نتقدم بثقة
Moving Forward with Confidence

رؤية عُمان 2040
OmanVision

Ministry of Education

TEAM Together OMAN 8A

Activity Book



Trial Edition
2026



His Majesty
Sultan Haitham Bin Tarik



The Late Sultan,
Qaboos Bin Said

SULTANATE OF OMAN

(Governorates & Wilayats)



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

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

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

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

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

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

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

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

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

Dear students,

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

Your Semester 1 books are a Class Book as well as an Activity Book. Remember to look after your books and to bring them to your class every day. 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 and we look forward to writing to you again in Semester 2!

Name: _____

Class: _____









Ministry of Education

TEAM Together OMAN 8A

Activity Book

with Digital Resources



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Pearson

YORK PRESS

Global Scale of English

Fast-track your progress

Welcome

Let's get started!

1 **Read and complete the sentences.**

articles ideas everyone find out ~~new~~ reading Team

WOW! Blog

1  There are four *new* people on the WOW! Team this year. It's going to be a fun year for all of us WOW! _____ members.

2  _____ on the WOW! Team is in Grade 8 at school. This is going to be an exciting year for us all!

3  The magazine is going to have lots of interesting _____ for people to read. Tell us what you want to _____ about and we'll make the magazine for you!

4  What topics do you like _____ about? Send us some _____. We'd love to hear from you!

2 **Read the ideas on Class Book page 11 again. Then write the names.**

1 Who enjoys going shopping? _____
2 Who was on an island this summer? _____
3 Who would like to invent things? _____
4 Who wants to read about learning? _____
5 Who enjoys chatting to friends? _____
6 Who would like to read an adventure story? _____

3 **How interesting are these topics for you? Number them from 1 (the most interesting) to 6 (the least interesting).**

1 Extreme weather ☐
2 Outdoor sports ☐
3 Online communication ☐
4 Shopping centres ☐
5 Great inventions ☐
6 Learning ☐

1 **Read the text on Class Book page 12 again and circle *T* (true) or *F* (false). Then explain your answers.**





1 Rosie always goes to Argentina in the summer. T / F

She often goes to Argentina in the summer.

2 Rosie likes reading books, so she enjoys her English lessons. T / F

3 Eric enjoys playing team sports and football is his favourite. T / F

4 Eric says that he doesn't like doing winter sports. T / F





5 Ali is living in Sur now, close to the sea. T / F

6 Ali has met some friendly people at his new school. T / F

7 Manar comes from Muscat and she doesn't like design. T / F

2 **Answer the questions about the WOW! Team members. Give reasons.**

1 Which person is probably the most athletic?

Eric is probably the most athletic because he talks a lot about sports and outdoor activities.

2 Who probably likes clothes and making things?

3 Which person wants to protect nature and the Earth?

4 Which two people probably speak Arabic at home?

3 **Read and complete the questions and write your answers. Then ask and answer with your partner. Write their answers in your notebook.**

1 Where *do you* come from?

2 How _____ are you?

3 _____ is your birthday?

4 _____ brothers and sisters do you have?

5 _____ is your favourite sport?

6 _____ do you like this sport so much?

Go to Progress path on page 70.

1 Our planet

Vocabulary

1 **Read and circle the correct options.**

1 At our school, we waste / (recycle) / destroy paper, plastic, glass and other materials.
2 If we don't change / plant / protect the environment, we'll have problems in the future.
3 A lot of people switch / waste / save energy by leaving on lights all the time.
4 Scientists think people's activities are causing global / climate / environment warming.
5 We're learning about climate energy / water / change in Science at school.
6 Air pollution / rubbish / waste from cars and factories is very bad for the environment.

2 **Look, read and complete the sentences.**

1 We mustn't *destroy the rainforests*.
2 Please _____ the _____ when you go out.
3 Try to _____ when you brush your teeth.
4 Do you _____ in the street?
5 People need to _____.
6 It's a good idea to _____ in your garden.













3 **Read the *I'm learning* box. Then read and complete the sentences with verbs for protecting our planet. There may be more than one correct answer.**

I'm learning

Using verbs with different objects
We can learn a verb in a phrase and then use it with different objects.

Please switch off the lights.
Please switch off the TV.

1 Could you please *pick up* those bottles and put them in the bin?
2 If we cut down too many trees, it will _____ the forests.
3 We need to _____ rivers and lakes from water pollution.
4 People often _____ solar energy in sunny countries.
5 You shouldn't _____ paper. Always write on both sides.
6 My parents are going to _____ some flowers in the garden.

4 **Write five or more sentences about what you and your family do to help the environment.**

1 1.4 **Read and match the two halves of the sentences from the dialogue on Class Book page 17. Then listen and check.**



1	There's a competition to	**a**	turn off computers when we leave a room.
2	What can we do to	**b**	be late for our next lesson.
3	We need to switch off lights and	**c**	save energy then?
4	Can we do anything to	**d**	let everyone know about the competition.
5	So we need to	**e**	see which school can save the most energy.
6	We must go or we'll	**f**	save water?

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

1	Eric suggests taking part in a competition.	T / (F)	*Ali suggests it.*
2	Eric asks about ways they can save energy.	T / F	
3	Eric wants to throw away the plastic bottles.	T / F	
4	Ali found the water running in the kitchen.	T / F	
5	Ali doesn't want people's suggestions.	T / F	
6	Ali tells Eric to turn off the computer.	T / F	

3 1.5 **Read and complete the dialogues with the correct expressions. Then listen and check.**

Brilliant! x 2 I know! x 2 Me too! x 2

1 **A:** I think recycling is very important.
B: *Me too!* I recycle as much as possible.

2 **A:** What can you do to save water at home?
B: _____ I can have shorter showers.

3 **A:** I'm writing a blog about clean energy.
B: _____ You're so creative!

4 **B:** How can we use less paper at school?
A: _____ We can do our homework online!

5 **A:** I want to look for a new tablet.
B: _____ My tablet is broken. Let's go shopping!

6 **A:** Look! I got full marks in our Science test!
B: _____ You're so clever.

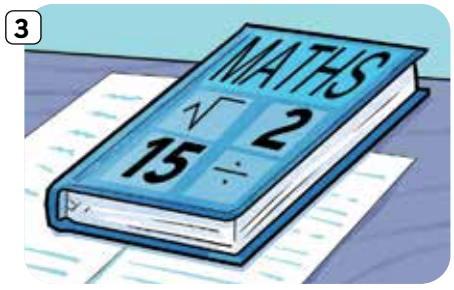
4 **Work in pairs. Write another dialogue for each expression. Then act out the dialogues.**

Modal verbs: *should, must, need to*

1 1.8 **Listen and tick (✓) the correct sentences.**









1 ☐ **a** Osama must hand in the report on Monday.
☑ **b** Osama needn't make a poster.

2 ☐ **a** Najla should stop watching videos now.
☐ **b** Najla needs to be home at six o'clock.

3 ☐ **a** Saeed mustn't forget his Maths book.
☐ **b** Saeed shouldn't tidy up his bedroom today.

4 ☐ **a** Anood mustn't go to the cinema today.
☐ **b** Anood needs to ask her parents for money.

2 **Read and circle the correct modal verbs.**

1 We shouldn't / (need to) / mustn't use more electric cars to reduce air pollution.
2 All the students need / must / shouldn't do their homework. It's very important.
3 People shouldn't / need to / must leave the lights on when they go out.
4 You needn't / should / mustn't waste energy because it's bad for the environment.
5 We must / needn't / should print so many things on paper. It's a waste!
6 She should / must / need have a quick shower instead of a long shower because it uses less water.

3 **Re-write each sentence so that it means the same as the first sentence. Use the affirmative or negative form of the modal verb in brackets.**

1 Don't throw rubbish on the ground. (should)
You shouldn't throw rubbish on the ground.

2 We have to stop cutting down trees. (must)

3 I don't have to tidy my room today. (need)

4 Hilal, please don't shout in the classroom. (must)

5 Why don't you put on a sweater? (should)

6 People should recycle more plastic. (need)

4 **Order the words to make sentences. Tick (✓) the sentences you agree with. Then compare your answers with your partner.**

1 lights / people / off / switch / should
People should switch off lights. ☐

2 protect / must / the environment / everyone ☐

3 people / water / needn't / save ☐

4 energy / more / to / should / we / waste / try ☐

5 new / must / lots / people / trees / of / plant ☐

6 use / lots / to / need / paper / of / we ☐

7 people / rainforests / the / shouldn't / destroy ☐

8 street / mustn't / the / in / pick up / we / rubbish ☐

Go to Grammar practice on page 60.

1 After you read **Read the diary on Class Book pages 20–21 again. Number the events in order.**

- [ ] **a** Khalid's dad said he shouldn't worry.
- [ ] **b** It stopped raining the following morning.
- [ ] **c** The whole family went to the dining room.
- [1] **d** Khalid woke up early and watched the big storm.
- [ ] **e** The lights went out and the room was dark.
- [ ] **f** The cyclone flooded a local harbour.
- [ ] **g** Everyone got down on the floor and waited.



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

1 Why did Khalid get up early?

He got up early because the storm woke him up.

2 How did he know about the cyclone?

3 Where did he spend the first morning?

4 Why did the family go to the dining room?

5 What did everyone do with all the furniture?

6 What did Khalid's dad tell him to do when it went dark?

3 **Read the *Work with words* box. Then read and complete the sentences with a phrasal verb with *get*.**

Work with words

Phrasal verbs with *get*

We can combine the verb *get* with prepositions to make phrasal verbs.

*get + up = **get up***

*Why did he **get up**?*

*He **got up** because the storm woke him up.*

get onto get down get out get up get into ~~get under~~

1 

If there's an earthquake, you should *get under* a table.

2 

Please _____ the car. We have to leave now.

3 

How did your cat _____ that tree?

4 

You must _____ of the house if there is a fire.

5 

How fast can you _____ the stairs to the front door in an emergency?

6 

My father used a ladder to _____ the roof.

4 **Write sentences using the six phrasal verbs from Activity 3.**

1 Label the pictures.

1 

snowstorm

2 

3 

4 

5 

6 

2 1.12 Listen and tick (✓) the extreme weather that you hear. There is more than one answer.

1

- ☐ sandstorm
- ☐ flood
- ☐ tsunami
- ☑ cyclone
- ☐ tornado
- ☐ snowstorm

2

- ☐ volcano
- ☐ forest fire
- ☐ heatwave
- ☐ drought
- ☐ hailstorm
- ☐ thunder and lightning

3 1.13 Listen again. Complete the text.

[1] *Cyclones* and [2] _____ have strong winds that blow in circles.
A cyclone is [3] _____ than a tornado and it also lasts longer.
A [4] _____ is a [5] _____ wind, and it carries sand.
A [6] _____ is when the weather is very [7] _____.
A [8] _____ is when it doesn't [9] _____ for a long time.
That can be dangerous because everything gets dry and there could be a [10] _____.

Reported questions and commands

4 **Read and complete the reported questions.**

1 Adil asked *Yousuf if he was busy.*

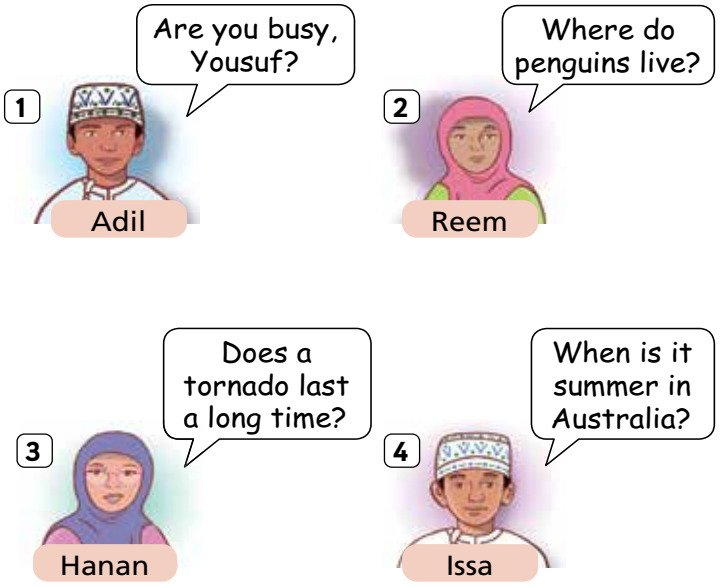
2 Reem asked _____

3 Hanan _____

4 Issa _____

5 Hashim _____

6 Noora _____



5 **Write reported commands.**

1 Talal → us: 'Get under the table!'
Talal told us to get under the table.

2 My parents → me: 'Don't be late.'

3 Dana → her sister: 'Stop wearing my clothes!'

4 My friends → me: 'Don't buy more shoes!'

5 We → Arwa: 'Join the basketball team!'

6 I → everyone: 'Don't call me at night.'

Go to Grammar practice on page 60.

1 After you read **Read the text on Class Book page 24 again. What do the sentences describe? Write.**

1 These animals eat mostly one type of plant material. *giant pandas*
2 It's getting smaller every year because of global warming. _____
3 These animals live in very high, warm areas of Oman. _____
4 There'll be more of these things if our planet gets hotter. _____
5 They are large animals that live in very cold climates. _____
6 This doesn't grow very quickly and that could be a problem. _____

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

1 What could be dangerous for animals in the future?
Climate change could be dangerous for animals in the future.
2 Why is sea ice so important for polar bears' survival?
_____
3 Why do some polar bears have problems in the summer?
_____
4 What will happen if there isn't enough bamboo in China?
_____
5 How many Arabian tahrs are there in the world now?
_____
6 Why can Arabian tahrs survive if the Earth gets hotter?
_____



3 1.15 **Listen to a report about another endangered animal. Complete the notes.**



The monarch butterfly

We can find them in [1] *North America*. They are black and [2] _____ with [3] _____ spots.

Monarchs get their food from [4] _____ and [5] _____.

They fly [6] _____ in winter and travel about [7] _____ kilometres from Canada to Mexico.

Monarchs will have problems if winters become [8] _____ and [9] _____.

People are also destroying the [10] _____ where monarchs live.

4 **Work in groups. Choose one of the endangered animals in the box and find answers to the questions. Then make a poster about your endangered animal.**

Amur leopard
Giant Chinese salamander
Arabian oryx
Javan rhino
Sumatran orangutan

1 Where does the animal live?
2 What does the animal look like?
3 Where does it get its food from?
4 How does climate change affect this animal?
5 What other problems does this animal have?

English in action 1
Giving advice

1 1.18 **Read and complete the dialogue. Then listen and check.**

Why don't you look for one online?	~~Really? That sounds interesting.~~
I think you should try to recycle more, too.	Perhaps you ought to write a blog.
If I were you, I would join a nature club.	You could always pick up rubbish.

Halima: I want to do something to protect the environment.
Samar: 1 *Really? That sounds interesting.*
Halima: Do you have any ideas?
Samar: 2 _____
Halima: Oh! I don't know any clubs like that.
Samar: 3 _____
Halima: Sure. I'll look this afternoon. What else?
Samar: Hmm. 4 _____
Halima: Yes, I often pick things up. Any other advice?
Samar: 5 _____
Halima: OK. I recycle, but I could do more. Anything else?
Samar: You write well. 6 _____
Halima: A blog about the environment? What a great idea!



2 **Read the statements. Write advice. Then act out the dialogues.**

1 'I want to do something fun this weekend. The weather is going to be nice.'
I think *you should have a picnic at the beach.*

2 'I'm not doing very well in Maths this year.'
Perhaps _____

3 'I don't know what present to get my mother for Eid.'
If I _____

4 'I have too much free time. I think I need a new hobby.'
Why don't _____

Pronunciation

3 1.19 **Listen and read the sentences. Look at the underlined words and circle the letters we don't pronounce. Then practise with your partner.**

1 They mustn't call me today.
2 We shouldn't read that book.
3 I couldn't do my homework.
4 You should tidy your room.
5 She mustn't leave the room.
6 Please could you turn off the lights?

Reading

Words in context

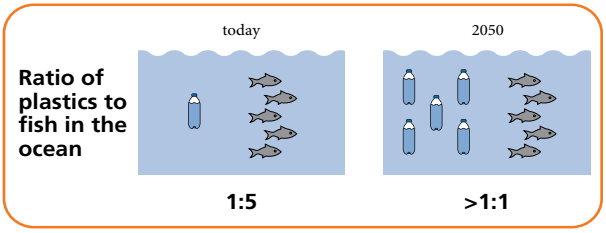
1 **Read the definitions and write the words.**

foundation tonne piece business government end up

1 This is an organisation that provides money to help people. *foundation*
2 This is something that is part of something bigger and more complete. _____
3 This is a group of people who lead a town, region or country. _____
4 This is a unit of weight that is the same as 1,000 kilogrammes. _____
5 This is when an object is in a particular place after someone has done something to it. _____
6 This is an organisation that sells products or services for money. _____

2 **Read the report on Class Book page 28 again. Read and complete the sentences with two words.**

1 Plastic in the sea will *cause problems* for the whole planet in the future.
2 About 95% of the plastic we make is _____.
3 Eight million tonnes of plastic goes into the ocean _____.
4 Pieces of plastic in the ocean _____ for fish and other animals.
5 Plastic pollution _____ a serious problem in the future.
6 The world's _____ is serious. We must protect our oceans.



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

1 Who wrote the report about the pollution?
The Ellen MacArthur Foundation wrote the report.
2 How much more plastic do we make now than we did 50 years ago?
_____
3 How much plastic goes into the ocean every year?
_____
4 What causes problems for seals and turtles?
_____
5 Why is the report important?
_____
6 What type of plastic should businesses always use?
_____

4 **Work in groups. Choose one of the problems in the box. Discuss the questions and make notes. Then share your ideas with the class.**

air pollution endangered animals
forest fires water shortage

1 Who and what does the problem affect?
2 Why do you think it's an important problem?
3 What can countries do to solve the problem?
4 What can you and your friends do to help?

1 Read and complete the sentences with *while* or *however*.

1 My sister says she wants to help the environment. *However*, she doesn't pick up her rubbish.

2 In our survey we found that 52% of students recycle rubbish _____ 8% turn off lights.

3 27 students say they save water at home. _____, only 6 students say they plant trees.

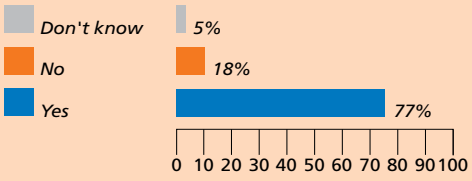
tip Writing

while* and *however

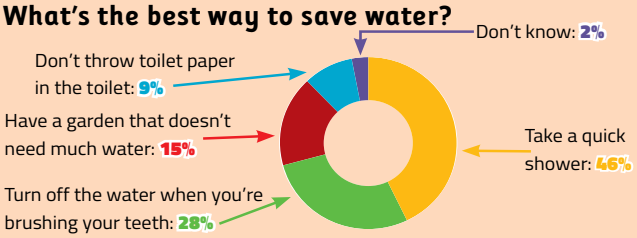
To contrast two different things, use *while* or *however*.

2 Look at the diagrams. Answer the questions.

Is it important to save water?



What's the best way to save water?



Survey of 386 students, aged between 11 and 14

1 What do the diagrams show?

They show students' answers to a survey about saving water.

2 How many students did the survey?

3 How old were the students?

4 How many students think saving water is important?

5 How many ways to save water are listed?

6 Which two ideas are the most popular?

3 Study the two diagrams and plan a report about the survey results.

Include a clear title.

Write an introduction. What do the diagrams show? What was the survey about?

Explain the two diagrams. Use *firstly* and *secondly* and also use *while* and *however* to contrast two different things.

Use formal language. Don't use contractions of verbs.

Write a conclusion and explain why the survey is interesting. Give reasons. Don't include your own opinions. Use the facts from the survey.

Go to Writing model on page 65.

Writing

4 **Now write your report about the survey.**

5 **Check your work. Tick (✓) the steps when you have done them.**

- Have I written a good introduction? ☐
- Have I used full forms and formal language? ☐
- Have I presented facts and not opinions? ☐
- Have I used expressions to explain the results? ☐

1 Read and complete the sentences.

destroy plant use recycle
switch off ~~waste~~

Protect the planet!

1 Please don't *waste* energy!
2 People should _____ new trees.
3 Please _____ plastic, paper and glass.
4 We mustn't _____ the rainforests.
5 Remember to _____ the lights.
6 Everyone should _____ renewable energy.

2 Unscramble the weather words to complete the sentences.

1 When there's a *cyclone* (nyclcoe) you should stay indoors. There are strong winds and a lot of rain.
2 The firefighters worked through the night to put out the _____ (orfest erif).
3 It's too hot for me today. I hope this _____ (vewathea) finishes soon. I prefer cooler weather.
4 Look out of the window. There's a _____ (sstrwoomn), so you can't go outside. We'll build a snowman later.
5 Wow, look at that photo of the wave on the ocean! It's a huge _____ (namitsu).

3 Read and complete the sentences with the correct form of the modal verbs.

1 We *shouldn't waste* so much energy in our homes. (should / waste)
2 Everyone _____ to protect our planet. (must / help)
3 I _____ new clothes every month. (need / buy)
4 Children _____ how to save water. (should / learn)
5 You _____ plastic in the ocean. (must / throw)
6 Campers _____ careful with fire. (need / be)



4 Write reported questions and commands.

1 Nada → Arwa: 'Are you tired?'
Nada asked Arwa if she was tired.
2 Dad → Ibrahim: 'Switch off the light.'
_____
3 Basil → Shihab: 'When is the concert?'
_____
4 Amer → Hamed: 'What do you want?'
_____
5 Sara → Ruba: 'Do you like apples?'
_____
6 Mum → Tasneem: 'Don't be late.'
_____

Self-assessment

5 Answer the questions about your work in Unit 1.

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

Go to Dictation on page 72. Go to Progress path on page 70.

Get ready for...

B1 Preliminary for Schools Listening Part 2

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

Try! **2** 1.23 **Listen and choose the correct sentence. Then explain your answer.**

1 **A** Halima uses a lot of renewable energy.
B Halima isn't going to have long showers anymore.
C Halima uses less water to brush her teeth.

2 **A** Muhanad is going to recycle the bottle.
B Muhanad is going to throw the bottle into the bin.
C Muhanad's mum will reuse the bottle.

Do! **3** 1.24 **Listen. For each question, choose the correct answer.**

1 You will hear a man talking to his son, Hisham. Why does he call him to the living room?
A He didn't tidy up the living room.
B He forgot to switch off the TV.
C He wasn't doing his homework.

2 You will hear a teacher, Miss Maryam, talking to her students. What did she ask them to do?
A Read an article about climate change.
B Answer questions about air pollution.
C Write a text about global warming.

3 You will hear a boy and his sister talking about a group. How can the boy learn more?
A Read the posters in the park.
B Go to the meeting in the spring.
C Look at the blog on the internet.

4 You will hear a boy doing a presentation. How much of our planet's water can we drink?
A Ninety-seven percent.
B Three percent.
C Thirty-nine percent.

tip **Exam**
Listen for the first time to get the gist and choose the best option for each question.

B1 Preliminary for Schools Reading Part 1

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

Try! **2** **Read. Choose the correct answer.**



- ☐ You needn't use your mobile phone in the library.
- ☐ You must use your mobile phone in the library.
- ☐ You mustn't use your mobile phone in the library.

Do! **3** **Read. For each question, choose the correct answer.**

tip **Exam**

Ask yourself where you would see each notice. Read each option carefully.

1

RECYCLING CENTRE

- ☑ glass bottles
- ☒ cans
- ☑ paper

- ☐ They shouldn't recycle glass bottles and they should recycle cans.
- ☐ They must recycle cans, glass bottles and paper.
- ☐ They need to recycle paper and glass bottles, but they mustn't recycle cans.

2

Dear Class 8,
For the trip to Valley Farm Park, please bring your lunch and a drink. You can bring some money if you want to.

- ☐ They shouldn't bring their lunch and a drink, but they should bring some money.
- ☐ They must bring lunch and a drink, but they needn't bring any money.
- ☐ They mustn't bring any money, but they must bring lunch and a drink.

3

Hightown School - Environment Rules
Don't come to school by car.
Walk to school if you can.

- ☐ Hightown School pupils should walk to school.
- ☐ Hightown School pupils mustn't walk to school.
- ☐ Hightown School pupils must walk to school.

4

Hello Maryam,
Save energy
Remember to switch off lights!
Don't have long showers!
Love Mum

- ☐ Maryam should switch off lights and she should have long showers.
- ☐ Maryam should switch off lights and she shouldn't have long showers.
- ☐ Maryam should have long showers and she needn't switch off lights.

2 Adventure sports

Vocabulary

1 **Write the sports.**

1 surfboarding
2 w_____
3 d_____
4 g_____
5 p_____
6 r_____








2 **Read and complete the sentences.**

~~abseil~~ horse riding sandboarding caving mountain biking motor racing

1 I'm learning to *abseil* now. It isn't easy, but I enjoy it.
2 I love going down hills fast, so _____ is my favourite sport.
3 I am going _____ at the weekend. I'm excited about being underground!
4 I often watch _____ on TV. My favourite event is Formula One.
5 I love the desert and I enjoy going fast, so _____ is my favourite sport.
6 I often go _____ at my grandparents' farm. I love animals!

3 **Read the *I'm learning* box. Then complete the table about sports you know.**

I'm learning

Classifying sports
We can classify sports into different groups by where we do them or who we do them with.

Mountain biking is an outdoor sport.
Sandboarding is an individual sport.
Surfboarding is a water sport.

water sports	*diving*
sand sports	
team sports	
individual sports	
indoor sports	
outdoor sports	

4 **Write five sentences about other sports. Where do you do them and who with?**



1 2.4 **Read and complete the sentences from the dialogue on Class Book page 43. Who said them? Write. Then listen and check.**

always uses | enjoying yourself | hurts himself | let's go | running | ~~rock climbing~~

1 *Eric* I fell when I was *rock climbing* and I hurt myself.
2 _____ My sister fell over and cut herself when she was _____ last week!
3 _____ I don't want to stop you from _____.
4 _____ That's too young. What if he _____?
5 _____ He _____ a helmet and wears special clothes.
6 _____ Come on, _____ or we'll be late for PE.

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

1 Ali thinks extreme sports are good for children. T / F
He thinks that children shouldn't do extreme sports.

2 Eric is sure that he can go rock climbing quite soon. T / F

3 Eric's cousin started go-karting when he was four. T / F

4 Eric thinks that children need to learn about danger. T / F

5 Ali says that he doesn't want to go to PE. T / F

3 2.5 **Read and complete the dialogues with the correct expressions. Then listen and check.**

I suppose so. x 2 | I told you so! x 2 | Not really. x 2

1
A: Are you OK?
B: [1] *Not really.* Someone took my cycling helmet today.
A: Did you leave it on your bike?
B: Yes, but only for a few minutes.
A: I've always said that you shouldn't leave it on your bike. [2] _____
B: I know. And it was brand new!
A: You really have to be more careful.
B: [3] _____

2
A: Mum! I passed all my exams!
B: I knew you could do it. [4] _____
A: Yes, you did!
B: I have an idea. Are you busy tomorrow at lunch time?
A: [5] _____ What are you thinking?
B: We can go out for lunch to celebrate!
A: Great! Can we go out for pizza?
B: Yes, [6] _____ It's your choice!

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

Reflexive pronouns

1 2.8 **Listen and circle the correct sentences.**

1 **a** The boy has hurt himself.
b The boy was using a knife.

2 **a** The cat can't see itself.
b The cat thinks it can see another cat.

3 **a** They both would prefer to make a pizza.
b They're making lunch themselves.

4 **a** The girl isn't happy with herself.
b The girl says the test was difficult.

2 **Write the reflexive pronouns.**

Singular		Plural	
1 I →	*myself*	**6** we →	
2 you →		**7** you →	
3 he →		**8** they →	
4 she →			
5 it →			

3 **Read and circle the correct pronouns.**



1 I often write notes to me / myself so I won't forget to do important things.

2 We called Jasim and told him / himself to bring some food for the picnic.

3 Police officers must prepare them / themselves for emergencies.

4 Have your ever found you / yourselves in a difficult situation at school?

5 You should call us / ourselves if you're going to arrive late.

6 No one knows you / yourselves better than your friends and family.

4 **Read and complete the sentences with the reflexive pronouns from Activity 2.**

1 'I taught *myself* to play tennis by watching videos,' said Mansoor.
2 'Why didn't you and your brother cook _____ some dinner?' asked Mum.
3 'My baby sister is only one year old,' said Aliyah, 'and she's just started teaching _____ to walk.'
4 'Budoor and I met at school,' said Areej. 'We introduced _____ and started talking.'
5 'Our cat hurt _____ when it was playing in the garden,' said Thamer.
6 'Are your friends enjoying _____ at the stadium?' asked Dad.
7 The teacher asked Amjed, 'In what job do you see _____ in the future?'
8 Qais sometimes talks to _____ when he's thinking about a problem.

5 **Answer the questions. Write complete sentences.**

1 How well do you think you know yourself?

2 How do you and your friends enjoy yourselves?

3 Where do you imagine yourself in the future?

4 What can people do to take care of themselves?

5 Do you think children should avoid extreme sports in case they hurt themselves?

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

Go to Grammar practice on page 61.

1 After you read **Read the adventure story on Class Book pages 46–47 again. Match the two parts of the sentences.**





1	After the children had eaten breakfast,	**a**	they started walking across the valley.
2	After they had packed some food,	**b**	she used it to call for help.
3	After they'd walked across the valley,	**c**	they looked in their guidebook.
4	After the man had hurt his foot,	**d**	they took him to a nearby hospital.
5	After Rahaf had turned on her phone,	**e**	he couldn't climb back up the cliff.
6	After the people had rescued the man,	**f**	they decided to climb up the hill.

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

1 Where did the children decide to camp?

They decided to camp near a small wood.

2 Why did they want to wake up early?

3 Whose compass did Nada bring?

4 Why did Hussain stop walking to the bay?

5 How long did they wait for the helicopter?

6 What will the man remember next time?

3 **Read the *Work with words* box. Make compound adjectives with the words in the box.**

Work with words

Compound adjectives
Some adjectives are formed from two words joined by a hyphen (-).

*old + fashioned = **old-fashioned***

*My dad has an **old-fashioned** radio from the 1960s.*

cold famous ~~hour~~ made speaking winning

1 nine-*hour* _____

2 home- _____

3 ice- _____

4 English- _____

5 prize- _____

6 world- _____

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

1 We took a _____*nine-hour*_____ bus ride from Cordoba to Buenos Aires.

2 The USA is an _____ country.

3 The *Mona Lisa* is a _____ painting by Leonardo da Vinci.

4 I felt really hot, so I drank an _____ glass of lemonade.

5 My uncle has a _____ camel. It has won lots of competitions.

6 I love my mum's _____ chocolate cake. It's delicious!

5 **Write sentences with compound adjectives that you know.**

_____

_____

_____

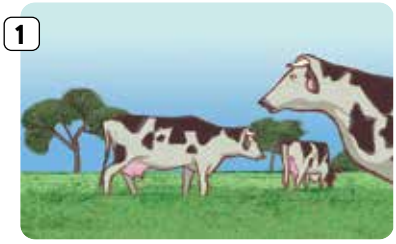
_____

_____

_____

_____

1 Look, read and complete.

1 

The cows are in the *field*.

2 

You can watch the _____ in the morning.

3 

I love swimming in the _____.

4 

The house is next to a small _____.

5 

You can watch the _____ in the evening.

6 

Our town is located in a beautiful _____.

2 2.13 Listen. In which dialogue do you hear these words? Write 1 or 2. There are two words you do not need.

directions	
north	east
south *1*	west
places	
bay	valley
field	wood
things	
scenery	sunset
sunrise	tide

Past perfect

3 **Read and complete the sentences with the Past perfect form of the verbs in the box.**

~~check~~	eat	leave	start	take	watch

1 After I *had checked* my compass, I walked north.
2 My friends and I _____ the sunrise before we had breakfast.
3 After Amirah _____ some photos of the scenery, she posted them online.
4 The bus _____ before I noticed that I didn't have my backpack with me.
5 After the campers _____ the fire, they cooked burgers for dinner.
6 Mazin _____ his lunch before he started hiking back home.

4 **Read the text. Then write sentences in the Past perfect.**

Ahmed arrived at the beach. Then, he went for a swim. Then, he put up his umbrella. Next, he read a magazine. Then, he ate a sandwich. After that, he took some photos.

1 (after / beach / swim)
After Ahmed had arrived at the beach, he went for a swim.

2 (after / swim / umbrella)

3 (before / umbrella / magazine)

4 (after / read / eat)

5 (before / sandwich / photos)

Go to Grammar practice on page 61.

1 After you read **Read the text on Class Book page 50 again. Read and complete the sentences. Write one word in each space.**

1 Underwater hockey is a water *sport* that is played in many different *countries* around the world.
2 A _____ of underwater hockey is 30 minutes long, with a 3-minute _____ in the middle.
3 In bamboo drifting, people _____ on a piece of bamboo which is about _____ metres long.
4 Bamboo drifitng opponents _____ down the _____ as fast as they can.
5 Nicholas Kaufman _____ cycleball in _____ in 1893.
6 Many countries take _____ in the cycleball World Cup, which is a game of _____ played on bikes.

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

1 Underwater hockey matches are played by twelve people. T / F
There are two teams of six players.
2 Underwater hockey was first played in Australia. T / F
_____
3 Only dancers can play the sport of bamboo drifting. T / F
_____
4 Players use a short stick for bamboo drifting. T / F
_____
5 Cycleball teams don't always have two players. T / F
_____
6 Cycleball players can move the ball with their hands. T / F
_____

3 2.15 **Listen to a report about another unusual extreme sport. Complete the text.**



Zorbing is an unusual [1] *outdoor* sport that people do on hills in [2] _____. They get inside a big ball called a zorb. It's made of clear [3] _____. After they get inside, people roll down the hill as fast as they can. Zorbs are usually about [4] _____ metres across and only one person can fit inside. Some people enjoy competing in zorb [5] _____ to see who is the fastest. Other people only go zorbing for [6] _____. You can go zorbing on [7] _____ like lakes and swimming pools. Does that sound [8] _____ to you?

4 **Work in groups. Choose one of the unusual sports in the box and find answers to the questions. Write about your unusual sport.**

1 Where do people play the sport?
2 What do the players have to do?
3 What is needed to play the sport?
4 What rules must people follow?
5 What do you think of the sport?

bed racing bossaball camel jumping
dhow racing falconry ostrich racing

English in action 2

Asking and saying what you prefer

1 2.18 **Read and complete the dialogue. Then listen and check.**

Should we go abseiling or caving?	I think that sounds excellent!
Would you prefer to go horse riding	I'd rather go paragliding.
~~There are so many activities we can do.~~	I'd rather go caving on day two,

Osama: I'm really looking forward to our activity holiday.

Hazim: Me too! [1] *There are so many activities we can do.*

Osama: So, on day one, would you rather go paragliding or surfboarding?

Hazim: Oh, that's easy! [2] _____ And you?

Osama: I agree with you. I've always wanted to try that.

Hazim: Let's have a look at day two. [3] _____

Osama: I think we should go abseiling. I'm nervous about caving.

Hazim: Really? [4] _____ but we can do different things.



Osama: What about day three?

Hazim: Let's have a look. [5] _____ or go-karting?

Osama: Well, I've been go-karting before, so I'd prefer to try horse riding.

Hazim: [6] _____ I can't wait!

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

1 **A:** Should we play *basketball* or _____?
B: I think we should _____.

2 **A:** Would you rather _____ or _____?
B: I'd rather _____.

3 **A:** Should we _____ or _____?
B: I think we should _____.

4 **A:** Would you prefer to _____ or _____?
B: I'd prefer to _____.

Pronunciation

3 2.19 **Listen and match. Then listen and repeat. Then practise with your partner.**

1 I'd finished eating breakfast	**a** before they gave it to the teacher.
2 After we'd cycled for an hour,	**b** before we went to the gift shop.
3 They'd checked their work	**c** I played a computer game.
4 After I'd finished the housework,	**d** they took a bus to the hotel.
5 We'd visited the whole museum	**e** before I left home for school.
6 After they'd arrived in Muscat,	**f** we had a break to drink some water.

Reading

Words in context

1 **Read and complete the definitions.**

expert ~~gentle~~ perfect stunning terrific

1 Someone who is doing things in a nice, kind and careful way is *gentle*.
2 Something that is extremely beautiful or attactive is _____.
3 Something that people say is excellent or wonderful is _____.
4 Someone who has special skills and information is _____.
5 Something that is made with no problems or mistakes is _____.

2 **Read the brochure on Class Book page 54 again. Write the different holidays.**






1 You can see amazing wild animals in many different countries. *Safari Adventures*
2 You can visit mountainous places in Oman, Spain or Nepal. _____
3 You will go to places that are cold and icy most of the year. _____
4 You won't be travelling around with many other people. _____
5 You can try mountain biking, diving or sandboarding. _____

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

1 Where can people go to play a sport on sand? *People can go to Oman to go sandboarding.*
2 Where can you go to see tigers in their natural habitat? _____
3 Why are safari adventure groups usually quite small? _____
4 Where can new climbers get experience on easy hills? _____
5 Who helps to keep the climbing adventures safe? _____
6 Where must people go if they want to see penguins? _____

4 **Work in groups. Choose a place from the box and think of ideas for an adventure holiday you could do there. Use the questions to help you. Then share your ideas with the class.**

1 Where is the place located?
2 What's the weather like there?
3 What sports can you do there?
4 What other activities can you do?
5 What advice can you give people?

the Amazon Rainforest Jabal Samhan
Lake Baikal Masirah Island Sharqiyah Sand

1 Rewrite the sentences with strong adjectives.

awful brilliant delicious
~~fantastic~~ great terrible

tip Writing

Strong adjectives

Use strong adjectives in your writing. For example, don't use *nice* – use *excellent* or *brilliant*. Don't use *bad* – use *awful* or *terrible*. Use the word *really* before an adjective to make the adjective stronger.

1 We went to a very nice beach in Al Ashkharah.
We went to a fantastic beach in Al Ashkharah.

2 The weather was very bad the first day.

3 I tried surfboarding and I had a good time.

4 I liked the food in Al Ashkharah. It was nice.

5 You should visit Al Ashkharah. It's a good place.

6 The weather was bad so we couldn't go surfboarding.

2 Plan a brochure for an outdoor activity.

Include a fun title for the brochure. →

Start the text with an interesting question. →

Use exciting adjectives to keep people interested. →

Use short paragraphs that people can read easily and use pronouns, e.g. *you* and *we*. →

Finish with an interesting comment so people remember what you are writing about. →

Add an exciting picture to get people's attention. →

Go to Writing model on page 66.

Writing

3 **Now write your brochure.**



4 **Check your work. Tick (✓) the steps when you have done them.**

- Have I included a fun title? ☐
- Have I started with an interesting question? ☐
- Have I used exciting words to make the text interesting? ☐
- Have I used short, easy-to-read paragraphs? ☐
- Have I finished with a sentence that people will remember? ☐

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

1	*A*	*B*	*S*	*E*	*I*	*L*	*I*	*N*	*G*		
2			R	A							
3	C					G					
4	S			D		O					
5		A		E					I		
6		O			E		I		I		
7		O					I			I	

The mystery word is _____.

2 Look at the island. Read and complete the sentences.



1 The field is on the *north* side of the island.
2 The _____ is on the west side of the island.
3 The wood is on the _____ side of the island.
4 The _____ is on the east side of the island.

3 Read and complete the sentences with reflexive pronouns.

1 Did you and your friends teach *yourselves* to cook?
2 The girls ordered _____ a big pizza for dinner.
3 Tameem fell off his bicycle and hurt _____ yesterday.
4 My sister Sara is always telling _____ to work harder.
5 We really enjoyed _____ at the festival last week.

4 Write sentences in the Past perfect.

1 I brushed my teeth. I got dressed. (after)
After I had brushed my teeth, I got dressed.

2 The game ended. We went home. (before)
_____

3 Mudrik ate lunch. He washed up. (after)
_____

4 Everyone left. We tidied up. (before)
_____

Self-assessment

5 Answer the questions about your work in Unit 2.

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

Go to Dictation on page 72. Go to Progress path on pages 70–71.

B1 Preliminary for Schools Listening Part 1

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

Try! **2** 2.23 **Which sport has Osama already tried? Listen and choose the correct picture. Then explain your answer.**



A ☐



B ☐



C ☐

tip **Exam**

Note that all the pictures are from the same lexical set. Listen and make sure you choose the best option for each person.

Do! **3** 2.24 **For each question, choose the correct answer.**

1 What will Haitham do this summer?



A ☐



B ☐



C ☐

2 Which new sport does Azza want to try this year?



A ☐



B ☐



C ☐

3 Which sport does Zakeya do every weekend?



A ☐



B ☐



C ☐

4 Which sport will Reem choose?



A ☐



B ☐



C ☐

5 What will Rashid try this summer?



A ☐



B ☐



C ☐

6 What was Ibrahim doing when he hurt himself?



A ☐



B ☐



C ☐

B1 Preliminary for Schools Reading Part 3

tip Exam

Look at the questions one by one, and make sure you compare each answer option with the text before choosing your answer.

Think!

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

Try!

2 Read and choose the sentences with a similar meaning.

1 I don't enjoy myself when I'm alone.

A I like spending time by myself.
B Being alone can be quite enjoyable.
C I prefer doing things with other people.
D People should leave me alone.

2 We rested when the sun had set.

A The sun set and then we rested.
B We were resting when the sun set.
C After resting, we watched the sun set.
D The sun hadn't set when we rested.

Do!

3 Read the text and questions below. For each question, choose the correct answer, A, B, C or D.

Majid talks about his love of horse riding

I grew up on a small farm where I spent a lot of time around animals, but there's always been a special place in my heart for horses. They're amazing animals with their own personalities, just like people! I love spending time around them, and that's why I became a professional rider when I finished school.

I entered my first horse riding competition at the age of fifteen, but I started riding a long time before that, when I was only five. Over the next fifteen years, I won lots of awards in Oman and other countries. My favourite horse is called Apollo, but he's too old for competitions now. That's OK, because I stopped competing last year. Now I give lessons to young people on my parents' farm. One day, I'd like to buy my own farm and start a horse riding academy. It won't be easy, but I've always enjoyed a challenge!

1 Majid thinks
A small farms are amazing.
B horses have special hearts.
C all people should like horses.
D all horses behave differently.

2 Majid says he
A won fifteen awards for horse riding.
B started horse riding when he was young.
C always competed in Oman.
D stopped horse riding at the age of fifteen.

3 Majid would like to
A teach his parents to horse ride.
B compete with Apollo again.
C teach horse riding on his own farm.
D improve his horse riding.

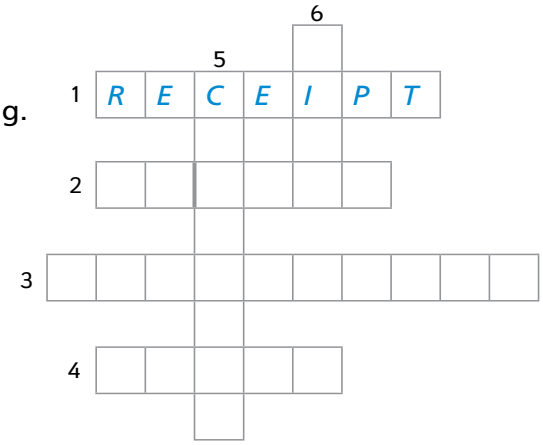
4 Which sentence is correct?
A The professional horse rider Majid started his career at quite an early age.
B For Majid, there is nothing more exciting than watching a horse riding competition.
C In this article, Majid explains how his family raised horses in the countryside and then started an academy.
D After growing up in the countryside, Majid moved to the city where he started competing as a horse rider.

3 Spend or save?

Vocabulary

1 **Read the clues and complete the crossword.**

1 This is a piece of paper you get when you buy something.
2 This is a special price that is lower than usual.
3 This has already been used by another person.
4 This is a line of people waiting for something.
5 This is a person who buys something in a shop.
6 This is the machine that adds up prices in shops.



2 **Read and complete the sentences.**

1 You can *exchange* those shoes if you haven't worn them.
2 I'm not old enough to have a _____ so I always pay in cash.
3 You can't _____ a _____ if you don't bring the receipt with you.
4 My brother works as a _____ in a sports shop. He really enjoys it.
5 Some people prefer _____, but I'd rather visit real shops.
6 When I go shopping, I never _____ with _____. I have to use cash.

3 **Read the *I'm learning* box. Read and complete the sentences with shopping and money verbs.**

I'm learning

Shopping and money verbs
There are some verbs that we often use when we talk about shopping and money.

*Shops **sell** things to customers.*
*Customers **buy** things from shops.*
*You can **save** money for later.*
*You can **spend** money in shops.*

1 I don't usually *spend* a lot of money on clothes.
2 My rucksack is quite old. I need to _____ a new one.
3 They _____ some really nice clothes in that shop.
4 I don't have enough money for a comic. I need to _____ some money.
5 We don't have any milk, so we need to _____ some later.
6 How much money do you _____ on sweets each week?
7 My parents are trying to _____ money so we can all go on holiday this year.

4 **Write five or more sentences using the shopping and money verbs from Activity 3.**

WOW! Team Talk 3

1 3.4 **Read and complete the sentences from the dialogue on Class Book page 69. Then listen and check.**



1 No _chance_! I don't like shopping.
2 I _____! I'm only kidding!
3 It's just such a waste of _____.
4 But _____ about clothes and shoes?
5 What do you do if they aren't big _____?
6 Hmm, I _____ so.
7 You don't get that _____.
8 If that happens, I won't be _____.

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

1 Rosie says she wants to go shopping. T / (F)
She says she doesn't like shopping.

2 Manar has already seen Rosie's blog. T / F
_____

3 Rosie's parents don't buy things online. T / F
_____

4 Manar says she doesn't like going to shops. T / F
_____

5 Rosie says she doesn't have to wait online. T / F
_____

6 Manar won't be sad if all the shops close. T / F
_____

3 3.5 **Read and complete the dialogues with the correct expressions. Then listen and check.**

No chance! x 2 I'm only kidding! x 2 That's true. x 2

1 **A:** Don't buy that bag. You don't need it.
B: _That's true._ I have lots of bags.
A: You can buy it for me, if you like!

2 **A:** Do you want a burger for lunch?
B: Of course not! I don't like meat.
A: _____ We're having salad.

3 **A:** Let's go to the cinema this evening.
B: _____ I have to study for tomorrow's Maths test.
A: OK. Let's go at the weekend then.

4 **A:** I got 20 rials as a present.
B: You should probably save some of it.
A: _____ I might need it later.

5 **A:** Can my friends come over, Mum?
B: _____ I've just cleaned the house.
A: That's OK. We'll play in the garden.

6 **A:** Oh, no! My phone isn't working.
B: What? You can't use your phone?
A: Ha ha. _____ Don't worry!

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

Zero and first conditionals

1 3.8 **Listen to the brother and sister and circle the correct words.**



1 If the sister wants a book, she gets it from a _____.

a bookshop **b** library **c** friend

2 If the brother returns the shirt, he will ask for a _____.

a different colour **b** refund **c** bigger size

3 If there's a long queue, the brother will _____.

a complain **b** return later **c** wait

4 If their parents need a new laptop, they buy it _____.

a in a shop **b** second-hand **c** online

2 **Read and complete the zero conditional sentences.**

1 If Samira *needs* (need) to buy something, she always *looks* (look) for the best price.

2 I _____ (get) very angry if someone _____ (be) rude to me.

3 My parents _____ (not be) happy if I _____ (spend) too much money.

4 If you _____ (feel) hungry, you _____ (have) to take a break and eat.

5 If we _____ (go) to the shopping centre on Saturdays, we _____ (have) lunch there.

6 If Zahran _____ (want) some new clothes, he _____ (buy) them online.

3 **Read and complete the sentences.**

we'll bring the drinks.	~~I will celebrate.~~
we won't be tired.	I'll buy some shoes.
I'll be quite angry.	she won't be happy.

1 If I pass the exam, *I will celebrate.*
2 If we rest now, _____
3 If I don't help my sister, _____
4 If we go shopping, _____
5 If I lose my bag, _____
6 If you have a picnic, _____

4 **Read and complete the first conditional questions. Then write the answers.**



1 What *will you do* (you / do) if it rains this weekend?
2 If you go to the shopping centre tomorrow, where _____ (you / have) lunch?
3 When _____ (you / study) if you have an English test next Monday?
4 If you get some money for doing chores, how _____ (you / spend) it?
5 What _____ (you / say) if someone invites you to a party next weekend?

5 **Work with your partner. Ask and answer the questions from Activity 4. Write their answers in your notebook.**

What will you do if it rains this weekend?

If it rains this weekend, I'll read my book.

Go to Grammar practice on page 62.

1 After you read **Read the poem on Class Book pages 72–73 again. Number the sentences in order.**





a ☐ I'd walk on the Moon, I'd look down at Earth ...

b ☐ If I could travel the world one day, ...

c ☐ I'd like to become Sherlock Holmes, ...

d [1] If I could travel back in time, ...

e ☐ I'd go to the Arctic, I'd play in the ice ...

f ☐ If I could go into space, ...

g ☐ I'd go to Ancient Egypt to see the pyramids ...

h ☐ If I could become a character, ...

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

1 When did the speaker learn about the pyramids? *The speaker learned about them in History last year.*

2 How did the speaker dress up at school? _____

3 Why does the speaker say Sherlock is clever? _____

4 Who were the first people on the Moon? _____

5 What did the astronauts leave on the Moon? _____

6 Why must the speaker visit the Arctic soon? _____

3 **Read the *Work with words* box. Write the correct prepositions.**

Work with words

Collocations: *look* + preposition

We can make collocations with prepositions after the verb *look*.

*The teacher told us to **look at** the board.*

around behind down through under ~~up~~



up











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

1 Look *behind* you! Is there someone following you?
2 Don't look _____ at the Sun or you could hurt your eyes.
3 I looked _____ the room, but I couldn't see my bag.
4 My mother found her phone when she looked _____ the table.
5 We can't look _____ the window because it's dirty.
6 Nabhan climbed the mountain and looked _____ at the ocean.

5 **Write six or more sentences with the collocations with *look* from Activity 4.**

1 3.12 Listen and complete the sentences.



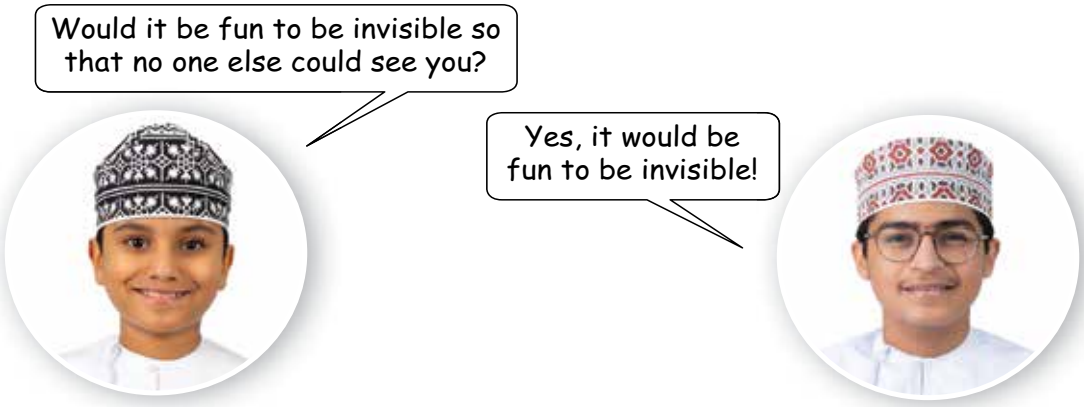
1 My brother would like to become an astronaut one day and *go into space*.
2 I'd like to _____ in the future, but I don't want to work in a zoo!
3 Most students have to _____ if they want to finish school.
4 Would you like to _____ alone or would you prefer to go with a friend?
5 You might _____ if you work very hard and go to university.
6 Our school team could _____ this year if they practise a lot.

2 Read and complete the questions.

a film character travel back in time ~~be invisible~~
be an inventor to a charity a wish

1 Would it be fun to *be invisible* so that no one else could see you?
2 Would you like to _____ of cool things when you're older?
3 Would you like to donate _____ that helps other people?
4 Would you like to act and sing and become _____?
5 Would you like to have _____ to become a doctor one day?
6 Would you like to _____ to visit Ancient Egypt?

3 Work with your partner. Ask and answer the questions in Activity 2. Do you have similar answers?



Second conditional

4 **Read and complete the sentences. Use the second conditional.**

1 I can't see the snake. I'm not scared.
If I could see the snake, *I would be scared.*
2 I don't know the answer. I won't tell you.
If I knew the answer, _____
3 We don't have time. We won't visit the museum.
If we had the time, _____
4 I don't speak Italian. I don't understand Mario.
If I spoke Italian, _____
5 Aida isn't here. She won't see the film.
If Aida was here, _____
6 You aren't 18. You can't drive a car.
If you were 18, _____

5 **Read and complete the questions. Use the second conditional.**

IMAGINE THIS!

1 If you *got* (get) 50 OMR as an Eid present, what *would you buy* (you / buy)?
2 If you _____ (have) a two-week holiday now, where _____ (you / go)?
3 If you _____ (can) choose anywhere in the world, where _____ (you / live)?
4 If you _____ (meet) your favourite celebrity, what _____ (you / say)?
5 If you _____ (lose) your mobile phone, how _____ (you / feel)?
6 If you _____ (can) become anyone in the world, who _____ (you / choose)?

6 **Write five more questions using your own ideas. Then ask and answer with your partner.**

Go to Grammar practice on page 62.

1 After you read **Read the text on Class Book page 76 again. What do the sentences describe? Write.**

1 You can see fun shows with animals. *Djemaa el Fna*
2 The market isn't located on land. It's on a river. _____
3 The things that you can buy there smell amazing. _____
4 It's a great place to visit in the evening. _____
5 It's famous for bags, shoes and other leather items. _____
6 The market starts at 7 o'clock in the morning. _____

2 **Answer the questions. Write short answers.**

1 Which time does the Hong Kong Flower Market close?
at 7pm
2 How often is there a market in Djemaa el Fna?
_____
3 What time must you go to the Muara Kuin Market?
_____
4 How long has there been a market at Muara Kuin?
_____
5 Which market should you visit if you want to buy a tree?
_____



3 3.14 **Listen to a report about another market. Complete the text.**



The Yuyuan Bazaar is a [1] *famous* market. It's in Shanghai, which is the biggest city in China. It's an outdoor market and it's [2] _____. It has many different [3] _____ and more than 100 shops. You can buy so many different things there, for example, food, [4] _____ and tea. The Yuyuan Bazaar first opened in [5] _____ and now more than 200,000 people go there every day! Tourists often visit the market to [6] _____ traditional souvenirs, but you can also find many [7] _____ items. And if you want to take a break or get [8] _____, there are many cafés and restaurants.

4 **Work in groups. Choose one of the markets in the box and find answers to the questions. Write about your market.**

Petaling Street Market (Kuala Lumpur, Malaysia) Liberdade Market (Sao Paulo, Brazil)
Makola Market (Accra, Ghana) Chiang Mai Night Bazaar (Chiang Mai, Thailand)

1 Where is the market?
2 How big is the market?
3 What time is the market open?
4 What items do the shops sell?
5 How many people go there?
6 What is special about the market?

English in action 3
Making a complaint

1 3.17 **Read and complete the dialogue. Then listen and check.**

No, it fits, but there is a button missing.
Let me see. Oh, yes. Here you go.
No, thanks. Please could I have a refund?
They're damaged here. I need to exchange them.
I'm afraid I have a complaint about these jeans.
I'm afraid there's a problem with this jacket, too.

Adam: 1 *I'm afraid I have a complaint about these jeans.*
Shop assistant: Oh, really? What seems to be wrong with them?
Adam: 2 _____
Shop assistant: I'm sorry about that. Of course you can exchange them.
Adam: 3 _____
Shop assistant: What's the problem? Is it too big or too small for you?
Adam: 4 _____
Shop assistant: Oh, I'm sorry about that. Do you want to exchange it?
Adam: 5 _____
Shop assistant: Yes, of course, I'll just need to see your receipt.
Adam: 6 _____
Shop assistant: That's great, thanks.



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

1 **A:** I'd like to complain about this _____
B: Oh, really? What's wrong with it?
A: _____

2 **A:** I'm afraid there's a problem with these _____
B: What's the problem? Are they too big or too small?
A: _____

3 **A:** Excuse me. I need to exchange this _____
B: Of course. What's the problem with it?
A: _____

Pronunciation

3 3.18 **Listen and complete the second conditional sentences. Use *'d* or *would* and a verb from the box. Then practise with your partner. Is *would* in the second conditional stressed or unstressed?**

become go take ~~buy~~ choose make

1 If I won 100 OMR in a competition, I *would buy* myself a new bike.
2 If I could have any job in the world, I _____ a pilot.
3 If I were the school principal, I _____ a lot of changes.
4 If I had a big house near the beach, I _____ there every weekend.
5 If I could learn to play any instrument, I _____ the electric guitar.
6 If I travelled the world, I _____ photos, of course!

Reading

Words in context

1 **Read the definitions and write the words.**

enormous embarrassed incredible jealous ~~underwater~~

1 When something is under the surface of water. *underwater*
2 This is when you are unhappy that someone has something you don't have. _____
3 This is anything that seems extremely large in size or quantity. _____
4 This is when you feel very shy or uncomfortable. _____
5 This is something that is very difficult or impossible to believe. _____

2 **Read the emails on Class Book page 80 again. Read and complete the sentences. Who wrote them? Write *Rasha* or *Nawal*.**

1 *Nawal* If you have *time*, look at the *website*. I know you'll love it!
2 _____ I _____ the problem to the shop _____.
3 _____ If you get _____ of shopping, you can visit the _____.
4 _____ I felt so _____! I got out of the shop as _____ as I could.
5 _____ If I _____, I'd get on a _____ and come right now!
6 _____ I had to _____ and tell you about the _____ centre that we visited.

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

1 Rasha was enjoying a holiday in Dubai. (T) / F
Rasha says she's having a great time in Dubai.

2 Nawal had never seen such a big shopping centre before. T / F
_____

3 There wasn't anywhere to eat in the shopping centre. T / F
_____

4 Rasha wrote that she wasn't enjoying herself at home. T / F
_____

5 Rasha wanted to exchange the T-shirt for a different colour. T / F
_____

6 The T-shirt was small because it didn't belong to Rasha. T / F
_____

4 **Work in groups. Choose one of the shopping centres in the box. Discuss the questions and make notes. Then share your ideas with the class.**

1 Where is the shopping centre?
2 How many shops does it have?
3 What fun activities can you do there?
4 Where can you go for something to eat?
5 What makes it special or unusual?

Mall of Oman (Oman) Dubai Mall (Dubai)
Forum Istanbul (Türkiye)
Galerías Pacífico (Argentina)

1 Rewrite the sentences with *unless*.

1 If I don't go to bed early, I'll feel tired tomorrow.
Unless I go to bed early, I'll feel tired tomorrow.

2 We'll miss the last bus if we don't leave now.

3 If Sabah doesn't call me today, I'll be angry with her.

4 You won't get a refund if you don't have a receipt.



tip Writing

unless

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

2 Imagine you've just visited somewhere very interesting. Plan an email to a friend at home.

Explain in the subject box why you are sending an email. →

Start with *Hi* and your friend's name. →

Use paragraphs to organise your ideas clearly. →

Use very clear, simple, everyday language. →

Finish your email with *Bye* or *See you soon* and your name. →

Go to Writing model on page 67.

Writing

3 **Now write your email.**

4 **Check your work. Tick (✓) the steps when you have done them.**

- Have I organised my email so it's easy to understand clearly? ☐
- Have I used clear and simple language? ☐
- Have I used conditional sentences correctly? ☐
- Have I used the correct words to start and end the email? ☐

1 Look at the picture and write the words.



1 *receipt*
2 _____
3 _____
4 _____
5 _____
6 _____

2 Read and complete the sentences with phrases.

1 I'd like to *travel back in time* to the 1900s.
2 Would you like to _____ and see every country on Earth?
3 I'd like to _____ and have amazing new ideas.
4 I'd like to _____ then I could buy nice things for my family and friends.
5 Would you like to _____? Then you could get a good job.

3 Read and complete the zero and first conditional sentences with your own ideas.

1 If I don't have any breakfast, I always _____
2 If I don't finish my project today, _____
3 If the weather isn't nice, we usually _____
4 If we go shopping this weekend, _____
5 If my parents order pizza tonight, _____

4 Read and write second conditional sentences.

1 I'm not rich.
If I were rich, I'd buy a big house.

2 Today isn't Friday.
_____

3 You aren't 18.
_____

4 I can't fly.
_____

Self-assessment

5 Answer the questions about your work in Unit 3.

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

Go to Dictation on page 72. Go to Progress path on page 71.

B1 Preliminary for Schools Listening Part 1

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

Try! **2** 3.22 **How much does the jacket cost? Listen and choose the correct picture. Then explain your answer.**



A ☐



B ☐



C ☐

Do! **3** 3.23 **Listen. For each question, choose the correct picture.**

tip **Exam**

Use the second listening to check your answer is correct, focusing on the key information in the text.

1 What is the special sale on T-shirts today?



A ☐



B ☐



C ☐

2 Who is Khalid buying an Eid present for?



A ☐



B ☐



C ☐

3 What time will the shop close this evening?



A ☐



B ☐



C ☐

4 What will Sheikha wear to the family party?



A ☐



B ☐



C ☐

B1 Preliminary for Schools Writing Part 1

Think!

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

Try!

2 **Answer the question. Write your answer in about 100 words.**

Read this email from your teacher and the notes you have made.

tip **Exam**

Make sure you write the correct number of words and answer all four questions.

To: Class
From: Miss Laila
Subject: Shopping

Hi Class 8,

I hope you're having a good weekend with your families.

It's time for me to check how good you are at writing an email. Here are the details for the email I'd like you to send me.

I'd like to know what you think about shopping. → OK!

We can do shopping in shops, markets or online. I prefer shopping in markets. Which do you prefer to do? → Explain

Suggest → What are some good points and some problems about shopping online?

Tell Miss Laila → Shopping is changing all the time. How do you think people will shop in the future?

See you in class next week.

Miss Laila

Write your email to your teacher using all the notes.

To:
From:
Subject:

Check!

3 **Check your work. Tick (✓) when you have completed the tasks.**

- ☐ I've written about 100 words.
- ☐ I've answered all the questions in my email.
- ☐ My email is well-organised.
- ☐ I've used appropriate language and vocabulary.

WOW! Learning Club 1

Language booster 1

1 **Read the text on Class Book page 92 again. Write *True* or *False*.**

1 The skin of polar bears is white. *False*

2 Male polar bears can weigh the same as ten men. _____

3 Polar bears sometimes eat fish. _____

4 Polar bears can only swim for a few hours. _____

5 The number of polar bears is going down. _____



2 **Rewrite the false sentences from Activity 1 to make them true.**

_____

_____

3 **Write the numbers in words as we say them.**

1 **103** *one hundred and three*

2 **250** _____

3 **580** _____

4 **605** _____

5 **950** _____

6 **1,000** _____

4 **Research and write one more fun fact and one more sad fact about polar bears.**

Fun fact 4: _____

Sad fact 4: _____

5 LC1.2 Read and listen to the dialogue on Class Book page 93 again. Answer the questions.

1 What do Anas and Rashid want to do?

_____

2 How are they going to get other people to help?

_____

6 Write suggestions.

disappeared improved invented ~~recycled~~ saved wasted

1 Put the plastic in that box so it can be used again. *recycled*
2 Large parts of sea ice in the Arctic have gone away. _____
3 I was the first person to think of this game. _____
4 We've used too much water this summer. _____
5 We've helped lots of polar bears. _____
6 Renewable energy has got better in the last few years. _____

7 Read and circle.



1 You can't do this job by myself / yourself.
2 I want to travel around the world by myself / yourself.
3 Do you walk to school by myself / yourself?
4 Did you do this project by myself / yourself?
5 I ate the whole pizza by myself / yourself!
6 I want to go shopping by myself / yourself today.

8 Research and write three more ideas for the 'Go Green Game'.

Grammar practice

Lesson 3: Modal verbs of obligation

1 **Read and complete.**

Modal verbs of obligation		
We	[1] *should* must [2] _____	try to save water. [3] _____ plastic. plant more trees.
We	shouldn't [4] _____	waste water. throw away plastic. [5] _____ our forests.
We	needn't	[6] _____ a lot of water. buy another magazine.

mustn't
destroy
need to
recycle
use
~~should~~

2 **Write the sentences with the correct modal verbs.**

1 We shouldn't recycle plastic. *We should recycle plastic.*

2 People must waste water. _____

3 You needn't eat fruit every day. _____

4 I need to go everywhere by car. _____

5 We should destroy the rainforests. _____

6 He mustn't pick up rubbish in the park. _____

Lesson 5: Reported speech: questions and commands

3 **Read and complete.**

Reported speech: *Wh-* questions
Abdullah asked us, 'Where [1] *is* the swimming pool?' Abdullah asked us where the swimming pool [2] _____.
Reported speech: *yes/no* questions
I asked Azza, 'Does your family [3] _____ a lot of plastic?' I asked Azza [4] _____ her family [5] _____ a lot of plastic.
Reported speech: commands
Dad told me, 'Be careful and [6] _____ start any fires'. Dad told me to [7] _____ careful and [8] _____ to start any fires.

be
don't
if
~~is~~
not
recycle
recycled
was

4 **Write the questions and commands as reported speech.**

1 Mum asked me, 'Do you want a biscuit?' *Mum asked me if I wanted a biscuit.*

2 Dad told us, 'Don't make any noise.' _____

3 Basma asked Samar, 'Are you feeling OK?' _____

4 I asked Fahad, 'When do you study?' _____

5 Marwa told Sharifa, 'Turn off the TV.' _____

6 I asked Arwa, 'Where's my book?' _____

Lesson 3: Reflexive pronouns

1 **Read and complete.**

ourselves themselves yourself herself ~~myself~~ itself

Reflexive pronouns			
I can see [1] *myself*	in the mirror.	We can see [5] _____	in the mirror.
You can see [2] _____		You can see yourselves	
He can see himself		They can see [6] _____	
She can see [3] _____			
It can see [4] _____			

2 **Complete the questions. Then write the answers for you.**

1 Have you ever hurt *yourself* while doing a sport? _____
2 Does your friend ever talk to _____ in class? _____
3 Should we take care of _____ by eating healthy food? _____
4 Does your tablet turn _____ off if you aren't using it? _____
5 Do you ever think, 'I'm proud of _____?' _____

Lesson 5: Past perfect

3 **Read and complete.**

had finished had seen hadn't planned ~~hadn't walked~~

Past perfect
I [1] *hadn't walked* very far before I saw the bay.
After we [2] _____ our homework, we watched TV.
She [3] _____ the penguin dive into the water before it caught a fish.
They [4] _____ their holiday very well, so it wasn't fun.

4 **Read and complete the sentences with the Past simple and the Past perfect.**

1 I *went* (go) for a run after I *had put on* (put on) my trainers.
2 Basim _____ (be) friends with Faris for a year before I _____ (meet) him.
3 After we _____ (finish) lunch, we _____ (do) the washing up.
4 Bayan _____ (visit) Kuwait many times before she _____ (go) to Sabah Al Salem.
5 Before my parents _____ (arrive) home, I _____ (tidy) my bedroom.

Lesson 3: Zero and first conditionals

1 **Read and circle.**

Zero conditional
1 If I **need** / **will need** new clothes, my parents give me money.
2 If you **had** / **have** a problem, you should ask me for help.
3 What **do** / **did** you do if you don't like something you have bought?
First conditional
4 If I save enough money, **I'll buy** / **I buy** a new laptop or tablet.
5 If that **happens** / **will happen**, we'll be very disappointed.
6 What will Rawan do if she **can't** / **couldn't** find her bag?

2 **Write sentences with the zero (Z) or first (F) conditional.**

1 I / arrive / late / I / feel bad (Z) *If I arrive late, I feel bad.*

2 we / help / Aseel / she / be / happy (F) _____

3 you / be / busy / we / can / talk / later (Z) _____

4 an accident / happen / I / call / you (F) _____

5 What / you / eat / you / want / a snack (Z) _____

_____

Lesson 5: Second conditional

3 **Read and complete.**

could ~~had~~ won were

Second conditional
1 If I *had* a wish, I'd ask for a long and happy life.
2 If I _____ invisible, I'd help the police catch criminals.
3 If you _____ be an inventor, what new thing would you invent?
4 If you _____ 50 OMR in a competition, what would you buy?

4 **Read and complete the sentences.**

1 If I *could* (can) travel into space, I *would visit* (visit) Mars.

2 If you _____ (know) a big secret, _____ (you / tell) me?

3 If people _____ (take) care of our planet, it _____ (be) a nicer place to live.

4 If you _____ (become) a school principal, _____ (you / make) lots of rules?

5 If I _____ (are) rich, I _____ (donate) all my money to a charity.

Word list

Unit 1

The environment

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

Extreme weather

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

Unit 2

Extreme sports

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

Geography

bay
east
field
north
scenery
south
sunrise
sunset
tide
valley
west
wood (= forest)

Unit 3

Shopping

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

Imaginary situations

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

Writing models

A report

Include a clear title.

Write an introduction. What do the diagrams show? What was the survey about?

Explain the two diagrams. Use *firstly* and *secondly* and also use *while* and *however* to contrast two different things.

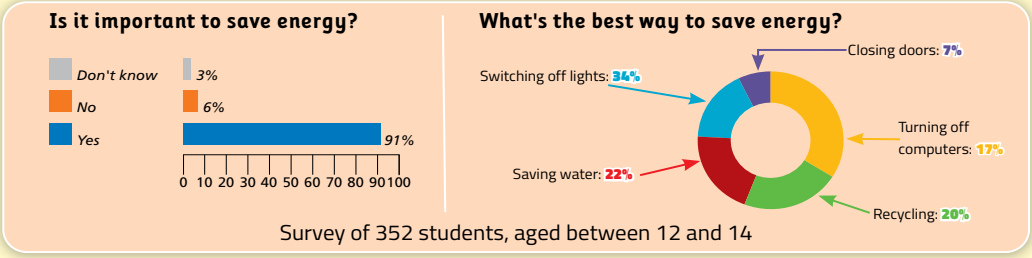
Write a conclusion and explain why the survey is interesting. Give reasons. Don't include your own opinions. Use the facts from the survey.

Young people and saving energy

These diagrams show how students answered a survey about saving energy. 380 students, between the ages of 12 and 14, were asked two questions.

Firstly, the survey asked students if it was important to save energy. Most students (91%) said yes. Secondly, the survey asked what the best way to save energy was. 34% of students said switching off lights while 22% said saving water. 20% said recycling and 17% said turning off computers. However, only 7% of students said closing doors.

In conclusion, this survey shows that most young people are interested in saving energy. Also, they think that switching off lights and saving water are the best ways to help.



Survey of 352 students, aged between 12 and 14

A brochure

Use a title to say what the brochure is about.

Ask the reader questions.

Use short paragraphs that people can read easily.

Finish with an interesting sentence so people remember what you are writing about.

PARAGLIDING AT EAST VALLEY

Do you want to fly through the air over the hills? Why don't you try paragliding?

This terrific sport is the perfect adventure for your weekend or holiday. You can do it on your own or with your paragliding teacher.

- We have lessons every weekend.
- Groups are small.
- We are a friendly family-run company.

Your paragliding adventure awaits you!



Use exciting adjectives to keep the reader interested.

Use pronouns, e.g. *you* and *we*.

An email

In the subject box, explain why you are sending an email.

Use paragraphs to organise your ideas clearly.

Finish your email with *Bye* or *See you soon* and your name.

Subject: Weekend trip to the market!

Hi Ammar,

Start with *Hi* and your friend's name.

Thanks for the message. My new school is great and I'm making friends, but I won't forget my old friends!

I went on a trip to an old market at the weekend. I know you like markets, so I thought I'd write and tell you about it.

We had a great time. It was called Old City Market. It's one of the oldest markets in the area. It's open every day from 8am to 8pm, and it sells everything! There were lots of beautiful plants and flowers, so I bought some flowers for my grandma. My mum bought a second-hand book, so she's really happy.

Use very clear, simple, everyday language.

If you have time, send me a message. I'd love to hear what you're doing.

Bye,
Mohammed

Irregular verbs

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

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

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

Progress path

Read and answer. Then tick (✓).

Welcome

Read and match.

1 extreme	**a** inventions
2 great	**b** communication
3 shopping	**c** weather
4 online	**d** centre

Welcome

Read the answers. Write the questions.

1 _____

I'm from Oman.

2 _____

I love basketball.



Unit 2

Add labels.

1



_____

2



_____

Unit 1

Write five words for natural disasters.

1 _____

2 _____

3 _____

4 _____

5 _____

Unit 1

Write two things we <u>should</u> do and two things we <u>shouldn't</u> do to help the environment.

✔ _____

✔ _____

✘ _____

✘ _____

Unit 2

1 I sometimes sing to me / myself when I am happy.

2 Did you hurt you / yourself when you fell over?

Unit 3

1 If I want some new clothes, I _____ _____.

2 If I don't have any cash, I _____ _____.

Unit 3

Add labels.

1



_____

2



_____



Dictation

Unit 1



Listen and write.

1 _____

2 _____

3 _____

Unit 2



Listen and write.

1 _____

2 _____

3 _____

Unit 3



Listen and write.

1 _____

2 _____

3 _____

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