





Pupil's Book with Digital Resources

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Pupil's Book with Digital Resources

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Viv Lambert and Kirstie Grainger Kay Bentley



Scope and sequence

	Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking	
Welcome	The WOW! Team Page 4	Talking about personality	Personality adjectives: cheerful, confident, friendly, hard-working, kind, lazy, polite, quiet, responsible, shy, tidy, untidy	Present simple I'm 12 years old. I have dark, curly hair.	Understanding the main idea of a simple news story, with visual support	Giving brief reasons for opinions on familiar topi cs	
1	Free-time fun Page 8	Talking about sports and hobbies	Sports: do archery, do athletics, do gymnastics, go cycling, go ice skating, go scooting, go skiing, go snowboarding, play badminton, play hockey, play table tennis, play volleyball Hobbies: do photography, do puzzles, do the gardening, draw pictures, go to book fairs, go to museums, listen to audiobooks, make models, play board games, watch cartoons, write a blog, write a diary Pronunciation: basketball, friends, learn, likes, prefer, sport, television, want, watching	Present simple and Present continuous I play volleyball after school. I'm sitting straight now. State verbs He prefers doing photography. It sounds good. Do you know this song?	Identifying people; identifying specific information in short, simple dialogues; understanding the main information in short, simple dialogues; identifying specific information in short, simple dialogues; understanding the main points of a short, informal interview	Repeating phrases and short sentences; taking part in basic games; talking about familiar topics; expressing opinions on familiar topics; saying how often they and others do common everyday activities; acting out a short dialogue or role play; saying what people are doing at the time of speaking; talking about their hobbies and interests; making suggestions	
2	Technology Page 18	Talking about devices and using technology	Devices: app, device, digital camera, e-reader, headphones, laptop, password, printer, screen, smartphone, speaker, website Using technology: click on an icon, download an app, go online, press a button, search the internet, send a message, take a selfie, turn off the TV, turn on the computer, type a password, upload a photo, watch a video Pronunciation: a, and, can, he, I, me, my, on, the, to, you	could/couldn't, had to/ didn't have to We could write. We couldn't use computers. We had to use a pen. He didn't have to write. Comparative adverbs It does everything more quickly than before. It takes photos better.	Identifying people; extracting factual information; understanding the main information in short, simple dialogues about familiar activities	Repeating phrases and short sentences; expressing opinions on familiar topics; acting out a short dialogue or role play; talking about past events or experiences; talking about common past activities, using simple linking words; reading aloud a short, simple story; repeating phrases and short sentences; comparing their own and others' possessions; expressing ability or lack of ability; expressing likes and dislikes	
	Lara's Lear	nin <mark>g Club</mark>	Language booster 1, P	age 28			
3	Places Page 32	Talking about places and buildings and parts of buildings	Places and buildings: apartment building, castle, factory, harbour, hospital, office building, palace, skyscraper, sports centre, stadium, swimming pool, tower Parts of buildings: ceiling, corner, corridor, entrance, escalator, exit, floor, lift, roof, stairs, steps, wall Pronunciation: a, corner, escalator, harbour, the, to, tower	Relative pronouns He's the doctor Arlo saw in the hospital. A stadium is a place where you can watch sports matches. What's the book that/ which you want to read? I remember the time when you went to hospital. Past continuous He wasn't playing in the garden when it started to rain. What was she doing when it started to rain?	Identifying specific information; extracting factual information from short, simple dialogues; understanding some details in longer dialogues on familiar everyday topics; follow the sequence of events in a simple story or narrative	Repeating phrases and short sentences; talking about a familiar place; giving simple reasons to explain preferences; talking about an event in the past using fixed expressions; acting out a short dialogue or role play; talking about past events or experiences; giving simple directions using a map; asking for directions, using simple polite questions; telling a simple story	
4	Happy homes Page 42	Talking about chores, food and drink	Household chores: clear the table, cook the dinner, do the washing- up, dust the furniture, empty the bin, load the dishwasher, put away the clothes, sweep the floor, take out the rubbish, tidy up, vacuum the carpet, water the plants Cooking : add, bake, boil, chop, cut, fork, fry, knife, mix, pepper, salt, spoon Pronunciation : butter, dinner, dishwasher, interesting, order, sister, water	Present perfect with already, just and yet I've just swept the floor. I've already eaten lunch. She hasn't cleared the table yet. Sense verbs What does it taste like? It smells delicious. It feels soft.	Understanding some details in extended dialogues; identifying specific information in short, simple dialogues; extracting factual information; identifying specific information in short, simple dialogues	Repeating phrases and short sentences; talking about everyday activities; expressing opinions on familiar topics; acting out a short dialogue or role play; talking about plans for the near future; talking about past events or experiences; describing objects in a basic way; expressing likes and dislikes; say what people are doing at the time of speaking	

Lara's Learning Club Language booster 2, Page 52

Festivals: Tree Day, Belonging to My School Day, Pages 56–57 **Grammar reference**, Pages 58–59 *How to write*... **reference**, Page 60 **English in action reference**, Page 61

Reading	Writing	Pronunciation	Project	Viewing and presenting	Functions
Understanding short school-related messages in emails, text messages and social media postings; scanning short, simple texts on the same topic to find specific information	Writing short, simple texts on familiar topics in linked sentences			Presenting writing ideas to the class	
Making basic inferences from simple information; identifying the overall theme of a simple illustrated story; identifying specific information; scanning a simple text to find specific information; following the sequence of events; getting the gist of short, simple texts; identifying basic similarities and differences in the facts between two short simple texts; understanding the main points of short, simple dialogues related to everyday situations	Writing a single basic sentence about daily routines and activities; writing short, simple personal messages giving information of immediate relevance, given prompts or a model	Identifying stress words : She likes watching cartoons on television. I want to learn a new sport.	A mini-book about popular free-time activities in Jordan	Presenting a list of sports to the class; presenting a mini- book about popular free-time activities in Jordan	Making and responding to suggestions: Why don't you write a blog? That's a good idea.
Understanding short school-related messages; scanning a simple text to find specific information; identifying the overall theme of a simple illustrated story; identifying specific information in a simple story; getting the gist of short, simple texts; understanding the main points of short, simple dialogues	Writing about past activities using simple language, given a model; completing a table or form with specific information extracted from a short, simple written text on a familiar topic; writing a simple review of a film or book with appropriate paragraph breaks, given a model	Identifying unstressed words: I can upload a photo. I go online and send a message.	A spider diagram about technology and learning	Presenting a problem to the class	Asking for help: Can you show me how to turn it on? Do you have time to help me revise.

Think like a scientist!: How can we classify sports? Page 30

Getting the gist of short, simple texts on familiar topics; identifying the overall theme of a simple illustrated story; identifying specific information in a simple story; scanning a simple text to find specific information; understanding the order in which events happen; inferring unstated information in simple stories or descriptive texts; getting the gist of short factual school texts; understanding the main points of short, simple dialogues; understanding the main themes of a simplified story	Creating simple language puzzles for classmates to solve; beginning and ending a simple story using an appropriate fixed expression; writing a short, simple guide to their town/ city with appropriate sub- headings, given a model; writing a very simple story, given prompts or a model	Unstressed words and syllables: She climbed a hill to see a tower. The harbour is around the corner.	A tourist brochure about an ancient city	Writing and presenting a new ending to story	Giving directions in a building: It's upstairs. It's on the left.
Scanning a simple text to find specific information; understanding the main points of short, simple dialogues related to everyday situations; identifying specific information in a simple story; inferring unstated information in simple stories or descriptive texts; understanding the order in which events happen; getting the gist of short factual school texts; identifying key information in short, simple factual texts from the headings and illustrations; following simple recipes	Writing simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model; writing a short list of instructions for using or doing something (e.g. playing a game), given a model	er versus the schwa sound Shall we have dinner? The food is interesting.	A menu for an international food festival	Writing and presenting a new scene for a play	Offering to help: Shall I cook the noodles? What do you want us to do now.

Think like a scientist!: How can we compare materials? Page 54



1

(d)

5



а

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

Jaber 3 minutes ago

My parents gave me a new computer recently. I want to read about technology and how it can help us at school. I'd also like to know how other children use technology around the world.



Hala 8 minutes ago

I went to The Jordan Museum in the holidays and now I want to know more about places in the past.



Zaid 40 minutes ago

I wasn't at school today as I was ill, but I heard about your magazine. I want to write about hobbies. I love doing photography, and I also enjoy writing in my diary.

е

Dalia 6 hours ago

Δ

I want to write about cooking. I'm really interested in food in my country, Jordan, and food from around the world. It's important to learn about foods from different countries and cultures.

Freya 21 hours ago

I love free-time activities, like table tennis and gymnastics. I want to learn more about what children my age do around the world in their free time.

6 Laith 1 day ago

I like reading stories. I often go to book fairs, too. I'd like to know what kind of books other people read in their free time.

Malak 3 days ago

I'd like some tips about how I can help more at home.

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

g

3 Read the comments again and answer the questions.

- 1 Who got a computer recently?
- 2 Which girl wants to know more about places in the past?
- **3** Who goes to book fairs?

7

- 4 Which girl wants to help more at home?
- **5** Why does Dalia think cooking is important?

Viewing and presenting What would you like to read or write about in the WOW! Magazine? Share your ideas with the class.

five 🔤









About Us



I'm twelve years old. I've got dark, curly hair. I'm responsible and I never feel lazy – I've got a lot of energy! People say I'm a friendly person because I like to meet new people. I love all kinds of sports, too. It's my favourite thing in the world. I like football and running, and I'm tall, so basketball is one of my best sports. I started playing for the school team this year.

Hello. I'm twelve, and I've got long, brown hair and brown eyes. My friends say I'm cheerful. I think they're being polite! They also say I'm hard-working in class. I just want to do my best, that's all! I'm also good at learning languages because I've travelled a lot. I love learning about the world, and I'm confident about meeting new people. I can speak English, Spanish and I'm learning Japanese!

Hi! I'm twelve years old, too. I'm good at Maths and Science. I think I'm kind because I always help people in class when I can. I'm medium-height and I've got short, black hair. I like nature, and I care about animals and plants. I love computers, too, so I designed the WOW! Magazine. I'm also a bit untidy – my room is sometimes a mess – but I want to help at home more often.

Hello, everyone! I'm twelve years old. I'm short, and I've got black hair and brown eyes. I'm shy and quiet. I only came to this school last year, but the people were nice to me, and I made new friends quickly. I love computers and Digital Skills, too. Mum and Dad say I'm tidy because I love helping around the house. I love visiting new places and talking to friends about them!

six

3

4





1 🛞 Listen and read the About Us page. Write the name of the correct person on each profile.

2 Read the About Us page again and write the correct names.

- 1 Who designed the magazine? _____ 3 Who is good at sports?
- 2 Who doesn't talk a lot? **4** Who has travelled a lot?
- **3** Read the descriptions. Use the adjectives to write your own descriptions.

shy	conf	ident	lazy	hard-working	-friendly	-cheerfut
	kind	quiet	polite	responsible	tidy	untidy

- **1** He likes making friends and is always happy. *He's friendly and cheerful.*
- 2 She doesn't talk much.
- **3** He's not scared of meeting new people.
- 4 He works well and always does homework.
- 5 She sometimes doesn't work but she cleans.
- 6 She's nice to animals.
- 7 He always says 'please' and 'thank you'.
- 8 She sometimes makes a mess.

4 Choose adjectives from the WOW! Team profiles to describe yourself. Talk to your partner.





I'm kind, and I'm good at Maths, like Faisal. How about you?

5 🌇 💭 Play a guessing game in groups. Take turns to describe somebody in your class.



seven

Free-time fun

Sports: do archery, do athletics, do gymnastics, go cycling, go ice skating, go scooting, go skiing, go snowboarding, play badminton, play hockey, play table tennis, play volleyball Hobbies: do photography, do puzzles, do the gardening, draw pictures, go to book fairs, go to museums, listen to audiobooks, make models, play board games, watch cartoons, write a blog, write a diary Pronunciation: basketball, friends, learn, likes, prefer, sport, television, want, watching

World of Wonder! Magazine

<u>Welcome</u>

Book Club

Culture

Lots of you wanted to talk about free-time activities. Take a look at the sports and hobbies here. How many do you know?

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



Arlo 3 minutes ago Why do we do sports and hobbies?

In this unit I will

- learn words for sports and hobbies.
- use the Present simple and Present continuous tenses.
- use state verbs.
- read a picture story.
- learn about sports and hobbies in different countries.
- work in a group to make a library of mini-books.
- learn how to make and respond to suggestions.
- read and write an interview about a sport or hobby.



















🚹 🧞 🚽 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! Ouestion.

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

go skiing go snowboarding go ice skating go cycling go scooting play volleyball play table tennis play hockey play badminton do archery do gymnastics 1 do athletics





2

3 😱 Listen and read. Do the WOW! Quiz and write the sports.

WIN Quiz Guess the sports!

Arlo 5 minutes ago

[1]

I love sports. I go scooting every day. I sometimes go snowboarding, too, but my favourite sport is basketball ... and another team sport. We play indoors in the gym and outdoors on the beach in the summer sometimes. What is it?

Lara 7 minutes ago (3) I do gymnastics after school and do another sport at the weekend at Snow City in Amman. I do it indoors and have to wear special boots. It gets cold, so I have to wear a coat, too! What is it?





Faisal 1 hour ago

I play football, but can you guess my favourite sport? It's a winter sport. I do it in the mountains when I go on holiday. I wear warm clothes and a helmet. I wear big boots and two long things on my feet. What is it?

Vocabulary

4 Alia 3 hours ago

I do athletics outdoors, but I do my favourite sport indoors. I play with a partner. We use small bats, a small ball and a big table. What is it?

4) 指 🂭 🚽 Work in pairs. Look at the sports in Activity 2 and answer.

- 1 Which sports have wheels?
- 2 Which sports do we usually do indoors? And outdoors?
- 3 Which are winter sports?
- 4 Which are team sports?







1 😡 😱 Listen, read and write. Who does the most sports?

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

1 When does Arlo go scooting?

ten

- 2 Which sports does Faisal do?
- **3** How often does Arlo go snowboarding?
- **4** Can Arlo do archery?

3 A D K Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.



Grammar



Look back Work in pairs. Look back at the dialogue in Lesson 2 and say *True* or *False*. Then say why.

- 1 Arlo goes scooting every day.
- 2 Faisal does archery on Tuesdays.
- 3 Arlo goes snowboarding indoors.
- 2 Vertex Read the grammar table. Then read the rules and circle the correct options.

Grammar Remember							
Prese	Present simple and Present continuous						
Prese	nt simpl	е					
I	<mark>play</mark> voll	eyball	after school.				
She	doesn't	<mark>go</mark> cycling	once a week.				
Do	they	<mark>do</mark> gymnastics	every Monday?				
Does	he	<mark>play</mark> hockey	every week?				
Prese	nt contir	nuous					
I	′m	<mark>sitting</mark> straight	now.				
We	aren't	<mark>doing</mark> archery	today.				
ls	she	playing tennis	at the moment?				

We use the **Present simple / Present** continuous tense for habits and routines.

We use the **Present simple** / **Present continuous** tense for things that are happening at the moment.

3 Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses. Write three questions about Arlo and Faisal's sports using the Present simple and Present continuous. Then work in pairs and ask and answer.



eleven



- Before you read Joday's Book Club text is a cartoon story. Look and circle the words that describe a cartoon story.
- Pictures/Photos tell the story.
 Usually, there is only a narrator/there are many characters in a cartoon story.

2 (Listen and read. Then answer the questions.



2 What do they decide to make?

4 🏠 💭 🖗 Discuss in groups.

- 1 Do you think the children were happier before or after the bad weather?
- **2** What activities do you do when the weather is bad?
- **3** Which do you prefer? Indoor or outdoor activities? Why?
- ▶ 💒 🗰 Work in groups. Act out the cartoon story.

12

twelve

Vocabulary and Grammar

Look and match. Then listen, check and repeat.



do photography do puzzles 1 do the gardening play board games go to museums go to book fairs listen to audiobooks make models write a blog draw pictures watch cartoons write a diary







3



[10]









2 Read the story in Lesson 5 again. How many hobbies can you find?

3 Read the story again. Then answer the questions.

- 1 How does Reem feel about board games?
- 2 Can Nawal play board games?
- **3** What does Randa think about board games?
- 4 What does Randa prefer doing?

Read the grammar table. Then read the rules and circle the correct options.

Gramm	ar				
State verbs					
He/She	likes prefers doesn't like	art. doing photography.			
I	hate love don't like	making models. sports. playing outdoors.			
lt	sounds looks	good. interesting.			
Do you	know	this game?			

State verbs say how we think or feel. We often / never use state verbs in simple tenses.

We often use / don't often use these verbs in continuous tenses.

We **say** / **don't say** 'I'm not believing it' and 'Are you knowing this game?'

5 (Listen. Which hobbies do they talk about?



6 Logical Content of the second se

like enjoy prefer hate love

I like nature. I don't like planting. I prefer watering flowers.

You could do the gardening.

thirteen

13







Sports and hobbies around the world

People do all kinds of different things in their free time! Read about some activities that people love doing around the world.

In Jordan, some people do watersports. In summer, it's fun to go snorkelling in Aqaba – you can see amazing fish of different colours under the water! But you have to be good at swimming. There are also beaches in Aqaba where you can go windsurfing. You can go very fast, but only when it is windy!



More than 1000 types of fish live in the Red Sea!

ATTAN Fact

Calligraphy is the art of writing. People use special pens to write Cletters in a beautiful way. It's a popular hobby for many people in Arab counties, like Oman and Jordan. Adults and children enjoy doing calligraphy because it's fun and creative, and helps them connect with their culture!

ave you ever tried cross-country skiing? It is a very popular sport in Canada and other snowy countries. It's a very good way of travelling in the snow and helps you keep fit. Lots of families enjoy cross-country skiing together.

 Before you read
 What free-time

 activities are popular
 Image: state of the state o



- Listen and read.
- 3 After you read Activity Book, page 9.
- Work in pairs. Compare the free-time activities in the text with the activities that you do in your free time. Find things that are the same and different.

In Canada, lots of children go cross-country skiing. But in Jordan, ...

Project

Make a class library of mini-books about popular free-time activities.



- 1 In groups, research to find out about popular free-time activities in your country.
- 2 Choose the activities that you would most like to include.
- **3** Decide who will research each activity to find out more about:
 - where people do the activities.
 - when people do the activities.
 - what people have to do in the activities.
- 4 Make your mini-books. Include photos, pictures and interesting facts.
- 5 Present your mini-books to the class.
- 6 Take a class vote to decide which activity you would most like to do.





- Hi, Ali! Why don't you write a blog?
- But I already write a diary.
 I want to do something different – not writing.
- Well ... you could try photography, Ali?
- No, I don't think so. I don't have a camera.
- OK. How about going to the Book Club at school, Ali?
 - That sounds good! When is it?
- It's on Wednesdays at half past three. You could go this week!
- That's a good idea. What time does it finish?
- At five o'clock.
- Great. I'll ask my parents!

Pronunciation_



- Listen and read. Answer the questions.
 - 1 What hobby does Ali already do?



2 Read the dialogue again. Find and write four suggestions that use language from the Say it! box.



Making suggestions: You could ... Why don't you ...? How about ... ing ...?

Responding to suggestions:

- That's a good idea. That sounds good.
 Yes, I could do.
- But ... I don't think so.
- 3 Logitharpoonup Say new dialogues with your partner. Use the Say it! box to help you.





She likes watching cartoons on television.

I want to learn a new sport.

I prefer playing basketball with my friends.



Literacy: interviews

Reading

Before you read Look quickly at the interview. Which questions and answers mention these things?

camping eating planning clothes being outdoors blog posts the desert sleeping ip Reading

Read the interview questions to help you decide where to look for the information.

2 🞲 Listen and read.



Harry Wilson is a keen cyclist. He loves going on long cycling trips. He and his friend, Alex, are cycling in Jordan now. We phoned Harry to ask him a few questions ...

- 1 Why do you like long cycling trips? I love the feeling of freedom, and being outdoors. Also, we meet a lot of interesting people!
- 2 What's the most difficult thing about this trip?

The heat. We're going to cycle through Wadi Rum next week. It isn't easy cycling in the desert. You need plenty of water and sun cream.

3 Do you eat a lot of food when you're cycling?

Yes, we're always hungry! Cycling uses a lot of energy.

4 Where do you sleep?

Tonight we're sleeping in an eco-lodge. We usually carry a tent so we can camp if there aren't any eco-lodges.

3 After you read Read and answer the questions.

- 1 Why will cycling in Wadi Rum be difficult?
- **2** What do they do when they can't find an eco-lodge?
- **3** How do they communicate with people at home?

5 What do you do in the evenings?

We read, write our diaries, eat, plan our route ... At the moment, Alex is washing some clothes, and I'm talking to you! We also write blog posts and emails to tell people at home about our adventures.

6 What other trips have you done?

We've cycled in lots of countries: Spain, Italy, Slovenia, Iceland ... Ten years ago we cycled from Ecuador to the very south of Argentina. We cycled about 8,000 kilometres in eight months!

7 Are you planning any more trips?

No, but we have lots of ideas! I want to cycle in the Himalayas, Central Asia and North America!

Words in context

freedom heat sun cream energy eco-lodge route

Yes, I am!

Act out activities from the interview. Guess what your partner is doing.

Are you sleeping?

16



1 Read the interview below. Then write the correct questions.

What is your biggest model? When did you start this hobby? Are you making any models at the moment? <u>Why do you like making models?</u> What other models have you made? Who helps you?



Tareq loves making models with wood. I asked him some questions about his hobby.

one metre long!

I've made lots of cars and planes. Last week I made a car for my little brother. He doesn't help me make models, but he likes playing with them!

(4) _

Yes, I'm making a boat. It's bigger than most of my models.

(5)

Sometimes my dad helps me. He's good at making things with wood.

(6)

I made my first wooden model when I was three.



2 Read the interviews on pages 16 and 17 again. Then answer the questions.

How to write... a good interview

- Use lots of question words, e.g. what, when, where, who, how, why.
- Ask about the biggest, the best, the most interesting ...
- Use questions that will find out interesting information!

3 Interview someone about a sport or hobby. Use the *How to write...* box to help you.

- 1 Write some questions.
- 2 Ask and answer. Write the answers.
- **3** Write your interview neatly. Choose the most interesting questions and answers.

- 1 Which question words do the interviewers use?
- **2** Which do you think are the most interesting questions?
- **3** Can you think of any more questions you would ask?



Technology

Devices: app, device, digital camera, e-reader, headphones, laptop, password, printer, screen, smartphone, speaker, website

Using technology: click on an icon, download an app, go online, press a button, search the internet, send a message, take a selfie, turn off the TV, turn on the computer, type a password, upload a photo, watch a video Pronunciation: a, and, can, he, I, me, my, on, the, to

World of Wonder! Magazine

Welcome

What do you use technology for? Lots of you wanted to talk about Digital Skills. Take a look at the pictures. Which kinds of technologu do you know?

22

Alia loves Digital Skills and she has a question. What do you think?











Alia 20 minutes ago How can technology help us at home and at school?

In this unit I will 🛁

MANN Question

- learn some words about technology.
- use could/couldn't and had to/didn't have to.
- use comparative adverbs.
- read a poem.
- discover how technology is helping children learn.
- work in a group to make a spider diagram.
- find out how to ask for help.
- read and write reviews of games and apps.











WOW Blog



Arlo 15 minutes ago

I like TV! It isn't very modern, but I love watching sports on TV. Sometimes I watch on my tablet, but I like the TV best because the screen is bigger!

Lara 1 hour ago

3

I often listen to audiobooks on my smartphone. I haven't got a speaker. I use headphones, but sometimes I can't hear when Mum calls me for dinner!

Work in pairs. Think about the kinds of technology in Activity 2. Answer the questions.

- Which devices have got screens?
 Can you name three things you can do with a smartphone?
- **3** Can you put these things in order of size? Start with the biggest.

headphones laptop computer smartphone

Faisal 10 minutes ago

I love my digital camera. It takes better photos than my smartphone, but the smartphone is good if you want to send photos quickly to your friends.

Alia 2 hours ago

2

4

I think technology's great, especially for doing school work. I always do homework on my laptop and send it to the school homework website.

5 2 Work in groups and answer the questions.

- 1 How many devices have you got?
- 2 What's your favourite device? What do you use it for?
- **3** Do you use a laptop to do your homework?
- 4 How many apps have you got? Which ones do you like best?
- **5** How many hours a day do you spend using technology?



- Lara: What's the matter, Alia?
- Alia: Oh, Lara, I did my homework last night, I always do my homework, but I couldn't send it to Miss Allaham.
- Why not? Did you forget your password? Lara:
- No. My laptop stopped working, so I had to Alia: use my brother's computer.
- Oh, no! Did you have to start again? Lara:
- Yes, I did, but then the Wi-Fi didn't work. Alia:
- Oh, dear! You have to give it to her today. Lara:
- I know, but I haven't got it! It's still on the Alia: computer. And our printer doesn't work.







1 🕣 💮 Listen and read. What happened to Alia's laptop?



- 2 🗞 💭 Work in pairs. Read the dialogue again and say True or False. Then say why.
 - **1** Alia forgot her password.
 - 2 She had to use Miss Allaham's
- **4** She hasn't got a printer.
- computer.
 - 5 Lara gives her some paper and a pen to write her homework.
- **3** The Wi-Fi didn't work.
- 6 In the past, children didn't have to use a pen.

3 🐴 💭 🍀 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.





- Look back at the dialogue in Lesson 2. Then read the sentences and circle the best options.
 - 1 She had to/didn't have to use her brother's computer.
 - 2 She has to/doesn't have to give it to the teacher today.
 - 3 She could/couldn't write when she was five.
 - 4 In the past, children could/ couldn't use computers to do their homework.
- 2 Wead the grammar table. Then read and answer the questions.

Grammar could/couldn't, had to/didn't have to **Present simple** I/We/You/ He/She/ can/can't They upload the have to I/We/ homework. don't have You/They start again. to go to school. has to He/She doesn't have to Past simple 📕 could/ write. couldn't I/We/You/ use He/She/ had to computers. They didn't have

What's the past tense of *can* and *can't*? What's the past tense of *have to* and *don't have to*?

to

use a pen.

3 Read the dialogue in Lesson 2 again. Underline examples of could and couldn't, had to and didn't have to.

Write three true or false sentences about Alia. Then talk to your partner.



Book Club

A smarter smartphone

Į

Π

I have the latest smartphone. It's better than my last phone. It does everything faster than before. It's thinner and lighter, The screen is much brighter. It does everything my old phone did – and more!

> First you press this button. Look! It turns the phone on. Type a password you won't forget. Then click on an icon, Try the blue and white one. Now you can search the internet!

Do you want to do some shopping, But have no time to go in, To buy a present for your friend in town? Shop more quickly online, It doesn't take so much time, You can do it while you're sitting down.

When you're in a new place, And you're going to be late, Find your way more easily with your phone. Download this free app, Find your place on the map, It will take you safely back home.

If you want to take a photo, The phone can take them better, Click on the camera icon on the screen. Take a selfie of your face, In front of a famous place, That's the best photo that I've seen!

 Before you read Today's Book Club text is a poem. Look and circle the words that describe a poem. Then answer.

- 1 In poems, the lines of text are often long/short.
- 2 Poems sometimes/never have words that rhyme.
- 3 What poems do you know?
- 2 (?) Listen and read. Which verse matches the picture?



You need some information, For an examination, Or a project you're doing with your team. Are all your facts right? Find a good website, Check the facts more carefully on the screen.

> When you have some free time, To do something creative, Or do something more quietly alone, Why not read an e-book, Or find something to cook, Lying on the sofa with your phone?

3 After you read Activity Book, page 17.

4) 💤 💭 🚽 Discuss in groups.

- 1 What does the poem say you can do with a smartphone? Make a list.
- 2 What's the best thing about the smartphone? Put your list in order of importance.
- 5 🎎 🌟 Work in groups. Read and act out the poem.

Vocabulary and Grammar



1 😱 Look and match. Then

go online turn on the computer type a password upload a photo download an app search the internet watch a video press a button 1 turn off the TV click on an icon send a message take a selfie

listen, check and repeat.



7 http://search



3













search



- Read the poem in Lesson 5 again. Find some phrases from Activity 1.
- 3 Read the poem again. Why is the new phone better? Write.

more easily faster more carefully more quickly more quietly better

1 It does everything than before.

8

- 2 You can shop _
- **3** You can find your way
- **4** You can check facts
- **5** It takes photos
- 6 You can do something lying on the sofa.

Wead the grammar table. Then 4 match the sentence halves to omploto the rules

complete the rules.	
Grammar	
Comparative adverbs	
adverbs ending in <i>-ly</i>	
quickly \rightarrow more quickly carefully \rightarrow more carefully clearly \rightarrow more clearly	
short adverbs	
hard \rightarrow harder fast \rightarrow faster	
irregular adverbs	
well \rightarrow better badly \rightarrow worse	2
 We add more before We add -er to Well and badly are a irregular adverbs. b adverbs end in -ly. c short adverb 	
I want to I want to learn Japanese trip to the UK	ed to y hard y my next rm. Nadia
6 A Description of the second	
I can play basketball well. I can play basketball bett than you!	rer
twenty-three	23



Technology in JORDAN



Find out how people are using technology in Jordan to help children study.

Technology is helping children in Jordan study in many ways. Online learning platforms let pupils take free courses in subjects like Maths and Science. Many schools are also using tablets, e-readers and interactive whiteboards to make lessons more fun and interesting for pupils. Some schools even have coding workshops (where pupils learn to give instructions to computers so they can do things) and

robotics clubs! And there are also a number of organisations that support education and technology in schools, like the Queen Rania Center for Education and Information Technology. More children now have access to the internet all over Jordan. This means they can explore different cultures and make friends from around the world. Apps are also helping them with English and other languages. For children with disabilities, tools like screen readers are helping them to learn more easily. The internet also means children can stay in touch with family and friends, even when they are far away!

Technology is helping children in Jordan learn, be creative and connect with others. How is technology helping you?

MOW Fact

Around 60 percent of people in the world have a mobile phone!

1 Before you read What devices do you use to help you study at home or at school?



- 2 🛺 Listen and read.
- 3 After you read Activity Book, page 19.
- Work in pairs. Discuss the questions.
 - 1 Have you ever used apps to help you study? Which ones?
 - 2 Have you ever used an e-reader?
 - 3 Do you prefer reading and studying with devices or books? Why?
 - 4 What new technology would you like to use in lessons at your school? Why?

twenty-four

Project —



Make a spider diagram poster about technology and learning.

- 1 In groups, think about the different devices you use at home and at school, and how they can help you learn.
- 2 Choose the ones that you would most like to include in the diagram.
- **3** Decide who will write about each device.
- 4 Make a spider diagram: write the word *Technology* in the middle of your poster. Write the devices around the page and add information about how each one helps you learn.
- 5 Include photos or drawings to decorate.
- 6 Display your poster in the classroom.
- 7 Take a class vote to decide which device is best for learning.

24

English in action Asking for help

Answer the questions.

1 😳 Listen and read.

2



- 1 What two things does the girl need to do for school?
- 2 Why can't her dad help her now?
- Read the dialogue again. Underline three questions asking for help that use language from the Say it! box.

Asking for help: Could you ...?

Can you show me how to ...? Do you have time to ...?

3 2 Say new dialogues with your partner. Ask for help with something. You can use these ideas. Use the Say it! box to help you.

> download an app do your homework upload photos



Pronunciation
 Listen and read. Are the coloured words stressed or unstressed? Then listen again and repeat.

Please can I use the printer, Dad?

It's easy! Press that button there.

me how to turn it on?

at the top of the screen.

revise for an exam?

the dinner.

Of course.

dinner, please?

OK. What next?

Of course. What do you want to print?

My English homework. Can you show

Look at the laptop. Click on that icon

Thanks. Do you have time to help me

Sorry, not now. I have to help with

Alright. Could you help me after

I can upload a photo.

I can send a message to my friend.

I do my homework on my laptop. I go online and send a message.

He turns on the computer to download the app.

Can you show me how to use the printer?



Literacy: reviews

Reading Reading You don't always need Before you read Look quickly at the reviews. Which to read every word. Look quickly at the text reviewer mentions these things? to find the information you're looking for. a password an icon a video treasure a selfie friends buildings Words in context 2 🛺 Listen and read. solve a problem challenge yourself program a computer score points TopCity the exciting new game give tips play online Activity Book, page 21 Amazing game! 宜宜宜宜 by Mariam Aljabi This game is fantastic! I downloaded it onto my tablet and play it every day. In the game, you travel around a city looking for treasure. In every building, you have to click on an icon and solve a problem. These get more difficult, so you have to work harder. It's good to challenge yourself! To move, you have to write instructions. It's like programming a computer. I'm learning lots of new skills! Now I can move around more easily. Last night I scored 50,000 points! Positive points: 1 It was easy to start playing. First, I had to take a selfie and upload it, then I had to type a password. Then I could move around the city! 2 The graphics are really good. Any negative points? The game isn't free, but I think it's good value! \uparrow \uparrow \uparrow \uparrow \uparrow Quite a good game! by Yousuf Alsayeh This is quite a good game, but there are lots of programming games that are better. Positive points: 1. You can watch a video to learn how to play. It gave me some good tips. 2 You can play it online with your friends. That's fun! Negative points: 11 had to buy it! I think it's too expensive. 2 It doesn't work on all my devices – I can't download it onto my phone. 3 After you read Read and write Y (yes), N (no) or DS (doesn't say). 1 You have to pay for this game. You look for treasure in the game. **3** Mariam lives in a city.

- 4 Yousuf thinks *TopCity* is the best programming game.
- **5** Yousuf has watched the video.
- 6 Yousuf has a tablet.
- Work in pairs. Do you play any computer games? What do you like about them? What do you not like?
 - twenty-six



2 Read. Then answer the questions about the reviews on pages 26 and 27.

How to write... a review

Include:

- a short introduction
- positive and negative points
- you, e.g. You can ..., It helps you ...
- adjectives, e.g. brilliant, expensive
- adverbs, e.q. *cheaply*
- 3 🌟 Write a review of an app or game. Plan, write, check and rewrite. Use the How to write... box to help you.
- **1** How many positive points does each reviewer mention? And how many negative points?
- **2** What sentences can you find that use *you*?
- 3 What adjectives can you find?
- 4 What adverbs can you find?

Writing

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





Language booster 1



Listen and read. Answer the questions.



- 1 Where is Ali trying to go?
- 2 Where is he at five o'clock?

Ali: Excuse me. Can you tell me where the stadium is, please?

Man: Yes. Go across the road and go over the bridge. Turn left and walk along the river, then take the second right. Then you'll see the stadium. It's very big!

Ali: Thank you. Bye!



Ali: Hi, Imad. I'm at the stadium now. Where are you?

Imad: Hurry, it's five o'clock! Go through the big gate and turn left.

Ali: OK ... I'm going through the gate now ... and I'm turning left.

Imad: Now go straight on along the corridor. I'm in front of you!

Ali: Oh, yes! I can see you!



Turn left/right. Take the first/second/third on the left/right.

Go straight on/along the road/ through the gate/around the fire station/past the college/over the bridge/across the square. 2 Look at the Say it! box. Then look at the pictures and complete the directions.

	•		right straight	-	
	1 Go t 2 Go 3 Go 4 Go 5 Go a		t the t g th	e door. e hospital. e river. e road.	
	6 Take	the first			
1	Ţ			3	
4		5	441	6	(.)

3 & D * Work in pairs. Draw or find a map. Then take turns to ask for directions.

Excuse me. Can you tell me where the college is, please?

Yes, of course. Go along Main Street and take the second right. The college is on the left.

'OU

KNON

Can you say more places in a town or city? Can you understand directions?

what

Show

Can you use a map and give directions?







How can we classify sports?

Think like a scientist!

What do you know about sports? Can you think of ways to classify them?

Leatn

(heck

think)

Listen and read. How can we classify games?

Sports can be classified in many different ways. One way is to classify them into different types of games.

Games can be grouped into three classifications. These are goal-scoring games, racket games and field games. Goal-scoring games are when one team goes over the halfway line to score a goal or a point. Racket games are when a player uses a racket to hit a ball or shuttlecock over a net to try to win a point. Field games are games with one team hitting a hard ball with a bat to get runs. The other team tries to catch the ball and get the other team out.



3 Look at this tree diagram with the three types of games. Then identify the game.



- 1 You play it with a small ball and hit it over a net.
- 2 You hit a small, hard ball with a round bat and run.
- **3** You play it with a big ball and try to go over the halfway line.
- 4 An example of this type of game is hockey.
- 5 An example of this type of game is baseball.
- 6 An example of this type of game is badminton.
- Why do you think it's helpful to put classifications in a tree diagram?

We can easily/quickly see/ read/understand ...



2 What other sports could you put in the boxes in the key?

Show what you know

Make a sports identification key.

- 1 In groups, brainstorm six sports you'd like to classify.
- 2 Write down five questions to identify the sports.
- 3 Draw a key with your questions. Write Yes/No, and draw lines and boxes.
- 4 Check that the questions and answers match the sports.
- 5 Give your key to another group to answer.
- 6 Be ready to describe your key to a different group.
- 7 Use the ideas on the right to help you.

We've classified ... into two groups. The groups are ... and ...

Examples of ... are ... and ...

Places

Places and buildings: apartment building, castle, factory, harbour, hospital, office building, palace, skyscraper, sports centre, stadium, swimming pool, tower

Parts of buildings: ceiling, corner, corridor, entrance, escalator, exit, floor, lift, roof, stairs, steps, wall Pronunciation: a, corner, escalator, harbour, the, to, tower

World of Wonder! Magazine

Welcome

Book Club

<u>Culture</u>

What are your favourite places in your town or city? Which buildings do you know?

Lara likes looking at the buildings and going to different places in her town. She has a question for you. What do you think?

WDW Question



Lara 1 hour ago Why are some places and buildings important to us?

In this unit I will 🔝

- learn some words for places and parts of buildings.
- use relative pronouns.
- use the Past continuous.
- read a mystery story.
- find out about ancient cities around the world.
- work in a group to make a brochure about an ancient city.
- learn how to give directions in a building.
- read and write short stories.



















Vocabulary

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

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

castle harbour stadium tower skyscraper factory hospital palace swimming pool sports centre office building apartment building



3 😱 Listen and read. Do the WOW! Quiz and write the places.



WIN Quiz Gress the places

1 Arlo 5 minutes ago I stayed there last year. I can remember the smell. The doctors and nurses were kind, but I wasn't happy at that time. I couldn't play volleyball or football. I wanted to go home.

Lara 7 minutes ago

3

I love this place. It's so old. You can climb to the top of a tower. Sometimes people dress up as characters from history here. It's great for history projects.

Work in pairs. Look at the places in Activity 2. Answer the questions.

- 1 Which places can people live in?
- 2 Which places do people work in?
- 3 Which places are for sports?
- 4 Which places are in your town or city?

2 🧑 Faisal 1 hour ago .

This is the tallest building in the city. I like going there to do photography. There's a café at the top and you can go outdoors. On a sunny day you can see the whole city, but don't look down!



Alia 3 hours ago

My classmates and I visited this place last summer. We saw how to make chocolate. The smell was delicious. There were a lot of people working there. I'd like to work there, too!

5 A Content of the second system is a guessing game about places you have visited. Can your partner guess the answer?



(...) There's a bus stop. So, we've answered I played football the first question. in that stadium. Oh, yes! Viewing and presenting 💭 Choose five places that you have been to in your town or city. Make a list. Share it with the class. I've been to the hospital. It was the place I went to the stadium where I first saw my baby brother. when I was ten.

Right.

Arlo: No way!

Faisal:

I didn't like it in hospital. The doctors and nurses were really nice, but I

Listen and read. Which places do Faisal and Arlo talk about?

2) 🗳 💭 Work in pairs. Read the dialogue again and answer the guestions.

1 Where does Alia live?

2 What did Arlo learn at the sports centre?

No way!

3 🗞 💭 🌟 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.

couldn't play sports for a long time after. Faisal: Hey, look! There's a map. Oh, yes! We're here and ... What's Arlo: this big place?



child who ate too much chocolate!

Oh, dear! Where's the stadium? We went

Right. And then we saw the sports centre

I think it's this way. It's near the hospital

I don't remember the time when you went

Oh, yes. I remember. You weren't the only

I don't believe it! We're going to be late for



Oh! It's the place that we're looking for! The stadium is right behind us!

3 Why did Arlo go to hospital?

Hey, look!

4 Are they far from the stadium?

MDW TeamTalk

where I learnt to swim.

the football match.

where I went in April.

Faisal:

Arlo:

Faisal:

Arlo:

Faisal:

Faisal:

Arlo:

Lesson 2
Look back at the dialogue in Lesson 2. Complete these sentences.

- 1 The hospital is the place where ...
- **2** They saw the apartment building where ...
- 3 Arlo remembers the doctors who ...
- **4** He went to hospital on the day when ...
- 5 The stadium is the place that ...
- 2 Read the grammar table. Then read the rules and circle the correct options.

Grammar Relative pronouns

He's the doctor	who	Arlo saw in the hospital.
A stadium is a place	where	you can watch sports matches.
What's the book	that/ which	you want to read?
I remember the time	when	you went to hospital.

We use *that* or *which* / *who* for things. We use *where* / *which* for places. We use *when* / *who* for time. We use *where* / *who* for people.

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

 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.
 Which building did they go past?

They went past the apartment building where Alia lives.



5 Substant Listen and choose the correct answers.



Where's the new museum?
 a opposite the library
 b next to the office building
 c next to the café

Grammar

- 2 Amina is the person who
 a works at the sports centre.
 b works at the library.
 c goes swimming with Mazen's
- 3 How is Khalil going to get there?a by car b by bus c by bike
- 4 When is Khalil going to meet them?
 - a at 2.30 b at 2.15 c at 2 o'clock

6 A Listen again and say True or False. Then say why.

mum.



- 1 They're seeing an art exhibition.
- 2 The café is in the sports centre.
- **3** Mazen's mum says the café is really good.
- **4** Khalil wasn't at home when Amina came to the house.
- **5** The exhibition opens at 2.30.

Play a definitions game. Write a definition of a place, person, animal or thing without saying the word. Can your partner guess the word?





MDW. Book Club

Lesson 5



in front of him in his sketchbook. 'Hurry, Omar! We're late,' called Rakan. They ran to the steps at the front of the palace.

'Welcome to the palace,' said the guide as they walked through the entrance into a big hall with high ceilings. They followed him up the stairs to a corridor on the first floor.

'Look at this everyone,' the guide said, pointing to a picture on the wall. 'He lived here many years ago. He painted lots of pictures, but some of them got lost.'

'Look! The painting of the palace is wrong!' said Omar. He was holding his sketchbook next to the picture. 'There are only two windows in the tower.'

'Maybe you didn't see the third window,' said Rakan.

'No way! I think there's a secret room,' thought Omar. He was touching a bookcase when suddenly it moved and he fell. Everything went black.

'Hello.' It was a young man dressed in beautiful, traditional clothes.

'Oh, hello. I'm Omar!' he said. 'I draw pictures, too!' 'Here,' said the man, giving him a paintbrush. 'We can paint together!'

'Omar, wake up!' said Rakan. 'You fell down some stairs. You found a secret room. The owner of the palace wants to see you."

'Oh, really?' Omar answered. He got up quickly and went to see him.

'You found my grandfather's paintings,' he said to Omar. 'Thank you! Oh, dear! Are you OK?'

'Yes, it's just my leg,' said Omar. 'Wait a minute!' He took something from his pocket. 'It's the paintbrush I was painting with! So now I can finish my picture!'

- Before you read Today's Book Club text is a mystery story. Look and circle the words that describe a mystery story.
 - 1 There is always a puzzle to solve/ a journey somewhere.
 - 2 One character is often a kind of detective/a princess.
- 2 🚯 Listen and read. Then answer the questions.



- 1 What do Omar and the young man both like doing?
- 2 Why was the palace owner happy?

After you read Activity Book, page 29.

🙆 🎎 🗑 Discuss in groups.

- **1** Do you think Omar really met the young man?
- 2 Why do you think the paintings were in the secret room?
- 5 Viewing and presenting 🛛 🏠 💭 -

Work in groups. Plan and write a different ending to the story. Share it with the class.

Vocabulary and Grammar





ceiling floor wall roof corner corridor stairs steps 1 lift escalator entrance exit

 Look and match. Then listen, check and repeat.





24





4



7

9

11





2 Read the story in Lesson 5 again. How many words about buildings can you find? 3 Read the story again. Match the actions. Which actions are longer? Which are shorter?

S

- 1 Omar was drawing
- 2 The guide was talking
- 3 Omar was holding his sketchbook
- 4 Omar was touching a bookcase
- 5 Omar woke up 💋
- a when Rakan was talking to him.
- **b** when Rakan called Omar.
- c when they walked through the entrance.
- d when he fell.
- e when he looked at the painting.

Read the grammar table. Then read the rule and circle the correct options.

Gram	nar			
Past co	ntinuo	us		
l/He/Sl	he	was wasn't	playing in the	when it started
You/W They	/e/	were weren't	garden	to rain.
	was	I/he/she	doing w	hon it
What	were	you/we/ they	started t	

We use the Past simple with the Past continuous when a **longer / shorter** action happens in the middle of a **longer / shorter** action.

5 (1) Listen to four children. Which places do they talk about?



Work in groups. What are your earliest memories?

- 1 Where were you? Describe the place.
- **2** What were you doing? What happened?



Mausoleum Madriani

Porta Aurelia

Tare

Ancient cities

There are ancient cities and buildings in many countries around the world. They can tell us a lot about the past!

n 1812, a man from Switzerland was travelling in Jordan. He heard about an ancient city and asked someone to take him there. He then told the world about it. This was Petra. Petra was built by the Nabataeans over 2,000 years ago. It had gardens with fountains and ponds and even a swimming pool. The most famous place in the city is *Al-Khazneh*. Archaeologists aren't sure why it was built. Some think it was a tomb for a king, while others believe it was a temple. Amazingly, most of the city is still underground!

n ancient Rome, now in Italy, there was a city called Pompeii. About 2,000 years ago, a volcano called Vesuvius erupted and covered the city with ash. In 1748, archaeologists started to dig under the ash, and today people can visit the city. There are streets, houses, shops, cafés and small factories. There is also a big outdoor amphitheatre, like a modern stadium. This is the place where people went to watch events.



Al-Khazneh at Petra

MOW Fact

People in Pompeii often wrote on the walls of buildings. Their writing gives us lots of information about life in Roman times!

Before you read Are there ancient cities in your country? How old are they?



- 2 😱 Listen and read.
- 3 After you read Activity Book, page 31.

Work in pairs. Discuss the questions.

- 1 What are the oldest buildings in your town? How old are they?
- 2 What do you know about these old buildings?
- **3** What do these buildings tell you about the past?

Amphitheatre at Pompeii

Make a tourist brochure about an ancient city.

- Project -



- 1 In groups, find out about other ancient cities around the world.
- **2** Choose the city that you would most like to visit.
- **3** Decide who will research to find out about:
 - how old the city is and how many people lived there.
 - the oldest buildings in the city.
 - what you can see there today.
- 4 Write short texts from your notes on small pieces of paper and glue them into your brochure. Add photos or pictures.
- **5** Present the information to the rest of the class.
- 6 Take a class vote to decide where you're going to go and what you're going to see.







Welcome to the museum! Is this your first visit?

Yes, it is! We learned about the Romans at school last week.



Was it interesting?

Yes, very. I want to find out more! Can you tell me where the Roman room is, please?



Thank you. And what about the café? Where's that, please?

Oh, that's easy – it's on the ground floor! Go along the corridor and around the corner. The café is next to the exit.



That's great. Thanks very much.

Enjoy your visit!

English in action

Giving directions in a building

Listen and read. Answer the questions.



- 1 Why did the girl go to the museum?
- 2 What two places does she want to find?

2 Read the dialogue again. Underline sentences that use language from the Say it! box.



Giving directions in a building:

It's upstairs/downstairs. It's on the left/right.

It's the (first) door on the (right).

It's on the ground/first/second floor.

Go through the door/straight on/ along the corridor/around the corner.

Take the *lift/escalator* (to the first floor).

Say new dialogues with your partner. Imagine you're in a public building. Ask for and give directions. Use the Say it! box to help you.

Can you tell me where the (...) is, please?

Pronunciation



She climbed a hill to see a tower.



The harbour is around the corner.



Take the escalator to the second floor.



Literacy: short stories

Reading

1 Before you read Look quickly at the story and complete the sentences.

- **1** The boy in the story is called _____
- 2 The story begins and ends in his _____.

The fantastic bird

Y ousuf was in his bedroom. He was trying to write a story for his homework, but he didn't have any good ideas. He stopped writing and started to draw. He sketched a really big orange bird with a long blue tail. He was pleased with his picture! After that, he decided to go to bed.





e was lying in his bed when he suddenly heard a noise. He looked up. The bird from his picture was flying in through the window! The bird asked, 'Do you want to fly?' Yousuf was amazed. He was scared of flying, but he loved

adventures, so he climbed onto the bird's back. The bird zoomed out of the window and flew over the city. Yousuf saw skyscrapers and factories. They flew over the office building where his mum worked. They flew over the harbour. The people in the boats looked very small. 'Wow!' Yousuf yelled.

2 😱 Listen and read.



- **3** After you read Read and answer the questions.
 - 1 What was Yousuf's problem?
 - 2 What was unusual about the bird?
 - **3** Why did Yousuf climb onto the bird's back?
 - 4 Read the two questions at the end of the story. What do you think?



tip Reading

When you see a word that you don't know, try to guess the meaning. Use the pictures and the text to help you.

A t last, the bird flew back to the apartment building where Yousuf lived, and back into his bedroom. He climbed off the bird's back and got into bed. 'Goodbye, bird,' he said. He quickly went to sleep.

When Yousuf woke up in the morning, he remembered his amazing adventure. 'Oh,' he whispered, sadly. 'It was just a dream.' But then he smiled. Now he had an idea for his homework! He started to write. When he finished his story, he looked up. He thought he saw something

orange next to the window. Was it the bird? Or was it his imagination?

Words in context

sketch zoom yell remember whisper smile

Look at the picture and tell a story with your partner. You can use the words to help you.

Adel was playing in the park when ...

opened closed saw heard went ran said whispered shouted yelled asked smiled





1 Read. Match the pictures to paragraphs 1–4.

Writing

b

d

а

C

A SPECIAL VISITOR

- 1 Sultan was at the stadium with his dad. They were buying tickets for a football match. 'I'm so excited
- about the match tonight,' Sultan said, happily. 'I've
- never seen my favourite team in their stadium before!'
- But then Sultan fell down some steps. 'Ouch!' he shouted. 'My foot hurts!'
- Sultan's dad took him to the hospital. A doctor looked at his foot. It was broken! Sultan was very sad. 'Oh no! Now I won't see my team play,' he said.
- He was reading a book in his hospital room when suddenly the door opened and a man walked in. He
- was the best player from his favourite team! 'Hello,
- Sultan!' he said. 'I saw you fall down the steps. I
- decided to visit and give you a signed football from the team!
- the team!'

2 Read the stories on pages 40 and 41 again. Then complete the story plans.

How to write a short story			The fantastic bird	A special visitor
Think about these things: • Where does the story	where	setting	bedroom and the sky!	(1) <u>stadium</u> and (2)
take place? • Who is in your story?	who	characters	Yousuf bird	Sultan, his (3) , the (4)
What happens at the beginning?		beginning	trying to write a story	buying (5) for a match
What happens in the middle?	what	middle	flies over city on bird's back	falls down (6)
What happens at the end?		end	writes story	football player visits him in (7)
3 K Write a short story.				
Plan, write, check and rewrite. Use the <i>How to</i> <i>write</i> box to help you.	o excited at	that people say bout the match t ed. 'My foot hur	t onight,' Sultan said.	

Happy homes

Household chores: clear the table, cook dinner, do the washing-up, dust the furniture, empty the bin, load the dishwasher, put away the clothes, sweep the floor, take out the rubbish, tidy up, vacuum the carpet, water the plants

Cooking: add, bake, boil, chop, cut, fork, fry, knife, mix, pepper, salt, spoon **Pronunciation**: butter, dinner, dishwasher, interesting, order, sister, water

Welcome Book Club Culture

Do you sometimes help at home? Look at the photos here. How many jobs at

home do you know?

Faisal loves doing the gardening and watering the plants. He has a question for you. What do you think?

MON Question



Faisal 6 hours ago How can we make our homes happy places?

In this unit I will ..

- learn some words for jobs at home and things in the kitchen.
- use the Present perfect tense with *already*, *just* and *yet*.
- use sense verbs (look, smell, taste, sound, feel).
- read a playscript.
- find out about traditional food around the world.
- work in a group to make a menu for an international food festival.
- learn how to offer to help.
- read and write recipes.























...



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

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

3

tidy up clear the table 1 vacuum the carpet dust the furniture sweep the floor do the washing-up empty the bin put away the clothes load the dishwasher cook dinner water the plants take out the rubbish

4

10



MOW Blog

Faisal 45 minutes ago

Hi, everyone! Who empties the bin in your home? I'm doing a survey to find out what jobs children do at home. In our house, my dad empties the bins and takes out the rubbish, and my mum vacuums the carpets.

My sister sometimes dusts the furniture, and we both have to tidy our rooms. I'm a tidy person, so I enjoy tidying my room. After dinner, we have to clear the table and load the dishwasher or do the washing-up. I helped to cook dinner on Saturday, and everyone enjoyed it so I'm going to do it again! We help put away the clothes, too. I like matching socks, but why is there always one extra sock?

My favourite jobs are outdoors. I love watering the plants in the garden, and I don't mind taking out the rubbish either.

What about you? How do you help at home? Send me a message!

Work in pairs. Look at the jobs at home in Activity 2 and answer the questions.

- 1 Which jobs do people do in the kitchen?
- 2 Which jobs do people do outdoors?
- 3 Which jobs do you do at home?
- Write the jobs in order from the best to the worst for you. Compare your list with your partner.

I like cooking dinner.



I don't like emptying the bin.





Vocabulary





Lara:	What a mess! Hurry up! We have to tidy up! My dad will be here soon.
Alia:	Well, we've already made a cake.
Lara:	And I've just cleared the table.
Alia:	But look at the mess over here!
Lara:	I've loaded the dishwasher, but I haven't done the washing-up yet.
Alia:	And we haven't swept the floor yet.
Lara:	Hang on! I've just done that!
Alia:	Oh, sorry! Maybe we should vacuum it.
Lara:	What about the bins? Have you emptied





Alia:	No, but we can do that later. What time does your dad get home?	
Lara:	Here he is now! Quick! Hide!	
Lara/Alia:	Surprise!	
Dad:	Wow! What's this for?	
Lara:	We just wanted to surprise you!	
Dad:	Thanks, g <mark>irl</mark> s!	回 74

1) 🗑 💮 Listen and read. Why are th<mark>e</mark>y tidying up?

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

- 1 Why have they made a cake?
- **2** Have they cleared the table yet?
- 3 Who loaded the dishwasher?
- 4 Has anybody swept the floor yet?
- **5** Who thinks they should vacuum the floor?
- **6** Which job are they going to do later?

3 2 Work in pairs. Find these expressions in the dialogue. Then use the expressions to complete and act out the dialogues.





Look back at the dialogue in Lesson 2. What have they done? What haven't they done?

tidy up make the cake clear the table load the dishwasher do the washing-up sweep the floor vacuum the floor empty the bins

2 Read the grammar table. Then read the rules and circle the correct options.

Grammo	ar		
Present p	erfect wi	th <i>already, just</i> a	nd yet
l've He's They've	He's already eaten lunch.		washer.
I haven't She hasn't		watered the plants cleared the table	yet.
Have you Has anyone		emptied the bins done the washing-up	yet?

We sometimes use the Present perfect with already, just and yet. We use already / just / yet when we have done something a very short time ago.

We use *already / just / yet* when we have done something earlier than someone expected.

We use *already* / *just* / *yet* in negative sentences and questions to talk or ask about something we haven't done, but we are going to do soon.

3 Read the dialogue in Lesson 2 again. Underline examples of already, just and yet.





Cast:

Narrator Anansi the spider

Mabel the monkey Henry the tortoise 🐻 Ronny the rabbit 👧 Lulu the mouse

Friends of Anansi: 🥗 Freddie the frog, ؇ Felix the fox, *M* Bill the badger and *by* Horace the hedgehog

Lesson 5

Scene 1:

Narrator: Anansi was walking past Ronny's house when he smelt something. Anansi: Mmm... that smells good! Ronny: Hi, Anansi. Have you had lunch yet? Anansi: No. What are you cooking?

Why do spiders

have long legs?

and I'll come back when it's ready. Scene 2:

Ronny: I haven't finished yet, but you

Anansi: Oh, that's OK. Just pull my web

can help. Here's a knife.

Narrator: On his way to the park, Anansi met Mabel.

- Mabel: Hi, Anansi. I've just been
- shopping. Come for lunch! I've already baked a cake.
- Anansi: Mmm... It smells like chocolate cake!
- Mabel: What a mess! I have to sweep the floor. It doesn't look clean.
- Anansi: Oh! I'll come back. Pull my web later.

Scene 3:

Narrator: Anansi was walking past Henry's house.

Henry: Anansi! Come for lunch! I've already chopped the vegetables. You can help me boil them... Anansi: I'll come back later.

Just pull my web.

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

- 1 There is a list of characters/places at the beginning.
- 2 Different parts of the playscript are called chapters/scenes.

2 🚯 Listen and read. Then 口路的 answer.



- **1** How many friends did Anansi meet?
- **2** Why did he want to come back later?

Scene 4:

Narrator: Anansi saw his friend, Lulu. Lulu: Hi, Anansi. Come in! I've already made lunch.

- Anansi: I'm sure it will taste delicious. Lulu: I've added salt and pepper, and
- I've just put it in the oven. Let's lay the table. We need knives, forks and spoons.

Anansi: Oh! I can come later. Just pull mv web.

Narrator: Anansi met four more friends and they all invited him to eat. He said the same thing.

Scene 5:



Anansi: Hooray! Lunch is ready at Ronny's house! Oh! That's Mabel! And now Henry! Ouch!

Narrator: Eight friends were pulling the web at the same time. Anansi's legs were growing longer and thinner...

Scene 6:

Narrator: Anansi jumped in the river to escape from his friends. Anansi: Oh, no! I can't go for lunch now.



4) 💤 🚽 Discuss in groups.

- **1** Why do you think that Anansi didn't want to help his friends?
- 2 What important things can we learn from the story?

5 Viewing and presenting 👔 🏠 💭 👫

Work in groups. Write four more scenes, between Scene 4 and Scene 5, where Anansi meets four more friends. Their names are in the Cast at the top. Share them with the class.

Vocabulary and Grammar



🚹 💮 Look and match. Then listen, check and repeat.



knife fork spoon fry salt pepper 1 cut bake add chop mix boil

6

















11



Read the playscript in Lesson 5 again. How many words from Activity 1 can you find?

3 Read the playscript again and match.

- 1 Anansi feels
- 2 Ronny's lunch smells
- **b** hungry.

a good.

- c clean.
- 3 Mabel's cake smells d delicious. 4 Mabel's house
 - e like chocolate cake.
- 5 Lulu's lunch will taste

doesn't look

🖞 Read the grammar table. Then read the rules and circle the correct options.

Grammar		
Sense verbs: Ic	ook, smell,	taste, sound, feel
What does it	look smell taste sound feel	like?
	looks smells tastes	like a chocolate cake. delicious.
lt	sounds	like a bell. interesting.
	feels	like leather. soft.

We use adjectives / nouns after sense verbs + like. We use adjectives / nouns after sense verbs.

5 🚯 Listen. What kind of ice cream do they taste?



- 🙆 🌟 Think of an ice cream. Answer the questions.
 - 1 What does it look like?
 - 2 What does it smell like?
 - 3 What does it taste like?



People all around the world have fun cooking and eating together. Different countries have different traditional dishes.



Culture

Rashoof is a traditional dish from Jordan. To prepare it, start by chopping onions and frying them in a pan. Then add lentils and cracked wheat. People sometimes also add rice. Cook in boiling water. Add a special yoghurt called *jameed* and cook until the mixture becomes thick and creamy. Serve it with crispy fried onions on top. People love to eat this in winter!



Shuwa is **Oman**'s national dish, and is often enjoyed during Eid al-Fitr. To make it, add herbs and spices to a leg of lamb and wrap it in banana or palm leaves. Then cook it slowly in an underground oven. This makes the meat extra soft. Shuwa is usually eaten with rice and salads.



In **China**, the New Year starts in January or February. Many people celebrate for two weeks! They eat lots of tasty food. Families often make dumplings together on New Year's Eve. You make them with meat or vegetables and very thin dough. Then you boil the dumplings in water.

MOW Fact

Families clean their homes before Chinese New Year. Then they put up special red decorations.

- 1 Before you read What traditional foods do you know?
- 2 🚻 Listen and read.
- 3 After you read Activity Book, page 41.
- Work in pairs. Discuss the questions.
 - 1 Which food from the reading would you prefer to try? Why?
 - 2 Which food would you prefer to make?
 - **3** Do you make any traditional food at home?
 - 4 What traditional food do you like best?

🐅 Project

Design a menu for an international food festival.



- 1 In groups, choose a country and find out about its traditional dishes.
- **2** Decide who will research each dish and find out:
 - what the dish is called.
 - where people eat it.
 - what it is made with.
 - how it is made.
- **3** Stick your notes on a big piece of paper and add photos or drawings to make a menu.
- **4** Display the menus in the classroom.
- **5** Imagine you're at the festival. Choose the dishes that you would most like to try.

forty-eight





- Can I help you?
- Yes, of course.
- 🖌 Do you want me to help, too?
- 🗧 Yes, please!
 - What's for dinner?
 - Noodles with chicken and vegetables. Here's the recipe.
- Mmm, that looks delicious. I'll chop the vegetables.
- 🗧 Thank you.
- Shall I cook the noodles?
- That would be great. I've already boiled the water.
- What do you want us to do now?
- How about laying the table? We need knives and forks and plates!
 - Sure, Mum!

Pronunciation



Listen and read. Answer the questions.



- 1 What are they going to have for dinner?
- 2 How are the children going to help? Name three jobs.
- 2 Read the dialogue again. Find five offers that use language from the Say it! box.



I'll ... Shall I ...? Do you want me to ...? Can I help you? What do you want *me/us* to do (now)?

3 ACT out new dialogues with your partner. Say what you're going to do and offer to help. Use the Say it! box to help you.

clean the kitchen make a salad tidy my room

I'm going to clean the kitchen.

Shall I do the washing-up?

4 (1) Listen and read. Which letters make the schwa (/∂/) sound? Then listen again and repeat.





Literacy: recipes

Reading

Before you read Look quickly at the recipes. Which dish would you prefer to make? Why?

2 💮 Listen and read.

向京谷史

To help you choose recipes, look at the titles, the ingredients and the pictures.

What food do you like to eat at family parties? We asked our readers to send us their favourite family party recipes. Here are two of them. We've already tried them – they taste delicious, and they're fun to make!

Reading



Fruit on sticks with chocolate sauce

Ingredients:

- 50g chocolate fruit, e.g. strawberries, grapes,
- kiwi, cherries, mango - 50ml cream What to do:
- Chop the fruit and put the pieces of fruit on wooden sticks.
- 2 Put the chocolate in a bowl in the microwave and melt it slowly. Don't boil it!
- 3 Mix the cream and the melted chocolate.
- 4 Heat the cream and chocolate in the microwave for 20 seconds and mix it again.

5 Eat the fruit with the chocolate sauce.

3 After you read Read and find the recipe. Write A or B.

- Which recipe tells you to ... 1 use wooden sticks? Α
- 2 make a dough?
- 3 use the microwave?
- 4 beat an egg?
- 5 bake something
- 6 melt something?

火 Cheese straws 🏏 Ingredients:

- 100g flour - 50g butter - 1 egg
- 1/2 teaspoon salt 75g grated cheese

What to do:

B

- Cut the butter into small pieces and then beat the egg.
- 2 Put the flour, salt and butter into a big bowl. Rub the butter with your fingers to make very tiny pieces.
- 3 Add the cheese and the egg. Mix everything together to make the dough.
- 4 Roll the dough with a rolling pin and then cut it into long pieces.
- 9 Put the pieces of dough on a metal tray in the oven and bake them at 180°C for 10 to 15 minutes.

Words in context

cream sauce butter teaspoon rolling pin tray Activity Book, page 43

4 🔁 💭 🌟 Work in pairs. Act out actions from the recipes. Watch and guess.

Are you chopping fruit?

Yes, I am.



· 100g brown sugar

· 1 teaspoon vanilla

· ¹/₂ teaspoon salt

· 200g chocolate

С

e

· 125g butter

· 225a flour

· 1 egg

2 Read. Then answer the questions about the recipes on pages 50 and 51.

How to write... a recipe

WHAT TO DO

make a dough.

and mix again.

- First write a title.
- Then write the ingredients. Use abbreviations,

Cut the chocolate into small pieces.
 Mix the butter and sugar together to _____

3 Add the egg and vanilla and mix again.4 Now add the flour, salt and chocolate pieces

5 Make small balls of dough with your hands and put them on a metal tray. Bake the cookies in the oven at 200°C for 15 to 20 minutes.

e.g. g = grammes, ml = millilitres, °C = degrees Celsius Then write what to do. Give instructions with cooking verbs, e.g. Cut ... , Bake ... , Add ... , Don't boil ...

Write a recipe for a dish that you like. Plan, write, check and rewrite. Use the How to write... box to help you.

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.*

1 Which recipe has the most ingredients?

d

- 2 What abbreviations do the recipes use?
- **3** What cooking verbs can you find in the recipes?

fifty-one 5

51

Language booster 2

W How many items of clothes can you name?

2 💮 Listen and read the interview. Answer the questions.

1 What makes Hala happy?

LATA S

rearning Club

2 What kind of clothes does she like?

Who or what made you interested in clothes?

My grandma! She had lots of beautiful, formal clothes. When I was young, she taught me to sew, and I made my first dress. I've still got it, but it's too small now. She bought me my first sewing machine.

What are your favourite clothes?

Comfortable clothes make me happy. I like wearing jeans and sweatshirts. I like plain, casual clothes, but I also wear colourful clothes. Unusual clothes make people interesting!

Do you often buy new clothes?

No! I look for cheap or recycled clothes. I buy old clothes and change them so they look better.

Have you got a lot of clothes?

I guess so, but I haven't got a big wardrobe, and I share a room with my sister. We also share clothes. She's always giving me ideas for my blog. She makes me happy! Last week, she borrowed my new jacket. But she fell and hurt her arm. She made my jacket dirty, but I'm just glad she's OK!

You're having a family party next week. What are you going to wear?

Er... My new sweatshirt and leggings, or my favourite skirt and top. I haven't decided yet.

What advice do you have for your readers?

Wear the clothes that make you happy, but think about the environment, too. You don't need to buy new clothes. Just make the ones you've already got look better!



Hala, clothes blogger

- 3 Read the interview again. Find and write the opposite adjectives.
 - 1 uncomfortable
 - 2 plain
 - 3 smart
 - 4 expensive
 - 5 informal

Wead the grammar table. Then find examples of make + object + adjective in the interview.

Grammar

<i>to make</i> + object + adjective			
My sister	makes	me	happy.
She	made	my jacket	dirty.
Comfortable clothes They	make	her	happy.

5 💤 💭 Work in groups. Ask and answer the questions.

- 1 What are your favourite clothes? Why?
- 2 What makes you happy?
- 3 Who makes you happy?

Eisten and read. Answer the questions.



1 Which clothes do they talk about?

2 Where do you think they're going?



Maha: Are you ready?

Rola: Not yet!

Maha: Hurry up! We'll be late.

Rola: Have you made the cake yet?

Maha: Yes, I have.

Rola: I don't know what to wear.

Maha: You could wear your new patterned dress.

Rola: That dress is too smart, but jeans are too casual.

Maha: Come on! Jeans are smart enough!

Rola: But my jeans are too small. They make me uncomfortable.

Maha: How about your long blue skirt?

Rola: Yes, OK. I'll wear my blue skirt. It's comfortable. What are you wearing?

Maha: My blue jeans and a spotted cotton top. Oh, and my new, gold bracelet.

Rola: That's great. You'll look casual but smart, too!







How can we compare materials?

Think like a scientist!

Think

Learn

What do you know about materials? Can you think of different types of materials?

2 PLISTEN and read. What do we call the diagram described in the text?



When we talk about types of materials in Science, we can compare them using different adjectives. We can then write examples of the materials in a Venn diagram. The diagram makes it easy to see what's the same and what's different between different categories of materials.

Find leggings in the diagram. They're soft and smooth, but they aren't hard. Now find bracelets. They're smooth too, but they're hard, not soft. This is how a Venn diagram helps to show what's the same and what's different.



Find and write the words for these clothes and accessories in the Venn diagram in Activity 2.

- 1 They're made of soft material.
- 2 They're made of smooth, hard material.
- 3 They're made of soft, smooth material.
 - 4 They're made of hard materials.
 - 5 They're made of soft material and they've got metal on top.
 - 6 They're made of soft material on top and hard material on the bottom. They've also got smooth laces.

Describe
 two of the clothes
 or accessories in
 the Venn diagram.
 Ask your partner
 to guess what you
 describe. Use this
 example to help you.

They aren't soft. They're smooth and hard. They're silver.

(heck



2 Circle the adjectives which describe these clothes and accessories.

1 a silk tie	hard	smooth	unusual
2 a plastic handbag	casual	formal	comfortable
3 woolly gloves	silver	hard	soft
4 a leather belt	colourful	brown	curly
5 gold earrings	smart	soft	cheap

show what you know



Tree Day

🙀 Listen and read.



ree Day is a special day in Jordan. It's celebrated every year on 15th January! It's also celebrated in other countries

but not always on the same day. Here, people all over the country **plant** trees. In fact, it's the first thing people do on Tree Day. Even

His Majesty King Abdullah II and Her Majesty

Palm trees are the most popular to plant, but this year we planted **olive** trees. But we didn't

plant them in school. We went on a **school trip** to Irbid and planted some trees there. We really enjoyed it. Tree Day helps to make **green spaces** because there aren't many in Jordan – 90 % of our country is **desert**! It also helps us to understand how important trees are to the environment. It's a day to celebrate

Queen Rania Al Abdullah plant trees!

I'm Hanan, and Tree Day is my favourite day of the year!



Answer the questions.

- 1 When is Tree Day?
- 2 What do people do?

nature and make a difference.

3 What do you usually do on Tree Day?

Work in pairs. Discuss the questions.

- 1 Why are trees important?
- 2 How do trees help people and animals?
- **3** What do trees need to grow?

Viewing and presenting

Make a tree lifecycle poster.

- 1 In groups, research the lifecycle of a tree.
- 2 Draw pictures of the stages and label them. Include interesting or unusual facts.
- 3 Practise talking about your poster in groups. Decide what information each of you will present.
- 4 Present your posters to the class.



Hello! I'm Laith. Belonging to My School Day was amazing!

Belonging to My School Day

Listen and read.



go to school in Zarqa, the secondbiggest city in Jordan. This November, we celebrated something new: Belonging to My School Day. I had never heard of it before, so it was quite a surprise! Everyone at school got involved – pupils, teachers, even our parents. The whole day was about feeling **proud** of our school and how school is an important part of the **community**.

We started the day with a big **assembly**. The **headteacher** talked about the importance of **education**. After that, we went to our classrooms. Our teacher wanted us to create something that showed how we work together at school. So, together with the teacher, we painted a **mural**! But it wasn't just about having fun; it was about realising how being part of a school community helps us grow. It made me feel I was part of something special. I can't wait for next year!



Answer the questions.

- 1 When was Belonging to My School Day at Laith's school?
- 2 What did he and his class do?
- Would you like to have a Belonging to My School Day? Why?
- 3 A Constant Sector Sector
 - 1 Why is school important?
 - 2 Why is working as a team important?

Viewing and presenting A Software A presentation about Belonging to My School Day activities.

- In groups, think about what you could do for Belonging to My School Day.
- 2 Choose your favourite activity and write about it.



3 Present your activity to the class.



fifty-seven

Grammar reference

Unit 1

			Remember j	
Prese	Present simple and Present continuous			
Prese	nt simple			
1	play vol	eyball	after	
She	doesn't	<mark>go</mark> cycling	school. once a week.	
Do	they	do gymnastics	every	
Does	he	<mark>play</mark> hockey	Monday? every week?	
Prese	nt continu	lous		
I	'm	sitting straight	now.	
We	aren't	doing archery	today.	
ls	she	playing tennis	at the moment?	

Unit 2

could/couldn't, had to/didn't have to 🛛 🗖			
Present simp	ole	N N	
l/We/You/ He/She/ They	can/can't	upload the	
l/We/You/ They	have to don't have to	homework. start again. go to	
He/She	has to doesn't have to	school.	
Past simple			
l/We/You/ He/She/ They	could/ couldn't had to didn't have to	write. use computers. use a pen.	

State ve	State verbs		
He/She	likes prefers doesn't like	art. doing photography.	
I	hate love don't like	making models. sports. playing outdoors.	
lt	sounds looks	good. interest <mark>i</mark> ng.	
Do you	know	this game?	

Comparative adverbs		
adverbs ending in <i>-ly</i>		
quickly \rightarrow more quickly carefully \rightarrow more carefully clearly \rightarrow more clearly		
short adverbs		
hard \rightarrow harder fast \rightarrow faster		
irregular adverbs		
well \rightarrow better	badly \rightarrow worse	

Unit 3

Relative pronouns		
He's the doctor	who	Arlo saw in the hospital.
A s <mark>t</mark> adium is a place	where	you can watch sports matches.
What's the book	that/ which	you want to read?
l remember the time	when	you went to hospital.

Past continuous				
l/He/She		was wasn't	<mark>playing</mark> in the	when it
You/V They	Ve/	were weren't	garden	started to rain.
	was	I/he/she	doing when it started to rain?	
What	What were	you/we/ they		

Unit 4

Present perfect with <i>already, just</i> and <i>yet</i>				
l've He's They've	already just	swept the floor. eaten lunch. loaded the dishwasher. taken out the rubbish.		
l haven't She hasn't		watered the plants cleared the table	yet.	
Have you Has anyone		emptied the bins done the washing-up	yet?	

Sense verbs: look, smell, taste, sound, feel		
What does it	look smell taste sound feel	like?
lt	looks smells tastes	like a chocolate cake. delicious.
	sounds	like a bell. interesting.
	feels	like leather. soft.

LC2

to make + object + adjective			
My sister She	makes	me	happy.
	made	my jacket	dirty.
Comfortable clothes They	make	her	happy.

How to write... reference

Unit 1 a good interview

- Use lots of question words, e.g. what, when, where, who, how, why.
- Ask about the biggest, the best, the most interesting ...
- Use questions that will find out interesting information!

Unit 2 a review

Include:

- a short introduction
- positive and negative points
- you, e.g. You can ..., It helps you ...
- adjectives, e.g. brilliant, expensive
- adverbs, e.g. cheaply

Unit 3 a short story

Think about these things:

- Where does the story take place?
- Who is in your story?
- What happens at the beginning?
- What happens in the middle?
- What happens at the end?

Unit 4 🔰 a recipe 📁

- First write a title.
- Then write the ingredients. Use abbreviations, e.g. g = grammes, ml = millilitres, °C = degrees Celsius
- Then write what to do. Give instructions with cooking verbs,
 e.g. Cut ..., Bake ..., Add ..., Don't boil ...

English in action reference

Unit 1



Making suggestions: You could ... Why don't you ...? How about ...ing ...? Responding to suggestions:

- That's a good idea.
 That sounds good.
 Yes, I could do.
- But ...I don't think so.

Unit 2

Say/

Asking for help:

Could you ...? Can you show me how to ...? Do you have time to ...?

Unit 3



Giving directions in a building:

It's upstairs/downstairs. It's on the *left/right*. It's the (first) door on the (right).

It's on the ground/first/ second floor.

Go through the door/ straight on/along the corridor/around the corner.

Take the *lift/escalator* (to the first floor).



Offering to help: I'll ... Shall I ...? Do you want me to ...? Can I help you? What do you want *me/ us* to do (now)?



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