رؤية عُمان 2040

Ministry of Education

TEAM Together OMAN 2A

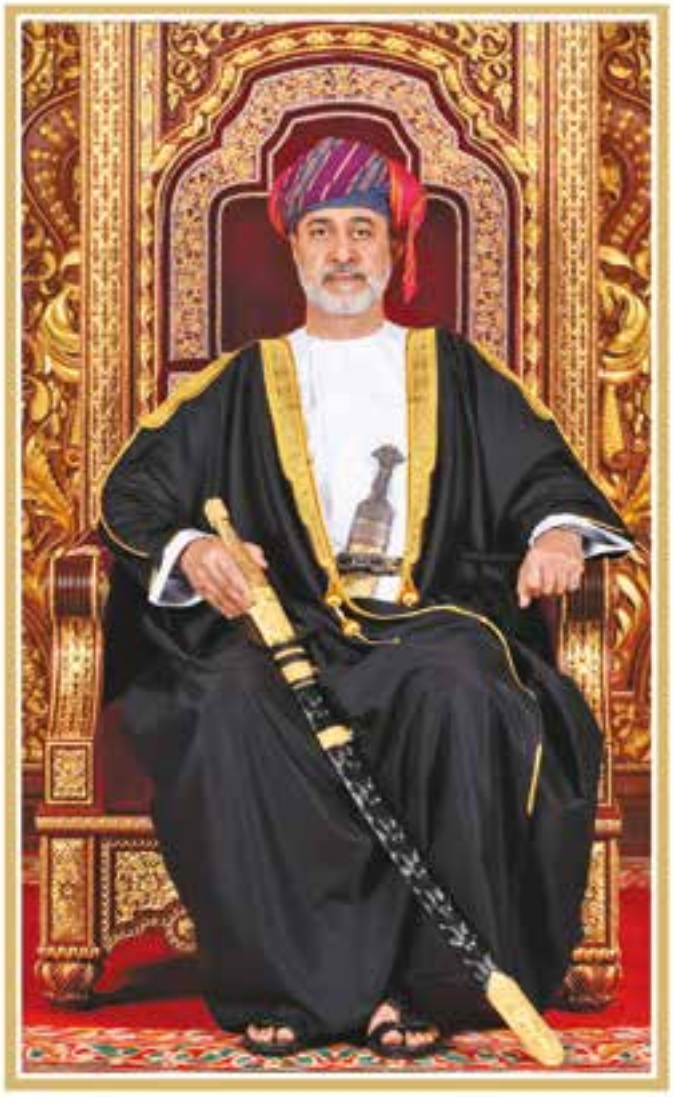
Class Book

with Digital Resources



First Edition

2026

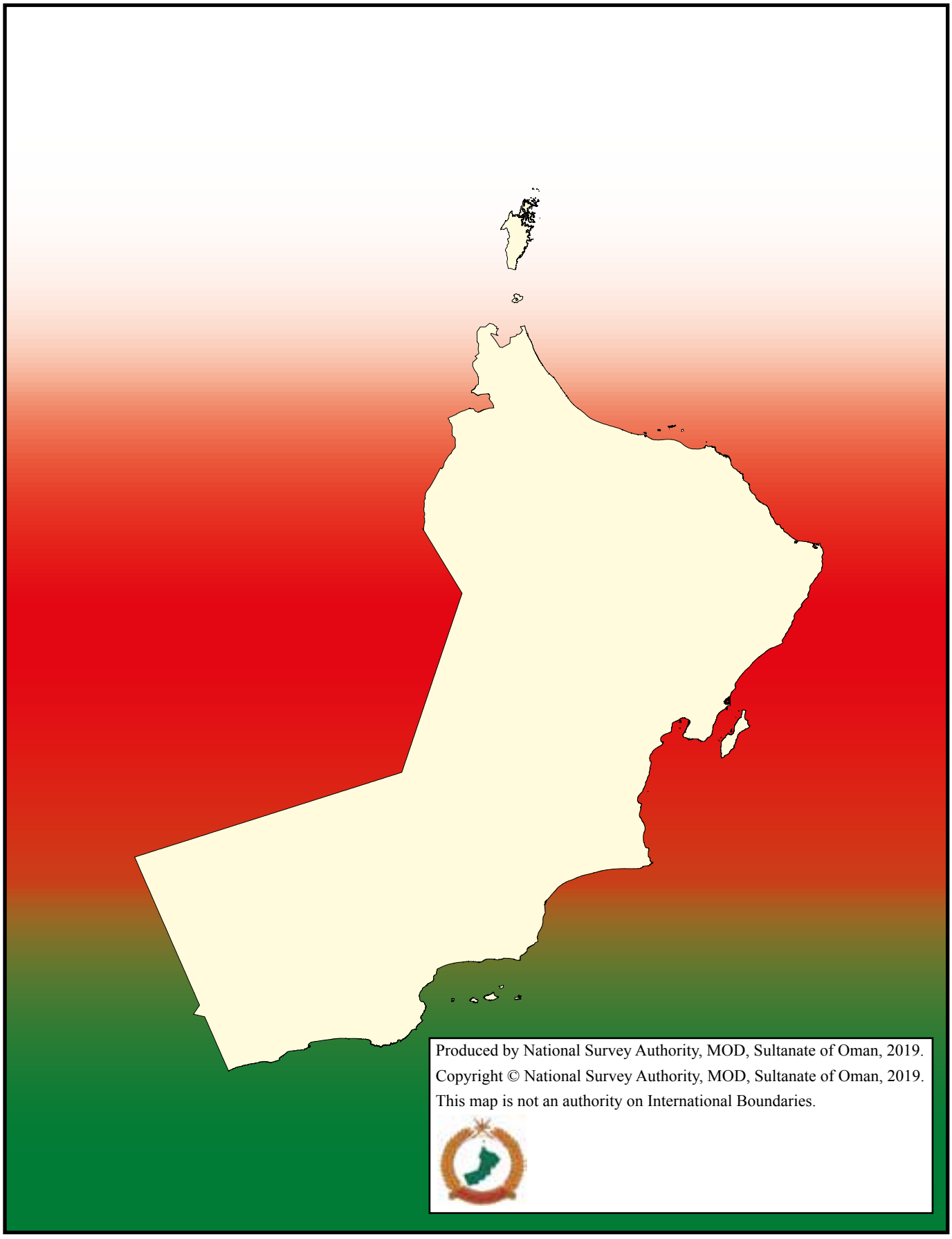


His Majesty
Sultan Haitham Bin Tarik



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 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!





Name: _____

Class: _____









Ministry of Education

TEAM Together OMAN 2A



Class Book

with Digital Resources

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Atomic's Learning Club

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Pearson

YORK PRESS

Global Scale of English

Fast-track your progress

Scope and sequence

Unit	Vocabulary	Grammar	Skills
W Hello!	**Numbers** **Colours**		
1 Look at my toys!	Indoor toys: *car, plane, puzzle, yo-yo, building set, doll, action figure, robot, teddy, dinosaur* Outdoor toys: *kite, bike, slide, scooter, ball, swing*	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: *bag, book, pencil case, pen, pencil, crayon, ruler, pencil sharpener, eraser, scissors* Classroom objects 2: *shelf, cupboard, computer, desk, chair, table*	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 1	Toys: *monster, helicopter, robot, computer, book* Adjectives: *big, small, noisy, interesting, scary* Senses: *sight, hearing, smell, taste, touch*	What's your favourite book? My favourite book is Cinderella. It's very scary.	Natural Science: What are our senses?
3 Move your body!	The body: *head, face, tummy, arms, hands, fingers, legs, knees, feet, toes* Movement verbs: *move, bend, stretch, touch, stamp, clap*	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: *grandma, grandad, mum, dad, uncle, aunt, brother, sister, me, cousin* The face: *hair, mouth, nose. eyes, ears; fair, brown, red, black*	Who's this? It's my uncle. He's got blue eyes. She's got brown hair.	Presenting your family
Atomic's Learning Club 2	Parts of the body: *head, feet, leg, arm, hand* Places in a town: *school, hospital, shops, houses, café*	Is there one arm? No, there isn't. There are four arms.	Social Studies: In my town

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
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

Welcome

Hello!

1 W.1 **Listen and point. Then say.**

1



Look.

2



Listen.

3



Point.

4



Read.

5



Draw.

6



Write.

2 **Say and do.**

Classroom language



3 W.2 **Listen and point. Then say.**

1



Stand up.

2



Sit down.

3



Pick up your book.

4



Open your book.

5



Close your book.

6



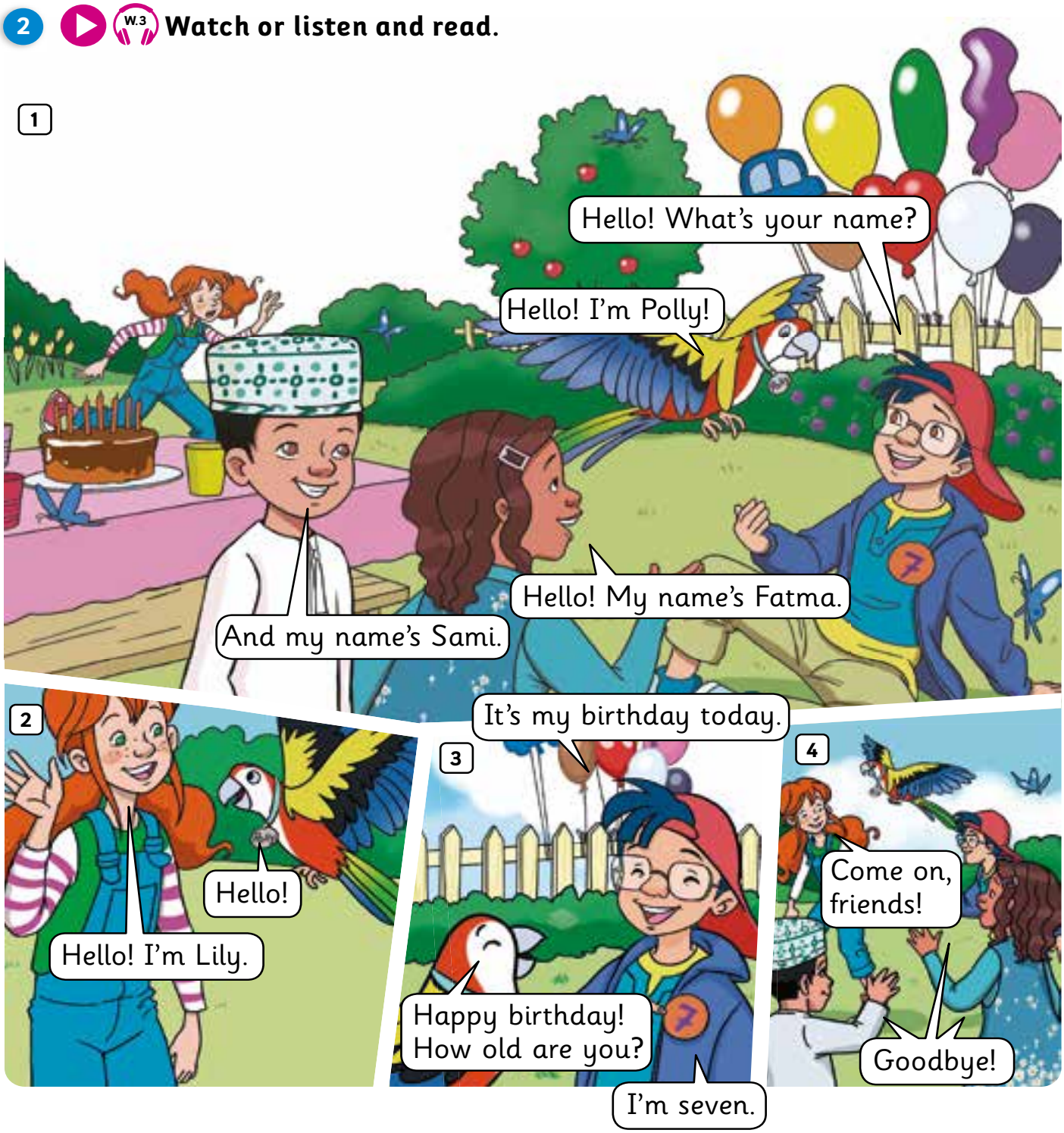
Wave goodbye.

4 **Say and do.**

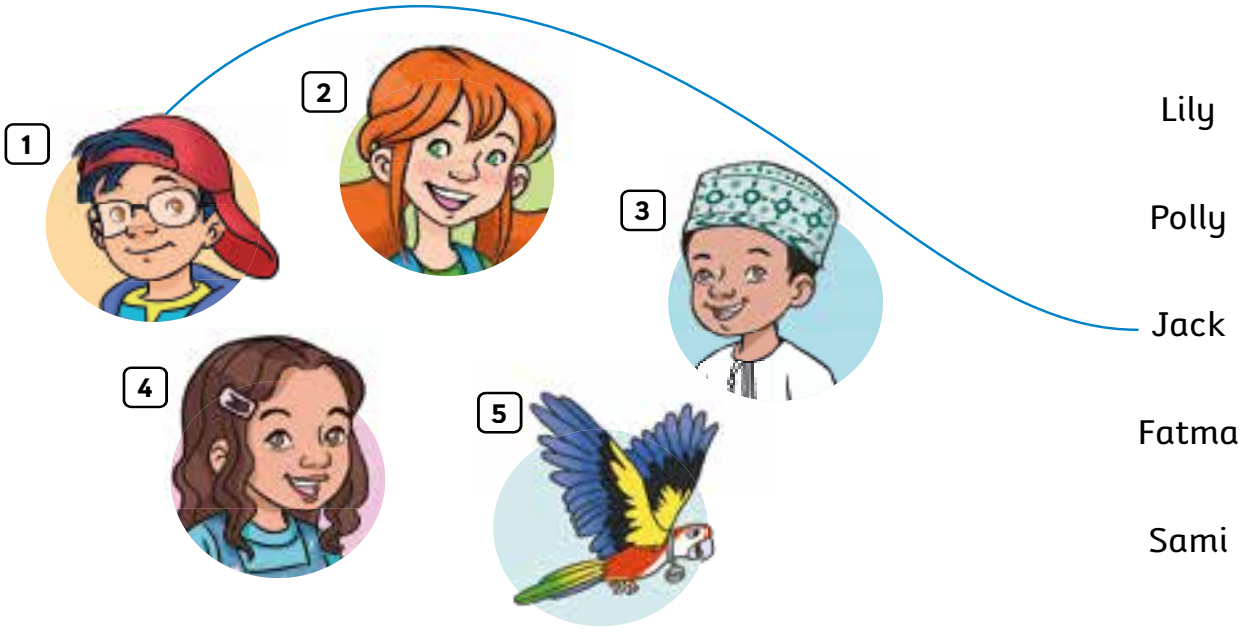
Helpers Team

1 Find and circle. 7

2 W.3 Watch or listen and read.



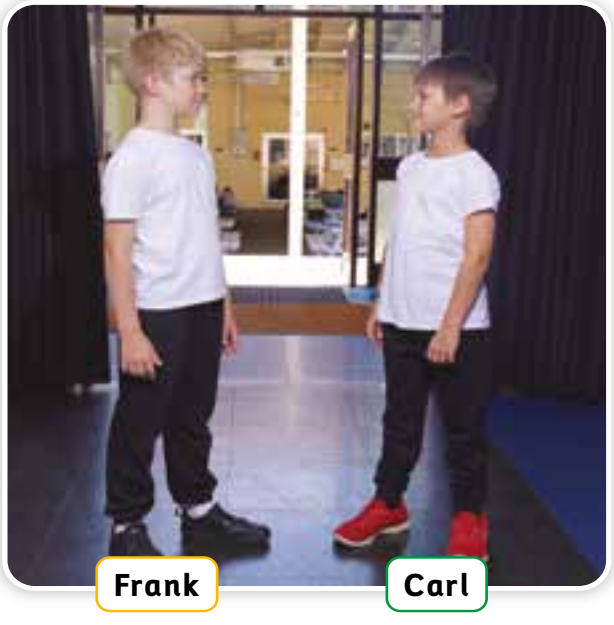
3 W.4 **Listen and match.**



4 **Act out the story.**

English in action
Meeting new friends

5 W.5 **Watch or listen and read.**



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

My name's Carl.

Hi, Carl. How old are you?

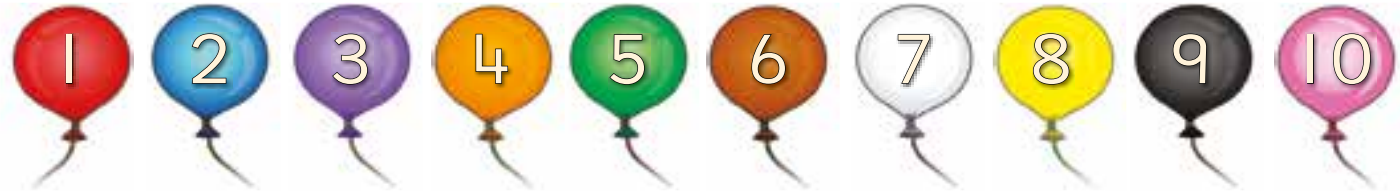
I'm seven. How old are you?

I'm six.

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

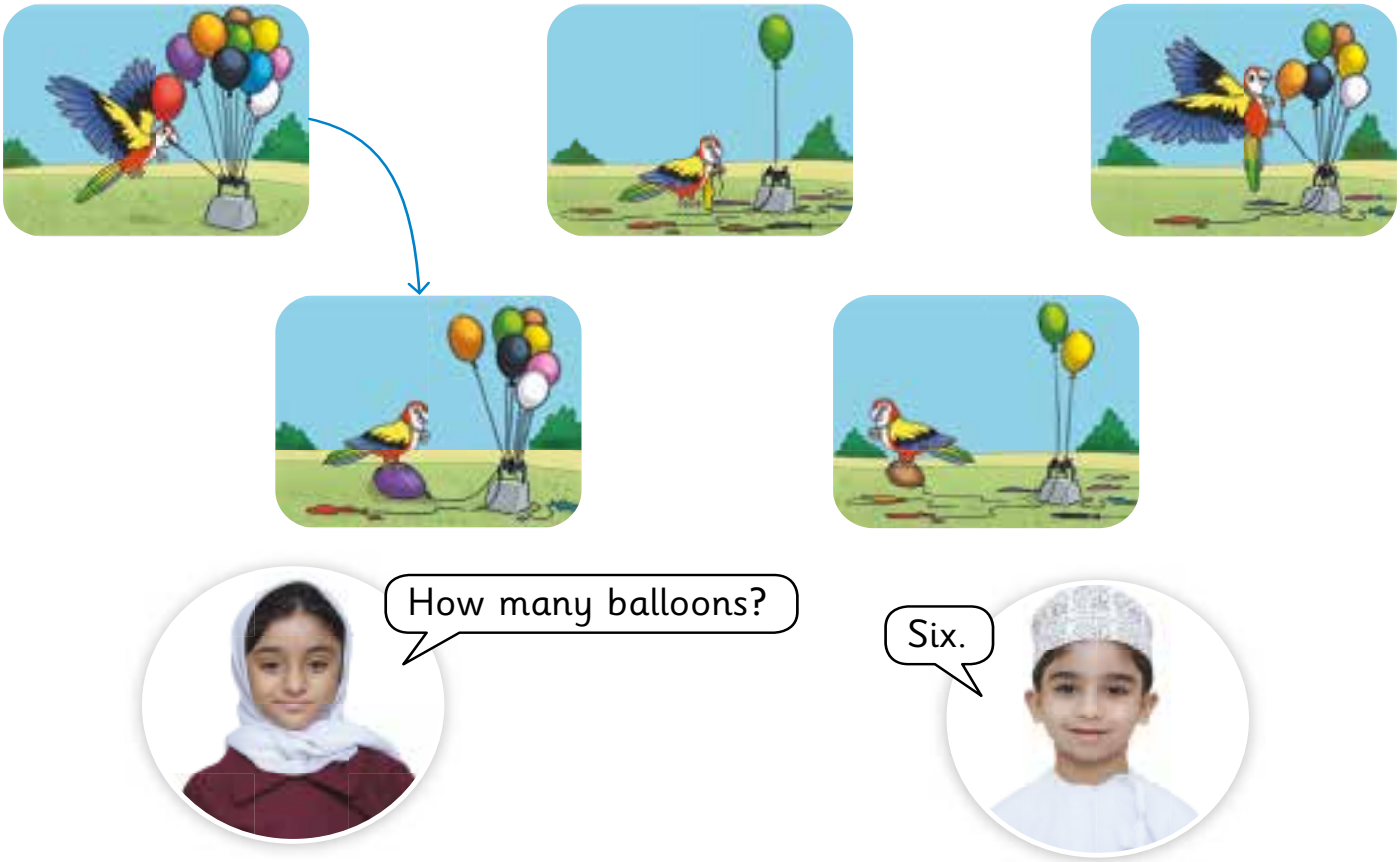
Numbers

1 W.7 W.8 **Listen and chant.**



one two three four five six seven eight nine ten

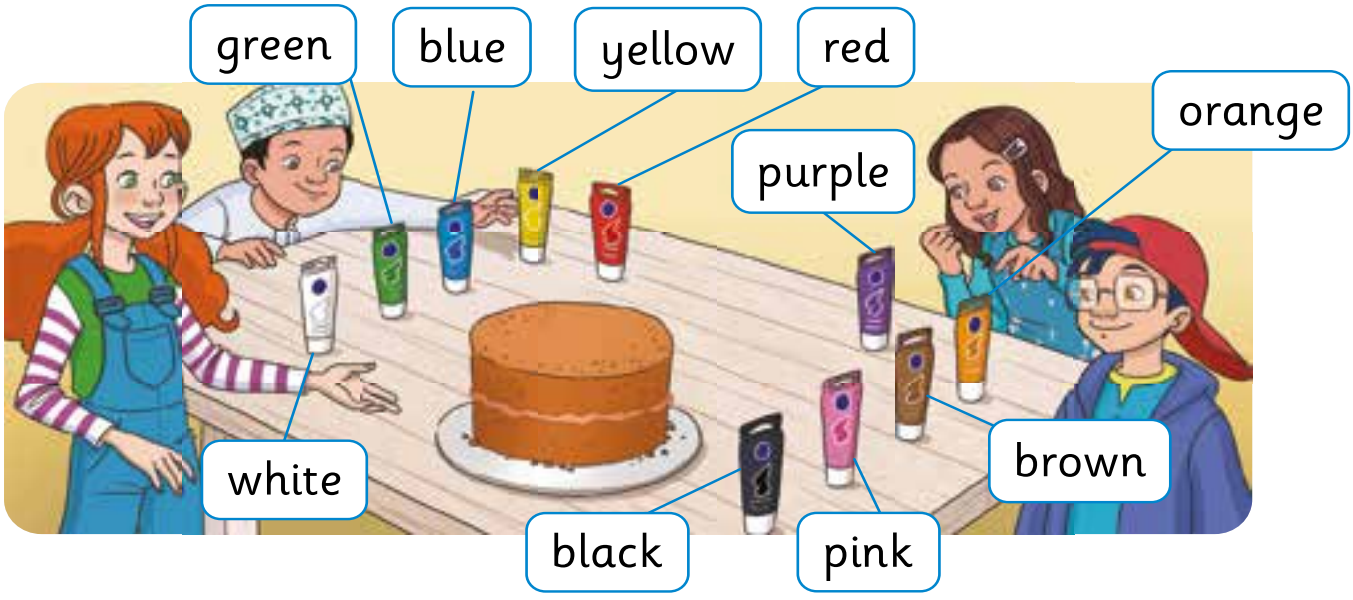
2 W.9 **Listen and draw. Then say.**



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



4 W.10 **Listen and say. Then listen and point.**



5 W.11 W.12 **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.**

1 
2 
3 
4 
5 

7 **Go to the Progress path on 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 1.1 Listen and stick. Then listen and say.

1 
car

2 
plane

3 
puzzle

4 
yo-yo

5 
building set

6 
doll

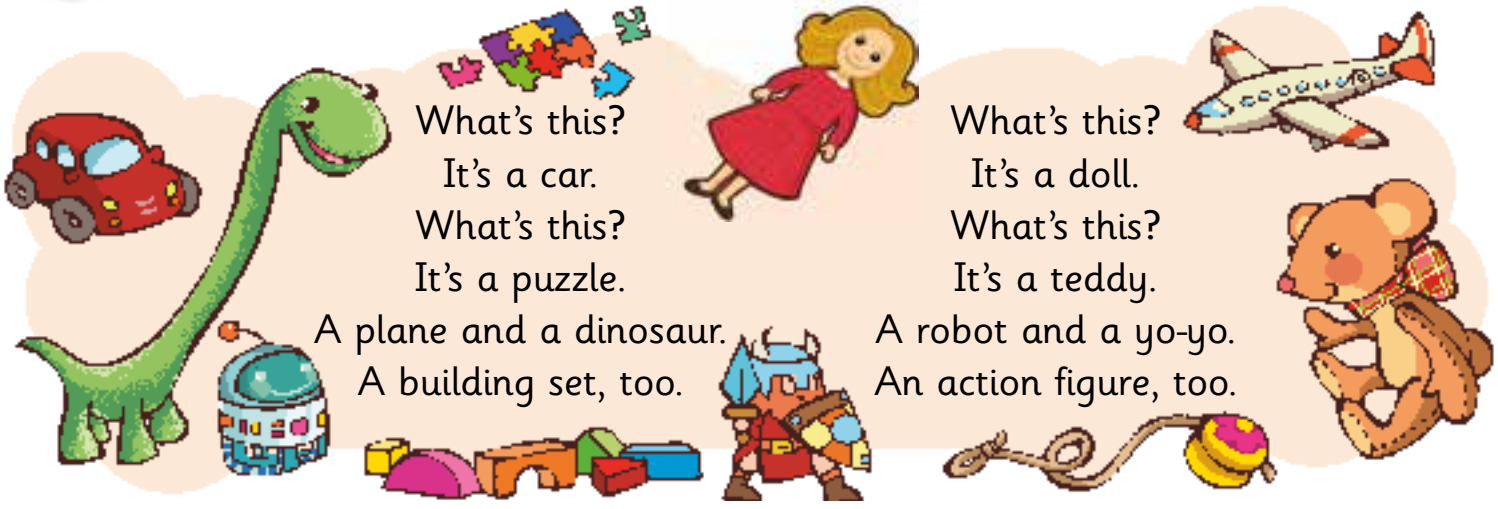
7 
action figure

8 
robot

9 
teddy

10 
dinosaur

3 1.2 1.3 Listen and chant.



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 **Watch or listen and read.** 1.6





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

What's this?



1 It's a **dinosaur** / **robot**.



2 It's a **yo-yo** / **doll**.



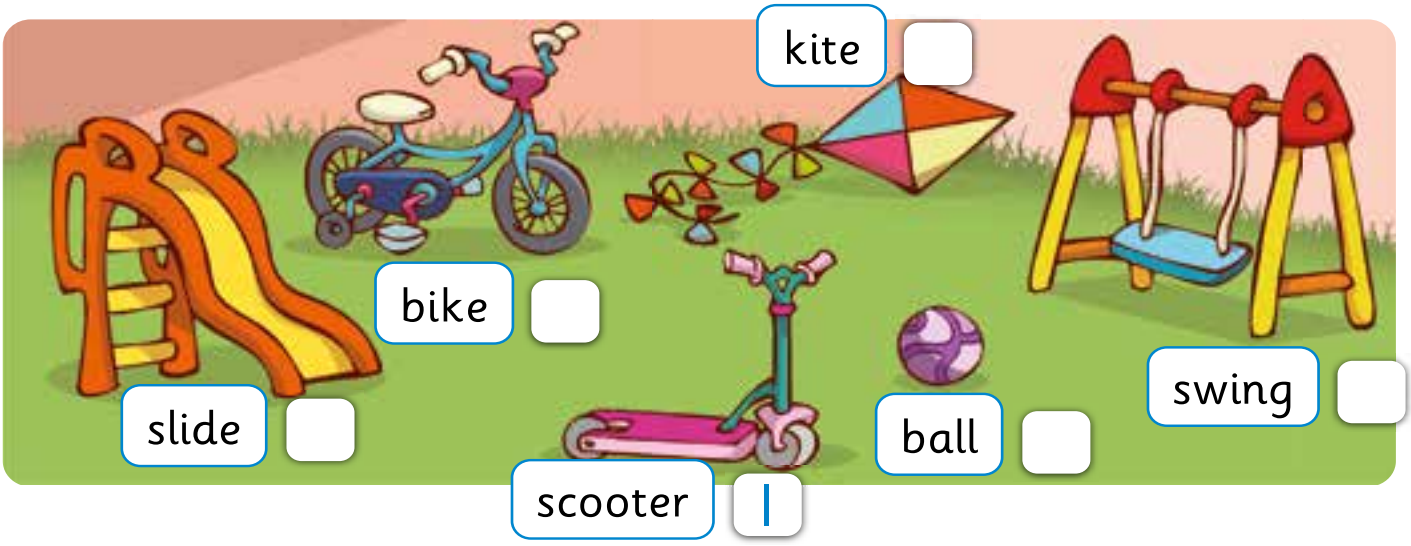
3 It's a **car** / **plane**.

4 **Act out the story.**

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

Values
Be creative

1 1.7 Listen and say. Then listen and number.



2 1.8 1.9 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.

Activity Book, Unit 1 Lesson 3, part 2
Sounds and Spelling Book Unit 1, Lesson 3

1 1.11 Listen and tick (✔).

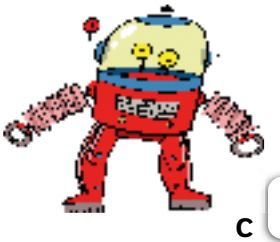
1



A ☐

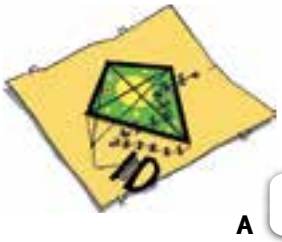


B ☐



C ✔

2



A ☐



B ☐



C ☐

3



A ☐

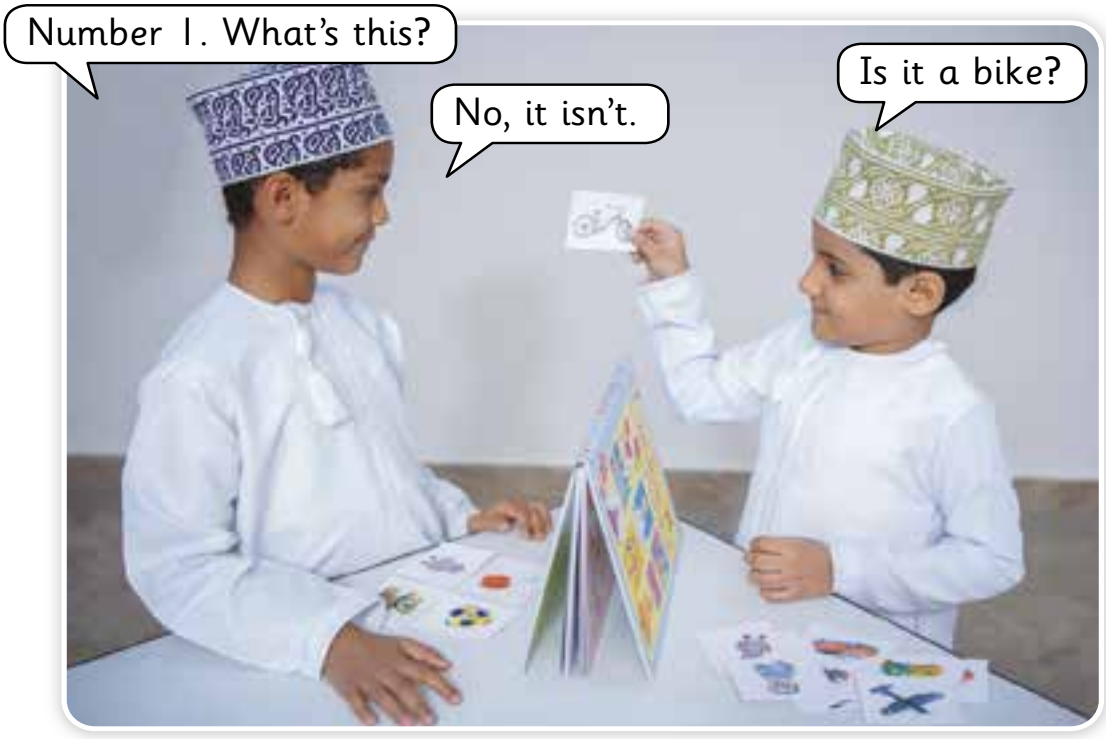


B ☐



C ☐

2 1.12 Cut out. Then listen and play.



Lesson 5, part 1

CULTURE

Oman's Children Museum

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



museum

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



bike

You can do lots of fun activities. You can make toys. What's this? It's a puppet.



puppet

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

2 1.13 **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.

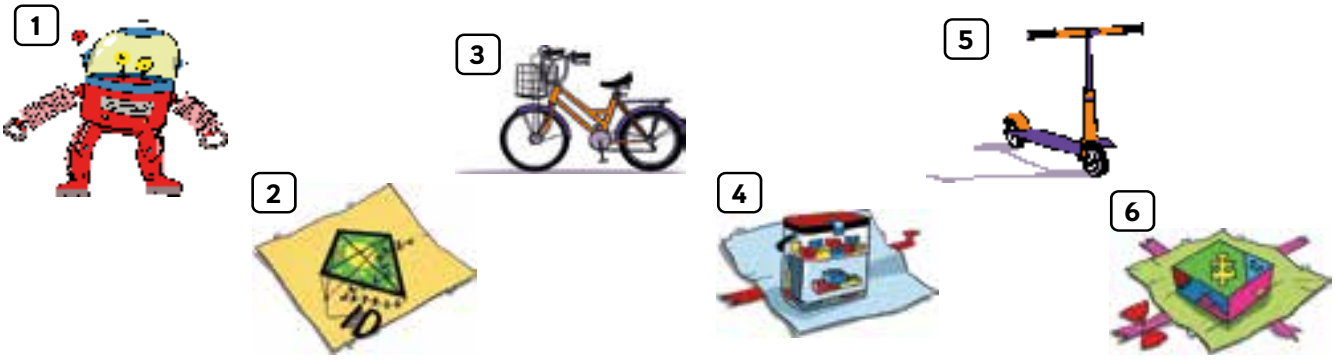


English in action 1

Sharing your toys

1 Read and match.

kite | scooter | puzzle | robot | bike | building set



2 1.14 Watch or 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 the Progress path on page 64.

Pre A1 Starters Reading and Writing Part 3

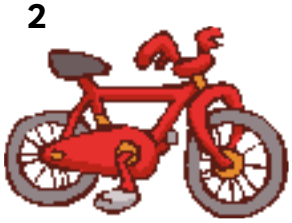
1 **Look at the pictures. Look at the letters. Write the words.**

1



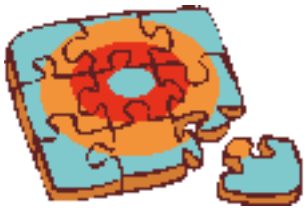
p l n e a

2



e i b k

3



z u p e l z

4



d s i l e

5



a d r i u o n s

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?

Vocabulary and Grammar 2

2 2.1 **Listen and stick. Then listen and say.**

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

3 **Find the classroom objects on page 26.**

one bag – two bags

4 2.2 2.3 **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.**

2.4

This is my pencil case.
These are my books.





Activity Book, Unit 2 Lesson 1, part 2
Sounds and Spelling Book Unit 2, Lesson 1



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

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

The computer





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

CLIL



1 These are my books.





2 This is my pen.





3 These are my rulers.



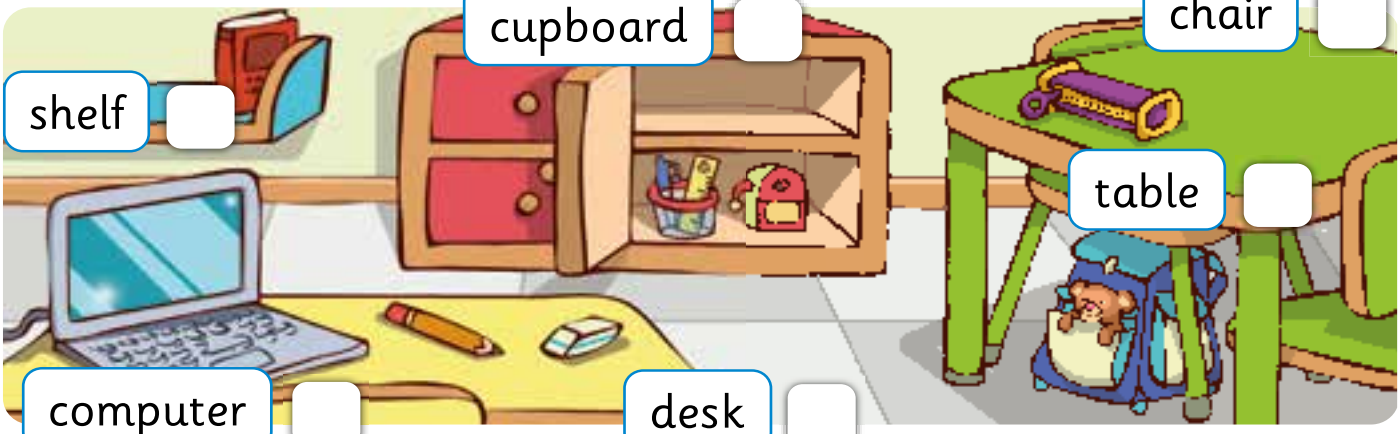


4 **Act out the story.**

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.

1 2 3 4



Where's the pencil case?

It's on the table.

2.10

Where's the pencil?

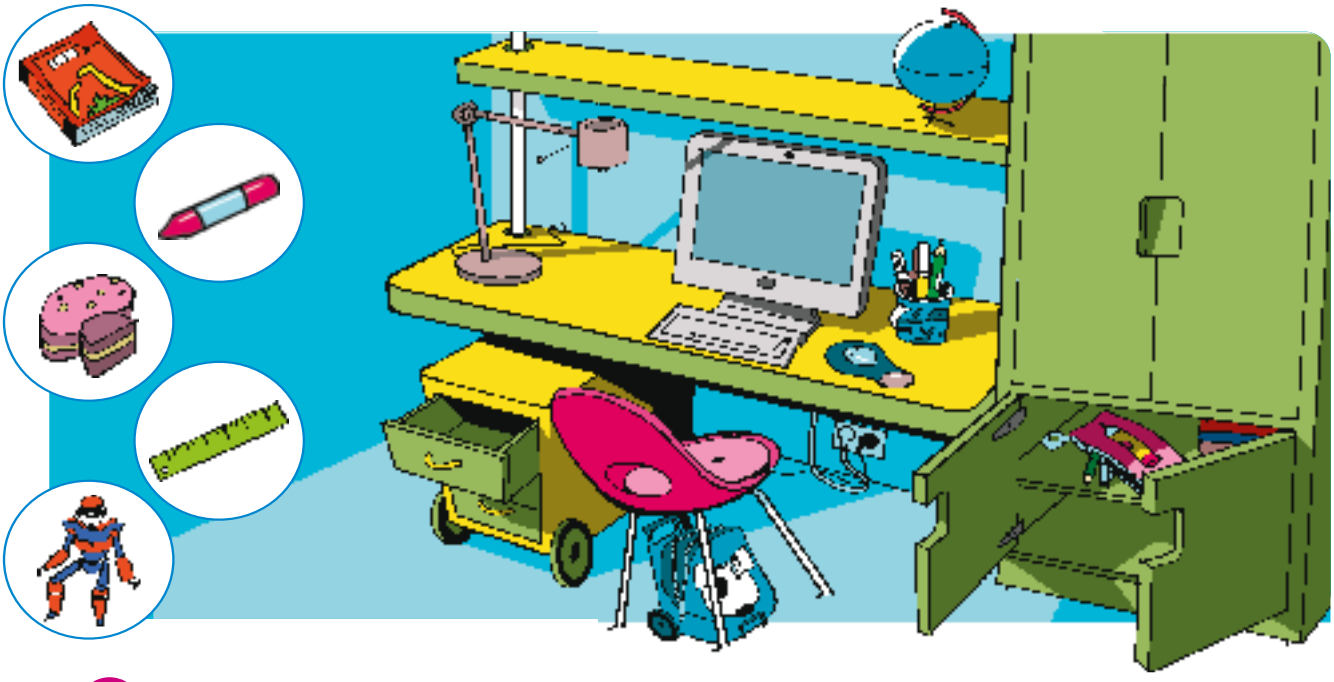
It's in the desk.

It's on the desk.

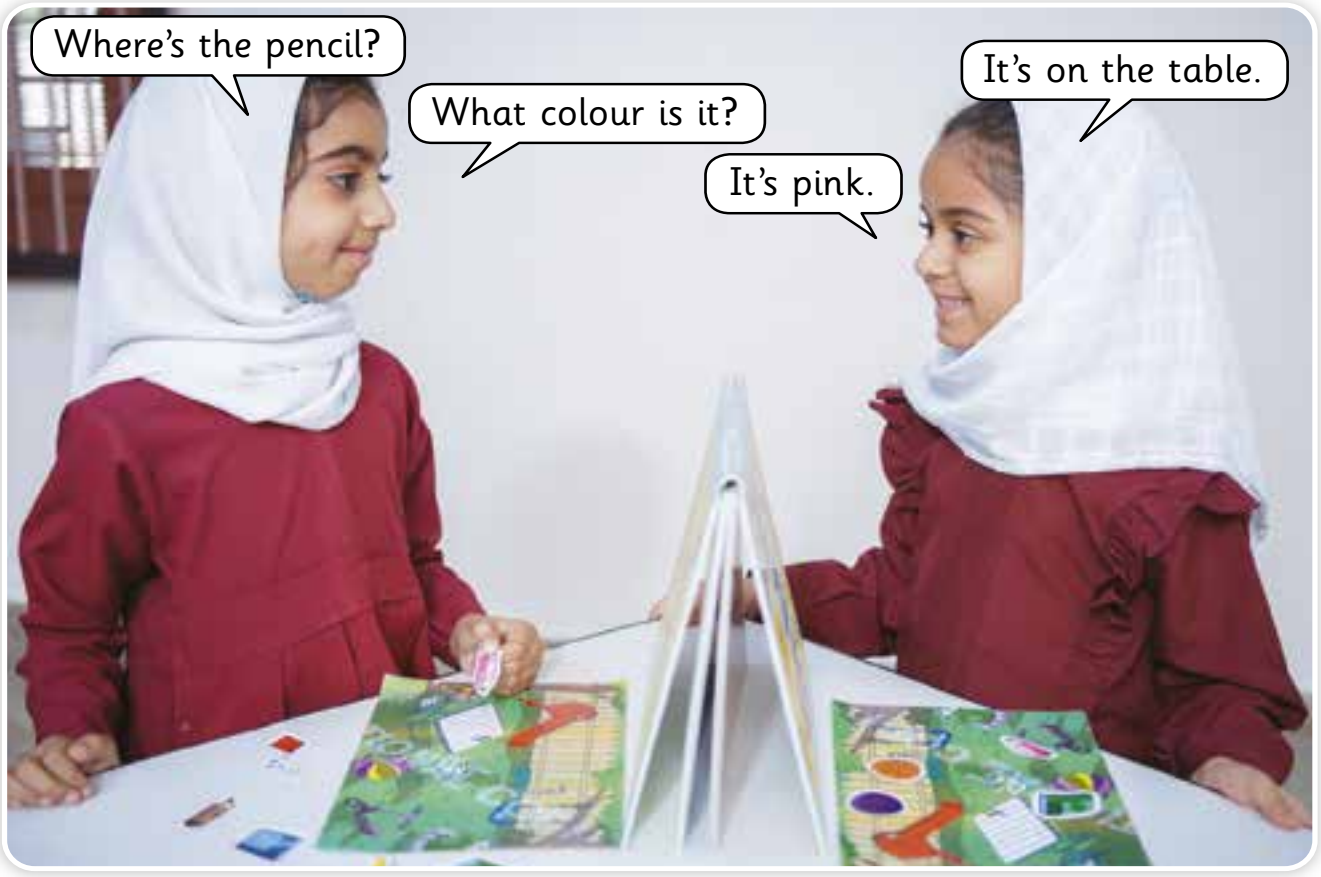
It's under the desk.

Activity Book, Unit 2 Lesson 3, part 2
Sounds and Spelling Book Unit 2, Lesson 3

1 2.11 **Listen and draw lines.**



2 2.12 **Cut out. Then listen and play.**



Lesson 5, part 1

CULTURE

My school



I'm Wafa. Come and see my school.



This is the playground. It's big!



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



This is the library.



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

1 **Before you read** **Is your school big or small?**

2 2.13 **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.



English in action 2

Borrowing things

1 Read and match.

crayon ruler pen pencil book eraser

1 

2 

3 

4 

5 

6 

2 2.14 Watch or 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 2.15 Listen and write Yes or No.



1 _____

2 _____

3 _____

4 _____

3 Go to the Progress path on pages 64–65.

Get ready for...

Pre A1 Starters Reading and Writing Part 1

1 **Look and read. Put a tick (✔) or a cross (✘) in the box.**

1 

This is a table. ☐

2 

These are scissors. ☐

3 

This is a book. ☐

4 

These are computers. ☐

5 

This is a desk. ☐

6 

These are pencil cases. ☐

Pre A1 Starters Speaking Part 2

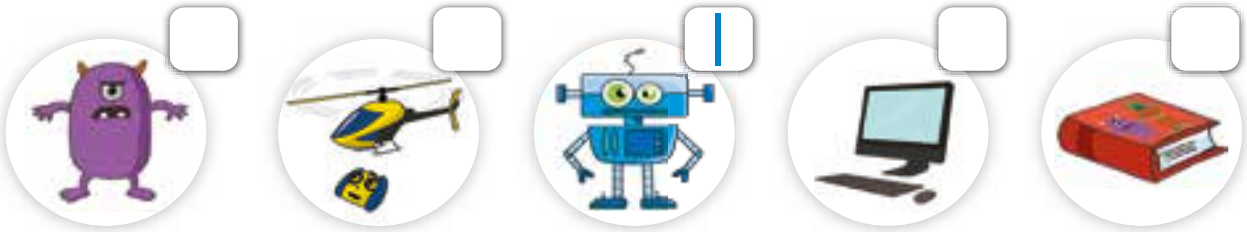
2 **Point to the pictures in Activity 1. Ask and answer.**



Language booster 1

How many toys can you say?

1 LB1.1 **Listen and say. Then listen and number.**



monster helicopter robot computer book

2 LB1.2 **Listen and match.**

1 The robot is very… big.

2 The monster is very… small.

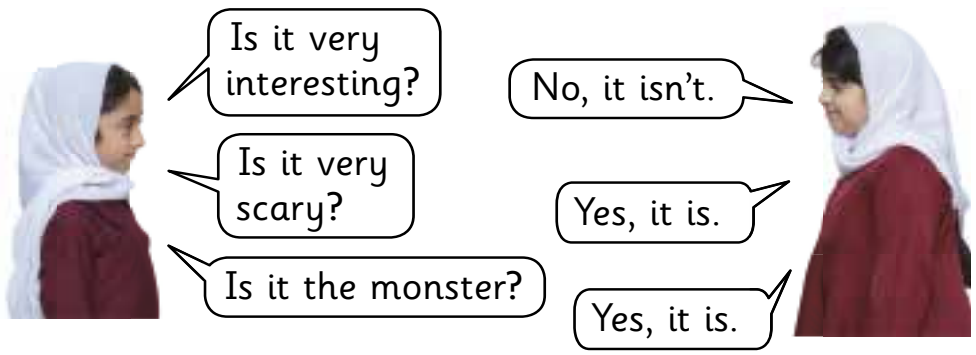
3 The helicopter is very… noisy.

4 The computer is very… interesting.

5 The book is very… scary.



3 **Say and play.**



LB1.3

The robot is very small.

Is it very small?
Yes, it is.
No, it isn't.

4 LB1.4 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.

Snow White Little Red Riding Hood

interesting scary

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

1 My favourite book is _____.

2 It's _____.



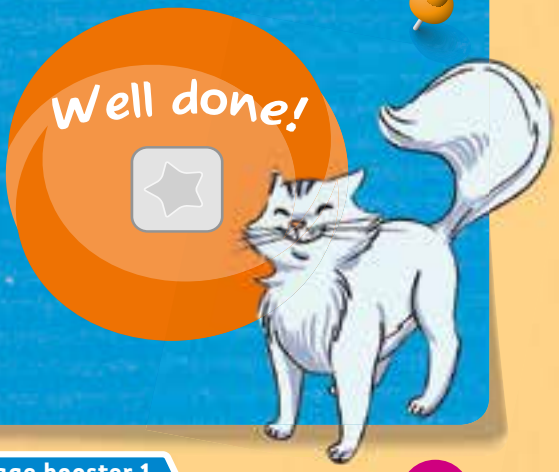
Show what you know

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? ☐



Natural Science

What are our senses?

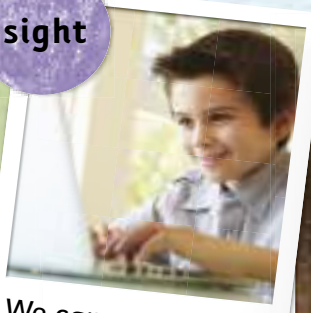
Think **1** **How many senses have we got?**

Learn **2** C1.1 **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!

LC1

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.







3 Move your body!

1 **How many body words do you know?**



How many crayons can you see?
Where's the teddy?
What colour is the book?

Vocabulary and Grammar 3

2 3.1 **Listen and stick. Then listen and say.**

1 
head

2 
face

3 
tummy

4 
arms

5 
hands

6 
fingers

7 
legs

8 
knees

9 
feet

10 
toes

3 **Find the body parts on page 40.**

4 3.2 3.3 **Listen and chant.**

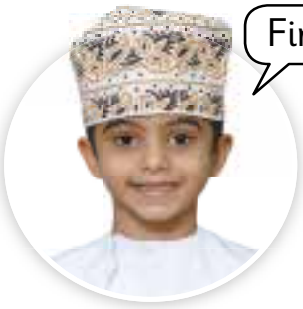


This is my body.
Who can you see?
This is my body
And I see me!

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.**





3.4

I've got one face.

I've got ten toes.

Activity Book, Unit 3 Lesson 1, part 2
Sounds and Spelling Book Unit 3, Lesson 1

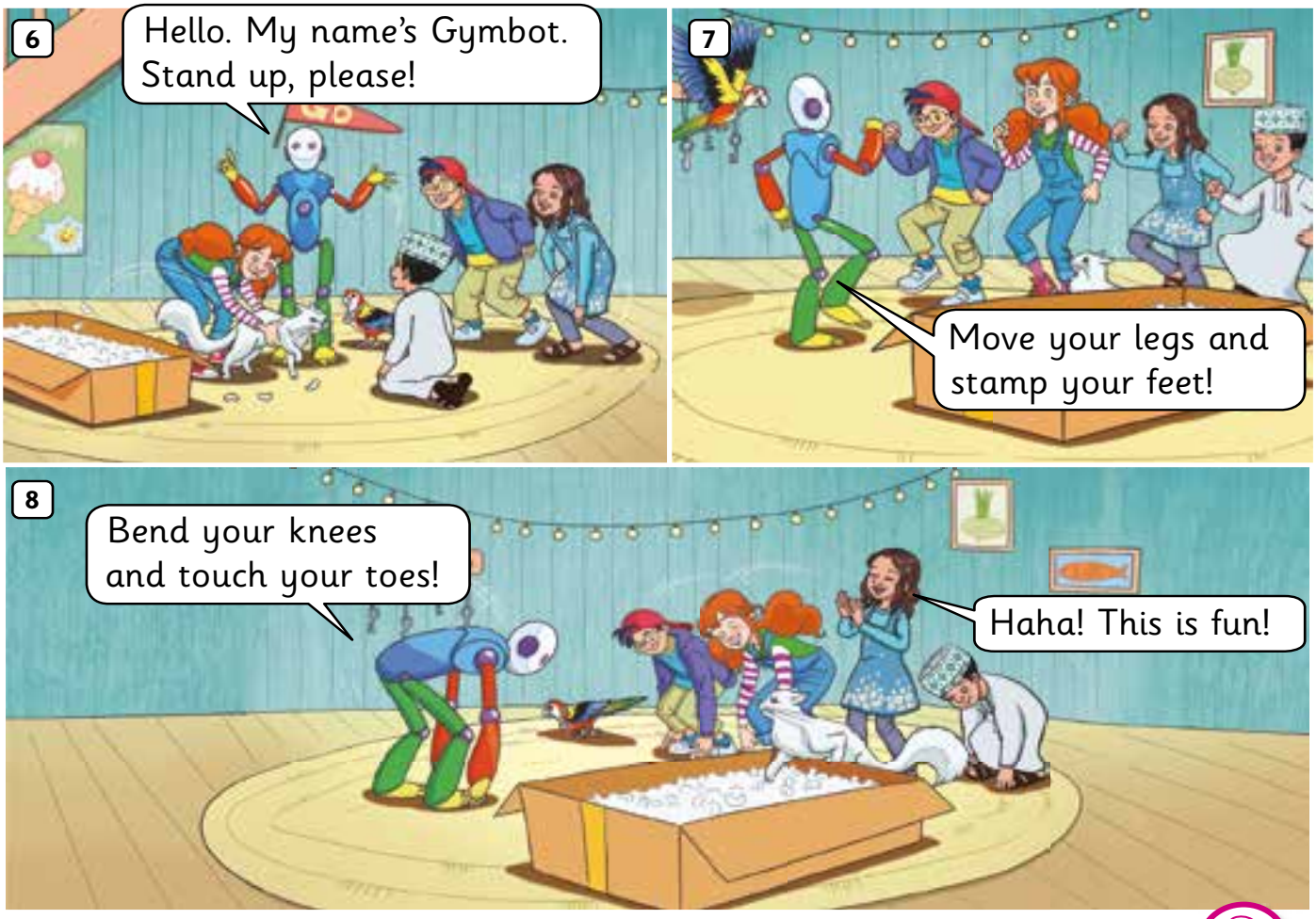


1 **Before you read** **Look at picture 1. What's in the box?**

2 3.6 **Watch or listen and read.**

The robot





CLIL

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



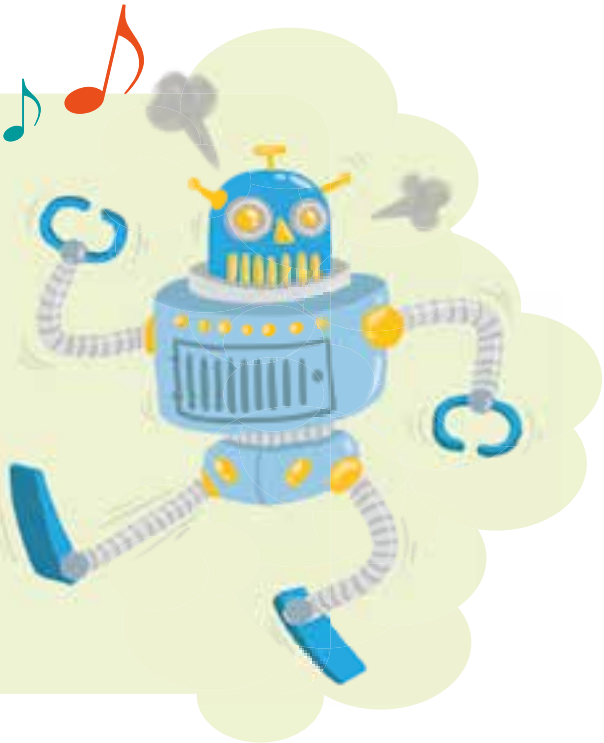
6 clap



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!





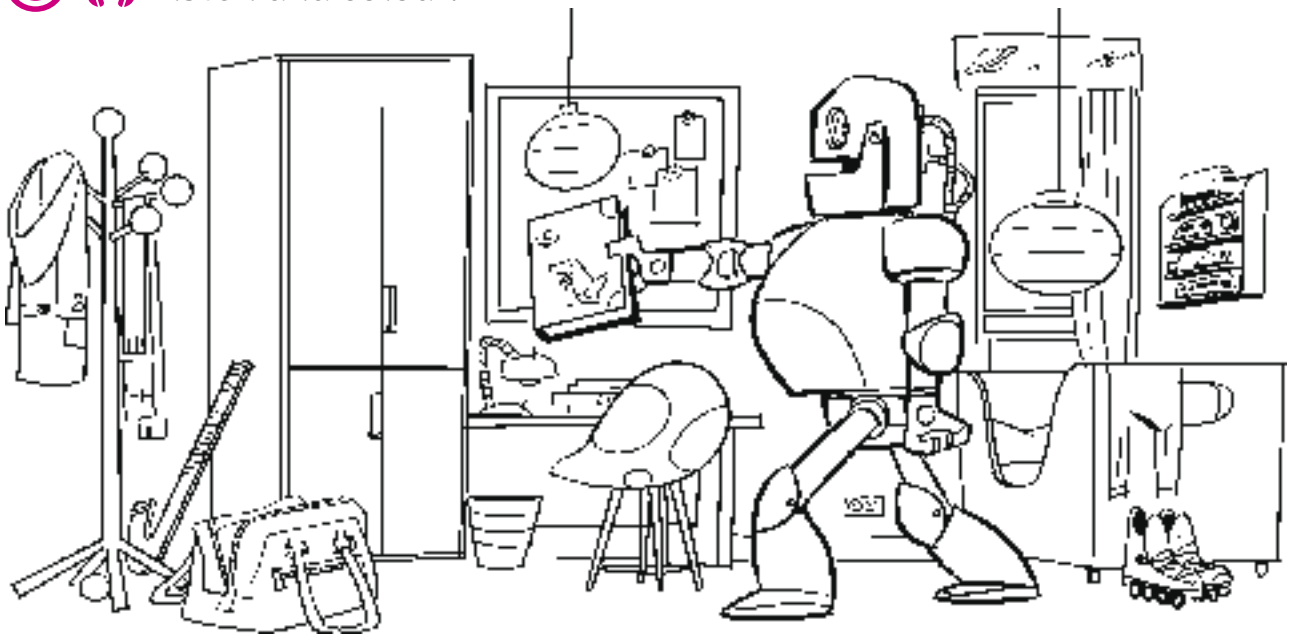
3.10

Move your body!

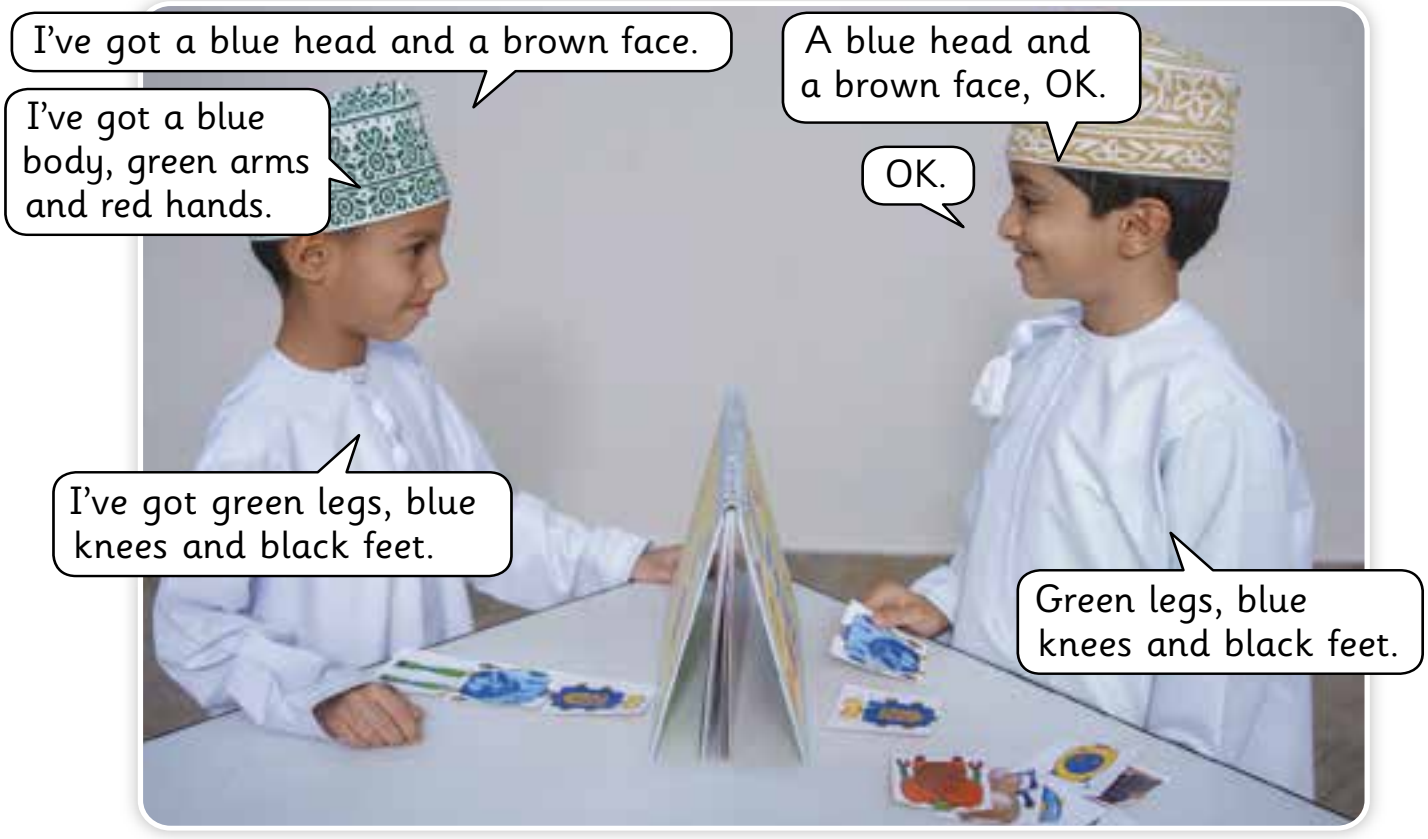
Touch your head!

Activity Book, Unit 3 Lesson 3, part 2
Sounds and Spelling Book Unit 3, Lesson 3

1 3.11 **Listen and colour.**



2 3.12 **Cut out. Then listen and play.**



Lesson 5, part 1

CULTURE

National Day



My name's Faisal.
I love 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.

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



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

2 3.13 **Listen and read.**

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

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

My dress is blue, red, green and white.



Project

Lesson 5, part 2

Make a festivals poster.

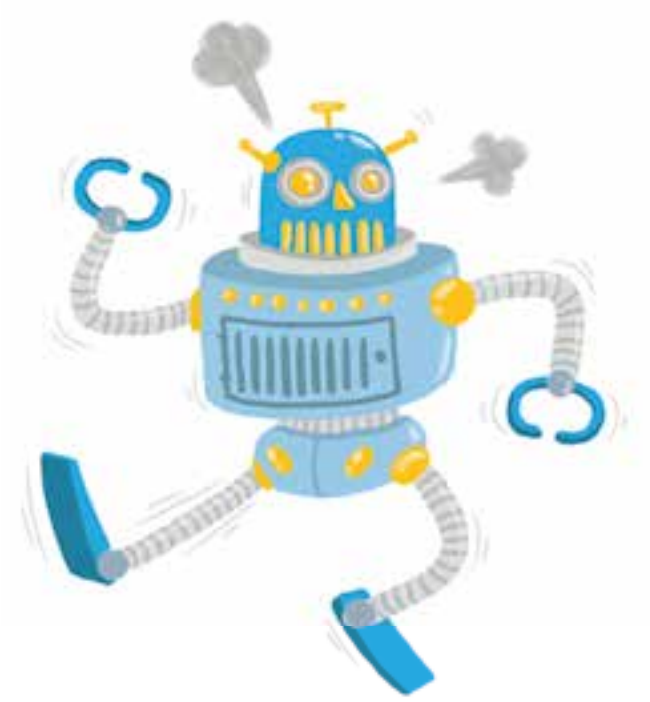
1. Choose a festival.
2. Draw clothes for the festival.
3. Write. *My... is...*
4. Together, make a poster of your festival.
5. Show your poster to the class.

Sounds and Spelling Book
Unit 3, Lesson 5

English in action 3

Paying a compliment

1 Find and point. Say.



tummy

head

face

body

feet

2 3.14 Watch or 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!

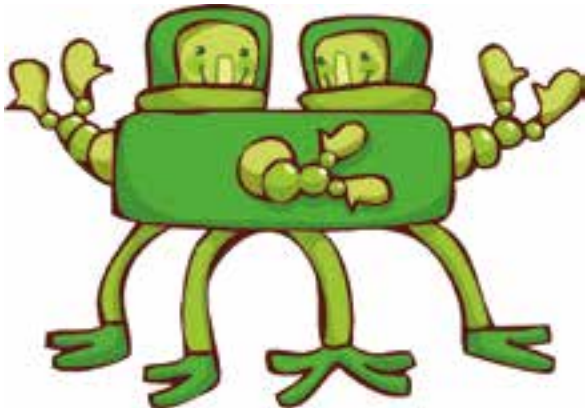
Thank you.

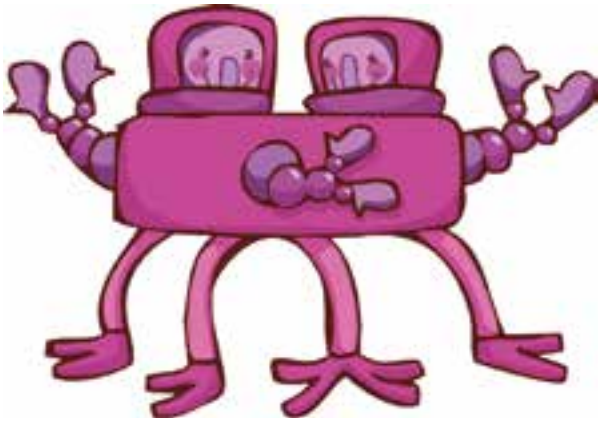
3 Act out the dialogue. Use different toys and body parts.

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 _____.

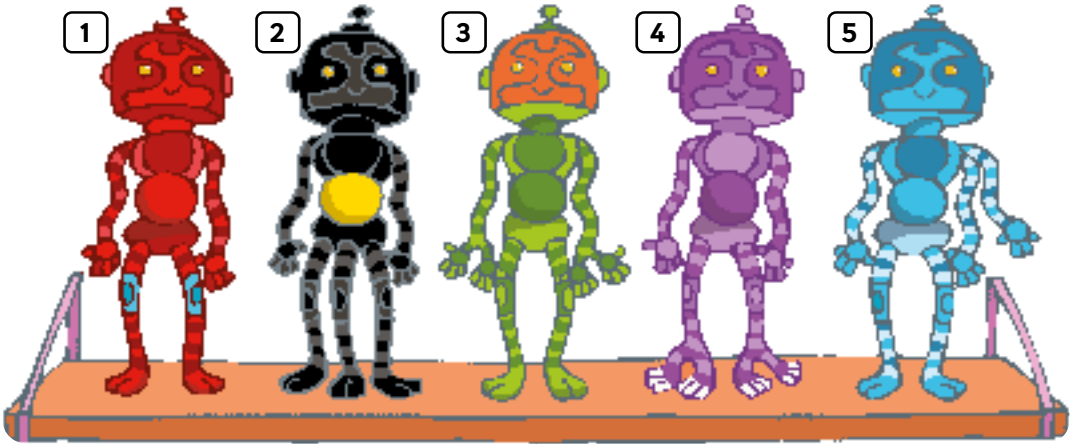
2 3.16 Listen and number.



3 Go to the Progress path on 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

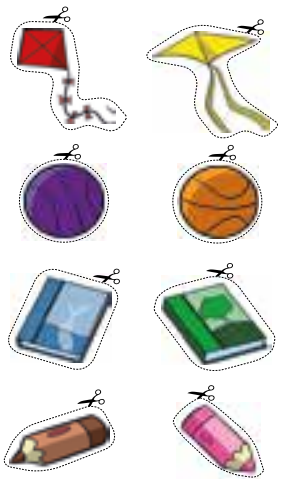
2 **Use the picture in Activity 1 and the cut-outs from Unit 2. Say and do.**



Point to the purple robot.

Point to the pink pencil.

Put the pink pencil on the purple robot.



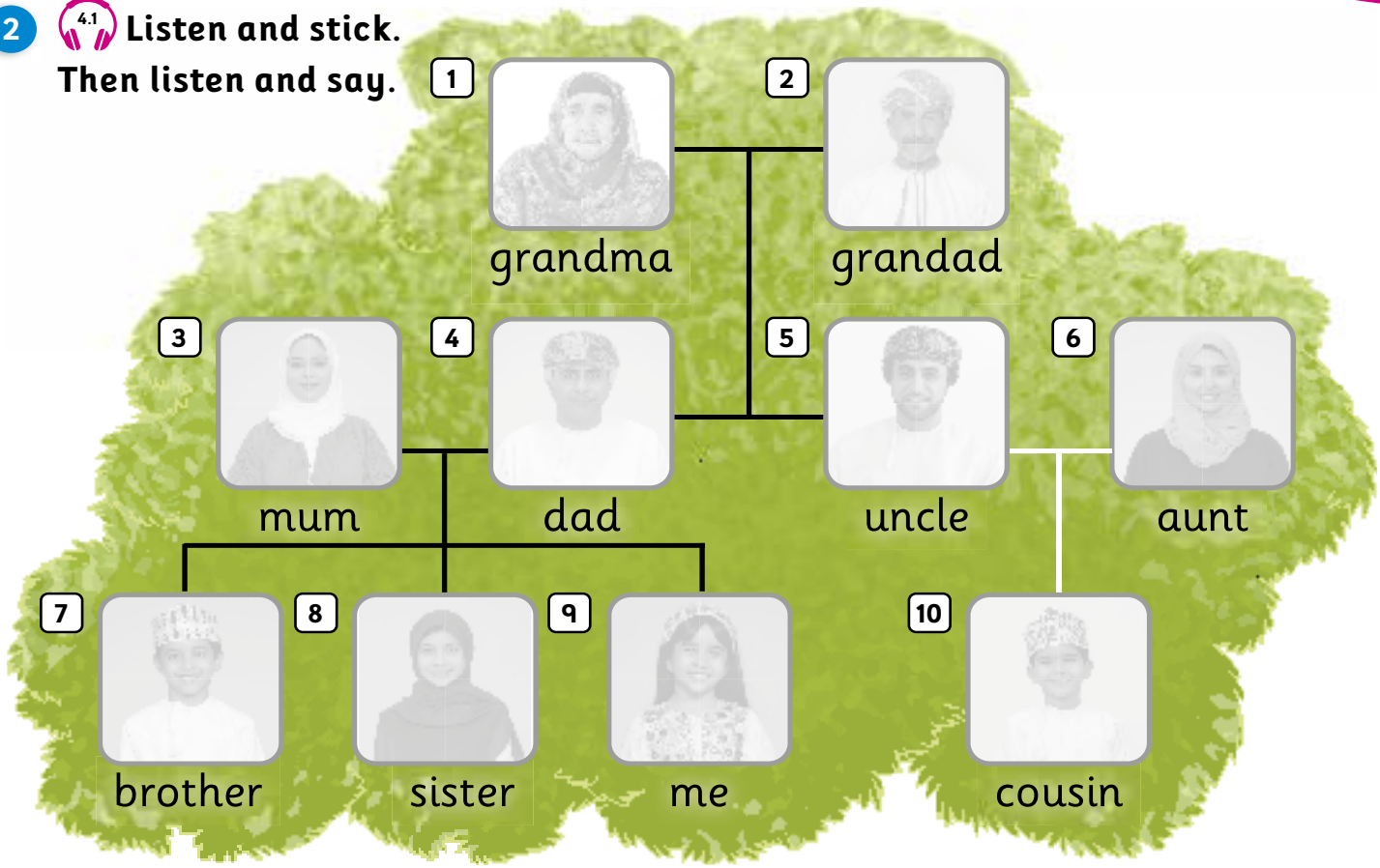
4 Meet my family

1 **How many family words do you know?**



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

2 4.1 **Listen and stick.**
Then listen and say.



3 **Who are the family members on page 50?**

4 4.2 4.3 **Listen and chant.**



Who's this?
It's my grandma.
I'm happy! You can see
My grandad, 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 4.6 **Watch or listen and read.**

The game





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

CLIL

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.



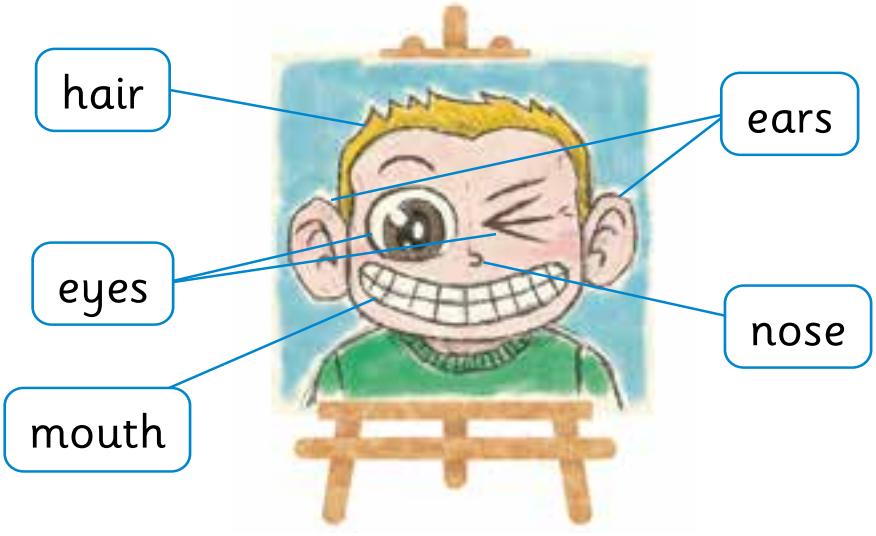
4 **Act out the story.**

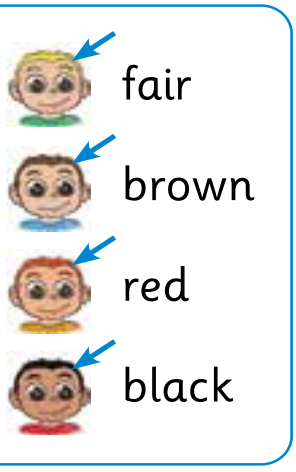
5 **How many people in Lily's family play the game?**

Values

Love your family

1 4.7 Listen and say. Then listen and point.





2 4.8 4.9 Listen and find. Then listen and sing.



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.



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



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.

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.

4.10

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

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





Number 4.

Activity Book, Unit 4 Lesson 3, part 2
Sounds and Spelling Book Unit 4, Lesson 3

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.**



Lesson 5, part 1

CULTURE

My brother's birthday

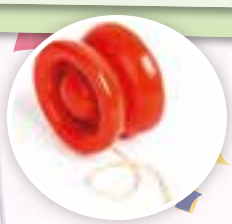
Hi! My name's Eman. This is me and my family – my mother, my father and my brother. It's my brother's birthday today.



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



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 4.13 **Listen and read.**

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

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



Project

Lesson 5, part 2

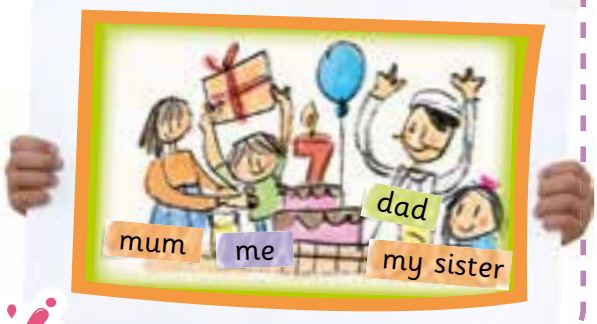
Make a class art gallery.

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.



English in action 4

Introducing family and friends

1 4.14 **Listen. Circle the correct word.**

1 

brother / sister

2 

aunt / uncle

3 

friend / cousin

4 

brother / aunt

5 

sister / friend

6 

cousin / uncle

2 4.15 **Watch or listen and read.**



Hi, Kim. This is my sister. Her name's Jane.

Hello, Jane. Nice to meet you.

Hi, Kim. 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 4.16 Listen and tick (✔).

1  

2  

3  

4  

3 Go to the Progress path on page 65.

Pre A1 Starters Reading and Writing Part 1

1 **Look and read. Put a tick (✔) or a cross (✘) 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

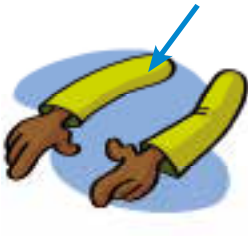
How many body words can you say?

1 LB2.1 **Listen and say.**


head


feet


leg


arm


hand

2 **Look and match.**

1 There are two — heads.

2 There are four — legs.

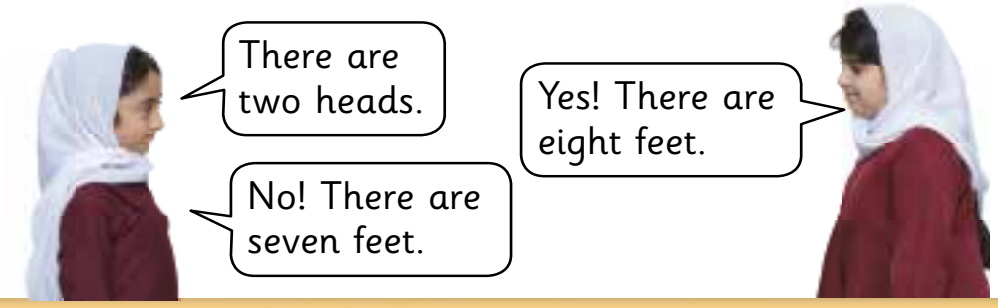
3 There are seven — arms.

4 There are four — feet.

5 There are five — hands.



3 **Say and play.**



LB2.2

There are three legs.
There is a head.

LC2

4 LB2.3 **Look at the robot. Listen and read.**

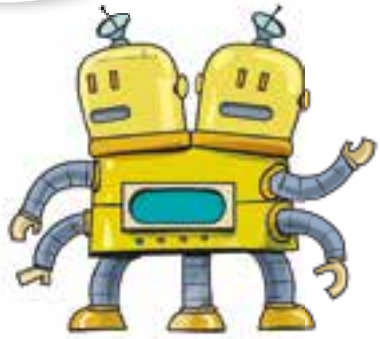


Are there three legs?

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 _____ _____.

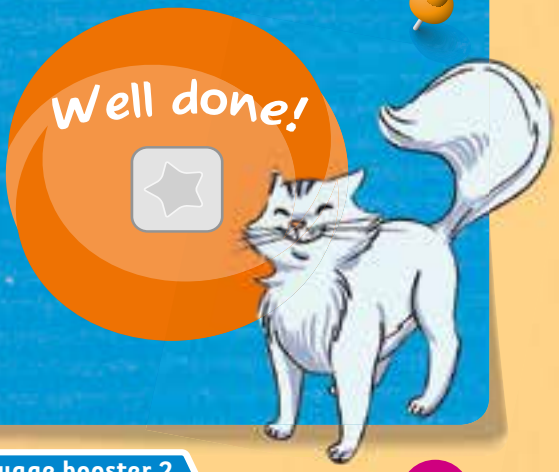
Show what you know

Write, tick and stick.

How many body words can you say now? ☐

Can you talk about body parts? ☐

Can you count different things? ☐



Atomic's Learning Club

Social Studies

In my town

Think **1** **What's in your town?**

Learn **2** C2.1 **Listen, read and check.**

In my town

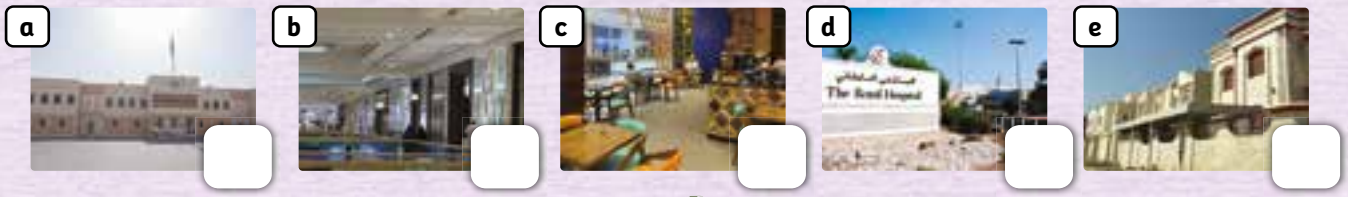
There are lots of buildings in my town.



Check

3 **Match the names with the buildings.**

1 houses **2** hospital **3** school **4** café **5** shops



4 **Look and say.**



LC2

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?



Unit 1

What's this?



Unit 1



Is it a swing?

Unit 2

Which is correct?

This / These

are my crayons.





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?





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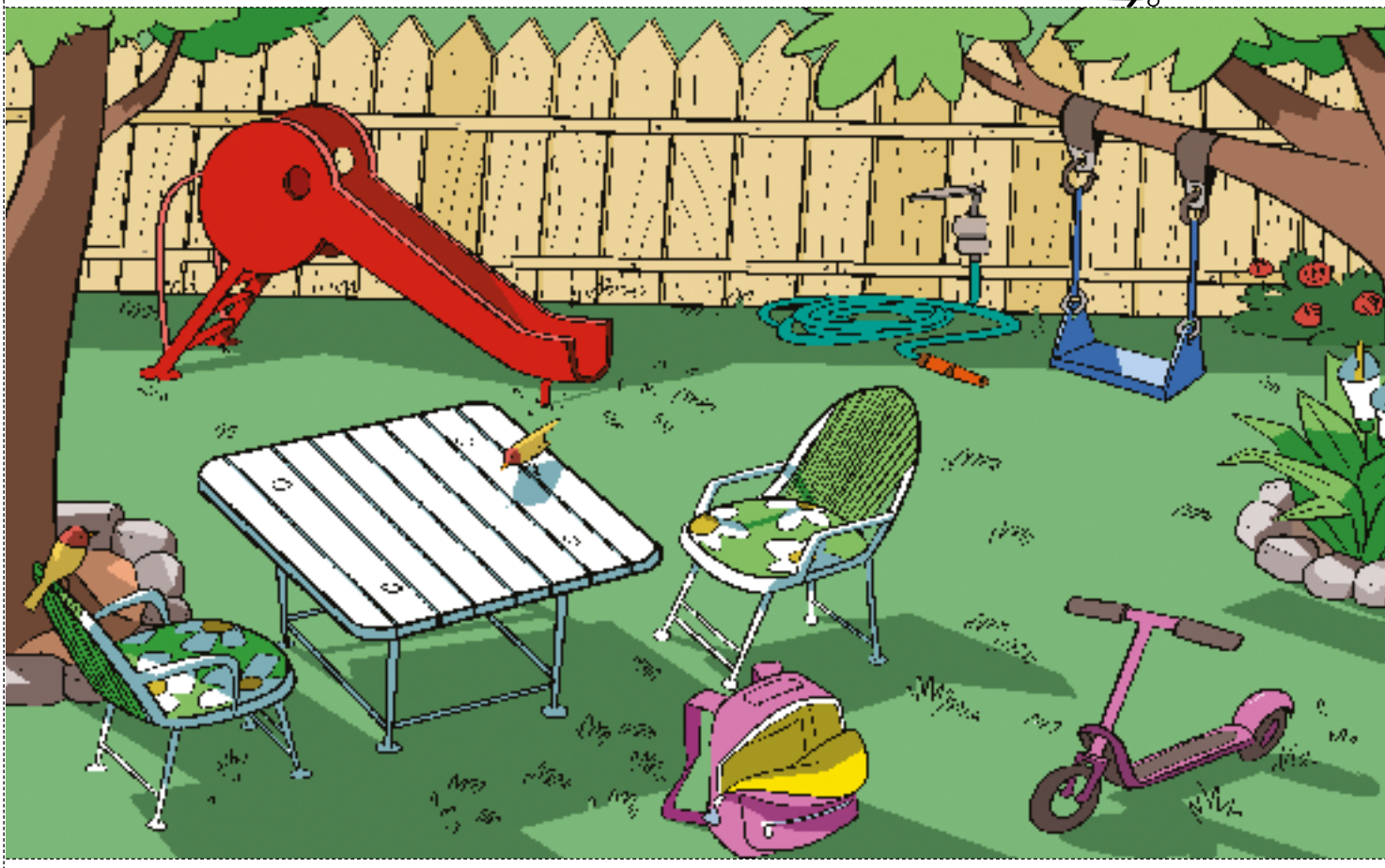


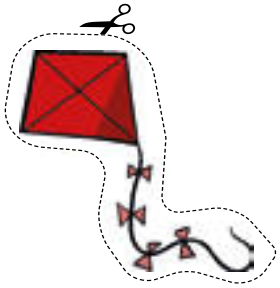


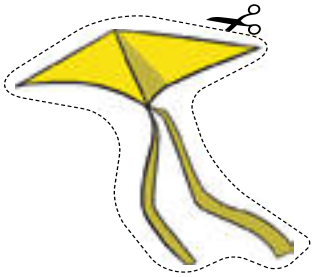




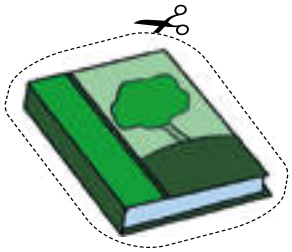
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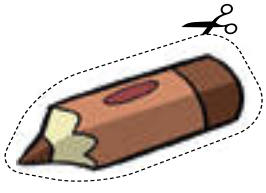






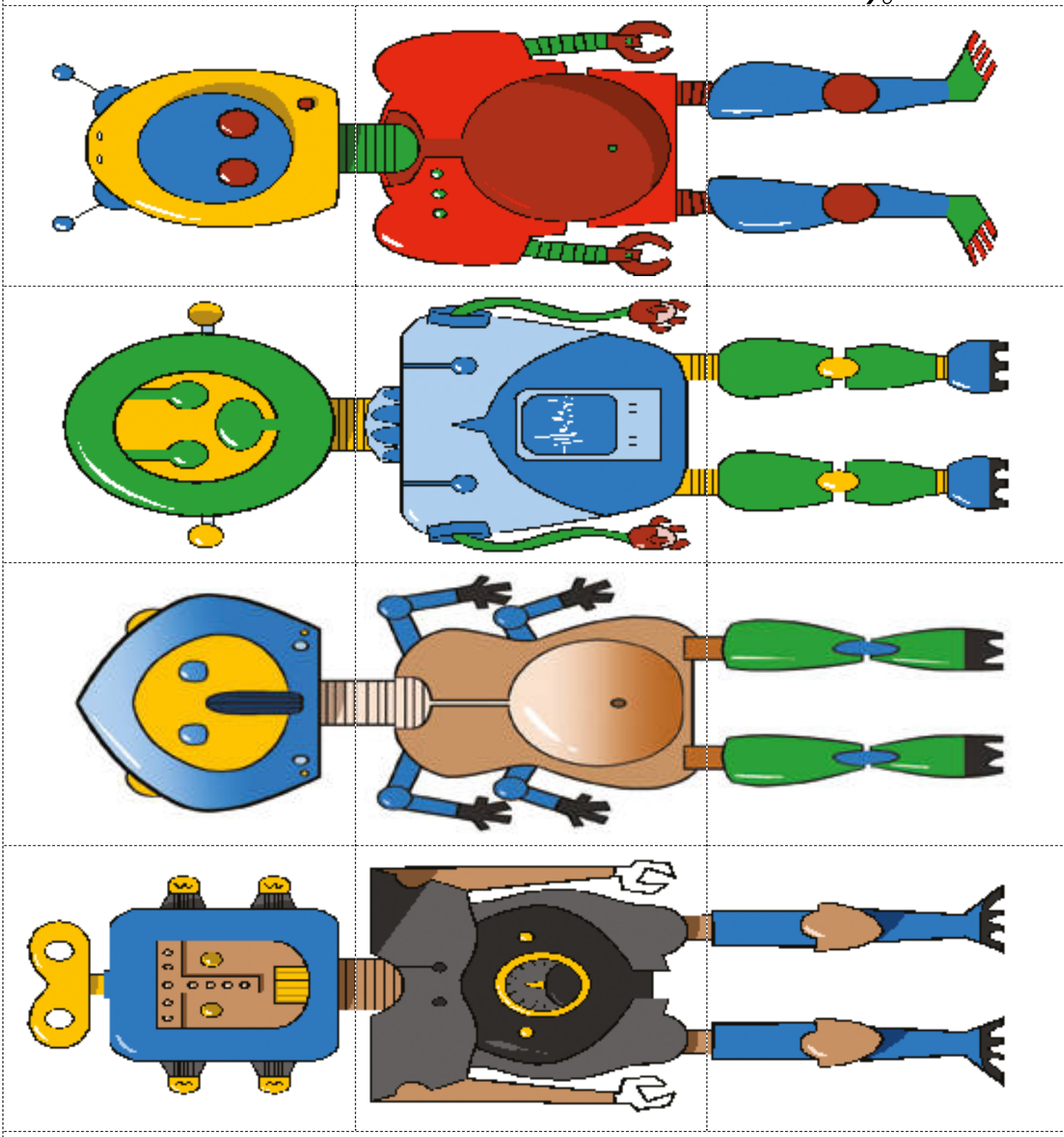








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My family

mum	dad	sister	brother


Sally


John


Alice


Alex


Jill


Tony


Daisy


Will


Sue


Bill


Kim


Tom

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Unit 1 Page 17












Unit 2 Page 27









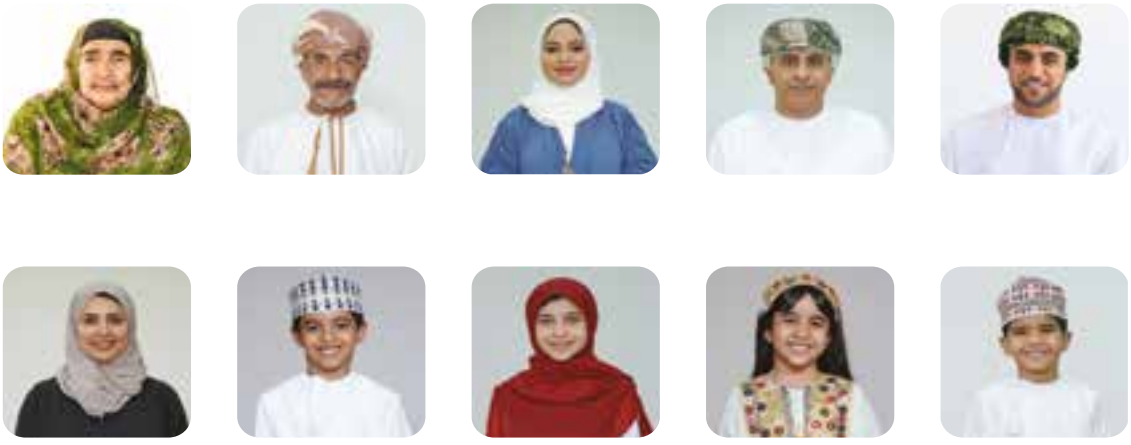



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Unit 3 Page 41



Unit 4 Page 51



Language boosters Pages 37, 61

Progress path Pages 64, 65

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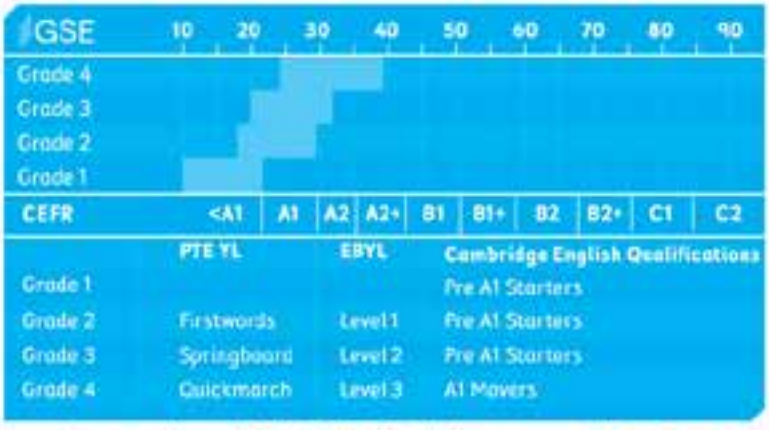
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