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2040



SULTANATE OF OMAN  
MINISTRY OF EDUCATION

# TEAM Together OMAN 2B

Class Book  
with Digital Resources



Trial Edition  
2023



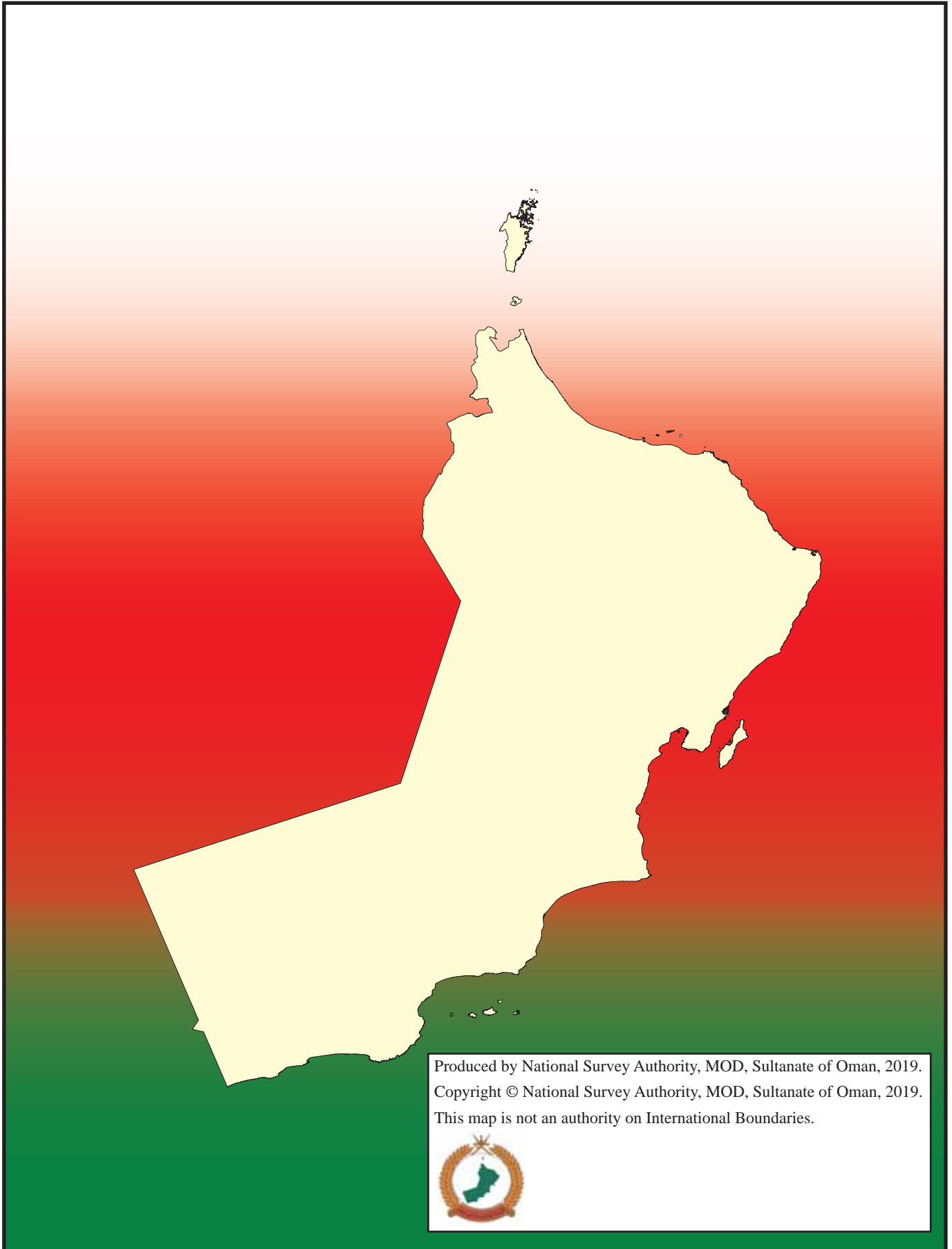
**His Majesty  
Sultan Haitham Bin Tarik**



**The Late Sultan  
Qaboos Bin Said**



# Sultanate of Oman



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## **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 2 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 next year!





SULTANATE OF OMAN  
MINISTRY OF EDUCATION

# TEAM Together OMAN 2B



Class Book  
with Digital Resources

## Contents

5 See the animals! .....	10
6 Do you like apples? .....	20
<b>Atomic's Learning Club</b>	
Language booster 3 .....	32
7 It's windy! .....	34
8 Who's at home? .....	44

<b>Atomic's Learning Club</b>	
Language booster 4 .....	56
<b>Progress path</b> .....	58
<b>Cut-outs</b> .....	61
<b>Stickers</b>	



# Scope and sequence

Unit	Vocabulary	Grammar	Skills
5 <b>See the animals!</b>	<p>Pets: cat, dog, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise</p> <p>Animal body: feathers, fur, shell, tail, teeth, wings</p> <p>Adjectives: big, small, long, short</p>	<p>What are these? They're cats.</p> <p>It's got big teeth.</p>	Describing pets
6 <b>Do you like apples?</b>	<p>Food (1): apple, banana, beans, carrot, orange, pasta, peas, potato, rice, tomato</p> <p>Food (2): bread, cheese, chicken, eggs, fish, juice, meat, milk, water</p>	<p>I like apples./I don't like pasta.</p> <p>Do you like cheese?</p> <p>Yes, I do./No, I don't.</p>	Describing your likes and dislikes

## Atomic's Learning Club: Language booster 3

7 <b>It's windy!</b>	<p>Weather: cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy</p> <p>Clothes: boots, coat, jumper, shoes, shorts, skirt, T-shirt, trousers</p>	<p>What's the weather like?</p> <p>It's cloudy.</p> <p>I'm wearing a T-shirt and shorts.</p>	Describing clothes
8 <b>Who's at home?</b>	<p>House: balcony, bathroom, bedroom, flat, hall, house, garage, garden, kitchen, living room</p> <p>Chores: clean the floor, do the washing up, lay the table, make the bed, tidy up, wash the car, water the plants</p>	<p>Where's my dad?</p> <p>He's in the garden./He isn't in the bedroom.</p> <p>He's/She's tidying up.</p>	Describing chores you do at home

## Atomic's Learning Club: Language booster 4

Progress path

Cut-outs

Stickers

Culture	English in action / Values	Get ready for...
Al Dimaniyyat Islands Nature Reserve Project: An animal poster	Asking about favourite animals Do you like rabbits?	Pre A1 Starters Reading and Writing Part 2 Reading and Writing Part 4
Omani dishes Project: A poster about your favourite food	Asking for food and drink Can I have an apple, please?	Pre A1 Starters Reading and Writing Part 3 Speaking Part 3 Listening Part 2

### Maths: Numbers 11–20

Sandstorms Project: A poster about your favourite weather	Giving instructions Take off your jumper.	Pre A1 Starters Reading and Writing Part 1 Reading and Writing Part 5 Speaking Part 3
Unusual homes Project: A class book	Asking for and offering to help Can you help me lay the table?	Pre A1 Starters Reading and Writing Part 5 Listening Part 1

### P.E.: Activities

5

# See the animals!

1



How many animals can you see?

## PET SHOP













Who has got red hair?  
What toys can you see?  
Where's the dinosaur?


10 ten



2   Listen and stick. Then listen and say.

1 	2 	3 	4 	5 
cat	dog	rabbit	hamster	mouse
6 	7 	8 	9 	10 
parrot	tortoise	snake	fish	spider

3   Listen and chant.



one **mouse** – two **mice**  
one **fish** – two **fish**

What are these? They're cats.  
What are these? They're dogs.  
Cats, dogs and rabbits.  
Hamsters and mice.  
One pet, two pets, three pets, four.  
Can you help me find some more?

What are these? They're parrots.  
What are these? They're fish.  
Parrots, fish and spiders.  
Tortoises and snakes.  
One pet, two pets, three pets, four.  
Can you help me find some more?


4  Find the animals on page 10. Ask and answer.

What's this?

They're rabbits.

It's a tortoise.

What are these?

 What are **these**?  
**They're** cats.





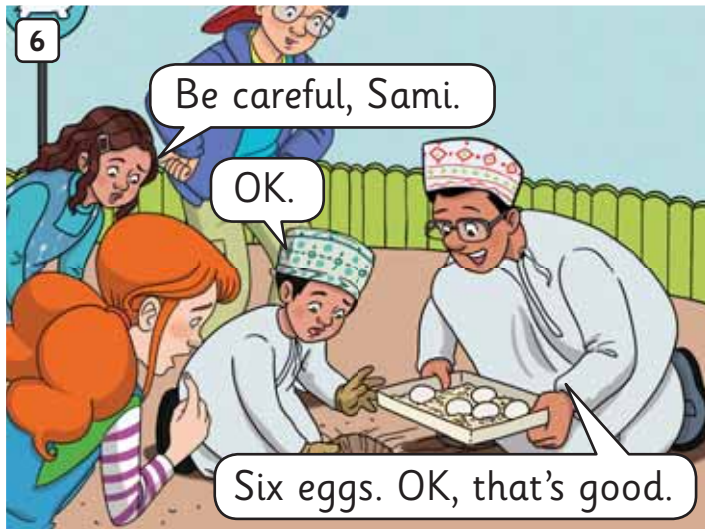
- 1 **Before you read** How many rabbits can you see?
- 2 5.7 Watch or listen and read.

## The strange eggs



What animals are inside the eggs?





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

- 1 They're **small** **big** rabbits.
- 2 They're **brown** **white** mice.
- 3 It's a **big** **small** spider.
- 4 They're **parrot** **tortoise** eggs.

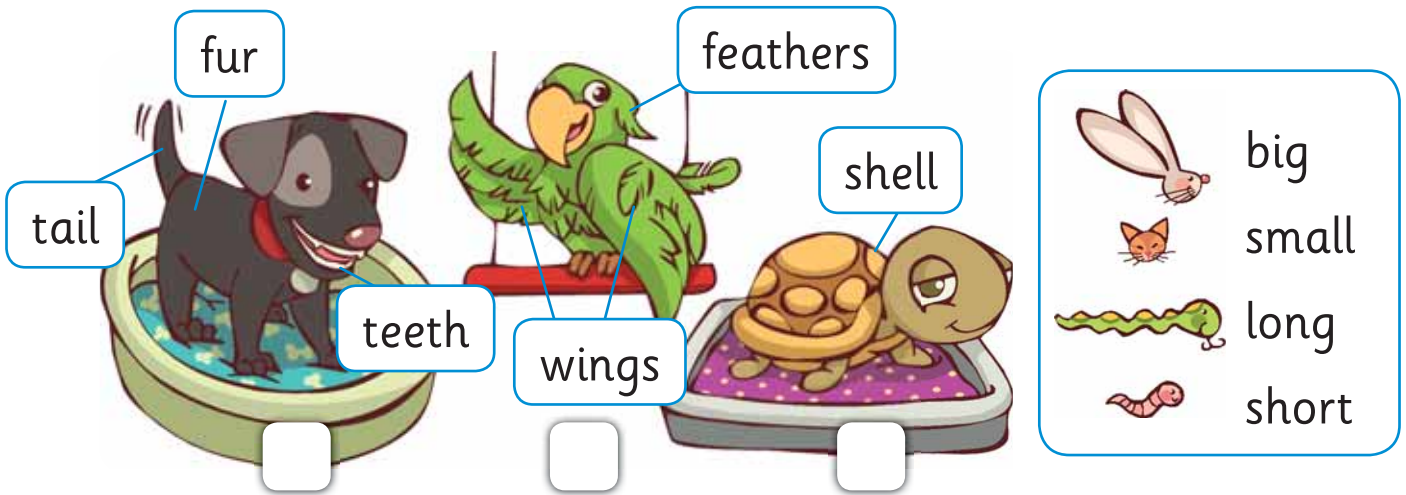
4 Act out the story.

Values

Take care of animals

5 Think of a strange egg. What animal is inside? Draw it.

1   Listen and say. Then listen and number.



2   Listen and find. Then listen and sing.

I've got a new pet.  
Can you guess what it is?  
I've got a new pet.  
Now guess what it is!

It's got brown fur and it's got a long tail.  
It's got four legs and it's got big teeth.  
What is it? What is it? Can you guess?  
It's a dog. Yes, it is.

It's got four legs and it's got a small head.  
It's got a short tail and it's got a shell.  
What is it? What is it? Can you guess?  
It's a tortoise. Yes, it is.

3  Describe and guess.

It's small. It's got red feathers and a tail.  
It's got two wings.

No, it isn't.

Yes, it is.

Is it a rabbit?

Is it a parrot?

4  Describe an animal for your classmate to draw.

 It's got big teeth.



1   5.13 Listen and colour.



2   5.14 Cut out. Then listen and play.





# Al Dimaniyyat Islands Nature Reserve



My name's Muna.  
I'm from Barka.

island

This is Al Dimaniyyat Islands Nature Reserve. Can you see the islands? We can see lots of animals there.



turtle

This is a turtle in the nature reserve. You can see lots of turtles here.



cage

This is An Naman Zoo. It's in Barka. It's got birds and snakes. They are in cages. We love the zoo!

1 **Before you read** What animals can you see in a zoo?

Do you like zoos?

2  Listen and read.

3  Find out more! Watch the video.

4 **After you read** Activity Book, page 13.

## Project Lesson 5, part 2

Create an animal poster.

- 1 Choose an animal to write about and to draw.
- 2 Draw the animal.
- 3 Write. *It's a ... It's got ...*
- 4 Show your poster to the class and talk about it.
- 5 Have a class vote: what's your favourite animal?

It's a tiger. It's got big teeth and short fur.



1  Listen and read.



What's your favourite animal?

My favourite animal is a **cat**.  
What about you?

I love **hamsters**. **Hamsters** are my favourite animals!

2  Act out the dialogue. Use different **pets**.

- fish
- mouse
- snake
- spider
- tortoise

3 Read and order.

My favourite animal is a hamster. What about you?

I love cats! Cats are my favourite animals!

What's your favourite animal?



1 Look, circle and write.

tortoise mouse ~~cat~~ spider

tortoises mice cats spiders



What's this?

It's a cat.

What are these?

They're \_\_\_\_\_.



What's this?

It's a \_\_\_\_\_.

What are these?

They're \_\_\_\_\_.



What's this?

It's a \_\_\_\_\_.

What are these?

They're \_\_\_\_\_.



What's this?

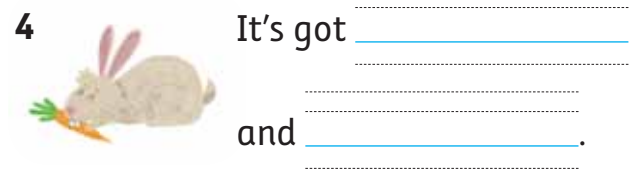
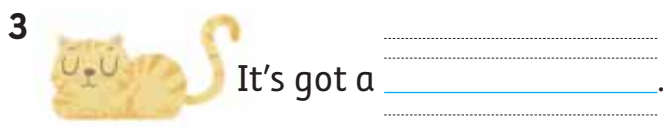
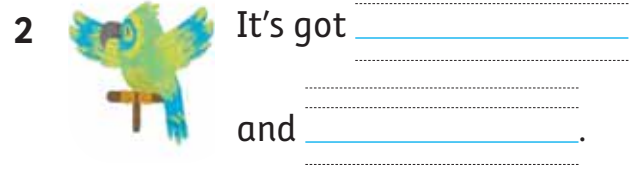
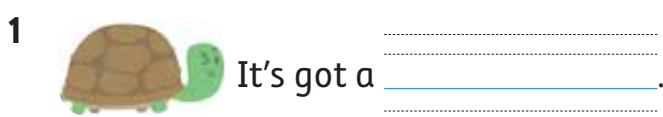
It's a \_\_\_\_\_.

What are these?

They're \_\_\_\_\_.

2 Look and write.

feathers shell teeth fur wings tail



3  Go to the Progress path on page 58.

## Pre A1 Starters Reading and Writing Part 4

- 1  Read this. Choose a word from the box. Write the correct word next to numbers 1–6.

### Animal fact file



Hamsters are small animals. A hamster has got (1) \_\_\_\_\_


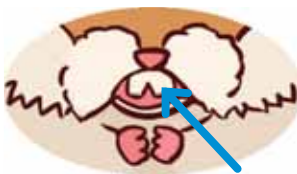




on its body. It's got (2) \_\_\_\_\_ in its mouth. And it's got a

(3) \_\_\_\_\_.

Hamsters have got four legs and (4) \_\_\_\_\_ have got two.

A parrot has got two (5) \_\_\_\_\_. It's got (6) \_\_\_\_\_

on its body.

 feathers	 teeth	 tail
 parrots	 wings	 fur















# Do you like apples?

1  How many food items can you see?



How many tortoises can you see?  
Where's the rabbit?  
What colour is the spider?

2 6.1 6.2 Listen and stick. Then listen and say.

1		2		3		4		5	
	apple		orange		banana		tomato		carrot
6		7		8		9		10	
	potato		beans		peas		rice		pasta

3 Find the food on page 20.

one tomato – two tomato**es**  
one potato – two potato**es**

4 6.3 6.4 Listen and chant.

<p>I like apples and I like oranges. I like bananas, too. I like beans, but I don't like carrots. I don't like carrots. Do you?</p>	<p>I like tomatoes and I like peas. I like potatoes, too. I like rice, but I don't like pasta. I don't like pasta. Do you?</p>
-------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------

5 Make a verse of the chant. Draw and say.

pasta 😊	beans 😊
carrots 😊	rice 😞
potatoes 😊	

I like pasta and I like carrots...



6.5

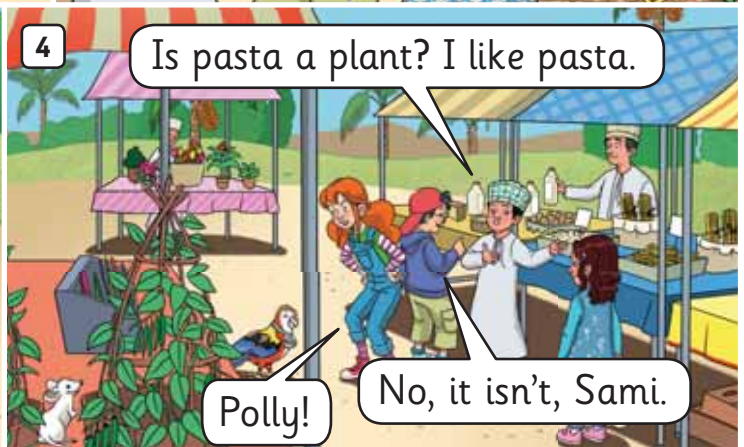
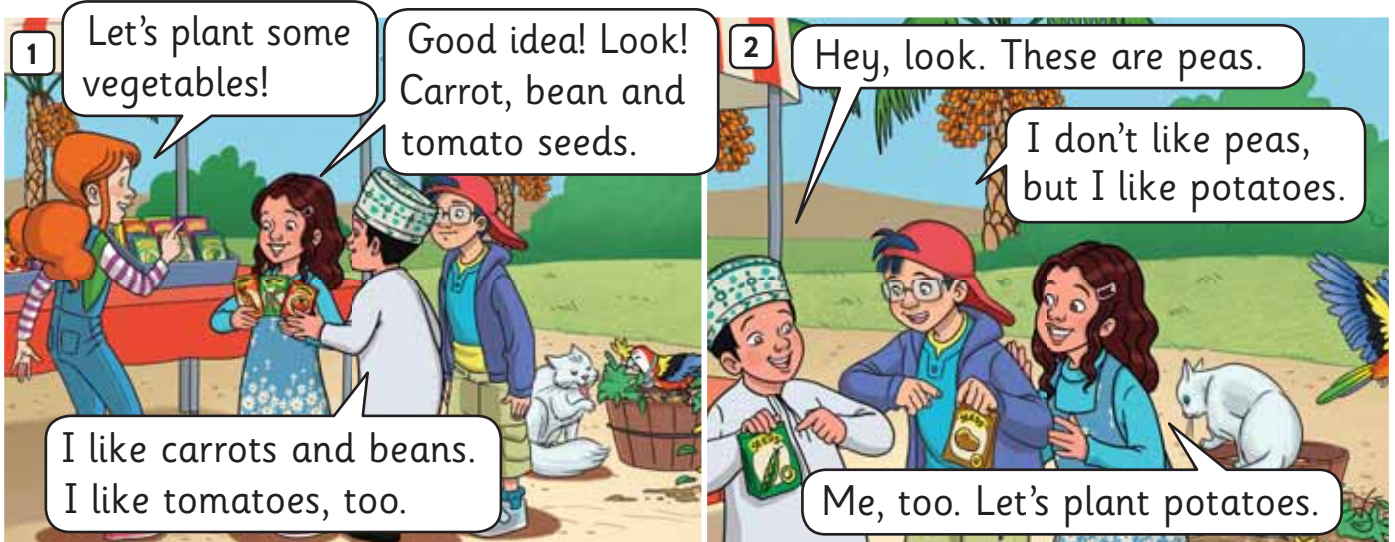
I like apples.  
I don't like pasta.





1 Before you read Where's the mouse?

2 6.7 Watch or listen and read.



What do they do with the seeds?





3 **After you read** Look at the story. Who's speaking?  
Read and match.



- 1 I like beans and tomatoes.
- 2 I don't like peas.
- 3 I like rice.
- 4 I like bananas.



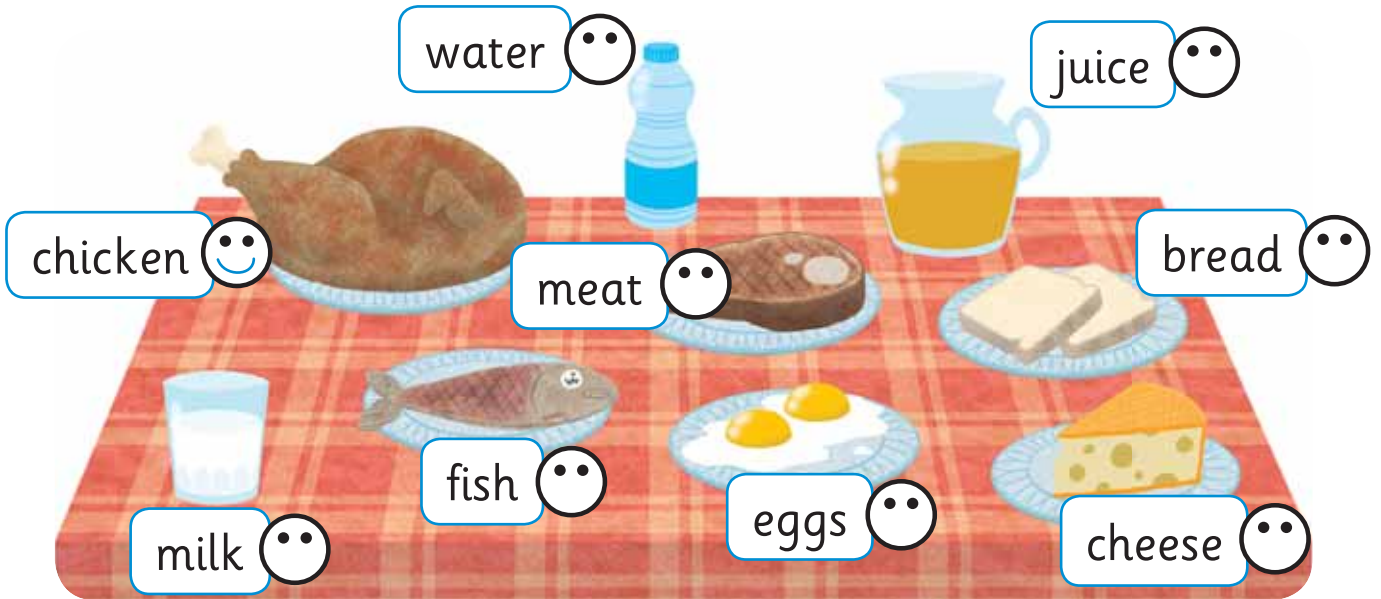
4 Act out the story.

5 Plan a small farm by your house or at school.

**Values**  
Eat healthy food



1 Listen and say. Then listen and draw 😊 or ☹️.



2 Listen and sing.



Do you like chicken?  
Yes, I do.



I like meat and I like fish, too.

Do you like eggs?  
No, I don't.

I don't like eggs or cheese.

But I like fish.

Oh yes, I like fish.



Do you like milk?  
Yes, I do.



I like milk and I like water, too.

Do you like juice?  
No, I don't.

I don't like juice or bread.

But I like water.

Oh yes, I like water.



3 Circle the food you like. Cross (X) the food you don't like. Then ask a friend.



Do you like chicken?

Yes, I do.

Do you like meat?

No, I don't.

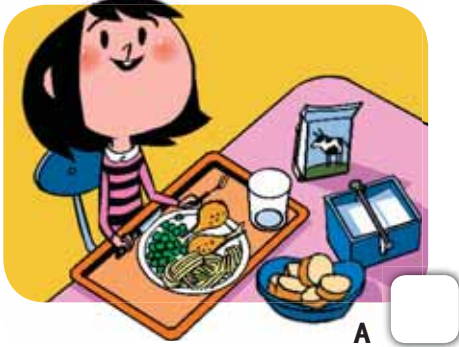
6.12

Do you like cheese?

Yes, I do./No, I don't.

1   6.13 Listen and tick (✓).

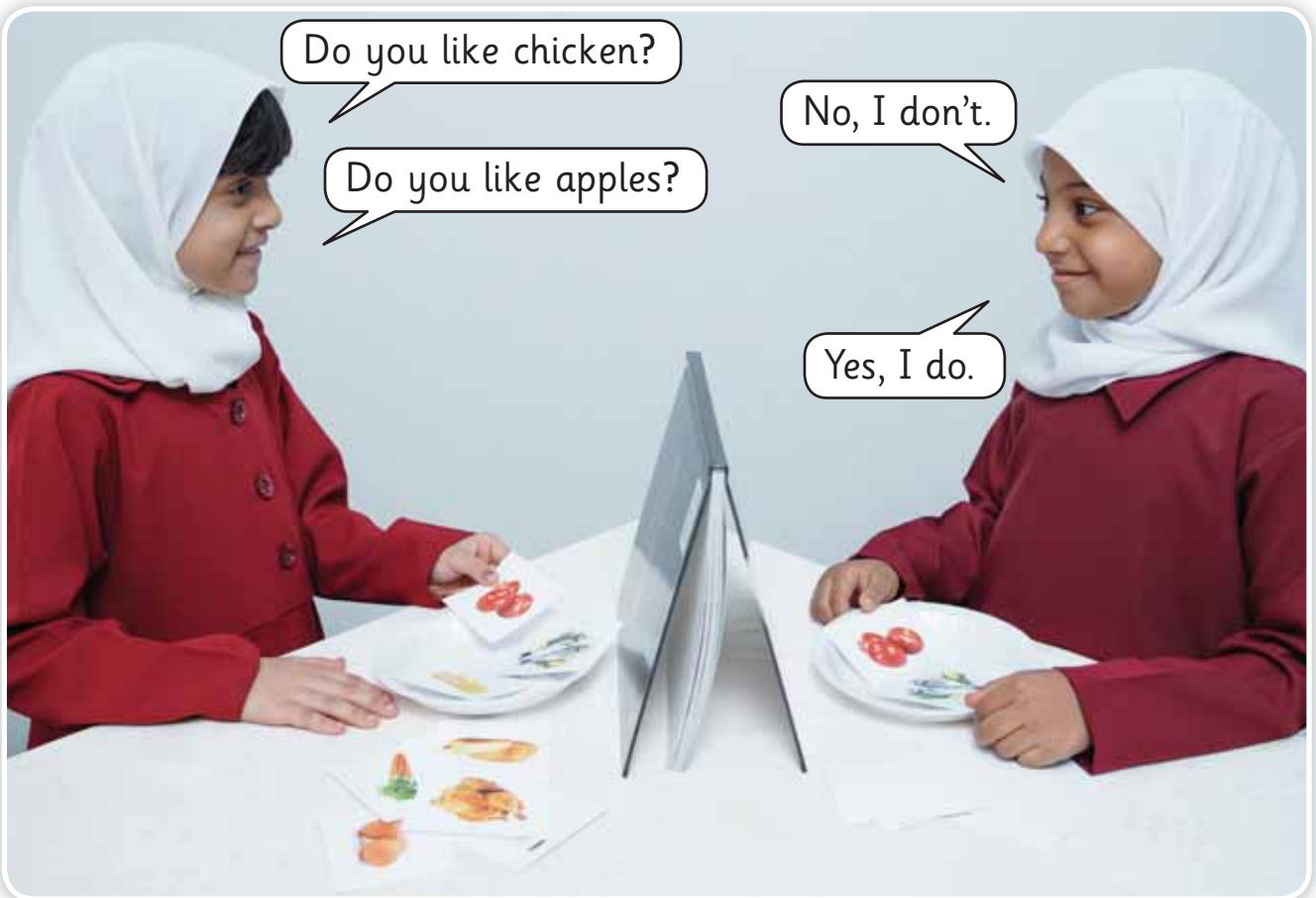
1



2



2   6.14 Cut out. Then listen and play.





# Omani dishes



People in Oman love eating Omani food.

halwa,  
almond



I like halwa! The word 'halwa' means sweet. Halwa has got almonds.

I like shiwa!  
It's my favourite food. We eat shiwa with rice.

shiwa



I like Omani bread!  
It's got flour, water and salt in it.

bread



1 Before you read What's your favourite food?

2 Listen and read.

3 Find out more! Watch the video.

4 After you read Activity Book, page 23.

## Project

## Lesson 5, part 2

Make a poster about your favourite food.

- 1 Draw a picture of your favourite food.
- 2 Write. *This is my favourite food.*  
*It's ... It's got ...*
- 3 Show your favourite food to the class.
- 4 Together, put your drawings and texts onto a poster.
- 5 Read and say: What's your favourite food?

This is my favourite food. It's shiwa. It's got meat and rice.



1 6.16 Listen and read.



I'm hungry. Can I have an **apple**, please?

Yes, sure. What about a drink?

Yes, please. Can I have some **milk**, please?

Here you are.

Thank you.

2 Act out the dialogue. Use different **food** and **drink**.

orange

banana

carrot

juice

water

3 6.17 Listen and complete.

banana chicken drink hungry milk juice

1 I'm \_\_\_\_\_ . Can I have an apple, please?

2 Can I have some \_\_\_\_\_ , please?

3 What about a \_\_\_\_\_ ?

4 Can I have some \_\_\_\_\_ , please?

5 What about some \_\_\_\_\_ ?

6 Can I have a \_\_\_\_\_ , please?





1  6.18 Listen and match.

1 I like



pasta.

2 I don't like



milk.

3 I like



bread.

4 I don't like



tomatoes.

2  6.19 Listen, circle and write.

Yes, I do. No, I don't.

1 Do you like **rice** **chicken** ?

.....  
 \_\_\_\_\_  
 .....

2 Do you like **carrots** **beans** ?

.....  
 \_\_\_\_\_  
 .....

3 Do you like **fish** **eggs** ?

.....  
 \_\_\_\_\_  
 .....





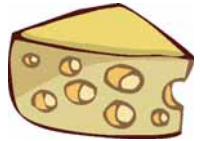







4 Do you like **meat** **cheese** ?

.....  
 \_\_\_\_\_  
 .....

3  Go to the Progress path on page 58.

## 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		..... .....	
6		..... .....	

## Pre A1 Starters Speaking Part 3

2  Look at the pictures in Activity 1. Ask and answer.



1 Number 3. What's this?

It's cheese.

2 Do you like cheese?

Yes, I do.

3 What's your favourite food?

My favourite food is chicken.





Maths

Numbers 11-20

1 Listen and sing.

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

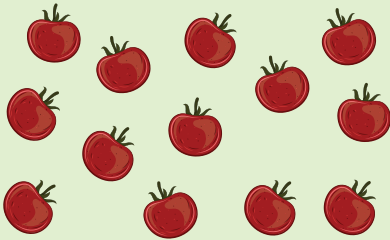
twenty

Think

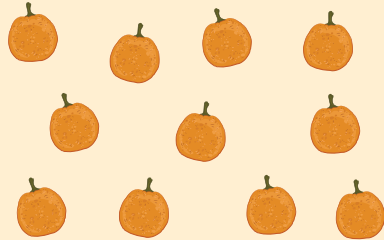
Learn

2 Look, count and write.

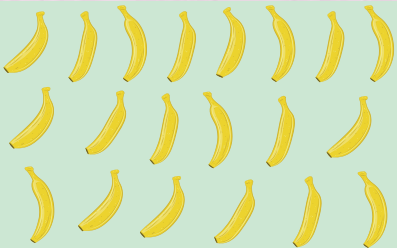
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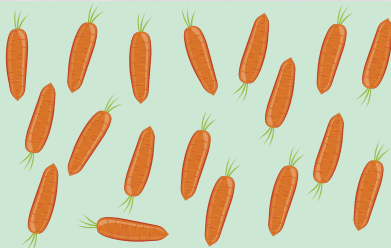
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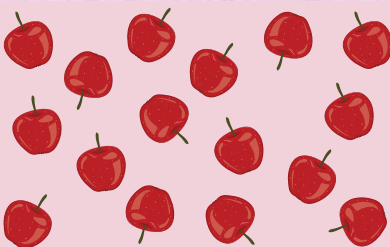
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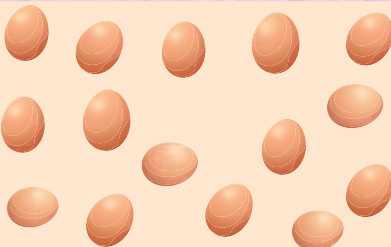
4



5




6






Let's practise!

1  Listen, ask and answer.



Show what you know

 Draw three things in each shop. Write the prices.

		
Toys	Pets	Food




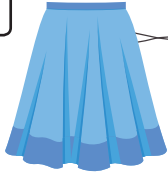


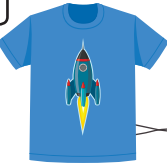
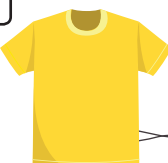
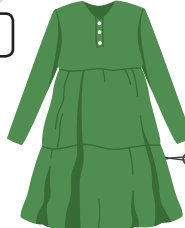
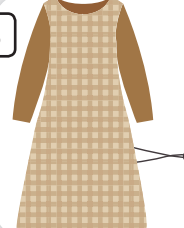
# Language booster 3

 Can you count to twenty?

1  Look, listen and repeat.



2  Listen and circle.

1  4 OMR	2  2 OMR	3  5 OMR	4  4 OMR
5  2 OMR	6  3 OMR	7  9 OMR	8  10 OMR

3  Say and play.

What would you like?

It's three rials.

I'd like a yellow T-shirt.  
How much is it?



4  Act it out. Take turns to buy clothes.

- jacket   T-shirt   skirt   dress

Show what you know

Write, tick (✓) and stick.

Can you say and write numbers from 11–20?

How many clothes words can you say now?

Can you role play buying clothes?

Well done!





# 7










## It's windy!

1  What weather words do you know?



How many cars can you see?  
What colour is the slide?  
What colour is the kite?




2   Listen and stick. Then listen and say.

1 	2 	3 	4 	5 
sunny	cloudy	rainy	windy	foggy
6 	7 	8 	9 	
stormy	snowy	hot	cold	

3  Look at page 34. What's the weather like?

4   Listen and chant.

What's the weather like today?  
What's the weather like?




It's   and it's .

It isn't   or .

It isn't  or .

It's   and  today.

What's the weather like today?  
What's the weather like?

It's   and it's .

It isn't   or .

It isn't  or .

It's   and  today.

5  Look at Activity 2. Ask and answer.

What's the weather like?



It's windy.



7.5

What's the weather like?

It's cloudy.





- 1 **Before you read** Can you find the rabbits?
- 2 Watch or listen and read.

## Bad weather







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



It's sunny.  It's stormy.

It's windy.  It's foggy.

4 Act out the story.


Values

Be prepared

5 Draw your clothes in stormy weather.


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

T-shirt  skirt







shorts  shoes

jumper  coat




trousers  boots

2   Listen and sing.

 <p>It's sunny in my garden. It's very hot today. I'm wearing a skirt and a T-shirt. And shoes on my feet. I'm wearing shorts and a T-shirt. No shoes on my feet.</p> 	 <p>It's snowy in my garden. It's very cold today. I'm wearing a coat and trousers. And boots on my feet. I'm wearing a jumper and trousers. And shoes on my feet.</p> 
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3  Play a guessing game.

 I'm wearing a T-shirt and shorts.



I'm wearing a jumper, trousers and shoes.  
What's the weather like?



It's cold!



1   7.13 Listen and colour.



2   7.14 Cut out. Then listen and play.



# Sandstorms



My name's Khalid. I live in Bediya. Today there is a sandstorm here. Be careful!



sandstorm

In a sandstorm it's very windy. You can't see the houses and buildings.



road

sand

Look! The roads and cars are orange because of the sand.



hurry

In a sandstorm we hurry home. We close the doors and windows. We stay in the house.

1 **Before you read** What's the weather like today?

2  Listen and read.

3  Find out more! Watch the video.

4 **After you read** Activity Book, page 35.

It's sunny. I'm wearing a dishdasha and a hat.

## Project Lesson 5, part 2

Make a poster about your favourite weather.

- 1 Think about your favourite weather to write about and to draw.
- 2 Write a sentence about what you wear in this weather.
- 3 Draw yourself in that weather.
- 4 Show your poster to the class and talk about it.
- 5 Have a class vote: what's your favourite weather?



1 Listen and read.



Brrr. It's cold.

Put on your coat!

Good idea.



Phew! It's hot.

Take off your jumper!

Good idea.

2 Act out the dialogues. Use different weather and clothes.

rainy

sunny

snowy

hat

boots

3 Read and match.

1 Brrr. It's cold!

a Put on your boots!

2 Phew! It's hot!

b Put on your jumper!

3 It's rainy!

c Take off your coat!






1  Listen and tick (✓).


1

a 


b 


2

a 

b 

3

a 

b 

4

a 


b 

2 Look and write.

shorts a jumper a skirt shoes

1 

I'm wearing \_\_\_\_\_.

2 

I'm wearing \_\_\_\_\_.

3 

I'm wearing \_\_\_\_\_.

4 

I'm wearing \_\_\_\_\_.

3  Go to the Progress path on page 59.

## Pre A1 Starters Reading and Writing Part 1

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



It's rainy. It isn't sunny.



It's cold. It isn't hot.



It's stormy. It isn't foggy.



It's sunny. It isn't cloudy.



It's rainy. It isn't snowy.



It's windy. It isn't stormy.

## Pre A1 Starters Speaking Part 3

2  Look at the pictures in Activity 1. Ask and answer.



Number 1. What's the weather like?



It's sunny.  
It isn't rainy.



# 8

## Who's at home?

1  How many rooms can you see?



What's the weather like?  
Who's wearing a T-shirt?  
What colour are the boots?



2   Listen and stick. Then listen and say.

- |                                                                                     |                                                                                     |                                                                                     |                                                                                       |                                                                                        |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 1  | 2  | 3  | 4  | 5   |
| flat                                                                                | house                                                                               | hall                                                                                | kitchen                                                                               | living room                                                                            |
| 6  | 7  | 8  | 9  | 10  |
| bedroom                                                                             | bathroom                                                                            | balcony                                                                             | garden                                                                                | garage                                                                                 |

3   Listen and chant.



Where's my mum?  
 She isn't in the bedroom.  
 She isn't in the bathroom.  
 She isn't in the kitchen.  
 She isn't in the house!  
 Where is she? Can you see?  
 Yes. She's in the garden.




Where's my dad?  
 He isn't in the living room.  
 He isn't in the hall.  
 He isn't on the balcony.  
 He isn't in the flat!  
 Where is he? Can you see?  
 Yes. He's in the garage.

4  Look at page 44. Then ask and answer about Lily's family.

- |         |        |         |         |
|---------|--------|---------|---------|
| dad     | mum    | grandma | grandad |
| brother | sister | cousin  |         |

Where's my dad?

He's in the garden.

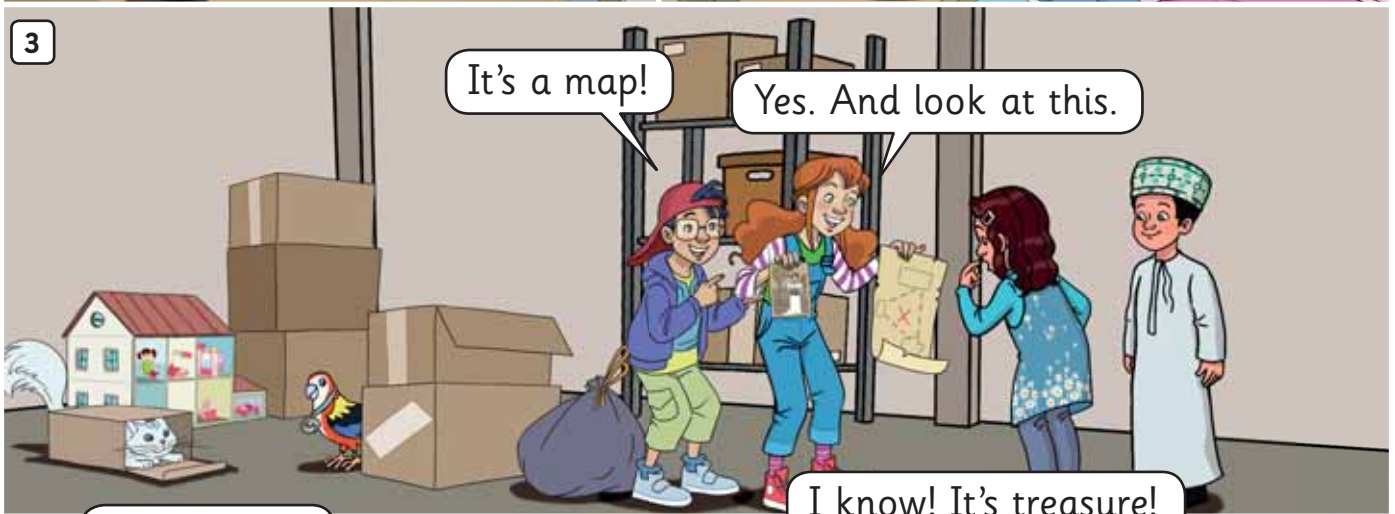
 **Where's my dad?**  
**He's in the garden.**  
**He isn't in the bedroom.**



1 Before you read Where's the doll's house?

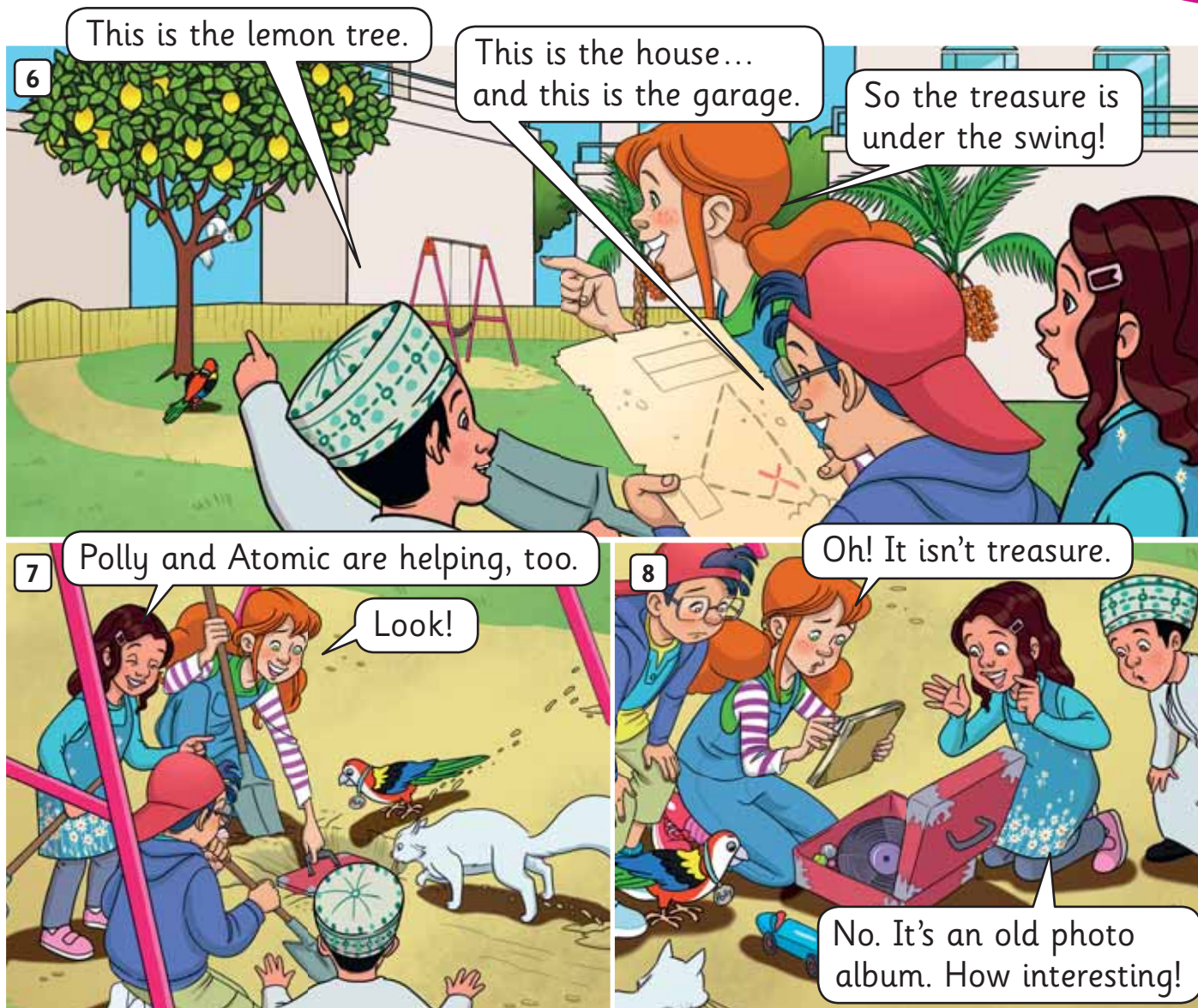
2 Watch or listen and read.

The hidden treasure



Is it treasure?  
What do you think?





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



- 1 Where's Lily's dad? He's in the **hall** **kitchen** .
- 2 Where's Lisa? She's in the **bathroom** **bedroom** .
- 3 Where's Lily? She's in the **bedroom** **garage** .
- 4 Where's the box? It's in the **garden** **kitchen** .

4 **Act out the story.**

5 **Make a photo album with your family photos.**  
Who is in the photos?

**Values**  
Be curious



1   Listen and say. Then listen and number.

Helping at home



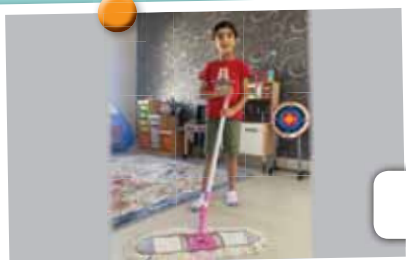
tidy up



make the bed



water the plants



clean the floor




lay the table



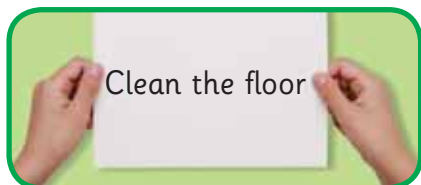
wash the car

2   Listen and sing.




Safa's in her bedroom. She's making the bed.	Hamza's in the kitchen. He's laying the table.
Hamza's in the bathroom. He's cleaning the floor.	Safa's in the living room. She's tidying up.
I'm in the garden with my mum. I'm washing the car.	I'm on the balcony with my dad. I'm watering the plants.
I'm at home with my family. Let's all help at home.	I'm at home with my family. Let's all help at home.

3  Play a mime game.



He's cleaning the floor.





He's tidying up.

She's tidying up.

1   8.13 Listen and tick (✓).

1 Where's Amna?



A



B



C

2 Where's Hamza?



A



B



C

3 Where's Muna?



A



B



C

2   8.14 Cut out. Then listen and play.

Where's Safa?

She's in the bedroom. She's making the bed.





# Unusual homes



balcony

This home is in a tree! This is the living room and the balcony. Can you see two chairs and a sofa?



tent

This bedroom is in a tent! Can you see the bed and the plants?



cave

This home is in a cave. This is the living room. It is the dining room, too.



boat

dining room

This dining room is on a boat. There's a table and two chairs.

1 **Before you read** Where are these homes? Can you guess?

2  Listen and read.

3  Find out more! Watch the video.

4 **After you read** Activity Book, page 45.

This is Al Alam Palace.  
It's in Muscat.

## Project

## Lesson 5, part 2

**Make a class book.**

- 1 Together, choose an interesting building in your town or country.
- 2 Find photos or draw a picture.
- 3 Write. *This is ... It's in ... This is the ...*
- 4 Tell the class about your building.
- 5 Make a class book about interesting buildings.





1 Read and match.

- |         |                  |
|---------|------------------|
| 1 clean | a the car        |
| 2 do    | b up             |
| 3 lay   | c the bed        |
| 4 make  | d the table      |
| 5 tidy  | e the washing up |
| 6 wash  | f the floor      |



2  Listen and read.



Can you help me, please?

Sure. What can I do?

Can you help me lay the table?

Yes, of course.

Thank you.

3  Act out the dialogue. Use different actions.

make the bed

tidy up

clean the floor

water the plants

wash the car

1  Listen, match and write.

garden bedroom bathroom kitchen



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



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



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



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

2 Look and write.

laying making washing tidying



1 He's \_\_\_\_\_ the table.



2 She's \_\_\_\_\_ the car.



3 He's \_\_\_\_\_ the bed.



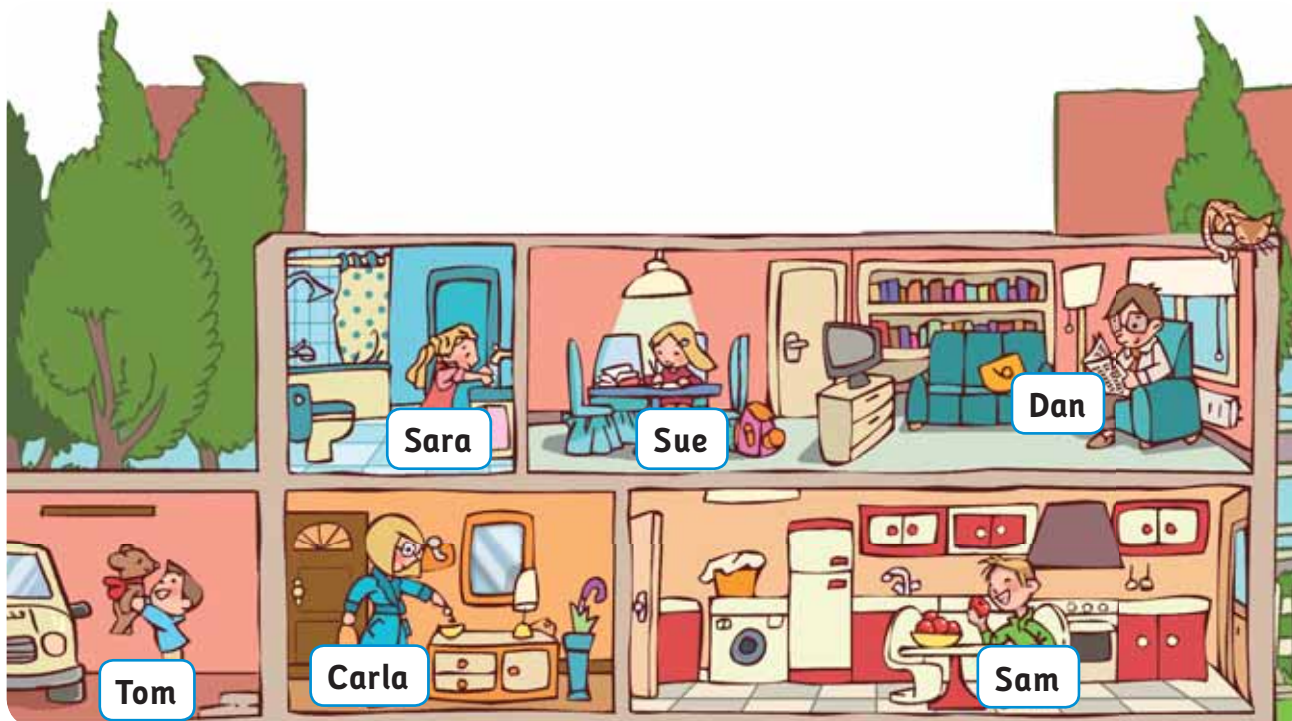
4 She's \_\_\_\_\_ up her bedroom.

3  Go to the Progress path on page 59.

## Pre A1 Starters Reading and Writing Part 5

- 1  Look at the picture and read the questions. Write the answers.

kitchen bathroom living room (x2) garage hall



1 Where's Sue? She's in the \_\_\_\_\_.

2 Where's Sara? She's in the \_\_\_\_\_.

3 Where's Tom? He's in the \_\_\_\_\_.

4 Where's Dan? He's in the \_\_\_\_\_.

5 Where's Carla? She's in the \_\_\_\_\_.

6 Where's Sam? He's in the \_\_\_\_\_.




P.E.

# Activities

Think

1 What activities do you do in your P.E. class?

Learn

2  LC4.1 Listen and read.

In our P.E. class, we do lots of activities.

These activities are good for us. They keep our bodies healthy.



We swim.



We run.



We jump.



We skip.



We climb.

Check

3 Read and match.

1 run

2 jump

3 skip

4 climb

5 swim



Let's practise!

1 Write. Then draw and write.

**a**



We \_\_\_\_\_.

**b**



We \_\_\_\_\_.

**c**



We \_\_\_\_\_.

**d**



We \_\_\_\_\_.

**e**

We \_\_\_\_\_.

2 Read and tick (✓) or cross (X).

In our P.E. lessons:

We run.

We swim.

We climb.

We jump.

We skip.

Show what you know

Draw two activities you do in your P.E. class. Then write.

This is me. I'm in my P.E. class. I \_\_\_\_\_.



# Language booster 4

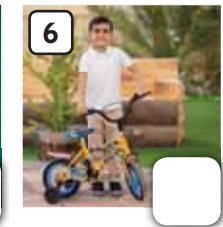
 How many sports and hobbies do you know?

1  LC4.2 Look, listen and repeat.

I can play hockey.



2  LC4.3 Listen and tick (✓) or cross (X).



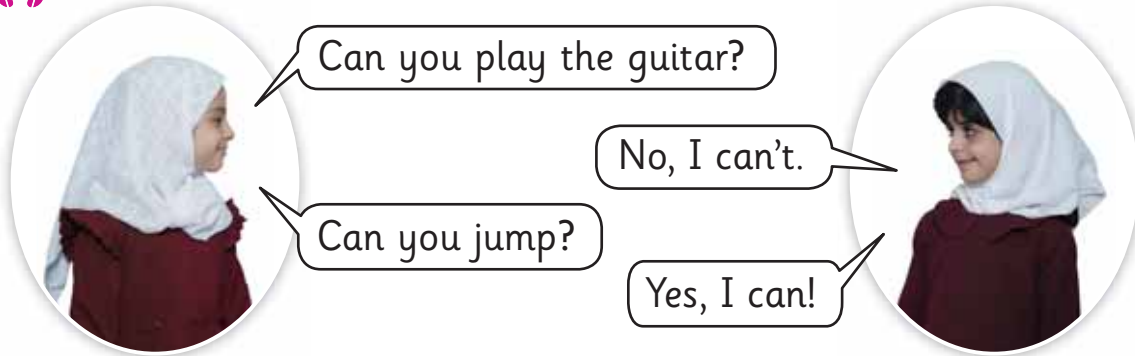
3  LC4.4 Listen, play and say. Use *I can* or *I can't*.



I can fly a kite!



4  Listen and read. Then act out.



5  Make new dialogues. Use these activities.

- |               |                          |                |                                     |
|---------------|--------------------------|----------------|-------------------------------------|
| play hockey   | <input type="checkbox"/> | play tennis    | <input checked="" type="checkbox"/> |
| play football | <input type="checkbox"/> | play badminton | <input checked="" type="checkbox"/> |
| fly a kite    | <input type="checkbox"/> | ride a bike    | <input checked="" type="checkbox"/> |

6 Do a survey.

Names	Can you ...?	Yes	No
.....	.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	.....	<input type="checkbox"/>	<input type="checkbox"/>

Show what you know

Write, tick (✓) and stick.

- Can you talk about sports and hobbies?
- Can you say what you can and can't do?
- Can you ask someone about what they can do?

Well done!



# Progress path

Read and write. Then stick.

## Unit 5

It's got fur and four legs. It's got big ears and a small tail. It's not a hamster.  
What is it?

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

## Unit 5

It's got four legs. It's small. It's got a shell.  
What is it?

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

## Unit 6

This is a fruit. It's long.  
It's yellow. What is it?

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

## Unit 6

These are vegetables.  
They're small.  
They're green.  
They're not beans.  
What are they?

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

Ready?



Unit 8



Amna is making the bed. Where is she?

Blank writing lines

Unit 8



Ahmed is washing his toys. He isn't in the garden. Where is he?



Blank writing lines

Unit 7



It's cold. I put this on. It's not a coat. What is it?

Blank writing lines

Unit 7



It's rainy. I put these on. What are they?

Blank writing lines



Well done!







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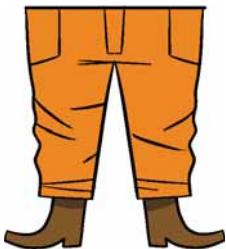
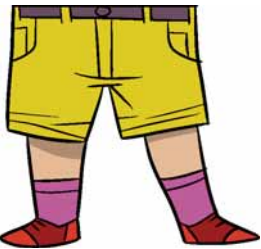
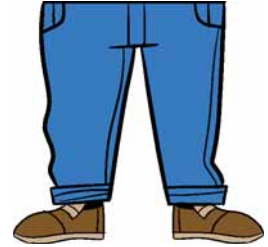
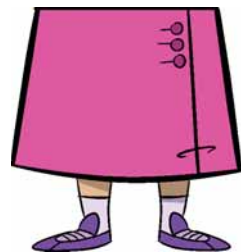
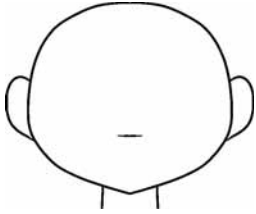
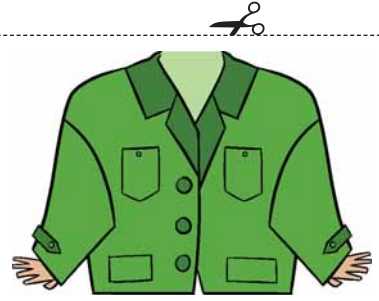
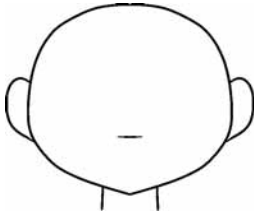






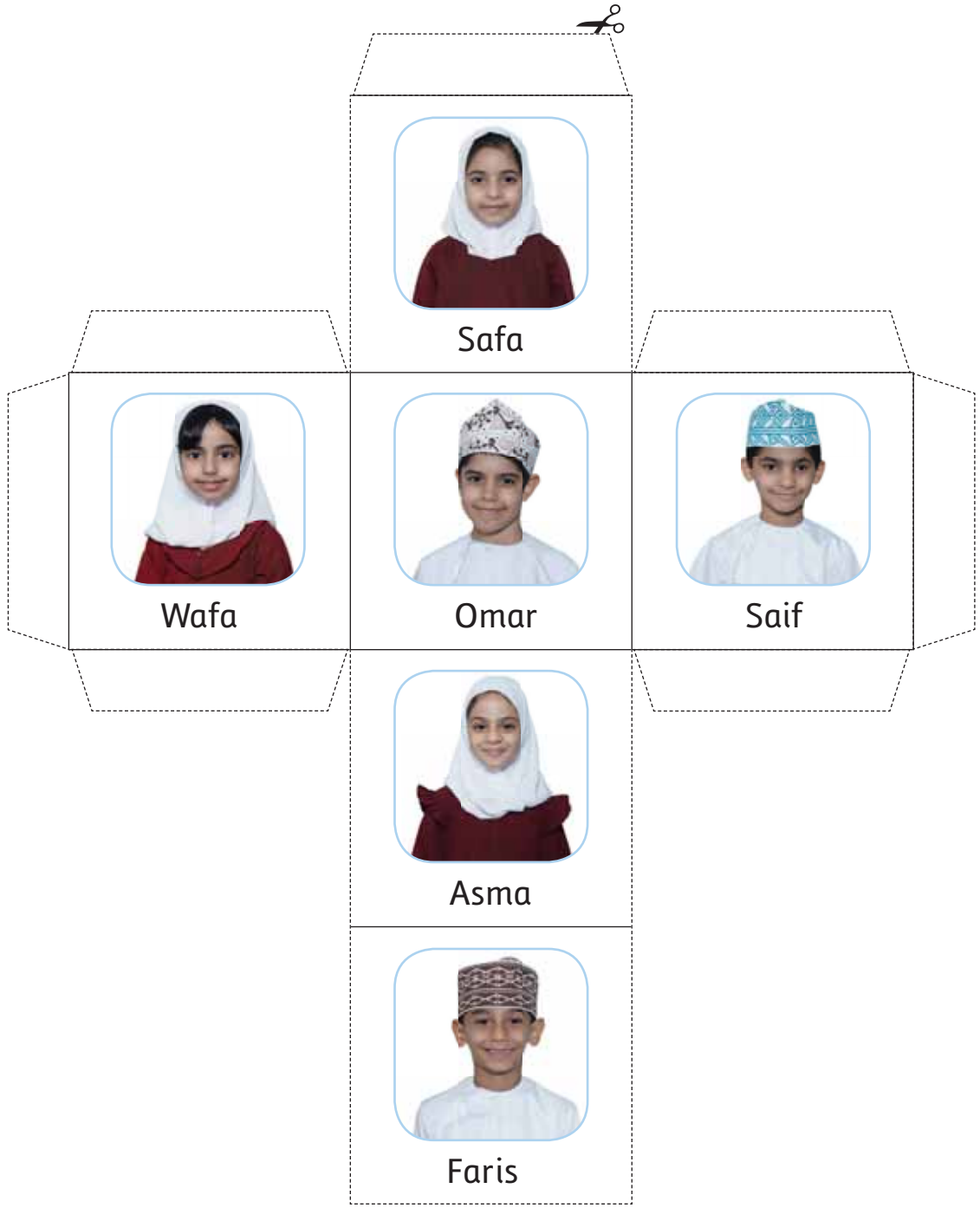






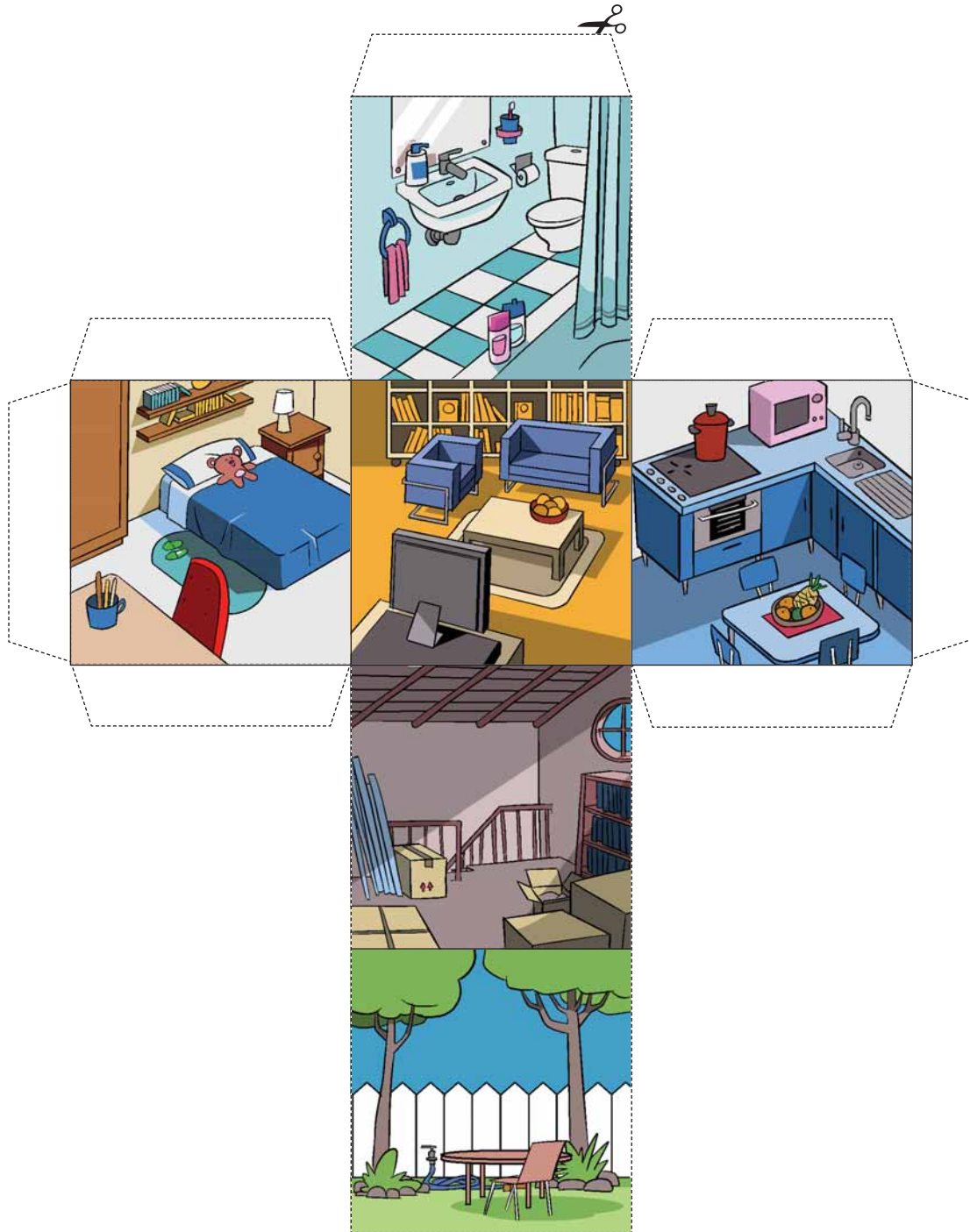




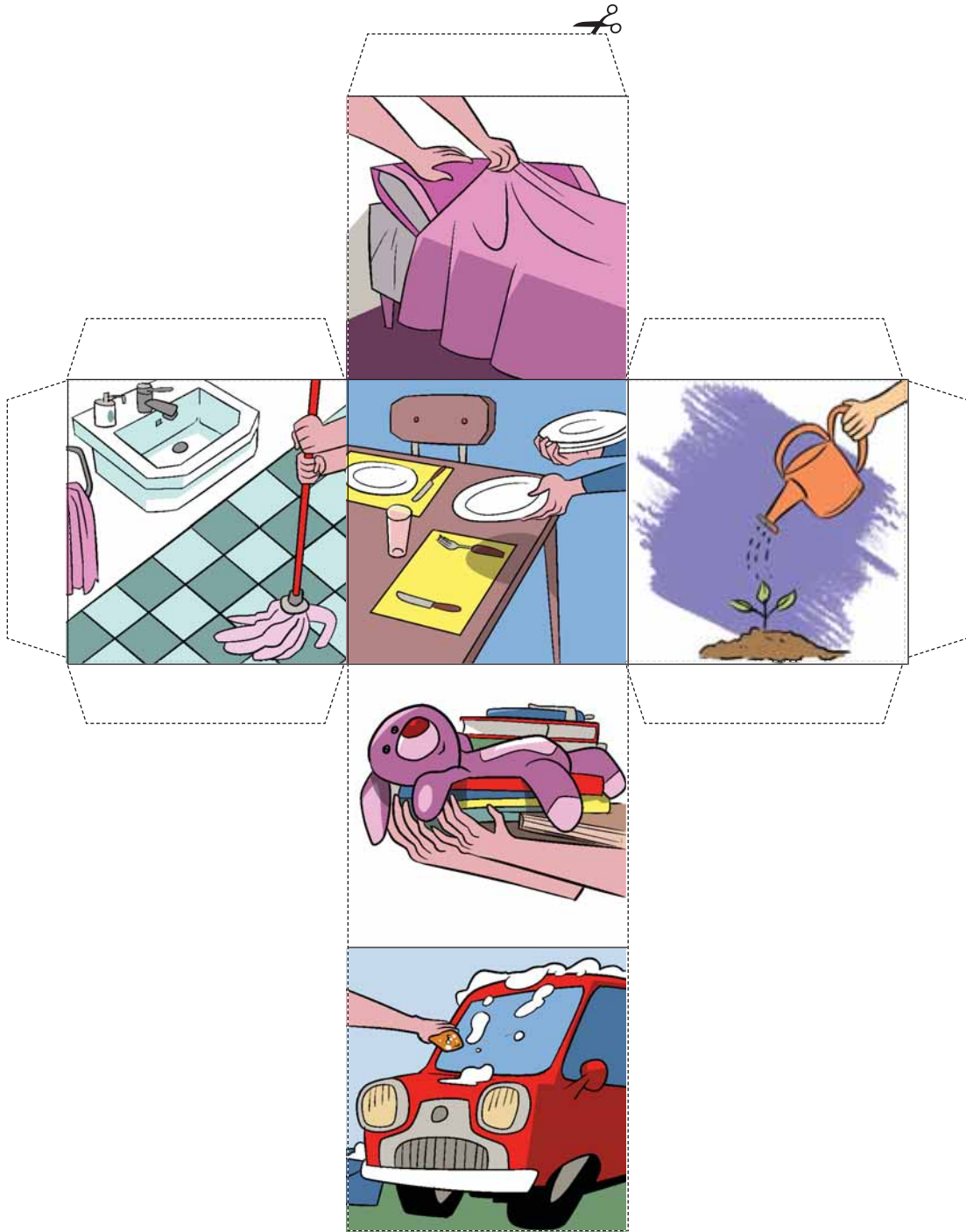
















**Unit 5** Page 11



**Unit 6** Page 21







**Unit 7** Page 35



**Unit 8** Page 45



**Language boosters** Pages 33, 57



**Progress path** Pages 58, 59





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