المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan TEAM Together Grade 2

Semester 2



Pupil's Book with Digital Resources

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منهاجي
متعة التعليم الهادف

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National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

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Pupil's Book with Digital Resources

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Pearson

Susannah Reed and Lesley Koustaff
with Kay Bentley

YORK PRESS

Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking
Welcome Hello! Page 4	Naming toys; asking and answering about toys; naming body parts; naming family members; describing family members using parts of the face; naming classroom objects; talking about classroom objects and saying where they are	**Inside toys** **Outside toys** **Classroom objects** **Body parts** **Family** **Face**	What's this? It's a (car). It's an (action figure). Where's (the pencil)? It's in/on/under (the desk). I've got (one face). I've got (ten toes). Who's this? It's (my uncle). He's got (blue eyes). She's got (green eyes).	Recognising familiar words and basic phrases; recognising cardinal numbers up to ten; recognising familiar, everyday nouns and adjectives	Acting out parts of a picture story using actions and words; saying how many things there are, up to ten; reciting a short, simple rhyme or chant
5 Help the animals! Page 8	Naming and describing animals; asking and answering about animals	**Animals:** cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise **Animal body:** feathers, fur, shell, tail, teeth, wings **Adjectives:** big, long, short, small **Phonics:** rain, tail, rabbit, parrot, shell	What are these? They're cats. It's got big teeth.	Recognising familiar words and phrases in songs, chants and stories; recognising familiar everyday nouns and adjectives; recognising isolated words related to familiar topics; identifying people from a description of their physical appearance and clothes; following basic instructions; understanding basic phrases in short texts; understanding basic phrases or sentences about things people have; recognising the letters of the alphabet by their sounds	Naming animals using single words; reciting a short, simple rhyme or chant; answering simple questions about objects; acting out parts of a picture story or dialogue using actions and words; describing the appearance of a person or animal; expressing opinions on familiar topics; asking questions to find out what possessions others have got; saying simple tongue twisters and other types of playful language
6 Do you like peas? Page 16	Naming food items; expressing likes and dislikes; asking for food items	**Food (1):** apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato **Food (2):** bread, cheese, chicken, eggs, fish, juice, meat, milk, water **Phonics:** beak, peas, head, feather	I like apples./I don't like pasta. Do you like cheese? Yes, I do./ No, I don't. I like apples and I like oranges, too. I like oranges, but I don't like apples. I don't like oranges or apples.	Recognising isolated words related to familiar topics; recognising familiar words and basic phrases in short, illustrated stories; recognising familiar words and phrases in short, simple songs or chants; understanding simple expressions about likes and dislikes in stories or dialogues; recognising the letters of the alphabet by their sounds	Naming everyday objects; reciting a short, simple rhyme or chant; acting out parts of a picture story using actions and words; expressing likes and dislikes in relation to familiar topics; saying what food or drink they would like, using single words and gestures; saying simple tongue twisters and other types of playful language
7 It's windy! Page 24	Saying what the weather is like; describing clothes; giving instructions	**Weather:** cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy **Clothes:** boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers **Phonics:** bird, shirt, fork, shorts	What's the weather like? It's cloudy. I'm wearing a T-shirt and shorts	Recognising isolated words related to familiar topics; recognising familiar words and phrases in short, simple songs, chants and stories; understanding simple language relating to naming and describing people's clothes; following basic instructions; understanding simple instructions; recognising the letters of the alphabet by their sounds	Saying what the weather is like using basic phrases; reciting a short, simple rhyme or chant; acting out parts of a picture story; describing what someone is wearing using a fixed expression; talking about familiar topics; acting out a short dialogue or role play; saying simple tongue twisters and other types of playful language
8 Who's at home? Page 32	Naming rooms in a house; describing chores; asking for and offering to help	**Home:** balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room **Chores:** clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants **Phonics:** moon, bedroom, look, book	Where's my dad? He's in the garden./He isn't in the bedroom. He's/She's tidying up.	Recognising familiar words and phrases in short, simple songs, chants or stories; understanding basic statements about where things or people are; understanding phrases and sentences; identifying people from a short, simple description; identifying objects, places or people from short descriptions; understanding some basic words and phrases to show politeness; recognising the letters of the alphabet by their sounds	Reciting a short, simple rhyme or chant; answering simple questions about where people or things are; saying where an object is; acting out parts of a picture story using actions and words; saying what people are doing; talking about familiar people and places; asking for things using basic language; saying simple tongue twisters and other types of playful language; acting out a short dialogue or role play

Atomic's Learning Club: Language booster 2

Festivals: World Braille Day, World Environment Day, Hijri New Year

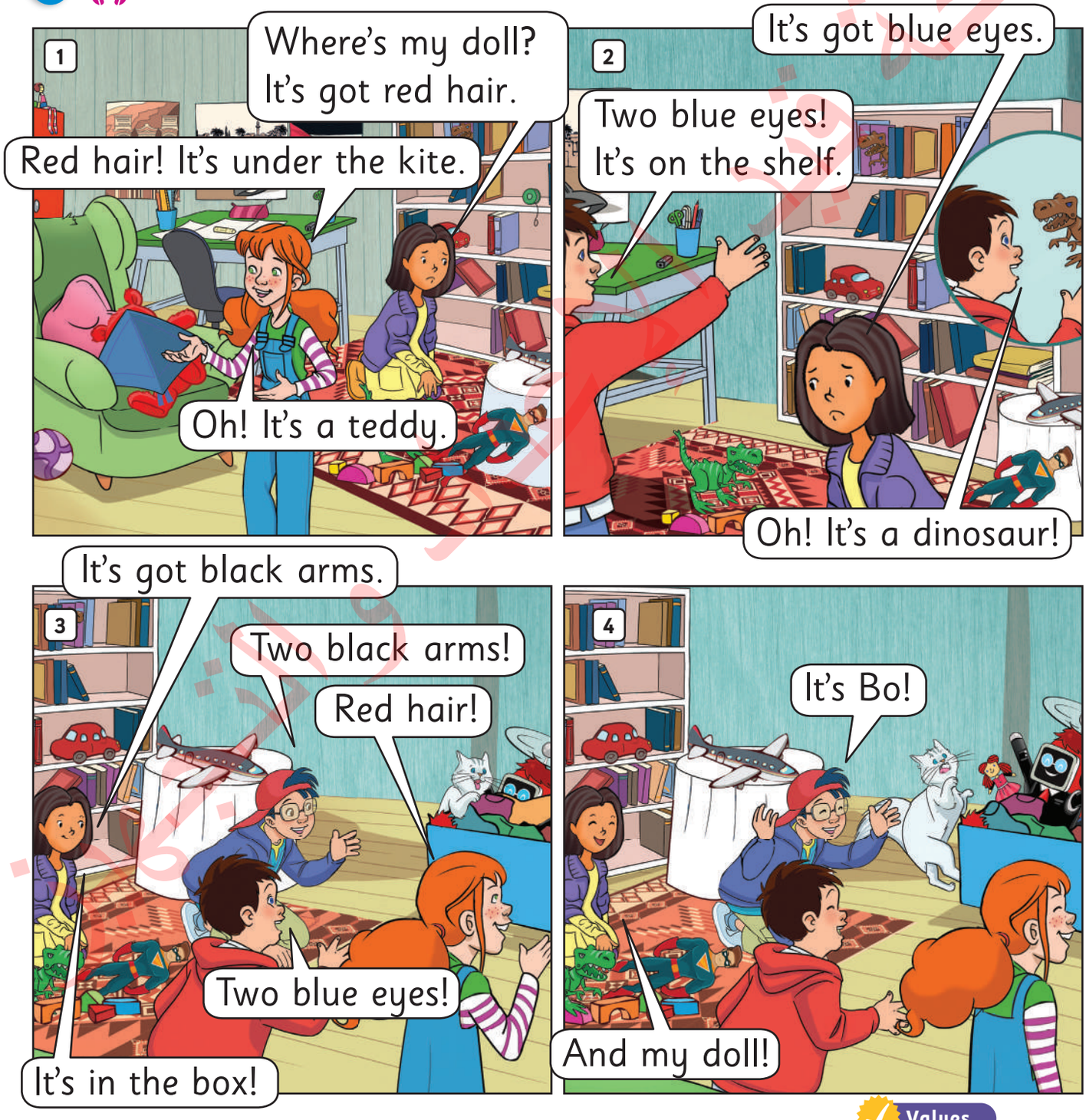
Reading	Writing	Phonics	Project	Viewing and presenting	Functions
Recognising key words and basic phrases in short, illustrated stories; understanding basic sentences introducing someone; recognising a range of basic, everyday nouns and adjectives					Naming toys; asking and answering about toys; naming classroom objects; talking about classroom objects and saying where they are; naming body parts; naming family members; describing family members using parts of the face
Recognising a range of basic everyday nouns and adjectives; recognising key words and basic phrases in short, simple cartoon stories; recognising single, familiar everyday words; understanding basic sentences naming familiar everyday items; understanding basic phrases in short texts; identifying familiar words in short simple texts	Writing some familiar words	**ai, bb, ll, rr** rain, tail, rabbit, parrot, shell	Organising a class rescue centre	Drawing pictures and presenting information about drawings using new vocabulary, including names of animals; using appropriate learned terms and expressions to discuss visual texts; realising that colours have meaning and including them in oral presentations; using body language in a variety of ways to communicate ideas	naming and describing animals; asking and answering about animals
Recognising single, familiar everyday words; understanding basic sentences naming familiar everyday items; understanding basic information about people's likes and dislikes; recognising key words and basic phrases in short, simple cartoon stories; understanding the main points of short, simple dialogues related to everyday situations	Writing some familiar words; writing simple sentences about likes and dislikes in relation to familiar topics	**ea** beak, peas, head, feather	Making a poster about a favourite meal	Relating visual texts to personal experiences; showing empathy for the way others might feel; using new vocabulary acquired and appropriate terms and expressions; discussing information being conveyed	Naming food items; expressing likes and dislikes; asking for food items
Recognising single, familiar everyday words; understanding simple sentences about the weather; understanding basic phrases in short texts; understanding the main points of short, simple dialogues related to everyday situations	Writing some familiar words; labelling simple pictures related to familiar topics by copying single words; writing short, simple sentences on familiar topics	**ir, or** bird, shirt, fork, shorts	Making a festival guide	Presenting information about drawings using new vocabulary; relating visual texts to personal experiences; showing empathy for the way others might feel; using new vocabulary acquired and appropriate terms and expressions; discussing information being conveyed	Saying what the weather is like; describing clothes; giving instructions
Recognising single, familiar everyday words; understanding basic sentences about where things, animals or people are; understanding simple phrases related to familiar, everyday activities; understanding the main points of short, simple dialogues related to everyday situations; understanding short, simple descriptions of familiar places	Writing short answers to questions about what or where people or things are; writing some familiar words	**oo** moon, bedroom, look, book	Making a class book about unusual homes	Using body language in a variety of ways to communicate ideas and feelings; using appropriate learned terms and expressions to discuss visual texts; deducing the purpose of the visual text and relating it to personal experiences	Naming rooms in a house; describing chores; asking for and offering to help

Science: What's a beach like?

Welcome Hello!

1 **Find and circle the toys. How many different toys are there?**

2 W3 **Listen and read.**



Values

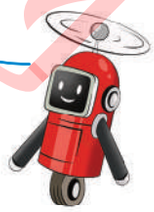
Be tidy!

3 W4 Listen and match.










4 Act out the story.

English in action

Sharing your toys

5 W5 Listen and read.



Excuse me. What's this?
Is this your kite?

Yes, it is. It's my new kite.

Can I play with it, please?

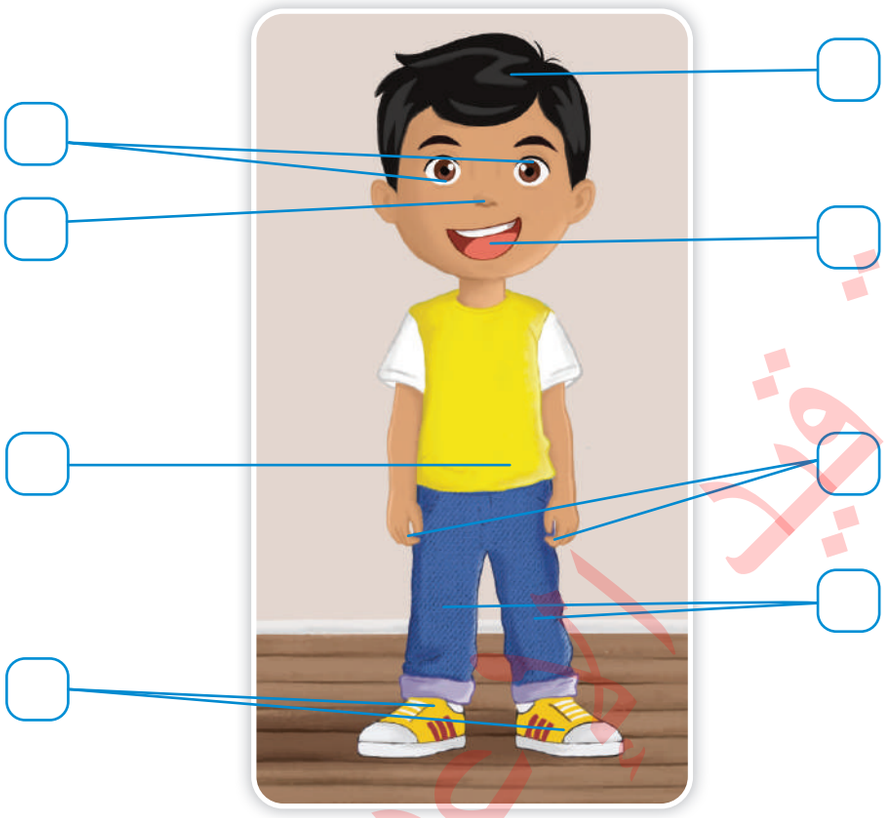
Yes, of course.
Let's play together.

Thank you!

6 Act out the dialogue. Use different toys.

plane yoyo building set action figure

1 W8 Listen and number.



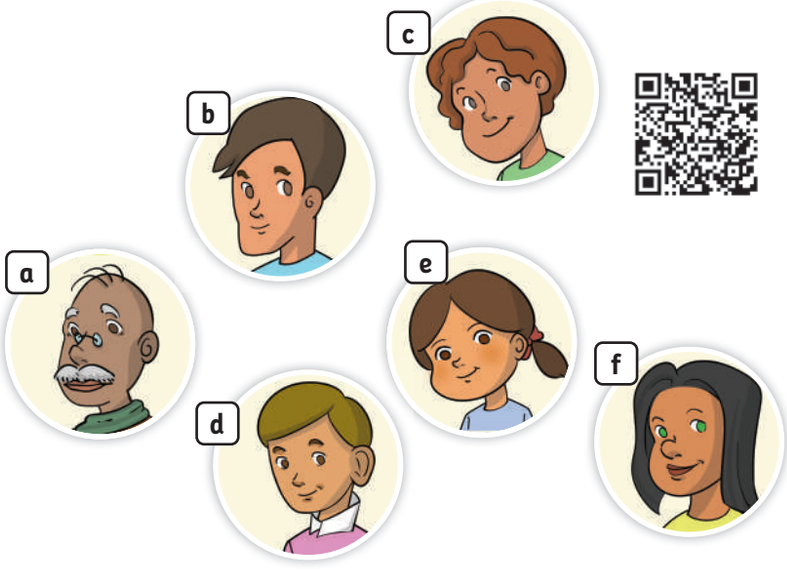
2 Say.



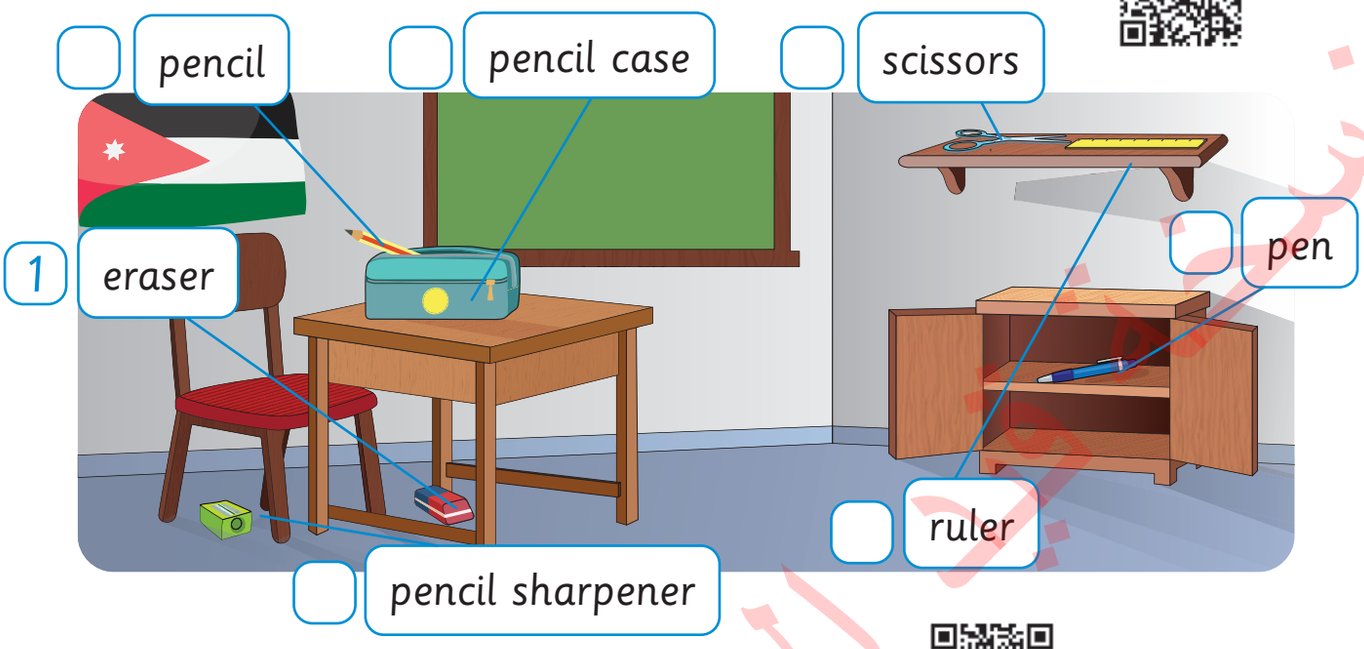
My name is Huda.
I've got brown hair.

3 W9 Listen and match.

1 brother
2 aunt
3 cousin
4 sister
5 grandad
6 uncle



4 W10 Listen and number.



5 W11 W12 Listen and sing.

I want to make a card
And colour it green, yellow and blue
Then I can give it to you!

But where's my pencil?
And my pencil sharpener?
On the table next to you!

But where's my ruler?
And my eraser?
In the pencil case next to you!

But where's my pen?
And my scissors?
Under the chair next to you!

6 Look at Activity 4. Ask and answer.

Where's the ruler?



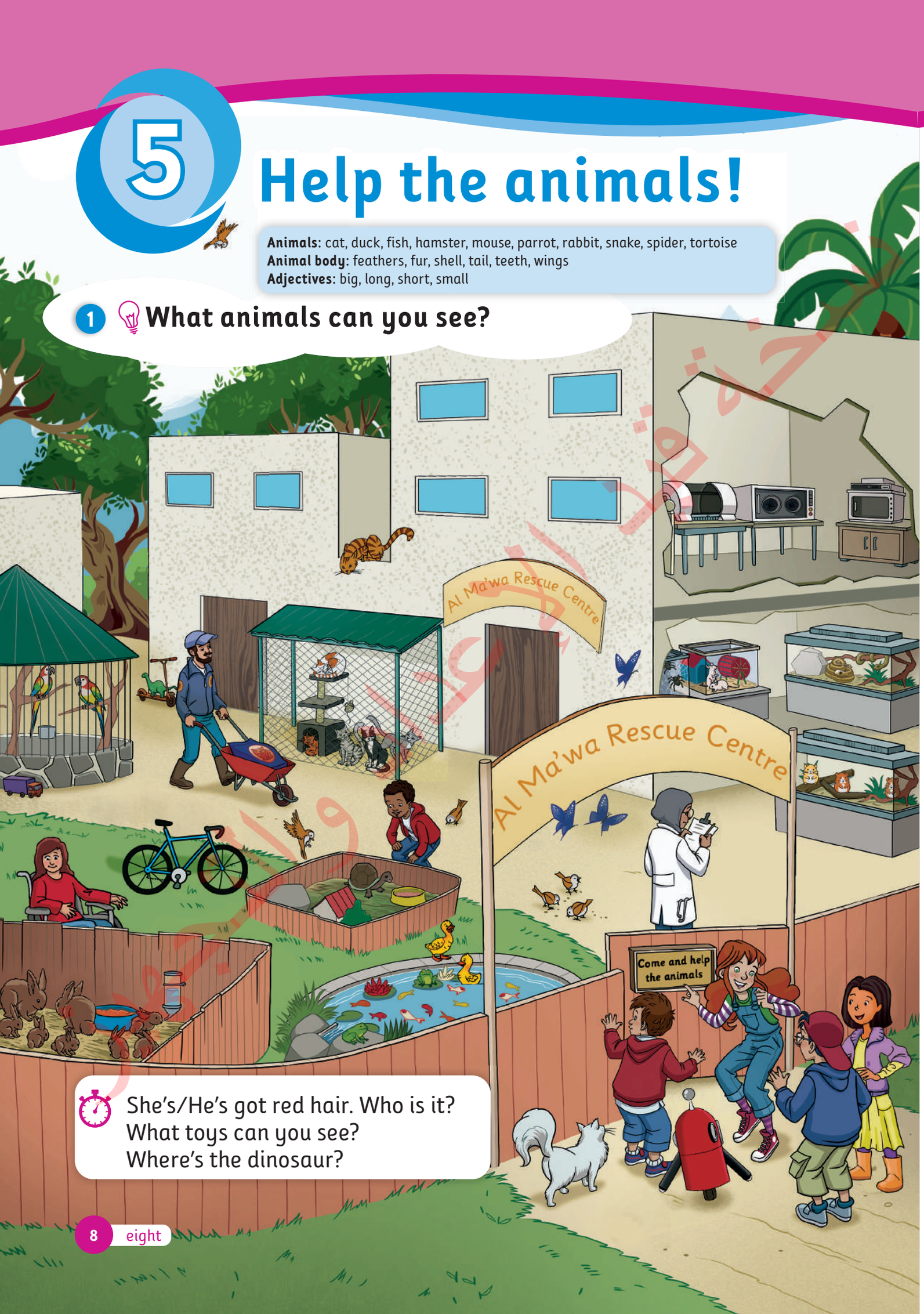
It's on the shelf.



5 Help the animals!

Animals: cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise
Animal body: feathers, fur, shell, tail, teeth, wings
Adjectives: big, long, short, small

1 What animals can you see?



She's/He's got red hair. Who is it?
What toys can you see?
Where's the dinosaur?

2 5.1 Listen and stick. Then listen and say.

1 
cat

2 
duck

3 
rabbit

4 
hamster

5 
mouse

6 
parrot

7 
tortoise

8 
snake

9 
fish

10 
spider

3 5.2 5.3 Listen and chant.

one mouse – two mice
one fish – two fish

What are these? They're cats.
What are these? They're hamsters.
Cats, hamsters and rabbits.
Ducks and mice.
One, two, three animals, four.
Can you help me find some more?

What are these? They're parrots.
What are these? They're fish.
Parrots, fish and spiders.
Tortoises and snakes.
One, two, three animals, four.
Can you help me find some more?

4 Find the animals on page 8. Ask and answer.





5.4
What are these?
They're cats.



1 **Before you read** **How many rabbits can you see?**

2 5.6 **Listen and read.**

The strange eggs

1
Look. Let's help the animals.
Good idea!
Yes! I like animals!

2
These are ducks.
And these are baby rabbits. They're small!

3
What are these?
They're white mice.
And these are snakes.
It's OK, Bo. Don't worry!

4
Wow! It's a big spider!
It's got eight legs!
Oh, no! Where's Bo?

5
Look! What are these?
They're eggs.
Oh dear.
Bad robot! Bad cat!

What animals are inside the eggs?

The next day ...



3 After you read **Look at the story. Read and circle.** CLIL

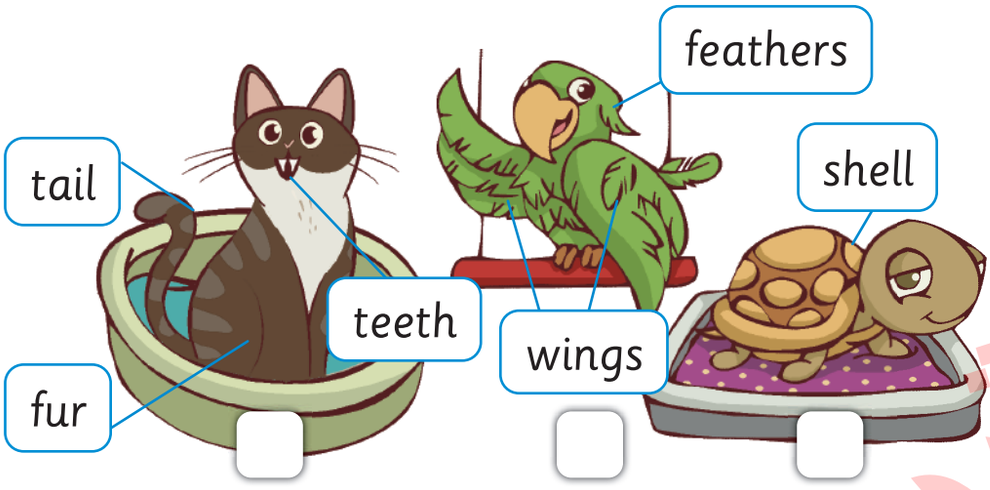
1 They're small big rabbits.
2 They're brown white mice.
3 It's a big small spider.
4 They're parrot tortoise eggs.

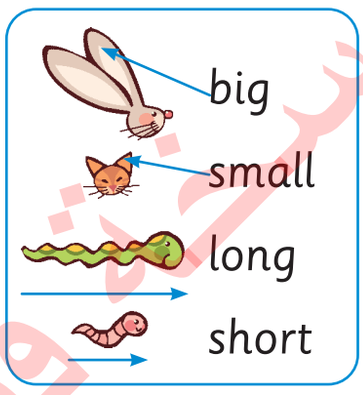
Values
Take care of animals

4 **Act out the story.**

5 Viewing and presenting **Think of a strange egg. What animal is inside? Draw and share.**

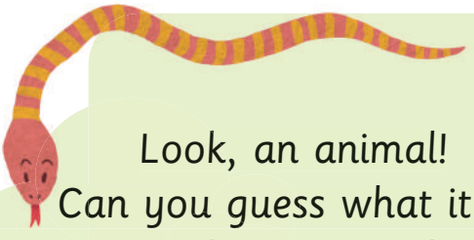
1 5.7 Listen and say. Then listen and number.





2 5.8 5.9 Listen and find. Then listen and sing.



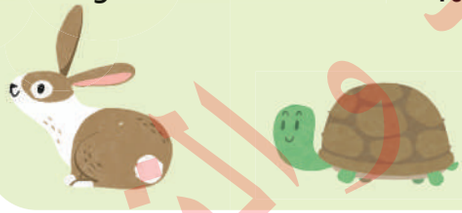


Look, an animal!
Can you guess what it is?
Look, an animal!
Now guess what it is!

It's got brown fur and it's got a long tail.
It's got four legs and it's got small teeth.
What is it? What is it? Can you guess?
It's a cat. Yes, it is.



It's got four legs and it's got a small head.
It's got a short tail and it's got a shell.
What is it? What is it? Can you guess?
It's a tortoise. Yes, it is.





3 Describe and guess.

It's small. It's got red feathers and a tail.
It's got two wings.



Yes, it is.

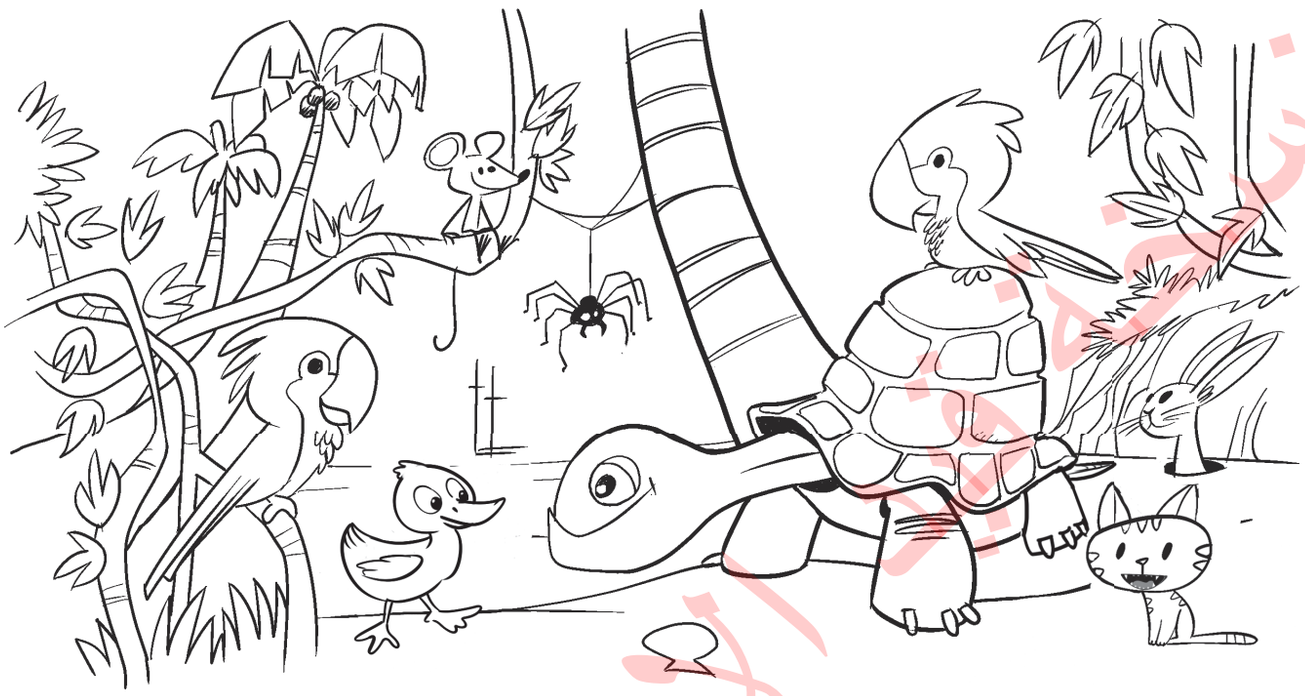


Is it a parrot?

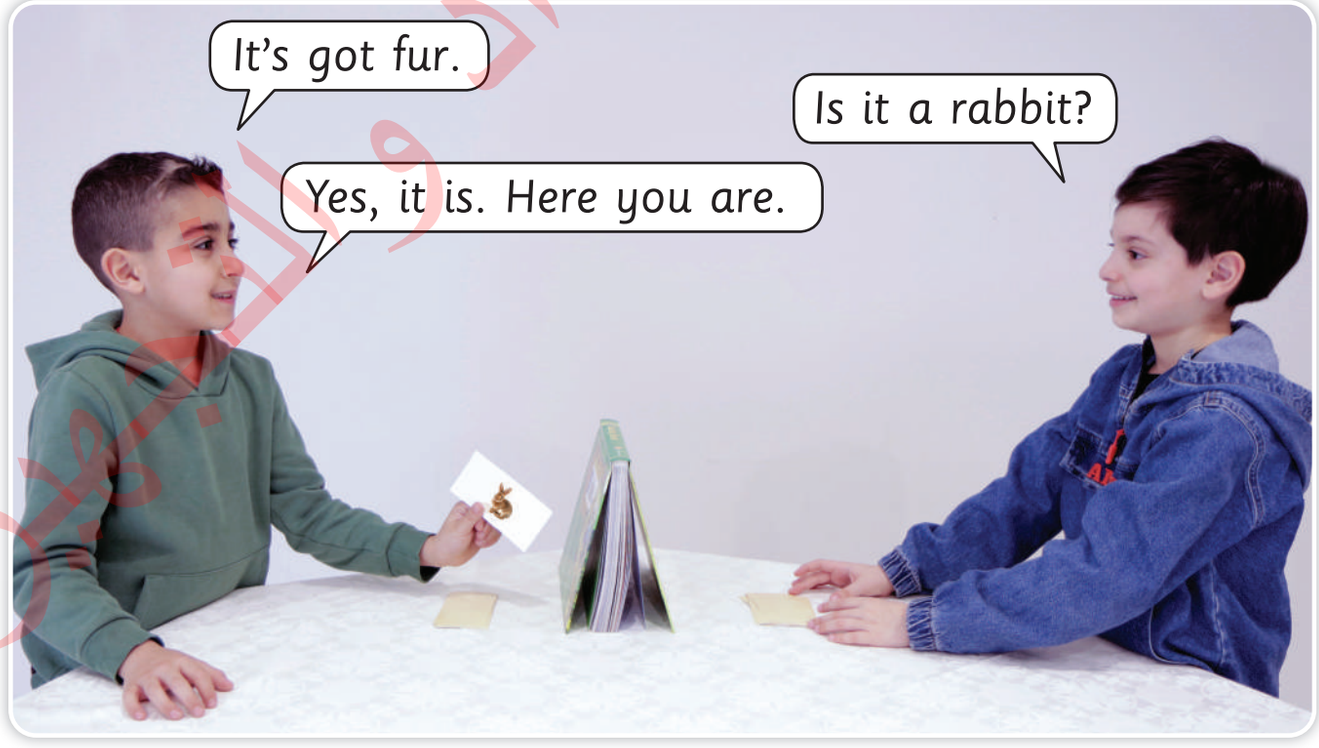
5.10 It's got big teeth.

4 Viewing and presenting Make a new verse for the song. Share.

1 5.11 Listen and colour.



2 5.12 Cut out. Then listen and play.



Lesson 8

CULTURE

Animals in Jordan



My name's Eman.
I'm from Jordan.



This is an oryx. It's the national animal of Jordan.

The oryx is white and brown. It's got two horns. It lives in the desert.



This is a striped hyena. It's got black stripes on its fur. The striped hyena also lives in Jordan.

We need to take care of these animals.

1 **Before you read** **Have you got a favourite animal? What animals are popular in Jordan?**

2 5.13 **Listen and read.**

3 **After you read** **Activity Book, page 11.**

It's a cat. It's got small ears and a long tail. It's got grey fur.



Project

Viewing and presenting **Organise a class rescue centre.**

1. Choose an animal for your rescue centre.
2. Draw your animal.
3. Write. *It's a… It's got…*
4. Put your animals together to make a rescue centre.
5. Present your animal to the class.

English in action 5

Asking about animals

1 5.14 **Listen and read.**



Have you got a toy animal?

Yes, I have.

Me, too. What kind of toy animal have you got?

I've got a rabbit. What about you?

I've got a tortoise.

2 **Act out the dialogue. Use different animals.**

cat hamster duck spider snake

Activity Book, page 12

Phonics

1 5.15 **Listen and say.**



tail



rabbit



parrot



shell

2 5.16 **Listen and circle.**

1 ai bb ll (rr)

2 ai bb ll rr

3 ai bb ll rr

4 ai bb ll rr

3 5.17 **Listen and say the tongue twister.**

A parrot and a rabbit in the rain.

A shell and a tail – What's the name?



Activity Book, page 12

6 Do you like peas?

Food (1): apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato
Food (2): bread, cheese, chicken, eggs, fish, juice, meat, milk, water

1 How many different food items can you see?



How many tortoises can you see?
Where's the rabbit?
What colour is the spider?

2 6.1 Listen and stick. Then listen and say.

1 
apple

2 
orange

3 
banana

4 
tomato

5 
carrot

6 
potato

7 
bean

8 
pea

9 
rice

10 
pasta

3 Find the food on page 16.

one tomato – two tomatoes
one potato – two potatoes

4 6.2 6.3 Listen and chant.

I like apples and I like oranges.
I like bananas, too.
I like beans, but I don't like carrots.
I don't like carrots. Do you?

I like tomatoes and I like peas.
I like potatoes, too.
I like rice, but I don't like pasta.
I don't like pasta. Do you?

5 Viewing and presenting Make a verse of the chant. Draw and share.

pasta ☺	beans ☺
carrots ☺	rice ☹
potatoes ☺	



6.4

I like apples.
I don't like pasta.



1 Before you read Where's the mouse?

2 6.6 Listen and read.

The vegetable garden

1
Let's plant some vegetables!
Good idea! Look! Carrot, bean and tomato seeds.
I like tomatoes.
I like carrots and I like beans, too.

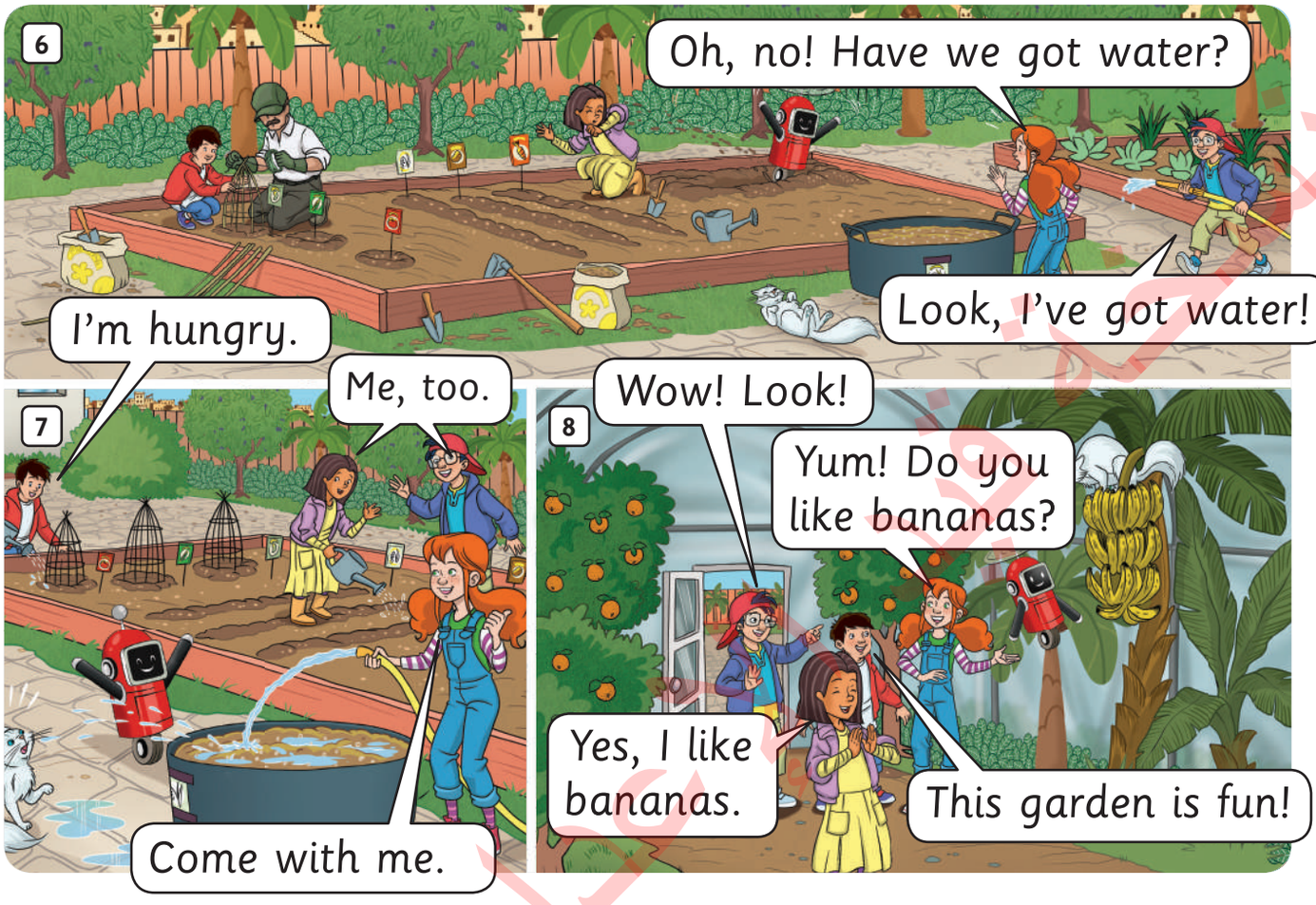
2
Hey, look. These are peas.
I like potatoes, but I don't like peas.
Let's plant potatoes.

3
OK. And rice, too. I like rice.
Is rice a plant?
Yes, it is.

4
Is pasta a plant? I like pasta.
Bo!
No, it isn't, Sami.

5
Wow! Look at this garden!
Look at all the vegetables!
Welcome!

What do they do with the seeds?



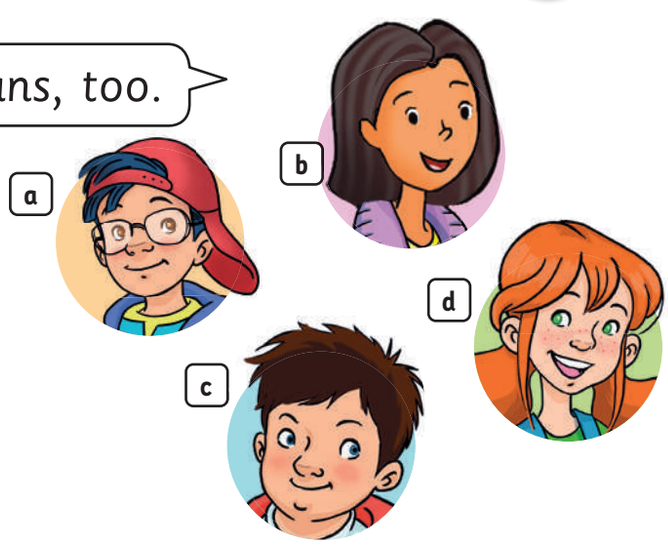
3 After you read **Look at the story. Who's speaking? Read and match.** CLIL

1 I like carrots and I like beans, too.

2 I don't like peas.

3 I like rice.

4 I like bananas.



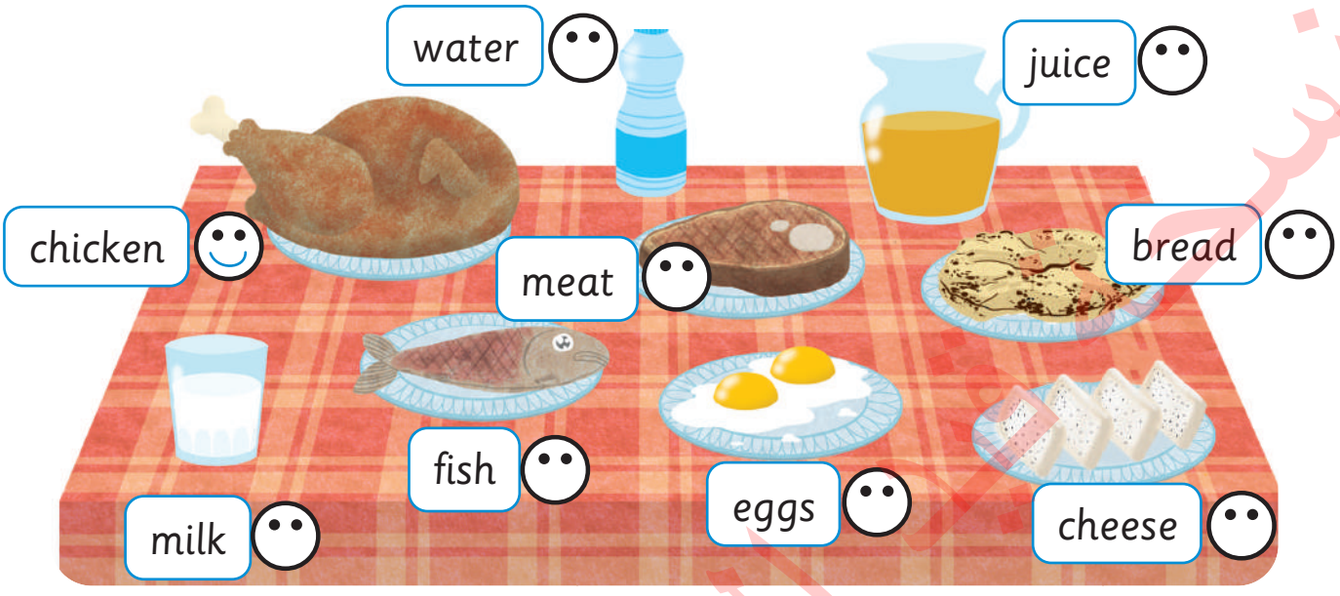
4 **Act out the story.**

5 Viewing and presenting **Plan a vegetable garden for your school. Share.**

Values

Eat healthy food

1 6.7 Listen and say. Then listen and draw ☺ or ☹.

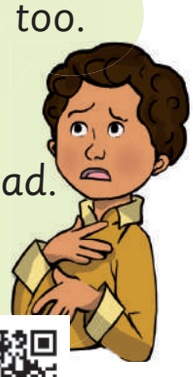


2 6.8 6.9 Listen and sing.

Do you like chicken?
Yes, I do.
I like meat and I like fish, too.
Do you like eggs?
No, I don't.
I don't like eggs or cheese.
But I like fish.
Oh yes, I like fish.

Do you like milk?
Yes, I do.
I like milk and I like juice, too.
Do you like water?
No, I don't.
I don't like water or bread.
But I like juice.
Oh yes, I like juice.





3 Circle the food you like. Cross (x) the food you don't like. Then ask a friend.



6.10

Do you like cheese?
Yes, I do./No, I don't.

Do you like chicken?
No, I don't.

1 6.11 Listen and tick (✔).

1



A ☐



B ☐



C ☐

2



A ☐

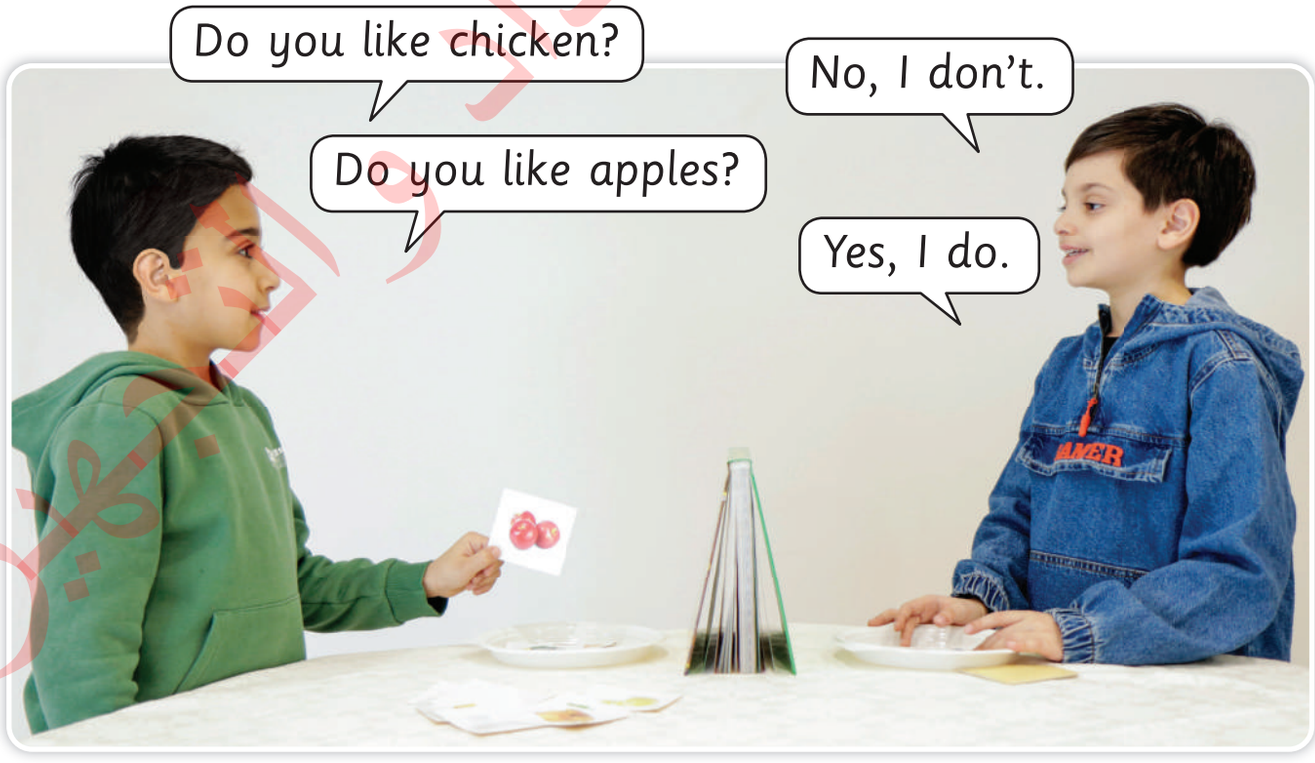


B ☐



C ☐

2 6.12 Cut out. Then listen and play.



Lesson 8

CULTURE

Bread

People like bread in lots of different countries.



This bread is from Jordan. It's called manakish. I like it with za'atar and olive oil.



This bread is called shrak. It's from Jordan. People eat it with mansaf.



Taboon bread is popular. It is often eaten with hummus.

Which bread do you like?

1 Before you read **Do you like bread? What do you like with it?**

2 6.13 **Listen and read.**

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

This is taboon bread. I like it with labaneh.

Project

Viewing and presenting **Make a favourite meal poster.**

1 Draw a picture of your favourite meal.

2 Write. *This is my favourite meal. I like bread with... and...*

3 Show your favourite meal to the class.

4 Together, put your drawings and texts onto a poster.

5 Read and say: What's your favourite meal?



English in action 6
Asking for food and drink

1 6.14 **Listen and read.**



Can I have a carrot, please?

Yes. What about a drink?

Can I have some juice, please?

Here you are.

Thank you.

2 **Act out the dialogue. Use different food and drink.**

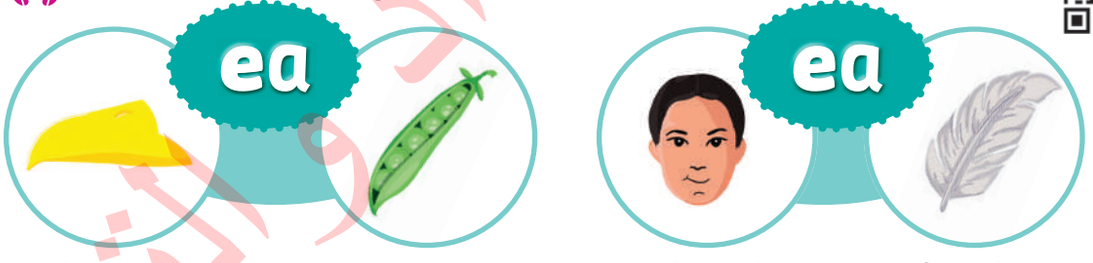
an orange | a banana | an apple | milk | water

Activity Book, page 20

Phonics

Lesson 10

1 6.15 **Listen and say.**



beak peas head feather

2 6.16 **Are the sounds the same? Listen and tick (✓) or cross (✗).**

1 ✓ 2 ☐ 3 ☐ 4 ☐



3 6.17 **Listen and say the tongue twister.**

A beak, feathers and a big red head.

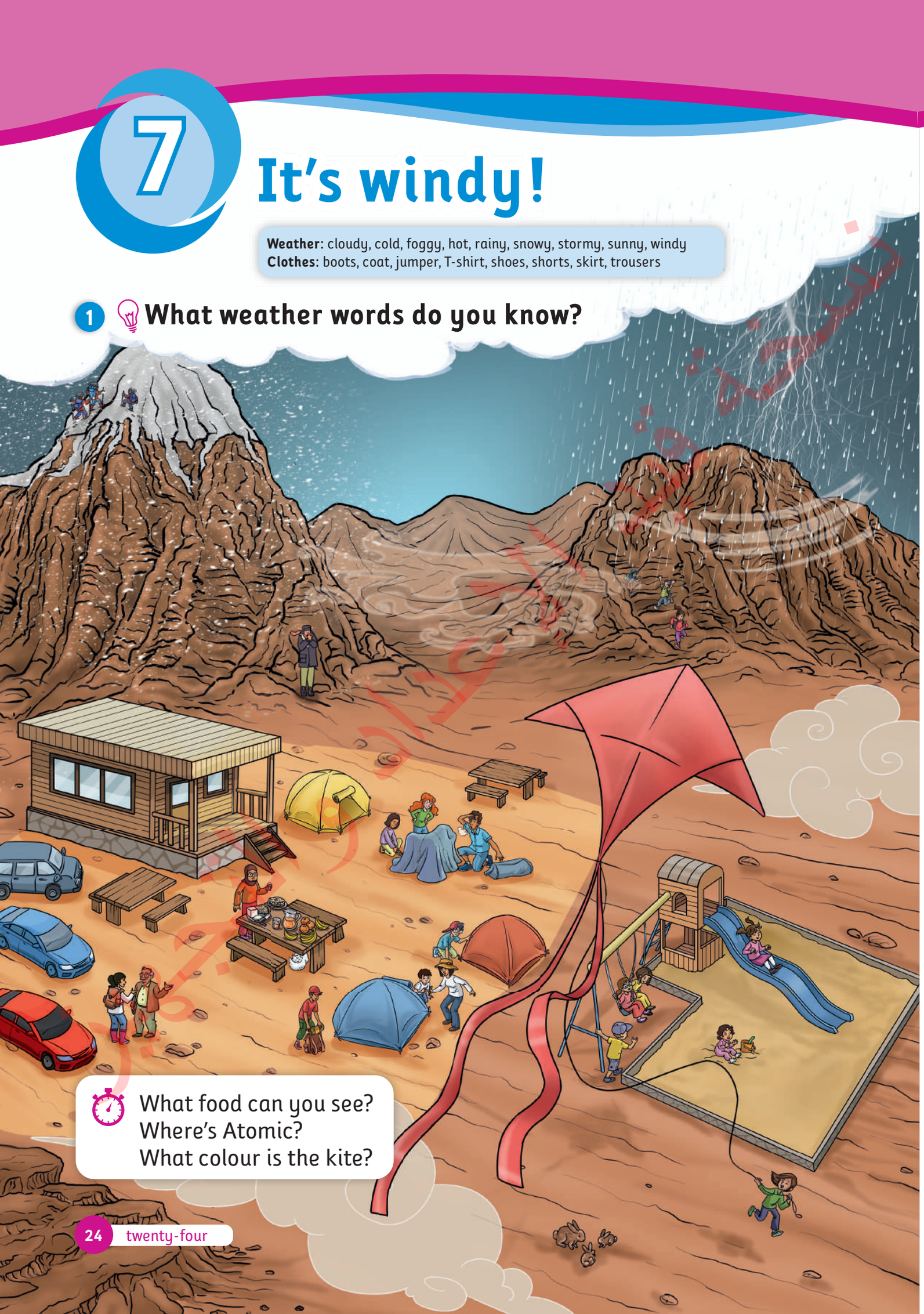
This parrot likes peas and it likes bread.

Activity Book, page 20

7 It's windy!

Weather: cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy
Clothes: boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers

1 What weather words do you know?



What food can you see?
Where's Atomic?
What colour is the kite?

2 7.1 Listen and stick. Then listen and say.

1 
sunny

2 
cloudy

3 
rainy

4 
windy

5 
foggy

6 
stormy

7 
snowy

8 
hot

9 
cold

3 Look at page 24. What's the weather like?

4 7.2 7.3 Listen and chant.

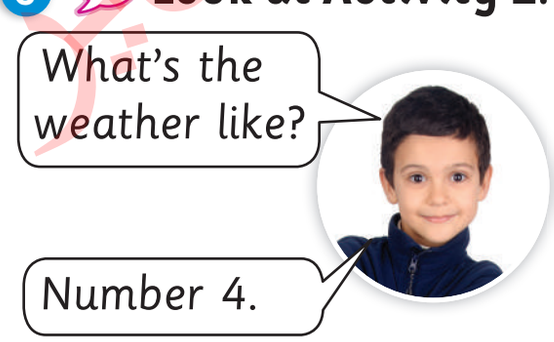
What's the weather like today?
What's the weather like?

It's  and it's  .
It isn't  or  .
It isn't  or  .
It's  and  today.

What's the weather like today?
What's the weather like?

It's  and it's  .
It isn't  or  .
It isn't  or  .
It's  and  today.

5 Look at Activity 2. Ask and answer.



7.4

What's the weather like?
It's cloudy.



1 Before you read **Can you find the rabbits?**

2 7.6 **Listen and read.**

Wild weather





3 After you read **Look at the story. Read and number.** CLIL

It's sunny. ☐ It's cold. ☐

It's windy. ☐ It's foggy. ☐

4 **Act out the story.**

5 Viewing and presenting **Draw a sandcastle for Atomic. Share.**

Values

Be prepared

1 7.7 Listen and say. Then listen and tick (✔). What's missing?

T-shirt ☐ skirt ☐



shorts ☐ shoes ☐

jumper ☐ coat ☐



trousers ☐ boots ☐

2 7.8 7.9 Listen and sing.



It's sunny in my garden.
It's very hot today.
I'm wearing a skirt and a T-shirt.
And shoes on my feet.
I'm wearing shorts and a T-shirt.
No shoes on my feet.

It's snowy in my garden.
It's very cold today.
I'm wearing a coat and trousers.
And boots on my feet.
I'm wearing a jumper and trousers.
And shoes on my feet.



3 Play a guessing game.

7.10

I'm wearing a T-shirt and shorts.

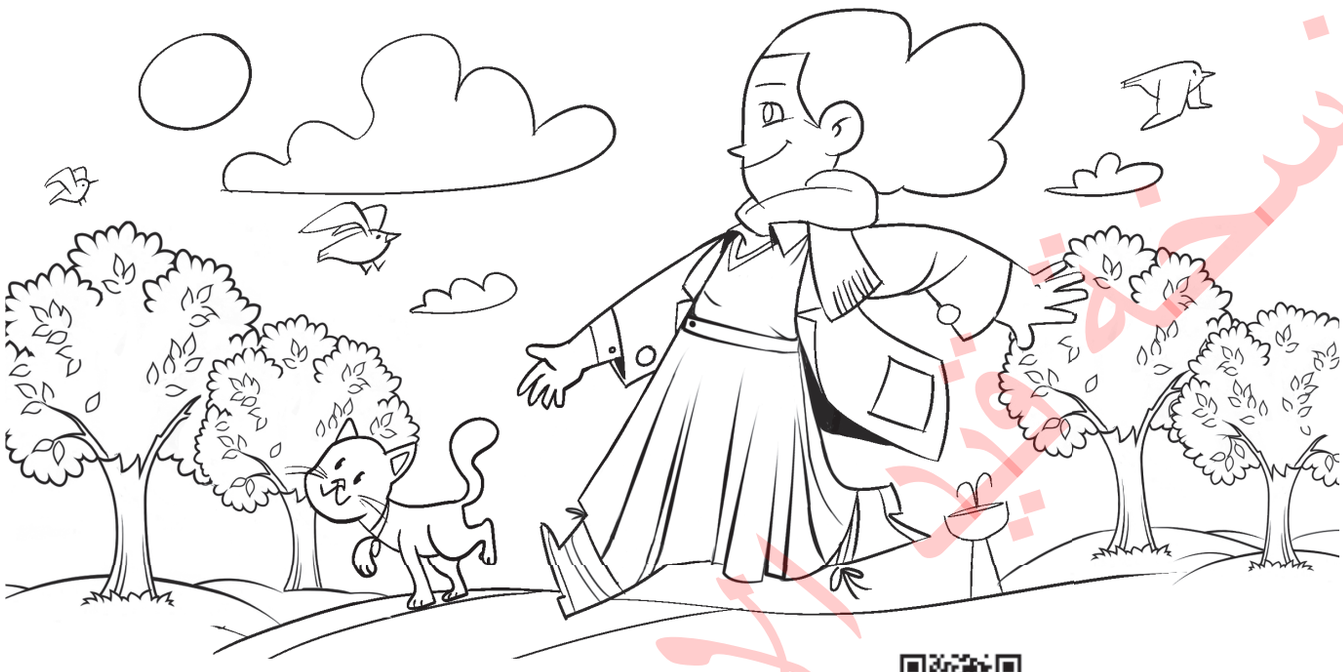


I'm wearing a jumper, trousers and shoes. What's the weather like?

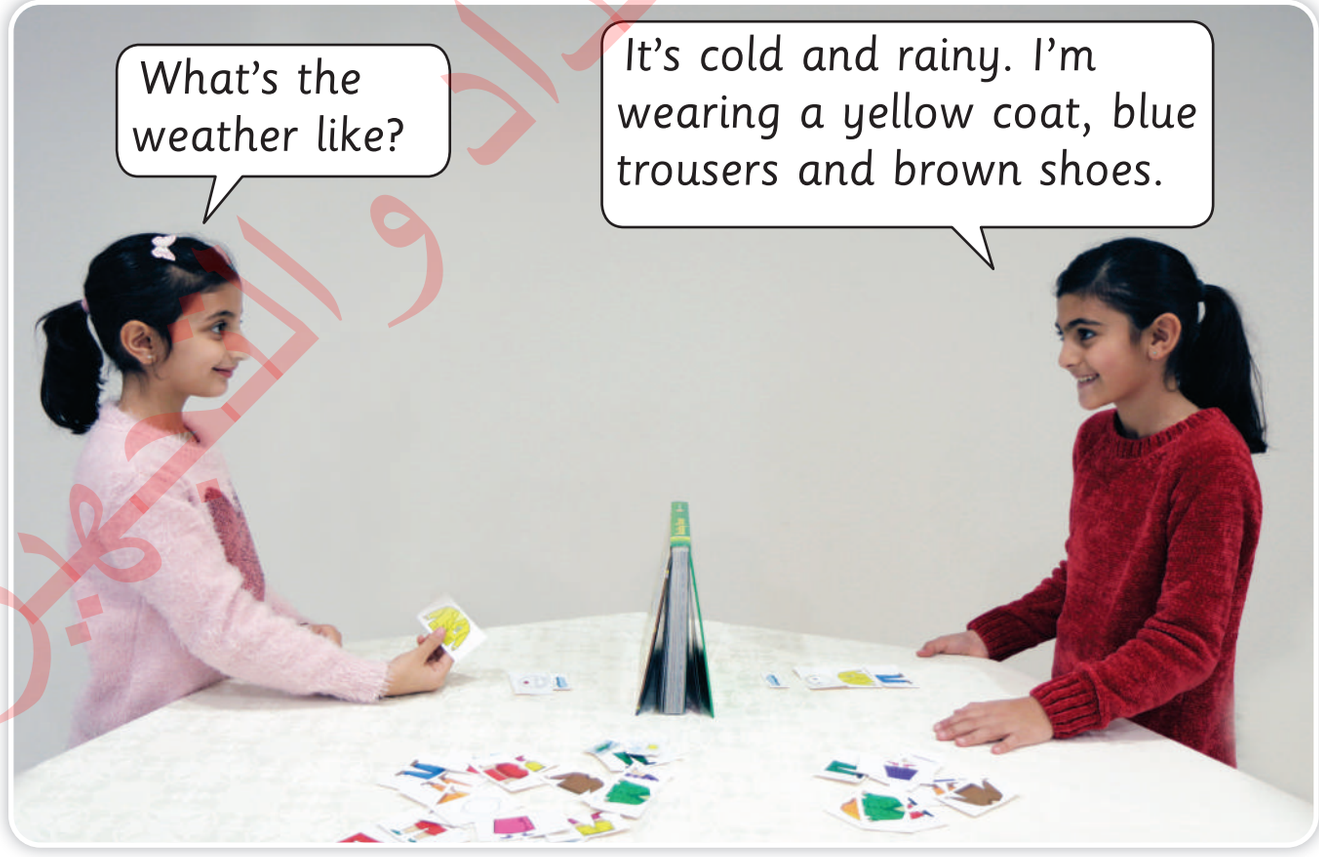
It's cold!



1 7.11 Listen and colour.



2 7.12 Cut out. Then listen and play.



Activity Book, page 26

Lesson 8

CULTURE

Eid al-Fitr

My name is Saleem. My favourite festival is Eid al-Fitr. We celebrate in the spring, summer, autumn or winter. The date changes each year because of the moon.

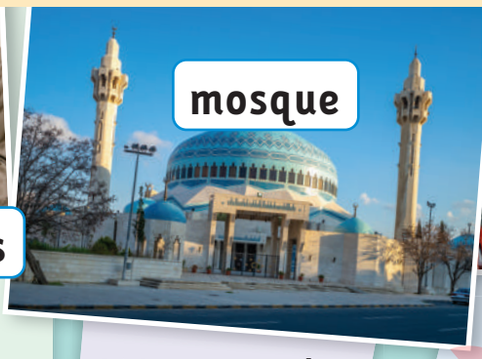


breakfast



At the start of the festival we have a small breakfast. We see Granny and Grandad and we have a meal together. I like biscuits (mamoul).

mosque



We go to the mosque.

market



We get presents and we get new clothes from the market (souq).

The festival lasts for three days. It's fun!

1 **Before you read** **What festivals do you know? Are they in the spring, summer, autumn or winter?**

2 7.13 **Listen and read.**

3 **After you read** **Activity Book, page 27.**



Project

Viewing and presenting **Make a festival guide.**

1 Together, choose a festival from your country.

2 Find photos or draw pictures.

3 Write. *This is... festival. It's... It's in winter/summer.*

4 Show your festival to the class.

5 Make a class festival guide.

English in action 7
Giving instructions

1 7.14 **Listen and read.**





2 **Act out the dialogues. Use different weather and clothes.**

rainy sunny snowy hat boots

Activity Book, page 28

Phonics

Lesson 10

1 7.15 **Listen and say.**



2 7.16 **Listen and write *ir* or *or*.**

1 sk ir t 2 t ___ ch 3 c ___ n 4 g ___ l

3 7.17 **Listen and say the tongue twister.**

A bird with a fork, and a boy wearing a shirt and shorts.



Activity Book, page 28

8 Who's at home?

Home: balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room
Chores: clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants

1 How many rooms can you see?



What's the weather like?
Who's wearing a T-shirt?
What colour are the boots?

2 8.1 Listen and stick. Then listen and say.

1 
flat

2 
house

3 
hall

4 
kitchen

5 
living room

6 
bedroom

7 
bathroom

8 
balcony

9 
garden

10 
garage

3 8.2 8.3 Listen and chant.





Where's my mum?
She isn't in the bedroom.
She isn't in the bathroom.
She isn't on the balcony.
She isn't in the house!
Where is she? Can you see?
Yes. She's in the garden.

Where's my dad?
He isn't in the living room.
He isn't in the hall.
He isn't in the kitchen.
He isn't in the flat!
Where is he? Can you see?
Yes. He's in the garage.

4 Look at page 32. Then ask and answer about Laila's family.

mum dad granny grandad
brother sister cousin

Where's her mum?

She's in the bathroom.

8.4

Where's my dad?

He's in the garden.
He isn't in the bedroom.



1 Before you read **Where's the doll's house?**

2 8.6 **Listen and read.**

The hidden treasure

1
Hello. Is Laila at home?
Yes, she is. She's in the living room.
Thank you.

2
Hi, Sami. Where's Laila?
She's in the bedroom. She's tidying up.
Come up here!

3
Yes. And look at this.
It's a map!

4
Who is she?
I don't know, but she's in my garden!
What's in this box?

5
I know! It's treasure!
Yes! And it's in the garden!
Let's find it!
Is it treasure? What do you think?



3 After you read **Look at the story. Read and circle.** CLIL

1 Where's Laila's dad? He's in the hall bathroom.
2 Where's Sami in frame 2? He's in the living room bedroom.
3 Where's Laila? She's in the bedroom garage.
4 Where's the box? It's in the garden kitchen.

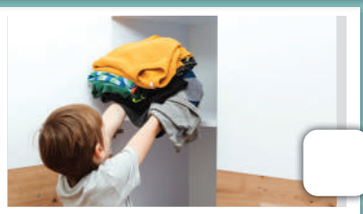
4 **Act out the story.**

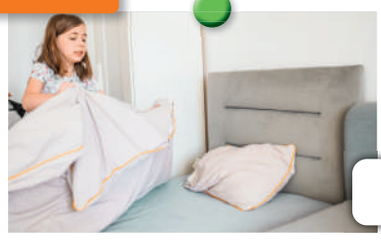
5 Viewing and presenting **Make a time capsule. What's inside it? Share.**

Values
Be curious

1 8.7 Listen and say. Then listen and number.

Helping at home


tidy up


make the bed


water the plants


clean the floor


lay the table


wash the car

2 8.8 8.9 Listen and sing.

Asma's in her bedroom.
She's making the bed.
Malek's in the bathroom.
He's cleaning the floor.
I'm in the garden with my mum.
I'm watering the plants.
I'm at home with my family.
Let's all help at home.

Malek's in the kitchen.
He's laying the table.
Asma's in the living room.
She's tidying up.
I'm in the garage with my dad.
I'm washing the car.
I'm at home with my family.
Let's all help at home.

3 Play a mime game.





He's washing the car.



8.10
He's tidying up.
She's tidying up.

1 8.11 Listen and tick (✔).

1 Where's Aisha?


A


B


C

2 Where's Hani?


A

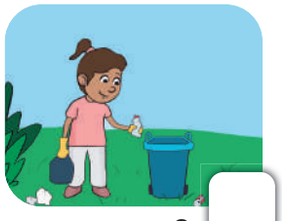

B


C

3 Where's Muna?


A


B


C

2 8.12 Cut out. Then listen and play.



Activity Book, page 34

Lesson 8

CULTURE

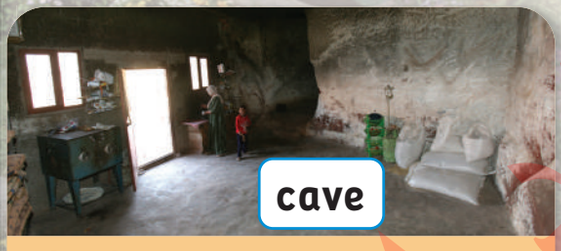
Unusual homes



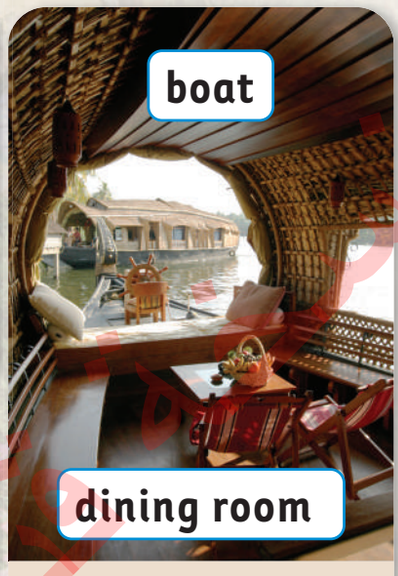
This bedroom is in a tent. There are tents in Wadi Rum. Can you see the bed and the lamp?



This home is in a tree! This is the living room. Can you see two chairs?



This home is in a cave in Petra. This is the living room. It is the bedroom, too.



This dining room is on a boat. There's a table and two chairs.

1 Before you read **Where are these homes? Can you guess?**

2 8.13 **Listen and read.**

3 After you read **Activity Book, page 35.**

This is a house in Dana, Jordan. Look at the trees and leaves!

Project

Viewing and presenting **Make a class book.**

1 Together, choose an unusual home in your town or country.

2 Find photos or draw a picture.

3 Write. *This is… It's in… This is the…*

4 Tell the class about your unusual home.

5 Make a class book about unusual homes.



English in action 8

Asking for and offering to help

1 8.14 **Listen and read.**



Can you help me, please?

Sure. What can I do?

Can you help me lay the table?

Yes, of course.

Thank you.

2 **Act out the dialogue. Use different actions.**

make the bed | tidy up | clean the floor | water the plants | wash the car

Activity Book, page 36

Phonics

Lesson 10

1 8.15 **Listen and say.**



moon bedroom



look book

2 8.16 **Are the sounds the same? Listen and tick (✓) or cross (✗).**

1 ✗ 2 ___ 3 ___ 4 ___

3 8.17 **Listen and say the tongue twister.**

The girl is in the bedroom. She's reading a book. There's the moon! Look!



Activity Book, page 36

Language booster 2

How many activities can you say?

1 LB2.1 Listen and say. Then listen and number.


play hockey


play badminton


play tennis


play football


play table tennis


ride a bike


play basketball


fly a kite

2 LB2.2 Listen and draw ☺ or ☹.

1 

2 

3 

4 

5 

6 

3 Say and play.

I enjoy...





LB2.3

I enjoy tennis.
I don't enjoy hockey.

4 LB2.4 Listen and read.



What shall we do today?

Let's play football.

No, thanks. I don't enjoy football.

What about table tennis?

Good idea. I like table tennis. It's fun!

5 Act out the dialogue. Use different activities.

6 Write an activity you enjoy. Make a survey.

Do you enjoy _____?

Names	Yes	No
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Do you enjoy badminton?

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

Show what you know

Write, tick (✔) and stick.

Can you say eight activities? ☐

Can you talk about your favourite activity? ☐

Can you talk about what people enjoy? ☐



Activity Book, page 38

Atomic's Learning Club

Science

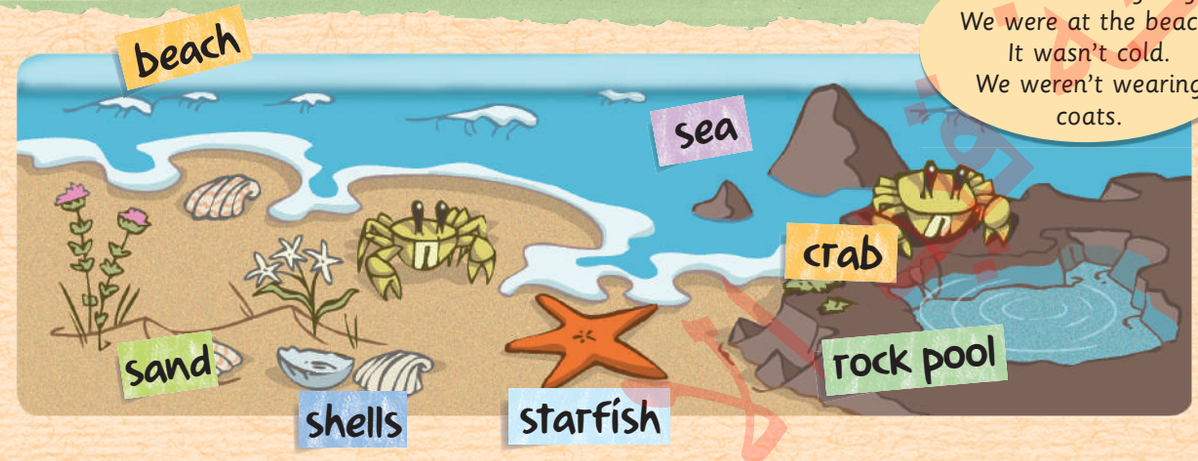
What's a beach like?

Think 1 What can you find on a beach?

Learn 2 LC2.1 Listen, read and check.



It was a sunny day.
We were at the beach.
It wasn't cold.
We weren't wearing coats.



A day on the beach

Beaches are near the sea. They have got sand. You can find shells and plants in the sand.

You can see rocks on beaches, too. In the rocks you can find rock pools. You can swim in the sea and in big rock pools.

What animals can you see on beaches? You can see crabs and starfish.

Sometimes you can see rubbish, too.

Check 3 Read and circle.

1 Beaches are near the school sea .
2 You can find sand seeds on a beach.
3 You can find shells shoes in the sand.
4 You can see swimming pools rock pools on beaches.
5 You can see crabs sandcastles walking on the beach.

Let's practise!

4 What can you see on a beach? Write the number.

Animals	Plants	Rubbish



5 Read and think. Then ask and answer.



Do sea animals need sunlight?

No, I think sea animals need water and air.

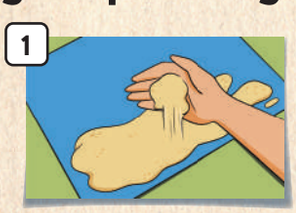


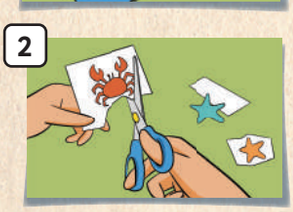
Yes, I think sea animals need sunlight.

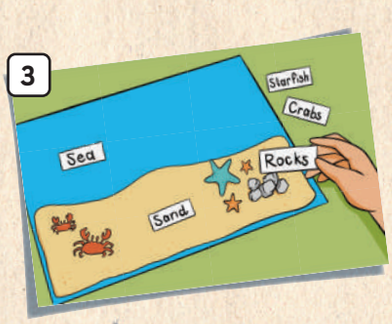
Show what you know

Make a group collage.









World Braille Day

1 F1.1 **Listen and stick. Then listen and say.**

1 
touch

2 
read

3 
play

4 
write

5 
sign

6 
dots

7 
book

8 
game

2 F1.2 F1.3 **Listen and chant.**





It's World Braille Day, today,
With lots of things to do and play.
Touch and count the dots to read,
Can you play a game with me?





3 **Say the chant again. Use different World Braille Day actions and words.**

read write book sign

نسخة قيد الإعداد والتدقيق

4 F1.4 Listen and read.

5 F1.5 Listen and number.



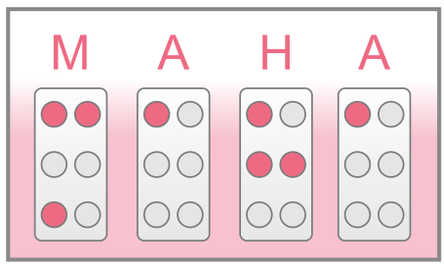
How many games can you see?
Point to the signs.
Where is the book?

Project

Viewing and presenting

Write your name in Braille.

1. Write your name on a card.
2. Look at the Braille card.
3. Find out what dots you need.
   Stick in place.
4. Present your Braille name card to the class.
   Touch the dots!



I can write my name in Braille!

World Environment Day

1 F2.1 **Listen and stick. Then listen and say.**

1 
protect

2 
nature

3 
animals

4 
share

5 
world

6 
think

7 
ocean

8 
talk

2 F2.2 F2.3 **Listen and chant.**





World Environment Day is fun,
Let's share ideas, everyone.
Learn about our world and see,
How we can protect nature, you and me!

3 **Say the chant again. Use different World Environment Day actions and words.**

talk think animals oceans

4 F2.4 Listen and read.

5 F2.5 Listen and number.

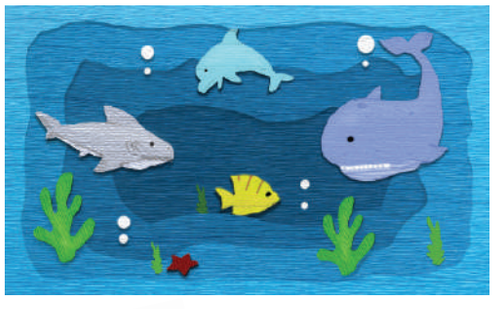


Project

Viewing and presenting

Make an ocean picture.

1. Stick on the blue paper.
2. Cut out different shapes for fish and plants in the ocean.
3. Glue the pictures onto your ocean.
4. Present your ocean picture to the class.



I've got a yellow fish.

The ocean is blue.

Hijri New Year

1 F3.1 **Listen and stick. Then listen and say.**

1 
family

2 
moon

3 
meal

4 
gift

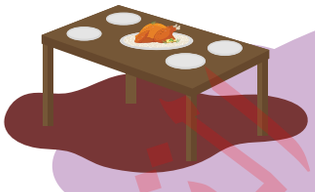
5 
neighbours

6 
prayer

7 
kindness

8 
peace

2 F3.2 F3.3 **Listen and chant.**





At Hijri New Year we are happy,
To be with friends and family.
With special meals and prayers,
There is kindness everywhere.

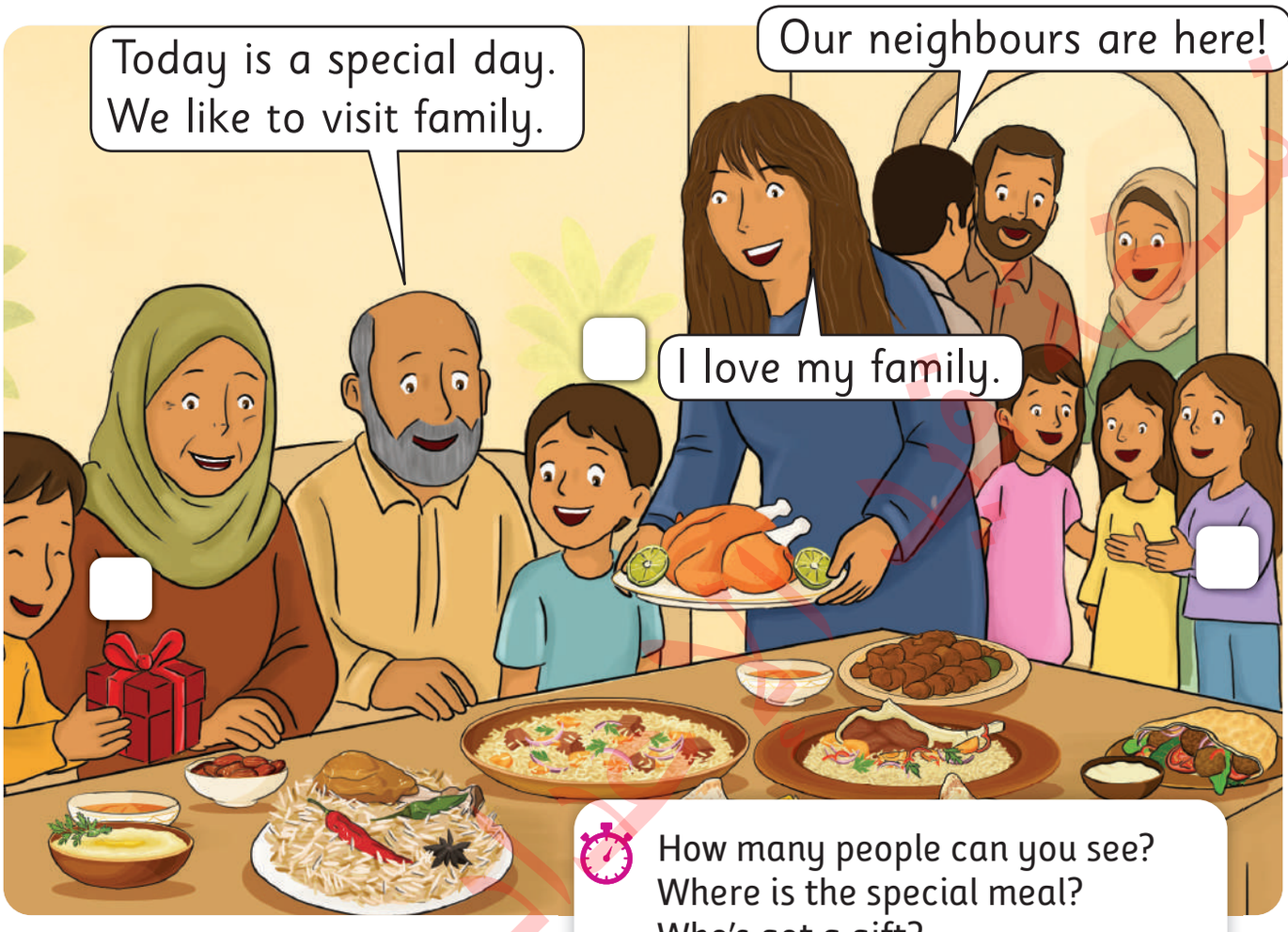


3 **Say the chant again. Use different Hijri New Year words.**

neighbours gifts peace

4 F3.4 Listen and read.

5 F3.5 Listen and number.



How many people can you see?
Where is the special meal?
Who's got a gift?

Project

Viewing and presenting

Make a kindness card.

1. Who is your card for? Think and choose.
2. What do you want to say?
3. Write, draw and decorate your card.
4. Give it to a special person!



My card is for my mum.

My card is for my friend!

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نسخة قيد الإعداد والتجهيز





















نسخة قيد الإعداد والتجهيز

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نسخة قبل الإعداد والتجهيز

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نسخة قيد الإعداد والتجهيز







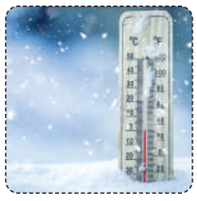






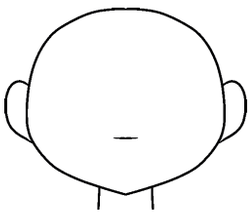


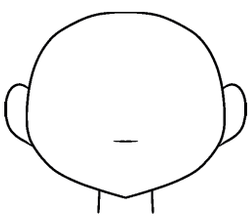
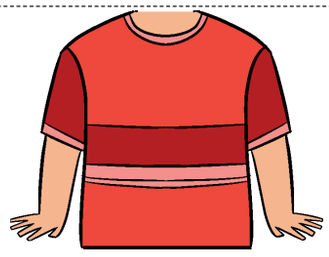
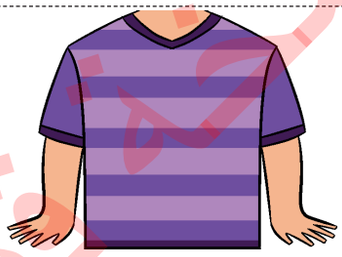
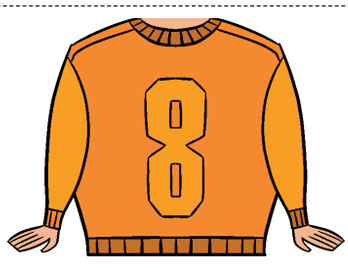
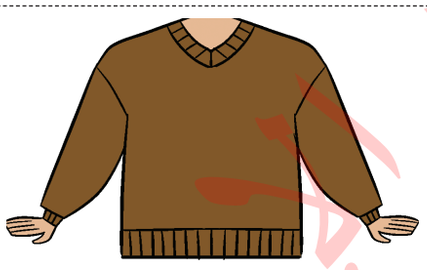
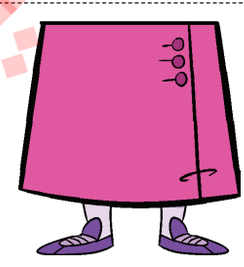


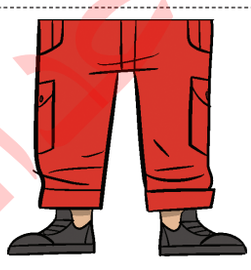
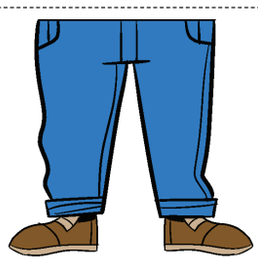
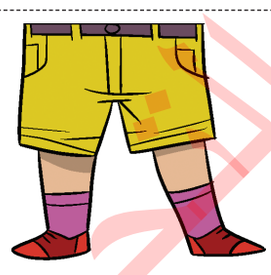


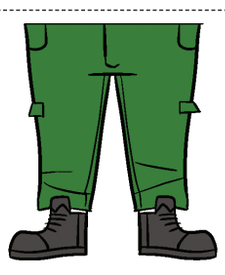
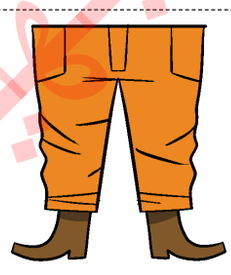
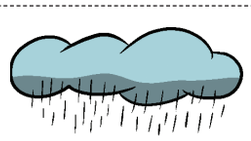
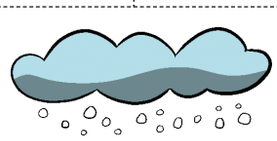
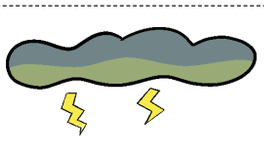
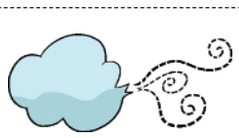
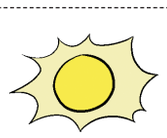
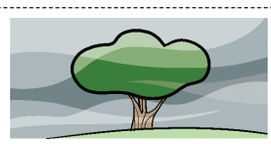
نسخة قيد الإعداد والتحكيم

نسخة قيد الإعداد والتجهيز



نسخة قيد الإعداد والتجهيز









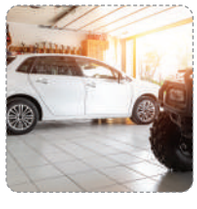












نسخة قيد الإعداد والتجهيز

نسخة قيد الإعداد والتجهيز



Mariam



Maha



Ali



Hani



Hala



Imad

نسخة قيد الإعداد و التجهيز

نسخة قيد الإعداد والتجهيز



نسخة قيد الإصدار والتجهيز

نسخة قيد الإعداد والتجهيز



نسخة قيد الإعداد والتجهيز

نسخة قيد الإعداد والتجهيز



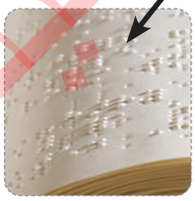
نسخة قيد الإعداد و التجهيز

نسخة قيد الإعداد والتجهيز

















نسخة قيد الإعداد والتجهيز

نسخة قيد الإعداد والتجهيز

















نسخة قيد الإعداد والتجهيز

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نسخة قيد الإعداد والتجهيز

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