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Discover

# Show and Tell

Student Book

2

MP3ROM with fully animated stories  
VX: jiangjiang923

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OXFORD

# Show and Tell



## Student Book 2

with MultiROM



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UNIVERSITY PRESS



## Scope and Sequence

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE AND FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
<b>Hello</b> <b>What can you say?</b>	May, Sam, Anna, Mom, Dad, Bird, teacher, friend, kid, arm, colors, toys, animals, nature, shapes, body, actions, numbers 1–10	Who's he/she? He's (Sam). / She's (May). I'm (Mom). This is (Dad). How many (balls) do you see? I see (4) (balls). What's this? It's a (crayon). (Birds) can (fly). The (eyes) are (circles). The (mouth) is (a triangle).	<b>Greetings:</b> Hello! Bye!	<b>The alphabet, CVC review</b>		<b>Making a Shape Kids display</b>
<b>Unit 1</b> <b>How do we make pictures?</b>	pen, brush, eraser, paper, glitter, paint, feathers, black, white, gray, brown, idea, team, next, turn	What's this? It's a (blue) (pen). / It's (an) (eraser). It's his/her (turn). It's my/your (idea). This picture uses (red) (paint).	<b>Being polite:</b> Please pass the (yellow) (pen). Here you are. Thank you.	<b>ck digraph</b> rock <b>CVC review</b> fox, log	<b>Art:</b> <b>Picture-making techniques</b>	<b>Making a quilt from decorated paper squares</b>
<b>Unit 2</b> <b>What can you do in the park?</b>	climb, catch, build, walk, run, kick, under, quickly, slowly, great job, monkey bars, rectangle, sandbox	I can/can't (climb). Can you (climb)? Can he/she (kick)? Yes, he/she can. No, he/she can't. He/she can't (kick).	<b>Lining up:</b> Line up. Wait your turn. That's better.	<b>s blends</b> (sk, sp, st, sw) skip, spin, stop, swim <b>CVC review</b>	<b>Math:</b> <b>Shape recognition</b>	<b>Creating and performing an exercise routine</b>
<b>Unit 3</b> <b>Who makes you happy?</b>	happy, sad, tired, lively, hungry, thirsty, grandma, grandpa, surprise, honey cake, Happy birthday, tiger, penguin, dolphin, egg	I'm/He's/She's (tired). How do you feel today? We're (hungry). They're (here). These are (tigers). (The mom) looks after (the baby). I love my (mom). (She) looks after me.	<b>Being careful:</b> Be careful. I'm really sorry. It's alright. It's an accident.	<b>r blends</b> (tr, fr, dr) truck, frog, drum <b>CVC review</b>	<b>Science:</b> <b>Animal families</b>	<b>Making family pictures</b>
<b>Revision story 1:</b> <b>The Puppet</b>	puppet, fairy, talk, lie, good, bad, house		<b>Telling the truth:</b> I'm sorry.			
<b>Unit 4</b> <b>What happens when it's windy?</b>	sunny, rainy, windy, snowy, hot, cold, boots, cloudy, wet, warm, dry, pool, weather Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	What's the weather like today? It's (sunny). I'm (wet). I'm not (wet). What day is it? It's (Tuesday).	<b>Respecting elders:</b> Good job! We can go outside now.	<b>l blends</b> (sl, fl) sled, slide, slip flip, fly <b>CVC review</b>	<b>Math, Science:</b> <b>Understanding information in a table</b>	<b>Making a Sunny Balloon Display</b>

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE AND FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
<b>Unit 5</b> <b>What's in your house?</b>	kitchen, living room, bedroom, bathroom, yard, balcony, bath, bed, sofa, duck, Numbers 11–15, window, toys, clothes, drawers, garbage can, clean, neat	Who's in the (kitchen)? (Sara)'s in the (kitchen). <i>Where's (my duck)? in, on, under</i> It's next to / behind/ the (sofa). Number fourteen is (above) the door.	<b>Helping at home:</b> Let's put the (clothes) in the (drawers). Now it's clean and neat. Good job!	<b>sh digraph</b> ship, shell, shelf, fish	<b>Math:</b> <b>Counting and sequencing numbers to 15</b>	<b>Making a model of a living room and its furniture</b>
<b>Unit 6</b> <b>What happens in the garden?</b>	dig, plant, water, pick, wash, eat, grow, cook, make, hole, stir, soup, potatoes, beans, lettuce, pumpkins, peas, bee, live, get, queen, worker, food, taste, fruit, vegetables, hopscotch	<i>I like (potatoes). Do you like (honey)?</i> What are you doing? I'm (digging). We're (making soup). There is (1 queen bee). There are lots of (worker bees).	<b>Eating healthily:</b> Try one. Vegetables/fruit are good for you.	<b>ch digraph</b> lunch, bunch, chop	<b>Science:</b> <b>Honey bees</b>	<b>Growing beans</b>
<b>Revision story 2:</b> <b>The Enormous Carrot</b>	enormous, farmer, wife, every, little, pull (it up), everyone		<b>Working together, Offering politely:</b> Would you like some carrot soup? Yes, please.			
<b>Unit 7</b> <b>What do farm animals do?</b>	cow, horse, sheep, goat, donkey, chicken, farm, grass, drink, eat, say, funny, cute, water, fat, Numbers 16–20	<i>They're (cows). There are (white)(rabbits).</i> <i>I have a chicken.</i> He/She has (a) chicken(s). They have (15 cows). What does a (goat) do? It (drinks) (water). What do the animals do? The horses (eat) (grass). One more cow.	<b>Respecting nature:</b> Don't litter. It's bad for (the ducks). Oh! I'm really sorry.	<b>th digraph</b> (unvoiced) thin, thick	<b>Math:</b> <b>Counting numbers to 20</b> <b>Adding one more</b>	<b>Making a model farm and Clothes Peg Animals</b>
<b>Unit 8</b> <b>What do you wear when it's hot?</b>	T-shirt, skirt, pants, shorts, sandals, jacket, sweater, dirty, washing machine, milkshake, shirt, socks, scarf, spring, summer, fall, winter	I'm wearing a (green) (jacket). <i>my/your</i> He's/She's wearing a (scarf). What do you wear in the spring? Push the button.	<b>Keeping clean:</b> You need to wear an apron. You need to keep clean.	<b>th digraph</b> (voiced) this, these, that, clothes	<b>Science, Social science: Clothing for different seasons and weather</b>	<b>Making paper clothes for a seasons poster</b>
<b>Unit 9</b> <b>What do our senses tell us?</b>	see, feel, smell, taste, hear, fingers, body, family, loud, beautiful, delicious, hot, great, soft, hard, quiet, smelly, sweet, bad, music, clock, shaker, coconuts	How does it feel/ look/smell/sound? It (feels) soft. It's hard. This music sounds like (a train). What does it sound like?	<b>Listening to others:</b> I can't hear you. We need to listen to others.	<b>ng digraph</b> bang, gong, sing, song, strong, along	<b>Music:</b> <b>Listening to and creating everyday sounds in music</b>	<b>Making a Senses Experiment Area</b>
<b>Revision story 3:</b> <b>Gray Baby Duck</b>	swan, ugly, lay eggs, come back, pond	He's good at swimming.	<b>Complimenting:</b> You're beautiful. You're beautiful, too.			



Hello

What can you say ?







# Play with me



I see 4 .



1 2



9 10



2 3



4 3



7 8



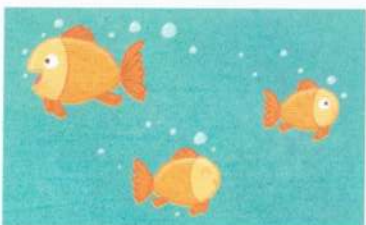
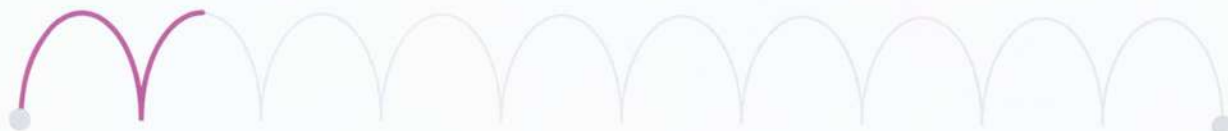
5 6







# Sing with me



# Say it with me



Say the  
alphabet  
with me.



A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z







Think with me



a b c d e f g h i j k l m n o p q r s t u v w x y z



Show

and

Tell



This is my friend. She's a star kid.

Look! The eyes are circles.  
The mouth is a square.





# How do we make pictures?







# Play with me



brush



pen



eraser

What's this?

It's a pink pen.



paper



glitter



paint





# Read with me

# What A Mess!







# Sing with me



## Unit 1 Lesson 4

1 [1.15] Sing and do. Sing and play. 2 Follow and say.

Vocabulary:  
Structure:

paint, brush, glitter, paper, pen, eraser  
It's his/her pen.

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Say it with me



The **red** fox is on the rock.

The  is on the log.



# Follow me

Please pass the yellow pen.

Here you are.

Thank you!

## Unit 1 Lesson 6

Value:  
Structure:

1 [1.17] Listen and follow. Listen and repeat. 2 Say and act out. 3 [1.18] Listen and chant.

Being polite  
Please pass the (yellow) (pen).

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# Explore with me

1



This picture uses crayon and paint. It's a fish.

2



This picture uses feathers. It's a gray bird.

3



This picture uses paper shapes. It's a brown dog.





# Think with me



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## Unit 1 Lesson 8

Vocabulary:  
Structure:

1 Talk about the picture.

art materials, colors, shapes, feathers  
I see a (bird). This picture uses (crayons)

2

Circle the materials Sam and May use.

3

[1.20] Listen and sing.

4

Make your own picture.

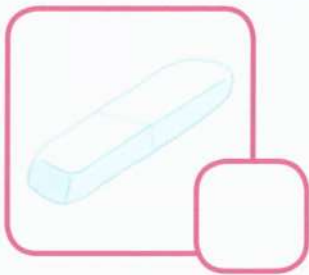
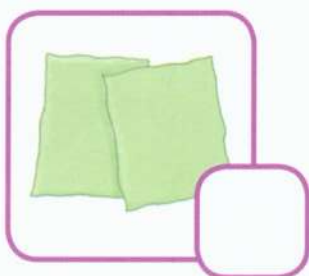
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# Show me



?

It's purple.

It's purple paper.







Show

and

Tell



This is my square. It uses red paint, glitter, and shapes.

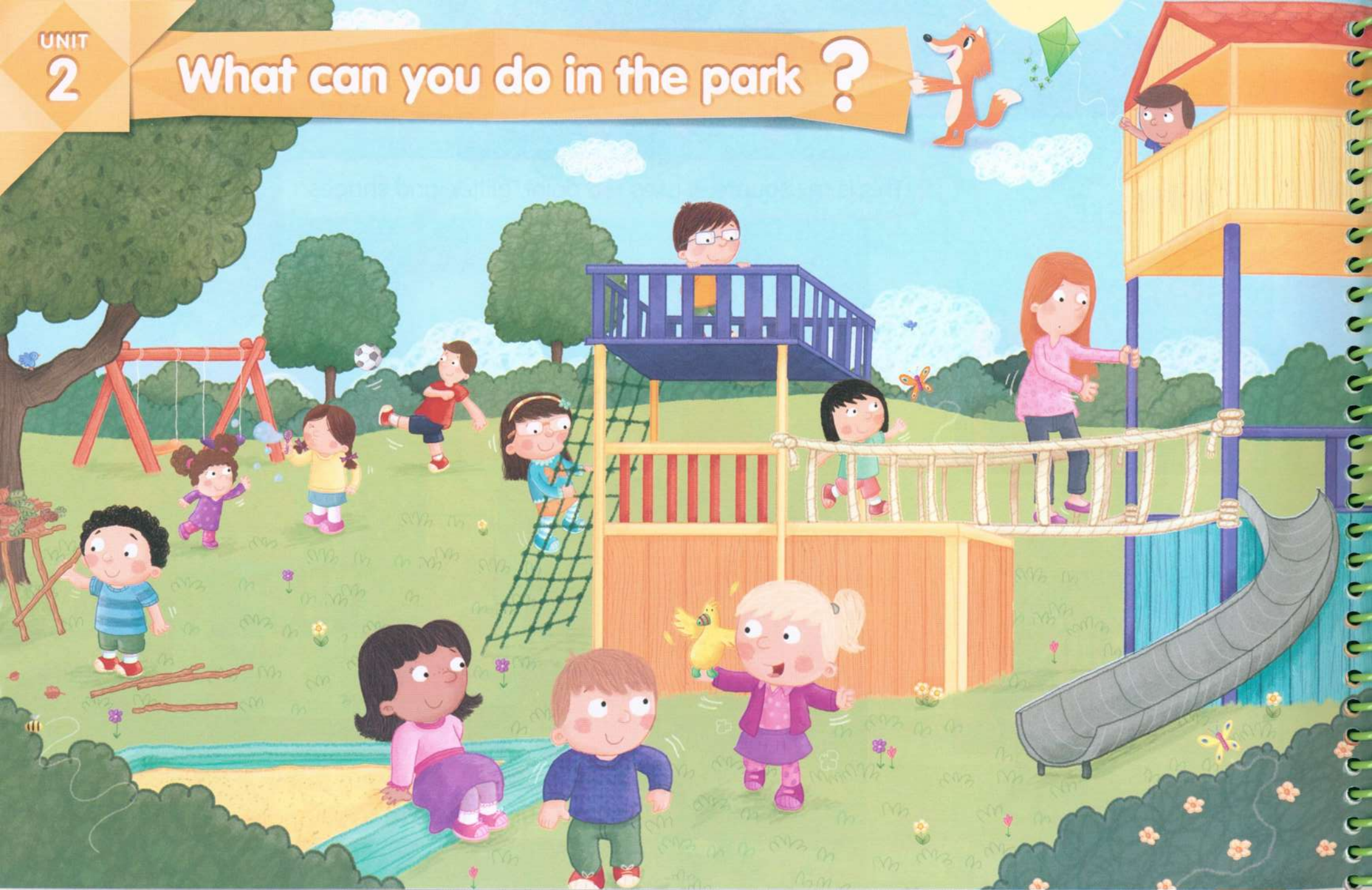


Look at our quilt. We're a team!





# What can you do in the park ?







# Play with me

Can he walk?

Yes, he can.



catch



build



climb



kick



run



walk





## Read with me

## Playing With Prickly

1 Can we play with Prickly?

Okay. Can she run quickly?

2 Uh no ... She can run slowly.

Well ... can she catch?

3 She can't catch ...

but she *can* crawl under the fence!

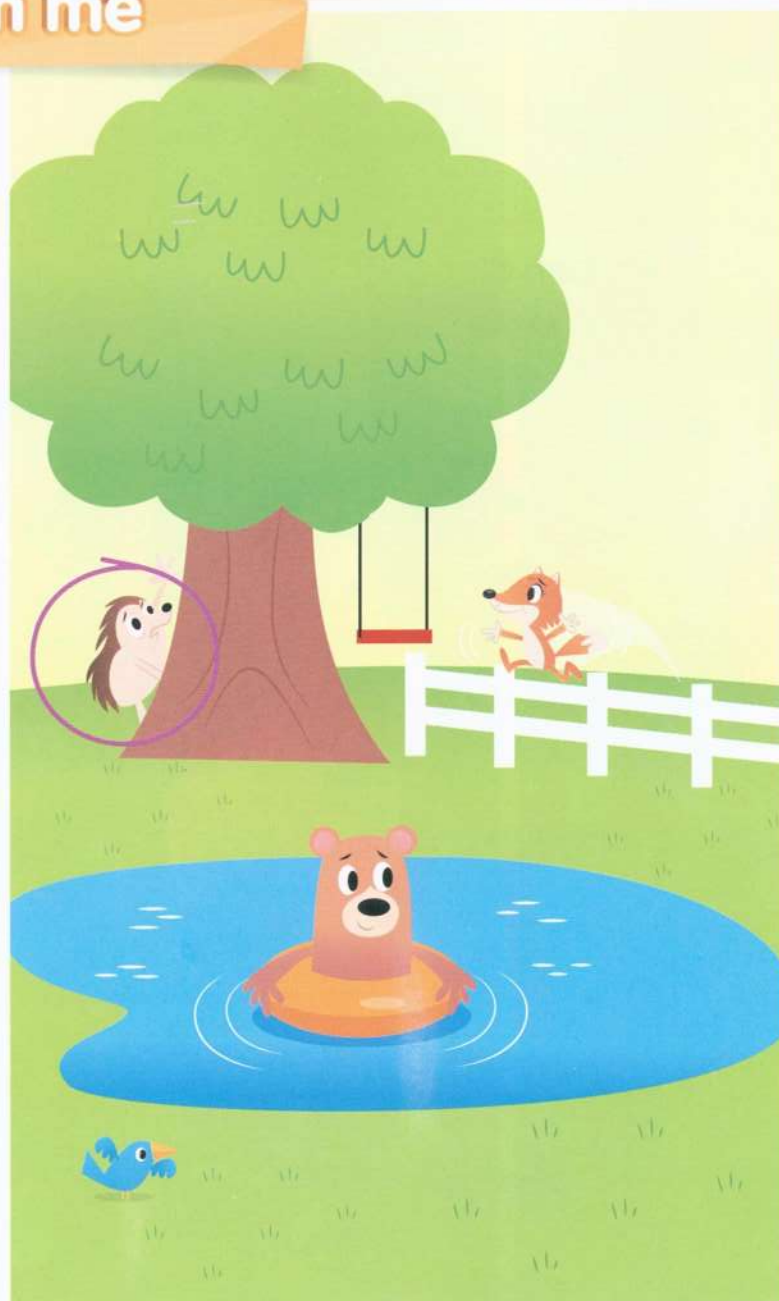
4 Great job, Prickly.

Thank you! I'm good at crawling!





# Sing with me



Unit 2 Lesson 5

1 [1.26] Sing and do. Sing and play. 2 Circle the differences and say.

Vocabulary:

climb, jump, swim, fly

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## Say it with me

I can run.  
I can swim.



swim

I can skip.



skip

I can spin.  
I can't stop!



spin



# Follow me

I'm first.

No, it's me.

Line up slowly.  
Wait your turn.

That's better.

## Unit 2 Lesson 6

1 [1.28] Listen and follow. Listen and repeat.

2 Say and act out.

3 [1.29] Listen and chant.

Value:  
Structure:

Lining up

Line up. Wait your turn. That's

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# Explore with me

1



Do you see the yellow  ?

2



Do you see the red  ?

3



Do you see the blue  ? How many?



# Think with me



## Unit 2 Lesson 8

Vocabulary:  
Structure:

1 Talk about the picture.

sandbox, shapes, numbers, colors

Count with me. I see (3) (yellow)

2 Find the shapes. Count and color.

3 [1.31] Listen and sing.

4 Do a shape survey.

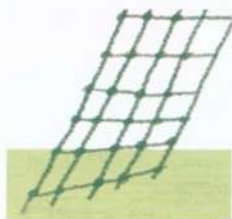
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# Show me



?

Can she climb?

It's a girl.

Yes, she can.







Rosa can kick ... 1, 2, 3!





# Who makes you happy ?







# Play with me



happy



sad



tired

How do you feel today?

We're hungry!



lively



hungry



thirsty





# Read with me

# Benny's Big Surprise







# Sing with me



## Unit 3 Lesson 4

1 [1.37] Sing and do. Sing and play. 2 Circle and say.

Vocabulary:

happy, sad, tired, lively, hungry, thirsty

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# Say it with me

I have a truck, a frog, and a hat.

I have a drum, a bus, and a cat.





# Follow me

Oh, no! Be careful!

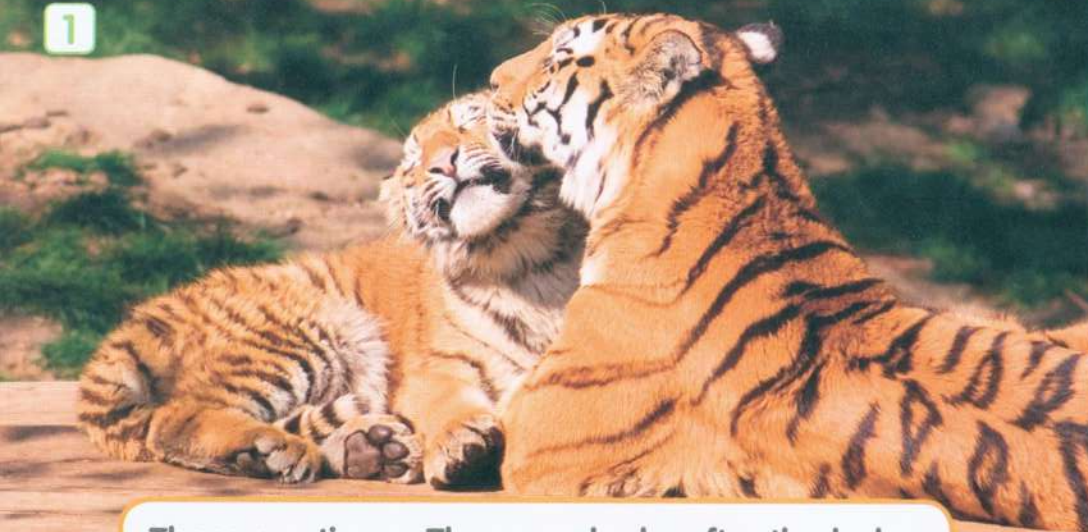
I'm really sorry.

It's alright. It's an accident.



# Explore with me

1



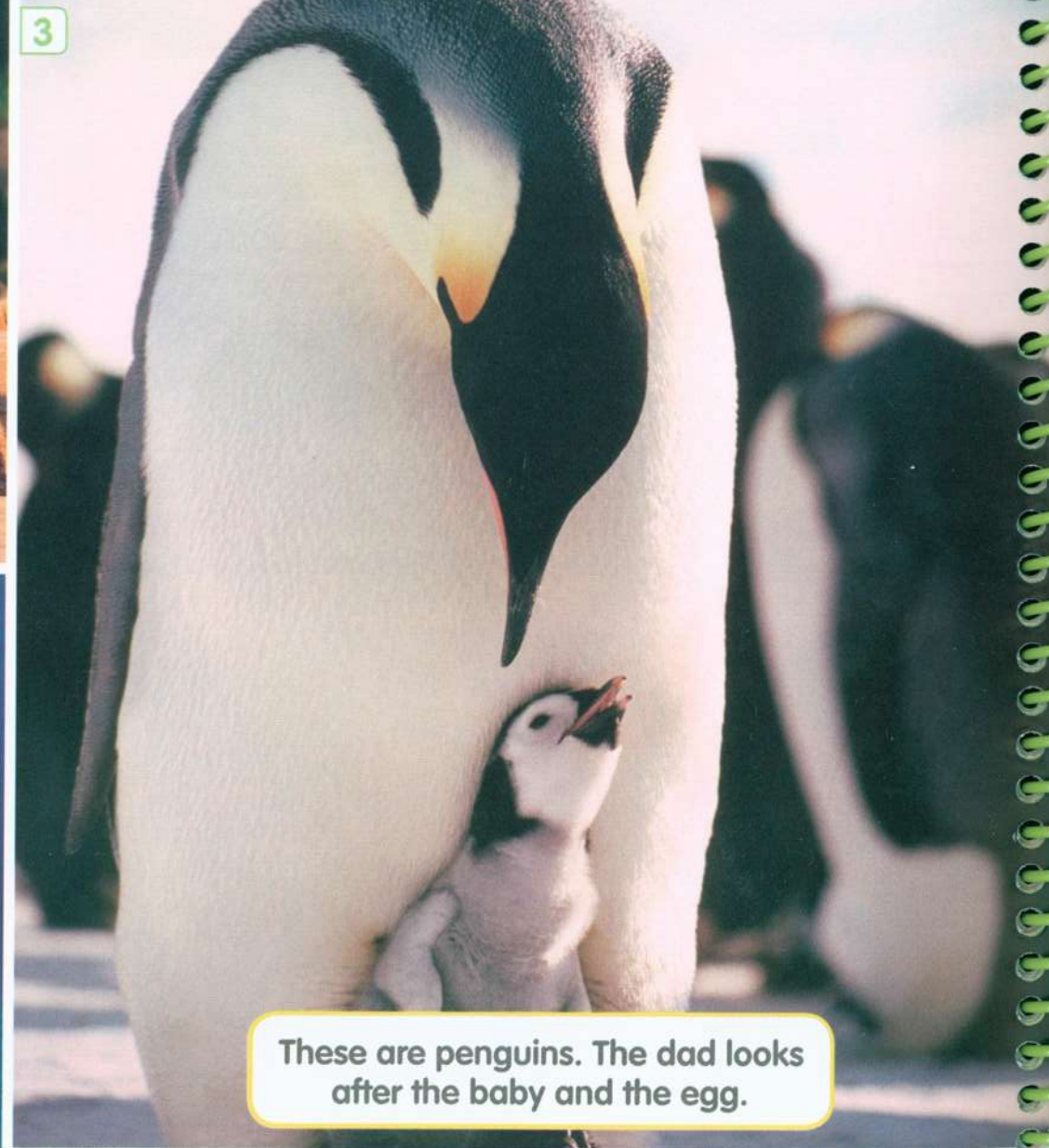
These are tigers. The mom looks after the baby.

2



These are dolphins.  
The grandma looks after the baby.

3

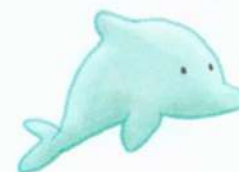
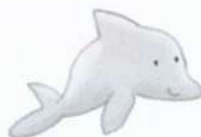


These are penguins. The dad looks  
after the baby and the egg.





# Think with me



## Unit 3 Lesson 8

Vocabulary:  
Structure:

1 Talk about the picture. 2 Join the animals to make families.

animals, family, colors, numbers

These are (penguins). I love my (mom).

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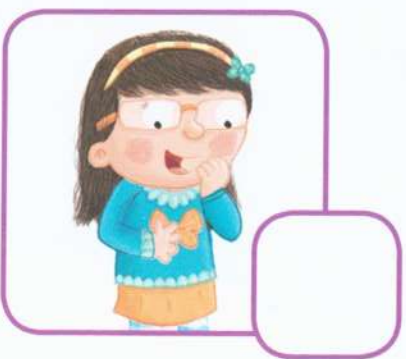
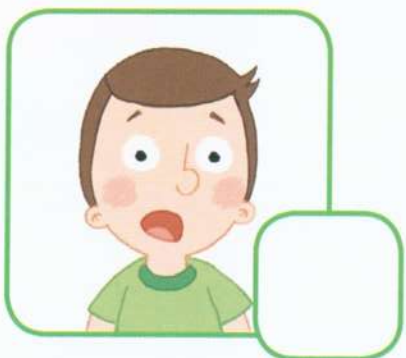
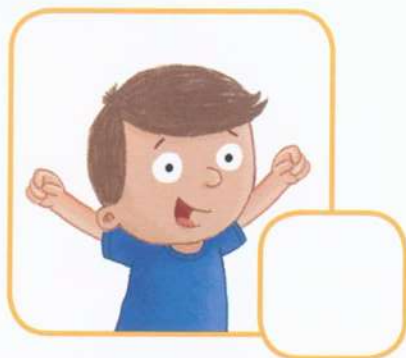
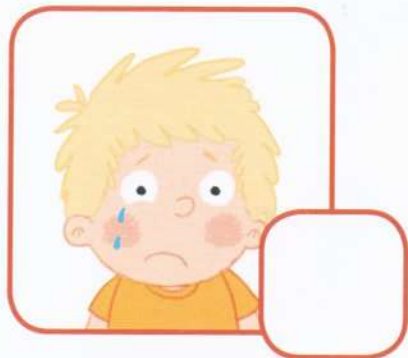
3 [1.42] Listen and sing.

4 Make animal families.





# Show me





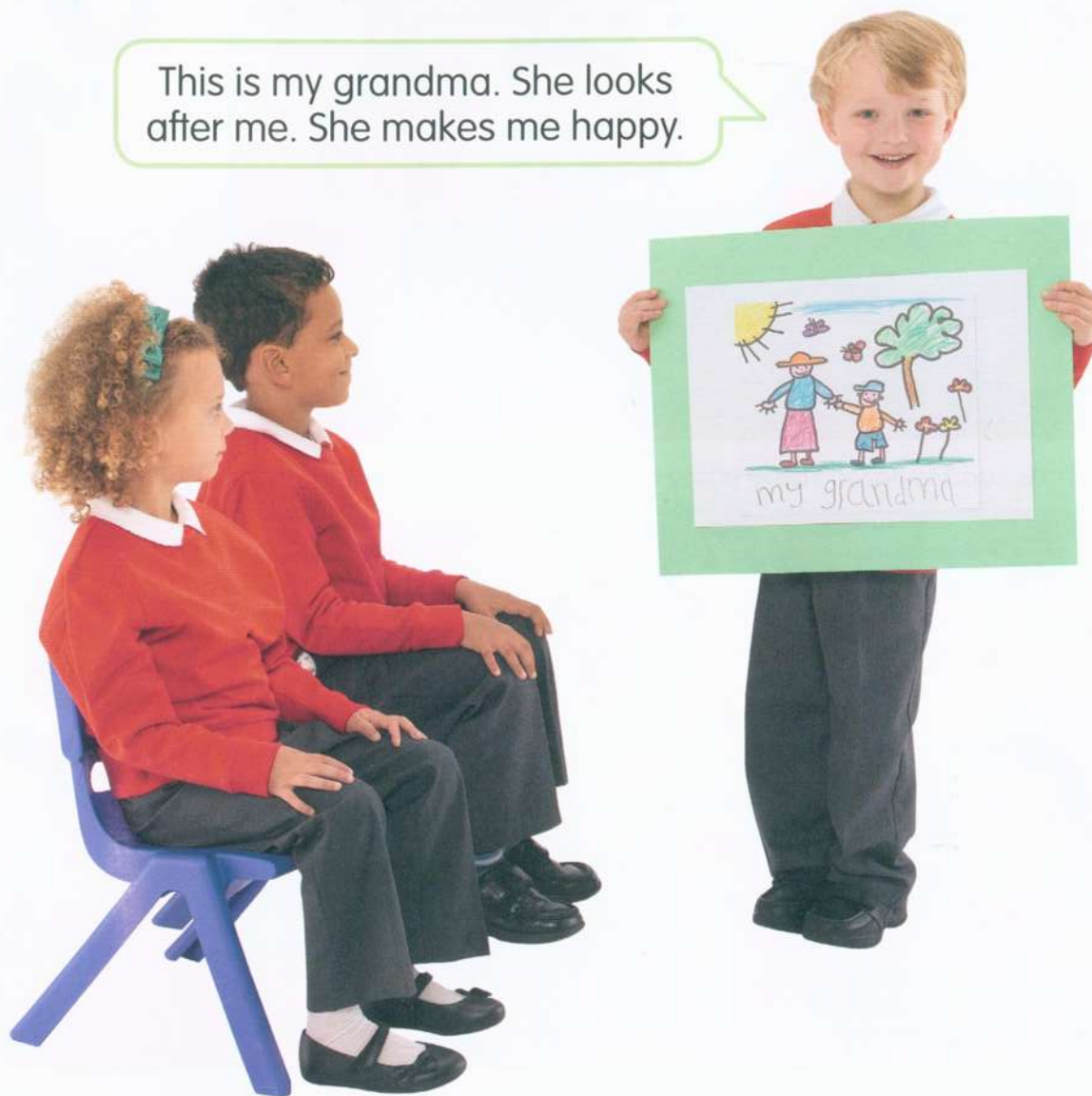
Show

and

Tell



This is my grandma. She looks after me. She makes me happy.





# The Puppet



1 Geppetto is sad. He doesn't have a boy ... but he can make a puppet!



2 Look at his eyes. Look at his mouth! The puppet can talk!



3 Pinocchio is lively. He can walk and run.



4 Pinocchio lies. Look at his big nose.





5 The fairy isn't happy.



6 Pinocchio is good. He helps in the house.



7 Can you see the fairy? Now Pinocchio is a boy.



8 Geppetto and Pinocchio are happy ... The cat and fish are happy, too.





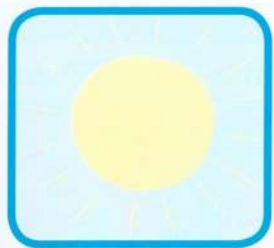
## What happens when it's windy ?







# Play with me



sunny



rainy



windy

What's the weather like today?



It's rainy.



snowy



hot



cold





# Read with me

## It's Rainy

1



It's cloudy and rainy today!  
I have new blue boots.  
I'm not wet.

2



Stop it, Benny! Now I'm wet.

I'm wet and cold.

3

It's warm in here.  
Would you like some water?



Yes, please.

4

It's windy!



5

Now I'm wet!

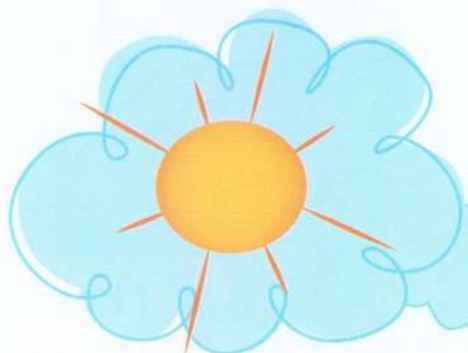
I'm warm and dry.







# Sing with me



## Unit 4 Lesson 4

Vocabulary:

1 [1.49] Sing and do. Sing and play. 2 Match and say. 3 Play the game.

sunny, rainy, snowy, cold, hot, wet, boots, pool

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# Say it with me



I have a sled.  
It's black and **red**.  
I slide and I slip.  
I fly and I flip!





## Follow me

Where's my hat?  
It isn't here.

Here it is, Grandma.

Thank you! Good job!  
We can go outside now.



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### Unit 4 Lesson 6

Value:

Structure:

1 [1.51] Listen and follow. Listen and repeat.

Respecting elders

Good job. We can (go outside) now.

2 Say and act out.

3 [1.52] Listen and chant.

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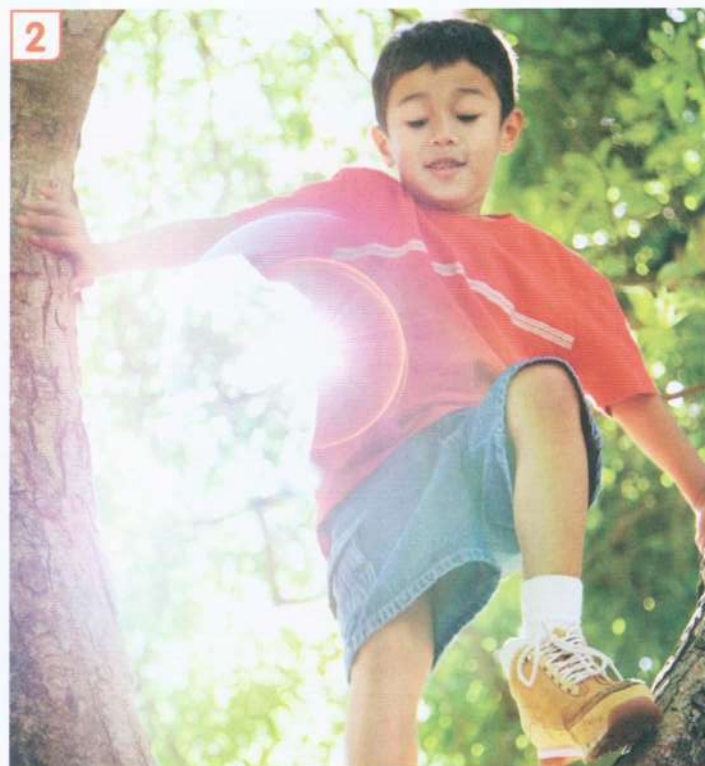
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# Explore with me

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday







# Think with me



## Unit 4 Lesson 8

Vocabulary:  
Structure:

1 Talk about the picture. 2 Draw the weather today. 3 Circle the indoor toys. 4 [1.55] Listen and sing.

toys, days of the week, weather, clothes, art materials, colors

What day is it? What's the weather today?

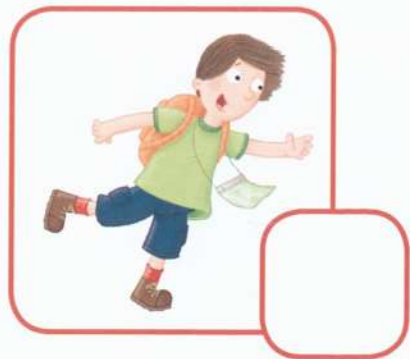
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# Show me



?

What's the weather like?



It's windy!



Show

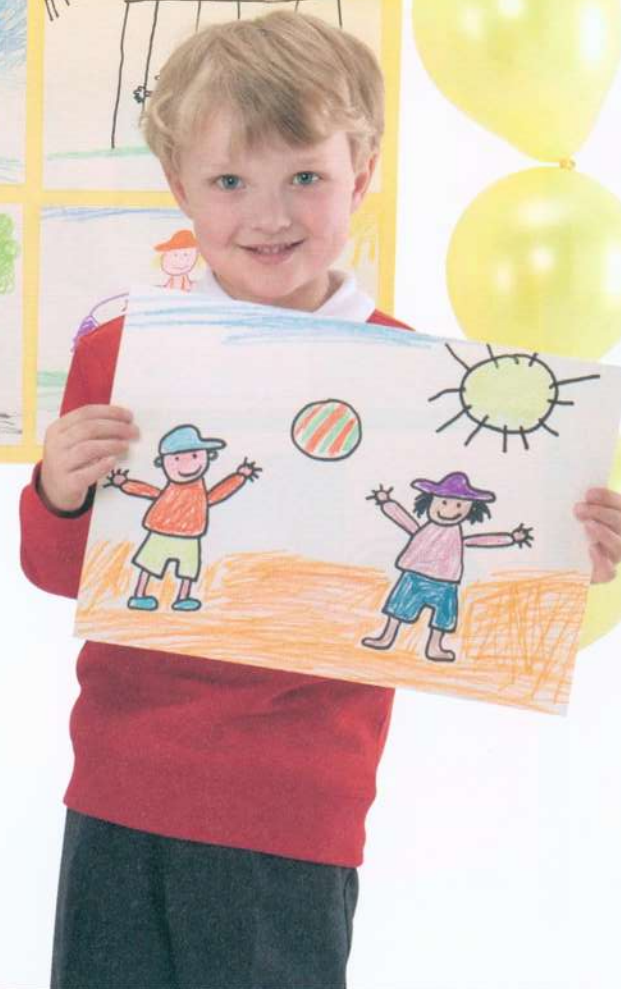
and

Tell



It's sunny today!

It's hot. I have a hat. I'm happy!



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Unit 4 Lesson 10 - Project

1 Draw a sunny picture. 2 Make a Sunny Balloon display. 3 Show and tell.

Vocabulary:

weather, clothes, feelings

Structure:

It's (sunny). I'm (hot).

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# What's in your house ?





# Play with me



bedroom



kitchen



living room

Who's in the bathroom?

Sara's in the bathroom.



bathroom



yard



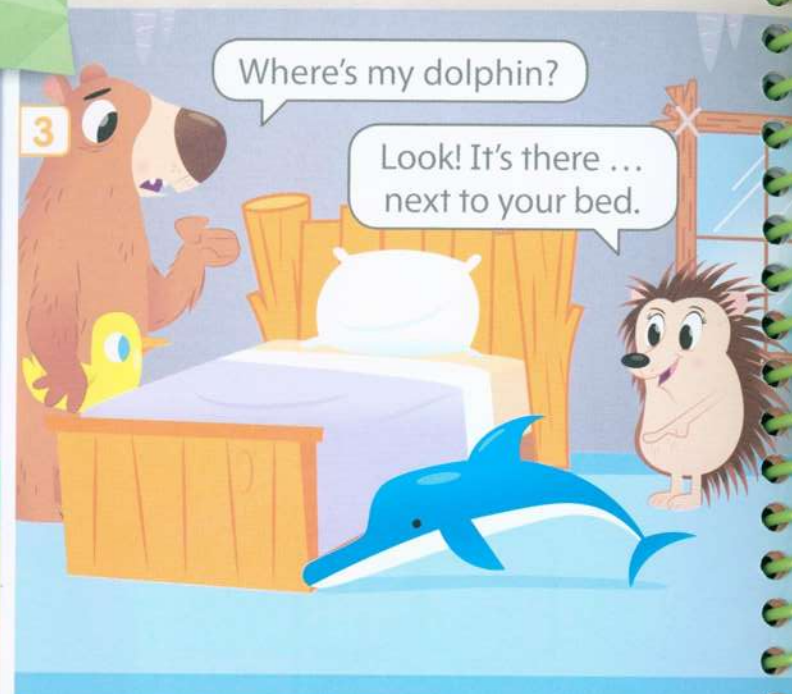
balcony





# Read with me

# Bath Time







# Sing with me



## Unit 5 Lesson 4

1 [2.06] Sing and do. Sing and play. 2 Color and say.

Vocabulary:

dolphin, penguin, duck, bear, big

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Say it with me

The ship is on the shelf.  
The shell is on the shelf.  
The fish is on the shelf  
In the bathroom.



# Follow me

Let's put the toys in the drawers.

And put the litter in the garbage can.

Now it's clean and neat.

Good job!



# Explore with me

1

11

Number eleven is above the door.

2

12

Number twelve is above the door.

3

13

Number thirteen is on the door.

4

14

Number fourteen is above the door.

5

15

Number fifteen is next to the door.





# Think with me



10 12



13 15



11 14



14 15







Show me



?



Who's in the living room?

Tom's in the living room.





★ Show

and

Tell ★



This is our living room.

The blue sofa is ...





# What happens in the garden ?





# Play with me



digging



planting



watering

What are you doing?

I'm ...

... digging a hole.



picking



washing



eating





# Read with me

## We're Growing Pumpkins







# Sing with me



## Unit 6 Lesson 4

1 [2.18] Sing and do. Sing and play. 2 Match.

Vocabulary:

apples, pumpkins, potatoes, honey, cake, soup, cook, chop, stir, make

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# Say it with me

Orange  in a bunch.  
Chop, chop, chop.  
It's soup for lunch!







## Follow me

I like apples, but I don't like carrots.

Try one!



It's okay.

Fruit and vegetables are good for you!



Page 55

### Unit 6 Lesson 6

Value:

Structure:

1 [2.20] Listen and follow. Listen and repeat.

2 Say and act out.

3 [2.21] Listen and chant.

Eating healthily

Fruit/vegetables are good for you.

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# Explore with me

1



Bees live in a  . They make honey.

2



There's 1 queen bee. She's big.  
There are lots of worker bees. They're small.

3

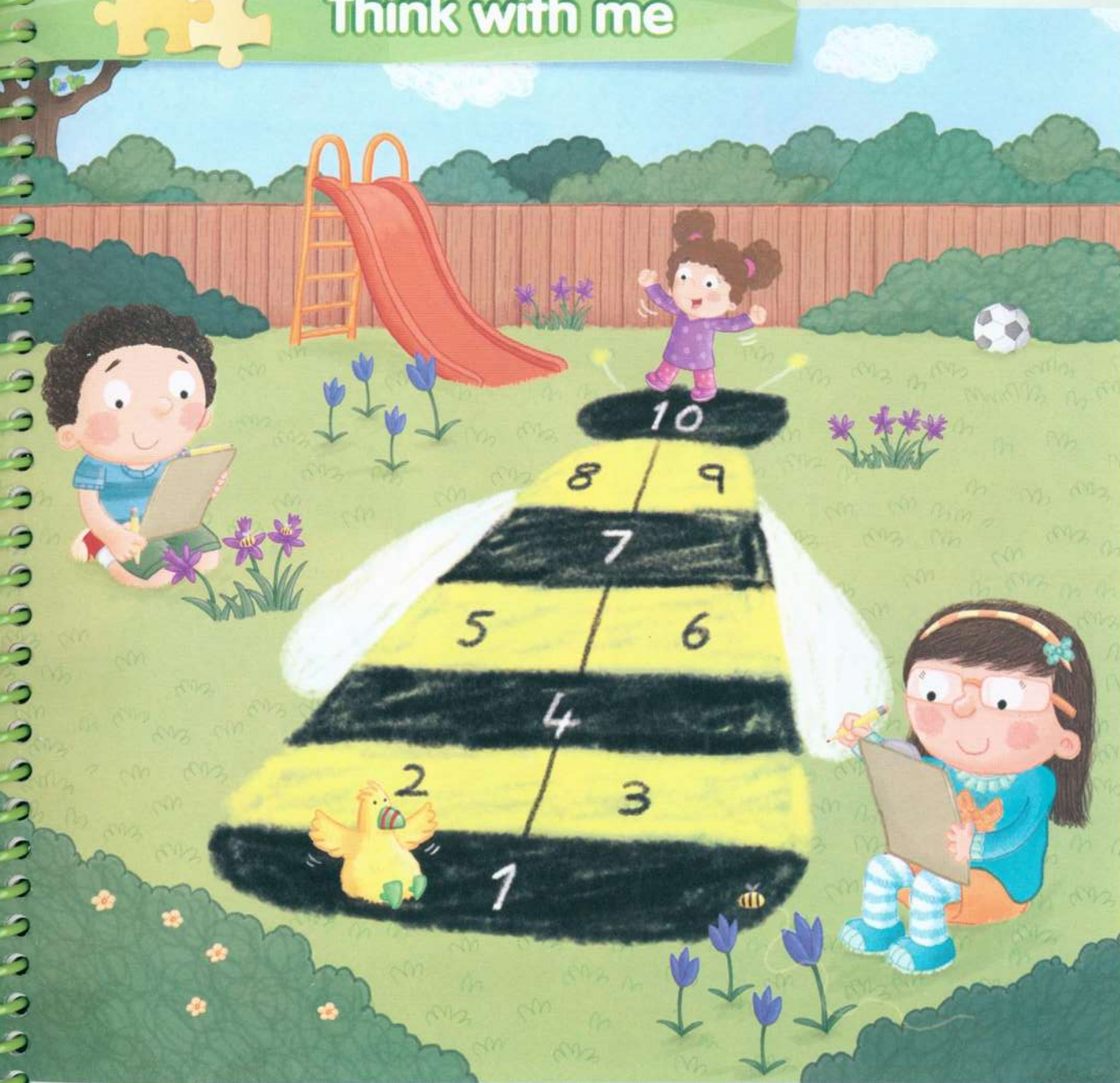


The worker bees get food from  .  
Bees like yellow, blue, and purple .





# Think with me



2 3 4 5



7 8 9 10



3 4 5 6



1 2 3 4



5 6 7 8



## Unit 6 Lesson 8

Vocabulary:  
Structure:

1 Talk about the picture.

2 Count and trace.

3 [2.23] Listen and sing.

4 Play hopscotch.

hopscotch, numbers 1-10, prepositions of place

There are (8) (blue) flowers.

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# Show me

1  
2  
3  
4  
5  
6



?

What are you doing? Planting?

No!

Digging?

Yes, we're digging!



Show

and

Tell



We're watering the beans.

Beans are good for you!



Unit 6 Lesson 10 - Project

1 Plant seeds and water them. 2 Watch the plants grow. 3 Show and tell.

Vocabulary:  
Structure:

vegetables, beans, pot, water  
We're (watering) the (beans).  
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# The Enormous Carrot

What are you doing, Tom?

I'm planting seeds.



1 It's a sunny day. Farmer Tom and his wife are in the garden.

Grow, little seeds. Grow, grow, grow!

Silly Tom!



2 Hot or cold, sunny or snowy ... every day Farmer Tom talks to his seeds.

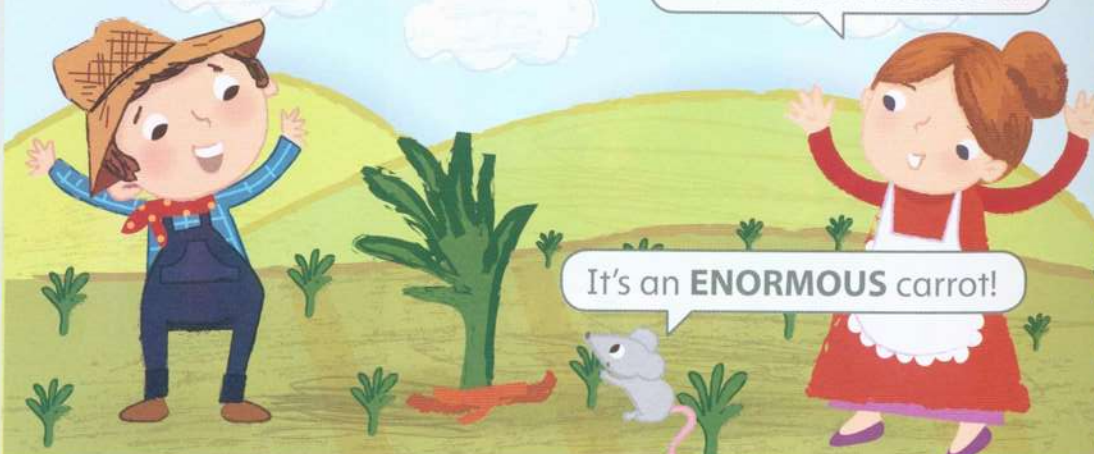
Grow, little plants. Grow! Grow! Grow!



3 Monday, Tuesday, Wednesday ... Farmer Tom talks to his plants.

Wife, look at my great big vegetable!

Wow! I don't believe it.



It's an **ENORMOUS** carrot!

4 One plant grows very big.





**5** It's Saturday. Farmer Tom pulls the carrot.

**6** Everyone helps pull the carrot.



**7** The carrot pops out.

**8** Now everyone eats soup.





# What do farm animals do ?







# Play with me



Cluck-cluck!

He has chickens.



cow



donkey



horse



goat



chicken



sheep





# Read with me

## What Does A Goat Do?



Look! He has goats.

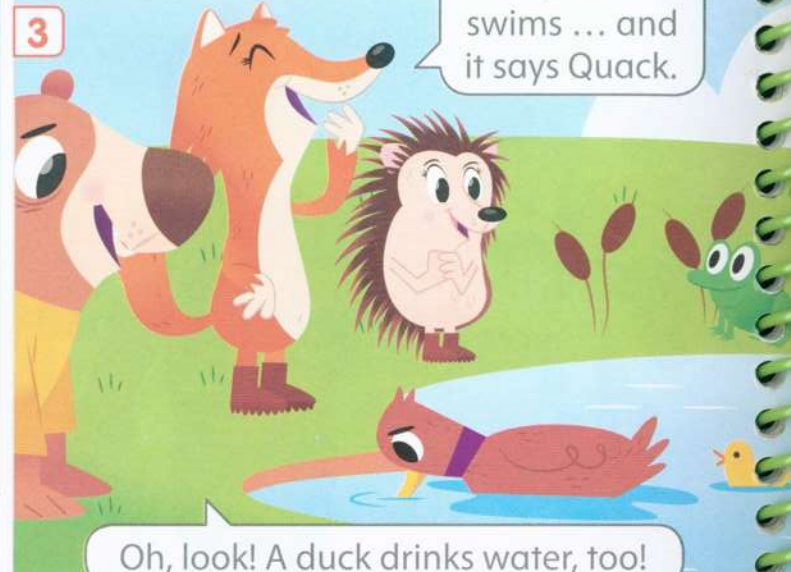
Look at the baby goat. It's funny!



What does a goat do?

It drinks water.

Ha ha! And it eats!



Yes, and it swims ... and it says Quack.

Oh, look! A duck drinks water, too!



Ahhh. Look at the baby duck. It's so cute!

Be careful, Prickly!



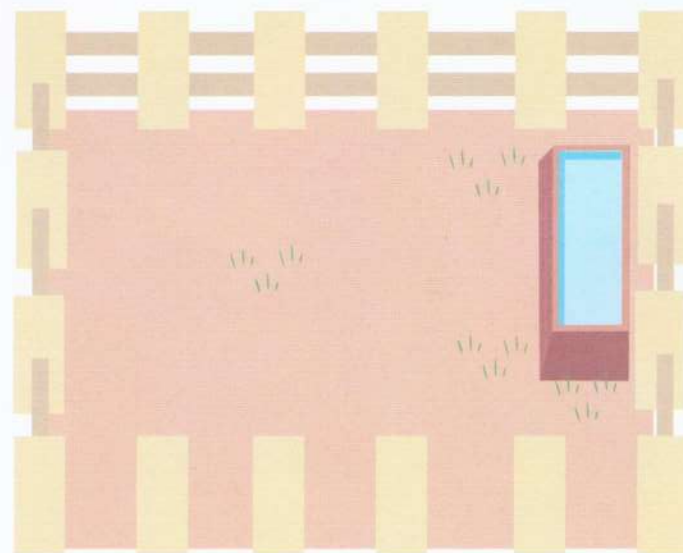
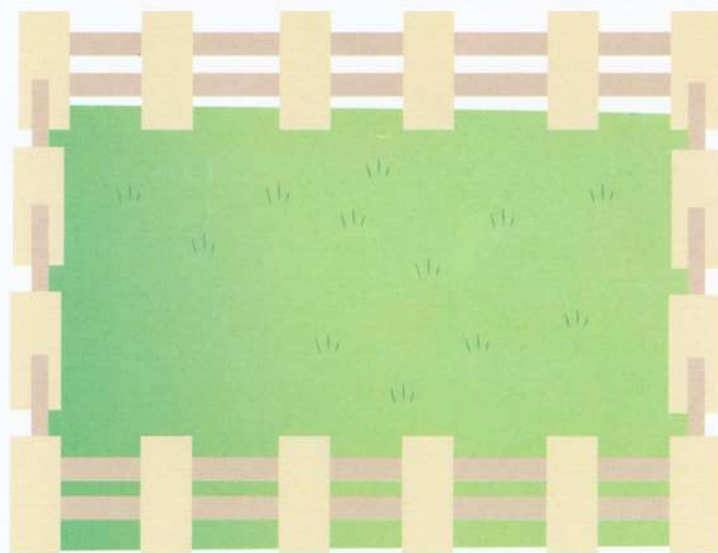
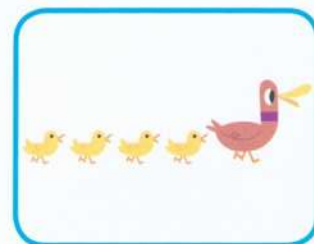
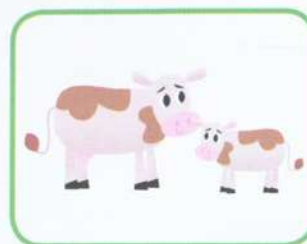
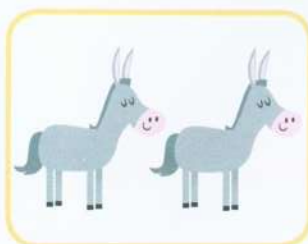
Ouch. My nose!

QUAAACK!





# Sing with me



## Unit 7 Lesson 4

1 [2.30] Sing and do. Sing and play. 2 Listen again and draw lines.

Vocabulary:  
Structure:

grass, farm

What do the animals do? The (h)orse (g)oes (t)o the (f)arm. (t)he (d)uck (l)ays (e)ggs. (t)he (c)ow (m)akes (m)ilk. (t)he (d)onkey (c)arries (b)ags. (t)he (h)edgehog (h)ides (i)n (h)is (h)ole.

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# Say it with me

I see 1 fat duck  
and 2 thin frogs.

I see thick, thick grass  
and 3 big dogs!

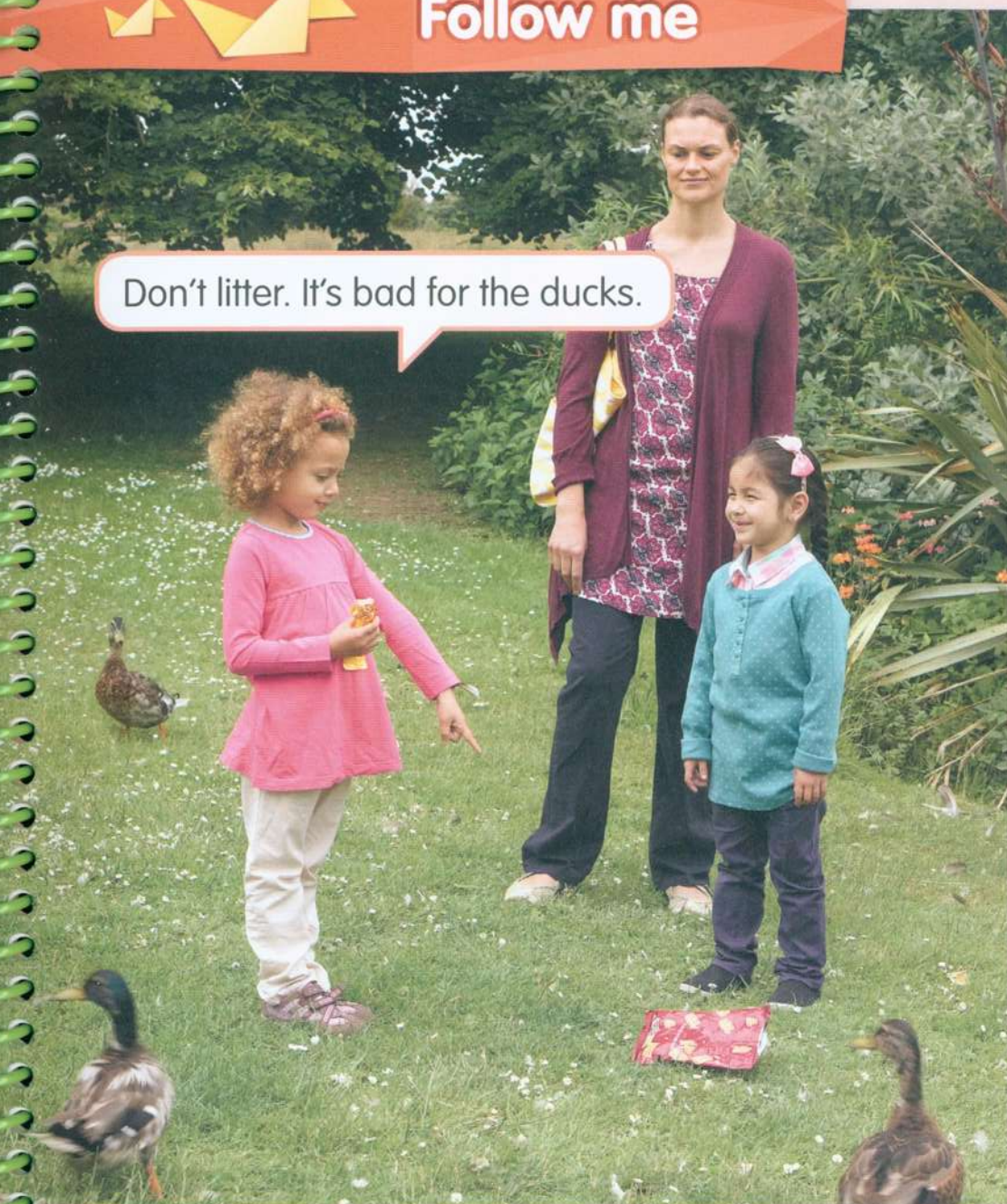






## Follow me

Don't litter. It's bad for the ducks.



Oh! I'm really sorry.



Page 65

### Unit 7 Lesson 6

Value:

Structure:

1 [2.33] Listen and follow. Listen and repeat.

Respecting nature

Don't litter. It's bad for (the ducks).

2 Say and act out.

3 [2.34] Listen and chant.

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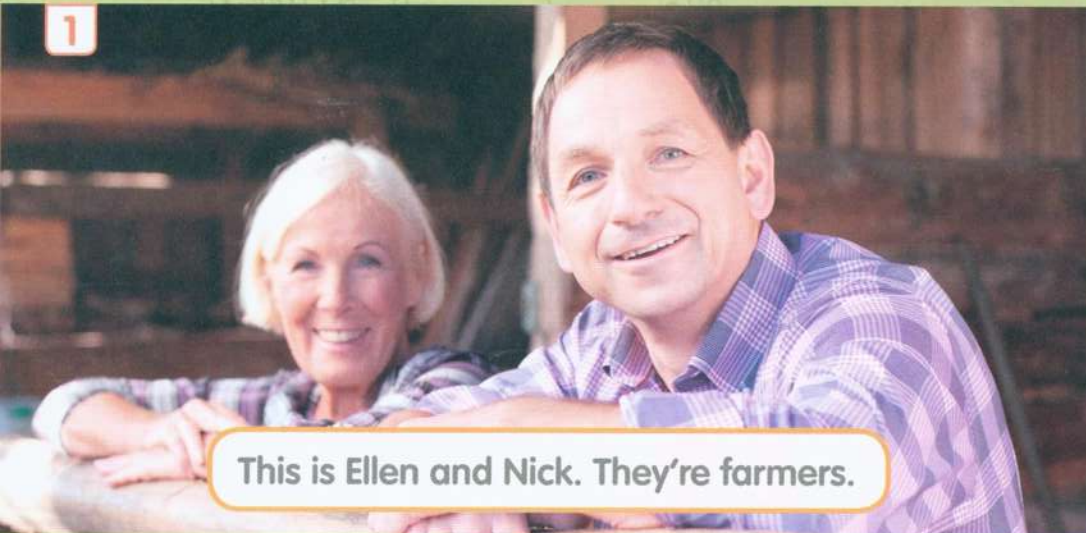




## Explore with me

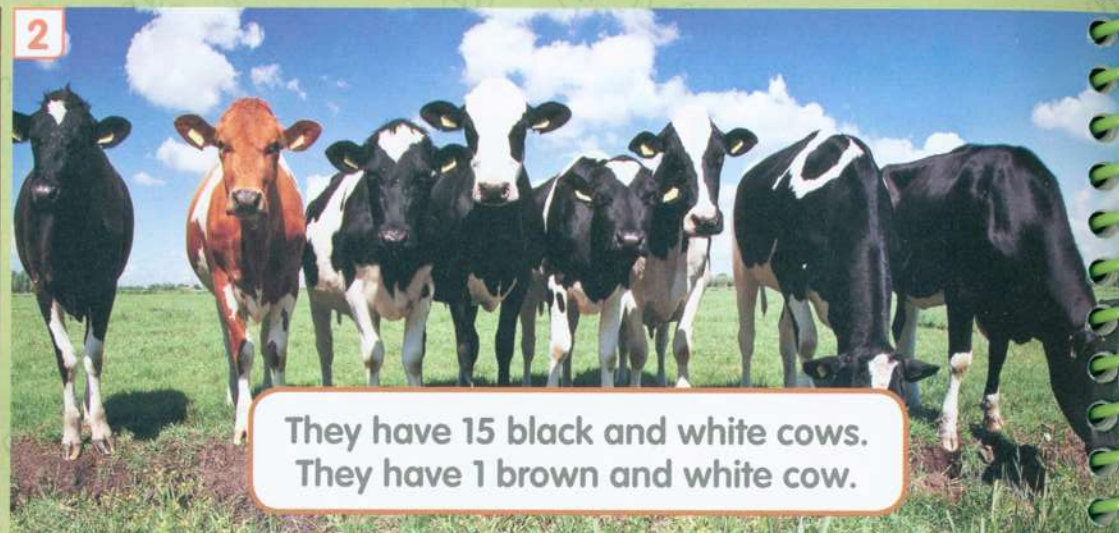


1



This is Ellen and Nick. They're farmers.

2



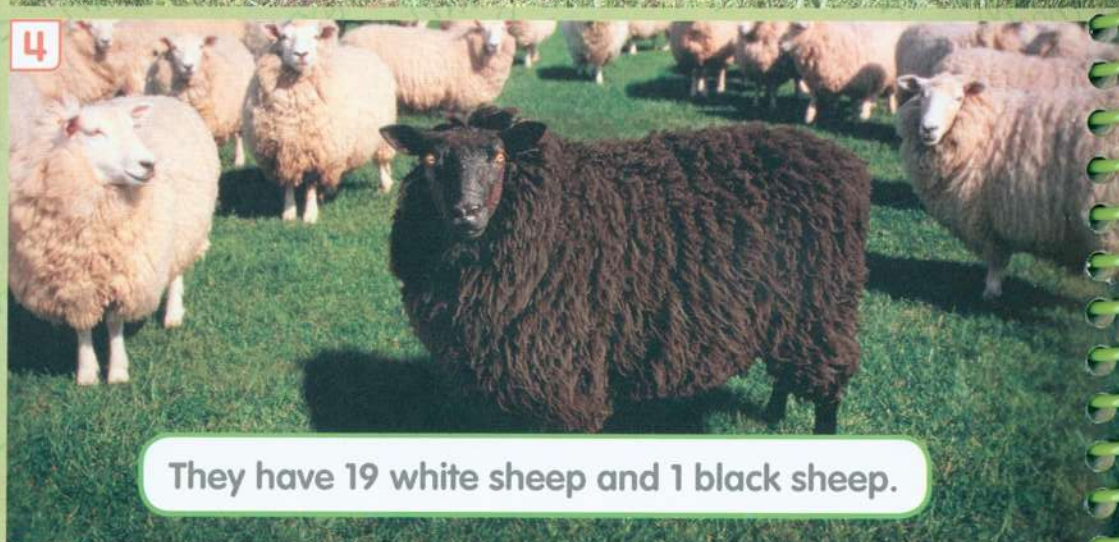
They have 15 black and white cows.  
They have 1 brown and white cow.

3



They have 17 brown chickens and 1 white chicken.

4

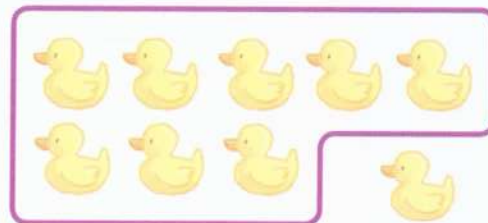
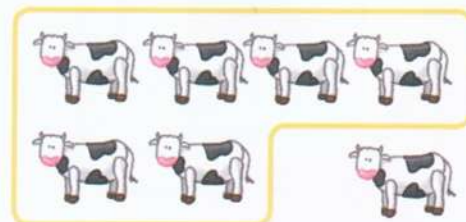
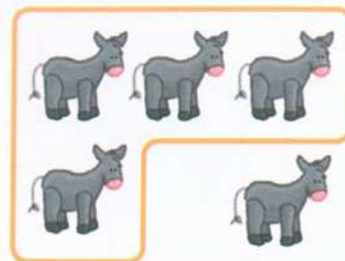


They have 19 white sheep and 1 black sheep.





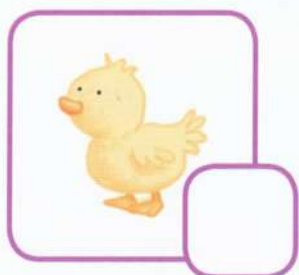
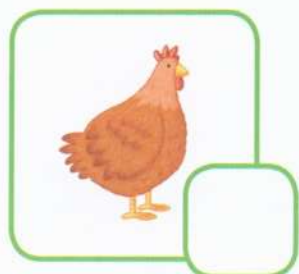
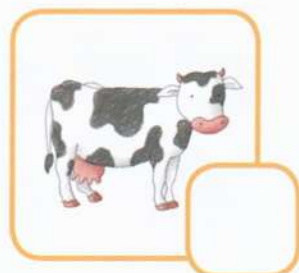
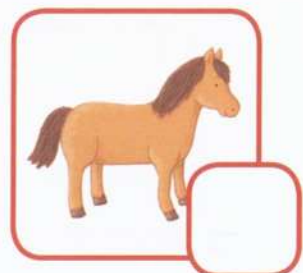
# Think with me







# Show me



?

What does a donkey do?

It runs.

It runs and eats carrots.

It runs and eats carrots and says HEE-HAW!





Show

and

Tell



We have horses, cows, and goats on our farm!

The cows and horses eat grass.





# What do you wear when it's hot ?







# Play with me



jacket

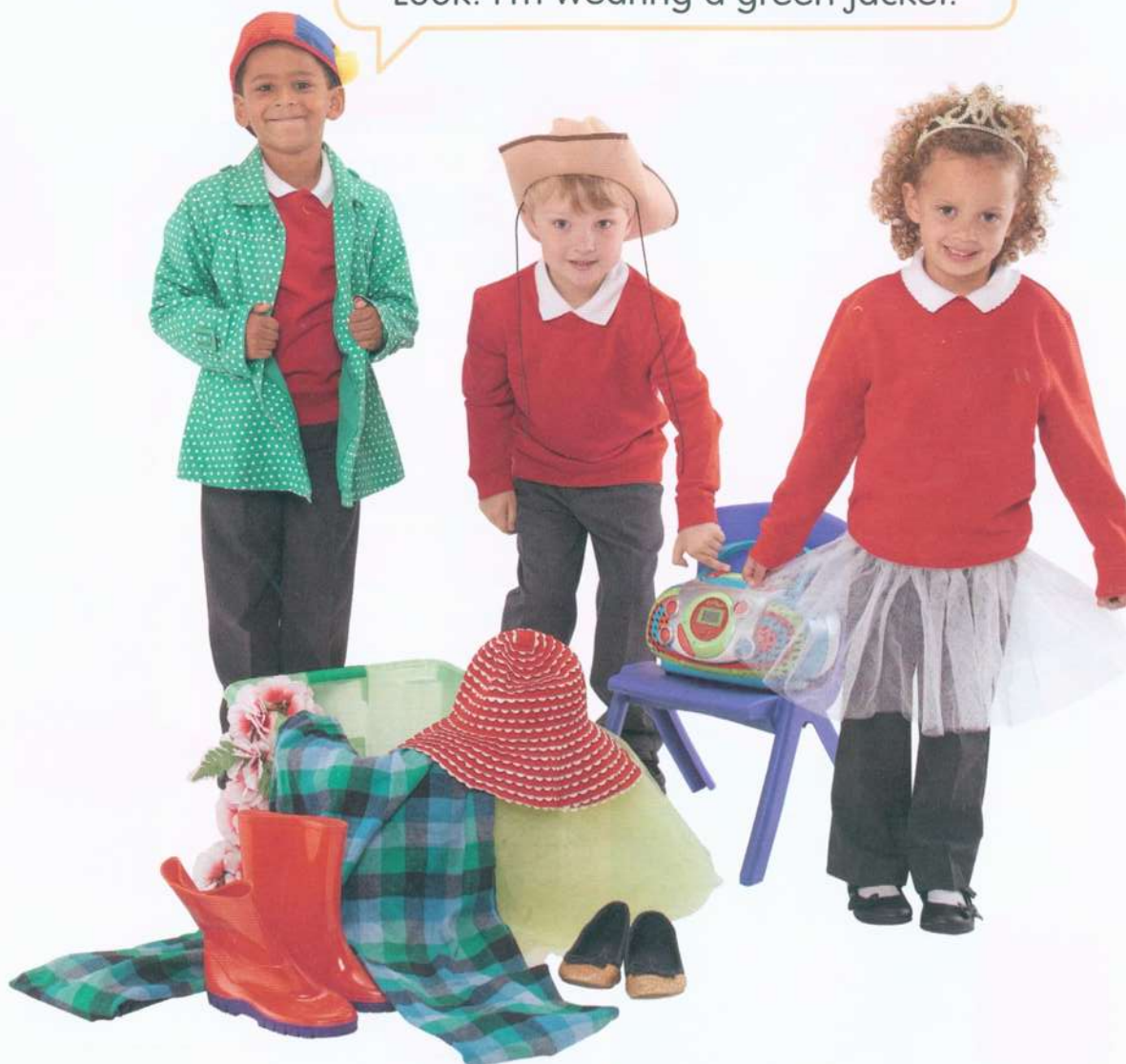


skirt



T-shirt

Look! I'm wearing a green jacket.



pants



shorts



sandals











# Sing with me



## Unit 8 Lesson 4

1 [2.43] Sing and do. Sing and play. 2 Look and draw lines.

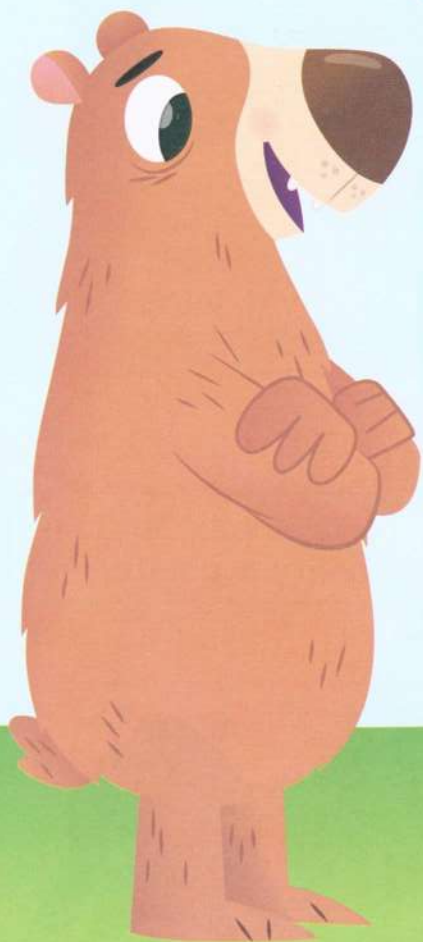
Vocabulary:

clean, dirty, washing machine, clothes

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# Say it with me



These are my clothes.  
This is my .  
These are my socks.  
But that's not my !





# Follow me

You need to keep clean!  
You need to wear an apron.

Thank you!

## Unit 8 Lesson 6

1 [2.45] Listen and follow. Listen and repeat.

2 Say and act out.

3 [2.46] Listen and chant.

Value:  
Structure:

Keeping clean

You need to keep clean.

You need to wear an apron.

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# Explore with me

1



It's **spring**. He's wearing a  and .

2



It's **summer**. He's wearing a  and .

3



It's **fall**. She's wearing a  and a .

4



It's **winter**. She's wearing a  and a .





# Think with me



Page 74

## Unit 8 Lesson 8

Vocabulary:  
Structure:

1 Talk about the picture. 2 Color and draw lines. 3 [2.48] Listen and sing. 4 Make a clothes basket.

clothes, seasons

What do you wear in the spring/summer/fall/winter?

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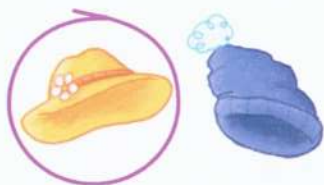




# Show me



?



I'm wearing shorts ...







It's fall. She's wearing a red sweater, purple pants, and shoes.



It's winter. It's cold. He's wearing a blue hat, blue mittens, and a jacket.



# What do our senses tell us ?







# Play with me

How does it taste?

It tastes good!



smell



sound



taste



feel



look





# Read with me

# How Does It Taste?







## Sing with me



How does a  feel?



soft



hard



How does  smell?



good



bad



How does a  sound?



loud



quiet



Say it with me

Fifi bangs a gong.  
Benny sings a song.  
Can you sing along?  
Sing it 🎁 and strong!



bang



sing



song





## Follow me

I can't hear you.

Be quiet, please!

We need to listen to others.

Yes, we do.  
Sorry.



Page 81

### Unit 9 Lesson 6

Value:  
Structure:

1 [2.56] Listen and follow. Listen and repeat. 2 Say and act out. 3 [2.57] Listen and chant.

Listening to others

I can't hear you. We need to listen to others.

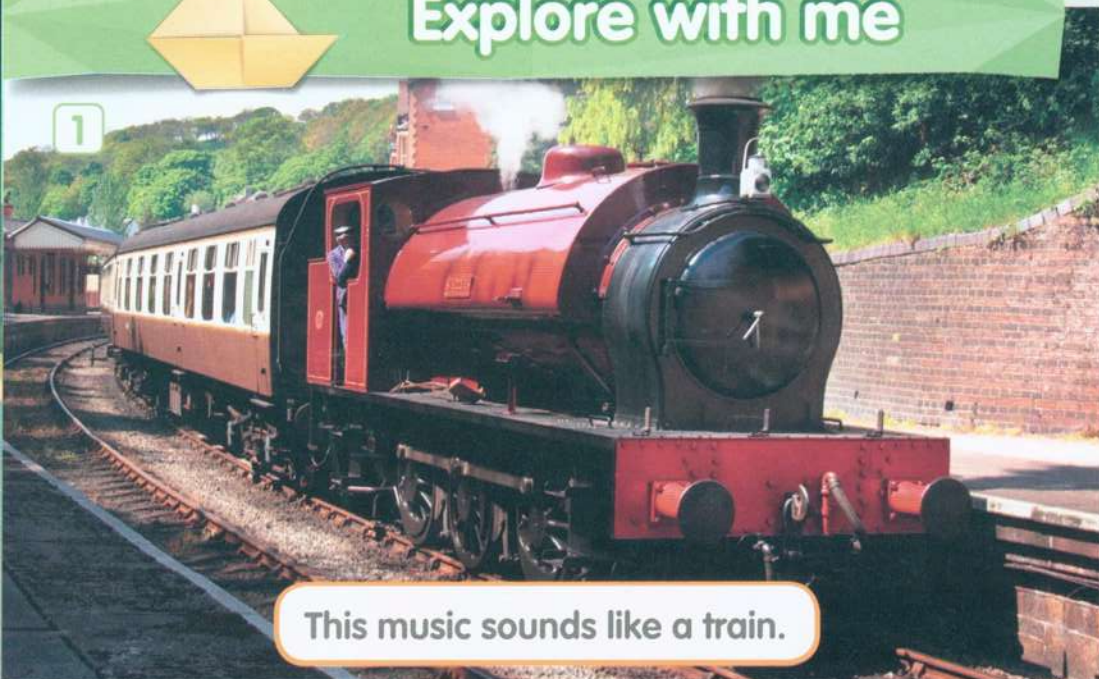
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# Explore with me

1



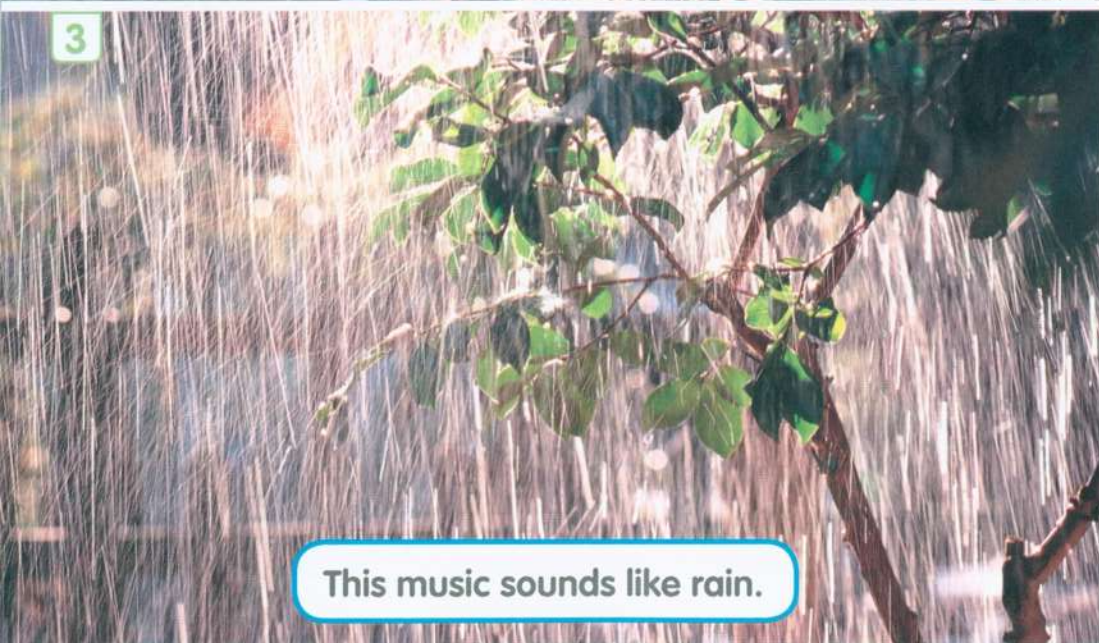
This music sounds like a train.

2



This music sounds like a bird.

3



This music sounds like rain.

4



This music sounds like a bee.





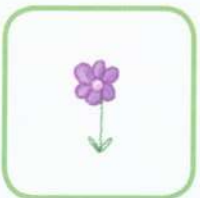
# Think with me







Show me

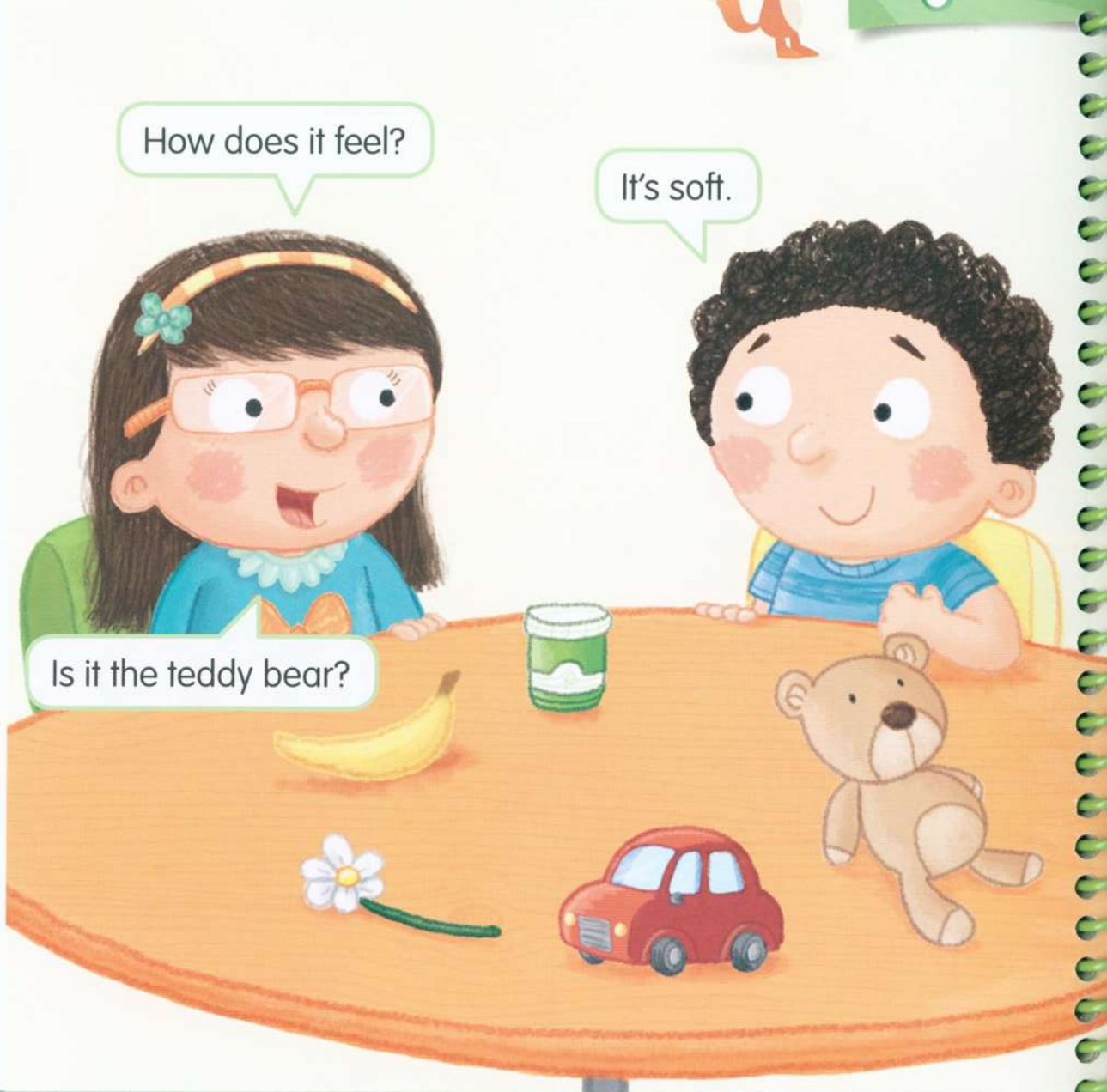


?

How does it feel?

It's soft.

Is it the teddy bear?







Show

and

Tell



How does it taste?

It's delicious!

How does it feel?

It's soft!

taste

smell

feel

sound

look

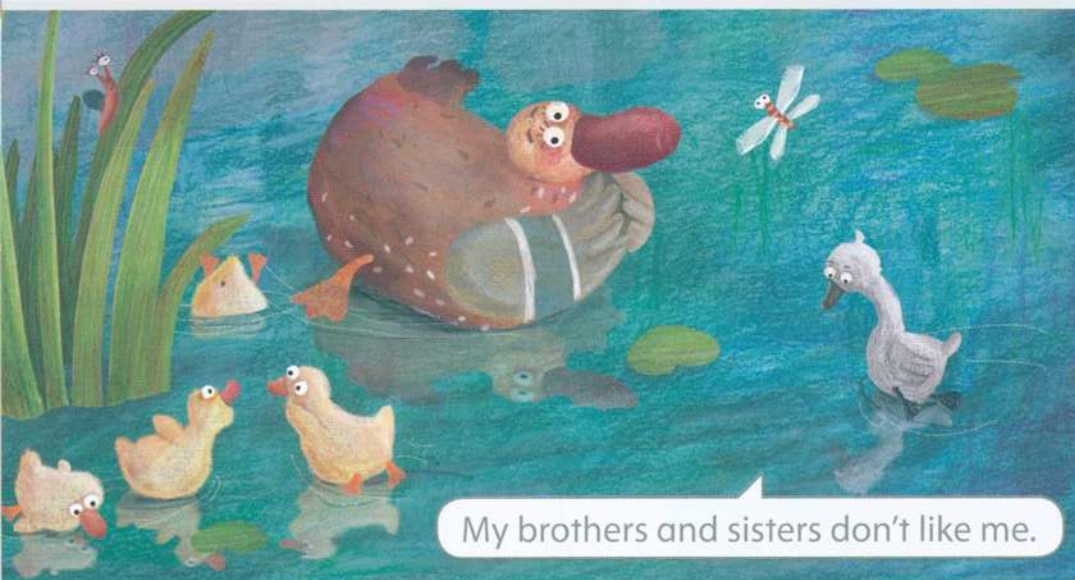




# The Gray Baby Duck



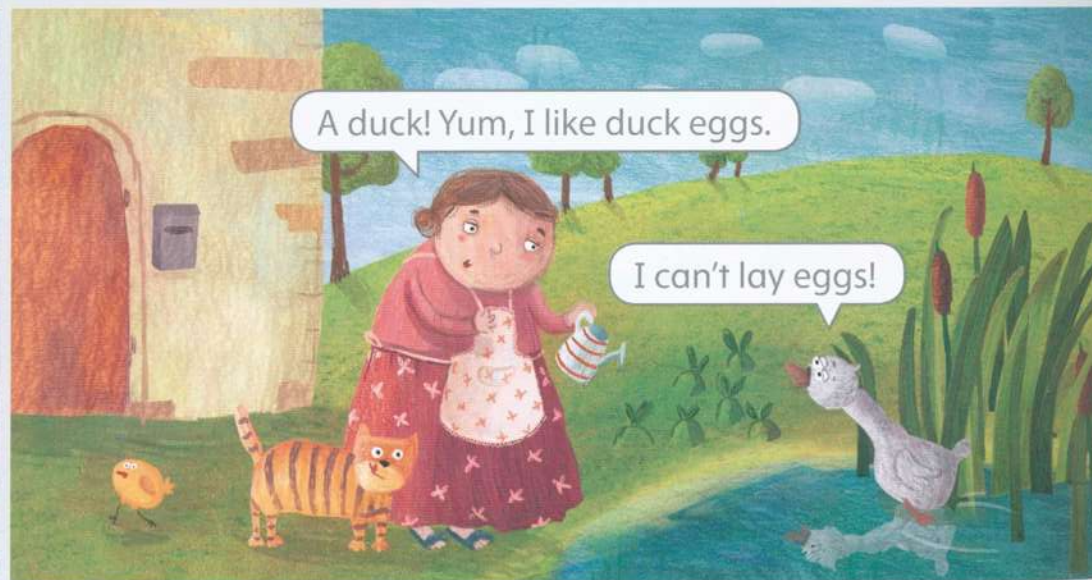
1 It's summer. Mommy Duck sits on her nest.



3 The gray baby duck is big and ugly. He's very sad.



2 Now she has five babies. Four are yellow, but one is gray.



4 He swims to a house. There's a woman, a cat, and a chicken.

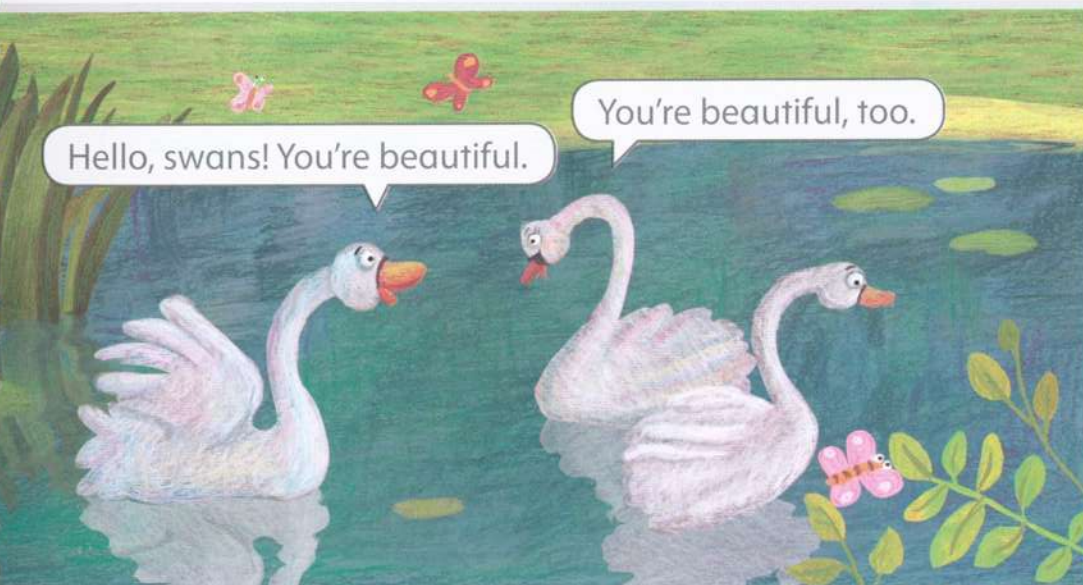




5 It's fall. He swims to a pond. He sees some swans.



6 Now it's winter. It's snowy. He's cold and sad.



7 In the spring, the swans come back.



8 He looks in the water. He's a swan! He's very happy.





# Picture Cards

## Unit 1 How do we make pictures?

(page 107)

brush	pen	eraser
paper	glitter	paint

## Unit 2 What can you do in the park?

(page 109)

catch	build	climb
kick	run	walk

## Unit 3 Who makes you happy?

(page 111)

happy	sad	tired
lively	hungry	thirsty

## Unit 4 What happens when it's windy?

(page 113)

sunny	rainy	windy
snowy	hot	cold

## Unit 5 What's in your house?

(page 115)

bedroom	kitchen	living room
bathroom	yard	balcony

## Unit 6 What happens in the garden?

(page 117)

dig	plant	water
pick	wash	eat

## Unit 7 What do farm animals do?

(page 119)

cow	donkey	horse
chicken	goat	sheep

## Unit 8 What do you wear when it's hot?

(page 121)

jacket	skirt	T-shirt
pants	shorts	sandals

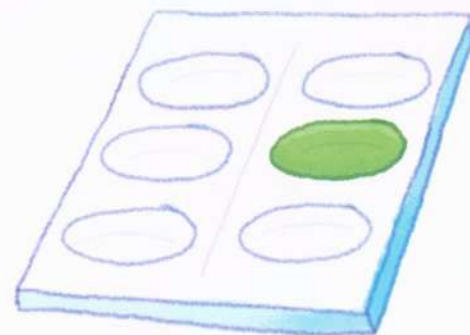
## Unit 9 What do our senses tell us?

(page 123)

smell	sound	taste
feel	look	



# How do we make pictures ?









# What can you do in the park ?

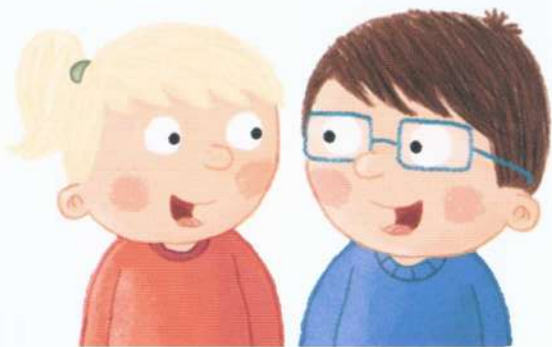








# Who makes you happy ?

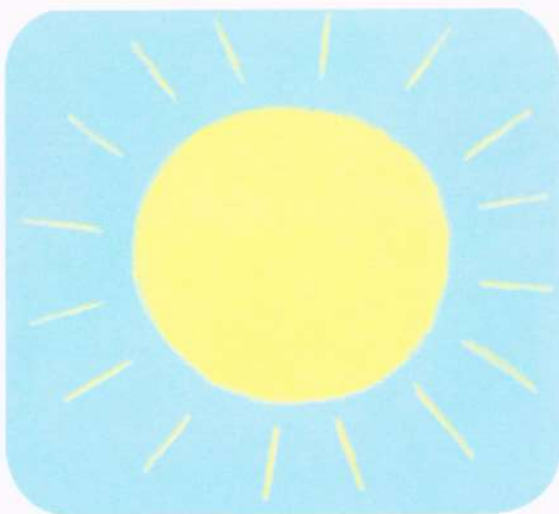








## What happens when it's windy ?









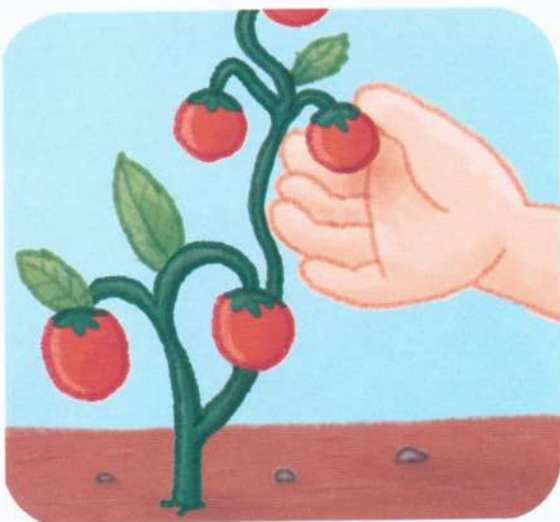
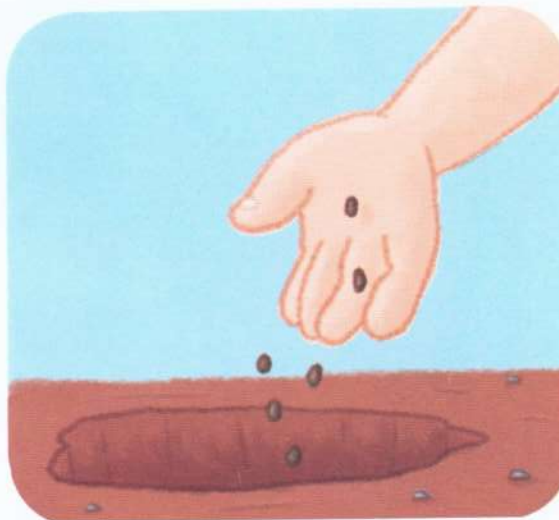
# What's in your house ?







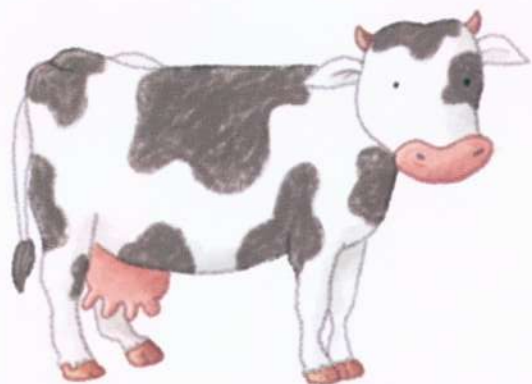










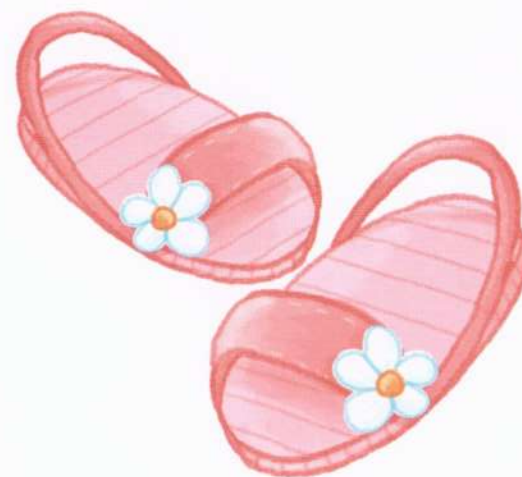








# What do you wear when it's hot ?















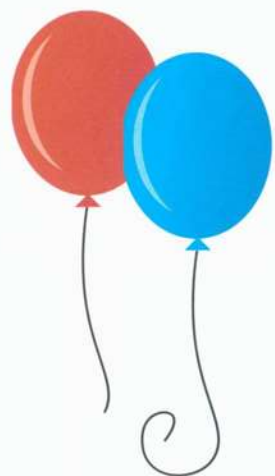




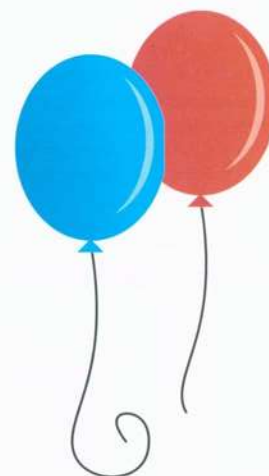








# Show and Tell



## Excellent!



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## 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.

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