المركز الوطني لتطوير المنامج National Center for Curriculum Development







**Activity Book** 

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**Activity Book** 

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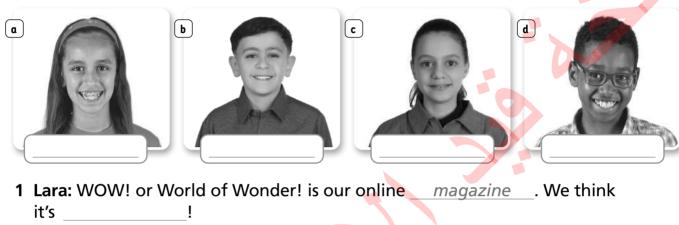




# Welcome The WOW! Team

Write the names of the WOW! Team. Then read and complete.

four fun ideas magazine people read team write



•	it's!	vvorider: is our offline magazine	vve triink
2	<b>Faisal:</b> There are working together!	of us on the WOW!	We enjoy
3	Arlo: We	about lots of different topics that a	are interesting for
4	Alia: Do you have any abou	for our magazine? Tell	us what you want

- Match the two parts of the dialogues.
  - 1 Do you like playing team sports after school?
  - 2 Do you usually do your homework on a computer?
  - 3 Do you want to go to the stadium with me today?
  - 4 How many people in your family do a sport in their free time?
  - 5 Let's play board games this afternoon.
  - 6 I really enjoy eating food from other countries.

- **a** OK. Which one should we play?
- **b** Sure! I love watching sports.
- c I do, too! My favourite is Japanese.
- **d** Yes, I do. I'm on the basketball team.
- e Always. I use my parents' laptop.
- f Three. My dad, my sister and me!
- Which three topics from Activity 2 are the most interesting? Why? Write.

  1
  2



- Read and circle the correct words.
  - 1 Arlo has got curly / straight hair. It's black.
  - 2 Lara's hair is short / long and dark.
  - 3 Faisal has got fair / dark hair. It's very short.
  - 4 Alia's hair is fair / black.
  - 5 Arlo says that he's good / bad at sports.
  - 6 Lara and Alia have got green / brown eyes.
  - 7 Faisal isn't tall. He's short / medium-height.
  - 8 Alia says that she's confident / shy.
- Read the descriptions and write the adjectives.



- 1 We love meeting new people. We're friendly
- 2 I'm always happy. I'm . .
- 3 He's always studying. He's
- 4 She doesn't study much. She's
- **5** He cleans his room often. He's \_\_\_\_\_
- 6 She helps others and follows rules. She's





- 3 Read and complete the adjectives.
  - 1 I always say 'thank you'. I'm polite
  - 2 Talal doesn't speak much. He's q\_\_\_\_\_
  - **3** I feel nervous around new people. I'm s\_
  - 4 You always help people. You're very k\_
  - **5** He believes he can do things well. He's c\_
  - **6** My room is a mess sometimes. I'm quite u\_
- Complete the sentences about you and your partner. Then compare your answers.

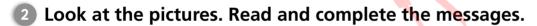
About me	About my partner
I've got	My friend's got
l'm	My friend is
and	and
I'm also	He's / She's also
l'm not	My friend isn't



## Free-time fun

#### Vocabulary

- Read and circle the correct words.
  - 1 We sometimes play /(go)/ do skiing in the mountains.
  - 2 My brother and I often play / go / do table tennis at home.
  - **3** Farid and his dad often **play** / **go** / **do** archery together.
  - 4 My friends and I don't play / go / do badminton very often.
  - 5 I don't play / go / do athletics in the summer. It's too hot!
  - 6 Many people play / go / do ice skating at the ice rink.





Read the I'm learning box. Complete the table with sports from Pupil's Book page 9. Then add more sports you know.

## I'm learning

Making lists
Making lists can help you learn
and remember new words. For
example, you can make lists of

sports with play, go and do.

play	go	do
volleyball	cycling	archery

- **4** Write five sentences about your favourite sports.
- 4 four







0	Read and complete the sentence Pupil's Book page 10. Then listen as		
	1 What <u>are you</u> doing	, Faisal?	VE
	2 really do a	all those sports?	(Q: 20)
	<b>3</b> Well, I go	every day.	Coc
	<b>4</b> do you go	snowboarding?	
	<b>5</b> I go snow	boarding.	
	6 I'm learning to ski, but I	very often.	
2	Read the dialogue again and answe	er the questions. Write co	mplete sentence
	<b>1</b> What team sports does Arlo play?	He plays basketball and voll	eyball.
	2 How often does Arlo go scooting? _		
	<b>3</b> When does Faisal play football?		
	<b>4</b> Who does Faisal do archery with? _		
4	Order the words to make questions  1 you What doing now are  2 sports do What do you  3 often you play do football  4 you Do often scooting go  15 Read and complete the dialogue  I don't believe it!  Really?	How  es. Then listen and check.  You're so funny	v? I'm
	Imad: I don't like basketball.	3 Lubna: I do athletics ever	
	Jaber: Really? It's my favourite sport.	Manal: running.	You hate
2	70	<b>Lubna:</b> Not any more. I w	vant to stay healthy.
	Laila: I'm going scooting tomorrow.  Maha: That's		
	great!	4 Laith: Look! I can walk lik Malek:	ce a penguin!
	Laila: Yes. Why don't you come, too?		
5	Viewing and presenting  Work in p expression. Then act out the dialog		ue for each

#### Present simple and Present continuous

Listen and complete the sentences. Use the Present simple or Present continuous.



1	Habib _	is talking	to Ibrahim
	at the m	oment	

- 2 Habib \_\_\_\_\_ table tennis with Amer right now.
- 3 Habib \_\_\_\_\_ on Mondays.
- 4 Ibrahim \_\_\_\_\_ every day.
- **5** Jawad always after school.



- 2 Underline the mistakes and write the correct sentences.
  - 1 I read a book at the moment.

    I'm reading a book at the moment.
  - 2 We're playing football twice a week.
  - **3** Are you going swimming often in the summer?
  - 4 Does Suha wear a blue shirt today?
  - 5 He isn't doing any sport on Mondays.
  - 6 They don't cycle because it's raining.

- Read and complete the sentences. Use the Present simple or Present continuous.
  - 1 Samia <u>is talking</u> (talk) with her friend Muna at the moment.
  - 2 My friends and I \_\_\_\_\_ (not/go) skiing very often.
  - Mustafa
    (do) his
    homework right now?
  - 4 I sometimes (play) table tennis with my brother.
  - your parents
    (go) to football
    matches?
  - 6 You \_\_\_\_\_ (not/wear) your sports clothes now.
- Make Present simple or Present continuous questions. Then write true answers for you.
  - 1 what / sports / you / like What sports do you like? I like ...
  - 2 what / you / wear / today
  - 3 you / do / homework / now
  - 4 your / teacher / speak / English
  - 5 it / rain / at the moment
- Work in pairs. Ask and answer the questions from Activity 4.

5

1 _	Mum	Why don't we play board games?
2 _		But I draw pictures in Art class.
3 _		It's OK. I'll just watch cartoons.
4 _		Do you like board games now, girls?



Read and number the events in the story from 1 to 6.

Hello! What are you all doing?

a	Nawal draws pictures for the board game.	<b>d</b> <u>1</u> Reem can't do athletics because it's raining.
b	Reem and her mum decide to make a board game.	e They all play the game.
c	Randa makes the pieces for the board game.	f Reem and her mum are making a board game when Nawal comes in

 $\odot$  Read the sentences and circle T (true) or F (false). Explain your answers.

1 Reem loves playing board games.	T/F She says that she hates playing board games.
2 Reem doesn't want to do a puzzle.	T/F
3 Nawal doesn't want to help.	T/F
4 Randa prefers making models.	T/F
<b>5</b> The girls don't enjoy playing the game.	T/F

Read the Work with words box. Write the questions. Then write true answers for you.

#### Work with words

do + noun

We use the verb do in some expressions with nouns.

I do homework in the evening.
We do athletics in PE.



1	you / a lot of homework?
	Do you do a lot of homework?
	Yes, I do.

2	your mum / puzzles?
3	you / athletics / after school?

4	your friends	/	gymnastics?	

## Vocabulary and Grammar



1 (12) Complete the hobbies. Then listen and number them in order.



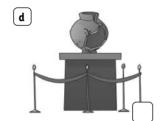


 $m \_ d \_ \_ s$ 

d_	)					
р	И	Z	Z	I	е	S

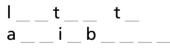






g\_ t\_ m\_\_e\_s







р		 o	_	 ph	

2 Read and complete the sentences.

- 1 I like writing a <u>blog</u> on my computer about once a week.
- 2 My sister is really into books, so she often goes to book
- 3 My friends and I watch
  Our favourites are about superheroes.
- 4 My grandparents do the
  in their free time.
  They've got lots of plants.
- 5 I love art, and I often draw of my friends!
- 6 I enjoy playing \_\_\_\_\_ with my family in the evening, but I never win!

#### State verbs

3 Look, read and complete the sentences with affirmative or negative state verbs.

love like prefer









1	He	loves	_ making
	mo	dels in his bedr	oom.

2	He	doing the
	gard	dening at the weekends.

3	She	drawing at
	the weekend.	

4	They	taking
	photos in their free ti	me.

Write about yourself. Use hobbies from this lesson and your own ideas. Then compare with your partner.

1	I like	
	and	
2	I don't like	and
	l prefer	
3	Llove	lt's great



	nen complete the senter When you go <u>snorke</u>		often see lots of am	azing =
2	There are	in Aqaba where	you can go	3
3	The art of writing is calle to d		and people use spec	ial
4	In Arab countries, it's a poand	•	with both childre	en
5	Cross-countrylike Canada.	is popular in		countries,
6	Cross-country skiing is a g		in the sno	w, and it
	nswer the questions. W		100	
1	What must people who g		at?	
2	When can you go fast wh	nile windsurfing?		
3	In which Arab countries i	s calligraphy popular?		9/1/=
4	Why do people enjoy cal	ligraphy?		
5	What weather is good fo	r cross-country skiing?		
3 (1.14	Listen and complete th	he summary.		
	<b>Horse</b> riding is an <sup>1</sup> <u>ou</u>			
	alone or with others. It is			ut it is very
	popular in Arab <sup>4</sup>	Arabian <sup>5</sup>		ell-known
100	for their <sup>6</sup>	and speed. Wany pe	ople ride horses for t	run and
	they also ride them in <sup>7</sup>		of the largest is the D	

## English in action

#### Making and responding to suggestions



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

No, I don't think so. I don't like team sports.

That's a great idea! But I already write a diary, Tareq.

That sounds good! When is it? What's that?

Tareq: Why don't you write a blog, Samer?

Samer: <sup>1</sup> But I already write a diary, Tareg.

Tareq: You could play hockey.

Samer: <sup>2</sup>

Tareq: OK. How about going to the Book Club at

school?

Samer: <sup>3</sup>

Tareq: It's a club where you talk about books

you've read.

Samer: <sup>4</sup>

Tareq: It's on Wednesdays. You could go this week!

Samer: <sup>5</sup>



2 Read the dialogues. Write suggestions. Then act out the dialogues with your partner.



- **1 A:** I really don't know what to do.
  - **B**: Why don't you ?
- 2 A: I want to learn a new sport.
  - B: How about ?
- 3 A: I don't know what to do this weekend.
  - B: You could .
- 4 A: I need a new hobby.
  - **B:** Why don't you ?
- **5** A: I find it hard to make friends.
  - **B**: You could





- 3 Listen and underline the stress words. Then practise with your partner.
- 1 I play hockey on Tuesdays.
- **2** He loves doing the gardening at school.
- 3 I enjoy playing the piano.
- **4** We play outdoors on the beach in the summer.



Words	in cont	ext								Reading
0	Read	I the de	finiti	ons ar	d write	the wo	ords.			
		freed	om	heat	sun crea	<del>m</del> en	ergy	eco-lodge	route	
		mething place to s			skin to p desert	rotect i	t	sun cr	eam	
	<b>4</b> the	e way fro	om or	ne plac	e use to d e to anot you want	her			3	
		e quality				you	ii iiiC			
								Then read plain your		ences and s.
	DS Th		ment		cycling tri g cycling	ps. 4		is writing a ils right nov	• .	t and some
	-	re planni t next w	_	trip to	the Sahar	a 5	-	did a very ago.	long cycli	ng trip ten
	Harry tonigl		x arer	n't usin	g their te	nt <b>6</b>		year, they when the second the se	want to c	ycle across
			_		es from to			w in the Po	upil's Bo	ok on
1	Some	times we	e hav	e video	chats wi	th our	frienc	ds and fami	ly <i>Q</i>	uestion 5
			<b>Y</b>		_		_	en it's cool	er	
					•	_		reat Wall.		
	_		•		s five cou			•		
		•			ocolate i		•			
				•	le we me	-	_	trips.		
7	VVe al	so have	sleep	ıng ba	gs to kee	p us wa	arm!			
4 Vie	wing and	d presenting	2	) Plar	a cyclin	g trip i	n you	r country.	Discuss t	he questions

- with your partner and make notes. Share your ideas with the class.
  - 1 Where will you start and finish?
  - 2 How long will you be away?
  - 3 Where will you sleep?

- 4 What will you do in the evenings?
- **5** What equipment will you need?
- 6 Will you write a blog about it?

#### Writing

- Rewrite the sentences using contractions.
  - 1 I am learning to ski. It is difficult, but that does not stop me!

    I'm learning to ski. It's difficult, but that doesn't stop me!
  - **2** Faten and Ghada do not like gymnastics. They say it is hard. They are keen on athletics.

Make sure you form contractions correctly: it is = it's I have = I've does not = doesn't she is = she's

Writing

- **3** We have got football practice today. There is a match next week. It is the final game.
- 4 Sami is good at basketball, but he is not the best player on the team. That is me!
- 5 My friends are not keen on sports, but that is OK. They have got other interests.
- 2 Write some questions for an interview about a sport.

Include lots of question words, e.g. What is your favourite sport? When do you usually play this sport?

Ask questions, e.g. What is the best thing about this sport? Where is the most interesting place you can play this sport?

Write questions that will find out interesting information, e.g. When did you start playing this sport? What do you have to wear to play this sport?

3 Now write your interview questions.

Check your work. Tick (✓) the steps you have done.

Have I included	lots of question
words?	

Have	I asked questions using the
hest	the most interesting etc?

Have I asked questions to find out
interesting information?

Have	I used	contractions	correctly?



# Technology

#### Vocabulary















h eadphones s

e-\_\_\_\_

S\_

p

l\_\_\_\_

Read and complete the messages.

app devices digital camera password screen website

1 I've got lots of electronic <u>devices</u> but my favourite is my \_\_\_\_\_\_. I want to be a photographer one day.





I bought a football magazine yesterday, and then I tried to visit their \_\_\_\_\_\_. It asked me for a \_\_\_\_\_, but I didn't have one.

There's a new \_\_\_\_\_ for smartphones. It shows you cartoon animals on the \_\_\_\_\_ and when you touch them, they make funny noises!



3 Read the I'm learning box. Then write three devices for each group.

## I'm learning —

Grouping words
Words are easier to learn
and remember if you
think about them as
groups of similar things.

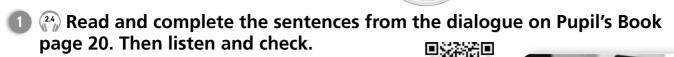
**1** They've got keyboards. *phone, ...* 

2 You can take photos.

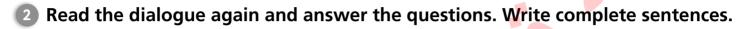
3 You go online.

Write three or more sentences about the devices that you have got and what you use them for. Use the adverbs in the box.

always usually often sometimes never

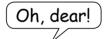


1	What's the	matter	_, Alia?	
2	Did you		your password?	
3	Did you		to start again?	
4	You have to		it to her today	
5	I	send i	t to Miss Allaham.	
6	1	write i	my homework agair	n with this!



1	What does Alia always do?	She always does her homework.
2	What stopped working last night?	
3	Whose computer did Alia use?	
4	Why can't she print her work?	
5	What does Lara give to Alia?	
6	What does she finally have to do?	

3 (35) Read and complete the dialogue. Then listen and check.



Why not? × 2

You're joking!



**Grandma:** What are you doing, Samar?

Samar: I'm writing an email to my teacher.

Grandma: Oh! I didn't do that when I was a child.

Samar: Really? 1 Why not?

Grandma: We didn't have computers when I was at

school.

Samar: You didn't use

computers at school?

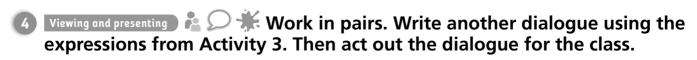
Grandma: No, we didn't. It's true.

Samar: That's terrible!

I can't do homework without a computer.

Grandma: 4\_\_\_\_\_\_ You could use a pen and paper.

Samar: I know, but I write more quickly on a computer!



#### could/couldn't, had to/didn't have to

- Listen to Lubna and her grandma. Then circle the correct options.
  - IIS.
  - 1 Lubna couldn't/ didn't have to chat with her friends yesterday.
  - 2 When Grandma was young, she didn't have to / couldn't send messages on a smartphone.
  - 3 Grandma couldn't / had to use the phone at home to speak to her friends.
  - 4 Grandma and her friends couldn't / didn't have to meet every day to chat.
  - 5 Grandma had to / couldn't meet her friends at their houses to have conversations.
  - **6** Grandma and her friends had to / couldn't write letters and take them to the post office.
- 2 Look at the pictures from the past and complete the sentences. Use could/couldn't or had to/didn't have to.



He <u>had to</u>
walk to school
because there
wasn't a school
bus.



She didn't have a TV, but she

listen to the radio.



She played and ran outside so she join a sports team.



talk on a smartphone with his friends so they talked at school.

- 3 Read and complete the sentences for you. Use could/couldn't or had to/didn't have to and the verbs in brackets.
  - 1 When I was three years old, I didn't have to make (make) my bed.
  - 2 I (draw) very well when I was four years old.
  - When I was five, I
    \_\_\_\_\_ (make) my
    lunch.
  - 4 I \_\_\_\_\_ (do) a lot of homework when I was six.
  - **5** I \_\_\_\_\_ (study) English when I was seven.
- Write four sentences about your life in the past in your notebook. Use could/couldn't and had to/didn't have to and the ideas in the box.

help my parents play sports read well ride a bike study a lot tidy my room

**5** Compare your sentences from Activity 4 with your partner.

0	After you read Re	ad the poem on Pupil's Book page 2	2 again. Find and write
	words that r	nyme.	

1 website <u>right</u>	<b>5</b> app
<b>2</b> alone	<b>6</b> internet
<b>3</b> more	<b>7</b> brighter
<b>4</b> down	8 screen

## Number the lines of the poem in order.

a	It w	ill	take	you	saf	ely	back	home	
_		_			_				

- Try the blue and white one.
- Why not read an e-book?
- **d** 1 It's better than my last phone.
- You need some information.
- It doesn't take so much time.
- **g** The phone can take them better.



## 3 Read the Work with words box. Then write the adverbs.

#### Work with words

#### Adverbs ending in -ly

We can make adverbs by adding -ly to some adjectives: quick → quickly

If the adjective ends in a consonant and -y, we change the *-y* to *-i*:

happy → happily

- 1 easy easily
- **2** bad
- 3 quiet
- 4 noisy
- **5** careful
- 6 slow

## Complete the sentences with the adverbs from Activity 3.

1	I'm not very good at reading maps. I ge	t lost very <u>easily</u>	!
2	Raed doesn't talk a lot. He often sits	and rea	ıds.
3	My friend isn't a good artist. She draws	quite	3
	Adnan walks very	I always have to wait	
	for him.		
5	Please cross the street	Look both ways first!	
6	The girls are playing	. They're always so loud!	

🛐 🦟 Write five sentences about you, your friends and your family. Use the adverb form of the words in the box.

bad careful clear easy nice noisy polite quiet safe slow

## Vocabulary and Grammar

- Read and circle the correct words.
  - 1 Don't press / go / upload a button if you don't know what it does.
  - 2 Let's search / press / watch a video about science for homework.
  - 3 We have to download / type / click a password to use the app.
  - 4 Can you help me upload / watch / type a photo to my blog?
  - 5 How many times do you send / go / take online every day?
  - 6 I didn't watch / turn / press on the computer. Did you?
- 2 Read and complete the sentences with two or three words. Then listen and check your guesses.





1	Adel needs	to	search	the	internet
	for facts for	his	s Scienc	e pr	oject.

- 2 Please the TV now. It's time for bed.
- 3 Dad says we can \_\_\_\_\_\_
  from this website.
- 4 I want to \_\_\_\_\_ with my smartphone. Smile!
- **5** You \_\_\_\_\_ that icon to start the game.
- 6 I'm late. I have to

to my mum.

#### Comparative adverbs

Write sentences about Sana and Heba's schoolwork. Use comparative adverbs.

		Sana	Heba
1	listens carefully	<b>/</b>	X
2	studies hard	X	
3	speaks clearly		X
4	works fast	X	<b>/</b>
5	learns easily	1	Х
6	writes well	Х	<b>√</b>

1	Sana	listens	more	carefully	/ than	Heba.

- 2 Heba
- 3 Sana
- 4 Heba
- 5 Sana
- 6 Heba

Write comparative sentences about you and your friends. Use the adverbs in the box and your own ideas. Then compare with your partner.

badly carefully clearly easily fast hard quietly slowly well

1

2		

3			

4		

5	

6	



- After you read Read the text on Pupil's Book page 24 again. Match.
  - 1 People are using technology in Jordan
  - 2 Some children in Jordan can get
  - 3 Schools are using technology to
  - 4 More children all over Jordan
  - 5 Apps are helping many children

- a make lessons more interesting.
- **b** free courses online.
- c to learn other languages.
- **d** to help children study.
- e now have internet access.
- 2) Answer the questions. Write complete sentences.
  - 1 What do online learning platforms let students do? It lets them take free online courses.
  - 2 Which devices are some schools using to make lessons more fun?
  - 3 What do children learn in coding workshops?
  - 4 What does having internet access allow children to do?
  - 5 Which tool is helping children with disabilities learn more easily?





## Listen and complete the notes.

Charity: Camara <sup>1</sup> Education, which helps schools mainly in <sup>2</sup>

Objective: To fix old 3 and put 4

> programs on them for children. They believe all children should be able to use <sup>5</sup>

Use: Children can practise <sup>6</sup> skills,

and coding.

Result: Better learning opportunities in local 8

- Viewing and presenting 🛜 🌇 💭 Work in groups. Use the internet to find answers to the questions. Then share your information with the class.
  - 1 What do you use to type on a laptop?
  - 2 What part of the laptop shows images?
  - 3 Where does the electricity come from?
  - 4 Where does the laptop keep information?
  - 5 How do you connect a laptop to a printer?
  - **6** What other devices are used with a laptop?



## English in action

#### Asking for help





at the screen my Science project search the internet that button this evening tidy the garage want to do your laptop



Heba:	Please can I use '	your laptop	, Mum?
Mum:	Of course. What do	you <sup>2</sup>	
Heba:	I need to <sup>3</sup>		l want to look
	at a science website. turn it on?	Can you show	v me how to
Mum:	That's easy. Press <sup>4</sup>		there.
Heba:	OK. What next?		
Mum:	Look <sup>5</sup>	. Click	on that icon
	over there.		
Heba:	Thanks. Do you have	time to help	me with
Mum:	Sorry, not now. I hav	e to <sup>7</sup>	
Heba:	OK. Could you help in please?	me <sup>8</sup>	<b>,</b>

2 Read the questions and number the pictures. Then match the questions and answers.

Mum: Of course.

- 1 Do you have time to tidy the kitchen?
- 2 Could you go to the supermarket, please?
- 3 Can I use your laptop to write an email?
- 4 Do you have time to help me study?
- 5 Can you show me how to start this app?
- 6 Please can I use your printer to print my homework?
- a That's easy. Touch that icon there.
- **b** Of course. What do I need to buy?
- c Not right now. I'm going cycling.
- d Of course. Do you have a test?
- e Of course. Do you want to print it now?
- **f** Sorry, not now. I'm using it at the moment.





Pronunciation

3 (218) Listen and underline the unstressed words in the questions from Activity 2.



Reading

۱V.	VOKO	le in	CO	ntext
w	MOITO	15		

	d3 III Context							
	Read and	comple	te the	sente	nces.			
		solve	play	give	score	program	challenge	
2 3 4	When you n That game is I want to lead In that game	s too ea arn how e, playe	sy	solve		yourself y a compu	with someth uter so I can collecting se	to ask a friend. ning harder! design games. ecret messages.
	<ul><li>5 If you want to online, you need a fast internet connection.</li><li>6 You can tips to friends so you can all play the game better.</li></ul>							
	Read the tex TopCity? Wri		-	-	_	again. Wh	o gives the	se facts about
3	Two or more The problem You have to The game of	ms get r o travel	nore d around	ifficult d a city	as you		Yousuf	

#### 3 Answer the questions. Write complete sentences.

5 Players write instructions to move.

**6** The game gives you tips to play better.

- What do TopCity players search for during the game?
   They search for treasure.

   What does Yousuf enjoy the most about the game?
   What does Yousuf think about the price of the game?
   What does Mariam have to do before she can start playing?
   What device does Mariam use to play the game?
   How did Yousuf learn to play the game better?
- Wiewing and presenting Work in groups. Discuss the questions and make notes. Then share your ideas with the class.
  - 1 What computer programs do you use the most?
  - 2 What are your favourite computer games? Why?
  - 3 What apps do you have on your smartphone?
  - 4 How long are you usually online for each day?

## Writing

Read the notes. Then complete the review.

When you plan, make notes.
You don't need to write

	/ <del>/=</del> /
30	☆☆☆☆ – Easy and fun!
ı	_keen on photography; lots
	of my friends use same app
ı	Positive: can join lots of
	groups; quite a good app,
	very simple, easy to use;
	basic tools for editing; app
l	is cheap – only 2 Jordanian
	Dinars
	Negative: only see 4
	_photos at a time; can't
l	send any photos in private

	sentences!		
☆☆☆☆ – Easy and fun!			
by CameraKid			
I use The Photo Forum be	cause l'm $^{ m 1}$ $_{ m -}$	keen	on
photography.			
A lot of my friends use thi	is <sup>2</sup>	, too.	
Positive points:			
1 There are lots of <sup>3</sup>		to join.	
2 It's quite a good app be	cause it's <sup>4</sup>		
and it isn't hard to use.			
<b>3</b> The app has <sup>5</sup>	toc	ols to edit photo	os
quickly and easily. Some	are fun, too	)!	
4 The Photo Forum is chea	ap, too. It on	ly costs	
<sup>6</sup> wh	ich isn't expe	ensive.	
Negative points:	-		
1 You can only see <sup>7</sup>		photos at onc	e.
Other apps do this bette	er, with more	photos on the	<u> </u>
screen.			
2 You can't send photos in	า <sup>8</sup>	to fri	ends.
That's a problem for me	!		

2 Make some notes to plan a review about an app or a game you use.

	00000000000
Give the app or game a rating, e.g. 3 stars. Give your review a title.	
Write an introduction. Explain why you use the app or game.	
List three positive points about it.	
List three negative points about it.	

## 3 Now write your review.



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

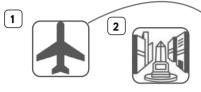
Have	I included	an introduction?

Have	. asca	aajeetiv	es correctly
Have	I used	adverbs	correctly?



# Language booster 1

Look and match.



college
fire station
gate
airport
office
stadium
square
bridge





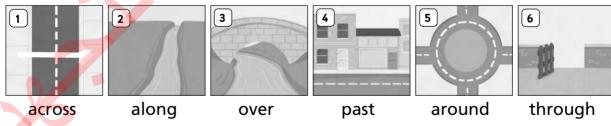




Read and complete the sentences.

	gate	college	bridge	fire station	square	airport	office	stadium
1	You ca	n't go acr	oss the riv	ver here. Ther	e isn't a	bri	idge	!
2	My sist	ter is stud	ying Scier	ice at	1 9	. •		
3	A lot o	of planes f	ly over m	y house becau	use we liv	e near the		
4	My da	d works ir	n a big		He's aı	n architect		
5	I went	with my	family to	watch a footb	all match	at the		!
6	There's	s a statue	in the mi	ddle of the _		in o	ur town.	
7	Our ho	ouse numl	ber is 57. `	You can see th	ne numbe	r on the _		
8	My da	d is a firef	fighter. He	e works at the	<u> </u>			

Read and draw the directions.



Read and circle the directions.

How do I get to your house from the swimming pool?

Go along / through the river and straight on / over the bridge. Go past / straight on. Then go across / around the road and along / past the hospital. My house is next to the park. You go over / through a big gate. See you soon!



Listen and look at the map. Start at A and follow the routes. Write B, C, D or E below.

2 \_\_\_\_\_

2		B PARK M
) Lc	ook at the map in Activity	1 and complete the directions. Start at A.
1	Can you tell me the way to the office, please?	Of course! Turn <u>right</u> and go
2	Can you tell me the way to the square, please?	Turn, and then turn again. The square is on your left.
3	Can you tell me the way to the airport, please?	Yes, I can. Turn and then take the first Go the river, and take the second
*	Write directions to the fi	ire station. Start at A.

S

2



Vo	ca	bι	ılı	ar	Ч
----	----	----	-----	----	---

- Read the clues and complete the crossword.
  - 1 a place you go to when you are sick
  - 2 a beautiful home for a king or queen
  - 3 a tall building or part of a building
  - 4 a modern building that is extremely tall
  - 5 a building where people make things
  - 6 a place where large boats can stop
  - 7 a place where you can watch sport
  - 8 a very safe place to live in the past
- Complete the places in a city.

building building centre shop office pool station centre

3

- 2 toy
- **3** sports
- 4 swimming \_\_\_\_\_
- **5** shopping
- 6 train
- 7 apartment
- 8 post



Read the I'm learning box. Then write the definitions.

## I'm learning

Describing places
You can describe
places by saying what
you do there.

A stadium is a place where you can watch football.

- 1 hospital A hospital is a place where you can see a doctor.
- 2 sports centre
- 3 office building
- 4 shopping centre
- 5 bookshop
- 6 swimming pool
- Write about three or more places near your home. What can you do there? Use words from this lesson and your own ideas.







1 (34) Read and complete the sentences from the dialogue on Pupil's Book page 34. Who said them? Write. Then listen and check.

	RΑ	بنيا	ar.i	
봊	30	ψ	H	Ŧ
ì.	и.	Ø.	X,	k
ì.	¥C	25	ď	η,
	æ	M	1	ĸ.
	+ 5	ш		×

	behind	hospital	place	reme	mber sta	adium
1	Faisal (	Oh, dear! \	Where's	the _	stadiur	<u>n_?</u>
2	[	didn't like	e it in _			
3	7	The stadiu	m is righ	nt		us!
4	\	What's this	big		?	
5	(	Oh, yes. I			•	



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

1	Faisal learned to swim at the sports centre.  Arlo learned to swim at the sports centre.	T /(F)
2	The stadium is near the hospital where Arlo went in April.	T/F
3	The boys went to a factory where people make chocolate.	T/F
4	The doctors and nurses that Arlo met at the hospital were friendly.	T/F
5	The boys didn't see the stadium on the street map.	T/F

3 Read and complete the dialogues. Then listen and check.





1 A: I've never seen a football match.

**B:** <u>No way!</u> That can't be true. It's a great game!

4	A: Where's the b	us? It's always late.
	B:	There it
	is now.	

2 A: \_\_\_\_\_ Is that Amal?

B: Yes, it is. Let's go and talk to her.

5 A: Our project is due next week.B: \_\_\_\_\_\_ We need to decide what to do it on.

3 A: Issa's meeting us at four o'clock.

B: Let's go!

6 A: I don't have a mobile phone.B: Why not?

■ Mork in pairs. Write another dialogue for each expression. Then act out the dialogues.

Right. No way! Hey, look!

#### Relative pronouns



## 1 (38) Listen and tick (1/).

1 It's the country that Nadia is going to go to.





2 It's the person who is travelling with Nadia.





**3** It's the month when Nadia wants to travel.





4 It's the place where they're going to stay.





5 It's a famous place which Nadia wants to visit.





2 Circle the correct relative pronouns.

- 1 A baker is a person who which / where bakes bread and pastries.
- 2 The football match when / that / where we saw last week was great!
- 3 Home is the place that / who / where I feel the most comfortable.
- 4 Summer is the time which/when/who most people have holidays.
- 5 This is the e-reader who / which / when I bought last week.

3 Complete the sentences. Use relative pronouns.

are always there for you sells fruit and vegetables it sometimes snows you should use carefully you can learn about history

- 1 A museum is a place where you can learn about history
- 2 Friends are people
- 3 A smartphone is a device
- 4 Winter is the season
- **5** A greengrocer is someone
- Write sentences with relative pronouns. Use the words below and your own ideas.
  - 1 a person / makes me laugh
  - 2 a place / I like to spend time
  - 3 the time of year / I feel best
  - 4 a sport / I often play or watch
  - 5 a person / I'd love to meet
  - 6 a device / I want to buy
  - 1 My friend Nour is a person who makes me laugh.

  - 4 \_\_\_\_\_
  - 6
- 5 & Compare your sentences from Activity 4 with your partner.



After you read Read the mystery story or Number the events in order.	n Pupil's Book page 36 again.
a Rakan and Omar followed the gu b A man in traditional clothes gave c Omar and Rakan ran to the palace d The guide told the visitors about to e Omar woke up and found someth f Omar noticed something strange g Rakan called to Omar and told him h Omar fell into a secret room behing	Omar a paintbrush. e steps. the pictures. ning in his pocket. about the painting. m to hurry.
Answer the questions. Write comple	te sentences.
Where was Omar when Rakan told him to hurry?  He was under a tree in front of	4 What did Omar notice about the windows in the picture?
<ul><li>the palace.</li><li>What was the first room that the visitors saw in the palace?</li></ul>	5 Why did everything go black after the bookcase moved?
3 Where was the picture of the man who used to live in the palace?	6 Where do you think the paintbrush came from?
Read the Work with words box. Then  Work with words  Compound nouns Some nouns are compound nouns which are made up of two words.  sketch + book = sketchbook book + case = bookcase	arm bath book chair dish room shop washer  brush head fighter fire home paint phones work  ball board fall market skate super volley water
2	
3	

1 (3.12) Listen and complete the sentences with one, two or three words.



- 1 We live on the <u>second floor</u> of the apartment building, so I usually take the lift.
- **2** The sports hall is at the end of that over there.
- **3** My grandma's favourite chair is the blue one \_\_\_\_\_ of the sitting room.
- **4** We walked up the \_\_\_\_ of the building and through the main door.
- **5** There's a café \_\_\_\_\_ of that building. It has a nice view.
- 2 Look at the pictures. Complete the sentences.



- 1 There's a picture on the <u>wall</u>
- 2 The armchair is in the
- 3 There's a light on the
- 4 The ball is on the



5	This is the	to the subway.
6	Two people are on the	e
7	There's a man on the	•
ጸ	A woman is next to th	<b>6</b>

#### Past continuous

3 Complete the sentences with the Past continuous form of the verbs in the box.

sit not/work talk not/watch wait visit

- 1 Zaid <u>was sitting</u> outside on the steps when it started to rain.
- 2 When I got home from school, my dad TV.
- 3 You \_\_\_\_\_ to Dana when we saw you today.
- 4 When the swimming pool opened, we \_\_\_\_\_ in the queue.
- The lift \_\_\_\_\_when I tried to use it, so I walked up the stairs.
- 6 I \_\_\_\_\_ a castle when I saw a strange painting on the wall.
- Complete the sentences for you in the Past continuous.
  - 1 When I woke up yesterday, my brother was having a shower
  - 2 When I arrived at school, my friends
  - 3 When I got to class, our teacher
  - 4 When I got home after school, my
  - 5 When my parents called me for dinner, I
  - 6 When my friend texted me, I



F (false) or DS (	doesn't say).	Pupil's Book page 38 again. Write <i>T</i> Explain your answers.	(true),			
1 A man from Fi	1 A man from France told the world about Petra.					
F A man fro	F A man from Switzerland told the world about Petra.					
2 There wasn't a	2 There wasn't any water in Petra 2,000 years ago.					
3 Most of Petra	3 Most of Petra is still buried underground.					
4 Pompeii was a	4 Pompeii was a small town when the volcano erupted.					
<b>5</b> Some archaeo	logists started	digging under people's houses.				
2 Answer the que	estions. Write	complete sentences.				
1 Who built Petr		•				
2 How do we kr	2 How do we know that they grew food at Petra?					
<b>3</b> According to a	According to archaeologists, why was Al-Khazneh built?					
4 How long ago	4 How long ago did the volcano cover Pompeii with ash?					
5 What did the ancient Romans do to some walls in Pompeii?						
3 (3.14) Listen and co	omplete the n	otes.				
	own : ncient town:	1 Umm Qais				
Chr.	ocation:	It's <sup>3</sup> north of Irbid.				
• H	istory:	Gadara is more than <sup>4</sup>	years old.			
		It was an important town for the				
		and then for the				
		and the Romans.				
• Fa	amous places:	There is a Roman aqueduct, a tunnel useduct and a Roman <sup>7</sup>	inder the 			
• Fo	or visitors:	At the site, there is a museum and a 8				
4 Viewing and presenting  Work in groups. Choose another ancient city in the Arab world and find answers to the questions. Then make a fact file						

- and share it with the class.
  - 1 Where is it located?
  - 2 How old is the city?
  - 3 Why was it important?

- 4 Why did people leave the city?5 What are the most famous places there?

## English in action

#### Giving directions in a building

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



On the second floor? Is there an escalator?

Yes, I am. I love learning about ancient cultures.

Thank you. Good morning to you, too.

And what about the toilets? Where are they, please?

Yes, it is. I'm learning about history at school.

Can you tell me where the jewellery exhibition is?

Man: Good morning. Welcome to the archaeology museum.

**Girl:** <sup>1</sup> Thank you. Good morning to you, too.

Man: Is this your first visit to the museum?

Girl: 2

Man: Really? Are you enjoying it?

Girl: 3

Man: Oh, they are very interesting.

Girl: 4

Man: Yes, of course. It's upstairs on the second floor.

Girl: 5

Man: No, there isn't, but there is a lift. Go down that corridor.

Girl: 6

**Man:** They're on the ground floor, next to the café.

#### Circle the correct words.

- 1 You can go up in the lift / doors. Then go around / along the corner.
- 2 You go through / up those two doors and then around / along the corridor.
- 3 The toilets are down / straight on and around / left the corner.
- 4 There wasn't an escalator / a corridor so I took the stairs / downstairs.

## Work in pairs. Choose a place and write another dialogue. Use Activity 1 to help you.

a castle a library a palace

Pronunciation

Listen and underline the schwa sound (/Ə/). Practise with your partner.



1 skyscraper 4 escalator 7 adventure

2 the 5 firefighter 8 visitor

3 interesting 6 water 9 supermarket



	Read and complete the sentences.			
	sketched zoomed yelled remembered whispered smiled			
	1 Salah <u>sketched</u> a castle in his notebook.			
	2 Nadia and felt happy about her dream.			
	3 We because we were in the library.			
	4 I where I left my backpack!			
	5 The motorbike quickly down the street.			
	6 Dad when he hurt his foot.			
4	Yousuf heard a noise while  C he finished his drawing of the bird.  He was amazed when  d over the people in the harbour.			
6 Aı 1	Yousuf jumped onto the bird e but he didn't have any ideas.  He yelled when they flew f the bird started talking to him.  Inswer the questions. Write complete sentences.  Why was Yousuf amazed when he saw the bird?  4 Why did Yousuf feel sad when he woke up?			
6 Ai 1	He yelled when they flew  f the bird started talking to him.  nswer the questions. Write complete sentences.  Why was Yousuf amazed when he saw the bird?  Because it was the bird from his drawing.  What did Yousuf feel scared about  f the bird started talking to him.  4 Why did Yousuf feel sad when he woke up?  5 Why did Yousuf smile before he			
6 Ai 1	He yelled when they flew  f the bird started talking to him.  nswer the questions. Write complete sentences.  Why was Yousuf amazed when he saw the bird?  Because it was the bird from his drawing.  At the bird started talking to him.  4 Why did Yousuf feel sad when he woke up?			

- 4) Viewing and presenting ( ) \*\* Work in groups to make the story longer. Imagine what happens to Yousuf after he sees the harbour and before he goes home. Use the ideas below. Then share your ideas with the class.
  - After Yousuf sees the harbour, ...
  - Then the bird ...
  - Yousuf sees ...

- Then they fly to ...
- Yousuf feels ...

## Literacy: short stories

## Writing

Read what the people said. Then complete the sentences.

Do you want to fly? <u>I don't like football</u>
That room is closed Don't tell anyone
You're too slow!

ti	p	k	Writing	

Show the words that people say like this:

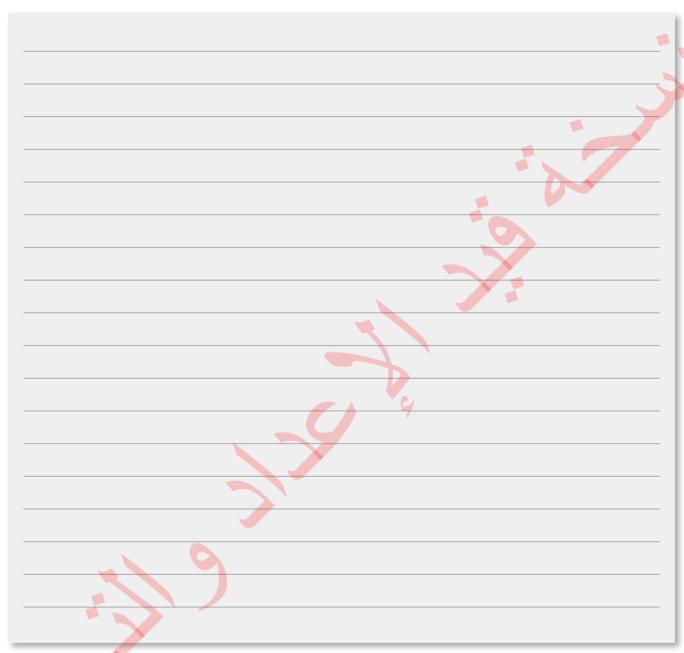
'I'm so excited about the match tonight,'
Sultan said.
'Ouch!' he shouted.
'My foot hurts!'

<b>1</b> ′ I don't li	<u>e football</u> ,' Kamal said. 'I prefer <mark>b</mark> asketball.'	,' Kamal said. 'I prefer basketball.'	
2 '	,' I whispered quietly. 'It's a secret!'		
<b>3</b> The bird asked, '		ase!	
4 '	' the boys yelled, so I walked faster.		
<b>5</b> The guide said, '	,' so we couldn't go	in.	

2 Plan a short story.

Setting: Where and when does the story take place?	0000000
Characters: Who are the characters? They can be people, animals or something else.	
Beginning: How does your story begin?	
Middle: What happens in the middle?	
End: How does your story end?	<b>—</b>

3 Now write your short story.



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

Have I included all the parts of the story?

Have I written what the characters said correctly?

Have I used the past tenses correctly?

$\neg$	
_	

Have I included some relative pronouns?

	$\neg$



### Happy homes

### Vocabulary

- Read and circle the correct words.
  - 1 I always water / load / put away my clothes in the wardrobe.
  - 2 I have to help my dad dust / cook / empty the furniture.
  - 3 Do you put away / tidy up / load your room every day?
  - 4 I can't study. Dad wants to vacuum / clear / dust the carpet.
  - 5 You need to empty / water / sweep the plants. They look bad!
  - 6 Could you wash / cook / take out the rubbish, please?



2 L	ook at the pictures. Con	nplete the sentences.		2
1	If I make lunch, will you	do the washing-up?	6	
2	We need to			
3	Don't forget to you go.	before	3	4
4	I never	because Mum		0
	always does.		5	6
5	It's your turn to	!	00	
6	Please	before you do		7/

Read the I'm learning box. Then read and complete the sentences for you. Use phrases from this lesson and your own ideas.

\_I'm learning -

homework.

Describing your life New language is easier to remember when you use it to describe your life and habits.

I always tidy up. I sometimes clear the table.

- 1 I usually <u>tidy up once a week</u>. I also <u>water the plants</u>.
- 2 I sometimes \_\_\_\_\_\_ but I never \_\_\_\_\_ .
- 3 I often \_\_\_\_\_ and I always
- **4** I \_\_\_\_\_\_. I also
- 5 I never \_\_\_\_ and I don't
- Write three or more sentences about you and your family. What jobs at home does each person do? Use the adverbs from Activity 3.

Read and complete the sentences from the dialogue on Pupil's Book page 44. Then write who says the sentences and listen and check.

bins	cake	floor	mess	tidy
bins	cake	floor	mess	tidy

- 1 Alia But look at the mess over here!
- 2 \_\_\_\_\_ And we haven't swept the \_\_\_\_\_ yet.
- **3** \_\_\_\_\_\_ Well, we've already made a \_\_\_\_\_\_!
- 4 \_\_\_\_\_ What a mess! Hurry up! We have to \_\_\_\_ up!
- 5 Have you emptied the yet?

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

1 Lara's dad's cake isn't ready when he arrives.

T / (F)

They've already made the cake.2 Lara has already done the washing-up.

T/F

3 The floor isn't dirty because Lara cleaned it.

T/F

4 Alia tells Lara that the bins are empty.

- T/F
- 3 (5) Read and complete the dialogues. Then listen and check.



Hang on! × 2

What a mess! x



- 1 A: Where did these flowers come from?
  - B: <u>Surprise!</u> They're for you!
- 4 A: Look at this room!
  - B: I know. I have to tidy it up.
- 2 A: Oh, no! I dropped the milk!
  - B: Let's
- **5** A: I can't wait for you. I'm leaving now.
  - B: \_\_\_\_\_ I only need a minute.

- **3** A: This is going in the bin.
  - B: That's my homework!
- **6** A: I don't like my phone. It's so old.
  - B: \_\_\_\_\_ Here's a new one!
- Work in pairs. Write another dialogue for each expression.

  Then act out the dialogues.

### Present perfect with already, just and yet

1) 😘 Listen and look at the picture. Circle four mistakes.



2 Underline the mistakes and write the correct sentences.



- 1 Amal hasn't cleared <u>yet</u> the table.

  Amal hasn't cleared the table yet.
- 2 Have already you swept the floor?
- 3 We've just load the dishwasher.
- 4 Ali has dusted the furniture just.
- **5** Faten just has emptied the bins.
- 6 We've already water the plants.

3 Read the text. Then write sentences with the Present perfect and already, just or yet.

It's 6.00 pm on Saturday. Khalil arrived home five minutes ago. He has to tidy his room now. Dad's in the living room. He vacuumed the carpet earlier. Now he wants to water the plants. Mum's in the kitchen. She finished the washing-up two minutes ago.

- 1 Khalil / arrive / home Khalil has just arrived home.
- 2 He / tidy / his room
- 3 Dad / vacuum / the carpet
- 4 He / water / the plants
- 5 Mum / do / the washing-up
- Write questions about today. Use the Present perfect and yet. Then ask and answer with a partner.
  - 1 have / breakfast

    Have you had breakfast yet?
  - 2 tidy / your room
  - **3** a teacher / speak to you
  - 4 do / your homework
  - 5 send / an email

0	After you read	Read the playscript on Pupil's Book page	46 again.
	Who says	these sentences in the playscript? Write.	

<b>1</b> Lulu	We need knives, forks and spoons.
2	Come for lunch! I've already baked a cake
3	Anansi jumped in the river to escape from his friends.
4	Hi, Anansi. Have you had lunch yet?

It smells like chocolate cake!I've already chopped the vegetables.



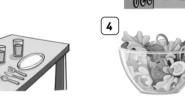
1	Ronny doesn't want any help from Anansi. T/F Ronny says Anansi can help.
2	Mabel hasn't swept the floor yet.  T/F
3	Henry has already boiled the vegetables. T/F
4	Lulu put salt on the food before cooking it. T/F
5	Anansi waited in the park before lunch. T/F
6	Anansi's legs became much shorter.

3 Read the Work with words box. Then look and make collocations.

# Collocations: verb + noun Collocations are phrases with two or more parts. Some have a verb and a noun. sweep + the floor empty + the bin do + the washing-up



 $\left( \mathbf{1} \right)$ 



**5** 

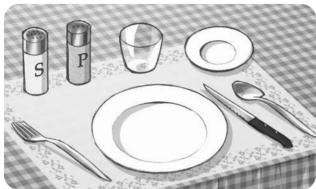
1 I've already made	the cakes	
2 You have to press		to turn it on.
<b>3</b> Can you lay	fo	r dinner, please?
4 Let's make	for	lunch.
5 I read	to my si	ster every night.
6 Have you posted		I gave you yet?



Write five sentences about you, your friends and your family. Use the collocations in the box or any other collocations you know.

visit a palace go scooting load the dishwasher play volleyball go online do puzzles write a diary

Look and complete the sentences.



	The state of the s		1000
1	I'd like a little dinner, please.	salt o	n my
2	Do you want som on your food, too		
3	This	doesn't cu	ıt
	very well.		
4	You need a	to	eat
	the soup.		
5	l can't eat my veg have a	etables. I do 	on't
-	able Listen and num complement the c		
$\subseteq$	dd boil ake 1 chop	cut	■6864 <u>年</u> 元
Imad: Mum	Can you help me Sure. What can I Well, you can <sup>1</sup> _vegetables. Then y	do? chop	r, Imad?
2		for five min	utes.
Imad:	And what are you	u doing?	
	: I'm preparing sor		First,
<sup>3</sup>		o pieces. Th	=
4	it with	the vegeta	bles.
Imad:	OK. And then wh	at?	
Mum	: We have to <sup>5</sup>		some
salt a	nd pepper. Then w	re <sup>6</sup>	-

Sense verbs: look, smell, taste, sound, feel

		•			ences w verbs.	Match.	k
	•	feel	look	smell	sound	taste	
	1		? It _	salt did	•	d to the eally	
	2	Wha	at's tha	t sound li	l? ke thun	der.	
	3		r shoes ty. I lov	ve the c	olour.	so	
•		deli		really v	want sor	me! lly hard.	
		lt _			ke a roc	-	
a			d	ь	C		
	ea	e bo	x. Wr	ite sent sense v	topics fitences userbs. The partner	using hen	
	S	nev	v cloth	es fish	chocolat the bold train	each	

it in the oven.

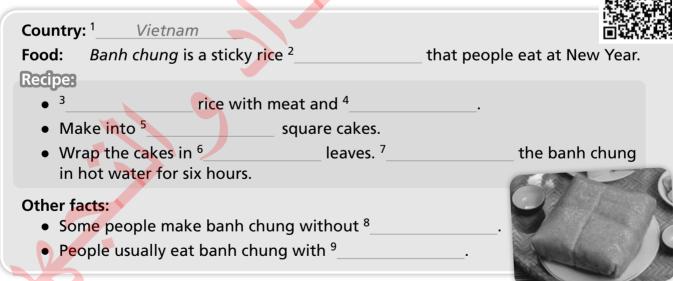
**Imad:** That sounds good!



1 After you read Read the text on Pupil's Book page 48 again. Tick (✓) the foods that the sentences describe.

	rashoof	shuwa	dumplings
1 People often eat them at Eid al-Fitr.		✓	
2 People make them with very thin dough.			
3 You must boil them in hot water.			
4 People often eat them in winter.			
5 You wrap them in leaves before cooking			
6 They have meat or vegetables inside them.			

- 2 Answer the questions. Write complete sentences.
  - 1 What is rashoof? It's a traditional dish from Jordan.
  - 2 What makes rashoof thick and creamy?
  - 3 What meat is used in shuwa?
  - **4** What is shuwa usually eaten with?
  - 5 When do Chinese families make dumplings?
  - 6 When do the Chinese celebrate New Year?
- 3 (14) Listen to a report about a traditional food. Complete the notes.



- 4 Viewing and presenting Work in groups. Choose a traditional festival and find answers to the questions. Then make a poster and share it with the class.
  - **1** Why do people celebrate this festival?
  - 2 When do people celebrate it?
  - 3 What traditional food do people eat?
  - 4 Who makes the food?
  - 5 How do people make the food?

### English in action

### Offering to help



Read and complete the dialogue. Then listen and check.

Chicken with rice and vegetables. Yes, please, Sana. You can clear the table. How about loading the dishwasher? Yes, of course. I've already washed them. Thank you.

	Can I help you with anything, Mum?  1 Yes, please, Sana. You can clear the table.
Sana: Mum:	Do you want me to help cook, too?
Sana: Mum:	What's for lunch?
Sana: Mum:	That sounds delicious. I'll boil the rice.
	Shall I chop the vegetables, too? Yes, please. <sup>5</sup>
Sana: Mum:	What do you want me to do now?



2 Read the sentences. Write offers. Then act out the dialogues with your partner.



	THE RESERVE OF A N	
1	'I have a test tomorrow.'	
	I'll help you study for it.	
2	'The kitchen is a mess!'	
	Do you	?
3	'I didn't have lunch today.'	
	Can I	?
4	'We don't have any milk.'	
	Shall I	?
5	'I'm tidying the garage.'	
	What do	?
6	'The floor isn't very clean.'	
	1/11	

3 (4: m	Pronunciation  3 (18)									
1	water									
2	herb									
3	dessert		回數學系統							
4	dinner									
5	verb									
6	butter									
7	pepper									
8	dishwasher									

(carme) and sugar in coffee.



Reading

# 1 Unscramble the words and complete the sentences.

	inprote and contonicos.
I don't have a metal	tray (yart) so I can't bake bread.
Fadi always puts chocolate	(eacus) on ice cream.
Would you like some	(retubt) in your sandwich?
You'll only need one	(snopateo) of salt for this recipe.
We need a	(logriln nip) to make the dough thin.
	I don't have a metal Fadi always puts chocolate Would you like some You'll only need one

2 Read the recipe for fruit on sticks on Pupil's Book page 50 again. Number the instructions in order.

a	After that, melt the chocolate in the microwave.	
b	Then, take the fruit and chop it into small pieces.	
c	Next, heat the chocolate and cream and mix them again.	
1 d	First, make sure you have all the ingredients.	
e	Then, add the cream to the chocolate and mix them.	
f	Finally, eat the fruit with the hot chocolate sauce.	

3 Read the recipe for cheese straws again. Answer the questions. Write complete sentences.

1 How much grated cheese do we need to make this recipe?

We need 75 grammes of grated cheese to make this recipe.

- 2 What must we beat before we add it to the other ingredients?
- 3 Why do we need to rub the butter with our fingers?
- 4 How hot must the oven be to cook the dough?

4 Viewing and presenting Work in groups. Choose a recipe. Discuss the questions and make notes. Share your ideas with the class.

1 Why do you like the recipe?

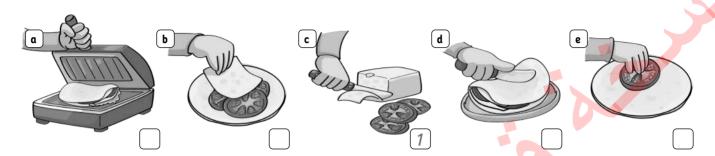
**6** Granny always has

- 2 What ingredients do you need?
- 3 How is the dish prepared?
- 4 How does it smell and taste?

### Writing

### Number the pictures in order. Then complete the recipe.

after that finally first next then



### Hot tomato and cheese sandwiches

- First \_\_\_\_\_, cut pieces of tomato and cheese.
- , put the tomato on a piece of bread.
- \_\_\_\_\_, add the cheese and another piece of bread.
- \_\_\_\_\_\_, put butter on the outside.
- \_\_\_\_\_\_, cook the sandwich very slowly.

### Writing

When you write instructions, make sure the order is clear. You can use bullet points (•), numbers (1, 2, 3, etc.), and words like first, next, then.

2) Plan a recipe for a dish that you like.

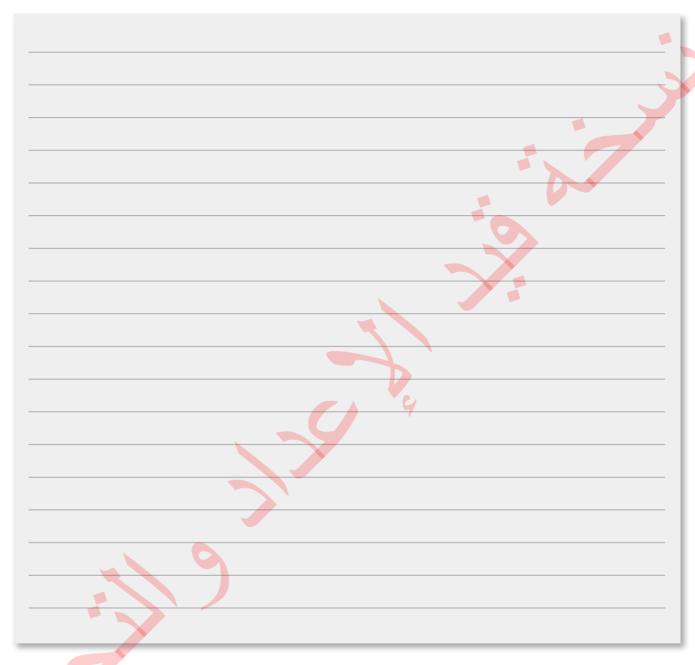
Write a title for your recipe.

List the ingredients you need for your recipe. Use abbreviations: *g* (*grammes*), °C (*degrees Celsius*), etc.

List the recipe instructions. Use cooking verbs: add, cut, chop, boil, etc.



Now write your recipe.



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

H	lave	I	listed	al	۱t	he	ingr	ed	ier	its	?
---	------	---	--------	----	----	----	------	----	-----	-----	---

Have I used abbreviations correctly?

	Have	I used	cooking	verbs?
_			9	

Have I written a clear seque of instructions?



# Language booster 2

Sł Sł	ne likes pla ne thinks une tries to	cloth ain, unusual clo	in clo	ala happy.			
	ien sne cr		tnes make por or n so they lo	people cl	othes.	0	
	K Imagine	e you are a	a blogger. <i>i</i>	Answer th	e ques	tions in	your noteb
							_
	My favoui	rite clothes	rite clothes are  Ise a word	· ·			ar
Boo My Ho	brother/s oks friends nework v clothes	m m	ana .		diffic happ bette intere fun.	y.	
M	y brother	makes me	һарру.				

### Read and listen to the dialogue on Pupil's Book page 53 again and circle *T* (true) or *F* (false). Explain your answers.



1	Rola isn't ready yet.	T/F
2	Maha hasn't made a cake yet.	T/F
3	Rola's new dress is casual.	T / F
4	Rola's jeans aren't big enough.	T/F
5	Her jeans make her uncomfortable.	T/F
6	Maha is wearing an old bracelet.	T/F



2 Circle the clothes in red and the adjectives in blue.

& resscomfortable jeans sweats hirts kirts triped plains smarttiecas ualtop

- 3 **\*\*** Write a new dialogue. Use clothes words and adjectives.
  - A: I don't know what to wear.
  - B: You could wear your new \_\_\_\_\_ (adjective)

(clothes).

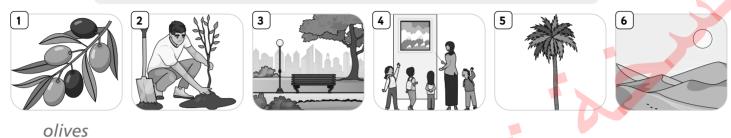
- A: That/Those (clothes) is/are too (adjective). It/They make/makes me (adjective).
- B: How about your \_\_\_\_\_ (clothes)?
- A: Yes, OK. I'll wear my \_\_\_\_\_\_ (adjective) \_\_\_\_\_ (clothes). It's/They're \_\_\_\_\_ (adjective). What are you wearing?

(clothes) to make it look better!

### Tree Day

**1** Look and write.

desert green space olives palm tree plant school trip



- 2 After you read Read the text on Pupil's Book page 56 again. Circle T (true), F (false) or DS (doesn't say). Explain your answers.
  - 1 Tree Day in Jordan lasts for a week. T /F/ DS It lasts for one day.
  - 2 It began in 1939. T / F / DS
  - 3 It takes place on the same day all over the world. T / F / DS
  - 4 Only people in cities in Jordan plant trees. T / F / DS
  - 5 Planting a tree is the first thing people do on Tree Day. T / F / DS
- 3 Answer the questions. Write complete sentences.
  - 1 Which are the most popular trees to plant?

    Palm trees are the most popular trees to plant.
  - 2 What kind of tree did Hanan's class plant?
  - 3 Where did Hanan's class go on Tree Day?
  - 4 What aren't there many of in Jordan?
  - 5 What can Tree Day help us understand?
- Wiewing and presenting Wake a list. Share it with the class.

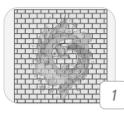
## Belonging to My School Day

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

assembly community headteacher mural proud











mural

- 1 a picture that is painted on a wall
- 2 all the people who live in a particular area
- 3 a regular meeting of all the teachers and pupils
- 4 feeling pleased about something
- 5 the person in charge of a school
- 2 After you read Read the text on Pupil's Book page 57 again. Then complete the sentences.
  - 1 Laith goes to school in Zarqa, which is the second largest <u>city</u> in Jordan.
  - 2 Laith's school celebrated Belonging to My School Day in \_\_\_\_\_\_\_.
  - 3 Laith had never \_\_\_\_\_\_ of the day before.
  - 4 Pupils, teachers and \_\_\_\_\_ all took part.
  - 5 It's a day when students and teachers can feel \_\_\_\_\_\_ of their school.
  - 6 A school is a very important part of a \_\_\_\_\_\_.
- 3 Answer the questions. Write complete sentences.
  - 1 How did the celebrations for Belonging to My School Day begin? They began with a big assembly.
  - 2 Who talked about the importance of education?
  - 3 Where did the pupils go after the assembly?
  - 4 What did Laith's teacher want them to create?
  - 5 What did Laith's class and his teacher decide to do?
- 4 Viewing and presenting A D K Work in pairs. Make a poster for Belonging to My School Day. Share it with the class.

### Welcome

cheerful (adjective) - happy
confident (adjective) - certain about
your ability to do things well
friendly (adjective) - behaving in a kind
way because you like somebody or want
to help

hard-working (adjective) – doing a job well

**kind** (adjective) – nice and generous to others

**lazy** (adjective) – not wanting to work **polite** (adjective) – showing respect for other people

**quiet** (adjective) – not making noise **responsible** (adjective) – taking care of things and people

shy (adjective) – not confident
tidy (adjective) – keeping things in order
and in the correct place
untidy (adjective) – not tidy

### Unit 1

archery (noun) – a sport in which you shoot arrows

**athletics** (noun) – sports that include running and jumping

**audiobook** (noun) – a book that you listen to

**badminton** (noun) – similar to tennis; players hit a light ball called a shuttlecock over a high net

**blog** (noun) – a website where you write your thoughts

**board game** (noun) – a game played on a board, e.g. chess

**book fair** (noun) – an event where books are sold or shown

**cartoon** (noun) – a film or TV programme made with drawings

**cycling** (noun) – the sport or activity of riding a bike

**diary** (noun) – a book you write your personal thoughts in or about what has happened each day

do (verb) – to perform an action or jobdraw (verb) – to make pictures with apen or pencil

**eco-lodge** (noun) – a special place to stay in the desert

energy (noun) - to do work and not
get tired

freedom (noun) – when you can make your own choices and do what you want gardening (noun) – growing and taking care of plants

go (verb) – to travel or move somewhere gymnastics (noun) – a sport where people do jumps and other moves to show strength and balance

heat (noun) – the quality of being hot hobby (noun) – something you do in your free time for fun

**hockey** (noun) – a team sport where players use sticks to hit a ball and score goals

ice skating (noun) – an activity or sport done on ice with special shoes listen (verb) – to pay attention to someone or something in order to

make (verb) – to create or produce
something

hear them

model (noun) – a smaller copy of something, e.g. a building or a car museum (noun) - a building where you can see important things from the past photography (noun) – the activity of taking photographs picture (noun) – an image created to show what something looks like, e.g. a painting or drawing play (verb) – to take part in a sport or a game **puzzle** (noun) – a game where you fit pieces together route (noun) – a path or road to get to one place from another scooting (noun) - the activity of riding a scooter **skiing** (noun) – to move on snow using skis snowboarding (noun) - to move on snow using a snowboard sun cream (noun) - a cream used on the skin to protect it from the sun table tennis (noun) – a sport where players hit a small ball over a net volleyball (noun) – a game in which two teams use their hands to hit a ball over a net watch (verb) – to look at something for a period of time write (verb) – to make words using a

pen or pencil

### Unit 2

on a mobile phone or other device button (noun) - the thing you press to make something work camera (noun) – a piece of equipment used to take photographs or to make films **challenge** (verb) – to try something difficult to test your skills click (verb) – to press part of a device, e.g. a computer, to make it do something computer (noun) – an electronic machine that can store and arrange lots of information device (noun) – an electronic gadget, e.g. a phone or a tablet digital (adjective) – involving computers or electronic technology download (verb) – to copy computer programs, or other information from the internet to your device e-reader (noun) - a device for reading digital books and magazines headphones (noun) – a device worn on the head to listen to sound from a phone or other device icon (noun) – a small picture on a computer screen that you choose to make the computer do something **internet** (noun) – the system that connects computers all over the world and lets people look at websites **laptop** (noun) – a small computer that you can carry around

app (noun) – a small computer program

### Wordlist

**message** (noun) – to send someone an email or text

**online** (adjective) – connected to the internet

**password** (noun) – a secret word that lets you do something, e.g. use your computer

photo (noun) – a picture a camera
makes

press (verb) - to push something
printer (noun) - a machine that makes
copies of documents, pictures or photos
on paper

problem (noun) - a difficult situation
program (verb) - to write or create
instructions for a computer
score (verb) - to get points in a game
screen (noun) - the part of a TV or
computer that shows images
search (verb) - to look for something
selfie (noun) - a photo that you take of
yourself, usually with a mobile phone
send (verb) - to give something to
someone, by mail or electronically

smartphone (noun) - a mobile phone
that is like a small computer and that
connects to the internet
solve (verb) - to find an answer
speaker (noun) - the part of a computer
or smartphone which the sound comes
out of

**technology** (noun) – knowledge and equipment that are used in science and industry

tip (noun) – a piece of helpful advice

turn off (verb) – to move the switch on a machine so that it stops working turn on (verb) – to move the switch on a machine so that it starts working TV (noun) – a piece of equipment, with a screen, used for watching programmes type (verb) – to press keys on a computer or phone to make words upload (verb) – to send files from your device to the internet. video (noun) – an electronic recording of images, e.g. a TV programme, that can be watched website (noun) – pages on the internet where someone puts information

### Learning Club 1

across (preposition) – from one side to the other side of something along (preposition) – from part of a road or street to another **around** (preposition) – in a circle or close to something field game (noun) – a game with one team hitting a hard ball with a bat while the other tries to catch it goal-scoring game (noun) - a game in which one team goes over the halfway line to score a point or a goal halfway line (noun) – a line that divides a sports field into two parts over (preposition) – from one side to the other side of something past (preposition) - moving by something racket (noun) – a piece of equipment that you use to hit a ball in sports

**shuttlecock** (noun) – a small object with feathers that is used like a ball in badminton

straight on (adverb) – going in a straight line without changing directionthrough (preposition) – from one end or side of something to the other

### Unit 3

**apartment** (noun) – rooms for someone to live in a building, usually on one floor **apartment building** (noun) – a large structure with separate apartments **building** (noun) – a structure with walls and a roof, e.g. a school or shopping centre

castle (noun) – a large, strong building built in the past for protection, or as a home for kings and queens ceiling (noun) – the part of a room above your head corner (noun) – the place where two walls meet

corridor (noun) – a long narrow passage in a building, with doors that go into rooms on either side

entrance (noun) – a door that you use to enter a building

escalator (noun) – moving stairs that take people from one level of a building to another

exit (noun) – the door you use to leave a building

**factory** (noun) – a large building where many products are made or produced **floor** (noun) – the part that you walk on inside a building harbour (noun) – an area of water with strong walls near the coast; boats and ships are kept here and are safe from the sea

hospital (noun) – a place where ill or injured people go to get better lift (noun) – a machine that carries people up and down in tall buildings office building (noun) – a room or building where people work palace (noun) – a large house where a king or queen lives remember (verb) – to think about something again

roof (noun) – the top part of a building
that protects it

sketch (verb) – to draw something quickly skyscraper (noun) – a very tall building smile (verb) – to make a happy or friendly expression with your mouth sports centre (noun) – a building with places where you do different sports stadium (noun) – a large outdoor area with seats for people to watch sports events

**stairs** (noun) – steps from one level in a building to another

**steps** (noun) – a surface that you put your foot on in order to go to a higher or lower level

swimming pool (noun) – an area of water that people swim in tower (noun) – a very tall, narrow building, or part of a building wall (noun) – the side of a room or building

### Wordlist

whisper (verb) - to speak very quietly so
that other people can't hear
yell (verb) - to shout something loudly
zoom (verb) - to travel very fast

### Unit 4

add (verb) - to put something with
something else

**bake** (verb) – to cook something in an oven

**bin** (noun) – a container to put rubbish in

**boil** (verb) – to cook something in very hot water, e.g. pasta

**butter** (noun) – a soft, yellow food made from cream and used to spread on bread or cook with

carpet (noun) – a thick material for covering floors

chop (verb) – to cut something into small pieces

clear (verb) – to remove all the objects from a place

clothes (noun) — items that you wear on your body

cook (verb) - to prepare food

**cream** (noun) – a thick, white liquid that comes from milk

cut (verb) – to use a knife to divide
 something or remove part of something
 dinner (noun) – the main meal of the
 day that people usually eat in the
 evening

**dishwasher** (noun) – a machine that washes plates and glasses

dust (verb) - to remove a powder called
dust from something

empty (verb) – to remove the things
from something

fork (noun) – a small object that you use to pick up food and eat with

fry (verb) – to cook something in hot oil furniture (noun) – objects such as chairs and tables that you put into a room knife (noun) – an object you use to cut things with

**load** (verb) – to put a lot of things into a machine

mix (verb) – to put two or more things together

**pepper** (noun) – a black powder you add to food for flavour

plant (noun) – a living thing that grows in soil and has got leaves, e.g. a tree put away (verb) – to put something in the place where you keep it rolling pin (noun) – a kitchen tool that you roll over dough to make it thinner rubbish (noun) – things that you throw away because you do not want them

salt (noun) – a white powder you add to food for flavour

**sauce** (noun) – a hot or cold liquid that you put on food

**spoon** (noun) – a small round object you use to eat food

**sweep** (verb) – to clean the floor with a brush

**table** (noun) – a piece of furniture used for eating

**take out** (verb) – to remove something from a place

teaspoon (noun) – a small spoon tidy up (verb) – to make a place clean tray (noun) – a flat object used for carrying food and drinks vacuum (verb) – to clean with a vacuum cleaner

washing-up (noun) – the activity of washing the things you have used for cooking and eating water (verb) – to put water on plants

### Learning Club 2

casual (adjective) – relaxed and informal cheap (adjective) – not expensive comfortable (adjective) – making you relaxed and not in pain expensive (adjective) – costing a lot of money

**formal** (adjective) – serious and not relaxed

**informal** (adjective) – not serious and relaxed

laces (noun) – string to tie shoes plain (adjective) – simple and not complicated

smart (adjective) – clean and tidystrap (noun) – a piece of material usedto carry something

uncomfortable (adjective) – not comfortable

**unusual** (adjective) – different and not ordinary

**zip** (noun) – a thing for fastening clothes



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

Infinitive	Past	: simple	Past	participle
be	was/were		been	
break	broke		broken	
bring	brought		brought	
buy	bought		bought	
catch	caught		caught	
choose	chose		chosen	
come	came		come	
do	did		done	
draw	drew		drawn	
drink	drank		drunk	
drive	drove	4 6	driven	
eat	ate		eaten	
fall	fell		fallen	
feel	felt		felt	
find	found		found	
fly	flew		flown	
get	got		got	
give	gave		given	
go	went		gone/been	
have	had		had	
hear	heard		heard	
hold	held		held	
keep	kept		kept	
know	knew		known	
learn	learned		learned	

Infinitive	Past	: simple	Past	participle
let	let		let	
lose	lost		lost	
make	made		made	
meet	met		met	
pay	paid		paid	
put	put		put	
read	read		read	
ride	rode		ridden	
run	ran		run	
say	said		said	
see	saw	9	seen	
sell	sold		sold	
send	sent		sent	
sing	sang		sung	
sleep	slept		slept	
stand	stood		stood	
take	took		taken	
teach	taught		taught	
tell	told		told	
think	thought		thought	
throw	threw		thrown	
wear	wore		worn	
win	won		won	
write	wrote		written	

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