المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan TEAM Together Grade 7

Semester 2



Pupil's Book with Digital Resources

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with Kay Bentley

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Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening
Welcome **Let's get started!**	Meeting the characters again; revising grammar forms from Semester 1; revising vocabulary from Semester 1	**City travel and transport** **Jobs and life events** **Books and adjectives** **The environment and extreme weather**	Semester 1 Grammar	Understanding the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures
5 **Adventure sports**	Talking about extreme sports and geography	**Extreme sports:** rock climbing, horse-riding, ice hockey, motor-racing, go-karting, surfboarding, water skiing, kite surfing, diving, squash, jogging, golf **Geography:** north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay	**Reflexive pronouns** *I fell when I was rock climbing and hurt myself.* **Past perfect** *After they had eaten their breakfast, they looked in their guidebook.*	Understanding some details in extended dialogues on familiar everyday topics
6 **Spend or save?**	Talking about shopping and imaginary situations	**Shopping:** on sale, queue, till, designer labels, get a refund, exchange (v), shop assistant, credit card, customer, second-hand, receipt, online shopping **Imaginary situations:** go into space, meet a famous person, travel the world, donate to a charity, have a lot of money, have three wishes, travel back in time, pass exams, become an Olympic athlete, become a book or film character, be invisible, win a cup	**Zero and first conditionals** *If I need something, I ask my parents to buy it online.* *If we buy everything online, shops will close.* **Second conditional** *If I could travel back in time, I'd go to Ancient Jordan.*	Understanding some details in extended dialogues on familiar everyday topics; identifying the context in which an everyday conversation is taking place; understanding the details of extended conversations on familiar topics, if delivered in clear standard speech
Dana's Learning Club Language booster 3				
7 **Let's talk!**	Talking about communication and feelings	**Communication:** receive a text message, chat to friends, use social media, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument **Feelings:** embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable	**(not) as ... as** *Podcasts can be as good as vlogs.* *Podcasts aren't as interesting as vlogs.* **Question tags** *Your name is Ibrahim, isn't it?*	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
8 **Inventions**	Talking about inventions and health and medicine	**Inventions:** electricity, light bulb, spacecraft, battery, photography, radio, wheel, steam engine, aeroplane, X-ray, vaccination, antibiotics **Health and medicine:** feel ill, feel better, get a prescription, take some pills, have an injection, have a fever, have an X-ray, have an operation, do some research, win a prize, make a discovery, carry out an experiment	**Relative pronouns** *Guglielmo Marconi is the person who invented it.* **Embedded questions** *Can you tell us what we should do?*	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 4				

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	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					
Acting out a short dialogue or role play, given prompts; expressing their opinions on familiar topics, using simple language; talking about past events or experiences, using simple language	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; understanding the main points of short, simple dialogues related to everyday situations, if guided by questions; scanning a simple text to find specific information; identifying specific information in a simple story, if guided by questions	Creating a brochure to advertise an event or product, given a model	Sentence stress with Pastperfect	Making a poster about a new sport for PE lessons	Presenting the poster to the class	**Asking and saying what you prefer** *Would you rather go jogging or play golf?*
Giving brief reasons for their opinions on familiar topics; repeating phrases and short sentences, if spoken slowly and clearly; talking about matters of personal information and interest in some detail	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts	Writing short, simple texts on familiar topics in linked sentences	Strong and weak forms in the second conditional	Making a tourist leaflet about an interesting market	Presenting the leaflet to the class	**Making a complaint** *I'm afraid I have a complaint about this jacket.*
Think like a scientist! How can we talk about chronology?						
Acting out a short dialogue or role play, given prompts; expressing their opinions on familiar topics, using simple language; giving brief reasons for their opinions on familiar topics	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts; creating a poster to advertise an event or product, given a model	Intonation in questions and statements	Making a poster about a language that doesn't have words	Presenting the poster to the class	**Giving your opinion** *Personally, I think …*
Expressing their opinions on familiar topics, using simple language; repeating phrases and short sentences, if spoken slowly and clearly; giving brief reasons for their opinions on familiar topics; asking a range of questions in guessing games to find the answer	Inferring unstated information in simple stories or descriptive texts, if guided by questions and prompts	Creating simple language puzzles for classmates to solve; writing a short, simple biography of a famous person with basic paragraph structure, given prompts or a model; writing short, simple, personal emails/letters about familiar topics, given prompts or a model	Stress patterns and relative pronouns	Making a fact file about a famous inventor	Presenting the fact file to the class	**Talking about how sure you are** *Are you sure about that?*
Think like a scientist! Don't stop the music!						

Welcome

Let's get started!

1 W1 Listen and read. What are the children talking about?

WOW! World of Wonder! Magazine

Welcome Book Club Culture

Hello, friends! It's nice to be with you again! We hope you enjoyed Semester 1! The WOW! Team is here and we have lots of new things to show you in our magazine!



And of course, we can't wait to hear about your ideas, too! You can send us messages about what you want us to talk about and also leave comments on our magazine articles.





Semester 1 was about living in cities and we also talked about what kind of jobs there are and what each of us would like to do!



We also discussed different kinds of books and what we can do to protect our planet! Semester 2 has a lot more! How about adventure sports and inventions? Join us to find out more!

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





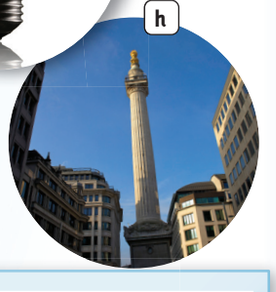












1



Aisha, 13, Jordan 3 minutes ago

It was great to read about what kind of books there are in Semester 1. I started reading poetry and I even wrote a couple of my own poems. One of them won a school contest! I'd like to be a poet when I grow up.

2



Jameela, 12, UAE
2 minutes ago

I love travelling and my family and I visited London this summer. I knew all about the Monument from Semester 1 and I was able to ask for train tickets. That really helped my parents!

3



Alfie, 12, Australia 3 minutes ago

I'd like to find out more about shopping and interesting places to shop around the world. Also, we all need to think about how to shop in a more environmentally friendly way. Perhaps you could talk about that in Semester 2?

4



Abbas, 11, Jordan 7 minutes ago

Extreme and unusual sports have always fascinated me! Please, could you write about those in this semester? I'm particularly into kite surfing and water skiing, because I live near the Red sea.

5



Matilda, 13, Sweden
5 minutes ago

My friends and I are worried about our planet. We try to do what we can here in our city. We plant trees and recycle paper and glass at school. We found more solutions in the article in Semester 1. Thank you!

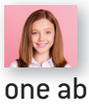
6



Eleni, 11, Greece
11 minutes ago

I loved the Semester 1 articles! I want to be a journalist when I grow up. So, I must be good at communicating. Can you talk about different ways of communicating in this semester?

7



Scarlett, 13, Germany 8 minutes ago

My favourite article in Semester 1 was the one about jobs, although I don't think that robots will take all our jobs. I want to read more about inventions, how the inventors thought about them and how they work.

8



Luigi, 10, Italy 10 minutes ago

I had some problems at school with some bullies. I felt really bad. But your article about books was very helpful. I didn't know there were self-help books. I found one about building confidence and I was able to deal with it all!

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

3 **With a partner, discuss these questions about Activity 2.**

1 Which of the comments do you agree with? Which do you disagree with?
2 What other topics would you like to see in the WOW! Magazine? Why?

1 W2 Listen and read. What three new topics does the WOW! Team mention for Semester 2?

About Us



Dana

Semester 1 was an adventure for us! I hope it was for you, too. I spent the holidays helping my aunt who's an architect in Egypt. She used to have an employee, but she needed to leave. I asked my aunt if she wanted me to help and she told me to be there every day at 9 am. I really enjoyed it and I might go back again next summer!



Alex

Hi and welcome back! I've got some great news. I got into the professional football team for boys of my age. I'm starting practice next month and I can't wait! Practice takes place five times a week and each one lasts from 5–8 pm in the evening. I shouldn't stay up late at nights, because I won't play well. We are expected to play in tournaments with other teams. Last year, the team was awarded a medal. They came first!



Mei

Thank you for all your ideas! Another friend posted a comment today and asked if we could talk about exploring. I told her not to worry! This topic is also covered in Semester 2. You needn't worry at all. There's plenty to find out in this book!



Sami

I hope you all liked the articles on science that I found for Semester 1. My friends and I are working on some more articles on science and inventions for this semester. You'll enjoy them, too! Let's begin!

2 **Read the About Us page again. Underline examples of the following grammar points from Semester 1.**

- *used to*
- present continuous for future plans
- present simple for timetables
- *will* for predictions
- *might/may/could* for predictions
- reported speech: statements, questions and commands
- present simple passive
- past simple passive
- modal verbs of obligation

3 **Write an example for each grammar point and compare with a partner.**

4 **Match the words with their definitions.**

1 monument	**a** to stop working because of age
2 pavement	**b** the part of the street where people walk
3 retire	**c** a list of ways to cook different kinds of food
4 recipe book	**d** with lots of light
5 bright	**e** a big wave caused by an earthquake
6 pollution	**f** a structure that reminds people of a person or important event
7 tsunami	**g** the damage caused to the environment

5 **Play a game. Describe or mime the words for your partner to find.**



Extreme sports: *rock climbing, horse-riding, ice hockey, motor-racing, golf, go-karting, surfboarding, water skiing, kite surfing, diving, squash, jogging*
Geography: *north, south, east, west, sunrise, sunset, wood, field, valley, scenery, tide, bay*

5 Adventure sports

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

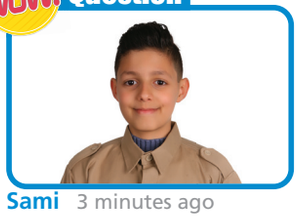
WOW! World of Wonder! Magazine

Welcome Book Club Culture

Some of you have told us that you love the feeling that you get when you do an exciting sport. How many words do you know for the extreme sports on this page? What places can you see?

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 extreme sports?

...



...



...



...



...



...



...



...



...



...



...



...



...



...

In this unit I will ...

- learn words for extreme sports and places
- use reflexive pronouns and the Past perfect tense
- read an adventure story
- learn about unusual sports around the world
- work in a group to make a poster about an unusual sport
- learn how to ask and talk about things I prefer
- read and write brochures

Vocabulary 5

2 5.1 Look and match. Then listen, check and repeat.

rock climbing horse-riding ice hockey motor-racing go-karting
surfboarding water skiing kite surfing diving squash *1* jogging golf



3 5.2 Listen and read. What sports are the WOW! Team talking about? Who doesn't usually like extreme sports?

WOW! Blog

1 
Alex 2 minutes ago
I love extreme sports! Last weekend, I went go-karting with my friends. I wore a helmet and special clothes. I had a brilliant time!

2 
Sami 15 minutes ago
Last summer, we had the best holiday of our lives. My brother tried water skiing, surfboarding and kite surfing! I also had my first diving lesson. It was a bit difficult, but I loved the feeling of being underwater. I can't wait to go again.

3 
Dana 30 minute ago
I don't really like extreme sports. They're too dangerous. The extreme sport that I've tried is horse-riding. At first, I was scared because the horse looked so big. But when I got on, I wasn't scared at all! I was proud of myself for being brave.

4 
Mei 2 hours ago
I often go rock climbing at my local sports centre. I love the feeling of going higher and higher! It's so exciting and I know the ropes will keep me safe.

4 Work in pairs. Look at the sports on pages 8 and 9 and answer the questions.

Which sports:
- do you do in water?
- use a ball?
- are usually team sports?
- need something with wheels?
- need a helmet?

5 Work in pairs. Answer the questions.

1 Which of the extreme sports have you done and did you enjoy them?
2 Which of these sports would you like to try and why?



1 5.3 Listen and read. What do the girls disagree about?



Dana: Oh no, Mei! What happened?

Mei: I went to Wadi Rum with my family. I fell when I was rock climbing and I hurt myself.

Dana: Poor you! I've always said that children shouldn't do extreme sports because they often hurt themselves. I told you so!

Mei: It's nothing serious. I'll be climbing again by next week. All sports can be dangerous, anyway. My sister cut herself when she was playing squash last week! That's not an extreme sport!

Dana: I suppose so. I don't want to stop you from enjoying yourself, but I just think that some sports are too dangerous.

Mei: Not really. I have a cousin who started playing ice hockey when he was four years old.

Dana: That's too young. What if he hurts himself?

Mei: He's never hurt himself! He always uses a helmet and wears special clothes. Anyway, it's just part of being a kid, isn't it? How can we learn about danger if we're always protected from everything?

Dana: Maybe you're right. Come on, let's go or we'll be late for PE.

Mei: I can't do PE at the moment. It's so annoying. I'll just sit here and dream about rock climbing.

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

1 Why does Dana think children shouldn't do extreme sports?
2 How does Mei explain that all sports can be dangerous?
3 How does Mei's cousin stay safe when he's playing ice hockey?
4 Where is Dana going now?

3 Work in pairs. Find these expressions in the dialogue above. Match them to the speech bubbles below. Then use the expressions and act out.

I suppose so. I told you so! Not really.

1 I tried playing squash, but I hated it. Just like you said I would! (...)

2 You don't like diving very much, do you? (...)

3 You can hurt yourself playing any sport. (...)

4 Do you think that children should do extreme sports?

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

1 Mei hurt her arm because she fell while playing squash.
2 Mei's arm will be better by next week.
3 Mei's sister was hurt when she was jogging.
4 Mei's cousin plays ice hockey.

2 **Look at the grammar table. Then complete the rule.**

Grammar

Reflexive pronouns
I fell when I was rock climbing and hurt myself.
Children shouldn't do extreme sports because they often hurt themselves.
My sister cut herself when she was playing squash.
Did you do it yourself?

We use reflexive pronouns when the subject and object is **the same / different**.

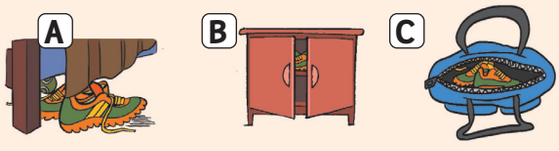
3 **Read the dialogue in Lesson 2 again. Underline the examples of reflexive pronouns.**

4 **Say the sentences using reflexive pronouns.**

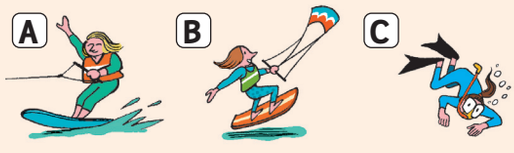
1 I hurt my leg when I fell off my bike yesterday.
2 They cut their arms at the go-karting party.
3 We hurt our heads when we were rock climbing.
4 She hurt her hand in the swimming pool.
5 Did you cut your finger with the knife?
6 The cat didn't hurt its leg when it fell out of the tree.

5 5.6 **Listen. For each question, choose the correct picture.**

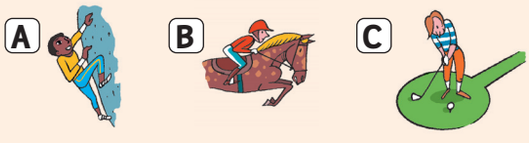
1 Fadi is talking to his mother. Where are his trainers?



2 Heba and Dalia are talking about a sport they would like to try. What sport does Heba choose?



3 Jamal and Ali are talking about a party. What type of party has Jamal been to today?



6 5.7 **Listen again and answer the questions.**

1 **a** Why is Fadi looking for his trainers? **b** Who is going to get the trainers?
2 **a** When did Heba go water skiing? **b** Why doesn't she want to go diving?
3 **a** Why does Jamal feel proud? **b** When is Ali's birthday?

7 **Talk to your partner about the topics in the box.**

- the last time you hurt yourself
- how you and your friends enjoy yourselves at weekends
- a time you taught yourself to do something

I hurt myself when I was diving last weekend.

1 Before you read **Today's Book Club text is an adventure story. Look and circle the correct options.**

1 An adventure story is usually **exciting / boring**.
2 A **setting / character** is a person in a story.
3 There will usually be **one character / a few characters** in the story.
4 A place in a story is called a **setting / character**.

2 5.9 **Listen and read. Why are the children happy that they aren't really old-fashioned explorers?**

Old-fashioned explorers

Abbas was on a camping trip with his older sisters, Hala and Laila. They put up their tent in a campsite near a small wood. The next morning, they woke up early to watch the sunrise. After they had eaten their breakfast, they looked in their guidebook.
'I think there's a bay on the other side of that valley. Shall we walk there?'
'Yes! Let's be old-fashioned explorers on an adventure!' said Hala.
'Good idea! We'll turn off our phones and use the map in the guidebook,' said Abbas.
'I brought Grandad's old compass with me!' said Laila. 'We can use it so that we don't get lost.'



After they had packed some food and ice-cold water, they started walking.
'We need to go north and then east, so it's this way,' said Laila, looking at the compass.
After they had crossed the valley, they climbed up the hill on the other side. The scenery all around was beautiful. They started to walk down to the beach, but they hadn't got very far before Abbas stopped. He'd heard a man who was shouting for help. The man had fallen down the cliff!
'Help me!' the man cried. 'I've hurt my foot and I can't climb back up.'
'Don't worry,' shouted Hala, turning on her phone. 'We'll call for help.'
After a four-hour wait, the children started to feel cold and were getting worried. It was nearly sunset. 'What are we going to do if no one comes?' said Hala to Laila.
But just then, they heard the sound of a helicopter. The children jumped and waved at the helicopter until the people saw them. After they had pulled the man to safety on a rope, they took him to a nearby hospital.





The children went to see the man in hospital and he thanked them for helping him. 'Next time, I won't go hiking by myself and I'll make sure I have my mobile phone with me.'
'It's good that we aren't really old-fashioned explorers,' said Abbas to his sisters later. 'They didn't have mobile phones or helicopters to help people.'

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

4 **In groups, act out a role play.**

Pupil A: pretend to be a journalist and ask the children about their experience.

Pupils B, C and D: pretend to be Abbas, Hala and Laila and tell the journalist about your experiences.

Vocabulary and Grammar 5

1 5.10 Look and match. Then listen, check and repeat.

north south east west
sunrise sunset *1* wood field
valley scenery tide bay



2 Read the story in Lesson 5 again and find words from Activity 1.

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

1 The children had breakfast and then they looked in their guidebook.
2 They packed food and water and then they started walking.
3 They climbed the hill and then they crossed the valley.
4 The people in the helicopter pulled Abbas up and then they took him to hospital.

4 Look at the grammar table. Then complete the rules.

Grammar

Past perfect

After they had eaten their breakfast, they looked in their guidebook.
They hadn't got very far before Abbas stopped.
He'd heard a man who was shouting for help.

We use the Past perfect to talk about something that happened **before** / **after** another event in the past.
We form the Past perfect with **have** / **had** + past participle.

5 5.11 Listen to Hassan. Where did he and his dad put their tent?

6 5.12 Listen again and number the events in the correct order.

- watched the sunset
- went to sleep, but were woken up suddenly
- went fishing and then cooked dinner
- put up their tent and went for a walk *1*
- told adventure stories
- took down the tent quickly and went home

7 Look at Mustafa's day. Say sentences using the Past perfect.

9 am – eat / breakfast
10 am – go / hiking in the woods
11.30 am – walk / home with Sami
12.30 pm – eat / lunch in the bay
2 pm – take / photos in the valley
5 pm – watch / sunset
5.30 pm – visit / grandma
8 pm – have / dinner
9 pm – go / to bed

After Mustafa had eaten breakfast, he went hiking in the woods.

1 Before you read **Look at the photos. Which sport would you most like to try and why?**

2 5.14 **Listen and read.**

Ready for something new?

Have you ever thought about doing a new sport? What about trying one of these unusual ones?

Underwater hockey



This sport was first played in the UK in the 1950s and is now popular in Australia, America and lots of other countries, too. It's a game of hockey which is played at the bottom of a swimming pool! There are two teams of six players who play two 15-minute halves with a 3-minute break. Players try to score by hitting the puck (the flat 'ball') into the goal.

Tuna throwing

This is a sport that started in 1979 in Australia. You have to turn around very quickly in a small circle and then throw a fish as far as you can. People got the idea from watching fishermen who used to throw fish off their boats when they had caught too many. In the past, they used to use real fish, but today they use rubber ones.



Canyoning



Dennis Turville made this extreme sport popular in the USA in the 1970s. People climb, slide, abseil and jump to follow a fast river through a canyon. It is dangerous so people must go canyoning with an expert. Today, it is popular in many countries such as France, America and Jordan.

WOW! Activity

Have a tuna throwing competition! Take turns to throw a rubber fish (or a ball) as far as you can. Measure the distance. Who threw it the furthest?

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

4 **Work in pairs. Find similarities and differences.**

You get wet playing underwater hockey and canyoning.

In tuna throwing, you have to throw a fish, but in underwater hockey you have to score goals.

Project

Make a poster about a new sport for PE lessons.

1 Your school plans to start teaching a new sport next year and has asked pupils for ideas.
2 In groups, choose a sport that you would like to try. Decide who will research to find out more about:
- the history of the sport.
- the rules.
- some interesting information.

3 Make a poster about this sport. Include photos and interesting facts.
4 Present your poster to your class.
5 Take a class vote on which sport is the most interesting and fun.

English in action 5

Asking and saying what you prefer

1 5.16 **Listen and read. Answer the questions.**

1 What are Oliver and Jack talking about?
2 Do they choose to do the same things every day?



Oliver: I can't wait for our adventure holiday. There are so many different activities. So, on day one, would you prefer to go rock climbing or horse-riding?

Jack: Oh, that's difficult! I think we should go horse-riding. What do you think?

Oliver: Yes, I agree. Let's have a look at day two. Would you rather go hiking or diving?

Jack: I'd rather go hiking. I'm a bit scared of going underwater.

Oliver: Oh, I think I'd rather go diving on day two. That's OK. We can choose different things!

Jack: What about day three?

Oliver: Let's have a look. Should we go water skiing or kite surfing?

Jack: Well, I've been water skiing before, so I think we should try kite surfing.

Oliver: Yes, I think that sounds very exciting! I can't wait!

2 **Read the dialogue again. What three choices does Oliver give Jack? What does Jack prefer? Use the *Say it!* box to help you.**

Say it!

Asking what someone prefers
Would you rather go jogging or play golf?
Would you prefer to go skateboarding or surfboarding?
Should we play squash or tennis?

Saying what you prefer
I'd rather go jogging.
I'd prefer to go surfboarding.
I think we should play squash.

3 **In pairs, act out dialogues. Use the *Say it!* box to help you.**

Pupil A

Ask three questions about what Pupil B would prefer to do.

- stay in a field at a campsite or stay in a hotel in a bay?
- go hiking in a wood or in a valley?
- watch the sunrise or the sunset?

Tell Pupil B what you would prefer to do.

Pupil B

Tell Pupil A what you would prefer to do.
Now ask three questions about what Pupil A would prefer to do.

- kite surf or skateboard?
- go horse-riding or diving?
- walk in a wood or up a mountain?

Pronunciation

4 5.17 **Listen and say. Which words are stressed? Which part of the Past perfect tense is stressed?**

After he'd finished his game, he went home.
After they'd played squash, they ate lunch.
After we'd watched the sunset, we went to bed.
After I'd walked up the hill, I saw the bay.

Literacy: brochures and adverts

Reading

tip Reading

Brochures and adverts sell things. They use lots of positive and persuasive words (*brilliant* or *great*). But they might not be true!

1 Before you read **Read the text quickly. Why was it written?**

a to get you to go on an adventure holiday
b to describe someone's adventure holiday
c to teach you about different parts of the world

2 5.20 **Listen and read.**

MAKE YOUR NEXT HOLIDAY AN ADAMS' ADVENTURE!

'After we'd tried these adventure holidays, we didn't want to go anywhere else!' Adnan, Cairo



EXTREME SPORT ADVENTURES

You can't describe the feeling of excitement when you do an extreme sport for the first time. Once you try it for yourself, you'll keep coming back for more! You can go diving in Australia, kite surfing in Mexico or play ice hockey in Finland. We have the **perfect** extreme sports holiday for you! Choose from many **terrific** activities in all parts of the world.

SAFARI ADVENTURES

Have you ever dreamed of seeing a lion or tiger where it lives, in its natural habitat? Then come and enjoy yourself on one of our **stunning** safari adventures. Go and see lions, elephants and rhinos in Africa or tigers in India or bears and wolves in the USA. All our tour groups are small, which means you can get close to the animals and have an experience you'll never forget.





CLIMBING ADVENTURES

Do you want to climb to the top of the world? Then choose one of our climbing adventures. We have trips for everyone, from **gentle** hill climbing in the UK to rock climbing in Spain or mountain climbing in the Himalayas in Nepal. All our climbing adventures are run by **expert** climbers, so you're always safe.

DESERT ADVENTURES

Imagine riding a camel in Wadi Rum desert in Jordan. You can sleep in Bedouin tents under the starry night and see the animals and birds. Try the nomad life for yourself on this desert adventure!



Words in context

perfect terrific stunning gentle expert

Activity Book, page 11

3 After you read **Read and choose the best adventure holiday for each person.**

1 'I love watching extreme sports, but I'm not very sporty. I would really like to go on a hiking holiday, maybe in a valley or across some green hills.'

2 'I love animals! I went to Africa last year and I saw lions and gorillas. It was amazing! Next time, I'd really like to see and travel on a camel.'

3 'I like holidays where I can try lots of different activities, like water skiing or surfboarding. I'm scared of high places though, so I won't go climbing.'

4 'I enjoy going on holiday to places I've never been before. Last year, I went to Nepal. Next year, I'd like to go somewhere where I can see lots of different animals.'

4 **Ask and answer in pairs. Which holiday would you prefer? Why?**

1 **Look at the text and tick the correct answer.**

This brochure is trying to get people:

a to buy equipment for kite surfing at Tala Bay. ☐

b to come kite surfing at Tala Bay. ☐

c to learn how to stay safe when you're kite surfing. ☐



2 **Read the *How to write...* box. Then circle the correct options about the brochure in Activity 1.**

1 It starts with **sentences / questions** to make readers interested.

2 It uses **exciting / boring** adjectives to convince readers.

3 It uses **long / short** paragraphs.

4 It finishes with **a boring / an interesting** sentence that readers will remember.

3 **Write a brochure about a different extreme sport. Use the *How to write...* box to help you.**

1 Write a plan.

2 Write your text.

3 Add more information.

4 Read and check your brochure. Check your spelling and punctuation.

How to write... a brochure

- Use a title to say what the brochure is about.
- Ask the reader questions.
- Use pronouns like *you* and *we* to talk to the reader.
- Remember that a brochure sells something, so make it sound as good as possible.

tip Writing

Strong adjectives

Use strong adjectives. Instead of *nice*, use *excellent* or *brilliant*. Instead of *bad*, use *awful* or *terrible*.
Use the word *really* before an adjective to make it stronger.

Shopping: *on sale, queue, till, designer labels, get a refund, exchange (v), shop assistant, credit card, customer, second-hand, receipt, online shopping*
Imaginary situations: *go into space, meet a famous person, travel the world, donate to a charity, have a lot of money, have three wishes, travel back in time, pass exams, become an Olympic athlete, become a book or film character, be invisible, win a cup*

6 Spend or save?

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

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture

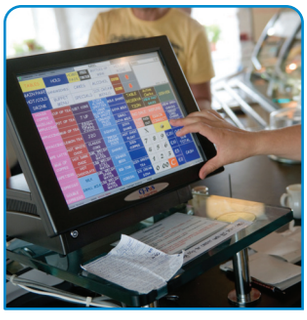
Some of you love shopping and many of you give money to charity! Others prefer to save money. How many words do you know for the things on this page?

Mei has a question for you. Can you think of some answers?

WOW! Question



Mei 3 minutes ago
Why is money important?



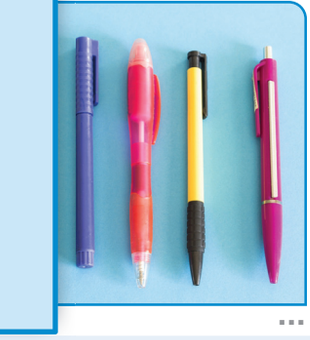














In this unit I will …

- learn words for shopping and for imaginary situations
- use the zero, first and second conditionals
- read a poem
- learn about interesting markets around the world
- work in a group to make a tourist leaflet about an interesting market
- learn how to make a complaint in a shop
- read and write emails

Vocabulary 6

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

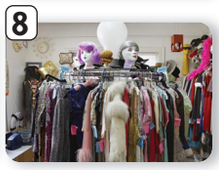
on sale queue till designer labels get a refund exchange (v)
shop assistant *1* credit card customer second-hand receipt online shopping















3 6.2 Listen and read. Who doesn't like going shopping and why?

WOW! Blog

1 
Mei 8 minutes ago
I like shopping in second-hand shops. If you look carefully, you can find really brilliant things for just a few coins. So, I'm helping my wallet and the environment!

2 
Sami 10 minutes ago
I don't really like shopping. Why would I stand in a queue of customers at a till when my parents can buy everything we need online? I prefer to be outside enjoying myself!

3 
Dana 1 hour ago
Some things are made in poor countries by people who don't get much money. We must go to shops that sell things that are made fairly. If we only buy from these shops, we'll help the people who make the things we buy.

4 
Alex 2 hours ago
I love shopping! My favourite shop is Sports Superstar. There are lots of designer labels, which are very expensive. I'm not very good at saving money … I'm much better at spending it!

4 Work in pairs. Look at the words in Activity 2 and answer the questions.

1 Which words are things you might see in a shop?
2 Which words are people you might see in a shop?



5 Work in pairs. Answer the questions.

1 Do you like shopping in second-hand shops? Why?/Why not?
2 Do you ever buy designer labels? Why?/Why not?
3 Are you better at saving or spending money?
4 Did you or someone in your family ever ask for a refund or exchange something? What was it?

1 6.3 Listen and read. Do Alex and Sami both like online shopping?



Alex: Hey, Sami! Do you want to come shopping with me?
Sami: No chance! I don't like shopping.
Alex: I'm only kidding! I read your blog. But why don't you like shopping?
Sami: It's just such a waste of time. If I need something, I ask my parents to buy it online.
Alex: But what about clothes and shoes? What do you do if they aren't big enough?
Sami: You can still try things on. If something isn't big enough, you send it back.
Alex: I suppose so. But I still prefer shops. I really love walking around bookshops. You don't get that online.
Sami: You also don't get long queues for the tills and lots of impolite customers!
Alex: But if we buy everything online, shops will close.
Sami: That's true. Maybe we won't need shops at all in the future.
Alex: If that happens, I won't be happy. Also, what will the shop assistants do if there aren't any shops?
Sami: Yes, I hadn't thought of that. Maybe we should keep some shops then!

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

1 What does Alex invite Sami to do?
2 Why doesn't Sami like shopping?
3 What does Sami do if something he buys online doesn't fit?
4 What shops does Alex really like?
5 What does Sami not like about shops?
6 What does Sami think will happen to shops in the future?

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

No chance! I'm only kidding! That's true.

1 It's usually cheaper to buy things online. (...) I'm giving my pocket money to a poor family.
2 Are you going to get some new trainers? No. (...) I never spend lots of money on designer labels.
3 I'm going to buy this designer T-shirt. Really?

4 Work in pairs. Say your answers to the questions.

1 Do you prefer online shopping or going to the shops? Why?
2 Are there any shops that you really like or don't like? Why?
3 Do you think we'll need shops in the future? Why?/Why not?

1 **Look back at the dialogue in Lesson 2. Who might say these sentences: Alex or Sami?**

1 I always buy my trainers online.
2 I love walking around bookshops.
3 Some customers are impolite.
4 I'm going shopping tomorrow.

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

Grammar

Zero conditional
If I need something, I ask my parents to buy it online.
If something isn't big enough, you send it back.
What do you do if the trainers aren't big enough?
First conditional
If we buy everything online, shops will close.
If that happens, I won't be happy.
What will the shop assistants do if there aren't any shops?

zero / first conditional: real situations
zero / first conditional: things that might happen in the future
zero conditional: *if* + Present simple, … **Present simple** / ***will*** + **verb**
first conditional: *if* + Present simple, … **Present simple** / ***will*** + **verb**

3 **Read the blog on page 19 again. Underline an example of each conditional.**

4 **Work in pairs. Complete the sentences and swap with your partner. In what ways are your ideas about shopping the same?**

1 If I need to buy something, I usually …
2 If I go to a shopping centre, I always …
3 If I have time for shopping this Saturday, I …
4 If I go to my favourite shop today, I …

5 6.6 **Zeina is talking to her mum. What are they talking about?**

1 

2 
3 

6 6.7 **Listen again. Are these sentences true or false? Say why.**

1 Zeina's banana was grown fairly.
2 The supermarket where Zeina's mum buys her food only sells things that are made fairly.
3 If Zeina wants to find out more about this topic, she will ask her teacher.
4 If Zeina does her project about this topic, she will teach other students about it.

7 **Work in pairs. What will you do if these things happen?**

- go shopping / on Saturday
- rain / tomorrow
- lose / wallet
- save / a lot of money

If I go shopping on Saturday, I'll buy a new game.

1 Before you read **Today's Book Club text is a poem. Look and circle the answers that describe the poem. Then discuss.**

1 This poem has **three / four** verses.
2 Each verse has **four / six** lines.
3 The first and second lines and the third and fourth lines of each verse **rhyme / rhythm**.
4 Do you prefer poems that rhyme or don't rhyme? Why?

2 6.9 **Listen and read. What four places would the speaker in the poem like to visit?**



If you could travel back in time, what would you choose to do?
I'd go to Ancient Jordan to see Petra when it was new.
We learned about this in History last year and we wore costumes to school.
I dressed as a Nabatean guard. I looked really cool!

If you could become a character, what film or book would you choose?
I'd like to become Sherlock Holmes, then I'd catch a thief or two!
I'd live in London, years ago, and I would be the best.
Sherlock always finds the thief! He's cleverer than the rest.

If you could go into space, what would you do and why?
I'd walk on the Moon, I'd look down at Earth and see how it looks from the sky.
First Neil Armstrong, then Buzz Aldrin, stepped down to have a look.
They walked around, left a flag and walked into history books!

If you could travel the world one day, where would you choose to go?
I'd go to the Arctic, I'd play in the ice, and I'd build a house in the snow.
The sea ice is melting quickly, so I want to go while I can.
I want to look after some polar bears and make a huge snowman!

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

4 **Work in pairs. Would you like to do the things in the poem? Ask and answer.**

Would you like to go into space?
Yes, I would. I'd like to see Earth from space. Would you?
No, I wouldn't. I prefer to keep my feet on the ground.

Vocabulary and Grammar 6

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

go into space meet a famous person
travel the world donate to a charity
have a lot of money
have three wishes travel back in time
pass exams
become an Olympic athlete *1*
become a book or film character
be invisible win a cup



2 **Read the poem in Lesson 5 again. How many of these words and phrases can you find?**

3 **Think about the poem in Lesson 5. Are the questions asking about real or imaginary situations?**

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

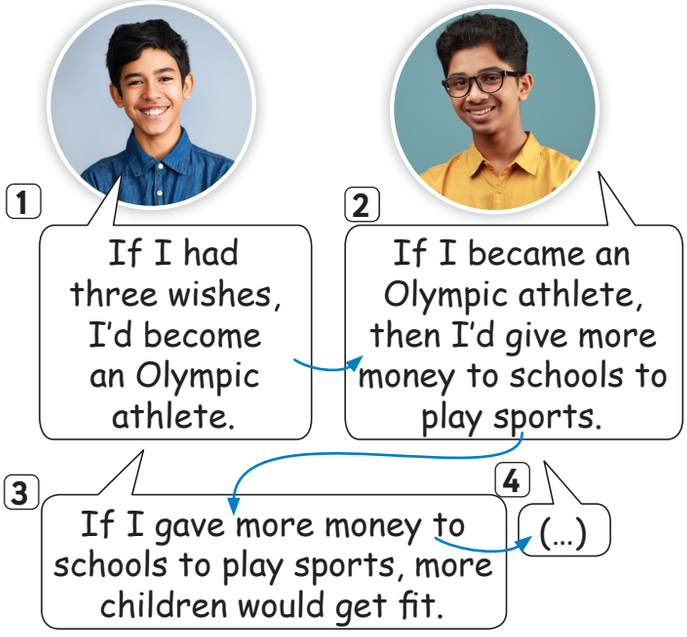
Grammar

Second conditional
If I could travel back in time, I'd go to Ancient Jordan.
If I went into space, I'd walk on the Moon.
If you could become a film character, what character would you choose?
If you were rich, would you donate to a charity?

second conditional: **real / imaginary** situations
second conditional: *if* + **Present simple / Past simple** …, *would* + verb

5 6.11 **Listen to Yousuf and Kamal. What three things do they wish for?**

6 **Work in pairs. Play a sentence chain game using sentences in the second conditional. Then tell your sentences to another pair.**



1 Before you read **What are markets like where you live? What type of things do you buy at a market?**

2 6.13 **Listen and read.**

INTERESTING MARKETS

We all love shopping, but have you ever wanted to go somewhere new and buy something different? What about visiting these interesting markets?

Muara Kuin Floating Market, Indonesia

There aren't any shops in this market, but there are a lot of shop-boats! There's been a market on this river for hundreds of years. You can buy fruit, vegetables, flowers and fish. But you have to get there before sunrise because it's usually finished by 7am.

Djemaa el Fna, Marrakech, Morocco

One of the most interesting markets in the world, Djemaa el Fna, is in the central square in Marrakech every day. This market is famous for selling leather bags and shoes and bright bowls and cups. After sunset, the market becomes even more charming. You can eat delicious food, listen to stories and watch snakes and monkeys doing tricks.

Chiang Mai Night Bazaar, Thailand

As the sun sets every night, the shops close and the market stalls arrive. This market started with just a few stalls, but it now fills many streets and squares in the area. You can buy lots of cheap souvenirs, pictures, clothes and jewellery.

Souk Jara Market, Jordan

In the historic neighbourhood of Jabal in Amman, a colourful, lively market takes place. It is known as Souk Jara. You can find lots of handmade things like jewellery, jam and other beautiful objects. There's also plenty of music and food. Visit the market during the summer months and until September, from 10 am to 10 pm.






WOW! Activity

Think of something you can buy at a market. Describe it to your classmates. Can they guess what it is?

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

4 **Work in pairs. Which market would you most like to visit? Why?**

Project

Make a tourist leaflet about an interesting market.

1 In groups, find out about interesting markets in the world.
2 Choose the market that you would most like to visit.
3 Decide who will find out more about:
- where/when the market is.
- what you can buy at the market.

4 Make your leaflet. Include photos and interesting facts which will make people want to visit.
5 Present your leaflet to the class.
6 Take a class vote on which market you would most like to visit.

English in action 6

Making a complaint



Ali: Hello. I'm afraid I have a complaint about some things I bought last week.

Mustafa: OK, what's the problem?

Ali: I found that there is a button missing on these trousers. I need to exchange them.

Mustafa: I'm very sorry. Of course you can.

Ali: I'm afraid there's also a problem with this scarf. It's damaged here.

Mustafa: I'm sorry about that. Would you like to exchange it, too?

Ali: No. Please could I have a refund for the scarf?

Mustafa: No problem. I'll just need to see your receipt.

Ali: Here you go.

Mustafa: That's great. Thanks.

1 6.15 **Listen and read. Answer the questions.**

1 Where are the people?

2 Are these people friends?

Say it!

Making a complaint
I'm afraid I have a complaint about this jacket.
I'd like to complain about this phone.
I'm afraid there is a problem with these shoes.
Please could I have a refund?
I need to exchange them.

2 **Read the dialogue again. What are the complaints and what does the man ask the shop assistant to do about them? Use the *Say it!* box to help you.**

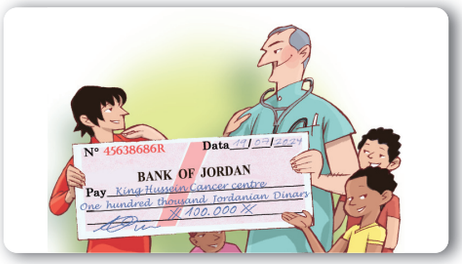
3 **Act out dialogues with your partner. Take it in turns to make complaints and find a solution. Use the *Say it!* box to help you.**

- broken phone
- shirt missing button
- damaged trainers
- damaged T-shirt
- tablet doesn't work

Pronunciation

4 6.16 **Listen and say. Is *would* in the second conditional stressed or unstressed?**

If I had a lot of money, I would donate some to charity.



If I could travel the world, I would go to Africa.



Literacy: emails

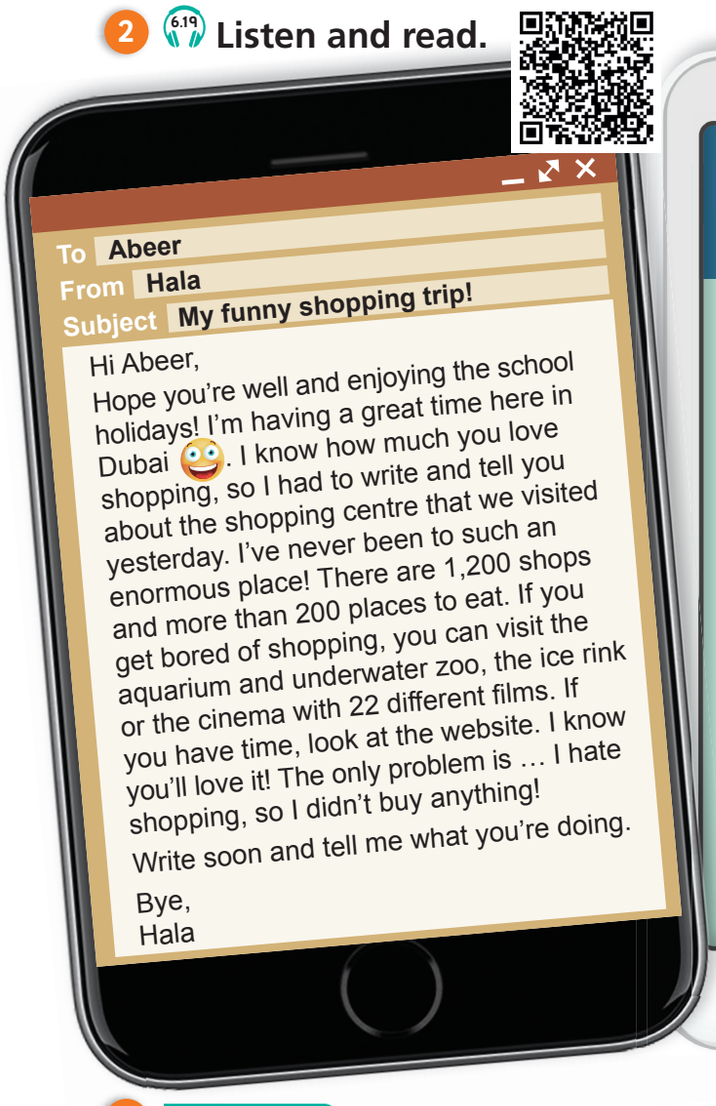
Reading

tip Reading

We sometimes have more than one email in our inbox. You can scan down your inbox to see who the emails are from and read the subject. Then you can read the ones that are the most important first.

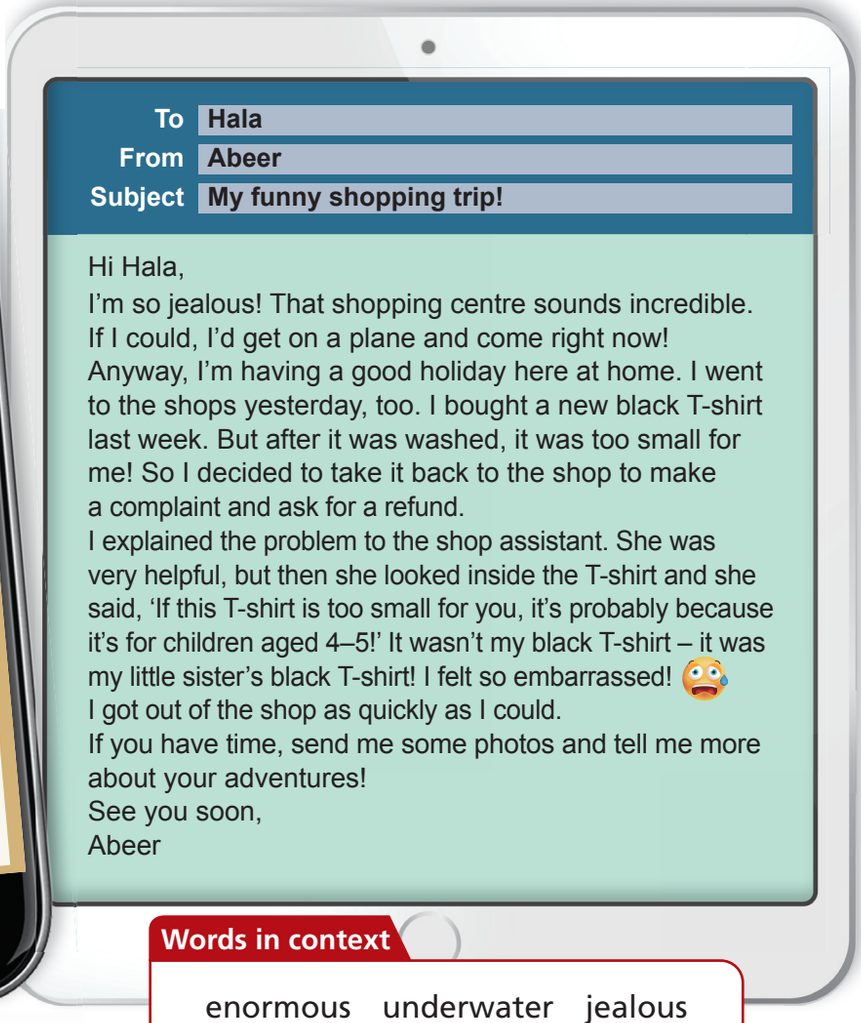
1 **Before you read** **Read just the subject of the emails. Are these emails formal or informal? What will they be about?**

2 6.19 **Listen and read.**



To Abeer
From Hala
Subject My funny shopping trip!

Hi Abeer,
Hope you're well and enjoying the school holidays! I'm having a great time here in Dubai. I know how much you love shopping, so I had to write and tell you about the shopping centre that we visited yesterday. I've never been to such an enormous place! There are 1,200 shops and more than 200 places to eat. If you get bored of shopping, you can visit the aquarium and underwater zoo, the ice rink or the cinema with 22 different films. If you have time, look at the website. I know you'll love it! The only problem is … I hate shopping, so I didn't buy anything!
Write soon and tell me what you're doing.
Bye,
Hala



To Hala
From Abeer
Subject My funny shopping trip!

Hi Hala,
I'm so jealous! That shopping centre sounds incredible. If I could, I'd get on a plane and come right now!
Anyway, I'm having a good holiday here at home. I went to the shops yesterday, too. I bought a new black T-shirt last week. But after it was washed, it was too small for me! So I decided to take it back to the shop to make a complaint and ask for a refund.
I explained the problem to the shop assistant. She was very helpful, but then she looked inside the T-shirt and she said, 'If this T-shirt is too small for you, it's probably because it's for children aged 4–5!' It wasn't my black T-shirt – it was my little sister's black T-shirt! I felt so embarrassed!
I got out of the shop as quickly as I could.
If you have time, send me some photos and tell me more about your adventures!
See you soon,
Abeer

Words in context

enormous underwater jealous
incredible embarrassed

Activity Book, page 21

3 **After you read** **Answer the questions.**

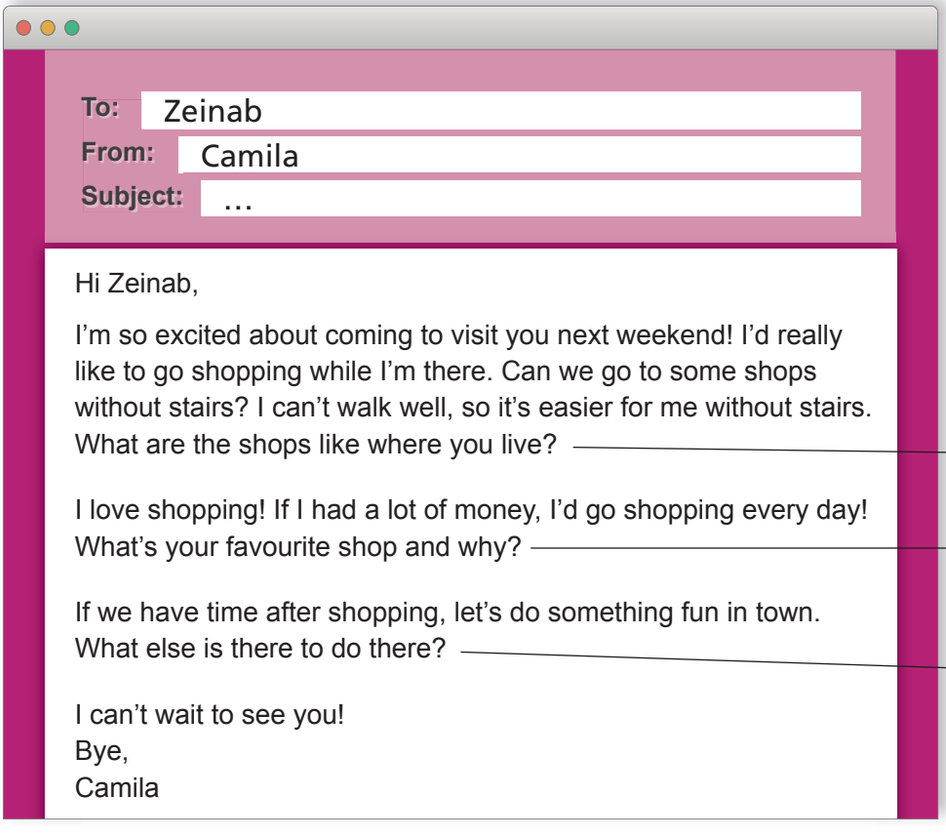
1 How many shops are there in the Dubai shopping centre?
2 How many places are there to eat?
3 What else can you do in the shopping centre if you don't want to go shopping?
4 Who likes shopping?
5 Why did Abeer go to the shops yesterday?
6 Why did she feel embarrassed?

4 **Ask and answer in pairs.**

1 Would you like to go to the shopping centre that Hala describes? Why?/Why not?
2 What's the most interesting shop or shopping centre you have ever been to? Why?
3 Have you ever felt embarrassed in a shop? Why?

1 Read the email and choose the best subject line.

a My new computer game **b** Next weekend! **c** My favourite shop



To: Zeinab
From: Camila
Subject: …

Hi Zeinab,

I'm so excited about coming to visit you next weekend! I'd really like to go shopping while I'm there. Can we go to some shops without stairs? I can't walk well, so it's easier for me without stairs. What are the shops like where you live?

I love shopping! If I had a lot of money, I'd go shopping every day! What's your favourite shop and why?

If we have time after shopping, let's do something fun in town. What else is there to do there?

I can't wait to see you!
Bye,
Camila

Describe the shops where you live.

Describe your favourite shop.

Say what else there is to do where you live.

2 Read the *How to write...* box. Then answer the questions about the email in Activity 1.

How to write... an informal email

- Use the subject box to explain why you're sending the email.
- Start your email with *Dear* or *Hi* + the name of the person.
- Use clear and simple language.
- Use paragraphs to make your email easy to understand.
- Finish your email with *Bye* or *See you soon* + your name.

1 What do we put in the subject box?
2 How do we start an informal email?
3 How do we finish an informal email?

3 Write Zeinab's email to Camila. Use the *How to write...* box to help you.

1 Write a plan. Answer all of Camila's questions.
2 Write your email. Start and finish your email correctly.
3 Read and check your email. Check your spelling and punctuation.

tip Writing

unless

We use the word *unless* for *if … not*. I won't have time to get it ***unless I go*** this weekend. = ***If I don't go*** this weekend, I won't have time to get it.

Dana's Learning Club

Language booster 3

1 How many words can you say about parties?

2 Read and tick (✔) the best title for the text.

1 My visit to a music performance ☐
2 My musical birthday party ☐
3 The big band competition ☐



Hi, I'm Aisha and today is an exciting day! I'm taking part in a competition with my band at school! I play the keyboard and the thumb piano, Laila plays the drums, Manal plays the trumpet and Dana plays the violin.

It was Laila who started our band last summer, and we hope to win a prize today! Each band in the competition will play a tune, and then the headteacher will announce the winner! After that, we'll all have a big party to celebrate! Our teachers will serve dessert and all the students will have a good time!

I have to go now. It's nearly time for our performance and I need to finish getting ready. See you later!

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

1 

2 

performance _____

3 

4 

_____ _____

5 

6 

_____ _____

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

1 an event where you try to show you're the best: *competition*
2 the thing you give to the person who wins something: _____
3 a piece of music: _____
4 the person who wins: _____

5 Talk to your classmates.

1 Have you ever won a competition?
2 What was the last party you went to?

6 LB3.1 Listen and read. Answer the questions.

1 Where are Farid and Ali at the moment?

2 Why are they celebrating?



Ali: This is a great party, isn't it?

Farid: Yes, it is! I always enjoy celebrating!

Ali: I always enjoy eating cake! Don't worry – I promise to leave you some!

Farid: Ha, ha! I still can't believe we won the prize for Best Band today! I thought that we weren't as good as some of the bands that took part.

Ali: Well, I think we were great! We practised a lot and we learned to play our tune really well!

Farid: Yes, that's true.

Ali: You aren't leaving already, are you? That's a bit unfriendly!

Farid: Yes, I've got to go. My mum's picking me up at 7 pm. See you soon, Ali!

Ali: Yes, very soon! Don't forget band practice tomorrow morning at 8 am. We have to keep practising for the next competition!

Farid: Oh, yes, OK! See you tomorrow!

Ali: Bye!

7 Find three ways that Farid and Ali say goodbye. Use the *Say it!* box to help you.

Say it!

Saying goodbye
I've got to go. I have to go now.
See you soon / later / tomorrow / next week!
Bye! Goodbye!

8 Work in pairs. Complete the dialogue using phrases from the *Say it!* box. Then make your own dialogue.

Are you going home already?

Yes, _____.

OK, see _____.

_____!

9 Decide who is going to do each job. Plan a class party.

give out invitations make a playlist
put up decorations prepare food
play some tunes
organise a competition buy prizes
announce the winners

Show what you know

Can you use words to describe music and parties? ☐

Can you use expressions to say goodbye? ☐

Can you plan a class party? ☐

Social Studies

How can we talk about chronology?

Think **1** **What do you know about inventions and their inventors? Can you think of an old and a new invention?**

Learn **2** LB3.3 **Listen and read. How can we present inventions in the order in which they happened?**



In History and Science we often read texts about the lives of famous or important people, such as kings or inventors. Usually the things these people did are told in the order in which they happened. We call this a **chronological report**. A chronological report is an example of a non-fiction text.

In Science, chronological reports can also be used to describe the steps in a scientific experiment. Chronological reports are often planned using a **timeline**. Timelines help present information about dates and events.

1468	1595	1642	1822	1960s
in (year)	about X years ago	almost X years after that	about X years later	and then in the _____

In 1468, the first book was **printed**. About four hundred years ago the first **atlas** was printed. Almost fifty years after that, the first **adding machine** was invented. About two hundred years later the first form of computer was invented. And then in the 1960s, the first super computers were made.

Check **3** **Circle the correct words.**

1 We can present information in chronological **order / time / line.**
2 Chronological reports are **fiction / non-fiction / difficult** texts.
3 We can use timelines to present information about the lives of **famous / serious / proud** people in History.
4 Timelines can also show the steps in a science **explanation / essay / experiment.**
5 Examples of words in a chronological report are **on / at / in** 1468 and **about / after / between** four hundred years ago.

4 **Look at the information below. Draw a timeline in your notebook and put the four dates in order. Write the name of the instrument and where it was made under each date.**

a The first piano was invented in Italy in about 1700.
b The first modern classical guitar was made in Spain in 1850.
c The first violin was invented in Italy in the 1530s.
d The first clarinet was invented in Germany around 1690.

Let's practise!

1 **Read this information about a famous young musician. Is it presented in chronological order?**



Sheku Kanneh-Mason was born in 1999 in Britain. When he was five years old, he started to play the piano. The year after that, he started playing the cello. By the time he was nine, Sheku had passed many music exams. In 2016, he won a UK competition for the best young musician of the year. The next year, he played his cello at the film and television awards and he also played in many concerts around the world. In May 2018, Sheku played his cello for a special performance in London and millions of people watched and listened to him on television. Sheku's brother and five sisters all play musical instruments. In their house, there are four pianos, three cellos, a viola and four violins.

2 **Read about Sheku again and complete the timeline with the correct years.**

1	2	3	4	5	6	7
1999	?	?	?	?	?	?

3 **Match these sentences with numbers 1–7 on the timeline.**

a He was the best young musician in the UK.
b He was six.
c He played his cello for a special performance in London and it was watched by millions of people.
d The year Sheku was born.
e He was five.
f He played his cello for the film and television awards.
g He had passed many music exams.

Show what you know

Write a chronological report about the life of someone you know.

1 Brainstorm famous people you know – for example, musicians, sports stars or inventors – and choose one.
2 Find out five important years in the person's life and write them on a timeline.
3 Write a few words below the timeline to say why each date is important.
4 Use your timeline with its notes to write a report.
5 Present your famous person to the class, but don't say who it is. Can the class guess?

Louis Armstrong

1	2	3	4	5
1901 born	1922 moved to Chicago	1923 first recording session		

tip **Speaking**

Use words and phrases that will make your presentation more interesting.
We'll start / begin with the date when this person …
Did you know that in …?

Communication: *receive a text message, chat to friends, use social media, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument*
Feelings: *embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable*

7 Let's talk!

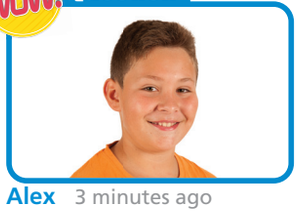
1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture

We can communicate with our friends in so many ways. Some of you told us about your favourite ways to chat to friends. How many types of communication do you know?
Alex has a question for you. Can you think of some answers to his question?

WOW! Question



Alex 3 minutes ago
What's the best way to communicate with friends and why?

...


...


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In this unit I will …

- learn words for communication, friendship and feelings
- compare things with *as … as* and *not as … as*
- use question tags
- read a play
- learn about languages without words
- work in a group to find out more about a language that doesn't have words
- learn how to give my opinion
- read and write interviews

Vocabulary 7

2 7.1 Look and match. Then listen, check and repeat.

receive a text message chat to friends use social media insert an emoji *1*
listen to a podcast watch a vlog tell the truth tell a lie keep a secret
keep a promise get on well have an argument



3 7.2 Listen and read. Which children are talking about communication and which children are talking about friendship?

WOW! Blog

1 **Dana** 8 minutes ago
My favourite way of communicating with my friends is chatting to them! Talking to someone online isn't as nice as talking face to face. But if that isn't possible, then I like sending and receiving text messages from my friends. Sometimes we send hundreds of messages to each other every week!

2 **Alex** 10 minutes ago
I love inserting emojis into my messages. It's an easy way to show how I'm feeling without using words! Can you guess how I'm feeling today? 😆 I think that emojis are as good as words! There are so many different, funny emojis and there are always lots of new ones, too!

3 **Sami** 1 hour ago
My friends and I get on well most of the time, but sometimes we have arguments. It doesn't matter because the arguments never last for long and we soon forget about them!

4 **Mei** 2 hours ago
I think friends should always tell you the truth, even if you don't always want to hear it. Also, a friend should always keep your secrets.

4 Work in pairs.

1 Look at the ways of communicating on pages 32 and 33. Are they a good way of keeping in touch with friends?
2 Which of these things should good friends do? Which shouldn't they do?

5 Work in pairs. Answer the questions.

1 How do you communicate with friends?
2 Do you always keep your promises to your friends? Why?
3 Do you always keep your friends' secrets? Why?
4 Do you ever have arguments with your friends? Why?

1 Listen and read. What is Dana trying to do this month?



Dana: Hey, Mei. I'm doing an experiment. I'm trying to get on well with everyone for a month.

Mei: How's it going?

Dana: Well, it's been easy with my friends. I haven't had any arguments with them. But I've realised that getting on well with your older sister isn't as easy as getting on well with your friends.

Mei: Oh, dear! What happened?

Dana: Well, yesterday my sister decided to borrow my favourite T-shirt without asking me.

Mei: Hmm, that's not on.

Dana: That isn't even the worst of it! She got tomato sauce all over it and now it's completely ruined. I was so angry and we had a huge argument!

Mei: Never mind! If that's the only argument you have all month, then I think you've done well. It's a great experiment. Maybe you should record your experiences in some way. Perhaps you could make a vlog or a podcast about it?

Dana: Oh, that's a good idea. I think I'll make a vlog! Podcasts aren't as interesting as vlogs.

Mei: Oh, no! Podcasts can be as good as vlogs! I listen to them all the time. I think that podcasts will be as popular as vlogs one day.

Alex: Hey guys. What are you up to? Do you like my new T-shirt?

Mei: Hi, Alex. Maybe you shouldn't talk to Dana about T-shirts …

Dana: Don't worry, Alex. She's just joking. I think it's a cool T-shirt! Just don't let my sister borrow it!

2 Read the dialogue again and answer the questions. Talk to your partner.

1 Who does Dana get on well with?
2 What did her sister borrow?
3 What happened to the T-shirt?
4 How did Dana feel after this?
5 How is Dana going to record her experiences?
6 What does Mei listen to a lot?

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

What are you up to? That's not on! Never mind!

1 My brother ate all the sandwiches and didn't leave any for us.
(…) He shouldn't have done that.

2 I didn't receive your text message.
(…) It wasn't important!

3 (…)
We're just watching a vlog.

4 Work in pairs. Do you always get on well with your friends? Do you always get on well with the people in your family?

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

1 Dana thinks it's easy to get on with everyone.
2 Her sister asked to borrow her T-shirt.
3 Dana and her sister argued.
4 Mei suggests making a vlog or a podcast.

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

Grammar

Comparing things
as … as
Podcasts can be as good as vlogs.
Podcasts will be as popular as blogs.
not as … as
Getting on well with everyone for a month isn't as easy as getting on well with everyone for a day.
Podcasts aren't as interesting as vlogs.

We use *as* + adjective + *as* to compare two things that **are** / **aren't** the same.
We use *not as* + adjective + *as* to compare two things that **are** / **aren't** the same.

3 **Read the dialogue in Lesson 2 again. Underline examples of *as … as* and *not as … as*.**

4 **Look at the pictures and compare Susie and Rita using *as … as* or *not as … as* and the adjectives in the box.**

short long curly straight
happy tall old young

5 7.6 **Listen. Eman is talking to her dad. What is she telling him about?**

6 7.7 **Listen again. For each question, choose the correct answer.**

1 When we send a text message, we should always be
A unkind.
B kind.
C mean.
2 We should only chat to people who
A are kind.
B we know in real life.
C are interesting.
3 We should only write things online that we would be happy to
A wear on a T-shirt.
B say to a teacher.
C say to our friends.
4 Once a photo is online, it will
A be funnier.
B be easy to share.
C be there forever.
5 If we see something worrying, we
A should talk to someone online.
B should not talk to an adult.
C should turn off the computer and talk to an adult.



1 Before you read **Today's Book Club text is a playscript. Look and circle the options that describe a play. Then answer.**

1 A playscript usually has various **characters / titles**.
2 There's usually **an introduction / a conclusion** to tell you about the characters and the setting.
3 Information about what the characters are doing or feeling is sometimes given in **brackets / capital letters**.

2 7.9 **Listen and read. What game do the children play and what are the rules?**

Let's talk!

Scene 1

Faisal, Ibrahim and Hamed are in the living room on their phones.

Faisal: *(Looking up from his phone)* Hang on a minute, guys. I've just realised something. We're all chatting with each other online, aren't we? But we're all in the same room! Why don't we just talk to each other instead?

Hamed: *(delighted, putting his phone down)* Let's try it, OK? Somebody say something then ...

Faisal: Errrrrrrrr.

Ibrahim: Hmmmmmm.



Scene 2

The children are sitting in silence on the sofa, looking at each other.

Hamed: Maybe we've forgotten how to speak to each other!

Faisal: Of course we haven't! *(He jumps up, smiling.)* I know! Let's play the Yes/No game. That'll get us talking.

Hamed: *(curious)* What's that?

Faisal: One person sits in the middle and the other two ask them questions. We have to try to get them to say 'yes' or 'no'.

Ibrahim: *(nervous)* I'll go first ...

Faisal and Hamed sit on the floor in front of Ibrahim.

Faisal: OK, Ibrahim. Remember, you can't say 'yes' or 'no'! Your name is Ibrahim, isn't it?

Ibrahim: That's right.

Hamed: You're 12 years old, aren't you?

Ibrahim: Absolutely.

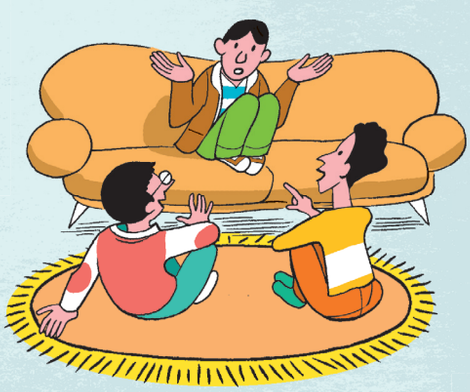
Faisal: You don't like blogging, do you?

Ibrahim: Yes, I do!

Faisal: You said 'yes'!

Ibrahim: *(disappointed)* Oh, no! I did!

Hamed: This game isn't very hard, is it? I want to have a go!



Hamed sits on the sofa and Ibrahim sits on the floor with Faisal.

Ibrahim: You're quite confident about this game, aren't you?

Hamed: Yes, I am! *(embarrassed)* I mean ... Oh, no!

Faisal: *(laughing)* You said 'yes' and 'no'! Never mind! We might not be very good at this game, but at least we've had fun for five minutes without our phones! Let's play another game ...

They all run out of the room.

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

4 **Discuss in a group.**

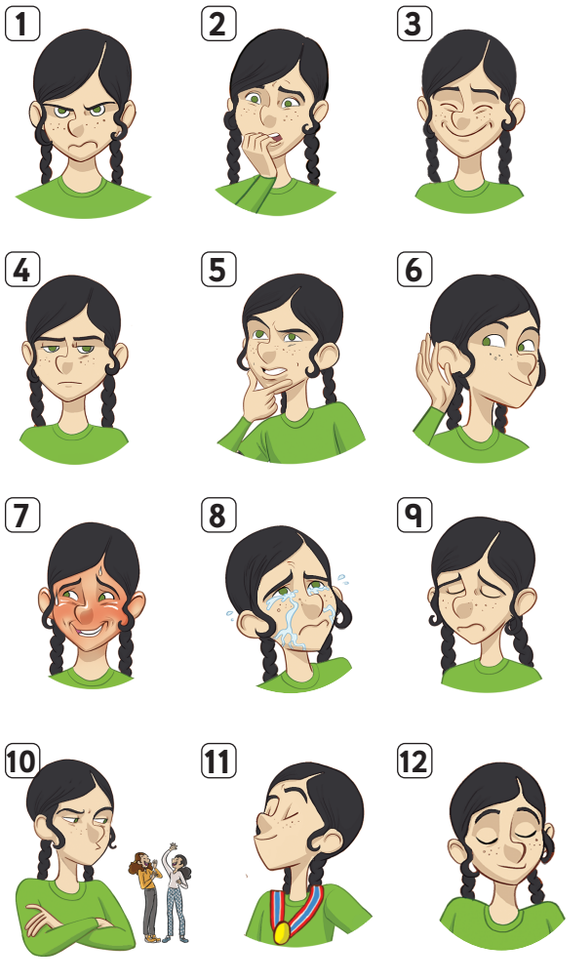
Do you and your friends ever find it difficult to think of things to say to each other? Why?/Why not?

5 **Play the Yes/No game in groups of three.**

Vocabulary and Grammar 7

1 7.10 Look and match. Then listen, check and repeat.

embarrassed disappointed
jealous upset *1* confused
curious delighted nervous
calm serious proud miserable



2 Read the play in Lesson 5 again. How many words can you find for the way that people feel?

3 Answer the questions about the play.

1 What are the children doing at the start of the play?
2 How do they start talking?
3 What will they do at the end?

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

Grammar

Question tags
Your name is Ibrahim, isn't it?
You're 13 years old, aren't you?
You don't like blogging, do you?
This game isn't very hard, is it?

When we speak, we sometimes add question tags at the **start / end** of a sentence.
When the sentence is positive, the question tag is **positive / negative**.
When the sentence is negative, the question tag is **positive / negative**.

5 7.11 Listen to three conversations and answer the questions.

1 How does Ghada feel and why?
2 How does Adnan feel and why?
3 How does Malek feel and why?

6 Work in pairs.

1 Guess how your partner might feel in different situations. Write five sentences using the words from Activity 1.
2 Say the sentences to your partner and use question tags to check if you are correct.

You feel nervous before a test, don't you?

You don't feel embarrassed when you act, do you?

1 **Before you read** **Do you ever communicate with your friends without using words? How do you do this? Try to say something to your partner without words.**

2 7.13 **Listen and read.**

Communicating without words

Some languages don't use words. In fact, it is possible for people to communicate with each other without saying a single word.

The language of **Emojis** uses pictures instead of words. From social media to text messages, from blogs to T-shirts, these little pictures are everywhere! Young people use them a lot. In fact a survey showed that 72% of 18- to 25-year-olds think it's easier to talk about their feelings with emojis than words. Emojis have made it easier to communicate with people in different countries because we don't have to speak the same language. A report found that the emoji that is used most often around the world is the happy face. 😊 It said that 70% of emojis were positive and 15% were negative. So most people use happy emojis rather than miserable emojis.

But emojis aren't the first time we've used pictures to communicate. The Ancient Egyptians used **hieroglyphics**. This is one of the oldest written languages, but the meaning of the pictures wasn't understood for many years. Archaeologists found the Rosetta Stone in 1799 and this helped us to understand what they mean.



Sign language is another way of communicating without saying a word. You use your hands and other parts of the body to make the language. It's useful for people with hearing disabilities; that is, people who can't hear. More than 70 million people around the world use sign language and 23rd September is the International Day of Sign Languages. Each culture has made its own form of sign language that works with the language that is spoken in that country.



WOW! Activity

Choose an emoji. Act it out. Can your classmates guess which emoji it is?

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

4 **Work in pairs. Which of the languages in the article would be the easiest to learn? Why?**

Project

Make a poster about a language that doesn't have words.

1 In groups, choose one of the languages from the article or research to find another one.
2 Decide who will research to find out more about:
- where this language started.
- how this language is different in various parts of the world.
- how you can learn this language.

3 Present the information in a poster and share it with the rest of the class. Try to communicate a simple idea in the language you have chosen.
4 What was the most interesting thing you found out about other languages today?

English in action 7

Giving your opinion



Yuki: Are you OK, Miyu?

Miyu: Yes, I am, Yuki. I'm just upset because I had an argument with Kiyo. She promised that she would keep a secret that I told her. But then she went and told everyone.

Yuki: That's not on.

Miyu: She said sorry, but I don't know if I can forgive her. Personally, I think that friends should always keep secrets.

Yuki: I'm sorry that you're upset, Miyu. I bet that Kiyo didn't mean it. I guess that she just made a mistake.

Miyu: Yes, you're right. We all make mistakes. I'm sure that I'll be able to forgive her in a day or two.

1 7.15 **Listen and read. Answer the questions.**

1 Why is Miyu upset with Kiyo?

2 Does Miyu think she'll be able to forgive Kiyo?

Say it!

Giving your opinion

Personally, I think …
I bet that …
I'm certain that …
I'm sure that …
I guess that …

2 **Read the dialogue again. Find and write Miyu and Yuki's opinions. Use the *Say it!* box to help you.**

3 **Take it in turns to give your opinions on these subjects. Use the *Say it!* box to help you.**

- You should never say mean things to your friends.
- If your friend is upset, you should find out why.
- You should talk to your friends every day.
- You should never be jealous of your friends.
- It's better to have lots of friends than just one best friend.
- It isn't always easy to make new friends.

Pronunciation

4 7.16 **Listen and say. Does the intonation go down or up in each sentence?**

Can I try this shirt on?	**up / down**
I'm afraid these trousers aren't big enough.	**up / down**
We haven't got this dress in red.	**up / down**
How much do these shoes cost?	**up / down**

Literacy: interviews

Reading

tip Reading

A written interview will often use informal language and may be set out as a dialogue so you can see who is asking and who is answering the questions.

1 **Before you read** **Look at the text. How can you tell that this is an interview?**

2 7.19 **Listen and read.**

Interview with Abbas Alra'i

by Osama Almallah

This week I interviewed Abbas Alra'i, who has written a book called Friends for Life.

Osama: ***Thanks for doing this interview, Abbas. So, your new book will be in the shops next Monday, won't it? Tell us a bit about it.***

Abbas: Well, it's about young people and their friendships. Having good friends is important all through our lives, but it's really important when we're at school.

Osama: ***Yes, you're right. So, what type of things do you talk about in the book?***

Abbas: I've written about different types of relationships, for example, friends at school, friends out of school or friendships between people of different ages.

Osama: ***That's cool! I have a friend who is two years older than me. My friendship with him is as important as my friendships with people who are my own age. He helps me a lot and is proud of me when I do well.***

Abbas: Exactly! Friendship comes in all different shapes and sizes.

Osama: ***In the book, you also talk about making and keeping friends, don't you?***



Abbas: Yes, that's right. I look at things you can do to help you to make friends. For example, be friendly, smile, be positive and ask lots of questions! But keeping friends isn't as easy as making friends. You might not get on well all the time and when you have an argument, you may feel upset and miserable. So I look at things you can do when friendships go through difficult times. For example, talk about problems, say sorry, forgive and forget, don't be jealous and keep promises and secrets.

Osama: ***What about online friendships? You talk about those too, don't you?***

Abbas: Yes, I do. In the book, I show how online friendships can be difficult. People don't always tell the truth on social media, blogs or vlogs. They can make themselves look better and happier than they are in real life. So when you or I look at the photographs, we might think that we aren't as happy as they are and that our lives are not as interesting as their lives. But we mustn't feel jealous because these people are only showing us a small part of their lives.

Osama: ***Thank you very much for answering my questions, Abbas. You've given us a lot to think about and I can't wait to read your book!*** ■

Words in context

interview relationship
age shape part

Activity Book, page 33

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

1 Abbas Alra'i is the author of a book called Friends for Life.
2 You can buy this book now.
3 The book is about how to stay safe on social media.
4 Osama is friends with someone who is younger than he is.
5 Abbas gives advice on how to make and keep friends.
6 Sometimes people tell lies on social media.

4 **Work in pairs.**

1 Do you think it's good to have friends in school and friends out of school? Why?/Why not?
2 What do you think of Abbas's advice about making and keeping friends?
3 Do you agree or disagree with what he says about online friendships? Why?

1 Look at the interview. Who was interviewed and what about?

Writing

An interview with Asma

Manal: Hi, Asma. Thanks for agreeing to be interviewed today. I want to find out how you use social media. So, what do you use it for most?

Asma: I use social media to chat to my friends Mariam and Sophia after school. Mariam is chatty, energetic and bossy whereas Sophia's quiet, calm and kind.

Manal: So, what if someone sends you a message that makes you feel upset or confused?

Asma: I talk to my mum. It's important to talk to an adult when you feel upset, isn't it?

Manal: Yes, it is. What about emojis? Do you insert them?

Asma: Yes, I do. They make it easier to communicate, don't they?

Manal: Yes, OK. So, is there anything else that you do on social media?

Asma: Well, yes, I enjoy watching vlogs. I don't read blogs. Vlogs are more interesting than blogs, aren't they?

Manal: Well, yes. What about podcasts? I listen to them a lot. I think podcasts are as good as vlogs.

Asma: No, I disagree. In my opinion, podcasts aren't as interesting as vlogs.

Manal: That's interesting. Thank you very much for answering my questions.



2 Read the *How to write...* box. Then circle the correct options about the interview in Activity 1.

1 The interview is written as **an essay / a dialogue**.
2 It's written in **formal / informal** spoken language and the tone is **polite / impolite**.
3 The questions are about **one topic / a lot of topics**.

3 Write an interview about how people use social media. Use the *How to write...* box to help you.

1 Think about what questions you want to ask. Take notes.
2 Interview your partner. Take notes of his/her answers. Answer his/her questions, too.
3 Write your interview.
4 Read and check your interview. Check your spelling and punctuation.

How to write... an interview

- Use clear questions or sentences with question tags.
- Set the interview out as a dialogue so it's easy to read.
- Use polite language, but it can be informal because it's spoken.
- Start and finish the interview by thanking the person.

tip Writing

whereas

*I'm chatty, energetic and bossy **whereas** she's quiet, calm and kind.*

We use *whereas* to link two different things or ideas.

Inventions: *electricity, light bulb, spacecraft, battery, photography, radio, wheel, steam engine, aeroplane, X-ray, vaccination, antibiotics*
Health and medicine: *feel ill, feel better, get a prescription, take some pills, have an injection, have a fever, have an X-ray, have an operation, do some research, win a prize, make a discovery, carry out an experiment*

8 Inventions

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

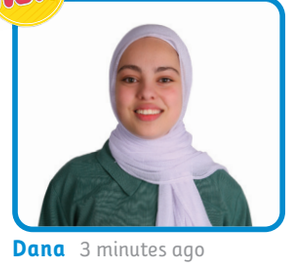
WOW! World of Wonder! Magazine

Welcome Book Club Culture

You told us you were interested in finding out more about inventions that have changed our lives. How many inventions do you know?

Dana has a question for you. Can you think of any answers to her question?

WOW! Question



Dana 3 minutes ago

What do you think is the greatest invention of all time and why?

...



...



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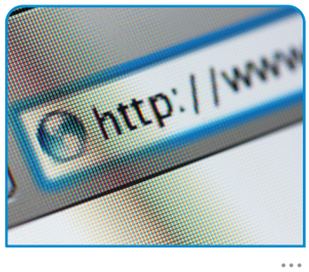
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In this unit I will …

- learn words for inventions and medicine
- use relative pronouns and embedded questions
- read a story about an important discovery
- learn about young inventors
- work in a group to make a fact file about a famous inventor
- use expressions to talk about how sure I am
- read and write letters

Vocabulary 8

2 8.1 **Look and match. Then listen, check and repeat.**

electricity light bulb spacecraft battery photography radio
wheel steam engine aeroplane X-ray *1* vaccination antibiotics



3 8.2 **Listen and read. Which invention from Activity 2 is each person describing?**

WOW! Quiz

1 **Sami** 7 minutes ago

I think that the most important invention was made in the twentieth century. It completely changed our lives because it meant we could travel by air. We can now get to different countries very quickly.

2 **Mei** 5 minutes ago

The most important invention of all time is a way of recording something with a picture. Everyone has a camera phone now and we take pictures of people, places and lots more.

3 **Alex** 3 hours ago

I think the most important invention is a simple thing that stops babies and children from getting sick. This has saved a lot of lives.

4 **Dana** 1 hour ago

I think that this is the most important thing we have ever invented because it completely changed the way we live. Can you imagine a world without light or heat?

4 **Work in pairs. Look at the photos on pages 42 and 43 and answer the questions.**

Which inventions have helped people:

1 to travel? _____
2 to get better when they are sick? _____
3 to share ideas? _____
4 around the home? _____

5 **Work in pairs. Imagine that you're moving to a desert island and you can only take three inventions with you. What would you take and why?**

I would take a battery because ...

1 8.3 Listen and read. What two inventions do the children look at?



Alex: I love this museum. This is the room where you can see lots of old inventions. Look! That's the radio which my great-grandmother told me about. It was made in the 1930s. She remembers the time when everyone used radios like this.

Sami: Does it still work?

Alex: Yes, that's the button that turns it on. Did you know that the first radio was called a Marconi radio? Guglielmo Marconi is the person who invented it in 1904. It says here that Marconi won the Nobel Prize for his invention in 1909. That was the year when he won it instead of the Wright Brothers.

Sami: Who are they?

Alex: They were the people who invented the aeroplane, of course!

Sami: Oh, yes!

Alex: Hey, look at this. It's an old light bulb. I've never seen one like this before.

Sami: Nor have I.

Alex: It says here that the light bulb was invented in 1879 by Thomas Edison in America. That was where he was born. I think that he's the person whose invention has changed our lives the most.

Sami: I've heard of him. Wasn't he the inventor whose experiment started a fire on a train?

Alex: You're right! It says here that happened when he was only 15 years old! They made him get off the train after that!

Sami: I'm not surprised!

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

1 Who told Alex about the early radio?
2 Who invented the radio?
3 When did he win the Nobel Prize?
4 What did the Wright Brothers invent?
5 What did Thomas Edison invent?

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

I'm not surprised. You're right. Nor have I.

1 I think that Thomas Edison invented the light bulb. ...

2 I've never been to this science museum before. ...

3 This cool museum has made me want to think of an invention of my own! ...

4 Work in pairs.

1 Would you like to be an inventor? Why?/Why not?
2 If you were an inventor, what would you invent and why?

I'd love to be an inventor because it would be exciting to think of new ideas. I'd invent a time machine so that I could travel into the future and see what life will be like.

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

1 Guglielmo Marconi invented the first radio in 1907.
2 The Wright Brothers won the Nobel Prize in 1909.
3 Thomas Edison invented the light bulb in 1879.
4 Thomas Edison was asked to get off a train when he was 15.

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

Grammar

Relative pronouns
Guglielmo Marconi is the person who invented it.
That's the radio that / which my great-grandmother told me about.
This is the room where you can see lots of old inventions.
She remembers the time when everyone used radios like this.
He's the person whose invention has changed our lives the most.

We use **that** / **who** or *which* for things, **where** / **whose** for places, **when** / **who** for people, **where** / **when** for time and **who** / **whose** to talk about possessions.

3 **Read the dialogue in Lesson 2 again. Find examples of relative pronouns.**

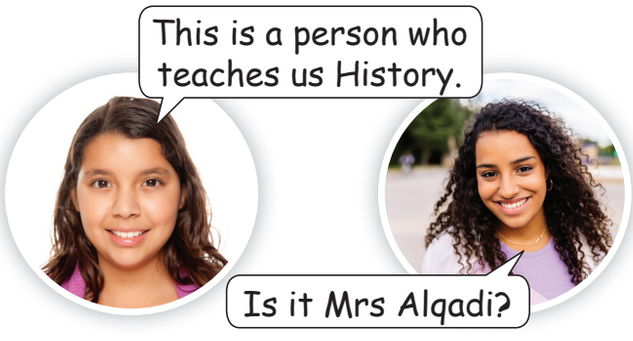
4 **Play a guessing game. Describe a thing, a place, a time or a person. Can your partner guess who/what you are describing?**

5 8.6 **Listen. For each question, choose the correct answer. You will hear Maha and Nadia talking about a podcast.**

1 The podcast was by a doctor who
A does a lot of podcasts.
B has been on TV.
C doesn't watch TV.
2 In the last 100 years, the doctor thinks that vaccination is the thing that
A has helped a lot of people.
B has helped doctors.
C has changed medicine the most.
3 Nadia has an aunt who
A needed antibiotics last year.
B needed a vaccination last year.
C worked in a hospital last year.

6 8.7 **Listen again and answer the questions.**

1 Where did Dr Marie work for a while?
2 Why does the doctor think that vaccination is important?
3 How long was Nadia's aunt in hospital for?

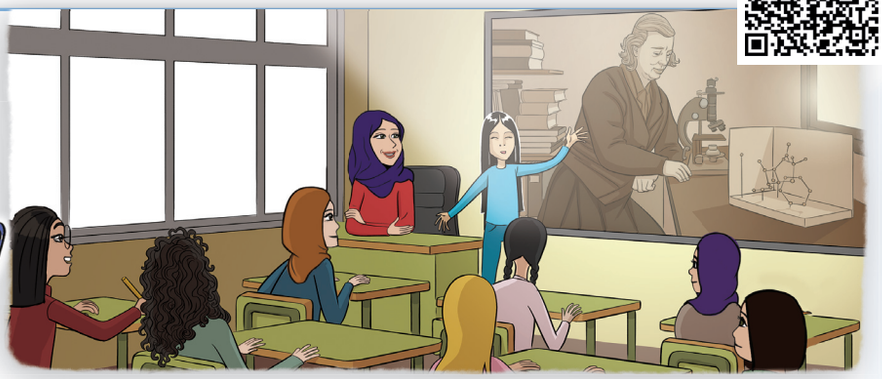


1 Before you read **Today's Book Club text is a story about an invention. Look and circle the correct options.**

1 The **character** / **plot** is what the story is about.
2 The **characters** / **setting** are the people in the story.
3 The **characters** / **setting** is the time and the places in the story.
4 Stories use **speech marks** [' '] / **speech bubbles** to show what the characters say.

2 8.9 **Listen and read. What is the plot of this story? Who are the characters? What is the setting?**

An important discovery



Mariam was sitting on her bed. She didn't feel very well, so her mum took her to see the doctor. 'Please can you tell us what we should do?' they asked.
The doctor looked at Mariam and took her temperature. Mariam got a prescription for some medicine, which was called Penicillin. She started taking the pills and soon she was feeling better. She was curious about the medicine that she had taken, so when she went back to school, she asked her science teacher about it.
'Excuse me, Miss Alrammal, ' she said. 'Could you tell me who discovered Penicillin? Do you know if it's a new medicine?'
Miss Alrammal replied, 'Penicillin is a type of antibiotic and it was first discovered by Alexander Fleming in 1929. But it was Dorothy Hodgkin who found out more about it in 1945. Why don't you do some research about her and you can do a short presentation in next week's lesson?'
'I'd love to!' said Mariam, delighted.
The day of the presentation arrived and Mariam felt a bit nervous. She took her time as she stood up. She relaxed and began her talk.
'Today, I'd like to talk to you about an important English scientist, Dorothy Hodgkin. She was born in 1910 and she always loved science. She studied Chemistry at Oxford University and then later worked there. She did a lot of research and carried out experiments in an X-ray laboratory in Oxford. She made many important discoveries and found out a lot about Penicillin and Vitamin B12. She won the Nobel Prize in 1964.
Do you know why I wanted to do my presentation? Two weeks ago I felt really ill and now I feel better! And that's because of Dorothy Hodgkin and other important scientists. I wonder if in the future one of us will discover or invent something that will help people, too. I hope so!'
Everyone clapped and Mariam sat down, smiling. Miss Alrammal said, 'Thank you, Mariam, for that brilliant presentation and good luck to all of you with your future inventions and discoveries!'

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

4 **Discuss in a group. Why is the work of these people important?**

inventors scientists doctors

I think doctors are important because they make people better when they are sick.

Vocabulary and Grammar 8

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

feel ill feel better
get a prescription take some pills
have an injection have a fever *1*
have an X-ray have an operation
do some research win a prize
make a discovery
carry out an experiment



2 **Read the story in Lesson 5 again. How many of the phrases from Activity 1 can you find?**

3 **Answer the questions about the story.**

1 Who felt ill?
2 What medicine did she take?
3 Who first discovered this?
4 What happened to Dorothy Hodgkin in 1964?

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

Grammar

Embedded questions
What should we do?
Can you tell us what we should do?
Is it a new medicine?
Do you know if / whether it's new?
Who invented Penicillin?
Could you tell me who invented Penicillin?
Do you like Science?
I wonder if / whether you like Science.

When we ask a question politely, we can use phrases such as *Can you tell me …* / *I wonder …* / *Do you know …* at the **start** / **end** of the question.
For questions starting with question words (*what, where, when, how*), we use **the same question word** / ***if* or *whether***.
For *yes* / *no* questions, we use **the same question word** / ***if* or *whether***.

5 8.11 **Listen. In your notebook, write the polite questions each person asks.**

6 **Work in pairs. Ask polite questions at the doctor's or pharmacy. Use the ideas below.**

get a prescription take some pills
have an X-ray have an injection
go to the doctor

I wonder whether I can get a prescription.

1 Before you read **Are you good at thinking of new ideas and inventions? Why?/Why not?**

2 8.14 **Listen and read.**

YOUNG INVENTORS

Young people always have a lot of new and exciting ideas. These are three young people who have already made a big difference to the world with their brilliant inventions.

Adeeb Sulaiman Alblooshi

from the UAE was only nine years old when he invented an artificial leg that was lighter than the ones in the market. He got the idea when he saw his father struggle with his heavy prosthetic leg. Adeeb has also invented a small cleaning robot for his mum and a seatbelt that checks the heart condition of the driver and sends messages if something is not right. What's Adeeb's favourite phrase? 'Always ask "why?"'.



Anurudh Ganesan

from India was 15 years old when he had a brilliant idea about how to get vaccinations to more babies. Some people live in places that are far away from doctors and you need to keep vaccinations in a fridge. So Ganesan invented a special bicycle with a fridge that didn't need electricity or ice. It's the wheels on the bike that keep the vaccinations cool!



Thato Kgatlhanye

from South Africa had an idea to help children who don't have electricity at home. She was 18 years old when she made a school bag using recycled plastic shopping bags. This bag stores solar energy for up to 12 hours, which means that children can study when they get home. The bag is also bright. This is important because it means that children are safer when they walk home from school after dark.



WOW! Activity

In teams, design an invention to help people recycle more at school. Present your idea to the class. Have a class vote on the best invention.

Project

Make a fact file about a famous inventor.

1 In groups, choose an inventor to write about.
2 Decide who will research to find out about:
- key dates in the inventor's life.
- the inventor as a child and his/her education.
- important people in the inventor's life.
- the inventor's most important invention.

3 Put the information together into a fact file.
4 Present your fact file to the class.
5 Vote on the most important invention you heard.

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

4 **Work in pairs. Which of the inventions in the article do you think is the most important? Why?**

English in action 8

Talking about how sure you are



Noura: I really liked today's History lesson, Suha. I think that Leonardo da Vinci was the greatest inventor of all time.

Suha: Really? Are you sure about that? I thought he was an artist.

Noura: Yes, I'm absolutely sure. He drew the first pictures of a flying machine. This was hundreds of years before the Wright Brothers made the first aeroplane!

Suha: Hmm, maybe. But anyone can draw a picture! I think Ibn al-Haytham is the most important inventor.

Noura: Do you really think that?

Suha: Yes! I'm quite sure! He invented the camera in the eleventh century. He showed how we see. Can you imagine our world without cameras? He's much more important than Leonardo da Vinci.

Noura: I doubt it. Let's see if we'll be talking about cameras in 500 years!

1 8.16 **Listen and read. Answer the questions.**

1 Who does Noura think is the most important inventor? Why?
2 Who does Suha think is the most important inventor? Why?

2 **Read the dialogue again. What are the girls sure and not sure about?**

Say it!

Asking if someone is sure
Are you sure about that?
Do you really think that?

Being sure	**Being unsure**
I'm absolutely sure.	Maybe.
I'm quite sure.	I doubt it.

3 **Work in pairs. Do you agree or disagree? How sure are you about your answers? Use the *Say it!* box to help you.**

1 Leonardo da Vinci was more important than Ibn al-Haytham.
2 Dorothy Hodgkin was an important scientist.
3 Young people are good at inventing things.
4 Vaccinations are more important than antibiotics.

I think that Leonardo da Vinci was more important than Ibn al-Haytham.
Are you sure about that?
I'm quite sure.

Pronunciation

4 8.17 **Listen and read. Do we stress relative pronouns?**

This is the place where I was born.



This is the runner who came first.



That was the time when I lived in Paris.



This is the girl whose coat I borrowed.



Literacy: letters

Reading

tip Reading

Headlines often use the present tense (even when the text is about the past) and they usually miss out articles (*a/an, the*).

1 Before you read **Read the article quickly and choose the best headline.**

a Builder travels to Australia to deliver letter

b Builder finds hidden treasure in school walls

c Builder writes letter for time capsule

2 8.21 **Listen and read.**

Builder Tom Harris was working at Northgate School in the United Kingdom when he found an old time capsule from 1953. 'This is where I found it,' said Tom, pointing at the old walls of a classroom. 'They had buried some really interesting items for future generations to find. There were some old school books, some pencils and a list of teachers and students. There were also some old photographs. But the most interesting thing was this old letter that I found.'



Marion Waleen in 1953

44 Sea Road
Northtown
RJ3 JK6
6 December 1953

Dear future student,

Hello! My name is Marion. If you are reading this, then you have found our time capsule!

I'm a student at Northgate School. It's nearly the end of 1953 and I'm 11 years old. My teacher is called Mrs Parks. She's the teacher whose lessons we all love! My favourite subjects are English and History.

In the classroom, we sit in rows in front of Mrs Parks, who writes on the blackboard. We use pens, pencils and paper to write our lessons. Sometimes we sing songs, too. When Mrs Parks comes into class, we stand up and say 'Good morning, Mrs Parks.' After she says 'Good morning, girls and boys,' we can sit down. We wear white shirts and black ties. The boys wear grey trousers and the girls wear black dresses. We have milk at play time.

In our town, there are some modern cars and sometimes we go to London on a steam train. In our home, we have an electric fridge. I've heard that some people have black and white televisions, but we're very happy with our radio! My friend has a telephone at home, but we don't have one. We write letters to our friends.

We're lucky because there are a lot more medicines now than there used to be. We have vaccinations when we're babies, so we don't get ill as often as our grandparents did.

I wonder if you go to my school, too?

Best wishes,
Marion

Tom searched for Marion on the internet and found her in Australia. She was very happy to see her letter again!

Words in context

time capsule item generation
list row blackboard

Activity Book, page 43

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

1 Tom Harris is a teacher at Northgate School.
2 The time capsule was full of things from 1953.
3 Marion's teacher was called Mrs Parks.
4 The subjects Marion liked best were singing and writing.
5 Marion didn't have a fridge at home.
6 Tom Harris showed the letter to Marion.

4 **Work in pairs. How was Marion's life similar and different to your life?**

1 Look at the letter. Who wrote the letter? Who was it written to? Why was it written?

113 Hroun Al-Rashid Street, Amman, 11118

15 June 2024

Dear student from the future,

1 Hello! My name is Khalil and welcome to our time capsule!

2 I'm 13 years old. I'm a student at World School. I'm in class 7J. The subject that I like best is Maths. My teacher is called Mr Allabban. He's the person who made me love Maths!

3 I live in a busy city with a lot of cars. We travel on very fast aeroplanes and trains, too. At home, we have a television, a tablet, a computer and a laptop. Everyone has a mobile phone. When we feel ill, there are a lot of medicines we can take. Last year, I had to have an operation in hospital. I came home the same day and I got better very quickly.

4 We have put some interesting things in our time capsule. You will find a school uniform, some sports equipment, some books and a newspaper. We've also put in a few photographs. There are pictures of a new smartphone and laptop, the world's fastest train in China, and Mr Allabban's X-ray from when he broke his leg last year. There's also a photo of my friends in 7J!

We hope you enjoy opening our time capsule as much as we enjoyed filling it!

Best wishes,

Khalil



2 Read the *How to write...* box. Then look at the letter in Activity 1 again and match the paragraphs with the descriptions.

How to write... an informal letter

- Put your address at the top right.
- Put the date below your address.
- Start the letter with *Dear* + (the name of the person you're writing to).
- Finish the letter with *Best wishes*, + your name.

1 Paragraph one
2 Paragraph two
3 Paragraph three
4 Paragraph four

a information about what's in the time capsule
b an introduction to the letter
c information about the letter writer and school
d information about today's travel, technology and medicine

3 Write a letter to a future pupil for a time capsule. Use the *How to write...* box to help you.

1 Think about what you want to include in your time capsule and why.
2 Write a paragraph plan, using the tips in Activity 2.
3 Write your letter, with the correct start and end.
4 Read and check your letter. Check your spelling and punctuation.

tip Writing

as much as

We use *as much as* to compare two things when they are the same.

Dana's Learning Club

Language booster 4

1 **How many music words do you know? Make a list and compare in groups.**

2 **Read and underline five words for musical instruments and four words for types of music.**

1

Jaber, 11 2 minutes ago

Hi! I'm Jaber. I'm learning to play the flute. I have to practise playing every day. I'm going to be in a performance with the school orchestra at the summer concert!

2

Kim, 11 11 minutes ago

It's Kim, here! I used to play the drums, but I stopped because I didn't practise enough. I might start learning the violin or the trumpet!

3

Stan, 11 8 minutes ago

I'm Stan. I've never learnt to play any musical instruments, but I enjoy listening to music. I love classical music. My mum sometimes plays me old music. I also like some bedouin music, but I don't like folk music or opera!

4

Hala, 11 5 minutes ago

I'm Hala and I play the keyboard in a school band. We usually play the Royal National Anthem or soundtracks from films pupils love. We're playing in a concert next month. I'm very excited!

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

1 

2 

3 

4 

5 

6 

4 **Find and write the words from the text in Activity 2.**

1 people that play music together _____

2 singers sing in very high or low notes and also act _____

3 it looks like a piano but needs electricity _____

4 a type of music that usually has a lot of instruments playing _____

5 a musical instrument that is thin, straight and which you blow air into _____

6 round boxes that you hit with sticks to create a rhythm _____

5 **Talk to your classmates.**

1 Do you play any musical instruments? Which one would you like to learn? Why?

2 What kind of music do you like listening to?

6 LB4.1 Listen and read. What are the children going to do this weekend?

Ali: Thanks so much, Maher! The poster is brilliant! Everyone will enjoy looking at it while we play!

Maher: Don't mention it, Ali. I learnt to use this new program on my computer.

Ali: Great! I'm going to put the drums on stage now. Ibrahim keeps saying he'll be here to help, but he's always late.

Maher: I can help!

Ali: Thanks a million!

Maher: Don't mention it. Drums are my favourite instrument so I love to be around them.

Ali: Hey, why don't you learn to play them? We sometimes need a second drummer in the band. Here, hold this drum. Many thanks.

Maher: No worries. I learnt to play the violin when I was 6 years old. I can still play well.

Ali: Can you play the violin? That's amazing! I'd love to hear you play!

Maher: Sure! I'd love to show you some of my songs.

Ali: What? Have you written your own songs, too?

Maher: Yes, I have.

Ali: OK, I'm really grateful for your help, but let's go now!

Maher: No problem. Let's go!

7 Find expressions to say and respond to 'thank you' that Ali and Maher use. Use the *Say it!* box to help you.

Say it!

Saying thank you	Responding to thanks
Thanks a lot.	It's a pleasure.
Thanks so much.	Don't mention it.
Thanks a million.	You're welcome.
Many thanks.	No problem.
I'm really grateful.	No worries.

8 Work in pairs. Say 'thank you' and respond to thanks.

Pupil A

Say thank you to Pupil B for helping you to:
- prepare a special meal.
- make a playlist for your holiday.
- clear up the mess in your bedroom.

Pupil B

Say thank you to Pupil A for helping you to:
- find transport tickets for the National Day parade.
- find new songs for your birthday party.
- give out invitations to the school Flag Day performance.

Thanks so much for helping me to prepare a special meal.

No worries.

Show what you know

Can you use words for musical instruments and music? ☐

Can you use expressions to say and respond to 'thank you'? ☐

Can you say 'thank you' to a friend for something they did for you? ☐

Social Studies

Don't stop the music!

Think **1** **Do you think that playing and listening to music is a good way to celebrate an event? Why?/Why not?**

Learn **2** LB4.2 **Listen and read. Which of these events would you most like to go to? Why?**



A The Jordanian Armed Forces Band performs at important ceremonies, often in front of the Jordanian royal family. The musicians wear red and white checked *keffiyehs* with their uniform. The band started in 1921 when there were ten musicians. Today there are over 500 musicians!



B Another unusual musical event is the Underwater Music Festival, which takes place in Florida, USA, every year. Divers get together and music is played through underwater speakers. Musician-divers play instruments (which aren't real) and the songs are often about the ocean. The people who organise the festival want to remind us of how we should protect animals and plants in the oceans.

C Musical flash mobs are popular around the world. A flash mob is a group of people who come together in a place, do something unusual and then leave. People enjoy filming these types of events and sharing them on social media. There was a flash mob at a shopping centre in Amman in 2016 with *dabkeh* dancers and music. The people at the mall enjoyed watching it!



Check **3** **Write *A* (Jordanian Armed Forces Band), *B* (Underwater Music Festival) or *C* (Music Flash Mob) for each statement.**

1 'We could hear songs at the bottom of the pool!' _____
2 'There were about 70 of us in the square, we started a *dabkeh* dance and then we left. It was fun!' _____
3 We feel very proud when we play in front of the Jordanian royal family. _____
4 'We look very smart in our uniforms.' _____
5 'Everyone was looking at us with surprise, but then some of them joined the *dabkeh* dance!' _____

Let's practise! **1 Read about another festival. What is special about it?**

Jerash Festival



Just north of Amman you can find an ancient city. The city of Jerash is more than 5,000 years old. Apart from its history and the amazing archaeological sites, Jerash is worth visiting for its festival. The Jerash Festival started in 1981. Since then, it has taken place each year, between the months of July and August and thousands of people attend it. In 2016 more than 100,000 people were in the city to celebrate the festival and in 2015, 40 artists from Jordan and other Arab countries took part.

The Jerash Festival aims to promote Arab culture and it offers a variety of events, like folklore dances and national chants. There's also a market and visitors can buy traditional creations. The Jerash Festival is a great opportunity to taste Arab culture against brilliantly lit Greco-Roman, Byzantine and other ancient monuments.







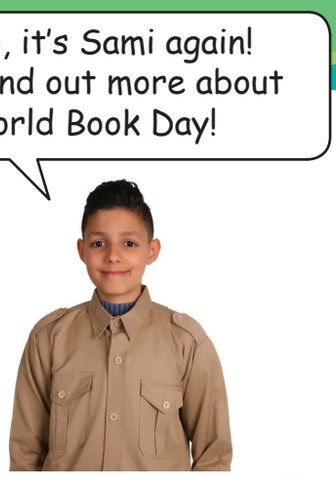
2 Where are these things mentioned? In Paragraph 1 or 2? Tick (✓).

a	details of the events there	1 ☐	2 ☐
b	history of the event	1 ☐	2 ☐
c	where it happens	1 ☐	2 ☐
d	a general recommendation	1 ☐	2 ☐

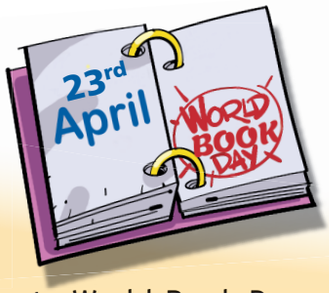
3 Find out about another music event from around the world. Write a short description.

1 In groups, brainstorm national or folklore festivals you know about or search for some online. Think about details you would use to describe one.
2 Write notes about the information you find and search for some images.
3 Organise your paragraphs.
4 Write your description.
5 Share your description with the rest of your class. What interesting national or folklore festivals did you find out about?

World Book Day



1 F1.1 **Listen and read.**





People around the world celebrate World Book Day on 23rd April, a date decided by UNESCO (United Nations Educational, Scientific and Cultural Organization). On this day, people remember how important books are for humanity. UNESCO has also organised another event which starts on the same day as World Book Day and it is called World Book Capital. Each year, a different city around the world is given that honour and various events that promote reading are organised in that city. And this goes on for the entire year, until the city changes the next year.

The first country that thought of celebrating books and reading was Spain. At first they celebrated the day on 7th October, because that was Miguel de Cervantes' birthday. He was a very important Spanish author who wrote *Don Quixote*. But then they moved the celebration to 23rd April, as that was the date of his death. William Shakespeare also died on the same day! In the UK they celebrate the day by having public readings and donating books to charity.



2 **Answer the questions.**

1 Who decided the date for World Book Day?

2 What other event has UNESCO organised?

3 How long can a city be a World Book Capital?

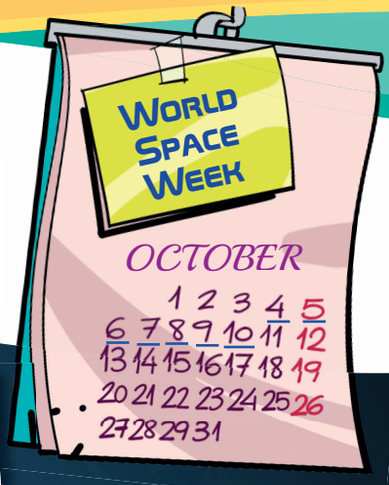
4 What is strange about Cervantes and Shakespeare?

3 **Work in groups. Prepare an event to celebrate World Book Day. Decide what will happen and create a poster.**

1 Decide what will happen during the event.
2 Search for some online photos to decorate your poster.
3 Stick your photos onto the poster and write the important details of the event.
4 Present your poster.
5 Celebrate the event in class.

World Space Week

1 F2.1 **Listen and read.**







On 4th October 1957, the first satellite that humans made was sent into space. The name of the satellite was Sputnik 1. On 10th October 1967 the Outer Space Treaty was signed and it's all about space law. It is signed by 115 countries around the world. To celebrate these two important events, the United Nations General Assembly decided to declare this week as World Space Week.

It is the most important event about space in the world and thousands of events take place during this week each year. Some of the events are exhibitions, school activities, and events that take place in planetaria around the world.



Each year, the people who organise World Space Week decide the theme for that year's Space Week. For example, in 2019 the theme was 'The Moon: Gateway to the Stars' and it was the 50th anniversary of the landing of Apollo 11 on the Moon. In 2021 the theme was 'Women in Space'.

2 **Answer the questions.**

1 What happened on 4th October 1957?

2 What did people do on 10th October 1967?

3 Why does World Space Week happen during the week between 4th and 10th October?

4 What was the theme of the World Space Week in 2019?

3 **Is space important for people? Why?**

4 **Find out about the theme of other World Space Weeks.**

1 In groups, find out about the theme of other World Space Weeks in the past.

2 What events took place?

3 Take notes and present to the class.

Grammar reference

Unit 5

Reflexive pronouns

I fell when I was rock climbing and hurt myself.

Children shouldn't do extreme sports because they often hurt themselves.

My sister cut herself when she was playing squash.

Did you do it yourself?

Past perfect

After they had eaten their breakfast, they looked in their guidebook.

They hadn't got very far before Abbas stopped.

He'd heard a man who was shouting for help.

Unit 6

Zero conditional

If I need something, I ask my parents to buy it online.

If something isn't big enough, you send it back.

What do you do if the trainers aren't big enough?

First conditional

If we buy everything online, shops will close.

If that happens, I won't be happy.

What will the shop assistants do if there aren't any shops?

Second conditional

If I could travel back in time, I'd go to Ancient Jordan.

If I went into space, I'd walk on the Moon.

If you could become a film character, what character would you choose?

If you were rich, would you donate to a charity?

Unit 7

Comparing things

as ... as

Podcasts can be as good as vlogs.

Podcasts will be as popular as blogs.

not as ... as

Getting on well with everyone for a month isn't as easy as getting on well with everyone for a day.

Podcasts aren't as interesting as vlogs.

Question tags

Your name is Ibrahim, isn't it?

You're 13 years old, aren't you?

You don't like blogging, do you?

This game isn't very hard, is it?

Unit 8

Relative pronouns

Guglielmo Marconi is the person who invented it.

That's the radio that / which my great-grandmother told me about.

This is the room where you can see lots of old inventions.

She remembers the time when everyone used radios like this.

He's the person whose invention has changed our lives the most.

Embedded questions

What should we do?

Can you tell us what we should do?

Is it a new medicine?

Do you know if / whether it's new?

Who invented Penicillin?

Could you tell me who invented Penicillin?

Do you like Science?

I wonder if / whether you like Science.

Unit 5 a brochure

- Use a title to say what the brochure is about.
- Ask the reader questions.
- Use pronouns like *you* and *we* to talk to the reader.
- Remember that a brochure sells something, so make it sound as good as possible.

Unit 6 an informal email

- Use the subject box to explain why you're sending the email.
- Start your email with *Dear* or *Hi* + the name of the person.
- Use clear and simple language.
- Use paragraphs to make your email easy to understand.
- Finish your email with *Bye* or *See you soon* + your name.

Unit 7 an interview

- Use clear questions or sentences with question tags.
- Set the interview out as a dialogue so it's easy to read.
- Use polite language, but it can be informal because it's spoken.
- Start and finish the interview by thanking the person.

Unit 8 an informal letter

- Put your address at the top right.
- Put the date below your address.
- Start the letter with *Dear* + (the name of the person you're writing to).
- Finish the letter with *Best wishes*, + your name.

English in action reference

Unit 5

Asking what someone prefers
Would you rather go jogging or play golf?
Would you prefer to go skateboarding or surfboarding?
Should we play squash or tennis?

Saying what you prefer
I'd rather go jogging.
I'd prefer to go surfboarding.
I think we should play squash.

Unit 6

Making a complaint
I'm afraid I have a complaint about this jacket.
I'd like to complain about this phone.
I'm afraid there is a problem with these shoes.
Please could I have a refund?
I need to exchange them.

Unit 8

Asking if someone is sure
Are you sure about that?
Do you really think that?

Being sure
I'm absolutely sure.
I'm quite sure.

Being unsure
Maybe.
I doubt it.

Language Booster 3

Saying goodbye
I've got to go. I have to go now.
See you soon / later / tomorrow / next week!
Bye! Goodbye!

Language Booster 4

Saying thank you
Thanks a lot.
Thanks so much.
Thanks a million.
Many thanks.
I'm really grateful.

Responding to thanks
It's a pleasure.
Don't mention it.
You're welcome.
No problem.
No worries.

Unit 7

Giving your opinion
Personally, I think …
I bet that …
I'm certain that …
I'm sure that …
I guess that …

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