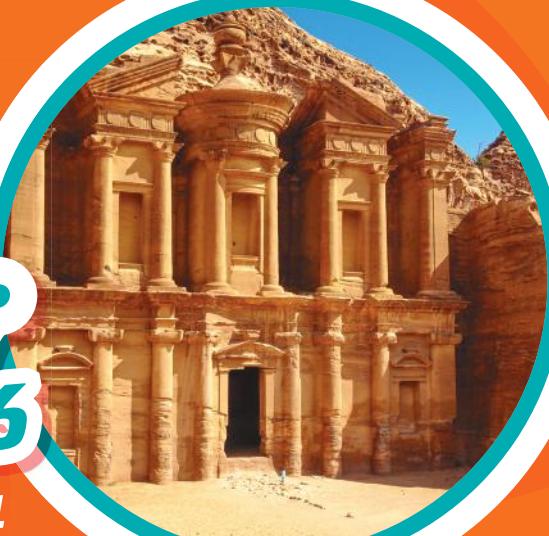


Jordan TEAM Together Grade 6 Semester 1

Pupil's Book with Digital Resources



Evaluation and Adaptation Committee

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

Dr. Manal Fahed Aburumman (Coordinator)

Prof. Ahmad Hamad Alkhawaldeh

Prof. Majed Abdelkarim Al-Quran

Abeer Jamil Abu Rayyan

Publisher: The National Center for Curriculum Development

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



06-5376262 / 237



06-5376266



P.O.Box: 2088 Amman 11941



@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 Curriculum Center in its meeting No. 4/2025 on 6/5/2025 and the approval of the Board of Education decision No. 90/2025 in its meeting No. 2/2025 on 17/6/2025 for the 2025/2026 academic year.

© Pearson Education Limited and York Press Ltd. 2025

ISBN: 978-9923-41-932-8

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department
2025/3/1677

Primary indexing data for the book

Book title	Jordan Team Together, Grade 6: 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	First edition

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

The right of Viv Lambert and Kirstie Grainger to be identified as authors 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 and Gareth Vaughan for their contribution.

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

First edition (trial): 2025 / 1446

Jordan TEAM Together Grade 6

Semester 1

Pupil's Book with Digital Resources



Contents

Welcome The WOW! Team	4
1 Free-time fun	8
2 Technology	18
Lara's Learning Club	
Language booster 1.....	28
Think like a scientist!	
How can we classify sports?	30
3 Places	32
4 Happy homes	42
Lara's Learning Club	
Language booster 2	52
Think like a scientist!	
How can we compare materials?	54
Festivals	
Tree Day.....	56
Belonging to My School Day.....	57
Grammar reference	
How to write... reference	58
60	
English in action reference	
61	



Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking
1 Welcome The WOW! Team Page 4	Talking about personality	Personality adjectives: cheerful, confident, friendly, hard-working, kind, lazy, polite, quiet, responsible, shy, tidy, untidy	Present simple <i>I'm 12 years old. I have dark, curly hair.</i>	Understanding the main idea of a simple news story, with visual support	Giving brief reasons for opinions on familiar topics
1 Free-time fun Page 8	Talking about sports and hobbies	Sports: do archery, do athletics, do gymnastics, go cycling, go ice skating, go scooting, go skiing, go snowboarding, play badminton, play hockey, play table tennis, play volleyball Hobbies: do photography, do puzzles, do the gardening, draw pictures, go to book fairs, go to museums, listen to audiobooks, make models, play board games, watch cartoons, write a blog, write a diary Pronunciation: basketball, friends, learn, likes, prefer, sport, television, want, watching	Present simple and Present continuous <i>I play volleyball after school. I'm sitting straight now.</i> State verbs <i>He prefers doing photography. It sounds good. Do you know this song?</i>	Identifying people; identifying specific information in short, simple dialogues; understanding the main information in short, simple dialogues; identifying specific information in short, simple dialogues; understanding the main points of a short, informal interview	Repeating phrases and short sentences; taking part in basic games; talking about familiar topics; expressing opinions on familiar topics; saying how often they and others do common everyday activities; acting out a short dialogue or role play; saying what people are doing at the time of speaking; talking about their hobbies and interests; making suggestions
2 Technology Page 18	Talking about devices and using technology	Devices: app, device, digital camera, e-reader, headphones, laptop, password, printer, screen, smartphone, speaker, website Using technology: click on an icon, download an app, go online, press a button, search the internet, send a message, take a selfie, turn off the TV, turn on the computer, type a password, upload a photo, watch a video Pronunciation: a, and, can, he, I, me, my, on, the, to, you	could/couldn't, had to/ didn't have to <i>We could write. We couldn't use computers. We had to use a pen. He didn't have to write.</i> Comparative adverbs <i>It does everything more quickly than before. It takes photos better.</i>	Identifying people; extracting factual information; understanding the main information in short, simple dialogues about familiar activities	Repeating phrases and short sentences; expressing opinions on familiar topics; acting out a short dialogue or role play; talking about past events or experiences; talking about common past activities, using simple linking words; reading aloud a short, simple story; repeating phrases and short sentences; comparing their own and others' possessions; expressing ability or lack of ability; expressing likes and dislikes

Lara's Learning Club Language booster 1, Page 28

3 Places Page 32	Talking about places and buildings and parts of buildings	Places and buildings: apartment building, castle, factory, harbour, hospital, office building, palace, skyscraper, sports centre, stadium, swimming pool, tower Parts of buildings: ceiling, corner, corridor, entrance, escalator, exit, floor, lift, roof, stairs, steps, wall Pronunciation: a, corner, escalator, harbour, the, to, tower	Relative pronouns <i>He's the doctor Arlo saw in the hospital. A stadium is a place where you can watch sports matches. What's the book that/ which you want to read? I remember the time when you went to hospital.</i> Past continuous <i>He wasn't playing in the garden when it started to rain. What was she doing when it started to rain?</i>	Identifying specific information; extracting factual information from short, simple dialogues; understanding some details in longer dialogues on familiar everyday topics; follow the sequence of events in a simple story or narrative	Repeating phrases and short sentences; talking about a familiar place; giving simple reasons to explain preferences; talking about an event in the past using fixed expressions; acting out a short dialogue or role play; talking about past events or experiences; giving simple directions using a map; asking for directions, using simple polite questions; telling a simple story
4 Happy homes Page 42	Talking about chores, food and drink	Household chores: clear the table, cook the dinner, do the washing-up, dust the furniture, empty the bin, load the dishwasher, put away the clothes, sweep the floor, take out the rubbish, tidy up, vacuum the carpet, water the plants Cooking: add, bake, boil, chop, cut, fork, fry, knife, mix, pepper, salt, spoon Pronunciation: butter, dinner, dishwasher, interesting, order, sister, water	Present perfect with already, just and yet <i>I've just swept the floor. I've already eaten lunch. She hasn't cleared the table yet.</i> Sense verbs <i>What does it taste like? It smells delicious. It feels soft.</i>	Understanding some details in extended dialogues; identifying specific information in short, simple dialogues; extracting factual information; identifying specific information in short, simple dialogues	Repeating phrases and short sentences; talking about everyday activities; expressing opinions on familiar topics; acting out a short dialogue or role play; talking about plans for the near future; talking about past events or experiences; describing objects in a basic way; expressing likes and dislikes; say what people are doing at the time of speaking

Lara's Learning Club Language booster 2, Page 52

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

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

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

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

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

Welcome

The WOW! Team

Adjectives: cheerful, confident, friendly, hard-working, kind, lazy, polite, quiet, responsible, shy, tidy, untidy

1  Listen and read. Circle the best description for the WOW! Magazine.

a **A magazine about the world** b **The magazine made by kids for kids** c **Where learning is fun**



WOW! World of Wonder! Magazine

Welcome

Book Club

Culture

Good morning, and welcome to the start of this new school year. We are the WOW! Team and we're here to tell you about our online magazine.

WOW!, or World of Wonder!, is a magazine full of fun and interesting topics just for you.



So where do we start? First we need ideas from you: ideas for topics you want to read or write about. Then we'll get started!

Yes, that's right. But how do we know what's interesting for you? Well, we ask you! And then we choose the topics for the magazine!

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

1

Jaber 3 minutes ago

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



d



3

Zaid 40 minutes ago

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

5

Freya 21 hours ago

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



6

Laith 1 day ago

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



2

Hala 8 minutes ago

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



4

Dalia 6 hours ago

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



7

Malak 3 days ago

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



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

3 Read the comments again and answer the questions.

1 Who got a computer recently?	3 Who goes to book fairs?
2 Which girl wants to know more about places in the past?	4 Which girl wants to help more at home?
	5 Why does Dalia think cooking is important?

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



Lara



Arlo



Alia



Faisal

About Us

1



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

2



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

3



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

4



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



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

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

1 Who designed the magazine? _____ 3 Who is good at sports? _____
 2 Who doesn't talk a lot? _____ 4 Who has travelled a lot? _____

3 Read the descriptions. Use the adjectives to write your own descriptions.

shy confident lazy hard-working ~~friendly~~ ~~cheerful~~
 kind quiet polite responsible tidy untidy

1 He likes making friends and is always happy. *He's friendly and cheerful.* _____

2 She doesn't talk much. _____

3 He's not scared of meeting new people. _____

4 He works well and always does homework. _____

5 She sometimes doesn't work but she cleans. _____

6 She's nice to animals. _____

7 He always says 'please' and 'thank you'. _____

8 She sometimes makes a mess. _____

4 What are you like? Choose adjectives from the **WOW! Team** profiles to describe yourself. Talk to your partner.

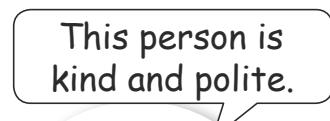


I'm friendly. I love sports. I'm like Arlo.



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

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



Is it Abeer?

I know! It's Dana!



1

Free-time fun

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

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

Pronunciation: basketball, friends, learn, likes, prefer, sport, television, want, watching

WOW!

World of Wonder! Magazine

[Welcome](#)
[Book Club](#)
[Culture](#)

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

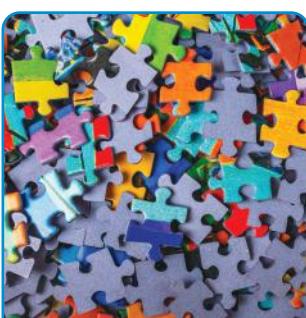
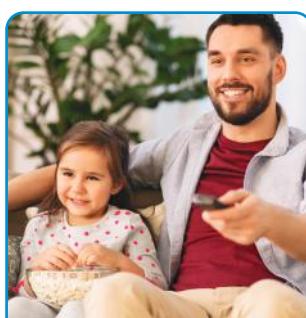
Arlo has a question for you. Can you think of some answers?

WOW! Question



Arlo 3 minutes ago

Why do we do sports and hobbies?



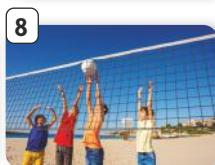
In this unit I will ...

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

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

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

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



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



WOW! Quiz Guess the sports!

1  Arlo 5 minutes ago I love sports. I go scooting every day. I sometimes go snowboarding, too, but my favourite sport is basketball ... and another team sport. We play indoors in the gym and outdoors on the beach in the summer sometimes. What is it?

2  Faisal 1 hour ago I play football, but can you guess my favourite sport? It's a winter sport. I do it in the mountains when I go on holiday. I wear warm clothes and a helmet. I wear big boots and two long things on my feet. What is it?

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

4  Alia 3 hours ago I do athletics outdoors, but I do my favourite sport indoors. I play with a partner. We use small bats, a small ball and a big table. What is it?

4   Work in pairs. Look at the sports in Activity 2 and answer.

1 Which sports have wheels?
2 Which sports do we usually do indoors? And outdoors?

3 Which are winter sports?
4 Which are team sports?

5   Play a guessing game. Describe a sport for your partner to guess.



Arlo: What are you doing, Faisal?
Faisal: I'm reading the WOW! Quiz. Do you really do all those sports?
Arlo: Yes, I do. It's important to be healthy. You know I play basketball and volleyball every week.
Faisal: Yes, but what about scooting, snowboarding ...?
Arlo: Well, I go scooting every day.
Faisal: Really?
Arlo: Yes, I go after school.
Faisal: OK, but how often do you go snowboarding?
Arlo: I sometimes go snowboarding outdoors when we go on holiday, and I'm learning to ski, but I don't go very often. What about you?
Faisal: Well, I play football at the weekends and do archery, but I prefer indoor sports like gymnastics.



Arlo: How often do you do them?
Faisal: I do gymnastics once a week and do archery every Monday with my dad.
Arlo: Oh! I do archery, too.
Faisal: I don't believe it!
Arlo: Yes, it helps me focus. Look! I'm doing it now! I'm standing straight and shooting! Whoosh!
Faisal: Oh, Arlo! You're so funny!



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

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

1 When does Arlo go scooting?
 2 Which sports does Faisal do?

3 How often does Arlo go snowboarding?
 4 Can Arlo do archery?

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

I don't believe it! Really? You're so funny!

1

2

3

(...)

(...)

(...)

4 Which sports do you do? How often do you do them? Make a list and share it with the class.

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

- 1 Arlo goes scooting every day.
- 2 Faisal does archery on Tuesdays.
- 3 Arlo goes snowboarding indoors.

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

Grammar

Remember

Present simple and Present continuous

Present simple

I	play volleyball	after school.
She	doesn't go cycling	once a week.
Do	they do gymnastics	every Monday?
Does	he play hockey	every week?

Present continuous

I	'm sitting straight	now.
We	aren't doing archery	today.
Is	she playing tennis	at the moment?

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

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

3 Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses.

4 Write three questions about Arlo and Faisal's sports using the Present simple and Present continuous. Then work in pairs and ask and answer.

Does Arlo **do** archery every day?

No, he doesn't.

Is he **doing** archery now?

Yes, he is.



5 Listen and write the names.

Nada Jamal Salah Omar



6 Listen again and answer.

- 1 Where is it cold every day?
- 2 When is athletics club?
- 3 Who is learning a new sport?
- 4 Where is the table tennis club?



7 Make true and false sentences. Use the Present simple and Present continuous. Can your partner guess which are false?

wear play do go learn

I play tennis every Saturday.

1



A rainy day

Reem: It's raining, so I can't do athletics outdoors.
 Mum: Why don't you do your homework ... or do a puzzle, like we did when we were young?
 Reem: It's OK. I'll just watch cartoons.
 Mum: Let's do something else. How about doing something together?
 Reem: OK. What are we going to do?
 Mum: Why don't we play board games? Or we can make our own?
 Reem: OK, but I hate playing board games.



A rainy day

I can't play board games.



2

Nawal: Hello! It's raining! I heard sounds from next door.
 Reem: Come in. We're making a board game.
 Nawal: I can't play board games. But I draw pictures in Art class. I can help!
 Reem: Great!

3



Randa: Hello! What are you all doing? It's ...
 All: ... RAINING!
 Reem: We know! Come in. Do you like board games?

Randa: No, I don't like playing board games. I prefer making models. I love making things!
 Nawal: You can make the pieces for the board game!
 Randa: Great idea!



4

Mum: Do you like board games now, girls?
 All: We love board games!

1

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

- 1 Pictures/Photos tell the story.
- 2 Usually, there is only a narrator/there are many characters in a cartoon story.

2

Listen and read. Then answer the questions.

- 1 Why can't Reem do athletics?
- 2 What do they decide to make?



3

After you read Activity Book, page 7.

4

   **Discuss in groups.**

- 1 Do you think the children were happier before or after the bad weather?
- 2 What activities do you do when the weather is bad?
- 3 Which do you prefer? Indoor or outdoor activities? Why?

5

  **Work in groups. Act out the cartoon story.**

1  **Look and match. Then listen, check and repeat.**



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



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

3 **Read the story again. Then answer the questions.**

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

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

Grammar

State verbs

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

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

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

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

5  **Listen. Which hobbies do they talk about?**



6   **Use these verbs to talk about how you think and feel. Can your partner find a new hobby for you?**

like enjoy prefer hate love

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

You could do the gardening.





Sports and hobbies around the world

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

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



WOW! Fact

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

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

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



- 1 **Before you read** What free-time activities are popular in your country?
- 2 **1.13 Listen and read.**
- 3 **After you read** Activity Book, page 9.
- 4 **Work in pairs.** Compare the free-time activities in the text with the activities that you do in your free time. Find things that are the same and different.

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



Project

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



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



Hi, Malek! I want a new hobby, but I don't know what to do!

Hi, Ali! Why don't you write a blog?

But I already write a diary. I want to do something different – not writing.

Well ... you could try photography, Ali?

No, I don't think so. I don't have a camera.

OK. How about going to the Book Club at school, Ali?

That sounds good! When is it?

It's on Wednesdays at half past three. You could go this week!

That's a good idea. What time does it finish?

At five o'clock.

Great. I'll ask my parents!

1 ^{1.15} Listen and read. Answer the questions.

- What hobby does Ali already do?
- What club is Ali going to go to, and when?



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



Making suggestions:

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

Responding to suggestions:

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

3    Say new dialogues with your partner. Use the *Say it!* box to help you.

I don't know what to do.



Why don't you ...



Pronunciation

4 ^{1.16} Listen and read. What do you notice about the coloured words? Then listen again and repeat.



She **likes** watching cartoons on television.



I want to **learn** a new sport.



I **prefer** playing basketball with my **friends**.



Literacy: interviews

Reading

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

camping eating planning clothes
being outdoors blog posts the desert sleeping

tip Reading

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

2  Listen and read.

Adventures on two wheels



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

1 Why do you like long cycling trips?

I love the feeling of freedom, and being outdoors. Also, we meet a lot of interesting people!

2 What's the most difficult thing about this trip?

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

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

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

4 Where do you sleep?

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

5 What do you do in the evenings?

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

6 What other trips have you done?

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

7 Are you planning any more trips?

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

Words in context

freedom heat sun cream
energy eco-lodge route

» Activity Book, page 11

3 After you read Read and answer the questions.

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

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

Are you sleeping?

Yes, I am!

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

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

Making models

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

(1) Why do you like making models?

It's fun! And it helps me focus.

(2) _____
 It's a model of a ship. It's nearly one metre long!

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

(4) _____

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

(5) _____
 Sometimes my dad helps me. He's good at making things with wood.

(6) _____
 I made my first wooden model when I was three.



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

How to write... a good interview

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

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

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

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

tip Writing

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

2

Technology

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

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

Pronunciation: a, and, can, he, I, me, my, on, the, to



World of Wonder! Magazine

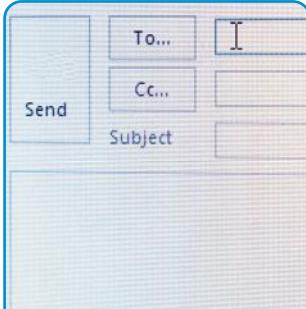
Welcome

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

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



Book Club



Culture



WOW! Question



Alia 20 minutes ago

How can technology help us at home and at school?

In this unit I will ...

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



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

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

password app laptop headphones digital camera speaker
smartphone website e-reader screen 1 printer devices



3   Listen and read. Who uses technology for school work? _____

WOW! Blog



1  Arlo 15 minutes ago

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

3  Lara 1 hour ago

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

2  Faisal 10 minutes ago

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

4  Alia 2 hours ago

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

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

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

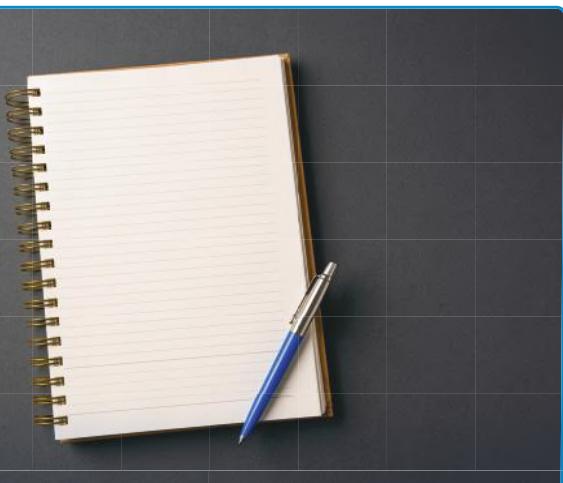
headphones laptop
computer smartphone

5   Work in groups and answer the questions.

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



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



Lara: Don't worry, you've still got time to do it. Here, Alia. Take this.
Alia: What's that?
Lara: Er ... It's a pen! And here's some paper.
Alia: You're joking! I can't write my homework again with this!
Lara: You could write when you were five. And you can write now!
Alia: I know, but ...
Lara: In the past, children couldn't do homework on computers. They had to write all their homework with a pen.
Alia: Yes, but they didn't have to do it three times!



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

2 Work in pairs. Read the dialogue again and say *True* or *False*. Then say why.

1 Alia forgot her password.	4 She hasn't got a printer.
2 She had to use Miss Allaham's computer.	5 Lara gives her some paper and a pen to write her homework.
3 The Wi-Fi didn't work.	6 In the past, children didn't have to use a pen.

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

Why not? Oh, dear! You're joking!

1 I left my backpack at school yesterday.

2 I couldn't use my smartphone last night.

3 My little brother broke my laptop!

4 Have you ever had problems with technology? What happened? Share with the class.

1 Look back at the dialogue in Lesson 2. Then read the sentences and circle the best options.

- 1 She **had to/didn't have to** use her brother's computer.
- 2 She **has to/doesn't have to** give it to the teacher today.
- 3 She **could/couldn't** write when she was five.
- 4 In the past, children **could/couldn't** use computers to do their homework.

2  Read the grammar table. Then read and answer the questions.

Grammar

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

Present simple

I/We/You/ He/She/ They	can/can't	upload the homework. start again. go to school.
I/We/ You/They	have to don't have to	
He/She	has to doesn't have to	

Past simple

I/We/You/ He/She/ They	could/ couldn't	write. use computers. use a pen.
	had to didn't have to	

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

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

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

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

She had to do her homework five times.

False! She had to do her homework three times.

5  Listen and match.

a grandad b dad
c grandma d mum



6  Listen again and answer.



- 1 What password did Nasser's grandad use?
- 2 Why did Nasser give his dad his headphones?
- 3 What did Nasser's grandma want to do?
- 4 How did Nasser help his mum?
- 5 How did Nasser's mum thank him?

7   Make notes about how technology has changed our lives. Compare with a partner.

They couldn't send emails.
They had to write letters.



A smarter Smartphone

I have the latest smartphone.
It's better than my last phone.
It does everything faster than before.

It's thinner and lighter,
The screen is much brighter.

It does everything my old phone did – and more!

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

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

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

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

You need some information,
For an examination,
Or a project you're doing with your team.
Are all your facts right?

Find a good website,
Check the facts more carefully on the screen.

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



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

- 1 In poems, the lines of text are often **long/short**.
- 2 Poems **sometimes/never** have words that rhyme.
- 3 What poems do you know?

2 Listen and read. Which verse matches the picture?

3 **After you read** Activity Book, page 17.

4 Discuss in groups.

- 1 What does the poem say you can do with a smartphone? Make a list.
- 2 What's the best thing about the smartphone? Put your list in order of importance.

5 Work in groups. Read and act out the poem.



1 2.10 Look and match. Then listen, check and repeat.



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



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

more easily faster more carefully
 more quickly more quietly better

1 It does everything _____ than before.
 2 You can shop _____.
 3 You can find your way _____.
 4 You can check facts _____.
 5 It takes photos _____.
 6 You can do something _____ lying on the sofa.

4 Read the grammar table. Then match the sentence halves to complete the rules.

Grammar

Comparative adverbs

adverbs ending in *-ly*

quickly → **more quickly**
 carefully → **more carefully**
 clearly → **more clearly**

short adverbs

hard → **harder** fast → **faster**

irregular adverbs

well → **better** badly → **worse**

1 We add **more** before
 2 We add **-er** to
 3 **Well** and **badly** are
 a irregular adverbs.
 b adverbs ending in *-ly*.
 c short adverbs.



5 2.11 Listen. Match the children with the apps.

I want to learn Japanese for fun!

Manal

I want to speak English better for my trip to the UK next summer.

Zeina

I need to study hard for my exam next term.

Nadia



6 Play a game in pairs: *I can do anything better than you!*

well fast hard carefully
 badly clearly

I can play basketball well.

I can play basketball better than you!



Technology in JORDAN

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



Technology is helping children in Jordan study in many ways. Online learning platforms let pupils take free courses in subjects like Maths and Science. Many schools are also using tablets, e-readers and interactive whiteboards to make lessons more fun and interesting for pupils. Some schools even have coding workshops (where pupils learn to give instructions to computers so they can do things) and robotics clubs! And there are also a number of organisations that support education and technology in schools, like the Queen Rania Center for Education and Information Technology.

More children now have access to the internet all over Jordan. This means they can explore different cultures and make friends from around the world. Apps are also helping them with English and other languages. For children with disabilities, tools like screen readers are helping them to learn more easily. The internet also means children can stay in touch with family and friends, even when they are far away!

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



Fact

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



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



- 2 Listen and read.

- 3 **After you read** Activity Book, page 19.

- 4 Work in pairs. Discuss the questions.

- 1 Have you ever used apps to help you study? Which ones?
- 2 Have you ever used an e-reader?
- 3 Do you prefer reading and studying with devices or books? Why?
- 4 What new technology would you like to use in lessons at your school? Why?



Make a spider diagram poster about technology and learning.

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



1 Please can I use the printer, Dad?
2 Of course. What do you want to print?
3 My English homework. Can you show me how to turn it on?
4 It's easy! Press that button there.
5 OK. What next?
6 Look at the laptop. Click on that icon at the top of the screen.
7 Thanks. Do you have time to help me revise for an exam?
8 Sorry, not now. I have to help with the dinner.
9 Alright. Could you help me after dinner, please?
10 Of course.

English in action

Asking for help

2

1 ^{2.15} Listen and read. Answer the questions.



- 1 What two things does the girl need to do for school?
- 2 Why can't her dad help her now?

2 Read the dialogue again. Underline three questions asking for help that use language from the *Say it!* box.



Asking for help:
 Could you ...?
 Can you show me how to ...?
 Do you have time to ...?

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

download an app
 do your homework
 upload photos

Pronunciation

4 ^{2.16} Listen and read. Are the coloured words stressed or unstressed? Then listen again and repeat.



I can upload a photo.

I can send a message to my friend.

I do my homework on my laptop.

I go online and send a message.

He turns on the computer to download the app.

Can you show me how to use the printer?



Literacy: reviews

Reading

1 **Before you read** Look quickly at the reviews. Which reviewer mentions these things?

a password an icon a video treasure
a selfie friends buildings

2  Listen and read.



TopCity the exciting new game



Amazing game!

by Mariam Aljabi

This game is fantastic! I downloaded it onto my tablet and play it every day. In the game, you travel around a city looking for treasure. In every building, you have to click on an icon and solve a problem. These get more difficult, so you have to work harder. It's good to challenge yourself!

To move, you have to write instructions. It's like programming a computer. I'm learning lots of new skills! Now I can move around more easily. Last night I scored 50,000 points!

Positive points: 1 It was easy to start playing. First, I had to take a selfie and upload it, then I had to type a password. Then I could move around the city!
2 The graphics are really good.

Any negative points? The game isn't free, but I think it's good value!



Quite a good game!

by Yousuf Alsayeh

This is quite a good game, but there are lots of programming games that are better.

Positive points: 1 You can watch a video to learn how to play. It gave me some good tips.
2 You can play it online with your friends. That's fun!

Negative points: 1 I had to buy it! I think it's too expensive.
2 It doesn't work on all my devices – I can't download it onto my phone.

3 **After you read** Read and write **Y (yes)**, **N (no)** or **DS (doesn't say)**.

- 1 You have to pay for this game.
- 2 You look for treasure in the game.
- 3 Mariam lives in a city.
- 4 Yousuf thinks *TopCity* is the best programming game.
- 5 Yousuf has watched the video.
- 6 Yousuf has a tablet.

4  **Work in pairs.** Do you play any computer games? What do you like about them? What do you not like?

tip Reading

You don't always need to read every word. Look quickly at the text to find the information you're looking for.

Words in context

solve a problem challenge yourself
program a computer score points
give tips play online

 **Activity Book, page 21**

1 Read. Then use the notes to complete the review.



FUNTime4Kids

the drawing and painting app

★★★★★ Great fun!

by Randa Aladib

This is a great app for kids who like being creative. You can use it to make fantastic pictures!

↑ **Positive points:**

- 1 There are tools for painting and (1) _____. My pictures look like real paintings and drawings!
- 2 You can send your pictures to your friends, and they can send you (2) _____.
- 3 You can upload (3) _____, too, and draw or paint on your photos.
- 4 You can (4) _____ the pictures easily.

↓ **Negative points:**

- 1 It opens too slowly. I had to wait for two (5) _____ after I typed my password!
- 2 I couldn't (6) _____ photos at first, but it's OK now.

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

How to write... a review

Include:

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

- 1 How many positive points does each reviewer mention? And how many negative points?
- 2 What sentences can you find that use *you*?
- 3 What adjectives can you find?
- 4 What adverbs can you find?

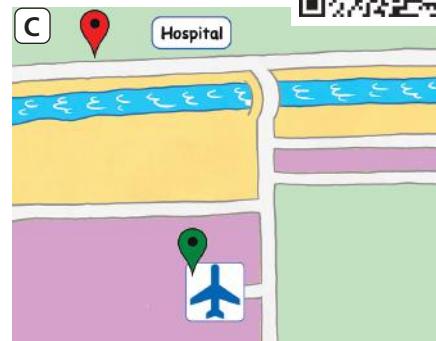
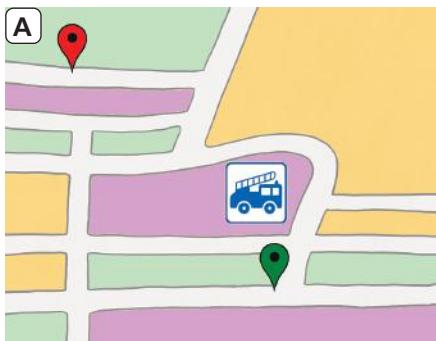
3  Write a review of an app or game. Plan, write, check and rewrite. Use the *How to write...* box to help you.

tip Writing

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

Language booster 1

- 1  How many places in a town or city can you name?
- 2  Listen and read. Match the maps to the directions.



1 How to find the college

Turn left when you leave the airport; then go straight on. Drive over the bridge and then turn left. Go along the river and past the hospital. The college is on the right. Please go through the red gate.

2 Directions to the stadium

Go straight on. Go around the fire station and then turn right. Take the second left. We're on the right.

3 Arriving at the office by bus

Walk out of the bus station and turn right onto Station Road. Go straight on. Go past the college, and then walk across the square. Our office is in the corner of the square, in the tall red building.

3 Read the texts in Activity 2 again. Find and write the places.

- 1 Firefighters work here.
- 2 Teenagers and adults study here.
- 3 You can drive or walk over this.
- 4 It's a big space in a town or city.
- 5 Athletes play sport here.
- 6 People who work here often use computers.
- 7 It's similar to a door, but it's outdoors.
- 8 If you're travelling by plane, you need to go here.

4 Work in pairs. Ask and answer about the texts in Activity 2.

When I leave the airport, what should I do?

When I arrive at the college, what should I do?

Turn left.

Go through the red gate.

1  Listen and read.
Answer the questions.



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

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

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

Ali: Thank you. Bye!

BAKERY.



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

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

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

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

Ali: Oh, yes! I can see you!



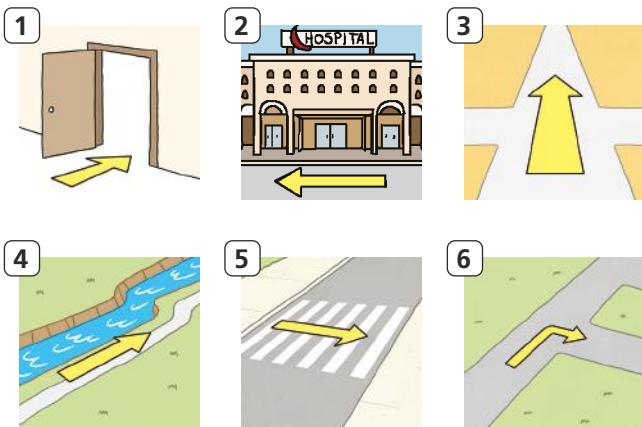
Say it!

Turn left/right.
Take the first/second/third on the left/right.
Go straight on/along the road/through the gate/around the fire station/past the college/over the bridge/across the square.

2 Look at the *Say it!* box. Then look at the pictures and complete the directions.

past across right along
through straight on

1 Go to the door.
2 Go to the hospital.
3 Go to the.
4 Go along the river.
5 Go across the road.
6 Take the first right.



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

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

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

Show what you know

Can you say more places in a town or city?

Can you understand directions?

Can you use a map and give directions?



Think like a scientist!

How can we classify sports?

Think

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

Learn

2 LC1.4 Listen and read. How can we classify games?



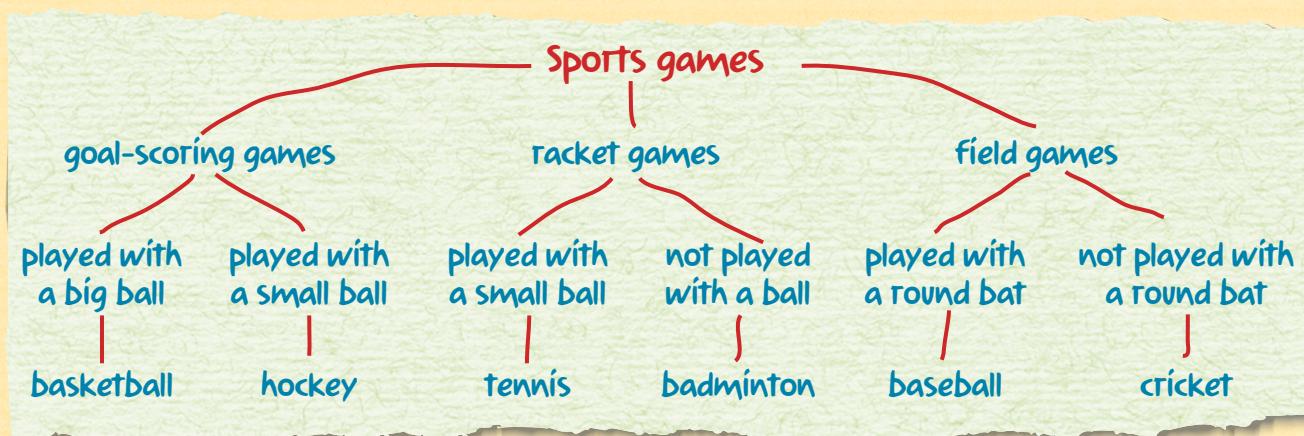
Sports can be classified in many different ways. One way is to classify them into different types of games.

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



Check

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



- 1 You play it with a small ball and hit it over a net.
- 2 You hit a small, hard ball with a round bat and run.
- 3 You play it with a big ball and try to go over the halfway line.
- 4 An example of this type of game is hockey.
- 5 An example of this type of game is baseball.
- 6 An example of this type of game is badminton.

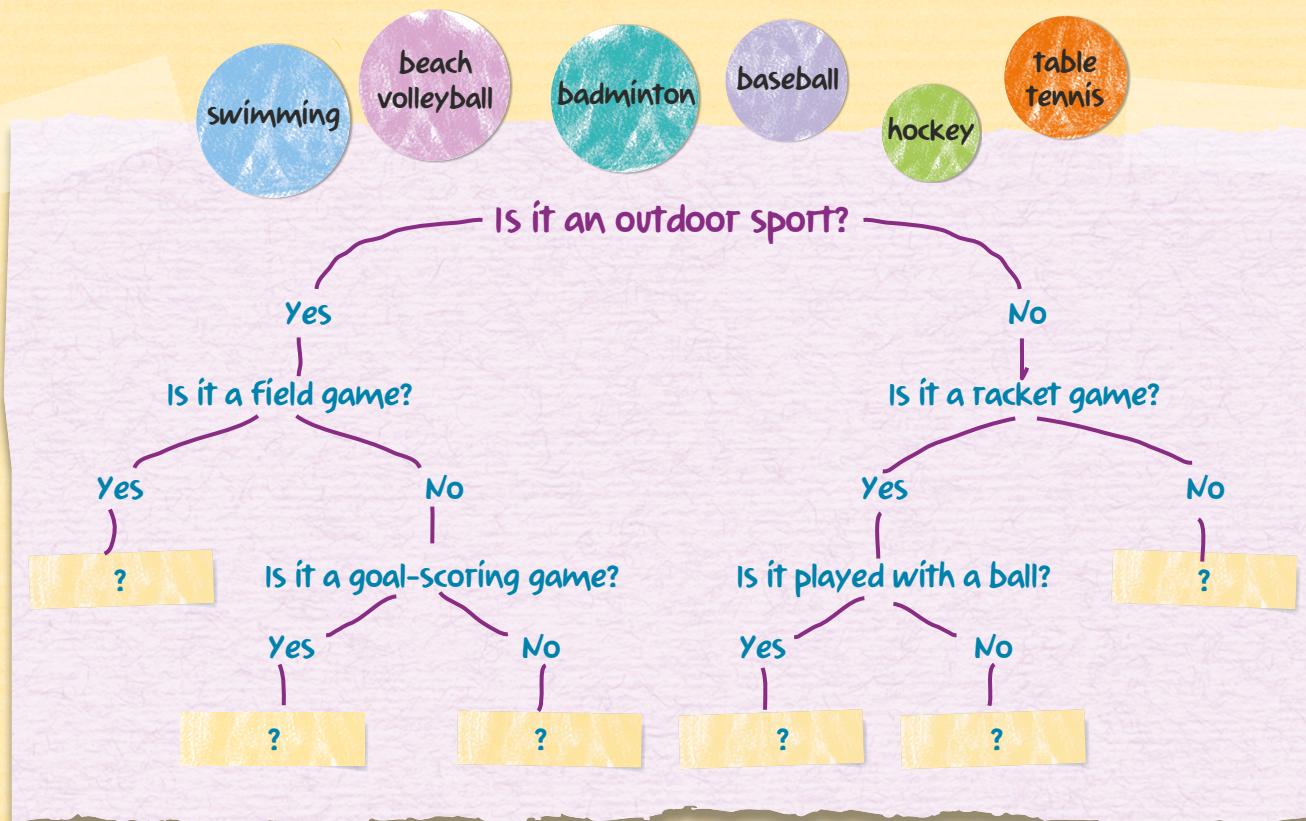
4

Why do you think it's helpful to put classifications in a tree diagram?

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

Let's practise!

1 Look at these different sports. Identify them with the identification key below. Can you find out which sport goes in each of the boxes?



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

Show what you know

Make a sports identification key.

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

We've classified ...
into two groups.

The groups
are ... and ...

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

3

Places

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

Parts of buildings: ceiling, corner, corridor, entrance, escalator, exit, floor, lift, roof, stairs, steps, wall

Pronunciation: a, corner, escalator, harbour, the, to, tower



World of Wonder! Magazine

Welcome

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

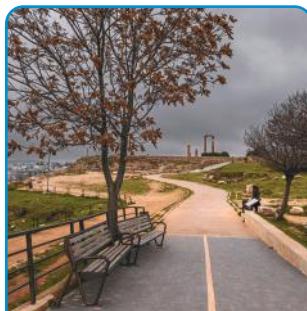
Lara likes looking at the buildings and going to different places in her town. She has a question for you. What do you think?

WOW! Question



Lara 1 hour ago

Why are some places and buildings important to us?



In this unit I will ...

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

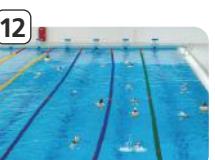
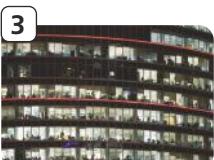


1   Work in pairs. Look at the WOW! Magazine Welcome page. Then read the WOW! Question and answer.

2  ^{3.1} Look and match. Then listen, check and repeat.



castle harbour stadium tower skyscraper factory hospital
palace swimming pool sports centre office building apartment building 1



3  ^{3.2} Listen and read. Do the WOW! Quiz and write the places.



WOW! Quiz Guess the places!

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

2  Faisal 1 hour ago _____
This is the tallest building in the city. I like going there to do photography. There's a café at the top and you can go outdoors. On a sunny day you can see the whole city, but don't look down!

3  Lara 7 minutes ago _____
I love this place. It's so old. You can climb to the top of a tower. Sometimes people dress up as characters from history here. It's great for history projects.

4  Alia 3 hours ago _____
My classmates and I visited this place last summer. We saw how to make chocolate. The smell was delicious. There were a lot of people working there. I'd like to work there, too!

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

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

5   Play a guessing game about places you have visited. Can your partner guess the answer?

There were so many people in this place. The match was exciting.

Were you at the stadium?

Yes, I was! Your turn.



Faisal: Oh, dear! Where's the stadium? We went past the apartment building where Alia lives.

Arlo: Right. And then we saw the sports centre where I learnt to swim.

Faisal: I don't believe it! We're going to be late for the football match.

Arlo: I think it's this way. It's near the hospital where I went in April.

Faisal: I don't remember the time when you went to hospital.

Arlo: Really? It was the day when we went to the chocolate factory. I was sick. Remember?

Faisal: Oh, yes. I remember. You weren't the only child who ate too much chocolate!

Arlo: I didn't like it in hospital. The doctors and nurses were really nice, but I couldn't play sports for a long time after.



Faisal: Hey, look! There's a map.

Arlo: Oh, yes! We're here and ... What's this big place?

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

Arlo: No way!



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

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

1 Where does Alia live?	3 Why did Arlo go to hospital?
2 What did Arlo learn at the sports centre?	4 Are they far from the stadium?

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

Right. No way! Hey, look!

1 (...) There's a bus stop.

Oh, yes!

2 So, we've answered the first question.

(...)

3 I played football in that stadium.

(...)

4 Choose five places that you have been to in your town or city. Make a list. Share it with the class.

I've been to the hospital. It was the place where I first saw my baby brother.

I went to the stadium when I was ten.



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

- 1 The hospital is the place where ...
- 2 They saw the apartment building where ...
- 3 Arlo remembers the doctors who ...
- 4 He went to hospital on the day when ...
- 5 The stadium is the place that ...

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

Grammar

Relative pronouns

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

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

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

4  Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.

Which building did they go past?

They went past the apartment building **where** Alia lives.



5  Listen and choose the correct answers.

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

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

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

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

It's a place where you go when you are very sick.

It's a person who ...

It's a thing which ...

It's a day when ...



The secret room

Omar was sitting under a tree, drawing the palace in front of him in his sketchbook.

'Hurry, Omar! We're late,' called Rakan.

They ran to the steps at the front of the palace.

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

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

'Look! The painting of the palace is wrong!' said Omar. He was holding his sketchbook next to the picture.

'There are only two windows in the tower.'

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

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

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

'Oh, hello. I'm Omar!' he said. 'I draw pictures, too!'

'Here,' said the man, giving him a paintbrush.

'We can paint together!'

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

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

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

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



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

- 1 There is always a puzzle to solve/a journey somewhere.
- 2 One character is often a kind of detective/a princess.

2 Listen and read. Then answer the questions.

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



3 **After you read** Activity Book, page 29.

4 Discuss in groups.

- 1 Do you think Omar really met the young man?
- 2 Why do you think the paintings were in the secret room?

5 Viewing and presenting

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

1  **Look and match. Then listen, check and repeat.**



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



2 **Read the story in Lesson 5 again. How many words about buildings can you find?**

3 **Read the story again. Match the actions. Which actions are longer? Which are shorter?**

- 1 Omar was drawing
- 2 The guide was talking
- 3 Omar was holding his sketchbook
- 4 Omar was touching a bookcase
- 5 Omar woke up

- a when Rakan was talking to him.
- b when Rakan called Omar.
- c when they walked through the entrance.
- d when he fell.
- e when he looked at the painting.

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

Grammar

Past continuous

I/He/She	was wasn't	playing in the garden	when it started to rain.
You/We/ They	were weren't		
What	was were	I/he/she you/we/ they	doing when it started to rain?

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

5  **Listen to four children. Which places do they talk about?**



6   **Work in groups. What are your earliest memories?**

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



Ancient cities

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

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

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

WOW! Fact

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

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



- 2 **3.13 Listen and read.**



- 3 **After you read** Activity Book, page 31.

- 4 **Work in pairs. Discuss the questions.**

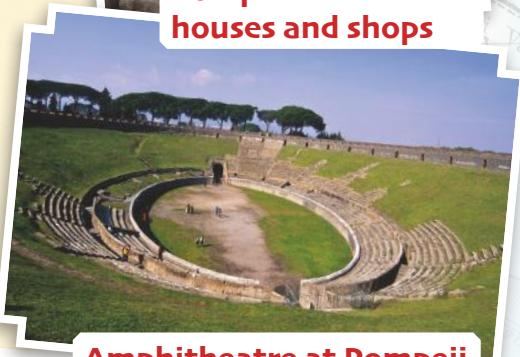
- 1 What are the oldest buildings in your town? How old are they?
- 2 What do you know about these old buildings?
- 3 What do these buildings tell you about the past?



Al-Khazneh at Petra



Pompeii street with houses and shops



Amphitheatre at Pompeii

Project

Make a tourist brochure about an ancient city.



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



1 Welcome to the museum! Is this your first visit?

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

3 Was it interesting?

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

5 Yes, of course. It's upstairs. Go through that door, then take the escalator to the first floor. It's the second door on the right.

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

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

8 That's great. Thanks very much.

9 Enjoy your visit!

English in action

Giving directions in a building

3

1 **3.15** Listen and read. Answer the questions.

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



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



Giving directions in a building:

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

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

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

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

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

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

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

Pronunciation

4 **3.16** Listen and read. Listen carefully to the sound made by the coloured letters. Then listen again and repeat.



She climbed a hill to see a tower.



The harbour is around the corner.



Take the escalator to the second floor.



Literacy: short stories

Reading

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

1 The boy in the story is called _____.

2 The story begins and ends in his _____.

tip Reading

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

The fantastic bird

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



He was lying in his bed when he suddenly heard a noise. He looked up. The bird from his picture was flying in through the window! The bird asked, 'Do you want to fly?' Yousuf was amazed. He was scared of flying, but he loved adventures, so he climbed onto the bird's back. The bird zoomed out of the window and flew over the city. Yousuf saw skyscrapers and factories. They flew over the office building where his mum worked. They flew over the harbour. The people in the boats looked very small. 'Wow!' Yousuf yelled.



At last, the bird flew back to the apartment building where Yousuf lived, and back into his bedroom. He climbed off the bird's back and got into bed. 'Goodbye, bird,' he said. He quickly went to sleep.



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



Words in context

sketch zoom yell
remember whisper smile

Activity Book, page 33

2  Listen and read.



3 **After you read** Read and answer the questions.

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

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

Adel was playing in the park when ...

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



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

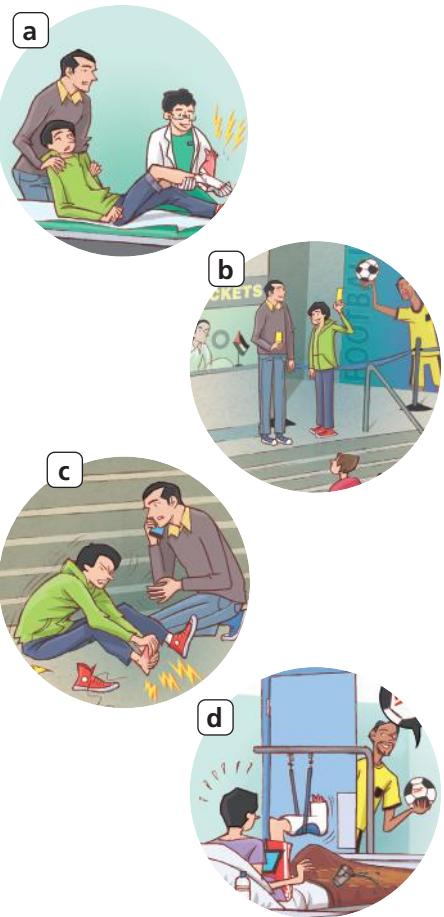
A SPECIAL VISITOR

1 Sultan was at the stadium with his dad. They were buying tickets for a football match. 'I'm so excited about the match tonight,' Sultan said, happily. 'I've never seen my favourite team in their stadium before!'

2 But then Sultan fell down some steps. 'Ouch!' he shouted. 'My foot hurts!' b

3 Sultan's dad took him to the hospital. A doctor looked at his foot. It was broken! Sultan was very sad. 'Oh no! Now I won't see my team play,' he said.

4 He was reading a book in his hospital room when suddenly the door opened and a man walked in. He was the best player from his favourite team! 'Hello, Sultan!' he said. 'I saw you fall down the steps. I decided to visit and give you a signed football from the team!'



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

How to write... a short story		The fantastic bird	A special visitor
Think about these things:	where	bedroom and the sky!	(1) <u>stadium</u> and (2) _____
<ul style="list-style-type: none"> Where does the story take place? Who is in your story? What happens at the beginning? What happens in the middle? What happens at the end? 	who	Yousuf bird	Sultan, his (3) _____, the (4) _____
	what	beginning	trying to write a story
		middle	buying (5) _____ for a match
		end	falls down (6) _____
			football player visits him in (7) _____

3  Write a short story. Plan, write, check and rewrite. Use the *How to write...* box to help you.

 Writing

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

4

Happy homes

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

Cooking: add, bake, boil, chop, cut, fork, fry, knife, mix, pepper, salt, spoon

Pronunciation: butter, dinner, dishwasher, interesting, order, sister, water

WOW!

World of Wonder! Magazine

Welcome

Book Club

Culture

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

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

WOW! Question



Faisal 6 hours ago

How can we make our homes happy places?



In this unit I will ...

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



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

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

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



3  Listen and read. Which jobs does Faisal do at home? Which are his favourites?



WOW! Blog



Faisal 45 minutes ago

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

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

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

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

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

- 1 Which jobs do people do in the kitchen?
- 2 Which jobs do people do outdoors?
- 3 Which jobs do you do at home?

5  Write the jobs in order from the best to the worst for you. Compare your list with your partner.

I like cooking dinner.

I don't like emptying the bin.



Lara: What a mess! Hurry up! We have to tidy up! My dad will be here soon.

Alia: Well, we've already made a cake.

Lara: And I've just cleared the table.

Alia: But look at the mess over here!

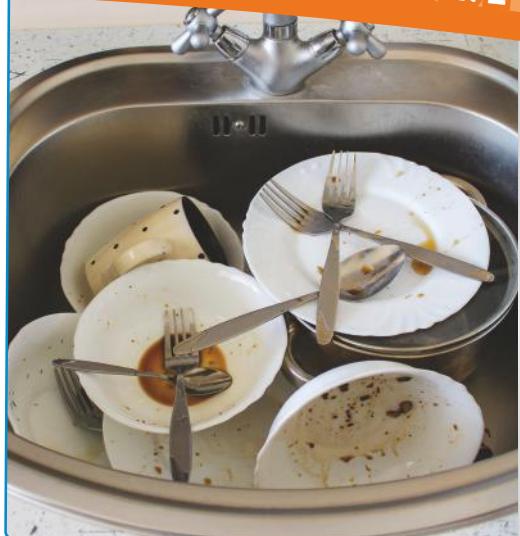
Lara: I've loaded the dishwasher, but I haven't done the washing-up yet.

Alia: And we haven't swept the floor yet.

Lara: Hang on! I've just done that!

Alia: Oh, sorry! Maybe we should vacuum it.

Lara: What about the bins? Have you emptied the bins yet?



Alia: No, but we can do that later. What time does your dad get home?

Lara: Here he is now! Quick! Hide!

Lara/Alia: Surprise!

Dad: Wow! What's this for?

Lara: We just wanted to surprise you!

Dad: Thanks, girls!



1 Listen and read. Why are they tidying up?

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

- 1 Why have they made a cake?
- 2 Have they cleared the table yet?
- 3 Who loaded the dishwasher?
- 4 Has anybody swept the floor yet?

- 5 Who thinks they should vacuum the floor?
- 6 Which job are they going to do later?

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

Surprise! Hang on! What a mess!

1 Can you load the dishwasher?

2 (...)

It's OK. We're going to tidy up.

3

(...) This present is for you!

(...) I did it last time. It's your turn.

Oh, thank you!

4 Viewing and presenting



Imagine you're planning a surprise for someone. What jobs do you have to do? Talk to your partner and write a list. Share it with the class.

We have to make a cake.

Then we have to do the washing-up.

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

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

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

Grammar

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

I've He's They've	already just	swept the floor. eaten lunch. loaded the dishwasher. taken out the rubbish.
I haven't She hasn't		watered the plants cleared the table
Have you Has anyone		emptied the bins done the washing-up

We sometimes use the Present perfect with *already*, *just* and *yet*. We use *already* / *just* / *yet* when we have done something a very short time ago. We use *already* / *just* / *yet* when we have done something earlier than someone expected. We use *already* / *just* / *yet* in negative sentences and questions to talk or ask about something we haven't done, but we are going to do soon.

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

4   Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.

Have they made the cake **yet?**

Yes, they've **already** made the cake.

5  Listen and match.

1 Mum	a make a cake
2 Dad	b vacuum the carpet
3 Dana	c lay the table
4 Saeed	d do the washing-up
5 Grandma	e take out the rubbish



6  Listen again and answer.

- 1 What is the celebration?
- 2 What has Saeed already done?
- 3 How does Grandma get there?
- 4 Why isn't Dad there?
- 5 What happens to the cake?



7   Make a list of the jobs you have done and haven't done today. Compare with a partner.

Have you made your bed **yet?**

Yes, I have. I've just finished.

No, I haven't. Have you done your homework **yet?**





Why do spiders have long legs?

Cast:

Narrator
Anansi the spider
Ronny the rabbit

Mabel the monkey
Henry the tortoise
Lulu the mouse

Friends of Anansi:
Freddie the frog, Felix the fox,
Bill the badger and Horace the hedgehog

Scene 1:

Narrator: Anansi was walking past Ronny's house when he smelt something.

Anansi: Mmm... that smells good!

Ronny: Hi, Anansi. Have you had lunch yet?

Anansi: No. What are you cooking?

Ronny: I haven't finished yet, but you can help. Here's a knife.

Anansi: Oh, that's OK. Just pull my web and I'll come back when it's ready.



Scene 2:

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

Mabel: Hi, Anansi. I've just been shopping. Come for lunch! I've already baked a cake.

Anansi: Mmm... It smells like chocolate cake!

Mabel: What a mess! I have to sweep the floor. It doesn't look clean.

Anansi: Oh! I'll come back. Pull my web later.



Scene 3:

Narrator: Anansi was walking past Henry's house.

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

Anansi: I'll come back later. Just pull my web.



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

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

2 Listen and read. Then answer.

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



Scene 4:

Narrator: Anansi saw his friend, Lulu.

Lulu: Hi, Anansi. Come in! I've already made lunch.

Anansi: I'm sure it will taste delicious.

Lulu: I've added salt and pepper, and I've just put it in the oven. Let's lay the table. We need knives, forks and spoons.

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

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



Scene 5:

Narrator: In the park, Anansi was feeling hungry when he felt something.

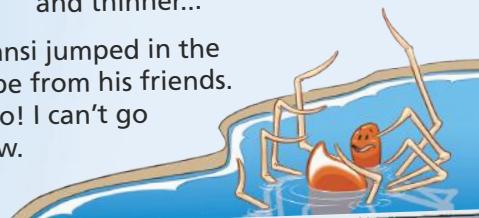
Anansi: Hooray! Lunch is ready at Ronny's house! Oh! That's Mabel! And now Henry! Ouch!

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

Scene 6:

Narrator: Anansi jumped in the river to escape from his friends.

Anansi: Oh, no! I can't go for lunch now.



3 **After you read** Activity Book, page 39.

4 Discuss in groups.

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

5 Viewing and presenting

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

1  **Look and match.**
Then listen, check and repeat.



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



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

3 **Read the playscript again and match.**

1 Anansi feels  a good.
2 Ronny's lunch  smells b hungry.
c clean.
d delicious.
e like chocolate cake.

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

Grammar

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

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

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

We use adjectives / nouns after sense verbs.

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



6  **Think of an ice cream. Answer the questions.**

- 1 What does it look like?
- 2 What does it smell like?
- 3 What does it taste like?



TRADITIONAL FOOD

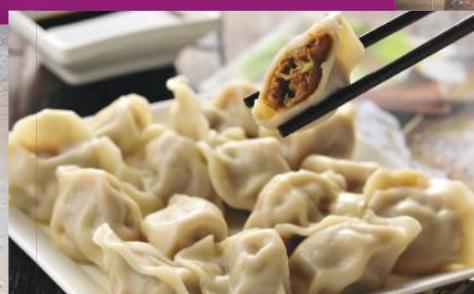
People all around the world have fun cooking and eating together. Different countries have different traditional dishes.



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



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



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

WOW! Fact

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

1 **Before you read** What traditional foods do you know?

2 **4.13 Listen and read.**

3 **After you read** Activity Book, page 41.

4 **Work in pairs. Discuss the questions.**

- 1 Which food from the reading would you prefer to try? Why?
- 2 Which food would you prefer to make?
- 3 Do you make any traditional food at home?
- 4 What traditional food do you like best?



Project

Design a menu for an international food festival.



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



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

Pronunciation

4 4.16 Listen and read. Which letters make the schwa (/ə/) sound? Then listen again and repeat.

Shall we have dinner?

The food is interesting.

I'll order my lunch.

My dishwasher is broken.

I like butter.

My sister likes drinking water.

English in action

Offering to help

4

1 4.15 Listen and read. Answer the questions.

1 What are they going to have for dinner?
2 How are the children going to help? Name three jobs.

2 Read the dialogue again. Find five offers that use language from the *Say it!* box.



Offering to help:

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

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

clean the kitchen make a salad
tidy my room

I'm going to clean the kitchen.

Shall I do the washing-up?



Literacy: recipes

Reading

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

2  Listen and read.



FAMILY PARTY FOOD

A

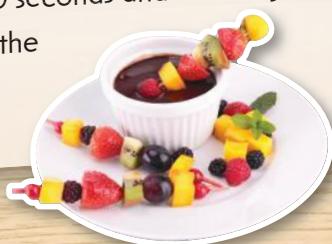
Fruit on sticks with chocolate sauce

Ingredients:

- 50g chocolate - fruit, e.g. strawberries, grapes,
- 50ml cream kiwi, cherries, mango

What to do:

- 1 Chop the fruit and put the pieces of fruit on wooden sticks.
- 2 Put the chocolate in a bowl in the microwave and melt it slowly. Don't boil it!
- 3 Mix the cream and the melted chocolate.
- 4 Heat the cream and chocolate in the microwave for 20 seconds and mix it again.
- 5 Eat the fruit with the chocolate sauce.



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

Which recipe tells you to ...

- 1 use wooden sticks? A
- 2 make a dough? _____
- 3 use the microwave? _____
- 4 beat an egg? _____
- 5 bake something _____
- 6 melt something? _____

 **Reading**

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

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

B

cheese straws

Ingredients:

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

What to do:

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



Words in context

cream sauce butter
teaspoon rolling pin tray

» Activity Book, page 43

4  **Work in pairs.** Act out actions from the recipes. Watch and guess.

Are you chopping fruit?

Yes, I am.

1 Read the recipe. Match the pictures to numbers 1–5.

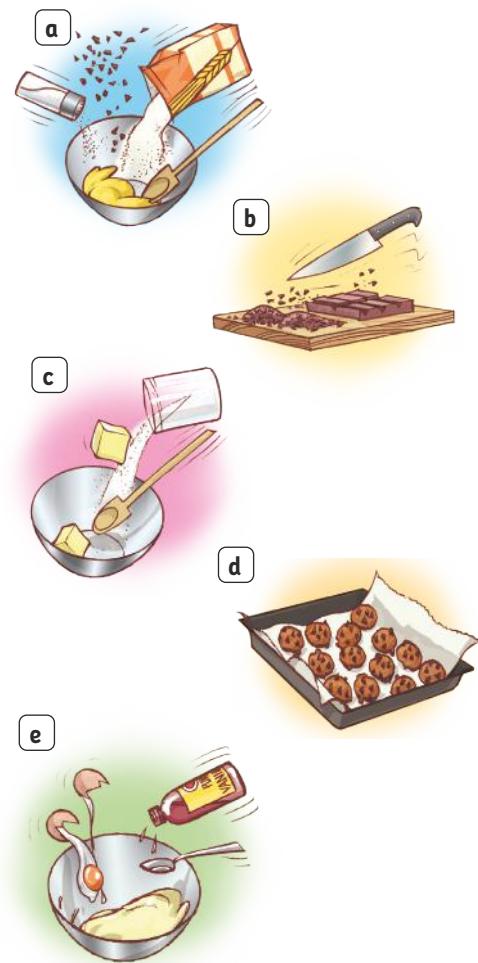
CHOCOLATE COOKIES

INGREDIENTS

- 100g brown sugar
- 125g butter
- 1 egg
- 1 teaspoon vanilla
- 1/2 teaspoon salt
- 225g flour
- 200g chocolate

WHAT TO DO

- 1 Cut the chocolate into small pieces. (b)
- 2 Mix the butter and sugar together to make a dough. ()
- 3 Add the egg and vanilla and mix again. ()
- 4 Now add the flour, salt and chocolate pieces and mix again. ()
- 5 Make small balls of dough with your hands and put them on a metal tray. Bake the cookies in the oven at 200°C for 15 to 20 minutes. ()



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

How to write... a recipe

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

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

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

- 1 Which recipe has the most ingredients?
- 2 What abbreviations do the recipes use?
- 3 What cooking verbs can you find in the recipes?



Language booster 2

1 How many items of clothes can you name?

2 Listen and read the interview.
Answer the questions.

1 What makes Hala happy?
2 What kind of clothes does she like?



Hala,
clothes
blogger

Who or what made you interested in clothes?

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

What are your favourite clothes?

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

Do you often buy new clothes?

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

Have you got a lot of clothes?

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

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

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

What advice do you have for your readers?

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

3 Read the interview again.
Find and write the opposite adjectives.

1 uncomfortable _____
2 plain _____
3 smart _____
4 expensive _____
5 informal _____

4 Read the grammar table. Then find examples of *make* + object + adjective in the interview.

Grammar

to make + object + adjective

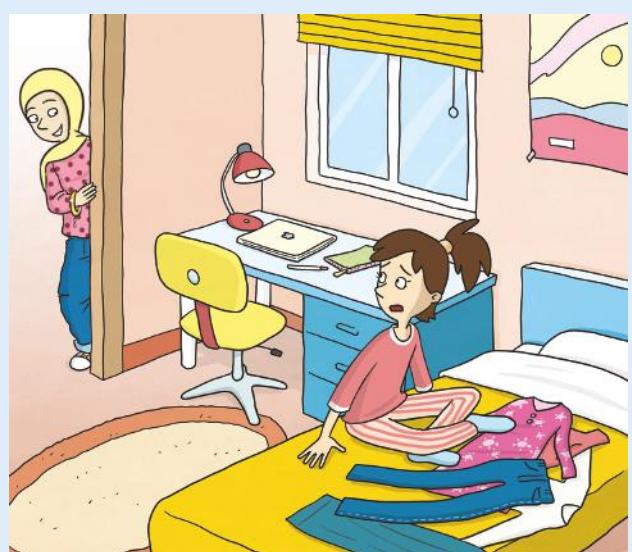
My sister She	makes made	me my jacket	happy. dirty.
Comfortable clothes They	make	her	happy.

5 Work in groups. Ask and answer the questions.

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

1  **LC2.2 Listen and read. Answer the questions.**

- 1 Which clothes do they talk about?
- 2 Where do you think they're going?



Maha: Are you ready?

Rola: Not yet!

Maha: Hurry up! We'll be late.

Rola: Have you made the cake yet?

Maha: Yes, I have.

Rola: I don't know what to wear.

Maha: You could wear your new patterned dress.

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

Maha: Come on! Jeans are smart enough!

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

Maha: How about your long blue skirt?

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

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

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



2 **Read the dialogue again. Find adjectives to describe these items.**

- 1 Rola's dress: _____
- 2 Rola's jeans: _____
- 3 Rola's skirt: _____
- 4 Maha's jeans: _____
- 5 Maha's top: _____
- 6 Maha's bracelet: _____

3  **Choose an event, e.g. a family party. Say new dialogues with your partner. Help your partner decide what to wear.**

Are you ready?

No, I don't know what to wear!

You could ...?

No, it's/they're too ...

How about ...?

No, it's/they're not ... enough.

Well, what about ...

Yes, OK. I'll ...

Show what you know

Can you use adjectives to describe different clothes?



Can you use *make + object + adjective*?



Can you help someone decide what to wear?





Think like a scientist!

How can we compare materials?

Think

- 1 What do you know about materials? Can you think of different types of materials?
- 2 LC2.4 Listen and read. What do we call the diagram described in the text?



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

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



Check

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

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

4

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

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

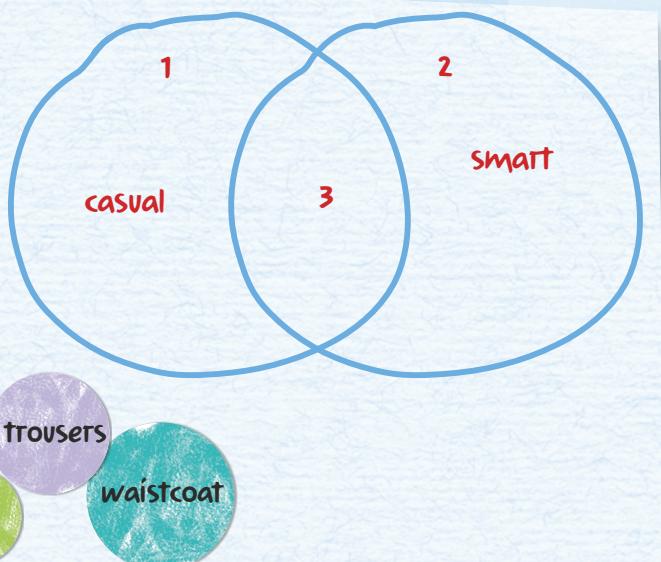
Let's practise!

1 Look at this Venn diagram and answer the questions.

1 Look at the list of clothes.

Which are:

- casual? (1)
- smart? (2)
- casual and also smart? (3)



2 Circle the adjectives which describe these clothes and accessories.

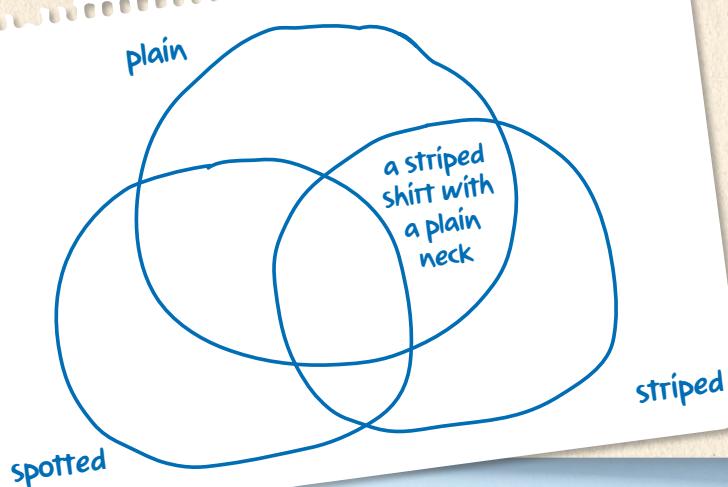
- 1 a silk tie
- 2 a plastic handbag
- 3 woolly gloves
- 4 a leather belt
- 5 gold earrings

hard	smooth	unusual
casual	formal	comfortable
silver	hard	soft
colourful	brown	curly
smart	soft	cheap

Show what you know

Make a Venn diagram.

- 1 Complete the diagram with examples of clothes that have these patterns.
- 2 Swap diagrams with a partner.
- 3 Draw and colour clothes that match the descriptions in your partner's diagram.



Tree Day

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

1 Listen and read.



F1.1 Listen and read.



Tree Day is a special day in Jordan. It's celebrated every year on 15th January! It's also celebrated in other countries but not always on the same day. Here, people all over the country **plant** trees. In fact, it's the first thing people do on Tree Day. Even His Majesty King Abdullah II and Her Majesty Queen Rania Al Abdullah plant trees!

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



2 Answer the questions.

- 1 When is Tree Day?
- 2 What do people do?
- 3 What do you usually do on Tree Day?

3 Work in pairs. Discuss the questions.

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

4

Viewing and presenting



Make a tree lifecycle poster.

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



Belonging to My School Day



1 Listen and read.



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



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

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



2 Answer the questions.

- 1 When was Belonging to My School Day at Laith's school?
- 2 What did he and his class do?
- 3 Would you like to have a Belonging to My School Day? Why?

3 Work in pairs. Discuss the questions.

- 1 Why is school important?
- 2 Why is working as a team important?

4

Viewing and presenting



Give a presentation about Belonging to My School Day activities.

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



Grammar reference

Unit 1

Present simple and Present continuous				Remember!
Present simple				
I	play volleyball		after school.	
She	doesn't	go cycling	once a week.	
Do	they	do gymnastics	every Monday?	
Does	he	play hockey	every week?	
Present continuous				
I	'm	sitting	straight now.	
We	aren't	doing	archery today.	
Is	she	playing	tennis at the moment?	

State verbs

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

Unit 3

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

Unit 2

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

Present simple

I/We/You/ He/She/ They	can/can't	upload the homework. start again. go to school.
I/We/You/ They	have to don't have to	
He/She	has to doesn't have to	

Past simple

I/We/You/ He/She/ They	could/ couldn't	write. use computers. use a pen.
I/We/You/ He/She/ They	had to didn't have to	

Comparative adverbs

adverbs ending in *-ly*

quickly → more quickly
carefully → more carefully
clearly → more clearly

short adverbs

hard → harder fast → faster

irregular adverbs

well → better badly → worse

Past continuous

I/He/She	was wasn't	playing	when it started to rain.
You/We/They	were weren't	in the garden	
What	was were	I/he/she you/we/they	doing when it started to rain?

Unit 4

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

I've He's They've	already just	swept the floor. eaten lunch. loaded the dishwasher. taken out the rubbish.
I haven't She hasn't		watered the plants cleared the table
Have you Has anyone		emptied the bins done the washing-up

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

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

LC2

to make + object + adjective

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

How to write... reference

Unit 1 a good interview

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

Unit 3 a short story

Think about these things:

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

Unit 2 a review

Include:

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

Unit 4 a recipe

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

English in action reference

Unit 1



Making suggestions:

You could ...

Why don't you ...?

How about ...ing ...?

Responding to suggestions:

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

Unit 3



Giving directions in a building:

It's *upstairs/downstairs*.

It's on the *left/right*.

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

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

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

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

Unit 2



Asking for help:

Could you ...?

Can you show me how to ...?

Do you have time to ...?

Unit 4



Offering to help:

I'll ...

Shall I ...?

Do you want me to ...?

Can I help you?

What do you want *me/us* to do (now)?

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):

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

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

Ministry of Education: 13, 24, 39, 57

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

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

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

Cover Image:

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



السلام عليكم ورحمة الله وبركاته

نرحب بكم في

موقع و منتديات صقر الجنوب التعليمية

منهاج المملكة الأردنية الهاشمية

ويسعدنا ويشرفنا ان نستمر معكم في تقديم

كل ما هو جديد للمنهاج المدثة المطورة ولجميع

المستويات والمواد

ملفات نجمعها من كل مكان ونضعها لكم في مكان واحد
ليسهل تحميلها
عما ان جميع ما ننشر مجاني 100%

أخي الزائر - أخي الزائرة ان دعمكم لنا هو انمامكم لنا
 فهو شرف كبير
 صفتنا على الفيس بوك [هنا](#)
 مجموعتنا على الفيس بوك [هنا](#)
 قناتنا على اليوتيوب [هنا](#)

جميع ملفاتنا نرفعها على مركز تحميل خاص في [صقر الجنوب](#)

ندن نسعى دائما الى تقديم كل ما هو افضل لكم وهذا وعد منا
ان شاء الله
شعونا دائما حتى نواصل في العطاء و [نسأل الله](#) ان يوفقنا و
يسدد خطانا

في حال واجهتك اي مشكلة في تحميل اي ملف
من [منتديات صقر الجنوب](#) [المنهاج الاردني](#)
[صفحة اتصالنا](#)