

OXFORD

# Beehive

**American**

**Student Book**

**3**



**Helen Casey**



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UNIVERSITY PRESS



<b>Starter</b> <b>A New Year</b> page 4	Months of the Year ● When's your birthday? It's in ... ● My birthday is (March) (second). It's my (ninth) birthday. ● Ordinal Numbers		
	<b>Lesson 1 Words</b>	<b>Lesson 2 Grammar</b>	<b>Lesson 3 Words and Grammar</b>
<b>1</b> <b>Our Friends</b> page 6	Hair and faces <b>Functional Language</b> <i>Me too. / Me neither.</i>	<i>What does (he) look like? (He) has ...</i> Have Questions and Answers <i>(he / she / they)</i>	Describing people Superlatives (Short Adjectives)
<b>2</b> <b>In the City</b> page 18	Places in the city <b>Functional Language</b> <i>How do I get to ... ? Take ...</i>	Present Progressive (Questions and Answers) Present Progressive (Negative)	Things to do in the city Present Progressive (Questions)
<b>Extensive Reading Appearance and Personality</b> page 30     A How to ... guide ● A play			
<b>3</b> <b>Our Busy World</b> page 32	Jobs <b>Functional Language</b> <i>Can you guess?</i> <i>I think ... . I think you're right.</i>	<i>Wh-</i> Questions (Simple Present) Simple Present (Negative)	Actions at work <i>I want to be a ...</i> <i>Why? Because ...</i>
<b>4</b> <b>Let's Explore!</b> page 44	Places in the country <b>Functional Language</b> <i>Great! Is it nearby?</i>	<i>There was / There were</i> (with <i>some, any, a lot of</i> ) Simple Past ( <i>to be</i> with Adjectives)	Adjectives <i>Could you ... ?</i> <i>I could / couldn't ...</i>
<b>Extensive Reading Exploring Nature</b> page 56     A short story ● An information leaflet			
<b>5</b> <b>Healthy Living</b> page 58	Healthy habits <b>Functional Language</b> <i>I forget to ...</i> <i>I remember to ...</i>	<i>How often do you ... ?</i> (with Expressions of Frequency) <i>How often ... ? (he / she / it)</i>	Free time activities Adverbs of Frequency ( <i>always, often, sometimes, never</i> )
<b>6</b> <b>In the Kitchen</b> page 70	Food <b>Functional Language</b> <i>We need ...</i> <i>What else?</i>	Count and Noncount Nouns (Affirmative) Count and Noncount Nouns (Questions and Negative)	Cooking (verbs) Adverbs of Manner
<b>Extensive Reading Amazing Food</b> page 82     A magazine article ● A poem			
<b>7</b> <b>Family Life</b> page 84	Chores <b>Functional Language</b> <i>I have to ...</i>	Simple Past Regular Verbs (Affirmative) Simple Past Regular Verbs (Negative)	Party preparations <i>Had to</i>
<b>8</b> <b>Our History</b> page 96	Everyday things <b>Functional Language</b> <i>I think it's ... years old.</i> <i>Yes, I agree. / I'm not sure.</i>	Simple Past Irregular Verbs (Affirmative) Simple Past Irregular Verbs (Negative)	A Roman town Simple Past (Yes / No Questions)
<b>Extensive Reading Life in the Past</b> page 108     An information text ● A diary			
<b>9</b> <b>School Life</b> page 110	Places in a school <b>Functional Language</b> <i>It's over there. On the left / right / straight ahead.</i>	Object Pronouns ( <i>me, you, him, her, it</i> ) Object Pronouns ( <i>us, them</i> )	School rules <i>Must and must not</i>
<b>10</b> <b>Vacation Plans</b> page 122	Vacation activities <b>Functional Language</b> <i>Why don't we ... ? I'd rather...</i>	<i>Going to</i> for Future Plans ( <i>I / you</i> ) <i>Going to</i> for Future Plans ( <i>he / she / we / they</i> )	Things to pack <i>Going to</i> for Future Plans (Yes / No Questions)
<b>Extensive Reading Traveling Around the World</b> page 134     An online geography article ● A classic story			



Poster

Times ● Seasons

Lesson 4 Story

Lesson 5 Skills and Culture

Project and Review

**The Monkey and the Elephant**  
**Emotional Well-being** Working as a team

Clubs and teams in Australia and Mexico  
An online forum  
**Writing Focus** Adjective order

Make a class puzzle display

**Serena's Good Idea**  
**Emotional Well-being** Solving problems

Capital cities of the U.K. and Singapore  
A postcard  
**Writing Focus** Capital letters

Make a city tour leaflet

**Junko's Dream**  
**Emotional Well-being** Believing in yourself

Exciting jobs in Tanzania and Malaysia  
An interview  
**Writing Focus** *a* or *an*

Make a jobs poster

**The Giant's Causeway**  
**Emotional Well-being** Dealing with disappointment

Places to visit in Vietnam and Portugal  
A blog  
**Writing Focus** Time phrases

Make a map of an island

**Busy Ben**  
**Emotional Well-being** Dealing with stress

Exercise in Brazil and China  
An online post  
**Writing Focus** *too*

Make a *Healthy Living* board game

**A Giant Omelet**  
**Emotional Well-being** Learning from mistakes

Traditional food from Spain and Morocco  
A recipe  
**Writing Focus** Time order words

Make a recipe book

**The Farmyard Party**  
**Emotional Well-being** Doing your part

Family festivals in the U.S.A. and Japan  
A school magazine article  
**Writing Focus** Regular past tense: spelling

Make a family festivals poster

**The Two Brothers**  
**Emotional Well-being** Learning to forgive

History in Norway and Egypt  
A report  
**Writing Focus** Paragraphs

Make a museum display

**The Friendship Chain**  
**Emotional Well-being** Being kind

School transportation in Canada and Switzerland  
A personal account  
**Writing Focus** Topic sentences

Design an amazing school

**The Town Mouse and the Country Mouse**  
**Emotional Well-being** Embracing new opportunities

Places to vacation in the U.K. and Ukraine  
An email  
**Writing Focus** Email greetings and sign off

Make a plan for a class trip



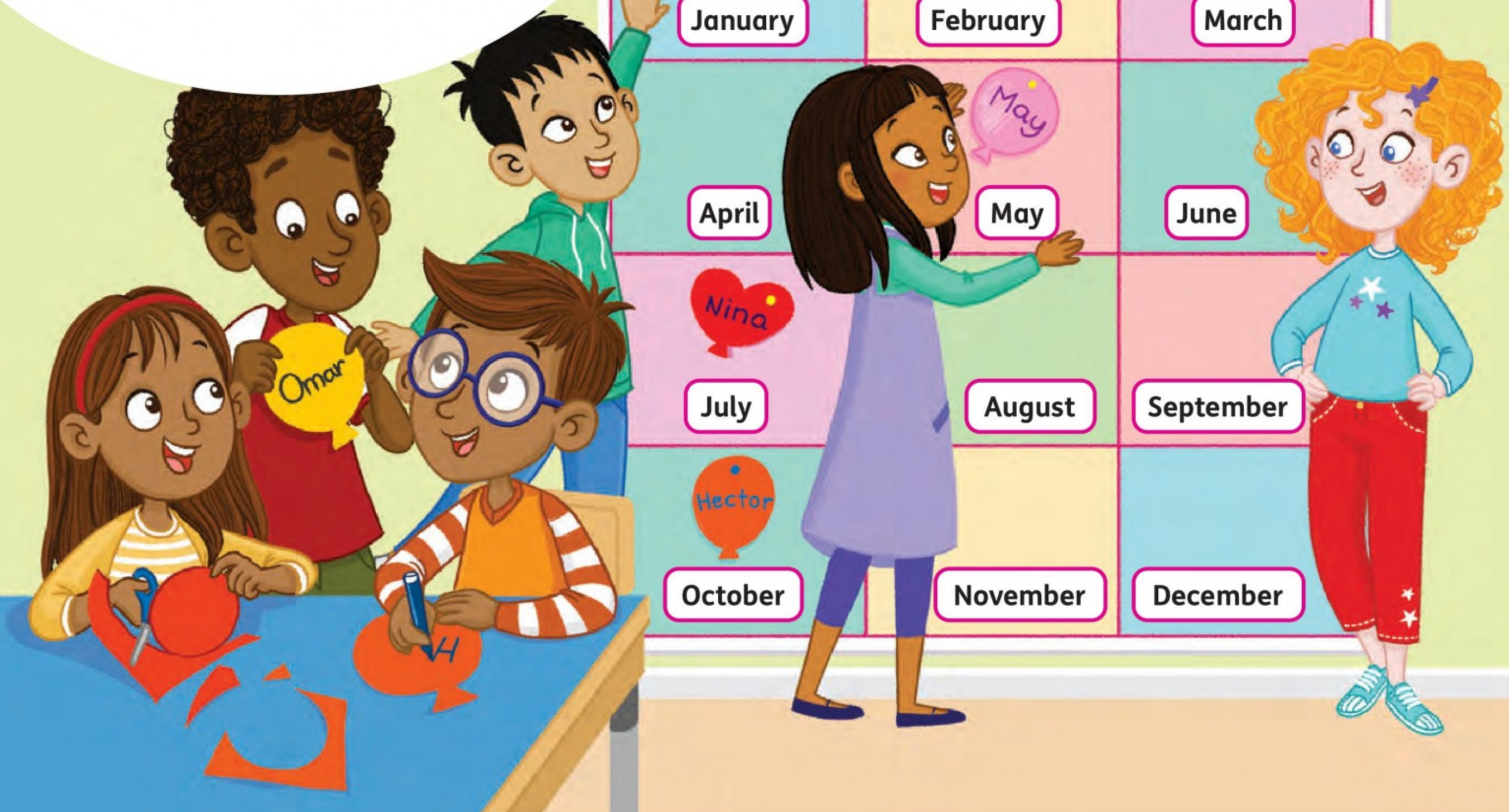


## Starter Unit

# A New Year

1 Listen, point, and repeat. 🎧001

2 Listen and say the chant. 🎧002



3 Listen and circle. 🎧003



1 When's your birthday, Emma?  
It's in March / April / May.

3 When's your birthday, Nina?  
It's in January / June / July.



2 When's your birthday, Hector?  
It's in September / October / December.

4 When's your birthday, Omar?  
It's in February / August / November.



4 Ask and answer.

When's your birthday?

It's in ... .



5 Listen and follow. 🎧 004 When's Emma's birthday?



MARCH		
1st first	11th eleventh	21st twenty-first
☆ Jacob ☆ 2nd second	12th twelfth	22nd twenty-second
3rd third	13th thirteenth	23rd twenty-third
4th fourth	14th fourteenth	24th twenty-fourth
5th fifth	Emma 15th fifteenth	25th twenty-fifth
6th sixth	16th sixteenth	26th twenty-sixth
7th seventh	17th seventeenth	☆ Maria ☆ 27th twenty-seventh
8th eighth	18th eighteenth	28th twenty-eighth
9th ninth	19th nineteenth	29th twenty-ninth
10th tenth	20th twentieth	30th thirtieth
		31st thirty-first

6 Listen, point, and repeat. 🎧 005

7 Look at the calendar in 6. Then read and circle.



My birthday is March  
second / fourth.

My birthday is March  
twenty-second / twenty-seventh.



8 Write. Then match the cakes.

- I'm seven years old today! It's my seventh birthday. c
- I'm eleven years old today! It's my \_\_\_\_\_ birthday. \_\_\_\_\_
- I'm six years old today! It's my \_\_\_\_\_ birthday. \_\_\_\_\_
- I'm two years old today! It's my \_\_\_\_\_ birthday. \_\_\_\_\_





# 1 Our Friends

## Lesson 1 Words

Let's describe our friends.

- 1 Look, share, learn.
- 2 Listen, point, and repeat. 🔊006
- 3 Listen and say. 🔊007

1 dark hair

2 light hair

3 short hair

4 curly hair

5 straight hair

6 freckles

7 glasses

8 long hair

4 Describe yourself. Play *True or False*.

I have glasses.

False!



5 Look at the puzzle. What is the same? Write.

**Look!** The red group all have curly hair.



curly hair

Write the link!

6 Describe yourself. Write.

I have \_\_\_\_\_.

I have \_\_\_\_\_.

I don't have \_\_\_\_\_.

7 Listen and repeat. 008 Then talk with your friend.



I have freckles.

Me too.

I don't have curly hair.

Me neither.



**Team Up!**

1

Play Who Has ... ?





Let's ask what people look like.



1 Listen and follow. 009 Then act.

Hello. Is my cousin here?

Does she **look like** me?  
Does she **have** curly hair?

What **does** she **look like**?

No, she **doesn't**. And she **doesn't have** freckles.

She **has** straight hair.

It's May!

Yes! She's my cousin!

2 Look, listen, and learn. 010 Then point to the people in the picture.

He / She / It	What <b>does</b> she <b>look like</b> ? She <b>has</b> curly hair. She <b>doesn't have</b> straight hair.
I / You / We / They	What <b>do</b> they <b>look like</b> ? They <b>have</b> dark hair. They <b>don't have</b> light hair.

3 Listen and match. 011

Anna

c

Charlie

Jack



Lily

Fred

4 Ask and answer.



Can you see my friend, Jane?

What does she look like?

She has curly hair. She doesn't have glasses.





5 Look, listen, and learn. 012 Then point to the picture and answer the questions.

He / She / It	Does he have light hair? Yes, he <b>does</b> . No, he <b>doesn't</b> .
I / You / We / They	Do they have glasses? Yes, they <b>do</b> . No, they <b>don't</b> .



6 Look and check . Then point and say.



- Does she have light hair?  
Yes, she does. ☐ No, she doesn't. ☒
- Does she have long hair?  
Yes, she does. ☐ No, she doesn't. ☐
- Do they have glasses?  
Yes, they do. ☐ No, they don't. ☐



- Do they have freckles?  
Yes, they do. ☐ No, they don't. ☐
- Do they have straight hair?  
Yes, they do. ☐ No, they don't. ☐
- Does he have short hair?  
Yes, he does. ☐ No, he doesn't. ☐

7 Look and write.



- Do they have glasses? No, they don't.
- Does he have curly hair? \_\_\_\_\_
- Does he have long hair? \_\_\_\_\_
- Do they have dark hair? \_\_\_\_\_



**Team  
Up!**

**2**

Play Guess Who!





Let's say how our friends are different.



1 Listen, point, and repeat. 🔊 013

2 Listen and say. 🔊 014

## Beehive Afterschool Sports Club Are you ...?



1 brave



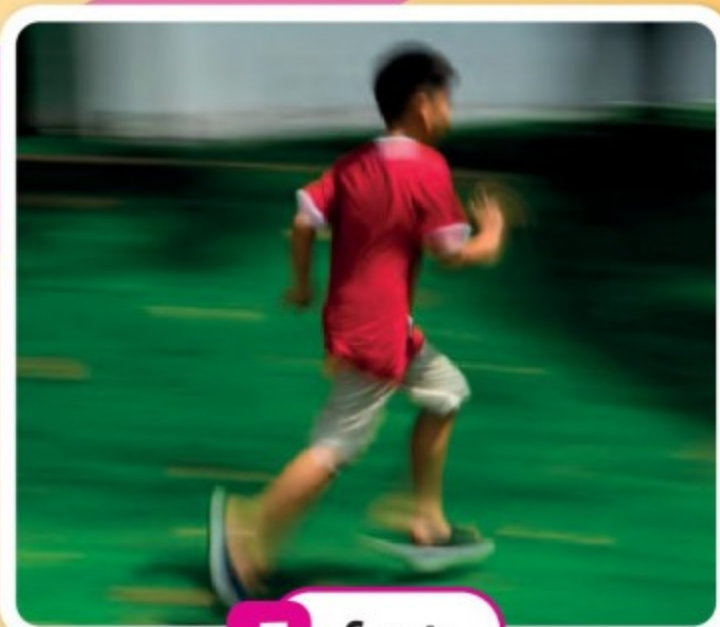
2 strong



3 young



4 tall



5 fast



6 funny

Our club is for everyone! Come and join us!

3 Listen and number. 🔊 015



1



4 Play the *Mime* game.



You're strong!

Yes! Your turn.





5 Look, listen, and learn. 016 Then point to the picture and answer the questions.



Who's **the** youngest? He's **the** youngest.  
 Who's **the** tallest? He's **the** tallest.  
 Who's **the** fastest? She's **the** fastest.

tall	taller	<b>the tallest</b>
brave	braver	<b>the bravest</b>
funny	funnier	<b>the funniest</b>
big	bigger	<b>the biggest</b>
good	better	<b>the best</b>

6 Look and write questions and answers.

- Who's the fastest ? (fast)  
Ali is the fastest.
- Who's \_\_\_\_\_ ? (young)  
 \_\_\_\_\_
- Who's \_\_\_\_\_ ? (tall)  
 \_\_\_\_\_
- Who's \_\_\_\_\_ ? (funny)  
 \_\_\_\_\_



7 Listen and follow. Then sing. 017-018

## 🎵 We're All Different! 🎵

We don't care who's the funniest –  
 Or who's very strong!  
 We're all different! We're all friends!  
 And we get along!

Who's **tall**? Who's **short**?  
 We don't care! We don't care!  
 Who's **brave**? Who's **fast**?  
 We don't care! We don't care!

**old**   **young**

**small**   **big**



**Team  
Up!**

**3**

Who's the oldest? Play *Line Up!*

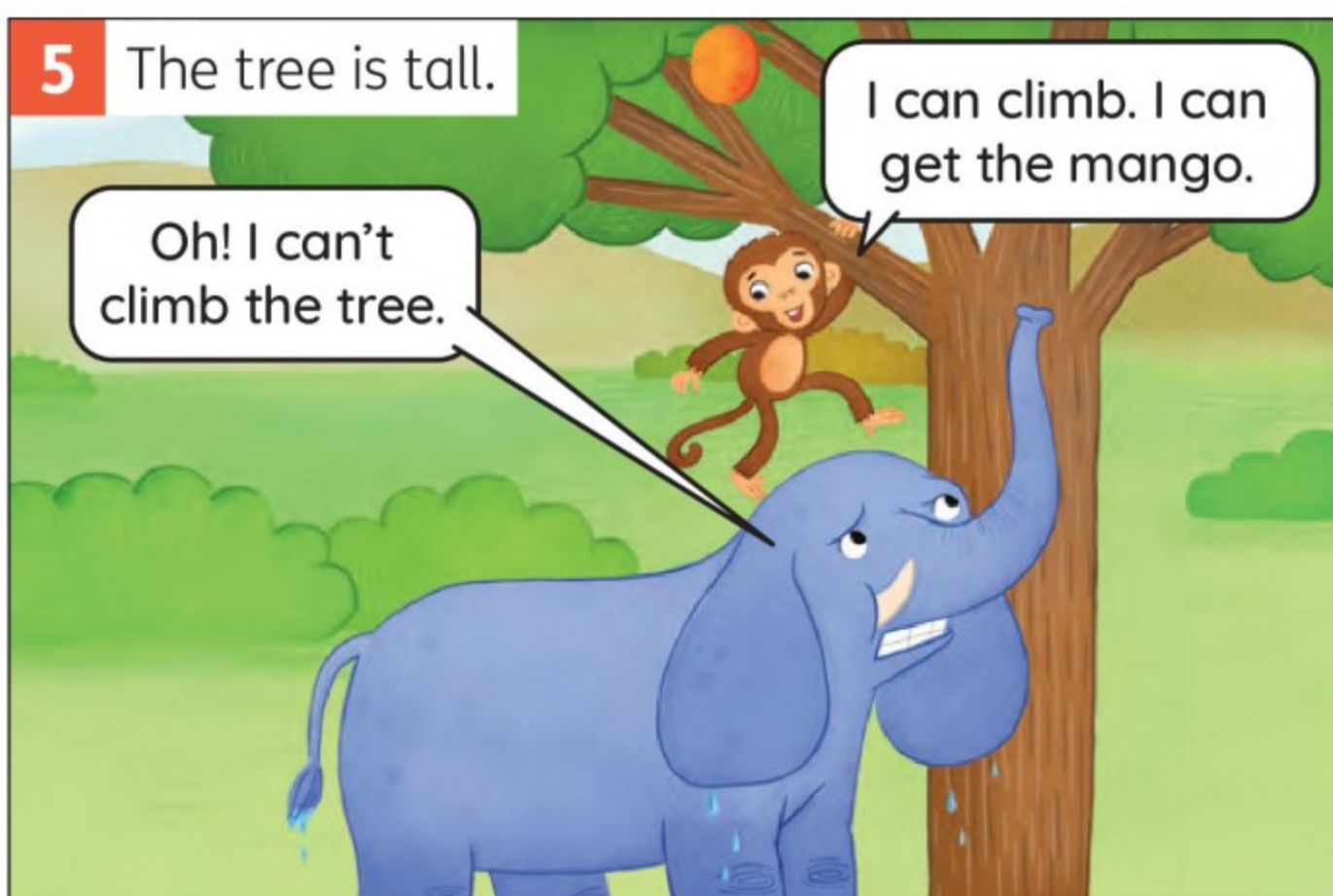
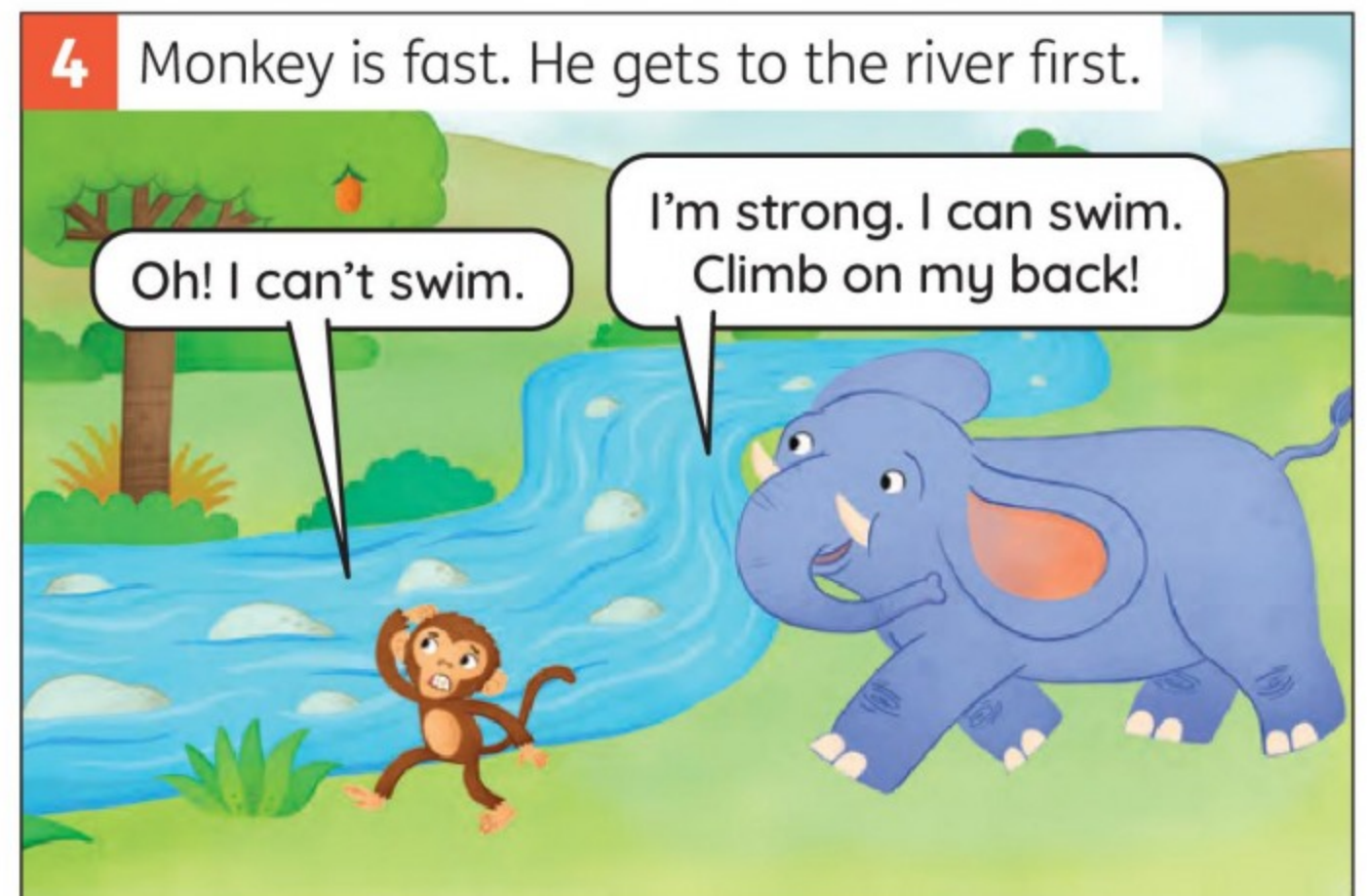






- 1 Look at the pictures. What animals can you see?
- 2 Listen and read. 019 How are Monkey and Elephant different?

## The Monkey and the Elephant







### 3 Read again and circle.

1   is fast.

2   is strong.

3   has an idea.

4   can't swim.

5   can't climb.

6   are a good team.

### 4 Number the sentences in order.

- ☐ Monkey climbs and helps Elephant.
- ☐ Monkey and Elephant learn a lesson.
- ☒ 1 Two friends are angry.
- ☐ Monkey and Elephant go and get the mango.
- ☐ Elephant swims and helps Monkey.

### 5 Act out the story.

### 6 Home-school Read the story at home.

### Think, Feel, Grow

Is it better to be fast or strong?  
Why are Monkey and Elephant  
a good team?



Team  
Up!

4

Act out the story with your puppets.

