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Rise and Shine

Teacher's Edition

4



Zoe



Marco



Sofia



Hugo



Eva

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Scope and sequence

	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
Welcome to the Rise and Shine Museum	People and things in a museum: <i>app, camera, exhibit, museum, museum director, phone</i> Dates: <i>1st–31st</i> Months: <i>January–December</i>	<i>We have (cameras). We can (take pictures).</i>	Important things: <i>fun games, important pictures, popular books, special toys</i>	<i>We like/don't like (science books). Do you like (soccer)? Yes, I do./No, I don't.</i>
1 Who are we?	Features: <i>beard, big eyebrows, blond, curly, straight, wavy (hair), freckles, mustache, ponytail, smile</i>	<i>What does she look like? She has (curly hair). She doesn't have (a ponytail).</i>	Special things: <i>blanket, bracelet, coin, drum, earrings, necklace</i>	<i>What does he have? He has (a drum). Does he have (a drum)? Yes, he does./No, he doesn't.</i>
2 Let's use it again! Review 1 All about us (Units 1 and 2)	Everyday things: <i>bowl, box, cup, flower pot, jacket, plate, purse, rug, shelf, sweater</i>	<i>I like/don't like this/that (bowl). I like/don't like these/those plates.</i>	Materials: <i>glass, metal, paper, plastic, rubber, wood</i>	<i>Whose are these/those? They're mine/yours/his/hers.</i>
3 City of the future	Places in a city: <i>amusement park, art gallery, hotel, mall, market, restaurant, skating rink, stadium, swimming pool, theater</i>	<i>I like/love going to the (market) because it's (fun). I don't like going to the (theater) because it's (boring).</i>	Activities: <i>go on a ride, go shopping/to a restaurant, visit an exhibit, watch a game/a show</i>	<i>What do you like doing? Do you like (watching a show)? Yes, I do./No, I don't.</i>
4 Food for everyone! Review 2 Our community (Units 3 and 4)	Food: <i>apples, beans, flour, grapes, honey, lemons, pineapples, potatoes, rice, sugar</i>	<i>There's some (rice) and a lot of (honey). There isn't any (bread).</i>	Containers and quantities: <i>bag, bottle, box, cup, glass, piece</i>	<i>Are there any (apples)? Is there any (rice)? Yes, there is/are. No, there isn't/aren't.</i>
5 Help our oceans!	Ocean animals: <i>crab, dolphin, jellyfish, octopus, seahorse, seal, shark, snail, starfish, whale</i>	<i>The sharks are (swimming). They aren't (jumping).</i>	Care for the ocean: <i>clean the oceans, have a beach clean-up, make a movie, pick up trash, tell people</i>	<i>What are they doing? They're (making a movie). Are they (picking up trash)? Yes, they are./No, they aren't.</i>
6 Let's play together! Review 3 Our world (Units 5 and 6)	Sports: <i>do gymnastics/track and field, go snowboarding/swimming, play badminton/baseball/basketball/field hockey/ping-pong/volleyball</i>	<i>I'm going to (play ping-pong). I'm not going to (do gymnastics).</i>	Sporting activities: <i>bounce/hit/throw a ball, jump hurdles, run/win a race</i>	<i>What are you going to do? Are you going to (do gymnastics)? Yes, I am./No, I'm not.</i>
Goodbye	<i>Goodbye from the Rise and Shine Museum</i>			
Celebrations	Museum Takeover Day: <i>clean, cook in the cafe, help in the store, plan an exhibit, welcome visitors, work as a tour guide</i> World Food Day: <i>choose brown food, don't eat a lot of sugar/junk food, drink water, eat a healthy diet/a lot of fruit and vegetables</i> International Day of Forests: <i>close gates, don't drop trash, don't pick flowers, don't touch animals, plant trees, stay on the paths</i> Museum Open Day: <i>do a tour, draw a picture, listen to a story, look at the objects, make a model, play a game</i>			

Pronunciation	Functional language	Global citizenship	Real-world writing	Project
	Likes and dislikes <i>Do you like (soccer)?</i> <i>Yes, I do./No, I don't.</i>	I appreciate history.	Objects in a time capsule	A museum trail card
/k/ can, /g/ gray	Asking for repetition <i>Sorry, I don't understand. Can you say that again, please? Yes, of course.</i>	I appreciate special things. <i>always, never, often, sometimes</i> Understand that everyone has things that are important to them.	Describe your special thing	A poster about a friend
/ʌ/ fun, /ɑ:r/ party	Inviting, accepting/refusing <i>Would you like to come to (my upcycling party)? Yes, please. I'd love to./No, thanks. Sorry, I can't.</i>	I learn how to upcycle. <i>huge, little, pretty, ugly</i> Appreciate reusing old things to make new, useful objects.	An invitation to a party	An exhibit of upcycled things
/ju:/ excuse, /ɜ:r/ turn	Asking for/giving directions <i>Excuse me. Where's the (art gallery)?</i> <i>Turn right (at the restaurant).</i> <i>Continue straight ahead. Turn left at (the hotel).</i>	I appreciate my city. <i>boring, clean, dirty, lovely</i> Participate in city life and how our cities could be greener in future.	A message about a city visit	A new city
/aʊ/ how, /ɪ/ is	Asking/giving prices <i>How much is (a bottle of juice)?</i> <i>It's (\$2.50).</i> <i>How much are (those apples)?</i> <i>They're (\$4).</i>	I learn not to waste food. <i>cake, fries, lemonade, smoothie</i> Understand the importance of only buying the food we need.	A no-waste shopping list	A no-waste menu
/wəz/ was (weak form), /wɔ:z/ was (strong form)	Asking about an event <i>When is (the beach clean-up)? It's on (Sunday). What time does it start? It starts at (ten o'clock.) Where is it? It's (at Sunny Beach).</i>	I appreciate our oceans. <i>dangerous, great, safe, terrible</i> Appreciate the diversity of ocean animals and our responsibility to keep the oceans clean.	A poster about a beach clean-up	A play about helping the oceans
/θ/ think, /ð/ their	Inviting others <i>Are you free on (Thursday afternoon)?</i> <i>No, I'm not, sorry./Yes, I am.</i> <i>Do you want to (do track and field with me)? Yes, please. See you then.</i>	I learn about unusual sports. <i>badly, quickly, slowly, well</i> Understand the importance of being part of a team and trying out new things.	A note about an unusual sport	A sports weekend
Future skills	Future skills 1: Work with others Future skills 2: Respect others Future skills 3: Oral communication		Future skills 4: Responsibility Future skills 5: Empathy Future skills 6: Being open-minded	

Introduction

Rise and Shine is a six-level elementary 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 by colored stepping stones in the Student's Book.

- Wonder** activities that spark interest, draw on prior knowledge, and set out the quest for the unit
- Imagine** imaginative stories and activities that encourage cognitive engagement
- Build** meaningful language input and practice, providing direction and support, with a strong focus on building communication skills and confidence
- Grow** real-world content that opens students' eyes through a global citizenship objective and provides opportunities to relate language back to their own lives
- Shine** a final unit project broken down into differentiated steps to allow every student to showcase their achievements

A step-by-step approach

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

Clear progress and accessible learning outcomes

Rise and Shine is built on the Global Scale of English, which helps students to 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 to 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 the Rise and Shine Museum!

Each level of *Rise and Shine* takes place in a different setting that is relatable to students but offers opportunities to explore. Level 4 takes place in the Rise and Shine Museum, the city museum where we meet the following main characters: Hugo, Sofia, Zoe, Marco, Eva, and Socks the cat. Students will relate to the importance of the local community and how so much of the characters' lives center on family, friends, and neighbors, preparing them for future life skills.





Using *Rise and Shine*

Vocabulary and structures

Vocabulary in *Rise and Shine* has been carefully selected to be relevant to students and their lives and is presented in logical topic sets. Key vocabulary is always presented using the course characters to provide students with a familiar context for the new language. Lesson 1 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 4, grammar structures are taught in simple chunks that young students are able to grasp more easily than complex grammar rules. New structures are presented through a song or chant in Lessons 2 and 4. New language is clearly highlighted in boxes on the Student's Book page, which provide a reference point for students as they learn and practice.

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

Skills

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

Global citizenship

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

Real-world links

Rise and Shine is story based and each level revolves around the community-based adventures of a set of characters. In Level 4, the characters visit the Rise and Shine Museum. The stories and settings have been carefully chosen to be interesting and perhaps slightly unusual to students, while still being firmly rooted in reality. The result is characters and stories that students can fully relate to but 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 rise to the appropriate level of challenge. For more information on projects, see page 20.

Inclusive classroom

Rise and Shine is especially developed to help every student to succeed. 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's Books in relation to specific learning outcomes. A Diagnostic test helps teachers check previous learning and identify any areas for particular focus throughout the year. Dedicated activities in the Student's Book provide opportunities for informal assessment at every stage of the unit, while Unit tests provide a more formal assessment of the unit objectives. Review lessons and cumulative Progress Review tests every two units enable teachers to check progress regularly against the key learning outcomes for the level. The final End-of-Level 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.

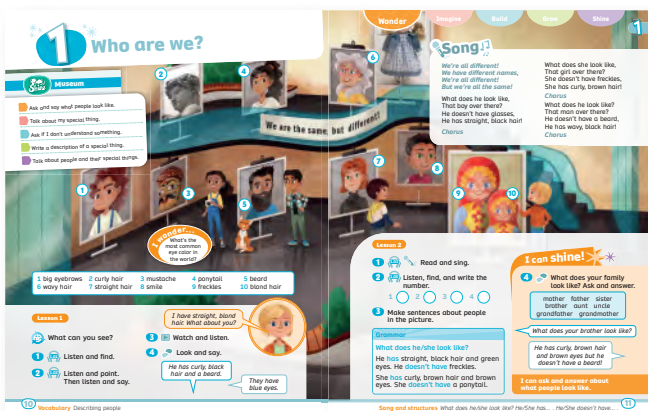


Component overview

For students

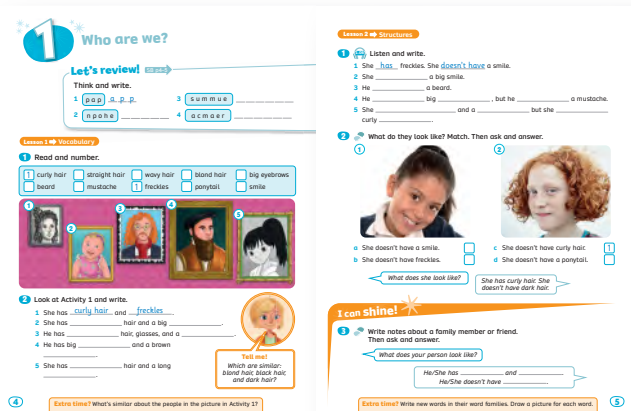
Student's Book and eBook

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



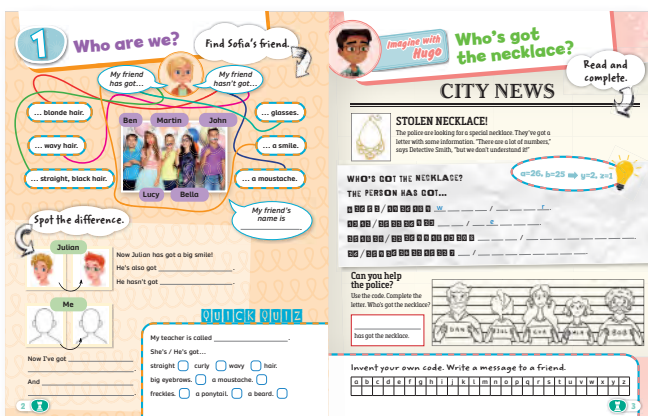
Workbook and eBook

The Workbook provides reinforcement and consolidation of the language and skills presented in the Student's Book. It contains practice for every lesson in the Student's Book and a Word connections list to support students in reviewing and remembering key vocabulary. The Workbook is also available as an eBook.



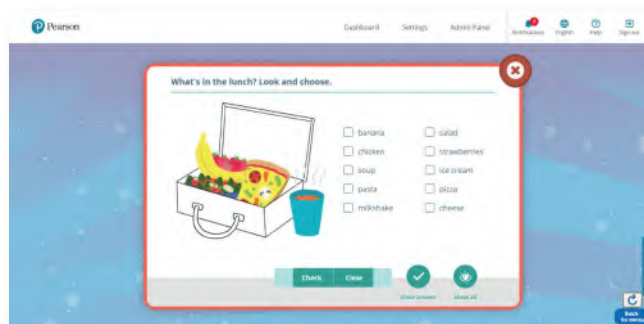
Busy Book

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.



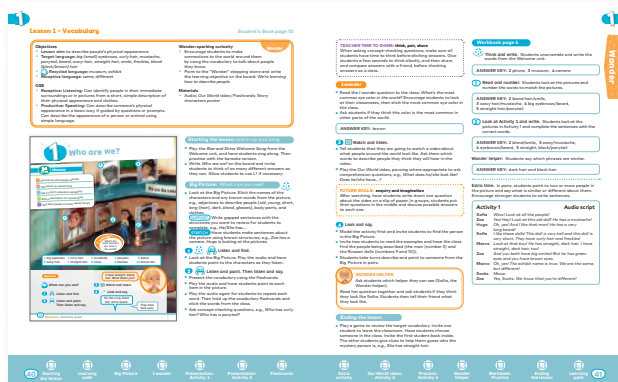
Rise and Shine on the Pearson English Portal

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.



Teacher's Edition

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



Class Audio

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

Assessment Pack

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

Picture Cards

There are 130 picture cards at Level 4, illustrating the two vocabulary sets for each unit. The lesson plans offer ideas and support for using picture cards to present, practice, and consolidate language through games and activities.



Story Cards

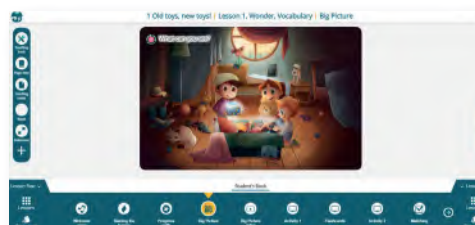
The story cards each contain one frame from the course story, with accompanying teaching notes, as well as the audio script for the story frame. The story cards are half letter size and easy to use.



Rise and Shine on the Pearson English Portal

Teacher's Presentation Tool

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



Resources

The Pearson English Portal is 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.

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 the Rise and Shine Museum and story characters, vocabulary items, the Student's Book Progress Chart, dates and months of the year, encouraging mindfulness and a growth mindset.



Skills development in Rise and Shine

	Support	Lowest within range	Highest within range	Stretch
Speaking	Can introduce themselves in a basic way, giving simple information about where they live, their family, etc. (25)	Can describe their daily routines in a simple way. (30)	Can talk about activities that are happening at the time of speaking. (35)	Can talk about plans for the near future in a simple way. (38)

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 4, the GSE range covered is 30–35 as *core*, but includes learning objectives as high as 39 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 gradually increase in length and complexity over the course so that the challenge is always appropriate to the level of the students. By the end of Level 4, students at a high level should have developed the reading skills introduced and practiced in Levels 1–3. They should be able to understand the main idea in a simple picture story and should be able to follow short, simple written directions, emails, and messages from family and friends, communicating information of immediate relevance.

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 4, students will build on the skills acquired in earlier levels. Students will work on text complexity, spelling, and punctuation. By the end of Level 4, students at a higher level will be able to write a short text, e.g., a description, an email, or message of between four and six sentences on a familiar topic, following a model.

Speaking: Speaking skills are taught through a meaningful, task-based approach. The course draws on a range of approaches to provide students with 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 4, students at a high level should be able to ask and answer questions about familiar topics and take part in a simple conversation regarding very familiar topics (e.g., their habits and daily routines). By the end of Level 4, students at a high level should be able to give a short, simple, prepared talk on a topic of personal interest, with the support of pictures and other prompts.

Listening: In Level 4, students are building on the listening skills that have been systematically developed across Levels 1–3. By the end of Level 4, students should be able to follow short stories and animations, if supported by gestures and repetition, and understand the general meaning and role of new words.

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 describe the position of objects or people in a basic way, using pictures or gestures. (26)

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 in the Student's Book enables students to think about and document their progress in an age-appropriate way. 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.

The chart is titled 'My Progress Chart' and is organized into a grid. The columns represent levels: Welcome, Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, and Unit 6. The rows represent skills: Listening, Reading, Speaking, and Writing. Each cell in the grid contains a small icon and a description of a skill objective. For example, in the Listening row, the objectives are: 'I can understand important information and answers about people in my world.', 'I can understand important details in short conversations.', 'I can understand important details in short conversations.', and 'I can understand questions and answers in short conversations.' The chart is designed to be used by students to track their progress across the course.



Future skills



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

1 Who are we?

Key learning outcomes In Unit 1, the students will:

- Wonder** Describe what people look like
- Imagine** Understand a story about things that are special to different people
- Build** Talk about people's special things
- Grow** Write a description of a special thing
- Shine** Make an exhibit about friends and their special things

Unit overview

Target language
 Remember those big small machines, about (about)?
 About those little food that they don't have, (the don't have)?
 About those little food that they don't have, (the don't have)?
 About those little food that they don't have, (the don't have)?
 About those little food that they don't have, (the don't have)?

Functional language
 I don't understand. Can you say that again please?
 Yes/No/Yes... Describing people

Key progress indicator chart

GSE range for Level A: 26–35 (stretch 39)

Speaking
 Showing someone, talking part in a simple conversation of 3–4 exchanges on a familiar topic and, at the highest level, being able to give a simple presentation.
 Can describe someone's physical appearance in a basic way.
 Can talk about personal possessions (e.g. toys, pets), using simple language (L2).
 Can ask for repetition and clarification when they don't understand using brief expressions (L2).
 Showing someone, 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 professional purposes.
 Can write a short description text (4–6 sentences) on familiar personal topics (e.g. family, animals, possessions) given a model (L2).

Writing
 Showing someone, 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 professional purposes.
 Can write a short text on common topics and situations using simple language.

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 coursebook 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 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 through tips and ideas to further enhance future skills learning and practice. The Future skills section in the Student's Book enables students to learn about and develop specific skills, with detailed teachers' notes available on the Pearson English Portal to support the delivery of these lessons.

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. 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 and higher order thinking skills, as appropriate. There are constant opportunities for information processing, using skills such as following instructions, locating and collecting information, and 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 group work 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, with valued individual contributions.

Social responsibility and global citizenship



Social responsibility is all about encouraging students to take responsibility for their behavior and to show sensitivity toward 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 fairer, more equal, and more 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 Sofia sparks students’ interest and enquiry with a personalized question.

- Enquiry
- Critical and reflective thinking



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

- Imagination
- Critical and reflective thinking



The Build helper Marco promotes confidence and self-management, and encourages communication and collaboration by leading a motivating activity.

- Communication
- Self-management



The Grow helper Eva 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 tasks and projects, are presented in clear steps to support students as they learn to plan and organize their time. Students are also actively encouraged to assess their own learning and progress by participating in the *I can shine* activities at the end of each stage of the unit.

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

The Teacher’s Edition offers teachers extra support by explaining how images, stories, and activities 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 to 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 10: Reduced Inequalities (people: Unit 1)



SDG 5: Gender Equality (people: Unit 1)



SDG 12: Responsible Consumption and Production (recycling and upcycling: Unit 2 and no food waste: Unit 4)



SDG 11: Sustainable Cities and Communities (green cities: Unit 3).



SDG 14: Life Below the Ocean (ocean plastic: Unit 5)



SDG 3: Good Health and Well-being (sport for all: Unit 6)

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

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 a simple reading strategy 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.

Lesson 3

1 Listen, point, and say.

2 Look at the story. What things can you see? Write. I can see _____.

3 Listen or watch. Then circle.

4 Read again. Circle true (T) or false (F).

5 What special thing do you want to put in the exhibit because...?

6 I can shine! I want to put my... in the exhibit because... I can talk about my special thing.

Story value Understanding about special things.

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

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

Narrator Hugo can smell something.

Hugo Has the girl got some chocolate?

Zoe Yes, she has! Her family makes chocolate in Brazil.

What can Sofia hear?

- 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 Marco, the Build helper.
- Controlled, personalized practice of the grammar within a meaningful context.

Digital: additional grammar practice and chant.

Lesson 4

1 Listen and write. What's Zoe's favorite thing in the exhibit?

2 Listen and read. Then chant.

3 Choose a person. Then ask, answer, and guess.

4 Listen to the sounds and say.

5 Describe a person. Then listen and draw. Ask if you don't understand something.

6 I can shine! I can ask if I don't understand something.

Structures What does he/she have? He/She has (a drum).

Communication Asking for clarification.

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.
- Eva, 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 to 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" allow 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.
- Students watch the *Our World* video again to consolidate vocabulary and language from the unit.

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 each 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 support as they work through the course. The tests 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. The 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 in activities aligned to the key competency indicators. As with the Unit tests, information gained from these tests 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](https://www.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 to 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

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

Assess

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

I can shine

ACHIEVE Students say the items they like in full sentences and can ask about other items.

ADJUST Students say the items they like, with support.

EXCEED Students ask and answer about items and use additional descriptive language to describe the items.

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 projects in advance. Allow students to come up with their own ideas and feedback on their ideas where appropriate. Allow students to showcase their ideas and projects, and their final output for the projects, in their own words.
- 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 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 own 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 of teaching and learning.



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's Book support Assessment for Learning and allow students to personalize their responses.
- Three-tiered guidance (*Achieve, Adjust, Exceed*) in the lesson notes supports teachers in measuring progress and managing expectations for the *I can shine* activities to allow all students to perform to their ability.
- A stepped *Time to shine* project, with 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 Edition there are targeted teacher-training tips to give teachers their time to shine.

TEACHER TIME TO SHINE: scaffolding speaking

During freer speaking activities, some students will find it difficult to express their ideas in English. Before they do the activity, write possible sentence frames on the board to help them structure their sentences. Useful language for this activity might be: *I can upcycle my... At home we can upcycle...* and phrases for agreeing and disagreeing, e.g., *Yes, I agree. That's a great idea. I don't think we can upcycle...*

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 Edition for each lesson. Sharing this with students at the beginning of the lesson and making sure they know what to expect (and what is expected of them) decreases anxiety and allows students to prepare themselves for the tasks they find more difficult and look forward to the tasks they enjoy more.

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

Take a multisensory approach: Useful with all elementary learners, students with additional needs draw extra benefit from encountering language in multiple modes. Multi-sensory 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's attention and sets up all students to achieve.

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

Adjust expectations rather than materials: Expecting all students to achieve at the same level is often unrealistic and puts undue pressure on students with 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 prevents students from 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 because even the most anxious students may be waiting for their moment!

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

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



Teaching with video

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

Our World video

Rise and Shine includes six videos using real-life footage. These videos follow the unit topics and add a real-life documentary feel to the content of the unit. These videos are designed as a flexible resource, to be used at multiple points in the unit. Each one can be used at the start of a unit of work along with the Big Picture to introduce the topic. It provides exposure to Vocabulary 1 and Grammar 1 receptively in context. The topic also links to the real-world global or local angle in the Grow stage and 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 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's Book. These animations bring the story to life and encourage students to revisit the story again and again. Animations can be used alongside or instead of the class audio of the story. The characters in the animation encourage students to interact with the story by asking a question for them to answer.



Practical tips for using video

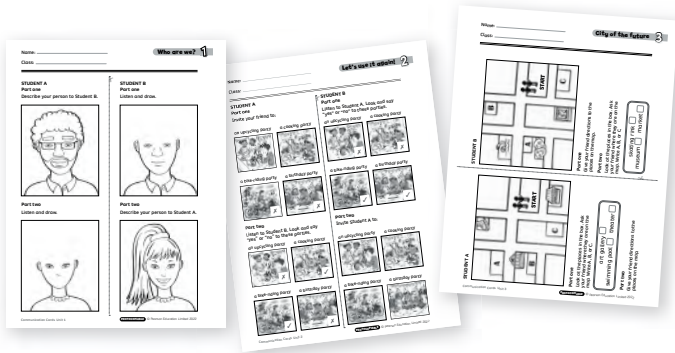
Watching the video allows students to see language learned in another context. It is likely that during the first viewing students will not understand the entire text presented in the recording, but they will grasp the meaning of the pictures, sounds, and the rhythm of the spoken language. They will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

- Use the animations and the videos to review the material. Children have 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 support confidence building and are linked thematically with the unit topic and vocabulary, allowing for personalization of the functional language. 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 group work. 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.





Teaching with posters

Posters can play a key role in English-language lessons because 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 to 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., ocean animals. Ask students to think about the vocabulary that may be presented on the poster. Encourage them to provide examples of particular words related to this thematic group. In the case of ocean animals, it will be a shark, an octopus, a seal, a seahorse, 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 (seahorses) can you see? Is it (an octopus)?*, etc.

Finding and pointing Ask individual students to come to the poster and find and point to specific objects, e.g., *Point to the seahorse*, etc. You can also divide students into two teams and change the activity into an exciting competition. Ask one person from a 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.

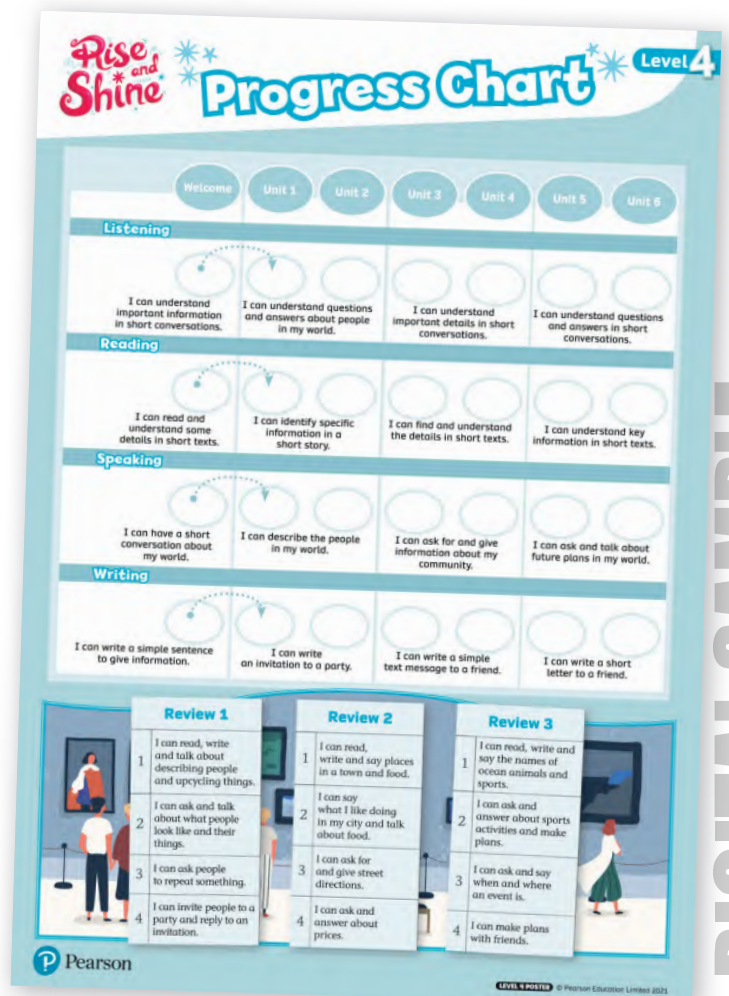
Quiz Tell students that you are thinking about a certain picture from the poster. The students' task is to guess which picture you mean. You can describe the object you have in mind for more advanced students, e.g., *It's gray. It's big. It has a tail. What is it?* Students answer *It's a shark!*

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 (octopus) (sleeping)? What color is the (seahorse)?* 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 on the poster and make true or false sentences related to them. For example, point to an octopus and say *It's a seahorse*. Students answer *No. It's a jellyfish!*



DIGITAL SAMPLE



Classroom management

Rise and Shine presents opportunities for individual work, pairwork, group work, 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.
- **Colored pencils** Students who pick the same colors from the bag are in the same group/pair, light and dark of the same color makes a pair, or four different colors make a group.
- **Numbered ice pop sticks** Prepare ice pop sticks by writing a number on the end of each stick and placing them number down in a small can or container. Each student picks one and finds their group/pair, e.g., same numbers, sequential numbers, or odd numbers.
- **Word scramble** Write vocabulary words from a topic on slips of paper and put them in a bag or box. Ask students to pick one and find their pair or the rest of their group. Students should look for others who have similar words or things, e.g., animals – all dogs together, all birds together, all cats together; others from the same family, e.g., jungle animals, farm animals, 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. When they're quieter again, go back to green.



Games and extensions

Picture Card games

Memory game Stick picture cards of the items you want to review on the board, or write the words on cards or on the board. Give students 30 seconds to memorize the cards or words, then cover or remove them from the board. Students work individually or in pairs to write a list of the words. To make the game more challenging, students write the words in the order they appeared on the board.

Picture card mime game Invite a student to the front. Show him/her a picture 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 a basket, box, or trash can placed at the front of the class. If the student gets the ball in the basket, 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.

Alternative bingo Ask each student to draw a picture representing 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.

Statues

Play some music. Call out an action or word you want to review, e.g., *play field hockey, amusement park, close gates*, and have students move around the classroom miming it. When the music stops, students have to freeze. Identify any students still moving, and ask each student to make a correct sentence using the action or the word. If they can't do this, they are out of the game. This game can also be played with students seated.

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 that belong to the category as they can 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 swat the correct word/s. The student who completes the task first wins a point.

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

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 turns spinning a pencil in the circle and spell a word from the letter sound that the pencil is pointing to.

Miscellaneous games

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

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

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

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

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

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

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 picture card 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: 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 twenty 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 set. 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.

Telephone game Have students sit in a circle, or, if this isn't possible, arrange them so that they are in rows, or seated close enough to each other at their desks. Whisper a sentence using target language from the unit to the first student in the circle, or to the first student in each line/ at each table. They pass the whisper around the circle. Encourage students to ask for clarification using the functional language from Unit 1, Lesson 5 (*Can you say that again, please? Yes, of course. Sorry, I don't understand.*) The last student says the sentence out loud. The winning team (if played as a team game) is the team who reports the message most accurately back to you.

Stand up – Sit down Mix picture cards from two vocabulary sets. Show a picture card to the class. If the picture card 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 picture cards 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.

Who is it? Tell students to each choose someone in the class they know well but not say who it is. Put students into pairs or groups. One student in each pair/group starts. The other student/s ask questions, e.g., *Do you have curly hair? Do you have a brother/sister/pet?* to find out who the “mystery person” is. The person answering can only give short answers: *Yes, I have.* or *No, I haven't.*

Memory chain game This game can be used to review items of vocabulary, e.g., objects, names of animals, activities, sports, or places in a town. It can be played as a whole class or in groups. Students can sit in a circle to play. The student who starts says for example, *My town has a museum*. The second student repeats the first student's item and then adds his/her own, e.g., *My town has a museum and a skating rink*. The third student repeats both items and then adds his/her own, and so on. If a student forgets to include an item in their list, then they are “out.” The game continues until all known items have been included.

Progress game

The Rise and Shine Museum Trail This game, at the end of the Student's Book, allows students to review and showcase what they have learned in Level 4. Students can play the game individually or in pairs, working their way around the board, using game pieces if they wish. At each of the displays, they answer a 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 questions.

If students are playing in pairs, you could introduce some functional language before they start: *Whose turn is it? It's my/your turn. That's right. Sorry, I think that's wrong.*



Classroom language

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?	

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?	

Starting the lesson

Are you ready?	Give this/these out, please.
Let's begin/start.	Do you have a (pencil)?
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.

Pairwork/Group work

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

Managing the class

Be quiet, please.	Put your hands down.
Look at me/Listen to me.	Who's next?
Come to the front of the class.	Repeat after me.
Come to the board.	Wait a minute, please.
Raise your hands.	Hurry up.







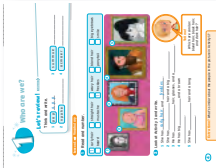
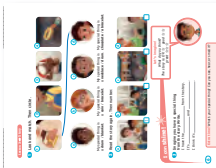
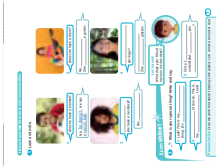
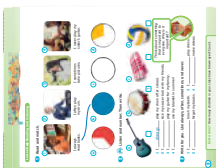
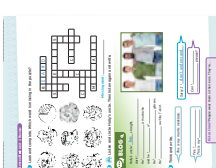


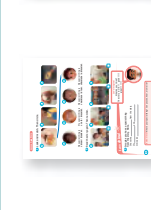
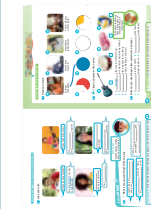

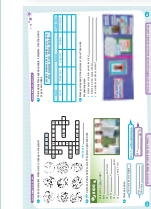

Ending the lesson

Put your books/notebooks/colored 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.

Words of praise

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

Course planning

	Week 1	Week 2	Week 3	Week 4	Week 5	(Every two units: Review)
Teacher's Digital Resources	Pearson English Portal					
Student's Book						
Workbook						
Extra print resources	Picture Cards • Busy Book • Story Cards • Poster					
Workbook						
Extra digital resources	Pearson English Portal • Animations • Our World videos • Stretch activities • Extra practice activities • Games					
2-3 hours per week						
4-5 hours per week						

Welcome to the Rise and Shine Museum

Key learning outcomes

in Welcome, the students will:

Wonder

Talk about dates and birthdays

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 Museum Trail Card

Unit overview

Target vocabulary

People and things in a museum: *app, camera, exhibit, museum, museum director, phone*
Dates (ordinal numbers: *1st–31st*); *months of the year*

Functional language

When's your birthday? It's on the (date) of (month).

Recycling and building

We have... , We can... , We like/don't like... , There is/are... .

Language stretch

I don't like them either!

Target structures

We have... , We can... , We like/don't like... .

Values

I value objects from the past and what we can learn from them.

Competency focus

Participate constructively in class activities.

Key progress indicator chart

GSE range for Level 4: 26–35 (stretch 39)		Development indicator:
Speaking		Have a short conversation about my world.
<i>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.</i>		
Can ask basic questions to find out what possessions others have. (28)		Participate in common informational, academic, or transactional exchanges using simple language and expressions.
Can role-play parts of a picture story using simple actions and words. (31)		Participate in simple simulated authentic contexts (e.g., dialog or role play) relating to common situations using simple language and expressions.
Can express likes and dislikes in relation to familiar topics in a basic way. (29)		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.
<i>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.</i>		
Can link groups of words in a sentence with "and." (31)		Identify simple cohesive devices and use them to connect ideas in simple phrases or sentences.

Objectives

- Lesson aim: to learn about museums
- Target language: *museum director, museum, app, exhibit, phone, camera*; Months of the year; ordinal numbers 1st–31st
- Recycled language: *There is/There are...*

GSE

- Receptive: Listening:** Can follow a simple conversation between two people or characters, if supported by pictures.
- Productive: Speaking:** Can use ordinal numbers (up to 31st). Can give dates using standard formats (day and month).

Wonder: sparking curiosity

- Write the learning objective on board: *We're learning about museums.*

Materials

- Audio; Picture Cards; Posters

**Starting the lesson: warm up and song**

- 0.02 0.03 Play the *Rise and Shine Welcome Song*. Students sing along. Then practice with the karaoke version. Use the poster to introduce the new characters.

Big Picture: What can you see?

- Elicit words from Level 1, e.g., *tall, short, long, short, dark, blond hair, T-shirt, pants, glasses, tablet*.

1 0.04 Listen and find.

- Look at the Big Picture. Play the audio, pausing for students to point to the characters as they listen.

I wonder

Read the question aloud. Write students' ideas on the board.

2 0.05 Listen and point. Then listen and say.

- Present the vocabulary using the picture cards.
- Play the audio. Students point to items in the picture.
- Play the audio again. Students repeat each word. Show picture cards for them to say and find items on the page.

3 Talk about the museum and the characters.

- Invite a student to read aloud the example. Write *There is... There are...* on the board and elicit more ideas.



WONDER HELPER Introduce Sofia the Wonder helper. Read Sofia's question and invite students' ideas.

4 0.06 Listen and chant.

- Use the poster to present the months. Students say them in order. Practice pronunciation. Ask *What month is it now?* Tell the class it's Marco's birthday today. Point to the calendar in the picture. Play the audio. Students point to the numbers.
- Practice ordinal numbers and the *th* sound. Play the chant again. Students stand up when they hear their birthdate.

5 0.07 Listen and say. Then ask and answer.

- Play the audio. Students repeat, then take turns asking and answering.

Ending the lesson

- Ask students to stand in order of their birthdays.

Workbook page 2**1 Look, think, and write.**

ANSWER KEY: 2 Marco/app, 3 Zoe, 4 Socks, 5 Hugo/camera/phone, 6 Sofia/exhibits

2 0.08 Listen, circle, and write.

ANSWER KEY: 2 21st, 3 3rd, 4 22nd, 5 17th

3 When are the birthdays? Look and write. Then ask and answer.

ANSWER KEY: 2 January 2nd, 3 April 16th, 4 It's on July 23rd.

Activity 1**Audio script**

Eva Hello! Welcome to the museum! I'm Eva, the museum director.

Sofia Hi, Eva! My name's Sofia. Nice to meet you! These are my friends. This is Marco, Hugo, and Zoe.

Marco, Zoe, and Hugo Hi, Eva!

Eva Hello, children! This is my cat, Socks.

Zoe Hi, Socks, nice to meet you!

Marco It's my birthday today!

Eva Oh, happy birthday, Marco!

Marco Thank you!

Hugo When's your birthday, Eva?

Eva It's on April 19th. When's your birthday, Hugo?

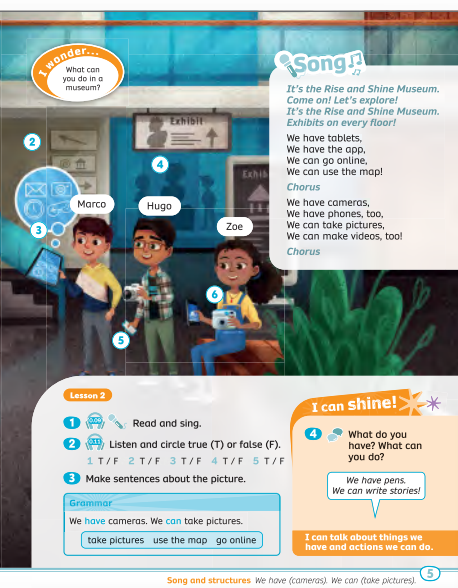
Hugo It's in April, too! It's on April 21st!

Eva Great! There are a lot of exhibits to see. Do you have phones or tablets?

Zoe Yes, we do!

Eva Great! You can use our museum app. There is a map on the app. But first, can you help me?

Sofia Sure!



Starting the lesson

- Point to characters in the picture and ask *What does he/she have? Does he/she have (a tablet)?*

1 0.09 0.10 Read and sing.

- Play the song. Students point to the vocabulary in the picture. Encourage students to sing along.
- Then play the karaoke version.

2 0.11 Listen and circle true (T) or false (F).

- Tell students to look at the picture, then decide if the sentences are true or false.
- Play the audio, pausing for students to answer.

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

3 Make sentences about the picture.

- Read the Grammar box together. Elicit that we use *have* with objects that we have and *can* with actions we can do.
- Students work in pairs to make sentences using the target structures.

4 What do you have? What can you do?

- Invite a student to read aloud the model. Elicit some answers. Students discuss their ideas.

Objectives

- Lesson aim: to talk about things you have and things you can do in a museum
- Target language: *We have..., We can...*
- Recycled language: museum vocabulary

GSE

- Receptive: Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses.
- Productive: Speaking:** Can ask basic questions to find out what possessions others have. Can express ability or lack of ability in relation to basic everyday actions.
- Productive: Writing:** Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g., family, animals, possessions), given a model.

Wonder: sparking curiosity

- Students imagine they are one of the characters in the museum and think about what they can see, hear, and touch.
- Write the learning objective on the board: *We're learning to talk about things we have and actions we can do in a museum.*

Materials

- Audio; Picture Cards

I can shine!



Assess

ACHIEVE Students use full sentences about their things and what they can do.

ADJUST Students say key words/phrases about their things and what they can do.

EXCEED Students ask and answer about their things and what they can do, giving extra information.

Ending the lesson

- Students think of an object. Then they go around the class asking *Do you have a...?* and answering. When students have the same object, they stand together and say, e.g., *We have (a ball).*

Workbook page 3

4 Read and write.

ANSWER KEY: 2 have/can, 3 have/We can, 4 We have/We can

5 Look. Ask and answer. Then tell the class.

Activity 2

- Zoe *We have cameras. We can take pictures.*
- Marco *We have tablets. We can use the app.*
- Sofia *We have phones. We can make videos.*
- Hugo *We have crayons. We can draw pictures.*
- Marco *We have maps. We can visit the museum.*

Audio script

Objectives

- Lesson aim: to read and understand a story about special things
- Target language: *important, popular, special*
- Recycled language: *books, box, camera, games, phone, pictures, tablet, toys*

GSE

- Receptive: Reading:** Can identify the overall theme of a simple illustrated story, if guided by questions or prompts.
- Productive: Speaking:** Can role-play parts of a picture story using simple actions and words.

Imagine: fostering imagination

- Encourage students to be imaginative and creative in story lessons by brainstorming a lot of different ideas. After reading or watching frame 1, ask students to imagine what the box is and what is inside.
- Write the learning objective: *We're listening to and reading a story about special things.*

Materials

- Audio; Story cards; a cloth bag or decorative box

Lesson 3

1 Listen, point, and say. What things can you see in the story?

2 Listen or watch. What's inside the cupboard?

3 Read the story again. Then write.

4 Imagine you have a time capsule. What do you want to put inside it?

5 We can put some popular books inside the time capsule.

6 I can talk about things we can put inside a time capsule.

Vocabulary Special things

Museum

There is something important in the cupboard.

Look! Do you know what it is?

It's a box!

No. What is it?

Yes, it is. It's a time capsule! You put important things inside.

Wow! What a great idea!

What can the children put inside the time capsule?

We like video games. We can put in a fun game.

Yes! What about a book?

What do you think of the time capsule?

Starting the lesson

- Before the lesson, put things that are special to you inside a box or cloth bag. Include known items. Show students the box/bag, but don't open it. Students guess what might be inside.

1 **0.12** Listen, point, and say. What things can you see in the story?

- Play the audio and have students point to the pictures as they listen.
- Play the audio again and have students repeat. Students look at the story and see which things they can find. **SUPPORT** Listen for any pronunciation issues and practice them. **STRETCH** Students say which things they have.

2 **0.13** Listen or watch. What's inside the cupboard?

- Read the question and elicit the meaning of *cupboard*. Play the audio or the video. Check answers. Explain what a *time capsule* is.
- Play the audio track or video again. Students read the story. Check comprehension using the story cards. **SUPPORT** Give students time to read the story in their books. Then play the video to help them check they've understood. **STRETCH** Students do some research about time capsules.

3 Read the story again. Then write.

- Students read the sentences. Check students know the characters.
- Students read and complete the sentences in pairs. Play the audio again for support with reading.

ANSWER KEY: 1 video game, 2 book, 3 toys



IMAGINE HELPER Introduce Hugo the Imagine helper. Read Hugo's question and ask *Did the children choose good things to put inside?*

4 Imagine you have a time capsule. What do you want to put inside it?

- Give students time to think of a few items. Open the box from *Starting the lesson* and show students what is inside.
- Read aloud the model. Ask *What other things can we put inside?*
- Students discuss in groups. Monitor students' use of the target language.

I can shine!**Assess**

ACHIEVE Students say what they want to put in a time capsule, in full sentences.

ADJUST Students say some items they want to put in a time capsule, with support.

EXCEED Students say what they want to put in a time capsule, using appropriate language and extra information.

Story extension

Students role-play the story in small groups with different objects.

Ending the lesson

- Students write sentences about what they've learned using *I can...*. Students put them in a box. At the end of the course, students look and notice how much they have learned.

Workbook page 3

- 6** Imagine a time capsule for your family. Think and write. Then ask and answer. Students read and complete. Then they role-play, using the model dialog.

Lesson 4

The children go into a very big room.

Oh, look! A tablet and a phone!

Great! But first, look around the museum. You can find ideas for the time capsule.

OK. See you later!

Yes. Games and toys, too!

...and books and a camera.

1 Listen, circle, and say. Which books do all the children like?
a science books b storybooks

Look. Which things do you like? Which things don't you like?

2 Listen and read. Then chant.

Grammar builder

We like	science books.
We don't like	storybooks.
	museums.

I can shine!

3 Ask and answer.

Do you like soccer?
Yes, I do.

Me, too! We both like soccer!

I can talk about things we like and don't like.

Structures: We like/don't like (science books).

Objectives

- **Lesson aim:** to talk about likes and dislikes
- **Speaking function:** to ask and answer about likes and dislikes
- **Target language:** *We like/don't like science books.*
- **Recycled language:** *museum, time capsule, book, game*

GSE

- **Receptive: Listening:** Can understand simple questions and answers about peoples' likes and dislikes.
- **Productive: Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way.

Build: building confidence

- Build confidence by using pictures or picture cards to elicit words students are familiar with, e.g., school subjects, food, animals, actions. Practice the grammar structures with these words during the lesson.
- Write the learning objective on the board: *We're learning to ask and answer about the things we like.*

Materials

- Audio; a selection of books (children's fiction and non-fiction); Picture Cards (Level 3)

Starting the lesson

- Bring in some storybooks and non-fiction books. Hold up each book and encourage them to say if they would like to read it or not. Ask what kind of books they like.

1 Listen, circle, and say. Which books do all the children like?

- Ask students if they remember the time capsule from Lesson 3. Ask *What things can they put inside it?* Tell students that the children are choosing something to put inside the time capsule.
- Play the audio. Ask students to point to the things they hear in the picture.
- Play the audio again. Students listen for the answer.

SUPPORT Pause the audio to check comprehension after each section, e.g., *Do they all like science books? Do they all like storybooks?*

STRETCH Students say if they agree or disagree. Agree: Me, too; Disagree: I don't.

ANSWER KEY: b

2 Listen and read. Then chant.

- Play the audio. Students read the examples in the Grammar builder box. Play the audio again. Students repeat the chant.



BUILD HELPER Introduce Marco the Build helper. Read the questions and elicit a response. Students discuss the things they like and don't like in pairs. Pairs tell the class.

3 Ask and answer.

- Put students in pairs (A and B). Students make a list of four things they like and four things they don't like. Pairs ask and answer questions about their preferences.

I can shine!



Assess

ACHIEVE Students ask and answer questions about some of their likes and dislikes, with some support.

ADJUST Students ask and answer about their likes and dislikes, with the support of a model.

EXCEED Students ask and answer about their likes and dislikes without support and with some improvisation.

Ending the lesson

- Students think of five things they think their partner doesn't like. Provide any vocabulary. They then ask and answer.

Activity 1

Marco We can put all our favorite things inside the time capsule! We like games! We can put in a fun game!

Hugo Yes! We like books, too! We can put a popular book inside the time capsule.

Zoe Oh, yes! I like science books!

Marco Me, too.

Hugo I don't!

Sofia I don't like them either! We don't like science books!

Zoe Oh, OK. What about storybooks?

Marco Yes, I like storybooks!

Sofia and Hugo Me, too!

Zoe Great! We all like storybooks! We can put our favorite storybook inside!

Sofia OK! But let's explore the museum first! I can see games and toys in that very big room. Look!

Hugo Yes, let's go and explore!

Audio script

Objectives

- Lesson aim: to learn about time capsules
- Cross-curricular connection: history
- Receptive language: floor, time, time capsule, newspaper, cupboard, future

GSE

- Receptive: Reading: Can understand basic factual statements relating to pictures or simple texts.
- Productive: Writing: Can link groups of words in a sentence with "and."

Grow: nurturing growth in society

- Promote global citizenship by encouraging students to appreciate their local culture and art.
- Write the learning objective: *We're learning more about time capsules.*

Materials

- Audio

Starting the lesson

- Tell students to imagine they are 50 years in the future. Say *Things are very different now. What do people wear? What special things do people have?* Give students a few minutes to think about what the future will be like.

1 Look and number.

- Focus on the two pictures. Tell students that one picture shows before the time capsule is buried and the other after it is opened again. Students number the pictures in the correct order. Check answers and ask, e.g., *What are they doing? Are the pictures in the present or the past?*

ANSWER KEY: A 2, B 1

2 Listen and read. Check (✓) the best heading.

- Students look at the pictures in the article and read the introduction. Elicit what the article is about (time capsules). Play the audio. Students read as they listen. Students read and check the option that fits best.

(SUPPORT) Pre-teach the meaning of *open* and *close* before students check the heading.

(STRETCH) Students read the text again, identify any unknown words, and try to work out their meaning from the context.

ANSWER KEY: c

3 Read and circle the correct answers.

- Have students read the sentences, find the relevant part of the text, and then choose the correct option. Students compare answers before checking with the class. **(SUPPORT)** Have students find the key words in each sentence and scan the text for these words. They then read the sentence in the text to find the correct answer. **(STRETCH)** Students write two more statements with options, then swap statements with a friend and complete.

ANSWER KEY: 1 pictures, 2 opening, 3 50, 4 Kate

Lesson 5

1 Look and number.

A **B** **1970, Chicago**

Hi! I'm Kate Brown. It's August 31st. Today is an exciting day! We're closing our class time capsule. There are some pictures and today's newspaper inside!

2 Listen and read. Check (✓) the best heading.

☐ Closing a time capsule
☐ Opening a time capsule
☐ Closing and opening a time capsule

3 Read and circle the correct answers.

1. There are pictures / video games and a newspaper inside the time capsule.
 2. Tina is opening / closing the time capsule today.
 3. The time capsule is 31 / 50 years old.
 4. Miss Brown's first name is Kate / Tina.

4 Write the sentence.

There are _____ inside our time capsule.

I can shine!

8 Reading and writing An article about a time capsule

**GROW HELPER** Introduce Eva the Grow helper.

Read Eva's task as a class. Brainstorm ideas about what to put in their time capsule. Students think about what is important to them and other children in their country now. Students discuss in groups and choose.

4 Write the sentence.

- Read the sentence together. Students should complete it with the two things they decided on in the Grow helper section. Focus on the sentence *There are some pictures and today's newspaper inside our time capsule.* to use as a model.
- (SUPPORT)** Elicit examples and write them on the board before students attempt the activity.
- (STRETCH)** Ask students to write more sentences about other things to put inside their time capsule.

I can shine!**Assess**

ACHIEVE Students complete a sentence about what is inside their time capsule.

ADJUST Students complete a sentence about what is inside their time capsule, with support.

EXCEED Students write 2–3 sentences about what is inside their time capsule.

Ending the lesson

- Play *Memory game*. (See pages 26–27.) Before the lesson, make a list of ten known objects to be put inside a time capsule.

Our museum trail cards

Step 1 Review

- Match. Then add more words.
fourth important pictures exhibits app toys museum director
museum dates time capsule
Do you and your friends like the same things?
- Look. Make sentences.
We have books/cameras/tablets.
We like popular books/important pictures/fun apps!
We can read stories/take pictures/use the app.

Step 2 Create

- Draw a time capsule on your museum trail card.
- Decide on one of the things to put inside your time capsules. Draw it on the cover.
We like cameras. We can put some important pictures inside our time capsules!

Time to shine!

- Present your museum trail card to the class.
- Which objects are popular in your class?
I can talk about a time capsule.

Unit project: A museum trail card

Starting the lesson

- Put students in two teams. Give each team a category and have them say as many words as they can from that category. Award one point per correct answer. Encourage teams to confer.

Step 1: Review

1 Match. Then add more words.

- Elicit an example word for each category. Students copy the headings and write the words in the wordpool under the correct heading. Then they write more words from the unit.
SUPPORT Allow students to look back through the unit to find more words.
STRETCH Have students think of more words they know as well as those from the unit.

ANSWER KEY: museum: exhibits, app, toys, museum director (phone, camera, map); dates: fourth (more ordinal numbers); time capsule: important pictures, toys (popular books)

2 Look. Make sentences.

- Students write sentences about the objects in the pictures using the sentence parts in the boxes.

POSSIBLE ANSWERS:

- We have books. We like popular books! We can read stories.
- We have cameras. We like important pictures! We can take pictures.
- We have tablets. We like fun apps! We can use the app.

3 Do you and your friends like the same things?

- Read the question and elicit *Do you like...?* and elicit a few questions. Invite answers to the questions using: *Yes, I do./No, I don't.* Students ask and answer questions in groups.

Objectives

- Lesson aim:** to review what we've learned in the unit and to make a Museum Trail Card
- Recycled language:** *We have..., We can..., We like...*

GSE

- Productive: Speaking:** Can describe someone's likes or dislikes in a simple way. Can describe common everyday objects using simple language.

Shine: Time to shine!

- Provide support for project work by reminding students that people have different ideas and preferences. They can share ideas for the Museum Trail Cards, but choose only one item.
- Write on the board: *We're going to make and present a Museum Trail Card.*

Materials

- Museum Trail Cards, one set per student (download) or letter-size paper or card (four sheets per student); markers or pencils, stapler, glue

Step 2: Create

4 Draw a time capsule on your museum trail card.

- Download the Museum Trail Cards and print one per student. Or make a model Museum Trail Card by stapling four letter-size pieces of card or paper together to make a booklet. Write *My Museum Trail Card* on the front "cover." Write *Review 1* at the top of page 1, *Review 2* on page 2, etc. Under each heading, write *I can...*. Then, on the lower half of the each page write *My words and phrases* on the left-hand side of the page, and *Interesting facts* on the right. Students then make their own.
- Students draw a picture of a time capsule on the front cover.

5 Decide on one of the things to put inside your time capsules. Draw it on the cover.

- Students talk about what to put in the time capsule and choose one item together. Students draw the same object on the cover of their Museum Trail Cards. Write stem sentences on the board, e.g., *I want to put..., We can put..., I like/don't like..., Me, too!*

Time to shine!

6 Present your museum trail card to the class.

Time to shine!



Assess

ACHIEVE Students say full sentences, using *can* and *like*, about their Museum Trail Card.

ADJUST Students say some of the items in their Museum Trail Card, in a simple way, with support.

EXCEED Students say full sentences and additional information about their Museum Trail Card.

7 Which objects are popular in your class?

- Display all the cards. Which objects are repeated the most?

Ending the lesson

- 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.



Starting the lesson



Learning path



Review: Activity 1



Review: Activity 2



Project: Activities 4 and 5



Time to shine: Activity 6



Ending the lesson

1

Who are we?

Key learning outcomes

in Unit 1, the students will:

Wonder

Describe what people look like

Imagine

Understand a story about things that are special to different people

Build

Talk about people's special things

Grow

Write a description of a special thing

Shine

Make an exhibit about friends and their special things

Unit overview

Target vocabulary

Appearance: beard, big (small) eyebrows, blond (black/brown) hair, curly hair, freckles, mustache, ponytail, smile, straight hair, wavy hair

Special things: blanket, bracelet, coin, drum, earrings, necklace

Adverbs of frequency: always, never, often, sometimes

Functional language

Sorry, I don't understand. Can you say that again, please?
Yes, of course.

Recycling and building

He/She has..., Describing people

Language stretch

Good job!

Target structures

What does he/she look like? He doesn't have.../She doesn't have... Does he/she have...? Yes, he/she does./No, he/she doesn't.

Pronunciation

/k/ (can) and /g/ (gray)

Values

I appreciate special things and why they are important.

Competency focus

Understand that everyone is equal and respect differences.

Key progress indicator chart

GSE range for Level 4: 26–35 (stretch 39)		Development indicator:
Speaking		Have a short conversation about my world.
<i>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.</i>		
Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (29)		Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.
Can talk about personal possessions (e.g., toys, pets), using simple language. (26)		Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.
Can ask for repetition and clarification when they don't understand using fixed expressions. (29)		Use a range of common language to talk about and describe a variety of situations, opinions, or attitudes in short stretches of speech.
Writing		Write simple sentences about the world around me.
<i>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.</i>		
Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g., family, animals, possessions), given a model. (35)		Write a short text on common topics and situations using simple language.

Wonder

Objectives

- Lesson aim: to describe people's physical appearance
- Target language: *big (small) eyebrows, curly hair, mustache, ponytail, beard, wavy hair, straight hair, smile, freckles, blond (black/brown) hair*
- Recycled language: *museum, exhibit*
- Receptive language: *same, different*

GSE

- Receptive: Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
- Productive: Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts. Can describe the appearance of a person or animal using simple language.

Wonder: sparking curiosity

- Encourage students to make connections to the world around them by using the vocabulary to talk about people they know.
- Point to the "Wonder" stepping stone and write the learning objective on the board: *We're learning how to describe people.*

Materials

- Audio; *Our World* video; Picture Cards; Story characters poster

1 Who are we?

Rise and Shine Museum

- Ask and say what people look like.
- Talk about my special thing.
- Ask if I don't understand something.
- Write a description of a special thing.
- Talk about people and their special things.

1 wonder...
What's the most common eye color in the world?

1 big eyebrows 2 curly hair 3 mustache 4 ponytail 5 beard
6 wavy hair 7 straight hair 8 smile 9 freckles 10 blond hair

Lesson 1

What can you see?

1 Listen and find.

2 Listen and point. Then listen and say.

3 Watch and listen.

4 Look and say.

I have straight, blond hair. What about you?

He has curly, black hair and a beard.

They have blue eyes.

10 Vocabulary Describing people

Starting the lesson: warm up and song

- Play the *Rise and Shine Welcome Song* from the Welcome unit, and have students sing along. Then practice with the karaoke version.
- Write *Who are we?* on the board and invite students to think of as many different answers as they can. Allow students to use L1 if necessary.

Big Picture: What can you see?



- Look at the Big Picture. Elicit the names of the characters and any known words from the picture, e.g., adjectives to describe people (*old, young, short, long (hair), dark, blond, glasses*), body parts, and clothes.

SUPPORT Write gapped sentences with the structures you want to review for students to complete, e.g., *He/She has...*

STRETCH Have students make sentences about the picture using known structures, e.g., *Zoe has a camera. Hugo is looking at the pictures.*



1 Listen and find.

- Look at the Big Picture. Play the audio and have students point to the characters as they listen.



2 Listen and point. Then listen and say.

- Present the vocabulary using the picture cards.
- Play the audio and have students point to each item in the picture.
- Play the audio again for students to repeat each word. Then hold up the vocabulary picture cards and elicit the words from the class.
- Ask concept-checking questions, e.g., *Who has curly hair? Who has a ponytail?*

TEACHER TIME TO SHINE: think, pair, share

When asking concept-checking questions, make sure all students have time to think before eliciting answers. Give students a few seconds to think silently, and then share and compare answers with a friend, before checking answers as a class.

I wonder

- Read the *I wonder* question to the class: *What's the most common eye color in the world?* Encourage students to look at their classmates, then elicit the most common eye color in the class.
- Ask students if they think this color is the most common in other parts of the world.

ANSWER KEY: brown

3 Watch and listen.

- Tell students that they are going to watch a video about what people around the world look like. Ask them which words to describe people they think they will hear in the video.
- Play the *Our World* video, pausing where appropriate to ask comprehension questions, e.g., *What does he/she look like? Does he/she have...?*

FUTURE SKILLS: enquiry and imagination

After watching, have students write down one question about the video on a slip of paper. In groups, students put their questions in the middle and discuss possible answers to each one.

4 Look and say.

- Model the activity first and invite students to find the person in the Big Picture.
- Invite two students to read the examples and have the class find the people being described (the man (number 5) and the Russian dolls (numbers 9 and 10)).
- Students take turns describe and point to someone from the Big Picture in pairs.

**WONDER HELPER**

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

Read her question together and ask students if they think they look like Sofia. Students then tell their friend what they look like.

Ending the lesson

- Play a game to review the target vocabulary. Invite one student to leave the classroom. Have students choose someone in the class. Invite the first student back inside. The other students give clues to help them guess who the mystery person is, e.g., *She has straight hair.*

Workbook page 4

Think and write. Students unscramble and write the words from the Welcome unit.

ANSWER KEY: 2 phone, 3 museum, 4 camera

- 1 Read and number.** Students look at the pictures and number the words to match the pictures.

ANSWER KEY: 2 blond hair/smile, 3 wavy hair/mustache, 4 big eyebrows/beard, 5 straight hair/ponytail

- 2 Look at Activity 1 and write.** Students look at the pictures in Activity 1 and complete the sentences with the correct words.

ANSWER KEY: 2 blond/smile, 3 wavy/mustache, 4 eyebrows/beard, 5 straight, black/ponytail

Wonder helper: Students say which phrases are similar.

ANSWER KEY: dark hair and black hair

Extra time: In pairs, students point to two or more people in the picture and say what is similar or different about them. Encourage stronger students to write sentences.

Activity 1**Audio script**

Sofia Wow! Look at all the people!
Zoe Yes! Hey! Look at this old doll! He has a mustache!
Hugo Oh, yes! And I like that man! He has a very long beard!
Sofia I like these dolls! This doll is very tall and this doll is very short. They have curly hair and freckles!
Marco Look at that boy! He has straight, dark hair. I have straight, dark hair, too!
Zoe And you both have big smiles! But he has green eyes and you have brown eyes.
Marco Oh, yes! The exhibit name is true. We are the same, but different!
Socks Meow.
Zoe Yes, Socks. We know that you're different!



Wonder

Objectives

- Lesson aim: to ask and answer about people's appearance
- Target language: *What does he/she look like? He/She has..., He/She doesn't have....*
- Recycled language: family
- Receptive language: *same, different, over there*

GSE

- Receptive: Listening: Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
- Productive: Speaking: Can describe someone's physical appearance in a basic way, if guided by questions or prompts.
- Productive: Writing: Can write simple sentences describing (their own) physical appearance, e.g., hair/eye color, height, given a model.

Wonder: sparking curiosity

- Engage students again with the Big Picture by having students choose their favorite picture from the exhibit and say why they like it, e.g., *I like this picture because she has long wavy hair and a ponytail.*
- Point to the "Wonder" stepping stone and write the learning objective on the board: *We're learning to ask and answer about what people look like.*

Materials

- Audio; Picture Cards

Wonder

Imagine

Build

Grow

Shine

Song

*We're all different!
We have different names,
We're all different!
But we're all the same!*

What does he look like,
That boy over there?
He doesn't have glasses,
He has straight, black hair!

Chorus

What does she look like,
That girl over there?
She doesn't have freckles,
She has curly, brown hair!

Chorus

What does he look like,
That man over there?
He doesn't have a beard,
He has wavy, black hair!

Chorus

Lesson 2

1 1.03 Read and sing.

2 1.05 Listen, find, and write the number.

1 ○ 2 ○ 3 ○ 4 ○

3 Make sentences about people in the picture.

Grammar

What does he/she look like?

He **has** straight, black hair and green eyes. He **doesn't have** freckles.

She **has** curly, brown hair and brown eyes. She **doesn't have** a ponytail.

I can shine!

4 What does your family look like? Ask and answer.

mother father sister
brother aunt uncle
grandfather grandmother

What does your brother look like?

He has curly, brown hair and brown eyes but he doesn't have a beard!

I can ask and answer about what people look like.

Song and structures What does he/she look like? He/She has... He/She doesn't have... 11

Starting the lesson

- Review the target vocabulary from Lesson 1 using the picture cards.
- In pairs, have students make true or false statements about a picture in the exhibit, e.g., *Look, he has a beard.* Students correct the false statements, e.g., *No, he has a mustache!*

1 1.03 1.04 Read and sing.

- Display the picture cards from Lesson 1. Ask *Which things are in the song?* Play the audio then ask students which words they heard in the song.
- Demonstrate actions students can do (using their hands to show *straight/curly hair*, pointing to different places on their cheeks for *freckles*) and play the song again. Encourage students to sing along.
- When students are confident, play the karaoke version.

2 1.05 Listen, find, and write the number.

- Tell students they are going to hear the children in the picture describing people in the exhibit.
- Play the audio and have students point to the people in the picture.

3 Make sentences about people in the picture.

- Present the Grammar box and practice the sentences. Write gapped sentences on the board and invite students to complete them.
- Model the activity by pointing to a person in the Big Picture and asking: *What does he/she look like?* Elicit different sentences using: *He/She has...*

- Students take turns asking and answering about people from the picture in pairs.
- SUPPORT** Write the following prompts on the board: *He has, He doesn't have..., She has..., She doesn't have....* Display the picture cards from Lesson 1 to help build their answers.
- STRETCH** Have students do the activity as a guessing game. Write up *What does the person look like?* Student A asks the question, Student B chooses a person and answers for Student A to guess.

4 What does your family look like? Ask and answer.

- Read the question together then check comprehension of the vocabulary in the box.
- Invite two students to read the model dialog. Highlight that students should make both positive and negative sentences.
- Students work in pairs to ask and answer questions about their family.
- SUPPORT** Display the picture cards to help students remember the vocabulary from Lesson 1 and give students time to prepare before doing the activity.
- STRETCH** Have students write a short description of their family members in their notebooks.

I can shine!



Assess

ACHIEVE The students ask and answer some questions about the physical appearance of family members.

ADJUST The students understand and answer some questions about the physical appearance of family members, with support.

EXCEED The students ask and answer questions about the physical appearance of family members and provide additional information (such as how old the family member is, or what their personality is like).

Extra activity

The theme of the song is explicitly linked to the global citizenship strand of the unit: it touches on the similarities and differences between people, but celebrates that we're all the same. Ask students to tell their friend how they are similar or different to other people in their family. Model using pictures of your own family, e.g., *This is my sister. She has long, brown hair. I have long, brown hair, too, but my hair is curly.*

Ending the lesson

- Invite one student to sit at the front of the classroom with their back to the board. Choose one of the character picture cards and stick it on the board so the rest of the class can see it, but the student at the front can't. The student asks the class questions to guess who it is, e.g., *Does the person have freckles?*

Workbook page 5

- 1** **Listen and write.** Play the audio and have students listen and complete the sentences.

ANSWER KEY: 2 has, 3 doesn't have, 4 has/eyebrows/doesn't have, 5 has long hair/ponytail/doesn't have/hair

- 2** **What do they look like? Match. Then ask and answer.**

Students read the sentences and match to the pictures. They then ask and answer questions in pairs and guess who is being described.

ANSWER KEY: a 2, b 1, d 2

I can shine!

- 3** **Write notes about a family member or friend. Then ask and answer.** Students complete the sentences about a family member or friend. They then ask and answer with a friend.

Extra time: Students read the tip about how to organize vocabulary. Encourage them to follow the tip and draw pictures of new words in their notebooks.

Activity 2

Audio script

- | | |
|---------|--|
| 1 Woman | What does he look like? |
| Zoe | He has straight, black hair and green eyes. He doesn't have freckles. |
| 2 Woman | What does she look like? |
| Marco | She has straight, red hair and green eyes. She doesn't have a ponytail. |
| 3 Woman | What does she look like? |
| Sofia | She has curly, brown hair and brown eyes. She doesn't have freckles. |
| 4 Woman | What does he look like? |
| Hugo | He has wavy, black hair and brown eyes. He has a beard and a mustache. He doesn't have a ponytail. |



Objectives

- Lesson aim: to read and understand a story about special things
- Target language: *blanket, bracelet, coin, drum, earrings, necklace*
- Recycled language: *hear, see, smell*
- Receptive language: *Nigeria, Brazil*

GSE

- Receptive: Reading: Can identify specific information in a simple story, if guided by questions.
- Productive: Speaking: Can give simple reasons to explain preferences, given a model.

Imagine: fostering imagination

- Encourage students to be imaginative and creative in story lessons and think about other possible endings or solutions to problems. In this story, have students think of other ways in which the lost bracelet could have been found.
- Point to the "Imagine" stepping stone and write the learning objective on the board: *We're listening to and reading a story about exploring special things.*

Materials

- Audio; Picture Cards; Story animation; Story cards

Imagine

Lesson 3

1 Listen, point, and say.

2 Look at the story. What things can you see? Write. I can see _____

3 Listen or watch. Then circle. This exhibit is about special people / things.

4 Read again. Circle true (T) or false (F).

5 What special thing do you want to put in the exhibit because... I can talk about my special thing.

12 Vocabulary: Special things

13 Story value: Understanding about special things.

3 Listen or watch. Then circle.

- Play the story animation or play the audio and have students follow in their books.
- Read the sentence together, then have students circle the correct option.
- Elicit which special things are in the exhibit (the drum and the chocolate are part of the exhibit, but the bracelet isn't).
- SUPPORT** Give students plenty of time to read the story in their books. Then play the video to help them check they've understood the main events.
- STRETCH** After reading or watching, play the story audio and have students listen without looking at their books.

ANSWER KEY: things

Starting the lesson



- Ask students if they have any interesting things in their bags or pockets. Have them show the class and say what it is, e.g., *I have a Spiderman pencil case.*

1 Listen, point, and say.

- Ask students to look at the pictures and say which things you wear on your body.
- Play the audio and have students point to the pictures as they listen.
- Play the audio again and have students repeat the words.
- Hold up each picture card, for students to say the word without prompting.

2 Look at the story. What things can you see? Write.

- Give students time to look at the story in pairs and find the pictures from Activity 1.
- Ask students what other things we might find in a museum and elicit ideas.

ANSWER KEY: drum (boy's), bracelet (Eva's), necklace (Zoe's)

RECEPTIVE SKILLS TIP

Always play or give students the opportunity to interact with a text at least twice: once for the main ideas, and again for more detail. You could have students read the story silently, then play the video for them to check how much they understood. You can then give students more detailed extension tasks to do related to the story.



IMAGINE HELPER

Introduce students to Hugo the Imagine helper, and discuss his question as a class. During feedback, elicit that the children understand how important the bracelet is to Eva and they work together to find her bracelet. Elicit that we need to respect people's personal things and make sure we take care of them.

ANSWER KEY: Eva is happy because the children and Socks find her bracelet.

FUTURE SKILLS: enquiry and imagination

Tell students to imagine that the children don't find Eva's bracelet. Have students think about what Eva's friends can do to make her feel better, e.g., they can make her a new bracelet/they can give her a hug.

4 Read again. Circle true (T) or false (F).

- Give students time to read the sentences and think about whether they are true or false, looking back at the text to check. You could also play the audio again for support with reading.
- Students compare their answers in pairs.

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

Story extension

If you have time, students could role-play the story from frame 3, on page 12: Zoe: *Do you have a special thing, Eva?* to the end of the story. Put students into groups of six and allocate a character part to each one, plus one student to be the narrator. One student will need to play the part of Socks in addition to their own part! Give students time to practice their play and then choose one or two groups to role-play the story to the rest of the class.

5 What special thing do you want to put in the exhibit?

- Tell students they are going to talk about a special thing of their own. Give students time to choose an item and to think about why it's important to them.
- Drill the gapped sentence in the speech bubble chorally and elicit examples to complete it.
- Students share ideas about their special things in small groups.

SUPPORT Brainstorm ideas about possible items that might be important to students and write them on the board, e.g., a favorite book, a watch, a toy they've had since they were a baby.

STRETCH Have students say how their special thing makes them feel. Have students imagine that they lose it. How do they feel?

I can shine!**Assess**

ACHIEVE Students talk about a special thing, without extra support.

ADJUST Students talk about a special thing, with support.

EXCEED Students talk about a special thing and provide further details, without extra support.

Ending the lesson

- Read aloud one of the speech bubbles from the story. In groups, students have to try to remember who said the sentence or question.

Workbook page 6

- 1 Look and match. Then circle.** Students match the pictures, then circle the correct options.

ANSWER KEY: 1 d, chocolate; 2 c, necklace; 3 a, drum; 4 b, bracelet

- 2 Read the story again. Then number.** Students number the story frames in order.

ANSWER KEY: b 4, c 3, d 2

Imagine helper: Students evaluate the story and color the stars to show how they feel about it.

I can shine!

- 3 Imagine you have a special thing from the story. Write.** Students choose an item and complete the sentences about it.

Extra time: Students share their answers to the question with their friend.



Build

Objectives

- **Lesson aim:** to describe people's appearance and belongings
- **Target language:** *What does he/she have? He/She has (a drum).*
- **Recycled language:** *blanket, bracelet, drum, soccer ball, necklace; pictures, toy; blond hair, blue eyes, curly hair, ponytail*

GSE

- **Receptive: Listening:** Can identify common objects from descriptions, if spoken slowly and clearly. Can identify objects, places or people from short descriptions.
- **Productive: Speaking:** Can ask basic questions to find out what possessions others have. Can answer simple questions about things people have.

Build: building confidence

- Build confidence by reviewing the structures from Lesson 2 and showing students how we are building on this knowledge to ask and answer questions about people's things and appearance.
- Point to the "Build" stepping stone and write the learning objective on the board: *We're learning to ask and answer about people's things.*

Materials

- Audio; Story animation

Lesson 4

- 1 Listen and write. What's Zoe's favorite thing in the exhibit?



- 2 Listen and read. Then chant.

What does he/she have?	He/she has a drum.
	He/she has a necklace.
Does he/she have	a drum? Yes, he/she does.
	a bracelet? No, he/she doesn't.

Ask and answer about the picture in Activity 1.



a necklace a blanket
blue eyes curly hair
blond hair a ponytail
some pictures a toy
a soccer ball

- 3 Choose a person. Then ask, answer, and guess.

Does this person have curly, red hair? No, she doesn't.

Does she have a necklace? Yes, she does.

Is it Zoe? Yes, it is!

14 Structures What does he/she have? He/She has (a drum).

Starting the lesson



- Using the story animation, pause the story on frame 4 where Eva has lost her bracelet. Show students the screen and ask *Does Eva have her bracelet?* Then show them the final scene from the animation and repeat the question.
- Ask students what other special objects are in the story (a drum and chocolate).

- 1 Listen and write. What's Zoe's favorite thing in the exhibit?

- Focus on the picture and ask questions to elicit the different items from the story, e.g., *What does the boy from Nigeria have? Does Eva have some chocolate?* Elicit answers from the class.
- Then play the audio and ask students to listen for Zoe's favorite thing in the exhibit.

SUPPORT

Ask students what words we can use to say we like something very much. Elicit *my favorite* and tell students to listen out for this phrase. When they hear it, they should try to identify what Zoe is talking about.

STRETCH

Have students listen out for the words Zoe uses to talk about her favorite thing (she says *It's cute!*). Play the recording again and invite students to imitate Zoe, using the appropriate intonation.

ANSWER KEY: a toy cat

RECEPTIVE SKILLS TIP

Support students' ability to identify key information in listening texts. Tell students to listen for words or phrases that give us clues to their opinions and feelings. For instance, here Zoe says *It's cute!*, which shows us that she likes the cat.

2  **Listen and read. Then chant.**

- Play the audio and have students read the examples in the Grammar builder box.
- Play the audio again and have students repeat the chant.
- Play the track again and have half the class repeat the questions and the other half repeat the answers.
- Focus attention on the Grammar builder box and have students notice the different parts of the questions. Elicit that the question in orange is always the same, but we can change the words in pink.

SUPPORT Write the examples from the Grammar builder box on the board. Then elicit and write up further examples of the target language. Drill the questions and answers with the class.

STRETCH Encourage students to make assumptions about the grammar, e.g., that questions with *What* require a full answer, whereas questions beginning with *Do/Does* require a yes/no answer.

**BUILD HELPER**

Ask the class which helper they can see (Marco, the Build helper).

Draw students' attention to how they can use the new language to build on what they already know. Focus on the wordpool below Marco and check comprehension of the vocabulary. Elicit one or two examples of questions and answers about the picture in Activity 1. Then have students ask and answer questions in pairs.

3 **Choose a person. Then ask, answer, and guess.**

- Students choose someone from the picture, or a character from the story. Invite students to read aloud the model dialog.
- Students play the guessing game in pairs. One student chooses a person from the picture, but keeps it secret. The other student asks questions to guess who it is.

Extra activity

Play an elimination game with the class. Ask everyone to stand up. Then give a series of instructions to the class, e.g., *People who have brown eyes, touch your noses! People with curly hair, sit down.* Students who do not follow an instruction or follow it incorrectly are "out" and should sit down with their hands on their heads. The winners are the students who are still in the game after a given period of time, e.g., five minutes.

As an alternative, you could invite a student or students who are "out" early in the game to give instructions to the rest of the class if you feel they would be comfortable doing so.

Ending the lesson

- Choose a student in the class silently. Make sure you notice as much information about the student as possible, e.g., what they are wearing, what color their backpack is, etc. Then invite the class to ask you questions about the student to guess who he/she is, e.g., *Does he/she have a pink coat? Does he/she have a blue pen on their table?*

Workbook page 7

- 1** **Look and write.** Students read the questions and complete the answers.

ANSWER KEY: 2 she doesn't/has, 3 Does/she does, 4 Does she have/No, she doesn't/has

Build helper: Review classroom objects. Students then ask and answer questions about the things on their desks.

Grammar extension

Grammar 1 lesson on page 88 of the Student's 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**

- Marco** Look at the children in the exhibit. They have a lot of interesting things.
- Sofia** Oh, yes! That's the girl from Brazil. Does she have her special chocolate?
- Zoe** Yes, she does! Yum!
- Hugo** And what about that boy? What does he have? Does he have a sweater?
- Zoe** No, he doesn't. He has a blanket.
- Hugo** Oh, OK. My brother has a special blanket, too. He sleeps with it every night!
- Zoe** Look at that girl! She has a special toy. It's a toy cat. It's cute! That's my favorite thing in the exhibit!
- Socks** Meow.
- Zoe** Socks thinks it's his new friend!



Objectives

- **Lesson aim:** to ask for clarification when I don't understand something; to differentiate between the sounds c /k/ and g /g/
- **Speaking function:** asking for clarification
- **Functional language:** *Sorry, I don't understand. Can you say that again, please?*
- **Recycled language:** *Can you see...? The person has....*

GSE

- **Productive: Speaking:** Can ask for repetition and clarification when they don't understand, using simple fixed expressions.
- **Productive: Speaking:** Can say simple tongue-twisters and other kinds of playful language.

Build: building confidence**Build**

- Look back to Lesson 4 to remind students how they described people's hair using *He/She has...* with adjectives. In this lesson, students learn to use that structure to talk about personal objects.
- Point to the "Build" stepping stone and write the learning objective on the board: *We're learning to talk about the things our friends have.*


Materials

- Audio; Communication cards; pictures of people cut out from magazines

Wonder
Imagine
Build
Grow
Shine

Lesson 5
1


1 Look and write. What are the children's special things? **2** Listen and read.



3 Listen again and say.

Pronunciation

4 Listen to the sounds and say.



Can you see Gus the cat in the classroom there?
He has green eyes.
He has curly, gray fur!

I can shine!

5 Describe a person. Then listen and draw. Ask if you don't understand something.

My person has short, curly hair.

Sorry, I don't understand.

I can ask if I don't understand something.

15

Starting the lesson

- Have students write down the name of a personal object, e.g., a pencil case, a toy. They stand up and walk around the class asking *Do you have a (student's object)?* When they find someone with the same object, they sit down together.

1 Look and write. What are the children's special things?

- Point to different items in the picture and elicit *He/She has a...*
- Students ask and answer questions about the picture in pairs, e.g., *Does he have a bracelet? No, he doesn't. He has a drum.* Encourage them to describe the children, as well as their things.
- Invite pairs to share their ideas with the class.

TEACHER TIME TO SHINE: cooperative learning

You can do this as a cooperative group activity. Put students in groups and have them take turns to say a sentence about the picture. After one minute, stop students and elicit sentences from each group.


2 Listen and read.

- Play the audio and have students read the dialog on the page.
- Point to the phrases in the speech bubbles in blue and elicit that we can use these phrases when we don't hear or understand someone.

3 Listen again and say.

- Play the audio again. Pause after each sentence for students to repeat.
- Read aloud the first speech bubble very quietly and encourage students to say the phrases in blue.

- Repeat the activity using different sentences, then encourage students to do the same.
- SUPPORT** Gradually build up each phrase, word by word. When students can say the phrase confidently, drill each phrase again with the correct sentence stress.
- STRETCH** Have students read and role-play a similar dialog to the one in Activity 1, in pairs. Encourage them to choose different special objects, e.g., a necklace or a coin.

- 4**  **Pronunciation** Listen to the sounds and say.
- Write a couple of the words beginning with each sound on the board and underline the target sounds. Have students listen and repeat, checking for correct pronunciation.
 - Play the audio, pausing after each sentence for students to repeat it.
 - Play the whole track and have students repeat the rhyme. Then try to elicit more words with each sound, e.g., *girl*, *car*.
 - Ask students to practice saying the rhyme in pairs.

Extra activity

Have students classify the words in the activity into "c" words and "g" words by making two lists. Then have them think of and add more words to their lists.

SUGGESTED ANSWERS: cafe, computer, cards, cute, class; garden, garage, glasses, goose, goat.

- 5** Describe a person. Then listen and draw. Ask if you don't understand something.

With communication cards:

- Print the communication cards off before the lesson.
- Put students in pairs (Student A and B).
- Look at the model dialog. Elicit that the second person can't hear what their friend is saying and prompt the functional language.
- Have pairs sit back to back, with some distance between them. Student A describes the person on the communication cards and Student B draws the features they describe. They then swap roles and repeat. Tell students to use the phrases from Activity 1 even if they can hear their friend.
- Students A and B then compare their pictures.
- SUPPORT** Elicit and write a model dialog on the board for students to refer to during the activity.
- STRETCH** Have students repeat the activity by drawing their own person instead of using the communication cards. Encourage them to add different features using the target vocabulary from Lesson 1.

Without communication cards:

- Students carry out the task using a picture of a person cut out from magazines or taken from the internet.

I can shine!



Assess

ACHIEVE The students ask for clarification when they don't understand something.

ADJUST The students ask for clarification when they don't understand something, with support.

EXCEED The students ask for clarification when they don't understand something, improvising where necessary.

FUTURE SKILLS: collaboration and communication

Have students work together to create a collaborative picture of a person. Students draw, color, and cut out noses, mouths, eyes, ears, eyebrows, mustaches, cheeks, etc. Promote diversity and inclusion by encouraging the use of different colors for a variety of skin tones. Groups then draw a face outline and mix and match the face parts to create a funny face. Write some functional language on the board to scaffold the discussion, e.g., *Should we give him a big nose or a small nose? Let's give him/her big ears.* Groups can then present their character to the class.

Ending the lesson

- Play the *Telephone game*. (See pages 26–27.)

Workbook page 7

I can shine!

- 2** What is your special thing? Write and say. Students complete the dialog then read it out in pairs.

Pronunciation: Circle the word that doesn't belong. Students circle the word beginning with a different sound.

ANSWER KEY: gallery



Grow

Objectives

- **Lesson aim:** to read an article about special things around the world
- **Cross-curricular connection:** Special things from around the world
- **Global citizenship theme:** Special things and their importance
- **Target language:** *always, never, often, sometimes*
- **Recycled language:** *book, camera, coin, drum, necklace*

GSE

- **Receptive: Reading:** Can understand short, simple descriptions of objects, people, and animals if supported by pictures.
- **Receptive: Reading:** Can identify key information in short, simple factual texts from the headings and illustrations.
- **Receptive: Listening:** Can identify key information (e.g., places, times) from short audio recordings, if spoken slowly and clearly.

Grow: nurturing growth in society

- Promote global citizenship by increasing students' awareness of the diversity of communities by encouraging them to speculate about why different objects are important to people.
- Point to the "Grow" stepping stone and write the learning objective on the board: *We're reading about people's special things around the world.*


Materials


- Audio


Lesson 6

1 Look. Are these things special? **2** Listen, read, and write.

Special to me, important to everyone!
Tell us about your special things!


A  **A** _____ are special to me! I love stories. This is my favorite book. It's about a pirate! He has a red mustache and a long, curly beard! I think books are important to everyone. We can learn new things from books.
Ewa, 9, Russia


B  **B** _____ is special to me! I **never** forget my camera when I go out! I take a lot of pictures and I **often** make videos of my friends. It's fun! I think cameras are important to everyone. They can take pictures. They can also make videos about special days.
Tom, 10, United States

C  **C** _____ is special to me! I **always** play it on special days! I think music is important to everyone. **Sometimes** people play music when they're happy. They can play music when they're sad, too.
Gabriel, 9, Nigeria

3 Read again and circle.

- 1 Ewa lives in Russia / the United States.
- 2 She has a favorite book about a pirate / drum.
- 3 Tom makes videos of his special days / friends.
- 4 Gabriel plays soccer / a drum on special days.
- 5 People play music / games when they're happy or sad.

4  Listen. Which thing from Activity 2 don't they talk about?

5  Listen again and write.

coin cameras necklace books

- 1 Sara thinks that _____ are important to everyone.
- 2 Pierre thinks that _____ are important to everyone.
- 3 Sara's special thing is a _____.
- 4 Pierre's special thing is a _____.

16 Global Citizenship An article about special things

Starting the lesson



- Tell students to imagine they are moving to a new home and they can only take three things with them. Give students one or two minutes to choose their three items.
- Put students into groups and have them find out whether or not they chose the same objects. Write some functional language on the board to scaffold the conversation, e.g., *What are your special things? My special things are... I have that, too!*

1 Look. Are these things special?

- Ask students to look at the three pictures and name the objects.
- Students think about whether or not the objects are special to them and share their ideas with a friend.
- Get feedback from the class and ask students if they had any of these things on their lists in the *Starting the lesson* activity.

2 Listen, read, and write.

- Point to each picture in turn and ask *How is (a book) special?* Elicit ideas from the class in L1, if necessary.
- Play the audio. Students read the text as they listen and check their ideas.

ANSWER KEY: A My books, B My camera, C My drum

TEACHER TIME TO SHINE: encouraging use of L2

At this level students won't always have enough language to be able to express complex ideas in English. Predict the vocabulary and structures students might need and write them on the board to help scaffold the discussion. Allow students to use L1 where necessary, but encourage them to use English as much as they can.

3 Read again and circle.

- Give students time to read the sentences, then have them read the texts again and circle the correct options. Check answers with the class.
- Have students locate the words in bold italics in the texts. Ask students what information they give us (how often someone does something). Elicit example sentences using the adverbs about how often students do something, e.g., *I always play soccer on Tuesdays.*

SUPPORT Write the adverbs of frequency in order from most frequent to least frequent (*always, often, sometimes, never*).

STRETCH Have students write sentences about how often they do different activities in their notebooks.

ANSWER KEY: 1 Russia, 2 pirate, 3 friends, 4 a drum, 5 music

**GROW HELPER**

Ask students which helper they can see (Eva, the Grow helper).

Read Eva's question together. Elicit that the children in the texts have chosen different things. Point out that different people like different things and encourage students to celebrate the differences, as well as the similarities between people.

4 Listen. Which thing from Activity 2 don't they talk about?

- Tell students that they are going to listen to two children talking about the texts. Read the question together and elicit that students need to listen for the things they do talk about in order to find out what they don't mention.
- Play the audio and have students listen for the answer.

ANSWER KEY: the drum

5 Listen again and write.

- Have students read the sentences and see if they remember any of the missing words.
- Play the audio and have students complete the sentences with the words from the wordpool.

ANSWER KEY: 1 books, 2 cameras, 3 necklace, 4 coin

FUTURE SKILLS: critical and reflective thinking

Give students a list of objects to classify by who they might be special to: a young child, a teenager, a grandfather, etc. Possible objects: a childhood picture, a music CD, a teddy bear, a cup with a cartoon character, a beautiful pen, an old diary, a baby blanket, some food from their country, a picture of a favorite pop star.

Ending the lesson

- Ask students to write a sentence about themselves that includes one of the target words: *always, often, sometimes* or *never*, then share their sentence with the class.

Workbook page 8

- 1 Read and match.** Students match the sentences to the pictures to show frequency.

ANSWER KEY: 2 a, 3 d, 4 c

- 2 Listen and number. Then write.** Play the audio. Students listen and number the pictures. Play again for students to complete the sentences with the adverbs.

ANSWER KEY: a 3, c 4, d 2; 1 always, 2 often, 3 sometimes, 4 never

- 3 Write for you. Use *always, often, sometimes, and never*.** Students complete the sentences about themselves with adverbs of frequency. Think about something that is important to everyone. Why is it important? Students discuss the question in pairs.

Grow helper: Have students discuss the question.

Extra time: Students count the number of students with brown eyes.

Activity 4**Audio script**

Pierre Hey, Sara, I'm reading about children and their special things.

Sara Can I see?

Pierre Yes, of course.

Sara Look! This girl likes books! I like books, too. I think they're important to everyone.

Pierre Hmm, I like making videos. That boy has a camera. I think cameras are important to everyone. What's your special thing, Sara?

Sara I have a special necklace. It's very beautiful.

Pierre I have a special coin. It's a gift from my grandfather.

Sara Cool! I want to see it!

Pierre I want to see your necklace, too. Hey, let's draw pictures of our special things and take them to school tomorrow! We can show everyone!

Sara Great idea, Pierre!



Grow

Objectives

- **Lesson aim:** to write a description of a special thing
- **Text type:** a description
- **Recycled language:** *long, small, old; curly hair, mustache, coin*

GSE

- **Receptive: Reading:** Can understand short, simple descriptions of objects, people, and animals if supported by pictures.
- **Productive: Writing:** Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g., family, animals, possessions), given a model.

Grow: nurturing growth in society

- Encourage a further sense of students' sense of social responsibility in the classroom by having students give positive feedback on each other's descriptions, e.g., *This is a great description! Good job!*
- Point to the "Grow" stepping stone and write the learning objective on the board: *We're learning to write a description of a special thing.*

Materials

- Audio

Wonder Imagine Build Grow Shine

Lesson 7

1 Listen and read. Then match.

This is my special thing. It's a small, old coin. There's a picture of a man on it. He has long, curly hair and a mustache! The coin is special to me. It's a gift from my grandfather! I think old coins are important to everyone. We can learn about history from old coins.

2 The coin
3 Old coins

a is small and old.
b can teach us about history.
c on the coin has long hair.

Our writing workshop

2 Ideas generator Listen and number.

A B C D

3 Give it a go Plan your description with a friend.

What's your special thing?
Describe it.
Why is it special to you?
Do you think it's important to everyone? Why? Why not?

I can shine!

4 Write a description of a special thing together.

I can write a description of a special thing.

Writing A description of a special thing

Starting the lesson



- Draw pictures of a book, a camera, and a drum on the board.
- Put students in pairs and have them think of as many reasons as they can why each item is special. Get feedback and add their ideas to the board.

1 Listen and read. Then match.

- Look at the picture of the boy and point out that he is Pierre from Lesson 6. Elicit that his special thing is a coin. Ask students who gave Pierre the coin (his grandfather).
- Play the audio and have students read the text as they listen.
- Students match the sentence halves and compare their answers in pairs before you check with the class.
- **SUPPORT** Read each sentence half with the class and check comprehension of key words, e.g., *small, old, teach, history*.
- **STRETCH** Have students do the matching activity before they read. Then play the audio or have them read the text to check their answers.

ANSWER KEY: 1 a, 2 c, 3 b

2 Ideas generator Listen and number.

- Ask students to look at the four pictures and say what they see.
- Play the audio and have students number the pictures. Check answers, then ask comprehension questions, e.g., *Why does the boy want to write about his guitar? Who gave the boy the bike?* Play the audio again and elicit answers.
- Ask students if they have a bracelet, guitar, computer, or a bike and whether or not these items are special to them.

ANSWER KEY: 1 C, 2 D, 3 A, 4 B

Planning support Graphic organizers can help students with planning. Make a worksheet with the four steps in Activity 3 and add boxes for students to write in. Inserting arrows to show the order of the planning stages can also help, since it allows students to think about each step in order.

FUTURE SKILLS: collaboration and communication

Allowing students to discuss their ideas in groups will help them come up with a lot of ideas and then choose the best ones to include in their writing. Encourage each student to choose a different object. Then, have groups complete a graphic organizer for each object.

3 Give it a go Plan your description with a friend.

- Brainstorm ideas on the board for the kind of special things that students could write about.
- Read the four planning steps together and check comprehension.
- Give students time to choose an object and answer the questions by making notes.

4 Write a description of a special thing together.

- Have students write their descriptions in their notebooks, using their notes from the planning stage. Fast finishers can draw a picture of their object.
- Invite students to read aloud their descriptions to the class, or in groups with larger classes.
- Provide feedback on the students' written work, focusing on the target vocabulary, spelling, and punctuation.

SUPPORT Have students do all stages of the writing process collaboratively.

STRETCH Have students add more detailed information about their object, e.g., where they got it/who gave it to them, where they keep it, how often they use it.

I can shine!  **Assess**

ACHIEVE Students write a description of an object, using simple sentences and some descriptive language.

ADJUST Students write a short, basic description of an object, when a model is provided and with extra support.

EXCEED Students write a description of an object, using more complex sentences and a variety of descriptive language.

Ending the lesson

- Take in the students' written work and choose one. Read aloud a sentence from the description without naming the object. Students have to guess what is being described. Continue with other pieces of written work.

Workbook page 9

- 1** Read, look, and circle. What is Pippa's special thing? Students read the description and circle the correct words. They then answer the question orally.

ANSWER KEY: 2 always, 3 never, 4 sometimes; Pippa's special thing is her blanket.

- 2 Give it a go** Complete for you. Then ask and answer. Students write notes to answer the questions about their special thing. They then ask a friend the questions and write their answers in the right-hand column.

ANSWER KEY: Students' own answers

I can shine!

- 3** Write about your friend's special thing. Use your notes from Activity 2. Students complete the sentences using the information from the chart. Check your work: students read each other's work, give praise for interesting writing, and check for spelling mistakes.

Activity 2

Audio script

- Girl 1** I'm writing about my mother's bracelet. It's very special to me.
- Boy 1** I want to write about my guitar. It's very special to me. I love music!
- Girl 2** My computer is very special to me. I can talk to my friends on my computer.
- Boy 2** My bike is special to me. It's a gift from my dad. I love it!



Objectives

- **Lesson aim:** to review the language from Unit 1
- **Recycled language:** (*big, green/brown*) eyes, eyebrows, freckles, (*brown/blond*) hair, ponytail, smile; camera, bracelet, drum, necklace; *Do you have...? Yes, I do./No, I don't.; He/She has... long/short/dark/blond hair.*

GSE

- **Productive: Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts.
- **Productive: Speaking:** Can compare their own and others' possessions using simple language.

Shine: Time to shine!

- Encourage students to develop learner autonomy by having them think about what they know and what they lack confidence in. Help students understand that each student learns at a different pace and that it's important to recognize in which areas of the unit they may need further practice. Encourage them to take responsibility and identify these areas during the lesson.
- Point to the "Shine" stepping stone and write the learning objective on the board: *We're reviewing what we've learned in Unit 1.*

Materials

- *Our World* video; Audio

Shine

My special people

Step 1 Review

- 1 Look. What do Kurt and Mia look like?
Are you the same or different?

hair eyes freckles eyebrows smile



Kurt has curly, brown hair.
I have curly, brown hair, too!
We're the same!



Mia doesn't have freckles. I
have freckles. We're different!

- 2 Look again. What are Kurt and Mia's special things?
What's your special thing?
- 3 What can we say when we don't understand someone? Write.
- 4 Is your special thing important to everyone?
- 5 Watch and listen.

My special thing is my camera. I think
cameras are important to everyone because
they can take pictures of special days.

My special thing is my bracelet.
Bracelets aren't important to everyone
but this is special to me!

18 Unit review Unit objectives review

Starting the lesson



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

Step 1: Review

- The Review consolidates the target language of the unit from the *I Can Shine* checkpoints and helps prepare students for the unit project. Vocabulary from the Wonder spread is reviewed through speaking in Activity 1. Activity 2 helps review and personalize the story value and language from the Imagine spread. The speaking element in Activity 3 consolidates the target structures and language of the Build spread. The question in Activity 4 and the video in Activity 5 encourage students to further explore the global citizenship theme.
- Ahead of the students completing the activities, reviewing the song from Lesson 2 can help them recall vocabulary and language learned earlier in the unit.

- 1 Look. What do Kurt and Mia look like? Are you the same or different?

- Ask students to look at the two pictures and find out the names of the children.
 - Have two students read aloud the model dialog. Elicit that students should compare what they look like with Kurt and Mia.
 - Put students in pairs and ask them to compare themselves with the two children using the target structures and vocabulary from the unit.
- (SUPPORT)** Write the target structure *have* in first and third person singular forms on the board for students to refer to as they do the activity.
- (STRETCH)** Have students write a short paragraph comparing their appearance with either Kurt or Mia.

2 Look again. What are Kurt and Mia's special things? What's your special thing?

- Ask students to look at the pictures again and notice what special things Kurt and Mia have.
- Put students into groups and have them tell each other about their special things. Encourage them to give further details about their objects, including what color it is, when and where they got it, and why they like it.

ANSWER KEY: Kurt – drum, Mia – necklace

3 What can we say when we don't understand someone? Write.

- Start to give instructions to the class for the activity, but say them very quietly so that the students won't be able to hear you. Remind students of the functional language from Lesson 5 and have them choose one to write. Write the sentences on the board.
- Invite students in pairs to take turns to say something quietly or using a funny voice. The other student uses the functional language.

ANSWER KEY: Sorry, I don't understand. Can you say that again, please?

4 Is your special thing important to everyone?

- Review all the different special things from the unit and write them on the board. Then ask *Are these things special to you? Are they important to everyone?*
- Invite two students to read aloud the models.
- Put students in pairs and ask them to say whether or not their special thing is important to everyone.
- (SUPPORT)** Read the models together and check comprehension after each sentence. Encourage students to offer a personal response by asking questions, e.g., *Do you take pictures of important events? Are bracelets special to you?*
- (STRETCH)** Have students think about who else their special thing might be special to. This will encourage them to explore the global citizenship theme of recognizing and valuing diversity.

5 Watch and listen.

- Ask students what they remember about the *Our World* video from Lesson 1. Then play the video again and encourage students to notice any new ideas.
- Discuss any new things students have noticed with the class and encourage them to draw conclusions about how people from around the world look.

Extra activity

Have students make a class book or a digital presentation about their special things. Each student creates a page or slide with a picture of their special thing together with a short description.

Ending the lesson

- Play a miming game. Invite a student to the front and have them think of a special thing. They role-play using this object for the class to guess.

Workbook page 10

- 1 Look and complete. Which word is missing in the puzzle?**
Students look at the pictures and complete the puzzle. They then discover which picture is missing from the puzzle.

ANSWER KEY: Across: sometimes, curly, coin, mustache
Down: blond, earrings, smile
Missing word: wavy

- 2 Listen and circle Holly's uncle. Then listen again and write.** Play the audio and have students complete the sentences.

ANSWER KEY: Holly's uncle is the man on the left in the white T-shirt. 2 hair, 3 doesn't have, 4 doesn't have, 5 beard, 6 doesn't have, 7 has

- 3 Think and write.** Students complete the dialog using the functional language.

ANSWER KEY: 2 you say that again 3 of course, 4 mom's necklace

Extra time: Students read the definition and write the word.

ANSWER KEY: earrings

Extra activity

Create a class crossword puzzle. Write the following word vertically on the board: *mustache*. Invite students to come up to the front of the class and write a word or phrase that uses one of the letters in "mustache" on the board, so that the two words intersect at the common letter, e.g.,

smile
curly hair
freckles
straight
beard
c
hair
eyebrows



Shine

Objectives

- **Lesson aim:** to make an exhibit about the class
- **Recycled language:** *This is... , He/She has... , He/She doesn't have... , His/Her special thing is... , We're the same/different because...*

GSE

- **Productive: Writing:** Can write basic sentences about what they and others possess (e.g., everyday items, pets), given prompts or a model. Can write simple sentences describing (their own) physical appearance, e.g., eye/hair color, height given a model.

Shine: Time to shine!

- Students who lack confidence can practice giving their presentation to a friend in a quiet space before sharing it with the whole class.
- Point to the "Shine" stepping stone and write the learning objective on the board: *We're making an exhibit about our class.*

Materials

- Coloring pencils; A3 or letter-size paper or card (one per pair or group), A3 card/card file dividers/folders that open out (one per student, for the lapbooks), letter-size paper (one per student), glue, scissors

Wonder
Imagine
Build
Grow
Shine

1

Step 2
Create

6 What does your friend look like? What's his/her special thing? Write.

This is my friend
He/She has
He/She doesn't have
His/Her special thing is
We're the same / different because

7 Make a poster about your friend and his/her special thing. Are you the same or different?

8 Put all the posters together to create an *All About Us* exhibit.



Time to shine!
✧ ✧

9 Present your friend to the class.

This is my friend Ben. He has straight, brown hair and big, green eyes. We're the same because I have brown hair, too. But Ben doesn't have freckles or a ponytail. His special thing is his favorite book!



10 What new facts do you know about your class?

I can talk about people in my class and their special things.

19

Unit project Describing a friend

Starting the lesson



- Give students one minute to get into order and stand in a line according to how long or short their hair is (for large classes, have them do this in groups).
- Check students are in the correct order and ask questions to review the target vocabulary, e.g., *Does (Paul) have blond hair? Does (Selma) have wavy hair?*

Step 2: Create

- This section focuses on personalization, collaboration, and creativity. In Activity 6, students brainstorm ideas and review key vocabulary. In Activity 7, they work together to get ideas and plan the project, then they work individually to create their part of the display. Activity 8 fosters collaboration and communication skills as students collate their work to create a wall display before presenting to the class in *Time to Shine!*
- Make sure that students understand the steps to success for the project. Give students clear step-by-step instructions:
 - 1 Find out what your friend's special thing is.
 - 2 Draw a picture and write a description.
 - 3 Say how you are the same and different.
 - 4 Tell your class about your friend.
 - 5 Find out more about your classmates.
- **6** What does your friend look like? What's his/her special thing? Write.
- Give students time to think and write a description of their friend's appearance and their special object. Encourage them to use the target vocabulary and structures from the unit.

TEACHER TIME TO SHINE: pairwork

With pairwork, ensure that students work with a variety of different classmates by having them change friends before activities. You can do this randomly with a quick game, or by ability (e.g., more and less confident students).

It is important to arrange the pairs quickly and efficiently, so as not to waste lesson time. At the start of the class, or just before a pairwork activity, you could invite half the class to stand up and come to the front, and then sit down again in a different place/at a different table. After a warmer or milling activity has ended, have students sit down with the person they are standing next to.

7 Make a poster about your friend and his/her special thing. Are you the same or different?

- Elicit ways of completing the sentence starters and write an example of each on the board.
- Put students in pairs and have them share their descriptions of their friends from Activity 6. Encourage active listening, where students look at the person talking and make notes on important points.
- Students draw a profile picture of their friend, then write a description using the sentence starters to help them.
- Students decide what similarities and differences there are between them and write two or three sentences.

PROJECT TIP

Students can create an attractive wall display, which they can add to throughout the course as they learn more about their classmates. After doing personalization activities in future units, have students write what they've learned about their friend on a small piece of paper and add it to the display. At the end of the year, they'll be able to look back at how much they have learned about each other.

8 Put all the posters together to create an *All About Us* exhibit.

- Students work together to create a class display of their posters. Support students by providing ideas for possible layouts, and help as needed with fixing the students' work to the wall.

Time to shine!**9  Present your friend to the class.**

- Invite a student to read aloud the example on the page.
- Each student then presents their friend to the class. Encourage the other students to think of questions to ask at the end of each presentation.

10 What new facts do you know about your class?

- Give students a few minutes to go and look at the *All About Us* exhibit and read the descriptions.
- Ask students what information they have learned about the other students. Elicit as many ideas as possible.

Ending the lesson

- Refer students back to the unit question *Who are we?* and encourage them to offer different answers. Draw their attention to how much they have learned during the unit.
- Refer students to the Progress Chart on page 3 in the Student's Book. Have them read the sentences for each skill and notice what they have achieved so far.

Workbook page 11

- 1 Think about three special people. Complete. Use the words or your own ideas.** Students use the vocabulary in the wordpool to describe three people who are special to them. They may also add their own vocabulary, e.g., *necklace, blond hair, big nose, blue eyes*.

ANSWER KEY: *Students' own answers*

- 2 Make your lapbook. Find pictures or draw. Then write.** Students choose one of the people from Activity 1, find or draw pictures of him/her and write sentences. They then paste the pictures and text into their lapbook. The lapbook activities are a creative task, so give students the opportunity to interpret their lapbook writing, pictures, and photographs as they wish.

To make the lapbooks, you can use folded sheets of card (two per student) or two letter-size card file dividers per student, which you can stick together to form one, fold-out booklet, as you can see in the example in the Workbook on page 11.

Home-school link: Students can do this activity at home. They describe their special people and things using target language from the unit.

Time to shine!**Assess**

ACHIEVE Students use full sentences to describe their partner. This may include negative as well as positive sentences.

ADJUST Students describe their partner in a simple way, with support.

EXCEED Students describe their partner fully and compare themselves to him/her.





from the Rise and Shine Museum

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

Give a short presentation to the class

Shine

Consolidate target vocabulary and structures through story and song

Unit overview

Target vocabulary

Course vocabulary consolidation: everyday objects, ocean animals, team sports, places in a town

Functional language

Expressing likes and dislikes, talking about future plans

Recycling and building

art gallery, basketball, cup, field hockey, flower pot, mustache, octopus, smile, stadium, strawberries, turtle; smart, funny; I like/love..., My favorite..., I'm going to...

Language stretch

I think this is a good object to put inside the time capsule because....

Target structures

Course structures consolidation: *like/don't like..., because..., going to future*

Values

I can reflect on what I have learned.

Competency focus

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

Key progress indicator chart

GSE range for Level 4: 25–35 (stretch 39)		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 express likes and dislikes in relation to familiar topics in a basic way. (29)		Use simple language to talk about and describe familiar objects and situations or express basic opinions or feelings in short stretches of speech.
Can give simple reasons to explain preferences, given a model. (35)		Connect simple related ideas in a logical sequence in short stretches of speech.
Can talk about plans for the future in a simple way. (38)		Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.

Objectives

- **Lesson aim:** to review language from Units 1–6
- **Lesson language:** *art gallery, basketball, cup, field hockey, mustache, octopus, flower pot, smile, stadium, strawberries, turtle; smart, funny I like/love..., My favorite..., I'm going to....*

GSE

- **Receptive: Listening:** Can follow a simple conversation between two people or characters, if supported by pictures. Can understand simple sentences on familiar topics if spoken slowly and clearly, and with pauses.
- **Productive: Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way. Can give simple reasons to explain preferences, given a model. Can talk about plans for the near future in a simple way.

Lesson objective

- Write the learning objective on the board:
We're reviewing what we've learned and we're saying goodbye.

Materials

- Audio; Picture Cards from Units 1–6; Museum Trail Cards; Story cards; *Our World* video; A3 card/card file dividers/ folders that open out (one per student for the lapbooks), letter-size paper per student, glue, pairs of scissors

Goodbye from the Rise and Shine Museum

Song
It's the Rise and Shine Museum.
Come on! Let's explore!
It's the Rise and Shine Museum.
Exhibits on every floor!
We love visiting the museum.
We always see interesting things.
We do a lot of different activities.
We act, we play, we sing!
Chorus
But it's time to say goodbye now.
Goodbye Eva and Socks, too.
Goodbye, goodbye, children.
And goodbye, goodbye to you!
Chorus

Test your progress with English Benchmark Young Learners

What can you see?
1 Listen or watch. Which five things do the children put inside the time capsule? Write.
2 Listen again. Which words do you hear? Circle.
flower pot, cup, strawberries, storybook, octopus, turtle, field hockey, basketball, pineapple, art gallery, mustache, smile

Read and sing.
3 Ask and answer.
Who's your favorite character in Rise and Shine?
I like Marco because he's funny and smart.
Which is your favorite unit?
I like Unit 5 because I love our oceans!

I can shine!
5 Choose four more things to put inside your time capsule. Tell the class.
I'm going to put a book about sharks inside my time capsule. I think sharks are great!
I'm going to put a soccer ball inside my time capsule. I love playing soccer!

Starting the lesson: warm up

- Have a Student's Book quiz. Teams write down their answers or raise their hands. One point for each correct answer.
1 What does Zoe look like? 2 Name three materials. 3 Name three things you can do in a city. 4 Name five foods and their containers. 5 How do the museum kids protect the oceans? 6 Name three sports that begin with B.
- Allow students to look back through their books if they need to.

ANSWER KEY: 1 Zoe has long, curly, black hair, brown eyes, and a ponytail. 2 plastic, paper, wood, metal, rubber, glass 3 watch a show, go to a restaurant, visit an exhibit, buy a gift, watch a game, go on a ride 4 bag of rice, piece of fruit, box of vegetables, glass of water, cup of hot chocolate, bottle of juice 5 They have a beach clean-up. 6 basketball, baseball, badminton

Big Picture: What can you see?

- Ask students to look at the Big Picture. Encourage them to find things from each unit in the picture and say what they remember about them.
- Ask questions to elicit key language from Units 1–6, e.g., *Whose flower pot is this? What ingredients are in the fruit salad?*

- 1** **701** Listen or watch. Which five things do the children put inside the time capsule? Write.

- Remind students of the time capsule and elicit that the children put an object inside it in each unit of the Student's Book.
- Play the audio and have students point to the things they hear in the picture as they listen. Read the question and play the audio again for them to listen and write their answers.

ANSWER KEY: the rubber boot flower pot, the recipe from the no-waste cafe, the poster about their beach clean-up, their favorite storybook, a picture of Socks

2 Listen again. Which words do you hear? Circle.

- Read the words as a class. Use the picture cards to review the words if needed. They then listen again and circle the words they hear.

ANSWER KEY: flower pot, pineapple, strawberries, storybook, turtle, basketball

3 Read and sing.

- Play the audio and have students read the lyrics on the page.
- Play the song and encourage students to sing along. When students are confident with the words, play the karaoke version.

4 Ask and answer.

- Read the first speech bubble to the class. Ask a confident student the question and ask them to say why.
- Students discuss their own ideas in groups. Students read the second question and say what their favorite unit was and why. Have a class vote on their favorite character and favorite unit.

5 Choose four more things to put inside your time capsule. Tell the class.

- In pairs, students agree on four more items for their time capsules. They can add their new items to the time capsule on their Museum Trail Cards. Invite two students to read aloud the model. Encourage students to notice the use of *be going to*. Pairs present their time capsules to the class.

SUPPORT Write a sentence frame on the board for students to copy and complete with their own ideas before doing the discussion task: *I'm going to put a _____ inside my time capsule. I love _____.*

STRETCH For each object, ask *Do you think that's a good object to put in a time capsule? Why/Why not?*

Ending the lesson

- Have students choose a song, chant, or *Our World* video that they would like to do again.

Workbook pages 58 and 59

1 Think and write. Students think about whether they like or don't like the words in the first box. They then decide why using words from the second box.

ANSWER KEY: *Students' own answers*

2 Think and write. Then listen and check.

ANSWER KEY: 2 amusement park, 3 ugly, 4 pick up

3 Read and match. Then ask and answer for you.

ANSWER KEY: 2 d, 3 b, 4 a

4 Read and match.

ANSWER KEY: 1 f, 2 a, 3 b, 4 c, 5 e, 6 d

5 Make your lapbook. Find pictures or draw. Then write.

- Students use the questions to help them think about what they've learned during the course. They then find or draw pictures and complete the sentences. They paste the pictures and answers into their lapbook.

Home-school link: Students tell their family about what they learned during the course.

Activity 1

Audio script

Eva *It's time to fill your time capsule!*
Zoe *Hooray!*
Eva *So, what are you going to put inside it?*
Hugo *We have our flower pot from the upcycling exhibit.*
Eva *Oh, yes. I like that!*
Marco *And we have the recipe for our dish from the No-Waste Cafe. There's a lot of ugly fruit in that. There's a pineapple and there are a lot of strawberries.*
Eva *Fantastic!*
Zoe *And we have the poster about our beach clean-up. Look at the turtle and the seal. I like helping the ocean.*
Eva *Great!*
Sofia *And I'm going to put our favorite storybook inside the time capsule. It's about a girl and a boy, Grace and Tom, and a basketball competition.*
Eva *Oh, yes!*
Socks *Meow!*
Eva *No, Socks! You can't go inside the time capsule.*
Zoe *Yes, he can! I'm going to put this picture of Socks inside, too. We want the children of the future to meet Socks!*
Eva *Oh, that's a great idea! OK! Let's close the time capsule now and put it in the museum garden.*
Hugo *Hooray! We love putting things inside our time capsule!*
Eva *Good job! It's amazing.*
Sofia *Oh! Look at that poster! That festival looks interesting...*



The end of Level 4 is a good time to introduce 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.

**Objectives**

- **Lesson aim:** to talk about working in a museum
- **Target language:** *clean the museum, cook in the museum cafe, help in the museum store, plan an exhibit, welcome visitors, work as a tour guide, I enjoy....*

Materials

- Audio; Picture Cards; letter-size paper or card, coloring pencils, colored card, scissors (optional), glue

Starting the lesson: warm up

- Brainstorm words related to museums, e.g., things you can see, places, and other vocabulary, e.g., *exhibit, picture*. Write the lesson objective on the board: *We're learning words to talk about jobs we can do in a museum.*

Big Picture: What can you see?

- Ask students to look at the Big Picture and say what they can see. Point to things and ask questions about the picture, e.g., *How many people can you see? Where is the boy with black hair? What's he doing?* Elicit that today is a special day where children do different jobs.

1 8.01 Listen and circle. What's for lunch today?

- Play the audio and have students point to the children and the activities as they listen.
- Read the question and answer options. Then play the audio again for students to circle.
- Ask more confident classes follow-up questions e.g., *Does Idris want to go shopping? Do you want to go to a museum takeover day?*

ANSWER KEY: pizza**2 8.02 Listen and point. Then listen and say.**

- Play the audio and have students point to the activities in the picture.
- Play the audio again and have students repeat the phrases.
- Ask questions to elicit the new target vocabulary, e.g., *What's number 2 doing?* If useful, play the Activity 1 recording again now.
- Use the picture cards to elicit and practice the vocabulary unprompted.

3 8.03 Listen, read, and write. Then say.

- Play the audio and have students listen and follow the words to the rap. The students write the missing word in each line.
- Play the audio again. Students join in and role-play the words, e.g., *cook, clean, plan, play*.

4 Make a Museum Takeover Day leaflet. Draw and write.

- Students make a leaflet of the jobs they have chosen for the Museum Takeover Day individually or in pairs. They can use suggestions from Sofia the Wonder Helper to help them. Encourage them to be creative and add illustrations, captions, and decoration to their leaflets.

SUPPORT Display the target structures and vocabulary on the board to support students' writing.

STRETCH Invite confident groups to present their leaflets to the class.

**WONDER HELPER**

Read Sofia's question to the class. Students work in small groups and say what they are going to do. Encourage them to say why, if possible.

Ending the lesson

- Nominate students to come to the front and mime using one of the activities from the lesson.

Workbook page 60

- 1 Look and write. Then imagine, point, and say.** Students complete the phrases with the words in the wordpool.

ANSWER KEY: 2 work, 3 clean, 4 plan, 5 help, 6 cook

- 2 8.04 Match. Then listen and check.** Students match each line of the rap lyrics, then listen to check.

ANSWER KEY:

It's Museum Takeover Day,
Children do everything!
We help, we cook, we clean, we plan,
And then, of course, we play!

Activity 1**Audio script**

Jan Museum Takeover Day is my favorite day of the year. Children do all the jobs in the museum. Today, I'm welcoming visitors. Hi! Come in. Welcome to the museum! I love museums! Come and meet my friends. Hi, Sue. What are you doing?

Sue Hi, Jan. Sorry, I can't talk now. I'm working as a tour guide.

Jan OK! Sorry! Hi, Idris!

Idris Hi! I'm helping in the museum store. It's fun! Do you want to go shopping?

Jan Ha ha! No, thanks. See you later! Hi, Kim.

Kim Hi, Jan. I'm cooking in the no-waste museum cafe. I enjoy cooking in the kitchen.

Jan Great!

Kim It's pizza for lunch today.

Jan Yum! Hi, Tom!

Tom Hi, Jan. I'm busy, too! I'm cleaning. I enjoy cleaning the museum.

Jan Oh, yes. Good job! What about you, Laura?

Laura I'm planning an exhibit. It's very exciting!

Jan Wow! It looks great! OK, time to go back to work now. Bye!

Objectives

- **Lesson aim:** to talk about a healthy diet
- **Target language:** *eat a healthy diet, eat a lot of fruit and vegetables, choose brown bread and rice, drink a lot of water, don't eat a lot of sugar, don't eat junk food; We should/shouldn't....*

Materials

- Audio; Picture Cards; A3 paper or card (one sheet per group), coloring pencils

Starting the lesson: warm up

- Put students into teams and ask them to write down as many food and drink words as they can in two minutes. Write the lesson objective on the board: *We're learning to talk about what food we should eat.*
- Students look at the Big Picture. Give them an extra 30 seconds to add more words to their lists. Teams count up their words to find the winner.

Big Picture: What can you see?

- Ask students to look at the Big Picture again and make sentences about it. Point to things they may know and ask questions, e.g., *Is there a lot of sugar? Is it good to eat a lot of pizza?* Ask students what they think the exhibit is about.

1 **8.05 Listen and circle. Which food are the children sharing?**

- Play the audio and have students point to the children and the food as they listen.
- Read the question-and-answer options. Then play the audio again for them to circle the correct answer.
- Ask more confident classes follow-up questions, e.g., *What fruit and vegetables do you hear? Do you eat apples?*

ANSWER KEY: apples**2** **8.06 Listen and point. Then listen and say.**

- Play the audio. Students point to the activities in the picture.
- Play the audio again and have students repeat the phrases. Ask questions to elicit the target vocabulary, e.g., *What does number 3 say?*
- If useful, play the Activity 1 recording again.
- Use the picture cards to elicit and practice the vocabulary unprompted.

3 **8.07 Listen, read, and write. Then say.**

- Play the audio. Students follow the words, writing the missing word in each line. Play the audio again and encourage students to join in.

4 Make a healthy eating poster.

- Students need to decide which food is and isn't good for them and write sentences giving advice on how to have a healthy diet.

- Students work in groups and discuss. Ensure they are using the target language correctly.
- Groups make a poster of their ideas. They should write sentences and draw or find pictures to illustrate their points. Encourage them to be creative.

SUPPORT Display the target structures and vocabulary on the board to support students with their discussion and the writing stage.

STRETCH Invite confident groups to present their posters to the class.

**IMAGINE HELPER**

Read Hugo's question to the class. Have students stand up and walk around the classroom, sharing their answer with different friends.

Ending the lesson

- Call out true and false statements, e.g., *We should eat a lot of sugar.* If the sentence is true, students should clap their hands. If it is false, they stamp their feet. Alternatively, students raise their hands/cross their arms.

Workbook page 60

- 3** **8.08 Think and write. Then listen and check.** Students look at the picture and complete the sentences. Play the audio for them to check their answers.

ANSWER KEY: 2 should/water, 3 shouldn't/food, 4 should/vegetables, 5 should/brown, 6 shouldn't/sugar

Activity 1**Audio script**

- Boy 1** *Today is World Food Day. Our school is having an exhibit about food. Look at this table. It's about eating a healthy diet. There are some vegetables, some brown rice, and some fish. Yum! Do you eat a healthy diet, Rachel?*
- Rachel** *Yes, I do! I eat a lot of vegetables every day. I can see some beans and a lot of potatoes. This apple tastes really good!*
- Boy 2** *Look at this table! All the food is brown. There's brown bread, brown rice, and brown pasta. Mmm.... This sandwich is tasty! What are you drinking, Freya? Are you drinking juice?*
- Freya** *No, I'm not. I'm drinking water. We should drink a lot of water.*
- Girl 3** *Oh, yes. Juice has a lot of sugar in it. We shouldn't have a lot of sugar. Look at the cakes and candy! I don't want to eat them. They look horrible.*
- Boy 3** *This junk food looks horrible, too. We shouldn't eat junk food. It isn't healthy. Please can you share your apples, Rachel?*
- Rachel** *Yes, of course. I have apples for everyone!*

WORKBOOK 4 AUDIO SCRIPT

WELCOME

Lesson 1, page 2, T0.08

- 1 Girl *When's your birthday?*
Boy *It's on February 15th.*
2 Boy *When's your birthday?*
Girl *It's on May 21st.*
3 Girl *When's the school party?*
Boy *It's on March 3rd.*
4 Boy *When's the school picnic?*
Girl *It's on September 22nd.*
5 Girl *When's the Museum Open Day?*
Boy *It's on November 17th.*

UNIT 1

Lesson 2, page 5, T1.06

- 1 Boy *What an interesting exhibit! Look at this picture. Do you like it?*
Girl *Yes, I do. She has freckles. But she doesn't have a smile.*
2 Boy *Look at this picture. She has a big smile.*
Girl *Yes, I like this picture, too. She's cute.*
Boy *Yes, she's very cute!*
3 Boy *This picture is amazing! Look at his wavy hair.*
Girl *I like his glasses. He has a mustache, but he doesn't have a beard!*
4 Boy *Look at this man. He looks important. He has really big eyebrows and a long beard.*
Girl *Yes, he has big eyebrows. He has a beard, but he doesn't have a mustache!*
5 Girl *This girl looks like my friend, Tina. She has long hair and a ponytail.*
Boy *Yes, she looks like Tina. But she doesn't have curly hair.*

Lesson 6, page 8, T1.17

- 1 Boy *My special thing is my drum. I always play my drum after school.*
2 Girl *My special thing is my soccer ball. I often kick my soccer ball with my friends.*
3 Boy *My special thing is my guitar. I sometimes play my guitar for my family.*
4 Girl *My special thing is my blanket. But I never use my blanket in summer!*

Lesson 8, page 10, T1.20

- Holly *Here's a picture of my uncle with his friends.*
Boy *Which man is your uncle, Holly? What does he look like?*
Holly *He has a big smile. Oh, all the men have big smiles! Well, my uncle has straight, dark hair.*
Boy *All the men have dark hair!*
Holly *Can you guess which is my uncle?*
Boy *OK! Does he have a mustache and a beard?*
Holly *No, he doesn't have a mustache, and he doesn't have a beard!*
Boy *Does he have glasses?*
Holly *No, he doesn't.*
Boy *Does he have a white T-shirt?*
Holly *Yes, he does!*

UNIT 2

Lesson 2, page 13, T2.06

- 1 Ella *Look at all these upcycled things, Mario! Let's find some things for a picnic.*
Mario *That's a great idea!*
Ella *Which things do we want?*
Mario *I like these bowls.*
Ella *Yes, I like these bowls, too. But I don't want them for a picnic. No, I don't want these bowls.*
2 Mario *Look at that rug, Ella. It's beautiful!*
Ella *Yes, I want that rug. It looks very soft. And I like the colors, too.*
3 Mario *Do you like those cups?*
Ella *Yes, I do. They're good for a picnic. We can use those cups for juice.*
4 Mario *Look at that big plate. I think it's great!*
Ella *Sorry, but I don't like that plate, Mario. It's very big for a picnic.*
Mario *OK. We don't want that plate, then.*

Lesson 2, page 13, T2.07

- 1 Girl *Those jackets are on the wall.*
2 Girl *These sweaters are on the table.*
3 Girl *Those purses are on the shelf.*
4 Girl *That sweater is on the wall.*
5 Girl *This purse is on the table.*

Lesson 3, page 14, T2.10

- Eva *The children want to do some upcycling.*
Sofia *Look at all these things!*
Marco *But what can we make?*
Eva *There are some upcycled rugs.*
Sofia *Whose rugs are those, Eva?*
Eva *Those rugs are Gita's. She's from India. She makes old T-shirts into new rugs.*
Zoe *There are some plastic cups and some paper plates.*
Marco *Look at these old clothes and shoes, too!*
Hugo *I like this rubber boot!*
Eva *But what can you do with old boots?*
Zoe *I know! We can paint the boots. Then we can wear them again!*
Hugo *No, we can't. There's only one blue boot.*
Eva *The children think about the problem.*
Hugo *Thanks, Socks! I have an idea! Let's use the boot to make a new flower pot!*
Sofia *That's a great idea!*
Marco *We can put some flowers in the flower pot!*
Sofia *Yes, Marco!*
Eva *It isn't an old boot now!*
Hugo *It's a new flower pot!*
Zoe *Let's make something else!*

Lessons 4 and 5, page 15, T2.16

- Boy 1 *Would you like to come to my picnic on Sunday?*
Girl *Yes, please. I'd love to!*
Boy 2 *No, thanks. Sorry, I can't.*

Lesson 6, page 16, T2.20

- 1 Boy *What a lovely store. It upcycles old things. I want to buy something from this store.*
Girl *I want to buy something, too. Look at this! It's a little necklace.*
Boy *I like that little necklace. It has old coins.*
2 Boy *Look at this ugly sweater.*
Girl *Oh, yes. It is very ugly. I don't like it.*
3 Girl *I want to buy this purse because it's pretty.*
Boy *It's very pretty! It uses old clothes.*
4 Boy *Look at this. It's a huge jacket. It uses old clothes, too.*
Girl *I like that huge jacket and I want to buy it!*

Lesson 8, page 18, T2.23

- 1 Boy *Whose box is that? Is it yours?*
Girl *No, it belongs to Fred. It's his.*
2 Boy *Whose bowls are these?*
Girl *Sarah likes metal bowls. They're hers.*
3 Girl *Whose jackets are those?*
Boy *Those are hers, too. Sarah makes jackets from old clothes. I like them, but I don't like this one!*
4 Girl *Whose huge rug is this?*
Boy *That's mine. Do you think it's pretty? I like it a lot!*

REVIEW 1

page 20, T2.25

- Girl 2 *Would you like to go to the museum with me on Friday, Tim?*
Tim *Sorry, I don't understand. Can you say that again, please?*
Girl 2 *Yes, of course. Would you like to go to the museum with me on Friday?*
Tim *Yes, please. I'd love to!*
Girl 2 *Would you like to come, too, Anna?*
Anna *No, thanks. Sorry, I can't.*

page 21, T2.26

- Tom *Whose book is this, Bella?*
Bella *It's mine. I like science books.*
Tom *Whose pens are those?*
Alex *They belong to the teacher, Mr. Smith. They're his.*
Tom *Whose boots are those?*
Bella *They're Alex's. They're hers.*
Alex *Yes, they're mine!*
Tom *And whose jacket is that?*
Bella & Alex *It's yours, Tom!*
Tom *Oh, yes! It is mine!*

UNIT 3

Lesson 2, page 23, T3.06

- 1 Girl 1 *I like going to the market because it's fun.*
2 Boy 1 *I love going to the stadium because it's exciting.*
3 Girl 2 *I don't like going to the skating rink because it's cold.*
4 Boy 2 *I don't like going to the amusement park because it's scary.*

Lessons 4 and 5, page 25, T3.14

- 1 Boy *Excuse me. Where's the museum?*
Girl *Turn right.*
Boy *OK. Thank you!*
2 Girl *Excuse me. Where's the stadium?*
Boy *Continue straight ahead.*
Girl *OK. Thank you!*
3 Boy *Excuse me. Where's the hotel?*
Girl *Turn left.*
Boy *OK. Thank you!*

Lesson 6, page 26, T3.18

- Woman *Hello, Peter. Where do you like going to in our city?*
Do you like going to the theater?
Peter *No, I don't. I never go to the theater because I think it's boring. My mom likes going to the theater, but I like going to the movie theater.*
Woman *What do you like doing on the weekend?*
Peter *I like going to the market because it's lovely. I always go to the market on Saturdays. I also love going to the swimming pool because it's very clean. So, I go there often.*
Woman *Are there any other places in our city you don't like going to?*
Peter *Yes. I sometimes go to the city square with my friends, but I don't like it because it's dirty.*
Woman *That's interesting. Thank you, Peter!*

Lesson 8, page 28, T3.21

- 1 Alison *Hello, Fred. Do you like watching a show?*
Fred *Yes, I do.*
2 Alison *Do you like going shopping?*
Fred *No, I don't.*
3 Alison *Do you like watching a game?*
Fred *Yes, I do.*
4 Fred *Alison, do you like going on a ride at the amusement park?*
Alison *Yes, I do.*
5 Fred *Do you like going to a restaurant?*
Alison *No, I don't.*
6 Fred *Do you like visiting an exhibit?*
Alison *No, I don't.*

UNIT 4

Lesson 2, page 31, T4.06

- Man *What do you want to do today? Should we cook something?*
Girl *Yes, I love cooking. That sounds great!*
Man *Let's look in the kitchen. What can you see?*
Girl *There are six eggs. There's some butter, and there's some flour. We can make cookies! Mmmm.... But we need some sugar to make cookies.*
Man *Let's see.... No, there isn't any sugar, but there's some honey. We can use the honey.*
Girl *Yes, that's a great idea. Can you see any fruit?*
I like apples.
Man *There aren't many apples. But there are a lot of lemons.*
Girl *Let's use lemons, honey, and flour. We can make lemon cookies!*
Man *Yes, let's make some lemon cookies. Let's cook!*

Lesson 3, page 32, T4.09

- 1 Adult *a bottle of orange juice*
- 2 Adult *a piece of fruit*
- 3 Adult *a bag of green apples*
- 4 Adult *a cup of hot chocolate*
- 5 Adult *a bag of flour*

Lesson 6, page 34, T4.18 and T4.19

- Child *Hello, Ben. What do you have in the kitchen today?*
Ben *Hello! Today, I have a lot of grapes and some pineapples. I have some lemons, too, and some carrot juice. I don't have any beans or rice, but I have a lot of flour and some sugar.*
Child *Are you making a cake?*
Ben *Yes, I am. I'm using flour, sugar, and pineapples. I'm putting pieces of pineapple in the cake.*
Child *Are there any potatoes?*
Ben *No, there aren't. So, I can't make any fries today.*
Child *Oh, dear. Is there any milk?*
Ben *Yes, there is.*
Child *I like milk. Can you make a smoothie, please?*
Ben *Yes, of course! I can use the carrot juice and some bananas. I can also make some lemonade. I can use these lemons and this sugar.*

Lesson 8, page 36, T4.22 and T4.23

- Girl *Should we make a rice salad for lunch?*
Boy *Yes, that sounds great!*
Girl *OK. We need some rice, some beans, some tomatoes, and some cheese.*
Boy *Let's make a shopping list. Is there any rice?*
Girl *No, there isn't any rice.*
Boy *OK... rice. Are there any beans?*
Girl *Yes, there are some beans.*
Boy *Great. Are there any tomatoes?*
Girl *No, there aren't.*
Boy *OK... tomatoes. Is there any cheese?*
Girl *Yes, there is. There's a lot of cheese.*
Boy *OK, let's check. We don't have any rice or tomatoes. Is that right?*
Girl *Yes, that's right. Let's go shopping!*

REVIEW 2

page 38, T4.25

- Boy *Excuse me. How much is this bag of lemons?*
Woman *It's \$2.*
Boy *Excuse me. Where's the mall?*
Girl *Turn right here. Then turn left at the theater, then continue straight ahead.*

UNIT 5

Lesson 2, page 41, T5.06

- Boy *This picture in the exhibit is huge!*
Girl *Yes, it is! And there are so many beautiful ocean animals.*
Boy *Look at those lovely dolphins. They're playing and jumping in the ocean.*
Girl *Yes, they are. I love dolphins. Oh, can you see the crabs? They're so cute!*
Boy *Yes. They're climbing on the rocks.*
Girl *No, they aren't. They're walking on the sand.*
Boy *Oh, yes. So, which is your favorite ocean animal?*
Girl *Whales are my favorite. Look at those whales! They're singing. They make really interesting sounds.*
Boy *They're very smart, too. Oh! Can you see the sharks? They're hiding behind the plants.*
Girl *I can see them! And can you see the seals? Look! They're dancing.*
Boy *I don't think they're dancing. They're catching fish. Can you see?*
Girl *Oh, yes! I can see now.*
Boy *Look at the seahorses!*
Girl *Where?*
Boy *They're in the plants. They're swimming. Look!*
Girl *Oh, yes! I can see them now.*

Lesson 6, page 44, T5.19

- Girl *These are some pictures of my river clean-up. Would you like to see them?*
Boy *Yes, please! Oh... that river looks terrible! It's very dirty and there's a lot of trash.*
Girl *Yes, there is. It's very sad.*
Boy *What are you doing in this picture? Are you picking up trash?*
Girl *Yes, I am. There's a lot of plastic trash next to the river. Plastic is very dangerous for animals and fish.*
Boy *Is that your family in this picture? Are they picking up trash, too?*
Girl *No, they aren't. They're making a movie. They want to tell people about the trash at the river. They want a safe river in the future.*
Boy *That's a great idea! I'd like to see their movie. Can I come with you next time you do a river clean-up?*
Girl *Yes, of course! That would be great!*

Lesson 8, page 46, T5.22

- 1 Boy *These children are at the beach.*
Girl *What are they doing? Are they swimming?*
Boy *Yes, they are.*
- 2 Girl *These children are on the rocks.*
Boy *What are they doing? Are they looking at the starfish?*
Girl *No, they aren't. They're looking at the crabs.*

UNIT 6

Lesson 2, page 49, T6.06

- Boy Look at this great exhibit! There are a lot of exciting sports.
Girl Yes, there are! Look at these! They belong to a famous swimmer. Do you like going swimming?
Boy Yes, I do. It's fun! I love going swimming with my friends.
Girl That's nice. Which other sports do you enjoy?
Boy I also love playing ping-pong. I'm going to ping-pong on Friday afternoon. Would you like to come?
Girl No, thanks. Sorry, I can't. I'm going to play baseball that afternoon. We have an important game. Hmm.... Look at this picture of gymnastics. Gymnastics is difficult, but I think it's really cool. I do gymnastics at the sports center on Saturday afternoons.
Boy I'm going to the sports center this Saturday afternoon! But I'm not going to do gymnastics. I'm going to play volleyball. See you there!
Girl Yes, great! See you there!

Lesson 2, page 49, T6.07

- 1 Boy I'm going to play basketball.
2 Girl I'm not going to go snowboarding.
3 Boy I'm going to play badminton.
4 Girl I'm not going to do track and field.

Lesson 6, page 52, T6.18

- Boy Ooh.... Look at that picture. I love going snowboarding with my family. What sports do you like playing?
Girl I love basketball. I'm going to play basketball on Thursday afternoon. I always play with my friends at the park when it's sunny. Do you want to come with me?
Boy That sounds great! Are you good at bouncing the ball?
Girl Yes, I am!
Boy I can't bounce the ball well, but I can throw the ball well.
Girl Oh. I always throw the ball badly, but I can bounce the ball well!
Boy We make a good team!
Girl Great! I'm going to bounce the basketball....
Boy ... And I'm going to throw it! See you on Thursday?
Girl Yes. See you then!

Lesson 8, page 54, T6.21

- Girl What are you going to do on Saturday?
Boy I'm going to play badminton. Then I'm going to go to the swimming pool.
Girl Are you going to go swimming?
Boy Yes, I am. I'm going to swim in a race!

REVIEW 3

page 56, T6.23

- Girl Are you free on Saturday?
Boy Yes, I am.
Girl Do you want to go to the beach clean-up with me?
Boy Yes, please! I'd love to. When is the beach clean-up?
Girl It's on Saturday morning.
Boy Where is it?
Girl It's at the beach, next to the cafe.
Boy What time does it start?
Girl It starts at 10 o'clock.
Boy What time does it finish?
Girl It finishes at 12 o'clock.

GOODBYE

page 58, T7.05

- 1 Girl There are a lot of interesting people and things in the All About Us exhibit.
Boy My favorite thing is the picture of a friendly woman.
Girl What does she look like?
Boy She has long, curly brown hair and a smile.
Girl Does she have freckles?
Boy No, she doesn't.
Girl Oh, I know which picture it is! I like it, too.
2 Boy There are a lot of exciting places in the Clean Cities exhibit.
Girl Yes, there are. Is there an amusement park in your city?
Boy Yes, there is. I'm going to go to the amusement park for my birthday next month!
Girl Do you like going on scary rides?
Boy Yes, I do.
Girl I like going on scary rides, too. We both like scary rides!
3 Boy Look! Can you see the no-waste cafe? It's next to the Our Food exhibit.
Girl Oh, yes. I really like the cafe. There are some children, too. What are they doing? Are they cooking?
Boy Yes, they are! They're using ugly fruit to make a new dish.
Girl That's great!
4 Girl I think the exhibit about Our Beautiful Oceans is lovely.
Boy Yes, it is. But a lot of people don't pick up their trash on the beach. It's terrible!
Girl Yes, it's very dangerous for ocean animals.

CELEBRATIONS

page 60, T8.04

- 1 Boy 1 It's Museum Takeover Day.
Girl 1 Children do everything!
Boy 2 We help,
Boy 1 We cook,
Girl 1 We clean,
Girl 2 We plan,
Boy 1 And then, of course,
All We play!

page 60, T8.08

- 1 Child We should eat a healthy diet.
2 Child We should drink a lot of water.
3 Child We shouldn't eat junk food.
4 Child We should eat a lot of fruit and vegetables.
5 Child We should choose brown food.
6 Child We shouldn't eat a lot of sugar.

page 61, T8.12

- Child We mustn't pick the flowers.
Child We must plant trees.
Child We mustn't touch the animals.
Child We mustn't drop trash.
Child We must close the gates.
Child We must stay on the paths.

OUR WORLD VIDEO SCRIPTS

UNIT 1: WHO ARE WE?

There are 7.8 billion people in the world, and we are all different. Some people have curly hair. Some people have wavy hair. Some people have straight hair, and some people have blond hair and freckles. He has a mustache and a beard. And she has glasses and a big smile.

We have different kinds of families and we live in different places, too. This girl lives in Egypt with her sister and her mom. They all have dark hair and eyebrows. They always watch TV in the evening, and sometimes they do crafts, too.

This girl lives with her family in Beijing. She has a long ponytail and a pink bracelet. She always helps her mom take care of her baby brother, and she never gets bored.

This boy has a very big family. He has a mom, a dad, and thirteen brothers. They live in the country in the United States. They often have dinner together. They make a lot of food. They like doing different activities and games and exploring the country. Big families and small families. Different faces and different places. We are all different but we are all the same.

UNIT 2: OUR HOME

Let's recycle! We can recycle a lot of different materials. We can recycle glass and use it to make new bottles. We can recycle paper and use it to make new cups and plates! And we can recycle metal and use it to make new purses! These children recycle plastic in school. They put the plastic in a special recycling trash can and send it to a recycling plant. They clean the plastic and cut it into little pieces. Now they can use the old bits of plastic to make new things. Look at this box! Look at these bowls! These children recycle in their school, too. But they don't send the recycling to a recycling plant. They use it to decorate their school! They use old wood and rubber to make colorful walls, and metal and plastic to decorate the walls with letters, numbers, and pretty pictures! We can make a lot of cool things from our recycling. What do you recycle?

UNIT 3: OUR CITY

Green cities are amazing places. They have a lot of green spaces and places to recycle. And there aren't a lot of cars. So, they are very clean and safe. Let's explore some green cities! This is Singapore. Singapore is a very green city. There are plants and trees everywhere! At parks, in buildings, and on buildings, too! The plants and trees keep the city clean and cool. So, people can enjoy doing different activities, like going swimming at the swimming pool or going on a ride at the amusement park. Copenhagen, in Denmark, is a green city, too. Most people don't travel by car. They ride a bike or use public transportation, like the bus. So, the air is very clean. And Copenhagen isn't boring. There are a lot of things to see and do. You can go to a restaurant or watch a game at the stadium. You can visit an exhibit at an art gallery, and you can watch a show at the theater. It's lovely! So, there are a lot of ways for a city to be green. How green is your city?

UNIT 4: OUR FOOD

Where does our food come from? A lot of the food we eat comes from farms. Some farms grow fruit, like pineapples, apples, and lemons. And some farms grow vegetables, like potatoes. Other farms grow plants we use to make different kinds of food. We use this plant to make sugar. Like this! And we use this plant to make flour. Like this! Then, the food goes to different stores, and we can buy it and use it to make our favorite food and drinks. We can use fruit to make smoothies and bottles of juice, like lemonade. We can use vegetables, like potatoes, to make fries. And we can use flour and sugar to make cakes. Sometimes, we can't use all the food we buy, but we don't want to waste it. We can use it to make compost. The old food in the compost helps new food to grow. So, we can grow our own food at home. Wow! Our food is amazing!

UNIT 5: OUR OCEANS

It's a special day at this beach in Panama. These boys and girls are having a beach clean-up. What are they doing? They are picking up trash. It's a very important job! They are helping to clean our oceans and keep all the animals that live there safe. There are so many amazing animals in our oceans! There are smart dolphins, amazing octopuses, beautiful jellyfish, little starfish, huge whales, and scary sharks! But there is a lot of trash in our oceans, too. And it's really dangerous! Animals can eat the trash and get sick. Sometimes animals climb in and can't climb out, like this crab and this seahorse. It's terrible! We must stop trash getting into our oceans. We must pick up our trash from the beach, recycle our trash, and tell people to recycle their trash, too. We must protect our oceans!

UNIT 6: OUR TEAM

What are you going to do this weekend? You can do an activity on your own, reading, for example, or listening to music, and doing crafts, or you can have fun doing activities with other people on a team! These children are playing ping-pong. These children are playing badminton, and these children are playing field hockey. This girl is playing basketball on a team. She is throwing the ball, catching the ball, and bouncing the ball! These boys aren't playing basketball. They are playing baseball! They are throwing the ball, hitting the ball, and running quickly! They play baseball very well. These children don't need a ball to do their favorite activity. They are doing gymnastics. They are very strong, and they can do a lot of cool things with their bodies! These girls can do cool things with their bodies, too! They are doing track and field. They are jumping hurdles, running races, and winning races! We can have a lot of fun on our teams! So, let's get active!



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