المركز الوطني
لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan TEAM Together Grade 3

Semester 2

Pupil's Book with Digital Resources

Evaluation and Adaptation Committee

Prof. Nayel Darweesh Al-Shara'h (Head)
Dr. Manal Fahed Aburumman (Coordinator)
Prof. Abdallah Ahmad Bani Abdelrahman
Prof. Sabri Shehadeh AlShboul
Dr. Zeina Mohammad AlKaraki
Dr. Adnan Ahmad AL-Omari

Publisher: The National Center for Curriculum Development

The National Center for Curriculum Development is pleased to have your feedback and comments on this book through the following contact details:

06-5376262 / 237
06-5376266
P.O.Box: 2088 Amman 11941
@nccdjor
feedback@nccd.gov.jo
www.nccd.gov.jo

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Supreme Council of the National Curriculum Center in its meeting No. 9/2024 on 30/10/2024 and the approval of the Board of Education decision No. 149/2024 in its meeting No. 6/2024 on 17/11/2024 for the 2024/2025 academic year.

© Pearson Education Limited and York Press Ltd. 2024

ISBN: 978-9923-41-734-8

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department
(2024/10/5998)

Primary indexing data for the book

Book title	Jordan Team Together, Grade 3: Pupil's Book, Semester 2
Prepared by	Jordan National Center for Curriculum Development
Publication data	Amman: National Center for Curriculum Development, 2024
Classification number	372.6521
Descriptors	/English Language//Courses//Basic Education/
Edition data	First edition

The author bears full legal responsibility for the content of their work, and this work does not express the opinion of the National Library Department.

The right of Lesley Koustaff to be identified as author of this Work has been asserted by them in accordance with the Royal Legislative Decree, 12 April 1/1996, which approves the consolidated text of the Law of Intellectual Property Rights.

The publishers would like to thank Kay Bentley and Sarah McConnell for their contribution.

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

First edition (trial): 2024 م / 1445 هـ

المركز الوطني
لتطوير المناهج
National Center for Curriculum Development

Jordan TEAM Together Grade 3

Semester 2

Pupil's Book with Digital Resources

Contents

Welcome My favourite day! 4

5 Fun on the farm 8

6 Out in the forest 16

7 Look at the stars 24

8 Animals are fun! 32

Atomic's Learning Club
Language booster 2 40

Social Science:
What can we see on a map? 42

Festivals

National Olive Festival 44

Eid al-Fitr 46

Aqaba Arts Festival 48

Cutouts 51

Lesley Koustaff
with Kay Bentley

Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking
W **My favourite day!** Page 4	Talking about your day, activities, clothes and jobs	Activities Clothes Jobs	I/we play … He/She plays … Do you play … on Friday? Yes, I do. / No, I don't. Does he/she play … at the weekend? Yes, he/she does. / No, he/she doesn't.	Identifying everyday objects and people from short basic descriptions; recognising familiar key words and phrases in short, basic descriptions; getting the gist of a simple song, if supported by gestures	Answering simple questions about habits and daily routines; acting out a short dialogue or role play; reciting a short, simple rhyme or chant
5 **Fun on the farm** Page 8	Talking about farm animals and activities	**Farm animals**: chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, turkey **Farm activities**: brush the horses, clean the cage, collect the eggs, fix the gate, milk the cows, sweep the barn **Phonics**: king, ring; milking, singing	Is he/she/it flying? Yes, he/she/it is./ No, he/she/it isn't. Are they brushing the horses? Yes, they are./No, they aren't.	Recognising familiar words and phrases in short, simple songs; identifying people in their immediate surroundings or in pictures from a short, simple description; identifying the context of an everyday conversation; recognising letters of the alphabet	Reciting a short, simple rhyme; saying what people are doing, if supported by pictures or gestures; acting out parts of a story; answering simple questions about habits and routines; asking for repetition and clarification using simple fixed expressions; saying simple tongue twisters; asking about the identity of an object using a basic phrase (e.g. *What is it?*)
6 **Out in the forest** Page 16	Talking about adjectives and camping objects	**Adjectives**: dirty, clean, old, new, plain, fancy, hard, soft, wet, dry **Camping objects**: tent, sleeping bag, shampoo, toothpaste, sunscreen, torch **Phonics**: clean, cliff, flag, flip flop, sleep, slug	I haven't got a new book. He/She hasn't got a soft ball. Have you got a tent? Yes, I have./ No, I haven't. Has he/she got a tent? Yes, he/she has./No, he/she hasn't.	Recognising familiar words and phrases in short, simple songs; identifying specific information in simple dialogues; understanding basic phrases or sentences about things people have; identifying the context in which an everyday conversation is taking place; recognising letters of the alphabet	Describing objects in a basic way; reciting a short rhyme; answering simple questions about things people have got; acting out parts of a picture story; asking basic questions to find out what possessions others have got; expressing basic likes and dislikes; asking basic questions to find out who things belong to; saying simple tongue twisters and other types of playful language; talking about common everyday objects using single words, if supported by pictures
7 **Look at the stars** Page 24	Talking about furniture and prepositions of place	**Furniture**: door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase **Prepositions of place**: in front of, between, opposite, behind, next to **Phonics**: clock, black, backpack, truck	There's a bookcase./There are bookcases. There isn't a chair./There aren't any beds.	Recognising familiar words and phrases in short, simple songs; recognising words related to familiar topics; understanding basic statements about where things or people are; recognising the letters of the alphabet by their sounds	Reciting a simple rhyme; talking about furniture and rooms using simple language; answering simple questions about where people or things are, using basic phrases; acting out parts of a story; describing the position of objects or people in a basic way; saying simple tongue twisters
8 **Animals are fun!** Page 32	Talking about wild animals and food	**Wild animals**: monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo **Food**: coconut, burger, kiwi, grapes, mango, ice lolly **Phonics**: crab, frog, green	Can penguins swim? Yes, they can. Can hippos jump? No, they can't. Is there a coconut? Yes, there is./No, there isn't. Are there any burgers? Yes, there are./No, there aren't.	Recognising familiar words and phrases in short, simple songs; understanding basic actions words; following basic instructions to colour, draw or make something; extracting specific information in short texts on familiar topics; understanding how people are feeling if they use simple language; recognising letters of the alphabet; recognising words and simple phrases related to familiar topics	Reciting a short, simple rhyme; expressing ability or lack of ability in relation to basic everyday actions; acting out parts of a picture story; answering simple questions about very familiar topics; saying how they feel, using a limited range of common adjectives; saying food or drink they would like using simple words; saying simple tongue twisters

Atomic's Learning Club: Language booster 2

Festivals: National Olive Festival, Eid al-Fitr, Aqaba Arts Festival
Cut-outs

	Reading	Writing	Phonics	Project	Viewing and presenting	Functions
	Recognising simple words and phrases related to familiar topics if supported by pictures; identifying key information in short, simple factual texts; understanding the correct sequence of events in a simple story or dialogue	Labelling simple pictures related to familiar topics by copying single words			Designing and sharing a poster of your favourite day	Talking about favourite activities
	Recognising basic action words; following simple dialogues in short illustrated stories; understanding the order in which events happen; understanding basic sentences about where things, animals or people are; getting the gist of short, simple texts on familiar topics; identifying individual sounds within simple words; distinguishing between a negative statement and a positive statement	Writing basic, single-clause sentences; labelling simple pictures; writing a single basic sentence about what they/ other people are doing; writing letters of the alphabet	**ng, ing** king, ring, milking, singing	Making a collage of a farm	Designing and sharing an area for animals on a farm	Asking for clarification
	Following simple dialogues in short illustrated stories; understanding basic sentences about things people have; understanding the order in which events happen; getting the gist of simple texts on familiar topics; identifying individual sounds within simple words	Writing basic, single-clause sentences; writing a short list of instructions for using or doing something; writing letters of the alphabet	**cl, fl, sl** clean, cliff, flag, flip flop, sleep, slug	Making a recipe book of popular camping food	Designing and sharing a path through a forest	Talking about possession
	Understanding a short, simple description of a house or a flat; following simple dialogues in short illustrated stories; understanding the order in which events happen; getting the gist of simple texts on familiar topics; identifying individual sounds within simple words	Writing basic, single-clause sentences; labelling simple pictures related to familiar topics; writing a short, simple description of a familiar place; answering simple questions in writing about people or things using basic words or phrases; writing some familiar words	**ck** clock, black, backpack, truck	Making a poster about your dream house	Hiding something in the classroom. Writing and sharing a clue for a friend	Talking about location
	Recognising basic action words (e.g. *clap, stamp, jump, walk*); following simple dialogues in short illustrated stories; understanding the order in which events happen; getting the gist of short, simple texts on familiar topics; identifying individual sounds within simple words; understanding simple details in short animal fact files containing some unfamiliar language, if supported by pictures	Writing basic, single-clause sentences; writing simple sentences about what they or other people can or can't do; writing short descriptive texts on familiar personal topics (e.g. family, animals, possessions)	**cr, fr, gr** crab, frog, green	Making a brochure about an animal rescue centre in your country	Designing and sharing an animal mask	Talking about feelings

Social Science: What can we see on a map?

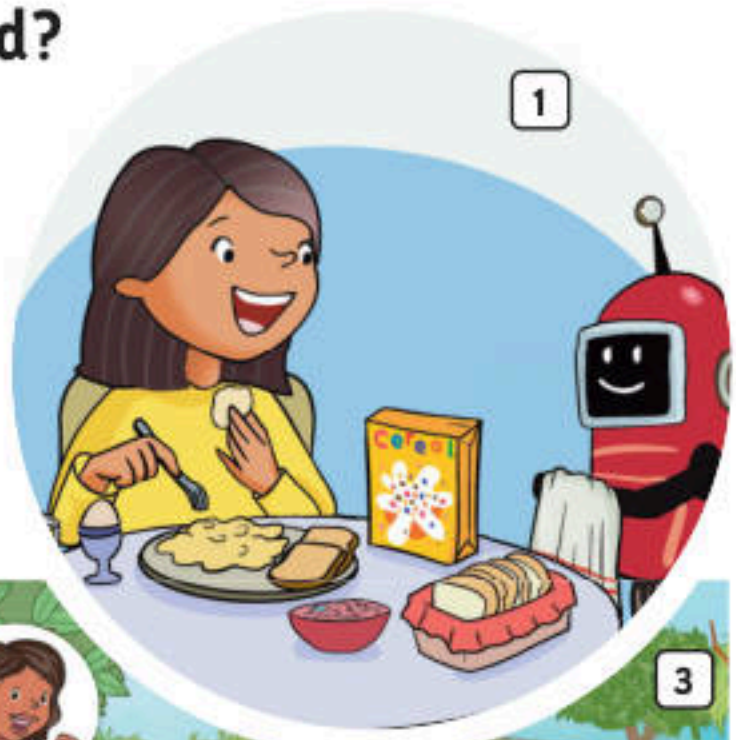
Welcome

My favourite day!

1 What colour is Tom's skateboard?

2 W1 Listen and read.

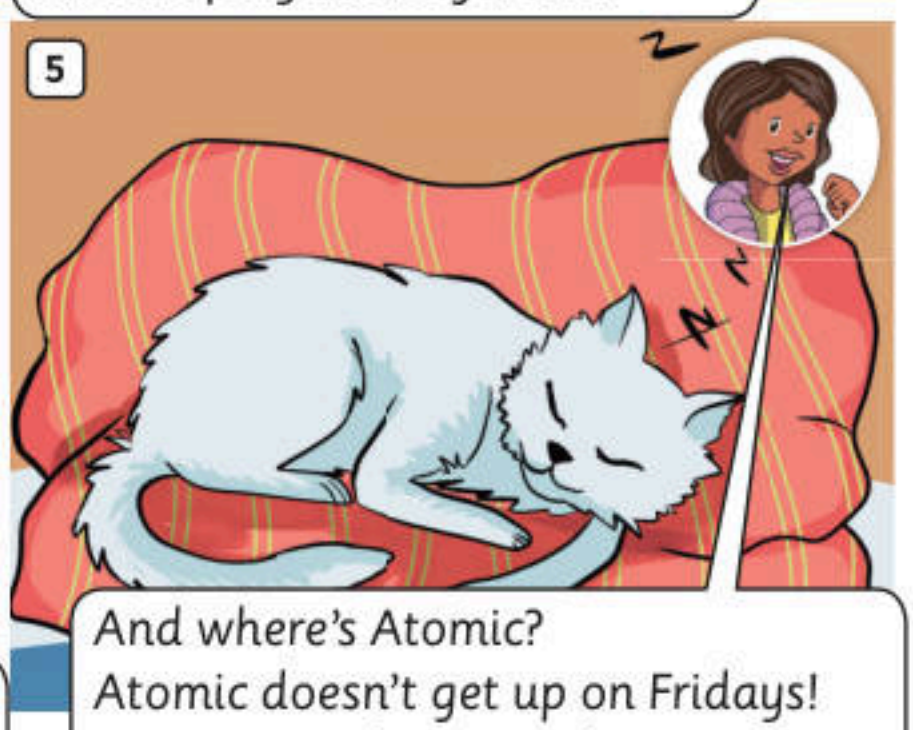
My favourite day is Friday.
I get up at 7 o'clock in the morning.
Then I have a big breakfast.



I meet my friends at the park. Polly and I play tennis. Sami roller skates. Tom skateboards. It's fun!

In the afternoon, we have lunch and we play in the garden.

We watch TV in the evening. We're tired.



And where's Atomic?
Atomic doesn't get up on Fridays!
It's Atomic's favourite day.

3 Act out the story.

4 Viewing and presenting Design and share a poster of your favourite day.

5 W2 W3 Listen and chant.

It's another day
Hip, hip, hooray!
I get up in the morning
I have breakfast, too
Then I go to school
What do you do?
I have lunch in the afternoon
I have art lessons, too

Then I go home
What do you do?
I do my homework in the evening
I have dinner, too
Then I watch TV
What do you do?
It's another day
Hip, hip, hooray!

English in action

Talking about favourite activities

6 W4 Listen and read.

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

1 W6 Listen and match.

1
2
3
4

a
b
c
d

2 W7 W8 Listen and point. Then listen and chant.

Yippee!
It's the weekend!
But are my friends free
To play with me?
Does Khalil play basketball on Saturday?

No, he doesn't. No, he doesn't.
Does Salwa play basketball on Saturday?
No, she doesn't. No, she doesn't.
And what about you?

3 Ask and answer.

Does he watch TV on Saturday?

No, he doesn't. He roller skates on Saturday.

W9

I play football.
She plays football.
We play football.

Does he play football on Saturday?
Yes, he does./ No, he doesn't.

4 W10 Write. Then listen and check.

1

2

3

4

5

6

5 Look and say.

You're wearing a shirt and trainers.

6 W11 Look and say. Then listen and number.

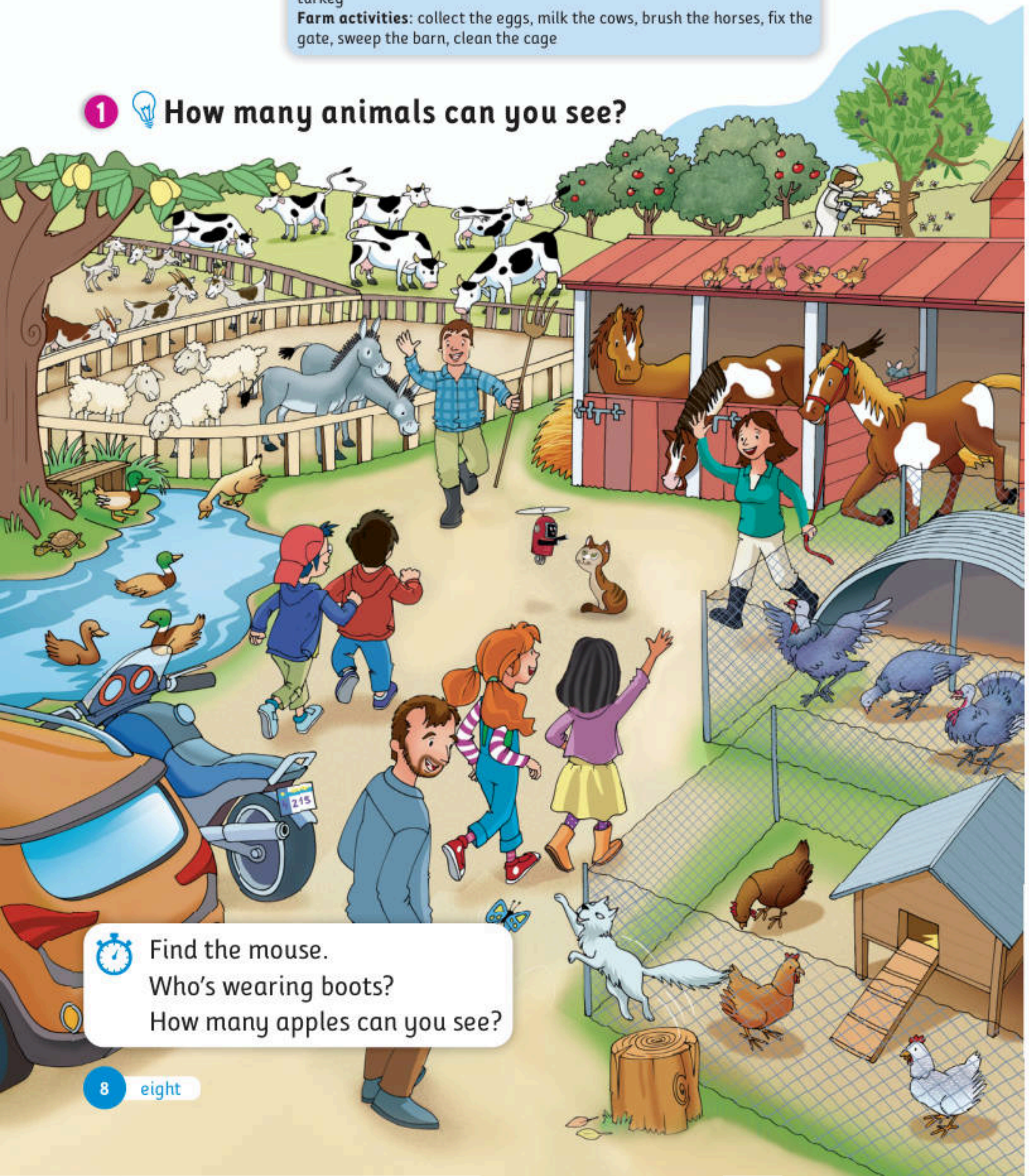
7 Say.

I want to be an astronaut.

5 Fun on the farm

Farm animals: chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, turkey
Farm activities: collect the eggs, milk the cows, brush the horses, fix the gate, sweep the barn, clean the cage

1 How many animals can you see?



Find the mouse.
Who's wearing boots?
How many apples can you see?

2 5.1 Listen and stick. Then listen and say.

1 chicken

2 cow

3 donkey

4 duck

5 goat

6 horse

7 sheep

8 bird

9 bee

10 turkey

3 Find the animals in the picture on page 8.

4 5.2 5.3 Listen and chant.

one horse – two horses
one sheep – two sheep

Look at the bee. Look at the bee.
Is it jumping? Is it jumping?
No, it isn't. No, it isn't.
Is it flying? Is it flying?
Yes, it is!

Look at the boy. Look at the boy.
Is he walking? Is he walking?
No, he isn't. No, he isn't.
Is he running? Is he running?
Yes, he is!

5 Play a mime game.

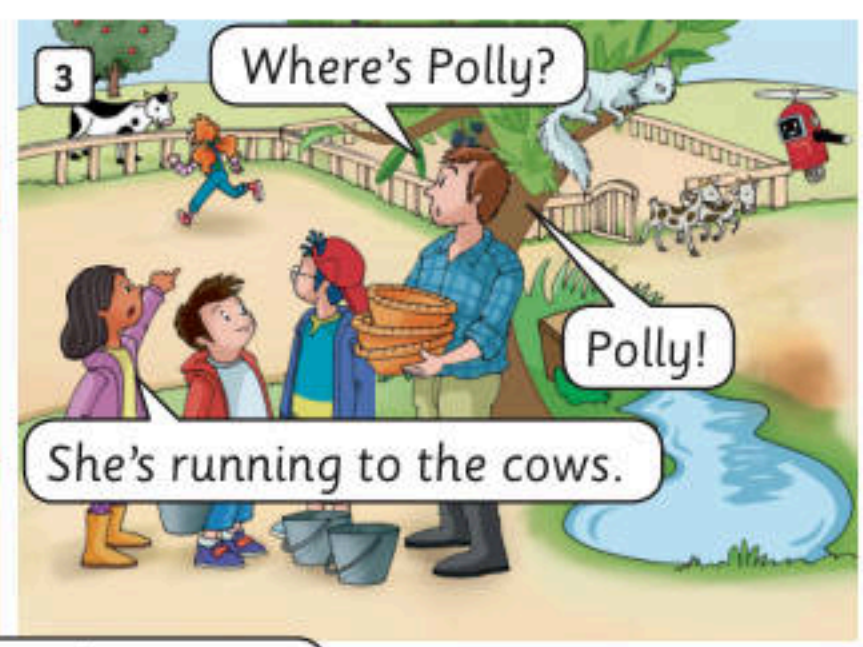
5.4
Is he/she/it flying?
Yes, he/she/it is.
No, he/she/it isn't.

Story

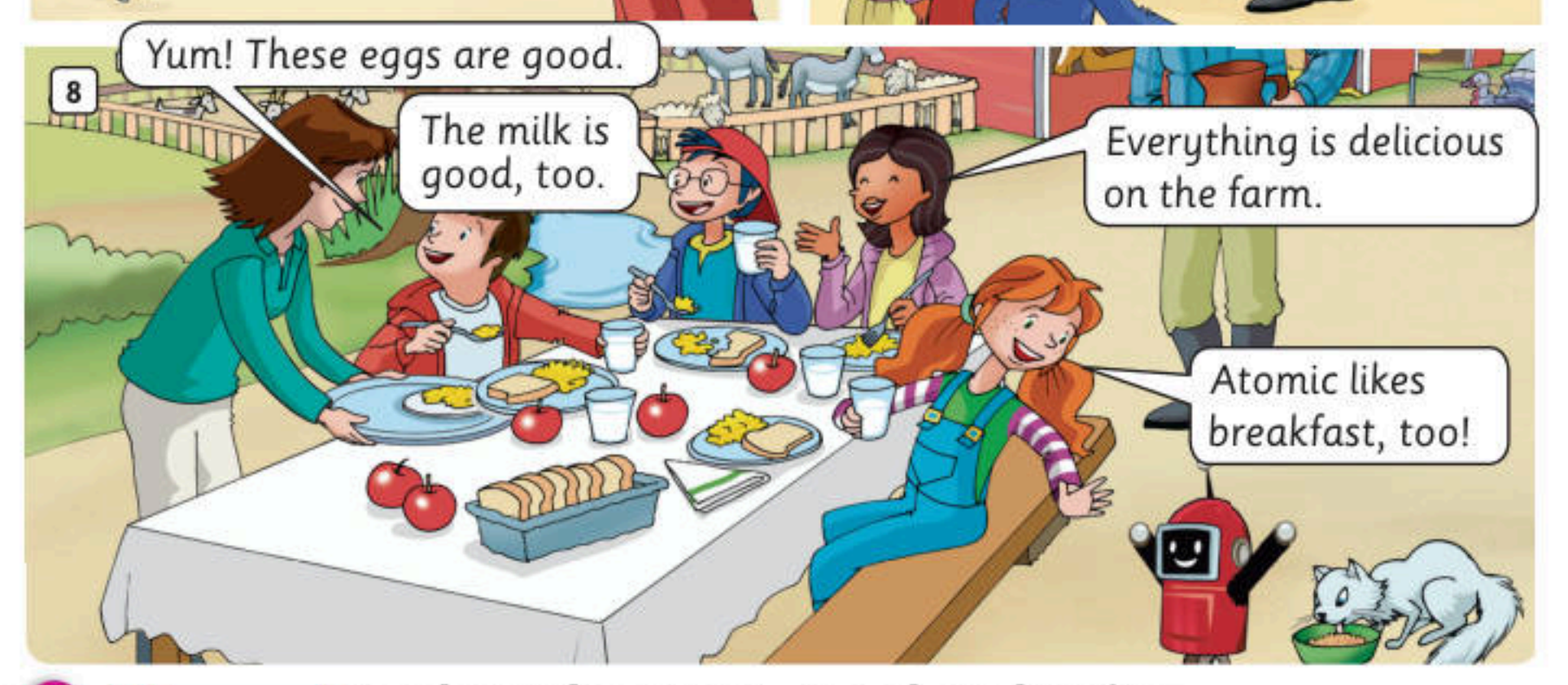
1 Before you read How many goats and horses can you see?

2 5.5 Listen and read.

Watch out, Polly!



What happens next?



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

Yes No is isn't

1 Is she feeding the ducks? _____, she _____.

2 Is he feeding the turkeys? _____, he _____.

3 Is she feeding the cows? _____, she _____.

4 Is he having breakfast? _____, he _____.

4 Act out the story.

5 Viewing and presenting Design and share an area for animals on a farm.

Values

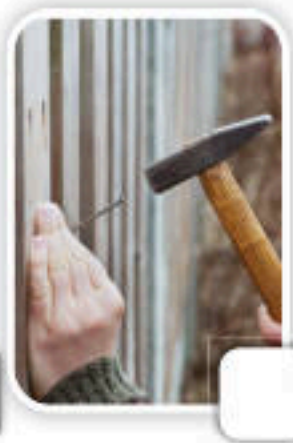
Pay attention
Look after animals

1 5.6 Listen and say. Then listen and tick (✔) or cross (✘).

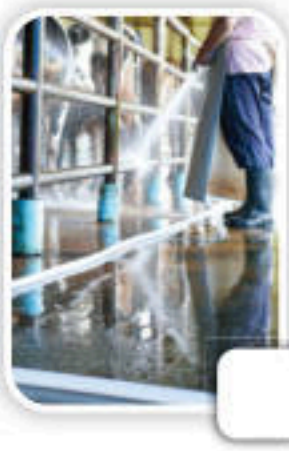
collect the eggs

milk the cows

brush the horses


fix the gate

sweep the barn


clean the cage

2 5.7 5.8 Listen and sing.

On the farm today
There's no time to play.
There's no time to play.

Are they milking the cows?
Are they sweeping the barn?
Yes, they are. Yes, they are.
They're sweeping the barn.

Are they brushing the horses?
Are they cleaning the cage?
No, they aren't. No, they aren't.
They're fixing the gate.

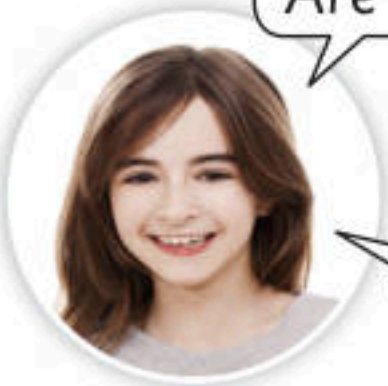
On the farm today
There's no time to play.
There's no time to play.

3 Look at Activity 2. Ask and answer.

5.9

Are they brushing the horses?

Yes, they are./No, they aren't.



Are they collecting the eggs?

Are they sweeping the barn?

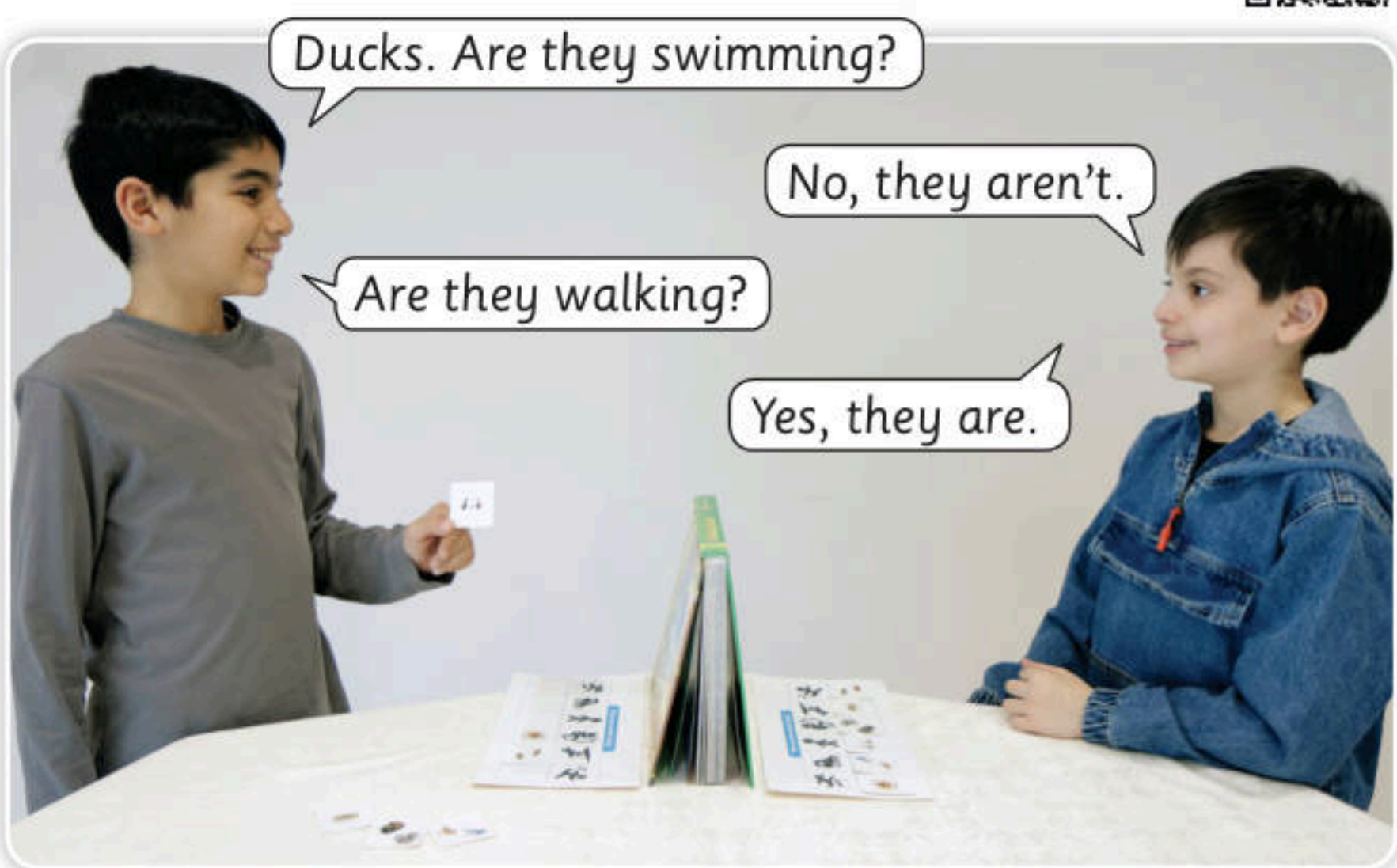
No, they aren't.

Yes, they are. Your turn.

1 5.11 Listen and draw lines. There's one extra name.

Hamed | Azza | Muna | Aysha | Anas | Saeed | Huda

2 5.12 Cut out. Then listen and play.



Lesson 8

CULTURE

Having fun on the farm

farm

Do you like animals? Do you like farms? In Jordan, you can go to a farm for the weekend. It's fun for all the family!

You help on the farm. You take care of the animals. Look! She's brushing a horse.

You learn about food. You learn about chickens, too. Look, they're collecting eggs.

olive trees

Are they collecting eggs? No, they aren't. They're collecting olives.

Look at this family. They're having a picnic. They're having fun outside on the farm!

picnic

1 Before you read **Where do you go at the weekend to have fun?**

2 5.13 **Listen and read.**

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

Project

Viewing and presenting **Make a collage of a farm.**

1. Together, choose the animals.
2. Find photos, draw pictures and make figures.
3. Make your collage.
4. Write. *It's a day on the farm. Look at the ... They're ...*
5. Present it to the class.

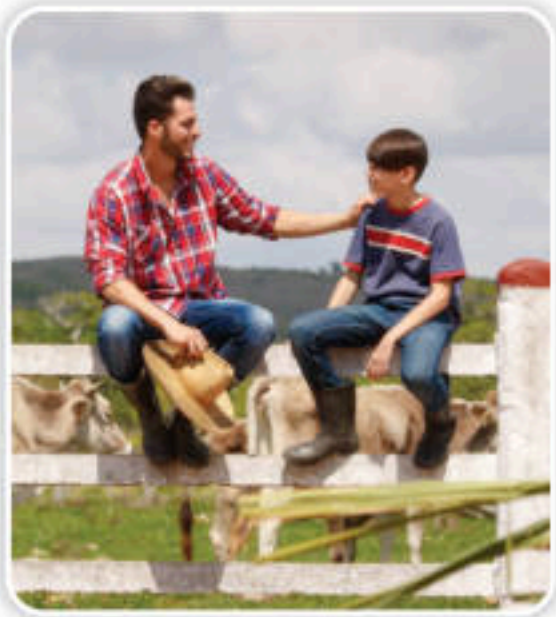
English in action 5
Asking for clarification

1 5.14 **Listen and read.**

Fix the gate, please.

Yes. Fix the gate, please.

Thank you.



Sorry, can you repeat that?

OK! I can feed the ducks, too.

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

collect the eggs | clean the cage | sweep the barn

cows | turkeys | horses

Phonics
Lesson 10

1 5.16 **Listen and say.**

wing ring

singing milking

2 5.17 **Listen and circle.**

1 ng ing 2 ng ing 3 ng ing

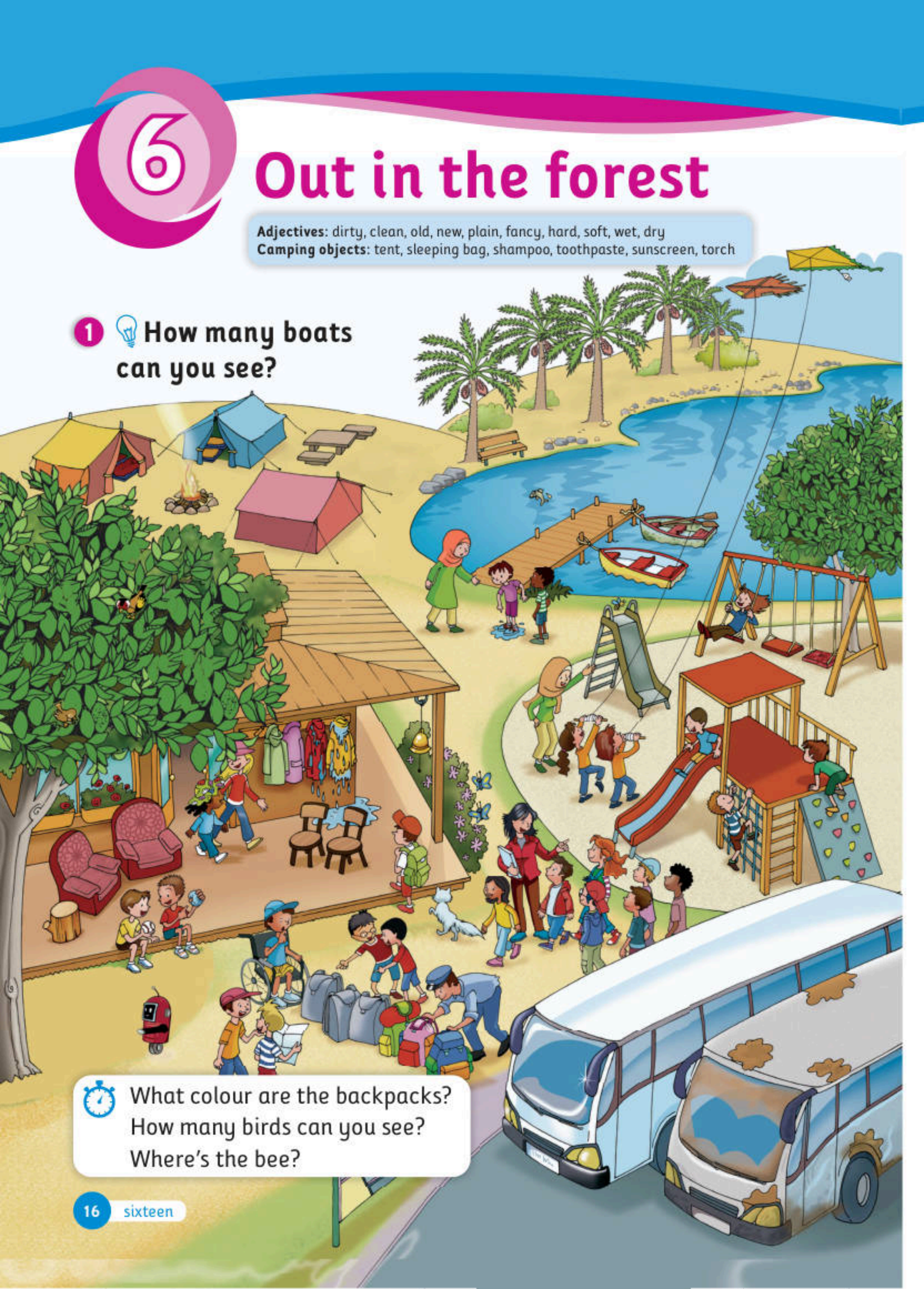
4 ng ing 5 ng ing 6 ng ing

3 5.18 **Listen and say the tongue twister.**

The man with his big ring is singing and milking the cow.

6 Out in the forest

Adjectives: dirty, clean, old, new, plain, fancy, hard, soft, wet, dry
Camping objects: tent, sleeping bag, shampoo, toothpaste, sunscreen, torch



1 How many boats can you see?

What colour are the backpacks?
How many birds can you see?
Where's the bee?

2 6.1 Listen and stick. Then listen and say.

3 Find the adjectives in the picture on page 16.

4 6.2 6.3 Listen and chant.

I haven't got a scooter,
this is true.
I've got a ball,
it's old and blue.
I've got a bike,
it's fancy and new.
And I've got a kite –
it's fancy, too.

She hasn't got a kite,
this is true.
She's got a robot,
it's hard and blue.
She's got a teddy,
it's soft and green.
And she's got a doll –
it's old and clean.

5 Point and say.

1 Before you read **Who's got the yoyo?**

2 6.5 **Listen and read.**

The map problem

1
Oh, I love walking! The forest is fun!
Look at the map. Let's find this cabin.
Can I carry the map?

2
We walk north!
What?! Has Bo got a yoyo?
Yes, he has.
Oh no! Look at Tom's things!

3
Let me help you, Tom!
Ugh! My backpack is old.
Put Tom's things in my backpack.

4
Tom! Your sweater!
Oh, no! Now I've got a wet sweater.
Here. Put on my dry jacket.
Thanks, Polly.

5
Oh, no! The map!
How can we find the cabin?
What can we do?
How can they find the cabin?

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

's got hasn't got

1 Tom _____ an old backpack.

2 Sami _____ a wet sweater.

3 Atomic _____ a yoyo.

4 Amal _____ a compass.

Values

Be resourceful
Don't leave your things in nature

4 **Act out the story.**

5 Viewing and presenting **Look at the map in the story. Design and share your path through a forest. Where do you start? Where do you end?**

1 6.6 **Listen and say. Then listen and tick (✔). What's missing?**

tent | sleeping bag | shampoo | toothpaste | sunscreen | torch

2 6.7 6.8 **Listen and sing.**

Sunscreen, a torch.
A tent, shampoo.
A sleeping bag
And toothpaste, too.

Have you got a torch?
Yes, I have. Yes, I have.
Have you got a tent?
No, I haven't. No, I haven't.
I've got a sleeping bag.

Has she got toothpaste?
Yes, she has. Yes, she has.
Has she got shampoo?
No, she hasn't. No, she hasn't.
She's got sunscreen.

Sunscreen, a torch.
A tent, shampoo.
A sleeping bag
And toothpaste, too.

3 **Look at Activity 1. Circle one thing you've got. Then ask.**

6.9

Have you got a tent?
Yes, I have./No, I haven't.
Has he/she got a tent?
Yes, he/she has./No, he/she hasn't.

1 6.11 Listen and tick (✔).

1 What has he got?

A

B

C

2 What have you got?

A

B

C

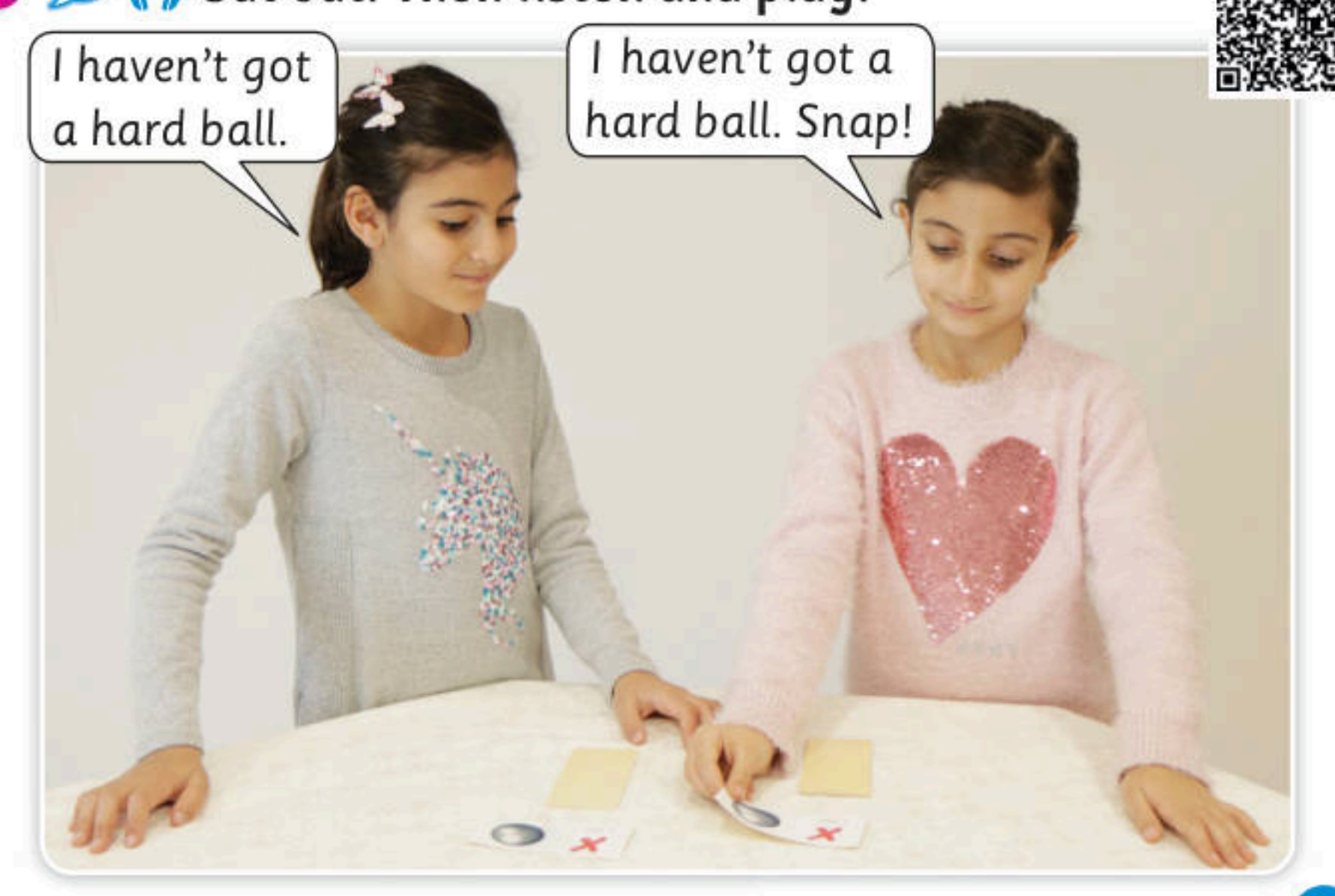
3 What has she got?

A

B

C

2 6.12 Cut out. Then listen and play.

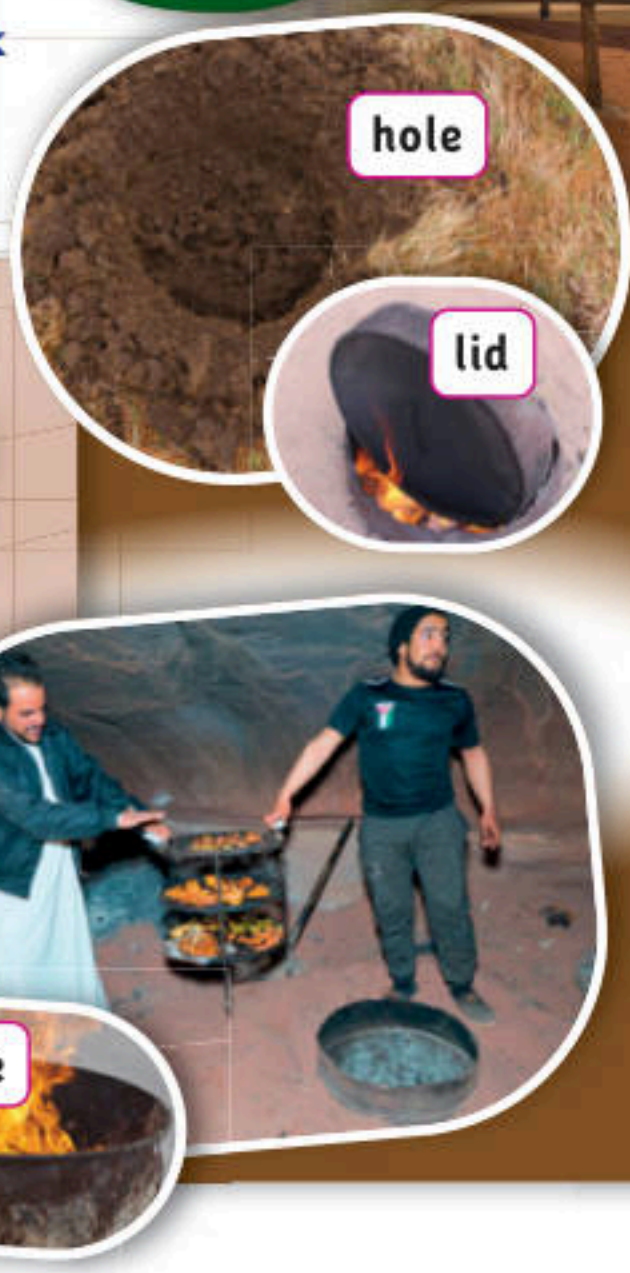


Lesson 8

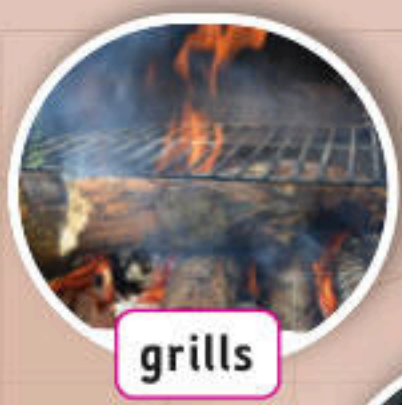
CULTURE

Camping food!

Families in Jordan often like to cook *Zarb* when they go camping in the desert or countryside. It's a traditional type of barbecue.



How do you make a *Zarb* oven?

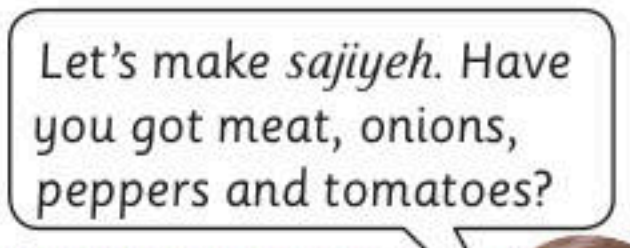


1 Make a hole and put the metal barrel in the hole.
2 Make a fire in the barrel.
3 Put two grills on top of the fire. Put vegetables on the top grill and meat on the bottom grill.
4 Put a lid on the oven and cook!
5 Then, enjoy the food with rice and salad. Tasty!

1 **Before you read** **What's your favourite camping food?**

2 6.13 **Listen and read.**

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



Project

Viewing and presenting **Make a recipe book of popular camping food.**

1 Together, think of the food.
2 Find photos or draw pictures.
3 Write. *Let's make … Have you got …? Put … Then put …*
4 Make a class recipe book.
5 Present it to the class.

SAJIYEH

1 Fry meat and onions.
2 Add peppers.
3 Chop tomatoes. Add the tomatoes.
4 Eat with yoghurt and bread.

English in action 6
Talking about possession

1 6.14 **Listen and read.**

Whose torch is this? Is it yours?

Yes, it's mine.

No, it isn't. It's his.

You're right. This one is fancy. Mine is plain. I'm sorry.

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

sleeping bag | tent | toothpaste

clean | wet | new

Phonics
Lesson 10

1 6.16 **Listen and say.**

clean cliff

sleep slug

flag flip flop

2 6.17 **Listen and write *cl*, *fl* or *sl*.**

1 _____ 3 _____ 5 _____

2 _____ 4 _____ 6 _____

3 6.18 **Listen and say the tongue twister.**

The slug sleeps on a clean flip flop on a cliff.

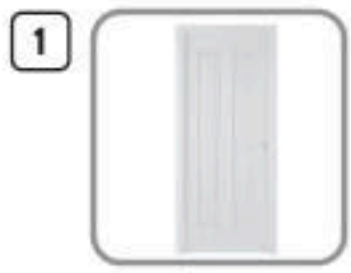
7 Look at the stars

Furniture: door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase
Prepositions of place: in front of, next to, opposite, behind, between

1 How many furniture words do you know?

Who's watching TV?
How many action figures can you see?
Where is the phone?

2 Listen and stick. Then listen and say.


1 door

2 window

3 sofa

4 armchair

5 television

6 bed

7 wardrobe

8 mirror

9 clock

10 bookcase

3 Find the furniture in the picture on page 24.

4 Listen and chant.

There's a clock in my flat.
There are armchairs, too.
Please come to my home.
I can show them to you!

There's a bed in my room.
There are bookcases, too.
Please come to my home.
I can show them to you!

5 Make a verse of the chant about your home.

6 Talk about your home.

There's a clock and a wardrobe in my bedroom.

There are armchairs and a television in the living room.

There's a bookcase.
There are bookcases.

1 Before you read **Where are the pyjamas?**

2 7.5 **Listen and read.**

Fun at Tom's house

1
We've got a game for you.
Yay! We love games!
Read the clues. Then find a surprise! Here's a clue.
What time is it? It's time to play!
Look behind this for a clue.

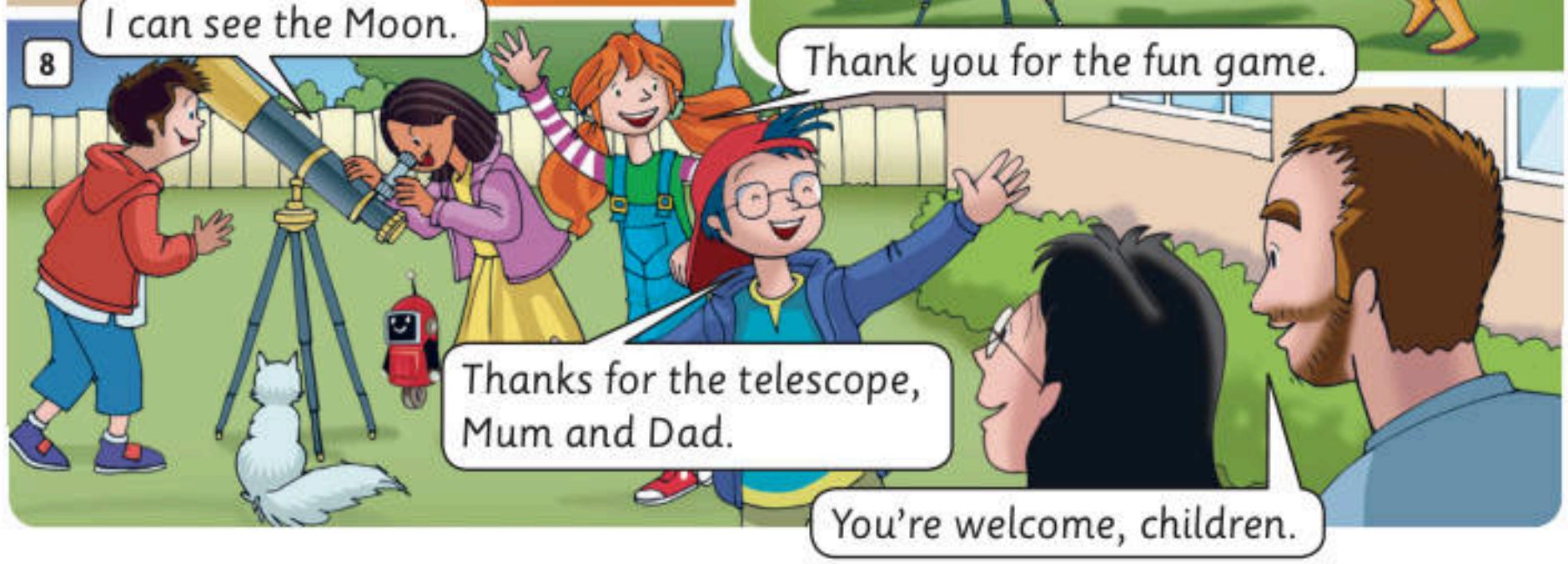
2
A-ha! I know! The clue is behind the clock.
Here's the next clue!
Read it, Tom!
Pyjamas and a teddy are on this. There's a clue under it!

3
There are pyjamas and a teddy on your bed!
I know! The clue is in your bedroom.
Come on! Let's go!

4
I've got the clue.
Read it, Laila!
This game is fun!
There are cars and bikes in here. There's a clue next to the door!

5
Look! The clue is under the car!
Let's read the clue.
I've got it!
There's a cool surprise behind the garage. Hurry and look!

What's the cool surprise?



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

1 There's a clock in the hall. _____

2 There's a clue behind the clock. _____

3 There's a teddy on the bed. _____

4 There are bikes in the garden. _____

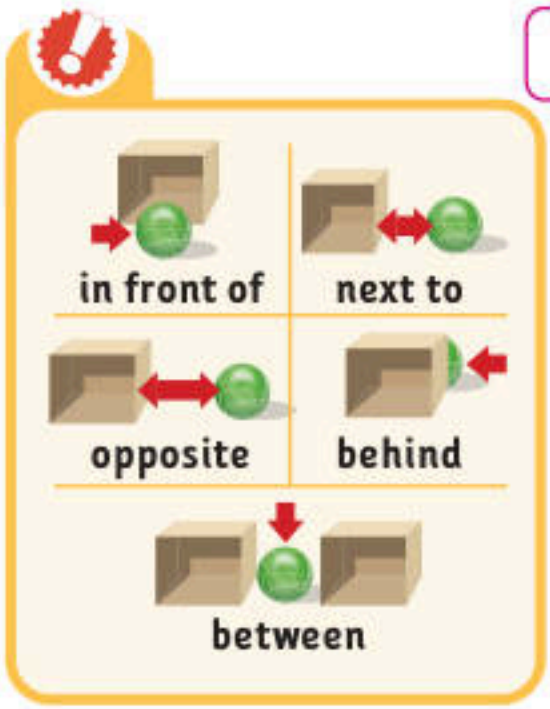
5 There's a telescope in the garden. _____

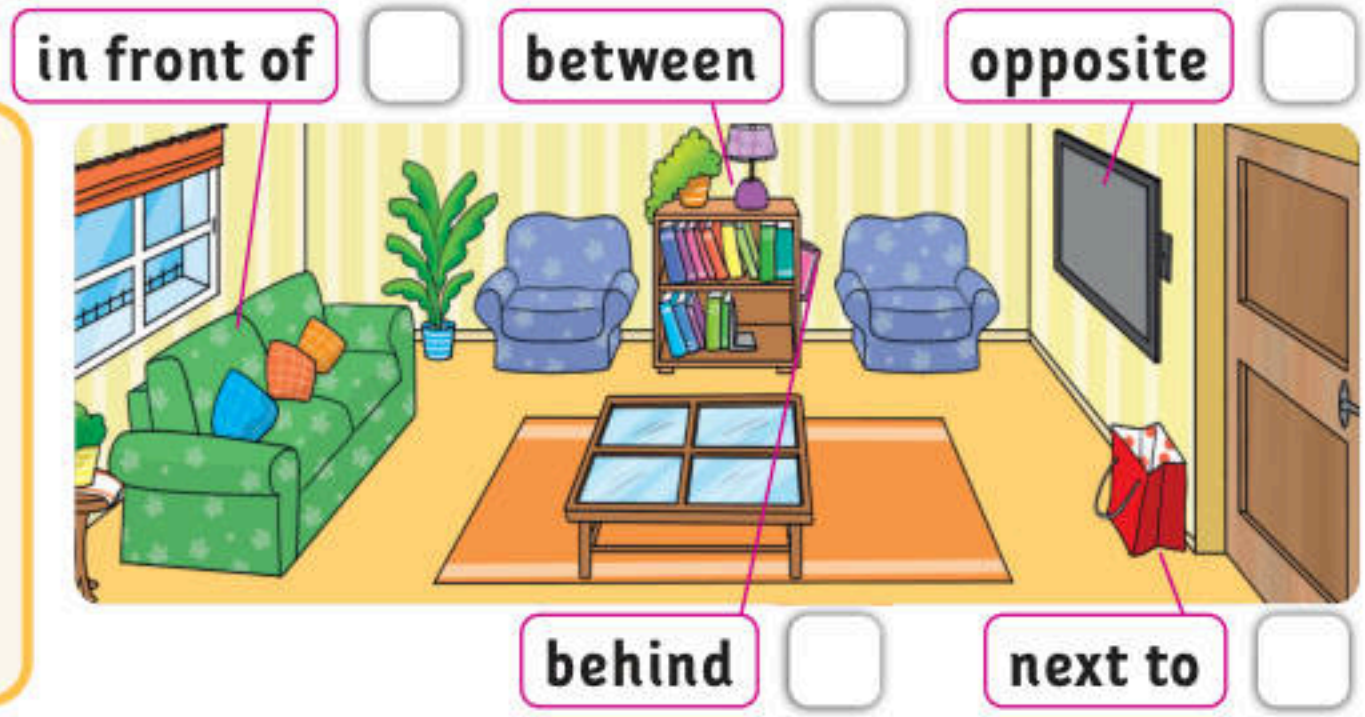
Values
Work together

4 **Act out the story.**

5 Viewing and presenting **Hide something in the classroom. Then write and share a clue for your friend.**

1 7.6 Listen and say. Then listen and number.





2 7.7 7.8 Listen and sing.

This is my bedroom. What can you see?
Sing the song along with me.

There isn't a bookcase next to my bed.
It's opposite the door, and it's red.
There aren't any chairs behind the door.
They're in front of the window, on the floor.
There isn't a clock between the desk and me.
It's next to the picture of the tree.

This is my bedroom. What can you see?
Sing the song along with me.

3 Play a true or false game.

There isn't a clock next to the door.

False.

There aren't any books behind the desk.

True.

1 7.10 Listen and draw lines.

2 7.11 Cut out. Then listen and play.

Lesson 8

CULTURE

Log cabins

Logs come from trees. People use logs for many things.

People make houses called log cabins. There are log cabins in the mountains and forests in the USA. There are log cabins in some parts of Jordan, too. This log cabin is in Ajloun.

There are kitchens, living rooms and bedrooms in log cabins. Look at this living room. There's a big window and a fireplace in it.

There are log ceilings and walls in a log cabin. There's a log bed in this bedroom, too!

Log cabins are unusual and beautiful. Do you like log cabins?

1 Before you read **What kind of house do you live in? What furniture is there?**

2 7.12 **Listen and read.**

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

Project

Viewing and presenting **Make a poster about your dream house.**

1 Together, think of different types of houses.

2 Find photos or draw pictures.

3 Write. *I want to live in ...*

There's ... There are ...

4 Make a poster.

5 Present it to the class.

English in action 7
Talking about location

1 7.13 **Listen and read.**

Oh, no! I can't find my action figure.

No, it isn't.

Good idea. Oh, here it is.

Is it behind the sofa?

Look behind the armchair.

2 **Act out the dialogue. Use different furniture and prepositions.**

bookcase | television | bed | next to | opposite | under

Phonics
Lesson 10

1 7.15 **Listen and say.**

2 7.16 **Listen and circle.**

1	ck	ch	sh	th	2	ck	ch	sh	th	3	ck	ch	sh	th
4	ck	ch	sh	th	5	ck	ch	sh	th	6	ck	ch	sh	th

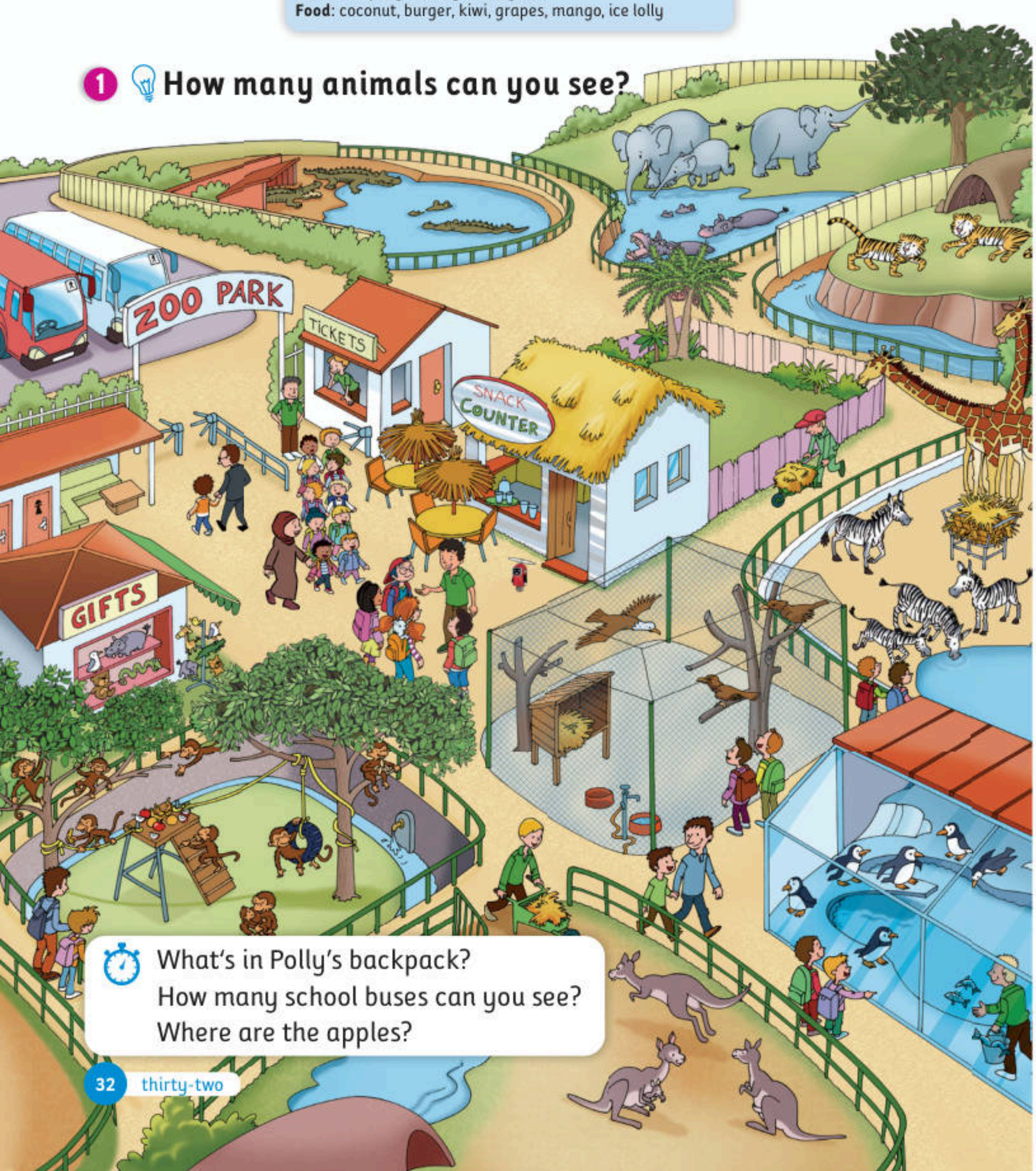
3 7.17 **Listen and say the tongue twister.**

Malek has got a clock and a black backpack in his truck.

8 Animals are fun!

Wild animals: monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo
Food: coconut, burger, kiwi, grapes, mango, ice lolly

1 How many animals can you see?



What's in Polly's backpack?
How many school buses can you see?
Where are the apples?

2 8.1 Listen and stick. Then listen and say.

1 monkey
2 tiger
3 hippo
4 giraffe
5 zebra
6 elephant
7 crocodile
8 penguin
9 eagle
10 kangaroo

3 Find the animals in the picture on page 38.

4 8.2 8.3 Listen and chant.

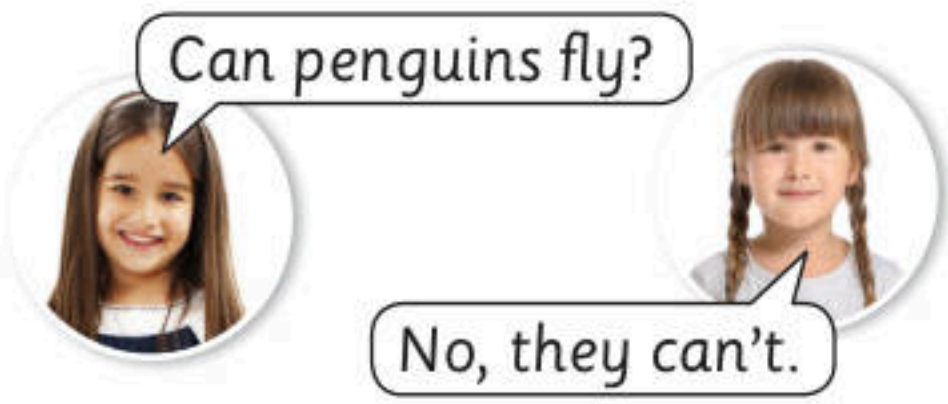
We're at the zoo,
You and me.
Have a look.
What do you see?

There's a tiger!
Can tigers run?
Yes, they can.
Oh, what fun!

There's a hippo!
Can hippos jump?
No, they can't.
I don't know why.

5 8.4 Listen and tick (✔) or cross (✘). Then ask and answer.

1 penguins	2 elephants	3 crocodiles	4 eagles	5 giraffes
fly ☐	jump ☐	run ☐	swim ☐	climb trees ☐



8.5

Can penguins swim? Yes, they can.
Can hippos jump? No, they can't.

Story

1 Before you read **Who's the elephant?**

2 8.7 **Listen and read.**

A play at the zoo

1
Let's do a play. Here are your masks.
Great!
I'm ready!

2
Hello, children. Let's learn about animals.
Hi! I'm a penguin. Are there any fish? I'm hungry.
Penguins can swim. They can't fly! They eat fish.

3
Look, everyone!
I'm an elephant. I love eating grass.
Elephants can walk and run. They can't jump. They eat grass.

4
I'm a monkey. I'm hungry.
Is there any fruit?
Yes, there is. Monkeys can climb trees. They can't fly. They eat fruit.

5
Atomic is ready.
Bo is ready, too.
Good robot, Bo!

What animal costumes are Atomic and Bo wearing?

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

Yes No can can't

1 Can penguins fly? _____, they _____.

2 Can elephants jump? _____, they _____.

3 Can monkeys climb trees? _____, they _____.

4 Can tigers and crocodiles swim? _____, they _____.

Values

Eat healthy food
Respect animals

4 Act out the story.

5 Viewing and presenting Design and share an animal mask.

1 8.8 Listen and say. Then listen and draw ☺ or ☹.

coconut

burger

kiwi

grapes

mango

ice lolly

2 8.9 8.10 Listen and sing.

Are there any coconuts,
coconuts, coconuts?
Are there any coconuts?
Yes, there are. Yes, there are.
Yippee! I'm hungry!

Is there a mango,
a mango, a mango?
Is there a mango?
No, there isn't. No, there
isn't.
Oh, no! I'm hungry!

Are there any burgers,
burgers, burgers?
Are there any burgers?
No, there aren't. No, there
aren't.
Oh, no! I'm hungry!

Is there a kiwi,
a kiwi, a kiwi?
Is there a kiwi?
Yes, there is. Yes, there is.
Yippee! I'm hungry!

3 What's in your café? Tick (✔) or cross (✘). Then ask and answer.

Me						
My friend						

Are there any ice lollies?

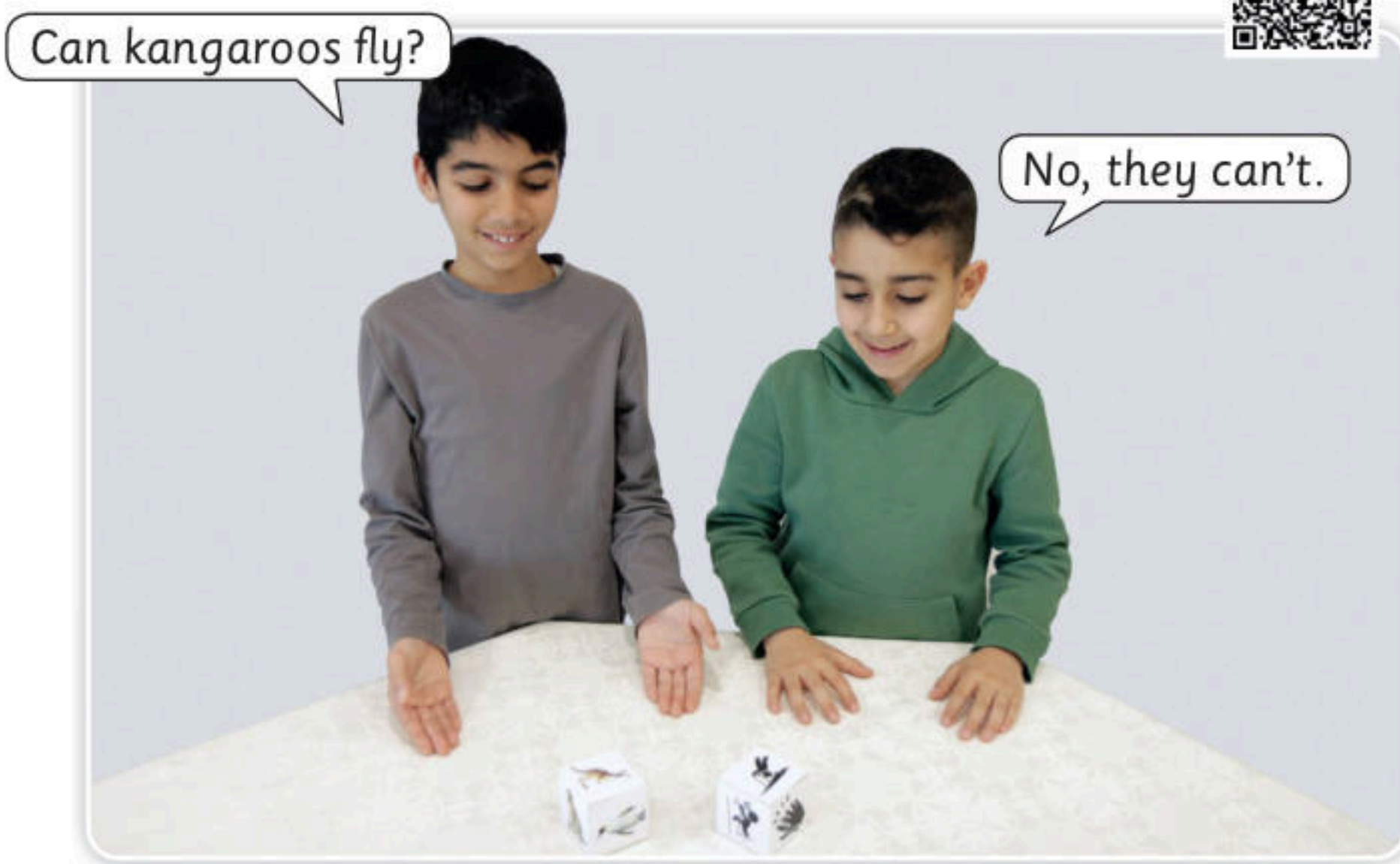
No, there aren't.

8.11

Is there a coconut?
Yes, there is./No, there isn't.
Are there any burgers?
Yes, there are./No, there aren't.

1 8.12 Listen and colour.

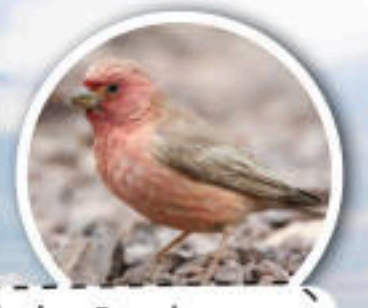
2 8.13 Cut out. Then listen and play.



Lesson 8

CULTURE

Helping wild animals



There's a lot of wildlife in Jordan, especially in the desert and mountains. For example, this is the Sinai rosefinch, the national bird of Jordan.

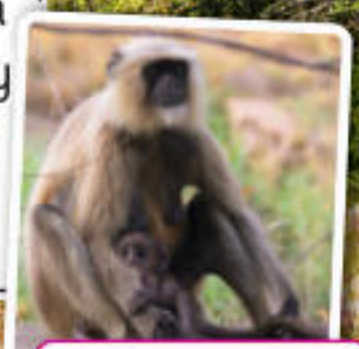
rescue centre

Some wild animals in Jordan don't come from Jordan and they can't survive in the desert. They include lions and tigers. Look at these wild animals. They live in rescue centres in Jordan.

visit

sick

Some animals are sick or hurt. People at the centres keep them safe and healthy. Are there baby animals in the rescue centres? Yes, sometimes there are! Look, there's a baby monkey!



baby monkey

People can visit the rescue centres. They can't feed the wild animals. They learn about wild animals and have fun.

1 Before you read **Are there animal rescue centres where you live?**

2 8.14 **Listen and read.**

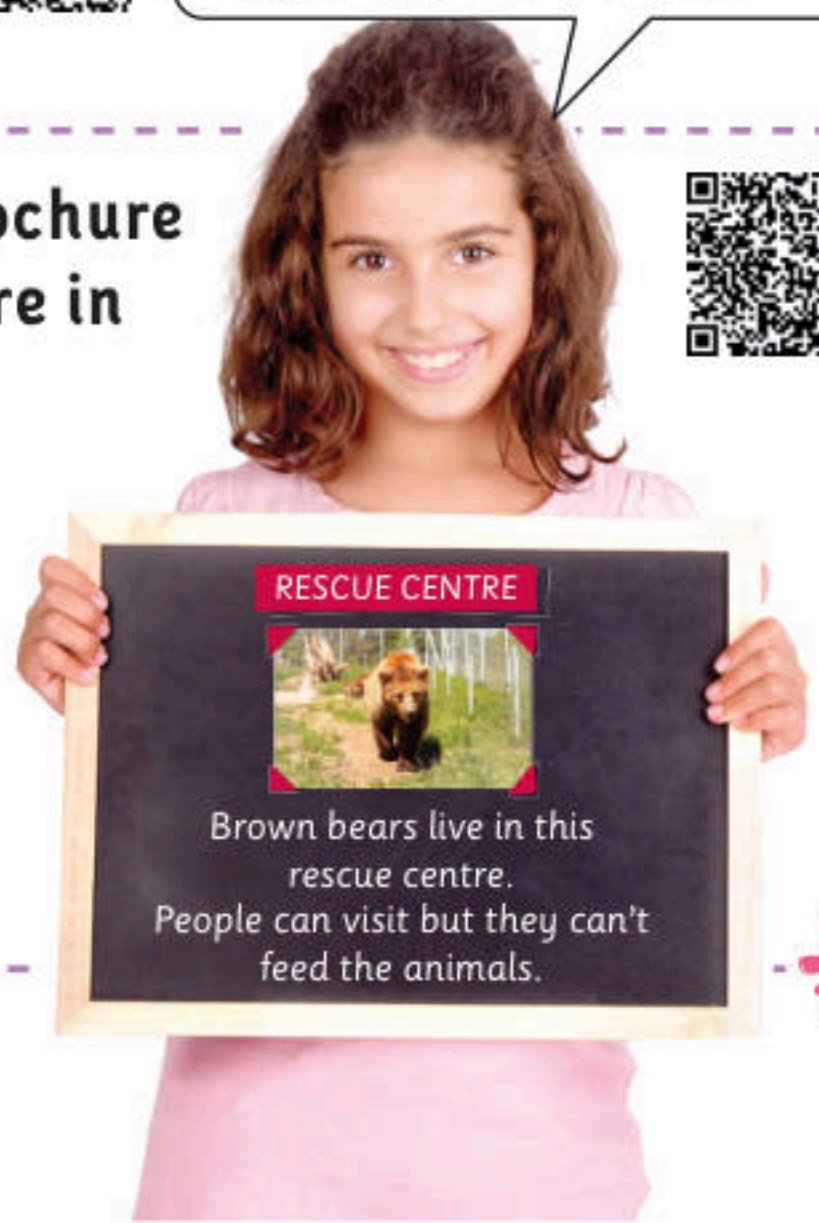
3 After you read **Activity Book, page 35.**

There are lots of brown bears. People help the animals.

Project

Viewing and presenting **Make a brochure about an animal rescue centre in your country.**

1. Together, think of an animal rescue centre.
2. Find photos or draw pictures.
3. Write. *There are … People can …*
4. Make the brochure.
5. Present your brochure to the class.



English in action 8
Talking about feelings

1 8.16 **Listen and read.**

I'm thirsty.

OK, thank you.

No, thanks. I'm not hungry.

You should have some orange juice.

Would you like an apple, too?

2 **Act out the dialogue. Use different drinks and foods.**

grape juice | water | milk | mango | burger | kiwi

Phonics
Lesson 10

1 8.18 **Listen and say.**

frog

green

crab

2 8.19 **Listen and circle.**

1 fr gr cr 2 fr gr cr 3 fr gr cr

4 fr gr cr 5 fr gr cr 6 fr gr cr

3 8.20 **Listen and say the tongue twister.**

The cross crab looks at a green frog.

Atomic's Learning Club

Language booster 2

How many places in town can you say?

1 LC1.1 **Listen and say. Then listen and number.**

park

department store

supermarket

chemist's

bakery

post office

bank

bookshop

2 LC1.2 **Listen again and match.**

1 Fadi was
2 Nadia wasn't
3 Reem was
4 Ramzi was
5 Lama wasn't
6 Issa wasn't

a at the department store.
b at the chemist's.
c at the bakery.
d at the supermarket.
e at the park.
f at the post office.

3 **Point and say.**

I was at the department store yesterday. I wasn't at the park.

LC1.3

I/He/She **was** at the park.

I/He/She **wasn't** at the park.

4 Listen and read.

Excuse me. Where's the bakery?

Is it next to the bank?

Thank you.

It's on Green Street.

No, it's next to the bookshop.

5 Act out the dialogue. Use different places and prepositions.

post office | department store | supermarket

behind | opposite | in front of

6 Draw and write where you and your family were yesterday. Then share.

1 I was at the _____ yesterday.

2 I wasn't at the _____.

3 My _____ was at the _____.

4 My _____ wasn't at the _____.

Show what you know

Tick (✓).

How many places in town can you say now? ☐

Can you talk about where you were yesterday? ☐

Can you ask for and give directions? ☐

Atomic's Learning Club

Social Science

What can we see on a map?

Think **1** Why do we need maps?

Learn **2** LC2.1 Listen, read and check.

What are maps?

Maps are drawings of places. We can see our country and our town on maps. There are rivers and mountains on maps, too.

satellite

Maps have got the names of places on them. They've also got a compass on them. The compass shows north, south, east and west.

compass

Satellite images are different. They show photographs of places, not drawings. The images come from satellites in space. They show farms and woods. They've also got parks and paths on them. Satellite images are exciting!

satellite map

Check **3** Read and circle.

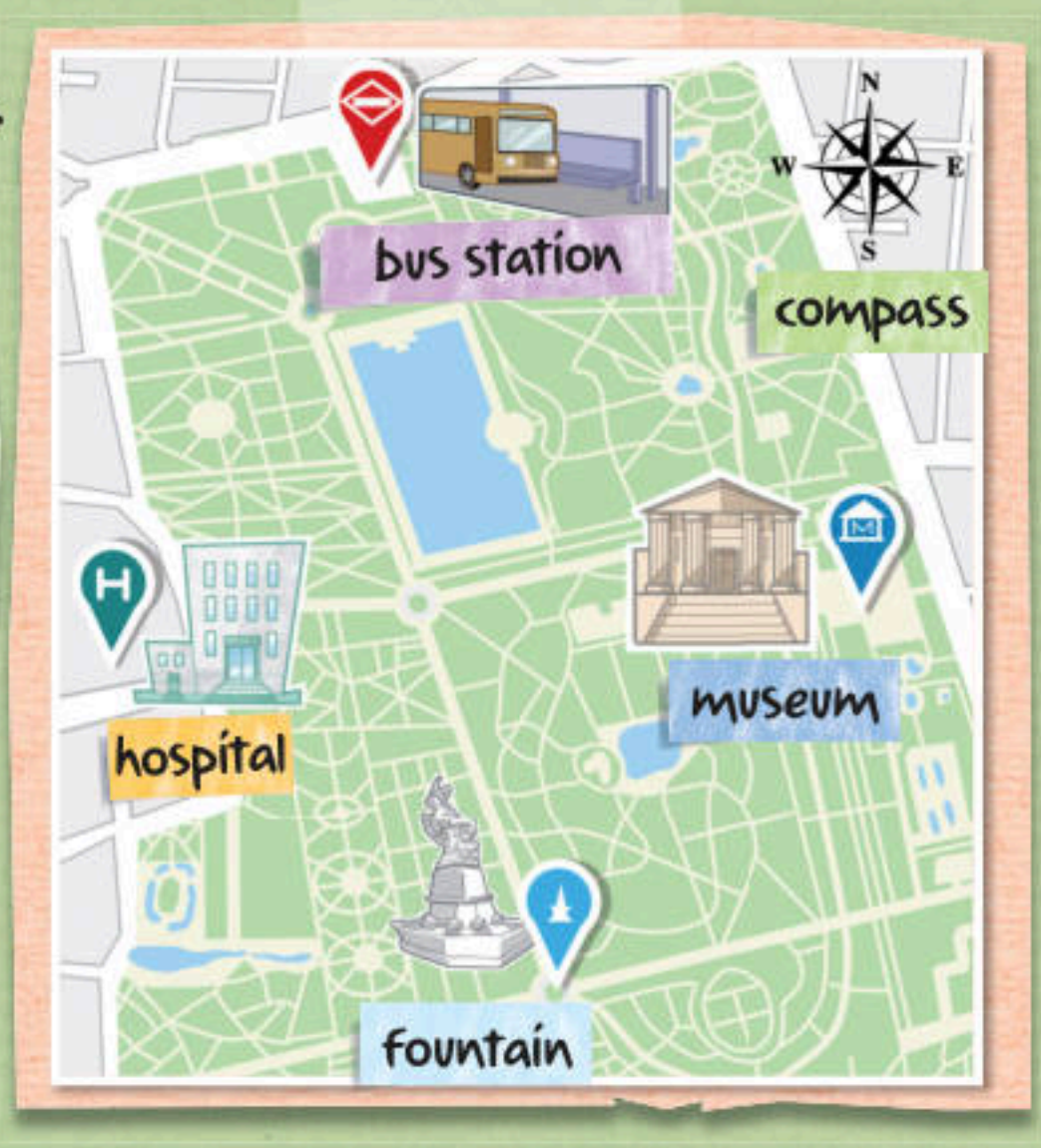
1 Maps have got the names of people places.
2 The compass shows north names.
3 Satellite images are old different.
4 Satellite images have got drawings photographs on them.
5 Satellite images have got haven't got parks and paths on them.

LC

Let's practise!

1 Look at the map and find.

- the bus station
- the letter 'H'
- the fountain
- the museum

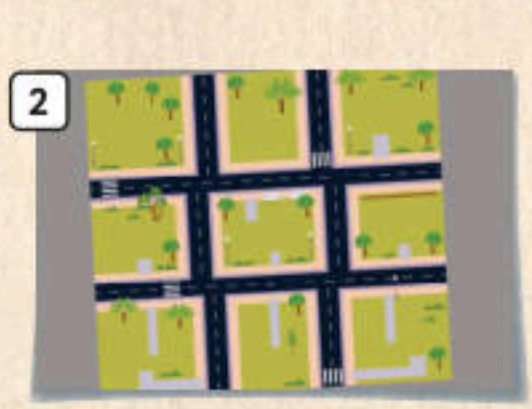


2 Look at the map again and say. What's in the north, south, east and west?

The bus station is in the north.

Show what you know

Make a map of a town. Then show and tell.



National Olive Festival

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

1
olives

2
oil

3
pour

4
dip

5
taste

6
demonstrations

7
bottle

8
soap

2 F1.2 Listen and say the poem.

Come to the festival today
Listen to everything the farmers say
About the olives and its oil, too
And learn how it's good for you
There's olive oil to taste - just look!
And watch people use it to cook
I can also buy some olive soap for me
What a great day for the family!

3 Say the poem again.

4 F1.3 Listen and read.

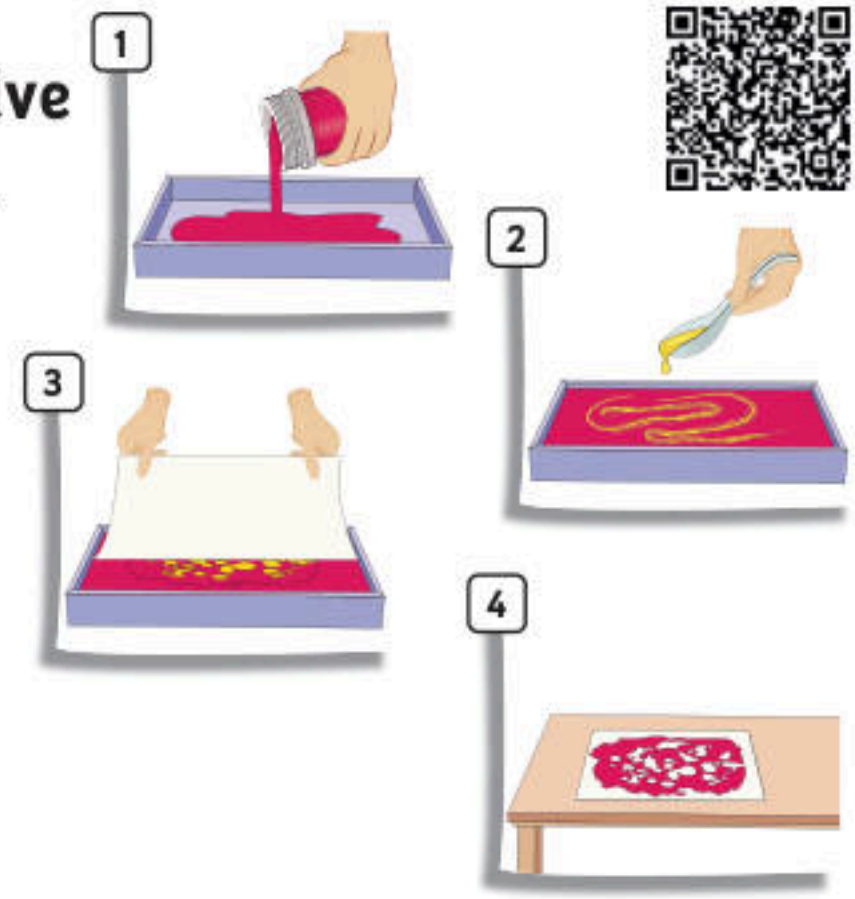
5 F1.4 Listen and number.

Project

Viewing and presenting

Make an olive oil and watercolour painting.

1. Fill a tray with watercolour paint.
2. Put some olive oil in a bowl.
3. Put some olive oil on a spoon. Slowly drip the oil into the paint.
4. Put a piece of paper onto the paint and oil.
5. Take the paper out and let it dry.
6. Present it to the class. Which is the most interesting painting?



Eid al-Fitr

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

1
meat

2
sweets

3
feast

4
crescent moon

5
Arabic coffee

6
money

7
charity

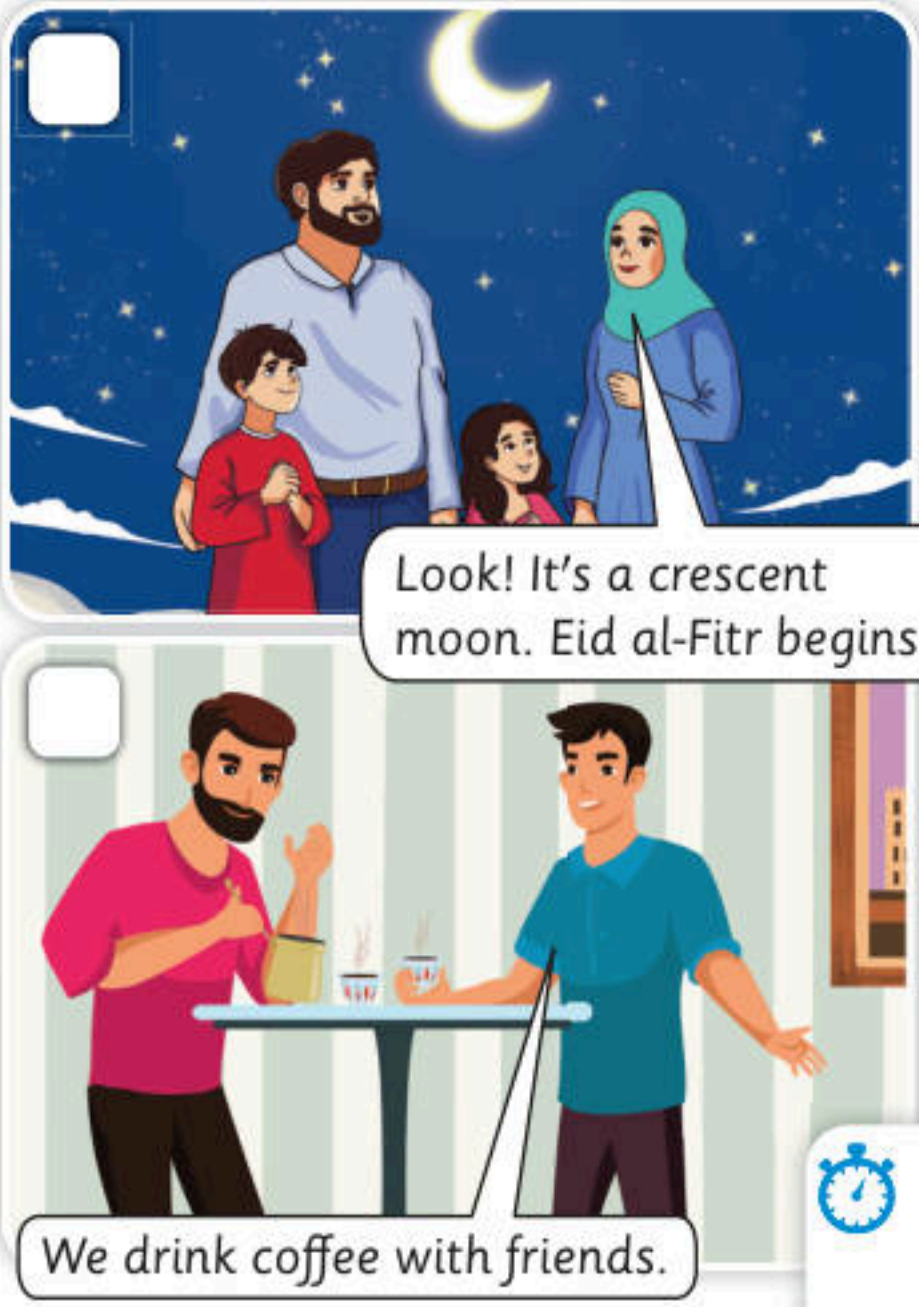
8
lantern

2 F2.2 Listen and say the poem.

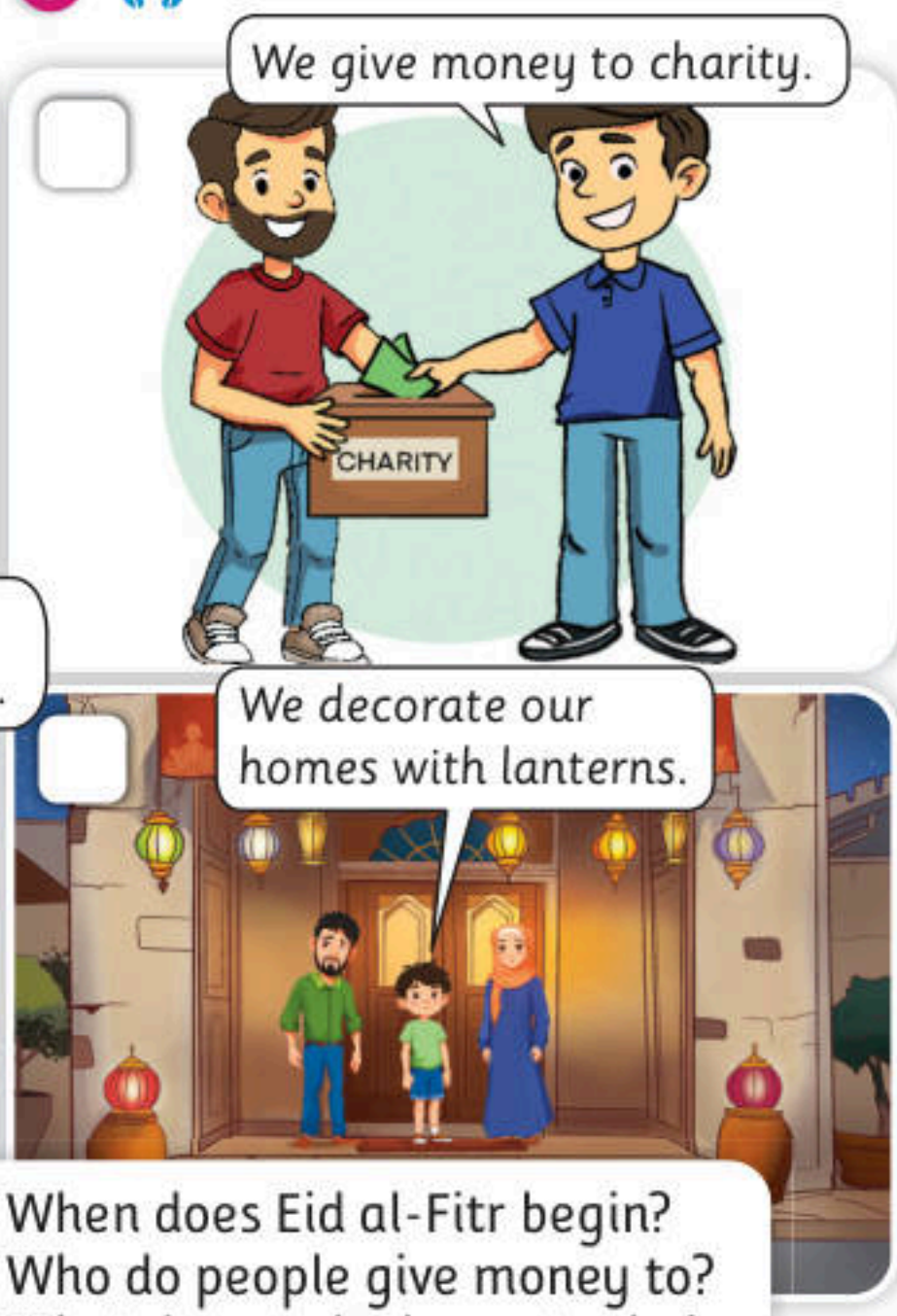
Friends and family
Let's all meet
And have a big feast
With lots of food to eat
Vegetables, rice and meat
Even desserts and sweets
Oh what fun!

3 Say the poem again. Use different words for your favourite foods.

4 F2.3 Listen and read.



5 F2.4 Listen and number.

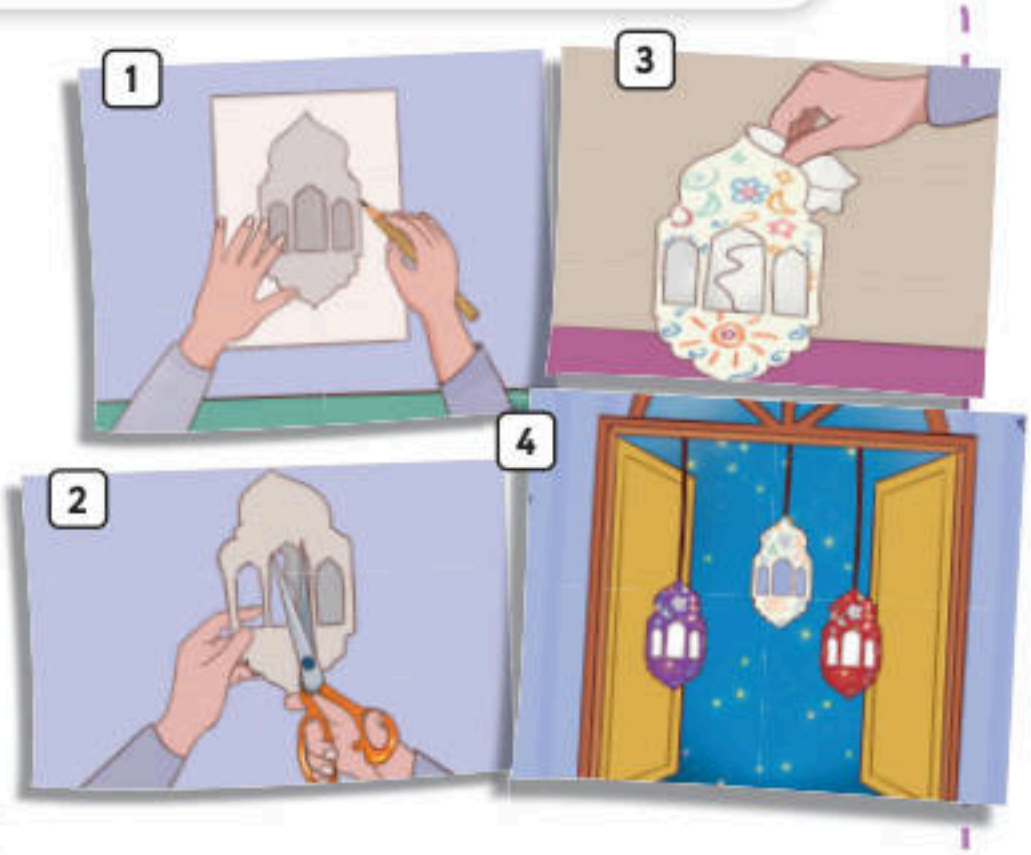


When does Eid al-Fitr begin?
Who do people give money to?
What do people decorate their homes with?

Project

Viewing and presenting **Make a lantern. Work in groups.**

1. Draw a lantern on card.
2. Cut out the lantern.
3. Use coloured crayons to decorate the lantern.
4. Stick tissue paper behind the lantern.
5. Use string to hang the lantern in front of a window.
6. Present it to the class.



Aqaba Arts Festival

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

1 stall

2 bracelet

3 necklace

4 rug

5 bowl

6 basket

7 henna painting

8 workshop

2 F3.2 **Listen and say the poem.**

Look at all the beautiful things!
We can go to a workshop
And make a bracelet.
We can go to a stall
And buy a basket.
Look at this beautiful necklace!
Look at all the beautiful things!

3 **Say the poem again. Use different Aqaba Arts Festival words.**

4 F3.3 Listen and read.

5 F3.4 Listen and number.

We're buying a rug.

I'm making a basket!

I've got henna painting on my hand!

What has she got on her hand?
What are they buying?
What is he making?

Project

Viewing and presenting

Design a rug.

1. Cut out strips from coloured paper.
2. Glue the strips onto a rectangle of coloured paper.
3. Decorate with coloured pens or glue on more shapes.

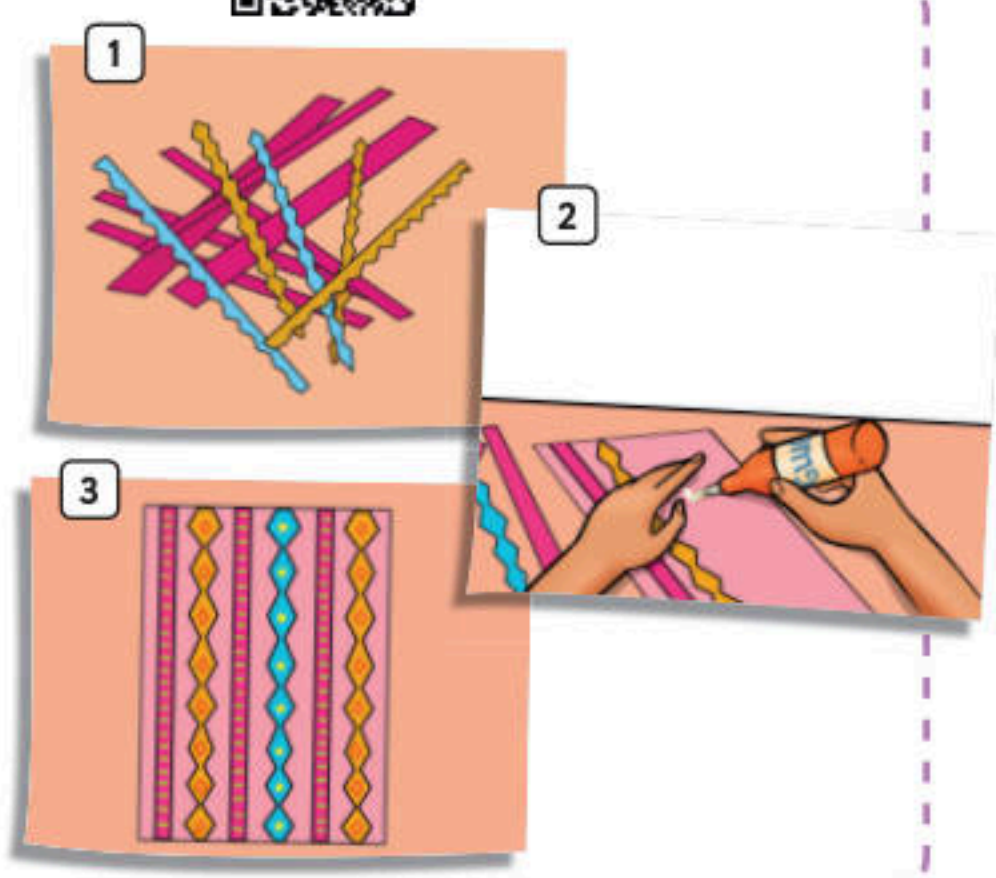


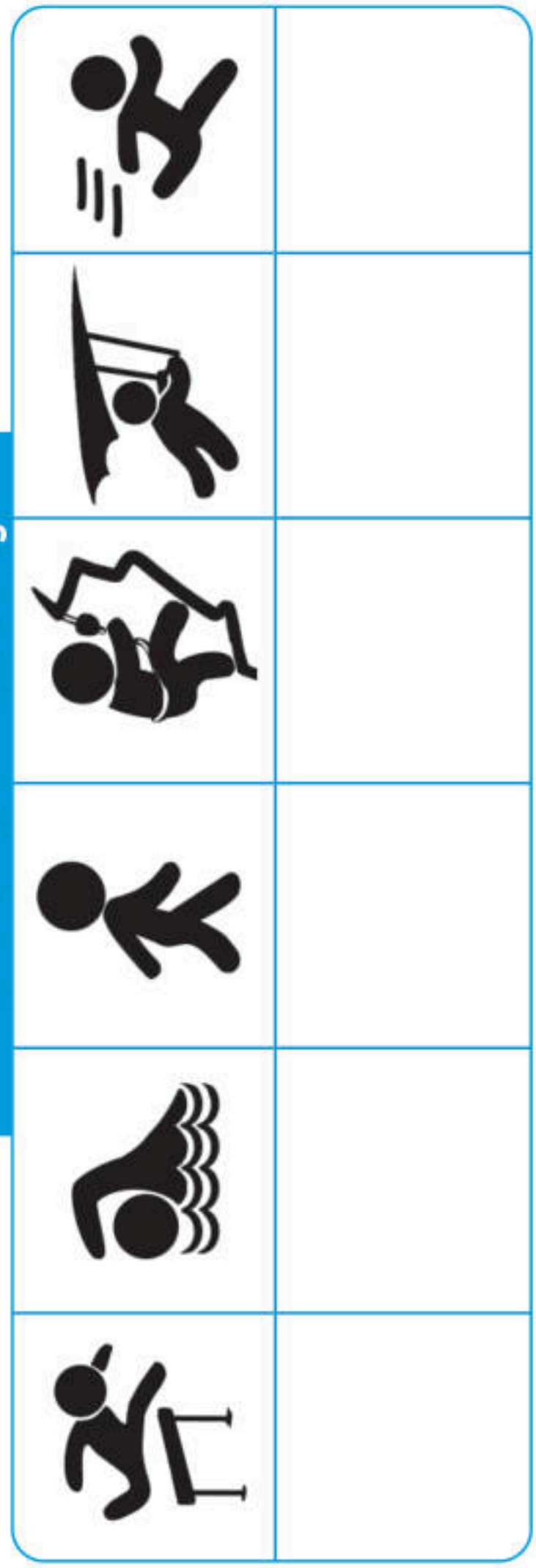
Image Credit(s):

Alamy Stock Photo: Dimitris Aspiotis 48, 73, Hemis 48, 73, Ian Bottle 14, 38, mauritius images GmbH 14, mohammad arar 30, Tim E White 44, 69; **Getty Images:** Fly View Productions 14, Pyrosky 30, Santiago Urquijo 48, 73, SashaFoxWalters 44, 69; **Pearson Education Ltd.:** Malcolm Harris 9, 51; **Shutterstock.com:** 0TONG 42, A. J. Gallant 38, abeer estaitia 44, 69, Africa Studio 23, 61, Ahmad A Atwah 46, 71, AlexandrBognat 61, Alexey Goosev 33, 63, Allexxandar 46, 71, AmaPhoto 61, Andrei Armiagov 42, AminaAster 46, Angelsmoon 22, Anna Klepatckaya 7, antoniodiaz 28, arapix 22, Art Alex 31, Artazum 30, Artem Kniaz 48, 49, Asier Romero 14, Atiketta Sangasaeng 25, 40, 59, Ayoub kayor 14, Baramyou0708 46, 71, bat-2 17, 55, Beach Creatives 12, BlueRingMedia 23, BM_27 30, Bradley Blackburn 65, BRO.vector 44, 45, buteo 33, 63, Butterfly Hunter 9, 51, CHAIWATPHOTOS 25, 59, Choksawatdikorn 12, clarst5 53, Corepics VOF 12, Csati 14, Damira 38, Dan Kosmayer 20, davegkugler 33, 63, defpicture 33, 63, Deman 40, Denny George 22, Diane Diederich 17, 55, Diego Cervo 15, Dina Saeed 46, 71, Dmitrij Skorobogatov 36, Dream79 22, Enez Selvi 46, 71, Eric Isselee 53, 65, fernando sanchez 33, 63, Fotyma 7, Frank_James 38, Gelpi 6, George Rudy 40, Goinyk Production 33, 63, Gooly 65, goran cakmazovic 61, Ground Picture 40, hangingpixels 33, 63, Huey Min 22, hxdyl 40, IKO-studio 12, 25, 59, isabela66 48, 73, Janusz Pienkowski 46, 71, Jeffrey B. Banke 9, 51, 53, Jeka 33, Jemastock 46, Petr Malyshev 20, Jinga 12, JoannaTkaczuk 44, 45, Juan Carlos Munoz 44, 69, Julia Sudnitskaya 12, Just dance 40, kamomeen 43, Krivosheev Vitaly 6, Kotema 43, Kotomiti Okuma 65, Krakenimages.com 6, 17, LCAT Productions 33, 63, LeonP 9, 51, LightField Studios 5, Ljupco Smokovski 9, LN_PHOTO 25, 59, Lubo Ivanko 48, 73, Luciana Rinaldi 30, Luis Molinero 6, Luisa Puccini 48, 73, LUNA BRILLANTE 36, Marcos Mesa Sam Wordley 6, Mark Herreid 20, MartinMaritz 33, 63, Martin Nemec 9, 51, Martin Vorel 38, Martinez Studio 48, 73, Mateescu Mircea Mugur 48, 73, Mathisa 20, mayuB5 7, Mikbiz 17, 55, Milos Luzanin 20, MM_photos 43, Moises Fernandez Acosta 25, 59, Monticello 61, My Ocean Production 38, NATALIA61 61, Nataliya Nazarova 22, nattanan726 65, Nattika 36, New Africa 6, 7, 44, 69, 61, Nomad_Soul 25, 59, Odua Images 46, 71, Olga_Rusinova 43, Oleg Golovnev 40, OlegRi 30, Oleksandr Lytvynenko 53, Olena Yakobchuk 31, olivier siri 17, 55, Osetrik 9, 51, Paul Maguire 25, 59, Pelevina Ksinia 25, PFMphotostock 44, 69, Peter Gudella 20, Petr Malyshev 20, photomaster 53, Photoongraphy 25, 59, Piotr Wawrzyniuk 41, Pix11 61, Pixel-Shot 17, 20, 33, 44, 55, 69, Prokrida 61, Prostock-studio 39, Pumee Poonnin 17, 55, Rahhal 6, Rawpixel.com 6, Reinhold Leitner 9, 51, Roman Samborskyi 6, Room27 25, 59, Rozochkalvn 9, sagir 61, Saikorn 6, salarko 40, sebra 44, 69, SEE_JAY 40, Sergei Kolesnikov 23, 28, Sergiy Kuzmin 6, SergiyN 9, 25, Sherjaca 9, 51, sirtravelalot 12, Shaiith 30, SpiritArt 17, 55, StefanRenner 53, StockphotoVideo 46, 71, Super Prin 53, tanya_morozz 14, Tanya Sid 46, 47, Tanyastock 22, Tatjana Rantasha 9, 51, Tawin Mukdharakosa 22, TerraceStudio 7, Tim UR 36, Tom Bird 9, 51, trattieritratti 17, 55, tristan tan 53, UnderhilStudio 43, Valentyn Volkov 36, Vasilyev Alexandr 23, Veronica Louro 30, 38, Viacheslav Lopatin 42, Vichy Deal 17, 55, visa netpakdee 33, 63, vitaliy_73 7, Vulp 22, YK 25, 59, Zacchio 12; **York Press Ltd.:** 13, 21, 29, 37

Illustrated by Mercè Orti Climent (unit openers and stories), Rebeca Rodrigo, Fuentenebro, Dani Cruz, José Rubio and Christos Skaltsas (Hyphen)

Cover Image: Mercè Orti Climent, Jon Arnold Images Ltd

What are the animals doing?



He dry

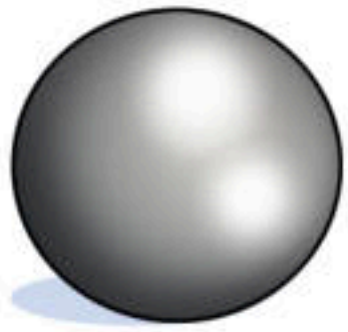
She wet

I plain

I fancy

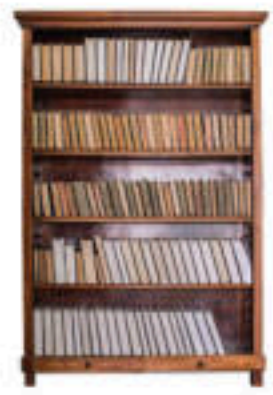
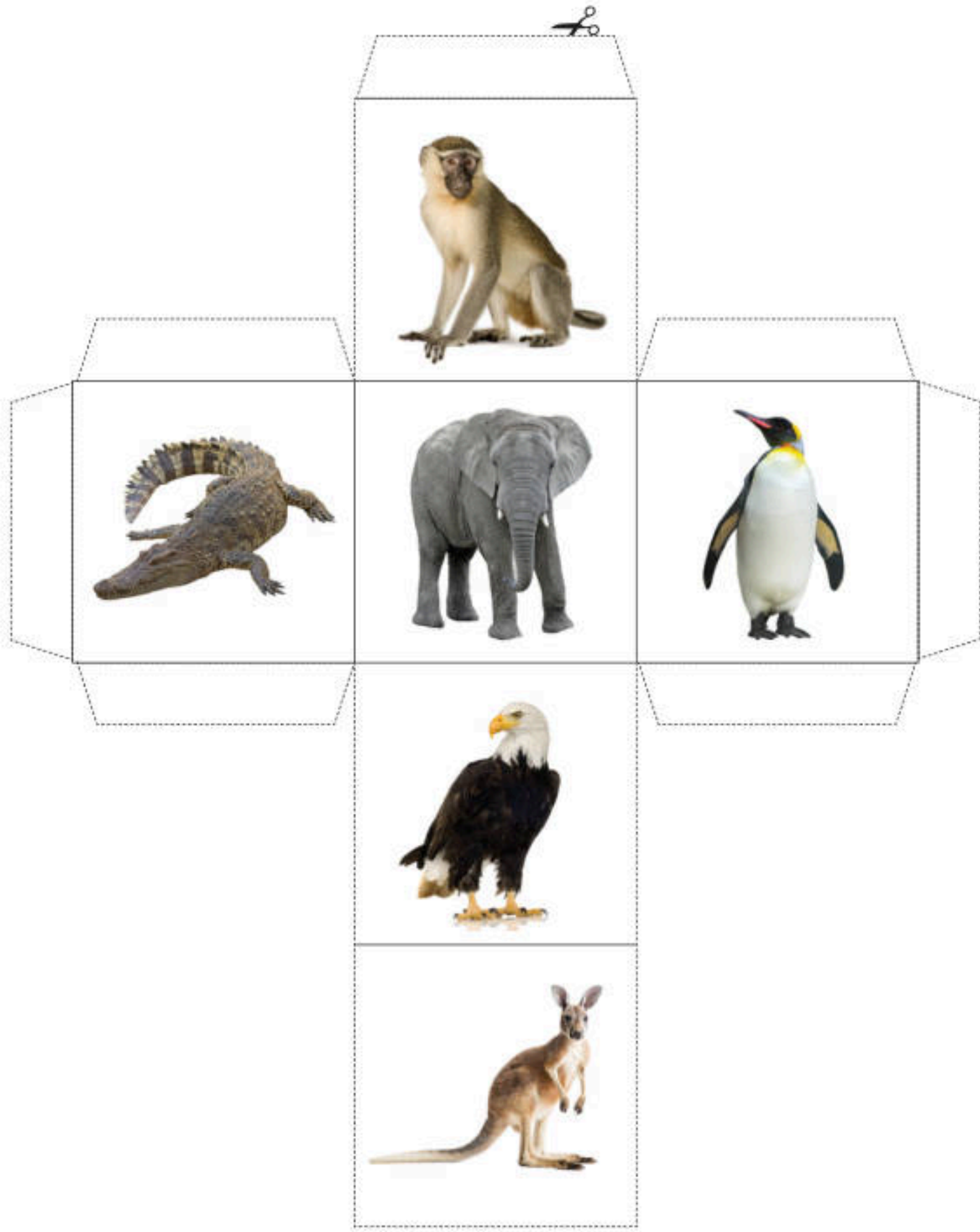
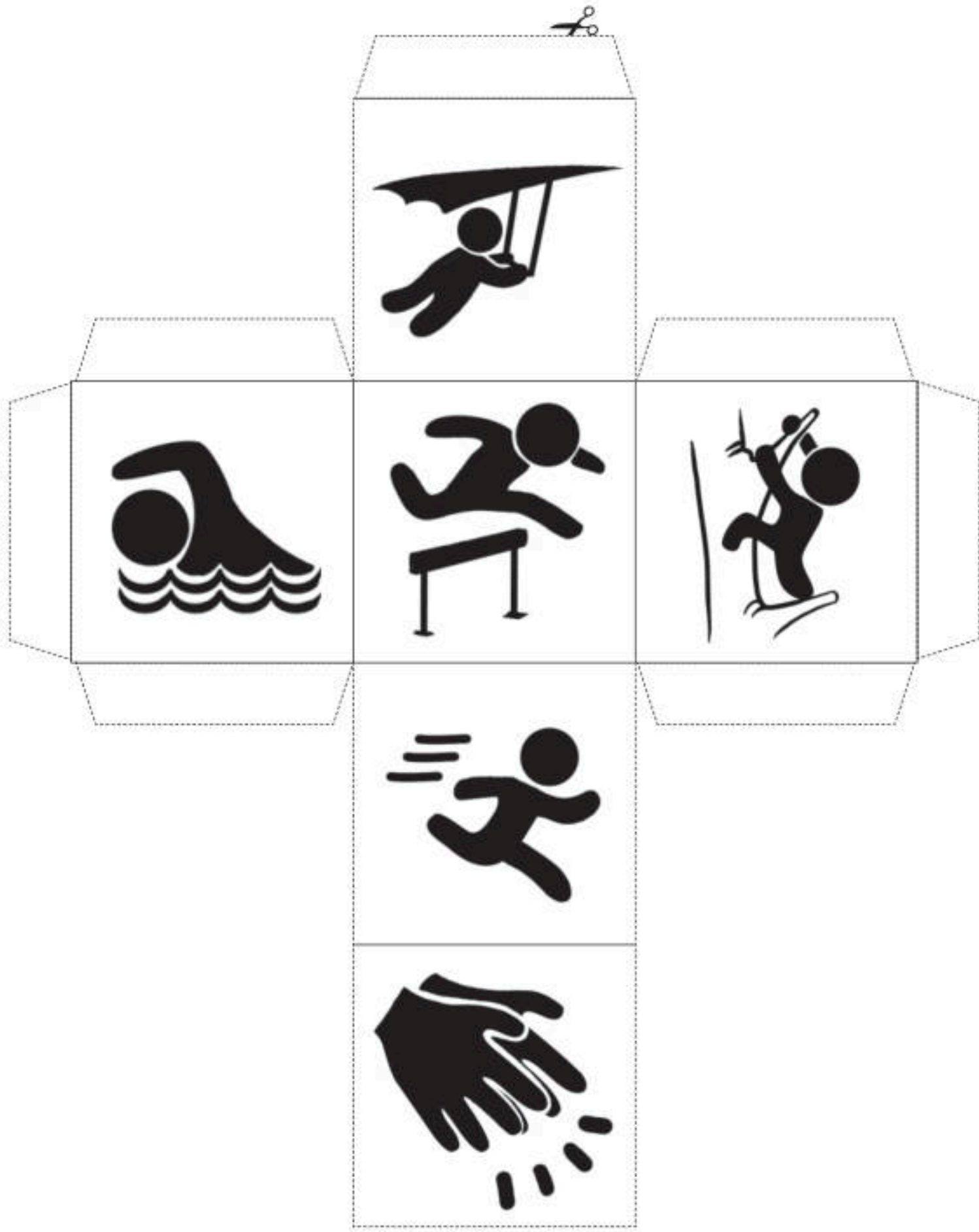
She new

He old



I hard

She soft

She clean

He dirty