



# Jordan TEAM Together Grade 4 Semester 1



Pupil's Book with Digital Resources

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# Jordan TEAM Together Grade 4 Semester 1



Pupil's Book with Digital Resources

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# Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening
<p><b>W</b> New neighbours</p>	Talking about hobbies, where people are from and their nationality, and learning the numbers 1-100	<p><b>Countries:</b> <i>Egypt, Jordan, Qatar, Spain, the United Kingdom, the United Arab Emirates</i></p> <p><b>Nationalities:</b> <i>British, Egyptian, Emirati, Jordanian, Qatari, Spanish</i></p> <p><b>Hobbies:</b> <i>canoeing, going shopping, playing basketball/football/table tennis/tennis, reading, swimming</i></p> <p><b>Numbers:</b> 1-100</p>	<p><b>Revision of to be and like:</b> <i>I like/He likes swimming. Where are you from? I'm from (Jordan). I'm (Jordanian).</i></p>	Understanding key information when people introduce themselves (e.g. name, age and origin)
<p><b>1</b> New school</p>	Talking about school subjects, people and places in a school	<p><b>School subjects:</b> <i>Arabic, Art, English, Digital Skills, Maths, PE, Science, Social Studies</i></p> <p><b>People and places in school:</b> <i>headteacher, school nurse, science lab</i></p> <p><b>Adverbs of frequency:</b> <i>always, never, often, sometimes</i></p> <p><b>Adverbial phrases:</b> <i>at the weekend, every day, once a week, twice a week, three times a week</i></p>	<p><b>Present simple with dates and times:</b> <i>We have Maths on Tuesdays at 11 o'clock.</i></p> <p>Present simple with adverbs of frequency: <i>She plays tennis twice a week.</i></p>	Recognising basic time words (e.g. days, months) in simple phrases or sentences; recognising familiar words and phrases in short, simple songs or chants; identifying specific information in short, simple dialogues
<p><b>2</b> Picnic time!</p>	Talking about food	<p><b>Food:</b> <i>cereal, cupcakes, fruit, noodles, olives, salad, sandwiches, vegetables</i></p> <p><b>Drink:</b> <i>coffee, lemonade, milkshake, tea</i></p> <p><b>Containers:</b> <i>a bag of, a bottle of, a bowl of, a box of, a can of, a cup of, a glass of, a plate of</i></p>	<p><b>There is/There are with countable and uncountable nouns:</b> <i>There's a lot of salad and a little lemonade. There aren't any cupcakes. Are there any apples? Yes, there are. /No, there aren't.</i></p>	Recognising and understanding topic words and phrases; identifying objects from spoken descriptions; understanding details in conversations; understanding simple expressions about likes and dislikes
<p><b>3</b> Along the river</p>	Talking about landscapes	<p><b>Landscapes:</b> <i>city, forest, hill, island, lake, mountain, river, town, waterfall</i></p> <p><b>Adjectives:</b> <i>beautiful, boring, colourful, dangerous, deep, delicious, difficult, exciting, high, interesting, wide</i></p>	<p><b>Comparatives and superlatives: short adjectives</b> <i>A mountain is higher than a hill. This is the deepest lake in the UK.</i></p> <p><b>Comparatives and superlatives: long adjectives</b> <i>Swimming is more exciting than walking. Amman is the most exciting city in the world.</i></p>	Describing words; following the sequence of events; understanding comparisons; recognising nouns and adjectives, words and phrases; understanding simple directions; following the sequence of events in a simple story
<p><b>4</b> All about jobs</p>	Talking about jobs and rules	<p><b>Jobs:</b> <i>bus driver, carpenter, chef, doctor, farmer, firefighter, mechanic, police officer, scientist, teacher, vet, waiter/waitress</i></p> <p><b>Rules:</b> <i>arrive on time, be late, be quiet in class, break the rules, drop litter, follow the rules, put litter in the bin, shout in class</i></p>	<p><b>Present continuous</b> <i>He's cooking./They aren't playing a game. Are you wearing a green jacket? must/mustn't You must be quiet in class.</i></p>	Recognising words; identifying people; recognising words and phrases in songs or chants; identifying a caller's name and phone number; understanding information about jobs; identifying key information in dialogues

	Speaking	Reading	Writing	Phonics	Project	Viewing and presenting	Functions
	Talking about furniture and rooms using simple language; acting out parts of a picture story using simple actions and words	Following simple dialogues in short, illustrated stories; identifying key information in a simple story				Writing and presenting riddles to the class	
	Asking and answering simple questions to express basic likes and dislikes about school subjects; saying single words and talking about school subjects using simple language; predicting what will happen next in a simple story or play; retelling a familiar story; acting out parts of a picture story using simple actions and words; answering simple questions about times and events and daily activities, habits or routines; singing a song from memory; talking about a familiar place and making arrangements to meet or do something; saying tongue-twisters	Following simple dialogues and sequence of events in short, illustrated stories; understanding information in a school timetable; getting the gist of short, simple texts on familiar topics; extracting specific information; identifying key information; understanding likes and main themes of a simplified story	Writing simple sentences about their likes or dislikes; writing about your favourite lesson or after-school activity	/s/ /z/ /iz/ likes, makes, reads, goes, brushes, watches	Making a poster about your perfect school.	Retelling the story	<b>Making arrangements</b> <i>Do you want to play football tomorrow morning?</i>
	Naming everyday objects, animals and people; reading words aloud; asking questions in guessing games; talking about things in pictures; acting out parts of a picture story; answering simple questions; expressing likes and giving reasons; ordering food and drink; saying simple tongue twisters; giving simple instructions	Recognising single words; following short, illustrated stories; identifying specific information; understanding basic sentences and dialogues; recognising single words and phrases; extracting factual details; predicting what a text is about; following simple recipes; scanning a simple text to find specific information	Writing simple sentences; writing instructions; writing a recipe	/i:/ key, seat, tea, feet, dirty, see, happy, family	Making a poster about special foods from Jordan.	Designing an alternative symbol for the Discovery Team	<b>Shopping for food</b> <i>Can I help you? Can I have (six apples), please? Here you are! Anything else? No, that's it, thanks! That's (five dinars), please.</i>
	Naming everyday objects; reading aloud single words; asking questions to find the answer; naming items of clothing; predicting what will happen next; acting out parts of a picture story; making comparisons between people or things; talking about a place; giving reasons to explain preferences; asking for directions; saying tongue twisters	Recognising single words; understanding sentences; following simple dialogues; identifying information in a story; recognising nouns and adjectives; understanding descriptions; extracting information; predicting what a text is about; following simple stories; scanning a simple text to find specific information	Writing simple sentences; using capital letters; writing a fact file about your region	/a:/ prize, bike, ride, bedtime, light, goodnight	Making a leaflet about a national park in Jordan.	Thinking of ideas for making things with rubbish	<b>Asking the way</b> <i>Excuse me, can you tell me the way to (the park), please? Turn right (at the supermarket). Turn left (at the hospital). Go straight ahead. Go across the road. It's on the (left).</i>
	Reading aloud single words; asking questions in guessing games; acting out a picture story; saying what people are doing; singing a song from memory; talking about jobs; acting out a short dialogue or role play; saying simple tongue twisters; talking about plans for the near future	Recognising words and sentences; following simple dialogues in illustrated stories; identifying key information; making basic inferences; getting the gist of texts; understanding details in dialogues; predicting what a text is about; understanding basic phrases; extracting specific information	Writing a job survey	/e:/ snail, painting, rain, playing, hay, snake, cake	Making a job book.	Acting out the story	<b>Calling the emergency services</b> <i>What service do you need? I need an ambulance/ the police/the fire brigade, please. What's your address/phone number? My address is... My phone number is... What's the emergency? He's got a broken leg.</i>



# Welcome

# New neighbours



**Countries:** Egypt, Jordan, Qatar, Spain, the United Kingdom, the United Arab Emirates

**Nationalities:** British, Egyptian, Emirati, Jordanian, Qatari, Spanish

**Hobbies:** canoeing, going shopping, playing basketball/football/table tennis/tennis, reading, swimming

**Numbers:** 1-100

## 1 Listen and read.

1



2

Great! I like football!  
But I don't like tennis.

He likes swimming, too!  
Is that his canoe?  
Maybe he likes canoeing.

3

Yes, we are! I'm  
Katy, and this is my  
sister, Millie.

Hi! I'm Hamed!  
Are you my new  
neighbours?

4

I'm eight and Katy's  
nine. How old are you?

I'm nine.

5

Where are  
you from?

I'm from Aqaba.  
I'm Jordanian!

Welcome to  
Amman, Hamed!



What pieces of furniture can you see?  
Which room do they belong in?

4

four

2 Read and circle *True* or *False*.

- |                                |              |
|--------------------------------|--------------|
| 1 Katy and Millie are sisters. | True / False |
| 2 Hamed lives next door.       | True / False |
| 3 Katy doesn't like football.  | True / False |
| 4 Katy likes tennis.           | True / False |
| 5 Millie is nine.              | True / False |
| 6 Hamed is Jordanian.          | True / False |

3  Act out the story.

4  Listen, point and repeat.



5  Listen and number.



6  Choose a picture. Then ask and answer.

Where's she from?  
 She's from the United Kingdom.  
 She's British.



1 Look at the picture on page 4 again. What does Hamed like doing? Tick (✓).

1  canoeing <input type="checkbox"/>	2  reading <input type="checkbox"/>	3  playing table tennis <input type="checkbox"/>	4  playing football <input type="checkbox"/>
5  going shopping with his dad <input type="checkbox"/>	6  playing tennis <input type="checkbox"/>	7  playing basketball <input type="checkbox"/>	8  swimming <input type="checkbox"/>

2 Listen. What doesn't Hamed like doing?



3 Look at Millie and Katy's room. What do they like? Look at the table and tick (✓).

Katy's room = room of Katy



	Katy	Millie
1 animals	✓	✓
2 arts and crafts		
3 playing football		
4 building machines		
5 reading		
6 playing video games		
7 swimming		

4 Tell your partner. What do you like doing? What don't you like doing?

I like ...
Me, too!  
I don't like ...



1 Look at page 4. Can you find any numbers in the picture?

2 Listen, point and repeat.

<b>10</b> ten	<b>20</b> twenty	<b>30</b> thirty	<b>40</b> forty
<b>50</b> fifty	<b>60</b> sixty	<b>70</b> seventy	<b>80</b> eighty
<b>90</b> ninety	<b>100</b> one hundred		

<b>21</b> twenty-one	<b>22</b> twenty-two	<b>23</b> twenty-three	
<b>24</b> twenty-four	<b>25</b> twenty-five	<b>26</b> twenty-six	
<b>27</b> twenty-seven	<b>28</b> twenty-eight	<b>29</b> twenty-nine	

3 Listen and chant.



**4**  
Let's count from one to ten!  
One, two, three, four, five, six, seven, eight, nine, ten!

**15**  
Let's count from eleven to twenty!  
Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty!

**20** **8** **70** **26**  
Let's count in tens!  
Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred!

Let's count from twenty to thirty!  
Twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty!

**12** **17** **29** **28**

4 Listen and write the number.

**+** plus    **-** minus    **=** equals

What number is it?  
Thirty plus five minus seven equals ...



- 1 twenty-eight
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

5 **Viewing and presenting** Write three more riddles for your partner.  
**Ask and answer.**

# 1

## New school

**School subjects:** Arabic, Art, Digital Skills, English, Maths, PE, Science, Social Studies

**People and places in school:** headteacher, school nurse, science lab

**Adverbs of frequency:** always, never, often, sometimes

**Adverbial phrases:** at the weekend, every day, once a week, twice a week, three times a week

- 1  How many lessons can you see?  
How many school words do you know?

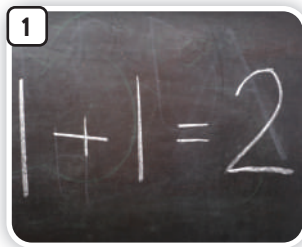


What doesn't belong in the picture?  
How many hobbies can you find?





2 Listen, point and repeat.



Maths



Science



Arabic



English



Social Studies



PE



school nurse



Art



reading



science lab



headteacher



Digital Skills

3 Look for the words from Activity 2 in the picture on page 8. Write the missing words.

4 Sort the words from Activity 2. What other words can you think of? Add them to the table.

School subjects	People	Places
Maths		

5 Ask two partners. Write a sentence about each partner.

What subjects do you like?  
What's your favourite subject?

Laila likes Maths and Digital Skills.  
Her favourite subject is English.

I like Maths and Digital Skills, but English is my favourite subject.



1 **Before you read** How many school words can you find in the story?

2 **Listen and read.**



**1** **First day at a new school!**

It's great that you're starting a new school!

Yes, it is. But I'm really nervous!

Don't worry. Jamal is in your class, so he can show you around. Go to the school office first. Lessons start in 10 minutes.

See you later!

**2** This is the school office. We can always come here if we need help. Everyone is really nice.

**3** That's the science lab. We have Science at 10 o'clock on Mondays and Wednesdays. Science is my favourite subject!

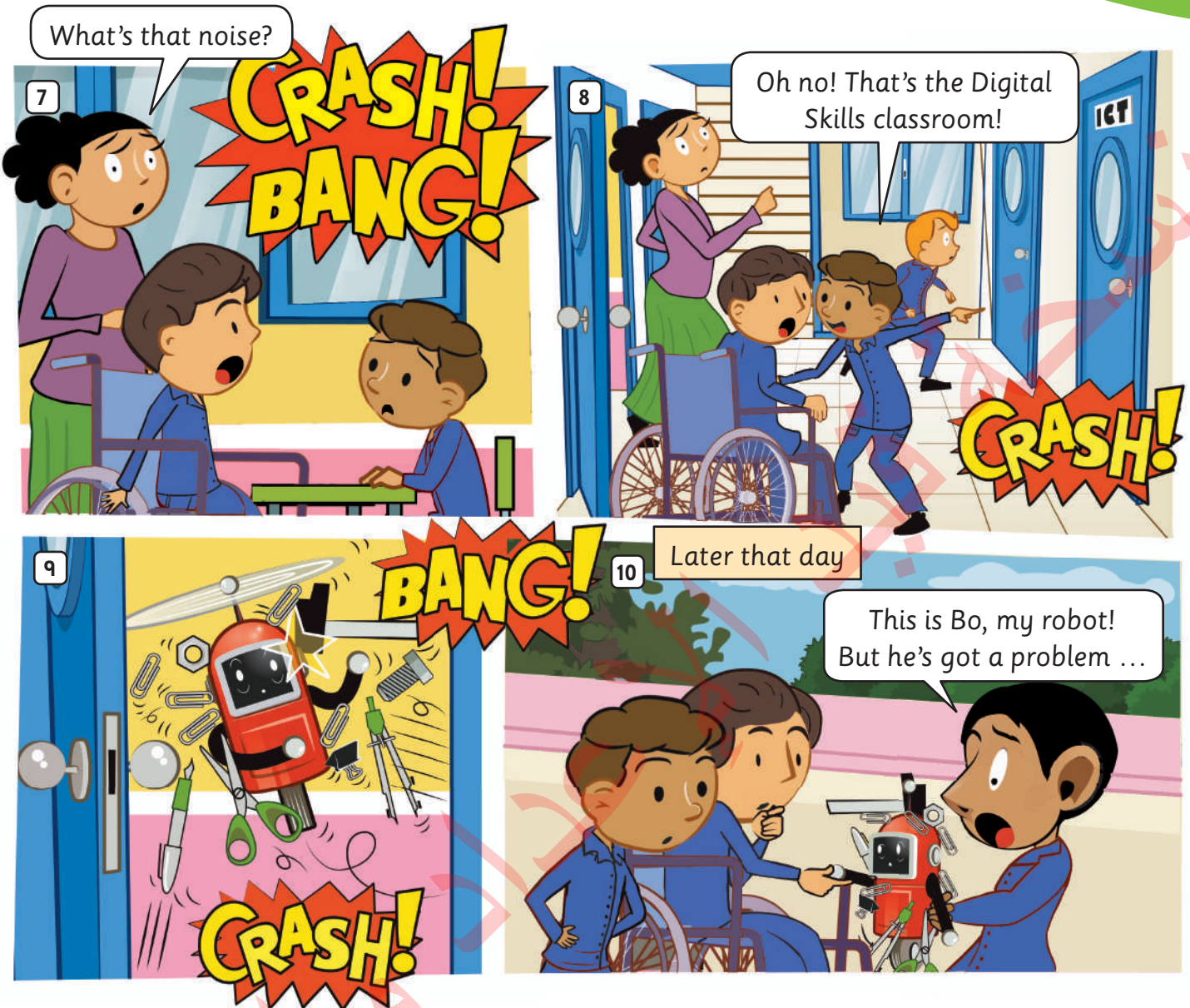
**4** This is our headteacher, Mr Ahmed.

Welcome to your new school, Hamed!

**5** That's the Art room. We have Art there once a week. It's great.

**6** Everybody, this is Hamed. He's from Aqaba and it's his first day today at Amman Primary School.





3 What's the problem with Bo? Go to page 55 to find out.

4 **After you read** Number the sentences in the correct order.

- |                                 |                                     |                                |                          |
|---------------------------------|-------------------------------------|--------------------------------|--------------------------|
| a There's a loud noise.         | <input type="checkbox"/>            | b Hamed meets his new class.   | <input type="checkbox"/> |
| c Jamal shows Hamed the school. | <input type="checkbox"/>            | d Everyone meets Bo.           | <input type="checkbox"/> |
| e Hamed arrives at school.      | <input checked="" type="checkbox"/> | f Hamed meets the headteacher. | <input type="checkbox"/> |

5 **Viewing and presenting** Look at Activity 4 again and retell the story.

The children arrive at school. Then ...

6 Act out the story.

1  Look back! Tick (✓) the sentence in this picture.

- 1 We have Art there once a week.
- 2 That's the Digital Skills classroom!
- 3 That is the school office.



2  Listen and repeat.

I have Science at 11 o'clock.  
 Amani doesn't have PE on Wednesdays.  
 When do we have Maths?  
 We have Maths on Tuesdays at 11 o'clock.



3 Read Hamed's timetable and circle.

Monday	
8-9	Maths
9-9.30	Science
9.30-10.30	break
10.30-11.30	Art
11.30-12.30	PE
12.30-1	break
1-2	English
4.30	swimming lesson

- 1 What time does Hamed have Maths on Mondays?  
 He has Maths at 11 o'clock / 8 o'clock.
- 2 What does he do at half past twelve?  
 He goes home / has a break.
- 3 What does he do at half past four on Mondays?  
 He goes home / swimming.

4 Think of two more questions about the timetable. Then ask and answer with your partner.

When does she have ...?

5  Answer the questions.



- 1 When do you have Science?
- 2 When do you have Art?
- 3 What do you do after school on Mondays?
- 4 What do you do after school on Thursdays?



What do you do after school on Mondays?



I have a tennis lesson. What about you?

6  Pupil A: Activity Book, page 43.  Pupil B: Activity Book, page 45.





1 Listen, point and repeat.

always	✓✓✓✓✓✓✓✓	Su	M	T	W	Th	F	S
often	✓✓✓✓✓	✓	✓	✓	✓	✓	✓	✓
sometimes	✓✓✓				✓			✓
never	✗						✓	✓

every day

twice a week

at the weekend

✓						

once a week

✓		✓		✓		✓

three times a week

2 Listen and sing.



Rory is so busy! Rory is so busy!  
I want to play with Rory  
But he's always so busy!



He plays tennis twice a week.  
He plays basketball every day.  
He goes swimming three times a week  
And he never comes out to play!

I do my homework every day.  
I play football twice a week.  
I have time to play with Rory.  
But he's always so busy!

Rory is so busy ...

Rory is so busy ...

3 Listen and repeat.

I do my homework every day.

Rory plays tennis twice a week.

She is always busy.  
She always eats fish for lunch.



4 In pairs, ask and answer.

- 1 What do you do every day?
- 2 What do you do twice a week?
- 3 What do you never do?
- 4 What do you often do?
- 5 What do you always do?

I do my homework every day.

5 Write a list of fun activities. Then ask and answer.

What do you do every day?

I play golf every day!

Every day: play golf  
Three times a week: go rollerskating  
Twice a week: play water polo



# Schools in the UK

This is a primary school in the UK. The building is old.



The school day in the UK usually starts at 9 o'clock and finishes at about 3 o'clock.



Most British children wear school uniforms. At this school, the uniform is a red jumper, a white shirt and a grey skirt or trousers.

British children use book bags. Every day they take books home in their book bags. They read the books after school.

Some schools have an outdoor lesson once a week. This lesson is called Forest School. These children are building with sticks in their Forest School lesson.



## Fun fact

At some schools, children sleep at school on weekdays, and go home at the weekend or only for holidays! This is called a boarding school.



1 **Before you read** How is a British school different from your school?

2 **1.9 Listen and read.**



3 **After you read**  
 >> Activity Book, page 10.

4 **What's different from your school? Find three things. Then tell your partner.**

In British schools they finish at 3 o'clock. In my school ...

## Project

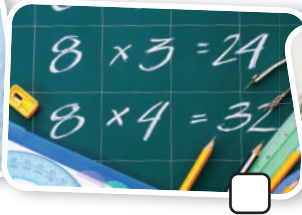
**Viewing and presenting** Make a poster about your perfect school.

- In groups, choose a name for your school.
- Write about your school:
  - Is the school building old or modern?
  - What time does the school day start and finish?
  - Do you wear a uniform?
  - Have you got a book bag?
- Draw and share your perfect school.
- Present your poster to the class.





1 Which isn't a school subject? Put a cross (X).



2 Listen. Where do the boys arrange to meet?



3 Listen, read and check.



Hi, Adnan! Do you want to play football tomorrow morning?

Hi, Faisal! Sorry, I can't. I go swimming on Saturday mornings. What about in the afternoon?

Sorry, I'm not free. I always visit my aunt on Saturday afternoons.

When are you back home?

At four o'clock.

Do you want to play after that?

Yes! Let's meet at half past four in the park.

See you then!

Say it!

Do you want to play football tomorrow morning?  
Sorry, I can't. / I'm not free.  
What about in the afternoon?  
Let's meet at four in the park.

4 In pairs, plan your weekend.

Do you want to go to the park on Saturday?

I can't ...



Pronunciation

5 Listen and say the tongue twister.

He likes to eat so he makes some bread.

Yum, yum!

She reads her book and she goes to sleep.

Goodnight, goodnight!

He brushes his teeth while he watches the water.

Spish, splash!



Reading

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

2 **1.15** Listen and read. Were you right?



Heba's **Diary**

Saturday 9<sup>th</sup> October

I'm so excited! Tomorrow is my first day in Grade 4 at my new school. I am changing schools because my dad's got a job in this town. I don't know anyone at my new school. I'm a bit nervous. Mum says 'Don't worry!', but that's impossible! I miss my old friends.

3 **1.16** Listen and read the rest of the text.



Sunday 10<sup>th</sup> October

**Morning** It's early; Mum and Dad are still in bed. I'm awake early today because I'm so excited. School starts at 8 o'clock. I can walk to school from our new house. I've got my uniform ready and it's on the bed. I've got my water bottle and my bag. I've got my pencil case. I think I've got everything. But I'm a bit nervous!

**Afternoon** I'm home! The children are friendly and I've got a new friend, Rana. She's kind and she helps me a lot. My teacher, Miss Fatima, is kind, too. And there is a great Art room! I love drawing and Art is my favourite subject. I'm excited about the Art lessons at this new school.

Monday 11<sup>th</sup> October

The Art lesson was great today! The teacher, Miss Lubna, is really nice. She says I draw very well! And guess what? My picture is on the wall of the Art room! Hooray! I'm so happy! I think this school is going to be great for me.



4 **After you read** Which sentence best describes the text? Tick (✓).

- 1 Heba is nervous about starting her new school. She doesn't enjoy her first day.
- 2 Heba is a bit nervous about starting her new school, but she makes friends and enjoys her first Art lesson.
- 3 Heba is happy about her new school, but she doesn't like her Art lesson.



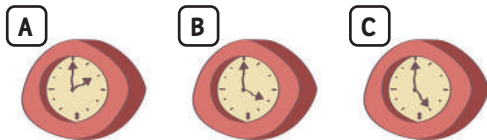
**Listening**

**1** **Look at the pictures. Listen and choose the correct picture.**

1 What is Tareq doing after school today?



2 What time is Samia's violin lesson?



**Speaking**

**2 Ask and answer about what you do after school.**

What do you do after school?

On Wednesday, I go swimming.  
On Thursday, I play football.  
How about you?

I play with my friends ...

**Writing**

**3 Read the text. What is Khaled's favourite lesson? Tick (✓).**

- 1 his Maths lesson
- 2 his Science lesson
- 3 his Art lesson

*My favourite lesson*

By Khaled

My favourite lesson is Science. I like it because we do experiments in our lessons, and we read about discoveries.

I also like my Maths lessons because I like learning about numbers.

**tip** Writing

Make sure you use a capital letter at the start of each sentence. Use a capital letter for the subject names, too.

**4 Write about your favourite lesson.**

**1 Plan**

- What's your favourite lesson?
- Why do you like it?
- What other lesson do you like?
- Why do you like it?

**2 Write**

My favourite lesson I also like ...  
is ... I like it because ...  
I like it because ...

**3 Check your work**

- A capital letter at the start of each sentence?
- A full stop at the end of each sentence?
- Correct spelling?
- Clear handwriting?




# 2

## Picnic time!

**Food:** cereal, cupcakes, fruit, noodles, olives, salad, sandwiches, vegetables

**Drink:** coffee, lemonade, milkshake, tea

**Containers:** a bag of, a bottle of, a bowl of, a box of, a can of, a cup of, a glass of, a plate of

1  How many food and drink words do you know?



What doesn't belong in the picture?

Find the flag. Say the country and the nationality.

How many children are playing football? How many are riding bikes?







1 Before you read How many savoury foods can you see? Are there any sweet foods?

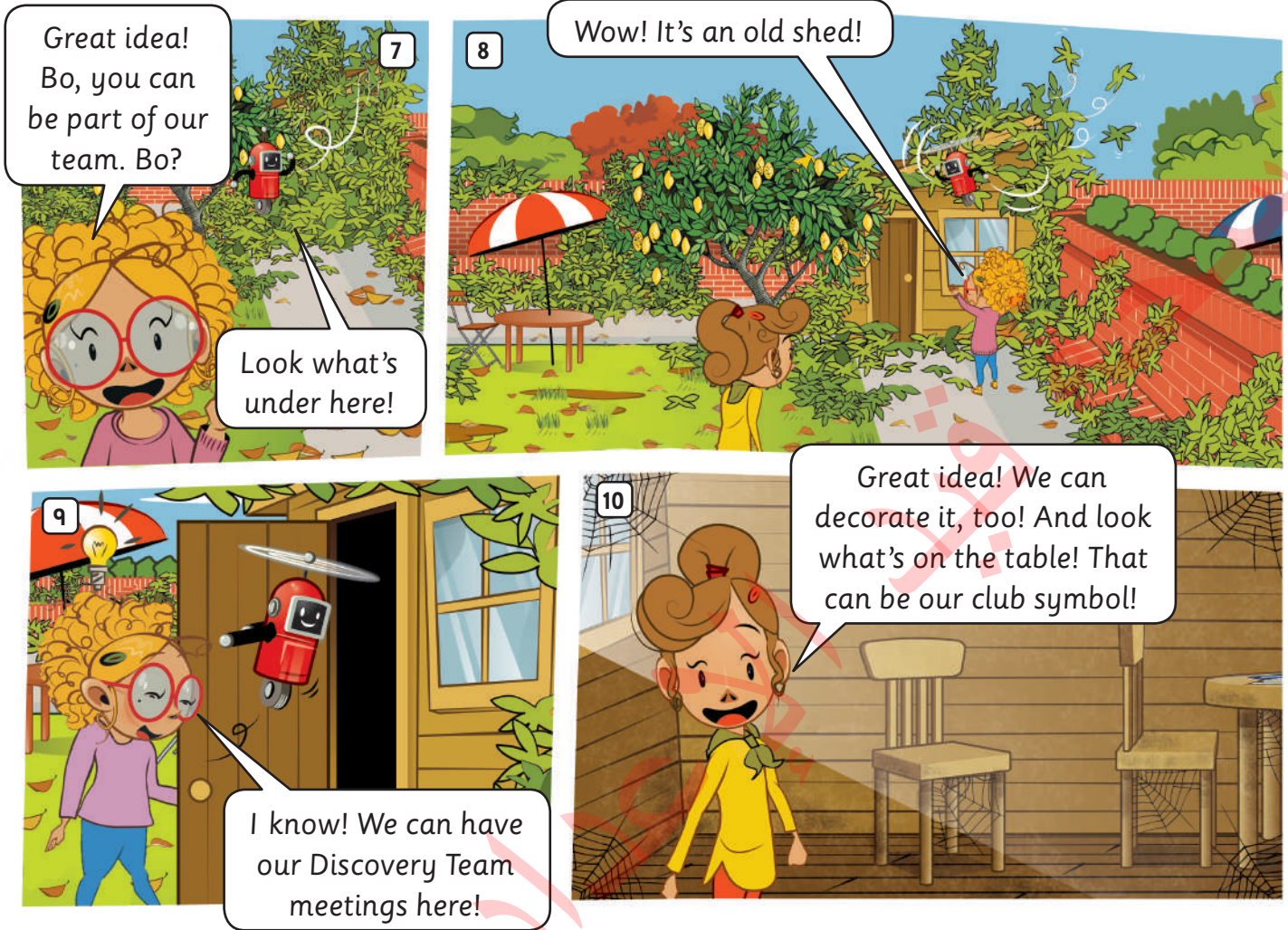


2 Listen and read.



Yes, there are! Wow, Bo learns a lot of new things every day!





3 **What's the best symbol for the Discovery Team?**  
Go to page 55 to find out.

4 **After you read** Read and circle *True* or *False*. Then say why.

- |   |              |
|---|--------------|
| 1 Millie wants to make sandwiches.              | True / False |
| 2 There's some bread in the kitchen.            | True / False |
| 3 Bo puts coffee on noodles.                    | True / False |
| 4 They form a team with Bo.                     | True / False |
| 5 Bo finds an animal at the back of the garden. | True / False |

Number 1.  
False

5 **Act out the story.**

6 **Viewing and presenting** **In groups, design an alternative symbol for the Discovery Team.**

1  Look back! Tick (✓) the sentence in this picture.

- 1 Let's have a picnic, too!
- 2 Noodles and lemonade! Yum!
- 3 There's some cheese.



2  Listen and repeat.



There are a lot of noodles, some olives and a few sandwiches.

There is a lot of salad, some coffee and a little lemonade.

There aren't any cupcakes.

There isn't any bread.

3  Listen and number.



4 Look at the picture. Write the missing words.



- 1 There's some bread.
- 2 There are \_\_\_\_\_ cupcakes.
- 3 There isn't \_\_\_\_\_ salad.
- 4 There \_\_\_\_\_ tea.
- 5 There \_\_\_\_\_ vegetables.
- 6 There \_\_\_\_\_ grapes.

5  Find more things in the picture. Tell your partner.

There are a lot of noodles.







1 Listen, point and repeat.



a can of lemonade



a bottle of water



a bowl of soup



a cup of coffee



a glass of milk



a plate of sandwiches



a box of cereal



a bag of fruit

2 Listen and sing.



There's a picnic in the park!  
But there aren't any cups!  
Let's go quickly to the shop!  
Hurry up, hurry up!



Are there any plates of sandwiches?  
Yes, there are, all lined up!  
Are there any bottles of water?  
Yes, but there aren't any cups!

Is there a lot of fruit?  
And is there a lot of lemonade?  
Yes, there is, oh yes, there is,  
But we need cups too, you see!

There's a picnic in the park! ...

There's a picnic in the park! ...

3 Listen and repeat.



Are there any apples?	There are a lot of apples. / There's a bag of apples.
	Yes, there are. / No, there aren't.
Is there any coffee?	There's some coffee. / There are two cups of coffee.
	Yes, there is. / No, there isn't.

4 Imagine you're having a picnic in the park. What's in your basket?

There are two cans of lemonade ...

5 Pupil A: Activity Book, page 43. Pupil B: Activity Book, page 45.

# Food around the world

There's a lot of great food around the world! Let's take a look at some special dishes!

This is mansaf. It's from Jordan. It's meat with yoghurt and rice. It's delicious! You use a **spoon** for the yoghurt and eat the mansaf with your hands!



This is sushi. It's a very popular meal in Japan. Sushi is rice with fish or vegetables. But the fish isn't cooked – it's raw! Japanese people eat sushi with **chopsticks**. Can you eat with chopsticks?



A popular drink in Asia is bubble tea. They make this sweet tea with milk or fruit. There are jelly balls in it, too. You drink it with a **straw**.



In Jordan, lots of people love karabeej halab. It's like a donut with sugar syrup. Mmm ... delicious!



## Fun fact

Did you know that you can eat mushabbak flavoured with lemon or orange?



1 **Before you read** Do you know any interesting food from around the world?

2 **2.11** Listen and read.



3 **After you read**  
Activity Book, page 18.

4 **Put the foods in order.**  
1 = I really want to try this.  
4 = I really don't want to try this! Then tell your partner.

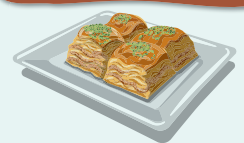
I really want to try bubble tea!

## Project

**Viewing and presenting** Make a poster about special foods from Jordan.

- In groups, talk about special foods. Then choose one from your country.
- Write about your food:
  - What's it called?
  - What's in it?
  - When do you eat it?

### Baklava



This is baklava, made from pastry with nuts and syrup. It is delicious! You eat it after a meal ...



- 1  Look at the picture of Omar in Activity 3 and write. How many fruits does he have? Which do you like?

---



---

- 2  Listen and write. What does Omar buy?

---

- 3  Listen, read and check.



Hi! Can I help you?

Hello. Can I have six apples, please?

Sure. Anything else?

Can I have four oranges and some grapes, please?

Here you are! Anything else?

No, that's it, thanks!

Right ... that's five dinars, please.

Here you are.



Say it!

Can I help you?  
 Can I have six apples / some grapes, please?  
 Here you are! Anything else?  
 No, that's it, thanks!  
 That's five dinars, please.

- 4  In pairs, buy some food at the market.

Can I have three lemons, please?

Sure. Anything else?

Yes. Can I have ...

Pronunciation

- 5  Listen and say the tongue twister.

Open, the door, turn the **key**  
 Let's have a **seat** and a cup of **tea**!  
 Wait! Your **feet** are dirty, can't you **see**?  
 That's better – now relax!  
 We're a happy **family**.



Reading

1 **Before you read** Look at the title and the pictures. Which words do you think are in the text? Circle.

cook run eat food cat savoury bed sweet

2 **2.16** Listen and read. Were you right?



# Let's cook!

Dalia Alhattab is 10 years old. She's the winner of the TV show Kids Cook! Dalia lives in Amman with her mum, dad and two brothers.

Hi, everyone! I'd like to tell you all about my favourite food! My favourite food is moutabel. It's aubergine. Does that sound boring? It isn't, I promise! It's savoury and delicious and very easy to make.

## Moutabel

**Time:** 10 minutes **For:** 4 people

### Ingredients:

- Aubergine • Yoghurt • Garlic • Tahini
- Lemon juice • Salt • Olive oil
- First, you roast the aubergine.
- Then, you put yoghurt, garlic, tahini, a little lemon juice, salt and olive oil into a bowl. Then, you mix it together with the aubergine.
- Then, you get some warm bread.
- Last, you eat the moutabel with the bread. Yum!



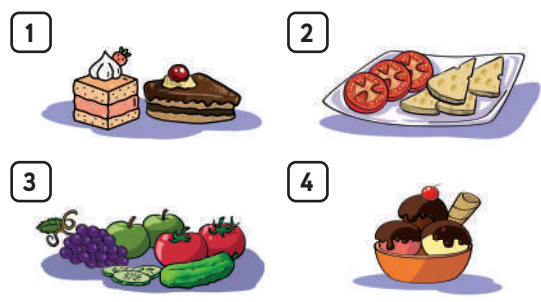
3 **After you read** Answer the questions.

- 1 What is special about Dalia? \_\_\_\_\_
- 2 How many people does Dalia live with? \_\_\_\_\_
- 3 What is Dalia's favourite food? \_\_\_\_\_
- 4 How long does it take to make it? \_\_\_\_\_
- 5 How much lemon juice do you need? \_\_\_\_\_



**Listening**

1 2.17 Look at the pictures and match. What does each child like?



**Speaking**

2 Ask and answer about your favourite recipe.



**Writing**

3 Read and circle. Which ingredient is not in the recipe?

water / tea / meat

**My favourite recipe!**

**Mansaf**

- Ingredients: rice, meat, yoghurt, almonds
- Time: a few hours
- For: 4 people



- First, you put the meat in hot water and cook it slowly for a few hours.
- Then, you mix the yoghurt with herbs and spices to make the sauce.
- After that, you make the rice and mix in the meat and sauce.
- Last, you put the almonds on top. Yum!

**tip** Writing

When you explain how to do something, use these words: *first, then, after that and last.*

4 Write a recipe.

**1 Plan**

- What's the name of your food?
- What ingredients do you need?
- How long does it take to make it?
- How many people is it for?
- How do you make it?

**2 Write**

First, you ...  
Then, you ...  
After that, you ...  
Last, you ...

**3 Check your work**

- List of ingredients?
- Correct spelling?
- Clear handwriting?



# 3

## Along the river

**Landscapes:** city, forest, hill, island, lake, mountain, river, town, waterfall

**Adjectives:** beautiful, boring, colourful, dangerous, deep, delicious, difficult, exciting, high, interesting, wide

- 1  How many landscape words do you know?

The Great Clean-up!

TOMORROW!

SCHOOL TRIP TO THE DESERT



What doesn't belong in the picture?  
What food and drink can you see in the picture?  
Can you see something wet?





2 Listen, point and repeat.

river	mountain	lake	waterfall	city	town
forest	hill	island	wide	deep	high

3 Look for the words from Activity 2 in the picture on page 28. Write the missing word.

Number 1. City.

4 Read the definitions and write the word. Then say.

- 1 It's got a lot of buildings and a lot of people. It's very big. \_\_\_\_\_
- 2 It's got water. It's wide. It isn't a river. It isn't a waterfall. \_\_\_\_\_
- 3 It's hard. It's very high. \_\_\_\_\_
- 4 It's got water all around it. \_\_\_\_\_
- 5 It's got a lot of trees. \_\_\_\_\_

5 Make a new definition for your partner.

6 Play a guessing game.

--	--	--

Is there an island?

Yes, there is.

Is there a high mountain?

No, there isn't.

Picture 1!



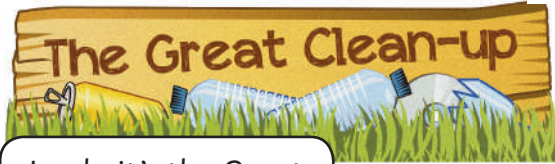
Yes!





1 **Before you read** Find one thing you wear on your hands and one you wear on your feet.

2 **3.2 Listen and read.**



Look, it's the Great Clean-up tomorrow!

1



What's that?

Well, there's a lot of rubbish in the forest and by the river. So ... we go there and clean it up!



2

The next day ...

Wow, this forest is beautiful! But look at the river! It's so dirty!

Yes ... Come on!



3

OK, first, put the gloves on and pick up the rubbish. Put wood and cans in the biggest bags.



4

This is more difficult than flying!

It's OK, Bo! You don't need gloves!

Hey, Bo! Can you help me with this?

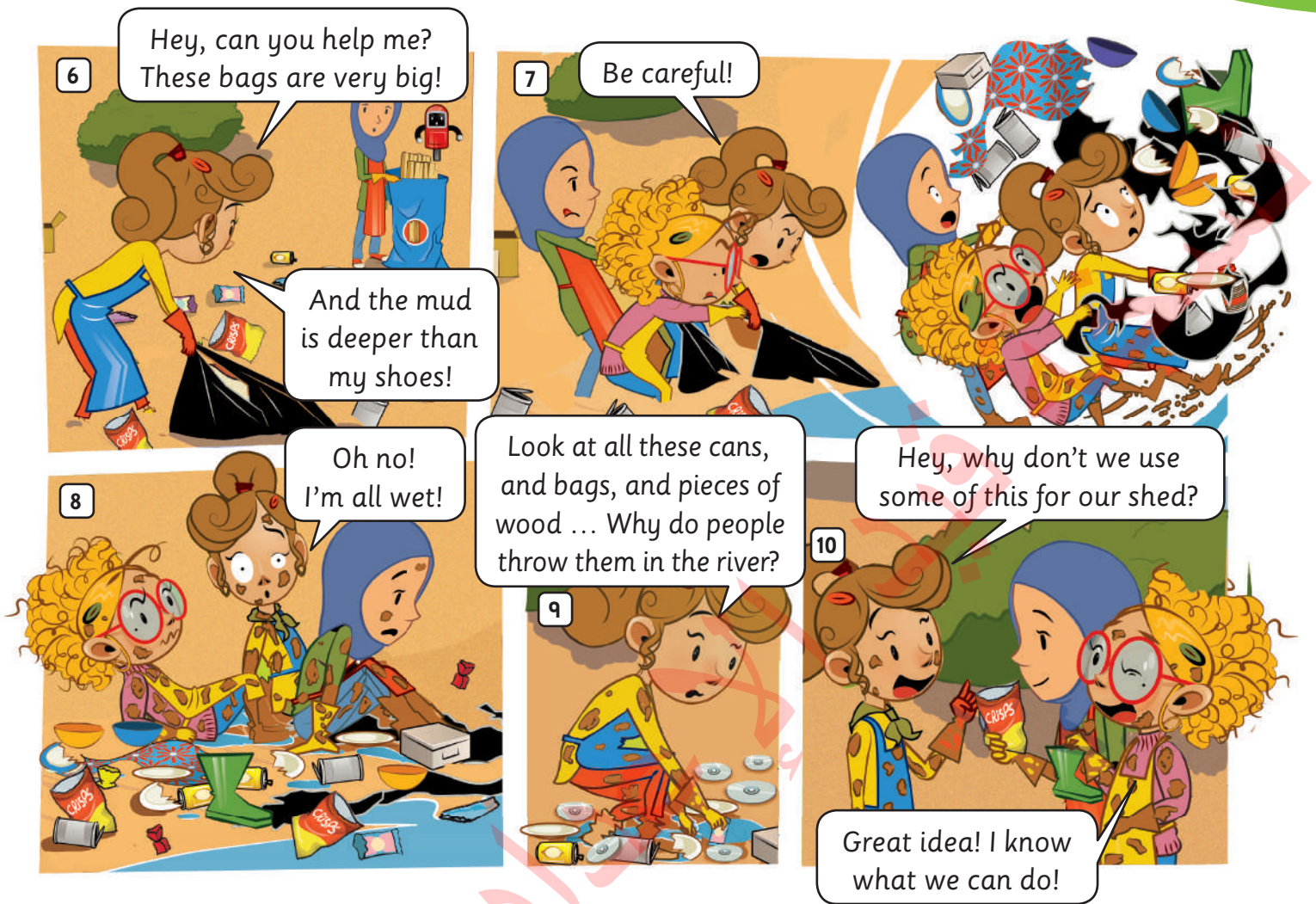


5

No, Bo! The wood is wider than the bag!

No problem! Now the bag is wider than the wood!





3 What do they do with the rubbish? Can they recycle anything? Go to page 55 to find out.

4 **After you read** Look at the story and write the correct words.

- 1 There's a lot of ~~fruit~~ by the river. \_\_\_\_\_ rubbish \_\_\_\_\_
- 2 The children clean up the lake. \_\_\_\_\_
- 3 The children put on hats. \_\_\_\_\_
- 4 The children use boxes to put the rubbish in. \_\_\_\_\_
- 5 Bo and Millie pick up a big piece of wood together. \_\_\_\_\_

5 **Viewing and presenting** What can you make with the rubbish? Tell your partner.



I can make a table with the ...

6 Act out the story.



1 Look back! Tick (✓) the sentence in this picture.

- 1 Put wood and cans in the biggest bags.
- 2 This forest is beautiful!
- 3 Oh no! I'm all wet!

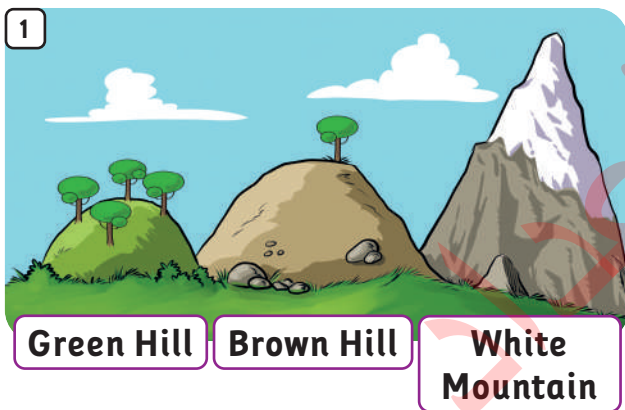


2 Listen and repeat.

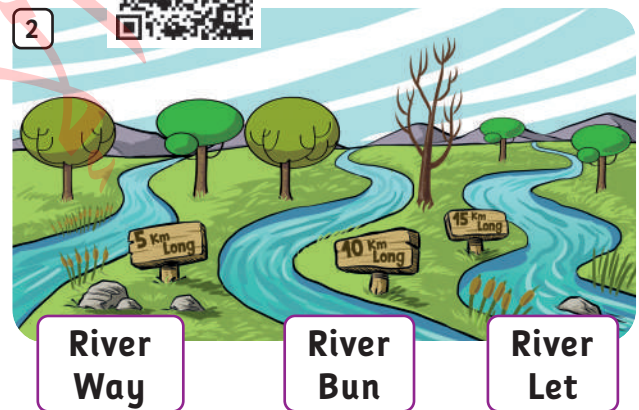


This mud is <b>deeper than</b> my shoes!	This is <b>the deepest</b> lake in Jordan.
A mountain is <b>higher than</b> a hill.	Mount Everest is <b>the highest</b> mountain in the world.

3 Listen. Then circle *True* or *False*.



True / False



True / False

4 In pairs, ask and answer.



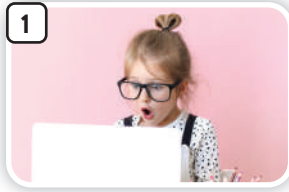
tall   short   dirty   clean  
big   small   high

Who is the tallest?  
Fawzi!

Is Hay Town bigger than Tan Town?  
Yes, it is.

5 Look around the classroom. Ask and answer.

Is the chair wider than the table?  
No, it isn't!

1 <sup>3.6</sup> Listen, point and repeat.

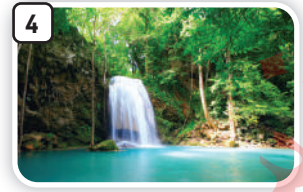
exciting



interesting



delicious



beautiful



boring



colourful



dangerous



difficult

2 <sup>3.7</sup> <sup>3.8</sup> Listen and sing.

Where's the highest  
mountain?

Where's the deepest sea?

Where's the widest river?

Come on, find out with me!

What's higher than a  
skyscraper?

What's bigger than a bee?

What's more difficult  
than climbing a mountain?

Come on, let's go and see!

Where's the most beautiful island?

Where's the most dangerous sea?

Where's the most interesting city?

3 <sup>3.9</sup> Listen and repeat.

Swimming is **more exciting**  
than walking.

Amman is **the most exciting** city  
in the world!



## 4 Which long adjectives can you find in the story on pages 30–31?

## 5 Write the correct form of the adjective.

1 Climbing a mountain is \_\_\_\_\_ than playing tennis.  
(dangerous)

2 I think climbing is \_\_\_\_\_ than swimming. (difficult)

3 Walking is the \_\_\_\_\_ sport in the world! (boring)

4 I like vanilla ice cream, but chocolate ice cream is the  
\_\_\_\_\_. (delicious)

## 6 Pupil A: Activity Book, page 44. Pupil B: Activity Book, page 46.



# National parks

There are a lot of beautiful national parks around the world and they are all very different.

## Wadi Rum, Jordan

Wadi Rum is famous for its beautiful red sandstone and amazing rock formations! It's also got the second highest mountain in Jordan! There are a lot of drawings on cave walls in the park. You can see camels in the desert.



**Fun fact**

Did you know there are more than 58 national parks just in the USA?

1 **Before you read** How many national parks are there in your country?

2 **3.10 Listen and read.**



3 **After you read**

Activity Book, page 26.

4 **Which park do you want to visit? Why? Tell your partner.**

I want to visit Wadi Rum because ...

## Grand Canyon National Park, Arizona, USA

The Grand Canyon is probably the most famous national park in the world! You can walk from the top of the canyon down to the Colorado River. The canyon is over a kilometre deep. It's a very beautiful walk, but it's also very hot, so take a hat!



## Musandam Fjords, Oman

If you love water, go to the Musandam Fjords, in Oman. There is water everywhere! You can take a boat trip and see dolphins, turtles, the most colourful fish and even sharks!



Which national park do you want to visit?

## Project

Viewing and presenting

**Make a leaflet about a national park in Jordan.**



- In groups, choose a national park.
- Fold a piece of paper in three to make a leaflet.
- Find photos or draw pictures of the park. Share. Stick the pictures on the leaflet.
- Write about the park. Answer these questions:
  - What's it called?
  - Where is it?
  - What can you see and do there?







1 <sup>3.11</sup> Listen, point and repeat.



go along



go across



go from ... to ...



turn left



turn right



go straight ahead

2 <sup>3.12</sup> Listen and follow on the map. Where does Malek want to go?



3 <sup>3.13</sup> Listen, read and check.



Excuse me, can you tell me the way to the park, please?

Sure. Turn right at the supermarket. Go straight ahead. Go across the road. The park is on the left.

OK, thank you! Bye!

Bye!



Say it!

Excuse me, can you tell me the way to the park, please?  
Turn right at the supermarket.  
Turn left at the hospital.  
Go straight ahead.  
Go across the road.  
It's on the left.

4 <sup>3.14</sup> Look at the map in Activity 2 again. In pairs, ask the way.

- From the bookshop to the library.
- From the library to the supermarket.
- From the department store to the post office.

Pronunciation

5 <sup>3.14</sup> Listen and say the tongue twister.

Look at your prize – it's a brand new bike!  
Tomorrow you can ride it. Bedtime now!  
Turn off the light. Goodnight!



Reading

1 **Before you read** Look at the title and the pictures. Where do you think the story takes place? How do you know?

2 **3.17 Listen and read.** Were you right?



3 **Think ahead** If you blow six times on a whistle, what does it mean?

4 Look at the pictures and tick (✓). What happens next?

- 1 Jawad gets help.
- 2 His dad falls over.
- 3 Jawad blows his whistle.

**Jordan fact file**

**Country:** Jordan

**Capital city:** Amman

**Landscape:** hills, mountains, desert

**Most interesting place:** Petra

**Most important river:** River Jordan



# Rocky rescue!

by Jawad

I'm with my dad, Laith. We live in Amman in Jordan. We go walking together in the most exciting place in Jordan: near Petra! There is no wind and it's very hot today and we walk very quickly down the Siq trail. It is more difficult than walking on a road!



Suddenly, I see some big rocks across the trail! My dad falls over. I walk to the side of the trail, but he is on the floor in the middle of the trail. His leg is hurt. He's hot and tired.



What can I do? Dad can't walk because of his leg. I can't carry him because he's very big.



Then I remember my whistle. We always carry whistles when we go walking in the desert. I find the whistle and I make the loudest sound I can! I blow six times. That's the emergency signal. Then I hear another whistle! Soon the helicopter is here. It takes Dad to the hospital. He's safe!



5 **After you read** Read the story again. Write one word to complete the sentences.

- 1 Laith is Jawad's dad.
- 2 Jawad's home is in \_\_\_\_\_.
- 3 His dad falls over because of \_\_\_\_\_.





**Listening**

1 <sup>3.18</sup> Look at the pictures. Listen and circle the correct picture.

1 Where is Amina from?



2 What's Amina's favourite place?



**Speaking**

2 Ask and answer about your favourite place in your region or city.

What's your favourite place in your city?

My favourite place is ...



**Writing**

3 Read the fact file.

**Jordan fact file**

**Capital city:**

Amman

**Landscape:**

mountains, valleys, deserts

**Highest mountain:**

Jabal Ramm

**Longest river:**

Jordan River

**My favourite place:**

Gulf of Aqaba

**tip** Writing

Remember to use capital letters for names of places: Aqaba, Wadi Rum, Amman, Ajloun Castle.

4 Write a fact file about your region.

**1 Plan**

- What's the capital city?
- What's the landscape like?
- What's the highest mountain/longest river/biggest lake?
- What's your favourite place?

**2 Write**

- Use the headings (Capital city, Landscape, Highest mountain, etc.) in the model.

**3 Check your work**

- A capital letter for all names of places?
- Correct spelling?
- Clear handwriting?

Activity Book, page 29

# 4

## All about jobs

**Jobs:** bus driver, carpenter, chef, doctor, farmer, firefighter, mechanic, police officer, scientist, teacher, vet, waiter/waitress

**Rules:** arrive on time, be late, be quiet in class, break the rules, drop litter, follow the rules, put litter in the bin, shout in class

### 1 How many job words do you know?



What's wrong in the picture?

How many landscape words can you find in the picture?

Find Bo the robot.





2 Listen, point and repeat.



scientist



farmer



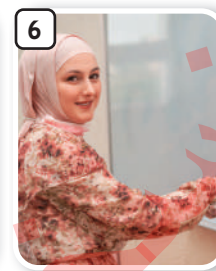
firefighter



police officer



waiter  
(waitress)



teacher



mechanic



doctor



chef



vet



carpenter



bus driver

3 Look for the words from Activity 2 in the picture on page 38. Write the missing words.

Number 1. Vet.

4 Read the questions and write the words. Then say.

- 1 Who works with animals?
- 2 Who works in a school?
- 3 Who works in a restaurant?
- 4 Who helps ill people?
- 5 Who works mostly outside?

---



---



---



---



---

5 Play a guessing game. Ask and answer to guess the job.



Does this person help animals?

Does this person work in a restaurant?

Is this person a chef?

No.

Yes.

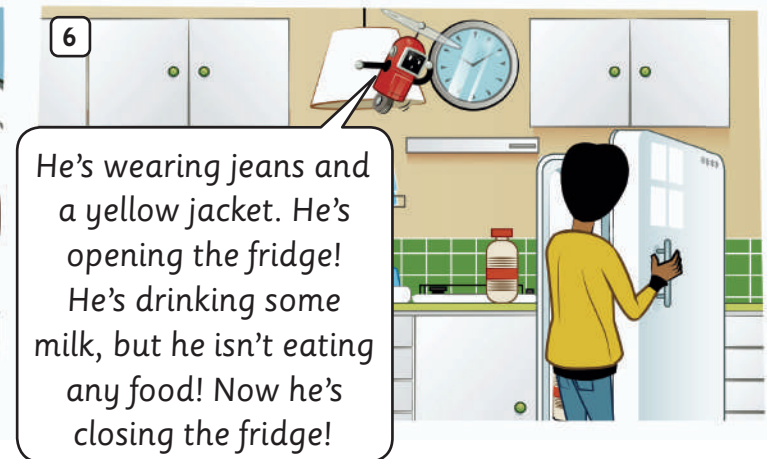
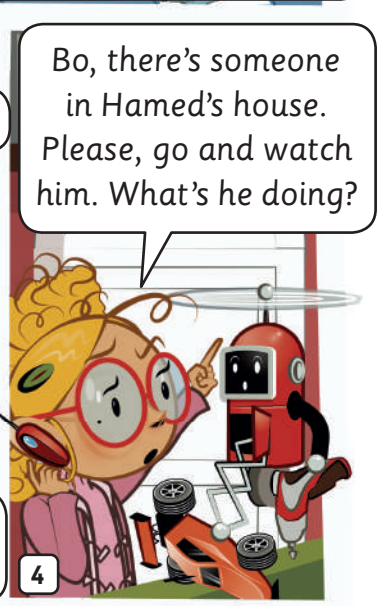
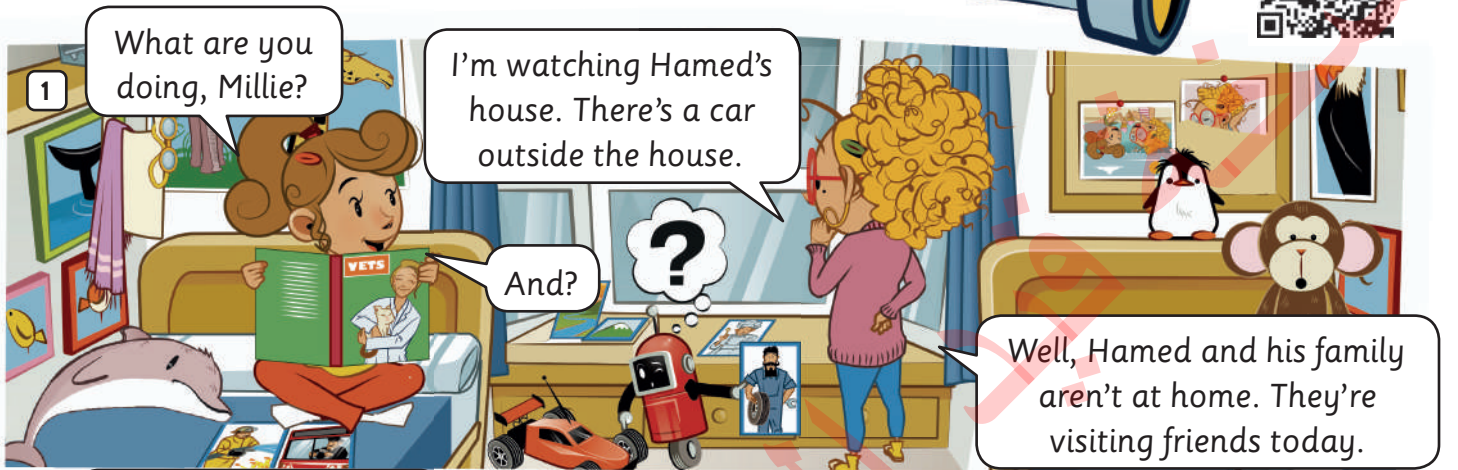
Yes.





1 Before you read Can you find any jobs in the story?

2 <sup>4.2</sup> Listen and read.







3 Who's Amer? Go to page 55 to find out.

4 **After you read** Choose and write the correct words to complete the summary.

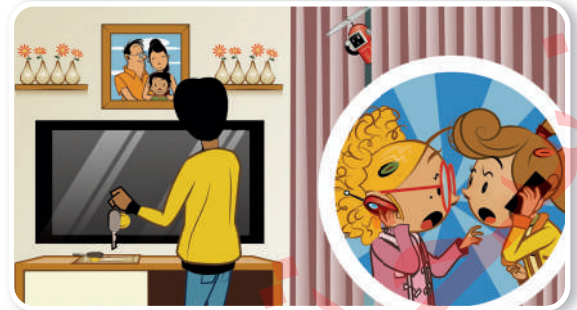
boy   parents   cousin   house   police

Millie thinks there's a burglar in Hamed's (1) house . Bo watches the burglar. The girls call the (2) \_\_\_\_\_ . The burglar sees Bo. Hamed and his (3) \_\_\_\_\_ come home. They find Bo, the burglar and Katy and Millie in the house. It isn't a burglar! It's a (4) \_\_\_\_\_ . He's Hamed's (5) \_\_\_\_\_ .

5 Act out the story.

1  Look back! Tick (✓) the sentence in this picture.

- 1 What are you doing, Millie?
- 2 He's opening the fridge!
- 3 He's picking up the car keys!



2  Listen and repeat.



I'm **watching** Hamed's house.  
 They **aren't playing** a game.  
 Are you **wearing** a green jacket?  
 Yes, I **am**. / No, I'm **not**.

3  Listen. Who is the presenter talking about? Say the numbers.



4   Play a True or False game.

cook   look after a person's health   build with wood   look after animals  
 serve coffee   look after people   grow vegetables   teach   study Science




What is the carpenter doing?

False! He's cutting some wood.

He's serving coffee.



5  Pupil A: Activity Book, page 44.  Pupil B: Activity Book, page 46.





1 Listen, point and repeat.



1 put litter in the bin



2 drop litter



3 follow the rules



4 break the rules



5 shout in class



6 be quiet in class



7 arrive on time



8 be late

2 Listen and sing.



What's the bus driver saying to you?  
 'You must buy your ticket  
 And you mustn't drop any litter!  
 Where are you? Where are you?'  
 What's the teacher saying to you?  
 'You mustn't shout, you mustn't be late  
 When you come to class every day!  
 Where are you? Where are you?'  
 What's the police officer saying to you?  
 'You must put your litter in the bin  
 And follow the rules when  
 you're playing here!'  
 Where are you? Where are you?

3 Look at the song again. Where are they? How do you know?

4 Listen and repeat.



You **must be** quiet in class.

You **mustn't break** the rules at school.

5 Write the correct word.

- 1 You mustn't drop litter in the playground.
- 2 You \_\_\_\_\_ arrive on time to take the bus to school.
- 3 You \_\_\_\_\_ play with fire.
- 4 You \_\_\_\_\_ be quiet in the library.

# The most unusual jobs in the world!

Let's find out about some really amazing and unusual jobs in the world!

## A skyscraper window cleaner

Skyscrapers have so many windows, and all of them must be cleaned regularly. Specialist window cleaners must learn how to climb up and down the skyscrapers on special machines so they can clean the windows. They must be very careful at all times!



## Camel trainer

A camel trainer has a very important job. He must get the camel ready before a race. He must make sure it is healthy and that it can run very fast. He looks after the camel every day and checks that it is happy.



## A professional tea taster

You must train for many years to be a professional tea taster. Then you can travel the world trying different types of teas. In the picture, the tea taster is smelling one of the 300 cups of tea he has every day!



## Fun fact

Did you know there are more than 14 million camels in the world!



## Project

**Viewing and presenting** Make a job book.

- In groups, talk about the jobs of your family. Then choose two jobs.
- Find or draw pictures of these jobs. Share.
- Write about the jobs. Answer these questions:
  - What's the job?
  - What does the person do?
  - Where does the person work?
- Put all the jobs together to make a class job book.
- Together, choose your favourite job.

► **Job: doctor**  
 A doctor must help people.  
 A doctor works in a hospital.



- Before you read** Can you think of any unusual jobs in your country?



- 4.10 Listen and read.**

- After you read**  
 >> Activity Book, page 34.

- Think of some unusual jobs in your country. Compare with your partner.



1 Who works in these places? Write the words.



2 Listen and write. What's the emergency phone number?



3 Listen, read and check.



Hello, 191 emergency services.  
What service do you need?

I need an ambulance, please.



OK, what's your name?

Amani Alrammal.

What's your address?

164 Queen Rania Road.

And your phone number?

My phone number  
is 079 959447.



Thanks. What's the emergency?

It's my little brother. He's got  
a broken leg. He's crying.

The ambulance is on its way to you.

Thank you!

Say it!

I need an ambulance, please.  
My address is ...  
My phone number is ...  
He's got a broken leg.

4 In pairs, act out a call to the emergency services.

My sister's got a broken arm!

My house is on fire!

Someone's robbing the bank!

Pronunciation

5 Listen and say the tongue twister.

The snail is painting a line in the rain.  
The chicken is playing in the hay.  
The snake is eating a cake. Yum!



Reading

1 **Before you read** Look at the photos. What do you think these people do?

2 **4.16** Listen and read. Were you right?



**I love my job!**

What do you want to do when you're older? Let's find out about some really amazing jobs!

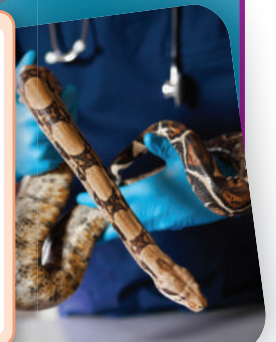


**Zaid Video game animator**

I'm a video game animator. I draw the people in video games. First, I draw the person. Then, I make the person move. An animator must work very slowly and carefully!

**Nader Zoo vet**

I take care of animals at the Amman zoo. Most vets work with rabbits and cats, but I see birds, snakes, turtles and lions. In this picture, I'm taking care of a snake!



**Mustafa Foley artist**

I make sounds for TV programmes and films in Dubai! When you're watching a bird on TV, you hear the bird's wings. I make those sounds in a studio! To make the sound of a bird's wings, you must move a pair of gloves. Listen! You try it!



**Abbas Rocket engineer**

I build rockets. I look at a design and I put the parts of the rocket together. Our rockets take people to the International Space Station! Isn't that exciting? I love my job!



3 **After you read** What do you think of these jobs?

interesting boring dangerous exciting

I think the foley artist's job is very ...

4 Read the sentences and circle **True** or **False**.

- 1 Drawing people in video games is very quick. True / False
- 2 Nader only sees rabbits and cats in his job. True / False
- 3 A foley artist makes sounds for TV and films. True / False



Listening



1 Listen and write.

- 1 Salem is a teacher.
- 2 He's \_\_\_\_\_ years old.
- 3 Now working in a \_\_\_\_\_.
- 4 Also works in \_\_\_\_\_.
- 5 Likes teaching because it's \_\_\_\_\_ and fun.



Speaking

2 Ask and answer with six partners. Complete a table.

What do you want to be when you grow up? Why?

Name	Job	Why?
Ali	scientist	likes knowing how things work

Writing

3 Read the report.

- 1 How many children want to be chefs?
- 2 What does Osama want to be?

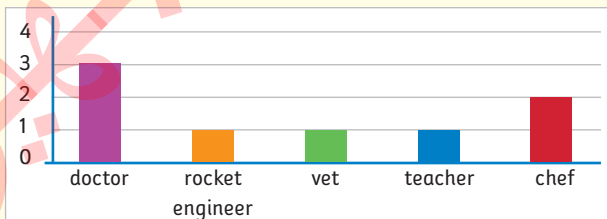
Jobs report

By Osama

Here are my results: Hani, Rashed and Muneer want to be doctors because they want to help people. Khaled wants to be a rocket engineer because he likes Science.

Omar wants to be a vet because he likes animals. Jaber and Suleiman want to be chefs because they love cooking.

When I grow up, I want to be a teacher because I love helping children to learn.



tip Writing

We use a new paragraph to show a new idea. How many paragraphs can you find in Osama's report?

4 Write about your survey and what you want to be when you grow up.

1 Plan

- What do your classmates want to be? Why?
- When you grow up, what do you want to be? Why?

2 Write

Here are my results:  
 She/He wants to be a ...  
 because ...  
 They want to be ...  
 because ...  
 When I grow up, I want  
 to be a ... because ...

3 Check your work

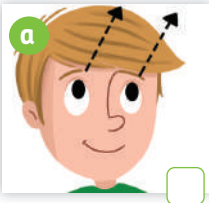
- A paragraph for each new idea?
- Correct spelling?
- Clear handwriting?

Activity Book, page 37

# Language booster 1

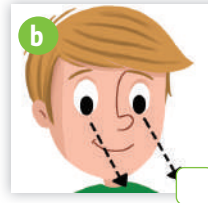
1 How many food and drink words can you say?

2 Read and say. Then listen and number.



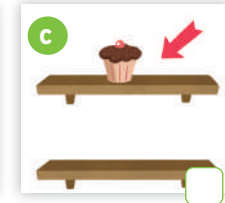
a

up



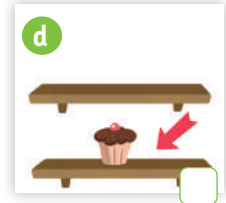
b

down




c

top



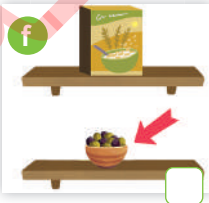
d

bottom



e

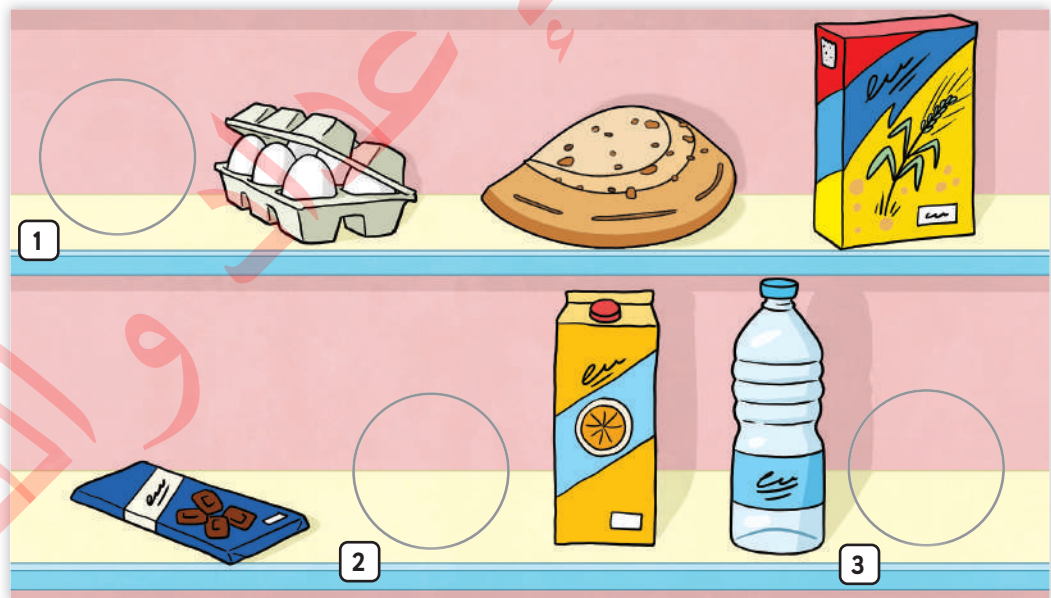
above



f

below

3 Listen and match.



4 Look at Activity 3. Ask and answer in pairs.

Where's the juice?





It's on the bottom shelf.  
It's below the bread.





5 Listen. Complete the answers.



Jameel



Amer

1 I'll go to \_\_\_\_\_ this afternoon.

2 I think I'll go to \_\_\_\_\_ tomorrow.

6 Circle the question words. Match the questions to the answers. Listen again and check.

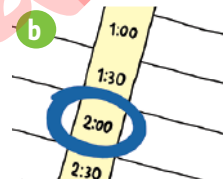


- 1 Where will you go?  c
- 2 Who will you go with?
- 3 What will you buy there?
- 4 Why will you buy cupcakes?
- 5 When will you go to the supermarket?

a



b



c



d



e



7 Listen and repeat.

- What will you buy?
- Where will you go?
- Why will you buy cupcakes?
- When will you go to the supermarket?
- Who will you go with?

8 Complete the questions for a friend. Ask and answer in pairs.

Where \_\_\_\_\_? Why \_\_\_\_\_?

Who \_\_\_\_\_? When \_\_\_\_\_?

What \_\_\_\_\_?

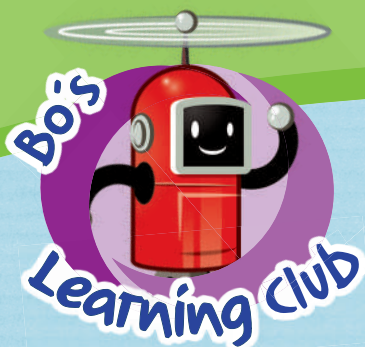
Show what you know

- Can you say what you will do?
- Can you ask why you will do things?
- How many question words can you use?

Well done!







## Science

## Can plants grow in water?

Think

1 What do you know about plants?

Learn

2  Listen and read.

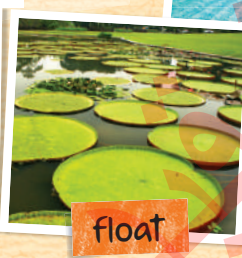
pond



freshwater



water lily



float



salty water



seaweed

## Can plants grow in water?

Some plants grow in lakes and **ponds**. Some plants grow in rivers. The water in ponds and lakes is called **freshwater**. A **water lily** can grow in freshwater. It's got big leaves to help it **float** on the water.

Some plants can grow in the sea. Water in the sea isn't freshwater, it's **salty water**! Some plants can grow in seawater. **Seaweed** is a green or brown plant and it grows in the sea. Some seaweed has got long roots and the seaweed can't float away. All these plants need light to grow in the water.

check

3 Write the words.

- 1 This is where you can find freshwater. \_\_\_\_\_
- 2 This is where you can find salty water. \_\_\_\_\_
- 3 This plant grows in freshwater. \_\_\_\_\_
- 4 This plant grows in salty water. \_\_\_\_\_
- 5 This plant can float on freshwater. \_\_\_\_\_
- 6 This plant has got long roots. Then it can't float away. \_\_\_\_\_

4 What's the difference between water plants and garden plants?



Use these sentences to help you.

Freshwater plants can/can't grow in ...

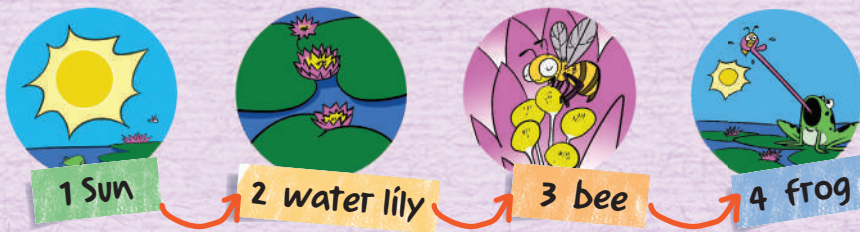
Some plants can grow in ... in the sea.

Some freshwater plants can ... on water.



Let's practise!

1 Look at this food chain with water plants.

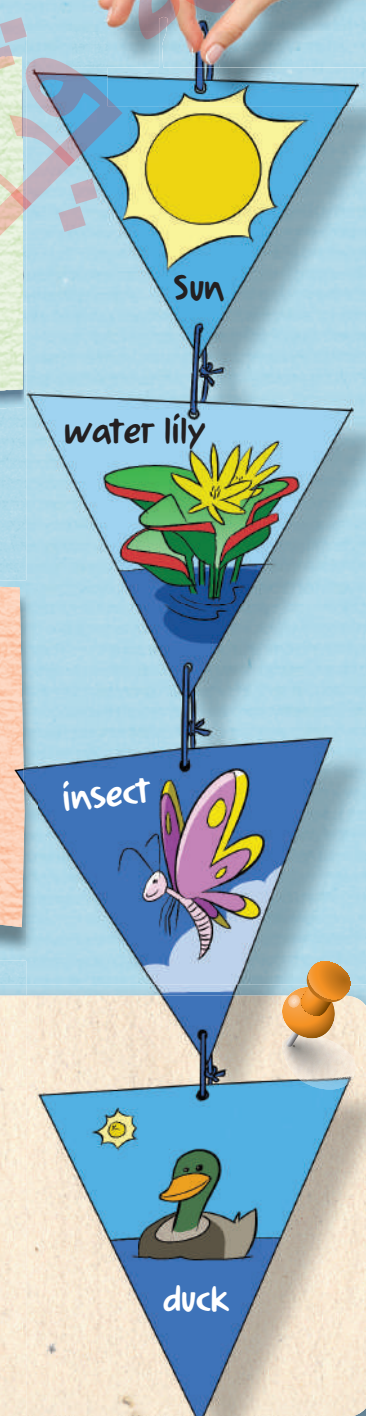


First, the Sun gives light to the water lily. Then, the water lily grows. Next, the bee eats some food from the water lily. Last, the frog eats the bee.

2 Read these questions. Write Yes or No.

- 1 Food chains start with the Sun. \_\_\_\_\_
- 2 Plants grow because of light from the Sun.  
\_\_\_\_\_
- 3 The bee eats the frog. \_\_\_\_\_
- 4 The frog eats the water lily. \_\_\_\_\_
- 5 Small fish eat big fish. \_\_\_\_\_

3 In your notebook, write sentences for this food chain.



Show what you know

 Make a group food chain.

- 1 Cut out four or five triangles.
- 2 Draw part of a food chain in each triangle.
- 3 Label the drawings.
- 4 Join the triangles with wool.
- 5 Describe your food chain to another group.



Hi, I'm Mariam! I love celebrating World Environment Day!

# World Environment Day



## 1 Listen and read.



The **5<sup>th</sup>** of June is **World Environment Day**. In Jordan, we celebrate World Environment Day with family and friends. We talk about the things we can do to help the **environment**. We think about how we can **recycle** more, use less **plastic** and stop **pollution**. It's very exciting!

We think about why looking after the environment is important, and how we can change things. We think about our plans and ideas to help the environment. Here are some of my plans and ideas!

### *My World Environment Day plans and ideas*

- ride my bike to school twice a week
- recycle more
- take **multi-use** bags to the market
- use a **metal** water bottle
- use less plastic

## 2 Answer the questions.

- 1 When is World Environment Day? \_\_\_\_\_
- 2 What does Mariam do to celebrate the day? \_\_\_\_\_
- 3 What ideas does she have? \_\_\_\_\_

## 3 When and how do you celebrate World Environment Day at your school?

## 4 Write your World Environment Day plans and ideas.



Think about an idea for each topic:

school home shopping friends mytown





# World Friendship Day



## 1 Listen and read.



Hi, I'm Ibrahim.  
I make a card for my  
best friend on World  
Friendship Day.

People around the world celebrate World Friendship Day, usually in the summer. On World Friendship Day we say 'thank you' to our friends. We think about how they help us. We also think about how we can be a good friend. Children sometimes make **cards** for their friends. They write **messages** or **poems** inside the cards. Some children give a small **gift** to their friend, like a friendship **bracelet** or some chocolate. What do you do on World Friendship Day?

Dear Sami,  
You're my best friend.  
Thank you for everything you do for me.  
Ibrahim

I like you more than a .  
I like you more than a cup of .  
I like you more than a box of .  
Because you're my friend, you see!

## 2 Read the sentences and say **True or False**. Then say why.

- 1 World Friendship Day is usually in winter.
- 2 We say 'thank you' to our pets on World Friendship Day.
- 3 We sometimes make cards on World Friendship Day.
- 4 We give gifts to our friends on World Friendship Day.

## 3 What do you do on World Friendship Day?



I make a friendship bracelet for my friend on World Friendship Day.

## 4 Make a card for your friend.



- 1 Carefully fold a piece of paper in half.
- 2 Draw or stick pictures on it. Share.
- 3 Write a message in it.

# Flag Day



## 1 Listen and read.



My name's Eman!  
Flag Day is my  
favourite day at  
school!



We celebrate Flag Day on 16<sup>th</sup> April every year in Jordan, and it's the best day of the school year! We all celebrate the Jordanian flag and sing the national anthem. We talk about loyalty and belonging, and how important our country is. There's a **parade** around the school. We walk around the school and then there's a special **assembly** in the school hall. Our parents watch the assembly. We all show our flags. It's an amazing day!

## 2 Choose and write the correct words to complete the summary.

assembly parade important anthem ~~April~~

Flag Day in Jordan is in (1) April. Children take part in a (2) \_\_\_\_\_ around the school. Parents come to watch a special (3) \_\_\_\_\_ in the school hall. They celebrate the Jordanian flag and sing the national (4) \_\_\_\_\_. They talk about loyalty and belonging and how (5) \_\_\_\_\_ Jordan is to them.

## 3 What is your favourite celebration day? Why?

My favourite celebration day is Flag Day. I like it because I celebrate with my family and classmates.

## 4 Plan a celebration for a special day. Draw and write.

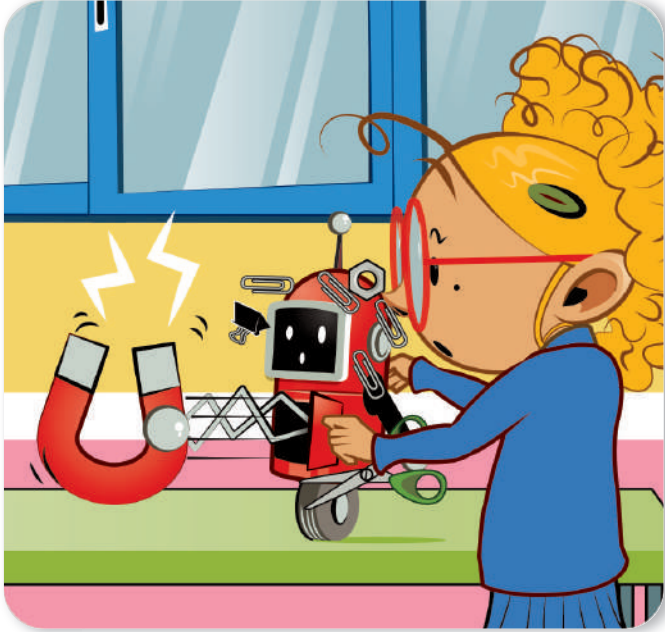


- What is your special day?
- When is the celebration?
- Why do you like this celebration?
- What can you wear to this celebration?





**Unit 1** Pages 10–11



**Unit 2** Pages 20–21



**Unit 3** Pages 30–31



**Unit 4** Pages 40–41



# Grammar reference

## Unit 1

I **have** Science **at 11 o'clock**.

Amani **doesn't have** PE **on Wednesdays**.

**When do** we **have** Maths?

We **have** Maths **on Tuesdays at 11 o'clock**.

I **do** my homework **every day**.

Rory **plays** tennis **twice a week**.

She **is always** busy.

She **always eats** fish for lunch.

## Unit 2

**There are** a lot of noodles, some olives and a few sandwiches.

**There is** a lot of salad, some coffee and a little lemonade.

**There aren't any** cupcakes.

**There isn't any** bread.

**Are there any** apples?

**There are** a lot of apples. / **There's** a bag of apples.

Yes, **there are**. / No, **there aren't**.

**Is there any** coffee?

**There's** some coffee. / **There are** two cups of coffee.

Yes, **there is**. / No, **there isn't**.

## Unit 3

This mud is **deeper than** my shoes!

This is **the deepest** lake in Jordan.

A mountain is **higher than** a hill.

Mount Everest is **the highest** mountain in the world.

Swimming is **more exciting than** walking.

Amman is **the most exciting** city in the world!

## Unit 4

I'm **watching** Hamed's house.

They **aren't playing** a game.

**Are you wearing** a green jacket?

Yes, I **am**. / No, I'm **not**.

You **must be** quiet in class.

You **mustn't break** the rules at school.

## LC1

**What** will you buy?

**Where** will you go?

**Why** will you buy cupcakes?

**When** will you go to the supermarket?

**Who** will you go with?



## Irregular verbs

be	was/were
do	did
drink	drank
eat	ate
find	found
get	got
give	gave
go	went
have	had
lose	lost
put	put
run	ran
see	saw
wear	wore

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