

# Jordan TEAM Together Grade 1 Semester 2



Pupil's Book with Digital Resources

## *Evaluation and Adaptation Committee*

Prof. Nayel Darweesh Al-Shara'h (Head)

Dr. Manal Fahed Aburumman (Coordinator)

Prof. Abdallah Ahmad Bani Abdelrahman

Prof. Sabri Shehadeh AlShboul

Dr. Zeina Mohammad AlKaraki

Dr. Adnan Ahmad AL-Omari

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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

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# Jordan TEAM Together Grade 1 Semester 2



Pupil's Book with Digital Resources

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# Scope and sequence

| Unit                                           | Unit objectives                                                                                   | Vocabulary                                                                                                                                                                                           | Grammar                                                                                     | Listening                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Welcome</b><br><b>Who's this?</b><br>Page 4 | Recalling character names and polite interactions; recalling words for classroom objects and toys | Classroom objects: bag, book, crayon, eraser, pen, pencil, pencil case, ruler<br>Toys: ball, car, doll, plane, robot, teddy, train, yoyo                                                             | Hi! My name's ...; I'm ...; This is (my) ...; I've got ...                                  | Recognising a few familiar everyday nouns and adjectives; understanding the main information when people introduce themselves                                                                                                                                                                                                                                                                          |
| <b>5</b><br><b>My body</b><br>Page 6           | Naming body parts; talking about what body parts people have got                                  | Body: arms, body, face, feet, hair, hands, head, legs<br>Phonics: hair, hand, hat, head, leaf, legs, lion, log, gate, girl, goat, green, face, feet, five, four                                      | He's got ... / She's got ...<br>He hasn't got ... / She hasn't got ...                      | Recognising a few familiar everyday nouns and adjectives; recognising familiar key words and phrases in short, basic descriptions if spoken slowly and clearly; understanding basic phrases or sentences about things people have; hearing the initial sound in simple words; recognising familiar words and phrases in short, simple songs or chants                                                  |
| <b>6</b><br><b>My blue jacket</b><br>Page 14   | Naming clothes; talking about what you are wearing; talking about where items of clothing are     | Clothes: boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt<br>Phonics: jacket, jam, jeans, jelly, jump, umbrella, under, up, octopus, olive, on, orange, nest, net, nine, nut               | How are you?<br>I'm fine, thank you.<br>Where's my ...?, It's on the ...<br>I'm wearing ... | Recognising a few familiar everyday nouns and adjectives; understanding simple language related to naming and describing people's clothes; recognising familiar words and phrases in short, simple songs or chants; hearing the initial sound in simple words; understanding basic statements about where things or people are                                                                         |
| <b>7</b><br><b>They're tigers!</b><br>Page 22  | Naming animals                                                                                    | Animals: frog, giraffe, lizard, monkey, snake, spider, tiger, zebra<br>Phonics: zebra, zero, zoo, king, kite, kitten, queen, question, quiet, box, fox, six, van, vet, violin, yellow, yoghurt, yoyo | What are these?<br>They're ...                                                              | Recognising a few familiar everyday nouns and adjectives; recognising familiar words and phrases in short, simple songs or chants; understanding basic phrases or sentences about things people have; hearing the initial sound in simple words; identifying everyday objects, people or animals in their immediate surroundings or in pictures from short basic descriptions                          |
| <b>8</b><br><b>I like cakes</b><br>Page 30     | Naming food items; saying what you like and don't like                                            | Food: apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets<br>Phonics: bus, hat, hen, log, pan, vet, bag, fox, jug, pot, sun, yes                                                         | I like ...<br>I don't like ...<br>Yes, please.<br>Thank you.                                | Understanding information in short, simple dialogues about familiar activities; recognising a few familiar everyday nouns and adjectives; understanding basic statements about where things or people are; recognising familiar words and phrases in short, simple songs or chants; understanding simple phrases about likes and dislikes; hearing the initial, medial and final sound in simple words |

**Meg's Learning Club**

**Cutouts**



|  | Speaking                                                                                                                                                                                                                                                                                                                                                                                                          | Reading                                                  | Writing                                                                | Phonics                                                                                                                                         | Project                     | Viewing and presenting                                                                                                                | Functions                                                                      |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|  | Repeating single words, if spoken slowly and clearly; giving key information to introduce themselves                                                                                                                                                                                                                                                                                                              |                                                          |                                                                        |                                                                                                                                                 |                             |                                                                                                                                       | Introducing yourself and others; naming school objects; saying what you've got |
|  | Repeating single words, if spoken slowly and clearly; talking about things they have, using a basic phrase; singing a simple song, if supported by pictures; saying the sounds for the letters of the alphabet, if supported by pictures; describing someone's physical appearance in a basic way, if guided by questions or prompts                                                                              | Following simple dialogues in short, illustrated stories | Tracing individual letters to represent sounds; writing familiar words | <b>h, l, g, f</b><br>hair, hand, hat, head, leaf, legs, lion, log, gate, girl, goat, green, face, feet, five, four                              | Making a funny friend model | Drawing a picture and sharing with the class; sharing project work with the class; sharing project work with family members           | Naming body parts; saying what people have got and haven't got                 |
|  | Repeating single words, if spoken slowly and clearly; singing a simple song, if supported by pictures; describing someone's clothes using simple language; saying the sounds for the letters of the alphabet, if supported by pictures                                                                                                                                                                            | Following simple dialogues in short, illustrated stories | Tracing individual letters to represent sounds; writing familiar words | <b>j, u, o, n</b><br>jacket, jam, jeans, jelly, jump, umbrella, under, up, octopus, olive, on, orange, nest, net, nine, nut                     | Making a paper doll         | Drawing pictures and talking about them; viewing and presenting project work and identifying items of clothing                        | Naming clothes; saying what you are wearing; saying where things are           |
|  | Repeating single words, if spoken slowly and clearly; singing a simple song, if supported by pictures; saying the sounds for the letters of the alphabet, if supported by pictures; naming everyday objects, animals or people around them or in pictures using single words                                                                                                                                      | Following simple dialogues in short, illustrated stories | Tracing individual letters to represent sounds; writing familiar words | <b>z, k, q, x, v, y</b><br>zebra, zero, zoo, king, kite, kitten, queen, question, quiet, box, fox, six, van, vet, violin, yellow, yoghurt, yoyo | Making an animal mask       | Drawing and sharing pictures; asking and answering questions about drawings and projects                                              | Naming animals                                                                 |
|  | Naming everyday objects, animals or people around them or in pictures using single words; repeating single words, if spoken slowly and clearly; singing a simple song, if supported by pictures; expressing likes and dislikes in relation to familiar topics in a basic way; talking about things people have, using a basic phrase; saying the sounds for the letters of the alphabet, if supported by pictures | Following simple dialogues in short, illustrated stories | Tracing individual letters to represent sounds; writing familiar words | <b>CVC words</b><br>bus, hat, hen, log, pan, vet, bag, fox, jug, pot, sun, yes                                                                  | Making a food plate         | Sharing pictures and presenting work with a grammatically correct sentence; presenting project work and describing likes and dislikes | Naming food; expressing likes and dislikes                                     |

Welcome

# Who's this?

Hi! My name's Malek.

This is my sister.

Hello! My name's Hala.

I'm five.

Hello! My name's Ann.

This is my brother.

Hi! My name's Bill.

I'm six.

# Classroom objects and toys





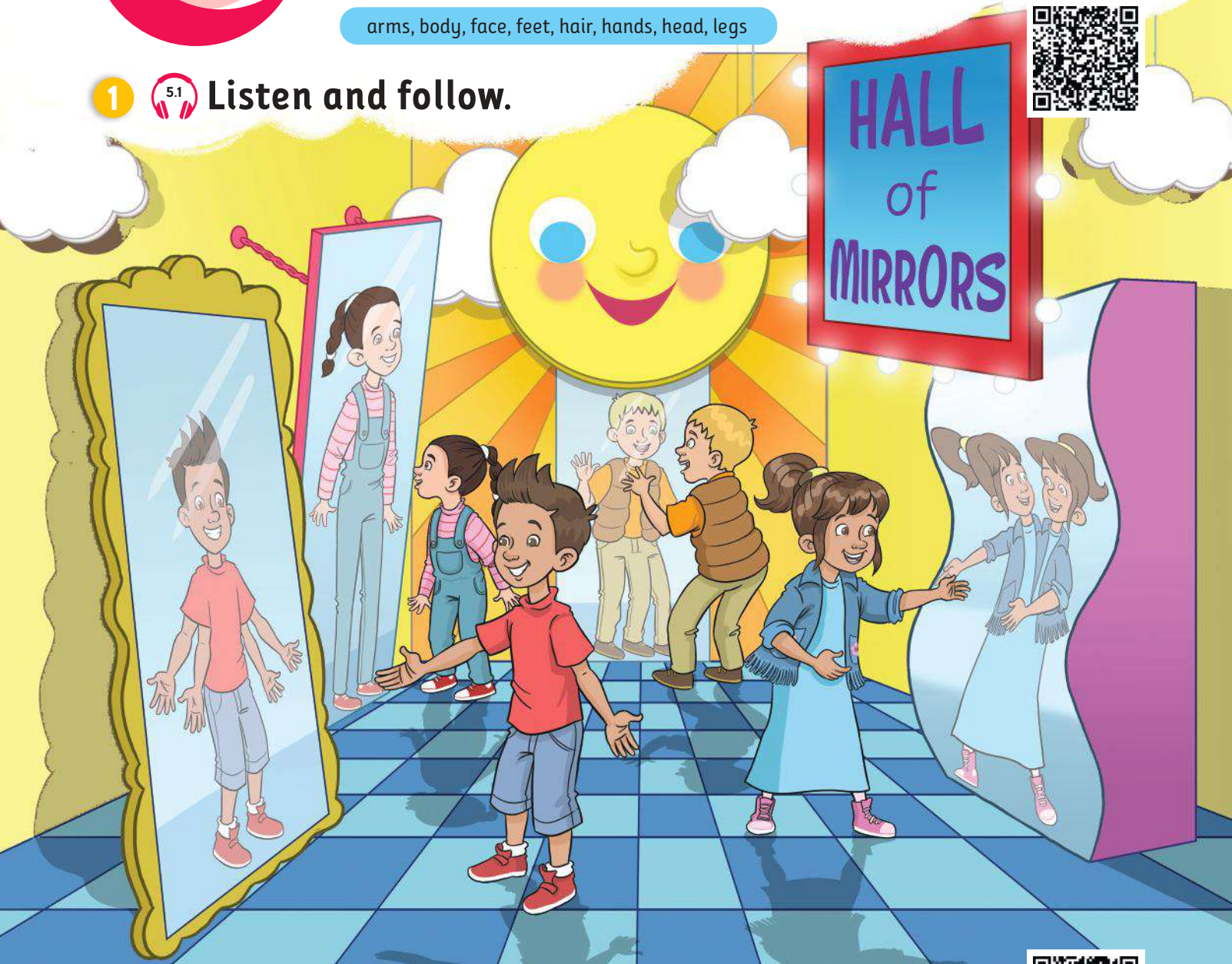
5

# My body

arms, body, face, feet, hair, hands, head, legs



1 5.1 Listen and follow.



2 5.2 Listen, point and say.



1



arms

2



legs

3



head

4

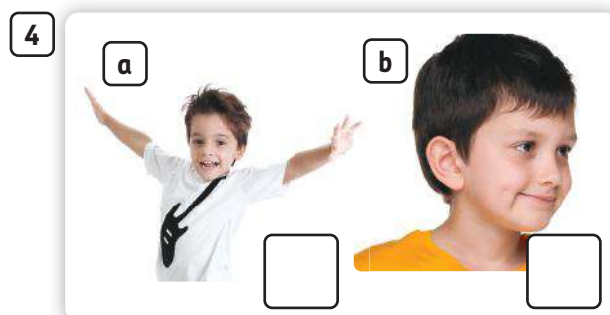
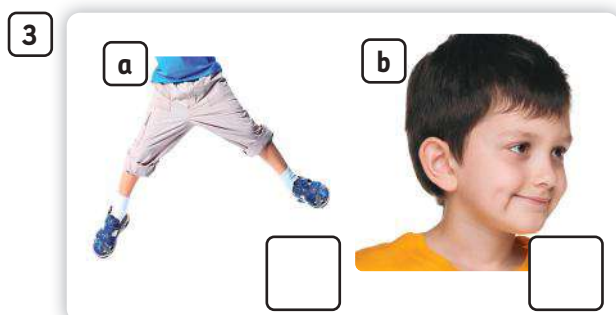
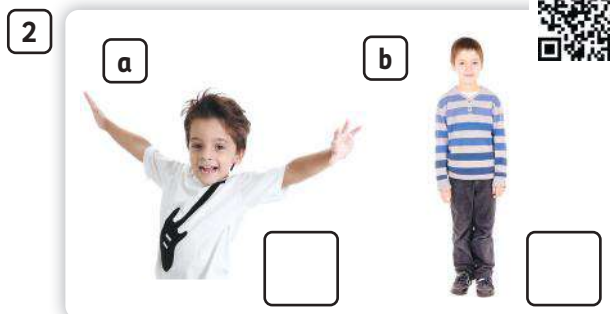
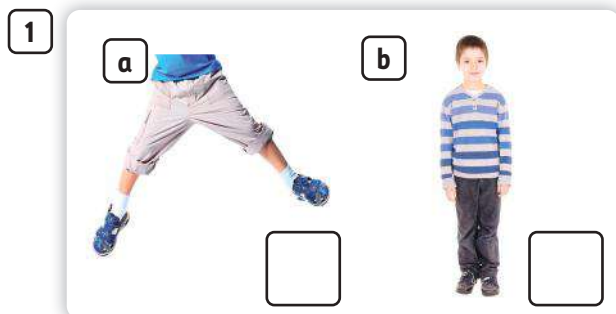


body

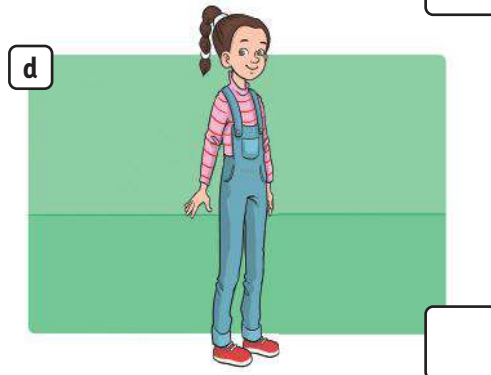
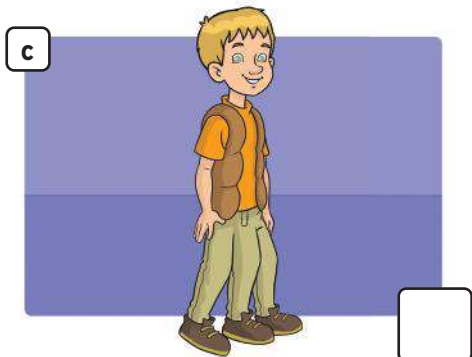
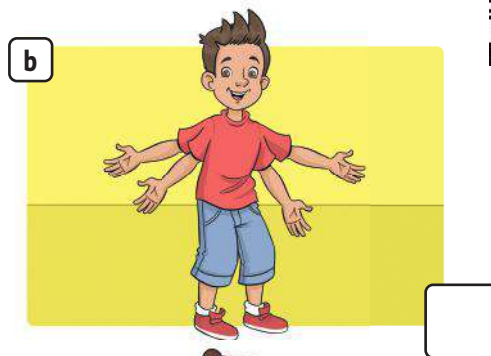
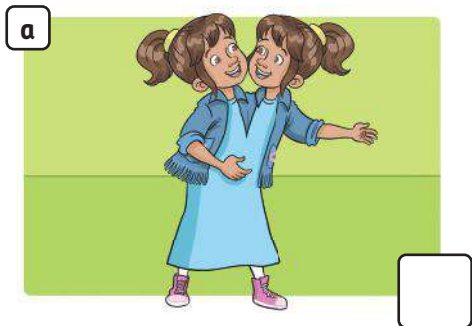
6 six

arms, body, head, legs; He's got ... / She's got ...

1  5.5  Listen and tick (✓).



2  5.6  Listen and number.



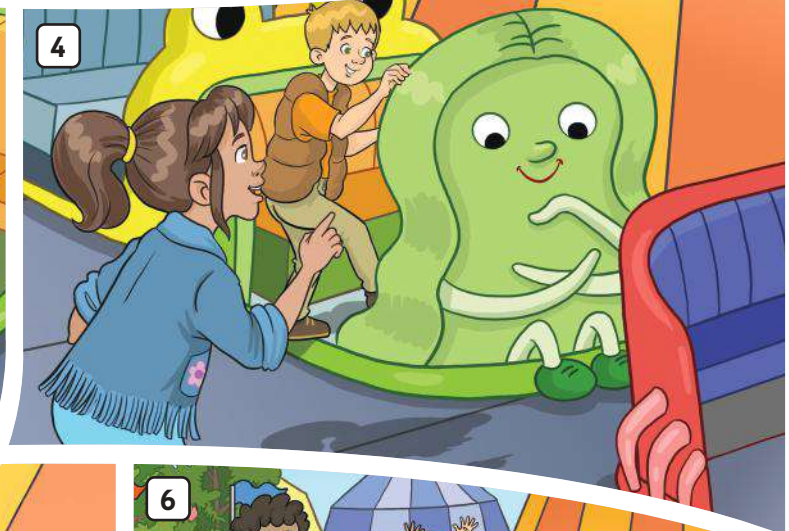
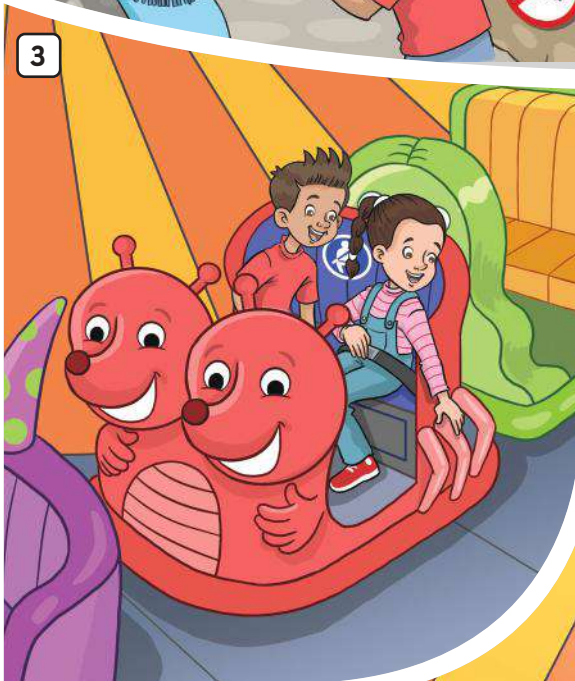
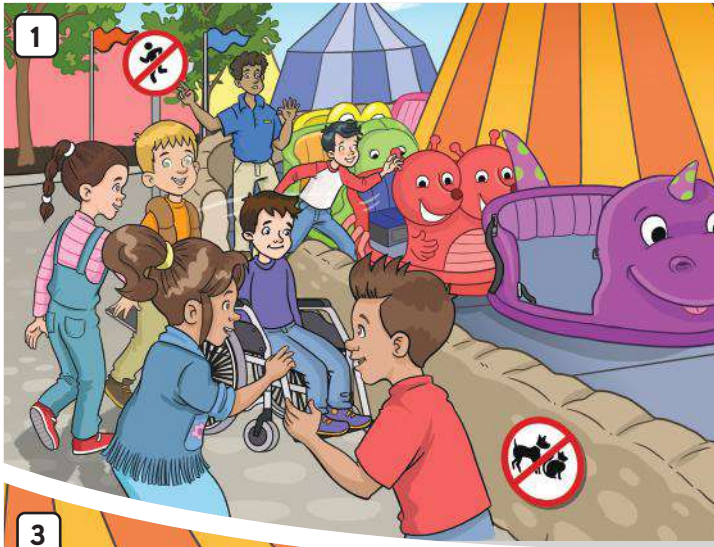
3  5.7  Listen.  
Point and say.







**1** **Listen and follow. Point to the train.**



Values



Be safe

**2** **Look and find.**

**8** eight

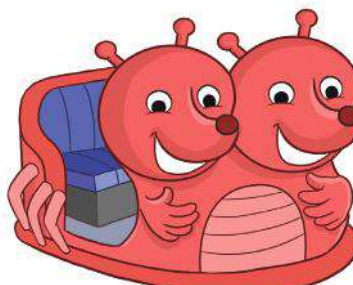
face, feet, hair, hands; He hasn't got ... / She hasn't got ...



1    Listen again. Then listen, look and match.



a



b

2   Listen, point and say.



face



hair

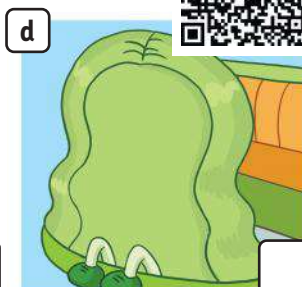
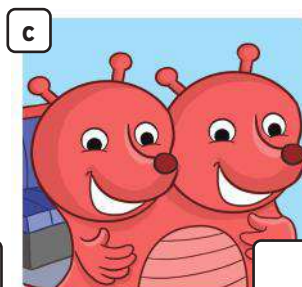
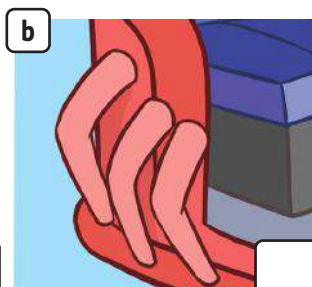
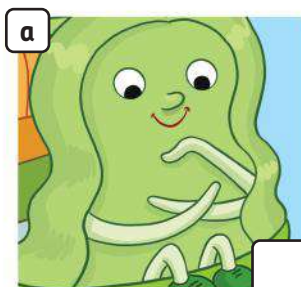


hands



feet

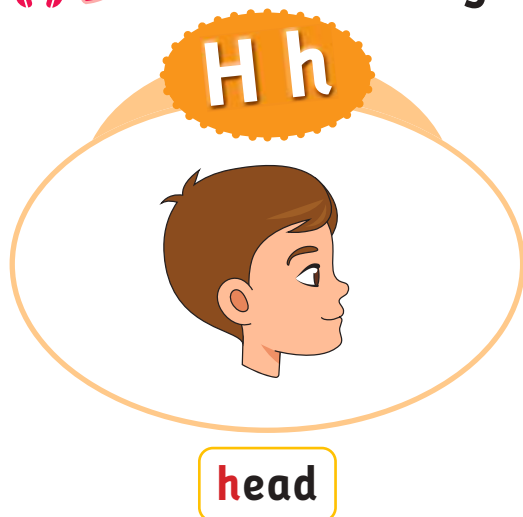
3   Listen and number.



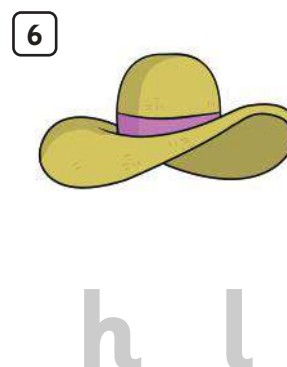
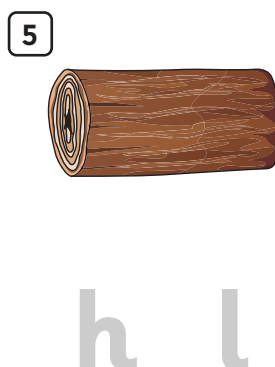
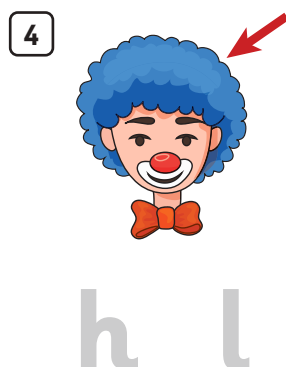
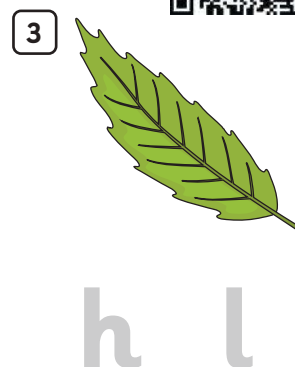
4     Listen and sing.



1  5.19  Listen and say.



2  5.20   Listen, circle and say.



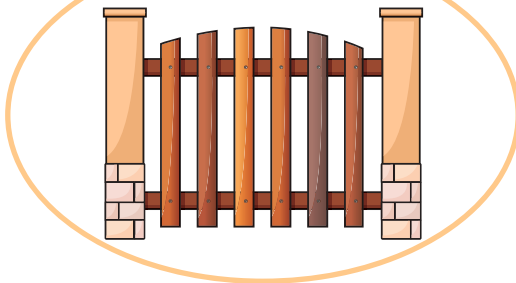
1



Listen and say.



Gg



gate

Ff



feet

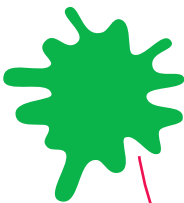
2



Listen, match and say. Write.



1



g

2



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

g

f

4

4

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5



\_\_\_\_\_

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\_\_\_\_\_

6

5

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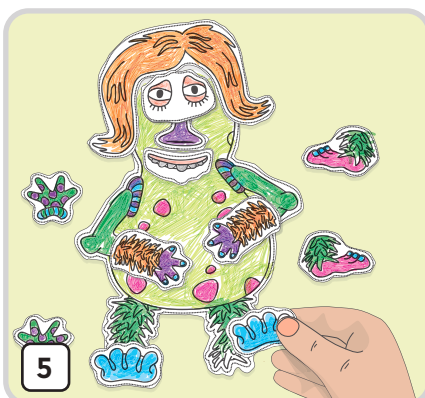
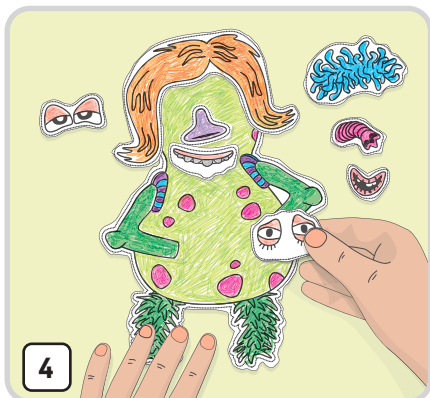
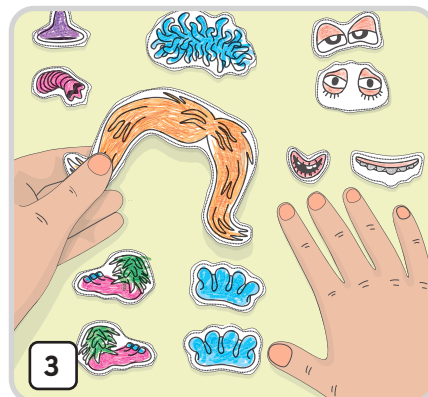
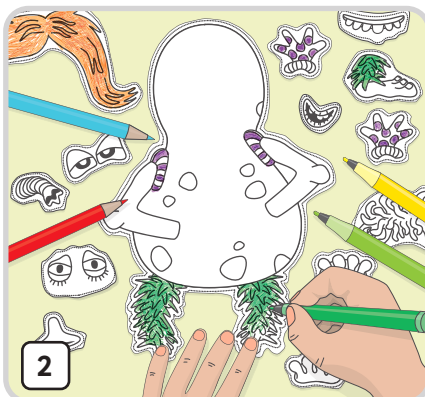
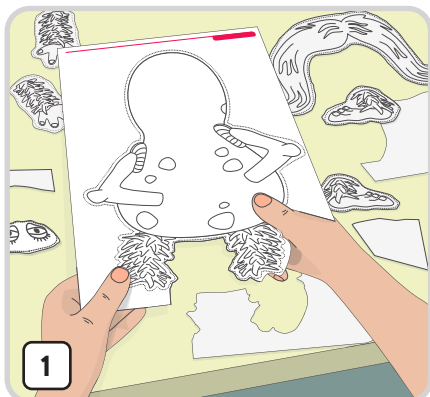


1

Viewing and presenting



Make and show.



2



Sing and play.



# Picture dictionary



1



Listen and trace.



arms



hair



body



hands



face



head



feet



legs



## 6

## My blue jacket

boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt

## 1 Listen and follow.



## 2 Listen, point and say.



1



skirt

2



jumper

3



T-shirt

4



jacket



1 Listen and circle.



1



a



b

2



a



b

3



a



b

4



a



b

2 Listen and match.



1



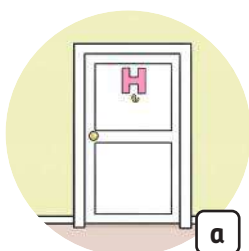
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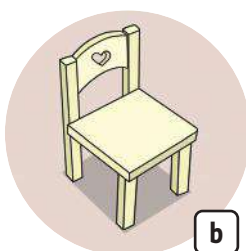
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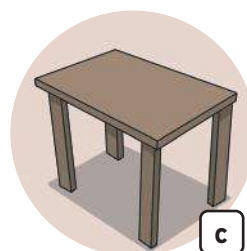
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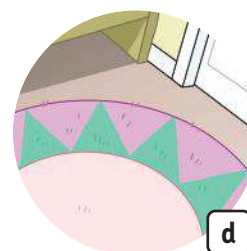
a



b



c



d

3 Listen. Then say.





### 1 Listen and follow. Point to the blue jacket. *Our Team*



Values Be on time

### 2 Look and find.





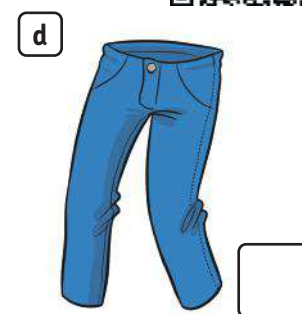
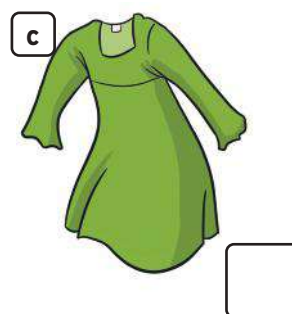
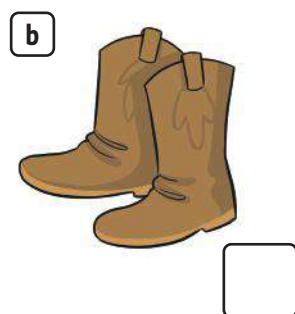
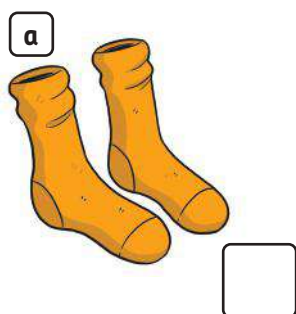
1 6.11 6.12 Listen again. Then listen, look and match.



2 6.13 Listen, point and say.



3 6.14 Listen and number.

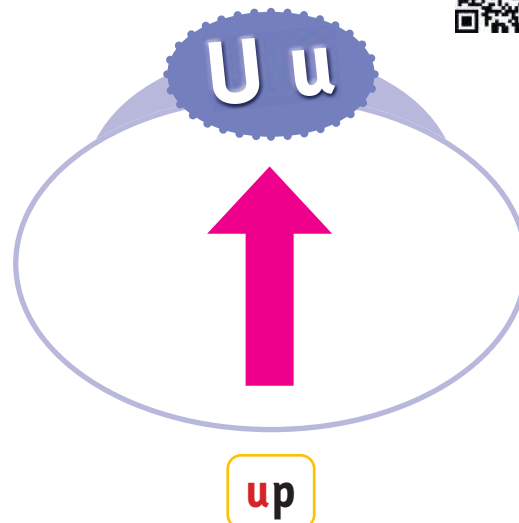


4 6.15 6.16 Listen and sing.





1   Listen and say.

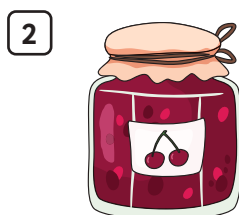


2   Listen, choose and write.

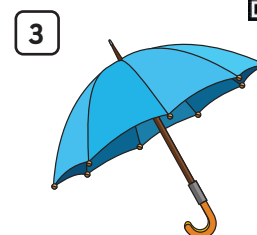


**j** **u**

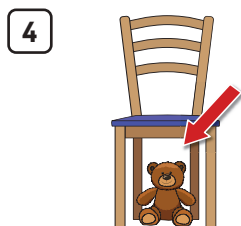
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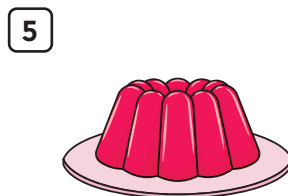
**j** **u**



**j** **u**



**j** **u**



**j** **u**



**j** **u**

1



Listen and say.



2



Listen, match and say. Write.



1



.....

.....

.....

2

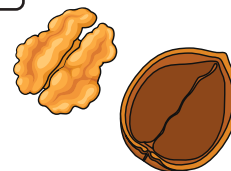


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3



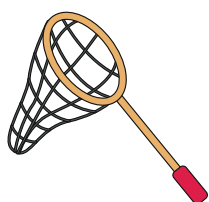
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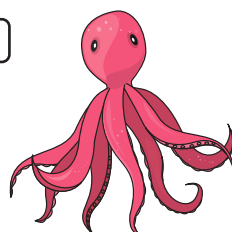


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5



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6



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# Project Paper dolls

Lesson 11

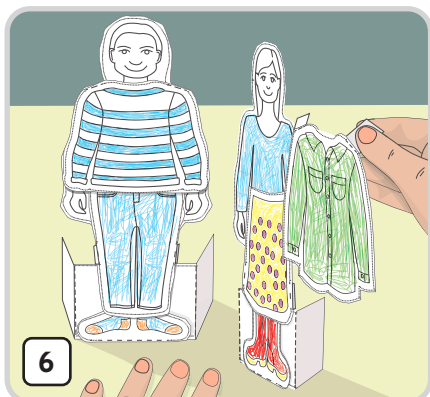
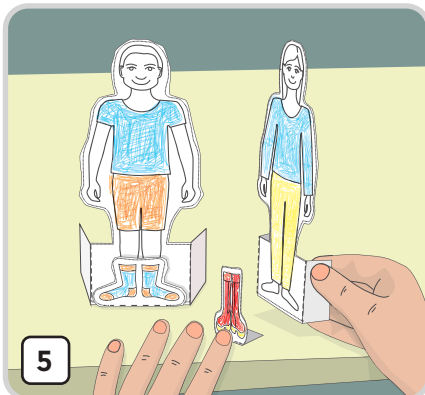
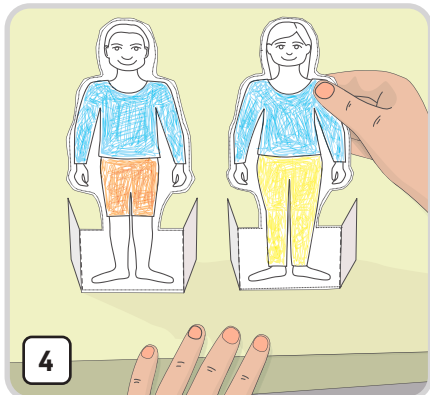
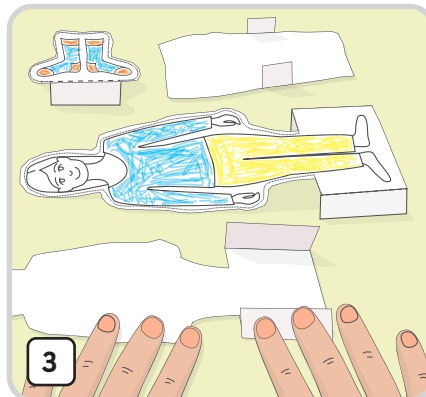
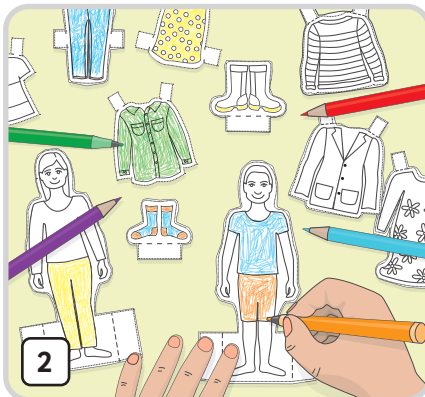
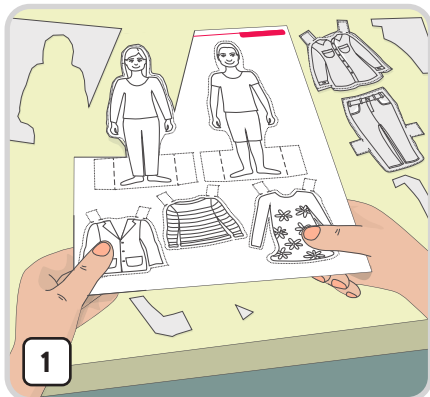


1

Viewing and presenting



Make and show.



2



6.23



Sing and play.





# Picture dictionary

1



Listen and trace.



boots



jumper



dress



skirt



jacket



socks



jeans



T-shirt

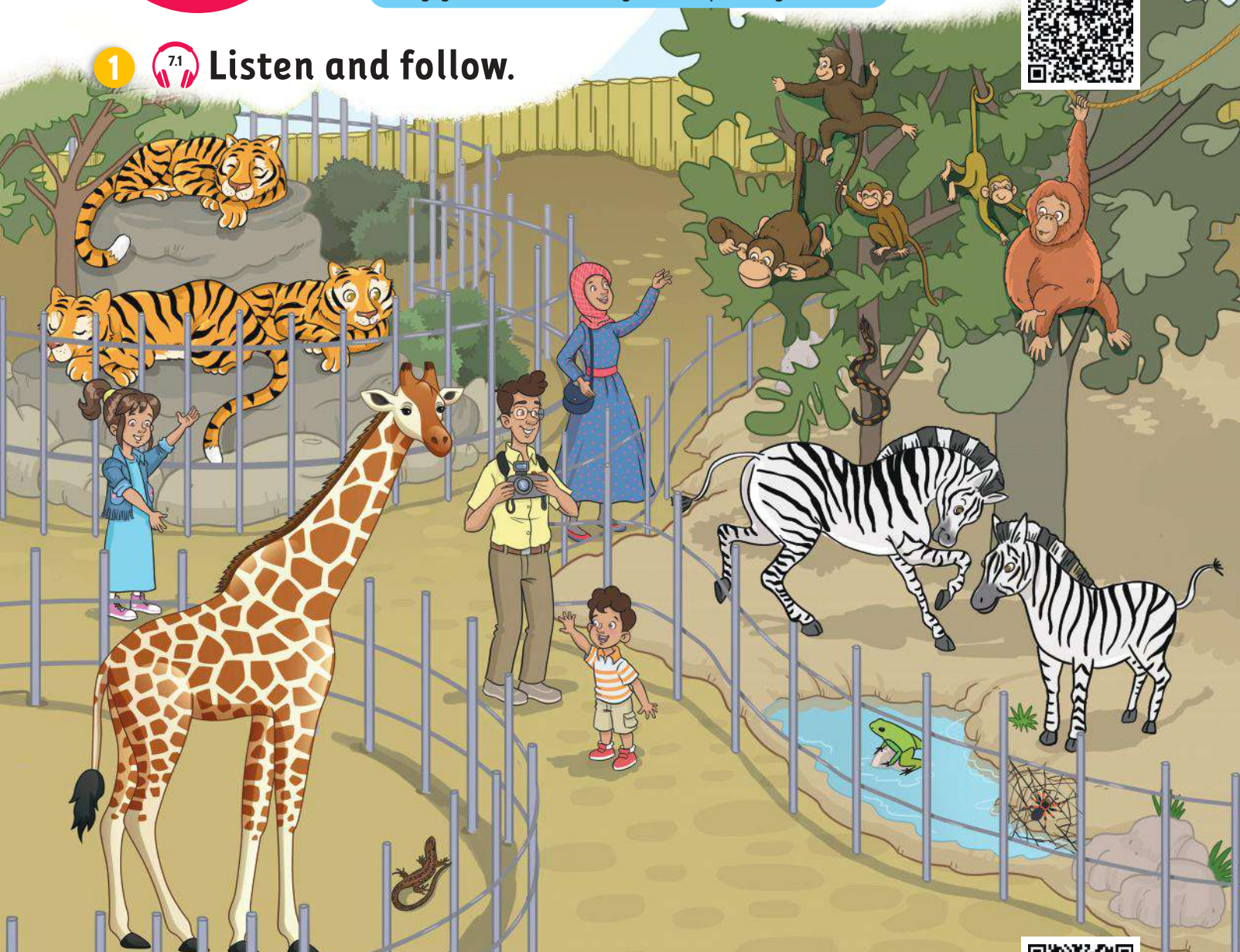
## 7

## They're tigers!

frog, giraffe, lizard, monkey, snake, spider, tiger, zebra



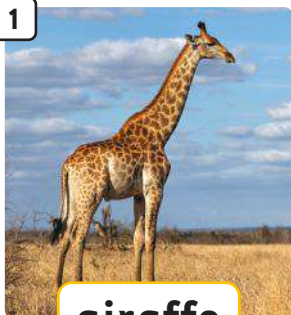
1 Listen and follow.



2 Listen, point and say.



1



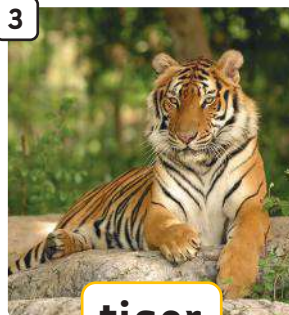
giraffe

2



zebra

3



tiger

4



monkey

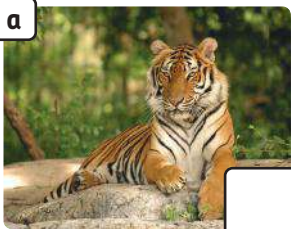


1

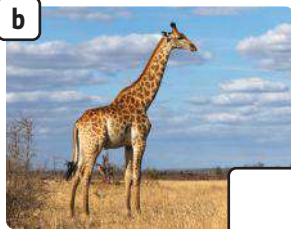


Listen and number.

a



b



c



d

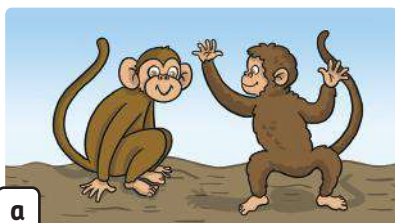


2



Listen and circle.

1

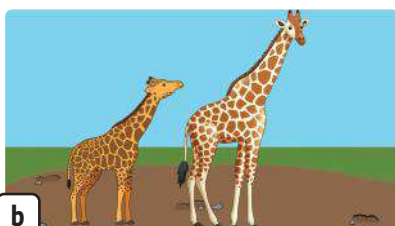


a

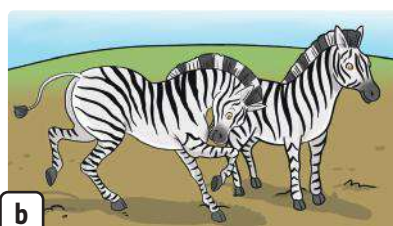
2



a

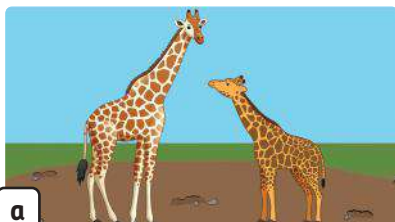


b



b

3

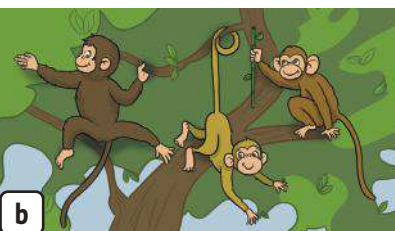


a

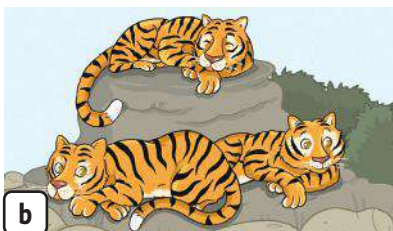
4



a



b



b

3



Listen and say.







**1** Listen and follow. Point to May.



Values



Look after animals

**2** Look and find.





1



Listen again. Then listen, look and match.

1



2



a



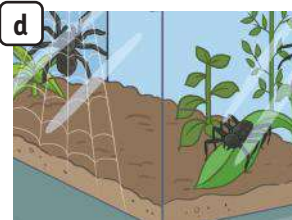
b



c



d

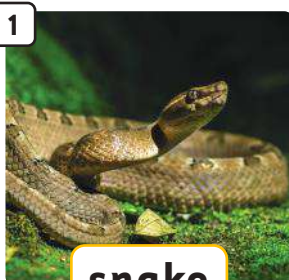


2



Listen, point and say.

1



snake

2



lizard

3



frog

4

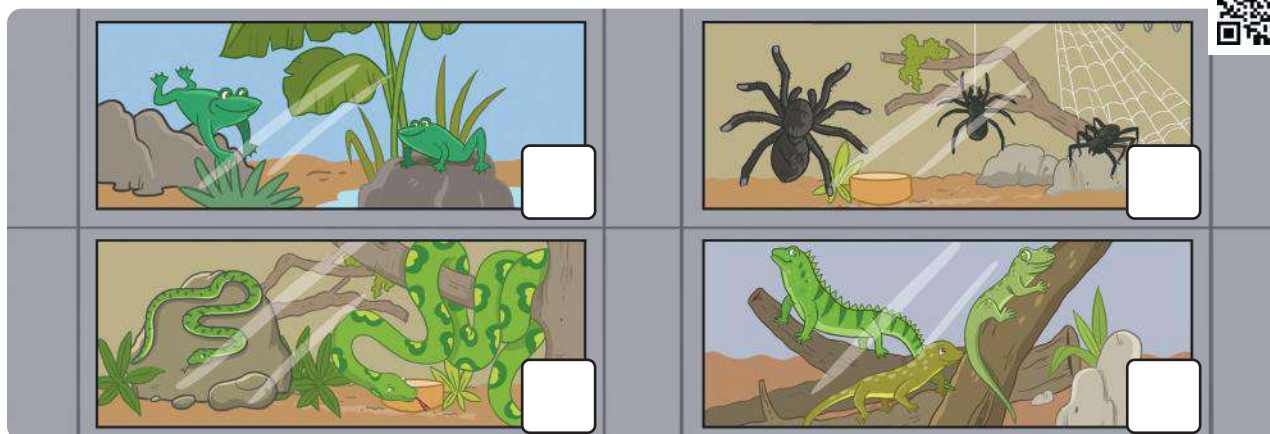


spider

3



Listen and number.



4



Listen and sing.





1 Listen and say.

**Zz**

**zero**

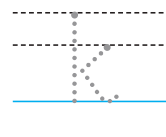
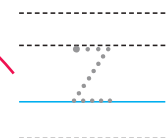
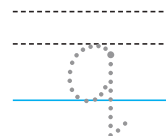
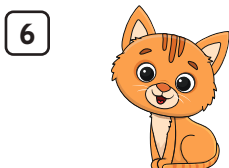
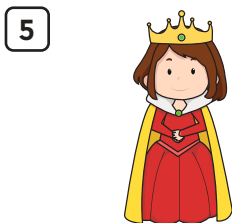
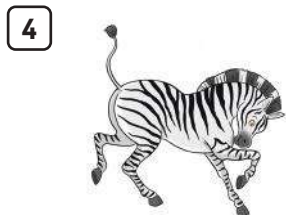
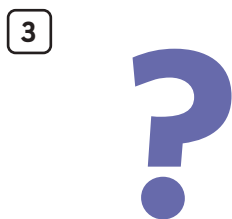
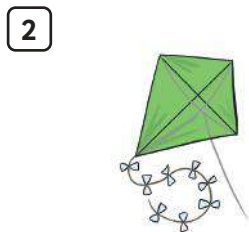
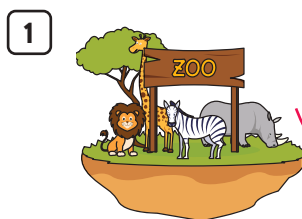
**Kk**

**king**

**Qq**

**quiet**

2 Listen and say. Match and trace.

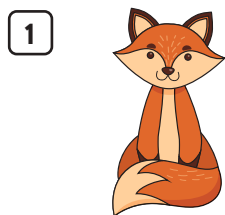




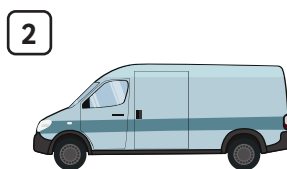
1   Listen and say.



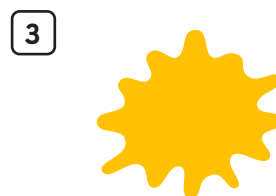
2   Listen, trace and match.



fox



van



yellow

**x**

**v**

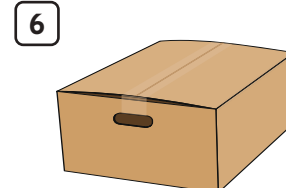
**y**



yoghurt



vet



box

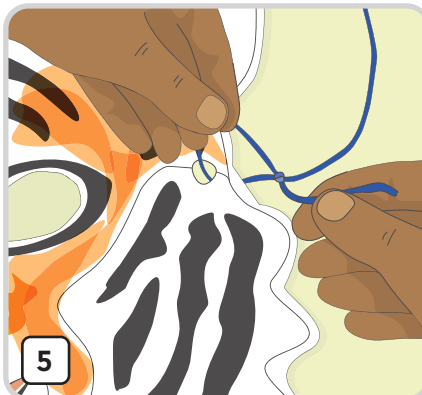
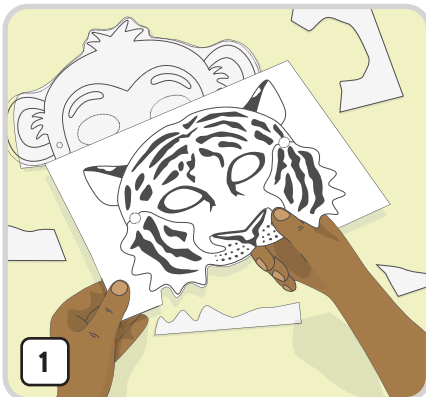


1

Viewing and presenting



Make and show.



2



Sing and play.





# Picture dictionary



1



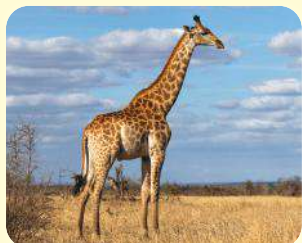
Listen and trace.



frog



spider



giraffe



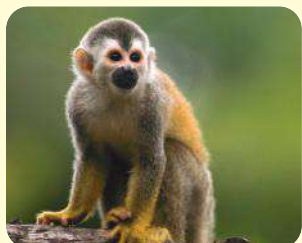
snake



lizard



tiger



monkey



zebra

8

# I like cakes

apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets



## 1 Listen and follow.



## 2 Listen, point and say.



1



lemonade

2



lemons

3



apples

4



cakes



1



Listen and circle.



1



a



b



c



d

2



a



b



c



d

3



a



b



c



d

4



a



b



c



d

2



Listen and number.



a



b



c



d



3



Listen. Then say.





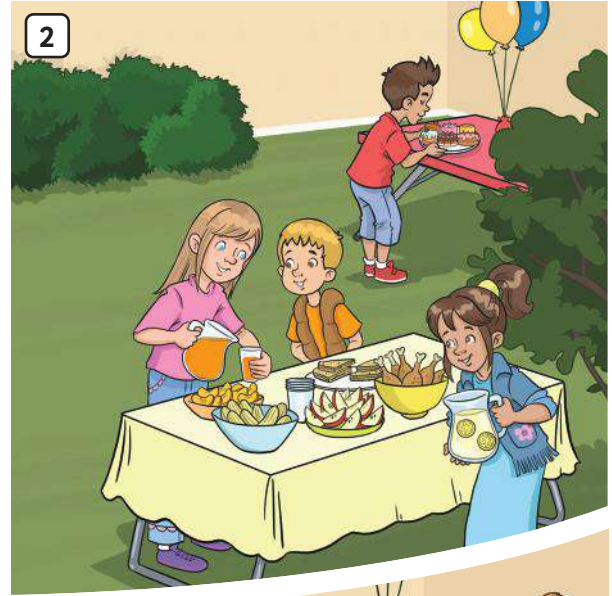


1



Listen and follow. Point to Meg and Tom.

Our Team



Values



Be polite

2

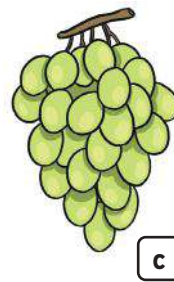
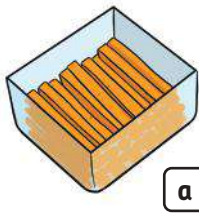


Look and find.

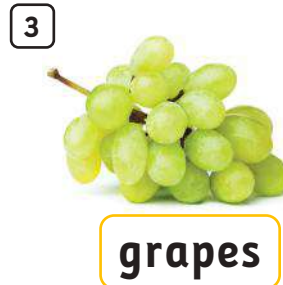
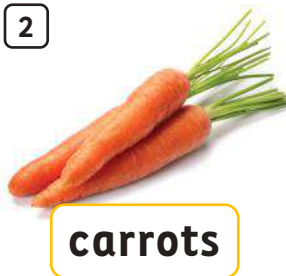




1 Listen again. Then listen, look and match.



2 Listen, point and say.



3 Listen and colour.



4 Listen and sing.



1   Listen and say.




l

o

g

log



v

e

t

vet

2   Listen and repeat. Trace and say.



1 

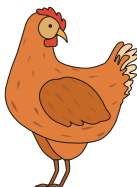
p

a

n

**pan**

pan

2 

h

e

n

**hen**

hen

3 

b

u

s

**bus**

bus

4 

h

a

t

**hat**

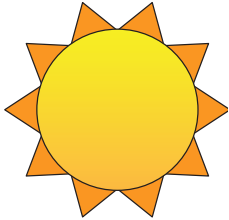
hat



1



Listen and look. Say, order and write.



u

s

n

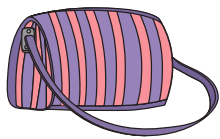
sun



j

u

g



g

b

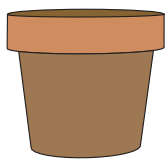
a



e

y

s



t

o

p



x

f

o



1

Viewing and presenting



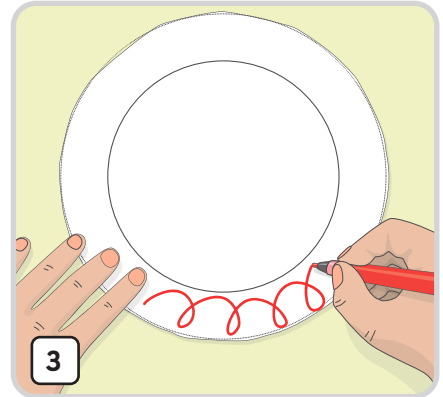
Make and show.



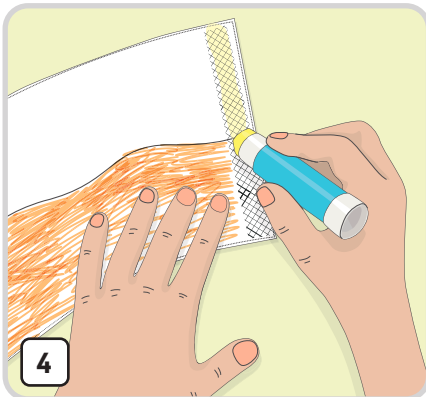
1



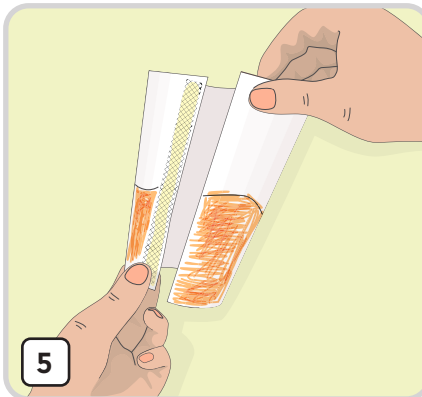
2



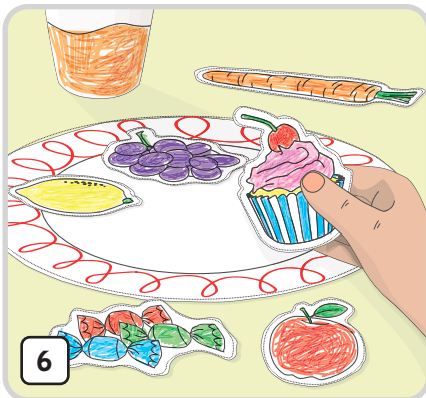
3



4



5



6



2

8.23

8.24



Sing and play.



# Picture dictionary



1



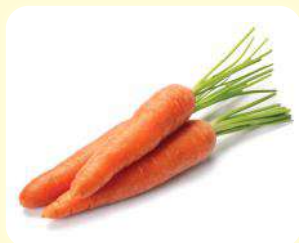
Listen and trace.



apples



juice



carrots



lemonade



cakes



lemons

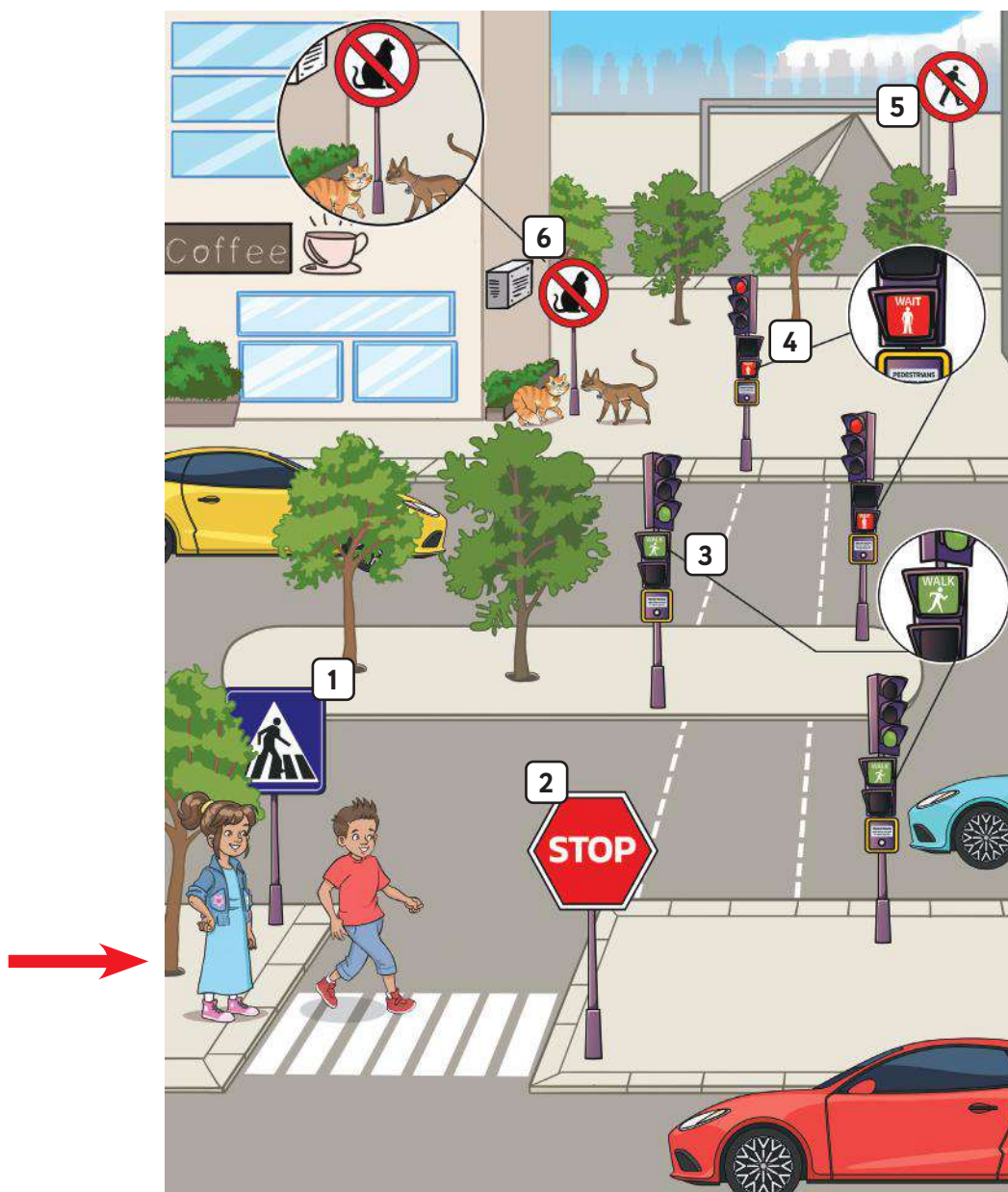


grapes



sweets

1  Listen and follow.



2   Listen and match the words to the signs in Activity 1.



a No animals! ☐

b Stop! ☐

c Wait! ☐

d Cross here! ☐

e Walk! ☐

f No people! ☐



3 Listen, point and say.



4 Listen and tick (✓).



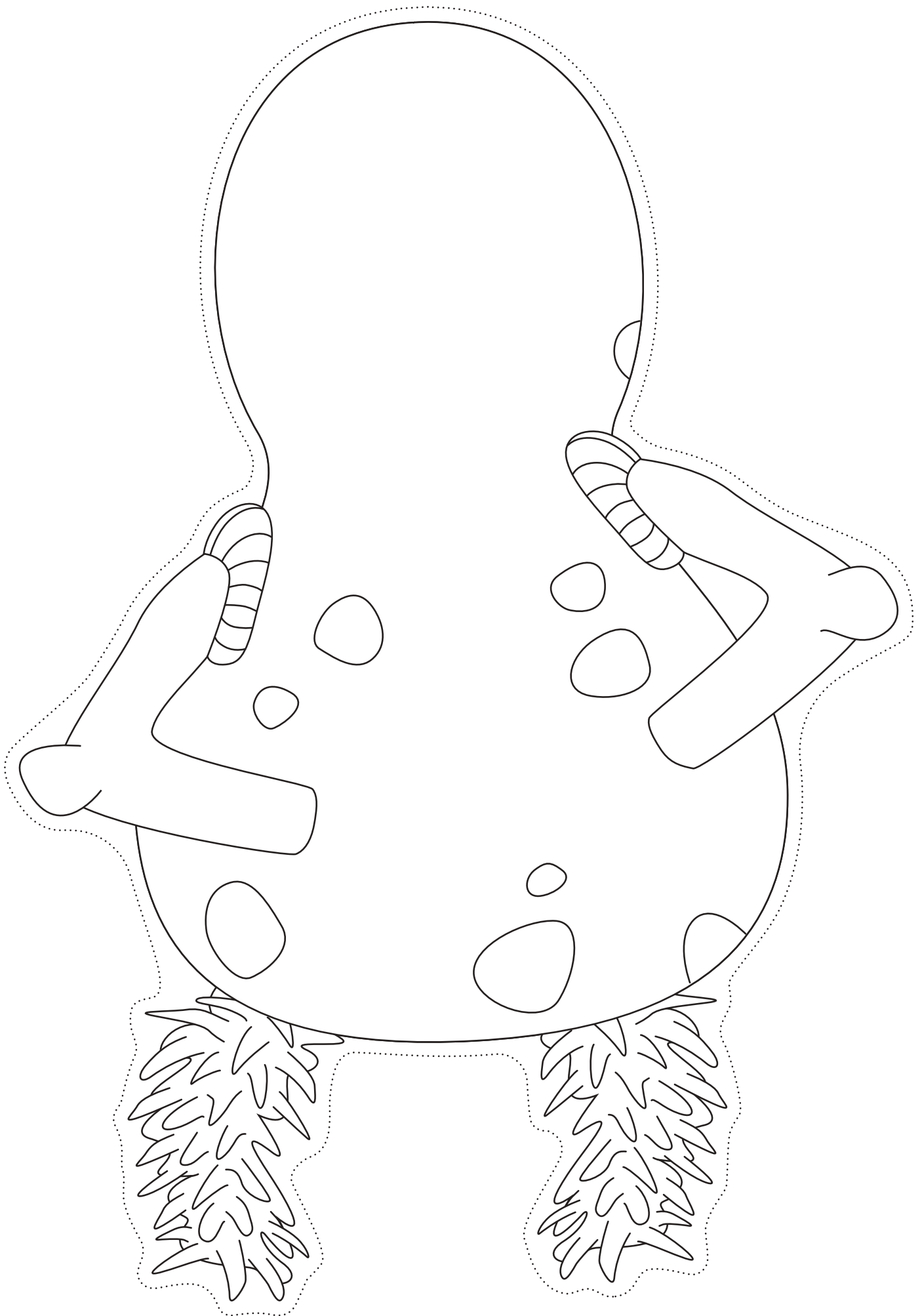
**Image Credit(s):**

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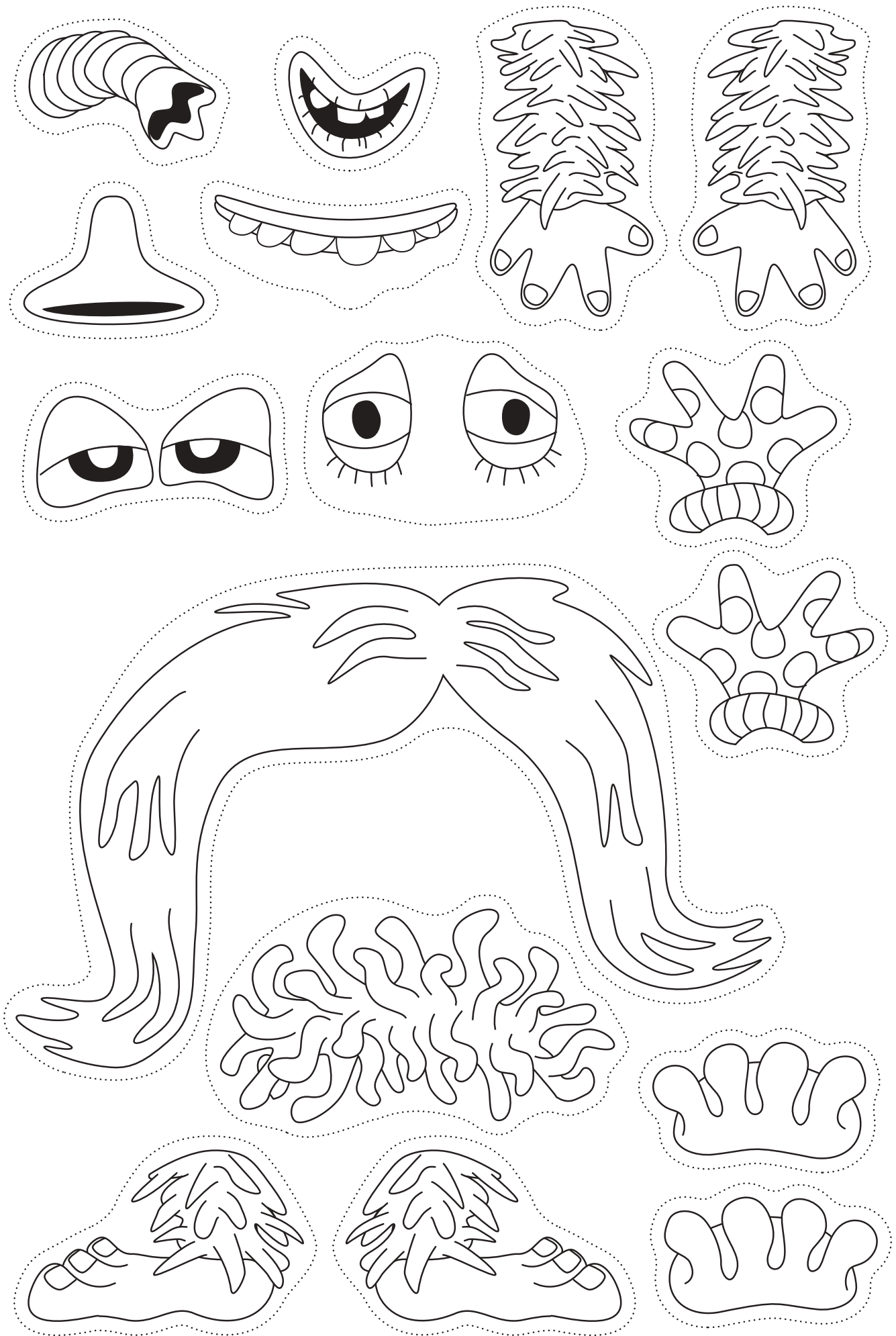
Illustrated by Rafa & Nathalie Studio (unit 1 opener and story 1), Tamara Joubert (unit openers and stories) and Christos Skaltsas (Hyphen)

**Cover Image:** Rafa & Nathalie Studio, Robert Harding



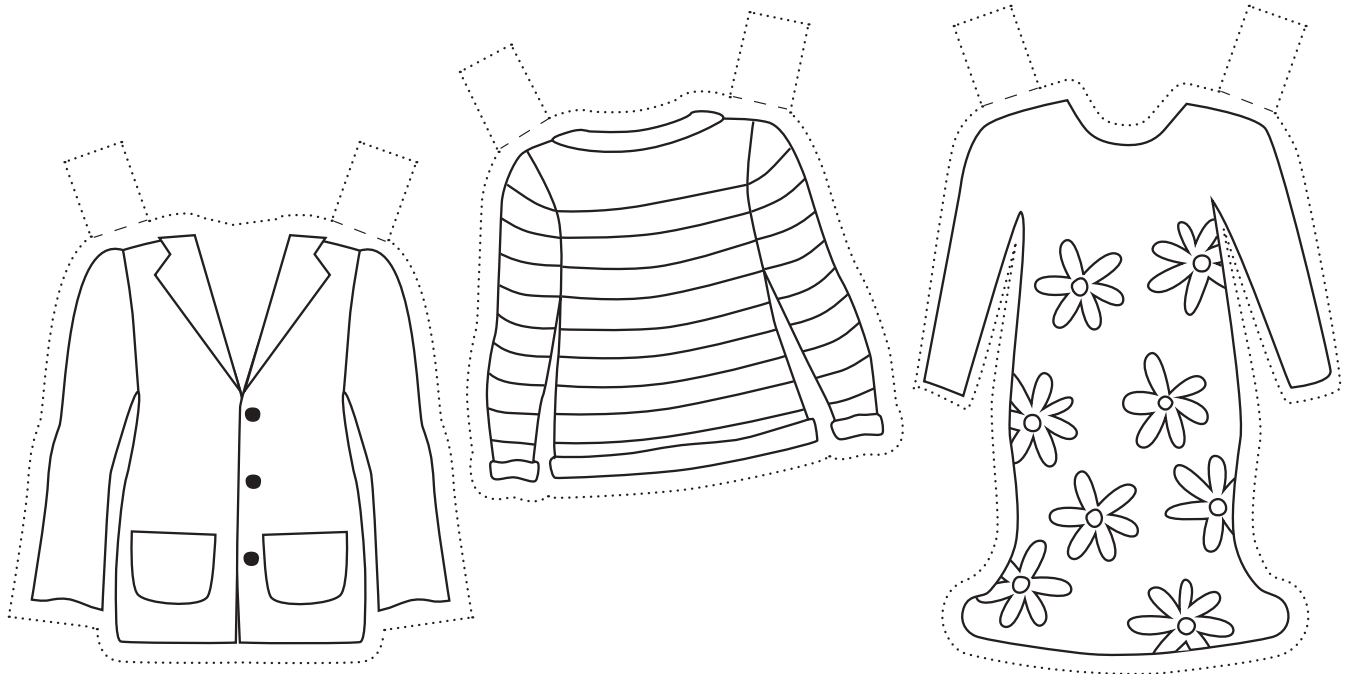
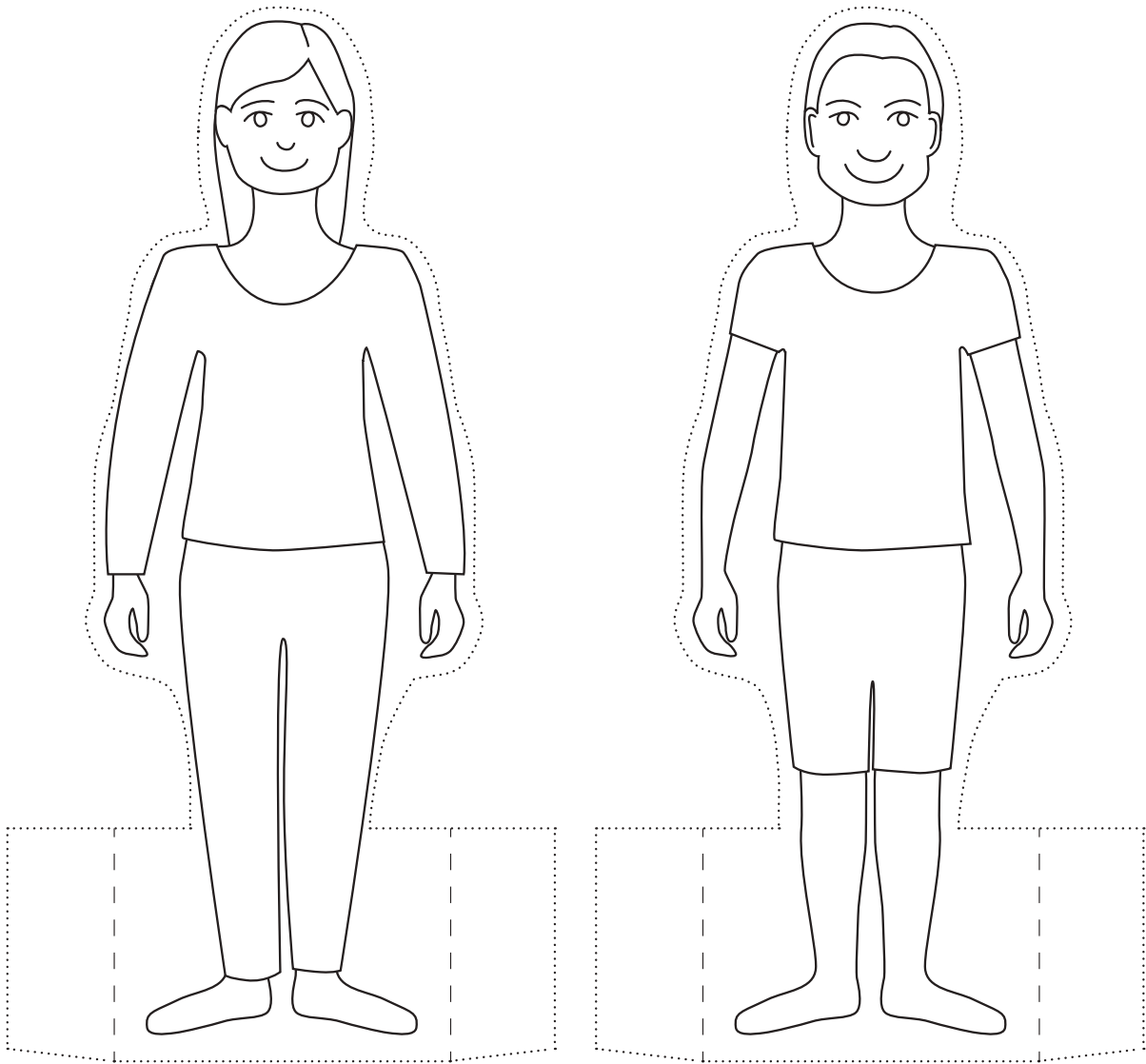








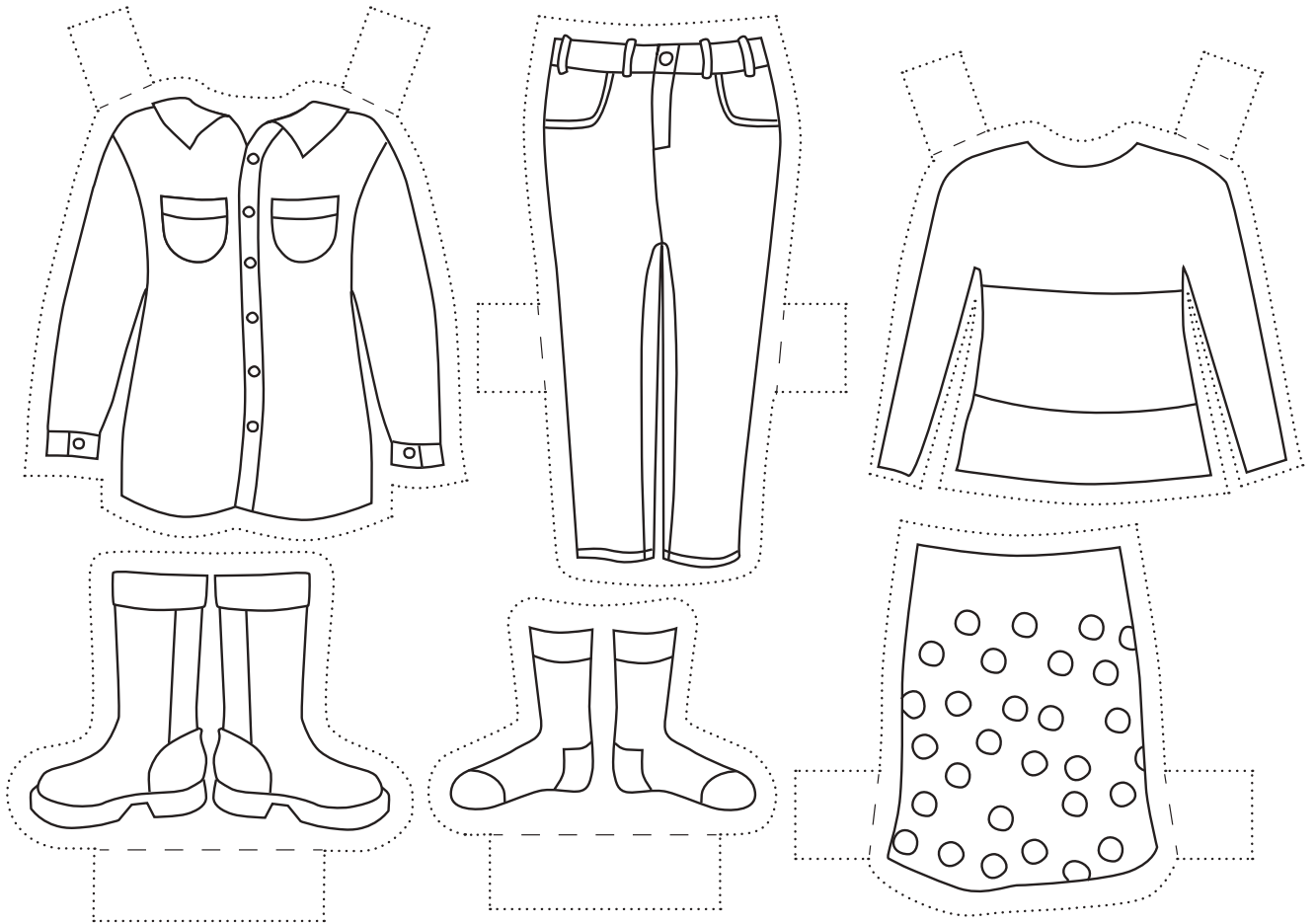








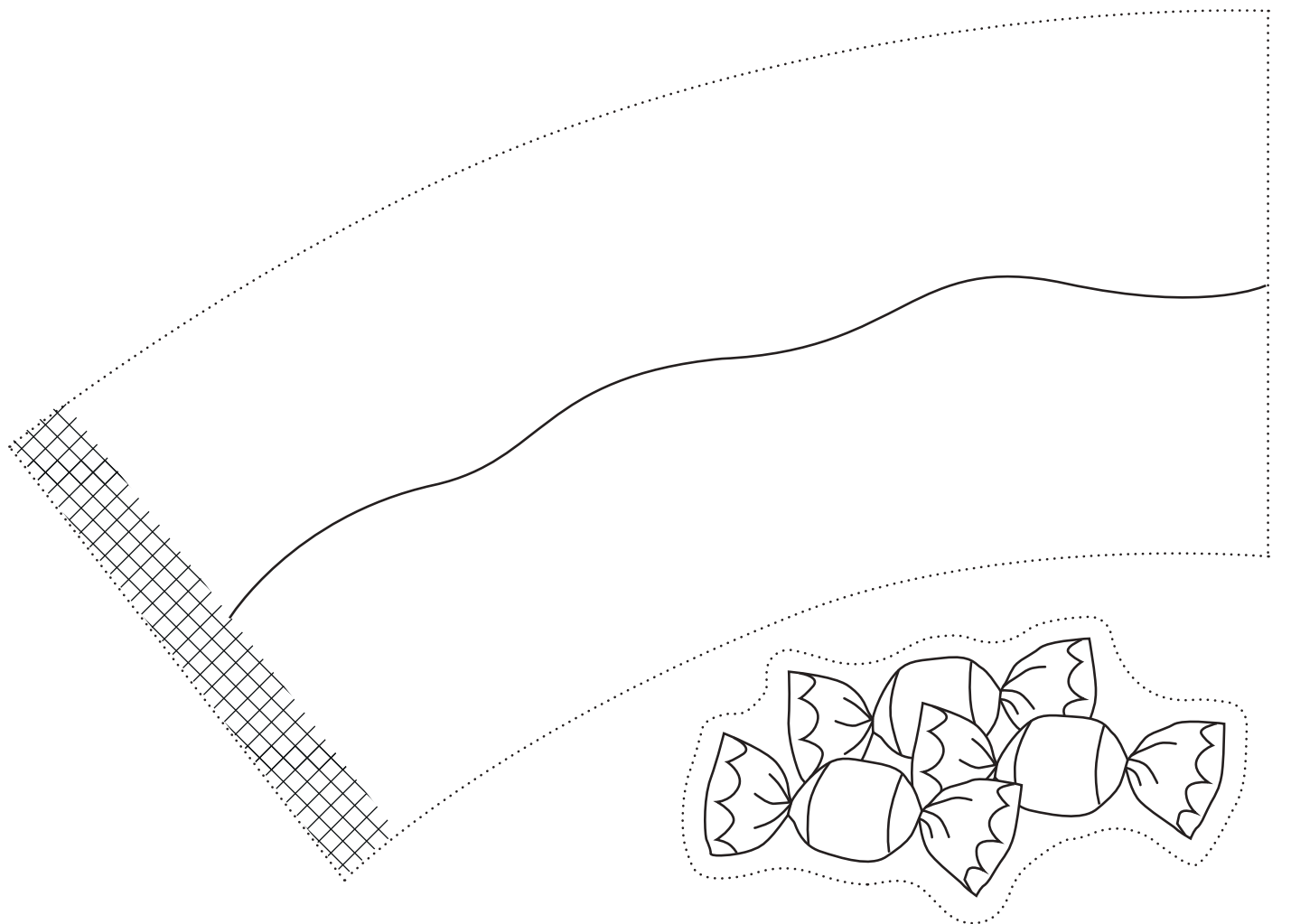
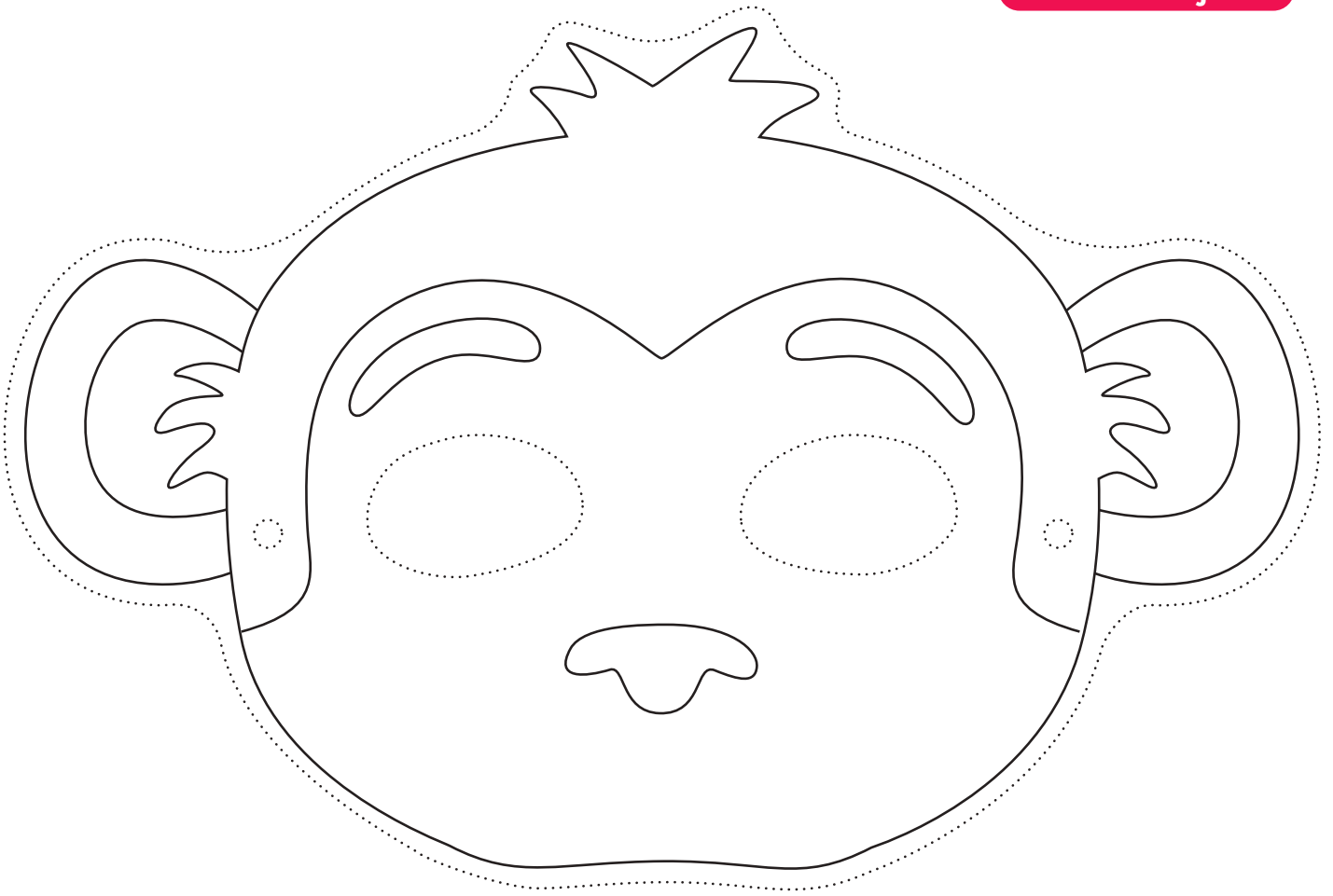
## Unit 6 Project



## Unit 7 Project

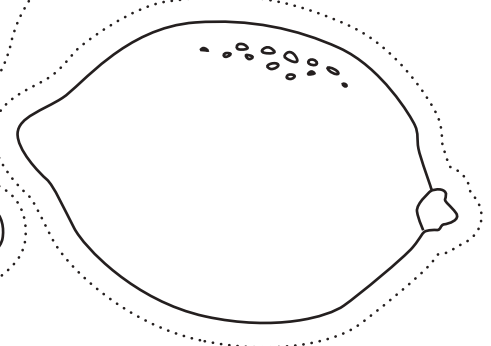
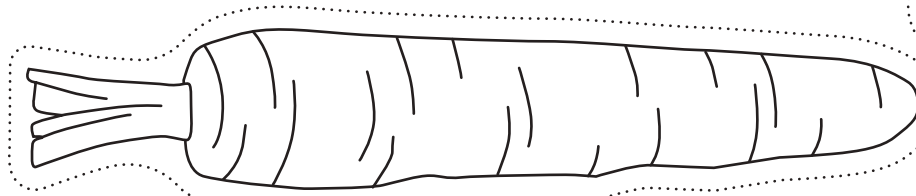
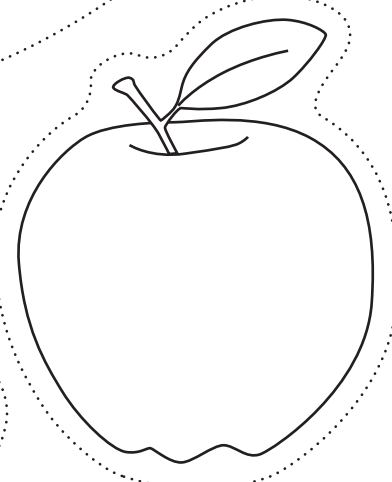
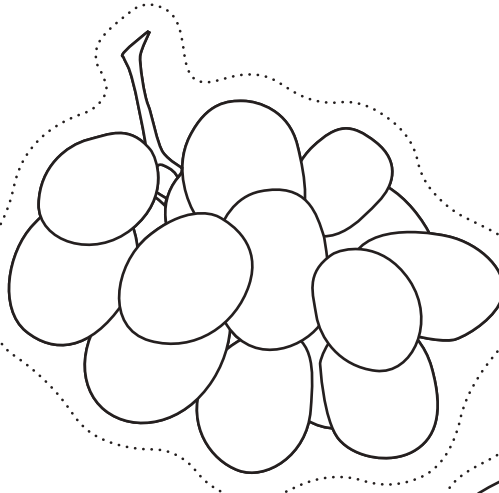
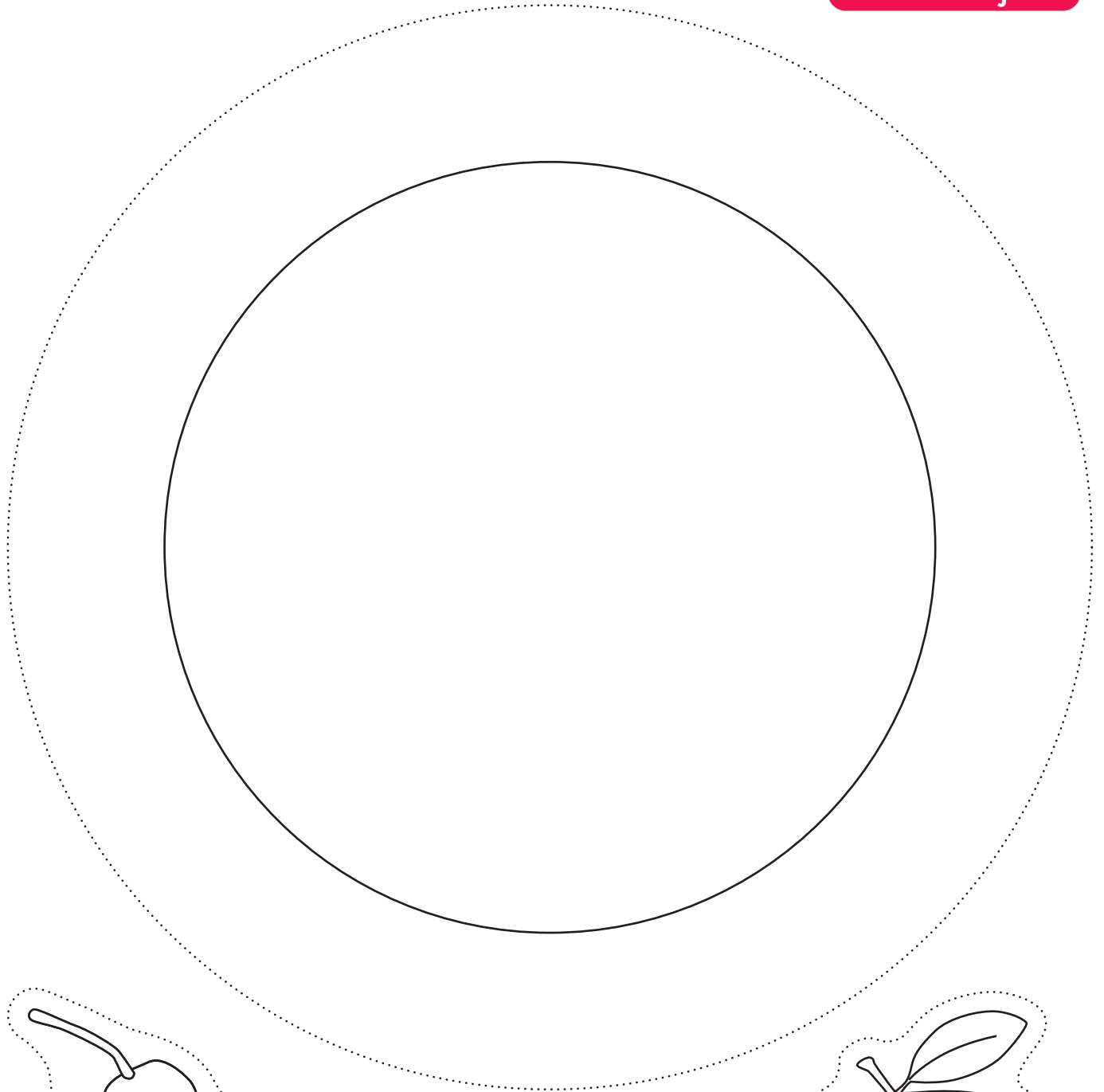




















المملكة الاردنية الهاشمية  
وزارة التربية والتعليم



السلام عليكم ورحمة الله وبركاته

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في حال واجهتك اي مشكلة في تحميل اي ملف

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