

# Jordan TEAM Together Grade 2 Semester 2



Pupil's Book with Digital Resources

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# Jordan TEAM Together Grade 2 Semester 2



Pupil's Book with Digital Resources

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# Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking
<b>W</b> <b>Welcome Hello!</b> 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	<b>Inside toys</b> <b>Outside toys</b> <b>Classroom objects</b> <b>Body parts</b> <b>Family</b> <b>Face</b>	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
<b>5</b> <b>Help the animals!</b> Page 8	Naming and describing animals; asking and answering about animals	<b>Animals:</b> cat, duck, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise <b>Animal body:</b> feathers, fur, shell, tail, teeth, wings <b>Adjectives:</b> big, long, short, small <b>Phonics:</b> 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
<b>6</b> <b>Do you like peas?</b> Page 16	Naming food items; expressing likes and dislikes; asking for food items	<b>Food (1):</b> apple, banana, bean, carrot, orange, pasta, pea, potato, rice, tomato <b>Food (2):</b> bread, cheese, chicken, eggs, fish, juice, meat, milk, water <b>Phonics:</b> 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
<b>7</b> <b>It's windy!</b> Page 24	Saying what the weather is like; describing clothes; giving instructions	<b>Weather:</b> cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy <b>Clothes:</b> boots, coat, jumper, T-shirt, shoes, shorts, skirt, trousers <b>Phonics:</b> 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
<b>8</b> <b>Who's at home?</b> Page 32	Naming rooms in a house; describing chores; asking for and offering to help	<b>Home:</b> balcony, bathroom, bedroom, flat, garage, garden, hall, house, kitchen, living room <b>Chores:</b> clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants <b>Phonics:</b> 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	<b>ai, bb, ll, rr</b> 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	<b>ea</b> 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	<b>ir, or</b> 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	<b>oo</b> 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

# Welcome Hello!

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



2 Listen and read.



3 Listen and match.



1



2



3



4



4 Act out the story.

English in action

Sharing your toys

5 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.

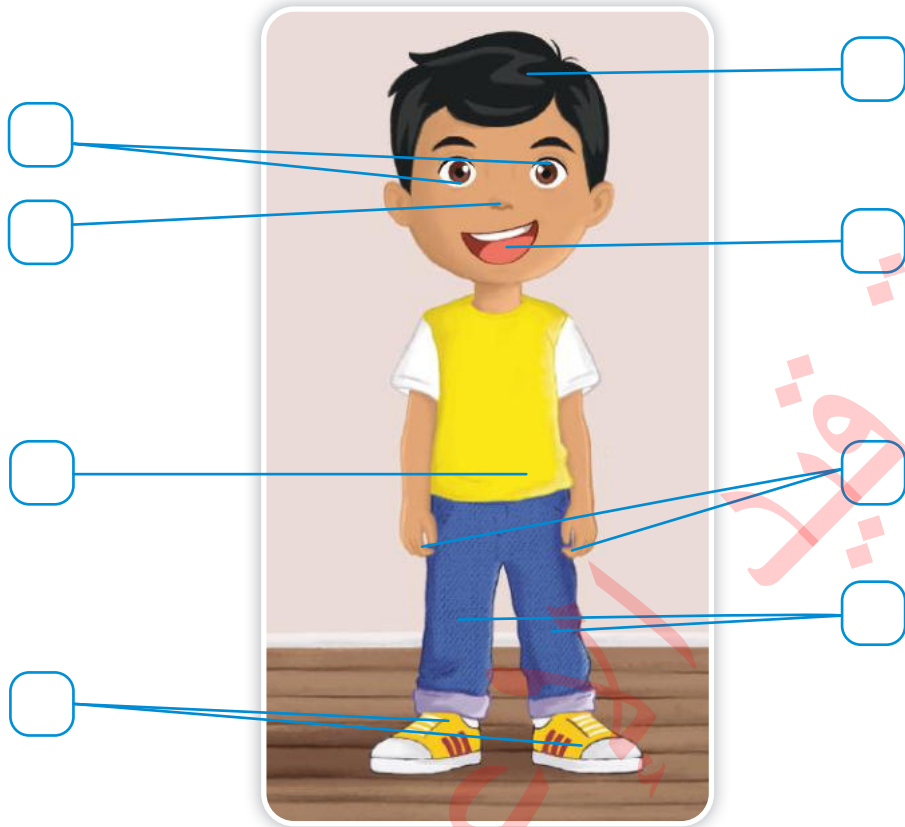
plane

yoyo

building set

action figure

**1** Listen and number.



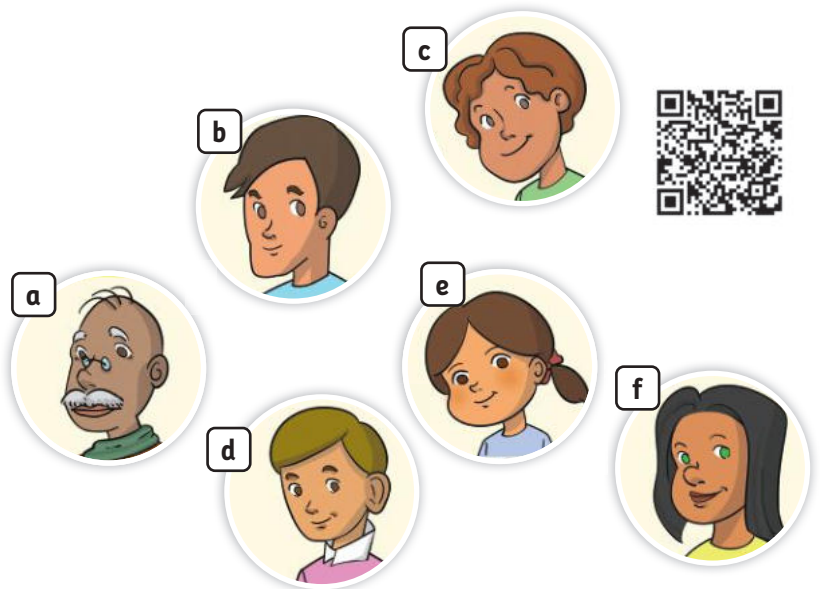
**2** Say.



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

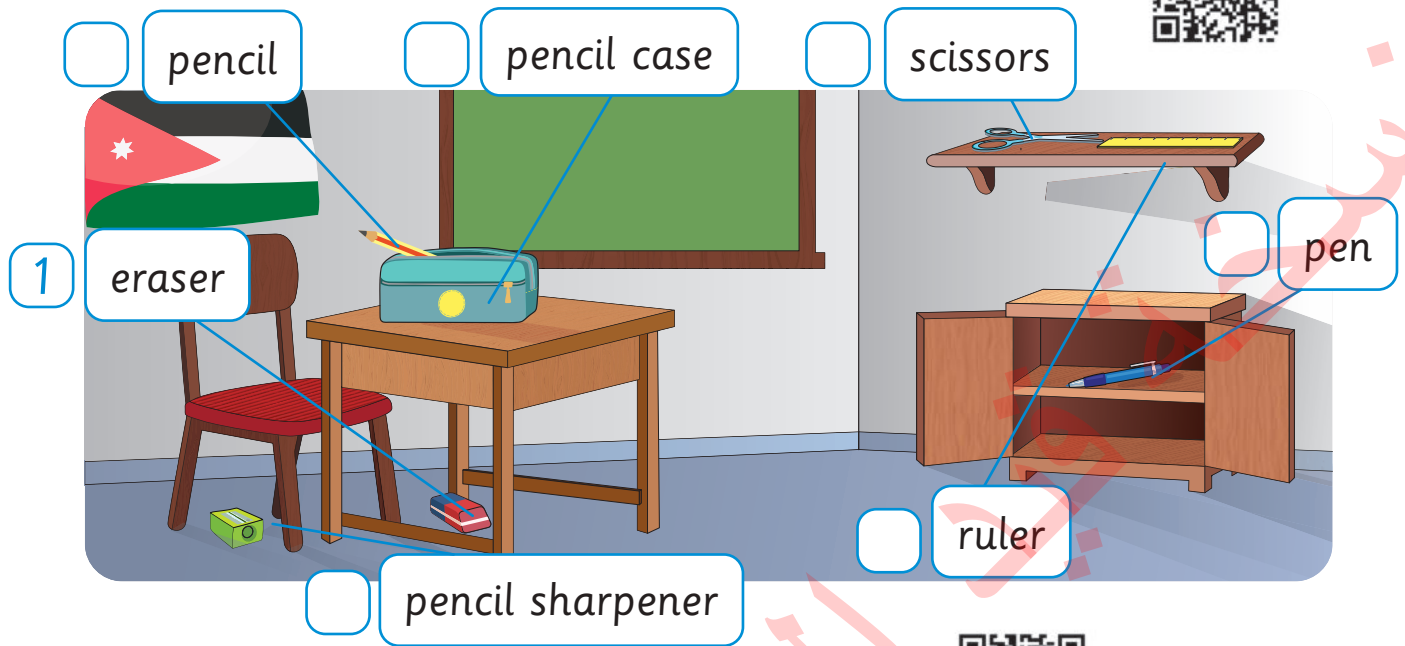
**3** Listen and match.

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





4 Listen and number.

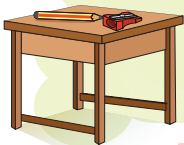


5 Listen and sing.



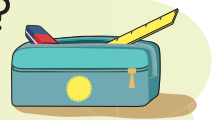
I want to make a card  
And colour it green, yellow  
and blue  
Then I can give it to you!

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


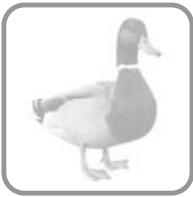








### 1 What animals can you see?



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 	2 	3 	4 	5 
cat	duck	rabbit	hamster	mouse
6 	7 	8 	9 	10 
parrot	tortoise	snake	fish	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 parrots.  
 What are these? They're hamsters.      What are these? They're fish.  
 Cats, hamsters and rabbits.      Parrots, fish and spiders.  
 Ducks and mice.      Tortoises and snakes.  
 One, two, three animals, four.      One, two, three animals, four.  
 Can you help me find some more?      Can you help me find some more?

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



What's this?      It's a tortoise.  
 They're rabbits.      What are these?

5.4  
 What are **these**?  
**They're** cats.



1 Before you read How many rabbits can you see?

2 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!

Wow! It's a big spider!

4 It's got eight legs!

5 Look! What are these?

They're eggs.

Oh dear.

Oh, no! Where's Bo?

Bad robot! Bad cat!

What animals are inside the eggs?

The next day ...



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



- 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

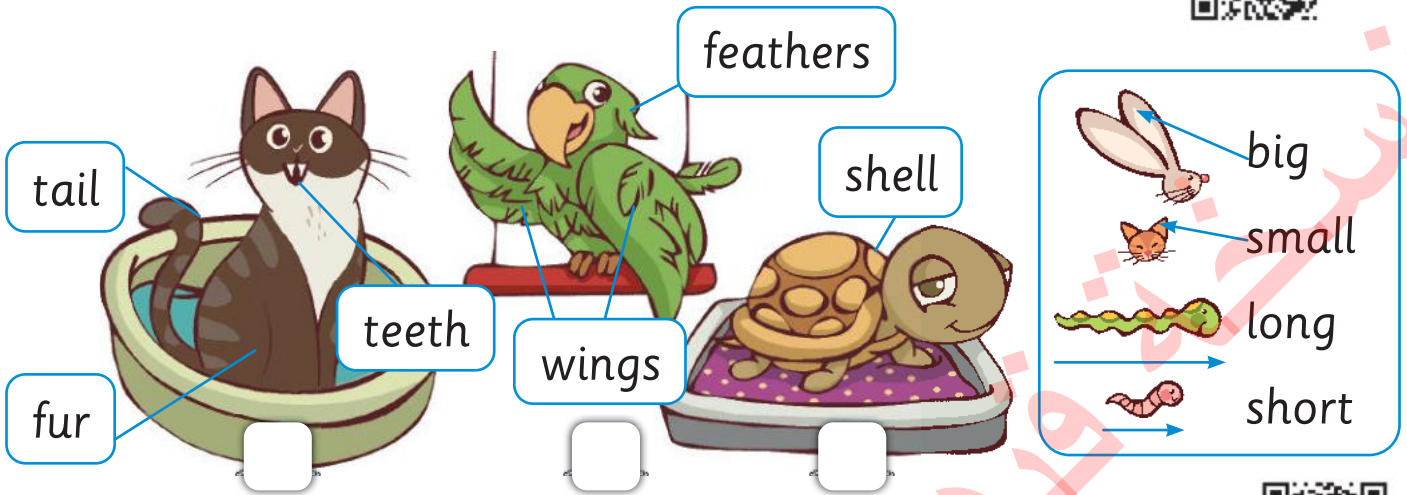
Take care of animals

4 Act out the story.

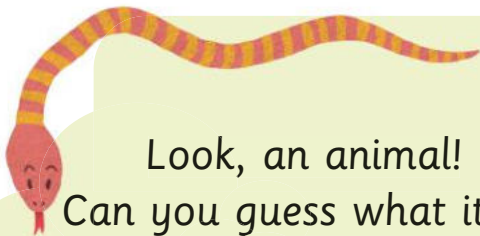
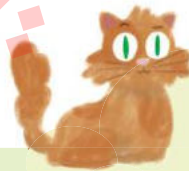
5 Viewing and presenting Think of a strange egg. What animal is inside? Draw and share.



1 Listen and say. Then listen and number.



2 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

4 Make a new verse for the song. Share.

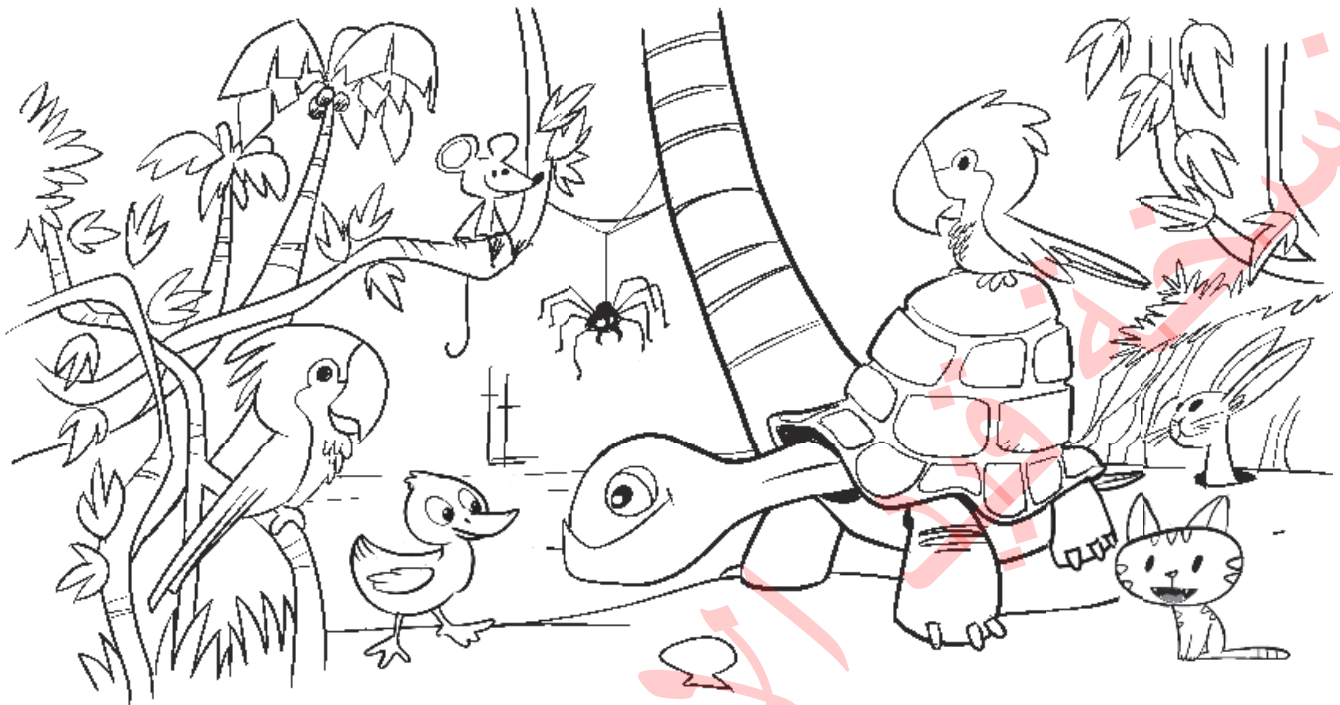
It's got big teeth.



1



Listen and colour.



2



Cut out. Then listen and play.



It's got fur.

Is it a rabbit?

Yes, it is. Here you are.

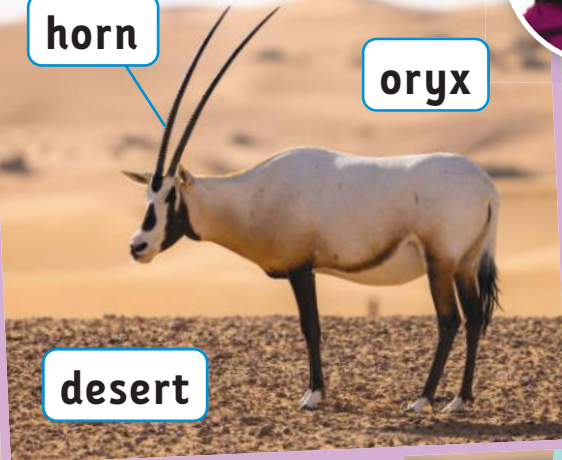
## Animals in Jordan



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

horn

oryx



desert

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

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

stripe



hyena

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 **Listen and read.**

5.13

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

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

## 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.



My animal for the class  
rescue centre



It's a cat. It's got grey fur.



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

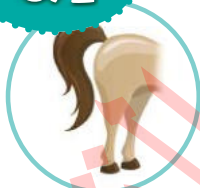
Phonics

Lesson 10



1 5.15 Listen and say.

ai



tail

bb



rabbit

rr



parrot

ll



shell

2 5.16 Listen and circle.

1 ai bb ll **rr**

3 ai bb ll rr

2 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?





# 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	2	3	4	5
apple	orange	banana	tomato	carrot
6	7	8	9	10
potato	bean	pea	rice	pasta

3 Find the food on page 16.



one tomato – two tomato**es**  
one potato – two potato**es**

4 6.2 6.3 Listen and chant.

I like apples and I like oranges.  
I like bananas, too.

I like tomatoes and I like peas.  
I like potatoes, too.

I like beans, but I don't like carrots.  
I don't like carrots. Do you?

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 😊	

I like pasta and I like carrots.



6.4  
I like apples.  
I don't like pasta.



1 Before you read Where's the mouse?

2 Listen and read.



# The vegetable garden

1 Let's plant some vegetables!

Good idea! Look! Carrot, bean and tomato seeds.

Hey, look. These are peas.

I like potatoes, but I don't like peas.

I like tomatoes.

I like carrots and I like beans, too.

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.

No, it isn't, Sami.

Bo!

5 Wow! Look at this garden!

Look at all the vegetables!

Welcome!

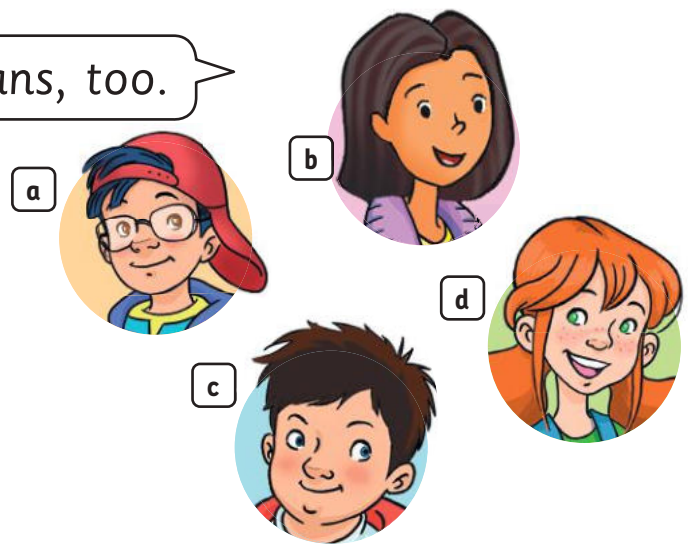
What do they do with the seeds?



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



- 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.**

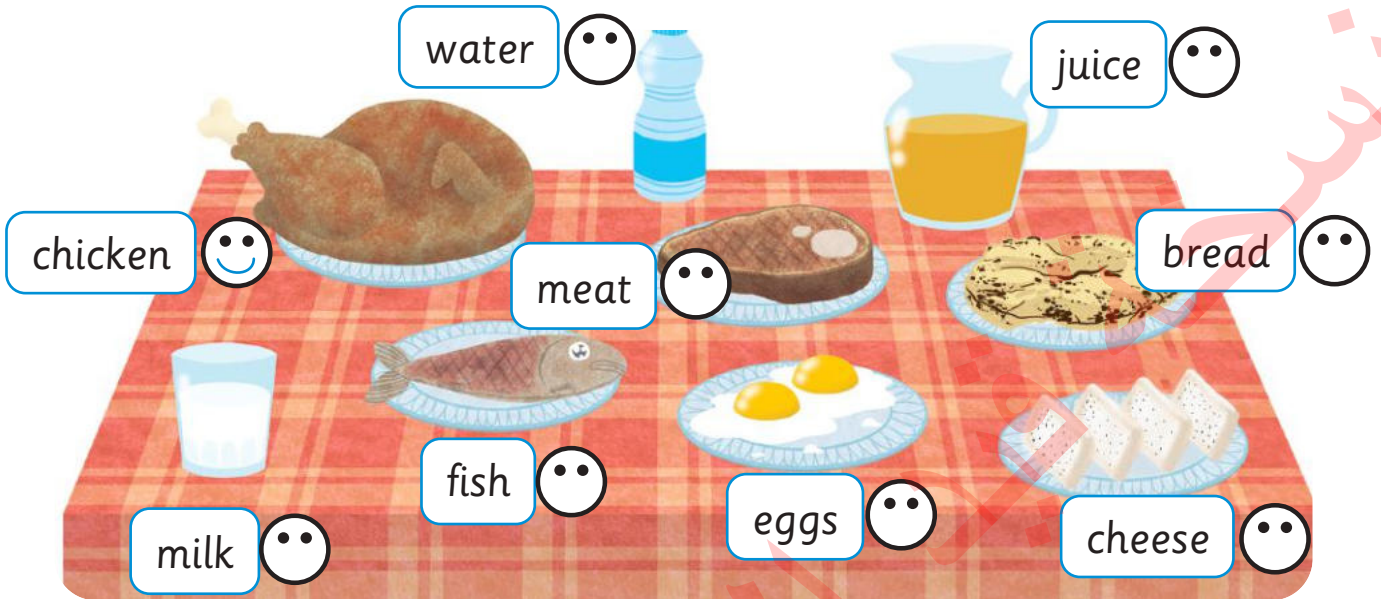
5 **Viewing and presenting** **Plan a vegetable garden for your school. Share.**



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. I like milk and I like juice, 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.

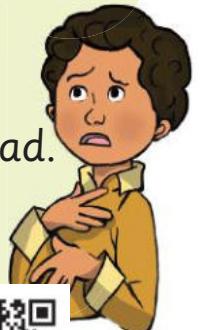
Do you like water?

No, I don't.

I don't like water or bread.

But I like juice.

Oh yes, I like juice.



3 6.10 Circle the food you like. Cross (x) the food you don't like. Then ask a friend.



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

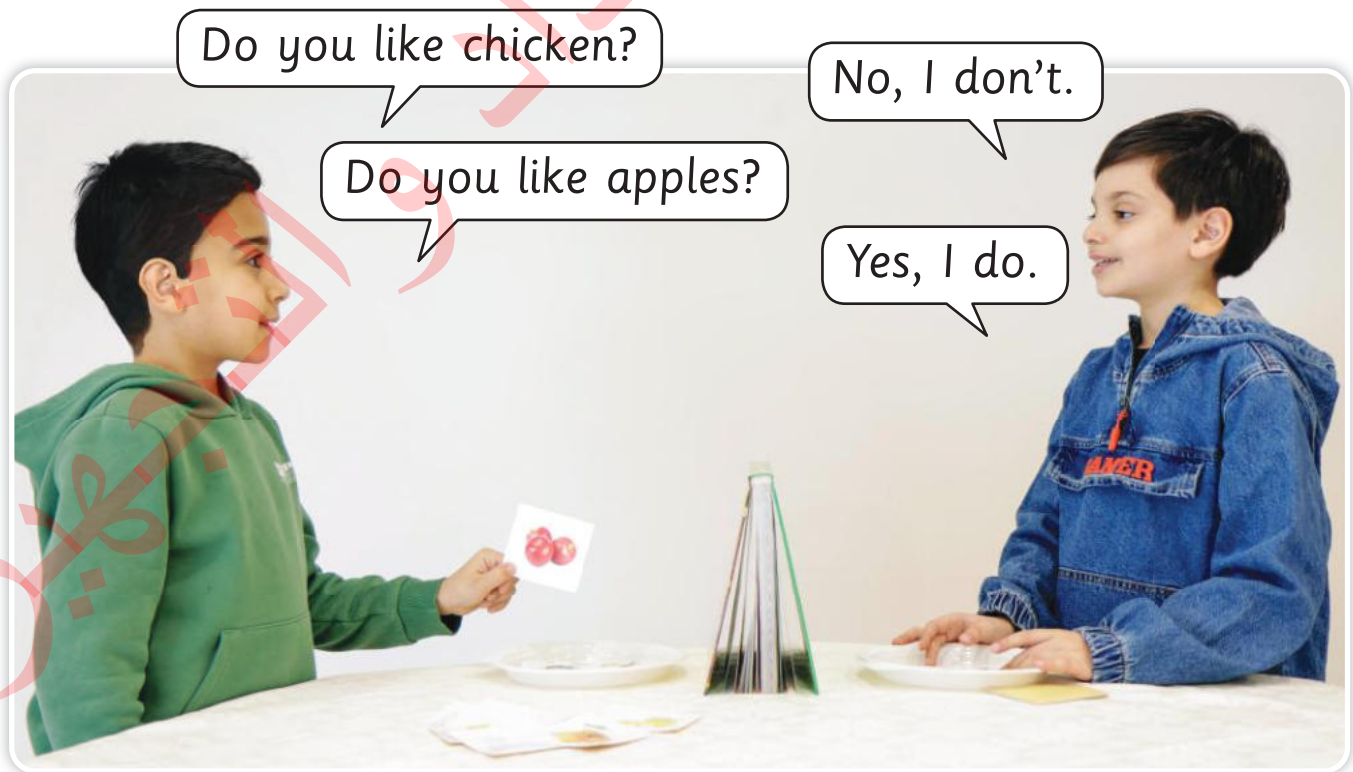


B



C

2   6.12 Cut out. Then listen and play.



Do you like chicken?

No, I don't.

Do you like apples?

Yes, I do.

## Bread

People like bread in lots of different countries.

manakish



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

mansaf



shrak

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

taboon



hummus

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



This is taboon bread. I like it with labaneh.

## Project

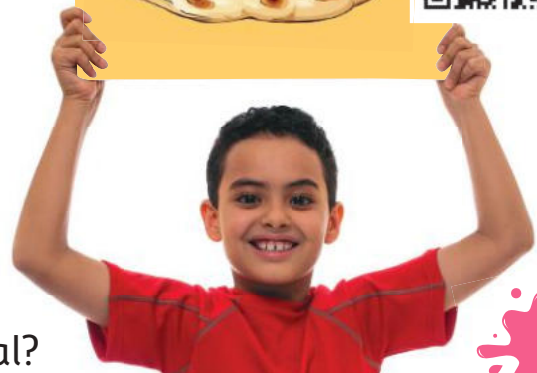
Viewing and presenting



**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?

My favourite meal





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 (X).



1  2  3  4

3 6.17 Listen and say the tongue twister.

A **be**ak, **fe**athers and a big red **he**ad.

This parrot likes **pe**as and it likes **bre**ad.



# 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 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 Listen and chant.



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

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

5 Look at Activity 2. Ask and answer.

What's the weather like?



It's windy.



Number 4.



7.4

What's the weather like?

It's cloudy.



1 Before you read Can you find the rabbits?

2 Listen and read.

# wild weather



1 What's the weather like, Tom?

It's cold. Brr!  
I'm wearing shorts!

2 Is it rainy?

What?! Shorts!

No, it isn't rainy. It's foggy.

3 Hey! Let's make a sandcastle!

Good idea!

Here you are, Tom. Put this on.

Later...

4 It's hot and sunny now.

Put on your hat, Sami.

OK!

5 Later...

Oh, no! It's windy.

Bo, stop!

Uh-oh! Where's Atomic?

Where's Atomic?



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

T-shirt  skirt

shorts  shoes

jumper  coat

trousers  boots

2 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.

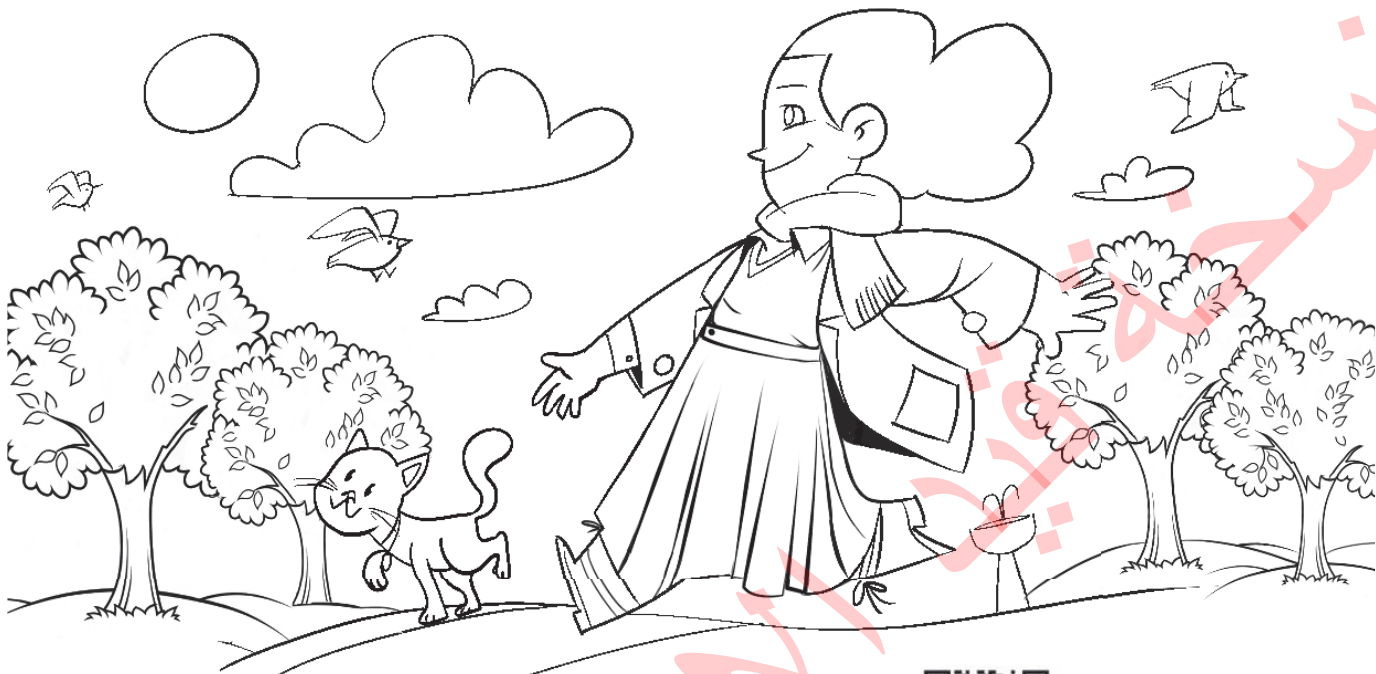
I'm wearing a T-shirt and shorts.



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



It's cold!

1  Listen and colour.2   Cut out. Then listen and play.

What's the weather like?

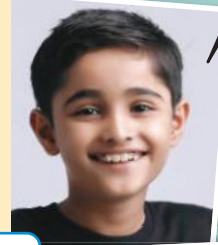
It's cold and rainy. I'm wearing a yellow coat, blue trousers and brown shoes.



## Eid al-Fitr

Eid Mubarak!

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



## biscuits

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.



This is the New Year festival. It's in winter.

## 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.





1 Listen and read.



Brrr. It's **cold**.

Put on your **coat**!

Good idea.



Phew! It's **hot**.

Take off your **jumper**!

Good idea.

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

rainy

sunny

snowy

hat

boots

Activity Book, page 28

Phonics

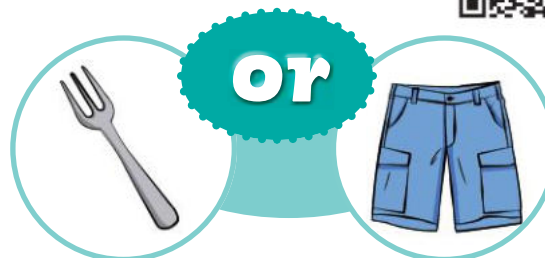
Lesson 10

1 Listen and say.



bird

shirt



fork

shorts

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



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

3 Listen and say the tongue twister.

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



# 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 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 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 my dad?  
 He's in the garden.  
 He isn't in the bedroom.

Where's her mum? She's in the bathroom.



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

2 Listen and read.



# The hidden treasure

1 Hello. Is Laila at home?

2 Hi, Sami. Where's Laila?

Yes, she is. She's in the living room.

She's in the bedroom. She's tidying up.

Come up here!

Thank you.

3 Yes. And look at this.

It's a map!

4 Who is she?

I don't know, but she's in my garden!

5 I know! It's treasure!

Yes! And it's in the garden!

What's in this box?

Let's find it!

Is it treasure? What do you think?



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



- 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.



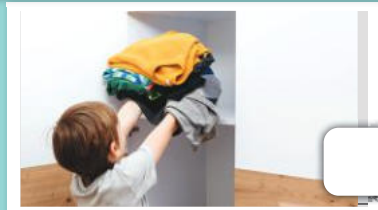
Values

Be curious

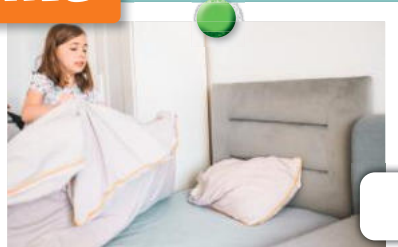


1 8.7 Listen and say. Then listen and number.

**Helping at home**



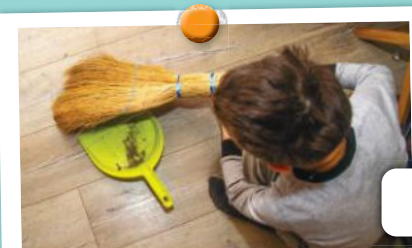
tidy up



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.

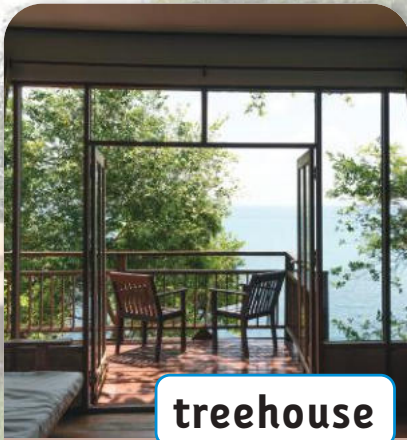


Where's Mariam?

She's in the bedroom.  
She's making the bed.



## Unusual homes



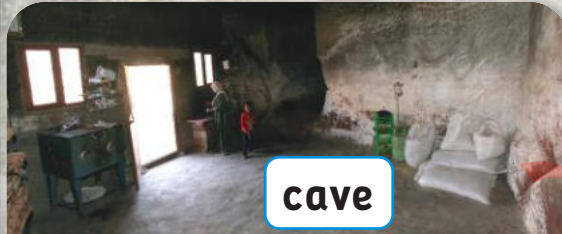
treehouse

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



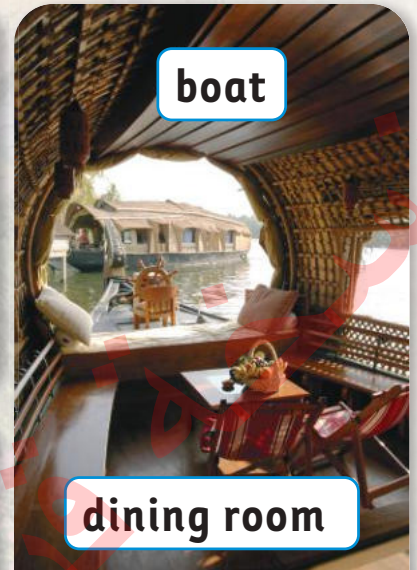
tent

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



cave

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



boat

dining room

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 **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.



1  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  Listen and say.



moon



bedroom



look



book

2  Are the sounds the same?  
Listen and tick (✓) or cross (x).



1  2  3  4

3  Listen and say the tongue twister.

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



# 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...



tennis?

Yes!



**LB2.3**

I **enjoy** tennis.  
I **don't enjoy** hockey.

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

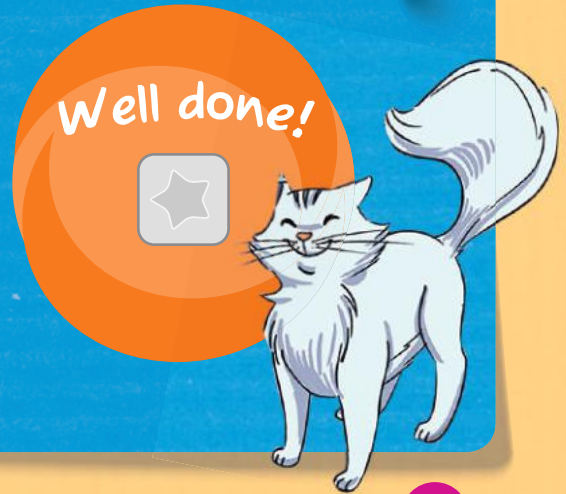
Do you enjoy badminton?

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?



# What's a beach like?

Think

1 What can you find on a beach?

Learn

2  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

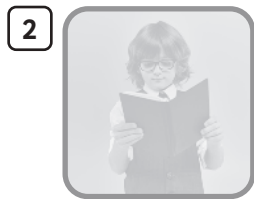
Make a group collage.

# World Braille Day

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



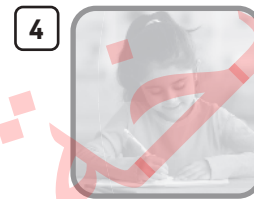
touch



read



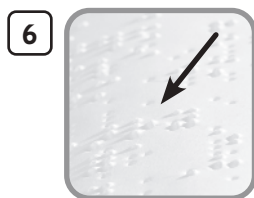
play



write



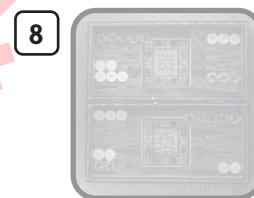
sign



dots

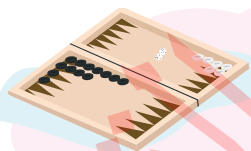


book



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



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

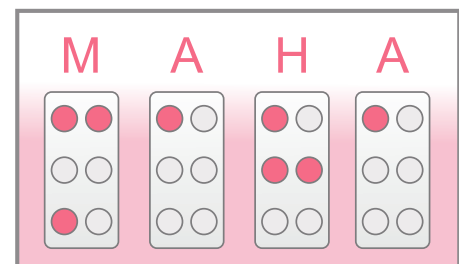
Viewing and presenting



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.



protect



nature



animals



share



world



think

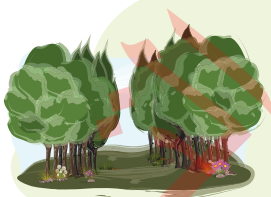


ocean



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



Listen and read.

5



Listen and number.



## Project

Viewing and presenting



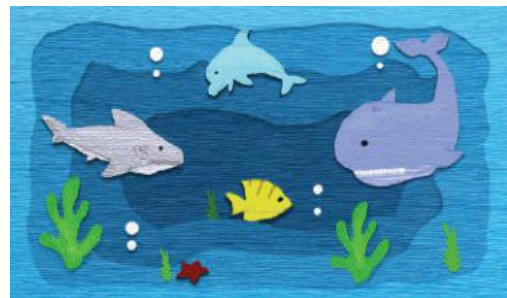
Make an ocean picture.



- 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.

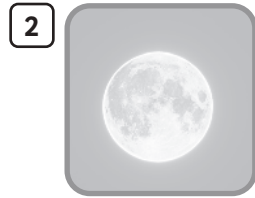


# Hijri New Year

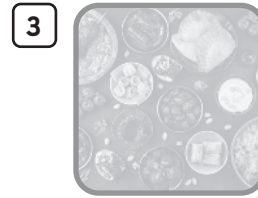
1  F3.1 Listen and stick. Then listen and say.



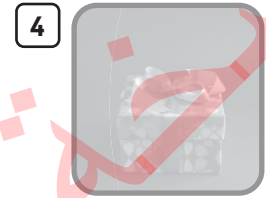
family



moon



meal



gift



neighbours



prayer

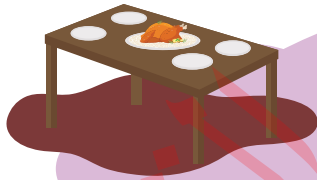


kindness



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

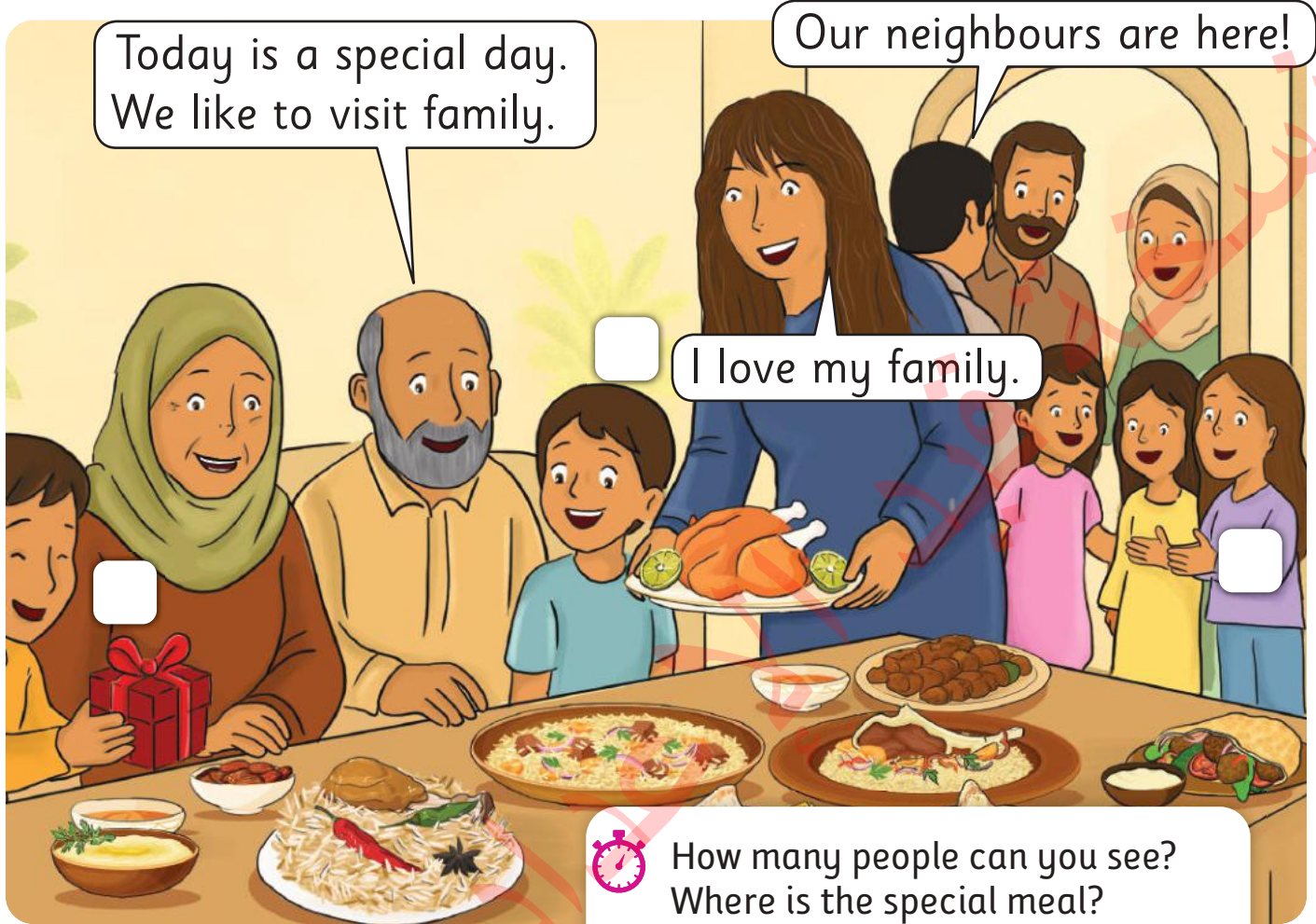
gifts

peace



4 F3.4 Listen and read.

5 F3.5 Listen and number.



**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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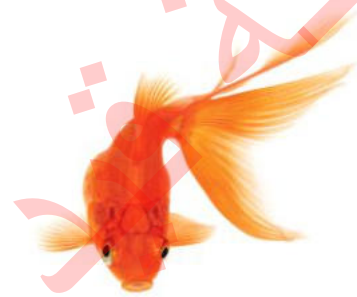
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فندق  
الامارات  
مركز  
التدريب

نسخة فقرة الامام عدد و التجهيز



نسخة فقط  
الاعمال  
عدد و التجهيز



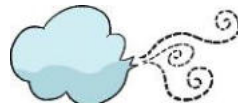
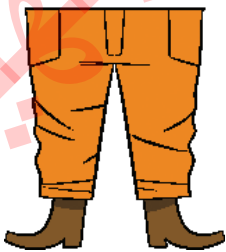
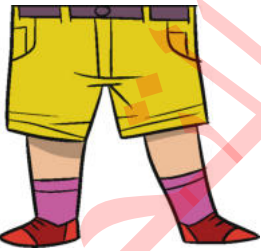
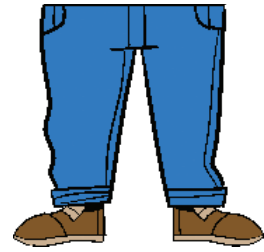
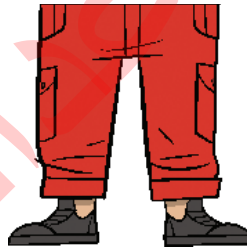
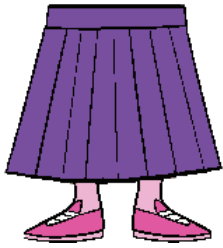
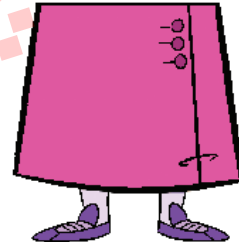
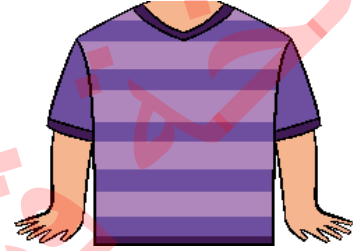
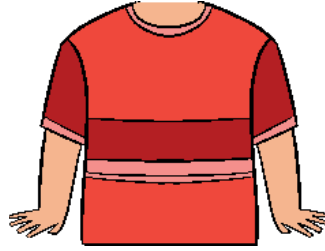
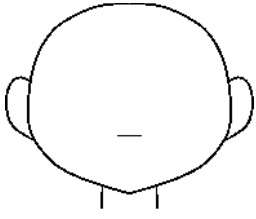
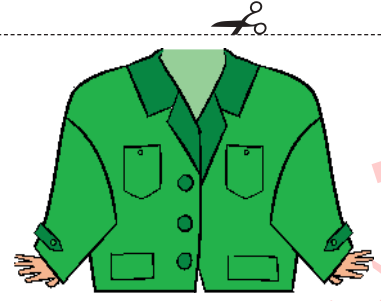
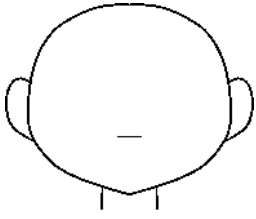
نسخة فقرة الامام عدد و التجهيز



نسخة فقرة الامام عدد و التجهيز



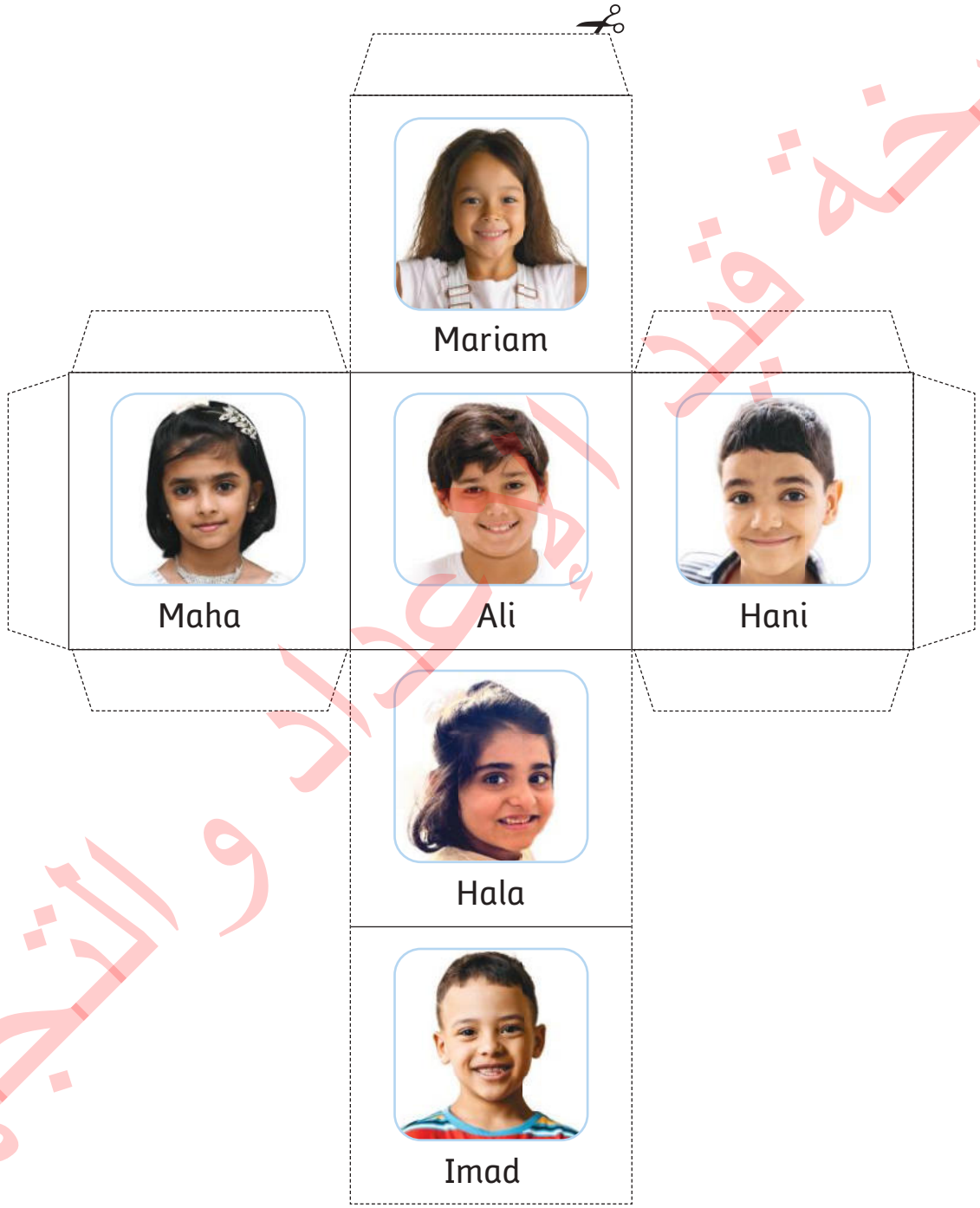
نسخة فقط  
الاعمال اعداد و التجهيز



نسخة فقرة الامام عدد و التجهيز



نسخة فقرة الامام عدد و التجهيز



نسخة فلا

والثجيب

نسخة فقط  
الاعمال  
عدد و التجهيز



نسخة فلا

والتجربة

نسخة فقرة الامام عدد و التجهيز



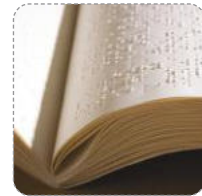
نسخة فلاح والتجديد

نسخة فقرة الامام اعداد و التجهيز



نسخة فيديو الأعداد والتجدي

نسخة فقرة الامام عدد و التجهيز



فصلية  
الامانة  
التعليمية

نسخة فقط  
الاعمال  
عدد و التجهيز



نسخة فقرة الامام اعداد و التجهيز



فصلية  
الأمم المتحدة

نسخة فقط  
الاعمال  
عدد و التجهيز

السلام عليكم ورحمة الله وبركاته  
نرحب بكم في

[موقع ومنتديات صقر الجنوب التعليمية](#)  
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وسعدنا وشرفنا ان ننتشر معكم في تقديم  
كل ما هو جديد للمنهاج المحدث الطورة ولجميع

المستويات والواد

ملفاتنا نجعلها من كل مكان ونضعها لكم في مكان واحد

ليسهل تحميلها

علما ان جميع ما ننشر مجاني 100%

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

[صفحتنا على الفيس بوك هنا](#)

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

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

في حال واجهتكم أي

مشكلة في تحميل اي ملف

من [منتديات صقر الجنوب](#) المنهاج الاردني

[صفحة اهل بنا](#)