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Teacher's Edition









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Course overview	
Scope and sequence	4
Introduction	6
Using Rise and Shine	8
Component overview	10
Course methodology	
Skills development in <i>Rise and Shine</i>	12
Future skills	13
Unit walkthrough	15
Measuring progress in <i>Rise and Shine</i>	18
Practical tips and planning	
Managing inclusive classrooms	21
Teaching with video	22
Facilitating speaking	23
Teaching with posters	24
Classroom management	25
Games and extensions	26
Classroom language	28
Course planning	29
Teaching notes and scripts	
Teaching notes	30
Workbook 3 audio script	172
Our World video scripts	175

** Scope and sequence



	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
Welcome to Rise and Shine Library	Numbers 20–50; places in a library: courtyard, gallery, information desk, multimedia room, reading corner, study area	The (library) has/ doesn't have (a gallery).	Items in a library: beanbag, computer, poster, TV	Does the (library) have (computers)? Yes, it does./No, it doesn't.
All about school!	School subjects: art, drama, English, geography, history, technology, math, music, P.E., science	What do you have on (Monday)? I have (art) and (geography) on (Monday).	Routine actions: brush my teeth, go to bed, go to school, have breakfast, take a shower, wake up	What time do you (wake up)? I (wake up) at (seven o'clock).
Explore our town! Review 1 All about us (Unit 1 and 2)	Places in a town: bus stop, cafe, drugstore, grocery store, hospital, movie theater, police station, sports center, store, town square	There are some (stores). There aren't any (schools).	Jobs: bus driver, doctor, librarian, police officer, sales clerk, server	Is there a? Yes, there is./No, there isn't. Are there any? Yes, there are./No, there aren't.
E Let's tell stories!	Book characters: astronaut, inventor, villain, explorer, pirate, prince, princess, spy, storyteller, superhero	The book is about (a villain). Is she (happy)? Yes, she is./No, she isn't.	Adjectives: brave, cute, kind, scary, smart, strong	Are they (smart)? Yes, they are./ No, they aren't.
Party at the library! Review 2 Our community (Unit 3 and 4)	Hobbies: acting, coding, having a party, juggling, learning an instrument, painting, playing chess, playing video games, taking pictures, trading cards	She likes (taking pictures). He doesn't like (playing chess).	Activities: being outside, doing crafts, helping people, learning something new, playing sports, using computers	Does he/she like (being outside)? Yes, he/she does./No, he/ she doesn't.
5 Let's save our animals!	Animals: leopards, lions, monkeys, pandas, parrots, penguins, rhinos, snakes, tigers, zebras	Tigers can/can't (run). Can they (fly)? Yes, they can./No, they can't.	Animal parts: feathers, fur, spots, stripes, tail, wings	They have/don't have (fur). Do they have (spots)? Yes, they do./ No, they don't.
Come on an adventure! Review 3 Our world (Unit 5 and 6)	Vacation activities: building a fort, drawing, fishing, having a picnic, hiking a nature trail, reading a map, riding a bike, rock-climbing, sailing, skateboarding	He/she's (fishing). He/she isn't (riding a bike).	Places in nature: country, forest, island, lake, mountain, river	What's he/she doing? He's/She's (skateboarding). Is she (riding a bike)? Yes, she is./No, she isn't.
Goodbye	Have a great summer! See you s	roon!		
Celebrations	World Teachers' Day: cafeteria, World Kindness Day: care about talk to a fr. World Book Day: costume, dress World Environment Day: grow water the plants	someone, give some iend s up, inventor, king, d	eone a gift, help someon queen, tell a story	e, say thank you, smile,

Pronunciation	Functional language	Global citizenship	Real-world writing	Project
	Telling the time What time is it? It's (one o'clock/one-thirty).	I appreciate community spaces.		A library record
/ɔɪ/ b oy , /ɒːk/ w alk	Asking and answering about travel to school How do you go to school? I go (to school) by (bus)./ I walk (to school).	I appreciate different school days. classroom, homework, playground, schedule Learning to learn, being curious and motivated to learn something new.	A diary entry	A photo diary
/er/ th ere , /ɑːr/ p ar k	Talking about where you live Where do you live? I live on (Park Street).	I learn about different towns. bench, community, fountain, friendly Participate in community activities and enjoy community spaces.	A leaflet	A town map
/b/ b ook, /v/ bra v e	Giving opinions, agreeing and disagreeing: I think this book is great. So do I./Oh, I do.	I enjoy storytelling. beautiful, exciting, fun, interesting Have interest in and enjoy books and stories.	A book review	A story character
/3:r/ g ir l, /1ŋ/ th ing s	Talking about what you're good at Are you good at (coding)? Yes, I am./No, I'm not. I want to learn.	I learn new hobbies and crafts. cut, fold, knit, stick Understand the importance of trying new things.	Instructions	A new hobby
/s/ s nake, /ʃ/ sh e	Making and responding to suggestions Let's (watch a movie). I'm not sure./Yes, that sounds great!	I appreciate animal habitats. desert, grassland, jungle, ocean Appreciate the importance of animals for our planet and how we can coexist.	An animal fact sheet	An animal project
/ər/ weath er , /oʊ/ sn ow	Talking about the weather What's the weather like today? It's cloudy/rainy/snowy/sunny/windy.	I enjoy activities outside. kayaking, skiing, sledding, windsurfing How to have an adventure close to home, stay active, and enjoy being outside.	A blog post	An adventure park ad
Future skil(s	Future skills 1: Encouraging Future skills 2: Community s Future skills 3: Listening	spaces Future skills 5:	: Learning to learn : Making decisions : Problem solving	



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.



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 Book.



activities that spark interest, draw on prior knowledge, and set out the guest for the unit



imaginative stories and activities that encourage cognitive engagement



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



real-world content that opens students' eyes through a global citizenship objective and provides opportunities to relate language back to their own lives



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 that 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.

Welcome to Rise and Shine Library!

Each level of *Rise and Shine* takes place in a different setting that is relatable to students but offers opportunities to explore. Level 3 takes place in Rise and Shine Library, where we meet the following main characters: Daniel, Alicia, Lena, Rafa, Thomas, and Biscuit the cat. 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.





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 presents ten key vocabulary items while an additional six key items are presented in Lesson 3. 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 Word connections list 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 3, 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 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. 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 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 the 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 provided with 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' mastery of the language and skills taught in the Student Books in relation to specific learning outcomes. A Diagnostic test helps teachers check previous learning and identify any areas for particular attention throughout the year. Dedicated activities in the Student 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.

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 activity types over and over.
- fun contexts that students can relate to,
- age-appropriate real-world content,
- stories, songs, 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

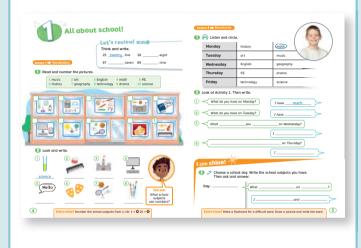
Student Book and eBook

The Student 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, six Future skills lessons, and six Grammar lessons.



Workbook and eBook

The Workbook provides reinforcement and consolidation of the language and skills presented in the Student Book. It contains practice for every lesson in the Student Book and a Word connections list 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

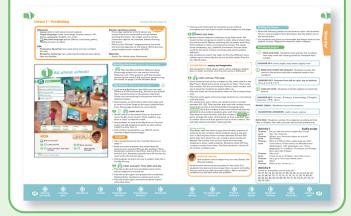
Students can access extra activities online on the Pearson English Portal. Here, they can complete assigned homework and check their progress, play extra games, listen to the course songs, and watch the course videos.



For teachers

Teacher's Book

The Teacher's Book 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 Book and Workbook. All tracks are appropriately numbered on the pages of the Student 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

Presentation tool

The presentation tool offers teachers online lessons for presenting the material using an interactive whiteboard or projector. The lessons contain activities mirroring the sequence of material in the Student Book and the Teacher's Book 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 presentation tool is also available offline.



Resources

The Pearson English Portal is an online location where teachers and students can find all the materials and tools that can be used inside and/or outside the classroom with *Rise and Shine*. Teachers can use it for lesson preparation, to deliver 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 videos for the course in one place,
- digital versions of posters, flashcards, and story cards,
- extra resources, such as worksheets and games.

Flashcards

There are 130 flashcards at Level 3, illustrating the two vocabulary sets for each unit. The lesson plans offer ideas and support for using flashcards 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, as well as the audio script for the story frame. The story cards are half letter size and easy to use.



Posters

The posters designed for *Rise* and *Shine* are a great visual aid and can be used throughout the course. The posters include an introduction to Rise and Shine Library and story characters, vocabulary items, the Student Book Progress Chart, encouraging mindfulness and a growth mindset.





Skills development in Rise and Shine

	Support	Lowest within range	Highest within range	Stretch
Speaking	Can use a few simple words to describe objects (e.g., color, number), if supported by pictures. (19)	Can say how they feel, using a limited range of common adjectives (e.g., happy, cold). (22)	Can describe someone's likes or dislikes in a simple way. (30)	Can talk about a familiar place in a basic way. (35)

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 3, the GSE range covered is 22–30 as core, but includes learning objectives as high as 35 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 3 students should have developed their early reading, decoding, and phonics skills introduced and practiced in Levels 1 and 2. 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 3, students build on their ability to write short and simple phrases with support and by the end of Level 3 should be able to write basic sentences on familiar topics.

Speaking: Speaking skills are taught through a meaningful task-based approach. The course draws on a range of 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 3, students should be able to recall skills introduced and practiced throughout Levels 1 and 2 and be able to answer simple questions on very familiar topics. Students should know and apply fixed formulas and expressions, and be able to respond politely and appropriately in a social context.

Listening: In Level 3, students are building on the listening skills that have been systematically developed across Levels 1 and 2 through predominantly aural input. By the end of Level 3, students should be able to follow short stories and animations if supported by gestures and repetition, understand the general meaning of new words and use the knowledge they have to be able to work out the role of a new word.

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 use a few simple words to describe objects (e.g., color, number), if supported by pictures. (19)

Competency: Building Complexity – talking about and describing a range of topics, situations, feelings, and attitudes with an increasing level of detail and complexity.

Development Indicator: Learners can use a few words to name, talk about, or describe familiar situations.

The development indicators capture each discrete skill that students 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.

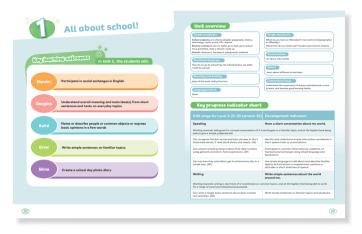
The skill coverage charts on the Pearson English Portal show the key skills covered across the course and the learning objectives in each level that relate to these. By monitoring student performance on the tasks relating to these objectives, teachers can see how students are progressing within and across 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. A copy of the chart can be downloaded from the Pearson English Portal for students to complete.





Every unit in the Teacher's Book 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 quide to the unit objectives and key progress indicators.



The Global Scale of English (GSE) is a standardized, granular scale that measures English language proficiency. Unlike some other frameworks that 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 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. The Future skills lessons in the Student Book enable students to learn about and develop specific skills further, with detailed teachers' notes available on the Pearson English Portal to support the delivery of these lessons. 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 confidently use 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 that 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 Daniel sparks students' interest and enquiry with a personalized question.

- Enquiry
- Critical and reflective thinking



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

- Imagination
- Critical and reflective thinking



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

- Communication
- Self-management



The Grow helper Thomas 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 Book offers teachers extra support by explaining how images, stories, and activities 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



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 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 3: Good health and wellbeing (being motivated, learning new hobbies and skills; Unit 4)



SDG 4: Quality education (understanding the importance of learning; Unit 1, Unit 3)



SDG 11: Sustainable cities and communities (participating in community activities, important places; Unit 2)



SDG 15: Life on land (respect for animals, exploring nature; Unit 5)

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



Unit title: sets out the quest for the unit and the project end goal.

Progress path: sets out the learner journey and reaffirms the stage the students are on.



I wonder question: engages students with the unit topic and sparks curiosity. Students find out the answer to the question in the unit.

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, promotes learning in context.
- The Pearson English Portal offers students of all levels further practice to help reinforce the learning objectives and consolidate their learning.
- The Workbook Word connections list helps students to review vocabulary.

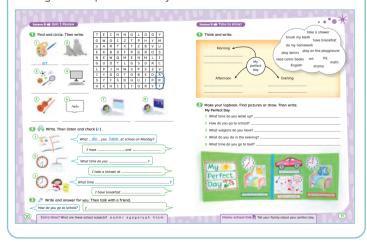
Digital: Flashcard presentation, *Our World* video, extra vocabulary practice.

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.

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 lapbook activity.

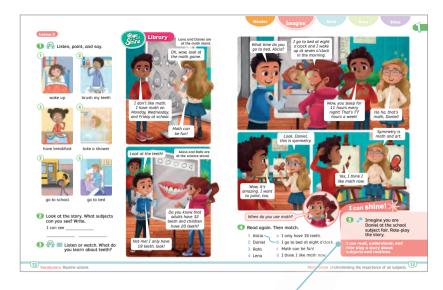


Digital: Grammar presentation and additional grammar practice, karaoke song.

Lesson 3

Imagine stage: stories and activities to encourage cognitive engagement.

- Six new vocabulary items are presented as a cohesive set.
- A pre-reading activity that uses simple reading strategies and a Vocabulary 2 review.
- The story develops reading skills and strategies.
- A reading comprehension activity that checks understanding of the text, provides additional vocabulary practice, and further develops reading skills appropriate for the level.
- The I can shine reading comprehension provides further consolidation of the text and gives students the opportunity to personalize the story.
- The Workbook Word connections list helps students to review vocabulary.



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

Digital: Story animation, additional pre-reading support, flashcard presentation, extra vocabulary practice.

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

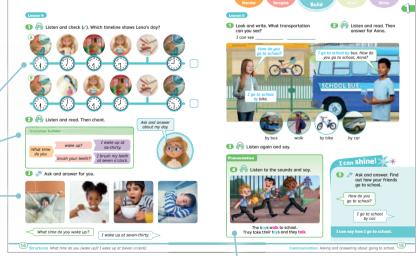


Lesson 4

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

- Presentation of Grammar 2, contextualized through listening with the course characters as an extension of the Lesson 3 story, with further vocabulary practice.
- A motivating chant led by Lena the Build helper.
- Controlled, personalized practice of the grammar within a meaningful context.

Digital: additional grammar practice and chant.



Lesson 5

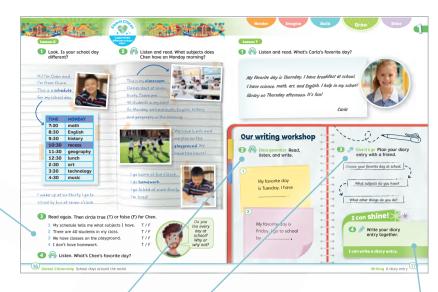
- A clear presentation of key functional language in a relevant context.
- A pairwork activity that provides the opportunity for students to repeat the speaking model.
- A light pronunciation strand that pulls out sounds from the language in the unit.
- Communication cards that are tied to GSE speaking skills Learning Objectives.

Digital: Communication cards, extended pronunciation presentation and practice.

Lesson 6

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

- Real-world reading text.
- Four new vocabulary items are presented within the text that tie in closely with the unit topic.
- Comprehension with critical thinking.
- A listening task that extends the topic explored in the lesson and develops listening skills appropriate for the level.
- Thomas the Grow helper asks a question that encourages children to draw comparisons between the lesson content and their own lives.



Lesson 7

- The model writing text relates the global citizenship strand to a real-world and functional context known to students.
- An *Ideas generator* activity that helps students personalize the context and provide further ideas for their own writing.
- A Give it a go activity that provides step-by-step planning, reflective of the model text, to support students in structuring their writing.
- Students produce their own version of the text genre/realia in the *I can shine* activity, simultaneously practicing the vocabulary and grammar structures learned in the unit.

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 and personalization 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.





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 that 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 students' existing knowledge. It also provides awareness for teachers of where individual students or the 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 test results 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 competency 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. 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 competency 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, and 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. Beginner 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

Introduce Thomas the Grow helper to the class. Have students say which activity they want to do.

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 Book, teachers can support every student to shine.

Assess I can shine!

ACHIEVE The student can ask and answer fully about what subjects they have on which day.

ADJUST The student can answer the question in a simple way, with support, e.g., art and geography.

EXCEED The student can add additional information about the subject in their answers, e.g., It's my favorite subject.

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 gives 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 feed back on their ideas where appropriate. Allow students to showcase their idea 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.

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

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.



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Managing inclusive classrooms

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

- Activities in the Student 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 help for teachers to adjust their 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 Book there are targeted teachertraining tips to give teachers their time to shine.

TEACHER TIME TO SHINE: personalization

Students engage with topics more if they relate them to their own life. Before the lesson, find a blank Monday–Friday schedule. Encourage students to complete the schedule with their typical week at school.

Additional support for mixed abilities and the inclusive classroom can also be found on the digital 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 Book 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 Book before presenting any new language.

Take a multisensory approach Useful with all elementary school students, students with additional needs draw extra benefit from encountering language in multiple modes. Multisensory approaches are recommended for students

with dyslexic tendencies. *Rise and Shine* presents language through text, images, audio, song, and video. Ensuring a balance between different modes holds the class' 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 additional needs 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 students. 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 if time allows, it can be used in Lesson 6 to support the global citizenship theme. The video can also be used in the Lesson 8 Unit Review to give students a chance to reflect on how much more they understand of the video now that they are close to finishing the unit. Worksheets for *Our World* videos are available on the Pearson English Portal.



Story animations

Rise and Shine offers eight story animation videos to accompany the story in the Student 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

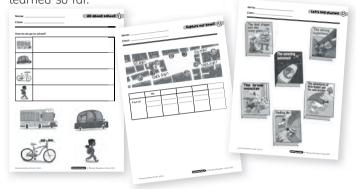
Watching the video allows students to see language learned in another context. It is likely that during the first viewing students will not understand the entire text presented in the recording, but they will get the meaning of the pictures, sounds, and the rhythm of the spoken language. They will remember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

- Use the animations and the videos to review the material.
 Children have a good short-term memory, and watching the same episodes again two months after they were first shown will considerably improve their ability to memorize.
- Watch the video with students from the beginning to the end. Encourage students to say the English words 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.

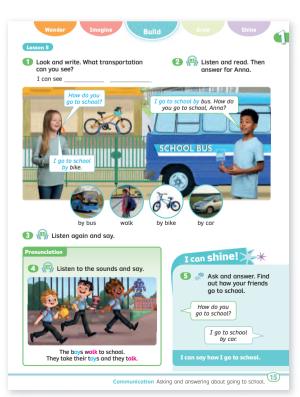


Facilitating speaking

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. Communication cards are provided to support confidence building. The cards link thematically with the unit topic and vocabulary, and allow for personalization of the functional language in lesson 5. This helps make the language meaningful for students. The focus on communication 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 learner confidence, *Rise and Shine* offers visual activities throughout the level that can act as conversation starters 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 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 weaker students, to start to create a safe English space. See page 28 for 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.



Posters can play a key role in English language lessons 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., school subjects. Ask students to think about the vocabulary that may be presented in the poster. Encourage them to provide examples of particular words related to this thematic group. In the case of school subjects, it will be art, history, math, science, etc. Then stick the poster to 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 (posters) can you see? Is it a (computer)?, etc.

Finding and pointing Ask individual students to come to the poster, and find and point to specific objects, e.g., *Point to the (reading corner)*, etc. You can also divide students into two teams and change the activity 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, the other team takes a turn. Students can replace the teacher and give the commands.

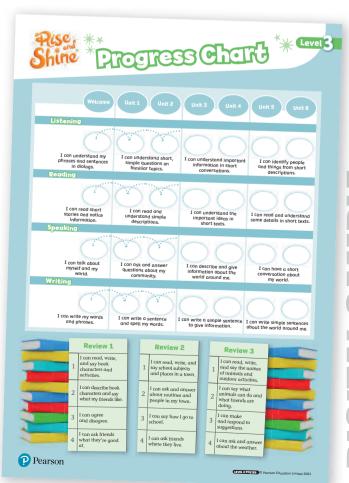
Quiz Tell students that you are thinking about a certain picture from the poster. The students' task is to guess which picture you mean. You can describe the object you have in mind for more advanced students, e.g., *It's gray. It's small. It has a tail. What is it?* Students answer (*It's a bird.*)

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 flashcards, showing the word side, 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.

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 (ball) (big)? What color is the (kite)?* 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 can name the highest number of items 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!*





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 birds together, all cats together; others from the same family, e.g., jungle animals, farm animals, ocean animals; or others whose word starts with the same letter, e.g., rose, 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.



Flashcard games

Memory game Stick picture cards or write words on the board. Ask students to memorize the cards/words, then remove them/rub them out.

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.

TPR games

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 flashcards 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.

Stand up – sit down Mix flashcards from two vocabulary sets. Show a flashcard to the class. If the flashcard is from set 1, they stand up and if it is from set 2, they sit down. Alternatively, say the vocabulary aloud without using the flashcards or have students touch their head or toes instead of standing up and sitting down.

"Grandma/Grandpa" Have students stand up. One student turns their back to the rest of the group – the "grandma/grandpa" – and the rest of the class stand in a line at the opposite end of the room. Tell students to try and sneak up on the "grandma/grandpa" but be careful as they can turn around at any time. Ask the "grandma/grandpa" to say an activity or verb for the group to pose as when the "grandma/grandpa" turns around. Tell students that if he or she turns around, they have to freeze in the position of the activity/verb said. If the "grandma/grandpa" sees you moving, they can send you out of the game or back to the end of the room. The winner is the person that reaches the "grandma/grandpa" first.

Backs to the board Split the class into two teams and have one student from each team come to the front of the class. Have them face their team with their back to the board. On the board write a vocabulary item or a short phrase. The team have to role-play the vocabulary for the student at the front to guess. The student that guesses first wins their team a point.

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 write as many words as they can that 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.

Word swat 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 flashcards, 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.

Pronunciation and spelling games

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 Book pages. You can change just some words or all the lyrics, depending on their level.

Twenty questions This game can be played with the whole class or in teams. If played in teams, place stronger students with weaker ones, so that the stronger ones can help with question forming.

Give one student in each team a flashcard of a vocabulary item from the unit (or in the course so far) you would like to review. The student with the card mustn't show it to the class. Tell the class that in this game, he/she can only say yes or no. The other students must guess what the item is, by asking questions. Write some example questions on the board, e.g., Is it an animal? Does it eat fish? Does it have legs? Also give an incorrect question type, e.g., What does the animal look like? And elicit why it isn't a good question in this game. The class has a maximum of 20 questions that they can ask. The student who guesses the item correctly gets a point.

Word tennis This game can be played with any lexical group of words. Write the group of words you want to review on the board, e.g., ocean animals or sports. Put students into pairs and give each a name, A or B. Student A starts and says one word from the group, student B replies with another word from the group, or a word associated with the first word. A then replies with a third word, and so on until they have run out of vocabulary. Whoever says the last word, starts the game again with another word from a different word group.

Progress game

The Rise and Shine Library Trail

This game at the end of the Student Book allows students to review and showcase what they have learned in the level. Students can play the game individually or in pairs, working their way around the board, using game pieces if they wish. Squares are numbered to indicate direction of play around the board. On each square, they answer the question before moving on to the next one. They score a point for each question answered correctly. For more confident students, the game can be played against the clock, or they can come up with alternative answers to the questions.







Greeting the class

Hello. Hi! How are you today? Good morning/afternoon. Is everyone here?

Come in. Is anyone away today?

Sit down/Stand up, please. Where is (Juan)?

What day is it today?

Starting the lesson

Are you ready? Give this/these out, please. Do you have a (pencil)? Let's begin/start. Listen (to me). Open your books to page (4).

Look (at me/at the board). Turn to page (6). Take out your books. Open/Close the door.

Managing the class

Be quiet, please. Raise your hands. Look at me/Listen to me. Who's next?

Come to the front of the Repeat after me. class. Wait a minute, please.

Come to the board. Hurry up.

Words of praise

Excellent! Good job!

Congratulations! Fantastic! That's correct! That's nice. Much better. Great work!

During the lesson – questions

Are you ready? May/Can I help you? Do you understand? Are you finished? What do you think? What can you see?

Anything else?

Pairwork/Groupwork

Find a partner. Get into twos/threes. Who's your partner? Make a circle.

Work with your partner/friend/group.

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.

IIGITAL SAMPLE



		Week 1	Week 2	Week 3	Week 4	Week 5	(Every two units: Review)
	Teacher's Digital Resources	Pearson English Portal	ortal				
	Student Book						
z-3 nours per week	Workbook	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
		A the sent of some through an analysis and a sent of some	The state of the s	Section 1	The state of the s	CONTRACTOR DEPOSITOR DEPOS	The state of the s
	Extra print resources	Flashcards • Busy	Busy Book • Story cards •	Poster			
4-5 hours per week	Workbook				O TOTAL OF THE PARTY OF THE PAR		O THE STATE OF THE
	Extra digital resources	Pearson English Po	Pearson English Portal • Animations • Our World videos	Our World videos	Stretch activities •	Extra practice activities • Games	ities • Games



come to Rise and Shine Library

Key learning outcomes



in Welcome, the students will:

Wonder

Exchange information on familiar topics

Imagine

Understand overall meaning and main idea(s) from short sentences and texts on everyday topics

Build

Participate in social exchanges in English

Grow

Understand overall meaning and main idea(s) from short sentences and texts on everyday topics

Shine

Create a library record

DIGITAL SAMPLE

Unit overview

Target vocabulary

Places in a library: courtyard, gallery, information desk, multimedia room, reading corner, study area

Items in a library: beanbag, computer, poster, TV

Numbers: 20-50

Functional language

What time is it? It's (one o'clock/one-thirty).

Recycling and building

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

Language stretch

What's that noise?

Target structures

The (library) has/doesn't have (a gallery).

Does the (library) have (books)? Yes, it does./No, it doesn't.

Values

I can tell the time.

Competency focus

Appreciate the importance of community spaces and activities, and how to participate in them constructively.

Key progress indicator chart

GSE range for Level 3: 22–30 (stretch 35)	Development indicator:			
Speaking	Have a short conversation about my world.			
Working towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic, and at the highest level being able to give a simple, prepared talk.				
Can talk about common, everyday objects using single words, if supported by pictures. (24)	Use a few words to name, talk about, or describe familiar situations.			
Can answer simple questions about things people have. (28)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.			
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 or express basic opinions or attitudes in short stretches of speech.			
Writing	Write simple sentences about the world around me.			
Working towards: writing a short text of 4–6 sentences on common topics, and at the highest level being able to write for a range of social and interpersonal purposes.				
Can recognize key words and basic phrases in short, simple cartoon stories. (24)	Identify and understand simple information and details within short written texts.			

Objectives

- Lesson aim: to talk about a library
- Target language: information desk, multimedia room, gallery, reading corner, courtyard, study area

GSE

- Productive: Speaking: Can talk about everyday places and describe someone's appearance, using single words, if supported by pictures.
- Receptive: Listening: Can recognize key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Wonder: sparking curiosity

- Encourage students to predict what the characters will do in Level 3.
- Write the learning objective on the board: We're learning to talk about a library.

Materials

Audio: Flashcards

Starting the lesson: warm up and song

 Play the Rise and Shine Welcome Song and have students follow the words in their Student Book. Demonstrate actions for students to copy, e.g., Rise and shine (students stretch their arms). Then practice with the karaoke version (audio track 0.03).

Big Picture: What can you see?



Students say what they can see on the page.

I wonder

 Point to and read the I wonder question on page 5 aloud. Students look at the picture and answer.





Listen and find.

- Play the audio. Students point to the characters.
- Play the audio again and have students listen for who Biscuit is (a cat).
- Listen and point. Then listen and say.
- Play the audio. Students point to the places they
- Play the audio again. Ask students to repeat the words.

Look and say.

- Ask What color is Alicia's hair? Have students answer (Alicia has brown hair). Write prompts on the board to help them.
- In pairs, students say something about the characters and the library.



WONDER HELPER

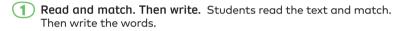
Introduce Daniel the Wonder helper. Read Daniel's question and have students say what they like in the library.



Ending the lesson

- Write five words from the picture on the board.
- Students say the places in the library these things are from.

Workbook page 2



ANSWER KEY: 2 e multimedia room, 3 a reading corner, 4 c gallery, 5 b courtyard

Activity 1

Audio script Thomas Hi Daniel. Hi Alicia. Welcome to the new Rise and Shine

Alicia Hi Thomas. It's amazing!!! These are my friends. This is

Rafa and this is Lena.

Thomas Nice to meet you! Rafa

Nice to meet you, too! Thomas Welcome to the new library!

Lena I think it's amazing.

Rafa Me, too!

Can we look around the library? Alicia

Sure, where do you want to go? The library has a study Thomas

area, a multimedia room, and a gallery.

Children Wow!

Daniel I want to see Biscuit! Rafa Biscuits? I'm hunary! No, Biscuit is Thomas's cat! Alicia

Rafa Oh!

Thomas Look, there's a picture!

























Starting the lesson



• Draw seven short lines on the board. Explain each line represents a letter of a word from Lesson 1. Ask the class to say letters of the alphabet to guess the word (gallery).

(0.06) Read and sing.

- Look at the picture. Play the song and ask students to point to the places they
- Play the song again and have students sing along.
- For more confident students, play the karaoke version of the song (audio track 0.07).

Listen and circle true (T) or false (F).

• Play the audio. Have students look at the picture, point to the places they hear, then circle T or F.

ANSWER KEY: 1T, 2F, 3F, 4T, 5T

Make sentences about the picture.

- Ask students to look at the Big Picture again. Ask the class to say what places the library has and doesn't have.
- Talk about your school library.
- Ask students to think about their school library or a local library. If they haven't visited, ask them to imagine a library. In pairs, ask students to say two things their library has and two things it doesn't have.

Objectives

- Lesson aim: to say what a library has and doesn't have
- Target language: The (library) has/doesn't have (a gallery).

- Productive: Speaking: Can talk about everyday objects using single words, if supported by pictures. Can describe the position of objects or people in a basic way, using pictures or gestures.
- Receptive: Listening: Can understand basic phrases or sentences about things people have, if supported by pictures.

Wonder: sparking curiosity

Write the learning objective on the board: We're learning to say what a library has and doesn't have.

Materials

Audio

I can shine!

ACHIEVE The student can make complete sentences to say what the library has and doesn't have, without extra support.

ADJUST The student can make only positive sentences saying what the library has, with some support.

EXCEED The student can give multiple examples of what the library has or doesn't have, without support.

Ending the lesson

 Ask students to close their eyes and think about the picture. Say some places or things that are/aren't in the library. Ask students to raise their hands to tell you if the library has or doesn't have the thing you say.

Workbook page 2

Think and write. Students complete the sentences.

ANSWER KEY: 2 doesn't have, 3 has, 4 has, 5 doesn't have

(3) Write. Then ask and answer. Students write, then ask and answer.

Wonder helper: Students answer the question.

ANSWER KEY: In the multimedia room

Extra time: Students talk about their library.

Activity 2

- The library has an information desk.
- 2 The library doesn't have a multimedia room.
- 3 The library has a bedroom.

Audio script

- 4 The library doesn't have a movie theater.
- 5 The library has a reading corner.

















Practice











Activity 4

Objectives

- Lesson aim: to read and understand a story about a library
- Target language: computer, poster, TV, beanbag
- Recycled language: has/doesn't have

GSE

- Receptive: Reading: Can recognize key words and basic phrases in short, simple cartoon stories.
- Receptive: Listening: Can recognize familiar words and basic phrases in short illustrated stories, if read aloud slowly and clearly.

Imagine: fostering imagination

- Encourage students to be imaginative and creative in the classroom with the unit story. Invite students to role-play the story, stepping into the characters' shoes or telling it with their own words and gestures.
- Write the learning objective on the board: We're learning to read and understand a story about a library.

Materials

Audio; Story animation; Story cards; Flashcards



Starting the lesson



Play the karaoke version of the song from Lesson 2 and have the students all join in.

1 Listen, point, and say.

- Ask students to look at the pictures and have them describe what they can see.
- Play the audio. Ask students to point to the picture as they hear each item. Then play the audio again, pausing for students to repeat each word.

Listen or watch. What do the children find in the courtyard?

- Ask students to look at the first picture. Ask Where are the characters in the library? (the reading corner).
- Read the question aloud. Ask students what they think the children could find in the courtyard.
- Play the audio and ask students to follow the story in their books.
- Ask the class what the children found in the courtyard.
- Play the video.

ANSWER KEY: Biscuit, the cat.

Read again and circle true (T) or false (F).

- Ask the class to find the reading corner in the story.
 Say The reading corner has posters. True or false? Ask students to say their answer (true).
- In pairs, ask students to read the story again and circle T or F for questions 2 and 3.

ANSWER KEY: 1T, 2F, 3F

4 Role-play the story.

 Have students role-play the story in small groups.
 Each student plays one character from the story. Play the audio and pause after each frame for students to repeat their character's lines.

I can shine!





ACHIEVE The student role-plays their character, without extra support, and adds actions that show understanding of the lines.

ADJUST The student says some of their character lines when prompted. → Provide more support by building up the lines, pausing the audio after each short phrase.

EXCEED The student role-plays their character lines unprompted and can add their own ideas for extra lines.

IMAGINE HELPER

Introduce Alicia the Imagine helper to the class.

Read the question aloud. Ask students to describe the courtyard in the story (old). Ask students to think of some ways to improve it.

Ending the lesson

 Play a miming game. Role-play the 4 key vocabulary items and ask students to guess which one it is, e.g., typing on a computer, watching TV, sitting on a beanbag, putting a poster on the wall. Ask volunteers to come to the front and mime for the class to guess.

Workbook page 3



Match. Then listen, circle, and write. Students listen and circle the number of each item. Then they write the number.

ANSWER KEY: 1c 2a 3d 4b

a 22 twenty-two, b 30 thirty, c 4 four, d 50 fifty



















Lesson 4 - Vocabulary and structures Student Book page 7



Objectives

- Lesson aim: to say what things places have
- Target language: Numbers 20–50; Does the (library) have (books)? Yes, it does./ No, it doesn't.
- Recycled language: computer, beanbag, TV, books, a poster, pens

- Receptive: Listening: Can recognize ordinal numbers up to 50, if spoken slowly and clearly. Can understand simple questions and answers about people's likes and dislikes.
- Productive: Speaking: Can ask and answer simple questions about things people

Build: building confidence

- Build confidence in English through whole-class speaking and repetition of key words/blocks in target structure, and finding similar words on the page.
- Write the learning objective on the board: We're learning to say what things places have.

Materials

Audio

Starting the lesson



- Ask Are there books in the library? (yes), What other things are in the library? Elicit some ideas and write or draw them on the board.
- Listen and count. Then say the missing numbers and write.
- Ask students to look at the picture. Ask What is on the books? (numbers). Ask students to listen for what numbers are missing.
- Play the audio. Have students count along with the recording and point to the numbers.
- Ask students which numbers are missing. Students then write the numbers.

ANSWER KEY: 22 twenty-two, 27 twentyseven, 31 thirty-one, 38 thirty-eight, 43 forty-three, 45 forty-five, 49 forty-nine

Play the game.

- Have students play the game in pairs. Ask one student to say the number, and for their partner to write it down in numbers and words. If a student writes the number down correctly, they get a point. Switch over.
- Listen and read. Then chant.
- Point to the Grammar builder. Ask Does the reading corner have books? (yes). Explain we can say Yes, it does. Ask Does the multimedia room have books? (no). Explain we can say No, it doesn't.
- Play the audio.
- Play the track again, pausing after each line for students to repeat.



BUILD HELPER

Point to Lena, the Build helper. Ask the question Does the library have computers? and elicit answers from students.

Ask and answer.

- Point to realia in the classroom and ask questions, e.g., Does the classroom have books? (Yes, it does.), Does the classroom have a cat? (No, it doesn't.).
- In pairs, encourage students to take turns asking and answering questions about different areas in the Rise and Shine library.



ACHIEVE The student asks and answers questions and uses the correct short answer form, without support.

ADJUST The student asks some questions about what is in the library, with support, and gives simple Yes/No answers.

EXCEED The student asks and answers questions. In addition, they give extra information, e.g., Yes, it does. It has one computer.

Ending the lesson

- Give each student a piece of paper. Ask them to draw an object they
- In small groups, students take it in turns to show their pictures to the group. The student showing their picture asks Does the classroom have...? and their item. The group looks around and answers.

Activity 3 Audio script

Lena Come on everybody, listen to me.

Does the reading corner have books?

Boy Yes, it does!

Lena Does the multimedia room have books?

Boy No, it doesn't.

Lena Come on everybody, chant with me.

Children Does the reading corner have books? Yes, it does.

Does the multimedia room have books? No, it doesn't.



















Objectives

- Lesson aim: to tell the time
- Speaking function: to ask and answer about the time
- Functional language: What time is it? It's (one o'clock)/(one)-thirty.

- Receptive: Listening: Can understand the time of day when expressed to the half hour.
- **Productive:** Speakina: Can tell the time of day to the closest half hour. Can answer simple questions about things they have, in a basic way. Can ask simple questions about other people.

Grow: nurturing growth in society

- Encourage students to think about why it is important that they can tell the time. Telling the time means they can manage their own time and be on time for school.
- Write the learning objective on the board: We're learning to tell the time.

Materials

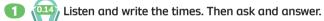
Audio

1 Elsten and write the times. Then ask and an: What time is it? It's one o'clock/one-thirty Say the activities they can do. Then listen and check (/). **Library Activity Day!** Wednesday 9:00-4:30 12:00 📵 🧬 Tell a friend about an activity you do What activity do you do? What time is the soccer club?

Starting the lesson



- Draw a clock face on the board. Tell the class At 11 o'clock, I go to the cafe. Draw 11 o'clock on the board.
- In pairs, students draw 3 clock faces. Tell them 3 times and have students draw the times.



- Ask the class to point to the clock that shows 11 o'clock.
- Play the audio and have students number the clocks in their notebooks. Then play the audio track again. Have them point to the clocks and say the time.
- Then put students into pairs to ask and answer.

ANSWER KEY: a It's twelve-thirty., b It's three o'clock., c It's five-thirty., d It's eleven o'clock.





Say the activities they can do. Then listen and check (1).

- Draw students' attention to the Library Activity Day flyer. Ask How many activities are there? (6).
- Read the speech bubbles and have students think about what activities the children can do.
- Play the audio and ask students to point to the times and activities they hear. Then play the audio again and have students say the activities.

ANSWER KEY: 1 painting, 2 story time



GROW HELPER

Introduce Thomas the Grow helper to the class. Have students say which activity they want to do.

Tell a friend about an activity you do.

- Ask the class to say some activities they like to do after school. Ask When do you do this activity? What day?
- Put students into pairs and have them tell their partner about an activity they like to do.

I can shine!



ACHIEVE The student recognizes and says what they like to do, at what time, and where.

ADJUST The student says an activity they do, with support.

EXCEED The student asks what time it is and discusses what activities they do at different times of day.

Ending the lesson

• Draw an empty clock face on the board. Put students into small groups. Draw a time and have groups say the time.

Workbook page 3

Read and draw. Students read and draw the clocks.

Activity 1

- 1 Boy What time is it? Girl It's eleven o'clock.
- **2 Girl** What time is it? Boy It's five-thirty.

Audio script

- 3 Boy What time is it? Girl It's twelve-thirty.
- **4 Girl** What time is it? Boy It's three o'clock.

Activity 2

- 1 Girl What time is it? Man It's nine-thirty.
 - Girl Great, let's go to painting.
- What time is it? 2 Boy Woman It's three o'clock.

Boy Great, let's go to story time.





Activity 1



















Objectives

- Lesson aim: to review what we've learned in the unit and to make a library record
- Reviewed language: reading corner, multimedia room, books, beanbags, clock, (ten)-thirty, (three) o'clock, posters, computers, TV

GSE

- Receptive: Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
- Productive: Speaking: Can talk about everyday objects using single words, if supported by pictures. Can describe the position of objects or people in a basic way, using pictures or gestures.

Shine: Time to shine!

- Encourage students to use as much language from the unit as they can and to ask a partner for support when making the library record, if they need to.
- Write the learning objective on the board: We're reviewing what we've learned in the unit and we're making a library record.

Materials

Coloring pencils, colored paper, card or paper

Starting the lesson



 Show students some images of different areas in the library and ask students to say what they can see. Encourage them to say rooms, objects, and colors and give ideas using has.

Step 1: Review

1 Describe the pictures. Then ask and answer.

• Draw students' attention to the pictures and the speech bubbles. In pairs, ask them to say and ask and answer with their partner about what they can see. Write It has and It doesn't have and the question Does it have...? on the board to prompt them.

Step 2: Create

Draw a cover for your library record.

- Write library record on the board. Explain to students that they are going to make a small book to write down what they learn in each unit. Tell them they can record (write down) their favorite words, songs, and stories. They will keep it and add to it as they learn more.
- To make the library record, fold a piece of lettersize paper in half. Open the paper and divide the page into six equal sections, one for each unit.
- On the cover, students draw their favorite place in the library with some of the objects from this unit. Ask them to use the Big Picture from Lesson 1 or the objects from Lesson 3 to help them.
- In the Time to Shine in every Review lesson, students will complete the sections of their library record.

Ask and answer.

• Read the speech bubbles to the class. Put students into pairs and explain they need to ask their partner questions to find out what their library record cover has or doesn't have.

Time to shine!

Present your library record to the class.

- Explain they are going to share their library records with the class.
- Have each student show and explain their library record to a small group or to the class. Encourage them to use This is... It has... It doesn't

Time to shine!





ACHIEVE The student says full sentences, both positive and negative, about their library record.

ADJUST The student talks about their library record in a simple way, with support.

EXCEED The student can add additional information about the library record, e.g., There are beanbags. They are blue.

Ending the lesson

 Play a memory game. Choose one of the library records from the students and show it to the class. Give them 30 seconds to look at it and remember the picture. Then ask the class to say the things they can remember from the picture.

Workbook page 3

(6) Imagine your perfect library. Think and complete. Students choose what's in their perfect library, using the words from the Welcome Unit.

Extra time? Students tell their family about their perfect library.





















All about school!

Key learning outcomes



in Unit 1, the students will:

Wonder

Participate in social exchanges in English

Imagine

Understand overall meaning and main idea(s) from short sentences and texts on everyday topics

Build

Name or describe people or common objects or express basic opinions in a few words

Grow

Write simple sentences on familiar topics

Shine

Create a school day photo diary

DIGITAL SAMPLE

Unit overview

Target vocabulary

School subjects: art, drama, English, geography, history, technology, math, music, P.E., science

Routine actions: brush my teeth, go to bed, go to school, have breakfast, take a shower, wake up

School: classroom, homework, playground, schedule

Functional language

How do you go to school? I go (to school) by (bus, car, bike), I walk (to school).

Recycling and building

days of the week, telling the time

Language stretch

Wow!

Target structures

What do you have on (Monday)? I have (art) and (geography) on (Monday).

What time do you (wake up)? I (wake up) at (seven o'clock).

Pronunciation

/DI/ (boy), /p:k/ (walk)

Values

I learn about different school days.

Competency focus

Understand the importance of being motivated and curious to learn, and develop good learning habits.

Key progress indicator chart

GSE range for Level 3: 22–30 (stretch 35)	Development indicator:		
Speaking	Have a short conversation about my world.		
orking towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic, and at the highest level being ble to give a simple, prepared talk.			
Can recognize familiar words and basic phrases in short illustrated stories, if read aloud slowly and clearly. (24)	Identify and understand simple information and details in short spoken texts or conversations.		
Can answer simple questions about their daily routines using gestures and short, fixed expressions. (29)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.		
Can say how they and others get to school every day in a simple way. (30)	Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.		
Writing	Write simple sentences about the world around me.		
orking towards: writing a short text of 4–6 sentences on common topics, and at the highest level being able to write a range of social and interpersonal purposes.			
Can write a single, basic sentence about daily routines and activities. (28)	Write simple sentences on familiar topics and situations.		



Lesson 1 - Vocabulary

Objectives

- Lesson aim: to talk about school subjects
- Target language: math, technology, science, history, P.E., drama, geography, English, art, music
- Recycled language: places (library, courtyard, gallery, reading corner); numbers

GSF

- Productive: Speaking: Can read aloud and use numbers
- Receptive: Listening: Can understand simple phrases about likes and dislikes.

Wonder: sparking curiosity

Vonder

- Encourage students to think about any words they know connected to school before starting the lesson. You might want to review classroom objects, for example, before starting the lesson.
- Point to the "Wonder" stepping stone and write the learning objective on the board: We're learning school subjects and numbers 50-100.

Materials

Audio; Our World video; Flashcards

All about school! Say what I have at school each day. Read about subjects and daily routines. Say how I go to school write a diary entry. Create a photo diary. 1 math 2 technology 3 science 4 history 5 PF 6 drama 7 geography 8 English 10 music I like art. What subject do you like? Mhat can you see? Listen and find. 🚺 📄 Watch and listen. Listen and point. Then listen Listen and say. Then play. Vocabulary School subjects

Starting the lesson: warm up and song

Play the Rise and Shine Welcome Song. Encourage students to use actions from the Welcome unit. Then practice with the karaoke version (audio track 0.03) and have students sing the words on page 4 of the Student Book.

Big Picture: What can you see?



- Look at the Big Picture. Ask What can you see? Where is it? Do we have (e.g., drums) in our school? Have students point at the picture. Ask them if they can see anything in the picture from the Welcome lesson.
- Ask students to think about their day today and to count on their fingers how many subjects they have. Encourage students to count aloud.



- Write school on the board. Draw on the board some simple visual clues to elicit subjects, e.g., draw a "plus" symbol for math.
- Ask students to look at the Big Picture. Play the audio and tell students to point to each school subject as they hear it.
- Ask a follow-up question, e.g., What's Lena's favorite subject? (technology).

I wonder

- Have students look at the I wonder feature on page 11.
- Read aloud the question: Are school days the same in every country? Discuss the question. Most elementary schools in the U.S.A. start at 8 a.m. and end at 3 p.m. Students typically have 25 minutes for lunch and a 20-minute recess.
- Ask students to point and say a subject they like in the Big Picture.

Listen and point. Then listen and say.

- Play the audio and have students point to the school subjects in the picture.
- Play the audio again and present the vocabulary flashcards for students to repeat each word.
- Play the audio again and have students repeat what they hear.

















• Hold up each flashcard for students to say without prompting and ask them to point to the subject on the page.



- Review school subjects vocabulary using flashcards. Tell students they are going to watch a video about school days around the world. Before watching, ask students what they think children in other countries do at school. Pre-teach some vocabulary, e.g., schedule, homework. Discuss what could be the same in other countries and what could be different.
- Ask students to watch the video to find the different ways children go to school (by bus, by car, by bike, walk). Play the Our World video.

FUTURE SKILLS: enquiry and imagination

Ask students to think about which school subjects children learn in other countries. Are they the same or different?



Listen and say. Then play.

- Have students look at the numbers on the math stand in the Big Picture. Read them aloud and point to them. Then write the numbers 50-60 on the board. Point to each number and say it aloud for students to repeat after you.
- Play the audio and have students listen to the numbers they hear.
- Play the audio again and encourage students to count along with the song.
- Put students in pairs. Have one student write a number between 50-100. Their partner then says the number aloud. Have them do this a few times before swapping roles. (SUPPORT) Drill the numbers a few more times and play the game as a class before students play with their partner, so they become more familiar with the numbers. STRETCH In pairs, change the order of the game so that a student says a number aloud and their partner has to write it down. This will help improve students' listening skills.

Extra activity

Play Bingo with the class to give them further practice of listening to the numbers. Have students draw a 4x4 grid and in each square write a number between 50 and 100. Once they have done this, say numbers aloud randomly. Repeat the number only once or twice to encourage students to listen really carefully. Students check off their numbers as they hear them. The first student to check off all of their numbers wins.



WONDER HELPER

Ask students which helper they can see (Daniel, the Wonder helper).

Read Daniel's sentence and question to the class. Put students into pairs and encourage them to point at the Big Picture as they say their favorite subject. More confident students can ask each other the question.

Ending the lesson

- Write the following letters on the board: usicm. Tell students this is a school subject from the lesson, but the letters are in the wrong order.
- Put students into pairs to unscramble the letters and say the subject (music). Repeat the steps for other subjects.

Workbook page 4



Think and write. Students read and say the numbers. Then they write the missing words to complete each number.

ANSWER KEY: thirty-eight, sixty-seven, eighty-nine

1 Read and number the pictures. Students number the rooms in the picture using the numbered words in the wordpool.

ANSWER KEY: Answers from left to right, top to bottom: 10, 4, 2, 6, 3, 8, 7, 5, 9

Look and write. Students write the subject to match the picture.

ANSWER KEY: 2 music, 3 history, 4 technology, 5 English, 6 drama, 7 P.E., 8 art

Wonder helper: Students answer the question

SUGGESTED ANSWERS: math, music, science

Extra time: Students number the subjects according to their likes or dislikes, then tell a partner about their preferences.

Activity 1

Audio script

Thomas Do you like the school subject fair, Lena?

Lena Yes, I do, Thomas!

Thomas What's your favorite subject at school?

Lena Technology.

Thomas Mine too! What other subjects do you like? Lena

I like history. I have history on Mondays and Wednesdays. I like geography, too. I have

geography on Tuesdays, Thursdays, and Fridays.

But I don't like Fridays.

Thomas Why not?

Lena I have music on Fridays. I don't like music.

Thomas Let's go to the music stand, then.

Lena Why?

Thomas Music is fun. Come on...!

Activity 4

Come on everybody, count with me! 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100!



















Lesson 2 - Song and structures

Objectives

- Lesson aim: to ask and answer about school subjects
- Target language: What do you have on (Monday)? I have (art) and (geography) on (Monday).
- Recycled language: days of the week; school subjects

GSE

- Productive: Speaking: Can answer simple questions about things they have, in a basic way. Can answer simple questions about and describe their daily routines using gestures and short, fixed
- Receptive: Listening: Can understand short, simple questions related to basic personal information, if spoken slowly and clearly.

Wonder: sparking curiosity

Wonder Engage students with the Big Picture by writing categories on the board, e.g., subjects with numbers, subjects with

instruments, etc. With confident classes, ask students how you could categorize the subjects. Point to the "Wonder" stepping stone and

write the learning objective on the board: We're learning to ask and answer about school subjects.

Materials

Audio



Starting the lesson

 Ask What day is it today? Write the day on the board. Ask What is tomorrow? What day is next?



Read and sing.

- Play the audio and have students point to the subjects they hear in the Big Picture.
- Play the audio again and ask students what subjects they heard.
- Demonstrate actions that students can do (cross their hands to make a + for math, run on the spot for P.E., etc.) and play the track again for students to sing and act along.
- When students are confident, play the karaoke version (audio track 1.05) and have them sing and act alona.





Listen and circle true (T) or false (F).

- Draw students' attention to the schedule in the picture. Play the audio and have students read alona.
- Play the audio again. Have students decide if the statement is true or false. Pause after each sentence for students to circle their answers. (SUPPORT) Before students listen to the audio, have them make sentences about what subject each of the characters has on Monday, based on the schedule e.g., Daniel has art on Monday. This will help them determine more easily if the statements in the audio are true or false. STRETCH Have students correct the false statements in the audio.

ANSWER KEY: 1T, 2F, 3F, 4T

What do you have on Monday? Say.

 Ask students to tell you the guestions and answers from the song (What do you have on [Friday]? I have [art] on [Friday]) and write an example on the board. Point to a subject in the Big Picture, practice modeling the question, and ask students to say the subject using I have (art) on (Friday). Repeat with all the days of the week.



















- Point to the Grammar box. Read aloud the question and answer. Have students take turns to read aloud the question and answer as a class or in pairs.
- Put students into pairs to say what subject they have on Monday. Encourage them to say full sentences, e.g., I have.....

 SUPPORT Put the following prompts on the board to help students with the question and answer: What do you have on _____? I have ______. STRETCH Model the negative version of the grammar with the sentence I don't have art on Monday. Once students say what subjects they have on Monday, encourage them to say what subjects they don't have

Extra activity

Once students are confident with the target grammar, have them go back to the song from Activity 1. Ask students to read through the song words and change the subjects so they are true to what they have on each day. Then play the karaoke version of the song (audio track 1.05) and have students sing their versions of the song.

4 Ask and answer.

- In pairs, students ask each other what they have on Tuesday.
 Assign students A or B. Tell As they are going to ask the question first and Bs are going to answer.
- Tell Bs to ask the same question.
- Have more confident students continue asking and answering about different days of the week.

TEACHER TIME TO SHINE: personalization

Students engage with topics more if they relate them to their own life. Before the lesson, find a blank Monday–Friday schedule. Encourage students to complete the schedule with their typical week at school.

can shine! Assess

ACHIEVE The student can ask and answer fully about what subjects they have on which day.

ADJUST The student can answer the question in a simple way, with support, e.g., art and geography.

EXCEED The student can add additional information about the subject in their answers, e.g., *It's my favorite subject*.

Ending the lesson

- In pairs, ask students to put the subjects in order of their favorite (1) to least favorite (10).
- Say the subjects aloud and have students raise their hands if they hear their favorite.
- Have a class vote on the best subject.

Workbook page 5

Listen and circle. Students listen and circle the correct subject for each day. Check answers with the class before moving onto activity 2.

ANSWER KEY: Tuesday art, Wednesday geography, Thursday P.E., Friday science

2 Look at Activity 1. Then write. Students look at the schedule in Activity 1 and write the correct answers.

ANSWER KEY: 2 art, 3 do, have, I have geography, 4 What do you have, have P.E.

I can shine!

3 Choose a school day. Write the school subjects you have. Then ask and answer. Students write about what subjects they have on a school day. Then, they ask and answer with a friend, using the prompts provided.

Activity 2

Audio script

1 Thomas What do you have on Monday, Daniel?

I have art.

2

Daniel

Thomas What do you have on Monday, Rafa? Rafa I have technology on Monday.

3

Thomas What do you have on Monday, Alicia?

Alicia I have drama on Monday.

4

Thomas What do you have on Monday, Lena?

Lena I have history on Monday.













Lesson 3 - Story

Objectives

- Lesson aim: to read, understand, and role-play a story about school subjects and routines
- Target language: wake up, brush my teeth, have breakfast, take a shower, go to school, go to bed
- Recycled language: time (oʻclock, -thirty), school subjects
- Receptive language: daily routine

GSE

- Receptive: Reading: Can understand a few simple phrases related to familiar, everyday activities. Can understand short, simple descriptions of someone's typical day, if supported by pictures.
- Receptive: Listening: Can recognize familiar words and basic phrases in short illustrated stories, if read aloud slowly and clearly.

Imagine: fostering imagination

magine

- Engage children in the story frames by asking them to make a poster for their favorite subject. Have them include their subject poster when they are role-playing the story.
- Point to the "Imagine" stepping stone and write the learning objective on the board: We're understanding and role-playing a story about school subjects and routines.

Materials

Audio; Flashcards; Story animation; Story cards



Starting the lesson



• Ask a student to sit with his/her back to the board. Write a school subject on the board. Ask the class to mime some activities they do in that subject, e.g., kick a ball – P.E. Repeat with other subjects.





1.08) Listen, point, and say.

- Ask students to look at the pictures and say what they can see. Encourage them to say colors or objects they know.
- Play the audio and have students point to the activities they hear.
- Play the audio again and have students repeat what they hear.
- Hold up each flashcard picture for students to say the word without prompting.

Look at the story. What subjects can you see? Write.

- Ask students to look at the story and ask What subjects can you see? Students write the subjects.
- Ask the class to point and say any other things they can see.

ANSWER KEY: math, science, art

FUTURE SKILLS: enquiry and imagination

Ask students to look at the first picture in the story. Ask them to say how they think Daniel is feeling in the first frame (sad, bored). Ask students to look at the picture again and, without reading the text, think about why he is feeling like this. Then have students look at Daniel's expressions throughout the story. Ask them if he always looks sad (no) and what other emotions he might be feeling (confused, happy). Students may need to say some of the emotions in L1. Tell the class they will now read the story to find out why Daniel is feeling sad.





Listen or watch. What do you learn about teeth?

- Play the audio and ask students to follow the story in the books, repeating the words together.
- Play the video, pausing to give students time to think about what they learn about teeth.
- Ask follow-up questions, e.g., What is Daniel's favorite subject? (SUPPORT) Before the activity, ask students to look at the story in their books and say what they think the story might say about teeth. STRETCH Ask confident students to listen for the answer in the story and raise their hands when they hear it.

ANSWER KEY: That adults have 32 teeth and children have 20 teeth. Rafa says he only has 19 teeth.

4 Read again. Then match.

- Ask the class to look at the story again. Have them point to the characters and say their names.
- Read the sentences to the class. In pairs, have students complete the activity.

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













Activity 2









RECEPTIVE SKILLS TIP

As a class, go through the answers to Activity 4. Have students point to where they have found the answer for each question. They should be able to point to the correct frame that shows each character saying their line.

- Imagine you are Daniel at the school subject fair. Role-play the story.
- Tell students to imagine they are Daniel. Put students into groups and give each a set of story cards. Ask them to choose a character from the story and repeat their lines as they hear them.
- Play the audio pausing after each frame, Encourage students by pointing to the characters and reading their
- Have students perform to other groups. Invite more confident students to show their story to the class. As a challenge, students can make their own subject posters to add into the story and improvise.

I Can Shine!



ACHIEVE The student can read a line or lines from the story, without support, and in a way that is clearly understood.

ADJUST The student can repeat lines from the story when prompted.

EXCEED The student can read a line or lines from the story unprompted and add new information.

Story extension

To extend the acting activity further and help students practice the vocabulary taught in the lesson, have students choose a character they would like to play the part of from the story. Tell students to imagine and roleplay that character's morning routine before they came to the school subject fair. Tell them to draw any extra things they might need, e.g., a toothbrush, and cut them out to make simple props.

TEACHER TIME TO SHINE: using stories in the classroom

Putting students in groups to play each role will help more self-conscious students. Focus on the key phrases in each frame and encourage students to repeat them. Bring props to help role-play stories and make them fun.



IMAGINE HELPER

Ask the class which helper they can see (Alicia the Imagine helper).

Read Alicia's question to the class: When do you use math? Ask students to think about when they use math inside and outside of the classroom. Brainstorm ideas on the board. Tell students that, for example, using money is

Ending the lesson

- Write the 6 activities from Activity 1 on small pieces of paper. Divide the class into two groups.
- Ask groups to choose one person from their group to come to the board.
- The two students choose a piece of paper, and both draw the activity on the board. Have groups guess what the activity is. Award points for correct guesses.
- Choose the next students to come to the board. Repeat the steps. The winning team has the most points.

Workbook page 6

(1) Number for you. Then write. Students number the pictures in the order they do the activities every day. They say the words as they number and complete the phrases with words from the word pool.

ANSWER KEY: I go to bed.

I take a shower.

I go to school.

I wake up.

I brush my teeth.

I have breakfast.

Read and write true (T) or false (F). Students write T or F depending on whether the sentence is true or not.

ANSWER KEY: 2T, 3F, 4T

Imagine helper: Students decide what they think of the Student Book story and color the appropriate number of stars.

I can shine!

Write for you. Students complete the sentences about their own daily routine.

Extra time: Remind students of the picture of the butterfly and demonstrate how you know it has symmetry. Then have them look around the classroom and find things that have symmetry, then draw or write the things they find.







Activity 5

















Lesson 4 - Structures

Objectives

- Lesson aim: to talk about when you do routine actions
- Target language: What time do you (wake up)? I wake up at (seven o'clock).
- Recycled language: wake up, take a shower, brush my teeth, have breakfast, go to school, go to bed

GSE

- Receptive: Listening: Can understand the time of day when expressed to the half hour. Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts.
- Productive: Speaking: Can describe and answer simple questions about their daily routines in a simple way, using gestures and short, fixed expressions.

Build: building confidence

Build

- To build confidence before learning to tell the time, review numbers that children know. You might also need to review how to tell the time (o'clock and -thirty) in L1, depending on the abilities of your students.
- Point to the "Build" stepping stone and write the learning objective on the board: We're learning to talk about when we do routine actions.

Materials

Audio; Flashcards

Lesson 4 1 P Listen and check (*). Which timeline shows Lena's day? B Listen and read. Then chant. Grammar builder What time do you wake up? I wake up at seven-thirty. What time do you wake up? I wake up at seven-thirty.

Starting the lesson



- Review the routine actions from Lesson 3 using the flashcards. Then role-play brushing your teeth and ask What's this? Repeat the steps, role-playing other activities (wake up, take a shower, etc.).
- Ask students to say what time they do each activity. Encourage them to say full sentences, e.g., I wake up at seven-thirty.

Listen and check (/). Which timeline shows Lena's day?

- Ask the class to look at the two timelines. Ask Do the two people do things at the same time? (no). Point to the clocks and ask students to say the times.
- Play the audio and have students follow along with the timelines. Ask them to point to what they hear.
- Play the audio again and have students check
 Lena's timeline. (SUPPORT) Before the activity, read
 through the times and the activities as a class.
 Repeat them together for both timelines to help
 students notice the differences. (STRETCH) Students
 point to each activity in timeline A and say if they do
 things at the same time or a different time.

ANSWER KEY: Timeline A

RECEPTIVE SKILLS TIP

Before listening to the audio, encourage students to first say what they can see and read the activity rubric to help them understand the topic and what they will be listening to. When students are completing the activity, play the audio through twice and encourage them to listen closely both times so they can be more confident in their answers.

2 Listen and read. Then chant.

 Write eight o'clock on the board. Ask What time do you (wake up)? and point to the time on the board. Have students say the time. Encourage them to say I wake up at....













- Read the Grammar builder to the class. Encourage them to follow along with you.
- Play the audio and have students listen and read the Grammar builder sentences.
- Play the audio again and have students listen and chant along.
- Have more confident students read the guestions and answers in pairs without the audio.



BUILD HELPER

Ask the class which helper they can see (Lena, the

Read the question to the class and point to one of the activities on the timeline. Ask What time do you (wake up)? Have students say their answer in a full sentence, e.g., I wake up at....

Put students into pairs and tell them to look at timeline B. Have students point to each activity and ask and answer with the times they see.

ANSWER KEY: What time do you take a shower?

I take a shower at seven o'clock.

What time do you have breakfast?

I have breakfast at seven-thirty.

What time do you go to school?

I go to school at eight o'clock.

What time do you go to bed?

I go to bed at nine-thirty.

Ask and answer for you.

- In pairs, assign students A or B. Tell As they are going to ask the questions first and Bs are going to answer. Then they switch roles.
- Encourage them to use the pictures to help them ask and answer the questions. Ask them to say what time they do each activity.
- Have more confident students share one of their questions and answers with the class. Have less confident students just say the time they do the activity. (SUPPORT) Ask students to say what they can see in the pictures before they ask and answer. STRETCH Students draw their partner's day.

Extra activity

Have students draw timelines for two of their days: one on the weekend and one in the week. For each day they should draw a little icon to represent something they do and a clock showing the time when they do the activity. Use the two timelines in Activity 1 as an example. In pairs, they look at each other's timelines and ask each other questions about what time they do each activity. Students can use the Grammar builder box for reference to help structure the questions and answers. Once they compare days, they can tell the class something they have learned about their partner's day and if they do anything that is the same or different.

Ending the lesson

- Have one student come to the front of the class. Ask them What time do you wake up? Have them say their answer.
- Tell students to stand up if they wake up at the same time. Then choose another student to come to the front. Ask them a different question. Repeat the steps.
- Have a class vote on the most popular times to do the activities.

Workbook page 7

1 Look and write. Students use the pictures and clock faces to complete the questions and answers.

ANSWER KEY: 2 do, have breakfast, seven, 3 What time do you, I brush my teeth, eight o'clock, 4 What time do you, I go to bed at eight-thirty

Grammar extension

Grammar 1 Lesson on page 88 of the Student Book offers extended practice of the grammar introduced in Unit 1. Further teacher's notes can be found in the teacher resources on the Pearson English Portal.

Activity 1 Audio script

Daniel Hi Lena. What time do you wake up in the

mornina?

Lena I wake up at six-thirty.

Daniel What time do you brush your teeth?

Lena I brush my teeth at seven o'clock. I go to school

at seven-thirty.

Daniel Do you have breakfast?

Lena Yes, I have breakfast at school at eight-thirty.

Daniel What time do you go to bed? Lena I go to bed at nine o'clock!

Activity 2

Lena Come on everybody, listen to me. Lena What time do you wake up?

Boy I wake up at six-thirty.

Lena What time do you brush your teeth? Boy I brush my teeth at seven o'clock. Lena Come on everybody, chant with me.

What time do you wake up? Children I wake up at six-thirty.

> What time do you brush your teeth? I brush my teeth at seven o'clock.















Lesson 5 - Communication

Objectives

- Lesson aim: to talk about how I travel to school; to practice the sounds oy /ɔɪ/ and or /ɒːk/
- Speaking function: to say how they and others get to school every day
- Functional language: How do you go to school? I go (to school) by (bus, car, bike), I walk (to school).
- Recycled language: school, transportation, toys

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 say how they and others get to school every day in a simple way.

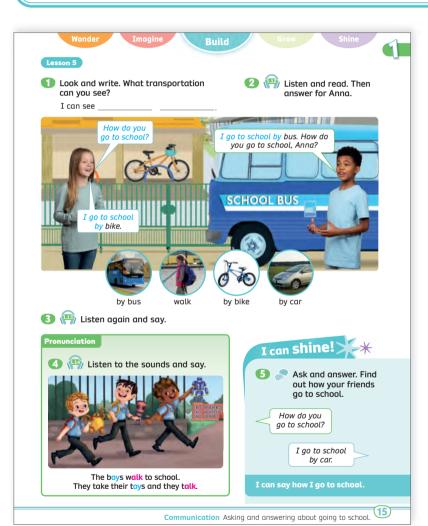
Build: building confidence

Build

- Ask students if they know any words for ways to travel in English already. They may know one or two words as a class. Praise any words that are known already. You can remind students that they often know more than they think!
- Point to the "Build" stepping stone and write the learning objective on the board: We're learning to talk about how we travel to school.

Materials

Audio; Communication cards



Starting the lesson

 Play a game. Read aloud the following: brush my teeth, seven o'clock, wake up, go to bed, eight-thirty, six-thirty, go to school. If you say a time, students stand up. If you say a daily activity, students put their hands on their heads. Present a few examples, doing the actions yourself. As an alternative, students can choose the actions.



1 Look. What transportation can you see?

 Ask students to look at the Activity 1 pictures and tell a partner what they can see. Ask them to say the transportation they know.

Listen and read. Then answer for Anna.

- Point to the transportation and read through with the class.
- Play the audio and have students read along. Ask students to say how Anna goes to school.
- Tell students we can say by bus, by bike, by car but not by walk. Explain that walk is a verb, but car, bus, and bike are nouns.

ANSWER KEY: by bike



Listen again and say.

- Play the audio again. Pause after each sentence for students to repeat.
- Point to the pictures of the transportation and have students say them. (SUPPORT) Drill the phrases as a class. Have students role-play the phrases as they say them, e.g., driving a car, walking, etc. STRETCH In pairs, one student plays the boy and the other plays the girl. Ask them to read what their character says.























Pronunciation Listen to the sounds and say.

- Write walk and talk on one side of the board. Write boys and toys on the other side of the board. Point to them and have students say them. Point faster and have students say them as fast as they can.
- Read the sentence to the class. Then read the sentence together slowly.
- Play the audio and have students listen and say the tongue twister.
- For less confident students, repeat the audio and encourage them to repeat it as many times as they can. Have more confident students say the tongue twister without the audio and encourage them to say it faster and faster. (SUPPORT) Practice oy $/\Im I/$ (as in boy) and alk $/\Im Ik/$ (as in walk) with the class by drawing a mouth on the board, showing the position of the tongue and teeth when the sounds are produced. STRETCH Ask students to think of other words that have the same vowel sounds as walk and boy.

Ask and answer. Find out how your friends go to school.

With communication cards:

 Print off the communication cards before the lesson. Read the question and answer in the chart. Tell students they are going to ask other students the question and that they will use this chart to write their partner's answers using a checkmark. Explain they can check more than once in each box.

Without communication cards:

- Write the question on the board: How do you go to school? Draw a chart on the board with two columns. Students draw small pictures of the following in the first column: a bike, feet, a bus, a car. Students will check in the second column.
- Tell students to ask their partner how they go to school and then check next to the correct picture. Encourage them to use the question on the board to help them.
- Ask students if their partner goes to school by bike and have them raise their hands. Repeat this for all modes of transportation.

FUTURE SKILLS: Collaboration and communication

As students complete the activity, encourage them to speak to more than one of their classmates. Ask them to walk around the class and ask the question to three of their classmates and make a note of their answers. Remind students about language they know to extend the conversation beyond asking the main question How do you go to school?; They could also ask What time do you go to school? and say Thank you when their classmate answers their questions.

TEACHER TIME TO SHINE: facilitating speaking in class

Before the activity, consider different ways of doing the class survey on the communication cards. For example, have a small group of students in a circle take turns asking and answering, or have students walk around the classroom to speak to individual classmates.

I can shine





ACHIEVE The student can ask and answer about how they go to school using How do you go to school? I go to school by....

ADJUST The student can respond in simpler ways. Instead of responding I go by car, they can say By car.

EXCEED The student can ask and answer how they go to school and add new and additional information, e.g., I go to school at eight o'clock. I go by car.

Ending the lesson

• Mime modes of transportation and have the class guess them.

Workbook page 7



2) Write. Then number. Students write the missing words in each speech bubble, then order the speech bubbles.

ANSWER KEY: 1 How do you go to school?, 2 I go to school by bike. And you?, 3 I walk to school.

I can shine!



3 Draw and circle. Then ask and answer. Students' own ideas. Then they ask and answer with a partner.

Build helper: Students answer the question.

Pronunication: Students say the words and focus on the highlighted sounds. They circle the one that doesn't belong.

ANSWER KEY: walk









Practice









Lesson 6 - Global citizenship

Objectives

- Lesson aim: to talk about my school day
- Cross-curricular connection: School days around the world
- Global citizenship theme: Cultural awareness
- Target language: schedule, classroom, playground, homework
- Recycled language: English, math, history, geography, art, music, technology, science

GSE

- Receptive: Reading: Can recognize simple words and phrases related to familiar topics, if supported by pictures. Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts.
- Receptive: Listening: Can identify key information in short conversations on school-related topics, e.g., subjects, schedules, homework.

Grow: nurturing growth in society

Grov

- Promote global citizenship by encouraging students' awareness of how people live in other countries. Encourage children to think about where China is. Use a globe or an online map to find out where it is. Ask Do you think school in China is the same or different from school where we you are? Why?
- Point to the "Grow" stepping stone and write the learning objective on the board: We're learning to talk about our school day.

Materials

Audio



Starting the lesson



 Ask What time do you wake up? What time do you go to school? How do you go to school? Then ask students to say the school subjects they have.
 Write their ideas on the board.

1 Look. Is your school day different?

- Ask students to look at the pictures. Ask Where is the boy? What is in the classroom? What are the children doing?
- Ask students to look at the pictures and tell a partner what they can see. Ask students to say if their school day is the same or different.



Listen and read. What subjects does Chen have on Monday morning?

- Play the audio and have students read along.
- Play the audio again and ask What subjects does Chen have on Monday morning? SUPPORT Direct students to the paragraph in the text where they can find the answer to the question. STRETCH Have more confident students look at the schedule and say the times that each subject starts in the morning.

ANSWER KEY: math, English, history, and geography

RECEPTIVE SKILLS TIP

After reading and listening to the text for the first time, ask students to work in pairs and tell their partner something about Chen's school day that they can remember. They can look at the pictures that accompany the text to help prompt them.





Listen. What's Chen's favorite day?

Global Citizenship School days around the world











- Read again. Then circle true (T) or false (F) for Chen.
- Read the four statements to the class. Ask them to point to the picture each sentence relates to.
- Ask students to look at the text again and circle T or F.
- Ask the class to say their answers aloud. (SUPPORT) Do the activity as a class. Read each statement and ask students to find the correct picture. Have them say true or false. STRETCH Have students correct the false statements, e.g., We play in the playground.

Extra activity

Have students say how many students are in their class, where they have their classes (in the classroom), and if they have homework, e.g., I have/I don't have homework.

ANSWER KEY: 1T, 2T, 3F, 4F





Listen. What's Chen's favorite day?

- Play the audio. Ask What's Chen's favorite day?
- Ask students to say if their favorite day is the same or different. (SUPPORT) Before listening, brainstorm the days of the week as a class. STRETCH Ask follow-up questions, e.g., What is on Wednesday? (drama).

ANSWER KEY: Wednesday



GROW HELPER

Ask students who the helper is (Thomas, the Grow helper). Ask students to think about things that stay the same every day at school (e.g., time for lunch) and things that change every day at school (e.g., subjects). Add any ideas students have to the board. These ideas may help them determine why they like some school days more than others

Read the question to the class. Encourage students to think about the good things about school. Brainstorm ideas as a class and write them on the board.

In pairs, students tell their partner their answer. Then ask students to raise their hands and share their ideas.

FUTURE SKILLS: critical and reflective thinking

Ask the class the I wonder question from Lesson 1: Are school days the same in every country? Elicit answers, then build on this by asking: What time do you start and finish school? Have students think again about Chen's school day and having read the text, say what some of the differences and, similarities between his day and their day. Prompt students by asking Do you study the same subjects?, Do you start/finish school at the same time?, How long is your lunch break?

Ending the lesson

- Give students two minutes to look at the page then ask them to close their books.
- In pairs, ask students to name five things that were on the page. Ask pairs to raise their hands when they have the answers.

Background information (Culture and CLIL)

Before the lesson, research about school days in different countries. Find out about the different times children start school, the subjects they study, and the lunchtime activities they do. This will help students build on the reading task. After Activity 4, show students the information you have found. This could be through drawing a different schedule on the board for one of the school days in a different country, showing pictures of children doing activities at lunch, or playing the Our World video on the Pearson English Platform. Have students compare the school days and describe what they can see.

Workbook page 8



(1) Read and match. Students look at the pictures and match the sentences to the correct picture.

ANSWER KEY: 2 d, 3 a, 4 c



Listen and check (/). Then write. Students listen and check the correct picture. Then they complete each sentence with the correct word.

ANSWER KEY: 2 b, 3 a, 4 b

2 English, 3 playground, 4 homework

Grow helper: Read aloud the sentence Thomas says. Have a vote as a class.

Extra time: Read the guestion to the class. Have students give reasons in English or in L1 if less confident.

Activity 4

Audio script

Girl Hi Chen. What's your favorite school day? I like school every day! My favorite day is Chen

Wednesday.

Girl What do you have on Wednesday?

Chen I have drama on Wednesday. I like it. It's my favorite

subject.















Lesson 7 - Writing

Objectives

- Lesson aim: to write about my favorite day
- Text type: a diary entry
- Recycled language: days of the week, school subjects, daily activities

GSE

- Receptive: Reading: Can understand a few simple phrases related to familiar, everyday activities.
- Productive: Writing: Can write a single, basic sentence about daily routines and activities. Can write simple phrases with appropriate spacing between words and spell a range of common words (e.g., names, greetings, colors).

Grow: nurturing growth in society

- Encourage a further sense of students' social responsibility and actions by using mini role plays and class vote activities to explore social initiatives. You can ask (in L1) When do people vote? Why do people vote?
- Point to the "Grow" stepping stone and write the learning objective on the board: We're learning to write about our favorite day.

Materials

Audio; Flashcards



Starting the lesson



- Draw seven dashes on the board. Tell the class these represent letters. Divide the class into two teams. If needed, tell them the word is a day of the week.
- Ask teams to shout out a letter to try and guess the word (Tuesday). Award points to the team that guesses the word correctly first.
- Repeat the steps for other days of the week or school subjects.



Listen and read. What's Carla's favorite day?

- Write My favorite day is (Tuesday). on the board. Read the sentence to the class and ask them what subjects they have that day.
- Play the audio and have students read along.
- Play the audio again then ask What's Carla's favorite day? (SUPPORT) Have students point to where they found the answer from in the text. STRETCH Have more confident students say why they think Carla's favorite day is Thursday (maybe she likes science, math, art, and English, or maybe she likes helping in the school library.).

ANSWER KEY: Thursday



Ideas generator Read, listen, and write.

- Read the sentences as a class.
- Play the audio. Ask students to read along.
- Play the audio again and pause after each sentence for students to write their answers.

ANSWER KEY: 1 math, 2 bus

Give it a go Plan your diary entry with a friend.

- Read the guestions as a class. Put students into
- Ask students to tell each other their answers to the questions. Encourage them to make a note of















their ideas. Encourage them to use the notes from Activity 2 to help them. (SUPPORT) Brainstorm the school subjects and daily activities as a class on the board. (STRETCH) Have students make notes on any other information, e.g., how they go to school and their routine.

Planning support To help students plan their ideas, practice the phrases and vocabulary with the class first. Show the flashcards for the school subjects and the daily activities. Show them slowly and ask students to write down the words that match them in their notebooks.

FUTURE SKILLS: collaboration and communication

Put students into groups to read their notes to each other. Encourage them to ask each other *why* that is their favorite day at school. As students share their ideas and collaborate on reasons for why they have chosen a particular school day, they can add to their notes to help develop their plans further, before writing their diary entry.

- 4 Write your diary entry together.
- Ask students for their favorite day and choose one to write on the board. Ask the class to say the school subjects and other things they do on that day, e.g., homework. Write their ideas on the board. Read the information out in a full sentence, e.g., My favorite day is Friday. On Friday, I have English, math..., etc. to act as a model for students.
- In pairs, ask students to write their notes for Activity 3 into sentences.
- Write What's your favorite day? on the board. Have students
 walk around the class and ask other students to find
 someone with the same favorite day. Tell them to stand
 together in a group. Then, talk about which group is biggest
 and vote on the class's favorite day of the week.
- Have more confident students read their sentences to the class

l can shine!



ACHIEVE The student can write clear, full sentences about what subjects and other activities they do on their favorite day of the week.

ADJUST The student can write their favorite day of the week and one or two subjects they have on that day in note form.

EXCEED The student can write clear, full sentences about their favorite day at school, the subjects and activities they do, and they can add extra information, such as opinions.

Ending the lesson

- Stick six flashcards from previous lessons on the board. Ask students to close their eyes. Remove one flashcard from the board.
- Ask students to guess which flashcard you removed. Repeat the steps with other flashcards.
- With a different set of six flashcards, invite a student to come up to the board and remove a flashcard. Again, students guess which flashcard has been removed. Repeat with different students coming to the board each time.

Workbook page 9

Read and match. Ask students to write the letters to match the sentences to the pictures.

ANSWER KEY: e, a, b, d

2 Give it a go Plan your diary entry. Students write their answers to the questions about themselves in note form.

I can shine!

3 Write your diary entry. Before they start, remind students when they need to use capital letters (at the start of sentences and for days of the week). Students write about a typical school day. Ask them to draw a part of their day. Have them compare with a partner or share with the class.

Check your work: Students check their work to make sure they have used capital letters for days and school subjects.

Activity 2

Audio script

1

Girl My favorite day is Tuesday. I have math.

2

Boy My favorite day is Friday. I go to school by bus.















Lesson 8 - Review

Objectives

- Lesson aim: to review the language from Unit 1
- Reviewed language: o'clock, -thirty, school subjects, days of the week, daily routines

GSE

- Receptive: Reading: Can understand a few simple phrases related to familiar, everyday activities.
- Productive: Speaking: Can say how they and others get to school every day in a simple way. Can answer simple questions about their daily routines using gestures and short, fixed expressions.

Shine: Time to shine!

- Make sure that children know that it only matters what they can do and encourage them not to compare themselves with others in the class. Encourage them to use as much language from the unit as they can. Have them look through Unit 1 to help themselves. Encourage them to ask a partner for support when making the photo diary or presenting it, if they need to.
- Point to the "Shine" stepping stone and write the learning objective on the board: We're reviewing what we've learned in the unit.

Materials

Our World video

My school day photo diary Step 1 Write the words. brush my teeth wake up Wednesday geography math Friday science take a shower Monday go to bed technology history School days School subjects Things I do every day What do you do before you go to school? Ask and answer about your school day. What time do you wake up? I wake up at seven-thirty. How do you go to school? I walk to school. Read and write. schedule homework classroom playground 1 At lunchtime, I play on the _ 2 After school, I do my 3 My school subjects are on my 4 I have lessons in the Watch and listen. Unit review Unit objectives review

Starting the lesson



- Tell students they are going to play a memory game. Write the following scattered around the board: Monday, Wednesday, math, art, music, wake up, brush my teeth, go to school. Ask students to look at the words for one minute.
- Erase the words from the board. Put students into pairs and ask them to tell their partner what they remember. Then ask pairs to stand up if they think they can remember all eight. Choose a pair to say them aloud.

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 writing in Activity 1. The story ideas from the Imagine spread are reviewed in Activity 2. The speaking element in Activity 3 consolidates the target structures and language of the Build spread.
- Before students complete the activities, reviewing the song from lesson 2 can help them recall vocabulary and language learned earlier in the unit.

Write the words.

- Ask students to think back to the daily activities they do, the school subjects, and the days of the week. Brainstorm some ideas as a class to prompt students.
- Ask students to look at the words in the wordpool.
 Tell them to draw the chart in their notebooks and to put the words or phrases into the correct column.
- Draw the columns on the board and ask students to say the words and point to the correct column.
- Have students add any other words they know to the columns.













IIGITAL SAMPLE



ANSWER KEY: School days: Wednesday, Friday, Monday School subjects: geography, math, science, technology, history

Things I do every day: brush my teeth, wake up, take a shower, go to bed

What do you do before you go to school?

- Tell the class what you do before you go to school, and invent it
 if preferred, e.g., I wake up. I have breakfast. I take a shower, etc.
- In pairs, students tell each other three things they do before they go to school.
- Have more confident students share their ideas with the class and have students raise their hands if they do the same activities.
- 3 Ask and answer about your school day.
- Ask the class how they came to school today. Write some ideas on the board, e.g., by bike, walk, etc.
- Read the guestions and answers as a class.
- In pairs, assign students A or B. Tell As they are going to ask questions first and Bs are going to answer. They use the speech bubbles as a guide.

TEACHER TIME TO SHINE: speaking in class

Give students an opportunity to practice the activity with different partners. When students are speaking with their first partner, circulate and note any common errors. Correct any errors together as a class, then have students do the activity again with a different partner in front of a small group or the rest of the class.

Read and write.

- Read the words and sentences to the class.
- Ask students to write the correct word to complete the sentence. Have students compare their answers in pairs.
- Have more confident students read the sentences and answers to the class. SUPPORT Students write out the sentence starters. Give them just two options to complete each sentence.
 STRETCH Students write additional sentences using these sentence starters: I have... on Friday.; I go to bed at...; I go to school by....

ANSWER KEY: 1 playground, 2 homework, 3 schedule, 4 classroom

- Watch and listen.
- Review the unit vocabulary using flashcards. Play the Our World video.
- After watching, ask students if they can remember which school subjects have been mentioned in the video (P.E., technology, geography, English, music, math, art, science).

Ending the lesson

 Divide the class into three or four teams. Choose a page in the unit. Tell teams to write down all the activities or school subjects they can see. Set a time limit. When the time is up, have groups read aloud their answers. Award one point for each correct answer.

Workbook page 10

1 Find and circle. Then write. Students circle the words in the wordsearch and write them. Remind students when to use capitals, e.g., at the start of each day.

ANSWER KEY: 2 history, 3 P.E., 4 technology, 5 music, 6 English, 7 wake up, 8 go to bed

Write. Then listen and check (✓). Students use the pictures to help them write questions and answers. They write the missing words to complete the dialog, then listen to check their answers.

ANSWER KEY: 1 drama, science, 2 take a shower, seven-thirty, 3 do you have breakfast, at eight o'clock

Write and answer for you. Then talk with a friend. Students answer the questions for themselves, then talk to a friend.

Extra time: Students need to rearrange the letters to make school subjects.

ANSWER KEY: drama, geography, math

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.













Lesson 9 - Project: Create a photo diary

Objectives

- Lesson aim: to create a photo diary
- Reviewed language: o'clock, -thirty, school subjects, days of the week, daily routines

GSE

- Receptive: Listening: Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. Can identify key information in short conversations on school-related topics, e.g., subjects, schedules, homework.
- **Productive: Speaking:** Can describe their daily routines in a simple way.
- Productive: Writing: Can write a single, basic sentence about daily routines and activities. Can write simple phrases with appropriate spacing between words.

Shine: Time to shine!

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.

- Encourage children to collaborate effectively in this lesson by listening to each other's ideas; adding to each other's ideas and agreeing on the final ideas to include in the photo diary. Tell students that good collaboration means that no one feels left out.
- Point to the "Shine" stepping stone and write the learning objective on the board: We're going to make a photo diary.

Materials

Flashcards; coloring pencils, colored paper, scissors, card, alue



Starting the lesson



• Put the flashcards for the lesson 3 vocabulary on the board. Ask students to write the activities in their notebooks in the order they do them in the morning. Have students compare their routine with their partner.

Step 2: Create

- This section reviews global citizenship skills from the Build and Grow spreads, such as personalization, creativity, and collaboration. Activity 6 focuses on personalization. Activities 7 and 8 foster collaboration and communication skills as students collate their work to create their school day photo diary before presenting to the class. Activity 8 develops creativity.
- Make sure that students understand the steps to success for the project to enable them to carry out the project to the best of their ability. For example, instead of just asking them to create a poster, give them clear step-by-step instructions:
 - 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 extra 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.













6 Choose and write your favorite school day.

- Have students think about their favorite day of the week and what subjects they have on that day. Have them write the day down and make notes; this will help them in the next steps. SUPPORT If students are finding it difficult to come up with reasons for choosing their school day, refer them to their writing from lesson 7 to help prompt them. STRETCH Encourage students to write notes about why the day is their favorite.
- Tell your group about your favorite day. Take pictures or draw the things you do on that day together.
- Read the speech bubbles to the class. Put students into small groups to take it in turns to say their favorite day.
 Have them use the question prompts to talk about what they do on that day.
- Have students take pictures of, or draw, some of the things they do, e.g., have them role-play drawing a picture in art class, etc.

TEACHER TIME TO SHINE: personalization

If students do not have access to smartphones or tablets for the task, ask them to draw themselves doing their activities and to write the times of day.

8 Create a photo diary.

- Tell students they are going to make a photo diary. Have students look at the example on the page.
- In the same groups, have students think about what they
 want to show and say in their photo diary. Encourage them
 to write any information to talk about what each picture
 shows.

PROJECT TIP

In groups, students can put all their "before school" pictures on individual paths, and then "meet" at the start of the school day where they all do the same activities. For the "after school" pictures, students go back off onto their own individual path. Encourage students to be as creative as they want when presenting their photo diary.

Time to shine!





Present your photo diary to the class.

- Tell students they are going to share their photo diary. Read the speech bubbles to the class.
- Give students time to think about what they want to say.
 Have them practice their presentations in small groups before they present them to the whole class.
- Have less confident groups show and explain their photo diary to another group.
- Have more confident students present their photo diary to the whole class.

10 What's your favorite school day?

 Ask the class to raise their hands and vote for their favorite school day. If possible, encourage students to say what they like about it.

Ending the lesson

- Divide the class into two groups. Choose one student from each team to come and sit at the front with their back to the board.
- Tell the groups to role-play the phrase on the board for their teammate to guess. Write wake up on the board as an example and help students role-play it. Award points to correctly guessed phrases.
- Ask different students to come to the front to guess. Write the following phrases: brush my teeth, go to school, go to school by bike, go to school by car, take a shower, have breakfast, go to bed.
- The winning team is the one with the most points at the end of the game.
- Refer students to the Progress Chart on page 3. Have them read the sentences for each skill and notice what they have achieved so far.

Workbook page 11

- 1 Think and write. Students think and write actions they would do on their perfect day in their diary.
- Make your lapbook. Find pictures or draw. Then write. Students make notes of their answers, then compare with a partner. Then have students create their lapbook to show what they have learned in the unit, including all of the points from their notes.

The lapbook activities are a creative task, so give students the opportunity to interpret their lapbook writing and pictures as they wish.

To make the lapbooks, you can use sheets of card or paper, which can be folded or stuck together to create a fold-out booklet, as you can see in the example in the Workbook on page 11.

Home–school link: Tell your family about your perfect day. Students imagine their perfect day and tell their family, using their lapbook to help them.

Time to shine!





ACHIEVE The student can say full sentences about the daily routine activities and times, without support.

ADJUST The student can name some daily routine activities and times, with some support.

EXCEED The student can say full sentences about the daily routine activities and times. In addition, they can add extra information, such as opinions, e.g., *I like geography*.





Activity 10











from Rise and Shine Library

Key learning outcomes



in Goodbye, the students will:

Wonder

Name or describe people or common objects or express basic opinions in a few words

Imagine

Recognize familiar words in phrases, sentences, and texts

Build

Participate in social exchanges in English

Grow

Write simple sentences on familiar topics

Shine

Consolidate target vocabulary and structures through story and song

Unit overview

Target vocabulary

Course vocabulary consolidation: courtyard, doctor, party, bus stop, lions, explorer, rock-climbing

Functional language

Have a great summer! See you soon!

Recycling and building

Goodbye! Have a great vacation!

Language stretch

I love the courtyard!

Target structures

Course structures consolidation: He likes/She likes/I like... There is/are...

Values

I can reflect on what I've learned.

Competency focus

Make evaluations and self-evaluations, and participate in a constructive manner.

Key progress indicator chart

GSE range for Level 3: 22–30 (stretch 35)	Development indicator:		
Speaking	Have a short conversation about my world.		
Vorking towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic, and at the highest level being ble to give a simple, prepared talk.			
Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (34)	Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.		
Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes. (27)	Identify and understand simple information and details in short spoken texts or conversations.		
Can answer simple questions about very familiar topics, if delivered slowly and clearly. (29)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.		
Writing	Write simple sentences about the world around me.		
orking towards: writing a short text of 4–6 sentences on common topics, and at the highest level being able to write for range of social and interpersonal purposes.			
Can write basic, single-clause sentences, given a model. (29)	Write simple sentences on familiar topics and situations.		

Objectives

- Lesson aim: to review language from Units 1-6
- Lesson language: He likes/She likes/I like; courtyard, doctor, party, bus stop, lions, explorer, rock-climbing

GSE

- Productive: Speaking: Can answer simple questions about very familiar topics, if delivered slowly and clearly.
- Productive: Writing: Can write basic, single-clause sentences, given a model.
- Receptive: Listening: Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.

Learning objective

Write the learning objective on the board: We're reviewing what we have learned in the book and saying goodbye.

Materials

Audio; Flashcards from various units



Starting the lesson: warm up

- In pairs or small groups, ask students to do a short guiz on the Student Book. Ask the questions below and have students write down their answers or raise their hands. Award a point for each correct answer.
- Allow students to look back through their books but set a time limit for each question.
 - 1 Name 3 school subjects (Unit 1)
 - 2 Name 2 places beginning with s in a town. (Unit 2)
 - 3 How do they tell stories about princesses and pirates in Italy? (Unit 3)
 - 4 What does Lena like doing? (Unit 4)
 - 5 Name an animal that can fly (Unit 5)
 - 6 Finish the activity ___ a fort. (Unit 6)

ANSWER KEY: 1 math, art, English, music, P.E., science, geography, history, technology, drama, 2 sports center, store, 3 opera, 4 doing crafts, helping people, 5 parrot, 6 building

Big Picture: What can you see?



- Ask students to look at the Big Picture. Say a unit and topic and ask students to say what they can see, e.g., Unit 1 school subjects (math, art, etc.). Repeat the steps for each unit and topic.
- Ask students to say what they think of the courtyard. Give your own opinion to prompt students, e.g., It's beautiful!







Listen or watch. Does Biscuit like the courtyard? Write Yes or No.

- Ask students to look at the main picture and to point to Biscuit.
- Play the audio or watch the video, and have students listen and say if Biscuit likes the courtyard.













ANSWER KEY: Yes



- Read the words as a class.
- Play the audio. Then ask students to check the words they heard. Check their answers.

ANSWER KEY: doctor, bus stop, party, poster



- Play the audio and ask students to read along.
- Play the audio again and ask students to sing along.
- If students are confident with the words, play the karaoke version (audio track 7.04) and have them sing along.

Extra activity

Play the audio again and ask students to substitute the characters' names with their friends' names, e.g., Goodbye Mario and Maria. Goodbye Sara and Luis. Goodbye Paolo and Lucy, too. Have a great summer. See you soon!

Ask and answer.

- Read the first speech bubble to the class. Tell students your favorite character and why, e.g., My favorite character is... He/She is.... Then ask a confident student the question and have them say their answer and why, if possible.
- Put students into small groups to discuss their own ideas. Then have them read the second question and say what their favorite unit was. Encourage them to say why. Encourage them to think about the stories, the language, and the songs to help them.
- 5 Choose something new to put in the courtyard. Write
- Put students into pairs. Tell them to look at the picture and say what they would add to the courtyard. Encourage them to think about special objects, their favorite animal, or anything else from the unit.
- Have pairs write a sentence about what they want to add to the courtyard. Then share ideas as a class. Have the class choose the best thing to add.

Ending the lesson

 In pairs, ask students to choose a character and say what they think the character likes doing during the vacation. Have students share their ideas with the class.

Workbook pages 58 and 59

Think and write. Students write the words into the correct category and add any additional words to each category.

ANSWER KEY: At school: history, geography (possibly reading corner). In town: movie theater, sports center. In the library: reading corner, storyteller. In the jungle: monkeys, snakes. At the lake: sailing, fishing.



Listen and number. Then write. Students listen and number the pictures in order. Then they complete the sentences or answer the questions.

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

a jump, b looking, building, c doing crafts, Yes, she does., d isn't. Yes, there are.

- 3 Look at Activity 2. Ask and answer. Students ask each other questions in pairs about the pictures in Activity 2.
- Read and match. Students read and match the descriptions to the characters. They play a guessing game in pairs and ask each other questions.

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

(5) Make your lapbook. Find pictures or draw. Then write. Students complete the sentences. Then they draw or find pictures, which they cut out to make a collage in their lapbooks.

Home-school link: Encourage students to tell their family about Rise and Shine Library.

Audio script Activity 1

Daniel Wow! I love the new courtyard!

Lena Yes, me, too! Look, there are some pictures of our

trip to the zoo. There's the jerboa! Jerboas can

iump really high.

Alicia And there's the doctor with her book at the bus

stop! I love our town.

Lena There are the crafts from our party at the library!

Rafa And there are our favorite story books! I like

reading now!

Thomas Yes! Good job, children! The courtyard is amazing!

Biscuit likes it, too!

Thomas The children see a new poster on the wall.

Daniel Oh, look! What's on that poster? Lena It's a new museum! Cool! **Daniel** Yes. Very interesting!



The end of Level 3 is a good time for students to take the English Benchmark Young Learners 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, choosing a level, administering the test, and interpreting scores, please visit pearsonenglish.com/ benchmark.



















World Teachers' Day

Objectives

- Lesson aim: to learn words for places in a school
- Target language: science lab, cafeteria, music room, computer lab, gym, classroom

Materials

Audio; Flashcards; card, paper, coloring pencils, scissors

Starting the lesson: warm up

 Ask the class what school subject they are learning now (English). Brainstorm the school subjects as a class and write them on the board, e.g., math, music, etc.

Big Picture: What can you see?



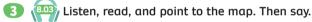
 Have students look at the main picture. Ask How many people can you see? What school subjects can you see? (science, music, etc.) Have students say any other objects or places they can see, e.g., classroom.



- Tell students they are going to listen to some friends talking about their school. Read the words as a class.
- Play the audio and have students point to the rooms they hear.
- Ask more confident classes a follow-up question, e.g., What subject does Ms. Green teach?



- Play the audio and have students point to the rooms in the picture.
- Play the audio again and have students repeat the words.
- To help consolidate the new vocabulary further, show students the flashcard pictures and have them say the words.



- Play the audio and have students read along with the words in the cloud. Encourage them to point to the places as they hear them
- Play the audio again and have students say the words.



IMAGINE HELPER

Ask students which helper they can see (Alicia, the Imagine helper).

Put students into small groups and have them say their favorite teacher. Encourage them to say why, if possible. Have them say where the teacher is at school, using the language from the lesson.

Make a card for your favorite teacher.

- Tell students they are going to make their own card for their favorite teacher.
- Ask students why they might say thank you to their teacher.
 Brainstorm ideas as a class on the board, e.g., being kind, helping me, teaching me, telling stories, etc.
- Ask students to make their cards. Encourage them to use illustrations and color, and to write a sentence to say thank you. (SUPPORT) Have students work in pairs to make their

card. STRETCH Encourage more confident students to write their own sentence to their favorite teacher and give reasons for thanking them. Give prompts on the board, e.g., Dear..., Thank you for..., From....

Ending the lesson

- Ask students to close their books. Mime the activities you can do in one of the places from the lesson and have students say what it is, e.g., mime playing guitar – music room.
- Repeat the steps for the other places in the school. Have students come and mime the things they do in the places for the class to guess.

Workbook page 60

1 Look and write. Students look at the floor plan and write the words, using the words in the wordpool.

ANSWER KEY: 2 classroom, 3 computer lab, 4 music room, 5 gym, 6 science lab



Listen, order, and write. Students listen and write the song lyrics in the correct order.

ANSWER KEY: Hurray for our teachers! They're kind and they help us!

Activity 1

Audio script

Boy Welcome to our school, Becky! We're your welcome friends!

Becky Thanks!

Girl 2 This is our classroom. That's our science teacher, Mr. Hall. He's my favorite teacher. He's kind!

Becky Do you have science class here?

Girl 2 No, we have science class in the science lab here.

Becky Who's your favorite teacher?

Boy I like Ms. Jamal. She's funny. She teaches art and music. There's the music room.

Girl 2 My other favorite teacher is Ms. Green. She helps me. She's our technology teacher. Look, there's the computer lab.

Becky I like technology – can we look there first?

Boy Sure!













extra activity













World Kindness Day

Objectives

- Lesson aim: to learn about things we can do to be kind
- Target language: help someone, smile, give someone a gift, care about someone, say thank you, talk to a friend

Materials

Audio; Flashcards; coloring pencils, scissors, paper, card

Starting the lesson: warm up

• Draw a smiley face on the board and ask the class how the face feels (happy). Point to its mouth and ask what the face is doing. Elicit and write the word smile on the board. Ask students to show you their best smiles.

Big Picture: What can you see?



 Ask students to look at the picture and say what they can see. Ask How many people can you see? What are they doing? How are they feeling? Encourage students to predict who the people are in the picture.

8.05) Listen and find.

- Write the word kind on the board. Ask the class what they think it means. Tell them today is World Kindness Day and they are going to listen to a family talk about the things they can do to be kind.
- Read the phrases to the class. Then play the audio and have students point to the actions in the picture.
- Ask more confident classes a follow-up question, e.g., What can we do to be kind?

(8.06) Listen and point. Then listen and say.

- Play the audio and have students point to the actions they
- Play the audio again and have students repeat the phrases.
- Ask students to say one of the things they do to be kind using the phrases.
- To help consolidate the new vocabulary further, show students the flashcard pictures and have them say the words.

3 (8.07) Listen and read. Then say and role-play.

- Before listening to the song, read the chant and ask the class what kind actions they remember from Activity 1.
- Play the audio and have students read along. Play the audio again and have students say the words.
- Teach students some actions for the words, e.g., smile, hands moving like open and closed mouths to show talking, etc.
- Play the chant for students to say the words and do the actions.

Make a class kindness book.

- Ask the class what kind things their friends do for them. Write their ideas on the board.
- Have students look at the pictures. Explain they are going to make their own kindness promise to put in the class book.
- Put students into pairs and ask them to write their kindness promise, then draw and color a picture to illustrate it, e.g., Give a gift to someone, smile, etc.
- Put the kindness promises together into a book and display it in class, so students can remember to do their kind acts.

WONDER HELPER

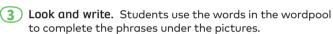
Ask students which helper they can see (Daniel, the Wonder helper).

Read the question to the class. Encourage students to use some of the language from the lesson to say their ideas. Have them say people they are kind to, e.g., friends, teachers, etc.

Ending the lesson

- In pairs, ask students to write down 3 of the kind actions from the lesson. Say some of the actions and have students cross off the ones they've written when you say them.
- The winning pair is the one that crosses out all of their kind actions first.

Workbook page 60



ANSWER KEY: 2 give, 3 talk, 4 thank you, 5 smile, 6 care



Listen and circle. Students listen to the song again from the Student Book and circle the correct words.

ANSWER KEY: Kindness, kind, play

Activity 1

Audio script

Mom It's World Kindness Day today. Boy What do we do on World Kindness Day?

Mom We are kind to everyone.

Boy What can we do to be kind?

Mom We can help people and we can smile. Yes, a smile is good. What else can we do?

Boy Mom We can talk to a friend.

Boy I know! We can give someone a gift....

Girl I have a gift for you, Mom! I want to say thank you.

Mom Oh, wow....

Boy Say thank you, Mom! Of course! Thank you! Mom





















DIGITAL SAMPLE

WORKBOOK 3 AUDIO SCRIPT

WELCOME

Lesson 2, page 3, TO.13

- A Girl Does the reading corner have beanbags?
 - Boy Yes, it does! It has 22 beanbags!
 - Girl Twenty-two beanbags?
 - Boy Yes, that's right. Twenty-two!
- B Girl Does the multimedia room have books?
 - Boy No, it doesn't. But it has 30 computers.
 - Girl Thirty computers?
 - Boy Yes, that's right. Thirty!
- C Girl Does the multimedia room have TVs?
 - Boy Yes, it does. It has four.
 - Girl OK. Four TVs.
- D Girl Does the library have posters?
 - Boy Yes, it does. It has a lot of posters.
 - Girl How many?
 - Boy Um... 50. Yes, it has 50 posters.

UNIT 1

Lesson 2, page 5, T1.07

- Girl What do you have on Monday?
- Boy I have math on Monday.
- Girl What do you have on Tuesday?
- Boy I have art on Tuesday.
- Girl What do you have on Wednesday?
- Boy I have geography on Wednesday.
- Girl What do you have on Thursday?
- Boy I have P.E. on Thursday.
- Girl What do you have on Friday?
- Boy I have science on Friday.

Lesson 6, page 8, T1.17

- 1 Boy Hi, Anna. What's your favorite day at school?
 - **Girl** I like school every day! But my favorite day is Tuesday.
- 2 Boy What do you have on Tuesday?
 - Girl I have English on Tuesday.
- 3 Boy What do you do at lunchtime?
 - **Girl** I play on the playground with my friends.
- **4** Boy What time do you do your homework?
 - **Girl** I do my homework at four-thirty.

Lesson 8, page 10, T1.20

- 1 Boy What do you have at school on Monday?
 - Girl I have drama and science.
- 2 Boy What time do you take a shower?
 - Girl I take a shower at seven-thirty.
- 3 Boy What time do you have breakfast?
 - Girl I have breakfast at eight o'clock.

UNIT 2

Lesson 2, page 13, T2.06

- 1 In my town, there's a hospital.
- 2 There's a grocery store.
- 3 There isn't a movie theater.
- 4 There aren't any cafes.
- 5 There are some stores.
- 6 There isn't a sports center.

Lesson 6, page 16, T2.16

- Girl Is this your town square?
- Boy Yes, it is!
- Girl Is there a movie theater?
- Boy No, there isn't a movie theater, but there are some cafes and stores.
- Girl Is there a fountain?
- Boy Yes, there is. There's a big fountain.
- Girl Are people in your town friendly?
- **Boy** Yes, people are very friendly. I love my town and my community.

Lesson 8, page 18, T2.19

- Boy Where am I?
- Girl Is there a librarian?
- Boy No, there isn't.
- Girl Are there any servers?
- Boy No, there aren't.
- Girl Are there any doctors?
- Boy Yes, there are.
- Girl You're at the hospital!

REVIEW 1

page 20, T2.22

- Boy Hi, Anna. Where do you live?
- Girl I live on Green Street. And you?
- Boy I live next to the movie theater.
- Girl How do you go to school?
- Boy I walk to school. What about you?
- Girl I go to school by bus.

UNIT 3

Lesson 2, page 23, T3.06

- 1 Girl The book is about a princess.
 - Boy Is she happy?
 - Girl Yes, she is.
- 2 Girl The book is about a villain and a treasure chest.
 - Boy Is it big?
 - Girl No, it isn't.
- **3** Girl The book is about an inventor.
 - Boy Is he happy?
 - Girl Yes, he is!
- 4 Girl The book is about a pirate!
- Boy Is he bad?
 - Girl No, he's good!

DIGITAL SAMPLE

Lesson 6, page 26, T3.16

- 1 Ben Hi, Alex. Which kinds of storytelling do you like?
 - Alex I like Chinese shadow puppets. They're beautiful.
 - Ben Yes, they are!
- 2 Ben Do you like opera, Alex?
 - Alex Yes, I do. It's exciting.
- 3 Ben Do you like Indian Kathak dance?
 - Alex Yes, I do. It's very interesting.
- 4 Alex And which kinds of storytelling do you like, Ben?
 - Ben I really like Hula dancing from Hawaii!
 - Alex So do I! It's great fun!

Lesson 8, page 28, T3.19

- Girl The book is about villains.
- Boy Are they scary?
- Girl Yes, they are.
- Boy Are they cute?
- Girl No, they aren't.

UNIT 4

Lesson 2, page 31, T4.06

- Adult What do James and Sonia like doing?
- Girl James likes painting. He likes playing chess. He likes
 - trading cards. He doesn't like juggling.
- Adult What about Sonia?
- Boy Sonia doesn't like painting. She doesn't like playing chess. She likes trading cards. She likes juggling.

Lesson 6, page 34, T4.16

- 1 Boy 1 I'm good at taking pictures. I like sticking pictures in my scrapbooks.
- 2 Girl I like making scarves for my teddy bears. I'm good at finger knitting.
- 3 Boy 2 I like making paper animals. My favorite craft is origami.

Lesson 8, page 36, T4.19

- 1 Girl Does he like playing sports?
 - Boy Yes, he does.
 - Girl Does he like learning an instrument?
 - Boy Yes, he does.
 - Girl Does he like playing video games?
 - Boy No, he doesn't.
- 2 Girl Does she like helping people?
 - Boy Yes, she does.
 - Girl Does she like doing crafts?
 - Boy No, she doesn't.
 - Girl Does she like having a party?
 - Boy Yes, she does.

REVIEW 2

page 38, T4.22

- 1 Boy Are you good at juggling?
 - Girl Yes, I am!
- 2 Boy Are you good at coding?
 - Girl No, I'm not. But I'm good at painting.
- 3 Boy I like stories about pirates.
 - Girl So do !!
- 4 Boy I don't like stories about villains.
 - Girl Oh, I do!

UNIT 5

Lesson 2, page 41, T5.06

- 1 Girl They can swim. They can't walk.
 - Boy Are they snakes?
 - Girl Yes, they're snakes!
- 2 Girl They can walk. They can't fly.
 - Boy Are they pandas?
 - Girl Yes, they're pandas!

Lesson 6, page 44, T5.16

Penguins live in the ocean. They swim very fast.

Some snakes live in the desert.

Parrots live in the jungle. They fly from tree to tree.

Monkeys live in the jungle. They love fruit.

Rhinos and zebras live in grassland.

Lesson 8, page 46, T5.19

- Girl Do they have fur?
- Boy Yes, they do.
- Girl Do they have spots?
- Boy No, they don't.
- Girl Do they have stripes?
- Boy Yes, they do.
- Girl Can they swim?
- Boy Yes, they can.
- Girl Can they run?
- Boy Yes, they can.
- Girl Can they fly?
- Boy No, they can't.
- Girl What are they?
- Boy They're... tigers.

UNIT 6

Lesson 2, page 49, T6.06

- 1 Harry isn't riding a bike. He isn't fishing. He isn't reading a map. He's sailing.
- 2 Katie isn't drawing. She isn't having a picnic. She isn't rockclimbing. She's hiking a nature trail.

Lesson 6, page 52, T6.16

- 1 Girl What can you do in your country in the summer?
 - Boy You can do a lot of activities. You can go sailing or kayaking on the lake. You can go windsurfing if it's windy. You can go swimming at the lake, too.
- 2 Girl What can you do in the winter?
 - Boy When it snows, you can go sledding or skiing in the mountains. You can't swim in the lake, and you can't go kayaking, but you can ride a bike by the lake. And you can go walking in the forest.

Lesson 8, page 54, T6.19

- 1 Boy He's in the country.
 - **Girl** Is he skateboarding?
 - Boy No, he isn't.
 - **Girl** What's he doing?
- **Boy** He's riding a bike.
- 2 Girl She's next to the river.
 - Boy Is she fishing?
 - Girl No, she isn't.
 - Boy What's she doing?
 - Girl She's having a picnic.

REVIEW 3

page 56, T6.22

Boy What's the weather like?

Girl It's windy.

Boy Let's go sailing!

Girl Um... I'm not sure.

Boy OK. Let's go windsurfing!

Girl That's a great idea!

GOODBYE

page 58, T7.05

- 1 Boy I like the zoo.
 - **Girl** So do !! I love the jerboas. They have fur and they're cute!
 - Boy Yes, and they have long legs! They can jump high!
- **2** Boy Look at the town square! There isn't a movie theater. But there's a cafe.
 - Girl Are there any police officers?
 - Boy Yes, there are!
- 3 Girl I like the Adventure Park. Look at Lena. She's looking for animals.
 - **Boy** What's Daniel doing? Is he building a fort?
 - Girl No, he isn't. He's drawing.
- 4 Boy They're having a party at the library!
 - Girl Look at Rafa. He isn't very good at doing crafts.
 - Boy Does Lena like helping people?
 - Girl Yes, she does.

OUR WORLD VIDEO SCRIPTS

UNIT 1: ALL ABOUT SCHOOL

Good morning! It's time to wake up! We brush our teeth, have breakfast, and go to school! There are a lot of different ways to go to school. Some people go to school by bus. Some people go to school by bike and some people walk! Every school has a different schedule, so we all have different school days! This school is in India. The boys and girls have P.E. in the morning. They exercise, run, and play on the playground. What do they have in the afternoon? They have technology. This school is in South Africa. On Tuesday, the boys and girls have geography in the morning and English. In the afternoon, they have music. It's fun. This school is in Slovenia. The boys and girls have math in the morning. What do they have in the afternoon? They have art and science! Now the school day is finished. It's time to go home, do our homework, and go to bed. Good night!

UNIT 2: EXPLORE OUR TOWN

This is a town, and this is a town square. A town square is an important place in a community. There are a lot of different places and people and every town square is different! In some town squares, there are benches. In some town squares, there are stores. There are some amazina fountains in this town square. There's a cafe, too. There's the server! There's a police station in this town square. Are there any police officers? Yes, there are! Is this a police station? No, it isn't, it's a bus stop! Here's the bus driver! We can explore our town on the bus. There are a lot of places to visit! There are places to have fun. There's the movie theater! We can go to the movie theater to watch movies and we can go to the sports center to play sports! There are places we can go to get help in our town, too, like drugstores or hospitals! Are there any doctors outside? No, there aren't! The doctors are in the hospital, they're taking care of the community. Is this a hospital? No, it isn't. It's a grocery store. There's the sales clerk. She's friendly. She takes care of the community, too! There are so many things to see and do in our towns. Where do you live?

UNIT 3: LET'S TELL STORIES

There are a lot of ways to be a storyteller. We can write stories, draw pictures, read books, do dances, sing songs, and we can dress up! He's a prince. He's kind. She's a princess. She's strong. He's a pirate! Is he scary? Yes he is! He's an astronaut. He's going to outer space. It's exciting! Who's this? He's a spy. He has a black hat and he's very smart! Who's this? She's a superhero! She has a red cape and she's very brave! The boys and girls use the puppets to tell stories. It's a very special theater. It's beautiful and it's fun. How do you tell stories?

UNIT 4: PARTY AT THE LIBRARY

What's your favorite hobby? Do you like juggling? Are you good at taking pictures? Some people are good at learning an instrument or playing video games. And some people don't have a favorite activity! They like learning something new. These boys and girls like using computers, so they're learning coding! She likes coding. It's fun. These boys and girls like playing board games, so they're learning to play chess! The teachers are very good at chess and they like helping people. These boys and girls like doing crafts, so they're learning to do origami. They fold paper and make different shapes! These boys and girls go to a special library to do new activities. They like being outside! Today, they're having a party. Everybody's doing different activities. She's acting and these boys and girls are painting. Does she like painting? Yes, she does! Does she like painting? No, she doesn't! She likes reading and she likes listening to stories. What activity do you like doing?

UNIT 5: LET'S SAVE OUR ANIMALS

Animals are amazing. They keep our planet healthy and they can do a lot of cool things. But some animals are in danger, so we need to keep them safe. We need to save our animals! These people help to save lions. Lions live in grasslands, with rhinos and zebras! These people help to save pandas. Pandas live in the forest. They have a lot of fur and they have spots! This is a snake! Do snakes have fur? No, they don't. Snakes live in the jungle. There are a lot of animals in the jungle. There are monkeys, leopards, and tigers! Tigers have a long tail and stripes, and they can climb! Can they jump? Yes, they can! Parrots have colorful feathers, and wings. They can sing and they can fly! Penguins have wings, too, but they can't fly. They can swim! Penguins love the ocean. They live in the ocean for most of the year. They can live next to the ocean, too, but sometimes, they get lost and that's dangerous. So, these people help them! They find them, they take care of them, and they take them back to the ocean! Let's save our animals!

UNIT 6: COME ON AN ADVENTURE

Do you want to go on an adventure? We don't need to go far. We can have adventures where we live! We can do drawing at home, riding a bike at the park, go skateboarding in our town, and explore nature close to our communities! They live close to a lake. What are they doing? They're kayaking! The lake is beautiful. She lives close to the mountains. It's snowy! What's she doing? She's skiing! Is he skiing? No, he isn't. He's sledding! He lives close to the ocean. He's on a boat. What's he doing? He's sailing! He doesn't live close to the ocean. He lives close to a forest. He's having a picnic with his dad. What's he doing now? He's fishing in the river! She lives close to the country. What's she doing? She's building a fort and hiking a nature trail with her family! Wow! Adventures are fun!





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	Book 3	<a1 a1<="" th=""><th>15-26</th><th>Level 1</th><th>Pre A1 Starters</th></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
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