



نقدم بثقة
Moving Forward
with Confidence

رؤية عُمان
2040
Oman Vision

SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 2A

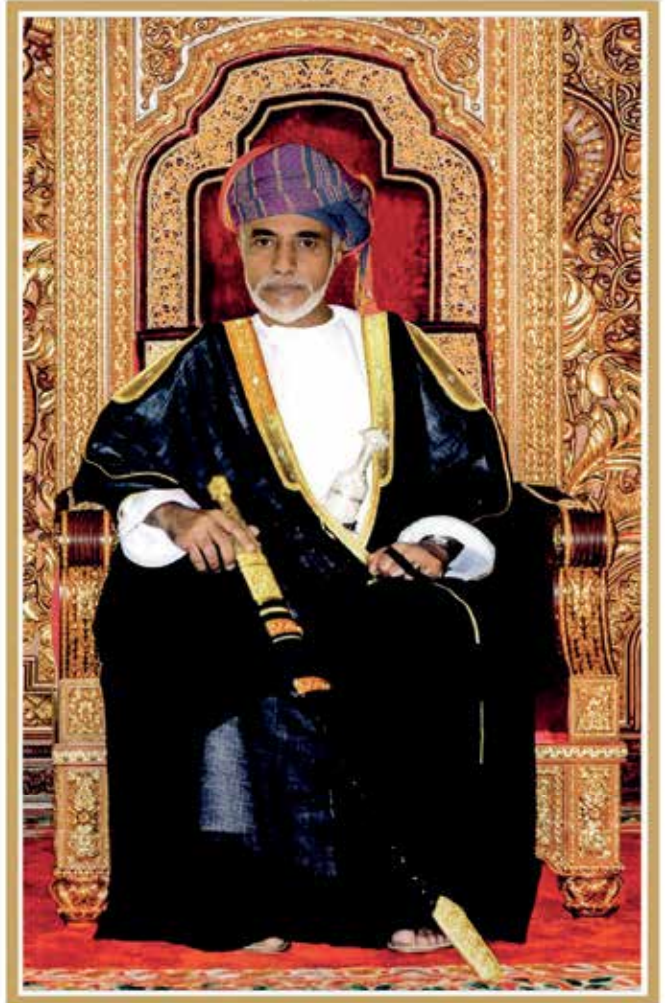
Class Book
with Digital Resources



Trial Edition
2022

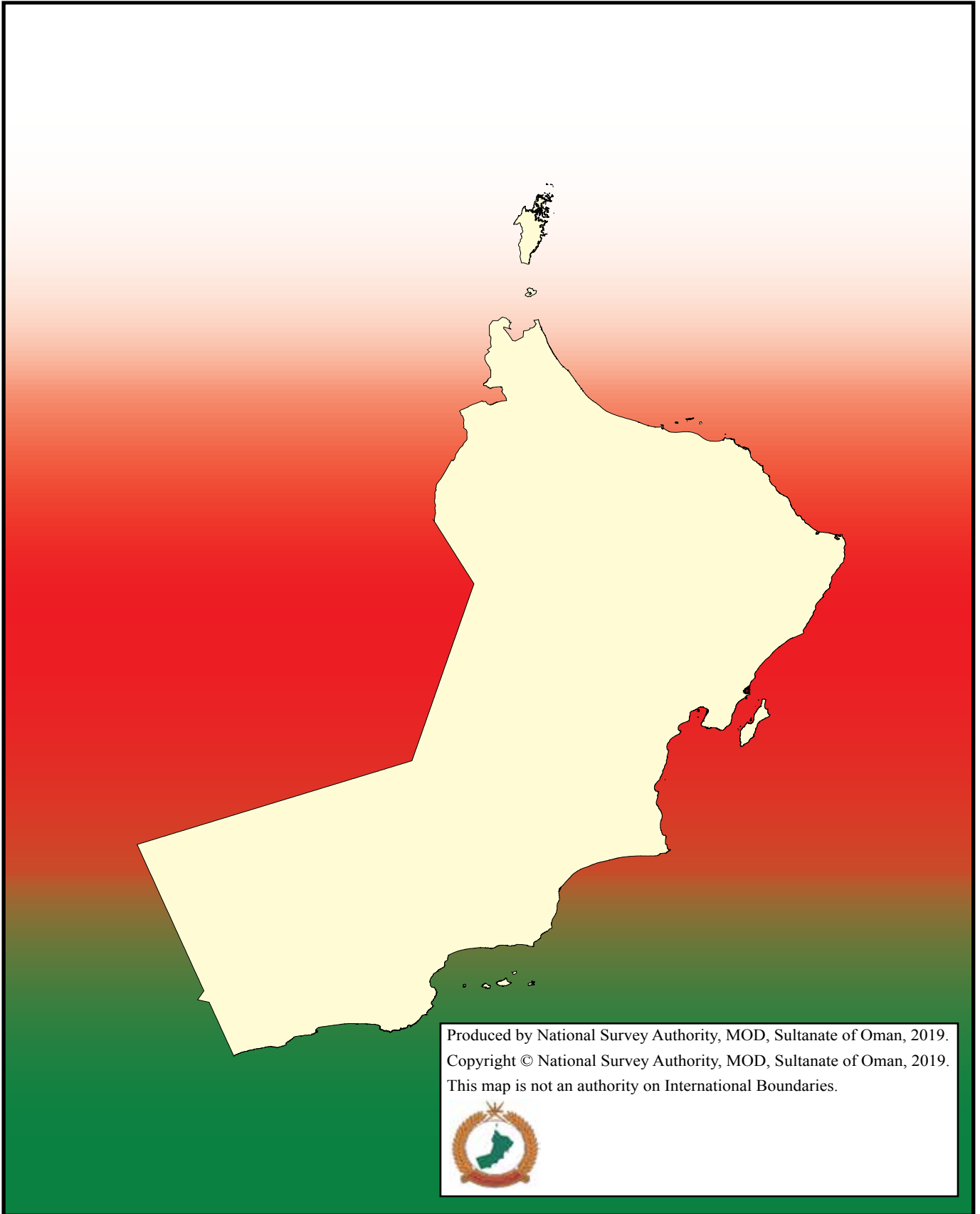


**His Majesty
Sultan Haitham Bin Tarik**



**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 very excited to help you continue your learning journey with English!

Your Semester 1 books are a Class Book as well as an Activity Book and a Sounds and Spelling Book. Remember to look after your books and to bring them 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. Your Sounds and Spelling Book has fun tasks to help you to read and write in English.

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!



SULTANATE OF OMAN
MINISTRY OF EDUCATION

TEAM Together OMAN 2A



Class Book
with Digital Resources

Contents

Welcome Hello!	10	3 Move your body!	40
1 Look at my toys!	16	4 Meet my family	50
2 Where's my pen?	26	Atomic's Learning Club	
Atomic's Learning Club		Language booster 2	60
Language booster 1	36	Social Studies: In my town	62
Natural Science: What are our senses?	38	Progress path	64
		Cut-outs	67
		Stickers	

Scope and sequence

Unit	Vocabulary	Grammar	Skills
W Hello!	Numbers Colours		
1 Look at my toys!	Indoor toys: <i>car, plane, puzzle, yo-yo, building set, doll, action figure, robot, teddy, dinosaur</i> Outdoor toys: <i>kite, bike, slide, scooter, ball, swing</i>	What's this? It's a car. It's an action figure. Is it a swing? Yes, it is./No, it isn't.	Describing toys
2 Where's my pen?	Classroom objects 1: <i>bag, book, pencil case, pen, pencil, crayon, ruler, pencil sharpener, eraser, scissors</i> Classroom objects 2: <i>shelf, cupboard, computer, desk, chair, table</i>	This is my pencil case./These are my books. Where's the pencil? It's in/on/under the desk.	Describing your classroom

Atomic's Learning Club: Language booster 1

3 Move your body!	The body: <i>head, face, tummy, arms, hands, fingers, legs, knees, feet, toes</i> Movement verbs: <i>move, bend, stretch, touch, stamp, clap</i>	I've got one face. I've got ten toes. Move your body! Touch your head!	Describing a robot
4 Meet my family	The family: <i>grandma, grandad, mum, dad, uncle, aunt, brother, sister, me, cousin</i> The face: <i>hair, mouth, nose, eyes, ears; fair, brown, red, black</i>	Who's this? It's my uncle. He's got blue eyes. She's got brown hair.	Presenting your family

Atomic's Learning Club: Language booster 2

Progress path

Cut-outs

Stickers

Culture	English in action / Values	Get ready for...
	Meeting new friends What's your name?	
Oman's Children Museum Project: A toy museum poster	Sharing your toys Can I play with you?	Pre A1 Starters Reading and Writing Parts 1 and 3
My school Project: A plan of your school	Borrowing things Can I borrow your pen?	Pre A1 Starters Reading and Writing Parts 1 and 3 Speaking Part 2

Natural Science: What are our senses?

National Day Project: A festivals poster	Paying a compliment What a cool picture!	Pre A1 Starters Reading and Writing Part 2 Speaking Part 1 Listening Part 3
My brother's birthday Project: A description of a picture	Introducing family and friends This is my sister. Her name's Asma.	Pre A1 Starters Reading and Writing Part 1 Speaking Part 4 Listening Part 4

Social Studies: In my town

Welcome

Hello!

1  Listen and point. Then say.



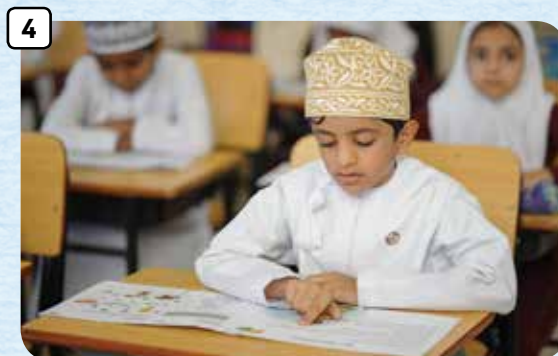
Look.



Listen.



Point.



Read.



Draw.



Write.

2  Say and do.

10 ten



3 Listen and point. Then say.



Stand up.



Sit down.



Pick up your book.



Open your book.



Close your book.



Wave goodbye.

4 Say and do.



1 Find and circle.

2 Watch or listen and read.

1



3 Listen and match.

1

2

3

4

5

Lily

Polly

Jack

Fatma

Sami

4 Act out the story.

English in action
Meeting new friends

5 Listen and read.



Hello! I'm Omar. What's your name?

My name's Khalid.

Hi, Khalid. How old are you?

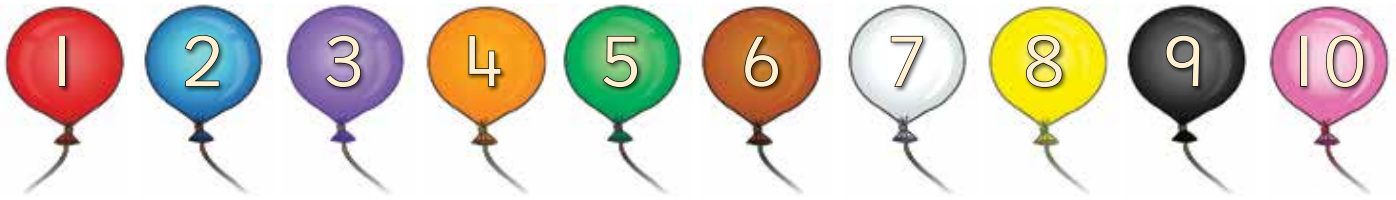
I'm seven. How old are you?

I'm six.

6 Act out the dialogue. Use your names and ages.

Numbers

1   Listen and chant.



one two three four five six seven eight nine ten

2  Listen and draw. Then say.



How many balloons?



Six.

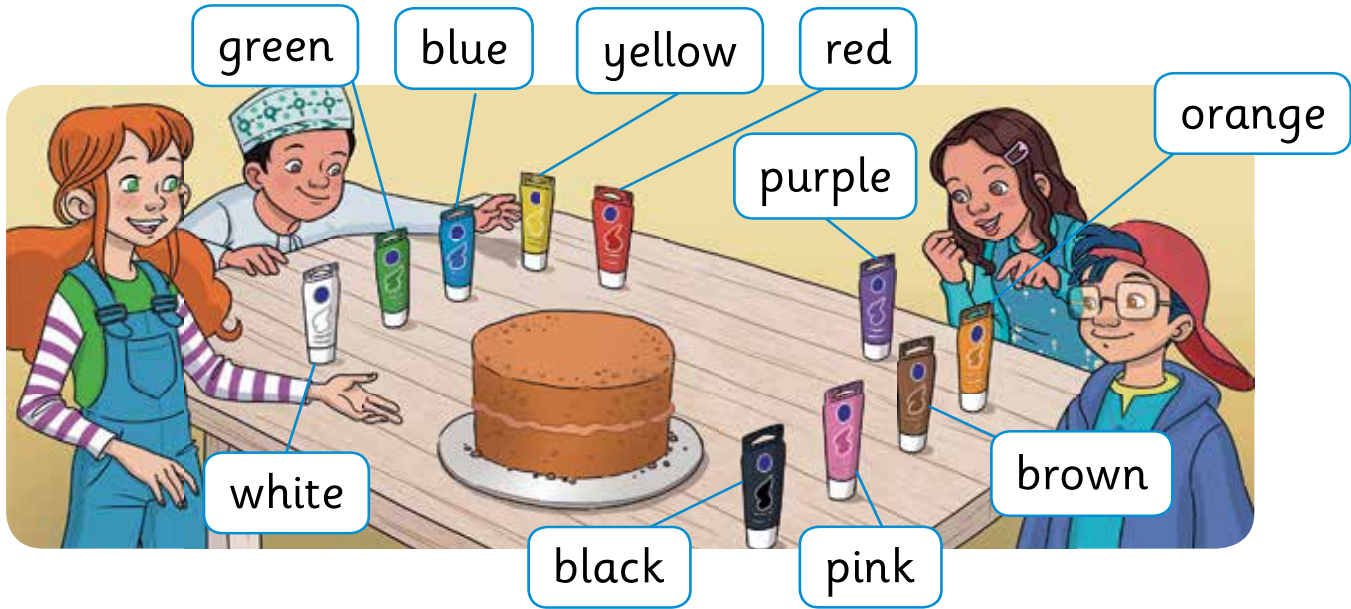
3 Look at the pictures on page 12. Count and write.



6



4 Listen and say. Then listen and point.



5 Listen and sing.



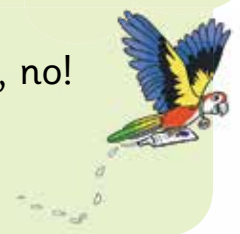
Red, yellow, blue or green.
What colour is it?
Green, it's green.



Black, white, pink or blue.
What colour is it?
Blue, it's blue.



Purple, orange, brown or pink.
What colour is it?
Pink, it's pink.



Green, red, brown! Oh, no!
What colour is it?
White, it's white.

6 Look at the pictures on page 12. Find and say.




7 Go to page 64.

Number 1.
What colour is it?

It's green.

1











Look at my toys!

1  How many toys can you see?

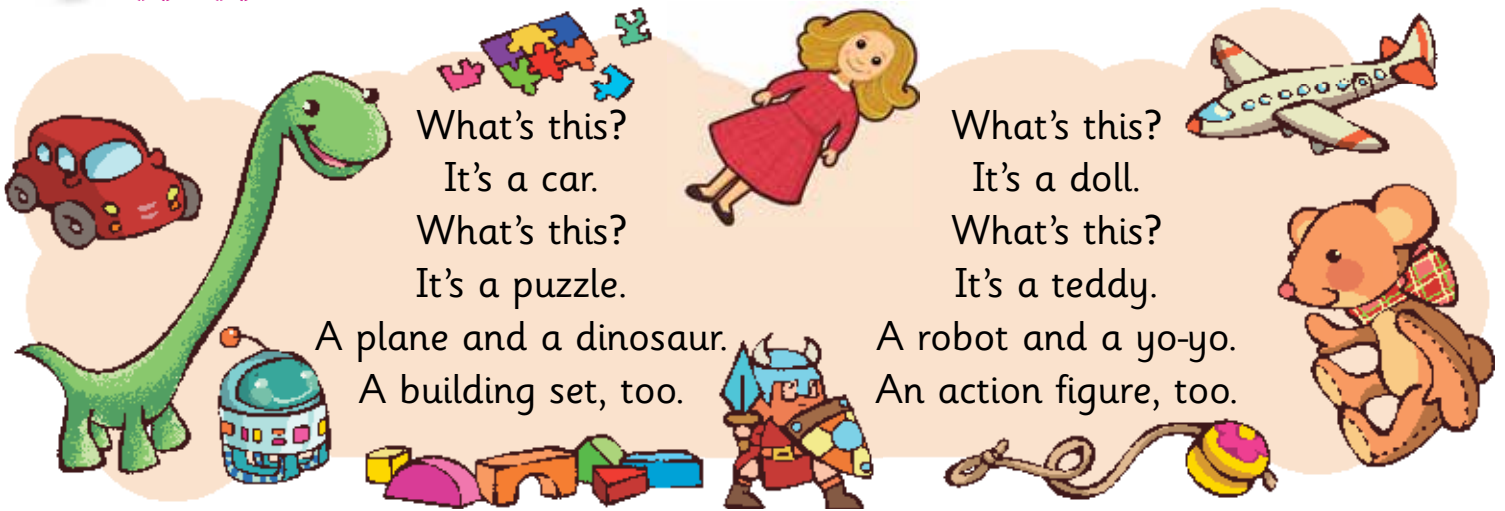


Find something purple.
What other colours can you see?
How many balloons can you see?

2  Listen and stick. Then listen and say.

1 	2 	3 	4 	5 
car	plane	puzzle	yo-yo	building set
6 	7 	8 	9 	10 
doll	action figure	robot	teddy	dinosaur

3   Listen and chant.




What's this?
It's a car.
What's this?
It's a puzzle.
A plane and a dinosaur.
A building set, too.

What's this?
It's a doll.
What's this?
It's a teddy.
A robot and a yo-yo.
An action figure, too.

4  Find on page 16 and say.

1 	2 	3 
4 	5 	

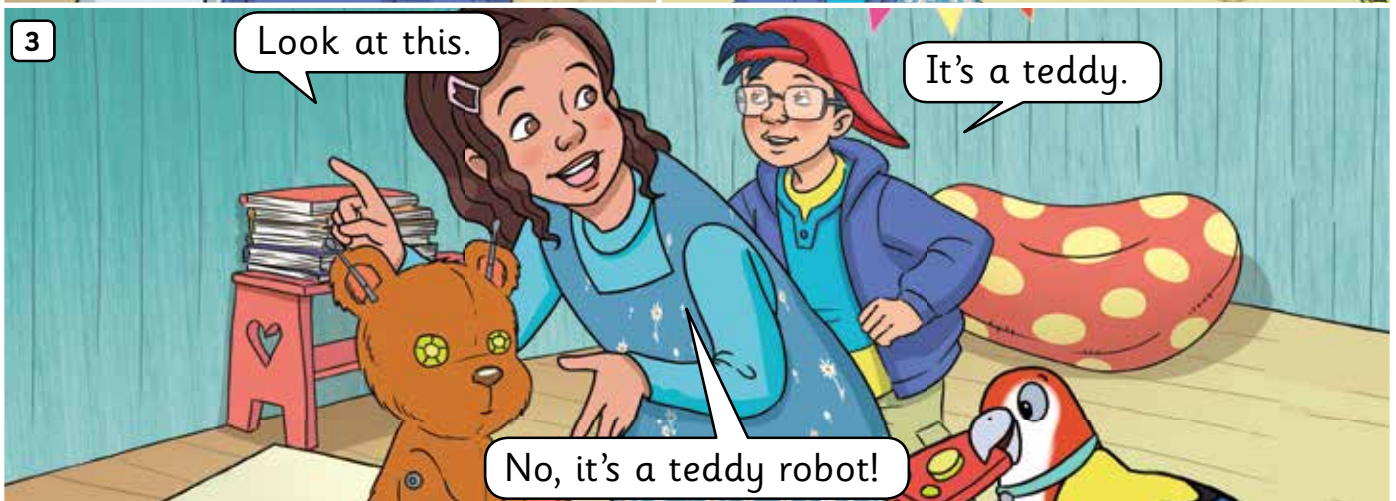
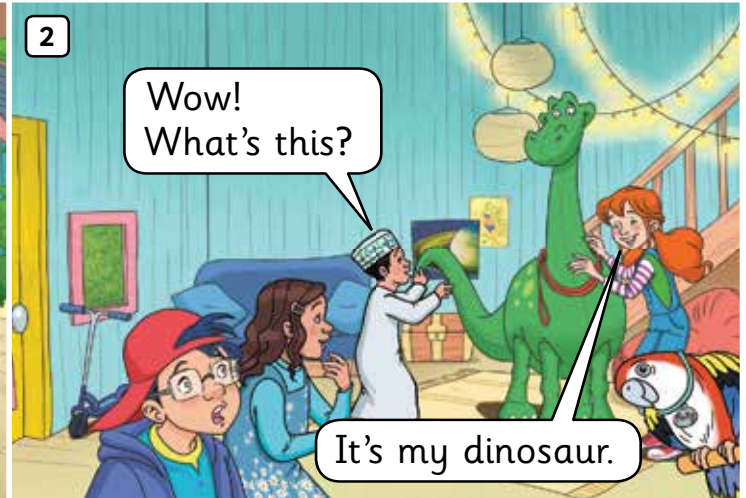
 1.4


What's this?
It's a car.
It's an action figure.

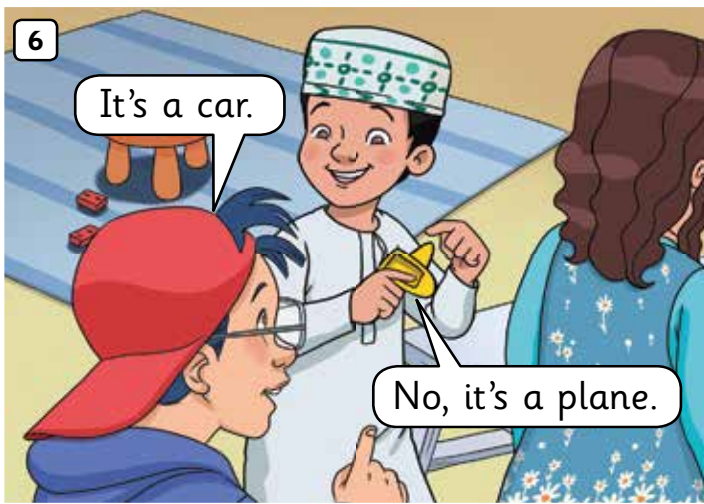
What's this?
It's a teddy.

1 Before you read What colour is the dinosaur?

2   1.6 Watch or listen and read.



 What is it?
Can you guess?



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



What's this?



1 It's a dinosaur / robot.

2 It's a yo-yo / doll.


3 It's a car / plane.

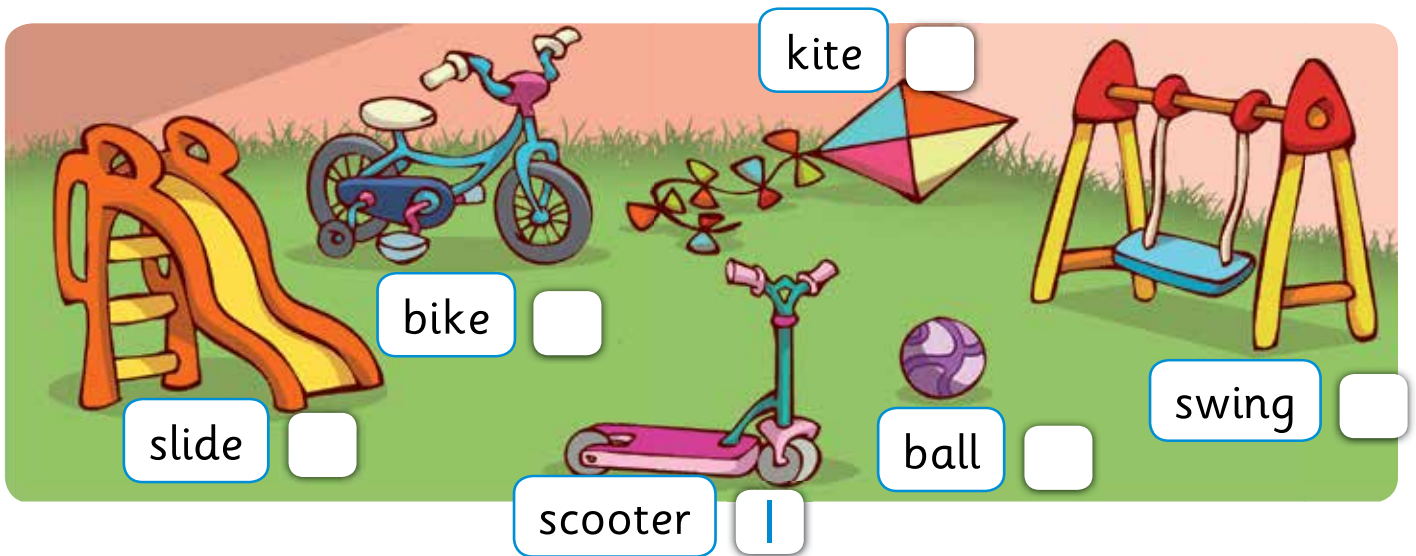
4 Act out the story.

5 Design a new teddy robot. Is it big or small?

Values


Be creative


1  Listen and say. Then listen and number.




2   Listen and sing.

Come and play outside today.
Come and play with my new toy.


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


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


Is it a  ? Yes! Yes, it is.

Come and play with my bike today.

Come and play outside today.
Come and play with my new toy.

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

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

Is it a  ? Yes! Yes, it is.

Come and play with my scooter today.

3  Play a mime game.



What's this?

No, it isn't.

Yes, it is.

Is it a bike?

Is it a scooter?



1.10

Is it a swing?

Yes, **it is**.

No, **it isn't**.

1   Listen and tick (✓).

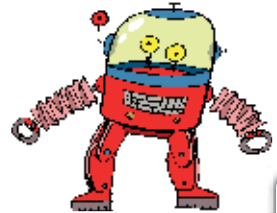
1



A



B

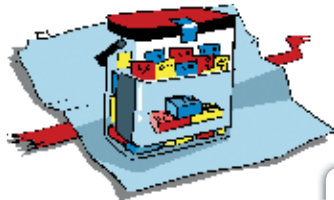


C

2



A



B



C

3



A

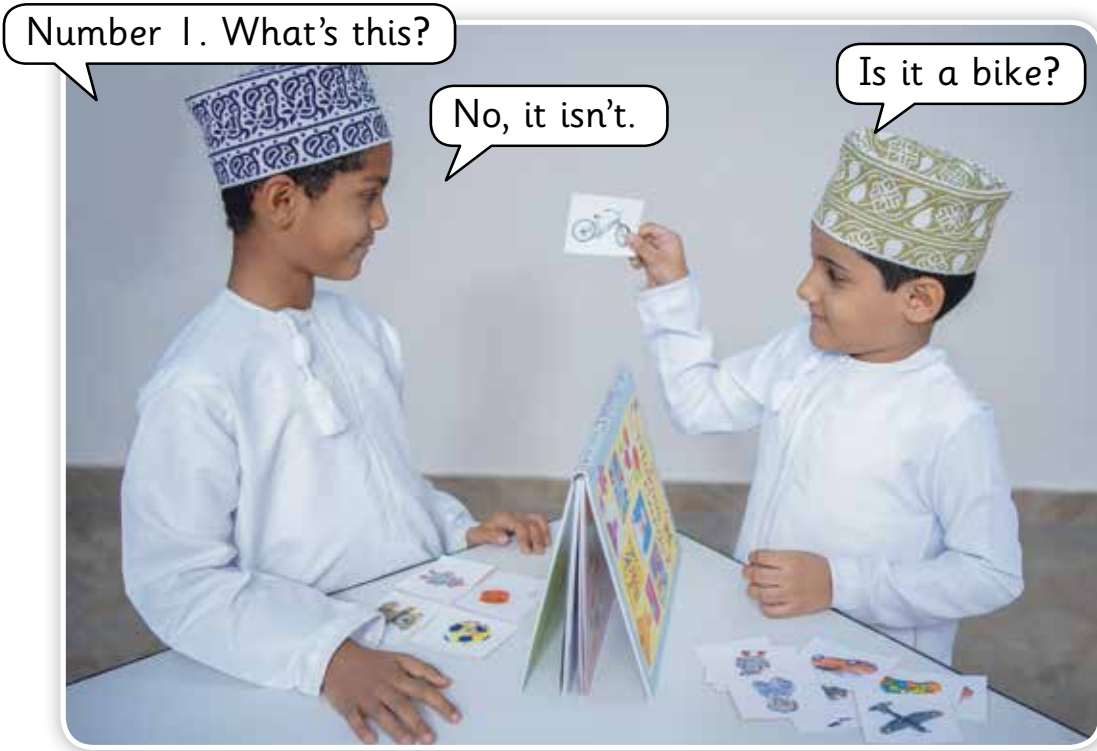


B



C

2   Cut out. Then listen and play.



Number 1. What's this?

No, it isn't.

Is it a bike?

Oman's Children Museum

Is this a school?
No, it isn't. It's a
museum for children!
It's in Muscat.



museum



bike

You can ride
a special bike.
It's fun!

You can do lots of fun
science experiments.
What's this? It's a
microscope. Look in it.
What can you see?



microscope

1 **Before you read** What's your favourite museum?
What can you see there?

2  Listen and read.

3  Find out more! Watch the video.

4 **After you read** Activity Book, page 19.

Project

Lesson 5, part 2

Make a poster of a toy museum.

- 1 Draw a picture of your favourite toy.
- 2 Write. *This is my... It's...*
- 3 Stick it on a big page.
- 4 Together, make a poster for your toy museum.
- 5 Show your poster to the class.

This is my teddy.



This is my teddy.

It's big. It's brown.

1 Read and match.

kite

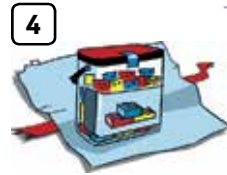
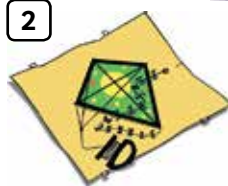
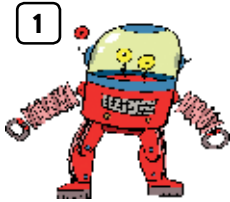
scooter

puzzle

robot

bike

building set



2 Listen and read.



What's this?

It's my new scooter.

Can I play with it, please?

Yes, of course. Let's play together.

Great!

3 Act out the dialogue. Use different toys.

bike

kite

action figure

building set

robot

1 Match and trace.

1 What's this?



It's a scooter.

2 What's this?



It's a yo-yo.

3 What's this?



It's a teddy.

4 What's this?



It's a swing.

2 Look and circle.

1 Is it a ball?

Yes, it is. / No, it isn't.



2 Is it a car?

Yes, it is. / No, it isn't.



3 Is it an action figure?

Yes, it is. / No, it isn't.



4 Is it a slide?

Yes, it is. / No, it isn't.



3  Go to page 64.

Pre A1 Starters Reading and Writing Part 3

1  Look at the pictures. Look at the letters. Write the words.

1



.....

.....



2

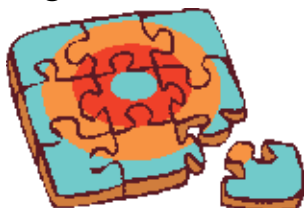


.....

.....

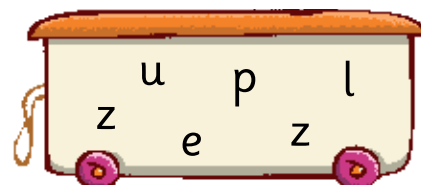


3



.....

.....



4



.....

.....

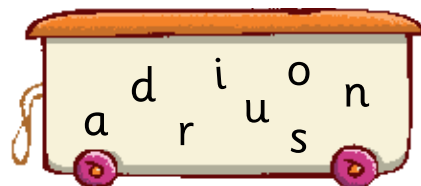


5



.....

.....



2




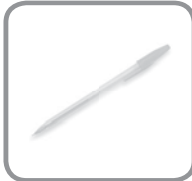






Where's my pen?

1  How many classroom objects can you see?




How many balls can you see?
What colour is the kite?
What colour is the teddy?


2  Listen and stick. Then listen and say.

1 	2 	3 	4 	5 
bag	book	pencil case	pen	pencil
6 	7 	8 	9 	10 
crayon	ruler	pencil sharpener	eraser	scissors

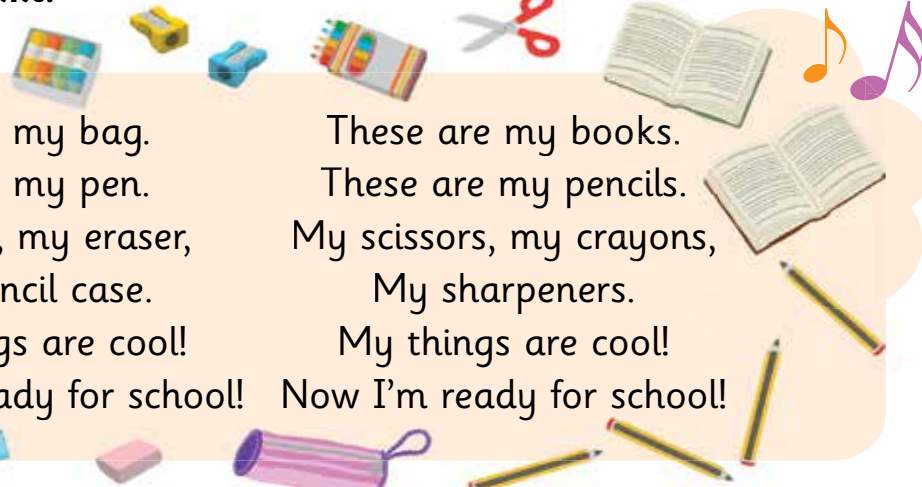
3  Find the classroom objects on page 26.

 one bag – two bags

4   Listen and chant.



This is my bag.
This is my pen.
My ruler, my eraser,
My pencil case.
My things are cool!
Now I'm ready for school!




These are my books.
These are my pencils.
My scissors, my crayons,
My sharpeners.
My things are cool!
Now I'm ready for school!


5  Show and say.

This is my ruler.



These are my pencils.



 This is my pencil case.
These are my books.



1 **Before you read** How many rulers can you see?

2 2.6 **Watch or listen and read.**

The computer

1 These are my books and this is Atomic, my cat.

Cool!

2 This is my desk. This is my pen and these are my pencils.

3 What's this?

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

4 Your books! What a mess!

Polly! Stop!

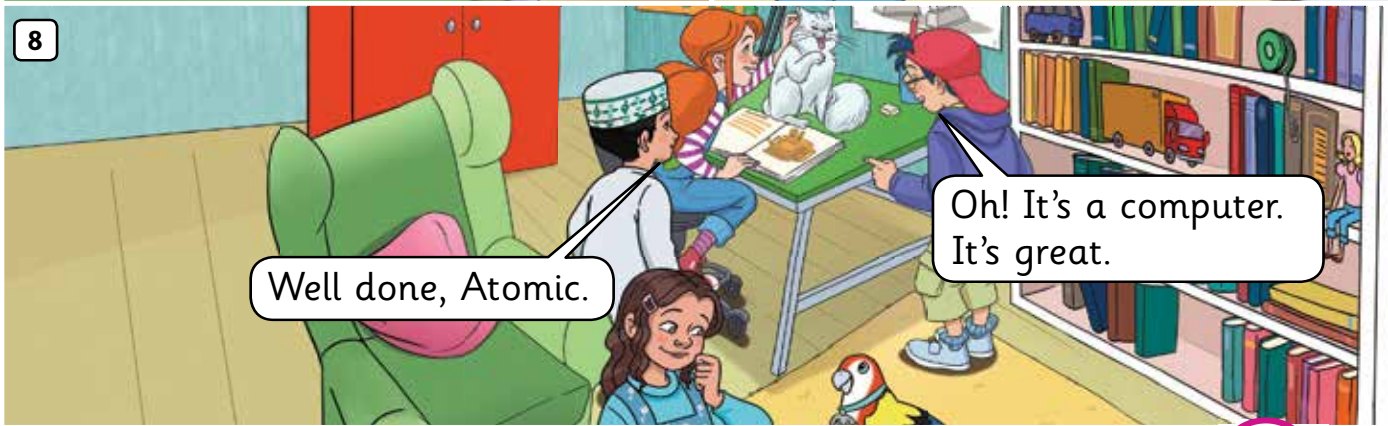
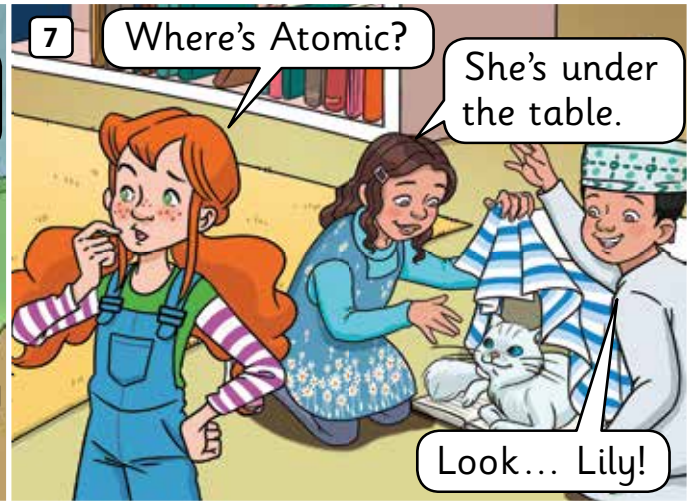
Oh, no!

5 Where's my pen?

Let's tidy up.

It's under the desk. Here you are.

Can you see Atomic?



3 After you read Look at the story. Read and tick (✓).



1 These are my books.

2 This is my pen.

3 These are my rulers.

4 Act out the story.

5 Draw your desk at home.

Values
Be tidy

1 2.7 Listen and say. Then listen and tick (✓). What's missing?

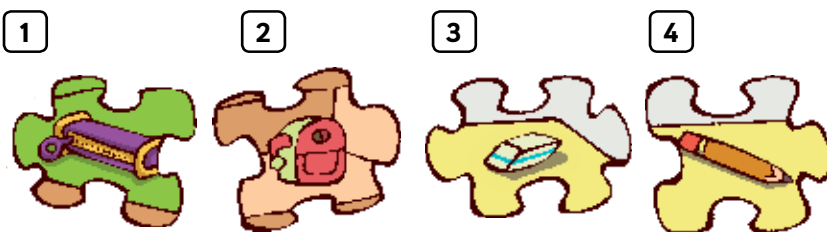


2 2.8 2.9 Listen and find in Activity 1. Then listen and sing.

My classroom is tidy.
It's tidy today.
My classroom is tidy.
Hip, hip hooray!
Where's the ruler?
It's in the cupboard.
Where's the book?
It's on the shelf.

Where's the chair?
It's under the table.
Where's the computer?
It's on the desk.
My classroom is tidy.
It's tidy today.
My classroom is tidy.
Hip, hip hooray!

3 Ask and answer.



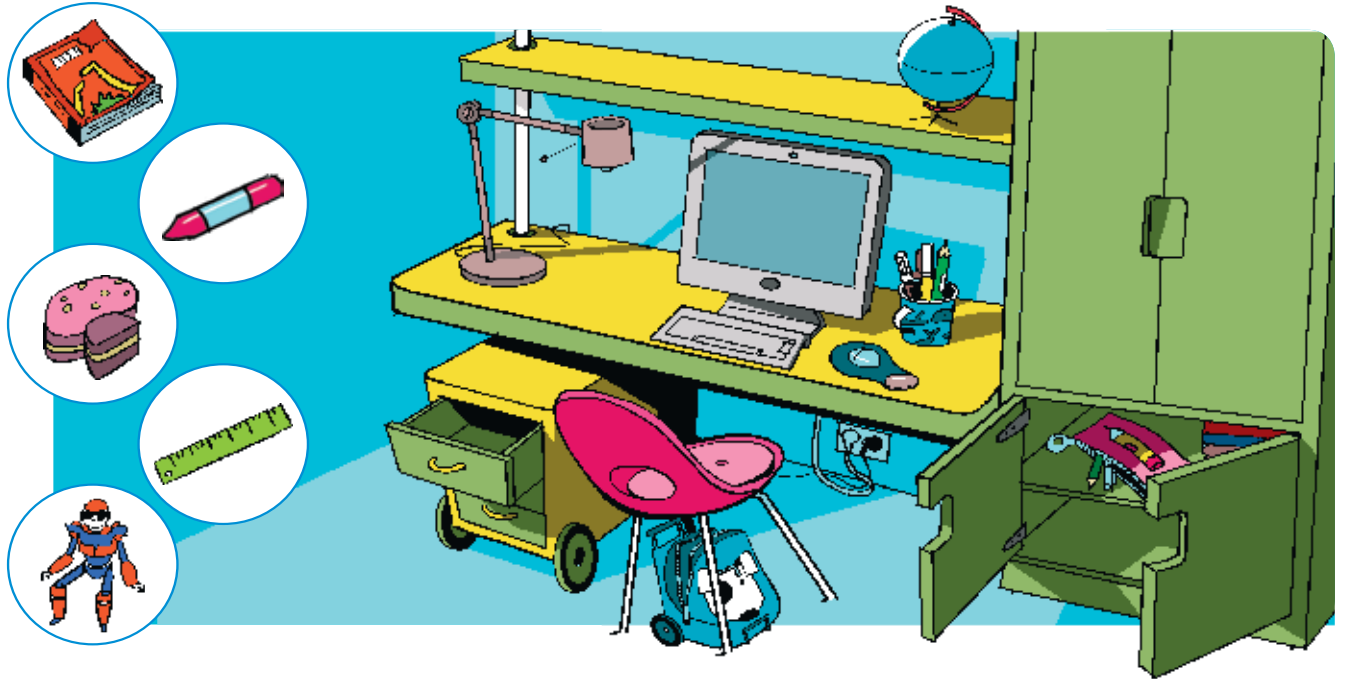
Where's the pencil case?
It's on the table.

2.10

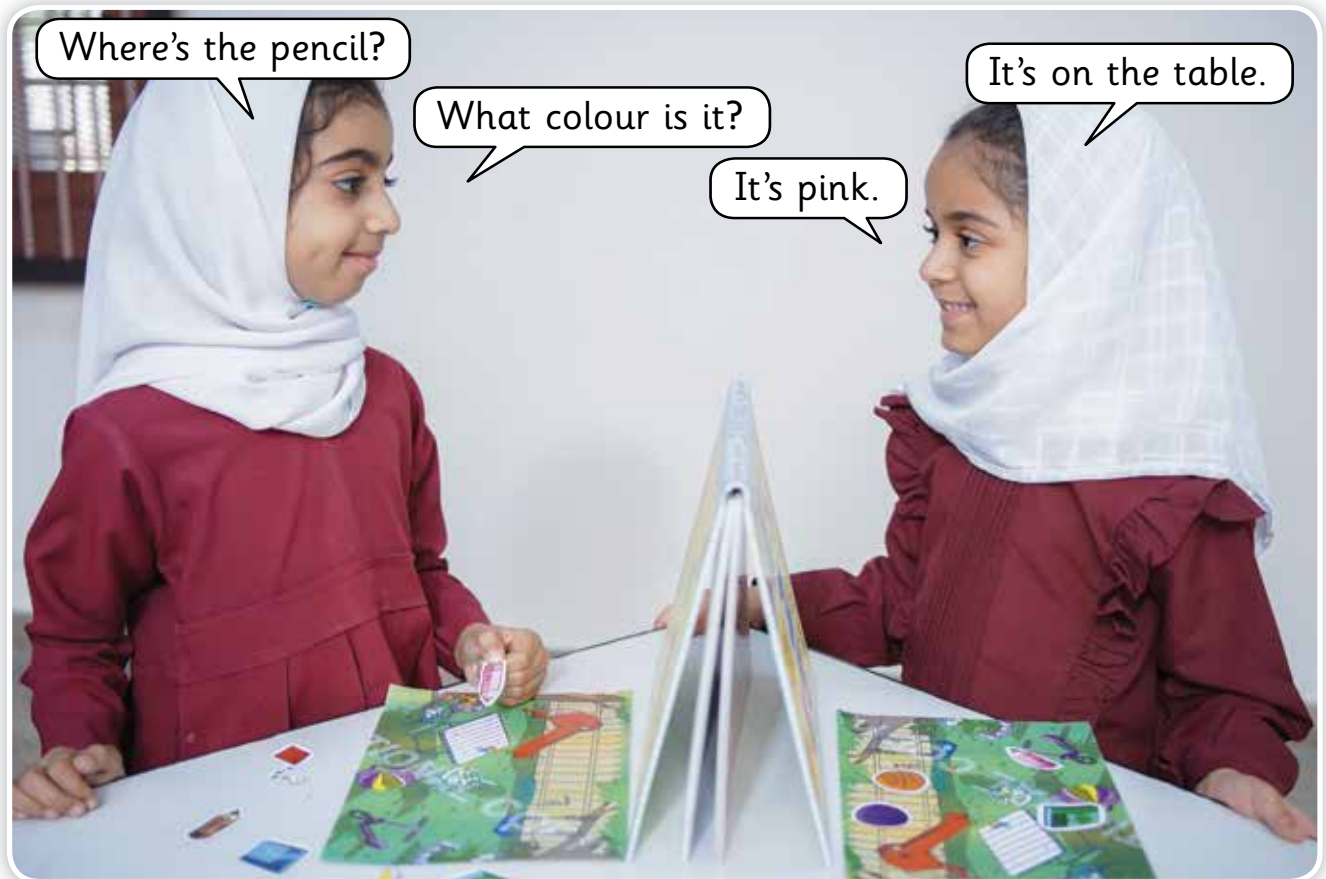
Where's the pencil?

It's in the desk.	
It's on the desk.	
It's under the desk.	

1   2.11 Listen and draw lines.



2   2.12 Cut out. Then listen and play.



My school

I'm Wafa. Come and see my school.

CULTURE



school

playground

This is the playground. It's big!



teacher

classroom

Let's go inside! This is my classroom. My teacher is Mrs Asma.

library



This is the library.



And here are my friends. It's break time!

1 Before you read Is your school big or small?

2 Listen and read.

3 Find out more! Watch the video.

4 After you read Activity Book, page 29.

Project

Lesson 5, part 2

Make a plan of your school.

- 1 Choose a room in your school.
- 2 Draw the room.
- 3 Write. *This is the... This is our...*
- 4 Together, make a plan of your school.
- 5 Show your plan to the class.

This is our school.



Our school

library our classroom
playground

1 Read and match.

crayon

ruler

pen

pencil

book

eraser

1



3



5



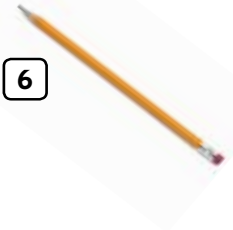
2



4



6



2  Listen and read.



Is this your pen?

Yes, it is.

Can I borrow it, please?

Yes. Here you are.

Thank you.

3  Act out the dialogue. Use different classroom objects.

pencil

eraser

ruler

book

crayon

1 Trace. Then look and circle.



1 This is / These are
my pencil.



2 This is / These are
my erasers.



3 This is / These are
my pens.



4 This is / These are
my computer.

2 Listen and write Yes or No.



1 _____

3 _____

2 _____

4 _____

3 Go to pages 64–65.

Pre A1 Starters Reading and Writing Part 1

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



This is a table.



These are scissors.



This is a book.



These are computers.



This is a desk.



These are pencil cases.

Pre A1 Starters Speaking Part 2

2  Point to the pictures in Activity 1. Ask and answer.

What's this?



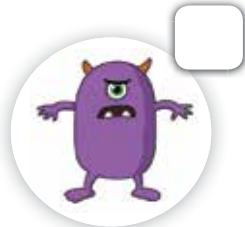
It's a chair.



Language booster 1

 How many toys can you say?

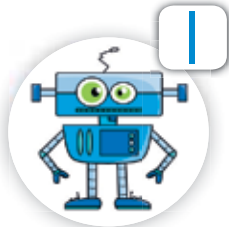
1  Listen and say. Then listen and number.



monster



helicopter



robot



computer



book

2  Listen and match.

1 The robot is very... big.

2 The monster is very... small.

3 The helicopter is very... noisy.

4 The computer is very... interesting.

5 The book is very... scary.



3  Say and play.



Is it very interesting?

Is it very scary?

Is it the monster?

No, it isn't.

Yes, it is.

Yes, it is.



LB1.3

The robot **is very** small.

Is it **very** small?

Yes, **it is**.

No, **it isn't**.

4



Listen and read.



What's your favourite book?

Jack and the Beanstalk. It's very scary. What's yours?

My favourite book is Cinderella. It's very interesting!

5



Act out the dialogue. Use different books and adjectives.

The Gingerbread Man

The Jungle Book

interesting

scary

6



Draw a picture of your favourite book. Then complete the sentences.

1 My favourite book is _____.

2 It's _____.



show what you know

Write, tick and stick.

How many toy words can you say now?

Can you talk about your favourite toy?

Can you talk about your favourite book?

Well done!






Natural Science

What are our senses?

Think

1 How many senses have we got?

Learn

2  Listen, read and check.

How many senses have we got?

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

sight

We can see with our **eyes**.

hearing

We can hear with our **ears**.

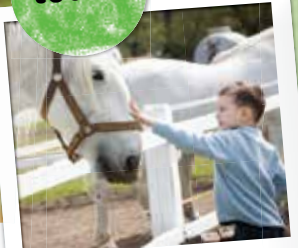
smell

We can smell with our **noses**.

taste

We can taste with our **tongues**.

touch

We can touch with our **hands** and **feet**.

Check

3 Match the senses with the body parts.

1 sight

2 hearing

3 smell

4 taste

5 touch



4 Ask and answer. What can we touch with:

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

What can we touch with our feet?

A ball!

Let's practise!

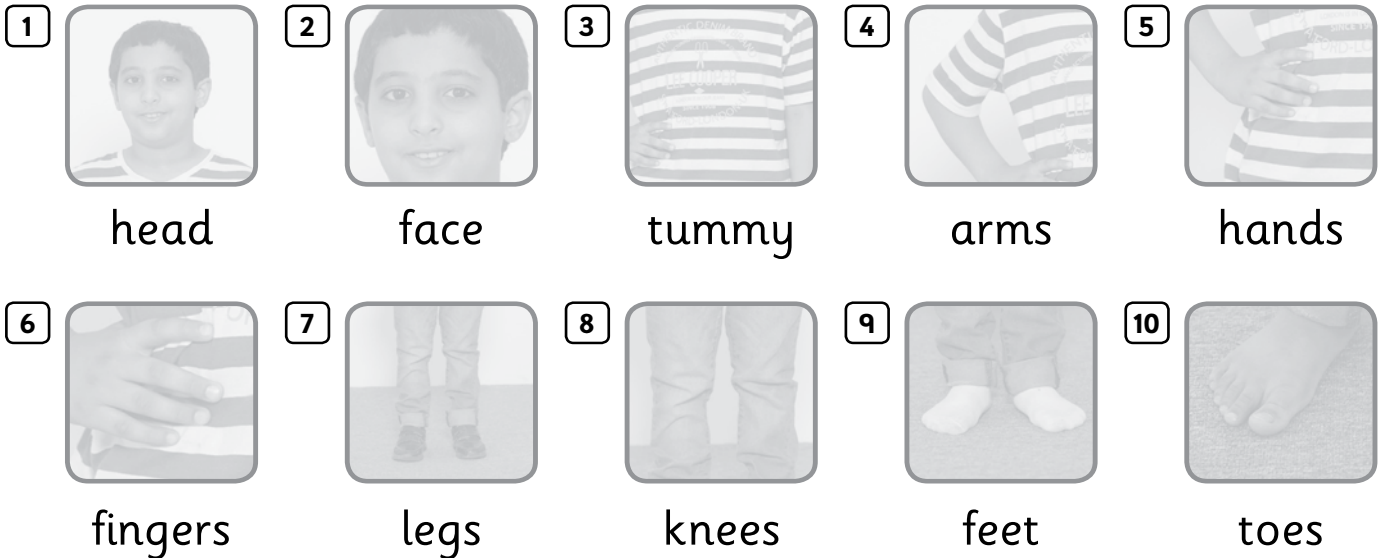
- 5 Look at the diagram. What senses can you see?
- 6 What sense is it? Write the number.



Show what you know

Make a sense box.

2  Listen and stick. Then listen and say.



3  Find the body parts on page 40.

4   Listen and chant.



This is my body.
Who can you see?
This is my body
And I see me!

I've got one head. I've got one face.
I've got one tummy. I've got two arms.
I've got two legs. I've got two knees.
I've got two hands. I've got two feet.
I've got ten fingers. I've got ten toes.



5  Point and say.



Fingers.



I've got
ten fingers.




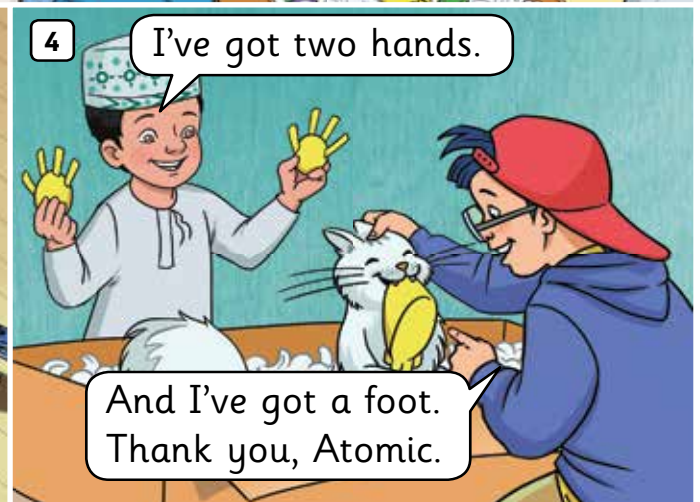
3.4

I've got one face.

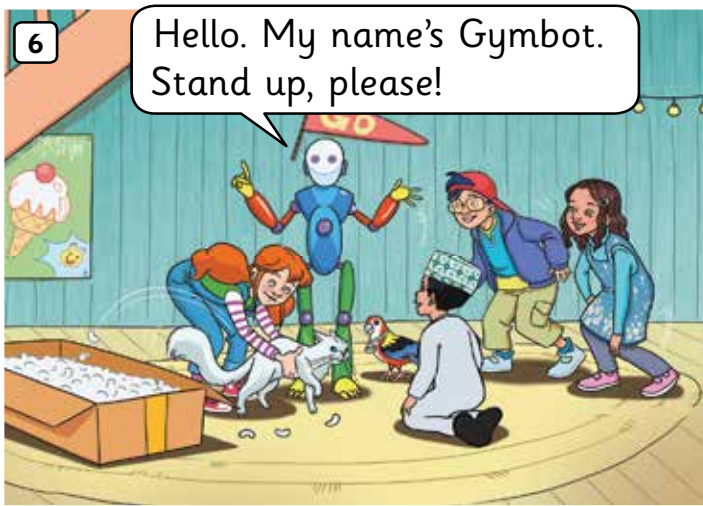
I've got ten toes.

- 1 **Before you read** Look at picture 1. What's in the box?
- 2   3.6 Watch or listen and read.

The robot



What can the robot do? Can you guess?



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

Hello! My name is Gymbot.



- 1 I've got a white **head** / **body**.
- 2 I've got a blue **head** / **body**.
- 3 I've got red **arms** / **legs**.
- 4 I've got eight **hands** / **fingers**.

4 Act out the story.

5 Design a robot. What can it do?

Values
Do exercise

1  **3.7 Listen and say. Then listen and do.**

1



move

2



bend

3



stretch

4



touch

5



stamp

6

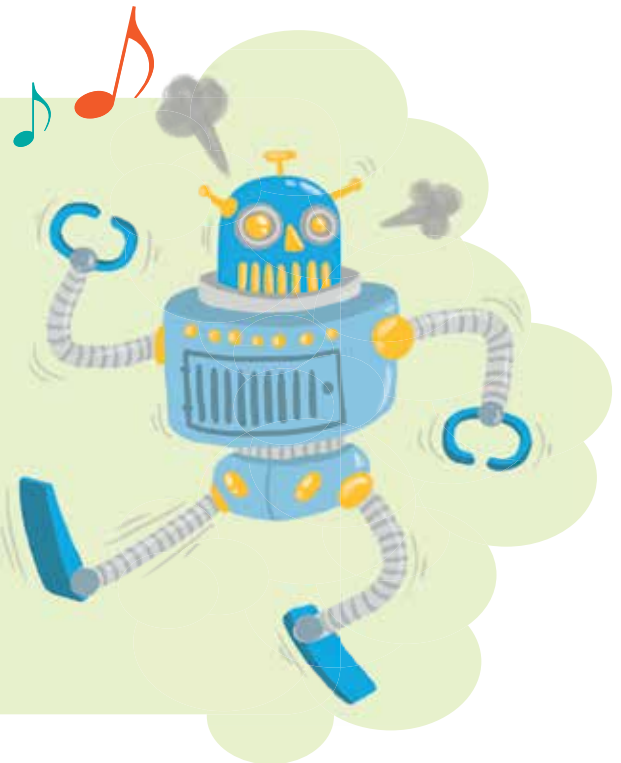


clap

2   **3.8 3.9 Listen and sing.**

Move your arms! Stretch your legs!
Clap your hands! Stamp your feet!
Bend your knees! Touch your toes!
I move my body 1, 2, 3!
Move your body with me!

Stretch your arms! Clap your hands!
Move your legs! Touch your feet!
Bend your knees! Move your toes!
I stretch my body 1, 2, 3!
Stretch your body with me!



3  **Make up an exercise routine for a friend.**

Touch your toes!
Bend your knees!
Move one foot!

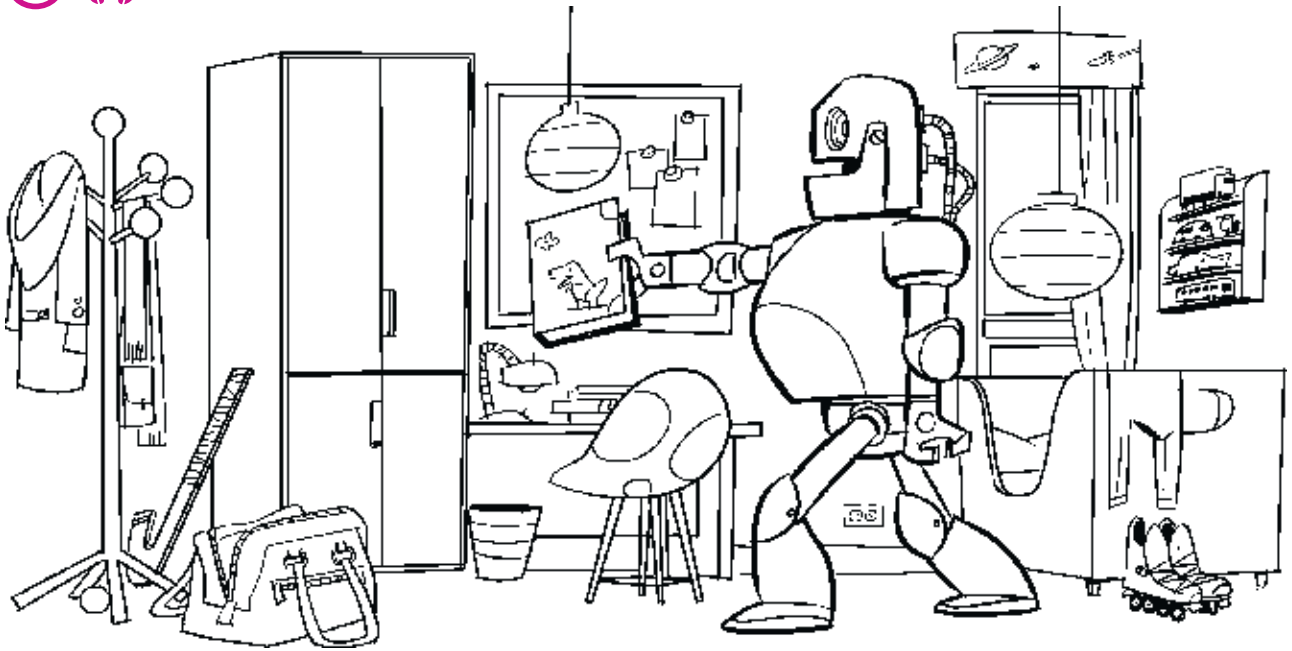


 **3.10**

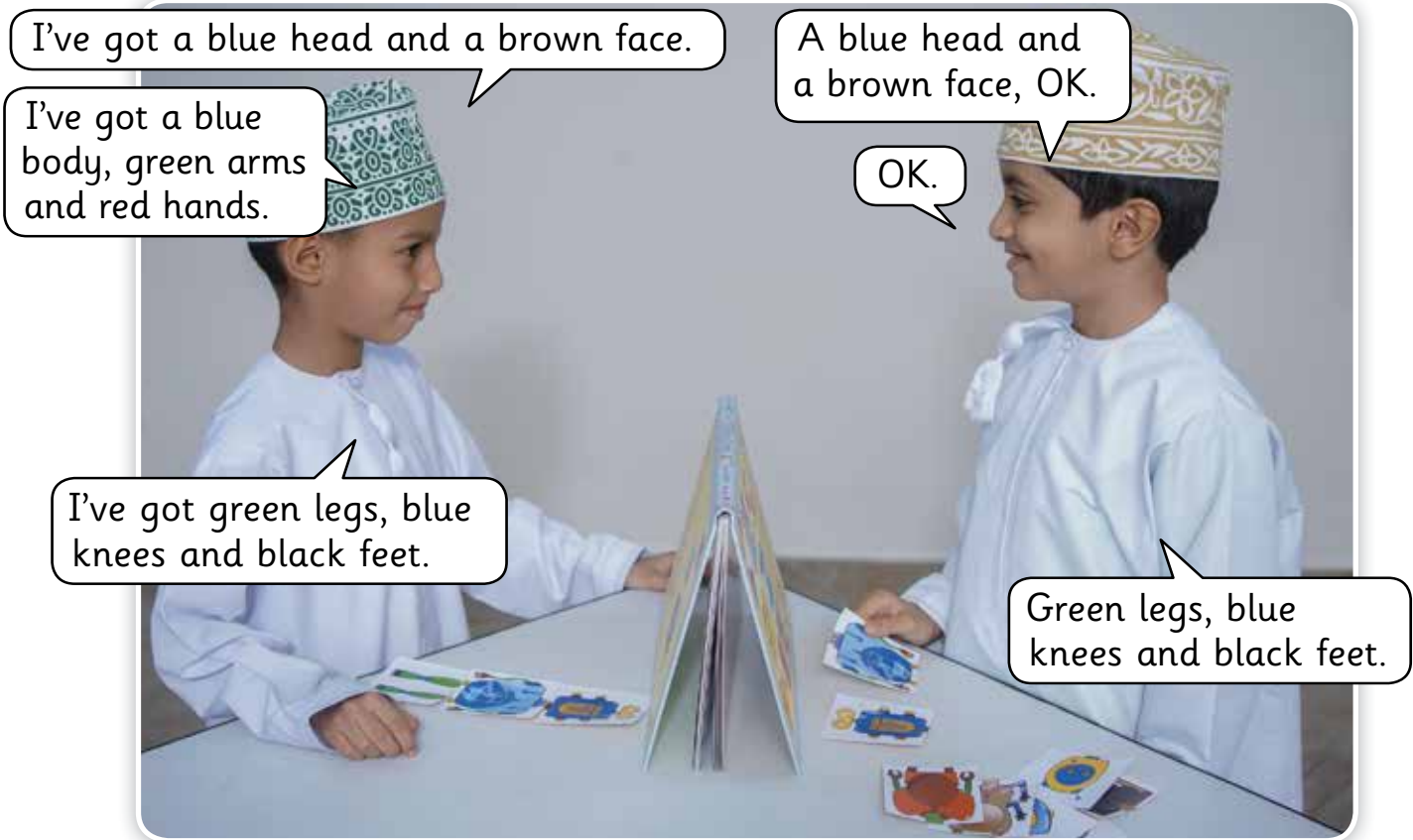
Move your body!

Touch your head!

1   3.11 Listen and colour.



2   3.12 Cut out. Then listen and play.



National Day



parade

Look! It's National Day in Oman! There is a parade. There are people in uniforms. The colours are red, white, yellow and green.



My name's Faisal. I love National Day.

I am with my family and friends. I walk and stamp my feet. I clap my hands. We bend and stretch our bodies.



My dress is blue, red, green and white.



1 **Before you read** What's your favourite festival? What do you wear?

2  Listen and read.

3  Find out more! Watch the video.

4 **After you read** Activity Book, page 41.

Project Lesson 5, part 2

Make a festivals poster.

- 1 Choose a festival.
- 2 Draw clothes for the festival.
- 3 Write. *My... is...*
- 4 Together, make a poster of your festival.
- 5 Show your poster to the class.

1 Find and point. Say.

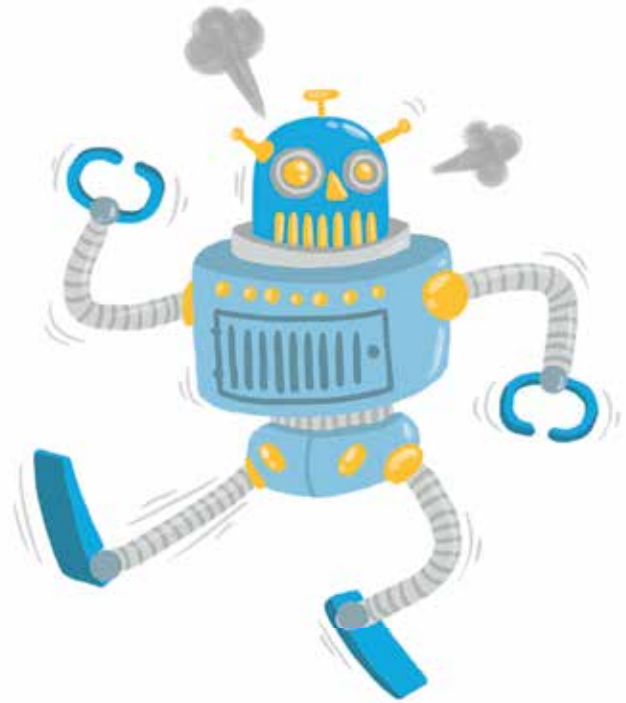
tummy

head

face

body

feet



2  Listen and read.



Look at my picture.

It's a **dinosaur** costume!

Yes. Look at the **body**. It's big.

Wow! What a cool **dinosaur**!

Thank you.

3  Act out the dialogue. Use different **toys** and **body parts**.

robot

action figure

doll

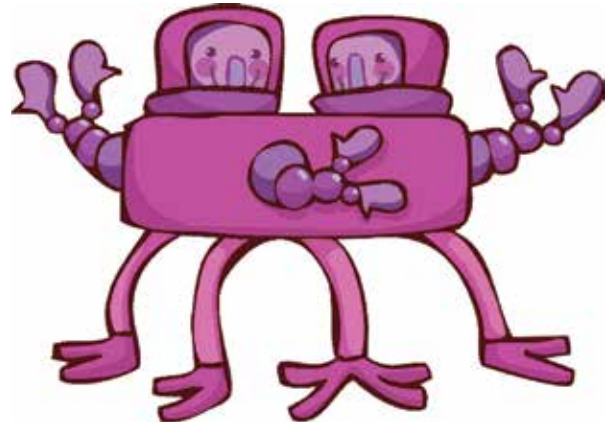
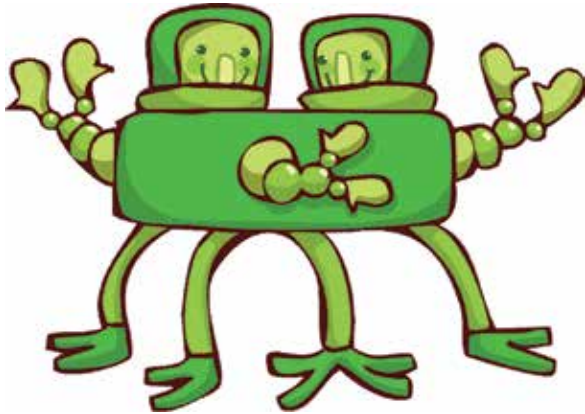
head

tummy

face

1  3.15 Listen and write.

arms feet hands heads legs toes



1 I've got three _____

I've got six _____

I've got two _____

2 I've got four _____

I've got five _____

I've got ten _____

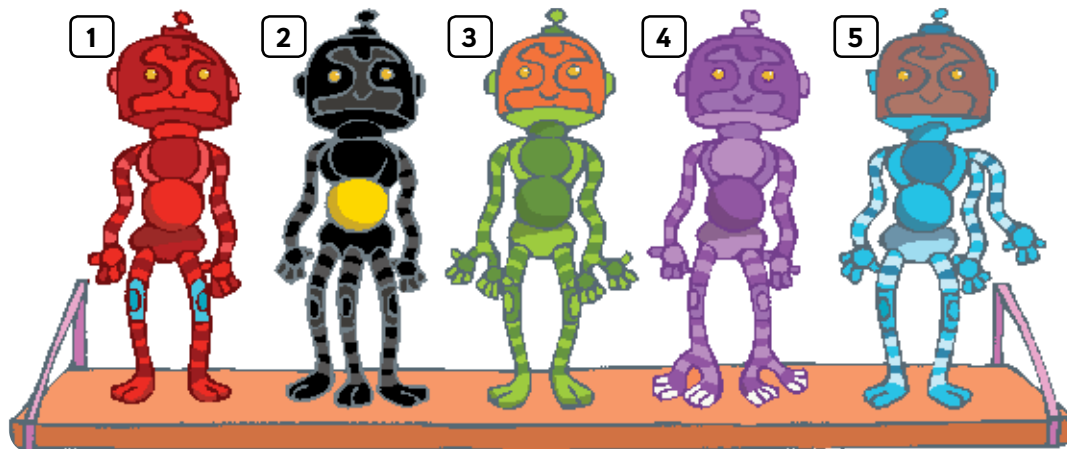
2  3.16 Listen and number.



3  Go to page 65.

Pre A1 Starters Reading and Writing Part 2

1 Look and read. Write Yes or No.



1 I've got eight fingers. I've got red knees.

.....

2 I've got a yellow tummy. I've got three legs.

.....

3 I've got a green face. I've got four hands.

.....

4 I've got five feet. I've got white toes.

.....

5 I've got a blue head. I've got three arms.

.....

Pre A1 Starters Speaking Part 1

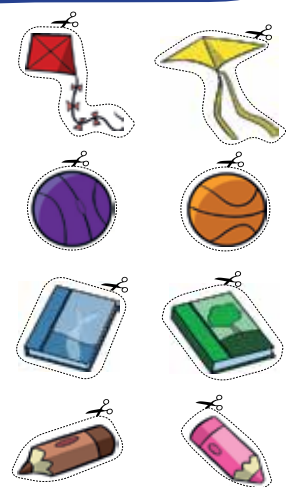
2 Use the picture in Activity 1 and the cut-outs from Unit 2. Say and do.



Point to the purple robot.

Point to the pink pencil.

Put the pink pencil on the purple robot.



4

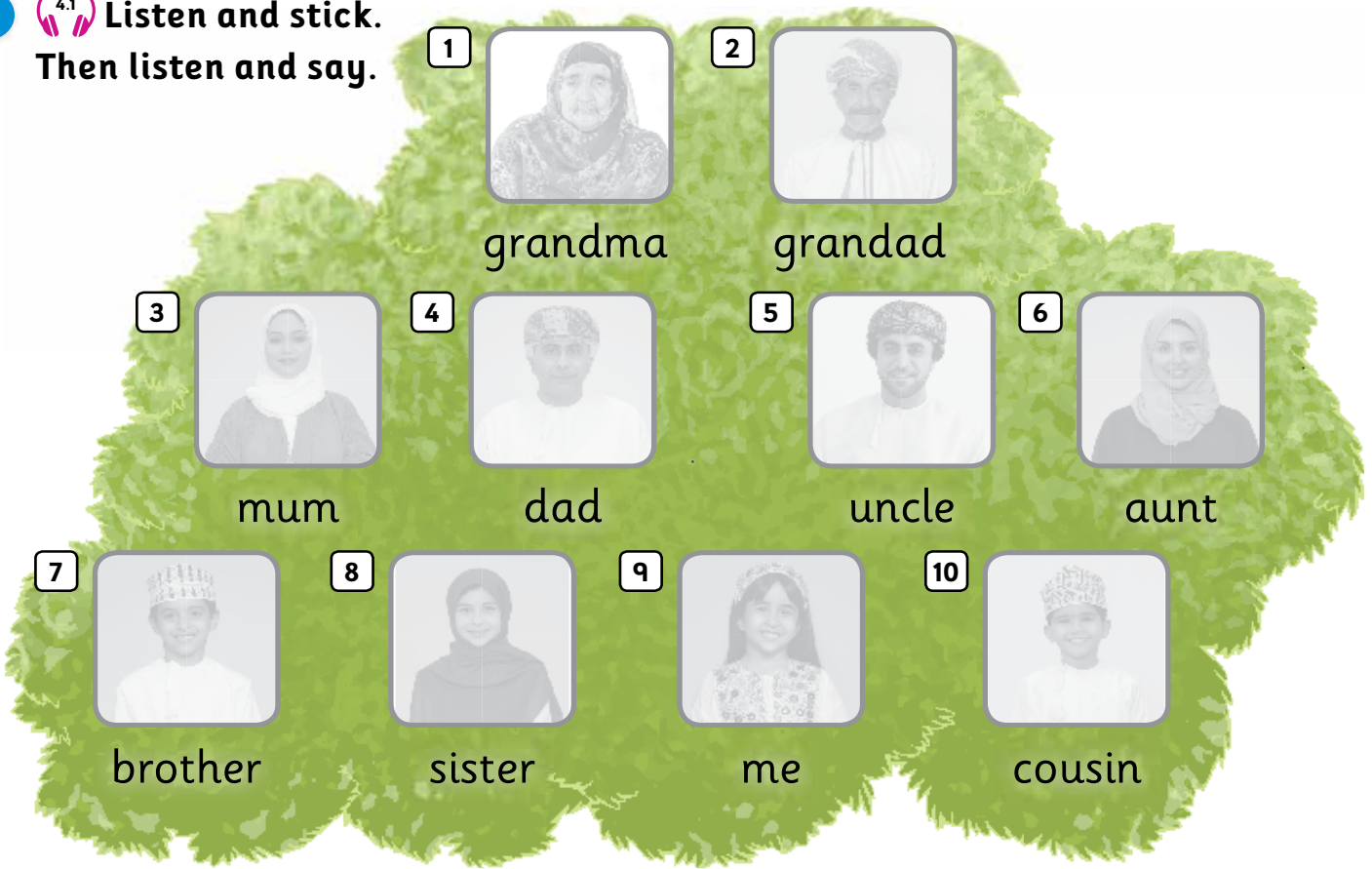
Meet my family

1  How many family words do you know?



Who's got four legs?
Where's Atomic?
How many chairs can you see?

2  Listen and stick.
Then listen and say.



3  Who are the family members on page 50?

4   Listen and chant.



Who's this?

It's my grandma.

I'm happy! You can see
My granddad, my mum,
my dad and me.

Who's this?

It's my brother.

I'm happy! You can see
My sister, my aunt,
my uncle and me.

Who's this?

It's my cousin.

I'm happy! You can see
This is my family
and me!

5  Show and say.



4.4

Who's this?

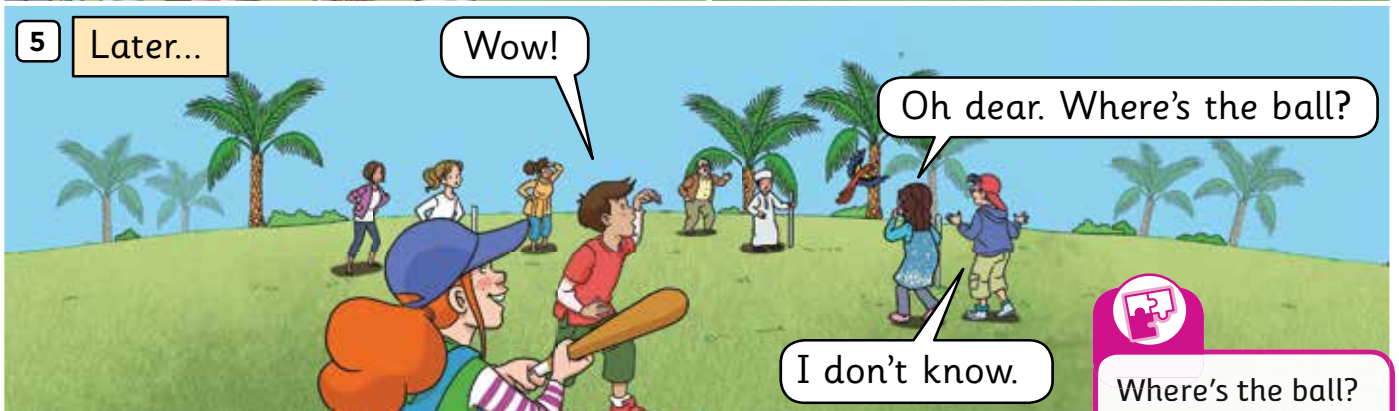
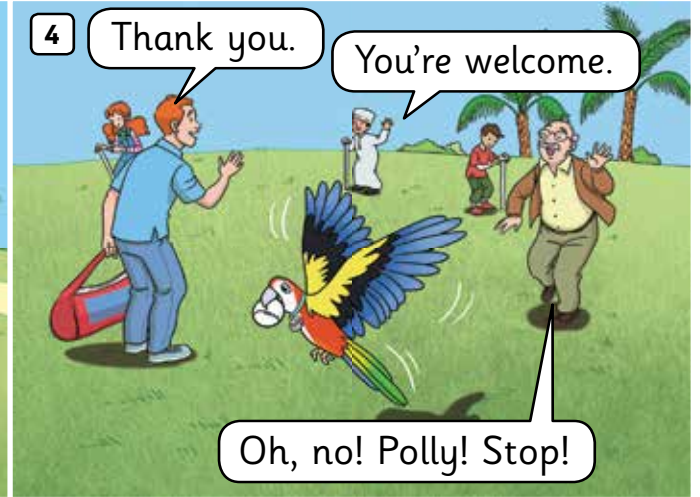
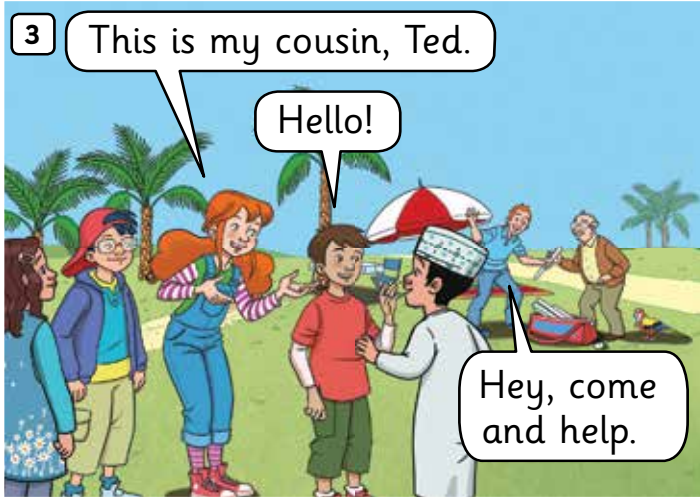
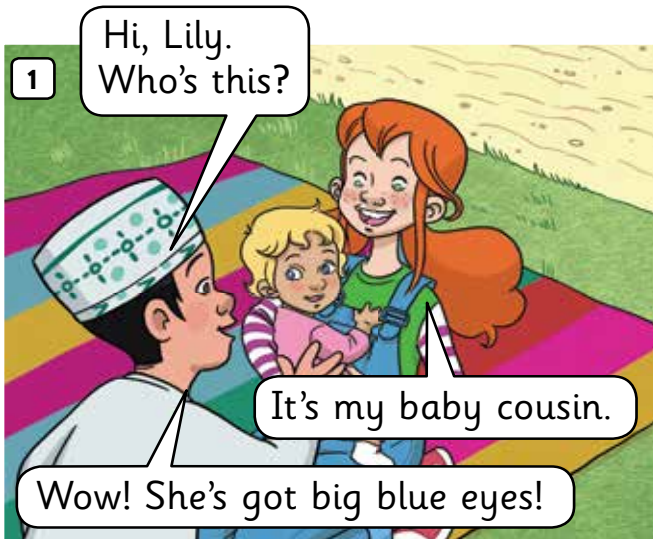
It's my brother.



1 Before you read What colour is the ball?

2 Watch or listen and read.

The game



Where's the ball? Can you guess?



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



1 Who's this?



a It's my cousin.

2 Who's this?



b It's my grandad.

3 Who's this?



c It's my sister.

4 Who's this?



d It's my uncle.



4 Act out the story.

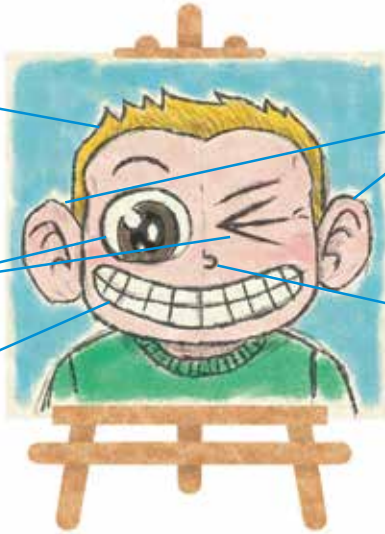
5 How many people in Lily's family play the game?



Values

Love your family

1  Listen and say. Then listen and circle.







hair

eyes

mouth

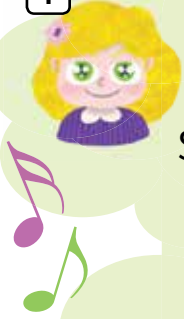
ears

nose

 fair
 brown
 red
 black

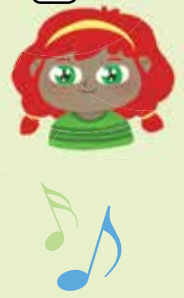
2  Listen and find. Then listen and sing.

1



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

2



This is my brother.
His name's Piers.
He's got a big mouth.
And he's got big ears.
He's got blue eyes.
He's got black hair.

3



Can you find my sister Claire?
She's got a small mouth.
And she's got red hair.

4



Can you find my brother Piers?
He's got a big mouth.
And he's got big ears.

3  Look at Activity 2. Say and find.

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



Number 4.

4.10 

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

1   4.11 Listen and draw lines.

my brother

my cousin

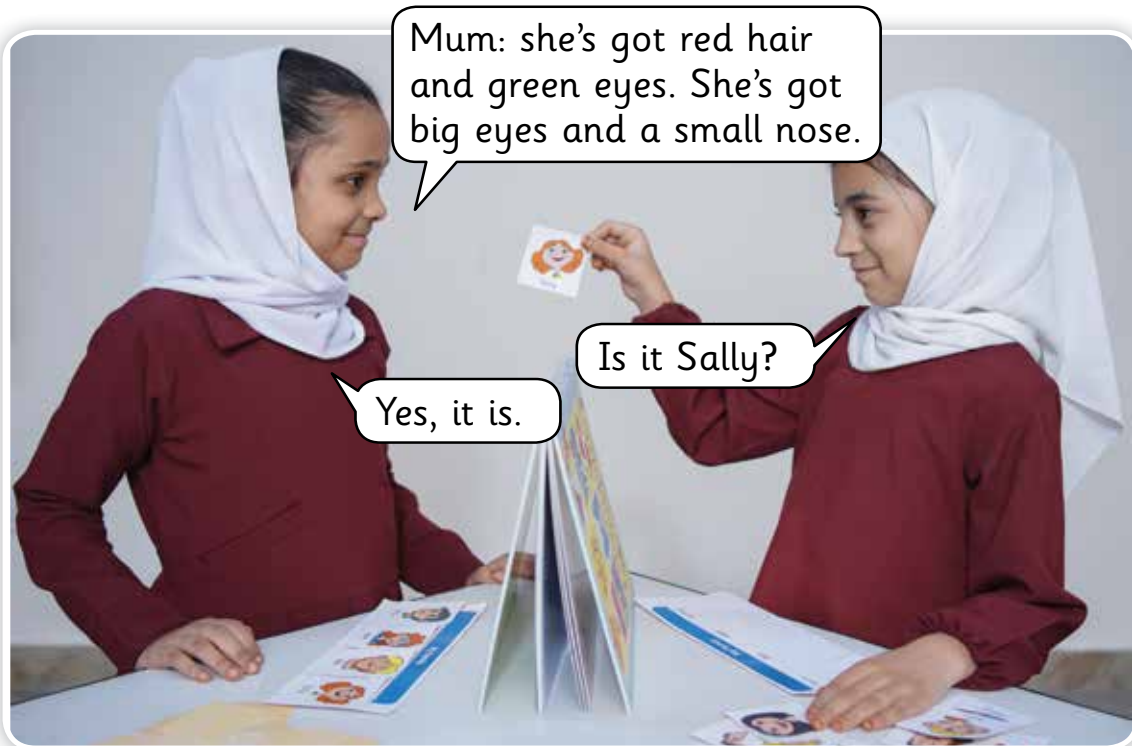


my sister

my aunt

my mum

2   4.12 Cut out. Then listen and play.



Mum: she's got red hair and green eyes. She's got big eyes and a small nose.

Is it Sally?

Yes, it is.

My brother's birthday

Hi! My name's Eman. This is me and my family – my mother, my father and my brother. It's my brother's birthday today.



Look at his cake. He's 7 today. Happy birthday, Ahmed!

black hair



This is my present for my brother Ahmed. It's a yo-yo.



Look at this picture! He's got black hair and black eyes. He's got a happy smile. Who is it? Yes! It's my brother Ahmed!

1 **Before you read** How many people live in your home? Who are they?

2  **Listen and read.**

3  **Find out more! Watch the video.**

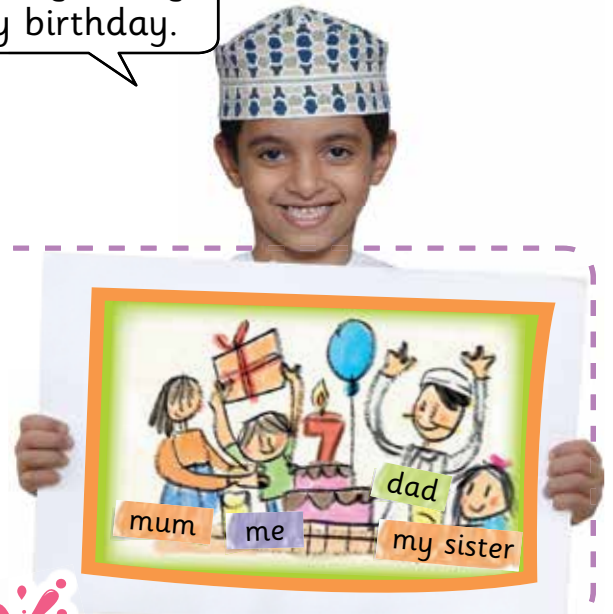
4 **After you read** Activity Book, page 51.

This is my family.
It's my birthday.

Project Lesson 5, part 2

Make a class art gallery.

- 1 Draw your family celebrating a birthday.
- 2 Write. *This is my... It's my birthday.*
- 3 Together, make a class art gallery.
- 4 Tell your class about your picture.



1 4.14 Listen. Circle the correct word.



brother / sister



aunt / uncle



friend / cousin



brother / aunt



sister / friend



cousin / uncle

2 4.15 Listen and read.



Muna

Nassra

Safa

Hi, Nassra. Who's this?

Hi, Safa. This is my sister. Her name's Muna.

Hello, Muna.
Nice to meet you.

Hi, Safa. Nice to meet you, too.

3 Act out the dialogue. Use different names and family members.

brother

cousin

aunt

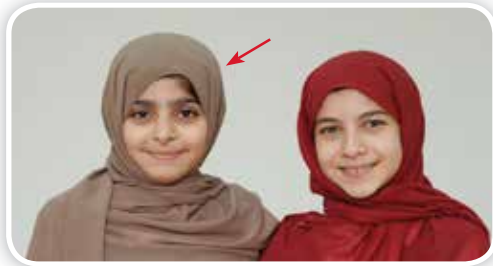
uncle

friend

His name's Ahmed.
Her name's Muna.

1 Look and write.

uncle sister cousin mum



1 This is my _____.



2 _____ is my _____.



3 _____ my



4 _____ my

2 Listen and tick (✓).

1





2





3





4





3 Go to page 65.

Pre A1 Starters Reading and Writing Part 1

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

1



She's got big eyes.

2



He's got brown hair.

3



She's got a small nose.

4



He's got big ears.

5



She's got fair hair.

6



He's got a small mouth.

Pre A1 Starters Speaking Part 4

2  Talk about your families.



My mum's got a small nose.



My dad's got brown eyes.

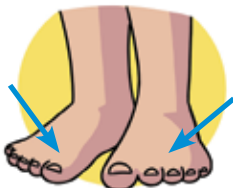
Language booster 2

 How many body words can you say?

1  LB2.1 Listen and say.



head



feet



leg



arm



hand

2 Look and match.

- 1 There are two _____ arms.
- 2 There are four _____ legs.
- 3 There are seven _____ heads.
- 4 There are four _____ feet.
- 5 There are five _____ hands.



3  Say and play.



There are two heads.

No! There are seven feet.

Yes! There are eight feet.



LB2.2

There are three legs.
There is a head.

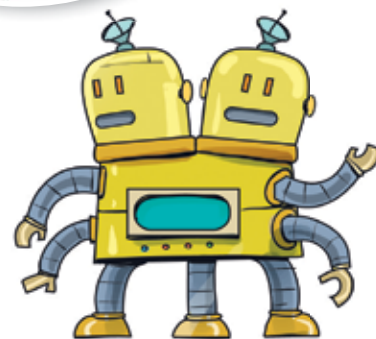
4  **Look at the robot. Listen and read.**

Are there three legs?

Yes, there are. There are three legs.

Is there one arm?

No, there isn't. There are four arms.




5  **Act out the dialogue. Use different parts of the body.**

head

feet

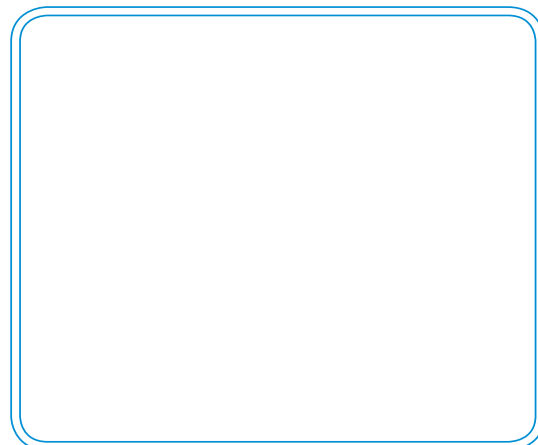
hands

6  **Draw a picture of a funny monster. Write about its body parts.**

This is a monster.

1 There are _____.

2 There is _____.



Show what you know

Write, tick and stick.

How many body words can you say now?

Can you talk about body parts?

Can you count different things?

Well done!






Social Studies

In my town

Think

1 What's in your town?

Learn

2  Listen, read and check.

In my town

There are lots of buildings in my town.

school



There is a **school**.

hospital



There is a **hospital**.

shops



There are some **shops**.

houses



There are some **houses**.

café



There is a **café**.

Check

3 Match the names with the buildings.

1 houses

2 hospital

3 school

4 café

5 shops



4 Look and say.

There is a **café**.

Yes! And there are some **houses**.

Let's practise!

1 Match the activity with the place.

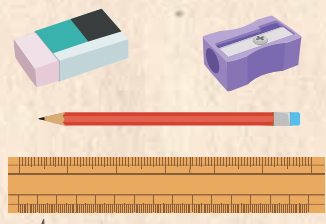
- 1 house 2 shop 3 hospital 4 school 5 café



2 What places do you know in your town?

Show what you know

Make a map of your town.



Progress path

Read and write. Then stick.

Welcome



How many balloons?



.....
.....
.....

Welcome



What colour is it?



.....
.....
.....

What's this?

Unit 1



.....
.....
.....

Unit 1



Is it a swing?



.....
.....
.....

Unit 2



Which is correct?

This / These
are my crayons.



Ready?



Unit 3



Which is correct?
Move / Clap your
body!



Unit 4



She's got red hair.
She's got green eyes.
Who's that?

.....
.....
.....

Unit 3



I've got two.
I move them
and stamp them. What
are they?

.....
.....
.....

Unit 4



Which is correct?
His / Her name's
Fatma.



Unit 2



Where's the pencil?



.....
.....
.....



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 © 2022

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

Authorized Licensed Edition from the Spanish edition, entitled Team Up, by Susannah Reed and Lesley Koustaff with Kay Bentley, published by Pearson Educación, S.A.

Copyright © Pearson Educación, S.A., 2018, and Team Together, Susannah Reed and Lesley Koustaff with Kay Bentley, published by Pearson Education Limited 2019

The right of Susannah Reed and Lesley Koustaff to be identified as authors of this Work has been asserted by them 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 Gareth Vaughan, Louisa Essenhig, Natalie Murray and Sian Mavor.

'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 2022

ISBN:

Image Credit(s):

Alamy Stock Photo: christophe cappelli 46; Marc Tielemans 17, 75; Robin Laurance 46

Getty Images: Lane Oatey/Blue Jean Images 44

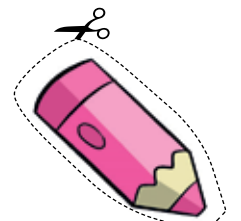
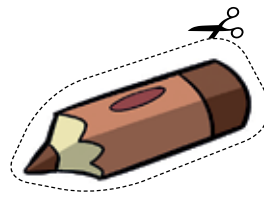
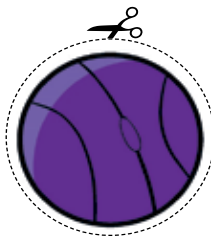
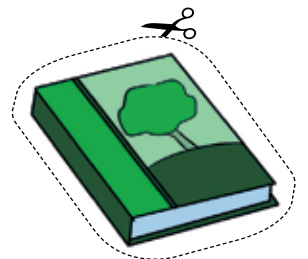
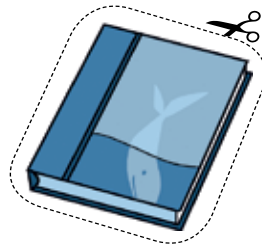
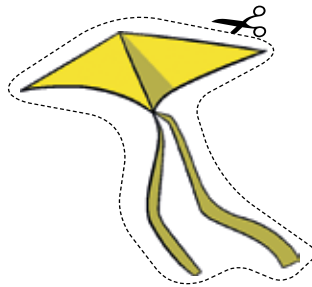
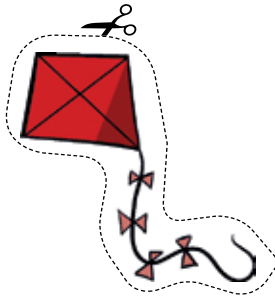
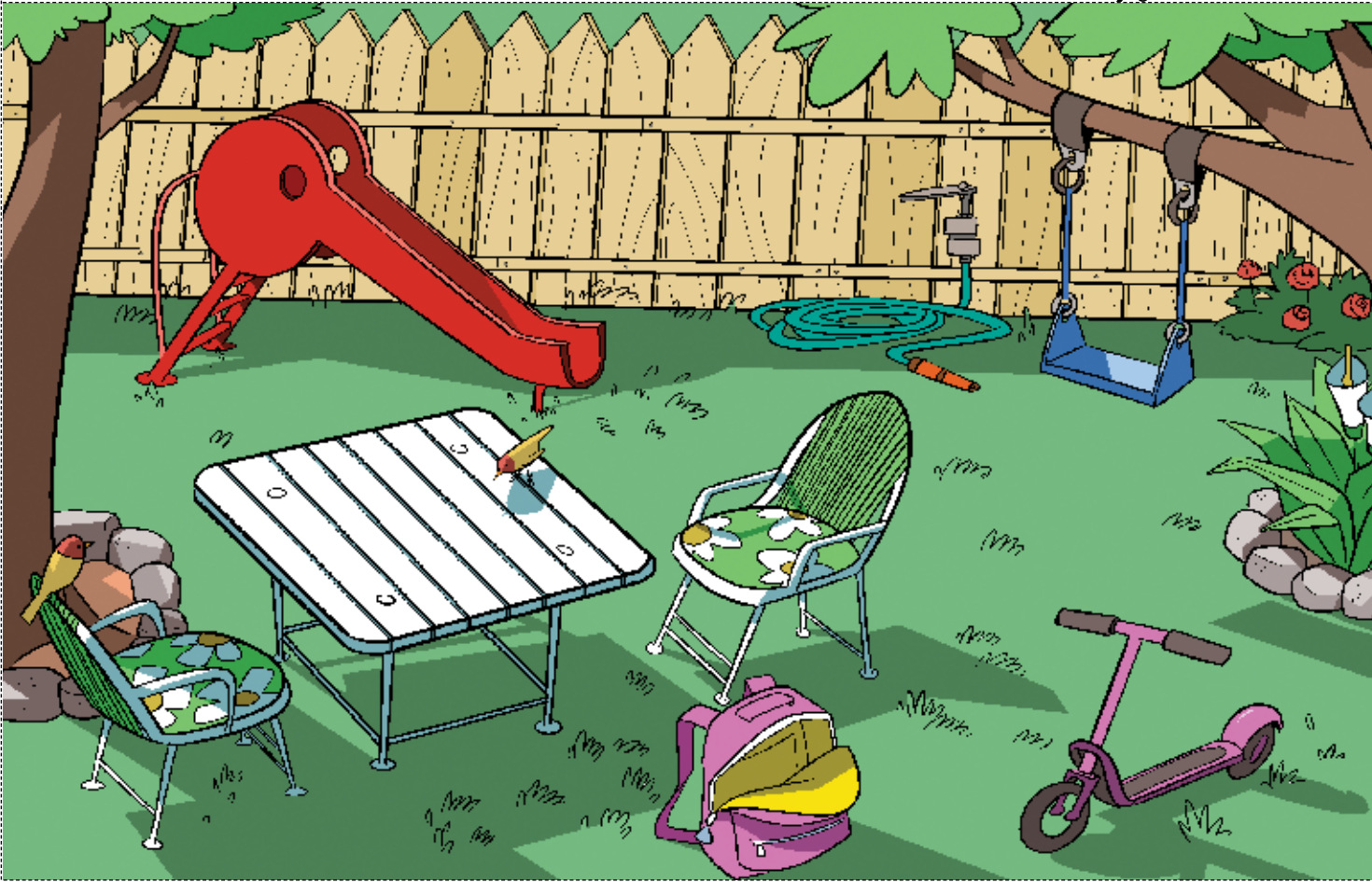
Shutterstock.com: Africa Studio 34; ajt 27, 33, 75; aldegonde 24; Alexander Limbach 39, 63; Alhovik 39; AM-STUDI0 67; Artmim 24; Artsplav 48; Art Alex 63; Beneda Miroslav 38; boitano 17, 67, 75; Borodkin Viacheslav 34; Brian A Jackson 44; Caroline Ericson 62; charles taylor 17, 75; Dahlia 63; David Pereiras 63; dezn56 27, 75; domnitsky 27, 33, 75; elesi 46; ffolas 24, 67; Granate Art 39; Here 44; Igor Sokolov (breeze) 39; ILYA AKINSHIN 67; In Green 48; Jojje 17, 75; joppo 24, 67; Julian Rovagnati 24; Katiekk 46; King of the Balloons 56; KittyVector 63; Koloj 27, 33, 75; Luis Louro 67; Lucie Lang 27, 33, 75; Luisa Leal Photography 34; LumineImages 38; lunamarina 44; Lyudmyla Kharlamova 39; Matyas Rehak 62; Mauro Rodrigues 67; Mercury Green 17, 75; metha1819 67; Monkey Business Images 38; MShev 44; Nastya Trel 39; Nenov Brothers Images 17, 75; Nerthuz 17, 75; Nick N A 24; nito 27, 75; Paleka 48; Pamela Uyttendaele 27, 75; Pavel L Photo and Video 23; Perutskyi Petro 67; petrroudy43 39; Pressmaster 38; raysay 67; Richard Heyes 17, 75; Rosli Othman 17, 75; RusGri 27, 75; Ruslan Ivantsov 27, 33, 34, 75; s_oleg 48; Sabelskaya 39; Sergiy Kuzmin 24; sherwood 39; simez78 39; Skycolors 39; Sonya illustration 39; Squeeb Creative 67; Tatiana Popova 17, 75; Teguh Mujiono 37; trabantos 62; Valentin Agapov 27, 33, 75; veerucolor1 63; wacpan 67; Wirestock Creators 39; yevgeniy11 24; Zurijeta 39

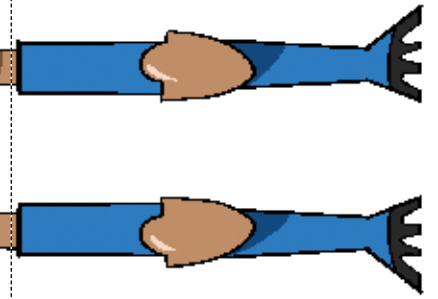
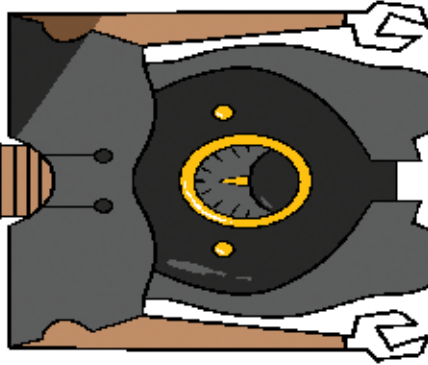
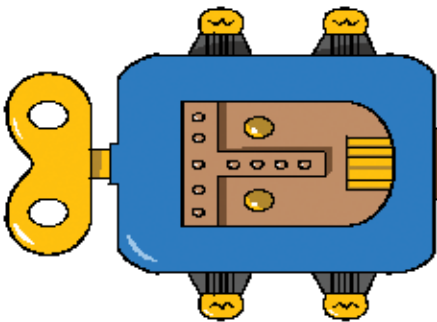
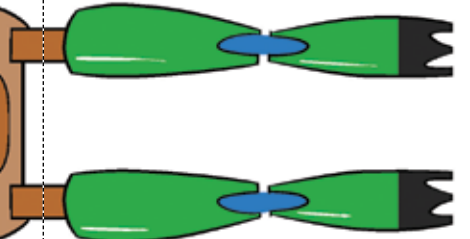
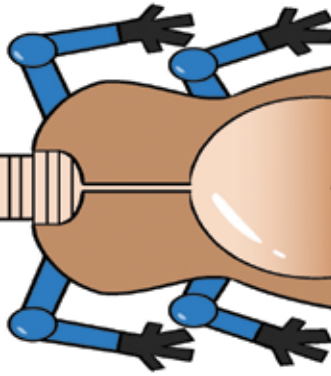
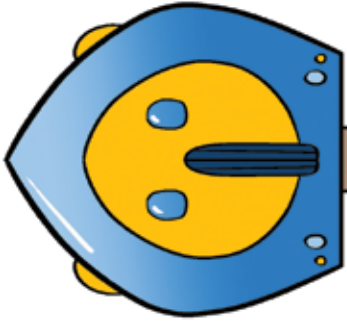
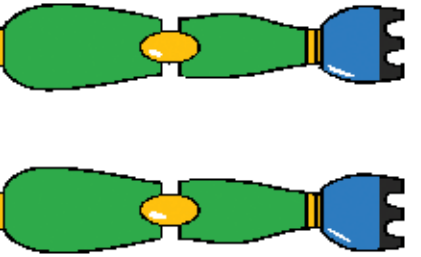
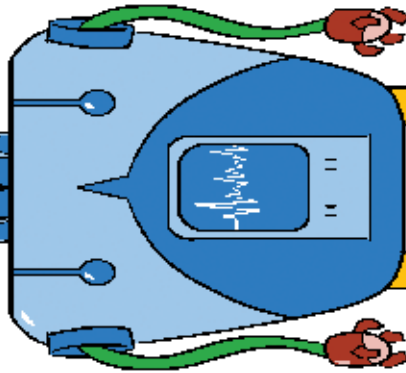
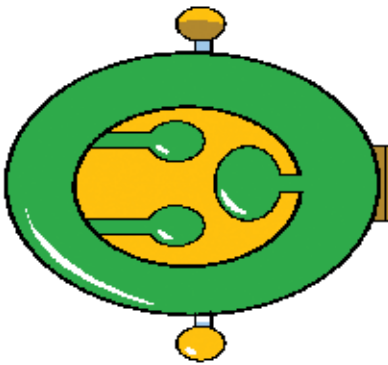
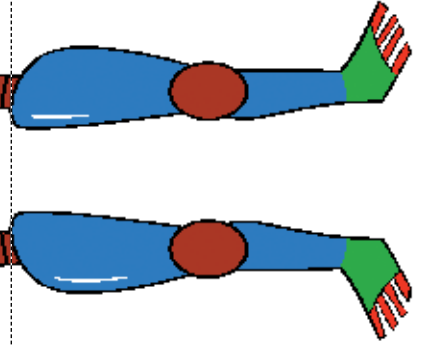
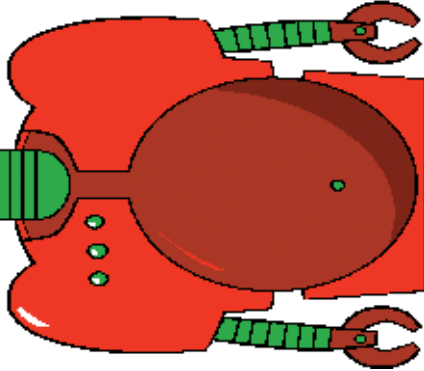
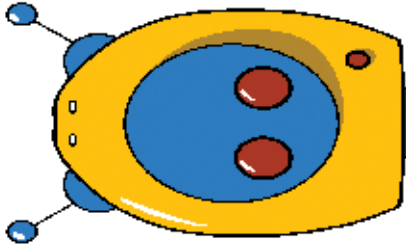
York Press Limited: 10, 11, 13, 14, 20, 21, 22, 27, 31, 32, 33, 35, 36, 37, 41, 44, 45, 46, 47, 49, 51, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 77

Illustrated by Rafa & Nathalie Studio (unit openers and stories), José Luis Ágreda, Pablo Velarde, Roasana Crespo, Daniel Cruz, Christos Skaltsas (Hyphen) and Denis Alonso

Cover Image: Rafa & Nathalie Studio









My family

mum

dad

sister

brother



Sally



John



Alice



Alex



Jill



Tony



Daisy



Will



Sue



Bill



Kim



Tom

