

# Jordan TEAM Together Grade 7 Semester 1



Activity Book

### *Adaptation Committee in Jordan*

Prof. Nayel Darweesh Al-Shara'h (Head)  
Dr. Manal Fahed Aburumman (Coordinator)  
Dr. Hanan Hasan El-Kanash      Saad Mohammad Odeh

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**The National Center for Curriculum Development is pleased to have your feedback and comments on this book through the following contact details:**

☎ 06-5376262 / 237

📄 06-5376266

✉ P.O.Box: 2088 Amman 11941

📌 @nccdjor

@ feedback@nccd.gov.jo

🌐 www.nccd.gov.jo

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# Jordan TEAM Together Grade 7 Semester 1



Activity Book

## Contents

<b>Welcome</b> Let's get started!.....	2	<b>Festivals</b> .....	48
<b>1</b> City life .....	4	<b>Wordlist</b> .....	50
<b>2</b> Our future .....	14	<b>Irregular verbs</b> .....	54
<b>Dana's Learning Club</b>			
Language booster 1 .....	24		
<b>3</b> Let's read! .....	26		
<b>4</b> Our planet .....	36		
<b>Dana's Learning Club</b>			
Language booster 2 .....	46		


# Welcome Let's get started!


## 1 Read and complete the sentences.


articles ideas everyone find out new reading Team




### 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 7 at school. This is going to be our first preparatory year. I think that's exciting!

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 Pupil's Book page 5 again. Then write the names.

- |                                                  |                                                    |
|--------------------------------------------------|----------------------------------------------------|
| 1 Who has read a good book recently? <u>Riya</u> | 7 Who wants to read about the future? _____        |
| 2 Who would like to read about big cities? _____ | 8 Who enjoys chatting to friends? _____            |
| 3 Who enjoys going shopping? _____               | 9 Who would like to read an adventure story? _____ |
| 4 Who was on an island this summer? _____        |                                                    |
| 5 Who would like to invent things? _____         |                                                    |
| 6 Who likes painting? _____                      |                                                    |

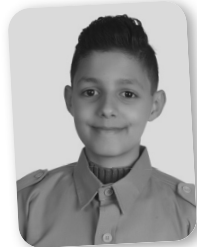
## 3 How interesting are these topics for you? Number them from 1 (the most interesting) to 4 (the least interesting).

- |                                               |                                            |
|-----------------------------------------------|--------------------------------------------|
| 1 Life in the city <input type="checkbox"/>   | 3 Mystery stories <input type="checkbox"/> |
| 2 Jobs in the future <input type="checkbox"/> | 4 Extreme weather <input type="checkbox"/> |

**1 Read the text on Pupil's Book page 6 again and circle T (true) or F (false). Then explain your answers.**

1 Dana always goes to England in the summer. T / **F**

*She often goes to England in the summer.*



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



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



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



5 Sami is living in Jordan now, close to the sea. T / F

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

7 Mei was born in Jordan after her parents came from China. T / F

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

1 Which person is probably the most athletic?

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

2 Who probably likes fashion and making things?

3 Which person wants to protect nature and the Earth?

4 Which person probably speaks English 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 \_\_\_\_\_ were you born? \_\_\_\_\_

## 1


## City life


## Vocabulary

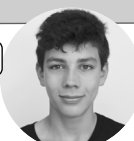
## 1 Unscramble the words to complete the definitions.

- 1 monument (memonunt) We build this to remember historic events or people.
- 2 \_\_\_\_\_ (gugagel) A collection of bags that people use for travelling.
- 3 \_\_\_\_\_ (licepe staiont) A place you go to if you have a problem.
- 4 \_\_\_\_\_ (rotu deigu) A person who shows visitors around a city or other place.
- 5 \_\_\_\_\_ (ttuase) A large, stone model of a person or animal.
- 6 \_\_\_\_\_ (mocoactidanom) Any type of place where tourists can stay.

## 2 Read the travel forum. Then read and complete the comments.

1  Last year I visited Rome with my class. It's the capital city of Italy and it's beautiful. Here's a photo of the famous Trevi \_\_\_\_\_. I threw some coins in it for good luck!

2  My parents and I visited Makkah last year. It has lots of monuments for \_\_\_\_\_ to visit. Here's a photo of the hotel Abraj Al Bait. There's a big \_\_\_\_\_ in the centre.

3  I'm a \_\_\_\_\_, so I don't carry many things, like guide books. When I arrive in a new place, I go to the \_\_\_\_\_ to ask about fun things to do.

3  Read the *I'm learning* box. Then complete the lists with words you know.**I'm learning****Associating words**

We can associate new words with other words we know, so we learn and remember the new words.

- 1 accommodation: hotel, tent, apartment building
- 2 capital city: \_\_\_\_\_
- 3 tourist: \_\_\_\_\_

- 1  Read and complete the sentences from the dialogue on Pupil's Book page 10. Who said them? Write. Then listen and check.



brilliant burned do know think ~~visited~~

- 1 Mei I saw in your blog that you visited the Monument in London.
- 2 \_\_\_\_\_ The fire \_\_\_\_\_ for four days.
- 3 \_\_\_\_\_ What did you \_\_\_\_\_?
- 4 \_\_\_\_\_ I didn't \_\_\_\_\_ that.
- 5 \_\_\_\_\_ I thought it was \_\_\_\_\_.
- 6 \_\_\_\_\_ So what did people use to \_\_\_\_\_ when there was a fire?

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

- 1 Mei wrote a blog about the Monument. T / **F**  
Dana wrote the blog.
- 2 Dana really enjoyed visiting the Monument. T / F  
\_\_\_\_\_
- 3 Mei had never heard about the Monument before. T / F  
\_\_\_\_\_
- 4 Nobody knows how the fire of London started. T / F  
\_\_\_\_\_
- 5 There was a fire brigade, but they were too slow. T / F  
\_\_\_\_\_



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



That's amazing! x 2

What's up? x 1

Oh, no! That's awful! x 1

1 A: You look sad. What's up?  
B: I didn't do well in my Maths test.

3 A: It rained every day when I was in Ireland.  
B: \_\_\_\_\_ Poor you!

2 A: My family won a trip to Petra!  
B: \_\_\_\_\_ You're so lucky!

4 A: I got all the answers right in the test!  
B: \_\_\_\_\_ Good for you!

# Grammar



used to

**1** <sup>1.8</sup> Listen to Nadia and her dad. Read and circle *T* (true) or *F* (false).

- 1 Nadia's dad didn't use to like History at school. T / **F**
- 2 Nadia didn't use to like History, but she likes it now. T / F
- 3 Nadia's dad didn't use to have to study hard at Maths. T / F
- 4 Nadia's dad used to do really well in his Art exams. T / F
- 5 Nadia's dad's favourite hobby used to be playing with computers. T / F
- 6 Nadia's favourite school subject is Digital Skills. T / F

**2** Read and circle the correct answers.





- 1 There **used to** / didn't use to be a bakery in Pudding Lane.
- 2 In 1666, most houses **used to** / didn't use to be made of stone.
- 3 Fires **used to** / didn't use to be able to move very quickly.
- 4 People **used to** / didn't use to call the fire brigade.
- 5 People **used to** / didn't use to throw buckets of water over the fire.

**3** Read and complete the sentences with the correct form of *used to*.

- 1 I didn't use to go (go) camping, but now I go four or five times a year. I love it!
- 2 Many tourists \_\_\_\_\_ (visit) our town, but now they prefer other places.
- 3 My dad \_\_\_\_\_ (be) a tour guide. Now he has his own tour company.

**4** Write survey questions. Then write true answers for you.

**When you were younger ...**

<p><b>1</b> </p> <p>you / be / afraid of the dark?</p>	<p><b>2</b> </p> <p>your parents / read to you?</p>
<p><b>3</b> </p> <p>your family / go camping?</p>	<p><b>4</b> </p> <p>you / watch / cartoons?</p>
<p><b>5</b> </p> <p>your friends / play with toys?</p>	<p><b>6</b> </p> <p>you / sleep / with the light on?</p>

**1** *Did you use to be afraid of the dark?*  
 \_\_\_\_\_  
 No / Yes, I ...

**2** \_\_\_\_\_

**3** \_\_\_\_\_

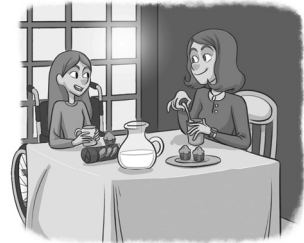
**4** \_\_\_\_\_

**5** \_\_\_\_\_

**6** \_\_\_\_\_

1 **After you read** Read the picture story on Pupil's Book page 12 again. Number the places or things in the city in the order they appear.

- |                                                   |                                         |                                      |
|---------------------------------------------------|-----------------------------------------|--------------------------------------|
| <input type="checkbox"/> library                  | <input type="checkbox"/> crossroads     | <input type="checkbox"/> bus station |
| <input type="checkbox"/> post office              | <input type="checkbox"/> bank           | <input type="checkbox"/> roundabout  |
| <input checked="" type="checkbox"/> 1 city square | <input type="checkbox"/> traffic lights |                                      |



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

- |                                                                                        |                                                     |
|----------------------------------------------------------------------------------------|-----------------------------------------------------|
| 1 What time does the treasure hunt start?<br><u>The treasure hunt starts at 10 am.</u> | 4 Where do they find the second clue?<br>_____      |
| 2 How do the people travel to the city?<br>_____                                       | 5 Where do they find the third clue?<br>_____       |
| 3 How does Mum get the first clue?<br>_____                                            | 6 Where do the children find the treasure?<br>_____ |

3 **Read the *Work with words* box. Read and complete the sentences with compound nouns from the picture story and from the Vocabulary Box on Pupil's Book page 13.**

**Work with words**

**Compound nouns**

Compound nouns are formed by two or more words. Sometimes they form one new word and sometimes they stay separate.

(air + port) → **airport**

(tour + guide) → **tour guide**

- Cars must always stop when traffic lights are red.
  - There's a c \_\_\_\_\_ where Al-Wakalat Street meets Zahran Street.
  - Listen! Is that a f \_\_\_\_\_ e \_\_\_\_\_? There must be a fire somewhere.
  - Drivers should always slow down when they come to a r \_\_\_\_\_.
  - Can you give me a ride to the r \_\_\_\_\_ s \_\_\_\_\_, please? My train leaves in half an hour.
- Other compound nouns: \_\_\_\_\_


4 **Make compound nouns with a word from each box. Then write three sentences using a compound noun from this lesson.**

- In the afternoon ... \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

~~after~~ back bath clock foot  
motor police shopping under


ball bike centre ground ~~noon~~  
pack room station tower

# Vocabulary and Grammar


1  Complete the words. Then listen and tick (✓) the places or things in the city you hear.



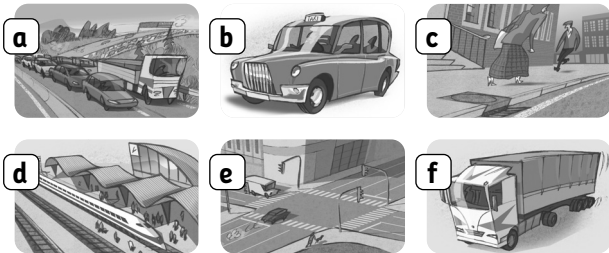
1  1 c \_ \_ c \_  
 2 \_ \_ o \_ s \_ \_ \_ d \_  
 3 \_ \_ r \_ \_ \_ g \_ \_ e \_  
 4 \_ \_ l \_ \_ y \_ t \_ \_ \_ n \_  
 5 t a x i  
 6 \_ \_ \_ f \_ \_ c \_ \_ m



2  7 \_ o \_ r y  
 8 \_ \_ i \_ b \_ \_ \_ h \_ \_  
 9 \_ \_ v \_ m \_ \_ \_  
 10 r \_ \_ \_ \_ i \_ n \_  
 11 \_ \_ u \_ \_ \_ b \_ \_ \_  
 12 \_ r \_ f \_ \_ \_ g \_ \_ s



2 Read and match the definitions to the pictures. Then write the words.



- 1 A train station is a place where people go on a train.
- 2 A \_\_\_\_\_ is a place where two streets meet and cross each other.
- 3 A \_\_\_\_\_ takes you to places around the city but it isn't cheap.
- 4 A \_\_\_\_\_ takes things to shops, restaurants and businesses.

- 5 A \_\_\_\_\_ is a long queue of cars that isn't moving very quickly.
- 6 A \_\_\_\_\_ is the area next to a street where people can walk.

## Present continuous and Present simple for future

3 Read and complete with the Present simple or Present continuous for future.

I <sup>1</sup> am visiting my aunt this weekend. My parents and I <sup>2</sup> \_\_\_\_\_ (stay) at a hotel near my aunt's flat. We <sup>3</sup> \_\_\_\_\_ (not/travel) by car. My mum prefers the bus. It <sup>4</sup> \_\_\_\_\_ (leave) at 7 am on Saturday so we <sup>5</sup> \_\_\_\_\_ (get up) really early.



Nadia



Eman

On Saturday, I <sup>6</sup> \_\_\_\_\_ (have) lunch with friends. We <sup>7</sup> \_\_\_\_\_ (meet) at a café in our neighbourhood. The café <sup>8</sup> \_\_\_\_\_ (open) at 11 am on Saturdays. After lunch, we <sup>9</sup> \_\_\_\_\_ (go) to the cinema. The film <sup>10</sup> \_\_\_\_\_ (start) at 3 pm so we'll have lots of time to talk before that!



1 **After you read** Read the text on Pupil's Book page 14 again. Answer the questions. Use complete sentences.

1 What is the name of Japan's largest island?

*The name of Japan's largest island is Honshu.*

2 How low can the temperature in Nuuk be in the winter?

3 What is special about Tokyo's Sky Tree tower?

4 Where can people buy fresh fish in Nuuk?

5 How many people pass through the Shinjuku Station in a year?

6 When can visitors see whales near Nuuk?

2 Read the comments from a travel blog. Should the people visit Tokyo, Nuuk or both? Write and explain your answers.



1 'I'm looking for a quiet, peaceful place to spend my holidays.'  
*Nuuk, because it's small and it isn't busy.*

2 'I get bored in small towns. There isn't enough to do.'



3 'I really love watching wildlife, so I'd love to be able to do this on holiday.'

4 'I don't like cold weather and I'm not into winter sports.'



5 'I enjoy trying new types of food and I especially like fish.'

3 Listen to a report about another capital city. Complete the notes.



Name of the capital city:	1 <i>City of San Marino</i>
Country:	2 _____
Location:	in the Apennine mountains in 3 _____
Population of city:	4 _____
Size of city:	5 _____
Weather:	warm in summer; 6 _____ in winter
Language(s):	7 _____
Money:	8 _____



1 117 Read and complete the dialogue. Then listen and check.

12.45 8 JOD coach direct leave next ~~single~~ stop

Girl: Excuse me. How much is a <sup>1</sup> single ticket to Amman?

Man: That'll be <sup>2</sup> \_\_\_\_\_.

Girl: Is that a <sup>3</sup> \_\_\_\_\_ coach?

Man: Yes, it is.

Girl: Is the <sup>4</sup> \_\_\_\_\_ coach leaving soon?

Man: Yes, it leaves at <sup>5</sup> \_\_\_\_\_.

Girl: OK, great. Which bus stop does it <sup>6</sup> \_\_\_\_\_ from?

Man: That <sup>7</sup> \_\_\_\_\_ goes from bus <sup>8</sup> \_\_\_\_\_ 5.

Girl: Thank you very much.



2 Write a dialogue between you and a travel assistant. Use the questions below and Activity 1 to help you. Then act out with your partner.

- Where are you going?
- Are you travelling by coach or train?
- Do you want a single or return ticket?
- Do you need to travel direct?

A: Excuse me. *How much ...*

B: That'll be \_\_\_\_\_

A: Is that a \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

A: OK, great. \_\_\_\_\_

B: That \_\_\_\_\_

A: \_\_\_\_\_

### Pronunciation

3 118 Listen to the words. Write them in the correct column. Which word can go in both columns?

car pencil because circle face



c /k/	c /s/

Reading

Words in context

1 Read the definitions and write the words. Then match to the pictures.

earth ~~electric~~ ground solar panels teenager

- 1 using electricity, not petrol or oil
- 2 what plants grow in
- 3 a person between 13 and 19 years old
- 4 what you walk on
- 5 things that create energy from the sun

electric  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 Read the article on Pupil's Book page 16 again. Then write the answers.

- 1 This is a small part of Abu Dhabi.
- 2 We usually build them using stone.
- 3 It keeps buildings cool.
- 4 People can walk on these next to the roads.
- 5 These people like to visit Masdar City.
- 6 We are using this to change our cities.

neighbourhood  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say). Then explain your answers.

- 1 Masdar City is near the capital of the UAE.  
 *F* It is a neighbourhood in the capital of the UAE.
- 2 They used a special new material to make the mosque.  
 \_\_\_\_\_
- 3 The mosque is always very cool.  
 \_\_\_\_\_
- 4 It is not very hot on the pavements of Masdar City.  
 \_\_\_\_\_
- 5 All transport in Masdar City is under the ground.  
 \_\_\_\_\_



# Literacy: articles

## Writing

1 **Underline** the two options. Then write one sentence using *either ... or*.

1 We'd like to visit the castle. We'd like to visit the museum.

*We'd like to visit either the castle or the museum.*

2 My grandparents travel in summer. They travel in autumn.

3 You can come shopping with me. You can stay at the hotel.

4 They want to have spaghetti. They want to have pizza.

5 She can watch a play. She can watch a puppet show.

6 Sameer always wears jeans. He always wears shorts.

**tip** Writing

### *either ... or*

We use *either ... or* to talk about a choice between two things.

*The best time to visit Amman is either spring or autumn.*

2  **Plan an article about a city you want to visit in the future.**

Paragraph 1: introduction. What city do you want to visit? Where is it? Is it a capital city?

Paragraph 2: What's the most famous place there? What's interesting about this place?

Paragraph 3: What are the best times of year to visit? What month do you want to go there?

Paragraph 4: conclusion. Are you excited about the trip? Are you going to have a good time? Why?



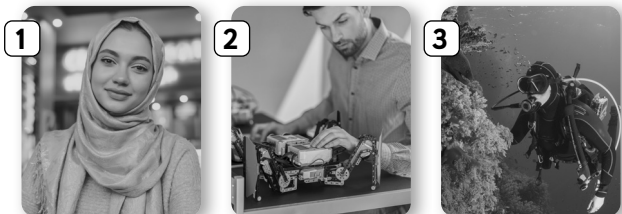


## 2

## Our future

## Vocabulary

1 Read and complete the sentences.



- 1 A novelist writes stories for children or adults.
- 2 An \_\_\_\_\_ makes new inventions.
- 3 A \_\_\_\_\_ works in and under the water.
- 4 A \_\_\_\_\_ looks after people's teeth.
- 5 A \_\_\_\_\_ cuts people's hair.
- 6 A \_\_\_\_\_ interviews people and then writes articles for a newspaper.

3 Read the *I'm learning* box. Then complete the jobs with the correct suffixes.

**I'm learning****Suffixes for jobs**

Many jobs in English have suffixes, such as *-er*, *-or*, *-ist* and *-ian*.

*diver*                      *novelist*  
*camera operator*      *politician*

2 Read the comments. What job would be good for each person? Write.



1 I like leading other people and organising things.

\_\_\_\_\_ *manager* \_\_\_\_\_

2 I'm really good at football. I practise every day.



3 I like drawing new houses and other buildings.

4 I enjoy making new games for my tablet and my phone.



5 I'm good at making posters and adverts on a computer.

6 I want to do things to make my city and my country better.





1 <sup>2.4</sup> Read and complete the sentences from the dialogue on Pupil's Book page 20. Then listen and check.

- 1 I think you'll be a brilliant footballer for one of the \_\_\_\_\_ teams!
- 2 Ah, that's \_\_\_\_\_ of you to say, but I \_\_\_\_\_ think that will happen.
- 3 I'll \_\_\_\_\_ practising and who \_\_\_\_\_ what will happen in the future?
- 4 You do \_\_\_\_\_ a great job designing and \_\_\_\_\_ the WOW! website.
- 5 No, I \_\_\_\_\_. I've always \_\_\_\_\_ to be an architect.
- 6 What \_\_\_\_\_ of house will you want to \_\_\_\_\_ in?



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

- 1 Sami thinks Alex will be a good footballer.  T /  F He thinks he'll be brilliant.
- 2 Alex thinks he'll join an important team.  T /  F \_\_\_\_\_
- 3 Alex says he's going to stop practising.  T /  F \_\_\_\_\_
- 4 Alex thinks Sami is great with computers.  T /  F \_\_\_\_\_
- 5 Sami has designed a new house for Alex.  T /  F \_\_\_\_\_
- 6 Alex knows exactly what house he wants.  T /  F \_\_\_\_\_

3 <sup>2.5</sup> Read and complete the dialogues with the correct expressions. Then listen and check.

Oh, cool! x 1

I disagree! x 2

I'm not sure. x 1



1 A: I'm selling my old bike. Do you want it?  
B: I'm not sure. Can I think about it?

3 A: We're having a family party next Friday.  
B: \_\_\_\_\_ I love parties!

2 A: Computer programmers have easy jobs.  
B: \_\_\_\_\_ They have to work really hard!

4 A: This new cartoon on TV is terrible.  
B: \_\_\_\_\_ I think it's great!

will for predictions



1 Listen and complete the sentences with *will* or *won't*.



Mazen



Fadia

- 1 Mazen will become a language teacher.
- 2 He \_\_\_\_\_ learn Italian next year.
- 3 He \_\_\_\_\_ live somewhere abroad.
- 4 Fadia \_\_\_\_\_ be a professional athlete.
- 5 She \_\_\_\_\_ go to university one day.
- 6 She \_\_\_\_\_ need to study photography.

2 Read and complete the sentences with *will* or *won't* and the verbs in the box.

buy eat go ~~rain~~ study watch

- 1 You don't need to bring that umbrella. It won't rain this afternoon.
- 2 After she finishes studying, Nour \_\_\_\_\_ TV for an hour or two. She needs to relax.
- 3 My friends and I \_\_\_\_\_ cycling on Saturday if the weather is nice and sunny.
- 4 Ali probably \_\_\_\_\_ very much for dinner because he had a big lunch today.
- 5 My parents \_\_\_\_\_ me a new tablet if I don't pass all my exams.

6 I \_\_\_\_\_ computer programming at university because I want to design apps and games.

3 Order the words to make questions with *will*. Then write true answers for you.

1 day you teacher will a become one ?

*Will you become a teacher one day?*

2 work a for company you will big ?

3 another your will country live family in ?

4 learn any you languages will foreign ?

5 town home will a be your in small ?

6 lot you a will children have of ?

4 Write questions about the future with *will*. Use the ideas in the box or your own ideas.

where / live? what / study?  
when / start working? what job / have?

1 *Where will you live?*

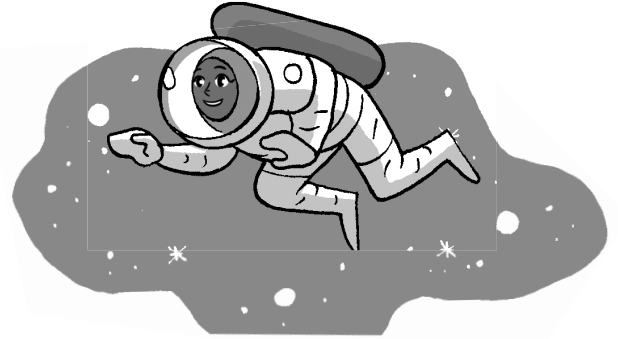
2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

1 **After you read** Read the poem on Pupil's Book page 22 again. Then read and complete the sentences.

- 1 Laila says she was born on Tuesday 29<sup>th</sup> May.
- 2 She says she may go \_\_\_\_\_ around the world.
- 3 Laila might go to \_\_\_\_\_ and study English or Maths.
- 4 She could become either a \_\_\_\_\_ or an astronaut.
- 5 Laila may start a \_\_\_\_\_ and she may be successful.



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

- 1 When might Laila go backpacking?  
She might go backpacking when she leaves school.
- 2 When will Laila get a job?  
\_\_\_\_\_
- 3 Will Laila start a business one day?  
\_\_\_\_\_
- 4 When will Laila look back at her life?  
\_\_\_\_\_

3 **Read the *Work with words* box. Write the homophones for these words.**

#### Work with words

##### Homophones

Homophones are words that sound the same but have different meanings. Sometimes they have different spellings, too.

*We'll have to wait and see.*

*I might sit by the sea.*

*I was born in May.*

*I may go out later.*

- |        |            |          |       |
|--------|------------|----------|-------|
| 1 too  | <u>two</u> | 7 for    | _____ |
| 2 son  | _____      | 8 their  | _____ |
| 3 won  | _____      | 9 hear   | _____ |
| 4 meat | _____      | 10 right | _____ |
| 5 know | _____      | 11 wear  | _____ |
| 6 bye  | _____      | 12 hour  | _____ |


# Vocabulary and Grammar

1 Complete the life events. Then tick (✓) the five most important life events for you.

get ~~be~~ go have start find get  
go grow go retire move

**It's your life!**

- 1 be born
- 2 \_\_\_\_\_ up
- 3 \_\_\_\_\_ to school
- 4 \_\_\_\_\_ backpacking
- 5 \_\_\_\_\_ to university
- 6 \_\_\_\_\_ a degree
- 7 \_\_\_\_\_ a job
- 8 \_\_\_\_\_ a business
- 9 \_\_\_\_\_ married
- 10 \_\_\_\_\_ house
- 11 \_\_\_\_\_ children
- 12 \_\_\_\_\_

2  Listen to Jamal and his grandpa. Then listen again and write the life events you hear.




- 1 be born
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

*might, may and could* for predictions

3 Look at the table. Then write sentences with *will, won't, may (not), might (not)* or *could*.

Life events	Maher	Me
1 go to university one day	Yes! For sure!	I'm not sure.
2 move to a village in the country	I don't think so.	
3 get married before age 30	Maybe. I hope so!	
4 become a Maths teacher	No way! Never!	
5 have two children	I don't think so.	
6 retire before age 65	Yes! Definitely!	

- 1 Maher will go to university one day.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

4  Write your answers in the table in Activity 3. Then write sentences with *will, won't, may (not), might (not)* or *could*.

- 1 I might go to university one day.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



**1** **After you read** Read the text on Pupil's Book page 24 again. What do the sentences describe?

- 1 It's a name for somebody who knows a lot about a subject. expert
- 2 It's something we use to make a recipe. \_\_\_\_\_
- 3 These rides take people up and down very fast. \_\_\_\_\_
- 4 These places have many fish and other sea animals. \_\_\_\_\_
- 5 A doll that a person can move to tell a story. \_\_\_\_\_
- 6 The process of cutting parts of a video. \_\_\_\_\_

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

- 1 What practice does the Baking Science and Technology degree offer?  
Students take part in projects.
- 2 Who shares their experience with the Baking Science and Technology students?  
\_\_\_\_\_
- 3 What is special about Orlando in Florida?  
\_\_\_\_\_
- 4 Where do people see things that are not really there?  
\_\_\_\_\_
- 5 What is the first thing that students of Puppetry learn?  
\_\_\_\_\_
- 6 What is a secret that Puppetry students study?  
\_\_\_\_\_



**3** **2.14** Listen to a report about another university degree. Complete the text.



Newquay is a town in Cornwall in Southwest England. It's popular for its beaches and the big <sup>1</sup> waves from the Atlantic ocean are perfect for surfing. This town also has one of the most unusual university <sup>2</sup> \_\_\_\_\_ in surfing of course! Students study how water <sup>3</sup> \_\_\_\_\_ and what a surfer can do to use this energy and surf as <sup>4</sup> \_\_\_\_\_ and high as possible. Another subject is the <sup>5</sup> \_\_\_\_\_ of beaches that can be in danger from natural and human causes. The course also covers the <sup>6</sup> \_\_\_\_\_ and making of surfing boards. Unfortunately, students don't <sup>7</sup> \_\_\_\_\_ how to surf during the course, but there are lots of instructors on the beach for that. After the course, students can find a <sup>8</sup> \_\_\_\_\_ in the surfing industry, which is becoming bigger and bigger.

## Making and responding to offers of help



1 <sup>2.17</sup> Read and complete the dialogue. Then listen and check.

bring you some   but no need   help you   hand   let me help  
 need any help   ~~family party~~   this food

Faten: The kitchen is a mess after our <sup>1</sup> family party. I have to tidy it.

Amal: Would you like a <sup>2</sup> \_\_\_\_\_, Faten? I'll put <sup>3</sup> \_\_\_\_\_ away in the fridge.

Faten: That would be great!

Rola: <sup>4</sup> \_\_\_\_\_ you, too. I'll sweep the floor.

Faten: Thanks! I'll do the washing-up.

Amal: I've put away the food. Do you <sup>5</sup> \_\_\_\_\_ with the washing-up?

Faten: Thanks, <sup>6</sup> \_\_\_\_\_! Now I'll get us something cool to drink.

Rola: Can I <sup>7</sup> \_\_\_\_\_ with that?

Amal: Wait! I'll help you, too!

Faten: No, don't worry! Sit down and I'll <sup>8</sup> \_\_\_\_\_ juice!

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

1 A: Oh, dear! These boxes are so big!  
 B: Do *you need any help with them?*  
 A: *That would be great!*

4 A: I hate cleaning the windows.  
 B: I'll \_\_\_\_\_  
 A: \_\_\_\_\_

2 A: I can't understand my Maths homework.  
 B: I'll \_\_\_\_\_  
 A: \_\_\_\_\_

5 A: I'm going to make some sandwiches.  
 B: Can \_\_\_\_\_  
 A: \_\_\_\_\_

3 A: I have to tidy up the garage today.  
 B: Let \_\_\_\_\_  
 A: \_\_\_\_\_

6 A: I need to load the dishwasher.  
 B: Would \_\_\_\_\_  
 A: \_\_\_\_\_

### Pronunciation



3 <sup>2.18</sup> Listen to the questions and answers. Write them in the correct column. Then practise with your partner.

The voice goes up ↗	The voice goes down ↘
	<i>Thanks, but no need.</i>

## Words in context

## 1 Read the definitions and write the words.

blog feeling housework ~~idea~~ opinion

- 1 This is something you think about and plan in your mind. idea
- 2 This is a personal journal that is written on the internet. \_\_\_\_\_
- 3 This is something you sense or feel, usually with your body. \_\_\_\_\_
- 4 This is your personal preference or view about something. \_\_\_\_\_
- 5 These are jobs we do at home, such as vacuuming the carpet. \_\_\_\_\_

## 2 Read the blog on Pupil's Book page 26 again. Read and complete the sentences with two words.

- 1 Samia was having a conversation about robots with her friends.
- 2 She thinks that if robots do all \_\_\_\_\_, we won't have any work.
- 3 Samia doesn't think there's \_\_\_\_\_ to worry about the future.
- 4 Robots do many jobs that people \_\_\_\_\_ do in the past.
- 5 In the future, robots \_\_\_\_\_ cars and do many other things.
- 6 Robots won't be able \_\_\_\_\_ a teacher's or a nurse's job.



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

- |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 Samia thinks robots are going to take all our jobs. <b>T / (F)</b><br/><u>She doesn't think robots are going to take all our jobs.</u></p> <p>2 Samia says that robots already build cars for us. <b>T / F</b><br/>_____<br/>_____</p> <p>3 Samia thinks robots can do more interesting jobs now. <b>T / F</b><br/>_____<br/>_____</p> | <p>4 Samia says that people will be able to learn about new things. <b>T / F</b><br/>_____<br/>_____</p> <p>5 Samia thinks robots could have feelings one day. <b>T / F</b><br/>_____<br/>_____</p> <p>6 Samia says that robots will never understand teachers. <b>T / F</b><br/>_____<br/>_____</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Writing

- 1 Read and complete the sentences with *because* or *so*. Use a comma where necessary.

### Will we need to study languages in the future?

- 1 Everyone will speak one language, \_\_\_\_\_ *so* \_\_\_\_\_ we won't need to study any others.
- 2 We won't need to study languages \_\_\_\_\_ computers will translate everything.
- 3 Countries won't lose their languages \_\_\_\_\_ people will try to protect them.
- 4 We'll discover lost civilisations \_\_\_\_\_ we'll have to learn about their cultures.
- 5 People will study robot languages \_\_\_\_\_ robots will never understand people.
- 6 We'll learn languages while we sleep \_\_\_\_\_ we won't need to take classes.

**tip** Writing

**so and because**

We use *so* to link two ideas when the second idea is the result of the first idea. We use a comma before *so*. We use *because* to link two ideas when the second idea is a reason for the first idea. We don't use a comma with *because*.

- 2  Plan a blog called *Will we need to study languages in the future?*

Paragraph 1: Explain the topic of your blog.

Paragraph 2: Explain your opinions about the topic. Use phrases: *In my opinion ...*, *In my view ...*, etc. Use *so* and *because* to link two ideas.

Paragraph 3: Write about your final ideas on the topic. Use linking words: *also*, *in addition*, *what's more*, etc.







# Language booster 1

**1** **After you read** Read the text on Pupil's Book page 28 again. Circle *T* (true) or *F* (false).

- 1 This website is useful for tourists. (T) / F
- 2 It is written by tour guides. T / F
- 3 People still use the Roman Theatre in Amman. T / F
- 4 Matias likes a historical place in his city. T / F
- 5 Big Ben is over a hundred metres tall. T / F
- 6 It's not possible to walk along Mutrah Corniche at night. T / F

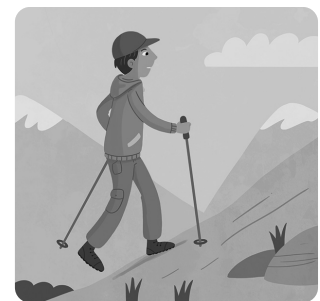
**2** **Read and match.**

clock tower   concert   promenade   monument   ~~tour guide~~   tourist

- 1 This person shows people on holiday around a place. \_\_\_\_\_ *tour guide* \_\_\_\_\_
- 2 People play music at this. \_\_\_\_\_
- 3 This person is visiting a place on holiday. \_\_\_\_\_
- 4 This is a path that people build usually next to the sea to walk along. \_\_\_\_\_
- 5 This is a thing we build to remember people or events in history. \_\_\_\_\_
- 6 You can look up at this thing to tell the time. \_\_\_\_\_

**3** **Order the letters to complete the sentences.**

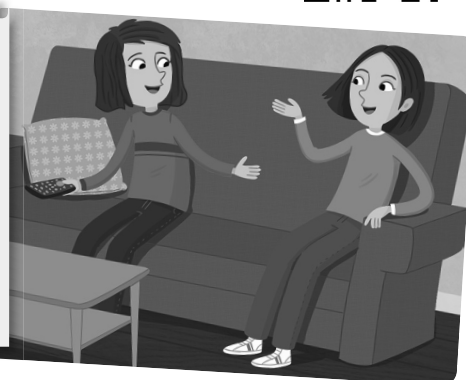
- 1 This roundabout is very big.  
It's \_\_\_\_\_ *huge* \_\_\_\_\_ (ehug).
- 2 A lot of people visit this museum.  
It's very \_\_\_\_\_ (lpuropa).
- 3 This hill is very hard to climb because it's  
so \_\_\_\_\_ (teps).
- 4 This railway station is very small.  
It's \_\_\_\_\_ (ytni).
- 5 There's no light in this hotel. It's \_\_\_\_\_ (rakd).
- 6 The view from here is very beautiful. It's \_\_\_\_\_ (rgoseugo).





4 **LB1.2** Read and listen to the dialogue on Pupil's Book page 29 again. Complete Salwa and Heba's schedule for the weekend.

<p>Friday</p> <p>Morning: (1) <u>market</u> <u>under the clock tower</u></p> <p>Afternoon: (2) _____</p>	<p>Saturday</p> <p>Morning: (3) _____</p> <p>Afternoon: (4) _____</p>
------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------



5 Write suggestions.

1 we / ask / at / the tourist information centre?

Shall we ask at the tourist information centre?

2 I / carry / your luggage?

\_\_\_\_\_

3 we / climb / the monument?

\_\_\_\_\_

4 we / meet / at / the fountain?

\_\_\_\_\_

5 I / call / a taxi?

\_\_\_\_\_

6 we / take / the bus?

\_\_\_\_\_



6 **LB1.3** Complete the dialogue with the words below. Then listen and check.

minute next shall ~~want~~ what

**Adel:** Hamed, let's decide where we're going to go in Amman tomorrow with mum and dad.

**Hamed:** OK. If you (1) want .

**Adel:** Shall we climb up to the Citadel in the morning?

**Hamed:** Yes, good idea. I think that'll be interesting. What (2) \_\_\_\_\_ ?

**Adel:** How about doing some shopping in the afternoon?

**Hamed:** Oh, no. I hate shopping.

**Adel:** OK, (3) \_\_\_\_\_ else? Let me think ... Well, (4) \_\_\_\_\_ we do a treasure hunt? I've got a new treasure hunt app on my phone!

**Hamed:** Yes, that sounds fun!

**Adel:** Cool! I can't wait! So, are you ready for some lunch yet?

**Hamed:** In a (5) \_\_\_\_\_. I just want to finish my chapter.





- 1 <sup>3.4</sup> Read and complete the sentences from the dialogue on Pupil's Book page 34. Who said them? Write. Then listen and check.

~~book survey~~ drama exciting hold on recipe books tell me

1 Dana Alex told me that you had the results of our book survey.

2 \_\_\_\_\_ . Let me find them on my computer.

3 \_\_\_\_\_ That doesn't surprise me. They're the most \_\_\_\_\_.

4 \_\_\_\_\_ A lot of students said that they didn't like \_\_\_\_\_.

5 \_\_\_\_\_ Can you \_\_\_\_\_ some of the other results?

6 \_\_\_\_\_ Some students said that they used \_\_\_\_\_ at home.



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

1 More than 100 people did the survey.  *T* /  *F* Over 100 students answered the survey.

2 Some people said that they didn't like reading.  *T* /  *F* \_\_\_\_\_

3 Detective stories weren't very popular.  *T* /  *F* \_\_\_\_\_

4 Dana has a sister who enjoys drama.  *T* /  *F* \_\_\_\_\_

5 Lots of students said that they liked poetry.  *T* /  *F* \_\_\_\_\_

6 Dana suggests doing an online activity.  *T* /  *F* \_\_\_\_\_

- 3 <sup>3.5</sup> Read and complete the dialogues with the correct expressions. Then listen and check.

Hold on. x 2

What a shame. x 2

Sure, no problem. x 2



1 A: Can you help me, please? I've lost my phone.

B: <sup>1</sup> Hold on. Let me turn off the TV and help you.

A: I can't find it anywhere.

B: <sup>2</sup> \_\_\_\_\_ Poor you!

A: Can you call my phone? Maybe someone will answer it.

B: <sup>3</sup> \_\_\_\_\_ What's your number?

2 A: I'm doing really badly in Maths.

B: Really? <sup>4</sup> \_\_\_\_\_

A: I need to study more. Can you help me?

B: <sup>5</sup> \_\_\_\_\_ We can study together.

A: Are you free on Tuesday after school?

B: <sup>6</sup> \_\_\_\_\_ I need to check my diary. Yes, I'm free on Tuesday.

A: Great, thanks.

## Reported speech


**1** <sup>3.8</sup> Listen and tick (✓) the correct sentences.

- 1 Adnan said that ...
- a  he loved science fiction books.
- b  he was keen on detective stories.
- c  he didn't collect graphic novels.
- 2 Suha told her brother that ...
- a  she preferred mystery stories.
- b  horror stories were too boring.
- c  *Dracula* is good.
- 3 Amal said that ...
- a  she always reads lots of novels.
- b  she was interested in history.
- c  she wanted to write a biography.

**2** Read and complete the dialogue with reported speech.

Dana

Lama

I want to buy a new book.

There's a good bookshop on King Street.

They don't sell graphic novels there.

You need to try other types of books.

I don't know what other types to try.

I can give you some suggestions.

- 1 Dana told Lama that she wanted to buy a new book.
- 2 Lama said that \_\_\_\_\_ a good bookshop on King Street.
- 3 Dana told Lama that \_\_\_\_\_ graphic novels there.
- 4 Lama told Dana that \_\_\_\_\_ to try other types of books.
- 5 Dana said that \_\_\_\_\_ what other types to try.
- 6 Lama told Dana that \_\_\_\_\_ her some suggestions.

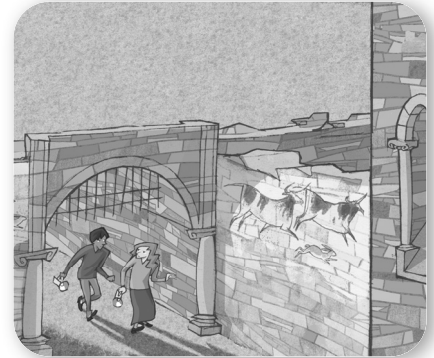
**3** Read and write the sentences as reported speech.

- 1 The teacher told me, 'You're late for class.'  
The teacher told me that I was late for class.
- 2 I said, 'Graphic novels don't interest me.'  
 \_\_\_\_\_
- 3 Heba told us, 'You have to read my new poem.'  
 \_\_\_\_\_
- 4 The boys said, 'We want to see a horror film.'  
 \_\_\_\_\_
- 5 I told my friends, 'You need to help me study.'  
 \_\_\_\_\_
- 6 Kamal said, 'My brother doesn't read very much.'  
 \_\_\_\_\_



- 1 **After you read**   **Read and listen to the mystery story on Pupil's Book page 36 again. Number the events in order.**

- a The children went inside and used their torches.  
 b People returned and the tower became famous.  
 c Nina and Jack went to the tower to see what was happening.  
 d They found pictures of animals on the tower.  
 e People suddenly stopped visiting the old tower.  
 f The cow was very happy when it was free again.  
 1 g There was an old tower that many people visited.  
 h They solved the mystery and let the animal go free.



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

1 Who used to visit the tower and why did they go there?

*Tourists used to visit the tower to see the paintings on the wall.*

2 What happened when people heard the strange noise?

3 What pictures did Jack and Nina see on the walls of the tower?

4 What did Nina and Jack find when they turned on their torches?

5 What did Nina think the cow was saying to them?

- 3 **Read the *Work with words* box. Write the nouns. Use a dictionary to help you.**

**Work with words**

**The noun suffix *-ness***

Some nouns are formed by adding the suffix *-ness* to adjectives. Sometimes there are spelling changes.

*fit* (adj) → ***fitness*** (noun)

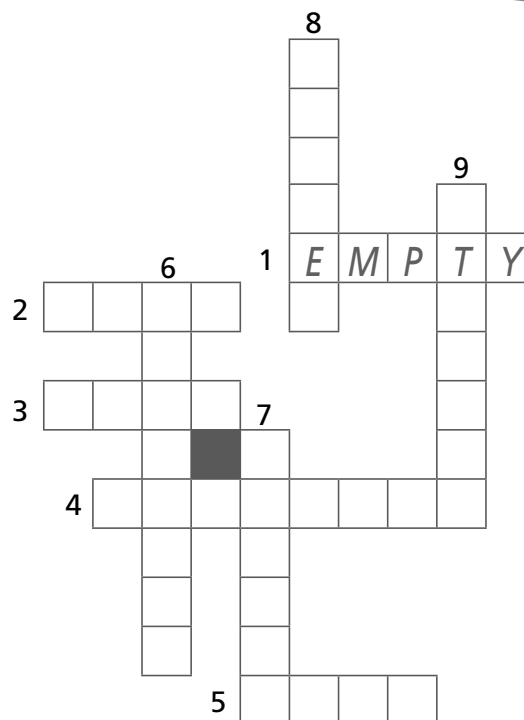
*happy* (adj) → ***happiness*** (noun)

- 1 bright *brightness*  
 2 dark \_\_\_\_\_  
 3 empty \_\_\_\_\_  
 4 great \_\_\_\_\_  
 5 ill \_\_\_\_\_  
 6 kind \_\_\_\_\_  
 7 sad \_\_\_\_\_  
 8 strange \_\_\_\_\_  
 9 tidy \_\_\_\_\_

# Vocabulary and Grammar

## 1 Read the clues and complete the crossword.

- 1 Something without anything inside is ...
- 2 Something that is very large is ...
- 3 Something without any light is ...
- 4 Something that is very bad is ...
- 5 Something that is very small is ...
- 6 Something that is very beautiful is ...
- 7 Something that has lots of light is ...
- 8 Something that we don't know anything about is ...
- 9 Something that is unusual is ...



## Present and Past simple passive

### 2 Read and circle the correct words.

- 1 I love this selfie. It is / **was** / **were** taken by my dad last weekend.
- 2 My new shoes **aren't** / **wasn't** / **isn't** made of leather. They're plastic.
- 3 Petra **are** / **is** / **were** visited by thousands of people every year.
- 4 I don't know why we **wasn't** / **isn't** / **weren't** invited to the party.
- 5 Those writers **are** / **is** / **was** known around the world for their books.
- 6 Our house **isn't** / **weren't** / **wasn't** damaged in the big storm last week.

### 3 Complete the text with the Present or Past simple passive.



Ad Deir <sup>1</sup> is located (locate) in the southwest of Jordan, near the city centre of Petra. It <sup>2</sup> \_\_\_\_\_ (know) for the huge stone wall that it was carved out of. The chamber and the other structures <sup>3</sup> \_\_\_\_\_ (visit) by many tourists every year. The Monastery or Ad Deir <sup>4</sup> \_\_\_\_\_ (build) about 2,000 years ago, but it <sup>5</sup> \_\_\_\_\_ (not/design) to be a home. It <sup>6</sup> \_\_\_\_\_ (make) to be a temple. The ancient city of Petra <sup>7</sup> \_\_\_\_\_ (damage) in a great earthquake in 363 CE and people gradually stopped living there from then on. Ad Deir remained unknown, until it <sup>8</sup> \_\_\_\_\_ (rediscover) by a Swiss traveller in 1812. It <sup>9</sup> \_\_\_\_\_ (list) as a Unesco World Heritage Site in 1985.



- 1 **After you read** Read the texts on Pupil's Book page 38 again. Then read and complete the sentences with two words from the box.

bright cities Greek jar large  
lost ~~mysterious~~ Norwegian  
record valley writer written

- The Baghdad Battery is a mysterious jar.
- We haven't found a \_\_\_\_\_ of the Baghdad Battery, so we don't know what people used it for.
- The Hessdalen Lights appear in the sky above a \_\_\_\_\_.
- The Hessdalen Lights are \_\_\_\_\_ and \_\_\_\_\_.
- Atlantis is one of the most famous \_\_\_\_\_ in history.
- Plato was a \_\_\_\_\_ who wrote about Atlantis.

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

- What did people use to put in the Baghdad Battery to produce electricity?  
People used to put vinegar in the Baghdad Battery to produce electricity.
- What could the use of the Baghdad Battery be?  
\_\_\_\_\_
- What do the Hessdalen Lights do in the sky?  
\_\_\_\_\_
- The Hessdalen Lights can be as large as what?  
\_\_\_\_\_
- Where did Plato think Atlantis might be?  
\_\_\_\_\_
- Where do other people think Atlantis might be?  
\_\_\_\_\_

- 3 **Listen to a report about another mystery. Complete the text.**



The Nazca Lines are very <sup>1</sup> mysterious. They are on the ground in the Nazca <sup>2</sup> \_\_\_\_\_ in southern Peru. They were made by <sup>3</sup> \_\_\_\_\_ and some of them are about <sup>4</sup> \_\_\_\_\_ years old. A professor from the <sup>5</sup> \_\_\_\_\_ rediscovered the lines in <sup>6</sup> \_\_\_\_\_. He was flying over the area when he noticed the <sup>7</sup> \_\_\_\_\_ lines. He found pictures of plants, <sup>8</sup> \_\_\_\_\_ and people, too. The pictures haven't <sup>9</sup> \_\_\_\_\_ away because it almost never <sup>10</sup> \_\_\_\_\_ in the desert. Some people think the Nazca lines are astronomical symbols. We <sup>11</sup> \_\_\_\_\_ never know for sure, but we can <sup>12</sup> \_\_\_\_\_ the beauty of these ancient pictures.





**1** **3.17** Listen and number the expressions in order. Then answer the question.

**Saying you agree**

- I totally agree.
- Absolutely!
- You're right.
- That's so true.

**Saying you disagree**

- I totally disagree.
- I don't think so.
- 1 I'm not so sure about that.
- I don't agree.



What type of film do the boys decide to watch?

**2** Read the statements. Do you agree or disagree? Write your answers. Use the expressions in Activity 1 to help you. Then practise with your partner.

- 1 Horror stories are fun to read before you go to bed. *I totally disagree.*
- 2 Watching videos is better than reading books. \_\_\_\_\_
- 3 Comics and graphic novels are only for young children. \_\_\_\_\_
- 4 There aren't any interesting programmes on TV. \_\_\_\_\_
- 5 Self-help books can be quite boring. \_\_\_\_\_
- 6 Science fiction stories are always about robots. \_\_\_\_\_
- 7 Adventure stories are the best thing to read. \_\_\_\_\_
- 8 Poetry books are boring for children. \_\_\_\_\_

**Pronunciation**

**3** **3.18** Listen to the words. Write them in the correct column. Then listen again and repeat.

stripe ditch patch straw stretch spring spread string  
screw strong spray scream switch watch strawberry

street	sprint	screen	catch



## Words in context

## 1 Read and complete the sentences.

advertisement assistant ~~business~~ league plan

- 1 My brother is starting a new business. He's going to sell computers.
- 2 We need to get organised and make a \_\_\_\_\_ for our trip to Aqaba next weekend.
- 3 Did you see that \_\_\_\_\_ for jeans on TV? It was really funny!
- 4 Manchester United and Arsenal play in the same football \_\_\_\_\_.
- 5 Many people need an \_\_\_\_\_ to help them with their job.

## 2 Read the detective story on Pupil's Book page 40 again. Who says the following sentences? Write.

- 1 Holmes 'Mr Wilson is telling me a strange story.'
- 2 \_\_\_\_\_ 'I have a shop which isn't doing well.'
- 3 \_\_\_\_\_ 'We have to stop a thief – tonight!'
- 4 \_\_\_\_\_ 'That night, I found two men with Holmes in his flat.'
- 5 \_\_\_\_\_ 'You saved the bank tonight. You really are a great detective.'



Holmes



Merryweather



Wilson



Watson

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

- 1 Sherlock Holmes is a large man with red hair. T / **F**  
Mr Wilson is a large man with red hair.
- 2 Mr Spaulding showed Mr Wilson a strange advertisement. T / F  
\_\_\_\_\_
- 3 Mr Wilson's shop was called The League of Redheads. T / F  
\_\_\_\_\_
- 4 There was £30,000 in a room under Mr Wilson's shop. T / F  
\_\_\_\_\_
- 5 Officer Jones was helping Mr Merryweather protect the bank. T / F  
\_\_\_\_\_

# Literacy: detective stories

## Writing

### 1 Rewrite the sentences with correct punctuation for reported speech.

- 1 you don't need to call the police cried the young man  
'You don't need to call the police,' cried the young man.
- 2 it's quite late said Rana and we should probably go  
\_\_\_\_\_
- 3 when did you guess the identity of the thief asked  
Watson  
\_\_\_\_\_
- 4 don't move shouted the police officer you're under  
arrest  
\_\_\_\_\_
- 5 this is the best pizza I've ever had smiled Yousuf  
\_\_\_\_\_

#### tip Writing

#### Punctuation for speech

Make sure you use the correct punctuation for speech.

*'Osama and Raed,' he said to the brothers, 'where were you last night?'*

Remember to start a new line for each speaker.

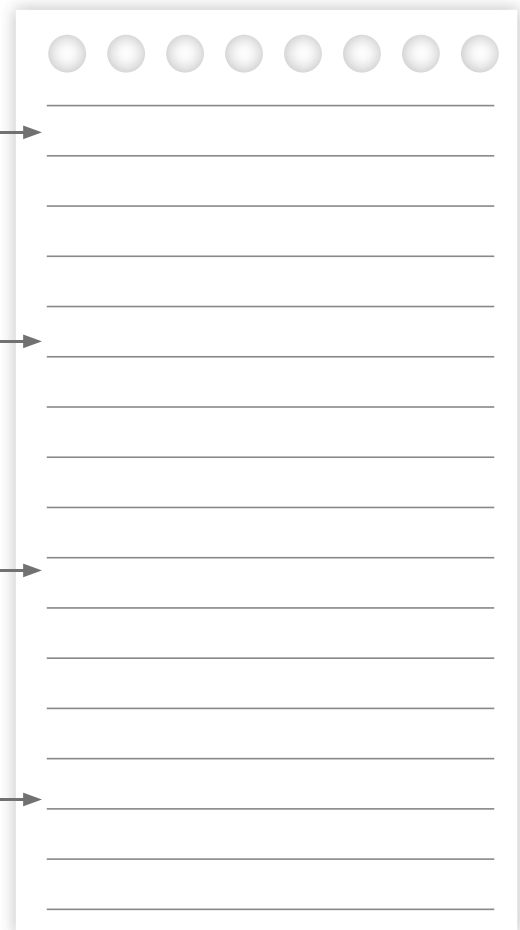
### 2 Plan a detective story.

Choose a setting and characters that are interesting.

Write a good beginning that explains the mystery and makes us want to read the story.

Write a middle that is exciting and has suspense throughout the story to keep people interested.

Write an ending that solves the mystery and answers all the questions.





## 4

## Our planet

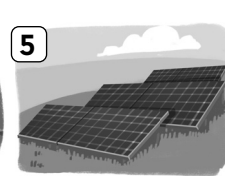
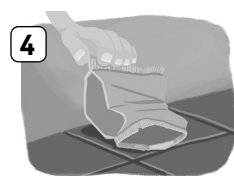
## Vocabulary

## 1 Read and circle the correct options.

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

## 2 Look, read and complete the sentences.

- We mustn't destroy the rainforests.
- Please \_\_\_\_\_ the \_\_\_\_\_ when you go out.
- Try to \_\_\_\_\_ when you brush your teeth.
- Do you \_\_\_\_\_ in the street?
- People need to \_\_\_\_\_.
- 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.*

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



1 Read and match the two halves of the sentences from the dialogue on Pupil's Book page 44. 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 So we need to                    | d let everyone know about the competition.   |
| 5 We must go or we'll              | e see which school can save the most energy. |

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

- |                                                 |              |                          |
|-------------------------------------------------|--------------|--------------------------|
| 1 Alex suggests taking part in a competition.   | T / <b>F</b> | <i>Sami suggests it.</i> |
| 2 Alex asks about ways they can save energy.    | T / F        | _____                    |
| 3 Alex wants to throw away the plastic bottles. | T / F        | _____                    |
| 4 Sami doesn't want people's suggestions.       | T / F        | _____                    |
| 5 Alex tells Sami to turn off the computer.     | T / F        | _____                    |



3 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.

4 A: How can we use less paper at school?

B: \_\_\_\_\_ We can do our homework online!

2 A: What can you do to save water at home?

B: \_\_\_\_\_ I can have shorter showers.

5 A: I want to look for a new tablet.

B: \_\_\_\_\_ My tablet is broken. Let's go shopping!

3 A: I'm writing a blog about clean energy.

B: \_\_\_\_\_ You're so creative!

6 A: Look! I got full marks in our Science test!

B: \_\_\_\_\_ You're so clever.

Modal verbs: *should, must, need to*

1  Listen and tick (✓) the correct sentences.



- 1  a Faisal must hand in the report on Monday.
- 1  b Faisal needn't make a poster.
- 2  a Dalia should stop watching videos now.
- 2  b Dalia needs to be home at six o'clock.
- 3  a Muneer mustn't forget his Maths book.
- 3  b Muneer shouldn't tidy up his bedroom today.
- 4  a Alia mustn't go to the cinema today.
- 4  b Alia 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 shower instead of a bath 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.

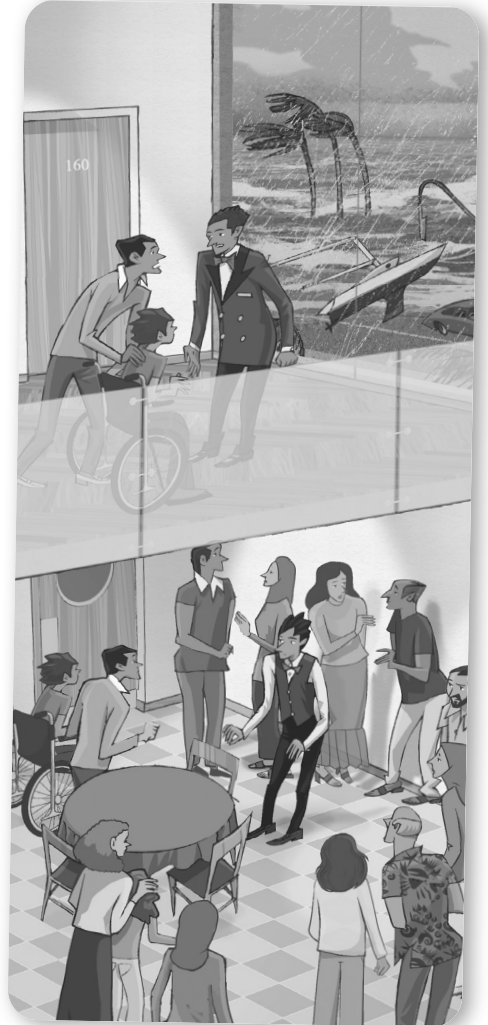
- 1 Don't throw rubbish on the ground. (should)  
You shouldn't throw rubbish on the ground.
- 2 We have to stop cutting down trees. (must)  
\_\_\_\_\_
- 3 I don't have to tidy my room today. (need)  
\_\_\_\_\_
- 4 Please don't shout in the classroom. (must)  
\_\_\_\_\_
- 5 Why don't you put on a jumper? (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  
\_\_\_\_\_

1 **After you read** Read the diary on Pupil's Book page 46 again. Number the events in order.

- a Saleem's dad said he shouldn't worry.
- b It stopped raining the following morning.
- c All the tourists went to the dining room.
- 1 d Saleem woke up early and watched the big storm.
- e The lights went out and the room was dark.
- f Saleem's dad told him that the storm was a hurricane.
- g The hurricane flooded a local harbour.
- h Everyone got down on the floor and waited.



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

1 Why did Saleem get up early?

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

2 How did he know about the hurricane?

\_\_\_\_\_

3 Where did he spend the first morning?

\_\_\_\_\_

4 Why did people go to the dining room?

\_\_\_\_\_

5 What did everyone do with all the furniture?

\_\_\_\_\_

6 What did Saleem'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***

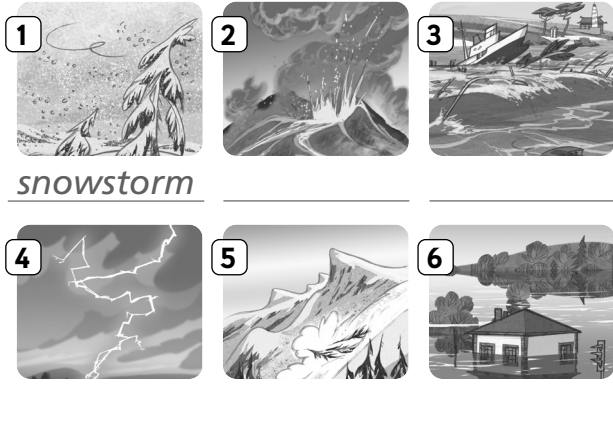
*Why did he **get up**?*

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

- 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?

# Vocabulary and Grammar

## 1 Label the pictures.



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

- 1
- |                                  |                                               |
|----------------------------------|-----------------------------------------------|
| <input type="checkbox"/> gale    | <input type="checkbox"/> flood                |
| <input type="checkbox"/> tsunami | <input checked="" type="checkbox"/> hurricane |
| <input type="checkbox"/> tornado | <input type="checkbox"/> snowstorm            |

- 2
- |                                    |                                                |
|------------------------------------|------------------------------------------------|
| <input type="checkbox"/> volcano   | <input type="checkbox"/> forest fire           |
| <input type="checkbox"/> heatwave  | <input type="checkbox"/> drought               |
| <input type="checkbox"/> avalanche | <input type="checkbox"/> thunder and lightning |

## 3 Listen again. Complete the text.

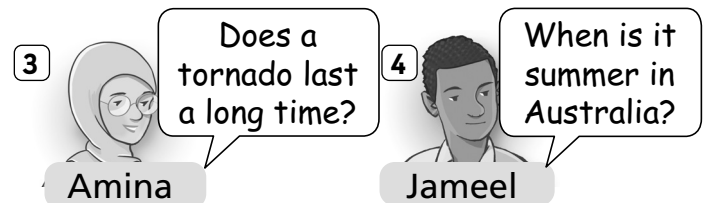
1 Hurricanes and 2 \_\_\_\_\_ have strong winds that blow in circles. A hurricane is 3 \_\_\_\_\_ than a tornado and it also lasts longer. A 4 \_\_\_\_\_ is a 5 \_\_\_\_\_ wind, but it doesn't blow in circles. A 6 \_\_\_\_\_ is when the weather is very 7 \_\_\_\_\_. A 8 \_\_\_\_\_ is when it doesn't 9 \_\_\_\_\_ for a long time. That can be dangerous because everything gets dry and there could be a 10 \_\_\_\_\_.

## Reported questions and commands

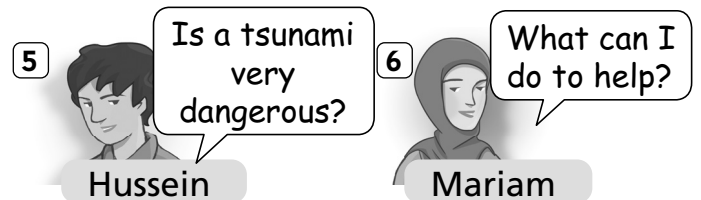
### 4 Read and complete the reported questions.



- 1 Hamzah asked Ali if he was busy.
- 2 Fadia asked \_\_\_\_\_



- 3 Amina \_\_\_\_\_
- 4 Jameel \_\_\_\_\_



- 5 Hussein \_\_\_\_\_
- 6 Mariam \_\_\_\_\_



1 **After you read** Read the text on Pupil's Book page 48 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 Africa. \_\_\_\_\_
- 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 mountain gorillas are there in the world now?  
\_\_\_\_\_
- 6 Why can mountain gorillas survive if the Earth gets hotter?  
\_\_\_\_\_



3 **4.15** Listen to a report about another endangered animal. Complete the notes.

### The Monarch butterfly

We can find them in <sup>1</sup> North America. They are black and <sup>2</sup> \_\_\_\_\_ with <sup>3</sup> \_\_\_\_\_ spots.

Monarchs get their food from <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_.

They fly <sup>6</sup> \_\_\_\_\_ in winter and travel about <sup>7</sup> \_\_\_\_\_ kilometres from the US to Mexico.

Monarchs will have problems if winters become <sup>8</sup> \_\_\_\_\_ and <sup>9</sup> \_\_\_\_\_.

People are also destroying the <sup>10</sup> \_\_\_\_\_ where monarchs live.





**1** **4.18** Read and complete the dialogue. Then listen and check.

Why don't you look for one online?  
I think you should try to recycle more, too.  
If I were you, I would join a nature club.

Really? That sounds interesting.  
Perhaps you ought to write a blog.  
You could always pick up rubbish.

**Abbas:** I want to do something to help the environment.

**Jaber:** <sup>1</sup>*Really? That sounds interesting.*

**Abbas:** Do you have any ideas?

**Jaber:** <sup>2</sup> \_\_\_\_\_

**Abbas:** Oh! I don't know any clubs like that.

**Jaber:** <sup>3</sup> \_\_\_\_\_

**Abbas:** Sure. I'll look this afternoon. What else?

**Jaber:** Hmm. <sup>4</sup> \_\_\_\_\_

**Abbas:** Yes, I often pick things up. Any other advice?

**Jaber:** <sup>5</sup> \_\_\_\_\_

**Abbas:** OK. I recycle, but I could do more. Anything else?

**Jaber:** You write well. <sup>6</sup> \_\_\_\_\_

**Abbas:** A blog about the environment? What a great idea!



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

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 to get my mother as a gift.'

If I \_\_\_\_\_

4 'I have too much free time. I think I need a new hobby.'

Why don't \_\_\_\_\_

### Pronunciation

**3** **4.19** Listen to the words. Write them in the correct column. Then listen again and repeat.



weather	thunder

clothing other thick  
thorn throat throw  
thumb together

## Words in context

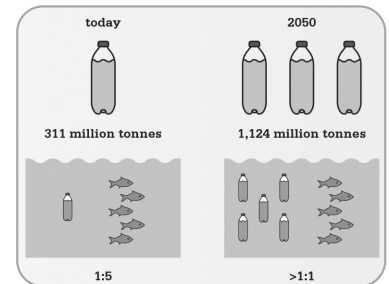
## 1 Read the definitions and write the words.

~~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 kilograms.    \_\_\_\_\_
- 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 Pupil's Book page 50 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.
- 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 minute?  
\_\_\_\_\_
- 4 What causes problems for seals and turtles?  
\_\_\_\_\_
- 5 Why is the report important?  
\_\_\_\_\_
- 6 What type of plastic should businesses always use?  
\_\_\_\_\_

# Literacy: reports

## Writing

tip Writing

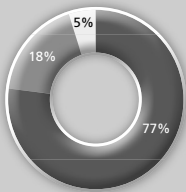
**while and however**  
To compare two different things, use *while* or *however*.

### 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.

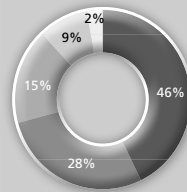
### 2 Look at the diagrams. Answer the questions.

#### Is it important to save water?



Yes: **77%**  
No: **18%**  
Don't know: **5%**

#### What's the best way to save water?



Take a quick shower: **46%**  
Turn off the water when you're brushing your teeth: **28%**  
Have a garden that doesn't need much water: **15%**  
Don't use the toilet as a rubbish bin: **9%**  
Don't know: **2%**

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 compare 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. \_\_\_\_\_



# Language booster 2

1 **After you read** Read the text on Pupil's Book page 52 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

3 **580**

\_\_\_\_\_

5 **950**

\_\_\_\_\_

2 **250**

\_\_\_\_\_

4 **605**

\_\_\_\_\_

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  Read and listen to the dialogue on Pupil's Book page 53 again. Answer the questions.

1 What do Salwa and Nadia 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 I often walk to school by **myself** / **yourself**.

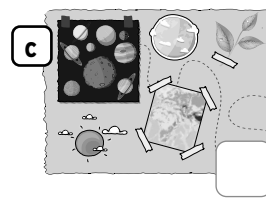
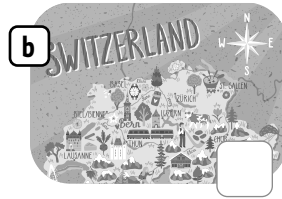
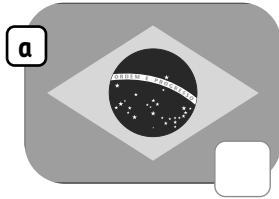
4 Did you do this project by **myself** / **yourself**?

5 I ate the whole pizza by **myself** / **yourself**!

6 I want to go shopping by **myself** / **yourself** today.

# World Teacher's Day

## 1 After you read Read and match.



- 1 A country in Europe
- 2 Write your name on a letter, card, etc.
- 3 Very, very good
- 4 Enjoy a special day or time
- 5 A country in South America
- 6 Art made from different pictures, materials, etc.

Brazil

Switzerland

collage

sign

celebrate

fantastic

## 2 Complete the sentences with the words in Activity 1.

- 1 Switzerland is famous for its clocks.
- 2 I loved the film. It was \_\_\_\_\_.
- 3 The children used different things to make a \_\_\_\_\_ of a farm.
- 4 Please, can you \_\_\_\_\_ here, at the bottom of the letter?
- 5 In Jordan, we \_\_\_\_\_ Independence Day on 25 May.
- 6 You can find the Amazon rainforest in \_\_\_\_\_.

## 3 Write a thank you note to your teacher.

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

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## 4 Read your note to the class.

# Mother's Day

1 **After you read** Match the countries with the pictures.



Ethiopia



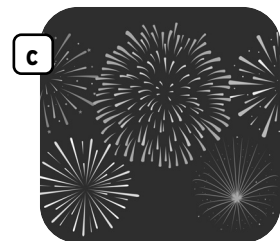
Thailand



Mexico



Jordan



2  What does your mother do for you every week? Make a list.

---

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---

---

3  Make a Mother's Day card. Remember to thank her for everything she does.

## Unit 1

**accommodation** (noun) – places people stay at while travelling

**backpacker** (noun) – a person who travels with a backpack and doesn't spend much money

**capital city** (noun) – a city where the government of a country is

**clock tower** (noun) – a narrow building with a clock at the top

**coach** (noun) – a bus that takes people on journeys

**crossroads** (noun) – where two roads meet

**fire engine** (noun) – a big vehicle that carries firefighters and their equipment

**fountain** (noun) – a structure that sends water in the air

**lorry** (noun) – a big vehicle that people drive to carry things from one place to another

**luggage** (noun) – the bags where people put their things to travel

**monument** (noun) – a structure that honours a person or event

**neighbourhood** (noun) – a small area around a person's home

**pavement** (noun) – the part on both sides of a road where people walk on

**police station** (noun) – the offices of the police in a town or city

**railway station** (noun) – a place where people get on and off trains

**road sign** (noun) – a notice on a street that gives information to people

**roundabout** (noun) – a round area where three or more roads meet and where traffic goes in a circle

**statue** (noun) – a stone or metal object that looks like a person or an animal

**taxi** (noun) – a car with a driver that takes people to places for money

**tour guide** (noun) – a person who shows tourists around

**tourist** (noun) – a person who travels for pleasure

**tourist information centre** (noun) – a place where tourists can get important information about the area they're visiting

**traffic jam** (noun) – many vehicles that are unable to move or move very slowly

**traffic lights** (noun) – a set of three lights (red, yellow and green) that helps vehicles move

## Unit 2

**architect** (noun) – a person who designs buildings

**be born** (verb phrase) – to start existing

**computer programmer** (noun) – a person who produces computer programmes

**dentist** (noun) – a person who takes care of people's teeth

**diver** (noun) – a person who goes underwater with special equipment

**find a job** (verb phrase) – to start doing something for a living

**get a degree** (verb phrase) – to complete studies and get a certificate

**get married** (verb phrase) – to have a husband or wife

**go backpacking** (verb phrase) – to travel with a backpack and not spend much money

**go to school** (verb phrase) – to join a class in a special building with other students and a teacher in order to learn

**go to university** (verb phrase) – to continue studying a specific subject after school

**graphic designer** (noun) – a person who designs pictures and text for books, magazines, etc.

**grow up** (verb phrase) – to become an adult

**hairdresser** (noun) – a person who cuts women's hair

**have children** (verb phrase) – to become a father or mother

**inventor** (noun) – a person who creates new, useful objects

**journalist** (noun) – a person who writes about or presents the news

**manager** (noun) – a person who organises a group of people in a company

**move house** (verb phrase) – to change house

**novelist** (noun) – a person who writes stories

**politician** (noun) – a person who is a member of the government

**professional footballer** (noun) – a person who is paid to play football

**retire** (verb) – to stop working because of age

**start a business** (verb phrase) – to create a company or open a shop

## Learning Club 1

**concert** (noun) – a performance of music by one or many musicians or singers

**happy** (adjective) – feeling or causing pleasure

## Unit 3

**adventure story** (noun) – an exciting story with a fast plot

**biography** (noun) – the life of an important person told by another person

**bright** (adjective) – full of light

**charming** (adjective) – pleasant

**dark** (adjective) – without light

**detective story** (noun) – a story about a mystery and its solution

**drama** (noun) – a serious story

**empty** (adjective) – not full, without anything

**fantasy** (noun) – a story set in an imaginary world

**gorgeous** (adjective) – very pleasant

**graphic novel** (noun) – a story that contains a lot of pictures and not much text

**horror story** (noun) – a frightening story

**huge** (adjective) – very big

**mystery** (noun) – a story about a crime with a surprise ending

**poetry** (noun) – text that follows specific rules in number of syllables and words and is considered as a form of art

**popular** (adjective) – liked by many people

**recipe book** (noun) – a book that contains instruction on how to prepare different dishes

**science fiction** (noun) – a story about an imagined future, especially about life on different planets

**secret** (adjective) – not known by many

**self-help** (noun) – a book that shows ways to improve oneself and life in general

**steep** (adjective) – very high and sharp

**strange** (adjective) – unusual

**terrible** (adjective) – awful

**tiny** (adjective) – very small

#### Unit 4

**avalanche** (noun) – lots of snow and ice falling from the side of a mountain

**climate change** (noun) – changes in the weather across the world, especially the rise of temperature

**destroy the rainforests** (verb phrase) – to cut down trees in tropical areas

**drought** (noun) – a long time without rain

**flood** (noun) – when there's a lot of rain and water covers land and buildings

**forest fire** (noun) – a fire that destroys a large area of trees

**gale** (noun) – a very strong wind

**global warming** (noun) – the increase of world temperature due to carbon dioxide

**heatwave** (noun) – a period with extremely high temperature

**hurricane** (noun) – a very strong wind that goes around in a circle

**pick up rubbish** (verb phrase) – to collect things that people leave on the ground

**plant trees** (verb phrase) – to put a new tree in the ground

**pollution** (noun) – the damage caused to sea, land and air

**protect the environment** (verb phrase) – to take action in order to stop pollution

**recycle** (verb) – to collect rubbish and use it to make new materials

**save water** (verb phrase) – to not use water in large amounts

**snowstorm** (noun) – when it snows heavily and there's a strong wind at the same time

**switch off lights** (verb phrase) – to turn lights off

**thunder and lightning** (noun) – the loud sound and light that come from the sky during a storm

**tornado** (noun) – a strong wind that forms an upside-down spinning cone

**tsunami** (noun) – a very large wave that follows an earthquake in the sea

**use renewable energy** (verb phrase) – to use energy that comes from the wind, sun, etc. rather than from burning fuels

**volcano** (noun) – a mountain that has a hole at the top through which lava, gases, steam and dust come out

**waste energy** (verb phrase) – to use energy in an illogical and unnecessary way

## Learning Club 2

**appear** (verb) – to start to be present

**disappear** (verb) – to stop being or being seen

**improve** (verb) – to become better

**invent** (verb) – to create something new

**myself** (pronoun) – to show that the subject and object of the verb is 'I'

**yourself** (pronoun) – to show that the subject and object of the verb is 'you'

# 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	learnt		learnt	
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	





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+962 799238559

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