

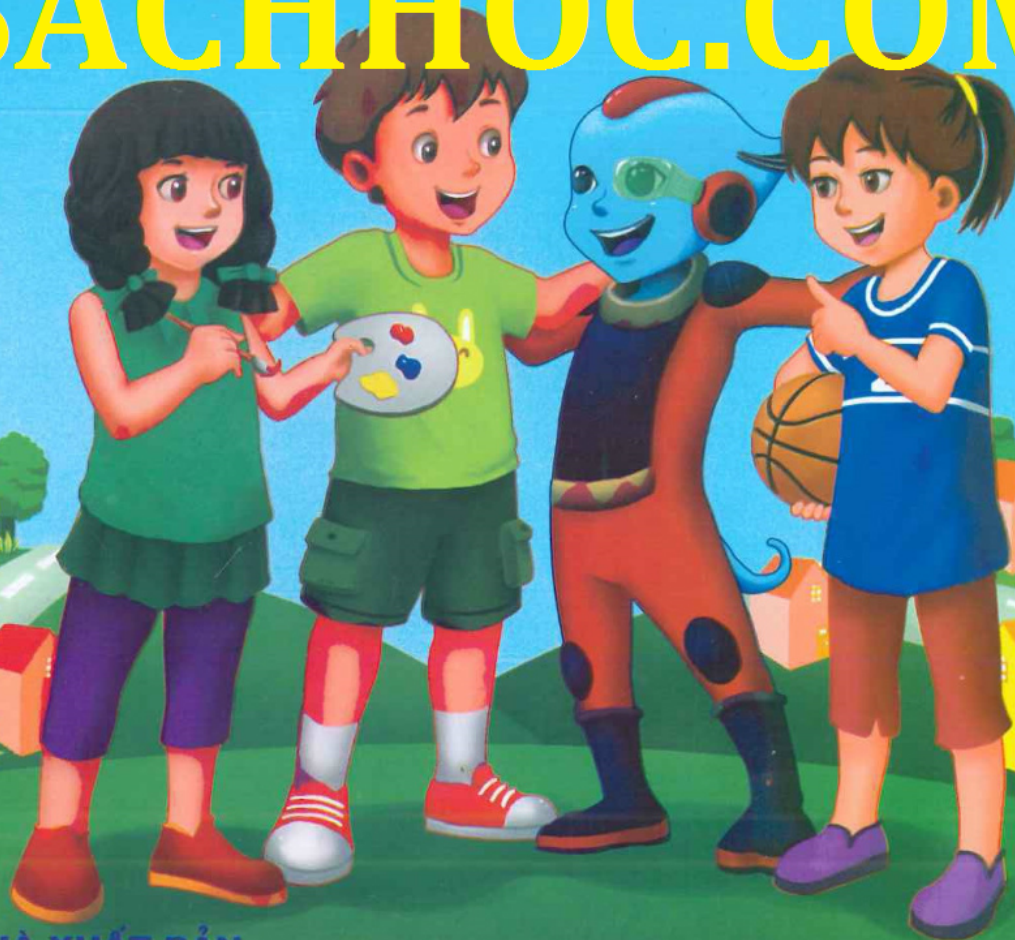
i-Learn

# Smart Start

GRADE 3

Student book

SACHHOC.COM



★ This book belongs to: ★

Name: .....

School: .....

Class: .....

School Year: .....

SACHHOC.COM



**i-Learn**

# **Smart Start**

**GRADE 3**

## **Student Book**

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# CHARACTERS



Alfie is from planet Alpha. He always has a lot of questions.



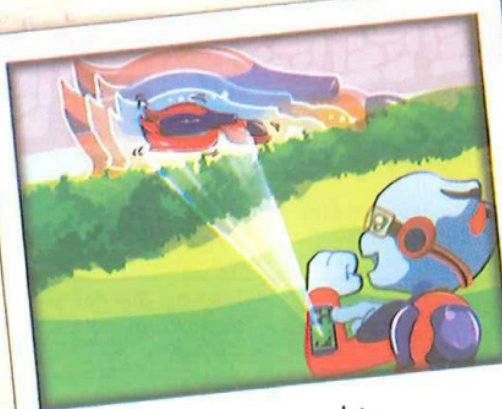
This is Tom. He is seven. Tom is Alfie's best friend.



Lucy is ten years old. She is Tom's big sister.



Mai is Kim's big sister. She is Tom's friend.



This is Alfie's spaceship. Alfie can make it very small, and put it in his backpack.

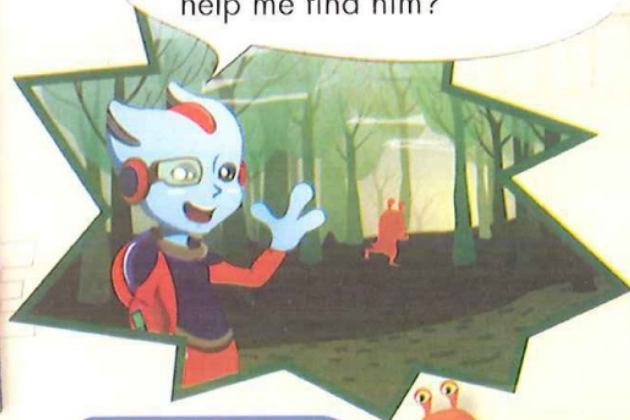


Kim is very friendly. She is living with her cousin Vinh.



Vinh lives in Vietnam. He likes teaching Kim about Vietnam.

My pet Bean came with me, but now he is lost. Can you help me find him?



**Where's Bean?**  
Look for him in every theme!



# Scope and Sequence

## 1. Hello!

| Lesson 1                                                                                                                  | Lesson 2                                                     | Lesson 3                                                                                                                | Lesson 4                                                                                                                               | Lesson 5                                                                                                      | Lesson 6                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| stand up, sit down,<br>hands up, hands<br>down, be quiet,<br>make a line<br><br>Stand up, please.<br>Make a line, please. | The alphabet<br><br>What letter is this?<br>It's letter (A). | Tom, Alfie, Mai, Nick<br><br>Hello, my name's<br>(Tom). What's your<br>name?<br>My name's (Alfie).<br>Nice to meet you. | Alpha, Greenwood,<br>River Town, home<br><br>Where are you from?<br>I'm from (Alpha).<br>Where's she from?<br>She's from<br>Greenwood. | <b>Value: Be confident</b><br><br>1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><br>How old are you?<br>I'm (eight).       | <b>Review and test<br/>practice</b><br><br>Game: Connect three<br>Song: Alfie Is an Alien |
| I can give classroom<br>commands.                                                                                         | I can introduce myself<br>and spell someone's<br>name.       | I can greet someone<br>in a friendly way and<br>ask someone's name.                                                     | I can ask and answer<br>about personal<br>information.                                                                                 | I can ask and answer about<br>ages. I can fill in a school<br>form with names, addresses<br>and school names. | Theme review                                                                              |

## 2. School

| Lesson 1                                                                                | Lesson 2                                                                                                                   | Lesson 3                                                                                                                     | Lesson 4                                                                                   | Lesson 5                                                                                                                       | Lesson 6                                                                                      |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| camera, cupboard,<br>board, chair, desk,<br>door<br><br>What's this?<br>It's a (chair). | bag, eraser, pen,<br>pencil, book, crayon<br><br>Is this (a) (pencil)?<br>Yes, it is.<br>No, it isn't. It's (a)<br>(book). | letter, ruler, picture,<br>fan, pencil case<br><br>Is it a (ruler)?<br>No, it isn't.<br>What is it?<br>It's a (pencil case). | open, close, ask,<br>answer, sing, draw<br><br>Open your book,<br>please.<br>Yes, teacher. | <b>Value: Be prepared</b><br><br>backpack, snacks, water<br>bottle, scarf, school trip<br><br>Remember your (water<br>bottle). | <b>Review and test<br/>practice</b><br><br>Game: Tic, Tac, Toe<br>Song: Alfie Come with<br>Me |
| I can identify<br>classroom objects.                                                    | I can ask about<br>school objects.                                                                                         | I can ask and answer<br>about things in the<br>classroom.                                                                    | I can follow simple<br>instructions.                                                       | I can give simple instructions<br>and say farewell.                                                                            | Theme review                                                                                  |

## 3. Family

| Lesson 1                                                                                                | Lesson 2                                                                                                                                                | Lesson 3                                                                                                           | Lesson 4                                                                                                | Lesson 5                                                                                                                                                    | Lesson 6                                                                               |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| father, mother, sister,<br>brother, baby brother<br><br>Who's he?<br>He's (my) (father).<br>He's (Sam). | grandfather, grand-<br>mother, uncle, aunt,<br>cousin<br><br>This is my (grandfather).<br>Hi, I'm (Alfie).<br>Pleased to meet you.<br>Nice to meet you. | tall, short, handsome,<br>pretty, young, old<br><br>Is your (sister) (short)?<br>No, (she) isn't. (She)'s<br>tall. | boy, girl, man,<br>woman, fat, thin<br><br>Who's the (tall)<br>(woman)?<br>(She)'s (Tom)'s<br>(mother). | <b>Social studies: Pets in<br/>Vietnam</b><br><br>dog, cat, rabbit, cute,<br>friendly, soft<br><br>(Rabbits) are my favorite pets.<br>(Rabbits) are (cute). | <b>Review and test<br/>practice</b><br><br>Game: Board game<br>Song: This is my Family |
| I can identify<br>family members                                                                        | I can introduce my<br>family and greet<br>people politely.                                                                                              | I can describe<br>people.                                                                                          | I can describe and<br>identify people.                                                                  | I can talk and write about my<br>favorite pets.                                                                                                             | Theme review                                                                           |

## 4. Colors

| Lesson 1                                                                            | Lesson 2                                                                                        | Lesson 3                                                                                       | Lesson 4                                                                                                     | Lesson 5                                                                                                                                                      | Lesson 6                                                                                 |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| green, blue, red,<br>yellow, color/colors<br><br>What color is this?<br>It's (red). | pink, gray, black,<br>brown, paint/paints<br><br>What color do you<br>want?<br>(Brown), please! | flower, balloon,<br>rock, leaf, butterfly<br><br>There's a (pink<br>(flower) in the<br>garden. | white, purple,<br>orange, light blue,<br>dark blue<br><br>What's your favorite<br>color?<br>I like (purple). | <b>Value: Try new things</b><br><br>noodle soup/pho, lychee,<br>sticky rice, papaya, coconut<br><br>What's that (green) thing?<br>That's a (coconut). Try it! | <b>Review and test<br/>practice</b><br><br>Game: Connect three<br>Song: Colors, Colors!! |
| I can identify<br>colors.                                                           | I can talk about what<br>color I want.                                                          | I can describe the<br>color of things<br>around me.                                            | I can talk about my<br>favorite color.                                                                       | I can identify colorful food.                                                                                                                                 | Theme review                                                                             |



# Scope and Sequence

## 5. Toys

| Lesson 1                                                                                   | Lesson 2                                                                   | Lesson 3                                                                                                                               | Lesson 4                                                                                       | Lesson 5                                                                                                                                                           | Lesson 6                                                                     |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| doll, kite, ball, robot, big, small<br><br>What can you see?<br>I can see a (big) (robot). | bike, monster, boat, car, train<br><br>What's this?<br>It's (Tom)'s (car). | plane, helicopter, truck, radio, teddy bear, box<br><br>Where's the (plane)?<br>It's (in) the (box).<br>The (plane) is (in) the (box). | soccer ball, football, baseball, basketball, photo<br><br>Put the (basketball) (in) the (box). | <b>Social studies: Rooms in a house</b><br><br>house, bedroom, living room, kitchen, bathroom<br><br>There's one (big) (living room) and (two) (small) (bedrooms). | <b>Review and test practice</b><br>Game: Tic, tac, toe<br>Song: The Toy Shop |
| I can describe toys.                                                                       | I can talk about possession.                                               | I can specify the location of toys.                                                                                                    | I can give commands to tidy a room.                                                            | I can talk about quantities of toys and describe rooms in a house.                                                                                                 | Theme review                                                                 |

## 6. Food and Drink

| Lesson 1                                                                                       | Lesson 2                                                                                | Lesson 3                                                                                                                                   | Lesson 4                                                                                                                                          | Lesson 5                                                                                                                                                 | Lesson 6                                                                   |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| rice, eggs, chicken, cereal, fish, bread<br><br>What do you want to eat?<br>May I have (eggs)? | yogurt, banana, cupcake, sandwich, cookie<br><br>Can I eat a (cookie)?<br>Yes, you can. | peas, potatoes, meat, spaghetti, beans, sausages<br><br>Can I have some (peas) and (potatoes), please?<br>Yes, here you are.<br>Thank you. | pizza, chocolate, ice cream, cake, fries, juice<br><br>Would you like some (fries)? Yes, please.<br>Would you like some (cake)?<br>No, thank you. | <b>Value: Sharing and being polite</b><br><br>share, fish balls, pancake, smoothie, soya milk<br><br>Have (a smoothie).<br>Thank you.<br>You're welcome. | <b>Review and test practice</b><br>Game: Connect three<br>Song: I'm Hungry |
| I can formally ask for permission.                                                             | I can ask for permission.                                                               | I can make a request and say thanks.                                                                                                       | I can make an offer and respond to an offer.                                                                                                      | I can thank someone and respond to thanks.                                                                                                               | Theme review                                                               |

## 7. Places and Directions

| Lesson 1                                                                                             | Lesson 2                                                                                                          | Lesson 3                                                                                                 | Lesson 4                                                                                                               | Lesson 5                                                                                                                                                   | Lesson 6                                                                          |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| park, lake, supermarket, sports shop, bakery<br><br>Where are you going?<br>I'm going to the (park). | ice cream shop, bookshop, playground, zoo, street<br><br>Where's the (ice cream shop)?<br>It's on (Water) Street. | go straight, turn left, turn right, bridge, go over<br><br>How do I get to the (lake)?<br>(Go straight). | campsite, market, shopping, fishing, eating, reading<br><br>What's (Mom) doing?<br>(She)'s (shopping) at the (market). | <b>Value: Be careful. Cross the road safely</b><br><br>green light, red light, hold hands, stop, go, crosswalk<br><br>There's a (green light). Let's (go). | <b>Review and test practice</b><br>Game: Board game<br>Song: Where Are You Going? |
| I can talk about where I'm going.                                                                    | I can ask about location.                                                                                         | I can ask and answer about directions.                                                                   | I can describe on-going actions.                                                                                       | I can suggest an activity.                                                                                                                                 | Theme review                                                                      |

## 8. Weather

| Lesson 1                                                                      | Lesson 2                                                                                | Lesson 3                                                            | Lesson 4                                                                                                       | Lesson 5                                                                                                                                              | Lesson 6                                                                           |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| sunny, rainy, snowy, windy, cloudy<br><br>How's the weather?<br>It's (sunny). | storm, thunder, lightning, rain, rainbow<br><br>Can you hear the (thunder)? Yes, I can. | hot, cold, warm, cool, wet, dry<br><br>Are you (hot)?<br>Yes, I am. | snowman, snowball, skiing, sledding, swimming<br><br>Can we (make a snowman)?<br>Yes, we can.<br>No, we can't. | <b>Science: Growing rice</b><br><br>plant, seed, sunlight, grow, soil<br><br>What does a (plant) need to grow?<br>A (plant) needs (sunlight) to grow. | <b>Review and test practice</b><br>Game: Connect three<br>Song: How's The Weather? |
| I can describe the weather.                                                   | I can ask about the weather.                                                            | I can ask and answer about people's state.                          | I can suggest an activity.                                                                                     | I can talk about growing rice.                                                                                                                        | Theme review                                                                       |



**Vocabulary:**

stand up, sit down, hands up, hands down, be quiet, make a line

**Structure:**

(Stand up), please.

**A**

Listen, point and say.



stand up



sit down



hands up



hands down



be quiet



make a line

**B**

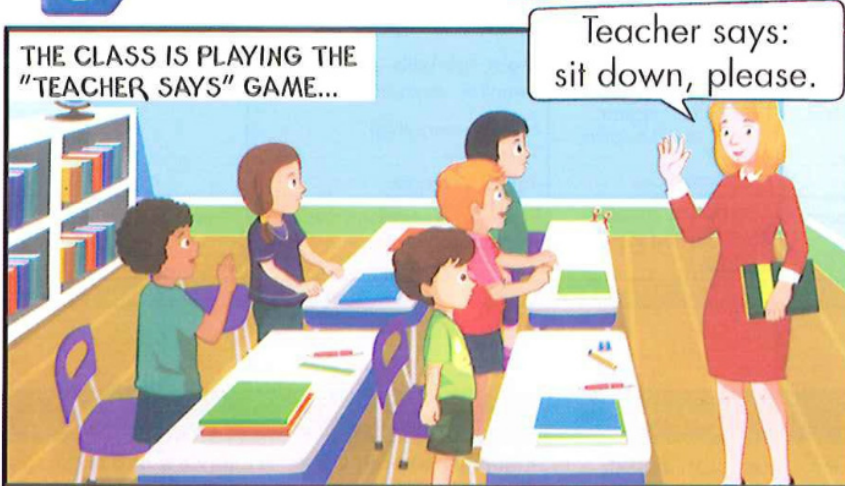
1. Listen and read.



2. Listen and follow.

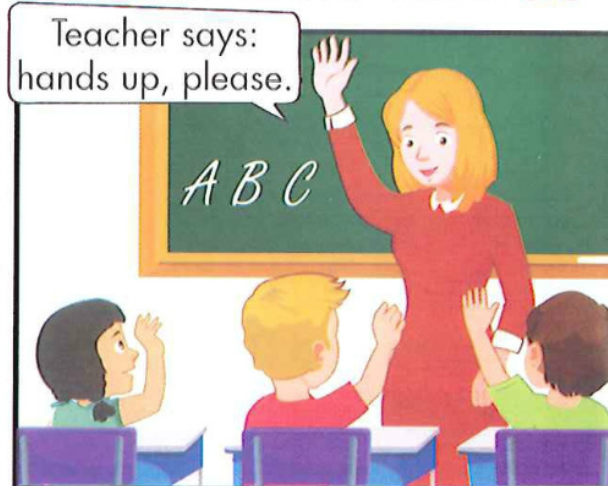


THE CLASS IS PLAYING THE "TEACHER SAYS" GAME...



Teacher says:  
sit down, please.

Teacher says:  
hands up, please.



Stand up, please.



Teacher says:  
make a line, please.

3. Practice the structure.



**STRUCTURE**

Stand up, please.  
Make a line, please.



**C** Listen. Sing along. 



Stand up, please.

Sit down, please.

**PRONUNCIATION TIP** 

Intonation: Commands "Stand up, please."

**D** Draw lines.  
Practice, point and say.

Hands up, please.

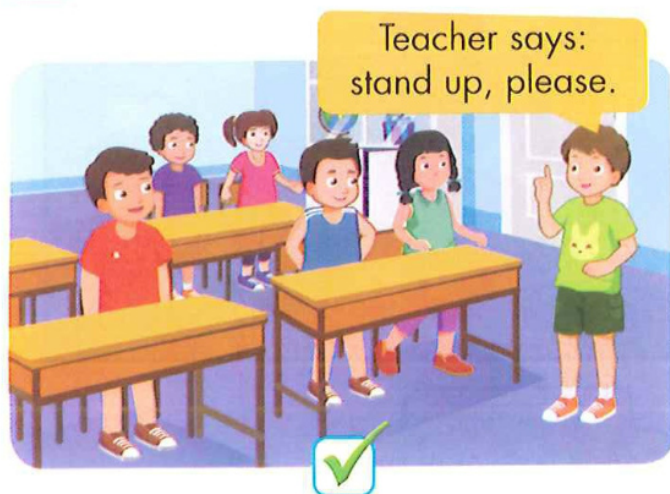
|                                                                                               |                                                                                               |                                                                                               |                                                                                               |                                                                                                 |                                                                                                 |
|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>1</b><br> | <b>2</b><br> | <b>3</b><br> | <b>4</b><br> | <b>5</b><br> | <b>6</b><br> |
| hands                                                                                         | sit                                                                                           | make a                                                                                        | hands                                                                                         | stand                                                                                           | be                                                                                              |

|       |    |      |    |      |      |
|-------|----|------|----|------|------|
| quiet | up | down | up | line | down |
|-------|----|------|----|------|------|

*Note: A dashed red line connects the 'hands' box in the first row to the 'up' box in the second row.*

**E** Play the "Teacher says" game.





**Vocabulary:**

The alphabet

**Structure:**

What letter is this?

It's letter (E).

**A**

Listen, point and say.



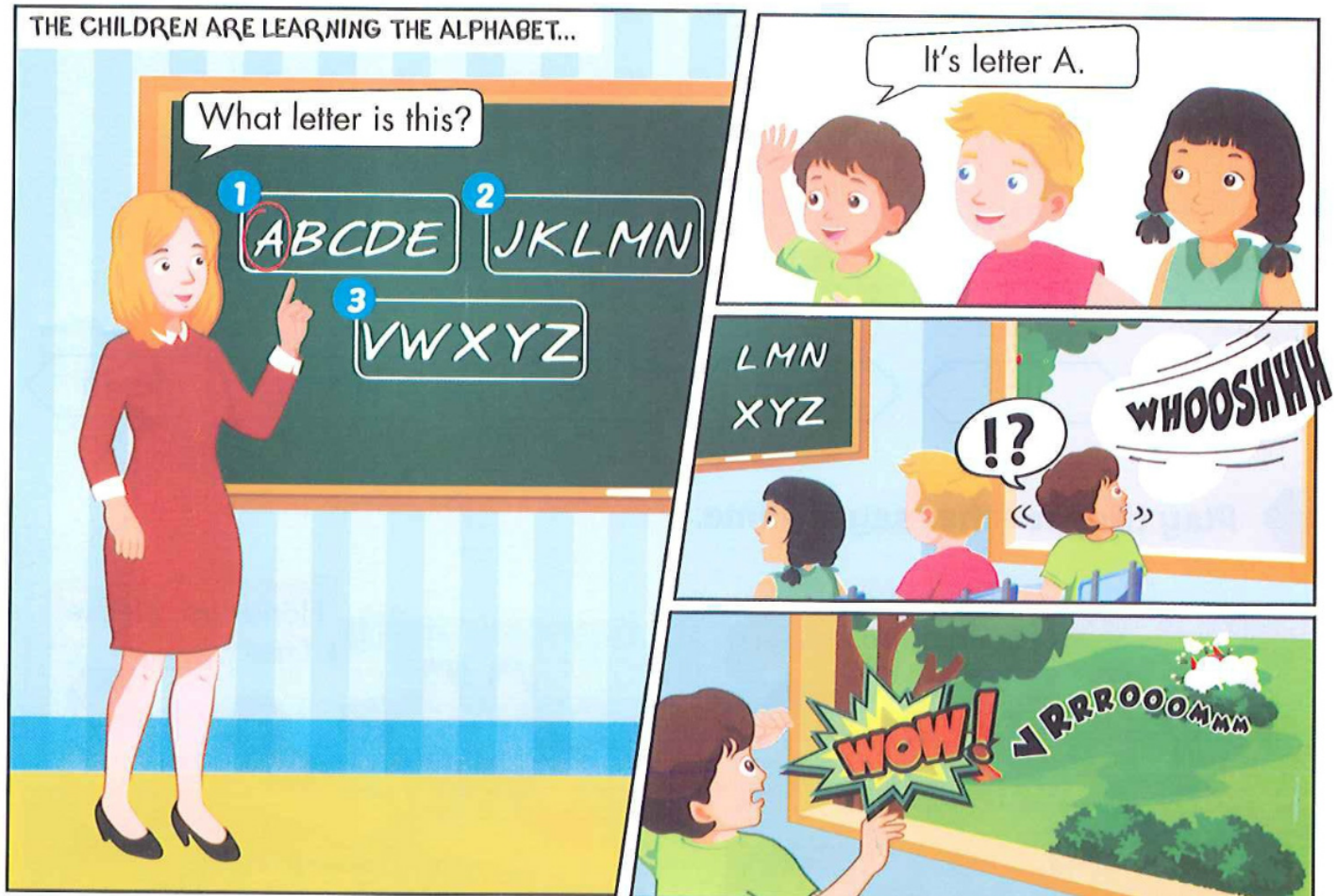
Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq Rr  
Ss Tt Uu Vv Ww Xx Yy Zz

**B**

1. Listen and read.



2. Listen and circle.



3. Practice the structure.



**STRUCTURE**

What letter is this?

It's letter A.

It's = It is



The alphabet song.  
Let's sing the alphabet song.

**C** Listen. Sing along. 



**PRONUNCIATION TIP** 

Don't forget the 's' sound. "What letter *is* this?"

**D** Write the letters. Practice.  
Point, ask and answer.

What letter is this?

It's letter B.

1

A B C

2

D        F

3

H        J

4

L M       

5

P Q       

6

X Y       

**E** Say your name. Spell your name. Write your name.

Tom. T-O-M.



Handwriting practice area with dashed lines for writing a name.

# HELLO!

## Vocabulary:

Tom, Alfie, Mai, Nick

## Structure:

Hello, my name's (Alfie). What's your name?  
My name's (Tom). Nice to meet you.  
Nice to meet you, too.

### A Listen, point and say.

1



Tom

2



Alfie

3



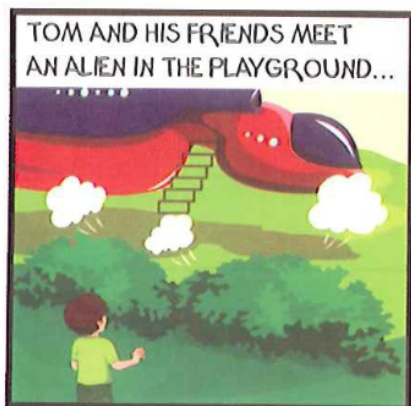
Mai

4



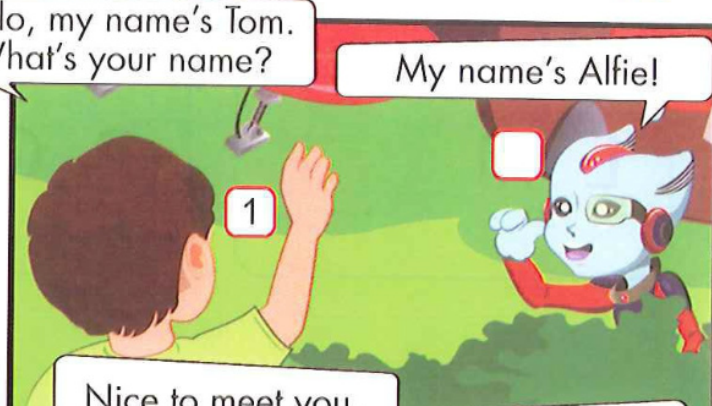
Nick

### B 1. Listen and read.



Hello, my name's Tom.  
What's your name?

My name's Alfie!



Nice to meet you.

Nice to meet  
you, too.



### 3. Practice the structure.

#### STRUCTURE

Hello, my name's **Tom**. What's your name?  
My name's **Alfie**. Nice to meet you.  
Nice to meet you, too.

What's = What is  
name's = name is



**C** Listen. Sing along. 



Hello, what's your name?

My name's Tom.

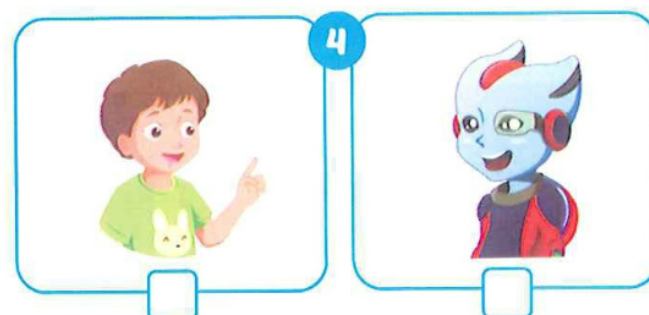
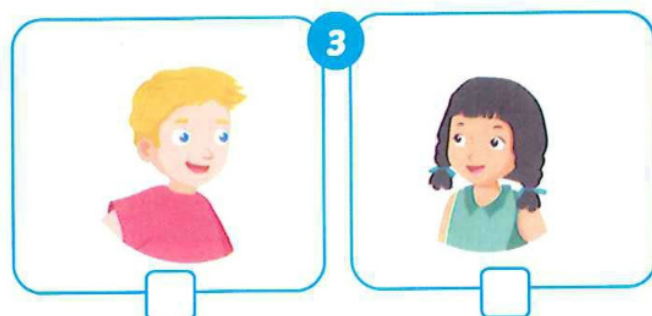
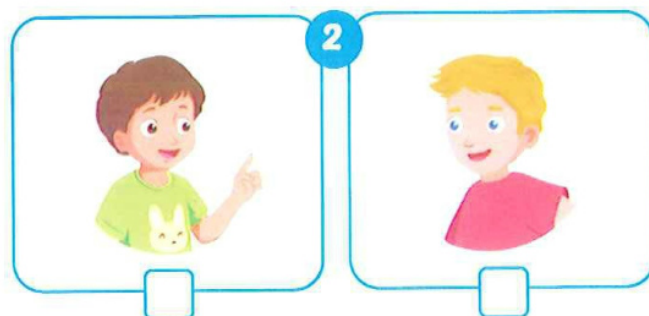
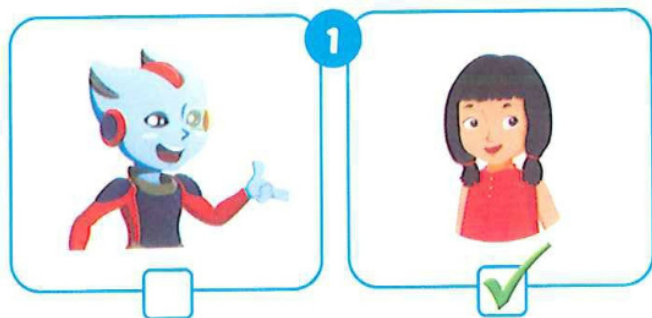
**PRONUNCIATION TIP** 

Stress: "What's **your** name?"

**D** Listen and (✓) the box.  
Practice, ask and answer. 

Hello, what's your name?

My name's Kim.



**E** Play the "Chain" game.

Hello, my name's Tom.  
What's your name?

My name's Harry.



Hello, my name's Harry.  
What's your name?

My name's Nick.





# HELLO!

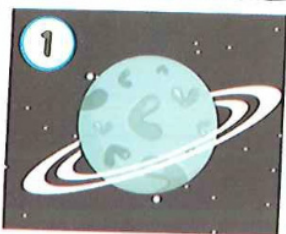
## Vocabulary:

Alpha, Greenwood, River Town, home

## Structure:

Where are you from? I'm from (Greenwood).  
Where's (he) from?  
(He)'s from (River Town).

### A Listen, point and say.



Alpha



Greenwood



River Town

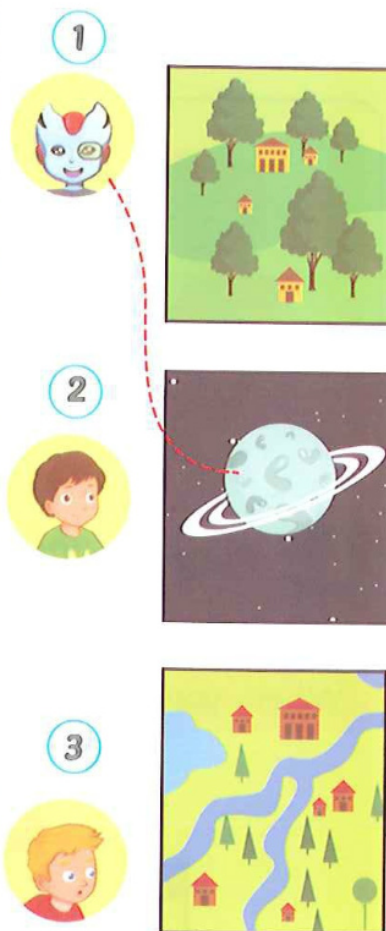
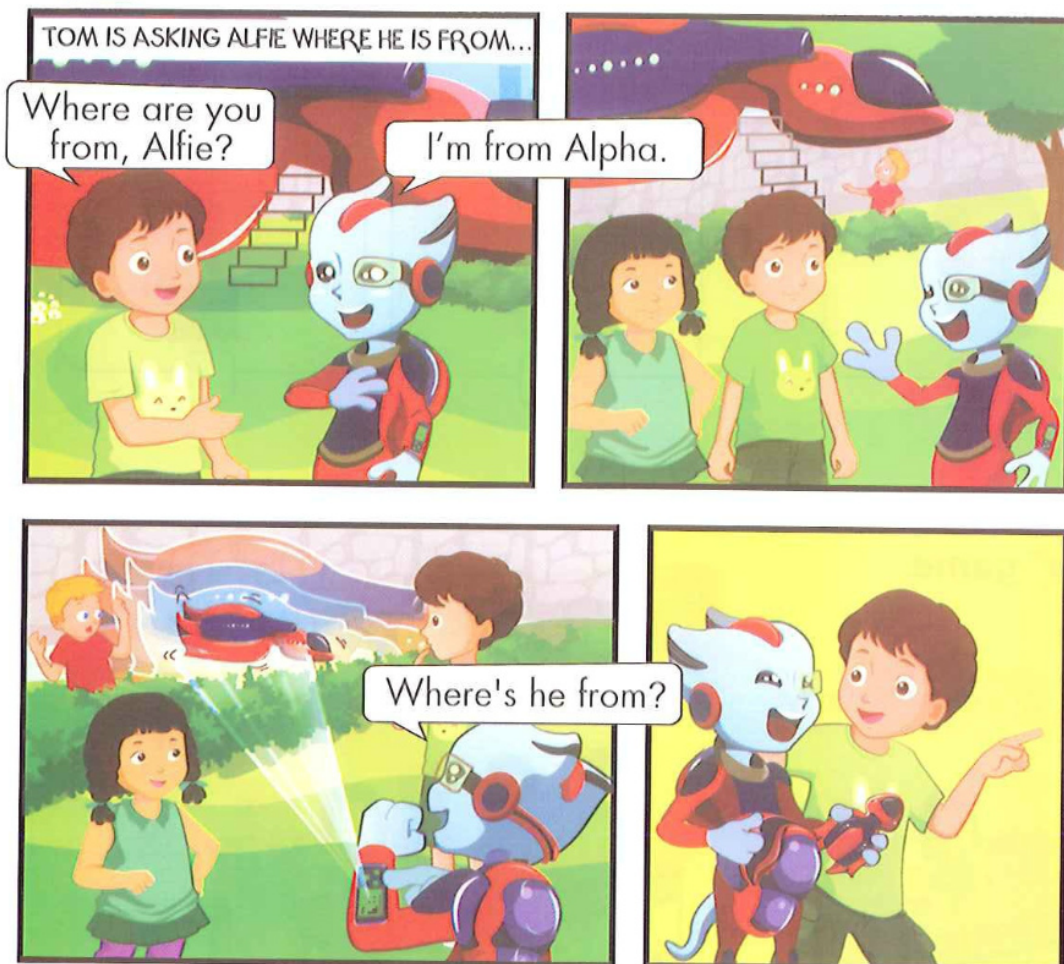


home

### B 1. Listen and read.



### 2. Listen and draw lines.



### 3. Practice the structure.



## STRUCTURE

Where are you from?  
Where's *she* from?

I'm from Alpha  
*She's* from Greenwood.

I'm = I am  
He's = He is  
She's = She is



**C** Listen. Sing along. 



Where are you from?

I'm from Alpha.

**D** Listen and circle. Practice. Point, ask and answer. 

**PRONUNCIATION TIP** 

Natural English: "Where are you..."  
How do the sounds change?

Where's he from?

He's from Greenwood.

**1**



A



B

**2**



A



B

**3**



A



B

**4**



A



B

**E** Play the "Follow the lines" game. Ask your friends.

Where's she from?

She's from Greenwood.



She





You



He





Your friend



# HELLO!

Value - Be confident

Useful language:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

How old are you?

I'm (seven).



## NEW WORDS

Listen, point and say.



1

1

one

2

2

two

3

3

three

4

4

four

5

5

five

6

6

six

7

7

seven

8

8

eight

9

9

nine

10

10

ten



## LISTENING

Listen and circle.



A VISITOR IS COMING TO VINH'S SCHOOL...



1

8

4

2

9

5

3

7

10

Useful language.



### USEFUL LANGUAGE

How old are you? I'm eight.



My name's Vinh.

I go to Nguyen Hue primary school.

What's the name of your school?



**READING****Read and circle "True" or "False".****Vinh and Kim**

Vinh: Hello, Phong. I'm eight. How old are you?

Phong: I'm seven. How old are you, Kim?

Kim: I'm five.

1. Vinh is six.

True **False**

2. Phong is seven.

True False

3. Kim is five.

True False

**SPEAKING****Practice. Point, ask and answer.**

How old are you?

8

I'm eight.

5

7

10

1

2

3

4

**WRITING****Complete the label.****Student information**

Name: Nguyen Quang Vinh

Age: Eight

Home: 57 Nguyen Trong Tuyen,  
Ho Chi Minh City

School: Nguyen Hue

Class: 2A1

**Student information**

Name: .....

Age: .....

Home: .....

.....

School: .....

Class: .....



# HELLO!

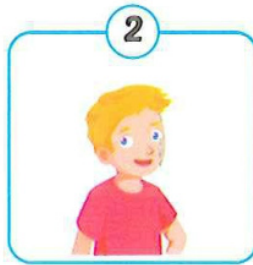


## LISTENING

Listen and draw lines.



Example



Tom

Nick

Mai

Kim

Alfie



## READING & WRITING

Look and read. Put a (✓) or a (✗) in the box.

Example



I'm seven. ☒

1



I'm from Greenwood. ☐

2



I'm from River Town. ☐

3



I'm nine. ☐



**SONG** Turn to page 102. Listen. Sing along. 

**GAME** Play the "Connect three" game.

Pair 1

vs.

Pair 2



What letter is this?

D

T

G

W

It's letter (D).

What's (his) name?

Tom



Mai



Alfie



(His) name's (Tom).

Where (is) (he) from?

Alpha



Greenwood



River Town



(He)'(s) from (Alpha).

How old (is) (she)?

10



4



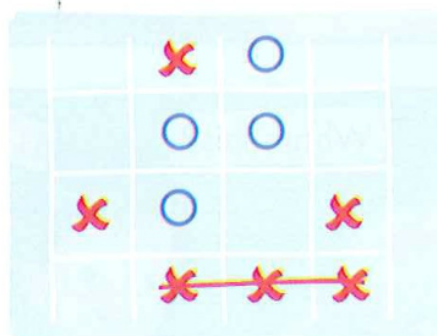
You



8



(She)'(s) (ten).



We win!

**I CAN...**

- I can give and follow classroom commands.
- I can ask and answer about myself.
- I can say hello and ask about someone else.
- I can fill in a school form.





**Vocabulary:**

camera, cupboard, board, chair, desk, door

**Structure:**

What's this?

It's a (desk).

**A** Listen, point and say. 

1



camera

2



cupboard

3



board

4



chair

5



desk

6



door

**B** 1. Listen and read. 

2. Listen and number. 

TOM IS SHOWING ALFIE HIS CLASSROOM...

CLASSROOM 1A



**3. Practice the structure.** 

**STRUCTURE**

What's this?  
It's a **board**.

What's = What is  
It's = It is



**C** Listen. Sing along. 



What's this?  
It's a camera.

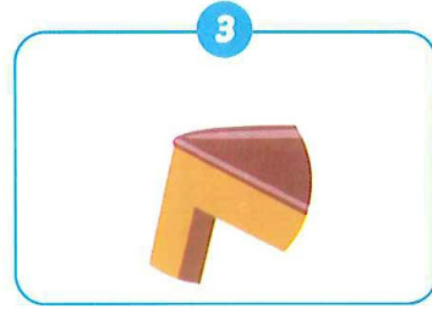
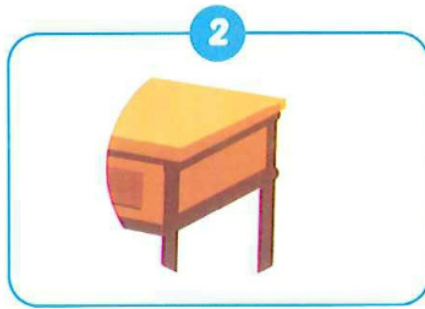
**PRONUNCIATION TIP** 

Natural English: "It's a..."  
How do the sounds change?

**D** Draw lines. Practice. Point, ask and answer.

What's this?

It's a camera.



camera

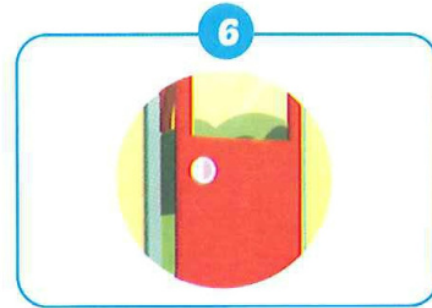
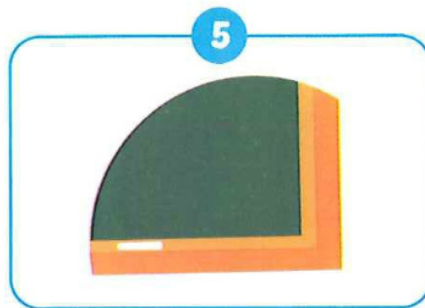
door

cupboard

chair

board

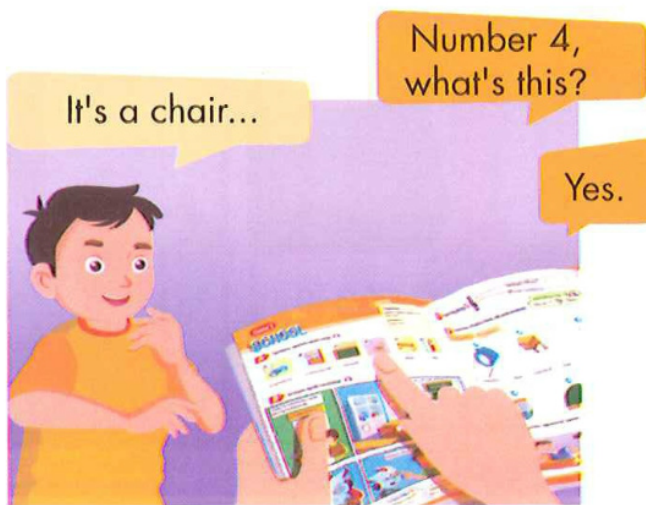
desk



**E** Play the "Memory" game.



Look (10 seconds)



It's a chair...

Number 4,  
what's this?

Yes.

Speak



**Vocabulary:**

bag, eraser, pen, pencil, book, crayon

**Structure:**

Is this (an eraser)?

Yes, it is.

No, it isn't. It's (a book).

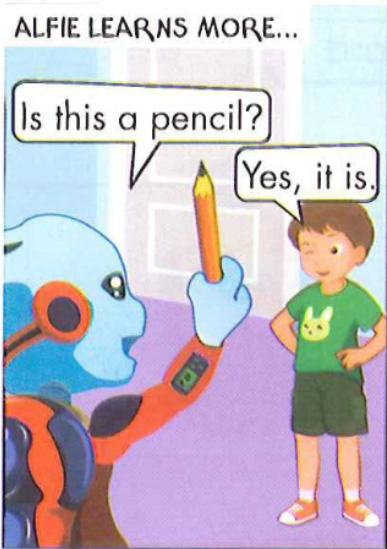
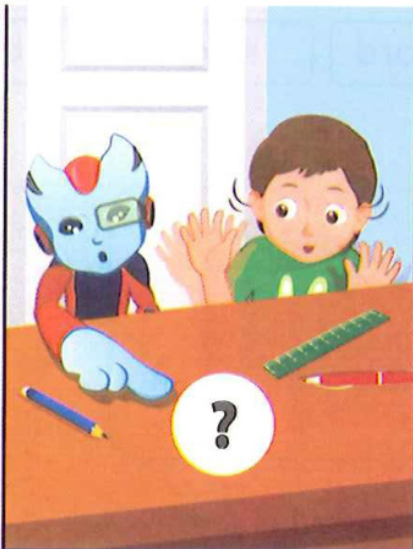
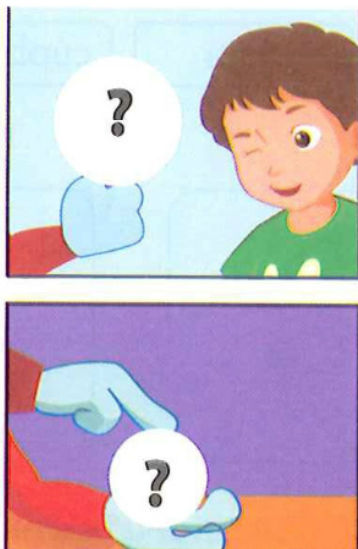
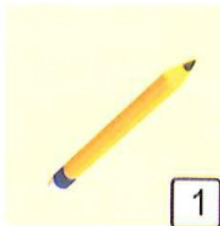
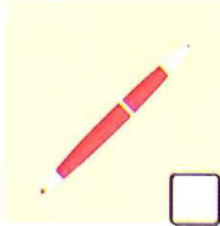
**A** Listen, point and say. 

|                                                                                   |                                                                                   |                                                                                   |                                                                                    |                                                                                     |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |  |
| bag                                                                               | eraser                                                                            | pen                                                                               | pencil                                                                             | book                                                                                | crayon                                                                              |

**B** 1. Listen and read. 

2. Listen and number. 

ALFIE LEARNS MORE...

|                                                                                   |                                                                                    |                                                                                     |                                                                                       |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |   |
|                                                                                   |                                                                                    |                                                                                     |  |
|                                                                                   |                                                                                    |                                                                                     |  |
|                                                                                   |                                                                                    |                                                                                     |  |

**3. Practice the structure.** 

**STRUCTURE**

Is this a pencil? Yes, it is.

Is this an eraser? No, it isn't. It's a book

a e i o u = an  
an eraser

isn't = is not



**C** Listen. Sing along. 



Is this a bag?

Yes, it is.

**D** Listen and (✓) the box.  
Practice. Ask and answer. 

**PRONUNCIATION TIP** 

Natural English: "Is this a..."  
How do the sounds change?

Is this a bag?

No, it isn't. It's an eraser.

1



2



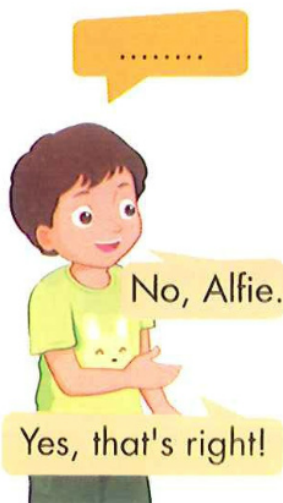
3



4



**E** Play the "Read my lips" game.



?

Is this an eraser?



Is this a ruler?



letter, ruler, picture, fan, pencil case

Is it a (ruler)? No, it isn't.  
What is it? It's a (pencil case).



letter



ruler



picture



fan



pencil case

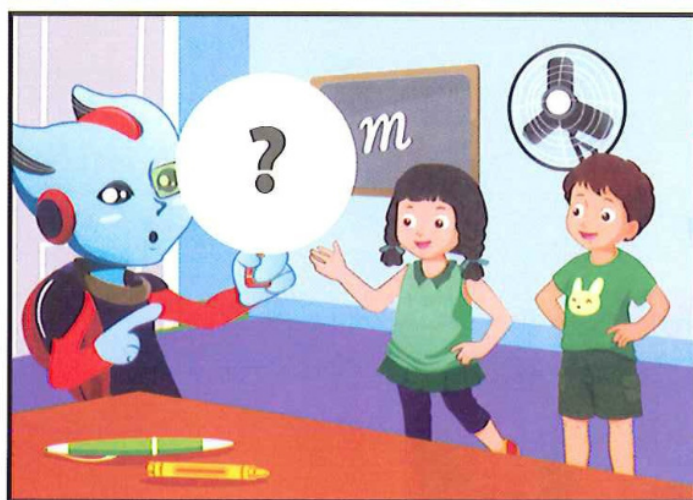
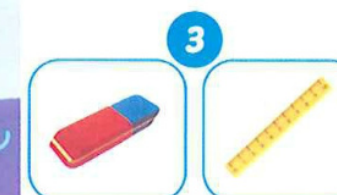
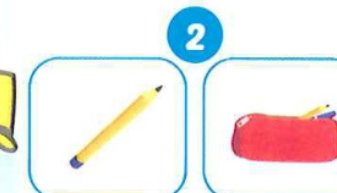
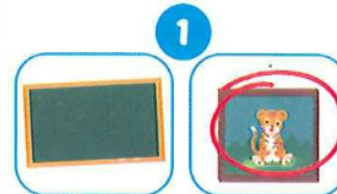
CO1  
47COI  
48

Is it a board?

No, it isn't.

### What is it?

It's a picture.



Is it a ruler? No, it isn't.  
What is it? It's a pencil case.

isn't = is not  
It's = It is





Listen. Sing along.



Is it a letter?

No, it isn't.

**PRONUNCIATION TIP**



Natural English: "Is it a...?"  
How do the sounds change?



Practice. Point. Ask and answer.

Is it a letter?

No, it isn't.

What is it?

It's a board.



...letter?



...bag?



...pencil?



...board?



...bag?



...crayon?



...ruler?



...book?



...fan?



...pencil case?



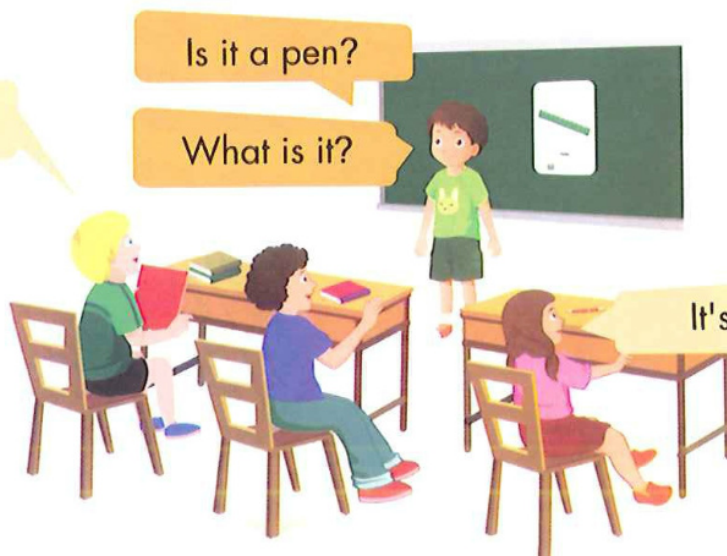
Look at **A** and play the "Guessing" game.

No, it isn't.

Is it a pen?

What is it?

It's a ruler.





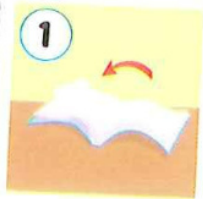
**Vocabulary:**

open, close, ask, answer, sing, draw

**Structure:**

(Close your book), please.  
Yes, teacher.

**A** Listen, point and say. 



open



close



ask



answer



sing

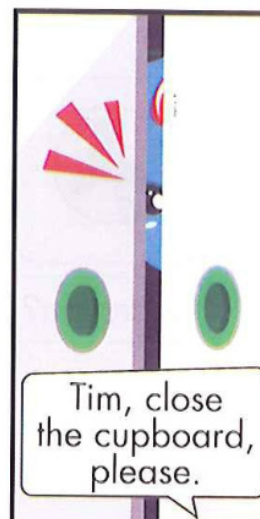


draw

**B** 1. Listen and read. 

2. Listen and number. 

THE BELL RINGS AND CLASS BEGINS...



**3. Practice the structure.** 

**STRUCTURE**

Open your book, please.  
Ask a question, please.

Yes, teacher.  
Yes, teacher.



**C** Listen. Sing along.  56



Open your book, please.

Yes, teacher.

**D** Listen and circle. Practice.  58

**PRONUNCIATION TIP**  57

Natural English: "...your..."  
How do the sounds change?



Tom, draw a picture, please.

1



Yes, teacher.



2



3



4

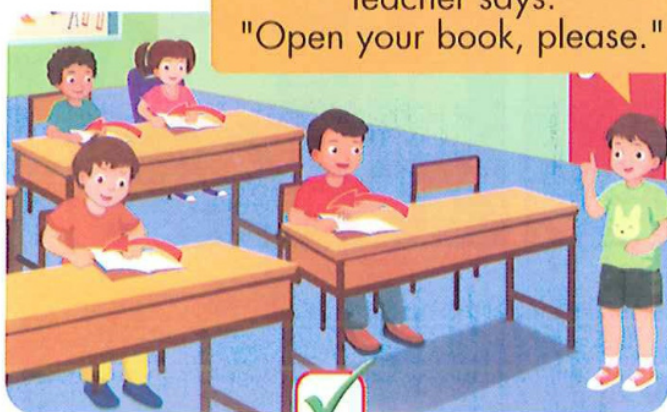


5

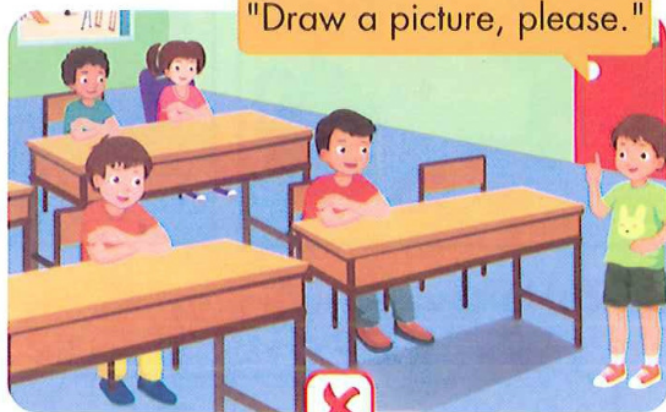


**E** Play the "Teacher says" game.

Teacher says:  
"Open your book, please."



"Draw a picture, please."





# SCHOOL

Value - Be prepared

**Useful language:**  
backpack, snacks, water bottle, scarf,  
school trip  
Remember your (backpack)!

Aa

## NEW WORDS

Listen, point and say.

CDI 59

1



2



3



4



5



backpack

snacks

water bottle

scarf

school trip



## LISTENING

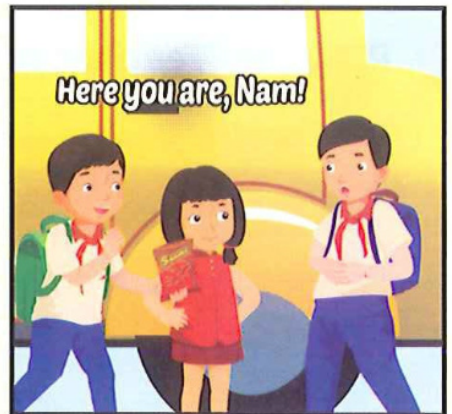
Listen and number.

CDI 60

VINH IS GOING ON A SCHOOL TRIP..



- ☐ backpack
- ☐ snacks
- ☒ 1 water bottle
- ☐ scarf



Useful language.

CDI 61

## USEFUL LANGUAGE

Remember your **water bottle!**



Remember to say "Goodbye!"



**READING****Read and circle "True" or "False".****School trip to the zoo**

Boys and girls, remember to bring:

backpack ☒water bottle ☒red scarf ☒snacks ☒

Ms. Phuong Ha

- |                                |      |              |
|--------------------------------|------|--------------|
| 1. Remember your pencil case.  | True | <u>False</u> |
| 2. Remember your snacks.       | True | False        |
| 3. Remember your board.        | True | False        |
| 4. Remember your water bottle. | True | False        |

**SPEAKING****Practice. Point and say.**

Remember your scarf!

**WRITING****Look at****SPEAKING****complete the checklist.**

Things to remember!

1. scarf
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



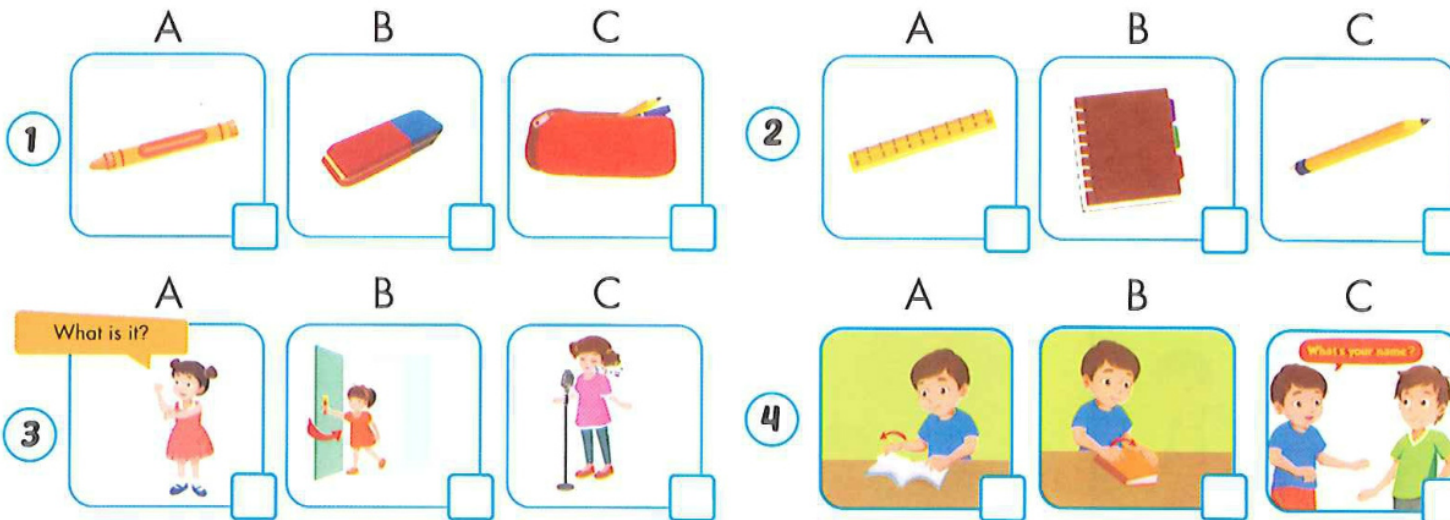
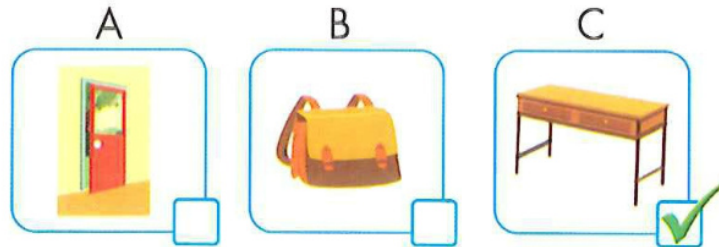


**LISTENING**

Listen and (✓) the box.



Example



**READING & WRITING**

Look and read. Put a (✓) or a (✗) in the box.

Example



This is a pencil case.

1



This is a chair.

2



This is a cupboard.

3



This is a ruler.

4



This is a crayon.

5



This is a letter.



**SONG** Turn to page 102. Listen. Sing along. 

**GAME** Play the "Tic, tac, toe" game.

What is it?

It's a bag.

OK! Our turn.

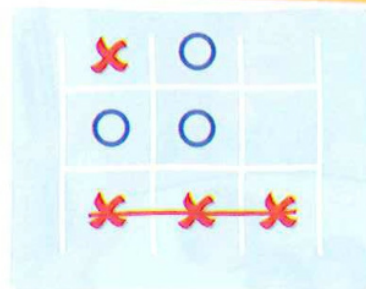
Is this a notebook?

No, it isn't.  
It's a book.

Pair 1

vs.

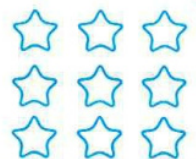
Pair 2



We win!

**I CAN...**

- I can ask and answer about school objects.
- I can give and follow instructions.
- I can say goodbye.





# FAMILY

## LESSON 1

### Vocabulary:

father, mother, sister, brother, baby, brother

### Structure:

Who's (she)?

(She)'s my (mother). (She)'s (Ann).

Who's (she)?

(She)'s (Kim's mother). She's (Lan).

### A Listen, point and say.

COI 64

This is my family.



father



mother



sister



brother



baby brother

### B 1. Listen and read.

COI 65

### 2. Listen and draw lines.

COI 66



Sam

Ben

Kim

### 3. Practice the structure.

COI 67

#### STRUCTURE

Who's **he**? He's my **father**. He's **Sam**.

Who's **she**? She's **Kim's mother**. She's **Lan**.

Who's = Who is

He's = He is

She's = She is





Listen. Sing along.



Who's he?  
He's my father.



Practice. Point, ask and answer.

PRONUNCIATION TIP



Intonation: Wh-Questions

Who's he?

Who's she?

Who's he?

He's Tom's father. He's Sam.

Tom's family

1



father/Sam

2



mother/Ann

3



brother/Ben

4



sister/Lucy

5



baby brother/Alex

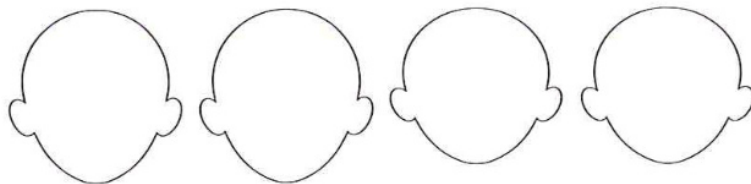
Tom



Draw faces. Talk about your family.

Who's he?

Who's she?



He's my \_\_\_\_\_.

She's my \_\_\_\_\_.





# FAMILY

## LESSON 2

### Vocabulary:

grandfather, grandmother, uncle, aunt, cousin

### Structure:

This is my (grandmother).  
Hello, I'm (Alfie). Pleased to meet you.  
Nice to meet you.

### A

Listen, point and say.



Here are some more of my family...



grandfather



grandmother



uncle



aunt



cousin

### B

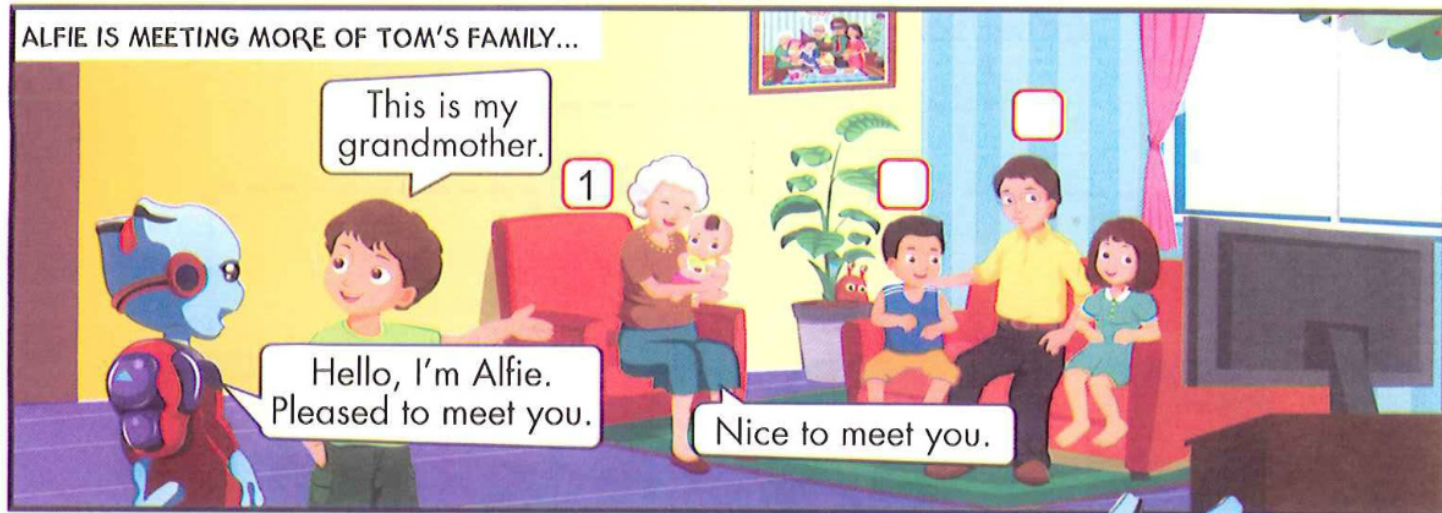
1. Listen and read.



2. Listen and number.



ALFIE IS MEETING MORE OF TOM'S FAMILY...



3. Practice the structure.



### STRUCTURE

Tom: This is my **grandfather**.  
Alfie: Hi, I'm **Alfie**. Pleased to meet you.  
Grandfather: Nice to meet you.



**C** Listen. Sing along. 



This is my grandfather.  
Nice to meet you. Pleased to meet you, too.

**D** Practice. Point and say.

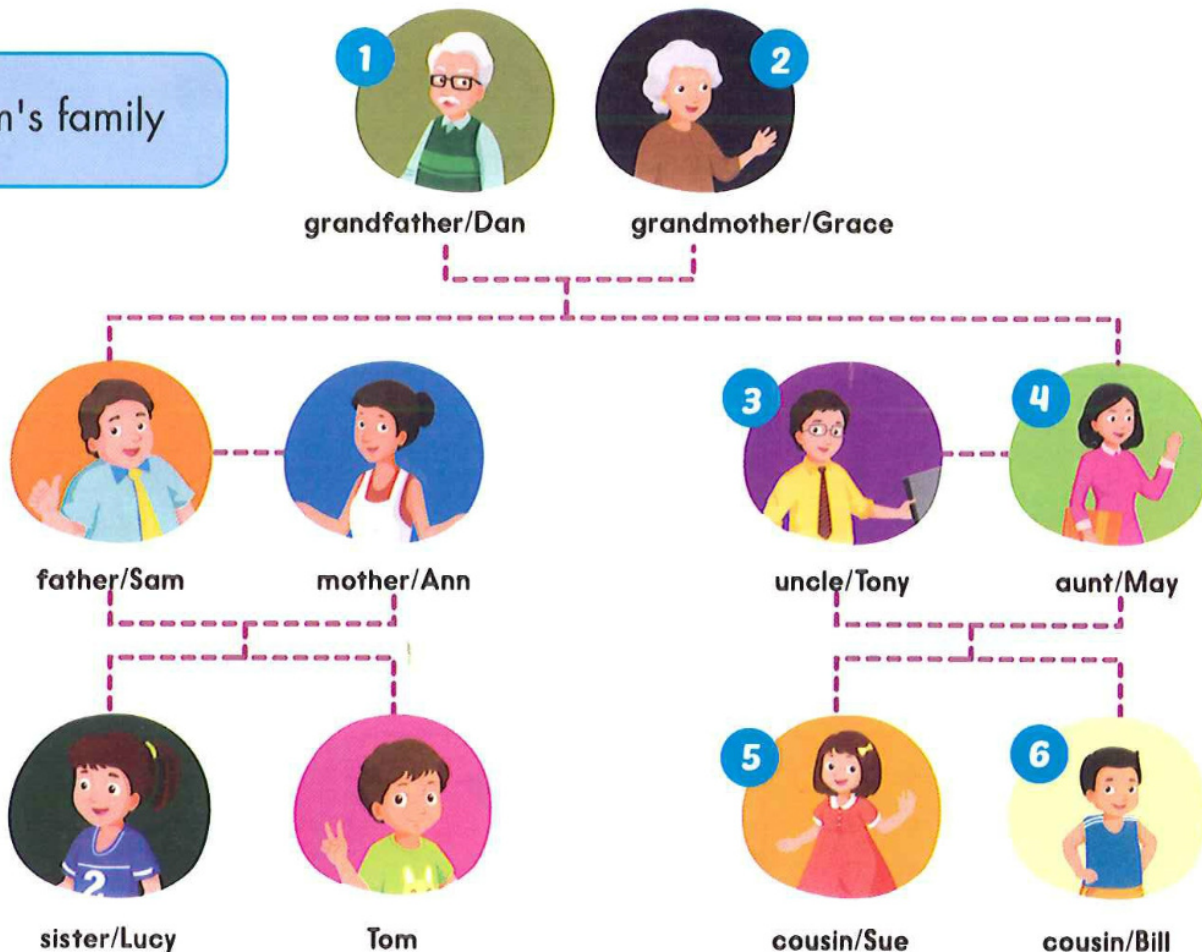
**PRONUNCIATION TIP** 

Natural English: "Nice to..."  
How do the sounds change?

This is Tom's grandfather.

Pleased to meet you.

Tom's family



**E** Point. Introduce your family.

This is my grandmother.

Pleased to meet you.

  
grandmother

  
father

  
uncle

  
aunt

  
cousin



# FAMILY

## LESSON 3

### Vocabulary:

tall, short, handsome, pretty, young, old

### Structure:

Is your (brother) (tall)?

Yes, (he) is./No, (he) isn't. (He)'s (short).

### A Listen, point and say.



tall



short



handsome



pretty



young

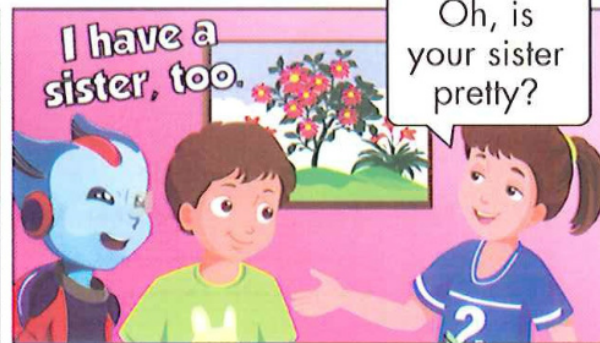


old

### B 1. Listen and read.

### 2. Listen and number.

ALFIE MEETS LUCY...



Oh, is your sister pretty?



### 3. Practice the structure.

#### STRUCTURE

Is your brother tall?

Yes, he is.

Is your sister short?

No, she isn't. She's tall.

isn't = is not



**C** Listen. Sing along. 



Is your father tall?

Yes, he is.

**D** Read and put a (✓) or a (✗) in the box.  
Practice. Point, ask and answer.

**PRONUNCIATION TIP** 

Natural English: "Is your..."  
How do the sounds change?

Is he old?

No, he isn't. He's young.



...old?



...handsome?



...young?



...young?



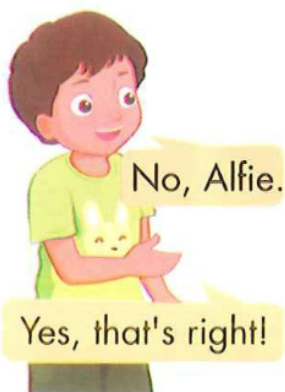
...pretty?



...short?

**E** Play the "Read my lips" game.

?



Is your father tall?



Is your mother tall?



# FAMILY

**Vocabulary:**

boy, girl, man, woman, fat, thin

**Structure:**

Who's the (fat) (man)? (He)'s (my father).

**A** Listen, point and say. 



boy



girl



man



woman



fat



thin

**B** 1. Listen and read. 

2. Listen and number. 

THE CHILDREN ARE LOOKING AT ALFIE'S FAMILY...



Who's the tall man?

He's my father.



Who's the young boy?



3. Practice the structure. 

**STRUCTURE**

Who's the tall woman?  
She's Tom's mother.



**C** Listen. Sing along.



Who's the young boy?

He's Tom's cousin.

**PRONUNCIATION TIP**



Natural English: "Who is..."  
How do the sounds change?

**D** Practice. Ask and answer.

Who's the short boy?

He's Tom's cousin.



1

Bill

cousin

short boy



3

Ben

brother

thin boy



5

Alex

baby brother

fat baby



old woman



2

Grace

grandmother

old man



4

Dan

grandfather

tall girl



6

Lucy

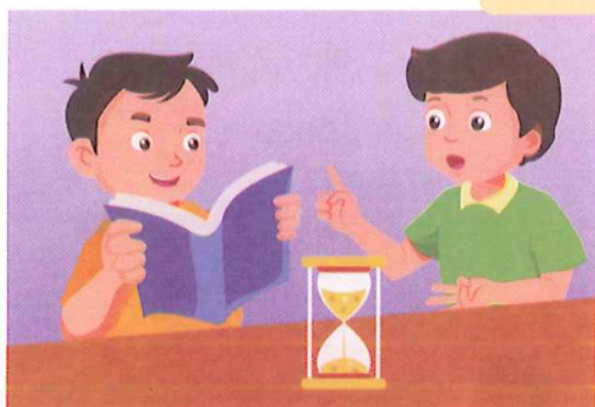
sister

**E** Look at **B** and **D**. Play the "Memory" game.

He's Tom's grandfather.

Who's the old man?

You're right.



Look (10 seconds)



Speak



# FAMILY

**Useful language:**

(Rabbits) are my favorite pets.  
(Rabbits) are (cute).



**NEW WORDS**

Listen, point and say.



1



2



3



4



5



6



cat

dog

rabbit

cute

friendly

soft



**LISTENING**

Listen and circle.



1. Pets are animals that \_\_\_\_\_.

2. Cats are \_\_\_\_\_.

3. Rabbits are very soft and \_\_\_\_\_.

4. \_\_\_\_\_ are his favorite pets.

live with families/are soft

friendly/cute

cute/quiet

Cats/Dogs

**Useful language.**



**USEFUL LANGUAGE**

Dogs are my favorite pets.  
Dogs are friendly.



Dogs are my favorite pets.  
What about you?



**READING****Read and circle "True" or "False".****Nam's pets**

There are five pets in my house. This is my dog. He's from Phu Quoc. His name's Toby. He's friendly. Dogs are my favorite pets. Rabbits are my sister's favorite pets. These are her three rabbits. They're cute. Cats are my mom's favorite pets. This is my mom's cat. I like cats too, they're soft.



1. Dogs are Nam's favorite pets.

True False

2. Toby is friendly.

True False

3. Cats are his sister's favorite pets.

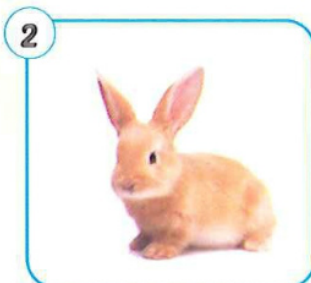
True False

4. His sister has three rabbits.

True False

**SPEAKING****Point and say.**

Cats are my favorite pets.  
Cats are soft and friendly.



pretty

soft

friendly

cute

**WRITING****Write your answers down.**

1. Dogs are \_\_\_\_\_.
2. Cats are \_\_\_\_\_.
3. Rabbits are \_\_\_\_\_.
4. \_\_\_\_\_ are my favorite pets.



# FAMILY

**LISTENING** Listen and draw lines.

Example

Jim

Tom

Sally

Fred

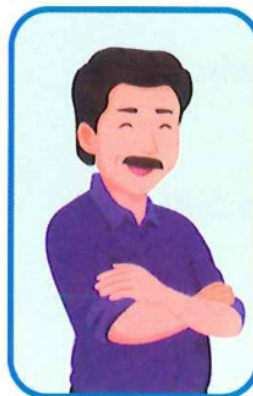
Paul



tall



pretty



handsome



old



young

**READING & WRITING** Look at the pictures. Look at the letters. Write the words.

Example



f a t h e r

a f r e t h

1



-----

s e t s i r

2



-----

t e h r m o

3



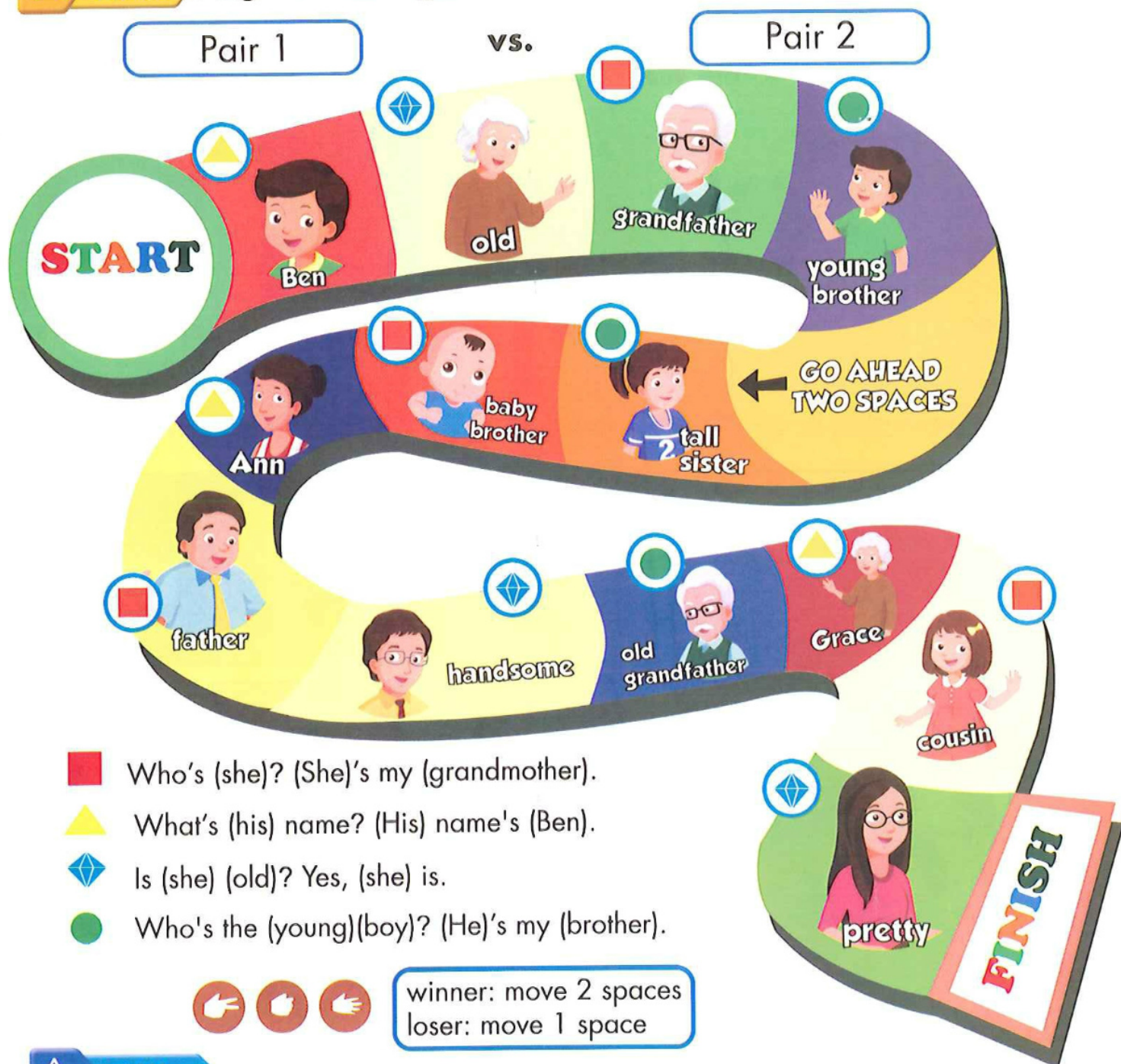
-----

s i c n u o



**SONG** Turn to page 102. Listen. Sing along. 

**GAME** Play the board game.



-  Who's (she)? (She)'s my (grandmother).
-  What's (his) name? (His) name's (Ben).
-  Is (she) (old)? Yes, (she) is.
-  Who's the (young)(boy)? (He)'s my (brother).

**I CAN...**

- I can ask and answer about people in a family.
- I can introduce and greet people politely.
- I can talk about what someone looks like.
- I can talk about my favorite pets.





# COLORS

## LESSON 1

### Vocabulary:

green, blue, red, yellow, color/colors

### Structure:

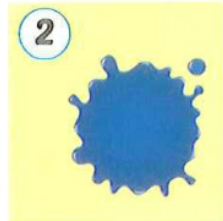
What color is this?

It's (yellow).

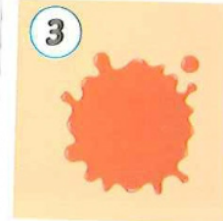
### A Listen, point and say.



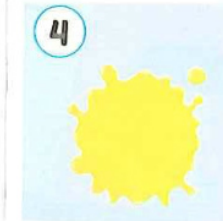
green



blue



red

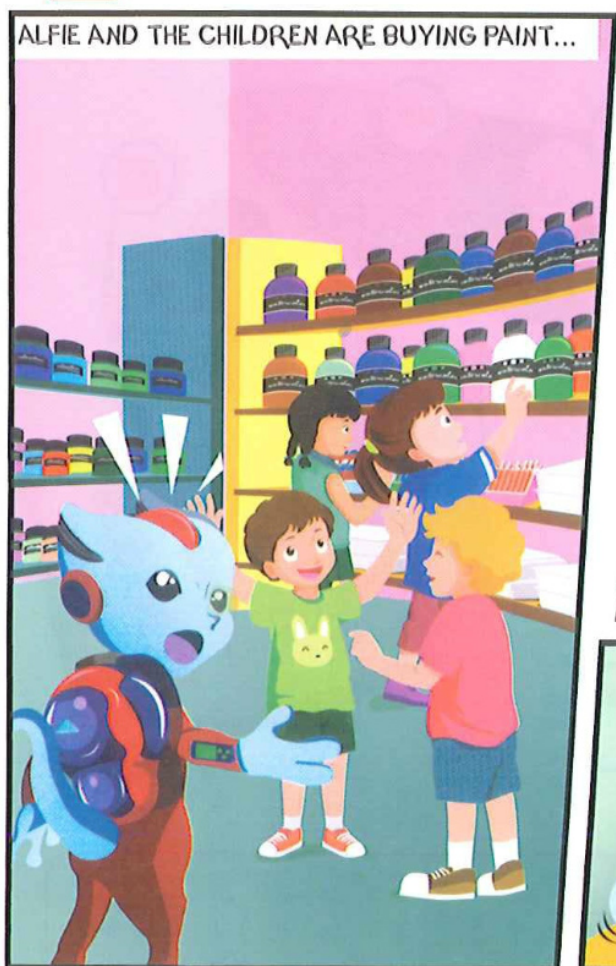


yellow



color/colors

### B 1. Listen and read.



ALFIE AND THE CHILDREN ARE BUYING PAINT...

### 2. Listen and number.



### 3. Practice the structure.

#### STRUCTURE

What color is this?

It's red.

It's = It is



**C** Listen. Sing along. 



What color is this?

It's *green*.

**D** Listen and (✓) the box.  
Practice. Ask and answer. 

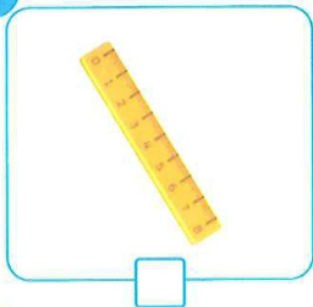
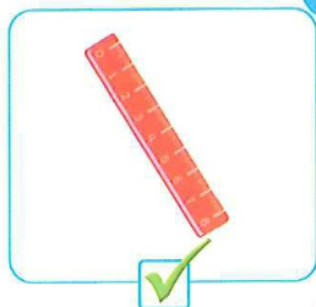
**PRONUNCIATION TIP** 

Stress: What **color** is this? It's **red**.

What color is this?

It's red.

1



2



3



4

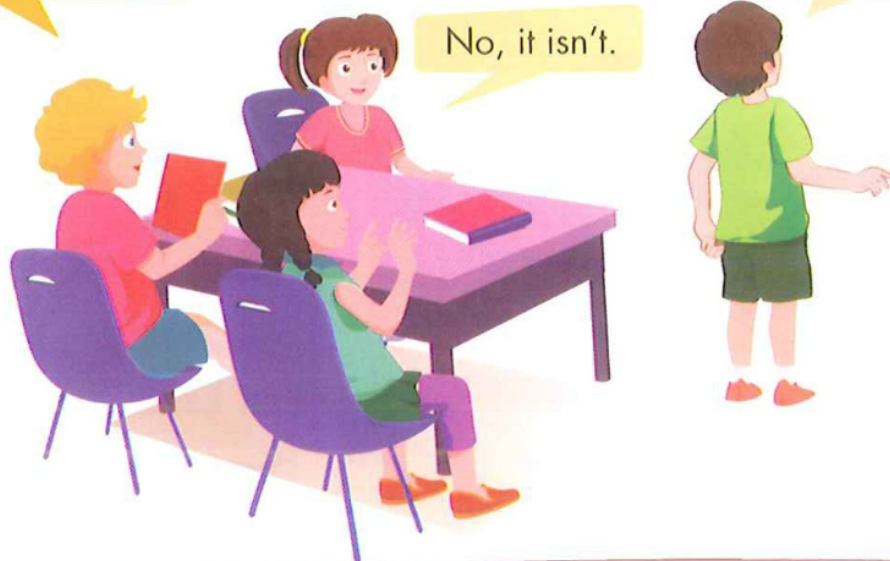


**E** Play the "Guess the color" game.

What color is this?

No, it isn't.

It's blue.





# COLORS

## LESSON 2

### Vocabulary:

pink, gray, black, brown, paint/paints

### Structure:

What color do you want?  
(Pink), please!

**A**

Listen, point and say. 

1



pink

2



gray

3



black

4



brown

5

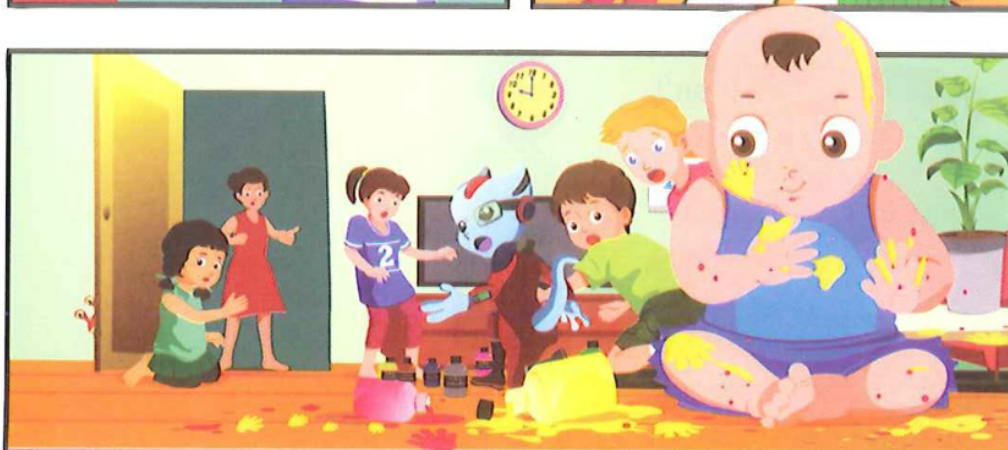
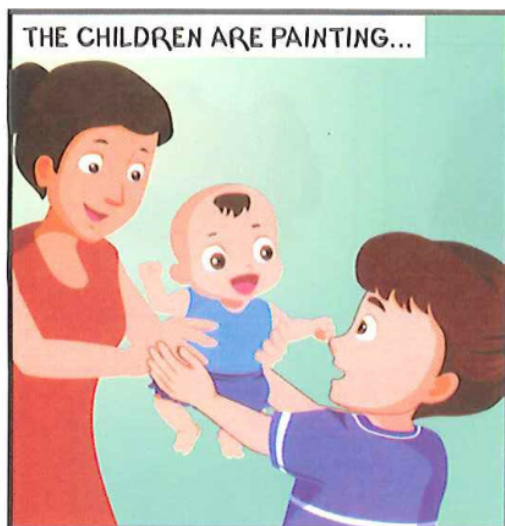


paint/paints

**B**

1. Listen and read. 

2. Listen and circle. 



3. Practice the structure. 

### STRUCTURE

What color do you want?  
Brown, please!



**C** Listen. Sing along. 



What color do you want?

*Pink, please!*

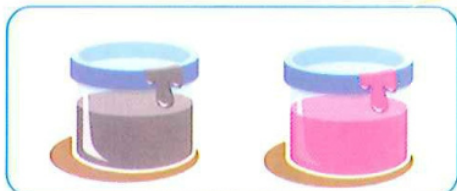
**PRONUNCIATION TIP** 

Natural English: "...do you..."  
How do the sounds change?

What color do you want?

Pink, please!

1



2



3



4



5



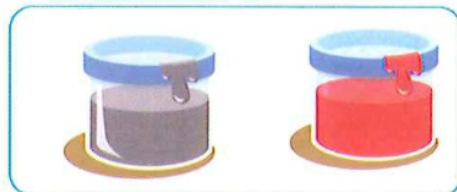
6



7



8



**E** Play the "Read my lips" game.

.....

What color do you want?

?

Blue, please!

Brown, please!

No.

Yes, that's right!



# COLORS

## LESSON 3

### Vocabulary:

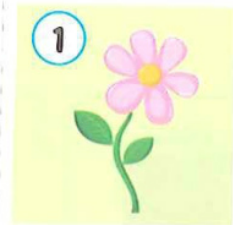
flower, balloon, rock, leaf, butterfly

### Structure:

There's a (blue) (balloon).

There are (two) (pink) (flowers).

### A Listen, point and say.



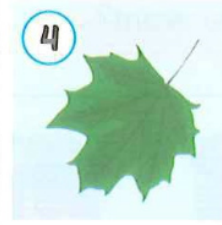
flower



balloon



rock



leaf



butterfly

### B 1. Listen and read.

### 2. Listen and circle.



### 3. Practice the structure.

#### STRUCTURE

There's a pink flower in the garden.  
There are two red balloons.

There's = There



**C** Listen. Sing along. 



There's a pink flower.  
There are two red balloons.

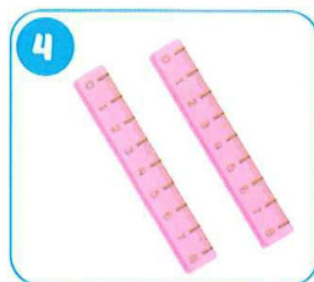
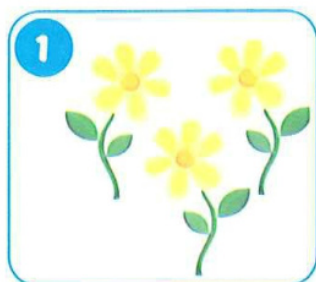
**D** Practice. Point and say.

**PRONUNCIATION TIP** 

Natural English: "There's a..." "There are..."  
How do the sounds change?

There are three yellow flowers.

There's a blue balloon.



**E** Play the "Guessing" game.

Book!

No.

There's a blue book.

Yes.

There's a pink book.





# COLORS

## LESSON 4

### Vocabulary:

white, purple, orange, light blue, dark blue

### Structure:

What's your favorite color?

I like (orange).

### A Listen, point and say.

|                                                                                                         |                                                                                                          |                                                                                                          |                                                                                                                |                                                                                                               |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p>1</p>  <p>white</p> | <p>2</p>  <p>purple</p> | <p>3</p>  <p>orange</p> | <p>4</p>  <p>light blue</p> | <p>5</p>  <p>dark blue</p> |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

### B 1. Listen and read.

### 2. Listen and (✓) the box.

THE CHILDREN ARE TALKING ABOUT THEIR FAVORITE COLORS...



What's your favorite color?



I like purple.






1



|                                                                                      |                                                                                      |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|

2



|                                                                                       |                                                                                       |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

3



|                                                                                       |                                                                                       |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|



### 3. Practice the structure.

### STRUCTURE

What's your favorite color?

I like purple.





Listen. Sing along.



What's your favorite color?

I like **purple**.

**PRONUNCIATION TIP**



Natural English: "What's your..."  
How do the sounds change?



Practice. Point, ask and answer.

What's your favorite color?

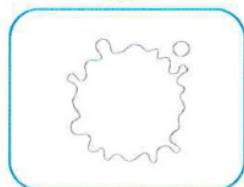
I like purple.

1



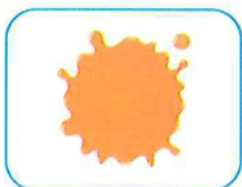
purple

2



white

3



orange

4



light blue

5



green

6



dark blue

7



gray

8



pink

9



black

10



brown



Play the "Chain" game.

What's your favorite color?

I like blue.

What's your favorite color?

I like pink.





# COLORS

Value - Try new things

Useful language:

noodle soup/pho, lychee, sticky rice, papaya, coconut  
What's that (green) thing?  
That's a (coconut). Try it!



NEW WORDS

Listen, point and say.



1



2



3



4



5



noodle soup/  
pho

lychee

sticky rice

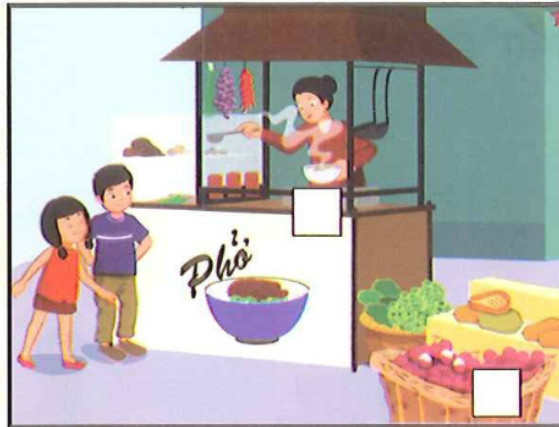
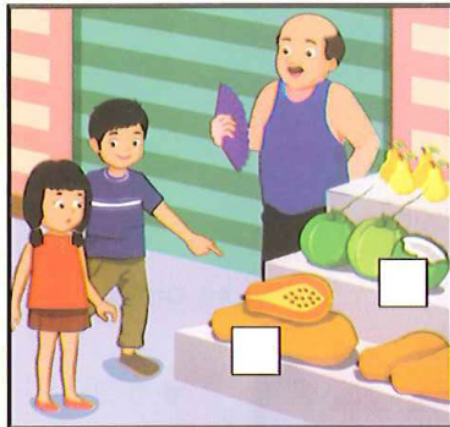
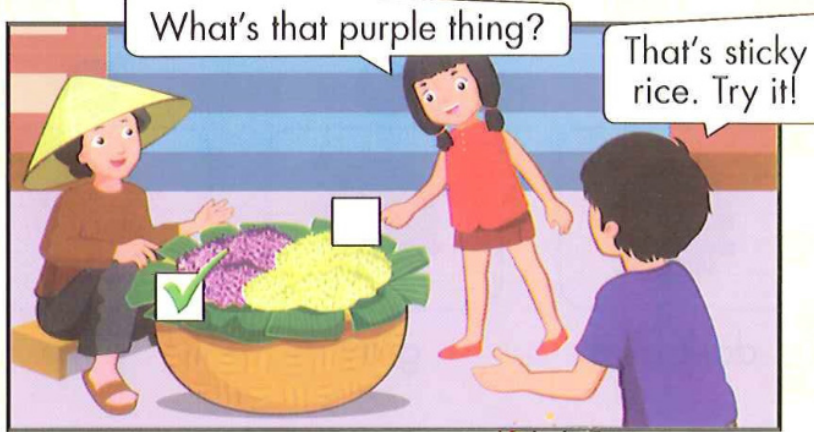
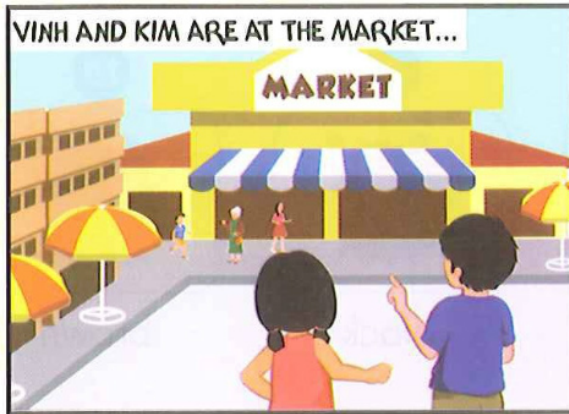
papaya

coconut



LISTENING

Listen and (✓) the box.



Useful language.



USEFUL LANGUAGE

What's that **purple** thing?  
That's **sticky rice**. Try it!



In Vietnam, people  
love sticky rice.



**READING****Read and circle the correct words.****Try new things**

Kim: What's that green thing?

Vinh: That's a (1) coconut/sticky rice. Try it, Kim.

Kim: OK. Mmm. What's that orange thing, Vinh?

Vinh: That's a (2) lychee/papaya.

Kim: What's that red thing?

Vinh: That's (3) noodle soup/a lychee.

Kim: Vinh, look! What's that purple thing?

Vinh: That's (4) sticky rice/papaya. It's good!

**SPEAKING****Practice. Point, ask and answer.**

What's that red thing?

That's a lychee. Try it!



lychee



papaya

noodle soup/  
pho

coconut



sticky rice

**WRITING****Look at****SPEAKING****and write the words.**

1. "What's that orange thing?"

"That's a papaya. Try it!"

2. "What's that green thing?"

"That's a \_\_\_\_\_!"

3. "What's that purple thing?"

"That's \_\_\_\_\_!"

4. "What's that red thing?"

"That's a \_\_\_\_\_!"

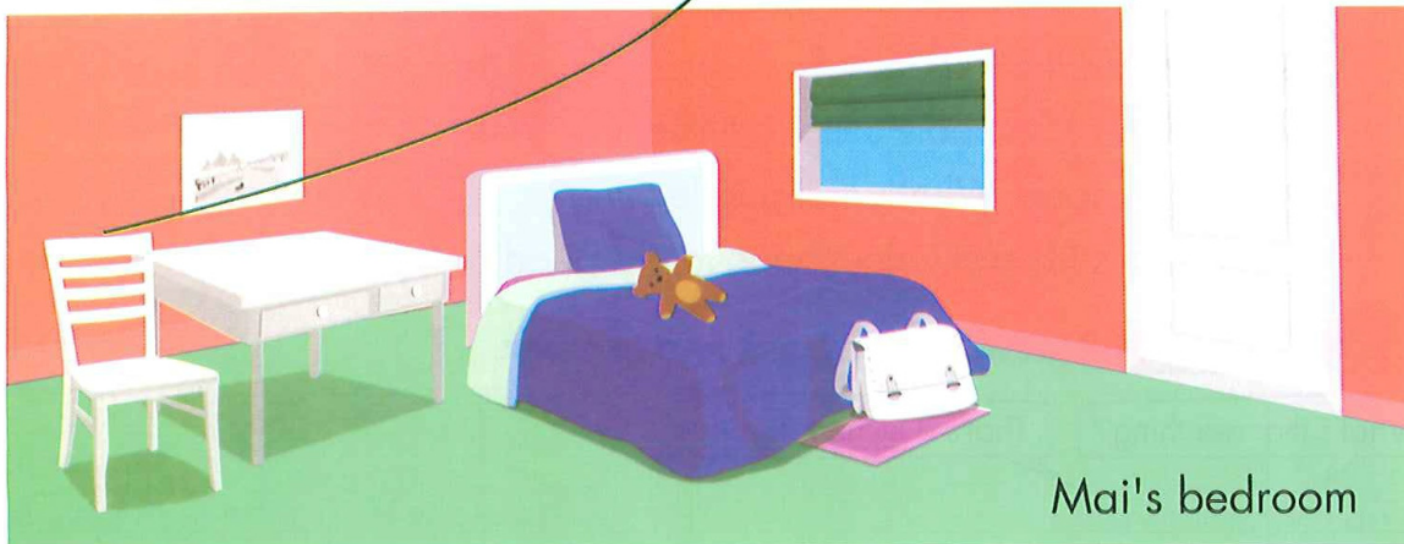


# COLORS



## LISTENING

Listen and draw lines.



Mai's bedroom



## READING & WRITING

Look and read. Put a (✓) or a (✗) in the box.

Example



I have a yellow bag.



1



There's a blue butterfly.



2



I have a brown pencil case.



3



There are two yellow flowers.



4



I have an orange book.





 **SONG** Turn to page 102. Listen. Sing along. 

 **GAME** Play the "Connect three" game.

Pair 1

vs.

Pair 2



What color is this?



It's (brown).

What color do you want?



(Purple), please.

There's a (blue butterfly).

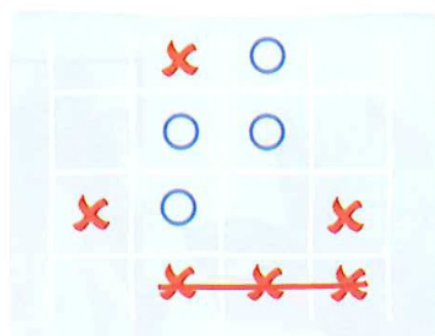


There are (three white flowers).

What's your favorite color?



I like (green).



We win!

 **I CAN...**

- I can ask and answer about colors.
- I can say what color something is.
- I can talk about my favorite color.
- I can ask and answer about the color of food.





**Vocabulary:**

doll, kite, ball, robot, big, small

**Structure:**

What can you see?

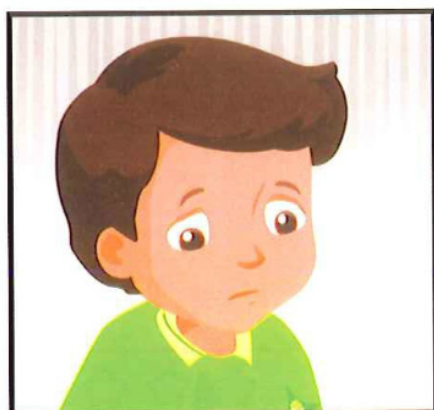
I can see a (big) (ball).

**A** Listen, point and say. 

|                                                                                        |                                                                                        |                                                                                        |                                                                                         |                                                                                          |                                                                                          |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <br>1 | <br>2 | <br>3 | <br>4 | <br>5 | <br>6 |
| doll                                                                                   | kite                                                                                   | ball                                                                                   | robot                                                                                   | big                                                                                      | small                                                                                    |

**B** 1. Listen and read. 

2. Listen and number. 



3. Practice the structure. 

**STRUCTURE**

What can you see? I can see a big robot.

What can you see? I can see a small ball.



What can you see?

I can see a **big** doll.

**C**

Listen. Sing along. 



**D**

Listen and (✓) the box.  
Practice. Ask and answer. 

**PRONUNCIATION TIP** 

Natural English: "I can..."

How do the sounds change?

What can you see?

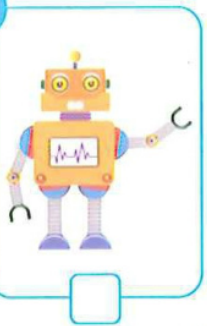
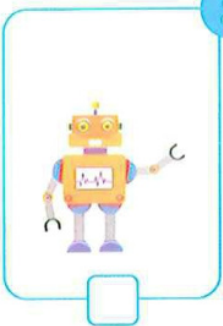


1

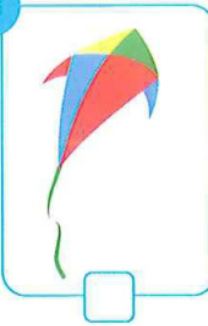


I can see a big ball.

2



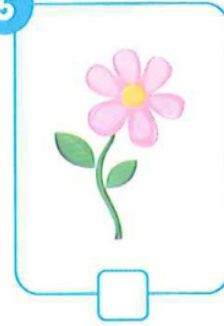
3



4



5

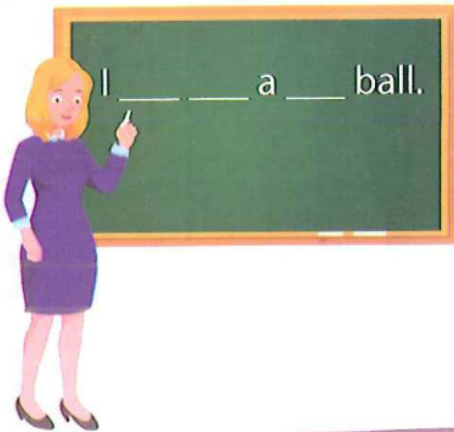


6



**E**

Play the "Guess the word" game.



see



small



I can see a small ball.



### Vocabulary:

bike, monster, boat, car, train

### Structure:

What's this?

It's (Ben)'s (train).

**A**

Listen, point and say.

CD2 38

1



bike

2



monster

3



boat

4



car

5



train

**B**

1. Listen and read.

CD2 39

2. Listen and number.

CD2 40

THE CHILDREN ARE PLAYING A GAME IN THE LIVING ROOM...



3. Practice the structure.

CD2 41

### STRUCTURE

What's this?

It's Tom's car.



**C** Listen. Sing along.  CD2 42



What's this?

It's Tom's bike.

**PRONUNCIATION TIP**  CD2 43

Don't forget the 's' sound.  
"It's Tom's bike."

**D** Practice. Point, ask and answer.

What's this?

1



Ben

It's Ben's robot.

2



Tom

3



Jill

4



Alfie

5



Lucy

**E** Play the "Guessing" game.

What's this?

No.

It's Kim's eraser.

Yes.

It's Tom's eraser.





### Vocabulary:

plane, helicopter, truck, radio, teddy bear, box

### Structure:

Where's the (plane)?

It's in the box./The (plane) is in the box.

It's on the table./The (plane) is on the table.

### A Listen, point and say.



1



plane

2



helicopter

3



truck

4



radio

5



teddy bear

6



box

### B 1. Listen and read.



### 2. Listen and number.

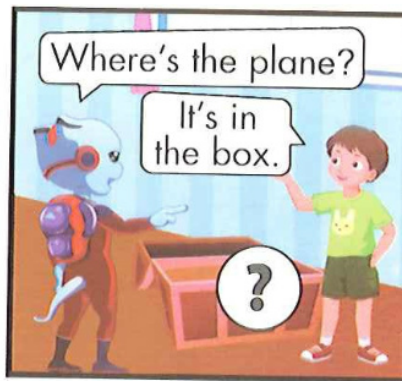


THE CHILDREN ARE PLAYING...



Where's the plane?

It's in the box.



1



1



### 3. Practice the structure.



### STRUCTURE

Where's the plane?

It's in the box.

The plane is in the box.

Where's = Where is

It's = It is



**C** Listen. Sing along. 



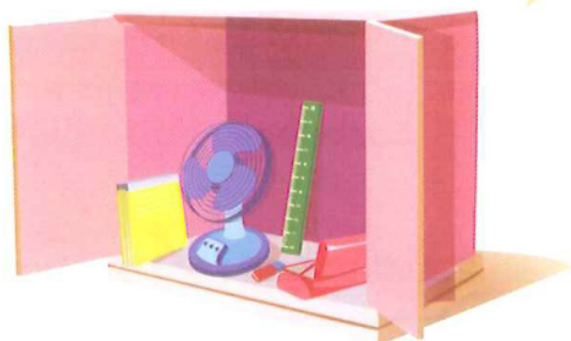
Where's the **plane**?  
It's **in** the **box**.

**PRONUNCIATION TIP** 

Natural English: "It's in the..." "It's on the..."  
How do the sounds change?

Where's the book?

It's in the cupboard.



**E** Play the "Read my lips" game.

?

.....

The ball is in the box.

No, Alfie.

Yes, that's right!



Oh, I know!  
The doll is in the box.



**Vocabulary:**

soccer ball, football, baseball, basketball, photo

**Structure:**

Put the (football) in the box.  
Put the (photo) on the table.

**A** Listen, point and say. 

1



soccer ball

2



football

3



baseball

4



basketball

5



photo

**B** 1. Listen and read. 

2. Listen and (✓) the box. 



**3. Practice the structure.** 

**STRUCTURE**

Put the **basketball** in the **box**.  
Put the **photo** on the **desk**.



C

Listen. Sing along.



Put the **soccer ball** in the **box**.

Put the **football** on the **desk**.

D

Practice. Point and say.

PRONUNCIATION TIP



Focus on the /p/ sound (not /b/).

"Put the..."

Put the baseball on the desk.

Put the soccer ball in the cupboard.

Put the...



baseball



soccer ball



photo



football



basketball

in/on the...



desk



cupboard



table



chair



bag

E

Play the "Teacher says" game.

Teacher says: "Put the book on the desk."



"Put the pen on the desk."





# TOYS

Social studies - Rooms in a house

Useful language:

There's (one big living room) and (two bedrooms).  
There are (three robots) in (the living room).

A1

NEW WORDS

Listen, point and say.

C02 56

1



house

2



bedroom

3



living room

4



kitchen

5



bathroom



LISTENING

Listen and circle.

C02 57



1. There are \_\_\_\_\_ rooms in the house.

2. There's one big living room and \_\_\_\_\_ bed rooms.

3. There are \_\_\_\_\_ cars in the bedroom.

4. There are \_\_\_\_\_ dolls in the living room.

five/six

two/three

two/six

three/four

Useful language.

C02 58

USEFUL LANGUAGE

There's one big living room and three big bedrooms.  
There are four balls in the living room.





## READING Read and circle "True" or "False".

### Nam's house

There are five rooms in my house. There's one kitchen and one big living room. There's a small bathroom. There are two bedrooms. My bedroom is small. There are a lot of toys in my house. There are five toy cars in the living room. There's a big ball in the kitchen. There are three robots in my bedroom. There's one yellow kite in my bedroom, too.



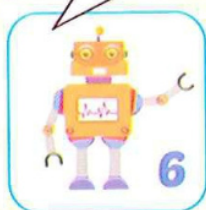
1. There are four rooms in Nam's house.
2. There are three bedrooms.
3. Nam's bedroom is small.
4. There are three balls in the bedroom.

True False  
True False  
True False  
True False



## SPEAKING Talk to your friend. Point and say.

There are six robots in the bedroom.



## WRITING Write about your house.

1. There are \_\_\_\_\_ rooms in my house.
2. There \_\_\_\_\_ kitchen.
3. There \_\_\_\_\_ living room.
4. There \_\_\_\_\_.



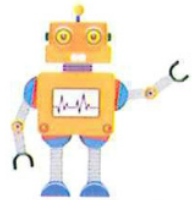


**LISTENING**

Listen and draw lines.



**Example**



**READING & WRITING**

Look and read. Write Yes or No.



**Example:** The robot is on the desk.

Yes

1. The train is on the chair.
2. The truck is on the floor.
3. The big ball is in the box.
4. The boat is on the floor.

---



---



---



---



---



**SONG** Turn to page 103. Listen. Sing along. 

**GAME** Play the "Tic, tac, toe" game.

What's this?

It's my (helicopter).

Where's the (plane)?

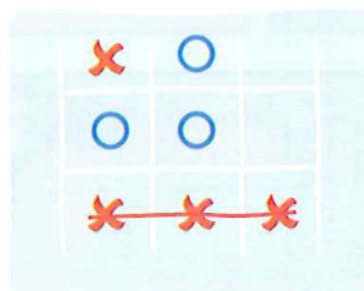
It's (in) (the box).

OK! Our turn.

Pair 1

VS.

Pair 2



We win!

**I CAN...**

- I can talk about how big or small something is.
- I can ask and answer about people's things.
- I can follow instructions about where to put things.
- I can count toys and talk about rooms in a house.





**Vocabulary:**

rice, eggs, chicken, cereal, fish, bread

**Structure:**

What do you want to eat?  
May I have (rice)?

**A** Listen, point and say. 



rice



eggs



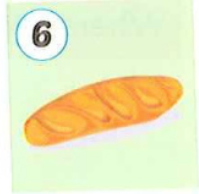
chicken



cereal



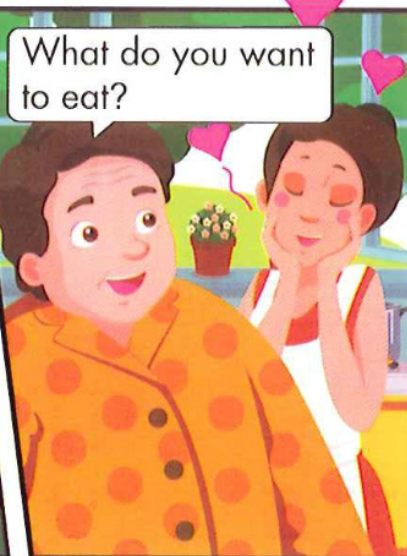
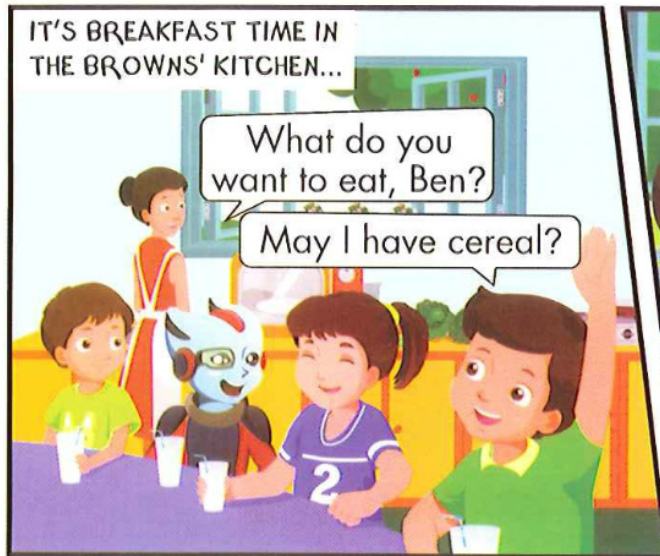
fish



bread

**B** 1. Listen and read. 

2. Listen and circle. 



3. Practice the structure. 

**STRUCTURE**

What do you want to eat?  
May I have **eggs**?



**C** Listen. Sing along. 



What do you want to eat?

May I have **rice**?

**D** Listen and (✓) the box.  
Practice. Ask and answer. 

**PRONUNCIATION TIP** 

Natural English: "What do you..."  
How do the sounds change?

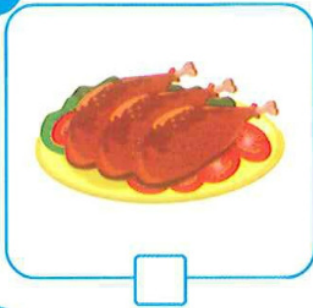
What do you want to eat?

May I have cereal?

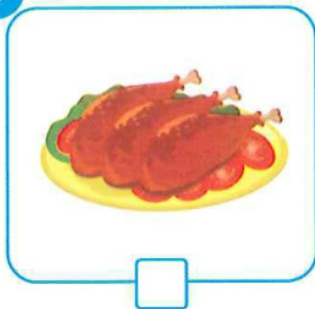
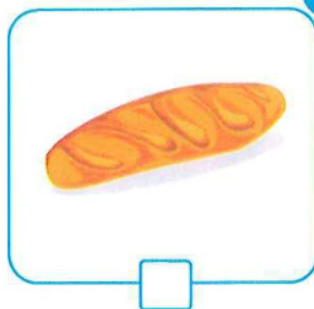
1



2



3



4



**E** Play the "Guess who" game.

What do you want to eat?



Mai?

May I have rice?



That's right.



**Vocabulary:**

yogurt, banana, cupcake, sandwich, cookie

**Structure:**

Can I eat a (banana)?

Yes, you can.

**A**

Listen, point and say.



1



yogurt

2



banana

3



cupcake

4



sandwich

5



cookie

**B**

1. Listen and read.



2. Listen and (✓) the box.



THE CHILDREN ARE HUNGRY AFTER FOOTBALL...

Can I eat a cookie?

Yes, you can.



1



2



3



3. Practice the structure.



**STRUCTURE**

Can I eat a **cookie**?

Yes, you can.



**C** Listen. Sing along. 



Can I eat a yogurt?

Yes, you can.

**D** Listen and circle.  
Practice. Ask and answer. 

**PRONUNCIATION TIP** 

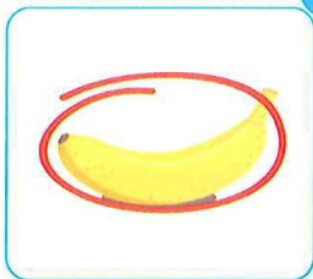
Natural English: "Can I..."

How do the sounds change?

Can I eat a banana?

Yes, you can.

1



2



3



4

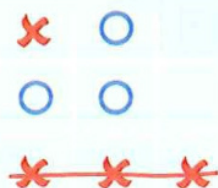


**E** Play the "Tic, tac, toe" game.

Can I eat a banana?

Yes, you can.

We win!





**Vocabulary:**

peas, potatoes, meat, spaghetti, beans, sausages

**Structure:**

Can I have some (meat) and (beans), please?  
Yes, here you are.  
Thank you.

**A**

Listen, point and say.



1



peas

2



potatoes

3



meat

4



spaghetti

5



beans

6



sausages

**B**

1. Listen and read.



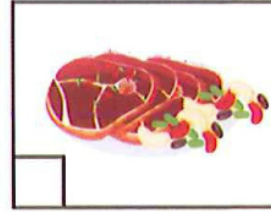
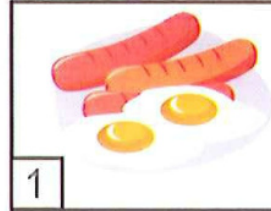
2. Listen and number.



IT'S DINNER TIME AND MR BROWN IS HUNGRY!...

Can I have some sausages and eggs, please?

Yes, here you are.



3. Practice the structure.



**STRUCTURE**

Can I have some **peas** and **potatoes**, please?  
Yes, here you are.  
Thank you.



C

Listen. Sing along.



Can I have some **peas** and **potatoes**, please?  
Yes, here you are.

D

Practice. Ask and answer.

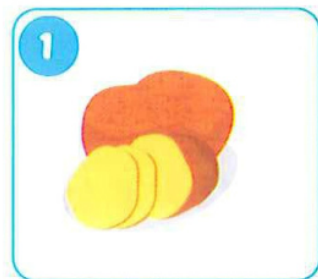
PRONUNCIATION TIP



Natural English: "Can I have..."  
How do the sounds change?

Can I have some potatoes  
and sausages, please?

Yes, here you are.



potatoes



meat



sausages



beans



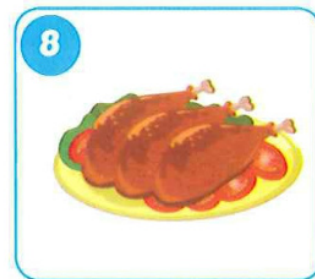
peas



spaghetti



rice



chicken

E

Play the "Read my lips" game.

?



No, Alfie.

Yes, that's right!

Can I have some chicken and rice, please?



Can I have some bread  
and eggs, please?



**Vocabulary:**

pizza, chocolate, ice cream, cake, fries, juice

**Structure:**

Would you like some (cake)?  
Yes, please./No, thank you.

**A** Listen, point and say. 



pizza



chocolate



ice cream



cake



fries



juice

**B** 1. Listen and read. 

2. Listen and put a (✓) or a (✗) in the box. 



3. Practice the structure. 

**STRUCTURE**

Would you like some **fries**? Yes, please.  
Would you like some **cake**? No, thank you.



**C** Listen. Sing along. 



Would you like some **pizza**?

Yes, please.

**D** Practice. Point, ask and answer.

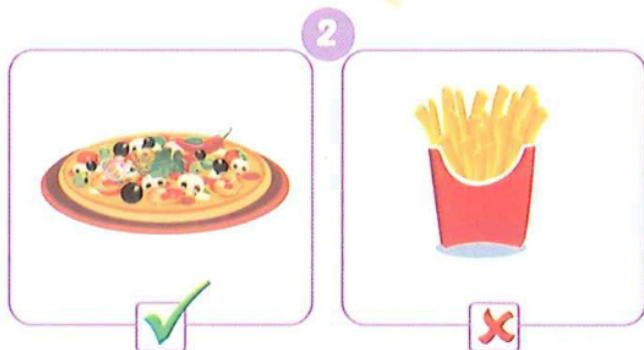
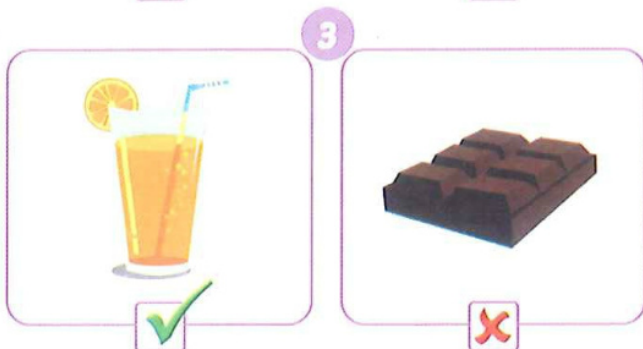
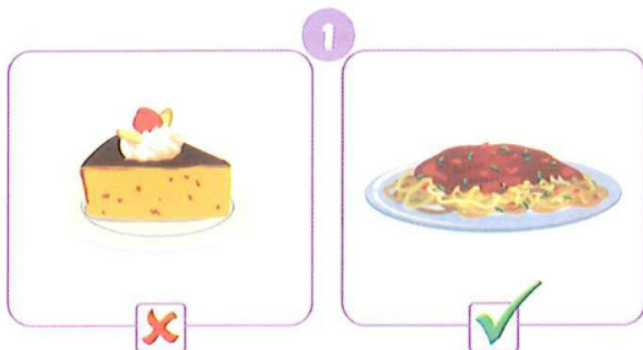
**PRONUNCIATION TIP** 

Natural English: "Would you..."  
How do the sounds change?

Would you like some cake?

Yes, please. ☒

No, thank you. ☐



**E** Play the "Would you like..." game.

Would you like some cake?

Yes, please.





# FOOD AND DRINK

Value - Sharing and being polite

Useful language:

share, fish balls, pancake, smoothie, soya milk

Have (a smoothie).

Thank you.

You're welcome.



## NEW WORDS

Listen, point and say.



1



share

2



fish balls

3



pancake

4



smoothie

5



soya milk

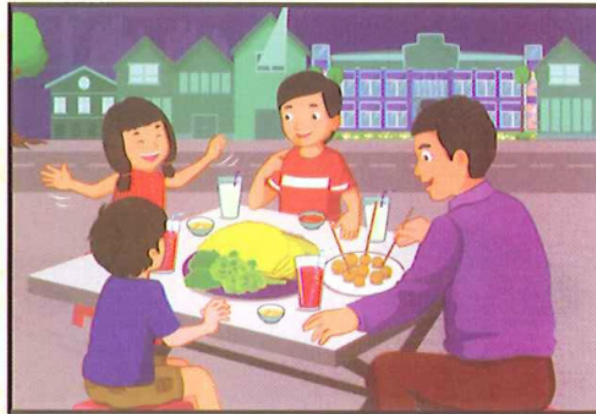


## LISTENING

Listen and put a (✓) or a (✗) in the box.



EVERYONE IS EATING OUT...



1



2



3



Have some soya milk.



Thank you.

You're welcome.



Useful language.



## USEFUL LANGUAGE

Have some **pancake**. Thank you.

You're welcome.

Have some **soya milk**. No, thank you.



Remember to say "Thank you" and "You're welcome".



**READING****Read and circle "True" or "False".****Sharing food**

"Kim, let's eat! Here, have some pancake. And you don't have a drink. Here, have some soya milk."

"Oh, you don't have a drink, Vinh. Here, have a smoothie. And you don't have any food. Here, have some fish balls. It's nice to share."



Vinh says:

1. Have some fries.
2. Have some soya milk.

True **False**

True False

Kim says:

3. Have a sandwich.
4. It's nice to share.

True False

True False

**SPEAKING****Point and say.**

Have some pancake!

Thank you.

You're welcome.

1



2



3



4

**WRITING****Look at the picture and write the words.**

1



Have some fish balls.

Thank you.

2



Have some \_\_\_\_\_.

\_\_\_\_\_.

3



Have \_\_\_\_\_.

\_\_\_\_\_.



# FOOD AND DRINK

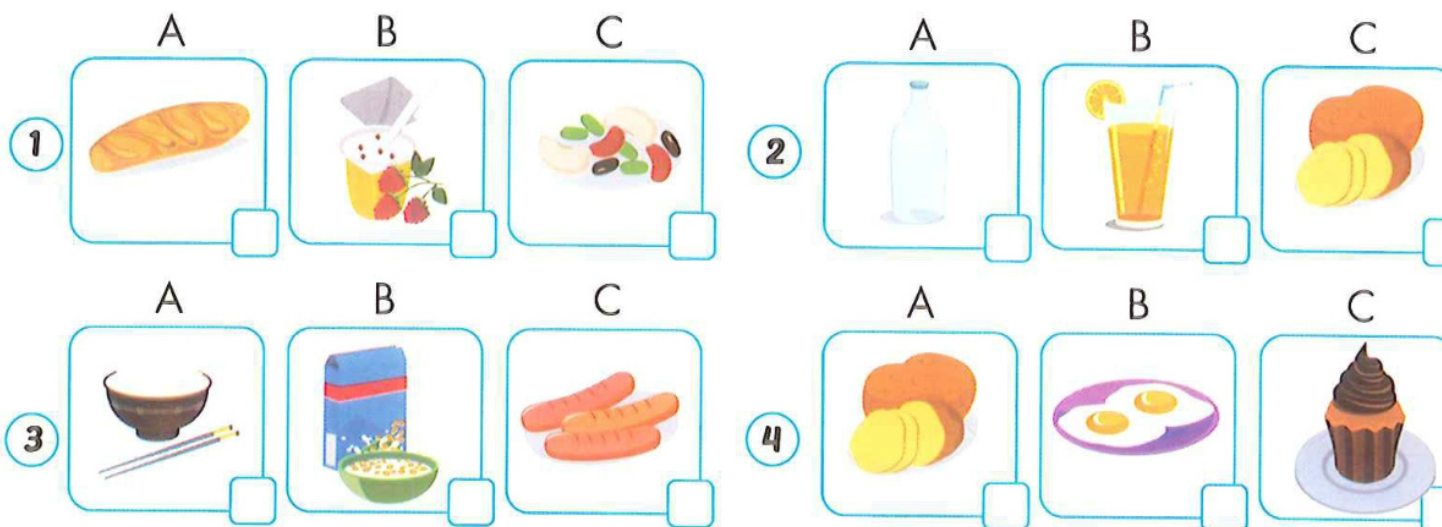
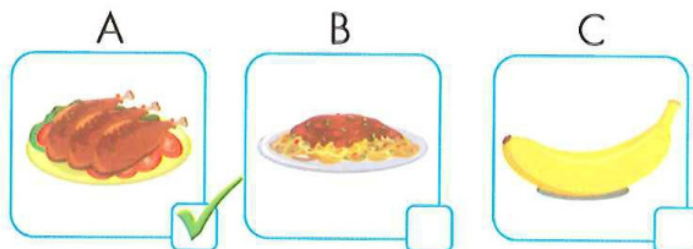


## LISTENING

Listen and (✓) the box.



Example



## READING & WRITING

Read the sentences. Choose a word from the box. Write the correct word next to the numbers 1-3.

meat   beans   juice   chicken   sausages — cupcake —

Example



Can I eat a cupcake ?  
Yes, you can.



Would you like some (1) \_\_\_\_\_ ?  
Yes, please.



What do you want to eat?  
May I have (2) \_\_\_\_\_ ?



Can I have some meat and (3) \_\_\_\_\_, please?  
Yes, here you are.  
Thank you.



**SONG** Turn to page 103. Listen. Sing along. 

**GAME** Play the "Connect three" game.

Pair 1

vs.

Pair 2



What do you want to eat?



May I have (an ice cream)?

Can I eat a (sandwich)?



Yes, you can.

Can I have some (fish) and (rice)?

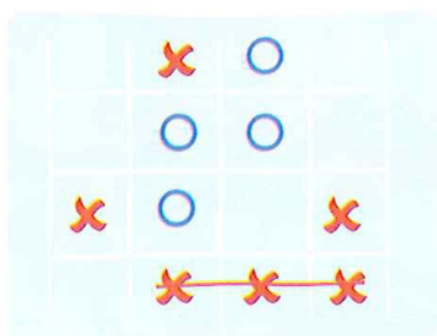


Yes, here you are.

Would you like some (sausages)?



Yes, please.  
No, thank you.



We win!

**I CAN...**

- I can ask for something politely.
- I can offer some food to someone.
- I can say "Thank you" and "You're welcome".





# PLACES AND DIRECTIONS

**Vocabulary:**  
park, lake, supermarket, sports shop, bakery

**Structure:**  
Where are you going?  
I'm going to the (bakery).

**A** Listen, point and say. 



park



lake



supermarket



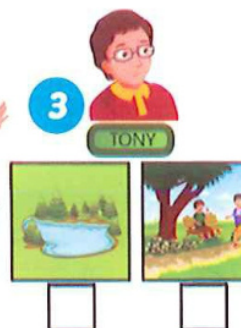
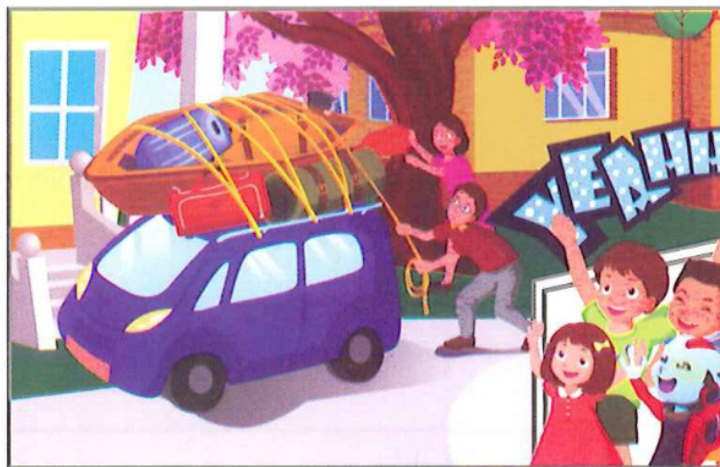
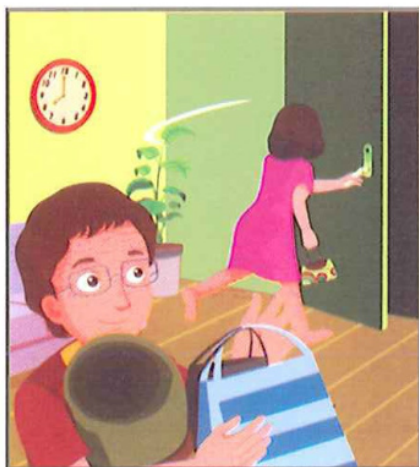
sports shop



bakery

**B** 1. Listen and read. 

2. Listen and (✓) the box. 



3. Practice the structure. 

**STRUCTURE**

Where are you going?  
I'm going to the **park**.





**Listen. Sing along.**



Where are you going?  
I'm going to the **park**.



**Practice.**  
**Point, ask and answer.**

**PRONUNCIATION TIP**

Natural English: "Where are you going?"  
How do the sounds change?

Where are you going?

I'm going to the supermarket.



to the supermarket



to the park



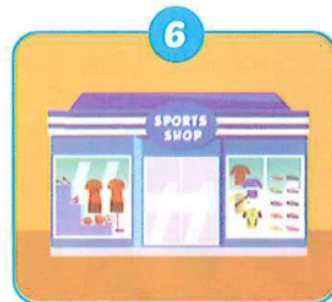
to school



to the bakery



to the lake



to the sports shop



**Play the "Chain" game.**

Where are you going?

I'm going to the park.



Where are you going?

I'm going to the bakery.





# PLACES AND DIRECTIONS

**Vocabulary:**

ice cream shop, bookshop, playground, zoo, street

**Structure:**

Where's the (zoo)?  
It's on (Oak) Street.

**A**

Listen, point and say.



1



ice cream shop

2



bookshop

3



playground

4



zoo

5



street

**B**

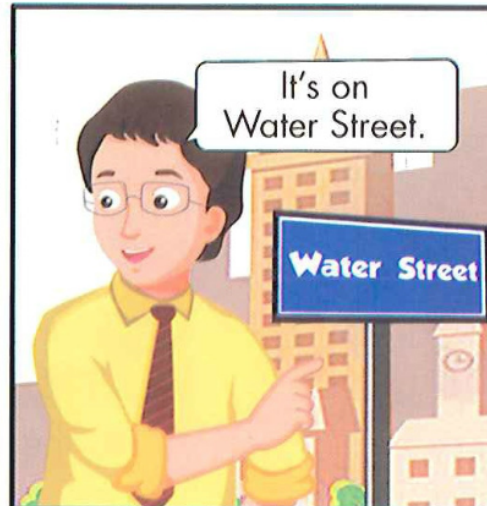
1. Listen and read.



2. Listen and circle.



TONY IS BUYING THE CHILDREN ICE CREAM ...



1



Oak Street/  
Water Street

2

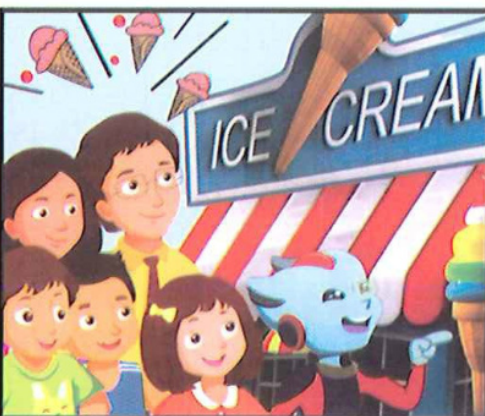


Oak Street/  
Flower Street

3



King Street/  
Water Street



3. Practice the structure.



**STRUCTURE**

Where's the ice cream shop?  
It's on Water Street.



C

Listen. Sing along.



Where's the ice cream shop?

It's on Water Street.

D

Practice. Ask and answer.

PRONUNCIATION TIP

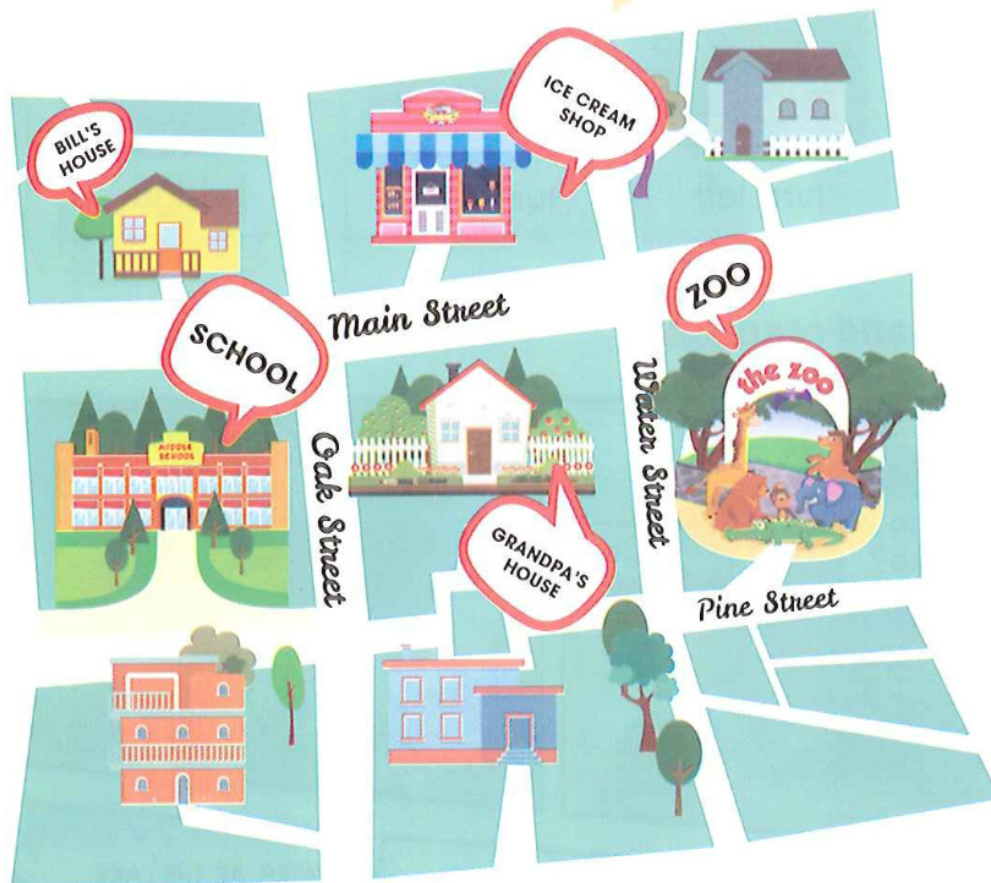


Natural English: "It's on..."

How do the sounds change?

Where's the school?

It's on Oak Street.



E

Play the "Memory" game.

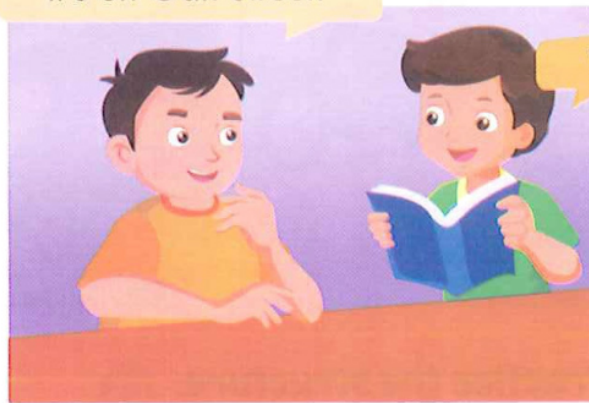
Where's the school?

It's on Oak Street.

Yes.



Look (10 seconds)



Speak



# PLACES AND DIRECTIONS

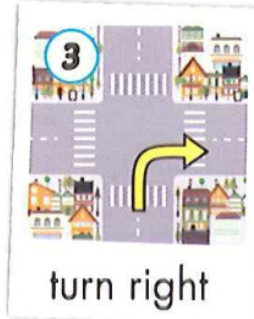
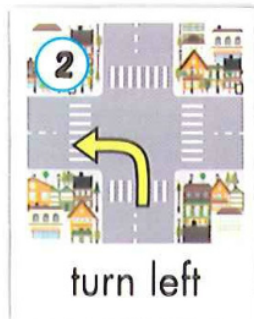
## Vocabulary:

go straight, turn left, turn right, bridge, go over

## Structure:

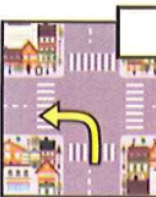
How do I get to the (park)?  
(Go straight).  
(Turn left).

### A Listen, point and say.



### B 1. Listen and read.

### 2. Listen and number.



### 3. Practice the structure.

## STRUCTURE

How do I get to the lake?  
Go straight.





Listen. Sing along. 



How do I get to the lake?

Go straight.



Put a (✓) in the box.  
Practice. Ask and answer.

PRONUNCIATION TIP 

Natural English: "...do I..."

How do the sounds change?

How do I get to the lake?

Turn left.

1



Turn left.



Go straight.

☐

2



Turn left.

☐

Go over the bridge.

☐

3



Go straight.

☐

Turn right.

☐

4



Turn left.

☐

Turn right.

☐

5



Go straight.

☐

Turn right.

☐

6



Go straight.

☐

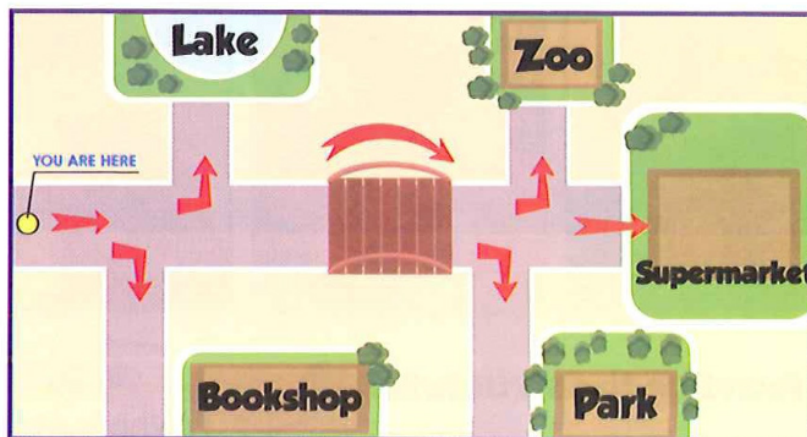
Turn left.

☐


Play the "Directions" game.

How do I get to the lake?

Go straight.  
Turn left.





# PLACES AND DIRECTIONS

**Vocabulary:**  
campsite, market, shopping, fishing, eating, reading

**Structure:**  
What's (she) doing?  
(She)'s (eating) at the (campsite).

**A** Listen, point and say. 



campsite



market



shopping



fishing



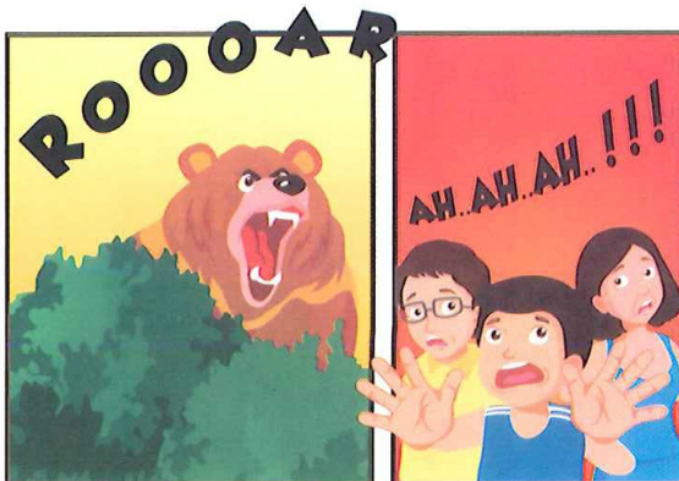
eating



reading

**B** 1. Listen and read. 

2. Listen and (✓) the box. 



3. Practice the structure. 

**STRUCTURE**

What's Mom doing?  
She's shopping at the market.



**C** Listen. Sing along. 



What's Mom doing?  
She's shopping at the market.

**PRONUNCIATION TIP** 

Natural English: "...doing..."  
How do the sounds change?

**D** Practice. Point, ask and answer.

What's Jack doing?

He's reading at the campsite.

Jack



Katy



Jane



Tom



campsite



market



lake



park

**E** Play the "Read my lips" game.

....

?

He's shopping at the market.





# PLACES AND DIRECTIONS

Value - Be careful - Cross the road safely

**Useful language:**  
green light, red light, hold hands, stop, go, crosswalk  
There's a (green light). Let's (go).



## NEW WORDS

Listen, point and say.



1



2



3



4



5



6



green light

red light

hold hands

stop

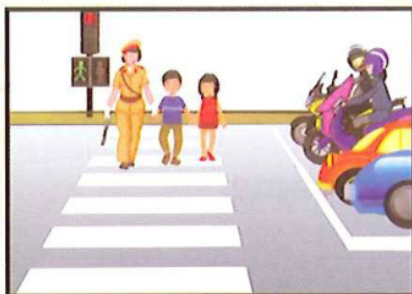
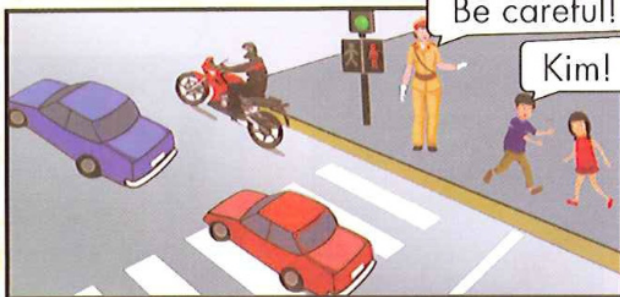
go

crosswalk



## LISTENING

Listen and put a (✓) and a (✗) in the box.



There's a crosswalk.  
Let's go.



There's a green light.  
Let's stop.

There's a green light.  
Let's go.

There's a crosswalk.  
Let's hold hands.



There's a red light.  
Let's stop.

There's a car.  
Let's go.

**Useful language.**



### USEFUL LANGUAGE

There's a crosswalk. Let's hold hands.



Please be careful when you cross the road.





**READING****Read and circle the correct word.****How to cross the street**

Vinh: "Do you want to cross the street?"

Kim: "Yes."

Vinh: "There's a crosswalk. Let's (1) green light/hold hands"

Kim: "OK, what now?"

Vinh: "There's a red light. Let's (2) green light/stop."

Kim: "OK, what now?"

Vinh: "There's a (3) go/green light. Let's (4) red light/go."

Kim: "Thanks, Vinh."

**SPEAKING****Practice. Point and say.**

There's a bike. Let's stop.

**WRITING****Complete the sentences with the words in the box.**

hold hands      stop      green      —crosswalk

**How to cross the street**

1. Stop at the crosswalk.
2. \_\_\_\_\_ at the red light.
3. Go at the \_\_\_\_\_ light.
4. \_\_\_\_\_ and cross the street.



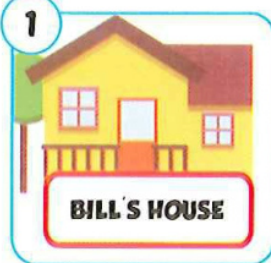
# PLACES AND DIRECTIONS

**LISTENING** Listen and draw lines. 

Example



1



BILL'S HOUSE

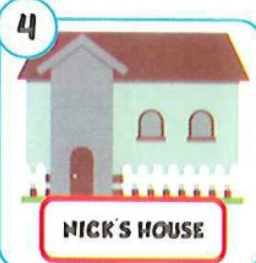
2



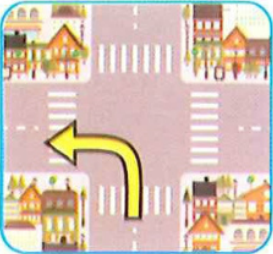
3



4



NICK'S HOUSE



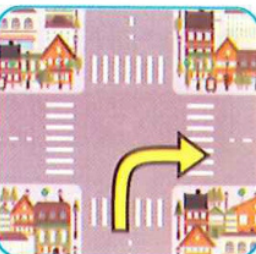


BLACK STREET





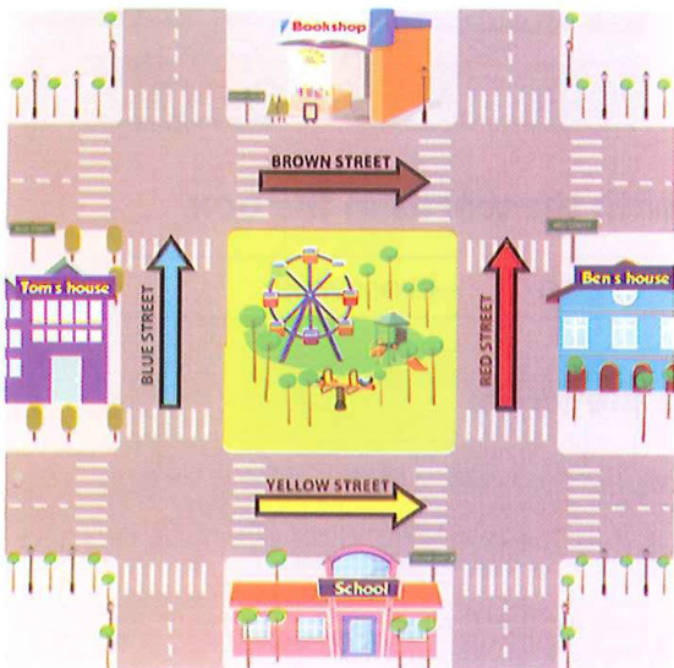
ORANGE STREET



**READING & WRITING** Look and read. Write Yes or No.

Example

Is Ben's house on Brown Street? No

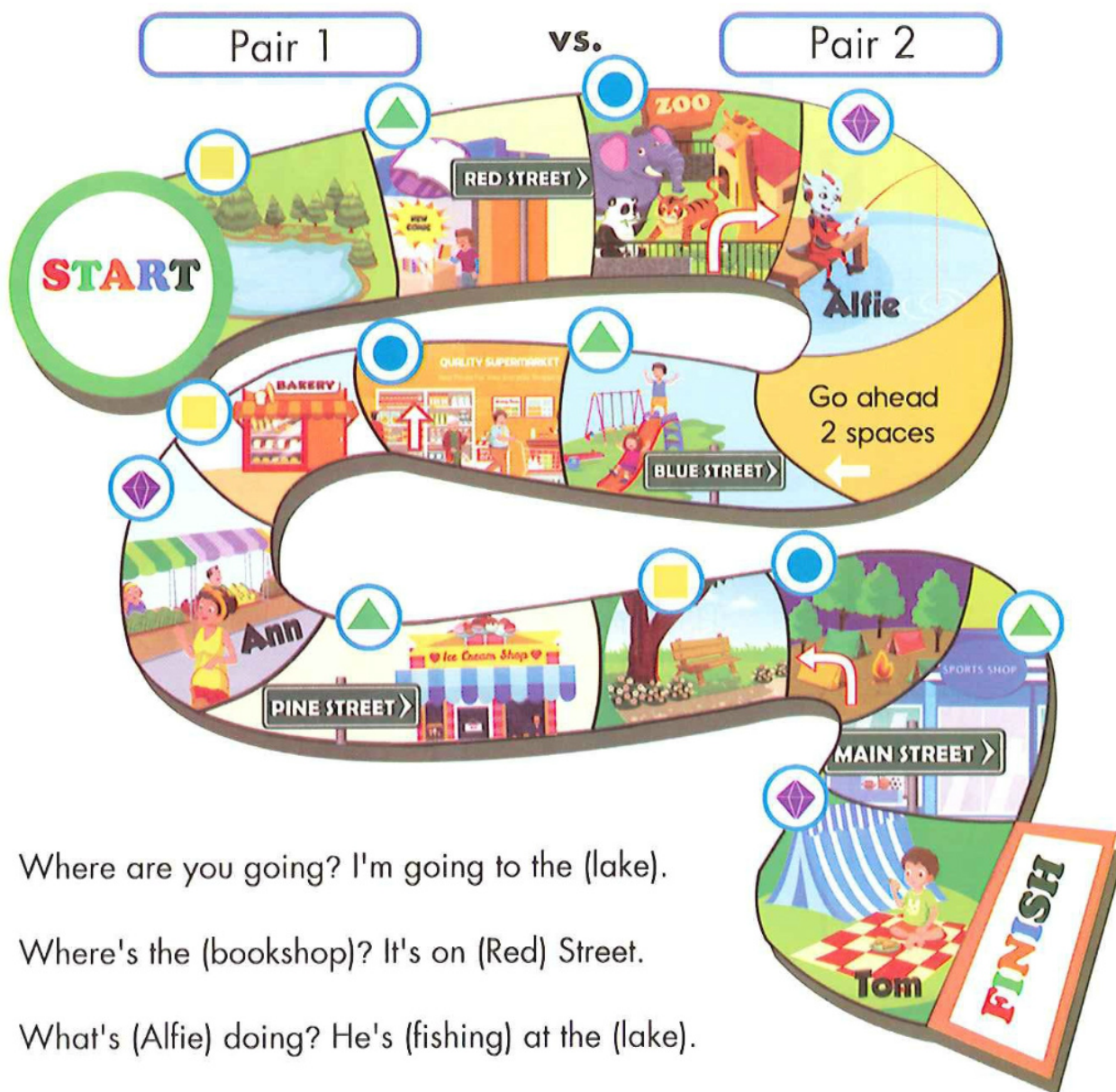


1. Is the school on Yellow Street?  
\_\_\_\_\_
2. Is the bookshop on Red Street?  
\_\_\_\_\_
3. Is Tom's house on Blue Street?  
\_\_\_\_\_
4. Is the park on Red Street?  
\_\_\_\_\_



**SONG** Turn to page 103. Listen. Sing along. 

**GAME** Play the board game.



-  Where are you going? I'm going to the (lake).
-  Where's the (bookshop)? It's on (Red) Street.
-  What's (Alfie) doing? He's (fishing) at the (lake).
-  How do I get to the (zoo)? (Turn right).



winner: move 2 spaces  
loser: move 1 space

**I CAN...**

- I can talk about where I'm going.
- I can talk about directions to places.
- I can talk about what someone is doing.
- I can suggest an activity.





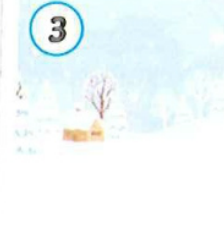
# WEATHER

## LESSON 1

**Vocabulary:**  
sunny, rainy, snowy, windy, cloudy

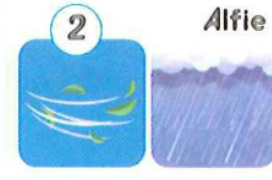
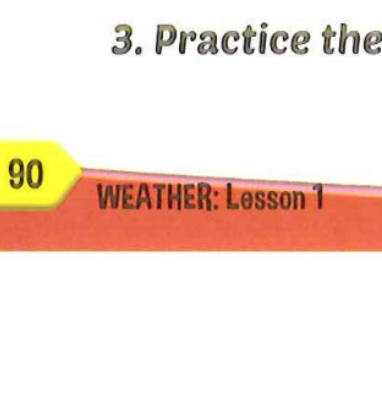
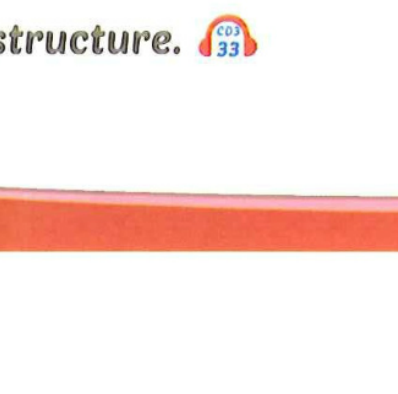
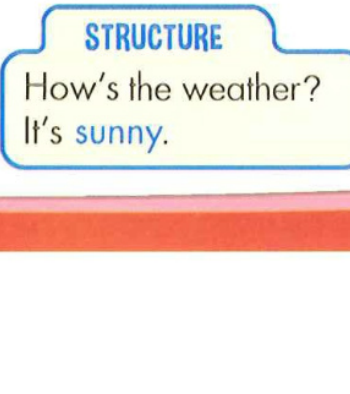
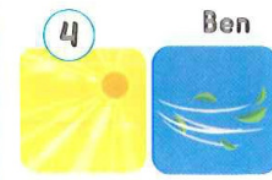
**Structure:**  
How's the weather?  
It's (rainy).

### A Listen, point and say.

|                                                                                   |                                                                                   |                                                                                   |                                                                                     |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |
| sunny                                                                             | rainy                                                                             | snowy                                                                             | windy                                                                               | cloudy                                                                              |

### B 1. Listen and read.

### 2. Listen and circle.

|                                                                                    |                                                                                     |                                                                                      |                                                                                                         |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|   |   |   | <br><b>Lucy</b>     |
|  |  |  | <br><b>Alfie</b>   |
|  |  |  | <br><b>Grandma</b> |
|  |  |  | <br><b>Ben</b>     |

### 3. Practice the structure.

#### STRUCTURE

How's the weather?  
It's sunny.



**C** Listen. Sing along. 



How's the weather?

It's *sunny*.

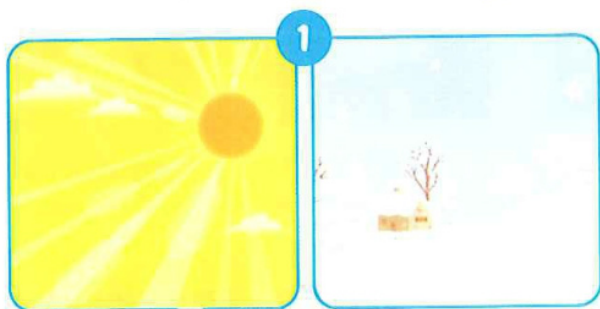
**PRONUNCIATION TIP** 

Natural English: "How's the..."  
How do the sounds change?

**D** Listen and circle.  
Practice. Point. Ask and answer. 

How's the weather?

It's sunny.



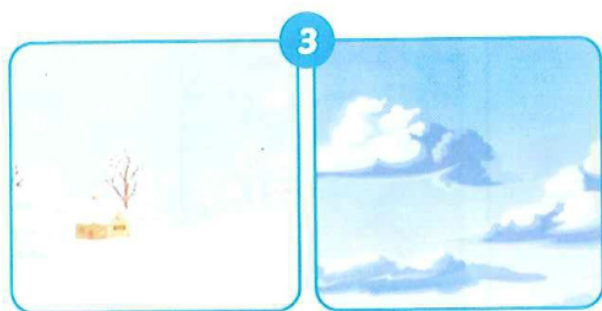
sunny

snowy



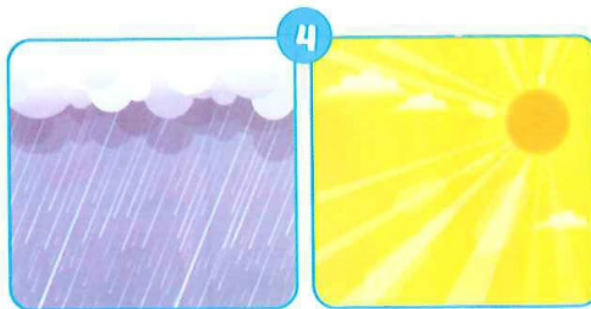
windy

rainy



snowy

cloudy



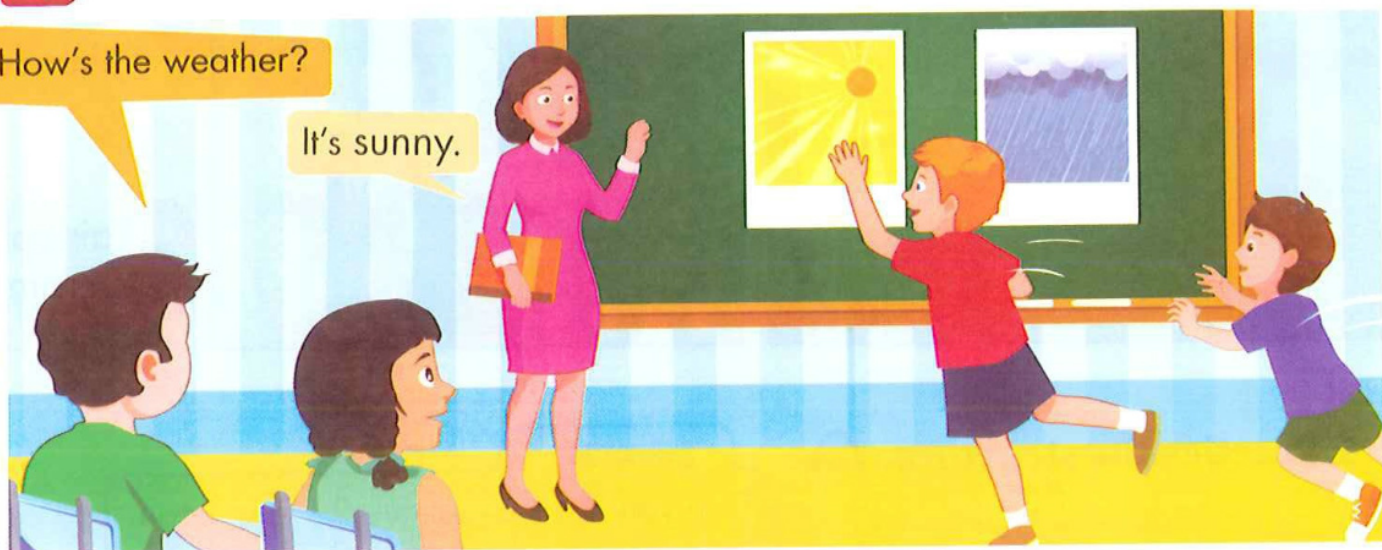
rainy

sunny

**E** Play the "Board race" game.

How's the weather?

It's sunny.





# WEATHER

**Vocabulary:**

storm, thunder, lightning, rain, rainbow

**Structure:**

Can you (hear) the (thunder)? Yes, I can.  
Can you (see) the (rain)? Yes, I can.

**A** Listen, point and say. 



storm



thunder



lightning



rain



rainbow

**B** 1. Listen and read. 

2. Listen and circle. 

TOM AND ALFIE ARE GOING HOME...

Tom, can you see the rain?

Yes, I can.

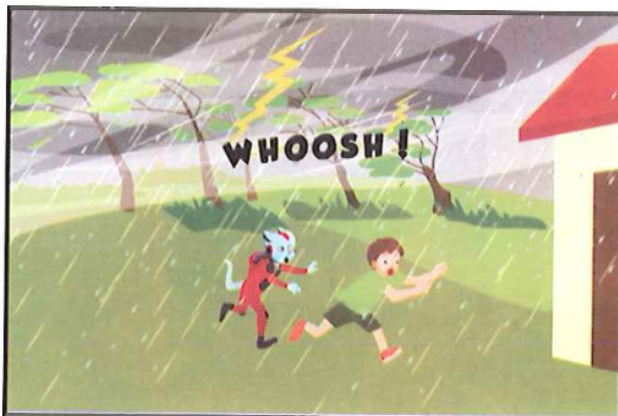


1 ☒ rain/  
☐ storm

2 ☐ rainbow/  
☐ lightning

3 ☐ storm/  
☐ thunder

4 ☐ rainbow/  
☐ rain



3. Practice the structure. 

**STRUCTURE**

Can you **see** the **lightning**? Yes, I can.

Can you **hear** the **thunder**? Yes, I can.





**Listen. Sing along.**

CD3 41



Can you **hear** the **storm**?

Yes, I can.



**Listen and (✓) the box.**

**Practice. Ask and answer.**

CD3 43

**PRONUNCIATION TIP**

CD3 42

Natural English: "Can you..."  
How do the sounds change?

Can you see the rain?

Yes, I can.

1



see/rain



hear/thunder

2



see/snow



see/rainbow

3



see/lightning



see/cloud

4



hear/thunder



see/sun

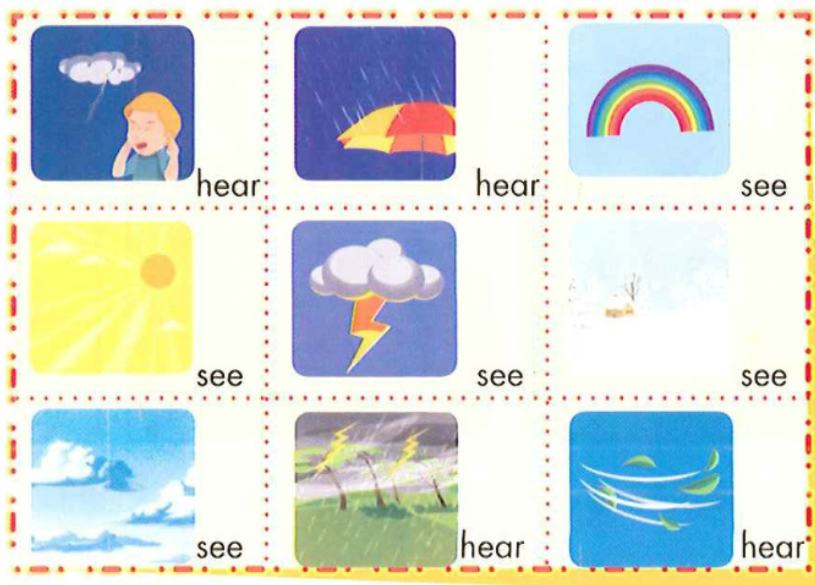
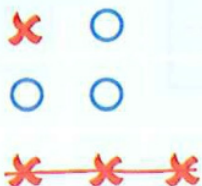


**Play the "Tic, tac, toe" game.**

Can you hear the thunder?

Yes, I can.

We win!





# WEATHER

## LESSON 3

### Vocabulary:

hot, cold, warm, cool, wet, dry

### Structure:

Are you (warm)? Yes, I am./No, I'm not.

**A**

Listen, point and say. 



hot



cold



warm



cool



wet



dry

**B**

1. Listen and read. 

2. Listen and put a (✓) or a (✗) in the box. 

THE WEATHER GETS COOLER...



Are you warm, Lucy?

Yes, I am.

Alfie, are you cold?

1



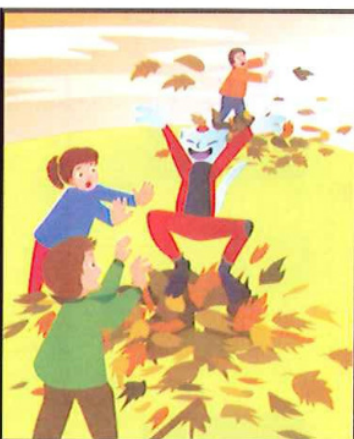
2



3



4



3. Practice the structure. 

### STRUCTURE

Are you **hot**?

Yes, I am.

Are you **cold**?

No, I'm not.





Listen. Sing along. 



Are you **hot**?

Yes, I am.

**PRONUNCIATION TIP** 

Natural English: "... you..."  
How do the sounds change?



Practice. Point, ask and answer.

Are you cold?

Are you hot?

 No, I'm not.

 Yes, I am.

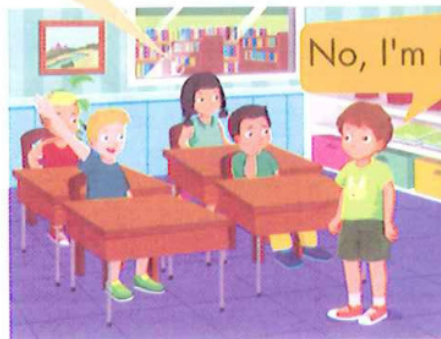


Play the "Pretend" game.



Are you wet?

No, I'm not.



Are you cold?

Yes, I am.





# WEATHER

**Vocabulary:**

snowman, snowball, skiing, sledding, swimming

**Structure:**

Can we (go) (skiing)?

Yes, we can./No, we can't.

**A** Listen, point and say. 

1



snowman

2



snowball

3



skiing

4



sledding

5



swimming

**B** 1. Listen and read. 

2. Listen and put a (✓) or a (✗) in the box. 



3. Practice the structure. 

**STRUCTURE**

Can we make a snowman? Yes, we can.  
Can we go skiing? No, we can't.



**C** Listen. Sing along. 



Can we make a snowman?

Yes, we can.

**D** Practice. Point, ask and answer.

**PRONUNCIATION TIP** 

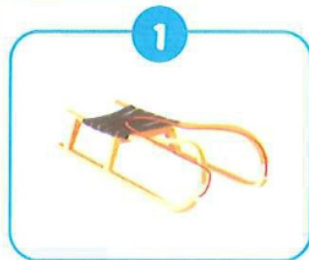
Natural English: "Can..."  
How do the sounds change?

Can we go sledding?

✓ Yes, we can.

Can we go skiing?

✗ No, we can't.



✓ sledding



✗ skiing



✓ swimming



✗ snowman

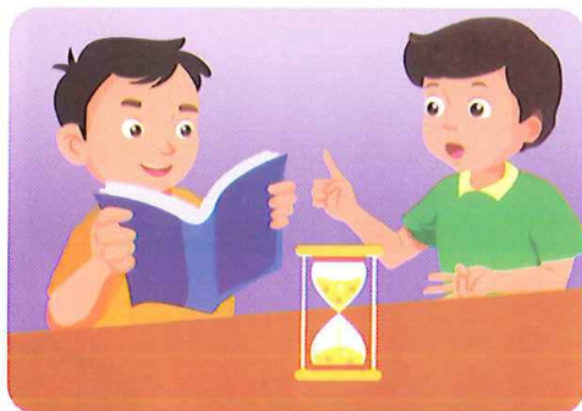


✓ snowball

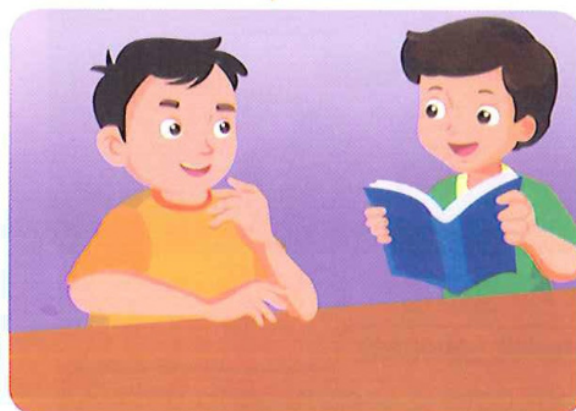
**E** Play the "Memory" game.

Can we go skiing? Can we make a snowman? Can we go skating?...

Yes, yes, yes,...



Look (10 seconds)



Speak



# WEATHER

Science - Growing rice

Useful language:

plant, seed, sunlight, grow, soil

What does a (plant) need to grow?

A (plant) needs (sunlight) to grow.



## NEW WORDS

Listen, point and say.



1



plant

2



seed

3



sunlight

4



grow

5



soil



## LISTENING

Listen and number.



What does a seed need to grow?

A seed needs soil to grow.



Useful language.



### USEFUL LANGUAGE

What does a seed need to grow?  
A seed needs soil to grow.



In Vietnam, we eat rice every day.





**READING****Read and circle "True" or "False".****Growing rice**

A rice seed needs soil to grow into a plant. A plant needs water and sunlight to grow. Rice plants are very green and can grow very big.

- |                                    |                   |
|------------------------------------|-------------------|
| 1. A rice seed grows into a plant. | <u>True</u> False |
| 2. A seed needs soil to grow.      | True False        |
| 3. A plant does not need water.    | True False        |
| 4. Rice plants are very yellow.    | True False        |

**SPEAKING****Look at the pictures. Talk about what a seed and a plant need to grow.**

What does a seed need to grow?

A seed needs soil to grow.

**WRITING****Write about plants.**

1. What does a seed need to grow?

A seed needs \_\_\_\_\_ to grow.

2. What does a plant need \_\_\_\_\_?

\_\_\_\_\_.

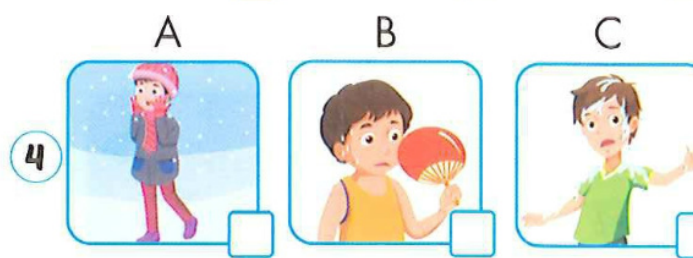
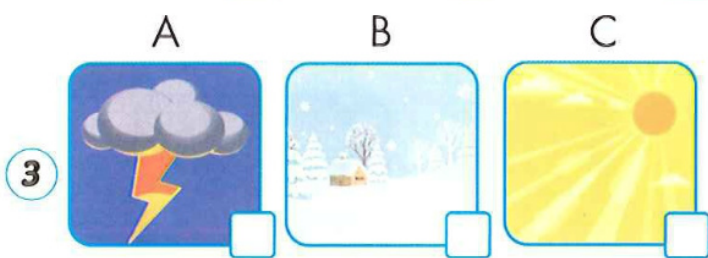
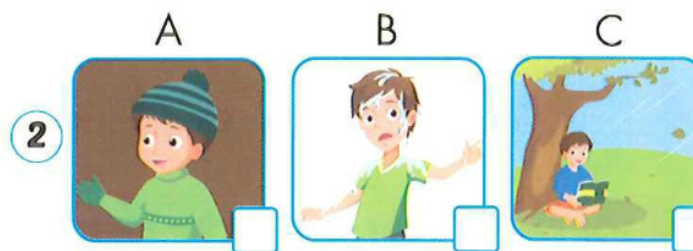
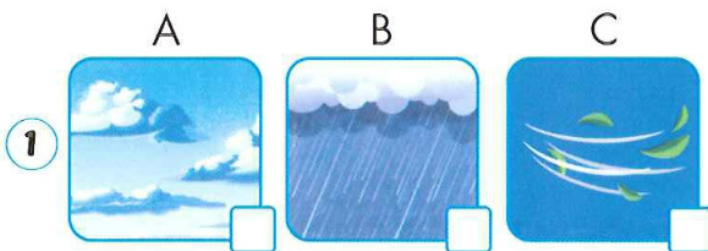


# WEATHER

**LISTENING** Listen and (✓) the box.



Example



**READING & WRITING** Look and read. Write Yes or No.



**Example** Is Tom hot? Yes

1. Is the weather sunny at the beach? \_\_\_\_\_
2. Is Lucy warm? \_\_\_\_\_
3. Is the weather snowy? \_\_\_\_\_
4. Is Lucy cold? \_\_\_\_\_



**SONG**Turn to page 103. Listen. Sing along. **GAME**

Play the "Connect three" game.

Pair 1

vs.

Pair 2



How's the weather?



It's (sunny).

hear

see

hear

see

Can you (hear) the (thunder)?

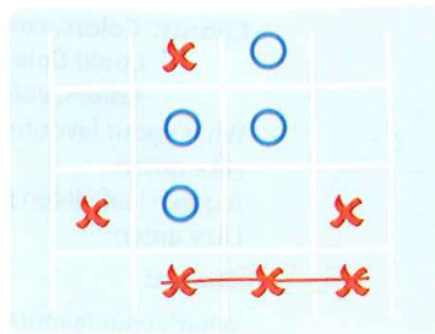


Yes, I can.

Are you (hot)?

Yes, I am.  
No, I'm not.

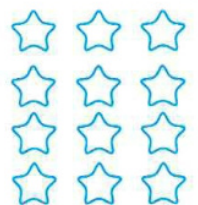
Can we (go sledding)?

Yes, we can.  
No, we can't.

We win!

**I CAN...**

- I can talk about the weather.
- I can ask and answer about how someone feels.
- I can talk about activities.
- I can talk about how a plant grows.





## Theme 1: Hello !

### Alfie Is an Alien

Hi, my name's Tom.  
My name's Nick.  
My name's Mai.  
And my name's Alfie!

Alfie is an alien.  
Alfie is an alien.  
Alfie is an alien.  
He's an alien boy.

Alfie has a spaceship.  
Alfie has a spaceship.  
Alfie has a spaceship.  
He's a flying spaceship boy.

Alfie is from Alpha.  
Alfie is from Alpha.  
Alfie is from Alpha.  
He's a planet Alpha boy.  
He's a planet Alpha boy.

## Theme 3: Family

### This is my Family

Mother, Father, Sister, Brother,  
... Baby and me,  
Grandmother, Grandfather,  
... this is my family.  
This is my father.  
He's a handsome man.  
This is my grandfather.  
His name is Dan.

Mother, Father, Sister, Brother,  
... Baby and me,  
Grandmother, Grandfather,  
... this is my family.

This pretty woman  
... is my mother.  
This boy and girl  
... are my sister and brother.

Mother, Father, Sister, Brother  
... Baby and me,  
Grandmother, Grandfather,  
... this is my family!

## Theme 2: School

### Alfie Come with Me

Alfie, come with me.  
Come to my classroom.  
Alfie, come with me.  
Come and see!!!

What's this? It's a pen.  
A pen! I'll take a picture!  
What's this? It's a crayon.  
A crayon! I'll take a picture!

Alfie, come with me.  
Come to my classroom.  
Alfie, come with me.  
Come and see!!!

Is this a pencil? Yes, it is.  
A pencil!!! I'll take a picture!  
Is this a book? Yes, it is.  
A book! I'll take a picture!

Alfie, come with me.  
Come to my classroom.  
Alfie, come with me.  
Come and see!!!

Is this a pencil case? No, it isn't.  
What is it? It's a bag.  
Is this a cupboard? No, it isn't.  
What is it? It's a classroom.  
A classroom!!! - Oh I see!  
This is a classroom.  
I'll take a picture!

## Theme 4: Colors

### Colors, Colors ! !

**Chorus: Colors, colors,  
Look! Colors,  
Colors, colors, everywhere.**

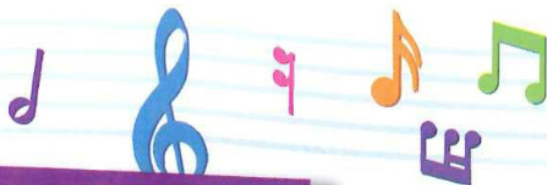
What's your favorite color?  
I like green.  
A green leaf, green paint.  
I like green.

**Chorus:**  
What's your favorite color?  
I like pink.  
A pink flower, a pink crayon.  
I like pink.

**Chorus:**  
What's your favorite color?  
I like blue.  
My mother is blue, my father is blue.  
I like blue.

**Repeat Chorus Twice.**





## Theme 5: Toys

### The Toy Shop

**Chorus:**

The toy shop, the toy shop  
Let's go to the toy shop  
The toy shop, the toy shop  
What can you see?

I can see a teddy bear  
Put the teddy bear on the chair.  
Where is the teddy bear?  
It's on the chair!!

**Chorus:**

I can see a soccer ball  
Put the soccer ball in the box.  
Where is the soccer ball?  
It's in the box!!

**Chorus:**

I can see a big monster  
Put the big monster on the floor.  
Where is the big monster?  
It's on the floor!!

## Theme 6: Food and Drink

### I'm Hungry

**Chorus:**

I'm hungry, I'm hungry  
I'm very, very, hungry  
I'm hungry, I'm hungry  
What can I eat?

Would you like a banana?  
Yes, please, yes, please.  
Would you like a cookie?  
No, thank you!!

**Chorus:**

Would you like some chicken?  
Yes, please, yes, please.  
Would you like some fish balls?  
No, thank you!!

**Chorus:**

## Theme 7: Places and Directions

### Where Are You Going?

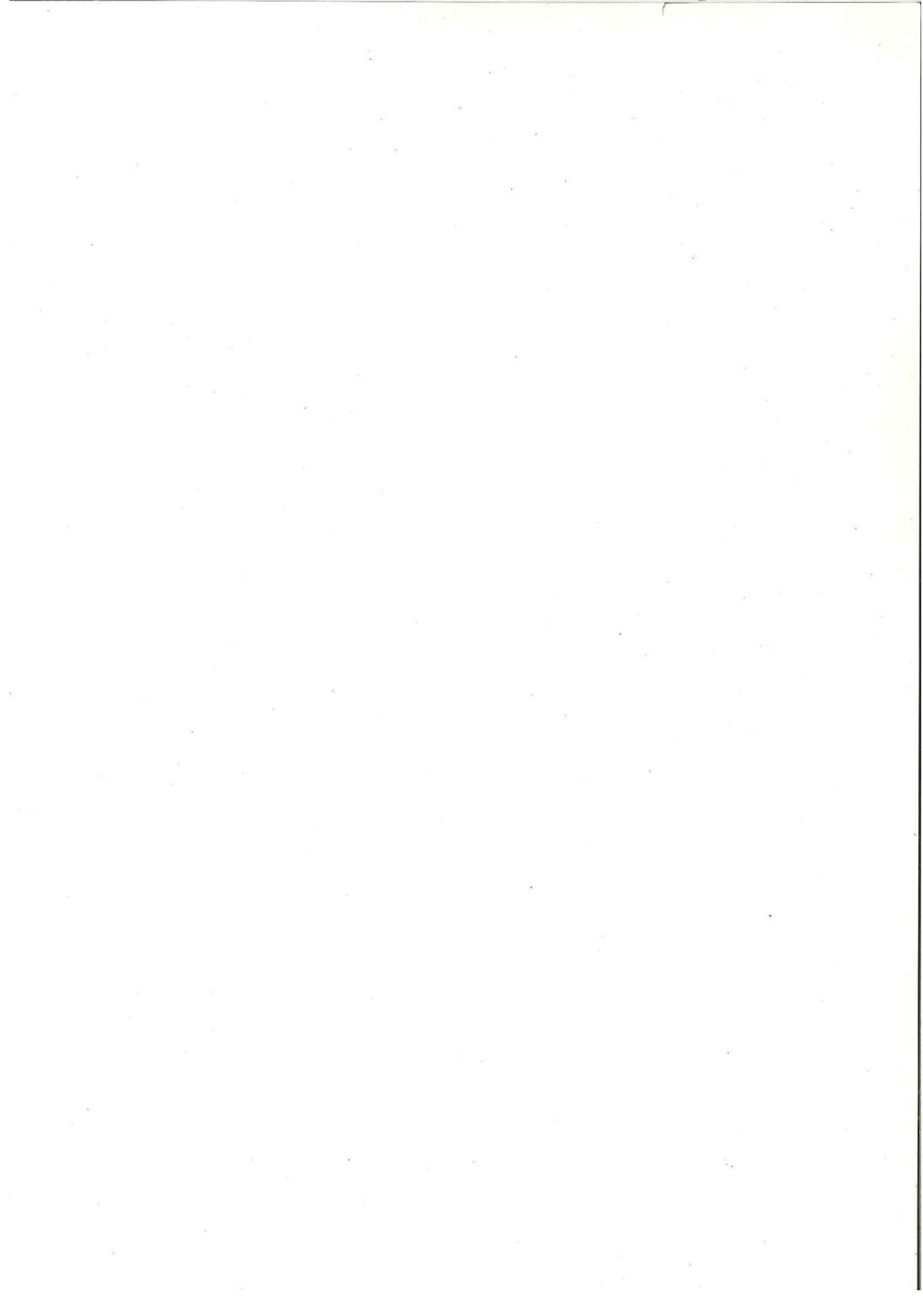
Where are you going?  
Where are you going?  
I'm going to the ice cream shop  
It's on Water Street  
I'll cross in the crosswalk  
... turn left and then I'll stop.  
Where are you going?  
Where are you going?  
I'm going to the campsite  
It's by the lake  
I'll go straight,  
... over the bridge, then I'll turn right.  
Where are you going?  
Where are you going?  
I'm going to the bakery  
It's on Yellow Street  
Let's hold hands  
... cross the street, please look carefully.

## Theme 8: Weather

### How's the Weather?

How's the weather?  
It's hot and windy.  
It's hot and windy today.  
Can we fly a kite?  
Yes, we can.  
It's a beautiful day to play  
Hey!! It's a beautiful day to play.  
How's the weather?  
It's cold and snowy.  
It's cold and snowy today.  
Can we go skiing?  
Yes, we can.  
It's a beautiful day to play  
Hey!! It's a beautiful day to play.  
How's the weather?  
There's thunder and lightning.  
There's thunder and lightning today.  
Can we go to the park?  
No, we can't.  
We can't go out to play.  
No!! We can't go out to play.







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