

Jordan **TEAM** **Together** Grade 5 *Semester 1*

Pupil's Book with Digital Resources



Adaptation Committee in Jordan

Prof. Nayel Darweesh Al-Shara'h (Head)

Dr. Manal Fahed Aburumman (Coordinator)

Dr. Hanan Hasan El-Kanash

Saad Mohammad Odeh

Publisher: The National Center for Curriculum Development

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



06-5376262 / 237



06-5376266



P.O.Box: 2088 Amman 11941



@nccdjor



feedback@nccd.gov.jo



www.nccd.gov.jo

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Higher Council of the National Center for Curriculum Development in its meeting No. 3/2024 on 7/5/2024 and the approval of the Board of Education decision No. 44/2024 in its meeting No. 3/2024 on 26/6/2024 for the 2025/2026 academic year.

First edition (trial) © Pearson Education Limited and York Press Ltd. 2024

Second edition (revised and updated) © Pearson Education Limited and York Press Ltd. 2025

ISBN: 978-9923-41-914-4

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department
(2025/3/1595)

Primary indexing data for the book

Book title	Jordan Team Together, Grade 5: Pupil's Book, Semester 1
Prepared by / staff	Jordan National Center for Curriculum Development
Publication data	Amman: National Center for Curriculum Development, 2025
Classification number	375.001
Descriptors	/Curriculum Development//Courses//Levels of Education/
Edition data	Second Edition, Revised and Updated

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

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

The publishers would like to thank Kay Bentley, Gareth Vaughan and Tessa Lochowski for their contribution.

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

Printed 2024

Reprinted 2025

Jordan **TEAM** **Together** Grade 5 *Semester 1*

Pupil's Book with Digital Resources



Contents

Welcome Welcome back	4
1 Talent show	8
2 Then and now	18
Bo's Learning Club	
Language booster 1	28
Social Studies:	
Are all the planets rocky?	30
3 Let's explore!	32
4 Off to the shops	42
Bo's Learning Club	
Language booster 2	52
Science:	
How can plants keep us healthy?	54
Festivals	
Harvest Festival	56
World Water Day	57
Solve it	58
Grammar reference	59



Pearson

Michelle Mahony
with Kay Bentley and Tessa Lochowski



Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening
W Welcome back Page 4	Describing free-time activities; talking about appearance	Free-time activities: play football, play basketball, go swimming, Science Club, visit Granny, tennis lesson Appearance: curly hair, long hair, straight hair, short hair, dark hair, a beard, fair hair, a moustache	Present simple with before/after/when <i>When Jameela gets home, she plays with her cat.</i>	Following the sequence of events in a simple story or narrative; identifying people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes
1 Talent show Page 8	Describing personality; talking about hobbies	Personality adjectives: shy, confident, lazy, hard-working, friendly, cheerful, kind, quiet, polite, rude, tidy, untidy Hobbies: count, spell, do experiments, bake a cake, throw a ball, fix toys, juggle, make a pizza Pronunciation: untidy, unfriendly, unhappy, unlucky, unwell, unsafe	Comparative and superlative adjectives <i>My mum is shorter than me.</i> <i>She's the shortest person in our family!</i> be good at <i>I'm good at baking a cake.</i>	Following the sequence of events in a simple story or narrative; recognising familiar key words and phrases in short, basic descriptions
2 Then and now Page 18	Taking about technology; using verbs	Technology: computer, email, smartwatch, keyboard, letter, carry, mouse, telephone, call, tablet, mobile phone, study Verbs: post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace Pronunciation: inform, information, describe, description	Past simple <i>Did you have a phone ten years ago?</i> <i>That computer was really big!</i> could/couldn't <i>When I was one, I could walk but I couldn't talk.</i>	Following the sequence of events in a simple story or narrative; extracting factual information from short, simple dialogues or stories about past events; identifying the context of short, simple dialogues related to familiar everyday situations
3 Let's explore! Page 32	Talking about space; using big numbers	Space: Sun, star, rocket, Moon, solar system, space station, Earth, telescope, spacesuit, planet, comet, satellite Big numbers: a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million Pronunciation: planet, spacesuit, rocket, satellite, astronaut, telescope, scientist, explorer	will/won't <i>I'll get him a present.</i> <i>I won't get him a book.</i> How...? <i>How deep is the Grand Canyon?</i>	Following the sequence of events in a simple story or narrative; identifying specific information in short, simple dialogues in which speakers make arrangements to do something; identifying key information about future plans in short, simple dialogues
4 Off to the shops Page 42	Talking about shops, money and prices	Shops: butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop Money and prices: money, box, save, purse, spend, wallet, buy, birthday money, sell Pronunciation: pay, payment, encourage, encouragement	Relative clauses <i>It's the man who we saw earlier.</i> <i>We're in the shop where my brother works.</i> have to / don't have to <i>I have to save some money.</i>	Following the sequence of events in a simple story or narrative; identifying key information such as prices, times and dates in a short description

Bo's Learning Club: Language booster 1

3 Let's explore! Page 32	Talking about space; using big numbers	Space: Sun, star, rocket, Moon, solar system, space station, Earth, telescope, spacesuit, planet, comet, satellite Big numbers: a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million Pronunciation: planet, spacesuit, rocket, satellite, astronaut, telescope, scientist, explorer	will/won't <i>I'll get him a present.</i> <i>I won't get him a book.</i> How...? <i>How deep is the Grand Canyon?</i>	Following the sequence of events in a simple story or narrative; identifying specific information in short, simple dialogues in which speakers make arrangements to do something; identifying key information about future plans in short, simple dialogues
4 Off to the shops Page 42	Talking about shops, money and prices	Shops: butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop Money and prices: money, box, save, purse, spend, wallet, buy, birthday money, sell Pronunciation: pay, payment, encourage, encouragement	Relative clauses <i>It's the man who we saw earlier.</i> <i>We're in the shop where my brother works.</i> have to / don't have to <i>I have to save some money.</i>	Following the sequence of events in a simple story or narrative; identifying key information such as prices, times and dates in a short description

Bo's Learning Club: Language booster 2

Festivals: Harvest Festival, World Water Day

Solve it

Grammar reference

	Speaking	Reading	Writing	Pronunciation	Project	Viewing and presenting	Functions
	Describing daily routines in a simple way; describing someone's physical appearance in a basic way	Identifying specific information in a simple story; understanding the correct sequence of events; understanding basic sentences describing someone's physical appearance	Writing short, simple descriptions of people's physical appearance using basic connectors			Presenting a poem about family to the class	
	Describing someone's physical appearance in a basic way; making simple, direct comparisons between two people or things	Following the sequence of events in a simple story or narrative; identifying people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes; getting the gist of short, simple texts on familiar topics, if supported by pictures	Writing short, simple descriptions of people's physical appearance using basic connectors; making simple comparisons between people, places or things; writing a short description of a person they know well	The prefix <i>un-</i> for adjectives: <i>untidy, unfriendly, unhappy, unlucky, unwell, unsafe</i>	Making a good manners book	Sharing a house number design with the class; presenting a good manners book to the class	Describing people <i>She's very friendly.</i>
	Talking about past events or experiences, using simple language; expressing ability or lack of ability in relation to basic everyday actions; describing basic differences between two pictures	Identifying key information in short, simple factual texts from the headings and illustrations; getting the gist of short, simple texts on familiar topics; identifying the main idea of each paragraph in extended structured texts	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	Changing verbs to nouns using the suffix <i>-tion</i>: <i>inform, information, describe, description</i>	Writing a guide to a museum	Presenting a museum to the class	Asking for information <i>I'd like some information about the Science Museum, please.</i>

Social Studies: Are all the planets rocky?

	Talking about plans for the near future in a simple way; giving an opinion in a structured discussion; telling a simple story; describing common everyday objects using simple language	Getting the gist of short, simple texts on familiar topics; scanning a simple text to find specific information; extracting specific information from simple informational texts related to everyday life	Writing a short, simple guide to their town/city with appropriate sub-headings, given a model; writing short, simple personal emails/letters about familiar topics, given prompts	Syllable stress with two and three syllable words: <i>planet, spacesuit, rocket, satellite, astronaut, telescope, scientist, explorer</i>	Making a class book about ancient places	Showing an astronaut's bed design to the class; presenting an ancient place to the class	Giving personal information <i>I'm interested in joining the Space Explorers Club.</i>
	Describing everyday activities in town using simple language; describing common everyday objects using simple language; expressing their opinions on familiar topics, using simple language	Extracting specific information in short texts on familiar topics; identifying key information in short, simple factual texts from the headings and illustrations; scanning a simple text to find specific information; identifying the overall theme of a simple illustrated story	Writing simple sentences about familiar things; writing short, simple descriptive texts giving information about common shops and amenities in their town, using basic linking words/phrases and given a model	Changing verbs to nouns using the suffix <i>-ment</i>: <i>pay, payment, encourage, encouragement</i>	Making a TV advert for a corner shop	Showing a phone case design to a partner; presenting a TV advert for a corner shop to the class	Asking for a price <i>How much is it? It's fifteen dinars and fifty piastres.</i>

Science: How can plants keep us healthy?

Welcome

Welcome back

Free-time activities: play football, play basketball, go swimming, Science Club, visit Granny, tennis lesson

Appearance: curly hair, long hair, straight hair, short hair, dark hair, a beard, fair hair, a moustache

1

W1 Listen and read.



Back in the shed



1 It was great to be back at school and see all our friends again!

Yes, and there's a new boy in our school! He's called Charlie. He's American and he's got short, curly, fair hair!

Anyway, when can we go to the Discovery Team shed again? After we have dinner tonight?

I know him! We played football together at break time. Hey, let's play in the playground.

2

No, after we have dinner, I've got a tennis lesson.

3

What about Tuesday?

No, I go to Science Club on Tuesdays.

And Millie, when we get back from school on Wednesdays, Granny comes to visit, remember?

4

What are you doing, Bo?

I'm helping Millie! Here you are!

5

You are all very busy! What about NOW? What are you doing NOW?

Welcome back, Discovery Team!



Who is wearing sunglasses?
How many foods can you find?

I'm sitting here and talking to you, of course! But you're right, Bo! We've all got time now! Let's go!

4

four

2 Read the sentences and write the missing words.

- 1 Katy is happy after her first day back at _____.
- 2 There's a new boy in _____'s school.
- 3 He's from _____.
- 4 On Tuesdays, Hamed goes to _____.
- 5 On Wednesdays, Millie and Katy's granny _____.
- 6 Bo says they are all very _____.

3  Act out the story.4  Look at the weekly planner. Ask and answer.

Weekly planner				
Sunday	Monday	Tuesday	Wednesday	Thursday
Katy: play football	Katy: go to Art Club Millie: play basketball	Millie and Katy: have swimming lesson	Millie: go to Science Club	Millie and Katy: visit Granny

What does Katy do on Sundays?

On Sundays Katy plays football.

5  Who is it? Describe a person to your partner.

He has brown hair, and he's having a tennis lesson.

That boy!

Yes!

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

- I go to Science Club on Tuesdays.
- No, after we have dinner, I've got a tennis lesson.
- What are you doing, Bo?



2 **W3 Listen and repeat.**

I have a shower **before** I go to school.

When Jameela gets home, she plays with her cat.

After Raed and his family have dinner, they watch TV.



3 **W4 Look and circle the correct word. Listen and check.**



- Before / After / When I go swimming, I have a shower.

- Before / After / When I do my homework, I watch TV.



- Before / After / When we get home from school, we have a sandwich.

- Dad always makes dinner before / after / when Granny arrives.

4 **In pairs, read, ask and answer.**

- What do you do before you go to school?
- What do you do when you get home?
- What do you do after you have dinner?
- What do you do when your parents get home from work?

Before I go to school,
I brush my hair.

1  Listen, point and repeat.

curly hair



straight hair



dark hair



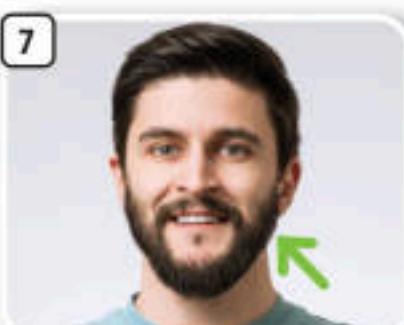
fair hair



long hair



short hair



a beard



a moustache

2  How many other adjectives to describe people do you know?3  Listen and read the poem.

My family's unusual.
We don't look the same!
We all look very different
And I think it's great!

I'm Manal, I'm very tall!
I've got long, dark, curly hair.
This is my brother, his name is Jaber.
He's got a moustache and his hair is fair.

This is my dad, he's very tall!
He's got a beard, his hair is straight.
This is my mum, she's rather short!
She's only one metre fifty-eight.

My family's unusual.
We don't look the same!
We all look very different
And I think it's great!

4  Describe a person from the poem. Your partner guesses.

She's got long,
dark, curly hair.

Manal!



When you talk about hair,
always say *long/short* first.

5  Write a poem about your family.

1

Talent show

Personality adjectives: shy, confident, lazy, hard-working, friendly, cheerful, kind, quiet, polite, rude, tidy, untidy

Hobbies: count, spell, do experiments, bake a cake, throw a ball, fix toys, juggle, make a pizza

Pronunciation: untidy, unfriendly, unhappy, unlucky, unwell, unsafe

1 What words can describe people you know?



What doesn't belong in the picture?

Who is dropping litter? Where is the sandcastle?

Find someone with a moustache and someone with a beard.

2  Listen, point and repeat.

shy



confident



lazy



hard-working



friendly



cheerful



kind



quiet



polite



rude



tidy



untidy

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

4 Finish the sentences.

I'm a waiter.
In my job,
I need to be...

I'm a doctor.
In my job,
I need to be...

I'm an actor.
In my job,
I need to be...

I'm a school
pupil. At
school, I need
to be...

5  Read your descriptions from Activity 4 to a partner. Can they guess the job?

I need to be kind and hard-working.

A doctor?

Yes!

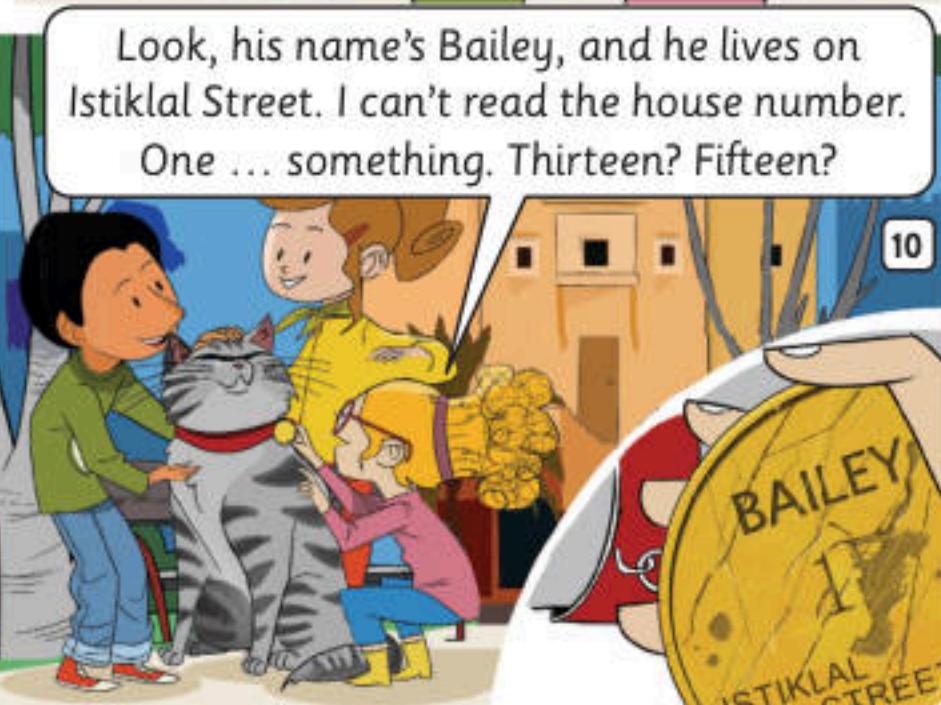
- 1 Before you read **Which fruit can you see in the story?**

- 2  Listen and read.



The talent show





3 **Where does Bailey live? Go to page 58 to find out.**



4 **After you read What happens first? Read and tick (✓).**

- 1 a Millie eats a banana.
b The children start watching the talent show.

- 2 a The cat runs onto the stage.
b Bo comes to help Millie.



I help my friends develop their talents.

5 **Act out the story.**

This is my house number. It's got a picture of a rabbit on it.

6 **Design your own house number and share.**

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

- 1 You need to eat something every three hours!
- 2 You're the cutest cat ever!
- 3 Watch out for the cat!



2  **1.3 Listen and repeat.**

My mum is **shorter** than me.

She's **the shortest** person in our family!

I'm **more hard-working** than my best friend.

I'm **the most hard-working** person in my swimming class.



Irregular adjectives

good	→	better	→	the best
bad	→	worse	→	the worst
tidy	→	tidier	→	the <u>tidiest</u>
big	→	bigger	→	the <u>biggest</u>

3 **Read and write the adjectives.**

a



Laila

Laila is (1) more hard-working (hard-working) than anyone else I know! She is (2) _____ (good) than me at schoolwork. She's the (3) _____ (good) student in our class and she's the (4) _____ (hard-working) person in the school!

b

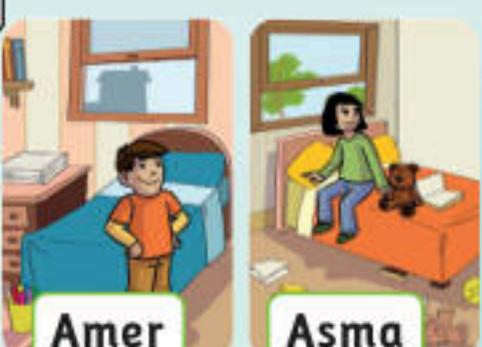


Farid

Omar

Omar and his friend Farid live on the street too. I like Farid. He's the (5) _____ (cheerful) boy in the street. His friend Omar is very different. He's (6) _____ (quiet) than Farid. Both of them are my friends.

c



Amer

Asma

Asma and Amer live on the street, too. Asma is (7) _____ (untidy) than Amer. Amer's room is the (8) _____ (tidy) room on the street!

1  Listen, point and repeat.

count



spell



do experiments



bake a cake



throw a ball



fix toys



juggle



make a pizza

2   Listen and sing.

Everyone's good at something! We all know this is true.
 Everyone's good at something! So what about you?



Are you great at spelling words?

Are you good at solving
crosswords?

Are you great at fixing toys?

Are you good at making lots
of noise?

Are you good at baking cakes?

Are you good at throwing balls in
a lake?

Are you good at counting cats?

Are you great at juggling
hats?3  Listen and repeat.I'm **good at** baking cakes.I'm **not very good at** making a pizza.Katy is **great at** acting.

 In pairs, ask and
answer. What are you great
at? What aren't you good at?

I'm great at spelling but
I'm not good at baking!

I'm great at Maths but
I'm not very good at PE!

5 ➤ Pupil A: Activity Book, page 44.

➤ Pupil B: Activity Book, page 46.

Good manners

around the world



Saying 'please' and 'thank you'

All around the world, it's important to say 'please' and 'thank you'. In the UK, if a child asks 'Can I have some water?', a British parent often asks 'What's the special word?'. The child then remembers to say 'please'!

And do you know that in the UK most people say 'thank you' to the bus driver when they get off the bus?

Meeting new people

In Jordan, it's polite for adults to give a strong handshake when they meet someone. In Asia, the opposite is true: it's better to give a gentle handshake!



handshake

In Asia and South America, it's polite to take off your shoes when you go into a home. But be careful when you sit down. It's very rude to put your feet up and show the bottom of your feet!



Good manners with food

In India and the UK, it's polite to finish everything on your plate. In China, it's very rude to do that! If you finish everything, it means you didn't get enough food.

In Jordan and the UK, it's polite to eat quietly. In China, it's better to eat noisily. This shows that you are enjoying your food.



Did you know that in Japan it's rude to laugh with your mouth wide open?

- 1 Before you read **Why is it important to show good manners?**



- 2 Listen and read.

- 3 After you read

► **Activity Book, page 10.**

- 4 **What's different from your country? What's the same?**

In Argentina, it's polite to eat quietly, too.



Project

Make a book about good manners.

- 1 In groups, brainstorm good and bad manners in your country.
- 2 Choose three things to write about.
- 3 Now make your book.
- 4 Show your book to the class.



In my country, you must ...

You should ...

It's polite to ...

- 1  Look at the picture. What game are they playing?
- 2  Listen. Can you find Jameela in the picture?
- 3  Listen, read and check.



Who's that girl over there?

The one with straight, brown hair.

What's she like?

Which one?

Oh, that's Jameela. She's in my class. She's new.

She's very friendly. She seems very confident. She's really good at football. She's on the school team already! Come and meet her!

Say it!

Who's that girl over there?
What's she like?
She's very ...
She's really ...
She seems very ...

- 4  In pairs, describe someone in the picture or someone in your school.

Pronunciation

- 5  Listen and say the tongue twister.

My sister is **untidy**.
Her bedroom is a **mess**!
She says that I'm **unfriendly**
When I don't help her find her **dress**.



Reading

1 Before you read **What kind of text is it?**

- a fact file a recipe a report an email

2 ^{1.15} Listen and read.**Class 5B activity day****by Mrs Hala (Class 5B teacher)**

Last Wednesday was Activity Day for Class 5B. Some visitors came to the school to teach the students some new skills.

The first activity in the morning was cooking with Mrs Zeinab. The first group made pizzas and the second group baked cakes. They put the pizzas and cakes in the oven, then they went to the playground with Mrs Nawal. Mrs Nawal works at the sports centre. First, the students practised throwing and catching balls. Then Mrs Nawal gave each student three small balls, and taught them how to juggle. 'Juggling is more difficult than baking a cake!' said Lubna. The students tried hard and enjoyed learning.

In the afternoon, the first group worked with Mrs Randa. Mrs Randa is an artist, and she's very good at making sculptures. She helped the students to make beautiful sculptures of animals. The second group worked with Mrs Samia, who is a scientist. They did some fun science experiments. At two o'clock, everyone tidied up, then they went home with their pizzas and cakes.

Activity Day was great. All the students were very hard-working and cheerful, they were polite to our visitors, and they had lots of fun. Well done, Class 5B!

3 After you read **Correct the underlined words.**

- 1 Activity Day was last Thursday.
- 2 The second group made pizzas.
- 3 Mrs Randa is a scientist.
- 4 Some students made sculptures with Mrs Samia.
- 5 The students were rude to the visitors.



Listening

- 1 ^{1.16} Listen. Which two people do Omar and his mum talk about?



Speaking

- 2 Talk about someone in your family.

Uncle Rakan is my favourite uncle. He's very kind ...



Writing

- 3 Read. What doesn't Laith's granny like?

My Granny

by Laith from Jordan

My granny is my favourite relative. Her name is Nawal. She's 72 years old. She's got short, grey hair and brown eyes.

My granny is very kind and hard-working. She likes reading and she loves watching TV. She likes cooking, too, but she doesn't like watching cooking shows on TV! She always makes me delicious Mansaf because she's great at making Mansaf.

She loves Jordanian history films. I like talking about Jordanian films with my granny.

- 4 Write about someone important in your life.

1 Plan

- Who are you writing about?
- What does he/she look like?
- What is he/she like?
- What does he/she like doing?

2 Write

- Write your description.

3 Check your work

- Linking words?

tip Writing

Use these words to link ideas: *and, or, but, so, because*. Look back at Activity 3. Which linking words can you find?



Activity Book, page 13.

2

Then and now

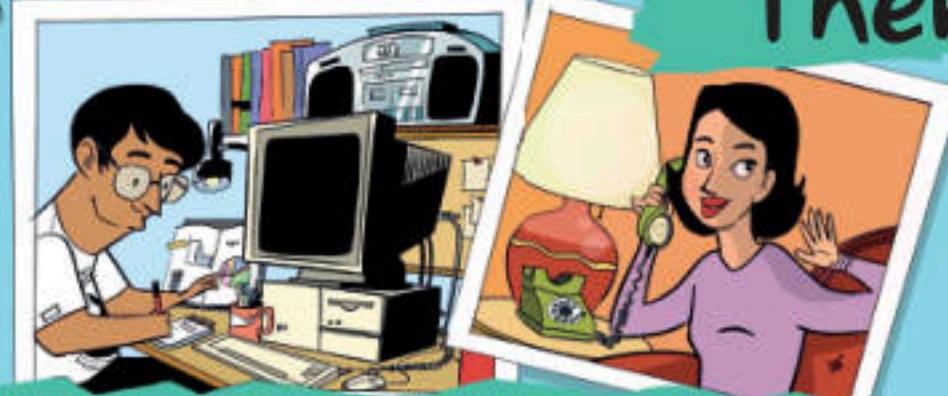
Technology: computer, email, smartwatch, keyboard, letter, carry, mouse, telephone, call, tablet, mobile phone, study

Verbs: post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace

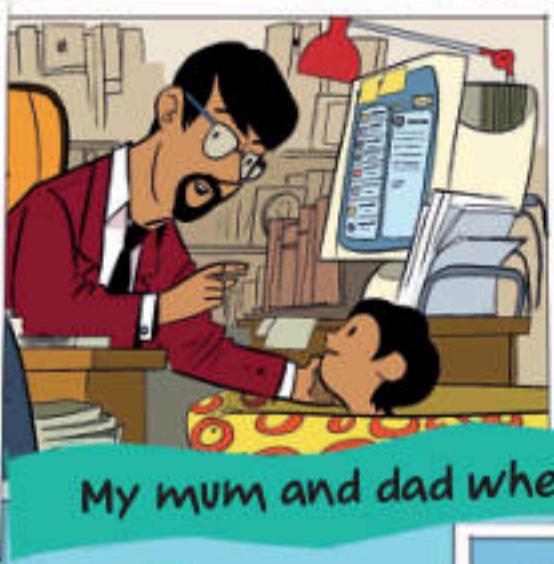
Pronunciation: inform, information, describe, description

1 How many things can you find that use electricity?

Then and now



My mum and dad when they were teenagers



My mum and dad when I was little



My mum and dad now



What's wrong in the picture?

What are Hamed's mum and dad doing in the photos?

Which are the oldest photos?

2  Listen, point and repeat.

computer



keyboard



mouse



tablet



email



letter



telephone



mobile phone



smartwatch



carry



call



study

3  Look for the words from Activity 2 in the picture on page 18. Write the missing word.4  2.2 What is it? Listen and point to the picture in Activity 2.5   Describe a word to your partner.

I've got this thing at home.
I do homework on it.
My mum works on it.

Yes!

A computer?





- 1 Before you read **How many different types of phone can you find in the story?**

- 2 Listen and read.



The secret phone

1 Here's my project! It's about how things were different ten years ago and more.

2 My mum and dad when they were teenagers

3 My mum and dad when they were teenagers

4 Hey, look at this! Here's a picture of a speaking tube! One hundred years ago, people in big houses used them like a phone.

5 Hey, let's make something like this! Good idea!

Wow, that computer was really big!

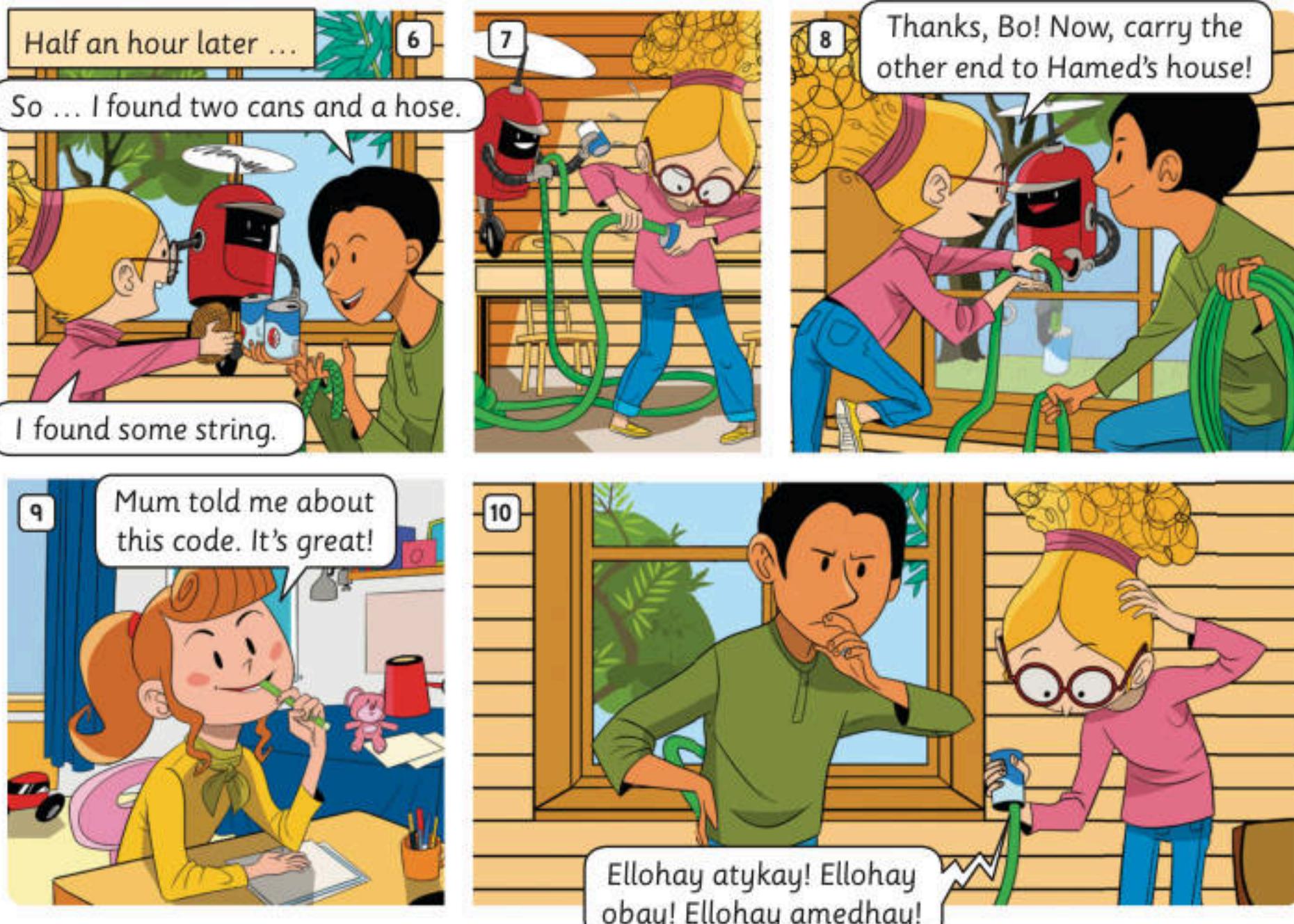
Then and now

Look at these photos! Your mum and dad look so young! Were they in Jerash in those photos?

What's that?

That's a telephone. Everyone had one. But you couldn't walk around with them. Now everyone has mobile phones.

Why don't we make a secret Discovery Team code? Then it can be our secret phone, and we can call each other!



3 **What does Millie say? Go to page 58 to find out.** 

4 **After you read** **Match the sentence halves.**

- 1 Hamed's project is about
- 2 Ten years ago, people sent
- 3 100 years ago, people in big houses
- 4 Millie has an idea
- 5 The children make a speaking tube

- a used speaking tubes to talk to each other.
- b how things were different ten years ago.
- c for a secret Discovery Team code.
- d to go between their two houses.
- e emails and letters.

5 **Act out the story.**

Values

I am creative.

6 **Make sentences in Discovery Team code about what you did last weekend.**

I played football!

lay layedpay
ootballfay!

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

- 1 Now everyone has mobile phones.
- 2 Mum and Dad didn't have a tablet, but they had a computer.
- 3 100 years ago, people in big houses used them like a phone.



2  ^{2.4} **Listen and repeat.**

Was everything very different ten years **ago**?

That computer **was** really big!

Did you **have** a phone ten years **ago**?

Yes, we **did**! We **had** a phone in the house, but we **didn't have** a mobile phone.



Last month / weekend ...
A long time ago / Two days ago / Ten years ago ...

Regular verbs:

play → played, try → tried

Irregular verbs:

have → had, find → found

► **More verbs in Activity Book page 48.**

3  ^{2.5} **Put the pictures in the correct order. Then listen and check.**



4 **Retell Ali's story. Write the past tense of the verbs in brackets.**

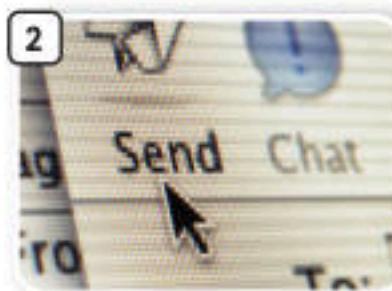
Thirty years ago, when he (1) was (be) a child, Ali's dad (2) go (go) on holiday to Aqaba with his family. He (3) go (go) to the beach. He (4) play (play) with his sister and they (5) eat (eat) ice creams. Then he (6) go (go) swimming. He (7) not/go (not/go) swimming near the lifeguards. Suddenly he (8) start (start) moving out to sea. He (9) be (be) a long way out when the lifeguards (10) come (come) to get him on their surfboards.

5  **Tell your partner about a story from your childhood. Include one piece of crazy information.**

- What happened?
- Where were you?
- Who was with you?

1  Listen, point and repeat.

post a letter



send an email



make a face



tell a story



hold a pen



win a race



make a sandwich



tie a shoelace

2   Listen and sing.

What could you do when
you were two?

When I was two,
I could hold a big pen,
But I couldn't write the
number ten.

What could you do when
you were four?

When I was four,
I could make a face,
But I really couldn't tie a
shoelace!

What could you do when
you were six?

When I was six, I could tell a story,
Although my sister said
it was boring!

What could you do when
you were eight?

When I was eight, I could post a
letter,
But I thought sending an email
was better!

3  Listen and repeat. 

When I was one, I **could** walk but
I couldn't talk.

Could you talk when you were two?

Yes, I **could**. / No, I **couldn't**.

4   In pairs, ask and
answer. **What could you do
when you were five? What
couldn't you do?**

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

CULTURE



The Jordan Museum

I went to Amman, Jordan, and I visited the Jordan Museum. It's a museum where you can see ancient objects from Jordan's past. I saw some very famous statues there. They are some of the oldest statues ever made: they're around 9,000 years old! They were amazing.



Fun fact

Did you know that the Jordan Museum is the biggest museum in Jordan?

- 1 Before you read **What are your favourite museums?**

- 2  Listen and read.

- 3 After you read

► **Activity Book, page 18.**

- 4  **Which museum do you want to visit? Why?**

I want to visit ...
because ...



Shanghai Museum of Science and Technology

I like science and technology, so I love this museum in Shanghai, in China. You can explore technology from today, and also learn about Chinese inventions from hundreds of years ago. There are lots of activities for children. I did a science workshop and learned all about robot design. I also watched a film about space exploration. It was fantastic!



Last year, I visited some amazing museums. I love learning about the past, and in these museums I learned a lot of different things.



Natural History Museum

I visited this museum in London, England, on holiday. Here I saw a T-Rex and a blue whale, and I learned about plants and volcanoes! Do you know what an earthquake is? It's when the earth shakes! At the Natural History Museum, I went into a room and the floor started shaking like an earthquake! It was so exciting!



Project

Write a guide to a museum.

- 1 In groups, choose a museum in your country.
- 2 Find information about your museum:
 - What can you see there?
 - What can you do there?
- 3 Write about your museum.
- 4 Tell the class about your museum. Act as tour guides.
- 5 Have a class vote: which museum do you want to visit?

THE CHILDREN'S MUSEUM

The Children's Museum is in Amman, in Jordan.

You can see ...

You can learn about ...



- 1  Circle the things you can see in a natural history museum. Underline the things you can see in a science museum.

robots dinosaurs planes plants butterflies



- 2  Listen. Which museum does Abbas want to visit?



- 3  Listen, read and check.

Hello. I'd like some information about the Science Museum, please.

What can you see and do there?

It sounds great! What time does it open and close?

OK. Thank you very much!

Yes, of course. What do you want to know?

You can learn about space rockets, planes, computers and many other things!

It's open every day from 10 am until 6 pm.

You're welcome! Enjoy your visit!



I'd like some information about ..., please.
What can you see and do there?
You can learn about ...
What time does it open and close?
It's open every day from 10 am until 6 pm.

- 4  In pairs, ask for and give information about a different museum.



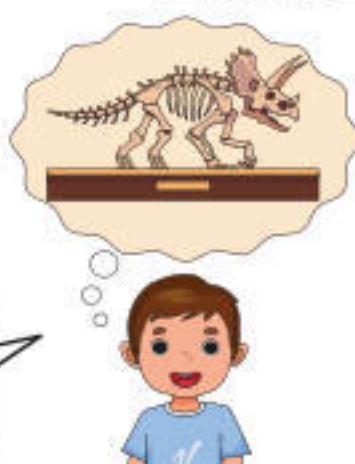
Pronunciation

- 5  Listen and read. What do you notice about the coloured words?



I'd like to **inform** you that there's a lot of **information** in the museum.

I can **describe** the dinosaur.
I'll write a good **description**.



Reading

- 1 Before you read Look at the title. What do you already know about cardboard?



- 2 Listen and read.



Mustafa's science blog

How cardboard is like a bridge

cardboard



1 Hello, everyone! Today, I visited a museum and found out a lot of amazing information about cardboard!

2 In 1879, a Scottish engineer called Robert Gair invented the cardboard box. In 1906, a cereal company started using very thin cardboard boxes for its cereal.

3 Today, we use cardboard boxes for many different things because cardboard is so strong.

4 Do you know why cardboard is so strong? Inside each piece of cardboard, there are a lot of triangles. Triangles are really strong: they can carry a lot.

5 I learned that there are triangle shapes everywhere: in bridges, in houses, on bikes and even on kites!

triangle



- 3 After you read Write the paragraph number for each heading.

- a Triangles everywhere
- b Introduction
- c Why cardboard is strong
- d History of cardboard
- e Cardboard today





Listening

- 1 Listen and match. What place did each child go to?



Salwa



Aisha



Jameel

A Science Museum

B zoo

C Car Museum

D funfair

Speaking

- 2 Talk about a visit to a museum.

Where did you go?

What did you see there?

I went to ...

I saw ... It was ...

Writing

- 3 Read the report. Where did Kamal go?

Report: My visit to the Jordanian National Museum of Fine Arts

On 20 September, I visited the Jordanian National Museum of Fine Arts in Amman with my family. The Jordanian Museum of Fine Arts is one of the biggest art museums in Jordan. It's a museum of art from Jordan and other countries, too. It's special because there are three buildings and you can see art in the gardens, too. It's beautiful. We walked around the building. Then we went inside and looked at the art. You could see many different types of art, but my favourite thing was a painting by Abd Masoud. I learned a lot about Jordanian and world art when I was there.

tip Writing

With a report about a visit, you are giving information to your reader. Start with the date of the visit. Then organise your work into paragraphs.

- 4 Write a report about your visit to a museum or another interesting place.

1 Plan

- Where did you go?
- What's special about it?
- What could you do there?
- What did you learn?

2 Write

On ..., I visited ...
The museum/place is ...
It's special because ...
You could see ...
I learned ...

3 Check your work

- Started with a date?
- Used paragraphs?

Activity Book, page 21.



Language booster 1

- 1 ⏳ How many hobbies can you say?

- 2 🎧 LC11 Read and say. Then listen and order.



make
a pizza



bake
a cake



do an
experiment



build
a robot

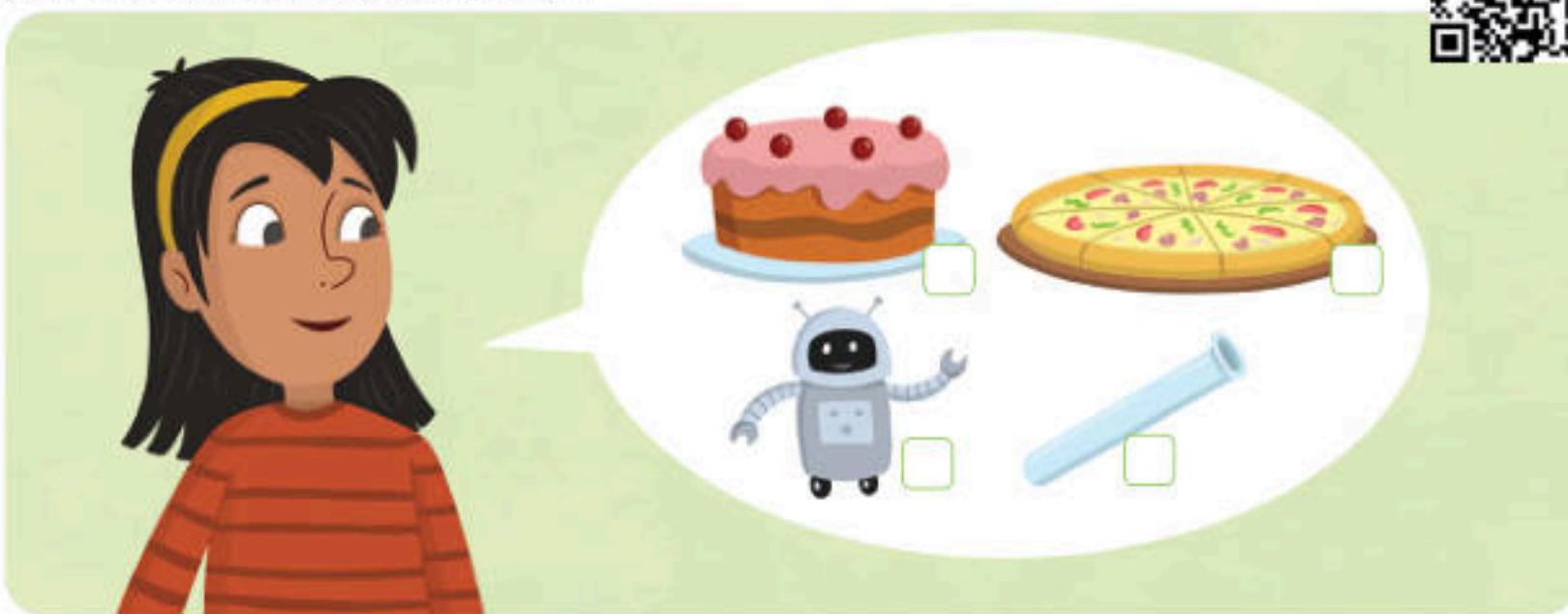


make
a rocket



visit a
museum

- 3 🎧 LC12 Listen and tick (✓) or cross (✗). What do the children decide to do?



- 4 🎧 LC13 Read and circle. Then listen and practise with a partner.



What shall / can we do today?

How about visiting a museum / library?

No, I don't visit / like museums.

What about baking / eating a cake?

That's a bad / great idea! I love baking.

All right. Don't / Let's bake a cake then!

5 Read and circle.

- 1 How about ...
 a play board games?
 b playing board games?
 2 What about ...
 a watching a film?
 b watch a film?

- 3 Shall we ...
 a visiting my granny?
 b visit my granny?
 4 Let's ...
 a juggle!
 b juggling!

6 Write the words to complete the dialogue.

Let's building making that's How

What shall we do today?

What about ¹ making a pizza?

No, I'm not hungry.

² about ³ a robot?

Yes, ⁴ a great idea.
 I love robots.

All right. ⁵ build a robot.

7  Think. Make suggestions with a partner.

What about ...?

How about ...?

No, I don't like ...

No, I'm not good at ...

Yes, I love ...

Yes, great idea!

LC1.4

What about building
a robot?
How about doing
an experiment?

Show what you know

Can you say different hobbies?

Can you understand a dialogue about activities?

Can you suggest activities to a friend?

Well done!





Social Studies

Are all the planets rocky?

Think

- 1 What do you know about planets?

Learn

- 2 LC1.5 Listen and read.



Are all the planets rocky?

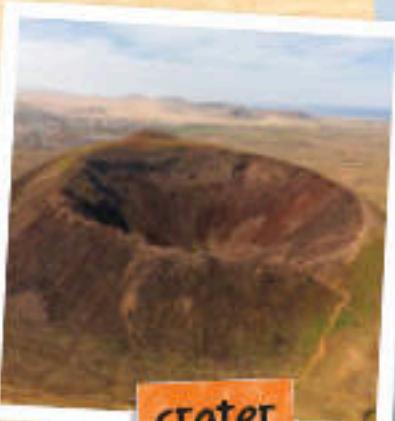
Not all of the eight planets in our solar system are **rocky**. Only four planets are made of rocks. They are the planets nearest to the Sun: Mercury, Venus, Earth and Mars. These four planets have got a hard, rocky **surface**, and their **core** is mostly made of **metal**. Space scientists know there are volcanoes, valleys and **craters** on the surface of the rocky planets. They also know that Mars has a very high mountain. Scientists found out that there is another rocky planet outside our solar system. They saw it with a strong telescope in space. Perhaps there are more rocky planets in other solar systems, too.

And what's the Moon like? The Moon is rocky, but it isn't a planet. This is because the Moon doesn't go around the Sun; the Moon goes around the Earth.

surface

core

gas



crater



rock



metal

check

- 3 Match the questions with the answers.

- 1 Are all the planets in our solar system rocky?
- 2 What's the surface of the rocky planets like?
- 3 What's made of metal?
- 4 What do space scientists know?
- 5 What's the Moon like?

- a The core of the rocky planets.
- b There's another rocky planet outside our solar system.
- c It's rocky but it isn't a planet.
- d No, only Mercury, Venus, Earth and Mars.
- e It's hard with volcanoes, valleys and craters.

Let's practise!

- ## 1 Read and look at the fact file about the other four planets in our solar system.

Gas giants



Names of planets: Jupiter, Saturn, Uranus and Neptune

Also called: Gas giants
(Uranus and Neptune sometimes called 'Ice giants')

Made of: gas and ice

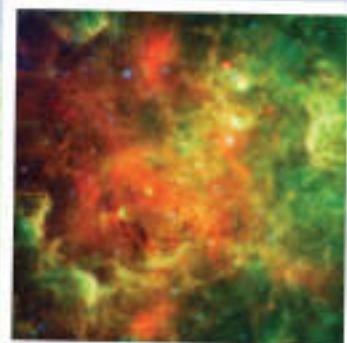
Surface: not hard

Core: mostly small and rocky

Compare with rocky planets: bigger, further from the Sun, take longer to go round the Sun

- 2 What do you know about the four planets in the fact file?
Read and answer.

- 1 What are the names of the four planets?
 - 2 Why are they called 'Ice giants'?
 - 3 What is the surface of the planets like?
 - 4 What is the core of the planets like?
 - 5 Which planets are bigger, the rocky planets or the ice and gas giants?



Show what you know



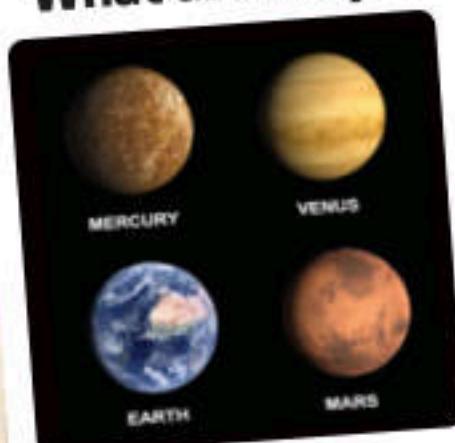
Make a fact file about the rocky planets

- 1 Work in a group. Brainstorm words about the rocky planets from this unit.
 - 2 Write three questions about the rocky planets and answer them.
 - 3 Choose images from the Internet to print and stick in your fact file.
 - 4 Show your fact file to another group.

The rocky planets

What are the rocky planets?

What are they like?



3

Let's explore!

Space: Sun, star, rocket, Moon, solar system, space station, Earth, telescope, spacesuit, planet, comet, satellite

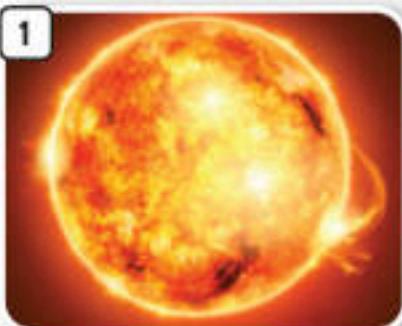
Big numbers: a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million

Pronunciation: planet, spacesuit, rocket, satellite, astronaut, telescope, scientist, explorer

1 What space words do you know?



- What's wrong in the picture?
- Who is doing an experiment?
- Find three electrical items.
- Where are the astronauts?

2  Listen, point and repeat.

Sun



Moon



Earth



planet



star



solar system



telescope



comet



rocket



space station



spacesuit



satellite

3  Look for the words from Activity 2 in the picture on page 32. Write the missing word.4  Write the words in the table in your notebook. How many words can go into each group?

Things that go round the Earth	Things that go round the Sun	Things that people make

5   Play a guessing game.

It flies very quickly. It's got a tail.

A comet?

Yes!



1 Before you read **Which space objects can you find in the story?**

2 ^{3.2} Listen and read.



The science fair





- 3 **How do astronauts stop their food from floating away?**
Go to page 58.



- 4 **After you read** **Correct the false sentences.**

- 1 There are three challenges for the Science Fair.
There are two challenges for the Science Fair.
- 2 The children are making a model of the Moon.
- 3 The Moon is about a thousand kilometres from the Earth.
- 4 Brushing your teeth in space is the same as brushing your teeth on Earth.
- 5 The children use a bottle of water to stop the toothbrush from floating away.
- 6 The children don't work hard for the Science Fair.



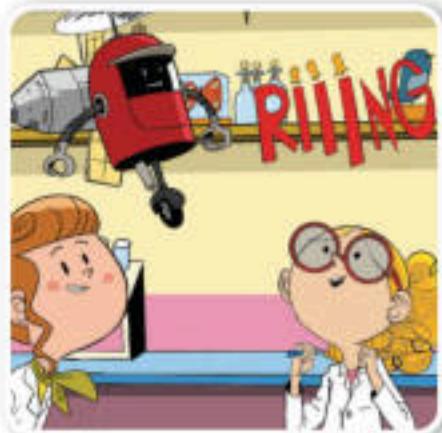
Values
I am a good citizen at school.

- 5 **Act out the story.**

- 6 **In space, how do you sleep? Design a bed for an astronaut and share.**

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

- 1 I'll show you!
- 2 We won't have time to make a new model tomorrow.
- 3 OK, we'll finish the model later.



2  ^{3.3} **Listen and repeat.**

It's Husam's graduation tomorrow. I'll **get** him a present later.

What **will** you **get** him? What about a book on space?

No, I **won't get** him a book. I think I'll **get** him a game.



I'll = I will

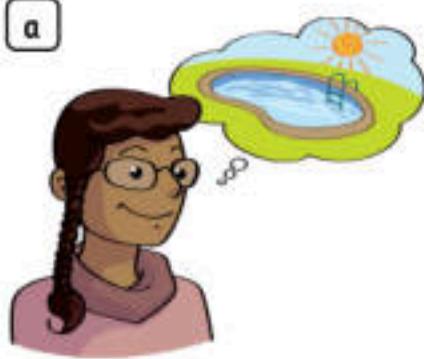
I won't = I will not

Time words

soon, later, tomorrow, this afternoon, this evening

3  ^{3.4} **Listen and say the correct picture.**

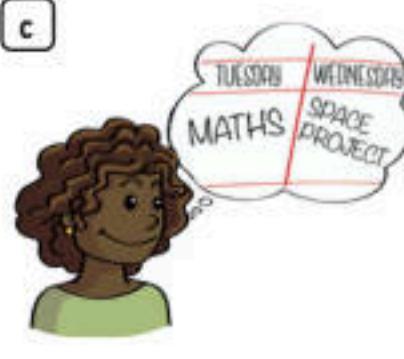
a



b



c



d



4   **In groups, plan a surprise space party for your friend! What will you do? What won't you do?**

I'll bake a rocket cake!

I won't buy the drinks,
but I will buy a card.

5   **Tell another group about your plan.**

1 Listen, point and repeat.

1

100

a hundred

2

500

five hundred

3

1,000

a thousand

4

5,000

five thousand

5

10,000

ten thousand

6

50,000

fifty thousand

7

100,000

a hundred thousand

8

1,000,000

a million



2 Listen and sing.



Do you love big numbers?

Yes, I do!

Big numbers are fun for me and you!

How tall is your dad?
He's one hundred and eighty centimetres tall!How high is the Eiffel Tower?
It's three hundred metres high!How deep is the Grand Canyon?
It's one thousand eight hundred metres deep!How long is the River Nile?
It's six thousand, six hundred and seventy kilometres long!How far is the Moon from the Earth?
Three hundred and eighty-four thousand, four hundred kilometres!Do you love big numbers?
Yes, I do!

Big numbers are fun for me and you!

3 Listen and repeat.



How deep is the Grand Canyon?

It's 1,800 metres deep.

4 Listen and repeat.



250	795	1,000
2,400	7,650	20,000
100,000	500,000	
700,500	1,000,0000	

5 Say a number. Your partner points to the number.

6 Pupil A: Activity Book, page 45. Pupil B: Activity Book, page 47.



Lesson 9

CULTURE



Castlerigg stone circle



Stonehenge

Fun fact

Did you know there are over 1,300 stone circles in the UK?

- 1 Before you read **Where can you see stone circles?**
- 2 ^{3.12} Listen and read.
- 3 After you read **Activity Book, page 28.**
- 4 **Are there any stone circles or other ancient places in your country?**

Al-Khazneh is a famous building at Petra.



THE MYSTERY OF

STONE CIRCLES

This is Castlerigg stone circle, in the north of England. It is over 5,000 years old!

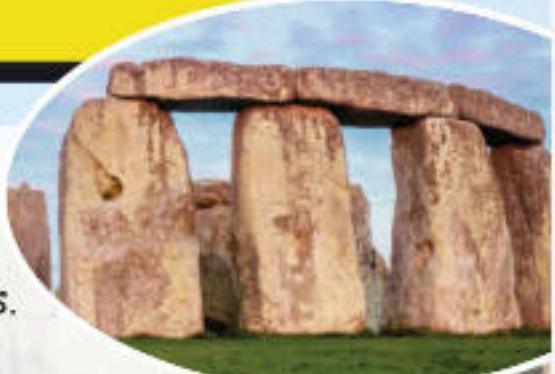
Stonehenge is the most famous stone circle in the UK. It is also one of the biggest stone circles. Some of the stones came from Wales, 240 kilometres away. How did people carry the stones so far? Why didn't they use stones from the hills where they lived? No one knows for sure!

Why did people build stone circles? We don't really know, but there are a lot of different ideas!

Many people believe that the circles were meeting places, where

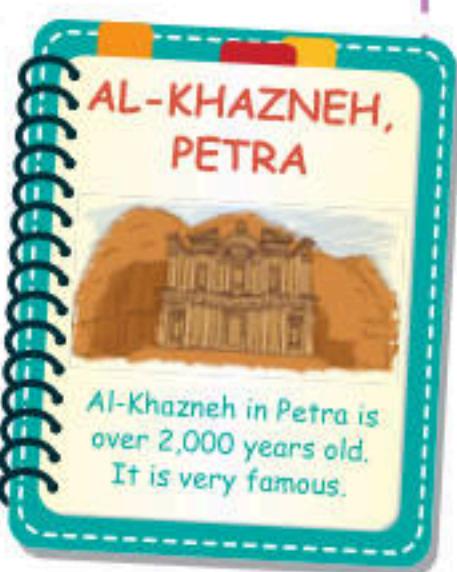
people celebrated important days. Other people think the circles were ancient markets. On the longest day of the year, the light of the Sun falls in a certain place on many stone circles. Perhaps the stone circles were ancient calendars to measure the longest and shortest days of the year, or maybe they were places to watch the Sun, Moon and stars, before people had telescopes. Some people even believe the circles came from space!

What do you think?


 Project


Make a class book about ancient places in your country.

- 1 Work in groups. Choose an ancient place that is over 2,000 years old.
- 2 Find or draw pictures of this place.
- 3 Write about the place.
 - What's the name of the place?
 - How old is it?
- 4 Present your place to the class.
- 5 Make a class book.



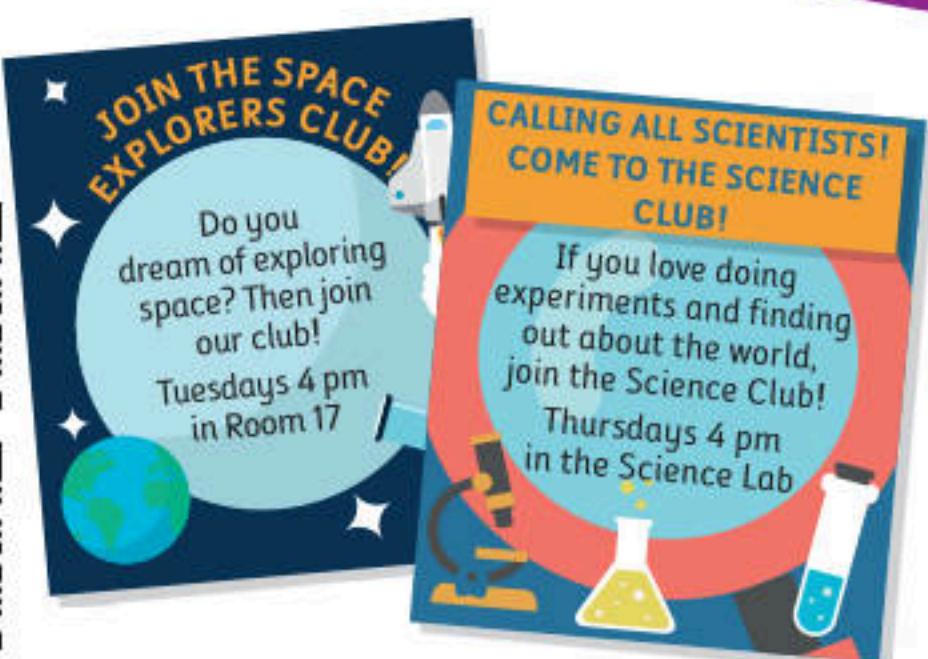
- 1 **Look at the posters. What type of clubs are they?**



- 2 **3.13 Listen. What type of club does Mariam want to join?**



- 3 **3.14 Listen, read and check.**



Hello! I'm Mariam. I'm interested in joining the Space Explorers Club.

Mariam Rahhal.

R-A-H-H-A-L.

23/2/13 - that's the 23rd February, 2013.

1287 445006

Hi, Mariam! I'm Laila.
OK, what's your name?

How do you spell your last name?

Thanks. What's your date of birth?

OK. What's your home phone number?

Thanks. Welcome to the club!



I'm interested in joining ...
How do you spell your last name?
What's your date of birth?
What's your home phone number?
1287 445006 = one two eight seven double-four five double-oh six

- 4 **Choose a club to join!**

Gardening Club Maths Club
Science Club Gymnastics Club

Pronunciation

- 5 **3.15 Listen and read. Why is part of each word coloured? Listen again and repeat.**

planet
astronaut

space suit
telescope

rocket
scientist



satellite
explorer

Reading

- 1 Before you read **What do astronauts do on the International Space Station?**

- 2 3.18 Listen and read.



LIFE ON THE INTERNATIONAL SPACE STATION

The International Space Station (ISS) is a satellite. It orbits the Earth once every 90 minutes, travelling at 28,000 kilometres per hour! But it's different from a normal satellite because about ten astronauts live on it.

The astronauts on the ISS have a lot of jobs to do every day. They do experiments to find out more about space. They use special tools to fix the station, and if they need to fix something



outside, they put on their spacesuits and do a spacewalk! When they aren't working, astronauts read and take photos.

There's one more important thing for astronauts to do: exercise! People are weightless in space, so their muscles don't work hard and can become very weak. Astronauts need to exercise for two hours a day!



- 3 After you read **Complete the sentences. Write one or two words.**

- 1 The International Space Station is a _____ with astronauts on it.
- 2 The astronauts _____ every day to find out more about space.
- 3 For a spacewalk they need to wear _____.
- 4 _____ is very important for astronauts because their muscles get weak in space.



Listening

1 Listen and complete the sentences.

- 1 Helen Robertson is a/an astronaut.
- 2 Helen spent _____ days on the International Space Station.
- 3 On the ISS, Helen's favourite hobby was _____.
- 4 The astronauts got more food by _____.
- 5 The rocket was about _____ metres tall.

Speaking

2 Imagine you're an astronaut on the International Space Station. What will you do every day? What won't you do?

I'll get a packet of food ...



I won't forget to exercise ...



Writing

3 Read. What is the blog post about?

Hi, this is Astronaut Ali! My blog post today is about food. What do astronauts eat? • * • * •

In space, we have three meals a day, just like on Earth. But all our food is in bags. You need to add water to some types of food. We have a lot of different types of food, but we don't have food with a lot of crumbs, like biscuits or cakes. If we drop crumbs, they float around, and that's a problem!

tip Writing

Use questions to make your writing more interesting. Can you find the question in Ali's blog post?

4 Imagine you're an astronaut on the International Space Station. Write a blog post.

1 Plan

Choose from these topics: food, clothes, repairs, hobbies. Find out more about these topics on the ISS!

- What do you eat/wear/do?
- How is it different from on Earth?

2 Write

Hi, I'm ...
My blog post today is about ...
In space, we ...
Did you know ...?

3 Check your work

- Used a question?

»»» Activity Book, page 29.

4

Off to the shops

Shops: butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop

Money and prices: money box, save, purse, spend, wallet, buy, birthday money, sell

Pronunciation: pay, payment, encourage, encouragement

1 How many shops do you know?



What doesn't belong in the picture?

Can you find some coins and a tablet?

How many people are carrying bags?

What's the name of the building where the shops are?

2  Listen, point and repeat.

butcher's



greengrocer's



fishmonger's



pharmacy



newsagent's



jeweller's



sports shop



gift shop



phone shop



corner shop



shoe shop



toy shop

3  Look for the words from Activity 2 in the picture on page 42. Write the missing word.4  You and your partner need to buy some things from the shops. Decide where you'll go.

I need to buy a necklace for my sister.

We'll go to the jeweller's or the gift shop!



- 1 Before you read **Which shops can you see in the story?**

- 2 ^{4.2} Listen and read.

I have to buy a present for my mum. I'll get her a new mobile phone case. There's a case which she really likes in the phone shop.

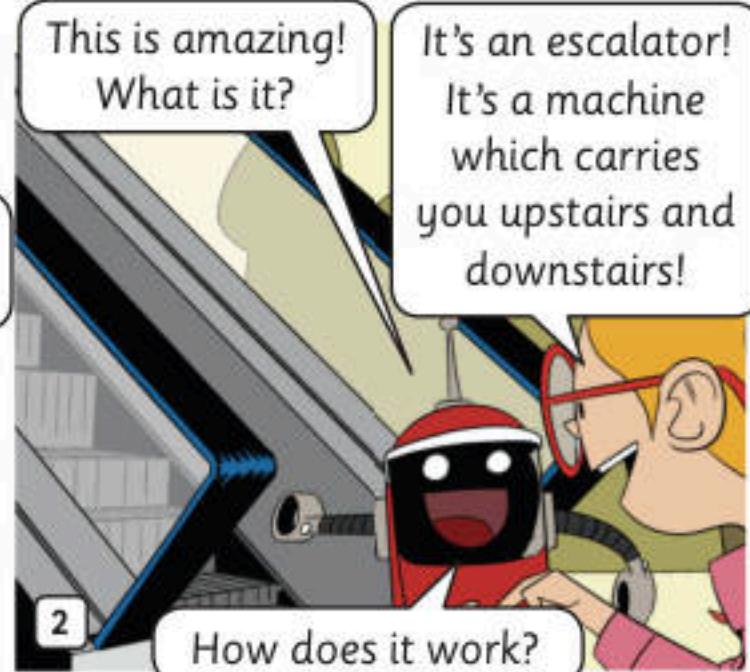


Stop, thief!

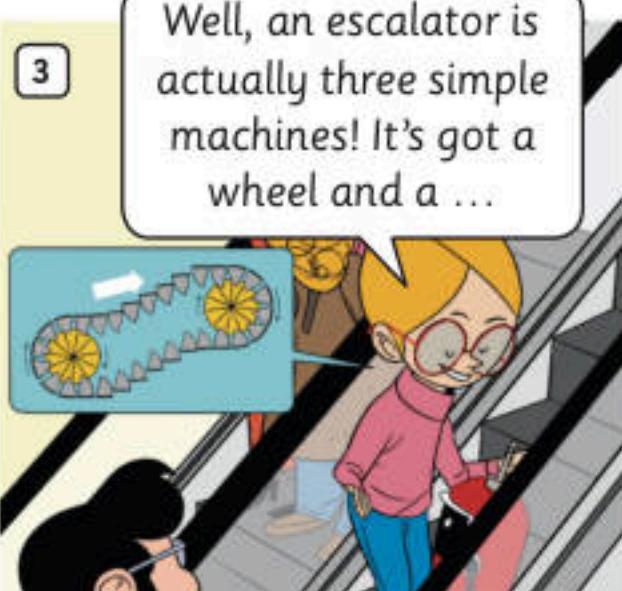


This is amazing!
What is it?

It's an escalator!
It's a machine
which carries
you upstairs and
downstairs!



3 Well, an escalator is actually three simple machines! It's got a wheel and a ...



6 Is this the phone case which your mum likes?



No, it isn't. She loves the one which has the comet on it. But I can't see it ...

Yes, that's it!

He's stealing those phones!



3 **Who is the thief? Go to page 58 to find out.**



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

- a They go up the escalator.
- b The children see a man stealing a phone.
- c The children look for the thief outside the shop.
- d Bo tries to stop the thief.
- e A man walks into Katy.
- f They tell the shop assistant about the thief.

5 **Act out the story.**

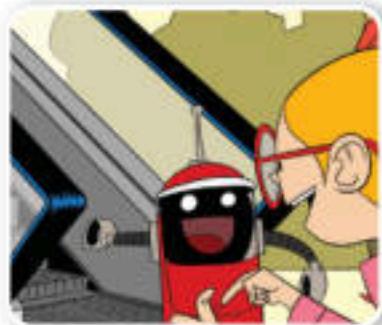


Values
I can show good citizenship.

6 **Design your own phone case! Tell your partner about it.**

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

- 1 Isn't that the man who walked into me earlier?
- 2 Is this the phone case which your mum likes?
- 3 It's a machine which carries you upstairs and downstairs.



2  ^{4.3} **Listen and repeat.**

It's the man **who** we saw earlier. (person)

That's the phone case **which** my mum wants. (thing)

We're in the shop **where** my brother works. (place)



3 **Circle the correct word.**

- 1 That's the girl **who** / **which** / **where** bought a ball from the sports shop.
- 2 This is Sharp's Shoes. It's the shop **who** / **which** / **where** I buy all my shoes.
- 3 Look, that's the boy **who** / **which** / **where** lives next door to us!
- 4 Amer likes magazines **who** / **which** / **where** are about space.
- 5 Can you see that house? That's the house **who** / **which** / **where** my dad lived as a child.

4  **In pairs, describe a person, place or thing. Your partner guesses.**

It's a shop **where** you can buy medicine.

The **pharmacy**?

Yes!



1  Listen, point and repeat.

money box



purse



wallet



birthday money



save



spend



buy



sell

2   Listen and sing.

I stood outside the toy shop,
And I saw a big, blue boat.
I have to spend my birthday
money,
So I can buy that boat!

I don't have to buy it now,
I can save money every day.
But I have to spend my birthday
money,
So I can buy that boat!

3  Listen and repeat.

I **have to** / He **has to** spend my/his birthday money.

I **don't have to** / He **doesn't have to** buy it now.

Do you **have to** buy that boat? Yes, I **do**. / No, I **don't**.

Does he **have to** buy that boat? Yes, he **does**. / No, he **doesn't**.

4   In pairs, ask and answer.

What do you
have to do at
home?

I have to tidy my room!

I don't have to tidy
my room, but I have
to help my mum.

5 ► Pupil A: Activity Book, page 45. ► Pupil B: Activity Book, page 47.

Which shop will you go to when you need something quickly, or when you want to spend your money? Do you have to go to a supermarket or a shopping centre? Or will you go to a corner shop, where it's quick and easy to get what you need?



Most corner shops sell sweets, food, drinks, newspapers and magazines. In the UK, corner shops also sell stamps, cleaning products and stationery, such as pens and greetings cards.

In Australia, a traditional corner shop is called a *milk bar*. In New Zealand, it's called a *dairy*. In the past, milk bars and dairies sold a lot of milk and ice cream, and some were also cafés where you could eat and drink. Now they usually sell a lot of different foods and drinks, as well as milk and ice cream.

In North America, there are many different names for corner shops! In New York, a corner shop is often called a *bodega*. In other parts of the USA, it's a *convenience store*.

There are many names for corner shops, but one thing is the same: we all buy things from them!



Fun fact

Did you know that South Korea has more convenience stores for each person than any other country in the world?

1 Before you read **What do you buy from corner shops?**

2 Listen and read. 

3 After you read

► **Activity Book, page 36.**

4  **In pairs, ask and answer.**

- What does your corner shop sell?
- What do you like buying there?

Project

Make a TV advert for a corner shop!

- 1 Work in groups.

- Choose a name for your shop.
- Decide what you sell in the shop.
- Choose three things to say about your shop.

- 2 Plan and practise your TV advert.

- 3 Present your advert to the class.

DREAM GIFTS

This is the best gift shop. You'll find ... We're good at ...

- 1 What can you find in a gift shop?
- 2 Listen. How much is the present which Laith buys?
- 3 Listen, read and check.



Hi, can I look at a necklace which is in the window, please?

The one which has got the blue star on it.

How much is it?

Oh, I haven't got enough money. I've only got thirteen dinars.

OK, that's a good idea. I'll have that one, please. Thank you!

Sure. Which necklace would you like?

Here it is.

It's fifteen dinars and fifty piastres.

How about the necklace which has a flower on it? That's twelve ninety-nine.

My pleasure!



Can I look at a necklace which is in the window, please?
How much is it?
It's fifteen dinars and fifty piastres. / It's fifteen fifty.
I'll have that one, please.
Thank you!
My pleasure!

- 4 Go shopping for presents for your family.

Pronunciation

- 5 Listen and read. What do you notice about the coloured words?



I'll **pay** for the necklace.
I have coins for the **payment**.

I'll **encourage** my friends to walk to the sports shop. They need **encouragement** to walk!



Reading

1

Before you read

What kind of text is it?

2

4.15

Listen and read.



Hi Ibrahim!

Guess what? On Saturday I saw a store detective catch some thieves!

In the sports shop near us, there were some trainers which I really wanted. For months, I saved money. Finally, on Saturday Dad and I went to buy them.

Dad and I were waiting for the shop assistant when a man and a woman came into the shop. We saw them put some expensive trainers into their bags before the shop assistant came out of the storeroom with the trainers for me. They were thieves!

I didn't know what to do. Then I noticed the woman nearby. She took out her purse, which had a lot of money in it. She opened her purse and counted the money loudly. The thieves watched her. Then she dropped her purse! As she walked away, she kicked it into the storeroom.

The thieves went straight into the storeroom to get the purse. Then the woman suddenly came back, quickly shut the storeroom door and shouted for help. It turned out the woman was a store detective! The police came and took the thieves away! Can you imagine?

From,

Tareq

3

After you read

Tick (✓) the best summary.

- a Tareq saved money to buy some trainers. In the sports shop he saw thieves stealing expensive trainers. The store detective caught the thieves. The police came and took the thieves away.
- b Tareq saved money to buy some trainers. In the sports shop he saw thieves stealing expensive trainers. The police came and took the thieves away.

tip

Reading

A summary should mention all the important points in the story. Which summary does that?



Listening

1 Listen and write.

Shopping in Westport

Main shopping street: High Street

- 1 Indoor market has cafés, a greengrocer's, a _____.
- 2 The shopping centre is called the _____ Centre.
- 3 For medicine: go to the _____ in the shopping centre.

Speaking

2 Ask and answer where they like to go shopping.

Where do you like to go shopping?



I like to go shopping in the sports shop and the gift shop.



Writing

3 Read. What does Mariam like to buy from the greengrocer's?



Hi Nour,
You asked for some advice about good places to shop in my city. On Rainbow Street there are a lot of great shops and there's also a market where you can buy delicious food. There's a fishmonger's, a butcher's and a greengrocer's at the market. I love the apples and pears from the greengrocer's! There's a big shopping centre where you can buy clothes and presents. There are gift shops, a jeweller's, shoe shops and a big toy shop which is called Happy Toys. My favourite shop is the toy shop, of course!
From Mariam

4 Write an email to a friend suggesting some shops to visit where you live.

1 Plan

- Which shops should he/she visit?
- Are the shops at a shopping centre, at a market or on a street?
- What special things can he/she buy there?

2 Write

You asked for some advice about ...
At the market ...
At the shopping centre ...
I love ...

3 Check your work

- Used an apostrophe correctly?

tip Writing

We use an apostrophe after some shop names. That's because *the greengrocer's* is short for *the greengrocer's shop* = *shop of the greengrocer*.

Activity Book, page 39.



Language booster 2

- 1 ⏳ How many animals can you say? Which of them can ...

run

swim

jump

fly

climb

hop

?



- 2 🎧 LC2.1 Read and say. Listen and number.



horse



turtle



monkey



parrot



kangaroo



rabbit

- 3 🎧 LC2.2 Listen and match.



talk

1



Hello



run

2



jump

3



swim

4



climb

5



hop

6

kangaroo

monkey

horse

parrot

rabbit

turtle

4

LC2.3 **Read and write *True* or *False*. Listen and check your answers.**

- 1 A turtle swims more quickly than a dolphin.
- 2 A rabbit hops more easily than a panda.
- 3 A parrot talks more quietly than a frog.

False

5

Think of animals you know. Make true sentences.



A rabbit hops more easily than a horse.



LC2.4

A parrot flies **more quickly** than a bee.
A seahorse swims **more slowly** than a dolphin.

6

Read the sentences. Tick (✓) the correct animal.

1

Which animal is the quickest?



2

Which animal is the quietest?



7

Talk in pairs. Which animal do you like best?

I like the parrot best.

Why?

Because it's beautiful.

LC2.5

The shark is **the quickest**.
I like the lion **best**.

Show what you know

Can you name animals and say what they can do?



Can you compare what different animals can do?

Can you talk about the animal you like best?

Well done!





Science

How can plants keep us healthy?

Think

Learn

1 What do you know about keeping healthy?

2 LC2.6 Listen and read.source of vitamins
and minerals

spinach

source of
proteins

How can plants keep us healthy?

Plants are important because they are a **source** of food. All fruit and vegetables come from plants and eating fruit and vegetables keeps us healthy. For example, beans and peas have got **proteins** in them.

We need proteins to help our bodies grow and get better when we're hurt. When we eat oranges and apples or make them into a fruit drink, we get a lot of **vitamins** and **minerals** from them.

There are also vitamins and minerals in green vegetables, for example, in **spinach**. We need vitamins and minerals to keep our bodies and teeth strong.

To keep fit and healthy, we need to eat some **carbohydrates**, too.

Carbohydrates give us energy. Potatoes are a source of carbohydrates, but we can also find them in pasta and bread. That's because pasta and bread come from **wheat** and wheat is a plant. When we eat fruit and vegetables every day, our bodies get some proteins, vitamins, minerals and carbohydrates.

So eating food from plants keeps us healthy!

source of
carbohydrates

wheat

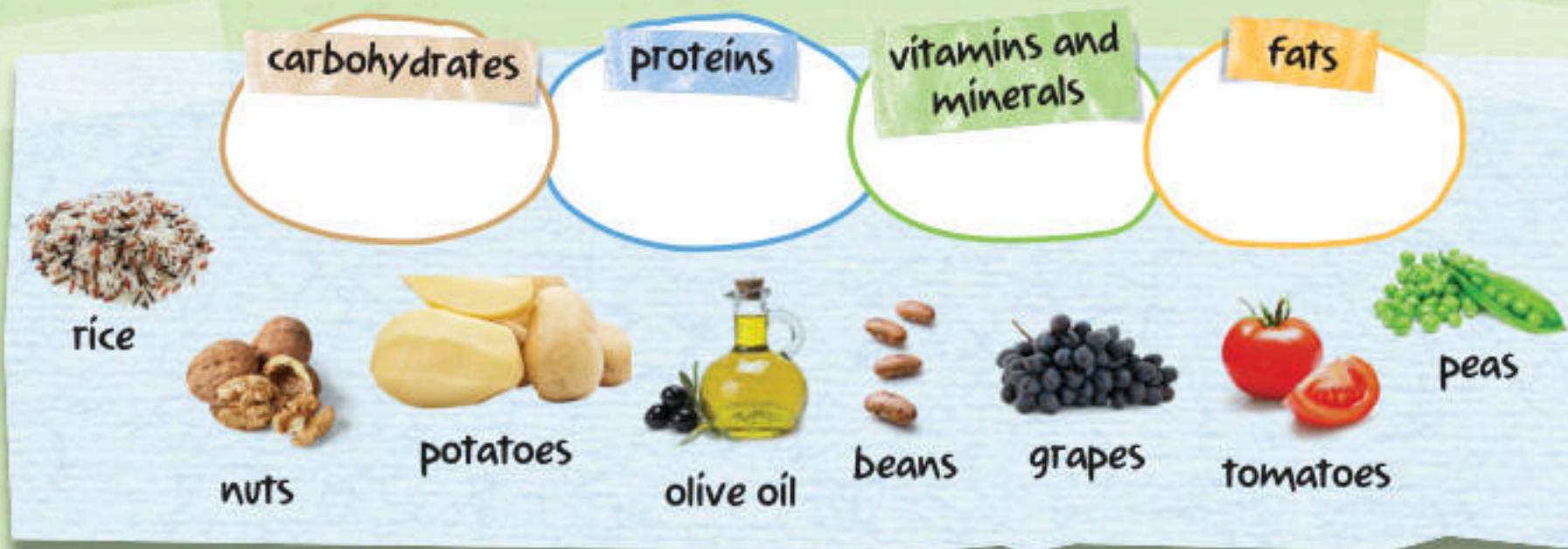
check

3 Write words from the text.

- 1 These keep our bodies and our teeth strong. _____
- 2 These give us energy. _____
- 3 This is a plant we can make into bread and pasta. _____
- 4 These help our bodies to grow and get better when we're hurt. _____
- 5 This vegetable gives us vitamins and minerals. _____

Let's practise!

- 1 Look at these four groups of food. Think! Write the two words that go into the 'fats' group.



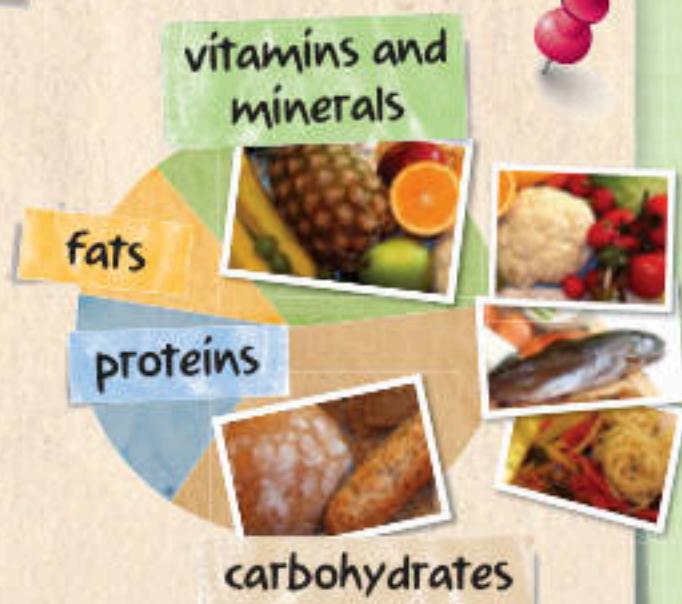
- 2 Read and check. Were you right?

Foods that are fats keep us warm. Some plants are a source of fats. Olive oil and some nuts are fats but to keep healthy, we shouldn't eat a lot of fat.

Show what you know

-  Make a healthy food plate with four types of food.

- 1 Brainstorm healthy foods for each part of the plate.
- 2 Draw a plate, or use a paper one, with the four food groups. Colour and label them.
- 3 Find pictures of two foods for each part of the plate.
- 4 Circle the foods that come from plants.
- 5 Compare your plate with three friends. Say why your plates are healthy.



My name's Diya!
Harvest Festival is one of
my favourite festivals!

Harvest Festival

1 Listen and read.



Harvest Festival is every year in September in India. Now we celebrate it in Jordan. At Harvest Festival, we celebrate because the **harvest** is finished and we are **grateful** that we have food on our tables.

Everyone usually brings some food to school: it can be food from your garden or it can be food from a shop. In our garden we have an apple tree, so I usually bring a big bag of apples to school. Other people bring **tins** of food. Then we share the food with people in our **community**.



Harvest poem

by Diya

Harvest our food from the fields.
Bring our food to our tables.
Share our food with others.
This is our Harvest Festival!



Fun fact

The full moon at Harvest Festival time is called a Harvest Moon!

2 Answer the questions.

- 1 When is Harvest Festival?
- 2 Why does Diya's school celebrate Harvest Festival?
- 3 What do children bring to school?
- 4 What do they do with the food?

3 Do you celebrate a harvest? What do you do?

4 Make a Harvest Festival basket.

- 1 In groups, plan what to put in your Harvest Festival basket.
- 2 Find a box or basket and decorate it.
- 3 Bring fruits, vegetables and other food to school. If you can't bring real food, find photos.
- 4 Share the food with your classmates!



Hello, I'm Farid! I think
World Water Day is
really important!

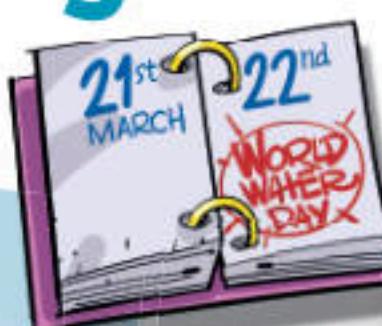
World Water Day

1 Listen and read.



On World Water Day, we think about water and how **important** it is. In Jordan, most people have clean **running water**, but millions of people all over the world don't have any. At our school, we **raise money** on World Water Day to help more people get clean water.

This year, we made posters about how you can save water, and put them around the school. Then we all dressed up in blue. We had a cake **sale**. We sold cakes with blue **decorations**. We sold water bottles that you can use again and again. In one day, we raised over 200 dinars! We sent the money to a **charity** that helps people get clean water.



2 Finish the sentences.

- 1 World Water Day is on _____.
- 2 Many people in the world don't have _____.
- 3 At Farid's school on World Water Day, they raise money to _____.
- 4 They sold blue cakes and _____.
- 5 They raised _____.

3 What can you do on World Water Day?

4

Make a whiteboard presentation about saving water.

- 1 In groups, think of three ways you can save water.
- 2 Draw and write about them.
- 3 Present your ideas to the class.



Solve it



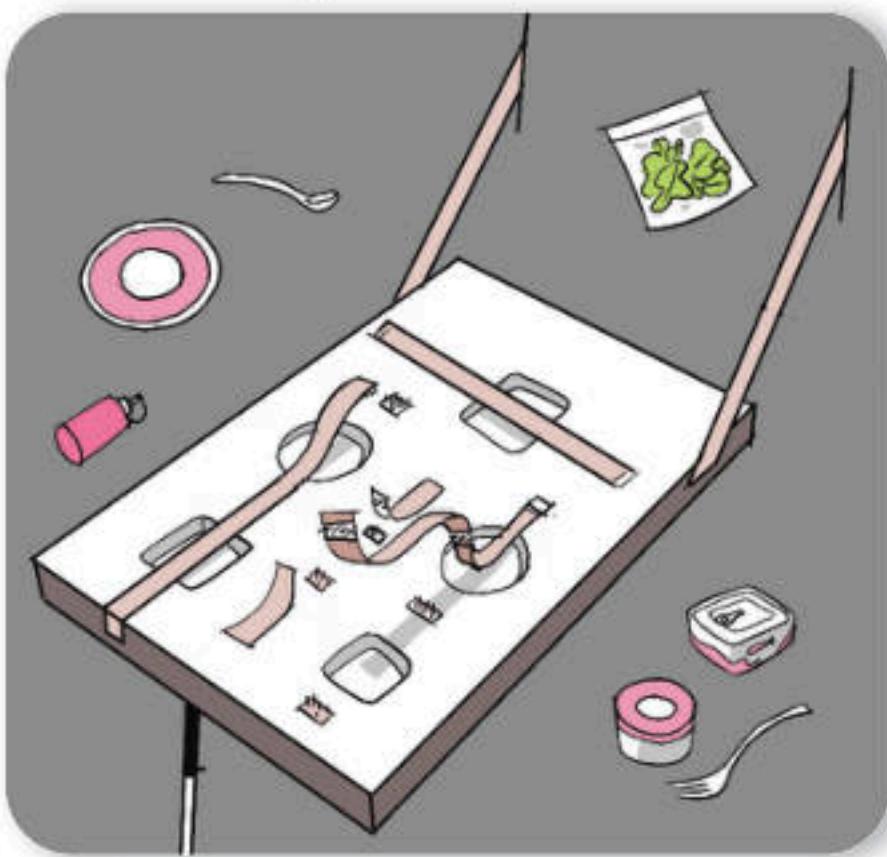
Unit 1 Pages 10–11



Unit 2 Pages 20–21



Unit 3 Pages 34–35



Unit 4 Pages 44–45



Grammar reference

Unit 1

My mum is **shorter** than me.

She's **the shortest** person in our family!

I'm **more** hard-working than my best friend.

I'm **the most** hard-working person in the class!

I'm **good at** baking cakes.

I'm **not very good at** making pizza.

Katie is **great at** acting.

Harry's **terrible at** juggling!

Unit 2

Was everything very different ten years **ago**?

That computer **was** really big!

Did you **have** a phone ten years **ago**?

Yes, we **did**! We **had** a phone in the house, but we **didn't have** a mobile phone.

When I was one, I **could** walk but I **couldn't** talk.

Could you talk when you were two?

Yes, I **could**. / No, I **couldn't**.

Unit 3

It's Jack's graduation tomorrow. I'll **get** him a present later.

What **will** you **get** him? What about a book on space?

No, I **won't get** him a book. I think I'll **get** him a game.

How deep is the Grand Canyon?

It's 1,800 metres **deep**.

Unit 4

It's the man **who** we saw earlier. (person)

That's the phone case **which** my mum wants. (thing)

We're in the shop **where** my brother works. (place)

I **have to** / He **has to** save some money!

I **don't have to** / He **doesn't have to** buy it now.

Do you **have to** buy that boat?

Yes, I **do**. / No, I **don't**.

Does he **have to** buy that boat?

Yes, he **does**. / No, he **doesn't**.

Acknowledgements:

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

Image Credit(s):

Alamy Stock Photo: Alpineguide i, Christine Nayin 4B, Geopix 40, Mint Images Limited 9, NG Images 40, SeventyFour Images 13, UrbanImages 48;

Shutterstock.com: Adam Radosavljevic 19, AFANASEV IVAN 19, Africa Studio 47 56, Albert Barr 33, AlenKadr 55, Alexey Boldin 19, Alhovik 33, Andrei Armiagov 33, Andrey_Popov 23, Andy J Billington 38, Angel Simon 55, Ann in the uk 28, Anna Nahabed 19, Antoniodiaz 47, Apiguide 53, AshTproductions 7, Axel Bueckert 19, Azret Ayubov 7, BartlomiejMagierowski 24, BearFotos 43 47, Bogdan Wankowicz 55, Carballo 9 19, Cmospic 14, Creativemarc 31, Daniel Chetroni 9, DaveO 30, David Woods 33, Denis Dryashkin 54, Djomas 7, Dmytro Zinkevych 7, Dragon Images 9, Elena Schweitzer 54, Engineer studio 33, eurobanks 17 46, Evgenyrychko 13, evka119 56, Fer Gregory 33, Fizkes 23, fotorich01 26, Gandomfo Cannatella 55, Gita Kulinitch Studio 55, glenda 16, Ground Picture 9, GWImages 23, Hareluya 28, Horsemen 52, Iconic Bestiary 47, In Green 19, Iofoto 13, Jiri Hera 55, Juergen Faelchle 33, Juice Flair 43, Juice Verve 43, Khorzhevska 57, Kwangmoozaa 43, Laverne Nash 52, LightField Studios 13, Lus Kudritskaya 19, Macrowildlife 30, Marko Bowman 52, Mit Kapevski 55, Mladen Mitrinovic 14, MNStudio 23, Monkey Business Images 7 24, Mopic 30, Motortion Films 9, Mr Nai 38, MurrLove 26, Naluwan 47, NASA Images 33, Nesssss 43, New Africa 41 51, Oleksiy Mark 19, Olga Visavi 53, Pathdoc 9, Paul Looyen 52, Paul Vasarhelyi 9, Pavla 13, PeopleImages.com - Yuri A 15, Petr Malyshев 19, Photoongraphy 47, Photoscreation 47, Pixel-Shot 53, PixMarket 55, Pixtells 43, PRASANNAPIX 56, Pressmaster 9, Prostock-studio 9 19, PTZ Pictures 38, Quang Ho 26, R_Tee 57, Rayints 24, Red Fox studio 7, Repina Valeriya 54, Rich Carey 53, Ron Ellis 26, Runrun2 23, S.Dashkevych 19, sabyna75 54, SakSa 52, Sergey Novikov 13 23, Sergey Ryzhov 43, SeventyFour 28, SJ Travel Photo and Video 53, Solarseven 33, sonya etchison 9, Spectral-Design 23, SPELIM 24, StockImageFactory.com 7, StockphotoVideo 54, Stock-Studio 28, StratfordProductions 43, T.TATSU 9, THINK A 43, Travel_Master 43, Tristan3D 31, Tropicdreams 53, Vadim Sadowski 33, VaLiza 7 17 46, VaravinBB 28, Vblinov 52 53, Vitaly Korovin 55, Voyagerix 23, www.hollandfoto.net 43, YAKOBCHUK VIACHESLAV 28, Yellow Cat 14, Yeryomina Anastassiya 30, Yuliia Yuliia 57, Zhengchengbao 30, Zimmytw 47, Zouzou 13

Ministry of Education: 15

Illustrated by Pablo Velarde and José Luis Ágreda (unit openers and stories), Miguel Calero Hernández, Alberto de Hoyos Masó, Carmen Marcos Vaca, Christos Skaltsas (Hyphen) and Zacharias Papadopoulos (Hyphen)

Cover Image: Pablo Velarde and José Luis Ágreda, Alpineguide