

# Jordan TEAM Together Grade 3 Semester 2



Pupil's Book with Digital Resources

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# Jordan TEAM Together Grade 3 Semester 2



Pupil's Book with Digital Resources

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# Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking
<b>W</b> <b>My favourite day!</b> 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
<b>5</b> <b>Fun on the farm</b> Page 8	Talking about farm animals and activities	<b>Farm animals:</b> chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, turkey <b>Farm activities:</b> brush the horses, clean the cage, collect the eggs, fix the gate, milk the cows, sweep the barn <b>Phonics:</b> 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. <i>What is it?</i> )
<b>6</b> <b>Out in the forest</b> Page 16	Talking about adjectives and camping objects	<b>Adjectives:</b> dirty, clean, old, new, plain, fancy, hard, soft, wet, dry <b>Camping objects:</b> tent, sleeping bag, shampoo, toothpaste, sunscreen, torch <b>Phonics:</b> 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
<b>7</b> <b>Look at the stars</b> Page 24	Talking about furniture and prepositions of place	<b>Furniture:</b> door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase <b>Prepositions of place:</b> in front of, between, opposite, behind, next to <b>Phonics:</b> 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
<b>8</b> <b>Animals are fun!</b> Page 32	Talking about wild animals and food	<b>Wild animals:</b> monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo <b>Food:</b> coconut, burger, kiwi, grapes, mango, ice lolly <b>Phonics:</b> 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	<b>ng, ing</b> 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	<b>cl, fl, sl</b> 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	<b>ck</b> 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. <i>clap, stamp, jump, walk</i> ); 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)	<b>cr, fr, gr</b> 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

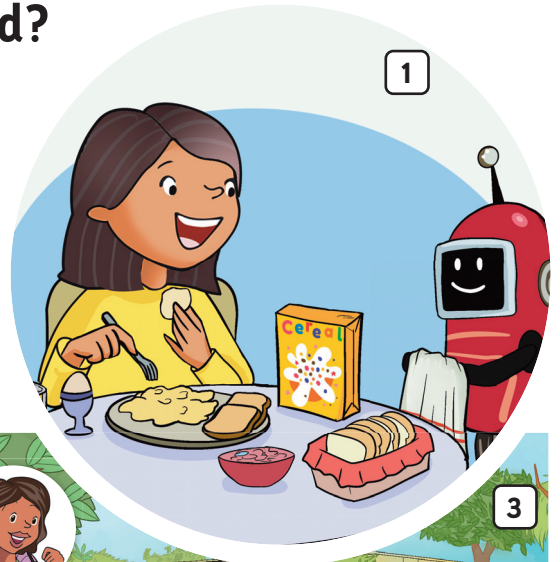
# My favourite day!

1 🔍 What colour is Tom's skateboard?

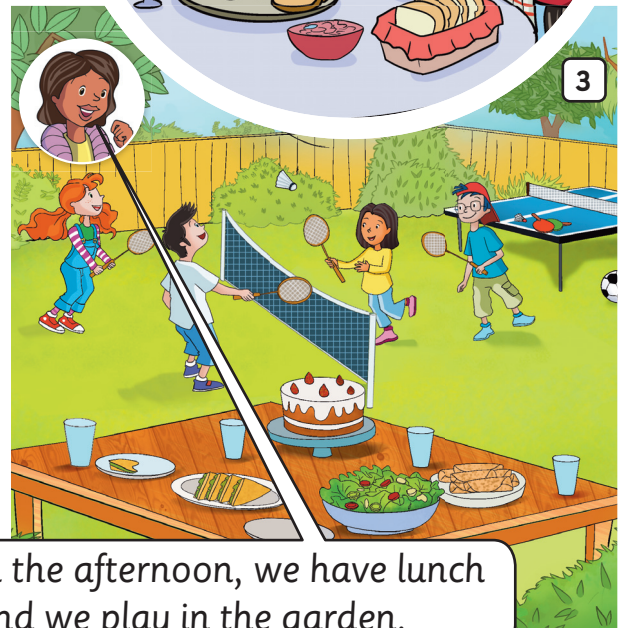
2 🎧 Listen and read.



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  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  Listen and read.

What do you like doing?

I don't like **playing football**, but  
I love **playing badminton**.

I can't. How about **Saturday**?

I like **playing football**.

Me, too! Let's  
play now.

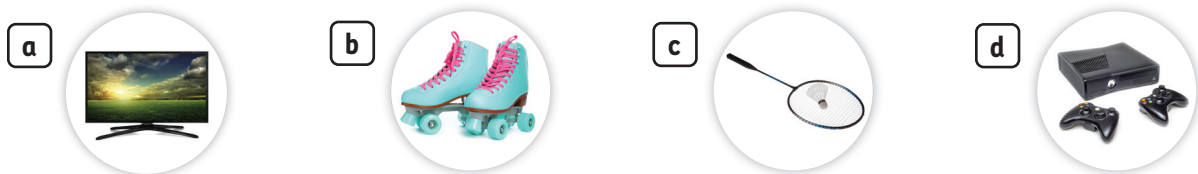
OK!



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



1 Listen and match.



2 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.



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



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

Does he watch TV on Saturday?

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



4  Write. Then listen and check.



1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



\_\_\_\_\_

6



\_\_\_\_\_

5  Look and say.

You're wearing a shirt and trainers.

Jobs

6  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 Listen and stick. Then listen and say.

1	2	3	4	5
chicken	cow	donkey	duck	goat
6	7	8	9	10
horse	sheep	bird	bee	turkey

3 Find the animals in the picture on page 8.



one horse – two horses  
one sheep – two sheep

4 Listen and chant.

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



5 Play a mime game.



Is he running?

No, he isn't. He's walking.

5.4

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

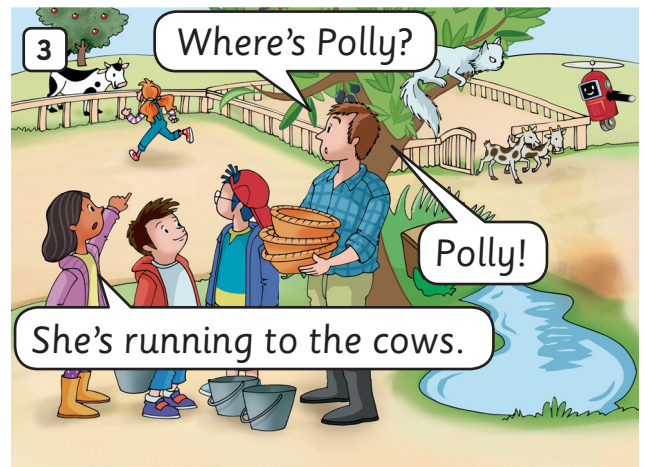


1 Before you read How many goats and horses can you see?

2 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 Listen and say. Then listen and tick (✓) or cross (X).



collect the eggs    milk the cows    brush the horses    fix the gate    sweep the barn    clean the cage

2 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.

Are they brushing the horses?  
Yes, they are./No, they aren't.



Are they collecting the eggs?

No, they aren't.

Are they sweeping the barn?

Yes, they are. Your turn.



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

Hamed

Azza

Muna

Aysha

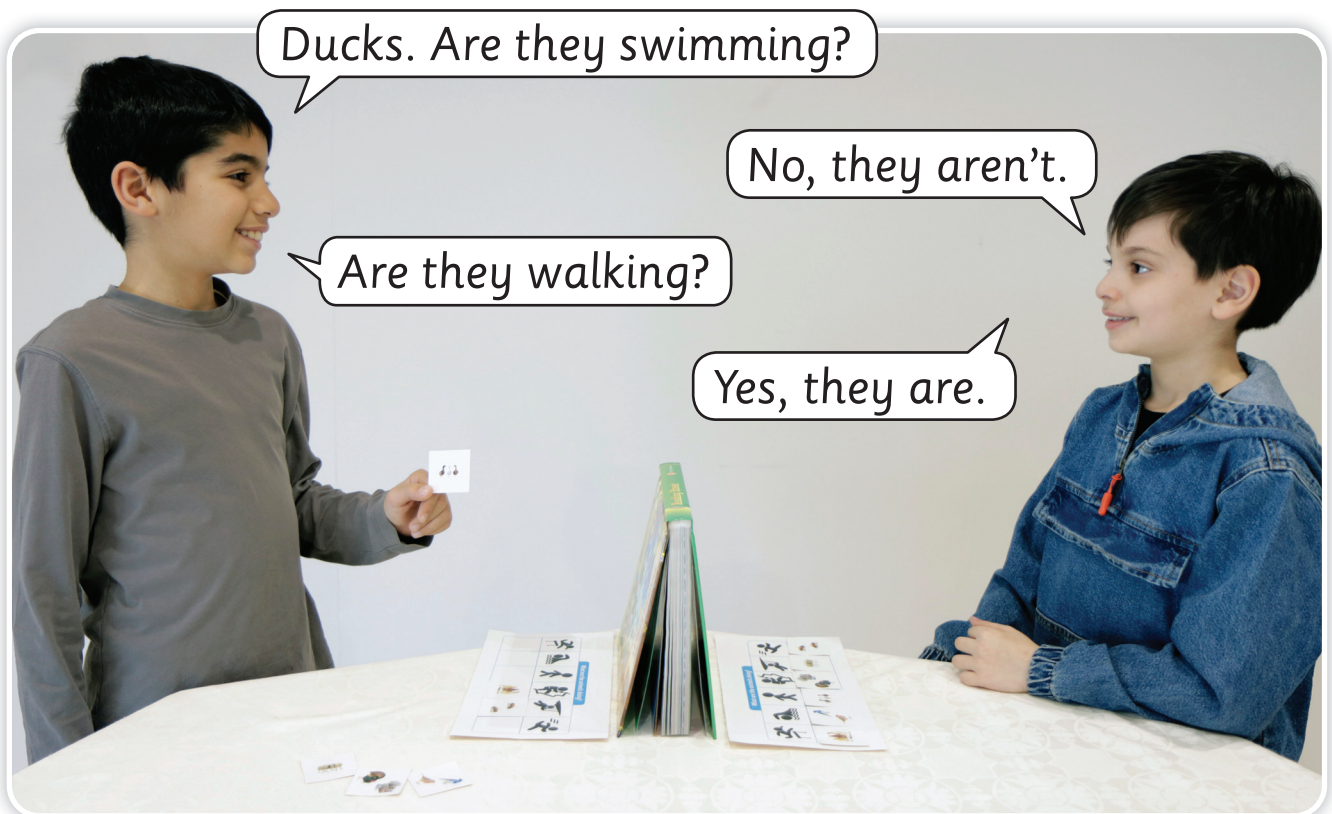
Anas

Saeed

Huda



2 Cut out. Then listen and play.





# 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 **Listen and read.**



It's a day on the farm. Look at the sheep. They're running.

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.



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.





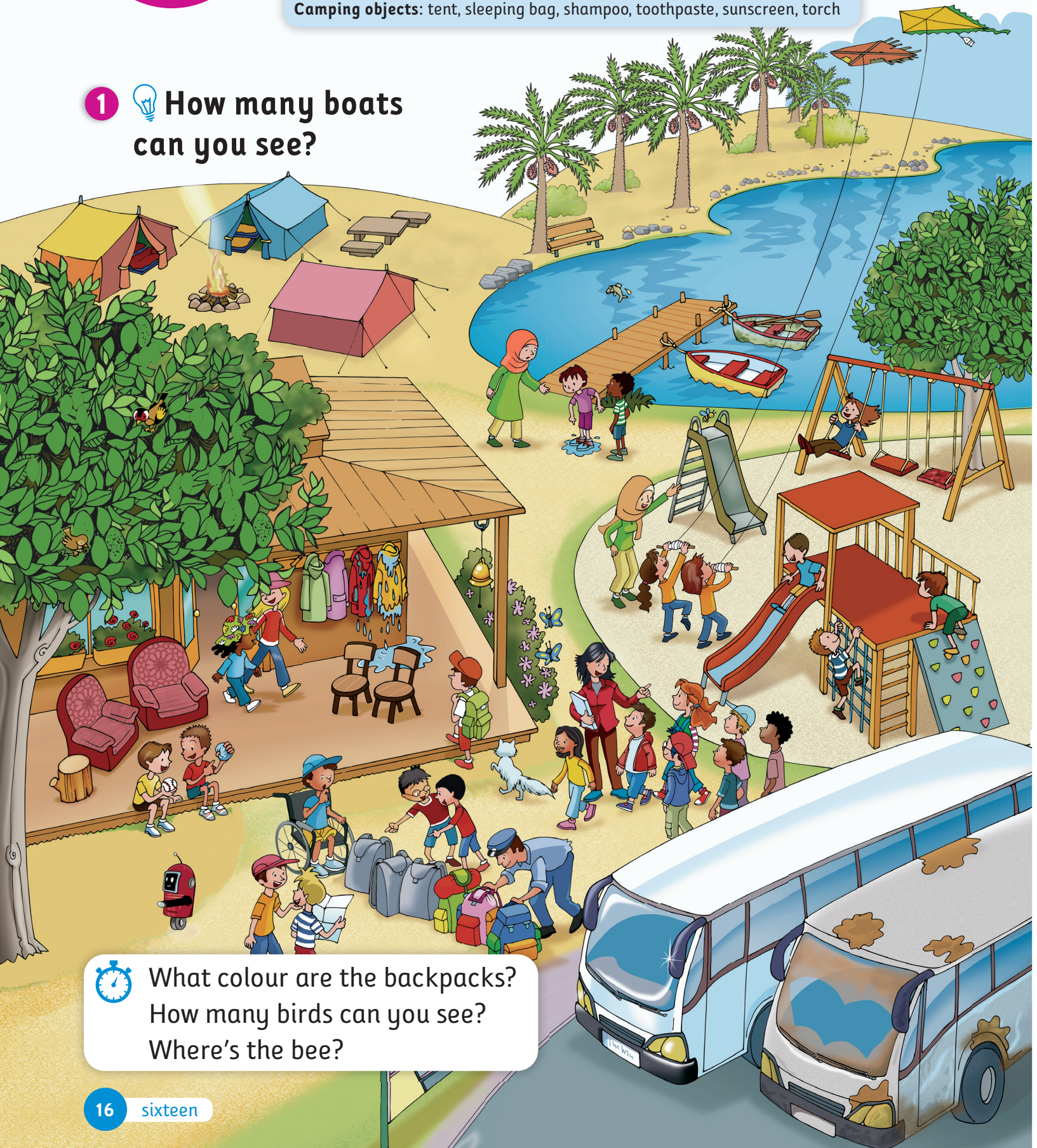
# 6

## 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 Listen and stick. Then listen and say.

1	2	3	4	5
dirty	clean	old	new	plain
6	7	8	9	10
fancy	hard	soft	wet	dry

3 Find the adjectives in the picture on page 16.



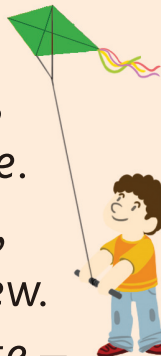
4 Listen and chant.

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.



I've got a new pencil case.  
I haven't got fancy shoes.



I've got a soft pencil case.  
I haven't got a plain backpack.

6.4

I **haven't got** a new book.

He/She **hasn't got** a soft ball.

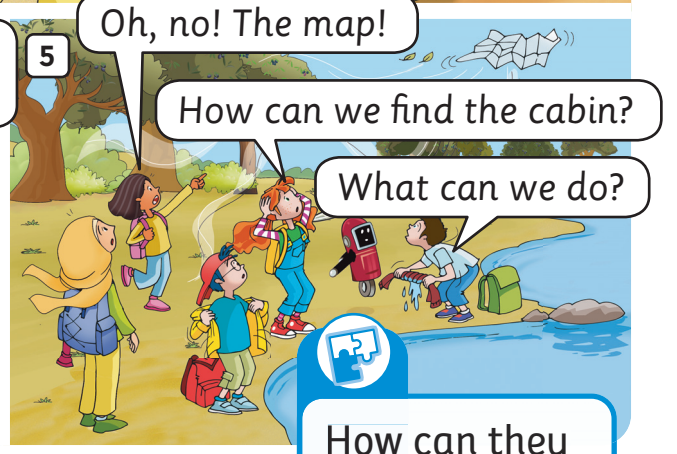
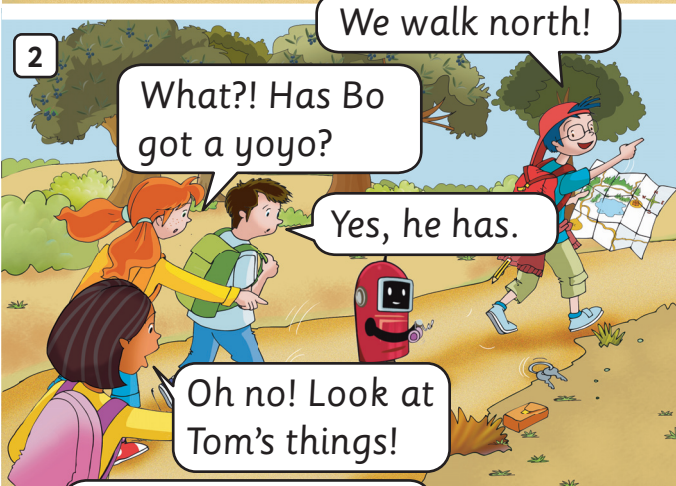


1 Before you read Who's got the yoyo?

2 Listen and read.



**The map problem**



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



tent      sleeping bag      shampoo      toothpaste      sunscreen      torch



2 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.



Have you got a sleeping bag?



Yes, I have.



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.



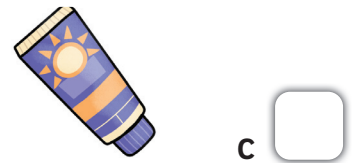
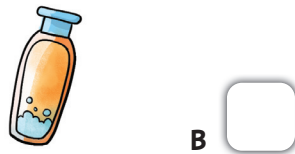
1  Listen and tick (✓).



1 What has he got?



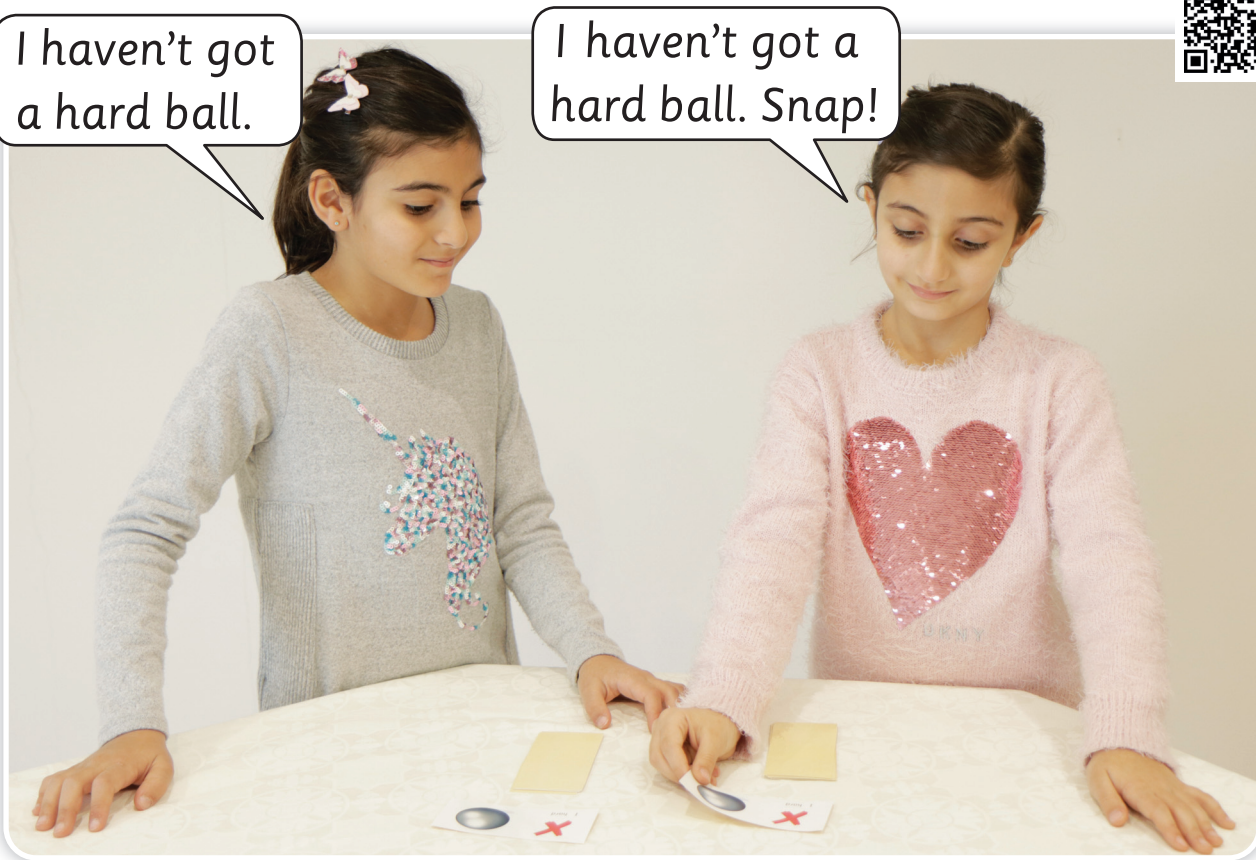
2 What have you got?



3 What has she got?



2  Cut out. Then listen and play.





## 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.

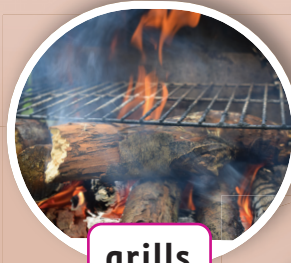
How do you make a *Zarb* oven?



meat



vegetables



grills



hole



lid

- 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!



fire

barrel

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

2  6.13 Listen and read.



3 After you read Activity Book, page 19.

Let's make *sajiyeh*. Have you got meat, onions, peppers and tomatoes?

## 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.

1 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

his

hers

Phonics

Lesson 10

1 Listen and say.



cl

clean

cliff

sl

sleep

slug



fl

flag

flip flop

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

- |         |         |         |
|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |



3 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?



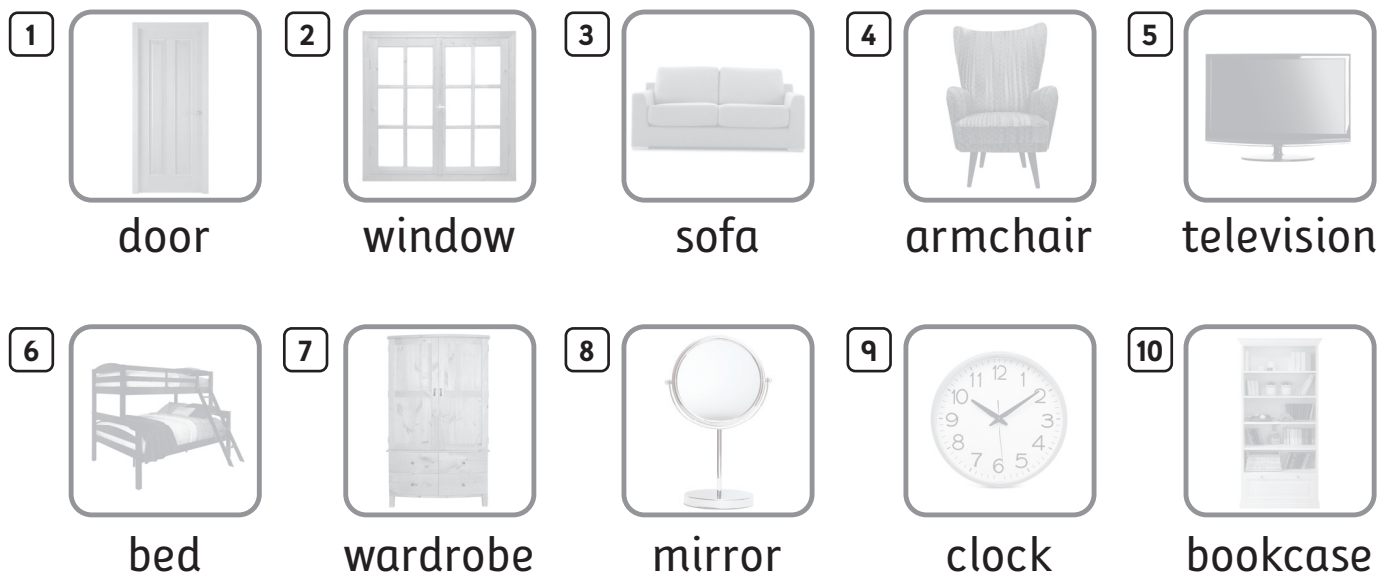
Who's watching TV?

How many action figures can you see?

Where is the phone?



2 Listen and stick. Then listen and say.



3 Find the furniture in the picture on page 24.

4 Listen and chant.



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



7.4

There's a bookcase.  
There are bookcases.

There are armchairs and a television in the living room.





1 Before you read Where are the pyjamas?

2 <sup>7.5</sup> 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.

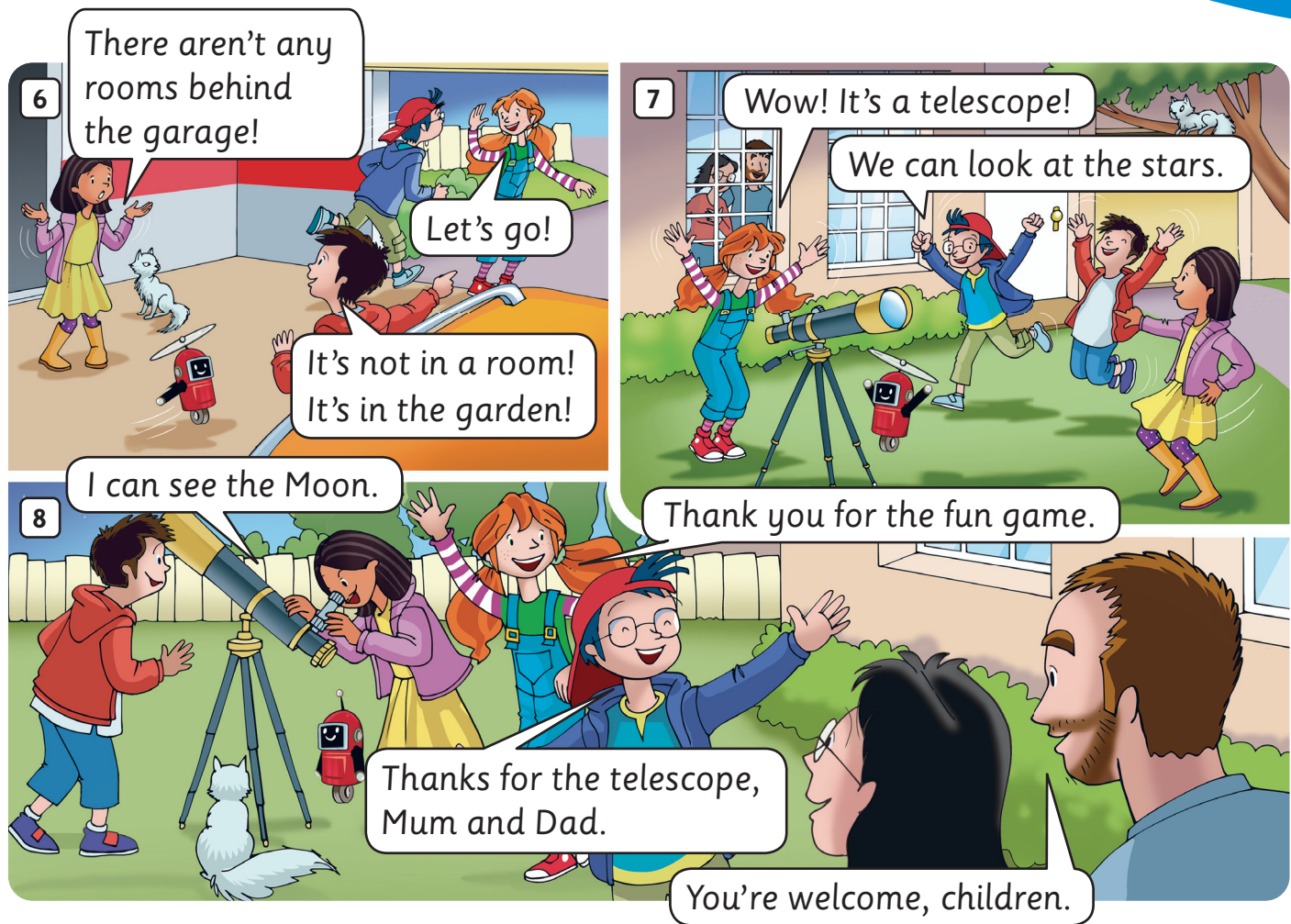
2 A-ha! I know! The clue is behind the clock.  
Here's the next clue!  
Read it, Tom!  
Pyjamas and a teddy are on this. There's a clue under it!  
There are pyjamas and a teddy on your bed!

3 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 garage. \_\_\_\_\_



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** Listen and say. Then listen and number.

in front of

between

opposite

behind

next to

**2** 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.

True.

There aren't any books behind the desk.

False.

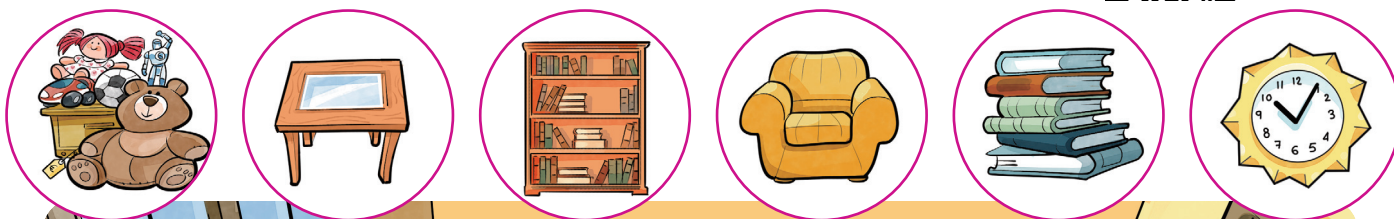
There isn't a chair.

There aren't any beds.





1  Listen and draw lines.



2  Cut out. Then listen and play.





# Log cabins

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



logs



log cabin

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.



fireplace

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



ceiling

wall

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 ...*

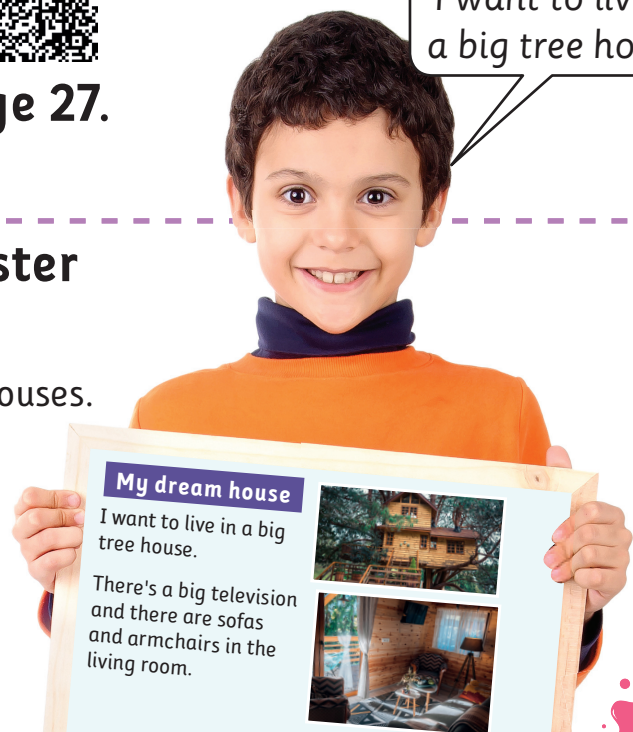
*There's ... There are ...*

4 Make a poster.

5 Present it to the class.



I want to live in a big tree house.



### My dream house

I want to live in a big tree house.

There's a big television and there are sofas and armchairs in the living room.



1  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  Listen and say.



truck

clock



2  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  Listen and say the tongue twister.

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



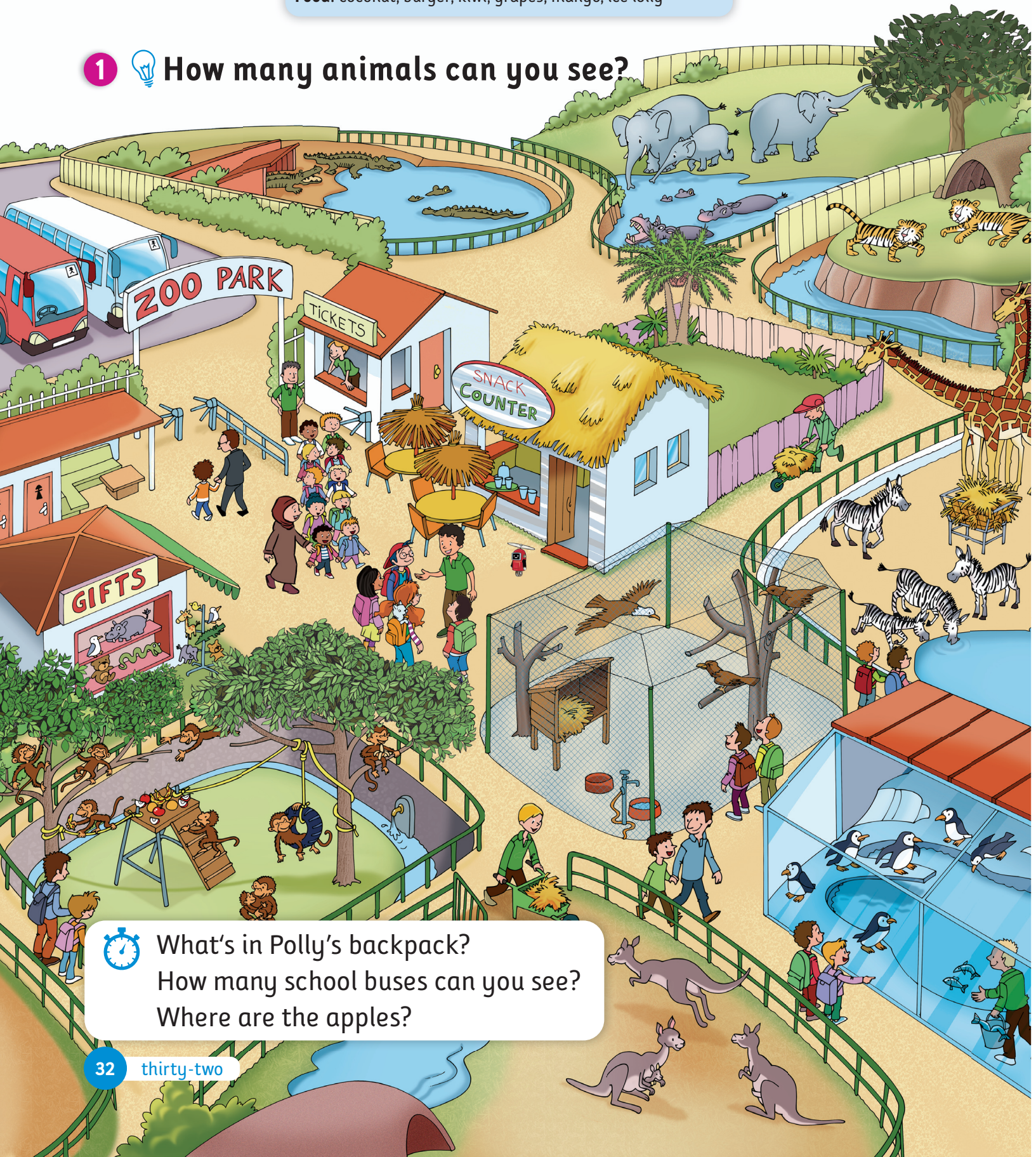


# 8

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

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

**3** Find the animals in the picture on page 38.

**4** 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** Listen and tick (✓) or cross (X). Then ask and answer.



1 penguins	2 elephants	3 crocodiles	4 eagles	5 giraffes
fly <input type="checkbox"/>	jump <input type="checkbox"/>	run <input type="checkbox"/>	swim <input type="checkbox"/>	climb trees <input type="checkbox"/>



Can penguins fly?

No, they can't.

**8.5**

Can penguins swim? Yes, they **can**.

Can hippos jump? No, they **can't**.





1 Before you read Who's the elephant?



2 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.

Look, everyone!

I'm an elephant. I love eating grass.

3 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!





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 Listen and say. Then listen and draw 😊 or ☹️.



coconut



burger



kiwi



grapes



mango



ice lolly



2 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 (X).  
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.



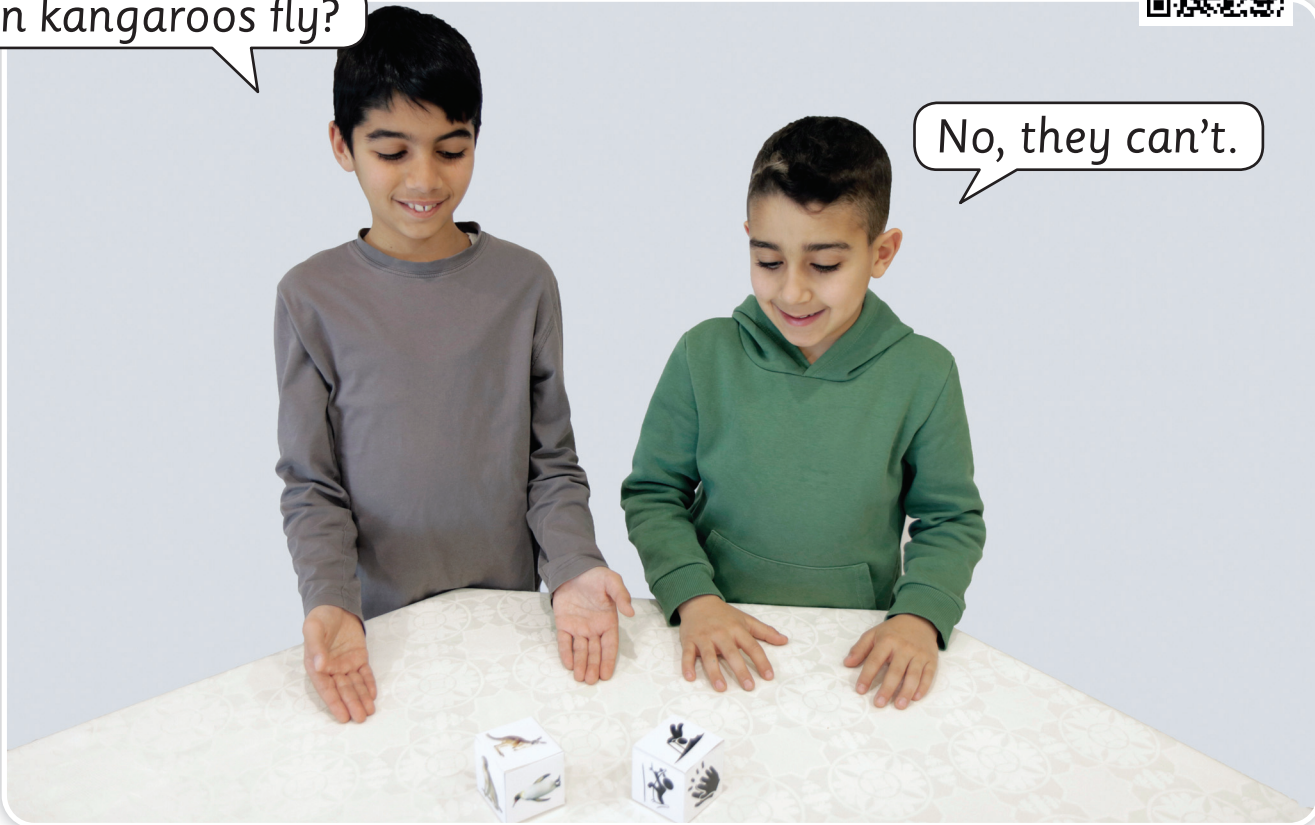
1 Listen and colour.



2 Cut out. Then listen and play.



Can kangaroos fly?



No, they can't.





## CULTURE

## 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.

## 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

## visit



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.



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

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

## 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.







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.







# 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

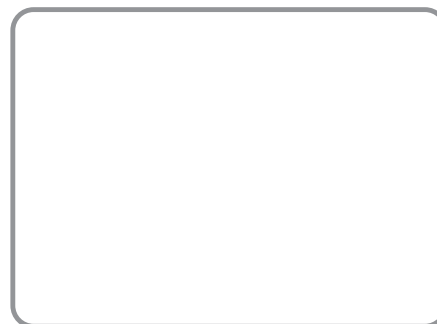
6 Draw and write where you and your family were yesterday. Then share.

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?

Well done!







## Social Science

# What can we see on a map?

Think

1 Why do we need maps?

Learn

2  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.



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.

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!



check

3 Read and circle.

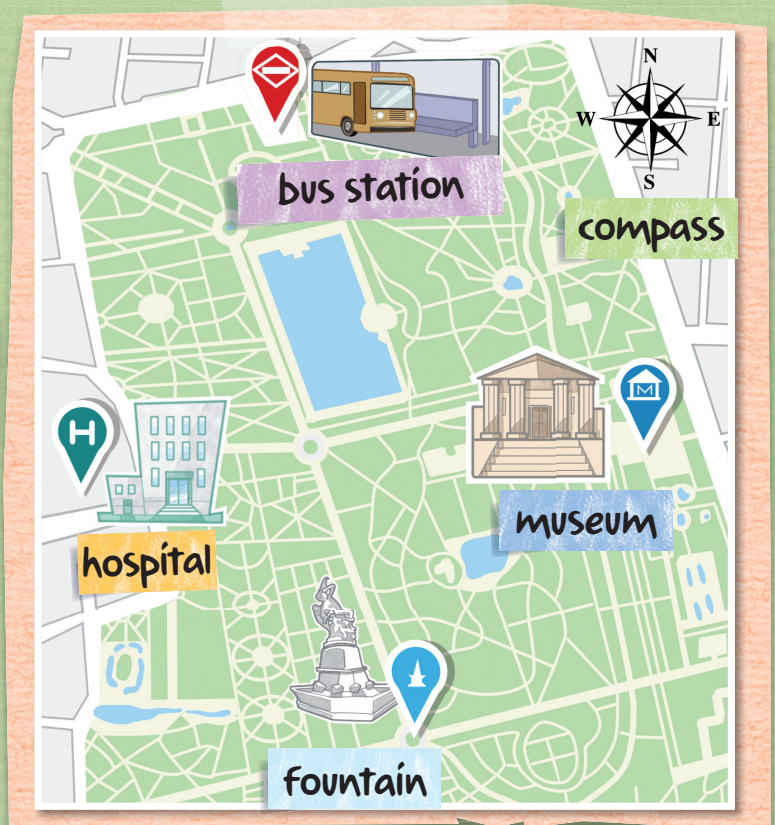
- 1 Maps have got the names of **people** places .
- 2 The compass shows **north** names .
- 3 Satellite images are **old** different .
- 4 Satellite images have got **drawings** **photographs** on them.
- 5 Satellite images **have got** **haven't got** parks and paths on them.



Let's practise!

1 Look at the map and find.

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

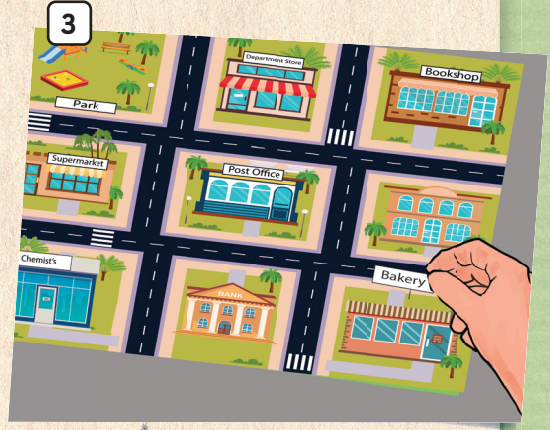
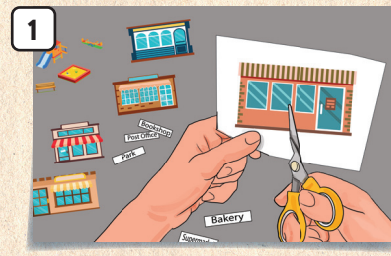


2 Look at the map again and say. What's in the north, south, east and west?

The bus station is in the north.

Show what you know

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

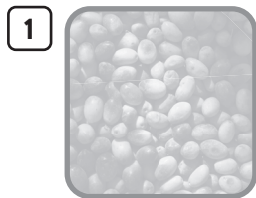




# National Olive Festival



1  Listen and stick. Then listen and say.



olives



oil



pour



dip



taste



demonstrations



bottle

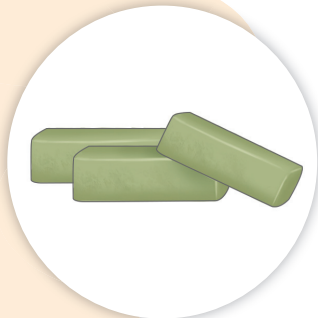


soap

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!

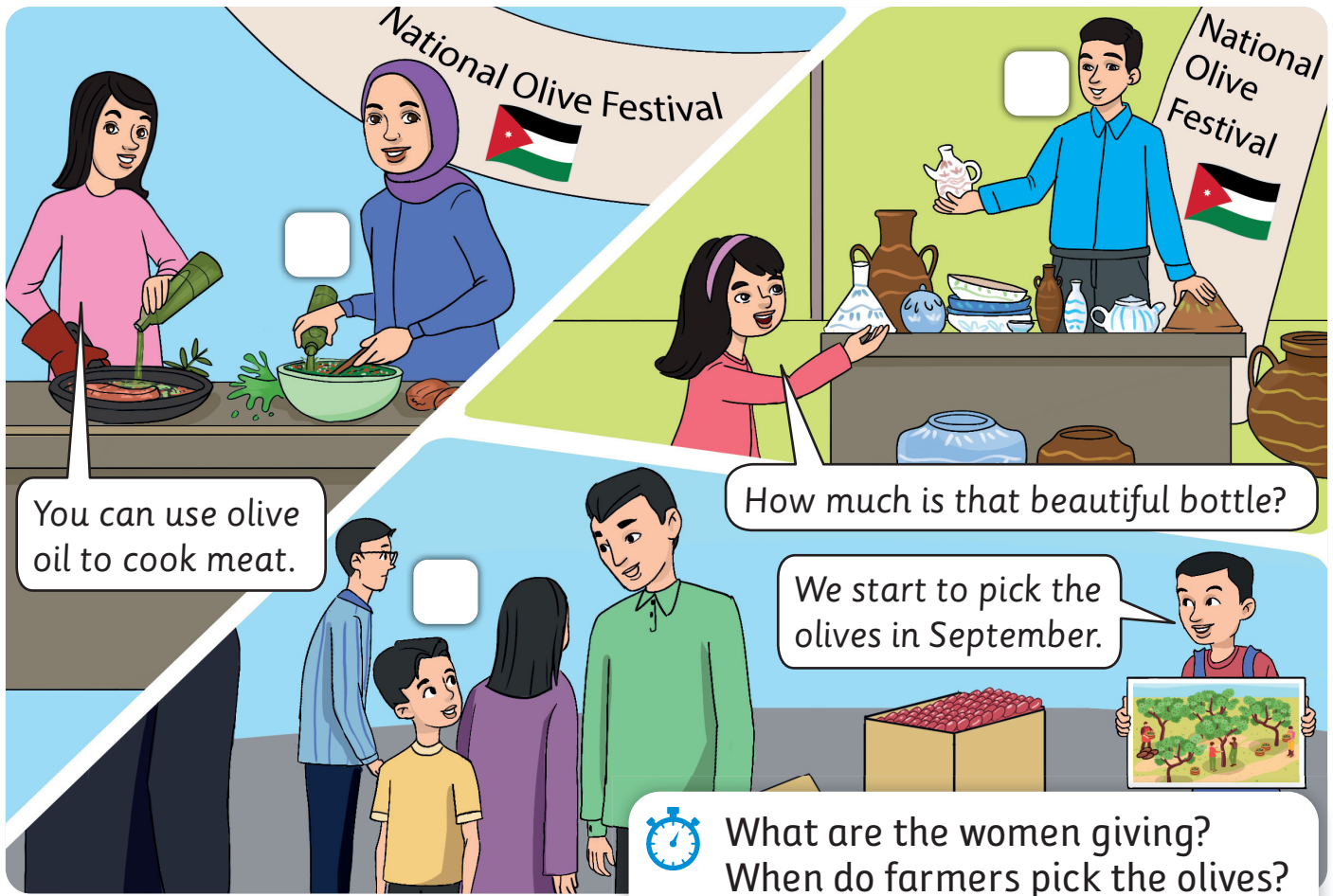


3 Say the poem again.



4 Listen and read.

5 Listen and number.

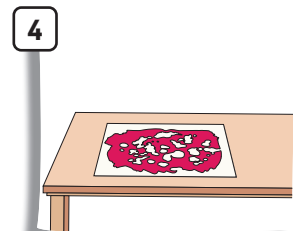
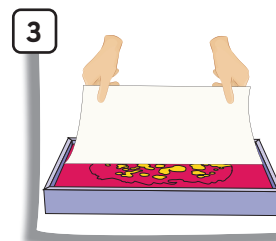
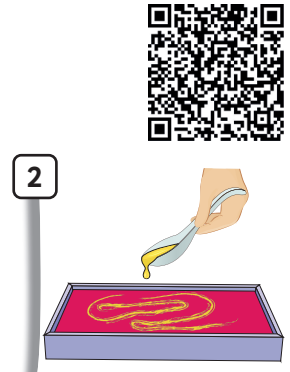
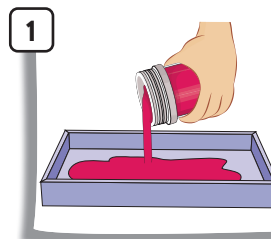


## Project

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  Listen and stick. Then listen and say.



meat



sweets



feast



crescent moon



Arabic coffee



money



charity



lantern

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.



Look! It's a crescent moon. Eid al-Fitr begins.



We drink coffee with friends.



**5** **F2.4** Listen and number.



We give money to charity.



We decorate our homes with lanterns.

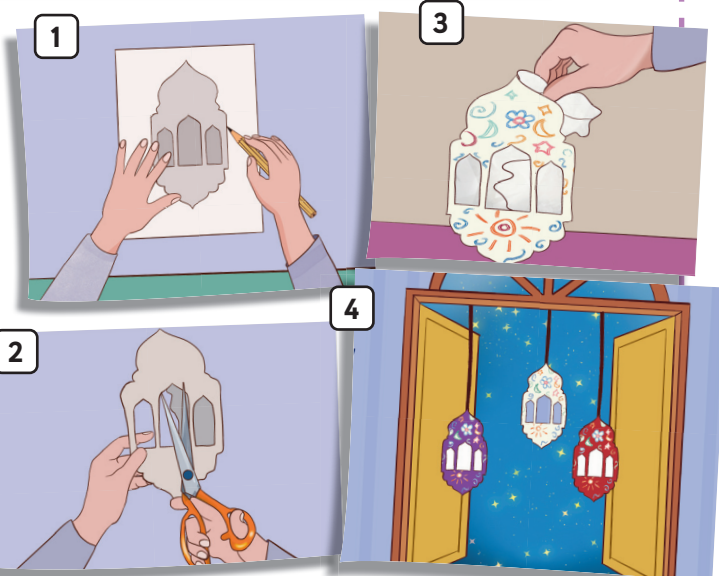


When does Eid al-Fitr begin?  
Who do people give money to?  
What do people decorate their homes with?

**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.



stall



bracelet



necklace



rug



bowl



basket



henna painting



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!

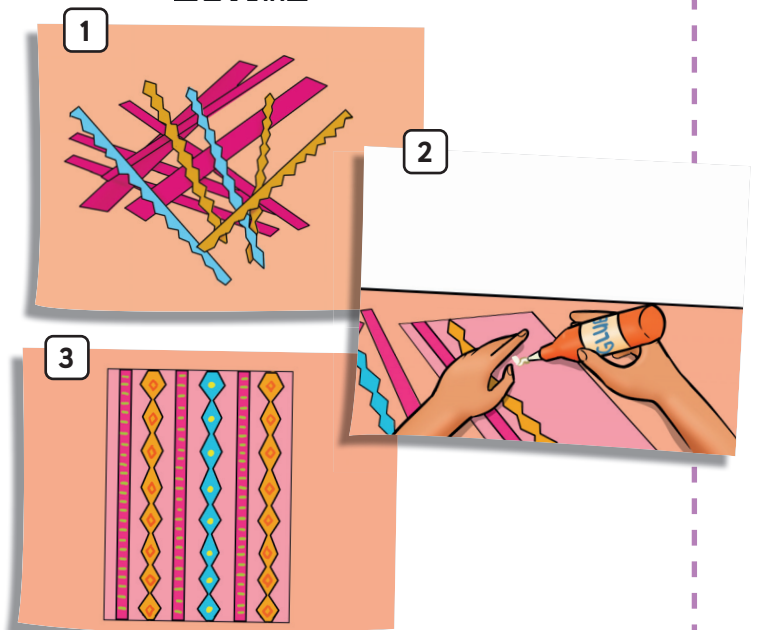
 What has she got on her hand?  
What are they buying?  
What is he making?



**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.





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What are the animals doing?
















He dry



She wet



I plain



I fancy



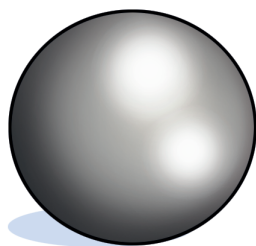
She new



He old



I hard



She soft



She clean



He dirty













