



**Teachers' and  
Parents' Guide**

**1**

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# Happy Valley 1 Methodology

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Each unit of Happy Valley begins with a story, putting language into a natural context. Language is then isolated for controlled practice with a chant and example dialogue. Songs and activities offer further opportunities to use the language with classmates and **T**, so **S** can finally use the language in a role-play or other meaning-focused activity. This course was designed with phonics as a central component. Students learn the sounds of each letter, leading to blending the sounds to read words.

Happy Valley gives language visual, auditory and kinaesthetic representation. All language is shown in colorful illustrations, recorded for learners to hear and shown through gestures. Total Physical Response (TPR), which ties a gesture or movement to language, is built into Happy Valley. Extra songs, chants and videos show gestures and movement to use with the language and songs.

## Happy Valley 1 Overview

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Happy Valley 1 was designed for **S** aged between 2 and 6 who join in the class independently or with a guardian. At these ages, **S** vary in their physical and native language development, therefore Happy Valley has been designed with *flexibility* (variety of activity choices), *repetition* (class work and homework are identical or very similar, **U** content is repeated over 4 classes), *brevity* (easy to accomplish activities) *parental involvement* (easy to use at home or have **P** join the class), *language* (age appropriate) and *routine* (for easily establishing a class flow) built-in.

### *Flexibility*

The games and activities bank provides instructions for a variety of games to match **S** developmental levels. For example, *Roll the Ball* leads into *Bowling*.

The lesson plans are also designed flexibly. Class size, **S** attitudes and other factors may affect the number of activities possible or content order appropriate. **T** are free to alter the order of activities in the **LP**.

### *Repetition*

Each **U** can be used four times. By the fourth lesson, **S** should know the songs well and be able to identify or say the vocabulary, according to the target bandscale (P4). Repetition of language is one of the most important factors in determining whether students will be able to use the language fluently, i.e. without having to think. Previously introduced songs, pictures and language are recycled throughout, putting the language into new contexts to further expose **S** to its use.

The activities in the **WB** mimic those in the **SB** so students have the opportunity to do the activities at home with confidence.

### *Brevity*

**SB** and **WB** activities are designed to be brief. Sticker, coloring and counting activities are “can do” activities that children can accomplish without taking too much time in class or at home.

### *Parental Involvement*

Using the CD, parents can repeat the classroom activities at home with their children. Students will already know how to do the activity and will therefore use the language without concentrating on how to do the activity. **P** are encouraged to use English at home, aided by the recordings that accompany all homework.

### *Language*

Language was chosen to match themes familiar to **S**, such as food, toys, animals etc. **S** will encounter most language in their everyday lives with **P**, providing natural review. The characters provide a story that carries the language in a familiar context: *outside, snack time*, etc. Basic language for counting and coloring, weather and feelings is introduced, along with TPR; all these are building blocks and conversation points for future language development.

### *Routine*

Routines help the class run smoothly, so **T** and **S** can fully engage in learning. Each Unit is divided into 4 sections. *Storytime, Let's Learn, Let's Sing and Move and Activities*. Please see the Unit 2 walkthrough on the website at [happyvalley.tv](http://happyvalley.tv). This allows for routines to be established. Routine is also built into the **LP**. Using the Routines, Games and Activities Bank, Song Routines Bank, DVD and videos, **T** can easily establish a class flow to suit each context.

## Happy Valley at Home

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**P** teaching at home instead of going to a school should follow the **LP**. If the **LP** suggests a game not suited to one on one play, substitute with another game from the Routines, Games and Activities Bank on [happyvalley.tv](http://happyvalley.tv). Purchasing two sets of **S FC** will make games like Concentration easy for fun with language. Follow the gestures on the Happy Valley DVD and videos and use the Song Routines for more ideas on how to use Happy Valley.

# Bandscale

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The twelve targets for Happy Valley 1 are on **SB P82\***. **S** are not expected to achieve the targets in the order they are listed, nor will all **S** achieve the targets at the same time. To determine when a **S** has reached a target and can receive a sticker on the **SB P81\*** bus route, use this bandscale:

- 5** – Can always say or identify\*\* target with no prompting\*\*\*;
- 4** – Can usually say or identify target with little or no prompting;
- 3** – Can sometimes say or identify target with some prompting;
- 2** – Can seldom say or identify target usually needing prompting;
- 1** – Cannot say or identify target always needing prompting.

Over time, **S** should be able to perform at scale 3 to 5 and should get a sticker for scale 4 to 5. Not all will be able to achieve scale 5. **S** who are not yet speaking still receive a sticker as long as they can identify the language **T** is asking about.

**\*\*Identify** means being able to point to or otherwise identify a picture in response to hearing the corresponding English.

**\*\*\*Prompting** is defined as needing to give the **S** a clue, be it a first letter sound or a gesture to elicit the language from them.

\*In the 2012 print run of the Student Book, the bus route is on P79 and the targets are on P80.

# Lesson Plan Overview

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## Unit # and Lesson #

### Unit Objectives:

Overview of the Unit Objectives.

### Lesson Objectives:

Overview of language targets for lesson focus. There will be anywhere from 2 to 4 targets covered in each class. This also states what **S** should be able to do in the lesson.

### Welcome

Choose a suitable routine from the Routines Bank.

### Greeting

Class warm-up, including the *Hello Song*, greetings and a movement song.

### Storytime

A short story introducing the language in a natural context with the characters and narrator telling the story.

### Let's Learn

Practice the language in a chant, dialogue and song.

### Let's Sing and Move

Sing a song related to the target, or a song for teaching additional language. See the Routines, Games and Activities Bank or the Song Routines Bank documents for ideas.

### Activity

Check **HW** and do a new activity. Play games suggested below or choose from the Routines, Games and Activities Bank on the *happyvalley.tv* website.

### Phonics

Sing the *Phonics Song* each class so **S** thoroughly memorize the gestures, sounds and letters. Check any phonics homework and do a page from the phonics book if using. Play a game using phonics as suggested or from the Routine, Games and Activities Bank.

### Goodbye

Use the *Clean Up Song* to get kids ready to leave. Sing the *Goodbye Song*. Give new **HW**. Goodbye activity: Choose from the routines in the Routines, Games and Activities Bank. Also, **T** asks **Q** that pertains to a **U** target. Give **S** their attendance sticker (**S**: *May I have a sticker, please?*). **T** mark **S** progress by making a note on the blank pages in the back of the **SB**.

### Homework

List of suggested **HW**.

### Games

Suggestions for games during the Activity and Phonics portion of the class. See explanations in the Routines, Games and Activities Bank on the *happyvalley.tv* website.

## What you need

List of the materials needed for the lesson.

## Lesson Timing

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Activity	Class time in minutes				
	60	50	45	30	25
Welcome	3	3	2	2	0
Greeting	2	3	2	2	1
Storytimez	4	3	2	2	2
Let's Learn	8	8	8	4	4
Let's Sing and Move	4	3	2	2	2
Activity	20	16	15	10	10
Phonics	15	10	10	7	5
Goodbye	4	4	4	1	1

## Yearly Outlook

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Content	Number of Classes Per Unit in 1 year				
	48	45	42	32	25
Unit 1	4	4	2	2	2
Unit 2	4	4	4	3	2
Unit 3	4	4	4	3	2
Unit 4	4	4	4	3	2
Unit 5	4	4	4	3	2
Unit 6	4	4	4	3	2
Unit 7	4	4	4	3	2
Unit 8	4	4	4	3	2
Unit 9	4	4	4	3	2
Unit 10	4	4	4	3	2
Review	5	2	2	2	2
Other	3	3	2	1	3

# Happy Valley in Class with a Parent

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## Things for P to remember in class:

1. Children develop at different rates. Do not compare your child to other **S**. Let them go at their own pace.
2. Do not expect your child to speak immediately. Many **S** need a “silent period” where they only listen. For a long period some may do nothing and others may just gesture. This is good, as long as they are in the English environment.
3. **P** is also an **S**. Participate, showing your child how to learn. Repeat, sing, dance and communicate in English during class. When your child is ready, they will do it with you, eventually doing it alone. Adjust your expectations to their development and celebrate in their achievements, not worrying about where they are compared to other **S**.
4. If your child loses attention in class, do not worry. Go with them, take interest in what they are doing, and then guide them back to the whole class. Over time, their ability to hold attention throughout class will improve.
5. In class, when **T** says, “Sit down” or other English words or phrases, say it to your child directly without translation.

If **P** forget their roles in class, **T** should gently remind **P** by saying, for example, “Please repeat, Mom. Thank you.” Putting these ideas on the wall and when necessary, pointing to them will act as a good reminder.

## Things for P to remember at home:

1. Think about how you can use the language learned in class. When do you use these words and phrases in your everyday life? After you identify those times, use English to communicate with your child. Even just a small amount will make a big difference to their progress.
2. Listen to the Happy Valley CD at home as **BGM**. Listen to other English CDs as **BGM**. Do not worry about having them sit and listen carefully. If they want to dance or play with you, please join them. Tell **T** if they are singing songs or using the English at home.
3. The sounds of the alphabet are taught as a pre-reading skill. Letter names will be taught in later years. It is OK if they hear the ABC song on CDs, but sounds are most important in developing their future reading skills.
4. Homework should last no longer than a few minutes. Have a designated place where you always have *Happy Valley English Time*. For example, use *Happy Valley English* cushions you only use when it is *Happy Valley English Time*.
5. If your child is not happy doing English, stop and come back to it later or the next day. Choose a time of day when your child is most awake and enthusiastic. Try to always do it at that time. Routines are important.



# Student Book

## CD Content

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### 1 – Hello Song

Hello, hello, hello.  
Hello, hello, hello.  
Hello, hello, hello, hello,  
Hello, hello, hello.  
Repeat.

### 2 – Rainbow Song

Red and yellow and pink  
and green,  
Orange and purple and  
blue,  
I can see a rainbow, see a  
rainbow, see a rainbow,  
too.  
Repeat.

### 3 – Numbers 1 to 10

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

### 4 – Weather Song

How's the weather ? x 2  
How's the weather today ?  
It's sunny,  
It's sunny,  
It's sunny today.  
How's the weather ? x 2  
How's the weather today ?  
It's cloudy,  
It's cloudy,  
It's cloudy today.  
How's the weather ? x 2  
How's the weather today ?  
It's raining,  
It's raining,  
It's raining today.

### 5 – How Are You?

How are you ? x 2  
I am happy. x 2  
Happy, happy, happy. x 2

I am happy. x 2  
How are you ? x 2  
I am sad. x 2  
Sad, sad, sad. x 2  
I am sad. x 2  
How are you ? x 2  
I am hungry. x 2  
Hungry, hungry, hungry.  
x 2  
I am hungry. x 2  
How are you ? x 2  
I am sleepy. x 2  
Sleepy, sleepy, sleepy. x 2  
I am sleepy. x 2  
How are you ? x 2  
I am grumpy. x 2  
Grumpy, grumpy, grumpy.  
x 2  
I am grumpy. x 2

### 6 – How Old Are You?

How old are you ? x 2  
I'm 2, I'm 2.  
How old are you ? x 2  
I'm 3, I'm 3.  
How old are you ? x 2  
I'm 4, I'm 4.  
2, 3, 4.

### 7 – Happy Birthday

Happy Birthday to you, x 2  
Happy Birthday, dear  
Kinka,  
Happy Birthday to you.  
Happy Birthday to you, x 2  
Happy Birthday, dear  
Pinka,  
Happy Birthday to you.  
Repeat all.

### 8 – I'm Sorry.

I'm sorry.  
That's OK, that's OK.  
I'm sorry.  
That's OK, that's OK.  
I'm sorry, sorry, sorry,  
sorry, sorry, sorry, sorry.  
I'm sorry.  
That's OK, that's OK.  
I'm sorry.  
That's OK, that's OK.

### 9 – Stop, Look, Ready ? Go!

Stop, look, ready ? Go! x 4

### 10 – Stand Up, Clap, Point and Touch

Stand up, clap, clap, point  
and touch.  
Sit down, clap, clap, point  
and touch.  
Faster.  
Stand up, clap, clap, point  
and touch.  
Sit down, clap, clap, point  
and touch.  
Slower.  
Stand up, clap, clap, point  
and touch.  
Sit down, clap, clap, point  
and touch.  
From the beginning  
Stand up, clap, clap, point  
and touch.  
Sit down, clap, clap, point  
and touch.  
Sit down, clap, clap, point  
and touch.

### 11 – Walk, Run, Hop, Jump

Walk to the left,  
Walk to the left,  
Walk to the right,  
Walk to the right.  
Run on the spot,  
Run on the spot,  
Turn around,  
Run on the spot.  
Hop to the front,  
Hop to the back,  
Hop to the front,  
Hop to the back.  
Jump up and down,  
Jump up and down,  
Jump up and down,  
Now sit down.

### 12 – Turn Around

Turn, turn,  
Turn around!  
Up, up,  
Up and down.  
Wiggle, wiggle,

Wiggle around.  
Turn and wiggle around.

### 13 – Fly, Swim, Dive, Crawl

Fly, fly, everybody fly.  
(echo)  
Swim, swim, everybody  
swim. (echo)  
Dive, dive, everybody  
dive. (echo)  
Crawl around, crawl  
around, (echo)  
Now sit down.

### 14 – Kinkajou Is Playing Soccer

Kinkajou is playing  
soccer.\*  
Playing soccer,\* x 2  
Kinkajou is playing  
soccer.\*  
Playing soccer.\*  
(\*washing up, eating  
pizza, drinking juice)

### 15 – Everybody Line Up

Line up, line up,  
Everybody line up!  
Line up, line up,  
Please line up!  
Make a circle,  
Please make a circle.  
Make a circle,  
Please make a circle.  
Walk, walk,  
Walk in a circle.  
Walk, walk,  
Walk in a circle.  
Hop, hop,  
Hop in a circle.  
Hop, hop,  
Hop in a circle.  
Run, run,  
Run in a circle.  
Run, run,  
Run in a circle.  
Sleep, sleep,  
Sleep on the floor.  
Sleep, sleep,  
Sleep on the floor.  
Wake up! Stand up

everybody!  
Run, run,  
Run in a circle.  
Run, run,  
Run in a circle.  
Run, run,  
Run in a circle.  
Run, run,  
Run in a circle.  
Stop, stop,  
Stop in a circle.  
Stop, stop.  
Please sit down.

### 16 – It's a Chant

It's a, it's a, it's a, it's a, it's  
a. x 4

### 17 – Phonics Song

a, a, a, a, Ally Ant,  
b, b, b, b, Billy Bus,  
c, c, c, c, Cally Cat,  
d, d, d, d, Dilly Dog,  
e, e, Elly Elephant e, e, Elly  
Elephant.  
f, f, f, f, Filly Fish,  
g, g, g, g, Golly Goat,  
h, h, h, h, Holly Horse,  
i, i, i, i, Iggy Iguana,  
j, j, Jilly Jellyfish j, j, Jilly  
Jellyfish.  
k, k, k, k, Kippy Kangaroo.  
l, l, l, l, Leo Lion.  
m, m, m, m, Milly Monkey.  
n, n, n, n, Nikky Nurse,  
o, o, Olly Octopus o, o,  
Olly Octopus.  
p, p, p, p, Penny Pig,  
q, q, q, q, Queeny  
Queen,  
r, r, r, r, Rabby Rabbit,  
s, s, s, s, Sissy Snake,  
t, t, Tommy Tiger t, t,  
Tommy Tiger.  
u, u, u, u, Uncle Umpire,  
v, v, v, v, Vinny Vampire,  
w, w, w, w, Winny Witch,  
x, x, x, x, Loxy Fox,  
y, y, Yally Yak y, y, Yally  
Yak, Yeah!  
Hey! What about me ?

I'm sorry.  
That's OK.  
z, z, Ziggy Zebra z, z, Ziggy  
Zzzzzvvebra.

### 18 – Clean Up Song

Stop and listen,  
Let's clean up. x 3  
Stop and listen,  
Let's clean up. x 2  
Put your crayons,  
In your bag. x 3  
Put your crayons,  
In your bag. x 2  
Put your book,  
In your bag. x 3  
Put your book,  
In your bag. x 2

### 19 – Goodbye Song

Goodbye, goodbye,  
Goodbye.  
Goodbye, goodbye,  
Goodbye.  
Goodbye, goodbye,  
Goodbye, goodbye,  
Goodbye, goodbye,  
Goodbye.

### 20 – Unit 1 Welcome to Happy Valley

**Narrator:** Welcome to  
Happy Valley. Kinka!  
**Kinka:** Hello. I'm Kinka.  
**Pinka:** Hello. I'm Pinka.  
**Billy:** I'm Billy and this is  
Betty.  
**Betty:** What's your name ?  
**All:** Let's have fun t  
ogether!  
**Narrator:** Can you find a  
target ? How many ?

### 21 – Kinka Chant

Kinka, Kinka, Kinka, \_\_\_\_.  
Billy, Billy, Billy, \_\_\_\_.  
Pinka, Pinka, Pinka, \_\_\_\_.  
Betty, Betty, Betty, \_\_\_\_.  
Kinka, Billy, Pinka, Betty.  
x 2

## 22 – Dialogue Unit 1

**Kinka:** Hello, I'm Kinka.

What's your name ?

**Betty:** I'm Billy. What's your name ?

**Pinka:** I'm Pinka.

What's your name ?

**Betty:** I'm Betty.

## 23 – I'm Kinka

I'm Kinka. I'm Kinka.

What's your name ?

I'm Billy. I'm Billy.

What's your name ?

I'm Pinka. I'm Pinka.

What's your name ?

I'm Betty. I'm Betty.

What's your name ?

## 24 – I'm Kinka (karaoke)

I'm \_\_\_\_\_. I'm \_\_\_\_\_.

What's your name ?

I'm \_\_\_\_\_. I'm \_\_\_\_\_.

What's your name ?

I'm \_\_\_\_\_. I'm \_\_\_\_\_.

What's your name ?

I'm \_\_\_\_\_. I'm \_\_\_\_\_.

What's your name ?

## 25 – Here you are. Thank you.

Here you are. Thank you.

x 2

You're welcome. x 2

Repeat all x 4

## 26- Unit 2 Our House

**Narrator:** Hello! Can you find the targets ?

How many ?

**Narrator:** Today, we are in the yard. Where's Kinka ? Point to Kinka. Where's Pinka ? Point to Pinka. Hello, Kinka. Hello, Pinka.

**Pinka and Kinka:** Hello!

**Kinka:** Look, it's a flower.

**Pinka:** What is it ?

**Kinka:** It's a flower.

What color is it ?

Do you know ?

**Kinka:** It's red!

**Pinka:** Red!

**Kinka:** Look, it's a rainbow! Look, it's a tree! Look, it's a house.

**Pinka:** Ha ha! Kinka that's our house!

## 27 – Flower Chant

Flower, flower, flower,

\_\_\_\_\_.

Tree, tree, tree, \_\_\_\_\_.

House, house, house, \_\_\_\_\_.

Rainbow, rainbow, rainbow, \_\_\_\_\_.

Flower, tree, house,

rainbow. x 2

## 28 – It's a Flower Chant

It's a, it's a, it's a, it's a, it's a. x 2

It's a flower. (echo)

It's a tree. (echo)

It's a house. (echo)

It's a rainbow. (echo)

It's a flower.

It's a tree.

It's a house.

It's a rainbow.

It's a, it's a, it's a, it's a, it's a.

## 29 – Dialogue Unit 2

**Pinka:** What is it ?

**Kinka:** It's a flower. It's red!

## 30 – Red, Yellow, Green, Blue

What color is it ?

It's red. It's red.

What color is it ?

It's yellow. It's yellow.

What color is it ?

It's green. It's green.

What color is it ?

It's blue. It's blue.

Point to something red.

Red, red, red, red, red,

red, red, red, red, red,

red, red, red.

Did you find something red ?

Point to something yellow.

Yellow, yellow, yellow,

yellow, yellow yellow,

yellow, yellow, yellow,

yellow, yellow, yellow,

yellow. Did you find something yellow ?

Point to something green.

Green, green, green,

green, green, green,

green, green, green,

green, green, green,

green. Did you find something green ?

Point to something blue.

Blue, blue, blue, blue, blue,

blue, blue, blue, blue, blue,

blue, blue, blue. Did you find something blue ?

I hope so!

## 31 – Unit 3 Playing in the Yard

**Narrator:** It's cloudy today in Happy Valley, but

Kinka and Pinka are

playing in the yard.

Look there. It's a green

car. And there, a green

ball. And there is a

bicycle. What color is

the bicycle ?

**Kinka:** It's blue!

**Narrator:** Good try,

Kinka, but no!

**Pinka:** It's yellow!

**Narrator:** Yes, Pinka,

it's a yellow bicycle.

**Kinka:** Two cars. A

yellow car. A green car.

Hmm ? No! Three cars!

Ha ha!

**Pinka:** Ball!

**Narrator:** What color is

Pinka's ball ? It's red.

Can you find another

ball ? How manyballs ?

**Kinka:** Two.

**Narrator:** That's right, Kinka.

Now, count the flowers.

**Pinka:** One, two, three, four, five.

**Narrator:** How many?

**Kinka and Pinka:** Five!

### 32 – Ball Chant

Ball, ball, ball, \_\_\_\_.

Car, car, car, \_\_\_\_.

Bicycle, bicycle, bicycle, \_\_\_\_.

Ball, car, bicycle. x 2

### 33 – It's a Ball Chant

It's a, it's a, it's a, it's a, it's a. x 2

It's a ball. (echo)

It's a car. (echo)

It's a bicycle. (echo)

It's a ball.

It's a car.

It's a bicycle.

It's a, it's a, it's a, it's a, it's a.

### 34 – Dialogue Unit 3

**Pinka:** What is it?

**Kinka:** It's a ball. Count the balls.

**Pinka:** 1, 2, 3, 4!

### 35 – 1 to 5 Song

1, 2, 3, 4, 5. x 4

### 36- Unit 4 Dress up

**Narrator:** It's raining in Happy Valley, so Kinka and Pinka are playing dress up. Kinka is putting on a t-shirt. Pinka is taking off a hat. There are shoes, socks, a skirt and shorts.

**Kinka:** ...

**Pinka:** What, Kinka?

**Kinka:** ...sock.

**Pinka:** Uh-oh! One blue sock.

**Narrator:** Kinka lost his sock! But there! Green socks. What

other socks do you see?

**Pinka:** Yellow socks.

**Kinka:** ...

**Pinka:** Ha ha! Red socks.

**Narrator:** Good.

Come on Kinka, you can do it. Put on your t-shirt!

**Kinka:** I did it. Now, where's my sock?

### 37 – Hat Chant

Hat, hat, hat, \_\_\_\_.

T-shirt, t-shirt, t-shirt, \_\_\_\_.

Skirt, skirt, skirt, \_\_\_\_.

Shorts, shorts, shorts, \_\_\_\_.

Socks, socks, socks, \_\_\_\_.

Shoes, shoes, shoes, \_\_\_\_.

Hat, t-shirt, skirt, shorts, socks, shoes. x 2

### 38 – Put On Your T-Shirt

Put on your t-shirt. x 2

Put on your shorts. x 2

Put on one sock.

Put on two socks.

Put on your hat. x 2

Take off your hat. x 2

Take off your short. x 2

Take off one sock,

Take off two socks.

Take off your t-shirt. x 2

### 39 – Dialogue Unit 4

**Pinka:** Where's my t-shirt?

**Kinka:** There!

### 40 – Where's My Hat?

Where's my hat? X 2

There.

Where?

There.

Where's my t-shirt?

There.

ple. It's purple.

Where?

There.

Where's my skirt?

There.

Where?

There.

Where are my shorts?

There.

Where?

There.

Where are my socks?

There.

Where?

There.

Where're my shoes?

There.

Where?

There.

Where?

There.

Where?

There.

Where?

There.

Where?

There.

### 41 – 1 to 7 Chant

1, 2, 3, 4, 5, 6, 7. x 10

### 42 – Unit 5 Fruit Snack

**Narrator:** Kinka and Pinka are in the kitchen.

It's time for a snack.

What does Pinka have?

**Pinka:** I have a plum!

A purple plum.

**Narrator:** Yes, Pinka, it is purple! What else is there?

**Kinka:** I have a banana. Yummy!

**Narrator:** Yes, Kinka, bananas are yummy.

What color is your banana?

Do you remember?

**Kinka:** Yes. It's yellow.

**Narrator:** Yes. What else do you have?

**Pinka:** Pink peaches, red apples and orange oranges.

**Kinka:** Orange oranges.  
Ha ha!  
**Narrator:** Yes, oranges  
are orange, Kinka.  
Ha ha!

### 43 – Apple Chant

Apple, apple, apple,  
\_\_\_\_.  
Peach, peach, peach,  
\_\_\_\_.  
Banana, banana, banana,  
\_\_\_\_.  
Plum, plum, plum, \_\_\_\_.  
Orange, orange, orange  
\_\_\_\_.  
Apple, peach, banana,  
plum, orange. x 2

### 44 – It's an Apple Chant

It's a, it's a, it's a, it's a,  
it's a. x 2  
It's an apple. (echo)  
It's a peach. (echo)  
It's a banana. (echo)  
It's a plum. (echo)  
It's an orange. (echo)  
It's an apple.  
It's a peach.  
It's a banana.  
It's plum.  
It's an orange.  
It's a, it's a, it's a, it's a,  
it's a.

### 45 – Dialogue Unit 5

**Kinka:** I'm hungry.  
**Pinka:** Red apple?  
**Kinka:** No, green!

### 46 – It's a Yummy Fruit

Apple, peach, what is it?  
Apple, banana, what is it?  
Apple, orange, what is it?  
It's a yummy fruit.  
Apple, plum, what is it?  
Apple, orange, what is it?  
Apple banana, what is it?  
It's a yummy fruit. x 2

### 47 – Pink, Green, Orange, Purple

What color is it?  
It's pink. It's pink.  
What color is it?  
It's green. It's green.  
What color is it?  
It's orange. It's orange.  
What color is it?  
It's purple. It's purple.  
Point to something pink.  
Pink, pink, pink, pink,  
pink, pink, pink, pink,  
pink, pink, pink, pink,  
pink. Did you find  
something pink?  
Point to something green.  
Green, green, green,  
green, green, green,  
green, green, green,  
green, green, green,  
green. Did you find s  
omething green?  
Point to something  
orange. Orange, orange,  
orange, orange, orange,  
orange, orange, orange,  
orange, orange, orange,  
orange, orange. Did you  
find something orange?  
Point to something purple.  
Purple, purple, purple,  
purple, purple, purple,  
purple, purple, purple,  
purple. Did you find  
something purple?  
I hope so!

### 48 – Unit 6 My Toys

**Kinka:** Robot, robot.  
Circle, circle, bot. It's  
my robot.  
**Narrator:** What a nice  
robot, Kinka. I see  
shapes, too. A triangle.  
**Kinka:** Yes, and 2 squares.  
**Pinka:** It's my doll.  
**Narrator:** Yes, she is  
cute. I like her pink  
heart.

**Kinka:** Walk like a  
robot. Walk...

**Pinka:** Uh oh! Kinka,  
watch out. My bo...

**Kinka:** Ahhhh. Ouch!

**Pinka:** Kinka! My book.  
I'm sorry.

**Kinka:** That's OK.

**Narrator:** What do you  
see?

### 49 – Circle Chant

Circle, circle, circle,  
\_\_\_\_.  
Heart, heart, heart, \_\_\_\_.  
Diamond, diamond,  
diamond, \_\_\_\_.  
Square, square, square,  
\_\_\_\_.  
Circle, heart, diamond,  
square. x 2  
Triangle, triangle,  
triangle, \_\_\_\_.  
Robot, robot, robot, \_\_\_\_.  
Book, book, book, \_\_\_\_.  
Doll, doll, doll, \_\_\_\_.  
Triangle, robot, book,  
doll. x 2

### 50 – It's a Circle Chant

It's a, it's a, it's a, it's a,  
it's a. x 2  
It's a circle. (echo)  
It's a heart. (echo)  
It's a diamond. (echo)  
It's a square. (echo)  
It's a triangle. (echo)  
It's a robot. (echo)  
It's a book. (echo)  
It's a doll. (echo)  
It's a circle. (echo)  
It's a heart.  
It's a diamond.  
It's a square.  
It's a triangle.  
It's a robot.  
It's a book.  
It's a doll.  
It's a, it's a, it's a, it's a,  
it's a.

## 51 – Dialogue Unit 6

**Pinka:** It's my doll.

**Kinka:** What is it?

**Pinka:** It's a pink heart.

## 52 – What Shape Is It?

It's an orange circle.

It's a pink heart.

It's a purple diamond.

What shape is it?

It's an orange square.

It's a pink triangle.

It's a purple diamond.

What shape is it?

## 53 – They Are My Toys

It's my robot.

My robot.

It's my book.

My book.

It's my doll.

My doll.

They are my toys.

Walk like a robot.

Walk, walk, walk.

Walk like a robot.

Walk, walk, walk.

Walk like a robot.

Walk, walk, walk.

They are my toys.

Read my book.

Read, read, read.

Read my book.

Read, read, read.

Read my book.

Read, read, read.

They are my toys.

Hug my doll.

Hug, hug, hug.

Hug my doll.

Hug, hug, hug.

Hug my doll.

Hug, hug, hug.

They are my toys!

## 54 – Unit 7 In the Bath

**Narrator:** Kinka and Pinka have played all day.

Now, they are in the bath.

**Kinka:** Brrr! My shoulders,

knees and toes are cold.

**Pinka:** Brrr! My head, fingers and toes are cold.

**Narrator:** Kinka and Pinka, you had better put your head, shoulders, knees, fingers and toes in the bath and wash, wash, wash. Go on!

**Pinka:** One, two, three, four, five, six, seven, eight, nine, ten fingers.

**Kinka:** Ten toes.

**Narrator:** Yes, Kinka and Pinka have ten fingers and ten toes.

You two smell clean and fresh.

**Pinka and Kinka:** Ha ha!

**Narrator:** What else do you see in the picture? Can you count your fingers and toes?

## 55 – Head Chant

Head, head, head, \_\_\_\_.

Shoulders, shoulders, shoulders, \_\_\_\_.

Knees, knees, knees, \_\_\_\_.

Toes, toes, toes, \_\_\_\_.

Fingers, fingers, fingers, \_\_\_\_.

Head, shoulders, knees, toes, fingers. x 2

## 56 – Dialogue Unit 7

**Pinka:** Touch your toes. Count your toes.

**Kinka:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

## 57 – My Body Wiggle

There's a wiggle in my head, in my head. x 2

There's a wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle.

There's a wiggle in my head, in my head.

There's a wiggle in my shoulders, in my shoulders. x 2

There's a wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle.

There's a wiggle in my shoulders, in my shoulders.

There's a wiggle in my knees, in my knees. x 2

There's a wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle.

There's a wiggle in my knees, in my knees.

There's a wiggle in my fingers, in my fingers. x 2

There's a wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle.

There's a wiggle in my fingers, in my fingers.

There's a wiggle in my toes, in my toes. x 2

There's a wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle.

There's a wiggle in my toes, in my toes.

## 58 – Head, Shoulders, Knees and Toes, 1 to 10

OK, everybody, show me your fingers. Great!

Now, show me your toes.

Fantastic! Let's sing.

Head, shoulders, knees

and toes. Knees and toes.

Head, shoulders, knees

and toes. Knees and toes.

Count your fingers.

Count your toes.

10 fingers.

10 toes.

Let's go!

Fingers.

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

Toes!

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

10 fingers, 10 toes.  
10 fingers, 10 toes.  
Way to go!

### 59 – Unit 8 At the Pond

**Narrator:** What a beautiful sunny morning in Happy Valley. Kinka and Pinka are at the pond, by their tree house.

**Kinka:** Pinka, look, it's a ladybug.

**Pinka:** Look, it's a bee.

**Narrator:** Yes, Pinka. Be careful. What else do you see?

**Kinka:** Look, it's a snail, a frog, a diving duck and, is it a fly?

**Narrator:** Yes, Kinka, it's a fly.

**Pinka:** I see a spider and a, is it a fly?

**Narrator:** Nice try, Pinka, but no, it's a butterfly. Can you point to the duck? Good try. How about the butterfly? Nice. Point to the bee. Good, but don't touch it.

### 60 – Bee Chant

Bee, bee, bee, \_\_\_\_.  
Frog, frog, frog, \_\_\_\_.  
Ladybug, ladybug,  
ladybug, \_\_\_\_.  
Fly, fly, fly, \_\_\_\_.  
Bee, frog, ladybug,  
fly. x 2  
Butterfly, butterfly,  
butterfly, \_\_\_\_.  
Snail, snail, snail, \_\_\_\_.  
Spider, spider, spider,  
\_\_\_\_.  
Duck, duck, duck, \_\_\_\_.  
Butterfly, snail, spider,  
duck. x 2

### 61 – It's a Bee Chant

It's a, it's a, it's a, it's a,  
it's a. x 2  
It's a bee. (echo)  
It's a frog. (echo)  
It's a ladybug. (echo)  
It's a fly. (echo)  
It's a butterfly. (echo)  
It's a snail. (echo)  
It's a spider. (echo)  
It's a duck. (echo)  
It's a bee.  
It's a frog.  
It's a ladybug.  
It's a fly.  
It's a butterfly.  
It's a snail.  
It's a spider.  
It's a duck.  
It's a, it's a, it's a, it's a,  
it's a.

### 62 – Dialogue Unit 8

**Kinka:** Is it a duck?

**Betty:** No!

**Pinka:** Is it a fly?

**Betty:** Yes!

### 63 – The Yes, No Song

Yes, yes, yes, yes, yes.  
No, no, no, no, no.  
Yes, yes, yes, yes, yes.  
No, no, no, no, no.  
Repeat all.

### 64 – Is It a Frog?

Look, it's a bee.  
Look, it's a frog.  
Look, it's a ladybug.  
Look, it's a fly.  
Look, it's a butterfly.  
Look, it's a snail.  
Look, it's a spider.  
Look, it's a duck.  
Is it a ladybug?  
No!  
Is it a butterfly?  
No!  
Is it a snail?  
No!  
Is it a frog?

Yes! It's a frog.

### 65 – Unit 9 Happy Birthday

**Narrator:** Today it is Kinka and Pinka's birthday! How old are you, Kinka?

**Kinka:** I'm two!

**Pinka:** No, Kinka, you are three!

**Narrator:** That's right, Pinka. Kinka is three. And how old are you?

**Pinka:** I'm three, too!

**Narrator:** Yes, you are both three. Happy birthday!

**Kinka:** I'm hungry!

**Pinka:** What do you want?

**Kinka:** A sandwich please. How about you, Pinka?

**Pinka:** Pizza, please.

**Narrator:** You had better blow out your candles! One, two, three!

**Kinka and Pinka:** Phooo!

**Narrator:** Now you can have a sandwich, chips, pizza, juice, cake and tea. Oh, and you can open your presents.

**Kinka:** Oh, yes, I want a present please.

**Pinka:** No, Kinka. Let's eat first.

**Kinka:** OK. Happy Birthday, Pinka.

**Pinka:** Ha ha. Happy birthday, Kinka!

### 66 – Sandwich Chant

Sandwich, sandwich,  
sandwich, \_\_\_\_.  
Pizza, pizza, pizza, \_\_\_\_.  
Chips, chips, chips, \_\_\_\_.  
Strawberry, strawberry,  
strawberry, \_\_\_\_.  
Sandwich, pizza, chips,

strawberry. x 2  
Cake, cake, cake, \_\_\_\_.  
Juice, juice, juice, \_\_\_\_.  
Tea, tea, tea, \_\_\_\_.  
Present, present, present,  
\_\_\_\_.  
Cake, juice, tea, present.  
x 2

### 67 – The Snack Song

A sandwich, x 2  
Pizza and chips and a sandwich.  
A sandwich, x 2  
Pizza and chips and a sandwich.  
A strawberry cake, x 2  
Juice and tea and a strawberry cake.  
A strawberry cake, x 2  
Juice and tea and a strawberry cake.  
A sandwich, x 2  
Pizza and chips and a sandwich.  
A sandwich, x 2  
Pizza and chips and a sandwich.

### 68 – Dialogue Unit 9

**Pinka:** What do you want?  
**Kinka:** A strawberry, please.

### 69 – A Present Please

What do you want? (echo)  
A sandwich, please. (echo)  
What do you want? (echo)  
A strawberry, please. (echo)  
What do you want? (echo)  
Chips, please. (echo)  
What do you want? (echo)  
Pizza, please. (echo)  
What do you want? (echo)  
What do you want? (echo)  
Cake, please. (echo)  
What do you want? (echo)  
Juice, please. (echo)  
What do you want? (echo)

Tea, please. (echo)  
What do you want? (echo)  
Pizza, please. (echo)  
What do you want? (echo)  
A present, please. (echo)  
What do you want? (echo)  
What do you want? (echo)  
A present, please. (echo)  
What do you want? (echo)  
What do you want? (echo)  
A present, please. (echo)

### 70 – 10 Little Presents

1 little, 2 little, 3 little presents,  
4 little, 5 little, 6 little presents,  
7 little, 8 little, 9 little presents,  
10 birthday presents!  
10 little, 9 little, 8 little presents,  
7 little, 6 little, 5 little presents,  
4 little, 3 little, 2 little presents  
1 birthday present! x 2

### 71 – Unit 10 On the Bus

**Narrator:** Today, Kinka, Pinka and the other animals in Happy Valley are going to Chipperton.

**Billy:** Oh no!

**Kinka:** There are too many animals. They can't get on the bus.

**Pinka:** Oh dear! Let's count the animals. One giraffe, two pandas, three bears, four camels, five crabs...

**Kinka:** One, two, three, four, five, six owls, seven turtles, eight squirrels, nine koalas and one, two, three, four, five, six, seven, eight, nine, ten beetles.

**Betty:** Wait, I'm coming!

**Billy:** Hurry Betty, we need your help!

**Narrator:** Betty is rushing quickly from the magic tunnel. Good luck getting everyone on the bus and see you all in Chipperton.

### 72 – Giraffe Chant

Giraffe, giraffe, giraffe, \_\_\_\_.  
Pandas, pandas, pandas, \_\_\_\_.  
Bears, bears, bears, \_\_\_\_.  
Camels, camels, camels, \_\_\_\_.  
Crabs, crabs, crabs, \_\_\_\_.  
Giraffe, pandas, bears, camels, crabs. x 2  
Owls, owls, owls, \_\_\_\_.  
Turtles, turtles, turtles, \_\_\_\_.  
Squirrels, squirrels, squirrels, \_\_\_\_.  
Koalas, koalas, koalas, \_\_\_\_.  
Beetles, beetles, beetles, \_\_\_\_.  
Owls, turtles squirrels, koalas, beetles. x 2

### 73 – Count the Animals

How many animals?  
Let's count!  
1 giraffe, 2 pandas, 3 bears, 4 camels, 5 crabs, oh no!  
Can't get on the bus!  
6 owls, 7 turtles, 8 squirrels, 9 koalas, 10 beetles, oh no!  
Can't get on the bus!  
1 giraffe, 2 pandas, 3 bears, 4 camels, 5 crabs, oh no!  
Can't get on the bus!  
6 owls, 7 turtles, 8 squirrels, 9 koalas, 10 beetles, oh no!  
Can't get on the bus!



## 74 – Dialogue Unit 10

**Kinka:** 1, 2, 3, 4, 5.

**Pinka:** Five beetles!

## 75 – Black, White, Brown, Red

What color is it?

It's black. It's black.

What color is it?

It's white. It's white.

What color is it?

It's brown. It's brown.

What color is it?

It's red. It's red.

Point to something black.

Black, black, black,

black, black, black,

black, black, black,

black, black, black,

black. Did you find

something black?

Point to something white.

White, white, white,

white, white, white,

white, white, white,

white, white, white,

white. Did you find

something white?

Point to something brown.

Brown, brown, brown,

brown, brown, brown,

brown, brown, brown,

brown, brown, brown,

brown. Did you find

something brown?

Point to something red.

Red, red, red, red,

red, red, red, red,

red, red, red, red,

red. Did you find

something red? I hope so!

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# Happy Valley 1 Workbook Dialogues

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## Track # – Name

### 1 – Unit 1 A

**T:** I'm Kinka. What's your name?

**S:** I'm \_\_\_\_.

**T:** What's your name?

**S:** I'm \_\_\_\_.

### 2 – Unit 1 B

**T:** I'm Pinka. What's your name?

**S:** I'm \_\_\_\_.

**T:** What's your name?

**S:** I'm \_\_\_\_.

### 3 – Unit 1 C

**T:** I'm Billy. What's your name?

**S:** I'm \_\_\_\_.

**T:** What's your name?

**S:** I'm \_\_\_\_.

### 4 – Unit 1 D

**T:** I'm Betty. What's your name?

**S:** I'm \_\_\_\_.

**T:** What's your name?

**S:** I'm \_\_\_\_.

## Unit 2

### 5 – Unit 2 A

**T:** It's a flower. What is it?

**S:** It's a flower.

**T:** What is it?

**S:** It's a flower.

**T:** Here you are.

**S:** Thank you.

### 6 – Unit 2 B

**T:** It's a tree. What is it?

**S:** It's a tree.

**T:** What is it?

**S:** It's a tree.

**T:** Here you are.

**S:** Thank you.

### 7 – Unit 2 C

**T:** It's a house. What is it?

**S:** It's a house.

**T:** What is it?

**S:** It's a house.

**T:** Here you are.

**S:** Thank you.

### 8 – Unit 2 D

**T:** Point to a sticker. What is it?

**S:** It's a \_\_\_\_.

**T:** Give sticker. Here you are.

**S:** Thank you.

## Unit 3

### 9 – Unit 3 A

**T:** It's a car. What is it?

**S:** It's a car.

**T:** What is it?

**S:** It's a car.

**T:** Find the car sticker.

**T:** Count the cars.

**S:** 1, 2.

### 10 – Unit 3 B

**T:** It's a bicycle. What is it?

**S:** It's a bicycle.

**T:** What is it?

**S:** It's a bicycle.

**T:** Find the bicycles sticker.

**T:** Count the bicycles.

**S:** 1, 2, 3, 4.

### 11 – Unit 3 C

**T:** It's a ball. What is it?

**S:** It's a ball.

**T:** What is it?

**S:** It's a ball.

**T:** Find the balls sticker.

**T:** Count the balls.

**S:** 1, 2, 3, 4, 5.

### 12 – Unit 3 D

**T:** What is it?

**S:** It's a \_\_\_\_.

**T:** Here you are.

**S:** Thank you.

## Unit 4

### 13 – Unit 4 A

T: My t-shirt. What is it?

S: My t-shirt.

T: What is it?

S: My t-shirt.

T: Put on your t-shirt.

### 14 – Unit 4 B

T: My shorts. What are they?

S: My shorts.

T: What are they?

S: My shorts.

T: Put on your shorts.

### 15 – Unit 4 C

T: My shoes. What are they?

S: My shoes.

T: What are they?

S: My shoes.

T: Put on your shoes.

### 16 – Unit 4 D

T: What is it?

S: It's a \_\_\_\_.

T: Here you are.

S: Thank you.

## Unit 5

### 17 – Unit 5 A

T: It's a plum. What is it?

S: It's a plum.

T: What is it?

S: It's a plum.

T: What color do you want?

S: \_\_\_\_, please.

T: Here you are.

S: Thank you.

T: It's a banana. What is it?

S: It's a banana.

T: What is it?

S: It's a banana.

T: What color do you want?

S: \_\_\_\_, please.

T: Here you are.

S: Thank you.

### 18 – Unit 5 B

T: It's a peach. What is it?

S: It's a peach.

T: What is it?

S: It's a peach.

T: What color do you want?

S: \_\_\_\_, please.

T: Here you are.

S: Thank you.

T: It's a plum. What is it?

S: It's a plum.

T: What is it?

S: It's a plum.

T: What color do you want?

S: \_\_\_\_, please.

T: Here you are.

S: Thank you.

### 19 – Unit 5 C

T: It's an apple. What is it?

S: It's an apple.

T: What is it?

S: It's an apple.

T: What color do you want?

S: \_\_\_\_, please.

T: Here you are.

S: Thank you.

T: It's an orange. What is it?

S: It's an orange.

T: What is it?

S: It's an orange.

T: What color do you want?

S: \_\_\_\_, please.

T: Here you are.

S: Thank you.

### 20 – Unit 5 D

T: What is it?

S: It's a \_\_\_\_.

T: Here you are.

S: Thank you.

## Unit 6

### 21 – Unit 6 A

T: It's a doll. What is it?

S: It's a doll. T: What is it?

S: It's a doll.

T: Find the circles.

T: Here you are.

S: Thank you.

T: What is it?

S: Pink circle.

T: It's a doll. What is it?

S: It's a doll.

T: What is it?

S: It's a doll.

T: Find the heart.

T: Here you are.

S: Thank you.

T: What is it?

S: Pink heart.

### 22 – Unit 6 B

T: It's a book. What is it?

S: It's a book.

T: What is it?

S: It's a book.

T: Find the triangle.

T: Here you are.

S: Thank you.

T: What is it?

S: Yellow triangle.

T: It's a book. What is it?

S: It's a book.

T: What is it?

S: It's a book.

T: Find the diamond.

T: Here you are.

S: Thank you.

T: What is it?

S: Purple diamond.

### 23 – Unit 6 C

T: It's a robot. What is it?

S: It's a robot.

T: What is it?

S: It's a robot.

T: Find the squares.

T: Here you are.

S: Thank you.

T: What is it?

S: Green square.

**24 – Unit 6 D**

T: What is it?  
 S: It's a \_\_\_\_.  
 T: Here you are.  
 S: Thank you.

**Unit 7****25 – Unit 7 A**

T: What are they?  
 S: My fingers.  
 T: Count your fingers.  
 S: 1, 2, 3, 4, 5, 6, 7, 8.  
 T: Find 8.

**26 – Unit 7 B**

T: What are they?  
 S: My fingers.  
 T: Count your fingers.  
 S: 1, 2, 3, 4, 5, 6, 7, 8, 9.  
 T: Find 9.

**27 – Unit 7 C**

T: What are they?  
 S: My toes.  
 T: Count your toes.  
 S: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.  
 T: Find 10.

**28 – Unit 7 D**

T: What are they?  
 S: My fingers.  
 T: Count your fingers.  
 T: Point to 8.  
 T: Here you are.  
 S: Thank you.

T: What are they?  
 S: My fingers.  
 T: Count your fingers.  
 T: Point to 9.  
 T: Here you are.  
 S: Thank you.

T: What are they?  
 S: My toes.  
 T: Count your toes.  
 T: Point to 10.  
 T: Here you are.  
 S: Thank you.

**Unit 8****29 – Unit 8 A**

T: Is it a snail?  
 S: No! It's a spider.  
 T: Count the spiders.  
 S: 1, 2, 3, 4, 5.  
 T: Find 5.

T: Is it a snail?  
 S: Yes.  
 T: Count the snails.  
 S: 1, 2, 3, 4, 5, 6.  
 T: Find 6.

**30 – Unit 8 B**

T: Is it a bee?  
 S: No! It's a fly.  
 T: Count the flies.  
 S: 1, 2, 3, 4, 5, 6, 7, 8.  
 T: Find 8.

T: Is it a bee?  
 S: Yes.  
 T: Count the bees.  
 S: 1, 2, 3, 4, 5, 6, 7.  
 T: Find 7.

**31 – Unit 8 C**

T: Is it a frog?  
 S: No! It's a duck.  
 T: Count the ducks.  
 S: 1, 2.  
 T: Find 2.

T: Is it a frog?  
 S: No! It's a butterfly.  
 T: Count the butterflies.  
 S: 1, 2, 3.  
 T: Find 3.

T: Is it a frog?  
 S: No! It's a ladybug.  
 T: Count the ladybugs.  
 S: 1, 2, 3, 4, 5, 6, 7, 8, 9.  
 T: Find 9.

**32 – Unit 8 D**

T: Is it a bee?  
 S: No! It's a duck.  
 T: Here you are.  
 S: Thank you.

T: Is it a bee?  
 S: No! It's a butterfly.  
 T: Here you are.  
 S: Thank you.

T: Is it a bee?  
 S: No! It's a frog.  
 T: Here you are.  
 S: Thank you.

T: Is it a bee?  
 S: No! It's a snail.  
 T: Here you are.  
 S: Thank you.

**Unit 9****33 – Unit 9 A**

T: What do you want?  
 S: Pizza, please.  
 T: Here you are.  
 S: Thank you.

T: What do you want?  
 S: Juice, please.  
 T: Here you are.  
 S: Thank you.

**34 – Unit 9 B**

T: What do you want?  
 S: A sandwich, please.  
 T: Here you are.  
 S: Thank you.

T: What do you want?  
 S: Chips, please.  
 T: Here you are.  
 S: Thank you.

T: What do you want?  
 S: Tea, please.  
 T: Here you are.  
 S: Thank you.

**35 – Unit 9 C**

T: What do you want?  
 S: A strawberry, please.  
 T: Here you are.  
 S: Thank you.

T: What do you want?  
 S: Cake, please.

T: Here you are.  
S: Thank you.  
T: What do you want?  
S: A present, please.  
T: Here you are.  
S: Thank you.

### 36 – Unit 9 D

T: What do you want?  
S: Pizza, please.  
T: Here you are.  
S: Thank you.

T: What do you want?  
S: A sandwich, please.  
T: Here you are.  
S: Thank you.

T: What do you want?  
S: Juice, please.  
T: Here you are.  
S: Thank you.

### Unit 10

#### 37 – Unit 10 A

T: Count the beetles.  
S: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.  
T: How many beetles?  
S: 10.  
T: What color do you want?  
S: \_\_\_\_\_, please.  
T: Here you are.  
S: Thank you.

T: Count the squirrels.  
S: 1, 2, 3, 4, 5, 6, 7, 8.  
T: How many squirrels?  
S: 8.

T: Count the koalas.  
S: 1, 2, 3, 4, 5, 6, 7, 8, 9.  
T: How many koalas?  
S: 9.

#### 38 – Unit 10 B

T: Count the turtles.  
S: 1, 2, 3, 4, 5, 6, 7.  
T: How many turtles?  
S: 7.

T: What color do you want?  
S: \_\_\_\_\_, please.  
T: Here you are.  
S: Thank you.

T: Count the owls.  
S: 1, 2, 3, 4, 5, 6.  
T: How many owls?  
S: 6.

T: Count the crabs.  
S: 1, 2, 3, 4, 5.  
T: How many crabs?  
S: 5.

#### 39 – Unit 10 C

T: Count the bears.  
S: 1, 2, 3.  
T: How many bears?  
S: 3.  
T: What color do you want?  
S: \_\_\_\_\_, please.  
T: Here you are.  
S: Thank you.

T: Count the camels.  
S: 1, 2, 3, 4.  
T: How many camels?  
S: 4.

T: Count the pandas.  
S: 1, 2.  
T: How many pandas?  
S: 2.

#### 40 – Unit 10 D

T: What's missing?  
S: Crabs.  
T: Find the crabs.  
T: How many crabs.  
S: 5.

T: What's missing?  
S: Owls.  
T: Find the owls.  
T: How many owls.  
S: 6.

T: What's missing?  
S: Beetles.  
T: Find the beetles.(pause)  
T: How many beetles.  
S: 10.

### Review Pages

#### 41 – Review 1

T: I'm Kinka. What's your name?  
S: I'm \_\_\_\_\_.  
T: Trace your name.  
T: I'm Pinka. What's your name?  
S: I'm \_\_\_\_\_.

#### 42 – Review 2

T: Find and circle numbers 1 to 10.  
T: Count 1 to 10.  
S: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

#### 43 – Review 3

T: Is it an apple?  
S: No.  
T: What it is?  
S: It's a plum.  
T: Here you are.  
S: Thank you.

T: Is it an apple?  
S: No.  
T: What it is?  
S: It's a peach.  
T: Here you are.  
S: Thank you.

T: Is it an apple?  
S: No.  
T: What it is?  
S: It's a banana.  
T: Here you are.  
S: Thank you.

T: Is it an apple?  
S: No.  
T: What it is?  
S: It's an orange.  
T: Here you are.  
S: Thank you.

# Web Resources

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Lesson Plans for a year of lessons.  
Routines, Games and Activities Bank.  
Song Routines Bank for Unit 1 to Unit 5.  
Videos showing gestures and dances.  
Happy Valley Blog.  
See all at *happyvalley.tv*

# Abbreviations

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**S:** student(s)  
**T:** teacher  
**P:** parent  
**LP:** lesson plan  
**SB:** student book  
**WB:** workbook  
**FC:** flashcard(s)  
**U:** unit  
**Q:** question  
**A:** answer  
**BGM:** background music