F Science tech

Come to the Science lab on Tuesday lunchtimes and try out the new science study app on the computer. This has helped lots of students pass their tests!

G Learn to tell stories

If you want to improve your storytelling, then come to the drama room every Wednesday after school. Practise telling your own stories – useful for improving presentation skills, too!

H Perfect presentations

Drama teacher Mrs Raya shares tips and techniques for giving the perfect presentation every time. Friday lunchtime on the stage in the hall.

B1 Preliminary for Schools Writing Part 2

- 2** Your English teacher has asked you to write a story. Your story must begin with this sentence.

Mazin felt nervous, but he took a deep breath and walked into the classroom.

tip Exam

Write a plan for your story before you start writing, so it has a beginning, a middle and an end. Try to write about 100 words. Reading short stories in English will help you to improve your writing.



The School Open Day

Today is the Open Day at Elliot's school. It's a day when Year 8 students and their families come to the school to look around. They will start at the school next year.

Elliot is showing a family around and he's enjoying telling the young boy, Alfie, about the school.

'I'm very proud of my school,' Elliot says. 'The students are all enthusiastic and we like working hard. It's a modern school, too. We use all the latest technology.'

"Oh, that's great!" Alfie says. "I love technology!"



Elliot takes the family to the school science lab.

‘We learn to do experiments here,’ he says. ‘Would you like me to show you?’ he asks Alfie.

‘Yes, please,’ Alfie says. ‘I watch experiments on my computer, but I would like to see a real one!’

Alfie watches Elliot carefully, and he takes notes on his tablet.



Next, Elliot takes the family to the art studio, and shows them some of his work.

‘I won a trophy for this painting,’ he says. ‘It was a big achievement. I hope to study Art at university when I’m older.’

Alfie loves Elliot’s painting and he takes a photo of it on his tablet.

‘At home, I use a computer to draw,’ Alfie says. ‘Can I do that here?’

‘Yes, you can!’ Elliot says smiling.



Next, it's time for the headteacher's speech. He always gives a presentation at the end of open days.

But, the headteacher's microphone and his laptop aren't working!

Elliot puts up his hand.

'Don't worry!' he says. 'Alfie can fix them. He's very good with technology!'



Alfie fixes the headteacher's microphone and his laptop.

'Thank you, Alfie!' says the headteacher. What a great open day!



We Thank Our Teacher

It's the end of a great school year. The girls enjoyed working hard, and yesterday they had a prizegiving in the morning assembly at school. The students were happy to get good reports and certificates, and some students were thrilled to receive prizes and trophies.

'You learned to revise, stay calm and pass your tests,' Mrs Ruba told them in her speech. 'You always do your best. Well done, girls!'



Mrs Ruba is a good teacher and the girls want to say thank you to her. They love baking, so today they are making Mrs Ruba some sweet treats. 'Do you want me to make the sweet dumplings?' Zainab asks Halima. 'Yes, please,' Halima says. 'I asked Basma to make the cakes.'



The next day, the girls are taking the sweet treats to their classroom when they see Mrs Ruba going into the school!

'We don't want Mrs Ruba to see her treats,' Halima says. 'Let's wait here for a few minutes.'



The girls are relieved when they get to their classroom. Some of the other girls have decorated the classroom with a big banner and pictures.

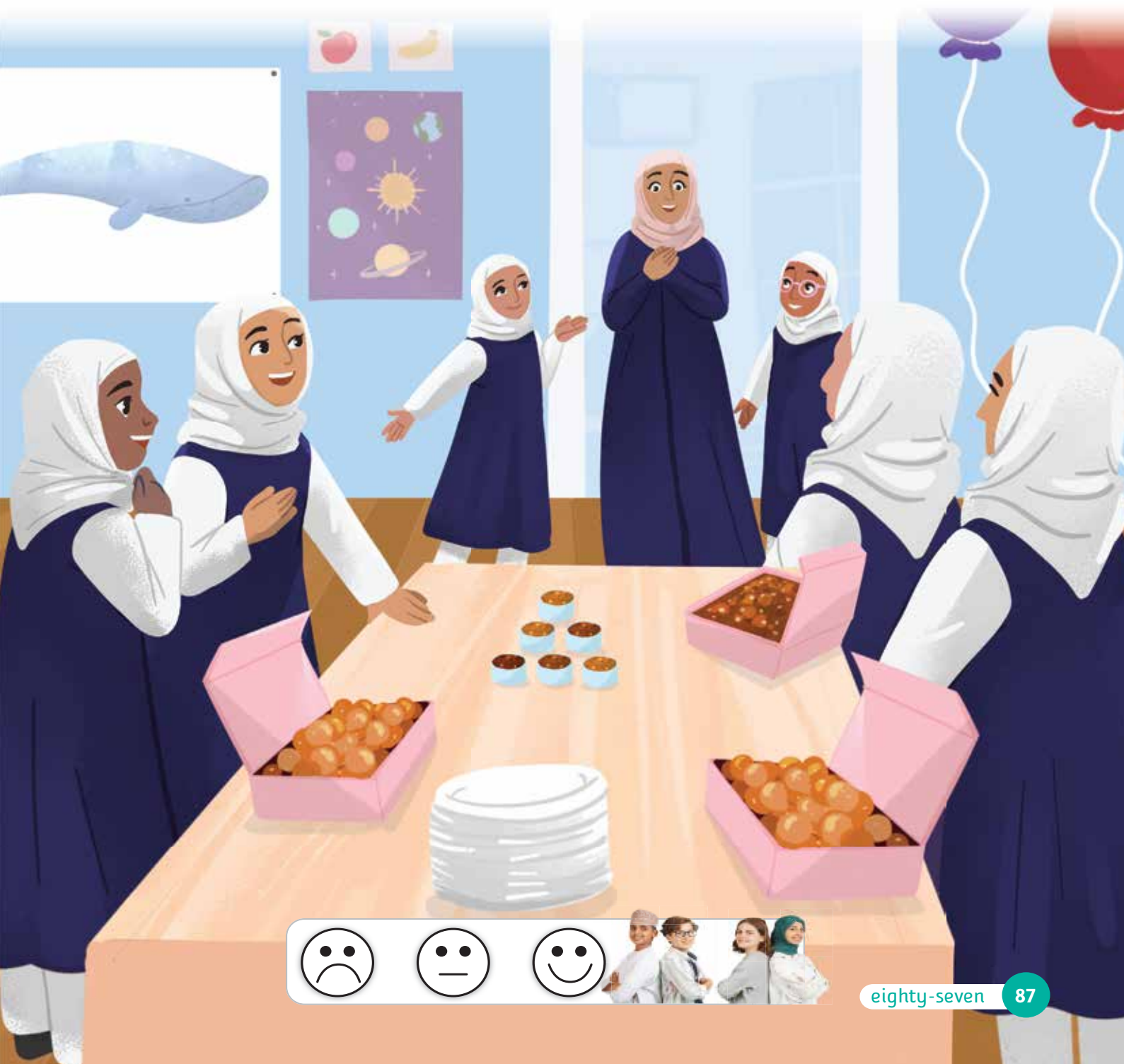
‘The classroom looks amazing!’ Zainab says. ‘Thanks a million, everyone! Now, let’s ask Mrs Ruba to come to class!’



Zainab and Halima go to find Mrs Ruba. When she walks into the classroom, the girls say, 'Thank you, Mrs Ruba!'

Then Halima says, 'We want to say thank you for being the best teacher ever!'

Mrs Ruba is very surprised – and thrilled! 'It's a pleasure, girls!' she says happily.



1  How many words can you say about the end of the school year?

2 Read and tick (✓) the best title for the text.

- 1 How I revise ☐
- 2 Studying abroad ☐
- 3 The end-of-year test ☐



Hi, I'm Anood and I'm feeling a little nervous today! I'm taking the end-of-year English test at school! I work hard at school and it's important to me to achieve good grades.

I revised a lot, so I think I will pass the test. I need to stay calm. Then I can concentrate and do my best. I'm sure I won't fail the test, but I want a good grade!

Our teacher Mrs Zahra will mark our tests straight away. Then we'll have prizegiving next week. There will be prizes for each subject. Our headteacher will give a speech and everyone will get a certificate. A visitor is coming to give a presentation about studying abroad. It'll be a great prizegiving.

I have to go now. It's nearly time for my test. See you later!

3 Look at the text in Activity 2 again. Find and write the words.



achieve good grades



4 Find and write the words from the text in Activity 2.

- 1 a feeling you can get before an important event: nervous
- 2 an important talk: _____
- 3 a special piece of paper or card: _____
- 4 do very badly in a test: _____

5  Talk to your classmates.

- 1 Have you ever won a prize?
- 2 What was the last test you revised for?

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

- 1** Where are Anood and Dana at the moment?
- 2** Why are they happy?



Dana: This is a great prizegiving, isn't it?

Anood: Yes, it is! I loved listening to the presentation about studying abroad. I think I'd like to do that.

Dana: Me too! Our teacher's speech was great, too, wasn't it?

Anood: Yes, it was! I still can't believe we both won prizes today! What an achievement!

Dana: I think it was a nice surprise to give out some special certificates for values. I'm proud of Bushra and Samar for getting the certificates for being curious and optimistic.

Anood: Yes, they did so well – I'm proud of them too.

Dana: You aren't leaving already, are you?

Anood: Yes, I've got to go. My mum's picking me up at 7 p.m. See you soon, Dana!

Dana: Yes, very soon! Don't forget to come to my house tomorrow morning at 11 a.m. We have to make a thank you card for Mrs Zahra!

Anood: Oh, yes, OK! See you tomorrow!

Dana: Bye!

7 Find three ways that Anood and Dana say goodbye. Use the *Say it!* box to help you.

Say it!

Saying goodbye

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

8 **Work in pairs. Complete the dialogue using phrases from the *Say it!* box. Then make your own dialogue to say goodbye to your partner.**

Are you going home already?

Yes, _____.

OK, see _____.

_____!

9 **Decide who is going to do each job. Then plan a class prizegiving!**

prepare a presentation
prepare a speech
buy prizes make certificates
make thank you cards
buy a sports trophy

Show what you know

Can you use words to describe the end of the school year? ☐

Can you use expressions to say goodbye? ☐

Can you plan a class prizegiving? ☐



Think like a scientist!

How can we talk about chronology?

Think

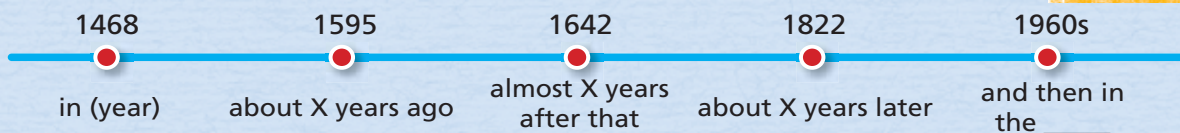
- 1 What do you know about inventions and their inventors? Can you think of an old and a new invention?

Learn

- 2  Listen and read. How can we present inventions in the order in which they happened?

In History and Science we often read texts about the lives of famous or important people, such as kings or inventors. Usually, the things these people did are told in the order in which they happened. We call this a **chronological report**. A chronological report is an example of a non-fiction text.

In Science, chronological reports can also be used to describe the steps in a scientific experiment. Chronological reports are often planned using a **timeline**. Timelines help present information about dates and events.



In 1468, the first book was **printed**. About four hundred years ago the first **atlas** was printed. Almost fifty years after that, the first **adding machine** was invented. About two hundred years later the first form of computer was invented. And then in the 1960s, the first supercomputers were made.

printed writing

atlas

adding machine

check

- 3 Circle the correct words.

- We can present information in chronological order / time / line .
- Chronological reports are fiction / non-fiction / difficult texts.
- We can use timelines to present information about the lives of famous / serious / proud people in History.
- Timelines can also show the steps in a science explanation / essay / experiment .
- Examples of words in a chronological report are on / at / in 1468 and about / after / between four hundred years ago.

- 4 Look at the information below. Draw a timeline in your notebook and put the four dates in order. Write the name of the instrument and where it was made under each date.

- The first piano was invented in Italy in about 1700.
- The first modern classical guitar was made in Spain in 1850.
- The first violin was invented in Italy in the 1530s.
- The first clarinet was invented in Germany around 1690.

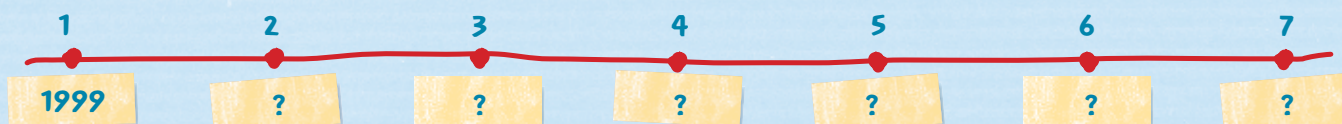
Let's practise!

- 1 Read this information about a famous young musician. Is it presented in chronological order?

Sheku Kanneh-Mason was born in 1999 in Britain. When he was five years old, he started to play the piano. The year after that, he started playing the cello. By the time he was nine, Sheku had passed many music exams. In 2016, he won a UK competition for the best young musician of the year. The next year, he played his cello at the film and television awards and he also played in many concerts around the world. In May 2018, Sheku played his cello for a special performance in London and millions of people watched and listened to him on television. Sheku's brother and five sisters all play musical instruments. In their house there are four pianos, three cellos, a viola and four violins.



- 2 Read about Sheku again and complete the timeline with the correct years.



- 3 Match these sentences with numbers 1–7 on the timeline.

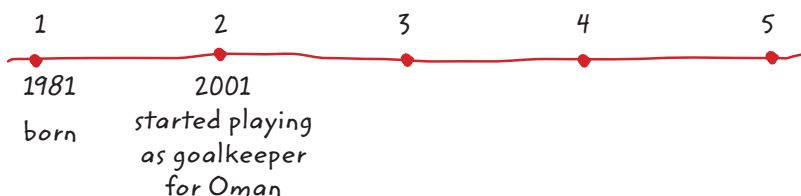
- | | |
|---|---|
| a He was the best young musician in the UK. | d The year Sheku was born. |
| b He was six. | e He was five. |
| c He played his cello for a special performance in London and it was watched by millions of people. | f He played his cello for the film and television awards. |
| | g He had passed many music exams. |

Show what you know

Write a chronological report about the life of a famous person.

- 1 Brainstorm famous people you know – for example, inventors, sports stars or musicians – and choose one.
- 2 Find out five important years in the person's life and write them on a timeline.
- 3 Write a few words below the timeline to say why each date is important.
- 4 Use your timeline with its notes to write a report.
- 5 Present your famous person to the class, but don't say who it is. Can the class guess?

Ali Al-Habsi



tip Speaking

Use words and phrases that will make your presentation more interesting.

We'll start / begin with the date when this person ...
Did you know that in ...

Unit 4

- 1 Work in groups of four. Use a spinner. Make sentences about the pictures using **as ... as** and ideas from the box.

easy good interesting heavy nice popular

1



2



3



4



5



6



7



8



9



Podcasts aren't as interesting as vlogs. What do you think?

I think podcasts are as interesting as vlogs! I often listen to podcasts.

- 2 Work in pairs. Complete the questions for your partner. Ask the questions and check if you were correct.

You're _____ years old, aren't you?

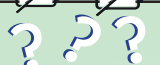
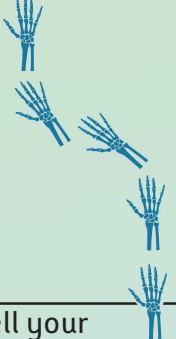
You feel _____ when you _____, don't you?

You don't like _____, do you?

Your favourite _____ is _____, isn't it?

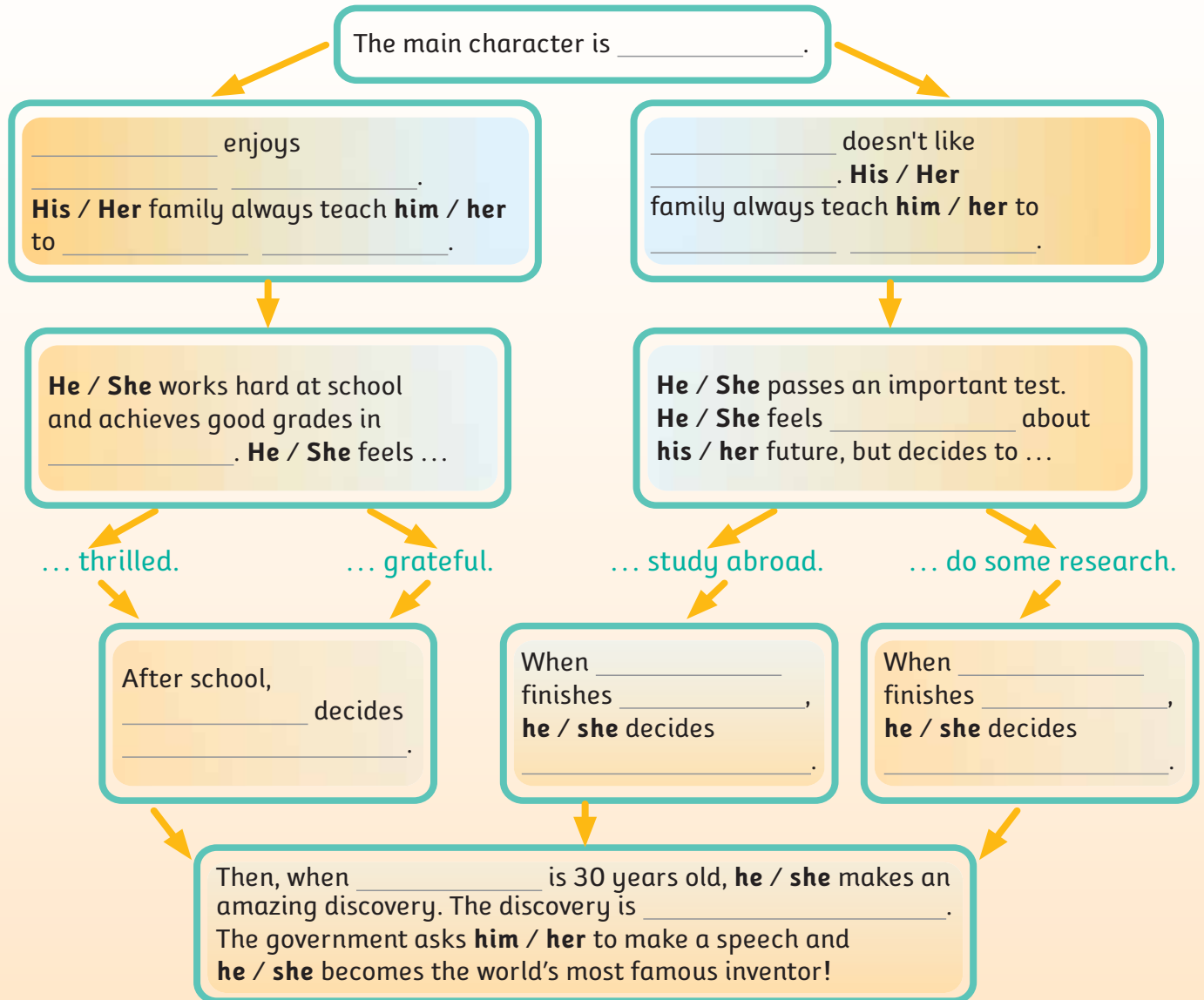
Unit 5

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

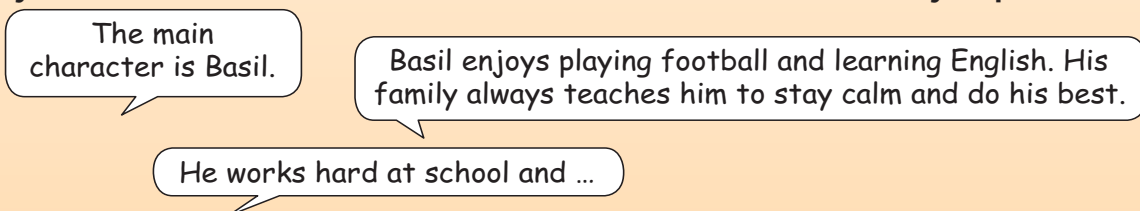
START! 	1 Complete the sentence and say. I remember a time when _____.	2 You invented a new, life-saving vaccination! Go forward two spaces. + 2	3  Who invented the light bulb? If you answer correctly, have another turn.	4 Name the transport which is in the photo. 
5 Politely ask your partner who invented something. Your partner answers. who invented _____?	6 You feel ill and need antibiotics. Go back one space. - 1 	7 Describe something for your partner to guess. This is a thing that _____	8 	
9 You win a prize for your research! Go forward one space. + 1 	10 Politely ask your partner to do something in the classroom. I wonder if you could _____.	11 The battery on your digital camera is empty. Go back to square 8. 	12  Guess the invention. It used to be black and white. Now we can do it on our smartphones or digital cameras. If you answer correctly, have another turn.	
13 	14 You carry out an experiment, which goes wrong. Miss a turn! 	15 Describe an inventor for your partner to guess. This is the person who invented _____.	16 You have a temperature and must stay in bed. Go back one space. - 1	17 Your partner makes a discovery. Ask them a polite question about it. _____ _____
18 Tell your partner what you did last time you felt ill. Last time I felt ill, I _____.	19 You break your arm! Go back to square 13 and have an X-ray. 	20 Complete the sentence and say. I think _____ is the person whose invention has changed our lives the most.	FINISH! 	

Unit 6

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



2 Tell your stories to the class. Add more ideas and act out the story in pairs.



3 Write your hopes and promises for the future and share it with your class.

My hopes and promises: I hope to ____.
I promise to ____.

I hope to achieve good grades and feel proud.
I promise to concentrate, try my best and work hard.

Grammar reference

Unit 4



Comparing things

as ... as

Podcasts can be **as** good **as** vlogs.

Podcasts will be **as** popular **as** vlogs one day.

I think emojis are **as** good **as** words.

not as ... as

Podcasts **aren't** **as** interesting **as** vlogs.

Mum thinks receiving text messages **isn't** **as** fun **as** chatting to friends.



Question tags

Your name **is** Laith, **isn't** it?

You're 13 years old, **aren't** you?

You **like** playing this game, **don't** you?

This game **isn't** very hard, **is** it?

You **don't** like blogging, **do** you?

Unit 5



Relative pronouns

Marconi is the person **who** invented it.

That's the radio **that** / **which** my great-grandmother told me about.

This is the room **where** you can see lots of old inventions.

She remembers the time **when** everyone used radios like this.

I think that he's the person **whose** invention has changed our lives the most.



Embedded questions

What **should** **we** do?

Can you tell **us** what **we** **should** do?

Is it a new discovery?

Do you know if / **whether** **it's** a new discovery?

Who **invented** surgery?

Could you tell **me** **who** **invented** surgery?

Do you like Science?

I wonder if / **whether** you like Science.

Unit 6



Verbs + -ing form

I always **enjoy** **working** hard in Science lessons.

When we **finish** **making** notes, we create quiz questions.

I **keep** **reading** articles about Science.

Verbs + infinitive

I **hope** **to** **study** Science at university one day.

I **learned** **to** **make** quizzes at my old school.

I **promised** **to** **do** the same.



Verb + object + infinitive

Do you **want** **us** **to** **put** **out** these chairs?

I **asked** **them** **to** **get** some more chairs.

I **told** **them** **not** **to** **carry** too many though!

Will you **remind** **me** **to** **get** my camera from the classroom?

Unit 4



Giving your opinion

Personally, I think ...	I'm sure that ...
I bet that ...	I guess that ...
I'm certain that ...	

Unit 4 an opinion essay



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

Unit 5



Asking if someone is sure

Are you sure about that?
Do you really think that?

Saying that you're sure

I'm absolutely sure!
I'm quite sure!

Saying that you aren't sure

Maybe.
I'm not sure.

Unit 5 a story



- Give your story a beginning, a middle and an ending.
- Use paragraphs.
- Use sequencers: *First*, *Next*, *Then*, *After that* and *Finally*.
- Use time phrases: *One day*, *A long time ago*, *Last year*.
- Finish with something funny, surprising or exciting. Leave the reader with a clear ending or lesson learned.

Unit 6



Saying thank you

Thanks a lot.
Thanks so much.
Thanks a million.
I'm really grateful.
Many thanks.

Responding to thanks

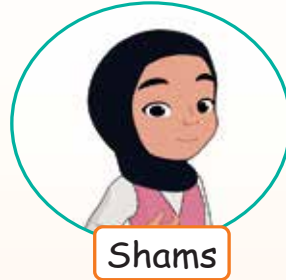
It's a pleasure.
Don't mention it.
You're welcome.
No problem.
No worries.

Unit 6 an informal letter



- Put your address at the top right.
- Put the date below your address.
- Start the letter with *Dear/Hi/Hello* + (the name of the person you're writing to).
- Finish the letter with *Best wishes* or *Love* + your name.

Unit 4 B1 Preliminary for schools Speaking Part 3



... is as good as ...
because ...

... isn't as good as ...
because ...



Unit 5 B1 Preliminary for schools Writing Part 2

Ideas wanted!

Important inventions

What makes an invention important?

Is it something that makes people's lives easier
or more interesting or both of these things?

How important is it for people to keep inventing new things?

Tell us what you think!

**Write an article answering these questions and we will publish
the most interesting articles in our magazine.**

Progress path

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

Unit 4

☐

Draw two faces showing emotions from this unit. Can your partner guess them?

Unit 5

☐

Make these questions more polite.

1 Where's the swimming pool?

2 Is this my book?

Unit 4

☐

1 You like listening to podcasts,
don't you / do you ?

2 Your name is Adam,
is it / isn't it ?



Unit 5

Say six inventions. Which do you think is the most important?

CHALLENGE

Say goodbye to your partner in three different ways.

Unit 6

Say the words about working at school.

1



2



Unit 6

Complete the sentences.

I learned _____ at school last semester.

I hope _____ one day.

I _____ articles about inventions.

Word list

a

achieve good grades (verb + noun) Unit 6
achievement (noun) Unit 6
adding machine (noun) Learning Club 2
aeroplane (noun) Unit 5
antibiotics (noun) Unit 5
atlas (noun) Learning Club 2

b

battery (noun) Unit 5

c

calm (adjective) Unit 4
carry out an experiment (verb + noun) Unit 5
cello (noun) Learning Club 2
certificate (noun) Unit 6
chat to friends (verb + noun) Unit 4
concentrate (verb) Unit 6
confused (adjective) Unit 4
curious (adjective) Unit 4

d

delighted (adjective) Unit 4
disappointed (adjective) Unit 4
do some research (verb + noun) Unit 5
do your best (verb + noun) Unit 6

e

electricity (noun) Unit 5
embarrassed (adjective) Unit 4
enthusiastic (adjective) Unit 6

f

fail a test (verb + noun) Unit 6
feel better (verb + adjective) Unit 5
feel ill (verb + adjective) Unit 5
feel nervous (verb + adjective) Unit 6

g

get a prescription (verb + noun) Unit 5
get on well (verb + noun) Unit 4
give a presentation (verb + noun) Unit 6
give someone a call (verb + noun) Unit 4
grateful (adjective) Unit 6

h

have a temperature (verb + noun) Unit 5
have an argument (verb + noun) Unit 4
have an injection (verb + noun) Unit 5
have an operation (verb + noun) Unit 5
have an X-ray (verb + noun) Unit 5

i

insert an emoji (verb + noun) Unit 4

j

jealous (adjective) Unit 4

k

keep a promise (verb + noun) Unit 4
keep a secret (verb + noun) Unit 4

l

light bulb (noun) Unit 5
listen to a podcast (verb + noun) Unit 4

m

make a discovery (verb + noun) Unit 5
miserable (adjective) Unit 4

n

nervous (adjective) Unit 4

o

optimistic (adjective) Unit 6

p

pass a test (verb + noun) Unit 6
photography (noun) Unit 5
printed writing (noun) Learning Club 2
prize (noun) Unit 6
prizegiving (noun) Unit 6
proud (adjective) Unit 4

r

radio (noun) Unit 5
receive a text message (verb + noun) Unit 4
relieved (adjective) Unit 6
report card (noun) Unit 6
revise (verb) Unit 6

s

serious (adjective) Unit 4
spacecraft (noun) Unit 5
speech (noun) Unit 6
stay calm (verb) Unit 6
steam engine (noun) Unit 5
study abroad (verb + noun) Unit 6

t

take a test (verb + noun) Unit 6
take some pills (verb + noun) Unit 5
tell a lie (verb + noun) Unit 4
tell the truth (verb + noun) Unit 4
thrilled (adjective) Unit 6
trophy (noun) Unit 6

u

upset (adjective) Unit 4

v

vaccination (noun) Unit 5
viola (noun) Learning Club 2

w

watch a vlog (verb + noun) Unit 4
wheel (noun) Unit 5
win a prize (verb + noun) Unit 5
work hard (verb + adverb) Unit 6

x

X-ray (noun) Unit 5

Unit 4, Graded reader 1

The Puzzle Box

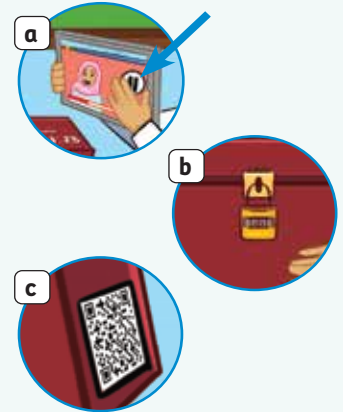
1 Before you read

1) Match the words with the pictures.

1 lock

2 QR code

3 pause



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

2 Listen and read the story on page 28.

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

2) Read the story again. Circle the ways to communicate that are used in the story.

a QR code a podcast a vlog an old phone an app an emoji

3) Match the questions and the answers.

1 How does Nawal feel when she can't open the box?

a curious

2 How does Muna feel when she sees the photo of an old phone?

b proud

3 How do the girls feel when they open the lock?

c confused

3 After you read

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

1 The lock on the puzzle box has five digits.

T / F

2 The girls use a QR code to find the second digit.

T / F

3 Muna pauses a vlog on her tablet to find the last digit.

T / F

2) Over to you! Answer the questions.

1 Do you like doing puzzles? Why or why not?

2 Which of the three puzzles in the story do you think was the most difficult? Why?

3 Write your own code using numbers and letters. Ask a partner to solve it.

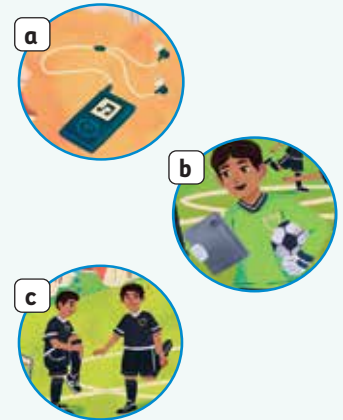
3) Tell this story to a friend or family member.

Saeed's Football Vlog

1 Before you read

1) Match the words with the pictures.

- 1 warm up
- 2 goalkeeper
- 3 podcast



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

2 Listen and read the story on page 32.

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

2) Read the story again. Circle the activities Saeed's friends do before a match.

- chat to friends play video games listen to podcasts
have an argument give someone a call

3) Match the questions and the answers.

- | | |
|---|----------------|
| 1 Where is Saeed sitting at the start of the story? | a at home |
| 2 Where does he ask his friends questions? | b on the bench |
| 3 Where does he finish his vlog? | c on the pitch |

3 After you read

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

- | | |
|---|-------|
| 1 Saeed likes Basil's idea to make a vlog about the match. | T / F |
| 2 Saeed didn't connect his microphone to the computer. | T / F |
| 3 Saeed is so embarrassed about his mistake that he stops making vlogs. | T / F |

2) Over to you! Answer the questions.

- 1 Do you like watching vlogs? Why or why not?
- 2 What questions could Saeed ask his friends in his next football vlog?
- 3 What sports or hobbies would you make a vlog about? Why? Share your ideas with a partner.

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

Unit 5, Graded reader 1

At the Science Fair

1 Before you read

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

- 1 What do you think might happen at a science fair? _____
- 2 What words do you expect to see in the story? _____

2) Now look at the first picture on page 54. Answer the questions.

- 1 What are the people doing in the picture? _____
- 2 Look at the boy with the book. What do you think he wants? _____

2 Listen and read the story on page 54.

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

2) Read the story again. Circle the inventions that are on the stands at the science fair.

light bulbs antibiotics wheels

radios batteries satellites

3) Choose the correct words to complete the sentences.

- 1 Omar has brought a book about **aeroplanes** / **spacecraft** .
- 2 The boys have fun looking at a model **steam engine** / **cockpit** .
- 3 The teacher told the boys about the stand with the **X-rays** / **plasma ball** .

3 After you read

1) Put the pictures in the correct order. Then retell the story.



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

- 1 Which stand would you like to visit at the science fair ? Why?
- 2 Why do you think Omar stopped feeling shy at the end of the story?
- 3 Have you ever felt shy? Talk to a partner about how you can help a friend who is feeling shy.

Our Health Research

1 Before you read

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

- 1 What do you think 'health research' means? _____
- 2 What words do you expect to see in the story? _____

2) Now look at the pictures on page 58. Answer the questions.

- 1 Where are the girls and who do you think they are meeting?

- 2 What other places might the girls visit in this story? Who might they meet?

2 Listen and read the story on page 58.

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

2) Read the story again. Circle the things that the girls learn about.

injections antibiotics prescriptions operations experiments X-rays

3) Choose the correct words to complete the sentences.

- 1 Azza and Maryam meet a **nurse** / **doctor** at the health centre.
- 2 The surgeon shows the girls an X-ray of **a finger** / **an elbow**.
- 3 Azza writes lots of notes **on the X-ray** / **on her clipboard**.

3 After you read

1)  Put the pictures in the correct order. Then retell the story.



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

- 1 Do you think the girls should win the teacher's prize? Why?
- 2 Would you like a tour of a health centre or hospital? What would you like to see?
- 3 What ways could Azza and Maryam use to do more research about health and medicine? Discuss with a partner.

Unit 6, Graded reader 1

The School Open Day

1 Before you read

1) Read the title of the story and look at the picture on page 80. Answer the questions.

- 1 Who is in the picture and where are they? _____
- 2 What do you think the boy in uniform is doing at the Open Day?

- 3 Where do you think the characters will go next? _____

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

2 Listen and read the story on page 80.

- 1) Read the story quickly. Were your ideas from *Before you read* correct? _____
- 2) Read the story again. Choose what each person does.

1 Elliot  mixes paints / mixes chemicals .

2 Alfie  fixes the microphone and the laptop / gives a presentation .

3) Complete the sentences with the correct words.

- 1 The students at Elliot's school all like achieving good _____.
- 2 Elliot takes Alfie's family to the science _____ and to the art _____.
- 3 Alfie watches Elliot in the science lab and _____ on his tablet.

3 After you read

1) Match to make sentences.

- | | |
|--|--------------------------------------|
| 1 At the Open Day, students and their families | a learn to do experiments. |
| 2 In the science lab, students | b technology. |
| 3 Alfie is very good with | c come to the school to look around. |

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

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

We Thank Our Teacher

1 Before you read

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

- 1 Who is in the picture and where are they? _____
- 2 What do you think is happening in this picture? _____
- 3 Read the title. How do you think the students can thank their teacher? _____

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

2 Listen and read the story on page 84.

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

2) Read the story again. Choose what each person makes for Mrs Ruba.

1 Zainab  makes sweet dumplings / cakes .

2 Basma  makes sweet dumplings / cakes .

3) Complete the sentences with the correct words.

- 1 Yesterday, there was a _____ in the morning assembly at school.
- 2 When the girls are taking all the _____ to their classroom, they hide from Mrs Ruba.
- 3 Some of the girls have decorated the classroom with a big _____.

3 After you read

1) Match to make sentences.

- | | |
|--|-------------------------------|
| 1 The girls are celebrating | a the end of the school year. |
| 2 To thank Mrs Ruba, the girls have baked | b surprised and thrilled. |
| 3 When she enters the classroom, Mrs Ruba is | c some sweet treats. |

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

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

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