

Jordan TEAM Together Grade 6 Semester 1



Activity Book

Evaluation and Adaptation Committee

Prof. Fawwaz Mohammad Al-Abed Al-Haq (Head)

Dr. Manal Fahed Aburumman (Coordinator)

Prof. Ahmad Hamad Alkhawaldeh Prof. Majed Abdelkarim Al-Quran Abeer Jamil Abu Rayyan

Publisher: The National Center for Curriculum Development

The National Center for Curriculum Development is pleased to have your feedback and comments on this book through the following contact details:

☎ 06-5376262 / 237

📄 06-5376266

✉ P.O.Box: 2088 Amman 11941

📌 @nccdior

@ feedback@nccd.gov.jo

🌐 www.nccd.gov.jo

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Higher Council of the National Curriculum Center in its meeting No. 4/2025 on 6/5/2025 and the approval of the Board of Education decision No. 91/2025 in its meeting No. 2/2025 on 17/6/2025 for the 2025/2026 academic year.

© Pearson Education Limited and York Press Ltd. 2025

ISBN: 978-9923-41-933-5

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department
(2025/3/1678)

Primary indexing data for the book

Book title	Jordan Team Together, Grade 6: Activity Book, Semester 1
Prepared by / staff	Jordan National Center for Curriculum Development
Publication data	Amman: National Center for Curriculum Development, 2025
Classification number	375.001
Descriptors	/Curriculum Development//Courses//Levels of Education/
Edition data	First edition

The author bears full legal responsibility for the content of their work, and this work does not express the opinion of the National Library Department.

The right of Robert Quinn to be identified as author of this work has been asserted by him in accordance with the Royal Legislative Decree, 12 April 1/1996, which approves the consolidated text of the Law of Intellectual Property Rights.

The publishers would like to thank Viv Lambert, Kirstie Grainger and Gareth Vaughan for their contribution.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First edition (trial): م 2025 / هـ 1446

Jordan TEAM Together Grade 6 Semester 1



Activity Book

Contents

Welcome The WOW! Team	2
1 Free-time fun	4
2 Technology	14
Lara's Learning Club	
Language booster 1	24
3 Places	26
4 Happy homes	36

Lara's Learning Club

Language booster 2	46
--------------------------	----

Festivals

Tree Day	48
----------------	----

Belonging to My School Day	49
----------------------------------	----

Wordlist	50
-----------------------	----

Irregular verbs	56
------------------------------	----

Welcome

The WOW! Team

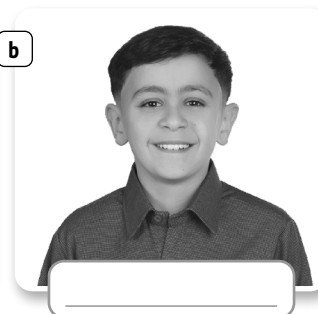
1 Write the names of the WOW! Team. Then read and complete.

four fun ideas ~~magazine~~ people read team write

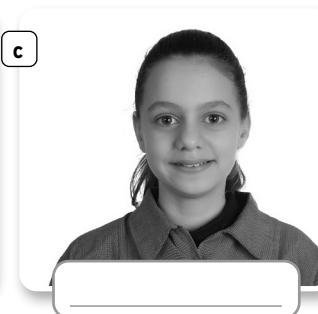
a



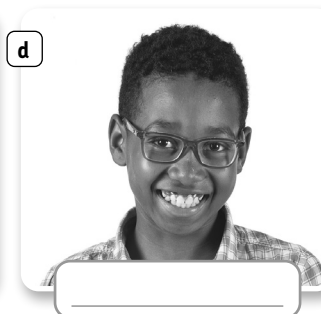
b



c



d



1 **Lara:** WOW! or World of Wonder! is our online magazine. We think it's _____!

2 **Faisal:** There are _____ of us on the WOW! _____. We enjoy working together!

3 **Arlo:** We _____ about lots of different topics that are interesting for young _____.

4 **Alia:** Do you have any _____ for our magazine? Tell us what you want to _____ about!

2 Match the two parts of the dialogues.

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

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

3 Which three topics from Activity 2 are the most interesting? Why? Write.

1 _____

2 _____

3 _____

1 Read and circle the correct words.

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



2 Read the descriptions and write the adjectives.

cheerful ~~friendly~~ hard-working lazy responsible tidy

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



3 Read and complete the adjectives.

- 1 I always say 'thank you'. I'm polite _____.
- 2 Talal doesn't speak much. He's q _____.
- 3 I feel nervous around new people. I'm s _____.
- 4 You always help people. You're very k _____.
- 5 He believes he can do things well. He's c _____.
- 6 My room is a mess sometimes. I'm quite u _____.

4 Complete the sentences about you and your partner. Then compare your answers.

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

1

Free-time fun

Vocabulary

1 Read and circle the correct words.

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



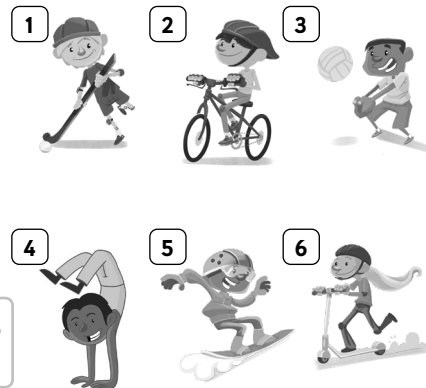
2 Look at the pictures. Read and complete the messages.

What do you do in your
free time?

Ali I usually ¹ play hockey after school. At weekends, I ² _____ with friends.

Hala I ³ _____ for the school team. It's fun!
I also ⁴ _____. It's my favourite sport.

Issa I ⁵ _____ with my friends in the winter.
In the summer, we ⁶ _____ every day.

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

Making lists can help you learn and remember new words. For example, you can make lists of sports with *play*, *go* and *do*.

play	go	do
volleyball	cycling	archery

4 Write five sentences about your favourite sports.



- 1 Read and complete the sentences from the dialogue on Pupil's Book page 10. Then listen and check.

- 1 What are you doing, Faisal?
- 2 _____ really do all those sports?
- 3 Well, I go _____ every day.
- 4 _____ do you go snowboarding?
- 5 I _____ go snowboarding.
- 6 I'm learning to ski, but I _____ very often.



- 2 Read the dialogue again and answer the questions. Write complete sentences.

- 1 What team sports does Arlo play? He plays basketball and volleyball.
- 2 How often does Arlo go scooting? _____
- 3 When does Faisal play football? _____
- 4 Who does Faisal do archery with? _____

- 3 Order the words to make questions. Then write true answers for you.

- 1 you What doing now are What are you doing now? I'm ...
- 2 sports do What do you _____
- 3 often you play do football How _____
- 4 you Do often scooting go _____

- 4 Read and complete the dialogues. Then listen and check.



I don't believe it!

Really? x 2

You're so funny!

1 Imad: I don't like basketball.

Jaber: Really? It's my favourite sport.

2 Laila: I'm going scooting tomorrow.

Maha: _____ That's great!

Laila: Yes. Why don't you come, too?

3 Lubna: I do athletics every day after school.

Manal: _____ You hate running.

Lubna: Not any more. I want to stay healthy.

4 Laith: Look! I can walk like a penguin!

Malek: _____

- 5 Work in pairs. Write another dialogue for each expression. Then act out the dialogues for the class.

Present simple and Present continuous

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



- 1 Habib is talking to Ibrahim at the moment.
- 2 Habib _____ table tennis with Amer right now.
- 3 Habib _____ on Mondays.
- 4 Ibrahim _____ every day.
- 5 Jawad always _____ after school.



- 2 Underline the mistakes and write the correct sentences.

- 1 I read a book at the moment.
I'm reading a book at the moment.
- 2 We're playing football twice a week.

- 3 Are you going swimming often in the summer?

- 4 Does Suha wear a blue shirt today?

- 5 He isn't doing any sport on Mondays.

- 6 They don't cycle because it's raining.

- 3 Read and complete the sentences. Use the Present simple or Present continuous.

- 1 Samia is talking (talk) with her friend Muna at the moment.
- 2 My friends and I _____ (not/go) skiing very often.
- 3 _____ Mustafa _____ (do) his homework right now?
- 4 I sometimes _____ (play) table tennis with my brother.
- 5 _____ your parents _____ (go) to football matches?
- 6 You _____ (not/wear) your sports clothes now.

- 4 Make Present simple or Present continuous questions. Then write true answers for you.

- 1 what / sports / you / like
What sports do you like?
I like ...
- 2 what / you / wear / today

- 3 you / do / homework / now

- 4 your / teacher / speak / English

- 5 it / rain / at the moment

- 5  Work in pairs. Ask and answer the questions from Activity 4.

- 1 After you read Read the story on Pupil's Book page 12 again.
Who says these sentences in the story? Write.

- 1 Mum Why don't we play board games?
2 _____ But I draw pictures in Art class.
3 _____ It's OK. I'll just watch cartoons.
4 _____ Do you like board games now, girls?
5 _____ Hello! What are you all doing?



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

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

- 3 Read the sentences and circle *T* (true) or *F* (false). Explain your answers.

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

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

Work with words

do + noun

We use the verb *do* in some expressions with nouns.

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



- 1 you / a lot of homework?
Do you do a lot of homework?
Yes, I do.
2 your mum / puzzles?

3 you / athletics / after school?

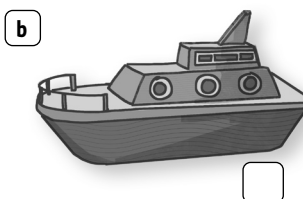
4 your friends / gymnastics?



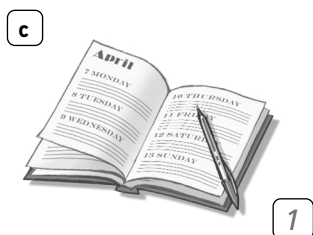
1 Complete the hobbies. Then listen and number them in order.



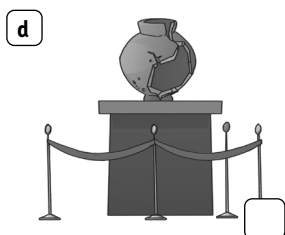
d o
p u z z l e s



__ k __ m __ d __ s



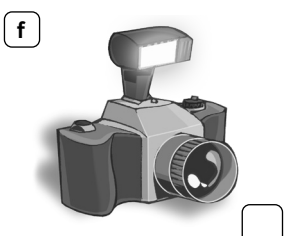
__ r __ t __
__ a __ y



g __ t __
m __ e __ s



l __ t __ t __
a __ i __ b __



__ __
p __ o __ ph __

2 Read and complete the sentences.

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

State verbs

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

love like prefer



- He loves making models in his bedroom.
- He _____ doing the gardening at the weekends.
- She _____ drawing at the weekend.
- They _____ taking photos in their free time.

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

- I like _____ and _____.
- I don't like _____ and _____.
- I prefer _____.
- I love _____. It's great!



1 **After you read** Read the text on Pupil's Book page 14 again.
Then complete the sentences.

- 1 When you go snorkelling in Aqaba, you often see lots of amazing _____.
- 2 There are _____ in Aqaba where you can go _____.
- 3 The art of writing is called _____ and people use special _____ to do it.
- 4 In Arab countries, it's a popular _____ with both children and _____.
- 5 Cross-country _____ is popular in _____ countries, like Canada.
- 6 Cross-country skiing is a good way of _____ in the snow, and it keeps you _____.

2 **Answer the questions. Write complete sentences.**

- 1 What must people who go snorkelling be good at?
They must be good at swimming.
- 2 When can you go fast while windsurfing?

- 3 In which Arab countries is calligraphy popular?

- 4 Why do people enjoy calligraphy?

- 5 What weather is good for cross-country skiing?



3 **1.14 Listen and complete the summary.**

Horse riding is an ¹ outdoor activity that people can ² _____ alone or with others. It is loved all around the ³ _____, but it is very popular in Arab ⁴ _____. Arabian ⁵ _____ are well-known for their ⁶ _____ and speed. Many people ride horses for fun, and they also ride them in ⁷ _____. One of the largest is the Dubai World ⁸ _____ which is held every ⁹ _____.



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

No, I don't think so. I don't like team sports.
That's a great idea! ~~But I already write a diary, Tareq.~~
That sounds good! When is it? What's that?

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

Samer: ¹ *But I already write a diary, Tareq.*

Tareq: You could play hockey.

Samer: ² _____

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

Samer: ³ _____

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

Samer: ⁴ _____

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

Samer: ⁵ _____



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



1 **A:** I really don't know what to do.
B: Why don't you _____?

2 **A:** I want to learn a new sport.
B: How about _____?

3 **A:** I don't know what to do this weekend.
B: You could _____.

4 **A:** I need a new hobby.
B: Why don't you _____?

5 **A:** I find it hard to make friends.
B: You could _____.

Pronunciation



3 Listen and underline the stress words. Then practise with your partner.

- 1 I play hockey on Tuesdays.
- 2 He loves doing the gardening at school.
- 3 I enjoy playing the piano.
- 4 We play outdoors on the beach in the summer.



Words in context

1 Read the definitions and write the words.

freedom heat ~~sun cream~~ energy eco-lodge route

- 1 something you put on skin to protect it sun cream
- 2 a place to sleep in the desert _____
- 3 physical power that we use to do things _____
- 4 the way from one place to another _____
- 5 the ability to do what you want in your life _____
- 6 the quality of being hot _____

2 Read the text on Pupil's Book page 16 again. Then read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.

- 1 Harry doesn't enjoy short cycling trips.
DS *They only mention long cycling trips they enjoy.*
- 2 They're planning a trip to the Sahara Desert next week.
☐ _____
- 3 Harry and Alex aren't using their tent tonight.
☐ _____
- 4 Alex is writing a blog post and some emails right now.
☐ _____
- 5 They did a very long cycling trip ten years ago.
☐ _____
- 6 Next year, they want to cycle across North America.
☐ _____

3 Read the missing sentences from the interview in the Pupil's Book on page 16. Which questions do they go with? Write.

- 1 Sometimes we have video chats with our friends and family. Question 5
- 2 We usually cycle in the morning or evening when it's cooler. _____
- 3 Alex wants to visit China and cycle along the Great Wall. _____
- 4 Last year, we cycled across five countries in Europe. _____
- 5 We always have lots of chocolate in our backpacks. _____
- 6 Our best friends are people we met on cycling trips. _____
- 7 We also have sleeping bags to keep us warm! _____

4 Viewing and presenting Plan a cycling trip in your country. Discuss the questions with your partner and make notes. Share your ideas with the class.

- 1 Where will you start and finish?
- 2 How long will you be away?
- 3 Where will you sleep?
- 4 What will you do in the evenings?
- 5 What equipment will you need?
- 6 Will you write a blog about it?

Writing

tip Writing

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

1 Rewrite the sentences using contractions.

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

3 We have got football practice today. There is a match next week. It is the final game.

4 Sami is good at basketball, but he is not the best player on the team. That is me!

5 My friends are not keen on sports, but that is OK. They have got other interests.

2 Write some questions for an interview about a sport.

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

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

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

● ● ● ● ● ● ● ●

3

4

Have I included lots of question words?

☐

Have I asked questions using *the best, the most interesting*, etc.?



Have I asked questions to find out interesting information?

☐

Have I used contractions correctly?

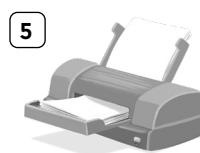
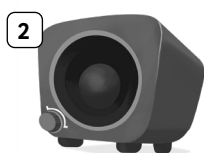
☐

2

Technology

Vocabulary

1 Complete the technology words.



h eadphones s _____ e- _____ s _____ p _____ l _____

2 Read and complete the messages.

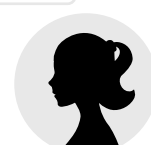
app ~~devices~~ digital camera password screen website

1 I've got lots of electronic devices but my favourite is my _____. I want to be a photographer one day.



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

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

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

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

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

2 You can take photos. _____

3 You go online. _____

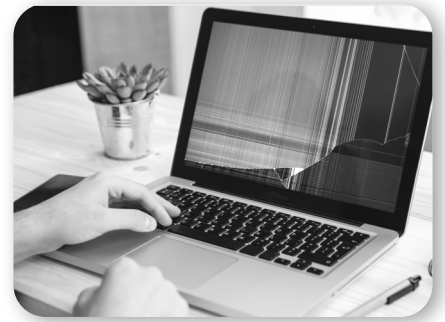
4 Write three or more sentences about the devices that you have got and what you use them for. Use the adverbs in the box.

always usually often sometimes never



- 1 **Read and complete the sentences from the dialogue on Pupil's Book page 20. Then listen and check.**

- 1 What's the matter, Alia?
- 2 Did you _____ your password?
- 3 Did you _____ to start again?
- 4 You have to _____ it to her today.
- 5 I _____ send it to Miss Allaham.
- 6 I _____ write my homework again with this!



- 2 **Read the dialogue again and answer the questions. Write complete sentences.**

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

- 3 **Read and complete the dialogue. Then listen and check.**

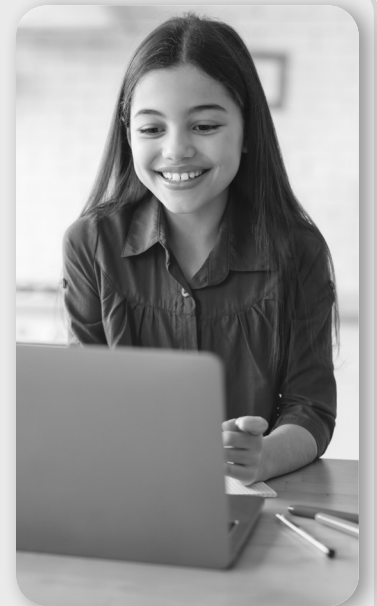


Oh, dear!

Why not? x 2

You're joking!

- Grandma:** What are you doing, Samar?
- Samar:** I'm writing an email to my teacher.
- Grandma:** Oh! I didn't do that when I was a child.
- Samar:** Really? ¹ Why not?
- Grandma:** We didn't have computers when I was at school.
- Samar:** ² _____ You didn't use computers at school?
- Grandma:** No, we didn't. It's true.
- Samar:** ³ _____ That's terrible! I can't do homework without a computer.
- Grandma:** ⁴ _____ You could use a pen and paper.
- Samar:** I know, but I write more quickly on a computer!



- 4 **Viewing and presenting** **Work in pairs. Write another dialogue using the expressions from Activity 3. Then act out the dialogue for the class.**

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



1 Listen to Lubna and her grandma. Then circle the correct options.

- Lubna couldn't / **didn't have to** chat with her friends yesterday.
- When Grandma was young, she **didn't have to** / **couldn't** send messages on a smartphone.
- Grandma **couldn't** / **had to** use the phone at home to speak to her friends.
- Grandma and her friends **couldn't** / **didn't have to** meet every day to chat.
- Grandma **had to** / **couldn't** meet her friends at their houses to have conversations.
- Grandma and her friends **had to** / **couldn't** write letters and take them to the post office.

2 Look at the pictures from the past and complete the sentences. Use *could/couldn't* or *had to/didn't have to*.



1 He had to walk to school because there wasn't a school bus.



3 She didn't have a TV, but she _____ listen to the radio.



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



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

3 Read and complete the sentences for you. Use *could/couldn't* or *had to/didn't have to* and the verbs in brackets.

- When I was three years old, I didn't have to make (make) my bed.
- I _____ (draw) very well when I was four years old.
- When I was five, I _____ (make) my lunch.
- I _____ (do) a lot of homework when I was six.
- I _____ (study) English when I was seven.

4 Write four sentences about your life in the past in your notebook. Use *could/couldn't* and *had to/didn't have to* and the ideas in the box.

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

5 Compare your sentences from Activity 4 with your partner.

- 1 **After you read** Read the poem on Pupil's Book page 22 again. Find and write words that rhyme.

1 website right

2 alone _____

3 more _____

4 down _____

5 app _____

6 internet _____

7 brighter _____

8 screen _____

- 2 **Number the lines of the poem in order.**

a _____ It will take you safely back home.

b _____ Try the blue and white one.

c _____ Why not read an e-book?

d 1 It's better than my last phone.

e _____ You need some information.

f _____ It doesn't take so much time.

g _____ The phone can take them better.



- 3 **Read the *Work with words* box. Then write the adverbs.**

Work with words

Adverbs ending in -ly

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

quick → *quickly*

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

happy → *happily*

1 easy easily

2 bad _____

3 quiet _____

4 noisy _____

5 careful _____

6 slow _____

- 4 **Complete the sentences with the adverbs from Activity 3.**

1 I'm not very good at reading maps. I get lost very easily!

2 Raed doesn't talk a lot. He often sits _____ and reads.

3 My friend isn't a good artist. She draws quite _____.

4 Adnan walks very _____. I always have to wait for him.

5 Please cross the street _____. Look both ways first!

6 The girls are playing _____. They're always so loud!



- 5 **Write five sentences about you, your friends and your family. Use the adverb form of the words in the box.**

bad careful clear easy nice noisy polite quiet safe slow

1 Read and circle the correct words.

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

2 Read and complete the sentences with two or three words. Then listen and check your guesses.



- 1 Adel needs to search the internet for facts for his Science project.
- 2 Please _____ the TV now. It's time for bed.
- 3 Dad says we can _____ from this website.
- 4 I want to _____ with my smartphone. Smile!
- 5 You _____ that icon to start the game.
- 6 I'm late. I have to _____ to my mum.

Comparative adverbs

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

	Sana	Heba
1 listens carefully	✓	✗
2 studies hard	✗	✓
3 speaks clearly	✓	✗
4 works fast	✗	✓
5 learns easily	✓	✗
6 writes well	✗	✓

- 1 Sana listens more carefully than Heba.
- 2 Heba _____
- 3 Sana _____
- 4 Heba _____
- 5 Sana _____
- 6 Heba _____

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

badly carefully ~~clearly~~ easily
fast hard quietly slowly well

- 1 I speak more clearly in English than my friend.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



1 After you read Read the text on Pupil's Book page 24 again. Match.

- | | |
|---|----------------------------------|
| 1 People are using technology in Jordan | a make lessons more interesting. |
| 2 Some children in Jordan can get | b free courses online. |
| 3 Schools are using technology to | c to learn other languages. |
| 4 More children all over Jordan | d to help children study. |
| 5 Apps are helping many children | e now have internet access. |

2 Answer the questions. Write complete sentences.

- What do online learning platforms let students do?
It lets them take free online courses.
- Which devices are some schools using to make lessons more fun?

- What do children learn in coding workshops?

- What does having internet access allow children to do?

- Which tool is helping children with disabilities learn more easily?



3 Listen and complete the notes.



Charity: Camara ¹ *Education*, which helps schools mainly in ² _____.

Objective: To fix old ³ _____ and put ⁴ _____ programs on them for children. They believe all children should be able to use ⁵ _____.

Use: Children can practise ⁶ _____ skills, ⁷ _____ and coding.

Result: Better learning opportunities in local ⁸ _____.



4 Viewing and presenting Work in groups. Use the internet to find answers to the questions. Then share your information with the class.

- What do you use to type on a laptop?
- What part of the laptop shows images?
- Where does the electricity come from?
- Where does the laptop keep information?
- How do you connect a laptop to a printer?
- What other devices are used with a laptop?



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

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



Heba: Please can I use ¹ your laptop, Mum?

Mum: Of course. What do you ² _____?

Heba: I need to ³ _____. I want to look at a science website. Can you show me how to turn it on?

Mum: That's easy. Press ⁴ _____ there.

Heba: OK. What next?

Mum: Look ⁵ _____. Click on that icon over there.

Heba: Thanks. Do you have time to help me with ⁶ _____?

Mum: Sorry, not now. I have to ⁷ _____.

Heba: OK. Could you help me ⁸ _____, please?

Mum: Of course.

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

- 1 Do you have time to tidy the kitchen?
- 2 Could you go to the supermarket, please?
- 3 Can I use your laptop to write an email?
- 4 Do you have time to help me study?
- 5 Can you show me how to start this app?
- 6 Please can I use your printer to print my homework?

☒ c

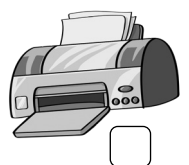
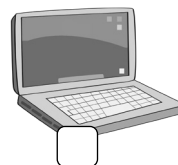
☐

☐

☐

☐

☐



- a That's easy. Touch that icon there.
- b Of course. What do I need to buy?
- c Not right now. I'm going cycling.
- d Of course. Do you have a test?
- e Of course. Do you want to print it now?
- f Sorry, not now. I'm using it at the moment.



Pronunciation

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



Words in context

1 Read and complete the sentences.

~~solve~~ play give score program challenge

- 1 When you need to solve a problem, it often helps to ask a friend.
- 2 That game is too easy. _____ yourself with something harder!
- 3 I want to learn how to _____ a computer so I can design games.
- 4 In that game, players _____ points by collecting secret messages.
- 5 If you want to _____ online, you need a fast internet connection.
- 6 You can _____ tips to friends so you can all play the game better.

2 Read the text on Pupil's Book page 26 again. Who gives these facts about *TopCity*? Write *Mariam* or *Yousuf*.

- 1 Two or more people can play together.
- 2 The problems get more difficult as you play.
- 3 You have to travel around a city.
- 4 The game can't be used with all phones.
- 5 Players write instructions to move.
- 6 The game gives you tips to play better.

Yousuf

3 Answer the questions. Write complete sentences.

- | | |
|--|--|
| 1 What do <i>TopCity</i> players search for during the game?
<u>They search for treasure.</u> | 4 What does Yousuf enjoy the most about the game?
_____ |
| 2 What does Yousuf think about the price of the game?
_____ | 5 What does Mariam have to do before she can start playing?
_____ |
| 3 What device does Mariam use to play the game?
_____ | 6 How did Yousuf learn to play the game better?
_____ |

4 **Viewing and presenting** Work in groups. Discuss the questions and make notes. Then share your ideas with the class.

- 1 What computer programs do you use the most?
- 2 What are your favourite computer games? Why?
- 3 What apps do you have on your smartphone?
- 4 How long are you usually online for each day?

Writing

1 Read the notes. Then complete the review.

tip Writing
When you plan, make notes.
You don't need to write sentences!



☆☆☆☆☆ – Easy and fun!
by CameraKid
I use The Photo Forum because I'm ¹ keen on photography.
A lot of my friends use this ² _____, too.

Positive points:
1 There are lots of ³ _____ to join.
2 It's quite a good app because it's ⁴ _____ and it isn't hard to use.
3 The app has ⁵ _____ tools to edit photos quickly and easily. Some are fun, too!
4 The Photo Forum is cheap, too. It only costs ⁶ _____, which isn't expensive.

Negative points:
1 You can only see ⁷ _____ photos at once. Other apps do this better, with more photos on the screen.
2 You can't send photos in ⁸ _____ to friends. That's a problem for me!

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

Give the app or game a rating, e.g. 3 stars. Give your review a title.

Write an introduction. Explain why you use the app or game.

List three positive points about it.

List three negative points about it.

● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

3 Now write your review.

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

Have I included an introduction? ☐

Have I used adjectives correctly? ☐

Have I included positive and negative points? ☐

Have I used adverbs correctly? ☐



Language booster 1

1 Look and match.

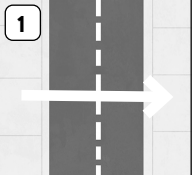
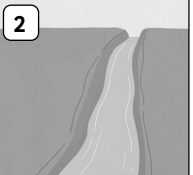
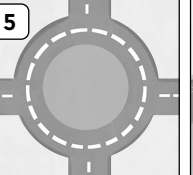
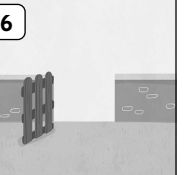
1 	2 	college	5 	6 
		fire station		
		gate		
		airport		
3 	4 	office	7 	8 
		stadium		
		square		
		bridge		

2 Read and complete the sentences.

gate college bridge fire station square airport office stadium

- You can't go across the river here. There isn't a bridge !
- My sister is studying Science at _____ .
- A lot of planes fly over my house because we live near the _____ .
- My dad works in a big _____ . He's an architect.
- I went with my family to watch a football match at the _____ !
- There's a statue in the middle of the _____ in our town.
- Our house number is 57. You can see the number on the _____ .
- My dad is a firefighter. He works at the _____ .

3 Read and draw the directions.

1 	2 	3 	4 	5 	6 
across	along	over	past	around	through

4 Read and circle the directions.

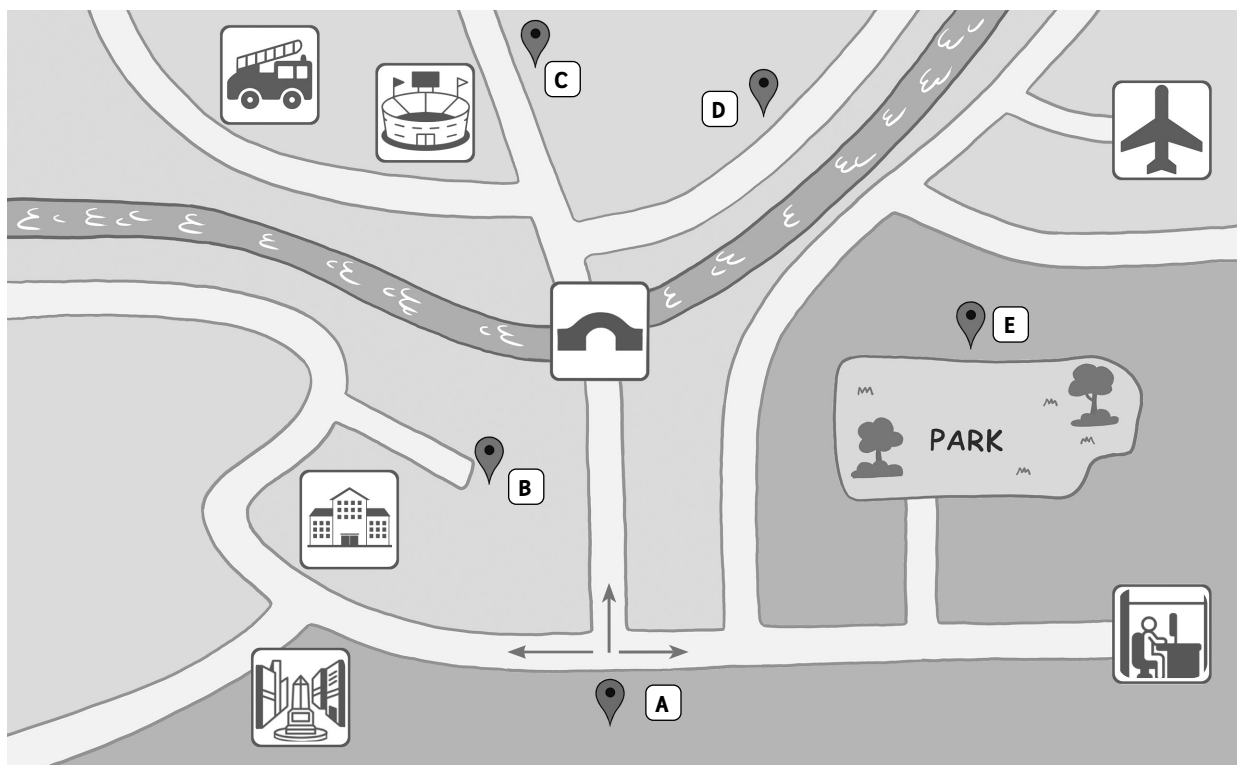
How do I get to your house from the swimming pool?

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



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

1 _____ 2 _____ 3 _____ 4 _____



- 2 Look at the map in Activity 1 and complete the directions. Start at A.

- 1 Can you tell me the way to the office, please? Of course! Turn right and go _____.
- 2 Can you tell me the way to the square, please? Turn _____, and then turn _____ again. The square is on your left.
- 3 Can you tell me the way to the airport, please? Yes, I can. Turn _____ and then take the first _____. Go _____ the river, and take the second _____.

- 3 Write directions to the fire station. Start at A.

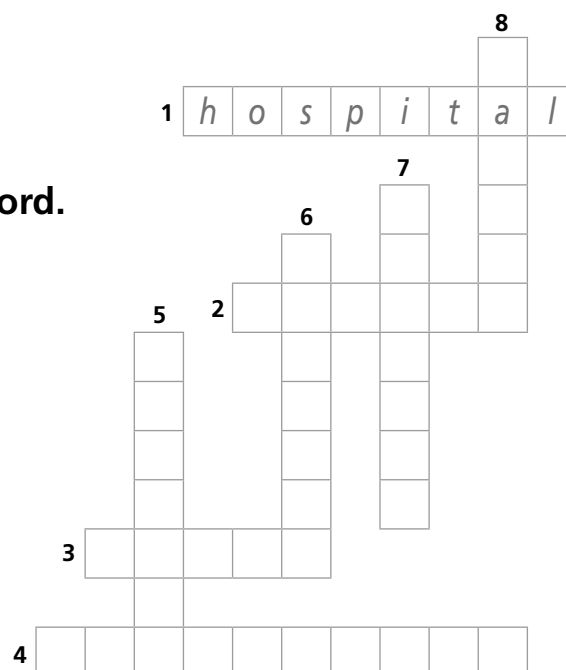
3

Places

Vocabulary

1 Read the clues and complete the crossword.

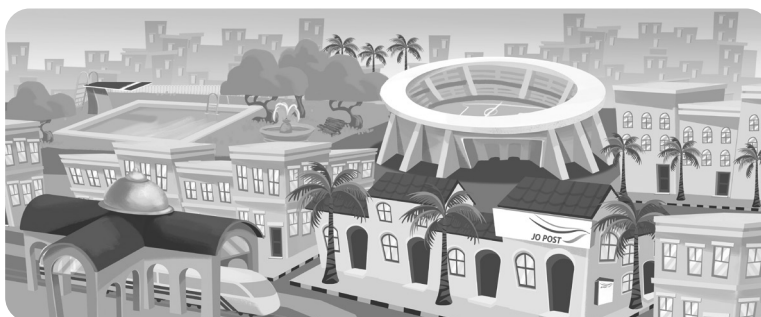
- 1 a place you go to when you are sick
- 2 a beautiful home for a king or queen
- 3 a tall building or part of a building
- 4 a modern building that is extremely tall
- 5 a building where people make things
- 6 a place where large boats can stop
- 7 a place where you can watch sport
- 8 a very safe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



2 Complete the places in a city.

~~building~~ building centre shop office pool station centre

- 1 office building
- 2 toy shop
- 3 sports centre
- 4 swimming pool
- 5 shopping centre
- 6 train station
- 7 apartment building
- 8 post office

3 Read the *I'm learning* box. Then write the definitions.**I'm learning****Describing places**

You can describe places by saying what you do there.

A stadium is a place where you can watch football.

- 1 hospital A hospital is a place where you can see a doctor.
- 2 sports centre
- 3 office building
- 4 shopping centre
- 5 bookshop
- 6 swimming pool

4 Write about three or more places near your home. What can you do there? Use words from this lesson and your own ideas.



- 1 ^{3.4} Read and complete the sentences from the dialogue on Pupil's Book page 34. Who said them? Write. Then listen and check.

behind hospital place remember ~~stadium~~

- 1 Faisal Oh, dear! Where's the stadium ?
- 2 _____ I didn't like it in _____.
- 3 _____ The stadium is right _____ us!
- 4 _____ What's this big _____?
- 5 _____ Oh, yes. I _____.



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

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

- 3 ^{3.5} Read and complete the dialogues. Then listen and check.

Right. × 2

No way! × 2

Hey, look! × 2



- 1 A: I've never seen a football match.
 B: No way! That can't be true. It's a great game!
- 2 A: _____ Is that Amal?
 B: Yes, it is. Let's go and talk to her.
- 3 A: Issa's meeting us at four o'clock.
 B: _____ Let's go!
- 4 A: Where's the bus? It's always late.
 B: _____ There it is now.
- 5 A: Our project is due next week.
 B: _____ We need to decide what to do it on.
- 6 A: I don't have a mobile phone.
 B: _____ Why not?

- 4 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

Right. No way! Hey, look!

Relative pronouns



1 Listen and tick (✓).

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



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



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



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



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



2 Circle the correct relative pronouns.

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

3 Complete the sentences. Use relative pronouns.

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

- A museum is a place where you can learn about history.
- Friends are people _____.
- A smartphone is a device _____.
- Winter is the season _____.
- A greengrocer is someone _____.

4 Write sentences with relative pronouns. Use the words below and your own ideas.

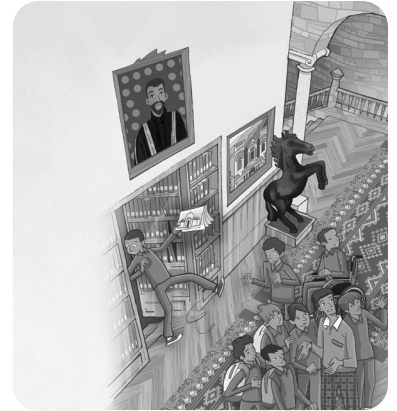
- a person / makes me laugh
- a place / I like to spend time
- the time of year / I feel best
- a sport / I often play or watch
- a person / I'd love to meet
- a device / I want to buy

- My friend Nour is a person who makes me laugh.
- _____
- _____
- _____
- _____
- _____

5 Compare your sentences from Activity 4 with your partner.

- 1 **After you read** Read the mystery story on Pupil's Book page 36 again.
Number the events in order.

- ☐ a Rakan and Omar followed the guide up the stairs.
☐ b A man in traditional clothes gave Omar a paintbrush.
☐ c Omar and Rakan ran to the palace steps.
☐ d The guide told the visitors about the pictures.
☐ e Omar woke up and found something in his pocket.
☐ f Omar noticed something strange about the painting.
☒ g Rakan called to Omar and told him to hurry.
☐ h Omar fell into a secret room behind the bookcase.



- 2 **Answer the questions. Write complete sentences.**

- 1 Where was Omar when Rakan told him to hurry?

He was under a tree in front of the palace.

- 2 What was the first room that the visitors saw in the palace?

- 3 Where was the picture of the man who used to live in the palace?

- 4 What did Omar notice about the windows in the picture?

- 5 Why did everything go black after the bookcase moved?

- 6 Where do you think the paintbrush came from?

- 3 **Read the *Work with words* box. Then look and write the compound nouns.**

Work with words

Compound nouns

Some nouns are compound nouns which are made up of two words.

sketch + book = sketchbook

book + case = bookcase

1

~~arm~~ bath book ~~chair~~ dish
room shop washer

2

brush head fighter fire
home paint phones work

3

ball board fall market
skate super volley water

1 *armchair,*

2

3

- 4 Write definitions for five words from Activity 3. Use relative pronouns.

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



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

2 Look at the pictures. Complete the sentences.



- 1 There's a picture on the wall.
- 2 The armchair is in the _____.
- 3 There's a light on the _____.
- 4 The ball is on the _____.



- 5 This is the _____ to the subway.
- 6 Two people are on the _____.
- 7 There's a man on the _____.
- 8 A woman is next to the _____.

Past continuous

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

~~sit~~ not/work talk
not/watch wait visit

- 1 Zaid was sitting outside on the steps when it started to rain.
- 2 When I got home from school, my dad _____ TV.
- 3 You _____ to Dana when we saw you today.
- 4 When the swimming pool opened, we _____ in the queue.
- 5 The lift _____ when I tried to use it, so I walked up the stairs.
- 6 I _____ a castle when I saw a strange painting on the wall.

4 Complete the sentences for you in the Past continuous.

- 1 When I woke up yesterday, my brother was having a shower.
- 2 When I arrived at school, my friends _____.
- 3 When I got to class, our teacher _____.
- 4 When I got home after school, my _____.
- 5 When my parents called me for dinner, I _____.
- 6 When my friend texted me, I _____.



1 **After you read** Read the text on Pupil's Book page 38 again. Write **T** (true), **F** (false) or **DS** (doesn't say). Explain your answers.

1 A man from France told the world about Petra.

☐ **F** *A man from Switzerland told the world about Petra.*

2 There wasn't any water in Petra 2,000 years ago.

☐

3 Most of Petra is still buried underground.

☐

4 Pompeii was a small town when the volcano erupted.

☐

5 Some archaeologists started digging under people's houses.

☐


2 **Answer the questions. Write complete sentences.**

1 Who built Petra? *The Nabataeans built Petra.*

2 How do we know that they grew food at Petra?

3 According to archaeologists, why was *Al-Khazneh* built?

4 How long ago did the volcano cover Pompeii with ash?

5 What did the ancient Romans do to some walls in Pompeii?

3 **Listen and complete the notes.**



• **Town :**

1 *Umm Qais*

• **Ancient town:**

2

• **Location:**

It's 3 north of Irbid.

• **History:**

Gadara is more than 4 years old.

It was an important town for the
5 and then for the
6 and the Romans.

• **Famous places:**

There is a Roman aqueduct, a tunnel under the
aqueduct and a Roman 7.

• **For visitors:**

At the site, there is a museum and a
8.

4 **Viewing and presenting**



Work in groups. Choose another ancient city in the Arab world and find answers to the questions. Then make a fact file and share it with the class.

1 Where is it located?

2 How old is the city?

3 Why was it important?

4 Why did people leave the city?

5 What are the most famous places there?



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

On the second floor? Is there an escalator?
 Yes, I am. I love learning about ancient cultures.
 Thank you. ~~Good morning to you, too.~~
 And what about the toilets? Where are they, please?
 Yes, it is. I'm learning about history at school.
 Can you tell me where the jewellery exhibition is?

Man: Good morning. Welcome to the archaeology museum.

Girl: ¹ *Thank you. Good morning to you, too.*

Man: Is this your first visit to the museum?

Girl: ² _____

Man: Really? Are you enjoying it?

Girl: ³ _____

Man: Oh, they are very interesting.

Girl: ⁴ _____

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

Girl: ⁵ _____

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

Girl: ⁶ _____

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

2 Circle the correct words.

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

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

a castle a library a palace

Pronunciation

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

1 skyscraper

2 the

3 interesting

4 escalator

5 firefighter

6 water

7 adventure

8 visitor

9 supermarket



Words in context

1 Read and complete the sentences.

~~sketched~~ zoomed yelled remembered whispered smiled

- 1 Salah sketched a castle in his notebook.
- 2 Nadia _____ and felt happy about her dream.
- 3 We _____ because we were in the library.
- 4 I _____ where I left my backpack!
- 5 The motorbike _____ quickly down the street.
- 6 Dad _____ when he hurt his foot.

2 Read the story on Pupil's Book page 40 again. Match.

- | | | |
|----------------------------------|-------------------------------------|--|
| 1 Yousuf wanted to write a story | ☒ | e a he was lying in his bed. |
| 2 He felt pleased when | ☐ | b and it flew out of the window. |
| 3 Yousuf heard a noise while | ☐ | c he finished his drawing of the bird. |
| 4 He was amazed when | ☐ | d over the people in the harbour. |
| 5 Yousuf jumped onto the bird | ☐ | e but he didn't have any ideas. |
| 6 He yelled when they flew | ☐ | f the bird started talking to him. |



3 Answer the questions. Write complete sentences.

- | | |
|---|--|
| 1 Why was Yousuf amazed when he saw the bird?
<u>Because it was the bird from his drawing.</u> | 4 Why did Yousuf feel sad when he woke up?
_____ |
| 2 What did Yousuf feel scared about at first?
_____ | 5 Why did Yousuf smile before he started to write?
_____ |
| 3 What buildings did Yousuf see while he was flying?
_____ | 6 What do you think he saw at the end of the story?
_____ |

4

Viewing and presenting



Work in groups to make the story longer. Imagine what happens to Yousuf after he sees the harbour and before he goes home. Use the ideas below. Then share your ideas with the class.

- After Yousuf sees the harbour, ...
- Then the bird ...
- Yousuf sees ...
- Then they fly to ...
- Yousuf feels ...

Writing

tip Writing

Show the words that people say like this:
'I'm so excited about the match tonight,' Sultan said.
'Ouch!' he shouted.
'My foot hurts!'

1 Read what the people said. Then complete the sentences.

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

- 1 ' I don't like football ,' Kamal said. 'I prefer basketball.'
- 2 ' _____ ,' I whispered quietly. 'It's a secret!'
- 3 The bird asked, ' _____ ' and I said, 'Yes, please!'
- 4 ' _____ ' the boys yelled, so I walked faster.
- 5 The guide said, ' _____ ,' so we couldn't go in.

2  Plan a short story.

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

3 Now write your short story.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Have I included all the parts of the story?



Have I written what the characters said correctly?

Have I used the past tenses correctly?

☐

Have I included some relative pronouns?

☐

4

Happy homes

Vocabulary

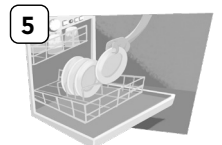
1 Read and circle the correct words.

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



2 Look at the pictures. Complete the sentences.

- 1 If I make lunch, will you do the washing-up?
- 2 We need to _____.
- 3 Don't forget to _____ before you go.
- 4 I never _____ because Mum always does.
- 5 It's your turn to _____!
- 6 Please _____ before you do homework.

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

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

*I always tidy up.
I sometimes clear the table.*

- 1 I usually tidy up once a week. I also water the plants.
- 2 I sometimes _____, but I never _____.
- 3 I often _____ and I always _____.
- 4 I _____.
I also _____.
- 5 I never _____ and I don't _____.

4 Write three or more sentences about you and your family. What jobs at home does each person do? Use the adverbs from Activity 3.



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

bins cake floor ~~mess~~ tidy



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

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

- 1 Lara's dad's cake isn't ready when he arrives. T / F
They've already made the cake.
- 2 Lara has already done the washing-up. T / F
- 3 The floor isn't dirty because Lara cleaned it. T / F
- 4 Alia tells Lara that the bins are empty. T / F

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

Surprise! x 2

Hang on! x 2

What a mess! x 2



- 1 A: Where did these flowers come from?
B: Surprise! They're for you!

- 4 A: Look at this room!
B: I know. I have to tidy it up.

- 2 A: Oh, no! I dropped the milk!
B: _____ Let's clean it up.

- 5 A: I can't wait for you. I'm leaving now.
B: _____ I only need a minute.

- 3 A: This is going in the bin.
B: _____ That's my homework!

- 6 A: I don't like my phone. It's so old.
B: _____ Here's a new one!

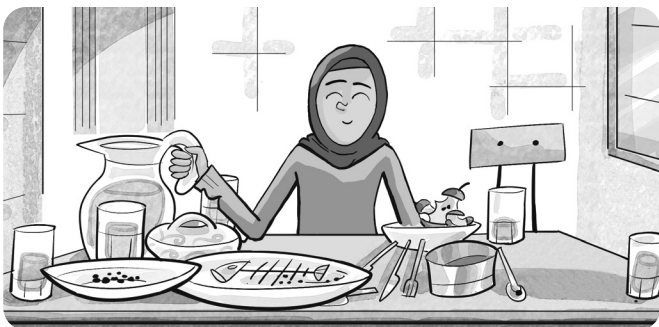
- 4 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

Present perfect with *already*, *just* and *yet*

- 1  Listen and look at the picture.
Circle four mistakes.



- 2 Underline the mistakes and write the correct sentences.



- 1 Amal hasn't cleared yet the table.
Amal hasn't cleared the table yet.
- 2 Have already you swept the floor?

- 3 We've just load the dishwasher.

- 4 Ali has dusted the furniture just.

- 5 Faten just has emptied the bins.

- 6 We've already water the plants.

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

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

- 1 Khalil / arrive / home
Khalil has just arrived home.
- 2 He / tidy / his room

- 3 Dad / vacuum / the carpet

- 4 He / water / the plants

- 5 Mum / do / the washing-up

- 4  Write questions about today. Use the Present perfect and *yet*. Then ask and answer with a partner.

- 1 have / breakfast
Have you had breakfast yet?
- 2 tidy / your room

- 3 a teacher / speak to you

- 4 do / your homework

- 5 send / an email

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

- 1 Lulu We need knives, forks and spoons.
2 _____ Come for lunch! I've already baked a cake.
3 _____ Anansi jumped in the river to escape from his friends.
4 _____ Hi, Anansi. Have you had lunch yet?
5 _____ It smells like chocolate cake!
6 _____ I've already chopped the vegetables.



- 2 Read the sentences and circle *T* (true) or *F* (false). Explain your answers.

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

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

Work with words

Collocations: verb + noun

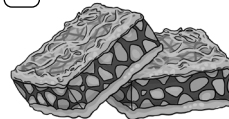
Collocations are phrases with two or more parts. Some have a verb and a noun.

sweep + the floor

empty + the bin

do + the washing-up

1



2



3



4



5



6

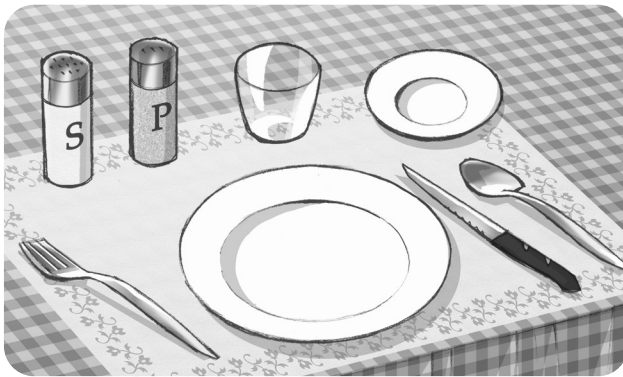


- 1 I've already made the cakes.
2 You have to press _____ to turn it on.
3 Can you lay _____ for dinner, please?
4 Let's make _____ for lunch.
5 I read _____ to my sister every night.
6 Have you posted _____ I gave you yet?

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

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

1 Look and complete the sentences.



- 1 I'd like a little salt on my dinner, please.
- 2 Do you want some _____ on your food, too?
- 3 This _____ doesn't cut very well.
- 4 You need a _____ to eat the soup.
- 5 I can't eat my vegetables. I don't have a _____.

2 Listen and number in order. Then complete.



- | | | |
|-------------------------------|--|------------------------------|
| ☐ add | ☐ boil | ☐ cut |
| ☐ bake | ☒ 1 chop | ☐ mix |

Mum: Can you help me cook dinner, Imad?

Imad: Sure. What can I do?

Mum: Well, you can ¹ chop some vegetables. Then we have to ² _____ them for five minutes.

Imad: And what are you doing?

Mum: I'm preparing some chicken. First, I ³ _____ it into pieces. Then I ⁴ _____ it with the vegetables.

Imad: OK. And then what?

Mum: We have to ⁵ _____ some salt and pepper. Then we ⁶ _____ it in the oven.

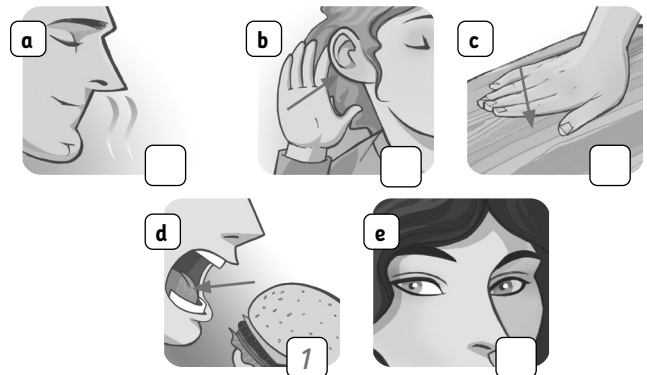
Imad: That sounds good!

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

3 Complete the sentences with the correct form of the verbs. Match.

feel look smell sound taste

- 1 How much salt did you add to the soup? It tastes really salty!
- 2 What's that sound? It _____ like thunder.
- 3 Your shoes _____ so pretty. I love the colour.
- 4 That bread _____ delicious! I really want some!
- 5 Wow! This old chair is really hard. It _____ like a rock!



4 Choose five topics from the box. Write sentences using each of the sense verbs. Then compare with your partner.

shopping centres chocolate milk
new clothes fish the beach
sand coffee old trainers



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

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

- 2 **Answer the questions. Write complete sentences.**

- What is rashoof? *It's a traditional dish from Jordan.*
- What makes rashoof thick and creamy? _____
- What meat is used in shuwa? _____
- What is shuwa usually eaten with? _____
- When do Chinese families make dumplings? _____
- When do the Chinese celebrate New Year? _____

- 3 **4.14 Listen to a report about a traditional food. Complete the notes.**



Country: ¹ *Vietnam*

Food: *Banh chung* is a sticky rice ² _____ that people eat at New Year.

Recipe:

- ³ _____ rice with meat and ⁴ _____.
- Make into ⁵ _____ square cakes.
- Wrap the cakes in ⁶ _____ leaves. ⁷ _____ the banh chung in hot water for six hours.

Other facts:

- Some people make banh chung without ⁸ _____.
- People usually eat banh chung with ⁹ _____.



- 4 **Viewing and presenting** **Work in groups. Choose a traditional festival and find answers to the questions. Then make a poster and share it with the class.**

- Why do people celebrate this festival?
- When do people celebrate it?
- What traditional food do people eat?
- Who makes the food?
- How do people make the food?



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

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

Sana: Can I help you with anything, Mum?

Mum: ¹ Yes, please, Sana. You can clear the table.

Sana: Do you want me to help cook, too?

Mum: ² _____

Sana: What's for lunch?

Mum: ³ _____

Sana: That sounds delicious. I'll boil the rice.

Mum: ⁴ _____

Sana: Shall I chop the vegetables, too?

Mum: Yes, please. ⁵ _____

Sana: What do you want me to do now?

Mum: ⁶ _____



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



1 'I have a test tomorrow.'
I'll help you study for it.

2 'The kitchen is a mess!'
 Do you _____?

3 'I didn't have lunch today.'
 Can I _____?

4 'We don't have any milk.'
 Shall I _____?

5 'I'm tidying the garage.'
 What do _____?

6 'The floor isn't very clean.'
 I'll _____.

Pronunciation

3 Listen and read. Does 'er' make the schwa sound (/ə/)? Tick (✓) or cross (x). Then practise with your partner.

- | | |
|--------------|--------------------------|
| 1 water | ☐ |
| 2 herb | ☐ |
| 3 dessert | ☐ |
| 4 dinner | ☐ |
| 5 verb | ☐ |
| 6 butter | ☐ |
| 7 pepper | ☐ |
| 8 dishwasher | ☐ |



Words in context

1 Unscramble the words and complete the sentences.

- 1 I don't have a metal tray (yart) so I can't bake bread.
- 2 Fadi always puts chocolate _____ (eacus) on ice cream.
- 3 Would you like some _____ (retubt) in your sandwich?
- 4 You'll only need one _____ (snopateo) of salt for this recipe.
- 5 We need a _____ (logriln nip) to make the dough thin.
- 6 Granny always has _____ (carne) and sugar in coffee.

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

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



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

- 1 How much grated cheese do we need to make this recipe?
We need 75 grammes of grated cheese to make this recipe.
- 2 What must we beat before we add it to the other ingredients?

- 3 Why do we need to rub the butter with our fingers?

- 4 How hot must the oven be to cook the dough?

4

Viewing and presenting



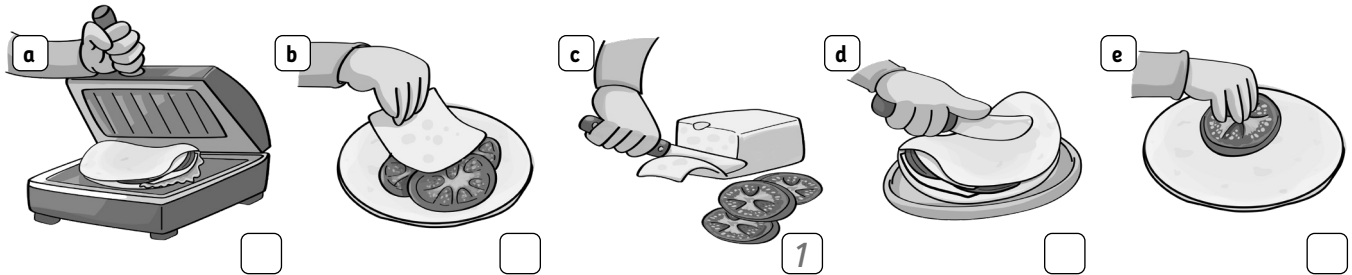
Work in groups. Choose a recipe. Discuss the questions and make notes. Share your ideas with the class.

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

Writing

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

after that finally ~~first~~ next then



Hot tomato and cheese sandwiches

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

tip Writing

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

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

Write a title for your recipe.

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

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

3 Now write your recipe.

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

Have I listed all the ingredients?

☐ Have I used cooking verbs?

Have I used abbreviations correctly?

☐ Have I written a clear sequence of instructions?



Language booster 2

1 Read and complete the sentences.

interesting recycled ~~interested~~ comfortable better casual

- 1 Hala is interested in clothes.
- 2 _____ clothes make Hala happy.
- 3 She likes plain, _____ clothes.
- 4 She thinks unusual clothes make people _____.
- 5 She tries to buy cheap or _____ clothes.
- 6 Then she changes them so they look _____.



2 Imagine you are a blogger. Answer the questions in your notebook. Use three or more words.

- | | |
|---|--|
| 1 Who or what made you interested in clothes?
_____ made me interested in clothes. | 3 Do you often buy new clothes?
_____ |
| 2 What are your favourite clothes?
My favourite clothes are _____. | 4 What are you going to wear to your family party next week?
I'm going to wear _____. |

3 Write four sentences. Use a word from each column.

My brother/sister			difficult.
Books	makes	me	happy.
My friends	make	life	better.
Homework	made	my mum/dad	interesting.
New clothes		school	fun.

- 1 My brother makes me happy.
- 2 _____
- 3 _____
- 4 _____

4 Write two more sentences about you using *make* + object + adjective.



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

1 Rola isn't ready yet. T / F

2 Maha hasn't made a cake yet. T / F

3 Rola's new dress is casual. T / F

4 Rola's jeans aren't big enough. T / F

5 Her jeans make her uncomfortable. T / F

6 Maha is wearing an old bracelet. T / F



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

dress comfortable jeans sweatshirt skirt striped plain smart tie casual top

- 3  Write a new dialogue. Use clothes words and adjectives.

A: I don't know what to wear.

B: You could wear your new _____ (adjective)
_____ (clothes).

A: That/Those _____ (clothes) is/are too _____
(adjective). It/They make/makes me _____ (adjective).

B: How about your _____ (clothes)?

A: Yes, OK. I'll wear my _____ (adjective) _____
(clothes). It's/They're _____ (adjective). What are you
wearing?

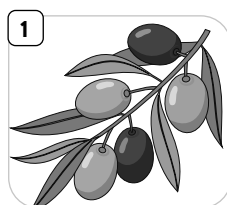
B: My _____ (adjective) _____ (clothes) and my
_____ (adjective) _____ (clothes).

Oh, and this _____ (adjective) _____
(clothes) to make it look better!

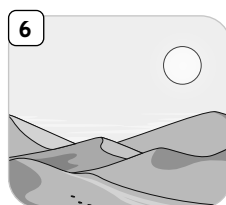
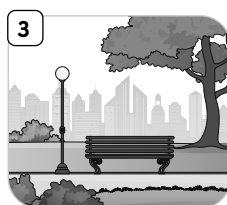
Tree Day

1 Look and write.

desert green space ~~olives~~ palm tree plant school trip



olives



2 After you read Read the text on Pupil's Book page 56 again. Circle *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.

- Tree Day in Jordan lasts for a week. T / F / DS
It lasts for one day.
- It began in 1939. T / F / DS
- It takes place on the same day all over the world. T / F / DS
- Only people in cities in Jordan plant trees. T / F / DS
- Planting a tree is the first thing people do on Tree Day. T / F / DS

3 Answer the questions. Write complete sentences.

- Which are the most popular trees to plant?
Palm trees are the most popular trees to plant.
- What kind of tree did Hanan's class plant?
- Where did Hanan's class go on Tree Day?
- What aren't there many of in Jordan?
- What can Tree Day help us understand?

4 Viewing and presenting

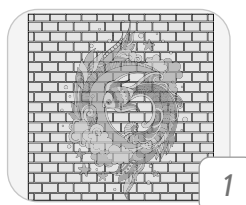


Work in groups. What activities can you do for Tree Day in school? Make a list. Share it with the class.

Belonging to My School Day

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

assembly community headteacher ~~mural~~ proud



- 1 a picture that is painted on a wall
- 2 all the people who live in a particular area
- 3 a regular meeting of all the teachers and pupils
- 4 feeling pleased about something
- 5 the person in charge of a school

mural

- 2 After you read Read the text on Pupil's Book page 57 again. Then complete the sentences.

- 1 Laith goes to school in Zarqa, which is the second largest city in Jordan.
- 2 Laith's school celebrated Belonging to My School Day in _____.
- 3 Laith had never _____ of the day before.
- 4 Pupils, teachers and _____ all took part.
- 5 It's a day when students and teachers can feel _____ of their school.
- 6 A school is a very important part of a _____.

- 3 Answer the questions. Write complete sentences.

- 1 How did the celebrations for Belonging to My School Day begin?
They began with a big assembly.
- 2 Who talked about the importance of education?

- 3 Where did the pupils go after the assembly?

- 4 What did Laith's teacher want them to create?

- 5 What did Laith's class and his teacher decide to do?

- 4 Viewing and presenting    Work in pairs. Make a poster for Belonging to My School Day. Share it with the class.

Welcome

cheerful (adjective) – happy

confident (adjective) – certain about your ability to do things well

friendly (adjective) – behaving in a kind way because you like somebody or want to help

hard-working (adjective) – doing a job well

kind (adjective) – nice and generous to others

lazy (adjective) – not wanting to work

polite (adjective) – showing respect for other people

quiet (adjective) – not making noise

responsible (adjective) – taking care of things and people

shy (adjective) – not confident

tidy (adjective) – keeping things in order and in the correct place

untidy (adjective) – not tidy

Unit 1

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

athletics (noun) – sports that include running and jumping

audiobook (noun) – a book that you listen to

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

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

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

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

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

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

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

do (verb) – to perform an action or job

draw (verb) – to make pictures with a pen or pencil

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

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

freedom (noun) – when you can make your own choices and do what you want

gardening (noun) – growing and taking care of plants

go (verb) – to travel or move somewhere

gymnastics (noun) – a sport where people do jumps and other moves to show strength and balance

heat (noun) – the quality of being hot

hobby (noun) – something you do in your free time for fun

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

ice skating (noun) – an activity or sport done on ice with special shoes

listen (verb) – to pay attention to someone or something in order to hear them

make (verb) – to create or produce something

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

Unit 2

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

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

online (adjective) – connected to the internet

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

photo (noun) – a picture a camera makes

press (verb) – to push something

printer (noun) – a machine that makes copies of documents, pictures or photos on paper

problem (noun) – a difficult situation

program (verb) – to write or create instructions for a computer

score (verb) – to get points in a game

screen (noun) – the part of a TV or computer that shows images

search (verb) – to look for something

selfie (noun) – a photo that you take of yourself, usually with a mobile phone

send (verb) – to give something to someone, by mail or electronically

smartphone (noun) – a mobile phone that is like a small computer and that connects to the internet

solve (verb) – to find an answer

speaker (noun) – the part of a computer or smartphone which the sound comes out of

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

tip (noun) – a piece of helpful advice

turn off (verb) – to move the switch on a machine so that it stops working

turn on (verb) – to move the switch on a machine so that it starts working

TV (noun) – a piece of equipment, with a screen, used for watching programmes

type (verb) – to press keys on a computer or phone to make words

upload (verb) – to send files from your device to the internet.

video (noun) – an electronic recording of images, e.g. a TV programme, that can be watched

website (noun) – pages on the internet where someone puts information

Learning Club 1

across (preposition) – from one side to the other side of something

along (preposition) – from part of a road or street to another

around (preposition) – in a circle or close to something

field game (noun) – a game with one team hitting a hard ball with a bat while the other tries to catch it

goal-scoring game (noun) – a game in which one team goes over the halfway line to score a point or a goal

halfway line (noun) – a line that divides a sports field into two parts

over (preposition) – from one side to the other side of something

past (preposition) – moving by something

racket (noun) – a piece of equipment that you use to hit a ball in sports

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

straight on (adverb) – going in a straight line without changing direction

through (preposition) – from one end or side of something to the other

Unit 3

apartment (noun) – rooms for someone to live in a building, usually on one floor

apartment building (noun) – a large structure with separate apartments

building (noun) – a structure with walls and a roof, e.g. a school or shopping centre

castle (noun) – a large, strong building built in the past for protection, or as a home for kings and queens

ceiling (noun) – the part of a room above your head

corner (noun) – the place where two walls meet

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

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

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

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

factory (noun) – a large building where many products are made or produced

floor (noun) – the part that you walk on inside a building

harbour (noun) – an area of water with strong walls near the coast; boats and ships are kept here and are safe from the sea

hospital (noun) – a place where ill or injured people go to get better

lift (noun) – a machine that carries people up and down in tall buildings

office building (noun) – a room or building where people work

palace (noun) – a large house where a king or queen lives

remember (verb) – to think about something again

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

sketch (verb) – to draw something quickly

skyscraper (noun) – a very tall building

smile (verb) – to make a happy or friendly expression with your mouth

sports centre (noun) – a building with places where you do different sports

stadium (noun) – a large outdoor area with seats for people to watch sports events

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

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

swimming pool (noun) – an area of water that people swim in

tower (noun) – a very tall, narrow building, or part of a building

wall (noun) – the side of a room or building

whisper (verb) – to speak very quietly so that other people can't hear

yell (verb) – to shout something loudly

zoom (verb) – to travel very fast

Unit 4

add (verb) – to put something with something else

bake (verb) – to cook something in an oven

bin (noun) – a container to put rubbish in

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

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

carpet (noun) – a thick material for covering floors

chop (verb) – to cut something into small pieces

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

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

cook (verb) – to prepare food

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

cut (verb) – to use a knife to divide something or remove part of something

dinner (noun) – the main meal of the day that people usually eat in the evening

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

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

empty (verb) – to remove the things from something

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

fry (verb) – to cook something in hot oil

furniture (noun) – objects such as chairs and tables that you put into a room

knife (noun) – an object you use to cut things with

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

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

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

plant (noun) – a living thing that grows in soil and has got leaves, e.g. a tree

put away (verb) – to put something in the place where you keep it

rolling pin (noun) – a kitchen tool that you roll over dough to make it thinner

rubbish (noun) – things that you throw away because you do not want them

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

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

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

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

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

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

teaspoon (noun) – a small spoon

tidy up (verb) – to make a place clean

tray (noun) – a flat object used for carrying food and drinks

vacuum (verb) – to clean with a vacuum cleaner

washing-up (noun) – the activity of washing the things you have used for cooking and eating

water (verb) – to put water on plants

Learning Club 2

casual (adjective) – relaxed and informal

cheap (adjective) – not expensive

comfortable (adjective) – making you relaxed and not in pain

expensive (adjective) – costing a lot of money

formal (adjective) – serious and not relaxed

informal (adjective) – not serious and relaxed

laces (noun) – string to tie shoes

plain (adjective) – simple and not complicated

smart (adjective) – clean and tidy

strap (noun) – a piece of material used to carry something

uncomfortable (adjective) – not comfortable

unusual (adjective) – different and not ordinary

zip (noun) – a thing for fastening clothes

Irregular verbs

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

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

Irregular verbs

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

Acknowledgements:

The publishers would like to thank teachers from schools in Madrid, Spain, Istanbul, Turkey and Ankara, Turkey for their feedback and comments during the development of the materials.

Image Credit(s):

123rf.com: Angellodeco 21, auremar 47, epantha 37, Merznatalia 19 23, Olha Solodenko 47, Sedatseven 37, Sergey Novikov 35, tan4ikk 9

Alamy Stock Photo: Barnuti Daniel 32, Catchlight Visual Services 43, Clynt Garnham 50, Cultura Creative (RF) 13, D. Hurst 21, Dimitar Todorov 21, Hero Images Inc. 13, Imago 32, Judith Collins 21, Kumar Sriskandan 32, Lubo Ivanko 32, Myrleen Pearson 42, Nataliia Prokofyeva 8, Oleksiy Maksymenko Photography 21, Panther Media GmbH 32, R.M. Nunes 16, Steve Febbraro 32, Thomas Baker 18, Trevor Mogg 32, yannick luthy 38

Ministry of Education: 13, 24, 39, 57

Pearson Education Ltd: 4, 6, 8, 9, 10, 18, 19, 28, 30, 32, 33, 42, 43, 52, 54

Shutterstock.com: Aerovista Luchtfotografie 33, Africa Studio 18 35 43, Aleksandar Todorovic 5, AlesiaKan 43, Alex Bezrukov 33, alexandre zweiger 10, Alexey Stiop 13, Ami Parikh 30, Andrew Angelov 5 8, Ann in the uk 9, AnnGaysorn 8, Anton Chernov 47, Anton_Ivanov 32, Antony McAulay 33, antos777 37, Araozt 13, ArtCreationsDesignPhoto 42, AYO Production 57, Barnuti Daniel 32, C.A. Broadribb 37, CeltStudio 18 56 57, Chekunov Aleksandr 13, Connect Images - Legacy 42, Creative_Bird 43, Cultura Creative (RF) 13, D. Hurst 21, Darryl Brooks 37, Denizo71 42, Dimitar Todorov 21, DmitriMaruta 8, Donatus Ariel Dermawan 19, Dragon Images 47, Dziewul 43, Erlo Brown 18, F01 PHOTO 18, fad82 19, FamVeld 9, Fuller Photography 13, GCapture 47, Gelpi 13 15, goir 19, Gorgev 9, Gorodenkoff 8, Ground Picture 8 18 25, Gts 23, Guas 9, HelloRF Zcool 48, Hen Rico 56, Hero Images Inc. 13, hlphoto 48, Imago 32, ImagoPhoto 57, In Green 8, Inside Creative House 56, Ipatov 9, iQoncept (c) 23, Iv_Khomich 43, Jan Willem van Hofwegen 33, JeannieR 17, jMiks 19, Judith Collins 21, Kaspars Grinvalds 19 23, KOTOIMAGES 13, Krakenimages.com 15, ktasimar 23, Kumar Sriskandan 32, Kuzsvetlaya 37, Lana Kray 32, Lapina 56, Laugesen Mateo 45, Leestudio 30, Linaxarabadze 13, Lisa F. Young 23, Littlekidmoment 11, Loboda Dmytro 37, logolord 19, Lordn 43, LSP EM 44, Lubo Ivanko 32, maicasaa 21, Maksym Dykha 19, Margarita0192 42, Marina Demeshko 42, Marko Poplasen 33, Martin M303 47, Master1305 9, matimix 30, Matyas Rehak 34, McLittle Stock 19, Mehmet Gokhan Bayhan 47, MIGUEL G. SAAVEDRA 38, MJTH 49, Mongta Studio 18, Monkey Business Images 42, Nadya Lukic 13, Nancy Pauwels 33, Nannycz 9, Nataliia Prokofyeva 8, Nenetus 13, New Africa 5 7 8 19 23, NicoElNino 23, Nurma Agung Firmansyah 43, Oleksiy Maksymenko Photography 21, Olga Altunina 37, Olga Solove 47, Olivier Le Moal 23, Omar Al-Hyari 34, OnlyZoia 8, Panther Media GmbH 32, PATCHARIN.IN 23, paul saad 33, Pavel L Photo and Video 33 37, pedphoto36pm 18, PeopleImages.com - Yuri A 5 42 43, Pete Spiro 33, PhotopankPL 33, Picamaniac 54, Pixel-Shot 14 42 52, Prostock-studio 13, QKon Studio 18, R.M. Nunes 16, Radovan 1 37, rawf8 20, Rawpixel.com 13 18, Red Fox studio 7, Rokas Tenys 23, Roman Samborskyi 7 42, S.I.A 21, Sandrexim 37, SB Arts Media 7, Sebastian Studio 47, Serge Ka 47, Sergey Novikov 7 9, SeventyFour 47, ShutterPulse 19, silky 1, sirtravelalot 18, Sirtravelalot 54, Somkid Saowaros 9, Sportoakimirka 8, Syda Productions 43, T.TATSU 11, theLIMES 43, Thomas Baker 18, Venn-Photo 8, vesnakostic 9, Victoria 1 44, Virojt Changyen Cham 18, Vivida Photo PC 45, Vojtech Hlavicka 32, wavebreakmedia 5 42, withGod 33, Wpaddington 10, Yalcin Sonat 20, YanLev Alexey Sizov 14, Zaid Ahmed Sarhan 5, Zamrznuti tonovi 11, Zhangyang 37, zsolt_uveges 30, Zurijeta 15 43

Illustrated by José Rubio, Juan Fender, Miguel Calero, Pablo Torrecilla, Oscar Herrero, Pep Brocal, Christos Skaltsas (Hyphen) and Zacharias Papadopoulos (Hyphen)

Cover Image:

Pearson Education Ltd: Antonio Marcos Díaz; **Shutterstock.com:** Here, Studio Romantic