

Jordan TEAM Together Grade 5 Semester 2



Pupil's Book with Digital Resources

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Jordan TEAM Together Grade 5 Semester 2



Pupil's Book with Digital Resources

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Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening
W Welcome back Page 4	Talking about hobbies and technology	Hobbies: <i>bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball</i> Technology: <i>call, computer, email, keyboard, letter, mobile phone, smartwatch, study, tablet, telephone</i>	Past simple <i>I learnt how to cook.</i> <i>What did you do, Katy?</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
5 Animals in danger Page 8	Talking about sea animals and land animals	Sea animals: <i>dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale</i> Land animals: <i>camel, gorilla, koala, lion, panda, parrot, polar bear, rhino</i> Pronunciation: <i>appear/disappear, like/dislike, agree/disagree, connect/disconnect</i>	Past continuous <i>The shark was looking for small sea animals.</i> Past continuous vs past simple <i>I was watching the koalas when the lion escaped.</i>	Following the sequence of events in a simple story or narrative, if told slowly and clearly; identifying basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing; understanding some details in longer dialogues on familiar everyday topics, if guided by questions or prompts
6 Staying healthy Page 18	Talking about illnesses and healthy lifestyles	Illnesses: <i>a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomach ache, a toothache, an earache, dizzy, sick</i> Healthy lifestyles: <i>do exercise, eat a balanced diet, eat junk food, fit, healthy, relax, unfit, unhealthy</i> Pronunciation: <i>balanced/unbalanced, healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/irresponsible</i>	should/shouldn't <i>You should go to the doctor's!</i> <i>You shouldn't go to school.</i> Infinitive of purpose <i>He went to the supermarket to buy fruit.</i>	Following the sequence of events in a simple story or narrative, if told slowly and clearly; identifying basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing

Bo's Learning Club: Language booster 3, Page 28

7 Curtain up! Page 32	Talking about the theatre and entertainment	Theatre: <i>act, audience, backstage, cast, cheer, costumes, curtain, director, lighting, props, scenery, stage</i> Entertainment: <i>classical music, comic, concert, country music, festival, musical, poem, puppet show</i> Pronunciation: <i>cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful</i>	Present perfect <i>I've read Alice's Adventures in Wonderland. I haven't seen the film.</i> <i>He's seen Alice's costume somewhere, but he hasn't found it.</i>	Following the sequence of events in a simple story or narrative, if told slowly and clearly; identifying basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing
8 Let's get creative! Page 42	Talking about machines and materials	Household appliances: <i>coffee machine, cooker, dishwasher, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine</i> Materials: <i>cotton, gold, leather, metal, paper, plastic, rubber, silver</i> Pronunciation: <i>begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching</i>	Present perfect with ever/never <i>Have you ever made chocolates? Yes, I have./ No, I haven't.</i> <i>She's never used the oven before.</i> is/are made of <i>What is it made of? It's made of plastic.</i> <i>What are they made of? They're made of gold!</i>	Following the sequence of events in a simple story or narrative, if told slowly and clearly; identifying basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly; identifying people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing

Bo's Learning Club: Language booster 4, Page 52

Festivals: Youth Service Day, World Heritage Day, Pages 56–57

Solve it, Page 58

Grammar reference, Page 59

Speaking	Reading	Writing	Pronunciation	Project	Viewing and presenting	Functions
Talking about past events or experiences, using simple language; expressing their opinions on familiar topics, using simple language	Identifying specific information in a simple story; understanding the correct sequence of events; getting the gist of short, simple texts on familiar topics	Writing about past activities using simple language, given a model			Presenting a hobby to the class	
Expressing their opinions on familiar topics, using simple language; talking about everyday activities using simple language; saying what they like or dislike about a simple story; describing where an animal lives in a simple way; asking a range of questions in guessing games to find the answer; telling a simple story	Following the sequence of events in short, simple cartoon stories that use familiar key words; identifying specific information in a simple story, if guided by questions; getting the gist of short, simple texts on familiar topics, if supported by pictures; extracting specific information in short texts on familiar topics; identifying main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions; scanning a simple text to find specific information	Writing simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model	Identify and use the prefix <i>dis-</i> to infer meaning: <i>appear/disappear, like/dislike, agree/disagree, connect/disconnect</i>	A spider diagram about an animal protection organisation	Presenting a sea animal to the class; presenting a spider diagram about an animal protection organisation	Reminding someone to do something: <i>Remember to change the cat's food and water every day.</i>
Expressing their opinions on familiar topics, using simple language; talking about everyday activities using simple language; saying simple tongue-twisters and other types of playful language; acting out a short dialogue or role play, given prompts; asking a range of questions in guessing games to find the answer; giving simple advice, using fixed expressions; answering simple questions about habits and daily routines	Following the sequence of events in short, simple cartoon stories that use familiar key words; identifying specific information in a simple story, if guided by questions; getting the gist of short, simple texts on familiar topics, if supported by pictures; extracting specific information in short texts on familiar topics; identifying key information in short, simple factual texts from the headings and illustrations; scanning simple text to find specific information	Writing short, simple texts on familiar topics in linked sentences; writing simple sentences about what they/other people are doing	Identify and use the prefixes <i>un-</i> and <i>ir-</i> to infer meaning: <i>balanced/unbalanced, healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/irresponsible</i>	A healthy lunch	Designing and presenting a doctor's waiting room; presenting a healthy lunch to the class	At the doctor's: <i>What's the matter? I'm feeling sick.</i>

Art: What do landscape paintings look like?

Expressing their opinions on familiar topics, using simple language; saying simple tongue-twisters and other types of playful language; acting out a short dialogue or role play, given prompts; saying what they think will happen next in a simple story or play; asking a range of questions in guessing games to find the answer; talking about past events or experiences, using simple language; describing basic differences between two pictures showing familiar activities, using simple language	Following the sequence of events in short, simple cartoon stories that use familiar key words; identifying specific information in a simple story, if guided by questions; getting the gist of short, simple texts on familiar topics, if supported by pictures; scanning a simple text to find specific information; identifying key information in short, simple factual texts from the headings and illustrations; following simple stories with basic dialogue and simple narrative; identifying key parts of simple stories (e.g. beginning, middle, end)	Creating a poster to advertise an event or product, given a model; answering simple questions in writing about people or things using basic words or phrases; writing a simple story describing the main events, if supported by pictures; writing simple sentences about what they/other people are doing	Identify and use the suffix <i>-ful</i> to infer meaning: <i>cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful</i>	A poster for a new show	Making true and false sentences about what you've done; making and presenting a poster for a new show	Describing clothes: <i>The trousers are too long. The T-shirt is too small.</i>
Expressing their opinions on familiar topics, using simple language; describing basic differences between two pictures showing familiar activities, using simple language; saying simple tongue-twisters and other types of playful language; acting out a short dialogue or role play, given prompts; talking about past events or experiences, using simple language; asking a range of questions in guessing games to find the answer; answering simple questions about habits and daily routines	Following the sequence of events in short, simple cartoon stories that use familiar key words; understanding the order in which events happen (e.g. in diary entries or a story); getting the gist of short, simple texts on familiar topics, if supported by pictures; extracting specific information in short texts on familiar topics; scanning a simple text to find specific information	Writing short, simple texts on familiar topics in linked sentences	Produce two and three syllable words with the correct stress (verbs and verbs with <i>-ing</i>): <i>begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching</i>	A class book about traditional crafts	Making and presenting a book about traditional Jordanian crafts	Explaining that something doesn't work: <i>Can you help me? You need to turn it on.</i>

Social Studies: How are the continents different?

Welcome

Welcome back

Hobbies: bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball
Technology: call, computer, email, keyboard, letter, mobile phone, smartwatch, study, tablet, telephone

1 Listen and read.



Panel 1: A boy asks a girl, "How were your holidays?" She replies, "Great! We went to see Granny and Grandpa. It was amazing." He asks, "Why?" She says, "They've got all this new technology!"

Panel 2: An older man says, "I love this computer. Before I wrote letters, but now I just send emails." An older woman adds, "And this smartwatch I bought is fantastic. I can make telephone calls and play games."

Panel 3: A boy says, "I didn't do much. I learnt how to bake a cake. And I fixed some toys!" A girl asks, "Maybe you can fix my tablet!" He replies, "I'm not sure I can do that!"

Panel 4: A boy asks a girl, "Hey, where's Bo?" She replies, "I went to a holiday club. Science Club was great. We did amazing experiments." He asks, "What did you do, Katy?" She says, "I can juggle five balls at the same time!"

Panel 5: A girl says, "Hello everyone! Look at me!" A boy says, "Throw me another ball!" A girl says, "We can see what Bo learnt to do in the holidays!"

Panel 6: A boy says, "It looks like we all learnt something this summer!"



How many balls is Bo juggling?
 How many different types of technology can you see?

4

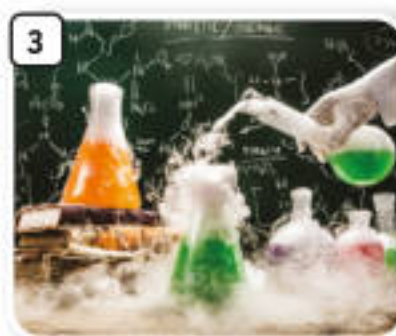
four

2 Read the sentences and write the missing words.

- 1 Millie went to see her _____ and Grandpa.
- 2 Hamed learnt how to bake a _____ and to _____ toys.
- 3 Katy did amazing _____ in Science Club.
- 4 Bo learnt how to _____.
- 5 Bo wants someone to _____ him another ball.

3 Act out the story.

4 Listen and write *Fatima* or *Amal*.



5 Describe a hobby. Your partner guesses.



You make this in the oven.
It's got tomatoes and cheese
on top. It's delicious!

Yes!



Make a pizza?

6 Write about your favourite hobby. Share with the class.

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

- 1 I'm not sure I can do that!
- 2 They've got all this new technology!
- 3 I can juggle five balls at the same time!

☐
☐
☐


2 Listen and repeat.

I **learnt** how to cook.

What **did** you **do**, Katy?

I **didn't do** much.

How **were** your holidays?



3 Put the pictures in the correct order. Listen and check.



4 Complete the email. Write the correct form of the verbs in brackets.

[send](#)
[forward](#)
[attach](#)

✖
✔
✖

Hi Millie,

This is Grandpa! How (1) _____ (be) your weekend? Did you (2) _____ (have) a good time? Granny and I (3) _____ (go) to the seaside in Aqaba. It was lovely. We (4) _____ (eat) a lovely lunch and (5) _____ (have) ice creams after. There (6) _____ (be) a lot of people there. Next, we (7) _____ (visit) a museum. We (8) _____ (not get) home until late. I (9) _____ (send) some emails when we got back, but Granny (10) _____ (not play) games on her smartwatch – she was too tired.

Anyway, got to go, more emails to send!

Love,
Grandpa

5 Write one true and one false sentence about what you did at the weekend. Your partner guesses which one is true.



1 Listen, point and repeat.



call



computer



email



keyboard



letter



mobile phone



study



smartwatch



tablet



telephone

2 Listen and tick (✓).



1 What did Sami use to do his homework?



2 What did Fadi's dad buy at the weekend?



3 What did Abeer send to her grandpa?



3 Make questions and ask your partner.

study for a test use a smartwatch play games on a tablet
write an email send a letter call a friend
make a call with a mobile phone do homework on a computer

Did you study for a test at the weekend?

Yes, I did. What about you?

I did, too!

5

Animals in danger

Sea animals: dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale

Land animals: camel, gorilla, koala, lion, panda, parrot, polar bear, rhino

Pronunciation: appear/disappear, like/dislike, agree/disagree, connect/disconnect

1 How many sea animal words do you know?

Sea animals around Aqaba



What doesn't belong in the picture?
Who is ready to go snorkelling?
Find thirteen stars on the boat.
What number can you find?



2 Listen, point and repeat.



whale



dolphin



shark



seal



jellyfish



octopus



squid



lobster



oyster



seahorse



turtle



ray

3 Look for the words from Activity 2 in the picture on page 8. Which word is missing from page 8? _____

4 Write the words in the table.

Animals which have to breathe air.	Animals which have got legs.	Animals which have got a shell.

5 Work with a partner. Play a memory game!



I went to Aqaba aquarium, and I saw a jellyfish!

I went to Aqaba aquarium, and I saw a jellyfish and a turtle!

I went to Aqaba aquarium, and I saw a jellyfish, a turtle and a seahorse!





1 Before you read How many sea animals can you find in the story?

2 Listen and read.



Shark adventure

1 OK, kids. We heard there were some humpback whales here today. They were swimming this way. But if you see a whale, remember, don't get too close! Whales are endangered animals!

Can I come?

The whales were swimming over there. Why don't you fly over the water with your camera?

OK! I love flying!

3

4 What's this? It was floating down there.

Is it a fish?

I don't think so. Let's ask my mum.

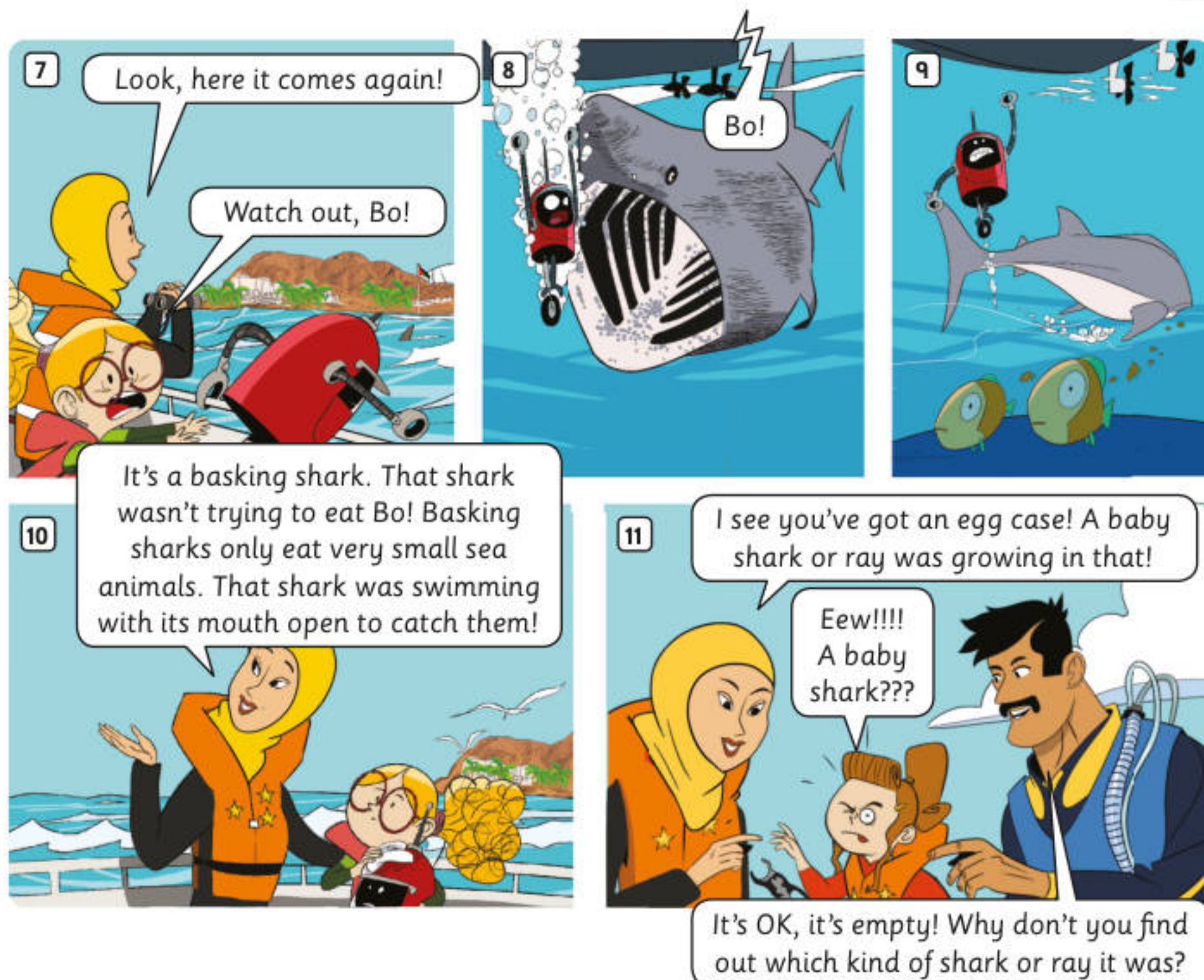
5 Back on the boat ...

Look! It's a shark!

Or is it a whale?

6 Was it a whale? What was it doing? How quickly was it swimming?

It was swimming more slowly than a whale, and it didn't come up for air.



- 3 Which animal was growing in the egg case?
Go to page 58 to find out.



- 4 **After you read** Look at the story and write the names. Who ...

- | | |
|-------------------------------|----------------------------------|
| 1 uses a camera? _____ | 4 is talking about whales? _____ |
| 2 finds an egg case? _____ | 5 is snorkelling? _____ |
| 3 falls into the water? _____ | 6 is flying? _____ |



Values

- 5 Act out the story.

I am careful not to harm animals.

- 6 Find out about a sea animal. Does it lay eggs or does it have live babies? Share with the class.

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

- 1 A baby shark or ray was growing in that!
- 2 That shark wasn't trying to eat Bo!
- 3 It was swimming more slowly than a whale.

☐
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☐

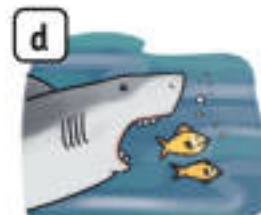
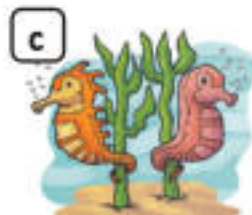

2 Listen and repeat.

What **was** the shark **doing**?

The shark **was looking** for small sea animals. It **wasn't looking** for big fish.



3 Listen and point to the correct picture. What were the sea animals doing? There are two pictures you don't need.



4 Hani visited the aquarium on Saturday. What were the animals doing when he arrived at 11 o'clock? In pairs, look, ask and answer.

jump out of the water catch a small fish climb out of the tank
eat fish look out of the water walk along the bottom of the tank



What were the seals doing at 11 o'clock?

They were eating fish!

1 Listen, point and repeat.



lion



rhino



gorilla



panda



camel



parrot



koala



polar bear

2 Listen and sing.



I was walking along the path through the hills,
When seven gorillas jumped out of the trees.

I was watching the gorillas playing in the forest,
When seven large parrots arrived with seven large bees.

I wasn't looking at those bees flying high in the sky,
Because seven big camels started to play.

I was watching those camels when I heard a noise,
And seven polar bears arrived in a sleigh.

The bears weren't there anymore,
When I woke up! It was a brand new day!



3 Listen and repeat.

What **were** you **doing** when the lion **escaped**?

I **was watching** the koalas when the lion **escaped**! I **wasn't watching** the lion!



4 In pairs, ask and answer questions about the song.

What were you doing when the gorillas jumped out of the trees?

I was walking along the path.

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



HELPING ANIMALS FOR NEARLY 200 YEARS!



The Royal Society for the Prevention of Cruelty to Animals, or RSPCA for short, is a British animal protection organisation. It started in 1824!

If you find an animal which is in trouble or hurt, you can call the RSPCA. The RSPCA has hospitals and centres where it looks after animals. Last year the RSPCA rescued over 120,000 animals!

If you want to find an animal for your home, you can go to an RSPCA centre and choose one. Last year the RSPCA found new homes for over 30,000 cats! You can find cats, rabbits, birds and even horses! But you can't just take the animal home. The RSPCA workers will ask you lots of questions about your home and your family, to help you choose the right one for you. For example, if you haven't got a garden, you probably shouldn't have a rabbit!

The RSPCA also has special centres for injured wildlife, like bats or birds. This green parrot is called Roxie. She had a broken leg, but now she's recovering at a wildlife centre!



Fun Activity

Draw and label a picture of your favourite animal!

1 Before you read Which organisations in Jordan protect animals?

2 5.10 Listen and read.



3 After you read
» Activity Book, page 10.

4 What do you do if you find an injured animal?

If I find an injured animal, I ...

Project
Make a spider diagram about an animal protection organisation.



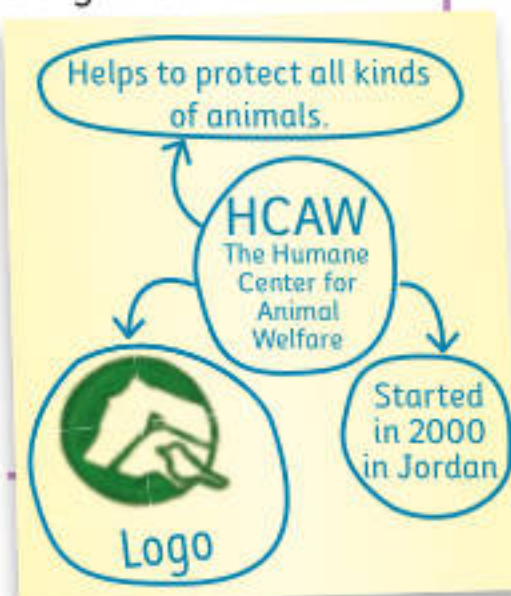
1 In groups, choose an organisation.

2 Find out about this organisation.

3 Draw a spider diagram and write.

- What's the name of the organisation?
- When did it start?
- What kind of animals does it help?

4 Present your diagram to the class.



- 1  Have you got an animal? How do you look after it? Circle.

feed it clean the cage
change water wash it

- 2  Listen. Why is the vet talking to Nadia?

- 3  Listen, read and check.



Nadia, you're going to adopt an animal from our centre, right?

Yes, that's right.

What kind of animal do you want to adopt?

I want to adopt a cat.

OK. You must look after it. Remember to change the cat's food and water every day.

I'll remember!

And don't forget to clean the bowls every day.

I won't forget! I promise to look after my cat!

Say it!

Remember to change the cat's food and water every day.
Don't forget to clean the bowls every day.
I promise to look after my cat!

- 4  Choose an animal.
Have a conversation with a partner about how to look after it.

a cat a rabbit a fish
a parrot a tortoise

Pronunciation

- 5  Listen and say the tongue twister. What do you notice about the coloured words?

The whale **appears** in the morning,
And swims around in the sea.
It **disappears** in the evening,
And swims away from me!



Reading

1 Before you read What do you know about the Arctic?

2  Listen and read.

It's very cold! There are polar bears ...



SAVE THE BELUGA WHALES!

1 Beluga whales are white whales that live in the Arctic Ocean. In winter, they stay in the open ocean, away from the sea ice. But some years ago, a group of them became trapped under the ice. There was only one hole in the ice where they could come up to breathe. But thousands of whales all needed to breathe at the same hole! It was an emergency!

2 A ship, the *Moskva*, started breaking the ice to get to the whales. Slowly, it made a channel to them. But when the *Moskva* finally arrived, the whales didn't want to swim into the channel. They were frightened of the ship!

3 Suddenly, the captain of the *Moskva* had an idea. He knew that dolphins liked music, so he started playing calming classical music loudly from the ship. When he was playing classical music, the whales moved closer to the ship!

4 The *Moskva* started moving down the channel, stopped, and the captain played music. The whales came closer. The ship moved down the channel, stopped, and played music again. The whales followed. It took many days, but finally the *Moskva* and the whales reached the open ocean. The beluga whales were safe at last!



3 After you read Write the paragraph number for each summary.

a The whales reached the open sea. _____

b The captain had a good idea. _____

c A ship made a channel through the ice to the whales. _____

d The beluga whales were trapped. _____

4  What did you like about this article? What surprised you?

I liked how ...

I was surprised that ...



Listening

1 **Listen and choose the correct answers.**

- 1 Where do polar bears live?
a the Arctic
b the Antarctic
c the Atlantic Ocean
- 2 What do polar bears eat?
a oysters b seals c fish
- 3 How quickly can polar bears swim?
a 15 kilometres an hour
b 12 kilometres an hour
c 10 kilometres an hour

Speaking

2 **Talk about an animal in danger. What do you know about it?**

What do you know about dolphins?

They're mammals. They can move very quickly and jump out of the water! They eat fish. Dolphins are in danger because they get caught in fishing nets.



Writing

3 **Read. What do basking sharks eat?**
Basking sharks

Basking sharks are the second largest fish in the world! They can be 10 metres long!

Where do they live?

Basking sharks live in the sea. They often swim near the land.

What do they do?

Basking sharks swim slowly with their mouths open to catch small sea animals.

Why are they in danger?

Basking sharks are in danger because people hunted them. Now you mustn't hunt them.


Writing

When your text has got a lot of information, headings make it easier to read. Look at the Plan and use the questions as headings.

4 **Find out about an animal in danger in Jordan and write about it.**
1 Plan

- Where do these animals live?
- What do they eat?
- What do they do?
- Why are they in danger?

2 Write

They live ...
They eat ...
They like ...
They are endangered because ...

3 Check your work

- Used headings?

Activity Book, page 13.

eighteen



2 Listen, point and repeat.

I've got



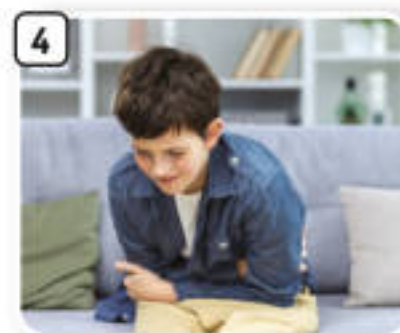
a cold



a headache



a sore throat



a stomach ache



a high temperature



a toothache



a runny nose



an earache

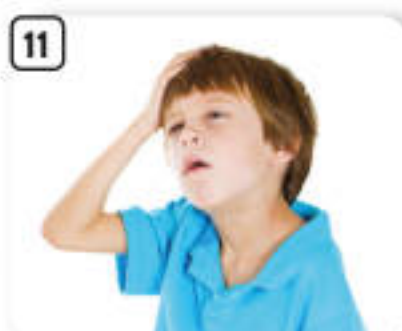


a cough



a rash

I feel



dizzy



sick

3 Look for the words from Activity 2 in the picture on page 18.
Which word is missing from page 18? _____

4 Listen, read and say.



a I've got a sore throat!

d I've got a cough!

b I've got a runny nose!

e I've got a cold!

c I feel dizzy!

5 In pairs, play a guessing game.





1 Before you read How many illnesses can you find?

2 Listen and read.



A high temperature

1 What happened, Hamed?

I was playing football when suddenly ...

2 Are you OK, Hamed?

I don't feel very well. I feel dizzy.

You shouldn't play football when you're feeling dizzy.

3 You should go to the doctor's.

I don't want to be ill! I'm going to Amman to watch the big football match this weekend!

Bo, you should stay with Hamed and wait for his mum.

4 Do you feel dizzy now?

Not now, but I felt dizzy at school!

Have you got a runny nose?

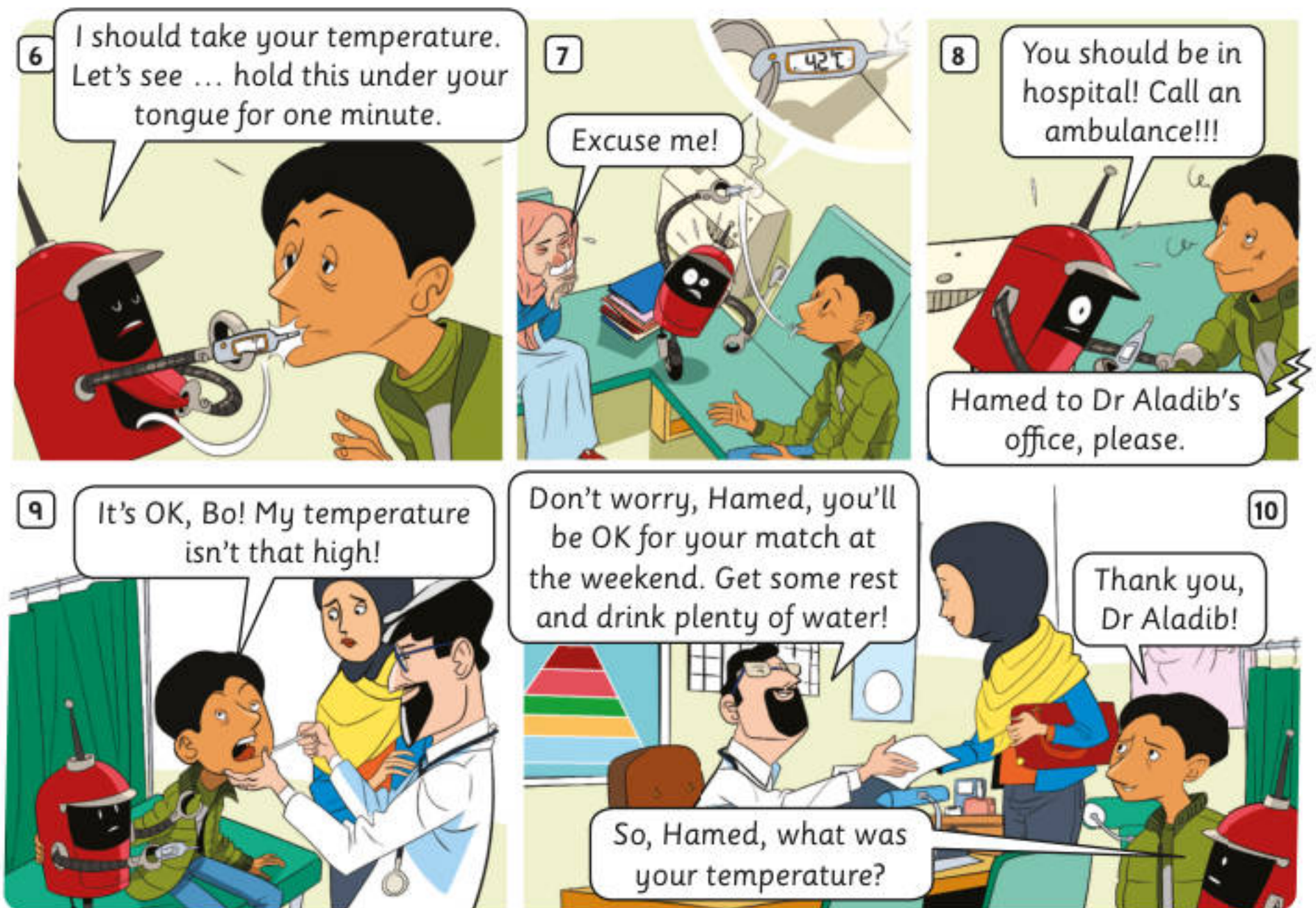
No, I haven't.

5 Do you feel sick?

No, I don't.

Have you got a cough?

Yes, I have!!!



3 Did Hamed have a high temperature? Go to page 58 to find out.



4 **After you read** Write the words to complete the sentences.

- 1 At school, Hamed feels _____.
- 2 At the weekend, Hamed is going to watch a big _____.
- 3 _____ and _____ go with Hamed to the doctor's.
- 4 Bo takes Hamed's _____.
- 5 Bo thinks Hamed should be in _____.
- 6 The doctor tells Hamed to rest and drink plenty of _____.



Values

I help my friends when they are ill.

5 Act out the story.

6 Design the perfect doctor's waiting room! What things are there? Share your waiting room with the class.

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

- 1 I don't feel very well. I feel dizzy. ☐
- 2 You should go to the doctor's. ☐
- 3 I should take your temperature. ☐



2 🎧 Listen and repeat.

You **should** go to the doctor's!

You **shouldn't** go to school!

Should I take some medicine? Yes, you **should**. / No, you **shouldn't**.



3 🎧 Listen and point. Then match with the advice.

put cream on it sit down not scratch it not go swimming
blow your nose go home



4 🗣️ Choose someone from the picture. In pairs, ask and answer.

I've got a rash.

You should ... You shouldn't ...



1 Listen, point and repeat.



healthy



unhealthy



fit



unfit



do exercise



relax



eat a balanced diet



eat junk food

2 Listen and sing.



I wasn't very healthy,
But I wanted to be fit.
I wanted to do some exercise,
To walk instead of sit!



I started walking round the park,
I ran for a little bit.
Soon I could run for longer,
I was getting fit!

I wanted to do some exercise,
I ran to get healthy and fit!
I ran my first race in the park!
Now I feel super-fit!

3 Listen and repeat.

I'm running **to be** fit and healthy.

4 Combine the sentences.

He went to the supermarket **to buy** fruit.



1 I need to be fit and healthy. I'm going for a walk twice a day.

I'm going for a walk twice a day to be fit and healthy.

2 I need to buy some trainers. I'm going to the sports shop.

3 I need to eat a balanced diet. I'm going to eat less junk food.

4 I need to buy some vegetables. I'm going to the greengrocer's.

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

Healthy Food Day!

Do you want to be a chef for a day? Well, now you can – on Healthy Food Day!

Many primary schools in Jordan have Healthy Food Day for children of all ages. And it can happen anytime during the school year, so it's always a surprise! First, teachers send electronic invitations to parents. Then, parents think of healthy foods and teachers decide what food students should bring. These usually include local fruits, vegetables or other healthy snacks, which are all easy to get in Jordan.

On Healthy Food Day, students get to be chefs. They can even wear chef hats while preparing and then enjoying their healthy lunches. But it's not just about eating. Teachers also give lessons during the day on different types of healthy food, explaining how these foods help us to grow strong and stay healthy. Some teachers even bring extra fruits and vegetables to share with their classes. The day also focuses on teamwork, with students working together, sharing meals and helping each other to prepare their lunches.



Fun Activity

Create an invitation for Healthy Food Day!

1 **Before you read** What do you usually have for school lunch?

2 **Listen and read.**



3 **After you read**

» **Activity Book, page 18.**

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

- 1 What's your favourite school lunch?
- 2 Do you have Healthy Food Day in your school? What do you eat?
- 3 Why is it important to learn about healthy food at school?

Project
Make a healthy lunch for Healthy Lunch Day.



- 1 In groups, agree on five food items for your healthy lunch from your local area. Draw pictures.
- 2 Write about your healthy lunch.
 - What food did you choose and why?
 - Where does the food come from?
 - Why should we eat healthy food?
- 3 Present your healthy lunch to the class.
- 4 Have a class vote! Which is the healthiest?



1 When do you go to the doctor's? When do you go to the hospital?

a headache a broken leg a cold feeling sick

2 Listen. What's the matter with Saeed? _____



3 Listen, read and check.

Hello, Saeed. What's the matter?

Where does it hurt?

OK. I'll take your temperature ... Yes, you've got a high temperature. When did you start feeling sick and dizzy?

You shouldn't go to school today. You should stay at home.

No, but you should rest.

Hi, Dr Alhakeem. I'm feeling sick and dizzy, and my neck hurts, too.

Here.

Yesterday evening.



Should I take any medicine?

Say it!

What's the matter?
I'm feeling sick.
My neck hurts.
Where does it hurt?
I'll take your temperature.
When did you start feeling sick?
You shouldn't go to school. You should rest.

4 Work with a partner. Go to the doctor's and say what the matter is.

a rash a cough
a stomach ache
a toothache an earache

Pronunciation

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



I am **fit** and **healthy**. I eat a **balanced** diet.
I do **regular** exercise.



I am **unfit** and **unhealthy**. I eat an **unbalanced** diet.
My exercise routine is **irregular**.

Reading

- 1 **Before you read** Look at the headings in the text. What do you think the top five tips are about?

- 2  **Listen and read.**



TOP 5 TIPS ON HOW TO STAY HEALTHY!



1 Eat well, feel well!

If you want to be healthy, eat a balanced diet! You should eat at least five portions of fruit and vegetables every day to stay healthy. You shouldn't eat a lot of junk food.



2 Get out and about!

Get moving to stay fit! You should do exercise for 30 minutes a day. Run around in the playground, play a sport or simply walk quickly to school!



3 Sleep tight!

Make sure you get plenty of sleep each night! You should sleep for 9–10 hours each night. Make your bedroom a calm, quiet place and don't keep a phone or tablet by your bed.



4 Drink water!

We all need water, and drinking water in the day helps your body to work properly. Water also helps you get better when you are ill. So, if you've got a headache or a cough, you should drink some water!



5 Have fun!

What do you do to relax? Do you do exercise, read a book or watch a film? Or do you meet friends in the park? Whatever you choose, relaxing and having fun are important ways to stay fit and healthy!



- 3 **After you read** Were your ideas about the tips correct?

- 4 **Correct the sentences.**

- 1 A balanced diet should have at least seven portions of fruit and vegetables a day.
- 2 Walking or doing other exercise for ten minutes a day keeps you fit and healthy.
- 3 You should always keep a phone in your bedroom.
- 4 If you're feeling well, you shouldn't drink water.
- 5 Relaxing doesn't help you stay fit and healthy.



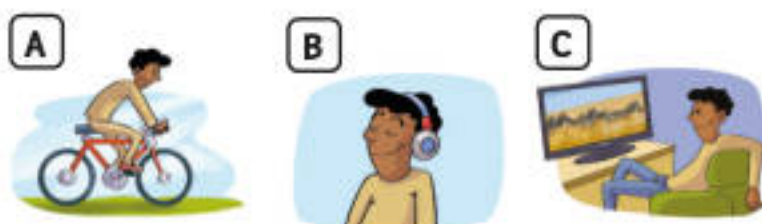
Listening

1 Listen and choose the correct picture.

1 What does Omar do to keep fit?



2 What does Omar do to relax?



Speaking

2 What do you do to stay healthy? What do you do to relax?

What do you do to stay healthy and relax?

I play tennis to stay healthy. I watch TV and read to relax.



Writing

3 Read. What does Nadia do to stay fit and healthy?

Staying fit and healthy

By Nadia

I like sport and exercise, but I should probably do more! I walk to school with my mum every day. At the weekend, I play games with my friends in the park. I like doing gymnastics and going swimming. I do gymnastics once a week at school.

I try to eat a balanced diet (it isn't always easy because I sometimes like to eat junk food!). At home we eat a lot of meat, fish and vegetables.

I like to meet my friends to relax. We watch films and play computer games together, and we often go to the park.

tip Writing

We use brackets () to give extra information. Can you find some extra information in the text?

4 Write a description of how you stay fit and healthy.

1 Plan

- What exercise do you do?
- What food do you eat?
- What do you do to relax?

2 Write

I like ... I do ...
I eat ...
I ..., to relax.

3 Check your work

- Used brackets to give extra information?

Activity Book, page 21.

Language booster 3

1 How many places can you name in the town or country?

2 LC3.1 Listen and tick (✓).



1

a



b



2

a



b



3

a



b



4

a



b



3 Read and match.

- 1 A small river is called
- 2 A green place with a lot of plants is called
- 3 The land outside a town is called
- 4 A piece of land on a farm is called
- 5 A hot, dry place with a lot of sand is called
- 6 A dark place underground is called

- a the countryside.
- b a desert.
- c a cave.
- d a jungle.
- e a stream.
- f a field.

4 Look at the pictures in Activity 2. Complete the definitions in pairs.



A large sea is called ...

... an ocean.

The land next to the sea is called ...

... the coast.



LC3.2

A small river **is called** a stream.
The land next to the sea **is called** the coast.

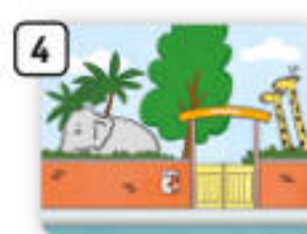


5 **Listen and circle.**

- 1 Talal visited his **grandparents** / friends.
- 2 They **live** / **don't live** in the town.
- 3 A place where you see fields and animals is called the **ocean** / **countryside**.
- 4 Talal saw some baby **sheep** / **cows**.
- 5 A baby cow is called a **kitten** / **calf**.



6 **Read and number the definitions.**



- a A place where you see lots of buses is called a bus station. ☐
- b A place where you see lots of animals is called a zoo. ☐
- c A place where you see a show is called a theatre. ☐
- d A place where you see lots of sand is called a desert. ☐
- e A place where you see plants growing on a farm is called a field. ☐

7 **In pairs, make true and false sentences. Correct the false sentences.**

A small river is called an ocean.

No. A small river is called a stream.

A place where you see lots of trains is called a train station.

Yes, that's right.



Show what you know

Well done!

Can you name places in the town and countryside? ☐

Can you say what different places are called? ☐

Can you make definitions about places? ☐



Art

What do landscape paintings look like?

Think

1 What do you know about landscapes?

Learn

2  Listen and read.

What do landscape paintings look like?

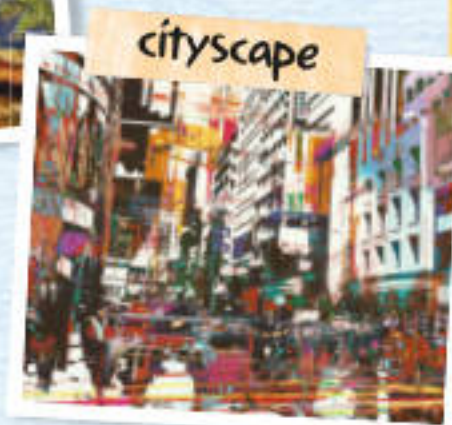
Landscapes in art are paintings of outdoor scenes. Landscape artists paint sunny, rainy and snowy scenes at different times of the year.

Some artists paint blue skies with clouds, other artists paint dark skies in storms. Landscapes of the countryside can have forests, hills and lakes. Not all artists paint the countryside, however. Some artists prefer seas and oceans, while others prefer buildings and streets. A painting of the sea or ocean is called a **seascape**. A painting of a scene from a city is called a **cityscape**.

How do we describe landscape paintings?

The part nearest to you is called the **foreground**. Artists usually paint objects in the foreground bigger than those at the back of the landscape. The part at the back is called the **background**. The background of a landscape looks far from you. This is because artists paint the objects smaller than the objects in the foreground.

We can also describe the colours. Artists use yellow, orange and red to make their landscapes look **warm**. They use blue and grey to make them look **cold**.



check

3 Circle the correct word.

- Landscapes are paintings of outdoor **spaces** / **scenes** / **streets**.
- Landscapes of the **countryside** / **sea** / **city** can have hills and rivers in them.
- Seascapes show scenes with **streets** / **seas** / **snow**.
- The part of the landscape **behind** / **opposite** / **nearest** to you is the foreground.
- The part of a landscape **next to** / **far from** / **in front of** you is the background.

4   Work with a partner. Describe one of the paintings from Activity 2.

This painting is a seascape / landscape / cityscape.

It looks old / modern / sunny / cold / stormy.

The colours the artist used are ...

In the foreground / background you can see ...

Let's practise!

1 What materials do artists use in their landscape paintings?



pencils



brushes



oil paints



watercolour paints

Materials artists use	Colours	Why do artists use the materials?
pencils	light and dark coloured pencils	Most artists use a pencil to draw what they see first. This is because they can use a rubber if they don't like it. Then artists try to draw the outdoor scene better the next time.
oil paints and brushes	bright and dark primary and secondary colours	Artists have used oil paints for hundreds of years. They like oil paints because the colours work well together. Artists can also use thick or thin oil paints for their scenes.
watercolour paints and brushes	primary and secondary colours	Some artists like using watercolour paints because they dry quickly. Artists can then paint on top of watercolour paints. They can also use wet or dry paper for their landscapes.

2 Write three questions about materials artists use in your notebook.

3 In pairs, ask and answer your three questions. Which questions were different?

- 1 What type of materials do ...?
- 2 What colours are the ...?
- 3 Why do artists use ...?

Show what you know

Make a drawing of an outdoor scene.

- 1 Think! What are you going to draw: a landscape, a seascape or a cityscape?
- 2 What's in the foreground and the background?
- 3 What's the weather like in your drawing?
- 4 What colours are you going to use?
- 5 When you've finished, take turns to describe your outdoor scene to another group.



Pronunciation: cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful

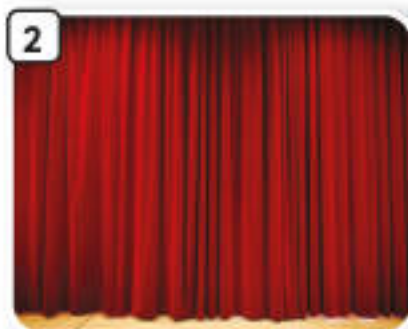
thirty-two



2 Listen, point and repeat.



stage



curtain



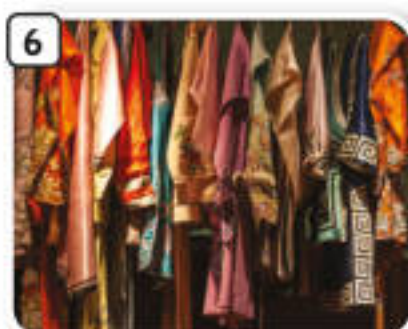
audience



cast



director



costumes



backstage



lighting



props



scenery



cheer



act

3 Look for the words from Activity 2 in the picture on page 32. Which word is missing from page 32? _____

4 Write the words.

- 1 The people who are watching the show. _____
- 2 The place which is at the back of the stage. _____
- 3 The people who are acting in the show. _____
- 4 The person who tells the actors what to do. _____
- 5 The pictures at the back of the stage. _____

5 Play a game in groups. Each person adds a new word.

I went to the theatre,
and I saw the audience.

I went to the theatre,
and I saw the audience
and the director.

I went to the theatre, and
I saw the audience, the
director and the cast.



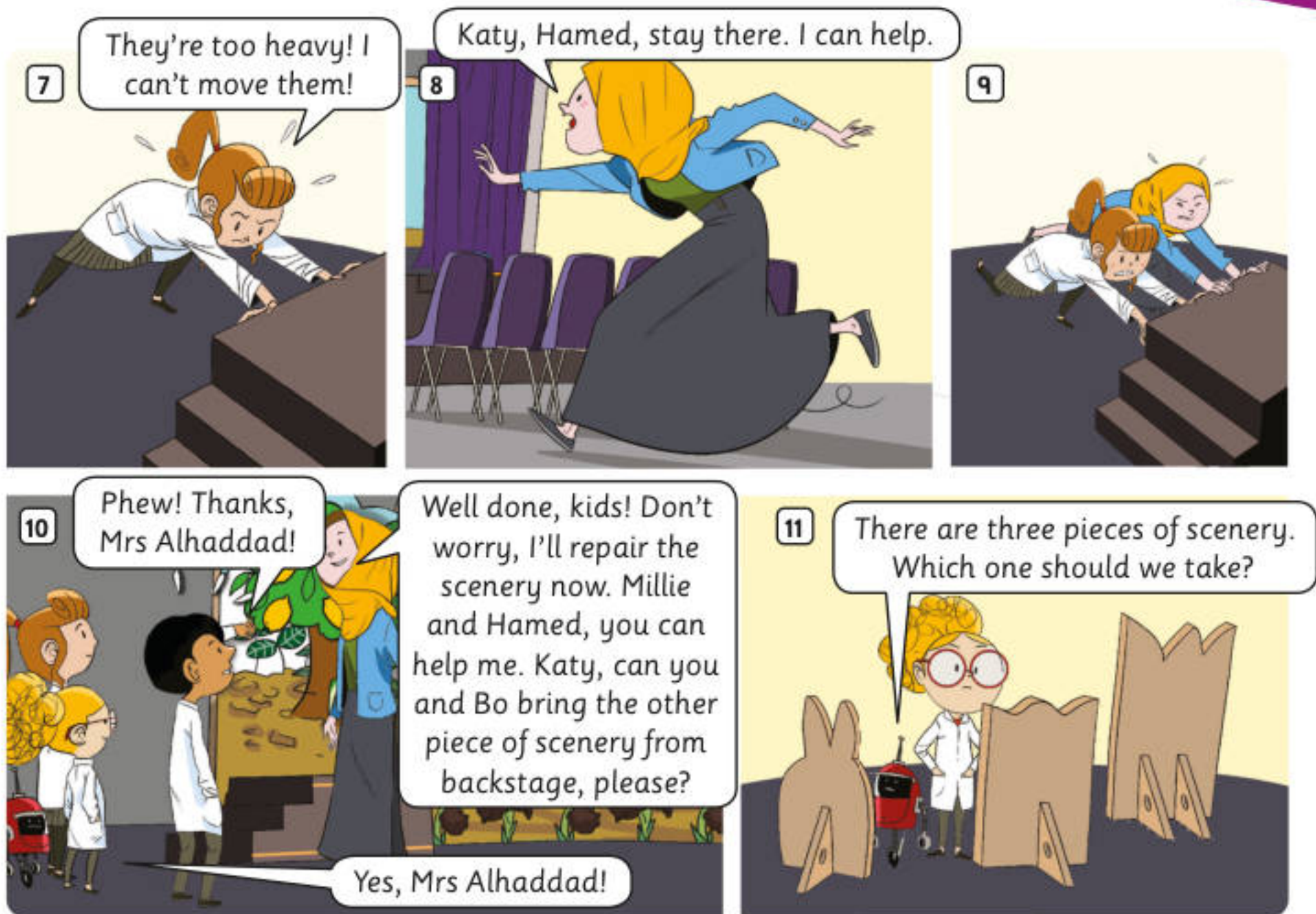
1 Before you read Can you find any props?

2 Listen and read.



The school play





3 Which piece of scenery belongs with the play?
Go to page 58 to find out.



4 **After you read** Circle the correct answer.

- 1 The play is called ...
 - a *Alice Loves Wonderland.*
 - b *Alice's Adventures in Wonderland.*
 - c *Alice's Stories in Wonderland.*
- 2 Hamed and Bo are looking for ...
 - a Alice's black and white dress.
 - b Alice's green and white dress.
 - c Alice's blue and white dress.
- 3 Bo was flying when he ...
 - a broke something.
 - b painted something.
 - c made a hole in something.
- 4 Mrs Alhaddad stops the scenery from falling over. She uses ...
 - a a box.
 - b some steps.
 - c some costumes.

5 Act out the story.



Values

I work well together with my friends.

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

- 1 I haven't read the book.
 2 I've seen a blue and white dress somewhere ...
 3 Bo, have you seen Alice's costume?

☐
☐
☐



2 Listen and repeat.

I've **read** Alice's Adventures in Wonderland.
 I **haven't seen** the film.

He's **seen** Alice's costume somewhere,
 but he **hasn't found** it.

Let's go to the theatre. We **haven't been**
 for ages!



Irregular verbs

be → been, go → been/gone, see → seen,
 make → made, buy → bought, read → read
 write → written, wear → worn, sing → sung

Regular verbs

act → acted, visit → visited
 play → played, listen → listened

➤ More verbs in Activity Book page 48.



3 Listen and point to the correct picture.

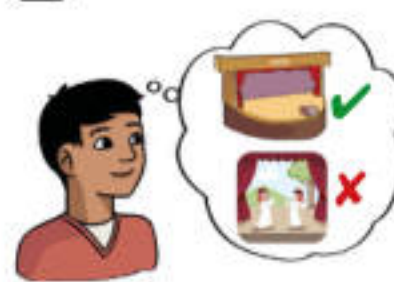
a



b



c



d



4 Describe a picture. Your partner guesses.

He's/He hasn't She's/She hasn't

written bought seen
 read made been

He's been to the theatre. He hasn't acted in a play.

Is it Picture ...?

5 In groups, make true and false sentences about what you've done. Can you guess which are true?

been to the theatre acted in a play acted in a film
 worn a costume made a costume read a play
 read a really long book made a present for a friend seen a documentary

I've acted in a film!

False!



1 Listen, point and repeat.



musical



puppet show



concert



festival



classical music



country music



comic



poem

2 Listen and sing.



I love music and entertainment,
I love singing and laughing, too!
I love poems and concerts and musicals.
Do you love all those things, too?

Have you ever sung
in a musical?
Have you ever been
to a puppet show?
Have you ever written a poem?
Have you ever listened
to music at home?

Yes, I have! I've sung
in a musical,
And I've listened to music
at home.

I haven't written a lot of poems,
And I haven't been
to a puppet show.

But I love music and entertainment ...

3 Listen and repeat.



Have you ever been to a festival?

Yes, I have. / No, I haven't.

Has she ever sung in a musical?

Yes, she has. / No, she hasn't.

4 In pairs, ask and answer.

go to a concert or festival see a musical
read a comic write a poem listen to classical music

Have you ever been
to a festival?

Yes, I have.

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

Lesson 9

CULTURE

HAVE YOU EVER BEEN TO THE THEATRE?

There are lots of famous modern theatres around the world where you can see a play or a musical.

One of them is the Majestic Theatre in New York. It's in an area of the city centre called Broadway. There are more than 40 theatres on Broadway, and many visitors to New York see a Broadway show. The Majestic is one of the largest theatres on Broadway

and many famous musicals have played here. Have you ever seen a musical? One famous musical opened at the Majestic Theatre in 1988 and is now the longest-running show on Broadway.

There are also many ancient theatres around the world. The Roman Theatre in Amman, Jordan, is one example. It was built over 2,000 years ago and is on a hill opposite the Amman Citadel. It was rebuilt in 1957, and many people have visited it since then. In fact, it's one of the most visited attractions in Amman.

Amman is also home to the more modern Haya Cultural Centre. Here, children of all ages can learn about the theatre and acting by taking acting classes and workshops. The centre makes learning about theatre fun and gives children the chance to explore acting from a young age.



Fun Activity

Find all the numbers in the text.
Write them as words!

1 **Before you read** Do you know any famous plays or musicals?

2 **Listen and read.**



3 **After you read**

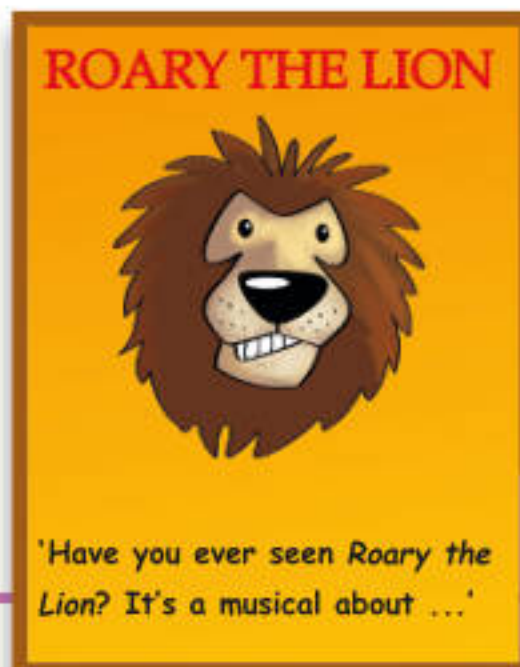
» Activity Book, page 28.

4 **What do you know about other famous ancient and modern theatres around the world?**

Project

Make a poster for a new show.

- 1 In groups, invent a show.
- 2 Think about information for your show:
 - What's the name of the show?
 - What kind of show is it? (A musical? A play?)
 - What's it about?
 - How much are the tickets?
- 3 Make a poster for your show and present it to the class.



1 Which clothes do you need for ...

- an astronaut costume? • a princess costume? • a tiger costume?

2 Listen. What is Imad's part in the school play?

3 Listen, read and check.



I'm a lion in the school play.
Do you like my costume? Grrr!

I like the colour, but the trousers
are too long. Try on these trousers.

You're right. These
trousers are better.

And your T-shirt is too
small. Try on this T-shirt.

OK, that's better.

You look great now!



Say it!

I'm a lion in the school play.
The trousers are too long.
The T-shirt is too small.
Try on this T-shirt.

4 Work with a partner. Choose a costume. What's wrong with it?

chef polar bear doctor
firefighter shark queen

Pronunciation

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



In the school play, my character
forgets things. She's **forgetful**.

In the school play, my character
likes to **play**. She's **playful**.



Reading

1 **Before you read** Who is the main character? How do you know?

2 **Listen and read.**

Yousuf in the mountains

Scene 1: On the road

(A boy, Yousuf, is walking through the mountains along a road. He's carrying a small bag on a stick. An old lady is sitting under a tree.)

Yousuf: Hello! I'm going to visit my uncle.

Old lady: Hello, young man! I've lost my stick.
(Yousuf takes his bag off the stick and gives the stick to her.)

Yousuf: You can have this!

Old lady: Thank you! You have helped me and, when you need help, I will help you.

Yousuf: Thank you! Goodbye!
(Yousuf walks on. Soon he comes to a young girl. She is looking everywhere on the ground and seems very worried.)

Yousuf: Hello! Are you OK?

Girl: I've dropped my necklace!
(Yousuf and the girl search together. Suddenly, Yousuf finds the necklace.)

Yousuf: Here it is!

Girl: Thank you! You have helped me and, when you need help, I will help you.

Yousuf: Thank you! Goodbye!



Scene 2: In a house

(Yousuf is standing in front of a door to a house. He knocks and the door opens. A wolf is standing there.)

Yousuf: You aren't Uncle Imad!

Wolf: No, I'm not.

Yousuf: Help!
(Yousuf runs away.)

Scene 3: On the road

(Yousuf has stopped, out of breath. He is near the young girl, who is sitting in a tree.)

Girl: What's the matter?

Yousuf: A wolf is chasing me!

Girl: Here, take my scooter.
(She gives him a scooter.)

Yousuf: Thank you! What about you?

Girl: Don't worry, that wolf isn't very good at climbing trees! Now go!
(Yousuf rides off on the scooter. Soon he comes to the old lady.)

Old lady: ...



3 **After you read** Which parts of the text tell us what the characters are doing? _____

4 **Complete the sentences in your notebook. Use 1, 2 or 3 words.**

1 Yousuf is going to visit his uncle.

2 The old lady has lost _____.

3 The girl has _____.

4 A _____ opens the door.

5 The wolf chases _____.

6 The girl gives Yousuf _____.



Listening

1 Listen and circle **True** or **False**.

- 1 Dalia Allabban is a poet. True / False
- 2 Dalia has written a new poem. True / False
- 3 You can see the play at the Children's Theatre. True / False
- 4 Dalia writes every day for six hours. True / False
- 5 Today she went for a walk, and she's also been for a run. True / False

Speaking

2 Look back at the play on page 40. What do you think happens next?

I think Yousuf climbs up a tree!

I think the old lady helps him.



Writing

3 Read. In this ending, how does Yousuf escape from the wolf?

Scene 4: On the road

(Yousuf is on the scooter. The wheel comes off.)

Yousuf: Oh no! The wheel has come off! What am I going to do? The wolf is coming!

(He looks around.) I know! I'll climb a tree! That girl said that the wolf isn't good at climbing trees!

(He looks up at the trees.) I'll climb that one!

(Yousuf climbs up a tree. Soon after, the wolf arrives. He sees the scooter at the bottom of the tree. He looks up, but he can't see Yousuf. The wolf runs down the road. Yousuf climbs down from the tree.)

Yousuf: I'm safe!



Writing

Stage directions tell us what the characters are doing. We write stage directions in brackets.

4 Write your ending to the play on page 40.

1 **Plan**

- What happens after Yousuf gets the scooter?
- Which characters are in the scene?
- What happens at the end?

2 **Write**

Yousuf is ...
The wolf is ...

3 **Check your work** ✓

- Used stage directions in brackets?



Activity Book, page 31.

8

Let's get creative!

Household appliances: coffee machine, cooker, dishwasher, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine

Materials: cotton, gold, leather, metal, paper, plastic, rubber, silver

Pronunciation: begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching

- 1  How many words for machines in the house do you know?



What doesn't belong in the picture?
What is Bo doing?
What has someone made for lunch?
What is Millie reading?

2 Listen, point and repeat.



cooker



oven



microwave



fridge



freezer



kettle



washing machine



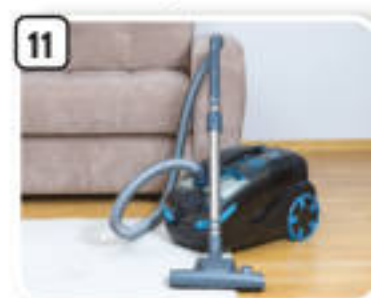
dishwasher



toaster



coffee machine



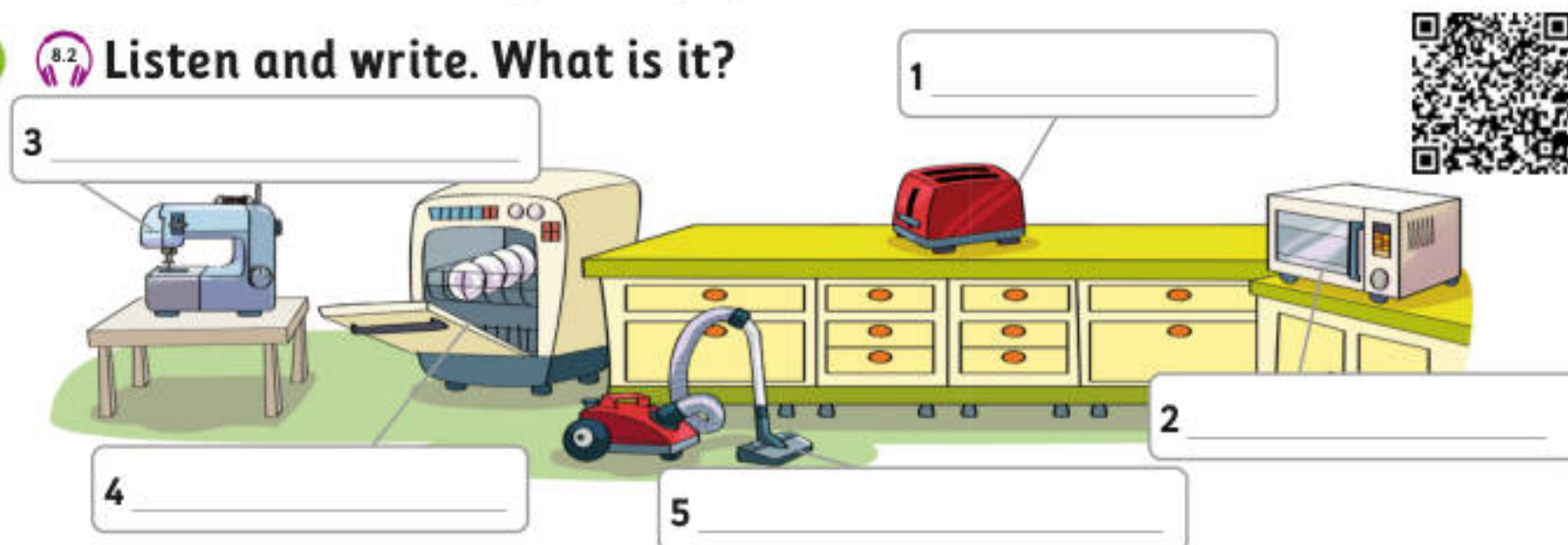
vacuum cleaner



sewing machine

3 Look for the words from Activity 2 in the picture on page 42. Which word is missing from page 42?

4 Listen and write. What is it?



5 Work with a partner. Play a guessing game!

Do you use it to clean the floor?

No, I don't.

Do you use it to clean clothes?

Yes, I do.

Is it a washing machine?

Yes, it is!



1 Before you read Which machine do the children use in the story?

2 Listen and read.



A big mess

1 Right, let's get started! Hamed, you and I are going to make chocolates for Granny's birthday.

I've made a box for the chocolates. Now I need to decorate it.

We can use the microwave.

2 Have you ever made chocolates before?

No, I haven't. I made a chocolate cake last year for Granny, but I've never made chocolates.

3 It's hot, and it isn't solid anymore!

That's right, Bo! The chocolate has melted in the microwave! If you heat chocolate, it melts.

4 OK, so we've melted the chocolate. Next, we have to pour it into these paper cases. Then we have to decorate our chocolates!

5 You're using silver and gold! I thought you couldn't eat metal! Have you ever eaten silver?

No, I haven't! These decorations aren't made of metal. They're made of sugar!

Ten minutes later ...

6 What have you made, Millie?

I've used this paper to decorate the chocolate box. Look!



3 How did Millie make the new chocolates?
Go to page 58 to find out.



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

- a Katy and Hamed decorate the chocolates and Millie makes a box for them.
- b Millie has an idea.
- c Katy and Hamed take the jug out of the microwave.
- d The chocolates are a big mess!
- e They are making chocolates for Millie's and Katy's granny.
- f Bo sees melted chocolate for the first time.
- g Millie knocks the jug on the chocolates.

1

5 Act out the story.

Values

I am kind to people.

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

- 1 Have you ever made chocolates before?
- 2 Have you ever eaten silver?
- 3 I've never made chocolates.

☐
☐
☐


2 Listen and repeat.

Have you ever made chocolates?

Yes, I have. / No, I haven't.

She's never used the oven before.



3 Match the sentences to the pictures. In pairs, ask and answer.



a Has she ever bought a kettle? _____

b Has he ever baked bread in an oven? _____

c Has he ever used a sewing machine? _____

 d Has she ever made toast in a toaster? _____



Has she ever bought a kettle?

No, she hasn't. She's never bought a kettle.

4 Ask five partners. Has anyone done all these things?

- 1 Have you ever made toast in a toaster?
- 2 Have you ever washed clothes in a washing machine?
- 3 Have you ever made coffee in a coffee machine?
- 4 Have you ever used a vacuum cleaner?
- 5 Have you ever made food in a microwave?

Have you ever made toast in a toaster?

No, I haven't. I've never made toast in a toaster.

Adnan has never used a toaster or made food in a microwave. He has used a washing machine and ...

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



1 Listen, point and repeat.



cotton



leather



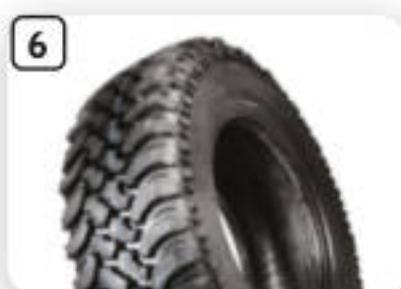
metal



paper



plastic



rubber



silver



gold

2 Listen and sing.



Look at that chair!
What is it made of?
It's made of leather,
Bright, purple leather!



Look at those cards!
What are they made of?
They're made of paper,
Clean, white paper!

Look at those gloves!
What are they made of?
They're made of rubber,
Bright, yellow rubber!



Look at that ring!
What is it made of?
It's made of gold,
Beautiful gold!



3 Listen and repeat.

What is it **made of**? It's **made of** plastic.

What are they **made of**? They're **made of** gold!



4 In groups, play a guessing game!

a kettle a bag a toaster a chair a T-shirt
a necklace a ball a cooker a microwave a ring

What's it made of?

It's made of metal.

What do you do with it?

You cook food in it.

Is it a cooker?

Yes!

Handmade in Jordan

Do you know what a craft is? It's something that you make by hand. Have you ever seen any traditional Jordanian crafts? There are many different kinds!

Rugs and Carpets

These are rugs and carpets. People made these in Amman, but craftspeople make them all over Jordan. They make them using a very old technique called weaving. Weaving is still a very popular handicraft today in Jordan, and many older people teach it to younger people. Traditionally, they use weaving to make anything from carpets to tents. The main materials are sheep's wool, goat's hair and camel hair! They then use berries to give the rugs their natural colour.

Pottery

Traditionally, people made pottery with stones from Petra, and they decorated them with images of the natural landscape. Today, visitors can buy beautiful pottery at the Petra Pottery Association. This is close to Wadi Musa. The women that work here still use the same techniques that they used hundreds of years ago!

Fun Activity

Find out how long people have made pottery in Jordan for!



- 1 **Before you read** Look at the headings and pictures. What's similar about the pictures? What's different?

- 2 **8.10** Listen and read.



- 3 **After you read**

» Activity Book, page 36.

- 4 What other traditional Jordanian crafts do you know?

In Jordan, there is a long tradition of making painted glass. It's from ...

Project

Make a class book about traditional crafts.



- 1 In groups, choose a traditional craft.
- 2 Find or draw pictures of the craft.
- 3 Write about the craft.
 - What's the name of the craft?
 - What do you make?
 - How do you make it?
- 4 Put the pages together to make a class book on traditional crafts.
- 5 Choose your favourite craft.



- 1  Look and tick (✓). What does a computer need to work?



Subject and object pronouns

I – me	it – it
you – you	we – us
he – him	they – them
she – her	

- 2  Listen. What does Malek need help with?



- 3  Listen, read and check.



Abbas, can you help me?

Sure, what's the problem?

I got this new video game console, but it doesn't work.

Look, here's Dad. Let's ask him.

Dad, we want to play but it doesn't work. Can you help us?

Oh, I see. You need to turn it on. Look!

Thanks, Dad!

- 4  Work with a partner. Describe a problem with a machine.

a dishwasher a cooker
a kettle a sewing machine

The dishwasher doesn't work.
What a mess! Can you help me?

Say it!

Can you help me/us?
It doesn't work.
Let's ask him.
You need to turn it on.

Pronunciation

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



begin

enjoy

entertain

contain

recommend

seeing

decide

understand

watching

Reading

1 **Before you read** Which of the three inventions below do you think is the best?

2  **Listen and read.**



ACCIDENTAL INVENTIONS!

What do the microwave, coffee and the tape on your trainers have in common? Well, they were all accidental inventions!



The microwave



In 1945, an American scientist called Percy Spencer was working in a lab. He was making a new kind of machine called a magnetron. While he was working, he had some chocolate in his pocket. Suddenly, Percy found that the chocolate was melting! He realised that the machine could be used for heating food. The first food that he cooked in the microwave was popcorn!

Coffee



A long time ago in Ethiopia, there was a farmer who had goats. One day he saw something: after eating the fruit from coffee plants, his goats didn't sleep. He told other people, and they made a drink from the fruit. This drink became coffee. Later, farmers in Egypt and Syria started growing coffee plants, too. Today, people all over the world enjoy coffee!

Velcro®

In 1941, a Swiss engineer called George de Mestral went for a walk in the woods. When he came back, he found he had a lot of seeds on himself. He looked at the seeds under the microscope and he noticed they had very small hooks that stuck to the tiny loops of his clothes. He decided to make a material that could do that same thing, and he invented the useful hook-and-loop tape on your trainers that is now called Velcro!



3 **After you read** Read and circle. Which fact isn't mentioned?

- 1 **a** Percy Spencer invented the microwave when he was working on the magnetron.
b The second food he cooked in the microwave was an egg.
- 2 **a** The goats didn't want to sleep after eating the fruit from coffee plants.
b Farmers grow coffee in Brazil.
- 3 **a** George de Mestral used cotton at first, but it wasn't strong enough.
b Many trainers now have Velcro on them.

4  **Work in groups. Use the Internet to find out about a famous Arab inventor or invention.**



Listening

1 Listen and match.

1  Zeinab	2  Faisal	3  Mrs Alqassab	4  Mr Alqassab
A 	B 	C 	D 

Speaking

2 Which machines have you used this week? What for?

This week, I've used the microwave to melt ice cream!



Writing

3 Read. Which machine does Nada think is the most useful for her dad?

The most useful things at home
By Nada

At home we've got a lot of different machines, but some of them are more useful than others! In the kitchen, the cooker and the fridge are the most useful because we can cook food with the cooker, and we can keep food in the fridge. We also have a coffee machine. I think this is the most useful thing for my dad! He loves coffee!

My favourite thing is my tablet. I use it to do my homework and play games.



tip Writing

Exclamation marks (!) are used to show a strong feeling. Here, Nada uses exclamation marks to show when she is making a joke.

4 Write a personal account about machines in your home.

1 Plan

- What machines have you got at home?
- Which are the most useful? Why?
- What are your family members' favourite machines?
- What's your favourite?

2 Write

At home, we've got ...
The most useful things are ...
My favourite thing is ..., because ...

3 Check your work

- Used exclamation marks to show when you're making a joke?



Activity Book, page 39.

Language booster 4

1 How many countries can you say?

2 LC4.1 Listen, point and repeat.



1



Jordan

2



Argentina

3



Brazil

4



Mexico

5



Italy

6



Portugal

7



Japan

8



Egypt

9



Morocco

10



China

11



Canada

12



India

3 Read and complete.

1 Hi, I'm Paco. I'm from M _____.

2 This is Yuki. He's from J _____.

3 Chen is from C _____.

4 I'm Carlos. I'm from P _____.

5 This is Nadia. She's from E _____.

6 Tom and Joe are from C _____.

4 Describe a flag. Your partner guesses.



It's got a white background.
There's a big red circle in the
middle of the flag.

Yes!

Is it Japan?



5 Listen and repeat.

I've **been** to Italy. I **went** there last month.

My dad's **been** to China. He **went** there a year ago.



6 Listen and match.

Name	Where did she go?	When did he/she go?
1 Imad	Mexico	two weeks ago
2 Dalia's dad	Egypt	last month
3 Muneer	Japan	three years ago
4 Lubna's parents	Italy	in 2021



7 Read and circle the correct answer.

- Farid 's **been** / 've **been** to Morocco. He went there in 2020.
- Asma and Noura have been to Italy. They **went** / 've **been** there last month.
- I'm Hisham. I 's **been** / 've **been** to Portugal. I went there six weeks ago.
- Mariam 's **been** / 've **been** to India. She went there three months ago.
- We're Ali and Omar. We 's **been** / 've **been** to Canada. We went there in 2022.
- Sara's been to Jordan. She **went** / 's **been** there last year.

8 Use the table in Activity 6 to have a dialogue with a partner.

Where have you been?

I've been to Mexico.

When did you go there?

I went there two weeks ago.

Show what you know

Can you name countries?

Can you say which countries you've been to?

Can you say when you went there?

☐
☐
☐

Well done!



Social Studies

How are the continents different?

Think

1 What do you know about the continents?

Learn

2  Listen and read.



How are the continents different?

Continents are large areas of land on Earth, which are separated by seas, oceans or mountains. There are seven continents: Asia, Africa, Europe, North America, South America, Australia and Antarctica. The continents have a different number of countries; for example, Asia has 49 countries, Africa has 54 countries, North America has 23 countries, but South America only has 12. Each continent has different climates and landscapes.

Asia is the largest continent. It has many different climates, from tropical in the south to cold and dry in the north. Tropical areas are hot and wet all year. In some tropical areas it can rain for months! Europe isn't tropical and mostly has a temperate climate. This means it has four seasons: spring, summer, autumn and winter. However, some countries in Europe have a polar climate, with cool summers and very cold winters with lots of snow and ice.

Africa is warmer than Europe, and it has different climates, too. The Sahara Desert in North Africa is the largest hot desert in the world. It has an arid climate which is hot and dry. Sometimes temperatures reach 50°C! However, central Africa has a hot, wet tropical climate.

climate



temperate



polar



tropical



arid



check

3 Look and write. Point to the other continents.

Asia

Africa

Europe

South America



Let's practise!

1 Read and match.

- 1 polar
- 2 arid
- 3 tropical
- 4 temperate

- a hot and rainy all year
- b four seasons
- c hot and dry all year with very little rain
- d very, very cold, snowy winters

2 Look at the map on page 54. Complete the fact file with the words from Activity 1.

Continent	Countries	Different climates
North America	23	polar, (1) _____ and tropical
South America	12	(2) _____ to tropical
Australia	14	arid desert, (3) _____ and temperate
Antarctica	none	(4) _____

3 What do you know about the four continents in the fact file? Read and answer.

- 1 How many countries are there in South America? _____
- 2 What are the three climates of Australia? _____
- 3 How many countries are there in Antarctica? _____
- 4 Which continent has got 23 countries? _____
- 5 What is the climate of Antarctica? _____

Show what you know



Make a poster about a continent.

- 1 Choose one of the seven continents.
- 2 Find ten interesting facts about the countries, climate and landscape.
- 3 Draw or choose images from the Internet to stick on your poster.
- 4 Compare your poster with another group.

Youth Service Day

Hello, I'm Carlos.
I am a volunteer in a
charity centre for
old people.

1 Listen and read.



On Youth Service Day in April, we celebrate **young** people who help their own **community**, and other communities around the world.

We also find out more about ways that we can help other people!

Last year on Youth Service Day, I found out about the **charity centre** in my community. I decided to **volunteer** there. Now I visit twice a week. I talk to the people there, and I read to them. I help them write cards and letters to their family. I've become good friends with many of the **old** people in the charity centre. I love volunteering there!

This year on Youth Service Day, I'm going to tell students at my school about volunteering, and how much I enjoy it.

What can you do to help in your community?



2 Circle *True* or *False*. Say why.

- 1 Youth Service Day celebrates old volunteers. True / False
- 2 Carlos volunteers at a charity centre. True / False
- 3 He doesn't like volunteering there. True / False
- 4 He isn't going to celebrate Youth Service Day this year. True / False

3 How can you help in your community?

I can ...

4 Make a spider diagram of ways to help in your community.

- 1 In groups, think of ways to help in your community.
- 2 Draw and write them on a spider diagram.
- 3 Present your spider diagram to the class.



World Heritage Day



My name's Sana. We celebrate World Heritage Day at school every year!



1 Listen and read.

World Heritage Day is on the 18th April every year. On World Heritage Day, we think about different ways we can look after the important archaeological sites and monuments in our country and around the world. At our school, we do lots of projects and activities. It's fun! This year in school, we made class posters about all the important archaeological sites, like Petra. And my **community** did a **litter clean-up** at a small archaeological site near our town! It's important to look after our **heritage**. World Heritage Day is a fun day, but it's also a serious day. It's a day to feel **grateful** for Jordan.

World Heritage Day poem
by Sana
We love our monuments,
and historical places.
They always put smiles,
on our faces!



2 Answer the questions.

- 1 When is World Heritage Day? _____
- 2 What do people think about on World Heritage Day? _____
- 3 What did Sana's class make posters about in school? _____
- 4 What did Sana's community do this year? _____
- 5 What does Sana say about Jordanian heritage? _____

3 What can you do to celebrate World Heritage Day at your school?

We can make models of important archaeological sites and monuments.

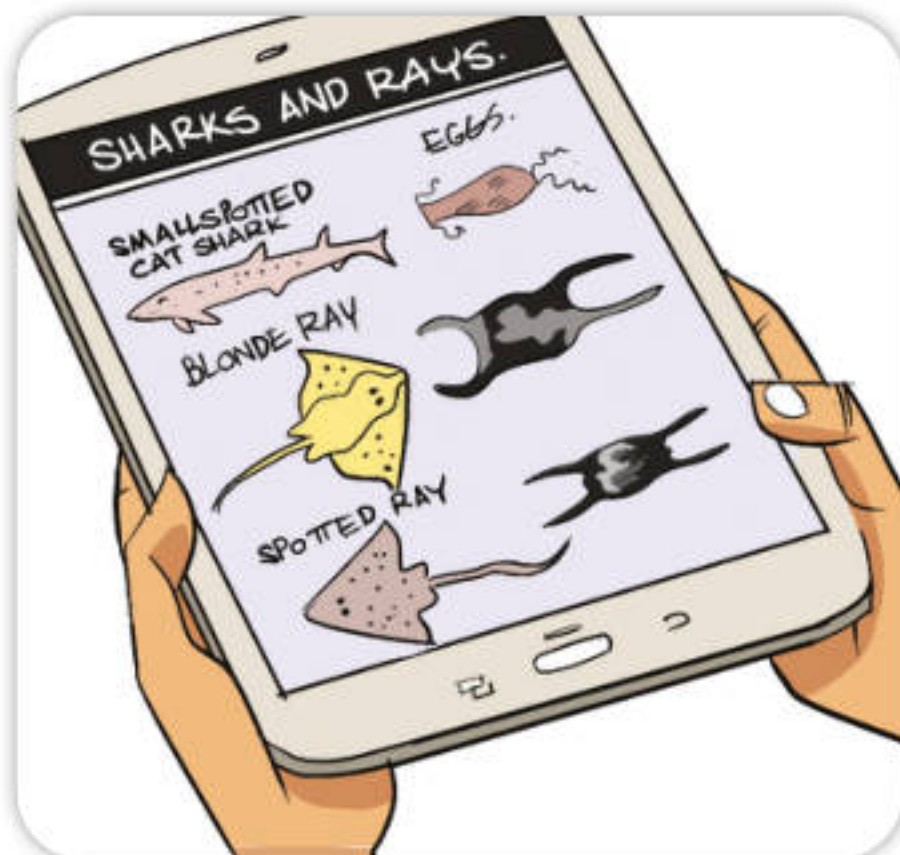
4 Give a presentation about World Heritage Day activities.



- 1 In groups, think about some class activities for World Heritage Day.
- 2 Draw and write about them.
- 3 Present your ideas to the class.



Unit 5 Pages 10–11



Unit 6 Pages 20–21

What is a *high* temperature?

Where did you take the temperature?	Adults	Children
Ear	37.7 °C and above	37.9 °C and above
Mouth	37.3 °C and above	37.6 °C and above
Under Arm	37 °C and above	37.3 °C and above

Unit 7 Pages 34–35



Unit 8 Pages 44–45



Unit 5

What **was** the shark **doing**?

The shark **was looking** for small sea animals.

It **wasn't looking** for big fish.

What **were** you **doing** when the lion **escaped**?

I **was watching** the koalas when the lion **escaped**!

I **wasn't watching** the lion!

Unit 6

You **should** go to the doctor's!

You **shouldn't** go to school!

Should I take some medicine?

Yes, you **should**. / No, you **shouldn't**.

I'm running **to be** fit and healthy.

He went to the supermarket **to buy** fruit.

Unit 7

I've **read** *Alice's Adventures in Wonderland*.
I **haven't seen** the film.

He's **seen** Alice's costume somewhere,
but he **hasn't found** it.

Let's go to the theatre. We **haven't been**
for ages!

Have you **ever been** to a festival?
Yes, I **have**. / No, I **haven't**.

Has she **ever sung** in a musical?
Yes, she **has**. / No, she **hasn't**.

Unit 8

Have you **ever made** chocolates?

Yes, I **have**. / No, I **haven't**.

She's **never used** the oven before.

What is it **made of**? It's **made of** plastic.

What are they **made of**? They're **made of** gold!

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