

OXFORD

# Beehive

Student Book

1



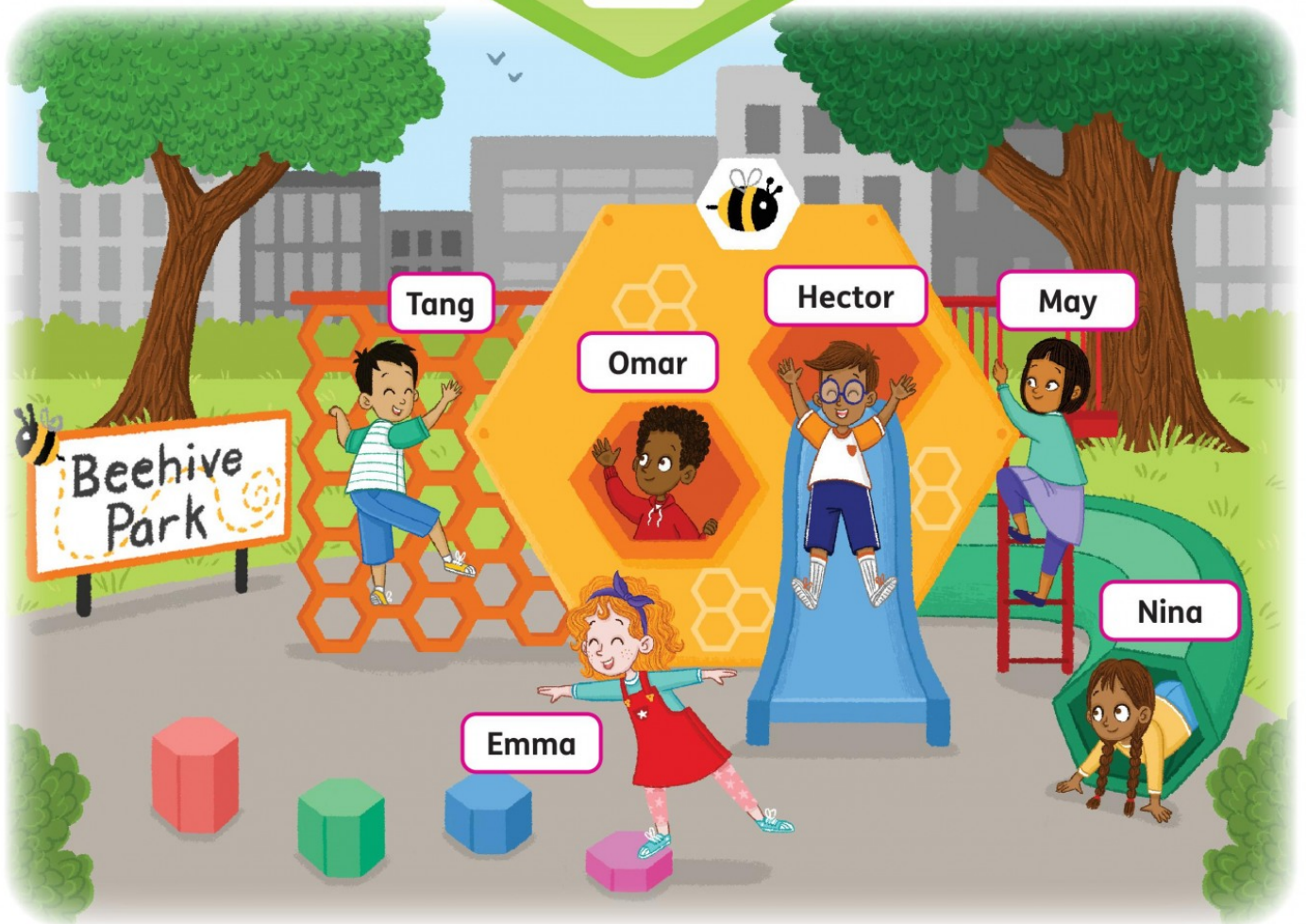
Cheryl Palin



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<b>Starter Hello!</b> page 4		What's your name? ● I'm ... / My name's ... ● The alphabet ● Numbers 1-10 ● How old are you? I'm ...	
<b>Lesson 1 Words</b>		<b>Lesson 2 Grammar</b>	
<b>1</b> <b>At school</b> page 6	Classroom objects <b>Functional language</b> Show me the ... It's here!	What is it? It's ...	Colours What colour is it / the ... ? It's / The desk is ...
<b>2</b> <b>My things</b> page 18	Toys <b>Functional language</b> What's your favourite toy? It's a ...	I've got ... I haven't got ...	School things This is my ... This is your ...
<b>Extensive reading Colours</b> page 30    A school magazine article ● A picture story			
<b>3</b> <b>Fun with friends</b> page 32	Activities <b>Functional language</b> Let's ... OK! No, thanks.	I can ... I can't ...	Actions Can you ... ? Yes, I can. / No, I can't.
<b>4</b> <b>Outdoors</b> page 44	Animals <b>Functional language</b> Can it / Can a ... ? Yes, it can. / No, it can't.	Is it a ... ? Yes, it is. / No, it isn't.	Nature There's a ... There are some ...
<b>Extensive reading Outdoors</b> page 56    An information text ● A poem			
<b>5</b> <b>My body</b> page 58	Body and face <b>Functional language</b> Touch your ... !	This is ... These are ...	Animals' bodies and faces It's got ...
<b>6</b> <b>My family</b> page 70	Family <b>Functional language</b> Who's in your family?	Who's he / she? He's / She's my ...	Feelings Are you ... ? Yes, I am. / No, I'm not.
<b>Extensive reading Family</b> page 82    A playscript ● A scrapbook page			
<b>7</b> <b>My clothes</b> page 84	Clothes <b>Functional language</b> Put on your ... !	This is his / her ... These are his / her ...	Adjectives Those (trousers) are ... That (cap) is ...
<b>8</b> <b>Food</b> page 96	Fruit <b>Functional language</b> How many ... ?	I like ... I don't like ...	Food Can I have some ..., please? Yes, here you are. / No, sorry!
<b>Extensive reading Food</b> page 108    Recipes ● A story in verse			
<b>9</b> <b>At home</b> page 110	Places at home <b>Functional language</b> Where's the ... ? It's upstairs / downstairs.	Is he / she in the ... ? Yes, he / she is. No, he / she isn't.	Furniture and home Where's ... ? It's in / on / under ...
<b>10</b> <b>At the farm</b> page 122	Farm animals <b>Functional language</b> Do you like ... ? Yes, I do. / No, I don't.	Are they ... ? Yes, they are. / No, they aren't.	Adjectives It's a ... / They're (adjective + noun)
<b>Extensive reading At the castle</b> page 134    A letter to a pen pal ● A story			



<b>Poster</b>		Shapes ● Numbers 11–20
<b>Lesson 4 Story</b>	<b>Lesson 5 Skills and Culture</b>	<b>Project and Review</b>
<b>Billy's painting</b> <b>Emotional wellbeing</b> Being resourceful	School in the UK and Cuba A poster <b>Writing focus</b> Counting words in a sentence	Make and play a board game.
<b>Nisha's skipping rope</b> <b>Emotional wellbeing</b> Being generous	Toys and games in the USA and Madagascar A pen pal letter <b>Writing focus</b> Dividing sentences into words	Make a block chart of favourite toys.
<b>Let's catch the moon!</b> <b>Emotional wellbeing</b> Being perseverant	Free time activities in Canada and Japan An email <b>Writing focus</b> Identifying full sentences	Make a trophy for your friend.
<b>Coconuts for everyone!</b> <b>Emotional wellbeing</b> Being part of a team	Nature in Australia and the Bahamas A postcard <b>Writing focus</b> Capital letters and full stops	Make and write a postcard.
<b>Two little ducklings</b> <b>Emotional wellbeing</b> Being able to assess risk	Pets in the UK and Ukraine A diary entry <b>Writing focus</b> Capital letters at the start of names	Imagine and design a new animal.
<b>Moody monkey</b> <b>Emotional wellbeing</b> Managing your emotions	Family in China and the USA An email <b>Writing focus</b> Using <i>a</i> and <i>an</i>	Make a group book.
<b>The shoemaker</b> <b>Emotional wellbeing</b> Being helpful	Clothes in Italy and the UK A class blog post <b>Writing focus</b> Plural endings	Make a paper chain of boys and girls.
<b>Fox and Stork</b> <b>Emotional wellbeing</b> Being considerate	Breakfast food in Turkey and Vietnam A personal account <b>Writing focus</b> Contractions ( <i>don't</i> )	Do a shopping role play.
<b>Albie's surprise</b> <b>Emotional wellbeing</b> Managing worry	Homes in Spain and the Netherlands A diary entry <b>Writing focus</b> Full stops and question marks	Make a model room.
<b>Henrietta</b> <b>Emotional wellbeing</b> Being proud of yourself	Farms in Mexico and Indonesia A class blog post <b>Writing focus</b> Adjectives and nouns	Make a poster about your country.



## Starter Unit Hello!

- 1 Listen and point. Then listen and repeat. 🎧001



- 2 Listen and repeat. 🎧002 Then ask and answer.



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



My name's Anna.

- 3 Listen and point. Then sing. 🎧003-004

### The Alphabet Song

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

- 4 Look at 3. Listen and say the next letter. 🎧005



5 Listen, point and repeat. 🔊006

6 What's missing? Listen and say. 🔊007

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

7 Listen and write the number. 🔊008

a



b



c



d



e



f



8 Listen and repeat. 🔊009 Then ask and answer.



How old are you?

I'm seven.



# 1

## At school



Let's talk about the classroom.

### Lesson 1 Words



- 1 Look, share, learn.
- 2 Listen, point and repeat. 🔊010
- 3 Say the chant. 🔊011



1 clock



4 window



3 board



7 cupboard



2 door



6 bin



5 desk



8 chair

4 Play the Numbers game.





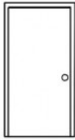
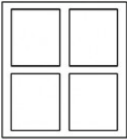


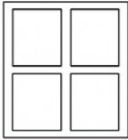

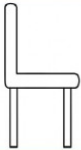
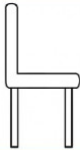

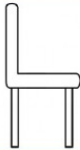



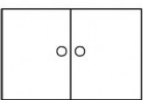


Number four!

Window!





# 5 Look and draw. Then say the sequences.

1						
2						
3						
4						

# 6 Read and number.

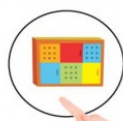


clock  window  chair  board   
 door  cupboard  desk  bin

# 7 Listen and repeat. 012 Look at 6. Say and point.

Show me the cupboard!

It's here!



Team Up!

1

Make a classroom collage.





# 1

## Lesson 2 Grammar

Let's ask about classroom objects.



1 Listen and follow. 013 Then act.



It's = It is

2 Listen and number. Then listen and repeat. 014



3 Look at 2 and point. Ask and answer.



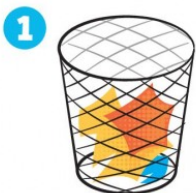
What is it?

It's a clock.

Number three!



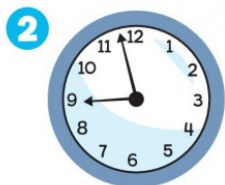
#### 4 Read and tick ✓ or cross ✗.



What is it?  
It's a bin.



What is it?  
It's a cupboard. ☐



What is it?  
It's a board. ☐



What is it?  
It's a chair. ☐



#### 5 Look and write. door ~~board~~ cupboard window clock bin

### Puzzle



What is it?

1 It's a board.

2 It's a \_\_\_\_\_

3 It's \_\_\_\_\_

4 What is it?

It's

5 \_\_\_\_\_

6 \_\_\_\_\_



Team  
Up!

2

Make and play a card game.

