

Jordan TEAM Together Grade 3 Semester 1



Pupil's Book with Digital Resources

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Jordan TEAM Together Grade 3 Semester 1



Pupil's Book with Digital Resources

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Scope and sequence

	Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking
W	Back to school Page 4	Using the alphabet and numbers 11–20	Alphabet Numbers 11–20	This is a pen./These are pens. That is a pen./Those are pens.	Understanding the letters of the alphabet by their names; understanding the main information when people introduce themselves; identifying everyday objects, people or animals; recognising familiar key words and descriptions, getting the gist of a simple song	Acting out parts of a picture story; saying the letters of the alphabet; introducing themselves; using cardinal numbers up to twenty; reciting a short, simple chant; naming everyday objects; asking simple questions about numbers of objects
1	It's a happy day! Page 8	Talking about daily routines and times of the day	Daily routines: get up, have breakfast, go to school, have art lessons, play with my friends, go home, have lunch, do homework, have dinner, go to bed Times of the day: morning, afternoon, evening, night Phonics: play, plane, plum, plug, blue, blond, black, block	I play/don't play. We have/don't have lunch. When do you go home? We go home in the afternoon.	Recognising familiar words and phrases in short, simple songs; identifying simple information; recognising simple phrases; identifying key information in short conversations; recognising letters of the alphabet by sounds	Reciting a short, simple rhyme; answering simple questions about daily routines; describing objects in a basic way; acting out parts of a story; talking about habits in a simple way; saying simple tongue twisters; acting out a short dialogue
2	Let's dress up! Page 16	Describing clothes and personal possessions	Clothes: dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt Personal possessions: glasses, keys, handbag, backpack, phone, computer Phonics: dress, drum, drive, drop, trainers, tree, tree, train, trip, bread, brush, brain	You're/They're wearing jeans and trainers. Our glasses are blue. Your keys are grey. Their phones are green.	Recognising familiar words and phrases in short, simple songs; identifying everyday objects, people or animals; saying simple tongue twisters; recognising simple phrases; identifying how much something costs; recognising letters of the alphabet by sounds	Describing what someone is wearing; reciting a short, simple rhyme; describing objects in a basic way; answering simple questions about daily routines; describing someone's clothes; asking about the price of something
3	The activity centre Page 24	Describing activities and days of the week	Activities: watch TV, table tennis, read books, play badminton, play video games, play tennis, play basketball, roller skate, skateboard, do karate Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday Phonics: skateboard, skirt, skate, skip, swim, swing, sweet, star, stop, step, stand	He/She plays video games. He/She doesn't watch TV. Does he do karate on Saturday? Yes, he does./No, he doesn't.	Recognising familiar words and phrases in short, simple songs; identifying everyday objects, people or animals; recognising basic time words; identifying key information in short conversations; understanding simple expressions about likes and dislikes in short stories or dialogues; recognising letters of the alphabet by sounds; understanding spoken commands	Reciting a short, simple rhyme; describing daily routines; naming as few everyday objects; answering questions about daily activities; acting out parts of a story; talking about everyday activities in a simple way; answering simple questions about times and events; expressing likes and dislikes; making simple arrangements; saying simple tongue twisters
4	I want to be a teacher! Page 32	Describing jobs and means of transport	Jobs: teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist Transport: bus, boat, underground, train, motorbike, car Phonics: what, when, wheel, whistle, whale	I want to be a pilot. He/She goes to work by bus.	Recognising familiar words and phrases in short, simple songs; identifying people from simple descriptions; recognising simple phrases; understanding basic information about common jobs, prices, times and dates; recognising letters of the alphabet by sounds	Reciting a short, simple rhyme; expressing likes and dislikes; describing daily routines in a basic way; acting out parts of a story; saying what someone's job is; answering simple questions about objects, times and events; saying simple tongue twisters

Atomic's Learning Club: Language booster

Festivals: Months and seasons, Calgary Stampede, Independence Day
Cut-outs

	Reading	Writing	Phonics	Project	Viewing and presenting	Functions
	Recognising the letters of the alphabet; recognising ordinal numbers up to twenty	Labelling simple pictures; writing letters of the alphabet; writing cardinal numbers up to twenty				Asking for and spelling names
	Following simple dialogues in short illustrated stories; identifying specific information in a simple story; understanding the order of events; getting the gist of short, simple texts; identifying key information in short, simple texts and dialogues; identifying individual sounds in words	Writing some familiar words; labelling simple pictures; writing a single basic sentence about daily routines	pl, bl play, plane, plum, plug, blue, blond, black, block	Making a breakfast menu	Showing a breakfast menu to the class; drawing a picture and sharing with the class	Saying the time
	Identifying people through short, simple descriptions; understanding basic sentences describing everyday items; understanding the order of events; getting the gist of short, simple texts; identifying key information in short, simple texts; identifying individual sounds in words	Writing simple sentences about what people are wearing; labelling simple pictures	dr, tr, br dress, drum, drive, drop, trainers, tree, tree, train, trip, bread, brush, brain	Making a poster about a special day	Showing a poster about a special day to the class; designing clothes for a show and sharing with the class	Asking the price
	Understanding a few simple phrases related to everyday activities; following simple dialogues in short illustrated stories; understanding basic time words; recognising basic actions; understanding the order of events; understanding short, simple texts about someone's day; identifying familiar words in short, simple texts and dialogues; identifying individual sounds in words; distinguishing between a negative and positive statement; understanding information in a simple school timetable	Writing a single basic sentence about daily routines; writing a short list of instructions	sk, sw, st skateboard, skirt, skate, skip, swim, swing, sweet, star, stop, step, stand	Making a book about favourite sports	Showing a book about favourite sports to the class; drawing a picture of your favourite activity and sharing with the class	Talking about favourite activities
	Understanding a few simple phrases related to everyday activities; identifying people from a short description; understanding basic information about likes and dislikes; understanding the order of events; getting the gist of short, simple texts; understanding basic phrases in simple texts; identifying individual sounds in words	Writing some familiar words; writing simple sentences about likes and dislikes; writing a single sentence about daily routines	wh what, when, wheel, whistle, whale	Making a graph about how you go to school	Showing a graph about how you go to school to the class; designing a uniform and sharing with the class	Buying tickets

Maths: How do we tell the time?

Welcome

Back to school



1 What colour is the teddy?

2 Listen and read.

1 Good morning!

Good morning!
What's your name?

My name's Polly.
This is Bo.

2 Polly, look!
These are pencils.

Wow! Fourteen pencils!

Those pencils are cool.

What's in your bag, Polly?

4 You've got eleven balls, a teddy and...

3 These are my crayons.

Wow! Twenty crayons!

This crayon is purple.
I like purple.

A cat! It's Atomic!

3  Act out the story.

4   Listen and chant.



A D

Clap your hands and chant with me.

Say a chant of A, B, C!

G U X J

a b c d e f g

h i j k l m n

o p q r s t

u v w x y z

Clap your hands and chant with me.

Say a chant of A, B, C!

I V E L R

C H M W T Y N F K

English in action

Asking for and spelling names

5  Listen and read.



Hello. What's your name?

My name's Asma.

How do you spell Asma?

A-s-m-a

A-s-m-a?

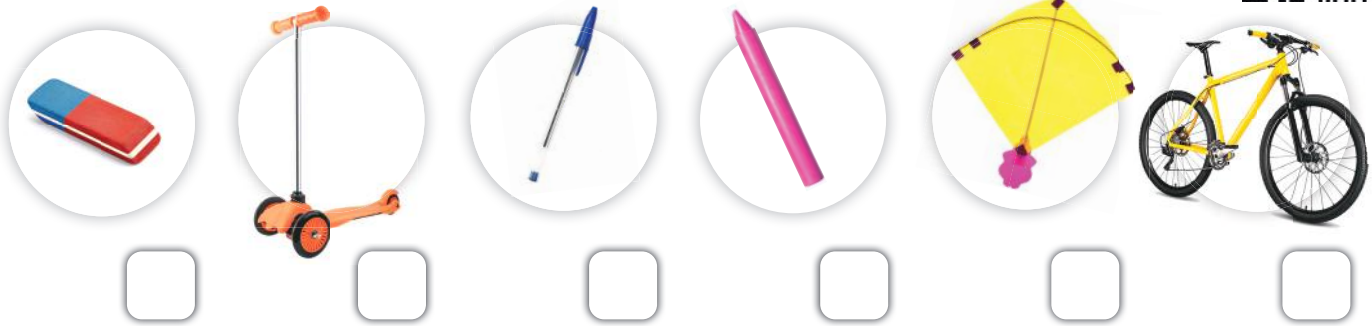
That's right.



6  Act out the dialogue. Use your names.



1 Listen and number.



2 Listen and point. Then listen and sing.



My things are on the desk.

Let's have a look.

These are crayons.

This is a book.

Those are pencils.

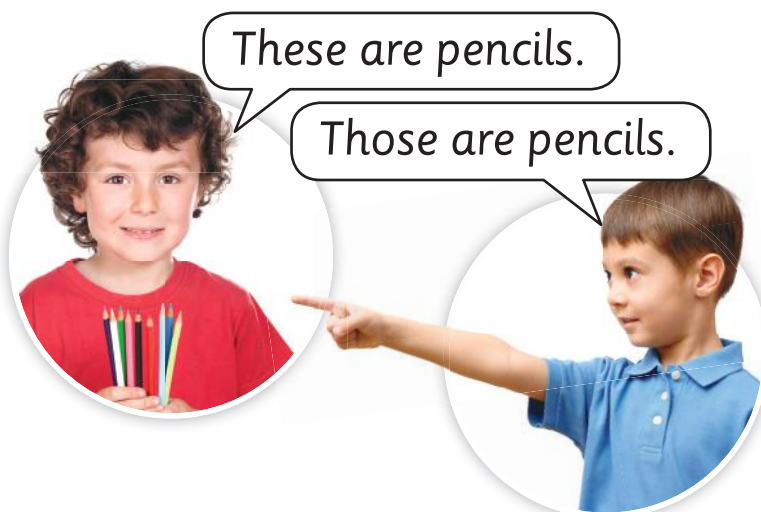
That is a pen.

Come on, everyone.

Let's sing it again!



3 Point and say.



This is a pen.	These are pens.
That is a pen.	Those are pens.



4 W12 Listen and point. Then listen and say.

11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty
--------------	--------------	----------------	----------------	---------------	---------------	-----------------	----------------	----------------	--------------



5 W13 W14 Listen and chant.

1, 2, 3 kites in the tree.

Come on, everyone.

Count with me.

4, 5, 6 kites in the tree.

Come on, everyone.

Count with me.

7, 8, 9, 10 in the tree!

Come on, everyone.

Count with me.

11, 12, 13 kites in the tree.

Come on, everyone.

Count with me.

14, 15, 16 kites in the tree.

Come on, everyone.

Count with me.

17, 18, 19, 20 in the tree!

Come on, everyone.

Count with me.



6 W15 Listen and write.



1 _____ 2 _____ 3 _____ 4 _____

7 Look in the classroom. Ask and answer.

How many desks can you see?

I can see fifteen desks.

1

It's a happy day!

Daily routines: get up, have breakfast, go to school, have art lessons, play with my friends, go home, have lunch, do homework, have dinner, go to bed

Times of the day: morning, afternoon, evening, night

pl, bl: play, plane, plum, plug; blue, blond, black, block

1  How many daily routines do you know?



What foods can you see?
Where's Bo?
What colour is Tom's bag?



2 1.1 Listen and stick. Then listen and say.

- | | | | | |
|---------|----------------|--------------|------------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| get up | have breakfast | go to school | have art lessons | play with my friends |
| 6 | 7 | 8 | 9 | 10 |
| go home | have lunch | do homework | have dinner | go to bed |

3 Find the daily routines in the picture on page 8.



dinner



supper

4 1.2 1.3 Listen and chant.



It's Friday today.
I don't go to school today.
I have breakfast
and I play.
This is my day!

It's Friday today.
We don't have art lessons today.
We have dinner
and we play.
This is my day!



5 Think of your day. Is it the same or different?



We have dinner.



We don't have art lessons.



I **play**/don't play with my friends.

We **have**/don't have lunch.



1 Before you read What colour are the crayons?

2 Listen and read.



Bo is colourful!

Look! These are paintbrushes.
We have art lessons.

Oh, right. It's
Saturday. You don't
go to school today.

Bye!

First, they play tennis and then they
have lunch in the park today. After
that, they have an art lesson with us!

Where are Tom and Sami?

Hi, Polly!

Hello, Laila!

When do you have
tennis lessons?

We have tennis
lessons in the morning.

We have an art lesson
now. Let's hurry!

Hello, everyone!

Hello, Ms. Zeina.

The paints are on the table.

Let's paint flowers today!

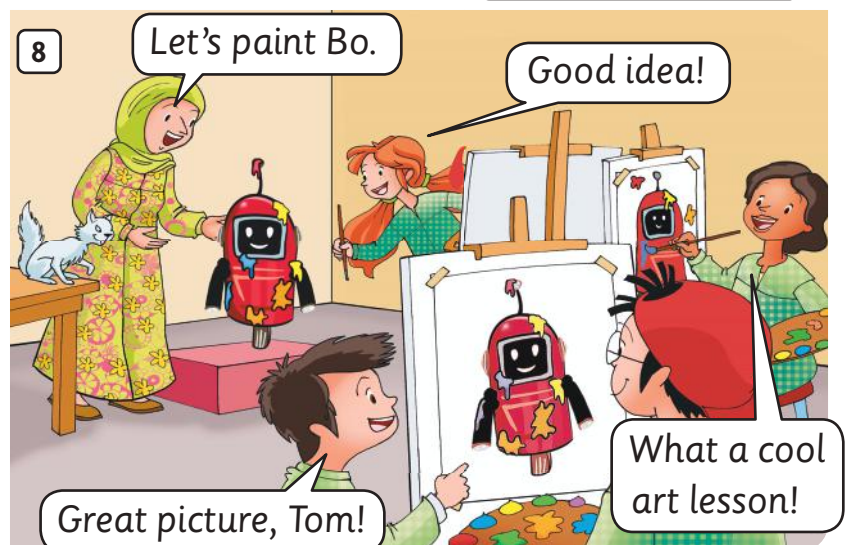
Yay!

Atomic is on
the table, too!

Atomic, no!

Look out, Bo!

What happens
next?



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



1 We have don't have art lessons.

2 You go don't go to school.

3 We have don't have tennis lessons.



Values

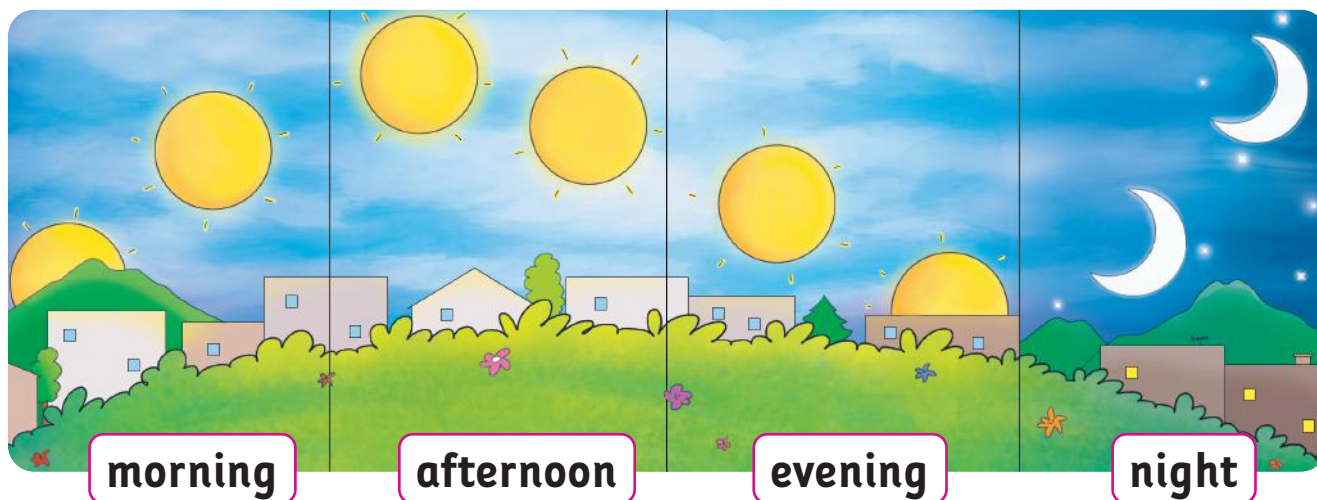
Work together

4 Act out the story.

5 Viewing and presenting Draw and share a picture of something colourful.



1 Listen and say. Then listen and point.



2 Listen and sing.



When do you have breakfast,
have breakfast, have breakfast?
When do you have breakfast?
We have breakfast in the
morning.

When do you have lunch,
have lunch, have lunch?
When do you have lunch?
We have lunch in the afternoon.

When do you have dinner,
have dinner, have dinner?
When do you have dinner?
We have dinner in the evening.

When do you go to bed,
go to bed, go to bed?
When do you go to bed?
We go to bed at night.

3 Ask and answer.

When do you
go to school?



We go to school
in the morning.

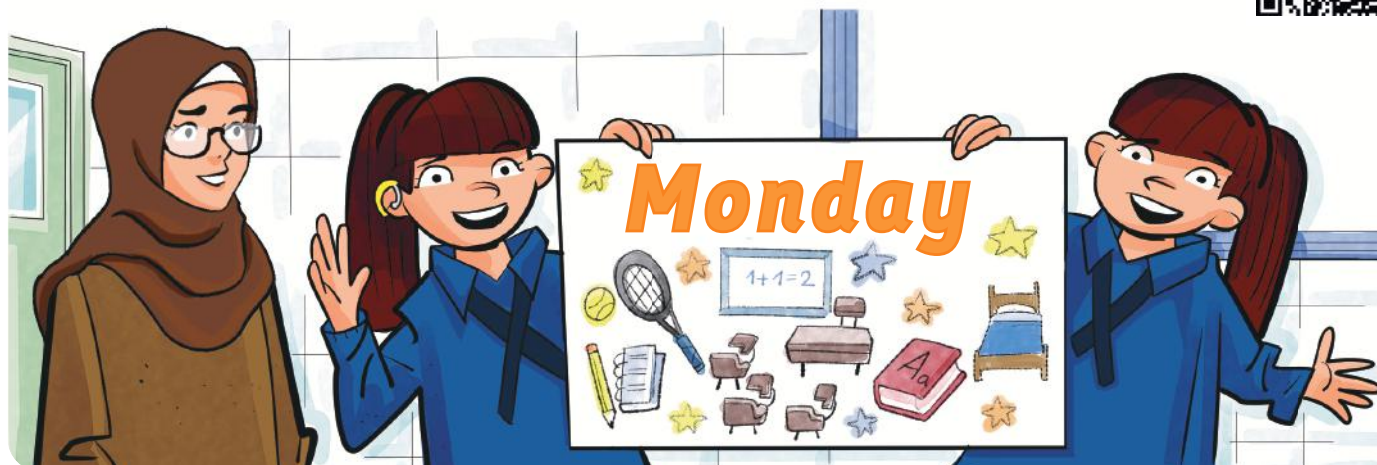


1.9

When do you go home?

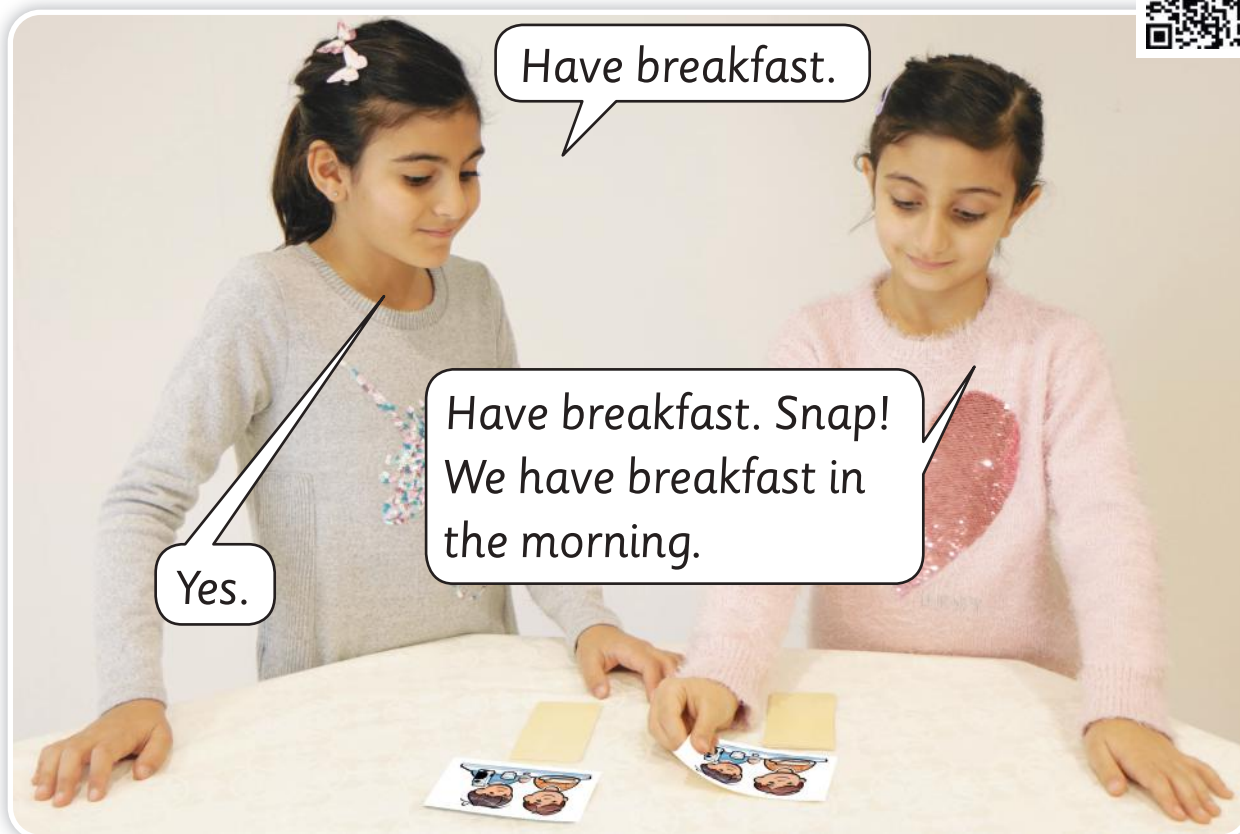
We go home in the afternoon.

1 Read, listen and complete.



- | | |
|-----------------------------|------------------------|
| 1 When do you go to school? | We go to school _____. |
| 2 When do you play tennis? | We play tennis _____. |
| 3 When do you do homework? | We do homework _____. |
| 4 When do you go to bed? | We go to bed _____. |

2 Cut out. Then listen and play.



Traditional breakfasts

Breakfasts are different around the world.

In the UK, some people have toast, cereal and tea.



tea

cereal

toast

Some families in Jordan have *mfarrakeh* for breakfast. This is a dish of potatoes and eggs.



mfarrakeh

porridge

People have this for breakfast in South Africa. It is corn porridge with sugar and milk.



Some people in Japan eat a big breakfast. They have fish, pickles and vegetables. They have rice and soup, too.



pickles

soup

Which breakfast do you like?

1 Before you read What do you have for breakfast?

2 Listen and read.

3 After you read Activity Book, page 11.



This is a popular breakfast in Jordan. We have *foul*, *falafel*, *hummus*, tea and flatbread.

Project

Viewing and presenting



Make a breakfast menu for your café. Work in groups.

- 1 Together, think of a name for your café.
- 2 Choose the foods that are on the menu.
- 3 Find photos or draw pictures.
- 4 Write. *This is ... We have ...*
- 5 Make a breakfast menu.
- 6 Present it to the class.



1 Listen and read.

What time is it?

Oh, no!

We're late for school.

It's **eight** o'clock.

What's wrong?

Let's hurry!

2 Act out the dialogue. Use different **events** and **times**.

lunch

the party

art lessons

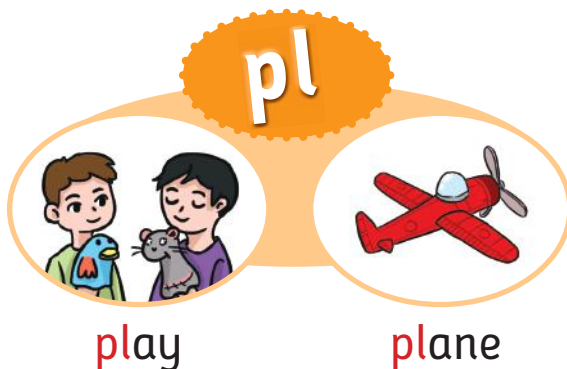
one

three

six

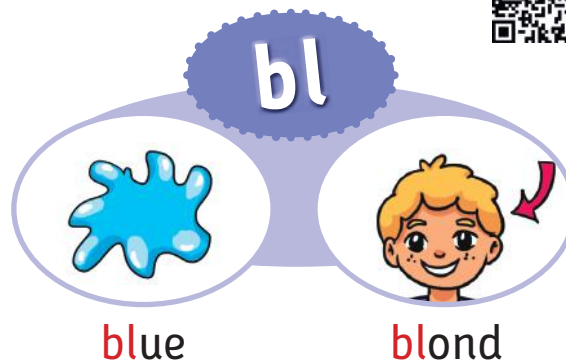
Phonics

Lesson 10

1 Listen and say.

play

plane



blue

blond

2 Listen and write **pl** or **bl**.

1 ____ um 2 ____ ack

3 ____ ock 4 ____ ug

3 Listen and say the tongue twister.The **bl**ond boy **pl**ays with a **bl**ack and **bl**ue **pl**ane.

2

Let's dress up!

Clothes: dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt

Personal possessions: glasses, keys, handbag, backpack, phone, computer

dr, tr, br: dress, drum; trainers, tree; bread, brush

1 How many clothes words do you know?



Who's wearing a brown hat?
How many trainers can you see?
What colour is Sami's hat?



2 2.1 Listen and stick. Then listen and say.

1	2	3	4	5
dress	sandals	socks	hat	scarf
6	7	8	9	10
jeans	pyjamas	trainers	baseball cap	shirt

3 Find the clothes in the picture on page 16.

4 2.2 2.3 Listen and chant.



scarf – scarves

We're wearing jeans, You're wearing a dress, They're wearing
 shirts and trainers. a hat and sandals. pyjamas,
 We're ready to play. You're ready to play. socks and scarves.
 We look cool. You look cool. Red baseball caps, too.
 That's not cool!



5 Think of you and your friends. Then say.



We're wearing baseball caps and shirts.



They're wearing baseball caps and shirts.

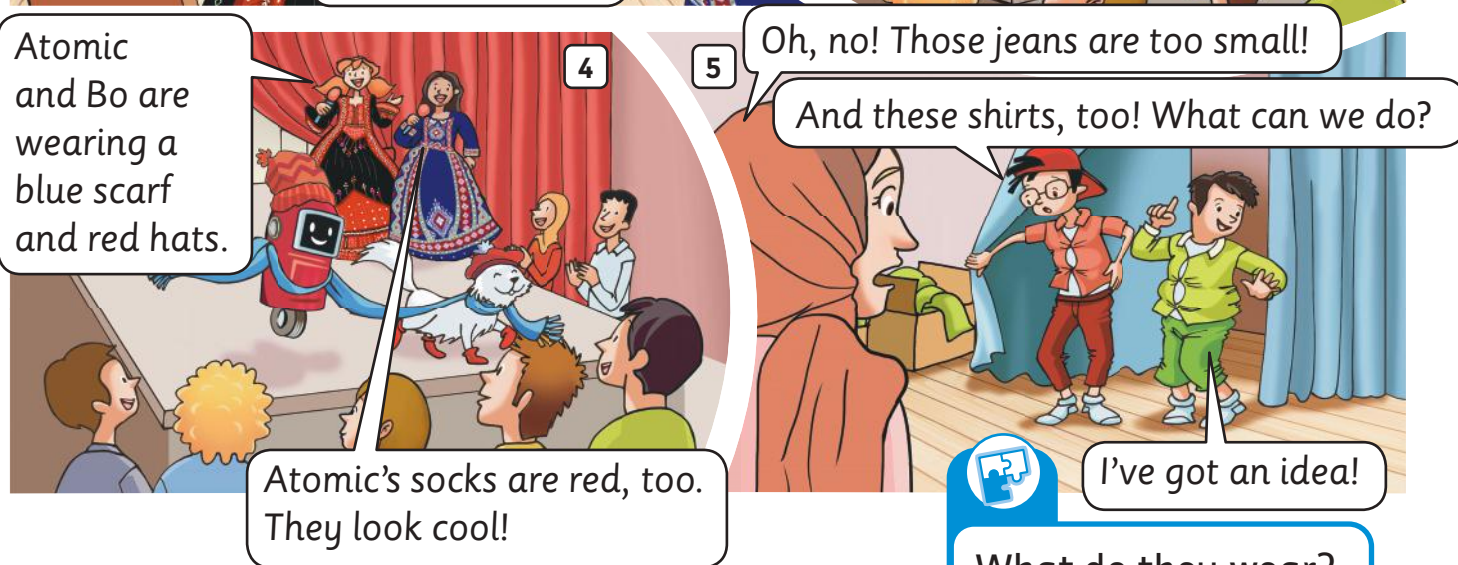
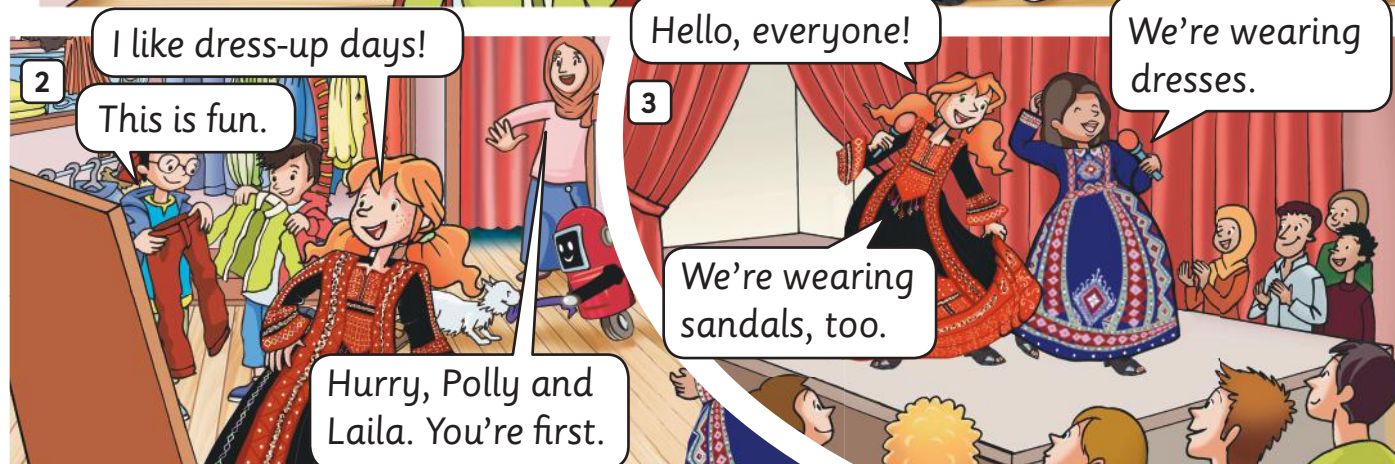


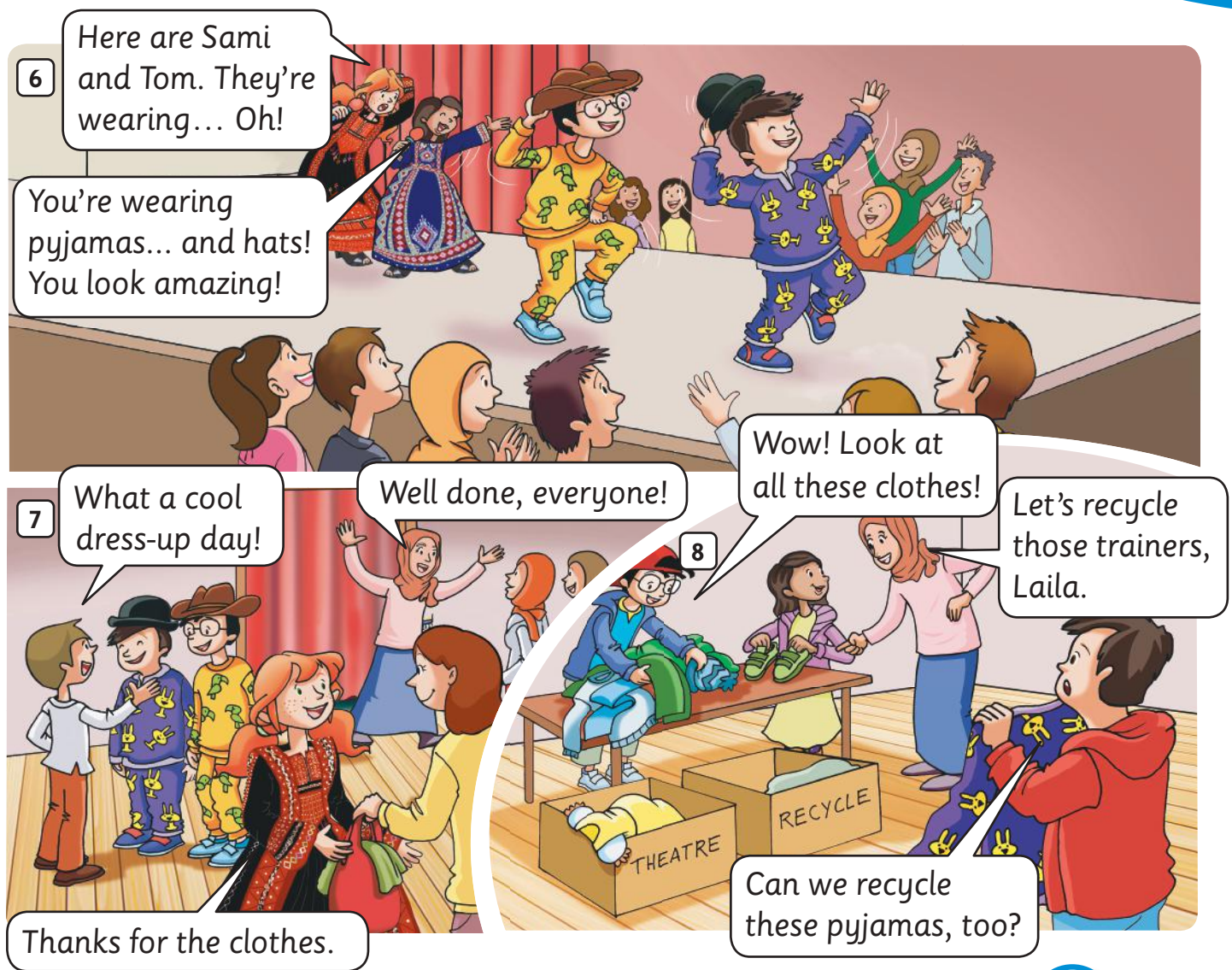
You're/They're wearing jeans and trainers.



1 Before you read How many parrots can you see? Where are the parrots?

2 Listen and read.





3 After you read Look at the story. Read and write the names.

- 1 She's wearing a T-shirt and a skirt. _____
- 2 They're wearing dresses. _____
- 3 They're wearing pyjamas. _____
- 4 They're wearing scarves and hats. _____

4 Act out the story.

5 Viewing and presenting Design and share clothes for your dress-up day.



Values

Recycle and reuse



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



glasses keys handbag backpack phone computer

2 Listen and sing.



What colour are their glasses?

Their glasses are blue.

And their handbags are, too.

What colour are our keys?

Our keys are grey.

And our computer is, too.

What colour are your backpacks?

Your backpacks are green.

And your phones are, too.



3 Look and say.



Our pens are blue and red.



Their crayons are short.



2.10

Our glasses are blue.

Your keys are grey.

Their phones are green.

1



Listen and colour.



2



Cut out. Then listen and play.



Big parades

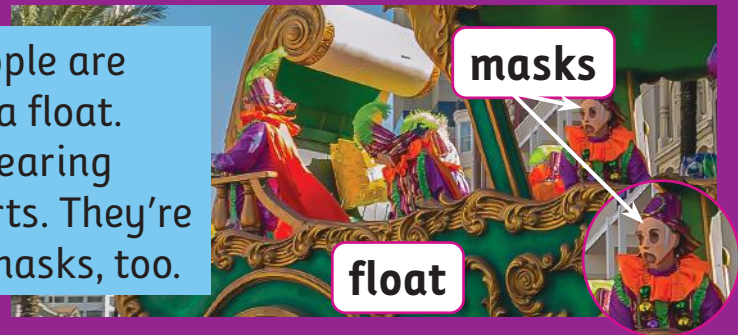
Parades are popular around the world. People wear colourful clothes.



parade

This is a parade in Switzerland.

These people are riding on a float. They're wearing fancy shirts. They're wearing masks, too.



masks

float

This is a parade in Japan. They're wearing kimonos. What colours can you see?



kimono

Look at these men. Are they wearing skirts? No, they're wearing kilts. They're in a parade in Scotland.



kilt

1 **Before you read** What clothes do you wear on special days?

2 **Listen and read.**



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



This is a photo of my father at Eid Al-Fitr.

Project

Viewing and presenting



Make a poster about a special day. Work in groups.

- 1 Together, think of a special day.
- 2 Choose the clothes for this special day.
- 3 Find photos or draw pictures.
- 4 Write. *This is ... It's in ... They're wearing ...*
- 5 Make a poster.
- 6 Present it to the class.



EID AL-FITR



He's wearing a thobe, kuffiyah and ogal.

1 Listen and read.

Excuse me.

How much is this
baseball cap?

Here you are.

Yes, can I help you?

It's 10 JD.

Thank you.

2 Act out the dialogue. Use different **objects** and **prices**.

shirt

handbag

scarf

12 JD

18 JD

15 JD

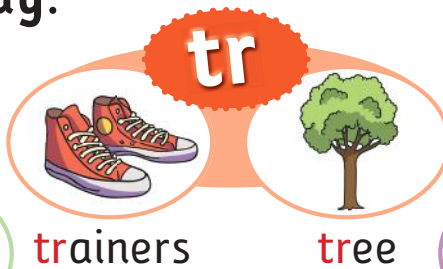
Phonics

Lesson 10

1 Listen and say.

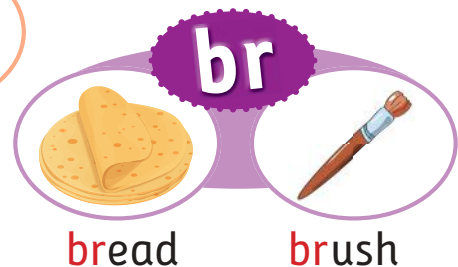
dress

drum



trainers

tree



bread

brush

2 Listen and circle.

1 dr tr br

2 dr tr br

3 dr tr br

4 dr tr br

5 dr tr br

6 dr tr br

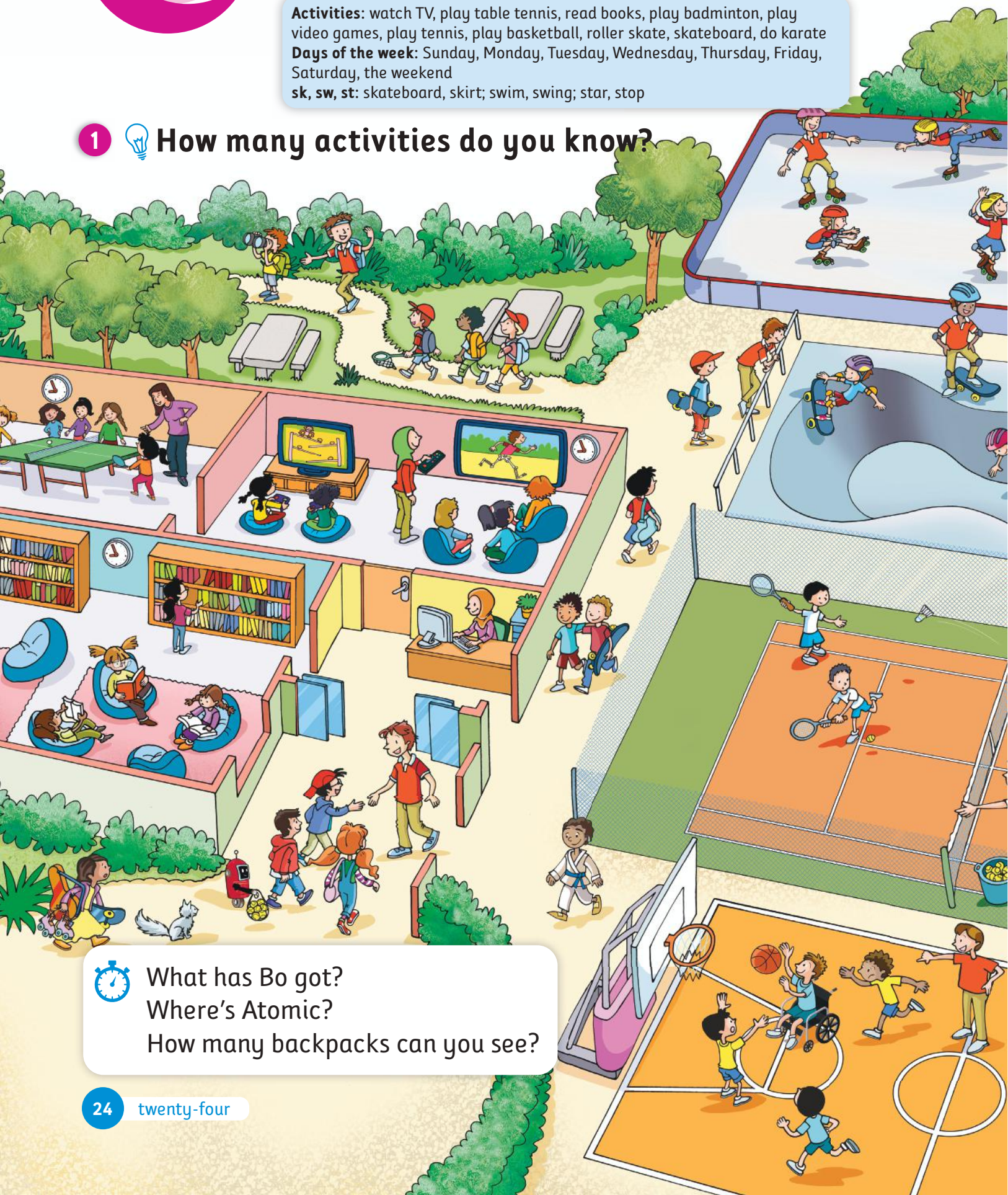
3 Listen and say the tongue twister.She **tr**ips over the **tr**ee and **dr**ops her **dr**um.

3

The activity centre

Activities: watch TV, play table tennis, read books, play badminton, play video games, play tennis, play basketball, roller skate, skateboard, do karate
Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, the weekend
sk, sw, st: skateboard, skirt; swim, swing; star, stop

1  How many activities do you know?



What has Bo got?
 Where's Atomic?
 How many backpacks can you see?



2 ^{3.1} Listen and stick. Then listen and say.

- | | | | | |
|-------------|-------------------|--------------|----------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| watch TV | play table tennis | read books | play badminton | play video games |
| 6 | 7 | 8 | 9 | 10 |
| play tennis | play basketball | roller skate | skateboard | do karate |

3 Find the activities in the picture on page 24.

4 ^{3.2} ^{3.3} Listen and chant.



It's time for fun today.
Let's play, hip hip hooray!

Tim plays video games.
He roller skates, too.

He doesn't play tennis.
How about you?

Kim reads books.
She plays tennis, too.
She doesn't watch TV.
How about you?

It's time for fun today.
Let's play, hip hip hooray!



5 Talk about your friend.



I watch TV.
I don't play tennis.



He watches TV. He
doesn't play tennis.

^{3.4}

He/She **plays** video games.

He/She **doesn't watch** TV.



1 Before you read What foods can you see?

2 Listen and read.



Where's Laila?

1 I have tennis lessons at 9 o'clock. Bye!

Bye, Laila!

See you at the basketball game.

Laila isn't here. Does she play tennis at 10 o'clock?

2 It's 9 o'clock. Go and get books. Where's Laila?

She plays tennis at 9 o'clock.

Look! Atomic's got a book!

3 No, she doesn't. She skateboards at 10 o'clock.

Bo can play table tennis!

I love basketball!

4 Laila still isn't here. Where is she?

She doesn't watch TV at 11 o'clock, but she roller skates.

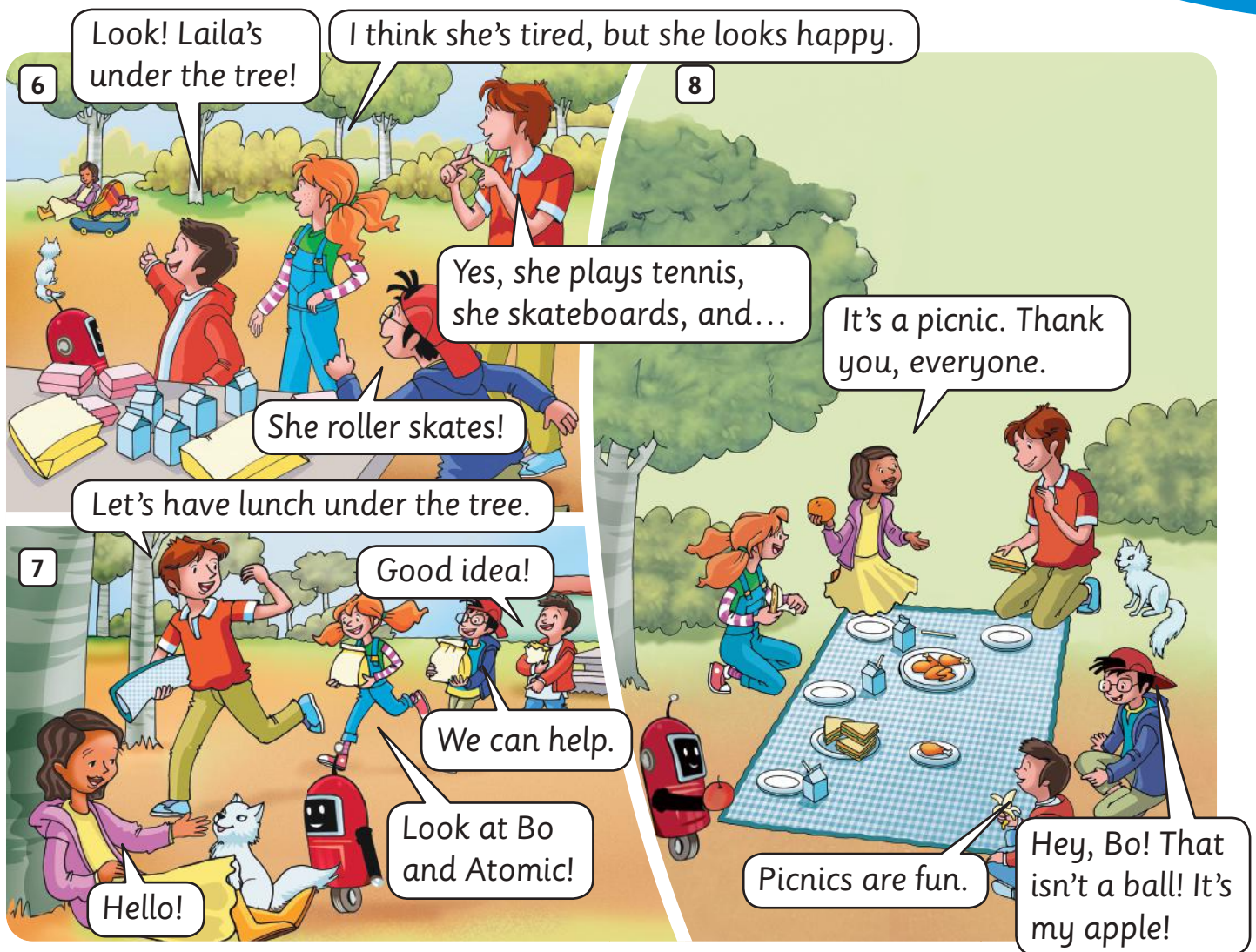
Atomic can see the fish on TV!

5 Oh, no! Laila isn't here.

Where is she?

We don't know!

Where's Laila?



3

After you read

Look at the story. Read and circle.



- 1 Laila plays tennis at 10 o'clock.
- 2 She doesn't read books at 9 o'clock.
- 3 She skateboards at 10 o'clock.
- 4 She doesn't roller skate at 11 o'clock.

True False

True False

True False

True False

4



Act out the story.

5

Viewing and presenting



Draw and share a picture of your favourite activity.

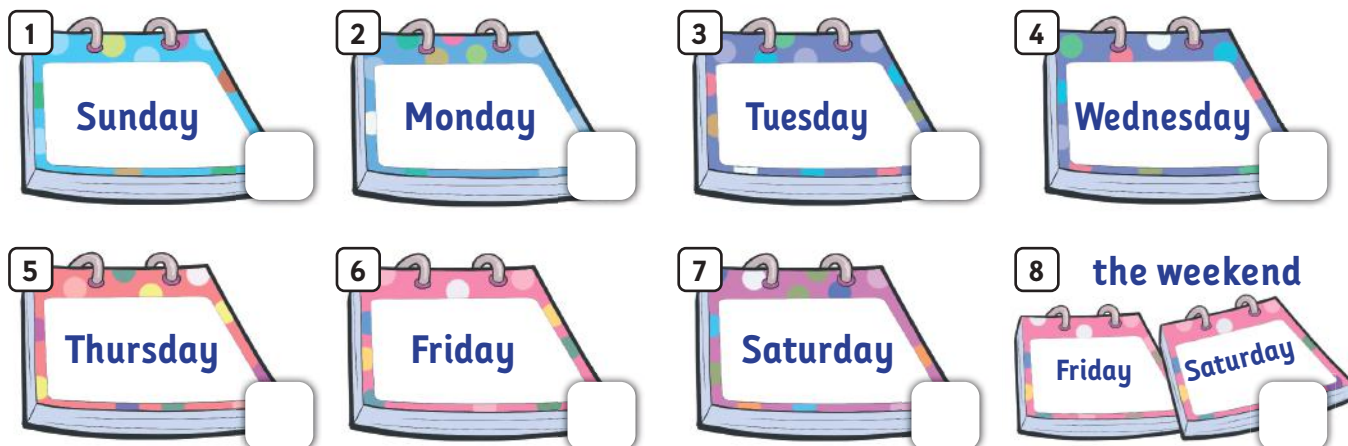


Values

Enjoy time with family and friends



1 ^{3.7} Listen and say. Then listen and tick (✓) or cross (X).



2 ^{3.8} ^{3.9} Listen and sing.



Does she go to school on Sunday?
On Monday? On Tuesday?
Does she go to school on
Wednesday?
 Yes! Yes, she does.
She goes to school on
Thursday, too.

Does he roller skate on Sunday?
On Monday? On Tuesday?
Does he roller skate on
Wednesday?
No! No, he doesn't.
He roller skates at the weekend.

3 Ask and answer.



Does she read books
at the weekend?



Yes, she does.

^{3.10}

Does he do karate on Friday?
Yes, he **does**. / No, he **doesn't**.

Do you read books at the weekend?



Yes, I do.

1 3.11 Listen and tick (✓).



1 She watches TV...

Saturday



A

☐

Friday



B

☐

Monday



C

☐

2 He roller skates...

Tuesday



A

☐

Friday



B

☐

Thursday



C

☐

3 He skateboards...

Wednesday



A

☐

Monday



B

☐

Saturday



C

☐

2 3.12 Cut out. Then listen and play.



Rugby fun

Look at the boy in the photo. He doesn't play football. He plays rugby. He's got a rugby ball. Rugby is popular in Britain.



rugby ball

Two teams play rugby. One team has got fifteen players.



rugby players

This player runs with the ball. He can throw the ball to another player.



catch

Players run and catch the player with the ball.



This player kicks the ball over the goal post. That's three points! Rugby is fun. Do you like rugby?



kick

1 Before you read What exercise do you do at the weekend?

2  Listen and read.



Amer likes tennis. He plays tennis on Saturday. He's got a racket and tennis balls.

3 After you read Activity Book, page 27.

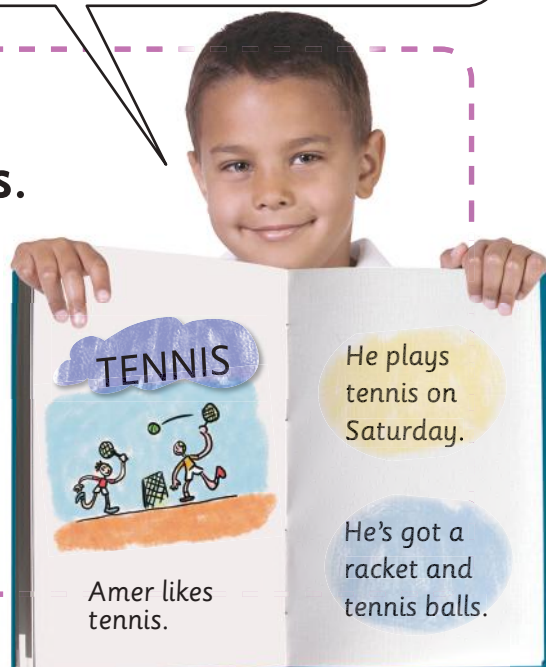
Project

Viewing and presenting



Make a book about your favourite sports. Work in groups.

- 1 Together, choose sports for the book.
- 2 Find photos or draw pictures.
- 3 Write. ... likes ... He/She plays ... on ...
He's/She's got ...
- 4 Make a book.
- 5 Present it to the class.



1 Listen and read.



What do you like doing?

I don't like playing football, but I love playing video games.

I can't. How about Saturday?

I like playing football.

Me, too! Let's play now.

OK!



2 Act out the dialogue. Use different activities and days.

skateboarding

playing tennis

playing basketball

Monday

Wednesday

the weekend

Phonics

Lesson 10

1 Listen and say.

3.16



2 Listen and match.

3.17



1 ___ate

sk

4 ___ip

2 ___eet

st

5 ___and

3 ___ep

sw

6 ___op



3 Listen and say the tongue twister.

3.18

He skates, then stops and eats sweets.



4

I want to be a teacher!

Jobs: teacher, doctor, nurse, firefighter, astronaut, pilot, police officer, builder, chef, artist

Transport: bus, boat, underground, train, motorbike, car

wh: what, when, wheel, whistle, whale

1 How many jobs do you know?



What's the time?
Who's painting?
What food can you see?



2 **Listen and stick. Then listen and say.**

- | | | | | |
|--|--|--|--|---|
| 1  | 2  | 3  | 4  | 5  |
| teacher | doctor | nurse | firefighter | astronaut |
| 6  | 7  | 8  | 9  | 10  |
| pilot | police officer | builder | chef | artist |

3 **Find the jobs in the picture on page 32.**

4 **Listen and chant.**



I want to be a pilot,
a doctor and a builder.
I want to be a chef and
a nurse, too.
Tell me, please.
What about you?

I want to be an
artist,
a firefighter and
a teacher.
I want to be a police officer
and an astronaut, too.
Tell me, please.
What about you?



5 **Ask and answer.**



I want to be an astronaut. What about you?

I want to be a doctor.



I want to be a pilot.

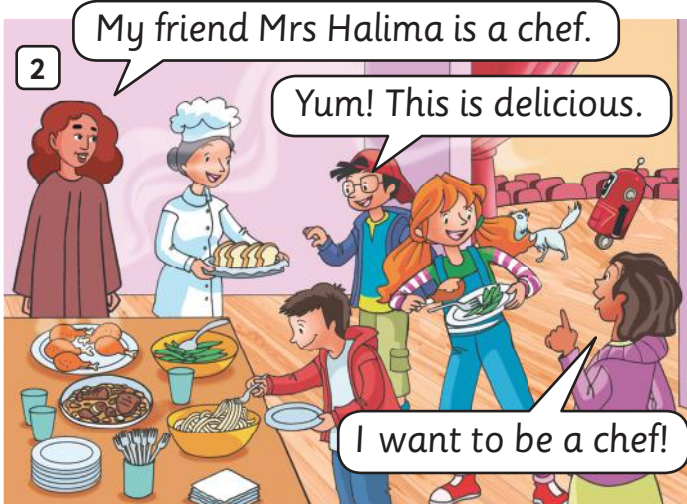


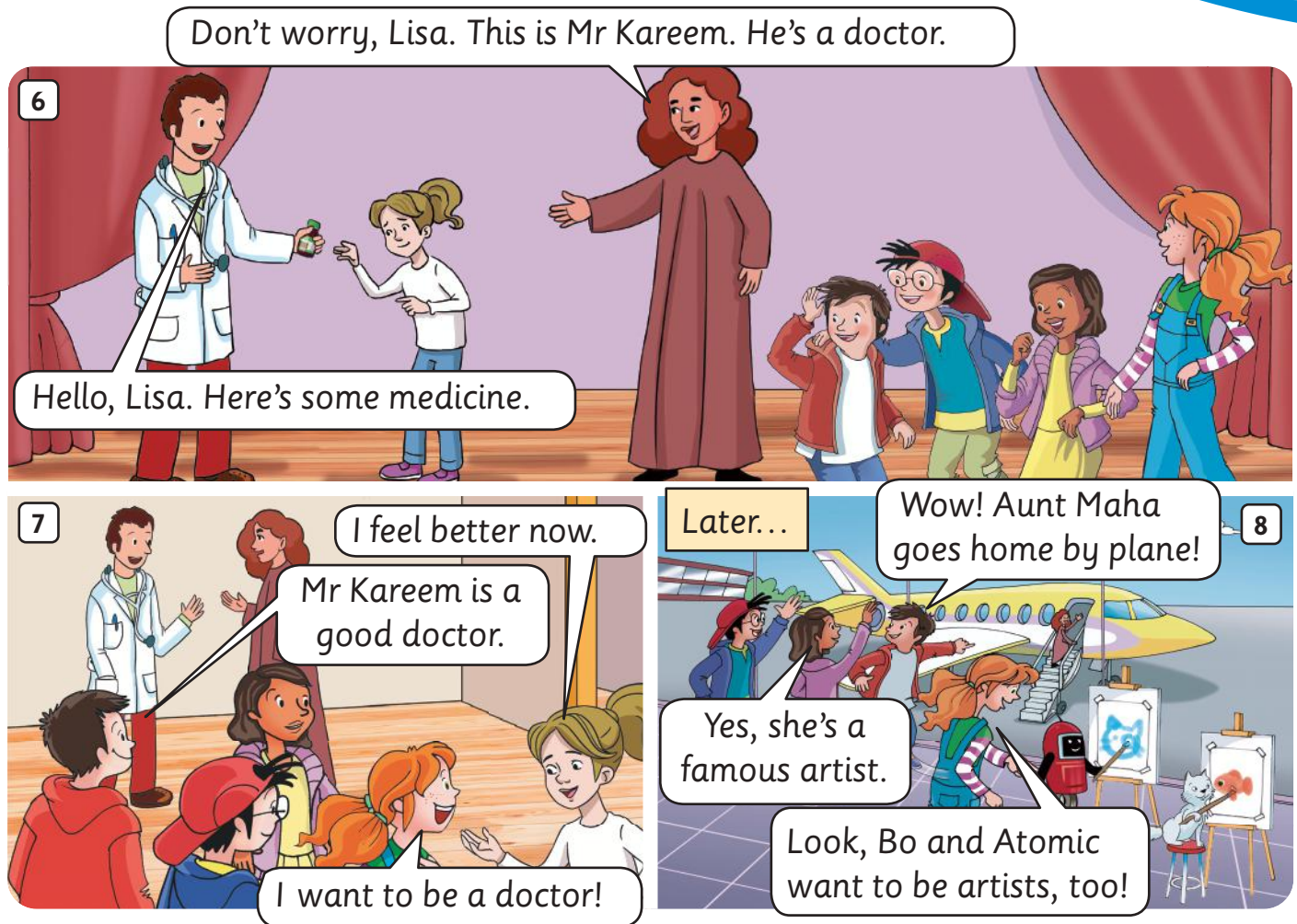
1 Before you read What is the chef making?



2 Listen and read.

The job fair





3 **After you read** Look at the story.
Read and write Yes or No.



- 1  I want to be a doctor. _____
- 2  I want to be a teacher. _____
- 3  I want to be a chef. _____
- 4  I want to be a doctor. _____

4 **Act out the story.**

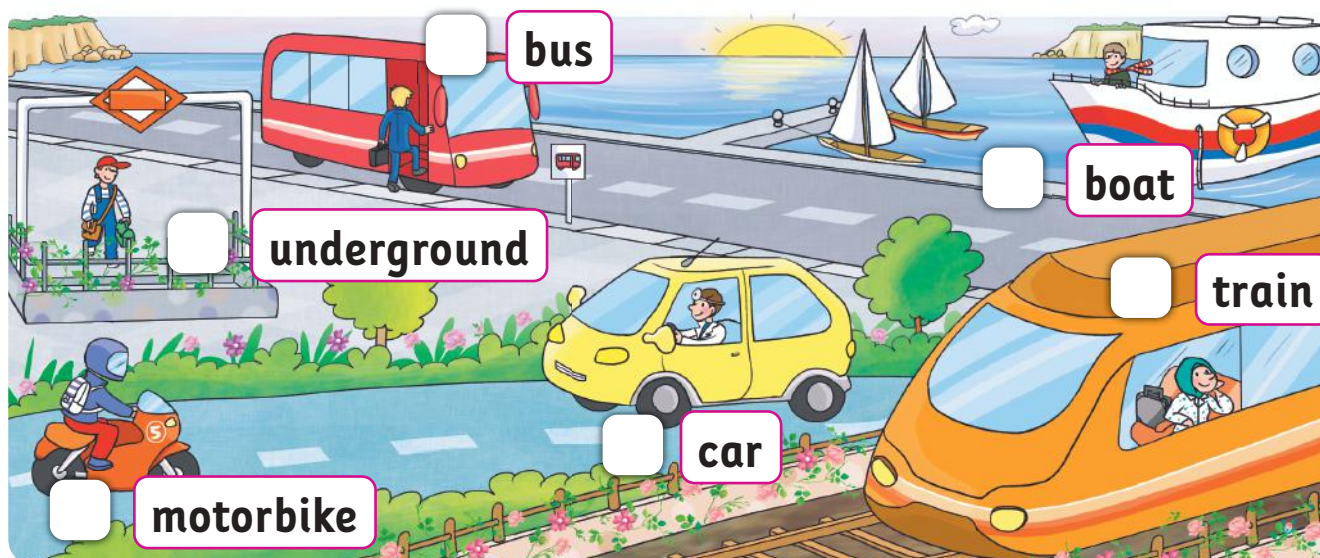
5 **Viewing and presenting** **Who do you want to be? Design and share your uniform.**



Values

Follow your dreams

1 Listen and say. Then listen and number.



2 Listen and sing.



Off to work they go.
Some go fast. Some go slow.
Off to work they go.



Off to work they go.
Some go fast. Some go slow.
Off to work they go.



He goes to work by boat.
He goes to work by boat.
Bus and underground, car
and boat.

He goes to work by boat.

She goes to work by train.
She goes to work by train.
Motorbike and car, bus and
train.

She goes to work by train.

3 Talk about your family.



My dad goes to
work by train.

My aunt goes
to work by car.



He/She goes to
work by bus.

1 4.12 Listen and draw lines.



Hassan

Jaber

Malek

Mazen

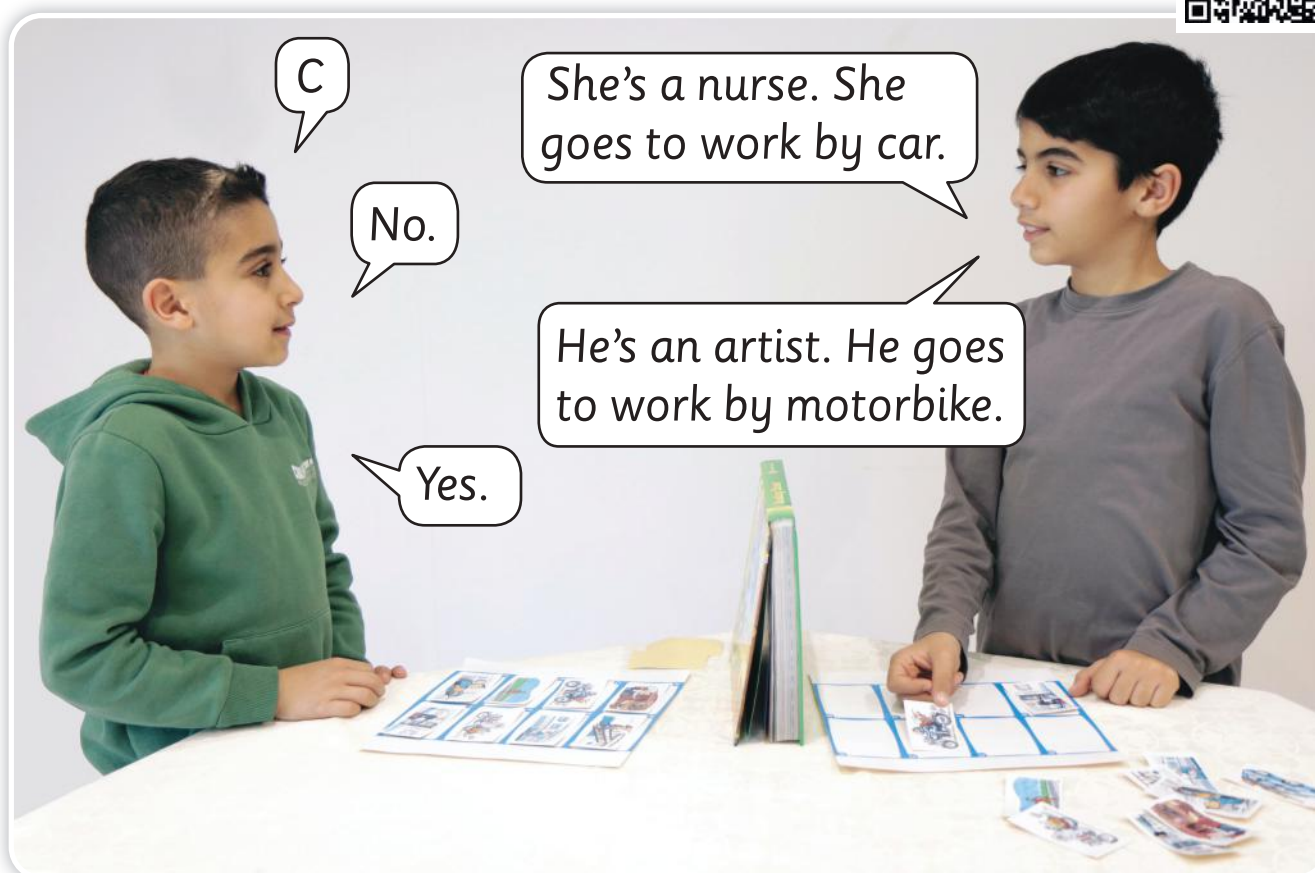
Kareem

Muneer

Nader



2 4.13 Cut out. Then listen and play.



The yellow school bus

school bus

Some pupils walk to school in India.
Some pupils go by car, underground or train.
But many pupils go to school by school bus.

pupil

Bus drivers take the pupils to school in the morning. Then they take the pupils home in the afternoon.

bus driver

Going to school by bus is fun. Do you go to school by bus?

Some school buses are long. Some school buses are short. But all Indian school buses are yellow.

Cars and trucks stop for school buses in India.

stop

1 **Before you read** Can you see school buses where you live?
What colour are they?

2 **Listen and read.**

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



I'm Dana. I go to school by car. In our group, three pupils go to school by car.

Project

Viewing and presenting



Make a graph about how you go to school. Work in groups.

- 1 Together, ask and answer about how you go to school.
- 2 Count the number of pupils for each transport.
- 3 Draw a graph.
- 4 Write. *I'm ... I go to school by ... In our group, ...*
- 5 Tell the class.



HOW WE GO TO SCHOOL



1 Listen and read.

Good morning.

Here you are.

At eight o'clock.



Hello. Four bus tickets, please.

What time is the next bus?

Thank you.

2 Act out the dialogue. Use different transports and times.

boat

train

underground

twelve

one

ten

Phonics

Lesson 10

1 Listen and say.

What time is the next train?

When does Malek go to work?

2 Listen, say and write wh. Then ask and answer using What.

1 ____eel



2 ____istle



3 ____ale

What is object two?

It's a ...

3 Listen and say the tongue twister.

The whale has a wheel and a whistle.



Language booster

 How many daily activities can you say?



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



watch
TV



do
homework



go to
bed



go to
sleep



read
a book



play video
games



2  **Listen again and match.**

1 When does Nader do homework?

2 What does Nader do at 6 o'clock?

3 What does Nader do at 7 o'clock?

4 What does Nader do at 8 o'clock?

5 When does Nader play with friends?

a go to sleep

b watch TV

c go to bed

d Saturday

e Friday morning

3  **Say and play. Use and or but.**

What do you do after school?



I watch TV and
I play video games.

I watch TV, but I don't
play video games!



LC1.3

I watch TV **and**
I play video games.

I watch TV, **but**
I don't read a book!



4 Listen and read.



What's your favourite hobby?

I like **taking photos**. How about you? Do you have any hobbies?

Yes. I like **drawing pictures**.

Me, too! Let's draw together now!



5 Act out the dialogue. Use different **activities**.

skateboarding

roller skating

playing tennis

playing basketball

6 Draw and write about your favourite hobbies. Then share.

1 I like _____.

2 I also like _____ and _____.



Show what you know

Write, tick (✓) and stick.

How many daily activities can you say now?

Can you talk about what you do after school?

Can you talk about your favourite hobby?

☐
☐
☐

Well done!





Maths

How do we tell the time?

Think

1 What do you know about the clock?

Learn

2



Listen, read and check.

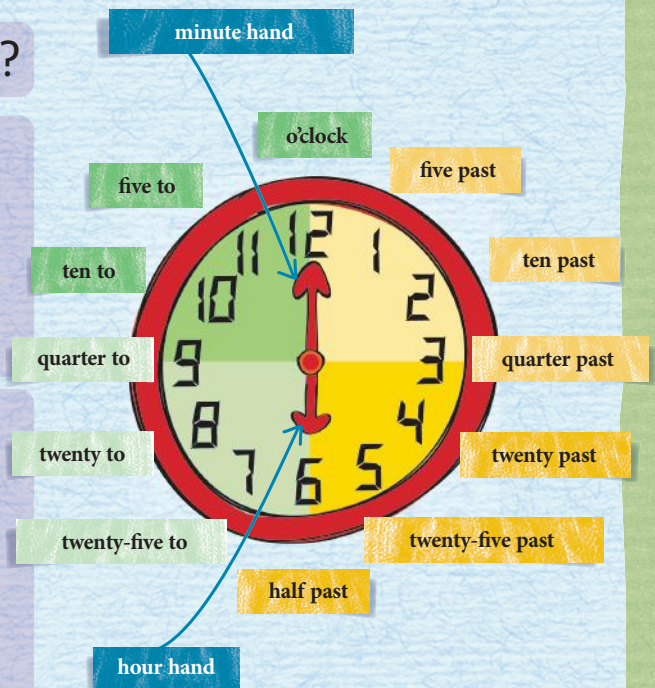


What's the time?

Look at the clock. What's the time?

The **minute hand** points to twelve. The **hour hand** points to six. It's six **o'clock**! It can be six o'clock in the morning or six o'clock in the evening.

When the minute hand is at three and the hour hand is at six, it's **quarter past** six. When the minute hand and the hour hand are at six, it's **half past** six. When the minute hand is at nine and the hour hand is at six, it's **quarter to** seven.

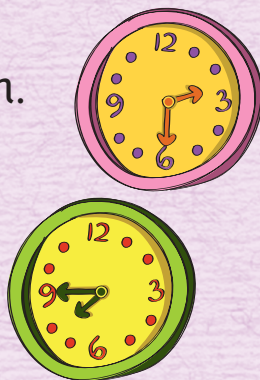


check

3

Read and match.

- 1 It's half past nine.
- 2 It's quarter past eleven.
- 3 It's quarter to eight.
- 4 It's half past two.
- 5 It's twenty past five.
- 6 It's ten to four.



Let's practise!

1 Look and number.



quarter past two
in the afternoon



1

eleven o'clock
in the morning



half past nine
in the evening



twenty to four
in the afternoon

2 Ask and answer.

What time do you...

- play?
- watch TV?
- go to school?
- do homework?
- have dinner?



What time
do you play?



I play at six
o'clock.

Show what you know



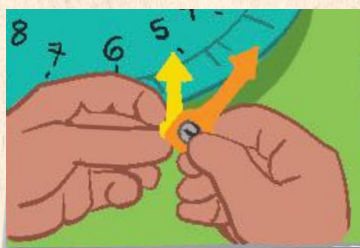
Make a clock. Then show and tell.



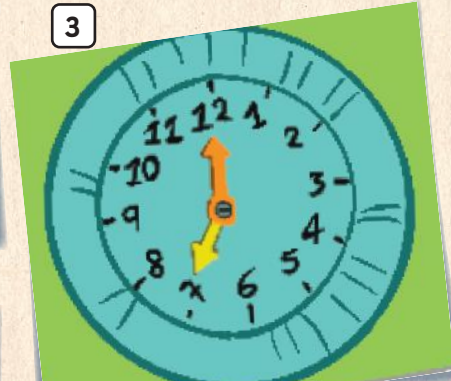
1



2



3



We get up at
seven o'clock.

Months and seasons



1 Listen and stick. Then listen and say.

winter

1 **DECEMBER** ⚡

2 **JANUARY** ❄️

3 **FEBRUARY** 🏠

spring

4 **MARCH** 🌱

5 **APRIL** 🌸

6 **MAY** 🌼

summer

7 **JUNE** ☀️

8 **JULY** 🏖️

9 **AUGUST** 🏖️

autumn

10 **SEPTEMBER** 🍂

11 **OCTOBER** 🍂

12 **NOVEMBER** 🌧️



2 Listen and sing.



Seasons, seasons.

There are four.

Clap three times.

Then clap once more.

March, April, May.

Spring is lots of fun.

March, April, May.

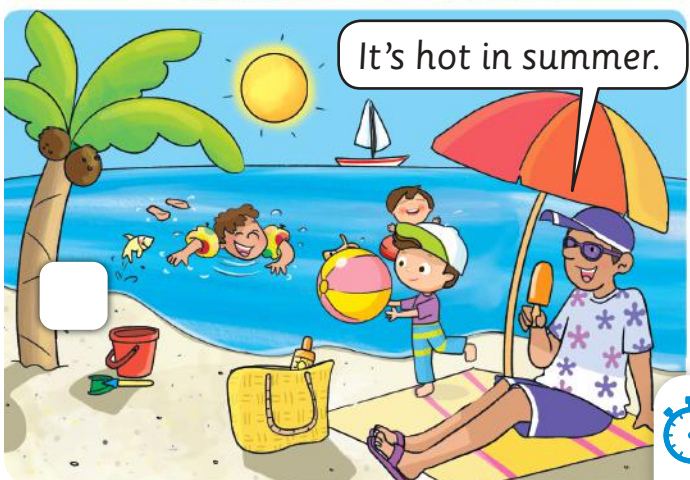
Spring is my favourite one.

3 Sing the song again. Use different months and seasons.





4 Listen and read.

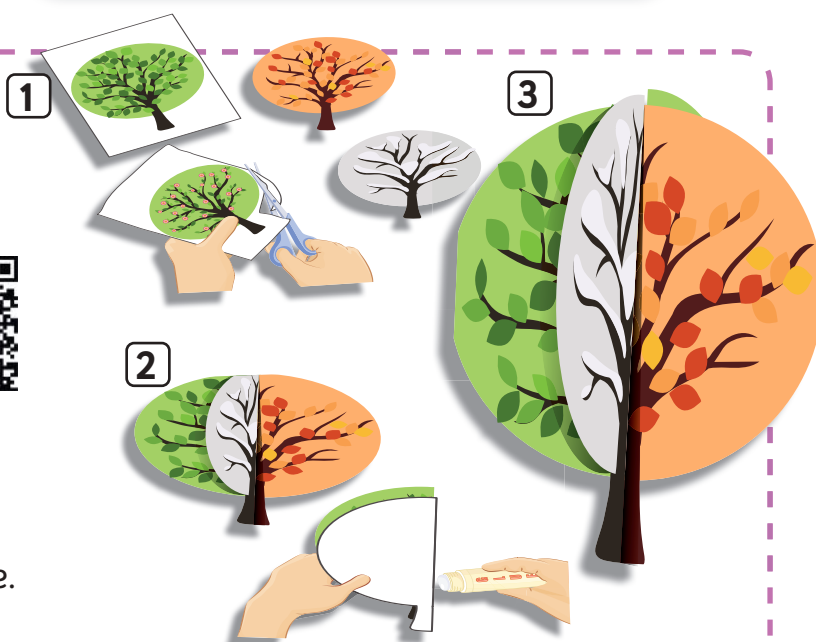


What colour are the scarves?
What is the man wearing?
What is the cat doing?

Project

Make and share a four seasons tree.
Work in groups.

- 1 Choose your seasons.
- 2 Cut and glue them.
- 3 Cut out, fold and glue your trees together.
- 4 Talk about your four seasons tree.



Calgary Stampede



1 Listen and stick. Then listen and say.



craftwork



cowboy



rodeo



race



tipis



cowboy boots



cowboy hat



barbecue



2 Listen and chant.



At the Calgary Stampede there are horses and cows.

I can see lots of **cowboys** just now.

I like the **rodeo**. It's fun, fun, fun!

And look at the cowboy hats on everyone!

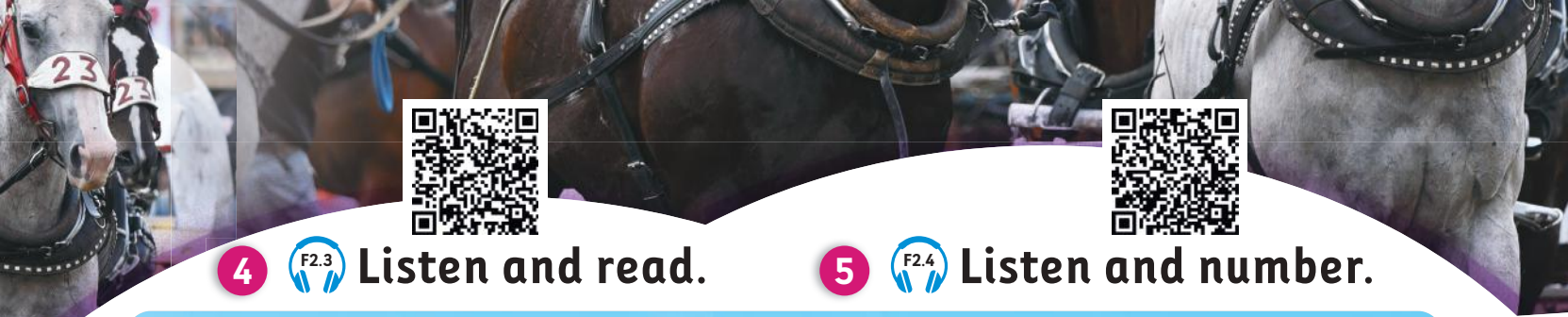
3 Say the chant again. Use different Calgary Stampede words for **things to see** and **activities**.

craftwork

tipis

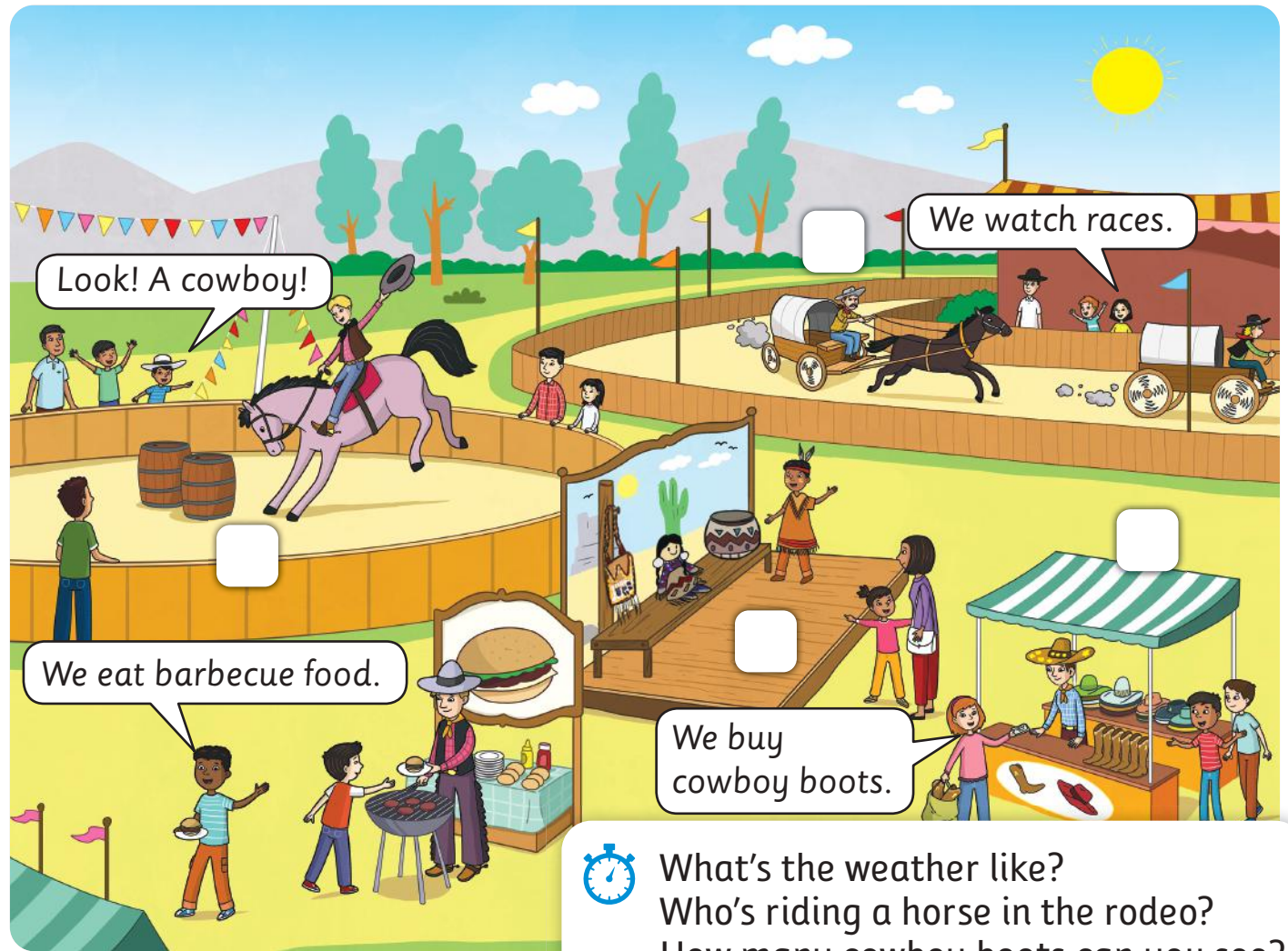
race

barbecue



4 Listen and read.

5 Listen and number.

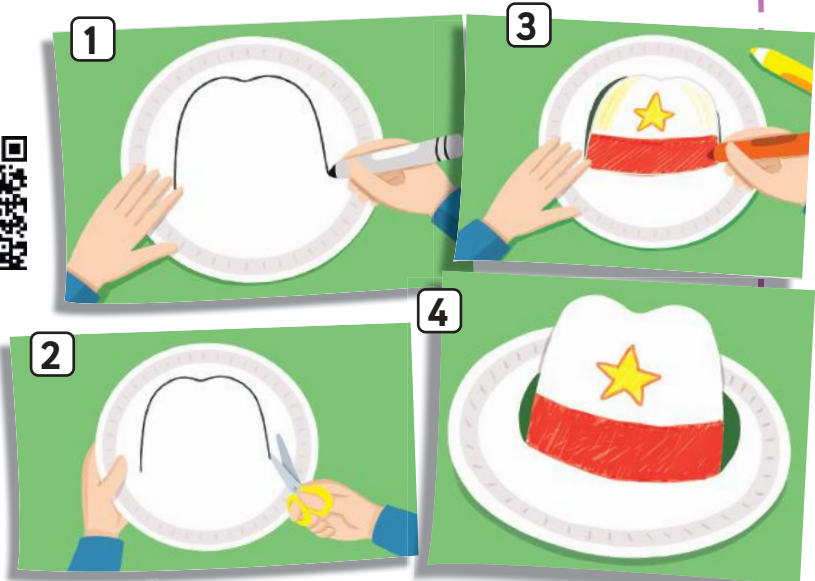


What's the weather like?
Who's riding a horse in the rodeo?
How many cowboy boots can you see?

Project

Make a cowboy hat.
Work in groups.

- 1 Draw the shape of your cowboy hat.
- 2 Cut out your cowboy hat.
- 3 Colour and decorate your cowboy hat.
- 4 Talk about your hat. Say the chant and hold up your cowboy hat.



Independence Day



1  Listen and stick. Then listen and say.



flag



fireworks



crafts



parade



mansaf



air show



band

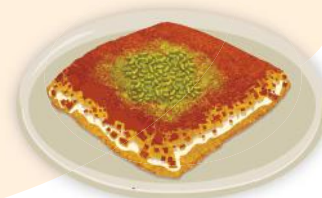


dessert

2  Listen and say the poem.



We're going to the **parade**.
We get together and say
We're going to have a good time today.
Mansaf for lunch
And then a lovely **dessert**.
Fireworks are fun.
It's a great day for the family.



3  Say the poem again. Use different Independence Day words.

air show

flag

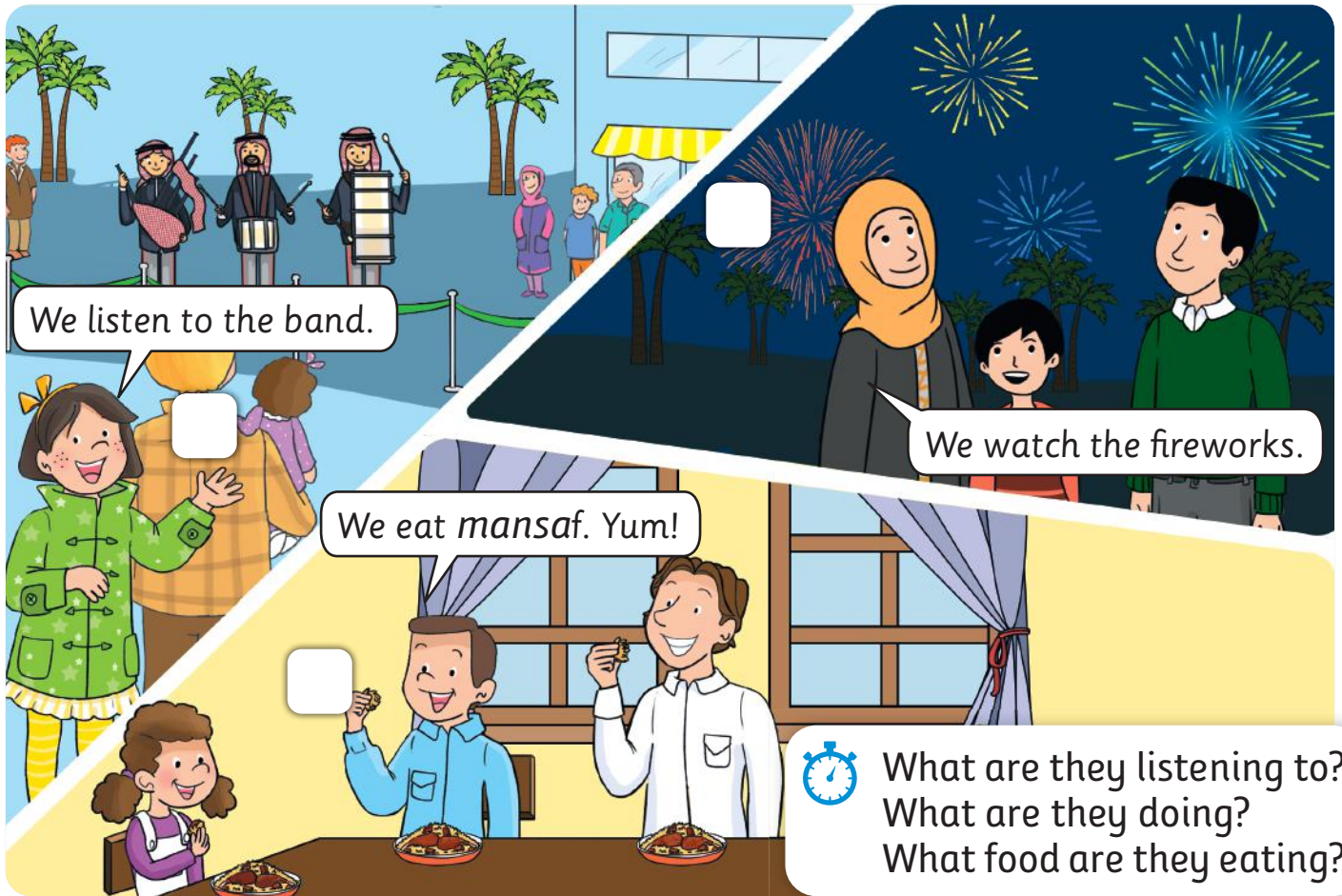
crafts



4 F3.3 Listen and read.



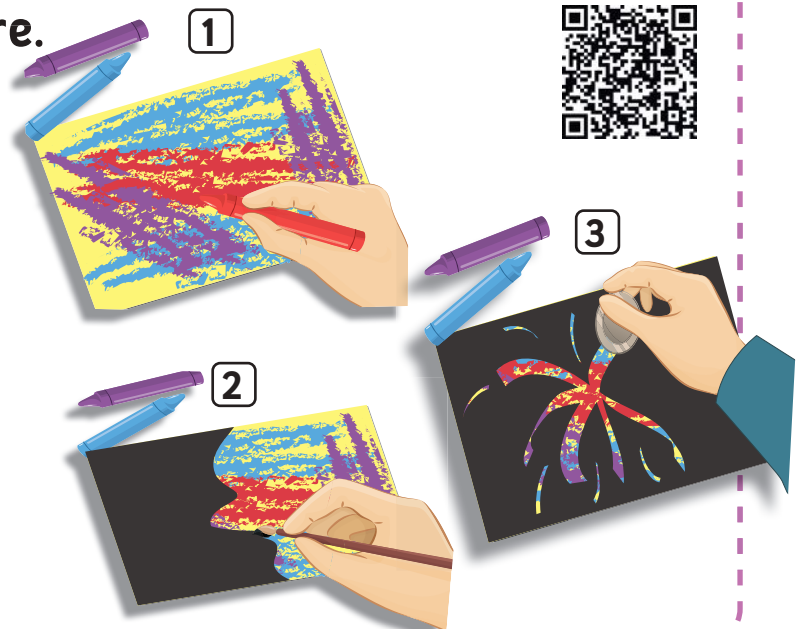
5 F3.4 Listen and number.



Project

Make a firework picture.
Work in groups.

- 1 Use coloured crayons and colour a piece of paper.
- 2 Paint with black paint.
- 3 Use a coin to draw fireworks.
- 4 Talk about your picture.
What colours are there?



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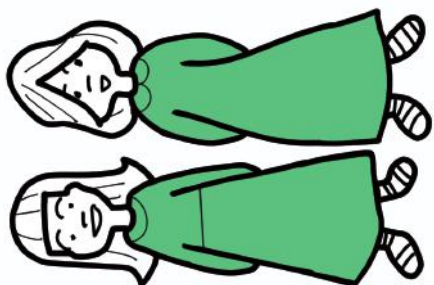
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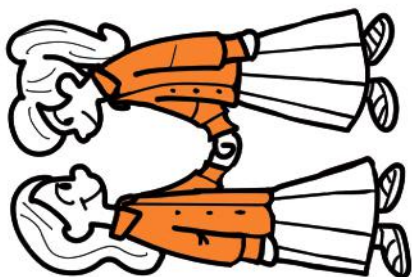






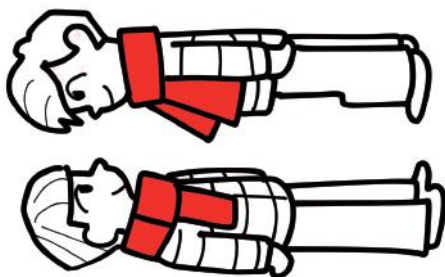
we

our



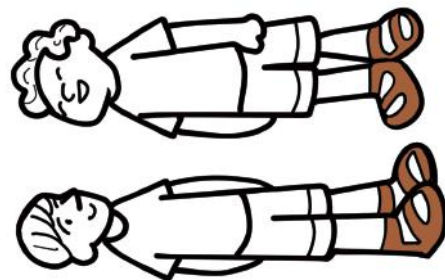
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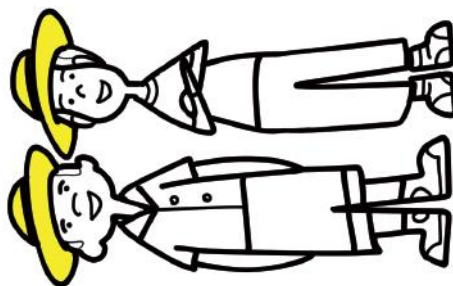
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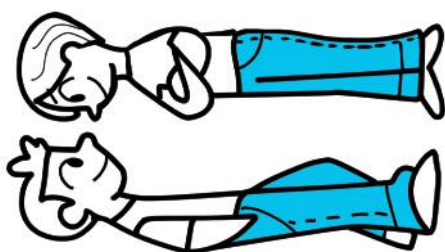
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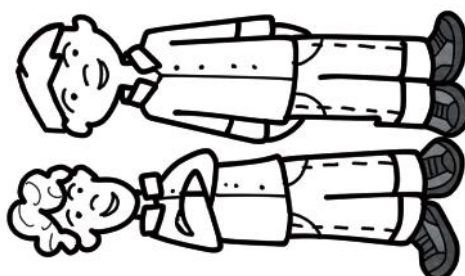
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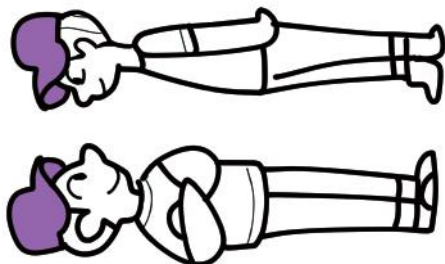
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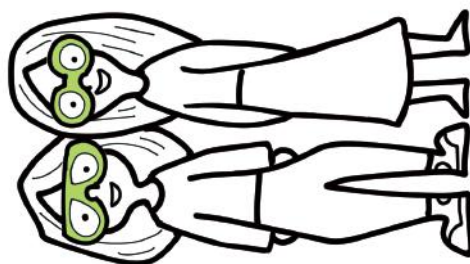
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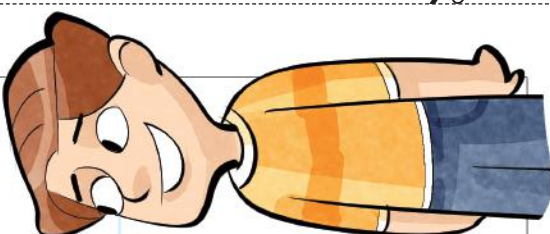
our







Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	











A

B

C

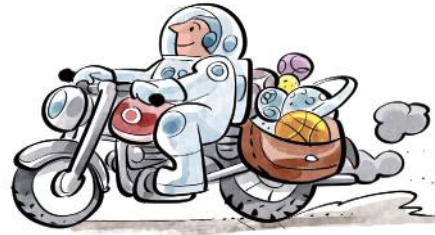
D

E

F

G

H





DECEMBER



JANUARY



FEBRUARY



MARCH



APRIL



MAY



JUNE



JULY



AUGUST



SEPTEMBER



OCTOBER



NOVEMBER



