



Jordan TEAM Together Grade 6

Semester 2

Pupil's Book with Digital Resources



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Jordan TEAM Together Grade 6

Semester 2

Pupil's Book with Digital Resources



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Pearson

Viv Lambert and Kirstie Grainger
with Kay Bentley



Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	
1 Welcome	The WOW! Team returns Page 4	Talking about hobbies and technology	Hobbies: do photography, do puzzles, do the gardening, draw pictures, make models, write a blog Technology: digital camera, e-reader, headphones, laptop, smartphone, website	Present perfect with already, just and yet I've just started to write a blog. I've already travelled a lot. I haven't read them all yet!	
5	Favourite clothes Page 8	Talking about clothes and accessories	Describing clothes: baggy, casual, checked, colourful, comfortable, formal, patterned, plain, smart, spotted, striped, uncomfortable Clothes and accessories: belt, bracelet, crown, earrings, glasses, gloves, sweatshirt, tie, top, tracksuit, watch, woolly hat	too and not ... enough The sweater is too plain. They aren't formal enough. Present passive It's made of leather. They're used for making jackets.	Understanding some details in extended dialogues on familiar everyday topics; extracting the key details from extended informational monologues, if delivered in clear standard speech; understanding some details in longer dialogues on familiar everyday topics, if guided by questions or prompts
6	Adventures Page 18	Talking about outdoor equipment, injuries and accidents	Outdoor equipment: bandage, blanket, camping stove, compass, first-aid kit, matches, penknife, plaster, rucksack, shelter, rope, sleeping mat Injuries and accidents: break your arm, burn your hand, call an ambulance, cut your finger, fall over, have a pain, have an accident, hurt your ankle, keep cool, keep warm, lie down, take medicine	Indefinite pronouns Someone was lost. Something is in my rucksack. Are you going anywhere nice? should/shouldn't, must/mustn't, need to/don't need to I should take some medicine. You must do homework. You mustn't be late to school. They don't need to wait for anyone.	Understand some details in extended dialogues on familiar everyday topics; extracting factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts; extracting the key details from extended informational monologues, if delivered in clear standard speech; understanding a limited range of basic language related to common symptoms and illnesses
7	Entertainment Page 32	Talking about entertainment jobs and places of entertainment	Jobs in entertainment: animator, camera operator, clown, comedian, costume designer, make-up artist, performer, presenter, puppeteer, sound editor, stunt performer, writer Places of entertainment: adventure playground, aquarium, art gallery, bowling alley, circus, ice rink, planetarium, safari park, science museum, soft play centre, theme park, water park	Present perfect with since and for How long have you had that costume? I've had a costume since I was five. I've lived here for ten years. Present continuous for future arrangements I'm going to the ice rink tomorrow. They aren't flying to Aqaba on Saturday.	Understanding some details in extended dialogues on familiar everyday topics; understanding the humour in a simple story; extracting factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts; identifying specific information in short, simple dialogues in which speakers make arrangements to do; understanding some details in longer dialogues on familiar everyday topics, if guided by questions or prompts
8	Awesome animals Page 42	Talking about animal body parts and using animal-related verbs	Animal body parts: antennae, beak, claws, fin, flippers, paws, pouch, scales, spines, tongue, webbed feet, whiskers Verbs: bite, die, dig, dive, feed on, fight, fly away, hide, lay eggs, roar, run away, sting	may, might, could, can't, must It may be a bird. You can't be scared. She must be right. First conditional If you touch a snake, it will bite you. If you give it water, it won't get thirsty.	Understanding some details in extended dialogues on familiar everyday topics; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing; extracting the key details from extended informational monologues, if delivered in clear standard speech; understanding people's preferences in informal conversations, if the speakers talk slowly and clearly

Lara's Learning Club Language booster 3, Page 28

7 Entertainment

Talking about entertainment jobs and places of entertainment

Jobs in entertainment: animator, camera operator, clown, comedian, costume designer, make-up artist, performer, presenter, puppeteer, sound editor, stunt performer, writer

Places of entertainment: adventure playground, aquarium, art gallery, bowling alley, circus, ice rink, planetarium, safari park, science museum, soft play centre, theme park, water park

Present perfect with since and for How long have you had that costume?

I've had a costume since I was five.
I've lived here for ten years.

Present continuous for future arrangements

I'm going to the ice rink tomorrow.
They aren't flying to Aqaba on Saturday.

Understanding some details in extended dialogues on familiar everyday topics; understanding the humour in a simple story; extracting factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts; identifying specific information in short, simple dialogues in which speakers make arrangements to do; understanding some details in longer dialogues on familiar everyday topics, if guided by questions or prompts

8 Awesome animals

Talking about animal body parts and using animal-related verbs

Animal body parts: antennae, beak, claws, fin, flippers, paws, pouch, scales, spines, tongue, webbed feet, whiskers

Verbs: bite, die, dig, dive, feed on, fight, fly away, hide, lay eggs, roar, run away, sting

may, might, could, can't, must

It may be a bird.
You can't be scared.

She must be right.

First conditional

If you touch a snake, it will bite you.
If you give it water, it won't get thirsty.

Understanding some details in extended dialogues on familiar everyday topics; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing; extracting the key details from extended informational monologues, if delivered in clear standard speech; understanding people's preferences in informal conversations, if the speakers talk slowly and clearly

Lara's Learning Club Language booster 4, Page 52

Festivals: Father's Day, World Oceans Day, Pages 56–57

Grammar reference, Pages 58–59

How to write... reference, Page 60

English in action reference, Page 61

Speaking	Reading	Writing	Pronunciation	Project	Viewing and presenting	Functions
Expressing their opinions on familiar topics, using simple language; acting out a short dialogue or role play, given prompts; giving simple reasons to explain preferences, given a model	Scanning a simple text to find specific information	Writing short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures			Presenting interesting topics	
Repeating phrases and short sentences, if spoken slowly and clearly; describing what someone is wearing using a fixed expression; asking a range of questions in guessing games to find the answer; expressing their opinions on familiar topics, using simple language; acting out a short dialogue or role play, given prompts; describing common everyday objects using simple language; giving simple reasons to explain preferences, given a model	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; scanning a simple text to find specific information; identifying specific information in a simple story if guided by questions; understanding the order in which events happen (e.g. in diary entries or a story); getting the gist of short factual school texts; finding specific information in extended informational texts using text features such as headings and captions; connecting the information in a text with the information given in charts, graphs or diagrams	Beginning and ending a simple story using an appropriate fixed expression; writing short, simple descriptive texts on familiar topics if provided with key words and supported by pictures	Falling intonation in statements: <i>The jacket is too plain.</i>	A collage of traditional clothes from around the world	Presenting the pros and cons of sports kits Presenting an alternative ending to a story	Shopping for clothes: <i>Can I help you?</i> <i>What size do you need?</i> <i>Do you have this one in a small?</i>
Repeating phrases and short sentences, if spoken slowly and clearly; expressing their opinions on familiar topics, using simple language; acting out a short dialogue or role play, given prompts; describing past events or experiences using simple descriptive language to add interest; talking about past events or experiences, using simple language; re-telling the main points of an extended story in their own words; describing the steps in a simple technical process, clearly signalling the sequence of actions	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; scanning a simple text to find specific information; identifying specific information in a simple story if guided by questions; getting the gist of short factual school texts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; getting the gist of short, simple texts on familiar topics, if supported by pictures; skimming straightforward extended texts with a clear structure to get a general idea of the content	Beginning and ending a simple story using an appropriate fixed expression; creating simple language puzzles for classmates to solve	Intonation for nouns in lists: <i>I need a rope, a blanket and a compass.</i>	A list of interesting activities for a Scout group	Presenting a trip Presenting an alternative ending to a story	Asking about injuries and illnesses: <i>Are you feeling better now?</i> <i>Have you seen the doctor?</i> <i>Have you cut your hand?</i>

Think like a scientist!: How can we classify types of energy in diagrams? Page 30

Repeating phrases and short sentences, if spoken slowly and clearly; talking about common jobs using simple language; expressing their opinions on familiar topics, using simple language; re-telling the main points of an extended story in their own words; talking about plans for the near future in a simple way; talking about past events or experiences, using simple language; acting out a short dialogue or role play, given prompts	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; scanning a simple text to find specific information; identifying specific information in a simple story, if guided by questions; getting the gist of short factual school texts; extracting key information from advertisements for familiar products, if guided by questions or prompts; finding specific information in extended informational texts using text features such as headings and captions	Describing past events or experiences using simple descriptive language to add interest; creating a poster to advertise an event or product, given a model	Intonation for questions: <i>What time are we going to the circus?</i>	A poster for a performance	Presenting an activity for a talent show Presenting an exciting day in a city	Buying tickets: <i>Can I have four tickets, please?</i> <i>Would you like to buy a programme?</i> <i>That's forty-eight dinars in total.</i>
Expressing their opinions on familiar topics, using simple language; repeating phrases and short sentences, if spoken slowly and clearly; asking a range of questions in guessing games to find the answer; acting out a short dialogue or role play, given prompts; describing past events or experiences using simple descriptive language to add interest; re-telling the main points of an extended story in their own words; express likes and dislikes in relation to familiar topics in a basic way	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; scanning a simple text to find specific information; identifying specific information in a simple story, if guided by questions; getting the gist of short factual school texts; understanding simple details in short animal fact files containing some unfamiliar language, if supported by pictures; finding specific information in extended informational texts using text features such as headings and captions	Writing a new version of a familiar story by changing some details, if supported by prompts; completing a table form with specific information extracted from a short, simple written text on a familiar topic; writing simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model	Intonation for short questions: <i>Do you find spiders interesting?</i>	A world map of national animals	Presenting an interesting animal Presenting a paragraph in a story	Saying what you like and don't like: <i>I really love sea animals.</i> <i>I quite like them.</i> <i>I don't mind them.</i>

Think like a scientist!: How can we make our carbon footprint smaller? Page 54

Welcome

The WOW! Team returns

Hobbies: do photography, do puzzles, do the gardening, draw pictures, make models, write a blog

Technology: digital camera, e-reader, headphones, laptop, smartphone, website

- 1  Listen and read. Circle what the WOW! Team wants pupils to do.

a send in ideas

b choose the best articles

c write interesting stories



World of Wonder! Magazine

Welcome

Book Club

Culture

Welcome back! I'm Alia, and we're the WOW! Team, of course.

We had great fun working on the WOW! Magazine last semester, and we hope you had fun reading it!



Exactly! Hi! I'm Lara! Do you remember how we make the magazine? Well, you have to send us your ideas about the topics you want to read or write about!

Hello, I'm Faisal! This semester, we want to make the WOW! Magazine as good as it was last semester. But we can't do it alone - we need your help!

That's right! My name's Arlo. So, start sending your ideas to us right now! We'll choose the best ones and get to work! Let's get started!

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

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

1 **Tareq** 40 minutes ago
Last week, my best friend fell over while we were playing basketball. He really hurt his leg, and I didn't know what to do! I'd really like some advice about what to do in an emergency.

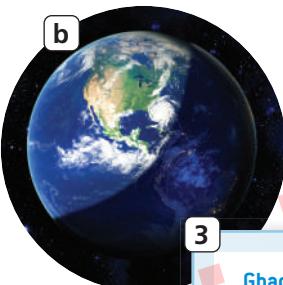
2 **Imad** 5 hours ago
Camping looks so cool, but I've never tried it before. I want to find out what equipment you need and how to use it properly before I go. I'd also love to learn some survival tips to stay safe!

3 **Ghada** 20 minutes ago
I think traditional Jordanian clothes are amazing! But I want to know what traditional clothes people wear in other parts of the world. Do they wear the same traditional clothes as us, or are they different?

4 **Katy** 9 hours ago
I love going to fun places, like galleries and theme parks, but I don't know much about the people who work there. What kind of jobs do they do? I think working in entertainment would be exciting!

5 **Dylan** 1 day ago
I've always wondered why we have day and night. I'd also like to know why the seasons, like summer and winter, change. How does that happen?

6 **Sawsan** 50 minutes ago
I've just read about Jordan's national animal, the Arabian oryx. It's got horns and it lives in the desert. I didn't know that other countries had national animals, too! I'd love to know what some of them are.

a 
b 
c 
d 
e 
f 

3  Read the comments again and answer the questions.

- 1 Who wants to try something new?
 - 2 Who wants to learn more about animals?
 - 3 What clothes does Ghada like?
 - 4 Who wants to know why the seasons change?
 - 5 What happened to Tareq's friend?
 - 6 Who talks about jobs?
- 4    Work in pairs. Which of the topics in Activity 2 are you most interested in? Why? Share your ideas with the class.



- 1 ^{W2} Listen and read the *Favourite Topics* page. Write the name of the WOW! Team's favourite topics from last semester.



Cooking Places Technology Hobbies

Favourite Topics

1



Lara

My favourite topic from last semester was the one about food! I've travelled a lot, so I've already eaten food from lots of different countries – and I love Jordanian food, of course. But guess what? I've discovered that I love making food, too! I'm not good at cooking yet, but I'm learning more each day. I've just started to write a blog on my laptop about my favourite recipes. I think I'm going to post them on the WOW! website!

2



Arlo

Everyone knows I love sports, but that wasn't my favourite topic. I wanted to try something new, so I started doing the gardening with Mum. I listen to podcasts while we work. I use my new headphones, which make it very relaxing. I've just begun to do photography, too, with my new digital camera. I take photos of the flowers and insects. I'm happy I've found something that lets me enjoy the outdoors in a new way. Can you guess what my favourite topic from last semester was?

3



Alia

Well, my favourite topic didn't surprise me. I've always loved learning about Amman, the city where I live. When I visit places here, I like to draw pictures or make models of them afterwards, especially the old castles and beautiful palaces. My dad gave me his e-reader, too. He's got books about the history of Amman on it. There are a lot of them, so I haven't read them all yet!

4



Faisal

I've always liked using devices, so you can probably guess what my favourite topic was! I don't use my smartphone often, but I do watch videos and chat with friends on it. Last semester, I started doing puzzles on it, too. They're fun but really challenging, so you have to think. It's a great way to relax and learn something at the same time!

2 Read the *Favourite Topics* page again and write the correct names.

- 1 Who does a hobby with a parent?
- 2 Who tries to challenge themselves?
- 3 Who's going to post something on a website?
- 4 Who likes learning about where they live?

3 Read and circle the correct options.

- 1 The keyboard on my laptop / digital camera isn't working!
- 2 When it's raining, we love doing puzzles / the gardening in the kitchen.
- 3 Zaid found a recipe for mansaf on a cooking smartphone / website.
- 4 Amal read a mystery story on her e-reader / headphones last night.
- 5 I use wood and glue when I make models / draw pictures.
- 6 Nawal writes a blog / does photography about her new school.

4   Which hobbies have you done? Which haven't you done but would like to try? Talk to your partner.



I've already done photography, but I haven't written a blog yet. I'd like to!



Me too! I've already drawn pictures, but I haven't made models yet. I'm going to try it!

5   Play a guessing game in groups. Describe a device. Can your group guess what it is?

This has pages with words, pictures and videos.



Is it an e-reader?



I know! It's a website!



5

Favourite clothes

Describing clothes: baggy, casual, checked, colourful, comfortable, formal, patterned, plain, smart, spotted, striped, uncomfortable

Clothes and accessories: belt, bracelet, crown, earrings, glasses, gloves, sweatshirt, tie, top, tracksuit, watch, woolly hat



World of Wonder! Magazine

Welcome

Lara loves clothes. Today she's wearing a red cotton top, a long, blue skirt and black shoes. How many of the clothes and accessories here can you describe?

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

Book Club



Culture



WOW! Question

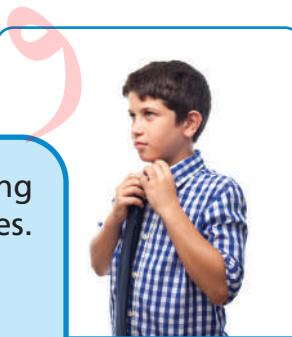


Lara 43 minutes ago

Why do we wear different clothes?

In this unit I will ...

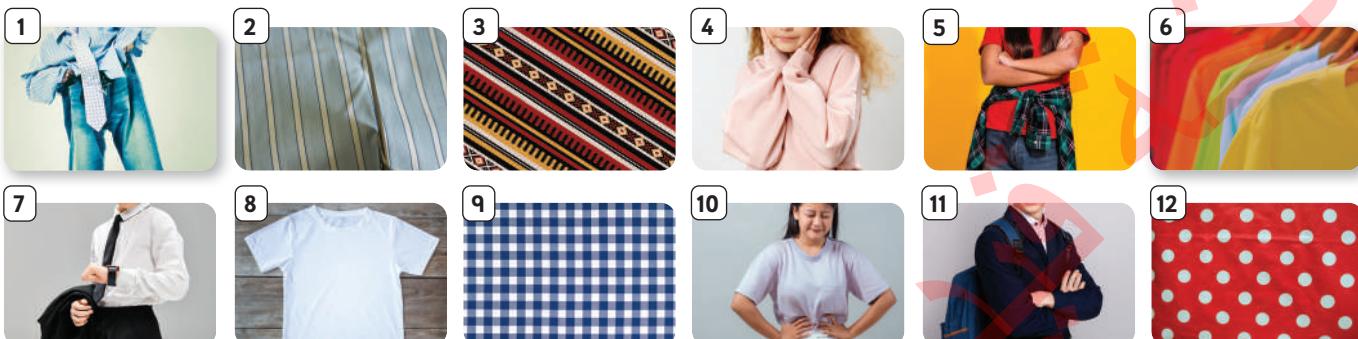
- learn adjectives for describing clothes and words for clothes.
- use *too* and *not ... enough*.
- use the Present passive.
- read a modern fairy tale.
- learn about traditional clothes around the world.
- work in a group to make a collage about traditional clothes.
- learn some phrases to use when shopping for clothes.
- read and write information texts.



- 1  Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! Question.

- 2  Look and match. Then listen, check and repeat.

plain patterned spotted striped comfortable uncomfortable
baggy 1 colourful smart casual formal checked



- 3  Listen and read. Do the WOW! Quiz. What are they going to do?



WOW! Quiz What are they going to do?



- 1  Arlo 7 minutes ago

I wear these clothes at weekends. I have colourful, checked shorts, a yellow top and a helmet. I don't look formal, but I'm comfortable – and I'll be safe!

- 3  Faisal 3 hours ago

I have striped trousers and a checked shirt. I'm so comfortable! I could go to sleep. I don't wear these clothes outdoors. I only wear them at night.

- 2  Alia 5 minutes ago

I'm wearing a warm, baggy jacket and trousers. I have a helmet and knee pads, too. I'm going to Snow City in Amman. I hope I'll be warm enough!

- 4  Lara 1 hour ago

I'm wearing a long, blue skirt, a plain, white shirt and black shoes. They're comfortable and smart. I wear these clothes nearly every day!

- 4  Work in pairs. Look at the clothes on pages 8 and 9 and answer.

- 1 Can you describe the clothes you wear to school?
- 2 Can you describe the clothes you wear to sleep in?
- 3 Which clothes do you wear to celebrate Eid?

- 5  Play a guessing game. Describe what you wear for an activity. Can your partner guess?

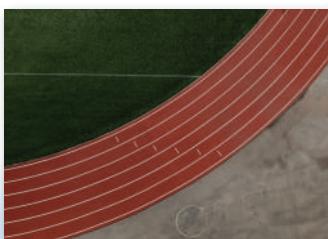
I'm wearing boots and a plain, blue T-shirt with a number on it.

Are you playing football?

Yes!



- Alia:** I don't like our new sports kit for our after-school athletics club. It's too plain. It isn't colourful enough!
- Lara:** Really? I like it. It's comfortable, smart and everyone looks the same. It makes you feel part of the team.
- Alia:** I don't want to look the same as everyone! I'd like to wear something more fun, like a spotted T-shirt or striped trousers.
- Lara:** Haha! Not together, I hope! Listen, our sports kit is cheaper than other sports kits so that everybody can buy the same things. And that's important.
- Alia:** I guess so. But the jackets are too baggy, the trousers are too long and the T-shirts aren't short enough!



- Lara:** Come on! It isn't so bad. Hey, why don't you design a new sports kit and show it to our athletics instructor?
- Alia:** Yes, I think I will. It will be more interesting than our new one ... and you'll have to wear it to be part of the team!

- 1 Listen and read. Do Lara and Alia feel the same about the sports kit?



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

- 1 Alia likes the new sports kit.
- 2 Lara thinks it's good that everyone looks the same.
- 3 Alia thinks the new sports kit is too colourful.
- 4 Alia is going to design a sports kit.

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

I hope! I guess so. Come on!

1 It's important to be part of a team.

(...)

2 I'm going to put on my jacket.

Not now, (...)

3 It's the worst sports kit in the world!

(...) It isn't so bad!

- 4 Work in pairs. What are some positive and some negative things about sports kits? Write two lists. Share your lists with the class.

- 1 Look back at the dialogue in Lesson 2, page 10. What's the sports kit like? Circle adjectives that describe it.

baggy colourful plain short
smart fun spotted striped
formal comfortable cheap
checked long

- 2  Read the grammar table. Then read the rules and circle the correct options.

Grammar

too and not ... enough

The sweater	is	too plain.
It	isn't	smart enough.
These trousers	are	too baggy.
They	aren't	formal enough.

Too goes before / after adjectives.
The opposite of *too + adjective* is *not + adjective enough*.
Enough goes before / after adjectives.

- 3 Read the dialogue in Lesson 2 again. Find examples of *too* and *not ... enough*.
4  What do you think of the sports kit in the picture from Lesson 2? Write three sentences. Then talk to your partner. Do you agree?

The T-shirts are too plain.

I agree! They aren't colourful enough.



- 5  Listen and choose.

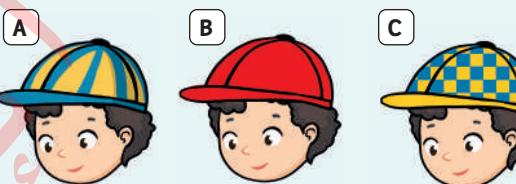
- 1 Which jacket does Ali like best?



- 2 Which girl is Asma's sister?



- 3 Which boy is Issa's friend?



- 6  Listen again and answer.

- 1 Why doesn't Ali like the striped jacket?
2 Which jacket is the cheapest?
3 What does Asma's sister look like?
4 What's Asma's sister wearing?
5 Why can't Issa's mum find Fadi?
6 What's Fadi's favourite cap like?



- 7  Think about your clothes at home. Talk to your partner.

- 1 What clothes do you have?
2 What do you like? Why?
3 What don't you like? Why not?

I have a new jacket. I like it because it's smart and it's really comfortable, too.



The prince who didn't want to be different

Once upon a time, there was a prince who lived in a palace with the king and queen. Prince Freddie had lots of clothes and games, but he was unhappy. One morning, he was looking at his diary when he noticed the date.

'It's the 21st century!' he cried. 'Why am I wearing this formal jacket and this uncomfortable crown made of gold?'

He had an idea. He took off his crown and ran down the stairs. He put on his father's coat and hurried to the bus stop.

In town, Freddie ran through the market. 'Buy my watches!' said a man. 'They're made of silver.' 'Beautiful leather shoes!' said a woman. 'They're made in Italy!' 'No, thank you!' shouted Freddie.



At last, he arrived at the shop. He tried on some comfortable tracksuit trousers, a striped sweatshirt, a spotted baseball cap and some trainers.

'I'd like these clothes,' he said, 'and you can sell this jacket!' The shopkeeper looked surprised. 'Really?' he said. 'The fabric is beautiful!'

'It's called silk,' said Freddie. 'It's used to make jackets that are worn by princes.'

Freddie ran out of the shop. 'Do you want to play?' asked some children who were playing football in the square. 'Oh, yes please!' replied Freddie, kicking the ball.

Later, at the palace, the king and queen didn't recognise their son. It wasn't the clothes; it was his enormous smile. From that day, Freddie often played with his new friends from the town, and they all lived happily ever after.

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

- 1 They often start/end with 'Once upon a time ...'
- 2 They usually have a happy/an unhappy ending.

- 2  Listen and read. Then answer.

- 1 Was the prince happier at the start of the story or at the end?
- 2 What were his clothes like at the start of the story and at the end?



- 3 **After you read** Activity Book, page 7.

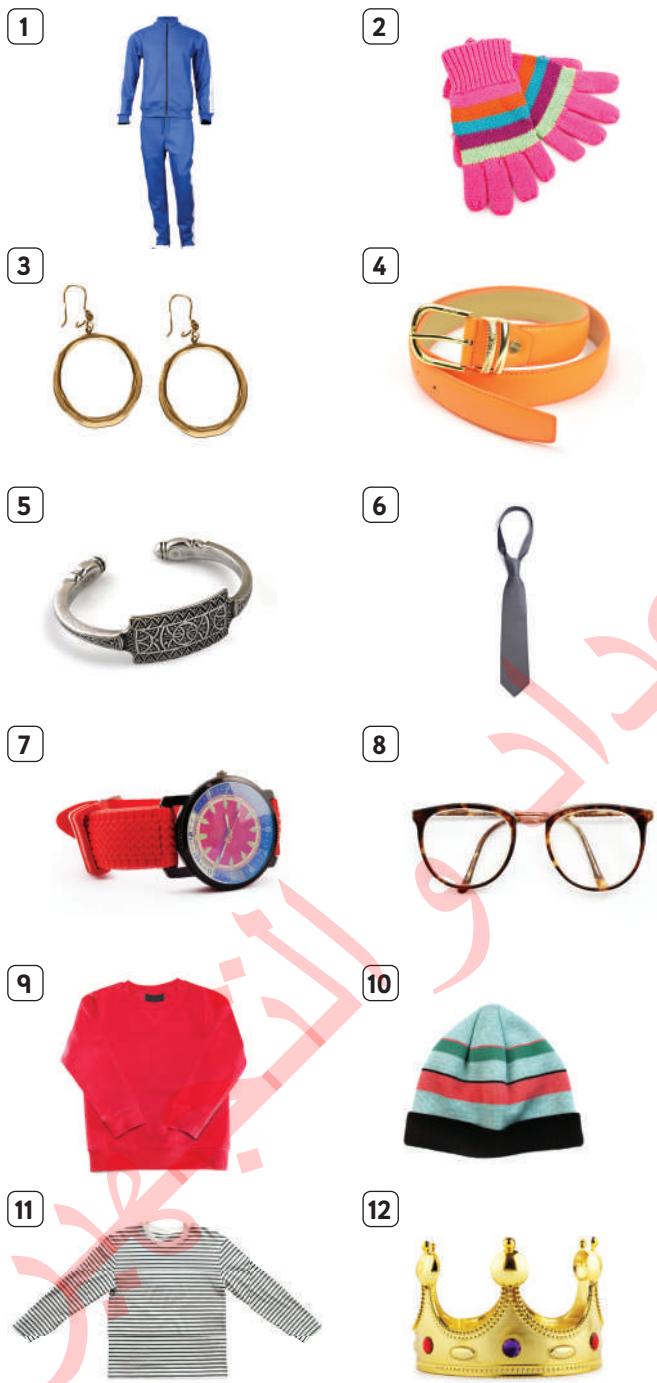
- 4  Discuss in groups.

- 1 Why do you think the prince was happier at the end of the story?
- 2 What important things can we learn from the story?

- 5 **Viewing and presenting**  Work in groups. Write a different ending to the story. Share it with the class.

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

sweatshirt tracksuit 1 earrings
woolly hat gloves belt bracelet
top glasses watch crown tie



- 2 **Read the fairy tale in Lesson 5, page 12 again. How many clothes and accessories can you find in the text and in the pictures?**

- 3 **Read the fairy tale again. Say *True* or *False*.**

- 1 The crown is made of silver.
- 2 Silk jackets are worn by princes.
- 3 Watches are sold in the town.
- 4 The shopkeeper is given a jacket.
- 5 Hockey is played in the square.

- 4  **Read the grammar table. Then read the rules and circle the correct options.**

Grammar

Present passive

	called	silk.
	made of	leather.
It's	used to	make jackets.
They're	used for	making jackets.
	worn by	princes.

We make the Present passive with the present tense of the verb **be / have** and a past participle (e.g. *called*, *made*, *used* and *worn*). We use the Present passive when the action is **more / less** important than the person who does it.

- 5  **Listen to a podcast. Use the verbs to write four sentences about how cotton clothes are made.**

pick clean make send



- 6   **Work in groups. Discuss the questions.**

- 1 What are your clothes and accessories made of?
- 2 What are objects in your classroom made of?
- 3 What's this book made of?



Traditional clothes

Different countries have different traditional clothes. Traditional clothes are often worn at festivals and celebrations.



This Jordanian man is wearing the traditional **dishdash**, a long robe that is comfortable to wear in hot weather. He's also wearing a **shmagh**, a red and white checked headscarf (called a **keffiyeh** in other regions). This is held in place by a black **agal**. On special occasions, like weddings or Eid, he might wear an **abaya** over his dishdash!



A **kilt** is a traditional patterned skirt that is worn by men, women and children on special days in Scotland. It's made of wool. This boy is also wearing a white top and long white socks. He looks very smart. He's playing the **bagpipes**, a traditional Scottish musical instrument.



These men are enjoying the **Todos Santos** festival in Guatemala. They are wearing **hats** and red and white striped **trousers**. These traditional clothes are made of cotton, and they look quite casual! They are worn by lots of men and boys at the festival.

WOW! Fact

Many Jordanian women wear a long dress called a **thobe**. The colourful patterns show where they come from!



1 **Before you read** What traditional clothes do people wear in your country? When do they wear them?



2 **5.13 Listen and read.**

3 **After you read** Activity Book, page 9.

4 **Work in pairs. Discuss the clothes in the pictures.**

- 1 Do people in your country wear traditional clothes like these?
- 2 Which of these traditional clothes do you like the most? Why?
- 3 Do you ever wear traditional clothes? When?

Project

Make a collage of traditional clothes from around the world.

- 1 In groups, choose a continent (North America, South America, Europe, Africa, Asia or Australia) and find out about traditional clothes from different countries.
- 2 Decide who will find pictures and who will write notes about each outfit.
- 3 Sort the pictures and notes into countries and make your collage.
- 4 Present your collage to the class.
- 5 Vote on which continent has the most interesting traditional clothes.





- 1 5.15 Listen and read. Which clothes and accessories are mentioned?

- 2 Read the dialogue again. Circle the correct options.

Malek wants to buy a (1) **sweatshirt / T-shirt**. He'd like a (2) **red / green** one, but the shop only has it in blue or (3) **grey / brown**. He needs a (4) **small / medium** size and wants to try it on, so the shop assistant tells him where the (5) **bathroom / changing room** is. He also wants a woolly hat. The woolly hats are next to the (6) **belts / watches**.

- 3 Imagine you're shopping. Act out new dialogues with your partner. Use the **Say it!** box to help you.



Shopping for clothes:

Shop assistant:

Can I help you?

What size do you need?

The changing room is over there.

Customer:

I'm looking for ...

Do you have this one in *green/a small/large*?

Can I try *it/this* on?

Do you sell ...?

Pronunciation

- 4 5.16 Listen and read. How do we say the statements?

Then listen again and repeat.



The jacket is too plain.

The belt is made of leather.

The trousers are striped.

The boots are very comfortable.



Literacy: information texts

Reading

- 1 **Before you read** Look quickly at the pictures. Which item of clothing is the most unusual? Why?
- 2  **5.19 Listen and read.**

UNUSUAL CLOTHES

In the past, people wore some very unusual clothes. Here are a few of them from history – and they don't look very comfortable!

Wigs aren't worn by many people today, but they were very popular in Europe in the 17th century. A famous royal who was known for wearing wigs was Marie Antoinette, Queen of France. Her hairdresser would decorate them with flowers, feathers and jewels. Wigs were very expensive, so only rich women could wear them.

Some wigs were enormous!



whalebone

Today, skirts and dresses are made of light fabric. But in the 18th century, it was normal for rich women in France and England to wear very big, heavy dresses with whalebone inside them. It wasn't easy to move around. Sometimes women couldn't walk through doors because their dresses were too wide!

tip Reading

When you read an information text, you can choose what order to read it in. Some people like to read the labels and captions first.

Platform shoes were first worn in Italy in the early 20th century. These shoes became really popular in the 1970s in Britain, Australia and the United States. They made people look taller, but it was very tricky to walk in them!



These platform shoes look very uncomfortable!

In the 1970s in Britain and the United States, lots of people also wore long trousers called flares. Some flares were two times as wide as regular trousers and covered the shoes!



Words in context

tricky rich light heavy
wide normal

Activity Book, page 11

- 3 **After you read**  **Read and answer the questions. Compare your answers with your partner.**

- 1 Have you learned anything new from the text?
- 2 What do you think is the most interesting fact in the text?
- 3 Do you know of any other unusual clothes from history?

- 4   **Talk to your partner about the clothes in the text.**

I wouldn't like to wear that dress because it's too wide!

1 Read the text and the labels. Write the missing words.

SKIING

When you go skiing, you need skis and ski poles. But it is important to wear the correct clothes, too.

When you ski, you should wear a warm, waterproof (1) **jacket** and warm, waterproof (2) _____. You need to wear warm (3) _____ on your hands, too. You need (4) _____ or sunglasses to protect your eyes from the sun, and a hard, plastic (5) _____ to protect your head if you fall. You also need to wear special (6) _____ on your feet. They are made of hard plastic which protects your ankles.



This girl has all the things she needs for skiing.

2 Read. Then answer the questions about the texts on pages 16 and 17.

How to write... an information text

Include:

- a title
- a short introduction
- pictures

You can also include:

- captions to give more information
- labels on pictures

3 **Write an information text about clothes from history or clothes for sport. Plan, write, check and rewrite. Use the *How to write...* box to help you.**

- 1 What is the title?
- 2 How many sentences are there in the introduction?
- 3 How many pictures are there?
- 4 How many captions are there under the pictures?
- 5 How many labels are there on the pictures?

tip Writing

Use a comma between two adjectives before a noun:
a warm, waterproof jacket.
 But be careful:
The jackets were warm and waterproof.

6

Adventures

Outdoor equipment: bandage, blanket, camping stove, compass, first-aid kit, matches, penknife, plaster, rucksack, shelter, rope, sleeping mat

Injuries and accidents: break your arm, burn your hand, call an ambulance, cut your finger, fall over, have a pain, have an accident, hurt your ankle, keep cool, keep warm, lie down, take medicine



World of Wonder! Magazine

Welcome

Have you ever had a camping adventure? What did you take with you? What activities did you do?

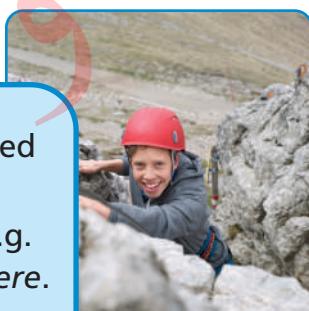
Arlo loves going camping. He has a question for you. What do you think?



Book Club



Culture



WOW! Question



Arlo 3 minutes ago

How can we keep safe outdoors?

In this unit I will ...

- learn words for things I need outdoors.
- use indefinite pronouns, e.g. *someone, anything, nowhere*.
- use *should, must* and *need to*.
- read an adventure story.
- find out about scouting around the world.
- work in a group to plan activities for a Scout group.
- learn how to ask about injuries and illnesses.
- read and write quizzes.



- 1  Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! Question.

- 2  6.1 Look and match. Then listen, check and repeat.

bandage penknife compass 1 first-aid kit camping stove shelter
rope matches sleeping mat plaster rucksack blanket



- 3  6.2 Listen and read. Why didn't Arlo enjoy his first camping trip? What did they need?



WOW! Blog



Arlo 10 minutes ago

I really like camping now. 😊 But our first family camping holiday wasn't great because we didn't have everything we needed. I didn't sleep well because I only had a sleeping bag. The ground was so uncomfortable to sleep on. Then one day we went hiking and got lost. Our parents' phones didn't work in the mountains! We had to follow the sun to find our way back to the campsite. In the evening, we tried to make a campfire. We found wood, but we couldn't start the fire, so we had to eat cold soup! And on the last day, I was cutting bread with a penknife when I hurt my finger. Ouch! 😱 I had to make a bandage from my T-shirt! Camping isn't easy – you have to have the right things!

- 4  Work in pairs. Look at the things in Activity 2. Answer the questions.

- 1 Which things help you sleep?
- 2 Which things help you cook?
- 3 Which things help if you're hurt?
- 4 Which things help you find your way?

- 5  Work in pairs. Play a memory chain game.

I went camping and took a compass.

I went camping and took a compass and some rope.



Arlo: You look really tired.

Faisal: I am! We've just got back from a family camping trip in Wadi Mujib. It was really beautiful, but everything in my rucksack is dirty and wet!

Arlo: What happened?

Faisal: Well, first we got lost. We had a map, but no one had a compass.

Arlo: Oh, dear!

Faisal: Then we were thirsty. We had our water bottles, but they were empty. We couldn't find anything to drink. Someone saw a wadi on the map, so we went for water. I was getting water when I fell in!

Arlo: Poor you!

Faisal: And I was wearing hiking boots!

Arlo: Did anyone help you?

Faisal: Yes, Dad threw me a rope and helped me out of the water. Then Mum told me to take off my wet clothes. She put a blanket around me and gave me something to eat. My sister took a photo!



Arlo: How embarrassing!

Faisal: I know!

Arlo: What an adventure! Are you OK?

Faisal: I'm fine. We loved Wadi Mujib. But next time, we won't go anywhere without the right equipment!



1 Listen and read. What problems did Faisal and his family have?



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

1 Why are Faisal's things wet?

3 What was Faisal doing when he fell?

2 Why did they get lost?

4 What did his dad do to help him?

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

How embarrassing! What an adventure! Poor you!

1 I couldn't go to school because I was sick.

Oh, no! (...)

2 I said 'Hello, Fadi', but his name is Farid!

(...)

3 We slept outdoors under the stars.

(...)

4 Have you been on a trip that didn't go well? What happened? Share your experience with the class.

We went camping last summer. We forgot the sunscreen and I got sunburned!

- 1 Look back at the dialogue in Lesson 2, page 20 and answer.

- 1 What was dirty and wet in Faisal's rucksack?
- 2 Who had compasses?
- 3 What did they have to drink?
- 4 Who saw a wadi?
- 5 What did Faisal's mum give him?

- 2  Read the grammar table. Then read the rules and circle the correct options.

Grammar

Indefinite pronouns

Affirmative

I'm going **somewhere** hot on holiday.
Someone was lost.
Something is in my rucksack.
It's sunny **everywhere**.
Everyone was lost.
Everything is in my rucksack.

Negative

Nowhere is as nice as home.
No one was lost.
Nothing is in my rucksack.

Questions and negatives

Are you going **anywhere** nice?
We aren't going **anywhere** this year.
Can you see **anyone**?
I can't see **anyone**.
Can you see **anything**?

We use **someone**, **no one**, **everyone**, **anyone** for people / places.

We use **something**, **nothing**, **everything**, **anything** for places / things.

We use **somewhere**, **nowhere**, **everywhere**, **anywhere** for people / places.

We use **anyone**, **anything**, **anywhere** / **everywhere** in questions and negative sentences.

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

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

Did **anyone** fall in the water?

Yes. **Someone** fell in the water.

- 5  Listen and match. What did they forget?

- | | |
|----------|----------------|
| 1 Dalia | a sleeping mat |
| 2 Faten | b tent |
| 3 Huda | c camera |
| 4 Mariam | d hiking boots |
| 5 Samar | e rucksack |

- 6  Listen again and answer.

- 1 Where did Dalia sleep?
- 2 What did Faten use to carry everything?
- 3 Who forgot their sleeping bag?
- 4 What did Mariam wear on her feet?
- 5 Did Samar take any photos?

- 7  Make true sentences about you. Then compare with your partner.

- 1 I know someone who ...
- 2 I've never been anywhere ...
- 3 I don't have anything ...

I know someone who got lost in a forest.



I've never been anywhere really cold.



An accident in the mountains

It was the last day of their hiking holiday in the Dana Nature Reserve. Sami, his older sister Eman and their dad were drinking cool water on top of a mountain, enjoying the beautiful views. 'We should go to the campsite,' said Dad. 'It's getting late.' 'Can we hike down this way?' asked Eman, pointing to a narrow, rocky path. Eman was a good hiker, so her dad said, 'Yes, but we must be careful! It's very steep!' 'Can we take the easier path, Dad?' asked Sami, but Eman was already walking ahead. 'Come on, Sami! Don't be scared!' she said, laughing.



Sami and Dad were walking down slowly and carefully when they heard someone. They found Eman on the ground.

'She's had an accident!' shouted Sami.

'I fell over,' Eman cried. 'I've hurt my leg!'

'Keep still! You mustn't move,' said Sami. 'I learned first aid at school.'

'We need to call an ambulance,' said Dad. He was pressing buttons on his phone, but it didn't work.

'You should go for help, Dad. I'll stay here with Eman. She's hurt and she needs to keep warm,' said Sami.

'You should go, too,' said Eman to Sami. 'You don't need to stay with me.'

'No! We mustn't leave you alone. I'll be back as quickly as I can!' said Dad.

Dad ran to the nearest village. He told the rescue team about the accident. It was getting dark when Dad and two men arrived in a truck. Soon Eman was back in the village. 'You've broken your leg. You need to lie down and rest,' said the doctor.

'Thank you, Sami!' said Eman. 'And I'm sorry for laughing at you.'

- 1 **Before you read** Today's Book Club text is an adventure story. Look and circle the words that describe an adventure story. Then answer.

- 1 Adventure stories are usually at home/somewhere exciting.
- 2 The characters are usually in a safe/dangerous situation.
- 3 Have you read any adventure stories?

- 2 Listen and read. Then answer the questions.

- 1 How did Sami know about first aid?
- 2 Who stayed with Eman?

- 3 **After you read** Activity Book, page 17.

- 4 Discuss in groups.

- 1 Do you think Eman was kind to Sami? Why?/Why not?
- 2 How do you think Eman felt at the end of the story?
- 3 How can you stay safe when you do outdoor activities?

- 5 **Viewing and presenting** Work in pairs. Plan and write a different ending to the story. Change the last two paragraphs. Share them with the class.

- 1 6.10 Look and match. Then listen, check and repeat.



break your arm	cut your finger
burn your hand	hurt your ankle
keep warm	keep cool
have a pain	take medicine
fall over 1	have an accident
call an ambulance	lie down



- 2 Read the story in Lesson 5, page 22 again. Find the words from Activity 1 in the story.

- 3 Read the story again. Then complete the sentences.

- 1 We _____ go to the campsite.
- 2 We _____ be careful.
- 3 You _____ move.
- 4 We _____ call an ambulance.
- 5 You _____ go for help.

- 4 Read the grammar table. Then read the rules and circle the correct options.

Grammar

should/shouldn't, must/mustn't, need to/don't need to

	should	take some medicine.
I	shouldn't	eat too much sugar.
You	must	do homework.
He/ She	mustn't	be late to school.
We	need/needs to	get some help.
They	don't/doesn't need to	wait for anyone.

We use **must** and **need to** when it is / isn't necessary that you do something.

We use **mustn't** when it is / isn't necessary that you do NOT do something.

We use **don't need to** when it is / isn't necessary that you do something.

We use **should** and **shouldn't / mustn't** to give advice or opinions.

- 5 6.11 Listen and number the expressions in the order you hear them.



find food	make a shelter
find water	make a fire
breathe slowly	

- 6   Imagine you and your partner are lost in the mountains. Discuss what you should do.

First, we must breathe slowly and think clearly.



SCOUTING AROUND THE WORLD

Scouts do lots of activities, help people and learn many useful skills, including survival skills. Scouting is fun!

Scouts believe it's important to care for their community. Every year, many Scouts in Jordan take part in events to help out: they clean streets and parks, pick crops in the countryside and help older people with daily tasks. Their work makes a real difference, and everyone feels proud of what they do.



WOW! Fact

In the past, scouting was only for boys. But now, in most countries, girls can be Scouts, too.

Sometimes Scouts get badges for helping people or for learning new skills. In order to earn a first-aid badge, Scouts in Australia must learn how to put a bandage on someone's arm. They can do this by imagining that their friend is hurt.

Camping is an important activity for many Scouts in England. Scouts usually sleep in tents, but because they want to get their survival skills badge, today they're going to sleep in these shelters that they have built! After this, they're going to make something to eat. Scouts don't often use camping stoves – they cook their food on campfires.



- 1 **Before you read** Are you a Scout? Would you like to be a Scout? Do you know any Scouts?



- 2 **6.13 Listen and read.**

- 3 **After you read** Activity Book, page 19.

- 4 **Work in pairs. Discuss the questions.**

- 1 What do Scouts wear in Jordan?
- 2 What activities do Scouts do in Jordan?
- 3 What skill would you like to learn: first aid, camping or cooking on a fire? Why?

Project

Make a list of interesting activities for a Scout group.

- 1 In groups, think of different activities for a Scout group and make notes. Include camping, visits to interesting places, learning survival skills and helping people.
- 2 Choose your five favourite activities.
- 3 Decide who will research each activity to find out about the equipment you will need and what you will learn.
- 4 Check other groups' lists. Find five more activities that you would like to do.





- 1 Are you feeling better now, Jack?
- 2 Yes, thanks, Rory. Much better.
- 3 How's your arm?
- 4 It's OK now, thanks. I haven't broken it!
- 5 That's good! Have you seen the doctor?
- 6 Yes, I went this afternoon. She put this bandage on it.
- 7 Great. Oh! Have you hurt your finger, too?
- 8 Yes. I burned it on the oven!
- 9 Oh, dear!
- 10 How about you? Do you still have a stomachache?
- 11 No, I'm fine now. I took some medicine.
- 12 Great!

Pronunciation

- 4 Listen and read. How do you say the items in a list? Then listen again and repeat.

I need ...
a rope, a blanket and
a compass.



I must remember ...
a first-aid kit, a sleeping
mat and matches.



You should lie down,
keep warm and take
some medicine.



English in action

Asking about injuries and illnesses

- 1 Listen and read.
Answer the questions.

- 1 Which two body parts has Jack hurt?
- 2 Why did Rory take some medicine?



- 2 Read the dialogue again. Find five questions that use language from the **Say it!** box.



Asking about injuries and illnesses:

Are you feeling better now?
Do you (still) have ...?
How's your ...?
Have you seen the doctor?
Have you *hurt/cut/burned* your ...?

- 3 Act out new dialogues with your partner. Use questions from the **Say it!** box.

Do you still have a headache?

Have you hurt your leg?

How's your foot?



Literacy: quizzes

Reading

- 1 **Before you read** Look quickly at the quiz. Match the pictures to the questions.
- 2  Listen and read.


tip **Reading**

When you do a quiz, read all the options before you choose.

Can you keep safe in an **emergency**?

Do our quiz and find out!



- 1 Your friend falls into wadi. It's deep and he can't swim. What should you say?
 - 'Don't worry. I'll jump into the water and rescue you.'
 - 'You must swim! Swimming is easy!'
 - 'Don't try to swim. Try to stay on your back. Can you catch the end of this rope?'
- 2 You're very thirsty, but you don't have anything to drink. You must NEVER ...
 - drink water from a spring that comes out of the ground.
 - drink water from the sea, a river or a lake.
 - drink rainwater.
- 3 Your friend cuts his foot while he's playing outdoors. It's bleeding, but there isn't a lot of blood. What should he do first?
 - Put a plaster on his foot.
 - Wash his foot in clean water.
 - Keep his foot warm.
- 4 You're in the desert and there's a sandstorm coming. What should you do?
 - Run as fast as you can.
 - Dig a hole in the sand and get inside.
 - Stay low, cover your nose and mouth and wear goggles if you have them.
- 5 You want to know which way is north, but you don't have a compass. You can ...
 - throw a rock into the air.
 - look at where the sun rises.
 - make a compass out of sticks.



Answers: 1 c, 2 b, 3 b, 4 c, 5 b

Words in context

emergency spring blood
rainwater hole goggles

Activity Book, page 21

- 3 **After you read** Do the quiz and circle your answers.

- 4   Discuss your answers with your partner. Then check your answers.

1 Read and complete the quiz. Then circle your answers.

hiking broken brother hand day climbing headache

FIRST-AID QUIZ

What do you know about first aid? Do the quiz.

- If your friend burns his ⁽¹⁾ hand, what should he do?
 - Put a plaster on his hand.
 - Put on some gloves.
 - Put his hand under cold water.
- Your little ⁽²⁾ has a ⁽³⁾ . You should ...
 - give him something to drink.
 - tell him to play video games.
 - give him some medicine.
- You're ⁽⁴⁾ with a friend on a cold ⁽⁵⁾ . She hurts her foot and can't walk. What should you do first?
 - Put a bandage on her foot.
 - Use your camping stove to cook her hot food.
 - Give her some warm clothes to wear.
- A friend falls when he is ⁽⁶⁾ a tree. His leg hurts and he thinks he has ⁽⁷⁾ . You must NEVER ...
 - call an ambulance.
 - tell him to walk.
 - put a blanket on him.



2 Read. Then answer the questions about the quizzes on pages 26 and 27.

- Which do you think are the most interesting questions?
- Are there any answers that are easy to guess? Which ones?

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

How to write... a quiz

- Think of interesting questions.
- Write three options for each question.
- Make sure all the options make sense.
- Make sure it's hard to guess the answers!

tip Writing

Use different words (e.g. *must*, *shouldn't*, *never*) so that people have to read the quiz carefully!



Language booster 3

- 1 Which months and seasons can you name?
- 2 Listen and read. Answer the questions.

- 1 What's the time difference between Amman and Sydney, Australia?
- 2 Which months are in winter in Jordan?



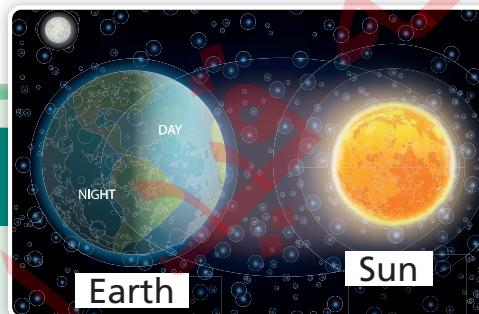
Amazing Earth

Why do we have day and night?

Earth turns every 24 hours. This means that different parts of the planet see the Sun at different times. It's day on the side closest to the Sun, but it's night on the side furthest away. That's why the time is different in each country. When it's midnight in Amman, it's 7 am in Sydney, Australia; 8 am in the UK is 7 pm in New Zealand!

Why do we have seasons?

It takes 365 days for Earth to go around the Sun. That's a year. The calendar is the same everywhere, but the seasons change. It's summer in countries closer to the Sun, but winter in those further away. In Jordan, there are four seasons: winter, spring, summer and autumn.



Summer is from June to August, while winter is from December to February. But in Australia, it's the opposite. When children are wearing winter clothes in Jordan, they're wearing summer clothes in Australia!

Did you know that you can experience the same day twice?

It's true! Imagine you start your day on 1st January in New Zealand. Then, you get on a plane that takes off on the same day to Hawaii. When you get to Hawaii, it's 31st December, the day before. So, you get to experience 1st January twice! But remember: when it's summer in New Zealand, it's winter in Hawaii, so you'll need to pack a big suitcase!

3 Read and circle T (true) or F (false).

- 1 When it's midnight in Amman, it's midday in Sydney. T / F
- 2 The Sun goes around the Earth. T / F
- 3 There are 365 days in a year. T / F
- 4 In Jordan, June, July and August are in summer. T / F
- 5 In Australia, December, January and February are in autumn. T / F
- 6 The seasons are the same in New Zealand and Hawaii. T / F

4 Work in groups. Ask and answer the questions.

- 1 What's the date today?
- 2 What special dates do you know?
- 3 Which season are we in?
- 4 What's your favourite season? Why?

1 LC3.2 Listen and read.
Answer the questions.



- 1 What's the weather like where Rashed is?
- 2 What season is it where Rola is?



Rashed: Hi, Rola! Haha! You're wearing pyjamas! What's the time?

Rola: It's quarter past two in the morning here! I've been asleep for four hours!

Rashed: Oh, sorry! It's quarter past six in the evening here. What's the weather like?

Rola: No idea! It's dark outside.

Rashed: Sorry! I mean is it summer?

Rola: Yes. It's been hot and sunny here.

Rashed: Lucky you. It's winter here and it's cold. People outside are wearing scarves and gloves.

Rola: Wow! Is it raining too?

Rashed: No, it's just cold.

Mum: Rola, we're going to visit you in the spring.

Rola: That's great! It'll be autumn here, but it will still be warm. Anyway, I'm going back to bed now.

Dad: Good plan. We'll call again soon!

Rola: OK, but don't call so early next time!

Dad: How about half past nine on Monday morning?

Rola: Let's say half past eleven. My time!



Telling the time:



It's four o'clock.



It's quarter past four.



It's half past four.



It's quarter to five.



2 Read the dialogue again and circle the correct answers.

- 1 It's quarter to / past two in the morning where Rola is.
- 2 It's day / night where Rashed is.
- 3 It's winter / summer for Rola.
- 4 When it's spring for Rashed, it will be autumn / winter for Rola.
- 5 Dad wants to call again at half / quarter past nine on Monday.

3    Imagine you are in Jordan and your partner is in Australia. Talk about the weather. Use these expressions, Activity 1 and the **Say it!** box to help you.

What's the time?
It's ... in the morning/afternoon.
Is it summer/winter?
What's the weather like?
That's great/fun/cool!
I'll call again soon.

Show what you know

Can you say the months of the year and the seasons?



Can you understand times?



Can you talk about times and seasons around the world?





Think like a scientist!

How can we classify types of energy in diagrams?

Think

- 1 What do you know about machines? Which machines need energy to work? Which ones don't need energy?

Learn

- 2 Listen and read. What is the name of the diagram?



All machines need energy. Some of them need energy from electricity. Places in towns and cities also need energy from electricity to make sound and light. Diagrams can show what types of energy different places need. Carroll diagrams show this with 'yes' information and 'no' information. For example, it needs light ('yes' information); it doesn't need light ('no' information).



it needs light	it doesn't need light
it needs sound	airport, fire station
it doesn't need sound	museum, office building

Check

- 3 Look at the diagram in Activity 2 again. Say *True* or *False*.

- 1 An airport needs sound and it needs light.
- 2 An outdoor market doesn't need any light or any sound.
- 3 A museum needs sound, but it doesn't need any light.
- 4 A fire station doesn't need any sound or any light.
- 5 An office building needs light, but it doesn't need any sound.
- 6 A street parade needs light, but it doesn't need any sound.

- 4 Work in pairs. Make sentences about the types of energy these places need.



A/An ... needs ... , but it doesn't need any ...

A/An ... doesn't need any ... or ...

A/An ... needs ... and it ...

Let's practise!

1 Read and answer.

Some machines turn energy from electricity into heat and movement.

In a kitchen, for example, a toaster makes heat and a food mixer makes movement.

Where can you put these machines in the diagram?

- 1 a printer
- 2 a vacuum cleaner
- 3 a dishwasher
- 4 a hairdryer
- 5 a laptop
- 6 an escalator



toaster makes heat

food mixer makes movement

	it makes heat	it doesn't make heat
it makes movement	A	B
it doesn't make movement	C	D

2 Copy the Carroll diagram into your notebook. Then complete it with the different jobs. Which box has only one job?



uses a computer	doesn't use a computer	
wears a uniform	A	B
doesn't wear a uniform	C	D

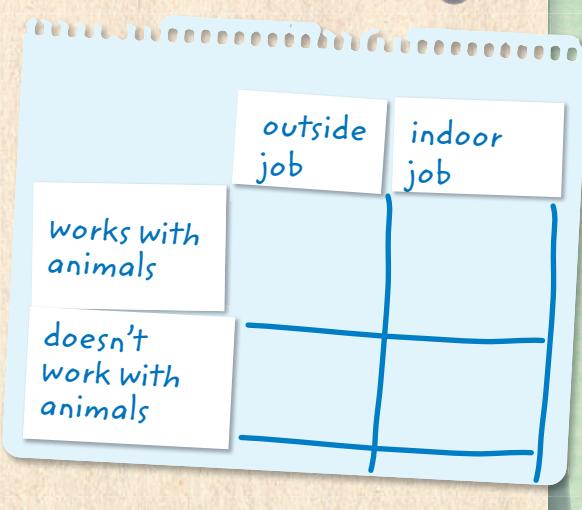
Show what you know

Make a Carroll diagram.

- 1 Brainstorm jobs you know.
- 2 Decide how to put them into four different groups, e.g. outside job/indoor job, uses tools/uses hands, works with animals/doesn't work with animals, etc.
- 3 Draw a Carroll diagram and label it at the top and on the left.
- 4 Play 'Guess the job' with another group.

Group A: It's an outside job and you work with animals (e.g. zookeeper).

Group B: It isn't an outside job and you don't work with animals (e.g. doctor).



7

Entertainment

Jobs in entertainment: animator, camera operator, clown, comedian, costume designer, make-up artist, performer, presenter, puppeteer, sound editor, stunt performer, writer

Places of entertainment: adventure playground, aquarium, art gallery, bowling alley, circus, ice rink, planetarium, safari park, science museum, soft play centre, theme park, water park



World of Wonder! Magazine

Welcome

What do you know about places of entertainment and the people who entertain us? How many of these entertainment jobs and places do you know?

Faisal loves entertainment. He has a question for you. What do you think?

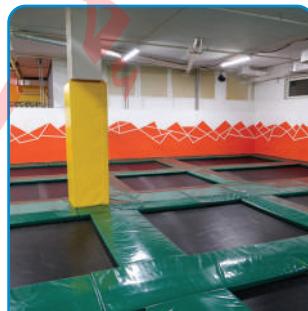
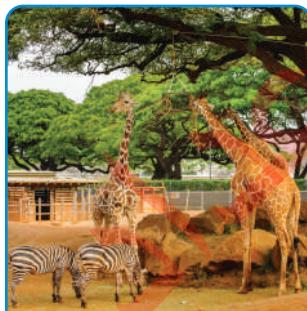


WOW! Question



Faisal 7 hours ago

How can people and places entertain us?



In this unit I will ...

- learn some words for entertainment jobs and places.
- use the Present perfect tense with *for* and *since*.
- use the Present continuous tense for future arrangements.
- read a diary about a holiday.
- learn about performers from different countries.
- work in a group to plan a performance.
- find out how to buy tickets.
- read and write adverts.



- 1   Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! Question.



- 2  ^{7.1} Look and match. Then listen, check and repeat.

presenter	performer	comedian	1	clown	puppeteer
sound editor	stunt performer	animator		writer	costume designer
		make-up artist		camera operator	



- 3  ^{7.2} Listen and read. What are Alia, Arlo, Lara and Faisal going to do in the school talent show?



WOW! Blog



Faisal 10 minutes ago

Are you a comedian, a writer, a clown or a costume designer? We're looking for performers and helpers for the WOW! Talent Show. Lara wants to be the presenter. She's good at talking to an audience!

Alia is going to be the costume designer. She's going to design some cool costumes for the performers! That will be amazing! But she needs someone to help her.

As for Arlo, he's the clown, of course!  He's going to wear a curly wig, a red nose and big shoes. He's a puppeteer, too, and he's great with puppets! He'll make you laugh!

I love technology, so I'll be the camera operator. I'm going to video the show and upload it to the school website so everyone can watch it. What about you? Do you want to perform or help out? Message us!

- 4    Work in pairs. Look at the people in Activity 2. Answer the questions.

- 1 Which people do you see on a stage?
- 2 Which people don't you see on a stage?
- 3 Which people make you laugh?
- 4 Which jobs need people who are very fit?

- 5   Play a guessing game about people who work in entertainment. Can your partner guess the job?

They wear wigs, red noses and big shoes. They're funny.

Are they clowns?

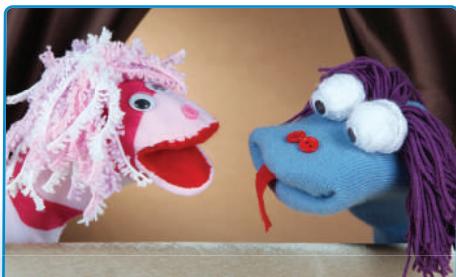
Yes! Your turn.



Faisal: I like your clown costume, Arlo.
Arlo: Thanks! I've had it for a long time.
 It's a bit small now.
Faisal: You look great!
Arlo: Thanks, Faisal!
Faisal: And how long have you been a puppeteer?
Arlo: Since I was eight. Look! I can make this puppet move.



Faisal: I've heard that puppets are like kites. They're difficult to control and they both have strings!
Arlo: Very funny, Faisal! You should be a comedian!
Faisal: My uncle is a comedian. He's been a comedian for ten years.
Arlo: That's cool! Is he funny?
Faisal: I haven't seen his show since I was five, but he's funny in real life ... I still remember the first joke that he told me: What do you call a man with a big nose and no body?



Arlo: I've no idea.
Faisal: Nobody nose! Do you get it? 'Nose' sounds like 'knows'!
Arlo: Yeah! I get it!
Faisal: Oh, it's time for the WOW! Talent Show. Let's go!
Arlo: I'm ready! I've been ready since lunchtime!

1 Listen and read. Find two funny things that Faisal says.



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

- | | |
|----------------------------------|---|
| 1 Arlo's costume is too small. | 4 Faisal's dad told him the joke. |
| 2 Arlo can't control puppets. | 5 Arlo doesn't understand the joke. |
| 3 Faisal's uncle is an animator. | 6 Arlo isn't ready for the talent show. |

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

That's cool! I've no idea. I get it!

1 What do you call a fish with no eye?
 A fsh!
 (...)

2 Do you get the joke?
 Yeah! (...)

3 My aunt is a TV presenter.
 Wow! (...)

4 Imagine there is a talent show at your school. Would you prefer to help out or perform on stage? Why? What would you do? Share your ideas with the class.

1 Look back at the dialogue in Lesson 2, page 34. Then match.

- | | |
|---------------------------------------|-----------------------|
| 1 Arlo has had his costume | a since he was eight. |
| 2 He has been a puppeteer | b since lunchtime. |
| 3 Faisal hasn't seen his uncle's show | c for a long time. |
| 4 Arlo has been ready | d since he was five. |

2  Read the grammar table. Then read the rules and circle the correct options.

Grammar

Present perfect with *since* and *for*

How long	have you has he/she	had that costume? been a comedian? lived here?
I've/ He's/ She's	had a costume been a comedian lived here	since for I/he was five. lunchtime. 6 o'clock. April. a long time. ten years. two days. a week.

We use *since* / *for* before a period of time.

We use *since* / *for* before a point in time.

3 Read the dialogue in Lesson 2 again. Find examples of *since* and *for*.

4   Write three questions about the dialogue in Lesson 2 with *How long ...?* Then work in pairs and ask and answer.

How long has Arlo had a clown costume for?

5  Listen and choose the correct answers.

- Who did Luma and her sister go to the city centre with?
a Fatima b their cousin
c their aunt
- Where did they see the performers?
a at a show b in the market
c on TV
- How long has her sister wanted her face painted?
a since the weekend
b for four years
c since she was eight
- How old was Fatima when she broke her arm?
a six b eight c ten
- Who is good at ice skating?
a Luma b Luma's sister
c Luma's cousin

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

- Fatima went to Souk Jara recently.
- Luma didn't go to a supermarket.
- Luma's sister is four.
- Luma painted her sister's face.
- Luma's really good at ice skating.

7   Say true and false sentences about you. Use *since* and *for*. Can your partner guess which sentences are false?

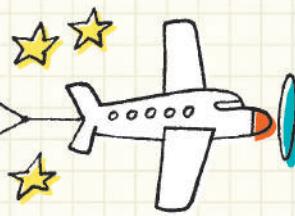
I haven't eaten rice since February.

I've lived in my house for five years.

I haven't been to a water park since I was seven.



My Aqaba diary



Saturday 29th October. 4 pm

We're here! Yes! We arrived in Aqaba this afternoon for our family holiday! Tomorrow we're getting up early and going to the marine village. Then we're going to an art gallery! Sightseeing is going to be tiring, so I'm going to bed early!

Sunday 30th October. Lunchtime

We're back at the hotel for lunch. The marine village was amazing! There were lots of beautiful boats and there was an adventure playground! The art gallery was interesting, but there were so many paintings, and I was a bit tired. We're spending the afternoon at the aquarium, and this evening, we're seeing a circus at the Aqaba Circus Carnival.

Monday 31st October. 8 pm

Oops! I didn't write my diary last night. I was too tired, and we've only been here for two days! The aquarium was fantastic yesterday! I loved the sharks! Today, we went to the Aqaba Archaeological Museum. Then I wanted to go to a planetarium, but there isn't one here! I've wanted to go a planetarium since I was little. Anyway, we're visiting Wadi Rum in a couple of days, so I can see the stars there! We aren't going out tonight because we're going to Aqaba Fort early in the morning. And then we're going to the water park in the afternoon!

Tuesday 1st November. Midnight

We're so tired! We loved Aqaba Fort. It was great, and the water park was amazing, too! It's the biggest water park in Jordan! After, we took a taxi back to the hotel. Suddenly, I heard my little sister snoring! I was so embarrassed. Then my little brother joined in! They were both sleeping all the way back! We're visiting Wadi Rum for the day tomorrow... and I think I'll be asleep on the bus!!



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

- 1 There are chapter headings/dates at the beginning of each part.
- 2 The writer uses the first person (I, my, we)/the third person (he, she, his, her).

- 2 Listen and read. Then answer the questions.

- 1 Why did the family go to Aqaba?
- 2 Which afternoon did they go to the aquarium?



- 3 **After you read** Activity Book, page 29.

- 4 Discuss in groups.

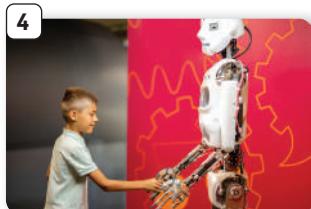
- 1 Which day do you think was the most exciting? Why?
- 2 Do you think Talal enjoyed his holiday? Why?
- 3 What would you like to do in Aqaba?

- 5 **Viewing and presenting**

Work in groups. Imagine an exciting day in a city and write about it. Share it with the class. Which group had the most exciting day?

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

soft play centre science museum
water park art gallery planetarium
circus aquarium bowling alley 1
ice rink theme park
adventure playground safari park



- 2 **Read the diary in Lesson 5, page 36 again. Find the entertainment places.**

- 3 **Read the diary again. Match the future times to the arrangements.**

- 1 Tomorrow a we're visiting Wadi Rum.
2 On Sunday evening b we're going to an art gallery.
3 Tonight c we're seeing a circus.
4 On Tuesday morning d we're going to Aqaba Fort.
5 On Wednesday e we aren't going out.

- 4  **Read the grammar table. Then read the rule and circle the correct option.**

Grammar

Present continuous for future arrangements

I'm going to the ice rink	tonight / tomorrow.
We're seeing friends	next week.
They aren't flying to Aqaba	on Saturday.
	this evening.

We use the Present continuous when we **have / haven't** decided or arranged to do something in the future.

- 5  **Listen to four children. What are their plans for a special day out? Where are they going?**



- 6   **In groups, plan a special day out.**

- 1 Where are you going? Agree on a place to visit.
- 2 When are you going? Choose a date to go.
- 3 What are you doing? Choose some activities to do.



PERFORMERS AROUND THE WORLD

Watching performers on stage can be very exciting. People in different countries enjoy watching many different kinds of performances.



Dabke is a traditional performance from Jordan. Long ago, people made roofs with mud. When the mud broke, families stood on the roof and used their feet to fix it, moving in rhythm. Over time, this became a special performance! Today, there are many kinds of Dabke, such as *Al-Ma'aniyya* and *Al-Shamaliyya*. *Al-Shamaliyya* is one of the most popular. In this Dabke, performers hold hands and move in a line or circle, and the leader, called the *lawweeh*, keeps the rhythm. If you go to any kind of celebration in Jordan, you'll probably see Dabke!

Cirque du Soleil is a big circus from Canada. Its name means 'circus of the sun'. Two men started the circus in 1984, and now it is one of the biggest travelling circuses in the world. It isn't like a traditional circus because it doesn't use animals – all the acts are performed by people! They put on shows with many kinds of performers, fantastic costumes and amazing make-up. Cirque du Soleil have had their own place to do shows since 1993, and they also travel all around the world. They perform in every continent except Antarctica!

WOW! Fact

Cirque du Soleil doesn't use make-up artists. The performers do their own make-up!



- 1 **Before you read** What kinds of performance have you seen? Where did you see them?



- 2 **7.13 Listen and read.**

- 3 **After you read** Activity Book, page 31.

- 4 **Work in pairs. Discuss the questions.**

- 1 What other kinds of performances are popular in Jordan? Which is your favourite?
- 2 Have you ever been part of a performance? What did you do?
- 3 What skills do you think are important for a performer to have? Why?
- 4 Do you prefer traditional performances or modern ones? Why?

Project

Make a poster for a performance.

- 1 In groups, find out about different kinds of performance around the world.
- 2 Choose one you like most and plan your own version.
- 3 Decide who will:
 - describe the performance.
 - print out photos or draw pictures.
 - choose the dates and times for the performance.
- 4 Design your poster.
- 5 Present your poster.
- 6 Vote for the performance you'd like to go to.





Adult: 15 JD
Child: 10 JD
Programme: 3 JD

- 1** Hello, can I help you?
- 2** Can I have four tickets, please?
- 3** Adults or children?
- 4** My dad, my two sisters and me ... so one adult and three children, please.
- 5** OK. That's forty-five dinars. Would you like to buy a programme?
- 6** I don't know. How much is it?
- 7** It's three dinars. There's lots of information in it about the circus, and about the performers, too.
- 8** OK, then. Yes, please. I'd like to know who's going to perform.
- 9** Great. So that's forty-eight dinars in total.
- 10** Here you are.
- 11** Thanks. Here are your tickets. Enjoy the performance!
- 12** Thank you!

Pronunciation

- 4** ^{7.16} Listen and read. How do you ask questions beginning with **Wh-**? Then listen again and repeat.

What time are we going to the circus?



When are we going to Petra?



Why didn't he like the performance?



- 1** ^{7.15} Listen and read. Answer the questions.

- 1 Who is the boy with?
2 What are they going to watch?



- 2** Read the dialogue again. Complete the sentences.

- 1 The boy buys four _____.
2 He also buys a _____ to find out who's performing.
3 He needs to pay forty-eight _____ in total.



Buying tickets:

Customer:

Can I have ... tickets, please?
... adults and ... children, please.
How much is it?
Here you are.

Ticket seller:

Would you like to buy a programme?
That's ... dinars in total.
Here are your tickets.
Enjoy the performance!

- 3** Make a price list for a performance. Then act out new dialogues with your partner. Use the **Say it!** box to help you.

Can I have (...) tickets, please?



- 4** ^{7.16} Listen and read. How do you ask questions beginning with **Wh-**? Then listen again and repeat.

What time are we going to the circus?



When are we going to Petra?



Why didn't he like the performance?



Literacy: adverts

Reading

- 1 **Before you read** Look quickly at the advert. Answer the questions.

- 1 What is the adventure playground called?
- 2 How do you buy tickets?

- 2  Listen and read.

Do you like being high up in the air? Do you enjoy a challenge? If the answer to these questions is yes, then visit Treetops Adventure Playground!

- Ride on our exciting zip wires high above the ground!
- Swing on the high swing and touch the trees!
- Have fun on our high ropes or low ropes; jump and swing from tree to tree, and have fun walking along the rope bridges!
- Climb on the 20-metre climbing wall and challenge yourself to climb to the top!
- Jump on our amazing trampolines ... How high can you jump?

You will wear a helmet and a special harness for all of the high activities, so you will be safe and you can't fall. Our Treetops guides will help you put on your harness and tell you what to do.

Children aged 6 or under can play in the Tiny-Tots Playground. There are lots of swings, slides and climbing frames.

→ New! The Treetops Maze

Go along the paths and through the tunnels. Can you find the exit?

If you get hungry or thirsty, stop for lunch or something to drink in our Treetops Café, or visit our picnic area. We also have an ice cream shop, where we have made our own ice cream since 2004. It's the best ice cream in the world!

For more information and to buy tickets, visit our website or phone us.

tip **Reading**

Look at different parts of the advert to find the information that you are looking for.



Treetops

ADVENTURE PLAYGROUND

**SPECIAL OFFER:
2 TICKETS
FOR THE
PRICE
OF 1!**

**Hours
of fun for
all the family!**

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

- 1 There are two zip wires. _____
- 2 The climbing wall is 20 metres high. _____
- 3 If you're ten, you can play in the Tiny-Tots Playground. _____
- 4 There are tunnels in the maze. _____
- 5 They sell ice cream in the café. _____
- 6 You can phone them to find out more information. _____

Words in context

zip wire trampoline climbing wall
harness maze tunnel

» Activity Book, page 33

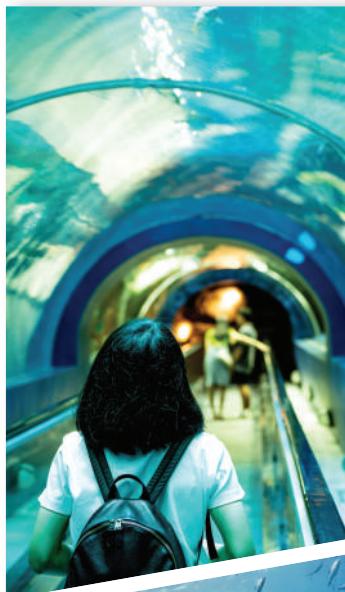
- 4   Work in pairs. Imagine you've been to the adventure playground. Ask and answer. Add extra information.

Did you go on the trampoline?

Yes, I did. I jumped higher than everyone!

1 Read and complete the advert.

relax visit walk take watch learn



For a *fantastic* day out, come to City Beach Aquarium!

- (1) _____ through the glass tunnel; see fish, sharks and rays swimming above your head!
- (2) _____ divers swimming under the water, feeding the animals.
- (3) _____ about the most dangerous animals in the sea in our special exhibition.
- (4) _____ our workshops and learn all about amazing sea creatures and how to protect our oceans.
- (5) _____ a photo of yourself in front of the biggest tiger shark in the world!
- (6) _____ in the Ocean Café and enjoy a meal, a snack or a drink. Shark feeding at 10 am, 1 pm and 4 pm.

Special offer:
Half-price tickets in September!

City Beach Aquarium!

*See the sea in the city!
You can buy tickets at our ticket office or on our website.*

2 Read. Then answer the questions about the adverts on pages 40 and 41.

How to write... an advert

You should:

- Give people the important information.
- Think about the design of the advert. Use big and small letters and different colours.

You can:

- Use bullet points (•).
- Use a logo (e.g. **Treetops**).
- Use a slogan (e.g. *Hours of fun for all the family!*).
- Include special offers.

3 Write an advert for an attraction. Plan, write, check and rewrite. Use the *How to write...* box to help you.

- 1 How many bullet points does each advert use?
- 2 Which logo do you like best?
- 3 What slogans do the adverts use? Which one do you like best?
- 4 What are the special offers?
- 5 What important information do the adverts give us?

tip Writing

Use verbs (e.g. *ride, climb, jump, visit, join*) and adjectives (e.g. *amazing, exciting, the most dangerous, the biggest*) to make your advert sound exciting!

8

Awesome animals

Animal body parts: antennae, beak, claws, fin, flippers, paws, pouch, scales, spines, tongue, webbed feet, whiskers

Verbs: bite, die, dig, dive, feed on, fight, fly away, hide, lay eggs, roar, run away, sting

WOW!

World of Wonder! Magazine

Welcome

Lots of you are interested in animals. There are so many kinds of animals in the world and they all look different. Take a look at the pictures. Do you know these animals and the parts of their bodies?

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

Book Club



Culture



WOW! Question



Alia 5 minutes ago

Why are animals so awesome?

In this unit I will ...

- learn some words for parts of animals' bodies and what animals do.
- use *might*, *could*, *may*, *must* and *can't* for deduction.
- use the first conditional.
- read a folk tale.
- find out about some national animals.
- make a world map of national animals.
- learn how to talk about likes and dislikes.
- read and write fact files.



- 1  Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! Question.

- 2  Look and match. Then listen, check and repeat.

beak tongue pouch whiskers antennae spines scales
fin paws claws 1 flippers webbed feet



- 3  Listen and read. Do the WOW! Quiz and write the animals.



WOW! Quiz Guess the animals!

1  **Arlo** 5 minutes ago _____
This is a small animal that has a pouch and grey fur. It has strong feet with claws for climbing trees. It eats leaves and sleeps a lot, sometimes for 18 hours a day!

2  **Lara** 3 hours ago _____
I've liked these animals since I was small. They don't have feet, they have flippers. I love their faces, which have huge eyes and long whiskers. They're good at swimming, and they can stay under the water for two hours.

3  **Alia** 7 minutes ago _____
These animals live in ponds, rivers and lakes. They have a beak and webbed feet, and their feathers keep them dry! Some are plain and brown, and some have beautiful green heads.

4  **Faisal** 1 hour ago _____
These animals are very small but really important because they help plants grow. They have six legs, a striped body, four wings, five eyes (yes, five!) and two antennae, which they use to smell.

- 4  Work in pairs. Think about the animals on pages 42 and 43 and any other animals you know. Answer the questions.

- 1 Which animals have scales?
- 2 Which animals have claws?
- 3 Which animals have a pouch?
- 4 Which animals have whiskers?
- 5 Which animals have fins?

- 5  Play a guessing game about animals. Can your partner guess the answer?

It's got scales and a long tongue.

Is it a lizard?

Yes, it is!
Your turn.



Alia: I love this place. There are lots of different animals here. There might be some foxes, squirrels, deer ...

Lara: I haven't seen any animals yet.

Alia: You have to look carefully and listen. Look! There's something over there!

Lara: What does it look like? Does it have fur?

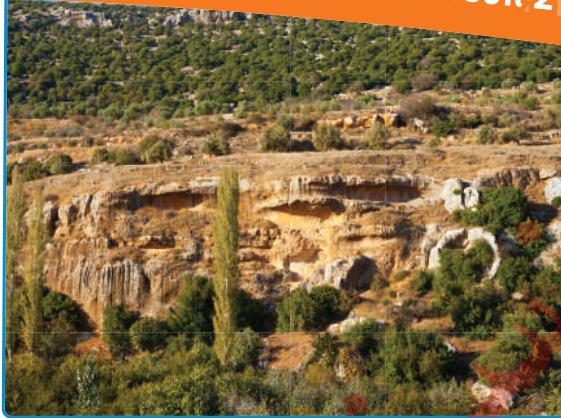
Alia: It might have fur. I can't see it very well.

Lara: Watch out! It might be a tiger with long claws!

Alia: It can't be a tiger, Lara. Tigers don't live in this country.

Lara: It could be a bird. Listen, I can hear birds.

Alia: You may be right. Wait, no. It can't be a bird. It doesn't have wings. Wait! It's moving. It's brown and white, and it's quite big.



Lara: Is it a snake with a long tongue?

Alia: No, Lara! It can't be a snake. It doesn't have scales. Oh! It has spines!

Lara: Spines? Then it must be a porcupine!

Alia: Wow! It is a porcupine! It's so cute! It has small, strong paws, and it has whiskers, too.

Lara: Can I pick it up?

Alia: No! The porcupine may be scared. It isn't moving now. And you shouldn't touch wild animals.

Lara: Oh, yes, of course.



1 Listen and read. Describe the animal they find.

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

- 1 Which animals do they talk about?
- 2 Why hasn't Lara seen any animals yet?
- 3 Why aren't there any tigers?

- 4 How does Lara know it's a porcupine?
- 5 What does Lara want to do?
- 6 How does Alia think the porcupine feels?

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

It's so cute! Watch out! Wow!

1 **Where's the spider?**

(...) It's behind you!

2 **Camels can go for weeks with no water.**

(...) That's amazing!

3 **Look at the baby koala!**

(...)

4 **Viewing and presenting** Have you ever found an interesting animal in an unusual place? Where? What did it look like? Share it with the class.

1 Look back at the dialogue in Lesson 2, page 44. Then match.

- | | |
|--------------------------------|--------------------------------------|
| 1 It can't be a tiger. | a It doesn't have scales. |
| 2 It could be a bird. | b It has spines. |
| 3 It can't be a snake. | c It isn't moving now. |
| 4 It must be a porcupine. | d Listen, I can hear birds. |
| 5 The porcupine may be scared. | e Tigers don't live in this country. |

2  Read the grammar table. Then read the rules and circle the correct options.

Grammar

may, might, could, can't, must

Present simple

It	may	be	a bird. a porcupine. right. scared.
He/She	might		
You	could	have	fur. scales.

We use **must / may** when we are sure something is true.

We use **could / can't** when we are sure something is not true.

We use **could, may or might** when we are **sure / not sure** something is true.

3 Read the dialogue in Lesson 2 again. Find examples of **may, might, could, can't** and **must**.

4  Work in pairs. What did Alia and Lara say about the animal? Write three questions. Then ask and answer.

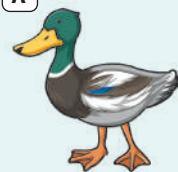
Who said 'It **might** be a tiger'?

Lara.

5  Listen and circle.

1 Which bird does the boy see?

A



B



C



2 Which wild cat did the girl see?

A



B



C



3 Which toy do they choose?

A



B



C



6  Listen again and answer.

1 Where is the bird?

2 Does the bird have webbed feet?

3 What size are the wild cat's paws?

4 Who is the toy for?

5 Why can't the toy have paws?



7  Work in pairs. Look at the close-up pictures of animals. Say which animal you think each one is. Use **might, could, may, must** or **can't**.



I think number 1 **might** be a snake. It **can't** be a bird!

THE BEST ANIMALS ON EARTH

Long ago, all the animals on Earth were fighting. They all wanted to be the best group of animals on Earth. 'We are the most important animals,' roared the lions. 'We have fur and we can run.'

'What about the platypus?' someone asked. 'She has fur and she's a good runner.'

'True!' said the lion. He found the platypus, who was hiding, and said, 'Please join our group. If you come with us, you'll be with the best animals.'

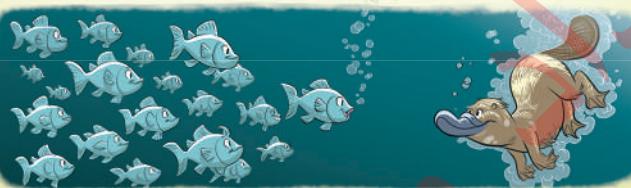


'I'm not sure,' said the platypus. 'I can't bite like you – I don't have teeth. But if you come and see me tomorrow, I'll tell you.'

Then the fish said, 'We are the most interesting animals. We can swim and dive.'

'The platypus is a swimmer too,' someone said.

'Oh yes,' said the fish. Then he said to the platypus, 'If you join us, you'll be in the best group.'



'I'm a swimmer and a diver,' said the platypus, 'but I can't breathe underwater like you. Ask me tomorrow.'

'We are the most amazing animals,' sang the birds. 'We have beaks and we lay eggs.'

Someone said, 'The platypus has a beak and she can lay eggs.'

'You're right,' said the bird. Then he said to the platypus, 'Join our group. You'll be with the best animals on Earth.'

'I don't know,' said the platypus. 'I can't fly like you, but if you wait, I'll decide tomorrow.'

The next day, the platypus said to the animals, 'I'm sorry, but I don't want to join any group. If I join the lions, the birds won't be happy. If I don't join the fish, they'll be angry. You are all special in different ways, and I am special in my own way, too.'

Then she closed her eyes and went to sleep.

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

- 1 Folk tales are **new/old** stories.
- 2 Folk tales **tell true stories/teach important lessons**.

- 2  Listen and read. Then answer.

- 1 Which animals are in the folk tale?
- 2 Which group does the platypus join?



- 3 **After you read** Activity Book, page 39.

- 4    **Discuss in groups.**

- 1 Which do you think is the best group of animals?
- 2 What can we learn from the folk tale?

- 5 **Viewing and presenting**   

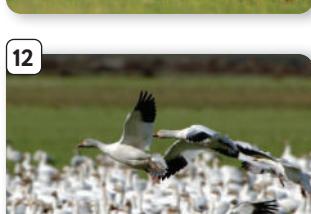
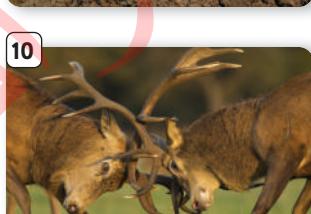
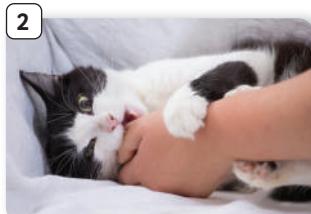
Work in groups. What do you think a group of frogs might say to the platypus? Write another paragraph using the information below. Share it with the class.

Remember! Frogs and platypuses can live on land and water.

Frogs can jump. Platypuses can't jump.

- 1 8.10 Look and match. Then listen, check and repeat.

bite sting roar fight dive dig
hide lay eggs feed on 1 fly away
run away die



- 2 Read the folk tale in Lesson 5, page 46 again. How many of the verbs in Activity 1 can you find?

- 3 Read the folk tale again. Match the sentence halves.

- 1 If you come and see me tomorrow, a the birds won't be happy.
2 If you join us, b they'll be angry.
3 If you wait, c you'll be in the best group.
4 If I join the lions, d I'll decide tomorrow.
5 If I don't join the fish, e I'll tell you.

- 4 Read the grammar table. Then read the rules and circle the correct options.

Grammar

First conditional: *If ... , ... will ...*

If you touch a snake,	it will bite you.
If animals don't eat,	they will be hungry.
If you give it water,	it won't get thirsty.

We use the first conditional to talk about something that might happen in the **present / future**.

The *if* part of the sentence is in the **present / future with will**. The second part uses the **present / future with will**.

- 5 8.11 Listen. How can you get more animals to come to your garden?



- 6 **What can you do in your garden at home or at school? Complete the sentences.**

If we plant more flowers, ...
If we put bird food outdoors, ...
If there is water, ...

If we plant more flowers, more bees will come.



NATIONAL ANIMALS

The Arabian oryx is the national animal of Jordan. It has long, sharp horns for fighting and white and brown fur. Oryx eat plants, but because they live in the desert, they must walk long distances for food. If they find water, they'll drink it, but they usually get all they need from their food. They're also good at running away. They can reach speeds of up to 40 mph!



WOW! Fact

Andean condors have very big wings, and they can fly a long way without moving them!



1 **Before you read** Does your country have any national animals?

2 **8.13 Listen and read.**

3 **After you read** Activity Book, page 41.



4 **Work in pairs. Discuss the animals in the photos.**

- 1 Which animal do you think is the most amazing?
- 2 Which animal do you think is the best national animal? Why?
- 3 Imagine you are choosing a new national animal for your country. Which animal would you choose and why?

All countries have flags, but did you know that many countries have national animals, too? Find out about three amazing national animals.

If you ever look at the flag of Ecuador, you'll see this country's national bird. It's called the Andean condor, and it's one of Ecuador's national animals. These very big birds live in mountains and deserts in some South American countries. They are very important because they eat dead animals. Condors don't build nests. They lay eggs in caves or on rocks.



The national animal of Indonesia is the Komodo dragon. This enormous lizard has some amazing features that help it catch animals to eat. It uses its tongue to taste the air and that helps it find animals. It also has poison in its mouth. If it bites another animal, that animal will die. It has very strong legs, too, so it's good at running. It's very difficult to run away from a Komodo dragon!



Project

Make a world map of national animals.

- 1 In groups, choose a continent (North America, South America, Europe, Africa, Asia or Australia) and find out about the national animals of different countries.
- 2 Decide who will write notes about each animal and who will print out or draw pictures.
- 3 Sort the pictures and notes into countries.
- 4 Draw a map of the continent and stick the pieces of paper on the correct country.
- 5 Present your maps to the class.
- 6 Vote for the most interesting national animals.





- Do you like spiders, Ghada?
- No, I don't. I don't like them at all! What about you, Malak?
- I quite like them. I don't like picking them up, but I like watching them.
- Do you like ants?
- I don't mind them. And you?
- I find them really interesting. They're so good at carrying things and making tunnels! What animals do you like?
- I really love sea animals.
- Me too! What kinds of sea animals do you like?
- All kinds! But my favourite are sharks.
- Oh, I'm not keen on sharks. They make me nervous!
- Really? Sharks usually don't attack people, but of course, you should always be careful in the water!

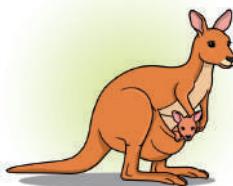
Pronunciation

- 4 8.16 Listen and read. How do you ask yes/no questions? Then listen again and repeat.

Do you find spiders interesting?



Does a kangaroo have scales?



Is the koala cute?



English in action

8

Saying what you like and don't like

- 1 8.15 Listen and read. Answer the questions.



1 Which animals do Ghada and Malak talk about?

2 Which animal makes Ghada nervous?

- 2 Read the dialogue again. Find six sentences that use language from the **Say it!** box.



Saying what you like and don't like:

- 😊😊 I really love ...
I find ... really interesting.
😊 I quite like ...
😊 I don't mind ...
😊 I'm not keen on ...
😊😊 I don't like ... at all.
I can't stand ...

- 3 8.16 Talk about animals with your partner. Use the **Say it!** box to help you.

Do you like ... ?

No, I don't!

Are you keen on ... ?

Yes, I am!



Literacy: fact files

Reading

- 1 **Before you read** Look quickly at the fact files and answer the questions. Write *frog*, *turtle*, *stick insect* or *ibex*.

- 1 Which animal lives in South America? _____
- 2 Which is the heaviest animal? _____
- 3 Which is the smallest animal? _____

tip **Reading**

Use the headings in fact files to help you find information quickly.

- 2  **Listen and read.**

Name: Golden mantella frog
Type: amphibian
Home: forests in Madagascar
Food: insects
Size: 2–3 cm long
Body: yellow, orange or red
Family: lays eggs
Interesting fact: Its bright colours show that it's poisonous.



Name: Mata manta turtle
Type: reptile
Home: lakes and rivers in South America
Food: fish and other small animals
Size: up to 45 cm long
Body: very long neck and very long nose
Family: lays eggs
Interesting fact: It hides in water and uses its long nose to breathe.



Name: Giant prickly stick insect
Type: insect
Home: forests in Australia
Food: leaves
Size: up to 20 cm long
Body: brown or green long antennae
Family: lays eggs
Interesting fact: It looks like a leaf, so it can hide well.



Name: Nubian ibex
Type: mammal
Home: mountains and deserts in the Middle East and North Africa
Food: leaves and fruit
Size: up to 125 cm long
Body: brown fur, long horns, strong legs that are good for running and climbing
Family: has babies
Interesting facts: It can run up and down very high mountains. It can jump up to 2 m.



Words in context

poisonous amphibian horn
insect reptile mammal

» **Activity Book, page 43**

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

- 1 Have you learned anything new from the text?
- 2 Which do you think is the most interesting animal? Why?
- 3 What is the most interesting animal that you know about?

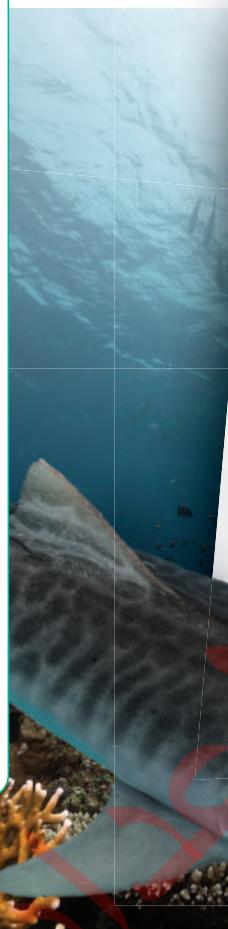
- 4   Look at the fact files and try to remember the information. Then talk to your partner. Play a memory game.

Which animal is poisonous?

The golden mantella frog.

1  Find the information in the text to complete the fact file.

Tiger sharks get their name from the dark stripes on their bodies, which look like a tiger's. The tiger shark lives in warm water in oceans all around the world, including the Red Sea. An adult can grow up to 5.5 metres long and weigh up to 900 kilogrammes. A tiger shark eats anything, but it mostly eats fish, crabs and sea turtles. It sometimes eats seals and even other sharks, too. It has an amazing body part that helps it find other animals in the dark. It's a fish, but it doesn't lay eggs; it has babies, called 'pups'.



Name: (1) _____

Type: fish

Home: (2) _____

Food: (3) _____

Size: up to 5.5 m long
weighs up to 900 kg

Body: dark stripes on its body,
like a tiger

Family: (4) _____

Interesting fact: It can find food
in the dark using a
special body part.



2 Read. Then answer the questions about the fact files on pages 50 and 51.

How to write... fact files

- Use headings with colons (:).
- Find information in books or online. You don't need to write in sentences.
- Add some interesting facts about the animal.
- Use abbreviations when you talk about size and weight (e.g. m, cm, kg).

3  Choose an animal and find out about it. Draw or print a picture and write a fact file. Plan, write, check and rewrite. Use the *How to write...* box to help you.

- 1 How many headings do the fact files have?
- 2 What abbreviations do they use?
- 3 Which do you think is the most interesting fact?

tip Writing

Remember to use *it's* and *its* correctly:
it's means *it is* or *it has*
its is for possession
It's better at climbing than jumping! (*It is*)
It uses its very long nose to breathe. (*possession*)



Language booster 4

- 1 How many travel items can you name?
- 2 Listen and read. Where are they going?



Suha: Right, I'm going to take a small rucksack with a **travel pillow**, a **charger**, ...
Lama: OK. I'll take a small rucksack, too.
Suha: And in my big **suitcase**, I'm going to take a **raincoat**, some **medicines**. I'm not going to bring my guidebook. There's one on my phone.
Lama: Great! Are you going to take the umbrella, too?

Suha: I think I will. We are going to visit London, and it rains a lot!
Lama: Right. Er ... What goes in my **washbag**?
Suha: Your **toothbrush**. I'll bring the toothpaste. And don't forget the most important thing.
Lama: Snacks?
Suha: Your **passport**!
Lama: Oh, yes! I left it in my room! I'll **go** and get it.
Suha: Lama!

- 3 Read the grammar table. Then read the rules and circle the correct options.

Grammar

going to and *will*

I'm	going to	visit London.
We	aren't going to	take a raincoat.
I	'll	bring snacks.
She	won't	get it now.

We use ***going to*** / ***will*** to talk about plans that we've already decided to do.

We use ***going to*** / ***will*** when we decide at the time of speaking.

- 4 Find examples of *going to* and *will* in Activity 2.

- 5 Look and write. Use the words in bold from Activity 2.



- 6 Imagine you're going to travel on a plane. Choose six items to take in your rucksack. Talk to your partner.

- 1 Look back at the dialogue in Lesson 1, page 52. Complete the sentences.

- 1 I _____ take a small rucksack.
- 2 I _____ take a small rucksack, too.
- 3 I _____ bring the guidebook.
- 4 I _____ bring the toothpaste.
- 5 I _____ go and get it.

- 2  LC4.3 Where did Grandma get the items? Listen and match. There are two places you do not need.

- 1 suitcase 2 wooden animal



- 3 necklace



- 4 guidebook



- 3  LC4.4 Listen again and answer.

- 1 What's the suitcase made of?
- 2 Which item is from Mexico?
- 3 Who bought the necklace?
- 4 What will the girl do with the necklace?
- 5 What's Grandma going to buy?



- 4 Complete with the verbs in brackets and *going to* or *will*.

- 1 A: Why did you buy a woolly hat?
B: I _____ (visit) my cousins in the mountains.
- 2 A: Oh, no! It's raining. We can't go camping.
B: Then we _____ (play) board games!
- 3 A: Do you have plans with Sana?
B: No, we _____ (not/go) anywhere today.
- 4 A: You have to meet me at five o'clock.
B: OK. I _____ (not/be) late.
- 5 A: Why is Ali looking in the camping shop window?
B: He _____ (buy) a new rucksack.
- 6 A: The kitchen floor is a mess!
B: Don't worry. I _____ (sweep) the floor

- 5  Complete the sentences. Then compare with your partner.

- 1 If you call me this evening, I ...
- 2 On Saturday afternoon, I ...
- 3 Next summer, my family ...
- 4 This weekend, I ...

Show what you know

Can you use travel and holiday words?

Can you use *going to* for plans?

Can you use *will* for decisions at the time of speaking?



Think like a scientist!

How can we make our carbon footprint smaller?

Think

- 1 What do you know about greenhouse gases? How do you think we can make less of them?

Learn

- 2 LC4.6 Listen and read. What do we call the chart in the text? Why do you think we call it that?



Your carbon footprint shows all of the **greenhouse gases** – gases that make Earth warmer – that you put into the atmosphere each year. It's called a 'footprint' because it shows the mark you leave on the planet!

A carbon footprint is like a big maths sum. You add up all the **carbon dioxide** (and other gases) from the things you do. Some actions add a lot to your footprint. For example, flying makes a large footprint because planes use a lot of **fuel**. But everyday things, like using plastic pens and eating food, add to it, too. Why? Because making these items produces greenhouse gases.

One way to understand how we can make our carbon footprint smaller is by using a T-chart. A T-chart is a simple tool that compares and contrasts two things with information about the same topics. On one side we can put the things that make our footprint bigger (e.g. flying), while on the other, we can put those that make it smaller (e.g. cycling). By doing things on the 'smaller footprint' side more often, we can make our carbon footprint smaller. And small changes make a big difference!



greenhouse gases



My carbon footprint

bigger footprint

- a flying in planes
- b using a lot of electricity
- c eating meat
- d using plastic bags

smaller footprint

- using buses or trains
- turning off lights
- eating more vegetables
- using reusable bags.

Check

- 3 Look at the T-chart in Activity 2 and the information in it. Match the topics (1–4) to the information (a–d).

1 Energy

2 Food

3 Transport

4 Recycling

4

- What else could you compare with a T-chart? What topics could you compare about those two things? Talk to your partner.

We could compare the city and the countryside!

Yes! We could look at animals, buildings, transport, jobs ...

Let's practise!

1 Read and complete the T-chart.

clean forests fuels warmer live homes

We can also use a T-chart to compare causes and effects. The **cause** is why something happens; the **effect** is what happens because of it, e.g. **Cause:** *If you eat too many sweets, → Effect: you might get a toothache.*



climate change

cause	effect
• Burning fossil ¹ for energy.	• Earth gets ² .
• cutting down ³ .	• Fewer trees to ⁴ the air.
• Animals' ⁵ are destroyed.	• Animals have no place to ⁶ .

2 Look at the T-chart. Choose three topics that it compares and contrasts.

animals energy use food forests people buildings

Show what you know

Make a T-chart.

- 1 Brainstorm two things to compare, e.g. clothes/ accessories, deserts/forests, etc.
- 2 Choose topics to compare, e.g. for deserts and forests you could compare animals, plants, weather, water, etc.
- 3 Draw your T-chart. Write the two things that you are going to compare at the top of each column and decide on the order of the topics.
- 4 Write at least four points in each column. Make sure your ideas match the column titles and the topics.
- 5 Share your T-chart with the class and explain what you wrote.

•	•
•	•
•	•
•	•

Father's Day

1 Listen and read.

Father's Day is a special **celebration** around the world. In Jordan, it's on 21st June, which is also the first day of summer. Many other Arab countries celebrate it on the same day, too, such as Egypt, Syria, Lebanon and the United Arab Emirates. It's not as popular as Mother's Day, but it's still important. In fact, Father's Day in the Arab world started because of Mother's Day! In 1956, a **reporter** had the idea to celebrate mothers. Later on, people thought that dads should have a celebration, too!

In our family, we usually show our dad how much we love and **respect** him. My brother and I usually give Dad **cards** and small gifts. This year, we bought him an **electric shaver** and a box of delicious **dates**. Because Dad does so much for us, he usually has the day off on Father's Day! Then, in the afternoon, we visit my **grandfather**. I believe that as parents get older, it becomes more and more important to respect, help and spend time with them as much as possible.



I'm Malak, and one of my favourite days of the year is Father's Day.



2 Answer the questions.

- 1 When is Father's Day celebrated in Jordan?
- 2 Which other Arab countries celebrate it on the same day?
- 3 Who suggested the idea of having Mother's Day in the Arab world?
- 4 How is your Father's Day celebration similar to Malak's? How is it different?

3 Work in pairs. Discuss the questions.

- 1 Why is it important to show respect to parents as they get older?
- 2 Is it better to give gifts or spend time together? Why?

4

Viewing and presenting



Make a Father's Day card.

- 1 In groups, think of a front cover for your card. You can draw or print pictures.
- 2 Write a message in your card about what makes a father special.
- 3 Present your cards to the class. Explain why you chose the picture and the message.
- 4 Say one thing you admire about fathers in general.



World Oceans Day

1 Listen and read.



Listen and read.



Hi, there! I'm Amer, and I'm going to tell you about World Oceans Day!

World Oceans Day is a day to learn about how oceans help us, why they are in danger and what we can do to help. World Oceans Day began in 1992 and happens every year on 8th June.

Scientists think that 50 to 80% of all plants and animals live in the ocean. Oceans also hold 97% of Earth's water. Because of the **water cycle** (how water goes from the sea and comes back as rain), oceans give us rain and water to drink. They also make oxygen – half of the air we **breathe** comes from ocean plants. We need our oceans to live.

Sadly, our oceans have a lot of plastic **waste**. There are five very big areas of plastic **floating** in the sea. One of them, the Great Pacific Garbage Patch, is 180 times bigger than Jordan! This is very bad for sea animals and for us. Fish eat small bits of plastic and then we eat the fish.

We can all help the oceans. At school, we made posters and wore blue. You can **help** by using less plastic, doing **beach clean-ups** and caring for sea animals.



2 Answer the questions.

- 1 When is World Oceans Day?
- 2 What is the day about?
- 3 Why do we need oceans?

3 Work in pairs. Discuss the questions.

- 1 Why do you think World Oceans Day started?
- 2 Do you think we will ever stop using plastic? Why?
- 3 What could you do to help the ocean?

4

Viewing and presenting



Make sea animal art.

- 1 In groups, research a sea animal (e.g. a turtle) and how plastic affects it.
- 2 Draw your animal on paper. Find clean plastic items (e.g. bottle caps, straws, etc) and stick them onto the paper to fill in your drawing.
- 3 Practise talking about your art in groups and about how plastic affects the animal.
- 4 Present your art to the class.



Grammar reference

Unit 5

Grammar

too and not ... enough

The sweater	is	too plain.
It	isn't	smart enough.
These trousers	are	too baggy.
They	aren't	formal enough.

Grammar

Present passive

It's They're	called	silk.
	made of	leather.
	used to	make jackets.
	used for	making jackets.
	worn by	princes.

Unit 6

Grammar

Indefinite pronouns

Affirmative

I'm going **somewhere** hot on holiday.
Someone was lost.
Something is in my rucksack.
It's sunny **everywhere**.
Everyone was lost.
Everything is in my rucksack.

Negative

Nowhere is as nice as home.
No one was lost.
Nothing is in my rucksack.

Questions and negatives

Are you going **anywhere** nice?
We aren't going **anywhere** this year.
Can you see **anyone**?
I can't see **anyone**.
Can you see **anything**?

Grammar

should/shouldn't, must/mustn't, need to/don't need to

I You He/ She We They	should	take some medicine.
	shouldn't	eat too much sugar.
	must	do homework.
	mustn't	be late to school.
	need/needs to	get some help.
	don't/doesn't need to	wait for anyone.

Unit 7

Grammar

Present perfect with *since* and *for*

How long	have you has he/she	had that costume? been a comedian? lived here?
I've/ He's/ She's	had a costume been a comedian lived here	since I/he was five. lunchtime. 6 o'clock. April. for a long time. ten years. two days. a week.

Grammar

Present continuous for future arrangements

I'm We're They aren't	going to the ice rink seeing friends flying to Aqaba	tonight / tomorrow. next week. on Saturday. this evening.
--------------------------------	--	--

Unit 8

Grammar

may, *might*, *could*, *can't*, *must*

Present simple

It He/She You	may might could can't must	be have	a bird. a porcupine. right. scared. fur. scales.
---------------------	--	----------------	---

Grammar

First conditional: *If* ..., ... *will* ...

If you touch a snake,	it will bite you.
If animals don't eat,	they will be hungry.
If you give it water,	it won't get thirsty.

LC4

Grammar

going to and *will*

I'm	going to	visit London.
We	aren't going to	take a raincoat.
I	'll	bring snacks.
She	won't	get it now.

How to write... reference

Unit 5 an information text

Include:

- a title
- a short introduction
- pictures

You can also include:

- captions to give more information
- labels on pictures

Unit 6 a quiz

- Think of interesting questions.
- Write three options for each question.
- Make sure all the options make sense.
- Make sure it's hard to guess the answers!

Unit 7 an advert

You should:

- Give people the important information.
- Think about the design of the advert. Use big and small letters and different colours.

You can:

- Use bullet points (•).
- Use a logo (e.g. **Treetops**).
- Use a slogan (e.g. *Hours of fun for all the family!*).
- Include special offers.

Unit 8 fact files

- Use headings with colons (:).
- Find information in books or online. You don't need to write in sentences.
- Add some interesting facts about the animal.
- Use abbreviations when you talk about size and weight (e.g. *m, cm, kg*).

English in action reference

Unit 5



Shopping for clothes:

Shop assistant:

Can I help you?

What size do you need?

The changing room is over there.

Customer:

I'm looking for ...

Do you have this one in *green*/
a small/large?

Can I try *it/this* on?

Do you sell ...?

Unit 7



Buying tickets:

Customer:

Can I have ... tickets, please?

... adults and ... children, please.

How much is it?

Here you are.

Ticket seller:

Would you like to buy a
programme?

That's ... dinars in total.

Here are your tickets.

Enjoy the performance!

Unit 6



Asking about injuries and illnesses:

Are you feeling better now?

Do you (still) have ...?

How's your ...?

Have you seen the doctor?

Have you *hurt/cut/burned* your ...?

LC3



Telling the time:



It's four o'clock.



It's quarter past four.



It's half past four.



It's quarter to five.

Unit 8



Saying what you like and don't like:

😊😊 I really love ...
I find ... really interesting.

😊 I quite like ...

😐 I don't mind ...

🙁 I'm not keen on ...

🙁🙁 I don't like ... at all.
I can't stand ...

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