Mother's Day

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

1 b

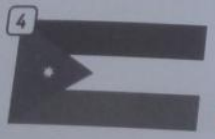
Ethiopia

2 c

Thailand

3 d

Mexico

4  a

Jordan

a

b

c

d

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

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

4 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 switch off the lights when you go out.
3 Try to save water when you brush your teeth.
4 Do you pick up rubbish in the street?
5 People need to use renewable energy.
6 It's a good idea to plant trees 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 destroy the forests.
3 We need to protect our rivers and lakes from water pollution.
4 People often use solar energy in sunny countries.
5 You shouldn't waste paper. Always write on both sides.
6 My parents are going to plant some flowers in the garden.

WOW! Team Talk 4

1 44 **Read and match the two halves of the sentences from the dialogue on Pupil's Book page 50. 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 → c	b	be late for our next lesson.
3	We need to switch off lights and → a	c	save energy then?
4	So we need to → d	d	let everyone know about the competition.
5	We must go or we'll → b	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 / (F) *Sami suggests it.*
2	Alex asks about ways they can save energy.	(T) / F He asks what they can do to save energy.
3	Alex wants to throw away the plastic bottles.	T / (F) He says they shouldn't throw away the Plastic
4	Sami doesn't want people's suggestions.	T / (F) He agrees with Alex
5	Alex tells Sami to turn off the computer.	(T) / F Alex says he hope Sami isn't going to forget to turn computer off

3 45 **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 Know! I can have shorter showers.

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

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

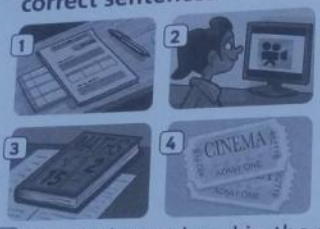
5 A: I want to look for a new tablet.
B: Me too! My tablet is broken. Let's go shopping!

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

Grammar

Modal verbs: *should, must, need to*

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



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

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

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

4 ☐ **a** Alia mustn't go to the cinema today.
☑ **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)
We must stop cutting down trees.
3 I don't have to tidy my room today. (need)
I needn't tidy my room today.
4 Please don't shout in the classroom. (must)
You musn't shout in the classroom.
5 Why don't you put on a jumper? (should)
You should put on a jumper.
6 People should recycle more plastic. (need)
People need to recycle more plastic

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
Everyone must protect the environment ☑
3 people water needn't save
People needn't save water ☐
4 energy more to should we waste try
We should try to waste more energy ☐

Grammar reference, page 61

1 After you read **Read the diary on Pupil's Book page 52 again. Number the events in order.**

3 a Saleem's dad said he shouldn't worry.
3 b It stopped raining the following morning.
5 c All the tourists went to the dining room.
1 d Saleem woke up early and watched the big storm.
7 e The lights went out and the room was dark.
2 f Saleem's dad told him that the storm was a hurricane.
4 g The hurricane flooded a local harbour.
6 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?
He looked at his phone and saw on the news that the hurricane was coming.

3 Where did he spend the first morning?
He stayed in his hotel room

4 Why did people go to the dining room?
Because it was the safest place in the hotel

5 What did everyone do with all the furniture?
They put the furniture in front of the doors.

6 What did Saleem's dad tell him to do when it went dark?
He told him to hold his hand

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.*

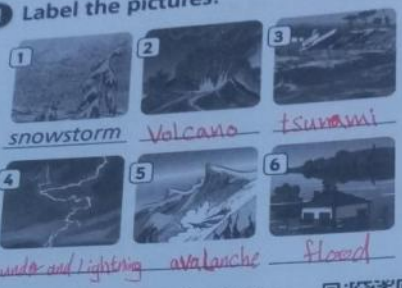
1 If there's an earthquake, you should *get under* a table.

2 Please get into the car. We have to leave now.

3 How did your cat get up that tree?

Vocabulary and Grammar

1 Label the pictures.



1 snowstorm 2 volcano 3 tsunami
4 thunder and lightning 5 avalanche 6 flood

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

1
- [x] gale
- [ ] flood
- [ ] tsunami
- [x] hurricane
- [x] tornado
- [ ] snowstorm

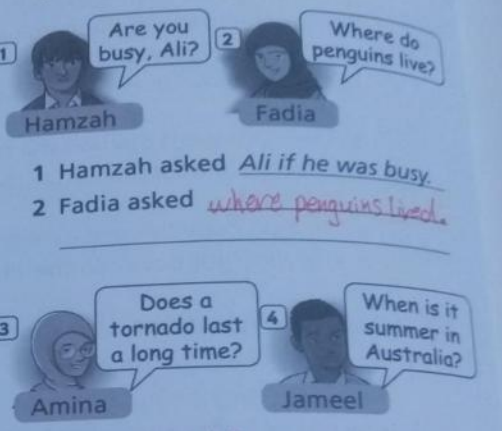
2
- [ ] volcano
- [x] forest fire
- [x] heatwave
- [x] drought
- [ ] avalanche
- [ ] thunder and lightning

3 Listen again. Complete the text.

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

Reported questions and commands

4 Read and complete the reported questions.



1 Hamzah asked *Ali if he was busy.*
2 Fadia asked where penguins lived.
3 Amina asked if a tornado lasted a long time.
4 Jameel asked when it was summer in Australia.
5 Hussein asked if a tsunami was very dangerous.
6 Mariam asked what she could do to help.

Grammar reference, page 61

1 After you read **Read the text on Pupil's Book page 54 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. The sea ice in Arctic
3 These animals live in very high, warm areas of Africa. Mountain gorillas
4 There'll be more of these things if our planet gets hotter. diseases
5 They are large animals that live in very cold climates. Polar bears
6 This doesn't grow very quickly and that could be a problem. bambo

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?
Because Polar bears go onto the sea ice to find their food.
3 Why do some polar bears have problems in the summer?
Because the sea ice in some areas melts completely in the summer
4 What will happen if there isn't enough bamboo in China?
If there isn't enough bambo, then pandas won't survive.
5 How many mountain gorillas are there in the world now?
There are only about 1,100 mountain gorillas
6 Why can mountain gorillas survive if the Earth gets hotter?
Because they can Live in high temperatuers.

3 4.15 **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] orange with [3] white spots.

Monarchs get their food from [4] plants and [5] flowers.

They fly [6] south in winter and travel about [7] 5,000 kilometres from the US to Mexico.

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

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

English in action
Giving advice

* تعلم اللغة الانجليزية في الهواء الطلق

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

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

Abbas: I want to do something to help the environment.
Jaber: 1 d Really? That sounds interesting.
Abbas: Do you have any ideas?
Jaber: 2 c If I were you, I would join a nature club.
Abbas: Oh! I don't know any clubs like that.
Jaber: 3 a Why don't you look for one online?
Abbas: Sure. I'll look this afternoon. What else?
Jaber: Hmm. 4 f You could always pick up rubbish
Abbas: Yes, I often pick things up. Any other advice?
Jaber: 5 b I think you should try to recycle more, too.
Abbas: OK. I recycle, but I could do more. Anything else?
Jaber: You write well. 6 e Perhaps you ought to write a blog.
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 you ought to study hard.
3 'I don't know what to get my mother as a gift.'
If I were you, I would buy a watch for her.
4 'I have too much free time. I think I need a new hobby.'
Why don't you try painting.

Pronunciation

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

weather	thunder
1. clothing	1. thick 5. thumb
2. other	2. thorn
3. together	3. throat
	4. throw

clothing other thick
thorn throat throw
thumb together

Literacy: reports 4

Reading

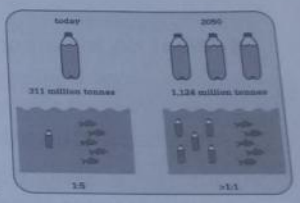
Words in context

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. *piece*
3 This is a group of people who lead a town, region or country. *government*
4 This is a unit of weight that is the same as 1,000 kilograms. *tonne*
5 This is when an object is in a particular place after someone has done something to it. *end up*
6 This is an organisation that sells products or services for money. *business*

2 Read the report on Pupil's Book page 56 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 *thrown away*.
3 Eight million tonnes of plastic goes into the ocean *every year*.
4 Pieces of plastic in the ocean *are dangerous* for fish.
5 Plastic pollution *will be* a serious problem in the future.
6 The world's *plastic problem* 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?
we are making twenty times more plastic than we were making 50 years ago
3 How much plastic goes into the ocean every minute?
The same as putting one rubbish lorry of plastic into the ocean every
4 What causes problems for seals and turtles?
Larger pieces of plastic are dangerous for turtles and seals.
5 Why is the report important?
Because it shows how serious the plastic problem is.
6 What type of plastic should businesses always use?
They should only use plastics that can be recycled.

Literacy: reports

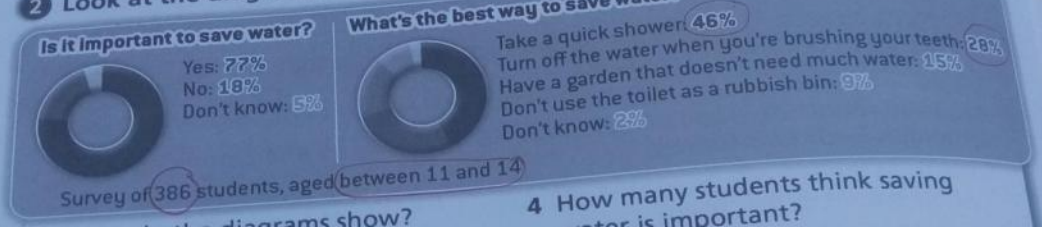
Writing

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 *while* 8% turn off lights.
3 27 students say they save water at home. *however* only 6 students say they plant trees.

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

2 Look at the diagrams. Answer the questions.



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?
386 students did the survey
3 How old were the students?
They aged between 11 an 14
4 How many students think saving water is important?
77%
5 How many ways to save water are listed?
4 ways
6 Which two ideas are the most popular?
1. Take a quick shower
2. Turn off the water when you're brushing your teeth.

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. _____

4 Now write your report about the survey. Then check your spelling ar punctuation.

الملف منقول

تجميع ورفع

منتديات صقر الجنوب

Dana's Learning Club

Language booster 2

1 After you read **Read the text on Pupil's Book page 60 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. True
3 Polar bears sometimes eat fish. True
4 Polar bears can only swim for a few hours. False
5 The number of polar bears is going down. True

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** two hundred and fifty

3 **580** five hundred and eighty

4 **605** six hundred and five

5 **950** nine hundred and fifty

6 **1,000** one thousand

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

Fun fact 4: Polar bears can swim for days at a time.

Sad fact 4: Some Polar bears can't find enough food.

5 Read and listen to the dialogue on Pupil's Book page 61 again. Answer the questions.

1 What do Salwa and Nadia want to do?
They want to save Polar bears
2 How are they going to get other people to help?
They are going to invent a new game about protecting the environment

6 Write suggestions.

2 6 3 1 5 4
disappeared improved invented ~~recycled~~ saved wasted

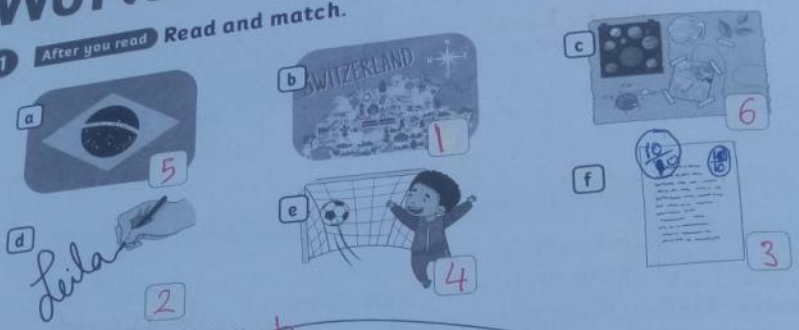
1 Put the plastic in that box so it can be used again. recycled
2 Large parts of sea ice in the Arctic have gone away. disappeared
3 I was the first person to think of this game. invented
4 We've used too much water this summer. wasted
5 We've helped lots of polar bears. saved
6 Renewable energy has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

7 Read and circle.

You can't do this job by **myself** / **yourself**.
I want to travel around the world by **myself** / **yourself**.
I often walk to school by **myself** / **yourself**.
Did you do this project by **myself** / **yourself**?
I ate the whole pizza by **myself** / **yourself**!
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 → b
2 Write your name on a letter, card, etc. → d
3 Very, very good → f
4 Enjoy a special day or time → e
5 A country in South America → a
6 Art made from different pictures, materials, etc. → c

a Brazil
b Switzerland
c collage
d sign
e celebrate
f 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 fantastic.
3 The children used different things to make a collage of a farm.
4 Please, can you sign here, at the bottom of the letter?
5 In Jordan, we celebrate Independence Day on 25 May.
6 You can find the Amazon rainforest in Brazil.

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

4 **Read your note to the class.**