

Jordan TEAM Together Grade 6 Semester 2



Activity Book

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

f @nccdior

@ 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. 214/2025 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: 978-9923-863-30-5

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department
(2025/10/6135)

Primary indexing data for the book

Book title	Jordan Team Together, Grade 6: Activity Book, Semester 2
Prepared by	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 Robert Quinn to be identified as author of this Work has been asserted by him 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 Viv Lambert, Kirstie Grainger 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): م 2025 / هـ 1446

Jordan TEAM Together Grade 6 Semester 2



Activity Book

Contents

Welcome The WOW! Team returns	2
5 Favourite clothes	4
6 Adventures	14
Lara's Learning Club	
Language booster 3	24
7 Entertainment	26
8 Awesome animals	36

Lara's Learning Club

Language booster 4	46
--------------------------	----

Festivals

Father's Day	48
--------------------	----

World Oceans Day	49
------------------------	----

Wordlist	50
-----------------------	----

Irregular verbs	56
------------------------------	----

Welcome The WOW! Team returns

1 Read and complete.

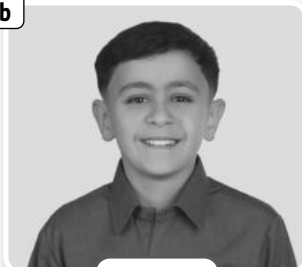
best send ~~fun~~ good help hope make start

a



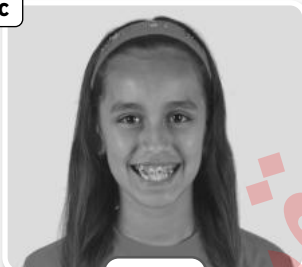
Alia

b



Faisal

c



Lara

d



Arlo

- 1 **Alia:** Welcome back! I'm Alia, and we're the WOW! Team, of course. We had great fun working on the WOW! Magazine last semester, and we _____ you had fun reading it!
- 2 **Faisal:** Hello, I'm Faisal! This semester, we want to make the WOW! Magazine as _____ as it was last semester. But we can't do it alone – we need your _____!
- 3 **Lara:** Exactly! Hi! I'm Lara! Do you remember how we _____ the magazine? Well, you have to _____ us your ideas about the topics you want to read or write about!
- 4 **Arlo:** That's right! My name's Arlo. So, _____ sending your ideas to us right now! We'll choose the _____ ones and get to work! Let's get started!

2 Match the two parts of the sentences.

- | | |
|----------------------------|------------------------------------|
| 1 He really hurt his leg, | a we have day and night. |
| 2 I think traditional | b some survival tips to stay safe! |
| 3 I'd also love to learn | c and it lives in the desert. |
| 4 I've always wondered why | d entertainment would be exciting! |
| 5 I think working in | e and I didn't know what to do! |
| 6 It's got horns | f Jordanian clothes are amazing! |

3 Tick (✓) the most interesting topic from Activity 2. Then write why.

Accidents ☐ Clothes ☐ Adventures ☐ Seasons ☐
Entertainment ☐ Animals ☐

1 Read the texts on Pupil's Book page 6 again. Then read the sentences and circle **T** (true) or **F** (false).

- | | |
|--|--------------|
| 1 Lara writes a blog on her tablet. | T / F |
| 2 Arlo listens to audiobooks while he's doing the gardening. | T / F |
| 3 Arlo has just started doing photography. | T / F |
| 4 Alia likes to make models of the places she visits. | T / F |
| 5 Alia's dad has got a lot of science books on his e-reader. | T / F |
| 6 Faisal uses his smartphone all the time. | T / F |

2 Match the definitions to the devices.

- | | |
|--|------------------|
| 1 This is a page on the internet with information. | a laptop |
| 2 We wear these on our heads to listen to sound. | b website |
| 3 This is a small computer that you can carry. | c digital camera |
| 4 You use this to read digital books or magazines. | d e-reader |
| 5 You can take photos or make films with this. | e smartphone |
| 6 We can use this to send messages and make calls. | f headphones |

3 Read and complete the sentences. Use the past participle form of the verbs.

~~do~~ do draw make read write

- My brother's already done two puzzles this morning!
- Maher hasn't read the new book on his e-reader yet.
- Majeda has just drawn a blog post about her favourite animal.
- I've just made a model of the King Abdullah I Mosque.
- Grandma hasn't done the gardening yet, but she will tomorrow.
- Has Nader drawn the pictures for his homework yet?



4 Write sentences about your day. Use the Present perfect with **already**, **just** or **yet**. Then compare with a partner.

- do my favourite hobby I haven't done my favourite hobby yet.
- write a sentence _____
- check my email _____
- have lunch _____
- use a laptop _____

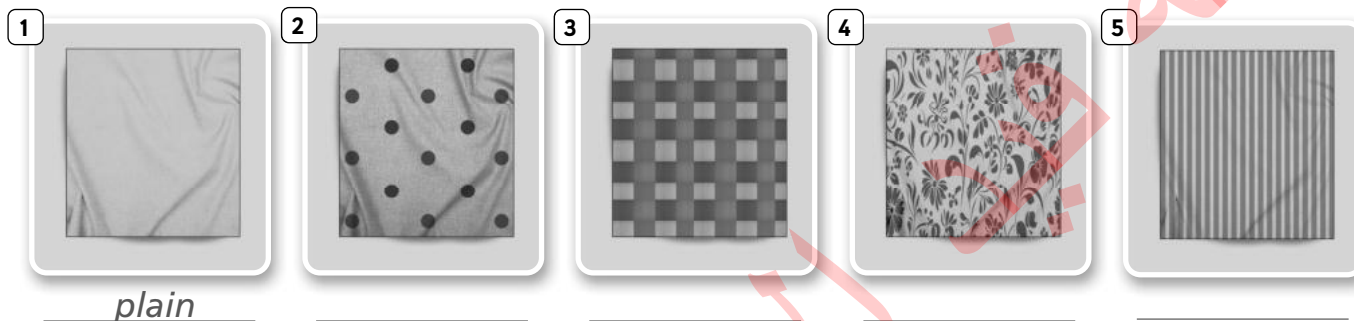
5

Favourite clothes

Vocabulary

1 Look and write.

plain checked patterned spotted striped



2 Read and circle the correct words.

- 1 Hala wore a formal / baggy thobe to her brother's wedding.
- 2 My favourite dress is red, yellow, orange and blue – it's really **casual** / colourful.
- 3 It's the school photo tomorrow, so I'm going to wear a **smart** / casual shirt.
- 4 My new shoes are too small! They're really **comfortable** / uncomfortable.
- 5 Jamal wore a big, **casual** / baggy coat that looked two sizes too big for him!
- 6 I always wear **formal** / casual clothes when I play with friends in the park.
- 7 Aisha's new sweater is really **comfortable** / uncomfortable. It's so soft and warm.

3 Read the *I'm learning* box. Then look at the pictures, read and complete the phrases.*I'm learning*

Using **new** and recycled words

A good way to practise new words is to use them with words you already know.

New: *striped*

Recycled: *T-shirt*

I have a striped T-shirt.



- 1 baggy jeans
- 2 a _____ dress
- 3 _____ shoes
- 4 a _____ scarf
- 5 _____ shorts



4 Write four sentences about your clothes. Use words for clothes from this lesson and any other words you know.

- 1  Listen and read the dialogue on Pupil's Book page 10 again. Then complete the sentences.



cheaper comfortable different fun important plain

I think our sports kit is very ¹ plain.
I like to look
² _____ from
other people. I really want
a sports kit that's more
³ _____.



I think our sports kit is smart
and ⁴ _____. It's
also ⁵ _____
than other sports kits.
I think that's really
⁶ _____.

- 2 Answer the questions. Write complete sentences.

- 1 What is the sports kit for?
It's for the after-school athletics club.
- 2 What kind of trousers does Alia want?

- 3 Why does Lara say, 'Not together, I hope!'?

- 4 What does Alia say about the T-shirts?

- 5 Who does Lara say Alia should show her design to?

- 6 How will Alia's design be different from the new one?

- 3  Read and complete the dialogue. Then listen and check.



I guess so.

I hope!

Come on!

A: This striped T-shirt doesn't look good on me.

B: ¹ Come on! It looks great. The colour looks really good on you.

A: ² _____ And I can wear it with my new jeans.

B: How much is it?

A: Not too much, ³ _____ I don't have a lot of money!



- 4    Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

too and not ... enough

1 Listen and complete.

comfortable enough long enough
 nice enough too big too casual
 too plain too old too small



Randa is giving away clothes that are ¹ too old. Mariam says the sweatshirt looks ² _____ to wear. Randa says the sweatshirt is ³ _____ and ⁴ _____ for her. Randa says the scarf isn't ⁵ _____ for her now, and Mariam doesn't want it because it's ⁶ _____. Randa doesn't wear the leather boots because they aren't ⁷ _____, not because they're ⁸ _____.

2 Complete the sentences. Use an adjective and *too* or *enough*.

- These jeans should be smaller. They're too baggy for me.
- I can't wear this casual dress. It isn't _____ for a restaurant.
- These shoes are _____. I want something more patterned.
- My new shoes aren't _____. They hurt my feet!
- It's really cold today! It isn't _____ for a T-shirt!

3 What's wrong? Look and write sentences with *too* and *not ... enough*.

1



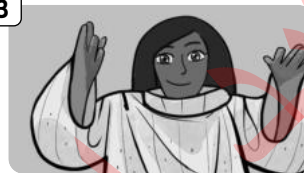
shoes / big
 Her shoes are too big.

2



T-shirt / long

3



sweater / baggy

4



clothes / warm

4 Write four sentences about clothes you don't wear very often. Use the words in the box with *too* or *not ... enough*.

formal colourful uncomfortable
 plain baggy smart checked
 comfortable casual patterned

1 My black jeans are too baggy.

2 _____

3 _____

4 _____

5 Compare your sentences from Activity 4 with your partner. Do you have similar answers? Write their sentences in your notebook.

- 1 **After you read** Read the fairy tale on Pupil's Book page 12 again. Then complete the sentences with words from the story.

- 1 Prince Freddie had lots of clothes and games, but he was _____.
- 2 He had an _____. He took off his _____ and ran down the stairs.
- 3 'Buy my _____!' said a man. 'They're made of _____.'
- 4 'I'd like these _____,' he said, 'and you can _____ this jacket!'
- 5 Later at the _____, the king and queen didn't _____ their son.



- 2 Read and write *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.

- | | |
|---|---|
| 1 The prince saw the date when he was playing games.
☐ <i>F</i> He saw the date when he was looking at his diary. | 4 Freddie bought some comfortable gloves at the shop.
☐ |
| 2 The prince thought his clothes and crown were too formal.
☐ | 5 The children who talked to Freddie didn't go to his school.
☐ |
| 3 An Italian woman was selling some leather shoes.
☐ | 6 The king and queen were surprised when they saw Freddie.
☐ |

- 3 Read the *Work with words* box. Then write the opposites of the adjectives.

Work with words

The negative prefix *un-*

We can use the negative prefix *un-* to make the opposites of some adjectives.

comfortable → *uncomfortable*

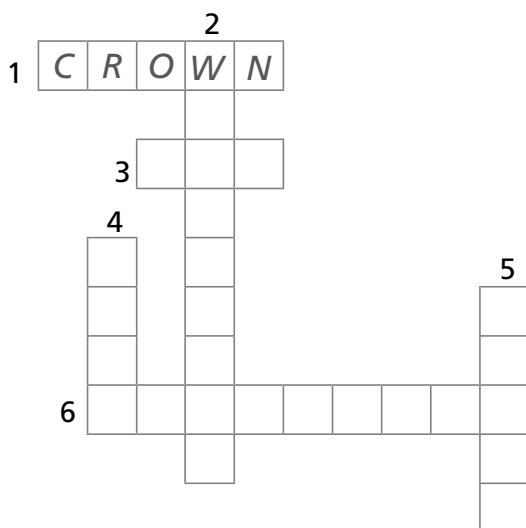
- | | |
|------------|-------------------|
| 1 exciting | <u>unexciting</u> |
| 2 kind | _____ |
| 3 safe | _____ |
| 4 tidy | _____ |

- 4 Use the negative adjectives from Activity 3 to write sentences with the same meaning.

- | | |
|-----------------------------------|-----------------------------------|
| 1 The living room is messy. | <u>The living room is untidy.</u> |
| 2 Today was a boring day. | _____ |
| 3 Don't be mean to animals! | _____ |
| 4 Don't play in dangerous places. | _____ |

- 5 Write four sentences. Use the words with negative prefixes in Activity 3 or any other words with negative prefixes you know.

1 Read and complete the crossword.



- 1 A king or queen wears this on their head.
- 2 This keeps your head warm.
- 3 You wear this on the upper body.
- 4 This keeps your trousers up.
- 5 You use this to tell the time.
- 6 Trousers and jacket worn for sports.

2 Listen to two conversations.

Write 1 or 2 next to the clothes items you hear. There are three items you do not need.



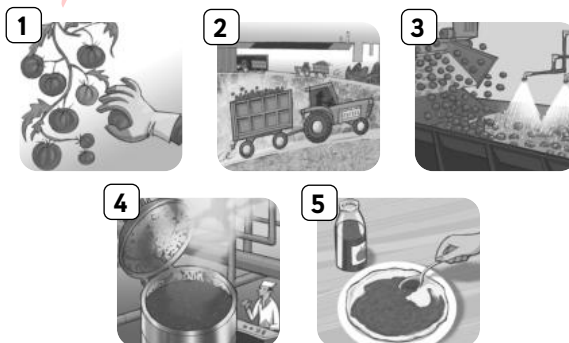
Present passive

3 Read and complete the sentences with the Present passive.

- 1 That blue cotton fabric is called (call) denim.
- 2 My new shoes are made (make) of leather.
- 3 Thobes are worn (wear) for special celebrations.
- 4 The kitchen is cleaned (clean) every day.
- 5 Bread is baked (bake) in an oven.
- 6 Wool is used (use) to make warm clothes.

4 Look and write how tomato sauce for pizza is made. Use the Present passive.

clean use take make pick



- 1 The tomatoes are picked.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

5 Write five sentences about things at home in your notebook. What are they made of? What are they used for? Use the words in the box or your own ideas.

cotton gold leather metal paper plastic rubber silver wool

1 After you read Read the text on Pupil's Book page 14 again. Tick (✓) the country.

	Jordan	Scotland	Guatemala
1 The festival of Todos Santos is celebrated here.			✓
2 Traditional kilts are worn by men and boys.			
3 Dishdashas are made for the hot weather.			
4 Clothes are made of cotton.			
5 A red and white headscarf is worn here.			
6 Hats and blue trousers are worn.			

2 Answer the questions. Write complete sentences.



1 When are traditional clothes worn?

Traditional clothes are worn at festivals and celebrations.

2 What is an agal used for?

3 What is worn on special occasions in Jordan?

4 What instrument is traditionally played in Scotland?

5 What kind of trousers are worn at Todos Santos?



3  5.14 Listen to a presentation about traditional clothes. Complete the fact file.



Clothes: ¹ *hanbok* Country: ² _____

Special occasions: national days and ³ _____

Usually made of: cotton or ⁴ _____

Women's clothes: ⁵ _____ skirt and a ⁶ _____ jacket

Men's clothes: ⁷ _____ shirt, jacket and ⁸ _____ trousers

4    Viewing and presenting Work in groups. Choose one of the traditional costumes. Use the internet to find answers to the questions and make a fact file. Then share your fact file with the class.

Indian sari Japanese kimono Moroccan djellaba Jordanian thobe

1 What do the clothes look like?

3 Who are the clothes worn by?

2 When are the clothes worn?

4 What are the clothes made of?



1 Read and complete the dialogue. Then listen and check.

Can I try it on? And do you sell tops? I'm looking for some shirts.
 Can I help you? The changing room is over there. Do you have this one in blue?

- Shop assistant:** Good morning. ¹ *Can I help you?* _____.
- Girl:** Yes, please. ² _____.
- Shop assistant:** The shirts are over there, next to the mirror.
- Girl:** Great, thanks. ³ _____.
- Shop assistant:** Yes, we do. What size do you need?
- Girl:** Small, please. ⁴ _____.
- Shop assistant:** Of course. ⁵ _____.
- Girl:** Great. ⁶ _____.
- Shop assistant:** Yes, we do, but we don't have any at the moment.
- Girl:** Oh, that's OK.



2 Imagine you're in a clothes shop. Write answers to the questions. Use the dialogue in Activity 1 to help you. Then act out the dialogue with your partner.



- 1 Can I help you?
 Yes, I'm looking for ...
- 2 What colour would you like?

- 3 What size do you need?

- 4 Would you like to try it/them on?

- 5 Can I get you anything else?

Pronunciation

3 Listen and read. Circle the correct arrow. Then practise with your partner.



- 1 I'm wearing comfortable trainers.
- 2 I love your colourful T-shirt.
- 3 These trousers are too baggy.
- 4 The jacket is too long.

Words in context

1 Read and complete the sentences.

tricky rich light heavy ~~wide~~ normal

- 1 We couldn't swim across the river because it was too wide.
- 2 My uncle owns four restaurants. He's very _____.
- 3 I can't carry this big box. It's too _____ for me. What's in it?
- 4 That puzzle was very _____. It took me hours to do it!
- 5 It's completely _____ to feel nervous before an exam.
- 6 Cotton is a great fabric for thobes. It's very _____ and cool.

2 Read the text on Pupil's Book page 16 again. Which clothes items do these sentences describe? There might be more than one correct answer.

- 1 Rich women wore them.
- 2 They were long and wide.
- 3 Some were wider than doors.
- 4 They made people look taller.
- 5 It wasn't easy to move in them.

wigs,

3 Read the text again. Answer the questions. Write complete sentences.

- 1 Which century were wigs very popular in?

They were very popular in the 17th century.

- 2 What were Marie Antoinette's wigs decorated with?

- 3 What are skirts and dresses usually made of today?

- 4 Why was it difficult for women to get around in whalebone dresses?

- 5 Why were platform shoes probably useful on rainy days?

- 6 How much wider were flares than regular trousers?

4 Viewing and presenting



Work in groups. Think about unusual clothes. Discuss the questions and make notes. Share your ideas with the class.

- 1 What unusual clothes do people wear?
- 2 What is unusual about them?
- 3 Who wears these unusual clothes?
- 4 Why do people wear them?

Literacy: information texts

Writing

1 Read the sentences. Then write them as one sentence with commas.

1 Heba has long hair. It's also curly.

Heba has long, curly hair.

2 I bought a comfortable jacket. It's waterproof too.

3 Ali and Raed wore traditional dishdashas. They were cotton.

4 The prince had a beautiful crown. It was gold.

5 You should wear some smart trousers. They should be black.

6 Sawsan wore a colourful scarf. The scarf was soft.

tip Writing

Use a comma between two adjectives before a noun: a warm, waterproof jacket. But be careful: The jackets were warm and waterproof.

2  Plan an information text about a traditional costume from your country.

Write a title.

Write a short introduction. Give basic information.

Include pictures. They can be photos or drawings.

Add captions to pictures to give more information.

Add labels to the pictures.

3 Now write your information text.

Handwriting practice area with 20 horizontal lines. A large red watermark is visible across the page.

4 Check the work. Tick (✓) the steps when you have done them.

Have I included a title and an introduction?

☐

Have I included pictures with captions and labels?

☐

Have I described the costume well?

☐

Have I used commas correctly?

☐

6

Adventures

Vocabulary

1 Read and complete the puzzle. What's the mystery word?

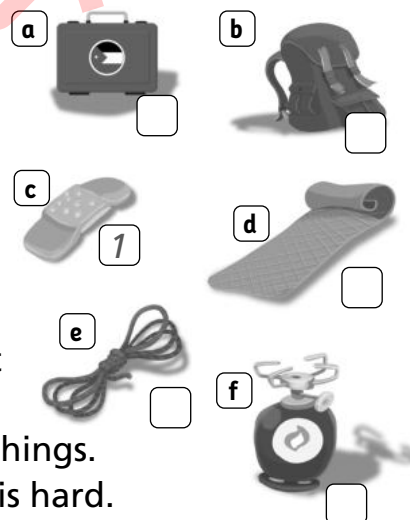
- 1 You find this in a first-aid kit. It's long and thin.
- 2 You can put it on you at night when you feel cold.
- 3 You use this when you want to cut something.
- 4 You use this when you're lost. It points north.
- 5 You use these when you want to start a fire.
- 6 You can stay in this when the weather is bad.

The mystery word is _____.

1	B	A	N	D	A	G	E
2						E	
3		E					
4					A		
5		A					
6						E	

2 Read and complete the sentences. Then match.

- 1 I think I need a _____ *plaster* _____ for my finger!
- 2 We can cook on the _____. We don't need a fire.
- 3 Did you pack the _____? We'll need it if there's an accident.
- 4 We didn't bring any _____, so we can't go rock climbing.
- 5 I should buy a new _____ to carry my things.
- 6 You should bring a _____. The ground is hard.

3 Read the *I'm learning* box. Then write sentences about the pairs.**I'm learning****Making comparisons**

You can learn and remember the words for similar things by comparing them and finding similarities.

- 1 plaster / bandage
- 2 camping stove / campfire
- 3 map / compass
- 4 shelter / tent
- 5 knife / penknife
- 6 sleeping mat / blanket

You use them when you're hurt.

4 Write three or more sentences comparing other similar things. Use the ideas in the box or your own ideas.

boots and shoes comic and magazine mobile phone and tablet
necklace and bracelet oven and cooker swimming pool and sports centre

- 1 Read and complete the sentences from the dialogue on Pupil's Book page 20. Then listen and check.



bottles dirty ~~tired~~ hiking map photo

- 1 You look really tired.
- 2 Everything in my rucksack is _____ and wet.
- 3 We had our water _____, but they were empty.
- 4 Someone saw a wadi on the _____, so we went for water.
- 5 And I was wearing _____ boots!
- 6 My sister took a _____!



- 2 Read the dialogue again and circle *T* (true) or *F* (false). Explain your answers.

- 1 Faisal and his family had a compass, but no one had a map. T / F
They had a map, but no one had a compass.
- 2 They were thirsty, and they didn't have anything to drink. T / F
- 3 Arlo fell in the wadi while he was trying to get some water. T / F
- 4 Faisal's mum threw a rope to Faisal. T / F
- 5 Faisal had something to eat after his accident. T / F
- 6 Someone took an embarrassing photo of Faisal's sister. T / F

- 3 Read and complete the dialogues. Then listen and check.



Poor you! x 2

How embarrassing! x 2

What an adventure! x 2

- 1 A: You're ~~wearing~~ two different shoes.
B: Oh, dear! *How embarrassing!*

- 4 A: Nada's travelling in the Amazon.
B: Really? _____

- 2 A: I'm going camping in the Ajloun Forest!
B: Lucky you! _____

- 5 A: Issa fell in the pool on holiday.
B: Oh, no. _____

- 3 A: I'm really sad. I've lost my watch.
B: _____ Was it new?

- 6 A: I can't do my Science project. It's too difficult!
B: _____ Can I help?

- 4 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

Indefinite pronouns

- 1  Read and complete with the correct indefinite pronouns. Then listen and check.



- 1 Do you know anyone who has a tent?
- 2 Ziad needs _____ to put under his sleeping bag.
- 3 The shop's closed, so there's _____ to buy food.
- 4 I can't put _____ I need in that rucksack. It's too small.
- 5 Is there _____ we can go for a nice dinner?
- 6 We can't go climbing because _____ brought any rope.

- 2 Look and write sentences with indefinite pronouns.



- 1 There's no one in the shelter. They've gone hiking today.
- 2 There's _____ under the blanket, but we can't see it.
- 3 _____ is on the floor because there isn't any furniture.
- 4 _____ has brought rope to go rock climbing.
- 5 There's _____ to wash. You have to do it in the river.
- 6 There isn't _____ in the first-aid kit. It's empty.

- 3 Underline the incorrect indefinite pronouns and write the correct sentences.

- 1 I want to live everywhere interesting.
I want to live somewhere interesting.
- 2 Oh, dear! There's anything to eat!

- 3 Everything will celebrate at Eid.

- 4 You don't need to bring nothing for the family party.

- 5 Where's my bag? I've looked for it anywhere!

- 6 I know anyone who could help you.

- 4  Read the questions. Then write true answers for you.

- 1 Is there anywhere you would like to go on holiday?

- 2 Have you been anywhere really cold?

- 3 Do you know anyone who likes hiking?

- 4 Is there anything you like doing outdoors?

- 5  Work in pairs. Ask the questions from Activity 4 and write your partner's answers in your notebook.

- 1 After you read Read the adventure story on Pupil's Book page 22 again. Then number the events in order.

- ☐ a Dad and Sami found Eman on the ground after an accident.
- ☐ b Dad ran back to the village to get help.
- ☐ c Sami stayed with Eman to keep her warm.
- ☐ d Eman thanked Sami and said she was sorry.
- ☒ 1 e Sami and his family were looking at the beautiful views.
- ☐ f A rescue team took Eman back to the village.
- ☐ g Eman wanted to go down a narrow, rocky path.



- 2 Answer the questions. Use complete sentences.

1 What were the family doing on the mountain before the accident?

They were drinking cool water and looking at the views.

2 Why did Dad think they should go back to the campsite?

3 Why did Dad tell Eman to be careful?

4 What did Eman hurt when she had the accident?

5 Why couldn't Dad call someone for help?

6 What did the rescuers use to take Eman back to the village?

- 3 Read the **Work with words** box. Then complete the sentences with the collocations with **keep**.

still

tidy

fit

~~warm~~

safe

cold

dry

Work with words

Collocations: keep + adjective

We can use **adjectives** after the verb **keep** for situations that don't **change**.

*I wear a helmet to **keep safe**.*

We can put an object **between** the verb and the adjective.

*My helmet **keeps me safe**.*

1 Campers need blankets to keep warm.

2 Helmets are good because they _____ you _____.

3 You must do exercise to _____.

4 We use fridges to _____ food _____.

5 When it's raining, you need an umbrella to _____.

6 Don't be messy. You should _____ your bedroom _____.

7 I'm going to take your photo, so please _____.

- 4 Write five true sentences about you. Use collocations with **keep** from Activity 3 or any other collocations with **keep** that you know.

1 Complete the phrases.



b u r n your
hand



a over



___ e a ___ your
arm



__ a __ e an
accident



u your
ankle



u your
finger

2 **6.12 Listen to three dialogues. Which two phrases do you hear in each one? Write them in the order you hear them.**



call an ambulance ~~have a pain~~
keep cool keep warm
lie down take medicine



- 1 *have a pain,*
- 2
- 3

***should/shouldn't, must/mustn't,
need to/don't need to***

3 Read and complete the sentences with the correct form of *should*, *must* or *need to*. There might be more than one correct answer.

- 1 You shouldn't stay up late tonight. You'll be tired tomorrow.
- 2 We _____ speak very quietly when we're in the library.
- 3 I _____ buy a sandwich. I brought one from home.
- 4 Jamal's boots are quite old. He _____ buy new ones.
- 5 I _____ forget my homework tomorrow. It's very important.
- 6 You _____ go outdoors more. You're indoors all day.

4 **Read the sentences and write responses. Use the correct form of *should*, *must* or *need to*.**

- 1 'I haven't eaten anything today.'
You should eat something.
- 2 'I watch a lot of TV every day.'
- 3 'I was outside. Now I feel cold.'
- 4 'I think I've broken my arm!'
- 5 'I brush my teeth six times a day.'
- 6 'I didn't understand the homework.'

5 **Compare your responses in Activity 4 with your partner. Who wrote the best responses?**

- 1 **After you read** Read the text on Pupil's Book page 24 again. Then read the comments. Which Scout groups are these people talking about?

- 1 'The park was dirty, but we cleaned it up!'
- 2 'I learned some useful tips for emergencies.'
- 3 'Now we can make a campfire. That's great!'
- 4 'Everyone took turns putting on bandages.'
- 5 'Sleeping in the forest was fun. I loved it.'
- 6 'We picked up about ten bags of rubbish.'

Scouts in Jordan

- 2 **Answer the questions. Use complete sentences.**

- 1 Why do Scouts in Jordan clean streets and parks?
They clean streets and parks to help their community.
- 2 What else do Scouts in Jordan do to help people?
- 3 What do Scouts in Australia do to get a first-aid badge?
- 4 How do they practise this skill?
- 5 Why are the Scouts in England sleeping in shelters?



- 3 **6.14 Listen to a report. Complete the notes.**



- The first Scout group for boys in Jordan started in ¹ 1954.
- It became popular, and in ² _____ the group became the Jordan Scout Association. It joined the World Organization of the Scout Movement in the same year.
- The organisation started to include girls in ³ _____.
- The Jordan Scout Association organises many ⁴ _____ and outdoor activities for young ⁵ _____. They also teach important ⁶ _____ about life, community and ⁷ _____ responsibilities.



- 4 **Viewing and presenting**    **Work in groups. Use the internet to find answers to the questions. Then share your information with the class.**

- 1 Who was Robert Baden-Powell?
- 2 Where was the scouting camp in 1907?
- 3 Where and when was the first Scout Rally?
- 4 What does a typical Scout uniform include?
- 5 How old must you be to become a Scout?

1 Read the dialogue on Pupil's Book page 25 again. Write **yes** or **no**.

- | | |
|---|------------------------------------|
| 1 Is the boy feeling better? <u>yes</u> | 4 Does he have a bandage? _____ |
| 2 Has he broken anything? _____ | 5 Is the boy's friend ill? _____ |
| 3 Has he seen a doctor? _____ | 6 Has he taken any medicine? _____ |

2  Read and complete the dialogue. Then listen and check.

Have you seen the doctor? Do you still have a headache?
How's your hand? ~~Are you feeling better now, Hani?~~
Let's do a puzzle! Have you cut your finger?



Imad: ¹ Are you feeling better now, Hani?

Hani: Yes, thanks, Imad. Much better.

Imad: ² _____

Hani: It's OK now, thanks. I haven't broken it!

Imad: That's good! ³ _____

Hani: Yes, I went this afternoon. He put this bandage on it.

Imad: That's good. And what's that plaster for? ⁴ _____

Hani: Yes. I cut it on a piece of glass!

Imad: Oh, dear!

Hani: How about you? ⁵ _____

Imad: No, I'm fine now. I took some medicine.

Hani: Great! ⁶ _____



3    Imagine someone has had an accident. Write answers to the questions. Use the dialogue in Activity 2 to help you. Then act out the dialogue with your partner.

- Who has had an accident?

- How did it happen?

- What problem(s) does the person have?

- Has the person seen a doctor yet?

- Does the other person have a problem, too?

Pronunciation



4    Listen and draw an ↗ or ↘ arrow above each word in the list to show the intonation. Then practise with your partner.

I need ...
a camping stove,
a compass,
a rucksack
and a blanket.

Words in context

1 Read and complete the sentences.

emergency spring blood rainwater hole goggles

- 1 We wear safety goggles when we do science experiments.
- 2 Grandad dug a _____ in the garden to plant a tree.
- 3 This water is safe. It's from a natural _____ in the mountains.
- 4 You shouldn't drink that _____. It could be dirty.
- 5 When there's a serious _____, you should always call for help.
- 6 My parents give _____ at the hospital to help other people.

2 Read the quiz on Pupil's Book page 26 again. Circle *T* (true) or *F* (false). Explain your answers.

- 1 Your friend should put a bandage on his cut foot first. T / F
He should wash his foot in clean water first.
- 2 You can find north by throwing a rock into the air. T / F

- 3 Your friend should try to catch the end of the rope. T / F

- 4 You shouldn't stand up in a sandstorm. T / F

- 5 Rainwater and spring water are never good to drink. T / F

3 Answer the questions with your own ideas. Then discuss your ideas with your partner.

- 1 Why shouldn't you jump into a wadi to save a friend?
Because it's dangerous for both of you.
- 2 Why mustn't you drink water from the sea?

- 3 Why should you wash a small cut with clean water?

- 4 What could happen if you try running in a sandstorm?

- 5 What else could you do to find north?

4 Viewing and presenting Work in groups. Write six more quiz questions about survival, emergencies or first aid. Write three possible answers for each question. Then test the class with your quiz.

Writing

tip Writing

Use different words (e.g. *must, shouldn't, never*) so that people have to read the quiz carefully!

- 1 Complete the quiz with the phrases in the box. Then tick (✓) the correct answer.

put a plaster on his head ~~move her arm around~~ have a cool shower
take medicine for his headache see a doctor about her arm eat an ice cream

FIRST-AID QUIZ

- 1 If a friend breaks her arm, she should ...

 - a put her arm in hot water. ☐
 - b move her arm around. ☐
 - c _____ ☐
- 2 If your body feels too hot, you need to ...

 - a drink a cup of tea. ☐
 - b _____ ☐
 - c _____ ☐
- 3 If a friend hurts his head badly, he must ...

 - a go to hospital for his head. ☐
 - b _____ ☐
 - c _____ ☐

- 2 Plan a quiz about something that interests you.

Think of interesting questions for your quiz.

Write three options for each question.

Make sure all the options make sense.

Make sure it isn't easy to guess the right answer.

3 Now write your quiz.

Handwriting practice area with horizontal lines. A large red watermark is visible across the page.

4 Check your work. Tick (✓) the steps when you have done them.

Have I chosen an interesting topic for the quiz?

☐

Have I written three answer options that make sense?

☐

Have I written the questions and options correctly?

☐

Have I made the answer difficult to guess?

☐

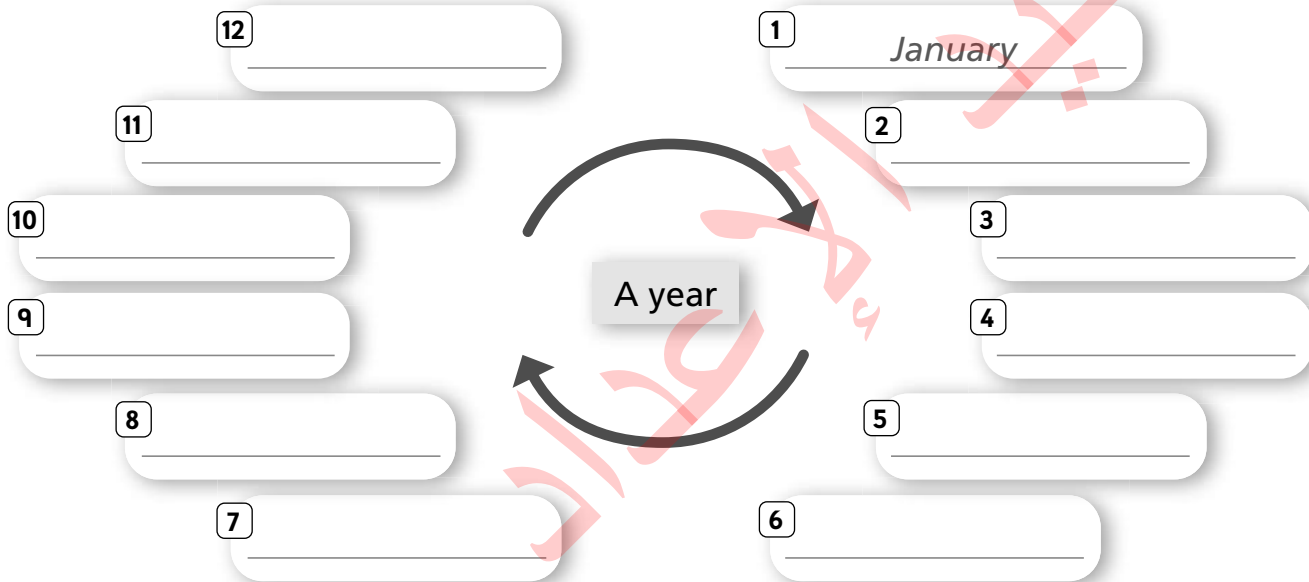


Language booster 3

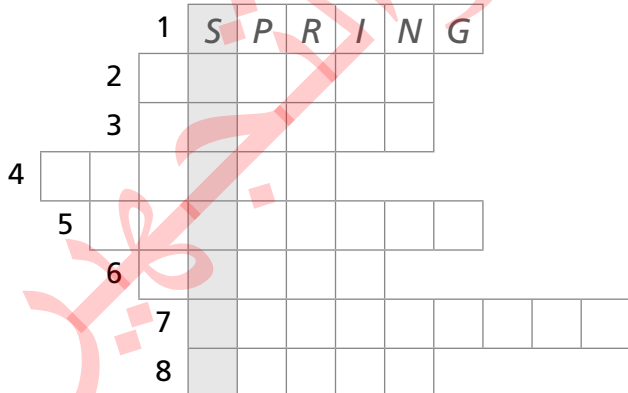
- 1 Write the months in order. Then think about the seasons in your country and colour the months.

July November March June December August February
 April October ~~January~~ May September

spring = green summer = yellow autumn = red winter = blue



- 2 Complete the crossword. Find and write the hidden word.



- 1 The season before summer.
- 2 The season after summer.
- 3 The opposite of *midnight*.
- 4 The coldest season.
- 5 The last month of the year.
- 6 The third month of the year.
- 7 The ninth month of the year.
- 8 The opposite of *late*.

Something that people take on holiday: _____

1 Read the traditional rhyme and write the missing months.

12 — 5 — Calendar — 3 — 8 — 13

16 Thirty days have ¹S _____, Except for ³F _____ alone,
 April, June and ²N _____. And that has twenty-eight days clear,
 All the rest have thirty-one, But twenty-nine in each leap year.

26 — 7 — 30

2 Write the seasons. Then write words you associate with each one.

spring		
flowers	ice cream	

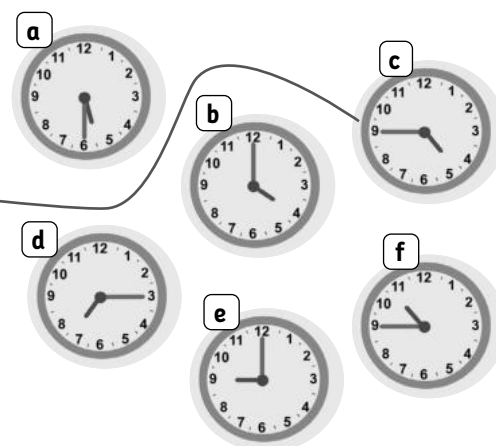
3 Listen to the dialogue on Pupil's Book page 29 again. Answer the questions.



- What time is it where Rola is? *It's quarter past two in the morning.*
- What time is it where Rashed is? _____
- What time does Dad want to call? _____
- What time does Rola ask him to call? _____
- How many hours ahead is Rola? _____

4 Read and match.

- Our flight leaves at quarter to five!
- I'm playing tennis at 9 am tomorrow.
- She always calls on Sunday at four o'clock.
- The football match starts at half past five.
- They're catching the bus at quarter to eleven.
- The shop closes at quarter past seven.



5 Complete the sentences about you.

- In the summer holidays, I get up at _____.
- On school days, I go to bed at _____.
- The weather in my country is _____ in autumn.
- I'm going to go to _____ in the summer.
- When it's daytime in my country, it's nighttime in _____.

7

Entertainment

Vocabulary

1 Look at the pictures. What entertainment jobs do they show? Write.

1



writer

2



3



4



5



6



7



8



2 Read and complete the sentences.

- 1 My uncle is a news presenter on TV.
- 2 Rola loves making clothes. She should be a _____.
- 3 She was the best _____ in our school talent show this year!
- 4 You're really funny. You would be a great _____.
- 5 My sister loves puppets. She'd like to be a _____ one day.

3 Read the *I'm learning* box. Then write descriptions of the jobs.

I'm learning**Describing jobs**

You can describe jobs by saying what the people do.

A writer writes books.

- 1 A comedian makes people laugh.
- 2 An animator _____
- 3 A bus driver _____
- 4 A clown _____
- 5 A chef _____

4 Write three or more descriptions of jobs. Use the jobs in the box or your own ideas.

camera operator farmer mechanic police officer scientist
waiter costume designer vet make-up artist

- 1  Read and complete the sentences from the dialogue on Pupil's Book page 34. Then listen and check.

body comedian cool funny (x2)
~~costume~~ man strings go control time

- 1 I like your clown costume, Arlo.
- 2 They're difficult to _____ and they both have _____!
- 3 Very _____, Faisal! You should be a _____!
- 4 That's _____. Is he _____?
- 5 What do you call a _____ with a big nose and no _____?
- 6 Oh, it's _____ for the WOW! Talent Show. Let's _____!



- 2 Answer the questions. Write complete sentences.

- 1 Why is Arlo's costume a bit small? He's had it for a long time.
- 2 When did Arlo start to be a puppeteer? _____
- 3 When did Faisal's uncle become a comedian? _____
- 4 When did Faisal see his uncle perform? _____
- 5 Why was the answer 'Nobody nose' funny? _____

- 3  Read and complete the dialogues. Then listen and check.

I've no idea. x 2

That's cool! x 2

I get it! x 2

- 1 A: I'm going to be in the talent show!
 B: ¹ That's cool! What's your talent?
 A: Telling jokes! Here's one. Why can't a bike stand up by itself?
 B: ² _____
 A: Because it's two-tyred! Do you understand?
 B: Yes, ³ _____
 That's funny!

- 2 A: What time does the talent show start?
 B: ⁴ _____ No one told me.
 A: What are you going to do?
 B: I'm going to make people laugh.
 A: ⁵ _____ So are you a comedian?
 B: No, I'm not. I'm a puppeteer!
 A: Oh, ⁶ _____
 That's funny!

- 4    Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

Present perfect with *since* and *for*

- 1 Read and complete the sentences with *since* or *for*.



- 1 I've studied English _____ *for* five years.
- 2 We haven't seen Heba _____ last Sunday.
- 3 Kamal's built robots _____ he was nine.
- 4 I've been on the football team _____ several years.
- 5 My cousins have lived in Madaba _____ 2021.
- 6 It hasn't rained here _____ a long time.

- 2  Listen and read. Then circle *T* (true) or *F* (false). Explain your answers.



- 1 Habib's been waiting for two hours. T / ☒ F
He's been waiting for half an hour.
- 2 Asma's lived in Amman since she was six. T / F
- 3 Zeina hasn't seen Samar since last October. T / F
- 4 Hisham's known Mazen for two weeks. T / F
- 5 Ibrahim's wanted to visit London since he was little. T / F

- 3 Write survey questions with *How long* and the Present perfect.

- 1 you / live / in this town
How long have you lived in this town?
- 2 you / be / a pupil
- 3 you / study / English
- 4 you / have / a bicycle
- 5 you / know / your best friend
- 6 you / like / your favourite writer

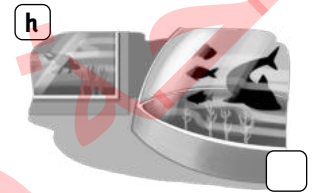
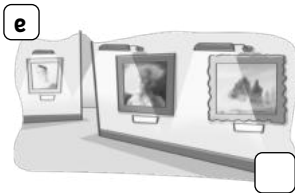
- 4  Answer the survey questions in Activity 3. Use *since* or *for*.

- 1 (for) *I've lived in this town for ...*
- 2 (since) _____
- 3 (for) _____
- 4 (since) _____
- 5 (for) _____
- 6 (since) _____

- 5  Work with your partner. Ask the questions from Activity 3 and write their answers.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

- 1 **After you read** Read the diary on Pupil's Book page 36 again. Then number the places they visited in order. There are two places you do not need.



- 2 Read and circle *T* (true) or *F* (false). Explain your answers.

1 Talal and his family arrived in Aqaba in the morning.

T / F

Talal and his family arrived in Aqaba in the afternoon.

2 They visited the aquarium on the first morning of their trip.

T / F

4 They visited the archaeological museum before the aquarium.

T / F

5 They went to a water park that's the biggest in Jordan.

T / F

3 They went to the circus on Sunday evening.

T / F

6 They are going to visit Wadi Rum on Tuesday.

T / F

- 3 Read the *Work with words* box. Then read and circle the correct options.

Work with words

-ed and -ing adjectives

Some adjectives have an -ed form and some have an -ing form. The -ed form describes how we feel. The -ing form describes a thing that makes us feel that way.

*I was **tired** after all the sightseeing.
I thought sightseeing was **tiring**.*

1 Travelling can be quite **tired** / **tiring**.

2 I was **amazed** / **amazing** by Wadi Rum.

3 This museum is **interested** / **interesting**.

4 I'm **excited** / **exciting** about our trip to Jerash.

5 I felt **embarrassed** / **embarrassing** when I fell.

6 We thought the TV show was **bored** / **boring**.

- 4   Write two sentences with -ed adjectives and two sentences with -ing adjectives. Then compare with your partner.

I think adventure books are exciting!

1 Read the clues and write the places of entertainment.

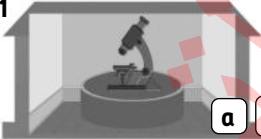
planetarium ice rink
soft play centre theme park circus
water park art gallery aquarium

- 1 You can learn about the planets here.
planetarium
- 2 You can play very safely here.
- 3 You can swim and go down slides here.
- 4 You can see clowns here.
- 5 You can do ice skating here.
- 6 You can look at paintings here.
- 7 You can see a lot of fish here.
- 8 You can ride on a roller coaster here.

2 Listen and choose the correct places.



1



a ☒

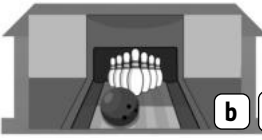


b ☐

2



a ☐



b ☐

3

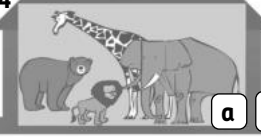


a ☐



b ☐

4



a ☐



b ☐

Present continuous for future arrangements

3 Read and complete. Use the correct form of the Present continuous.

- 1 We aren't going (not/go) to the safari park tomorrow.
- 2 I _____ (stay) with my grandparents next summer.
- 3 Ali _____ (not/go) bowling this evening.
- 4 We _____ (watch) a puppet show this weekend.
- 5 Amal _____ (visit) her cousins in Irbid next week.

4 Read and write about the children's plans. Use the Present continuous.

Zaid		Lama and Dana	
1 help Dad – home	✓	4 go to planetarium	✓
2 have pizza – lunch	✗	5 eat lunch – café	✓
3 visit Grandad	✓	6 play board games	✗

- 1 Zaid is helping his dad at home.
- 2 _____
- 3 _____
- 4 Lama and Dana _____
- 5 _____
- 6 _____

5 Write five sentences about your plans for next Saturday using the Present continuous. Use the words in the box or your own ideas.

go shopping help my parents
play hockey see friends
visit a castle do the gardening
tidy my room

- 1 After you read Read the text on Pupil's Book page 38 again. Tick (✓) the correct performance.

	Dabke	Cirque du Soleil
1 The performers all move in rhythm.	✓	
2 They perform the show all around the world.		
3 The main performer is called a <i>lawweeh</i> .		
4 The performers have their own place.		
5 People perform at all kinds of celebrations.		
6 Performers put on their own make-up.		

- 2 Answer the questions. Use complete sentences.

- Why do people enjoy watching performers?
Watching performers can be exciting.
- What is one of the most popular types of Dabke?

- When was the first Cirque du Soleil performance?

- How is Cirque du Soleil different from a traditional circus?



- 3 Listen and complete the summary.



Storytelling in Ancient Jordan

Storytelling was ¹ *popular* in ancient Jordan. A storyteller told stories in homes, ² _____ and places where people met for coffee. They were popular with young and ³ _____ people. Some stories were ⁴ _____ and some were serious. Storytelling helped people learn about their culture and ⁵ _____.

Alf-Layla wa-Layla (or *One Thousand and One Nights*) was a ⁶ _____ collection of stories that comes from the region. It was written in the ⁷ _____ century CE. Today, Jordan has a ⁸ _____ that celebrates this ancient art.



- 4 Viewing and presenting Work in groups. Choose an ancient form of entertainment, e.g. a board game or a sport, and find answers to the questions. Write a report. Share it with the class.

- What was the form of entertainment called?
- Where did it come from and what did it involve?
- When did it begin?
- What other information can you find about it?

1 Read and complete the dialogue. Then listen and check.

Would you like to buy a programme? That's eighteen dinars in total.
Here you are. One adult and one child, please.
~~Can I have two tickets, please?~~ Not much. It's only two dinars.

Ticket seller: Good morning. Can I help you?

Customer: Yes. ¹ *Can I have two tickets, please?*

Ticket seller: Adults or children?

Customer: ² _____

Ticket seller: OK. That's sixteen dinars, please.

³ _____

Customer: I'm not sure. How much is it?

Ticket seller: ⁴ _____

Customer: OK, then. I'll take one programme.

Ticket seller: Great. ⁵ _____

Customer: ⁶ _____

Ticket seller: Thanks. And here are your tickets!



2 Imagine you're buying tickets. Write answers to the questions. Use the dialogue in Activity 1 to help you. Then act out the dialogue with your partner.

1 How many tickets do you need?

2 How much do the tickets cost?

3 How much does the programme cost?

4 How much do you need to pay in total?

Pronunciation

3 Listen and read. Circle the correct arrow. Then practise with your partner.



1 Who is coming to the science museum?



3 What did you see at the aquarium?



2 When are we going to the safari park?

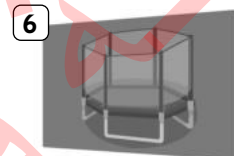
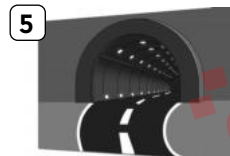
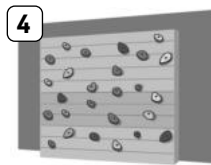
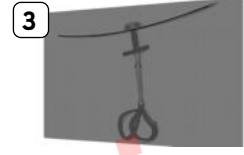
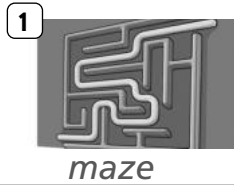


4 Where are you going?



Words in context

1 Unscramble the words and label the pictures.



2 Read the advert on Pupil's Book page 40 again. Complete with the correct imperatives.

- 1 Go along the paths and through the tunnels!
- 2 _____ and swing from tree to tree!
- 3 _____ our website or phone us.
- 4 _____ on our exciting zip wires high above the ground!
- 5 _____ on the high swing and touch the trees!



3 Answer the questions. Write complete sentences.

- 1 How high is the adventure playground's climbing wall?
It's 20 metres high.
- 2 What do people wear for the high activities?

- 3 Who will help you put on the safety equipment?

- 4 Where can children under the age of six have fun?

- 5 Where can people have something to drink?

4 Viewing and presenting Work in groups. Design an adventure playground. Discuss the questions and make notes. Share your ideas with the class.

- 1 What activities will it have?
- 2 What activities will there be for different ages?
- 3 What special equipment will people need?
- 4 What other areas will there be?

Writing

1 Read and complete the advert with the verbs and adjectives.

enjoy watch explore ~~stay~~

delicious exciting ancient great

tip Writing

Use verbs (e.g. *ride, climb, jump, visit, join*) and adjectives (e.g. *amazing, exciting, the most dangerous, the biggest*) to make your advert sound exciting!



Ajloun Olive Farm Tours!

Farm fun for everyone!

Don't ¹ stay at home this weekend!

Do something fun and ²_____!

Come out and ³ _____ a tour of our olive farm.

4 _____ our olive farm with our super friendly tour guides!

Pick olives from the most ⁵ _____
olive trees in all of Jordan!

⁶ _____ farmers making fresh olive oil! And at the end of the tour, taste our ⁷ _____ olive oil!

It's a ⁸ _____ to spend the day and it only costs 5 dinars!

**Half price
for children
under 5!**

2  **Plan an advert for a theme park.**

Include a logo.

Use a slogan.

Give important information using bullet points.

Include a special offer.

Make the design attractive.

3 Now write your quiz.

Lined area for writing the quiz.

4 Check your work. Tick (✓) the steps when you have done them.

Have I included a logo and a slogan? ☐

Have I used bullet points for the important information? ☐

Have I included a special offer? ☐

Have I made the design attractive? ☐

8

Awesome animals

Vocabulary

- 1 Complete the animal body parts.
Then find and circle.

- 1 a n t e n n a e 7 p _ u _ h
 2 b _ _ k 8 s _ a _ _ s
 3 c _ a _ s 9 s _ i _ _ s
 4 f _ _ s 10 t _ n _ _ e
 5 f _ i _ _ e _ s 11 w _ b _ _ d f _ _ t
 6 p _ _ s 12 w _ _ _ k _ _ s

W	D	F	T	O	N	G	U	E	W	K
E	P	I	H	U	D	W	A	B	H	I
B	O	N	S	C	A	L	E	S	I	F
B	U	S	D	L	N	F	V	N	S	L
E	C	R	A	A	T	O	E	T	K	I
D	H	F	I	B	E	A	K	G	E	P
F	A	J	I	P	N	S	C	A	R	P
E	E	S	P	I	N	E	S	H	S	E
E	D	S	D	P	A	W	S	R	T	R
T	F	E	D	S	E	C	L	A	W	S

- 2 Look, read and complete the sentences with words from Activity 1.

1



2



3



4



5



6



- 1 Ants use their antennae to smell, taste and communicate!
 2 A mother kangaroo carries its baby in a pouch.
 3 Seals use their flippers to move around in the sea and on land.
 4 A chameleon catches insects with its long, sticky tail.
 5 The long-eared hedgehog, which lives in deserts in Jordan, has spines for protection.
 6 A snake has scales all over its body.

- 3 Read the *I'm learning* box. Then complete the table. Use a dictionary to help.

bears crocodiles ducks eagles porcupines lizards rabbits sharks cats

I'm learning

Classifying animals

You can classify animals into groups by their body coverings, e.g. *Oryx have fur. Parrots have feathers.*

fur	feathers	scales	spines
Bears have fur.			

- 4 Write three or more sentences about the body coverings of other animals you know.



- 1 Read and complete the sentences from the dialogue on Pupil's Book page 44. Who said them? Write. Then listen and check.



different snake must something whiskers touch claws wings

- 1 Alia There are lots of different animals here.
- 2 _____ Look! There's _____ over there!
- 3 _____ It might be a tiger with long _____!
- 4 _____ It can't be a bird. It doesn't have _____.
- 5 _____ Is it a _____ with a long tongue?
- 6 _____ Spines? Then it _____ be a porcupine!
- 7 _____ It's so cute! It has small, strong paws, and it has _____, too.
- 8 _____ And you shouldn't _____ wild animals.



- 2 Read the dialogue again and circle **T** (true) or **F** (false). Explain your answers.

- | | |
|---|---|
| 1 Alia doesn't like the place where they are. T / F
<u>She says that she loves the place.</u> | 4 The animal could be a bird because it has wings. T / F |
| 2 Lara says she has already seen some foxes. T / F | 5 Alia says the animal doesn't have spines. T / F |
| 3 There aren't any tigers where the girls are. T / F | 6 Lara shouldn't pick up the animal. T / F |

- 3 Read and complete the dialogues. Then listen and check.



Watch out! x 2

Wow! x 2

It's so cute! x 2

- 1 A: Did you know that octopuses have three hearts?
B: Wow! No, I didn't know that.

- 4 A: Come on! Let's cross the road.
B: _____ There's a car!

- 2 A: Look at that animal over there!
B: A baby rabbit! _____

- 5 A: A porcupine has about 30,000 spines.
B: _____ That's a lot!

- 3 A: What's this you're cooking?
B: _____ It's very hot!

- 6 A: This is my little sister's teddy bear.
B: _____ I want one, too!

- 4 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

may, might, could, can't, must

- 1  Listen and circle the correct sentences.



- 1 a It could be a dolphin.
b It must be a type of fish.
- 2 a It may be a person.
b It can't be a cat.
- 3 a It could be a large rabbit.
b It must be the neighbour's cat.
- 4 a It can't be a bee.
b It may be dangerous.
- 5 a It could be a sheep.
b It might be a wild goat.

- 2 Look and write sentences.



1 may / horse
It may be a horse.

2 could / lion

3 must / duck

4 can't / rabbit

5 might / eagle

6 may / bear

- 3 Read the clues. Then guess the answers. Use each word in the box once.

can't could may might must

- 1 It has four short legs and a long tail. It has scales on its body.
(crocodile) It may be a crocodile.
- 2 It's a very big, dangerous cat. Its fur has black and orange stripes.
(tiger) _____
- 3 It's a black and white animal. It has four legs and it lives in Africa.
(penguin) _____
- 4 It's a big animal that lives on land and water. It has four legs and a tail.
(hippo) _____
- 5 It's a large animal with four legs and brown fur. It lives in the forest.
(bear) _____

- 4  Write clues about three animals in the box in your notebook. Write the answers with *may, might, could, can't* or *must*.

Arabian oryx camel elephant
giraffe monkey parrot
snake tortoise zebra chicken
donkey bat rhino

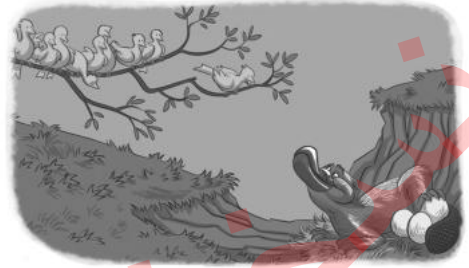
It has wings and it lives in the jungle.

It could be a parrot.

- 5  Work with your partner. Read the clues from Activity 4 and write their guesses in your notebook.

- 1 **After you read** Read the folk tale on Pupil's Book page 46 again.
Then number the sentences in order.

- ☐ a The fish asked the platypus to join them.
☐ b The lions thought they were the best group.
☐ c The platypus said that all animals were special.
☒ d All of the animals thought they were the best.
☐ e The platypus decided not to join any group.
☐ f The lions invited the platypus to join them.
☐ g The birds wanted the platypus to join them.



- 2 **Answer the questions. Write complete sentences.**

1 What were the animals fighting about?

They were fighting about who was the best group of animals.

2 How are the lions and the platypus similar?

3 How is the platypus different from the fish?

4 How are the birds and the platypus similar?

5 What do you think will happen if the platypus decides to join a group?

- 3 **Read the Work with words box. Write the new words. Then complete.**

Work with words

verb + -er suffix

We can add -er to some verbs to make a new word for someone/ something that does that action. For some verbs that end in a vowel and a consonant, we double the consonant before -er. For verbs that end in e, we add -r.

present → presenter
run → runner

1 farm → farmer

2 dive → _____

3 teach → _____

4 skate → _____

5 play → _____

6 read → _____

1 My uncle owns lots of animals.
He's a farmer.

2 Ali's always at the ice rink.
He's an excellent _____.

3 Who's the world's best football
_____?

4 I read lots of books.
I'm a keen _____.

5 Mr Aljabi is my favourite
_____ in school.

6 The platypus is an excellent swimmer
and _____.

- 4    **Write sentences with the -er form of the verbs in the box.**
Then compare with your partner.

clean build design bake write

My dad loves sweeping the floor. He's a good cleaner.

1 Read and circle the correct options.



- Sea turtles **dig** / **hide** / **roar** holes in sand to lay their eggs in.
- The parrots play nicely, but sometimes they **roar** / **dive** / **fight**.
- Muna doesn't like insects that might **sting** / **feed on** / **fight** her.
- The lions are really loud when they **run** / **feed on** / **roar**!
- A chameleon can **bite** / **sting** / **hide** by changing its colour.
- Some whales can **dig** / **dive** / **roar** more than 2,000 metres deep.

2 Listen and complete.



Woodlice

- Woodlice live on land, but only in wet places. They will _____ if they get too dry.
- Woodlice _____ and carry them in a tiny _____.
- When there is danger, Woodlice can't _____ because they don't have _____.
- Woodlice _____ on leaves and wood, and they _____ under rocks so we rarely see them.
- Woodlice aren't _____ to people because they can't _____ or _____.



First conditional

3 Read and complete the sentences. Use the first conditional.



- If a lizard loses its tail, it will grow (grow) a new one.
- If you _____ (be) nice to me, I will be happy.
- If Raed feels tired, he _____ (not/play) football.
- If Rola _____ (ask) her parents for new shoes, they will buy her some.
- If my friends and I go scooting, we _____ (have) fun.
- If you _____ (not/study), you will fail the exam.

4 Read and complete the sentences with your own ideas. Use the first conditional.

- If I don't eat breakfast, I will feel hungry at school.
- If my best friend is sick, _____.
- If you don't water the plants, _____.
- If you help me study for the test, _____.
- If it rains this weekend, _____.
- If I visit my grandparents for Eid, _____.

5 Compare your responses in Activity 4 with your partner's. Who wrote the best responses?



- 1 **After you read** Read the text on Pupil's Book page 48 again.
What do the sentences describe?



- 1 It has a large bird on its national flag.
- 2 They have to walk far to get food.
- 3 Its national animal is a very large lizard.
- 4 They don't build nests for their eggs.
- 5 Its national animal has two horns.
- 6 They use their tongues to locate animals.

Ecuador

- 2 Read the sentences and circle **T** (true) or **F** (false). Explain your answers.

1 The Arabian oryx has short, straight horns. T / **F**

It has long, curved horns.

2 Oryx can run up to 40 miles per hour. T / F

3 Condors are small birds that eat dead animals. T / F

4 Condors need to move their wings all the time. T / F

5 Komodo dragons are very dangerous to other animals. T / F

6 It's easy for people to run away from Komodo dragons. T / F

- 3 **8.14** Listen to a report about another national animal. Complete.



The kiwi



The kiwi is the national animal of ¹ New Zealand.

It's an unusual bird because it can't ² _____.

Kiwis are about the size of a ³ _____, so they are quite small but their eggs are big for their size. Kiwis have small, brown ⁴ _____ and a long, thin

⁵ _____, which they use to catch ⁶ _____.

Kiwis live in ⁷ _____ and hunt at night. Kiwis are in danger because people brought other ⁸ _____ to New Zealand, such as ⁹ _____ and rats. These animals kill kiwis and steal their ¹⁰ _____.

- 4 **Viewing and presenting** Work in groups. Choose a national animal from the box and find answers to the questions. Write a report. Share it with the class.

brown bear (Finland) gyrfalcon (Iceland) Arabian leopard (Yemen)
red kangaroo (Australia) vicuña (Peru) giant panda (China)

- 1 Where does the animal live?
- 2 What does the animal look like?
- 3 What can/can't the animal do?
- 4 What is special or unusual about it?
- 5 Is the animal in danger now? Why?



- 1 Read and complete the dialogue. Then listen and check.

They're clean and very quiet. I'm not keen on cats.
All kinds! But my favourites are parrots! ~~Yes, I do! I really love them!~~
Well, I find birds very interesting. I don't mind them. And you?

Suha: Do you like sand cats, Amani?

Amani: ¹ Yes, I do! I really love them!
What about you, Suha?

Suha: ² _____ I don't
like their fur. But sand cats are cute, I guess.

Amani: Do you like lizards?

Suha: ³ _____

Amani: I quite like lizards. ⁴ _____ What animals
do you like?

Suha: ⁵ _____ I enjoy watching them.

Amani: Me, too. What kinds of birds do you like?

Suha: ⁶ _____

Amani: Oh, I don't like parrots at all. They talk too much.



- 2 Read and complete the sentences with your own ideas about animals.

1 I really love rabbits.

4 I don't mind _____.

2 I find _____ really
interesting.

5 I'm not keen on _____.

3 I quite like _____.

6 I don't like _____ at all.

7 I can't stand _____.

- 3 Work in pairs. Compare your ideas from Activity 2.

Pronunciation

- 4 Listen and read. What type of questions are they?
Circle the correct arrow. Then practise with your partner.



1 Why does a lion roar?

3 What animals can you see?

2 Is there a platypus at the safari park?

4 Do you like snakes?

Words in context

1 Read and complete the definitions.

~~poisonous~~ amphibian horn insect reptile mammal

- 1 Be careful! That snake is poisonous.
- 2 An _____ is an animal that lives in water and on land.
- 3 A _____ is an animal that feeds its babies on milk from its body.
- 4 A rhino has got a big _____ on its nose.
- 5 A _____ has scales on its body and it lays eggs.
- 6 An _____ is an animal that has six legs.

2 Read the fact files on Pupil's Book page 50 again. Complete.

- 1 The golden mantella frog is a small amphibian.
It's _____ so other animals don't eat it.
- 2 The mata mata turtle lives in _____ and rivers.
It can _____ about 15 kilograms and grow to 45 centimetres.
- 3 The giant prickly stick insect lives in forests in _____.
It has very long _____ on its head.
- 4 The Nubian ibex has _____ legs that it uses to jump.
It can jump up to _____ metres high.



3 Answer the questions. Write complete sentences.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 How long can a golden mantella frog be?
<u>It can be two to three centimetres long.</u> 2 Why do golden mantella frogs have bright colours?
_____ 3 What things does the mata mata turtle eat?
_____ | <ol style="list-style-type: none"> 4 Why does a mata mata turtle have a long nose?
_____ 5 Why is it hard to see a giant prickly stick insect?
_____ 6 How much do Nubian ibex usually weigh?
_____ |
|--|--|

4 **Viewing and presenting** **Work in groups. Choose an animal you know about. Discuss the questions and make notes. Share your ideas with the class.**

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 What type of animal is it? 2 Where does it live? 3 What does it eat? | <ol style="list-style-type: none"> 4 What size is it? 5 What's its body like? 6 What's an interesting fact about it? |
|--|---|

Writing

1 Read and complete the sentences with *it's* or *its*.

- 1 An ibex can jump well. It uses its long legs to jump to a height of two metres.
- 2 The Arctic fox has thick, white fur. useful for staying warm in cold weather.
- 3 A condor is a very large bird. open wings can be three metres across.
- 4 The Arabian oryx is the national animal of Jordan. horns are long and curved.
- 5 A lizard is a type of reptile. in the same family as the crocodile.
- 6 A giraffe feeds on leaves from tall trees. That's why neck is so long.

tip Writing

Remember to use *its* and *it's* correctly: *it's* means *it is* or *it has* *its* is for possession ***It's* better at climbing than jumping! (It is)** *It uses its very long nose to breathe. (possession)*



2 Plan a fact file about an unusual wild animal.

Look at books or the internet to find facts to include.

Use headings and put colons (:) after them.

Don't write in full sentences. Use simple notes.

Include some special and unusual facts.

Use abbreviations for size and weight: *m* (metres), *cm* (centimetres), *kg* (kilogrammes), etc.

A large sheet of lined paper with a row of ten binder holes at the top, intended for students to write their fact file notes.

3 Now write your fact file.

Lined area for writing the fact file.

4 Check your work. Tick (✓) the steps when you have done them.

Have I used headings with colons?

☐

Have I used abbreviations and *it's* and *its* correctly?

☐

Have I written the fact file in note form?

☐

Have I included interesting and unusual facts?

☐



Language booster 4



- 1 Listen to the dialogue on Pupil's Book page 52 again. Read the sentences and circle *T* (true) or *F* (false). Explain your answers.

1 Suha isn't going to take a charger. T / ☒ F

She's going to take the charger in her rucksack.

2 Lama is going to take the medicine in her suitcase. T / ☒ F

3 Suha isn't going to take the guidebook. T / ☒ F

4 Suha doesn't think they'll need an umbrella. T / ☒ F

5 Suha thinks the most important item is a toothbrush. T / ☒ F



- 2 Put the words in order to complete the sentences.

1 You use a toothbrush (~~tousthborh~~) to clean your teeth every day.

2 A passport (~~spporast~~) is used to enter and leave a country.

3 You wear a raincoat (~~ainrtcoa~~) to stay dry when the weather is wet.

4 A rucksack (~~ietcasus~~) holds all your clothes when you go on holiday.

- 3 Complete the sentences. Then match.

1 I'll need a charger for my phone when I go on holiday.

2 We'll need to take some medicine if we feel ill during the trip.

3 I didn't sleep on the plane because I left my neck pillow at home.

4 He's taking his shampoo and soap in his rucksack.

☒ c

☐
☐
☐

a



b



c



d



- 4 Viewing and presenting



Work in pairs. Imagine you're going on holiday.

Where are you going to go? What are you going to do? What are you going to take? Share your ideas with the class.

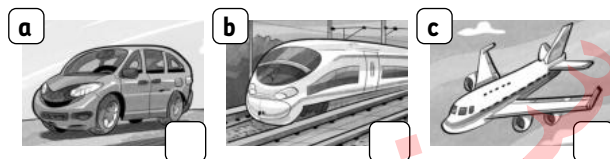


1 Listen and tick (✓) the correct pictures.

1 Where is Randa going to go for the holidays?



3 How is her family going to travel?



2 What will the weather be like?



4 What will Randa send her friend?



2 Read and circle the correct options.

Malek: What ¹ are you going to / will you do next weekend?

Rakan: If the weather's good, ² I'll / I'm going to go camping.

Malek: Can I come?

Rakan: Of course! If you come, will you bring your camping stove?
And ³ I'm going to / I'll take the tent.

Malek: OK, ⁴ I'm going to / I will. Anything else?

Rakan: I think ⁵ we'll / we're going to go hiking, too, so ⁶ I'm going to / I will take my compass. Can you bring a first-aid kit?

Malek: Sure. Where ⁷ are we going to / will we go camping?

Rakan: ⁸ We'll / We're going to go camping in the forest. It's really great there.

Malek: That sounds fun!

3 Complete the sentences with the correct form of *going to* or *will* and the verbs in the box.

go not have help ~~make~~ not play not watch

1 I'm hungry. I think I will make a sandwich.

2 We will go to the aquarium later. We bought our tickets online.

3 Kareem will not play basketball today. He hurt his foot yesterday.

4 Don't worry about your journey to Irbid next week. You will not have any problems.

5 If you wait a minute, I will help you with those big suitcases.

6 My friends will go videos today. They want to go cycling because it's sunny.

Father's Day

1 Look and write.

card celebration ~~dates~~ reporter respect electric shaver

1



dates

2



3



4



5



6



2 After you read Read the text on Pupil's Book page 56 again and circle T (true), F (false) or DS (doesn't say). Explain your answers.

1 Father's Day is on the same day as the first day of spring. T / F / DS

It's the same day as the first day of summer.

2 Father's Day is celebrated in Iran on 21st June. T / F / DS

3 Mother's Day is more popular than Father's Day. T / F / DS

4 People started celebrating Father's Day before Mother's Day. T / F / DS

3 Answer the questions. Write complete sentences.

1 How many brothers and sisters has Malak got?

She's got one brother.

2 What did she and her brother buy for their dad this year?

3 What does her dad usually do on Father's Day?

4 Who does the family visit in the afternoon on Father's Day?

5 What does Malak believe we should do for our parents as they get older?

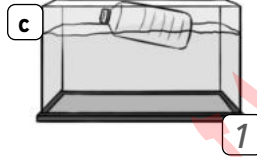
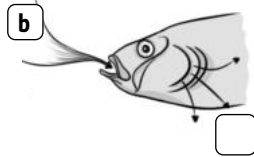
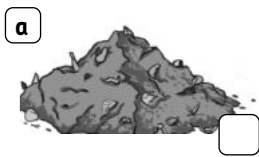
4 Viewing and presenting Work in groups. How can we show respect to our parents every day? Make a list. Share it with the class.

World Oceans Day

1 Complete the sentences. Then match.

beach clean-up breathe float waste water cycle

- 1 An empty bottle will float on water.
- 2 At home, we recycle our food _____.
- 3 The _____ shows how water goes from the sea and comes back as rain.
- 4 Fish _____ under the water by using special body parts.
- 5 I volunteered to help at a _____ last weekend.



2 After you read Read the text on Pupil's Book page 57 again. Then complete the sentences.

- 1 Scientists think that 50–80% of all plants and animals live in oceans.
- 2 Almost all of the _____ on Earth is in the oceans.
- 3 Because of the water cycle, we get _____ and water to drink.
- 4 Oceans make _____ which we need to breathe.
- 5 Oceans give us about half of the _____ we breathe.

3 Answer the questions. Write complete sentences.

- 1 What year did World Oceans Day first start?
It first started in 1992.
- 2 How many large areas of floating plastic are there in our oceans?

- 3 How big is the Great Pacific Garbage Patch compared to Jordan?

- 4 How does plastic get inside our bodies?

- 5 What colour clothes did everyone at Amer's school wear?

4 Viewing and presenting Work in pairs. Make a poster about how we can help on World Oceans Day. Share it with the class.

Welcome

blog (noun) – a website where you write your thoughts

camera (noun) – a piece of equipment that you use to take photographs or to make films

device (noun) – an electronic gadget, e.g. a phone or a tablet

digital (adjective) – involving computers or electronic technology

do (verb) – to perform an action or job

draw (verb) – to make pictures with a pen or pencil

e-reader (noun) – a device for reading digital books and magazines

gardening (noun) – growing and taking care of plants

headphones (noun) – a device worn on the head to listen to sound from a phone or other device

go (verb) – to travel or move somewhere

hobby (noun) – something you do in your free time for fun

laptop (noun) – a small computer that you can carry around

make (verb) – to create or produce something

model (noun) – a smaller copy of something, e.g. a building or a car

photography (noun) – the activity of taking photographs

picture (noun) – an image created to show what something looks like, e.g. a painting or drawing

puzzle (noun) – a game where you fit pieces together

smartphone (noun) – a mobile phone that is like a small computer and that connects to the internet

technology (noun) – knowledge and equipment that are used in science and industry

website (noun) – pages on the internet where someone puts information

write (verb) – to make words using a pen or pencil

Unit 5

baggy (adjective) – clothes that are big and loose

belt (noun) – a long, thin piece of material that you wear around the middle of your body; it holds up your trousers

bracelet (noun) – a piece of jewellery that you wear on your wrist

casual (adjective) – relaxed, not formal

checked (adjective) – having a pattern of squares of different colours

colourful (adjective) – full of bright colours or a lot of different colours

comfortable (adjective) – comfortable clothes that are nice to wear and make you feel relaxed

crown (noun) – an object made of gold that a king or queen wears on their head

earrings (noun) – pieces of jewellery that you wear on your ears

formal (adjective) – clothes that you wear on important occasions and are very correct

glasses (noun) – you wear these to help you see better

gloves (noun) – clothing that keeps the hands warm with separate parts for the fingers and thumbs

pattern (noun) – a repeated design of lines, shapes, colours, etc.

patterned (adjective) – decorated with a pattern

plain (adjective) – simple and not decorated

smart (adjective) – looking clean and tidy; well-dressed

spot (noun) – a small, round mark that is a different colour to what it's on

spotted (adjective) – clothing with spots

stripe (noun) – a long, straight line of colour that is a different colour to what it's on

striped (adjective) – clothing with stripes

sweatshirt (noun) – a piece of clothing that covers the top part of the body, often worn for sport

tie (noun) – a long, thin piece of material that you wear around the neck with a shirt

top (noun) – a piece of clothing that covers the top part of the body

tracksuit (noun) – trousers and matching jacket you wear for sports or as casual clothes

uncomfortable (adjective) – not feeling comfortable or nice

watch (noun) – a small clock that you wear on your wrist

woolly hat (noun) – a piece of clothing that covers your head; people wear it when it's cold and it's made of wool (the hair of sheep)

Unit 6

accident (noun) – something bad that happens that isn't planned, and that causes injury or damage

ambulance (noun) – a vehicle with special equipment that takes ill or injured people to a hospital

ankle (noun) – the part of your leg that is above your foot

arm (noun) – the long things on each side of the human body which have hands on the end

bandage (noun) – a long piece of soft material that you put on an injured part of the body

blanket (noun) – a thick, warm cover on beds

break (verb) – to separate into two or more pieces

burn (verb) – to be hurt by fire

call (verb) – to use a telephone to talk to someone

camp (verb) – to stay outdoors in a tent

camping stove (noun) – a small gas cooker that you use when camping

compass (noun) – a piece of equipment that shows you the direction (north, south, east, west) you are going in

cool (adjective) – quite cold; not hot or warm

cut (verb) – to hurt yourself on a sharp object, like a knife

fall over (phrasal verb) – to fall on the ground by accident

finger (noun) – one of the five, long parts on your hand (including your thumb)

first-aid kit (noun) – a box of medical equipment that is used to help somebody before a doctor comes, or before going to hospital

hand (noun) – the part of your body at the end of your arm

have (verb) – to own, experience or feel something

hurt (verb) – to injure or make pain for somebody/yourself

keep (verb) – to stay in a condition or position

lie down (phrasal verb) – to move your body so that it's flat, usually to go to sleep

matches (noun) – small wood sticks used to light a fire

medicine (noun) – something that you take to stop an illness or help an injury

pain (noun) – the feelings in your body that you have when you are hurt or ill

penknife (noun) – a small knife that folds and fits in your pocket

plaster (noun) – a small piece of material that you put on cuts

rope (noun) – very thick kind of string

rucksack (noun) – a strong bag that you carry on your back; people often use it when they go hiking or camping

shelter (noun) – a place that protects from danger or bad weather

sleeping mat (noun) – a soft, thick piece of material that you lie on when you sleep on the ground

take (verb) – to eat or drink something, e.g. medicine

warm (adjective) – quite a high temperature; not too hot

Lara's Learning Club 3

autumn (noun) – the season between summer and winter; it's when leaves fall from the trees

energy (noun) – the power that comes from electricity, gas, etc.

food mixer (noun) – a machine that mixes things

hairdryer (noun) – a machine that dries hair

heat (noun) – the quality of being hot

light (noun) – the energy from the sun, etc. that makes it possible to see things

midday (noun) – 12 o'clock in the middle of the day

midnight (noun) – 12 o'clock at night

movement (noun) – a change of position or place

season (noun) – one of the four periods of the year (winter, spring, summer, autumn)

sound (noun) – something that you can hear

spring (noun) – the season between winter and summer; it's when plants start to grow

street parade (noun) – a line of people or vehicles that moves through a public place as to celebrate something

summer (noun) – the season between spring and autumn; it's when the weather is hot

take off (phrasal verb) – when a plane leaves the ground and starts to fly

toaster (noun) – an electrical device for making toast

winter (noun) – the season between autumn and spring; it's when the weather is cold

Unit 7

adventure playground (noun) – an area where children can play and climb

animator (noun) – someone who makes cartoons or animated films

aquarium (noun) – a place where you can see a lot of fish in glass containers

art gallery (noun) – a place where you can see paintings and other works of art

bowling alley (noun) – a place where you can go bowling (an indoor game where you try to knock down objects with a heavy ball)

camera operator (noun) – a person who controls a film camera

circus (noun) – a place where people and animals perform in a big tent

clown (noun) – a person who wears bright clothes, has a painted face and makes people laugh

comedian (noun) – a person whose job is to make people laugh by telling funny stories

costume designer (noun) – a person who makes the clothes for films, plays and TV programmes

ice rink (noun) – the place where you go ice skating

make-up artist (noun) – a person who puts makeup on actors for films, plays and TV programmes

performer (noun) – a person who entertains people

planetarium (noun) – a place with a machine that shows where the stars and planets are

presenter (noun) – a person who introduces a radio or TV programme

puppet (noun) – a toy of a person or animal that you can move with strings, or by putting your hand inside it

puppeteer (noun) – a person who controls puppets in a performance

safari park (noun) – a large park where you can see wild animals

science museum (noun) – a place where you can learn about science with fun activities

soft-play centre (noun) – a place with soft, safe equipment for small children to play on

sound editor (noun) – a person who corrects or changes the sound on films or TV programmes before you see them

stunt performer (noun) – a person who does the dangerous things in a film that an actor cannot do, or who does dangerous things to entertain people

theme park (noun) – a park with games, machines to ride on (like rollercoasters) and restaurants, often with a special theme

water park (noun) – a park with lots of swimming pools, slides and activities for swimmers

writer (noun) – a person whose job is writing books, stories, etc.

Unit 8

antennae (noun) – the two long parts on the head of an insect or sea animal; they use them to feel things

beak (noun) – the hard part of a bird's mouth

bite (verb) – to use your teeth to cut or to hold something

claws (noun) – the sharp nails on some animals and birds

die (verb) – to stop living

dig (verb) – to make a hole in the ground with your hands, a machine, etc.

dive (verb) – to jump into water with your head and arms first

egg (noun) – a small object with a shell that birds or other animals produce

feed on (phrasal verb) – to eat something

feet (noun) – the two flat parts on the ends of your legs that you stand on; the plural of 'foot'

fight (verb) – to hurt or to try to hurt someone or something because you are angry

fin (noun) – the thin, flat part of a fish that sticks out of its body; used for swimming

flippers (noun) – the flat body parts that some sea animals, like turtles, use for swimming

fly away (phrasal verb) – to leave a place by flying

hide (verb) – to go to a place where nobody can see you

lay (verb) – to produce eggs

paws (noun) – animal feet

pouch (noun) – a pocket of skin which some animals, like kangaroos, carry their babies in

roar (verb) – to make a very loud, deep sound

run away (phrasal verb) – to leave a place quickly; to escape from someone or something

scales (noun) – the flat, hard pieces that cover the skin of fish, snakes, etc.

spines (noun) – the sharp things on the body of some animals

sting (verb) – when an insect makes a small hole in your skin and causes pain

tongue (noun) – the soft part in your mouth that you use to talk and to taste

webbed (adjective) – if an animal has webbed feet, it has skin between its toes

Lara's Learning Club 4

add (verb) – to put something with something else

carbon (noun) – a chemical that is in all animals and plants, and in coal and oil

carbon dioxide (noun) – a gas that is produced when people and animals breathe, or when carbon is burnt

charger (noun) – a piece of equipment that puts electricity in a battery

footprint (noun) – the mark made by a foot or shoe

fuel (noun) – materials that make heat or power, usually when they are burnt

gas (noun) – any substance like air that is not a solid or a liquid, e.g. oxygen

greenhouse gas (noun) – a gas, especially carbon dioxide, that causes the greenhouse effect

guidebook (noun) – a book that gives information about places for travellers or tourists

necklace (noun) – a piece of jewellery that you wear around your neck

passport (noun) – a document that looks like a small book; you need it to enter or to leave a country

travel pillow (noun) – a soft object that you put your head on

raincoat (noun) – a coat that keeps you dry when it rains

reduce (verb) – to make something less

suitcase (noun) – a big bag with a handle that you carry clothes in when travelling or going on holiday

T-chart (noun) – a simple chart with two columns that we can use to compare two things

tool (noun) – something that helps you do an activity

toothbrush (noun) – a small brush to clean teeth

washbag (noun) – a small bag that you carry your soap, toothpaste, etc. in when travelling or going on holiday

Irregular verbs

Cover the Past simple and Past participle columns and check what you remember!

Infinitive	Past simple		Past participle	
be	was/were		been	
break	broke		broken	
bring	brought		brought	
buy	bought		bought	
catch	caught		caught	
choose	chose		chosen	
come	came		come	
do	did		done	
draw	drew		drawn	
drink	drank		drunk	
drive	drove		driven	
eat	ate		eaten	
fall	fell		fallen	
feel	felt		felt	
find	found		found	
fly	flew		flown	
get	got		got	
give	gave		given	
go	went		gone/been	
have	had		had	
hear	heard		heard	
hold	held		held	
keep	kept		kept	
know	knew		known	
learn	learned		learned	

Infinitive	Past simple		Past participle	
let	let		let	
lose	lost		lost	
make	made		made	
meet	met		met	
pay	paid		paid	
put	put		put	
read	read		read	
ride	rode		ridden	
run	ran		run	
say	said		said	
see	saw		seen	
sell	sold		sold	
send	sent		sent	
sing	sang		sung	
sleep	slept		slept	
stand	stood		stood	
take	took		taken	
teach	taught		taught	
tell	told		told	
think	thought		thought	
throw	threw		thrown	
wear	wore		worn	
win	won		won	
write	wrote		written	

Acknowledgements:

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

Image Credit(s):

123RF.com: corund 41; **AI Generated:** 19, 31; **Alamy Stock Photo:** dpa picture alliance 43; **Ministry of Education:** 2, 5; **Pearson Education Ltd:** Antonio Marcos Díaz 2, 5, 24, 46; **Shutterstock.com:** alessandro coronas 40, Alexandr Junek Imaging 42, Alexey Seafarer 44, ALPA PROD 10, Atitaph_StockPHoTo 28, Damian Ryszawy 43, Eric Isselee 41, Fotosr52 33, George Rudy 10, Geza Farkas 43, Greens and Blues 37, GRSI 9, Ivanb.photo 34, Khvost 5, Lenscap Photography 11, Marinodenisenko 15, martellostudio 40, New Africa 27, Olesia Bilkei 3, oneinchpunch 9, Paulrommer SL 40, RMMPPPhotography 32, silky 1, I, SL-Photography 41, smile23 20, U__Photo 38, VLADJ55 31, Wirestock Creators 43, wizdata 9

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



تم تحميل هذا الملف من موقع منتديات صقر الجنوب

للدخول على الموقع انقر هنا

لمزيد من الملفات ابحث عن

Search

منتديات صقر الجنوب



منتديات صقر الجنوب



admin@jnob-jo.com



+962 799238559

نعمل بجد لتقديم تعليم متميز يحقق طموحات المستقبل.