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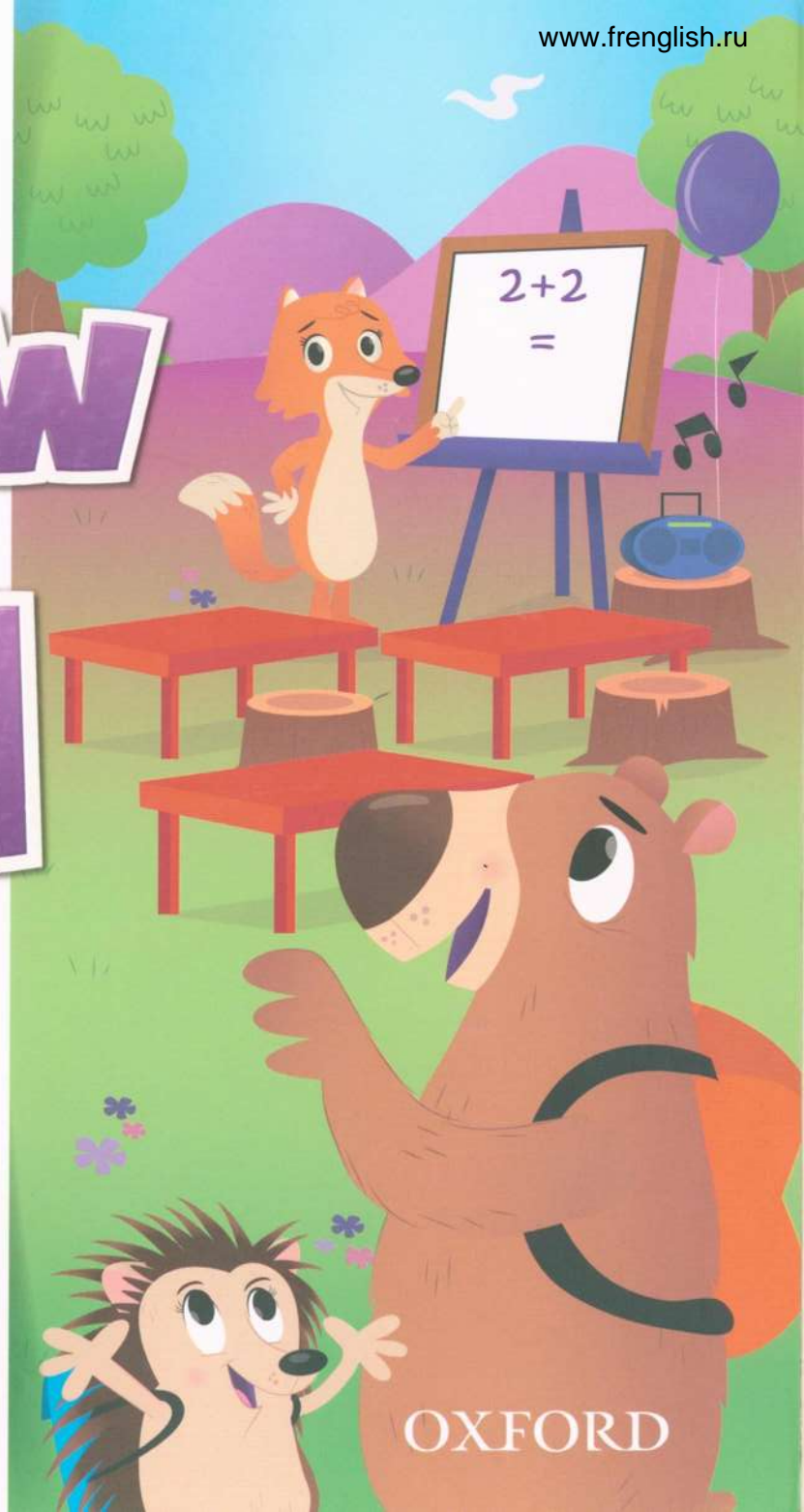
Show and Tell

Student Book

3

Mult-ROM with fully animated stories

Gabby Pritchard
Margaret Whitfield



Show and Tell



Student Book
3



Gabby Pritchard
Margaret Whitfield

with MultiROM

OXFORD
UNIVERSITY PRESS

Scope and Sequence


UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE AND FUNCTIONAL LANGUAGE	PHONICS	CLIL	PROJECT
Hello Can you remember?	May, Sam, Anna, Bird, Mom, Dad, Grandma, Grandpa, kittens, school, grapes, pen, hot, thirsty, jumper, boots, frogs, erasers, socks, beans, stars, days of the week, swing, sing, run, walk, climb, sit, talk, bath, bus, duck, flag, fish, frog, butterfly, wings, body	There are (11 boots). On (Monday) we (go on the swing). Can you see (a bath)? Yes, I can./No, I can't. My butterfly has a (blue body).		The alphabet, digraphs and blends review: bl, ch, ck, dr, fl, fr, ng, sk, sh, sl, sp, st, sw, th, tr black, chop, rock, drum, flip, frog, ship, skip, sled, spin, stop, swim, thin, truck		Making a butterfly display
Unit 1 What's your school like?	door, floor, window, ceiling, light, sink, cool, snore, sleep, dance school, stairs, knock on the door, welcome, classroom, computer room, art room, schoolyard, read	Where's the (green) butterfly? It's on the (sink). Are you pointing to the (floor)? Yes I am./No, I'm not. don't stand, come in, turn on, close/open the door, open/close your books These children (read stories) in their (classroom).	Being kind and welcoming to newcomers: Welcome to our school. Come on. Let's play.	tch stretch, catch consonant blends review stand up, stamp your feet, cross your legs	Social Science: Places and activities in school	Making a poster about your class
Unit 2 What do you like to eat?	meat, vegetables, fruit, pasta, rice, milk, breakfast, lunch, dinner, dessert, cereal, salad, bread, get fit	Pass the (rice), please. Here you are. Do you like (fruit)? I like/love/don't like (fruit). Do you want some (fruit)? Yes, please./No, thank you. I want some (cake). I don't know. It's good for you. I/We have (cereal) for (breakfast). What's for (dinner)?	Offering and accepting food politely: Would you like some (cheese)? Would you like a (drink)? Yes, please./No, thank you.	long e: spelling ea peaches, meat, peas, beans, eat	Social Science, Science: Meal times, Healthy eating	Making a class picnic
Unit 3 What happens on your birthday?	(birthday) cake, present, card, mask, candle, game, here, there, party, treasure hunt, shiny, silver, beads, necklace, fun, lovely, January, February, March, April, May, June, July, August, September, October, November, December	There's a (birthday cake). There are (6 candles). I have (1 mask). How many (presents) are there? How many (presents) altogether? There are (5) in my box. There's something (shiny) here/there. My birthday is in (June). When's your birthday?	Showing you care about your family: Happy birthday. This is for you. Thank you. It's lovely.	long a: spelling ay way, today, play, gray	Social Science: Different ways of celebrating birthdays	Making a class birthday poster
Revision story 1: Cinderella	cry, o'clock, try on, fit, get married	(The shoe) is too small. (The shoe) fits Cinderella.	Respecting others: I'm sorry. May I come?			
Unit 4 What's in your neighborhood?	swimming pool, zoo, library, supermarket, coffee shop, park, ice cream shop, doctor, hurting, stay, waterslide, Numbers 20-29, street, sign, clock	Where's (Sam)? He/She's at the (swimming pool). Do you want to go to the (zoo)? Yes, I do./No, I don't. I want to go to (the doctor). Which number is on a (bus)? I think number (21) is on a (bus).	Being safe on the street: Look, it's green/red. Stop and wait. It's safe to cross now.	long o: spelling oo school, pool, cool,	Math, Social Studies: Exploring numbers in your neighborhood	Making neighborhood

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE AND FUNCTIONAL LANGUAGE	PHONICS	CLIL	PROJECT
Unit 5 How do you have fun?	dance, run, jump rope, roller skate, ride a bike, ride a scooter, zooming, try, help me, look out, silly, basketball, soccer, table tennis, hit, paddle, net	<i>Can he/she (roller skate)? Who's (running)? Dad.</i> <i>Are you (riding) scooters? Yes, we are./No, we aren't.</i> <i>We're (riding bikes). I love (flying my kite).</i> <i>I don't like (flying). He's/She's playing (catch).</i> <i>He's/She's good at (catching). I'm good at (catching).</i> <i>(It's) my favorite sport.</i>	Taking turns: <i>Can I have a turn, please?</i> <i>Just a minute, I want to finish this.</i> <i>It's your turn now.</i>	Long i: spelling y by, sky, dry	Physical Education: Ball games	Making a Favorite Sports graph
Unit 6 Which animals live in the wild?	elephant, giraffe, crocodile, monkey, lion, parrot, wild, tail, teeth, neck, deer, sparkling, sharp, scary, long, scared wavy, rat, bat, numbers 30–100, centimeter, meter	<i>What are they? They're (lions). There are (4) lions.</i> <i>The (monkeys) are jumping.</i> <i>Do they have (big) teeth? Yes, they do./No, they don't.</i> <i>We (don't) have (scary) (eyes).</i> <i>They're (taller) than me. They have (long) (legs).</i> <i>This monkey is (50)cm tall.</i> <i>It's taller/shorter than the (deer).</i>	Respecting nature: <i>You can look, but don't touch.</i>	Long o: spelling oa foal, toad, goat	Math, Science: Using numbers 30-100 to talk about the height of wild animals	Making animal masks
Revision story 2: Mouse Deer and Crocodile	river, race, win, king, know, trick, line up	<i>I'm too small (for lunch).</i>	Being smart: <i>Thank you for helping me.</i>			
Unit 7 What jobs do people do?	chef, police officer, firefighter, nurse, taxi driver, vet, horrible, sick, prickles, zookeeper, work, look after, hospital, police/fire station, drive, fire truck, uniform	<i>He's/She's in the (coffee shop).</i> <i>Is he/she a (police officer)? Yes, he is./No, he isn't.</i> <i>He's/She's a (firefighter). Are they (doctors)?</i> <i>Yes, they are./No, they aren't.</i> <i>He/She (works) in a (hospital).</i> <i>Does he/she (work) in a (hospital)?</i> <i>Yes, he/she does./No, he/she doesn't.</i>	Helping other people: <i>What's wrong?</i> <i>I'm sick.</i> <i>How do you feel now?</i> <i>Much better, thanks.</i>	-er, -or endings singer, actor, doctor, teacher	Social Science: Jobs, uniforms, and places of work	Making a jobs picture display
Unit 8 How do we make music?	flute, piano, drums, tambourine, shaker, guitar, fast, quietly, shout, louder, quieter, slower, faster, trumpet, violin	<i>He's/She's/I'm playing the (flute).</i> <i>He/She likes to play the (piano).</i> <i>I like to play (fast) (music). Listen to the (trumpet).</i> <i>The music gets (louder).</i>	Including others: <i>What's wrong with (James)?</i> <i>Maybe he's lonely.</i> <i>Come and play with us.</i> <i>Okay. Thanks.</i>	ou as in mouth count, mouth, loud, shout, sounds	Music: Playing musical instruments	Making shakers
Unit 9 When do we change our clothes?	tracksuit, sneakers, jeans, shirt, pajamas, slippers, blanket, take off, swap, morning, night, hanging, ballet shoe, costume, cape, superhero, pirate, tiara, fairytale, eye patch, wand, scarf, princess	<i>He's/She's wearing (a shirt).</i> <i>Is he wearing (blue jeans)? Yes, he is./No, he isn't.</i> <i>Is he putting on his (pajamas)?</i> <i>My pajamas are too big/small</i> <i>He's/She's (putting on) his/her (jeans).</i> <i>This is (Max's) favorite costume. Whose (hat) is this?</i> <i>It's (Elliot's).</i>	Helping at home: <i>Put your (clothes) away.</i> <i>Then you can find (them).</i>	Short u: spelling oo look, wool, hook	Language Arts: Costumes from books	Dressing up as your favorite story character
Revision Story 3: Little Lukie	noise, gorgeous, another, butter, sweet, perfect, bite	<i>I'm the coolest cat!</i>	Being brave: <i>Don't eat me (for lunch).</i>			



Play with me



	<input type="text"/>
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Sing with me

Monday Tuesday Wednesday Thursday Friday Saturday Sunday



Say it with me

FINISH



tr



th

Miss a turn



sw



sl

Go again



sp



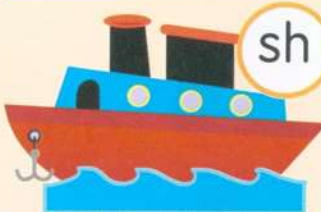
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Miss a turn

START



ch



ck



dr

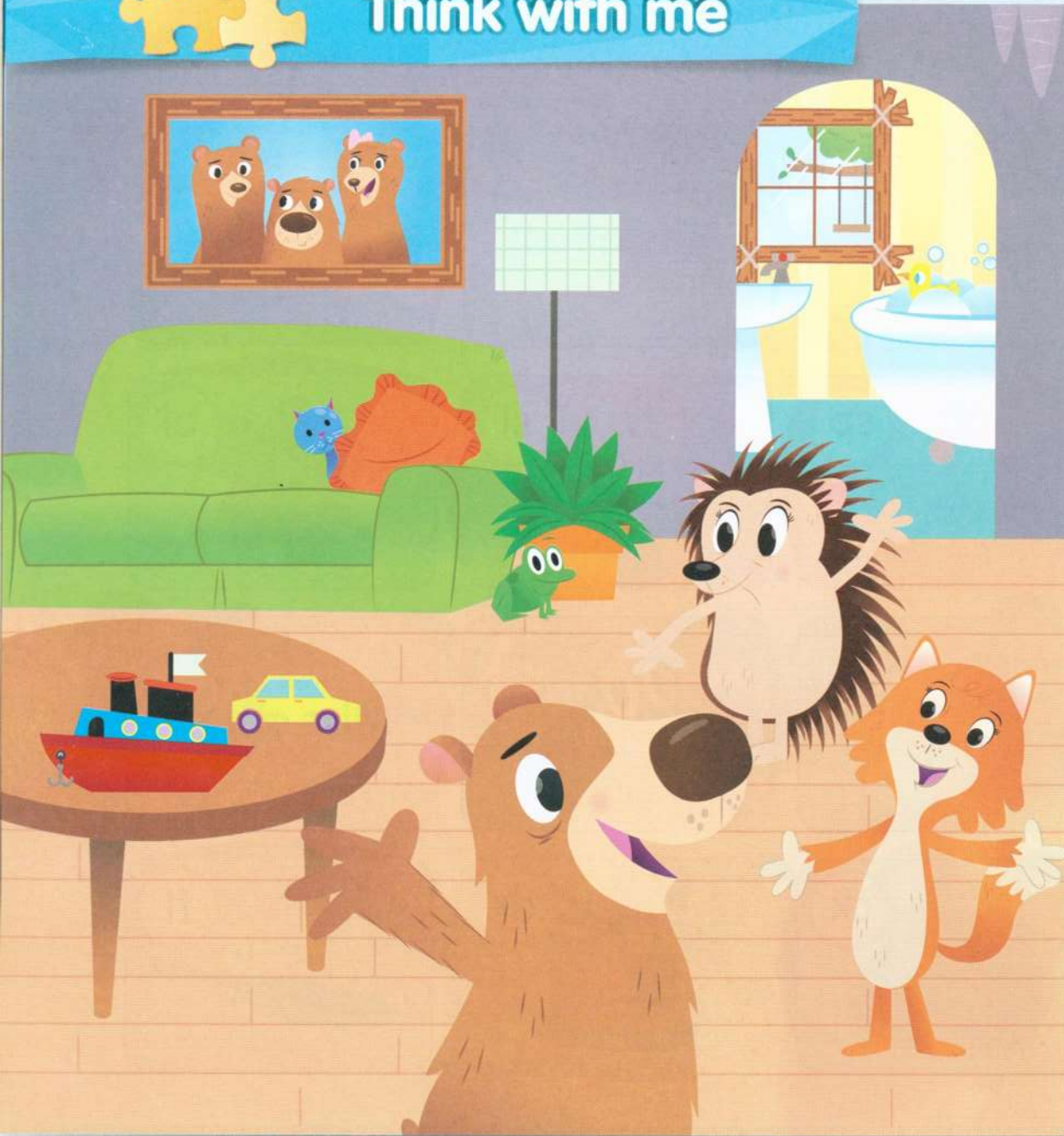


fl





Think with me



a bath



a bus



a duck



a flag



a fish



a frog



a swing



Show

and

Tell



My butterfly has a blue body. The wings have red triangles, and yellow glitter.

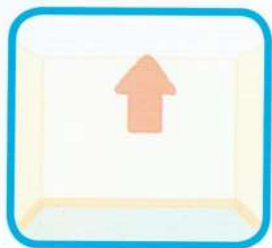


What's your school like ?





Play with me



ceiling



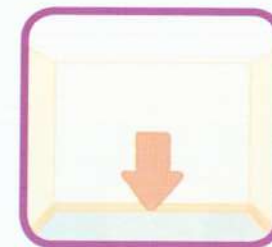
door



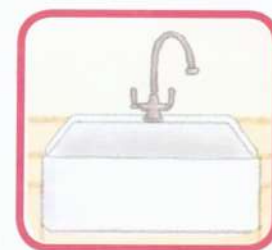
light

Are you pointing to the floor?

Yes, I am.



floor



sink



window



Read with me

Fifi's School

1

Open the door and come in.
Now close the door, please.

Good morning, Teacher.

2

Don't stand. Sit down
and open your books.

Are you listening?

Yes, I am.

3

What's 2 and 2?

2+2

ZZZ

It's not snore. It's 4!
He's very tired, Teacher.

4

I know! Close your books.
Turn on the music, Prickly.

2+2

5

Are you sleeping now?

No, I'm not. I'm dancing!

6

This is a cool school!

Fifi's
Dance
School



Sing with me



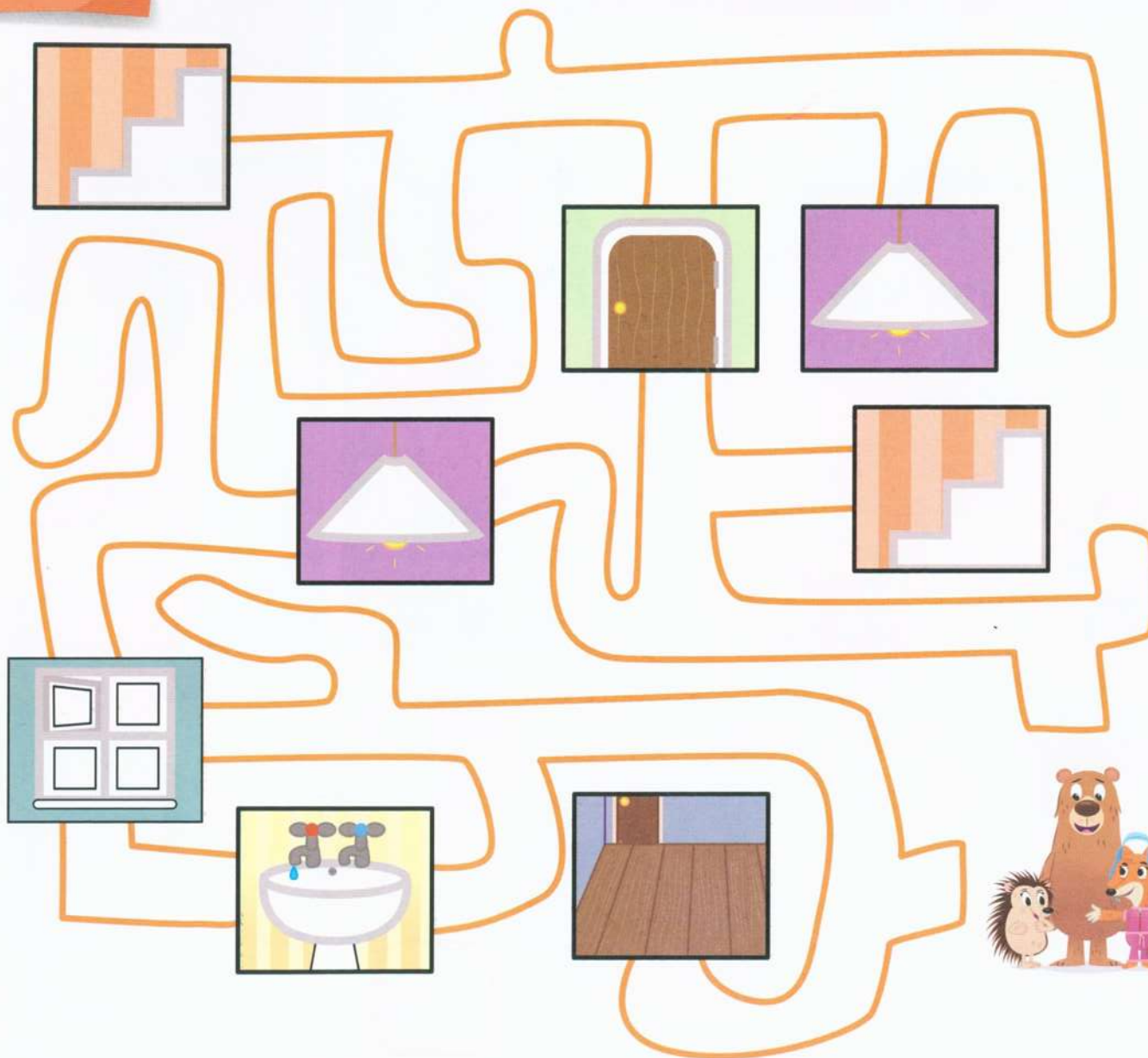
point to the ceiling



point to the floor



point to the window



Say it with me

- 1 Stand up,
- 2 and stretch.
- 3 Stamp your ,
- 4 cross your legs.
- 5 Clap your hands,
- 6 and catch!



Follow me

What's your name?

I'm Anna.

Hi. Welcome to our school.

Come on, Anna. Let's play.

Okay! Great!

A little bit of kindness,
Goes a long, long way.
If you're shy or sad,
All we need to say,
Is "come, come,
Come and play.
Put on your smile,
And have nice day!"



Explore with me



1

These children read stories in their classroom.



2

These children use computers in their computer room.



3

These children paint pictures in their art room.

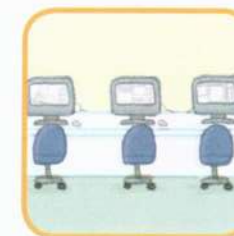


4

These children play in their schoolyard.



Think with me



Unit 1 Lesson 8

Vocabulary:
Structure:

1 Talk about the picture. 2 + Circle the places in May's school.

school, house, room, living room, bedroom, kitchen, bathroom, yard
There's a (computer room) in May's school.

3 [1.21] Listen and sing.

4 + Make an activity map of your school.

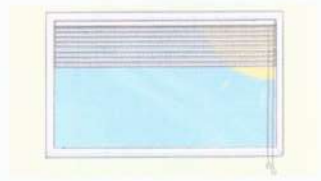
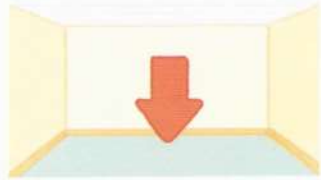


Show me



Are you opening a door?

Yes, I am.



Show

and

Tell



This is our class.

I'm next to the window.



What do you like to eat ?



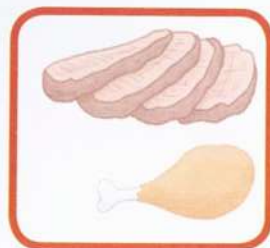
Play with me



fruit



rice

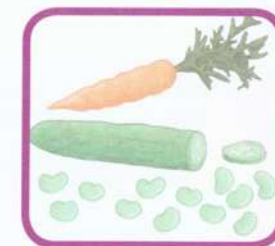


meat

Do you want some fruit?

No, thank you.

Yes, please.



vegetables



pasta

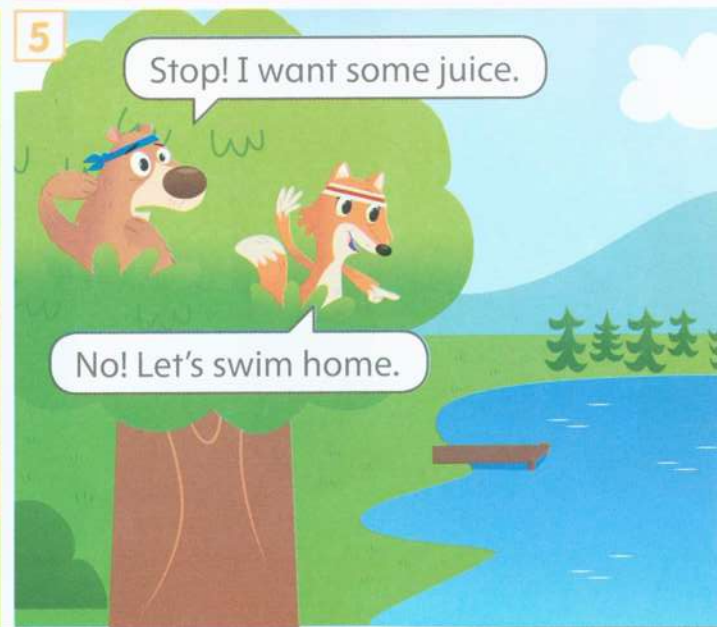


milk



Read with me

Let's Get Fit





Sing with me



tummy



time to eat



yummy



Say it with me

I want peaches.

I want meat.

I want peas, and beans to eat.



Follow me

It's snack time!

Would you like some cheese?

Yes, please.

Would you like a drink?

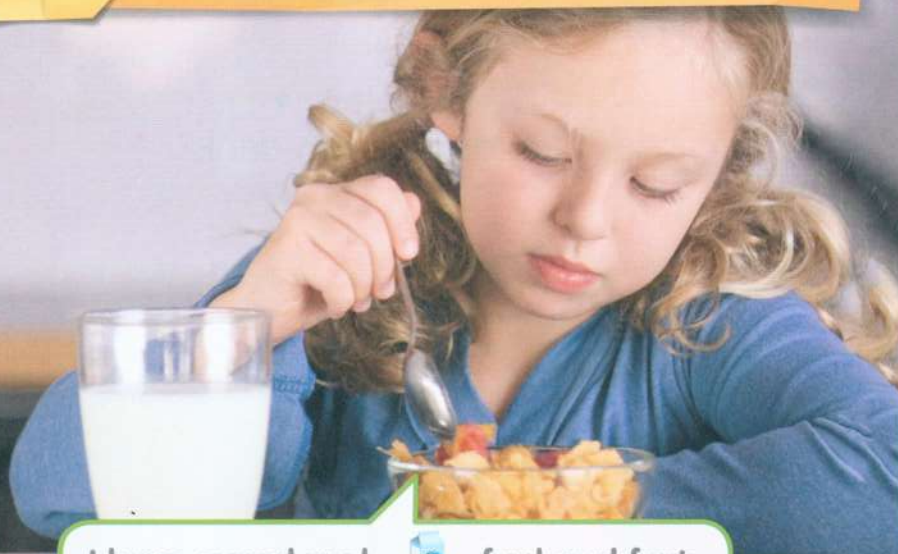
No, thank you.

Please come and sit down.
It's time to pass the snacks around.
Would you like some vegetables?
Or maybe fruit and cheese?
Fruit and cheese?
Yummy, yummy. Yes, please!



Explore with me

1



I have cereal and  for breakfast.

2



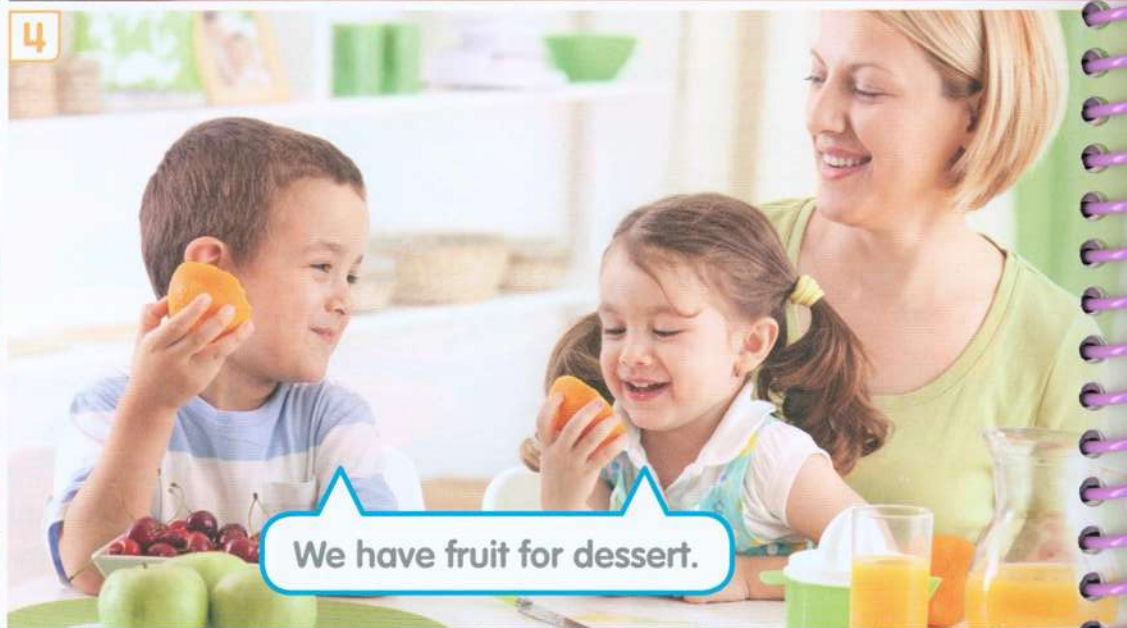
I have a  and fruit for lunch.

3



We have pasta, salad, and bread for dinner.

4



We have fruit for dessert.

Think with me



Breakfast

Lunch

Dinner



yogurt



fruit



cereal



milk



fish



rice



vegetables



bread





?



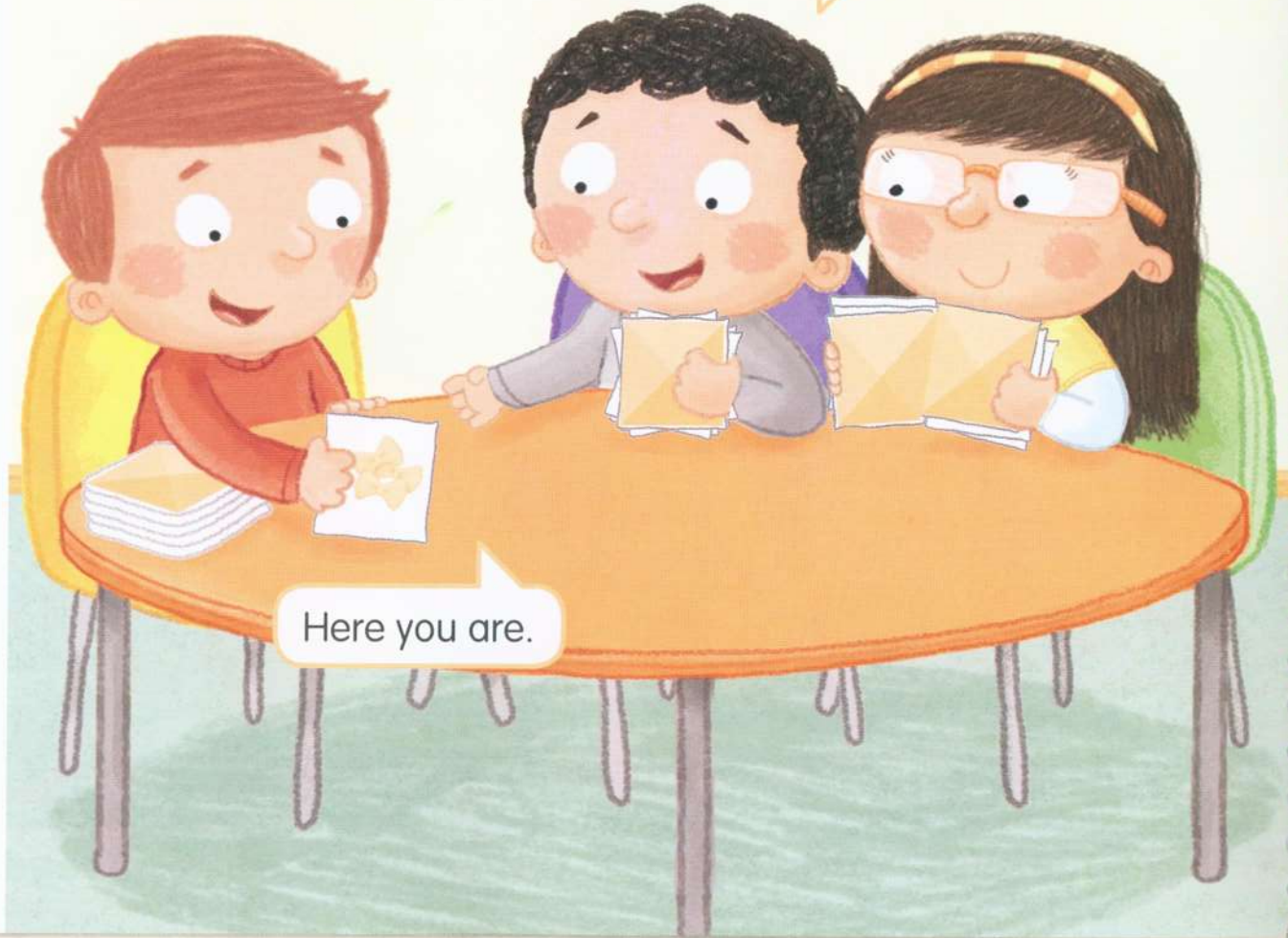
Show me



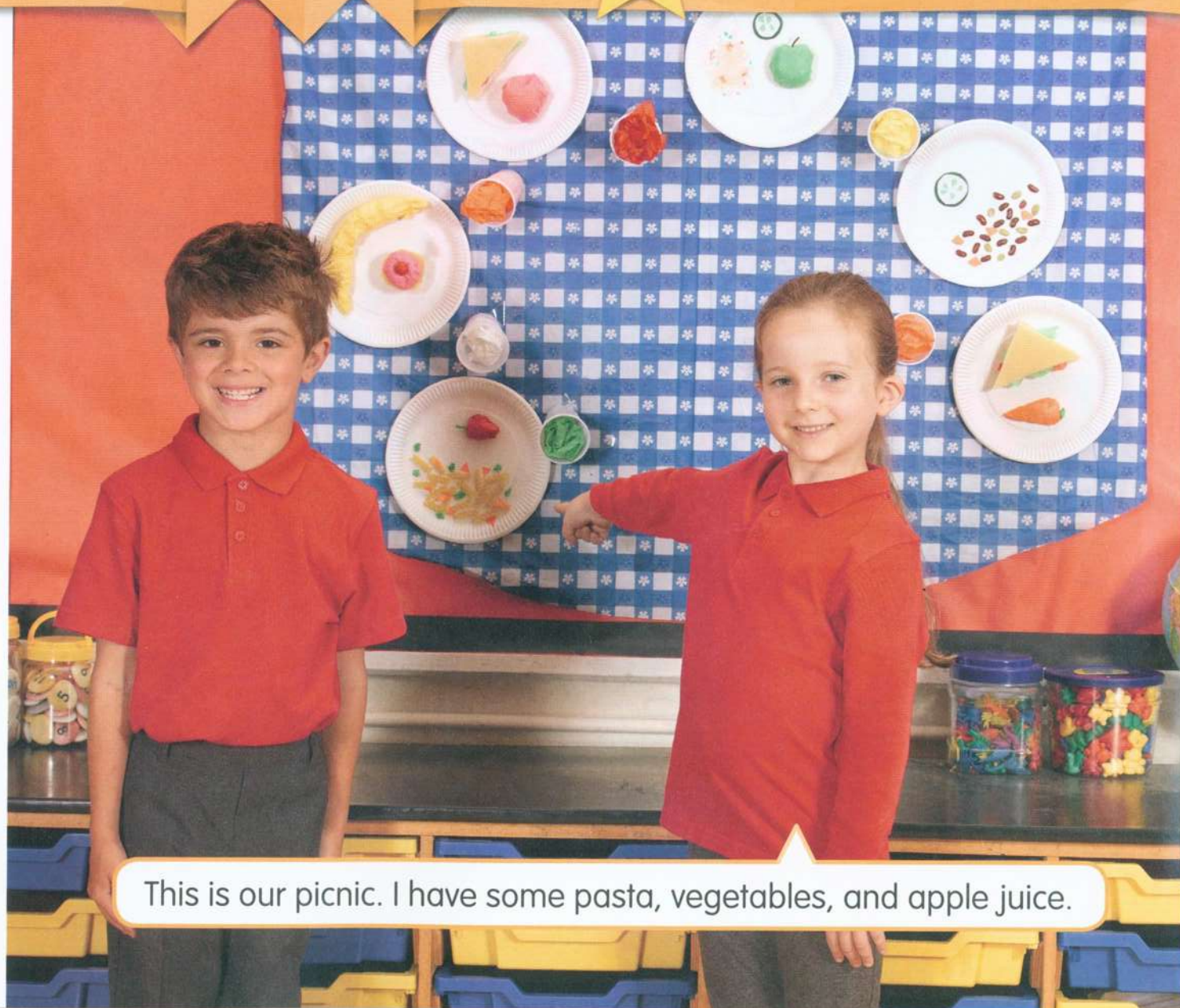
Do you want some pasta?

Yes, please.

Here you are.



Show and Tell



This is our picnic. I have some pasta, vegetables, and apple juice.



What happens on your birthday ?



Play with me



cards



cakes



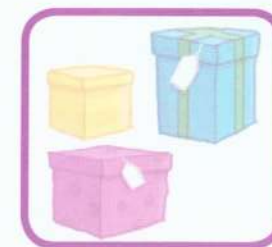
games

How many presents are there?

There are 3 in my box.

There are 2 in my box.

How many presents altogether?



presents



candles



masks



Read with me

It's Party Time!





Sing with me



treasure hunt



here



there



There are _____ pink beads.

There are _____ purple beads.

We have _____ beads altogether.



Unit 3 Lesson 4 1 [1.38] Sing and do. 2 Count and write. 3 Go on a treasure hunt.

Vocabulary:
Structure:

here, there, treasure hunt, purple, pink, beads
There are (8 purple beads). We have (16 beads) altogether.

Say it with me

There's a party today.
Let's have fun and play.
Can you see the way?
It's **red**, **blue**, and **gray**.



Follow me

Happy birthday, Mom.

This is for you.



Thank you. It's lovely.



Hugs and kisses are on their way,
On this very special day.
So, thank you Mom for all you do.
You love me lots, and I love you.



Page 29

Unit 3 Lesson 6

Value:

Vocabulary:

1 [1.40] Listen and follow. Listen and repeat.

Showing you care about your family

Happy birthday, lovely

2 Say and act out.

3 [1.41] Listen and chant.

Explore with me

January

February

March

April

May

June

July

August

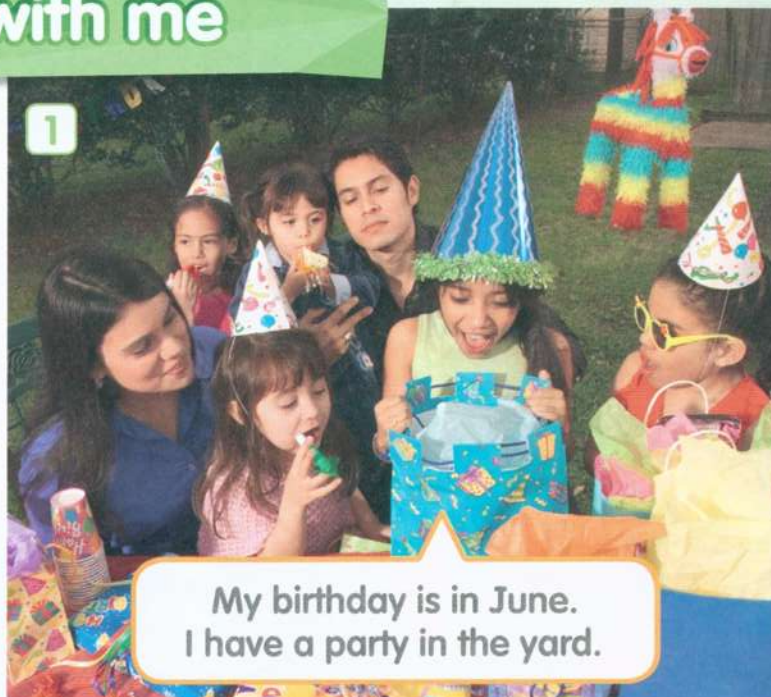
September

October

November

December

1



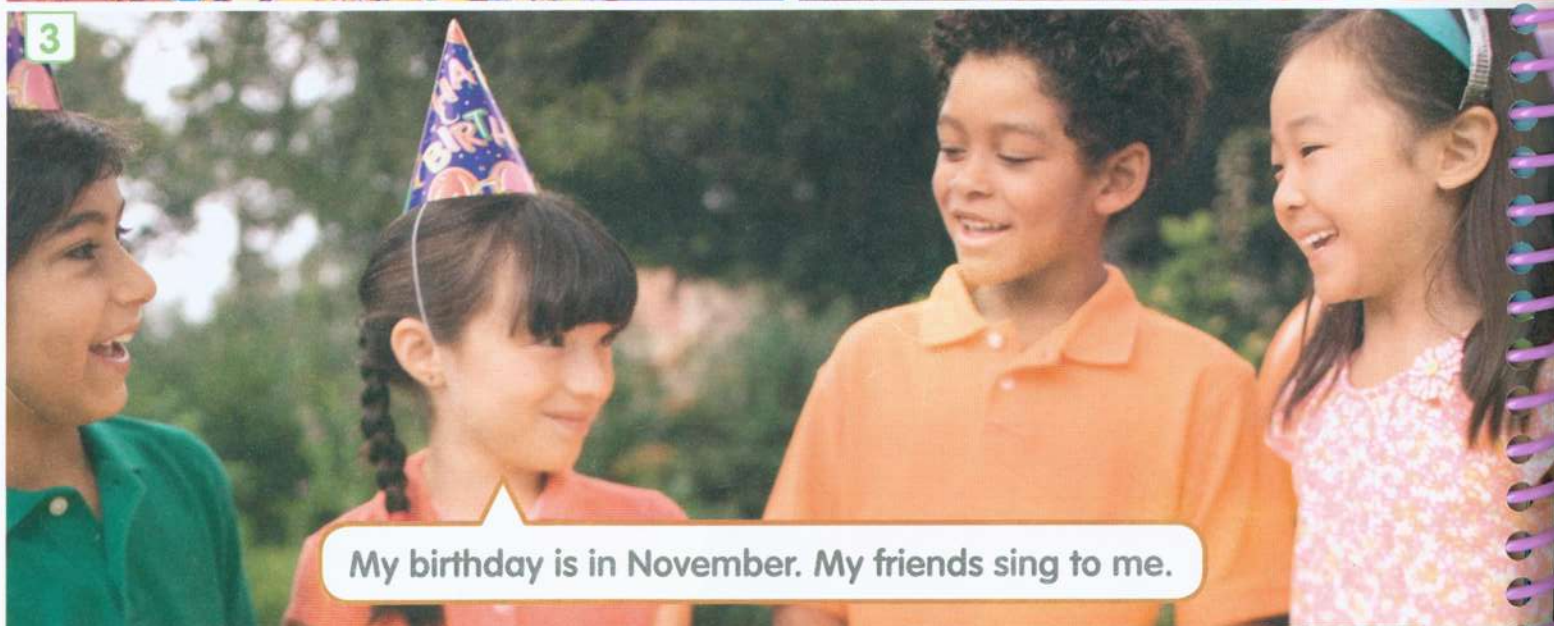
My birthday is in June.
I have a party in the yard.

2



My birthday is in March.
I have a birthday cake with candles.

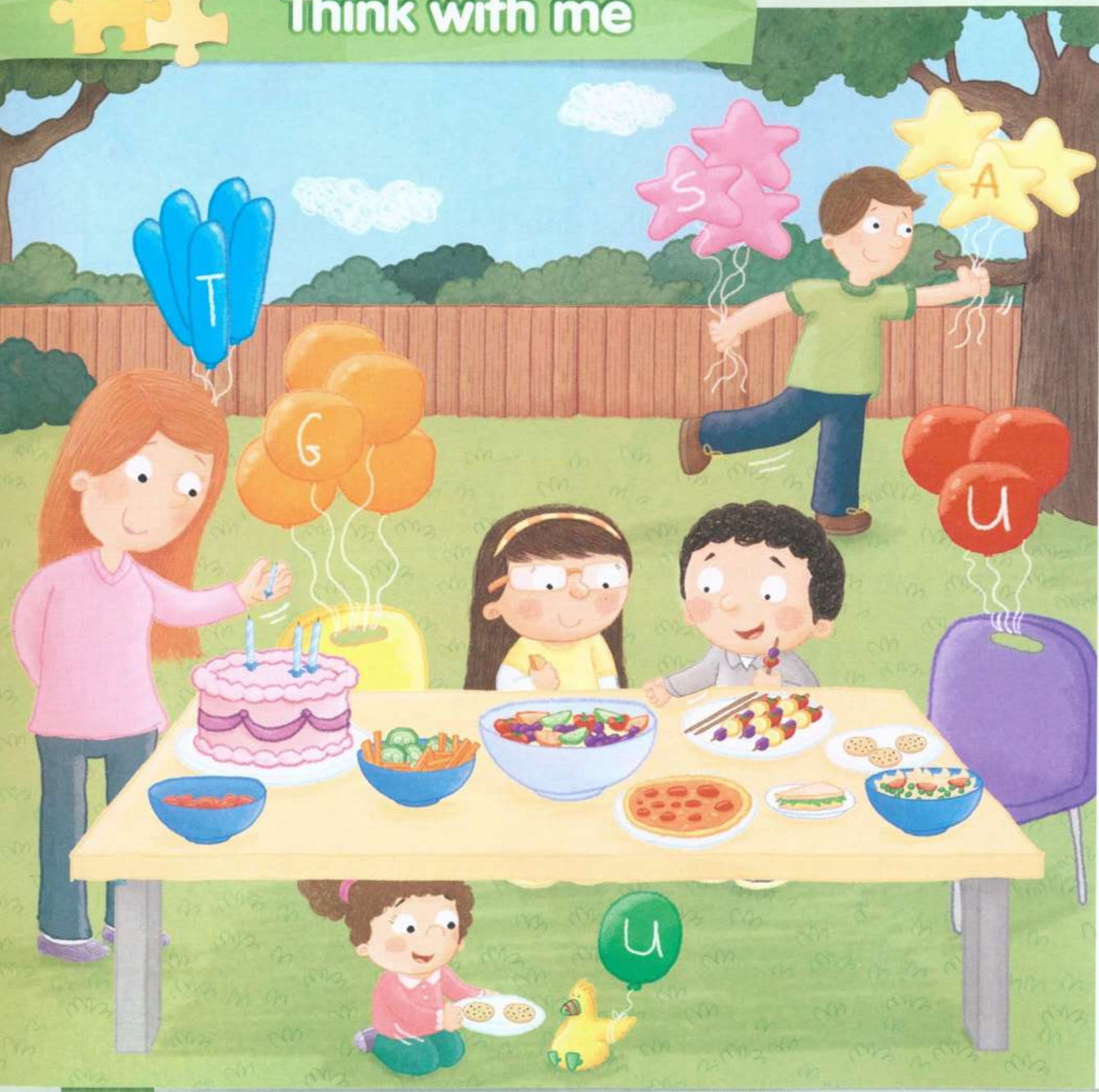
3



My birthday is in November. My friends sing to me.



Think with me



A



When's Anna's birthday?

In _____.



Unit 3 Lesson 8

Vocabulary:
Structure:

- 1 Talk about the picture. 2 Find the balloons and write. 3 [1.44] Listen and sing. 4 Make patterned fruit kebabs.
- months, shapes, food, colors, numbers 1-20
There's a (yellow balloon). Letter (A) is on a (yellow) balloon.



Show me



It's a present.



It's a candle.



It's a mask.



It's a game.



It's a card.



It's a cake.



How many candles altogether?

There are 12 candles.



Show

and

Tell



Our Birthdays

January 	February 	March 
April	May 	June 
July 	August 	September 
October 	November 	

My birthday is in August. There are 3 birthdays in August.



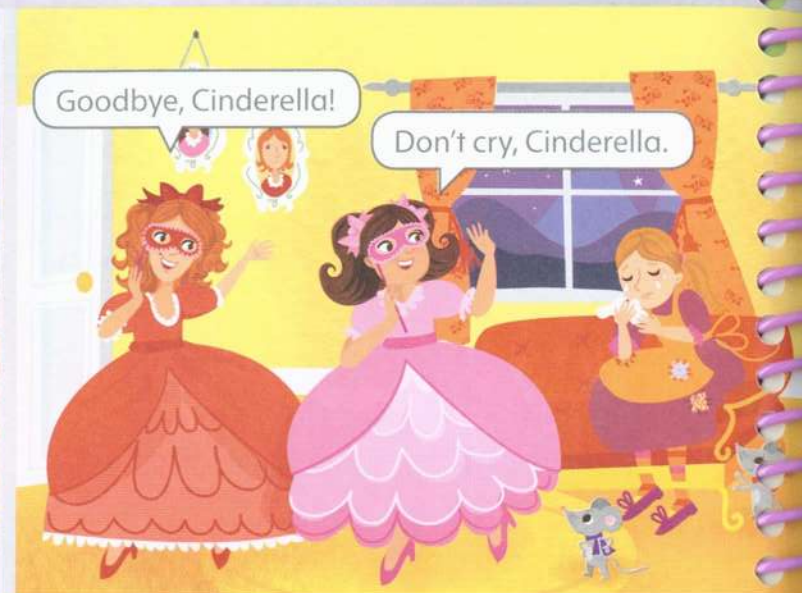
Cinderella



1 Cinderella is cooking breakfast.



2 Her sisters don't help. They aren't kind.



3 It's Saturday. The sisters go to the party.



4 A fairy comes to help Cinderella.



5 It's the Prince's birthday party.



6 It's 12 o'clock. Cinderella runs out the door.



7 The Prince sees a shoe on the stairs.



8 The Prince takes the shoe to lots of houses.



9 The Prince comes into the living room.



10 The shoe is too small for the sisters.



11 The shoe fits Cinderella.



12 The Prince and Cinderella get married.

What's in your neighborhood ?



Play with me



zoo



coffee shop



park

Do you want to go to the zoo?

Yes, I do.



library



supermarket



swimming pool



Read with me

It's Hot!

1

It's hot today.

Yes. I'm very hot.

Do you want to go somewhere?

2

Yes, I do! I want to go to the ice cream shop.

I want to go to the lake!

3

Ice cream shop!

Lake!

Stop! I want to go to the doctor.

4

Why?

Because you're hurting my ears!

We're sorry, Fifi.

5

I have an idea.

Okay.

6

That's better. I want to stay here!



Sing with me



I want to go



swim



splash and shake

I want to go to the swimming pool.

I want to go to the lake.

I want to go to the ice cream shop.

I want to go to the water slide.



Unit 4 Lesson 4

Vocabulary:
Structure:

1 [1.51] Sing and do. 2 Read and match. 3 Where do you want to go? Draw yourself.

swimming pool, lake, ice cream shop, **waterslide**
I want to go to the (swimming pool).

Say it with me

I'm not at school.
I'm in the pool.
It's hot today,
But I'm not, I'm cool.



Follow me

Look. It's red.

Stop and wait.

Look. It's green.

It's safe to cross now. Let's go.

Red means stop,
Green means go.
Go means walk,
But keep it slow.

Safe, safe, safe.
We stay safe,
On the street.



Unit 4 Lesson 6

Value:

Vocabulary:

1 [1.53] Listen and follow. Listen and repeat. 2 Say and act out. 3 [1.54] Listen and chant.

Being safe on the street

Look, it's green/red. Stop and wait. It's safe to cross now.

Explore with me

20

21

22

23

24

25

26

27

28

29

You can see lots of numbers in our neighborhood.

Which number is ...

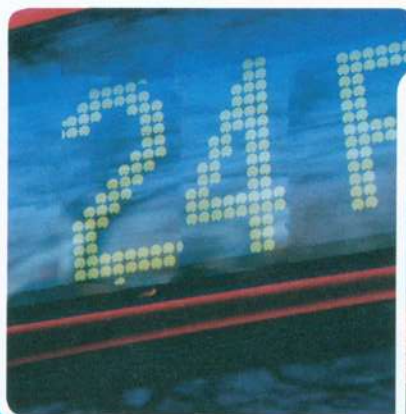
on a bus?

on a boat?

on a clock?

in a supermarket?

on a street sign?





Think with me



boat



bus



clock



sign



door



train





Show me

zoo library coffee shop park



Do you want to go to the park?

Yes, I do. Look!



Show

and

Tell



Look at our neighborhood.
This is a supermarket.

Here's our school.
It's next to the library.



How do you have fun ?



Play with me



running



riding a bike



jumping rope

Are you riding scooters?

No, we aren't. We're riding bikes.



dancing



riding a scooter



roller skating



Read with me

I Love Going Fast!





Sing with me



go out to play



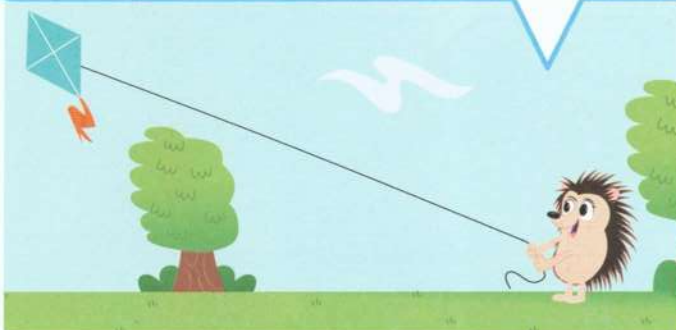
flying kites



windy

love bike ~~kite~~ dancing

I love flying my **kite** .



I love riding my _____ .



I _____ going fast.



I love _____ .



Say it with me

When it's  and dry,
 With the  zooming by,
 I love flying my  in the sky.



Follow me

Can I have a turn, please?

Just a minute, I want to finish this.

Here you are. It's your turn now.

Thank you.

Go ahead,
Take your turn.
I can watch.
I can learn,
While I wait,
For my turn.



Explore with me

1



She's playing catch. She's good at catching.

2



She's playing basketball. She's good at throwing the ball in the net.

3



He's playing soccer. He's good at kicking the ball.

4



He's playing table tennis. He's good at hitting the ball with the paddle.

Think with me



Basketball Soccer Table Tennis



S



ball



net



?

Show me

Are you roller skating?

Yes, we are.

Very good!



She's

jumping rope.
dancing.



He's

riding a bike.
riding a scooter.



He's

running.
flying a kite.



She's

roller skating.
running.



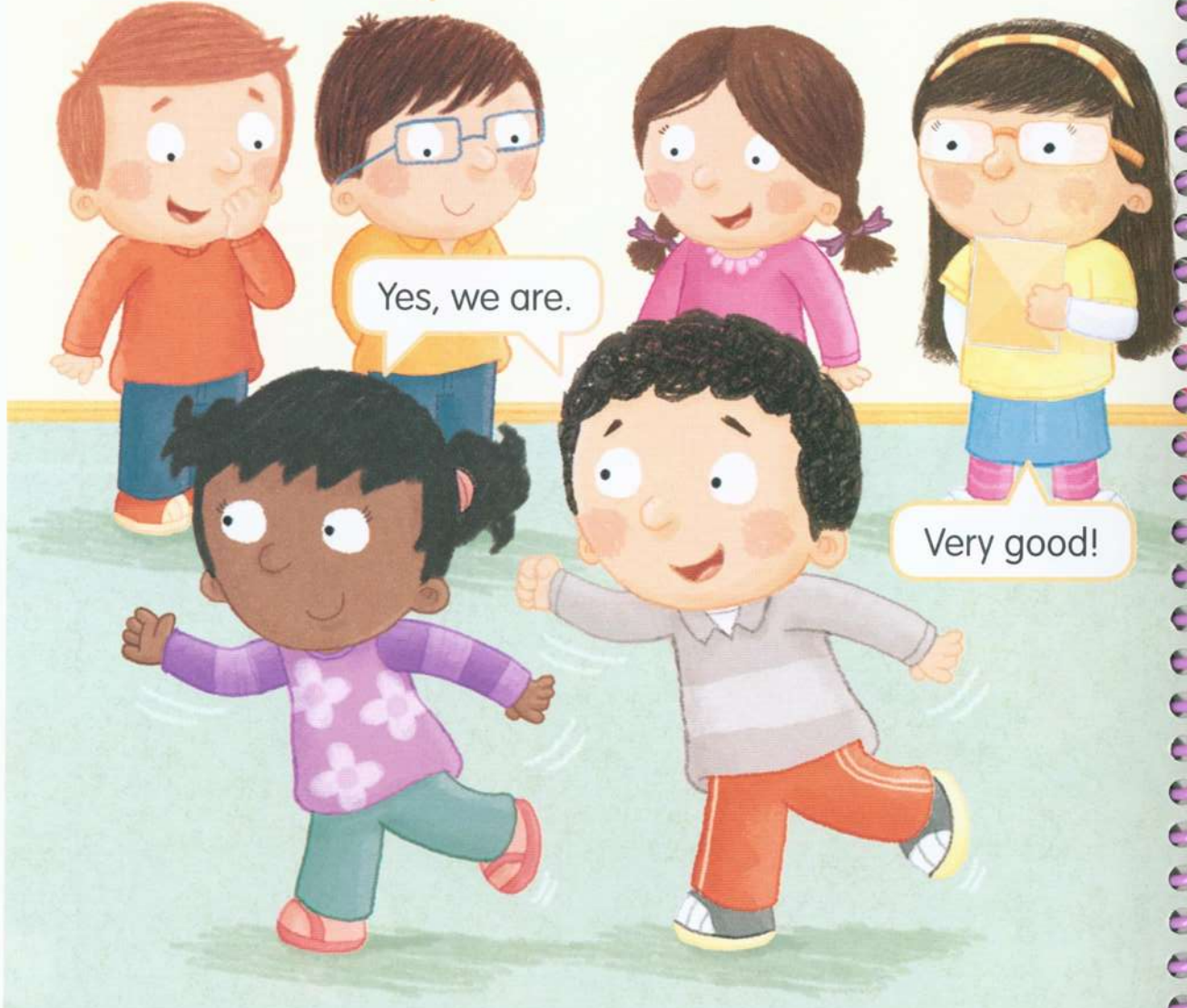
He's

riding a scooter.
riding a bike.



She's

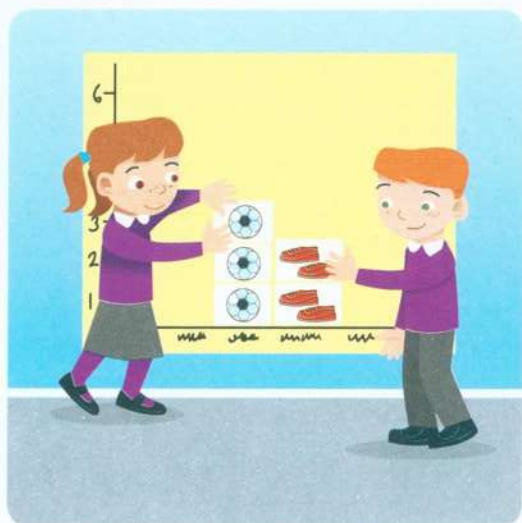
dancing.
jumping rope.



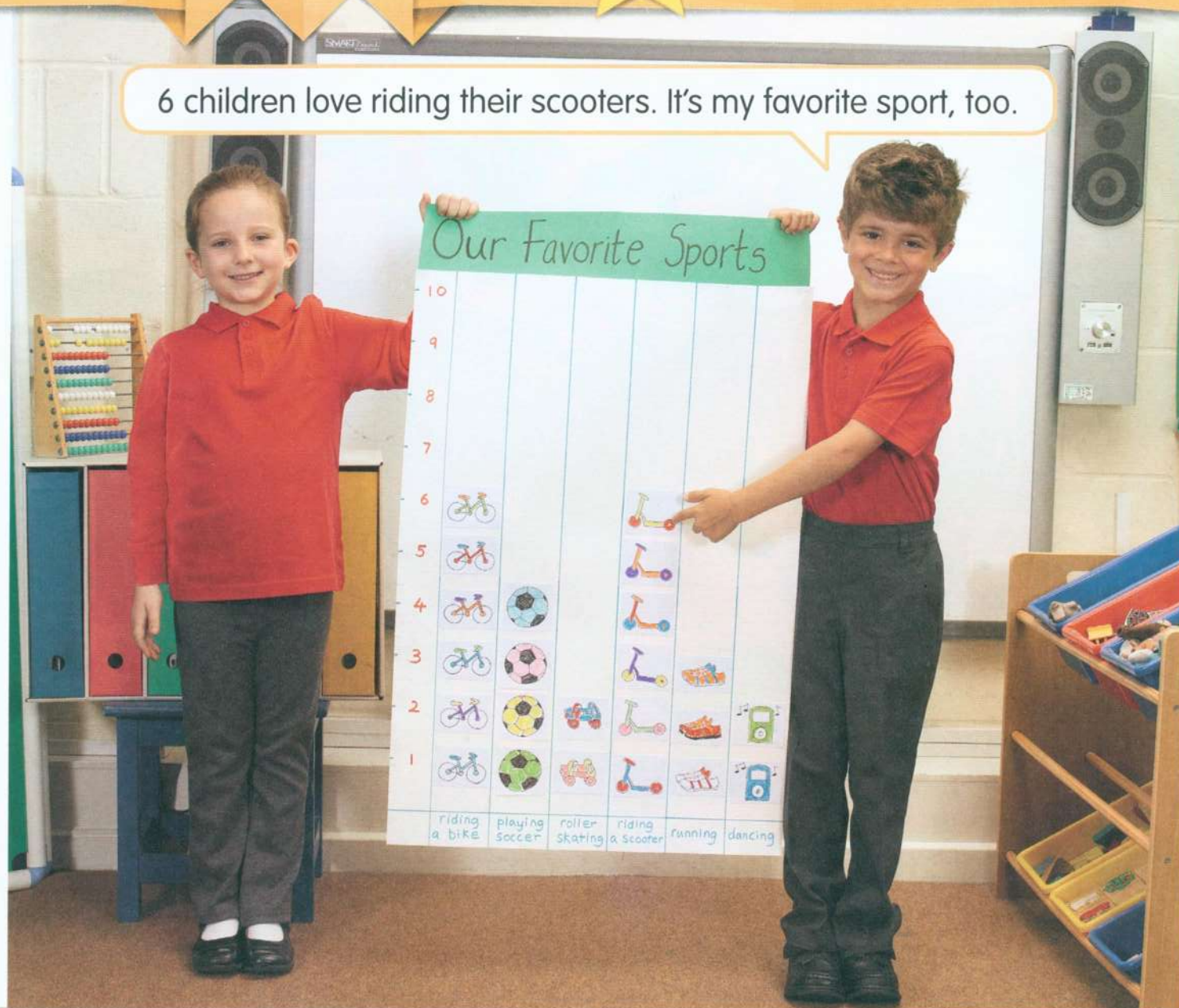
Show

and

Tell



6 children love riding their scooters. It's my favorite sport, too.



Which animals live in the wild ?





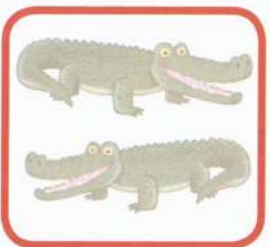
Play with me



elephants



giraffes



crocodiles

Do they have big teeth?

Yes, they do!



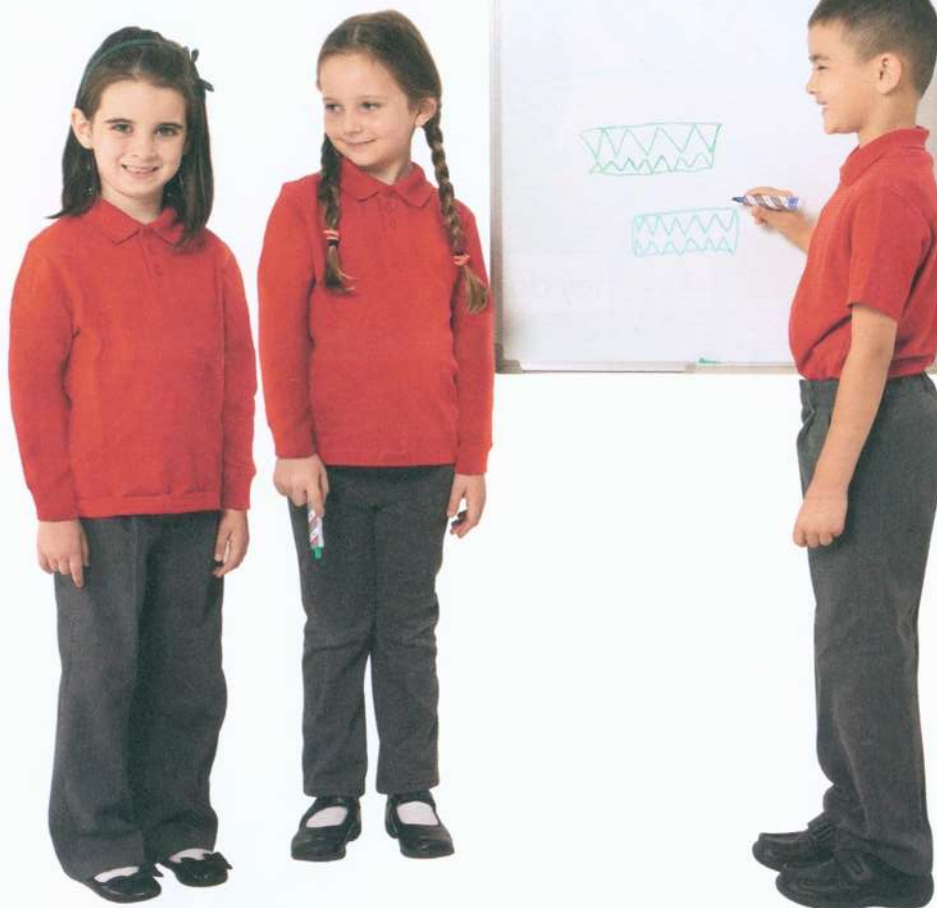
monkeys



lions



parrots



Read with me

Scary Wild Animals





Sing with me



sharp teeth



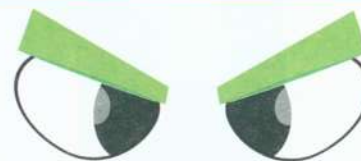
growl and hiss



not



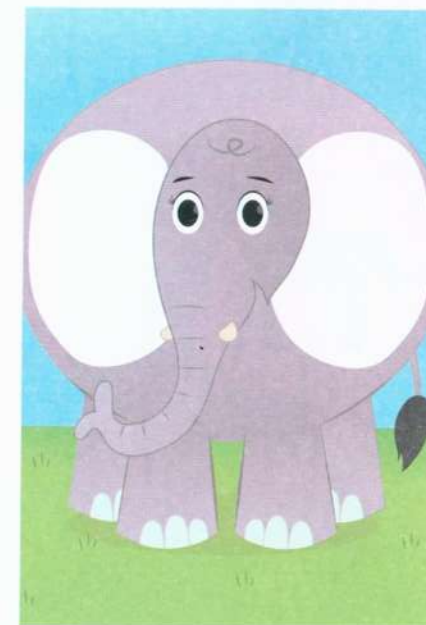
teeth



eyes



ears



Unit 6 Lesson 4

Vocabulary:
Structure:

1 [2.18] Sing and do.

(sharp) teeth, (cold) eyes, (wavy) ears
Crocodiles have (cold) (eyes).

2 Point and say what's missing.

3 Draw and write.

Say it with me



Deer and goats,
Ducks and rats,
Foals and Toads and bats.

They aren't scary, Prickly!

Follow me

Look at the butterfly. It's beautiful.



You can look, but don't touch.

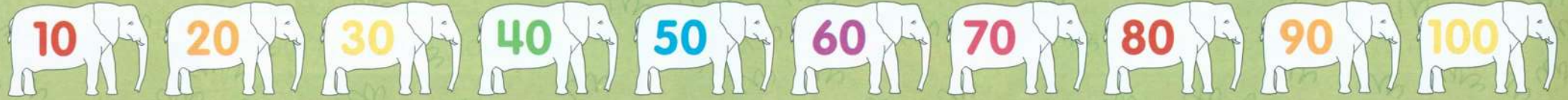


Look, but don't touch.
Leave the wild things wild.
If we leave them alone,
They will survive.

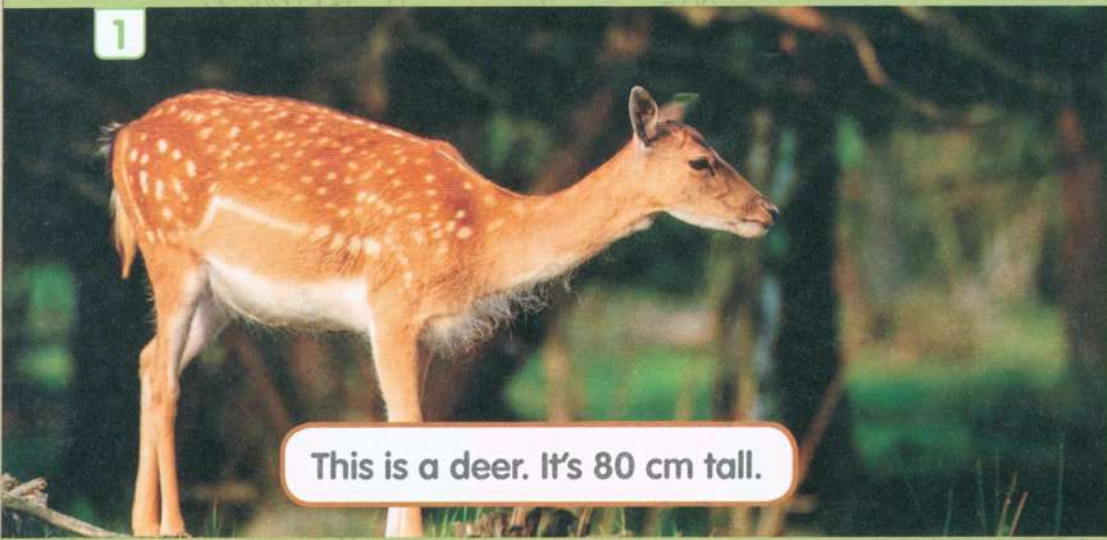




Explore with me

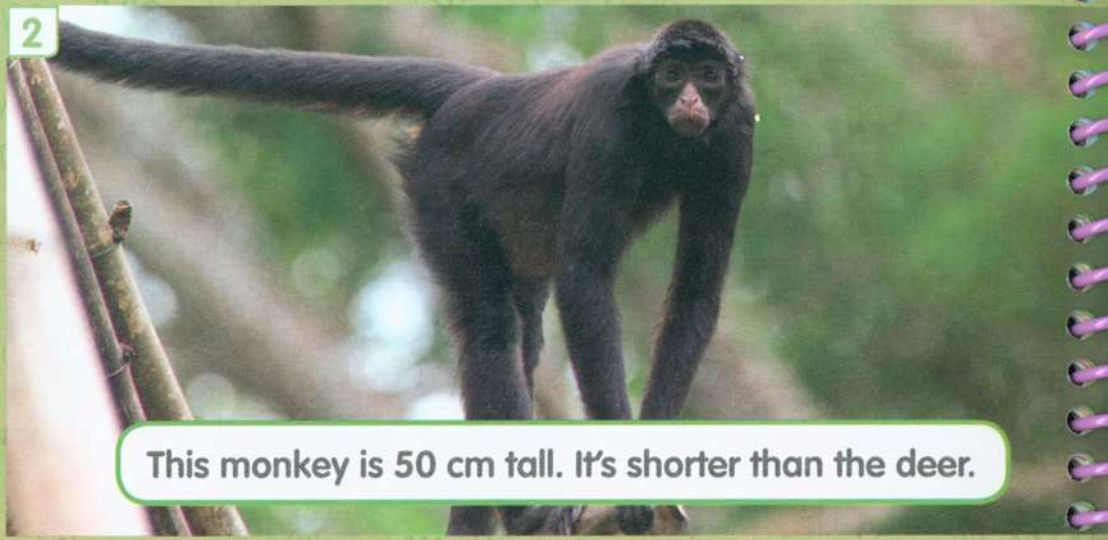


1



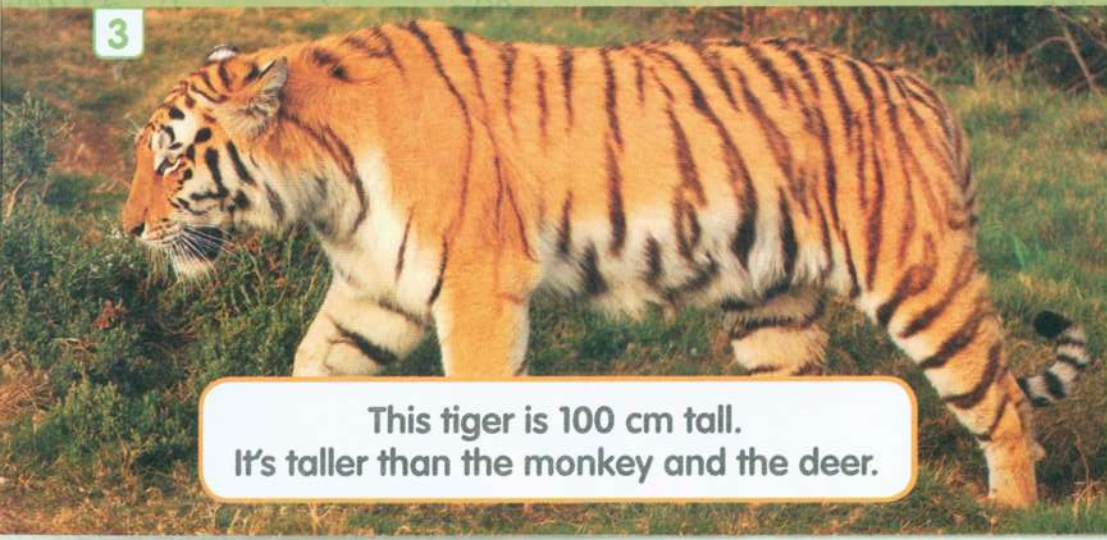
This is a deer. It's 80 cm tall.

2



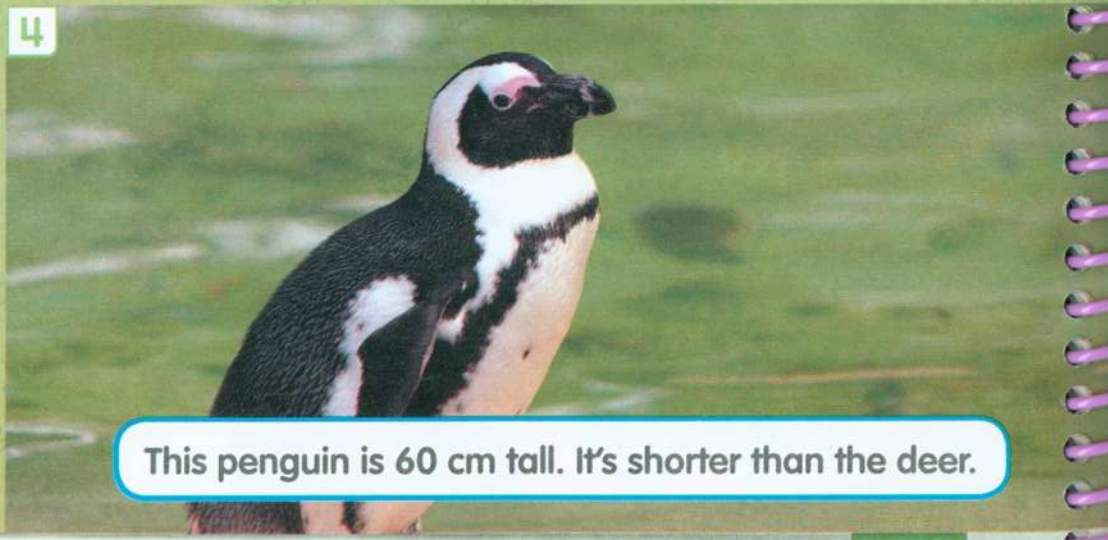
This monkey is 50 cm tall. It's shorter than the deer.

3



This tiger is 100 cm tall.
It's taller than the monkey and the deer.

4



This penguin is 60 cm tall. It's shorter than the deer.



Think with me



Taller

Shorter

tiger



lion



deer



zebra



giraffe



elephant





Show me



m__nkeys



eleph__nts



__io__s



c__ocod__les



gi__a__es



__arr__s



We're lions.

What animals are you?



Go to the wild!



Show

and

Tell



We are tigers! We have sharp teeth. We live in the wild and we say GRRR!



Unit 6 Lesson 10 - Project

Vocabulary:
Structure:

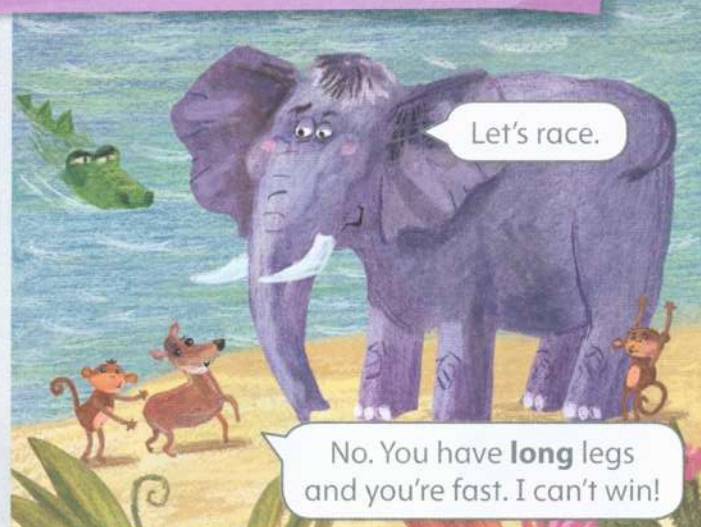
1 Talk about the pictures. 2 Make animal masks. 3 Show and tell.

animals, body parts, places
We are (tigers). We have (sharp teeth). We live (in the wild).

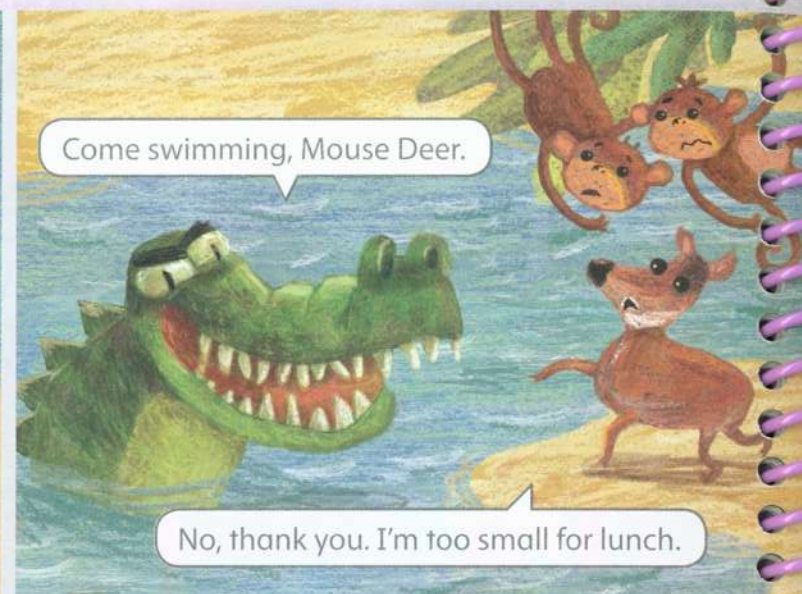
Mouse Deer and Crocodile



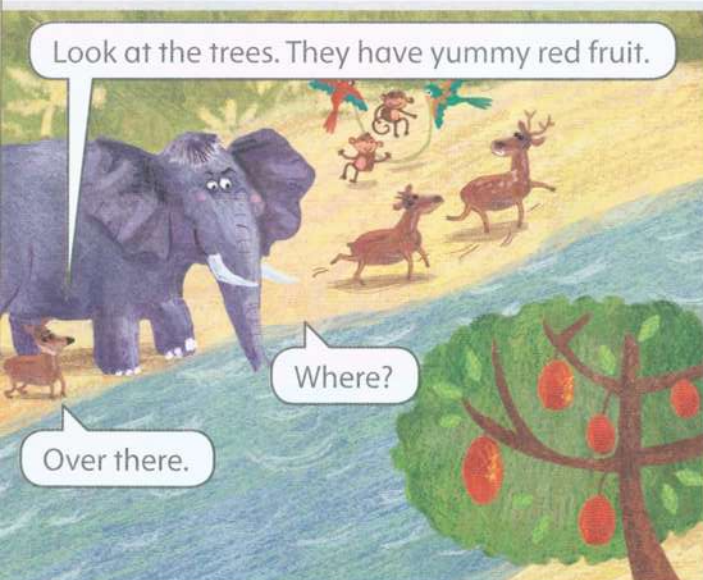
1 This is Mouse Deer. He lives next to the river.



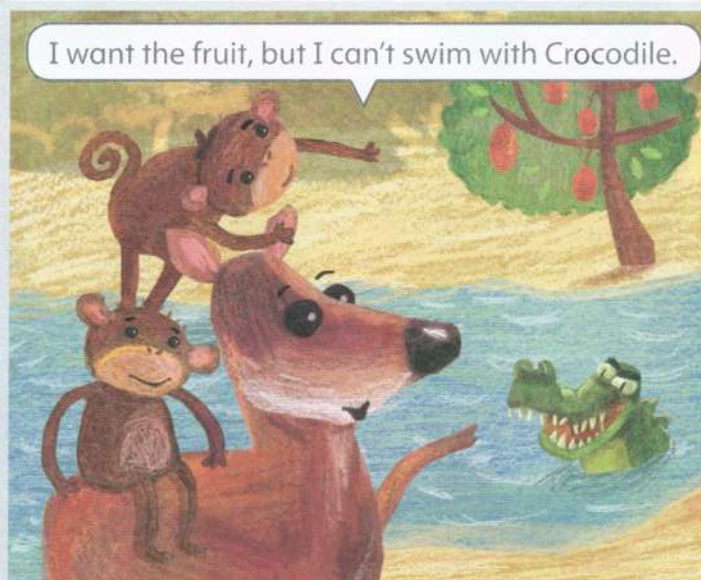
2 Mouse Deer is smart.



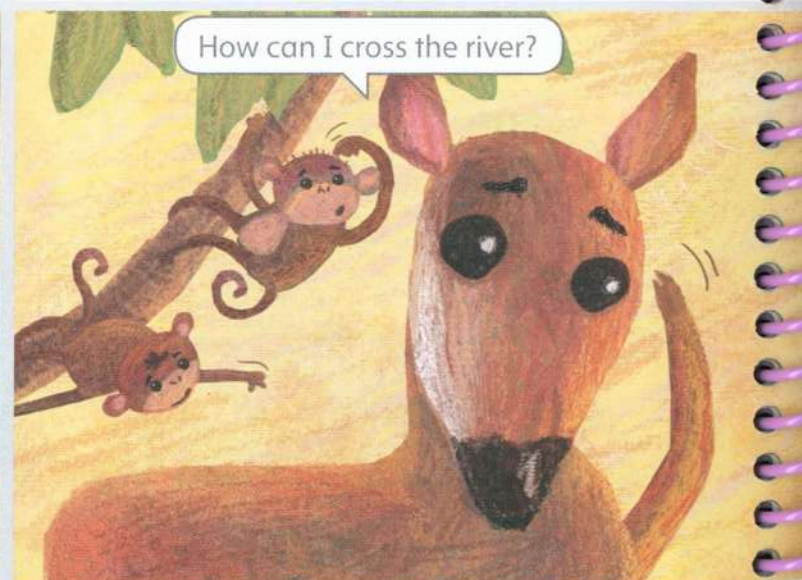
3 Crocodile wants to eat Mouse Deer.



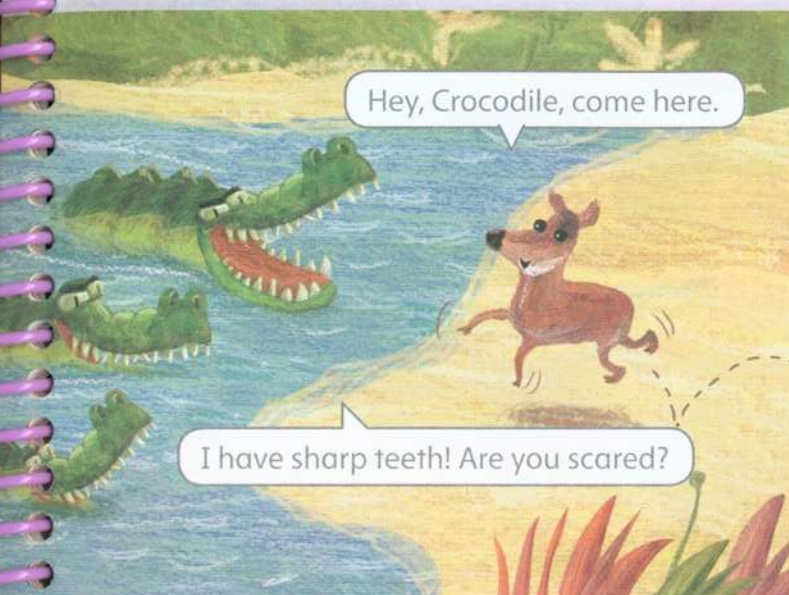
4 Today Mouse Deer is playing with friends.



5 Every day Mouse Deer sees the fruit.



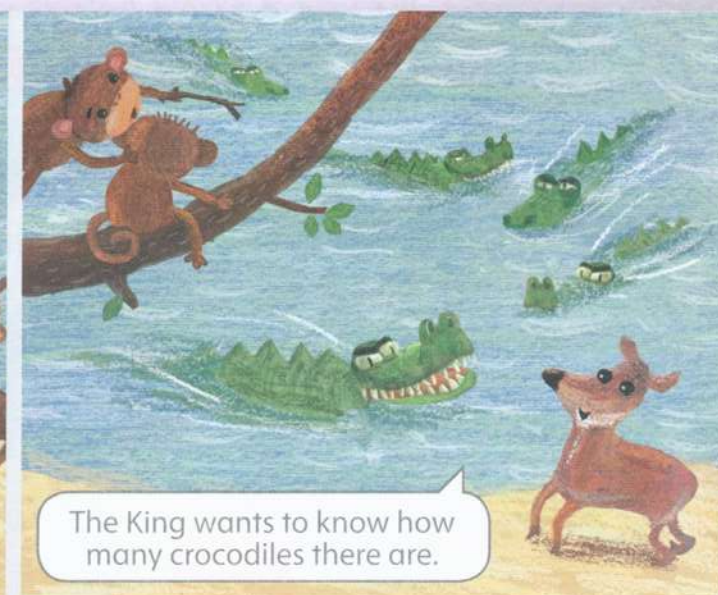
6 Every day Mouse Deer thinks about the fruit.



7 Mouse Deer has an idea.



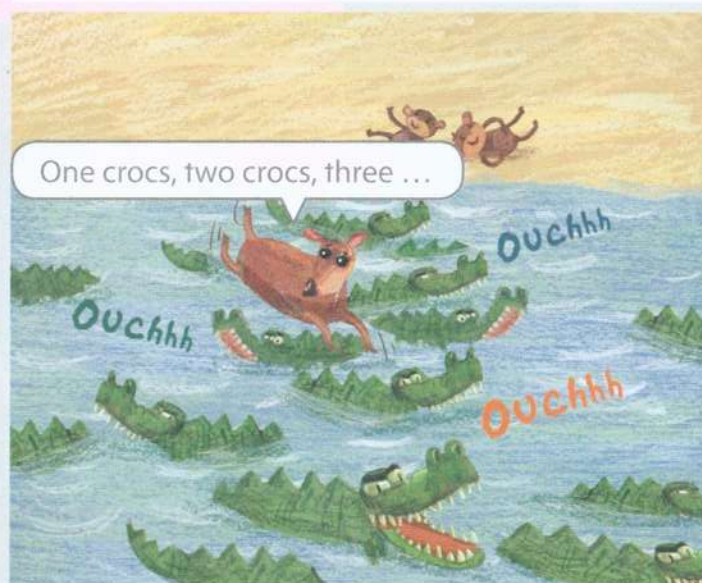
8 He talks to the crocodiles.



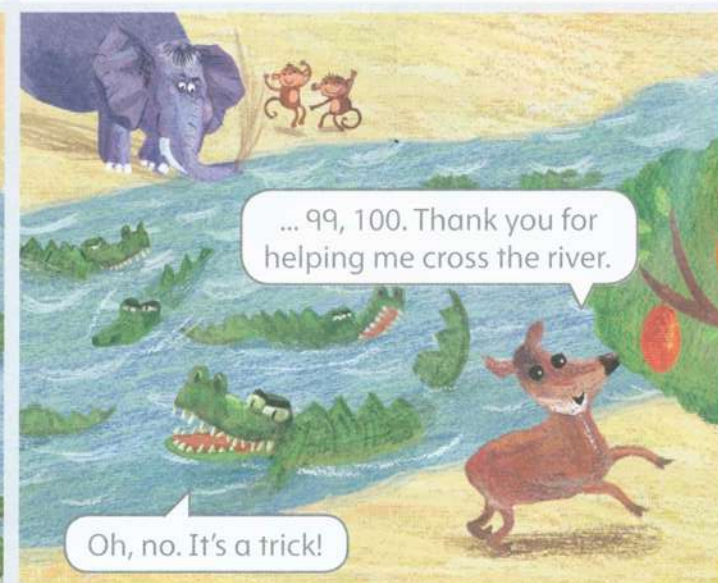
9 More crocodiles arrive.



10 The crocodiles line up.



11 Mouse Deer counts.



12 Mouse Deer is smart.

What jobs do people do ?





Play with me



firefighter



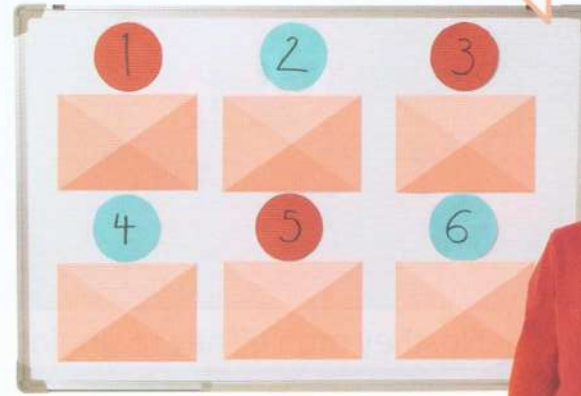
nurse



taxi driver



Number 6.



Is he a police officer?

No, he isn't.



police officer



vet



chef



Read with me

Are They Sick?

1

What's that horrible sound?

Parrots! Look, they're in the tree.

2

Are they sick?

No, they aren't. They're singing.

3

Wow! Are they monkeys?

Yes, they are.

I don't like monkeys!

4

No, monkey! It's not a ball.

I want a doctor. My prickles hurt!

5

Hello! Are you doctors?

No. We're zookeepers.

Oh, good.

6

Come here, monkeys. It's lunchtime.

Come on, parrots.
Let's go back to the zoo.



Sing with me



dressed in white



cooking for people



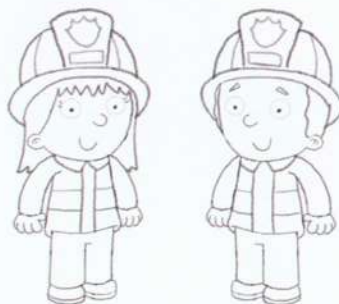
Yes, that's right.

zookeepers vets firefighters



Are they _____ ?

Yes, they are.



Are they police officers?

No they aren't. They're _____ .

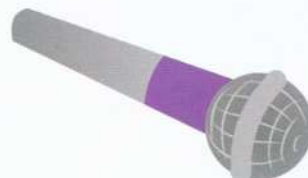


Are they _____ ?

Yes, they are.

Say it with me

I'm a teacher.
He's a doctor.
She's a singer.
We're all actors!



Follow me

What's wrong, Maria?

I'm sick. My tummy hurts.

Come on. Let's go and see the nurse.

If my friends are feeling bad,
I say "Oh, dear. What's wrong?
Why do you look so sad?"

"Let's tell a grown up," I say,
"You'll soon feel better,
Then we can go and play."

How do you feel now?

Much better, thanks.



Explore with me

1



Sofia is a nurse.
She works in a hospital.
She looks after people.

2



Marco is a firefighter.
He works in a fire station.
He drives a fire truck.

3



Isabel is a police officer.
She works in a police station.
She wears a uniform.



Think with me



Unit 7 Lesson 8

Vocabulary:
Structure:

1 Talk about the picture. 2 Match. 3 [2.36] Listen and sing. 4 Make a hospital, a fire station, and a police station.

vet, police officer, doctor, fire fighter, teacher, police station, hospital, fire station, school, zoo

A (police officer) works in a (police station).



Show me



Is she a chef?

No, she isn't. She's a **vet**.



Is he a firefighter?

No, he isn't. He's a _____.



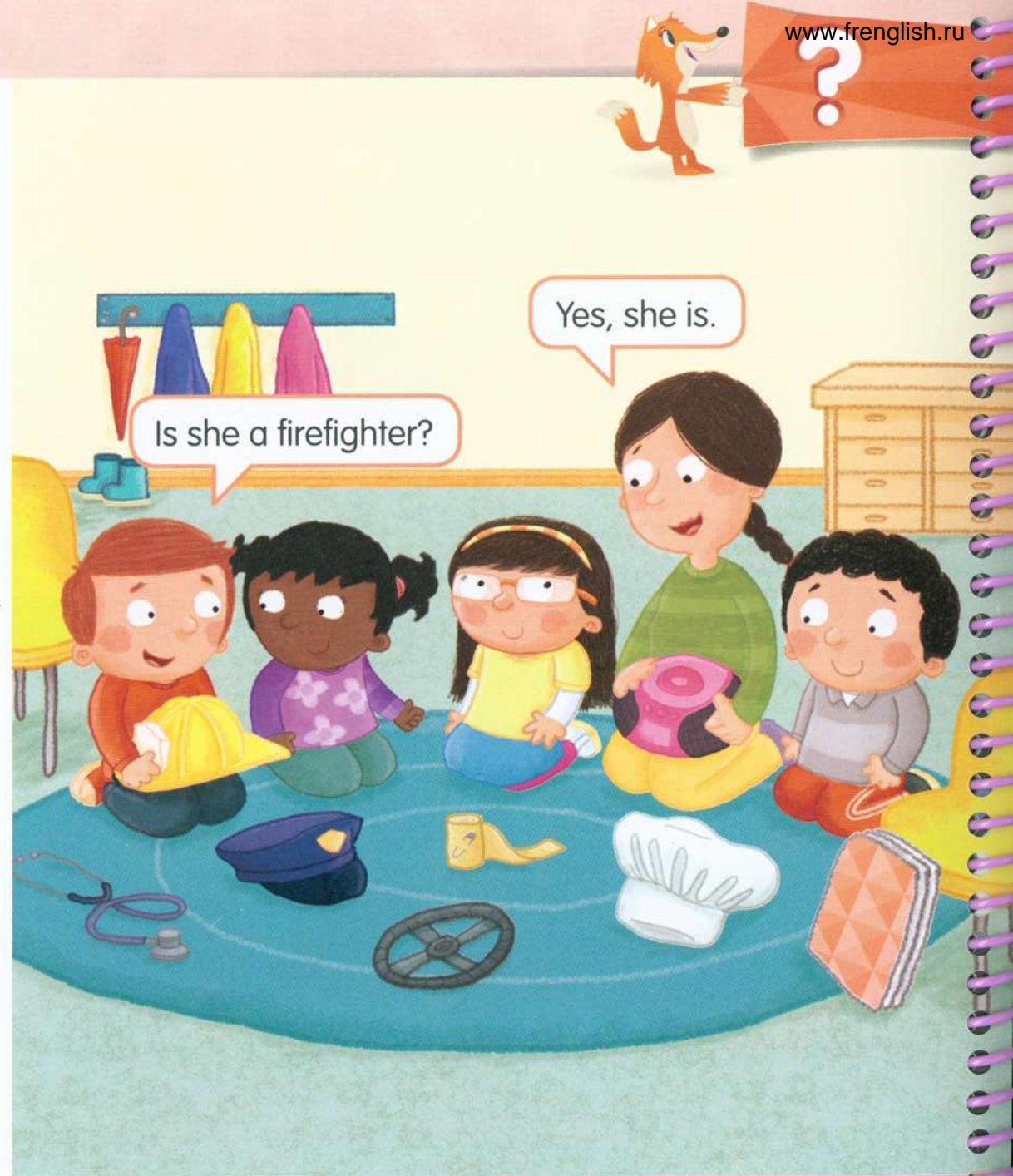
Is she a taxi driver?

_____.



Is he a vet?

_____.



Show

and

Tell



He's a police officer.
He wears a uniform.
He drives a police car.



Unit 7 Lesson 10 - Project

Vocabulary:
Structure:

1 Draw around your friend. 2 Color, cut, and stick. 3 Show and tell.

jobs, uniform, hospital, school, fire truck, police car
He's/She's a (police officer). He/She wears (a uniform). He/She drives a (police car). He/She works in (a police station).



Play with me

She likes to play the piano.



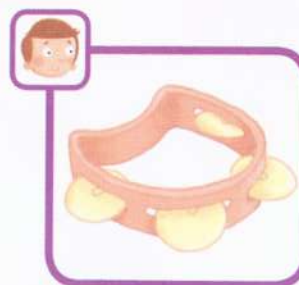
piano



guitar



flute



tambourine



drums



shaker



Read with me

Listen To The Music



Sing with me



play the drums



shake your legs



move your arms

1



loud
fast

2



slow
quiet

3



slow
fast

4



quiet
fast

5



loud
slow

6



lively
quiet

Unit 8 Lesson 4

Vocabulary:
Structure:

1 [2.42] Sing and do.

loud, fast, slow, quiet, lively
She likes to play the (flute).

2 [2.43] Listen and trace the correct word.

The music is (fast).

3 Say the sentences.

Say it with me

Clap and count: 1, 2, 3, 4.
Open your mouth.
You can sing out loud.
But please don't shout!

Sounds cool!



Follow me

What's wrong with James?

Maybe he's lonely.

Come and play with us, James.

You can play the drums.

If someone's lonely,
And looks a bit sad,
Say "Come, play with us."
And make them feel glad.

Okay. Thanks.



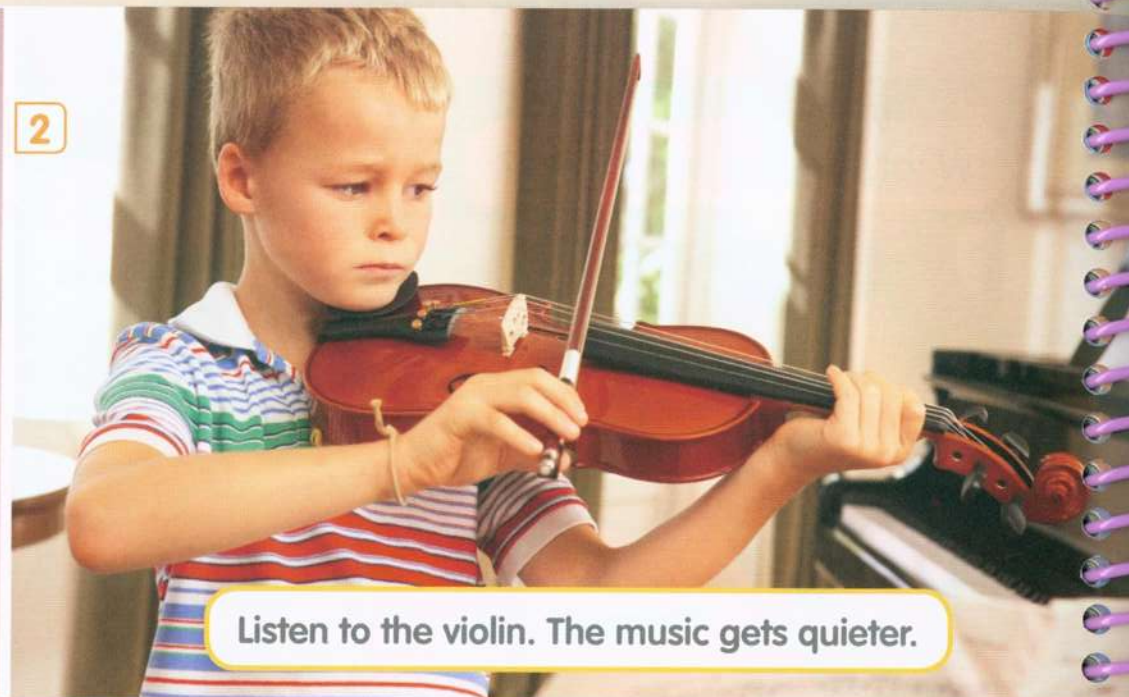
Explore with me

1



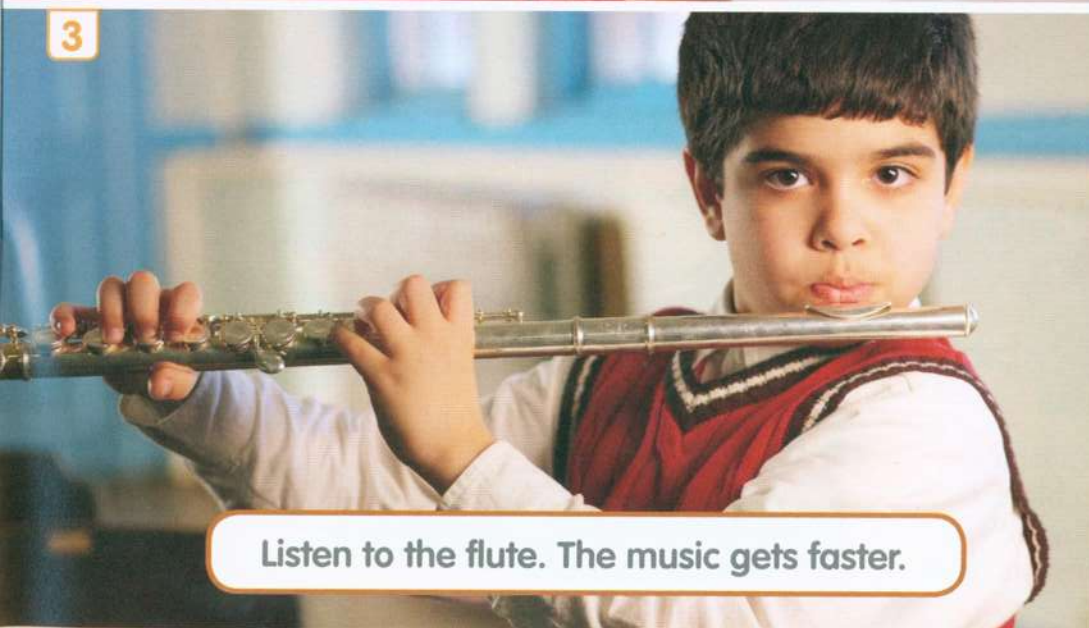
Listen to the trumpet. The music gets louder.

2



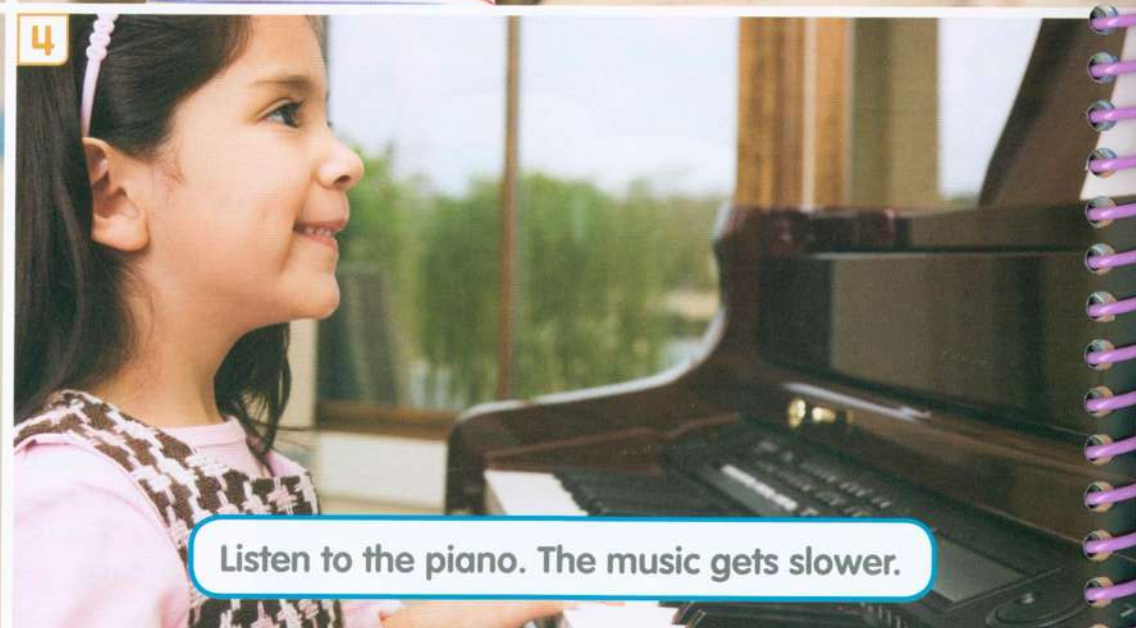
Listen to the violin. The music gets quieter.

3



Listen to the flute. The music gets faster.

4



Listen to the piano. The music gets slower.

Think with me



piano trumpet shaker guitar violin


☐


☐


☐


☐


☐



Show me

She likes to play the piano.



He likes to play the guitar.



She likes to play the flute.



She likes to play the drums.



He likes to play the tambourine.

Show and Tell



I like to play my shaker fast!

I like to sing and play my shaker!



When do we change our clothes ?



Unit 9 Lesson 1

Vocabulary:
Structure:

1 Talk about the picture. 2 [2.51] Listen and point. 3 [2.52] Listen and repeat. 4 When do we change our clothes?

tracksuit, shirt, sneakers, jeans, pajamas, slippers clothes
He/She's wearing a (shirt). It's big/small/blue/yellow.

Play with me



shirt

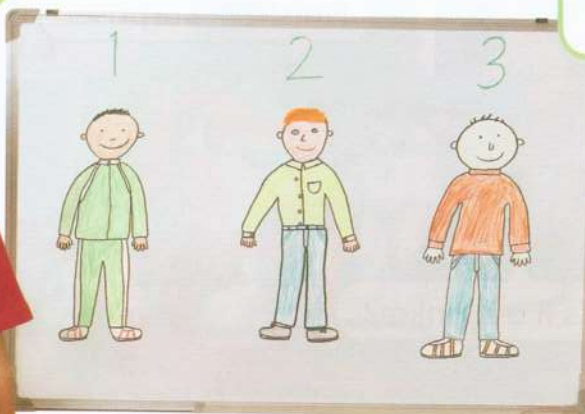


tracksuit



jeans

Is he wearing blue jeans?



No, he isn't.



slippers



sneakers



pajamas



Read with me

The Red Pajamas

1

It's time for bed.
Is Fifi playing with sticks?

No, she isn't. She's making a surprise.

2

Finished! Surprise!

Is it a blanket?

3

They're pajamas!
They're for you.

Red? I don't like red!

4

Is Benny putting
on his pajamas?

Yes, he is.

5

My pajamas are too small.

My pajamas
are too big.

No! Take them off. Swap them.

6

I love my pajamas.
Thank you.

You're welcome.

Super Bear!
Thank you.



Sing with me



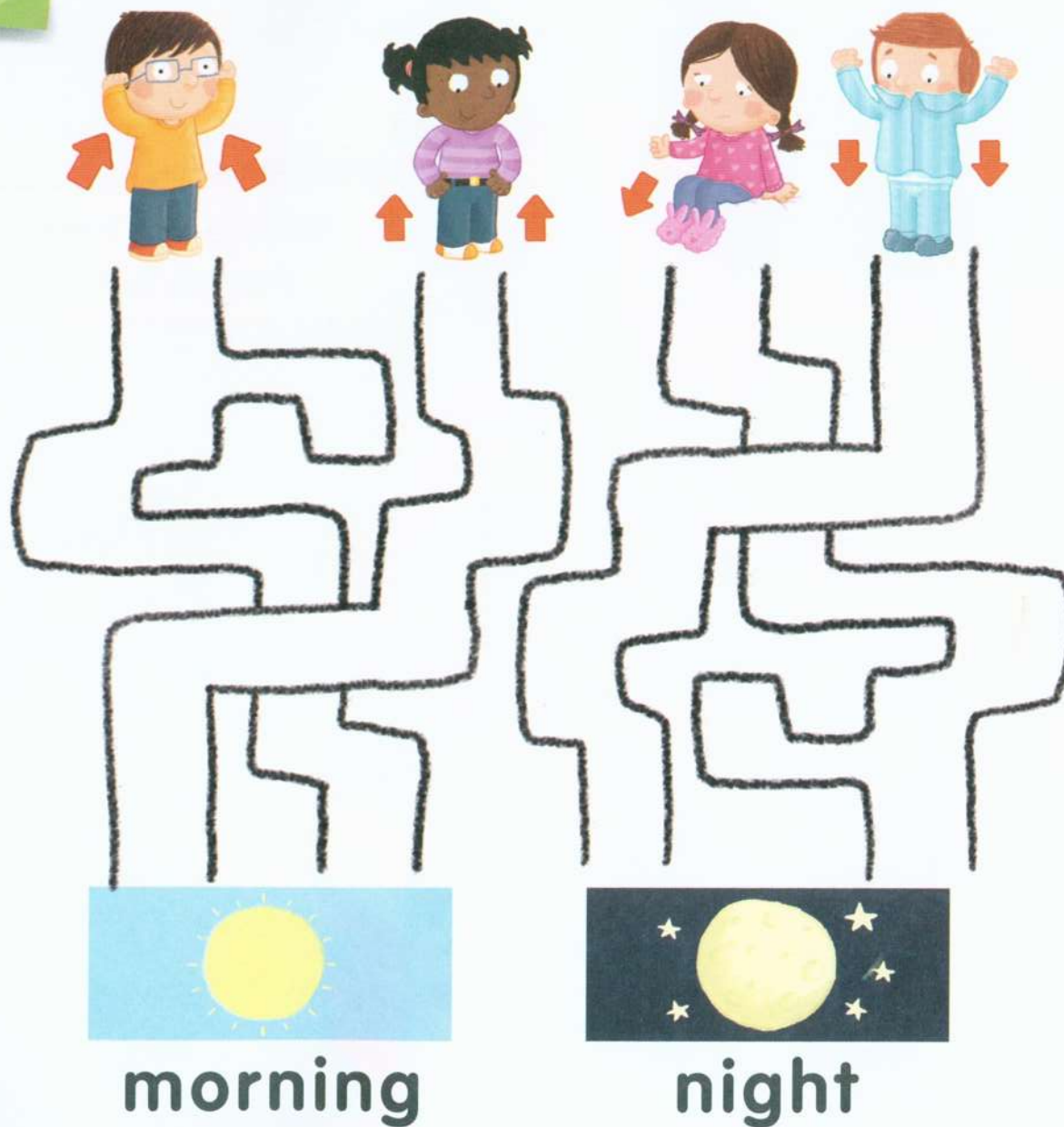
It's time to get up.



putting on his jeans



Yes, he is.



morning

night

Unit 9 Lesson 4 1 [2.56] Sing and do. 2 What are the children doing? Draw and say.

Vocabulary:
Structure:

morning, night, glasses, jeans, slippers, pajamas, put on, take off
He's/She's (putting on) his/her (jeans).

Say it with me

Where are my pajamas?
Please help me look.

Red wool pajamas,
hanging on a hook.

Follow me

Where is my blue shirt?
I can't find it.

Put your clothes away.
Then you can find them.

Is this your blue shirt?

Yes, it is. Thanks.

Clothes on the floor,
Is a bit lazy.
And messy rooms,
Can drive you crazy.

Keep your bedroom,
Clean and neat.
Then you can relax,
And put up your feet.

Unit 9 Lesson 6

Value:
Structure:

1 [2.59] Listen and follow. Listen and repeat. 2 Say and act out. 3 [2.60] Listen and chant.

Helping at home
Put your (clothes) away. Then you can find (them).



Explore with me

1



This is Max's favorite costume.
He has a cape and a mask.
Max likes to read superhero stories.

2



This is Eliot's favorite costume.
He has a scarf and an eye patch.
Eliot likes to read pirate stories.

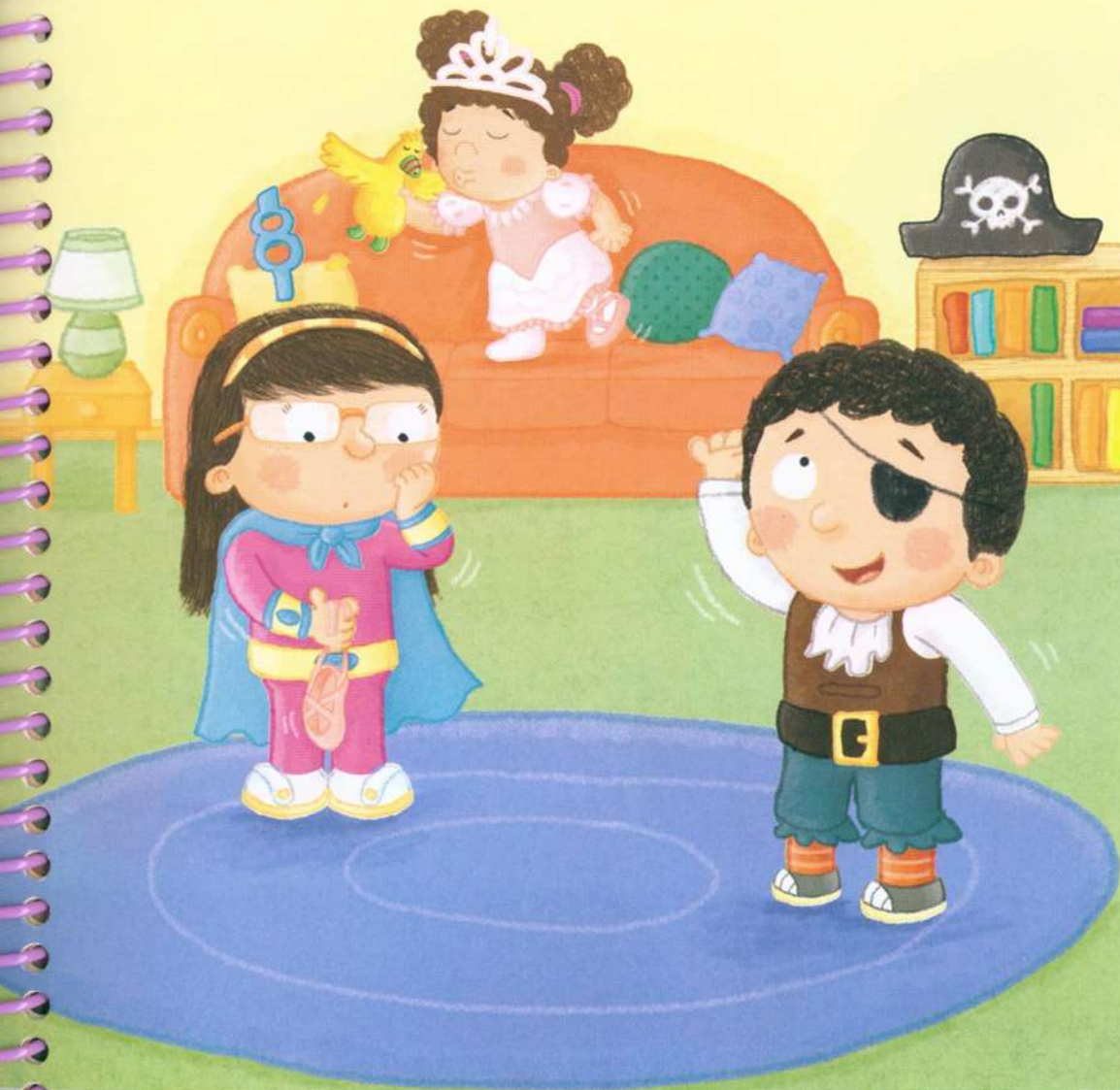
3



This is Lara's favorite costume.
She has a wand and a tiara.
Lara likes to read fairytales.



Think with me



Unit 9 Lesson 8

Vocabulary:
Structure:

1 Talk about the picture. 2 Match and say. 3 [2.62] Listen and sing. 4 Play the game.

ballet shoe, clothes, tiara, cape, eye patch, fairytales, pirate stories, superhero stories
He's/She's wearing (a mask). He/She likes to read (fairytales). Whose (hat) is this? It's Sam's.



Show me

Is  wearing a yellow shirt?

No, he isn't.

Is  wearing jeans?

Is  wearing purple slippers?

Is  wearing green pajamas?

Is it a girl or a boy?

A girl.

Is she wearing jeans?

No, she isn't.

Show

and

Tell



I'm Little Red Riding Hood. I'm wearing a red cape.



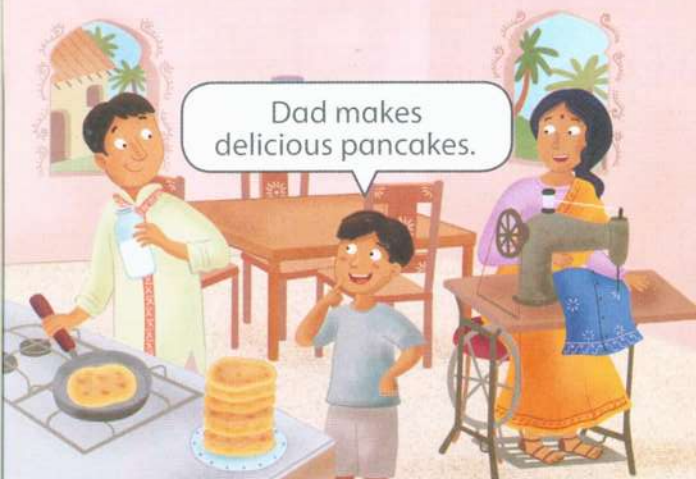
Unit 9 Lesson 10 - Project

Vocabulary:
Structure:

1 Talk about the pictures. 2 Dress up as your favorite story character. 3 Show and tell.

clothes, tiara, scarf, cape, **king**, pirate, princess
I'm wearing (a red cape).

Little Lukie



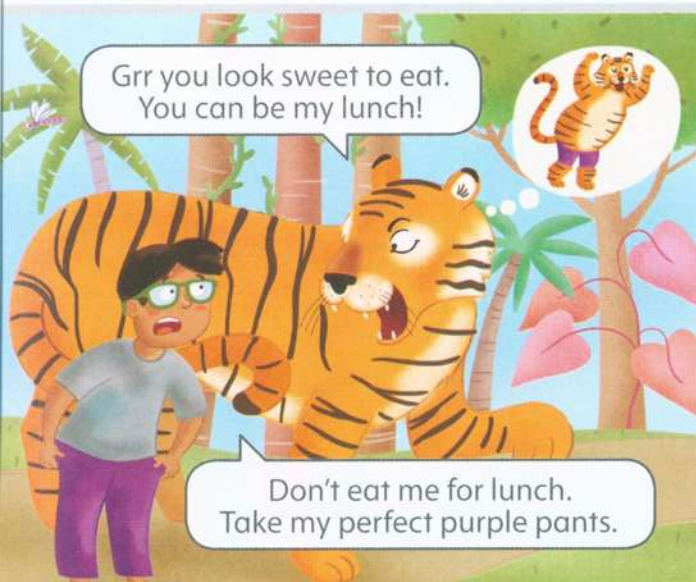
1 This is Little Lukie with his mom and dad.



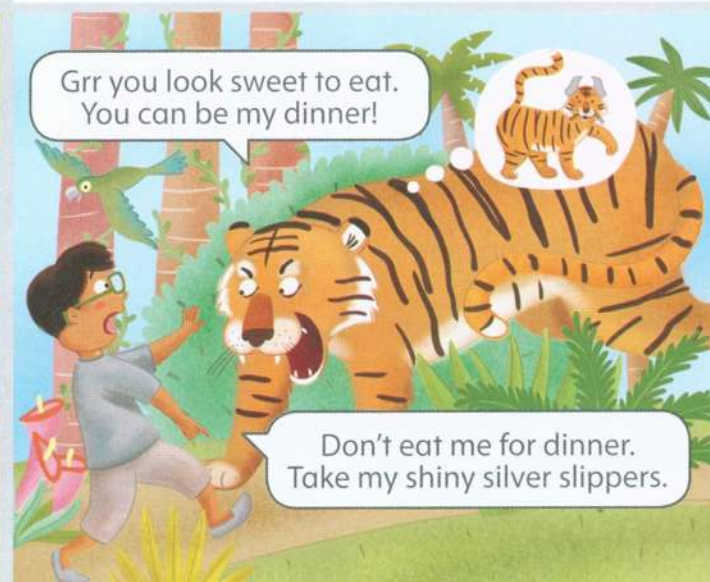
2 It is Lukie's first day of school.



3 On the way, Little Lukie sees a tiger.



4 Then Little Lukie sees another tiger.



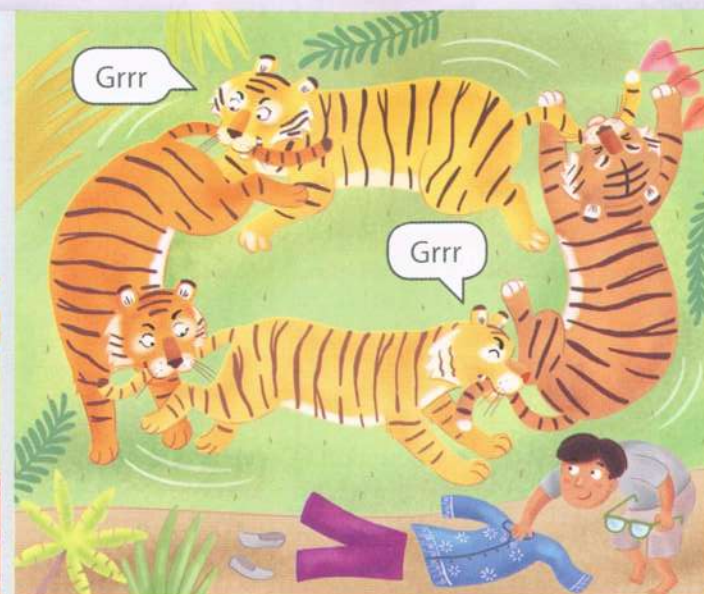
5 Then Little Lukie sees another tiger.



6 And another tiger.



7 Lukie is very sad. He hears a noise.



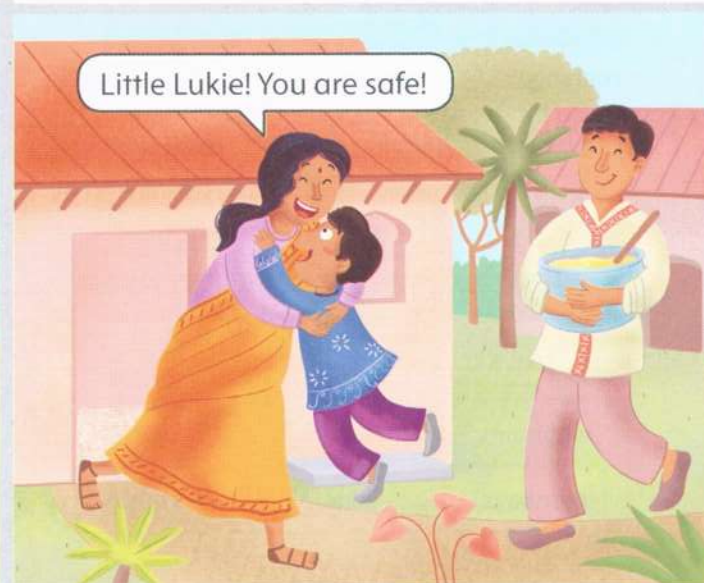
8 The tigers are very angry. They bite their tails.



9 The tigers go faster and faster.



10 The tigers turn into butter.



11 Mom sees Little Lukie. She is happy.



12 Dad makes pancakes with the butter.



Picture Cards

Unit 1 What's your school like?

(page 107)

ceiling	door	light
floor	sink	window

Unit 2 What do you like to eat?

(page 109)

vegetables	fruit	meat
pasta	rice	milk

Unit 3 What happens on your birthday?

(page 111)

cards	presents	cakes
candles	games	masks

Unit 4 What's in your neighborhood?

(page 113)

zoo	coffee shop	park
library	supermarket	swimming pool

Unit 5 How do you have fun?

(page 115)

running	dancing	riding a scooter
riding a bike	jumping rope	roller skating

Unit 6 Which animals live in the wild?

(page 117)

elephants	giraffes	crocodiles
monkeys	lions	parrots

Unit 7 What jobs do people do?

(page 119)

chef	nurse	taxi driver
police officer	firefighter	vet

Unit 8 How do we make music?

(page 121)

tambourine	piano	guitar
flute	drums	shaker

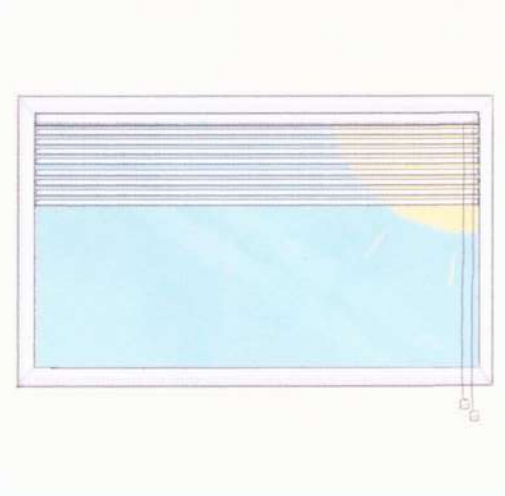
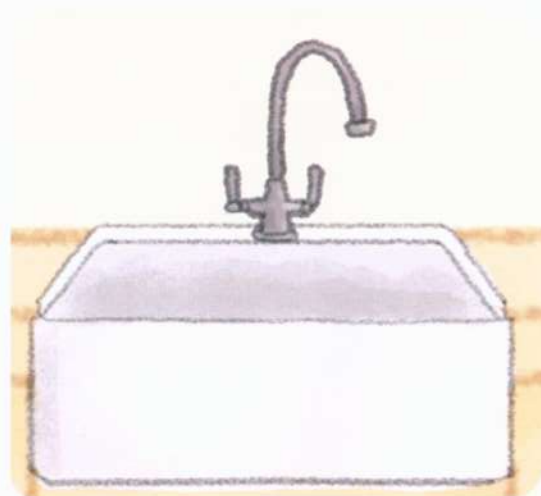
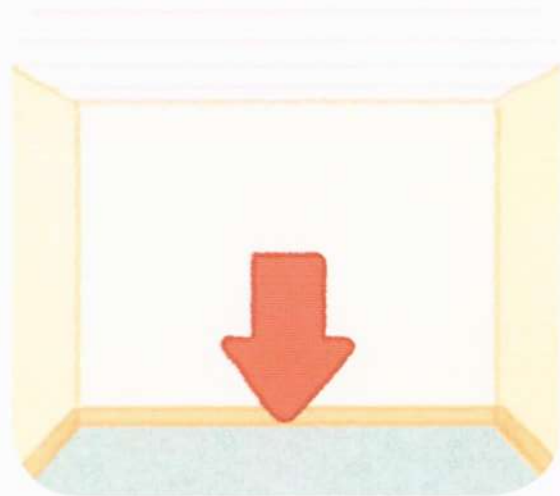
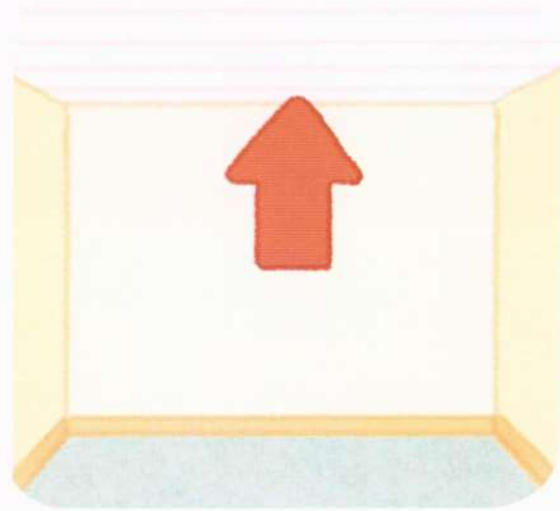
Unit 9 When do we change our clothes?

(page 123)

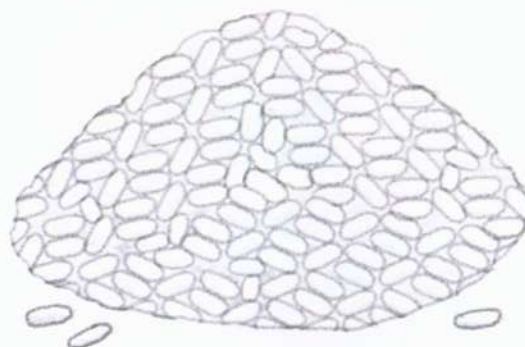
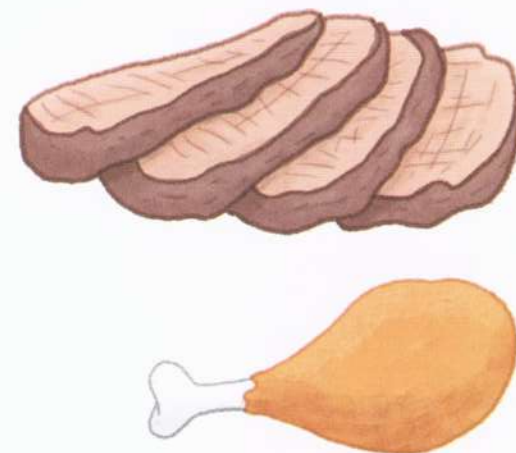
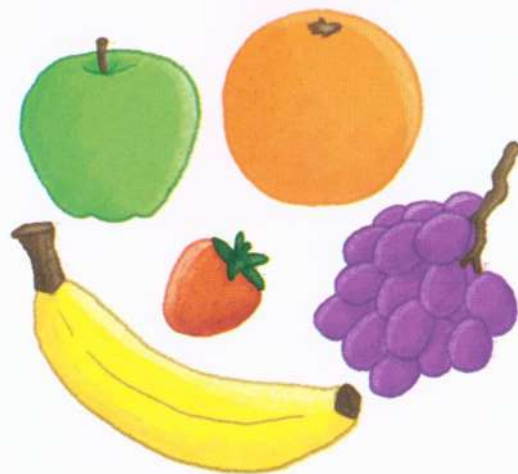
shirt	tracksuit	jeans
slippers	sneakers	pajamas

UNIT
1

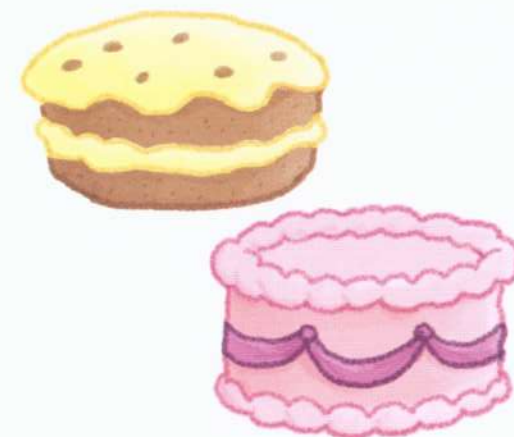
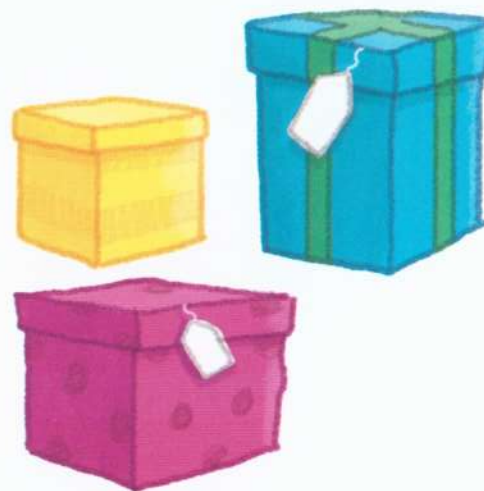
What's your school like ?



What do you like to eat ?



What happens on your birthday ?



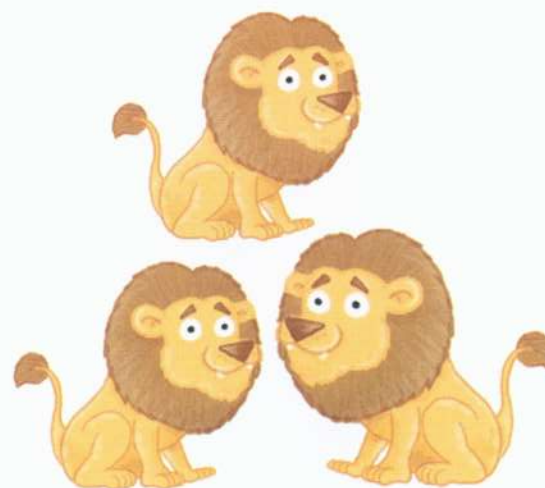
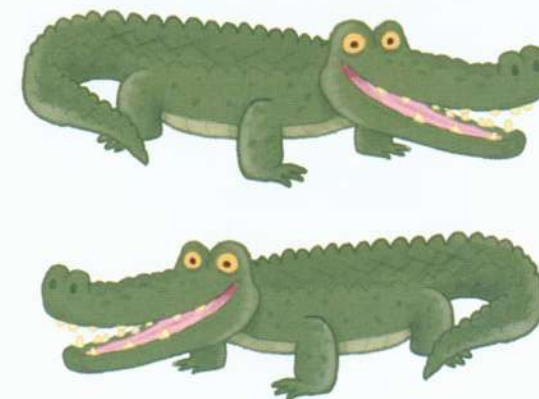
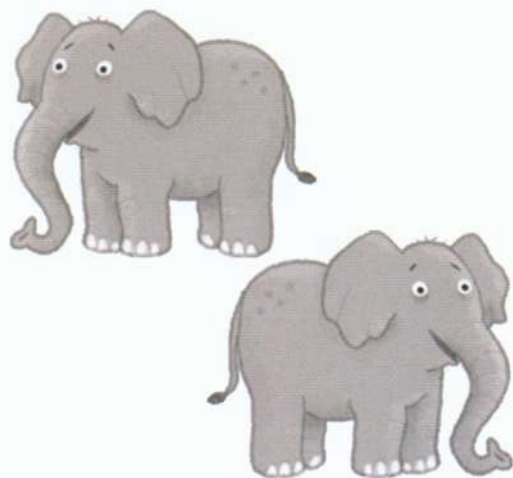
What's in your neighborhood ?



How do you have fun ?



Which animals live in the wild ?

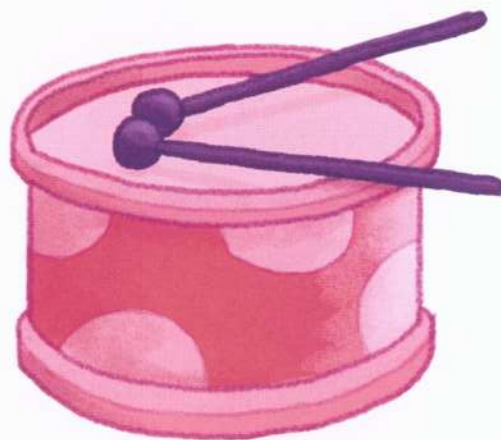


UNIT
7

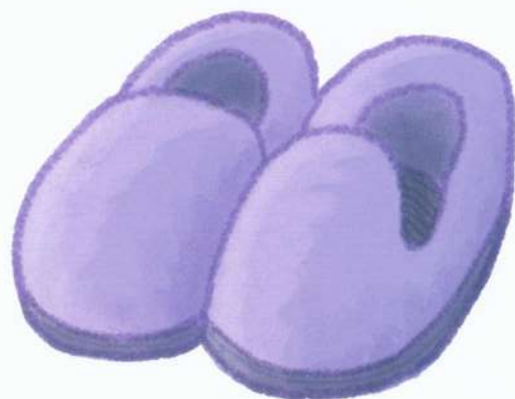
What jobs do people do ?



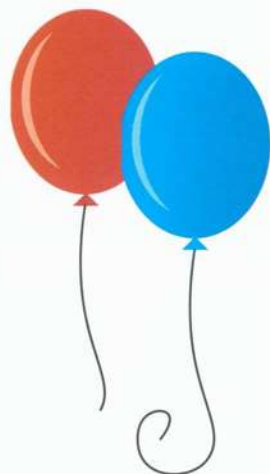
How do we make music ?



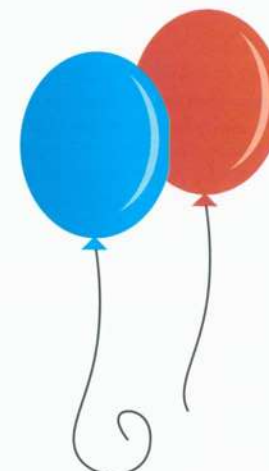
When do we change our clothes ?







Show and Tell



Excellent!

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Main artists: Mike Byrne/Advocate Art (child characters), Rob McClurkan/Bright Agency (animal characters) and Mike Garton/Bright Agency (in the style of Rob McClurkan)

Illustrations by: Mike Byrne/Advocate Art pp 4, 6, 10, 11, 17, 18, 20, 21, 27, 28, 30, 31, 37, 38, 42, 43, 49, 50, 52, 53, 59, 60, 62, 63, 69, 70, 74, 75, 77 (job figures), 81, 82, 84, 85, 91, 92, 94, 95, 97 (maze), 100, 101, 102; Inna Chernyak/Plum Pudding Illustration pp 72, 73; Amanda Enright/Advocate Art pp 40, 41; Mike Garton (in the style of Rob McClurkan)/Bright Agency pp 5, 7, 8, 13, 14, 23, 24, 33, 34, 45, 46, 55, 56, 65, 66, 77 (song actions), 78, 87, 88, 97 (song actions), 98, 103; Andy Hamilton/Elephant shoes ink pp 9, 14 (shoes), 19, 26 (food icons), 29, 39, 51, 56 (icons), 61, 66 horse icon, 71, 83, 93, 103; Mirella Mariani/Plum Pudding Illustration pp 104, 105; Rob McClurkan/Bright Agency pp 12, 22, 32, 44, 54, 64, 76, 86, 96

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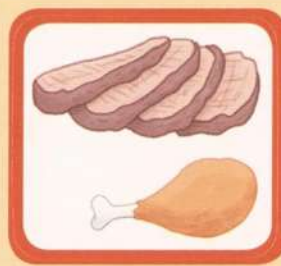
Show and Tell

Stickers

UNIT
1



UNIT
2



UNIT
3



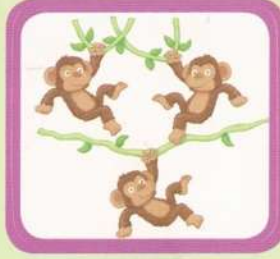
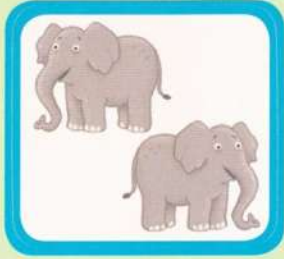
UNIT
4



UNIT
5



UNIT
6



UNIT
7



UNIT
8



UNIT
9



Show and Tell

Creating young thinkers with great futures



21st CENTURY SKILLS
Critical Thinking
Communication
Collaboration
Creativity

Who makes you happy?
What do our senses tell us?
What happens in the garden?

Show and Tell gives you the tools to develop children's 21st century skills, creating young thinkers with great futures.

Show and Tell taps into children's natural curiosity, asking a question such as 'who makes you happy?' or 'what do our senses tell us?' as the focus for each unit. Activities encourage children to explore the question while learning the language they need to think and talk about it. End-of-unit class projects consolidate learning and encourage children to work collaboratively. Opportunities to 'Show and Tell' allow them to present their projects in class or at home, and to talk about what they have learned – in English!

- ★ Stories, hand-eye coordination practice, and letter formation activities lead to reading and writing simple sentences.
- ★ Problem-solving activities encourage children to think critically and creatively.
- ★ Values lessons teach children how to behave both inside and outside the classroom.

- ★ Student Book with MultiROM (songs, interactive games, animated stories)
- ★ Activity Book
- ★ Literacy Book B
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