Making the world more

PES

Purposeful

Effective

Strong

JUNIOR

Teacher's Book

3

pes.English

Your course comes with a **Student's eBook** and digital resources on the **Pearson English Portal**.

To access the Pearson English Portal and eBook:

1. Go to **pearsonenglish.com/login**
2. Sign in or create an account.
3. Once signed in, follow the on-screen instructions to add a product and use the access code below

This code can only be used once.

Need help?

Go to **MyPearsonHelp.com/portal** for help, training and technical support.

Rise and Shine

Teacher's Edition 2

Oscar

Clara

Tess

Basil

Stella

Contents

Scope and sequence

	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
Welcome to the Rise and Shine Explorers Club	**Numbers 11–20; days of the week**	*It's Monday! This is/That's (Stella).*	**School items:** *eraser, notebook, pen, ruler*	*This is my/ That's your (pen). How many (pencils)?*
1 Let's explore together	**My things:** *backpack, belt, cap, coat, glasses, scarf, sneakers, watch*	*Do you have… ? Yes, I do./No, I don't.*	**Adjectives:** *blond, dark, long, short*	*He/She has… .*
2 Let's be happy at home **Review 1** **Important to me** (Units 1 and 2)	**House:** *bathroom, bedroom, garage, hallway, kitchen, living room, stairs, yard*	*Where's (Mom)? She's in the (kitchen).*	**Furniture and objects in a house:** *bed, couch, lamp, table*	*Where's the (lamp)? It's on/ next to the (desk).*
3 Let's explore nature	**Farm animals:** *chicken, cow, donkey, goat, goose, horse, sheep, turkey*	*There's a (chicken). There isn't a (cow).*	**Outdoors:** *bush, fence, rock, wall*	*Where's… ? It's (behind) (the wall).*
4 Let's try new activities **Review 2** **All about me** (Units 3 and 4)	**Actions:** *catch, climb, jump rope, kick, ride, roller-skate, swim, swing*	*Can you (jump rope)? Yes, I can./No, I can't. But I can (swim).*	**Activities with *play*:** *play a board game, play soccer, play tennis, play the guitar*	*Can he/she… ? Yes, he/she can./ No, he/she can't.*
5 Let's share our food	**Food:** *burger, carrot, cereal, cookie, egg, fish, juice, orange*	*What are you doing? I'm (cooking).*	**Verbs:** *cook, grow, make, wash*	*Are you (making) (a salad)? Yes, I am./No, I'm not.*
6 Let's have vacation fun **Review 3** **Around me** (Units 5 and 6)	**Vacation activities:** *build a sandcastle, collect shells, go on vacation, play at the beach, read comic books, sleep*	*I want to (play at the beach).*	**Times of day:** *in the morning, in the afternoon, in the evening, at night*	*Do you want to (play) (in the morning)? Yes, I do./No, I don't.*
Goodbye	*Have a great vacation!*			
Celebrations	**Let them shine!:** *balloon, barbecue, cake, candle, gift, sparkler* **Beautiful world:** *desert, hill, jungle, mountain, ocean, sky* **Amazing oceans:** *dolphin, octopus, seahorse, seal, shark, whale* **Let them fly!:** *cloud, day, moon, night, star, sun*			

DIGITAL SAMPLE

My sounds	Communicative outcome	Global Citizenship	Functional language and real-world	Project
th (voiced), th (voiceless)	Describing objects in a basic way	**I like numbers and math.** *How many (pencils)?*	**Imparting personal information** *My favorite number is (fourteen).*	**My Explorers Club passport**
w, y	Describing people in a basic way	**I appreciate my community.** *builder, chef, explorer, teacher* Celebrating real-life heroes. Appreciating people in your community.	**Commenting on a picture** *Look at this!* *What a great picture!*	**A club book**
r, l	Prepositions of place	**I learn about different homes.** *cave, igloo, tent, tree house* Appreciating and understanding difference and diversity.	**Making suggestions** *Let's put (the lamp) here.* *Great idea!*	**A perfect house**
oo, ee	Describing what there is/isn't	**I learn about the five senses.** *hear, see, smell, taste, touch* Getting to know nature through the senses. Notice the details.	**Asking for and giving information** *Excuse me! Where's (the yard)? It's (next to) (the cafe).*	**A five senses park map**
i, a	Talking about what people can do	**I know how to enjoy music.** *drums, piano, recorder, violin* What do you need to play these instruments? Discovering different sounds and how they make you feel.	**Accepting or declining an invitation** *Would you like to join my club? Yes, of course!/No, thanks.*	**A club**
i, o	Asking about what someone is doing	**I learn about different ingredients.** *butter, flour, fruit, vegetables* What's our food made from?	**Shopping** *I need (carrots).* *OK, let's go shopping!*	**A food truck bar**
u, e	Asking about vacation activities	**I stay safe on vacation.** *dangerous, flag, ocean, safe* Respecting nature. Being aware of dangers in water.	**Going on vacation** *I like the ocean.* *I don't. I like cold weather.*	**A vacation trip**

Introduction

Rise and Shine is a six-level elementary school course that develops language alongside Global Citizenship and future skills. Fun characters, relatable stories, and real-life videos support clear, child-friendly learning objectives that motivate students on their English-learning journey. Clear, structured lessons build to a final unit project and offer real opportunities to achieve, track, and measure progress, encouraging students to think about and take ownership of their own learning.

Rise and Shine provides a unique toolkit to support teachers in identifying and addressing the needs of every student. Clear, measurable outcomes that students can see and celebrate motivate them to engage with the new experience of language learning. Targeted support and achievable activities mean that every student has a chance to thrive and teachers can address challenges such as mixed ability and special educational needs.

Course principles

A sense of purpose

Rise and Shine has been designed with deliberate progress in mind. Every activity and lesson builds towards a clear objective and a final unit project that gives every student their *Time to shine*. Structured lessons support students in acquiring the knowledge, language, and tools they need as they work towards their *Time to shine*.

Time to shine!

8 Share your house design with the class.

It's a tent house. This is the living room. The couch is next to the table.

What a great house!

I care about my home.

Each unit of *Rise and Shine* follows five stages, each comprising one or two lessons. The stages are clear to students and support them in understanding exactly how far they have come and where they are heading on their learning journey. This learning journey is signposted to students by colored stepping stones in the Student's Book.

Wonder — activities that spark interest, draw on prior knowledge, and set out the quest for the unit

Imagine — imaginative stories and activities that encourage cognitive engagement

Build — meaningful language input and practice, providing direction and support, with a strong focus on building communication skills and confidence

Grow — real-world content that opens students' eyes through a Global Citizenship objective and provides opportunities to relate language back to their own lives

Shine — a final unit project broken down into differentiated steps to allow every student to showcase their achievements

A step-by-step approach

Rise and Shine builds confidence in using English through a learning cycle of exposure, recognition, controlled practice, and freer practice. Each activity is designed to support students to build on what they have already learned and work towards a clear task at the end of each stage of the unit. The *I can shine* box consolidates the learning of each stage into an activity explicitly linked to the learning objective. This gives students the opportunity to pause and reflect on how confident they feel with the material in an age-appropriate way. These activities build to the final *Time to shine* task at the end of the unit, where students are supported through the steps to create and present a project of their own.

Clear progress and accessible learning outcomes

Rise and Shine is built on the Global Scale of English, which helps students understand exactly what they are learning and why. It is designed so that students are always aware of their learning goals for the unit and are able to chart their progress at the end of each stage of the unit through a clear *I can shine* activity.

Rise and Shine is also designed for use in inclusive and mixed-ability classrooms. It helps all students achieve their learning goals, while recognizing that this will look different for different students. Activities and lessons are structured to be increasingly challenging to allow all students to achieve.

Rise and Shine recognizes that teachers need their time to shine, too! Ideas to support and stretch individual students are offered in each lesson, alongside clear teaching notes divided by lesson stage. Each *I can shine* activity is supported by a framework of Achieve, Adjust, Exceed to empower teachers to assess progress at each stage of the unit.

Development of future skills and Global Citizenship

English is more than just a school subject in the 21st century – it is a medium through which children learn about life, and global and local issues which are relevant to them. *Rise and Shine* supports and guides students on their own learning journey through dedicated helpers in each stage of the unit. Just like the characters in their favorite adventure stories, students face exciting tasks that help them build a greater understanding of themselves and the world around them, all the while working towards clear learning goals.

DIGITAL SAMPLE

Welcome to the Rise and Shine Explorers Club

Each level of *Rise and Shine* takes place in a different setting that is relatable to students, but offers opportunities to explore. Level 2 takes place in the Rise and Shine Explorers Club, a children's club with indoor and outdoor areas, where we meet the following main characters: Tess, Clara, Oscar, Stella, Basil, and Peanut the rabbit. Students will relate to the importance of the local neighborhood and how so much of the characters' lives centers on family, friends, and neighbors, preparing them for future life skills.

Using *Rise and Shine*

Vocabulary and structures

Vocabulary in *Rise and Shine* has been carefully selected to be relevant to students and their lives, and is presented in logical topic sets. Key vocabulary is always presented using the course characters to provide students with a familiar context for the new language. Lesson 1 generally presents eight key vocabulary items, while an additional four key items are presented in Lesson 4. Vocabulary lessons always offer opportunities for students to reflect and share what they already know on the topic, before clear presentation and practice stages. The Workbook provides additional vocabulary practice. The Picture dictionary at the end of the Workbook can be used to consolidate the vocabulary of each unit. In addition to the key vocabulary, four related vocabulary items are presented in Lesson 6 as part of Global Citizenship.

In Level 2, grammar structures are taught in simple chunks that young students are able to grasp more easily than complex grammar rules. New structures are presented through a song or chant in Lessons 2 and 4. New language is clearly highlighted in boxes on the Student's Book page, which provide a reference point for students as they learn and practice.

Every lesson includes opportunities for students to recycle language from previous lessons and units. New language is never presented in isolation, but in the context of what students have already learned so that they are more likely to retain it.

Skills

Rise and Shine systematically develops the four skills through a stepped approach clearly defined in the lesson flow. Each skill is developed independently in the early part of the unit, before being brought together with an integrated skills approach in the Grow stage. Learning objectives covered in *Rise and Shine* have been specifically selected to help students at this level develop skills in a structured way. Special emphasis is put on communication, with a dedicated lesson in the Build stage to develop spoken communication skills and confidence. For more detailed information on how skills are developed in *Rise and Shine*, see page 12.

Global Citizenship

A dedicated Global Citizenship lesson provides opportunities for students to explore the wider world by bringing real-world content into the classroom. Each unit has a different Global Citizenship focus that encourages students to think about global and local contexts, with emphasis on cultural awareness, empathy with local and global issues, and social-emotional skills development. For more information on Global Citizenship, see page 13.

Real-world links

Rise and Shine is story-based and each level revolves around the community-based adventures of a set of characters who attend a children's club called the Rise and Shine Explorers Club. The stories and settings have been carefully chosen to be interesting and perhaps slightly unusual to students, while still being firmly rooted in reality. The result is characters and stories that students can fully relate to, but that are exciting enough to capture and keep their attention. Real-world links are further reinforced through dedicated functional language lessons, beautiful pictures, Global Citizenship themes, and videos.

Projects

Every unit in *Rise and Shine* builds up to a final project that gives every student their *Time to shine*. As students move through the unit, they collect the language, knowledge, and skills they need to complete a final task that provides the opportunity for students to apply everything they have learned. Projects are broken down into achievable steps, so that every student can achieve at an appropriate level of challenge. For more information on projects, see page 20.

Inclusive classroom

Rise and Shine is especially developed to support every student to achieve. Assessment for Learning methodology and personalized activities support all students, with opportunities for extra support and stretch embedded into the lessons. Teachers are supported by clear guidance and targeted support in formative assessment activities, as well as tips and tricks throughout the course. For more information on managing inclusive classrooms, see page 21.

Assessment

Rise and Shine offers comprehensive in-course assessment to measure students' ability to demonstrate mastery of the language and skills taught in the Student's Books in relation to specific learning outcomes. A Diagnostic test supports teachers to check previous learning and identify any areas for particular focus throughout the year. Dedicated activities in the Student's Book provide opportunities for informal assessment at every stage of the unit, while Unit tests provide a more formal assessment of the unit objectives. Review lessons and cumulative Progress Review tests every two units enable teachers to check progress regularly against the key learning outcomes for the level. The final End-of-Year test offers a more formal evaluation of the year's learning. For more detailed information on how to assess student performance, see pages 18 and 19.

DIGITAL SAMPLE

Motivation

Keeping young students motivated and on task in the classroom can be a challenge, especially in large and/or mixed-ability groups. *Rise and Shine* supports teachers by providing:

- a wide variety of purposeful activities so students never feel that they are doing the same kinds of activities over and over,
- fun contexts that students can relate to,
- age-appropriate real-world content,
- stories, songs, stickers, games, and projects that provide plenty of fun,
- a lot of opportunities for students to communicate about themselves and their own lives,
- clear goals and opportunities for reflection with story character "helpers,"
- activities that build confidence and a sense of achievement for every student.

Component overview

For students

Student's Book and eBook

The Student's Book provides material to present and practice the key language effectively. It is divided into six core units, a Welcome unit, a Goodbye lesson, four Celebrations lessons, cutout activities, and stickers.

Workbook and eBook

The Workbook provides reinforcement and consolidation of the language and skills presented in the Student's Book. It contains practice for every lesson in the Student's Book and a Picture dictionary to support students in reviewing and remembering key vocabulary.

Busy Book

The Busy Book provides further practice of key language in a fun and engaging format. Activities are structured in such a way that students can work on them independently. It is a flexible component that can be used for whole-class work, in class for fast finishers, or at home.

Rise and Shine on the Pearson English Portal

Students can also access extra activities online on the Pearson English Portal. Here, they can complete assigned homework and check their progress, play extra games, listen to the course songs, and watch the course videos.

DIGITAL SAMPLE

For teachers

Teacher's Edition

The Teacher's Edition supports teachers in planning and making sure students get the most out of *Rise and Shine*. It provides step-by-step lesson plans for every lesson, along with ideas for extra activities and games. It also provides a detailed introduction that outlines the methodology, as well as recommendations for effective use of all the course resources.

Class Audio

The class audio contains all the recordings for the Student's Book and Workbook. All tracks are appropriately numbered on the pages of the Student's Book and the Workbook. All audio for the series can be found in the Teacher Resources on the Pearson English Portal.

Assessment Pack

The *Rise and Shine* Assessment Pack contains everything needed for regular, formal assessment, including a Diagnostic test, Unit tests, Progress Review tests, and an End-of-Year test. The Assessment Pack is available on the Pearson English Portal.

Rise and Shine on the Pearson English Portal

Teacher's Presentation Tool

The Teacher's Presentation Tool offers teachers online lessons to present the material using an interactive whiteboard or projector. The lessons contain activities mirroring the sequence of material in the Student's Book and the Teacher's Edition, but in an interactive format best suited to a digital experience with integrated answers, audio, video, and classroom tools. The lessons also contain all the audio for the course. Teachers can navigate the material using the interactive lesson flow or traditional page view. The planning area gives a useful overview with both teacher's notes and activity previews. The Teacher's Presentation Tool is also available offline.

Resources

The Pearson English Portal is one online location where teachers and students can find all the materials and tools which can be used inside and/or outside the classroom with *Rise and Shine*. Teachers can use it for lesson preparation, for delivering lessons, to assign and track homework, to monitor students' performance, and to manage their classes. The resources available to teachers include:

- assignable online homework with automatic grading,
- a tool for tracking the performance of both individual students and the whole class,
- an assessment pack,
- all the audio and video for the course in one place,
- digital versions of posters, picture cards, and story cards,
- extra resources like worksheets and games.

Picture Cards

There are 50 picture cards at Level 2, illustrating the two main target vocabulary sets for each unit. The lesson plans offer ideas and support for using picture cards to present, practice, and consolidate language through games and activities.

Story Cards

The story cards each contain one frame from the course story, with accompanying teaching notes comprising "Before listening" and "After listening" activities, as well as the audio script for the story frame. The story cards are A5 size and easy to use.

Posters

The posters designed for *Rise and Shine* are a great visual aid for presenting or consolidating vocabulary. The level-specific posters are created from the six unit opener illustrations and provide a lot of opportunities for review and speaking practice.

DIGITAL SAMPLE

Skills development in *Rise and Shine*

	Support	Lowest within range	Highest within range	Stretch
Speaking	Can say the sounds of the alphabet, if supported by pictures. (13)	Can say what day of the week it is using a basic phrase. (15)	Can talk about familiar people and places using single words. (26)	Can express likes and dislikes in relation to familiar topics in a basic way. (29)

The skills syllabus has been developed using the Global Scale of English (GSE) Learning Objectives and the GSE Skill Development Framework for Young Learners, which provides structured scaffolding to support teachers and students. At Level 2, the GSE range covered is 15–26 as core, but includes learning objectives as high as 29 as stretch.

The four skills are systematically developed within each level and across the course as a whole.

Reading: Tasks are designed to gradually increase proficiency in terms of speed, accuracy, comprehension, interactive reading skills, and use of reading strategies, as well as to enrich vocabulary. Texts used gradually increase in length and complexity over the course so that the challenge is always appropriate to the level of the students. At a high level, by the end of Level 2, students should have developed their early reading, decoding, and phonics skills introduced and practiced in Level 1 (i.e., letters of the alphabet, simple punctuation such as question marks and contractions). They should comfortably recognize and locate basic and familiar words in simple sentences and short texts and use a range of basic everyday nouns and adjectives.

Writing: Writing skills are developed and coordinated with reading skills so that students are able to master both reading and writing in English. In Level 2, there is recycling of and building on skills developed in Level 1, i.e., from copying single words using picture or sentence prompts (e.g., fill in a form) in Units 1 and 2, moving on to writing single words in Units 3 and 4, through to writing a very short and simple phrase on a familiar topic, with support (e.g., from structured models) in Units 5 and 6.

Speaking: Speaking skills are taught through a meaningful task-based approach. The course draws on direct and indirect approaches to teaching speaking, in which students have plenty of opportunities to engage in communicative activities. The course provides a supportive framework for students to make the language their own. By the end of Level 2, students should be able to recall skills introduced and practiced throughout Level 1, i.e., recite short, simple rhymes or chants, read aloud single familiar words, and sing a song from memory. They should also be able to use a limited selection of high-frequency vocabulary, answer simple questions about objects, and establish basic social contacts, with simple polite greetings and farewells.

Listening: As input at Level 2 is predominantly aural, listening sub-skills are systematically developed throughout the unit and linked to speaking outcomes. By the end of Level 2, students should be able to work out the meaning of new words from a familiar contextual vocabulary.

Within the four language skills, the sets of learning objectives are grouped into strands relating to accuracy and appropriacy, complexity and organization, interaction and strategies. Within these strands, the objectives are further grouped into specific areas of competency and then further aligned to key development indicators. See example.

Speaking

GSE Learning Objective: Can say the sounds of the alphabet, if supported by pictures. (13)
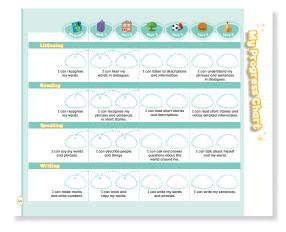
Competency: Letters and sounds – pronouncing and blending individual sounds and sound combinations accurately in order to speak intelligibly.

Development Indicator: Learners can pronounce letters and individual sounds correctly.

The development indicators capture each discrete skill that learners are aiming to acquire. Breaking the skills down in this way supports the development of related skills that build on one another and are at the right level, giving students the best chance to learn and achieve.
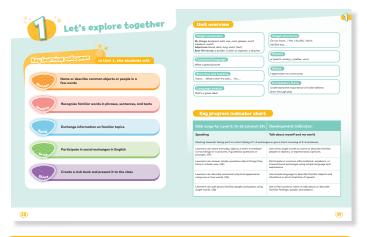
The skill coverage charts on the Pearson English Portal show the key skills covered across the course and the learning objectives that have been included in each level that relate to these. By monitoring student performance on the tasks relating to these objectives, teachers can see how students are progressing within and across levels and where they may need more opportunity to practice, so they can build this into their planning. Note that lessons are based on individual learning objectives, but student progress is measured in terms of their performance on the key indicators selected for the course.

The Student's Progress Chart enables students to think about and document their progress in an age-appropriate way as they move along the learning journey. Teachers can also use the chart as a clear visual reference to showcase students' learning and progress to parents.

DIGITAL SAMPLE

Future skills

Every unit in the Teacher's Edition starts with a unit overview of the key areas covered in the unit. As well as highlighting target language for the unit, it also acts as an at-a-glance guide to the unit objectives and key progress indicators.

The Global Scale of English (GSE) is a standardized, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the GSE identifies what a learner can do at each point on a 10–90 scale across speaking, listening, reading, and writing skills. The scale is designed to motivate learners by giving more granular insight into learning progress. Teachers can use the GSE level to match a student to the right course materials for their exact level and learning goals.

The badging on the back of the Student's Book indicates the GSE proficiency range from which the learning objectives for that course level have been selected. A course will not cover all learning objectives from that range – just a representative selection that is appropriate to the target learners. Knowing this range helps you select additional materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all objectives below the range before starting the course, or that they will all be at the top of the range by the end.

The Global Scale of English framework contains learning objectives for all four skills for language learners in four different domains: Young Learners, Adult Learners, Academic Learners, and Professional Learners. The objectives in each set have been rated by experts and teachers in each of those domains from around the world for their relevance and level of difficulty for learners in that context.

To see full sets of the objectives and for more information about using the GSE to support teaching and assessment of your learners, please go to www.english.com/gse.

Future skills are general and transferable skills that contribute to how someone functions in the world, both individually and with others, and are sometimes known as "soft skills." These are personal and social skills that students will need to become responsible citizens and include well-known skills such as collaboration, communication, critical thinking, creativity, social responsibility, self-management, and leadership.

Future skills are embedded in the course activities and modeled by the course characters throughout. Clearly signposted sections in the teaching notes provide extra support to teachers through tips and ideas to further enhance future skills learning and practice. Individual skills are developed systematically in the following ways.

Enquiry and imagination

In all levels of *Rise and Shine*, students are provided with opportunities to be creative and use their imaginations, through stories, activities, and projects. In lower levels, creative thinking skills are facilitated through activities that promote new and original ideas and help students express themselves. Students may be asked to evaluate ideas and communicate new ideas to others. At higher levels, students are encouraged to use mind maps.

Critical and reflective thinking

Activities in *Rise and Shine* have been developed to provide a level of cognitive challenge in line with students' age. As they move through the course, students are asked to engage with the language using lower-order and higher-order thinking skills, as appropriate. There are constant opportunities for information processing, using skills such as following instructions, locating and collecting information, classifying, and sequencing ideas, which contribute to students' ability to retain and feel confident using the key language. *Rise and Shine* also provides students with consistent opportunities for self-assessment and reflection.

Collaboration and communication

Rise and Shine offers a unit structure that encourages students to work together towards a shared goal. Individual and pairwork activities develop throughout the course from short answers and dialogs to groupwork and team projects. As communication and collaboration are integrated with other skills, a holistic approach is encouraged and promoted from the outset to encourage shared participation and responsibility to find answers with valued individual contributions.

Social responsibility and Global Citizenship

Social responsibility is all about encouraging students to take responsibility for their behavior in the world and to behave with sensitivity towards social, cultural, civic, and environmental issues. *Rise and Shine* encourages this through a strong Global Citizenship syllabus which invites students to take an active role in their community and collaborate to make the world more equal, fair, and sustainable. It fosters the belief that every student can make a difference.

Rise and Shine puts particular emphasis on cultural awareness, empathy with local and global issues, and social-emotional skills development. Context and content in the Imagine and Shine stages support the development of responsible global citizens, while the Grow stage provides the opportunity for students to consider the wider world. Activities use the global context to encourage students to think about both local and global relevance.

Future skills helpers

The *Rise and Shine* unit stages link to future skills and each stage has a dedicated "helper" who guides and supports students in activities that develop these skills.

The Wonder Helper Tess sparks students' interest and enquiry with a personalized question.

- Enquiry
- Critical and reflective thinking

The Imagine Helper Clara engages students with the story and encourages them to think imaginatively, creatively, or critically.

- Imagination
- Critical and reflective thinking

The Build Helper Oscar builds confidence and self-management, and encourages communication and collaboration by leading a motivating chant.

- Communication
- Self-management

The Grow Helper Basil asks questions that encourage children to draw comparisons between the lesson content and their own lives, and to think as global citizens.

- Critical and reflective thinking
- Social responsibility

Self-management

Self-management enables students to organize their work and progress through skills such as organization, planning, persistence, and attention to detail. Activities in *Rise and Shine* are carefully staged, and more complex activities, such as writing and projects, are presented in clear steps to support students as they learn to plan and organize their time. Students are also actively encouraged to assess their own learning and progress by participating in the *I can shine* activities at the end of each stage of the unit.

Rise and Shine promotes persistence and a growth mindset in the classroom, which helps students view ability as something that is changeable rather than fixed. Activities encourage students to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback, and take inspiration from others. This will help them achieve not only in the English classroom, but also in their future lives as adults.

The Teacher's Edition offers teachers extra support by explaining how images, stories, and activities at each stage spark curiosity, foster imagination and creative thinking, build confidence, nurture growth, and allow students to shine.

Rise and Shine and the UN Sustainable Development Goals

SUSTAINABLE DEVELOPMENT GOALS

In 2015, all UN Member States adopted 17 Goals as part of the 2030 Agenda for Sustainable Development – a global call to action to protect the planet, end poverty, and improve the lives of all the people.

In *Rise and Shine*, the overarching unit topics have been developed with reference to the UN Sustainable Development Goals. The content and context for the stories support in developing responsible global citizens. The Grow lessons, in particular, provide the opportunity to expose students to the wider world and use the global context as a springboard for thinking about both the local relevance and bigger picture ideas. The end-of-unit project is a vehicle through which students can explore wider Global Citizenship themes and some of the UN Sustainable Development Goals, such as:

SDG 2: Zero Hunger (grow food; Unit 5)

SDG 3: Good Health and Well-being (tolerance and respect for others; Unit 1, Unit 4, and Unit 6)

SDG 11: Sustainable Cities and Communities (inclusive human settlements; Unit 2).

SDG 12: Responsible Consumption and Production (grow your own food; Unit 5)

SDG 15: Life on Land (respect for animals, exploring nature; Unit 3)

For more information on the UN Goals, please visit https://www.un.org/sustainabledevelopment/.

Unit walkthrough

Lesson 1

Wonder stage: activities to spark curiosity.

- Presentation and practice of vocabulary with audio support. Previous knowledge of the topic is activated through an Assessment for Learning activity.

- Students listen to the key unit vocabulary in the context of a dialog between the characters.

- Target vocabulary is included in the engaging and highly illustrated big picture.

- *Our World* video, with real-life footage, shows learning in context.

- The Pearson English Portal offers students of all levels further practice to help reinforce the learning objectives and consolidate their learning.
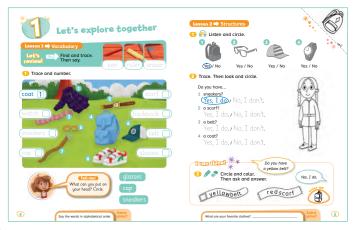
Digital: Picture card presentation, unit opener video, extra vocabulary practice, karaoke song, WB Picture dictionary.

Lesson 2

- Presentation and practice of grammar with audio support through a song. New structures are presented through a song and consolidated.

- Clear and concise learning objectives help clarify the aim of the lesson for the teacher and parent.

- *I can shine* at the end of the lesson practices the language and structures in a communicative speaking task.

- The Wonder sticker focuses on Vocabulary 1 presentation and the Learning Objective.

Further practice of the target language is provided in the Workbook for all lessons. Lesson 9 provides students with an opportunity to consolidate and personalize their learning through the cut-corners activity.

Digital: Grammar presentation and additional grammar practice.

Lesson 3

Imagine stage: stories and activities to encourage cognitive engagement.

- A pre-reading activity that uses a simple reading strategy and a Vocabulary 1 review.
- The story develops reading skills and strategies.
- The *I can shine* reading comprehension checks understanding of the text and further develops reading skills appropriate for the level.

Digital: Story animation, additional pre-reading support.

- Role play feature – students are encouraged to collaborate to role-play the story.

- Story cards can be used in a variety of ways to support students' learning. See page 11 for more information.

Lesson 4

Build stage: meaningful language input and activities with a strong focus on building communication skills and confidence.

- Four new vocabulary items are presented as a cohesive set.
- Presentation of Vocabulary 2, contextualized through listening with the course characters and combined with Grammar 2.
- A motivating chant led by Oscar the Build Helper.

Digital: additional grammar practice, Picture Card presentation, extra vocabulary practice, and chant.

Lesson 5

- A fun puzzle/problem-solving task to combine vocabulary and structures.
- A pairwork activity that provides the opportunity for students to repeat the speaking model.
- A light phonics strand that pulls out sounds from the vocabulary sets in the unit.
- Communication cutouts that are tied to GSE speaking skills Learning Objectives.

Digital: Extended phonics presentation and practice.

DIGITAL SAMPLE

Lesson 6

Grow stage: activities to see real-world content that opens students' eyes through a Global Citizenship strand.

- Real-world listening text.
- Four new vocabulary items are presented that tie in closely with the unit topic.
- Comprehension with critical thinking.
- Basil the Grow Helper asks a question that encourages children to draw comparisons between the lesson content and their own lives.

Lesson 7

- Realia relates new vocabulary to a real-world and functional reading context known to students.
- Recognition and practice activity via listening text to accompany realia.
- An activity to gradually develop writing skills across the level.
- Students produce their own version of the text genre/realia in the *I can shine* activity, simultaneously practicing the new vocabulary and grammar structure.

Lesson 8

Shine stage: activities stepped out to allow all students to showcase their achievements and feel a sense of pride.

- Students "reimagine" what they have learned in their own context in answer to the unit title.

Step 1: Review of all stages and personalizing through differentiated "steps" allows all students to showcase achievements and feel a real sense of pride.

- Recycles and reviews language input from the unit and provides controlled speaking practice.

Lesson 9

Step 2: Students think and create.

Time to shine: Students share their project with the class, encouraging communication and collaboration.

DIGITAL SAMPLE

Measuring progress in *Rise and Shine*

In *Rise and Shine*, students engage in a variety of contextualized activities, each of which focuses on a particular Global Scale of English (GSE) learning objective. These objectives are fully supported by the *Rise and Shine* Assessment Pack. However, fair and accurate assessment in a language classroom reflects not only what students can recognize and produce in a test, but also what they can perform or do as they actually use the language in real or realistic contexts. To evaluate students' progress fairly and fully, both of these aspects must be part of an effective approach to assessment.

Assessment Pack

The *Rise and Shine* Assessment Pack is a useful evaluation tool with a wealth of activity types to support teachers in assessing the students' language skills. In this pack, teachers can find four kinds of ready-made tests which will help them form an accurate evaluation of their students' understanding and achievement. The Assessment Pack is available on the Pearson English Portal.

Diagnostic tests are designed to help evaluate students' current language ability in English against the learning outcomes of the course. This should be given at the start of the new level and will help provide a picture of what English knowledge students already have. It also provides awareness for teachers of where individual students or a whole class may need more support as they work through the course. This should be administered in a relaxed and supportive atmosphere.

Unit tests correspond to the content material in each of the units and reflect the learning objectives of the unit. These tests provide a useful snapshot of student achievement at the end of a unit and also provide feedback to teachers and students on the progress made against the unit learning objectives. These tests can help identify any areas where further support is needed for individuals or the whole class. The results of these tests can also help teachers adjust plans for the next unit and any further practice.

Progress Review tests serve as checkpoints throughout the year to provide teachers with a way of checking progress towards key learning outcomes for the level based on students' performance on activities aligned to the key development indicators. As with the Unit tests, information gained from these should be used to identify areas where students may need additional practice or support. Progress Review tests additionally reassess student understanding and retention of the language, and concepts taught in the previous units of the level. This repeated practice helps students remember and integrate material learned over time and supports teachers in making decisions regarding which language points and skills need further review.

The End-of-Level test provides teachers with a tool to assess progress against all of the key development indicators for the level and to assess class readiness for the next level. It helps teachers evaluate the level of students individually and as a whole class, and supports decision making and planning for the next level.

Diagnostic, Progress Review, and End-of-Level tests focus on objectives relating to the key learning outcomes for the level in order to provide teachers with a clear, measurable way to track students' progress towards these over the course of the year. The Progress Review and End-of-Level tests are cumulative in order to provide a clear picture of the progress students are making. The Unit tests are focused on the learning objectives of the specific unit and are not cumulative.

Each test has A and B versions available. These versions assess the same learning objectives and language at the same level, and are provided for simultaneous use to provide variety in large classes. Each test also has a C version to enable students who require extra support to achieve a similar minimum standard as the rest of the class. Unit and Progress Review tests also have a D extension to provide additional challenge to students who may have mastered the content more quickly than the rest of the class.

The Assessment Pack also includes access to a test generator, which teachers can use to create and tailor tests for specific needs and situations.

English Benchmark *Young Learners*

English Benchmark Young Learners is a motivating English test for young learners aged 6–14, which can be used to understand students' English abilities, identify their learning needs to ensure teaching targets the right skills, monitor, and demonstrate progress to parents. English Benchmark measures students' speaking, listening, reading, and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include students' strengths, suggestions for improvement, and recommended activities to improve their skills. As students learn with *Rise and Shine*, English Benchmark tests can be used to measure their progress. After students have taken their test, recommendations are available on areas to focus on to support improvement.

In *Rise and Shine*, the Level 1 End-of-Level test includes key skills and activity types covered in English Benchmark in order to prepare students to take the test the following year, at the end of Level 2. From Level 2 onwards, it is advised that students take English Benchmark Young Learners test once per academic year, at the end of each completed level of the course. For more information, visit pearsonenglish.com/benchmark.

Assessment for Learning

Rise and Shine includes Assessment for Learning methodology, which supports students along their learning pathway. This methodology is embedded within every lesson across every unit in each level of the course. Assessment for Learning methodology provides a clear and easy-to-use framework that enables students to take responsibility for their learning and teachers to support the learning progression of each student in their class.

What is Assessment for Learning?

Assessment for Learning is more than testing. It involves an ongoing engagement with students, so that what they know now helps inform what they learn next. A balanced approach to assessment includes frequent informal prompts, games, and other activities that allow students to understand where they are and identify gaps in their understanding. When informal assessments are integrated into the classroom, students take an active role in their own education and seek out the help they need to meet their goals.

One aspect of assessment that is frequently overlooked by traditional approaches is positive reinforcement. All students need to be encouraged by acknowledging skills they have successfully acquired. Focusing attention only on mistakes or unlearned material creates disengaged, dispirited students. Always be sure to praise students for skills they have successfully acquired before identifying those which need work. Beginning students are especially responsive to positive feedback.

Assessment for Learning in *Rise and Shine*

Assessment for Learning in *Rise and Shine* incorporates a number of techniques that help build a supportive and motivating learning environment.

Introduce

At the beginning of each unit, there are activities designed to introduce the key topic of the unit and spark students' interest. These activities help you set clear learning goals and connect them to the *Time to shine* task at the end of the unit, giving students a direction and sense of purpose throughout the unit.

Diagnose

The first activity in each lesson is designed to activate prior knowledge and help you diagnose levels before introducing new language. These activities are designed to review language previously introduced in the course and to provide opportunities for students to share anything they already know about the topic.

Support and recycle

Activities throughout the unit support the learning of the key language, from presentation to recognition, controlled production, and freer production. Language is systematically developed and built up over the course of the unit leading to the final *Time to shine* project task, giving students of all abilities the opportunity to shine.

Reflect

Each stage in the unit has a dedicated character "helper" to guide students and give them a confidence boost. The character also enables students to extend their knowledge further.

> **GROW HELPER**
>
> Read Basil's question with the class. Encourage them to name their favorite animal, give reasons where they can, and any information they know about it (e.g., where it lives).

Assess

Each stage of the unit has a clear, measurable outcome that students can demonstrate in the *I can shine* task. These activities are specifically designed to consolidate learning from the stage and to demonstrate to students what they have learned and how what they are learning contributes to the unit project. This activity is also an opportunity for teachers to monitor progress and assess how students are doing against the learning objectives. Using the Achieve, Adjust, Exceed guidelines provided in the Teacher's Edition, teachers can support every student to shine.

I can shine! ⭐ **Assess**

> **ACHIEVE** The student can ask and answer questions about personal belongings and give an appropriate answer.

> **ADJUST** The student can understand questions about personal belongings and give an appropriate answer, but with errors.

> **EXCEED** The student can ask and answer questions about personal belongings without prompting.

Working with projects in *Rise and Shine*

At the end of each unit, the *Time to shine* projects offer students the opportunity to apply the skills they have learned in the unit through a fun, achievable project. Projects have been especially designed in multiple steps, starting with a language review, so that all students can achieve. Teachers may choose to assign only some of the steps to students who need extra support and bring the whole class together at the end so that every student feels a sense of achievement. Having the chance to shine at the end of a unit in the form of the project allows students a clear purpose and a strong connection to their world knowledge and interests. The context of the final project links back to the unit title and allows further exploration of the Global Citizenship strand and themes from the stories. This allows students to "reimagine" what they have learned in their own context in answer to the unit topic.

Communication and collaboration are key to successful projects in *Rise and Shine*. Students are encouraged to verbalize opinions and interact with their classmates, enabling a real communicative context to develop in the classroom. Students also develop their collaboration skills by working towards a group goal for projects. This allows learning to take place in a group and the final product is co-constructed. Roles and responsibilities in the group are agreed and can be flexible, giving students opportunities to take on different roles and develop different skills.

The project itself is clearly scaffolded into mini-steps, giving students a sense of achievement and the ability to apply English to express their ideas. It is important that students make their own decisions about each project, including how they work and what they create. Each student has their time to shine through their unique work on projects. The final step enables all students to collaborate regardless of ability, e.g., a class vote.

Tips for carrying out project work in class

- Prepare students by having them think about the project in advance. Allow students to come up with their own ideas and feedback on their ideas where appropriate. Allow students to showcase their ideas and project in their own words and their final output for the project.

- Assess the quality of projects by using other work as a reference. Help students understand expectations by showing them good examples of other students' work. Develop scaffolding to help students reach the standards and include both individual and group grades.

- Promote full participation by encouraging students to offer feedback on their classmates' projects. Students should offer positive comments, e.g., *I like the drawing*, and could offer suggestions for improvement where appropriate, e.g., *You could use more colors*.

- Provide opportunities for student reflection both for the process and for the final product. Ask students to think about what they might do differently or change about their project now that they have finished and heard feedback from their classmates.

Rise and Shine draws on Project-based learning, which is an engaging multidisciplinary approach to teaching and learning that encourages students to solve real-world problems. Project-based learning is collaborative and hands-on, asking students to work with peers, teachers, and experts in their communities and around the world to ask good questions, develop deep subject area knowledge, identify and solve challenges, take action, and share their experience. Project-based learning:

- provides a flexible framework for learning with multiple entry points,
- gives students ownership of their learning,
- focuses on challenges with clear solutions,
- promotes the authentic use of technology,
- develops future skills,
- encourages deep reflection on teaching and learning.

Many international curriculums encourage Project-based learning in the elementary school classroom because it nurtures relationships and a culture of creativity and innovation.

Managing inclusive classrooms

Rise and Shine is designed to support inclusive classrooms and supports teachers to create an environment where all students can access the same learning.

- Activities in the Student's Book support Assessment for Learning and allow students to personalize their responses.

- Three-tiered guidance (Achieve, Adjust, Exceed) in the lesson notes supports teachers in measuring progress and managing expectations for the *I can shine* activities to allow all students to perform to their ability.

- A stepped *Time to shine* project with support for teachers in adjusting expectations makes it possible for all students to participate in some way and feel a sense of achievement. The course offers scaffolding to learning outcomes and support for achieving, adjusting, and exceeding based on expectations.

- Embedded tips within lessons suggest differentiated teaching methods, including drawing on the skills and abilities of different students.

- Additional exposure, scaffolding, and practice on the digital offering provide extra support for those who are struggling or need to be challenged.

Throughout the Teacher's Edition, there are targeted teacher-training tips to give teachers their time to shine.

> **TEACHER TIME TO SHINE: Total Physical Response**
> Doing actions and using the body can help students internalize new vocabulary. While teaching new vocabulary, encourage students to do an action to represent it, e.g., putting on an imaginary coat or scarf, or looking at a watch.

Additional support for mixed abilities and the inclusive classroom can also be found on the digital Teacher's Presentation Tool.

Strategies to benefit all students in inclusive classrooms

Set clear objectives: *Rise and Shine* sets out student-friendly objectives in the Teacher's Edition for each lesson. Sharing this with students at the beginning of the lesson and making sure they know what to expect (and what is expected of them) decreases anxiety and allows students to prepare themselves for the tasks they find more difficult and look forward to the tasks they enjoy more.

Diagnose before presenting new language: by taking the time to ascertain what students already know on a topic, teachers gain instant feedback on what to focus on in the lesson. This is particularly useful in inclusive classrooms where there may be a very wide range of knowledge among students. *Rise and Shine* offers a diagnostic activity in the Teacher's Edition before presenting any new language.

Take a multisensory approach: useful with all elementary school students, students with difficulties draw extra benefit from encountering language in multiple modes. *Rise and Shine* presents language through text, images, audio, song, and video. Ensuring a balance between different modes holds the class's attention and sets up all students to achieve.

Give more space to activities: allowing students the time and flexibility to do activities in a way that suits their needs will ensure that all students can participate in the same activity, increasing confidence and motivation. Students who struggle with written tasks, for example, may benefit from doing only one or two task items in written form and completing the rest of the activity orally.

Adjust expectations rather than materials: expecting all students to achieve at the same level is often unrealistic and puts undue pressure on students with difficulties and teachers alike. Written activities in *Rise and Shine* are structured to increase in difficulty, so that all students can complete at least some of the activity. Some may complete only the first few task items, but being set the same activity as the rest of the class avoids students feeling singled out and increases confidence.

Give all students opportunities to speak: while some students will be confident speaking up in class, others may feel anxious, especially if they have speech difficulties or are particularly shy. Organizing some speaking activities as pair or small group tasks allows all students to practice speaking in a safe environment. Check in with students regularly on how they feel about speaking in class, as even the most anxious students may be waiting for their moment!

Continuous repetition: *Rise and Shine* is structured to repeat and recycle key language continuously and consistently throughout the course; however, regularly reviewing key language in class benefits all students. Display important vocabulary or structures on the wall or on the board as a reference for students.

Involve students in the creation of extra materials: the whole class can be involved in the preparation of display materials for the classroom such as posters or charts, or individual materials, such as a personal dictionary for key vocabulary. These tasks give students control and choice, and give the opportunity for those with linguistic difficulties to combine skills they feel more confident in with English. Meanwhile, students needing extra challenge can be encouraged to research and extend language.

Teaching with video

Video is a great tool for conveying information to young learners. A combination of images, movement, colors, sounds, music, and language supports learning at all levels. Students may watch the same videos many times and each time their perception of the material they watch is enhanced. Video plays a crucial role in *Rise and Shine* and is an engaging and interactive resource for students. *Rise and Shine* offers two kinds of video: real world and story animations.

Our World video

Rise and Shine includes six videos using real-life footage. These videos follow the unit topics and add a real-life documentary feel to the content of the unit. These videos are designed as a flexible resource, to be used at multiple points in the unit. Each one can be used at the start of a unit of work along with the Big Picture to introduce the topic. It provides exposure to Vocabulary 1 and Grammar 1 receptively in context. The topic also links to the real-world global or local angle in the Grow stage and can be used in Lesson 6 to support the Global Citizenship theme. If time allows, the video can also be used at the end of the unit to wrap up the topic and give students a chance to reflect on how much more they understand of the video now that they have finished the unit. Worksheets for *Our World* videos are available on the Pearson English Portal.

Story animations

Rise and Shine offers seven story animation videos to accompany the story in the Student's Book. These animations bring the story to life and encourage students to revisit the story again and again. Animations can be used alongside or instead of the class audio of the story. The characters in the animation encourage students to interact with the story by asking a question for them to answer.

Practical tips for using video

Watching the video allows students to see language learned in another context. It is likely that during the first viewing students will not understand the entire text presented in the recording, but they will get the meaning of the pictures, sounds, and the rhythm of the spoken language. They will remember some phrases, especially those which are repeated often.

- Use the animations and the videos to review the material. Children have a good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorizing ability.

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.

- Watch the video again, stopping the recording after each scene so that you can ask students questions about the things they see.

- Listen to the video with the screen covered (blind listening) and ask students about what they heard to support listening skills development.

- Watch the video with the sound muted (silent viewing) and ask students to name objects, describe the scenes, or imagine what is being said to review key language and support critical thinking skills.

DIGITAL SAMPLE

Facilitating speaking

While speaking activities appear throughout the units in *Rise and Shine*, the Build stage provides a special, supported opportunity for students to build up a short exchange in a safe environment. Cutouts and speaking props are provided as a communication kit to support confidence building. Cutouts link thematically with the unit topic and vocabulary and allow for personalization, which takes the form of a mini-project. This helps make the language meaningful for students. The focus on communication and speaking comes through clearly in this lesson through speaking strategies that allow for scaffolded steps. This is the main opportunity before the final *Time to shine* task to build confidence in oral production and consolidate language learned so far.

To develop students' confidence, *Rise and Shine* offers puzzle-like visual activities throughout the level that can act as a conversation starter to support speaking. These can be extended into a Think, Pair, Share collaborative learning task. These also provide the opportunity to pair stronger and weaker students for differentiated support.

Tips for encouraging students to speak in the classroom

● Give your students a reason to speak. A conversation starter is a good way of doing this. Make sure that students are provided with the language and the scaffolding they need.

● Ensure students know what they need to do. Always demonstrate the activity with a volunteer.

● Provide plenty of opportunities for pair or small groupwork. While some students always volunteer to speak in front of the class, others are nervous and may speak more in the relaxed setting of a small group.

● When students work in pairs, be sure to monitor and praise them, offering support where needed.

● Allow enough time for students to complete the task, especially when working in small groups. Shy students especially feel demotivated if they miss their opportunity to speak because of time constraints.

● Provide extension activities for the fast finishers, so that they do not disrupt other students and all students get the opportunity to finish the task.

● Pair students strategically. Experiment with pairing stronger students with ones who need more support for some activities, while pairing students at a similar level for others.

● Speak as much English as possible in the classroom. Deliver instructions in English, even if they need to be repeated in L1 for younger students, to start to create a safe English space. See page 28 for a list of useful classroom language.

● Encourage any visitors to the class to speak English when possible, including other teachers, older students, and parents.

● Don't discourage young students from speaking in L1. Instead, praise their responses and ask them if they can say any of the words in English. Ask the whole class to help.

● Encourage students to ask how to say things in English and praise them for doing so.

Teaching with posters

Posters can play a key role in the English language lesson as they are such a powerful visual tool. They can be a valuable way to focus students' attention, allowing students to really engage with the topic and also consolidate and extend the language already learned.

Tips for working with posters

Stick the poster to the wall in a visible place. In this way, it will remind students of the material they have covered.

Predicting In order to create an atmosphere of anticipation and to invoke curiosity in children, give students the title of the poster before you show it to them. Tell students that in a moment they will see a poster with, e.g., toys. Ask students to think about the vocabulary which may be presented in the poster. Encourage them to provide examples of particular words related to this thematic group. In the case of toys, it will be a teddy bear, a doll, a ball, a kite, etc. Then stick the poster on the wall and check together how many words the students predicted correctly.

Asking questions Point to the objects, people, colors, etc. presented in the poster and ask questions: *What's this? What color is it? How many (coats) can you see? Is it a (watch)?*, etc.

Finding and pointing Ask individual students to come to the poster, and find and point to appropriate objects, e.g., *Point to the (red cap),* etc. You can also divide students into two teams and change finding particular elements into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Students can replace the teacher and give the commands.
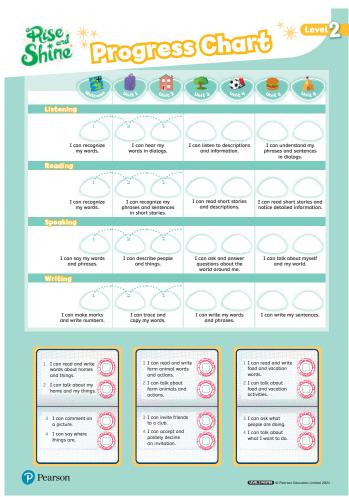
Memory game Set a specific time limit, e.g., 30 seconds. Tell students to look at the poster carefully and remember as much as they can. Then cover the poster or take it off the wall and ask students one by one about the objects presented in the poster. You can also ask about the features of these objects, e.g., *Is the (scarf) (long)? What color is the (backpack)?* The students' task is to answer from memory. You can also conduct this exercise as a team competition, observing the time limit. The team who provides the biggest number of names of objects from the poster wins.

True or false? Point to various objects in the poster and make true or false sentences related to them. For example, point to a lion and say *It's a horse.* Students answer *No. It's a lion!*

Quiz Tell students that you are thinking about a certain picture from the poster. The students' task is to guess which picture you mean. You can describe the object you have in mind for more advanced students, e.g., *It's brown. It's long. It has holes. What is it?* Students answer (*It's a recorder.*).

Peeping through a keyhole Cut out a hole (5–7 cm wide) resembling a keyhole in the middle of a large sheet of paper. Place the sheet on the poster and ask students what they can see. Move the sheet on the poster so that each time students guess the name of a different object.

Placing words on the poster If students can recognize written words, you can ask them to place appropriate picture cards below the pictures in the poster. One by one, students come to the poster and place a card with the corresponding word in the appropriate place. Then you can ask all students to read the words aloud together.

DIGITAL SAMPLE

Classroom management

Rise and Shine presents opportunities for individual work, pairwork, groupwork, and whole-class activities. When working in pairs, groups, or in a whole-class setting, students engage in cooperative learning – learning with and from each other. The following suggestions focus on different ways of grouping or pairing students. All the activities presented here are suited to any group size, age, or interest.

Dividing students into pairs and groups

Grouping by order Organize students in a specific order, then divide them up. Ask students to get in line in alphabetical order (according to their first name or last name), by the number of letters in their name, order of birthdays (grouped either by month or by their date of birth), or height.

Animal sounds This is a loud but fun way to divide up students. Write names of animals on slips of paper. Distribute them and ask students not to show their slips to each other. When they are ready, ask them to start making the sound of the animal that is written on their slip of paper. They have to find the other members of their animal family.

Pick and mix Students can be divided into groups or pairs by having them pick objects from a bag. Then you can ask them to find their teammates. Some examples of objects you can use are:

Colored game pieces Ask students to team up with the same colors together, different colors together, or two same color game pieces and two different ones.

Coloring pencils Students who pick the same colors from the bag are in the same group/pair, light and dark of the same color makes a pair, or four different colors make a group.

Numbered ice pop sticks Prepare ice pop sticks by writing a number on the end of each stick and placing them number down in a small can or container. Each student picks one and finds their group/pair, e.g., same numbers, sequential numbers, or odd numbers.

Word scramble Write vocabulary words from a topic on slips of paper and put them in a bag or box. Ask students to pick one and find their pair or the rest of their group. Students should look for others who have similar words or things, e.g., animals – all dogs together, all birds together, all cats together; others from the same family, e.g., jungle animals, farm animals, sea animals; or others whose word starts with the same letter, e.g., roses, rainbow, red, rock.

Strategic grouping Depending on the activity, you may want to group students using one of these combinations: stronger and weaker students together, stronger students together, weaker students together, talkers and listeners together. Whatever you choose, do not let students know what your strategy is.

Signaling that the activity has finished

When assigning speaking activities and playing games in large classes, it can often be hard to get students' attention. With this in mind, here are some suggestions to help you deal with this situation.

Can you hear me? Start talking to students in a very low voice and say *If you can hear me, raise your hand.* Students who hear you raise their hands, which will get the attention of other students, who will do the same.

Clapping Clap your hands in different patterns and at different speeds. Students have to join you in clapping. Say *Clap once if you can hear me.* Some students join you. Then say *Clap twice if you can hear me.* And finally, say *Clap three times if you can hear me.* At this point, students will notice that the activity has finished.

Eyes on me Count to three saying *One, two, three... eyes on me!* Students stop the activity and say *One, two, three... eyes on you!* This way, if the other students have not heard you, they will hear the students and then notice that the activity has finished.

Give me five Raise your hand and say *Give me five.* Students raise their hands and say *Five.* Then they start to count from one to five. If that does not get everyone's attention, say *Give me five again.* Students repeat the count.

Raising hands Raise your hands. Wait until students notice your hands up and gradually stop talking.

Ring a bell Set a timer for the amount of time you would like the activity to last or ring a bell. When students hear the sound, they stop the activity.

Silent request Create a signal for silence. Then practice the signal with your students until they know that every time you make that signal, it's time to stop the activity.

Singing Play or sing a *Rise and Shine* song or chant. Have students join in.

Traffic light Make a traffic light with removable colored circles. When green, students can talk in pairs or in groups. When orange, they must be ready to end the conversation. When red, it's time to stop talking. If they're too loud, you can quickly go from green to red. If they're quieter again, go back to green.

Games and extensions

Picture Card games

Memory game Stick picture cards on the board. Ask students to memorize the cards, then remove them and students list the items. To make the game more challenging, ask students to say the cards in the order they appeared on the board, or only remove one.

Picture card mime Invite a student to the front. Show him/her a card or a written word while hiding it from the rest of the class. He/She mimes the word silently. The student who correctly guesses the word comes forward to mime the next word. Alternatively, split the class into two teams and ask a member of each team to mime the same word for their teams.

Sort the cards Divide the class into small groups. Mix picture cards from different units and divide them into piles to match the number of groups. Students arrange them back into categories. The first group to finish wins.

Tic-Tac-Toe Divide the class into two teams. One is "O" and the other is "X." Draw a large grid on the board with nine spaces. Stick one picture card in each space, facing the board. Students select a card, turn it over, and say the word on the picture card. If it is correct, remove the picture card and write an "O" or an "X" in the space.

Snap! Prepare picture cards from one vocabulary group. Say or write on the board one word from the group. Show students all the cards from the group. When students see the card with the picture that corresponds to the word, they call *Snap!*

Which is different? Stick a set of five cards to the board – four from the same group and one from a different group. Ask students *Which is different?* The students' task is to find the one that doesn't belong as quickly as possible.

TPR games

Aye, aye, Captain! You are the captain. Give orders to the class. This is a useful activity to review actions, parts of the body, colors, numbers, and classroom objects. For example, you say *Jump three times. Touch your head. Turn around.* Then students say *Aye, aye, Captain!* and carry out the action. Model a few times and then invite students to be the captain.

Basketball Ask a student a question. If he/she answers correctly, he/she has a shot at the basket. If the student gets the ball in the basket (or box), he/she wins two points. If he/she only hits the basket, he/she wins one point. The student with the most points is the winner.

Pass the ball Students stand in a large circle. Make a paper ball (or use a soft ball), then call out a category, e.g., family, and throw the ball to a student. He/She must say a word in the category, then throw the ball to another student, who says another word in the same category. If a student drops the ball, he/she must sit down. Continue until one student remains. This game can also be used to have students ask and answer questions or practice vocabulary that follows a sequence, e.g., days of the week, months of the year.

I name it and you point to it Students sit in a circle. In the middle, place a few picture cards belonging to one vocabulary group. Ask students to keep their hands behind their backs. Say a word presented on one of the cards placed in the middle of the circle. The students' task is to touch it as quickly as possible. You can divide the class into teams and award points to the group whose representative touched the card first. Students may also play this game in pairs or in small groups.

Alternative bingo Ask each student to draw a picture presenting a word from a particular vocabulary group, e.g., animals. While students are drawing, write words belonging to this vocabulary group on small pieces of paper and put them in a box or bag. Ask students to stand up. Pick out one piece of paper at a time and read aloud the word. The students who drew the corresponding animal or object sit down. Continue until you have read aloud all the words.

Team games

Category writing Divide the class into groups. Each group chooses their "captain." Write the name of a vocabulary category on the board, e.g., sports, food, or animals. Each group helps their captain to write as many words as they can which belong to the category in two minutes.

Drawing race Divide the class into two teams and invite a student from each team to the front of the class. Whisper a word to the two students. Each student draws the item on the board. The first team to identify the picture correctly wins a point. Continue until everyone has had a turn at drawing a word.

Parachute Play a guessing game in teams. Draw a large parachute on the board with some strings leading to a stick figure hanging from the parachute. Think of a word students have learned and draw a dash inside the parachute for each letter in the word. Students from one team try to guess the word. For each incorrect guess, erase one of the parachute's strings. Award points to the team when they guess the word correctly. If all the parachute's strings are erased before students guess the word, the other team can try.

Reading race Write sets of sentences on strips of paper describing picture cards, e.g., *It's big. It's black and white. It has four legs.* Divide the class into teams and ask each team to stand in a line. Place a set of sentences face down at the front of each line. Stick the picture cards on the board. When you say *Go!*, one student from each team picks up a sentence, sticks it below the appropriate picture card on the board, and goes back to his/her team. The first team to stick all its sentences under the correct cards wins.

Word flyswatter Divide students into two teams. Ask them to stand in a line facing the board. Give the student at the front of each team a flyswatter. Place words randomly on the board. Say or describe a word. The student with the flyswatter must run and flyswatter the correct word(s). The student who completes the task first wins a point.

Board race Divide the class into two teams. On the board, draw a long racetrack divided into a number of sections corresponding to the number of questions prepared. Use pieces of colorful paper or magnets as game pieces (one for each team). Ask students questions, e.g., show them picture cards, story cards, or objects located in the classroom and ask, e.g., *What's this*? *How many*? The student who provides the correct answer scores one point for his/her team and may move the game piece to the next section of the racetrack. The team that reaches the finishing line first is the winner.

Phonics and spelling games

Little books labeling Do an activity to practice spelling words with the target sounds/graphemes. Give each student a sheet of paper and ask them to fold and tear it in half lengthways and join the ends of the two strips with sticky tape. Now fold the paper like a fan and stick some tape along the spine to make an eight-page book. Students write their name on the cover, then draw four simple illustrations on alternate pages. Next, they swap books with a partner and label the illustrations in each other's books. They check the books together.

Speedy sounds Make letter cards to review the key sounds from a unit. Show the cards in random order and have students chorus the letter sounds. Gradually increase the speed. Then show a card and elicit a word containing that sound. Repeat with the other cards.

Spin the pencil Play a game to practice spelling words with target sounds/graphemes. Put the students in pairs. Have them draw a large circle on a sheet of paper with graphemes around the edge, like a clock face. They take it in turns to spin a pencil in the circle and spell a word from the letter sound that the pencil is pointing to.

Miscellaneous games

Bingo Play bingo with any topic. Ask students to draw the bingo grids. Then they write or draw in the boxes the vocabulary items you wish to review. The winner is the first student to check off all the items on his/her grid.

Drawing game Students draw pictures of target vocabulary on the board. They must do this slowly, line by line. The class tries to guess what each student is drawing before he/she finishes the picture. The first student to guess draws the next item.

I spy Choose something you can see and say *I spy with my little eye something beginning with (g)*. Students guess the object. The student who guesses correctly has a turn at choosing an item.

Pass the secret Ask students to sit in a circle. Start the secret by whispering a simple sentence to the student next to you, e.g., *I have a yellow hat*. The students whisper the secret around the circle. The last student says the secret out loud. Compare how close it is to your original secret sentence. If necessary, write the original secret sentence on the board.

Picture dictation Divide the class into pairs. Student A describes a picture for Student B to draw. Then they switch roles. This game can be played with any lexical set.

Song or chant extension Have students work in pairs or small groups. Prompt them to write a new verse for the song, using the lyrics on the Student's Book pages. You can change just some words or all the lyrics, depending on their level.

Classroom language

Greeting the class

Hello. Hi!

Good morning/afternoon.

Come in.

Sit down/Stand up, please.

What day is it today?

How are you today?

Is everyone here?

Is anyone away today?

Where is (Juan)?

During the lesson – questions

Are you ready?

Do you understand?

What do you think?

Anything else?

May/Can I help you?

Are you finished?

What can you see?

Starting the lesson

Are you ready?

Let's begin/start.

Listen (to me).

Look (at me/at the board).

Take out your books.

Give this/these out, please.

Do you have a (pencil)?

Open your books to page (4).

Turn to page (6).

Open/Close the door.

Pairwork/Groupwork

Find a partner.

Get into twos/threes.

Who's your partner?

Make a circle.

Work with your partner/friend/group.

Managing the class

Be quiet, please.

Look at me/Listen to me.

Come to the front of the class.

Come to the board.

Raise your hands.

Put your hands down.

Who's next?

Repeat after me.

Wait a minute, please.

Hurry up.

Ending the lesson

Put your books/notebooks/coloring pencils away.

Clean up.

Put that in the trash can, please.

Collect the stickers/cards/spinners/scissors, please.

The lesson is finished.

That's all for today.

Goodbye!

See you tomorrow.

Have a nice weekend/vacation.

Words of praise

Excellent!

Fantastic!

That's nice.

Much better.

Good job.

Congratulations!

That's correct!

Great work!

Course planning

	Week 1	Week 2	Week 3	Week 4	Week 5	(Every two units: Review)
Teacher's Digital Resources	Pearson English Portal					
Student's Book	Unit 1, p.4, Activity 1	Unit 1, p.6, Activity 1	Unit 1, p.7, Activity 1	Unit 1, p.9, Activity 1	Unit 1, p.11, Activity 1	Review 1, p.21, Activity 4
Workbook						
Extra print resources	Picture Cards • Story Cards • Poster • Busy Book					
Workbook						
Extra digital resources	Pearson English Portal • Animations • Audio • *Our World* videos • Stretch activities • Extra practice activities • Games					

2–3 hours per week

4–5 hours per week

DIGITAL SAMPLE

Welcome to the Rise and Shine Explorers Club

Key learning outcomes

in Welcome, the students will:

Wonder — Exchange information on familiar topics

Imagine — Recognize familiar words in phrases, sentences, and texts

Build — Use a few single words to name or describe familiar people or objects, or express basic opinions

Grow — Participate in social exchanges in English

Shine — Create a club passport and present it to the class

Unit overview

Target vocabulary

Numbers and days of the week: *numbers 11–20; Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*
School items: *eraser, notebook, pen, ruler*
Weather: *cloudy, rainy, sunny, windy*

Functional language

It's (windy).

Recycling and building

Hello!/Hi!/Welcome!/I'm… Who's this? This is (Tess). That's (Oscar).

Language stretch

Welcome to the Explorers Club!

Target structures

It's Monday!
This is my (pen). That's your (ruler).
How many (pencils)?

Phonics

th (this, that), th (thank you)

Values

I welcome people to my neighborhood.

Competency focus

Having interest in interacting with others; understanding intercultural and socioeconomic dimensions of society

Key progress indicator chart

GSE range for Level 2: 15–26 (stretch 29)	Development indicator:
Speaking	**Talk about myself and my world**
Working towards: taking part in a short dialog of 1–2 exchanges or give a short monolog of 2–3 sentences.	
Learners can recognize basic time words (days) in simple phrases or sentences. (22)	Recognize familiar words or numbers in phrases, sentences and texts.
Learners can understand basic phrases about the weather, if spoken slowly and clearly. (24)	Understand overall meaning and main idea(s) of simple phrases or sentences.
Learners can introduce themselves in a basic way, giving simple information about where they live, their family, etc. (25)	Participate appropriately in common social and interpersonal exchanges using simple language and expressions.
Learners can ask simple questions about numbers of objects using a basic phrase (e.g., *How many?*). (26)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.

Lesson 1 – Vocabulary

Objectives
- **Lesson aim:** to introduce yourself and your friends
- **Target language:** *My name is… ; This is/That's (Stella)*.
- 🔄 **Recycled language:** Greetings and introductions: *Hello! I'm… .*

GSE
- **Receptive: Listening:** Can understand the main information when people introduce themselves.
- **Productive: Writing:** Can use capital letters for names and titles.

Wonder: spark curiosity
- Encourage students to remember as much as possible about the characters and their lives from Level 1. Then have them look at the characters on the page and predict what they will do in Level 2.
- Write the lesson objective on the board: *We're learning to introduce ourselves and our friends.*

Starting the lesson: warm up and song

- 🎧 (0.02) Play the Welcome Song and have students follow the words.
- Play the song again and see if students remember the actions from Level 1. Encourage them to do or come up with actions for each line.

Big Picture: Who do you know?

- ⭐ Ask students to look at the main picture and make guesses about the place. Students might remember the following words from Level 1: *frog/rabbit/butterfly*; *doll/book/chair/desk*; *tree/leaf/grass*; numbers 1–10.
- Point to Clara and ask students if they remember her name. Ask *Where is she?* and elicit ideas.

1 🎧 (0.04) Listen and explore.
- Elicit how to spell Clara's name and write on the board as students say each letter. Tell students that Clara is making some new friends. Point to and say each name on the page, encouraging the students to repeat.
- Play the audio and have students point to the characters as they listen.

2 Point, trace, and say.
- Ask students to point to the characters and say their names again. They point and say *This is (Tess). That's (Basil)*.
- Have students trace the names on the page.

WONDER HELPER

Introduce students to Tess and tell them she's the Wonder Helper.

Read Tess's question in the speech bubble. Elicit the meaning of *friend*. Students tell each other their friend's name in pairs.

3 Write your name.
- Draw students' attention to the Explorers Club badge. Students write their names on the card in the space provided.

Ending the lesson

- Ask students to pretend to be one of the characters and role-play welcoming a new student to the Explorers Club. Encourage them to

---

Welcome to the Rise and Shine Explorers Club

Rise and shine, It's a beautiful day. Open your eyes, Let's learn and play!

Lesson 1
- ⭐ Who do you know?
- 1 🎧 (0.04) Listen and explore.

Oscar · Peanut

The Rise and Shine Explorers Club — My name is _____

Clara

Tell me! What's your friend's name?

- 2 ✏ Point, trace, and say.
- 3 ✏ Write your name.

4 **Introductions** *This is (Tess). That's (Oscar).*

---

be imaginative, by using a different voice or gestures. They then swap roles.

Workbook page 2

1 **Trace and match.** Students trace the names to complete the speech bubbles and then match to the pictures.

ANSWER KEY: 1 Stella, **2** Tess, **3** Peanut, **4** Oscar, **5** Basil, **6** Clara

Activity 1   Audio script

Basil	*Oh, look. Who's this?*
Clara	*Hi. My name is Clara.*
Stella	*Hello, Clara. I'm Stella. This is Tess.*
Tess	*Hi!*
Stella	*And that's Oscar.*
Oscar	*Hello!*
Stella	*This is Basil. Basil is my grandpa.*
Basil	*Hi, Clara. Can I help you?*
Clara	*Hello! Is this a school at the park? It's Saturday today, so…*
Tess	*A school? No. This is the Rise and Shine Explorers Club!*
Oscar	*Welcome to the club, Clara! Let's be friends! Oh, and this is Peanut the rabbit!*
Clara	*Hi, Peanut!*

DIGITAL SAMPLE

Starting the lesson · Learning path · Big Picture · Presentation: Activity 1 · Wonder Helper · Practice: Activities 2 and 3 · Workbook Practice · Ending the lesson

Objectives
- **Lesson aim:** to learn numbers 11–20 and days of the week
- **Target language:** *It's (Monday).*
- **Recycled language:** Numbers 1–10

GSE
- **Receptive: Listening:** Can get the gist of a simple song, if supported by gestures.
- **Productive: Speaking:** Can say what day of the week it is using a basic phrase.

Wonder: spark curiosity
- Write the lesson objective on the board: *We're learning to say numbers 11–20 and the days of the week.*

I can shine! ⭐ Assess

ACHIEVE The student can say numbers 11–20 and the days of the week.

ADJUST The student can say the numbers in order and up to five days of the week. ➔ Build up to saying all days of the week gradually. Play the song and pause after each day of the week for students to repeat.

EXCEED The student can say and read all of the numbers and the days of the week correctly. ➔ Ask students to say what day of the week it is today.

- Give students time to put their checkpoint sticker on the Student's Book page.

Starting the lesson

- **Diagnose** Point to the characters in the picture and elicit their names, encouraging students to use the language *This is/That's*.

1 🎧 **0.05 Sing and act.**
- Play the audio for students to listen. Then play again and have students sing along.
- Play the song a third time and introduce some actions, e.g., stand up and jump with each day of the week; *Hooray! Hooray!* – arms in the air, as if celebrating; *Let's explore today!* – hold hand above eyes like a visor to show exploring.

2 🎧 **0.07 Listen again and read. Check (✓) and say.**
- Draw students' attention to the four calendar pages. Play the audio and have students check the boxes when they hear each day and number.

3 Choose and say.
- Model the activity using the example in the speech bubbles. Have students point to the correct calendar page.
- Students work in pairs. One student says the number on the calendar and the other student says what day of the week it is.

Ending the lesson
- Display the picture cards for numbers 11–20 across the board. Tell students to close their eyes, and remove one of the picture cards. Students say which picture card is missing.

Workbook pages 2 and 3

2 Read and number. Students put the days of the week in order by writing numbers 1–7 next to them.

ANSWER KEY: 1 Sunday, **2** Monday, **3** Tuesday, **4** Wednesday, **5** Thursday, **6** Friday, **7** Saturday

Extra time: Students read the question, then say the day of the week to their partner.

3 Find and circle. Then trace and write the number. Students find the numbers in the picture and circle them. They then trace the words and write the numbers.

Wonder

DIGITAL SAMPLE

Starting the lesson | Learning path | Song | Practice: Activity 2 | I can shine: Activity 3 | Workbook Practice | Ending the lesson | **33**

Lesson 3 – Story

Imagine

Objectives
- **Lesson aim:** to read and understand a story about the weather
- **Target language:** *cloudy*, *rainy*, *sunny*, *windy*

GSE
- **Receptive: Listening:** Can understand basic phrases about the weather, if spoken slowly and clearly.
- **Receptive: Reading:** Can understand simple sentences about the weather, if supported by pictures.
- **Productive: Speaking:** Can say what the weather is like using basic phrases.

Imagine: fostering imagination
- Encourage students to be imaginative and creative in story lessons by brainstorming a lot of different ideas.
- Write the lesson objective on the board: *We're listening to and reading a story.*
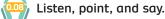
Lesson 3
1 Listen, point, and say.
windy   rainy   sunny   cloudy
2 Listen or watch.
Explorers Club
It's cloudy. It's rainy! It's sunny now!
It's windy! Welcome to the Explorers Club!
Let's imagine! Draw your favorite weather.
I can shine! One. It's cloudy.
3 Look at the story. Number and say.
I can read a story about the weather.
6 Story language It's (rainy).

Starting the lesson

- ⭐ **Diagnose** Play a game called *No, teacher!* In L1, explain that you are going to say the days of the week, but they should listen carefully because you are very tired and might make a mistake. Slowly call out the days of the week in order, but with one mistake, e.g., *Sunday*, *Monday*, *Tuesday*, *Wednesday*, *Saturday*... When students hear a mistake, they call out *No, teacher!* (*Thursday!*).

1 ⭐ **Assess** 🎧 **0.08** **Listen, point, and say.**
- Ask students to look at the pictures. Play the audio and have students say the words as they point. Students then trace the words.

2 🎧 **0.09** ▶️ **Listen or watch.**
- Tell students they are going to listen to a story about the children at the Explorers Club.
- Play the audio or video and have the students follow the story in their books.

> ### IMAGINE HELPER
> Introduce students to Clara, the Imagine Helper. Read Clara's instruction in the speech bubble. Students draw a picture in the space in their Student's Books. They can draw themselves in the picture if they wish. Encourage them to share their drawings with the class or in small groups.

3 **Look at the story. Number and say.**
- Students look at the weather pictures, then look back at the story to find out in which order they appear. Then they answer, e.g., *One. It's cloudy.*

> **ANSWER KEY:** 1 cloudy, 2 rainy, 3 sunny, 4 windy

I can shine! ⭐ Assess

> **ACHIEVE** The student can say what the weather is like using pictures as prompts.

> **ADJUST** The student can say what the weather is like using single words when prompted. ➔ Help by playing picture card games to review key vocabulary.

> **EXCEED** The student can say what the weather is like using the structure *It's...* without prompting. ➔ Ask students to role-play being a weather presenter, choosing a day of the week and a type of weather.

- Give students time to put their checkpoint sticker on the Student's Book page.

Ending the lesson
- Play a miming game. Explain that you're going to pretend you are outside and the students have to guess what the weather is like. Demonstrate. Then have volunteers mime for the class.

Activity 2		Audio script
1	Stella	*It's Monday! Let's open the Explorers Club!*
	Tess	*Yes! But it's cloudy...*
	Basil	*No, it's OK. Come on!*
2	Oscar	*The table is wet! It's rainy!*
	Stella	*Yes, it's cold. Let's go in.*
3	Tess	*Look! It's sunny now! Let's go out!*
4	Stella	*Oh, no! It's windy!*
	Tess	*Help! My notebook!*
	Basil	*Let's go in!*
5	All	*Welcome to the Explorers Club!*

DIGITAL SAMPLE

Build

Objectives
- **Lesson aim:** to talk about classroom objects; to use the sound *th*
- **Target language:** *That's your (notebook)*; *eraser, notebook, pen, ruler*
- 🔄 **Recycled language:** *This is my (pen).*

GSE
- **Productive: Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.

Build: building confidence
- Use realia to elicit words students are familiar with, e.g., *pencil, book, chair*.
- Write the lesson objective on the board: *We're talking about classroom things.*

Starting the lesson
- Ask *What's the weather like today?* Ask questions to help elicit language, e.g., *Is it (windy)?*

1 🎧 **0.10 Listen and find.**
- Present the vocabulary with the picture cards.
- Play the audio. Ask students to point to the things they hear. Students trace the target vocabulary and say each word.

BUILD HELPER
Introduce students to Oscar the Build Helper.

Have students read the sentences in the box. Then ask them to find the objects and say *This is my pen. That's my ruler.*

Then ask students to replace the classroom objects with other items and say.

2 🎧 **0.11 Listen, read, and say.**
- Play the audio, pausing after each line for students to repeat.
- Play the chant again and encourage students to do actions to show *my* and *your*, and to use their own classroom objects.

3 🎧 **0.12 Listen and say. Then write.**
- Play the audio and ask students to listen to the sounds. Drill the key sounds. Tell students to place one hand lightly touching their throat to notice the difference between the voiced and voiceless sounds.
- Play the audio again and have students repeat each line and trace the letters.

4 Look. Then play.
- Read the example in the speech bubbles together. In pairs, students place a variety of classroom items on their desks. Students take turns saying whose item each one is, e.g., *This is my (notebook). That's your (pen).*

I can shine! ⭐ Assess

ACHIEVE The student can name the classroom objects and say who they belong to.

ADJUST The student can name the classroom objects. ➜ Ask questions to elicit *my* and *your*, e.g., *Is this my pen or your pen?*

EXCEED The student can say who classroom objects belong to, using *this* and *that* correctly. ➜ Ask students to find other items and say who they belong to, e.g., *That's my (picture/coat).*

- Give students time to put their checkpoint sticker on the Student's Book page.

Ending the lesson
- Give students four small pieces of paper each. On each one, they draw a classroom object. In pairs, students place their pieces of paper on the desk face down. They take turns turning one over and saying *This is (your) (eraser)*. When they pick up their own picture, they keep it. The winner is the first student to collect all four pictures.

Workbook page 3

4 🎧 **0.13 Listen and color. Then say.** Students listen, color, and say.

ANSWER KEY: **1** pen – red, **2** notebook – yellow, **3** eraser – blue, **4** ruler – purple

Activity 1	Audio script
Stella	*Look… a pen, an eraser, a ruler, and a notebook.*
Tess	*This is my pen. It's red. That's your eraser. It's red and blue.*
Oscar	*Yes. And this is my ruler. It's yellow. That's your notebook. It's green.*
Stella	*Good! So, what's in the Explorers Club Welcome pack?*
Tess and Oscar	*A pen, an eraser, a ruler, and a notebook!*

DIGITAL SAMPLE

Starting the lesson | Presentation: Activity 1 | Practice: Activity 2 | Presentation: Grammar | Build Helper | Phonics practice: Activity 3 | I can shine: Activity 4 | Ending the lesson

35

Grow

Objectives
- **Lesson aim:** to ask and answer about how many
- **Cross-curricular connection:** Math: counting in twos
- ♻ **Recycled language:** *pencil, crayon, notebook, eraser*

GSE
- **Productive: Writing:** Can write cardinal numbers up to 20 as words.
- **Productive: Speaking:** Can ask simple questions about numbers of objects using a basic phrase (e.g., *How many?*).

Grow: nurturing growth in society
- Promote Global Citizenship by encouraging students to think about the importance of taking care of and keeping track of their things.
- Write the lesson objective on the board: *We're learning to say and write numbers 11–20.*

Starting the lesson

- 🎧 **0.03** Play the karaoke version of the Welcome Song.
- Give each student a number picture card from 1–20 randomly (if you have more than 20 students, you can have them do the activity in groups). Give students one minute to stand in a line with all the numbers in order.

1 🎧 **0.14** **Listen, write, and say.**

- Play the audio and have students trace the numbers and words.
- Then have students take turns saying the numbers in pairs. One student points to a number and the other student says the number.

2 Count and write.

- Students count the number of items in each picture and write the numbers in word form under each one.

ANSWER KEY: notebooks – eleven, crayons – fifteen, pens – twenty, erasers – eighteen

GROW HELPER

Introduce students to Basil the Grow Helper.

Read Basil's question as a class. Show students how to count in twos, e.g., two… four… six… and encourage them to continue as a class.

3 Look and play.

- Look at the picture together and ask *How many pencils?* Students count the pencils and compare their answer to the one in the speech bubble.
- Students put a number of pencils or other items on their desk. In pairs, one student asks the question and their partner counts and answers.

I can shine! ⭐ **Assess**

ACHIEVE The student can count, say, and write numbers up to 20.

ADJUST The student can recognize and say numbers up to 20.

EXCEED The student can count, say, and write numbers up to 20 and ask and answer about how many.

- Give students time to put their checkpoint sticker on the Student's Book page. **SUPPORT** Display the picture cards in order in a column at the side of the board for students to refer to. Over time, they will assimilate the spelling of the words. **STRETCH** Ask students to play the game with other classroom items, e.g., books, chairs, etc.

Ending the lesson

- Have students play Kim's Game. In pairs, one student places a series of classroom items of different colors on their desk. They then give their partner 30 seconds to look at them. Then they place their open book face down over the items to cover them. Their partner has to say what was on the desk. For added challenge, have them say what color each item is.

DIGITAL SAMPLE

Starting the lesson | Presentation: Activity 1 | Practice: Activity 2 | I can shine: Activity 3 | Grow Helper | Ending the lesson | Learning path

My Explorers Club passport

Review

1 Complete.

Favorite day	I like	I have	Favorite number
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

The Explorers passport

My name is
I'm

Time to shine!

2 Show and say.

My name is Sam. I'm 8. My favorite day is Saturday. I like tomatoes. I have a brother. My favorite number is twenty!

Welcome

Let's explore together!

Unit project Explorers Club passport 9

Objectives
- **Lesson aim:** to review the unit's language and to make an Explorers Club passport
- ↻ **Reviewed language:** *I like…* ; *I have…* ; *numbers 1–20*, *days of the week*, *food*, *family*

GSE
- **Receptive: Reading:** Can understand basic time words, e.g., days of the week.
- **Productive: Writing:** Can write simple facts about themselves given prompts or a model.
- **Productive: Speaking:** Can introduce themselves in a basic way, giving simple information about where they live, their family, etc.

Shine: Time to shine!
- Provide support for both independent and collaborative elements of project work by encouraging students to share ideas, but remind them that each student may have different ideas and preferences.
- Write the lesson objective on the board: *We're going to make and present a club passport*.

Starting the lesson
- Before the lesson, make an Explorers Club passport for yourself. This will serve as a model text, but it will also help students connect with you as they want to know all about their teacher. Show the students your passport and allow them to ask you questions about the information you've provided.

Review
- This section reviews Global Citizenship skills from the Grow spread such as personalization and creativity. It also reviews vocabulary and structures from the Wonder and Build spreads, and Level 1. Activity 1 focuses on personalization. Activity 2 fosters communication skills as students present their passports to the class.

1 Complete.
- Ask *Who is in the Explorers Club?* and elicit the names of the characters. Tell students that they are going to join the Explorers Club.
- Look at the model passport together and elicit what kind of information goes in it (their favorite day, things they like, their possessions and/or family members, and their favorite number).
- Students personalize their own Rise and Shine Explorers Club passport. They add the information that is true for them. They then draw a picture or stick a picture of themselves and write their name and age.

Time to shine!

2 Show and say.
- Tell students they are going to share their passports with the class. Read the example on the page.
- Have each student share their passport with the class. They can also add other information, e.g., *I like cats. I have ten pens.* If you have a big class or less confident students, have them present to smaller groups.

PROJECT TIP: digitalization
If you have the facilities, set up a blog for the class and post pictures of their passports. You could use the blog as a place to store students' project work throughout the year as a digital portfolio. If you have permission from caregivers, you could upload videos of students giving their presentations.

Ending the lesson
- Play a true or false game. Using the information from students' passports, call out true or false sentences about them, e.g., *Pablo's favorite day is Monday*. Students listen and say whether they think it is true or false, before checking with the student.
- Ask students to look at the Progress Chart for the Welcome Unit and check the things they can now do.

Workbook page 3

I can shine!

⑤ **Trace, write, and draw for you. Then say.** Students complete the picture by drawing their own face and hair. They then trace and complete the sentences and say them in pairs.

Extra time: Students write as many words as they can that begin with *p*.

1 Let's explore together

Key learning outcomes

in Unit 1, the students will:

Wonder — Name or describe common objects or people in a few words

Imagine — Recognize familiar words in phrases, sentences, and texts

Build — Exchange information on familiar topics

Grow — Participate in social exchanges in English

Shine — Create a club book and present it to the class

Unit overview

Target vocabulary

My things: *backpack, belt, cap, coat, glasses, scarf, sneakers, watch*
Adjectives: *blond, dark, long, short (hair)*
Real-life heroes: *a builder, a chef, an explorer, a teacher*

Functional language

What a great picture!

Recycling and building

I have… . What's this? It's a/an… . It's… .

Language stretch

That's a great idea!

Target structures

Do you have… ? Yes, I do./No, I don't.
He/She has… .

Phonics

w (watch, windy), y (yellow, your)

Values

I appreciate my community.

Competency focus

Understand the importance of make-believe;
learn through play

Key progress indicator chart

GSE range for Level 2: 15–26 (stretch 29)	Development indicator:
Speaking	**Talk about myself and my world**
Working towards: taking part in a short dialog of 1–2 exchanges or give a short monolog of 2–3 sentences.	
Learners can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (19)	Use a few single words to name or describe familiar people or objects, or express basic opinions.
Learners can answer simple questions about things they have in a basic way. (24)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.
Learners can describe someone's physical appearance using one or two words. (24)	Use simple language to describe familiar objects and situations in short stretches of speech.
Learners can talk about familiar people and places using single words. (26)	Use a few words to name or talk about or describe familiar feelings, people, and objects.

Lesson 1 – Vocabulary
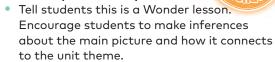
Objectives
- **Lesson aim:** to recognize and name personal objects
- **Target language:** *backpack*, *belt*, *cap*, *coat*, *glasses*, *scarf*, *sneakers*, *watch*
- ♻ **Recycled language:** *I can see…* ; *book*, *pen*, *pencil*

GSE
- **Receptive: Listening:** Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g., color, size), if addressed slowly and clearly.
- **Productive: Speaking:** Can name everyday objects from spoken descriptions, if supported by pictures.

Wonder: spark curiosity

Wonder

- Tell students this is a Wonder lesson. Encourage students to make inferences about the main picture and how it connects to the unit theme.
- Write the lesson objective on the board: *We're learning words for our things.*

Materials
- Audio; Video; Picture Cards

Starting the lesson: warm up and song

- (*Introduce*) Ask students what they bring with them to school every day. Elicit ideas and write them on the board. Then have them open their books and see if they can find these items on the page.
- Play the Welcome Song (audio track 0.02) and have students sing and do the actions.

Big Picture: Where are the children?

- (*Diagnose*) Ask students to look at the main picture and think about where the children are. Point to things they may know in the picture and ask questions to elicit what is happening in the scene, e.g., *Where are the children? What color is the book? What things do they have?*
- Ask students to find the book on the table in the picture. Point to the two people. Ask *Who are they?* and elicit ideas. Pre-teach the word *explorers*. (SUPPORT) Point to the belt on the table and ask *What's this? Where are they?* (STRETCH) Elicit what clothes the people in the book on the table are wearing. Then ask *What do they do?* and elicit suggestions about the jobs people wearing these types of clothes might do.

ANSWER KEY: They are in the Explorers Club.

1 🎧 1.01 **Listen and explore.**

- Ask students to look at the main picture. Play the audio and have students point to the characters in the picture as they listen. Ask a follow-up question, e.g., *Who has glasses? (Tess)*. (SUPPORT) Before listening, ask students to look at the main picture and say which things each character will talk about. Then play the audio for them to listen and check.

Starting the lesson | Learning path | Big picture | Presentation: Activity 1 | Picture Cards | Presentation: Activity 2

STRETCH After listening, ask students who has more things: Tess, Oscar, or Clara (Tess has three things).

TEACHER TIME TO SHINE: Total Physical Response
Doing actions and using the body can help students internalize new vocabulary. While teaching new vocabulary, encourage students to do an action to represent it, e.g., putting on an imaginary coat or scarf, or looking at a watch.

2 1.02 Listen, stick, and say.
- Play the audio and have students point to the sticker space for each item in their books.
- Help students find the stickers in the back of their books. Play the audio again and have students place the stickers in the correct place. Encourage them to repeat the words as they do this.
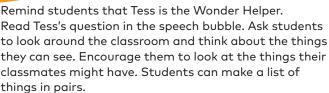
ANSWER KEY: 1 coat, 2 sneakers, 3 scarf, 4 backpack, 5 watch, 6 cap, 7 belt, 8 glasses

3 Trace and read.
- Students trace and read the target vocabulary on the page.
- Draw students' attention to the speech bubble and read it together. Drill the sentence chorally, then say *I have a…* and elicit various responses from the class, encouraging students to use the target vocabulary.
- In pairs, students take turns naming things they have using the target structure *I have… .*

WONDER HELPER ⭐ Assess
Remind students that Tess is the Wonder Helper. Read Tess's question in the speech bubble. Ask students to look around the classroom and think about the things they can see. Encourage them to look at the things their classmates might have. Students can make a list of things in pairs.

4 ▶ Watch and listen.
- Tell students that they are going to watch a video about their things. Ask them which objects they think they will see in the video.
- Play the video, pausing where appropriate to ask comprehension questions.

Extra activity
Play a draw and guess game. Slowly start to draw one of the vocabulary items from the lesson on the board and have students guess what it is as you draw. Ask students to draw on the board and continue playing.

FUTURE SKILLS: enquiry and imagination
Ask students if they have all the things from the target vocabulary today. In L1, ask students why they need (or don't need) each item. Have students think about what alternative things students in different parts of the world might have.

Ending the lesson
- Play a miming game to review the target vocabulary. Invite a student to the front and show them a picture card. The student mimes putting on the item and the class guesses what it is.

Workbook page 4

⭐ Let's Review **Find and trace. Then say.** Students find the items in the Student's Book. They then trace and say the words.

1 Trace and number. Students trace the words and then match to the pictures by writing the correct number.

ANSWER KEY: 1 coat, 2 watch, 3 scarf, 4 backpack, 5 glasses, 6 cap, 7 belt, 8 sneakers

Wonder Helper: Students circle the items people wear on their head.

ANSWER KEY: glasses, cap

Extra time: Students say the words in alphabetical order.

ANSWER KEY: backpack, belt, cap, coat, glasses, scarf, sneakers, watch

Activity 1   **Audio script**
Stella *Hello, children! What's all this?*
Oscar, Tess, and Clara *Hello, Stella!*
Oscar *We are explorers! Look, I have my coat and my scarf.*
Tess *I have my backpack, my watch, and my glasses.*
Clara *I have my cap and my belt. I like this belt! Oscar, Tess, are you ready?*
Oscar *I don't have a cap or a belt…*
Stella *I have a cap. Here you go!*
Oscar *Oh, thanks, Stella! Are you an explorer, too?*
Stella *Well, I have my coat and my sneakers…*
Oscar, Tess, and Clara *Great! We're ready!*

Activity 2
1 *a coat*	4 *a backpack*	7 *a belt*
2 *sneakers*	5 *a watch*	8 *glasses*
3 *a scarf*	6 *a cap*	

Lesson 2 – Song and structures

Objectives
- **Lesson aim:** to ask and answer about personal items
- **Target language:** *Do you have (a cap)? Yes, I do./ No, I don't.*
- ♻ **Recycled language:** *I have… .*

GSE
- **Receptive: Listening:** Can understand basic phrases or sentences about things people have if supported by pictures.
- **Productive: Speaking:** Can talk about personal possessions (e.g., toys, pets) using simple language. Can name everyday objects around them or in pictures using single words.

Wonder: spark curiosity
- Engage students with the unit theme by having the students role-play getting ready for exploring. They imagine putting on their coats, sneakers, etc. Then ask them where they want to go exploring and elicit ideas, e.g., the forest, the jungle, the mountains.
- Write the lesson objective on the board: *We're learning to ask and answer about our things.*

Materials
- Audio; Picture Cards

Lesson 2

1 🎤 1.03 Sing and act. 🎵 **Song**

Do you have a backpack and a watch?
Yes, I do. Yes, I do.
Do you have sneakers and a coat?
Yes, I do. Yes, I do.
Do you have glasses and a scarf?
Yes, I do. Yes, I do.
Do you have a belt and a cap?
No, I don't. No, I don't.

2 🎧 1.05 Listen and check (✓) or put an ✗. Then say.

Do you have a scarf?
Yes, I do. / No, I don't.

I can shine!

3 💬 Ask and answer.

Do you have a watch?
Yes, I do!

I can name my things.

7 belt

Song and structures *Do you have (a scarf)? Yes, I do./No, I don't.* 11

Starting the lesson

- Play a game using the picture cards from Lesson 1. Choose a picture card and quickly show it to the class, only letting them see it for a couple of seconds before turning it around. In pairs, students whisper what they think they saw before calling out the answer. Repeat with other picture cards.

1 🎧 1.03 **Sing and act.**

- Display the picture cards from Lesson 1 on the board. Play the audio and ask students if they heard any of the things from the picture cards.
- Play the song again and have students join in. Demonstrate actions (holding imaginary *backpack* straps, pointing to your wrist for *watch*, circling your eyes for *glasses*, pointing to your feet for *sneakers*, zipping up an imaginary *coat*, etc. Nod and shake your head for *Yes* and *No*).
- When students are confident, play the karaoke version (audio track 1.04) and have them sing along and do the actions.

2 🎧 1.05 **Listen and check (✓) or put an ✗. Then say.**

- ⭐ *Diagnose* Practice the target question by asking a few students *Do you have a (cap)?* and elicit a *Yes* or *No* response. Point to the item in each question or hold up a picture card for support. Then draw students' attention to the three pictures on the page and ask *Do you have a… ?*, eliciting the name of the item in each picture. Play the audio and have students check or put an ✗ next to the pictures.
- Read the question and two answers in the box and drill chorally. Then divide the class into two and have half the class repeat the question and

Starting the lesson   Learning path   Song   Presentation: Activity 1   Presentation: Grammar

DIGITAL SAMPLE

the other half repeat the answers. Switch roles so that everyone gets to practice both.

ANSWER KEY: 1 ✗, 2 ✓, 3 ✓

SUPPORT Write the question and two answer options on the board. Draw a large check mark next to *Yes, I do.* and a large ✗ next to *No, I don't.* Pause the audio after each question and have students point to the check mark or the ✗, before writing the answer in their books.
STRETCH Have students ask and answer further questions about the items in the main picture in pairs, e.g., Student A: *Do you have a belt?* Student B: *No, I don't.*

3 Ask and answer.
- Model the activity by pointing to an item in the main picture and eliciting the question: *Do you have a (cap)?* Elicit different answers from students. Repeat with all the items.
- Students work in pairs to ask and answer questions using the items from the main picture. Monitor and help as necessary.

I can shine! ⭐ **Assess**

ACHIEVE The student can ask and answer questions about personal belongings and give an appropriate answer.

ADJUST The student can understand questions about personal belongings and give an appropriate answer, but with errors.

EXCEED The student can ask and answer questions about personal belongings without prompting.

- Give students time to put their checkpoint sticker on the Student's Book page.

Fast finishers
Students can ask and answer about items they have in their backpacks or on their desks.

Ending the lesson
- Give students a piece of paper and tell them to draw three pictures of things from the page. They must not let their partner see their paper. Students then try to guess what three pictures their partner drew and ask and answer questions using the target language. The first student to guess all three of their partner's items is the winner.

Workbook page 5

1 🎧 1.06 **Listen and circle.** Play the audio. Students listen and circle *Yes* or *No.*

ANSWER KEY: **1** Yes, **2** No, **3** No, **4** Yes

2 Trace. Then look and circle. Students read the questions and look at the picture to check. They trace the girl's answers.

ANSWER KEY: **1** Yes, I do., **2** No, I don't., **3** Yes, I do., **4** Yes, I do.

I can shine!

3 Circle and color. Then ask and answer. Students identify the words in the word snakes and then color them according to the words they found.

ANSWER KEY: Students should circle: *yellow*, *belt*, *red*, *scarf*. Students should color the belt yellow and the scarf red.

Students color the Wonder checkpoint pebble.

Extra time: Students think about their favorite clothes and share with their partner.

Activity 1   **Audio script**
Girl   *Do you have a backpack and a watch?*
Boy   *Yes, I do. Yes, I do.*
Girl   *Do you have sneakers and a coat?*
Boy   *Yes, I do. Yes, I do.*
Girl   *Do you have glasses and a scarf?*
Boy   *Yes, I do. Yes, I do.*
Girl   *Do you have a belt and a cap?*
Boy   *No, I don't. No, I don't.*

Activity 2
1
Child 1   *Do you have a watch?*
Child 2   *No, I don't.*
2
Child 1   *Do you have a coat?*
Child 2   *Yes, I do.*
3
Child 1   *Do you have a scarf?*
Child 2   *Yes, I do.*

DIGITAL SAMPLE

Lesson 3 – Story

Objectives

- **Lesson aim:** to read and understand a story about working together
- 🔁 **Recycled language:** *Do you have (a mascot)? Yes, I do./No, I don't.*; *backpack*, *cap*; *butterfly*, *cat*, *frog*, *rabbit*
- **Receptive language:** *mascot*

GSE

- **Receptive: Reading:** Can recognize simple words and phrases related to familiar topics, if supported by pictures.
- **Receptive: Listening:** Can understand basic phrases or sentences about things people have, if supported by pictures.

Imagine: fostering imagination

- Tell students this is an Imagine lesson. Encourage students to be imaginative and creative in story lessons. Have students come up with ideas for their own class mascot. In future lessons, they can use target language to build up information about their mascot.
- Write the lesson objective on the board: *We're listening to and reading a story about working together.*

Materials

- Audio; Video; Story cards; Picture Cards; stuffed animal or picture of mascot

Imagine

RECEPTIVE SKILLS TIP

Before listening to the story, give students a task to do to give them a reason for reading or listening. Tell students to find out how many animals appear in the story (four). To stretch students, ask them to name the four animals.

2 🎧 1.07 ▶️ **Listen or watch.**

- Tell students they are going to listen to or watch a story about the children at the Explorers Club.
- Play the audio or the video and have the students follow the story in their books.
- Play the audio or video again and pause after each line for students to repeat. Encourage them to copy the characters' pronunciation and intonation. **SUPPORT** Before listening to the story, give students time to look carefully at the pictures. Discuss in L1 what they think is happening in each frame. **STRETCH** After listening to the story, ask students why Peanut is trying to be noticed in Frames 4 and 5 (he wants to be the club mascot).

IMAGINE HELPER

Read Clara's questions in the speech bubble. Elicit that the club has a new mascot. Explain that a mascot is a special toy or character that represents a club or person. Ask *Is Peanut happy? Why not?* Elicit ideas and explain that Peanut thinks the children have forgotten him in their search for a mascot. They didn't notice Peanut, who is right in front of them. Peanut is happy when he is chosen as the mascot. Use the discussion to highlight how we can find everything we need around us if we look carefully.

Starting the lesson

- Invite one student to the front and give them a picture card from Lesson 1. Invite the other students to guess what's on the picture card by asking *Do you have a (belt)?*, etc. The student should respond with *Yes, I do* or *No, I don't*. When a student guesses correctly, it's their turn to take a picture card.

FUTURE SKILLS: enquiry and imagination

Encourage students to think of questions they have about the story. Give students a slip of paper on which to write their questions. Allow them to use L1 if necessary. Collect the questions and discuss as a class.

1 ⭐Assess **How many? Look at the story. Count and write the number.**

- Ask students to look at the three pictures and elicit the target vocabulary. They then look at the pictures from the story, count the items, write the numbers, and trace the words.

ANSWER KEY: belts: 1, backpacks: 3, caps: 2

| Starting the lesson | Learning path | Picture Cards | Pre-reading: Activity 1 | Story: Activity 2 | Story animation | Imagine Helper |

3 **Circle the club mascot.**

- Students look at the picture and circle the mascot from the story. Allow them to look back at the story and find the picture of the mascot.

ANSWER KEY: a rabbit

Extra activity
Students draw a picture of a mascot for their class. Then have them share their drawings and present their mascots to the class.

4 **Role-play the story.**

- Have students role-play the story in small groups. Give each group a set of story cards to help. Each student plays one character from the story, repeating their lines as they hear them. Play the audio and pause after each frame.

I can shine! **Assess**

ACHIEVE The student can read or say lines from the story without extra support.

ADJUST The student can repeat lines from the story when prompted. ➜ Provide more support by building up the lines, pausing the audio after each short phrase.

EXCEED The student can read or say lines from the story unprompted and can improvise.

- Give students time to put their checkpoint sticker on the Student's Book page.

Story extension
Students role-play the story using their own mascot pictures. Personalizing the story encourages imagination and helps students make connections with their world.

Ending the lesson

- Play a game with the whole class. Have the students sit in a circle. Give one student a stuffed animal mascot or a picture of the mascot from the story. Tell students to pass the mascot around the circle and count to ten. Close your eyes as students do this. When they reach ten, all students should put their hands behind their backs.

You open your eyes and try to guess which student has the mascot, asking *Do you have the mascot?* If you don't guess correctly after three guesses, the students win a point. Invite students to take your role and play again.

Workbook page 6

1 **Trace. Then read and circle.** Students trace the words. Then they look at the pictures and circle the correct word.

ANSWER KEY: **1** backpacks, **2** mascot, **3** mascot

2 **Find and color the caps. Then count and write.** Students find and color the caps in the picture. They count the caps and write the number.

ANSWER KEY: 6

I can shine!

3 **Draw three things. Then ask and answer.** Students draw three items of their choosing. They then ask and answer questions in pairs.

Students color the Imagine checkpoint pebble.

Extra time: Students choose their favorite frame from the story and share with their partner.

Activity 2		**Audio script**
1	Stella	*I have a lot of things for the club!*
	Clara	*I like the caps!*
2	Oscar	*Do you have backpacks?*
	Stella	*Yes, I do! Here you go!*
	Oscar	*Thank you!*
3	Stella	*Do you have a mascot?*
	Oscar	*No, I don't!*
	Tess	*A mascot for the club! That's a great idea!*
4	Basil	*Let's look for ideas.*
	Oscar	*A cat?*
	Tess	*A frog? A butterfly?*
5	Oscar	*Look at Peanut!*
	Tess	*I know! A rabbit! Let's make a rabbit mascot!*
	Oscar	*That's a great idea!*
6	Clara	*Peanut has long ears.*
7	Clara	*Look! The mascot has long ears, too.*
	Tess	*The Explorers Club has a mascot!*

Extra activity | I can shine: Activities 3 and 4 | Story extension | Workbook Practice | Ending the lesson | Learning path

Objectives
- **Lesson aim:** to describe people's appearance
- **Target language:** *He/She has (long) hair*; *blond*, *dark*, *long*, *short*
- ⟳ **Recycled language:** *coat*, *scarf*; *I have… .*

GSE
- **Receptive: Listening:** Can recognize familiar key words and phrases in short, basic descriptions (e.g., of objects, people, or animals), if spoken slowly and clearly.
- **Productive: Speaking:** Can describe someone's physical appearance using one or two words.

Build: building confidence   Build
- Build confidence through repeated drilling of the target language in the chant. To make this more fun, call out each line, but replace the adjectives with a *beep* sound. Students repeat the line, but say the correct adjective instead of the beep.
- Write the lesson objective on the board: *We're learning words to describe people.*

Materials
- Audio; Picture Cards

Lesson 4

1 🎧 1.08 Listen and find.   **2** 🎧 1.09 Listen and number. Then say.

short ☐
dark ☐
blond ☐
long ☐

3 🎧 1.10 Listen, read, and say.

Chant

She has long hair.

She has long hair.
He has short hair.
She has dark hair.
He has blond hair.

4 Read and match. Then say.

| 1 David | 2 Sonia | 3 Veronica | 4 Teo |

a She has long, blond hair.
b He has short, blond hair.
c He has short, dark hair.
d She has long, dark hair.

14 **Vocabulary and structures** Adjectives; *She has (long) hair.*

Starting the lesson

- Show the picture card of Peanut and elicit what students know about him. Encourage them to use full sentences, but also accept single words.
- ⭐Diagnose Display the picture cards of the characters and elicit their names. Then ask students to find differences between the pictures in L1 or L2. This will allow you to find out what they already know.

1 🎧 1.08 **Listen and find.**
- Look at the picture and elicit that Tess is showing us a picture of some friends. Use the picture cards to present the new vocabulary. Hold up each card and say the word for students to repeat.
- Play the audio. Ask students to point to the people in the picture while they listen. Check students are pointing to the correct people.

2 🎧 1.09 **Listen and number. Then say.**
- Play the audio. Ask students to listen and write numbers 1–4 next to the correct picture.
- Play the track again, pausing after each line for students to repeat the words.
- Students trace the target vocabulary and say each word. Then hold up the picture cards again and elicit each new word.

ANSWER KEY: **1** long, **2** short, **3** blond, **4** dark

SUPPORT Bring four students to the front: one with long hair, one with short hair, one with dark hair, and another with light brown/blond hair. Point to each student and say the adjective that describes their hair. Have students repeat the words. STRETCH Have students look at the other students in the class and find someone who has long hair, short hair, dark hair, and light brown/blond hair.

DIGITAL SAMPLE

RECEPTIVE SKILLS TIP

Support students' ability to respond to and evaluate listening texts. Display the character picture cards around the classroom. Call out a sentence describing one of the characters and have students walk to the picture card, e.g., *She has dark hair*. Repeat as necessary. With large classes, you can divide the class into groups and have them take turns. Keep the picture cards displayed for the next activity.

FUTURE SKILLS: critical and reflective thinking skills

Stick the four picture cards on the board. Tell students to think about which words are opposites. Give students a couple of examples to demonstrate what opposites are, e.g., *big/small*, *happy/sad*. Students discuss which words are opposites in pairs. Then have one pair come to the board and put the cards in pairs (*long/short*, *blond/dark*). Elicit more examples of opposites and write on the board.

BUILD HELPER

Point to Oscar the Build Helper. Say *He has short hair*. Ask *Do you have short hair?* and elicit answers from various students. Then have students read the sentence in the box. Then point to different students and say *He/She has…* and elicit how to complete the sentence from the class.

3 🎧 **1.10** **Listen, read, and say.**

- Play the audio and ask students to listen and read.
- Play the audio again, pausing after each line for students to repeat.
- Play the chant again and encourage students to point to the character picture cards placed around the room as they say the chant.

4 **Read and match. Then say.**

- Explain that there are more children in the Explorers Club. Point to the pictures and say the name of each child in turn, encouraging students to repeat the names.
- Students read the sentences and match to the ID cards by drawing lines. In pairs, students take turns saying a sentence and saying who it describes, e.g., Student A: *She has long, blond hair*. Student B: *Veronica*.

ANSWER KEY: **1** b, **2** d, **3** a, **4** c

SUPPORT Display the picture cards on the board and allow students to refer to them as they do the activity.
STRETCH Have students do the second part of the activity with the sentences covered.

Fast finishers

Ask students to write short descriptions of members of their family and friends.

Ending the lesson

- Play a game. Show students a character picture card or a picture of a person. Tell students you're going to say a sentence about the picture that might be correct or incorrect. If it's correct, they stand up. If it's incorrect, they sit down. Read aloud one of the sentences from Activity 4 and have students do the correct action.

Workbook page 7

1 **Trace. Then look and write.** Students read the descriptions and trace the adjectives. They then match to the pictures of the characters by writing *1* or *2*.

ANSWER KEY: short hair 1, long hair 2, dark hair 1, blond hair 2

2 **Follow, find, and write. Then say.** Students follow the lines to find out which items belong to the boy and the girl. They then complete the sentences using the words in the wordpool.

ANSWER KEY: **1** He has, **2** She has, **3** She has, **4** He has

Extra time: Students read the question and share their answer with their partner.

Activity 1   Audio script
Tess   *Look! He has short hair.*
        Look! He has dark hair.
        Look! She has long hair.
        Look! She has blond hair.

Activity 2
1 *long*   **2** *short*   **3** *blond*   **4** *dark*

Activity 3
Oscar   *Let's go, everybody, listen to me!*
         She has long hair.
         He has short hair.
         She has dark hair.
         He has blond hair.
         Let's go, everybody, chant with me!
Children *She has long hair.*
          He has short hair.
          She has dark hair.
          He has blond hair.

Lesson 5 – Communication

Objectives
- **Lesson aim:** to talk about what people have. To use the sounds *w* and *y*
- **Speaking function:** to describe people and their things
- **New language:** *a long/short scarf, a yellow watch*
- 🔄 **Recycled language:** *Do you have (a coat)? Yes, I do./No, I don't.; backpack, belt, cap, coat, glasses, scarf, sneakers, watch; long, short, blond, dark*

GSE
- **Receptive: Listening:** Can understand basic phrases or sentences about things people have if supported by pictures.
- **Productive: Speaking:** Can talk about personal possessions (e.g., toys, pets) using simple language.
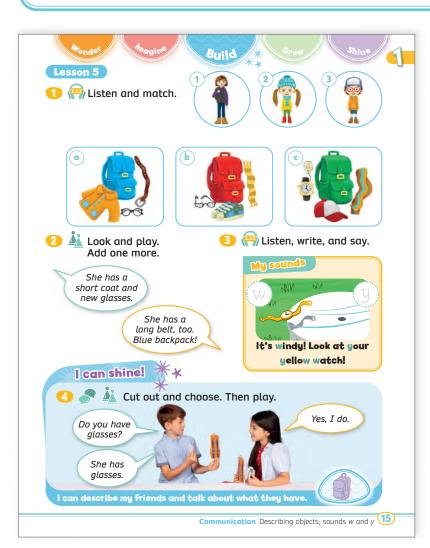
Build: building confidence
- Build confidence by encouraging students to notice patterns between the language in this lesson and in Lesson 4. In Lesson 4, students described people's hair using *He/She has...* with adjectives. In this lesson, students learn to describe personal objects.
- Write the lesson objective on the board: *We're learning to talk about the things our friends have.*

Materials
- Audio; scissors, glue

Communication Describing objects; sounds *w* and *y* — 15

Starting the lesson
- Play a game. Have students stand in a circle. Tell students that you're going to call out a sentence, e.g., *I have long, dark hair.* If the sentence is true for the student, they need to cross the circle and change places with another student. Students need to listen carefully to play the game.

RECEPTIVE SKILLS TIP
Before listening, have students look at the pictures in Activity 1 and say what they see. This activates prior knowledge and reviews target vocabulary, helping students prepare effectively for the listening task.

1 🎧 1.11 Listen and match.
- Draw students' attention to the pictures of the three children. Ask students if they can find examples of the following adjectives: *long, short, blond, dark.* Point to the three backpacks and tell students that they belong to the three children.
- Play the audio and have students match the backpacks to their owners.

TEACHER TIME TO SHINE: cooperative learning
You can do this as a Think, Pair, Share activity. After each part of the audio, pause and give students a few seconds to look at the pictures and find what they hear (Think). Then have students point to the correct picture in pairs before drawing lines to match (Pair). Finally, check answers as a class (Share).

ANSWER KEY: 1 c, **2** b, **3** a

DIGITAL SAMPLE

Starting the lesson | Learning path | Practice: Activity 1 | Speaking support | Practice: Activity 2 | Practice: Activity 3

2 Look and play. Add one more.

- Look at the first speech bubble together. Have students guess the backpack. Then read the answer in the second speech bubble.
- In pairs, one student chooses a backpack and their partner makes a sentence saying what things the person has using *He/She has…* . The first student tries to add one more thing with a new sentence.

3 🎧1.12 **My sounds** Listen, write, and say.

- Have students look at the picture and say what they see. Try to elicit *watch*. Drill the key sounds *w – w – watch*. Ask *What color is the watch?* Drill *y – y – yellow*.
- Play the audio. Ask students to listen, point to the picture, and repeat the sounds.
- Have students trace the letters on the page as they say each sound.
- Play the audio again and have students repeat each line. Then try to elicit more words with each sound.

4 Cut out and choose. Then play.

- Ask students to cut out the backpack. They then cut out the small objects and choose three to stick on their backpack.
- Show students how to hold up their backpack picture so that their partner can only see the front, not what is "inside." In pairs, students ask and answer to guess what is in each other's backpacks using *Do you have… ? Yes, I do./No, I don't*.
- Students find a new partner and tell them what their friend has in their backpack, using *He/She has…* .

I can shine! ⭐ **Assess**

ACHIEVE The student can ask and answer questions about personal objects without prompting.

ADJUST The student can ask and answer questions about personal objects with scaffolding. → Support students with extra practice using model questions. Use color coding for each part of the sentence: Do you have a cap?

EXCEED The student can ask and answer questions about personal objects using adjectives to describe them. → Ask students to ask and answer further questions about their belongings in pairs, using their real backpacks or pencil cases.

- Give students time to put their checkpoint sticker on the Student's Book page.

FUTURE SKILLS: collaboration and communication skills
Tell students that they are going to prepare an imaginary backpack for a day trip to the forest. What things will they need to take? Students work in small groups to draw a picture of a backpack and draw or write the things they want to take.

Ending the lesson

- Tell students to open their books to page 10 and look at the big picture again. In pairs, students make statements using *He/She has…* about the people in the picture. Ask them to describe the people and their things.

Workbook page 8

1 🎧1.13 **Listen and match.** Play the first part of the audio. Students listen and match Picture 1 to the items the girl has. They then listen to the second part of the audio and match Picture 2 to the items the boy has.

ANSWER KEY: 1 second, third, and fifth pictures, **2** first, fourth, and sixth pictures

2 🎧1.14 **Listen and repeat. Then circle.** Play the audio. Students listen, repeat the word, and circle the correct letter.

ANSWER KEY: 1 w, **2** y, **3** w, **4** y, **5** w

I can shine!

3 **Listen to a friend and draw. Then share.** In pairs, students tell each other which personal objects to draw in each picture, e.g., *He has blue glasses.*

Students color the Build checkpoint pebble.

Activity 1 Audio script

1 **Man** *Do you have a scarf in your backpack?*
Woman *Yes, I do. I have a long scarf, and I have a watch and a cap.*
2 **Man** *Do you have a coat in your backpack?*
Girl *No, I don't.*
Man *Do you have sneakers?*
Girl *Yes, I do. I have sneakers, a short scarf, and my glasses.*
3 **Man** *Do you have a watch in your backpack?*
Boy *No, I don't. I have a coat, a belt, and glasses.*

Activity 3
w – w – w windy   w – w – w watch
y – y – y your   y – y – y yellow
It's windy! Look at your yellow watch!

Phonics practice | I can shine: Activity 4 | Workbook Practice | Ending the lesson | Learning path | **49**

Lesson 6 – Global Citizenship

Objectives
- **Lesson aim:** to explore the importance of people as a community
- **Cross-curricular connection:** Citizenship
- **Global Citizenship theme:** Real-life heroes in the community
- **Target language:** *builder*, *chef*, *explorer*, *teacher*
- 🔄 **Recycled language:** *He/She is/isn't…* ; *mom*, *dad*, *backpack*, *long*, *short*, *dark*

GSE
- **Receptive: Listening:** Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.
- **Productive: Speaking:** Can talk about familiar people and places using single words.

Grow: Nurturing growth in society
- Promote Global Citizenship by encouraging students' awareness of people's roles in society and the community. At the end of the lesson, ask them to think about what they can do to help other people in their community.
- Write the lesson objective on the board: *We're learning words to talk about jobs.*

Materials
- Audio; Video; Picture Cards; pictures of people doing jobs

Grow

Lesson 6

1 🎧 1.15 Listen, look, and find. **2** 🎧 1.16 Listen, point, and say.

builder

chef

teacher

explorer

Global Citizen
I appreciate my community.

3 Find and circle the one that doesn't belong.

1. a b c
2. a b c
3. a b c

Think and share!
Who's a hero in your community?

4 ▶ Watch and listen.

16 **Global Citizenship** My community

Starting the lesson
- Demonstrate the meaning of *help* by trying to pick up a lot of classroom objects, e.g., books, and pretending that they are too heavy for you. Ask *Can you help me, (Ivan)?* and allow that student to help you carry the objects to another part of the classroom.
- Say *(Ivan) helps me carry the (books)*. Then write *I can help the teacher* on the board and elicit other ways in which students can help in class.

1 🎧 1.15 **Listen, look, and find.**
- Ask students to look at the pictures and say what they see, e.g., *I can see a school./She has glasses./He has a backpack*.
- Play the audio and present the vocabulary picture cards for students to repeat each word. Then hold up each card for them to say the word and find it in the pictures on the page.
- ⭐ *Diagnose* Ask students how the people in the pictures help us in different ways. Allow answers in L1, but encourage them to say words they know in English. Elicit that the people live in the same place and form part of a community.

2 🎧 1.16 **Listen, point, and say.**
- Play the audio, pausing after each description. Students listen and point to the correct person. Play the track again for students to repeat the words.
- Point to each person in the picture and ask *Who's this?* Then ask students which people work in their school (teacher and chef).

DIGITAL SAMPLE

RECEPTIVE SKILLS TIP

Before the first listen, assign one of the four words to each student. Make sure each student knows which word they have. Tell students to stand up when they hear their word. This will help them discriminate the key words from the rest of the text.

3 ⭐ **Find and circle the one that doesn't belong.**

- Ask students to look at the first set of three pictures. Elicit the jobs the pictures represent.
- Students circle the one that doesn't belong in their books. Then have them compare answers in pairs.

ANSWER KEY: **1** c, teacher, teacher, chef **2** c, builder, builder, chef **3** b, explorer, builder, explorer

Extra activity

Ask students if they know anybody who does the jobs from the lesson. Write on the board: *My mom is a... My dad is a...* and have students tell a partner if any family members or friends have these jobs.

4 ▶️ **Watch and listen.**

- Tell students that they are going to watch the video again.
- Play the video and have students notice how people help each other in the community.

FUTURE SKILLS: critical and reflective thinking skills

Encourage critical thinking about what the jobs entail by asking students questions to help them classify the jobs. Draw the following chart on the board and check comprehension. Then have students work in pairs to copy and complete the table with check marks and ✗s.

	works inside	works outside	wears a uniform	makes things
builder				
teacher				
chef				
explorer				

GROW HELPER Remind students that Basil is the Grow Helper.

Read Basil's question as a class. Explain that a hero is someone who does something special and who other people admire or look up to. Ask students to think about all the people they know who have done something special. Encourage them to think about how these people help us and what is special about what they do.

Background information (Culture and CLIL)

In this lesson, students think about the roles of different people in the community and how they help us. Before the lesson, find some pictures from newspapers or magazines of people doing a range of different jobs. Display the pictures and ask students questions to help scaffold the discussion, e.g., *What do (doctors) do? How do they help us? Who do they help?* Encourage students to use English for the words they know.

TEACHER TIME TO SHINE: encouraging use of L1

At this level, students won't have enough language to be able to express complex ideas in English. However, it is important to allow students to share their ideas, even if they are not able to do so in L2. Ask questions in L2 where possible and provide key vocabulary and structures to help scaffold the discussion. Allow students to use L1 where necessary, translating or rephrasing their ideas into English.

Ending the lesson

- Play a miming game with the whole class. Invite a student to the front and show them one of the picture cards from the lesson. The student acts out the job and the other students guess. Make sure students raise their hands to answer rather than shouting out.

Workbook page 9

1 **Look and write. Then say.** Students look at the pictures and write the correct word from the wordpool under each one.

ANSWER KEY: **1** chef, **2** explorer, **3** teacher, **4** builder

Activity 1   Audio script
1 *a builder* **2** *a teacher* **3** *a chef* **4** *an explorer*

Activity 2
Child 1 *A lot of people help us! Chefs...*
Child 2 *Oh, yes! My dad is a chef.*
Child 1 *That's great! Teachers help us, too. My mom is a teacher.*
Child 2 *Really? Amazing! And builders help us. Look, here is a builder!*
Child 1 *Oh, yes! And look at the explorer. He has short, dark hair.*
Child 2 *Yes! He has boots and a big backpack, too!*

Objectives

- **Lesson aim:** to describe and comment on pictures
- **Functional language:** *Look at this! Oh, what a great picture!*
- **Text type:** a comment on a picture
- ⟳ **Recycled language:** *backpack, glasses, hair, long, short, dark, blond*

GSE

- **Receptive: Reading:** Can recognize single, familiar everyday words if supported by pictures.
- **Receptive: Listening:** Can recognize familiar key words and phrases in short, basic descriptions (e.g., of objects, people, or animals), if spoken slowly and clearly.
- **Productive: Writing:** Can write simple phrases with appropriate spacing between words.

Grow: Nurturing growth in society

Grow

- Encourage a further sense of students' social responsibility by having them identify and use positive phrases. Bring in some pictures to show the class and have students look at them in small groups and think of something nice to say about them. This could be done after Activity 3.
- Write the lesson objective on the board: *We're learning to be nice to people by making positive comments about pictures.*

Materials

- Audio; Picture Cards; personal pictures

Starting the lesson

- Ask students if they see anybody from their community on their way to school. Elicit ideas from the class. Community members may include friends, neighbors, teachers, local storekeepers, bus drivers, etc. Ask students if they usually say "hello" to people they know when they meet them on the street.

TEACHER TIME TO SHINE: circle time
For whole-class discussions, it can be nice to set up circle time in an area of the classroom. Have students sit in a circle on the floor or form a circle with their chairs. Ask questions and elicit answers or ask students to show and pass an object around the circle. Make sure the students listen to each other and wait their turn before participating.

1 ⭐ *Diagnose* 🎧 **1.17** **Listen and write. Then read and number.**

- Tell students that they are going to listen to a girl sharing information about the people in her community. Ask students to look at the pictures and guess who the people are.
- Play the audio. Students write the jobs.
- Students read the sentences again and match to the pictures.

ANSWER KEY: 1 teacher, top-right, **2** chef, top-left, **3** explorer, bottom-left, **4** builder, bottom-right

SUPPORT Review the key vocabulary using the picture cards before doing the activity.

DIGITAL SAMPLE

STRETCH Have students do the activity before they listen. They read the sentences and match to the pictures. Then play the audio for them to check.

2 **Read and write.**
- Ask students to look at the picture. Check comprehension by asking questions, e.g., *Who are the people? Where do they live? Why are they having a party?*
- Read the comments together and drill chorally. Point to the picture and elicit different ways of completing the sentence.

FACILITATING SPEAKING IN CLASS
Before doing Activity 3, write on the board:
Look at this! This picture is interesting. What a great picture!
Drill chorally. Then model the expressions by pointing to students' artwork or other work that is displayed in the classroom, e.g., *What a great picture!* Have the class repeat what you said. This practice will help students feel more confident when doing the freer speaking activity.

3 **Take a picture. Then say.**
- Ask students to look at the picture. Elicit (in L1 if necessary) that the children are looking at pictures together. Then ask two students to read aloud the speech bubbles. Point out that it's nice to say something positive when someone shows us something.
- Students can bring in pictures from home and share their pictures in pairs or small groups. Encourage them to make positive comments about the pictures.

I can shine! ⭐ **Assess**

ACHIEVE The student can comment on a picture in appropriate situations using short, fixed expressions.

ADJUST The student can comment on a picture with extra support and when a model is provided.

EXCEED The student can comment on a picture using short, fixed expressions spontaneously and without prompting.

- Give students time to put their checkpoint sticker on the Student's Book page.

Ending the lesson
- Invite one student to sit at the front of the classroom with their back to the board. Choose one of the character picture cards and stick it on the board so the rest of the class can see it, but the student at the front can't. The class make statements describing the character to help the student guess who it is, e.g., *She has long, dark hair*.

Workbook page 9

I can shine!

Grow Helper: Students read the question and discuss their ideas in pairs. Elicit ideas from the class.

2 **Read and circle. Then role-play.** Students look at the picture and read the speech bubbles. They circle the correct option individually. They then work in pairs to role-play showing the picture to each other.

ANSWER KEY: Oh, what a great picture!

Students color the Grow checkpoint pebble.

Extra time: Students say when they talk about pictures, e.g., when someone shows them one or they see one online.

Activity 1	**Audio script**

1 Child 1 *This is an amazing picture!*
 Child 2 *Look! A school. I think he's a teacher. He has a dark shirt and glasses.*
2 Child 1 *Look at this!*
 Child 2 *She's a chef! It's a great picture! She has short, dark hair, and a big, white shirt.*
3 Child 1 *What a nice picture! Look!*
 Child 2 *Yes, it's great! I think he's an explorer. He has a backpack.*
 Child 1 *He has a big hat, too!*
4 Child 1 *She's a builder! Look!*
 Child 2 *What a nice picture!*
 Child 1 *She has long, blond hair.*

DIGITAL SAMPLE

Objectives

- **Lesson aim:** to review the language from Unit 1
- 🔄 **Reviewed language:** *backpack, belt, cap, coat, glasses, scarf, sneakers, watch*; *Do you have… ? Yes, I do./No, I don't.*; *He/She has… long/short/dark/blond hair*.

GSE

- **Receptive: Reading:** Can demonstrate understanding of a word by matching it to a picture.
- **Productive: Speaking:** Can describe someone's physical appearance using one or two words.
- **Productive: Writing:** Can use capital letters for names and titles.

Shine: Time to shine!

- Encourage students to develop awareness of differing abilities and empathy with their peers. Help students understand that people learn at different paces and that not everyone will remember all the language presented and practiced during the unit. Cooperative learning strategies such as Think, Pair, Share help facilitate these skills.
- Write the lesson objective on the board: *We're reviewing what we've learned in the unit.*

Materials

- Picture Cards; pictures of people or magazines, (optional) scissors

Shine

Let's make a club book!

Step 1 Review

1 Find and write.   2 Look, think, and check (✓) for you. Ask and answer.

backpack belt cap coat glasses scarf sneakers watch

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Do you have glasses?

Yes, I do.

3 Look. Then play.

She has long, blond hair. She has a big, yellow watch. Who is it?

It's Anna!

4 Think! Who's in your club? Write and say.

_____ is in my club.

18 **Unit review** Unit objectives review

Starting the lesson

- Ask students to look back at the unit, decide which was their favorite lesson, and say why in pairs.
- ⭐ *Diagnose* Choose a picture of a person from the unit. Describe the person, using *He/She has…* and key language from the unit. Students race to find the picture in their books.

Step 1: Review

- The Review consolidates the target language of the unit from the *I Can Shine* checkpoints and helps prepare students for the unit projects. Vocabulary from the Wonder spread is reviewed through reading and writing in Activity 1. Activity 2 helps review and personalize the story ideas and language from the Imagine spread. The speaking element in Activity 3 consolidates the target structures and language of the Build spread. Activity 4 encourages students to think about the Global Citizenship theme.

1 Find and write.

- Ask students to look at the picture and name the things they can see.
- Ask students to look at the words in the wordpool. Elicit how to pronounce each word and have students find the items in the picture.
- Have students find each number in the picture and write the correct word to complete the labels.

ANSWER KEY: **1** scarf, **2** coat, **3** belt, **4** cap, **5** backpack, **6** sneakers, **7** glasses, **8** watch

DIGITAL SAMPLE

SUPPORT Read each word aloud and have students find the item in the picture and notice what number it is. They then copy the word onto the label. **STRETCH** Have students do the activity with the words in the wordpool covered.

2 **Look, think, and check (✓) for you. Ask and answer.**
- Ask *Do you have (glasses)?* and elicit answers from several students, encouraging them to answer *Yes, I do./ No, I don't*.
- Students check the items they have. They then ask and answer questions in pairs using *Do you have… ?*

FUTURE SKILLS: critical and reflective thinking skills
Give students some pictures of people or ask students to cut out pictures of people from magazines. Tell students to put the people into groups. They can choose to classify the people in any way they like. Give examples, e.g., short hair/long hair; dark hair/blond hair; by eye color; male/female; wearing a coat/not wearing a coat.

3 **Look. Then play.**
- Draw students' attention to the speech bubbles and have two students read them aloud.
- Students take turns in pairs making statements about one of the children in the class and guess who it is. **SUPPORT** To reinforce the personal pronouns, place a female character picture card on the wall on one side of the classroom, and a male character picture card on the other. Have students stand in the middle of the room. Call out *He* or *She* and have students go to stand on the correct side of the room. Then have students do the activity. **STRETCH** Have students repeat the activity using characters from the unit.

4 **Think! Who's in your club? Write and say.**
- Tell students to think about people in their community. Brainstorm some examples with the class.
- Students choose a person from their community and write their name. They then describe this person orally in a simple way, saying what they have.

Extra activity
Give students a piece of paper each. Tell them to draw a simple picture of a boy or a girl. In pairs, students do a drawing dictation, telling each other what to draw to complete their picture, e.g., *She has long hair. She has glasses*.

Ending the lesson
- Write nine words from the unit on the board. Ask students to choose and write down six of the words. Read the words on the board in a random order. When students hear one of their words, they cross it out. The first student to cross out all their words comes to the front and makes a new list. To make this activity more challenging, read aloud sentences containing the key words instead of just individual words.

Workbook pages 10–11

1 **Trace. Then check (✓) or put an ✗ for you.** Students read and trace the words, then check or put and ✗ next to each item depending on what they do or don't have.

2 **Look and write.** Students look at the picture and complete the sentences with the words in the wordpool.

ANSWER KEY: 1 dark, **2** coat, **3** chef

3 **Ask. Then check (✓) or put an ✗ for your friend.** Students ask and answer in pairs, e.g., *Do you have a backpack? Yes, I do./No, I don't*. They check or put an ✗ for their partner. They then report back to the class about their friends.

Extra time: Students look back at the main picture on page 10 of their Student's Book and complete the sentence.

ANSWER KEY: explorer

4 **Stick and color. Then play the game.** Students cut out the corners from each page in their Workbook, and then stick them in the corner spaces and color the pictures. In pairs, students look for similarities and differences between their diagrams, e.g., *It's a backpack/It's a backpack. Same. It's a red backpack/ It's a blue backpack. Different*.

5 **Read. Then think and write.** Students write a list of things they do and don't have, including their hair, clothes, and personal belongings.

Students color the corner picture. Ask students to look at the Progress Chart for Unit 1 and check the things they can now do.

Home–school link: Students can do this activity at home. They make a backpack from a paper bag to show their families.

DIGITAL SAMPLE

Lesson 9 – Project: Let's make a club book!

Objectives
- **Lesson aim:** to make a collaborative club book
- ♻ **Reviewed language:** *He/She has… long/short/dark/blond hair*; *backpack, belt, cap, coat, glasses, scarf, sneakers, watch*

GSE
- **Productive: Writing:** Can spell a range of common words.
- **Productive: Speaking:** Can describe someone's physical appearance using one or two words. Can give basic compliments, using simple fixed expressions.

Shine: Time to shine!
- Provide support for the independent elements of project work, such as drawing or taking pictures, by making sure students know exactly what they have to do at each stage.
- Promote respectful interactions in collaborative work by encouraging students to praise each other's work.
- Write the lesson objective on the board: *We're going to make and present a club book.*

Materials
- Students' Explorers Club passports; plain paper, coloring pencils, (optional) cameras and printer

Step 2 Create

5 Think about your friends. What do they have? Check (✓).

6 Make a club book. Draw or take pictures. Write.

7 Describe your friend.

Look! This is Zana.

Time to shine!

8 Share your club book with the class.

What a great picture!

That's my best friend. She has long hair.

I appreciate my friends and community.

Unit project A club book 19

Starting the lesson
- Ask students to find their Explorers Club passports which they made in the Welcome Unit. Students stand up and walk around the classroom, showing their passports to their classmates and sharing key information, e.g., *My name is Pepe. I like dogs. I have a brother. My favorite day is Friday.*

Step 2: Create
- This section reviews Global Citizenship skills from the Build and Grow spreads like personalization, creativity, and collaboration. Activity 5 focuses on personalization and Activity 6 promotes creativity. Activities 7 and 8 foster collaboration and communication skills as students collate their work to create a club book before presenting to the class.
- Make sure that students understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, instead of just asking them to create a poster, give them clear step-by-step instructions:

  1 Choose or draw the pictures you want to use.
  2 Fill the page.
  3 Use a lot of color.
  4 Write the words neatly next to the pictures.

- Show students what is required of them. Some students may need more support to keep in mind all the key elements of a successful project. Other students may be aware of the key elements but may require further suggestions to motivate them to improve. Above all, project work is a chance for students to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.

DIGITAL SAMPLE

Starting the lesson

Learning path

Project: Activity 5

Project: Activity 6

Project: Activity 7

5 **Think about your friends. What do they have? Check (✓).**
- Tell students that all their classmates are in the Explorers Club. They are going to describe the different members of the club.
- Students choose one or two friends, think about what they have, and check the relevant pictures.

TEACHER TIME TO SHINE: inclusivity
When asking students to choose friends to include in an activity, it's important to make sure all students are involved and that nobody feels left out. Discuss the importance of making everybody feel included with the class and encourage students to choose one person who isn't one of their usual group of friends in the activity.

PROJECT TIP: digitalization
If you have the facilities, have students make digital e-books. They can scan or upload their pictures and use a book creation app or a collaborative document. Students can continue to add more information to their e-book as the course progresses.

6 **Make a club book. Draw or take pictures. Write.**
- Draw students' attention to the picture of the club book and elicit that students can either draw or take pictures of their friends.
- Write a model on the board, e.g., *This is Emma. She's seven years old. She has long, dark hair. She has a cap.*
- Students draw pictures of their classmates or take pictures and print them out.
- Students write sentences about the people in their pictures.

7 **Describe your friend.**
- Students show their pictures to each other in pairs or small groups, describing each member of their club.
- Students can work in groups or as a whole class to collate their pages to create a book. Provide binders or folders in which students can insert their pages. Fast finishers can design a cover and contents page.

Time to shine!

8 ⭐ Assess **Share your club book with the class.**
- Tell students they are going to share their book with the class. Read the example on the page.
- Give groups time to discuss who is going to talk about each page and to practice before presenting to the class. Encourage them to make positive comments about the other groups' presentations. If you have a big class or less confident students, have them present to smaller groups. SUPPORT Write sentence starters on the board to help

students remember key information and organize their presentations: *This is… . He/She has… hair. He/She has (a)… .* STRETCH Have students include further information about their friends. Challenge them to use as many words from the unit as they can.

🌍 Global Citizen Remind students of the Global Citizenship topic of appreciating people in the community. Explain that their class and the Explorers Club are also small communities. Elicit ideas about how students can show their appreciation for their classmates, fellow explorers, and their teacher.

Ending the lesson
- Ask students to look back through the unit and to find something they would like to do again. This could be a song/chant, an activity, or a game. Hold a vote to find out which activity is the most popular and then have students do it again.

Time to shine! ⭐ **Assess**

ACHIEVE The student can name personal things/accessories. The student can ask and answer about personal possessions using *Do you have… ? Yes, I do./No, I don't.*

ADJUST The student can describe what people have in a few words, but with errors in the sentence. → Play the chant from Lesson 4 again, asking students to repeat each sentence.

EXCEED The student can name personal things and possessions. The student can describe people without prompts. → Work on the student's intonation and pronunciation by modeling examples.

Unit 1 review notes
- Use this space to take notes on what your students might need to revisit based on their performance in the review lesson.

_____

_____

_____

_____

_____

_____

Goodbye from the Explorers Club

Key learning outcomes

in Goodbye, the students will:

Wonder
Recall words, phrases, and expressions used in songs and chants

Imagine
Recognize familiar phrases and sentences in short texts

Build
Use phrases and short sentences to describe familiar people or objects, or express opinions

Grow
Initiate and participate in social exchanges/conversations in English

Shine
Consolidate target vocabulary and structures through story and song

Unit overview

Target vocabulary

Course vocabulary consolidation: *backpack, bike, build a sandcastle, burger, cap, cook, donkey, eggs, fish, flowers, goat, go on vacation, grow, hallway, horse, juice, jump rope, kitchen, mascot, play soccer, play tennis, play the guitar, rabbit, swim, swing, wall, yard*

Target structures

Course structures consolidation: *There's (a horse) in (the yard). Where? It's (behind) (the wall).*
I want to (go on vacation). Me, too!
Can you (ride a bike)? Yes, I can.

Language stretch

It's vacation time.

Functional language

I want to go there!

Recycling and building

Goodbye! Have a great vacation!

Competency focus

Having interest in interacting with others; understanding intercultural and socioeconomic dimensions of society.

Key progress indicator chart

GSE range for Level 2: 15–26 (stretch 29)	Development indicator:
Speaking	**Talk about myself and my world**
Working towards: taking part in a short dialog of 1–2 exchanges or give a short monolog of 2–3 sentences.	
Learners can get someone's attention using a fixed expression. (23)	Use a few words to briefly participate in a narrow range of everyday social exchanges.
Learners can answer simple questions about where people or things are, using basic phrases. (24)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.
Learners can describe the position of objects or people in a basic way, using pictures or gestures. (26)	Use simple language to talk about and describe familiar objects and situations.
Learners can express likes and dislikes in relation to familiar topics in a basic way. (29)	Use simple language to express basic opinions or feelings in short stretches of speech.

Goodbye from the Explorers Club

Objectives

- **Lesson aim:** to review language from Units 1–6
- 🔄 **Recycled language:** *backpack, bike, build a sandcastle, burger, cap, cook, donkey, eggs, fish, flowers, goat, go on vacation, grow, hallway, horse, juice, jump rope, kitchen, mascot, play soccer, play tennis, play the guitar, rabbit, swim, swing, wall, yard*

GSE

- **Receptive: Reading:** Can get the gist of a very simple illustrated story.
- **Receptive: Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses.
- **Productive: Speaking:** Can show interest in an idea using simple language and gestures.

Shine: I can shine!

- Tell students this is the final lesson in the book. Ask students to remember as much as possible about the characters and their lives from the whole book. Then have them look back at the work they have done throughout the year and comment on it in pairs or small groups. Encourage students to praise each other's work and ask questions about it.
- Write the lesson objective on the board: *We're reviewing what we have learned in the book and saying goodbye.*

Starting the lesson: warm-up

- Put students into groups. Give each group one or more sets of picture cards, and have them mix them up and place face down on the table.
- Students play pelmanism, taking turns turning over and matching a picture card and a word card. When they have finished, they place the cards face down and mix up for the next group. They stand up and move to another desk to play with the next set. Continue until each group has played with the cards on each table.

Big Picture: What is Oscar doing?

- ⭐ *Diagnose* Ask students to look at the main picture and find Oscar. Ask *What's he doing?* and elicit that he's eating a burger.
- Ask further questions to elicit key vocabulary and language from Units 1–6, e.g., *How many flowers are there? What's Peanut sitting on? Can Basil ride a bike? Do you like burgers?*

1 🎧 7.01 Listen and explore.

- Ask students to look at the picture and say what they think the children are talking about.
- Play the audio and have students point to the characters in the picture as they listen.
- Ask *What do they want to do? (go on vacation).*

Starting the lesson   **Big Picture**   **Activity 1**   **Activity 2**

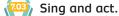DIGITAL SAMPLE

2 🎧 **7.02** **Listen again and check (✓).**
- Draw students' attention to the pictures and elicit the vocabulary.
- Play the audio again and have students check the pictures as they hear them. Alternatively, you could have students raise their hand or stand up when they hear the words.

> **ANSWER KEY:** backpack, yard, horse, ride a bike, burger, go on vacation

3 ▶️ **Watch.**
- Play the audio and ask students to follow in their books.
- Then role-play the video. Let confident students choose a character and play the video without sound, letting them role-play the characters. (SUPPORT) Before watching the video, tell students to look at the picture in their books and ask them what they think they will hear or see. (STRETCH) Ask confident students to listen for particular words and phrases, e.g., *horse*, *ride a bike*, *Are you eating?* and to raise their hands when they hear them.

4 🎧 **7.03** **Sing and act.**
- Play the audio and have students listen and follow the lyrics on the page.
- Play the song again and have students join in.
- When students are confident, play the karaoke version (audio track 7.04) and have them sing along and do the actions.

5 **Draw you as an explorer. Then say.**
- Students draw themselves dressed as explorers. They can also draw pictures of the activities they'd like to do during the vacation. They share their pictures and say what they want to do before they start school again.

Ending the lesson
- As students have finished Level 2, ask them to give each other a round of applause to celebrate completing the course.

Workbook pages 58–59

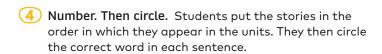**1** **Look and write.** Students write the words under the pictures.

> **ANSWER KEY:** 1 cook, 2 play the guitar, 3 build a sandcastle, 4 horse, 5 cap, 6 juice, 7 catch, 8 living room

2 **Think and write. Then say.** Students think about what they have and about activities they want to do as an explorer and complete the chart.

3 🎧 **7.05** **Listen and check (✓) or put an ✗. Then say.** Students listen and put a check mark or an ✗ next to the pictures.

> **ANSWER KEY:** 1 ✗, 2 ✗, 3 ✓, 4 ✓

4 **Number. Then circle.** Students put the stories in the order in which they appear in the units. They then circle the correct word in each sentence.

> **ANSWER KEY:** (starting from the top left picture)
> 3 donkey, 6 soccer, 2 kitchen, 4 swim, 1 mascot, 5 cooking

5 🎧 **7.06** **Listen and write. Then sing.** Students listen to the song and complete the gaps. They sing the song.

> **ANSWER KEY:** Goodbye, Peanut, explorer, see, great

Activities 1 and 2 — Audio script

Tess	*Wow! Look at the yard!*
Clara	*There's a horse in the yard.*
Oscar	*Where is it?*
Clara	*It's behind the wall.*
Oscar	*Oh, yes!*
Tess	*Oscar, are you eating?*
Oscar	*Yes, I am! I'm eating a burger!*
Tess	*Yum! I want to go on vacation.*
All	*Me, too!*
Clara	*Look at Peanut! He has a backpack!*
Tess	*Come on, Peanut, let's go on vacation.*
Oscar	*Basil, can you ride a bike?*
Basil	*Yes, I can and… Look at this bike!*
Clara	*Wow! It's amazing. Let's go explore!*
Tess	*Look. What's that?*
Stella	*It's the new library.*
Tess	*Oh, I want to go there!*
Basil	*OK. But first it's vacation time!*
All	*Hooray! Have a great vacation!*

English Benchmark Young Learners

The end of Level 2 is a good time to introduce English Benchmark Young Learners Level 1 to supplement in-course assessment. The formative information it provides can help inform remediation, summer assignments, or planning for the following year. Having students take a test once per year enables teachers to track their progress throughout elementary school. English Benchmark Young Learners is aligned to internationally recognized measures and therefore can also be used to assess readiness for external high-stakes exams. For more information on using English Benchmark Young Learners, administering the test and interpreting scores, please visit pearsonenglish.com/benchmark.

Objectives
- **Lesson aim:** to talk about celebrations
- **Target language:** *balloon*, *barbecue*, *cake*, *candle*, *gift*, *sparkler*

Materials:
- Audio; Picture Cards; twigs, colored paper strips, foil strips, cellophane strips, scissors, tape

Let them shine!

What can you see?

1 🎧 Listen and number. Then say.

sparkler ☐
balloon ☐
barbecue ☐
candle ☐
gift ☐
cake ☐

2 🎤 🎧 Sing and act. Listen again and circle.

It's your birthday, let's have fun!
A cake and a sparkler for everyone!
A watch, a backpack, a book, and a ball!
Thank you for my gifts! I like them all!

3 Make a sparkler decoration.

Do you have a sparkler?

Yes, I do. Look!

78 Celebrations Let them shine!

Starting the lesson
- Do a short guided visualization with the class. Tell students to imagine that it's their birthday. They are having a party to celebrate. Ask questions to encourage students to think about different aspects of their party.
- Students share what they imagined in pairs.

Big Picture: What can you see?
- ⭐ Ask students to look at the main picture and say what they can see. Elicit that the picture shows a birthday party. Point to things they may know in the picture and ask questions about what is going on.

1 🎧 **Listen and number. Then say.**
- Ask students to read the words and point to any they know in the picture.
- Play the audio and have students find the words in the picture and number them.

- Play the audio again and pause after each word for students to repeat it. Then have students trace the words.

ANSWER KEY: 1 candle, 2 sparkler, 3 cake, 4 balloon, 5 gift, 6 barbecue

2 🎧 **Sing and act. Listen again and circle.**
- Tell students to imagine they are at the party in the picture. Ask *What gifts can you see?* and elicit answers.
- Play the audio and have students point to the items in the picture as they hear them.
- Play the song again and have students join in and do actions.
- Play the song a third time and tell students to circle the gifts that are in the song.

ANSWER KEY: watch, backpack, book, ball

3 **Make a sparkler decoration.**
- Draw students' attention to the project picture and ask them what it shows (a sparkler). Show students the materials you have brought in and ask how they could use the materials to make a sparkler.
- Students make their sparkler decorations individually by cutting out strips of different colored paper and sticking onto their stick.
- Students go around the class showing their sparklers to each other and asking and answering questions.

Ending the lesson
- Play a miming game with the class. Nominate students to come to the front and mime using one of the items from the lesson, e.g., lighting a sparkler or cutting a cake.

Workbook page 60

1 🎧 **Look and write. Then listen and circle.** Students look at the numbered pictures and write the words on the lines. They then read the lyrics to the song, listen, and find any of the words that are in the song.

ANSWER KEY: 1 candle, 2 gift, 3 balloon, 4 barbecue, 5 cake, 6 sparkler **Circle:** cake, sparkler

Activity 1		Audio script
1 *a candle*	3 *a cake*	5 *a gift*
2 *a sparkler*	4 *a balloon*	6 *a barbecue*

DIGITAL SAMPLE

Starting the lesson   Big Picture   Activity 1   Activity 2   Activity 3   Workbook Practice   Ending the lesson

WORKBOOK 2 AUDIO SCRIPT

WELCOME UNIT LESSONS 4 AND 5

Track 0.13

1 **Adult** *What's this?*
  Child *This is my pen. It's red.*
2 **Adult** *What's that?*
  Child *That's my notebook. It's yellow.*
3 **Adult** *What's that?*
  Child *That's my eraser. It's blue.*
4 **Adult** *What's this?*
  Child *This is my ruler. It's purple.*

UNIT 1 LESSON 2

Track 1.06

1 **Girl** *Do you have a backpack?*
  Boy *Yes, I do!*
2 **Girl** *Do you have glasses?*
  Boy *No, I don't!*
3 **Girl** *Do you have a cap?*
  Boy *No, I don't.*
4 **Girl** *Do you have a watch?*
  Boy *Yes, I do!*

UNIT 1 LESSON 5

Track 1.13

1 **Adult** *Hello, Sally. Do you have a scarf?*
  Girl *Yes, I do. I have a short scarf.*
  Adult *Do you have a short coat?*
  Girl *No, I don't. I have a long coat.*
    And I have long, dark hair!
2 **Adult** *Hi, Ben. Do you have a short scarf?*
  Boy *No, I don't. I have a long scarf.*
  Adult *Do you have a coat?*
  Boy *Yes, I do. I have a short coat.*
    And I have short, blond hair!

Track 1.14

1 *w – w – w watch*
2 *y – y – y yellow*
3 *w – w – w windy*
4 *y – y – y yo-yo*
5 *w – w – w white*

UNIT 2 LESSON 2

Track 2.06

1 **Girl** *Where's Grandma?*
  Boy *She's in the bedroom.*
2 **Girl** *Where's Mom?*
  Boy *She's in the kitchen.*
3 **Girl** *Where's Dad?*
  Boy *He's in the garage.*
4 **Girl** *Where's Grandpa?*
  Boy *He's in the bathroom.*

UNIT 2 LESSON 5

Track 2.13

1 **Boy 1** *Where's my notebook?*
  Adult *It's in the bedroom.*
    It's on the table.
  Boy 1 *Oh... Thank you!*
2 **Girl** *Where's my notebook?*
  Adult *It's in the bedroom.*
  Girl *Where?*
  Adult *It's on the bed.*
  Girl *Oh... Thank you!*
3 **Boy 2** *Where's my notebook?*
  Adult *It's in the bedroom.*
  Boy 2 *Where?*
  Adult *It's next to the couch!*
  Boy 2 *Oh... Thank you!*

Track 2.14

1 *r – r – r red*
2 *l – l – l lamp*
3 *l – l – l ladybug*

REVIEW 1

Track 2.19

1 **Boy 1** *This is my family.*
  Adult *What a great picture!*
  Boy 1 *Thanks!*
2 **Girl 1** *Let's clean up!*
  Boy 2 *Great idea! Let's put the books here!*
3 **Boy 1** *This is my friend, Anna.*
  Girl 2 *Oh, what a great picture!*
4 **Boy 2** *Let's clean up! Let's put the pencils here!*
  Girl 1 *Great idea!*

UNIT 3 LESSON 2

Track 3.06

Boy *Look at the farm animals!*
Girl *Yes! There's a goose! And there's a donkey!*
Boy *There isn't a turkey.*
Girl *There isn't a sheep. But...*
  There's a cow and there's a horse!

UNIT 3 LESSON 5

Track 3.13

Adult *What's at the farm?*
Girl *There isn't a cow at the farm.*
  There's a donkey.
  There's a turkey.
  There isn't a chicken.
Adult *Oh, yes! There's a donkey behind the bush.*
  There's a turkey behind the wall.

Track 3.14

1 *ee – ee – ee bee*
2 *oo – oo – oo goose*
3 *ee – ee – ee teeth*

UNIT 4 LESSON 2

Track 4.06

1 Woman   *Can you catch?*
   Boy   *No, I can't!*
2 Woman   *Can you kick?*
   Girl 1   *Yes, I can!*
3 Woman   *Can you swing?*
   Girl 2   *Yes, I can!*

UNIT 4 LESSON 5

Track 4.13

Boy   *This is Ann. She's my sister.*
Girl 1 *Can she ride a bike?*
Boy   *No, she can't. But she can swim.*

Girl 2 *This is Bill. He's my brother.*
Girl 1 *Can he climb?*
Girl 2 *No, he can't. But he can play soccer.*

Track 4.14

i – i – i play
a – a – a climb
a – a – a bike
i – i – i day

REVIEW 2

Track 4.19

1 Girl 1   *Excuse me. Where's the farm?*
   Adult   *It's behind the house.*
   Girl 1   *Oh, yes. Thank you!*
2 Boy 1   *Would you like to join the music club?*
   Girl 2   *Yes, of course.*
3 Boy 2   *Excuse me. Where's the cafe?*
   Adult   *It's in the yard.*
   Boy 2   *Oh, yes. Thank you!*
4 Girl 1   *Would you like to join the soccer club?*
   Boy 1   *No, thanks. I can't play soccer.*

UNIT 5 LESSON 2

Track 5.06

1 Adult   *What are you doing?*
   Boy   *I'm drinking juice.*
2 Adult   *What are you doing?*
   Boy   *I'm eating cereal.*
3 Adult   *What are you doing?*
   Boy   *I'm eating an egg.*
4 Adult   *What are you doing?*
   Boy   *I'm eating an orange.*

UNIT 5 LESSON 5

Track 5.13

1 Girl   *Are you drinking apple juice?*
   Boy   *No, I'm not. I'm drinking tomato juice.*
2 Girl   *Are you cooking an egg?*
   Boy   *Yes, I am.*

3 Girl   *Are you making a salad?*
   Boy   *No, I'm not. I'm making cookies.*
4 Girl   *Are you eating a carrot?*
   Boy   *No, I'm not. I'm eating a banana.*

Track 5.14

1 o – o – o orange
2 i – i – i fish
3 o – o – o pot
4 i – i – i dish
5 i – i – i chicken
6 o – o – o donkey

UNIT 6 LESSON 2

Track 6.06

1 *I want to read comic books.*
2 *I want to collect shells.*
3 *I want to build a sandcastle.*
4 *I want to play at the beach.*

UNIT 6 LESSON 5

Track 6.13

1 Girl   *Do you want to play soccer in the morning?*
   Boy   *Yes, I do!*
2 Girl   *Do you want to read comic books in the afternoon?*
   Boy   *No, I don't.*
3 Girl   *Do you want to swim in the afternoon?*
   Boy   *Yes, I do!*

Track 6.14

1 e – e – e wet
2 u – u – u sun
3 u – u – u run
4 e – e – e bed
5 e – e – e teddy bear
6 u – u – u fun
7 u – u – u ladybug
8 e – e – e red

REVIEW 3

Track 6.19

1 Girl   *We need carrots.*
   Man   *OK. Let's go shopping!*
2 Boy 1   *Look! The flag is green. Let's swim in the ocean!*
3 Boy 2   *We need cookies.*
   Woman   *OK. Let's go shopping!*
4 Man   *The ocean is dangerous. There's a red flag.*
            You can't swim now.

GOODBYE

Track 7.05

1 *There's a goat behind the bush!*
2 *There isn't a goose in the yard.*
3 *There's cereal on the table.*
4 *There isn't a coat in the hallway.*

OUR WORLD VIDEO SCRIPTS

UNIT 1: LET'S EXPLORE

This is a community.
There are a lot of different communities in the world.
They can be big.
Or small.
A lot of different people live together in a community.
Who can we find in this community? Let's explore!
This is Anna.
She has long, blond hair.
Does she have a backpack?
Yes, she does!
Narration
Today, Anna is at school. This is her classroom...
And this is her teacher!
Anna's teacher helps her to learn.
It's a very important job!
Sometimes Anna visits the nurse.
The nurse helps people to be healthy.
She has dark hair.
And she has a watch.
Anna's teacher and nurse look after her.
She's happy!
Aww!
This is Ben!
He has short, dark hair.
Ben's dad is a builder...
He builds houses.
Ben's grandpa is a builder, too!
He has glasses.
Ben helps his dad and his grandpa!
That's awesome!
This is Rachael.
She has long hair.
Does she have a cap?
Yes, she does!
Rachael is in a restaurant.
Her dad is the chef!
He makes food for the community.
He has a special white coat.
He's making pizza.
It's delicious!
Yum!
Teachers, nurses, builders, and chefs help people.
They are heroes in our community!

UNIT 2: LET'S BE HAPPY AT HOME

What's this?
It's a home!
Homes are different all around the world.
Some homes are small!
And some homes are tall...
Look at that!

This is Michi's home... and this is his family!
They live in Japan.
It's the morning!
Where's Michi?
He's in the bedroom!
Michi gets out of bed...
He cleans up...
He eats breakfast at the table with his family...
Yum!
And then he goes to school!
Bye, Michi!
This home is in England! Rohan and Farwah live here with their
Grandma... Mom... And Dad.
Where's Rohan?
He's playing in the living room!
Where's Farwah?
She's in the kitchen with Mom!
Darcee and Judah live in England, too!
This is their home. It's big!
They love to jump on the bed...
And play in the yard!
Cool!
Where's the yard?
It's next to the house!
Darcee and Judah are happy at home...
Rohan and Farwah are happy at home...
And Michi is happy at home...
Let's be happy at home, too!

UNIT 3: I LOVE NATURE!

This is a farm!
We can see, smell, hear,
and touch a lot of different animals here!
What animals can we see? Let's look!
What's behind the wall?
There's a turkey!
What's in the grass?
There's a chicken!
What's behind the fence?
There's a goat!
The goats are hungry.
And this horse is hungry, too.
The horse eats grass. It tastes good!
Look at that!
What animals can we hear? Let's listen!
donkey braying
It's a donkey!
"moo"
It's a cow!
goose sound
It's a goose!
Cool!
What animals can we touch?

3

JUNIOR
Teacher's Book

Making the world more

PES

Empowers every child to reach their potential and shine.

Built in GSE Learning Objectives allow teachers to track, plan, and measure each learner's progress. Child-friendly charts show their personal learning journey, promoting autonomy and responsibility. With a rigorous approach to formative assessment, every lesson is designed to help each child achieve their learning goals.

Appealing stories and real-life content create a world that learners can relate to in their own lives. Well-structured activities develop future skills, such as collaboration and teamwork, communication, critical and creative thinking, and self-management.

PES Junior's unique mix of printed and digital components is designed for use in inclusive classrooms. Support for individual learning needs ensures learners grow in confidence and achieve their best, preparing them to become global citizens of tomorrow.

Plus:
⭐ 360° online games powered by **SEPPO**®
⭐ Our World videos
⭐ Themes from the Sustainable Development Goals

For students
⭐ Student's Book and eBook
⭐ Workbook and eBook
⭐ Busy Book
⭐ Digital Activities

	CEFR	GSE	Benchmark	Cambridge English
Book 2	<A1/A1	10-22	-	Pre A1 Starters
Book 3	<A1/A1	15-26	Level 1	Pre A1 Starters
Book 4	A1	22-30	Level 2	A1 Movers
Book 5	A1/A2	26-35	Level 3	A1 Movers
Book 5+	A2	31-39	Level 3/4	A2 Flyers

pes.English

SUSTAINABLE DEVELOPMENT GOALS

We support the Sustainable Development Goals

DIGITAL SAMPLE