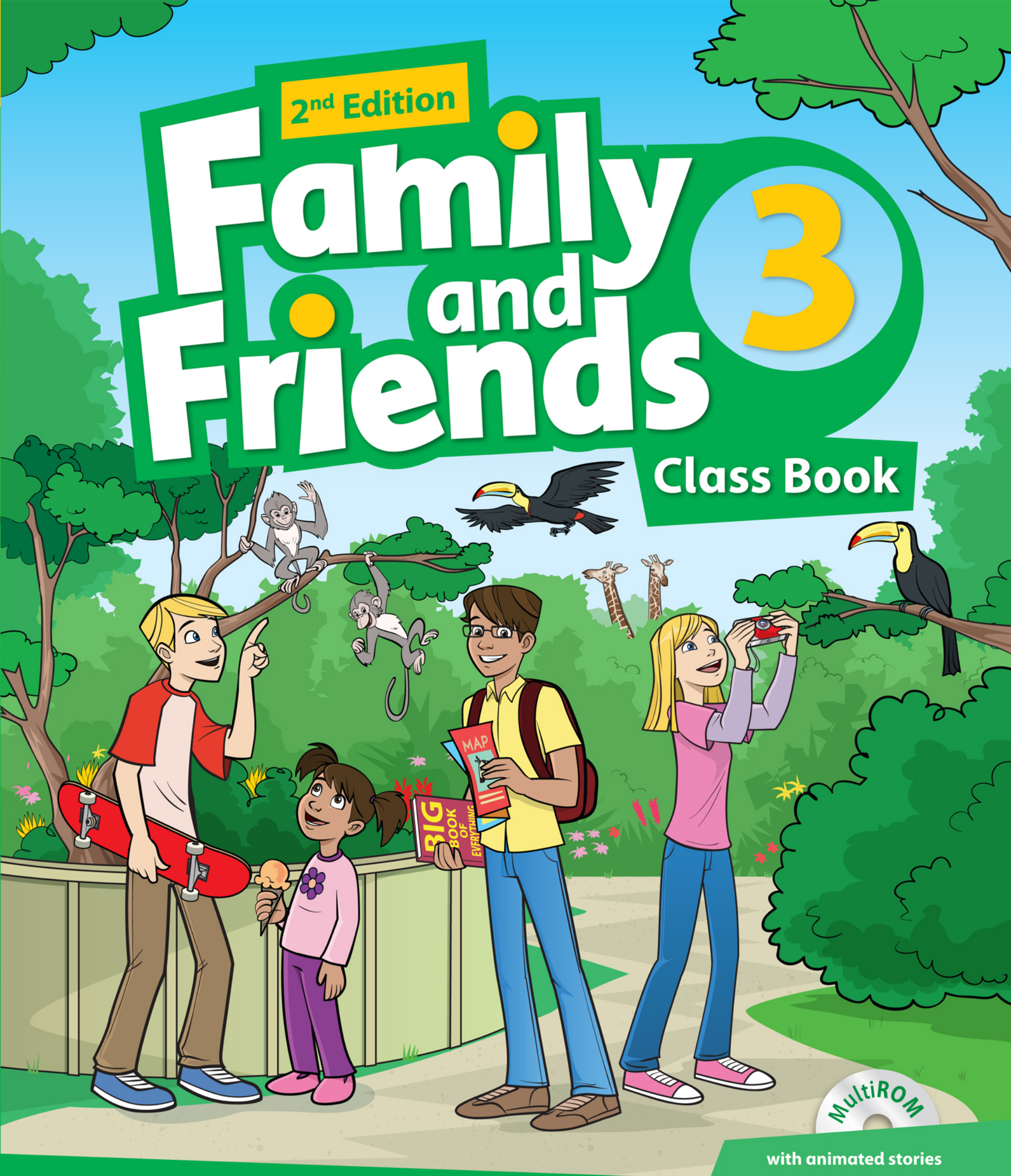


2<sup>nd</sup> Edition

# Family and Friends

3

Class Book



with animated stories

OXFORD

Tamzin Thompson  
Naomi Simmons



2<sup>nd</sup> Edition

# Family and Friends 3

Class Book



Tamzin Thompson  
Naomi Simmons

OXFORD  
UNIVERSITY PRESS

# Scope and sequence

## Starter My family

Family I'm Leo. I'm seven. I've got a sister. The red car is bigger than the blue car.  
Months When is your birthday? How old are you? Numbers 10–100

page 4

### Words

### Grammar

### Phonics

### Skills

## 1 They're from Australia!

page 8

Countries  
Seasons /  
Home

**Present simple: be**  
*Where are you from?*  
*I'm from Egypt.*

**Consonant blends:**  
**cr:** crayon  
**dr:** draw, drink  
**sp:** spoon  
**sn:** snake  
**pl:** play

**Reading:** a story: *The Lazy Bear*  
**Listening:** identifying details about age, birthday, country and favourite season  
**Speaking:** asking and answering about age, country and favourite season  
**Writing:** capitalizing proper nouns and sentence beginnings; writing about myself (Workbook-WB)

## 2 My weekend

page 14

Hobbies

**like + verb + ing**  
*I like reading. I don't like fishing.*  
*Does he like playing chess?*  
*Yes, he does. / No, he doesn't.*

**Magic e:**  
**a\_e:** face, space  
**i\_e:** kite, bike  
**o\_e:** rope, stone  
**u\_e:** June, cube

**R:** a hobbies forum  
**L:** identifying details about different penfriends  
**S:** choosing a penfriend based on hobbies  
**W:** full forms and short forms of *be* and *have*; writing an email about my hobbies (WB)

## 3 My things

page 20

My things /  
phrasal verbs  
Collections

**your / our / their**  
*That's their CD player.*  
**Can for permission / requests**  
*Can I use your computer?*  
*Yes, you can. / No, you can't.*

**Words with ar:**  
*car, park, shark, star,*  
*scarf*

**R:** a school project  
**L:** identifying details about collections  
**S:** talking about collections  
**W:** punctuation marks: question marks, commas and full stops; writing about a child's collection (WB)

## Fluency Time! 1

## Things in common

## Project: a survey chart

page 26

## Review 1

page 28

## Extensive reading: Family

page 30

## 4 We're having fun at the beach!

page 32

Water sports  
Adjectives to  
describe places

**Present continuous: affirmative and negative**  
*I'm swimming.*  
*She isn't snorkelling.*

**all endings:**  
*ball, mall, wall, tall,*  
*small*

**R:** a holiday brochure  
**L:** identifying details about beach activities  
**S:** describing what you like doing on the beach  
**W:** spelling rules for the present continuous; writing a postcard about my trip (WB)

## 5 A naughty monkey!

page 38

Zoo animals  
Adjectives to  
describe emotions  
and things

**Present continuous: questions and short answers**  
*Is the crocodile eating the sandwich?*  
*Yes, it is. / No, it isn't.*

**or and aw spellings:**  
**or:** fork, horse, corn  
**aw:** straw, paw, yawn

**R:** a story: *The Lion and the Mouse*  
**L:** identifying different frames of a cartoon strip  
**S:** describing different frames of a cartoon strip  
**W:** using speech marks; writing a fact file about animals (WB)

## 6 Jim's day

page 44

Daily routine  
Time words

**Present simple: affirmative, negative and questions**  
*I have breakfast at eight o'clock.*  
*Do they live in a big house?*  
*Yes, they do. / No, they don't.*

**oy and oi spellings:**  
**oy:** boy, toy, oyster  
**oi:** coin, oil, soil

**R:** a website: Cyber School  
**L:** identifying details about a student's day  
**S:** describing daily routine  
**W:** proper nouns; writing information about me (WB)

## Fluency Time! 2

## Abilities

## Project: a poster

page 50

## Review 2

page 52

## Extensive reading: Animals

page 54

## 7 Places to go!

page 56

Places in town  
Performances

**Present simple and adverbs of frequency:**  
*always, sometimes, never*  
*I sometimes go to the library.*  
**Prepositions of time: on, at, in**  
*My birthday is in May.*

**ow and ou spellings:**  
**ow:** cow, clown, flower  
**ou:** house, trousers,  
mouse

**R:** a film review  
**L:** identifying details about free time activities  
**S:** describing free time activities  
**W:** verbs, adjectives and prepositions; writing an invitation email (WB)



	Words	Grammar	Phonics	Skills
<b>8</b>	<b>I'd like a melon!</b>			<b>page 62</b>
	Food	<b>Countable and uncountable nouns</b> <i>a, an, some</i> <i>I'd like a melon.</i> <i>Would you like some cereal?</i> <i>Yes, please. / No, thanks.</i>	<b>Id and It endings:</b> <i>ld: child, shield, field</i> <i>lt: belt, quilt, adult</i>	<b>R:</b> a recipe <b>L:</b> identifying what people want at the market <b>S:</b> a role play: at the market <b>W:</b> adjective order; writing a recipe (WB)
<b>9</b>	<b>The fastest animal in the world</b>			<b>page 68</b>
	Describing places	<b>Comparative adjectives</b> <i>Russia is bigger than the UK.</i> <b>Superlative adjectives</b> <i>The highest mountain in the world is Mount Everest.</i>	<b>nd, nt and mp endings:</b> <i>nd: sand, pond</i> <i>nt: plant, tent</i> <i>mp: lamp, camp</i>	<b>R:</b> an article: <i>World Records</i> <b>L:</b> identifying geographical features <b>S:</b> describing geographical features <b>W:</b> placement of adverbs of frequency; writing about things I do (WB)
<b>Fluency Time! 3</b>		<b>Giving directions</b>	<b>Project: a map of an island</b>	<b>page 74</b>
<b>Review 3</b>		<b>page 76</b>	<b>Extensive reading: Food</b>	<b>page 78</b>
<b>10</b>	<b>In the park!</b>			<b>page 80</b>
	In the park Verbs	<b>must / mustn't for rules and obligations</b> <i>You must turn off your mobile phone.</i> <i>You mustn't walk on the grass.</i>	<b>Long vowel sound a:</b> <i>rain, train</i> <i>Monday, tray</i> <i>case, race</i>	<b>R:</b> a story: <i>The Gingerbread Man</i> <b>L:</b> identifying library rules <b>S:</b> describing library rules <b>W:</b> using <i>and / or</i> in sentences; writing school rules (WB)
<b>11</b>	<b>In the museum</b>			<b>page 86</b>
	Transport Prepositions	<b>Past simple with be: affirmative and negative</b> <i>There was / wasn't a park in our town fifty years ago.</i> <b>lots of, some, any</b> <i>There were / weren't some trains a hundred years ago.</i> <b>Time words and phrases:</b> <i>yesterday, last week / year / Monday, (fifty years) ago, then</i>	<b>Long vowel sound e:</b> <i>ice cream, dream</i> <i>queen, green</i> <i>jelly, happy</i>	<b>R:</b> a history poster: <i>Petra – The Hidden City</i> <b>L:</b> identifying aspects of a historical site <b>S:</b> describing aspects of a historical site <b>W:</b> using paragraphs in writing; writing about my town in the past and now (WB)
<b>12</b>	<b>A clever baby!</b>			<b>page 92</b>
	Adjectives to describe people	<b>Past simple with be and have: affirmative and negative</b> <i>I wasn't tall when I was five. You were happy on holiday.</i> <i>I had a maths lesson last week.</i>	<b>Long vowel sound i:</b> <i>night, light</i> <i>sky, dry</i> <i>smile, shine</i>	<b>R:</b> a poem: <i>My Grandma</i> <b>L:</b> distinguishing details about a grandfather <b>S:</b> making true / false statements about a grandfather <b>W:</b> using <i>and</i> and <i>but</i> in sentences; writing about my family (WB)
<b>Fluency Time! 4</b>		<b>Describing people</b>	<b>Project: a party scene</b>	<b>page 98</b>
<b>Review 4</b>		<b>page 100</b>	<b>Extensive reading: Transport</b>	<b>page 102</b>
<b>13</b>	<b>The Ancient Egyptians</b>			<b>page 104</b>
	Verbs Adjectives to describe things	<b>Past simple with regular verbs: affirmative and negative</b> <i>They lived 5,000 years ago.</i> <i>They didn't cook pizza.</i>	<b>Long vowel sound o:</b> <i>snow, elbow</i> <i>coat, soap</i> <i>nose, stone</i>	<b>R:</b> an information poster: <i>Papyrus</i> <b>L:</b> identifying details about someone's day <b>S:</b> describing details of someone's day <b>W:</b> using topic headings in paragraphs; writing about Ancient Egypt and today (WB)
<b>14</b>	<b>Did you have a good day?</b>			<b>page 110</b>
	School things Camping things	<b>Past simple questions</b> <i>Did you have a good day?</i> <i>Yes, I did. / No, I didn't.</i> <b>Wh- questions: what / when / where</b> <i>What did you watch last night? A film.</i>	<b>Long vowel sound u:</b> <i>moon, boot</i> <i>blue, glue</i> <i>tune, tube</i>	<b>R:</b> an interview <b>L:</b> identifying the events of a camping trip <b>S:</b> describing the events of a camping trip <b>W:</b> using time words to show the sequence of events; writing about my school day (WB)
<b>15</b>	<b>Our holiday!</b>			<b>page 116</b>
	Holiday things Time words	<b>be going to + verb</b> <i>He's going to play basketball tomorrow.</i> <i>Are you going to swim in the sea?</i> <i>Yes, I am. / No, I'm not.</i>	<b>Words with oo:</b> <i>book, wool, wood, hood, cook</i>	<b>R:</b> an email <b>L:</b> identifying details about a boy's school holidays <b>S:</b> discussing plans for the following week <b>W:</b> opening and closing remarks in an email, postcard or letter; writing an email to a friend (WB)
<b>Fluency Time! 5</b>		<b>Talking about holidays</b>	<b>Project: a photo album</b>	<b>page 122</b>
<b>Review 5</b>		<b>page 124</b>	<b>Extensive reading: School</b>	<b>page 126</b>
<b>Culture</b>		<b>The United Kingdom, Sports events, Clothes</b>	<b>Fiction</b>	<b>page 128</b>
				<b>page 130</b>



## Lesson One

1 Listen, point and repeat.  01

grandma

grandpa

mum

dad

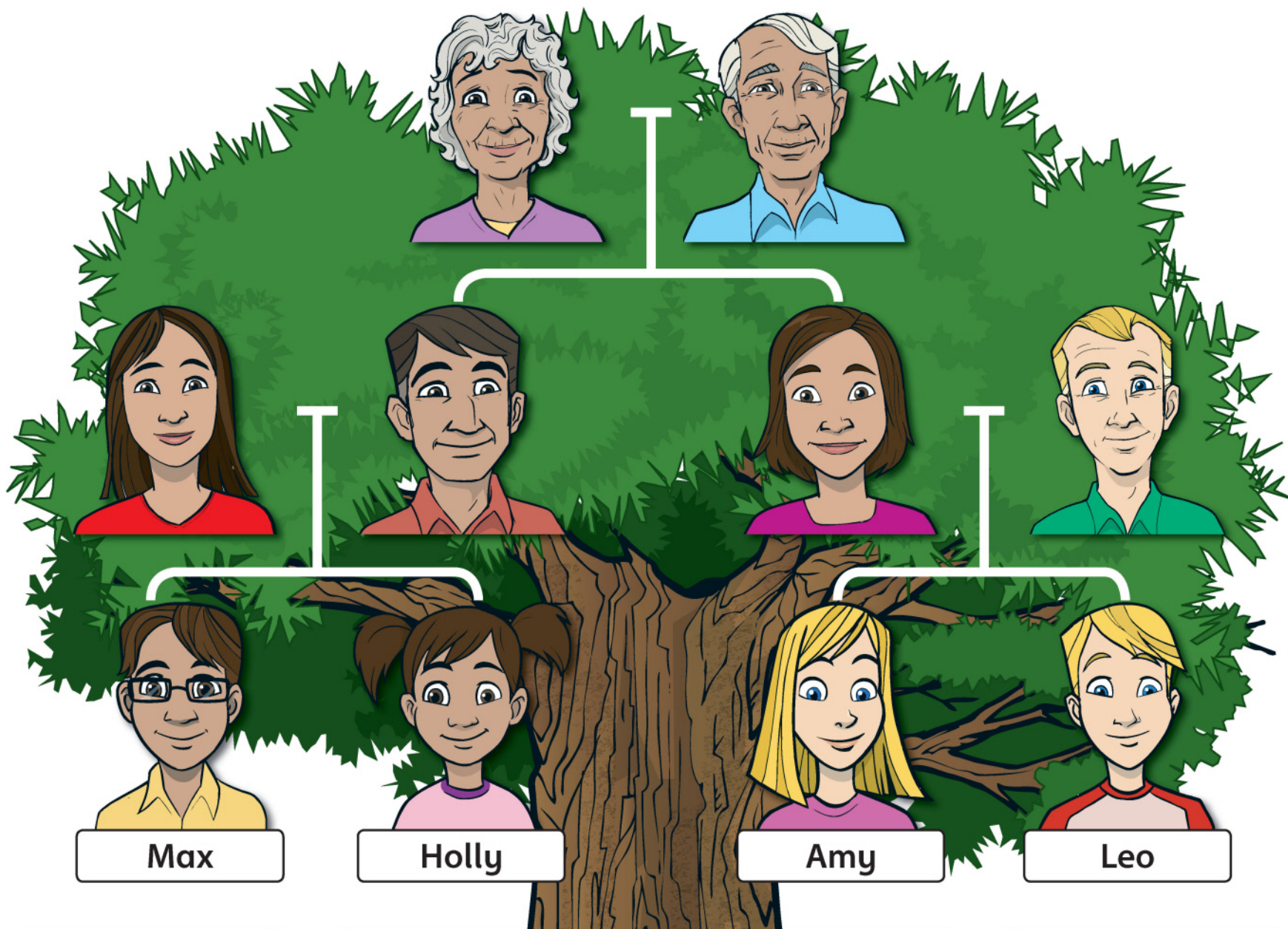
aunt

uncle

brother

sister

cousin



Hello. I'm <sup>1</sup> Leo and I'm 11. Amy is my sister. We've got a big family.

Hi. I'm <sup>2</sup> \_\_\_\_\_. I'm seven. Max is my brother. He's nine.

Hi. I'm <sup>3</sup> \_\_\_\_\_. I've got a grandma and a grandpa, too. I've got an aunt and an uncle, and I've got two cousins.

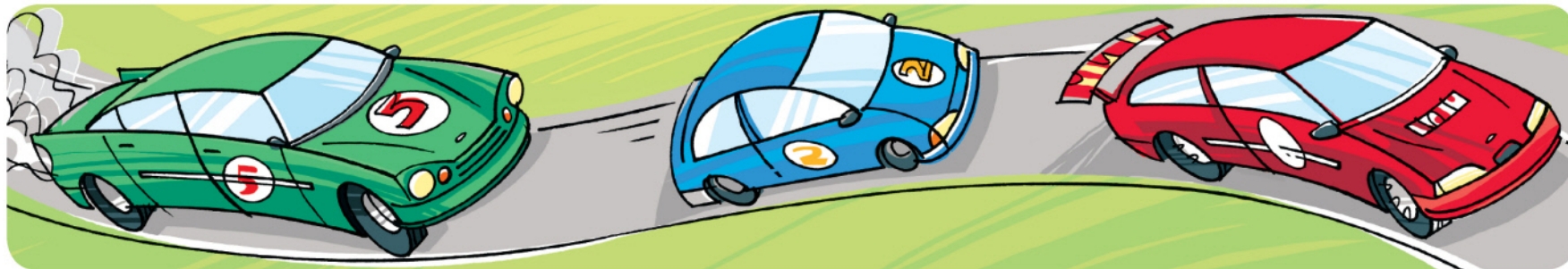
Hello. I'm <sup>4</sup> \_\_\_\_\_. I've got a sister. Her name is Holly. She's seven. We've got two cousins. Their names are Amy and Leo.

2 Read and write the names.

3 Listen and check.  02

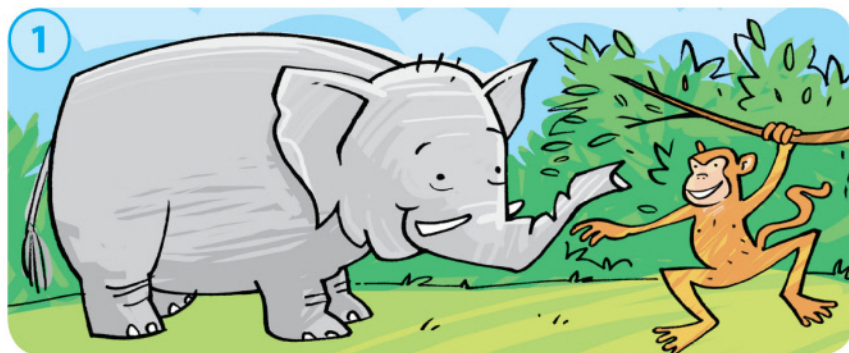


1 Read and write *T* (true) or *F* (false).



- |  |               |  |               |
|--|---------------|--|---------------|
| 1 The red car is bigger than the blue car.   | <u>  T  </u>  | 2 The green car is bigger than the blue car. | <u>      </u> |
| 3 The green car is faster than the red car.  | <u>      </u> | 4 The red car is faster than the green car.  | <u>      </u> |
| 5 The blue car is slower than the green car. | <u>      </u> | 6 The blue car is slower than the red car.   | <u>      </u> |

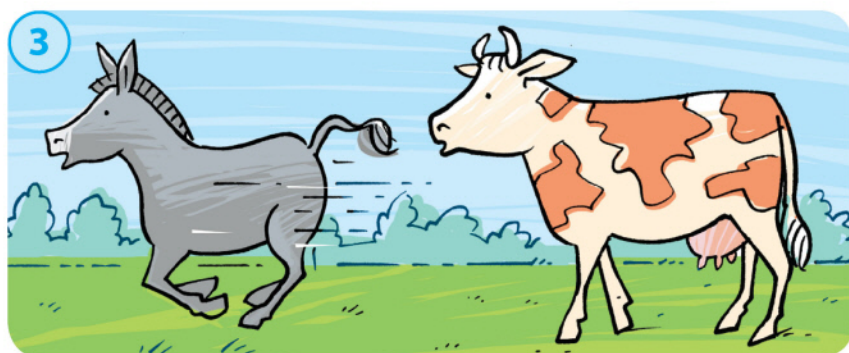
2 Write.



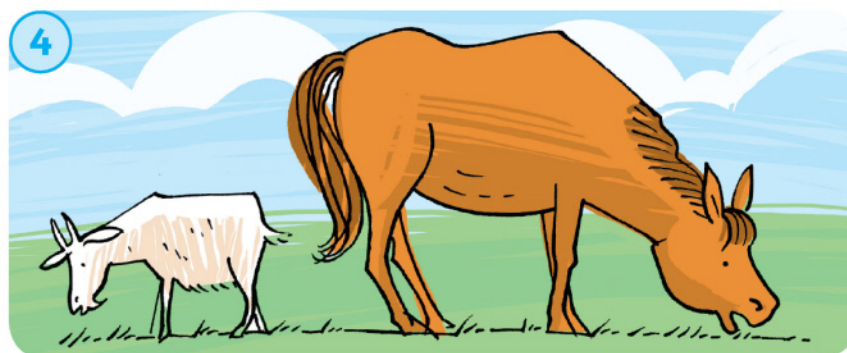
The elephant is bigger (big) than the monkey.



The giraffe is            (tall) than the zebra.



The donkey is            (fast) than the cow.



The goat is            (small) than the horse.

3 Read and write *T* (true) or *F* (false).

- |                          |               |
|--------------------------|---------------|
| 1 It was sunny.          | <u>  T  </u>  |
| 2 The children were sad. | <u>      </u> |
| 3 The girl was hungry.   | <u>      </u> |
| 4 The boy was thirsty.   | <u>      </u> |
| 5 Mum and Dad were cold. | <u>      </u> |





## Lesson Three

### 1 Listen and sing. 03



### 2 **Speaking** Ask and answer about you.

When's your birthday?

How old are you?

My birthday is in June.

I'm nine.



1 Listen, point and repeat.  04



2 Listen, point and repeat.  05



3 Write the answers.

1 ten + fifty = sixty

3 twenty + twenty = \_\_\_\_\_

5 thirty-two + twenty-seven = \_\_\_\_\_

7 forty-five + thirty-five = \_\_\_\_\_

2 seventy + ten = \_\_\_\_\_

4 sixty-three + thirty-one = \_\_\_\_\_

6 ninety-two + eight = \_\_\_\_\_

8 ten + twenty-eight = \_\_\_\_\_



## Lesson One Words

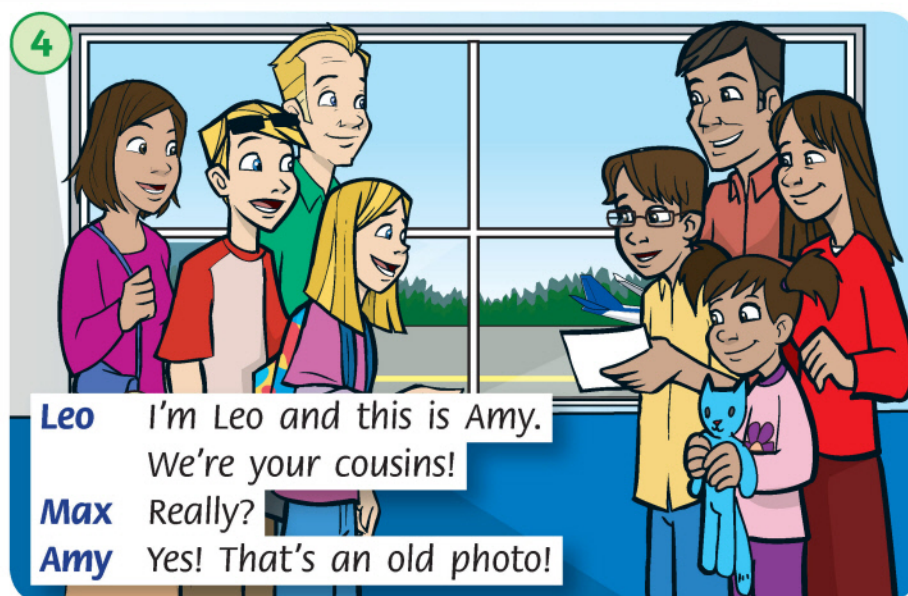
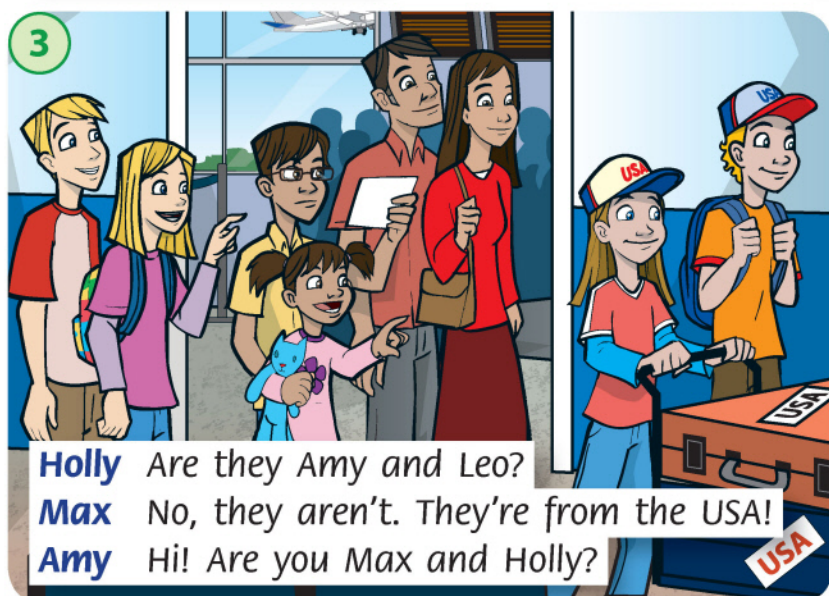
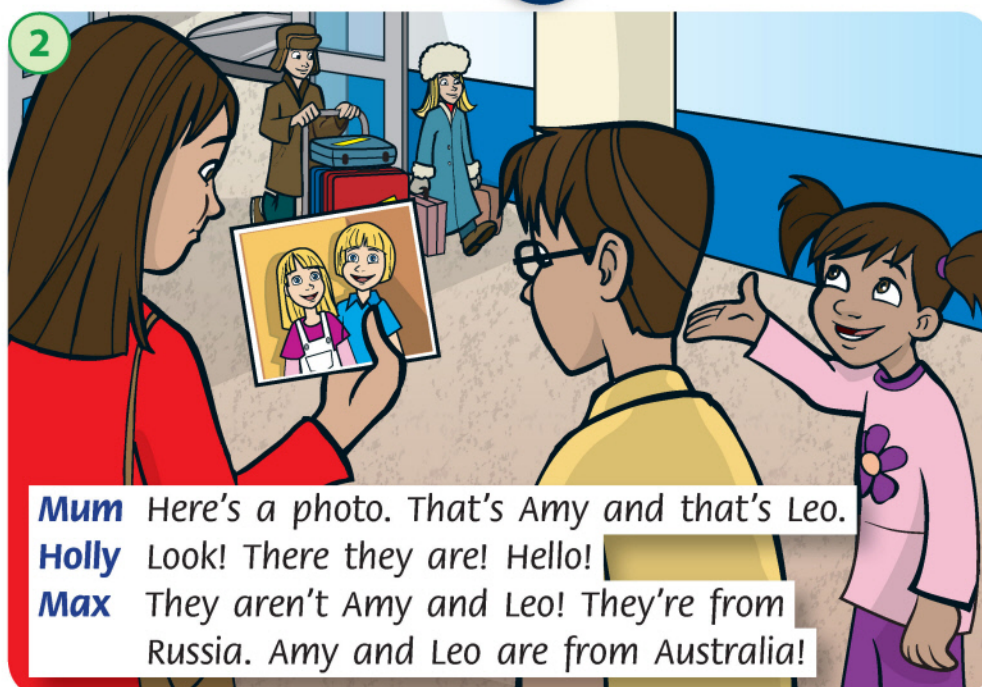
1 Listen, point and repeat. 06



2 Listen and read. 07



Watch the MultiROM! ▶





- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

### Let's learn!

I

I'm from Egypt.

Where **are you** from?

He / She / It

He's from Brazil.

Where **is he** from?

You / We / They

They're from Russia.

Where **are they** from?



- 3 Read and tick (✓).



1 He's from the UK. ☐

She's from the UK. ☒



2 They're from Brazil. ☐

She's from Brazil. ☐



3 We're from Spain. ☐

He's from Spain. ☐



4 They're from the USA. ☐

I'm from the USA. ☐

- 4 Write. **We're** **She's** ~~He's~~ **They're**

1 Tom is nine. He's from the UK.

3 Anna and I are friends. \_\_\_\_\_ from Russia.

2 Jenny is eight. \_\_\_\_\_ from Australia.

4 Jack and Carl are brothers. \_\_\_\_\_ from the USA.



## Lesson Three Grammar and Song

- 1 **Speaking** Think of a boy or a girl. Ask and answer.



Jane, 8

Tom, 10

Ellie, 9

Billy, 8

Lisa, 9

Jack, 10

Zoe, 8

Carl, 8

Is it a girl?

Yes, it is.

Where is she from?

She's from the UK.

How old is she?

She's eight.

It's Jane!

- 2 Write about three people.

Jane is eight. She's from the UK. Tom is ...

- 3 Listen and sing. 08

- 4 Sing and do.



### Where are you from?

Where are you from?

I'm from the UK.

Hello, hello,

How are you today?

This is my friend.

He's from the USA.

Hello, hello,

How are you today?

I'm from Brazil.

It's nice to meet you!

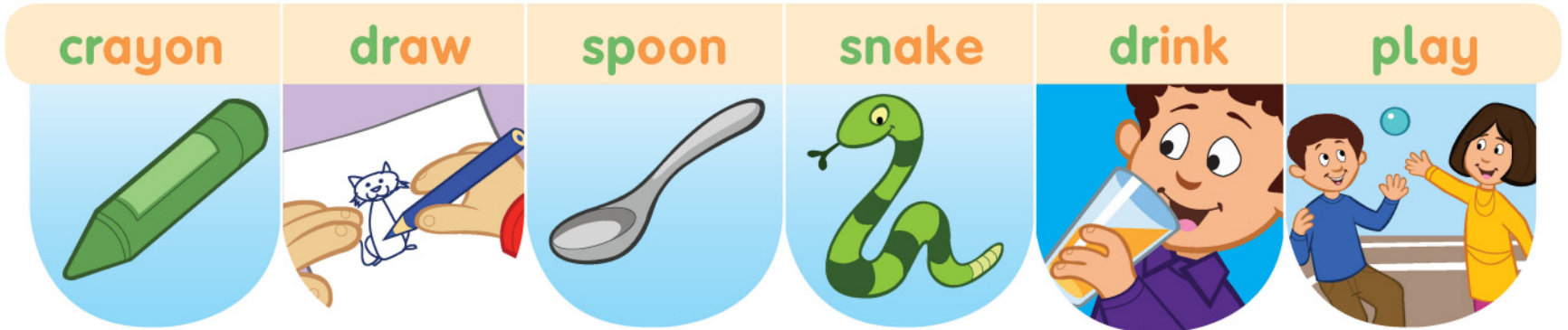
Hello, hello,

Nice to meet you, too.





1 Listen, point and repeat. 09



2 Listen and chant. 10

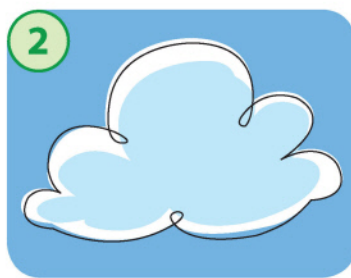


3 Read the chant again. Circle the words from Exercise 1.

4 Circle the beginning letters. Listen and check. 11



br dr cl tr



tr cl cr sl



sm br st sp



dr sn cr pl



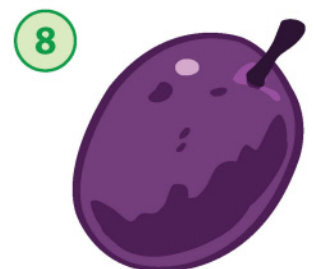
pr sn pl fr



sn tr dr sp



cr tr cl dr



sp cr fl pl



## Lesson Five

### Reading

1 Listen, point and repeat.  12



2 Describe what's happening in the pictures below.

3 Listen and read.  13

### The Lazy Bear

It's spring in the forest. It's warm and sunny, and all the animals are awake, but Bruno the bear is still asleep. Bruno is very lazy!

Now it's summer. It's hot and there are lots of flowers. The animals are happy because they love summer. But where's Bruno? Bruno is still asleep. What a lazy bear!

In the autumn, the leaves are red, yellow and orange. The animals are sleepy. They're ready for winter. But where's Bruno? Bruno is still asleep, he doesn't know that it's autumn.

Now it's winter and the animals are all asleep in their warm homes. But where's Bruno? Bruno is awake! He's in his garden. "What a nice long sleep," he says.



"Oh no! It's winter! I'm all alone." Bruno isn't happy. He goes back to bed.

Now it's spring again. The animals play in the forest. They're very happy. The world is warm and sunny again. But where's Bruno? "Bruno!" the animals shout. Bruno is awake again. He's happy now. He's hungry, too. He wants his breakfast!



4 Read again and put the sentences in the correct order.

1 The animals play in the forest. ☐

3 It's warm and sunny. ☒ 1

5 Bruno wants his breakfast. He's hungry. ☐

2 Bruno is alone in the garden. ☐

4 The animals are all sleeping. ☐

6 It's autumn. The animals are sleepy. ☐