





Jordan TEALL Together Together Gradetz Semester 1



Pupil's Book with Digital Resources

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Pupil's Book with Digital Resources

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ndependence Day in Jordan	

Kite Festival Day 48





Science:

Scope and sequence

	Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking
W	Welcome Hello! Page 4	Introducing the characters; using polite interactions; counting and recognising numbers to 10; identifying colours	Numbers one-ten Colours: 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
	Look at my toys! Page 8		Inside toys: action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo Outside toys: ball, bike, kite, scooter, slide, swing Phonics: 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
2	Where's my pen? Page 16	Naming classroom objects; talking about classroom objects and saying where they are	Classroom objects: bag, book, chair, computer, crayon, cupboard, desk, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors, shelf, table Phonics: 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
3	Move your body! Page 24	Naming body parts; talking about movement	Body parts: arms, face, feet, fingers, hands, head, knees, legs, toes, tummy Body movement: bend, clap, move, stamp, stretch, touch Phonics: 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
4	Meet my family Page 32	Naming family members; describing family members using parts of the face	Family: aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle Face: ears, eyes, fair/brown/red/black hair, mouth, nose Phonics: 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

Rec	ading	Writing	Phonics	Project	Viewing and presenting	Functions
phras storie sente readii up to recog	gnising key words and basic ses in short, simple cartoon es; understanding basic ences introducing someone; ng cardinal numbers ten written as words; gnising a range of basic yday nouns and adjectives					Introducing yourself and others; naming characters; identifying quantities and colours of objects
every recog basic carto basic	gnising a range of basic play nouns and adjectives; pnising key words and phrases in short, simple ion stories; understanding sentences naming familiar play items, if supported by res	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
every recog basic carto basic	gnising a range of basic Iday nouns and adjectives; Inising key words and phrases in short, simple Ion stories; understanding sentences naming familiar Iday items, if supported by res	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
every recog basic carto single words under namir items	gnising a range of basic day nouns and adjectives; gnising key words and phrases in short, simple ion stories; recognising e, familiar everyday s if supported by pictures; rstanding basic sentences ng familiar everyday s; identifying familiar words ort 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
every by pio words short, under namir items identi	gnising single, familiar day words if supported ctures; recognising key s and basic phrases in s, simple cartoon stories; rstanding basic sentences ng familiar everyday s, if supported by pictures; ifying familiar words in 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

Science: What are our senses?



Numbers: one, two, three, four, five, six, seven, eight, nine, ten Colours: black, blue, brown, green, orange, pink, purple, red, white, yellow

Find and circle.



Listen and read.



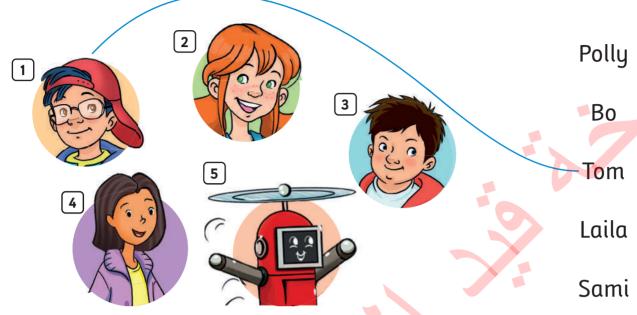
Be friendly

Vocabulary and Grammar









🕢 🦺 Act out the story.



5 🖏 Listen and read.



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?

 \leq l'm six.



6 \(\sum \) Act out the dialogue. Use your names and ages.

Lesson 2 **Numbers**

























one

two

three

four five

six

seven

eight

nine ten

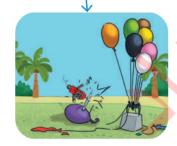
2) 🥡 Listen and draw. Then say.















How many balloons?













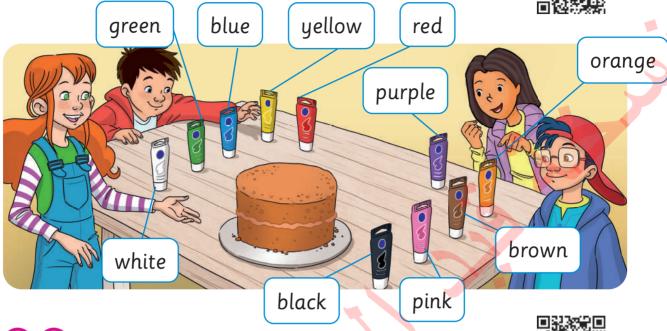








Listen and say. Then listen and point.



5 (W13) 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.











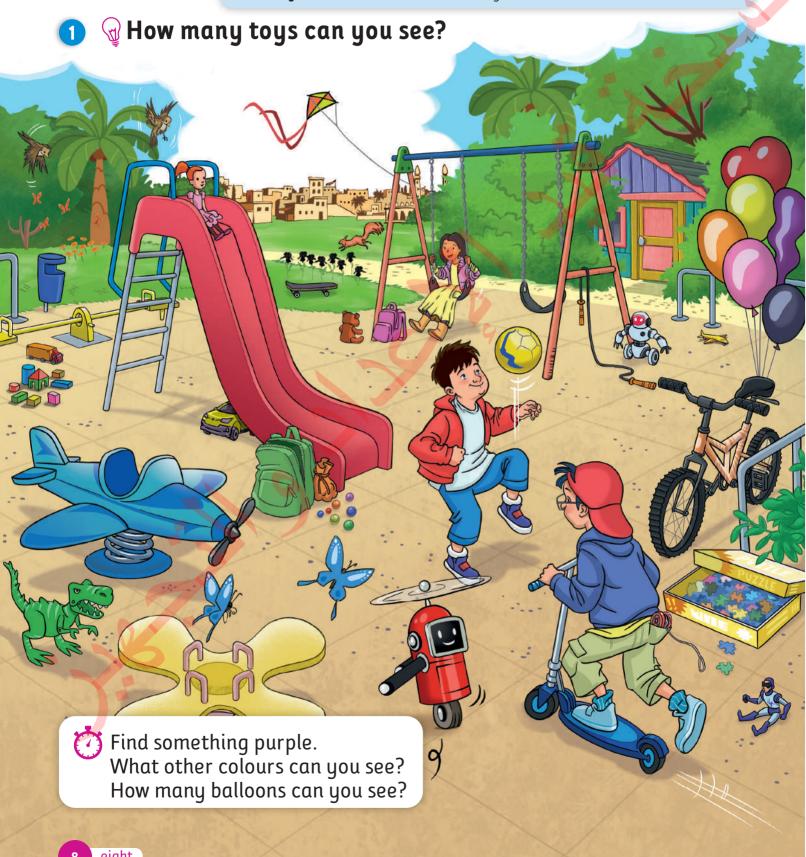
Number 1. What colour is it?

It's purple.



Look at my toys!

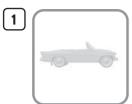
Inside toys: action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo Outside toys: ball, bike, kite, scooter, slide, swing











2



4



5



car

plane

puzzle

yoyo

building set







8



9



10



action figure doll

robot

teddy

dinosaur





👊 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.







🚹 💭 Find on page 8 and say.





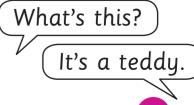








It's a car. It's an action figure.



Story

ten

- Before you read What colour is the dinosaur?
- Listen and read.



elpers Teo



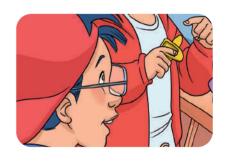
After you read Look at the story. Read and circle.



What's this?







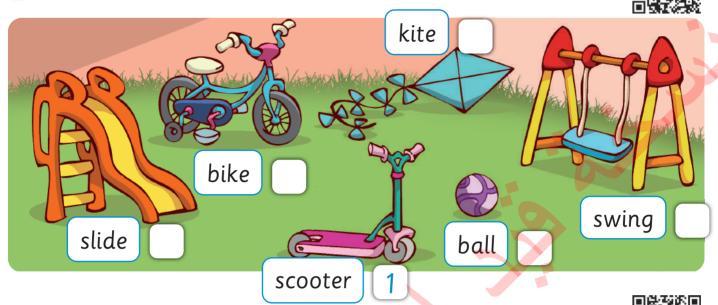
1 It's a dinosaur robot. 2 It's a yoyo doll.

3 It's a car plane.

- 🛂 🤼 Act out the story.
- 5 Viewing and presenting 🌟 🏰 Design a new toy. Is it big or small? Share.



🕦 环 Listen and say. Then listen and number.



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.

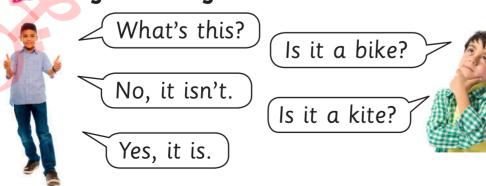
Is it a ? No! No, it isn't. Is it a ? No! No, it isn't.

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 Come and play with my

bike today. scooter today.

3 O Play a mime game.







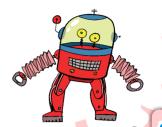




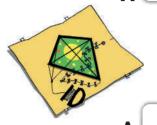








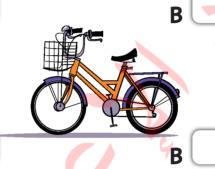






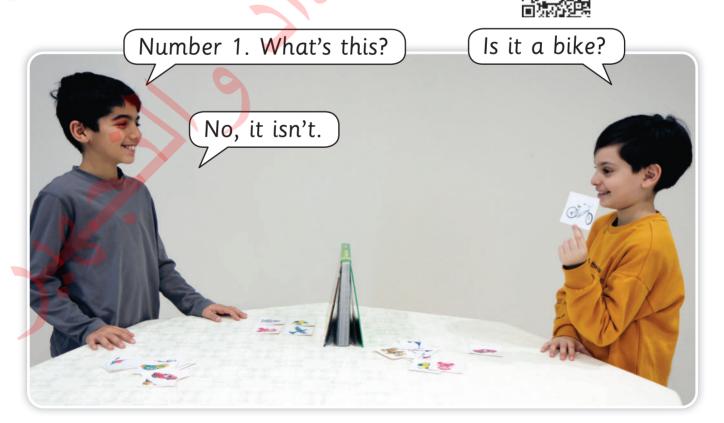














- 1 Before you read What's your favourite museum? What can you see there?
- Listen and read.

3 After you read Activity Book, page 11.



Viewing and presenting 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.



It's a puppet.

Sharing your toys

1







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 \(\sumbole \text{ Act out the dialogue. Use different toys.} \)

bike

kite

action figure

building set

robot

Activity Book, page 12

Phonics





Lesson 10



five

bike



cake

plane

2 Listen and circle.

1 (i–e) a–e

3 i−e α−e

2 i−e a−e

4 i−e a−e





Listen and say the tongue twister.

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











1

2







5



bag

book

pencil case

pen

pencil

6



7



ruler



pencil sharpener

9



eraser



scissors



one bag – two bag<mark>s</mark>

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!





This is my ruler.







This is my pencil case.

These are my books.

These are my pencils.

Story













Your books! What a mess!

Bo! Stop!

Oh, no!

Where's my pen?

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



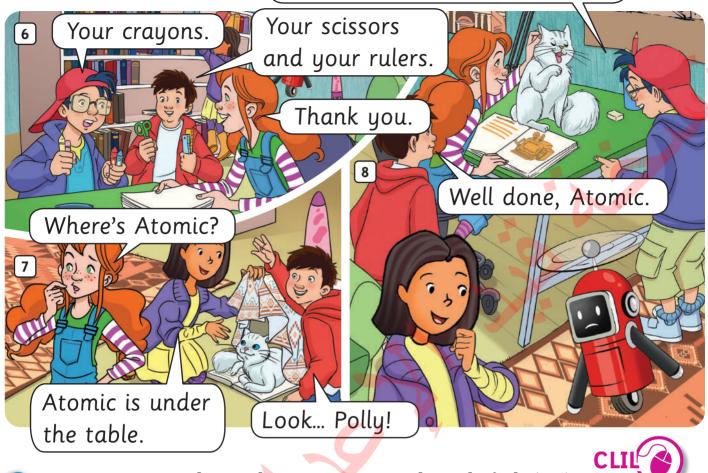
It's under the desk. Here you are.

Let's tidy up.

Can you see Atomic?









- 1 These are my books.
- re **2** This is ks. my pen.
- **3** These are my rulers.









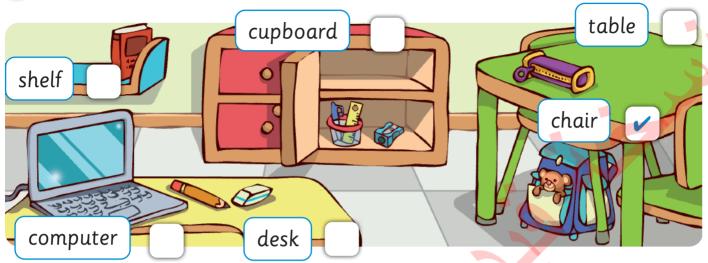


- 🕜 🦺 Act out the story.
- 5 Viewing and presenting ** Design a computer. Share.





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



2 (28) (29) 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!

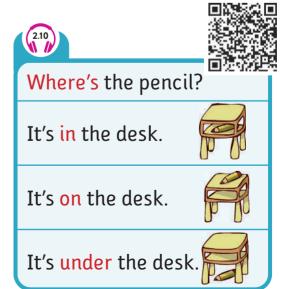


3 \int Look at Activity 1. Ask and answer.



Where's the pencil case?

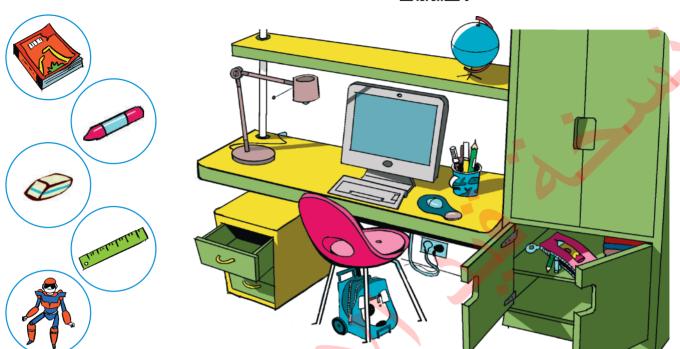
It's on the table.



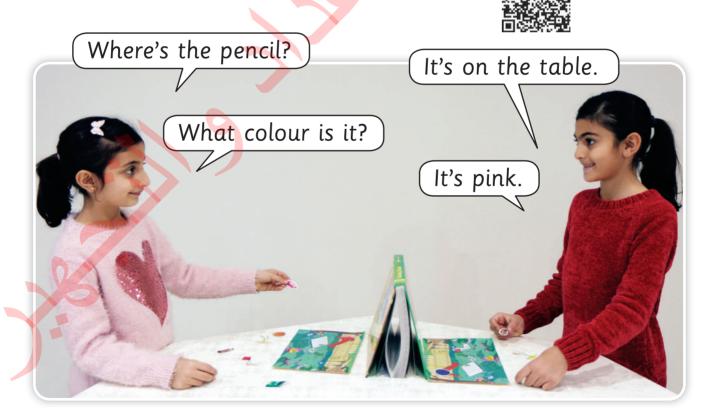








2 D (212) Cut out. Then listen and play.





My school

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



This is the playground. It's big!



Let's go inside! This is the library.



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



- 1 Before you read Is your school big or small?
- 2 🛺 Listen and read.



3 After you read Activity Book, page 19.

This is our school.

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.



Borrowing things

🚹 🛺 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-











shop

chick chair

Are the sounds the same? Listen and tick (\checkmark) or cross (x).

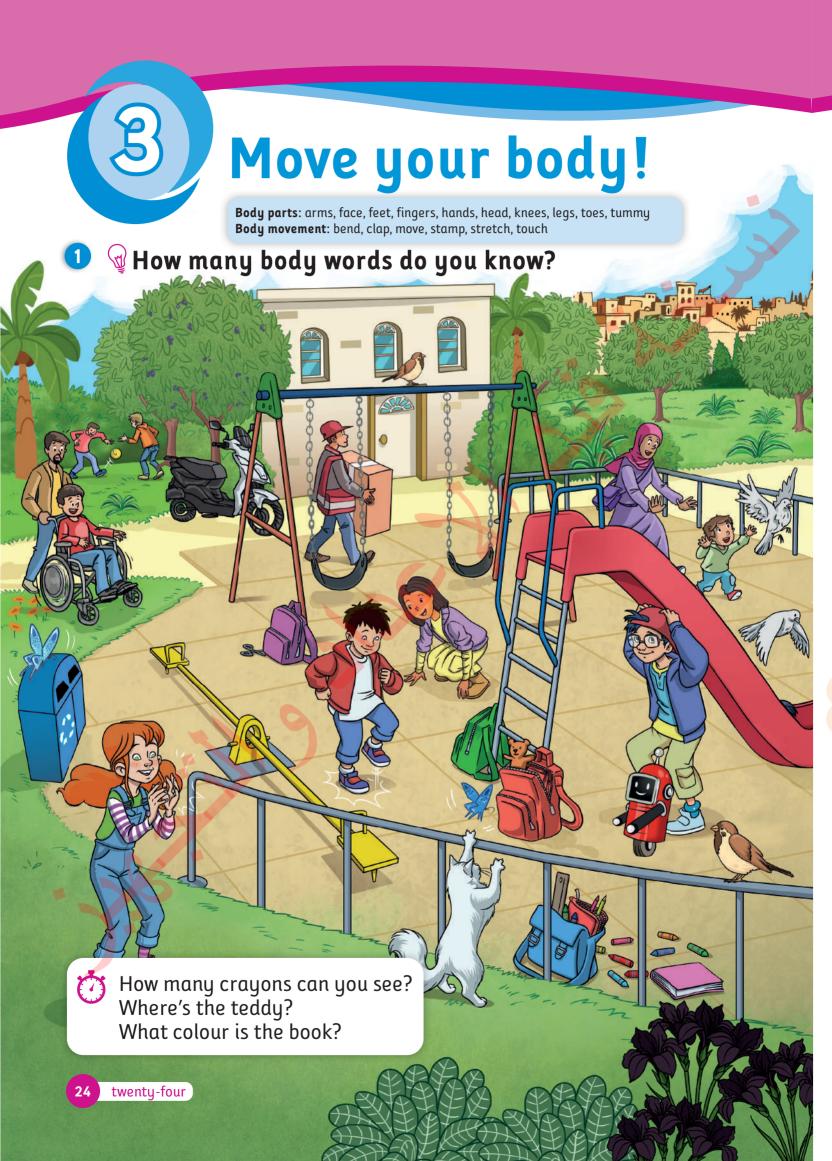




A shelf in a shop and a chick on a chair.







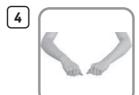






2







face head tummy

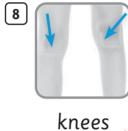
arms

hands





7



9



feet

toes

Find the body parts on page 24.

legs

(3.2) (3.3) 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.

Point and say.



Fingers.

I've got ten fingers.







I've got one face.

I've got ten toes.

Story

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







What's this, Polly?

Look! Arms, legs, hands and feet.

he robot

Let's put it together!

4500000

It's a robot.

Yes, we can all help!

@ Q

Here's a white head and a blue body.

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

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

Two knees, two hands, two feet.

And I've

got a leg.

I've got two hands.



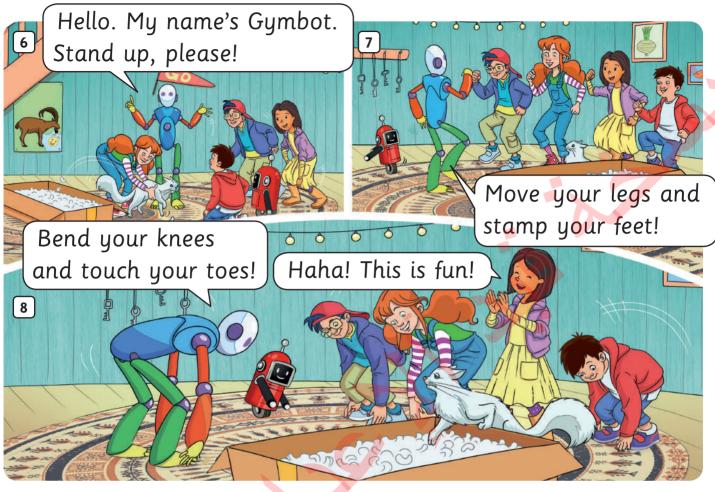
And I've got a foot. Thank you, Atomic.

Eight fingers and eight toes. Good.

What can the robot do? Can you guess?

26





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

1

4



Hello! My name is Gymbot.



I've got a white head body.

2 (I've got a blue head body.

3 (I've got red arms legs.

(I've got eight hands fingers.

- 🕢 🐍 Act out the story.
- 5 Viewing and presenting ** Draw a robot.
 What can it do? Share.



🔐 Listen and say. Then listen and do.





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!

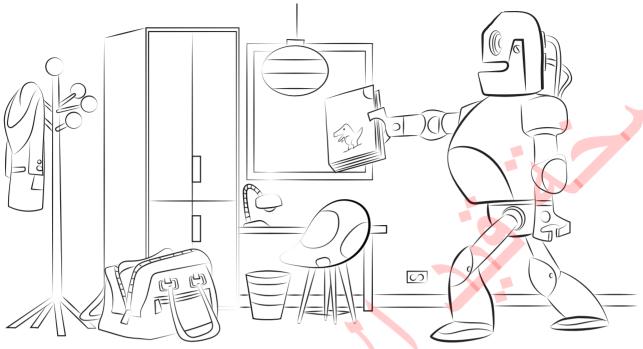


Touch your toes! Bend your knees! Move one foot! Move your body! Touch your head! twenty-eight



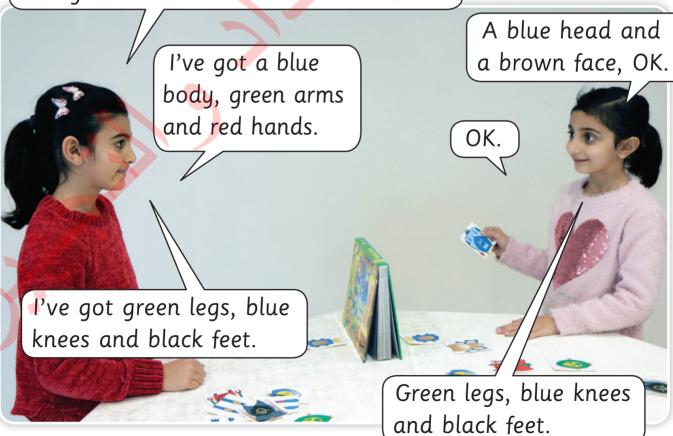






2 D 😘 Cut out. Then listen and play.

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





Teachers' Day

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



Teachers' Day is on 5th 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 youread What's your favourite day at school? What do you do on that day?
- 2 (3.13) Listen and read.
- 3 Afteryouread Activity Book, page 27.

My favourite day is Mother's Day.



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 (3.14) 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

ar

face

Phonics_

Listen and say.



Lesson₁₀

Activity Book, page 28

ee

feet

knees

arms

park

2 (3.16) Listen and circle ee or ar.

1 ee

ar

3 ee ar

2 ee ar

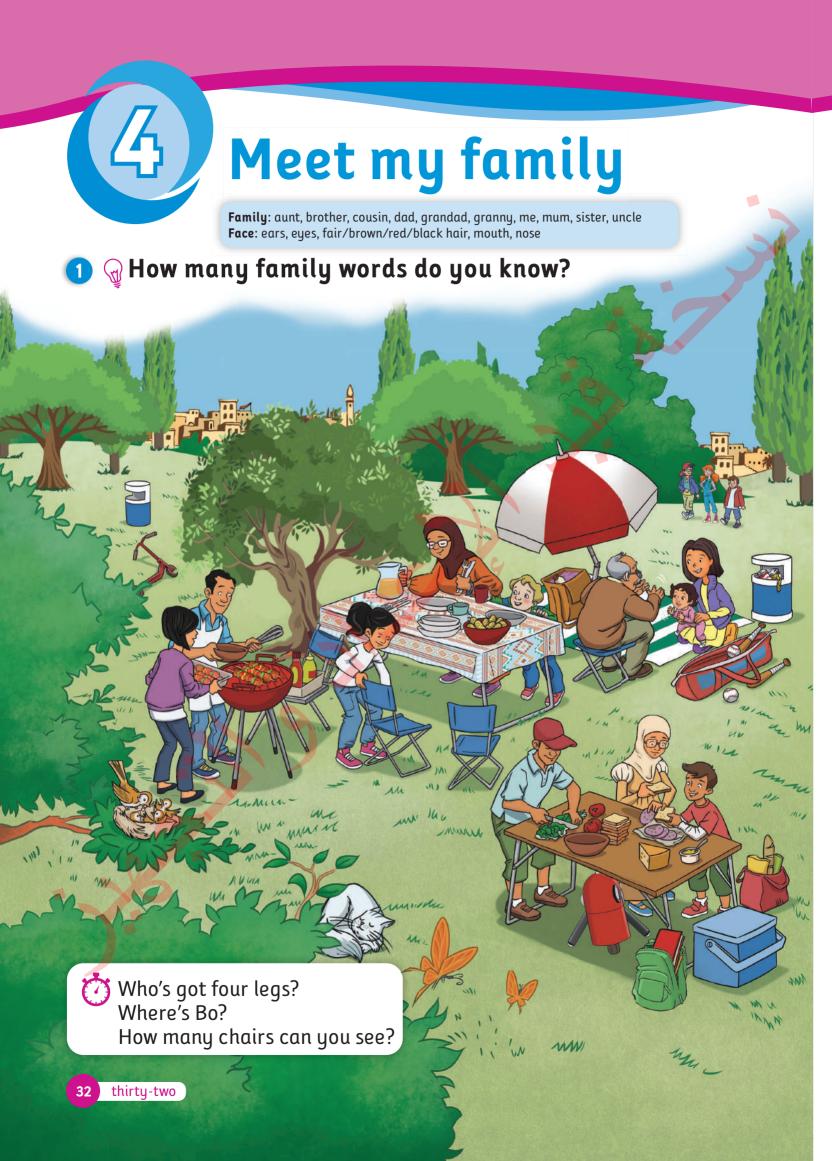
4 ee ar



🗿 称 Listen and say the tongue twister.

In the park I touch my feet, stretch my arms and bend my knees.









me

Who are the family members on page 32?

sister

Listen and chant.

Who's this? It's my granny. I'm happy! You can see I'm happy! You can see My grandad, my mum, my dad and me.

brother

Who's this? It's my brother. 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!

cousin

Show and say. Who's this? It's my uncle. It's my brother.

Who's this?

Story

- Before you read What colour is the ball?
- Listen and read.





Hello!



lt's my baby cousin.

he game

Wow! She's got big brown eyes!

This is my mum and dad. This is my granny, my grandad, my aunt and my sister.

Hello!

This is my cousin, Talal.

Hey, come and help.



Thank you.

You're welcome.



Oh, no! Bo! Stop!

Later...

5

Wow!

Oh dear.

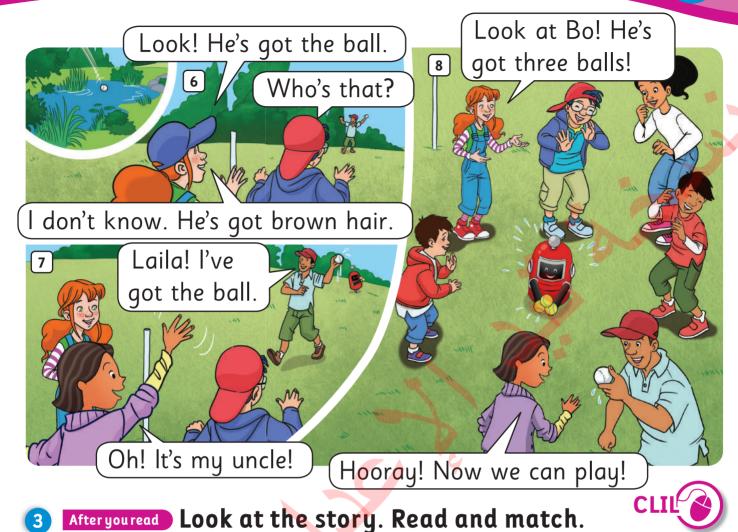
Where's the ball?



I don't know.

Where's the ball? Can you quess?









a (It's my cousin.

2 Who's this?



b (It's my grandad.

3 Who's this?



c (It's my sister.





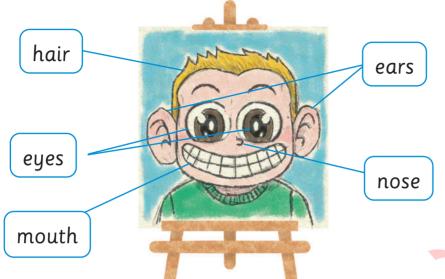
d (lt's my uncle.

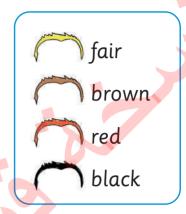
- 🔼 🔓 Act out the story.
- How many people in Laila's family play the game?



🕦 🚱 Listen and say. Then listen and circle.







2 😱 😱 Listen and find. Then listen and sing.



This is my sister. Her name's Claire. She's got a small mouth. And she's got red hair. She's got green eyes. She's got a small nose.

She's got a small mouth. And she's got red hair.

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.

Can you find my sister, Claire? Can you find my brother, Piers? He's got a big mouth.

And he's got big ears.



Look at Activity 2. Say and find.

He's got brown hair. He's got brown eyes. He's got a small nose.



He's got blue eyes. She's got green eyes.



Number 4.









my brother

my cousin

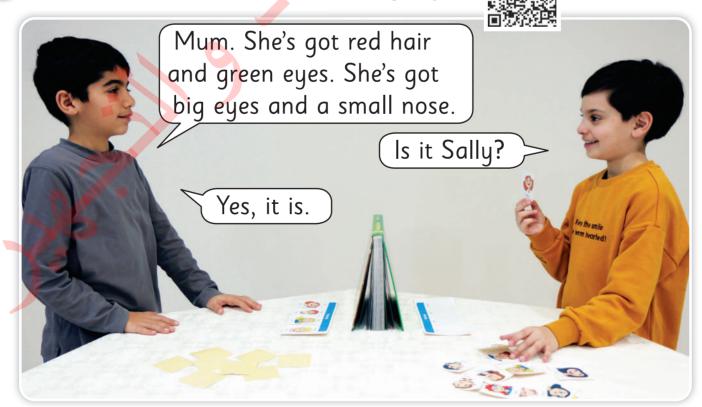


my sister

my aunt

my mum

2 \(\int \frac{412}{12} \) Cut out. Then listen and play.



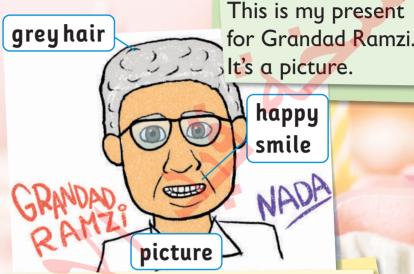


Grandad's present

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!



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

- Before your ead How many people live in your home? Who are they?
- (413) Listen and read.

After your ead Activity Book, page 35.

This is my family.







Viewing and presenting Make a class art gallery.

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





English in action

4

Introducing family and friends

1 (14) Listen and read.



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.

Salwa

Heba

Rahma

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 (415) Listen and say.



brother this



three

mouth

Are the sounds the same?

Listen and tick (
) or cross (
).



2

3

4



Listen and say the tongue twister.
This is my brother. He's three and he's got a big mouth.





Language booster 1

Tow many toys can you say?

















puppet

monster

helicopter

robot

computer

book

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?

Is it scary?

Is it the monster?

No, it isn't.

Yes, it is.

Yes, it is.







The robot is cool.

Is it cool? Yes, it is. No, it isn't.



👍 🕼 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) DAct out the dialogue. Use different books and adjectives.

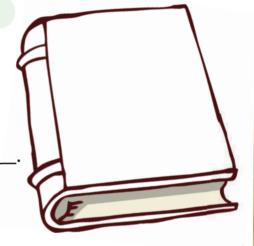
The Gingerbread Man The Jungle Book

funny great

cool

- 👩 🌟 Draw a picture of your favourite book. Then complete the sentences.
 - 1 My favourite book is ___

2	It's				
_	11.5				



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?





Science

What are our senses?



1 How many senses have we got?

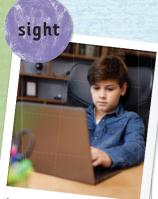


2 Listen, read and check.



How many senses have we got?

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



We can see with our **eyes**.





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



4 taste

5 touch









4 Ask and answer.

What can we touch with:

our hands? our fingers? our feet? our faces?

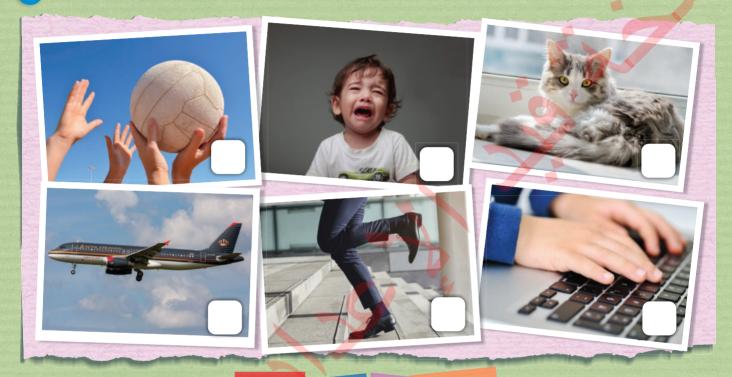
What can we touch with our feet?

A ball!

Let's practise!

5 Look at the diagram. What senses can you see? 1 hearing 2 hearing and touch 3 touch

6 What sense is it? Write the number.





Independence Day in Jordan

1 Listen and stick. Then listen and say.





fireworks



parade



night



air show



May



flag



celebration



decorations

2 (F12) (F13) 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.





Say the chant again. Use different Independence Day words.

decorations

celebrations

parades







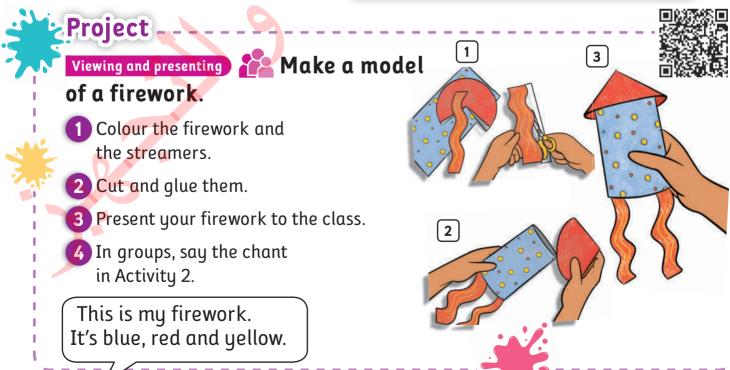






forty-five





Earth Day





pick up



recycle



rubbish



cans



bottles



paper



plant



tree





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.



recycle

paper

cans

bottles



👍 🙌 Listen and read.

Listen and number.



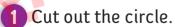
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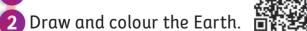
Viewing and presenting Make an

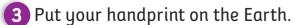


On Earth Day I can plant trees.

Earth Day handprint.







4 Talk about Earth Day. Present your handprint to the class.



Kite Festival Day





2 (33) 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!



blue green pink fish horse bird







5 Listen and number.





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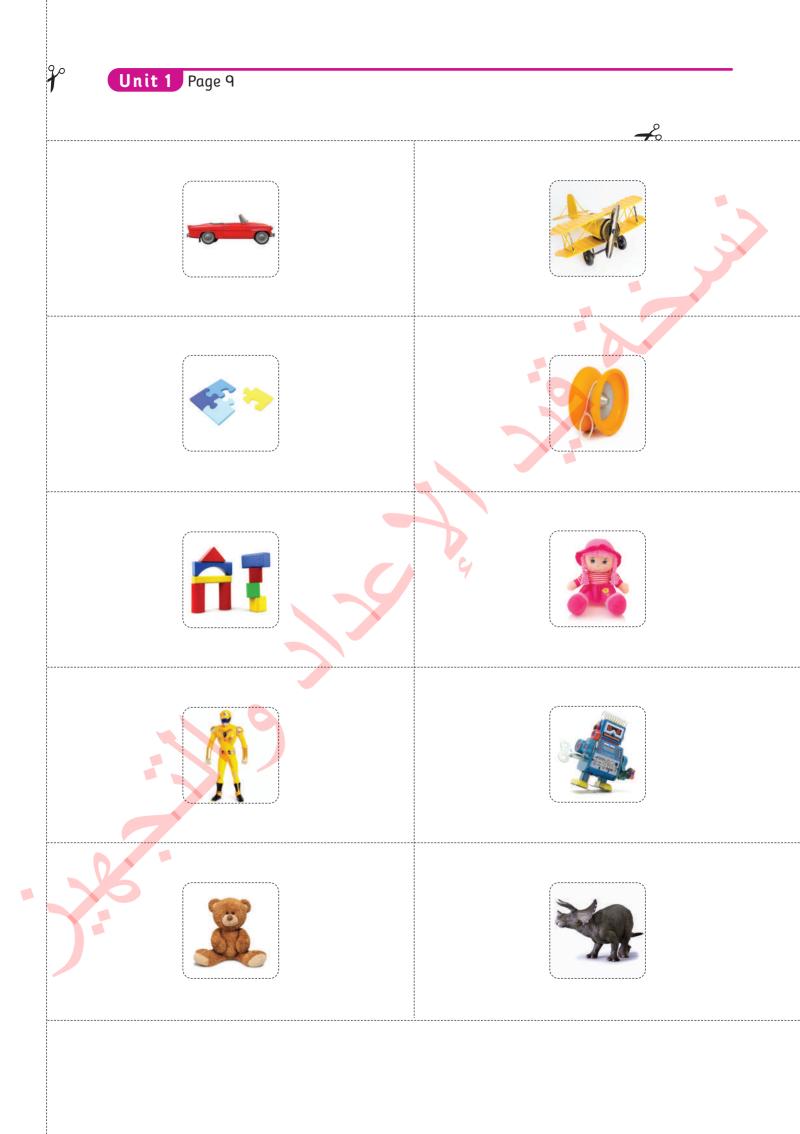
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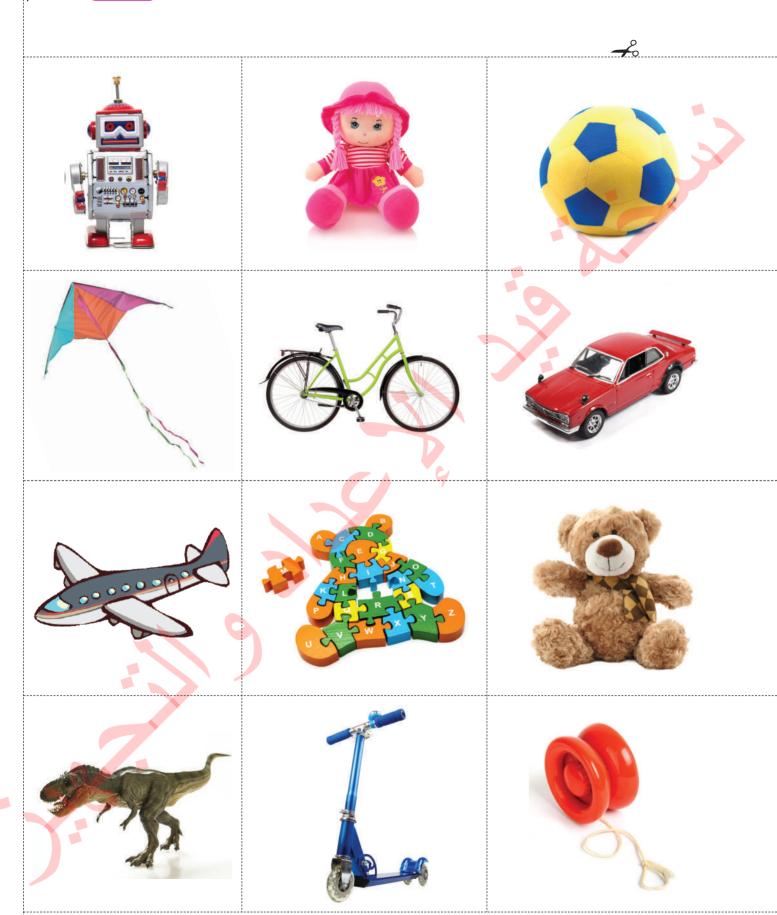
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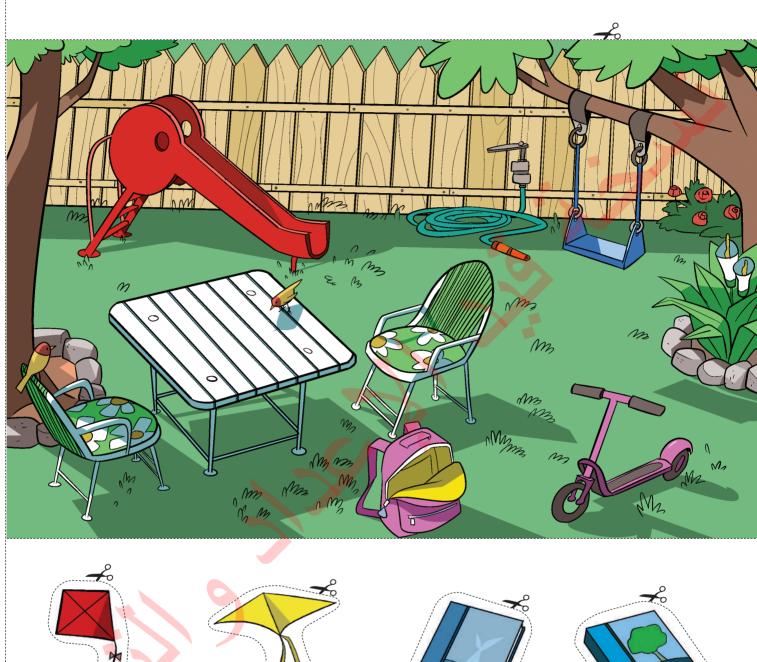
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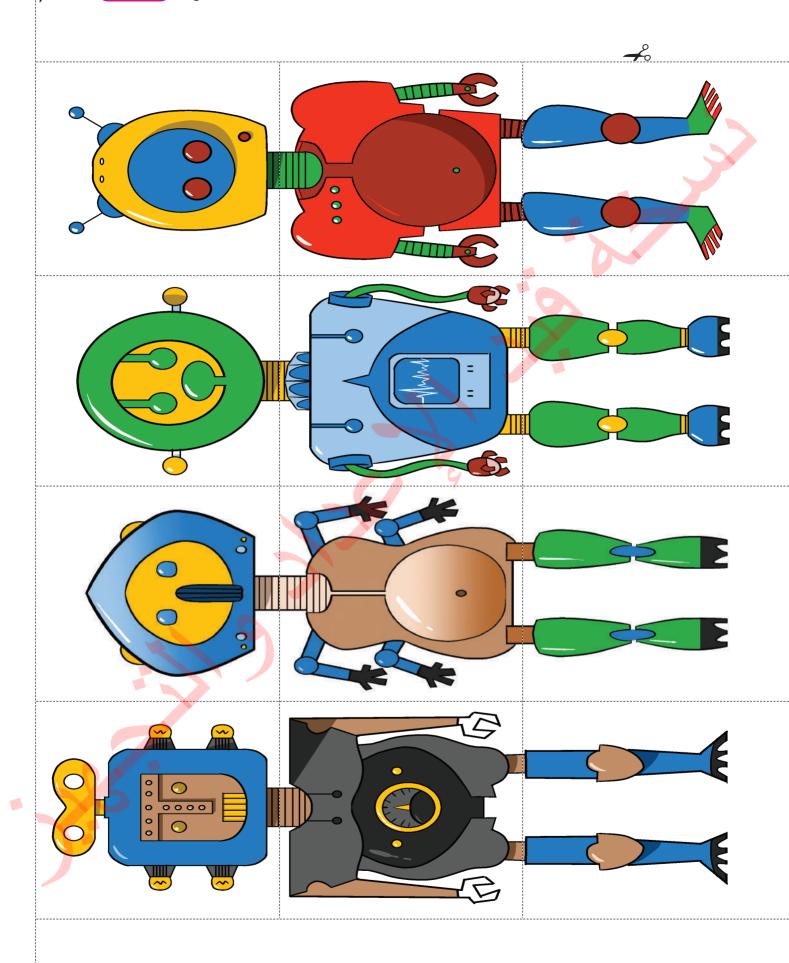
















My family

mum

dad

sister

brother



Sally



Stan



Alice



Alex



Jill



Jack



Daisy



Will



Sue



Bill



Kim



Tom

