

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

Let's learn!



She's a housewife.



He's a pupil.



Is she a teacher?  
No, she isn't.



Is he a teacher?  
Yes, he is.

she's = she is  
he's = he is

- 3 Write. He's She's



She's a housewife.



\_\_\_\_\_ a pilot.



\_\_\_\_\_ a fireman.



\_\_\_\_\_ a pupil.

- 4 Say and answer. She's a housewife.

Number 3.



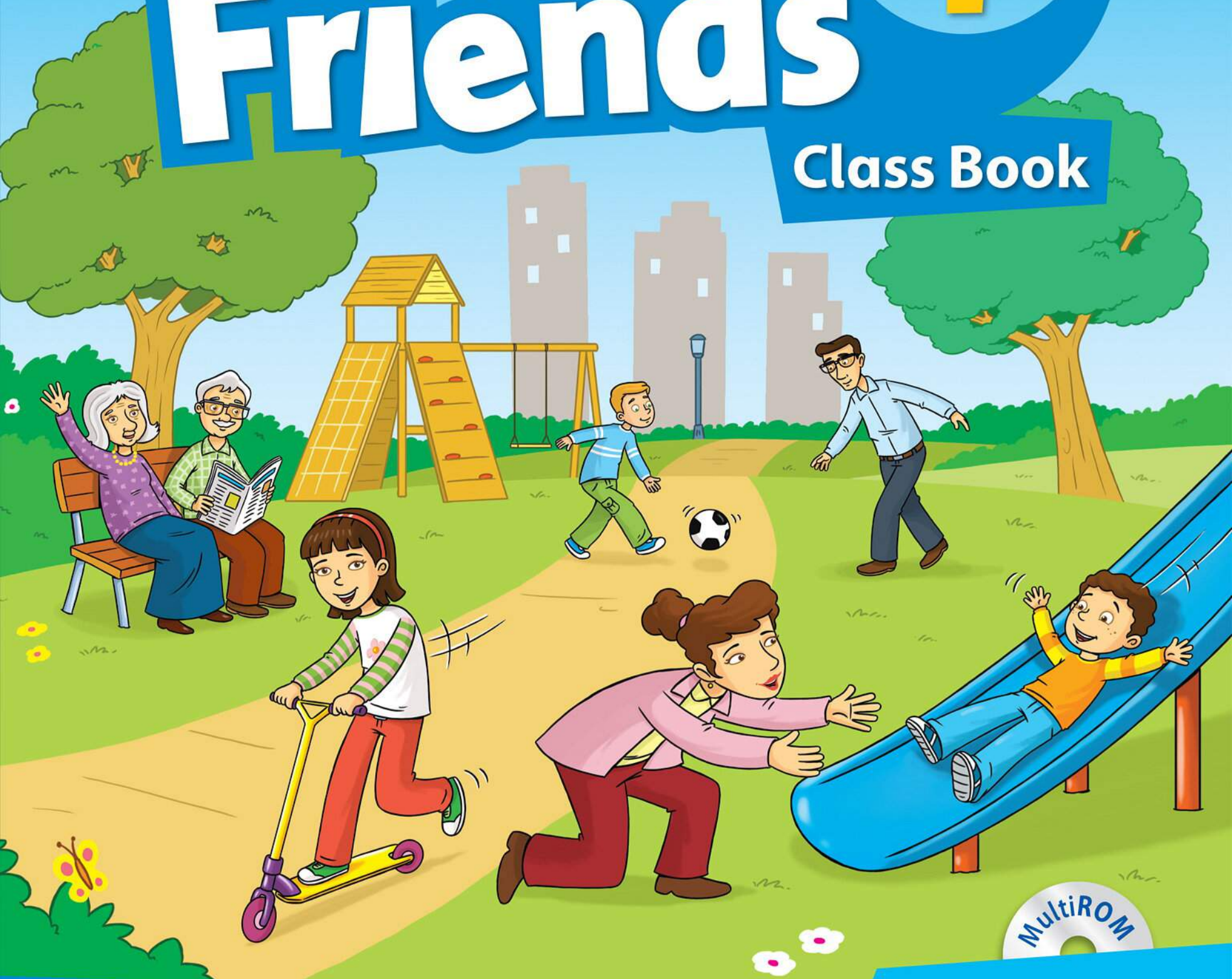


2<sup>nd</sup> Edition

# Family and Friends

# 1

Class Book



with animated stories

OXFORD

Naomi Simmons



2<sup>nd</sup> Edition

# Family and Friends

# 1

Class Book



Naomi Simmons

OXFORD  
UNIVERSITY PRESS

# Scope and sequence



## Starter: Hello!

p.4

Hello. Goodbye. How are you? I'm fine, thank you. What's your name? My name's ...  
How old are you? I'm ... Numbers 1 – 10 Days of the week Colours of the rainbow


	Words	Grammar	Phonics	Skills
<b>1 What's this?</b> p.8	School things	What's this? It's a pen.	<b>Initial sounds:</b> <b>a b c d</b> Aa: apple Bb: bird Cc: cat Dd: dog	<b>Reading:</b> a description <b>Listening:</b> identifying objects <b>Speaking:</b> What's this? It's ... <b>Writing:</b> counting words in a sentence, writing about my school things (Workbook)
<b>2 Playtime!</b> p.14	Toys	my / your Is this your teddy? Yes, it is. No, it isn't.	<b>Initial sounds:</b> <b>e f g h</b> Ee: egg Ff: fig Gg: goat Hh: hat	<b>R:</b> a poem: 'My favourite ...' <b>L:</b> identifying favourite things <b>S:</b> What's your favourite ...? <b>W:</b> dividing sentences into words, writing about my favourite toys (WB)
<b>3 This is my nose!</b> p.20	My body	arm / arms This is ... These are ...	<b>Initial sounds:</b> <b>i j k l</b> Ii: ink Jj: jam Kk: kite Ll: lion	<b>R:</b> instructions <b>L:</b> identifying different animals <b>S:</b> describing an animal's features <b>W:</b> identifying full sentences, writing about my body (WB)
<b>Fluency Time! 1</b> p.26	<b>Introductions</b>		<b>Project: a puppet</b>	
<b>Review 1</b> p.28				
<b>4 He's a hero!</b> p.30	Jobs	She's / He's a teacher. Is she / he a teacher? Yes, she is. No, he isn't.	<b>Initial sounds:</b> <b>m n o p</b> Mm: mum Nn: nurse Oo: orange Pp: pen	<b>R:</b> an autobiography <b>L:</b> identifying people by their jobs <b>S:</b> Is he a doctor? <b>W:</b> capital letters and full stops, writing about my family (WB)
<b>5 Where's the ball?</b> p.36	The park	Where's the ball? in / on / under	<b>Initial sounds:</b> <b>q r s t u</b> Qq: queen Rr: rabbit Ss: sofa Tt: teddy Uu: umbrella	<b>R:</b> a puzzle text <b>L:</b> identifying objects by location <b>S:</b> Where's the kite? <b>W:</b> capital letters at the start of names, writing about the park (WB)
<b>6 Billy's teddy!</b> p.42	My family	Possessive 's	<b>Initial sounds:</b> <b>v w x y z</b> Vv: van Ww: window Xx: box Yy: yo-yo Zz: zebra	<b>R:</b> a caption story <b>L:</b> distinguishing details <b>S:</b> Who's this? <b>W:</b> question marks, writing about my family's things (WB)
<b>Fluency Time! 2</b> p.48	<b>Playing outside</b>		<b>Project: a park poster</b>	
<b>Review 2</b> p.50				



	Words	Grammar	Phonics	Skills
<b>7 Are these his trousers?</b> p.52	My clothes	<i>This is her / his T-shirt. Are these his socks? Yes, they are. No, they aren't.</i>	<b>The alphabet:</b> the alphabet letter names and their sequence	<b>R:</b> a caption story <b>L:</b> identifying clothes <b>S:</b> <i>What colour are these trousers?</i> <b>W:</b> contractions: 's, writing about my favourite clothes (WB)
<b>8 Where's Grandma?</b> p.58	My house	<i>Is she in the kitchen? Yes, she is. No, she isn't. Where are Dad and Billy? Are they in the garden? No, they aren't.</i>	<b>Digraphs:</b> <i>sh</i> <i>shoes</i> <i>sheep</i> <i>fish</i>	<b>R:</b> information on a webpage <b>L:</b> listening for location <b>S:</b> <i>Where are the bedrooms?</i> <b>W:</b> identifying vowels, writing about my home (WB)
<b>9 Lunchtime!</b> p.64	My lunch box	<i>I've got two sandwiches. I haven't got my lunch box. an apple (an + a, e, i, o, u)</i>	<b>Digraphs:</b> <i>ch</i> <i>chair</i> <i>teacher</i> <i>chick</i>	<b>R:</b> information texts <b>L:</b> identifying key words <b>S:</b> <i>I've got a banana and a pear ...</i> <b>W:</b> using <i>a</i> and <i>an</i> , writing about my lunch box (WB)
<b>Fluency Time! 3 p.70    Getting dressed    Project: a clothes cube</b>				
<b>Review 3 p.72</b>				
<b>10 A new friend!</b> p.74	My friends Shapes	<i>He / She's got ... He / She hasn't got ... It's got ... It hasn't got ...</i>	<b>Digraphs:</b> <i>th</i> <i>three</i> <i>bath</i> <i>teeth</i>	<b>R:</b> a descriptive letter <b>L:</b> identifying different friends <b>S:</b> <i>She's got blond hair. Who is it?</i> <b>W:</b> contractions: 's / 've, writing about my friend (WB)
<b>11 I like monkeys!</b> p.80	The zoo	<i>I like monkeys. I don't like elephants. They're big. I'm little.</i>	<b>CVC words:</b> <i>a</i> <i>cat</i> <i>man</i> <i>fan</i>	<b>R:</b> a poem: 'What am I?' <b>L:</b> identifying preferences <b>S:</b> <i>It's grey. It's got big ears.</i> <b>W:</b> identifying adjectives, writing about animals I like (WB)
<b>12 Dinnertime!</b> p.86	Food Drinks	<i>Do you like carrots? Yes, I do. No, I don't. What do you like? I like yogurt.</i>	<b>CVC words:</b> <i>e</i> <i>bed</i> <i>pen</i> <i>red</i>	<b>R:</b> information texts <b>L:</b> identifying food preferences <b>S:</b> <i>What do you like?</i> <b>W:</b> negative contractions: <b>n't</b> , writing about food I like (WB)
<b>Fluency Time! 4 p.92    At the dinner table    Project: a food plate</b>				
<b>Review 4 p.94</b>				
<b>13 Tidy up!</b> p.96	My bedroom Numbers 11 – 20	<i>There's ... There are ...</i>	<b>CVC words:</b> <i>i</i> <i>bin</i> <i>fig</i> <i>tin</i>	<b>R:</b> a descriptive letter <b>L:</b> distinguishing details <b>S:</b> <i>Where are the shoes?</i> <b>W:</b> question marks and full stops, writing about my bedroom (WB)
<b>14 Action Boy can run!</b> p.102	Verbs	<i>He can / can't fly. Can he talk? Yes, he can. No, he can't.</i>	<b>CVC words:</b> <i>o</i> <i>dog</i> <i>fox</i> <i>log</i>	<b>R:</b> descriptions <b>L:</b> identifying animals <b>S:</b> <i>It can run. It's brown and big.</i> <b>W:</b> contractions: <b>can't</b> , writing about what I can do (WB)
<b>15 Let's play ball!</b> p.108	The beach	<i>Let's + verb</i>	<b>CVC words:</b> <i>u</i> <i>rug</i> <i>jug</i> <i>sum</i>	<b>R:</b> a postcard <b>L:</b> distinguishing details <b>S:</b> <i>Let's play ball!</i> <b>W:</b> identifying verbs, writing about the beach (WB)
<b>Fluency Time! 5 p.114    Finding things    Project: a bedroom poster</b>				
<b>Review 5 p.116</b>				
<b>Culture p.118    Family, Wild animals, At my school</b>				
<b>Grammar reference p.124</b>				



## Lesson One

1 Listen, point and repeat.  01



Rosy



Tim



Billy



Miss Jones

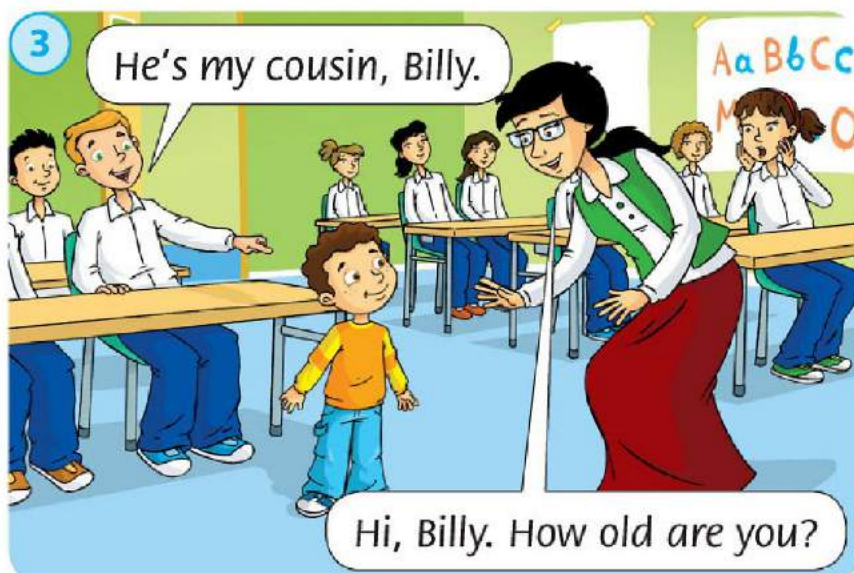
2 Listen and chant.  02

Hello, Rosy. Hello, Tim. Hello, everyone.  
Hello, Billy and Miss Jones. Come and have some fun!

3 Listen and read.  03



Watch the MultiROM! ▶





1 Listen to the story again and repeat. Act.

2 Ask and answer.



Hello. What's your name?

My name's Jon.



My name's Pete.  
What's your name?

3 Listen and sing your name.  04

Let's sing!



Hello, hello!

Hello, hello,  
How are you?  
I'm fine, thank you.  
I'm fine, thank you.



Hello, hello,  
What's your name?

My name's \_\_\_\_\_.  
That's my name.

Goodbye, goodbye,  
Goodbye to you ...

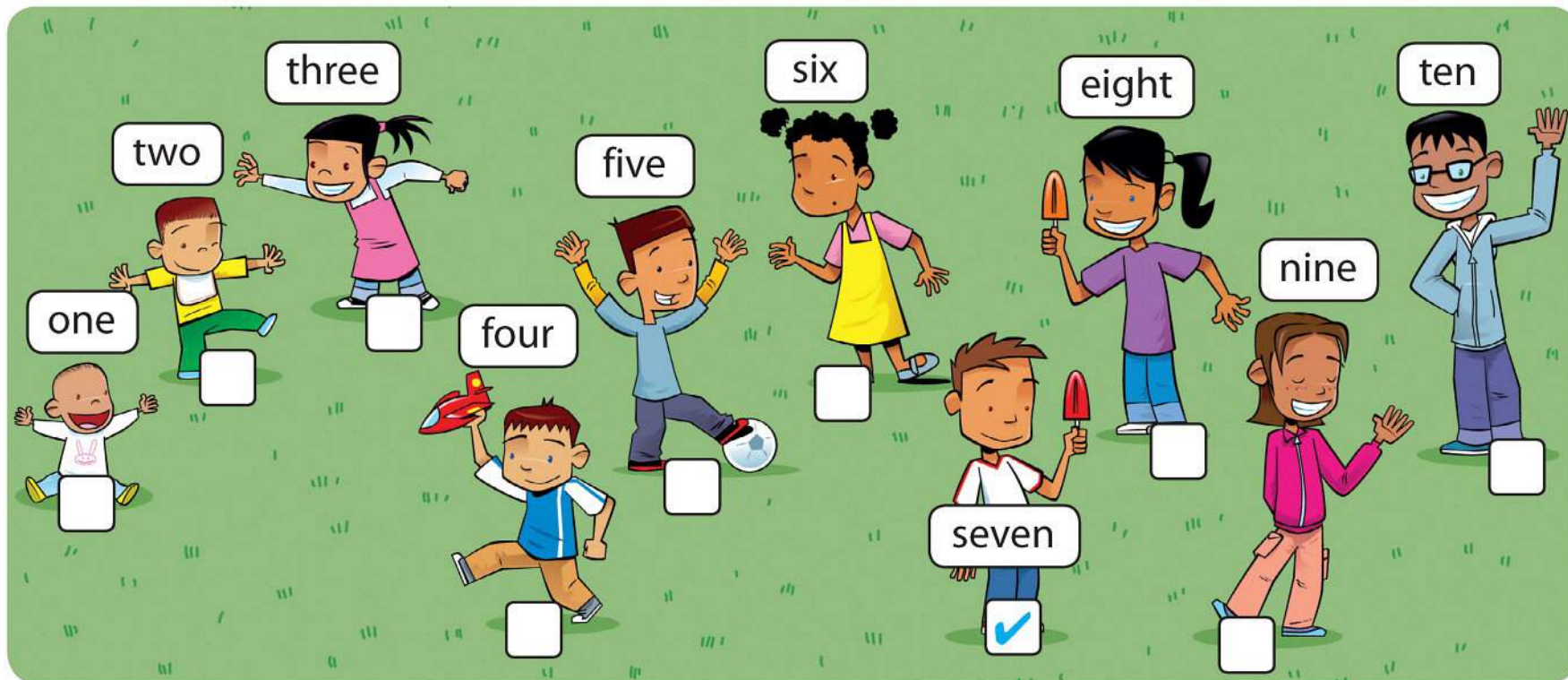




# Lesson Three

1 Listen, point and repeat. 🎧 05

2 Listen and tick (✓). 🎧 06

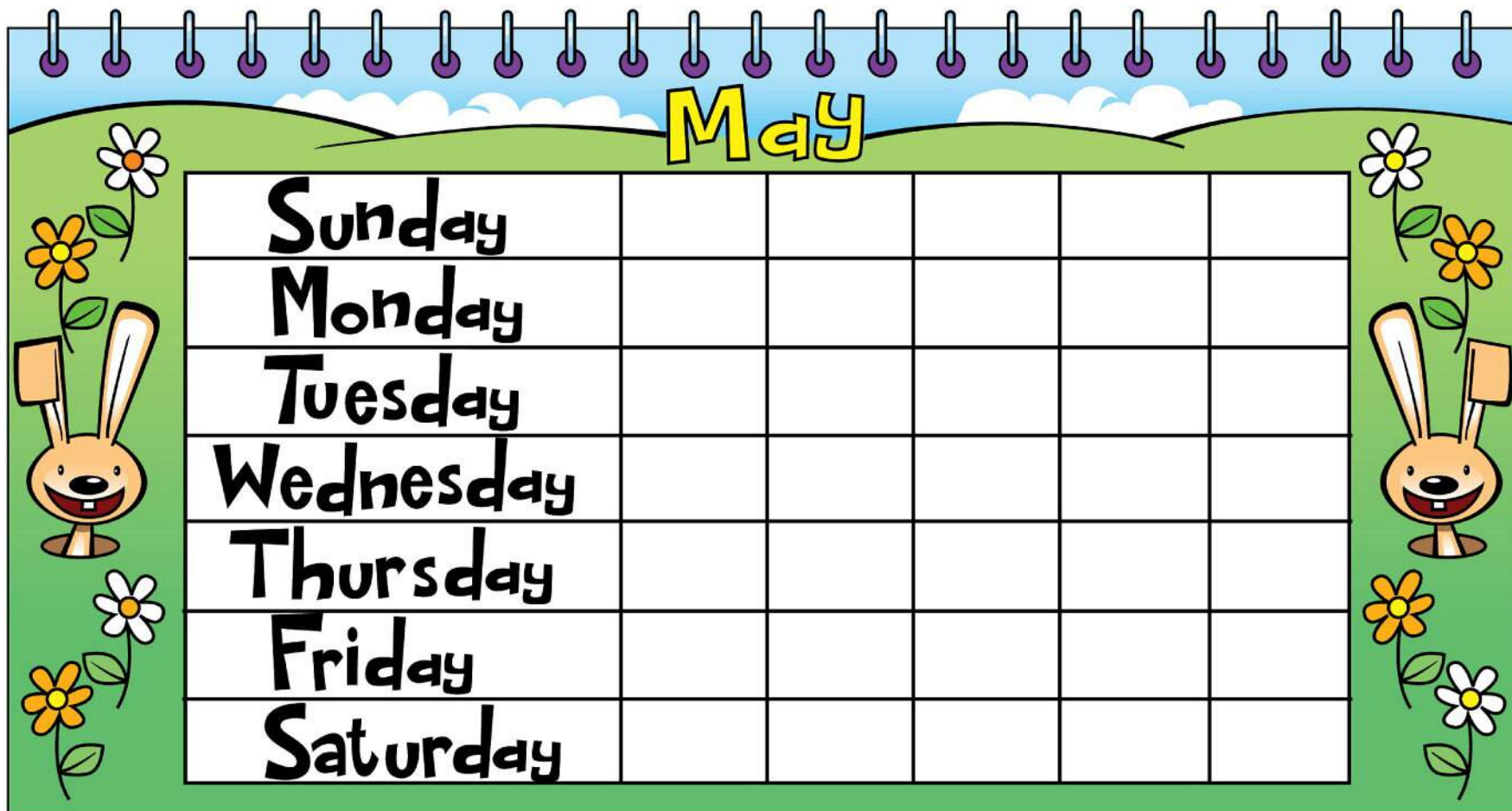


3 Look at the picture again. Point, ask and answer.


How old are you?

I'm seven.

4 Listen and point. Listen and chant. 🎧 07





1 Listen, point and repeat.  08



red



yellow



pink



green



purple



orange



blue

2 Listen and sing.

3 Sing and do.

Let's sing!



4 Match.



orange

red

pink

purple

blue

green

yellow



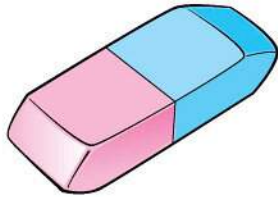
## Lesson One Words

1 Listen, point and repeat.  10

2 Listen and chant.  11



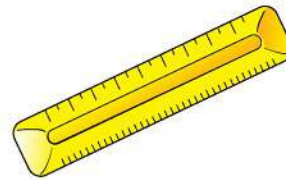
pen



rubber



pencil



ruler

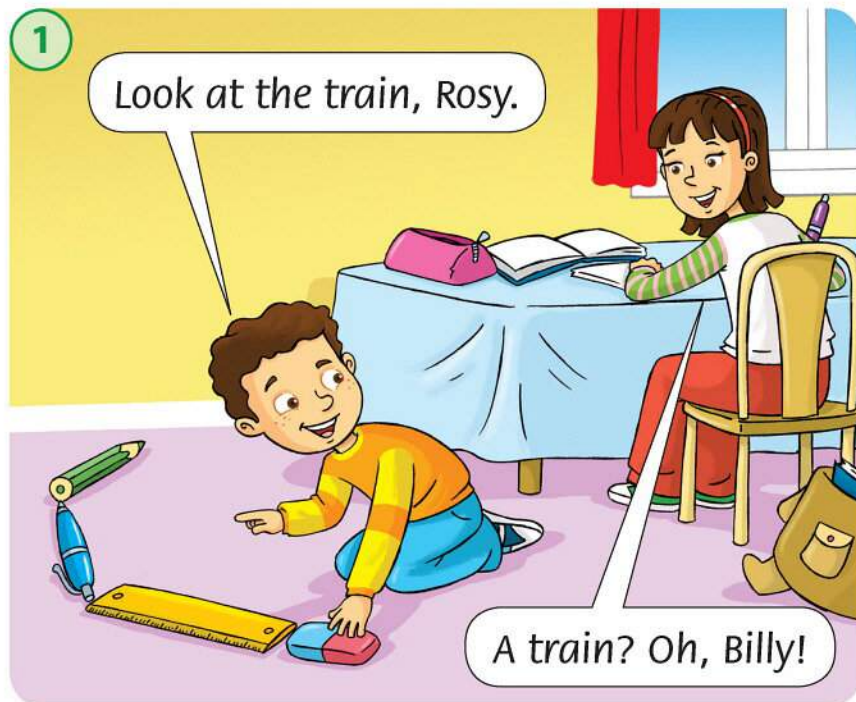


book

3 Listen and read.  12



Watch the MultiROM! 





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

Let's learn!



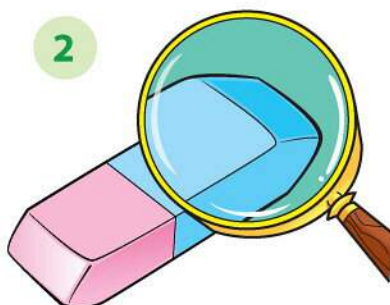
What's this?  
It's a pen.

What's = What is  
It's = It is

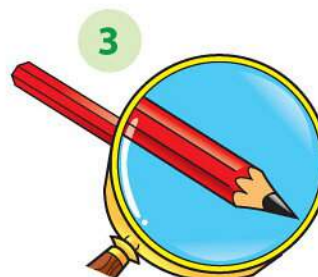
3 Write.



What's this?  
It's a pen.



What's this?  
\_\_\_\_\_ a rubber.



What's this?  
\_\_\_\_\_ a pencil.



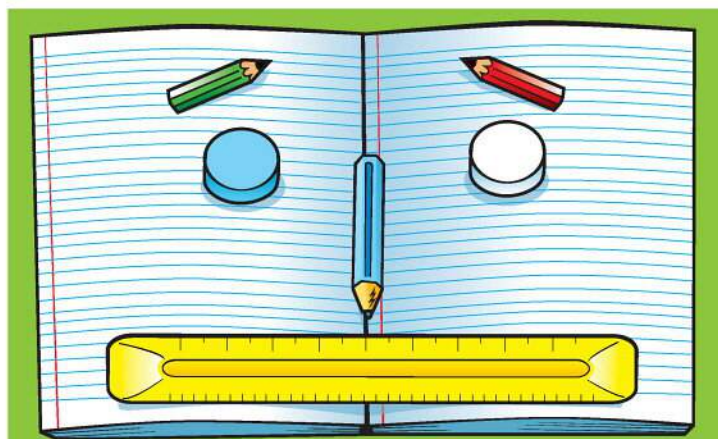
What's this?  
\_\_\_\_\_ a ruler.

4 Point, ask and answer.

pen pencil rubber ruler book

What's this?

It's a pencil.



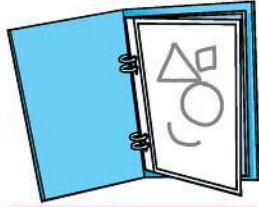


## Lesson Three Song

1 Listen, point and repeat.  13



bag



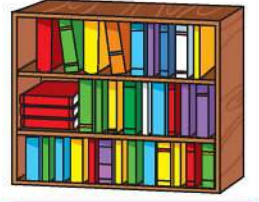
folder



door



window

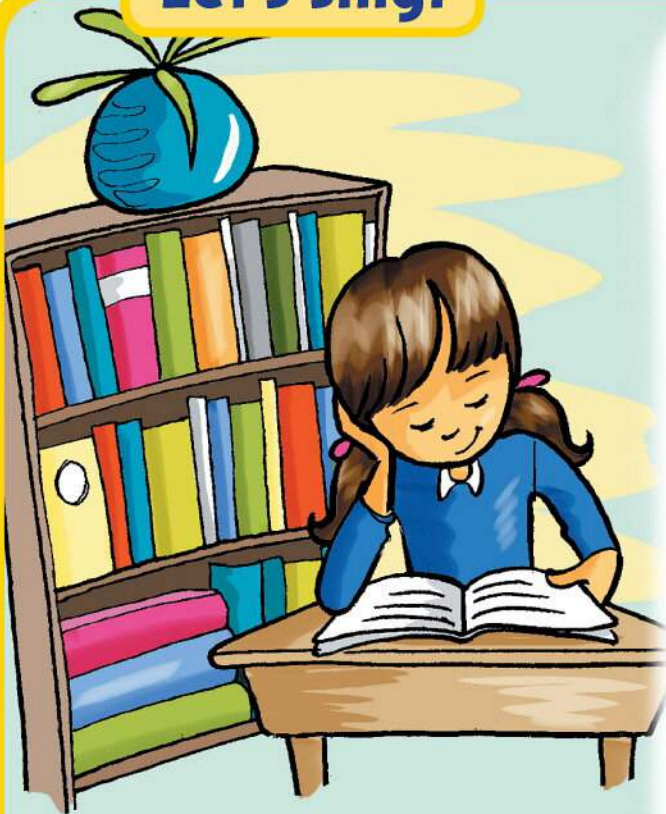


bookcase

2 Listen and sing.  14

3 Sing and do.

### Let's sing!



### Open the book!

What's this?  
What's this?  
It's a book.  
Open the book.  
Close the book.

What's this?  
What's this?  
It's a door ...

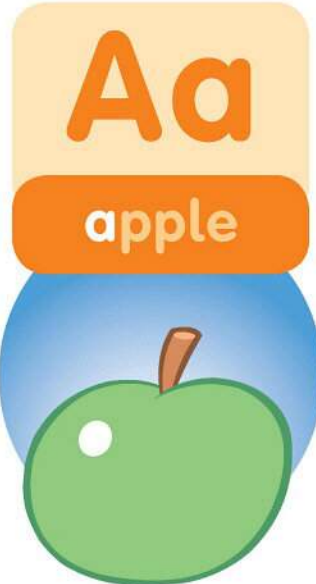



What's this?  
What's this?  
It's a bag ...

What's this?  
What's this?  
It's a window ...





1 Listen, point and repeat.  15

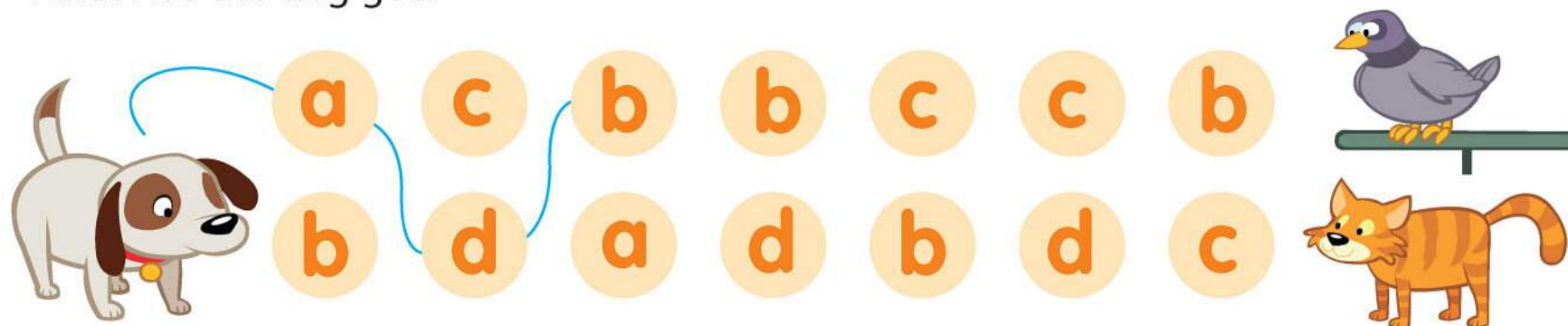
			
---	---	---	---

2 Listen and chant.  16

This is an apple, a, a, apple.  
 This is a bird, b, b, bird.  
 This is a cat, c, c, cat.  
 This is a dog, d, d, dog.

3 Listen to the sounds and join the letters.  17

What has the dog got?



4 Read and circle the sounds a, b, c, d at the start of the words.



The Cat likes birds.  
 The dog likes apples.  
 Here's the cat with the bird.  
 Here's the dog with the apple.



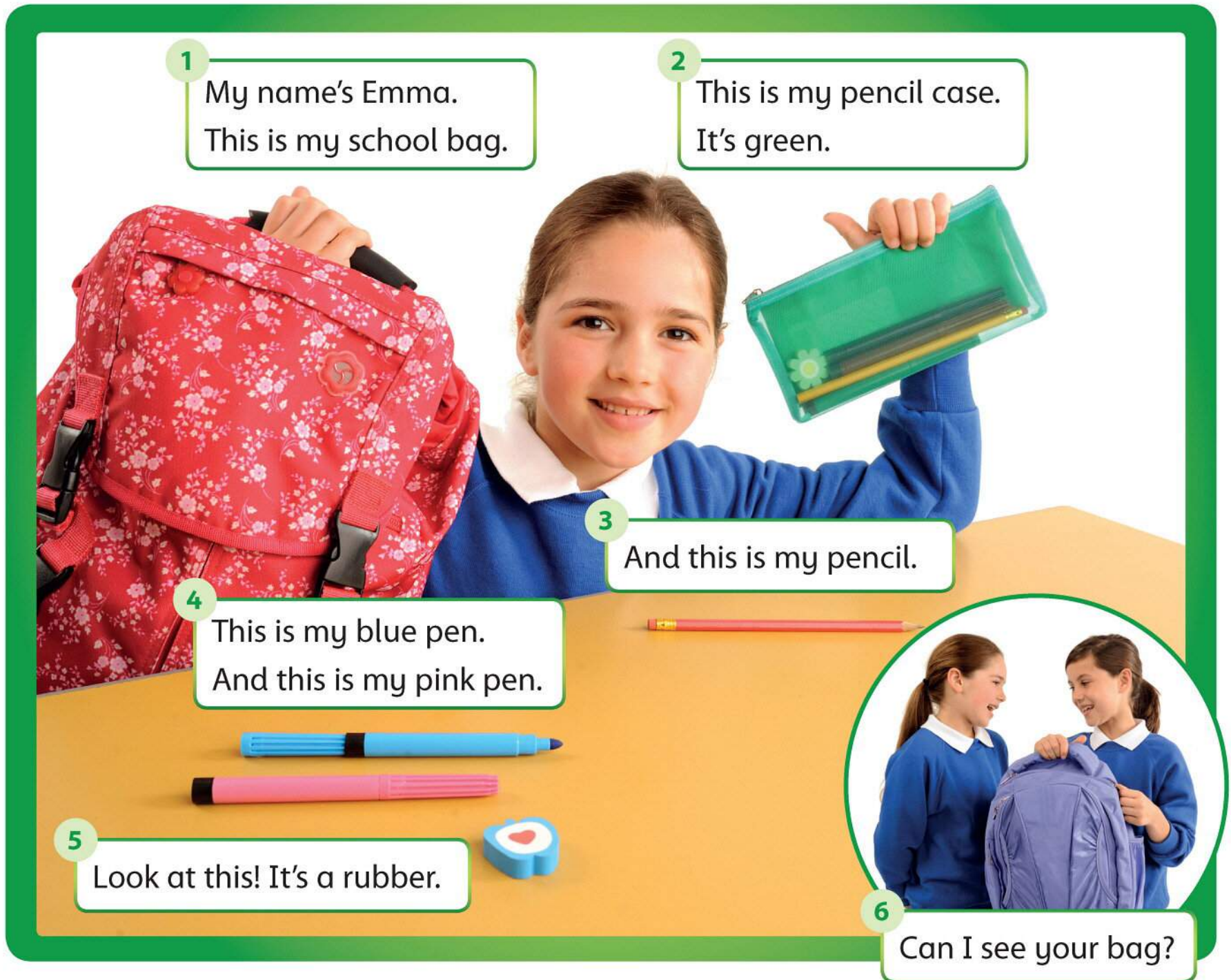


# Skills Time!

## Lesson Five

### Reading

- 1 Point to four school things. Say the words.
- 2 Listen and read.  18



1 My name's Emma.  
This is my school bag.

2 This is my pencil case.  
It's green.

3 And this is my pencil.

4 This is my blue pen.  
And this is my pink pen.

5 Look at this! It's a rubber.

6 Can I see your bag?

- 3 Read again. Tick (✓) or cross (x).

1 pencil

3 book

5 door

2 pen

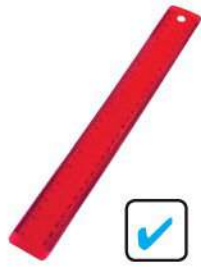
4 folder

6 rubber



**Listening**

1 Listen and tick (✓) the correct picture.  19



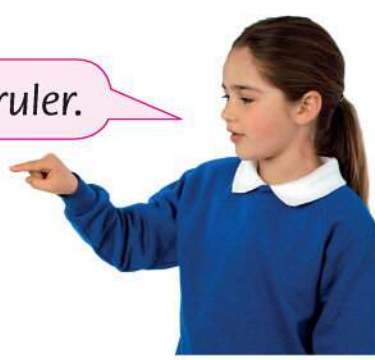
**Speaking**



2 Open your bag. Ask and answer.



What's this?



It's a ruler.

**Writing preparation**

3 Count the words in each sentence.

This is my bag. 4  
 1 2 3 4

- 1 This is my pen. \_\_\_\_\_
- 3 Thank you. \_\_\_\_\_
- 5 This is a blue folder. \_\_\_\_\_

- 2 Look at this. \_\_\_\_\_
- 4 Close the door. \_\_\_\_\_
- 6 Open the window. \_\_\_\_\_

Complete the writing task on page 13 of the Workbook.





## Lesson One Words

1 Listen, point and repeat. 🎧 20



doll



ball



teddy



puzzle



car

3 Listen and read. 🎧 22



Watch the MultiROM! ▶

1

This is your doll. And this is your ball.

But where's my teddy? Where's Tiny Ted?

2

Is this your teddy?

No, it isn't. This is my pencil case. Look!

3

Is this your teddy?

No, it isn't. It's my bag, but ...

4

Look Tim! Here's my teddy. Tiny Ted is in my bag.



1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



This is **my** bag.



This is **your** doll.



Is this your teddy?  
**No, it isn't.**



Is this your teddy?  
**Yes, it is.**

3 Write.

**my** **your**

1



This is your ball.

2



This is \_\_\_\_\_ bag.

3



This is \_\_\_\_\_ car.

4



This is \_\_\_\_\_ puzzle.

4 Write.

**Yes, it is.** **No, it isn't.**

1

Is this your teddy?



No, it isn't.

2

Is this your teddy?



\_\_\_\_\_.

3

Is this your teddy?

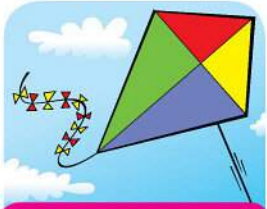


\_\_\_\_\_.



## Lesson Three Song

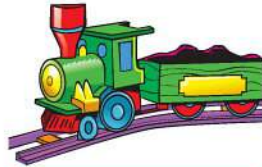
1 Listen, point and repeat.  23



kite



bike



train



game

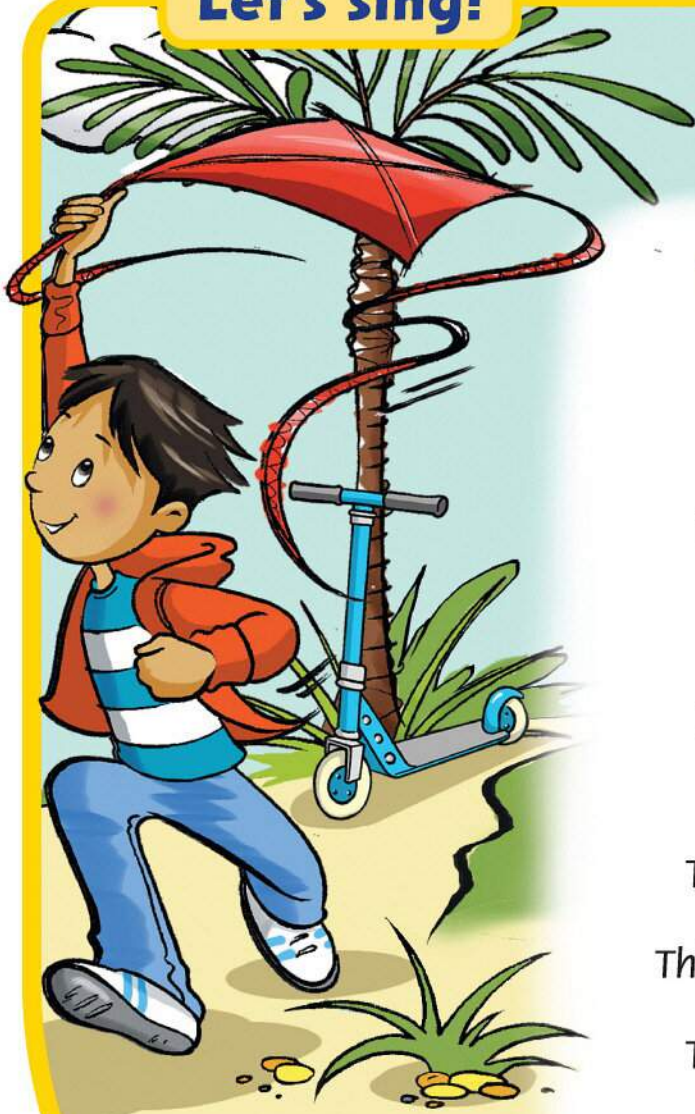


scooter

2 Listen and sing.  24

3 Sing and do.

Let's sing!



**Toys, toys, toys!**

Toys, toys, toys, toys,  
Toys, toys, toys!

This is my big red kite,  
My big red kite,  
My big red kite.

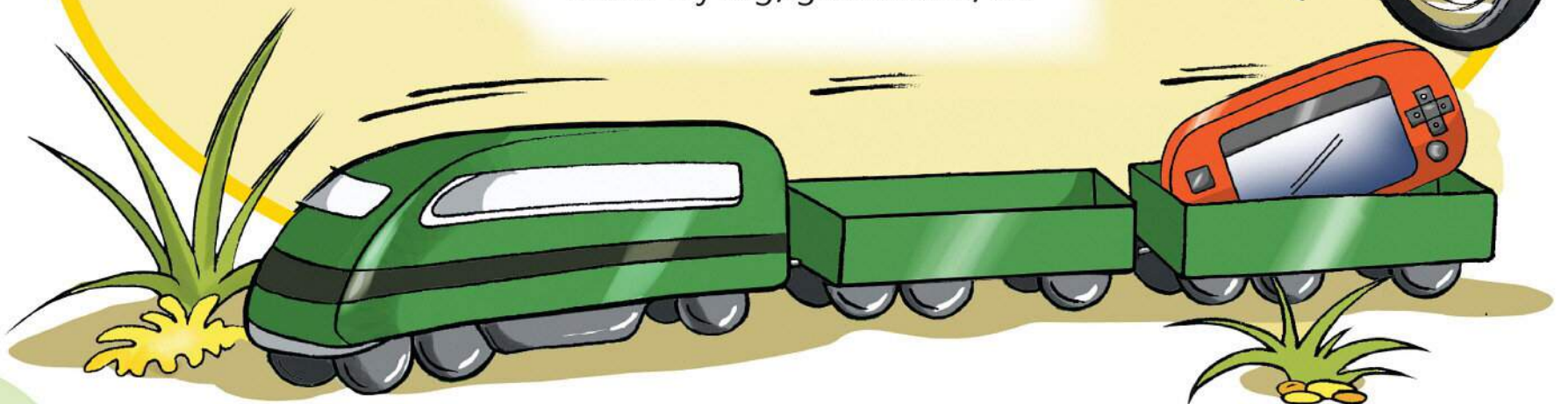
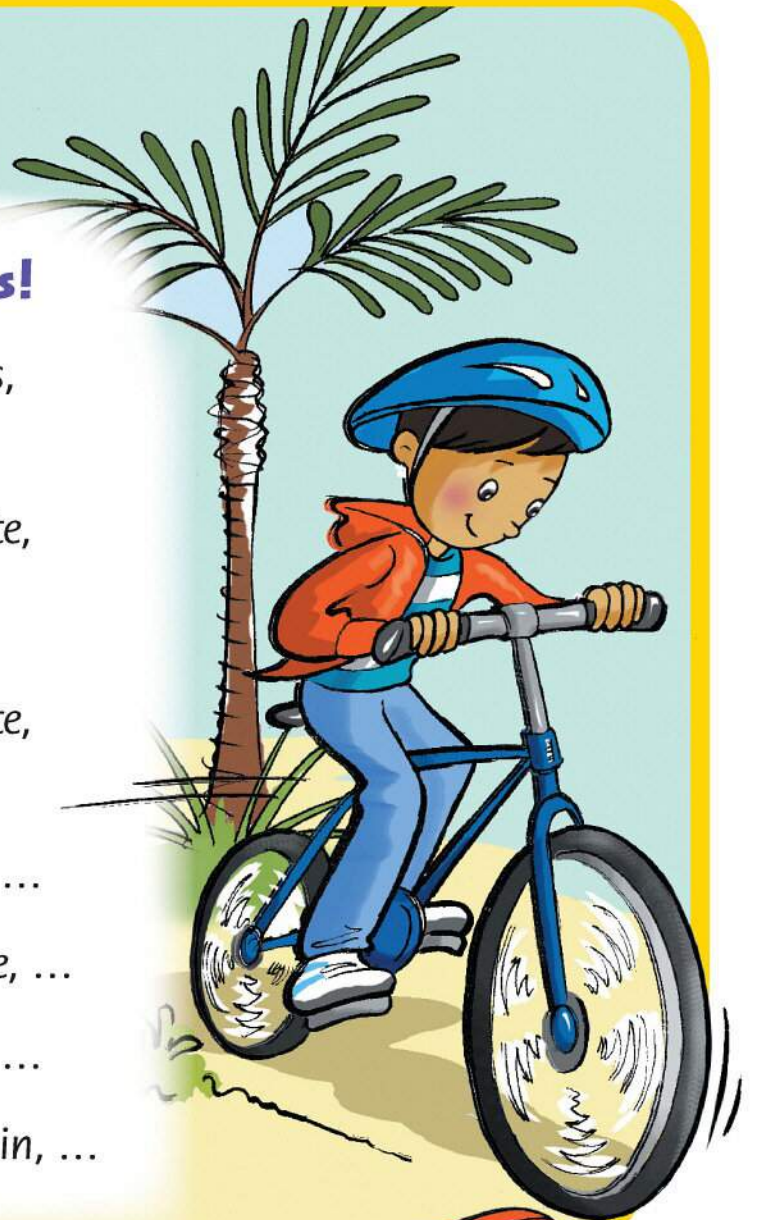
This is my big red kite,  
I love toys!

Toys, toys, toys, toys, ...


This is my big blue bike, ...

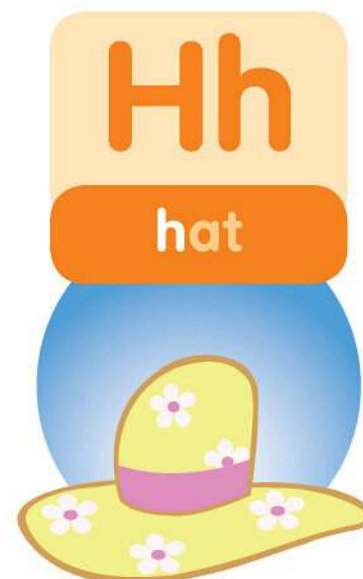
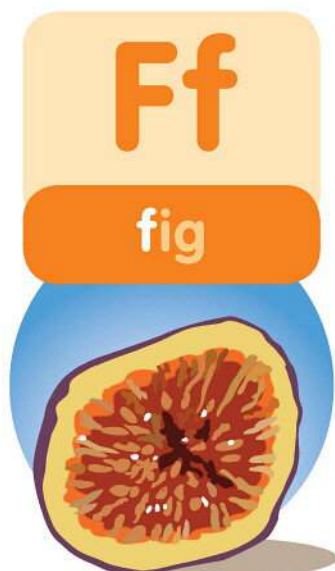
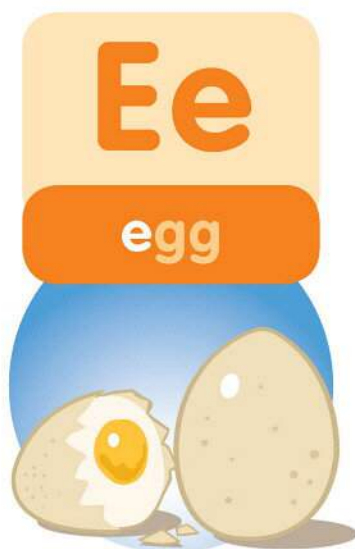
Toys, toys, toys, toys, ...

This is my big, green train, ...





1 Listen, point and repeat.  25

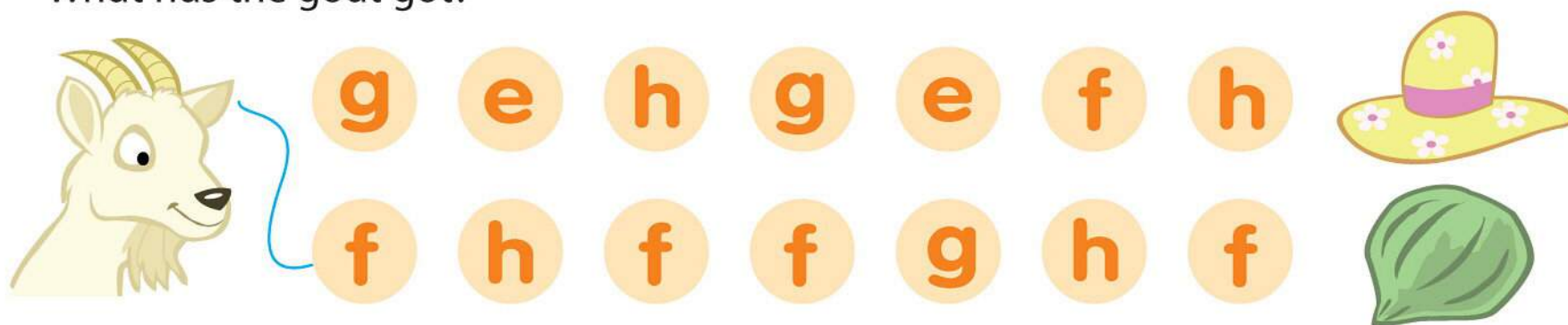


2 Listen and chant.  26

I've got an egg, e, e, egg.  
 I've got a fig, f, f, fig.  
 I've got a goat, g, g, goat.  
 I've got a hat, h, h, hat.

3 Listen to the sounds and join the letters.  27

What has the goat got?



4 Read and circle the sounds e, f, g, h at the start of the words.



There's an egg with a yellow hat.  
 Look, the goat's got a fig.  
 The goat likes figs.






# Skills Time!

## Lesson Five

### Reading

- 1 Point to an animal and a toy. Say the words.
- 2 Read and listen to the poem.  28



### My favourite ...

What's my favourite toy?  
My favourite one of all.  
Is it my scooter? Is it my doll?  
No, it's my orange ball.

What's my favourite colour?  
What do you think?  
Is it yellow? Is it white?  
No, it's the colour pink.

What's my favourite animal?  
Try to guess the word.  
Is it a zebra? Is it a cat?  
No, it's a lovely bird.

Holly, age 7.



- 3 Read again and write.



My favourite toy is a ball.

My favourite colour is \_\_\_\_\_.

My favourite \_\_\_\_\_ is a bird.



Listening

1 Listen and match.  29



Speaking



2 Ask and answer about you.

What's your favourite toy?

It's a ...

What's your favourite colour?

It's ...

Writing preparation

3 Circle the words.

This is my bike.

1 Thisismyteddy.

2 Thisisyourscooter.

3 It'syourredbike.

4 It'smyyellowball.

5 It'smygame.

6 Closethedoor.

Complete the writing task on page 19 of the Workbook.





# 3

# This is my nose!

## Lesson One Words

1 Listen, point and repeat.  30



arms



nose



face



legs

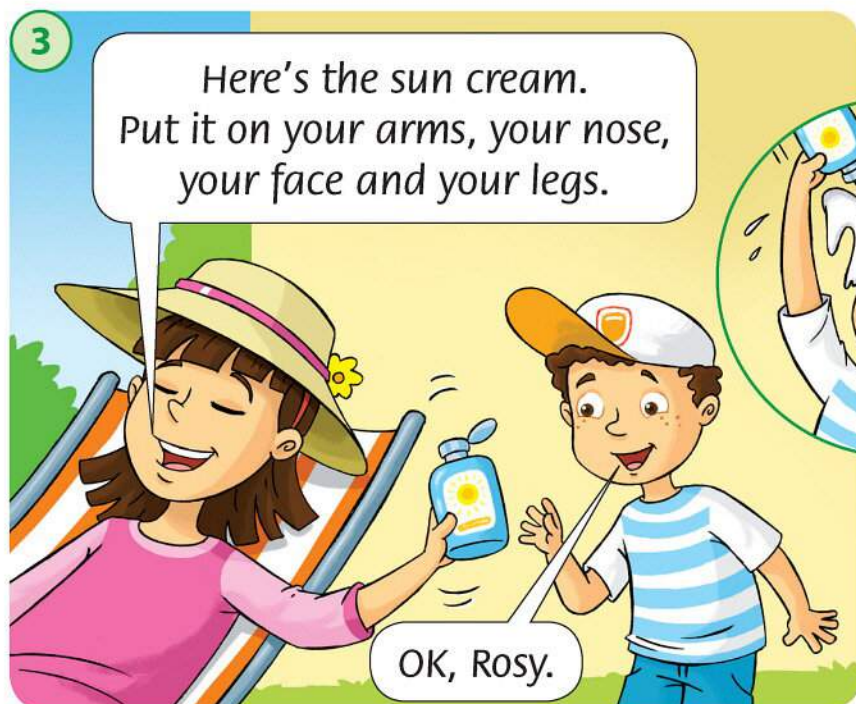


ears

3 Listen and read.  32



Watch the MultiROM! 





1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



one arm



two arms



These are my arms.



This is my nose.

3 Write.

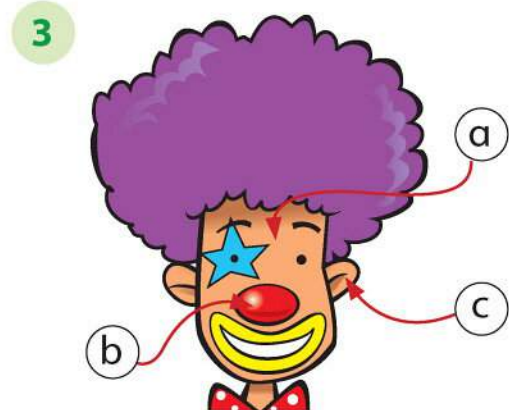
This is    These are



These are my legs.



my arms.

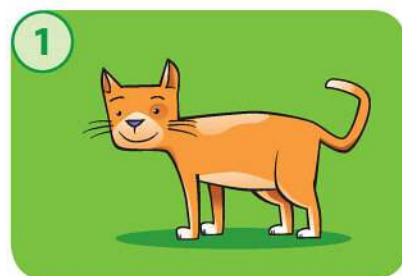


a \_\_\_\_\_ my face.

b \_\_\_\_\_ my nose.

c \_\_\_\_\_ my ears.

4 Circle.



legs / leg



arm / arms



legs / leg



arms / arm

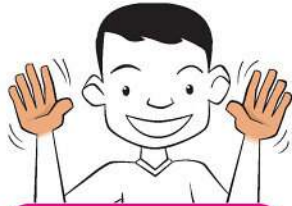


## Lesson Three Song

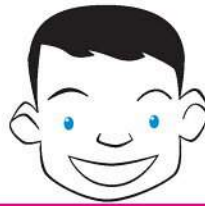
1 Listen, point and repeat.  33



fingers



hands



eyes



eyebrows



shoulders

2 Listen and sing.  34

3 Sing and do.

### Let's sing!



#### Ten fingers on my hands

Ten fingers on my hands,  
On my hands.

Ten fingers on my hands,  
On my hands.

Two eyes, one nose,  
All on my face.

Ten fingers on my hands,  
On my hands.





1 Listen, point and repeat.  35

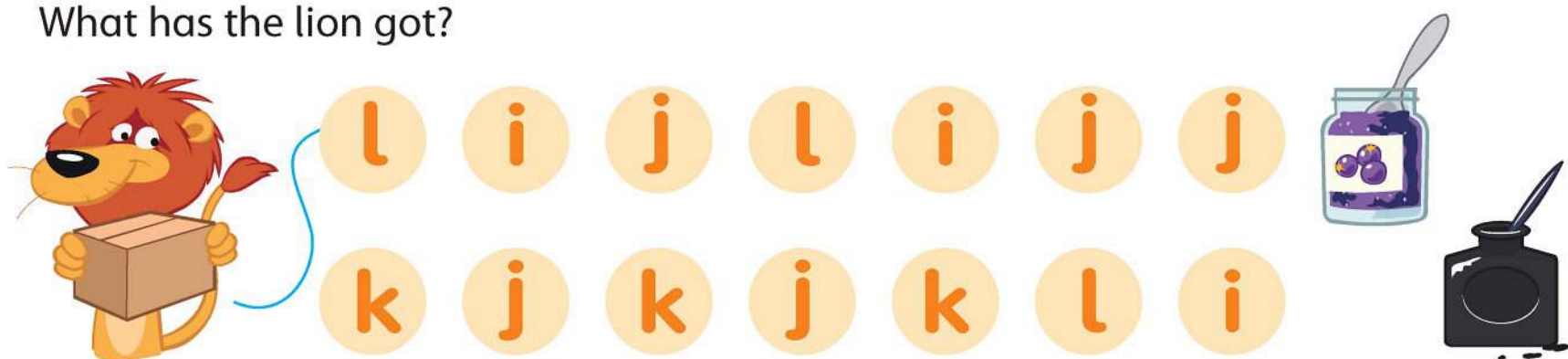


2 Listen and chant.  36

Look at the ink, i, i, ink.  
 Look at the jam, j, j, jam.  
 Look at the kite, k, k, kite.  
 Look at the lion, l, l, lion.

3 Listen to the sounds and join the letters.  37

What has the lion got?



4 Read and circle the sounds *i, j, k, l* at the start of the words.



The lion's got some jam.  
 The lion's got some ink.  
 Look! Here is a kite.  
 Oops! The lion is a mess.





# Skills Time!

## Lesson Five

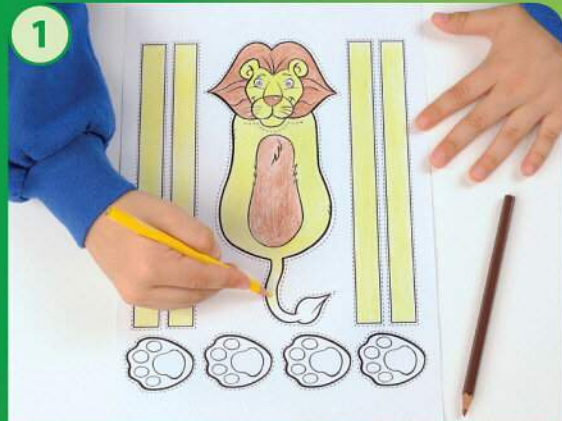
### Reading

1 Point to parts of the body. Say the words.

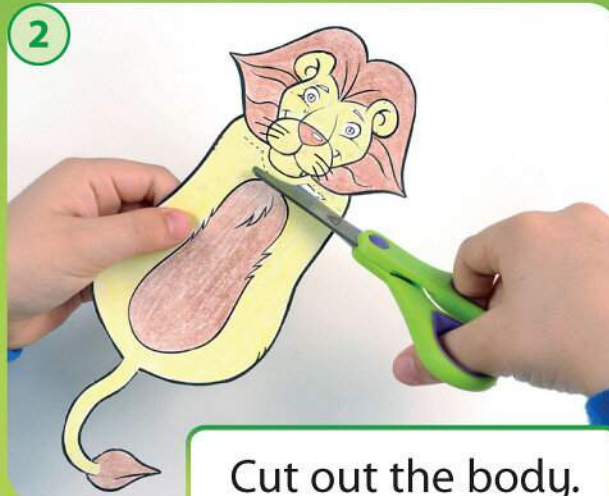
2 Listen and read.  38



Hi. I'm Tom.  
Let's make a paper lion!



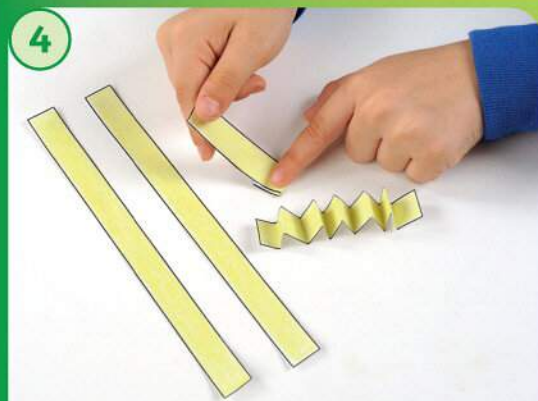
1 Colour the face, the body and the legs. Then colour the paws and tail too.



2 Cut out the body.  
Now cut the face.



3 Fold the tail.  
Fold the face.



4 Cut out the four legs and paws. Fold the legs.

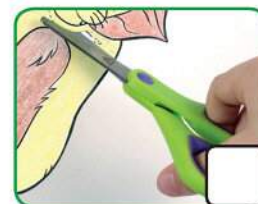


5 Stick the paws on the legs.  
Stick the legs on the body.



6 Look! It's a lion.

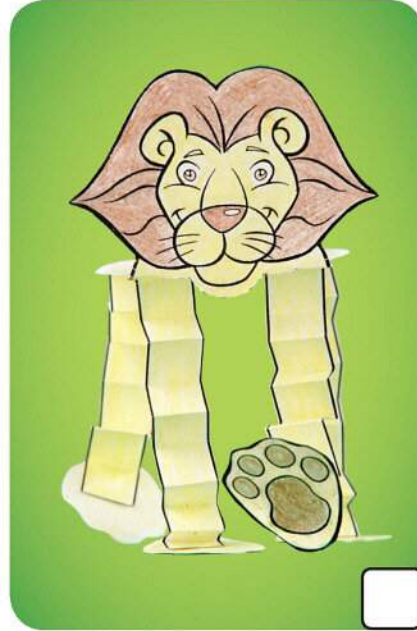
3 Read again. Number the pictures in the correct order.





Listening

1 Listen and number.  39



Speaking



2 Look at the pictures again. Ask and answer.

It's brown. It's got black eyebrows. What is it?

It's a dog.

Writing preparation

3 Circle each sentence. Then count.

I'm Tom. This is my paper toy.  2

This is my paper toy. It's a lion. Colour the body.  
 Fold the face and the tail. Cut out the four legs.  
 Stick on the legs and the paws.

How many sentences?

Complete the writing task on page 25 of the Workbook.





# Fluency Time! 1

## Everyday English

1 Listen, read and say.  40



Kate: Dad, Dad! This is Mrs Smith.  
This is my dad.



Dad: Nice to meet you.  
Mrs Smith: Nice to meet you, too.

2 **Listening** Listen and write.  41

This is meet Nice too

1 This is Miss White. is Kate.

2 Nice to meet you.

3 Nice to meet you, too.



3 **Speaking** Look at the people. Point and say.



Sarah



Peter



Mr Smith



Miss White



This is Sarah.

Nice to meet you.





1 Look at the story again. Act.



2 Make a puppet.



Colour the puppet.



Cut out and fold the puppet.



Stick the side.



Give the puppet a name.

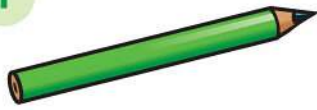
3 **Speaking** Use your puppet and say.



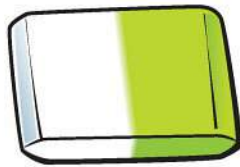


## 1 Circle the odd-one-out. Write.

1



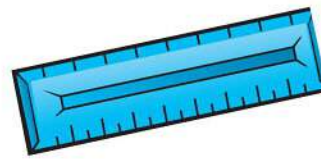
pencil



rubber



eight



ruler

eight

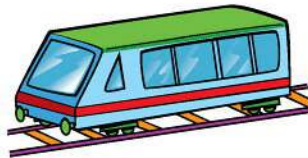
2



car



shoulders



train



teddy

3



folder



nose



hands



eyes

4



three



ten



two



scooter

5



ball



bookcase



doll



kite

## 2 Match.

1 What's this?

c

2 What's your name?

3 How old are you?

4 Nice to meet you.

5 How are you?

a I'm ten.

b Nice to meet you, too.

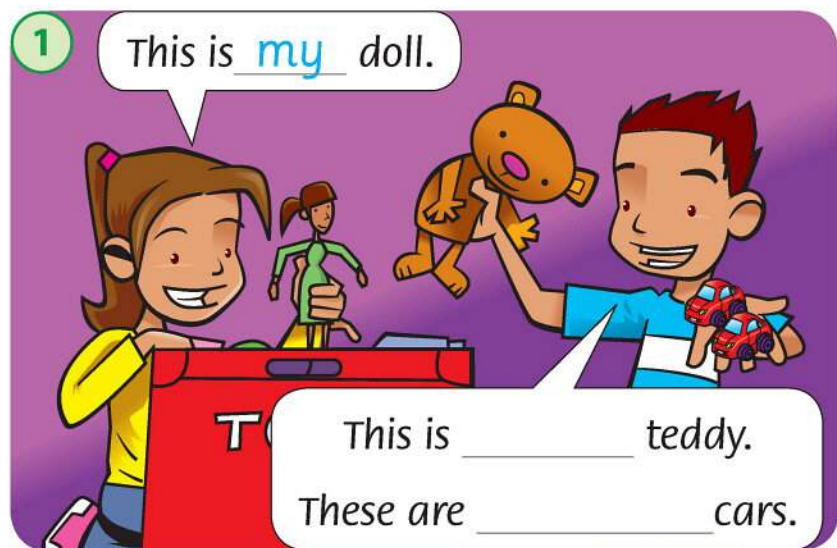
c It's a teddy.

d I'm fine, thank you.

e My name's Alex.



3 Write. **This is** **These are** **your** **my**



4 Read and circle.

1 Is it a kite?

Yes, it is.

No, it isn't.

2 Is it a train?

Yes, it is.

No, it isn't.

3 Is it a ruler?

Yes, it is.

No, it isn't.

4 Is it a puzzle?

Yes, it is.

No, it isn't.

5 Circle.



e c a



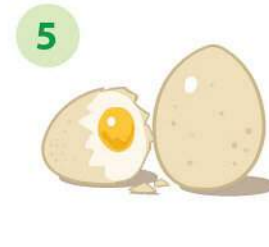
l j f



b e a



j g k



e i c



c d e

6 Read and colour.

My work in Units 1, 2 and 3 is



OK



Good



Excellent