



SULTANATE OF OMAN MINISTRY OF EDUCATION



# Class Book

with Digital Resources

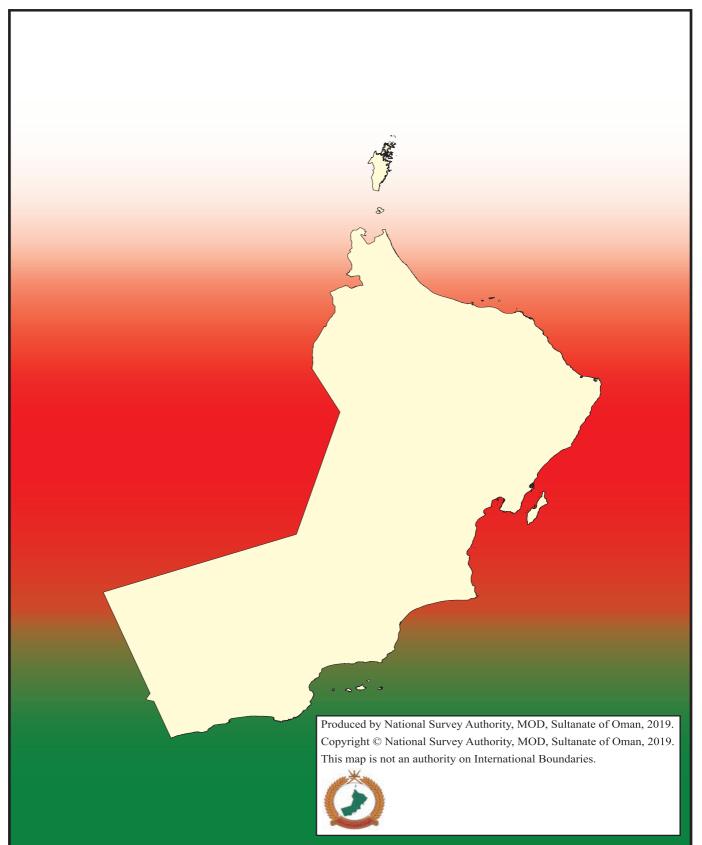


First Edition 2025



His Majesty Sultan Haitham Bin Tarik

The Late Sultan Qaboos Bin Said



#### 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,

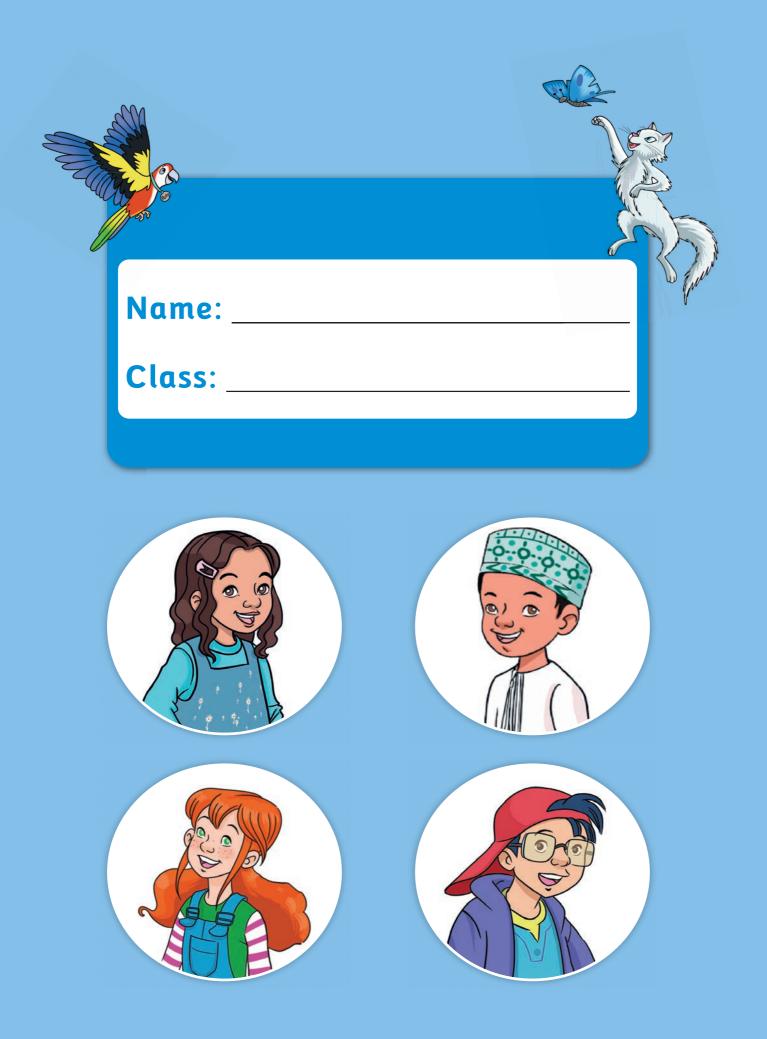
We are very excited to help you continue your learning journey with English!

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.

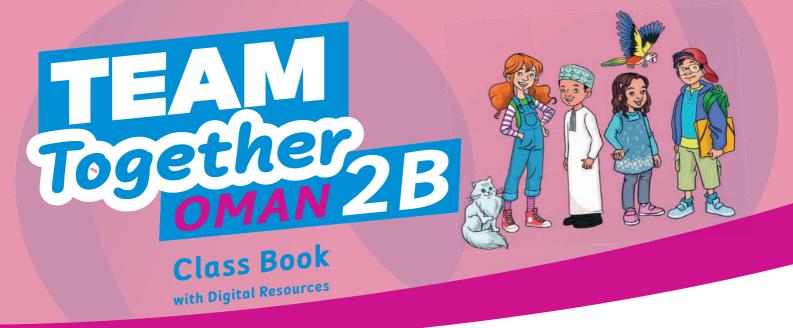
There are also cut-outs and stickers at the end of the Class Book. What fun!

Have a really interesting semester and we look forward to writing to you again next year!





SULTANATE OF OMAN MINISTRY OF EDUCATION



## Contents

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<b>8</b> Who's at home?

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





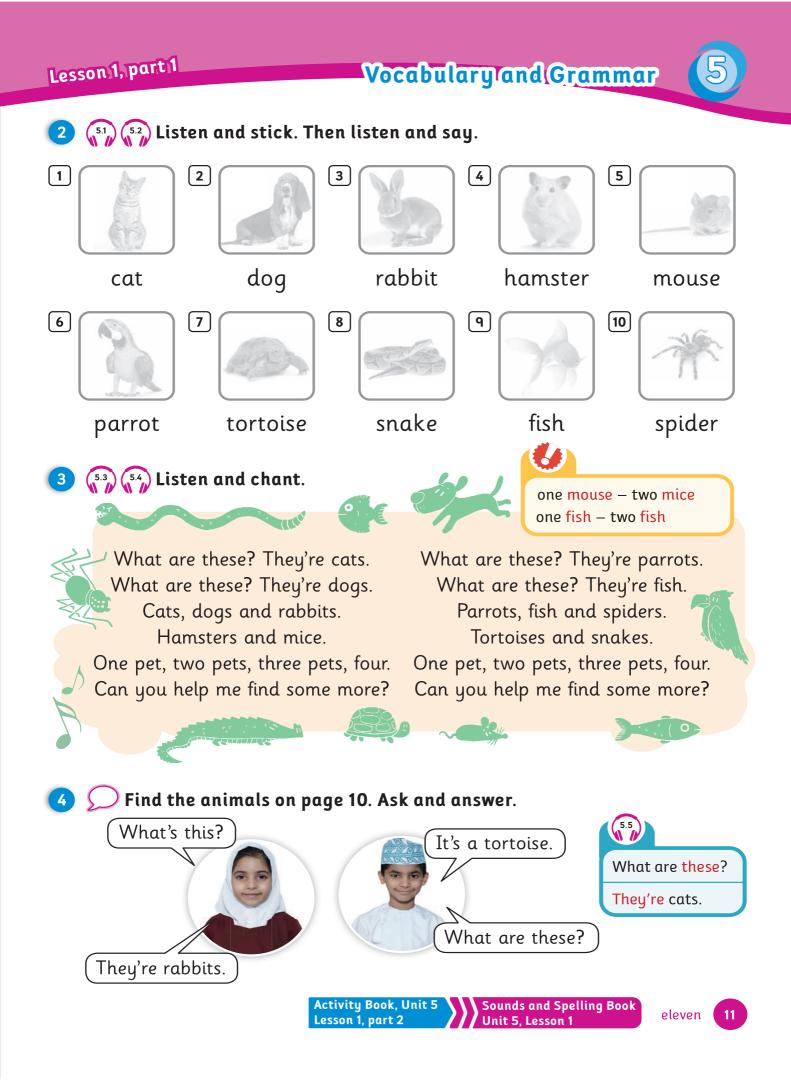


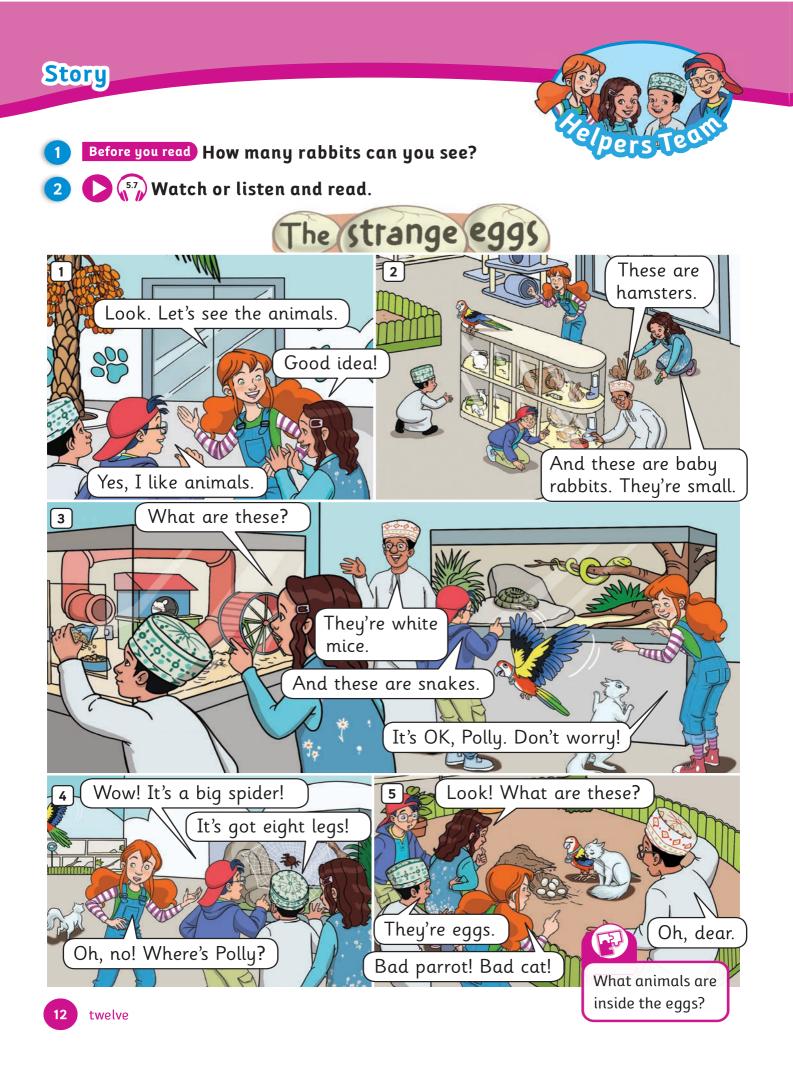
# Scope and sequence

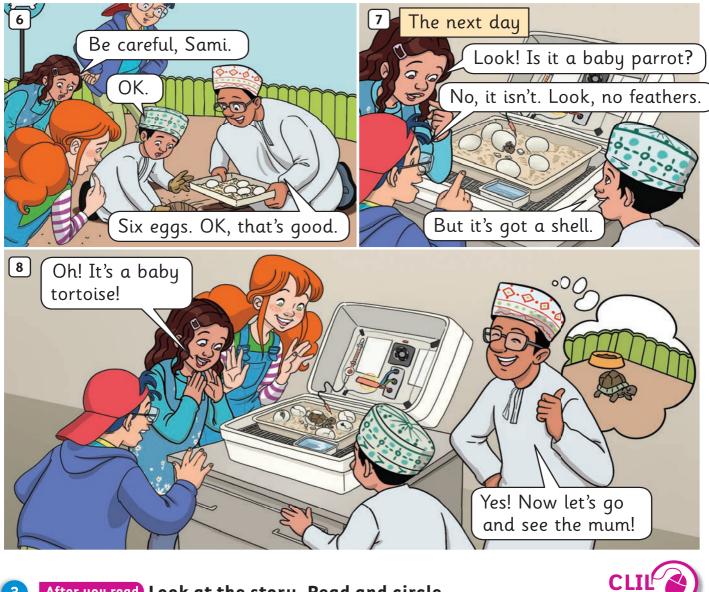
	Unit	Vocabulary	Grammar	Skills
5	See the animals!	Pets: cat, dog, fish, hamster, mouse, parrot, rabbit, snake, spider, tortoise Animal body: feathers, fur, shell, tail, teeth, wings Adjectives: big, small, long, short	What are these? They're cats. It's got big teeth.	Describing pets
6	Do you like apples?	Food (1): apple, banana, beans, carrot, orange, pasta, peas, potato, rice, tomato Food (2): bread, cheese, chicken, eggs, fish, juice, meat, milk, water	I like apples./I don't like pasta. Do you like cheese? Yes, I do./No, I don't.	Describing your likes and dislikes
	Atomics Reaming Cuby	Maths: Numbers: 11–20	What would you like? I'd like a , please. How much is it? It's	
7	It's windy!	Weather: cloudy, cold, foggy, hot, rainy, snowy, stormy, sunny, windy Clothes: boots, coat, jumper, shoes, shorts, skirt, T-shirt, trousers	What's the weather like? It's cloudy. I'm wearing a T-shirt and shorts.	Describing clothes
8	Who's at home?	House: balcony, bathroom, bedroom, flat, hall, house, garage, garden, kitchen, living room Chores: clean the floor, lay the table, make the bed, tidy up, wash the car, water the plants	Where's my dad? He's in the garden./He isn't in the bedroom. He's/She's tidying up.	Describing chores you do at home
	Atomics Rearing Cubo	P.E.: Activities: climb, jump, run, skip, swim	I can fly a kite. I can't play tennis. Can you play the guitar? Yes, I can.	
	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
 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









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

Activity Book, Unit 5 Sounds and Spelling Book Lesson 2, part 2 Unit 5, Lesson 2

thirteen 13

Take care of animals

Values

#### Vocabulary and Grammar





fifteen **15** 



## Al Dimaniyyat Islands Nature Reserve

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

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

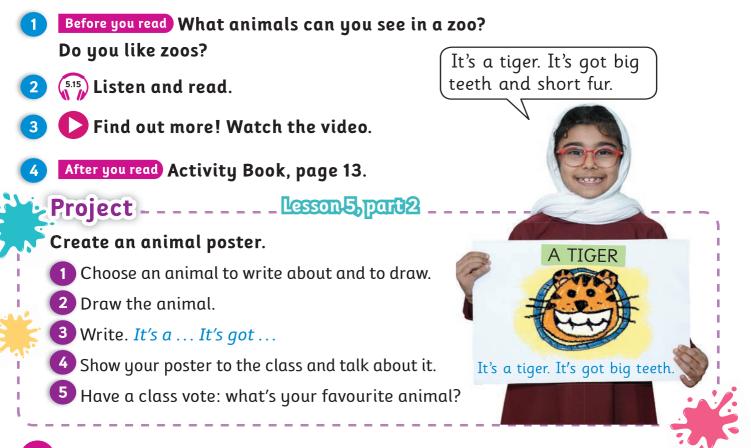
This is a turtle in the nature reserve.You can see lots of turtles here.

turtle



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

island



### Lesson 6, part 1



**5.16** Listen and read.



**English in action** 

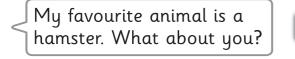
Asking about favourite animals

What's your favourite animal?

My favourite animal is a cat. What about you?

I love hamsters. Hamsters are my favourite animals!

#### Read and order.



I love cats! Cats are my favourite animals!

What's your favourite animal?



Lesson 6, part 2



#### Review

Look, circle and write. tortoise mouse cat spider tortoises mice cats spiders 1 What are these? What's this? It's a **Cat** They're 2 What's this? What are these? They're \_\_\_\_ It's a \_\_\_\_ 3 What's this? What are these? They're It's a \_\_\_\_\_ 4 What's this? What are these? They're \_\_\_\_\_ It's a \_\_\_\_ Look and write. feathers shell teeth fur wings tail It's got a It's got \_\_\_\_\_ 2 1 and \_\_\_\_\_ It's got \_\_\_\_\_ 3 4 U.U. It's got a \_\_\_\_ and 🛃 Go to the Progress path on page 58.

18 eighteen

Activity Book, Unit 5 Lesson 7, part 1

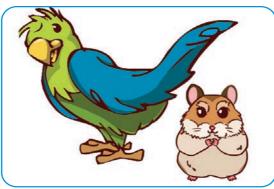
## Get ready for...

#### 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.

Lesson 7, part 2

Animal fact file



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

on its body. It's got ( <b>2</b> )	 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)

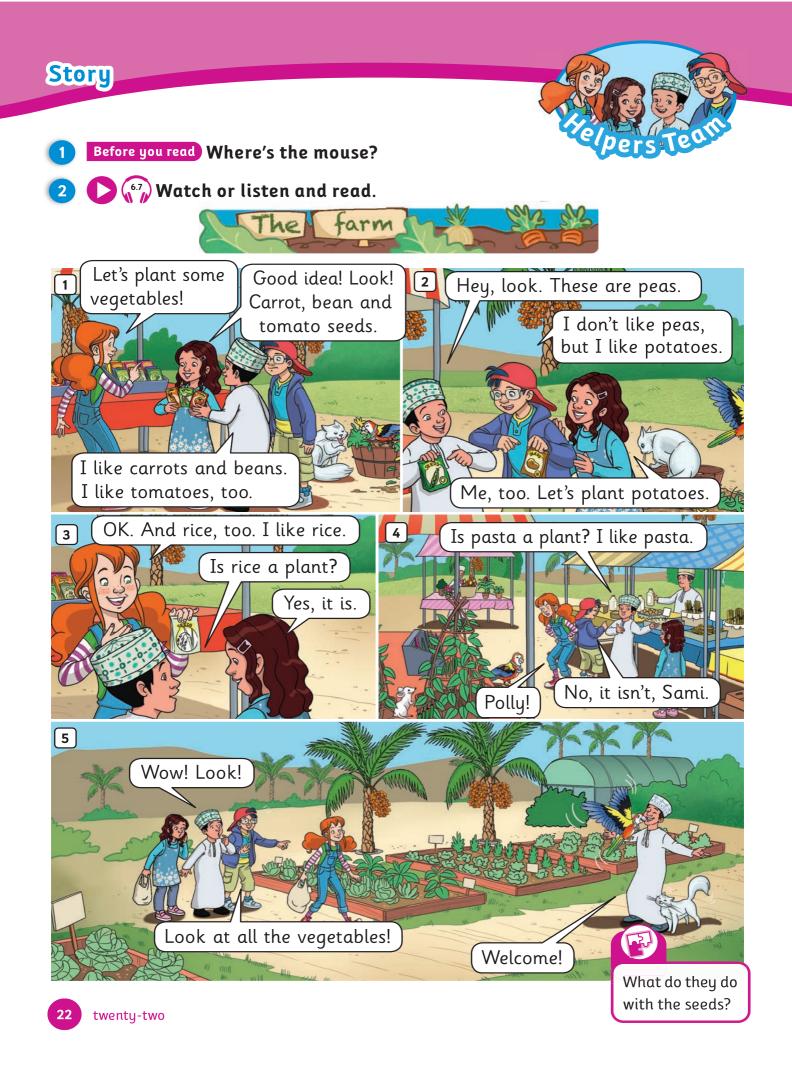
on its body.

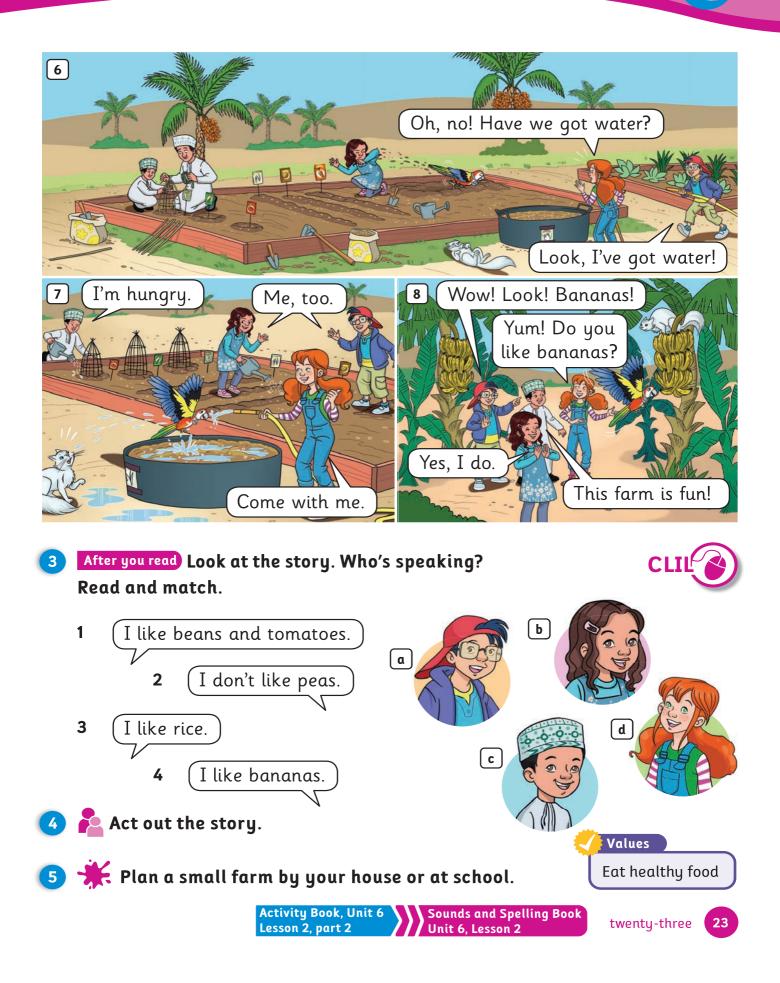


Lesson 7, part 2

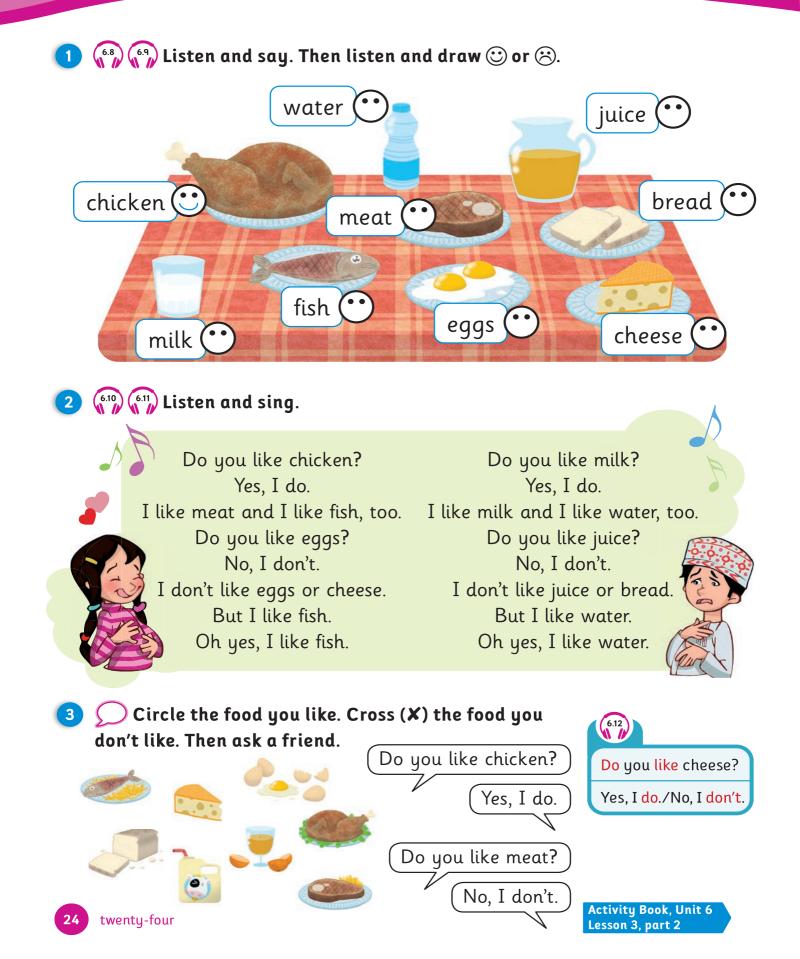


Lesson 1, part 1		<b>Vocabu</b> lary	and Gramm	ar 6
2 📢 🚱 Listen an	d stick. Then li	sten and say.		
1	3	4	5	
apple	orange	banana	tomato	carrot
6	8	٩		
potato	beans	peas	rice	pasta
<ul> <li>Find the food on page 20.</li> <li>Find the food on page 20.</li> <li>Listen and chant.</li> </ul>				
(6.3) (6.4) Listen an	a chunc.			
		1. 2		
I like bo I like beans, but	ind I like orange ananas, too. I don't like car carrots. Do you?	I I rots. I like ric	matoes and I li ike potatoes, to e, but I don't lik t like pasta. Do	oo. ke pasta.
5 🌟 Make a vers	o of the chant	Drow and cau	6.5	
J Ac Make a vers		I like pasta an	d Ili	<mark>ke</mark> apples.
		I like carrots		on't like pasta.
pasta 🙂 carrots 🙂	beans 🙂 rice 🔅			
potatoes 🙂				
	Activity Book, Lesson 1, part		and Spelling Book Lesson 1	twenty-one <b>21</b>





#### Vocabulary and Grammar





Activity Book, Unit 6 Lesson 4, part 2

twenty-five **25** 



### Lesson 6, part 1

#### English in action Asking for food and drink

0



#### (6.16) Listen and read.



- 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?

banana

orange

Act out the dialogue. Use different food and drink.

carrot





water

juice

### Lesson 7, part 1 Review 6.18 Listen and match. **1** I like pasta.

milk.

bread.

tomatoes.

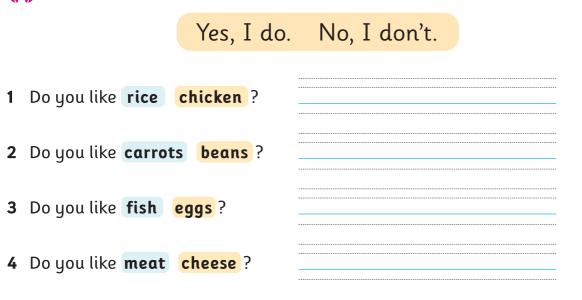


**2** I don't like

**3** I like

4 I don't like

(619) Listen, circle and write.



Go to the Progress path on page 58.

3

28



# Get ready for...





Lesson 7, part 2

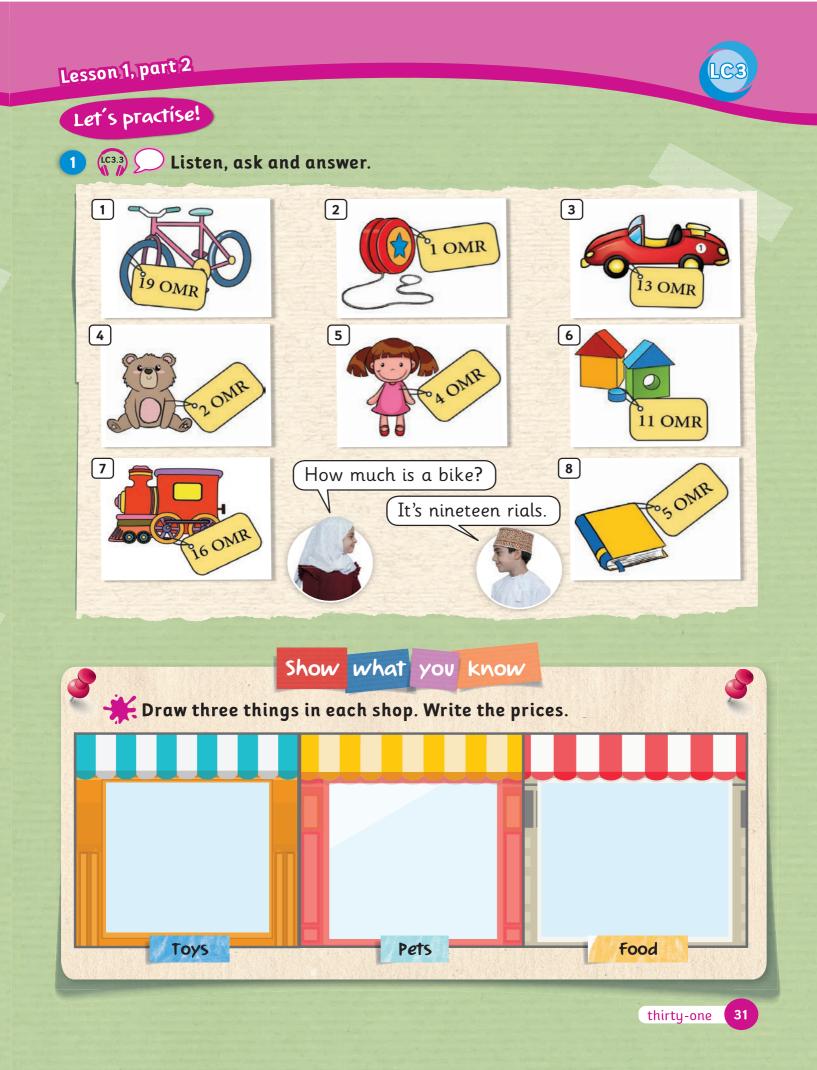
2	a e t m t
3	c e s e h
4	e a s l p p
5	t p a s a
6 Contractions	s <sup>a</sup> <sub>p</sub> e

#### Pre A1 Starters Speaking Part 3











# Language booster 3

🙋 Can you count to twenty?

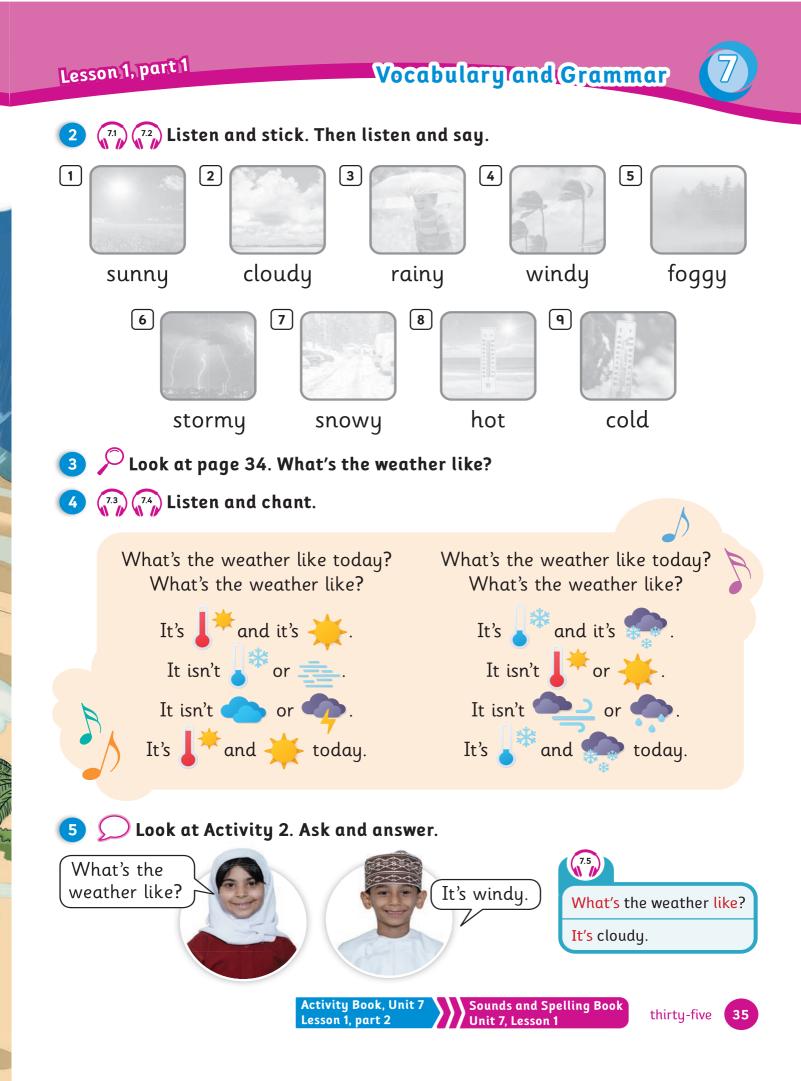
















5 🌟 Draw your clothes in stormy weather.

Activity Book, Unit 7

Unit 7, Lesson 2

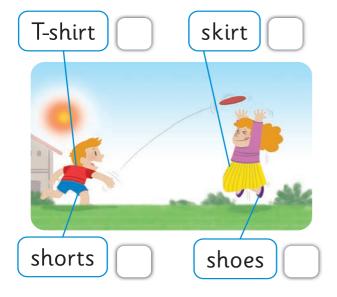
Lesson 2, part 2

Be prepared Sounds and Spelling Book thirty-seven

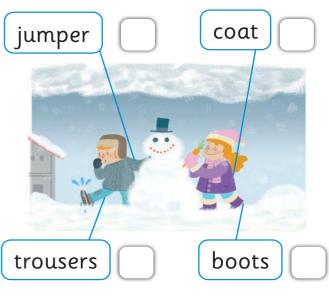
# Vocabulary and Grammar

Lesson 3, part 1





(7.10) (7.11) Listen and sing.



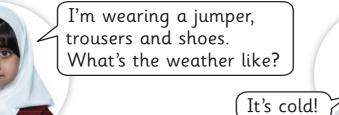
It's sunny in my garden. It's very hot today. I'm wearing a skirt and a T-shirt. And shoes on my feet. I'm wearing shorts and a T-shirt.

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.

💭 Play a guessing game.



I'm wearing a T-shirt and shorts.



Activity Book, Unit 7 Lesson 3, part 2

# Lesson 4, part 1







# 2 💭 🖓 Cut out. Then listen and play.



# Sandstorms

sand

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

#### sandstorm

Lesson 5.

part 1

CULTURE

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

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

road



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

It's sunny. I'm wearing

a dishdasha and a hat.

1:10.0:10.0

MY FAVOURITE WEATHER

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

- Before you read What's the weather like today?
- **Listen and read**.
- Find out more! Watch the video.
- 4 After you read Activity Book, page 35.
  - Project \_ \_ \_ \_ \_ Lesson 5, part 2

#### Make a poster about your favourite weather.

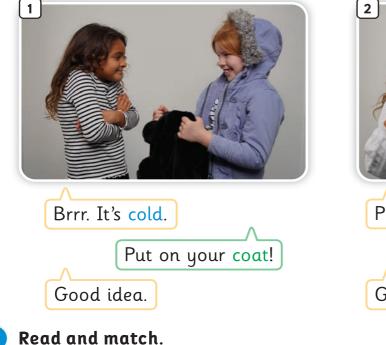
- Think about your favourite weather to write about and to draw.
- 2 Write a sentence about what you wear in this weather.
- **3** Draw yourself in that weather.
- 4 Show your poster to the class and talk about it.
- 5 Have a class vote: what's your favourite weather?

l forty

# Lesson 6, part 1



**Listen and read**.



1 < Brrr. It's cold!

2 < Phew! It's hot!

**3** *f* It's rainy!

#### English in action Giving instructions



3 💭 Act out the dialogues. Use different weather and clothes.

 
 rainy
 sunny
 snowy
 hat
 boots

 Activity Book, Unit 7 Lesson 6, part 2
 forty-one

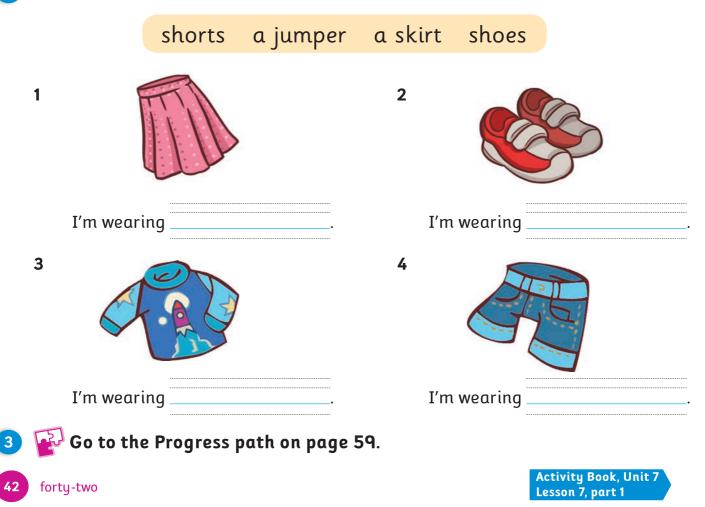
# Review

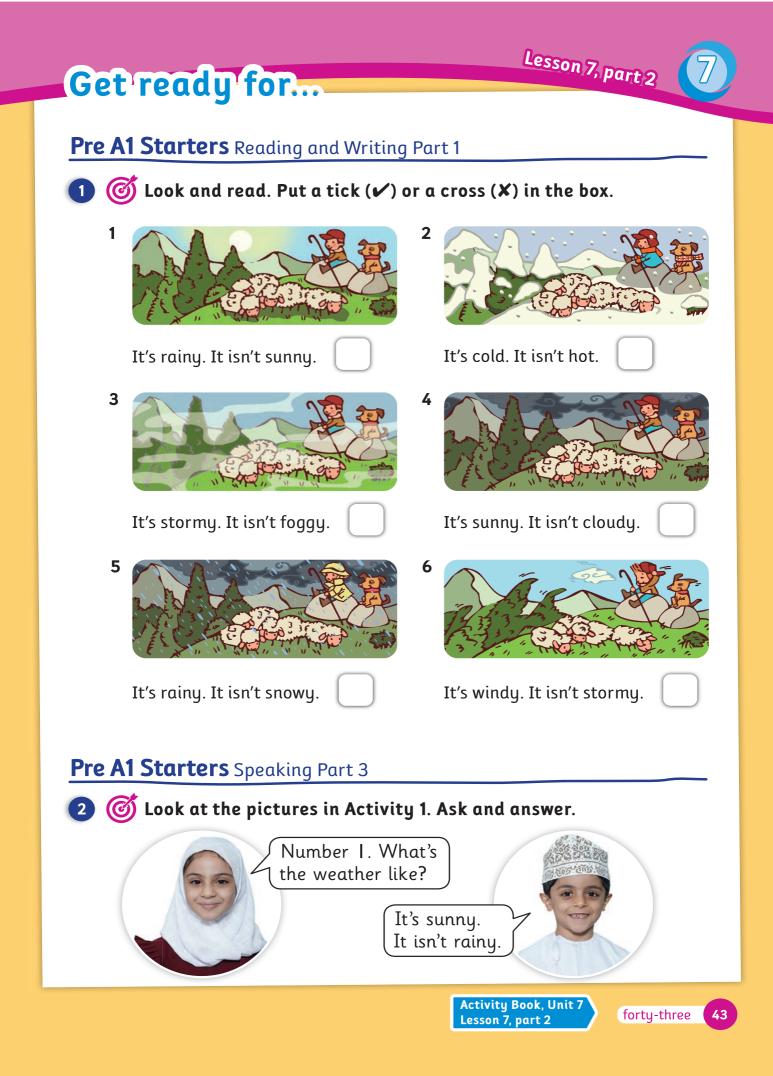
Lesson 7, part 1



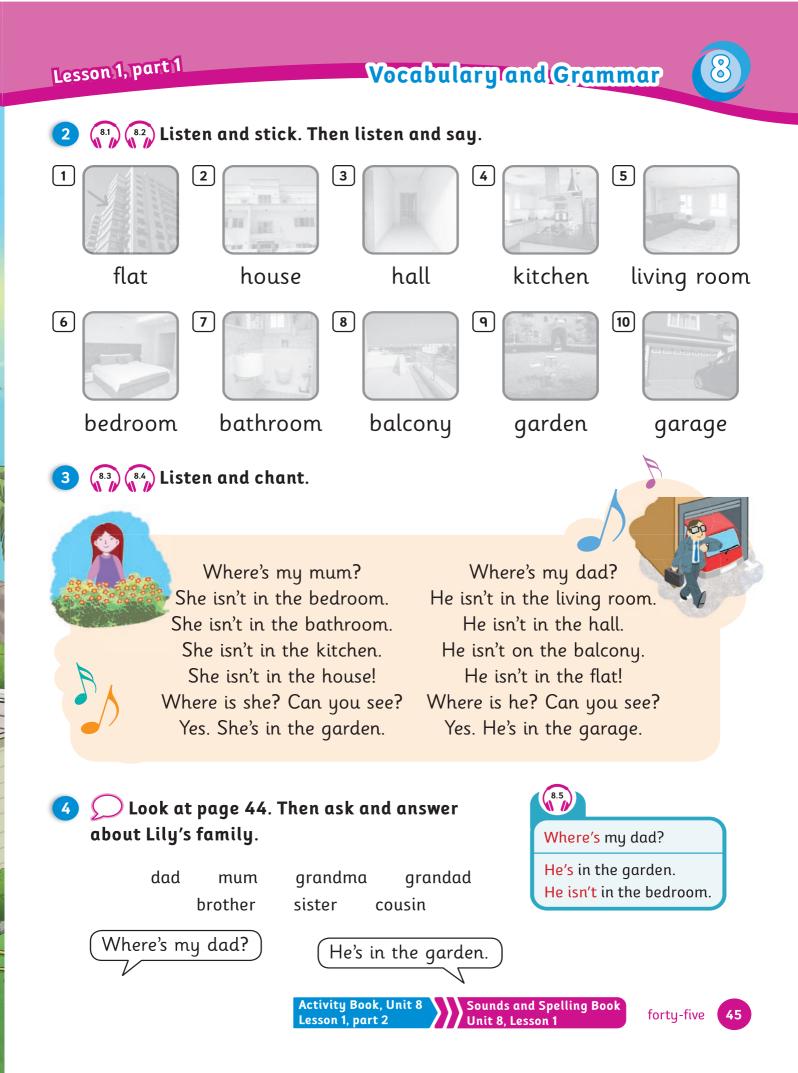


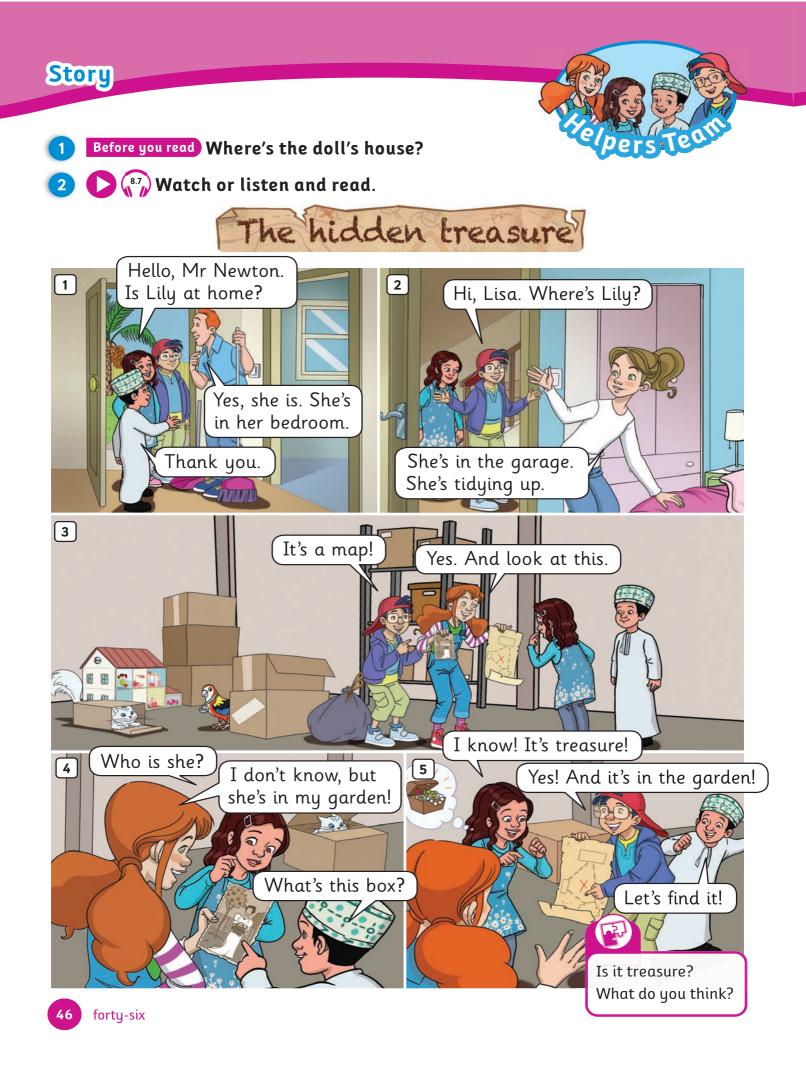
2 Look and write.













- 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.



) 💑 Act out the story.





forty-seven

47

Activity Book, Unit 8

Lesson 2, part 2

# Vocabulary and Grammar

Lesson 3, part 1

#### 1) 🚯 🚯 Listen and say. Then listen and number.

# Helping at home



### <sup>8.10</sup> <sup>8.11</sup> Listen and sing.

Safa's in her bedroom. She's making the bed. Hamza's in the bathroom. He's cleaning the floor. I'm washing the car. I'm at home with my family. Let's all help at home.

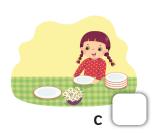
Hamza's in the kitchen. He's laying the table. Safa's in the living room. She's tidying up. I'm in the garden with my mum. I'm on the balcony with my dad. I'm watering the plants. I'm at home with my family. Let's all help at home.





3 Where's Muna?







В

Lesson 5, part 1

CULTUR

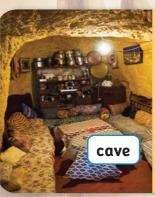


This home is in a tree! This is the living room and the balcony. Can you see two chairs and a sofa?



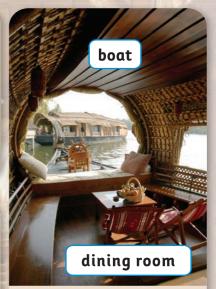


This bedroom is in a tent! Can you see the bed and the plants?



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

The state of the second



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



- <sup>8.15</sup> Listen and read.
- Find out more! Watch the video.
- After you read Activity Book, page 45.

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.



garden

This is Al Alam Palace.

It's in Muscat. This is

the garden.

# Lesson 6, part 1

#### **English in action** Asking for and offering to help

8



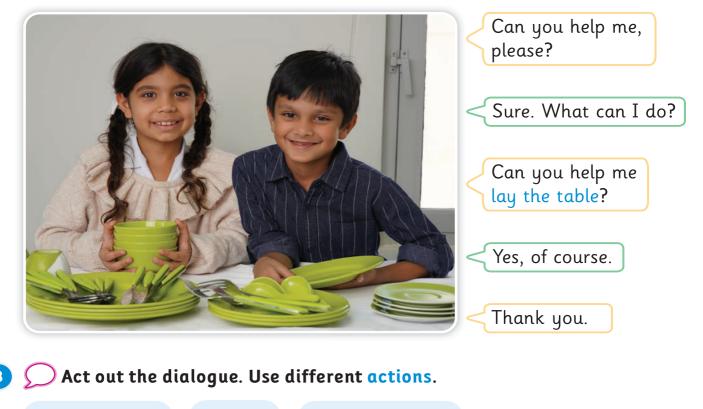
#### Read and match.

- 1 clean
- **2** do
- 3 lay
- 4 make
- 5 tidy
- 6 wash

- **a** the car
- **b** up
- **c** the bed
- **d** the table
- e the washing up
- ${\boldsymbol{f}} \quad \text{the floor} \quad$









tidy up

clean the floor

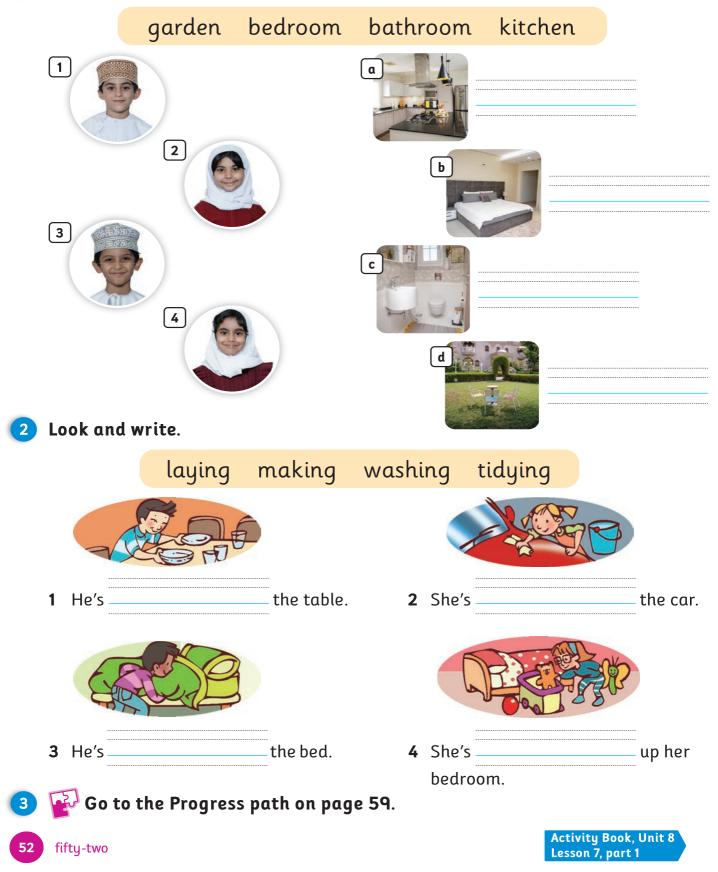


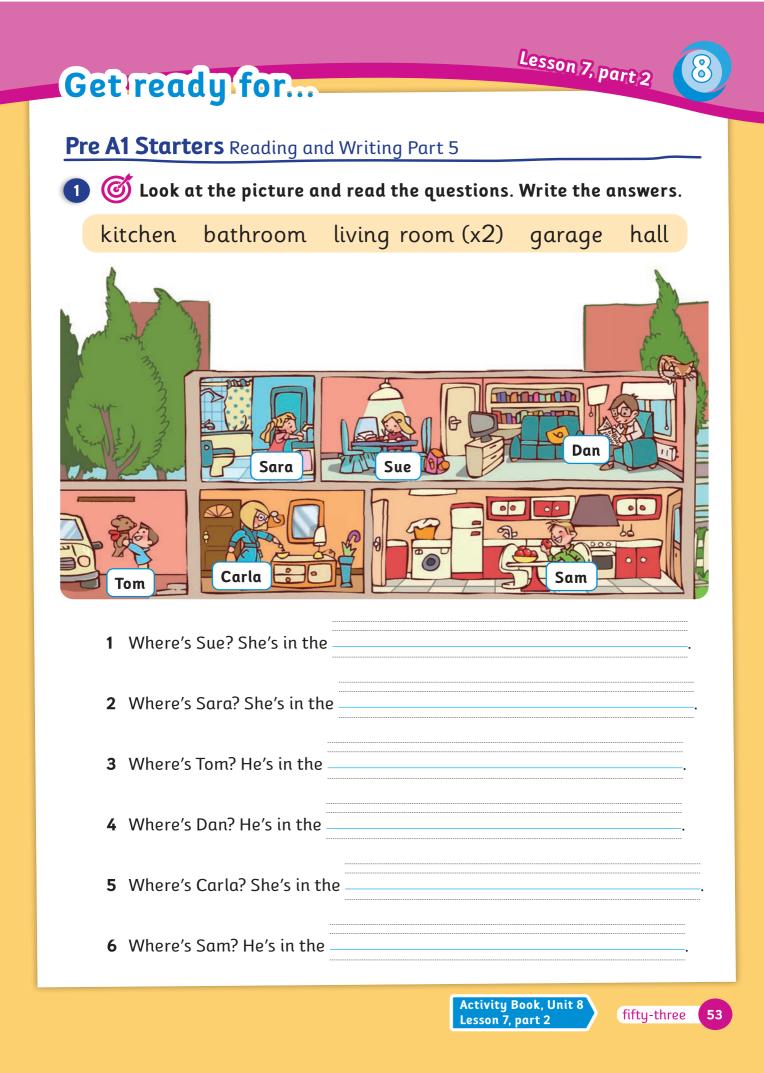
wash the car



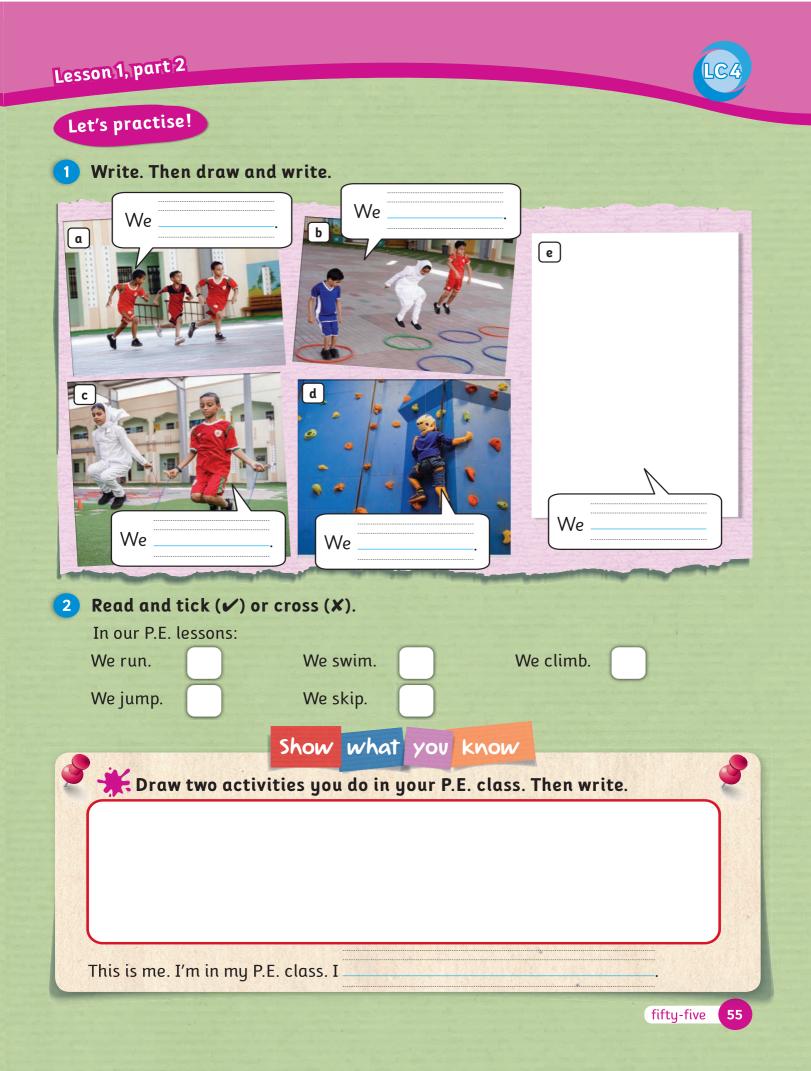
## Review













# Language booster 4

## 🕐 How many sports and hobbies do you know?



#### Look, listen and repeat.











I can play hockey.











#### 2 🙀 Listen and tick (🖌) or cross (🗶).



3) 🚱 Listen, play and say. Use I can or I can't.

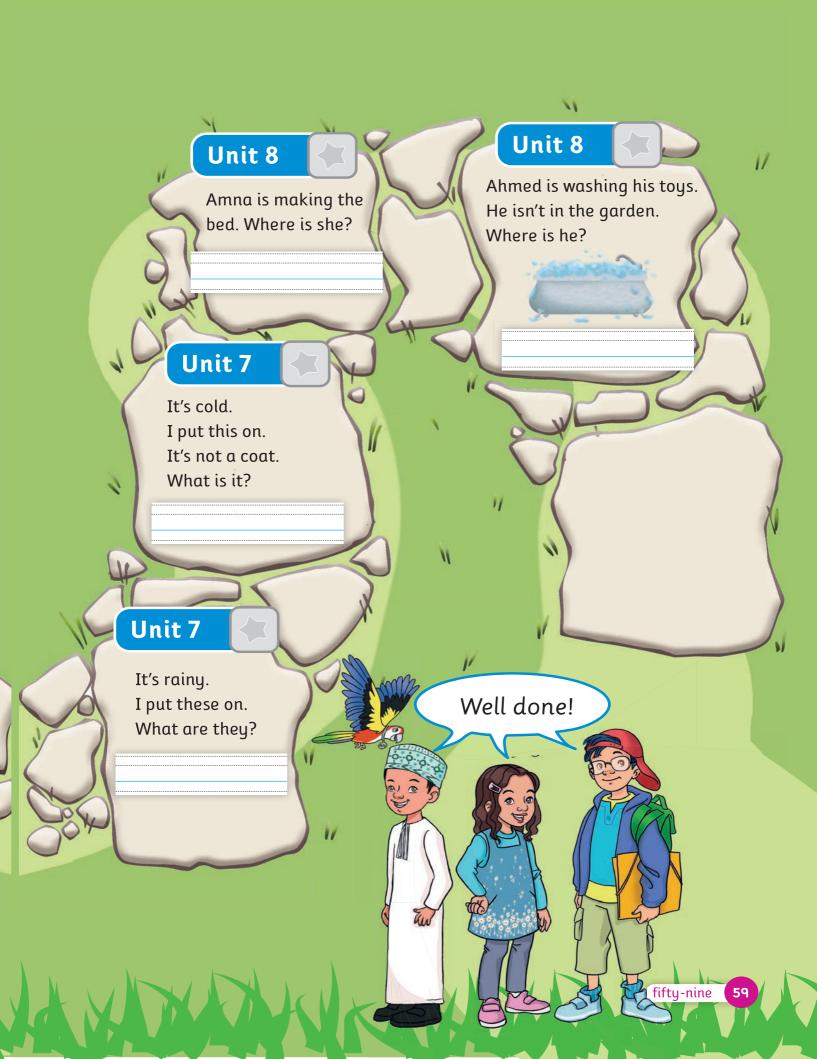






# Progress path





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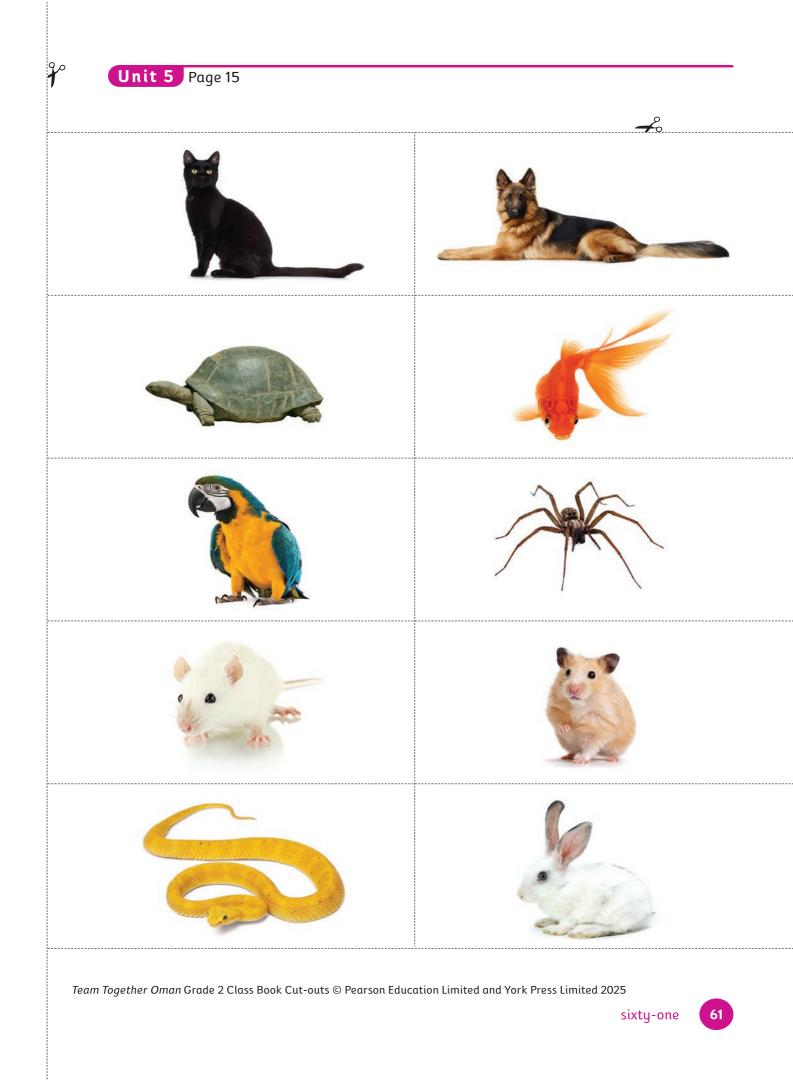
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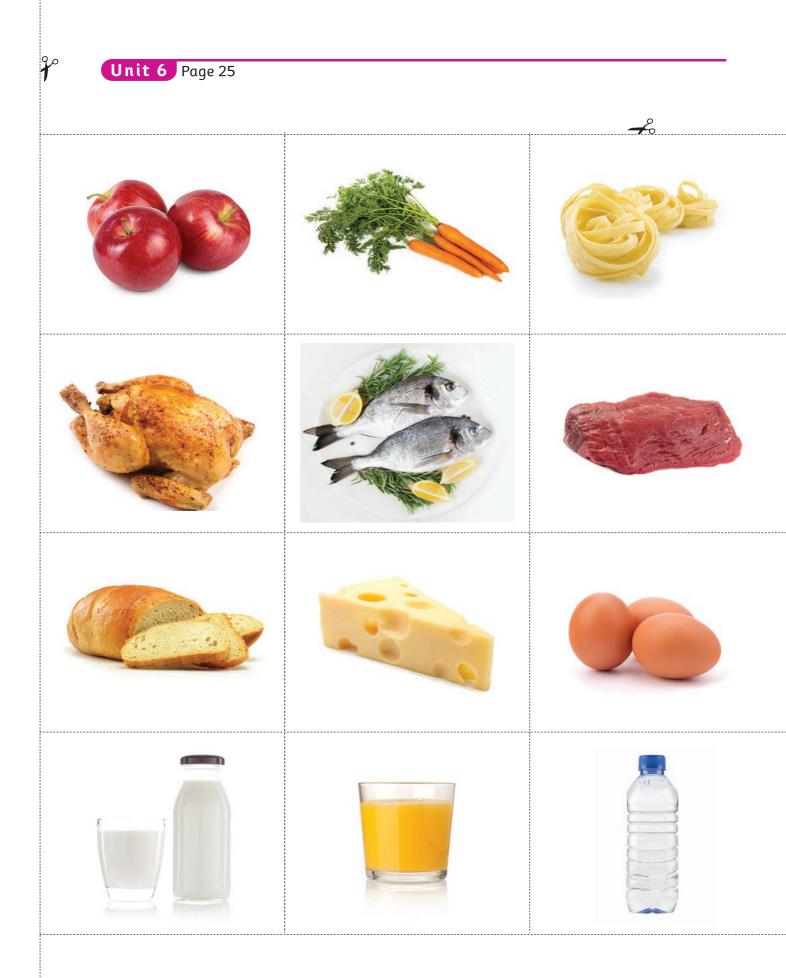
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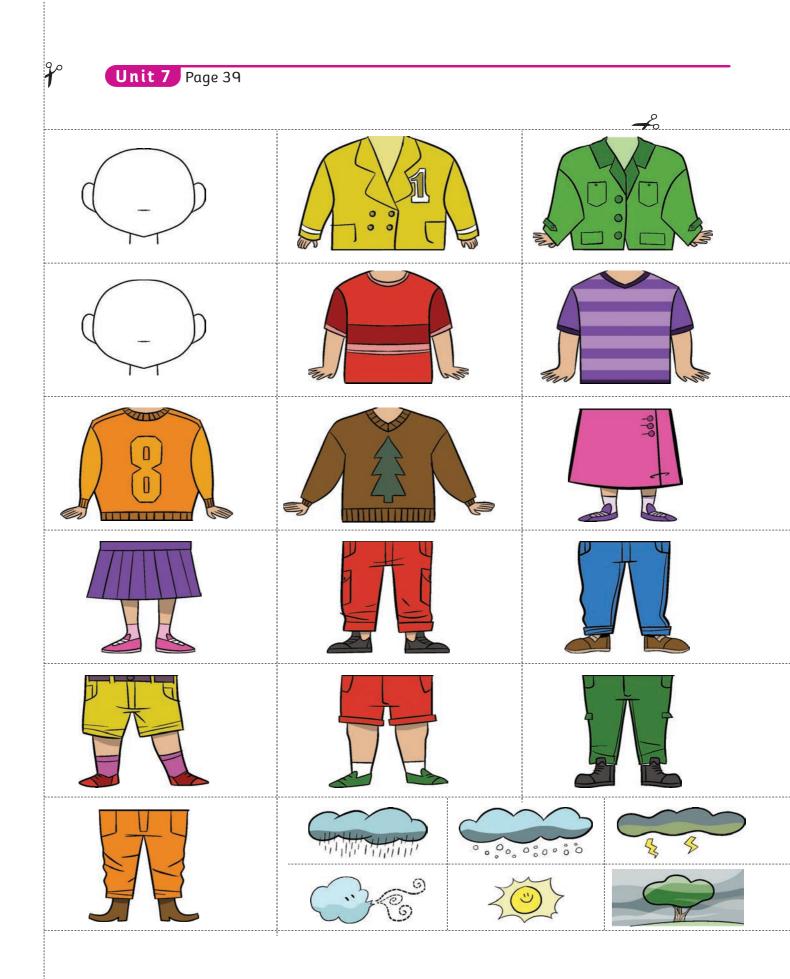
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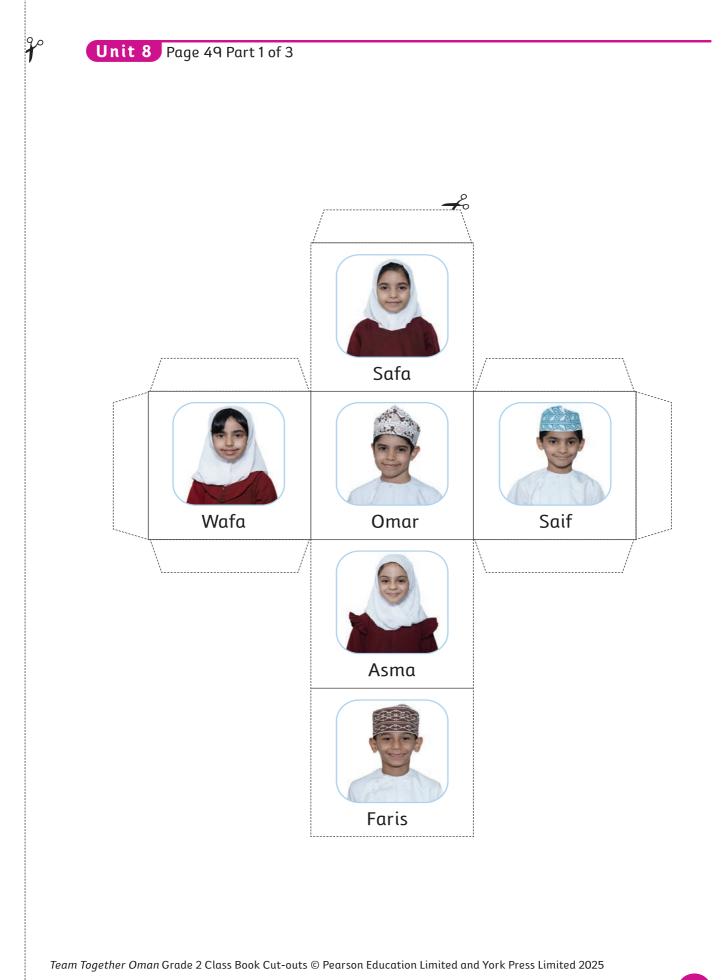


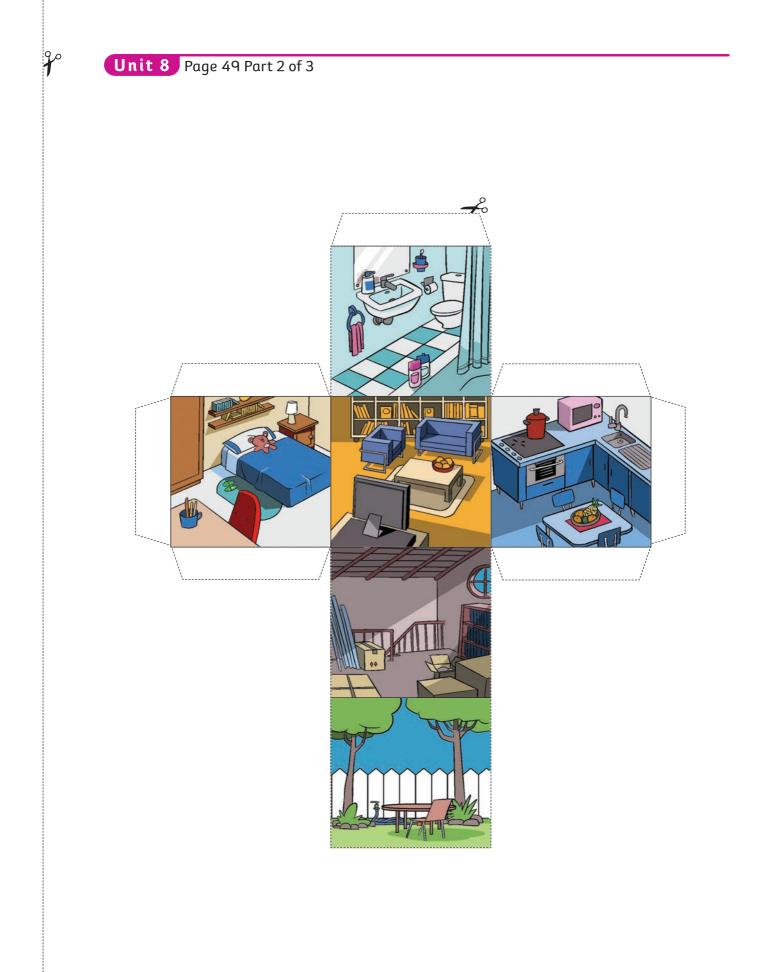
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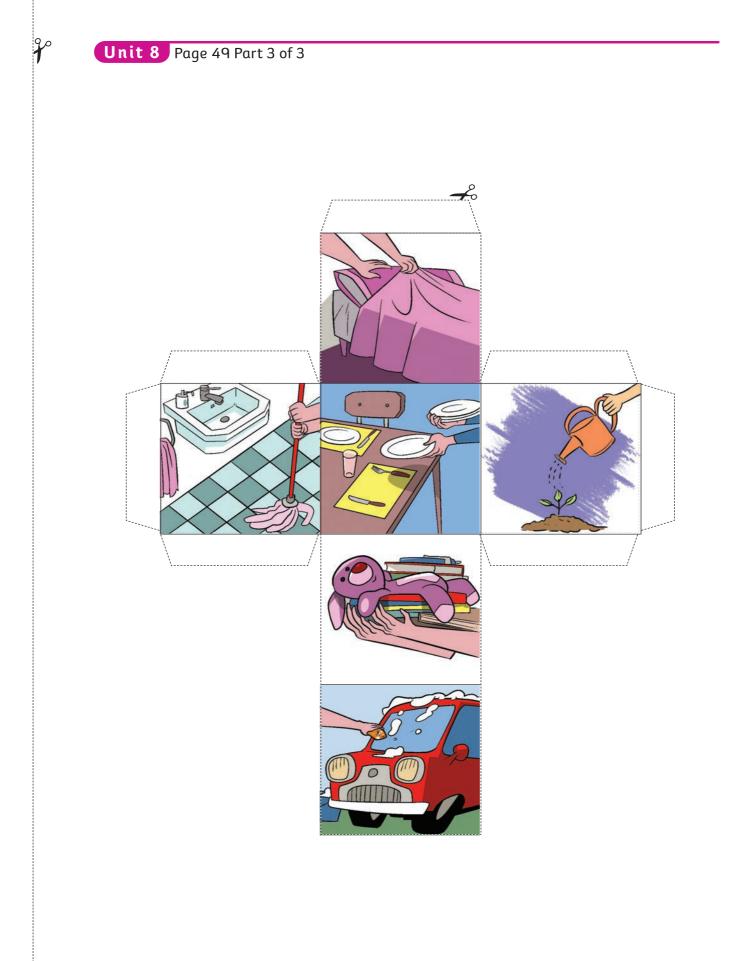
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sixty-five **65** 





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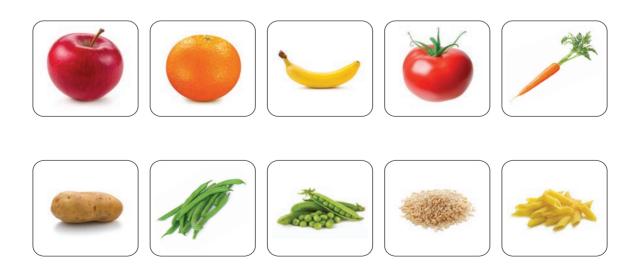
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#### Unit 6 Page 21



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Language boosters Pages 33, 57



Progress path Pages 58, 59



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**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 2B

#### For pupils

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

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

#### For teachers

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

∮GSE	10 20		3	0	40	5	0	60	70	80	90	
Grade 4												
Grade 3												
Grade 2												
Grade 1												
CEFR	<	<a1< th=""><th>A1</th><th>A2</th><th>A2+</th><th><b>B1</b></th><th>B1+</th><th>B2</th><th>B2+</th><th>C1</th><th>C2</th></a1<>	A1	A2	A2+	<b>B1</b>	B1+	B2	B2+	C1	C2	
	PTE YL			E	BYL	С	Cambridge English Qualifications					
Grade 1						P	Pre A1 Starters					
Grade 2	Firstwords			Level 1			Pre A1 Starters					
Grade 3	Springboard			Le	evel 2	2 Pre A1 Starters						
Grade 4	Quickmarch			Le	evel 3	A	A1 Movers					

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