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# Show and Tell

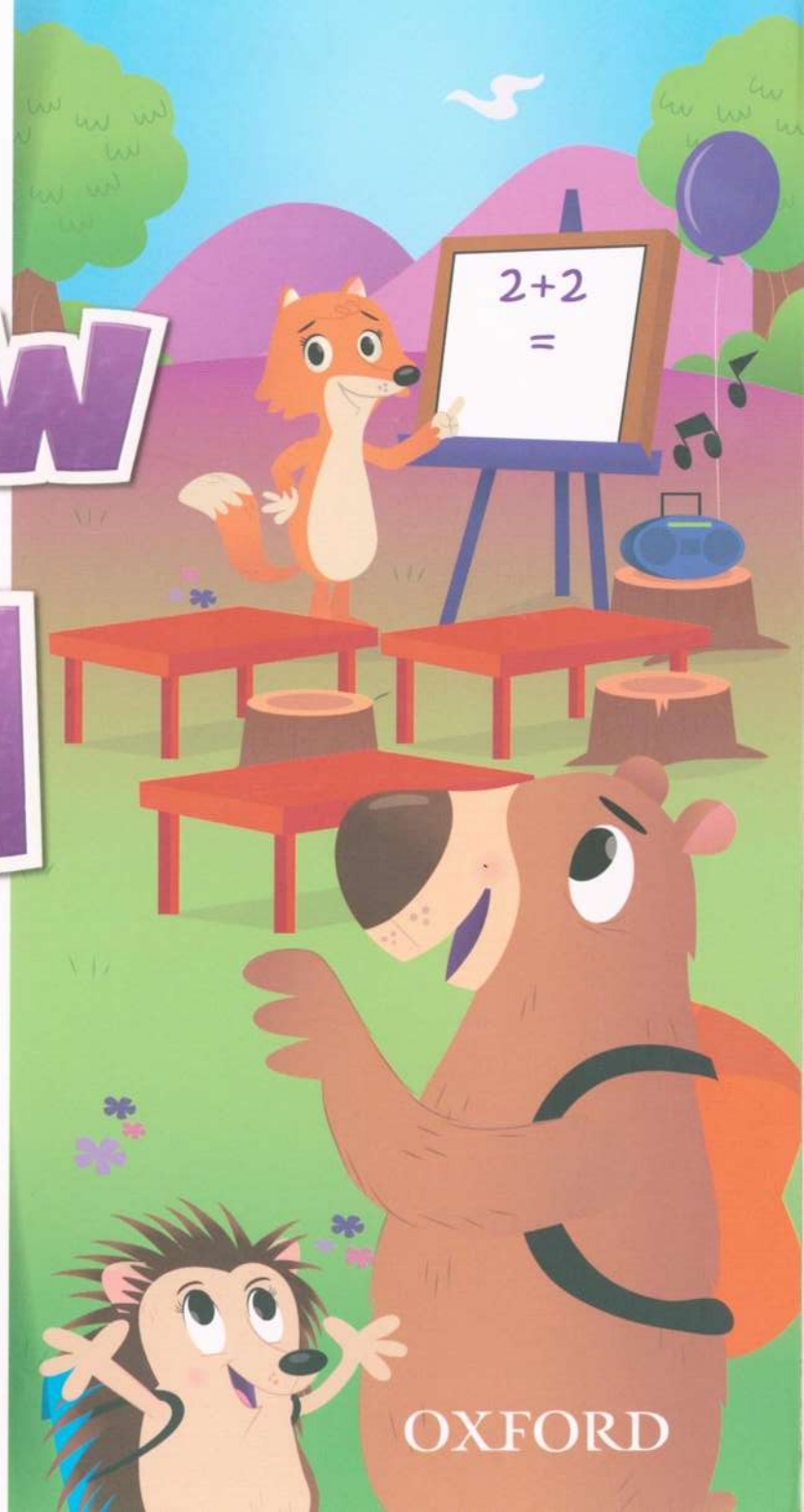
Student Book

3

Multimedia with fully animated stories

Gabby Pritchard  
Margaret Whitfield

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# Show and Tell



## Student Book 3

with MultiROM



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## Scope and Sequence

| UNIT & BIG QUESTION                             | VOCABULARY                                                                                                                                                                                                                                                              | STRUCTURES                                                                                                                                                                                                                                                                     | VALUE AND FUNCTIONAL LANGUAGE                                                                                                             | PHONICS                                                                                                                                                                                             | CLIL                                                                   | PROJECT                                 |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------|
| <b>Hello</b><br>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).<br>On (Monday) we (go on the swing).<br>Can you see (a bath)?<br>Yes, I can./No, I can't.<br>My butterfly has a (blue body).                                                                                                                             |                                                                                                                                           | <b>The alphabet, digraphs and blends review:</b> bl, ch, ck, dr, fl, fr, ng, sk, sh, sl, sp, st, sw, th, tr<br>black, chop, rock, drum, flip, frog, ship, skip, sled, spin, stop, swim, thin, truck |                                                                        | <b>Making a butterfly display</b>       |
| <b>Unit 1</b><br>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).<br>Are you pointing to the (floor)? Yes I am./No, I'm not.<br>don't stand, come in, turn on, close/open the door, open/close your books<br>These children (read stories) in their (classroom).                              | <b>Being kind and welcoming to newcomers:</b><br>Welcome to our school.<br>Come on. Let's play.                                           | <b>tch</b><br>stretch, catch<br><b>consonant blends review</b><br>stand up, stamp your feet, cross your legs                                                                                        | <b>Social Science:</b><br>Places and activities in school              | <b>Making a poster about your class</b> |
| <b>Unit 2</b><br>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.<br>Do you like (fruit)? I like/love/don't like (fruit).<br>Do you want some (fruit)? Yes, please./No, thank you.<br>I want some (cake). I don't know. It's good for you.<br>I/We have (cereal) for (breakfast).<br>What's for (dinner)? | <b>Offering and accepting food politely:</b><br>Would you like some (cheese)?<br>Would you like a (drink)?<br>Yes, please./No, thank you. | <b>long e: spelling ea</b><br>peaches, meat, peas, beans, eat                                                                                                                                       | <b>Social Science, Science:</b><br>Meal times, Healthy eating          | <b>Making a class picnic</b>            |
| <b>Unit 3</b><br>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).<br>I have (1 mask). How many (presents) are there?<br>How many (presents) altogether?<br>There are (5) in my box. There's something (shiny) here/there.<br>My birthday is in (June). When's your birthday?                   | <b>Showing you care about your family:</b><br>Happy birthday.<br>This is for you.<br>Thank you. It's lovely.                              | <b>long a: spelling ay</b><br>way, today, play, gray                                                                                                                                                | <b>Social Science:</b><br>Different ways of celebrating birthdays      | <b>Making a class birthday poster</b>   |
| <b>Revision story 1: Cinderella</b>             | cry, o'clock, try on, fit, get married                                                                                                                                                                                                                                  | (The shoe) is too small.<br>(The shoe) fits Cinderella.                                                                                                                                                                                                                        | <b>Respecting others:</b><br>I'm sorry. May I come?                                                                                       |                                                                                                                                                                                                     |                                                                        |                                         |
| <b>Unit 4</b><br>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).<br>Do you want to go to the (zoo)? Yes, I do./No, I don't.<br>I want to go to (the doctor).<br>Which number is on a (bus)?<br>I think number (21) is on a (bus).                                                               | <b>Being safe on the street:</b><br>Look, it's green/red.<br>Stop and wait.<br>It's safe to cross now.                                    | <b>long o: spelling oo</b><br>school, pool, cool,                                                                                                                                                   | <b>Math, Social Studies:</b><br>Exploring numbers in your neighborhood | <b>Making neighborhood</b>              |



| UNIT & BIG QUESTION                                  | VOCABULARY                                                                                                                                                                                                | STRUCTURES                                                                                                                                                                                                                                                                                                    | VALUE AND FUNCTIONAL LANGUAGE                                                                                           | PHONICS                                                    | CLIL                                                                                   | PROJECT                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>Unit 5</b><br>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                                              | Can he/she (roller skate)? Who's (running)? Dad.<br>Are you (riding) scooters? Yes, we are./No, we aren't.<br>We're (riding bikes). I love (flying my kite).<br>I don't like (flying). He's/She's playing (catch).<br>He's/She's good at (catching). I'm good at (catching).<br>(It's) my favorite sport.     | <b>Taking turns:</b><br>Can I have a turn, please?<br>Just a minute, I want to finish this.<br>It's your turn now.      | <b>Long i: spelling y</b><br>by, sky, dry                  | <b>Physical Education:</b><br>Ball games                                               | <b>Making a Favorite Sports graph</b>               |
| <b>Unit 6</b><br>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                                | What are they? They're (lions). There are (4) lions.<br>The (monkeys) are jumping.<br>Do they have (big) teeth? Yes, they do./No, they don't.<br>We (don't) have (scary) (eyes).<br>They're (taller) than me. They have (long) (legs).<br>This monkey is (50)cm tall.<br>It's taller/shorter than the (deer). | <b>Respecting nature:</b><br>You can look, but don't touch.                                                             | <b>Long o: spelling oa</b><br>foal, toad, goat             | <b>Math, Science:</b><br>Using numbers 30-100 to talk about the height of wild animals | <b>Making animal masks</b>                          |
| <b>Revision story 2:</b><br>Mouse Deer and Crocodile | river, race, win, king, know, trick, line up                                                                                                                                                              | I'm too small (for lunch).                                                                                                                                                                                                                                                                                    | <b>Being smart:</b><br>Thank you for helping me.                                                                        |                                                            |                                                                                        |                                                     |
| <b>Unit 7</b><br>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                              | He's/She's in the (coffee shop).<br>Is he/she a (police officer)? Yes, he is./No, he isn't.<br>He's/She's a (firefighter). Are they (doctors)?<br>Yes, they are./No, they aren't.<br>He/She (works) in a (hospital).<br>Does he/she (work) in a (hospital)?<br>Yes, he/she does./No, he/she doesn't.          | <b>Helping other people:</b><br>What's wrong?<br>I'm sick.<br>How do you feel now?<br>Much better, thanks.              | <b>-er, -or endings</b><br>singer, actor, doctor, teacher  | <b>Social Science:</b><br>Jobs, uniforms, and places of work                           | <b>Making a jobs picture display</b>                |
| <b>Unit 8</b><br>How do we make music?               | flute, piano, drums, tambourine, shaker, guitar, fast, quietly, shout, louder, quieter, slower, faster, trumpet, violin                                                                                   | He's/She's/I'm playing the (flute).<br>He/She likes to play the (piano).<br>I like to play (fast) (music). Listen to the (trumpet).<br>The music gets (louder).                                                                                                                                               | <b>Including others:</b><br>What's wrong with (James)?<br>Maybe he's lonely.<br>Come and play with us.<br>Okay. Thanks. | <b>ou as in mouth</b><br>count, mouth, loud, shout, sounds | <b>Music:</b><br>Playing musical instruments                                           | <b>Making shakers</b>                               |
| <b>Unit 9</b><br>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 | He's/She's wearing (a shirt).<br>Is he wearing (blue jeans)? Yes, he is./No, he isn't.<br>Is he putting on his (pajamas)?<br>My pajamas are too big/small<br>He's/She's (putting on) his/her (jeans).<br>This is (Max's) favorite costume. Whose (hat) is this?<br>It's (Elliot's).                           | <b>Helping at home:</b><br>Put your (clothes) away.<br>Then you can find (them).                                        | <b>Short u: spelling oo</b><br>look, wool, hook            | <b>Language Arts:</b><br>Costumes from books                                           | <b>Dressing up as your favorite story character</b> |
| <b>Revision Story 3:</b><br>Little Lukie             | noise, gorgeous, another, butter, sweet, perfect, bite                                                                                                                                                    | I'm the coolest cat!                                                                                                                                                                                                                                                                                          | <b>Being brave:</b><br>Don't eat me (for lunch).                                                                        |                                                            |                                                                                        |                                                     |



## Can you remember ?



Vocabulary:

Page 1





# Play with me



## Hello Lesson 2

Vocabulary:  
Structure:

1 Look and say. 2 Play the game. 3 Count and write the numbers. 4 [1.5] Listen and check.

boots, frogs, erasers, socks, beans, stars  
There are (11 boots).

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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



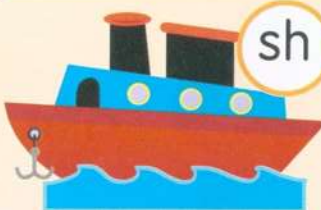
st



bl



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Miss a turn

START



ch



ck



dr



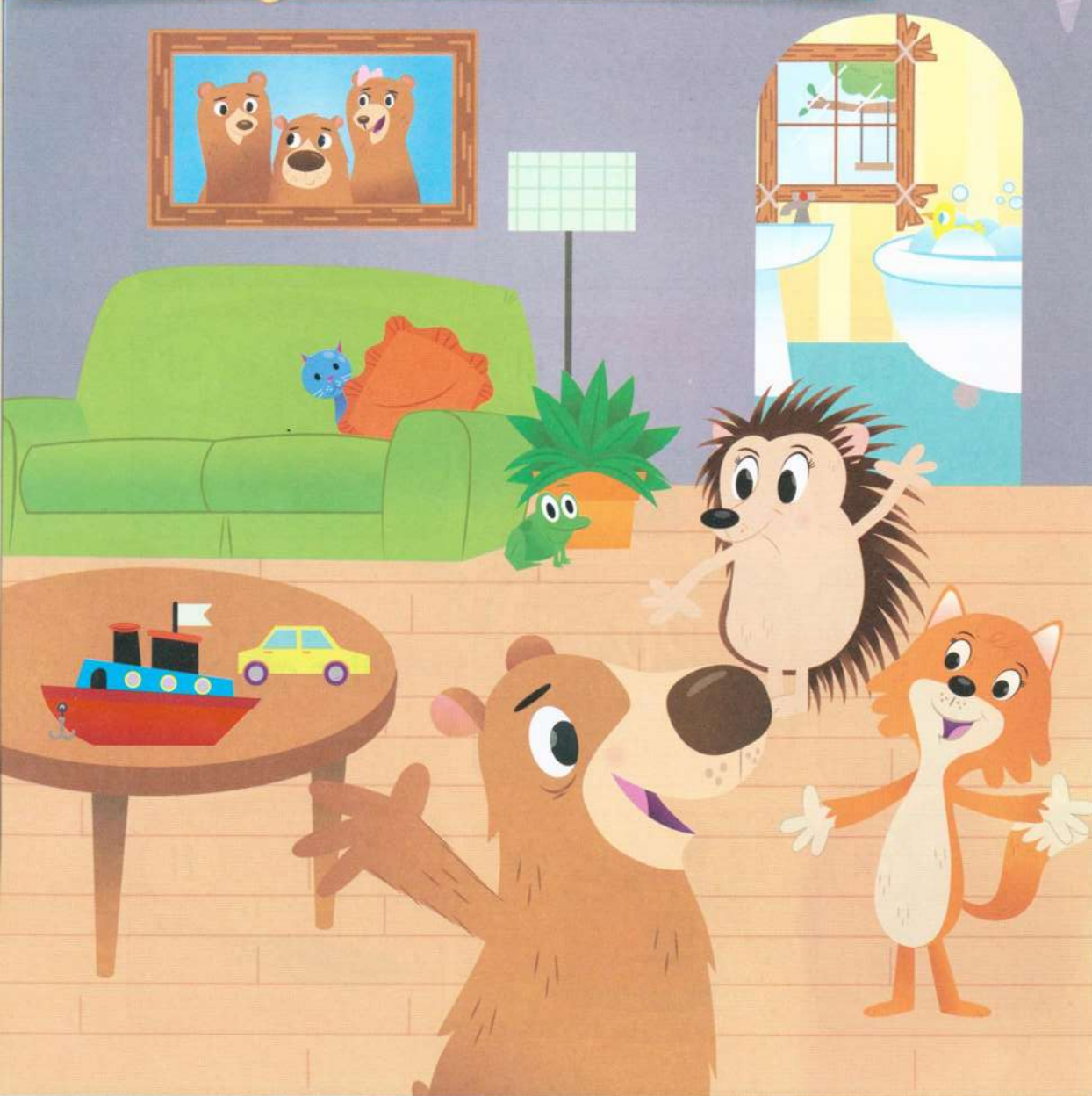
fl







# 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.





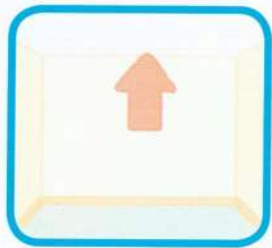
# What's your school like ?







# Play with me



ceiling



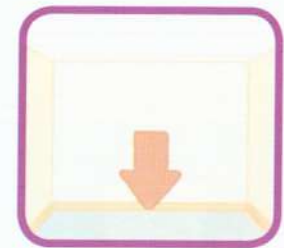
door



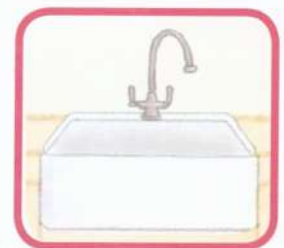
light

Are you pointing to the floor?

Yes, I am.



floor



sink



window





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



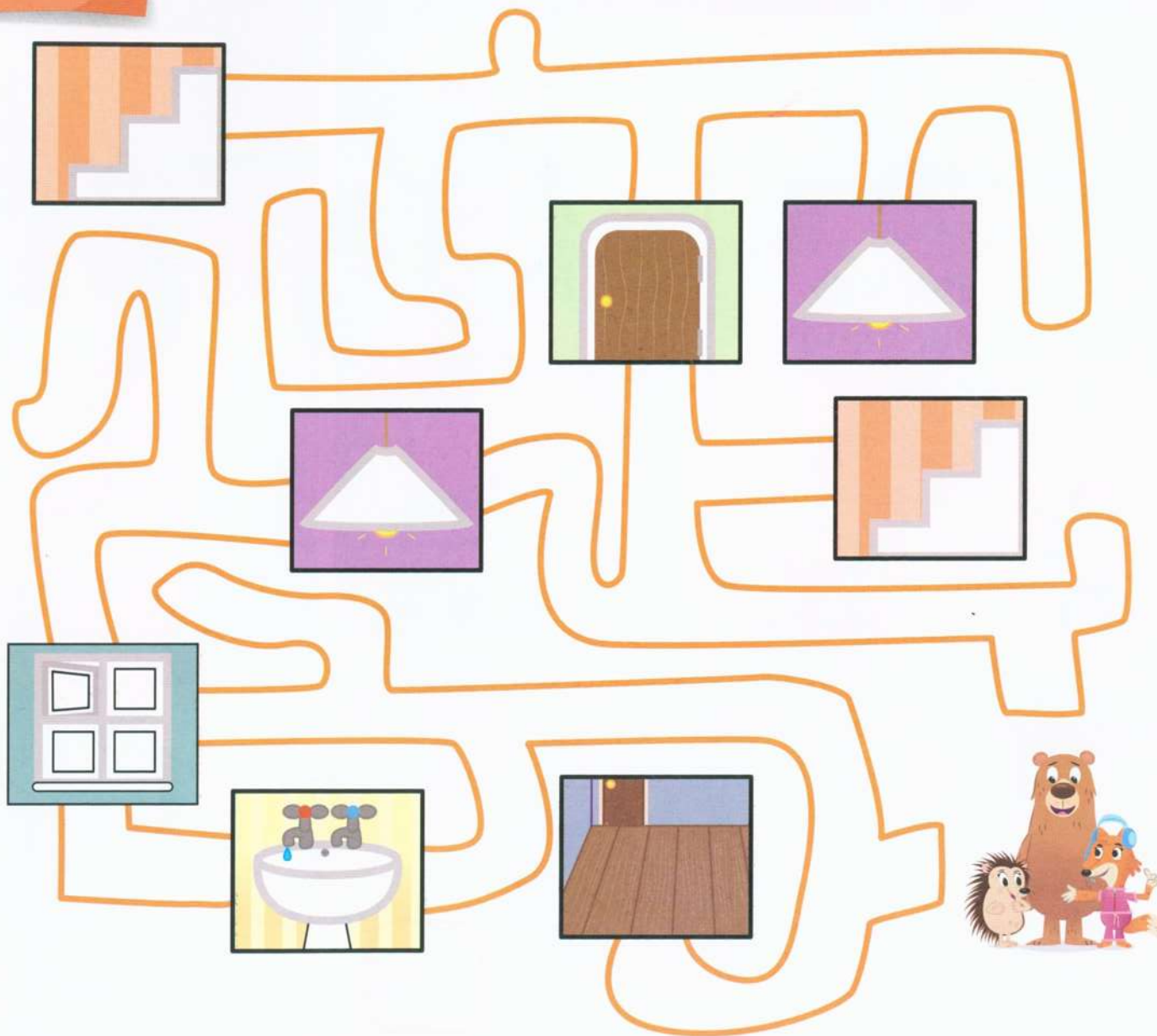
point to the ceiling



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!"





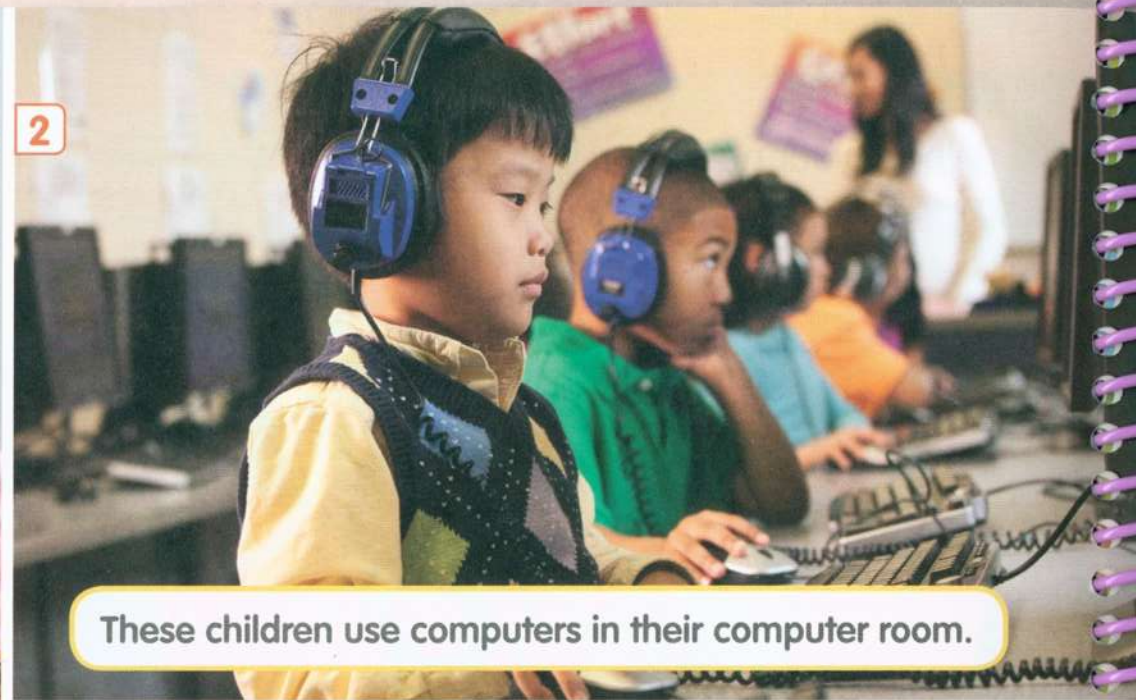
# Explore with me

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

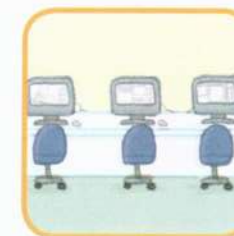


These children play in their schoolyard.





# Think with me



## Unit 1 Lesson 8

Vocabulary:  
Structure:

1 Talk about the picture.

2 Circle the places in May's school.

3 [1.21] Listen and sing.

4 Make an activity map of your school.

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

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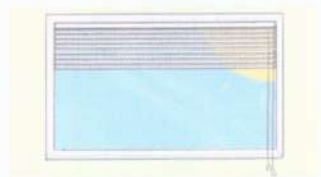
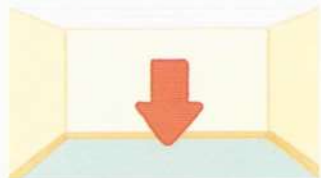
# Show me



?

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 ?





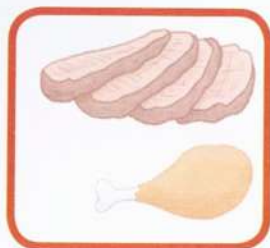
# Play with me



fruit



rice



meat

Do you want some fruit?

No, thank you.

Yes, please.



vegetables



pasta



milk





1

Look at my big tummy.

There's too much honey in your tummy!

2

Okay.

Let's get fit!

Oh, no!

3

Where's Prickly?

I don't know. Let's run.

4

Stop! I want some cake.

No! Let's climb the tree.

5

Stop! I want some juice.

No! Let's swim home.

6

Look, a picnic!  
Thank you, Prickly.

Yummy! I want  
some honey cake.

No. It's carrot cake!  
It's good for you.





# Sing with me



tummy



time to eat



yummy



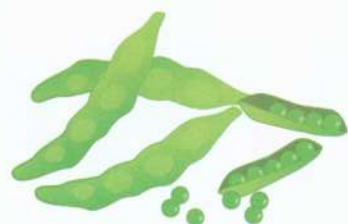


# Say it with me

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



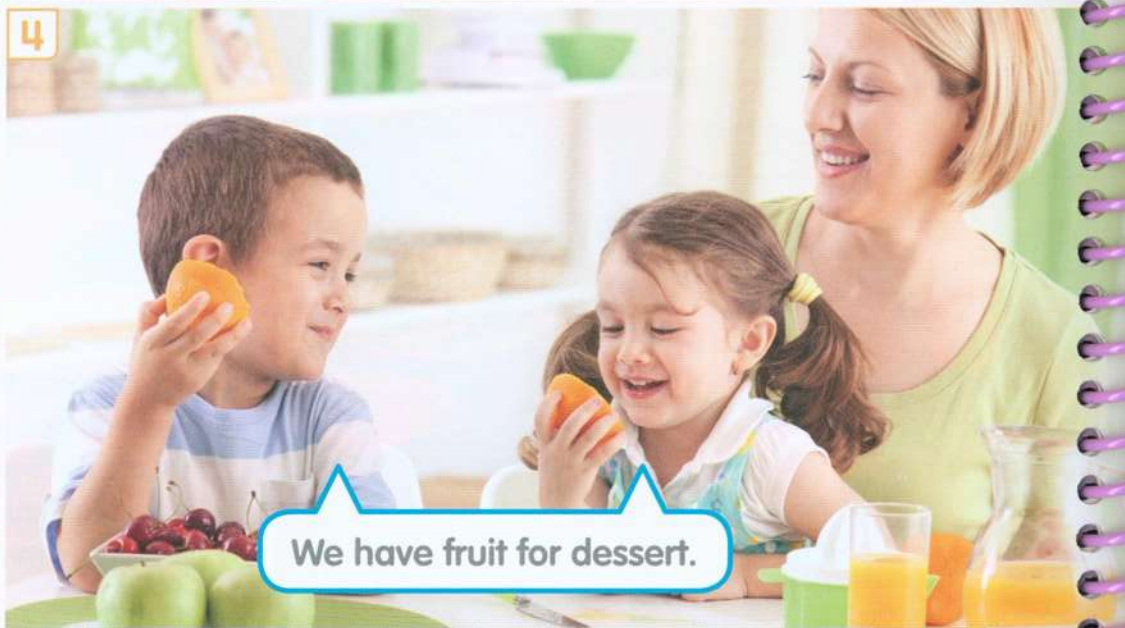
I have a 🥪 and fruit for lunch.

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



# ?



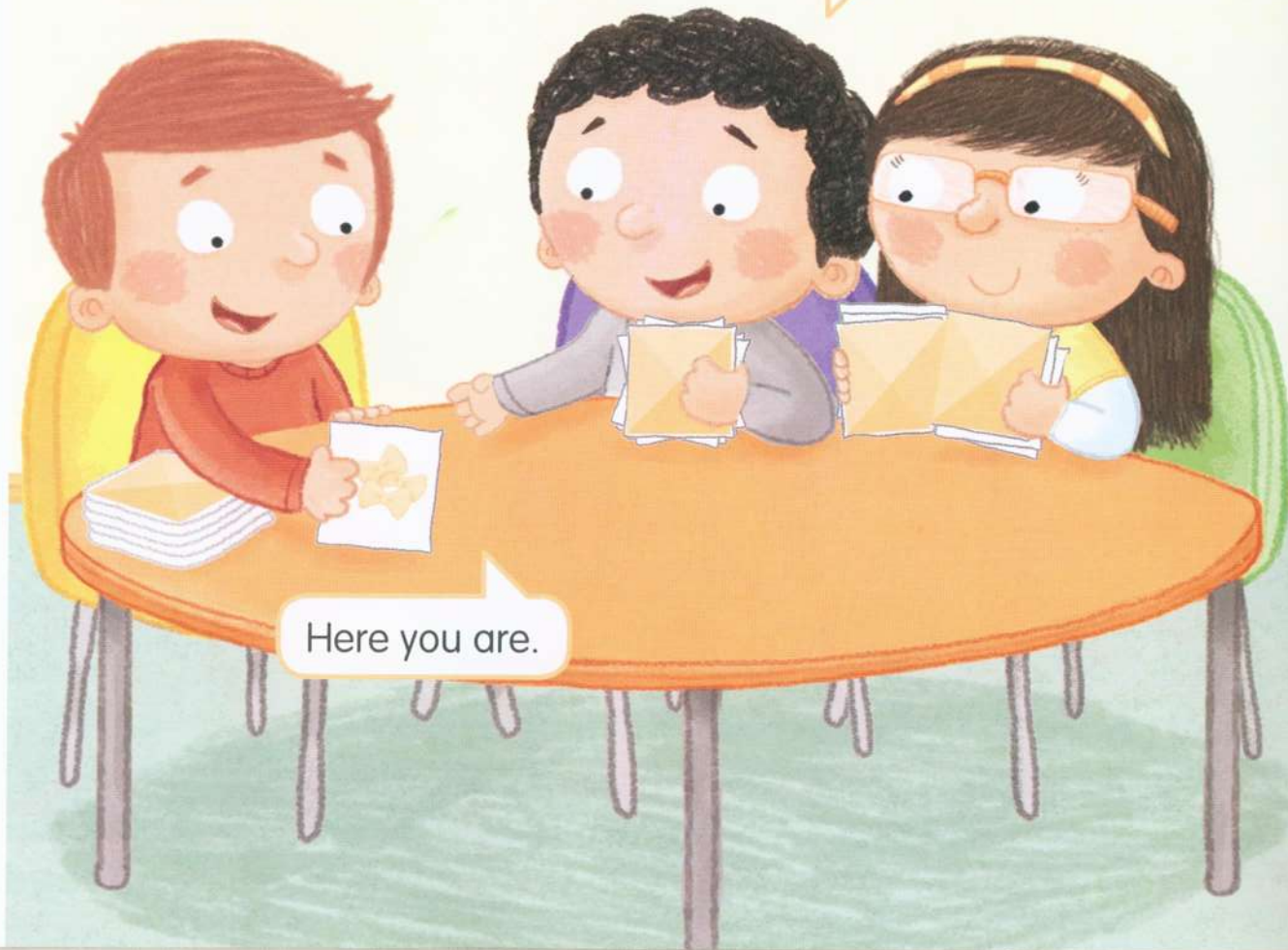
Do you want some pasta?



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



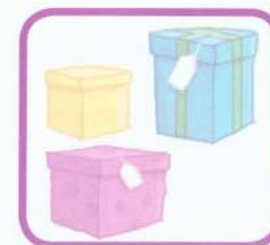
games

How many presents are there?

There are 3 in my box.

There are 2 in my box.

How many presents altogether?



presents



candles



masks











# Sing with me



treasure hunt



here



there



There are \_\_\_\_\_ pink beads.

There are \_\_\_\_\_ purple beads.

We have \_\_\_\_\_ 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.

Unit 3 Lesson 5

1 [1.39] Listen and follow. Listen and repeat. 2 Color.

Phonics:  
Vocabulary:

Long a: spelling ay  
way, fun, party, today, see, red, blue, gray

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# Follow me

Happy birthday, Mom.

This is for you.

I love you, Mom.

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.

Thank you. It's lovely.

I love you, Mom.

## Unit 3 Lesson 6

1 [1.40] Listen and follow. Listen and repeat. 2 Say and act out. 3 [1.41] Listen and chant.

Value:

Vocabulary:

Showing you care about your family.  
Happy birthday, lovely

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## Explore with me

January

February

March

April

May

June

July

August

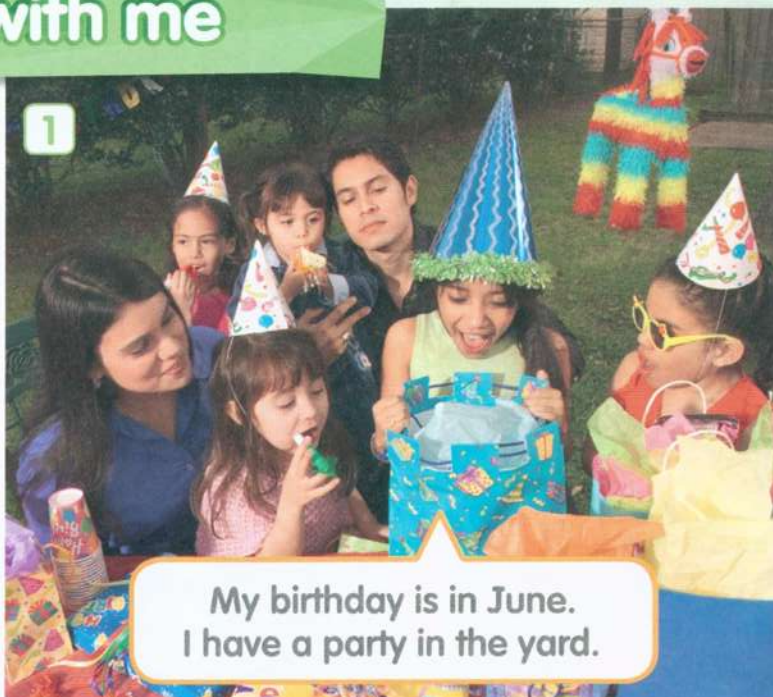
September

October

November

December

1



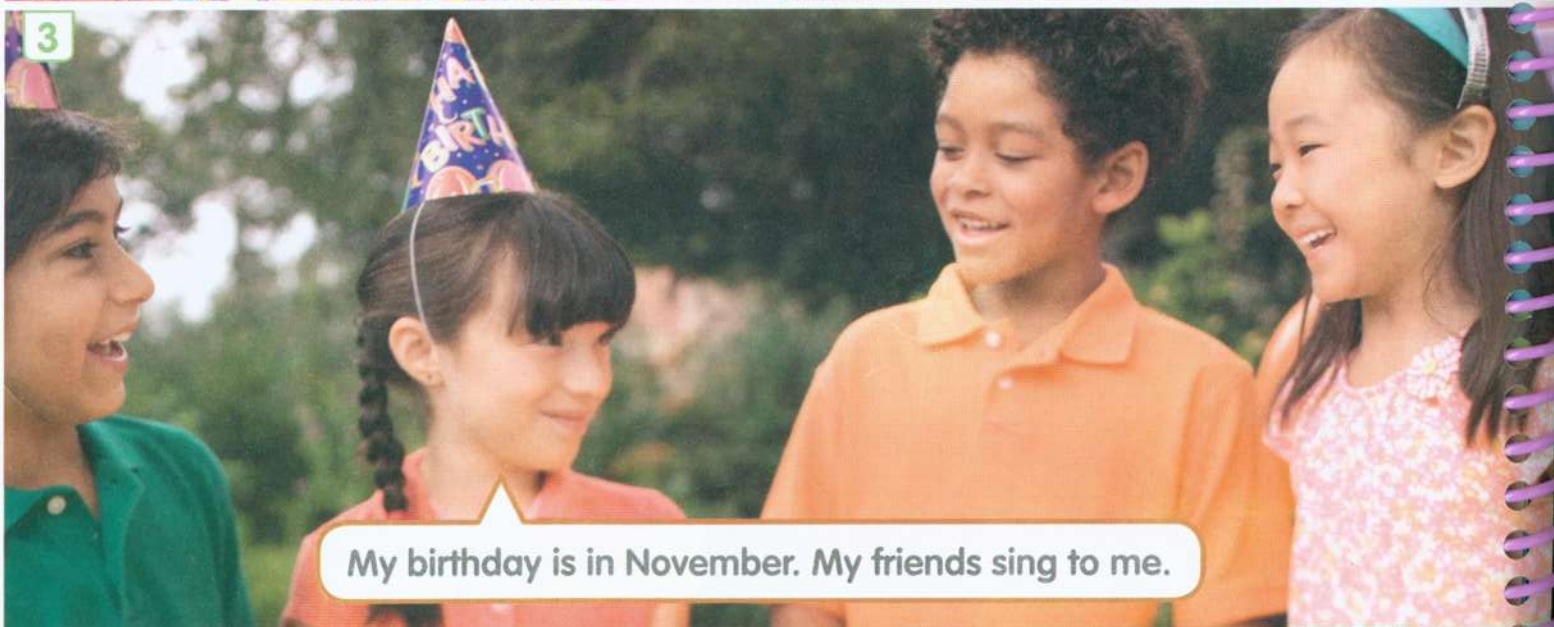
My birthday is in June.  
I have a party in the yard.

2



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

3

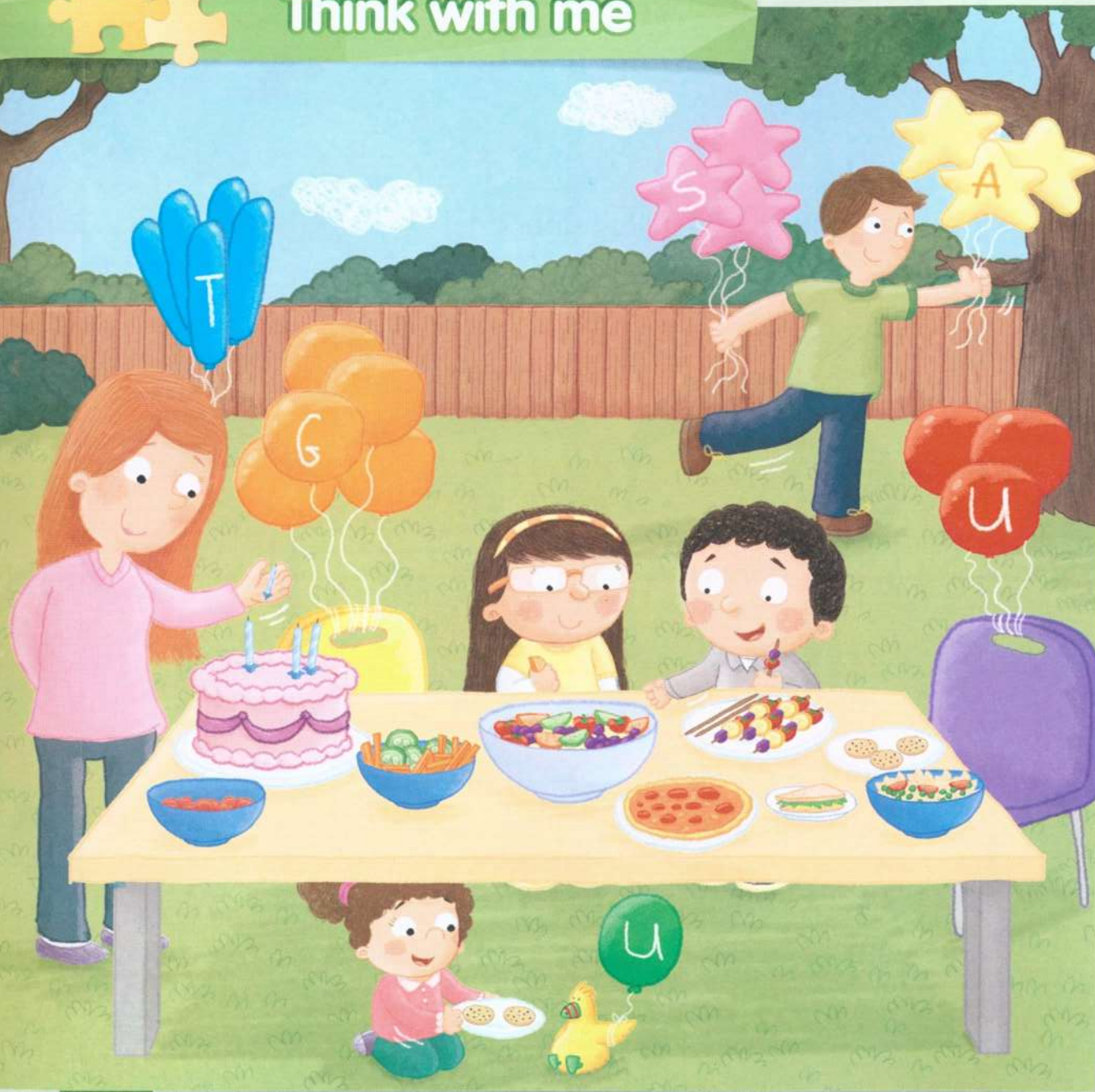


My birthday is in November. My friends sing to me.





# 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

There's a (yellow balloon). Letter (A) is on a (yellow balloon).

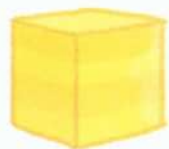
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# Show me



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

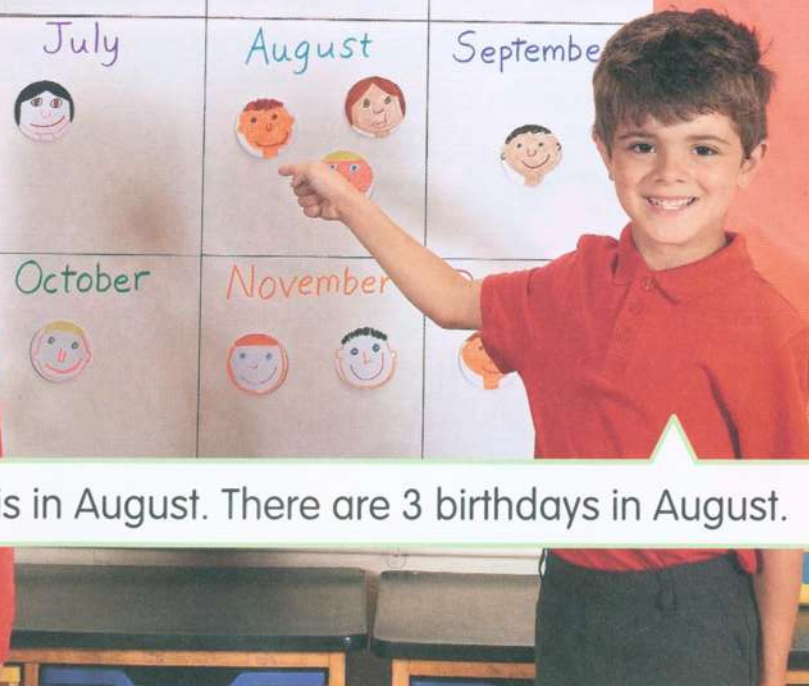
and

Tell

# Our Birthdays



|             |              |               |
|-------------|--------------|---------------|
| January<br> | February<br> | March<br>     |
| April<br>   | May<br>      | June<br>      |
| July<br>    | August<br>   | September<br> |
| October<br> | November<br> | December<br>  |



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.





I can find her with this!

7 The Prince sees a shoe on the stairs.



Cinderella, open the door.

It's the Prince!

8 The Prince takes the shoe to lots of houses.



Oh, yes!

Is this your shoe?

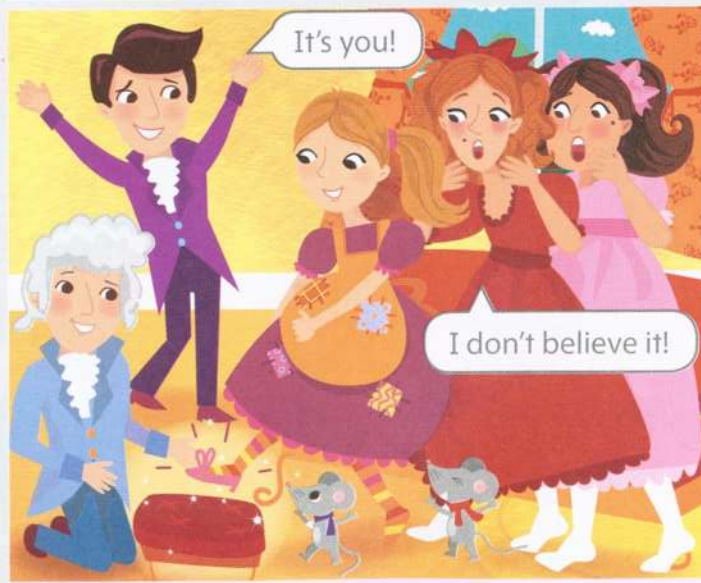
9 The Prince comes into the living room.



Please try on the shoe.

It's not her shoe!

10 The shoe is too small for the sisters.



It's you!

I don't believe it!

11 The shoe fits Cinderella.



I'm so happy.

Me, too.

12 The Prince and Cinderella get married.



# What's in your neighborhood ?







# Play with me



zoo



coffee shop



park



library



supermarket



swimming pool





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.





# 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.

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## 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











# Sing with me



go out to play



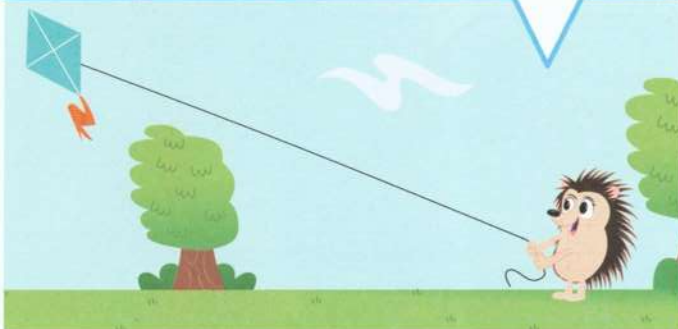
flying kites



windy

love bike ~~kite~~ dancing

I love flying my **kite** .



I \_\_\_\_\_ going fast.



I love riding my \_\_\_\_\_ .



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.

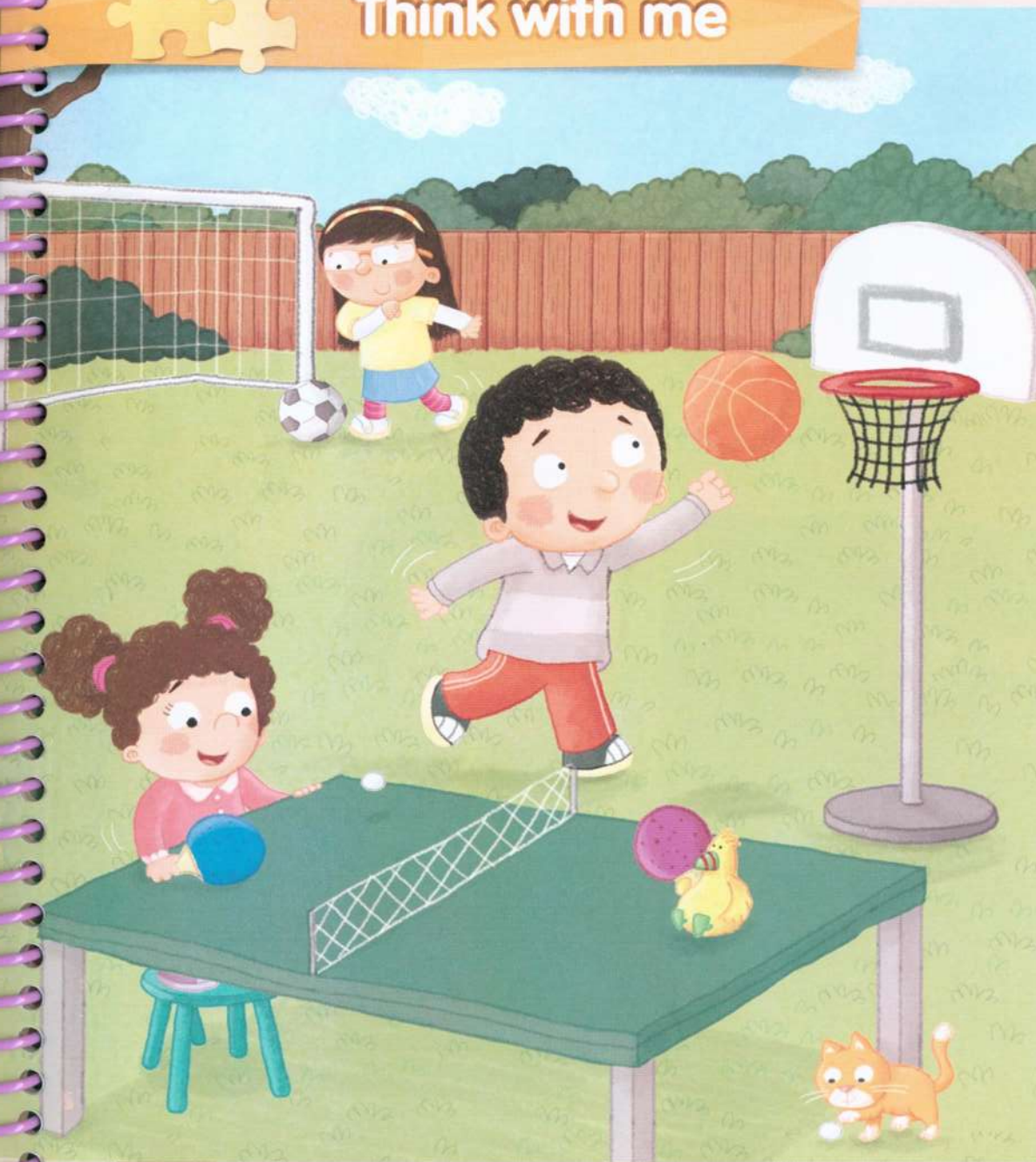
4



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



Page 48

## Unit 5 Lesson 8

Vocabulary:  
Structure:

1 Talk about the picture. 2 Write B, S, or T. 3 [2.12] Listen and sing. 4 Find out what you're good at.

ball, net, basketball, soccer, table tennis

He's/She's playing (soccer). I am good at playing soccer.

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# Show me



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.

Are you roller skating?



?



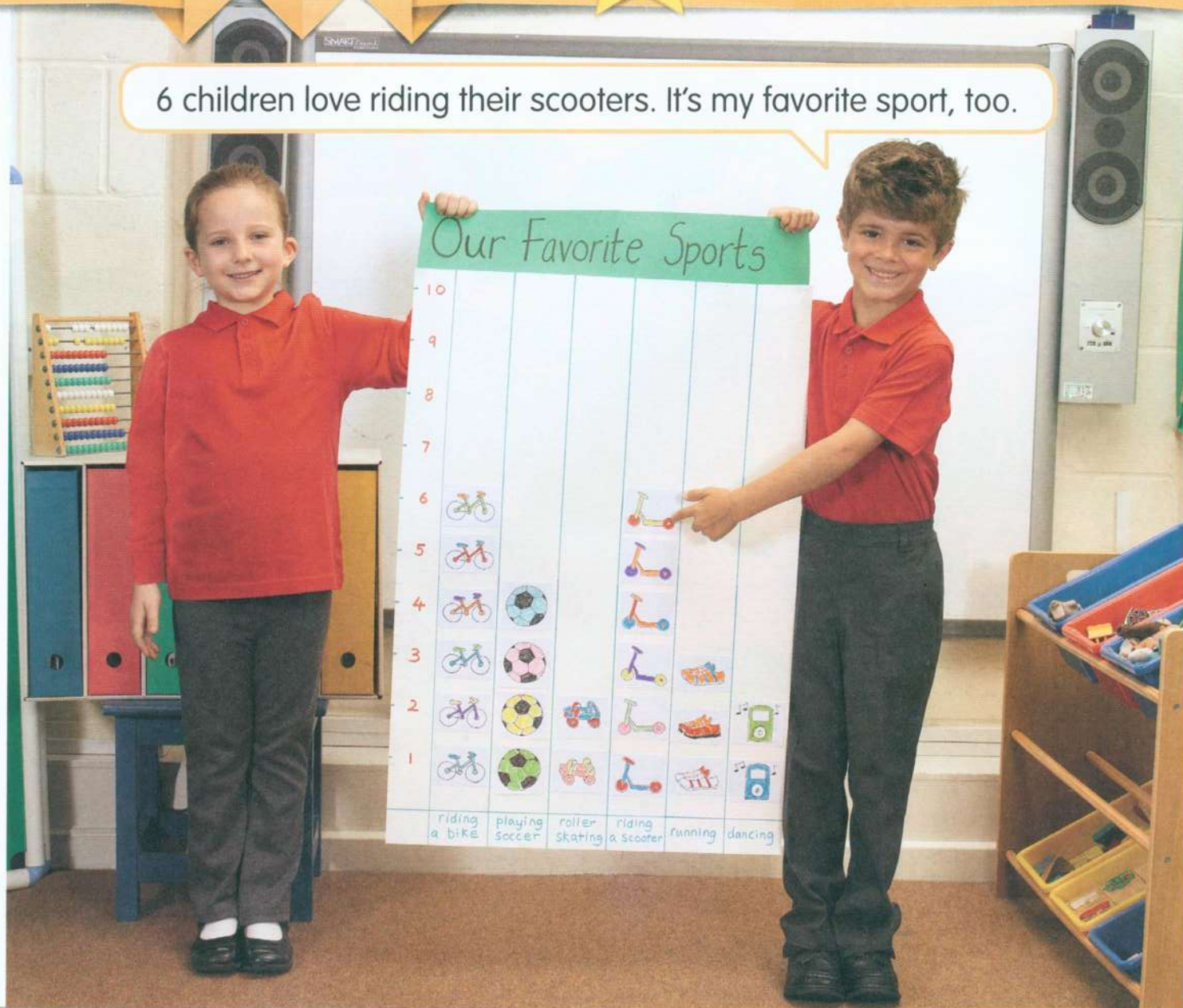
# Show

# and

# Tell



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





# Which animals live in the wild ?







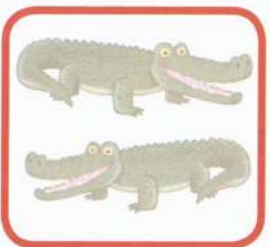
# Play with me



elephants



giraffes



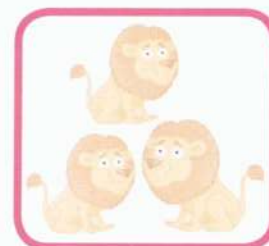
crocodiles

Do they have big teeth?

Yes, they do!



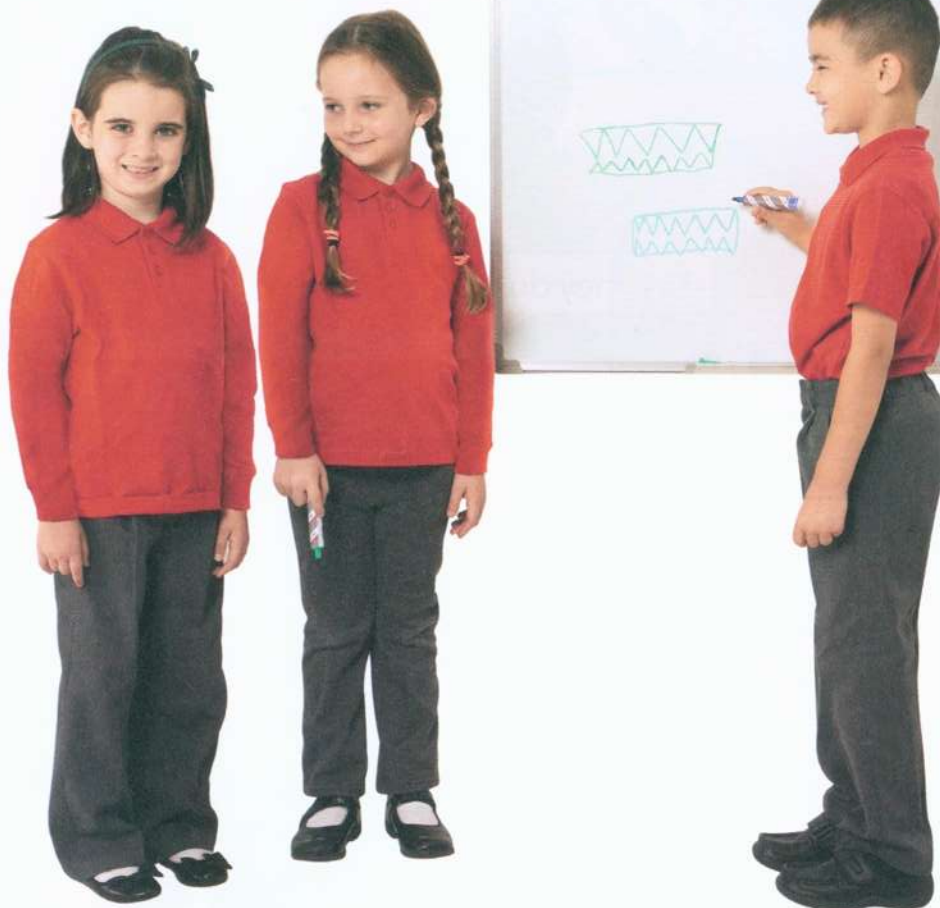
monkeys



lions



parrots











# Sing with me



sharp teeth



growl and hiss



not



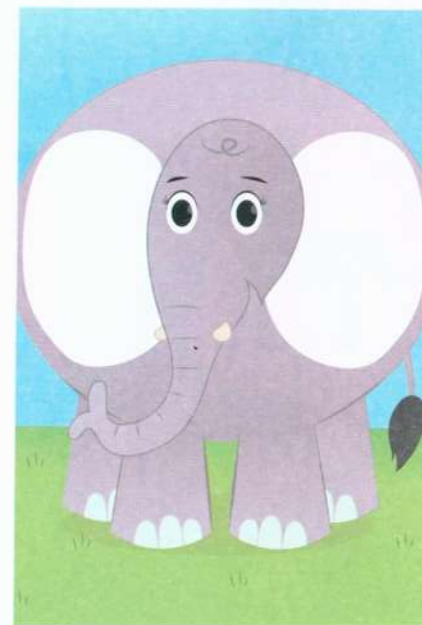
teeth



eyes



ears



## Unit 6 Lesson 4

1 [2.18] Sing and do. 2 Point and say what's missing. 3 Draw and write.

Vocabulary:  
Structure:

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

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# Say it with me

















## Follow me

Look at the butterfly. It's beautiful.



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

You can look, but don't touch.



Page 55

### Unit 6 Lesson 6

Value:

Vocabulary:

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

2 Say and act out.

3 [2.21] Listen and chant.

Respecting nature

You can look, but don't touch.

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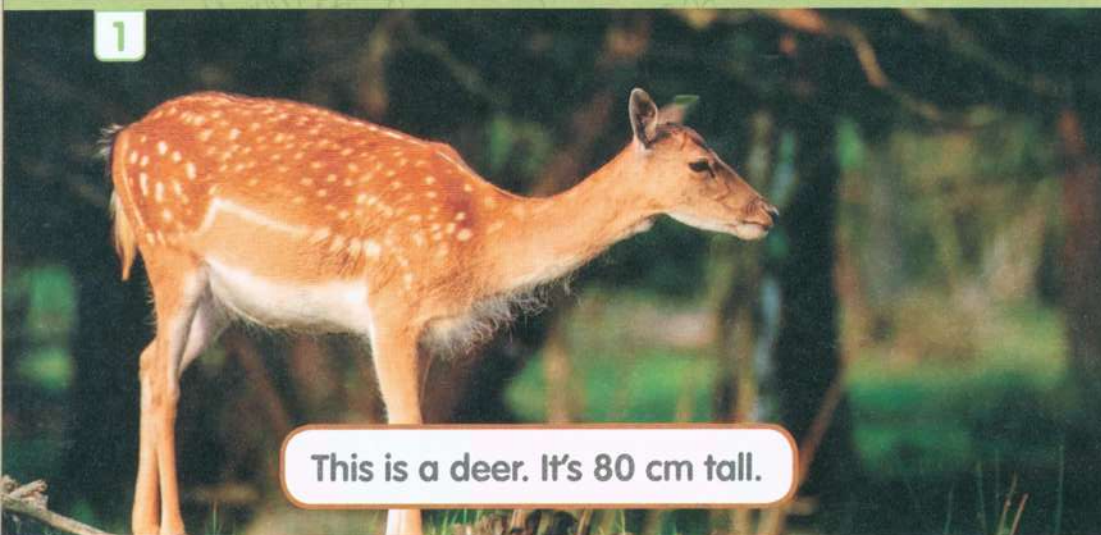




# Explore with me

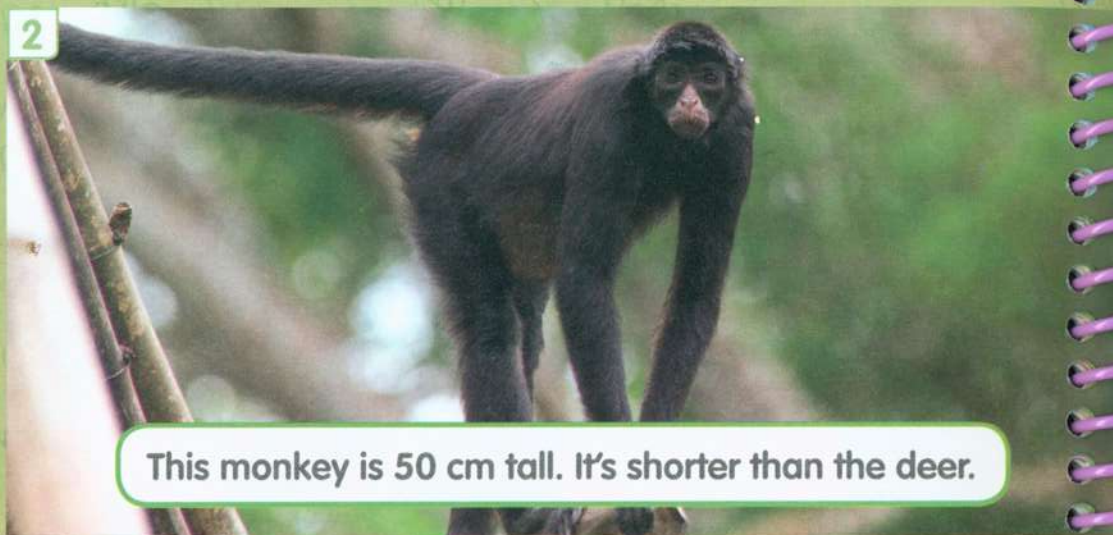


1



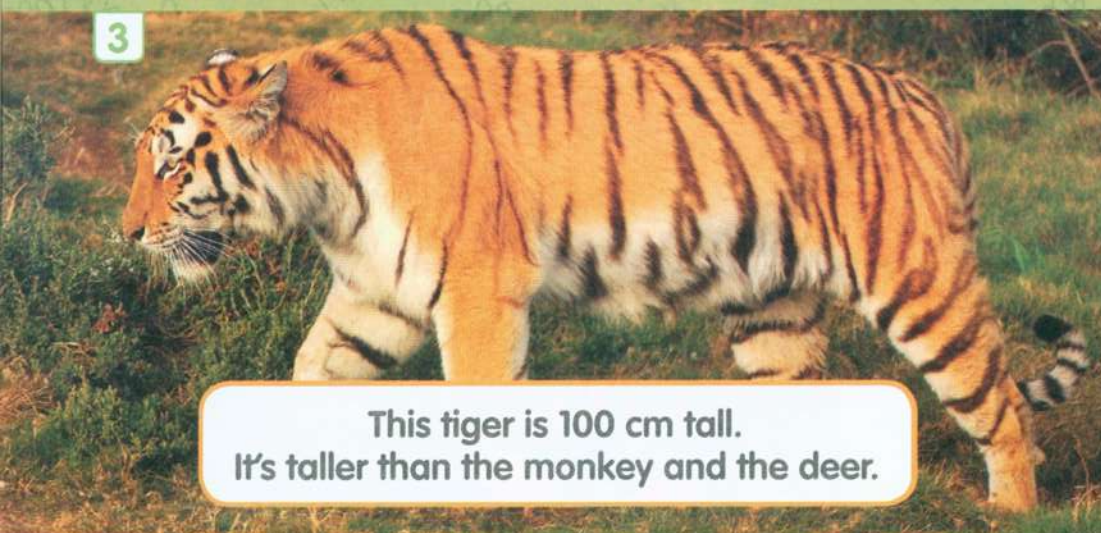
This is a deer. It's 80 cm tall.

2



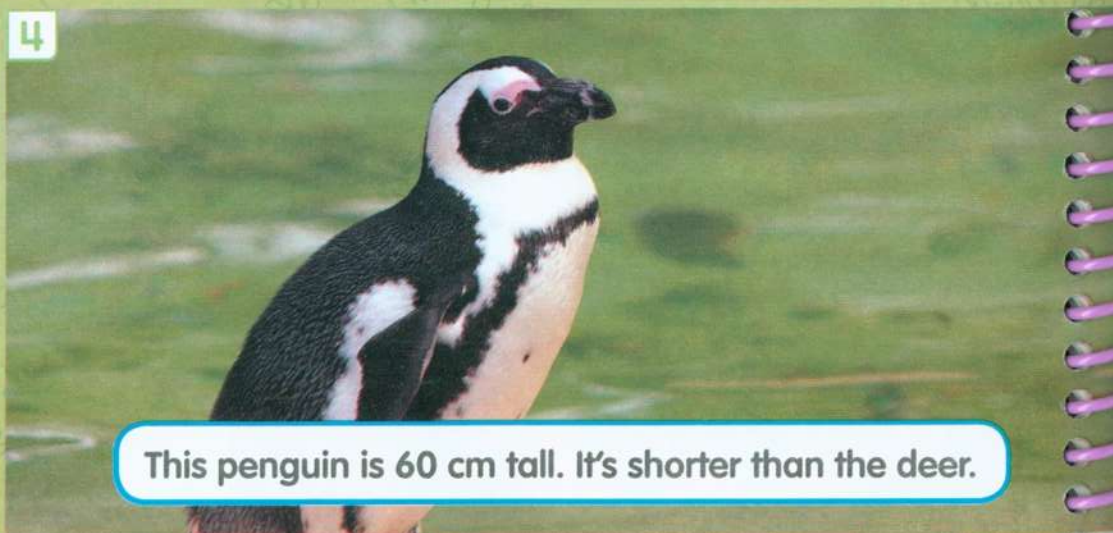
This monkey is 50 cm tall. It's shorter than the deer.

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

tiger



Shorter

lion



deer



zebra



giraffe



elephant







Show me



m\_\_nkeys



eleph\_\_nts



\_\_io\_\_s



c\_\_ocod\_\_les



gi\_\_a\_\_es



\_\_arr\_\_s



?



FARM



HOUSE



WILD



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!

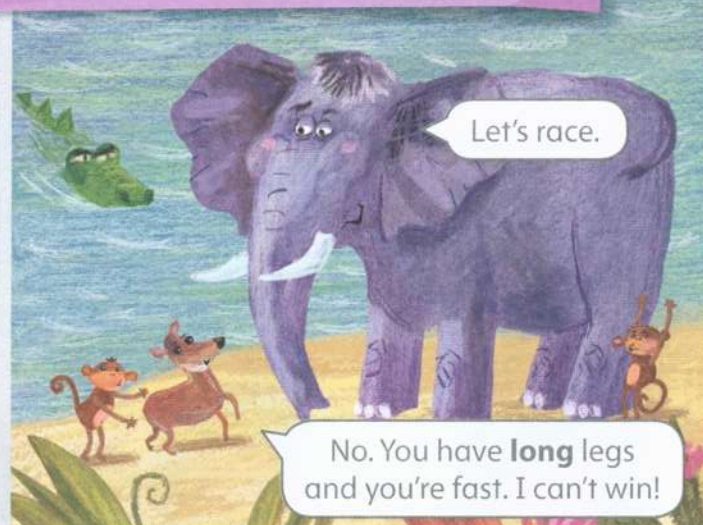




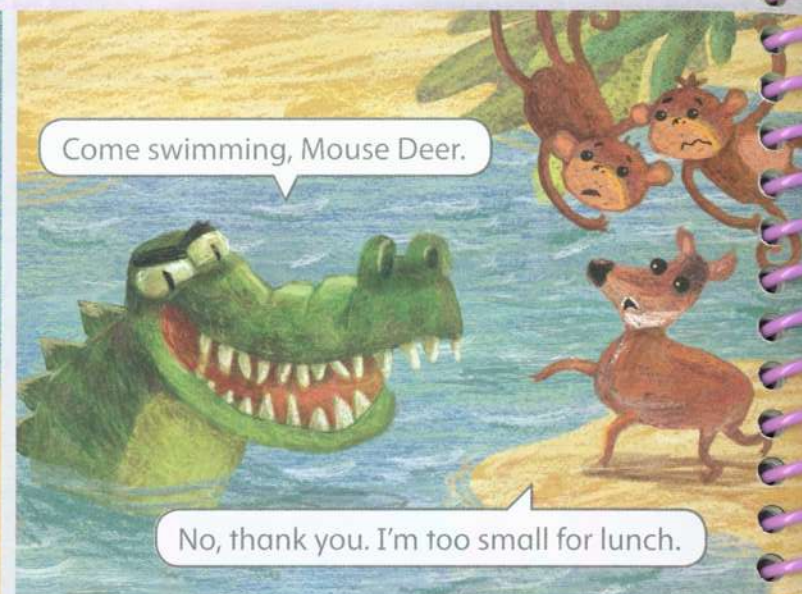
# Mouse Deer and Crocodile



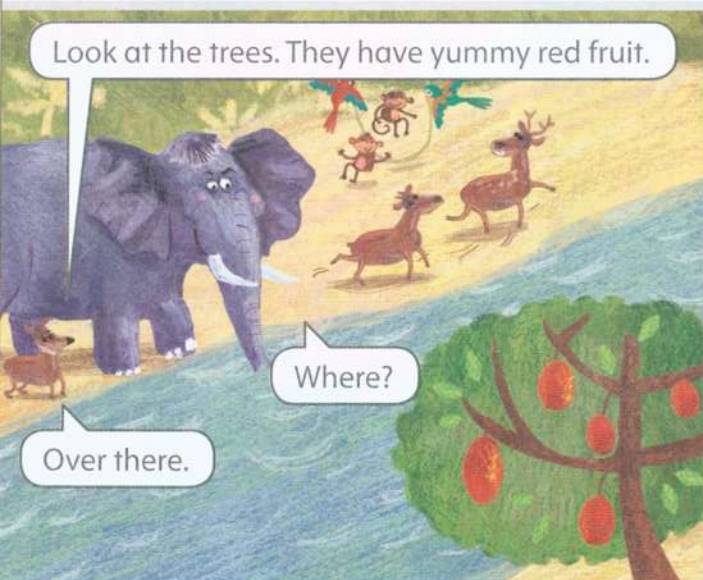
1 This is Mouse Deer. He lives next to the river.



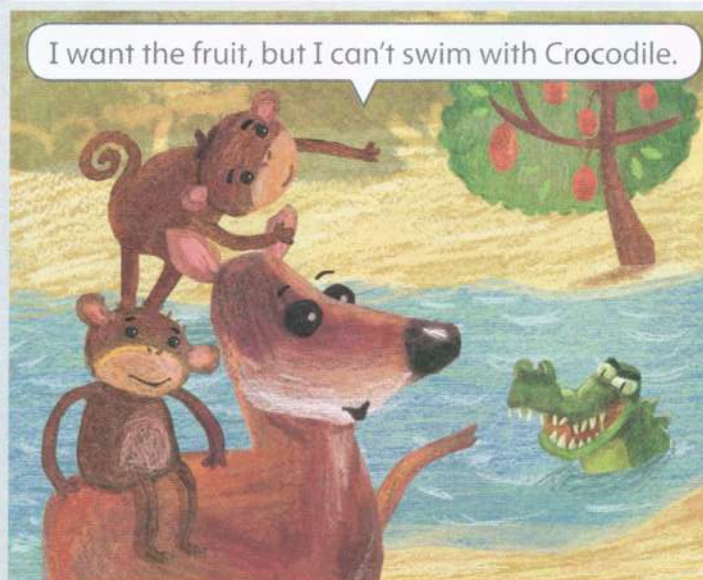
2 Mouse Deer is smart.



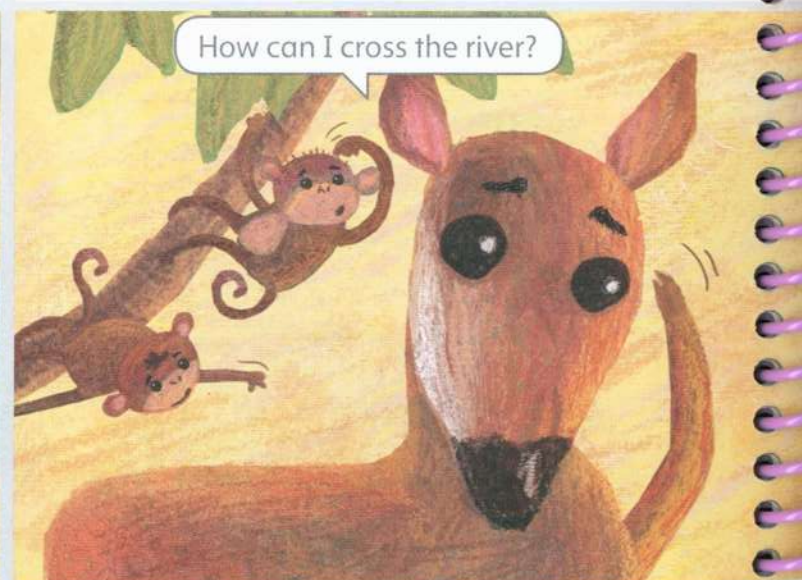
3 Crocodile wants to eat Mouse Deer.



4 Today Mouse Deer is playing with friends.

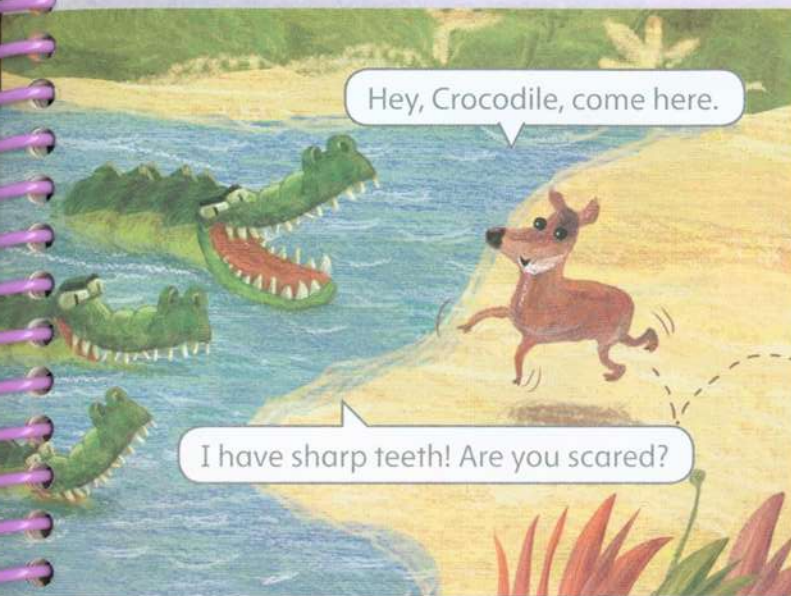


5 Every day Mouse Deer sees the fruit.



6 Every day Mouse Deer thinks about the fruit.





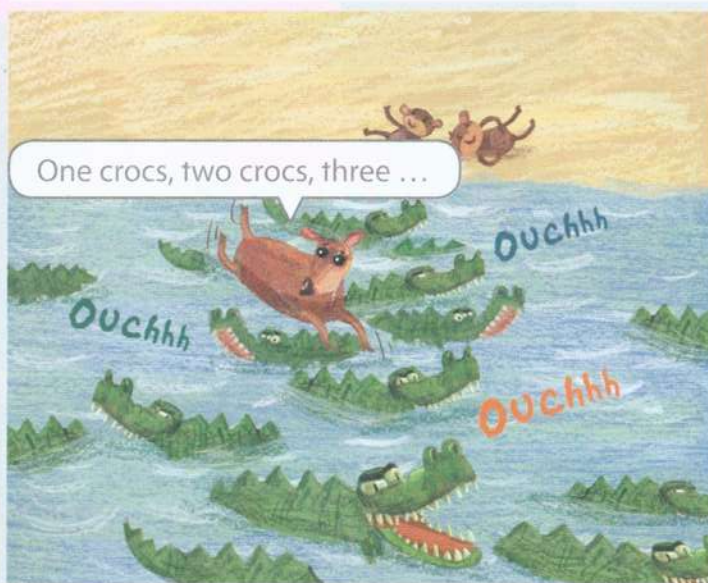
7 Mouse Deer has an idea.



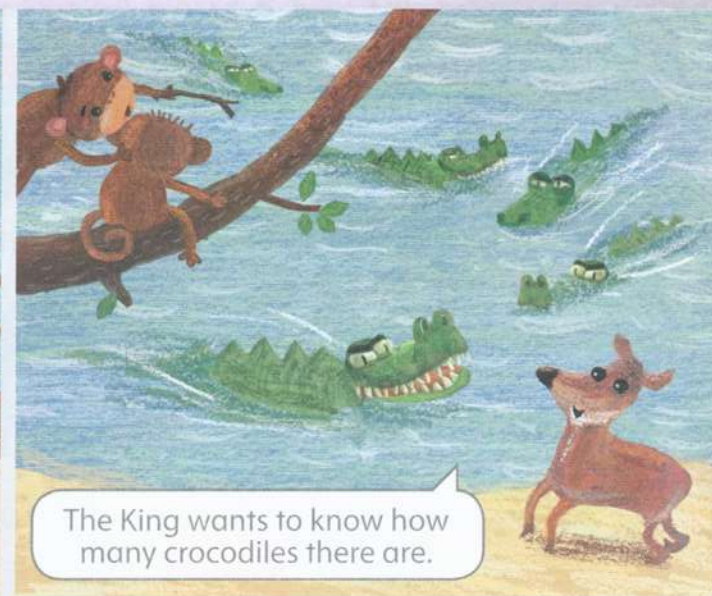
10 The crocodiles line up.



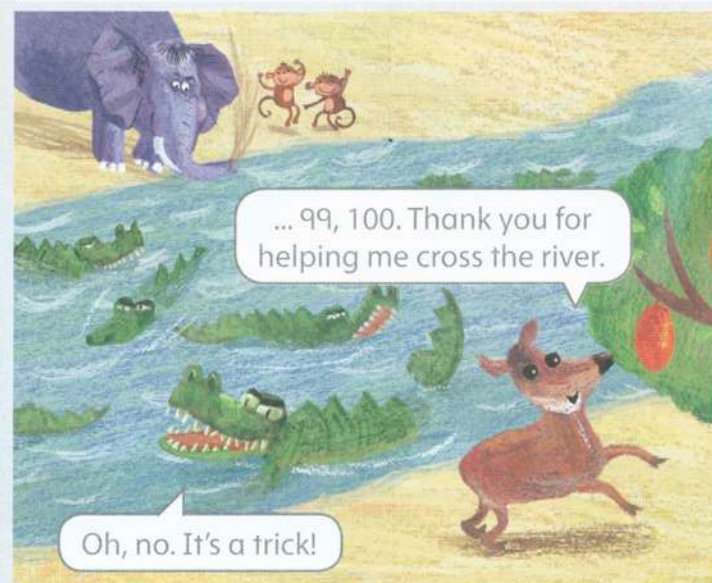
8 He talks to the crocodiles.



11 Mouse Deer counts.



9 More crocodiles arrive.



12 Mouse Deer is smart.



# What jobs do people do ?







# Play with me



firefighter



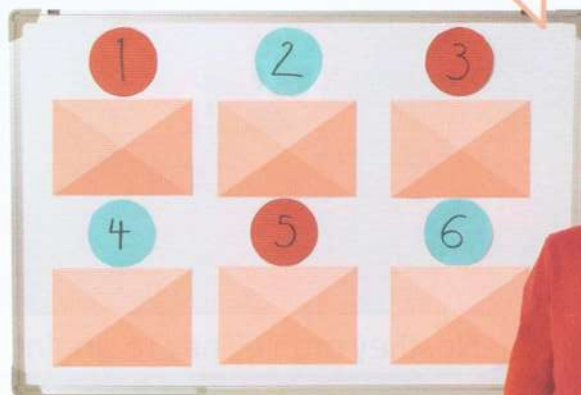
nurse



taxi driver

Number 6.

Is he a police officer?



No, he isn't.



police officer



vet



chef





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

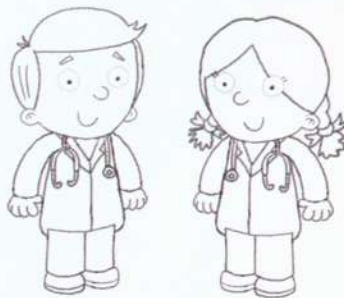


cooking for people



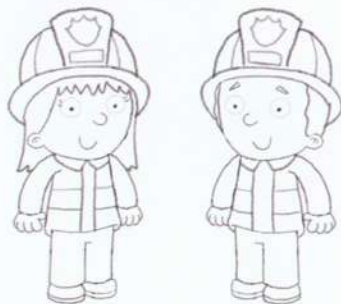
Yes, that's right.

zookeepers    vets    firefighters



Are they \_\_\_\_\_ ?

Yes, they are.



Are they police officers?

No they aren't. They're \_\_\_\_\_ .



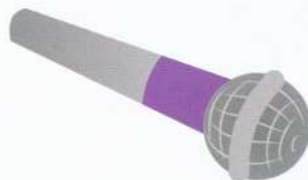
Are they \_\_\_\_\_ ?

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.



Page 65

## Unit 7 Lesson 6

Value:

Vocabulary:

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

Helping other people

What's wrong? I'm sick.

2 Say and act out.

3 [2.34] Listen and chant.

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# 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).

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VX: jiangjiang923





# 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.



Page 67

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 works in (a police station).

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VX: jiangjiang923



1 Talk about the picture. 2 [2.37] Listen and point. 3 [2.38] Listen and repeat. 4 How do we make music?

flute, piano, drums, tambourine, shaker, guitar, clothes

He's/She's wearing a (T-shirt). He's/She's playing the (flute).

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# Play with me

She likes to play the piano.



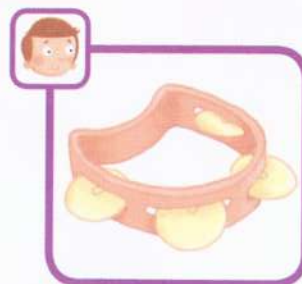
piano



guitar



flute



tambourine



drums



shaker



Page 70

## Unit 8 Lesson 2

Structure:

1 Point and say. 2 [2.39] Listen and stick. 3 [2.40] Listen and play the game. 4 Listen again and clap.

He/She likes to play the (piano).

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VX: jiangjiang923



# Read with me

# Listen To The Music

1

Listen to the sound.

She likes to play slow music.

2

Slow music makes me feel sleepy.

Shhh! Benny!

3

I like to play fast music.

4

Now that's LOUD!

YES! I like to dance to loud music.

5

I like to dance! I like to sing, too.

You are a cool bear.

Please sing Benny. Don't shout!

6

Come on, everybody. Let's dance and sing.



# 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



# 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



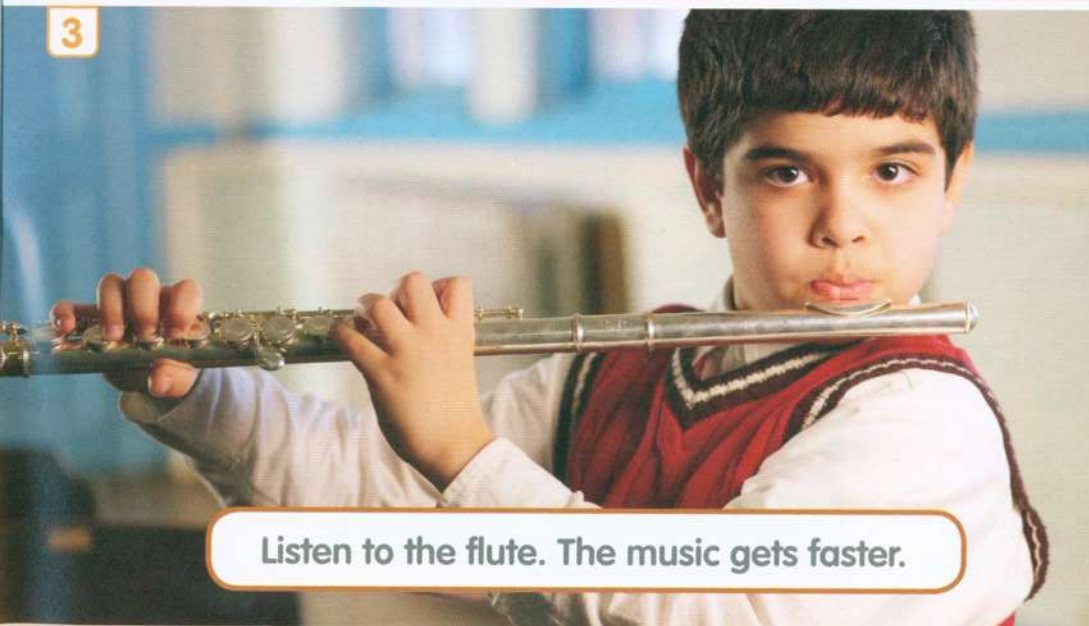
Listen to the trumpet. The music gets louder.

2



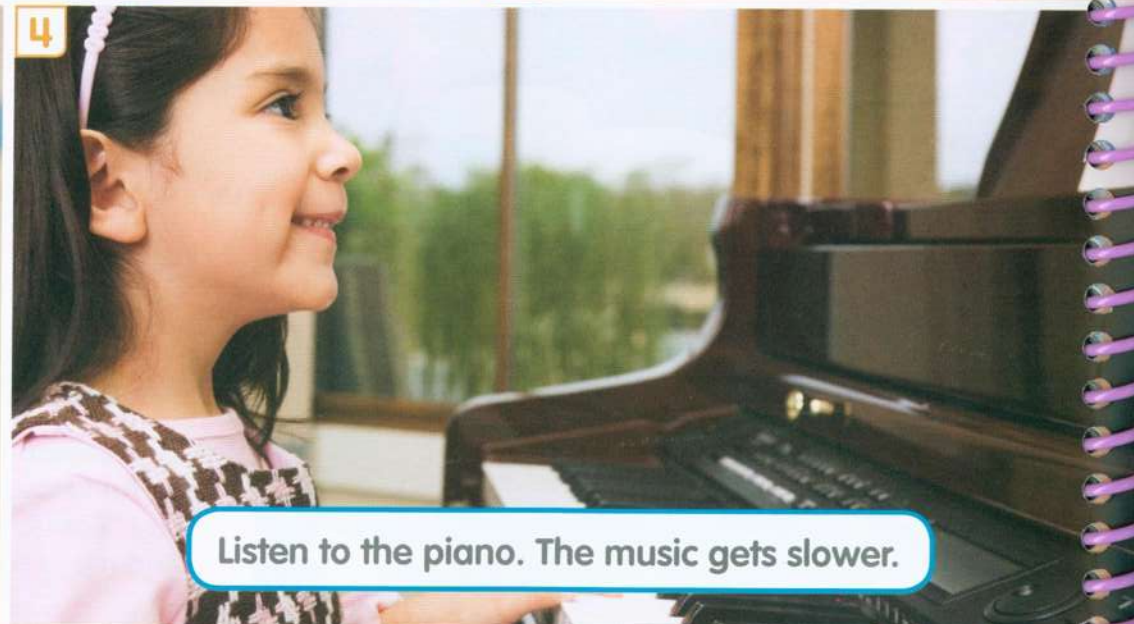
Listen to the violin. The music gets quieter.

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 ?





# Play with me



shirt

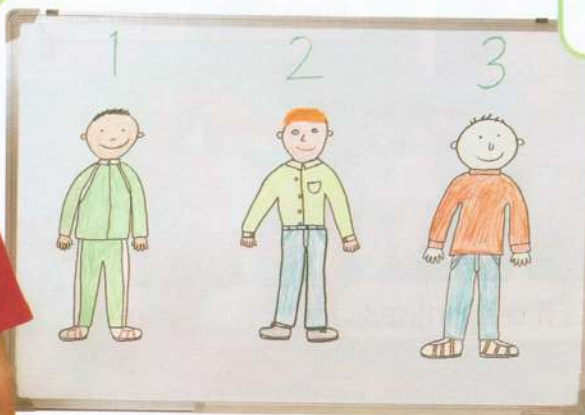


tracksuit



jeans

Is he wearing blue jeans?



No, he isn't.



slippers



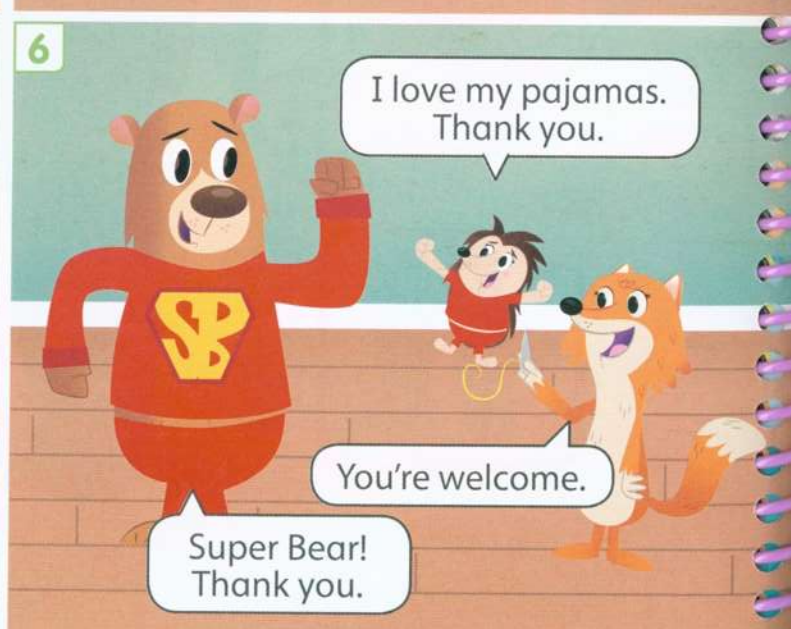
sneakers



pajamas











# Sing with me



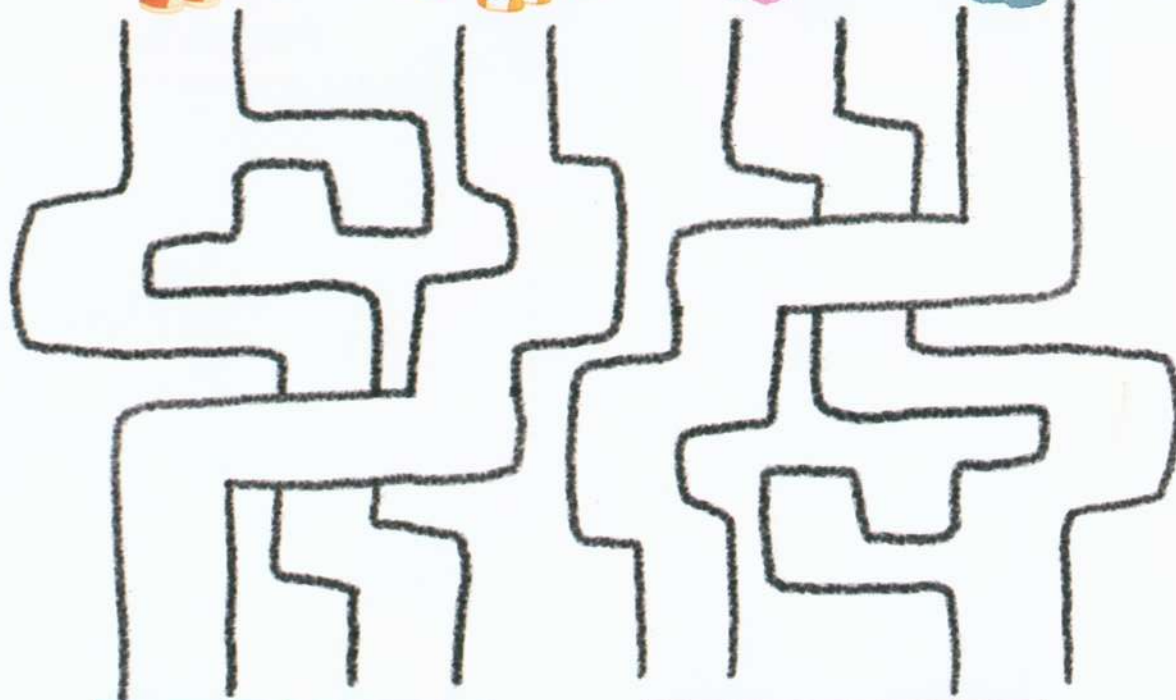
It's time to get up.



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)

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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.

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VX: jiangjiang923



# 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

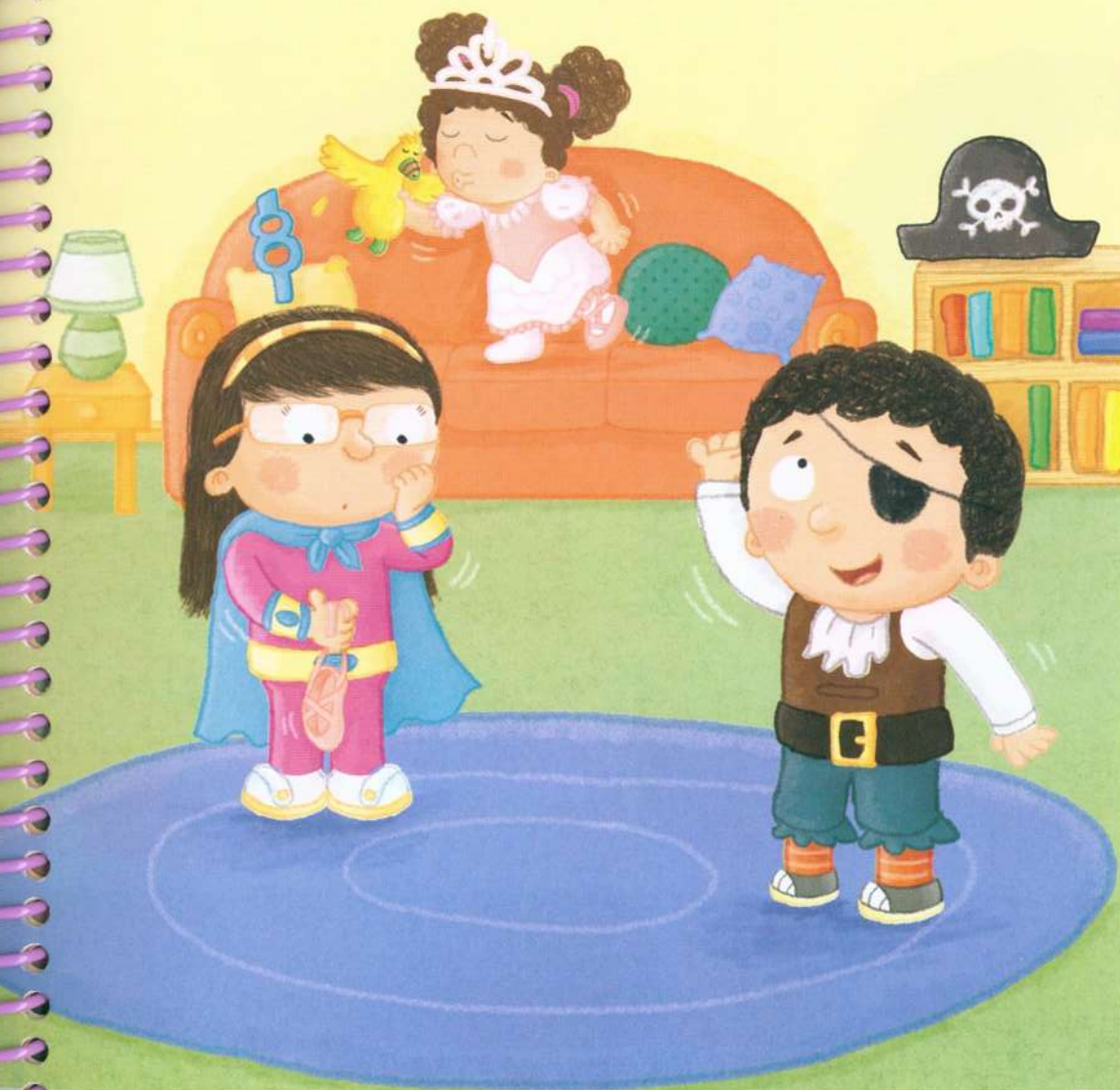


This is Lara's favorite costume.  
She has a wand and a tiara.  
Lara likes to read fairytales.





# Think with me



Page 82

## 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, fairy tales, pirate stories, superhero stories  
He's/She's wearing (a mask). He/She likes to read fairy tales. What is this? It's Sam's.

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## 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.



Page 83

### Unit 9 Lesson 10 - Project

Vocabulary:  
Structure:

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

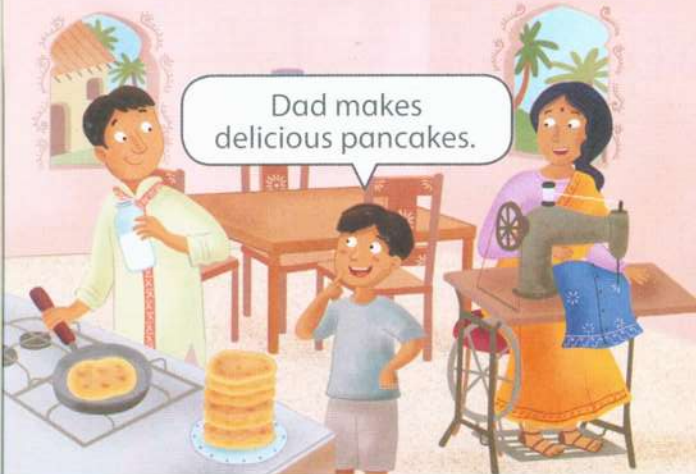
clothes, tiara, scarf, cape, king, pirate, princess

I'm wearing (a red cape)

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VX: jiangjiang923





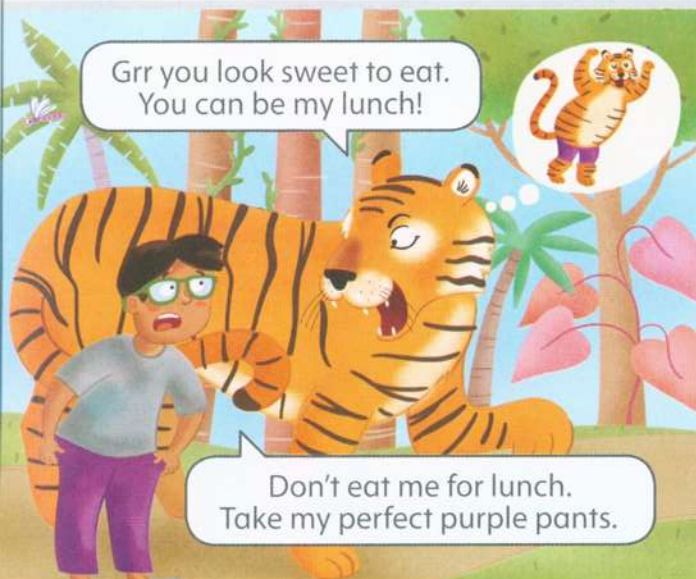
1 This is Little Lukie with his mom and dad.



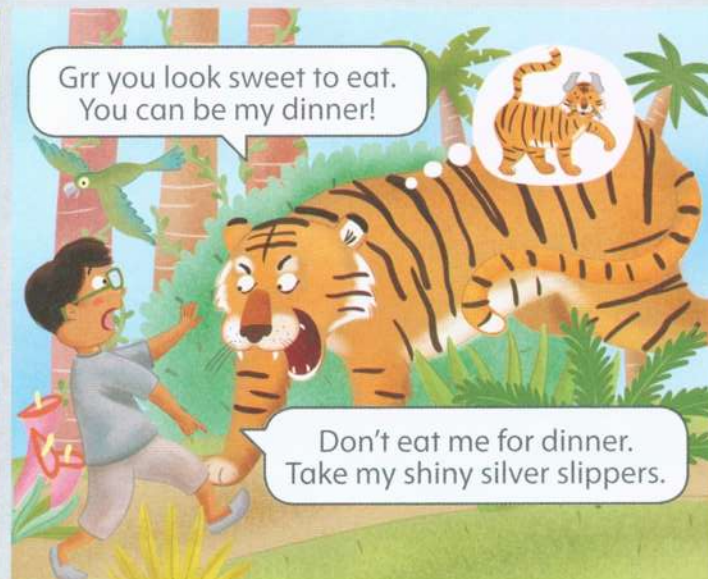
2 It is Lukie's first day of school.



3 On the way, Little Lukie sees a tiger.



4 Then Little Lukie sees another tiger.

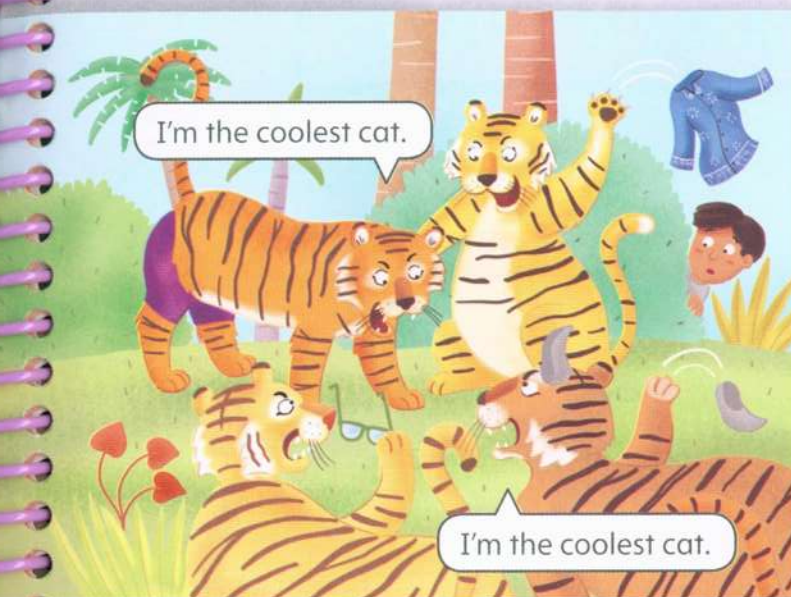


5 Then Little Lukie sees another tiger.

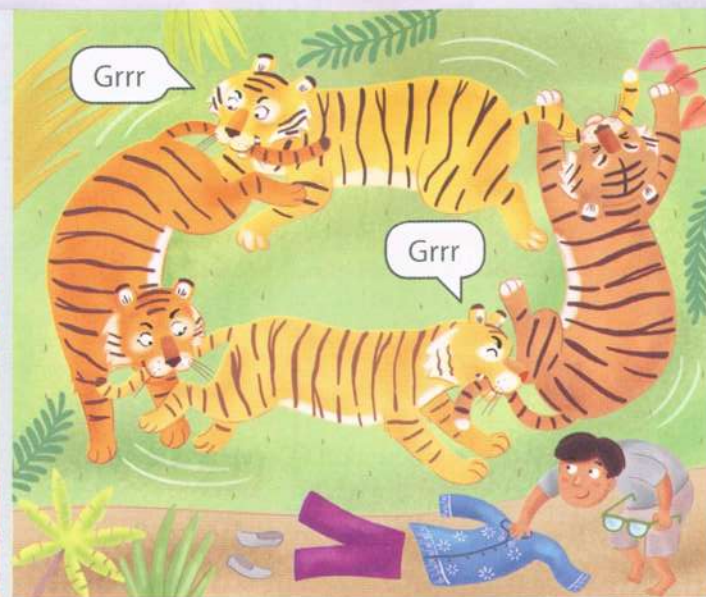


6 And another tiger.





7 Lukie is very sad. He hears a noise.



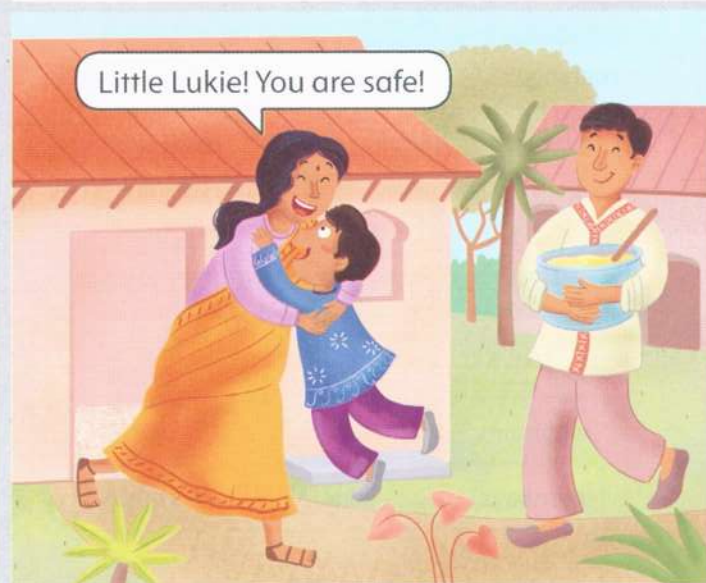
8 The tigers are very angry. They bite their tails.



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 |

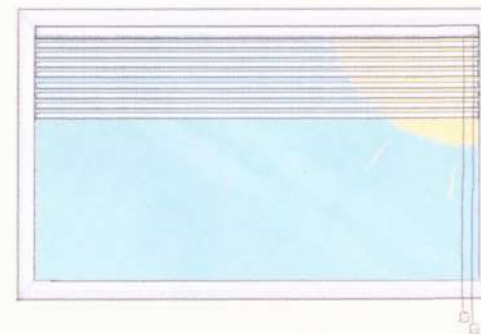
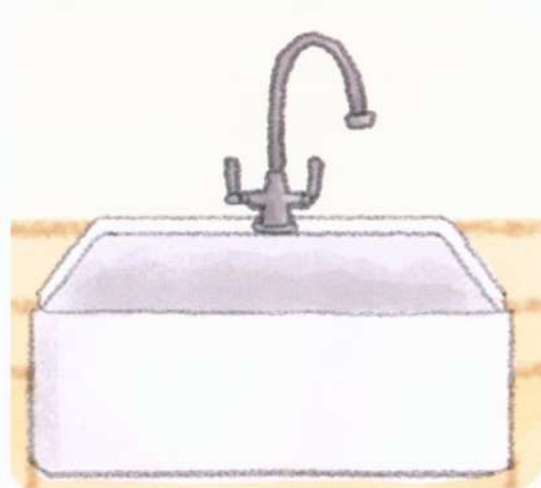
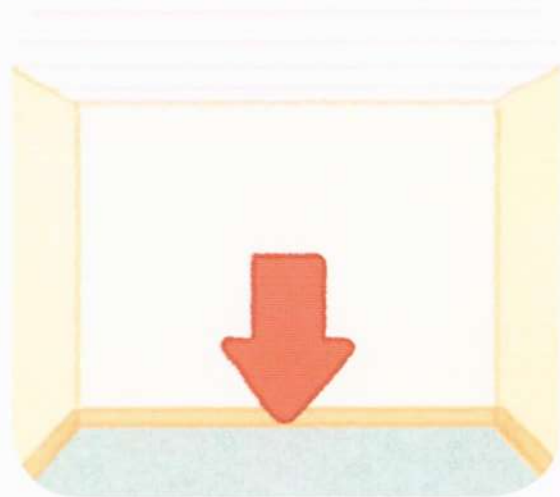
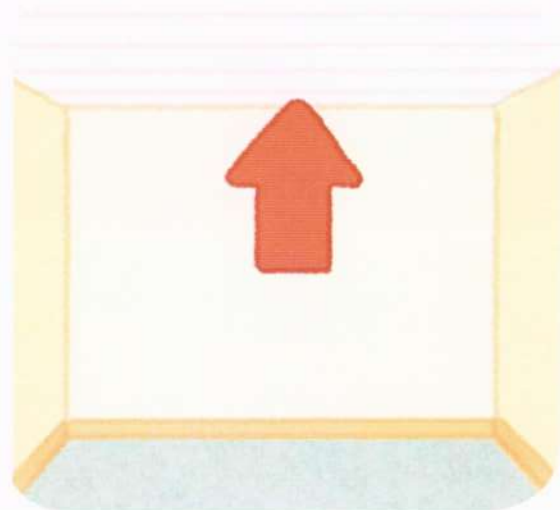
## Unit 9 When do we change our clothes?

(page 123)

|          |           |         |
|----------|-----------|---------|
| shirt    | tracksuit | jeans   |
| slippers | sneakers  | pajamas |



# What's your school like ?

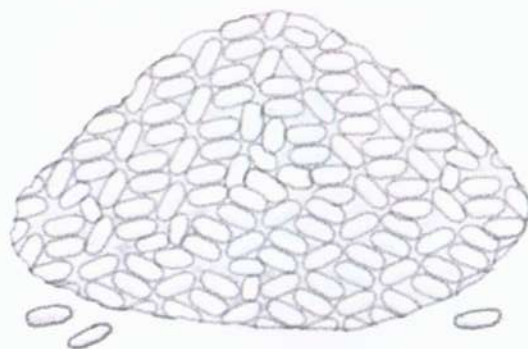
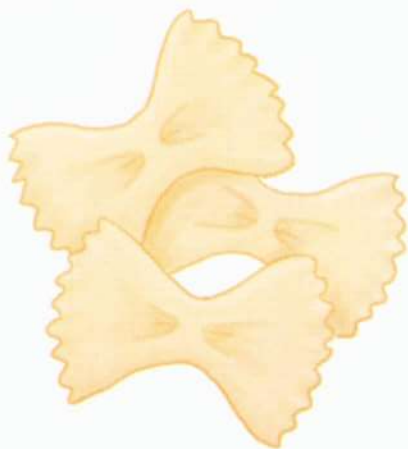
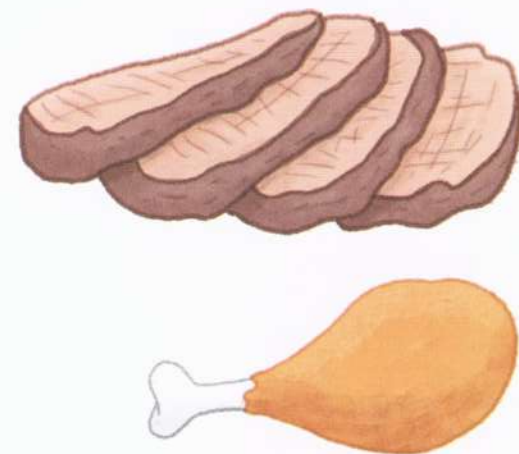
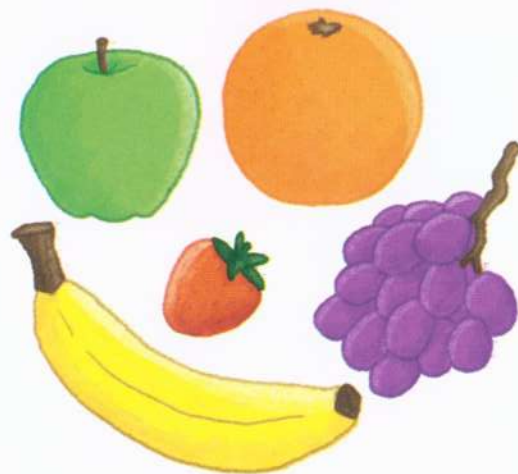








## What do you like to eat ?

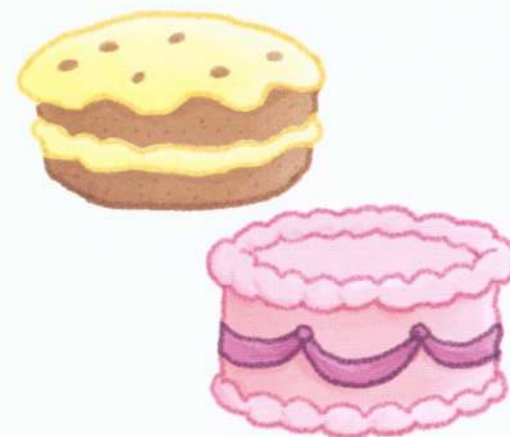
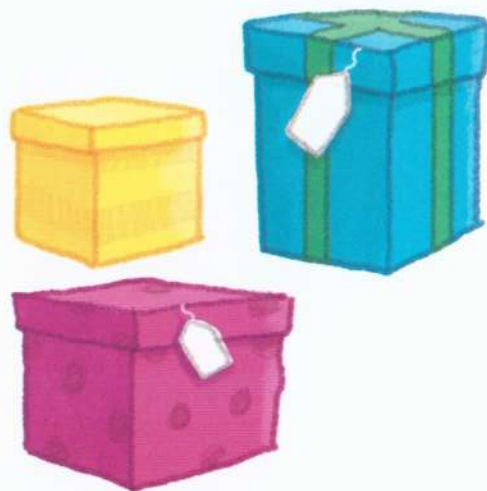








# What happens on your birthday ?









# What's in your neighborhood ?









## How do you have fun?

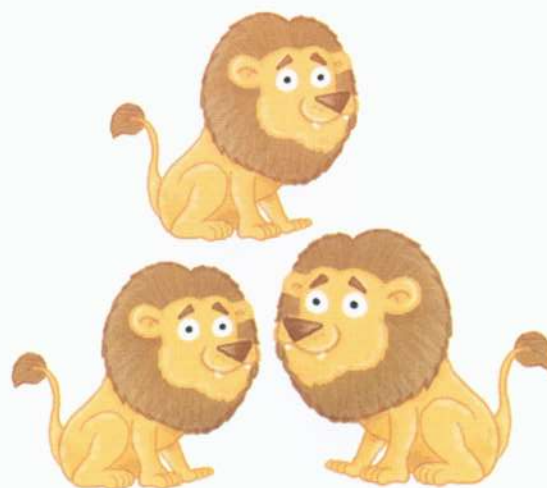
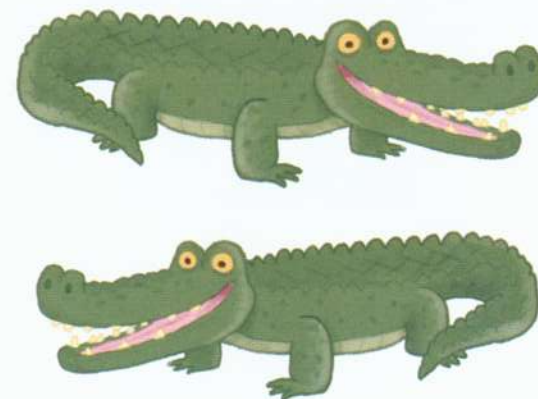
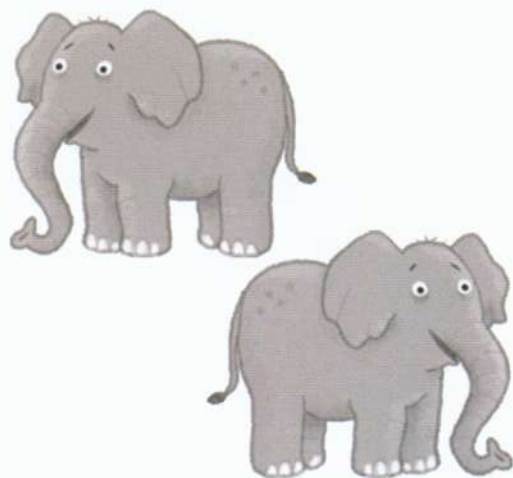








# Which animals live in the wild ?









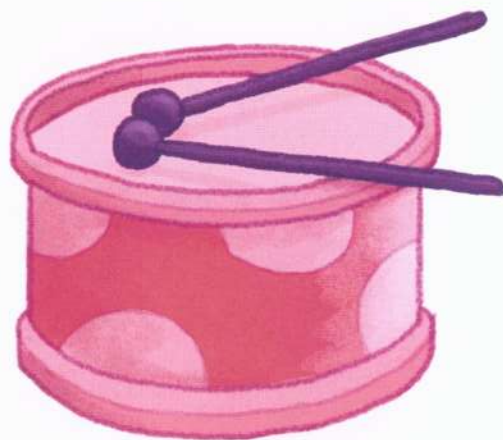
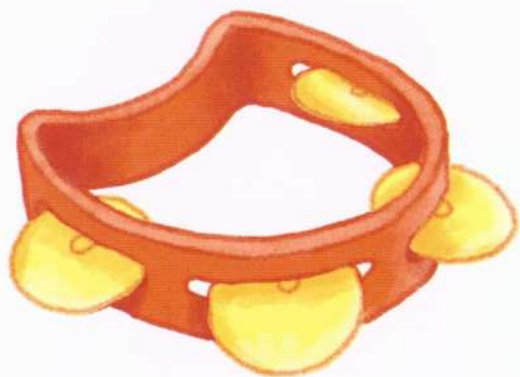
# What jobs do people do ?

















## When do we change our clothes ?







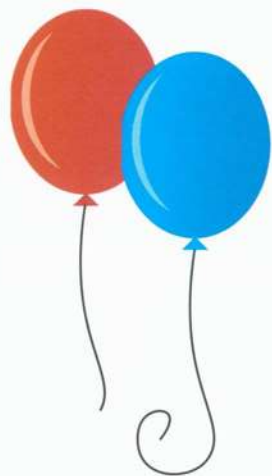




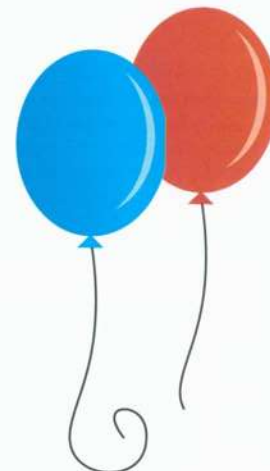








# Show and Tell



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UNIT  
1



UNIT  
2



UNIT  
3



UNIT  
4

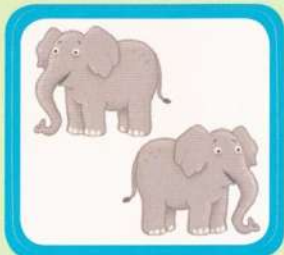




UNIT  
5



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.
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