المركز الوطني
لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan TEAM Together Grade 1

Semester 2

Pupil's Book with Digital Resources

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MINISTRY OF EDUCATION

Jordan TEAM Together Grade 1

Semester 2

Pupil's Book with Digital Resources

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Pearson

Anna Osborn
with Stephen Thompson

YORK PRESS

Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening
Welcome **Who's this?** 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 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
5 **My body** Page 6	Naming body parts; talking about what body parts people have got	Body: arms, body, face, feet, hair, hands, head, legs Phonics: hair, hand, hat, head, leaf, legs, lion, log, gate, girl, goat, green, face, feet, five, four	He's got … / She's got … 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
6 **My blue jacket** 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 Phonics: jacket, jam, jeans, jelly, jump, umbrella, under, up, octopus, olive, on, orange, nest, net, nine, nut	How are you? I'm fine, thank you. Where's my …?, It's on the … 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
7 **They're tigers!** Page 22	Naming animals	Animals: frog, giraffe, lizard, monkey, snake, spider, tiger, zebra Phonics: zebra, zero, zoo, king, kite, kitten, queen, question, quiet, box, fox, six, van, vet, violin, yellow, yoghurt, yoyo	What are these? 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
8 **I like cakes** Page 30	Naming food items; saying what you like and don't like	Food: apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets Phonics: bus, hat, hen, log, pan, vet, bag, fox, jug, pot, sun, yes	I like … I don't like … Yes, please. 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

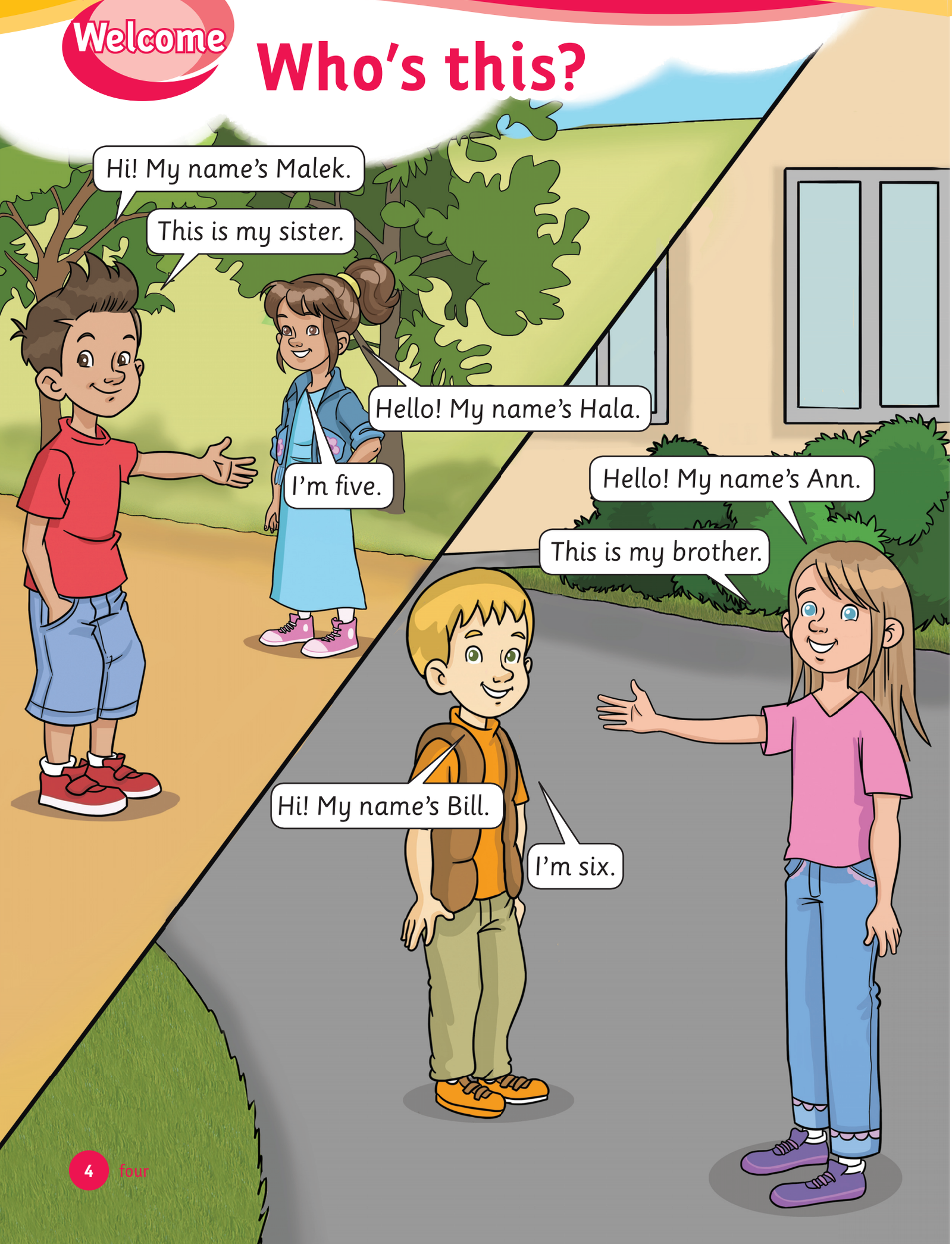
Meg's Learning Club

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	**h, l, g, f** 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	**j, u, o, n** 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	**z, k, q, x, v, y** 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	**CVC words** 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?

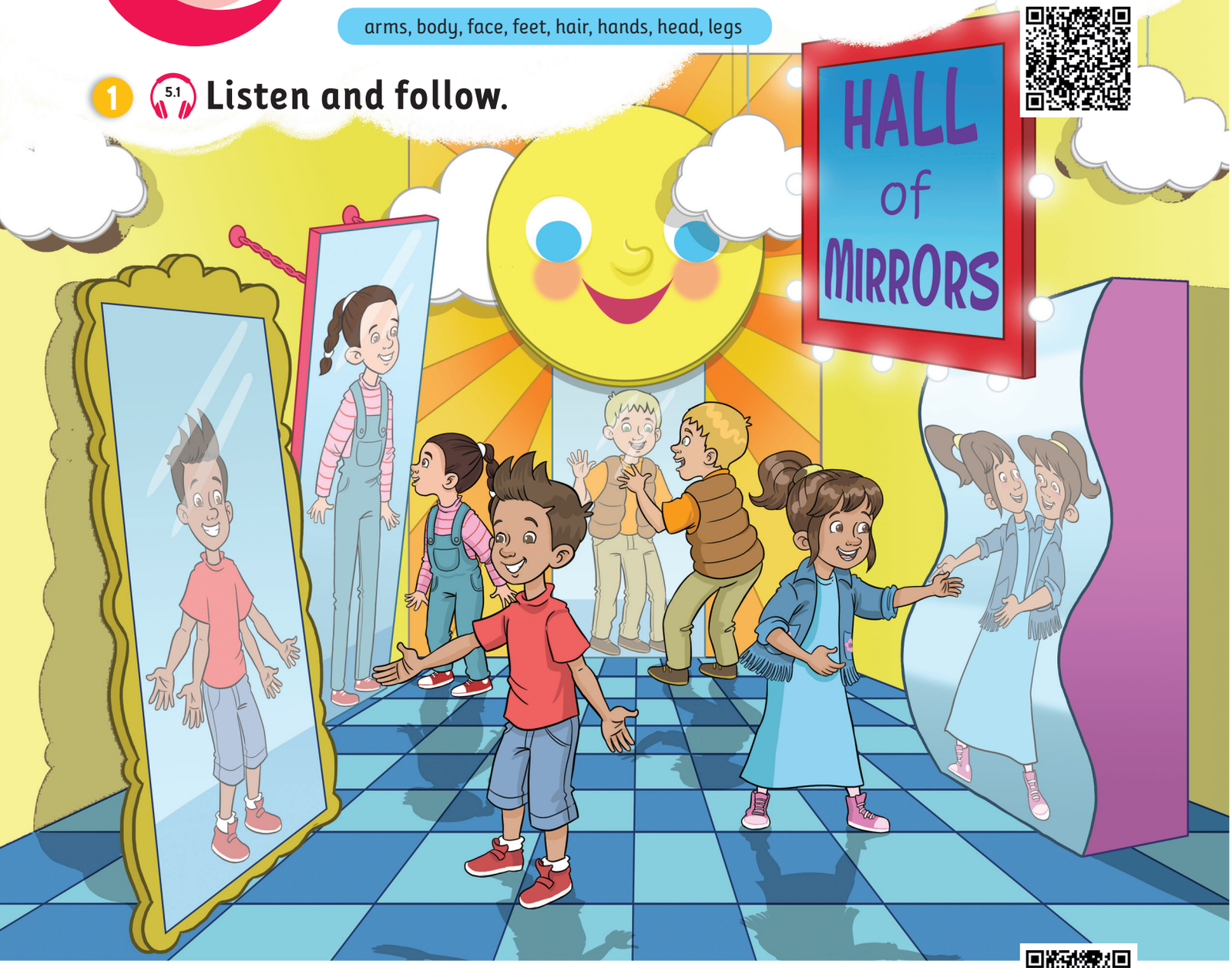


Classroom objects and toys

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

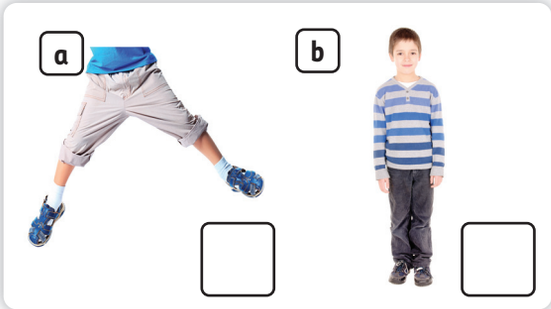
4

body

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

1 5.5 Listen and tick (✔).

1



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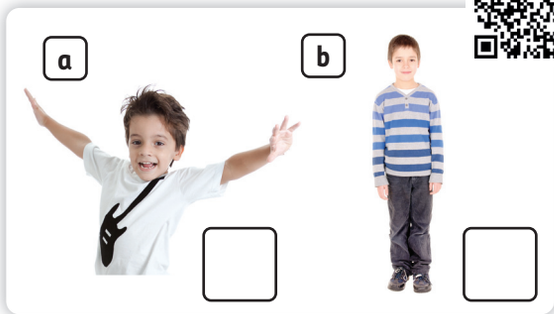

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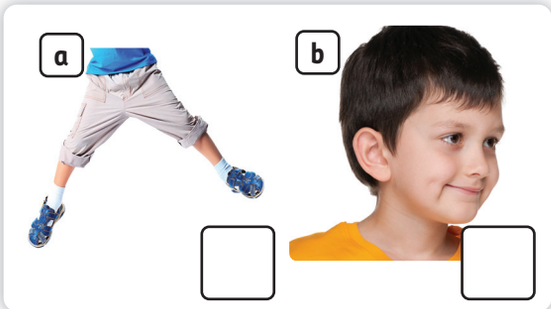

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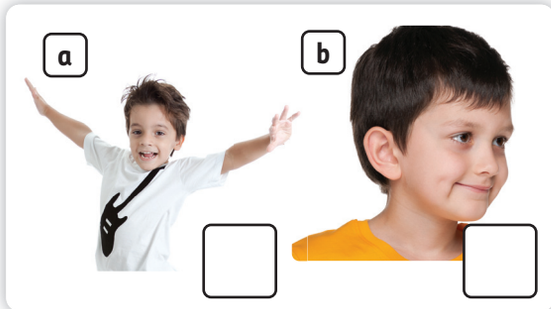
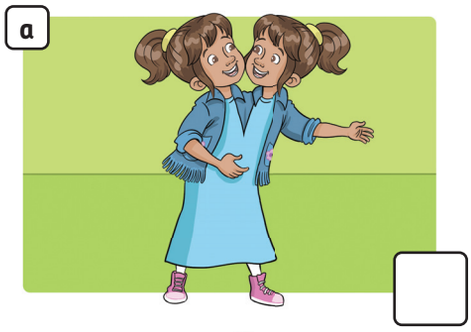
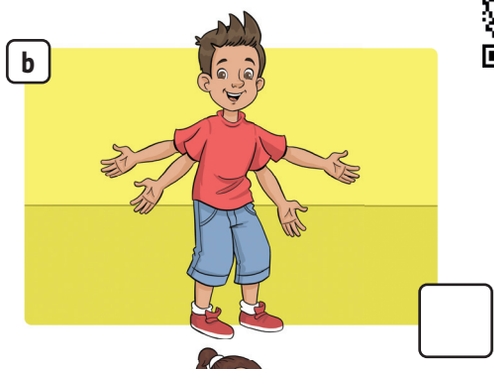
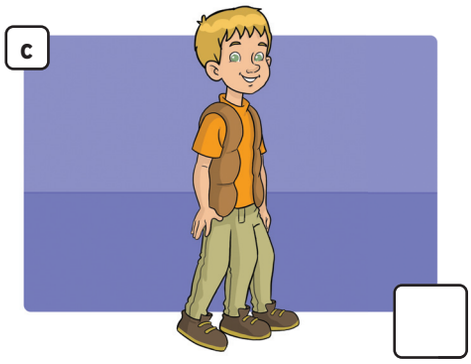
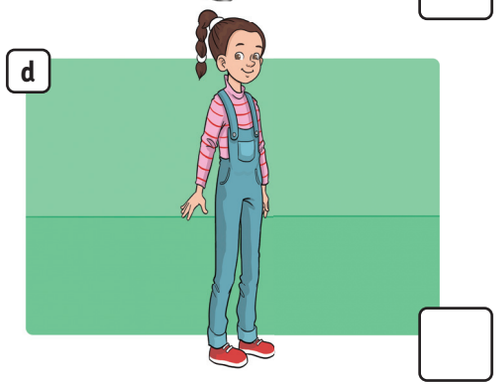


2 5.6 Listen and number.



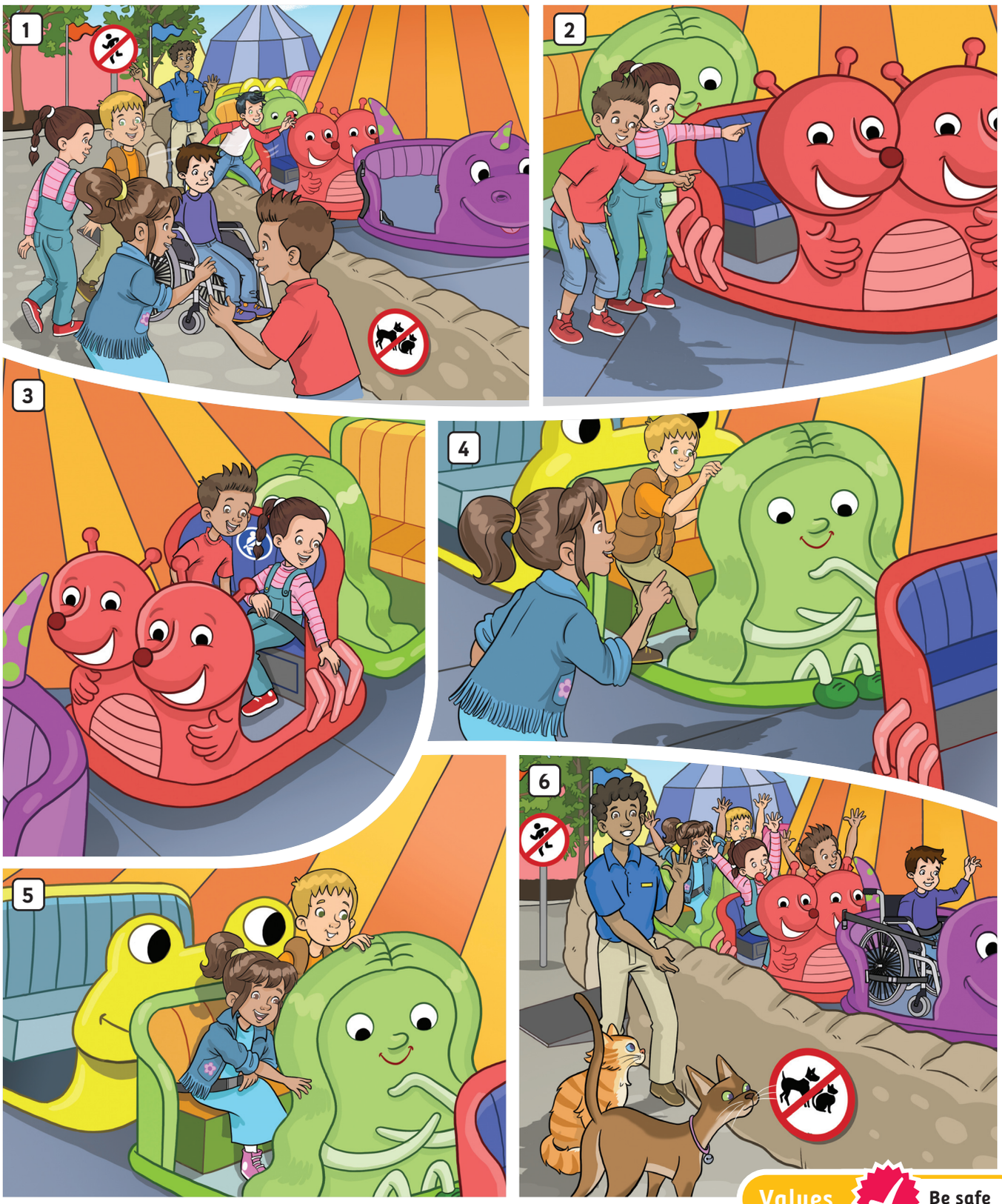






3 5.7 Listen. Point and say.

1 5.9 Listen and follow. Point to the train.

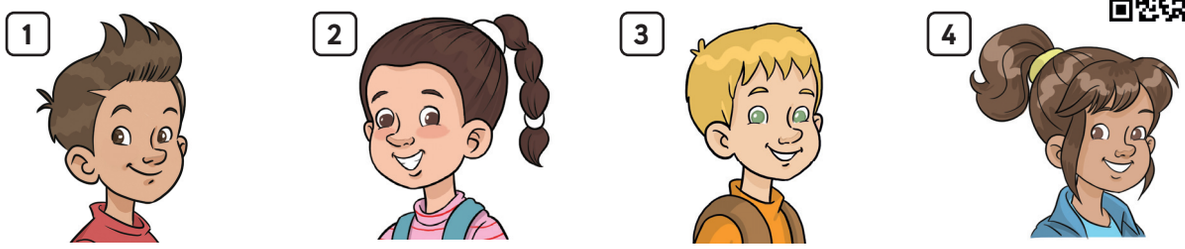


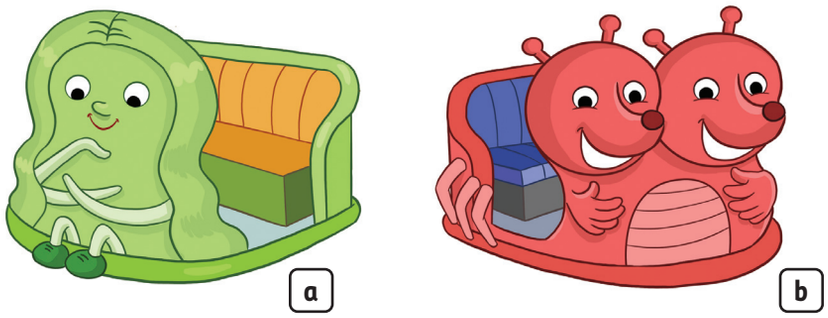
Values Be safe

2 Look and find.

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

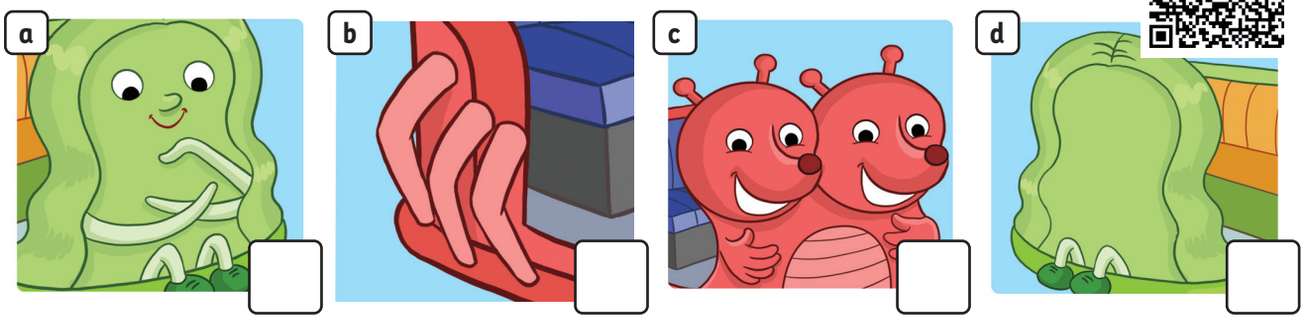
1 5.11 5.12 Listen again. Then listen, look and match.





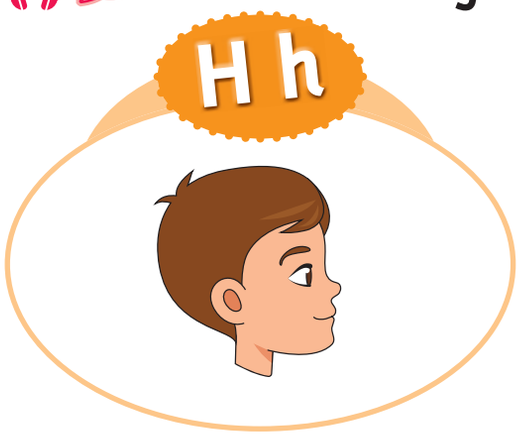
2 5.13 Listen, point and say.

3 5.14 Listen and number.

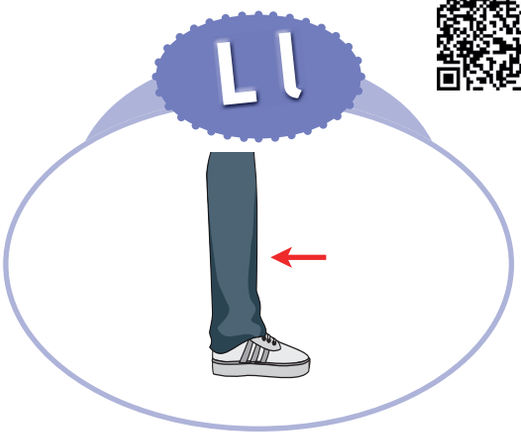


4 5.15 5.16 Listen and sing.

1 5.19 Listen and say.



head



leg

2 5.20 Listen, circle and say.

1

h l

2

h l

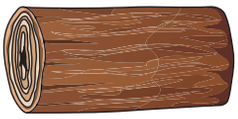
3

h l

4

h l

5



h l

6

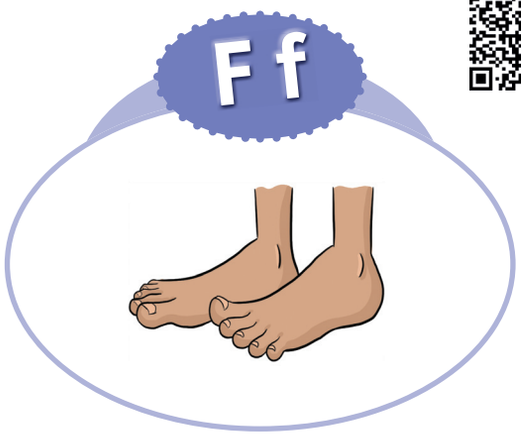
h l

hair, hand, hat, head, leaf, leg, lion, log

Phonics Gg Ff 5

1 5.21 Listen and say.

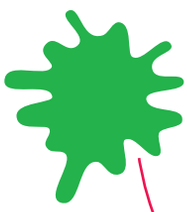
gate



feet

2 5.22 Listen, match and say. Write.

1



g

2

3

g f

4

4

5

6

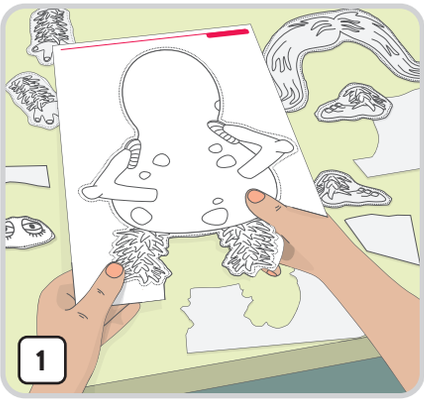
5

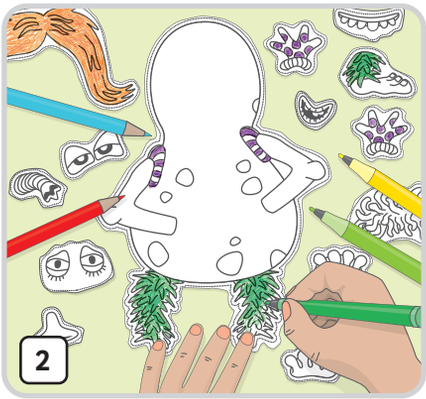
gate, girl, goat, green, face, feet, five, four

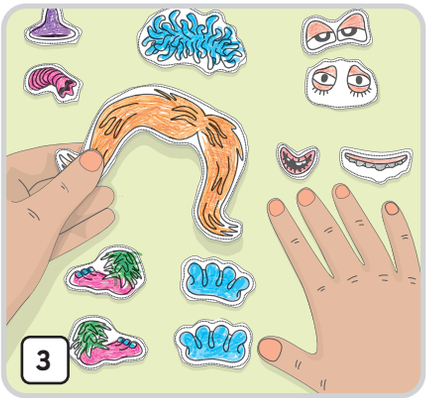
Project A funny friend

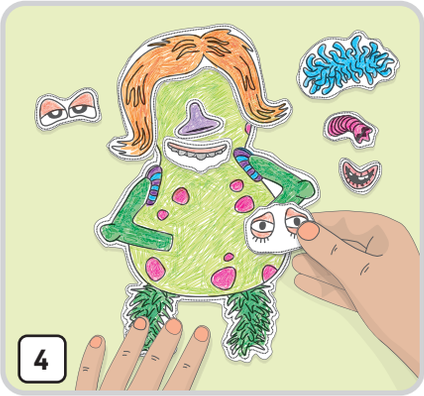
Lesson 11

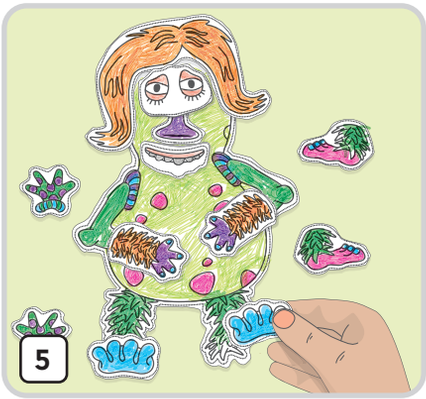
1 Viewing and presenting Make and show.

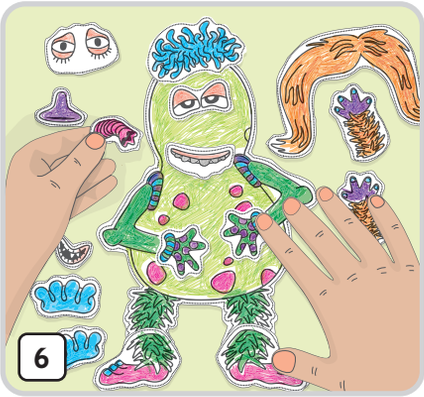












2 5.23 5.24 Sing and play.

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 6.1 Listen and follow.

2 6.2 Listen, point and say.

1 skirt

2 jumper

3 T-shirt

4 jacket

jacket, jumper, skirt, T-shirt; Where's my …? / It's on the …

1 6.5 Listen and circle.

1

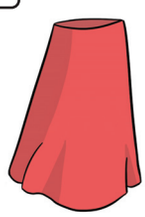
2

3

4

2 6.6 Listen and match.

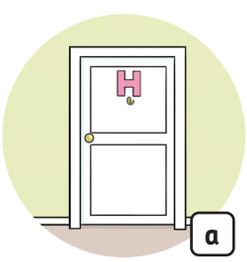
1

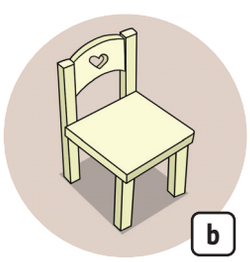


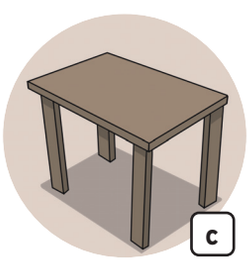
2

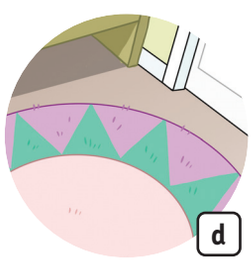
3

4



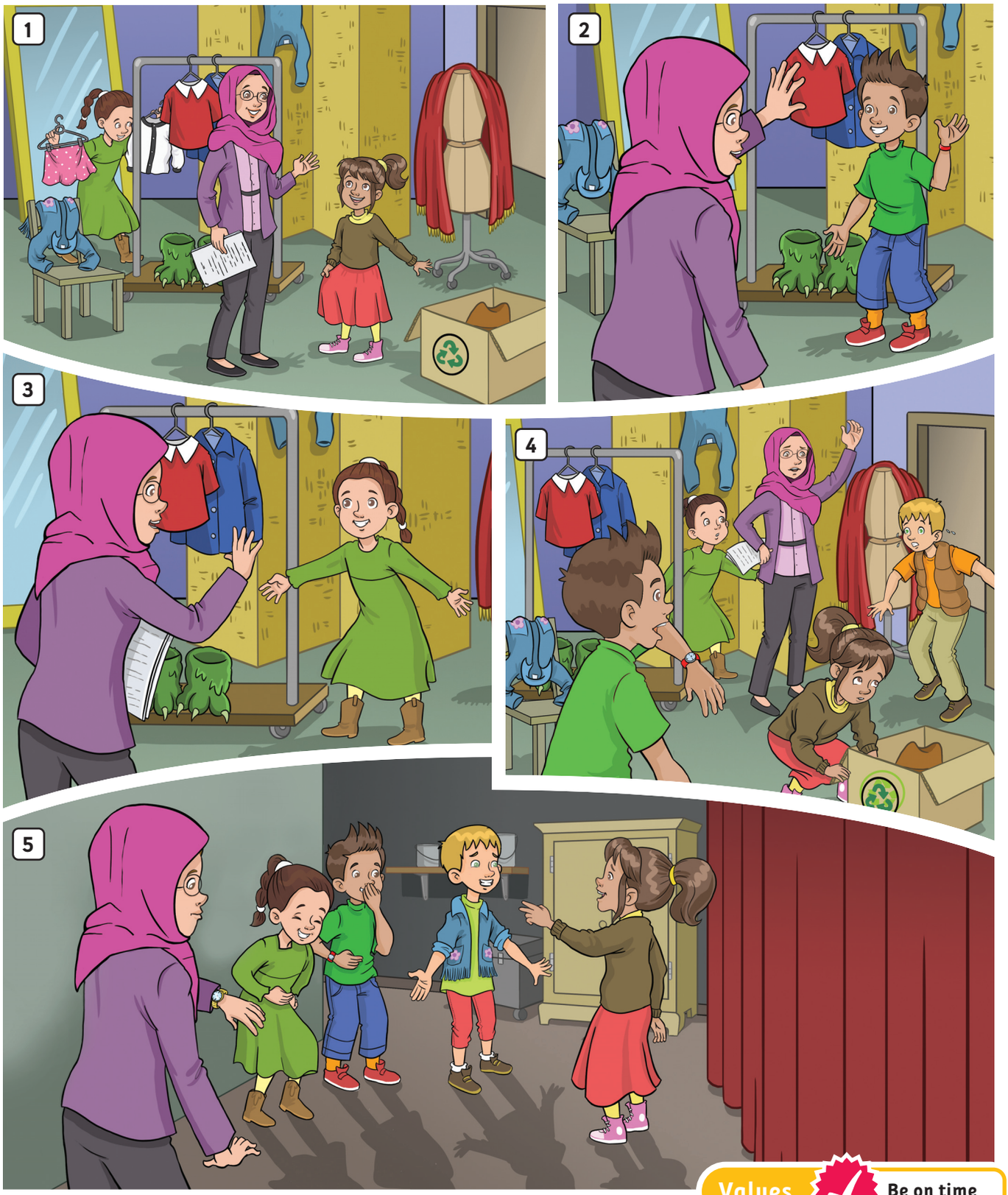






3 6.7 Listen. Then say.

1 6.9 Listen and follow. Point to the blue jacket.



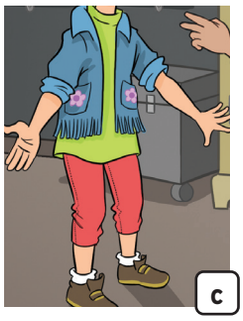
Values Be on time

2 Look and find.

boots, dress, jeans, socks; How are you? / I'm fine, thank you; I'm wearing …

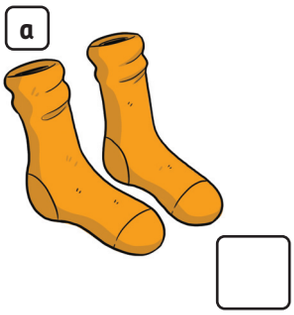
Language practice 6

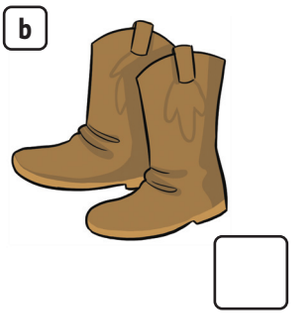
1 6.11 6.12 Listen again. Then listen, look and match.

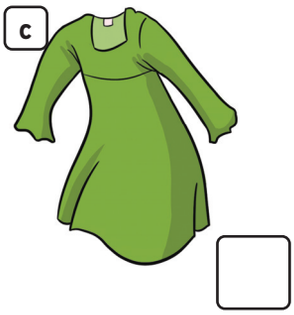


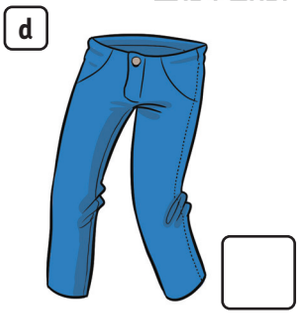
2 6.13 Listen, point and say.

3 6.14 Listen and number.



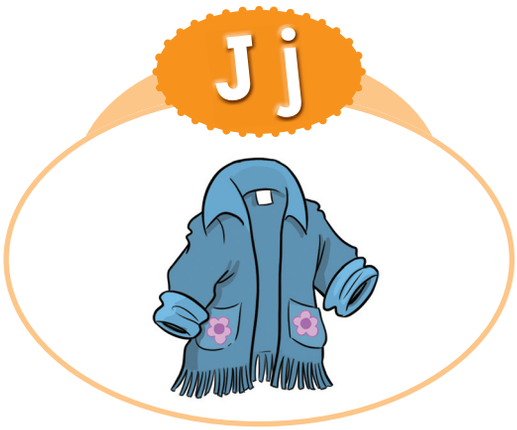






4 6.15 6.16 Listen and sing.

1 6.19 Listen and say.



jacket

up

2 6.20 Listen, choose and write.

1

j u

2

j u

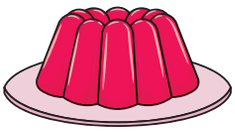
3

j u

4

j u

5



j u

6

j u

jacket, jam, jeans, jelly, jump, umbrella, under, up

Phonics Oo Nn 6

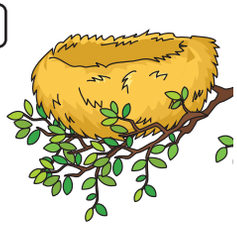
1 6.21 Listen and say.

on

nine

2 6.22 Listen, match and say. Write.

1



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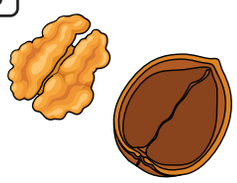
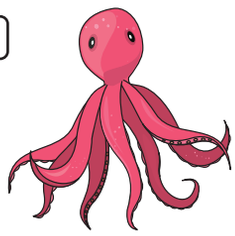


o n

4

5



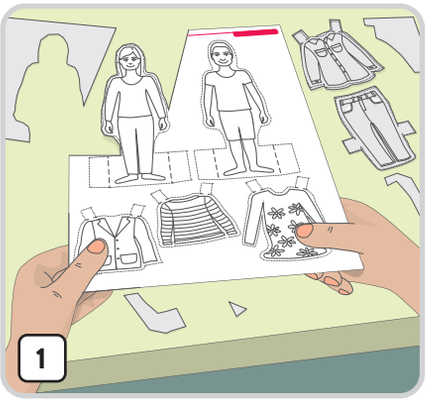
6

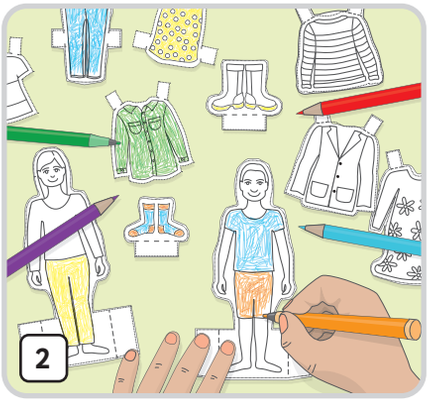
octopus, olive, on, orange, nest, net, nine, nut

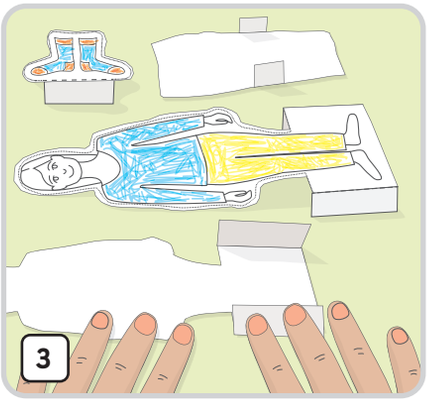
Project Paper dolls

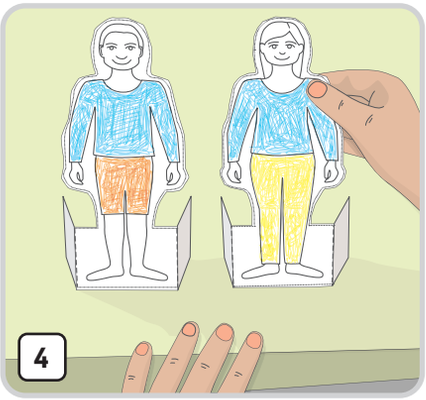
Lesson 11

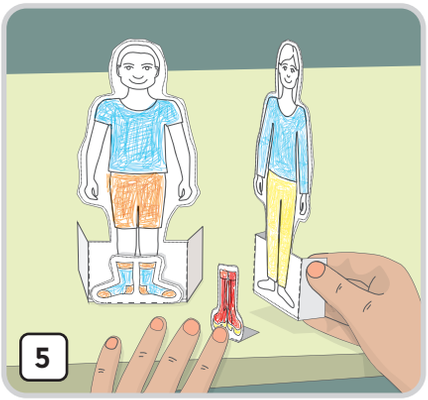
1 Viewing and presenting Make and show.

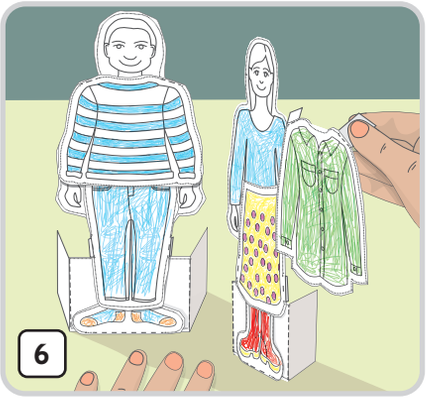












2 6.23 6.24 Sing and play.

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 7.1 Listen and follow.

2 7.2 Listen, point and say.

1 giraffe

2 zebra

3 tiger

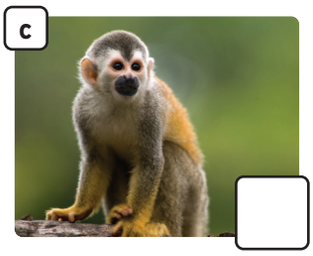
4 monkey

giraffe, monkey, tiger, zebra; They're …

1 7.5 Listen and number.

a

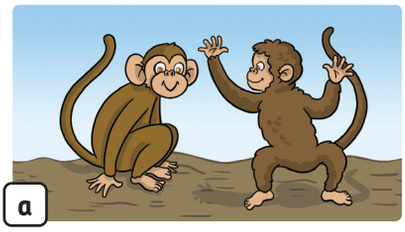
b

c 

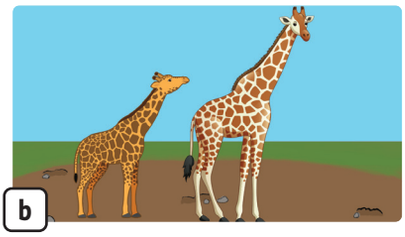
d

2 7.6 Listen and circle.

1



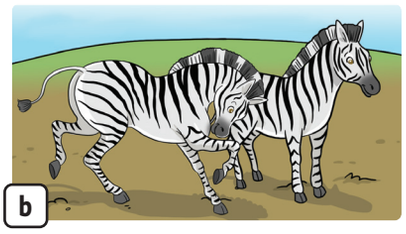
a



b

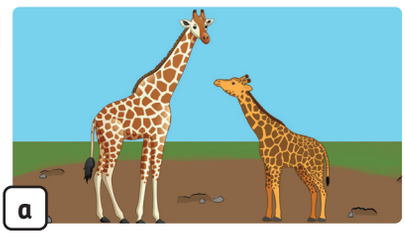
2

a

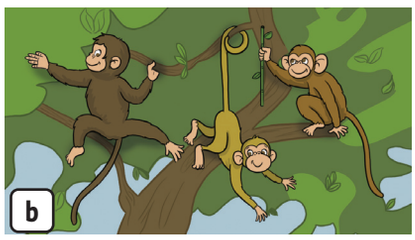


b

3

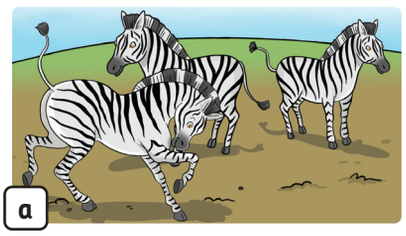


a

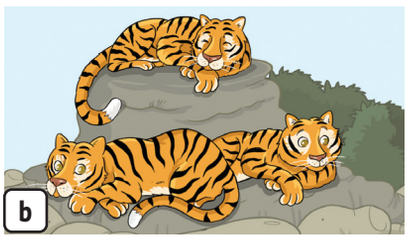


b

4



a



b

3 7.7 Listen and say.

1 7.9 Listen and follow. Point to May.

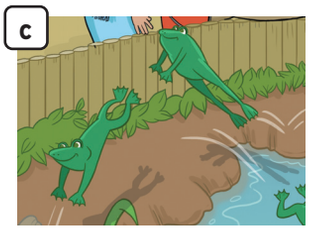
Values Look after animals

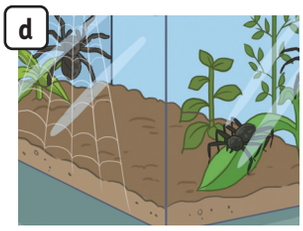
2 Look and find.

frog, lizard, snake, spider; What are these? / They're …

Language practice 7

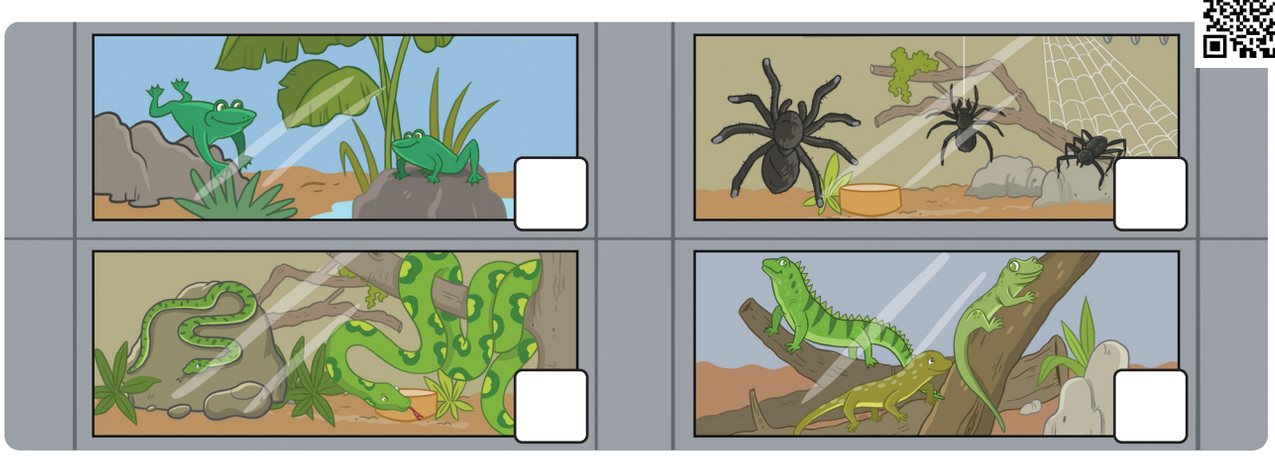
1 7.11 7.12 Listen again. Then listen, look and match.





2 7.13 Listen, point and say.

3 7.14 Listen and number.



4 7.15 7.16 Listen and sing.

Phonics Zz Kk Qq

1 7.19 Listen and say.

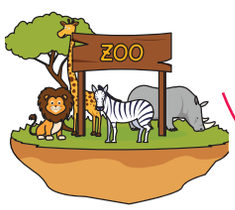
zero

king

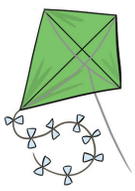
quiet

2 7.20 Listen and say. Match and trace.

1



2

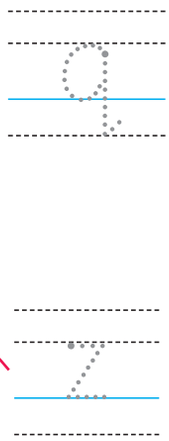


3

4

5

6



zebra, zero, zoo, king, kite, kitten, queen, question, quiet

Phonics Xx Vv Yy 7

1 7.21 Listen and say.

six

violin

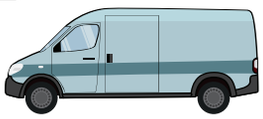
yoyo

2 7.22 Listen, trace and match.

1

fox

2



van

3

yellow

x v y

4

yoghurt

5

vet

6

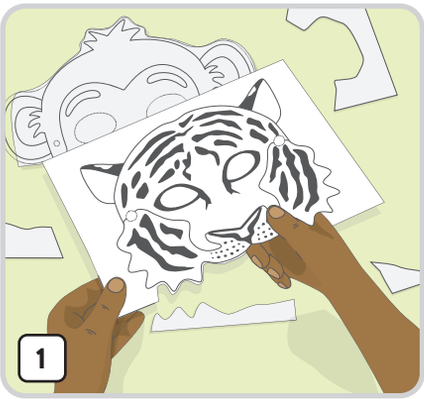
box

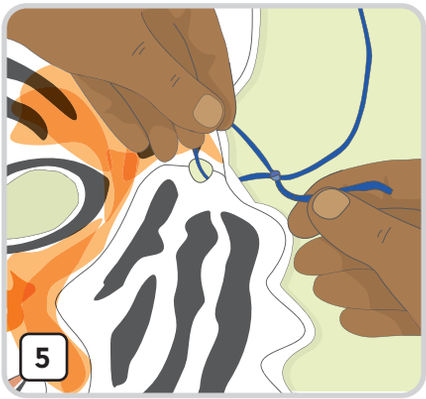
box, fox, six, van, vet, violin, yellow, yoghurt, yoyo

Project Animal masks

Lesson 11

1 Viewing and presenting Make and show.





2 7.23 7.24 Sing and play.

Picture dictionary

1 PD.3 Listen and trace.

frog

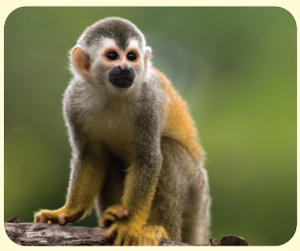
spider

giraffe

snake

lizard

tiger



monkey

zebra

8 I like cakes

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

1 8.1 Listen and follow.

2 8.2 Listen, point and say.

1

lemonade

2

lemons

3

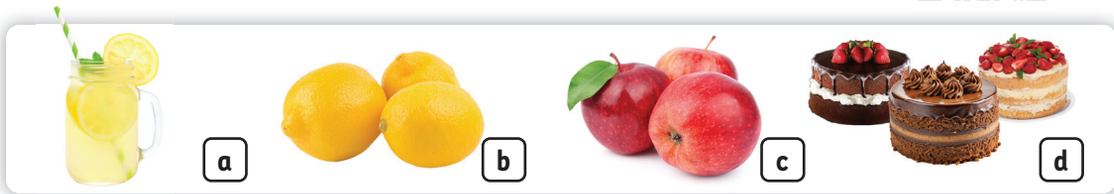
apples

4

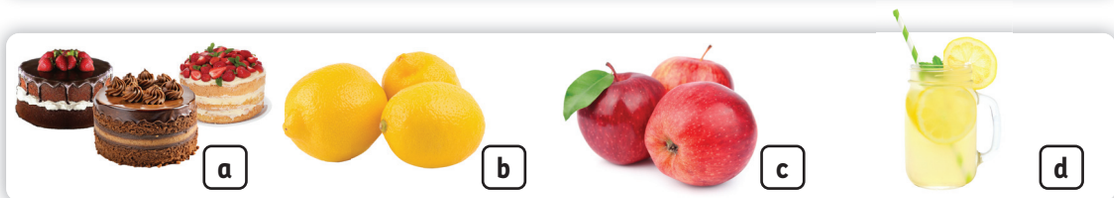
cakes

apples, cakes, lemonade, lemons; I like …

1 8.5 Listen and circle.

1


2

3


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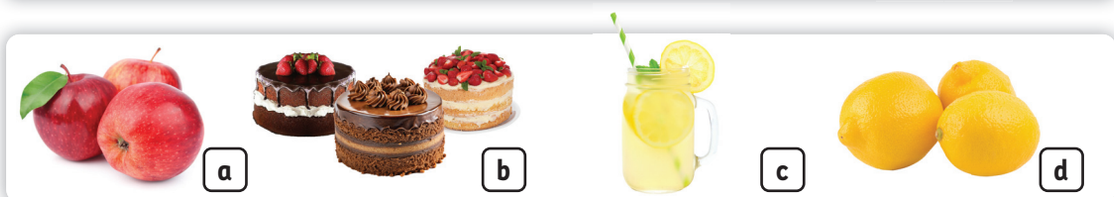
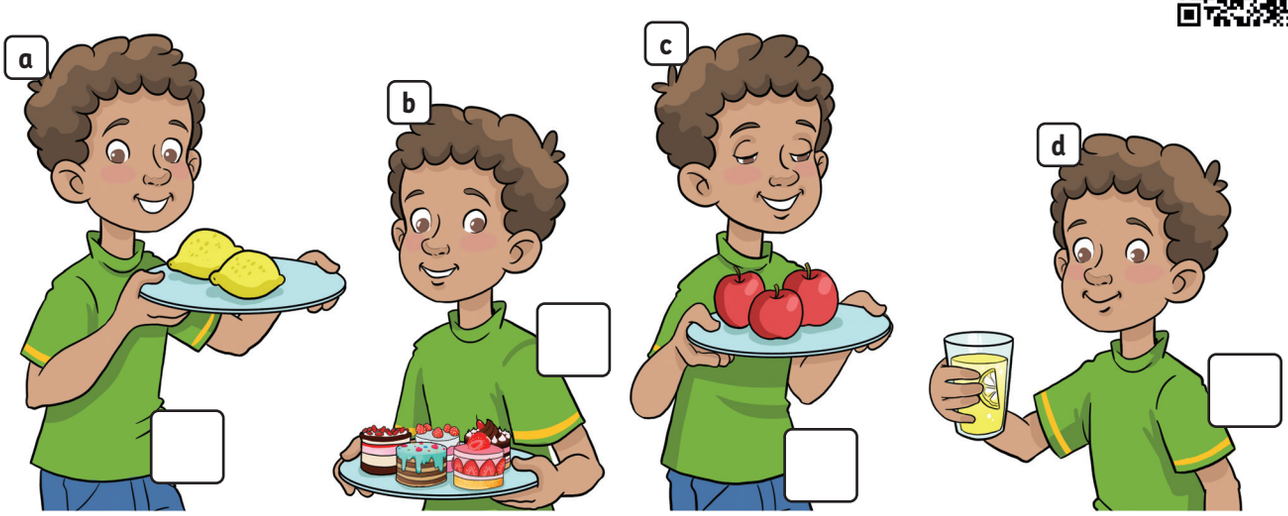
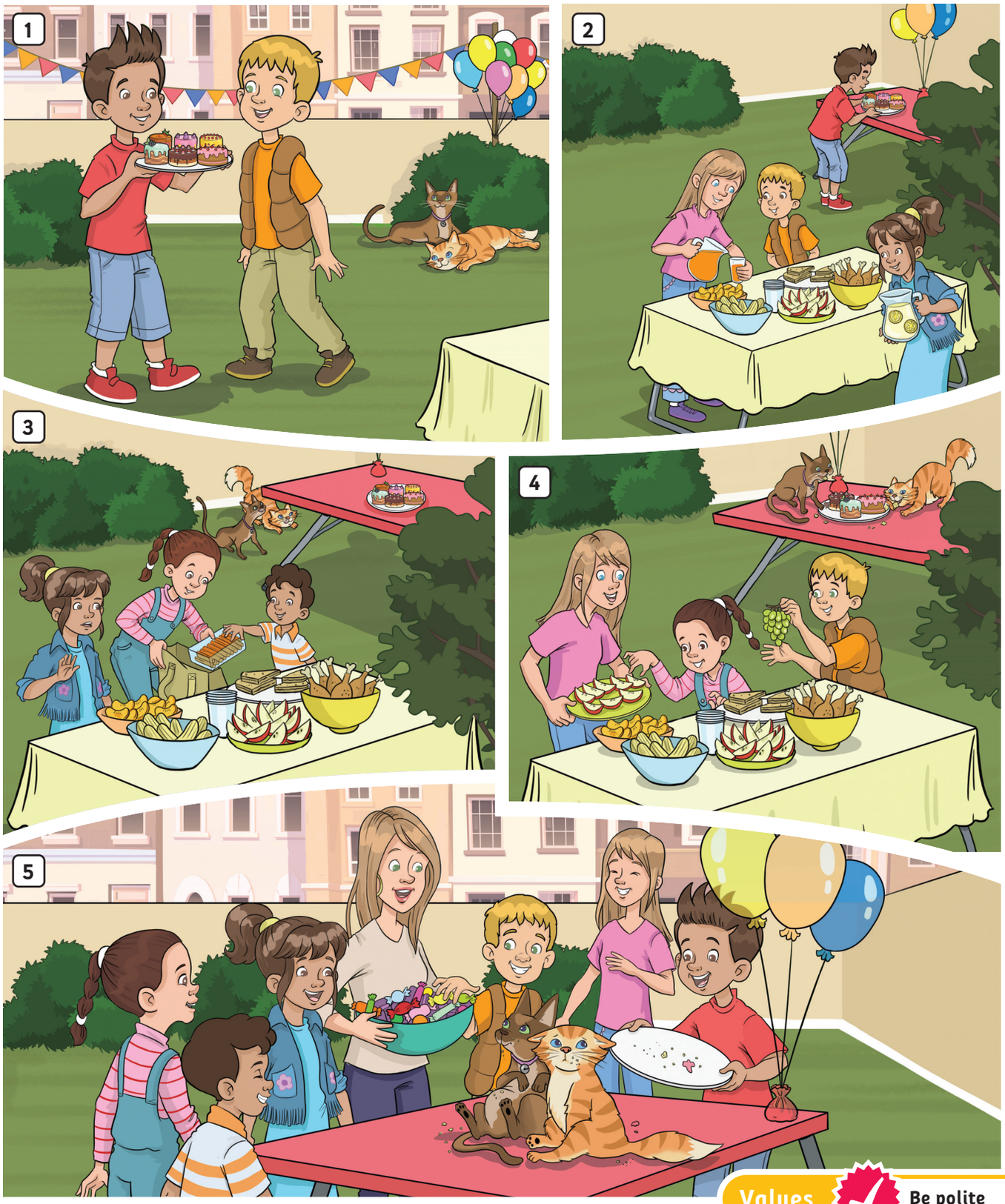


2 8.6 Listen and number.



3 8.7 Listen. Then say.

1 8.9 Listen and follow. Point to Meg and Tom.



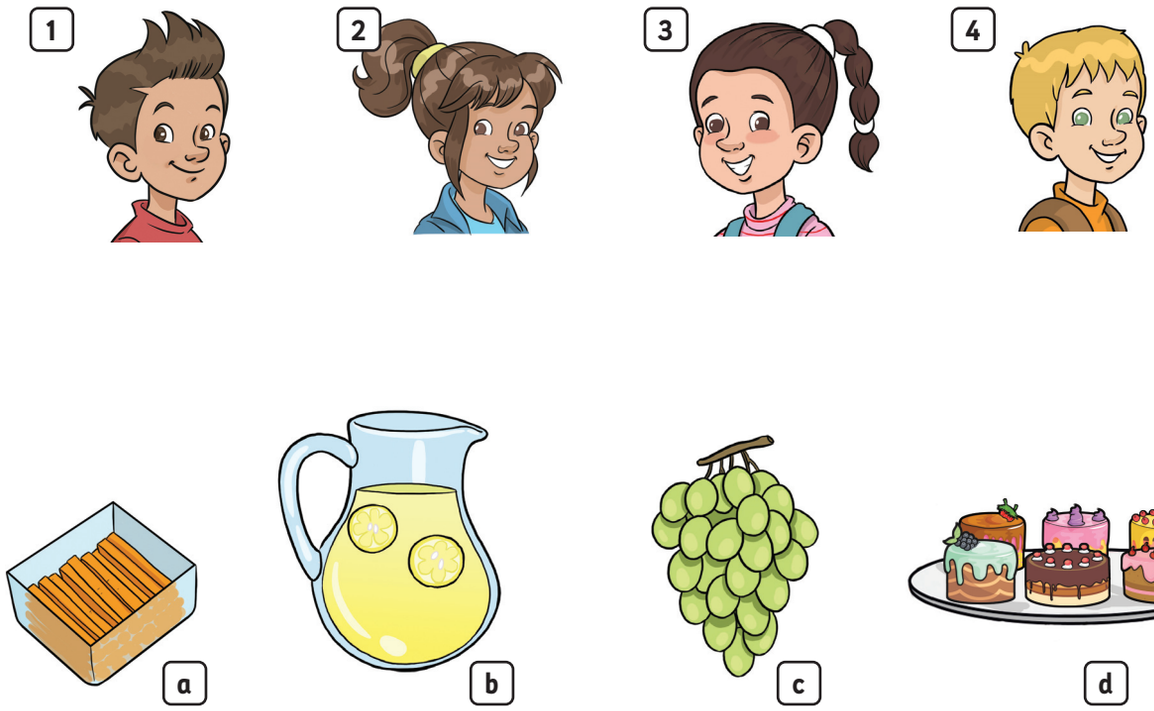
Values Be polite

2 Look and find.

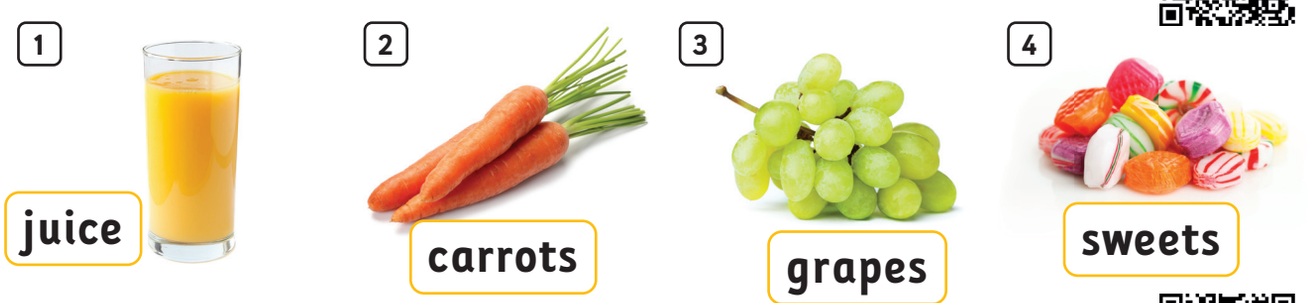
carrots, grapes, juice, sweets; I don't like … ; Yes, please; Thank you

Language practice 8

1 8.11 8.12 Listen again. Then listen, look and match.



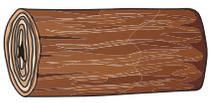
2 8.13 Listen, point and say.



3 8.14 Listen and colour.

4 8.15 8.16 Listen and sing.

1 8.19 Listen and say.



l o g

log

v e t

vet

2 8.20 Listen and repeat. Trace and say.

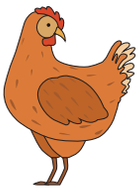
1

p a n

pan

pan

2

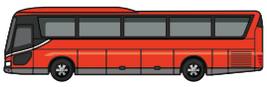


h e n

hen

hen

3



b u s

bus

bus

4

h a t

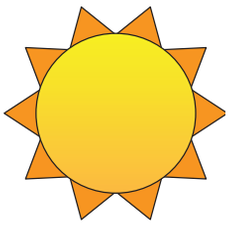
hat

hat

CVC words: bus, hat, hen, log, pan, vet

Phonics Words 8

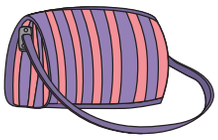
1 Listen and look. Say, order and write.



u n s

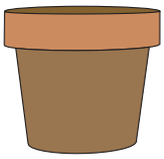
sun

j g u



g a b

e s y



t p o

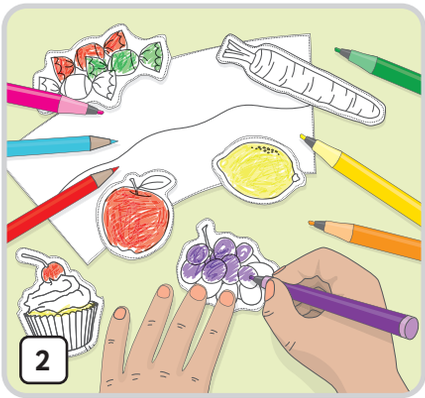
x o f

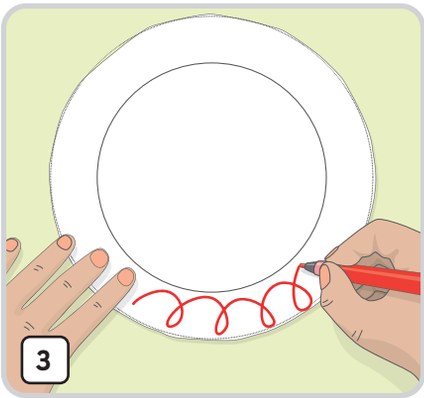
CVC words: bag, fox, jug, pot, sun, yes

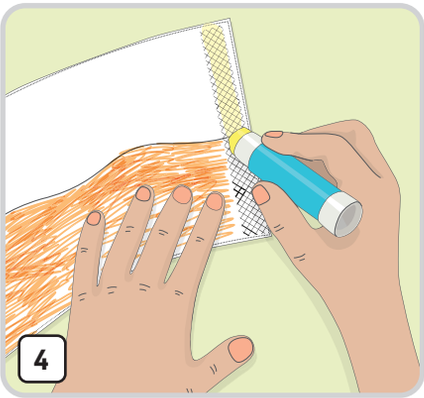
Project A food plate

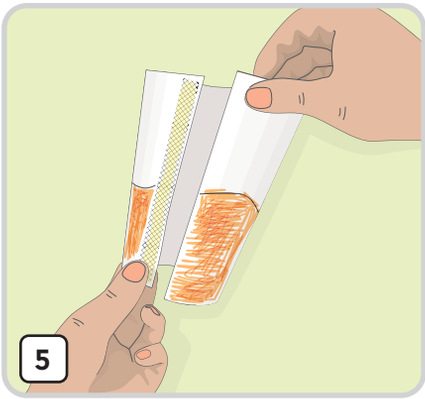
Lesson 11

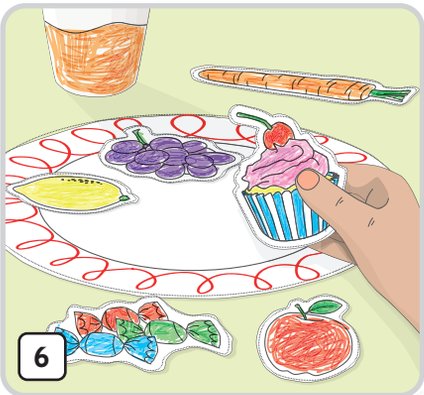
1 Viewing and presenting Make and show.











2 8.23 8.24 Sing and play.

Picture dictionary

1 PD.4 Listen and trace.

apples

juice

carrots

lemonade

cakes

lemons

grapes

sweets

Language booster

1 LC1.1 **Listen and follow.**

2 LC1.2 **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 LC1.3 Listen, point and say.

1

2

3

4

5

6

4 LC1.4 Listen and tick (✔).

1 a

b

2 a

b

3 a

b

4 a

b

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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)

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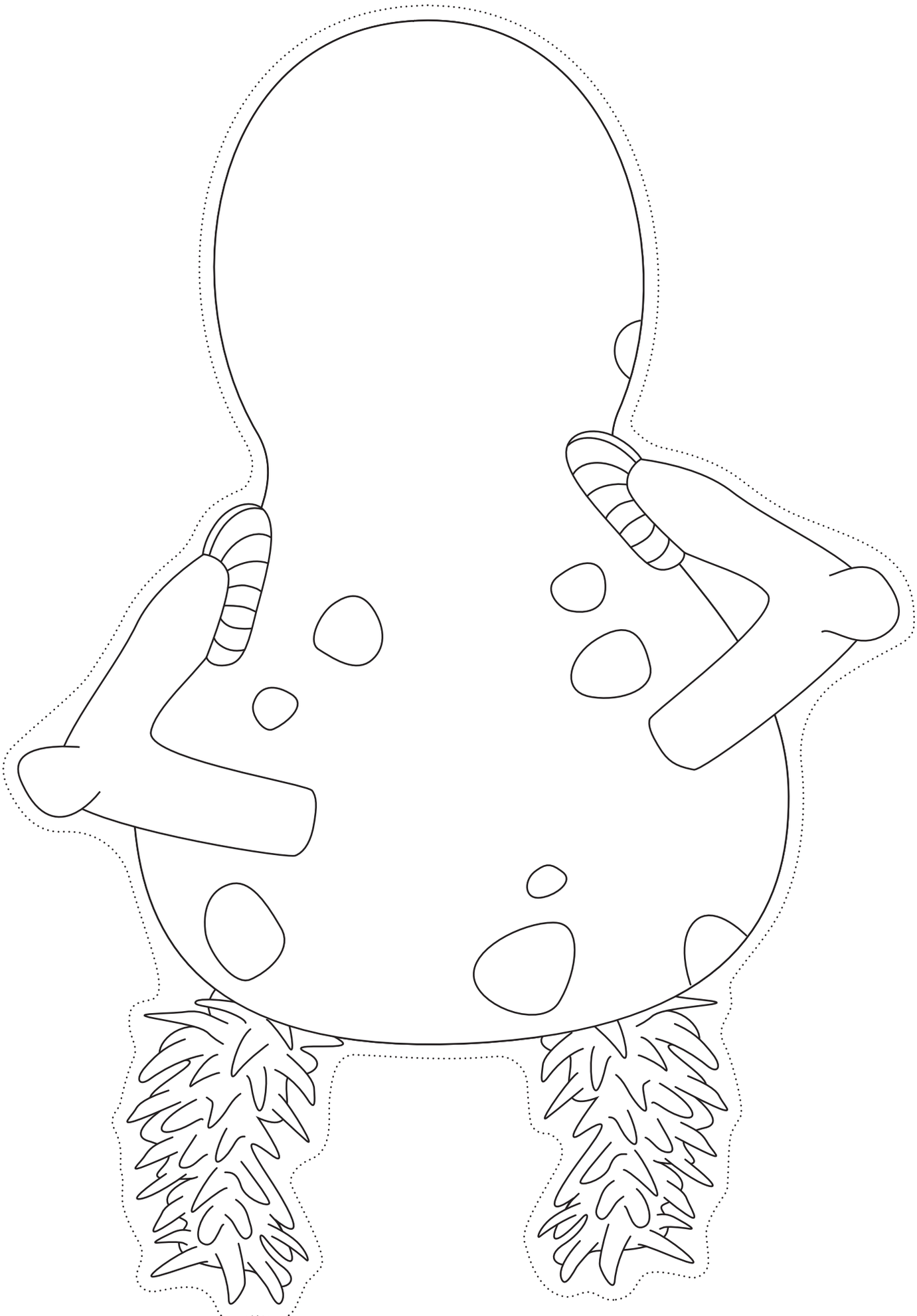
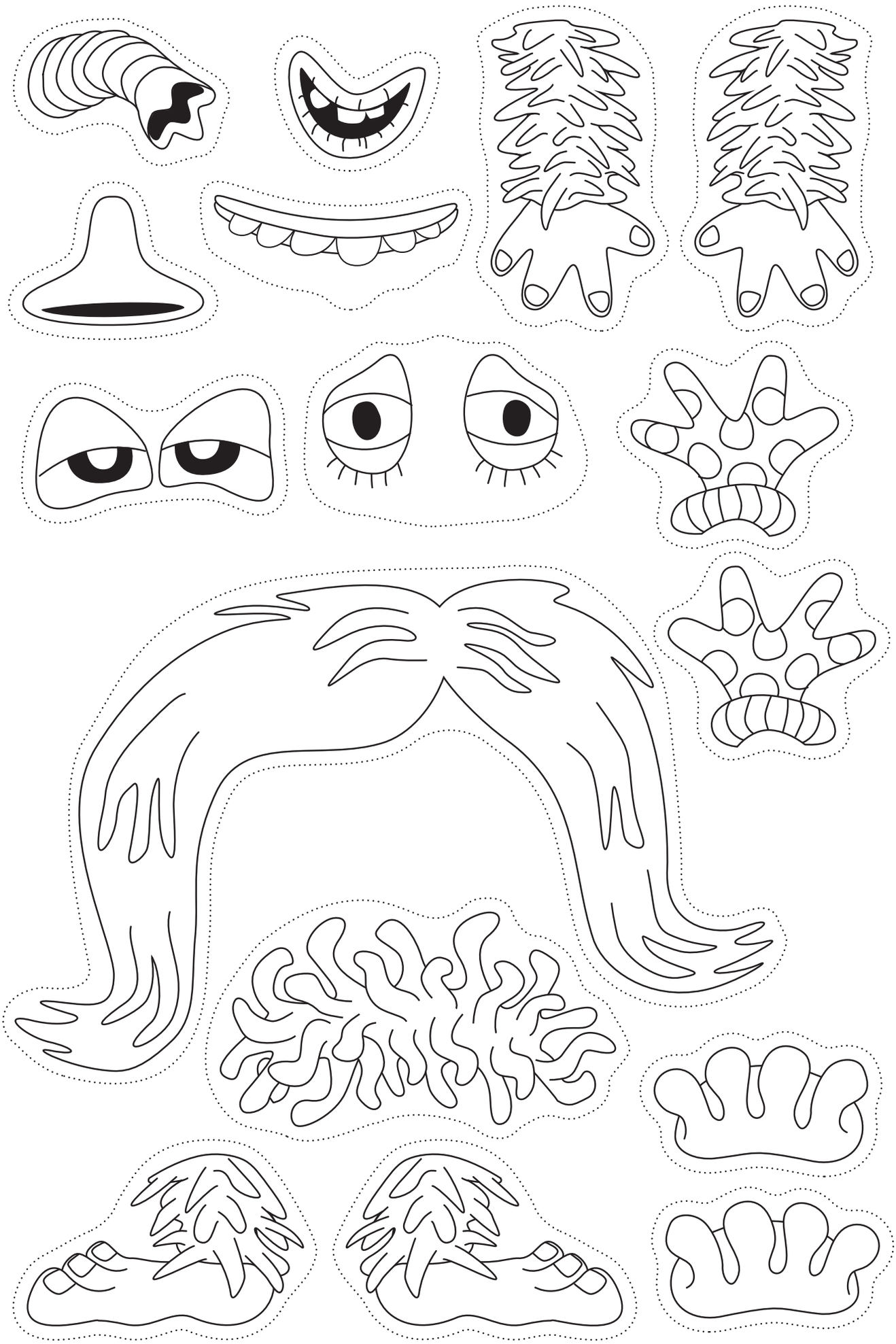
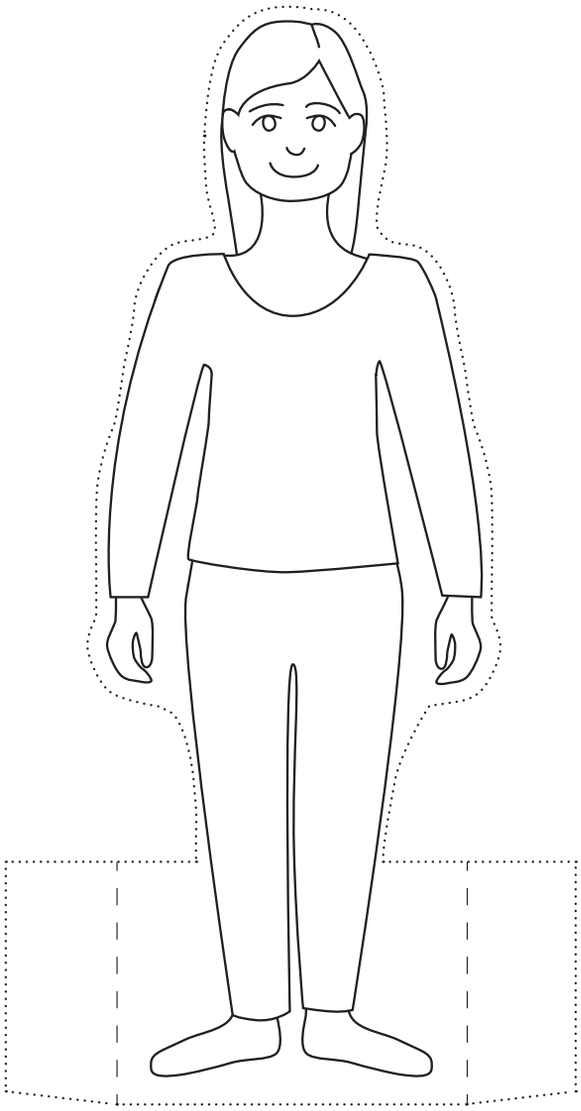
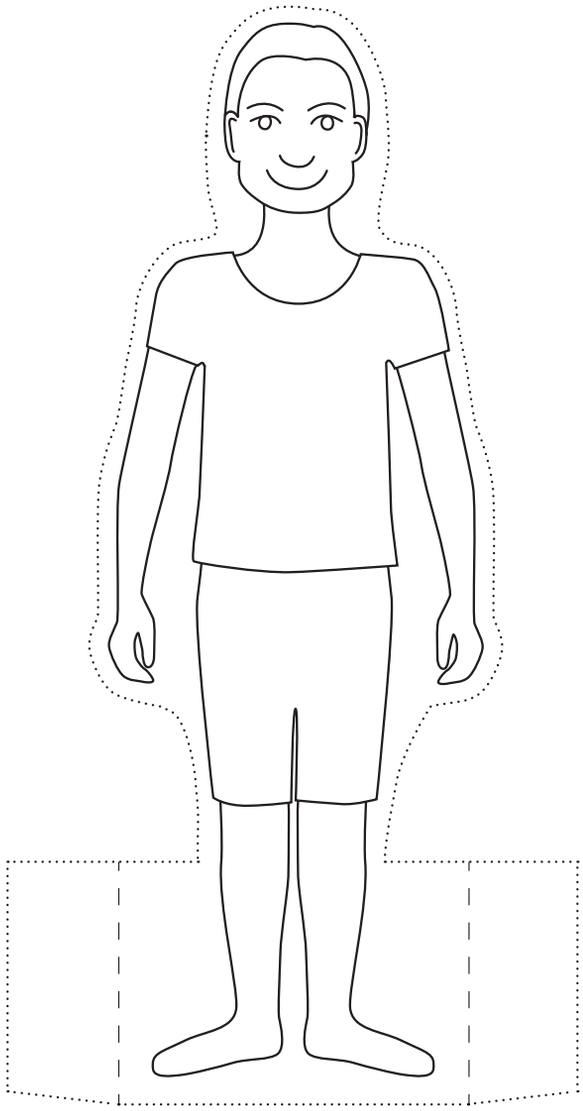
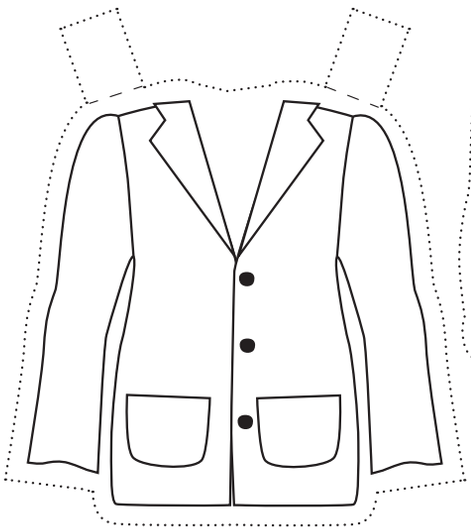
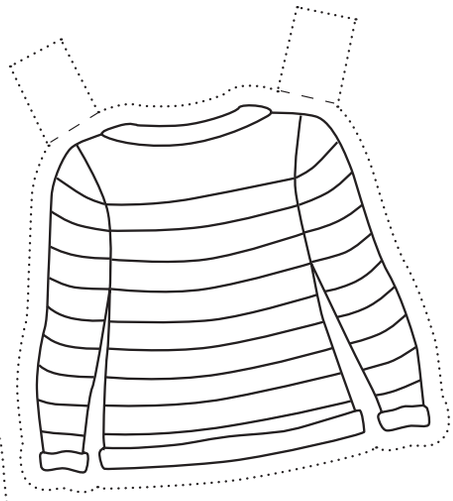


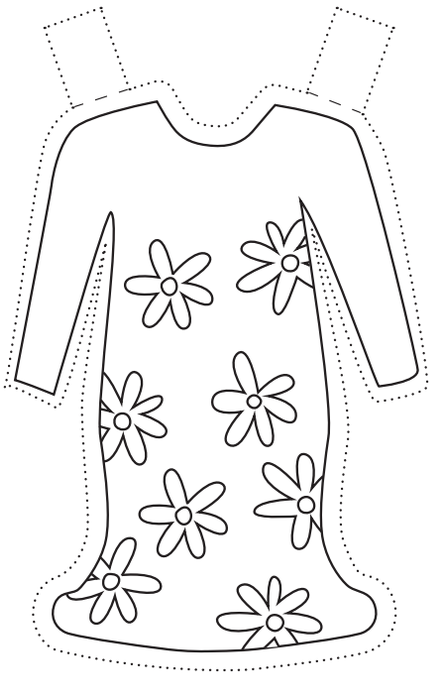




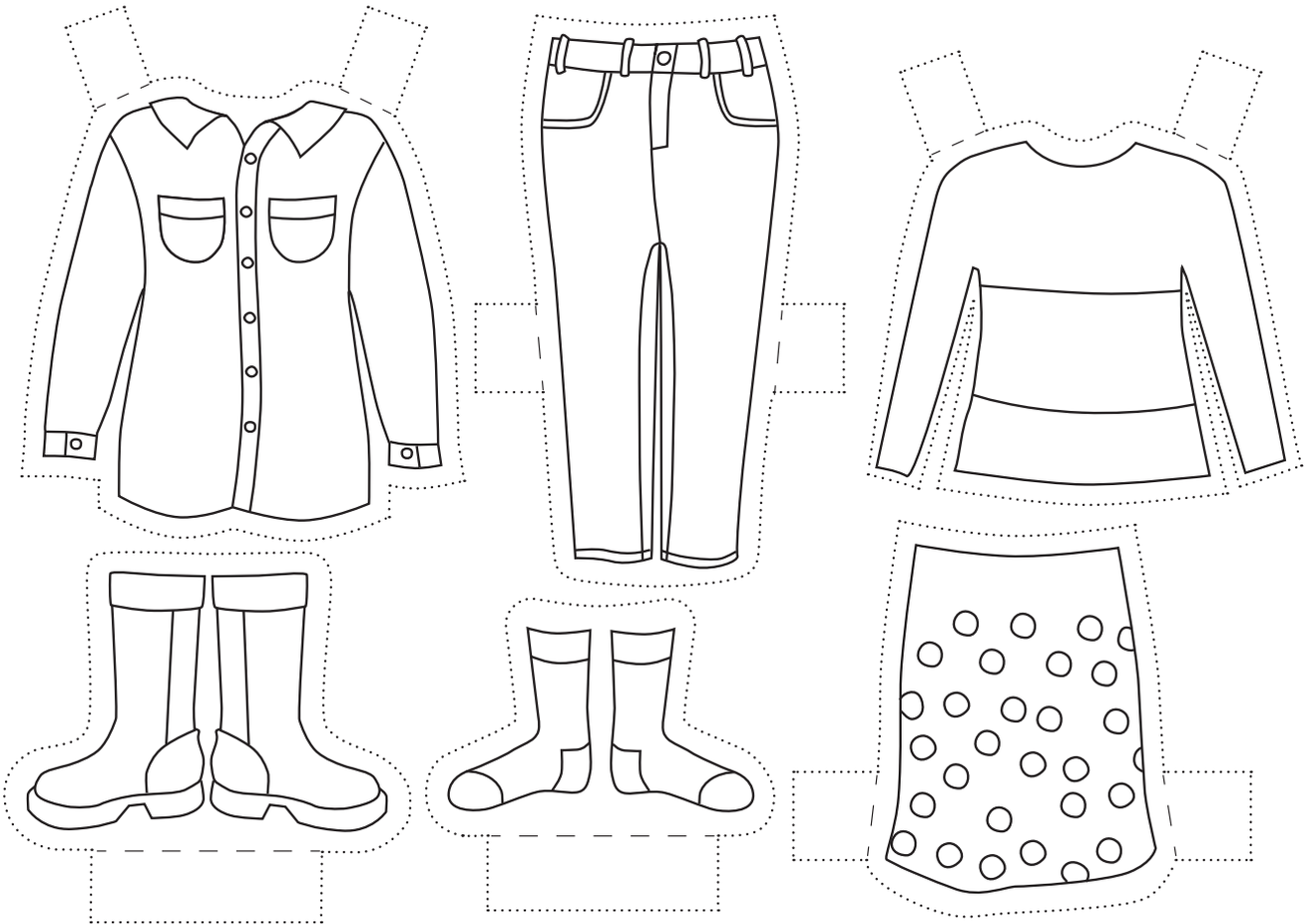






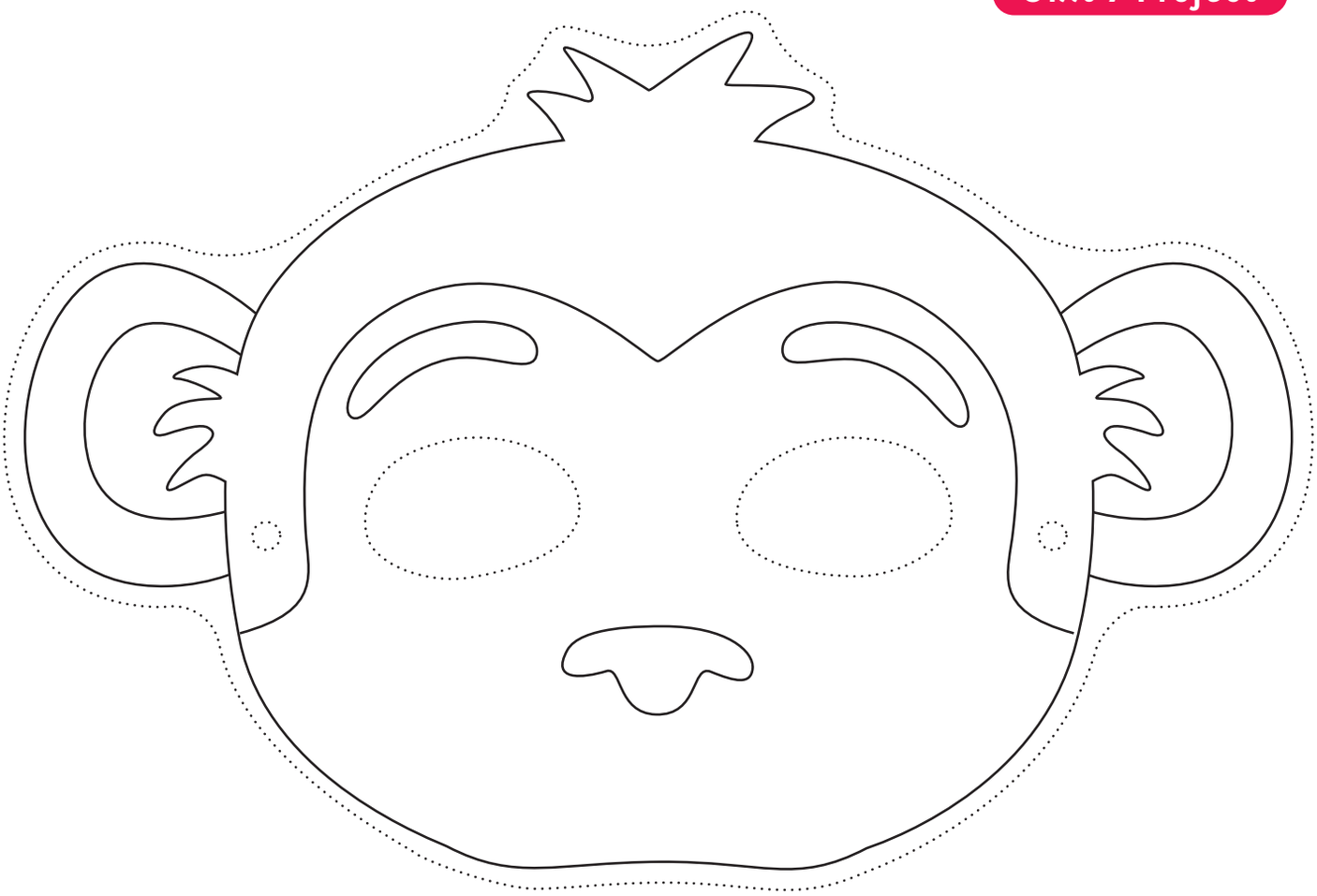
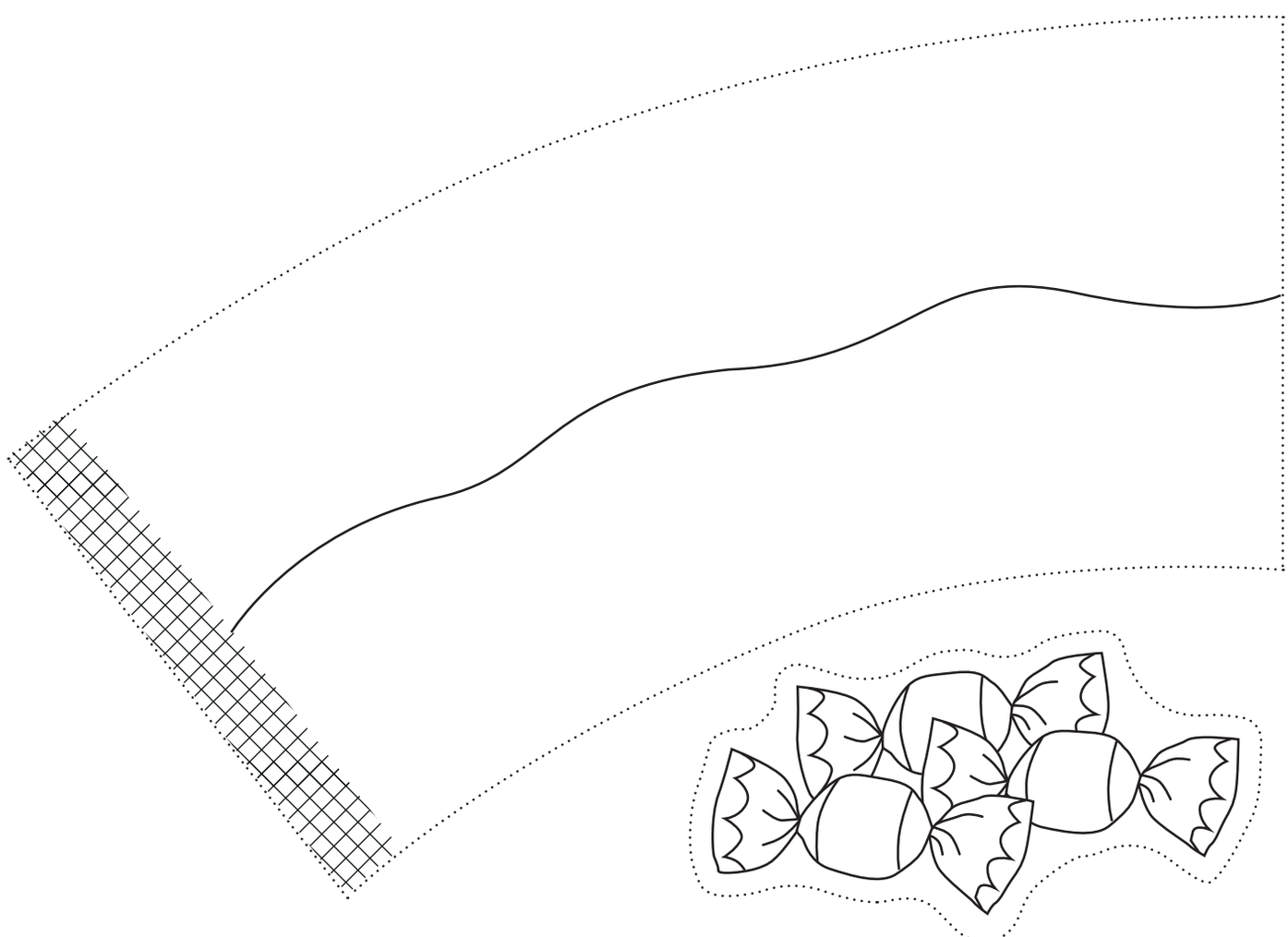


Unit 6 Project



Unit 7 Project

Unit 7 Project



Unit 8 Project