

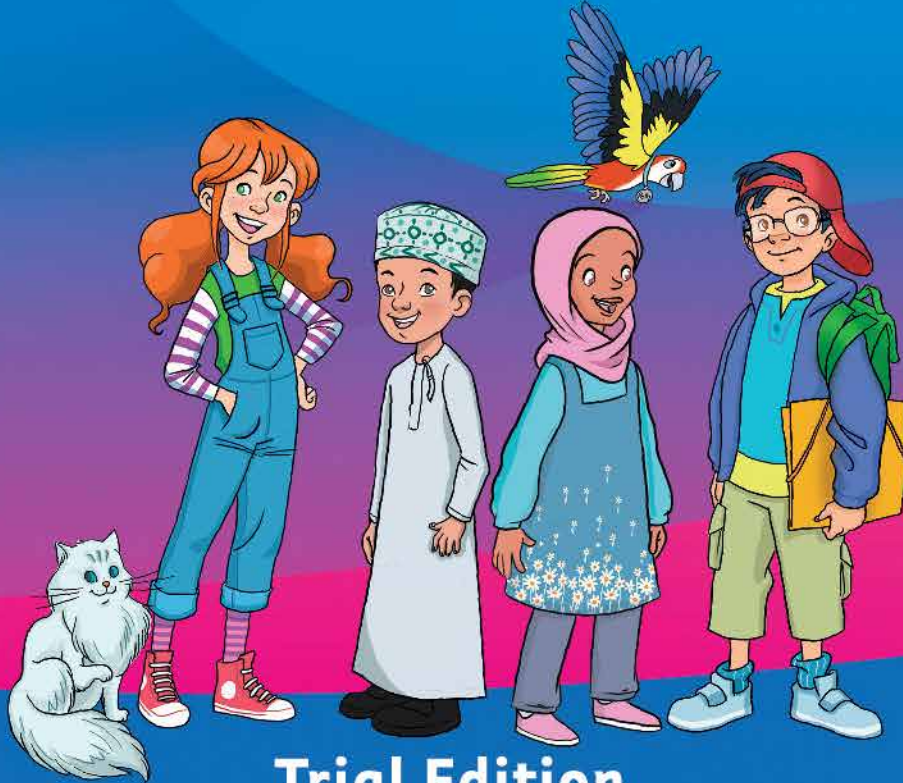
نتقدم بثقة
Moving Forward
with Confidence



SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 3A

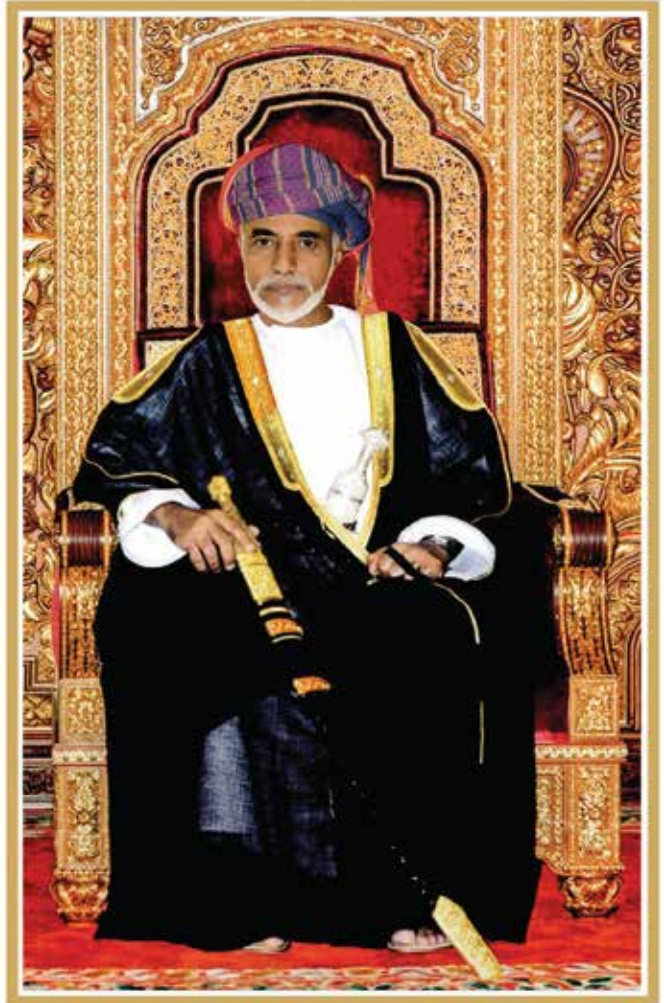
Class Book
with Digital Resources



Trial Edition
2023

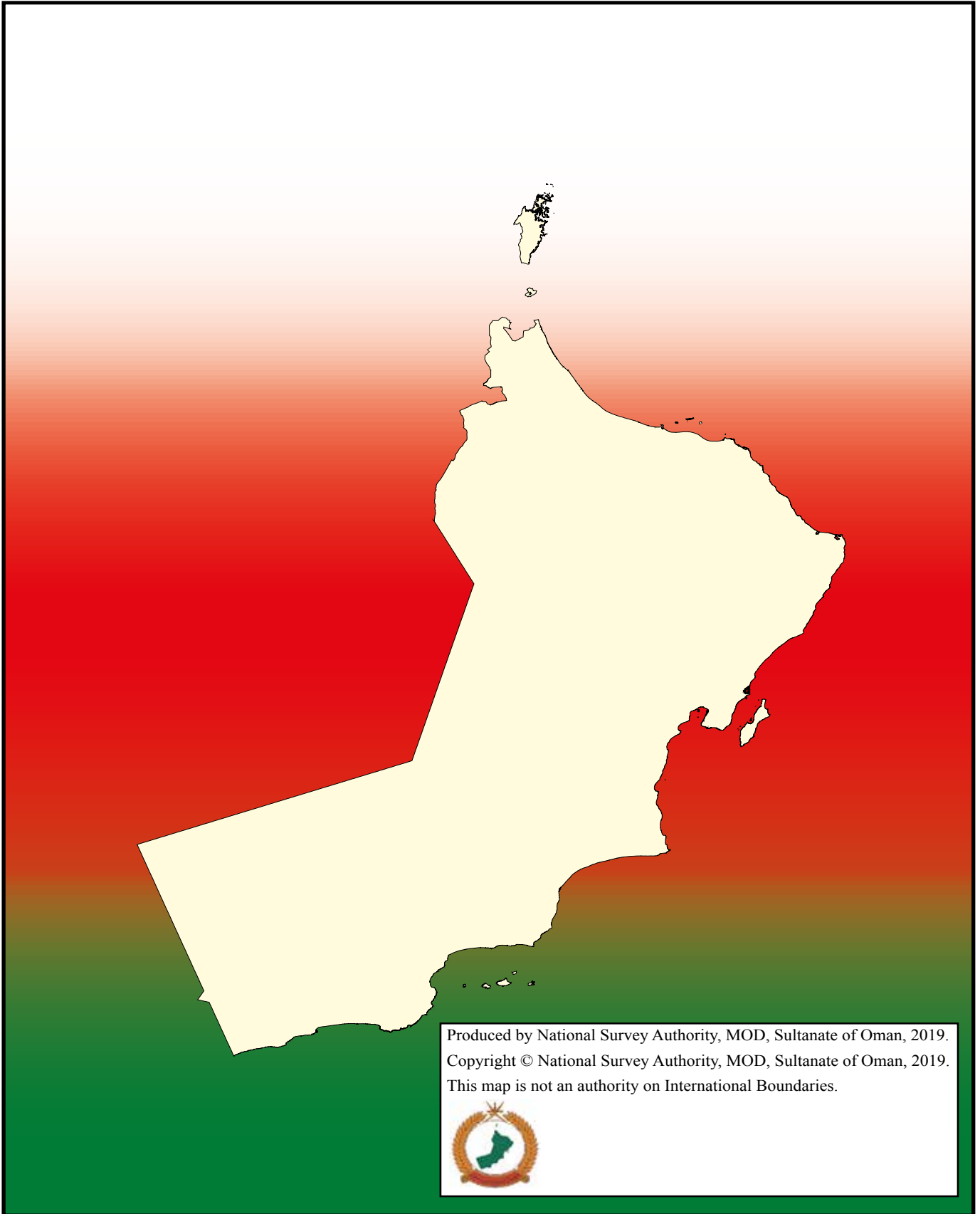


**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan
Qaboos Bin Said**

Sultanate of Oman



Produced by National Survey Authority, MOD, Sultanate of Oman, 2019.
Copyright © National Survey Authority, MOD, Sultanate of Oman, 2019.
This map is not an authority on International Boundaries.



Praise be to Allah and Peace be upon His Messenger, Mohammed

Education is key for personal development, and it provides a wealth of opportunities in life. The commitment and efforts we put into education are some of the most fundamental investments we can make towards securing the future wellbeing of Oman and its citizens.

Our education system has been the bedrock of our development. It has provided this generation and those before it with the skills and knowledge that have driven the country's growth and, with it, our prosperity. But to meet our high aspirations as expressed in Oman's Vision 2040 amidst an increasingly competitive global environment, we cannot stand still.

To compete with the best in the world, our education system must develop young Omanis who are knowledgeable, think critically and creatively, have leadership skills and are able to communicate effectively in English with the rest of the world. Just as importantly, our students must be instilled with values, ethics and a sense of citizenship that will empower them to make the right choices for themselves, their families and the country.

Given Oman's historical and geographical profile, mastering English as a second language is an absolute necessity for all our students. It is the language of international communication and is also the main language for studying other subjects all over the world. Therefore, the Ministry took the decision to adopt and customise an international series called 'Team Together' that is benchmarked to the Global Scale of English (GSE) and the Common European Framework of Reference for Languages (CEFR), both of which are internationally recognised standards for describing language ability.

This series is based on the most cutting-edge research on teaching and learning. It will embed and develop Future Skills such as critical and creative thinking, as well as encourage holistic, well-rounded personal growth. This series will prepare our children to meet the challenges of a pluralistic society that welcomes diversity, a knowledge-based job market that is constantly evolving, and economic globalisation.

Finally, I hope that you find this book useful and enjoyable, and use it in your everyday lives, as this will enable us all to contribute to the success of our beloved country – the Sultanate of Oman – as led by the inspiration and wisdom of His Majesty, Sultan Haitham Bin Tarik.

I would like to take this opportunity to wish you every success in life.

Dr. Madiha bint Ahmed Al-Shaibani

Minister of Education

Sultanate of Oman



Dear children,

We are all very excited to help you to continue your learning journey with English!

Your Semester 1 books are a Class Book and an Activity Book. Remember to look after your books and to bring them with you to class every day.

All of your books have lots of fun activities to help you to learn English. Your Class Book has stories, songs, projects and games. Your Activity Book has lots of fun tasks to do in class.

There are also cut-outs and stickers at the end of the Class Book. What fun!

Have a really interesting semester and we look forward to writing to you again in Semester 2!



Name: _____

Class: _____





SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 3A

Class Book
with Digital Resources



Contents

Welcome Back to school	10	4 I want to be a doctor!	80
1 It's a happy day!	16	Unit 4 graded readers	92
Unit 1 graded readers	28	Atomic's Learning Club	
2 Let's dress up!	36	Language booster 2	100
Unit 2 graded readers	48	Social Studies:	
Atomic's Learning Club		Important months	102
Language booster 1	56	Progress path	104
Maths:		Cut-outs	107
How do we measure things?	58	Stickers	121
3 Hobbies	60		
Unit 3 graded readers	72		



Scope and sequence

Unit	Vocabulary	Grammar	Skills
W Back to school	Classroom language Alphabet Numbers (11–20)	This is a pen./These are pens. That is a pen./Those are pens.	Understanding classroom language
1 It's a happy day!	Daily routines: <i>do homework, get up, go to bed, go to school, have art lessons, have breakfast, have dinner, have lunch, play, pray</i> Times of the day: <i>afternoon, evening, morning, night</i>	I play/don't play. We have/don't have lunch. When do you have lunch? We have lunch in the afternoon.	Describing daily routines
2 Let's dress up!	Clothes: <i>baseball cap, coat, hijab, jeans, jumper, pyjamas, shirt, slippers, tracksuit, trainers</i> Personal possessions: <i>backpack, computer, glasses, handbag, keys, phone</i>	You're/We're/They're wearing jeans. Our glasses are blue. Your keys are grey. Their phones are green.	Describing clothes
LC1 Atomic's Learning Club 1	Cardinal numbers 21–30 Numbers in tens 10–100	How long/wide is it? It's (40) centimetres.	Maths: Measuring things in the classroom
3 Hobbies	Activities: <i>do karate, listen to music, play basketball, play tennis, play video games, read books, ride a bike, roller-skate, skateboard, watch TV</i> Days of the week: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i>	He/She plays video games. He/She doesn't watch TV. Does he watch TV on Saturdays? Yes, he does./No, he doesn't.	Describing activities
4 I want to be a doctor!	Jobs: <i>artist, astronaut, builder, chef, doctor, firefighter, nurse, pilot, police officer, teacher</i> Transport: <i>boat, bus, car, motorbike, train, underground</i>	I want to be a pilot. He/She goes to work by bus.	Describing jobs and means of transport
LC2 Atomic's Learning Club 2	Seasons: <i>spring, summer, autumn, winter</i> Months of the year: <i>January, February, March, April, May, June, July, August, September, October, November, December</i>	When is your birthday? It's in (September).	Social Studies: Talking about important months

Progress path

Cut-outs

Stickers

Culture	English in action	Phonics	Get ready for...
	Asking for and spelling names How do you spell 'Anna'?		
Traditional breakfasts Project: A breakfast menu in Oman	Saying the time It's half past seven. It's quarter past nine. It's quarter to eight.	wh, ph whale, wheel phone, dolphin Tricky word (Activity Book): <i>go</i>	Class Book: Pre A1 Starters Reading and Writing Part 5 Activity Book: Pre A1 Starters Listening Part 3
Special days in Oman Project: Design some clothes for a special day	Asking the price How much is this baseball cap?	ear, ure beard, hear vulture, picture Tricky words (Activity Book): <i>our, your, their</i>	Class Book: Pre A1 Starters Reading and Writing Part 1 Speaking Part 2 Activity Book: Pre A1 Starters Listening Part 1
Traditional sports in Oman Project: A book about your favourite sports	Saying how often you do things I always play tennis on Saturdays. I often watch TV. I never play video games.	i-e, a-e, o-e, u-e bike, cake, stone, cube Tricky words (Activity Book): <i>do, does, don't, doesn't</i>	Class Book: Pre A1 Starters Reading and Writing Part 2 Speaking Part 2 Activity Book: Pre A1 Starters Reading and Writing Part 3
The yellow school bus Project: A graph about how you go to school	Talking on the phone Hello, can I speak to Emily, please? Emily's not here. Who is this?	ea, ea read, beach bread, weather Tricky word (Activity Book): <i>want</i>	Class Book: Pre A1 Starters Reading and Writing Part 1 Speaking Part 4 Activity Book: Pre A1 Starters Reading and Writing Part 5

Welcome

Back to school

1 Listen. Point. Say.



Hold up your drawing.



Tidy up.



Put up your hand.



Put down your hand.



Take out your pencil.



Put away your pencil.

2 Say and do.



3  Listen. Point. Say.



Pay attention.



Hand out the books.



Go to the board.



Ask a question.






Turn on the AC.

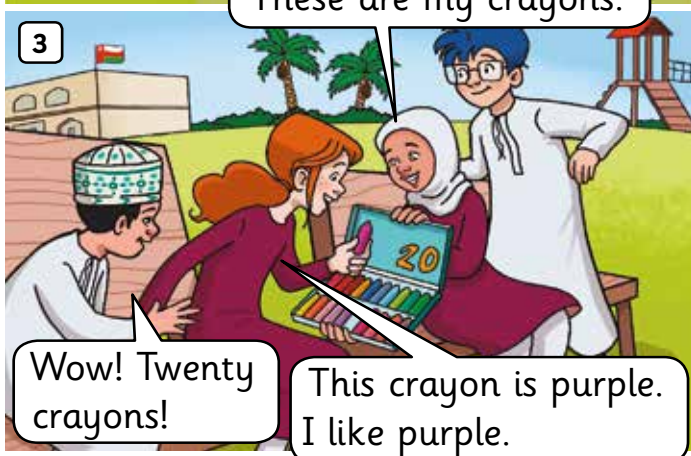
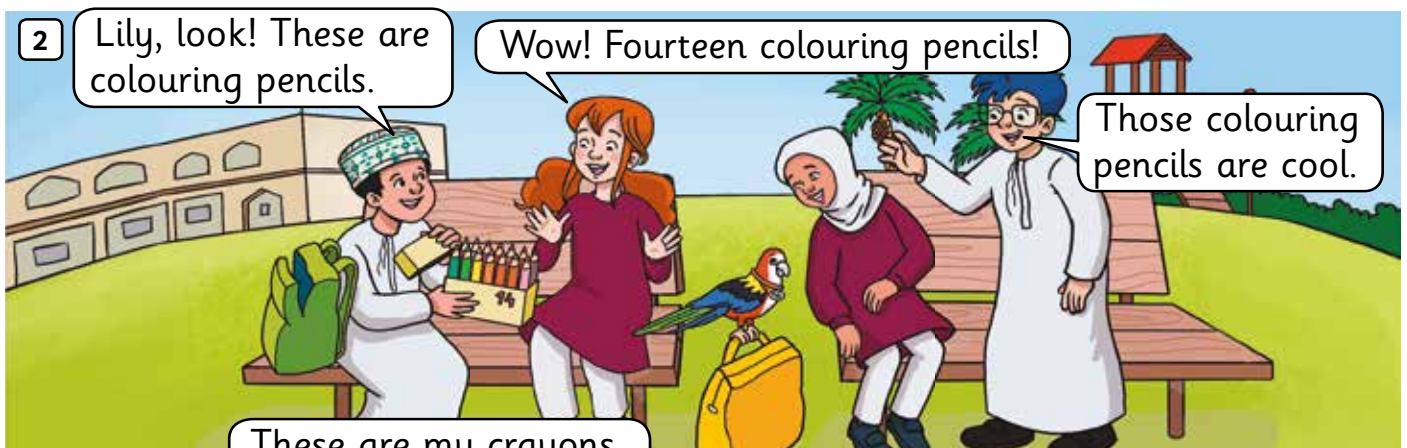
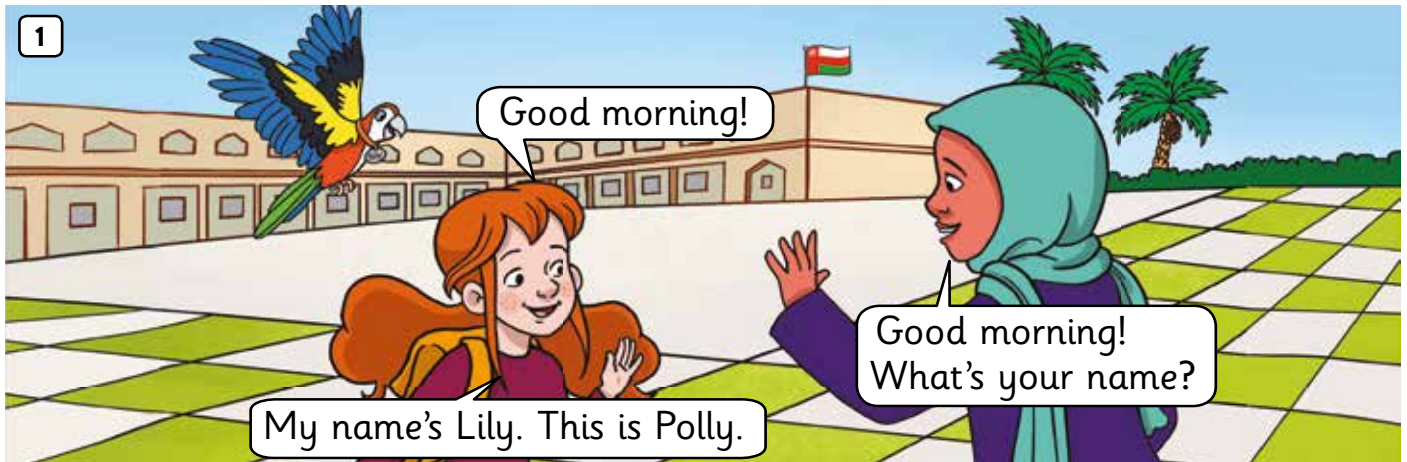


Turn off the AC.

4  Say and do.

Back to school

- 1  What colour is the teddy?
- 2   Watch or listen and read.



- 3  Act out the story.

4



Listen and chant.

Clap your hands and chant with me.

Say a chant of A, B, C!

Aa, Bb, Cc, Dd, Ee, Ff, Gg

Hh, Ii, Jj, Kk, Ll, Mm, Nn

Oo, Pp, Qq, Rr, Ss, Tt

Uu, Vv, Ww, Xx, Yy, Zz

Clap your hands and chant with me.

Say a chant of A, B, C!

English in action

Asking for and spelling names

5



Watch or listen and read.



Hello. What's your name?

My name's Anna.

How do you spell Anna?

A-n-n-a.

6



Act out the dialogue. Use your names.

7



Spell these words.

bike

hat

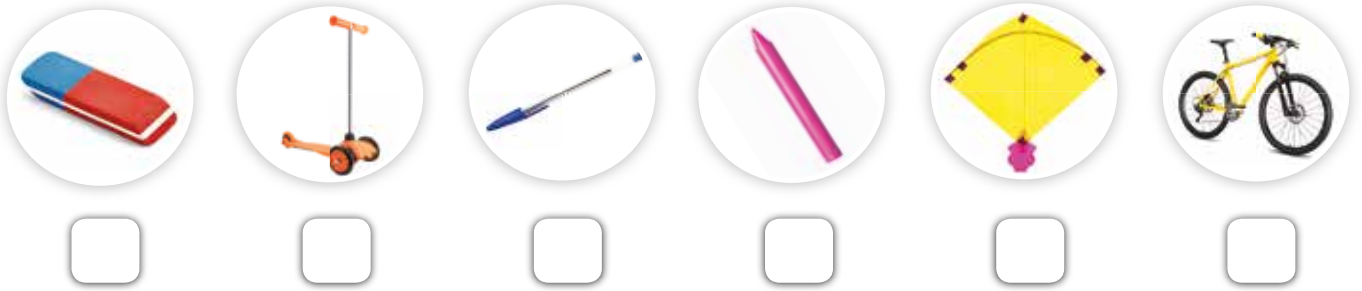
kite

pen

sing

b-i-k-e

1  Listen and number.

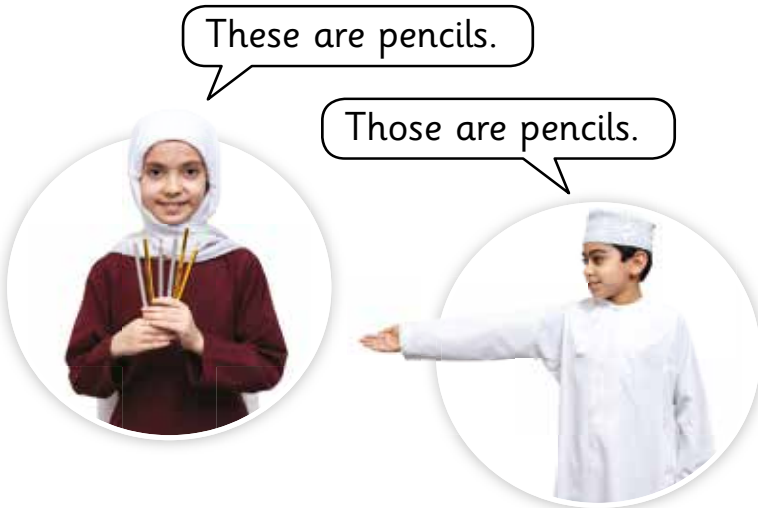


2   Listen and point. Then listen and sing.





My things are on the desk.
 Let's have a look.
 These are crayons.
 This is a book.
 Those are pencils.
 That is a pen.
 Come on, everyone.
 Let's sing it again!













3  Point and say.



W.13


<p>This is a pen.</p> 	<p>These are pens.</p> 
<p>That is a pen.</p> 	<p>Those are pens.</p> 

4  Listen and point. Then listen and say.





 eleven	 twelve	 thirteen	 fourteen	 fifteen	 sixteen	 seventeen	 eighteen	 nineteen	 twenty
---	---	---	---	--	---	--	---	---	---

5   Listen and chant.

<p>1, 2, 3 kites in the tree. Come on, everyone. Count with me.</p> <p>4, 5, 6 kites in the tree. Come on, everyone. Count with me.</p> <p>7, 8, 9, 10 in the tree! Come on, everyone. Count with me.</p>	<p>11, 12, 13 kites in the tree. Come on, everyone. Count with me.</p> <p>14, 15, 16 kites in the tree. Come on, everyone. Count with me.</p> <p>17, 18, 19, 20 in the tree! Come on, everyone. Count with me.</p>
---	--




6  Listen and write.

			
1 _____	2 _____	3 _____	4 _____

7  Look in the classroom. Ask and answer.

How many desks can you see?

I can see fifteen desks.

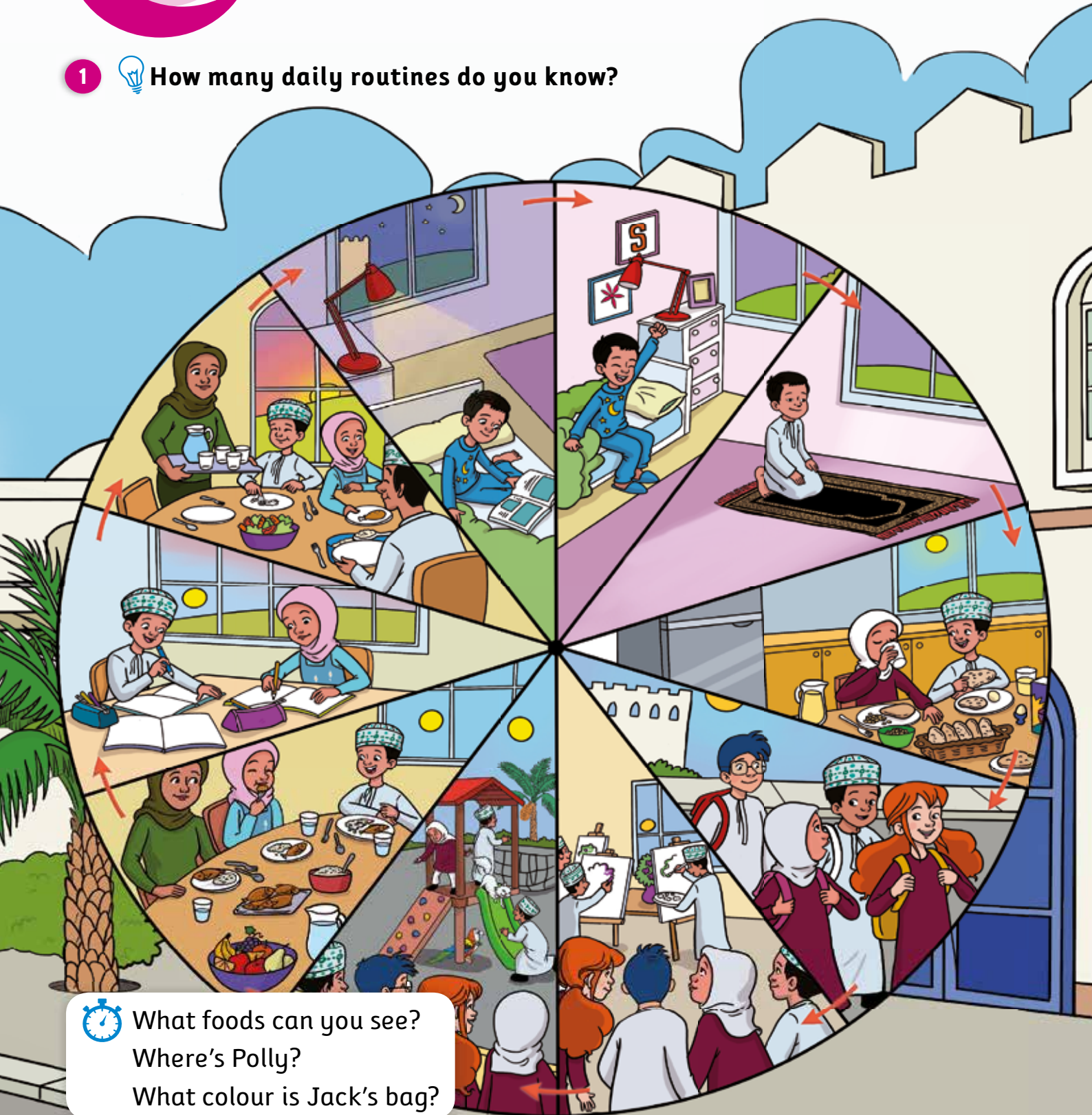


8  Go to the Progress path on page 104.

1











It's a happy day!

1  How many daily routines do you know?



What foods can you see?
Where's Polly?
What colour is Jack's bag?



2   Listen and stick. Then listen and say.


- | | | | | |
|---|---|---|--|--|
| 1  | 2  | 3  | 4  | 5  |
| get up | pray | have breakfast | go to school | have art lessons |
| 6  | 7  | 8  | 9  | 10  |
| play | have lunch | do homework | have dinner | go to bed |

3  Find the daily routines in the picture on page 16.

4   Listen and chant.

 It's – It is

 <p>It's a happy, happy day! I go to school today. I have breakfast. I don't play. It's a happy, happy day!</p>	<p>It's a happy, happy day! We have art lessons today. We have dinner and we play. It's a happy, happy day!</p> 
---	---

5  Think of your day. Is it the same or different?

 <p>We have dinner.</p>	 <p>But we don't have art lessons.</p>	<p> 1.5</p> <p>I play/don't play.</p> <p>We have/don't have lunch.</p>
--	--	---



1 Before you read What colour are the paints?

2 Watch or listen and read.

Atomic is colourful!

1 Look! These are paintbrushes. We have art lessons at school today.

Oh, right. You go to school today.

Bye!

2 Where are Sami and Jack?

They play tennis in the park before school.

Hi, Lily!

Hello, Fatma!

3 When do you have tennis lessons?

We have tennis lessons in the morning.

We don't have tennis lessons. We have an art lesson at school now. Let's hurry!

4 Hello, everyone!

Let's paint flowers today!

Hello, Miss Razan.

Yay!

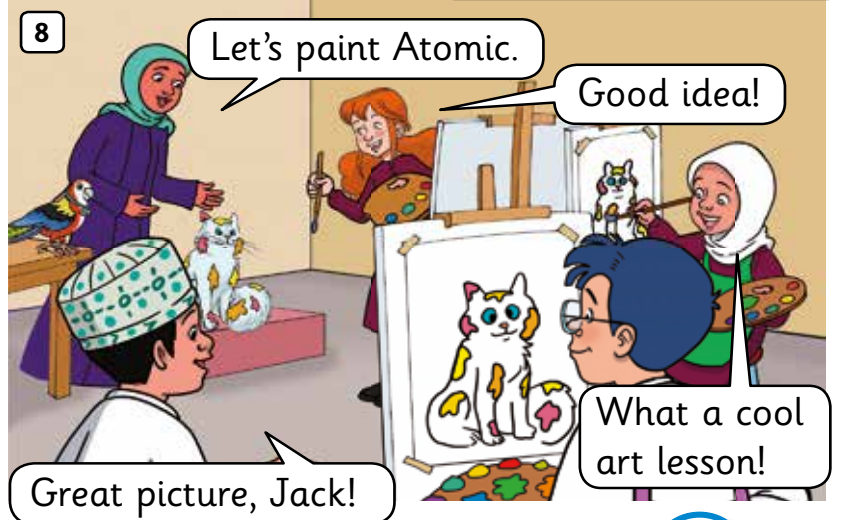
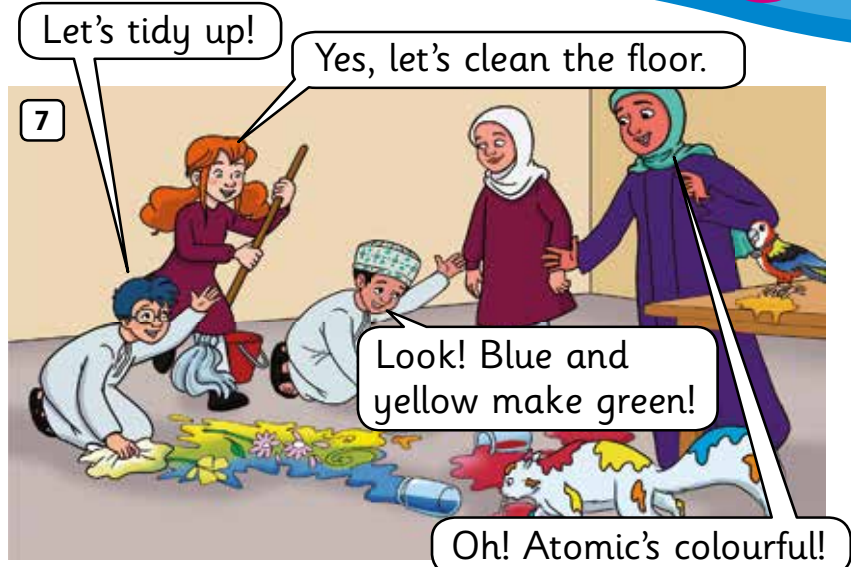
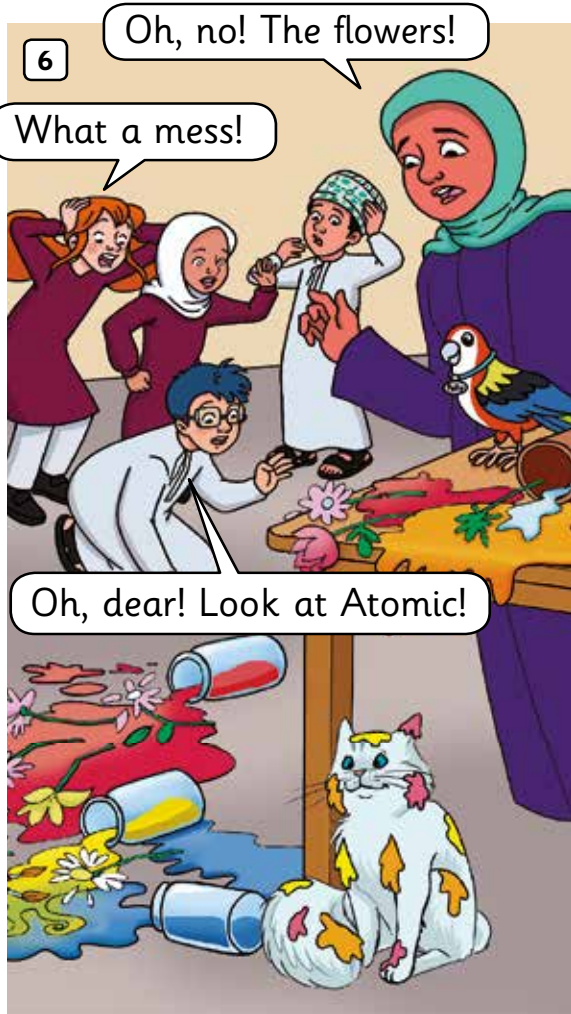
5 The paints are on the table.

Polly is on the table, too!

Polly, no!

Look out, Atomic!

What happens next?



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

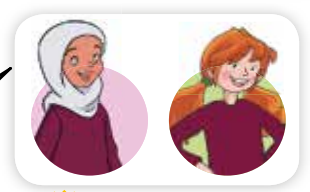
1 You go don't go to school today.



2 We have don't have tennis lessons in the morning.



3 We have don't have art lessons at school today.



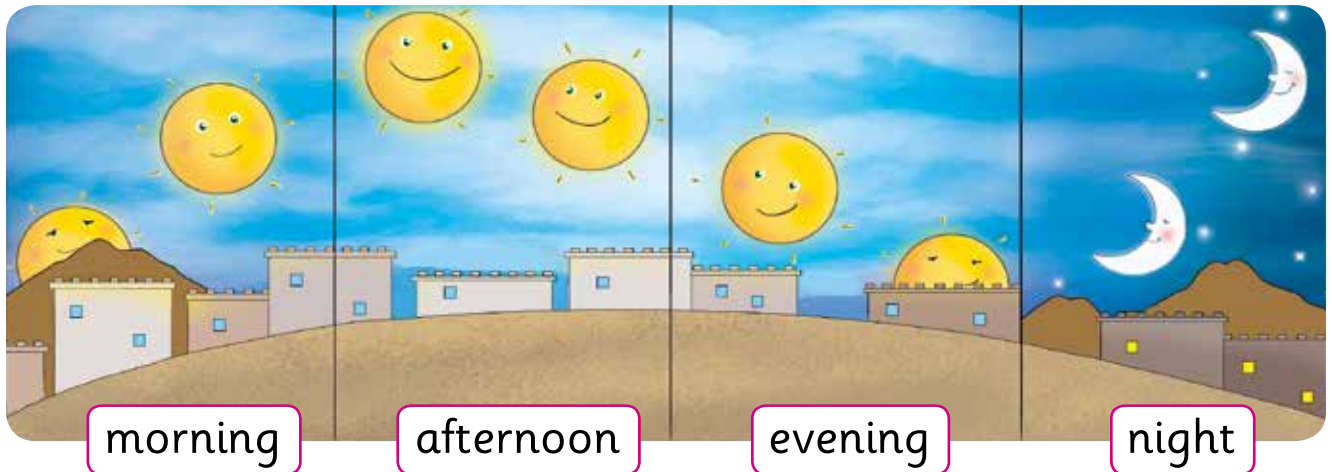
4 Act out the story.

5 Draw a picture of a colourful animal.

Values

See beauty in everything

1   Listen and say. Then listen and point.



2   Listen and sing.



When do you have breakfast,
have breakfast, have breakfast?
When do you have breakfast?
We have breakfast in the morning.

When do you have lunch,
have lunch, have lunch?



When do you have lunch?
We have lunch in the afternoon.

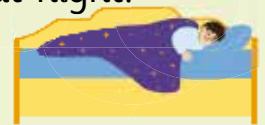
When do you have dinner,
have dinner, have dinner?
When do you have dinner?



We have dinner in the evening.

When do you go to bed,
go to bed, go to bed?

When do you go to bed?
We go to bed at night.



3  Ask and answer.

When do you
go to school?



We go to school
in the morning.

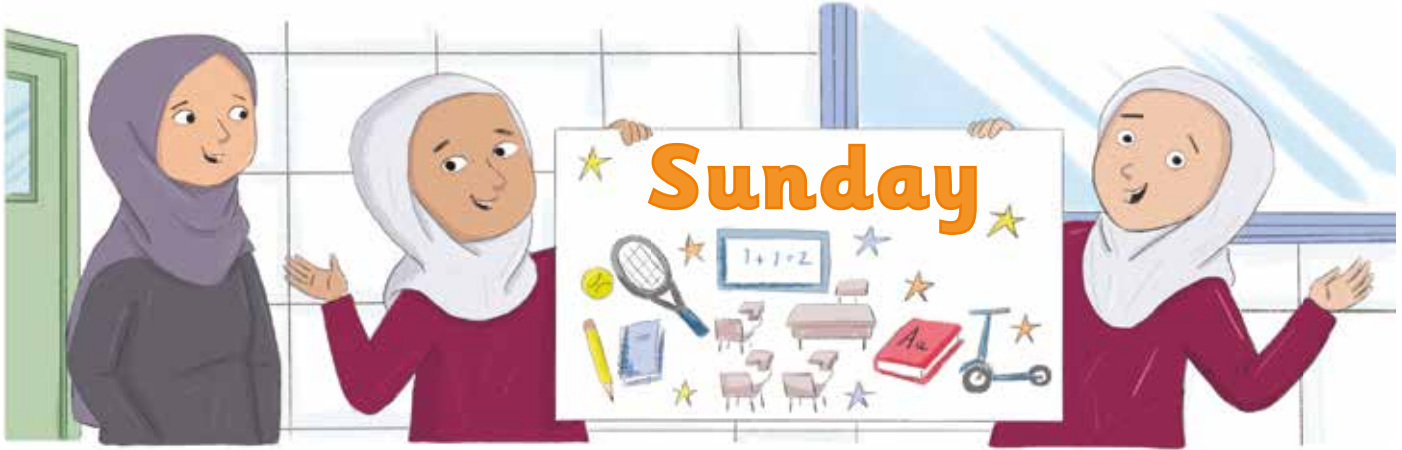


1.11

When do you have lunch?

We have lunch in the afternoon.

1   Read the questions. Then listen and complete the answers.



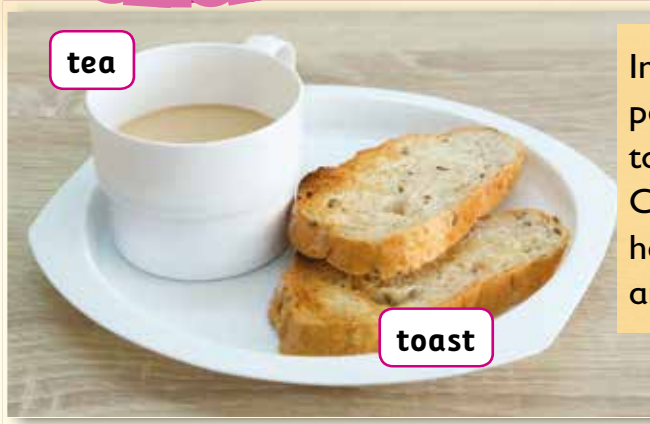
- | | |
|-----------------------------|------------------------------|
| 1 When do you go to school? | We go to school _____. |
| 2 When do you play tennis? | We play tennis _____. |
| 3 When do you do homework? | We do homework _____. |
| 4 When do you play? | We play with our toys _____. |

2   Cut out. Then listen and play.



Traditional breakfasts

Breakfasts are different around the world.



tea

toast

In the UK, some people have toast and tea. Children often have cereal, milk and juice.



cereal



porridge

People have this for breakfast in South Africa. It is corn porridge with sugar and milk.



pickles

soup

Some people in Japan eat a big breakfast. They have fish, pickles and vegetables. They have rice and soup, too.

Which breakfast do you like?

1 Before you read What do you have for breakfast?

2 Listen and read.

3 Find out more! Watch the video.

4 After you read Activity Book, page 19.

This is Khubz Rakhal. It is a popular breakfast dish in Oman. We have it with eggs and beans.

Project Lesson 5, part 2

Make a breakfast menu for Oman.

- 1 Together, think of what people like for breakfast in Oman.
- 2 Choose the foods that are on the menu.
- 3 Find photos or draw pictures.
- 4 Write. *This is ... We have ...*
- 5 Make a breakfast menu.
- 6 Present it to the class.



1 Read and say.



It's half past six.



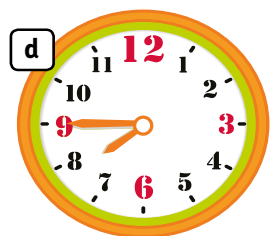
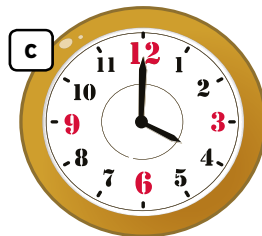
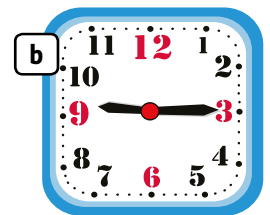
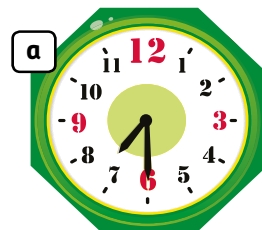
It's quarter past six.



It's quarter to seven.

2 Read and match.

- 1 It's four o'clock.
- 2 It's quarter to eight.
- 3 It's half past seven.
- 4 It's quarter past nine.



3 Watch or listen and read.



What time do we have English?

We have English at quarter past eight.

Oh, no!

What's wrong?

It's quarter past eight. It's time for English!

Let's hurry!

4 Act out the dialogue. Use different events and times.

have breakfast

play tennis

have art lessons

quarter to six

half past five

quarter to twelve

1  Listen and say.

wh



whale



wheel

ph



phone



dolphin

2  Listen and say the tongue twister.

The **w**hale has got a **w**heel and the **d**olphin has got a **p**hone.



3  Listen and write **wh** or **ph**.

1



__ eat

2



ele __ ant

3



al __ abet

4



__ ite

4 Match, write and say. Circle the sounds.

wh

ph



elephant

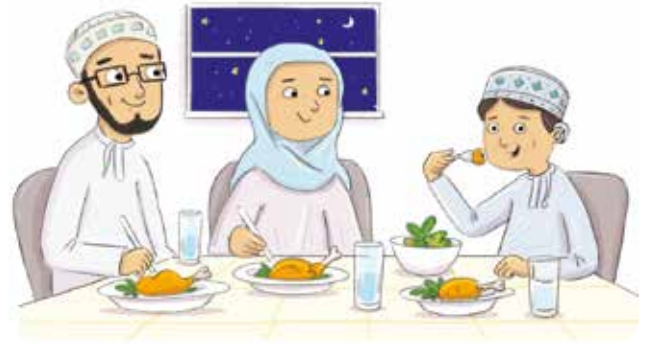


1 Look, write and circle.

I We



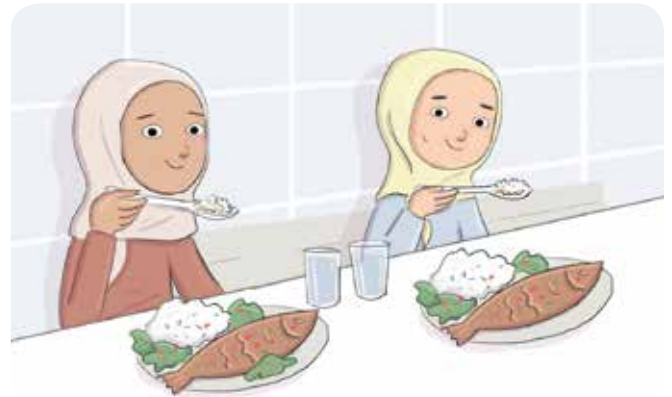
1 _____ get up go to bed .



2 _____ have breakfast
have dinner .



3 _____ pray do homework .



4 _____ have lunch play .

2  Listen and match.

- | | |
|---------------------------------|---------------------|
| 1 When do you do homework? | a In the evening. |
| 2 When do you have art lessons? | b In the afternoon. |
| 3 When do you play? | c In the morning. |
| 4 When do you go to school? | d At night. |

3  Go to the Progress path on page 104.

Get ready for...

Pre A1 Starters Reading and Writing Part 5

1  Look at the pictures and read the questions.

Write one-word answers.



1 When do you do homework?

In the _____
_____.



2 When do you go to school?

In the _____
_____.



3 When do you have dinner?

In the _____
_____.



4 When do you play?

In the _____
_____.



5 When do you have lunch?

In the _____
_____.

1 Play and say.



1 I get up at ...



2 I pray at ...



3 What time do you have breakfast?



6 We have art lessons! Let's tidy up. Go forward one space.

5 We start school at ...



4 Time for school! Go forward two spaces.

7 We're late for English. Go back to 5.

8 wh or ph?



9 When do you go home?



12 When do you play?



11 Time for homework. Hurry up! Miss a turn.

10 When do you have lunch?



13 What time do you have dinner?



14 What's the time?

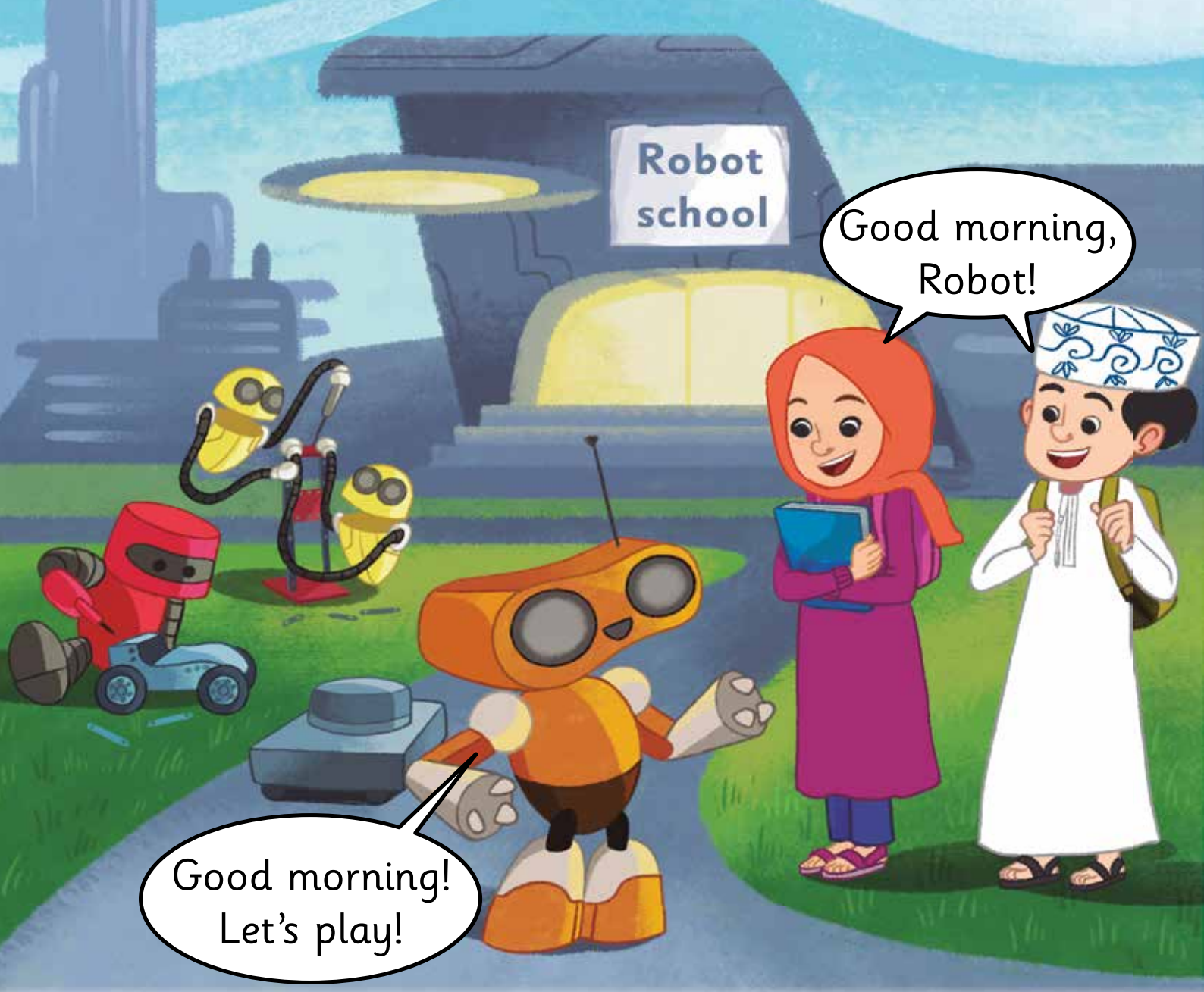


15 I go to bed at ...



Good night!

Welcome to Robot School!

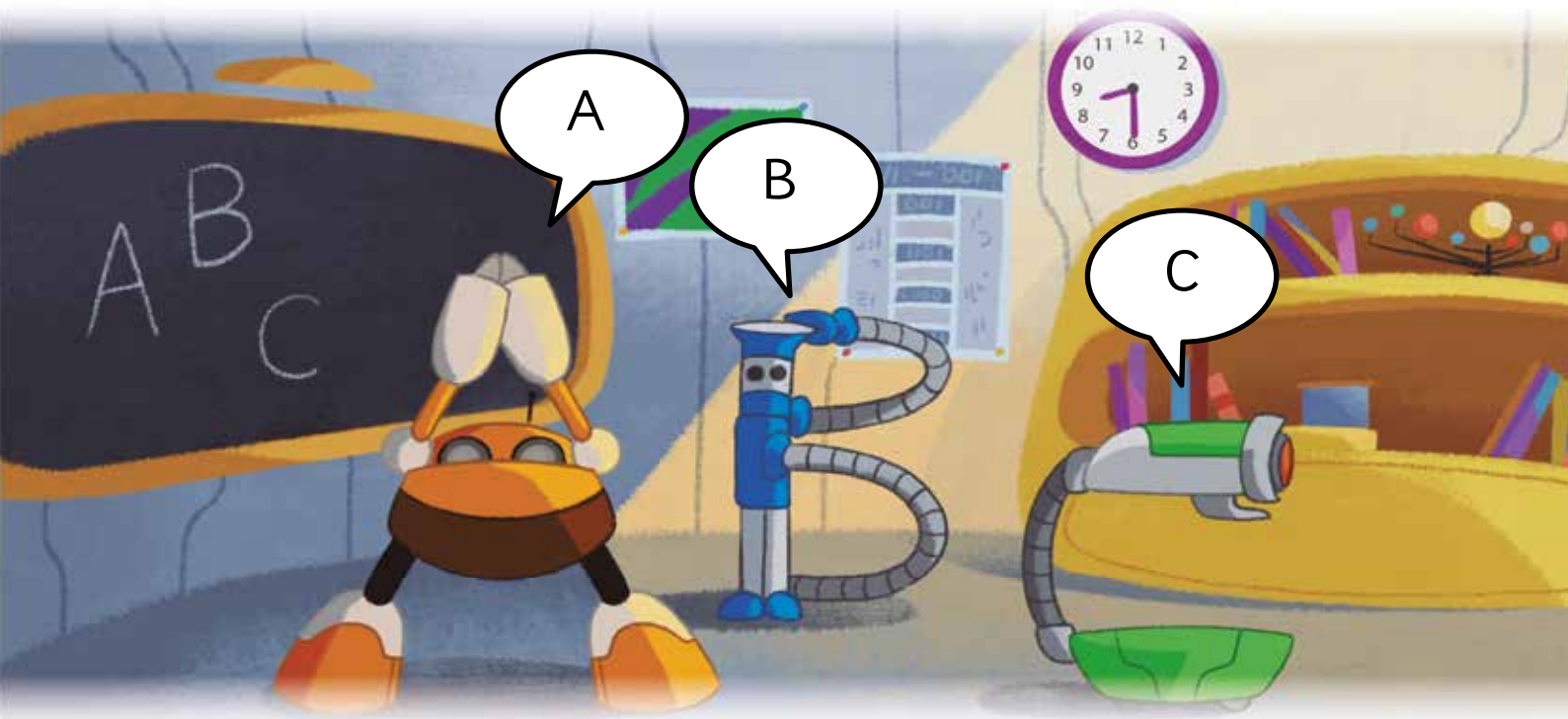


Good morning!
Let's play!

Good morning,
Robot!

This is Robot School. We go to school at eight o'clock.

It's half past eight. We have English lessons in the morning. We say the alphabet.



It's half past twelve. It's time for lunch. We have fish, rice and vegetables. We have water, too.



It's half past one. This is the art classroom. Look at Robot's drawing. It's a car!



When do you have art lessons?

Wow! I like the white wheels!

We have art lessons in the afternoon.

It's quarter to three.

Now we go home. What a great day!



Robot School
is cool!

When do you
do homework?


I do my homework
in the evening.

But I don't go
to bed. Robots
don't sleep!




Elephant's Day

Elephant, Elephant, when do you get up?
I get up in the morning and I stretch my body.
Then I have a big breakfast.



Good morning,
Elephant!



Good morning!
It's a happy day!

Elephant, Elephant, when do you go to school?

I don't go to school. I play!

Elephant, Elephant, when do you play?

I play in the afternoon. I have fun!

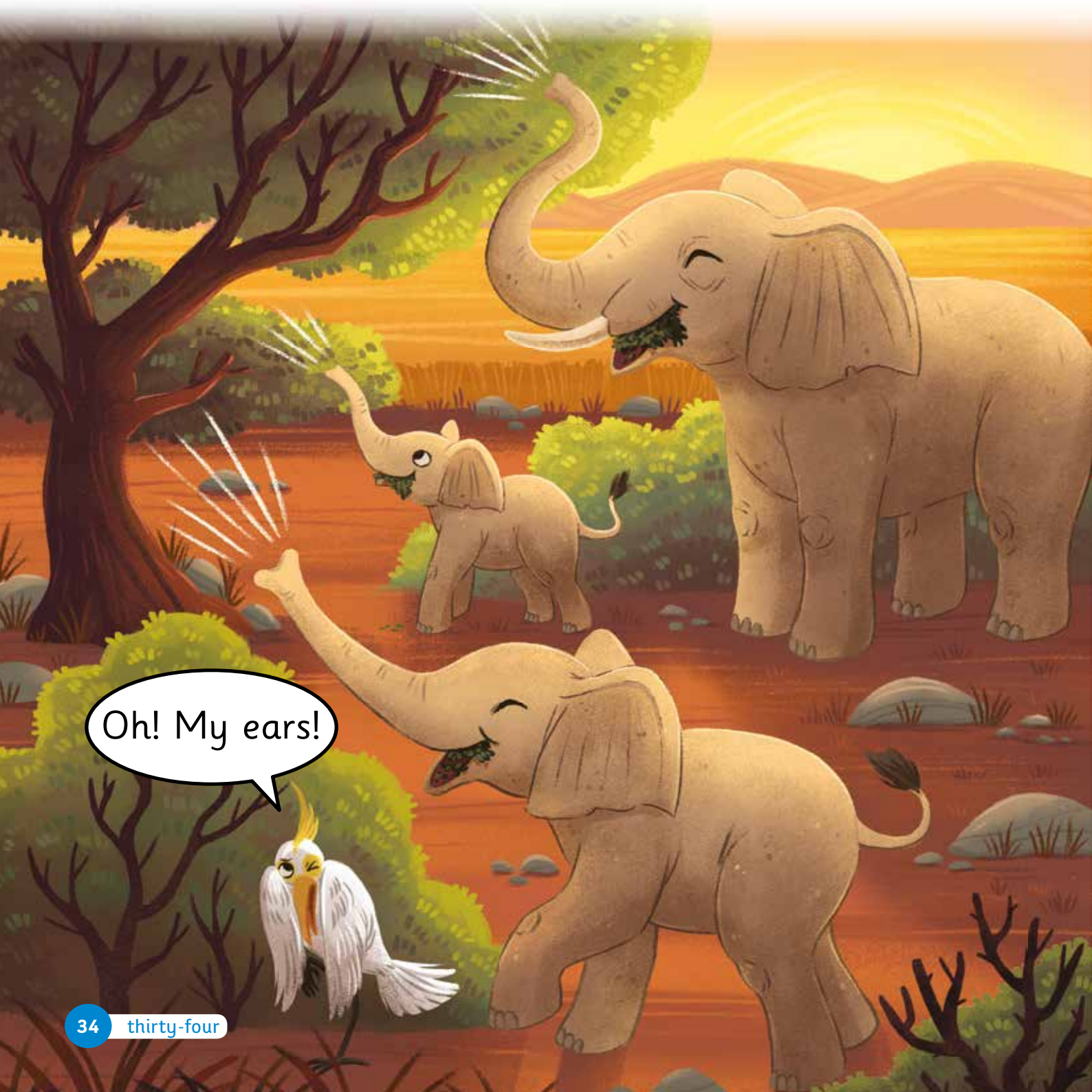


Elephant, Elephant, when do you have dinner?

I have dinner in the evening.

Elephant, Elephant, when do you sing?

I sing in the evening, too. Sing with me!



Elephant, Elephant, where are you?
It's ten o'clock. I don't play at night and I don't sing at
night. I go to bed. What a happy day!



Good night,
Elephant!

Zzzzz



2

Let's dress up!

1  How many clothes words do you know?




Who's wearing a green hat?
How many shoes can you see?
What colour are the bags?

2   Listen and stick. Then listen and say.

- | | | | | |
|---|---|---|--|--|
| 1  | 2  | 3  | 4  | 5  |
| hijab | tracksuit | slippers | jumper | coat |
| 6  | 7  | 8  | 9  | 10  |
| jeans | pyjamas | trainers | baseball cap | shirt |

3  Find the clothes in the picture on page 36.


 We're – We are
 They're – They are
 You're – You are


4   Listen and chant.

We're wearing jeans, shirts and coats. We're ready to play. We look cool.	You're wearing a tracksuit, trainers and a baseball cap. You're ready to do sport. You look cool.	They're wearing pyjamas, socks and slippers. They're ready for bed. They look cool.
--	--	--



5  Think of you and your friends. Then say.



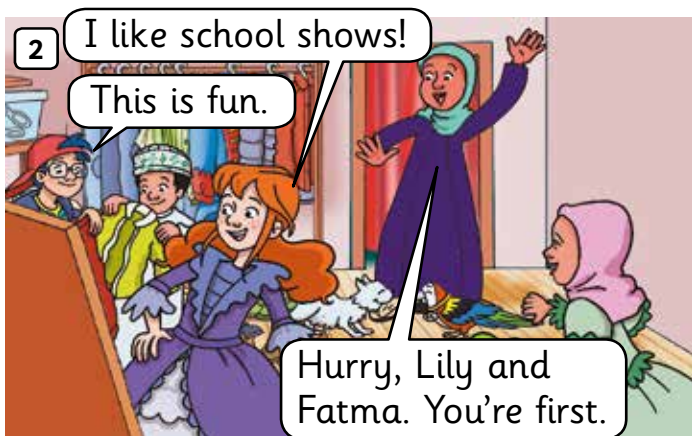
 You're/We're/They're wearing jeans.



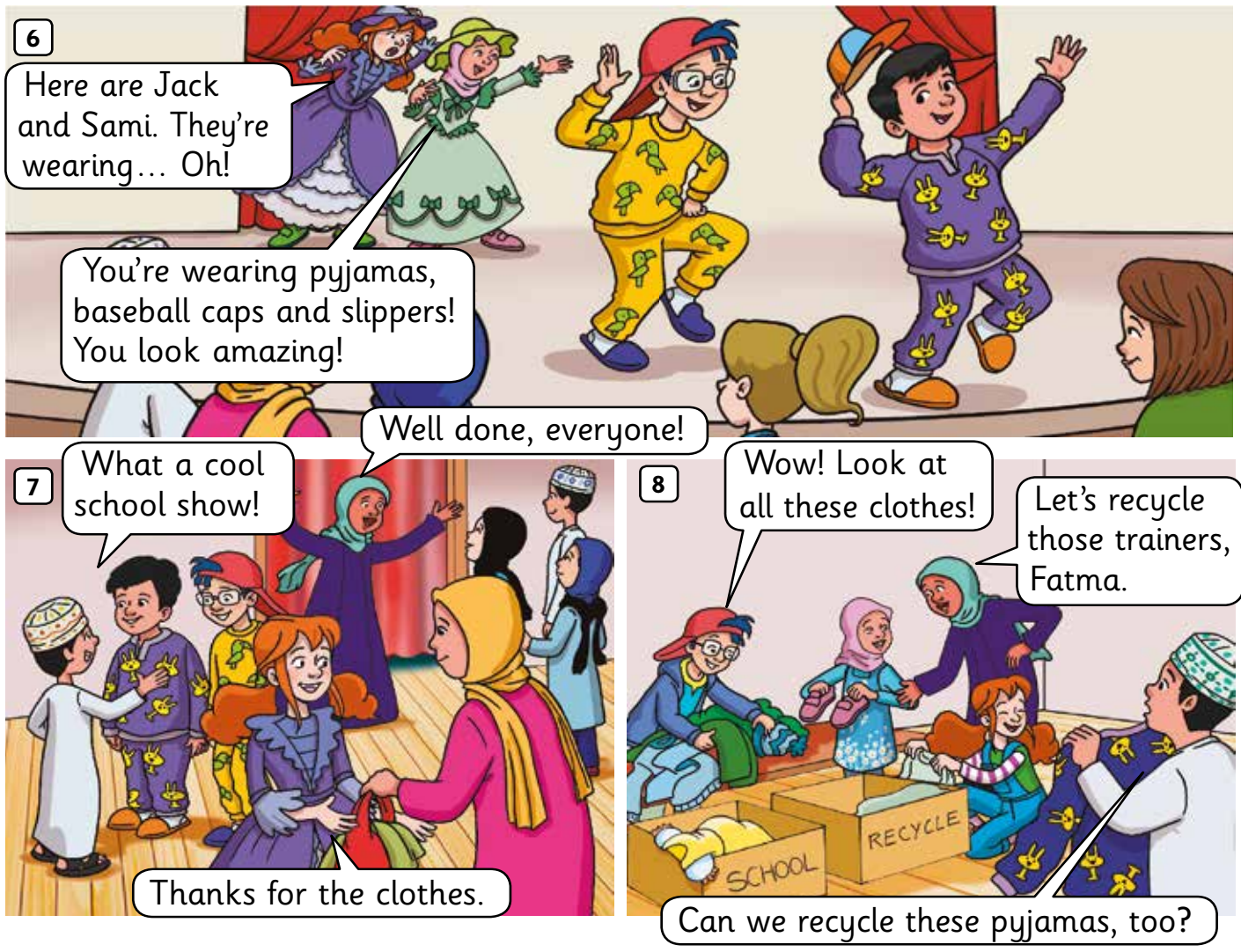
1 Before you read How many parrots can you see?
Where are the parrots?

2 Watch or listen and read.

The school show



I've got an idea!
What do they wear?



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



- 1 He's wearing a blue shirt.
- 2 They're wearing dresses and hats.
- 3 They're wearing pyjamas.
- 4 They're wearing coats and jumpers.

4 Act out the story.

5 Design clothes for your school show.

Values
Don't be wasteful

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



glasses



keys



handbag



backpack



phone



computer

2   Listen and sing.



What colour are their glasses?
Their glasses are blue.
And their handbags are, too.

What colour are our keys?
Our keys are grey.
And our computer is, too.



What colour are your backpacks?
Your backpacks are green.
And your phones are, too.



3  Look and say.

Our pens are red and blue.



Their pens are red and blue.



2.12

Our glasses are blue.

Your keys are grey.

Their phones are green.

1   Listen and colour.



2   Cut out. Then listen and play.

They're wearing hijabs.
Their hijabs are red.



They're wearing baseball caps.
Their baseball caps are purple.

Special days in Oman

CULTURE

There are many special days in Oman.
Let's look at Eid Al-Fitr.

Eid Al-Fitr is very special in Oman. People celebrate for the first three days of Shawwal.

Families eat special food and give presents, sweets and *Eidiya* to their children. What presents do you get?



Eid Al-Fitr



sweets



Eidiya



presents





Look at this girl. She is wearing traditional clothes to celebrate Eid Al-Fitr.



traditional clothes

Do you like Eid Al-Fitr?

- 1 Before you read What clothes do you wear on special days?
- 2  Listen and read.
- 3  Find out more! Watch the video.
- 4 After you read Activity Book, page 31.

This is the festival for Eid Al-Fitr.
It's after Ramadan.



Project

Lesson 5, part 2

Design some clothes for a special day.

- 1 Together, think of a special day.
- 2 Choose the clothes for this special day.
- 3 Find photos or draw pictures.
- 4 Write. *This is ... They're wearing ...*
- 5 Make a poster.
- 6 Present it to the class.

1 Find and point. Say.

- backpack baseball cap
- coat dress glasses
- handbag hijab jumper
- tracksuit trainers



2 Watch or listen and read.



Excuse me.

Yes, can I help you?

How much is this baseball cap?

It's 5 rials

Here you are.

Thank you.

3 Act out the dialogue. Use different objects and prices.

- jumper handbag shirt
- 2 OMR 9 OMR 7 OMR

OMR = Omani rials

1  Listen and say.



2  Listen and say the tongue twister.

I can hear a vulture and
I can see a picture of a
man with a beard.



3  Listen and circle. Then write.



ear ure

___s



ear ure

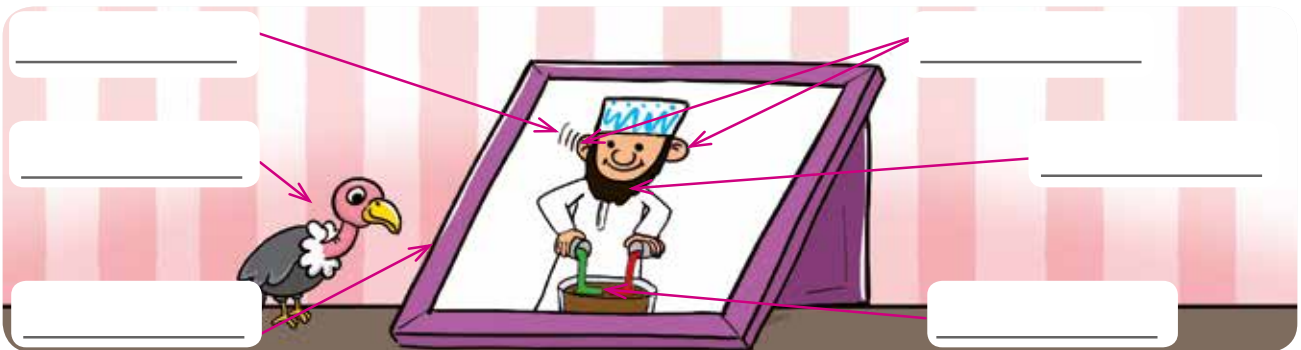
mixt___



ear ure

y___

4 Look and write.



1 Look, find and circle.

Across →



Down ↓



a	g	l	a	s	s	e	s
b	a	c	k	p	a	c	k
j	e	a	n	s	i	o	e
p	v	h	w	c	p	m	y
h	c	i	g	c	v	p	s
o	o	j	t	k	e	u	n
n	a	a	e	s	r	t	f
e	t	b	q	k	s	e	m
t	r	a	i	n	e	r	s
s	l	i	p	p	e	r	s

2 Look and write.

They're

We're

You're

Their

Your

Our



1 _____ wearing a baseball cap.
_____ baseball cap is blue.



2 _____ wearing pyjamas.
_____ pyjamas are pink.



3 _____ wearing coats.
_____ coats are long.



4 _____ wearing tracksuits.
_____ tracksuits are orange.

3  Go to the Progress path on pages 104–105.

Get ready for...

Pre A1 Starters Reading and Writing Part 1

1  Look and read. Put a tick (✓) or a cross (X) in the box.



They're wearing trainers.



I'm wearing a baseball cap.



You're wearing jeans.



They're wearing hijabs.



We're wearing glasses.



You're wearing a coat.

Pre A1 Starters Speaking Part 2

2  Look at Activity 1. Say and find.

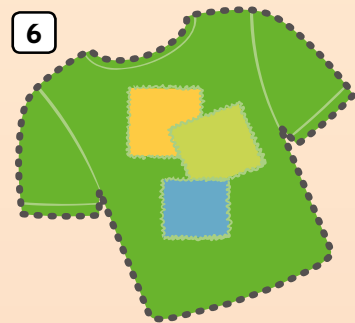
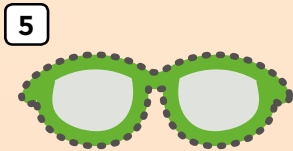
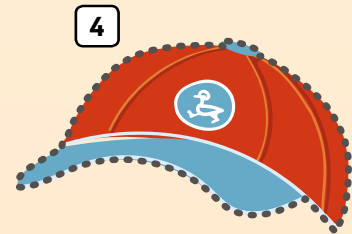
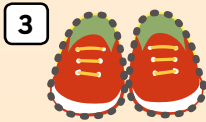
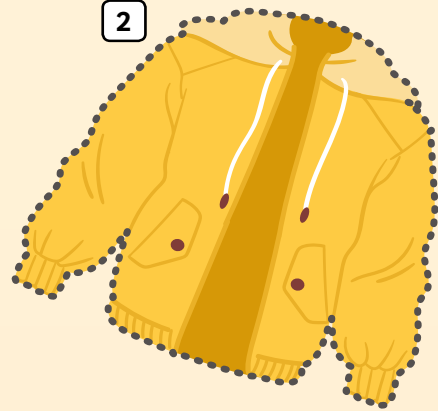
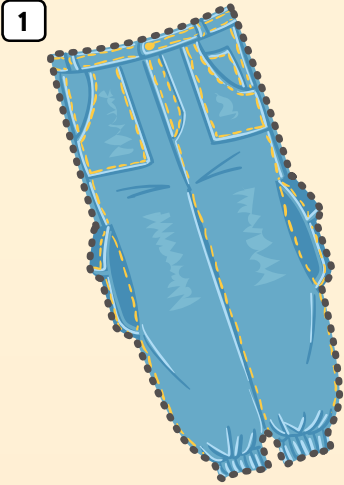


They're wearing trainers.



Number 1.

1 Play and say.



Six!

You're wearing a green T-shirt. My turn!

The Clothes Game

The girls are in their bedroom. They have got lots of fun clothes to wear.



Let's play a game!

Don't look. Close your eyes and count to ten.

This is fun! One, two, three ...

Now the girls are wearing a colourful mixture of clothes. What clothes can you see?

Open your eyes!
Look at our clothes.

Are our clothes the
same or different?

They're
different! Now
you're wearing
coats.

The girls play the game. They have fun.

You're wearing slippers. And you've got handbags, too.

Yes!
Our slippers are fun
and our coats are
cool. Our handbags
are orange.

I've got
keys and
glasses. Oh!
Where are my
glasses?

DRESSING UP BOX

Can you see the glasses?

They're on your head.
Near your ears!

Yes, they are.
Thank you!


This game is fun.
Let's play again!



DRESSING UP BOX

Dad's Tracksuit

Today, I am at home with Dad. He has got a book.



Hello, Dad.
What's this?


It's a special book.
It has got lots of
pictures in it.

Dad points to a picture. Dad is sixteen in the picture. He hasn't got a beard or glasses.

Look at this picture.
This is my football team.
And this is me!



I look at the football team in the picture.
They're wearing tracksuits and trainers. Dad is wearing
a tracksuit and trainers, too. Their tracksuits are red.
And their trainers are red, too.



Your tracksuit
and trainers are
cool, Dad.

Thank you! I've
got an idea.

Dad gives me some red clothes.

Now you're wearing my tracksuit and trainers!

I'm in the football team, too. Let's play!





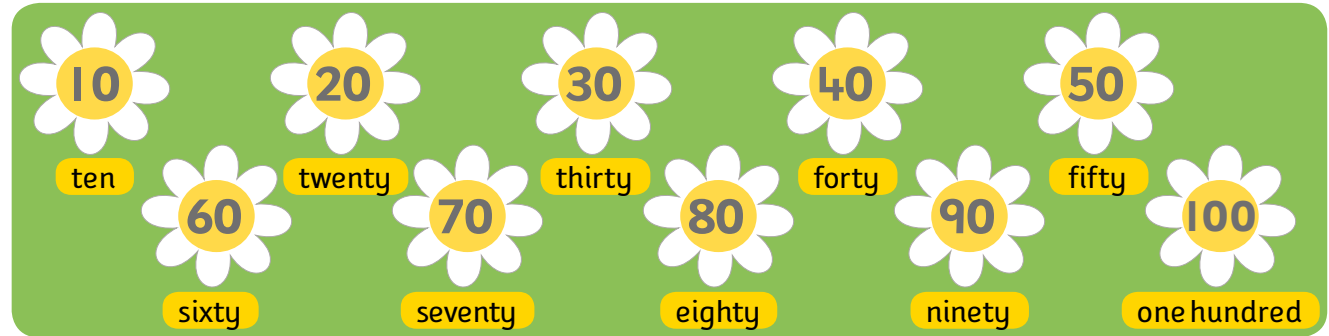
Language booster 1

1 Can you count from one to twenty?

2 LC1.1 Listen, point and repeat.



3 LC1.2 Listen, point and repeat.



4 LC1.3 LC1.4 Listen and chant.

4

Let's count from one to ten!
One, two, three, four, five,
six, seven, eight, nine, ten!

15

Let's count from eleven to twenty!
Eleven, twelve, thirteen, fourteen,
fifteen, sixteen, seventeen, eighteen,
nineteen, twenty!

12

17

29

20

8

70

Let's count from twenty to thirty!
Twenty-one, twenty-two, twenty-three,
twenty-four, twenty-five, twenty-six,
twenty-seven, twenty-eight,
twenty-nine, thirty!

26

Let's count in tens!

28









Ten, twenty, thirty, forty, fifty, sixty,
seventy, eighty, ninety, one hundred!

5  Read, order and write. Listen and check.

1 21, _____, _____, _____, _____, _____, _____, _____, _____

2 10, _____, _____, _____, _____, _____, _____, _____, _____

6  Look and play. Where's Polly?



Where's Polly?

Is she at 29 and 40?

No.

Show what you know

Write, tick (✓) and stick.

Can you count from twenty-one to thirty?

Can you count in tens from twenty to one hundred?

Well done!






Maths

How do we measure things?

Think

1 What do we use a ruler for?

Learn

2  Listen, read and check.

How do we measure things?



We can measure things using a ruler. We usually measure using millimetres (mm), centimetres (cm) or metres (m).

There are ten millimetres in one centimetre.

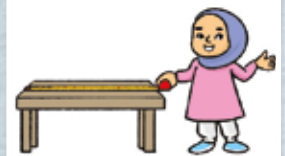


There are a hundred centimetres in one metre.

wide



long



We can now use a ruler to find out how wide and long something is.

check

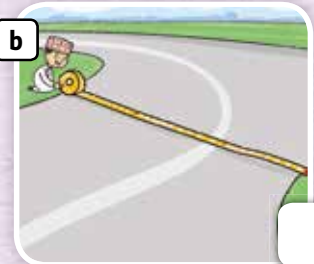
3 How long or wide is it? Match the pictures with the answers.

- 1 It is 3 metres wide.
- 2 It is 1 millimetre long!
- 3 I eat with this.
It is 19 centimetres long.
- 4 It is 1 metre wide.

a



b



c



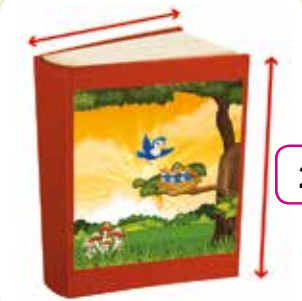
d



Let's practise!

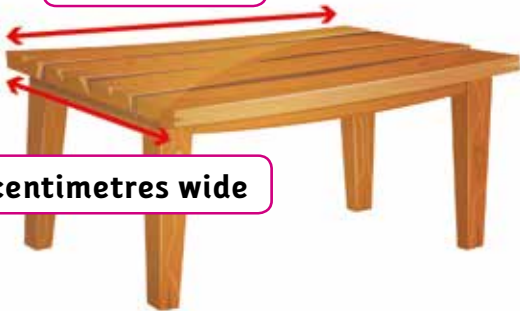
1 Look at the diagrams. How wide is the book? How long is the table?

13 centimetres wide



20 centimetres long

1 metre long



80 centimetres wide

2 What things can you measure in your classroom?



Show what you know

Measure things in the classroom.

a



b



c



d



The book is 20 centimetres wide.

3

Hobbies

1  How many activities do you know?



What has Atomic got?
Where's Polly?
How many backpacks can you see?

2   Listen and stick. Then listen and say.

- | | | | | |
|---|---|---|--|--|
| 1  | 2  | 3  | 4  | 5  |
| watch TV | listen to music | read books | play video games | ride a bike |
| 6  | 7  | 8  | 9  | 10  |
| play tennis | play basketball | roller-skate | skateboard | do karate |

3  Find the activities in the picture on page 60.

4   Listen and chant.



It's time for fun today.
Let's play, hip hip hooray!
Noora plays video games.
She roller-skates, too.
She doesn't ride a bike.
How about you?

Rashid listens to music.
He plays tennis, too.
He doesn't watch TV.
How about you?
It's time for fun today.
Let's play, hip hip hooray!



5  Talk about your friend.



I watch TV. I don't listen to music.



He watches TV. He doesn't listen to music.

3.5 

He/She **plays** video games.

He/She **doesn't watch** TV.



1 Before you read What foods can you see?

2 Watch or listen and read.

Where's Fatma?

1 I have tennis lessons at 9 o'clock. Bye!

Bye, Fatma!

See you at the basketball game.

2 It's 9 o'clock. Go and get your books. Where's Fatma?

She plays tennis at 9 o'clock.

Look! Atomic's got a book!

3 Fatma isn't here. Does she play tennis at 10 o'clock?

No, she doesn't. She skateboards at 10 o'clock.

Polly can sing!

4 Fatma still isn't here. Where is she?

She doesn't watch TV at 11 o'clock. She roller-skates.

Atomic can see the fish on TV!

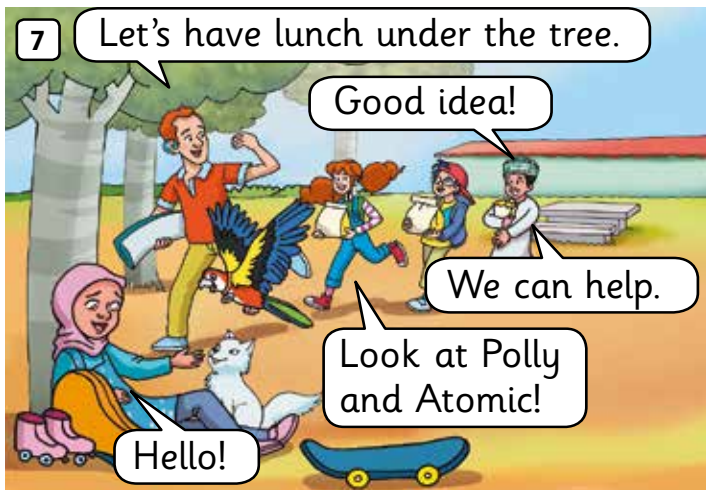
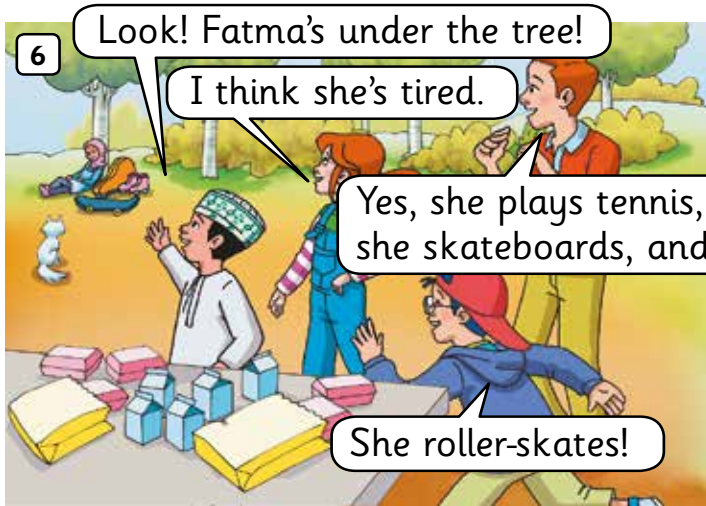
5 I love basketball!

Oh, no! Fatma isn't here.

Where is she?

We don't know!

Where's Fatma?

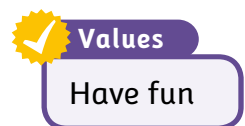


3 After you read Look at the story. Read and circle.




- | | | |
|---|------|-------|
| 1 Fatma plays tennis at 10 o'clock. | True | False |
| 2 She doesn't read books at 9 o'clock. | True | False |
| 3 She skateboards at 10 o'clock. | True | False |
| 4 She doesn't roller-skate at 11 o'clock. | True | False |

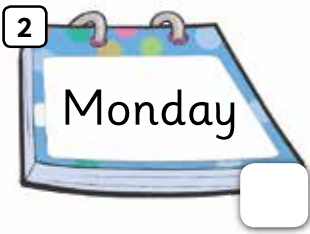
4 Act out the story.

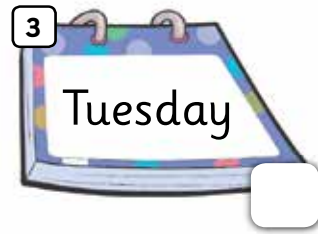



5 Draw a picture of your favourite activity.

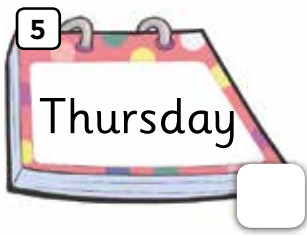
1   Listen and say. Then listen and tick (✓) or cross (X).


1  Sunday


2  Monday


3  Tuesday

4  Wednesday

5  Thursday

6  Friday

7  Saturday

8  the weekend

2   Listen and sing.



Does he go to school on Sundays?
On Mondays? On Tuesdays?
Does he go to school on
Wednesdays?
Yes! Yes, he does.

Does she roller-skate on Sundays?
On Mondays? On Tuesdays?
Does she roller-skate on
Wednesdays?
No! No, she doesn't.

He goes to school on Thursdays, too.

She roller-skates at the weekend.

3  Ask and answer.

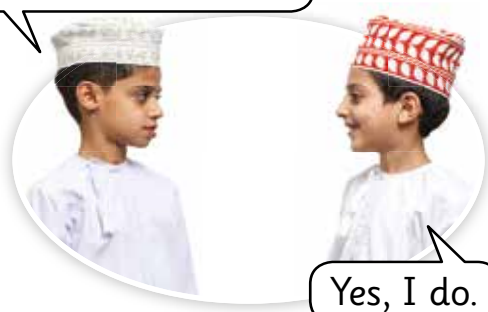
Does he read books
at the weekend?

Do you read books
at the weekend?

3.12

Does he watch TV on Saturdays?

Yes, he **does**./No, he **doesn't**.



Yes, I do.



Yes, he does.

1 3.13 Listen and tick (✓).

1 She watches TV...

Saturday



Friday



Monday



2 He plays video games...

Tuesday



Weekend



Thursday



3 She skateboards...

Wednesday



Monday



Saturday



2 3.14 Cut out. Then listen and play.

Does he roller-skate on Wednesdays?

No, he doesn't.
He roller-skates
at the weekend.



Traditional sports *in Oman*

What are the people in the photograph doing? They are not only riding camels. They are racing them! The man on the left is fast!



camel racing

Camel racing is an exciting traditional sport in Oman. Do you like watching them? The camels can run at about 64 kilometres an hour!



dhow racing

Dhow racing is another popular traditional sport. In dhow racing, people race on traditional sailing boats called dhows.

Today, many people come to race these beautiful boats. It is very exciting to watch them.

Do you like these sports?

- 1 **Before you read** What sports do you like?
- 2  **Listen and read.**
- 3  **Find out more! Watch the video.**
- 4 **After you read** Activity Book, page 45.

Anas likes tennis. He plays tennis on Saturdays. He's got a racket and tennis balls.



Project Lesson 5, part 2

Make a book about your favourite sports.

- 1 Together, choose sports for the book.
- 2 Find photos or draw pictures.
- 3 Write. ... *likes ... He/She plays ... on ... He's/She's got ...*
- 4 Make a book.
- 5 Present it to the class.

1  Listen, point and repeat.

always

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
✓	✓	✓	✓	✓	✓	✓

often

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	✓		✓	✓	✓	✓

never

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
✗	✗	✗	✗	✗	✗	✗

2   Watch or listen and read.



What do you do on Saturdays?

I **always** play tennis on Saturdays. I **often** watch TV.

Do you **play** basketball?

I **never** play basketball on Saturdays. What about you?

I **always** ride a bike. I **often** read a book. I **never** play video games.

3  Act out the dialogue. Use different **activities** and **adverbs**.

listen to music

watch TV

play video games

do karate

play football

skateboard

always

often

never

1  Listen and say.



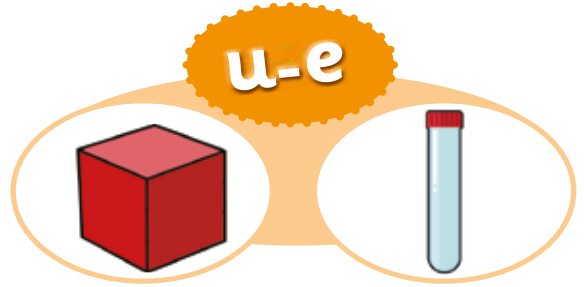
bike



cake



stone



cube

tube

2  Listen and say the tongue twister.

The boy has got a **cube**,
a **bike**, a **cake** and a **stone**.



3  Listen and write.

1



fl__t__

2




c__t__

3



m__l__

4  Listen, choose and write.

u-e

a-e

i-e

o-e

1



g__t__

2



t__b__

3



ph__n__

4



k__t__

1  Listen and number.



2 Read and circle.

Saturday



1 Does she play tennis on Saturdays?

Yes, she does.

No, she doesn't.



2 Does he skateboard on Sundays?

Yes, he does.

No, he doesn't.

Friday



3 Does she watch TV on Saturdays?

Yes, she does.

No, she doesn't.

Thursday



4 Does he read books on Thursdays?

Yes, he does.

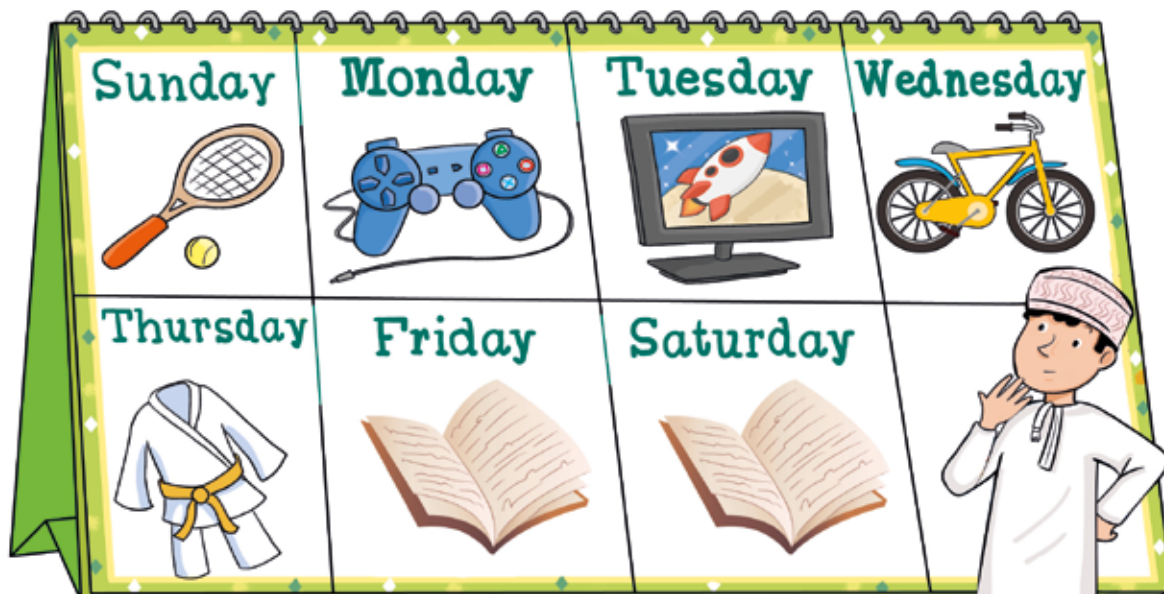
No, he doesn't.

3  Go to the Progress path on page 105.

Get ready for...

Pre A1 Starters Reading and Writing Part 2

- 1  Look and read. Write Yes or No.



- 1 He plays tennis on Sundays. _____
- 2 He doesn't read books at the weekend. _____
- 3 He always rides a bike on Fridays. _____
- 4 He doesn't listen to music on Tuesdays. _____
- 5 He often watches TV on Wednesdays. _____
- 6 He roller-skates on Thursdays. _____

Pre A1 Starters Speaking Part 2

- 2  Look at Activity 1. Answer the questions.

1 How many bikes are there?

2 What does he do on Wednesdays?

3 When does he do karate?

4 Tell me about the boy.

1 Play and say.

Samira



Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		

Faisal



Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		

Hazim



Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		

Bayan



Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		

Areej



Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		

Ammar



Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		



Does Faisal play tennis on Mondays?

No, he doesn't.



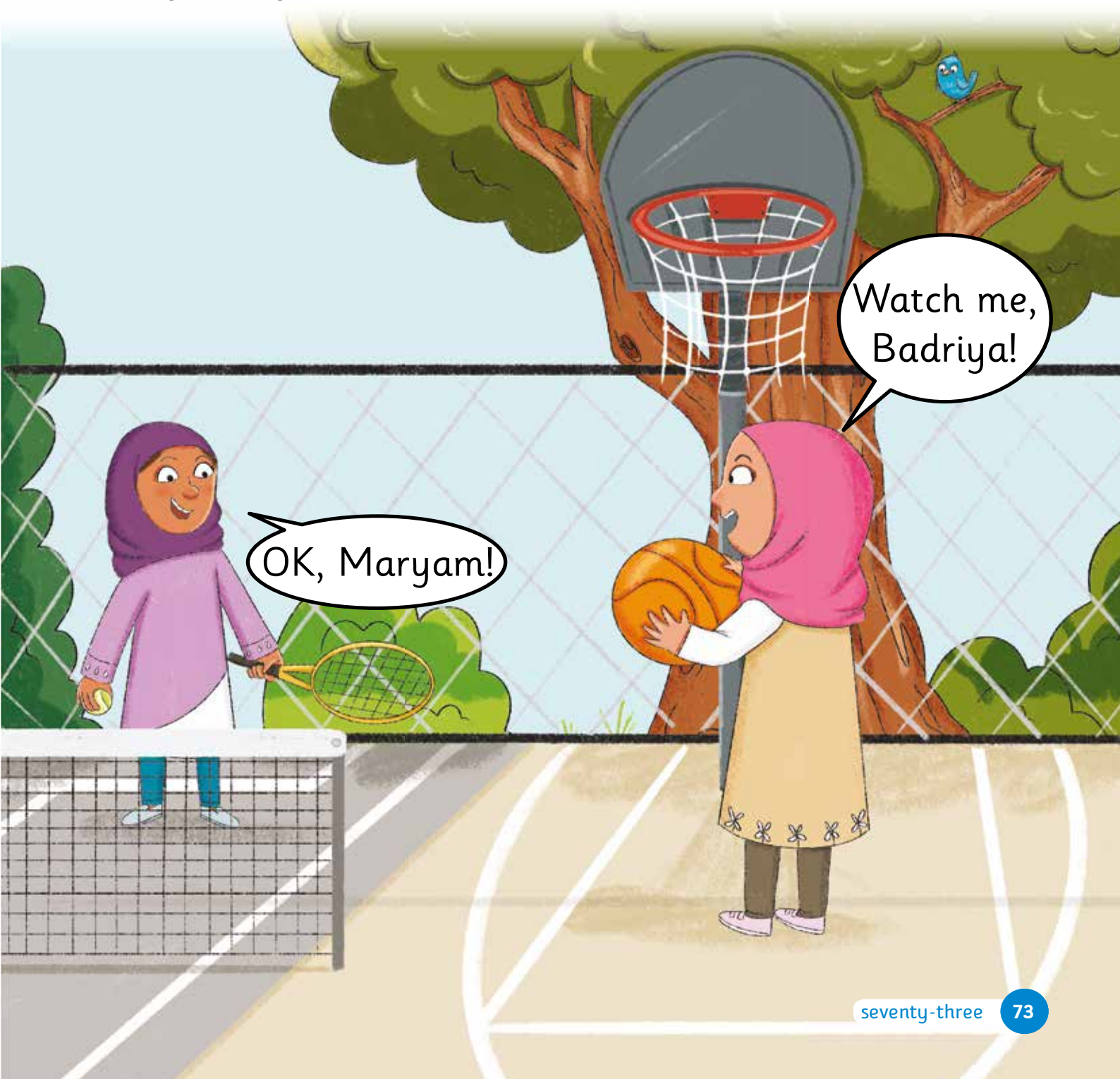
Fun at the Park



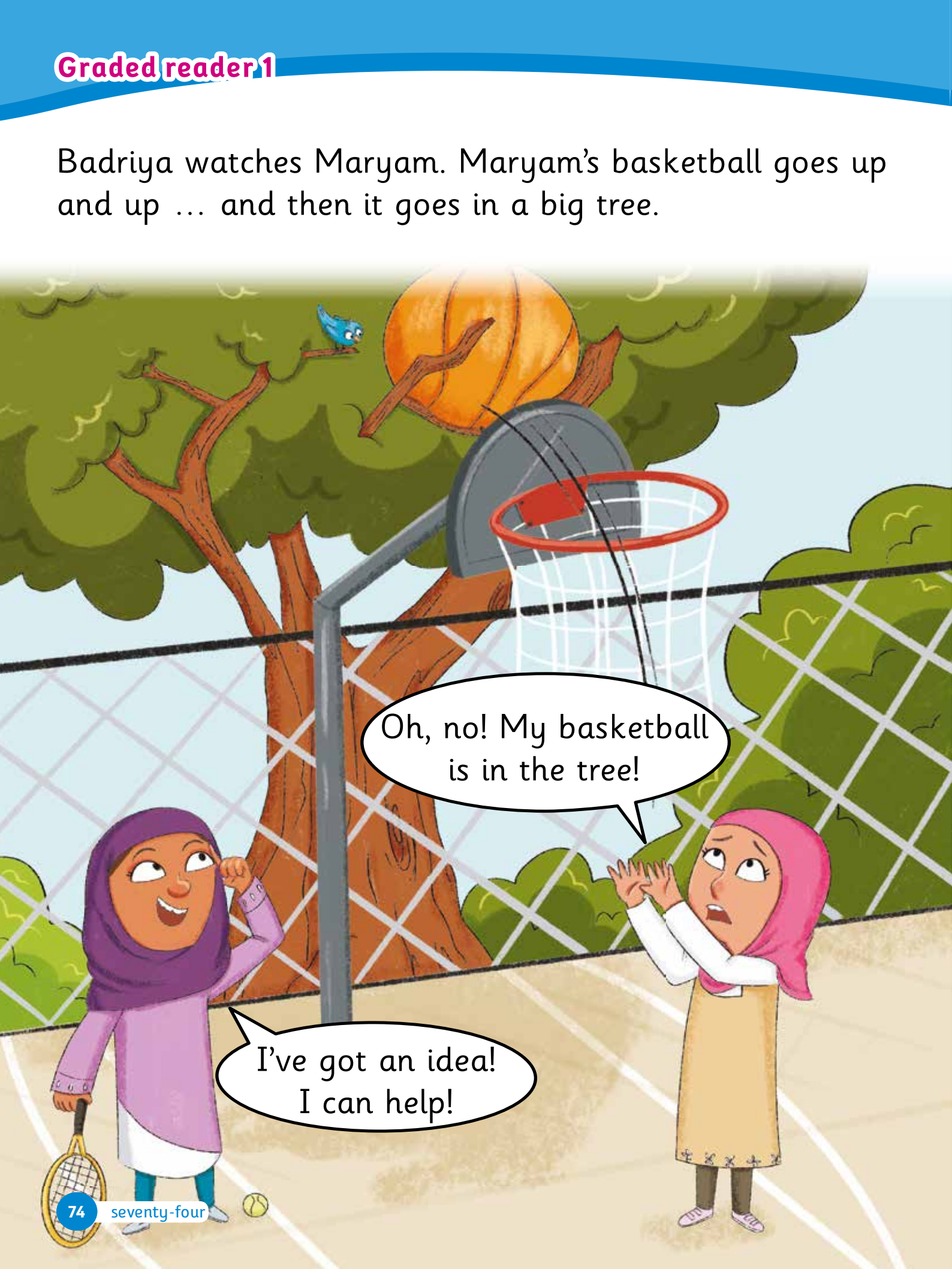
Maryam and Badriya are good friends. They always go to the park at the weekend with their families. They have fun at the park.

Today is Friday and the girls are at the park. Maryam has got a basketball and Badriya has got a tennis racket and a tennis ball.

The girls have fun. Maryam plays basketball and Badriya plays tennis.



Badriya watches Maryam. Maryam's basketball goes up and up ... and then it goes in a big tree.



Oh, no! My basketball is in the tree!

I've got an idea!
I can help!



Badriya uses her tennis racket and she gets Maryam's basketball out of the tree. Well done, Badriya!

A main illustration shows two girls, Maryam and Badriya, standing in front of a chain-link fence. Maryam, on the right, is wearing a pink hijab and a yellow dress. Badriya, on the left, is wearing a purple hijab and a pink long-sleeved shirt. They are both smiling and holding a basketball together. A small blue bird is perched on top of the basketball. In the background, there is a large tree and some green bushes. A tennis racket lies on the ground to the right.

My basketball!
Thank you, Badriya!

Look, Maryam. The cute bird likes your basketball!




The Camel Race



It's Saturday and it's an exciting day. It's camel racing day! I often watch camel racing with Dad.

We see lots of camels. The camels are brown and they have got long hair.

I see a cute camel with long legs and big eyes.



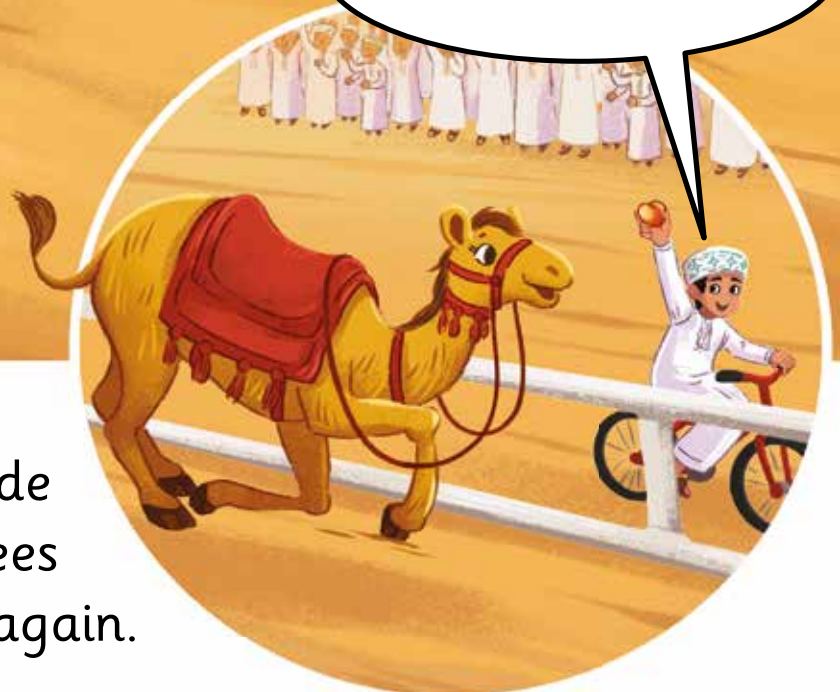
Does your camel run fast?

Yes, she does! Her name is Farha.

I watch the race with Dad. The camels run fast and Farha runs fast, too. But then she stops.



I have an idea. I take a peach from Dad and I ride my bike to Farha. She sees the peach and she runs again.



Farha runs after the peach. She runs very fast and she wins the race! I give Farha the peach and she is happy.




Well done, Farha!



4

I want to be a doctor!

1  How many jobs do you know?



Who's painting?
What letters can you see?
What food can you see?

2   Listen and stick. Then listen and say.

1 	2 	3 	4 	5 
doctor	nurse	police officer	builder	astronaut
6 	7 	8 	9 	10 
firefighter	chef	pilot	teacher	artist

3  Find the jobs in the picture on page 80.



a doctor
an artist

4   Listen and chant.



I want to be a pilot,
a doctor and a builder.
I want to be a chef
and a nurse, too.
Tell me, please.
What about you?

I want to be an artist,
a firefighter and a teacher.
I want to be a police officer
and an astronaut, too.
Tell me, please.
What about you?



5  Ask and answer.



I want to be a pilot.



I want to be
an astronaut.
What about you?



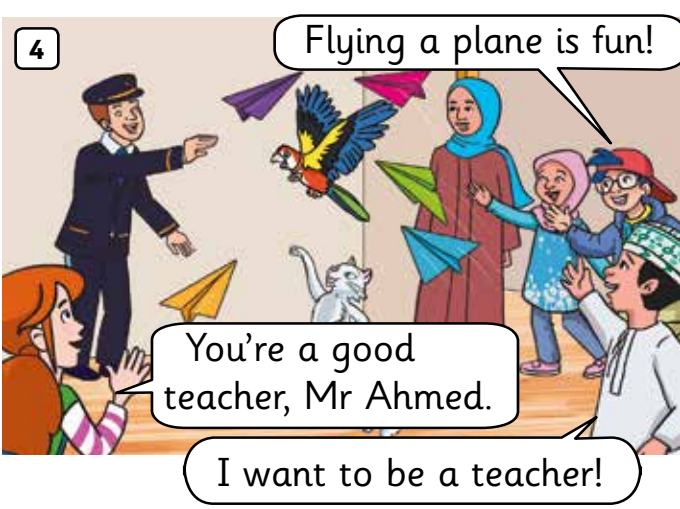
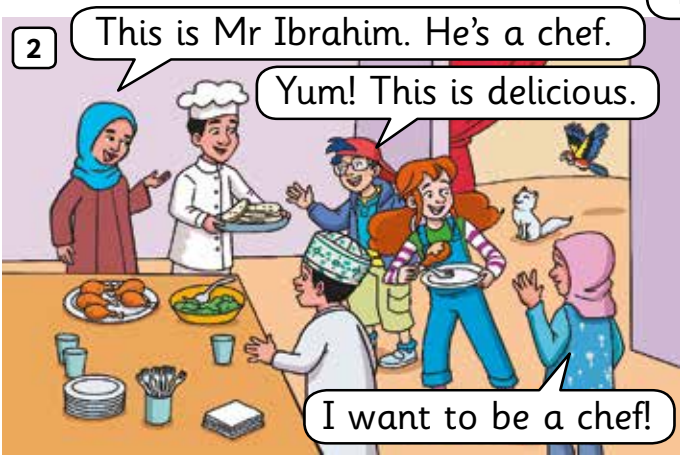
I want to be a police officer.



1 Before you read What is the chef making?

2 Watch or listen and read.

The job fair

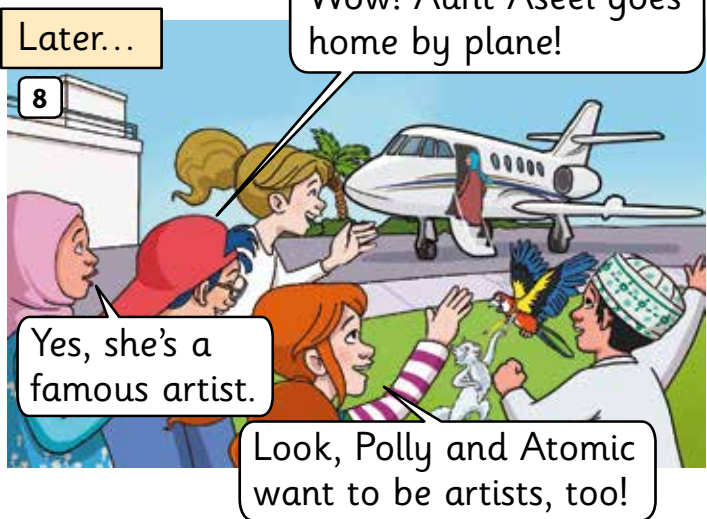
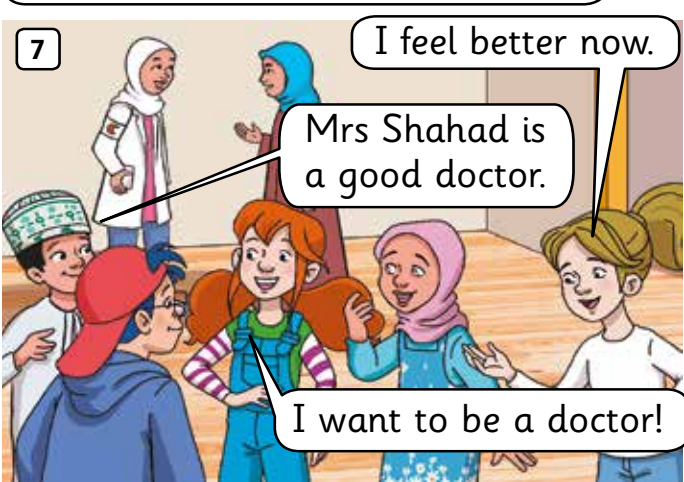


What happens next?

Don't worry, Lisa. This is Mrs Shahad. She's a doctor.



Hello, Lisa. Here's some medicine.







3

After you read


Look at the story. Read and write Yes or No.




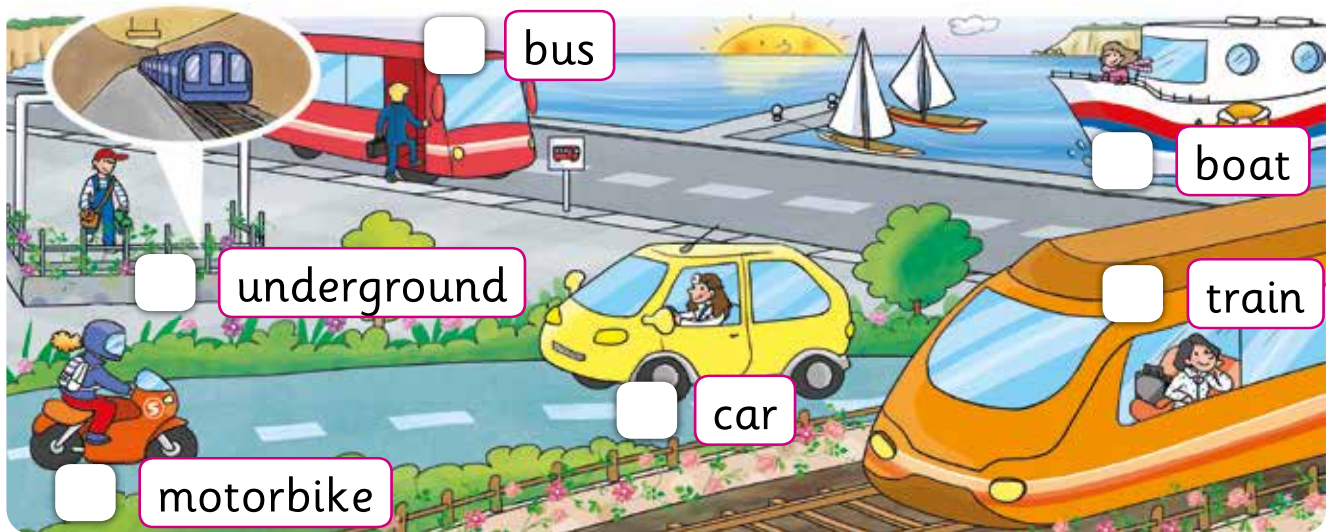
- 1  I want to be a doctor. _____
- 2  I want to be a teacher. _____
- 3  I want to be a chef. _____
- 4  I want to be a doctor. _____

4  Act out the story.

5  Who do you want to be? Design your uniform.

 Values
Follow your dreams

1   Listen and say. Then listen and number.



2   Listen and sing.

Off to work they go.
Some go fast. Some go slow.
Off to work they go.



Off to work they go.
Some go fast. Some go slow.
Off to work they go.

He goes to work by boat.
He goes to work by boat.
Bus and underground, car and boat.
He goes to work by boat.

She goes to work by train.
She goes to work by train.
Motorbike and car, bus and train.
She goes to work by train.

3  Talk about your family.

 4.13

He/She goes to work **by bus**.



My dad goes to work by motorbike.

My aunt goes to work by car.



1   Listen and draw lines.

Sheikha

Muhammad

Ibrahim

Malik

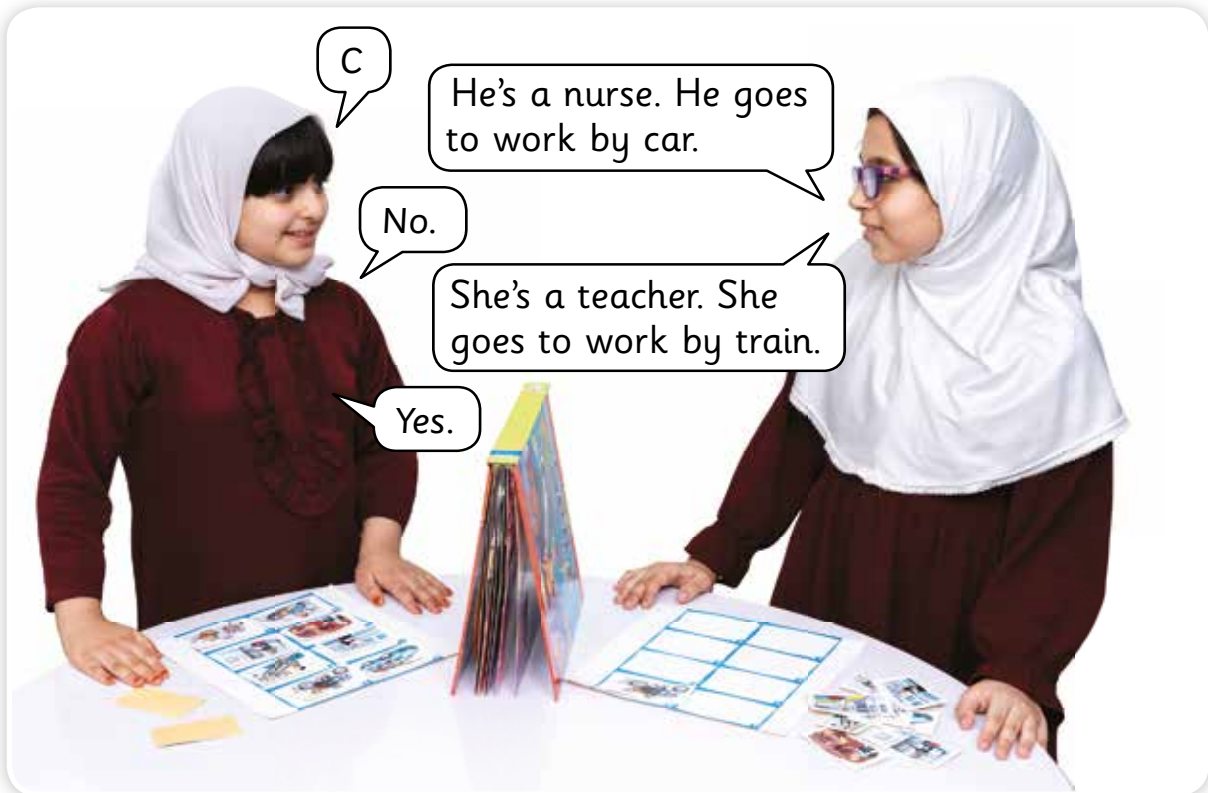
Halima

Rahaf



He's – He is
She's – She is

2   Cut out. Then listen and play.



The yellow school bus

Some students walk to school in the United States. Some students go by car, underground or train. But many students go to school by school bus.



students



school bus

All school buses in the United States are yellow.



bus driver

Bus drivers take the students to school in the morning. Then they take the students home in the afternoon.

Cars stop for school buses.



stop

Going to school by bus is fun!



1 Before you read Can you see school buses where you live?

What colour are they?

2 4.16 Listen and read.

3 Find out more! Watch the video.

4 After you read Activity Book, page 57.

I'm Ahmed. I go to school by car. In our group, four students go to school by car.

Project Lesson 5, part 2

Make a graph about how you go to school.

- 1 Together, ask and answer about how you go to school.
- 2 Count the number of students for each transport.
- 3 Draw a graph.
- 4 Write. *I go to school by ... In our group, ...*
- 5 Tell the class.



1   Watch or listen and read.



Hello, can I speak to **Emily**, please?

Emily's not here. Who is this?

This is **Alice**. My phone number is **12345708**.

Thanks, **Alice**. **Emily** can call you later.

2  Act out the dialogue. Use different **names** and **numbers**.

Mohammed

Basim

Laila

Areej

24682987

16543408

26903457

81140743

3 Read and order.



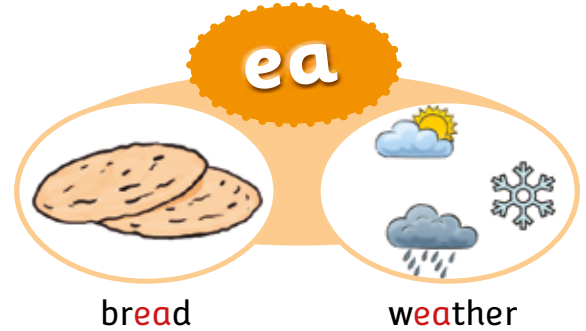
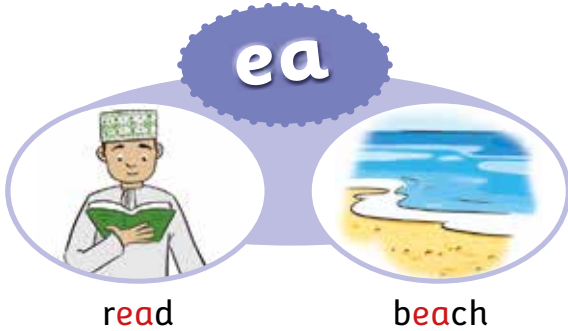
Osamah's not here. Who is this?

Hello, can I speak to Osamah, please?

Thanks, Ahmed. Osamah can call you later.

This is Ahmed. My phone number is 76598710.

1  Listen and say.



2  Listen and say the tongue twister.

I **ea**t **br**ead and **rea**d on
the **bea**ch in the hot **wea**ther.



3  Are the sounds the same? Listen and circle.

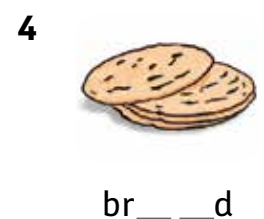
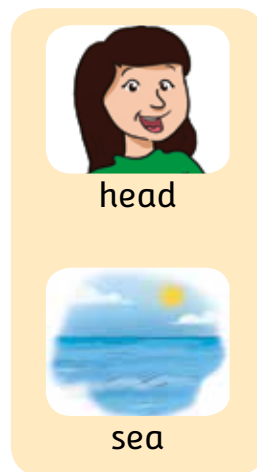
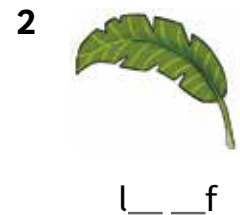
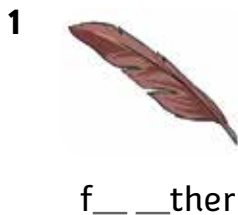
1 Yes No

2 Yes No

3 Yes No

4 Yes No

4  Listen and say. Complete the words. Then match the sounds and say.

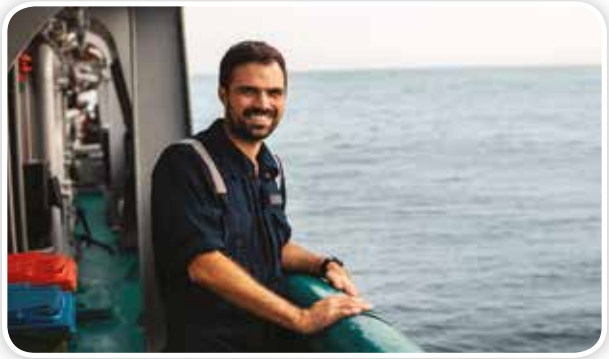


1  Listen and number.



2 Look, circle and write.

car motorbike bus boat



1 He **She** goes to work
by _____.

2 He **She** goes to work
by _____.



3 He **She** goes to work
by _____.

4 He **She** goes to work
by _____.

3  Go to the Progress path on page 105.

Get ready for...

Pre A1 Starters Reading and Writing Part 1

1  Look and read. Put a tick (✓) or a cross (X) in the box.

1



I want to be an artist.

2



He goes to work by train.

3



She goes to work by car.

4



I want to be a pilot.

5



I want to be a teacher.

6



She goes to work by underground.

Pre A1 Starters Speaking Part 4

2  Say about you.

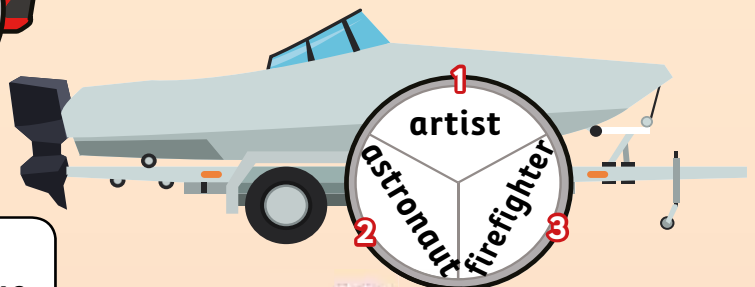
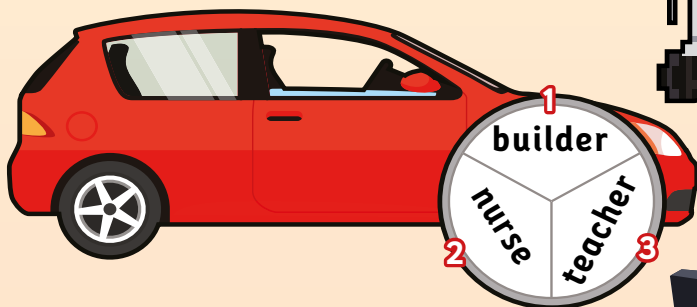
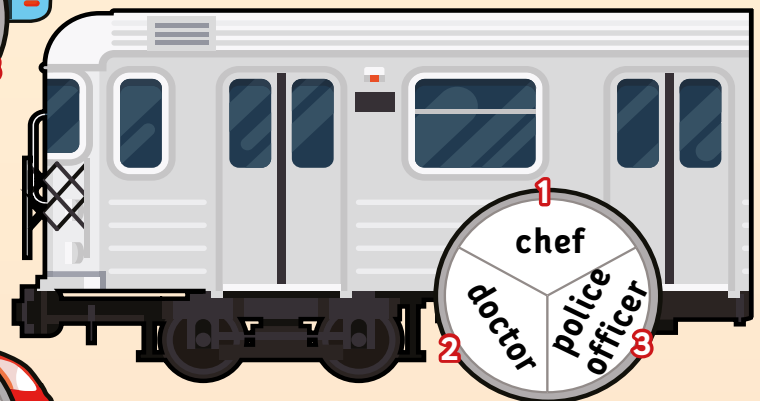
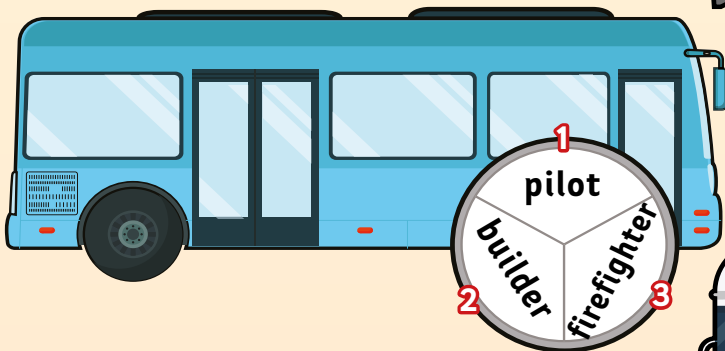
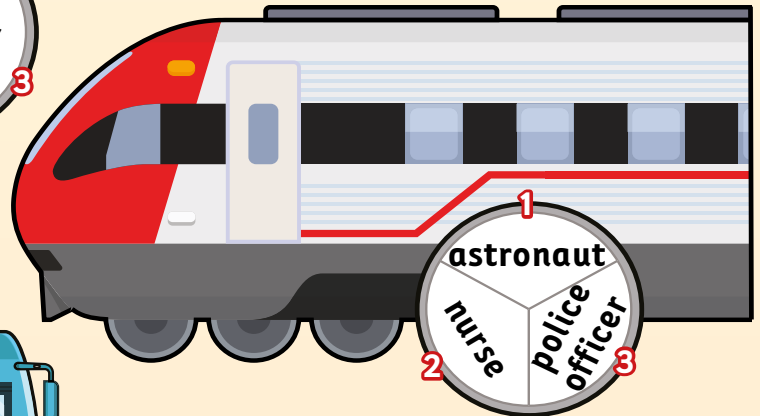
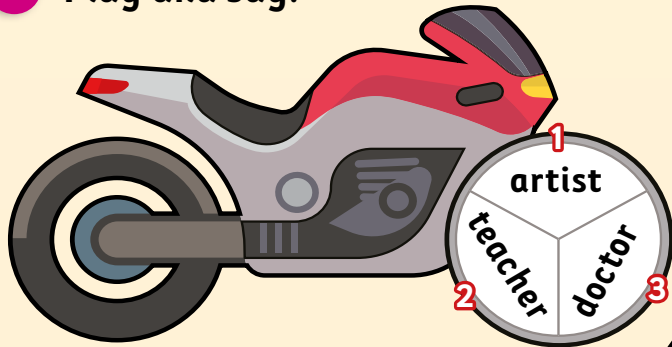


I want to be a doctor.



I want to be a pilot.

1 Play and say.



I want to be an artist.
I want to travel by motorbike.



I want to be a nurse.
I want to travel by train.



It's Jobs Day

I want to be an astronaut.

I want to be a firefighter.

I want to be a doctor.

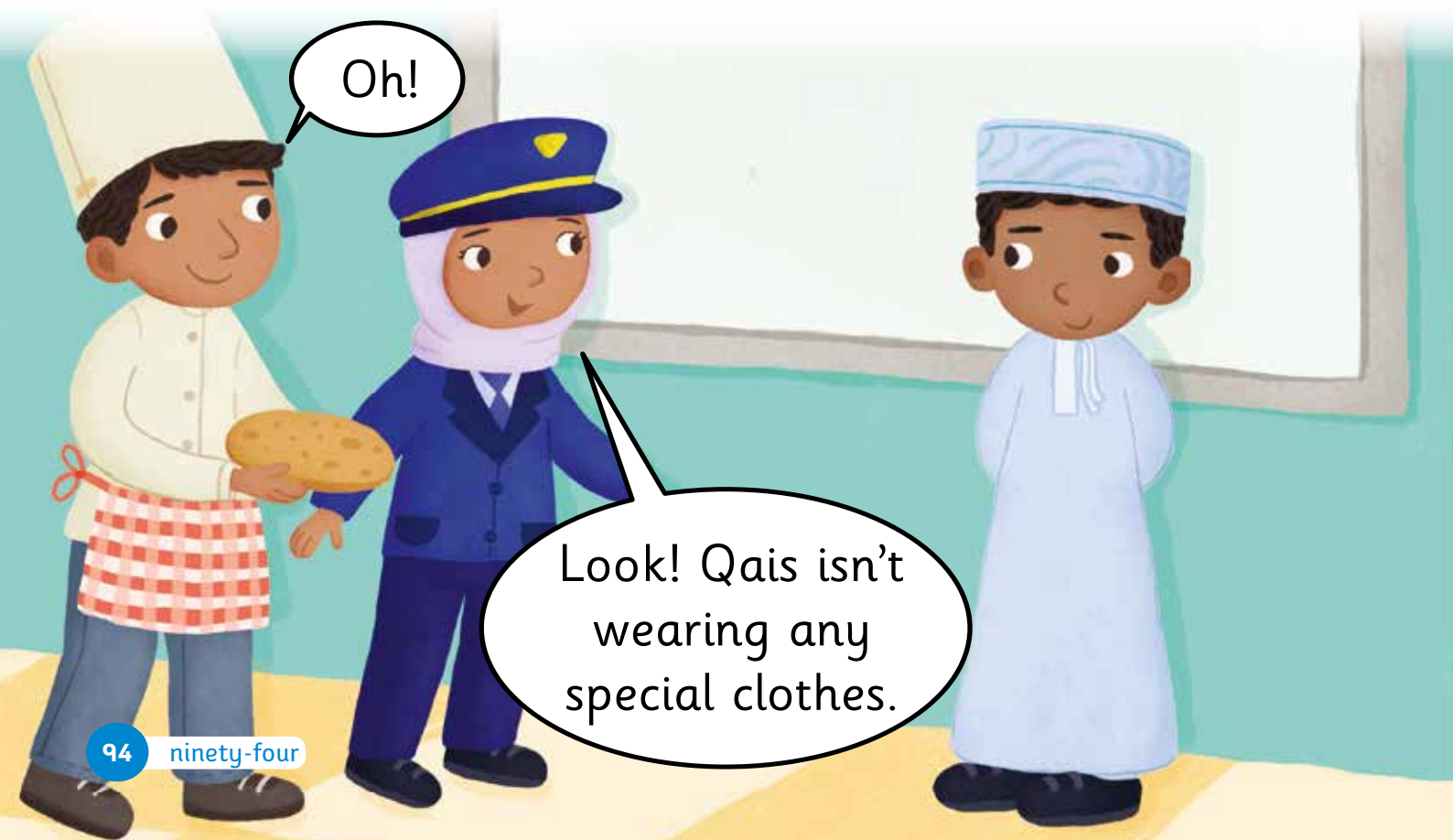
It's Jobs Day at school. All the children are wearing special clothes. They are wearing the clothes for their favourite jobs.

Noora is wearing a blue hat and a blue jacket.
Hamed is wearing a white hat and a white jacket.
He has got some bread, too.





Qais is standing next to the board. He is wearing his school clothes.



Don't you have a favourite job, Qais?

Yes, I do! I want to be a teacher!

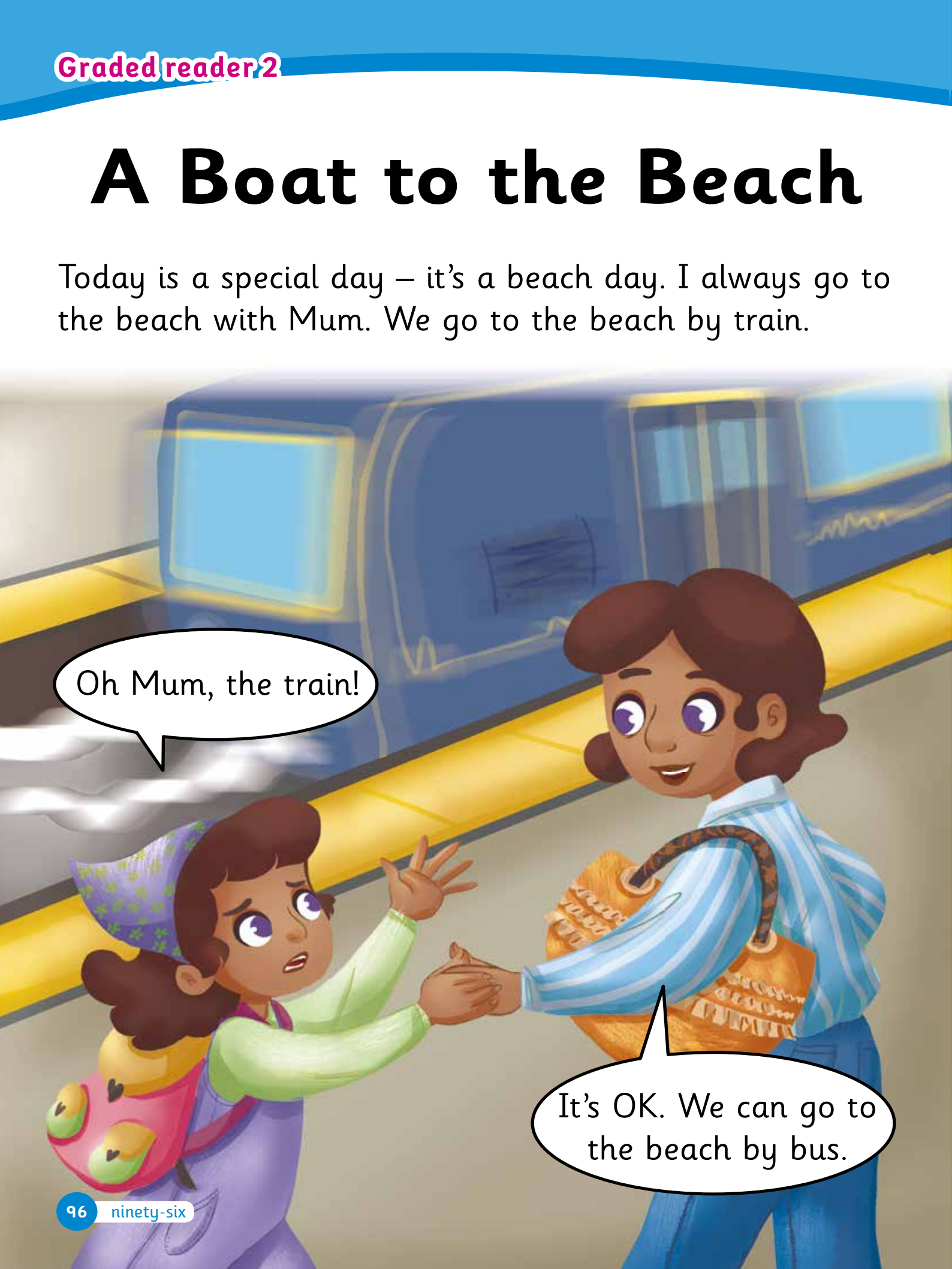
That's a great job!



A row of three emotion icons: a sad face, a neutral face, and a happy face. To the right of these icons is a small illustration of four children and a dog.

A Boat to the Beach

Today is a special day – it's a beach day. I always go to the beach with Mum. We go to the beach by train.



Oh Mum, the train!

It's OK. We can go to the beach by bus.

We get on the bus. The bus goes, but then it stops.



We get on the boat. We wait and we wait, but the boat doesn't go.

Oh Mum,
the boat!

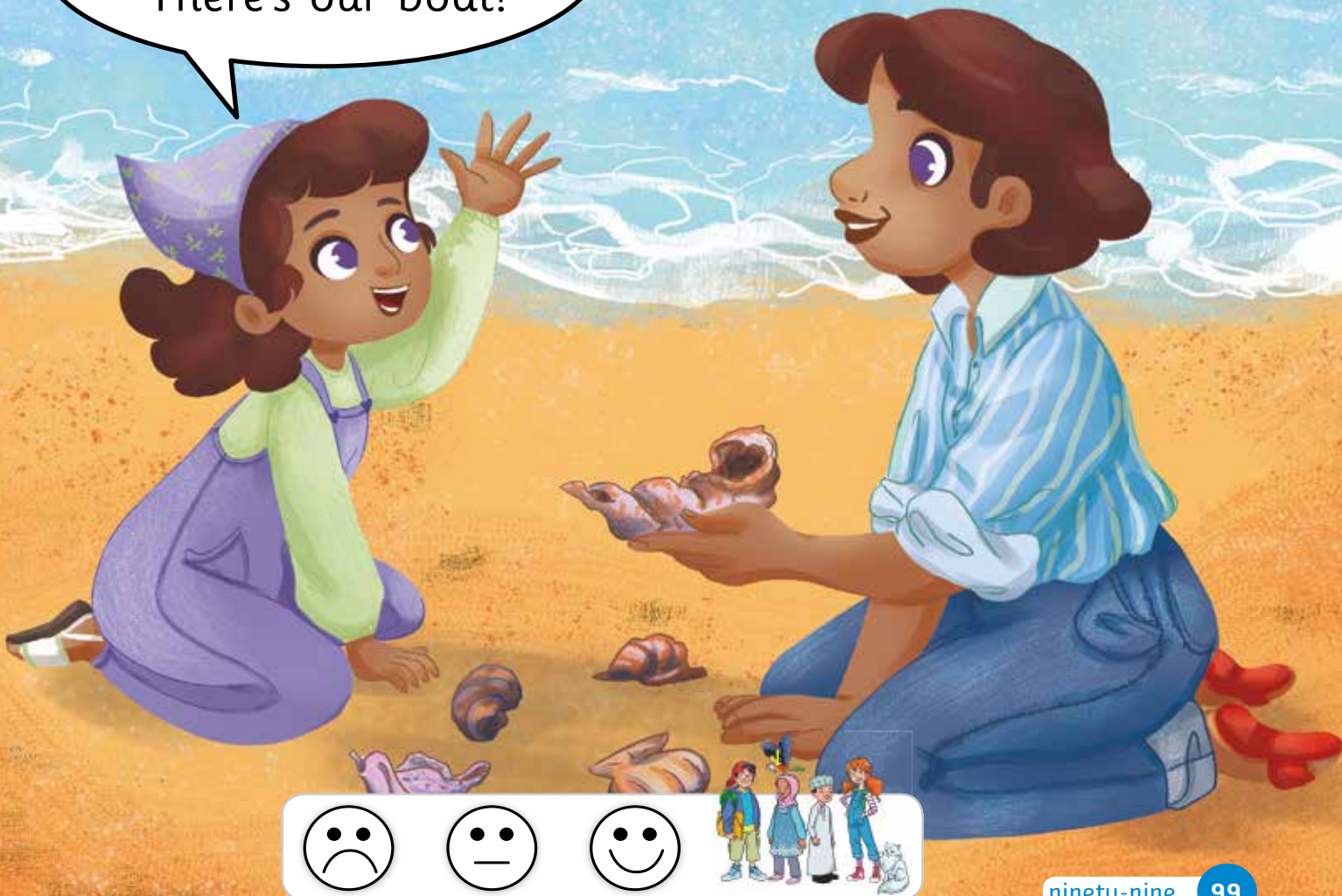


Then the boat goes! Mum and I look at the sea. The boat goes fast on the water.



We get to the beach and the weather is nice and sunny.
We play on the beach and we are happy.


Look at the sea, Mum.
There's our boat!





Language booster 2

1   Listen and stick. Then listen and say.


winter


1 


2 




spring


3 


4 




summer


5 


6 



autumn

7 

8 



2   Listen and sing.



Seasons, seasons.
There are four.
Clap three times.
Then clap once more.

Winter is cold,
Summer has sun,
Autumn is windy,
Spring is lots of fun.

Seasons, seasons.
There are four.
Clap three times.
Then clap once more.



3 Say and play.

It's windy. The trees are brown. What season is it?



4 Ask and answer.



What's your favourite season?

My favourite season is summer.

Why is summer your favourite season?

I like going to the beach with my family.

5  Draw a picture of your favourite season.

My favourite season is: _____

Show what you know

Write, tick (✓) and stick.

Can you name the four seasons?

Can you describe the four seasons?

Well done!






Social Studies

Important months

Think

1  Look, listen and say.



January



February



March



April



May



June



July



August



September



October



November



December

Let's practise!

1 When is your birthday? Circle the month.

January	February	March	April
May	June	July	August
September	October	November	December

2 Look and say.

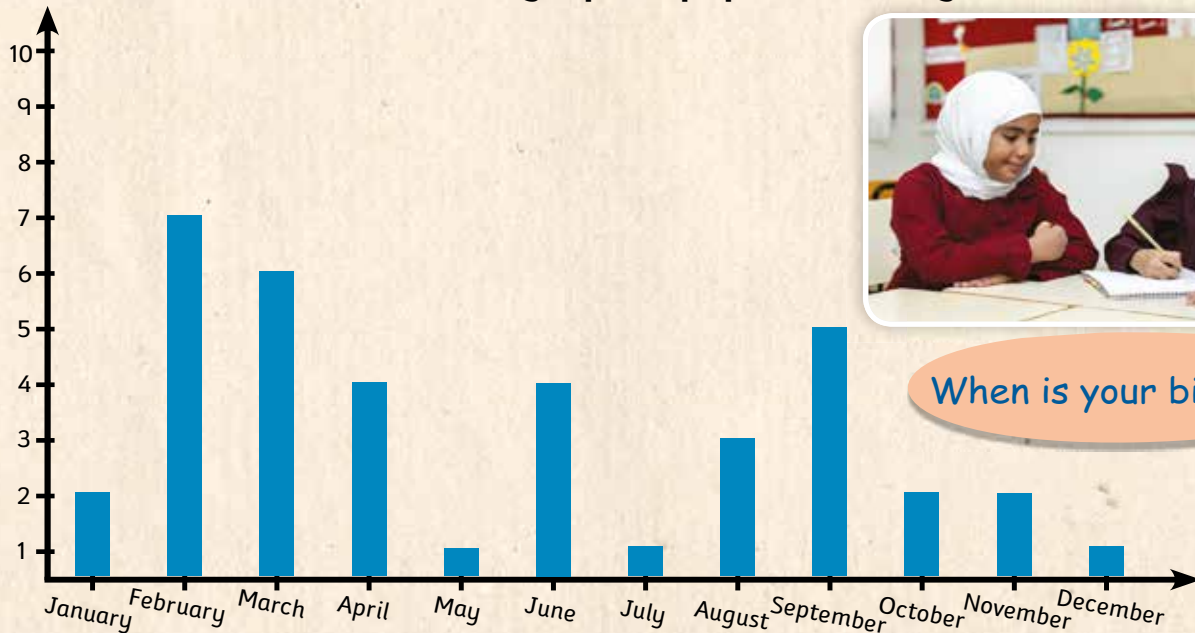


When is Jasim's birthday?

It's in June.

Show what you know

Make a graph of pupils' birthdays.




When is your birthday?

Progress path

Read and write. Then stick.

Welcome 

How do you spell this?



Welcome 

What number is it?



Ready?

Unit 1 

Some people have this in the morning. They eat eggs, toast and milk. What is it?

Unit 1 

When do you go to bed?

Unit 2 

We can carry our books, pens and pencil case in this. What is it?

Unit 3



It's the weekend.
It's not Friday.
What day is it?

Unit 4



We can ride on this.
It's long. It doesn't go
on a road. It doesn't go
on the ground. It goes
under it. What is it?

Unit 3



We play this, but it isn't
a video game, basketball
or tennis. What is it?

Unit 4



I want to help people.
I want to work in a
hospital. I'm not a
nurse. What am I?

Unit 2



You wear these
in bed. What are
they?

Well done!





York Press Limited
322 Old Brompton Road,
London SW5 9JH,
England

Original edition, Team Up! © Pearson Educación, S.A., 2018

Team Together © Pearson Education Limited 2019

This edition published by York Press © 2023

Published by arrangement with Pearson Education with permission of Pearson Educación S.A.

Authorized Licensed Edition from the Spanish edition, entitled Team Up, by Lesley Koustaff with Kay Bentley, published by Pearson Educación, S.A. Copyright © Pearson Educación, S.A., 2018, and Team Together, Lesley Koustaff with Kay Bentley, published by Pearson Education Limited 2019.

The right of Lesley Koustaff to be identified as author of this Work has been asserted by her in accordance with the Royal Legislative Decree, 12 April 1/1996, which approves the consolidated text of the Law of Intellectual Property Rights.

The publishers would like to thank Kay Bentley for her contribution.

Additional material provided by Hannah Fish, Helen Dineen and Matthew Hancock.

'Pearson', 'GSE', 'Team Together' and associated logos and designs are trademarks of Pearson.

Partner in development:

Foreign Languages Section,
Ministry of Education, Oman

The series has been customised by the Ministry of Education, Oman, based on the contract between the Ministry of Education and Pearson Education Limited and York Press Limited based on the ministerial decree 211/2021.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First published 2023

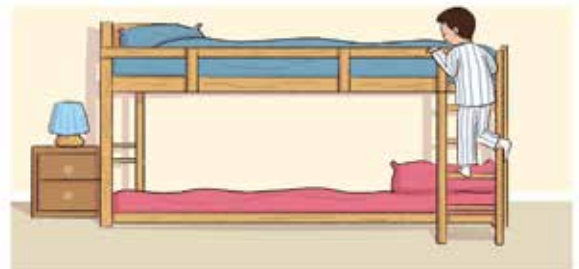
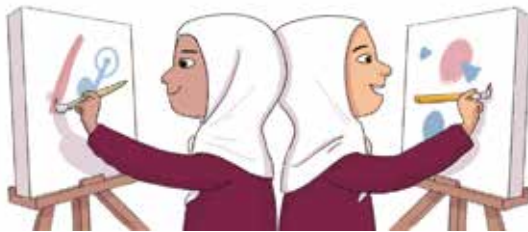
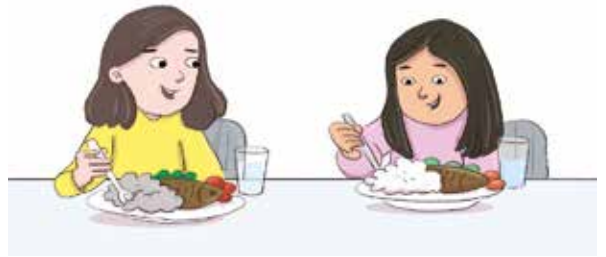
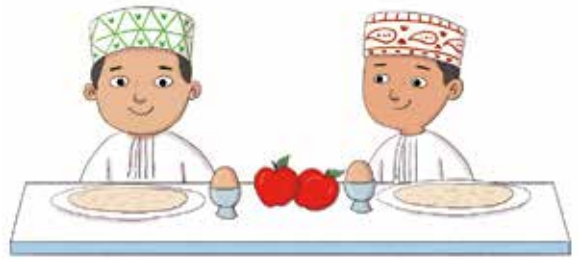
ISBN:

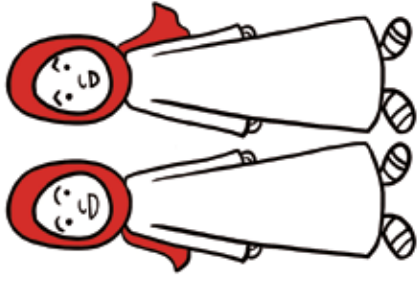
Image Credit(s):

Alamy Stock Photo: Grant Rooney 102; Hero Images Inc 89; lakshmi prasad S 102
Shutterstock.com: 4 PM production 89; Abie Davies 102; AlenKadr 22; AlexandrBognat 37, 45, 121; Alexey Boldin 40, 45; Alexey Stiop 102; anmbph 86; AnonimS 22, 42; ANURAK PONGPATIMET 37, 121; ASDF_MEDIA 45; Bassem Zein 100, 123; BidaOleksandr 40; bundit jonwises 89; clearviewstock 89; Creative Travel Projects 100, 123; deziign56 40; dilyaz 22; Dina Saeed 42; Dmitriy Kazitsyn 15; Donaldb 100, 123; Dragana Gordic 89; Evgeny Atamanenko 100; 123; Evikka 37, 121; FrentaN 100, 123; GotziLA STOCK 14; Haider Y. Abdulla 66; hoanglong 89; JOJOz 40; Kardasov Films 89; Katiekk 42; kedrov 37, 45, 121; kegacdem 37, 121; KKulikov 37, 121; LightField Studios 86; Mahmoud Ghazal 102; Margo Harrison 15; Mariusz Szczygiel 89; marslander 40, 45; Mirage_studio 45; Monkey Business Images 81, 86, 123; MooNam StockPhoto 100, 123; Muenchbach 37, 121; Nerthuz 59; nito 15; pogonici 45; pyzata 86; pics five 14; P Maxwell Photography 14; robert_s 37, 45, 121; Rob Wilson 40, 45; Ruslan Ivantsov 102; sagir 37, 121; Salim AL-Obeidani 102; Sergey Novikov 61, 121; stockcreations 42; stockphoto-graf 14; Straor 14; Subash Rajesh 66; Swapan Photography 14; Talaj 89; Tariq Hussain Ansari 42; Tiina Tuomaala 100, 123; Ulza 100, 123; Vadim Sadovski 81, 123; Valentina Razumova 15; VECTOR_X 37, 45, 121; Wuttichok Panichwarapun 59
York Press Limited: 10, 11, 14, 15, 17, 20, 21, 22, 37, 40, 41, 42, 46, 57, 59, 61, 64, 65, 66, 71, 81, 84, 85, 86, 87, 90, 91, 101, 102, 103, 121, 123
Ministry of Education: 10, 11, 13, 23, 43, 61, 67, 81, 102, 121, 123

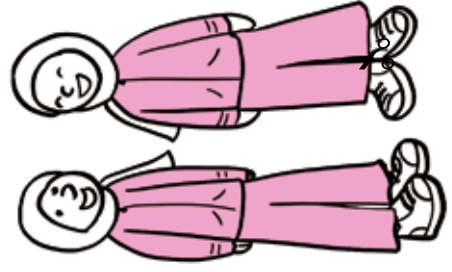
Illustrated by Mercè Orti Climent (unit openers and stories), Rebeca Rodrigo Fuentenebro, Dani Cruz, José Rubio and Christos Skaltsas (Hyphen)

Cover Image: Mercè Orti Climent

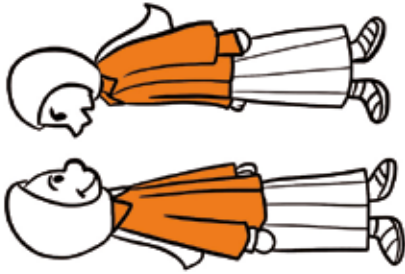




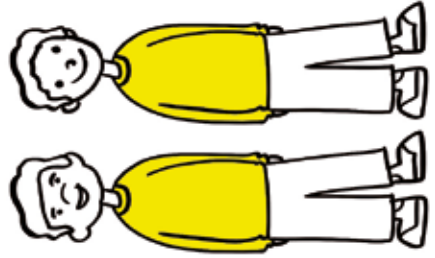
they their



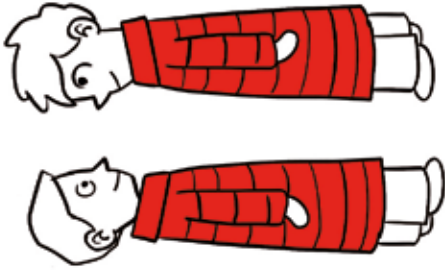
you your



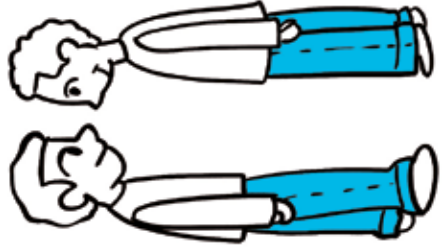
we our



we our



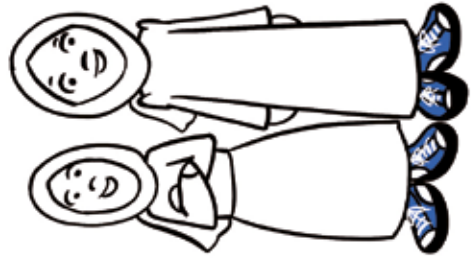
you your



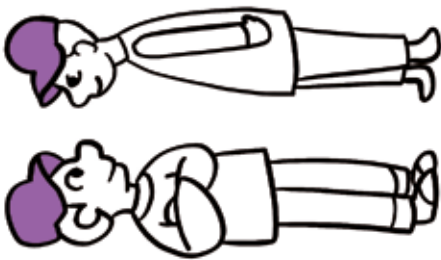
they their



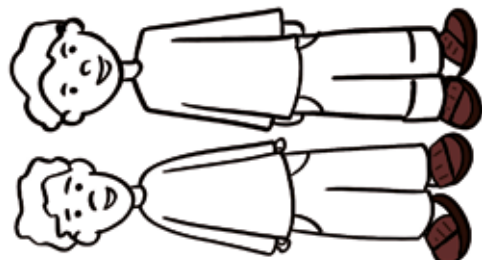
you your



you your



they their



we our



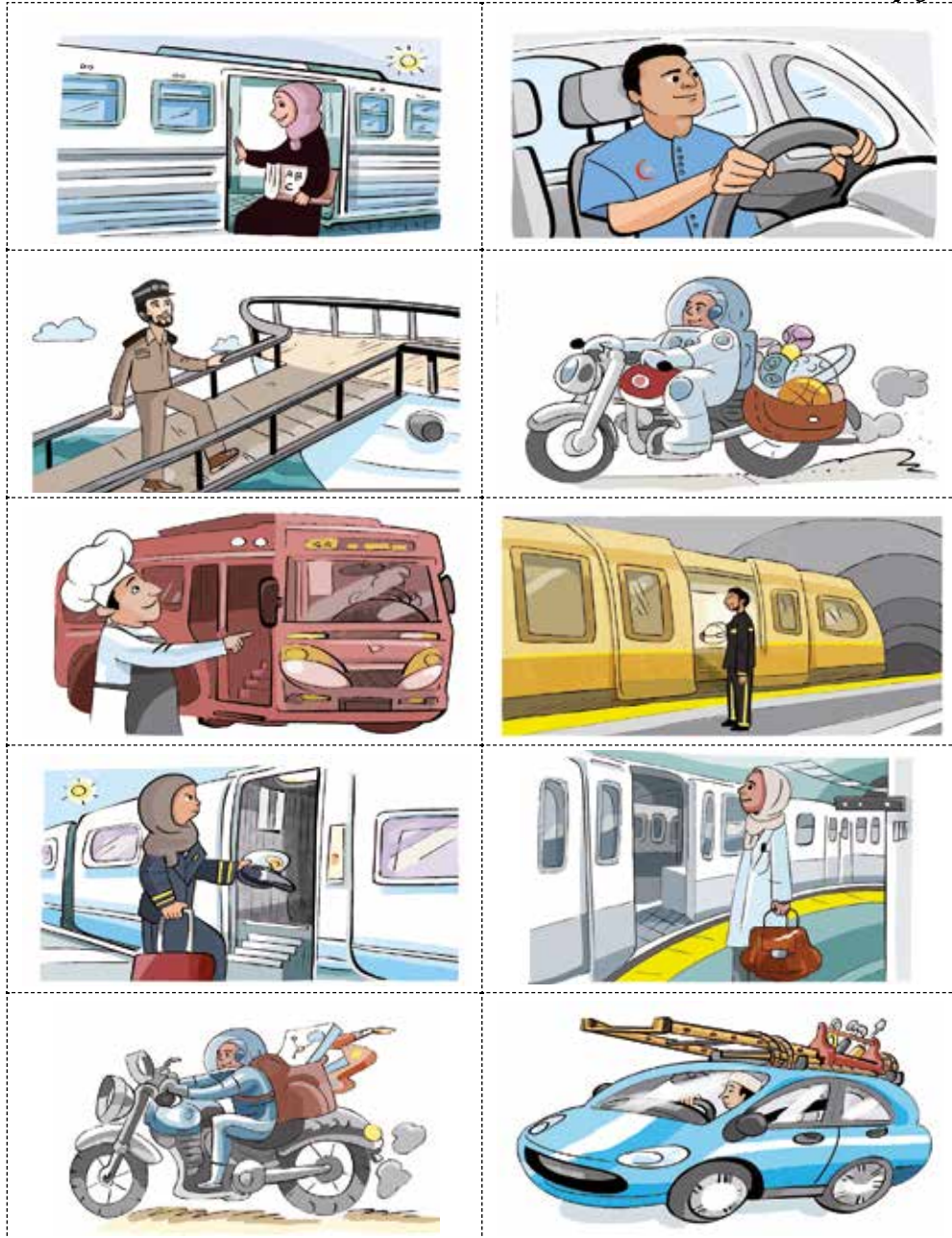
30										
29										
28										
27										
26										
25										
24										
23										
22										
21										
	10	20	30	40	50	60	70	80	90	100

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday





A	B
C	D
E	F
G	H



Unit 1 Page 17



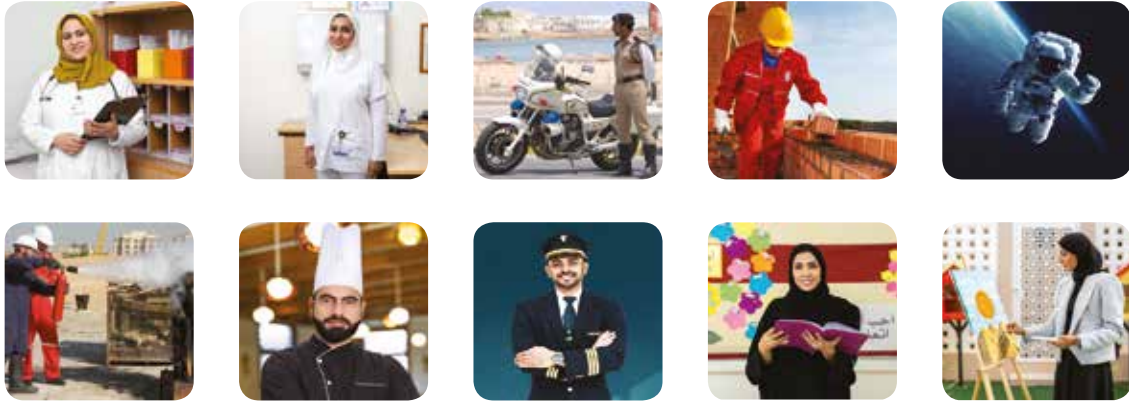
Unit 2 Page 37



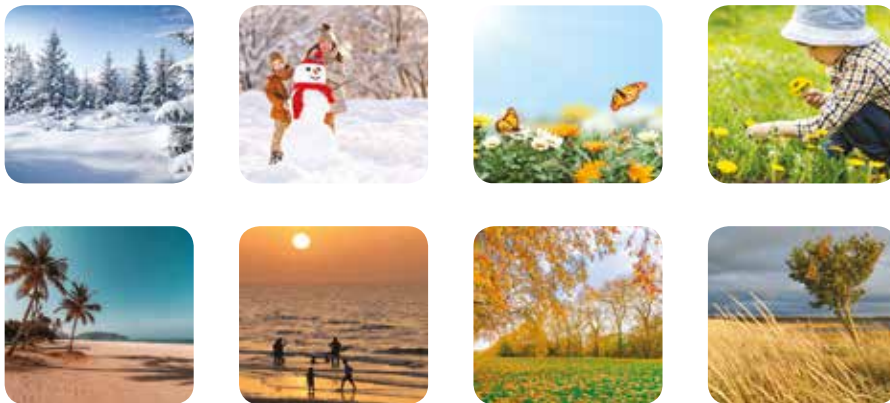
Unit 3 Page 61



Unit 4 Page 81



Learning club 2 Page 100



Language boosters Pages 57, 101



Progress path Pages 104-105



LEARN Together
SUCCEED Together

TEAM Together OMAN



Team Together Oman is a four-level primary English course that develops language alongside future skills. Pupils are challenged to communicate creatively in authentic contexts, think critically and work together to get results. **Team Together Oman** sets out a clear path for progress and prepares children for success in external examinations including PTE Young Learners and Cambridge English Qualifications.

Grade 3A

For pupils

- Class Book with Digital Resources
- Activity Book
- Audio
- Videos and animations

For teachers

- Teacher's Book with Digital Resources
- Flashcards
- Word Cards
- Story Cards
- Phonics Cards
- Posters
- Photocopiable quizzes and worksheets
- Audio
- Videos and animations

English Benchmark for Young Learners (EBYL) and **Team Together Oman** make the perfect partners for your language and assessment needs

GSE	10	20	30	40	50	60	70	80	90	
Grade 4										
Grade 3										
Grade 2										
Grade 1										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2
	PTE YL		EBYL		Cambridge English Qualifications					
Grade 1					Pre A1 Starters					
Grade 2	Firstwords		Level 1		Pre A1 Starters					
Grade 3	Springboard		Level 2		Pre A1 Starters					
Grade 4	Quickmarch		Level 3		A1 Movers					

www.moe.gov.om

رقم الإيداع: ٢٠٢٣/٦٥٥٥

Learn more about the Global Scale of English at [pearsonenglish.com/gse](https://www.pearsonenglish.com/gse)