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Introduction by Naomi Simmons

OXFORD

Lesson One Words and Story

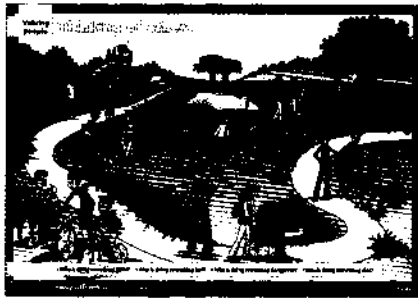
Lesson 1 teaches and practises the first new vocabulary set. It also exposes the children to the story and grammar points they will be studying in Lesson 2.

The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.



The children listen to the story and follow the words in their books.

Values posters are referenced at different points (one for every three units), so the activities can be done within the context of the story.



10 In the park!

Lesson One Words

1 Listen, point and repeat.

path

grass

flowers

bin

trees

playground

fountain

litter

2 Listen and read.

1

Amy: This is a beautiful park.
Max: Yes, it is. I love it here.
Holly: Oh, look at the flowers!
Leo: Holly, you mustn't pick the flowers.
Holly: Oh, OK.

2

Holly: Oh, look at the little bees!
Max: You mustn't walk on the grass here, Holly.
You must walk on the path.
Holly: Oh, OK.

3

Amy: Holly, let's play with this ball.
Max: No, you mustn't play here.
Amy: Well, let's go to the playground. We can play there. Catch the ball, Max!

4

Holly: Oh, Max! You mustn't play in the fountain!
Max: Hee hee, very funny.

Unit 10 In the park

Teaching the words and presenting the story

Words

- Play the recording and hold up the flashcards. The children repeat the words and point to the correct picture in their Class Books.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.

Story

- Prepare the children for the story. Talk about each frame with the class. Ask simple questions such as *Who's this? Where are they? What's this?*
- Play the recording the whole way through for children to listen and follow in their books.
- Ask some comprehension questions about the story.
- Play the recording a second time for children to follow again in their books.
- Ask the children to look in their Class Books and find and point to the words from Exercise 1 that appear in the story.

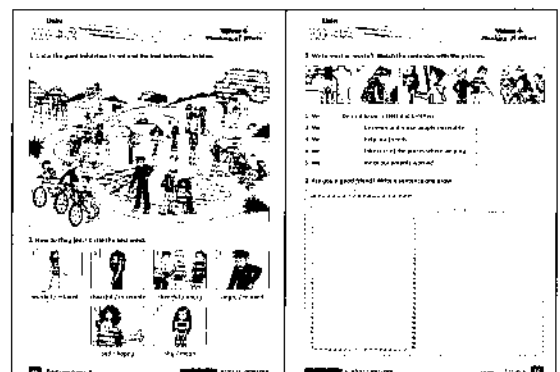
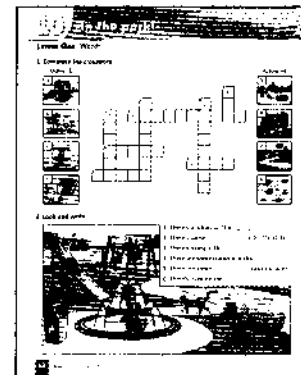
Children use the Student MultiROM at home to practise the first vocabulary set.

Workbook

The children practise recognizing and writing the new words from the lesson.

PMB Values worksheets

There are two Values worksheets for every three units, to accompany the Values poster (see pages 7 and 8).



Lesson Two Grammar

Lesson 2 teaches and practises the grammar points presented in the story. The children also practise the language by acting out the story.

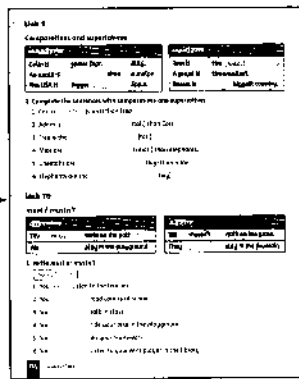
The children listen to the story again and now produce the language by repeating and then acting out the story (see page 9).

The children study the grammar structure that was presented in the story.

The children practise reading the grammar structure.

The children practise writing the grammar structure.

The children can then work on the Grammar Time material at the back of the Workbook.



Lesson Two Grammar

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

Let's Journal

1. I must / mustn't do it / like it / they.

We must do our homework.
They mustn't talk in class.
You must turn off your mobile phone.
You mustn't walk on the grass.

mustn't = must not Sometimes 'you' means everyone.

(Max! You must look in front of you!)

Yes, Max. You mustn't walk and read your book.

3 Read and match.

1 You mustn't walk your dog here. 2 You must put litter in the bin.
3 You mustn't take photos here. 4 You must be quiet.

4 Write. must mustn't

1 You mustn't eat here. 2 You must wash your hands.
3 You must turn off your mobile phone here. 4 You must swim here.

You must look in front of you! Unit 10 69

Acting out the stories and teaching the grammar

Story

- Ask children what they can remember about the story from the previous lesson.
- Play the recording. Pause after each line for the children to repeat.
- Divide the class into groups, with each child having a different role in the story.
- As a class decide on actions for the story. Allow the children to make suggestions and demonstrate the actions.
- Play the recording. Each child says the lines of his/her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences.
- You could move on to individual practice by calling groups to the front to act out the dialogues, with or without the recordings.

Grammar

- Teach the grammar through example rather than explanation.
- Read the grammar examples in the speech bubbles in the grammar box. Ask the class what is happening. Then ask some children to act out the frame.

- Then read the other sentences in the grammar box. The class repeats chorally. Write them on the board. Reinforce meaning with actions. (If there is a tip box, read it to the class and write some examples on the board.)
- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences.
- Do the first question in each exercise with the class, then encourage them to work independently. Check answers with the whole class.

Children use the Student MultiROM at home to practise the new grammar structures.

Workbook

The children practise recognizing and writing the new grammar points from the lesson using the reference tables in the Grammar Time section at the back of the Workbook to help them.

