

# Jordan TEAM Together Grade 7 Semester 1



Pupil's Book with Digital Resources

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# Jordan TEAM Together Grade 7 Semester 1



Pupil's Book with Digital Resources

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# Scope and sequence

|         | Unit               | Unit objectives                                                                             | Vocabulary                                                                                                                                                                                                                                                                                                                                                             | Grammar                                                                                                                                                                                                                                                                                                      | Listening                                                                                                                                                             |
|---------|--------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Welcome | Let's get started! | Introducing the characters; revising question words; revising vocabulary to describe people | <b>Hobbies and interests</b><br><b>Describing people</b>                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                              | Understanding the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures           |
| 1       | City life          | Talking about cities, travel and transport                                                  | <b>City travel and transport:</b> capital city, backpacker, tour guide, tourist information centre, accommodation, luggage, statue, monument, police station, fountain, tourist, clock tower<br><b>Travel and transport:</b> taxi, neighbourhood, lorry, roundabout, coach, road sign, railway station, traffic lights, crossroads, fire engine, traffic jam, pavement | <b>used to</b><br><i>They used to throw buckets of water over fires.</i><br><b>Present continuous for future plans</b><br><i>My friends are doing a treasure hunt tomorrow.</i><br><b>Present simple for timetables and scheduled events</b><br><i>The treasure hunt starts at 10 am in the city square.</i> | Understanding some details in longer dialogues on familiar, everyday topics; extracting factual information from short, simple dialogues or stories about past events |
| 2       | Our future         | Talking about jobs and life events                                                          | <b>Jobs:</b> hairdresser, manager, dentist, computer programmer, inventor, architect, novelist, graphic designer, politician, diver, professional footballer, journalist<br><b>Life events:</b> start a business, find a job, be born, get a degree, retire, get married, go to school, have children, go to university, grow up, move house, go backpacking           | <b>will for predictions</b><br><i>I think you'll be a brilliant footballer.</i><br><b>might, may and could for predictions</b><br><i>I might get a good degree.</i><br><i>I may start a business.</i><br><i>I could find a job as a teacher.</i>                                                             | Identifying basic, factual information in short, simple dialogues or stories on familiar, everyday topics, if spoken slowly and clearly                               |

## Dana's Learning Club Language booster 1

|   |             |                                                   |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                            |
|---|-------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Let's read! | Talking about books; describing places            | <b>Books:</b> fantasy, graphic novel, recipe book, biography, science fiction, drama, adventure story, poetry, mystery, horror story, self-help, detective story<br><b>Adjectives:</b> tiny, dark, empty, steep, strange, gorgeous, terrible, secret, huge, bright, popular, charming                                                                                                   | <b>Reported speech</b><br><i>They said that they enjoyed reading.</i><br><b>Present simple passive and Past simple passive</b><br><i>The tower is visited by many tourists every year.</i><br><i>The tower was built a long time ago.</i>                     | Understanding people's likes in informal conversations, if the speakers talk slowly and clearly; extracting factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts |
| 4 | Our planet  | Talking about the environment and extreme weather | <b>The environment:</b> protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming<br><b>Extreme weather:</b> hurricane, tornado, thunder and lightning, gale, heatwave, drought, forest fire, volcano, tsunami, flood, avalanche, snowstorm | <b>Modal verbs</b><br><i>We should take part in the competition.</i><br><i>We must close doors.</i><br><i>We need to switch off the lights when we leave a room.</i><br><b>Reported questions and commands</b><br><i>I asked my dad what a hurricane was.</i> | Understanding some details in extended dialogues on familiar everyday topics; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing                                                                      |

## Dana's Learning Club Language booster 2

Festivals  
 Grammar reference  
 How to write...  
 English in action reference

|  | Speaking                                                                                                                                                                                                                                                         | Reading                                                                                                                                                                                                                                                         | Writing                                                                                             | Phonics                                          | Project                                            | Viewing and presenting                | Functions                                                                                               |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------|
|  | Giving brief reasons for their opinions on familiar topics; talking about their hobbies and interests, using simple language; asking a range of questions in guessing games to find the answer; asking someone simple questions about their life and experiences | Understanding short, school-related messages in emails, text messages and social media postings; scanning several short, simple texts on the same topic to find specific information; following extended stories and texts written in simple, familiar language |                                                                                                     |                                                  |                                                    |                                       |                                                                                                         |
|  | Comparing the advantages and disadvantages of different options using a range of complex linking words/phrases; repeating phrases and short sentences; describing past events or experiences using simple descriptive language to add interest                   | Following extended stories and texts written in simple, familiar language, if supported by pictures                                                                                                                                                             | Writing short, simple descriptive texts about familiar places using basic connectors, given a model | Different sounds of the hard and soft c in words | Making a fact file about a city                    | Presenting the fact file to the class | <b>Asking for travel information</b><br><i>Excuse me, how much is a single/return ticket to Berlin?</i> |
|  | Making simple predictions about the future, given a model; talking about plans for the near future in a simple way                                                                                                                                               | Identifying specific information in a simple story, if guided by questions; scanning a simple text to find specific information                                                                                                                                 | Writing short, simple texts on familiar topics in linked sentences                                  | Intonation in questions and statements           | Making a poster about an unusual university degree | Presenting the poster to the class    | <b>Making and responding to offers of help</b><br><i>Do you need any help?</i>                          |

### Social Studies: How can we compare and contrast things?

|                                                                                                                                                                                                    |                                                                                           |                                                       |                                                   |                                                     |                                         |                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------|-----------------------------------------|------------------------------------------------------------|
| Acting out a short dialogue or role play, given prompts                                                                                                                                            | Making basic inferences from simple information in a short text                           | Writing a very simple story, given prompts or a model | Letter sounds <i>str, spr, scr</i> and <i>tch</i> | Making a presentation about an unsolved mystery     | Giving the presentation to the class    | <b>Agreeing and disagreeing</b><br><i>I totally agree.</i> |
| Expressing their opinions on familiar topics, using simple language; repeating phrases and short sentences, if spoken slowly and clearly; talking about everyday activities, using simple language | Scanning several short informational texts on the same theme to find relevant information | Writing a report on a survey about endangered animals | Voiced and unvoiced <i>th</i>                     | Writing an action plan to help an endangered animal | Presenting the action plan to the class | <b>Giving advice</b><br><i>Perhaps you ought to ...</i>    |

### Social Studies: How can we give an explanation?

# Welcome

# Let's get started!



1 Listen and read. Who are these children?



## World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

Good morning, everyone, and welcome to Grade 7! We're your WOW! Team! It's going to be an exciting year for us all and for the magazine!



We hope we can work together on the magazine this year.



The WOW!, or World of Wonder!, magazine is full of articles just for you. You tell us what you want in your magazine and we'll make it for you!



So, we need to hear your ideas! What do you want to read about? What do you want to talk about? Tell us and we'll get to work!



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

1

**Ghada, 12, Jordan** 2 minutes ago

I'm new to Amman and it's a lovely city! It's very exciting, and there is so much to do. I want to read more about life in big cities.

2

**Tara, 12, South Africa** 3 minutes ago

Last month, we went hiking. While I was hiking, I thought about all the other adventures I could have. I want to read some stories about adventure.

3

**Martin, 12, Australia**

4 minutes ago

It's time to start thinking about the future. I want to read about jobs that I might do in the future!

4

**Dominic, 12, USA** 10 minutes ago

I love shopping! I want to hear about different types of shopping around the world.

5

**Jasiek, 13, Poland**

10 minutes ago

My older sister loves sending texts to her friends on her phone. But I prefer talking to my friends face-to-face! Why do some people spend so long on their phones?

6

**Selina, 13, Jamaica**

20 minutes ago

We've had a lot of stormy weather this summer on our island. I want to read articles about why the weather is changing and what we can do to stop it.

7

**Luisa, 13, Argentina** 1 hour ago

In the future, I want to be an inventor! I want to read some articles about great inventions, so that I can get some ideas of my own!

8

**Riya, 12, Brazil** 1 hour ago

I've just finished reading a brilliant book about a mystery. I loved it! I want to read more about mysteries!

9

**Abbas, 12, Jordan** 1 day ago

I enjoy painting every day. I want to read articles about art! I wonder how people use art in different ways around the world.



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

**3** **Look again at Activity 2 and talk to your partner.**

- 1 Which of the topics that the children talk about are you most interested in and why?
- 2 What other topics would you like to see in the WOW! Magazine? Why?

1 Listen and read. Match the photos to the WOW! Team.



### About Us



Hello. I'm twelve years old and I'm from Jordan. My grandmother comes from England, so we often go to England in the summer holidays. In my free time, I love reading and writing. At school, my favourite subject is English because we read a lot of interesting books and I enjoy writing. I'm looking forward to writing some articles for the magazine this year!



Hi! I'm twelve years old and I'm from the United Kingdom. I love football because it's exciting and fun to be part of a team. In the winter, I go snowboarding and skiing. I also love taking photographs. I promise I'll take some interesting ones for the magazine this year!



I'm twelve years old and I come from Aqaba in Jordan. My family and I moved to Amman two weeks ago. I miss my old friends and I miss the sea, but it's great to move to a new city! All the students here are very kind. I really love science and nature. I ride my bike to school every day because I want to keep our planet clean. I will try to find interesting articles about science for our magazine.



Hello, everyone! I'm twelve and I come from China. We moved to Jordan because of my mum's job. I really love design. In my free time, I design my own clothes. I'm going to design the WOW! Magazine this year. I hope you like it!

**2**  **Read the About Us page again. Talk to your partner.**

- 1 What are the WOW! Team going to do for the magazine this year?
- 2 Which job would you like to do on the magazine? Why?
- 3 Do you have a magazine at school?



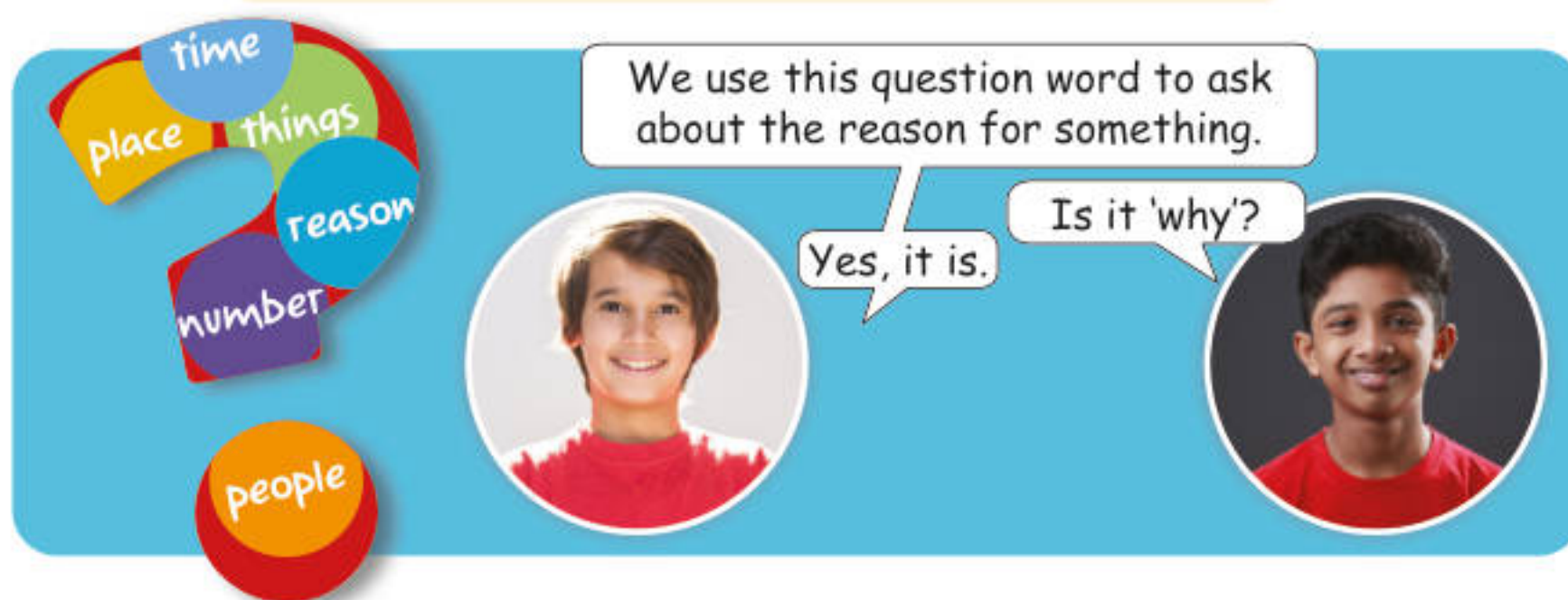
**3**  **Listen and circle the correct option to complete the questions. Then match to the answers.**

- |                                                          |                                                                      |
|----------------------------------------------------------|----------------------------------------------------------------------|
| 1 Where <b>do/does</b> you come from?                    | a I was born on 4 <sup>th</sup> March.                               |
| 2 How <b>many years/old</b> are you?                     | b I have one older brother.                                          |
| 3 <b>When/ Who</b> were you born?                        | c I come from England.                                               |
| 4 How <b>many/much</b> brothers and sisters do you have? | d My favourite sport is football.                                    |
| 5 <b>What/Why's</b> your favourite sport?                | e I love it because it's exciting and it's fun to be part of a team. |
| 6 <b>What/Why</b> do you like football so much?          | f I'm twelve years old.                                              |

**4**  **Work in pairs. Take it in turns to ask and answer the questions in Activity 3. Can you find three things that are the same and three things that are different?**

**5**  **Play a guessing game about question words. Can your partner guess the answer?**

who what where why how many when



**6**  **Work in groups to find out some information about your classmates.**

- 1 Write six questions of your own using the question words from Activity 5.
- 2 Ask questions about some of the topics in the box below or use your own ideas.
- 3 Work with another group. Ask and answer questions.

sports hobbies TV programmes school subjects clothes



**City tourism:** capital city, backpacker, tour guide, tourist information centre, accommodation, luggage, statue, monument, police station, fountain, tourist, clock tower

**Travel and transport:** taxi, neighbourhood, lorry, roundabout, coach, road sign, railway station, traffic lights, crossroads, fire engine, traffic jam, pavement

# City life

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



## World of Wonder! Magazine

### Welcome

We love visiting big cities! There's so much to do and see! Look at the photos here. How many words do you know for places in cities? How many words do you know for different ways to travel around?

Sami has a question for you. Can you think of some answers to his question?

### WOW! Question



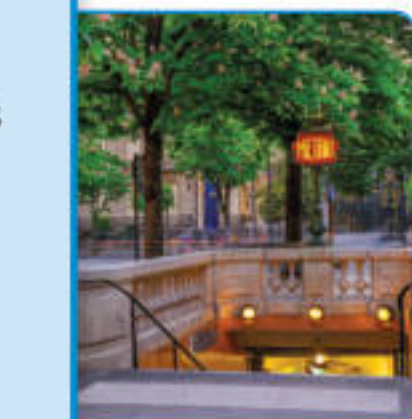
**Sami** 3 minutes ago  
What are the advantages and disadvantages of big cities?

### In this unit I will ...

- learn words for city tourism, travel and transport.
- use *used to* to talk about the past.
- read a picture story.
- use the Present continuous and Present simple to talk about the future.
- learn about big and small cities.
- work in a group to write a fact file about a city.

### Book Club

### Culture





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

capital city 1 backpacker tour guide tourist information centre  
accommodation luggage statue monument police station  
fountain tourist clock tower



3  Listen and read. What cities are the children talking about? Who had a bad experience in a city?



## WOW! Blog

1  **Sami** 8 minutes ago  
My brother travelled around Europe this summer by train. He went with some other backpackers and they visited 13 countries in two months. His favourite city was Barcelona!

3  **Mei** 1 hour ago  
When I was young, I lived in Beijing and my grandmother still lives there. Last year we went to Beijing for the summer holidays. There are lots of fountains and squares where you can play.

2  **Dana** 10 minutes ago  
My family and I went to London last summer! We went to the tourist information centre and found out about places to visit. My mother was our tour guide. We saw the famous clock tower, Big Ben, and the Monument, which was built to remember the Great Fire of London.

4  **Alex** 2 hours ago  
We went to Abu Dhabi last year. It was amazing to go sightseeing, but our accommodation was far away from the city centre. Then I left my bag in a taxi and we had to go to the police station. That wasn't fun.

4   Work in pairs. Look at the photos and words on page 9. Find and say.

- 1 Which photos and words are buildings in a city?
- 2 Which photos and words are things or places tourists may go to see in a city?
- 3 Which photos and words do we use for people?
- 4 Which photos and words are things that tourists may need?



- 1 Listen and read. What event from the past does the Monument in London remember?

**Dana:** Hi, Mei. What's up?

**Mei:** Hey, Dana. I saw in your blog that you visited the Monument in London. What did you think?

**Dana:** I thought it was brilliant. Look, here's a picture I took.

**Mei:** That's amazing! I know that it's a monument to remember the Great Fire of London, but I don't know much else about it.

**Dana:** Well, it's a tall tower with a gold ball at the top. It's a few metres away from where the fire started in 1666.

**Mei:** I didn't know that. How did the fire start?

**Dana:** Well, there was a bakery on Pudding Lane and the fire started in an oven. The houses in London used to be wooden, so the fire moved from house to house very quickly.

**Mei:** Oh, no! That's awful! Then what happened?

**Dana:** The fire burned for four days because there was no fire brigade.

**Mei:** So what did people use to do when there was a fire?

**Dana:** Well, they didn't use to be able to call the fire brigade like we do now, so they just used to throw buckets of water over fires.



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

1 Where is the Monument and why?

2 When was the Great Fire of London?

3 Why did the fire move so quickly?

4 How many days did the fire burn for?

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

That's amazing!

What's up?

Oh, no! That's awful!

1 I broke my leg last week.

(...)

2 (...)

Nothing much. I'm doing my homework.

3

We won our football match 11-0!

(...)

# 1 Look back at the dialogue in Lesson 2.

- Find three things that were different about life in London at the time of the Great Fire.
- Find how the Great Fire of London started.
- Find how long the Great Fire of London burned.

# 2 Look at the grammar table. Then read and circle the correct options to complete the rules.

## Grammar

### used to

|         |                      |                                    |
|---------|----------------------|------------------------------------|
| They    | <b>used to</b>       | throw buckets of water over fires. |
| We      | <b>didn't use to</b> | call the fire brigade.             |
| Did she | <b>use to</b>        | live in a wooden house?            |

Yes, she **did**. / No, she **didn't**.

We use *used to* + verb / the Past simple for things that happened many times in the past.

We use *used to* / the Past simple for completed actions in the past.

# 3 Read the dialogue in Lesson 2 again. Find two examples of *used to* + verb.

# 4 Write three questions about life in London in 1666. Then work in pairs and ask and answer.

Did they use to have fire brigades?

No, they didn't.

# 5 Listen. For each question, choose the correct picture.



- 1 Where did Ali's grandfather use to live when he was young?



- 2 What place did Imad and Hala always use to visit when they were children?



# 6 Listen again and answer the questions.



- a Why did Ali's grandfather live in a hotel?

b What can he remember about living there?
- a What city did Imad and Hala use to visit when they were children?

b Why did they have to go to the police station one year?

# 7 In pairs, talk about things you used to do and didn't use to do when you were 6 years old.

play with toys   go to school  
ride a bike   drink milk  
talk to my friends   play football  
chant   read books

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

- 1 The action is shown in lots of pictures/one large picture.
- 2 The text uses names/speech bubbles.



**2 Listen and read.** What treasure do the children find?



**Lubna:** Mum, some of my friends are doing a treasure hunt around the city tomorrow. Can we go, too?

**Mum:** Yes, OK.

**Lubna:** It starts at 10 am in the city square. Can we take Salwa, too?

**Mum:** Yes, of course. The bus for the city leaves at 9.30 am.

**Mum:** Right, I have the first clue on my phone.

*The first place you will need to look is at the place where you borrow books.*

**Lubna:** The library!

**Salwa:** Yes! Where's the nearest library?

**Mum:** It's on the other side of the roundabout, past the traffic lights. Come on! Let's go!



**Mum:** Oh, what a big traffic jam. The fire engine can't get through. Mind that lorry and the taxis!

**Salwa:** I have it! The second clue is on this road sign in front of the library.

*The clues just get better and better. Where do you go to send a letter?*

**Lubna:** The post office! Where's that, Mum?

**Mum:** It's on the other side of the crossroads, near the bus station.



**Lubna:** I have it! Here's the third clue on the pavement in front of the post office!

*We hope you think the treasure's funny. You'll find it where you keep your money!*

**Salwa:** The bank! There's a bank over there, where the coach is. Oh, look! There's the treasure! It's chocolate money!

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



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

taxi 1 neighbourhood lorry roundabout coach road sign  
 railway station traffic lights crossroads fire engine  
 traffic jam pavement



2 Read the story in Lesson 5 again. How many things or places in a city can you find in it? How many types of transport?

3 Think about the story in Lesson 5. Are the sentences true or false?

- |                                                                     |       |
|---------------------------------------------------------------------|-------|
| 1 Some of Lubna's friends are doing a city treasure hunt next week. | T / F |
| 2 Lubna is seeing Salwa tomorrow.                                   | T / F |
| 3 The treasure hunt starts at 10 am.                                | T / F |
| 4 The bus leaves at 9 am.                                           | T / F |

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

### Grammar

#### Present continuous for future

My friends **are doing** a treasure hunt tomorrow.

I'm **seeing** Salwa tomorrow.

#### Present simple for future

The treasure hunt **starts** at 10 am in the city square.

The bus for the city **leaves** at 9.30 am.

We use the **Present continuous / Present simple** tense to talk about arrangements for the future.

We use the **Present continuous / Present simple** tense to talk about timetables, for example, trains or buses.

5 Listen to two children and answer the questions.

- Which city are they talking about?
- How is Hanan getting to her grandmother's house?
- What doesn't Hanan like about this city?





1 Before you read Would you rather live in a very big city or a very small city?

2 Listen and read.



There are so many interesting cities in the world. Here's an article about one of the **BIGGEST** and one of the **smallest** cities in the world. Cities come in all different shapes and sizes. Some are very big and some are very small. Some have a lot of people living in them and some have very few.

## Big city, small city

### TOKYO

|             |                        |
|-------------|------------------------|
| Country     | Japan                  |
| Population  | 37 million people      |
| Size        | 13,572 km <sup>2</sup> |
| Language(s) | Japanese               |
| Money       | Yen                    |



The biggest city in the world is Tokyo in Japan. It's on the biggest island of Japan, Honshu.

- Tokyo is home to one of the largest fish markets in the world. More than 2,000 tonnes of fish are sold every day!
- The Tokyo Sky Tree is one of the tallest towers in the world at 634 metres tall.
- The busiest railway station in the world is Shinjuku Station in Tokyo. 1.2 billion people use the station every year! There are people who push passengers into the trains to get as many people in as possible.

### NUUK

|             |                        |
|-------------|------------------------|
| Country     | Greenland              |
| Population  | 19,000 people          |
| Size        | 690 km <sup>2</sup>    |
| Language(s) | Greenlandic and Danish |
| Money       | Danish krone           |



Nuuk is one of the smallest capital cities in the world.

- The city is very beautiful, with mountains on one side and the sea on the other. There are small rivers that go through the city, too.
- There's a market every day in the city where you can buy fresh fish and seal meat.
- Nuuk is one of the coldest capital cities in the world. The temperature is below zero for many months of the year. The coldest month is February with temperatures as low as -13°C.
- Visitors to Nuuk often go to see whales, which visit the waters around the city in the summer months.

### Project

Make a fact file about a city.

- 1 In groups, imagine you're planning a visit to a city for your next holiday.
- 2 Choose a city in the world.
- 3 Decide who will research to find:
  - basic information (capital city, population).
  - interesting facts.
  - photos.
- 4 Write your notes on a piece of paper. Add photos or pictures.
- 5 Present your fact file to the class.

### WOW! Fact

There are more than 30 mega-cities in the world. These are cities with more than 10 million people.



3 After you read Activity Book, page 9.



**Anna:** Excuse me, how much is a return ticket to Edinburgh?

**Man:** That'll be £137.

**Anna:** And what time is the next train?

**Man:** It leaves at 11.20.

**Anna:** Is that a direct train?

**Man:** Yes, it is.

**Anna:** OK, great. Which platform does it leave from?

**Man:** That train goes from Platform 19.

**Anna:** Thank you.

1 Listen and read.  
Answer the questions.

- 1 Where is Anna going?
- 2 How is she getting there?

2 Read the dialogue again. Find and write how Anna asks for travel information. Use the *Say it!* box to help you.



Asking for travel information

Excuse me, how much is a single/return ticket to Berlin?

What time is the last train?

Is that a direct train or do I need to change?

Which platform does it leave from?

### Pronunciation

3 Listen and say.  
When does c make a /s/ sound? When does it make a /k/ sound?

1 city ☐

2 tourist information centre ☐

3 clock tower ☐

4 crossroads ☐

5 police station ☐

6 traffic jam ☐

7 cycle ☐ ☐

## Literacy: articles

## Reading

- Before you read** Read the title and the first paragraph of the article. What do you think it will be about?
- Listen and read.**



## tip Reading

The first paragraph of an article often gives the main idea of the text as well as a useful summary.

## An amazing city in the UAE

Cities are big places where there are a lot of people and a lot of cars. That means they are often very hot and very dirty. So people are now designing green cities which are easier to live in.

Masdar City is a special new neighbourhood in Abu Dhabi, the capital of the United Arab Emirates. The designers are creating houses and buildings that are all new. The buildings do not use much energy because they use traditional materials. (1) \_\_\_\_ In the UAE, mosques used to be made of earth from the ground. We usually build new mosques using stone, but they used the same earth as traditional mosques to build the new Masdar City mosque. (2) \_\_\_\_ The mosque also produces all the energy it needs using solar panels which take energy from the sun.



The buildings in Masdar City are very close together so that there is not much sun on the pavements. There are no cars and most of the roads are for walkers and bikes. (3) \_\_\_\_ Some of them go under the ground!



Many school students visit the city on school trips. Teenager Hani Akel, 14, told us, 'This is such an exciting project. (4) \_\_\_\_ It's also using green technology that could really change our cities in the 21<sup>st</sup> century.'

## Words in context

earth electric ground  
solar panel teenager

Activity Book, page 11

- After you read** Read the text again and write the letters for the sentences to fill the gaps in the article.  
 A You can also travel on electric buses.  
 B It's not only creating an amazing new city for people to live in.  
 C That is because the material keeps the building cool.  
 D An example is the mosque.

## 1 Read the article and circle the best title.

- a My favourite place to go on holiday
- b The place where I live
- c The place where I want to live when I grow up



**I** live in the beautiful city of Amman, which is in north west of Jordan.

The place I like the best is the Roman theatre, in the east of the city. The Romans built it about 1,900 years ago and around 6,000 people used to watch plays there. Now it's a famous place for tourists to visit.

The best time to visit Amman is either spring or autumn, when it is not very hot. I prefer the spring because there are flowers in the parks. People come from all over the world to enjoy the food and the city sights. I enjoy eating an ice cream in Abu Bakr al Siddiq Street.

I think tourists should come to Amman because there are a lot of awesome places to visit and many beautiful buildings. The people are also very friendly!

Adnan, 12, Jordan

2 Read the *How to write...* box. Then read the article in Activity 1 again and match the paragraphs to the questions.

## How to write... an article

- Include an introduction, clear paragraphs and a conclusion.
- Use formal language.
- Check your facts – only use websites you can trust.

- 1 Paragraph 1: introduction **b**
- 2 Paragraph 2:
- 3 Paragraph 3:
- 4 Paragraph 4: conclusion

- a What's your favourite place?
- b Where do you live?
- c Why should people visit?
- d What's your favourite time of year?

3 Write an article for the WOW! Magazine about the place where you live. Use the *How to write...* box to help you.

- 1 Write a plan: use the questions in Activity 2.
- 2 Write your answers.
- 3 Then check your spelling and punctuation.

## tip Writing

*either ... or*

We use *either ... or* to talk about a choice between two things.  
The best time to visit Amman is *either spring or autumn*.

2

**Jobs:** hairdresser, manager, dentist, computer programmer, inventor, architect, novelist, graphic designer, politician, diver, professional footballer, journalist

**Life events:** start a business, find a job, be born, get a degree, retire, get married, go to school, have children, go to university, grow up, move house, go backpacking

# Our future

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



## World of Wonder! Magazine

### Welcome

Lots of you wanted to hear about different jobs and the exciting things that might happen to you in the future. Take a look at the pictures. How many words do you know? Dana has a question for you. Can you think of some answers?



### WOW! Question



Dana 3 minutes ago

What's more important – having a good job or having a big family and a lot of friends? Why?

### In this unit I will ...

- learn words for jobs and important life events.
- use *will*, *might*, *may* and *could* for predictions.
- read a poem.
- learn about unusual university degrees in different countries.
- work in a group to do a poster presentation.
- learn how to make and respond to offers of help.
- read and write a blog about the future.



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

hairdresser manager dentist computer programmer inventor architect  
novelist graphic designer politician diver professional footballer journalist **1**



**3** **Listen and read. What jobs do the children want to do?**



## WOW! Blog

**1** **Dana** 7 minutes ago  
I love reading and writing! I want to do a job where I can read and write every day. I don't think I'll become a journalist. I want to write my own books.

**2** **Alex** 15 minutes ago  
I always have so many ideas in my head! For example, yesterday I thought it would be nice to have a pair of football boots that get hot and cold. Then when it's really hot, they will keep you cool and when it's cold, they will keep you warm. I won't become a professional footballer because I'm not good enough, but I want to do a job where I can use my ideas to make real things and have something to do with sports! ⚽

**3** **Sami** 1 hour ago  
My favourite hobby is making things. In the future, I think I'll do a job where I can design and build new buildings!

**4** **Mei** 3 hours ago  
Every summer, I go to the beach with my family and I spend all my time under the water like a fish! 🐟 Maybe I'll be a fish when I grow up! Maybe not! But I'll do a job where I can spend a lot of time in and under the water.

**4** **Work in pairs. Look at the jobs on pages 18 and 19. Find and say.**

- 1 Which of the jobs do you think is the most difficult and why?
- 2 Which of the jobs do you think is the easiest and why?
- 3 Which of the jobs do you think is the most interesting and why?



**1** Listen and read. What job does Sami think Alex will do in the future?

**Sami:** Great goal, Alex!

**Alex:** Thanks!

**Sami:** I read in the blog that you don't think you're good enough to be a professional footballer when you grow up. I disagree! I think you'll be a brilliant footballer for one of the big teams!

**Alex:** Ah, that's kind of you to say, but I don't think that will happen. I'm pretty sure it won't happen!

**Sami:** Yes, it will! A football manager will come to our school and she'll see you play and she'll ask you to join!

**Alex:** Ha ha! I think that will only happen in my dreams! But thank you anyway. I'll keep practising and who knows what will happen in the future? What about you? What will you do when you grow up? You do such a great job designing and building the WOW!



website. Will you become a graphic designer? Or maybe a computer programmer?

**Sami:** No, I won't. I've always wanted to be an architect.

**Alex:** Oh, cool! Will you design a house for me?

**Sami:** Of course I will! What type of house will you want to live in?

**Alex:** Oh, I'm not sure. I think I'll live in a big house near the sea.

**Sami:** You'll need a big garden so you can practise scoring goals for your professional team!

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

- 1 Why doesn't Alex think he can be a professional footballer?
- 2 What job does Sami do on the WOW! website?
- 3 What does Sami want to be when he grows up?
- 4 Where does Alex want his house to be in the future?

**3** Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.

Oh, cool! I disagree! I'm not sure.

1

What do you want to be when you grow up?

(...)

2

I've got some chocolate for us to share!

(...)

3

I think being a politician would be boring.

(...)

1 Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.

- 1 Sami thinks Alex is good enough at football to become a professional footballer.
- 2 Alex thinks that Sami is good at designing.
- 3 Sami wants to be a graphic designer when he grows up.
- 4 Alex wants Sami to design a website for him in the future.

2  Look at the grammar table. Then read and circle the correct options to complete the rule.

### Grammar

#### *will* for predictions

I think you'll **be** a brilliant footballer.

It **won't happen**.

**Will** you **become** a graphic designer?

What **will** you **do** when you grow up?

We use *will/won't* + verb to talk about things that we think can happen in the **present / future**.

3 Read the dialogue in Lesson 2 again. Find examples of *will* for predictions.

4  Work in pairs. Make predictions about the things below.

- 1 something that will happen at school tomorrow
- 2 a sporting event that will happen next year
- 3 what schools will be like in 2100

Tomorrow at school I'll finish my science project.



I'll have lunch with my friends.



5  Listen. What is Abeer doing and why?



6  Listen again. For each question, choose the correct answer.



- 1 What job will Huda do when she grows up?
  - A She'll be a novelist.
  - B She'll be an architect.
  - C She'll be a journalist.
- 2 What job will Lama do?
  - A She'll be a politician.
  - B She'll be a footballer.
  - C She'll be a diver.
- 3 What job will Mariam do?
  - A She'll be a dentist.
  - B She'll be a manager.
  - C She doesn't know yet.

- 1 Before you read** Today's Book Club text is a poem. Answer the question. Then look and circle the words that describe a poem.

- 1 What poems have you read?
- 2 Poems usually have **verses/paragraphs**.
- 3 In this poem, there are **four/six** lines in each verse.



- 2** **Listen and read.** What is Laila thinking about?

### I might...



Tell me, Laila, about your life,  
When were you born, on what day?  
I was born on a Tuesday, at 6.30 pm,  
On 29<sup>th</sup> May.

And what will you do when you grow up?  
For example, when you leave school?  
I may go backpacking, I may travel the world,  
I think that will be cool!

What will you do when you come back?  
Will you go to university?  
I might study English, I might study Maths,  
I might get a good degree.

What will you do when you finish that?  
What job do you think you'll do?  
I could find a job as a teacher.  
Or I could be an astronaut, too!



Do you think that you will start a business?  
Do you think you'll be successful as well?  
I may start a business – it may happen to me.  
At the moment, I just can't tell.

When you finish work, when you retire,  
What will you do for fun?  
I might sit by the sea and look back at my life  
And laugh at the things that I've done!



- 3 After you read** Activity Book, page 17.
- 4** **Work in pairs.** Pupil A, read the first two lines of each verse and Pupil B, read the second two lines of each verse. Then swap roles and repeat.
- 5** **Take it in turns to answer the questions in the poem about you. Then write the poem with your answers.**



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

start a business    find a job  
be born 1    get a degree    retire  
get married    go to school  
have children    go to university  
grow up    move house  
go backpacking



- 2 Read the poem in Lesson 5 again. How many words for important life events can you find?
- 3 Read the poem again. Find the answers to these questions.
- 1 When was Laila born?
  - 2 What does she want to do when she leaves school?
  - 3 What does she want to study at university?
  - 4 What does she want to do when she retires?

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

### Grammar

#### *might, may and could* for predictions

I **might** get a good degree.

I **may** start a business.

I **could** find a job as a teacher.

When we **are / aren't** sure about our prediction, we use *will/won't* + verb.

When we **are / aren't** sure about our prediction, we use *might, may* or *could* or *might not, may not* + verb.

- 5 Listen to Fadi and answer the questions.



- 1 What might Fadi do in the future?
- 2 What will his sister NOT do in the future?
- 3 What could his grandfather do when he's 60?

- 6 Read and make predictions using *will/won't* or *might, may* and *could*. Then rewrite the sentences to make predictions about your own future.

1 **Nada**

I want to go to university. Maybe.

*Nada might go to university.*

2 **Jawad and Khaled**

We definitely want to go backpacking.

- 1 **Before you read** What are the most popular university degrees in your country?
- 2 **Listen and read.**



# UNUSUAL UNIVERSITY STUDIES

When school finishes, most students continue their studies at university. Here are some university degrees that are a little different than the usual ones!



## ► Baking Science and Technology, London, UK

Baking bread and cakes might seem like a simple, fun activity, but if you want to become an expert, then there's a degree for you. London offers a university course on Baking Science and Technology, where students study the chemistry of each ingredient and how it affects products in special laboratories. Students also get a chance to take part in projects and famous bakers from around the world visit to talk to students.



## ► Themed Experience, Orlando, USA

The city of Orlando in Florida has more than twelve theme parks full of roller coasters and water parks. Where would it be better to study Themed Experience than here? With this degree, you will become an expert in designing and organising theme parks, zoos, virtual worlds, aquariums, etc. That's a job that anyone would pay to do!

## ► School of Puppetry, Toronto, Canada

All people enjoy watching puppet shows. So, why not study the art of creating and performing with puppets?

The Toronto School of Puppetry offers just that. Here students learn to make puppets out of various materials, including wood. They also learn secrets about sound and how to create stories, film and edit videos with puppets.



## WOW! Fact

Puppetry has been around for thousands of years. The Ancient Greek, Egyptian and Chinese civilisations all used this form of art.

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



- 4 **Work in pairs. Ask and answer.**

- 1 Which of the studies would you choose and why?
- 2 What do you think would be difficult about studying these degrees?

## Project

**Make a poster about an unusual university degree.**

- 1 In groups, think about unusual university degrees.
- 2 Choose one and decide who will find:
  - information about what the degree is about.
  - information about what pupils learn and practise.
  - some good photos and some interesting facts about the degree.
- 3 Put your notes and photos onto a poster.
- 4 Display your poster in the classroom and present it to the class.
- 5 Take a class vote to decide which degree sounds the most interesting and why.



1 <sup>2.15</sup> Listen and read.  
Answer the questions.

- 1 Which room is messy and why?
- 2 What does the girl do to help?
- 3 What does Dad do to help?

2 Read the dialogue again. Find and write four offers of help. Use the *Say it!* box to help you.



| Offering to help       | Accepting an offer of help |
|------------------------|----------------------------|
| I'll help you.         | Yes, please!               |
| Let me help you.       | That would be great!       |
| Can I help you?        | Refusing an offer of help  |
| Would you like a hand? | Thanks, but no need!       |
| Do you need any help?  | I'm nearly done.           |
|                        | No, don't worry!           |

**Dad:** The room is such a mess after our family party last night! We have to tidy it.

**Son:** Would you like a hand?

**Dad:** Yes, please.

**Son:** I'll clean the shelves.

**Dad:** That would be great.

**Daughter:** Let me help you, too. I'll put the books away.

**Dad:** Thanks! I'll tidy up the mess on the floor.

**Daughter:** I've finished with the books now. Do you need any help with the floor?

**Dad:** Thanks, but I'm nearly done and Mum's already helping me.

**Daughter:** I'll get us all some juice and biscuits.

**Son:** I'll help you, too!

**Daughter:** No, don't worry! You've done enough! Sit down and relax and I'll bring you a snack!

### Pronunciation

3 <sup>2.16</sup> Listen and repeat.  
When does our voice go up at the end, in the question or the statement?



Will you become a graphic designer?



I could find a job as a teacher.



## Literacy: blogs

## Reading

- 1 **Before you read** Read the first paragraph quickly. Does the blogger agree or disagree with the title of the blog?

- 2 **Listen and read.**



## tip Reading

Remember that a blog is the opinion of the writer, so it might not be true!

## JUST SAYING | My blog by Samia Wakil

18 October

## Robots are coming for our jobs ...

I was talking to some friends yesterday about robots. Everyone thinks that there won't be any jobs left for us in the future because robots will do all our jobs instead. 'They're coming for our jobs,' one friend said! But I don't agree with this idea and I don't think there's any need to worry about the future.

Robots aren't coming for our jobs. They're already doing them! They do a lot of the jobs that people used to do in the past. For example, robots make cars in factories and milk cows on farms. This doesn't mean that people can't find jobs any more. It just means that people can do more interesting jobs now.

In the future, it's true that robots will do more jobs. For example, they will do housework and drive cars. But this means that we will have time to learn new things and do different jobs.

Also, robots will never have ideas or feelings, so there are some jobs that they will never do. For example, a robot will never take care of a sick person like a nurse can and a robot will never understand what a worried child needs in the way a teacher can.



### LET ME KNOW WHAT YOU THINK ABOUT THIS ...



**Kim** • 23 minutes ago

Completely agree! Robots can never take the place of people!



**Anthony** • 57 minutes ago

I think you're wrong. By 2050, robots will do nearly half of all our jobs. What will we all do then?



**Maha** • 2 hours ago

We need to change how we think about work. There may be new jobs which nobody is doing yet. We need to keep learning and keep changing!



**Nina** • 2 hours ago

I'll be happy if a robot does my homework!

### Words in context

blog   opinion   housework  
idea   feeling

Activity Book, page 21

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

- 1 What did Samia and her friends talk about on the blog?
- 2 Where do robots already do jobs for us?
- 3 What type of jobs will robots do in the future?
- 4 What two jobs does Samia think robots will never do and why?
- 5 Who disagrees with Samia's opinion and why?

1 Read Dalia's blog and tick the best title for it.

- a What jobs will robots do in the future? ☐
- b Will we need doctors in the future? ☐
- c What job will I do in the future? ☐

← →

1

I've just read a blog that says that we won't need doctors in the future. Robots will look after patients, do operations and give out medicines.

2

I completely disagree with this idea. I think that we will always need doctors because when you are sick, you want to talk to a person and not a robot. Also, every patient is different – doctors can understand this, but robots can't. In addition, sometimes doctors have to make difficult decisions about how to make a patient better. In my opinion, robots can't make decisions, so we will always need to talk to a doctor.

3

Overall, robots can help doctors to do their jobs, but I don't think they will ever do their jobs for them.



2 Read the **How to write...** box. Then read the blog in Activity 1 again and match the paragraphs to the questions.

**How to write...** a blog

- Blogs can be formal or informal, but most are informal. To write a good blog:
- share your opinions and experiences about things you're interested in.
  - use phrases to introduce your opinions, for example *In my opinion ...*, *In my view ...*
  - use linking words when you have a lot of ideas, for example *also*, *in addition*, *what's more*.
  - use short forms instead of long forms, for example *I've just read a blog ...* instead of *I have just read a blog ...*

- A What's your final idea about the topic?
- B What are your opinions on this topic?
- C What's the topic of your blog?

- Paragraph 1
- Paragraph 2
- Paragraph 3

3 Write a blog called: **Will we need teachers in the future?** Use the **How to write...** box to help you.

- Write a plan: use the questions in Activity 2.
- Write your answers.
- Add more information to your answers to make a blog.
- Read and check your blog. Check your spelling and punctuation.

**tip** Writing

**so and because**

We use **so** to link two ideas when the second idea is the result of the first idea.

We use a comma before **so**.

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

# Language booster 1

1 How many places in a city can you name? Think of adjectives to describe the places.

2 Read and match the tips to the photos.

## TOURIST TIPS



A



B



C



D

Are you planning a city holiday? Then read our city travel tips, which are written by local people. You won't need a tour guide to find these special places! Why not send us a postcard of a secret place in your city?

1 **Habib, 12, Amman, Jordan**  
If you visit Amman, you must stop at the amazing Roman Theatre. Roman Emperor Antoninus Pius built the theatre in around 150 CE. Around 5,000 people could visit it! Today it is a famous tourist hotspot and you can still see concerts and events there today.

2 **Matias, 12, Buenos Aires, Argentina**  
One of my favourite places in my city is the Obelisco de Buenos Aires, which is a huge stone monument. It's important because our country's flag was flown here for the first time. People meet here to celebrate happy events like winning a football match!

3 **Lucy, 13, London, United Kingdom**  
My favourite place in my city is our clock tower, Big Ben. Big Ben is over 96 metres tall, so you feel tiny when you're standing at the bottom! You can climb the steep steps inside to get a gorgeous view of the city!

4 **Fatima, 12, Muscat, Oman**  
My favourite place in Muscat is the popular Mutrah Corniche. It's a long promenade that stretches about 3 kilometres! During the day, you can walk along and look at the ships, mosques, fountains and beautiful buildings. At night when it's dark, you can look at all the lights shimmering on the water.

3 Look at the text in Activity 2 again. Find and write the words.



1



2

concert



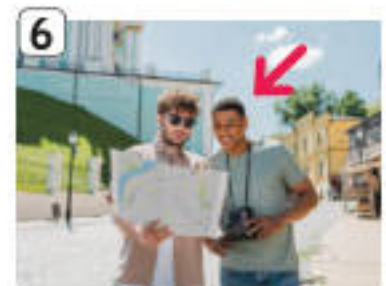
3



4



5



6

4 Find and write the adjectives from the text in Activity 2.

- 1 that not many people know secret
- 2 very big \_\_\_\_\_
- 3 very small \_\_\_\_\_
- 4 with no light \_\_\_\_\_
- 5 a lot of people like it \_\_\_\_\_
- 6 very pleasant \_\_\_\_\_

5 Talk to your classmates.

- 1 What's your favourite place near where you live?
- 2 Describe it using some of the adjectives from Activity 4.



- 6** **Listen and read.**  
What are the children going to be this weekend? Match.

- |         |                |
|---------|----------------|
| 1 Salwa | a tourist      |
| 2 Heba  | b photographer |
| 3 Li    | c tour guide   |



Salwa: Hey, Heba, can you help me with something?

Heba: OK. Let me stop my TV programme ... What is it?

Salwa: My exchange friend, Li, is visiting this weekend and she wants to go on a tour of the city.

Heba: I'm free this weekend. Shall I come with you?

Salwa: That would be great!

Heba: No problem! Let's think of some places we can take Li.

Salwa: OK! So, there's the market under the clock tower on Friday morning from 10 am. Shall we go there?

Heba: Yes, great idea! Li might want to do some shopping. What else?

Salwa: Well, maybe we could climb the steep hill next to the theatre. You get gorgeous views from there.

Heba: Yes, I remember when we visited there last year. What next?

Salwa: Well, on Saturday morning, you could come and watch my basketball match.

Heba: Yes, OK. What about Saturday afternoon? Shall we take her to the Science Museum?

Salwa: Yes, good idea! I think it'll be fun! You can be the tour guide because you love talking!

Heba: Ha! And you can be the photographer because you're always on your phone!

Salwa: Yes, OK! So, have you finished watching TV?

Heba: No! Don't change the channel! I was watching that!

- 7** Find three suggestions that Salwa and Heba make. Use the *Say it!* box to help you.



**Making suggestions:**

Shall we have lunch in this café?  
Shall I open the window?

**Responding to suggestions:**

- |                             |                            |
|-----------------------------|----------------------------|
| ✓ Yes, good/<br>great idea! | ✗ No, I don't<br>think so. |
|-----------------------------|----------------------------|

- 8** **Make suggestions to your partner.**

**Pupil A**

- we / go to library / tomorrow?
- we / play basketball / after school?
- I / help you / with your homework?

**Pupil B**

- I / make us / some coffee?
- we / walk / to the station?
- we / eat / outside?

- 9** **An exchange student is visiting you this weekend and wants to do a tour of your favourite places. Make suggestions to your partner and plan a schedule.**

Fri. am \_\_\_\_\_ Fri. pm \_\_\_\_\_  
Sat. am \_\_\_\_\_ Sat. pm \_\_\_\_\_

**Show what you know**

- Can you use nouns and adjectives to describe places in cities? ☐
- Can you use *shall* to make suggestions? ☐
- Can you plan a tour of your town/city? ☐



## Social Studies

# How can we compare and contrast things?

Think

- 1 Think of two cities in your country that you know or that you have heard about. In what ways can you compare them?

Learn

- 2  Listen and read. How can we compare with a T-chart? Why do we call it a T-chart?



We read and write different types of texts (fiction and non-fiction) and we plan them in different ways. For example, when we plan a fiction story, we think about the characters, the beginning, the middle and the ending. When we write a non-fiction text such as a report, we plan the information that we want to include.

You already know different ways of organising information. For example, a **Venn diagram**  which shows how **two** things are the **same** (in the middle) and in what ways they are **different** (at the sides). A **T-chart** compares and contrasts **two** things using information about the same topics. For example, in Social Studies, we can compare two places. To do this, we write the names of the places that we want to compare at the top, on the left and the right. We draw a line under the two names and a line down the middle. Then we think about each topic in turn and complete each side of the chart with information. Can you see why we call it a T-chart?

| Place 1                                                | Place 2                                           |
|--------------------------------------------------------|---------------------------------------------------|
| A. It's near the coast and beside a river.             | A. It's in a valley in the mountains.             |
| B. In winter it's usually quite wet and windy.         | B. It can get very cold and snowy in the winter.  |
| C. More than ninety thousand people live here.         | C. About five hundred people live here.           |
| D. Most of them are aged between 18 and 50.            | D. There are not many under 20. Most are over 40. |
| E. There is an airport and there are buses and trains. | E. Only buses and cars can drive in the valley.   |



**Let's practise!** 1 Read Fatima's report about two mountain cities.

► Many people live in mountains with steep **slopes** and snow on their **peaks**. The Andes Mountains in South America have two of the highest cities in the world.



The highest city is in Peru. It's 5,100 metres above the sea and it's called La Rinconada. La Rinconada is also at the **foot** of a glacier called 'The sleeping beauty'. La Rinconada has rainy summers and dry winters with lots of snow. The roads can be dangerous because of rocks and ice. About 50,000 people live there.

The second highest city is El Alto in Bolivia. It's 4,150 metres above the sea. El Alto means 'The high one' because it's high up in the Andes. Like Rinconada, El Alto is cold even in warm months and it has some very rainy seasons. It has a railway and lots of traffic. Nearly one million people live in El Alto.



2 Look at paragraph 2. Choose the correct topic order.

- A. location, population, climate, transport
- B. location, climate, transport, population

Does she follow the same order in paragraph 3?

**Show what you know**

Write a compare and contrast report about two places in your country.

- 1 In groups, brainstorm places you want to compare. Choose four topics that you can compare for the places.
- 2 Write notes about the places in a T-chart, as in this example and the one on page 30.
- 3 Order your information.
- 4 Think of something special about your two places for the introduction.
- 5 Then write your report and draw or find pictures of each place.
- 6 Present your report. What interesting things did you learn from your classmates' reports?

**Climate:** The climate of ... is ... and ... in summer.  
In winter it's ... and ...

**Location:** ... is in / near / beside a ...

**Population:** The population is about ...

**Transport:** There are ... types of transport. Examples are ... and ...

**Bangkok**

B. very hot and dry in winter, wet in summer

C. subway, buses, the BTS

Skytrain and two airports

D. more than 10 million people

**Chiang Mai**

B. warm in winter, very wet in summer and autumn

C. shuttle buses, taxis and an airport

D. about 1.2 million people

**tip Speaking**

Stand still and wait until the class is quiet. Keep your head up when you speak. Speak slowly and clearly. Wait 2–3 seconds between each bit of information. Smile at the end.

3

**Books:** fantasy, graphic novel, recipe book, biography, science fiction, drama, adventure story, poetry, mystery, horror story, self-help, detective story  
**Adjectives:** tiny, dark, empty, steep, strange, gorgeous, terrible, secret, huge, bright, popular, charming

# Let's read!

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



## World of Wonder! Magazine

### Welcome

Some of you said that your favourite hobby is reading. What type of books can you see? Which do you like best? Mei loves books and she has a question for you. Can you think of some answers to her question?

### WOW! Question



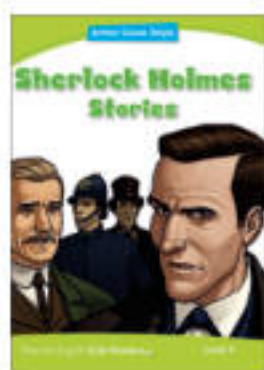
Mei 3 minutes ago

Why do we enjoy reading books?

### In this unit I will ...

- learn words for different types of books.
- learn adjectives for describing places.
- use reported speech.
- read a mystery story.
- use the Present simple and Past simple passive.
- work in a group to find out more about a mystery.
- learn how to agree or disagree.
- read and write a detective story.

### Book Club





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

fantasy graphic novel recipe book biography science fiction drama  
adventure story poetry mystery horror story 1 self-help detective story



3 Listen and read. Do the WOW! Quiz and guess the type of book.

## WOW! Quiz



1 Mei 5 minutes ago  
I like a lot of different types of books, but I really enjoy reading books with pictures of the characters. I want to write my own story book with pictures one day! 😊

3 Dana 1 hour ago  
I like stories that take place on different planets. I always enjoy reading about space.

2 Alex 3 hours ago  
I like reading true stories about people's lives. That's always much more exciting than reading a story. Last month, I read a book about my favourite footballer and I found out a lot of interesting things about his life.

4 Sami 7 minutes ago  
I enjoy being a little bit frightened when I'm reading a story. I don't want to feel very scared, just scared enough to make the story surprising.

4 Work in pairs and answer the questions.

- 1 What type of book do you enjoy reading and why?
- 2 What type of book do you not like reading and why?

5 Make up a sentence from one of the types of book in Activity 2. Can your partner guess what type of book it is?



1 Listen and read. What type of survey are the girls talking about?



**Dana:** Hey, Mei. Alex told me that you had the results of our book survey.

**Mei:** Yes, that's right. Over 100 students answered the survey.

**Dana:** Oh, that's good. So, what were the results?

**Mei:** Hold on. Let me find them on my computer. Here we are. Well, everyone said that they enjoyed reading, so that's a good start! A lot of children like reading books that are films, too. Most students said that they liked

adventure stories, detective stories and mystery stories best.

**Dana:** That doesn't surprise me. They're the most exciting. What do they not like?

**Mei:** A lot of students said that they didn't like drama.

**Dana:** My older sister, Majeda, loves it. She told me that it was her favourite type of book. What about biographies?

**Mei:** Hmm, most students said that they didn't read biographies very often and only one person said that biographies were their favourite type of book.

**Dana:** Can you tell me some of the other results?

**Mei:** Sure, no problem. Some students said that they used recipe books at home. Also, some students said that they enjoyed reading self-help books, but only two students said that they liked poetry.

**Dana:** What a shame! Poetry is cool. Maybe we should have a poetry competition on the website to get more students interested.

**Mei:** That's a good idea!

2 Read the dialogue again and answer the questions.

- 1 Do all the pupils who did the survey enjoy reading?
- 2 What types of books do most pupils like best?
- 3 What type of book do a lot of pupils not like?
- 4 Who likes drama?
- 5 How many pupils said that they liked biographies best?

6 How are the girls going to get pupils interested in poetry?

3 Find these expressions in the dialogue and match them with the meaning. Then make your own dialogues with these expressions and act them out.

- |                     |                           |
|---------------------|---------------------------|
| 1 Hold on.          | a That's fine.            |
| 2 What a shame!     | b Wait a moment.          |
| 3 Sure, no problem. | c I'm sorry to hear that. |

- 1 Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.

- 1 Mei has the results of the reading survey.
- 2 Dana's brother loves reading drama.
- 3 Three pupils like biographies best.
- 4 Only two pupils like poetry.

- 2  Look at the grammar table. Then read and circle the correct options to complete the rules.

### Grammar

#### Reported speech: statements

'We **enjoy** reading.'

They said that **they enjoyed** reading.

'We **don't like** biographies.'

They said that **they didn't like** biographies.

'Mei **has** the results of the book survey.'

Alex told me that Mei **had** the results of the book survey.

'It's **my** favourite type of book.'

She told me that it **was her** favourite type of book.

When we report speech, we say *said that* or *told me that* + the words. We change the **present / past** tense to the **present / past** tense, for example, *enjoy* changes to *enjoyed*. We **change / don't change** pronouns and possessive adjectives. For example, *we* changes to *they* and *my* changes to *her*.

- 3 Read the dialogue in Lesson 2 again. Underline examples of reported speech.

- 4  Work in pairs. Tell your partner about what books you like and don't like to read. Then change pairs. Report to your new partner what your old partner said.

Randa said that she liked reading adventure stories and mystery stories. She said that she didn't like reading biographies. She told me that her favourite book was *The Railway Children*.

- 5  Listen. For each question, choose the correct answer.



- 1 Abeer and Halima are talking about Halima's Book Club. What type of book are they discussing this week?  
A a biography  
B a recipe book  
C a science fiction book
- 2 Farid is telling Issa about a detective book. He said that:  
A he liked it because it was old-fashioned.  
B he liked the characters.  
C he liked the ending.

- 6  Listen again. Are these sentences true or false? Say why.



- 1 a Jameela Musa is a chef.  
b She has written one recipe book.  
c Abeer's dad told her that the biography was interesting.
- 2 a Farid is talking about a mystery book.  
b His favourite character was the detective.  
c Issa doesn't like detective stories.

**1** Before you read Today's Book Club text is a mystery story. Look and circle the options that describe a mystery story.

- 1 A good mystery story has a lot of *suspense*, which means you want to read to the end/put the book down.
- 2 A question is usually answered at the **start/end** of the story.
- 3 The writer uses adjectives to describe the *setting*, which is the place where the story happens/the people in the story.



**2** Listen and read. What is the mystery?

*What's in the tower?*

Once, there was a charming, old tower on a steep hill near a village. It was built a long time ago and it used to be very popular. Many tourists used to come to look at the gorgeous paintings on the walls. But one day, people heard strange noises from inside the tower. Everyone was scared and ran away.

Two brave children from the village heard about the mystery and decided to explore. 'We're detectives,' said Nina to her brother, Jack. 'We'll solve this mystery!' They walked to the tower and they listened carefully, but they couldn't hear anything. 'Look!' said Nina. 'The walls are painted on the outside with bright pictures.' 'Oh yes,' replied Jack. 'They're beautiful. Look at those animals. I can see pictures of horses and cows. Let's have a look inside.'

Inside, the tower was dark, empty and quiet. They turned on their torches. 'Jack, look!' said Nina. 'The tower isn't empty. What's that thing in the corner?'

**3** Work in groups. What do you think is making the strange noises? Tell the class your ideas and then have a class vote.

**4** Now listen to the rest of the story. Were you right?

**5** After you read Activity Book, page 29.

**6** Discuss in a group.

- 1 Why do you think the people were scared of the noise?
- 2 Do you think Nina and Jack were brave? Why?/Why not?
- 3 Would you go and explore like Nina and Jack did? Why?/Why not?





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

tiny dark empty steep  
strange gorgeous terrible  
secret huge 1 bright  
popular charming



- 2 Read the story in Lesson 5 again. How many of the adjectives from Activity 1 can you find?
- 3 Think about the story in Lesson 5. Are the sentences true or false? Say why.

- 1 Some people built the tower last year.
- 2 A cow made the strange noises.
- 3 Many tourists now visit the tower every year.
- 4 Nobody enjoys the paintings on the tower now.

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

### Grammar

#### Present simple passive

Many tourists **visit** the **tower** every year.

The **tower** **is visited** **by** many tourists every year.

Everyone **enjoys** the **paintings**.

The **paintings** **are enjoyed** **by** everyone.

#### Past simple passive

Some people **built** the **tower** a long time ago.

The **tower** **was built** a long time ago.

A cow **made** the **noises**.

The **noises** **were made** **by** a cow.

We use the passive when the action is **more** / **less** important than the person who does the action. We make the **Present** / **Past** simple passive by using *am/is/are* + the past participle of the verb. We make the **Present** / **Past** simple passive by using *was/were* + the past participle of the verb. To say who did the action, we use *by* / *to*.

- 5 Listen to the tour guide. What events happened to the tower in these years?



1856 1911 1976 1984 last year

*The tower was built in 1856.*



1 **Before you read** Do you know any famous mysteries? Why do you think that people like mysteries?

2 **Listen and read.**



# MYSTERIES

with no answers

## ? LOST CITY OF ATLANTIS

One of the oldest mysteries in the world is the Lost City of Atlantis. People have been trying to find this city, which was lost underwater in around 9,600 BCE. The Greek writer, Plato, was the first to write about the city and he thought it was a huge island near Spain. Since then, people have had many ideas about where Atlantis might be, for example, Africa, Greece and Antarctica.

 **Husam**  
1 week ago

## ? HESSDALEN LIGHTS

Another mystery that we can't explain is the Hessdalen Lights. These bright lights are sometimes seen in the sky above a valley in Norway. They go on and off and they move around the sky or down the valley. They can be as large as cars. Scientists can't agree on what makes these lights, so they are still a mystery!

 **Loren**  
15 days ago

## ? THE BAGHDAD BATTERY

It seems that 2,000 years ago, people in Khujut Rabu, near Baghdad, used to use batteries! The Baghdad Battery is a jar made of clay that has a metal stick on the top. When vinegar is poured in it, the jar produces electricity! It's still a mystery what it was used for, because there's no written record, but they probably used it to stick gold onto silver.

 **Mike**  
20 minutes ago

### WOW! Fact

Some people think that Atlantis must be in the Atlantic Ocean because the names are similar. Both names may come from Atlas, a character from Greek mythology.



## Project

**Make a presentation about an unsolved mystery.**

- 1 In groups, choose one of the mysteries from the article.
- 2 Decide who will find out more about:
  - the mystery.
  - the place it happened.
  - possible answers to explain it.
- 3 Discuss and decide which answer you think is the best.
- 4 Present your ideas to the rest of the class. Say why you chose your answer.

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

4 **Work in pairs.** Which of the mysteries from the text do you think is the most difficult to solve and why?



**Eman:** Do you prefer reading a book or watching a film, Amal? I prefer reading books. The pictures we see in our heads when we read are much better than films!

**Amal:** I totally disagree, Eman. I'd much rather watch a film than read a book. It's more relaxing.

**Eman:** I don't think so. I prefer reading.

**Amal:** I quite like reading, too, and if there's a film made of a book, then I like to read the book before I watch the film.

**Eman:** Absolutely! I totally agree. Otherwise, you always see the actors in your head when you're reading about the characters.

**Amal:** That's so true!

1 Listen and read. Answer the questions.

- 1 Who prefers reading?
- 2 Who prefers watching films?



**Saying you agree**  
I (totally) agree.  
Absolutely!  
You're right.  
That's so true.

**Saying you disagree**  
I (totally) disagree.  
I don't think so.  
I'm not so sure about that.  
I don't agree.

2 Read the dialogue again. Find and write something Amal and Eman agree about and something they disagree about. Use the *Say it!* box to help you.

3 Choose a situation and act out dialogues with your partner. Then swap roles. Use the *Say it!* box to help you.

**Pupil A**

You think

- detective stories are better than biographies.
- reading is better than going to the cinema.
- writing stories is fun.

**Pupil B**

You think

- biographies are better than detective stories.
- going to the cinema is better than reading.
- writing stories is boring.

**Pronunciation**

4 Listen, write and say.

tch  
scr  
str  
spr



\_\_\_ eet



\_\_\_ ing



\_\_\_ een



ca \_\_\_



# Literacy: detective stories

## Reading

- 1 **Before you read** Look at the title of the story and the pictures. What do you think it's going to be about?

- 2  Listen and read.



### tip Reading

When you're reading a story with dialogue, remember that each new speaker starts on a new line. This will help you to understand who is talking.

## The Red-headed League

'Come in, Watson!' Holmes cried. 'Mr Wilson is telling me a strange story.' He turned to the large man. 'Dr Watson helps me with my detective work.'

Wilson showed us an old advertisement. 'It began with this,' he said. 'I have a shop which isn't doing well,' Wilson said. 'My assistant, Vincent Spaulding, works hard for little money. He showed me this

advertisement eight weeks ago. Yes, it was strange, but the money was good!'



Spaulding helped Wilson to get the job at the League of Redheads. He worked there for eight weeks, then suddenly the business closed. [...]

Sherlock Holmes asked Wilson's assistant, Spaulding, some questions, then told Watson his plan.

'We have to stop a thief - tonight!' Holmes said suddenly. 'Meet me at home later.'

That night, I found two men with Holmes in his flat. We went back to the fine street near Wilson's shop, into a dark building and down into an underground room.

'Watson,' Holmes said quietly,

'Officer Jones hopes to catch John Clay, a thief. Mr Merryweather works for this bank. There's £30,000 here and he doesn't want to lose it.'

We waited. Suddenly, two men climbed up through the floor into the room. Holmes quickly caught the first man. The second man ran outside into the arms of a policeman.

'Thank you, Holmes,' said Merryweather. 'You saved the bank tonight. You really are a great detective.'



### Words in context

league   advertisement   assistant   business   plan

Activity Book, page 33

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

- 1 What does Dr Watson help Sherlock Holmes with?
- 2 What does the job advertisement ask for?
- 3 Who helped Wilson to get the job?
- 4 How long did he work there?
- 5 What's the name of the thief?

- 4   Work in pairs. What did you like about this story? Was there anything you didn't like?

- 1 Read Nawal's detective story. Who do you think is the thief and why?

### The missing jewellery

Osama and Raed Hayek had a jewellery shop called Hayek Brothers' Jewellery. Osama was very hard-working, but Raed was a bit lazy. One day, Osama arrived at the shop and one of the windows was broken. He and his brother called the police.

'Detective Issa,' Osama said, 'there's a broken window at our shop and we think some jewellery was stolen.'

'I'm on my way,' said Detective Issa. 'Don't go inside and don't touch anything.'

Detective Issa was very clever and very good at catching thieves. He went inside the dark shop and found three empty jewellery boxes. Then he saw some broken glass

outside the shop.

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

'Do you think we are the thieves?' asked Raed. 'I didn't do it!'

'The broken glass was outside the shop,' said Detective Issa. 'So, the thief was inside when the window was broken. The thief had a key to get in.'

'It wasn't me,' said Raed. 'I didn't take the jewellery out of those three boxes.'

'Raed,' said the detective. 'How do you know that there were three empty boxes when you haven't been inside? I think you should come with me to the police station.'

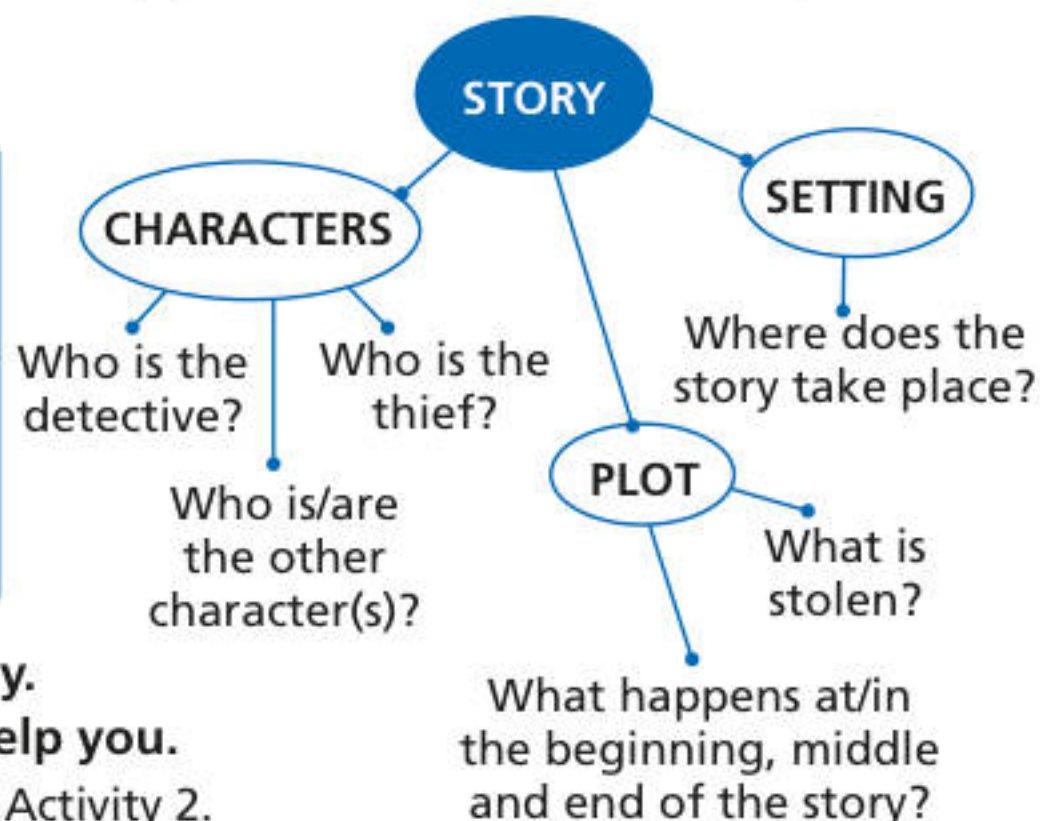


- 2 Answer the questions in the story planner about Nawal's story. Compare with your partner.

#### How to write... a good story

Include:

- a beginning that explains the mystery and makes us want to read it.
- a middle that is exciting.
- an end that solves the mystery and doesn't leave us with lots of questions.
- interesting characters and setting.
- suspense through the story to keep us interested.



- 3 Write your own detective story. Use the *How to write...* box to help you.

- 1 Write a plan: use the questions in Activity 2.
- 2 Write your answers.
- 3 Add more information to your answers to make your story more interesting.
- 4 Read and check your story. Check your spelling and punctuation.

4

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

**Extreme weather:** hurricane, tornado, thunder and lightning, gale, heatwave, drought, forest fire, volcano, tsunami, flood, avalanche, snowstorm

# Our planet

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



## World of Wonder! Magazine

### Welcome

You told us that you're worried about our planet's future. Why is the weather changing? What are we doing to our world? Look at the pictures. How many words do you know for things on our planet?

Alex has a question for you. Can you think of any answers to his question?

### WOW! Question



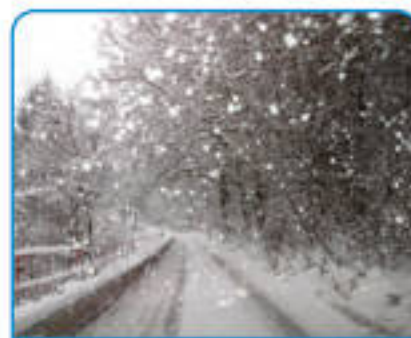
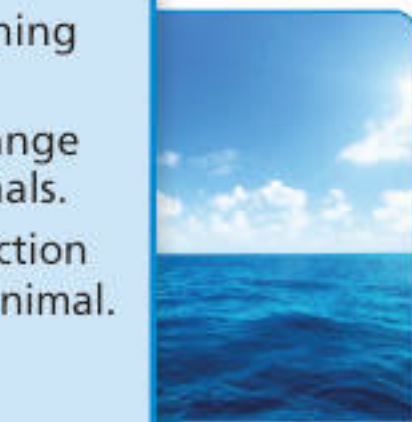
**Alex** 3 minutes ago  
What can we do to protect our planet?

### In this unit I will ...

- learn words for the environment and natural disasters.
- use modal verbs and reported questions and commands.
- read a diary about a frightening experience.
- learn about how climate change can cause problems for animals.
- work in a group to write an action plan to help an endangered animal.
- learn how to give advice.
- read and write reports.

### Book Club

### Culture





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

protect the environment   climate change   save water   plant trees  
switch off lights   waste energy   1   recycle   pollution   destroy the rainforests  
pick up rubbish   use renewable energy   global warming



3 Listen and read. Which children helped the environment and how?

## WOW! Blog



1 **Sami** 5 minutes ago  
I love nature and my favourite place is the sea! But I'm worried about global warming. We have to do everything we can now to stop climate change.

2 **Mei** 15 minutes ago  
During the summer, we took part in the Great Beach Clean. I picked up more than 30 pieces of rubbish from the beach. I couldn't believe how much there was. We should always put our litter in a bin.

3 **Dana** 20 minutes ago  
We did a project on renewable energy last term. I made an oven out of an old pizza box and sunlight. It was so cool!

4 **Alex** 3 hours ago  
Last year, my aunt gave me a tree to plant. She said that people shouldn't destroy the rainforests and we should plant trees instead. So I planted the tree in my garden and I can watch it grow every year. 🌳

4 Look at the words in Activity 2 and put them into two groups.

Our planet's problems

Things we can do to help our planet

5 Work in pairs. Answer the questions.

1 What things do you recycle? Can you think of any other things you could recycle?

2 How do you save water?

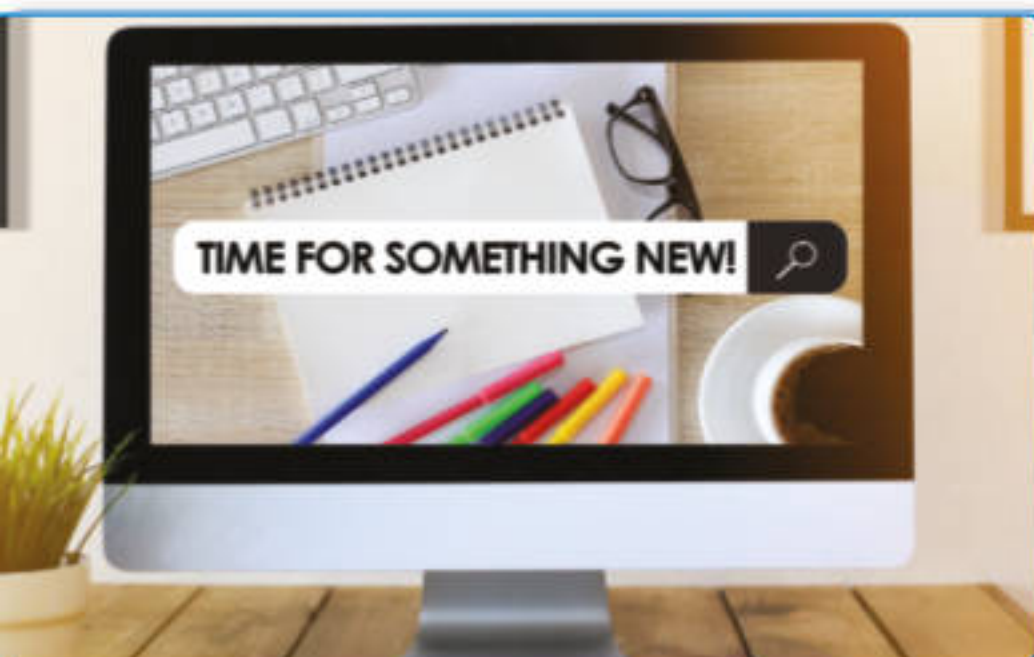
3 How do you save energy?

4 What can we do to stop pollution?

5 Do you use renewable energy? What type?



- 1 Listen and read. What competition are the children going to take part in?
- 2 Read the dialogue again and answer the questions. Talk to your partner.
  - 1 What are the WOW! Team going to do when they leave a classroom?
  - 2 Why are they going to close doors?
  - 3 What recycling boxes do they already have?
  - 4 What recycling boxes do they need?
  - 5 How are they going to tell the other pupils about the competition?
  - 6 What should Sami do when he leaves the classroom?



**Sami:** Hey, look at this website. There's a competition to see which school can save the most energy. We should take part in it!

**Alex:** I think that's a great idea. What can we do to save energy then?

**Sami:** I know! We need to switch off lights and turn off computers when we leave a room.

**Alex:** And we must close doors in winter, too. That will keep the classrooms warm. What else should we do?

**Sami:** How about recycling more things?

**Alex:** Yes, good idea. At the moment, there are recycling boxes for paper, but what about plastic? We use a lot of plastic bottles and we shouldn't just throw them away.

**Sami:** I agree. OK. So we need to let everyone know about the competition. Shall I put it in the newsletter?

**Alex:** No, we needn't do that. Let's put our ideas up on the WOW! website and ask people for other suggestions, too.

**Sami:** Brilliant! Come on, we must go or we'll be late for our next lesson.

**Alex:** Sami, I hope you aren't going to forget to turn off the computer and switch off the lights!

**Sami:** No! I was just about to do that! Alex, close the door behind you ...!

- 1 Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.
- 2  Look at the grammar table. Then read and circle the correct options to complete the rules.

## Grammar

## Modal verbs

|                                                               |
|---------------------------------------------------------------|
| We <b>should</b> take part in the competition.                |
| We <b>shouldn't</b> throw away plastic bottles.               |
| We <b>must</b> close doors.                                   |
| We <b>mustn't</b> waste water.                                |
| We <b>need to</b> switch off the lights when we leave a room. |
| We <b>needn't</b> put our ideas in the newsletter.            |

We use *should* when you think something **is** / **isn't** the right thing to do.  
 We use *need to* and *must* when it **is** / **isn't** necessary to do something.  
 We use **needn't** / **mustn't** when it is not necessary to do something.  
 We use **needn't** / **mustn't** when it is necessary not to do something.

- 3 Read the dialogue in Lesson 2 again. Underline examples of the modal verbs.
- 4 Talk about the rules at your school. Use the modal verbs from the grammar box.



We must wear a school uniform. We should work hard. We need to be polite.



We mustn't use mobile phones. We shouldn't forget our homework. We needn't bring any money to school.

- 5  Listen. For each question, choose the correct picture.



1 Jaber is talking to his mother. What must he recycle?

A



B



C



2 Alia is talking to her father. What should she do to save energy?

A



B



C



- 6  Listen again. Are these sentences true or false? Say why.



- 1 a Jaber's mum is going to use the metal reusable water bottle again.  
 b She has finished reading the newspaper.  
 c Jaber should leave the glass bottle by the sink.
- 2 a Alia's family should have showers instead of baths.  
 b When they brush their teeth, they always turn off the water.  
 c Alia usually goes to school by car.

- 7  Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.



You needn't have a bath every day. You should have quick showers.

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

- 1 A diary entry is written in the **first person (I)/third person (he/she)**.
- 2 Diaries are usually **formal/informal**.
- 3 A diary usually describes what happens in the **writer's life/a newspaper article**.
- 4 A diary often describes the **writer's feelings/clothes**.

- 2 **Listen and read.** What was Saleem's frightening experience?



## A frightening experience

12<sup>th</sup> June, Thursday

Dear Diary,  
Yesterday I had one of the most frightening experiences of my life!  
I was woken up early by a large storm. I got up and looked out of the window of our hotel. I listened to the loud thunder and watched the amazing lightning. It wasn't scary at that time – it was exciting!  
But then I looked at my phone and saw on the news that a hurricane was coming. I asked my dad what a hurricane was and I asked him if he knew what to do. My dad told me not to worry because a hurricane was just a big storm. We stayed in our hotel room and by the afternoon, there was even more rain. There was a flood in the harbour and a gale was blowing the trees! In the evening, the hotel manager told us not to panic. He told us to go to the dining room. He said that it was the safest place in the hotel.  
The dining room was already full of other tourists. When we were all inside, we put the furniture in front of the doors and we got down on the floor together in the corner. Then it suddenly went dark. My dad told me to hold his hand. He told me not to be scared. Finally, morning arrived and the rain stopped. I couldn't believe that the storm was finally over. I hope I never have a night like that again ...  
Saleem



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

- 4 **Discuss in a group.** Imagine there is a hurricane where you live.

- 1 Where do you go?
- 2 What do you do?
- 3 How do you feel?

- 5 **Work in pairs.** Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?



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

hurricane tornado  
thunder and lightning gale  
heatwave drought forest fire  
volcano tsunami flood  
avalanche 1 snowstorm



- 2 Read the diary in Lesson 5 again. How many weather words can you find?
- 3 Match the people in the story to the words they said.

Saleem Saleem's dad  
the hotel manager

- 1 'What's a hurricane?'
- 2 'Don't worry! A hurricane is just a big storm.'
- 3 'Do you know what to do?'
- 4 'Go to the dining room, please.'
- 5 'Don't panic.'
- 6 'Hold my hand.'

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

### Grammar

#### Reported speech: *Wh-* questions

'What **is** a hurricane?'

I asked my dad **what** a hurricane **was**.

#### Reported speech: *yes/no* questions

'Do you **know** what to do?'

I asked him **if** he **knew** what to do.

#### Reported speech: commands

'Hold my hand!' → Dad **told me to hold his hand**.

'Don't panic!' → He **told me not to panic**.

When we report questions, we change present tenses to **past / future** tenses and we sometimes **change / don't change** pronouns, for example *you* becomes *he*.

When we report *Wh-* questions, we use **say / ask** + question word.

When we report *yes / no* questions, we use **ask / tell** + *if*.

When we report commands, we use **ask / tell** + pronoun + *to* + verb.

- 5 Zeinab is telling Manal about a radio interview. Listen and answer the questions.



- 1 What four questions did the presenter ask?
- 2 What four commands did the scientist give?

- 6 Work in pairs.

- 1 Ask and answer two questions about natural disasters.
- 2 Give two commands about what to do.



1 **Before you read** What's your favourite animal and why? Will it be in danger because of climate change? Why?/Why not?

2 **Listen and read.**



## Climate change and animals



Scientists have found that some animals might become extinct because of climate change.

### → Sea ice and polar bears

The sea ice in the Arctic is getting smaller each year. In some areas, it melts completely in the summer. This is causing problems for polar bears. These beautiful white bears go onto the sea ice to find their food. This means that they are in danger because they can't find enough food to eat.



We must do everything we can to slow down climate change, so that we do not put animals in danger.

### → Bamboo and giant pandas

Giant pandas live in the mountains in south and central China. They eat bamboo, which is 90% of their diet. But bamboo grows very slowly, so climate change could cause problems. If there isn't enough bamboo, then pandas won't survive.



### → Global warming and diseases

Scientists are worried because as the Earth gets hotter, there will be more diseases. These can be passed from humans to gorillas, so they might be in danger in the future. Mountain gorillas live in central Africa. In some ways, they can adapt well to climate change. They can live in high temperatures. But there are very few mountain gorillas left in the wild. We think there are only about 1,100, so we must protect them from diseases.



### Project

**Write an action plan for how you can help an endangered animal.**

1 In groups, choose an animal that is in danger because of climate change. Use one from the box below or find your own.

snow leopard   African/Asian elephant  
green sea turtle   cheetah   tiger

2 Decide who will research to find out more about the following ideas:

- adopting an animal
- protecting natural habitats
- organising a sponsored event
- visiting wildlife centres

3 Discuss and choose the three best ideas.

4 Present your action plan to the rest of the class.

### WOW! Fact

Polar bears have a very good sense of smell. For example, they can smell seals that are 16 km away!

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



4 **Work in pairs.** Which of these animals would you most like to adopt and why?



**Rana:** My friends and I want to do something to help animals that are in danger. Do you have any ideas?

**Mrs Akel:** Yes, of course. First of all, I think you should find out what animals you can help in our area. Why don't you look online to find out more? You could always help to pick up rubbish from the beach, too.

**Rana:** Oh, yes. That's a good idea.

**Mrs Akel:** Perhaps you ought to put a notice in the school newsletter as well.

**Rana:** OK. Yes, I can do that.

**Mrs Akel:** Also, if I were you, I would have a look at your garden and make sure that it's safe for animals and birds.

1 Listen and read. Answer the questions.

- 1 What does Rana want to do?
- 2 How is Mrs Akel helping her?

2 Read the dialogue again. Find five pieces of advice that Mrs Akel gives Rana. Use the *Say it!* box to help you.

**Say it!**

Giving advice

I think you should ...  
Perhaps you ought to ...  
You could always ...  
If I were you, I would ...  
Why don't you ...?

3 Take it in turns to give each other advice. Use the *Say it!* box to help you.

- revise for an English test – how?
- buy a present – where?
- go out for lunch – which café?
- play a new computer game – which game?
- go to the cinema – which film?
- buy a new book – which book?

Perhaps you ought to learn some vocabulary.

### Pronunciation

4 Listen and repeat. Is the *th* sound the same or different in each pair of words? Then listen again and repeat.

weather

thunder

brother

thin

feather

three



## Literacy: reports

## Reading

1 **Before you read** Look at the title and the diagrams. What do you think this report is about?

2 **Listen and read.**



## tip Reading

To understand the main idea of a report, read the title and the first paragraph. Also, look at the diagrams because they can help you to understand the information in the text quickly.

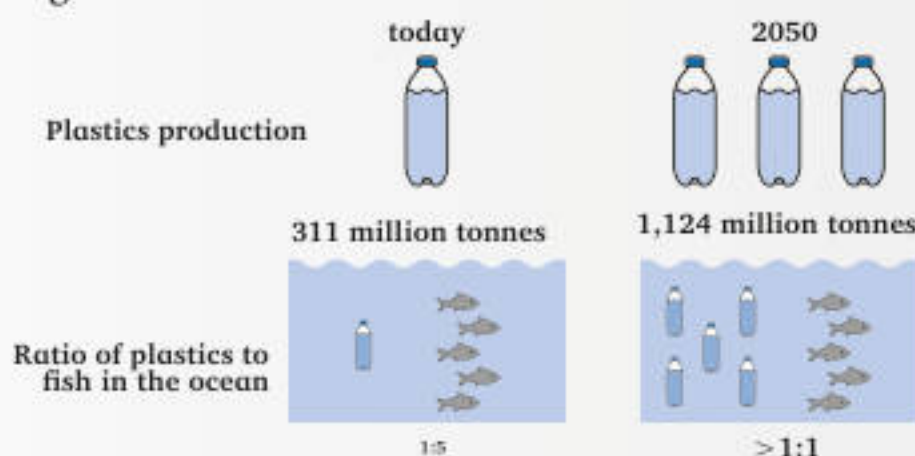
## Plastic pollution in the sea

A report by the Ellen MacArthur Foundation has shown that by 2050, there will be more plastic in the sea than fish! This will cause a lot of problems for the whole planet.

Firstly, the report showed that we are making twenty times more plastic than we were making 50 years ago. However, only 5% of these plastics are recycled, so this means that a lot is thrown away. Secondly, the report said that every year 8 million tonnes of plastic pollution goes into the ocean. This is the same as putting one rubbish lorry of plastic into the ocean every minute. Small pieces of plastic can kill fish and larger pieces of plastic are dangerous for turtles and seals.

This report is important because it shows how serious the plastic problem is. It told businesses and governments to work together to protect the oceans. It said that in the future they should only use plastics that can be recycled and it said that plastic should never end up in the sea as rubbish.

## Graph to show how much plastic we make



## Words in context

foundation    tonne    piece  
business    government    end up

Activity Book, page 43

3 **After you read** Read again. Are these sentences true or false? Say why.

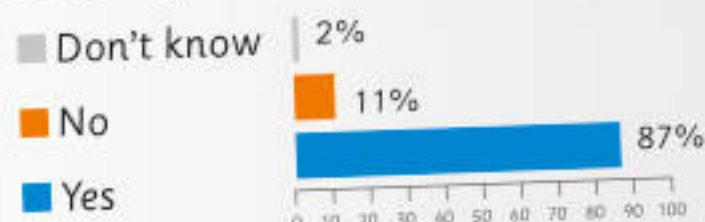
- 1 This report is about how much plastic we will need to make in the future.
- 2 There is more plastic in the sea than fish at the moment.
- 3 We made twenty times less plastic 50 years ago than we do today.
- 4 Only 5% of plastics are thrown away.
- 5 Every year, 8 million tonnes of plastic pollution ends up in the sea.
- 6 The report says that businesses and governments must both help with this problem.

4 **How do the diagrams help us to understand the text?**

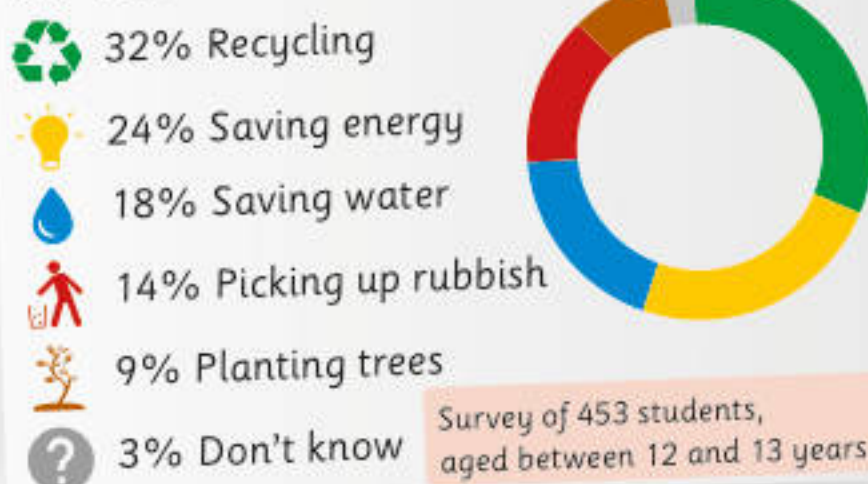
5 **Work in pairs. How serious do you think the plastic pollution problem is? What could you do to help?**

- 1 Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not?

Is it important to help the environment?



What's the best way to help the environment?



Young people and the environment

These diagrams show how students answered a survey about the environment. 453 students, between the ages of 12 and 13, were asked two questions.

Firstly, the survey asked students if it was important to help the environment. Most students (87%) said yes. Secondly, the survey asked what the best way to help the environment was. 32% of students said recycling while 24% said saving energy. 18% said saving water and 14% said picking up rubbish. However, only 9% of students said that planting trees was the best thing to do.

In conclusion, this survey shows that most young people are interested in helping the environment. Also, they think that recycling and saving energy are the best ways to help.

- 2 Read the *How to write...* box. Then read the report in Activity 1 again and match the paragraphs with the descriptions.

How to write... a report

- Use a clear title which explains what the report is about.
- Use expressions such as *this survey shows ...* to explain the results.
- Use phrases such as *firstly*, *secondly* and *in conclusion*.
- Don't include your own opinion – just present the facts.

1 Paragraph one

2 Paragraph two

3 Paragraph three

a Describes the survey results in detail.

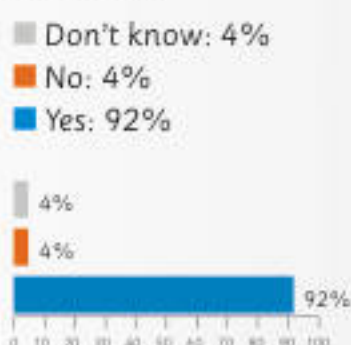
b Explains what the survey results show.

c Says what the survey was about.

- 3 Write a report on a survey about endangered animals. Use the *How to write...* box to help you.

- 1 Look at the diagrams and write a plan, using the information in Activity 2.
- 2 Write your report.
- 3 Read and check your report. Check your spelling and punctuation.

Is it important to help endangered animals?



What's the best way to help endangered animals?

- Protecting their homes: 42%
- Supporting wildlife charities: 18%
- Making our gardens safe: 15%
- Picking up rubbish: 12%
- Not using plastic: 9%
- Don't know: 4%



Survey of 342 students, aged between 12 and 13 years

tip Writing

while and however

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

## Language booster 2

1 How many words can you say about climate change?

2 Read and complete the article with the missing headings.

Three sad facts    Three fun facts



(1)

- You might think that polar bears are white, but they actually have black skin! The light on the fur makes them look white!
- Male polar bears can be up to three metres long and weigh up to 800 kilograms. That's as much as about ten men!
- Polar bears can swim for days at a time. A female polar bear once swam for nine days, travelling over 687 kilometres!

(2)

- There are only about 30,000 polar bears left in the Arctic. If we don't do something to help, scientists think that this number will go down by 30% by 2050.
- The sea ice in the Arctic is disappearing because of global warming. It's more than 30% smaller now than it was in 1979, so some polar bears can't find enough food.
- Pollution from ships is put into the sea. Polar bears get sick when they swim in polluted sea or eat fish that are full of pollution.

3 Read the article in Activity 2 again. Answer the questions.

1 How long are some male polar bears?

3 metres

2 How much do some male polar bears weigh?

3 How far did a female polar bear once swim in nine days?

4 How many polar bears are there in the Arctic?

5 How much smaller is the Arctic sea ice now than in 1979?

4 How do we say numbers over 100? Find and say three big numbers in the article. Use the *Say it!* box to help you.

Say it!

### Saying big numbers

|        |                               |
|--------|-------------------------------|
| 101    | one/a hundred and one         |
| 200    | two hundred                   |
| 450    | four hundred and fifty        |
| 770    | seven hundred and seventy     |
| 835    | eight hundred and thirty-five |
| 1,000  | one thousand                  |
| 10,000 | ten thousand                  |

**5**  **Read and circle.**  
Then listen and check.



**Nadia:** Hey, I'm just reading an article in this geography magazine about how the Arctic sea ice is **(1) appearing / disappearing**. That means that polar bears are in danger. We must do something to help them.

**Salwa:** But what can we do to **(2) improve / save** things for polar bears? I can't **(3) improve / save** them all by myself!

**Nadia:** No, of course you can't do it by yourself. But, if we all helped, then we would really make a difference.

**Salwa:** How do you mean?

**Nadia:** Well, global warming is destroying the sea ice. So we should do everything we can to stop global warming.

**Salwa:** Oh, yes, I see. There are lots of things we can do to help with that. For example, we shouldn't **(4) waste / disappear** energy and we should **(5) destroy / recycle** plastic, paper and glass.

**Nadia:** Yes, and I should repair my bike so I can cycle to school. We also need to find a way to tell other people how they can help.

**Salwa:** I know! Let's **(6) invent / improve** a new game about protecting the environment! We can call it the 'Go Green Game'!

**Nadia:** Great idea!

**6**  **Look at the grammar table. Then read and circle the correct answer to complete the rules.**

**Grammar**

**Reflexive pronouns after *by***

I can't save them **by myself**.

Of course you can't do it **by yourself**.

We use **myself / yourself** with 'I'.

We use **myself / yourself** with 'you'.

**7** **Say the sentences using *by myself* or *by yourself*.**

- 1 I can do my homework on my own.
- 2 Are you going to walk to the shop alone?
- 3 I want to watch this film alone.
- 4 Can I cook dinner on my own today?
- 5 If you go out alone, you must take your phone.

I can do my homework by myself.

**8**  **Play the 'Go Green Game'.**

**Take it in turns to choose a square.**

**Say a sentence with *we should / shouldn't*.**

**Score one point for each correct answer.**

|                                  |                           |                              |
|----------------------------------|---------------------------|------------------------------|
| 1<br>save water                  | 2<br>plant trees          | 3<br>switch off lights       |
| 4<br>waste energy                | 5<br>recycle plastic      | 6<br>destroy the rainforests |
| 7<br>pick up rubbish             | 8<br>use renewable energy | 9<br>cause pollution         |
| 10<br>protect endangered animals | 11<br>recycle paper       | 12<br>cut down trees         |



## Social Studies

# How can we give an explanation?

**Think**

- 1 What do you know about changes in the environment?

**Learn**

- 2  Listen and read. How can we plan an explanation of how or why something happens?

When we give an explanation, we say how or why something happens or why something happened in the past. An explanation often needs to show cause and effect. When we plan to write about cause and effect, we can use **arrows (→)** between our notes. For example, look at these notes about how our climate is changing.

*gases from cars, buses and aeroplanes → pollution → global warming*  
*coal from fires → pollution → global warming*  
*cutting down trees in forests → global warming*  
*global warming → planet gets hotter → climate change*

With this plan we can write a short explanation.

*Why is our climate changing?*

*Our climate is changing because of many things we do.*

*Gases made by cars, buses and aeroplanes cause pollution and pollution causes global warming. Using coal for fires and cutting down trees in forests also cause global warming. Due to global warming our planet gets hotter, so the climate changes.*

**gases****using coal****cutting down forests****check**

- 3 Are the sentences true or false? Correct any false sentences.

- 1 Explanations tell us when and where something happens.
- 2 Explanations can tell us about something that's happening now or something that happened in the past.
- 3 Arrows link ideas in our notes.
- 4 Pollution from transport causes global warming.
- 5 Global warming causes the cutting down of forests.

- 4 Write three things that are caused by climate change. Use an arrow between the cause and effect. Then make sentences to explain them. Use the language below to help you.

This is causing / has caused ...  
This happens because / because of ...  
Because of this, ...  
... is happening / has happened, so ...

*climate change → melting ice in the Arctic*

*Climate change is causing the melting of ice in the Arctic.*

Let's practise!

- 1 Why is it a problem to cut down the rainforest?  
Read the two texts and check your ideas.



Why are rainforests in danger?

Rainforests are forests that grow where there is lots of rain. They are very important because they have more plants and animals than any other habitat.

However, some workers in the rainforests are cutting down many trees. This is because trees are used to make fuel and oil. They are also used to make paper, furniture and wooden homes. Forest workers sometimes burn the trees so that farmers can have new land for their crops and farm animals. All this is causing the rainforests to be in danger.

Why is cutting down and burning rainforest trees a problem?

Cutting down many rainforest trees causes problems for plants, animals and people. Plants and trees are important because they help to keep the soil good for other plants. Without good soil, plants start dying. Then without plants, animals lose food and habitat, so they move away.

Another problem is for people. When rainforest trees are burned, they make gases. These gases go into the air and cause pollution, so people can get ill. The pollution also causes global warming.

- 2 Write a plan for each text. Use the ideas below and join them with arrows.

plants die

animals move away

rainforest trees are cut down

burning rainforest trees

global warming

makes gases

air pollution

Show what you know

Make a cause and effect presentation about pollution caused by plastic rubbish.

- In groups, think about the problems caused by plastic rubbish. Use these notes to help you.  
*Lots of ... on beach → ... in wind → ... into sea → fish ...*
- Use these words in your explanation: *cause/causes, because, then.*
- Draw or find pictures to show when you present your explanation.
- Present your information to the class.
- Think about other groups' presentations. What elements helped you understand them? Was it the use of clear pictures, clear cause and effect diagrams or correct facts?

What happens when we drop plastic on the beach?

When people drop plastic bottles and plastic from food on the beach, the wind causes it to blow...



tip Speaking

Make a short introduction: *Today / Now / Next we'll explain ... / It's our turn to explain what happens when / if ...*  
Say the key words in your explanation more loudly than the other words.

# World Teacher's Day



## 1 Listen and read.

Hello, I'm Rola. We should all remember World Teacher's Day!

### 5<sup>th</sup> October World Teacher's Day

World Teacher's Day is on 5th October, when people around the world remember how important it is to have a good teacher. World Teacher's Day was started by UNESCO in 1994 and on their website you can see photographs of amazing teachers working hard in many countries, from Brazil to Switzerland!

So what can you do on 5th October this year to thank your fantastic teachers? Our class are making

a special thank you collage for our English teacher. We will all sign it with our names!

You needn't be a student to celebrate World Teacher's Day either. Some teachers will hear from the men and women they used to teach. My mother told me she got her job as a scientist because her science teacher was so good! She always writes a special letter to her teacher on World Teacher's Day to thank her.



## 2 Answer the questions.

- 1 Where do people celebrate World Teacher's Day?  
\_\_\_\_\_
- 2 What can you see on UNESCO's website?  
\_\_\_\_\_
- 3 Do teachers only hear from children on World Teacher's Day? Why?  
\_\_\_\_\_
- 4 Why did Rola's mother want to write to her teacher?  
\_\_\_\_\_

## 3 What will you do to thank your teacher on 5<sup>th</sup> October?

## 4 Make a collage to thank your teacher.

- 1 In groups, find pictures or photos for your collage.
- 2 Stick your pictures onto some paper to make your collage.
- 3 Write a thank you note and sign your names.
- 4 Present your collage to the class.

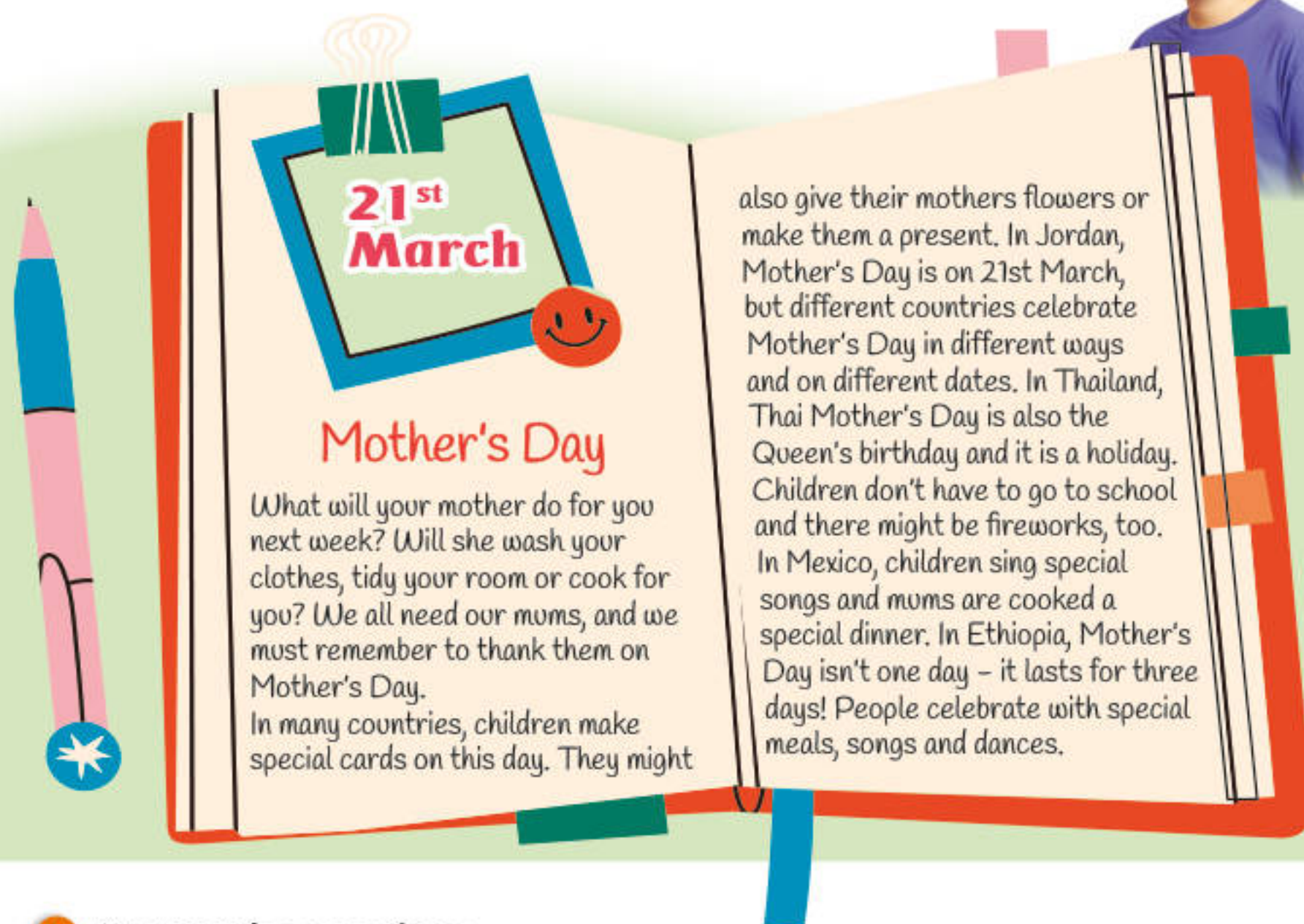




# Mother's Day

**1**  Listen and read.

Hello, I'm Omar. Let's learn about Mother's Day around the world.



## Mother's Day

What will your mother do for you next week? Will she wash your clothes, tidy your room or cook for you? We all need our mums, and we must remember to thank them on Mother's Day. In many countries, children make special cards on this day. They might

also give their mothers flowers or make them a present. In Jordan, Mother's Day is on 21st March, but different countries celebrate Mother's Day in different ways and on different dates. In Thailand, Thai Mother's Day is also the Queen's birthday and it is a holiday. Children don't have to go to school and there might be fireworks, too. In Mexico, children sing special songs and mums are cooked a special dinner. In Ethiopia, Mother's Day isn't one day - it lasts for three days! People celebrate with special meals, songs and dances.

**2** Answer the questions.

- 1 What do children give their mothers in many countries?  
\_\_\_\_\_
- 2 What date is Mother's Day around the world?  
\_\_\_\_\_
- 3 In which country do people sing songs for their mothers?  
\_\_\_\_\_
- 4 Why do you think Mother's Day is a holiday in Thailand?  
\_\_\_\_\_
- 5 What is different about Mother's Day in Ethiopia?  
\_\_\_\_\_

**3** Which country's Mother's Day do you think is the most interesting? Why?

**4**  Find out about Father's Day.

- 1 In groups, find out about Father's Day around the world.
- 2 Make some notes.
- 3 Present your notes to the class. Did you find the same information?



# Grammar reference

## Unit 1

### used to

|                                                 |                      |                                    |
|-------------------------------------------------|----------------------|------------------------------------|
| They                                            | <b>used to</b>       | throw buckets of water over fires. |
| We                                              | <b>didn't use to</b> | call the fire brigade.             |
| <b>Did</b> she                                  | <b>use to</b>        | live in a wooden house?            |
| Yes, she <b>did</b> . / No, she <b>didn't</b> . |                      |                                    |

## Unit 2

### will for predictions

|                                                   |
|---------------------------------------------------|
| I think you'll <b>be</b> a brilliant footballer.  |
| It <b>won't happen</b> .                          |
| <b>Will</b> you <b>become</b> a graphic designer? |
| What <b>will</b> you <b>do</b> when you grow up?  |

## Unit 3

### Reported speech: statements

|                                                                          |
|--------------------------------------------------------------------------|
| 'We <b>enjoy</b> reading.'                                               |
| They <b>said</b> that <b>they enjoyed</b> reading.                       |
| 'We <b>don't like</b> biographies.'                                      |
| They <b>said</b> that <b>they didn't like</b> biographies.               |
| 'Mei <b>has</b> the results of the book survey.'                         |
| Alex <b>told me</b> that Mei <b>had</b> the results of the book survey.  |
| 'It's <b>my</b> favourite type of book.'                                 |
| She <b>told me</b> that it <b>was</b> <b>her</b> favourite type of book. |

## Unit 4

### Modal verbs

|                                                               |
|---------------------------------------------------------------|
| We <b>should</b> take part in the competition.                |
| We <b>shouldn't</b> throw away plastic bottles.               |
| We <b>must</b> close doors.                                   |
| We <b>mustn't</b> waste water.                                |
| We <b>need to</b> switch off the lights when we leave a room. |
| We <b>needn't</b> put our ideas in the newsletter.            |

### Present continuous for future

My friends **are doing** a treasure hunt tomorrow.

I'm **seeing** Salwa tomorrow.

### Present simple for future

The treasure hunt **starts** at 10 am in the city square.

The bus for the city **leaves** at 9.30 am.

### might, may and could for predictions

I **might get** a good degree.

I **may start** a business.

I **could find** a job as a teacher.

### Present simple passive

Many tourists **visit the tower** every year.

**The tower is visited by** many tourists every year.

Everyone **enjoys the paintings**.

**The paintings are enjoyed by** everyone.

### Past simple passive

Some people **built the tower** a long time ago.

**The tower was built** a long time ago.

A cow **made the noises**.

**The noises were made by** a cow.

### Reported speech: Wh- questions

'What **is** a hurricane?'

I asked my dad **what** a hurricane **was**.

### Reported speech: yes/no questions

'Do you **know** what to do?'

I asked him **if** he **knew** what to do.

### Reported speech: commands

'Hold my hand!' → Dad **told me to hold his hand**.

'Don't panic!' → He **told me not to panic**.

### Unit 1 an article

- Include an introduction, clear paragraphs and a conclusion.
- Use formal language.
- Check your facts – only use websites you can trust.

### Unit 2 a blog

Blogs can be formal or informal, but most are informal. To write a good blog:

- share your opinions and experiences about things you're interested in.
- use phrases to introduce your opinions, for example *In my opinion ...*, *In my view ...*
- use linking words when you have a lot of ideas, for example *also*, *in addition*, *what's more*.
- use short forms instead of long forms, for example *I've just read a blog ...* instead of *I have just read a blog ...*

### Unit 3 a good story

Include:

- a beginning that explains the mystery and makes us want to read it.
- a middle that is exciting.
- an end that solves the mystery and doesn't leave us with lots of questions.
- interesting characters and setting.
- suspense through the story to keep us interested.

### Unit 4 a report

- Use a clear title which explains what the report is about.
- Use expressions such as *this survey shows ...* to explain the results.
- Use phrases such as *firstly*, *secondly* and *in conclusion*.
- Don't include your own opinion – just present the facts.

## English in action reference

**Say it!**

### Unit 1

#### Asking for travel information

Excuse me, how much is a single / return ticket to Berlin?

What time is the last train?

Is that a direct train or do I need to change?

Which platform does it leave from?

**Say it!**

### Unit 2

#### Offering to help

I'll help you.

Let me help you.

Can I help you?

Would you like a hand?

Do you need any help?

#### Accepting an offer of help

Yes, please!

That would be great!

#### Refusing an offer of help

Thanks, but no need!

I'm nearly done.

No, don't worry!

**Say it!**

### Unit 3

#### Saying you agree

I (totally) agree.

Absolutely!

You're right.

That's so true.

#### Saying you disagree

I (totally) disagree.

I don't think so.

I'm not so sure about that.

I don't agree.

**Say it!**

### Unit 4

#### Giving advice

I think you should ...

Perhaps you ought to ...

You could always ...

If I were you, I would ...

Why don't you ...?



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