

# Jordan TEAM Together Grade 2 Semester 1

Pupil's Book with Digital Resources



## *Evaluation and Adaptation Committee*

Prof. Fawwaz Mohammad Al-Abed Al-Haq (Head)

Dr. Manal Fahed Aburumman (Coordinator)

Prof. Sabri Shehadeh AlShboul

Dr. Zeina Mohammad AlKaraki

Dr. Adnan Ahmad Al-Omari

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**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](http://www.nccd.gov.jo)

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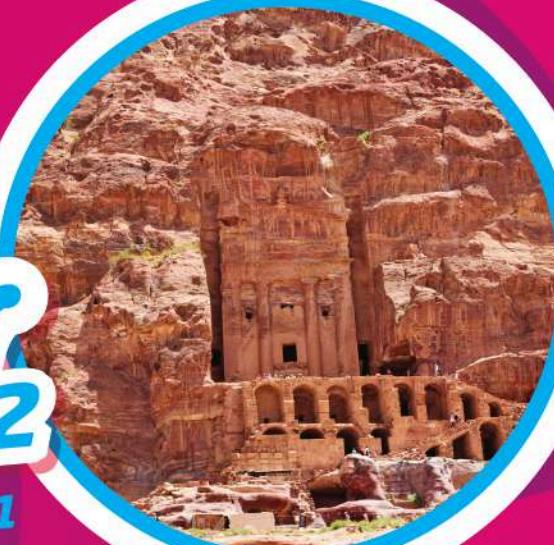
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# Jordan TEAM Together Grade 2

Semester 1

Pupil's Book with Digital Resources



## Contents

Welcome Hello!	4
1 Look at my toys!	8
2 Where's my pen?	16
3 Move your body!	24
4 Meet my family	32
<b>Atomic's Learning Club</b>	
Language booster 1	40
Science:	
What are our senses?	42
<b>Festivals</b>	
Independence Day in Jordan	44
Earth Day	46
Kite Festival Day	48
<b>Cutouts</b>	
	51

# Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking	
W 1	<b>Welcome Hello!</b> Page 4	Introducing the characters; using polite interactions; counting and recognising numbers to 10; identifying colours	<b>Numbers</b> one-ten <b>Colours:</b> black, blue, brown, green, orange, pink, purple, red, white, yellow	What's your name? My name's ..., I'm ... How old are you? I'm ... How many ...? What colour is it?	Recognising familiar words and basic phrases; understanding the main information when people introduce themselves; recognising cardinal numbers up to ten; recognising a few familiar everyday nouns and adjectives; recognising familiar words and phrases in short, simple songs or chants	Introducing themselves; acting out parts of a picture story; reciting a short, simple rhyme or chant; saying how many things there are, up to ten
2	<b>Look at my toys!</b> Page 8		<b>Inside toys:</b> action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo <b>Outside toys:</b> ball, bike, kite, scooter, slide, swing <b>Phonics:</b> bike, five, cake, plane	What's this? It's a (car). It's an (action figure). Is it a (swing)? Yes, it is. No, it isn't. Can I play with (it), please?	Recognising a few familiar everyday nouns and adjectives; recognising familiar words and basic phrases; understanding simple questions; recognising familiar words and phrases; recognising isolated words related to familiar topics; understanding basic phrases; recognising the letters of the alphabet by their sounds	Naming everyday objects; reciting a short, simple rhyme or chant; answering simple questions about objects; acting out parts of a picture story; expressing likes and dislikes; describing objects in a basic way; saying simple tongue twisters
3	<b>Where's my pen?</b> Page 16	Naming classroom objects; talking about classroom objects and saying where they are	<b>Classroom objects:</b> bag, book, chair, computer, crayon, cupboard, desk, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors, shelf, table <b>Phonics:</b> shelf, shop, chair, chick	This is (my pencil case). These are (my books). Where's (the pencil)? It's in/on/under (the desk). Can I borrow (it), please? Yes. Here you are.	Recognising a few familiar everyday nouns and adjectives; recognising familiar words and phrases; recognising familiar words and basic phrases; understanding basic statements; understanding some basic words and phrases to show politeness; recognising the letters of the alphabet by their sounds	Naming everyday objects; reciting a short, simple rhyme or chant; answering simple questions about objects; acting out parts of a picture story; asking where an object is, given a model; taking part in basic games; describing objects in a basic way; giving the location of an object in a basic way; acting out parts of a picture story; saying simple tongue twisters
4	<b>Move your body!</b> Page 24	Naming body parts; talking about movement	<b>Body parts:</b> arms, face, feet, fingers, hands, head, knees, legs, toes, tummy <b>Body movement:</b> bend, clap, move, stamp, stretch, touch <b>Phonics:</b> feet, knees, arms, park	I've got (one face). I've got (ten toes). Move (your body)! Touch (your head)! What a cool (dinosaur)!	Recognising familiar words and phrases in short, simple songs or chants; recognising a few familiar everyday nouns and adjectives; recognising familiar words and basic phrases; understanding basic action words; following basic instructions to colour, draw or make something; understanding basic phrases in short, simple texts; recognising the letters of the alphabet by their sounds	Using a few simple words to describe objects; reciting a short, simple rhyme or chant; describing someone's physical appearance; giving the location of an object; acting out parts of a picture story; describing someone's physical appearance; expressing likes and dislikes; acting out a short dialogue or role play, given prompts; saying simple tongue twisters
	<b>Meet my family</b> Page 32	Naming family members; describing family members using parts of the face	<b>Family:</b> aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle <b>Face:</b> ears, eyes, fair/brown/red/black hair, mouth, nose <b>Phonics:</b> brother, this, three, mouth	Who's this? It's (my uncle). He's got (blue eyes). She's got (green eyes). His name's ... Her name's ...	Recognising isolated words related to familiar topics; recognising familiar words and phrases in short, simple songs or chants; recognising familiar words and basic phrases; identifying people in their immediate surroundings or in pictures from a short, simple description; understanding basic phrases in short, simple texts; understanding the main information when people introduce themselves; recognising the letters of the alphabet by their sounds	Answering simple questions about where people or things are; reciting a short, simple rhyme or chant; describing immediate family members; answering simple questions about objects; acting out parts of a picture story; using cardinal numbers up to five; reciting a short, simple rhyme or chant; describing someone's physical appearance; understanding basic phrases in short, simple texts; answering simple questions about their family and friends; introducing people using simple language; saying simple tongue twisters

Atomic's Learning Club: Language booster 1

Festivals: Independence Day in Jordan, Earth Day, Kite Festival Day

Reading	Writing	Phonics	Project	Viewing and presenting	Functions
Recognising key words and basic phrases in short, simple cartoon stories; understanding basic sentences introducing someone; reading cardinal numbers up to ten written as words; recognising a range of basic everyday nouns and adjectives					Introducing yourself and others; naming characters; identifying quantities and colours of objects
Recognising a range of basic everyday nouns and adjectives; recognising key words and basic phrases in short, simple cartoon stories; understanding basic sentences naming familiar everyday items, if supported by pictures	Writing some familiar words; writing a few basic sentences, given prompts or a model	i_e, a_e bike, five, cake, plane	Making a poster of a toy museum	Drawing toys and presenting information about drawings using new vocabulary, including names of toys, size and colour; realising that colours have meaning and including them in oral presentations; using body language in a variety of ways such as mime and role play	naming toys; asking and answering about toys
Recognising a range of basic everyday nouns and adjectives; recognising key words and basic phrases in short, simple cartoon stories; understanding basic sentences naming familiar everyday items, if supported by pictures	Writing a few basic sentences, given prompts or a model; writing some familiar words	sh, ch shelf, shop, chair, chick	Making a plan of a school	Designing objects and drawing items to present to the class; using new vocabulary to describe placement and colour; deducing the purpose of the visual text and relating it to personal experience; using body language in a variety of ways such as mime and role play	Naming classroom objects; talking about classroom objects and saying where they are
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 if supported by pictures; understanding basic sentences naming familiar everyday items; identifying familiar words in short simple texts	Writing a few basic sentences, given prompts as a model; writing some familiar words	ee, ar feet, knees, arms, park	Making a poster about your favourite day at school	Using appropriate learned terms and expressions to discuss / present visual texts; discussing feelings by showing empathy for the way others might feel; using body language in a variety of ways such as mime and role play	Naming body parts; talking about movement
Recognising single, familiar everyday words if supported by pictures; recognising key words and basic phrases in short, simple cartoon stories; understanding basic sentences naming familiar everyday items, if supported by pictures; identifying familiar words in short simple texts	Writing some familiar words; writing a few basic sentences, given prompts as a model	th, th brother, this, three, mouth	Making a class art gallery	Using role play to present a story; using appropriate learned terms and expressions to describe family members; realising that colours have meaning and using them in presentations	Naming family members; describing family members using parts of the face

# Welcome Hello!

Numbers: one, two, three, four, five, six, seven, eight, nine, ten

Colours: black, blue, brown, green, orange, pink, purple, red, white, yellow

- 1 Find and circle.

- 2 Listen and read.



1



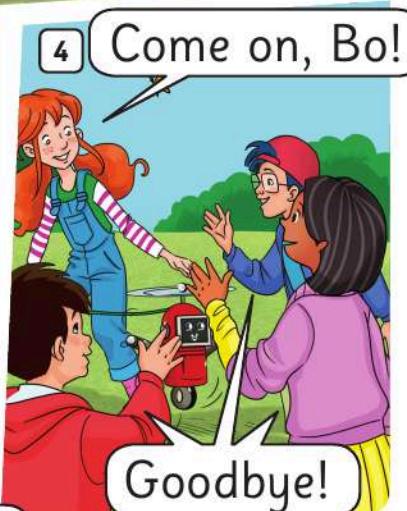
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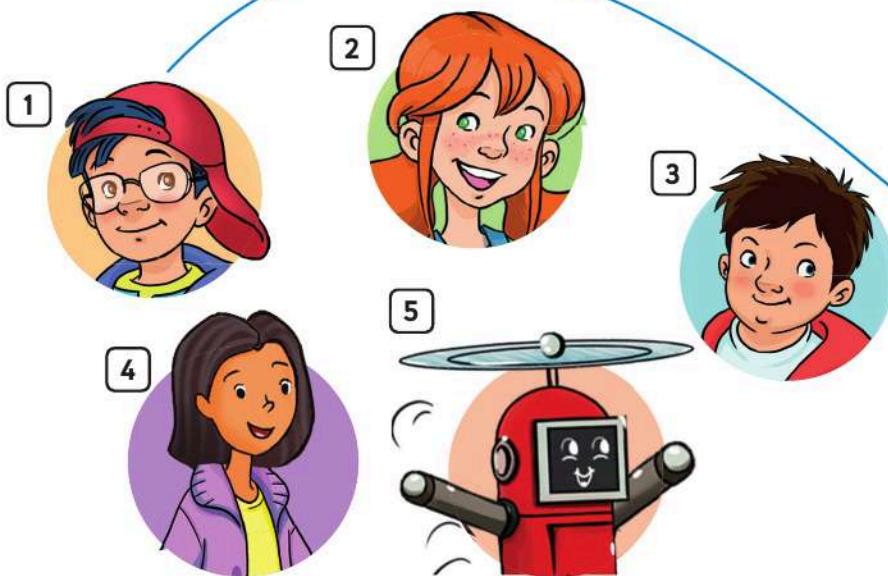


3



4



3  Listen and match.

Polly

Bo

Tom

Laila

Sami

4  Act out the story.

## English in action

Meeting new friends

5  Listen and read.

Jamal

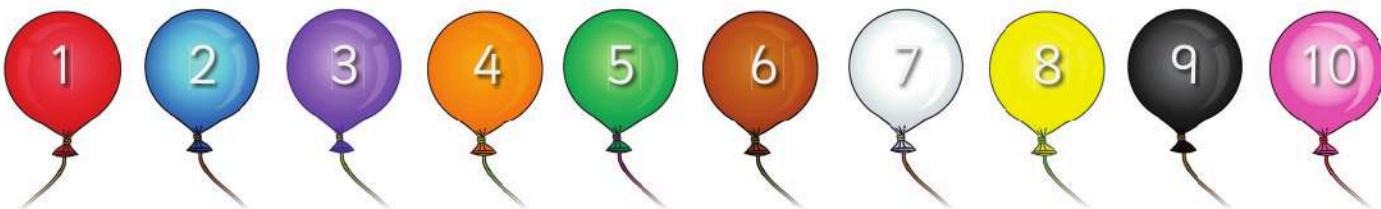
Omar

Hello! I'm **Jamal**.

What's your name?

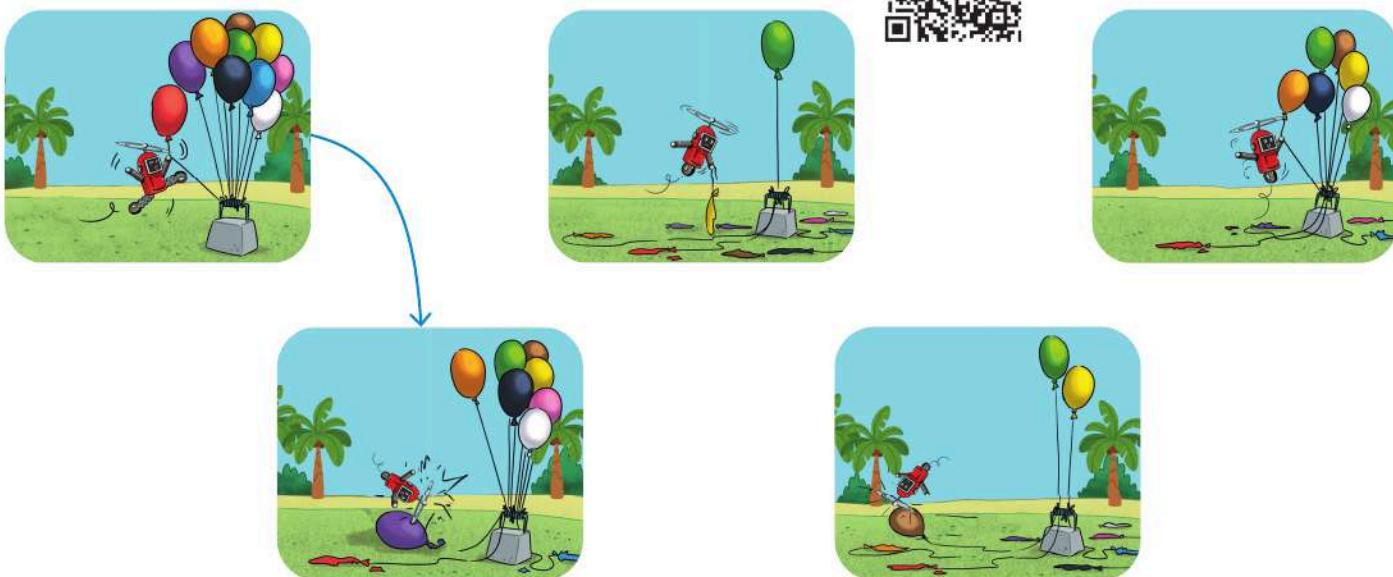
My name's **Omar**.Hi, **Omar**. How old are you?I'm **seven**. How old are you?I'm **six**.6  Act out the dialogue. Use your **names** and **ages**.

1   Listen and chant.



one two three four five six seven eight nine ten

2  Listen and draw. Then say.



How many balloons?

Six.



3 Look at page 4. Count and write.



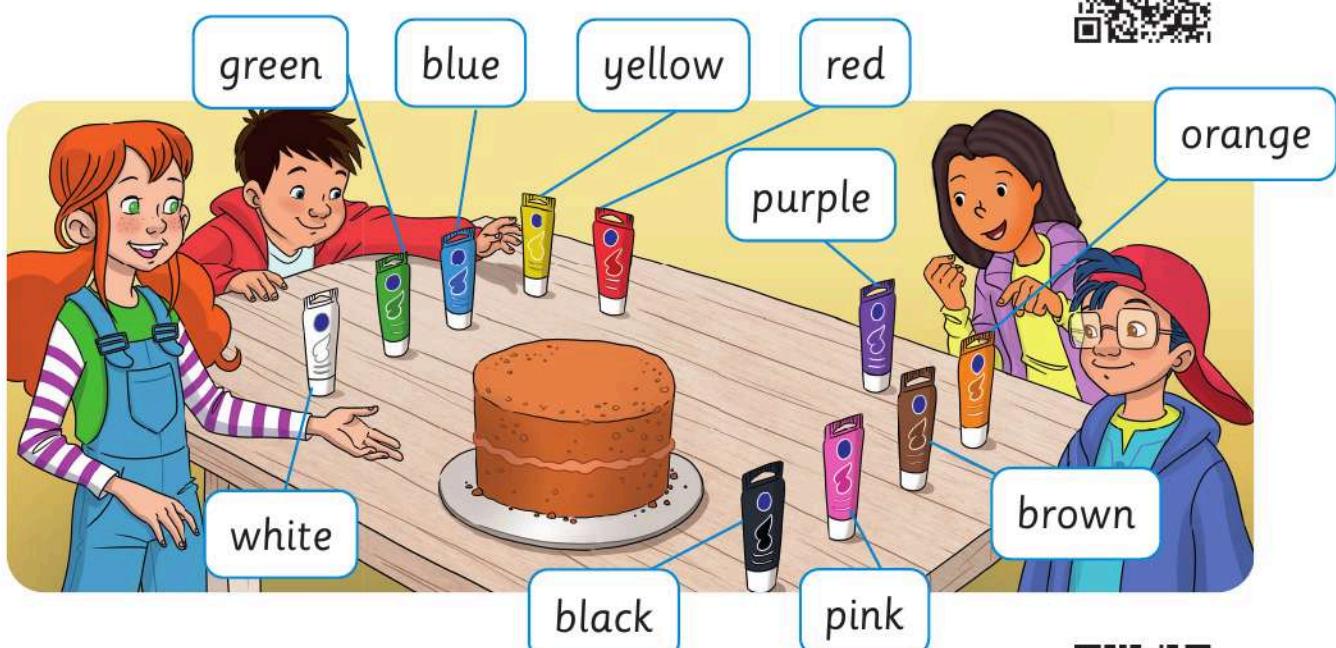
9



4



Listen and say. Then listen and point.



5



W13



W14

Listen and sing.



Red, yellow, blue or green.



What colour is it?

Green, it's green.

Black, white, pink or blue.



What colour is it?

Blue, it's blue.

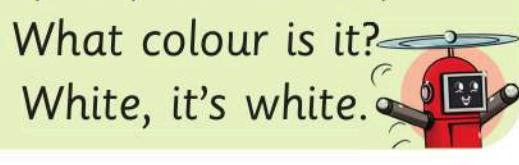
Purple, orange, brown or pink.



What colour is it?

Pink, it's pink.

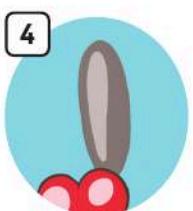
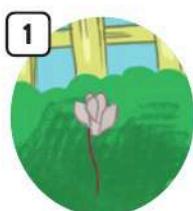
Green, red, brown! Oh, no!



What colour is it?

White, it's white.

6 Look at page 4. Find and say.

Number 1.  
What colour is it?

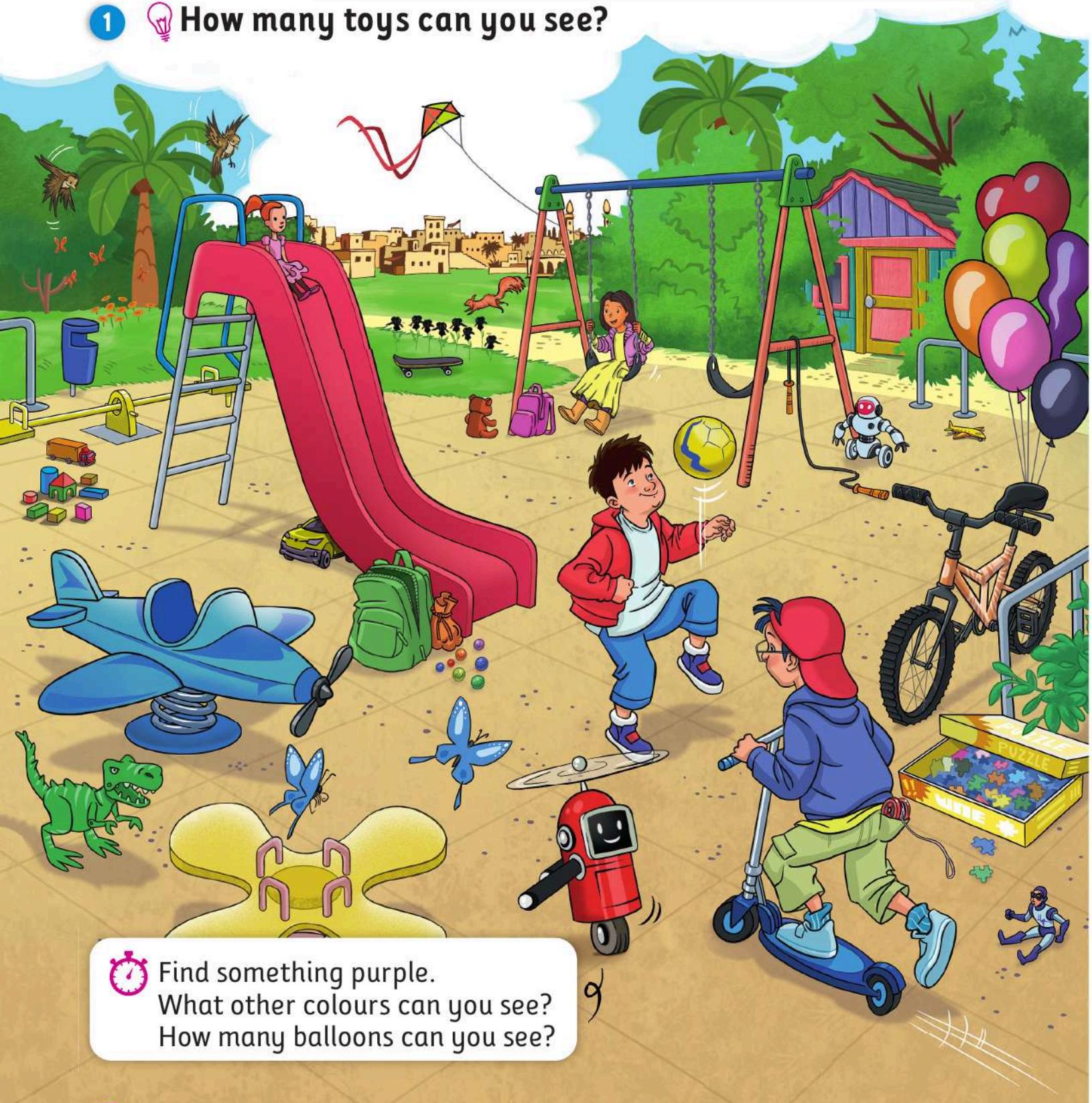
It's purple.

# 1

# Look at my toys!

Inside toys: action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo  
Outside toys: ball, bike, kite, scooter, slide, swing

## 1 How many toys can you see?



Find something purple.

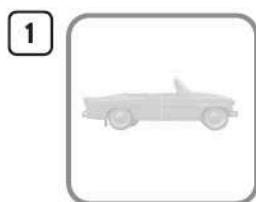
What other colours can you see?

How many balloons can you see?

9



2 Listen and stick. Then listen and say.



car



plane



puzzle



yo-yo



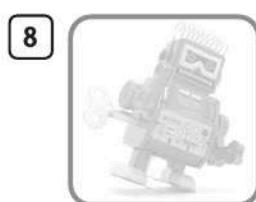
building set



doll



action figure



robot

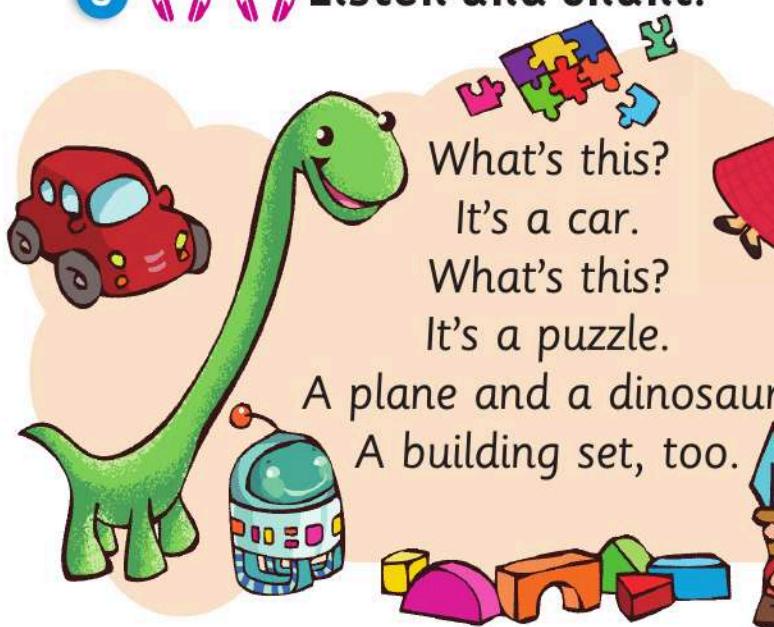


teddy



dinosaur

3 Listen and chant.



What's this?

It's a car.

What's this?

It's a puzzle.

A plane and a dinosaur.

A building set, too.

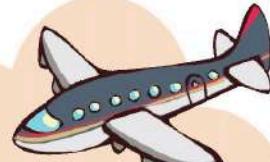


What's this?

It's a doll.

What's this?

It's a teddy.

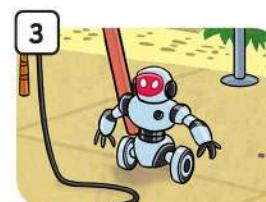


A robot and a yoyo.

An action figure, too.



4 Find on page 8 and say.



What's this?

It's a car.

It's an action figure.



What's this?

It's a teddy.



1 Before you read **What colour is the dinosaur?**

2 Listen and read.



**The secret workshop**

1 Look!  
It's Bo.

And Polly.

Hello again.  
Come in!

Wow!  
What's this?

2

It's a dinosaur.

3 Look at this.

What's this?

4 It's a teddy.

And what's this?  
Is it a building set?

5

It's a yoyo. Look!

I don't know.  
It's very big.

What is it?  
Can you guess?



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



What's this?



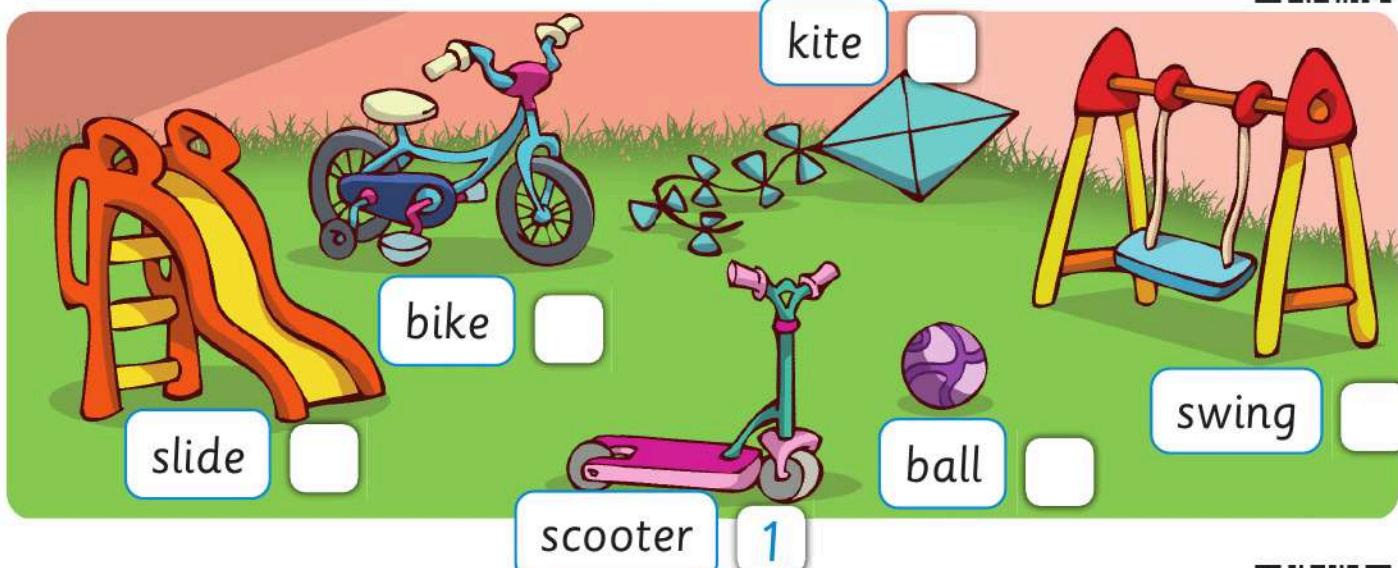
1 It's a **dinosaur** **robot**. 2 It's a **yo-yo** **doll**. 3 It's a **car** **plane**.

4 **Act out the story.**

5 **Design a new toy. Is it big or small? Share.**



**Be creative**

1  Listen and say. Then listen and number.2   Listen and sing.

Come and play outside today. Come and play outside today.  
 Come and play with my new toy. Come and play with my new toy.

Is it a ? No! No, it isn't.

Is it a ? No! No, it isn't.

Is it a ? No! No, it isn't.

Is it a ? No! No, it isn't.

Is it a ? Yes! Yes, it is.

Is it a ? Yes! Yes, it is.

Come and play with my  
bike today.

Come and play with my  
scooter today.

3  Play a mime game.

What's this?

No, it isn't.

Yes, it is.

Is it a bike?

Is it a kite?



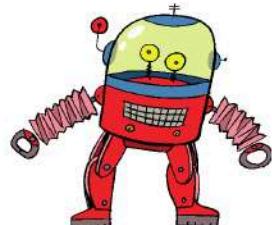
Is it a swing?

Yes, it is.  
No, it isn't.

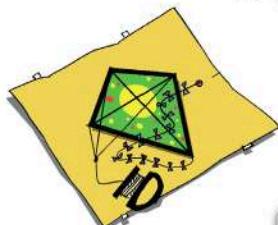
## 1 1.11 Listen and tick (✓).



1

A B C 

2

A B C 

3

A B C 

## 2 1.12 Cut out. Then listen and play.



Number 1. What's this?

Is it a bike?

No, it isn't.



# The Children's Museum

Is this a school?  
No, it isn't. It's  
a museum! It's  
in Amman.

museum

You can play  
on a climbing wall  
outside. It's fun!

Come inside.  
It's fun, too.  
You can see toys.  
What's this?  
It's a puppet.



climbing wall

1 Before you read **What's your favourite museum?**  
**What can you see there?**

2 Listen and read.



It's a puppet.

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

## Project

**Make a poster for  
the Children's Museum in Amman.**



- 1 Draw a picture of your favourite toy.
- 2 Write. *It's a /an... It's...*
- 3 Stick it on a big page.
- 4 Together, make a big poster for the museum.
- 5 Present your poster to the class.



1  Listen and read.

Excuse me. What's this?

It's my new scooter.

Can I play with it, please?

Yes, of course. Let's play together.

Great!

2  Act out the dialogue. Use different toys.

bike

kite

action figure

building set

robot

»»» Activity Book, page 12

## Phonics

1  Listen and say.

5

i-e



five

bike

a-e



cake

plane

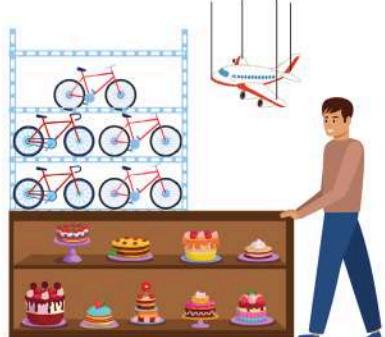
2  Listen and circle.

1 i-e a-e

3 i-e a-e

2 i-e a-e

4 i-e a-e

3  Listen and say the tongue twister.

I've got nine cakes, five bikes and a plane.



»»» Activity Book, page 12

fifteen

15

# 2

# Where's my pen?

**Classroom objects:** bag, book, chair, computer, crayon, cupboard, desk, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors, shelf, table

## 1 How many classroom objects can you see?

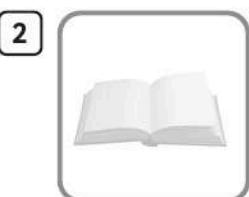


How many balls can you see?  
What colour is the kite?  
What colour is the teddy?

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



bag



book



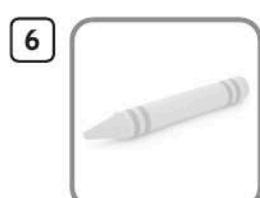
pencil case



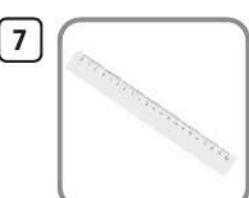
pen



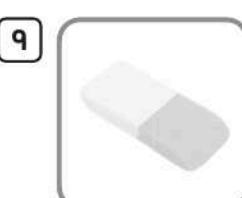
pencil



crayon



ruler

pencil  
sharpener

eraser



scissors

## 3 Find the classroom objects on page 16.



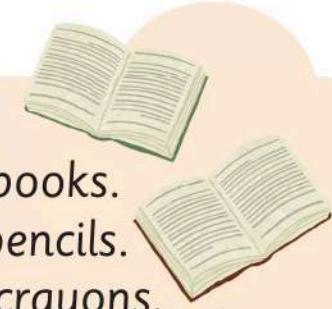
one bag – two bags

## 4 Listen and chant.



This is my bag.  
This is my pen.  
My ruler, my eraser,  
My pencil case.  
My things are cool!  
Now I'm ready for  
school!

These are my books.  
These are my pencils.  
My scissors, my crayons,  
My pencil sharpeners.  
My things are cool!  
Now I'm ready for  
school!



## 5 Show and say.

This is my ruler.



This is my pencil case.  
These are my books.

These are my pencils.





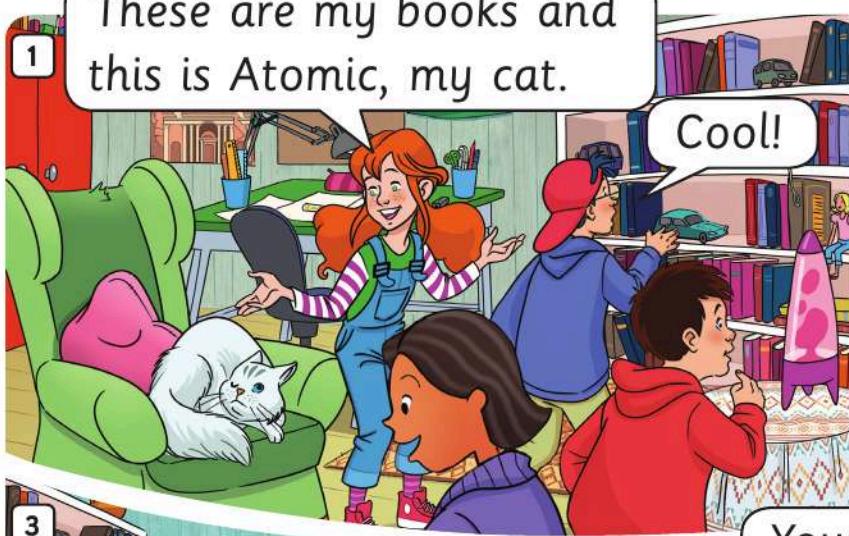
1 Before you read **How many rulers can you see?**

2 Listen and read.

## The computer



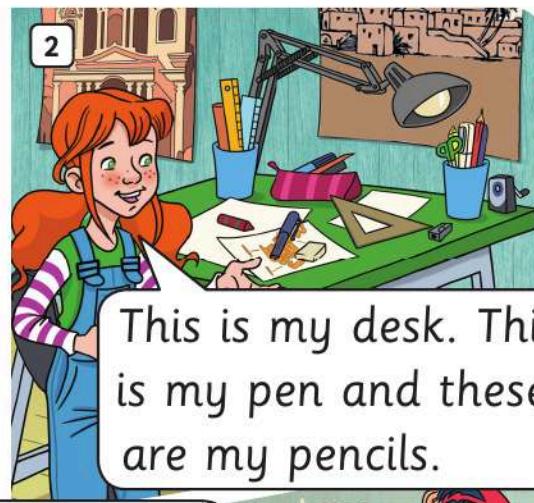
1 These are my books and this is Atomic, my cat.



Cool!

2

This is my desk. This is my pen and these are my pencils.



3



What's this?

Your books!  
What a mess!

4

Bo! Stop!

Oh, no!

Where's my pen?



5 It's my new project.  
It's a computer – I think!

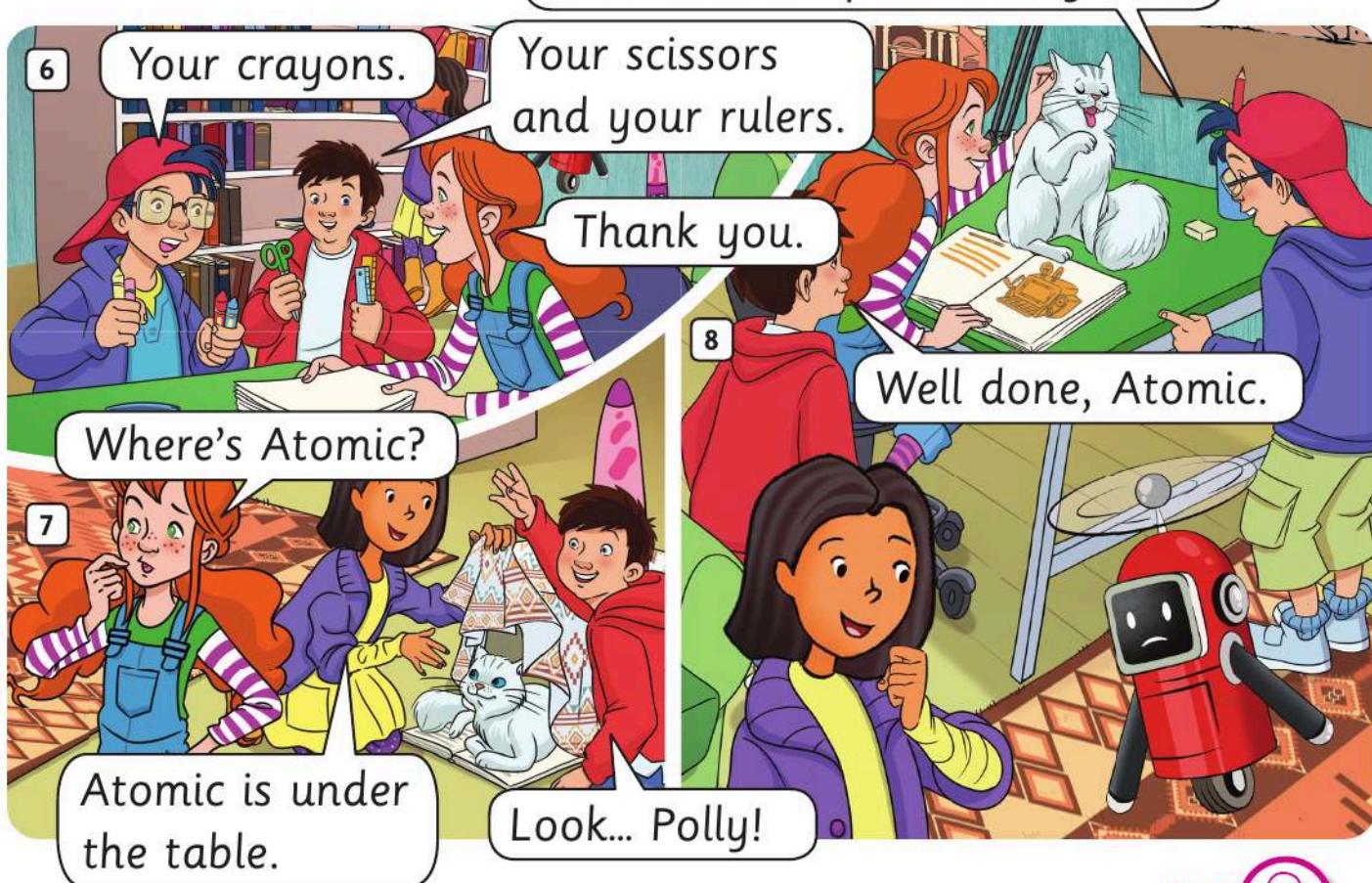


It's under the desk.  
Here you are.

Let's tidy up.



Can you see Atomic?



3 After you read **Look at the story. Read and tick (✓).**

1 These are my books.




2 This is my pen.




3 These are my rulers.




4 **Act out the story.**

5 **Design a computer.**

**Share.**



**Be tidy**



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



## 2 Listen and find in Activity 1. Then listen and sing.



My classroom is tidy.

It's tidy today.

My classroom is tidy.

Hip, hip hooray!

Where's the ruler?

It's in the cupboard.

Where's the book?

It's on the shelf.

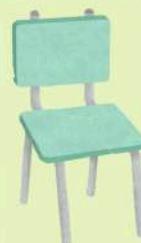


Where's the chair?

It's under the table.

Where's the computer?

It's on the desk.



My classroom is tidy.

It's tidy today.



My classroom is tidy.

Hip, hip hooray!



## 3 Look at Activity 1. Ask and answer.

1

2

3

4



Where's the pencil case?

It's on the table.



Where's the pencil?

It's **in** the desk.

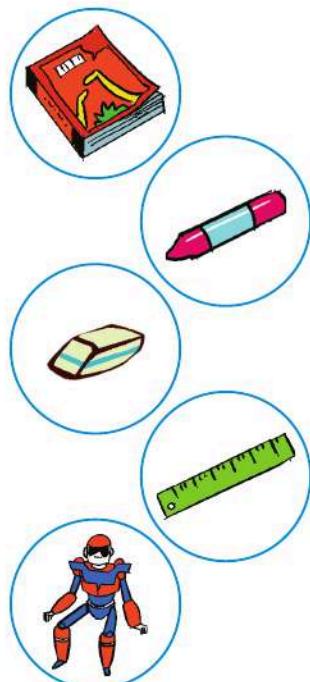
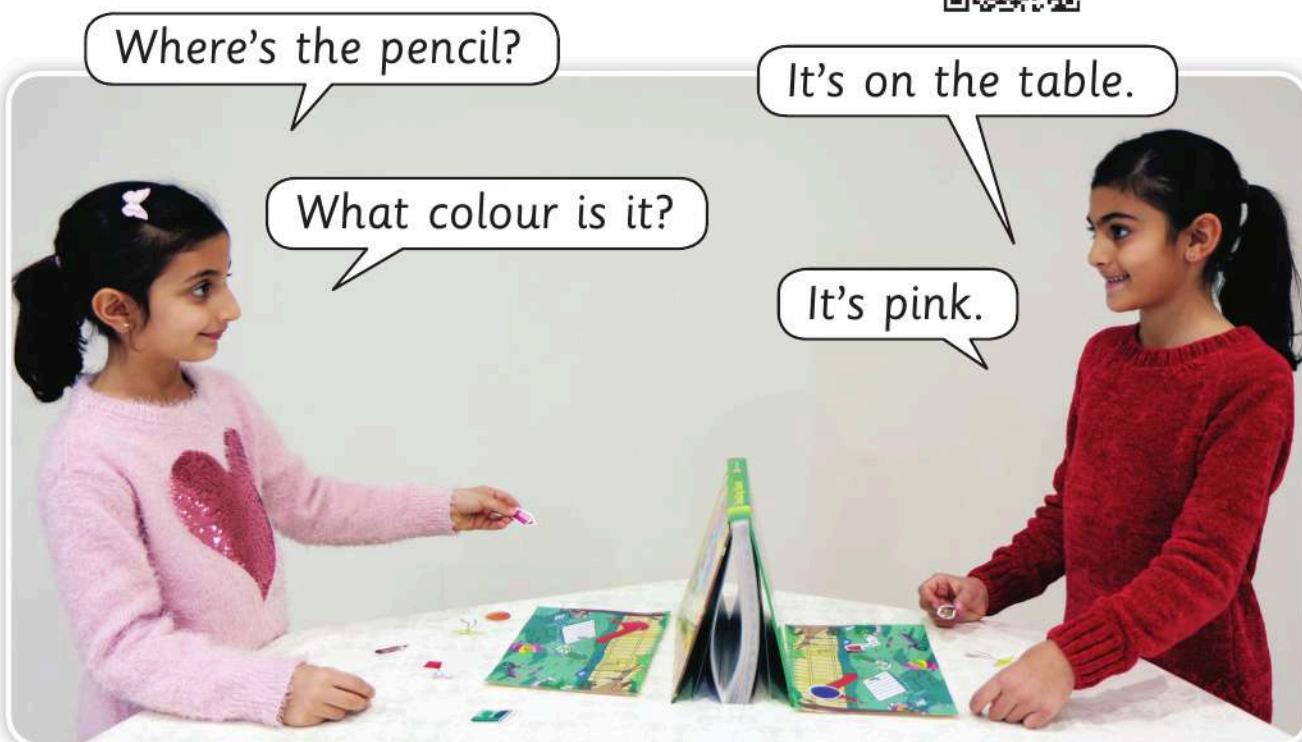


It's **on** the desk.



It's **under** the desk.



1  2.11 Listen and draw lines.2  2.12 Cut out. Then listen and play.



## CULTURE

# My school



school

playground

This is the playground. It's big!



teacher

classroom

This is my classroom.  
These are my friends.  
My teacher is Miss Alia.



I'm Jamal. I go to school in Madaba. Come and see my school.

library



Let's go inside! This is the library.



This is the hall.

hall

1 Before you read **Is your school big or small?**



2 <sup>2.13</sup> Listen and read.

This is our school.

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

## Project

Viewing and presenting



Make a plan of your school.



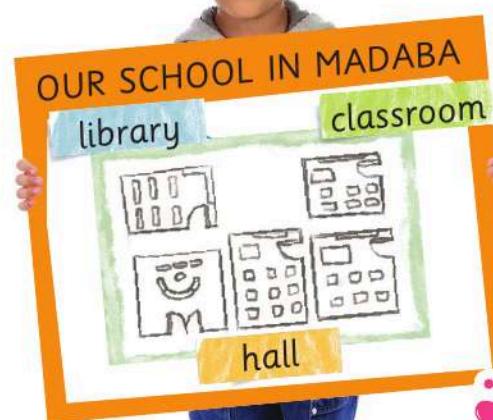
1 Choose a room in your school.

2 Draw the room.

3 Write. *This is the... This is our...*

4 Together, make a plan of your school.

5 Present your plan to the class.



1  Listen and read.Excuse me. Is this your **pen**?

Yes, it is.

Can I borrow it, please?

Yes. Here you are.

Thank you.

2  Act out the dialogue. Use different **classroom objects**.**pencil****eraser****ruler****book****crayon**

»»» Activity Book, page 20

## Phonics

## Lesson 10

1  Listen and say.**sh**

shelf



shop

**ch**

chair



chick

2  Are the sounds the same?

Listen and tick (✓) or cross (✗).



1



2



3



4

3  Listen and say the tongue twister.A **shelf** in a **shop** and a **chick** on a **chair**.

»»» Activity Book, page 20

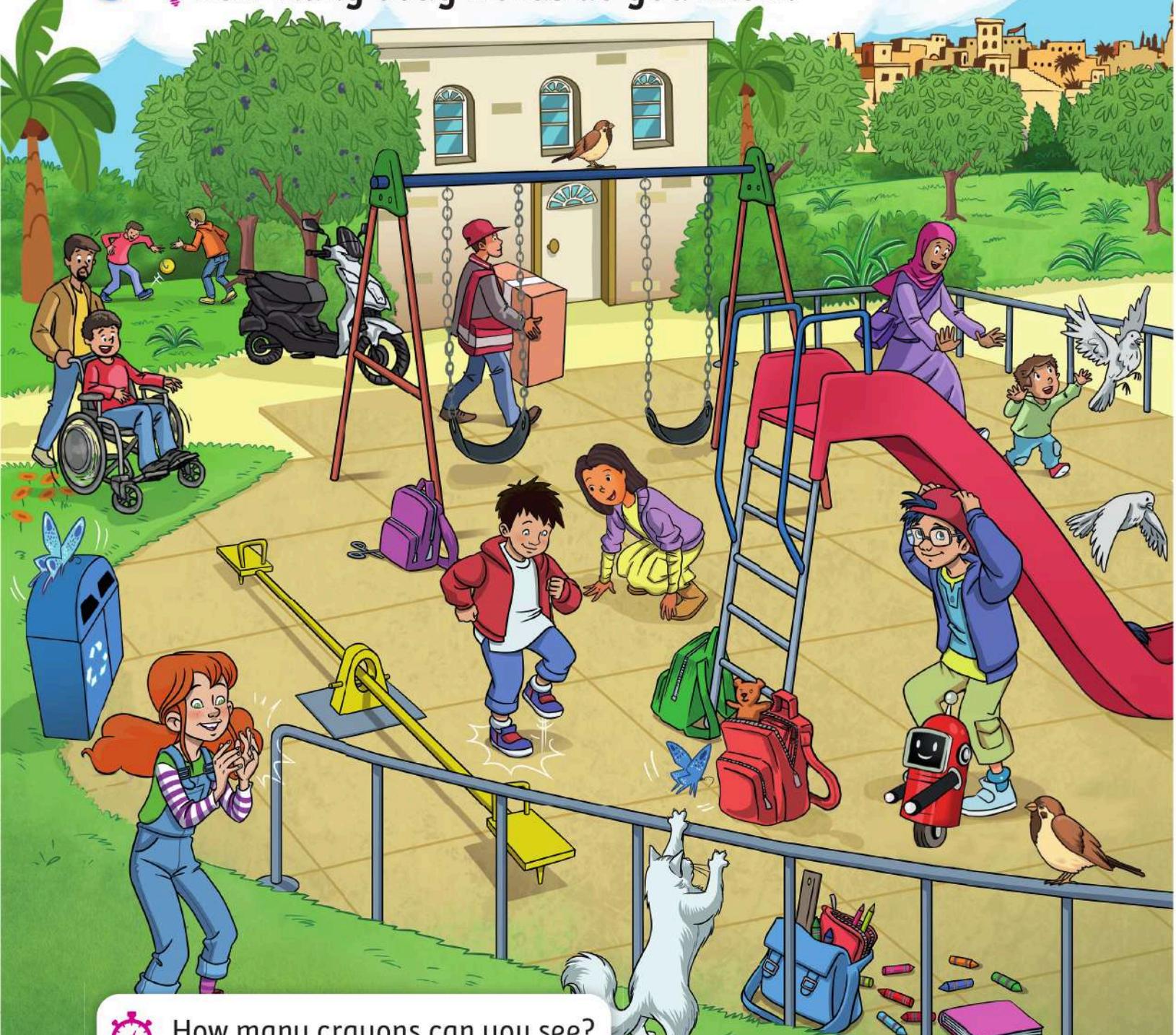
# 3

# Move your body!

**Body parts:** arms, face, feet, fingers, hands, head, knees, legs, toes, tummy

**Body movement:** bend, clap, move, stamp, stretch, touch

## 1 How many body words do you know?



How many crayons can you see?

Where's the teddy?

What colour is the book?



2 Listen and stick. Then listen and say.



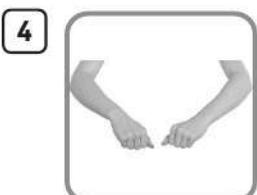
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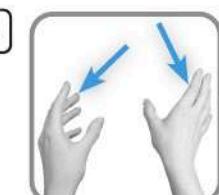
face



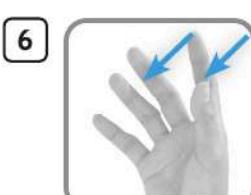
tummy



arms



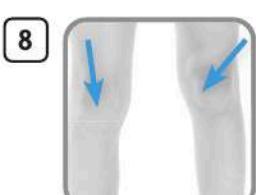
hands



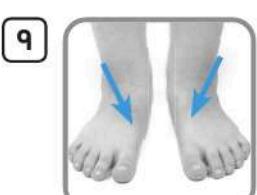
fingers



legs



knees



feet



toes

3 Find the body parts on page 24.



4 Listen and chant.



This is my body.  
Who can you see?  
This is my body  
And I see me!

I've got one head. I've got one face.  
I've got one tummy. I've got two arms.  
I've got two legs. I've got two knees.  
I've got two hands. I've got two feet.  
I've got ten fingers. I've got ten toes.

5 Point and say.



Fingers.

I've got  
ten fingers.



I've got one face.  
I've got ten toes.



1 Before you read **Look at picture 1.**  
**What's in the box?**

2 **Listen and read.**

What's this,  
Polly?

## The robot



1 What's this, Polly?

Look! Arms, legs, hands and feet.

Let's put it together!

2 It's a robot.

3 Here's a white head and a blue body.

I've got an arm. It's red.

Yes, we can all help!

And I've got a leg.

Let's see. A head, a body, two arms and two legs.

Two knees, two hands, two feet.

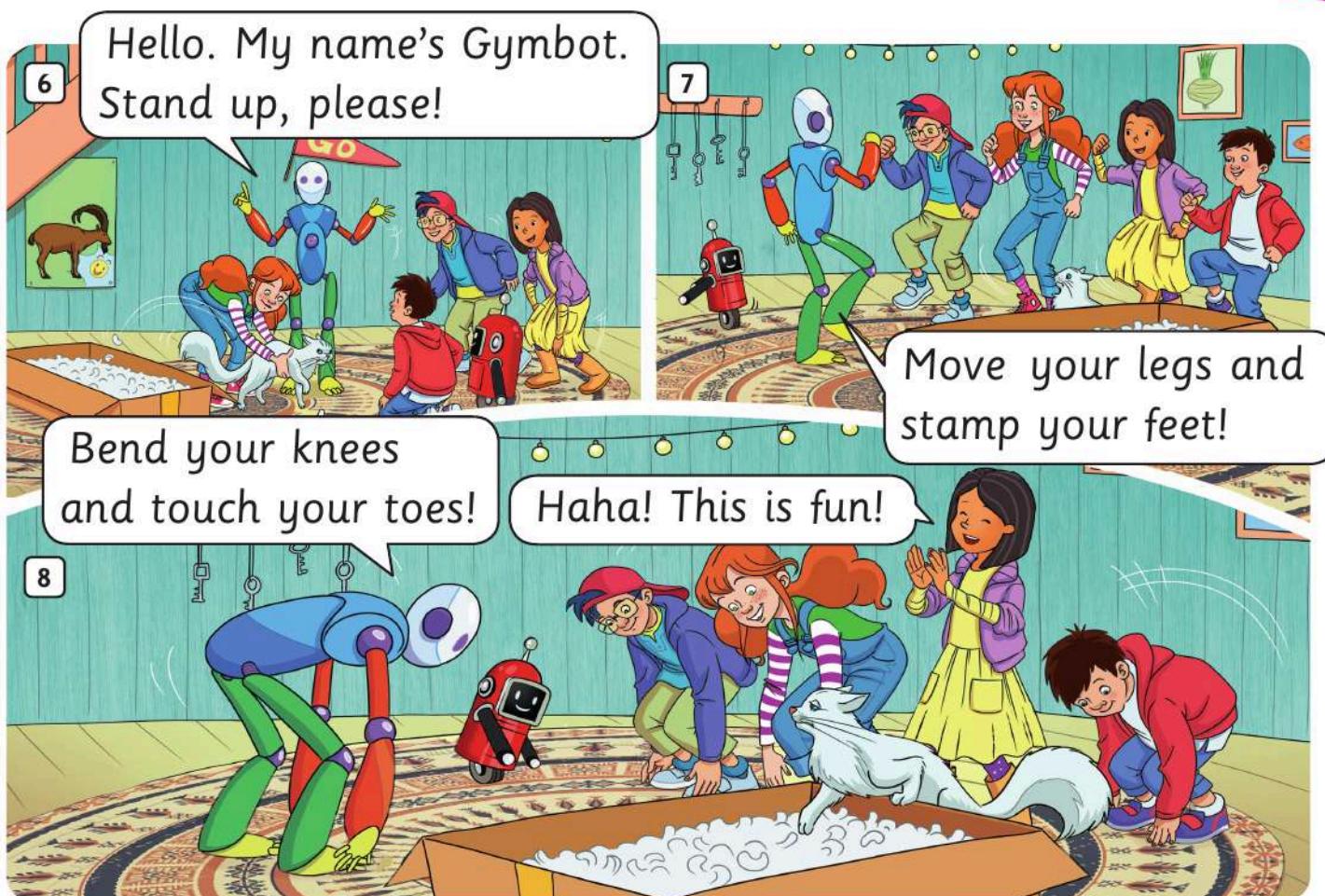
4 I've got two hands.

And I've got a foot.

Thank you, Atomic.

5 Eight fingers and eight toes. Good.

What can the robot do?  
Can you guess?



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



Hello! My name is Gymbot.



1 I've got a white head **body**.

2 I've got a blue **head** **body**.

3 I've got red **arms** **legs**.

4 I've got eight **hands** **fingers**.

4 **Act out the story.**



Do exercise

5 **Draw a robot.**  
**What can it do? Share.**



1  Listen and say. Then listen and do.



move



bend



stretch



touch



stamp



clap

2   Listen and sing.

Move your arms! Stretch your legs!  
Clap your hands! Stamp your feet!  
Bend your knees! Touch your toes!

I move my body 1, 2, 3!

Move your body with me!

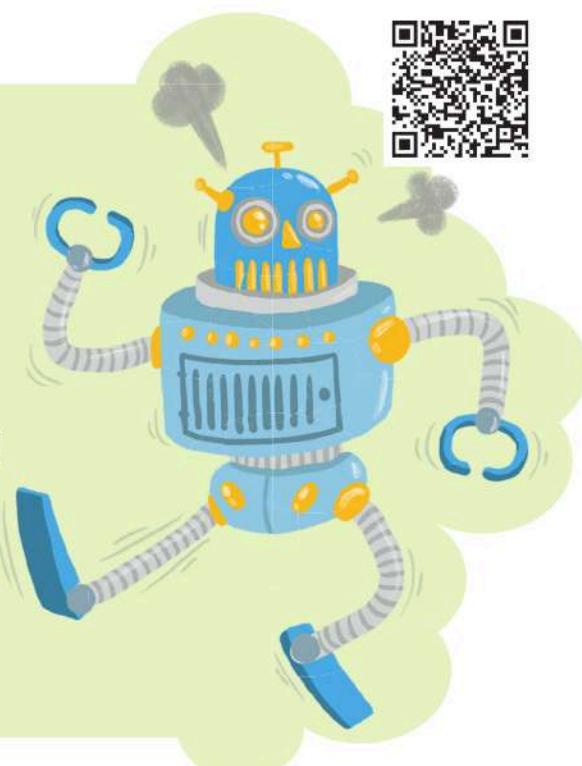
Stretch your arms! Clap your hands!

Move your legs! Touch your feet!

Bend your knees! Move your toes!

I stretch my body 1, 2, 3!

Stretch your body with me!



3  Make up an exercise routine for a friend.

Touch your toes!  
Bend your knees!  
Move one foot!



Move your body!

Touch your head!

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

I've got a blue head and a brown face.



I've got a blue body, green arms and red hands.

I've got green legs, blue knees and black feet.

A blue head and a brown face, OK.

OK.



Green legs, blue knees and black feet.

# Teachers' Day

My name's Zeina. I like Teachers' Day at school.



Teachers' Day is on 5<sup>th</sup> October. I've got a great teacher. She helps me to learn at school.

We say 'thank you' to our teacher. We sing songs and clap hands. We write poems, too.



- 1 **Before you read** What's your favourite day at school?  
What do you do on that day?



- 2 **3.13 Listen and read.**

My favourite day is Mother's Day.

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

## Project

Viewing and presenting



Make a poster about your favourite day at school.



- 1 Choose your favourite day at school.
- 2 Draw what you do.
- 3 Write. *My favourite day at school is...*
- 4 Together, make a poster of your favourite days.
- 5 Present your poster to the class.



1  Listen and read.

Look at my picture.

It's a **dinosaur**!Yes. Look at the **body**. It's big.Wow! What a cool **dinosaur**!

Thank you.

2  Act out the dialogue. Use different **toys** and **body parts**.

robot

action figure

doll

head

tummy

face

## Phonics



## Lesson 10

Activity Book, page 28

1  Listen and say.

feet

ee



knees



arms

ar



park

2  Listen and circle ee or ar.

1 ee ar

3 ee ar

2 ee ar

4 ee ar

3  Listen and say the tongue twister.In the park I touch my **feet**, stretch my **arms** and bend my **knees**.

Activity Book, page 28



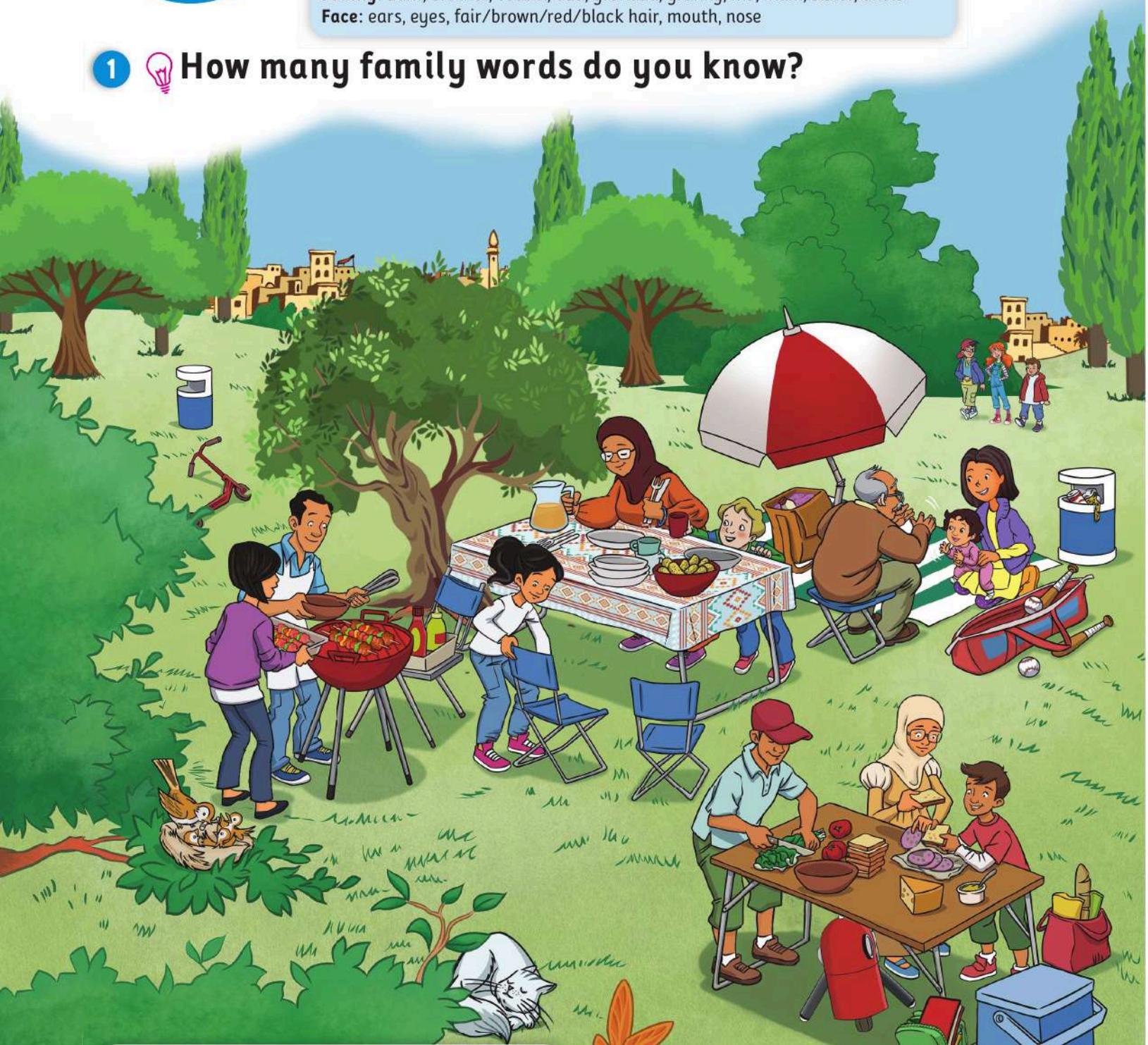
## 4

# Meet my family

**Family:** aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle

**Face:** ears, eyes, fair/brown/red/black hair, mouth, nose

## 1 How many family words do you know?



Who's got four legs?

Where's Bo?

How many chairs can you see?

2  Listen and stick. Then listen and say.



3  Who are the family members on page 32?

4   Listen and chant.

Who's this?

It's my granny.

I'm happy! You can see  
My grandad, my mum,  
my dad and me.

Who's this?

It's my brother.

I'm happy! You can see  
My sister, my aunt,  
my uncle and me.

Who's this?

It's my cousin.

I'm happy! You can see  
This is my family  
and me!



5  Show and say.



Who's this?

It's my brother.



Who's this?  
It's my uncle.



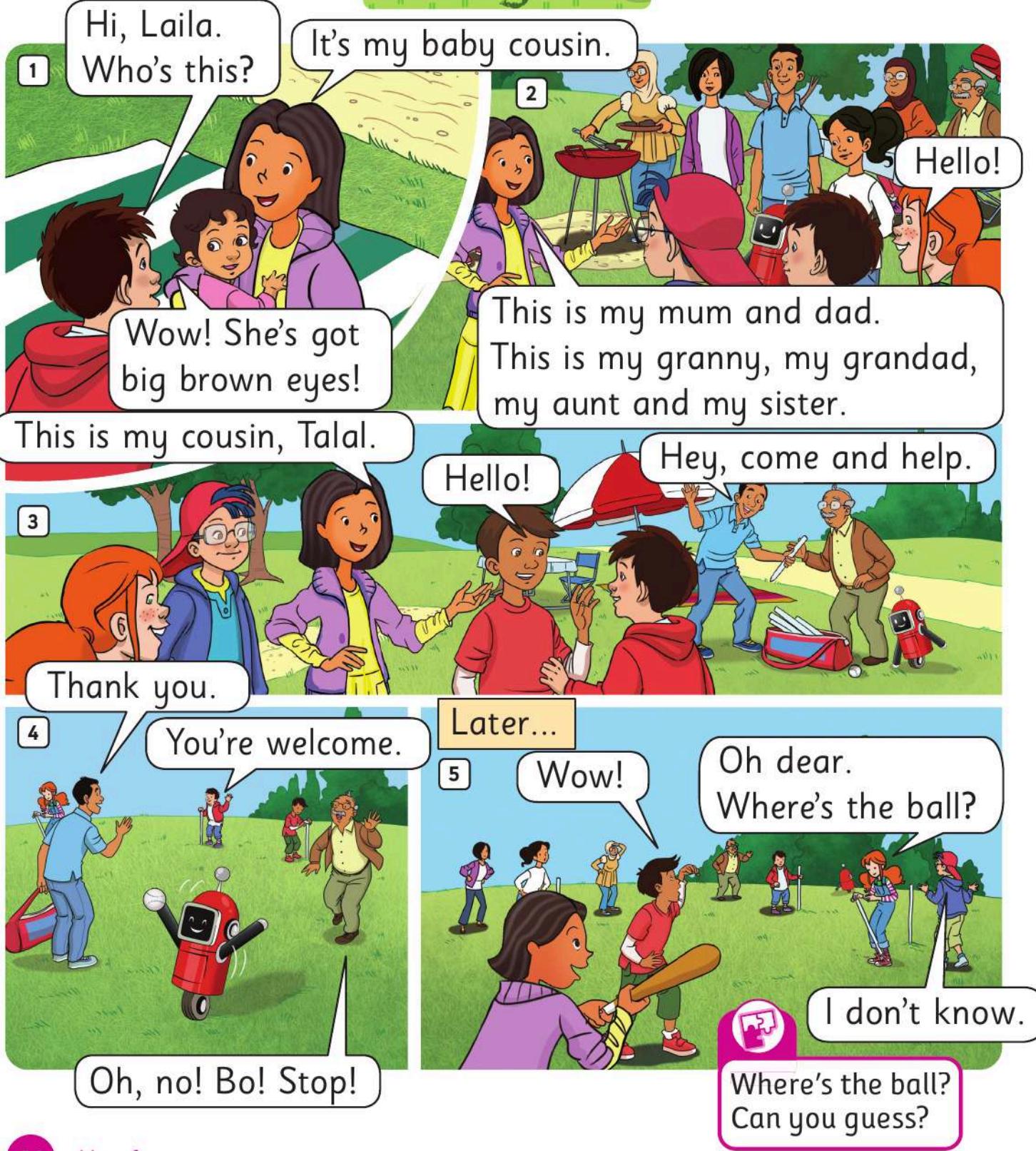


1 Before you read **What colour is the ball?**

2 Listen and read.



## The game





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

1 Who's this?



a It's my cousin.

2 Who's this?



b It's my grandad.

3 Who's this?



c It's my sister.



4 Who's this?



d It's my uncle.

4 **Act out the story.**

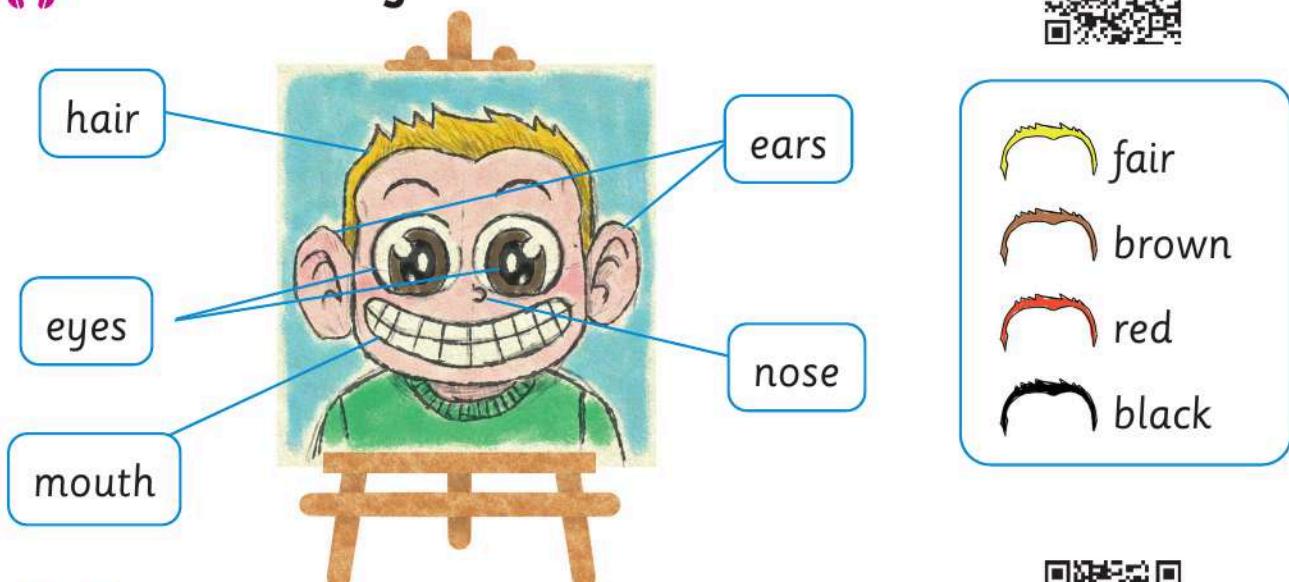
5 **How many people in Laila's family play the game?**



Values

Love your family

## 1 4.7 Listen and say. Then listen and circle.



## 2 4.8 4.9 Listen and find. Then listen and sing.



This is my sister.

Her name's Claire.

1 She's got a small mouth.

And she's got red hair.

She's got green eyes.

She's got a small nose.

Can you find my sister, Claire?

She's got a small mouth.

And she's got red hair.



3

3 Listen and say. Say and find.

He's got brown hair.

He's got brown eyes.

He's got a small nose.



This is my brother.

His name's Piers.

He's got a big mouth.

And he's got big ears.

He's got blue eyes.

He's got black hair.



4

Can you find my brother, Piers?

He's got a big mouth.

And he's got big ears.



He's got blue eyes.

She's got green eyes.



Number 4.

## 1 4.11 Listen and draw lines.



my brother

my cousin



my sister

my aunt

my mum

## 2 4.12 Cut out. Then listen and play.



# Grandad's present

Hi! My name's Nada. This is me and my family – my granny, grandad and my sister. We live together.



Look at Grandad. I love my Grandad Ramzi!

grey hair

GRANDAD  
RAMZI

picture

This is my present for Grandad Ramzi. It's a picture.

happy smile

NADA

Look! He's got grey hair and brown eyes. He's got a happy smile. Who is it? Yes! It's Grandad Ramzi!

## 1 Before you read How many people live in your home?

Who are they?



This is my family.

## 2 Listen and read.



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

## Project

Viewing and presenting



Make a class art gallery.

- 1 Draw your family doing something fun.
- 2 Write. *This is my...*
- 3 Together, make a class art gallery.
- 4 Present your picture to the class.



1  Listen and read.

Salwa

Heba

Rahma

Hi, Heba. Who's this?

Hi, Salwa. This is my sister.  
Her name's Rahma.

Hello, Rahma. Nice to meet you.

Hi, Salwa. Nice to meet you, too.

2  Act out the dialogue. Use different names and family members.His name's Imad.  
Her name's Rahma.

brother

cousin

aunt

uncle

friend

## Phonics

## Lesson 10

Activity Book, page 36

1  Listen and say.

brother

th



this

3

th



three

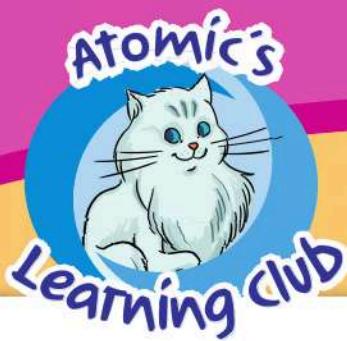
mouth

2  Are the sounds the same?  
Listen and tick (✓) or cross (✗).1 2 3 4 3  Listen and say the tongue twister.

This is my brother. He's three and he's got a big mouth.



Activity Book, page 36

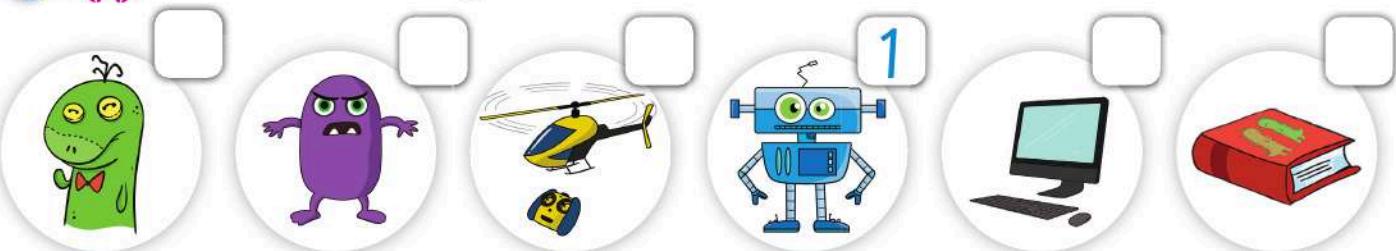


# Language booster 1

## ⌚ How many toys can you say?



### 1 LB1.1 Listen and say. Then listen and number.



puppet      monster      helicopter      robot      computer      book

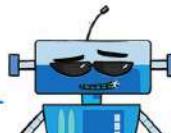
### 2 LB1.2 Listen again and match.



1 The robot is...      fantastic.



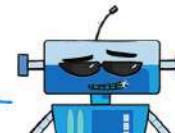
2 The monster is...      cool.



3 The helicopter is...      great.



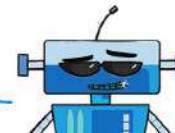
4 The puppet is...      noisy.



5 The computer is...      funny.



6 The book is...      scary.

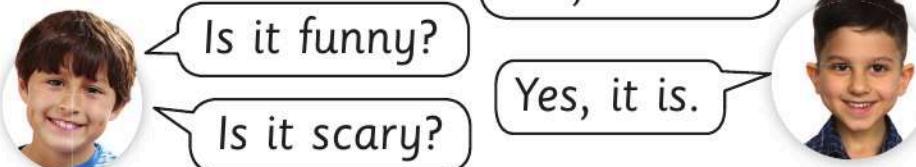


### 3 Say and play.



Is it funny?

No, it isn't.



Is it scary?

Yes, it is.

Is it the monster?

Yes, it is.



The robot is cool.

Is it cool?

Yes, it is.

No, it isn't.



4



## LB1.4 Listen and read.



What's your favourite book?

Jack and the Beanstalk.

It's **scary**. What's yours?My favourite book is **The Jungle Book**. It's **fantastic**!

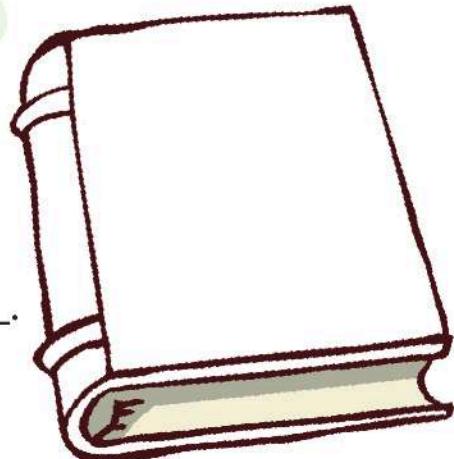
5 Act out the dialogue. Use different **books** and **adjectives**.

**The Gingerbread Man****The Jungle Book****funny****great****cool**

6 Draw a picture of your favourite book. Then complete the sentences.

1 My favourite book is \_\_\_\_\_.

2 It's \_\_\_\_\_.

**Show what you know****Write, tick (✓) and stick.**Can you say more than ten toy words? Can you talk about your favourite toy? Can you talk about your favourite book? **Well done!**

# What are our senses?

Think

1 How many senses have we got?

Learn

2 LC1.1 Listen, read and check.



## How many senses have we got?

We've got five senses. They are sight, hearing, smell, taste and touch.

sight



We can see with our **eyes**.

hearing



We can hear with our **ears**.

smell



We can smell with our **noses**.

taste



We can taste with our **tongues**.

touch



We can touch with our **hands** and **feet**.

check

3 Match the senses with the body parts.

1 sight



2 hearing



3 smell



4 taste



5 touch



4 Ask and answer.

What can we touch with:

our hands?

our fingers?

our feet?

our faces?

What can we touch with our feet?

A ball!

Let's practise!

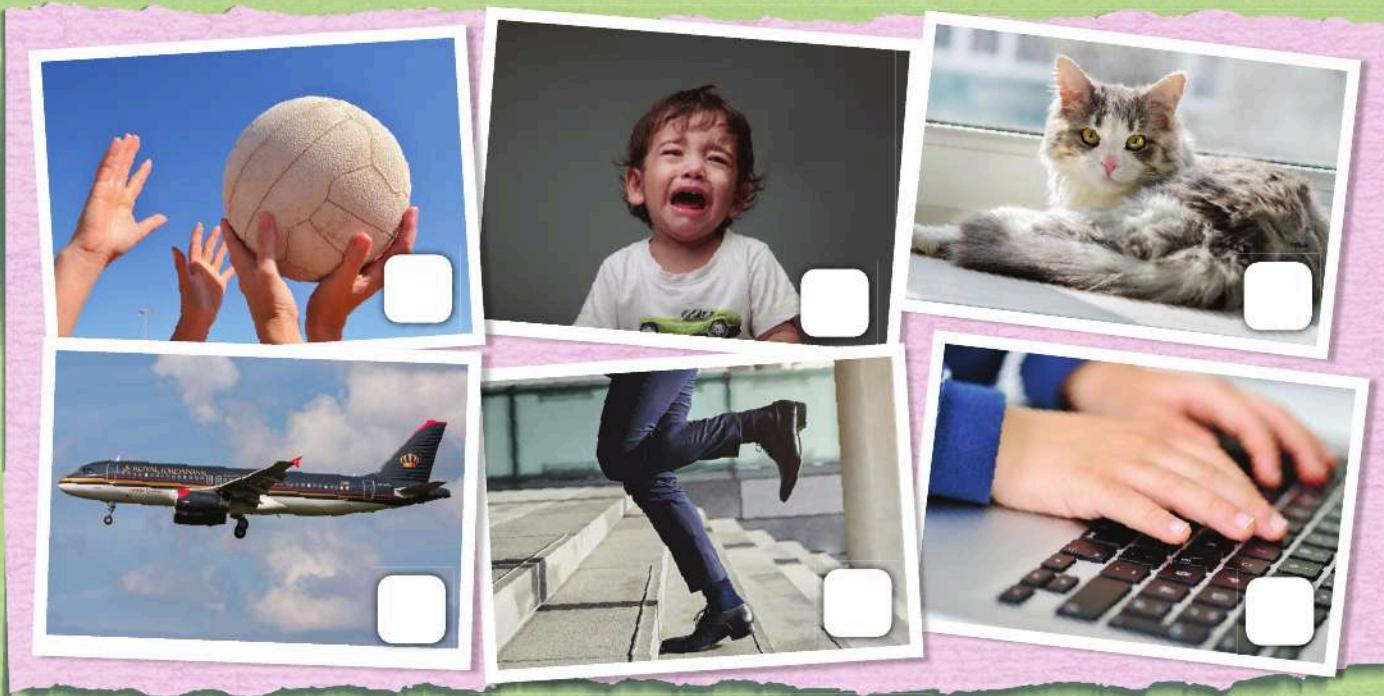
5 Look at the diagram.  
What senses can you see?

6 What sense is it? Write the number.

1 hearing

2 hearing  
and touch

3 touch

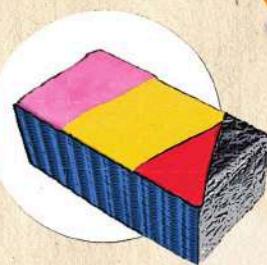


Show what you know

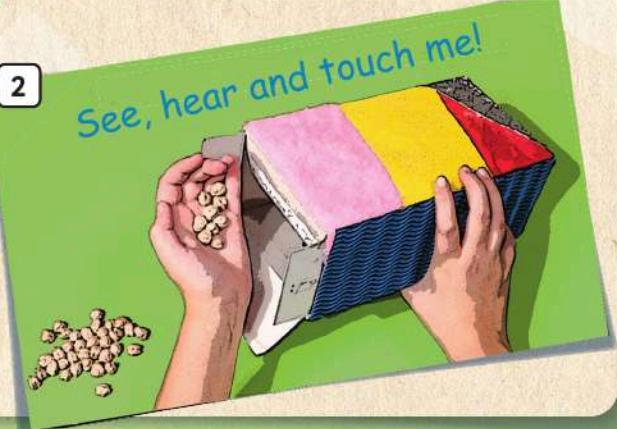
Make a sense box.



1



2



# Independence Day in Jordan

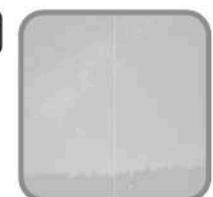
1  Listen and stick. Then listen and say.



fireworks



parade



night



air show



May



flag



celebration



decorations

2   Listen and chant.



Independence Day is fun for me,  
Look at the **fireworks!** Yippee!  
I see **flags**. One, two, three.  
Independence Day is fun for me.



3  Say the chant again. Use different **Independence Day** words.

decorations

celebrations

parades



4 **Listen and read.**

5 **Listen and number.**



Point to the fireworks.  
What colour are the fireworks?  
How many flags can you see?

**Project**

Viewing and presenting



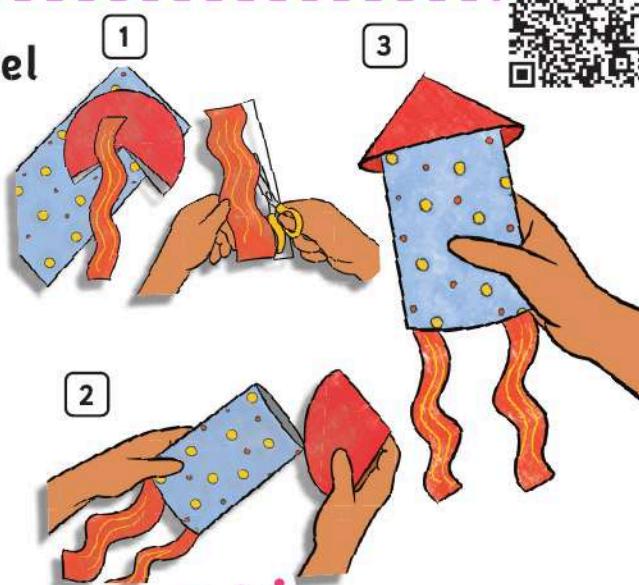
**Make a model**



**of a firework.**

- 1 Colour the firework and the streamers.
- 2 Cut and glue them.
- 3 Present your firework to the class.
- 4 In groups, say the chant in Activity 2.

This is my firework.  
It's blue, red and yellow.



# Earth Day



1 Listen and stick. Then listen and say.



pick up



recycle



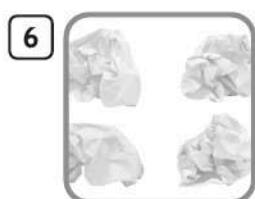
rubbish



cans



bottles



paper



plant



tree

2 Listen and chant.



Earth Day, Earth Day in my town.  
I **pick up** **rubbish** from the playground.  
In the school garden, I plant a tree.  
The Earth is home for you and me.



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

recycle

paper

cans

bottles



4 **Listen and read.**

5 **Listen and number.**



Where is the rubbish?  
What colour is the paper?  
How many bottles can you see?

**Project**

Viewing and presenting



**Make an  
Earth Day handprint.**

- 1 Cut out the circle.
- 2 Draw and colour the Earth.
- 3 Put your handprint on the Earth.
- 4 Talk about Earth Day. Present your handprint to the class.



On Earth Day I can plant trees.



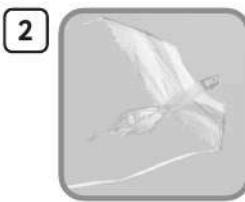
# Kite Festival Day



1 Listen and stick. Then listen and say.



kite



bird



fish



horse



string



sky



tail



teddy

2 Listen and chant.



It's Kite Festival day. I see many kites.  
Big kites. Small kites. **Red**, **yellow**, white.  
Tree kites. **Teddy** kites, in the sky today.  
Kite Festival is cool. Hip! Hip! Hooray!



3 Say the chant again. Use different **colours** and **animals**.

blue

green

pink

fish

horse

bird



4 **Listen and read.**

5 **F3.5 Listen and number.**



What animals can you see?  
What's the weather like?  
What colour is the teddy kite?

**Project**

**Viewing and presenting**



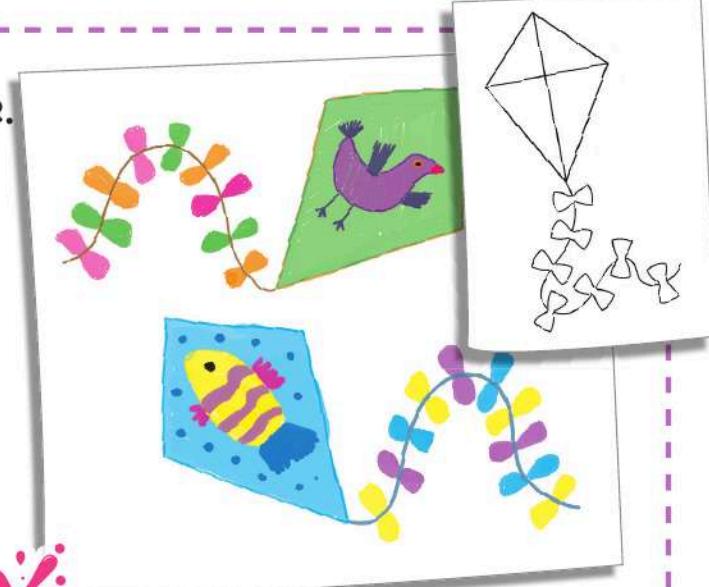
**Make a kite.**

- 1 Cut out your kite.
- 2 Choose, draw and colour an animal on it.
- 3 Glue the tail on your kite.
- 4 Present your kite to the class.



My kite is a bird.

My kite is a fish.



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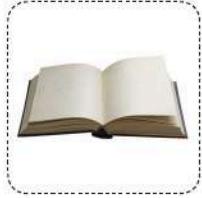
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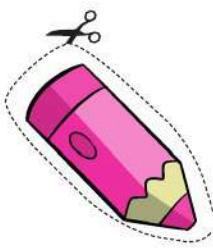
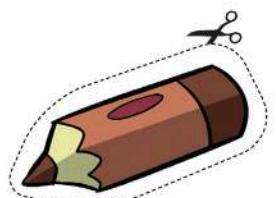
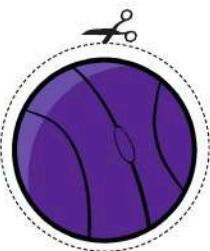
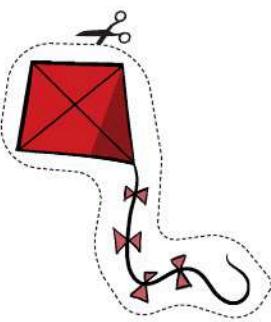
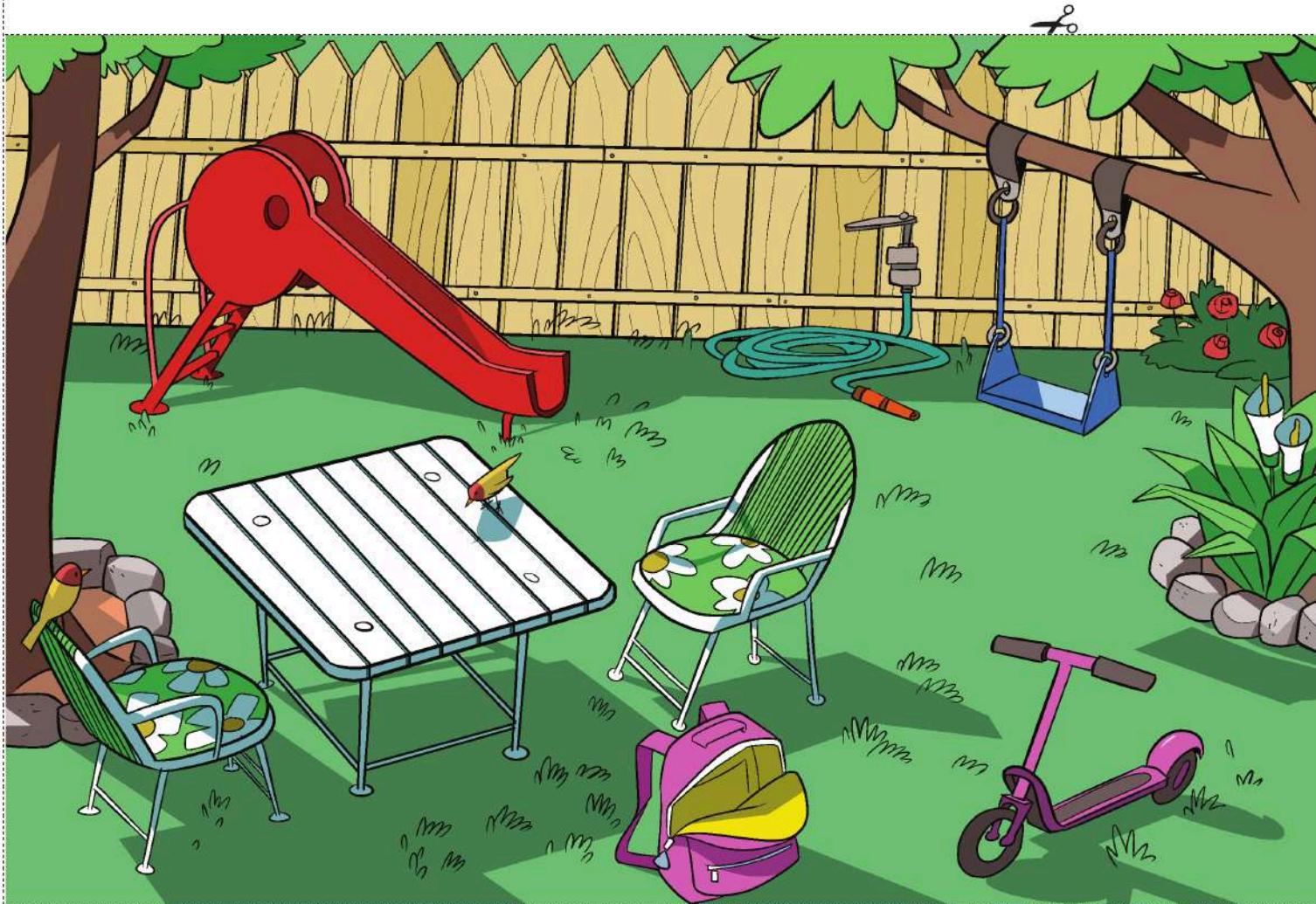




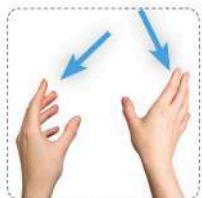




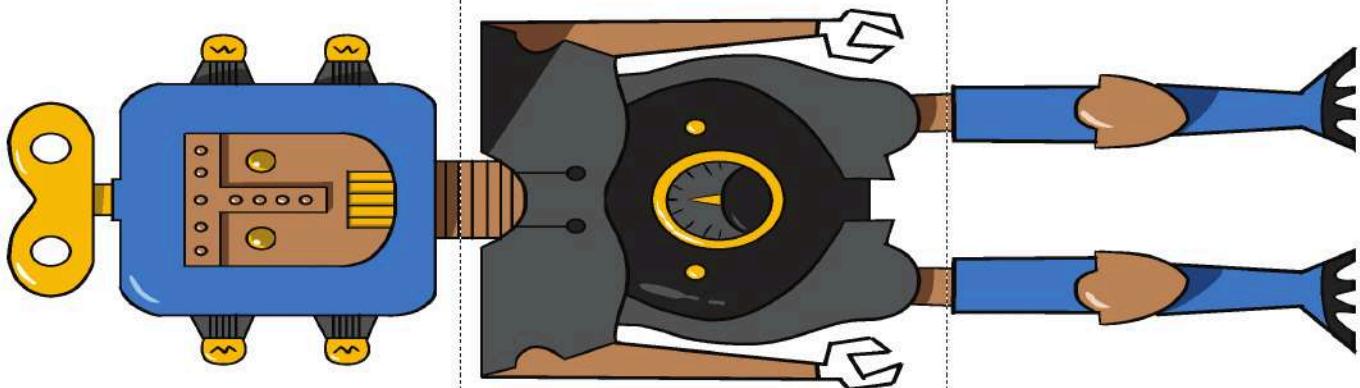
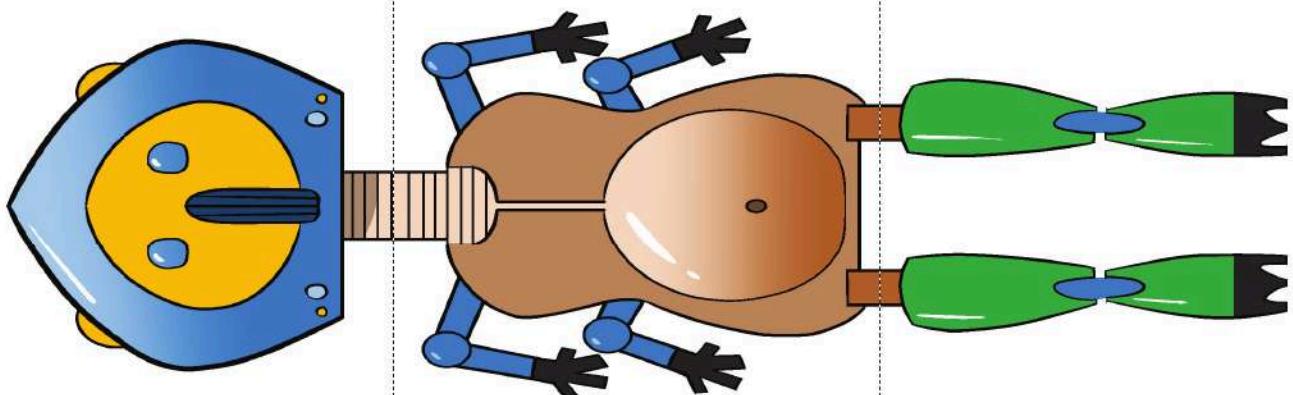
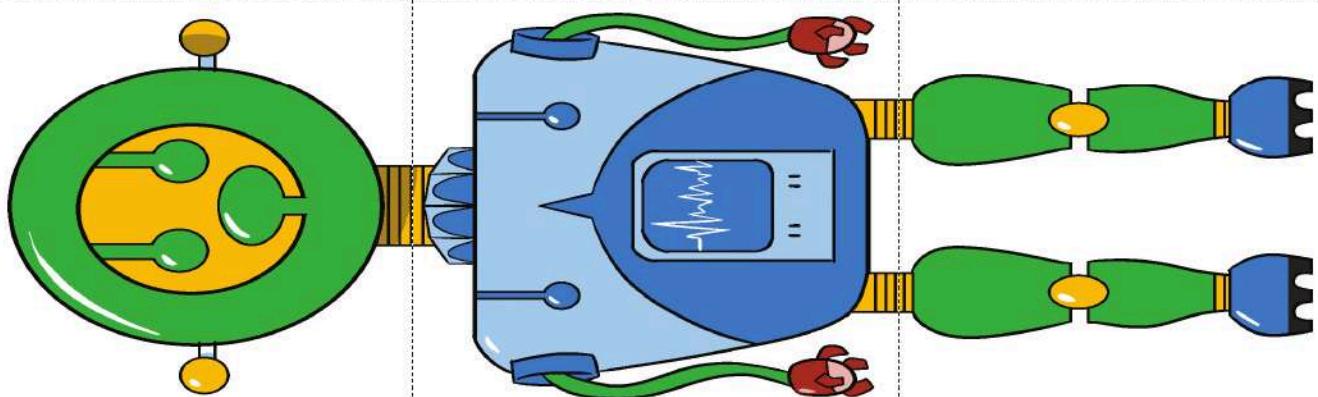
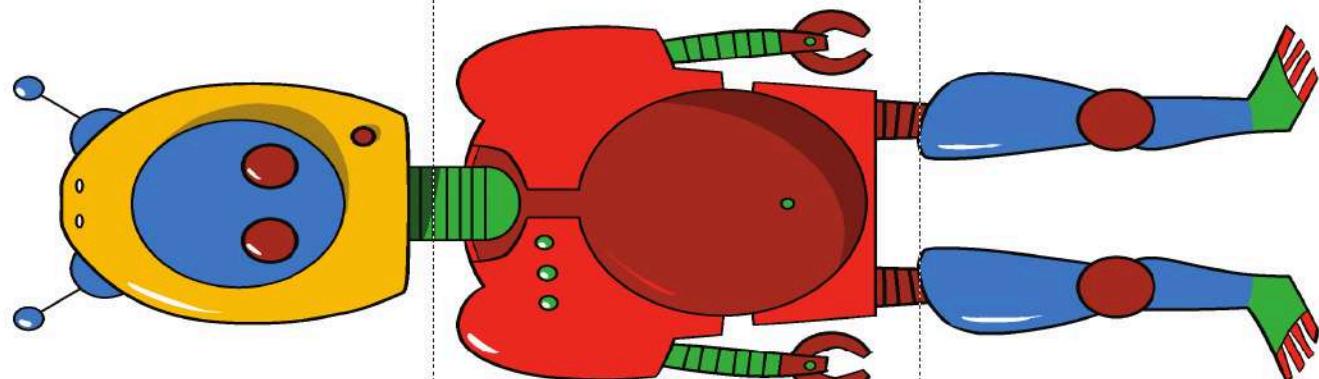




















## My family

mum

dad

sister

brother



Sally



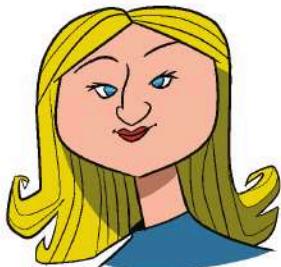
Stan



Alice



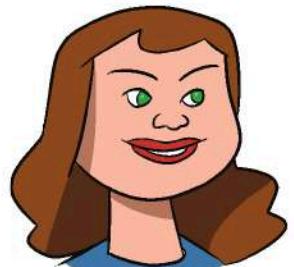
Alex



Jill



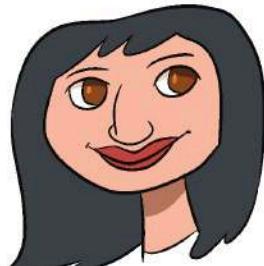
Jack



Daisy



Will



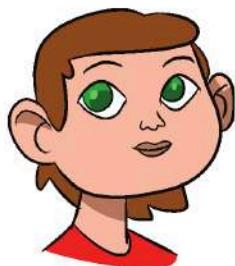
Sue



Bill



Kim



Tom







