

Jordan TEAM Together Grade 4 Semester 2



Pupil's Book with Digital Resources

Evaluation and Adaptation Committee

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

Dr. Manal Fahed Aburumman (Coordinator)

Prof. Sabri Shehadeh AlShboul

Dr. Zeina Mohammad AlKaraki

Dr. Adnan Ahmad Al-Omari

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. 8/2025 on 16/10/2025 and the approval of the Board of Education decision No. 210/2025 in its meeting No. 5/2025 on 04/12/2025 for the 2025/2026 academic year.

© Pearson Education Limited and York Press Ltd. 2025

ISBN: 978-9923-863-26-8

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department
(2025/10/6126)

Primary indexing data for the book

Book title	Jordan Team Together, Grade 4: Pupil's Book, Semester 2
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 Michelle Mahony to be identified as author of this Work has been asserted by them in accordance with the Royal Legislative Decree, 12 April 1/1996, which approves the consolidated text of the Law of Intellectual Property Rights.

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

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

First edition (trial): م 2025 / هـ 1446

Jordan TEAM Together Grade 4 Semester 2



Pupil's Book with Digital Resources

Contents

Welcome Hello from Hamed!	4	Festivals	
5 Hobbies	8	World Wildlife Day	52
6 Our town	18	Eid al-Adha	53
7 Our history	28	International Literacy Day	54
8 Let's celebrate!	38	Solve it	55
Bo's Learning Club		Grammar reference	56
Language booster 2	48	Irregular verbs	57
Social Studies: What was transport like 100 years ago?	50		

Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking
W Hello from Hamed!	Revising vocabulary and grammar from Grade 4 Semester 1	Revision of vocabulary from Grade 4 Semester 1	Revision of grammar from Grade 4 Semester 1	Understanding main information when people talk about their school day; understanding simple expressions about likes and dislikes in short stories or dialogues	Talking about school subjects and people in a school; acting out parts of a picture story; describing someone's likes or dislikes; expressing basic likes and dislikes; naming everyday objects in pictures; read aloud familiar single words; talking about a familiar place; giving simple reasons to explain preferences
5 Hobbies	Talking about freetime activities, and adverbs of manner	Freetime activities: <i>build a robot, dress up, go fishing, go sailing, go windsurfing, kick, knit, play board games, play chess, play computer games, sew, skip</i> Adverbs of manner: <i>badly, carefully, easily, loudly, quickly, quietly, slowly, well</i>	can/can't: <i>I can go sailing./I can't play board games./Can you sew? Yes, I can./No, I can't.</i> Adverbs of manner: <i>She can sew well.</i>	Identifying specific information about where people are from their surroundings, or from pictures with a short, simple description of where they are and what they are doing; recognising familiar words and phrases in short, simple songs or chants	Saying what people are doing at the time of speaking; answering simple questions about their daily activities or routines; acting out parts of a picture story; asking a range of questions to find the answer; expressing their opinions on familiar topics; giving simple reasons to explain preferences; saying simple tongue twisters; making simple arrangements to do something
6 Our town	Talking about places in a local area	Places in the local area: <i>bridge, bus stop, car park, clothes shop, hotel, market, museum, restaurant, shopping centre, square, train station, zoo</i> Adjectives: <i>ancient, busy, cheap, expensive, modern, noisy, quiet, safe</i>	Past simple of to be: <i>She was at the zoo last week. Where were you yesterday morning?</i> There was/ There were <i>There was an expensive shop. Was there a restaurant? Yes, there was./No, there wasn't.</i>	Understanding short, simple dialogues or stories about past events; recognising familiar words and phrases in short, simple songs or chants; understanding simple phrases related to familiar topics	Saying what's in a town; asking about the location of places in a town; describing basic differences between two pictures; asking where others were in the past; talking about something they like or dislike and give reasons; talking about past events or experiences; saying simple tongue twisters; getting the gist of short, simple texts
7 Our history	Talking about historical finds	Historical finds: <i>clay, coins, helmet, iron, jewellery, jug, mosaic, necklace, ring, shield, stone, wall</i> Verbs: <i>arrive, live, need, start, stop, use, visit, work</i>	Past simple regular verbs: <i>People in the past used clay to build things./They didn't use plastic. Did you visit the museum? Yes, I did./No, I didn't.</i>	Asking a range of questions in guessing games; following short, simple dialogues or stories about past events; extracting factual information from short, simple dialogues or stories about past events	Acting out parts of a picture story; talking about past events or experiences; singing a basic song from memory; talking about a familiar place; giving informal advice on everyday matters; saying simple tongue twisters and other types of playful language
8 Let's celebrate!	Talking about celebrations	Celebrations: <i>big wheel, bride, candle, costume, family gathering, funfair, groom, invitation, present, games, rollercoaster, wedding</i> Ordinal numbers: <i>first-thirty-first</i>	Past simple irregular verbs: <i>I wore this dress at our wedding. We didn't see the ring again. Did you get any presents? Yes, I did./No, I didn't.</i>	Recognising ordinal numbers up to 50; recognising familiar words and phrases in short, simple songs; understanding most of the concrete details in informal conversations; understanding short, simple dialogues or stories about past events	Giving simple reasons to explain preferences; acting out parts of a picture story; talking about past events or experiences; using ordinal numbers up to 50; saying when their birthday is; talking about something they like or dislike and give reasons; acting out a short dialogue or roleplay; saying simple tongue twisters

Bo's Learning Club: Language booster 2

Festivals: World Wildlife Day, Eid al-Adha, International Literacy Day

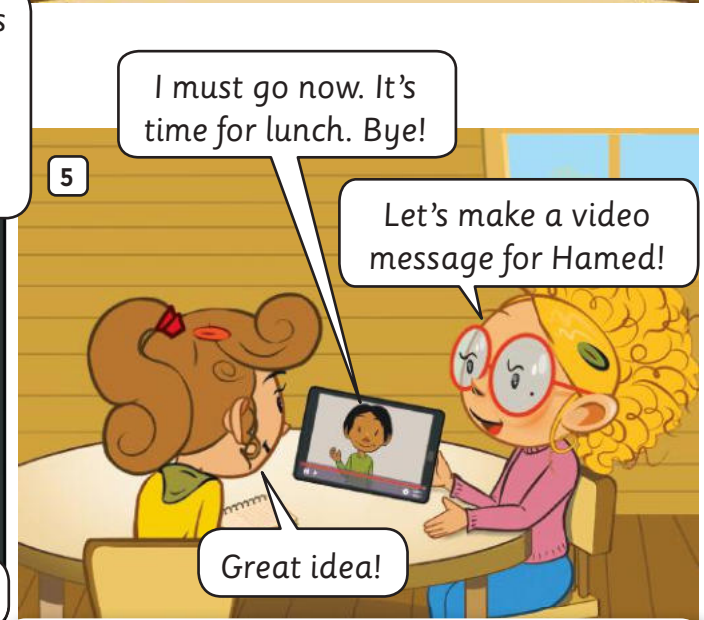
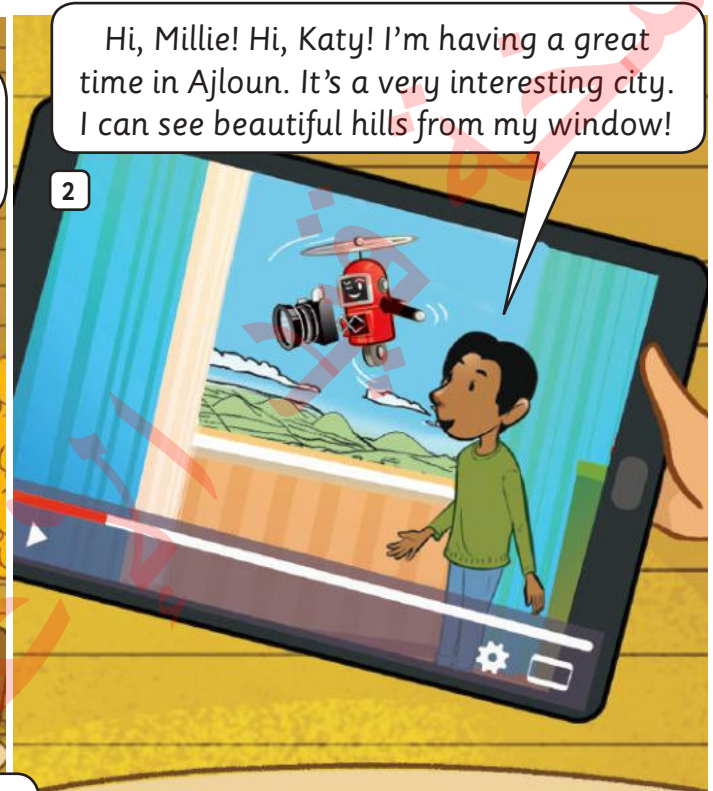
	Reading	Writing	Phonics	Project	Viewing and presenting	Functions
	Following simple dialogues in short illustrated stories; identifying specific information in a simple story; recognising a range of basic everyday nouns and adjectives; recognising single, familiar everyday words; understanding basic sentences naming familiar everyday items	Using capital letters for names and titles; writing simple sentences about familiar things				
	Identifying specific information in a simple story; following simple dialogues in short illustrated stories; understanding the order in which events happen; recognising simple words and phrases related to familiar topics; getting the gist of short, simple texts on familiar topics; understanding some details in short, simple dialogues	Using adverbs of frequency and manner in the correct position; writing a short list of instructions for using or doing something; identifying the information needed to fill in a form	/əʊ/ robot, boat, coat, hello, nose, rose, open	Making a rules poster for a ball game	Designing a map for an activity day	Talking about preferences <i>What shall we do? Do you want to (play a computer game)? Not really. I'd rather (play chess).</i>
	Following simple dialogues in short illustrated stories; identifying specific information in a simple story; understanding the order in which events happen; understanding basic factual statements relating to pictures or simple texts; identifying the main topic of a simple structured text; extracting factual details from a simple text; understanding a simple text about a past event	Writing about past activities using simple language; using a range of adjectives to add details to a simple description; writing short descriptive texts (4-6 sentences) on familiar personal topics; writing a diary of a holiday	/ɔɪ/ boy, coin, oil, point, soil, toy, boil	Making a timeline poster of historic buildings	Retelling the story	Making recommendations <i>It was great. You should see it!</i>
	Following simple dialogues in short illustrated stories; identifying specific information in a simple story; understanding the order in which events happen; understanding basic factual statements relating to pictures or simple texts; identifying the main topic of a simple structured text; extracting factual details from a simple text; understanding a simple text about a past event	Writing about past activities using simple language; writing short, simple descriptive texts about familiar places using basic connectors	/d/, /t/, /ɪd/ arrived, worked, stopped, visited, lived, needed	Making a map of historic places	Making a coin	Giving advice <i>You should work carefully.</i>
	Following simple dialogues in short illustrated stories; inferring unstated information in simple stories or descriptive texts; identifying specific information in a simple story; getting the gist of short, simple texts; understanding some details in short, simple dialogues; predicting what a short, simple text is about; understanding a simple text about a past event	Writing simple sentences about familiar things; writing a simple text (e.g. an invitation to a party) containing key information	/aʊ/ brown, town, cloud, cow, loud, mouth, count	Making a festival leaflet	Designing a ring	Explaining you've lost something <i>I can't find my bag.</i>

Social Studies: What was transport like 100 years ago?

Hello from Hamed!



1 Listen and read.



What savoury foods can you see?
What sweet foods can you see?



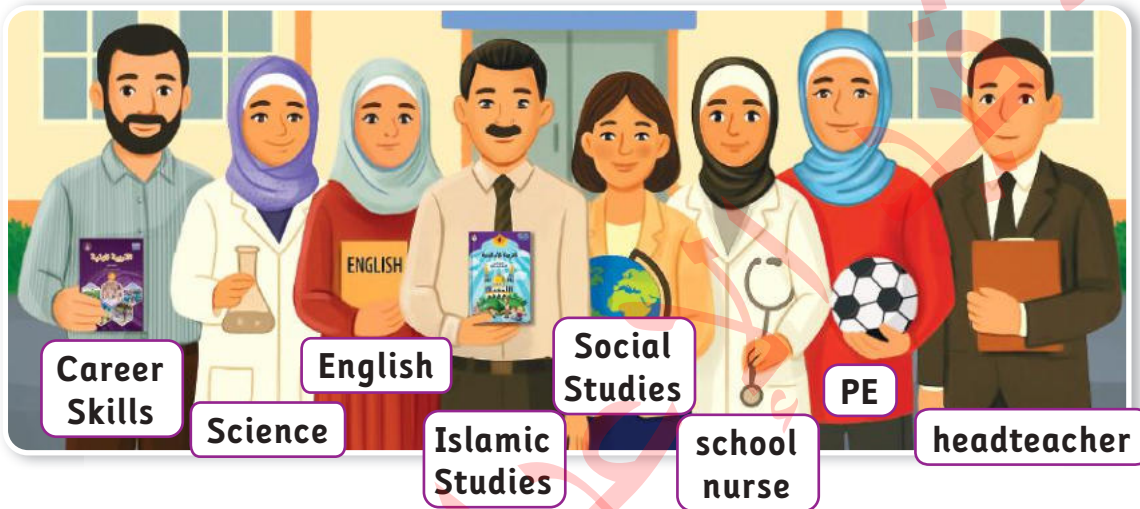
2 Read and circle **True** or **False**.

- 1 Hamed is visiting his aunt and uncle.
- 2 Hamed can see an island from his window.
- 3 Hamed's aunt is a teacher.
- 4 Hamed's uncle is a police officer.
- 5 There aren't any olives.

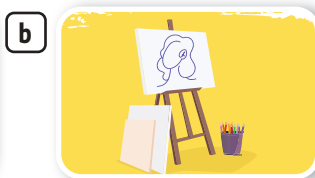
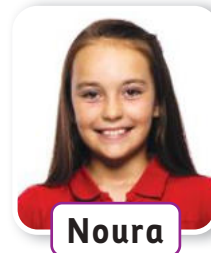
True / False
 True / False
 True / False
 True / False
 True / False

3 **Viewing and presenting** **Act out the story.**

4 **Listen, point and repeat.**



5 **Listen and match. What does each child do first on Mondays?**



6 **In pairs, talk about your week.**

What do you do on Wednesdays after school?

I do my homework.

1 🔍 Look at page 4. Can you find anything to eat in the story?

2 🎧 Listen. What does each person like to have for lunch? Tick (✓).



	 Kamal	 Hassan	 Omar	 Rakan
	✓			
				
				
				
				
				
				
				

3 🎧 Choose and write the correct words to complete the sentences. Then listen again and check.




bus driver carpenter police officer mechanic
 scientist ~~firefighter~~ farmer vet waiter

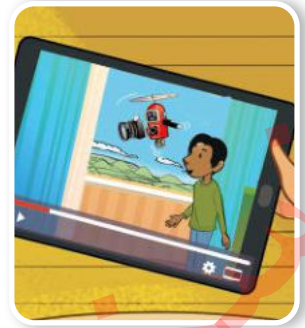
- The firefighter likes vegetables and noodles.
- The _____ likes sandwiches. He likes tea.
- The _____ likes salad and fruit. He likes tea.
- The _____ likes fruit and coffee. He doesn't like cupcakes.

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

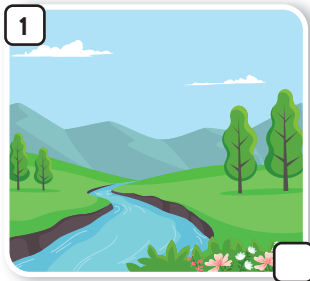
I like ... I don't like ...

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

- 1 He's visiting his aunt and uncle in Ajloun.
- 2 I can see beautiful hills from my window!
- 3 I'm painting the forests of Ajloun.



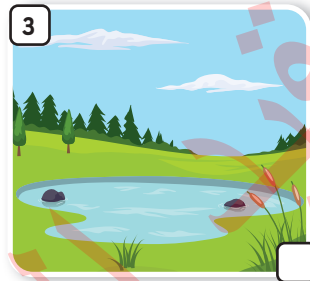
2  Listen and tick (✓) what's in Ajloun.



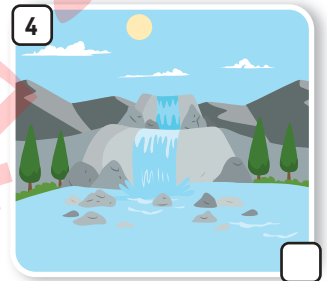
river



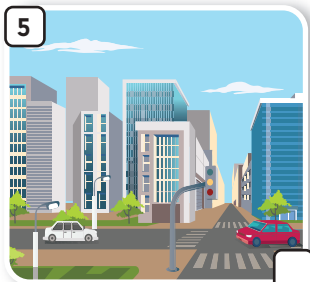
mountains



lake



waterfall



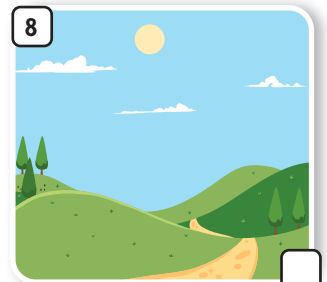
city



town



forest



hills

3  Read and circle. Then listen again and check.

- 1 There are hills and high / deep mountains in Ajloun.
- 2 There's a beautiful / difficult waterfall at Wadi al-Rayan.
- 3 There are a lot of boring / colourful flowers in the Ajloun Forest Reserve.
- 4 There are trees with dangerous / delicious fruit on them in the forest.



4  Play a guessing game.



Has it got water?

Yes, it has.

Is it a waterfall?

No, it isn't. It's deeper than a waterfall.

Is it a lake?

Yes!





2 5.1 Listen, point and repeat.



go fishing



go sailing



go windsurfing



play chess



play board games



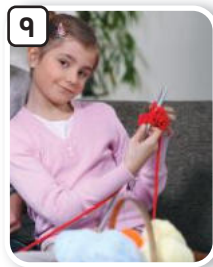
play computer games



build a robot



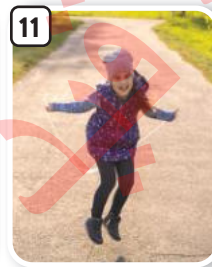
dress up



knit



sew



skip



kick

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

4 Find these children in the picture on page 8. What are they doing?



He's kicking a ball.

They're playing chess.

5 In pairs, ask and answer.



What are your hobbies?
When do you go fishing?

I like going fishing.
I go fishing at the weekend.





1 Before you read Find three hobbies and two animals in the story.

2 ^{5.2} Listen and read.



OK, what shall we do first?
I want to play chess and skip.
I want to knit, too.

1

OK, let's play chess first!

I'd rather dress up.
But I can play chess, too.

I want to go climbing.

Good idea, Jamal!

The activity day

2

This is hard work!

You can climb very well, Hamed!
But why are you breathing loudly and quickly?

Well, when I exercise, my heart goes faster. I need more air, so I breathe more loudly and more quickly.

3

I can exercise, too! I can fly!
I can breathe loudly, too!

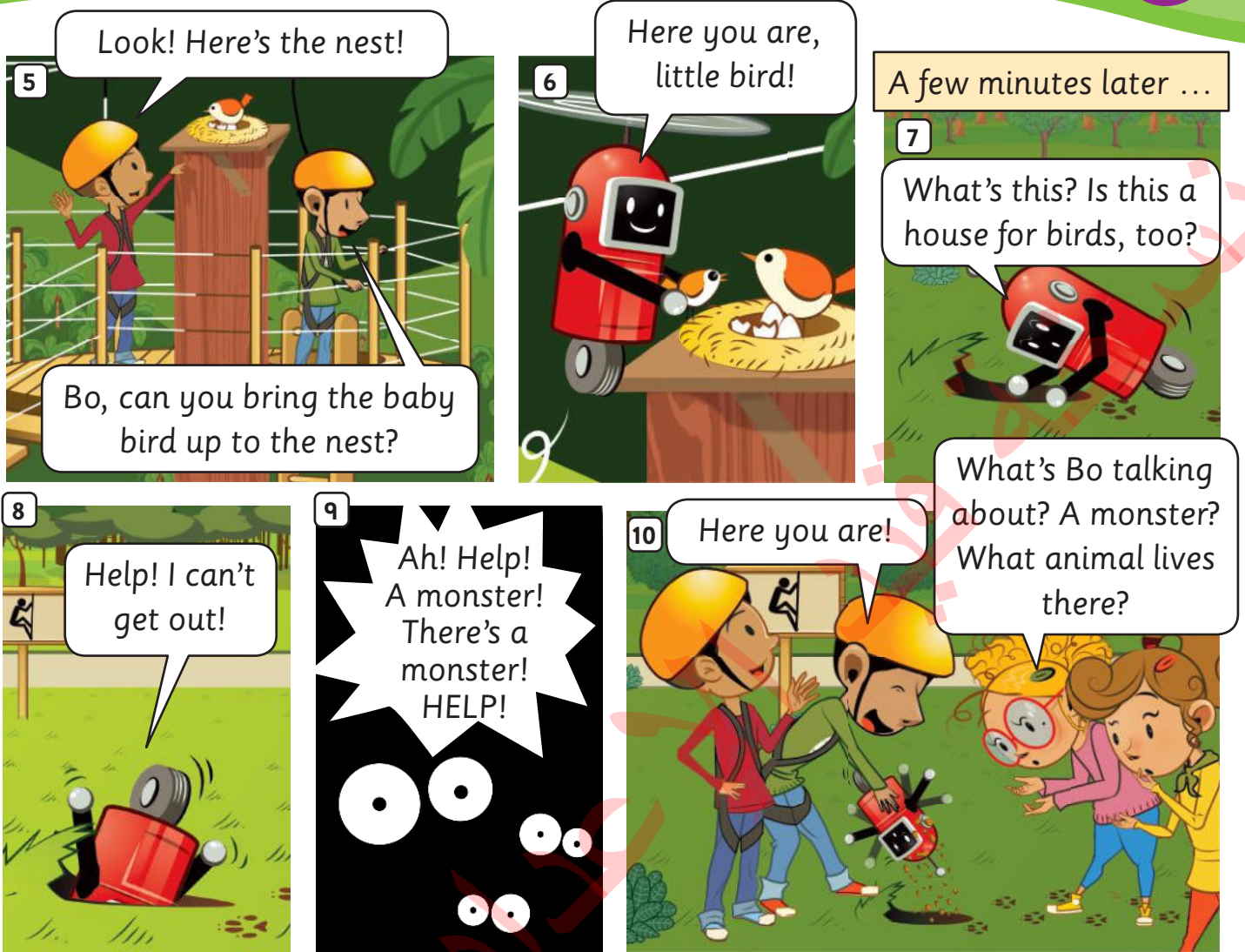
What's that?

4

Oh no! It's a baby bird!
It can't get back to its nest!

What's a nest?

It's a house for birds!
Jamal, can you see a nest up there?



3 What animal lives there? Go to page 55 to find out.

4 **After you read** Look at the story. Circle what happens first: *a* or *b*.

1 **a** Hamed and Jamal go climbing.

b The children look at the map.

3 **a** Jamal finds a nest.

b Bo finds a baby bird.

2 **a** Hamed tells Bo about breathing.

b Bo tries to breathe loudly.

4 **a** Bo brings the baby bird to the nest.

b Bo finds another animal house.

5 **Viewing and presenting** In small groups, design a map for an activity day with at least five different activities.

Values

Protect animals

6 Act out the story.

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

- 1 Bo, what are you doing?
- 2 I can fly!
- 3 Can you climb down?

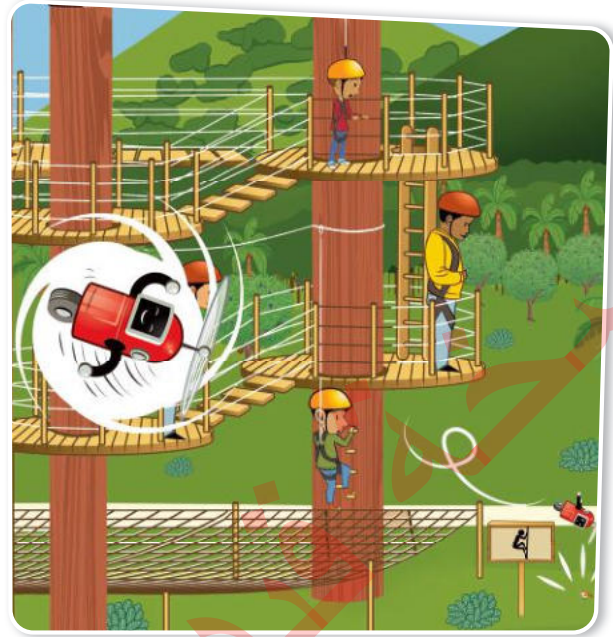
2 Listen and repeat.



I can go sailing.

I can't play board games.

Can you sew? Yes, I can. / No, I can't.



3 Circle the correct word. Then answer the questions.

- 1 Can / Can't Hamed climb well?
- 2 Can / Can't birds fly?
- 3 Why can / can't the baby bird get back to the nest?
- 4 What animal can / can't Bo see in the hole?

Can Hamed climb well?

Yes, he can.

4 Who is it? Ask and answer.



Nadia



Omar



Samia



Tareq



<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Is it a boy or a girl?

It's a boy.

Can he skip?

Yes, he can.

Is it Omar?

Yes!

1  Listen, point and repeat.



1



well

2



badly

3



loudly

4



quietly

5



carefully

6



quickly

7



slowly

8



easily

2   Listen and sing.



Muna can paint well.
She can knit easily.
She can play chess carefully.
She can skip very quickly.

Quickly, slowly, loudly, quietly,
Easily, carefully:
we all do things differently!

I can't paint well
And I can't knit easily.
I can't play chess carefully
Or skip very quickly.

Quickly, slowly, loudly, quietly,
Easily, carefully:
we all do things differently!

But I can write very well.
I can draw very carefully.
I can sew very quickly.
I can sing very loudly.

Quickly, slowly, loudly, quietly,
Easily, carefully:
we all do things differently!



3  Listen and repeat.



easy → easily	I can't knit easily.
quick → quickly	I can't dress up quickly.
good → well	I can write well.

4  In pairs, ask and answer.

- 1 What can you do well?
- 2 What can you do easily?
- 3 What can you do quietly?
- 4 What can you do slowly?

I can play board games very well. How about you?

5  Pupil A: Activity Book, page 43.

 Pupil B: Activity Book, page 45.

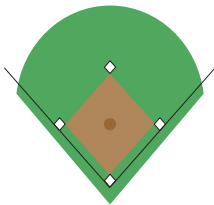
Ball games

around the world

What ball games do you know?
Do you play with a bat?
Do you play with your hands or feet?

Baseball

Baseball is a very popular game in the USA and in Japan. You play baseball with a bat and a ball. You must hit the ball, then you run quickly around the diamond.



diamond

bat



Football

Football is very popular in Jordan. Each football team has eleven players. Players must kick the ball and run. Teams must score goals to win. The goalkeeper can catch the ball to stop it going in the goal.



goalkeeper

Handball

A lot of people in Jordan play handball. You can catch the ball with your hands and you can pass it. You can jump high. You must throw the ball in the goal to win. It's a very exciting game!



goal

Fun fact

Do you know that people all around the world play ball games?

1 **Before you read** Which ball game is the most popular in your country?

2 **5.10 Listen and read.**



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

4 **What's different about the games you play with a ball? Think of three things. Then tell your partner.**

At school, we play ...,
but we don't play ...

Project

Viewing and presenting Make a rules poster for a ball game. Share.



- In groups, choose a sport.
- Find or draw pictures of this sport. Share.
- Write about the sport. Answer these questions:
 - What's the name of the sport?
 - What can you do?
 - What must you do?
 - What mustn't you do?
- Present your poster to the class.

The rules of volleyball



You can play it indoors or outdoors. You must hit the ball with your hands. You must play on one side of the net. You mustn't catch the ball.

- 1 What hobbies can you see in the pictures?
Which do you want to do?



- 2 5.11 Listen and point. What would Talal rather do?



- 3 5.12 Listen again, read and check.



What shall we do, Talal?
Do you want to play a computer game?
Not really. I'd rather play chess.
I can't play chess very well. I'd rather go fishing!
Good idea!
OK, let's go fishing on the lake!

Say it!

What shall we do?
Do you want to play a computer game?
Not really. I'd rather play chess.

- 4 Plan your day.

Do you want to ...?

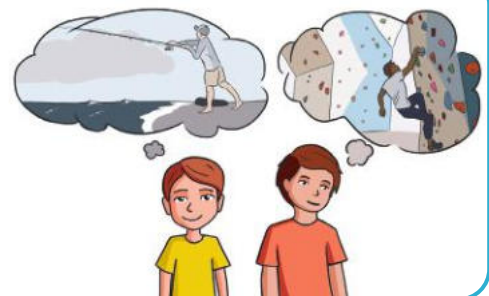
Not really. I'd rather ...



Pronunciation

- 5 5.13 Listen and say the tongue twister.

Hello Omar, let's go fishing on my boat!
No, thank you! I haven't got my coat.
I'd rather go climbing with a rope.
The climbing wall is open now, so let's go!



Reading

1 **Before you read** Look at the pictures. Which activity do you want to try?



2 **5.16 Listen and read.**

Amman Leisure Centre

Give-it-a-go Day!

Do you want to find a new hobby or try a new sport? Come to our Give-it-a-go Day! We've got a lot of different sports and activities for you!

Trampolining

Jump high on our amazing trampolines! With the safety harness on, you can jump very high or try some more exciting moves!



Climbing

Do you love climbing trees? Come and try our climbing wall! You can learn to climb safely and have lots of fun! You must wear a helmet.



Races

We've got a lot of fun races, too! There are running races in the morning and afternoon.



Arts and crafts

Do you love making things? Come and try your hand at lots of different arts and crafts! Would you rather learn knitting or sewing? Or would you rather learn painting or drawing?



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


In which activity can you ...

- 1 use paint? Arts and crafts
- 2 jump very high? _____
- 3 use pencils? _____
- 4 wear something on your head? _____
- 5 wear a safety harness? _____

When: Saturday 10th April, 10 o'clock to 4 o'clock
Where: Amman Leisure Centre
Cost: just 3 JOD for all activities!

Fill in your form now!

Listening

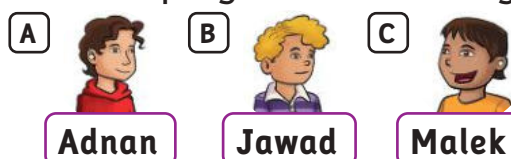
- 1  ^{5.17} Look at the pictures. Listen and choose the correct picture.



1 Who can run very quickly?



2 Who plays football badly?



Speaking

- 2 Make a plan with a partner about which activities you'd like to do at the Give-it-a-go Day.

What activity do you want to do?

I want to do trampolining.

Why?

Because you can jump high and it's exciting!

I'd rather ...

Writing

- 3 Read the form. Who is Adel's emergency contact?

Amman Leisure Centre

First name: ADEL
 Surname: ALJABI
 Date of birth: 27/02/10
 Address: ABDOUN, TAJ MALL, AMMAN
 Home phone number: 07 9995 6177
 Emergency contact: RAMZI ALJABI
 Relationship: FATHER
 Emergency contact phone number: 07700 900567
 Any allergies? YES - ALLERGIC TO BEE STINGS
 Taking part in: TRAMPOLINING, CRAFTS, CLIMBING
 Signature: Adel Aljabi



tip Writing

Use capital letters when you fill in a form.

- 4 Fill in your own form.

1 Plan

- Who's your emergency contact?
- What's his/her phone number?
- Do you have any allergies?

2 Write

- Create and fill in your form.


3 Check your work ✓

- A new line for each piece of new information?


6

Our town

Places in the local area: bridge, bus stop, car park, clothes shop, hotel, market, museum, restaurant, shopping centre, square, train station, zoo
Adjectives: ancient, busy, cheap, expensive, modern, noisy, quiet, safe

1  How many words for places in a town do you know?



 What's wrong in the picture?
 How many hobbies can you see?
 Find three jobs.



2 **6.1 Listen, point and repeat.**



market



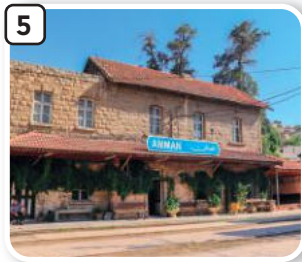
square



shopping centre



car park



train station



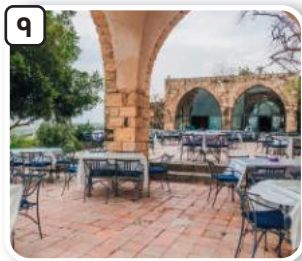
bus stop



hotel



museum



restaurant



clothes shop



bridge



zoo

3 **Look for the words from Activity 2 in the picture on page 18. Write the missing word.**

4 **Read the sentences and write the missing words. Then say.**

1 I want to buy food. I can go to _____.

2 I want to buy a lot of different things. I can go to _____.

3 I want to travel in and out of the city.
I can go to _____.

4 I want to have fun. I can go to _____.

5 I want to sit outside. I can go to _____.

I want to buy food.
I can go to the market
or the shopping centre.

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

- buy a T-shirt
- buy some fruit
- see some animals
- learn about history
- eat and drink
- go on a journey

Where can I
buy a T-shirt?

You can go to the
clothes shop or the
shopping centre.



1 Before you read Find four places in the town in the story. Find someone in a yellow coat.

2 Listen and read.



The Flood

1 Hey, Millie, let's do some work on our Social Studies project! It's about our town 150 years ago.

2 I was at the library yesterday. I've got these books and these old maps.

That's interesting! The train station and square were here 150 years ago, but the zoo and the shopping centre weren't. They're modern.

3 There were a lot of rivers in our town 150 years ago! Where are they now?

They're underground now, under the roads.

4 '...there's a deep flood in the square, next to the restaurant. We don't know why ...'

5 Hey! Look at this map! 150 years ago, there was a river next to the square!

6 Yes! That river is underground now. Maybe the river is the problem.

We must tell someone! Come on!



3 **It's a restaurant now, but what kind of shop was it 150 years ago? Go to page 55 to find out. Use page 18 to help you.**

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

- a Bo goes underground.
- b The girls tell the man about the underground river.
- c Katy and Millie are doing a project in the shed.
- d The girls watch the news and hear about the flood.
- e The girls go to the square.

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

Values

Work together

6 **Look at pages 18 and 55. With your partner, find five differences between the town then and now.**

There was a butcher's shop 150 years ago and now ...

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

- 1 We were right!
- 2 There were a lot of rivers in the town 150 years ago.
- 3 I was at the library yesterday.

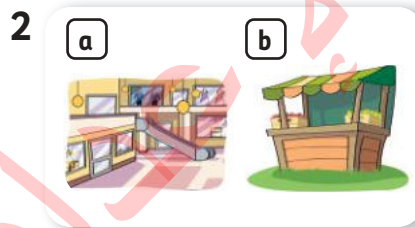


2 Listen and repeat.



She was at the zoo a week ago .	They were at the market yesterday .
Were you at the museum last night ?	Yes, I was . / No, I wasn't .
Where were you yesterday morning ?	I was at the shopping centre.

3 Listen and circle.



4 Circle the correct answer.

1 I **was** / **wasn't** at the bookshop yesterday evening.

2 Laith **was** / **wasn't** at the museum last night.

3 Were you at the zoo two weeks ago?
Yes, we **were**. / No, we **weren't**.

4 They **were** / **weren't** on holiday in France last summer.

5 In pairs, ask and answer. Where were you ...

- last Saturday?
- a year ago?
- yesterday at 8 o'clock in the morning?

Where were you last Saturday?

I was at the zoo.

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



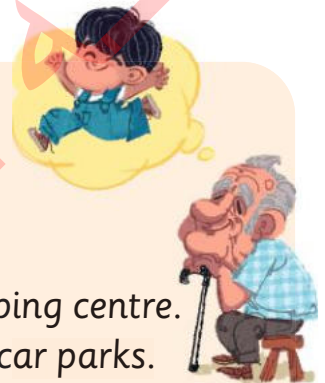
1 6.6 Listen, point and repeat.

1	2	3	4	5	6	7	8
noisy	busy	cheap	expensive	quiet	safe	ancient	modern

2 6.7 6.8 Listen and sing.



Many years ago,
When I was very small,
This town was very quiet and safe.
It isn't the same now at all!



There were a lot of small, cheap shops. Now there's a modern shopping centre.
There weren't a lot of noisy roads. There are busy roads and car parks.
There weren't any expensive hotels. But there is one place that's still the same:
It was very different, you know! Our ancient square and park!

Many years ago ...

Many years ago ...

3 6.9 Listen and repeat.

There was an expensive shop.	There weren't a lot of noisy roads.
Was there a restaurant?	Yes, there was . / No, there wasn't .



4 What do you know about your town 200 years ago?
Ask and answer.

- Were there any cars?
- Was there a noisy train station?
- Was there a modern shopping centre?
- Was there a busy market?

Were there any cars?
No, there weren't.

5 Use the words to make sentences about your town 200 years ago.

hotel bridge	ancient modern busy
clothes shop	quiet safe expensive
car park bus stop	cheap noisy

I think there was a busy hotel and cheap clothes shops. There weren't any noisy car parks.

Historic buildings

Historic buildings aren't always old! They can be modern, too. Let's take a look at three very different historic buildings!

Name: The Duke's Diwan,
Amman, Jordan
Year: 1924

The Duke's Diwan is more than 100 years old. It's made of stone. It was the first post office in Amman. Later, it was a hotel. Now it's a museum and place for people to think. It's quiet inside.



Name: Queen Alia International
Airport, Zizya, Jordan
Year: 2013

This building is the biggest airport in Jordan. It's very modern! Planes fly from here to countries all around the world. It's very busy and very noisy. It's got restaurants and shops in it.



Name: The Colosseum
Rome, Italy
Year: 80 BCE

The Colosseum is an ancient theatre in Rome, Italy. It's more than 2,000 years old! It's round and it's very big. In Roman times it was very popular and people watched shows there. Today it's quiet inside, but many years ago it was very noisy.



Fun fact

In China there's a building that looks like a piano and a violin!

1 **Before you read** Is there a historic building in your city? Is it modern or ancient?

2 **6.10 Listen and read.**



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

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

I want to visit the Colosseum because ...

Project

Viewing and presenting Make a timeline poster of historic buildings in your country. Share.




- In groups, choose a historic building. Each group must choose a different building!
- Find or draw pictures of this building. Share.
- Write about the building:
 - What's its name?
 - Where is it?
 - Is it ancient or modern?
- Present your building to the class.
- Put the buildings together on a timeline poster.

Kerak Castle



This is Kerak Castle.
It's ...

1  What places in your town are very busy?
What places are very quiet?

2  6.11 Listen and write. Where were Khawla and Randa yesterday?



3  6.12 Listen again, read and check.



Hey, Randa, I was at the new shopping centre yesterday.

Really? What was it like?

It was very new and modern. There were a lot of shops. But it was very busy. Where were you yesterday?

I was at the museum.


How was it?

The tickets were cheap, and it was really interesting. You should go and visit!

Good idea!

Say it!

I was at the clothes shop.
What was it like?
It was very busy.
How was it?
You should go and see it!

4  In pairs, talk about somewhere you visited. Use the places in the box or your own ideas.

zoo lake market restaurant
train station library

Pronunciation

5  6.13 Listen and say the tongue twister.

Look at the **boy** at the market,
With his mum as she buys some **oil**.
He's holding on to his favourite **toy**,
What's that? There's a **coin** in the **soil**!



Reading

1 **Before you read** Look at the text. How many paragraphs are there?

2 **6.15 Listen and read.**



Amman then and now

- 1 400 years ago, Amman was very different! The city was smaller than today. There weren't any cars or car parks, but there were camels in the desert around the city! There weren't any trains or train stations. The roads weren't very safe. There were markets, but there weren't any hotels.
- 2 Today, the city is much bigger and it's very busy. You can see ancient and modern buildings. If you go to al-Hashemi Street, there are people everywhere! There are a lot of restaurants and shops on this street.
- 3 There are still markets in Amman. There's a famous market called Souk Jara in the summer in Jabal Amman. The first Souk Jara was in 2005. You can buy food and art. It's very interesting and noisy.
- 4 There are a lot of modern hotels in Amman now. Some of the hotels are very tall. The tallest hotel has got 50 floors!



3 **After you read** Match the headings to the paragraphs.

- | | | | | | |
|---|--------------------------|-------|---|----------------------------|----------|
| a | Amman today | _____ | b | Amman 400 years ago | <u>1</u> |
| c | The tallest hotel | _____ | d | The famous market | _____ |

Listening



1 Listen and choose.

- 1 Last week Nader was in ...
A London. B Lisbon.
- 2 Nader's hotel was ...
A ancient. B modern.
- 3 In the park there was ...
A a restaurant.
B a museum.
- 4 Nader's favourite place was ...
A the zoo. B the bridge.

Speaking

2 Talk about your town or city in the past and now.

- What was there 400 years ago?
- What is there now?

400 years ago,
there was ...

Now there is ...



Writing

3 Read Mustafa's text. What are the differences between Aqaba 400 years ago and the city today?

My town then and now

Hi, my name's Mustafa. I live in Aqaba. 400 years ago, there were a lot of boats in the port on the Red Sea. There weren't any cars or buses. There weren't any hotels.

Today, Aqaba is a big, modern port city. There are a lot of cars and buses and a busy airport. There are a lot of beautiful hotels in Aqaba.



tip Writing

When you have two adjectives, use a comma between the adjectives. *A big, modern port city.*

4 Write about your town or city in the past and now.

1 Plan

- What's the name of your town or city?
- What was there 50 years ago?
- What can you see there now?

2 Write

I live in ...
50 years ago, there were/weren't ...
Today, there are/aren't ...

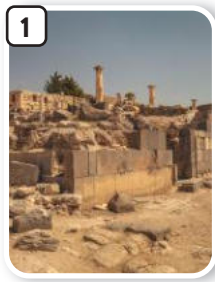
3 Check your work ✓

- A paragraph for each new idea?
- Commas between adjectives?

Activity Book, page 21



2 Listen, point and repeat.



wall



helmet



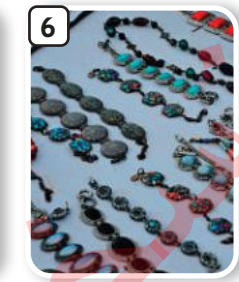
shield



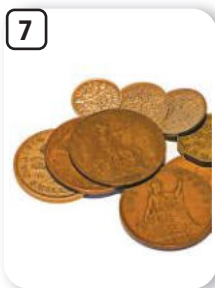
ring



necklace



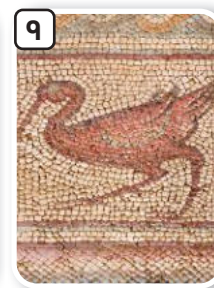
jewellery



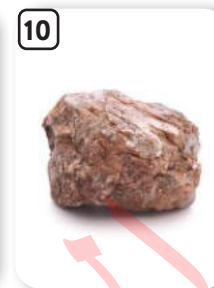
coins



jug



mosaic



stone



iron



clay

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

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

Things you wear	Materials	Things I've got at home
helmet		

5 In pairs, play a guessing game.

It's made of ...

You wear it on ...

You put ...

It's ...



It's made of stone. It's high.

Yes!

A wall?





1 **Before you read** Can you find two materials in the story?

2 **7.2 Listen and read.**

The discovery



1 I liked that museum! Just imagine, people in the past lived and worked here! Amman was called Philadelphia in the past! There were old houses all round here. People in the past used stone to build houses and roads.

And they used clay from the ground to make jugs!

Wow! We learned a lot today, didn't we?

2 I'm hungry.

Me, too. Let's eat.

3 Millie, what are you and Bo doing?

Bo can fly and look at things. I can see what he sees!

Wow!

4 Look, there's the wadi ... and that's a stone wall ...

Hey, what's that?

5 I think they're the walls of a building! Let's go and see!

I'll get Mr Omar from the museum!



3 Which coin is it? Go to page 55 to find out.

4 **After you read** Read the sentences and circle *True* or *False*.

Then say why.

- | | |
|-------------------------------------|--------------|
| 1 The children are at school. | True / False |
| 2 They see the walls of a building. | True / False |
| 3 Millie finds a piece of iron. | True / False |
| 4 Bo finds a helmet. | True / False |
| 5 Katy asks Mr Omar to come. | True / False |

Number 1. False. They aren't at school, they're at the ...

5 Act out the story.

6 **Viewing and presenting** Design and make your own coin. What does it have on it?

Values
Be careful

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

- 1 People in the past worked in Philadelphia.
- 2 People in the past lived and worked here!
- 3 People in the past used iron.



2 Listen and repeat.



People in the past **used** clay to make things. They **didn't use** plastic.
I **played** football yesterday. I **didn't play** tennis.



3 Listen and point. What did they do yesterday?

1



2



3



4



4 Look at the pictures. Say affirmative and negative sentences.

1



2



3



4



5



1	Jamal	walked / didn't walk	to the museum	two days ago
2	Sultan and Khalil	climbed / didn't climb	the city wall	on Tuesday
3	Muna	played / didn't play	computer games	yesterday
4	Muneer and Jawad	cooked / didn't cook	board games	last week
5	Ghada and Amal		lunch	

5 Write one true and one false sentence about yourself. Your partner guesses which one is true.

I cooked lunch yesterday.

False!



1 Listen, point and repeat.



live



work



visit



arrive



start



stop



need



use

2 Listen and sing.



Where did people live,
many years ago?
Please tell me, I want to know!
Did they live in houses?
Yes, they did!
Did they need warm clothes?
Yes, they did!

Did they use umbrellas?
No, they didn't!
Did they have coins?
I don't know!

Where did people live,
many years ago?
Please tell me, I want to know!



3 Listen and repeat.



When **did** you **visit** the museum?
We **visited** the museum on Monday.
Did people in the past **live** in houses?
Yes, they **did**. / No, they **didn't**.

4 Make questions and ask your partners.

live in a castle play board games
use a pencil to write start school
watch TV dress up
work in an office like vegetables

When you were two,
did you live in a castle?

No, I didn't.

5 Pupil A: Activity Book, page 44.

Pupil B: Activity Book, page 46.

THE HISTORY OF JORDAN

People have lived in Jordan for more than 200,000 years! There are a lot of very important historic places in Jordan.

AMMAN CITADEL

The Amman Citadel is on top of Jebel Al Qala'a, a hill above the city of Amman. Here, you can see a big hand that archaeologists think was from a Roman statue of Hercules. The hand is all we can see now!

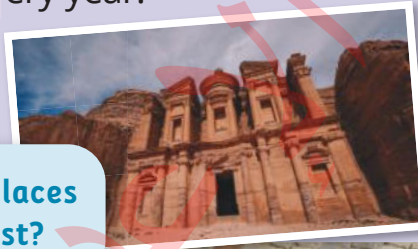


Fun fact

Did you know that Jordan has seven places on the UNESCO World Heritage site list?

PETRA

The ancient city of Petra is one of the oldest cities in the world. People in the past carved buildings into the stone there. It is sometimes called the 'Red Rose City' because of the colour of the stone. The city is one of the New Seven Wonders of the World. Now, more than a million people visit Petra every year.



QUSAYR 'AMRA

Qusayr 'Amra is a stone castle in the desert to the east of Amman. People built it in the early 8th century. Now, you can't see the main part of the castle, but you can see a small house. Qusayr 'Amra is famous for colourful paintings on the walls called frescoes.



1 **Before you read** Do you know anything about the history of the place where you live?

2 **7.10 Listen and read.**



3 **After you read**
Activity Book, page 26.

4 **How many other historic places do you know in Jordan? Brainstorm with your partner.**

There's an ancient city at Umm Qais.

Yes! And there's a castle in al-Kerak.

Project

Viewing and presenting Make a map of historic places. Share.

- 1 In groups, choose a historic place in Jordan.
- 2 Write about the place. Answer these questions:
 - What's the name of the place?
 - Where is it?
 - What was it for?
 - What's it like now?
- 3 Make a group presentation to the class. First, agree on who says what!
- 4 Stick each group's work on a large map of your country.

Ajloun Castle



This is Ajloun Castle. It was built on a hill and had seven towers.

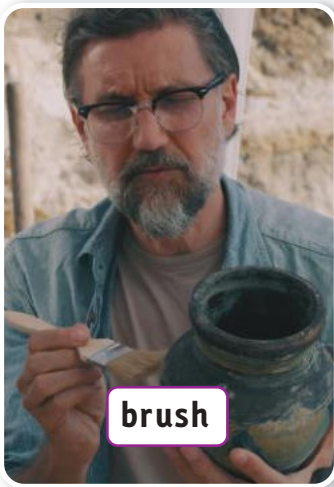
1 Tick (✓) the things you can see at a museum.

- a clay jug jewellery coins
 a cake an iron helmet a costume

2 Listen and write. Where does Mr Abbas work?



3 Listen again, read and check.



brush

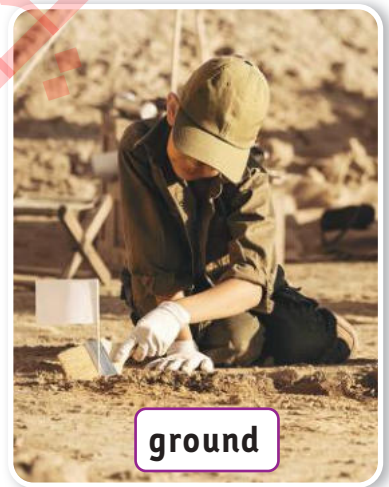
Hello, my name's Mr Abbas and I work at the museum. Today we're learning about finding old things in the ground.

Hello, Mr Abbas! What should I do?

OK. You should wear old clothes. You should use a small brush.

Should I work quickly?

Good question! No, you shouldn't! You should work very slowly and carefully.



ground

Say it!

What should I do?
 You should wear old clothes.
 Should I work quickly?
 No, you shouldn't!

4 In pairs, say what you should/ shouldn't do when you cross the road.

- stop before you cross run across the road
 look both ways

Pronunciation

5 Listen and say the tongue twister.



The bus **stopped** outside, so I **visited** the museum.
 I arrived just in time to hear a talk about history.
 People in the past **lived** and **worked** in cities.
 But they **needed** to build them first!



Reading

- 1 **Before you read** Look at the picture. What do you think the diary is about?

- 2  Listen and read. Were you right?



DIARY OF A ROMAN BOY

Thursday

My name is Marcus and this is my first diary. I'm 11 years old. I've got a cat called Flora. I live in Rome. Rome is the busiest and most famous city in the world!

Friday

Today was a very exciting day because I visited the Colosseum for the first time! The Colosseum is a very big theatre in the centre of Rome. My father says that 50,000 people can be inside the Colosseum! When we arrived, I listened to all the people talking and shouting. It was so noisy! We watched a show. The people acted a chariot race between the Romans and the Britons. The Britons painted their faces blue. The Romans were the winners, of course! It was great! I can't wait to go back again!

- 3 **Before you read** Read the diary again. Complete the sentences with one or two words.

- 1 Marcus started his diary on Thursday.
- 2 On Friday, Marcus _____ the Colosseum for the first time.
- 3 The Colosseum is a very _____.
- 4 More than 50,000 _____ can watch shows in the Colosseum.
- 5 Marcus watched a play about the Britons and _____.

tip Exam

Read each sentence carefully and think. Do you need one word or two?

Listening

1 Listen and choose.



1 What did Lama visit?



2 What did Jaber visit?



Speaking

2 Talk about a visit to a museum or a historical site. What was it like?

visited watched listened
played exciting interesting
boring dangerous

Tell me about your visit.



I visited the Jordan Museum. I watched a film about people in Jordan in the past. It was very interesting.



Writing

3 Read the diary. Which country did Mazen visit with his family?

My diary

Monday
My name is Mazen Alshawish. I'm 9 years old. I live in Amman, Jordan. Tomorrow is my family's trip to Georgia!

Tuesday
Today we arrived in Georgia! In the morning we visited a beautiful waterfall in the National Botanical Gardens. We didn't see any animals. Then we visited the biggest fairground in Georgia. It's at the top of a mountain!

tip Writing

Use adjectives to show how you feel and to make your writing more interesting! How many adjectives can you find in Mazen's diary?

4 Write a diary about a visit to a new place.

1 Plan

- What day is it?
- What's your name, how old are you and where do you live?
- When did you arrive?
- What did you visit?
- What was it like?

2 Write

My name is ... I'm ... I live in ...
Today we ...
In the morning we visited ...
Then we ...
It was ...

3 Check your work

- Used at least three adjectives?

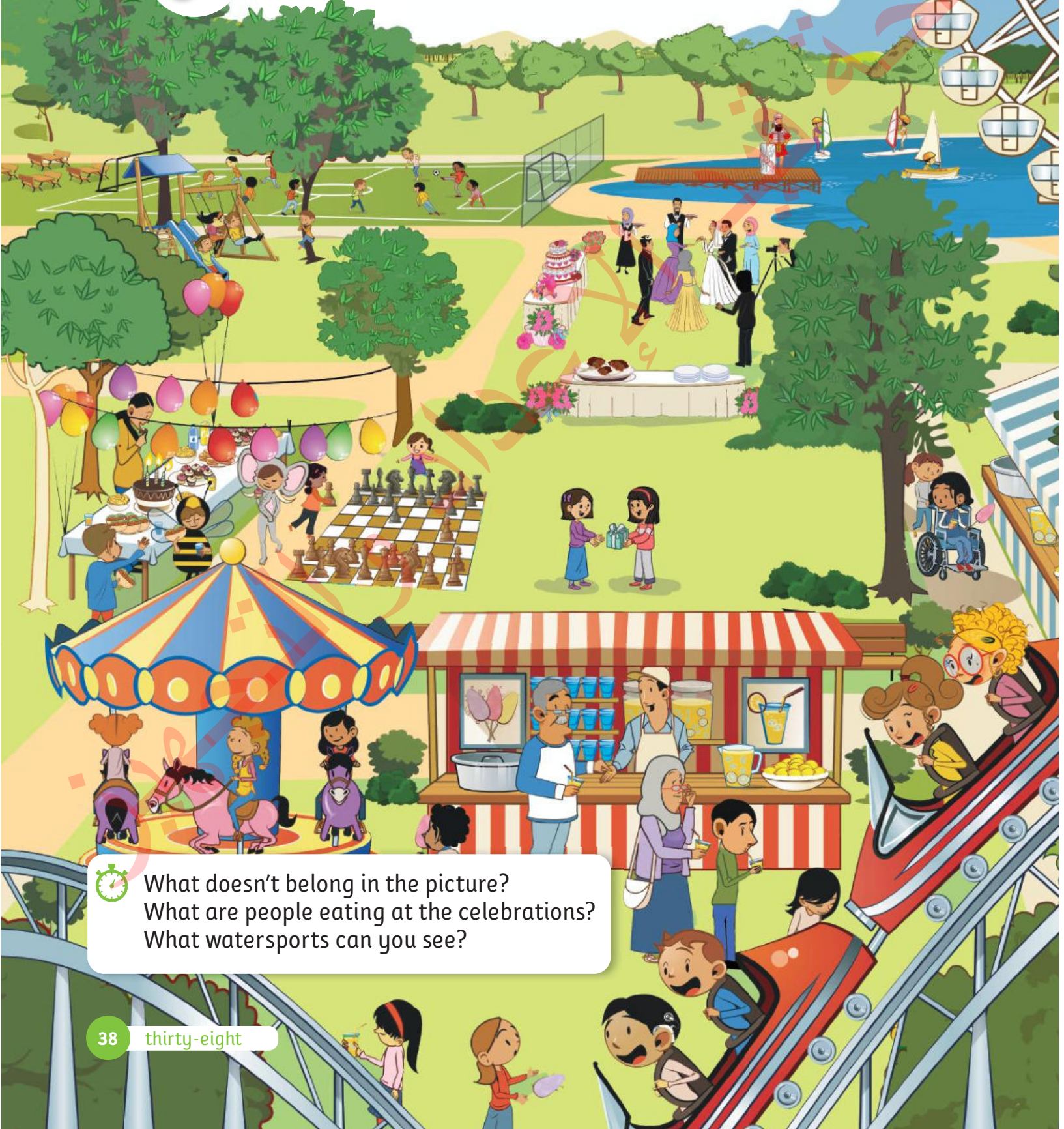
Activity Book, page 29

8

Let's celebrate!

Celebrations: big wheel, bride, candle, costume, family gathering, funfair, games, groom, invitation, present, rollercoaster, wedding
Ordinal numbers: first–thirty-first

1  How many celebration words do you know?



What doesn't belong in the picture?
What are people eating at the celebrations?
What watersports can you see?



2 **8.1** Listen, point and repeat.



funfair



big wheel



rollercoaster



present



wedding



bride



groom



invitation



family gathering



games



costume



candle

3 **8.2** Look for the words from Activity 2 in the picture on page 38. Write the missing word.

4 **8.2** Listen to the sounds and point to the pictures in Activity 2.



5 Ask and answer. Sort the words: wedding, gathering or funfair?



Invitation?



Gathering or wedding.

6 In pairs, ask and answer.

My favourite funfair ride is the ...

- 1 What's your favourite funfair ride?
- 2 What's your favourite thing to do at a family gathering?
- 3 Were you at a wedding last year?



1 **Before you read** How many wedding words can you find? How many funfair words?

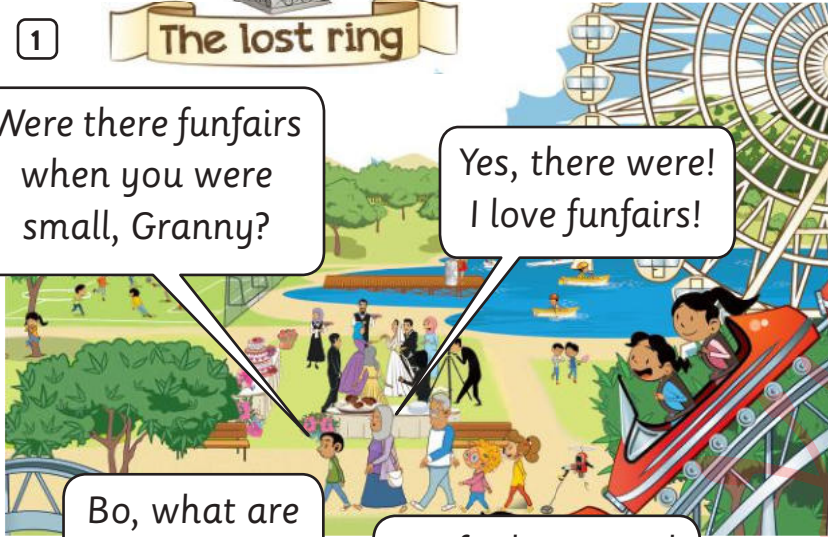
2 **8.4 Listen and read.**



1 **The lost ring**

Were there funfairs when you were small, Granny?

Yes, there were! I love funfairs!



Bo, what are you doing?

I'm finding metal things with my metal detector!



That's great, but can you find things quietly?

Look, there's a wedding! Where did you get married?



We didn't get married here. We got married in Aqaba on the 31st of July.



Granny, have you still got your wedding dress?

Yes, I have! Do you want to come and see it?

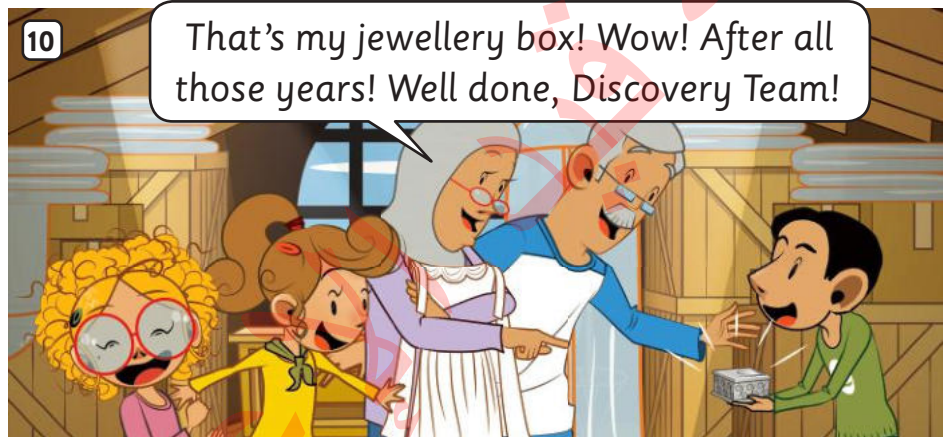
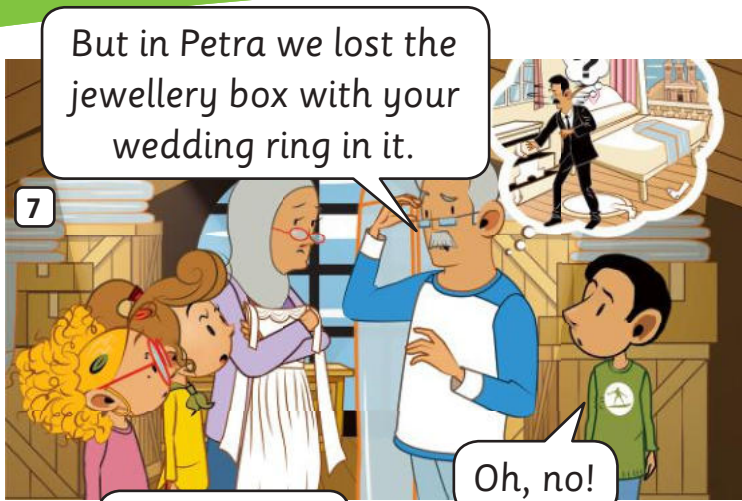
5 **At Granny and Grandad's house ...**



Wow! What a beautiful dress!

6 I wore this dress at our wedding! Your grandad gave me a beautiful gold wedding ring. We ate delicious food. The next day we went to Petra for two weeks.





3 Which is Granny's wedding ring? Go to page 55 to find out.

4 **After you read** Circle the correct word. Then order the sentences to retell the story.

- a They find the jewellery in the **box** / bag / bowl.
- b Bo is looking for **stone** / metal / clay things.
- c The children are in the park at a **wedding** / funfair / show.
- d Grandad tells the children about the lost wedding **necklace** / shield / ring.
- e Granny and Grandad got married in **Amman** / Aqaba / Petra.
- f Granny takes out her wedding **shoes** / dress / hat.

5 Act out the story.

6 **Viewing and presenting** In pairs or small groups, design your own ring. Then have a class vote and choose:

- the most beautiful
- the most original
- the funniest design

Values

Listen to older people

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


- 1 We got married in Aqaba.
- 2 The next day we went to Petra for two weeks.
- 3 In Petra we lost the jewellery box.



2  Listen and repeat.



I **wore** this dress at our wedding.
We **didn't see** the ring again.

 have → **had** do → **did** eat → **ate**
 drink → **drank** go → **went** get → **got**
 give → **gave** see → **saw**
 ► More verbs on page 57.

3 Circle the correct word.



I **went** / **made** to a family gathering at the weekend.
 It was my cousin Rakan's birthday.
 My other cousin Muneer **didn't go** / **didn't find**
 because he was on holiday. We **wore** / **ate** some
 knafeh and we **drank** / **ate** lemonade. Rakan **got** /
lost some presents. We **went** / **had** so much fun!

4 Write the correct sentences.



1 My brother ran to the shops this morning.




2 I saw a wedding in the square.



3 Mum and Dad got married in Amman.



4 My teacher lost her wedding necklace.

5  Tell your partner about a special day from your imagination. Choose five activities.

I went to an island in the middle of the sea! I went fishing with a firefighter and I saw three dolphins. I ate blue noodles and drank purple lemonade!

1 8.7 Listen, point and repeat.



May						
1st first	2nd second	3rd third	4th fourth	5th fifth	6th sixth	7th seventh
8th eighth	9th ninth	10th tenth	11th eleventh	12th twelfth	13th thirteenth	14th fourteenth
15th fifteenth	16th sixteenth	17th seventeenth	18th eighteenth	19th nineteenth	20th twentieth	21st twenty-first
22nd twenty-second	23rd twenty-third	24th twenty-fourth	25th twenty-fifth	26th twenty-sixth	27th twenty-seventh	28th twenty-eighth
29th twenty-ninth	30th thirtieth	31st thirty-first				

25th May = the 25th of May

2 8.8 Listen and write down the numbers you hear.



3 8.9 8.10 Listen and sing. Say your birthday!



When's your birthday? I know it's soon!
It was yesterday, the 2nd of June!
Did you have a family gathering?
Yes, I did! Yes, I did!
Did you eat some cake?
Yes, I did! Yes, I did!

Did you get some presents?
Yes, I did! Yes, I did!
Did you play some games?
No, I didn't! No, I didn't!
Why not?
Because I had a broken leg!



4 8.11 Listen and repeat.

What **did** you **eat** at the wedding? I **ate** mansaf.

Did she **wear** a costume?
Yes, she **did**. / No, she **didn't**.



5 In pairs, ask and answer about birthdays.

When's your birthday?

It's on ...

What did you do on your last birthday?

I played games.

6 Pupil A: Activity Book, page 44.

Pupil B: Activity Book, page 46.

Let's celebrate!

fireworks



Independence Day

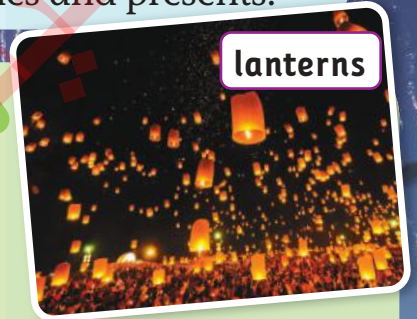
Independence Day in Jordan is on the 25th of May. People decorate their homes with flags. They have family gatherings and eat special food, such as mansaf, the national dish of Jordan. There are beautiful firework displays and light shows. It's a big celebration!

Eid al-Fitr

Eid al-Fitr is a celebration at the end of the holy month of Ramadan. People have a three day holiday. People have family gatherings and eat kaak and maamoul. They decorate their homes and hang lanterns. They go shopping and buy clothes and presents.



lanterns



Lantern Festival

The Lantern Festival is in February in China. It's a special festival to celebrate the New Year.

People write messages on paper lanterns. Then at night they light the lanterns and send them into the sky. There are thousands of lanterns and they're very beautiful.

Fun fact

Did you know that the Lantern Festival is also celebrated in Indonesia, Malaysia and Singapore?

1 **Before you read** What's the most important festival in Jordan?

2 **8.13** Listen and read.

3 **After you read**
Activity Book, page 34.



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

Which festival do you want to go to?

I want to go to ... because ...

Project

Viewing and presenting Make a festival leaflet. Share.





- 1 In groups, choose a festival from your country.
- 2 Find or draw pictures of this festival. Share.
- 3 Write how you celebrate this festival.
- 4 Have a class display of your leaflets. Vote for the most popular festival.

The Madaba Mosaic Festival



The Madaba Mosaic Festival happens in October. You can see beautiful mosaics.

- 1  When did you last lose something?
What did you lose?
- 2  Listen and write. What can't Fawzi find?



- 3  Listen again, read and check.



What's the matter, Fawzi?

I can't find my bag!

What's it like?

It's blue with a picture of a mouse on it.

OK. When did you last see it?

I don't know ... Oh, yes, I had it when I went on the big wheel.

OK, let's go and look there.

There it is! Thanks for your help!

You're welcome!

Say it!

What's the matter?
I can't find my book.
When did you last see it?
I had it when I went to school.
Let's go and look there.

- 4  In pairs, talk about a lost object.

hat football
water bottle invitation

Pronunciation

- 5  Listen and say the tongue twister.

There's a clown on my t-shirt, there's an owl on my hat,
There's a brown cow in the town. We didn't expect that!
My dad shouts out loud, then counts to ten.
The cow moves away, and we drive south again.



Reading

1 **Before you read** Look at the title and the picture.

What do you think happened at the family gathering?

2 **8.18** Listen and read. Were you right?

Invitation

Come to our family gathering!

When: Saturday 6th July, 1–3pm

Where:



Today, 10:34h

An unusual family gathering!

Something funny happened at Samia Alqassab's family gathering at the weekend! We asked her all about it.



Interviewer: Hi, Samia! Tell us what happened at the weekend!

Samia: Well, we planned a big gathering in the park to celebrate my sister's exam results. My mum made a lot of delicious food. We put the food on long tables. Then my dad put up some decorations. We waited for our family and friends. We sent out 50 invitations. But we forgot to put the place on. People didn't know where we were!

Interviewer: Oh no! What happened next?

Samia: My mum phoned my grandma. She was at my house with all of our family and friends! My mum told them that the celebration wasn't at our house. It was in the park!

Interviewer: Did everyone come to the park?

Samia: Yes, they did. We all laughed about the mistake. We played games and ate all the food. It was great!

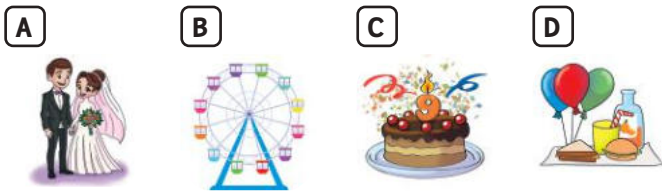
3 **After you read** Read and tick (✓). Which summary mentions all the important things in the story?

- 1 It was a gathering for Samia's sister. There was a lot of delicious food. Samia's family and friends ate all the food and played games.
- 2 Samia forgot to put the place of the gathering on the invitation. Her family and friends went to the wrong place. Samia's mum phoned her grandma and told her about the mistake. Everyone came to the park and had a great time.



Listening

1 Look at the pictures. Listen and match. What celebration did each child go to?



Speaking

2 Talk about a celebration you went to.

I went to my uncle's wedding. He got married in ... We ate delicious food and ...



Writing

3 Read the invitation. When is Imad's graduation celebration?

GRADUATION CELEBRATION

To: Omar

Come to Imad's graduation celebration!

When: Saturday 15th April, 10 am–1 pm

Where: Ahl Al Bait Street, Amman

RSVP by 10th April to imad456@kmail.com

See you there!

4 Write an invitation to a celebration.

1 Plan

- Who are you inviting?
- When is your celebration?
- Where is it?
- RSVP by? To an email or phone number?

2 Write

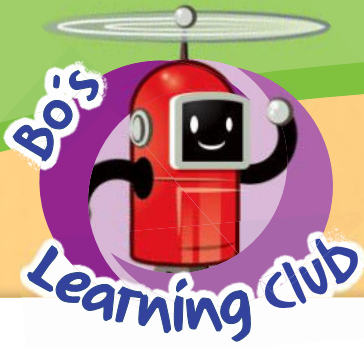
To: _____ Where: _____
 Come to ... RSVP by ... to ...
 When: _____

3 Check your work

- am and pm?
- RSVP?

tip Writing

When you write the time, use *am/pm*.
 10 am = in the morning. 10 pm = in the evening.
 RSVP means *please reply*.



Language booster 2



- 🕒 How many everyday activities can you say?
- 👂 LB2.1 Listen and read. Say the words.



get dressed



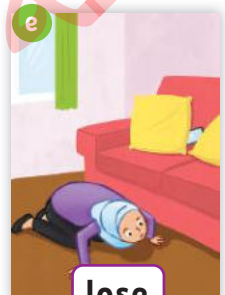
put on



take off



invite



lose

- Look at the pictures in Activity 2. Match.

- | | |
|--------------------------|---------------------------|
| 1 I put on my coat | a her phone. |
| 2 I take off my shoes | b when I get home. |
| 3 My cousin invited me | c every morning. |
| 4 I get dressed | d before I eat breakfast. |
| 5 My mum sometimes loses | e to a family gathering. |

- 🗨️ In pairs, ask and answer the questions.



When do you put on your gloves?

When do you take off your shoes?

When do your friends invite you to?

When do you sometimes lose?

5 **Listen. Number the pictures in order.**



6 **Think about the story in Activity 5. Read and circle. Then listen and check.**



- 1 When I got to Nadia's house,
 - a we played computer games.
 - b we got dressed.
- 2 When we finished playing computer games,
 - a we invited her friend to play.
 - b we went to the sports centre.
- 3 When I took off my necklace,
 - a I put it in my bag.
 - b I put on my shoes.

7 **Listen and repeat.**



When I got home, I did my homework.
 When I finished my homework, I went to the park.

lose → **lost** put → **put**
 take → **took**

8 **What did you do when you got home from school yesterday? Tell a partner.**

When I got home, I watched TV.

When I got home, I did my homework.

Show what you know

Can you say verbs for everyday activities?

Can you use the verbs in the past form?

Can you talk about what you did when you got home from school yesterday?

Well done!





Social Studies

What was transport like 100 years ago?

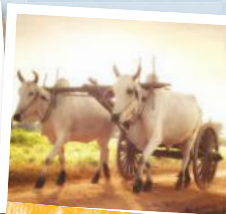
Think

1 What do you know about transport?

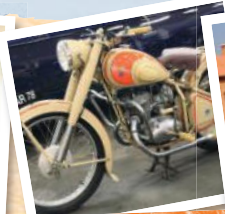
Learn

2  Listen and read.

camel caravan



ox and cart



motorbike



steam train



road crossing



traffic lights

What was transport like 100 years ago?

One hundred years ago, transport was very different. Many people used **camel caravans** to go from town to town. Camels were slow and stopped a lot. Some people used **ox and cart** to get things to market. Some people used cars, but they were big and very expensive. Roads weren't safe because there were no **traffic lights** and no **road crossings**. You can see lots of old cars and **motorbikes** at the Royal Automobile Museum in Amman, Jordan.

There were **steam trains** on the Hejaz Railway 100 years ago. Steam trains were loud and dirty. Sometimes steam trains were very slow when they went up hills!



check

3 Circle the correct word.

- Some people used an ox and **car** / **cart**.
- Camels were **fast** / **slow**.
- Buses** / **Cars** were big and very expensive.
- Roads **were** / **weren't** safe because there were no traffic lights.
- One hundred years ago, trains were loud and **dirty** / **clean**.

4 Look at Activity 2 again.

Which vehicle do you think was exciting?
Which type of transport do you think was dangerous?



Let's practise!

1 What can you write about the vehicles in these photos?

then



now



2 Copy the table into your notebook. Complete the sentences.

safe noisy loud old dirty door driver people road seat steps town window big small slow

then	now
It's ... and ...	It's ... and ...
There are ...	There are ...
I think it was ...	I think it was ...

3 Which old vehicle would you like to drive? Tell a partner.

I'd like to drive a ... because ...

Show what you know

Make a shadow theatre about transport.

- 1 Draw with a white pencil on black paper the outline of bus, car or train from 100 years ago.
- 2 Cut out the drawing.
- 3 Glue the drawing onto one or two sticks.
- 4 Be ready to present and describe your old vehicles.



World Wildlife Day



1 Listen and read.



Hi, I'm Jameela!
I love celebrating
World Wildlife Day.



People around the world celebrate World Wildlife Day on the 3rd of March. On this day, we celebrate the world's wild animals with our family and friends. Sometimes, we go to a **nature** reserve to learn about the animals that live there. There are lots of amazing wild animals in Jordan, including more than 80 different types of **mammals**. You can see more than 30 types of **lizards** and 120 types of **birds** in Wadi Rum!

On World Wildlife Day, we think about how we can look after wildlife and the environment. Some wild animals are **endangered**. This means that there aren't many of them left in the wild.

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

- 1 We celebrate the world's wild animals on World Wildlife Day.
- 2 There are more than 80 different types of mammals in Jordan.
- 3 You can't see lizards and birds in Wadi Rum.
- 4 No wild animals are endangered.

3 What's your favourite wild animal?

My favourite wild animal is
the desert hedgehog.

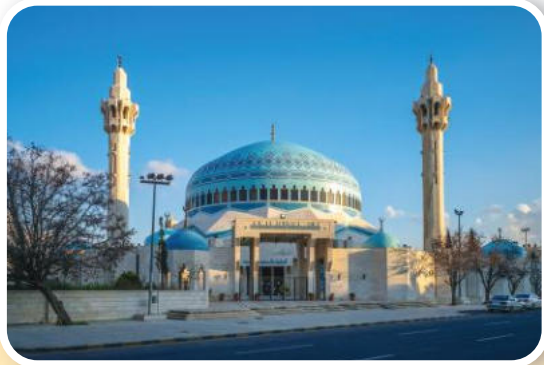
4 Make an information poster about a wild animal from your country.

- 1 In groups, answer the questions.
 - What type of animal is it?
 - Where does it live?
 - What does it look like?
 - Is it endangered?
- 2 Write the answers on pieces of paper and stick them on the poster.
- 3 Find or draw pictures of the animal.
- 4 Have a class display of your posters.



Eid al-Adha

1 Listen and read.



Hi, I'm Samer! Eid al-Adha is my favourite celebration!

In Jordan, we celebrate Eid al-Adha on the 10th of Dhū al-Hijjah. We don't go to school. We get dressed in smart clothes to offer special prayers at the mosque. We say 'Eid Mubarak' to our friends. Then we celebrate at home with our families. We put up colourful decorations and eat delicious food, like mansaf and knafeh. Sometimes we go shopping at the market to buy new clothes. At Eid al-Adha, we think about how we can be **kind** and **helpful**. We **share** food and **give** presents to people in need.

2 Answer the questions.

- 1 When is Eid al-Adha celebrated in Jordan?
- 2 What food does Samer eat to celebrate Eid al-Adha?
- 3 How does Samer help others at Eid al-Adha?



3 What's your favourite celebration? Why?

My favourite celebration is Eid al-Adha. I like it because I like helping people.

4 Think about ways that you can be kind and helpful. Write your ideas.



Think about how you can help:

your family your friends
your teacher your community

International Literacy Day

1 Listen and read.



My name's Hala. I love writing stories on International Literacy Day!

We celebrate International **Literacy** Day on the 8th of September. We have a special **assembly** and listen to our teachers talk about their favourite books. Sometimes an **author** comes to school to talk to us about their books. We talk about how important it is to be able to read and write. I can read and write well, but in some countries around the world, people don't learn how to read and write. When you can't read or write, life is very difficult.

We bring our favourite books to school and talk about them with our friends. Then we work together to write **stories** and **poems**. After school, I go to the library with my family for more International Literacy Day activities!

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

assembly library important poems ~~September~~ author

International Literacy Day is in (1) September. There is a special (2) _____ at Hala's school. Sometimes an (3) _____ comes to the school. It's very (4) _____ to be able to read and write. The children talk about their favourite books, then they write stories and (5) _____. Hala goes to the (6) _____ after school.

3 What's your favourite story or poem?

My favourite story is *The Sandwich Swap* by Queen Rania of Jordan.

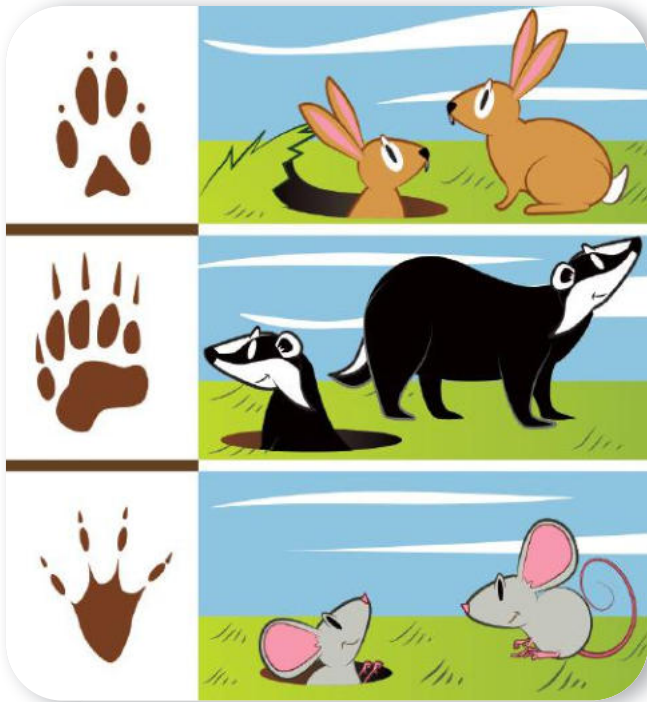
4 Write about your favourite story or poem. Share.

- What's it called?
- Who is the author?
- What's it about?
- Why do you like it?
- Why should your friend read it?

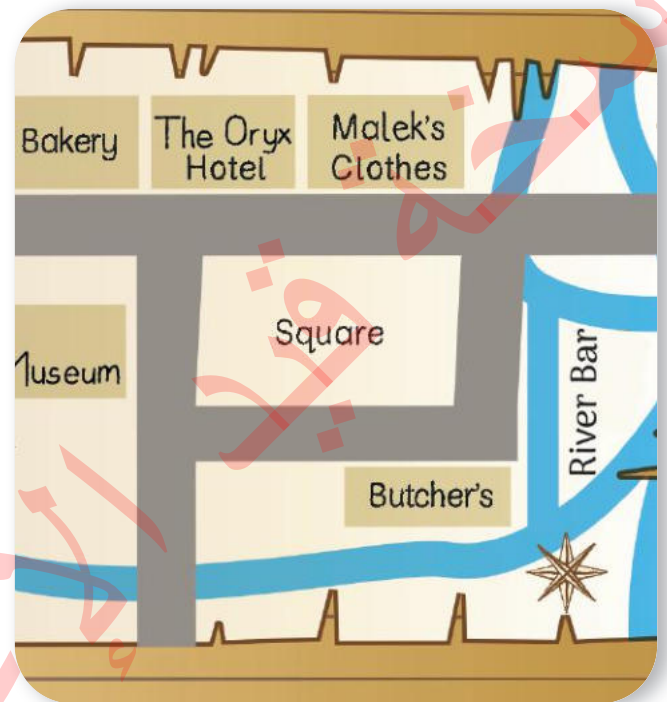




Unit 5 Pages 10–11



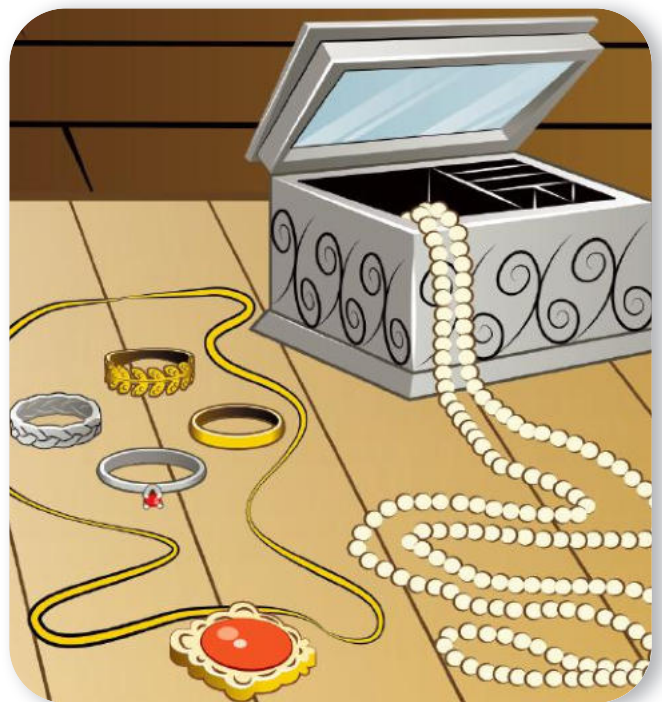
Unit 6 Pages 20–21



Unit 7 Pages 30–31



Unit 8 Pages 40–41



Grammar reference

Unit 5

I **can** go sailing.

I **can't** play board games.

Can you **sew**? Yes, I **can**. / No, I **can't**.

easy → **easily**

I can't knit **easily**.

quick → **quickly**

I can't dress up **quickly**.

good → **well**

I can write **well**.

Unit 6

She **was** at the zoo **a week ago**.

They **were** at the market **yesterday**.

Were you at the museum **last night**?

Yes, I **was**. / No, I **wasn't**.

Where **were** you **yesterday morning**?

I **was** at the shopping centre.

There was an expensive shop.

There weren't a lot of noisy roads.

Was there a restaurant?

Yes, **there was**. / No, **there wasn't**.

Unit 7

People in the past **used** clay to make things. They **didn't use** plastic.

I **played** football yesterday. I **didn't play** tennis.

When **did** you **visit** the museum?

We **visited** the museum on Monday.

Did people in the past **live** in houses?

Yes, they **did**. / No, they **didn't**.

Unit 8

I **wore** this dress at our wedding.

We **didn't see** the ring again.

What **did** you **eat** at the wedding?

I **ate** mansaf.

Did she **wear** a costume?

Yes, she **did**. / No, she **didn't**.

Irregular verbs

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

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):

AI-generated: 15, 44, 47; **Alamy Stock Photo:** BNA Photographic 51, Peregrine 29; **Ministry of Education:** 24, 26; **Shutterstock.com:** Ahmed Waheed 52, Alan M Barr 29, Aleksandar Todorovic 44, 50, Alexander Limbach 49, Alexanderstock23 19, Alex Bezrukov 34, AlinaMD 29, andersphoto 26, Andrew Angelov 9, 37, 52, Andrey_Kuzmin 29, Andrzej Lisowski Travel 29, AnonimS 14, 24, 34, 44, AVAVA 9, Bhaven Jani 34, BLACKDAY 15, Bragin Alexey 29, chuyuss 24, Ciripasca 37, Cortyn 24, 29, Crystal Eye Media 50, Cyndyk_IDS 9, David Lee 14, DC Studio 33, Dean Clarke 14, Dietmar Rauscher 19, dkART 29, dotshock 9, Drazen Zigic 39, Edwin Verin 16, Eivaisla 39, Ekaterina36 9, Erickson Stock 45, Ermolaev Alexander 5, FamVeld 9, Feyyaz Alacam 29, Fotokostic 9, Frame Stock Footage 35, Gelpi 5, 17, George Khelashvili 34, George Rudy 16, GeorgeVieiraSilva 14, Glen Berlin 37, Ground Picture 29, 33, guys_who_shoot 33, gvictoria 39, hanzl 14, Harmony Video Production 37, hxdzxy 19, I. PHILIPIMAGE 39, Pilon 29, Pressmaster 33, improvize 39, In Green 16, Inside Creative House 7, janniwet 26, Jelena Zelen 54, JOAT 29, Josef AH 37, Kertu 52, Khosro 37, Kletr 15, Kristof Bellens 26, Lifestyle Travel Photo 39, LightField Studios 39, Lightphoto 19, Locomotive74 19, Lori Carpenter 14, Luis Boucault 37, Lukas Gojda 37, Maryshot 9, Matyas Rehak 19, 24, Maurizio Bersanelli 19, Mavadee 19, MAVRITSINA IRINA 34, mezzotint 33, Mosab Bilito 19, Nataliya Nazarova 1, NIKS ADS 53, NINETYONEFOTO 44, Noppasin Wongchum 44, Nowaczyk 50, Odua Images 33, 50, Omar Al-Hyari 19, 51, Orange Line Media 14, Perfect Lazybones 50, Phovoir 9, Pitchayarat Chootai 50, polya_olya 17, Prystai 37, Racheal Grazias 39, rayints 19, Renny 51, Richie Chan 53, Ruth Black 39, s_oleg 53, sakkmasterke 48, Sarnia 16, Siladkaya 7, Sofarina79 25, StockImageFactory.com 29, supparsorn 14, T.Vyc 9, tahirsphtography 52, Tarasikj0 27, tescha555 29, TinnaPong 16, Traveller70 50, Vasilyev Alexandr 35, Viacheslav Lopatin 24, Victoriiii 5, Vitstyle 42, VLADJ55 19, VR2000 34, wavebreakmedia 9, YAKOBCHUK VIACHESLAV 9, Yganko 33, YORIK 44, Yuganov Konstantin 39, Yuichi Mori Photography 26, Yuriy Golub 9, Zurijeta 33;

Illustrated by Javier Lacasta Llácer (unit openers and stories), Miguel Calero Hernández, Alberto de Hoyos Maso and Carmen Marcos Vaca, Christos Skaltsas (Hyphen) and Zacharias Papadopoulos (Hyphen)

السلام عليكم ورحمة الله وبركاته
نرحب بكم في

[موقع ومنتديات صقر الجنوب التعليمية](#)
[منهاج المملكة الأردنية الهاشمية](#)

وسعدنا وشرفنا ان ننتشر معكم في تقديم
كل ما هو جديد للمنهاج المحدث الطورة ولجميع

المستويات والواد

ملفات نجمعها من كل مكان ونضعها لكم في مكان واحد

ليسهل تحميلها

علما ان جميع ما ننشر مجاني 100%

أخي الزائر - أختي الزائرة ان دعمكم لنا هو انضمامكم لنا
فهو شرف كبير

[صفحتنا على الفيس بوك هنا](#)

[مجموعتنا على الفيس بوك هنا](#)

[قناتنا على اليوتيوب هنا](#)

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

نحن نسعد دائما ان نقدم كل ما هو أفضل لكم وهذا وعد منا ان شاء الله
شجعونا دائما حتى نواصل في العطاء و [نسأل](#) الله ان يوفقنا ويسد خطانا

في حال واجهت أي

مشكلة في تحميل أي ملف

من [منتديات صقر الجنوب](#) المنهاج الاردني

[صفحة اهل بنا](#)