Rise and Shine

Teacher's Book 3

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Scope and sequence

	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
Welcome to The Rise and Shine Library	**Numbers *20–50*; places in a library:** *courtyard, gallery, information desk, multimedia room, reading corner, study area*	*The (library) has / hasn't got (a gallery).*	**Items in a library:** *beanbag, computer, poster, television*	*Has the (library) got (computers)? Yes, it has. / No, it hasn't.*
1 All about school!	**School subjects:** *Art, Drama, English, Geography, History, ICT, Maths, Music, PE, Science*	*What have you got on (Monday)? I've got (Art) and (Geography) on (Monday).*	**Routine actions:** *brush my teeth, go to bed, go to school, have breakfast, have a shower, wake up*	*What time do you (wake up)? I (wake up) at (seven o'clock).*
2 Explore our town! **Review 1** **All about us** (Unit 1 and 2)	**Places in a town:** *bus stop, café, cinema, hospital, pharmacy, police station, shop, sports centre, supermarket, town square*	*There are some (shops). There aren't any (schools).*	**Jobs:** *bus driver, doctor, librarian, police officer, shop assistant, waiter*	*Is there a… ? Yes, there is. / No, there isn't.* *Are there any… ? Yes, there are. / No, there aren't.*
3 Let's tell stories!	**Book characters:** *astronaut, dragon, giant, monster, pirate, prince, princess, spy, storyteller, superhero*	*The book is about (a giant).* *Is she (happy)? Yes, she is. / No, she isn't.*	**Adjectives:** *brave, clever, cute, kind, scary, strong*	*Are they (clever)? Yes, they are. / No, they aren't.*
4 Party at the library! **Review 2** **Our community** (Unit 3 and 4)	**Hobbies:** *acting, coding, having a party, juggling, learning an instrument, painting, playing chess, playing computer games, swapping cards, taking photos*	*She likes (taking photos). He doesn't like (playing chess).*	**Activities:** *being outside, doing crafts, doing sport, helping people, learning something new, using computers*	*Does he / she like (being outside)? Yes, he / she does. / No, he / she doesn't.*
5 Let's save our animals!	**Animals:** *leopards, lions, monkeys, pandas, parrots, penguins, rhinos, snakes, tigers, zebras*	*Tigers can / can't (run). Can they (fly)? Yes, they can. / No, they can't.*	**Animal parts:** *feathers, fur, spots, stripes, tail, wings*	*They've got / haven't got (fur). Have they got (spots)? Yes, they have. / No, they haven't.*
6 Come on an adventure! **Review 3** **Our world** (Unit 5 and 6)	**Outdoor activities:** *building a den, cycling, doing a nature trail, drawing, fishing, having a picnic, reading a map, rock-climbing, sailing, skateboarding*	*He / She's (fishing). He / She isn't (cycling).*	**Places in nature:** *countryside, forest, island, lake, mountain, river*	*What's he / she doing? He's / She's (skateboarding).* *Is she (cycling)? Yes, she is. / No, she isn't.*
Goodbye	*Have a good summer! See you soon!*			
Celebrations	**World Teachers' Day:** *canteen, classroom, gym, ICT room, music room, science lab* **World Kindness Day:** *care about someone, give someone a gift, help someone, say thank you, smile, talk to a friend* **World Book Day:** *costume, dress up, inventor, king, queen, tell a story* **World Environment Day:** *grow vegetables, plant trees, turn off lights, recycle, walk to school, water the plants*			

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Pronunciation	Functional language	Global citizenship	Real-world writing	Project
	Telling the time *What time is it? It's (one o'clock / half past one).*	**I appreciate community spaces.**		**A library record**
/ɔɪ/ b**oy**, /ɔː/ w**al**k	**Asking and answering about travel to school** *How do you go to school? I go (to school) by (bus). / I walk (to school).*	**I appreciate different school days.** *classroom, homework, playground, timetable* Learning to learn, being curious and motivated to learn something new.	A diary entry	**A photo diary**
/eə/ th**ere**, /ɑː/ ph**ar**macy	**Talking about where you live** *Where do you live? I live on (Park Street).*	**I learn about different towns.** *bench, community, fountain, friendly* Participate in community activities and enjoy community spaces.	A town leaflet	**A town map**
/b/ **b**ook, /v/ cle**v**er	**Giving opinions, agreeing and disagreeing:** *I think this book is great. So do I. / Oh, I do.*	**I enjoy storytelling.** *beautiful, exciting, fun, interesting* Have interest in and enjoy books and stories.	A book review	**A story character**
/ɜː/ g**ir**l, /ɪŋ/ th**ing**s	**Talking about what you're good at** *Are you good at (coding)? Yes, I am. / No, I'm not. I want* to learn.	**I learn new hobbies and crafts.** *cut, fold, knit, stick* Understand the importance of trying new things.	Instructions	**A new hobby**
/s/ **s**nake, /ʃ/ **sh**all	**Making and responding to suggestions** *Shall we…? I'm not sure. / Yes, that sounds great!*	**I appreciate animal habitats.** *desert, grassland, jungle, ocean* Appreciate the importance of animals for our planet and how we can coexist.	An animal fact file	**An animal project**
/ə/ weath**er**, /əʊ/ sn**ow**	**Talking about the weather** *What's the weather like today? It's cloudy / rainy / snowy / sunny / windy.*	**I enjoy activities outside.** *kayaking, skiing, sledging, windsurfing* How to have an adventure close to home, stay active and enjoy being outside.	A blog post	**An adventure park advert**

Future skills	**Future skills 1:** Encouraging others **Future skills 2:** Community spaces **Future skills 3:** Listening	**Future skills 4:** Learning to learn **Future skills 5:** Making decisions **Future skills 6:** Problem solving

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Introduction

Rise and Shine is a six-level primary 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 pupils 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 pupils 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 pupil. Clear, measurable outcomes that pupils can see and celebrate motivate them to engage with the new experience of language learning. Targeted support and achievable activities mean that every pupil 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 pupil their *Time to shine*. Structured lessons support pupils 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 pupils and support them in understanding exactly how far they have come and where they are heading on their learning journey. This learning journey is signposted to pupils by coloured stepping stones in the Pupil'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 pupils' 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 pupil 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 pupils to build on what they have already learnt 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 pupils 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 pupils 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 pupils to understand exactly what they are learning and why. It is designed so that pupils 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 pupils to achieve their learning goals, while recognising that this will look different for different pupils. Activities and lessons are structured to be increasingly challenging to allow all pupils to achieve.

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

Development of future skills and global citizenship

English is more than just a school subject in the 21st century – it is a medium through which children learn about life, and global and local issues which are relevant to them. *Rise and Shine* supports and guides pupils on their own learning journey through dedicated helpers in each stage of the unit. Just like the characters in their favourite adventure stories, pupils 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.

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Welcome to The Rise and Shine Library!

Each level of *Rise and Shine* takes place in a different setting that is relatable to pupils but offers opportunities to explore. Level 3 takes place in The Rise and Shine Library, where we meet the following main characters: Daniel, Alicia, Lena, Rafa, Thomas and Biscuit the dog. Pupils will relate to the importance of the local neighbourhood and how so much of the characters' lives centres on family, friends and neighbours, preparing them for future life skills.

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Using Rise and Shine

Vocabulary and structures

Vocabulary in *Rise and Shine* has been carefully selected to be relevant to pupils and their lives and is presented in logical topic sets. Key vocabulary is always presented using the course characters to provide pupils 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 pupils to reflect and share what they already know on the topic, before clear presentation and practice stages. The Activity Book provides additional vocabulary practice. The Word connections list at the end of the Activity Book can be used to consolidate the vocabulary of each unit. In addition to the key vocabulary, four related vocabulary items are presented in Lesson 6 as part of global citizenship.

In Level 3, grammar structures are taught in simple chunks that young pupils 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 Pupil's Book page which provide a reference point for pupils as they learn and practise.

Every lesson includes opportunities for pupils to recycle language from previous lessons and units. New language is never presented in isolation but in the context of what pupils have already learnt 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 pupils 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 pupils to explore the wider world by bringing real world content into the classroom. Each unit has a different global citizenship focus that encourages pupils to think about global and local contexts, with emphasis on cultural awareness, empathy with local and global issues, and social-emotional skills development. For more information on global citizenship, see page 13.

Real world links

Rise and Shine is story-based and each level revolves around the community-based adventures of a set of characters. The stories and settings have been carefully chosen to be interesting and perhaps slightly unusual to pupils, while still being firmly rooted in reality. The result is characters and stories pupils can fully relate to but that are exciting enough to capture and keep their attention. Real-world links are further reinforced through dedicated functional language lessons, beautiful photographs, global citizenship themes and videos.

Projects

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

Inclusive classroom

Rise and Shine is specially developed to support every pupil to achieve. Assessment for Learning methodology and personalised activities support all pupils, 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 pupils' mastery of the language and skills taught in the Pupil's Books in relation to specific learning outcomes. A Diagnostic test helps teachers check previous learning and identify any areas for particular attention throughout the year. Dedicated activities in the Pupil's Book provide opportunities for informal assessment at every stage of the unit, while Unit tests provide a more formal assessment of the unit objectives. Review lessons and cumulative Progress Review tests every two units enable teachers to check progress regularly against the key learning outcomes for the level. The final End of Year test offers a more formal evaluation of the year's learning. For more detailed information on how to assess pupil performance, see pages 18 and 19.

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Motivation

Keeping young pupils 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 pupils never feel that they are doing the same activity types over and over,
- fun contexts that pupils can relate to,
- age-appropriate real-world content,
- stories, songs, games and projects that provide plenty of fun,
- lots of opportunities for pupils 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 pupil.

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Component overview

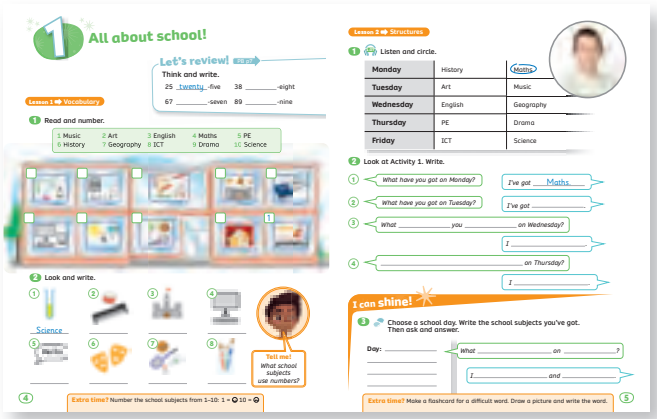
For pupils

Pupil's Book and eBook

The Pupil's Book provides material to present and practise 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.

Activity Book and eBook

The Activity Book provides reinforcement and consolidation of the language and skills presented in the Pupil's Book. It contains practice for every lesson in the Pupil's Book and a Word connections list to support pupils in reviewing and remembering key vocabulary. The Activity Book 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 pupils 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

Pupils 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.

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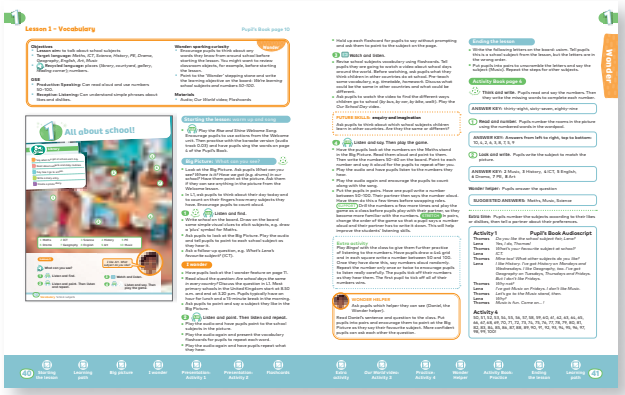
For teachers

Teacher's Book

The Teacher's Book supports teachers in planning and making sure pupils 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 Pupil's Book and Activity Book. All tracks are appropriately numbered on the pages of the Pupil's Book and the Activity Book. All audio for the series can be found in the teacher resources on the Pearson English Portal.

Assessment Pack

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

Rise and Shine on the Pearson English Portal

Presentation tool

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

Resources

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

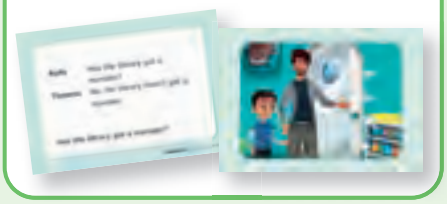
- assignable online homework with automatic grading,
- a tool for tracking the performance of both individual pupils and the whole class,
- an assessment pack,
- all the audio and video for the course in one place,
- digital versions of posters, flashcards and story cards,
- extra resources, such as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

Flashcards

There are 130 flashcards at Level 3, illustrating the two vocabulary sets for each unit. The lesson plans offer ideas and support for using flashcards to present, practise 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 audioscript for the story frame. The story cards are A5 size and easy to use.



Posters

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

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Skills development in Rise and Shine

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

The skills syllabus has been developed using the Global Scale of English (GSE) Learning Objectives and the GSE Skill Development Framework for Young Learners, which provides structured scaffolding to support teachers and pupils. At Level 3, the GSE range covered is 22–30 as core but includes learning objectives as high as 35 as stretch.

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

Reading: Tasks are designed to gradually increase proficiency in terms of speed, accuracy, comprehension, interactive reading skills and use of reading strategies, as well as to enrich vocabulary. Texts used gradually increase in length and complexity over the course so that the challenge is always appropriate to the level of the pupils. At a high level, by the end of Level 3 pupils should have developed their early reading, decoding and phonics skills introduced and practised in Levels 1 and 2. They should comfortably recognise and locate basic and familiar words in simple sentences and short texts and use a range of basic everyday nouns and adjectives.

Writing: Writing skills are developed and coordinated with reading skills so that pupils are able to master both reading and writing in English. In Level 3, pupils build on their ability to write short and simple phrases with support and by the end of Level 3 should be able to write basic sentences on familiar topics.

Speaking: Speaking skills are taught through a meaningful task-based approach. The course draws on a range of approaches to teaching speaking, in which pupils have plenty of opportunities to engage in communicative activities. The course provides a supportive framework for pupils to make the language their own. By the end of Level 3 pupils should be able to recall skills introduced and practised throughout Levels 1 and 2 and be able to answer simple questions on very familiar topics. Pupils should know and apply fixed formulas and expressions, and be able to respond politely and appropriately in a social context.

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

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

Speaking

GSE Learning Objective: Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (19)

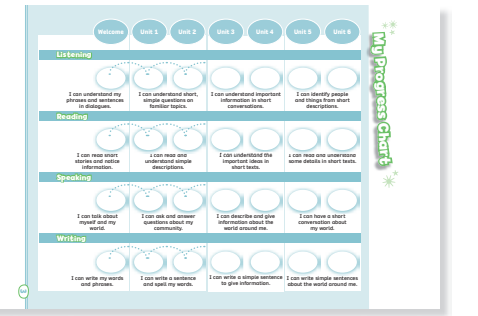
Competency: Building Complexity – talking about and describing a range of topics, situations, feelings, and attitudes with an increasing level of detail and complexity.

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

The development indicators capture each discrete skill that pupils 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 pupils 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 pupil performance on the tasks relating to these objectives, teachers can see how pupils are progressing within and across levels and where they may need more opportunity to practise, so they can build this into their planning. Note that lessons are based on individual learning objectives but pupil progress is measured in terms of their performance on the key indicators selected for the course.

The Pupil's Progress Chart enables pupils to think about and document their progress in an age-appropriate way as they move along the learning journey. Teachers can also use the chart as a clear visual reference to showcase pupils' learning and progress to parents. A copy of the chart can be downloaded from the Pearson English Portal for pupils to complete.



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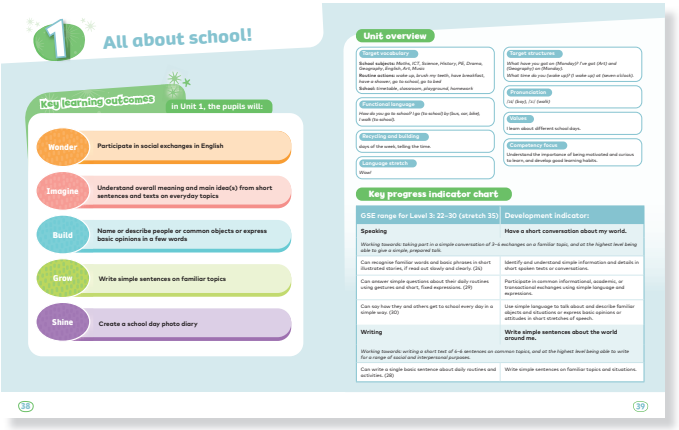
Future skills

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



The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the GSE identifies what a learner can do at each point on a 10–90 scale across speaking, listening, reading and writing skills. The scale is designed to motivate learners by giving more granular insight into learning progress. Teachers can use the GSE level to match a pupil 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 to select additional materials with the right level of support and challenge for your pupils to help them progress. It does not mean that pupils 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.

GSE
Global Scale of English

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 pupils will need to become responsible citizens and include well known skills such as collaboration, communication, critical thinking, creativity, social responsibility, self-management and leadership.

Future skills are embedded in the course activities and modelled by the course characters throughout. Clearly signposted sections in the teaching notes provide extra support to teachers through tips and ideas to further enhance future skills learning and practice. The Future skills lessons in the Pupil's Book enable pupils to learn about and develop specific skills further, with detailed teachers' notes available on the Pearson English Portal to support the delivery of these lessons. Individual skills are developed systematically in the following ways.

Enquiry and imagination

In all levels of *Rise and Shine*, pupils are provided with opportunities to be creative and use their imaginations, through stories, activities and projects. In lower levels, creative-thinking skills are facilitated through activities that promote new and original ideas and help pupils express themselves. Pupils may be asked to evaluate ideas and communicate new ideas to others. At higher levels, pupils 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 pupils' age. As they move through the course, pupils are asked to engage with the language using lower order and higher order thinking skills, as appropriate. There are constant opportunities for information processing, using skills such as following instructions, locating and collecting information, classifying and sequencing ideas, which contribute to pupils' ability to retain and confidently use the key language. *Rise and Shine* also provides pupils with consistent opportunities for self-assessment and reflection.

Collaboration and communication

Rise and Shine offers a unit structure that encourages pupils to work together towards a shared goal. Individual and pair work activities develop throughout the course from short answers and dialogues 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 to find answers with valued individual contributions.

Social responsibility and global citizenship

Social responsibility is all about encouraging pupils to take responsibility for their behaviour in the world and to behave with sensitivity toward social, cultural, civic and environmental issues. *Rise and Shine* encourages this through a strong global citizenship syllabus which invites pupils to take an active role in their community

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and collaborate to make the world more equal, fair and sustainable. It fosters the belief that every pupil 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 pupils to consider the wider world. Activities use the global context to encourage pupils 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 pupils in activities that develop these skills.

The Wonder helper Daniel sparks pupil's interest and enquiry with a personalised question.

- Enquiry
- Critical and reflective thinking

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

- Imagination
- Critical and reflective thinking

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

- Communication
- Self-management

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

- Critical and reflective thinking
- Social responsibility

Self-management

Self-management enables pupils to organise their work and progress through skills such as organisation, planning, persistence and attention to detail. Activities in *Rise and Shine* are carefully staged and more complex activities, such as writing and projects, are presented in clear steps to support pupils as they learn to plan and organise their time. Pupils 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 pupils view ability as something that is changeable rather than fixed. Activities encourage pupils 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 to achieve, not only in the English classroom, but also in their future lives as adults.

The Teacher's Book offers teachers extra support by explaining how images, stories and activities spark curiosity, foster imagination and creative thinking, build confidence, nurture growth and allow pupils 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 pupils to the wider world and use the global context as a springboard for thinking about both the local relevance and bigger picture ideas. The end-of-unit project is a vehicle through which pupils can explore wider global citizenship themes and some of the UN Sustainable Development Goals, such as:

- SDG 3: Good health and wellbeing (being motivated, learning new hobbies and skills; Unit 4)
- SDG 4: Quality education (understanding the importance of learning; Unit 1, Unit 3)
- SDG 11: Sustainable cities and communities (participating in community activities, important places; Unit 2)
- SDG 15: Life on Land (respect for animals, exploring nature; Unit 5)

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

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Unit walkthrough

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

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

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

Lesson 1

Wonder stage: activities to spark curiosity.

- Presentation and practice of vocabulary with audio support. Previous knowledge of the topic is activated through an Assessment for Learning activity.
- Pupils listen to the key unit vocabulary in the context of a dialogue between the characters.
- Target vocabulary is included in the engaging and highly illustrated big picture.
- *Our world* video, with real-life footage, shows learning in context.
- The Pearson English Portal offers pupils of all levels further practice to help reinforce the learning objectives and consolidate their learning.
- The Activity Book Word connections list helps pupils to review vocabulary.

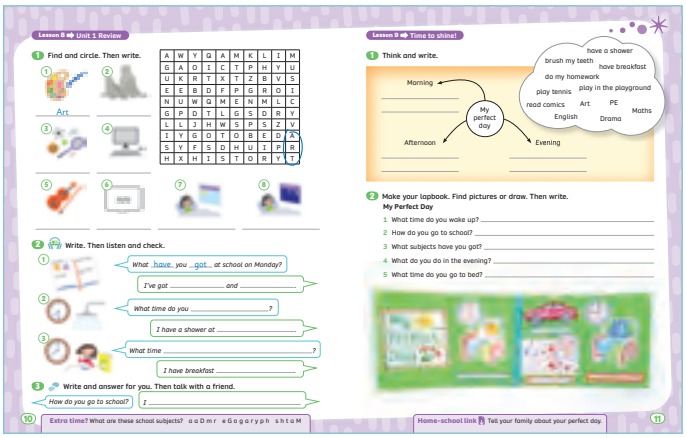
Digital: Flashcard presentation, *Our World* video, extra vocabulary practice.

Lesson 2

- Presentation and practice of grammar with audio support through a song. New structures are presented through a song and consolidated.
- Clear and concise learning objectives help clarify the aim of the lesson for the teacher and parent.

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

Further practice of the target language is provided in the Activity Book for all lessons. Lesson 9 provides pupils with an opportunity to consolidate and personalise their learning though the lapbook activity.



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

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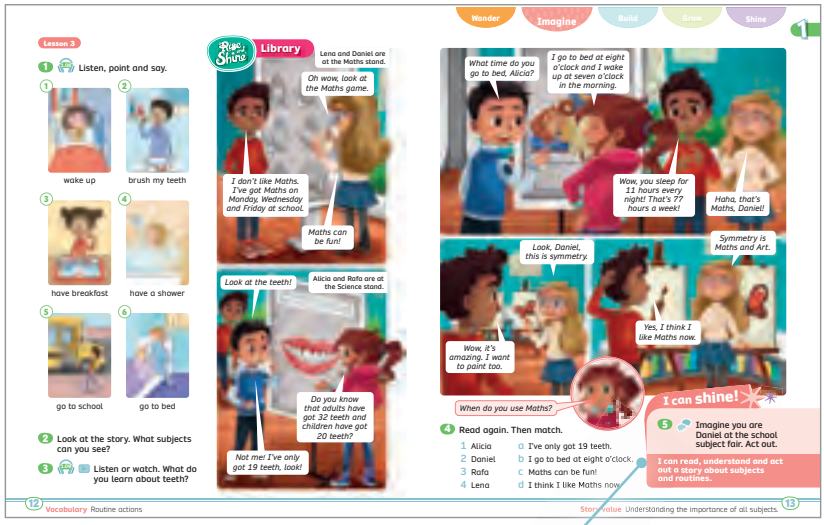
Lesson 3

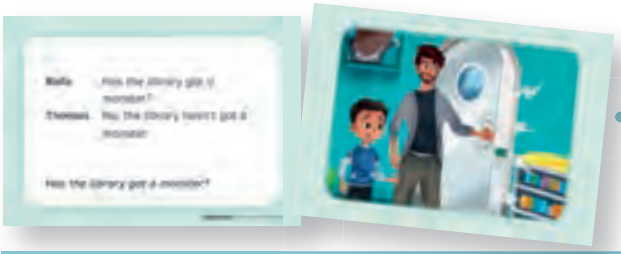
Imagine stage: stories and activities to encourage cognitive engagement.

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



Act out feature – pupils are encouraged to collaborate to act out the story.

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



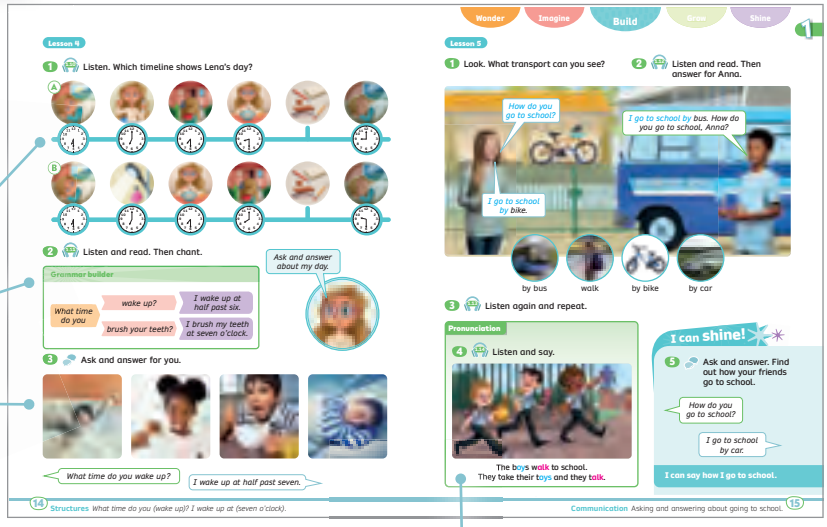
- Story cards can be used in a variety of ways to support pupils' learning, see page 11 for more information.

Lesson 4

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

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

Digital: additional grammar practice and chant.



Lesson 5

- A clear presentation of key functional language in a relevant context.
- A pairwork activity that provides the opportunity for pupils 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.

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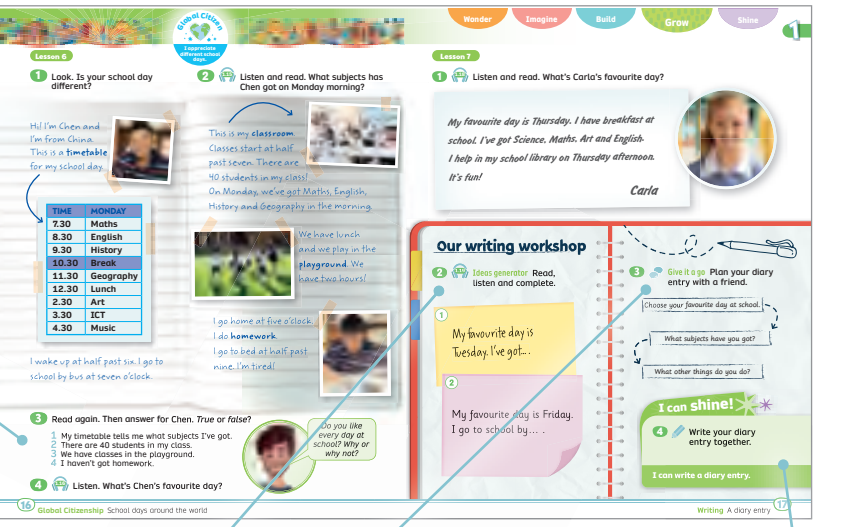
Lesson 6

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

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



Lesson 7

- The model writing text relates the global citizenship strand to a real-world and functional context known to pupils.
- An *Ideas generator* activity that helps pupils personalise 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 pupils in structuring their writing.
- Pupils produce their own version of the text genre / realia in the *I can shine* activity, simultaneously practising the vocabulary and grammar structures learnt in the unit.

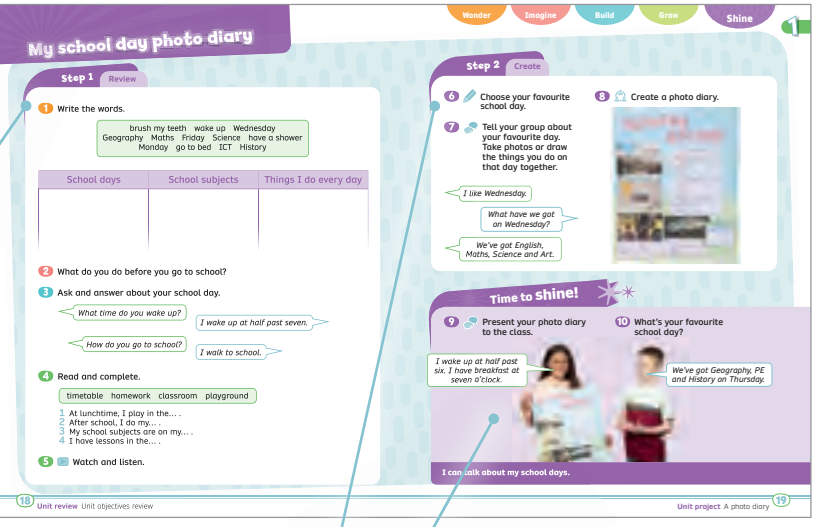
Lesson 8

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

- Pupils 'reimagine' what they have learnt in their own context in answer to the unit title.

Step 1: Review and personalisation through differentiated 'steps' allows all pupils to showcase achievements and feel a real sense of pride.

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



Lesson 9

Step 2: Pupils think and create.

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

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Measuring progress in Rise and Shine

In *Rise and Shine*, pupils engage in a variety of contextualised 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 pupils can recognise 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 pupils' 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 pupils' language skills. In this pack, teachers can find four types of ready-made tests which will help them form an accurate evaluation of their pupils' understanding and achievement. The Assessment Pack is available on the Pearson English Portal.

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

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

Progress Review tests serve as checkpoints throughout the year to provide teachers with a way of checking progress towards key learning outcomes for the level based on pupils' performance on activities aligned to the key competency indicators. As with the Unit tests, information gained from these should be used to identify areas where pupils may need additional practice or support. Progress Review tests additionally reassess pupil understanding and retention of the language and concepts taught in the previous units. This repeated practice helps pupils remember and integrate material learnt 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 pupils 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 pupils' 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 pupils 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 pupils 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 pupils 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 pupils' English abilities, identify their learning needs to ensure teaching targets the right skills, monitor and demonstrate progress to parents. English Benchmark measures pupils' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include pupils' strengths, suggestions for improvement and recommended activities to improve their skills. As pupils learn with *Rise and Shine*, English Benchmark tests can be used to measure their progress. After pupils 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 pupils to take the test the following year, at the end of Level 2. From Level 2 onwards, it is advised that pupils 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.

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Assessment for Learning

Rise and Shine includes Assessment for Learning methodology, which supports pupils 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 pupils to take responsibility for their learning and teachers to support the learning progression of each pupil in their class.

What is Assessment for Learning?

Assessment for Learning is more than testing. It involves an ongoing engagement with pupils, 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 pupils to understand where they are and identify gaps in their understanding. When informal assessments are integrated into the classroom, pupils 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 pupils need to be encouraged by acknowledging skills they have successfully acquired. Focusing attention only on mistakes or unlearnt material creates disengaged, dispirited pupils. Always be sure to praise pupils for skills they have successfully acquired before identifying those which need work. Beginning pupils 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 to 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 pupils' interest. These activities help you to set clear learning goals and connect them to the *Time to shine* task at the end of the unit, giving pupils 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 to diagnose levels before introducing new language. These activities are designed to review language previously introduced in the course and to provide opportunities for pupils 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 pupils of all abilities the opportunity to shine.

Reflect

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

GROW HELPER
Introduce Thomas the Grow helper to the class. Have pupils say which activity they want to do.

Assess

Each stage of the unit has a clear, measurable outcome that pupils can demonstrate in the *I can shine* task. These activities are specifically designed to consolidate learning from the stage and to demonstrate to pupils what they have learnt 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 pupils are doing against the learning objectives. Using the Achieve, Adjust, Exceed guidelines provided in the Teacher's Book, teachers can support every pupil to shine.

I can shine! Assess

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

ADJUST The pupil can answer the question in a simple way with support, e.g. *Art and Geography*.

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

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Working with projects in *Rise and Shine*

At the end of each unit, the *Time to shine* projects offer pupils the opportunity to apply the skills they have learnt in the unit through a fun, achievable project. Projects have been specially designed in multiple steps, starting with a language review, so that all pupils can achieve. Teachers may choose to assign only some of the steps to pupils who need extra support and bring the whole class together at the end so that every pupil feels a sense of achievement. Having the chance to shine at the end of a unit in the form of the project gives pupils 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 pupils to 'reimagine' what they have learnt in their own context in answer to the unit topic.

Communication and collaboration are key to successful projects in *Rise and Shine*. Pupils are encouraged to verbalise opinions and interact with their classmates, enabling a real communicative context to develop in the classroom. Pupils 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 pupils opportunities to take on different roles and develop different skills.

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

Tips for carrying out project work in class

- Prepare pupils by having them think about the project in advance. Allow pupils to come up with their own ideas and feedback on their ideas where appropriate. Allow pupils to showcase their idea and project in their own words and their final output for the project.
- Assess the quality of projects by using other work as a reference. Help pupils understand expectations by showing them good examples of other pupils' work. Develop scaffolding to help pupils reach the standards and include both individual and group grades.
- Promote full participation by encouraging pupils to offer feedback on their classmates' projects. Pupils should offer positive comments, e.g. *I like the drawing*, and could offer suggestions for improvement where appropriate, e.g. *You could use more colours*.
- Provide opportunities for pupil reflection both for the process and for the final product. Ask pupils 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 primary 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 pupils to solve real-world problems. Project-based learning is collaborative and hands-on, asking pupils to work with peers, teachers and experts in their communities and around the world to ask good questions, develop deep subject area knowledge, identify and solve challenges, take action and share their experience.

Project-based learning:

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

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Managing inclusive classrooms

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

- Activities in the Pupil's Book support Assessment for Learning and allow pupils to personalise 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 pupils to perform to their ability.
- A stepped *Time to shine* project with help for teachers to adjust their expectations makes it possible for all pupils 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 pupils.
- Additional exposure, scaffolding and practice on the digital offering provides extra support for those who are struggling or need to be challenged.

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

TEACHER TIME TO SHINE: personalisation
Pupils engage with topics more if they relate them to their own life. Before the lesson, find a blank Monday–Friday timetable. Encourage pupils to complete the timetable with their typical week at school.

Additional support for mixed abilities and the inclusive classroom can also be found on the digital presentation tool.

Strategies to benefit all pupils in inclusive classrooms

Set clear objectives *Rise and Shine* sets out pupil-friendly objectives in the Teacher's Book for each lesson. Sharing this with pupils at the beginning of the lesson and making sure they know what to expect (and what is expected of them) decreases anxiety and allows pupils 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 pupils 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 pupils. *Rise and Shine* offers a diagnostic activity in the Teacher's Book before presenting any new language.

Take a multisensory approach Useful with all primary learners, pupils with additional needs draw extra benefit from encountering language in multiple modes. Multisensory approaches are recommended for pupils with dyslexic tendencies. *Rise and Shine* presents language through text, images, audio, song and video. Ensuring a balance between different modes holds the class' attention and sets up all pupils to achieve.

Give more space to activities Allowing pupils the time and flexibility to do activities in a way that suits their needs will ensure that all pupils can participate in the same activity, increasing confidence and motivation. Pupils 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 pupils to achieve at the same level is often unrealistic and puts undue pressure on pupils with additional needs and teachers alike. Written activities in *Rise and Shine* are structured to increase in difficulty, so that all pupils can complete at least some of the activity. Some may complete only the first few task items, but being set the same activity as the rest of the class avoids pupils feeling singled out and increases confidence.

Give all pupils opportunities to speak While some pupils will be confident speaking up in class, others may feel anxious, especially if they have speech difficulties or are particularly shy. Organising some speaking activities as pair or small group tasks allows all pupils to practise speaking in a safe environment. Check in with pupils regularly on how they feel about speaking in class as even the most anxious pupils 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 pupils. Display important vocabulary or structures on the wall or on the board as a reference for pupils.

Involve pupils 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 pupils control and choice and give the opportunity for those with linguistic difficulties to combine skills they feel more confident in with English. Meanwhile, pupils needing extra challenge can be encouraged to research and extend language.

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Teaching with video

Video is a great tool for conveying information to young pupils. A combination of images, movement, colours, sounds, music and language supports learning at all levels. Pupils 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 pupils. *Rise and Shine* offers two types of video: real world and story animations.

Our World video

Rise and Shine includes six videos using real-life footage. These videos follow the unit topics and add a real-life documentary feel to the content of the unit. These videos are designed as a flexible resource, to be used at multiple points in the unit. Each one can be used at the start of a unit of work along with the Big Picture to introduce the topic. It provides exposure to Vocabulary 1 and Grammar 1 receptively in context. The topic also links to the real-world global or local angle in the Grow stage and if time allows, it can be used in Lesson 6 to support the global citizenship theme. The video can also be used in the Lesson 8 Unit Review to give pupils 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 Pupil's Book. These animations bring the story to life and encourage pupils 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 pupils to interact with the story by asking a question for them to answer.

Practical tips for using video

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

- Use the animations and the videos to revise the material. Children have a good short-term memory, and watching the same episodes again two months after they were first shown will considerably improve their memorising ability.
- Watch the video with pupils from the beginning to the end. Encourage pupils 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 pupils questions about the things they see.
- Listen to the video with the screen covered (blind listening) and ask pupils about what they heard to support listening skills development.
- Watch the video with the sound muted (silent viewing) and ask pupils to name objects, describe the scenes or imagine what is being said to revise key language and support critical-thinking skills.

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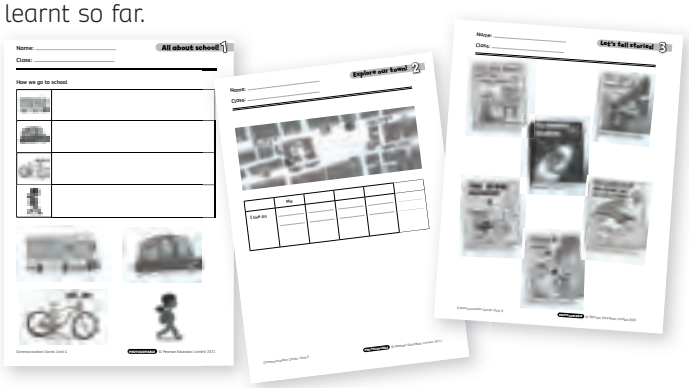
Facilitating speaking

While speaking activities appear throughout the units in *Rise and Shine*, the Build stage provides a special, supported opportunity for pupils to build up a short exchange in a safe environment. Communication cards are provided to support confidence building. The cards link thematically with the unit topic and vocabulary, and allow for personalisation of the functional language in lesson 5. This helps make the language meaningful for pupils. 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 learnt 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 pupils for differentiated support.

Tips for encouraging pupils to speak in the classroom

- Give your pupils a reason to speak. A conversation starter is a good way of doing this. Make sure that pupils are provided with the language and the scaffolding they need.
- Ensure pupils 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 pupils 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 pupils work in pairs, be sure to monitor and praise them, offering support where needed.
- Allow enough time for pupils to complete the task, especially when working in small groups. Shy pupils especially feel demotivated if they miss their opportunity to speak because of time constraints.
- Provide extension activities for the fast finishers, so that they do not disrupt other pupils and all pupils get the opportunity to finish the task.
- Pair pupils strategically. Experiment with pairing stronger pupils with ones who need more support for some activities, while pairing pupils 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 pupils, 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 pupils and parents.
- Don't discourage young pupils 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 pupils to ask how to say things in English and praise them for doing so.

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Teaching with posters

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

Tips for working with posters

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

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

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

Finding and pointing Ask individual pupils to come to the poster, find and point to specific objects, e.g. *Point to the (reading corner),* etc. You can also divide pupils into two teams and change the activity into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he / she does it correctly, the team scores a point. If he / she makes a mistake, the other team takes a turn. Pupils can replace the teacher and give the commands.

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

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

Placing words on the poster If pupils can recognise written words, you can ask them to place appropriate flashcards, showing the word side, below the pictures in the poster. One by one, pupils come to the poster and place a card with the corresponding word in the appropriate place. Then you can ask all pupils to read the words aloud together.

Memory game Set a specific time limit, e.g. 30 seconds. Tell pupils 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 pupils one by one about the objects presented in the poster. You can also ask about the features of these objects, e.g. *Is the (ball) (big)? What colour is the (kite)?* The pupils' task is to answer from memory. You can also conduct this exercise as a team competition, observing the time limit. The team who can name the highest number of items from the poster wins.

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

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Classroom management

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

Dividing pupils into pairs and groups

Grouping by order Organise pupils in a specific order, then divide them up. Ask pupils 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 pupils. Write names of animals on slips of paper. Distribute them and ask pupils 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 Pupils 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:

- **Coloured counters** Ask pupils to team up with the same colours together, different colours together or two same colour counters and two different ones.
- **Coloured pencils** Pupils who pick the same colours from the bag are in the same group / pair, light and dark of the same colour makes a pair or four different colours make a group.
- **Numbered lolly sticks** Prepare lolly sticks by writing a number on the end of each stick and placing them number down in a small can or container. Each pupil picks one and finds their group / pair, e.g. same numbers, sequential numbers or odd numbers.
- **Word jumble** Write vocabulary words from a topic on slips of paper and put them in a bag or box. Ask pupils to pick one and find their pair or the rest of their group. Pupils should look for others who have similar words or things, e.g. animals – all dogs together, all birds together, all cats together; others from the same family, e.g. jungle animals, farm animals, sea animals; or others whose word starts with the same letter, e.g. roses, rainbow, red, rock.

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

Signalling that the activity has finished

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

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

Clapping Clap your hands in different patterns and at different speeds. Pupils have to join you in clapping. Say *Clap once if you can hear me.* Some pupils 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, pupils will notice that the activity has finished.

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

Give me five Put your hand up and say *Give me five.* Pupils put their hands up 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.* Pupils repeat the count.

Putting hands up Put your hands up. Wait until pupils 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 pupils hear the sound, they stop the activity.

Silent request Create a signal for silence. Then practise the signal, with your pupils 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 pupils join in.

Traffic light Make a traffic light with removable coloured circles. When green, pupils 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.

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Games and extensions

Flashcard games

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

Picture card mime Invite a pupil to the front. Show him / her a card or a written word while hiding it from the rest of the class. He / She mimes the word silently. The pupil 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. Pupils 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. Pupils 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 pupil a question. If he / she answers correctly, he / she has a shot at the basket. If the pupil gets the ball in the basket (or box), he / she wins two points. If he / she only hits the basket, he / she wins one point. The pupil with the most points is the winner.

Pass the ball Pupils 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 pupil. He / She must say a word in the category, then throw the ball to another pupil, who says another word in the same category. If a pupil drops the ball, he / she must sit down. Continue until one pupil remains. This game can also be used to have pupils ask and answer questions or practise vocabulary that follows a sequence, e.g. days of the week, months of the year.

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

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

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

'Granny / Grandad' Have pupils stand up. One pupil turns their back to the rest of the group – the 'granny / grandad' – and the rest of the class stand in a line at the opposite end of the room. Tell pupils to try and sneak up on the 'granny / grandad' but be careful as they can turn around at any time. Ask the 'granny / grandad' to say an activity or verb for the group to pose as when the 'granny / grandad' turns around. Tell pupils that if he or she turns around, they have to freeze in the position of the activity / verb said. If the 'granny / grandad' 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 'granny / grandad' first.

Backs to the board Split the class into two teams and have one pupil 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 act out the vocabulary for the pupil at the front to guess. The pupil that guesses first wins their team a point.

Team games

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

Drawing race Divide the class into two teams and invite a pupil from each team to the front of the class. Whisper a word to the two pupils. Each pupil 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 pupils have learnt and draw a dash inside the parachute for each letter in the word. Pupils 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 pupils guess the word, the other team can try.

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

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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 colourful paper or magnets as counters (one for each team). Ask pupils questions, e.g. show them flashcards, story cards or objects located in the classroom and ask, e.g. *What's this*? *How many*? The pupil who provides the correct answer scores one point for his / her team and may move the counter 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 pupils 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 practise spelling words with target sounds / graphemes. Put the pupils in pairs. Have them draw a large circle on a sheet of paper with graphemes around the edge, like a clock face. They take it in turns to spin a pencil in the circle and spell a word from the letter sound that the pencil is pointing to.

Miscellaneous games

Bingo Play bingo with any topic. Ask pupils 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 pupil to check off all the items on his / her grid.

Drawing game Pupils draw pictures of target vocabulary on the board. They must do this slowly, line by line. The class tries to guess what each pupil is drawing before he / she finishes the picture. The first pupil 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)*. Pupils guess the object. The pupil who guesses correctly has a turn at choosing an item.

Pass the secret Ask pupils to sit in a circle. Start the secret by whispering a simple sentence to the pupil next to you, e.g. *I have a yellow hat*. The pupils whisper the secret around the circle. The last pupil 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. Pupil A describes a picture for Pupil B to draw. Then they switch roles. This game can be played with any lexical set.

Song or chant extension Have pupils work in pairs or small groups. Prompt them to write a new verse for the song, using the lyrics on the Pupil'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 pupils with weaker ones, so that the stronger ones can help with question forming.

Give one pupil in each team a flashcard of a vocabulary item from the unit (or in the course so far) you would like to revise. The pupil 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 pupils 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? Has it got legs?* Also give an incorrect question type, e.g. *What does the animal look like?* And elicit why it isn't a good question in this game. The class has a maximum of twenty questions that they can ask. The pupil who guesses the item correctly gets a point.

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

Progress game

The Rise and Shine Library Trail

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

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Classroom language

Greeting the class

Hello. Hi!
Good morning / afternoon.
Come in.
Sit down / Stand up, please.
What day is it today?
How are you today?
Is everyone here?
Is anyone away today?
Where is (Juan)?

Starting the lesson

Are you ready?
Let's begin / start.
Listen (to me).
Look (at me / at the board).
Take out your books.
Give this / these out, please.
Have you got a (pencil)?
Open your books at page (4).
Turn to page (6).
Open / Close the door.

Managing the class

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

Words of praise

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

During the lesson – questions

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

Pair work / Group work

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

Ending the lesson

Put your books / notebooks / coloured pencils away.
Tidy up.
Put that in the bin / rubbish bin, 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 / holiday.

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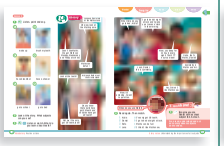
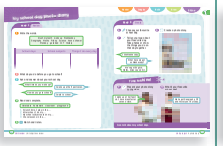
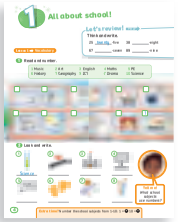
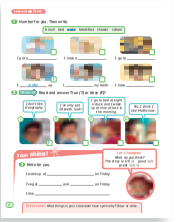
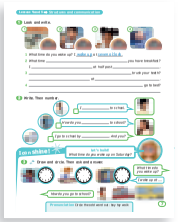
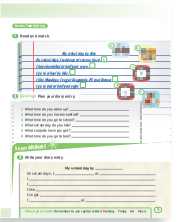
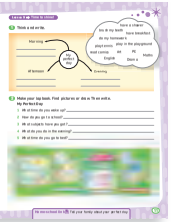
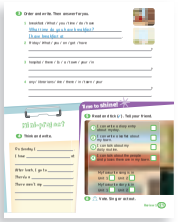
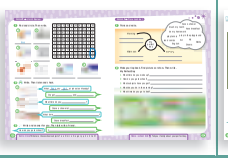
		Week 1	Week 2	Week 3	Week 4	Week 5	(every two units: Review)
2–3 hours per week	Teacher's Digital Resources	Pearson English Portal					
	Pupil's Book						
	Activity Book	Unit 1, p4, Activity 1 	Unit 1, p6, Activity 1 	Unit 1, p7, Activity 1 	Unit 1, p9, Activity 1 	Unit 1, p11, Activity 1 	Review 1, p21, Activity 4 
4–5 hours per week	Extra print resources	Flashcards • Busy Book • Story cards • Poster					
	Activity Book						
	Extra digital resources	Pearson English Portal • Animations • *Our World* videos • Stretch activities • Extra practice activities • Games					

Welcome to The Rise and Shine library

Key learning outcomes

in Welcome, the pupils will:

Wonder	Exchange information on familiar topics
Imagine	Understand overall meaning and main idea(s) from short sentences and texts on everyday topics
Build	Participate in social exchanges in English
Grow	Understand overall meaning and main idea(s) from short sentences and texts on everyday topics
Shine	Create a library record

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Unit overview

Target vocabulary

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

Items in a library: *computer, poster, television, beanbag*

Numbers: *20–50*

Functional language

What time is it? It's (one o'clock / half past one).

Recycling and building

I have / haven't got... Have you got... ? Yes, I have. / No, I haven't.

Language stretch

What's that noise?

Target structures

The (library) has / hasn't got (a gallery).

Has the (library) got (books)? Yes, it has. / No, it hasn't.

Values

I can tell the time.

Competency focus

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

Key progress indicator chart

GSE range for Level 3: 22–30 (stretch 35)	Development indicator:
Speaking	**Have a short conversation about my world.**
Working towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic, and at the highest level being able to give a simple, prepared talk.	
Can talk about common everyday objects using single words, if supported by pictures. (24)	Use a few words to name, talk about or describe familiar situations.
Can answer simple questions about things people have. (28)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.
Can describe the position of objects or people in a basic way, using pictures or gestures. (26)	Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.
Writing	**Write simple sentences about the world around me.**
Working towards: writing a short text of 4–6 sentences on common topics, and at the highest level being able to write for a range of social and interpersonal purposes.	
Can recognise key words and basic phrases in short, simple cartoon stories (24)	Identify and understand simple information and details within short written texts.

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Lesson 1 – Vocabulary

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

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

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

Materials
- Audio; Flashcards

Starting the lesson: warm up and song

- 0.02 Play the *Rise and Shine Welcome Song* and have pupils follow the words in their Pupil's Book. Demonstrate actions for pupils to copy, e.g. *Rise and shine* (pupils stretch their arms). Then practise with the karaoke version (audio track 0.03).

Big Picture: What can you see?

Introduce

- Pupils say what they can see on the page.

I wonder

- Point to and read out the I wonder question on page 5. Pupils look at the picture and answer.

1 Diagnose 0.04 Listen and find.

- Play the audio. Pupils point to the characters.
- Play the audio again and have pupils listen for who Biscuit is (a dog).

2 0.05 Listen and point. Then listen and repeat.

- Play the audio. Pupils point to the places they hear.
- Play the audio again. Ask pupils to repeat the words.

3 Look and say.

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

WONDER HELPER

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

Ending the lesson

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

Activity Book page 2

1 Read and match. Then write. Pupils read the text and match. Then write the words.

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

Activity 1 — Pupil's Book Audioscript

Thomas *Hi Daniel. Hi Alicia. Welcome to the new Rise and Shine Library!*
Alicia *Hi Thomas. It's amazing!!! These are my friends. This is Rafa and this is Lena.*
Thomas *Nice to meet you!*
Rafa *Nice to meet you, too!*
Thomas *Welcome to the new library!*
Lena *I think it's amazing.*
Rafa *Me, too!*
Alicia *Can we look around the library?*
Thomas *Sure, where do you want to go? The library has got a study area, a multimedia room and a gallery.*
Children *Wow!*
Daniel *I want to see Biscuit!*
Rafa *Biscuits? I'm hungry!*
Alicia *No, Biscuit is Thomas's dog!*
Rafa *Oh!*
Thomas *Look, there's a photo!*

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Lesson 2 – Song and structures

Objectives

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

GSE

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

Wonder: sparking curiosity

- Write the learning objective on the board: *We're learning to say what a library has and hasn't got.*

Materials

- Audio

Starting the lesson

Diagnose

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

1 0.06 Read and sing.

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

2 0.08 Listen and answer. *True* or *false*?

- Play the audio. Have pupils look at the picture, point to the places they hear, then tell their partner if what they hear is *true* or *false*.

ANSWER KEY: 1 True, 2 False, 3 False, 4 True, 5 True

3 Make sentences about the picture.

- Ask pupils to look at the Big Picture again. Ask the class to say what places the library has and hasn't got.

4 Talk about your school library.

- Ask pupils to think about their school library or a local library. If they haven't visited, ask them to imagine a library. In pairs, ask pupils to say two things their library has got and two things it hasn't got.

I can shine! Assess

ACHIEVE The pupil can make complete sentences to say what the library has and hasn't got without extra support.

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

EXCEED The pupil can give multiple examples of what the library has or hasn't got without support.

Ending the lesson

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

Activity Book page 2

2 Think and write. Pupils complete the sentences.

ANSWER KEY: 2 hasn't got, 3 has got, 4 has got, 5 hasn't got

3 Write. Then ask and answer. Pupils write, then ask and answer.

Wonder helper: Pupils answer the question.

ANSWER KEY: In the multimedia room.

Extra time: Pupils talk about their library.

Activity 2 — **Pupil's Book Audioscript**

1 *The library has got an information desk.*
2 *The library hasn't got a multimedia room.*
3 *The library has got a bedroom.*
4 *The library hasn't got a cinema.*
5 *The library has got a reading corner.*

Lesson 3 – Story

Pupil's Book page 6

Objectives
- **Lesson aim:** to read and understand a story about a library
- **Target language:** *computer*, *poster*, *television*, *beanbag*
- **Recycled language:** *has / hasn't got*

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

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

Materials
- Audio; Story animation; Story cards; Flashcards

Starting the lesson

Diagnose

- 0.07 Play the karaoke version of the song from Lesson 2 and have the pupils all join in.

1 0.09 Listen, point and say.

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

2 0.10 Listen or watch. What do the children find in the courtyard?

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

ANSWER KEY: 1 Biscuit, the dog.

3 Read again. Then answer. *True* or *false*?

- Ask the class to find the reading corner in the story. Say *The reading corner has got posters. True or false?* Ask pupils to say their answer (true).
- In pairs, ask pupils to read the story again and say if sentences 2 and 3 are true or false.

ANSWER KEY: 1 True, 2 False, 3 False

4 Act out the story.

- Have pupils act out the story in small groups. Each pupil plays one character from the story. Play the audio and pause after each frame for pupils to repeat the lines of their character.

I can shine! Assess

ACHIEVE The pupil acts out their character without extra support and adds actions that show understanding of the lines.

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

EXCEED The pupil acts out their character lines from the story unprompted and can add their own ideas for extra lines.

IMAGINE HELPER
Introduce Alicia the Imagine helper to the class.

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

Ending the lesson

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

Activity Book page 3

4 0.13 Match. Then listen, circle and write.

Pupils listen and circle the number of each item. Then they write the number.

ANSWER KEY: 1 c 2 a 3 d 4 b
a 22 twenty-two, **b** 30 thirty, **c** 4 four, **d** 50 fifty

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Objectives
- **Lesson aim:** to say what things places have got
- **Target language:** Numbers *20–50*; *Has the (library) got (books)? Yes, it has. / No, it hasn't.*
- **Recycled language:** *computer*, *beanbag*, *television*, *books*, *a poster*, *pens*.

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

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

Materials
- Audio

Build

Starting the lesson

Diagnose

- Ask the class *Are there books in the library?* (yes), *What other things are in the library?* Elicit some ideas and write or draw them on the board.

1 0.11 Listen and count. Then say the missing numbers.

- Ask pupils to look at the picture. Ask the class: *What is on the books?* (numbers). Ask them to listen for what numbers are missing.
- Play the audio. Have pupils count along with the recording and point to the numbers.
- Ask pupils which numbers are missing.

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

2 Play the game.

- Have pupils play the game in pairs. Ask one student to say the number, and for their partner to write it down in numbers and words. If a pupil writes the number down correctly, they get a point. Switch over.

3 0.12 Listen and read. Then chant.

- Point to the Grammar builder. Ask *Has the reading corner got books?* (yes). Explain we can say *Yes, it has*. Ask *Has the multimedia room got books?* (no). Explain we can say *No, it hasn't*.
- Play the audio.
- Play the track again, pausing after each line for pupils to repeat.

BUILD HELPER
Point to Lena, the Build helper. Ask the question *Has the library got computers?* and elicit answers from pupils.

4 Ask and answer.

- Point to realia in the classroom and ask questions, e.g. *Has the classroom got books?* (Yes, it has.), *Has the classroom got a dog?* (No, it hasn't.).
- In pairs, encourage pupils to take it in turns to ask and answer questions about different areas in The Rise and Shine library.

I can shine! Assess

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

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

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

Ending the lesson

- Give each pupil a piece of paper. Ask them to draw an object they know.
- In small groups, pupils take it in turns to show their pictures to the group. The pupil showing their picture asks *Has the classroom got…?* and their item. The group looks around and answers.

Activity 3 **Pupil's Book Audioscript**

Lena	*Come on everybody, listen to me.*
	Has the reading corner got books?
Boy	*Yes, it has!*
Lena	*Has the multimedia room got books?*
Boy	*No, it hasn't.*
Lena	*Come on everybody, chant with me.*
Children	*Has the reading corner got books? Yes, it has.*
	Has the multimedia room got books? No, it hasn't.

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Lesson 5 – Communication

Grow

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

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

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

Materials
- Audio

Starting the lesson

Diagnose

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

1 0.14 Listen and number. Then ask and answer.

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

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

2 0.15 Say the activities they can do. Then listen and check.

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

ANSWER KEY: 1 painting, 2 story time

GROW HELPER
Introduce Thomas the Grow helper to the class. Have pupils say which activity they want to do.

3 Tell a friend about an activity you do.

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

I can shine! Assess

ACHIEVE The pupil recognises and says what they like to do, at what time and where.

ADJUST The pupil says an activity they do with support.

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

Ending the lesson

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

Activity Book page 3

5 Read and draw. Pupils read and draw the clocks.

Activity 1

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

Pupil's Book Audioscript

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

Activity 2

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

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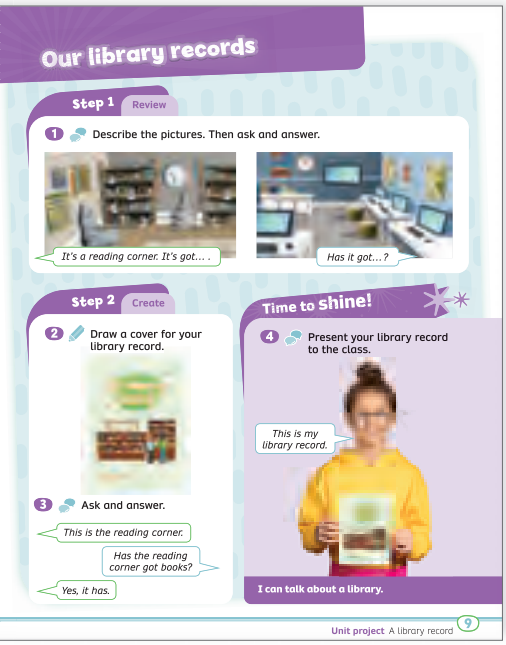
Lesson 6 – Our library records



Objectives
- **Lesson aim:** to review what we've learnt in the unit and to make a library record
- **Revised language:** *reading corner*, *multimedia room*, *books*, *beanbags*, *clock*, *half past (10)*, *(3) o'clock*, *posters*, *computers*, *television*

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

Shine: Time to shine!
- Encourage pupils to use as much language from the unit as they can and to ask a partner for support when making the library record if they need to.
- Write the learning objective on the board: *We're reviewing what we've learnt in the unit and we're making a library record.*

Materials
- Colouring pencils, coloured paper, card or paper

Shine

Starting the lesson

Diagnose

- Show pupils some images of different areas in the library and ask pupils to say what they can see. Encourage them to say rooms, objects and colours and give ideas using *has got*.

Step 1: Review

1 Describe the pictures. Then ask and answer.
- Draw pupils' attention to the pictures and the speech bubbles. In pairs, ask them to say and ask and answer with their partner about what they can see. Write *It has got* and *It hasn't got* and the question *Has it got...?* on the board to prompt them.

Step 2: Create

2 Draw a cover for your library record.
- Write *library record* on the board. Explain to pupils that they are going to make a small book to write down what they learn in each unit. Tell them they can record (write down) their favourite words, songs and stories. They will keep it and add to it as they learn more.
- To make the library record, fold a piece of A4 paper in half. Open the paper and divide the page into six equal sections, one for each unit.
- On the cover, pupils draw their favourite place in the library with some of the objects from this unit. Ask them to use the Big Picture from Lesson 1 or the objects from Lesson 3 to help them.
- In the *Time to Shine* in every Review lesson, pupils will complete the sections of their library record.

3 Ask and answer.
- Read the speech bubbles to the class. Put pupils into pairs and explain they need to ask their partner questions to find out what their library record cover *has* or *hasn't got*.

Time to shine!

4 Present your library record to the class.
- Explain they are going to share their library records with the class.
- Have each pupil show and explain their library record to a small group or to the class. Encourage them to use *This is... It's got... It hasn't got.*

Time to shine! Assess

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

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

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

Ending the lesson

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

Activity Book page 3

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

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

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1 All about school!

Key learning outcomes

in Unit 1, the pupils will:

Wonder	Participate in social exchanges in English
Imagine	Understand overall meaning and main idea(s) from short sentences and texts on everyday topics
Build	Name or describe people or common objects or express basic opinions in a few words
Grow	Write simple sentences on familiar topics
Shine	Create a school day photo diary

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Unit overview

Target vocabulary

School subjects: *Maths, ICT, Science, History, PE, Drama, Geography, English, Art, Music*

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

School: *timetable, classroom, playground, homework*

Functional language

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

Recycling and building

days of the week, telling the time.

Language stretch

Wow!

Target structures

What have you got on (Monday)? I've got (Art) and (Geography) on (Monday).

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

Pronunciation

/ɔɪ/ *(boy)*, /ɔ:/ *(walk)*

Values

I learn about different school days.

Competency focus

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

Key progress indicator chart

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

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Lesson 1 – Vocabulary

Objectives
- **Lesson aim:** to talk about school subjects
- **Target language:** *Maths*, *ICT*, *Science*, *History*, *PE*, *Drama*, *Geography*, *English*, *Art*, *Music*
- **Recycled language:** places (*library*, *courtyard*, *gallery*, *reading corner*); numbers.

GSE
- **Productive: Speaking:** Can read aloud and use numbers 50–100.
- **Receptive: Listening:** Can understand simple phrases about likes and dislikes.

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

Materials
- Audio; *Our World* video; Flashcards

Starting the lesson: warm up and song

- 0.02 Play the *Rise and Shine Welcome Song*. Encourage pupils to use actions from the Welcome unit. Then practise with the karaoke version (audio track 0.03) and have pupils sing the words on page 4 of the Pupil's Book.

Big Picture: What can you see?

Introduce

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

1 Diagnose 1.01 Listen and find.

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

I wonder

- Have pupils look at the I wonder feature on page 11.
- Read aloud the question: *Are school days the same in every country?* Discuss the question. Most primary schools in the United Kingdom start at 8.50 a.m. and end at 3.20 p.m. Pupils typically have an hour for lunch and a 15-minute break in the morning.
- Ask pupils to point and say a subject they like in the Big Picture.

2 1.02 Listen and point. Then listen and repeat.

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

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

3 Watch and listen.

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

FUTURE SKILLS: enquiry and imagination

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

4 1.03 Listen and say. Then play the game.

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

Extra activity

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

WONDER HELPER

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

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

Ending the lesson

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

Activity Book page 4

Let's Review! **Think and write.** Pupils read and say the numbers. Then they write the missing words to complete each number.

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

1 **Read and number.** Pupils number the rooms in the picture using the numbered words in the wordpool.

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

2 **Look and write.** Pupils write the subject to match the picture.

ANSWER KEY: **2** Music, **3** History, **4** ICT, **5** English, **6** Drama, **7** PE, **8** Art

Wonder helper: Pupils answer the question

SUGGESTED ANSWERS: Maths, Music, Science

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

Activity 1 Pupil's Book Audioscript

Thomas *Do you like the school subject fair, Lena?*
Lena *Yes, I do, Thomas!*
Thomas *What's your favourite subject at school?*
Lena *ICT.*
Thomas *Mine too! What other subjects do you like?*
Lena *I like History. I've got History on Mondays and Wednesdays. I like Geography, too. I've got Geography on Tuesdays, Thursdays and Fridays. But I don't like Fridays.*
Thomas *Why not?*
Lena *I've got Music on Fridays. I don't like Music.*
Thomas *Let's go to the Music stand, then.*
Lena *Why?*
Thomas *Music is fun. Come on... !*

Activity 4

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

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Lesson 2 – Song and structures

Pupil's Book page 11

Objectives
- **Lesson aim:** to ask and answer about school subjects
- **Target language:** *What have you got on (Monday)? I've got (Art) and (Geography) on (Monday).*
- **Recycled language:** days of the week; school subjects

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

Wonder: sparking curiosity
- Engage pupils with the Big Picture by writing categories on the board, e.g. *subjects with numbers*, *subjects with instruments*, etc. With confident classes, ask them how you could categorise the subjects.
- Point to the 'Wonder' stepping stone and write the learning objective on the board: *We're learning to ask and answer about school subjects.*

Materials
- Audio

Starting the lesson

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

1 1.04 Read and sing.

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

2 Diagnose 1.06 Listen and answer. *True* or *false*?

- Draw pupils' attention to the timetable in the picture. Play the audio and have pupils read along.
- Play the audio again. Have pupils decide if the statement is true or false. Pause after each sentence for pupils to say their answers. SUPPORT Before pupils listen to the audio, have them make sentences about what subject each of the characters has got on Monday, based on the table e.g. *Daniel has got Art on Monday*. This will help them to determine more easily if the statements in the audio are true or false. STRETCH Have pupils correct the false statements in the audio.

ANSWER KEY: 1 True, 2 False, 3 False, 4 True

3 What have you got on Monday? Say.

- Ask pupils to tell you the question and answers from the song (*What have you got on [Friday]? I've got [Art] on [Friday]*) and write an example on the board. Point to a subject in the Big Picture, practise modelling the question and ask pupils to say the subject using *I've got (Art) on (Friday)*. Repeat with all the days of the week.

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- Point to the Grammar box. Read aloud the question and answer. Have pupils take turns to read aloud the question and answer as a class or in pairs.
- Put pupils into pairs to say what subject they have on Monday. Encourage them to say full sentences, e.g. *I've got…* . SUPPORT Put the following prompts on the board to help students with the question and answer: *What have you got on _____? I've got _____ _____.* STRETCH Model the negative version of the grammar with the sentence *I haven't got Art on Monday.* Once pupils say what subjects they have got on Monday, encourage them to say what subjects they haven't got.

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

4 **Ask and answer.**

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

TEACHER TIME TO SHINE: personalisation
Pupils engage with topics more if they relate them to their own life. Before the lesson, find a blank Monday–Friday timetable. Encourage pupils to complete the timetable with their typical week at school.

I can shine! Assess

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

ADJUST The pupil can answer the question in a simple way with support, e.g. *Art and Geography.*

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

Ending the lesson

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

Activity Book page 5

1 1.07 **Listen and circle.** Pupils listen and circle the correct subject for each day. Check answers with the class before moving onto activity 2.

ANSWER KEY: **Tuesday** Art, **Wednesday** Geography, **Thursday** PE, **Friday** Science

2 **Look at Activity 1. Write.** Pupils look at the timetable in Activity 1 and write the correct answers.

ANSWER KEY: **2** Art, **3** have, got, I've got Geography, **4** What have you got, 've got PE

I can shine!

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

Activity 2 **Pupil's Book Audioscript**

1
Thomas *What have you got on Monday, Daniel?*
Daniel *I've got Art.*

2
Thomas *What have you got on Monday, Rafa?*
Rafa *I've got ICT on Monday.*

3
Thomas *What have you got on Monday, Alicia?*
Alicia *I've got Drama on Monday.*

4
Thomas *What have you got on Monday, Lena?*
Lena *I've got history on Monday.*

Lesson 3 – Story

Pupil's Book pages 12 and 13

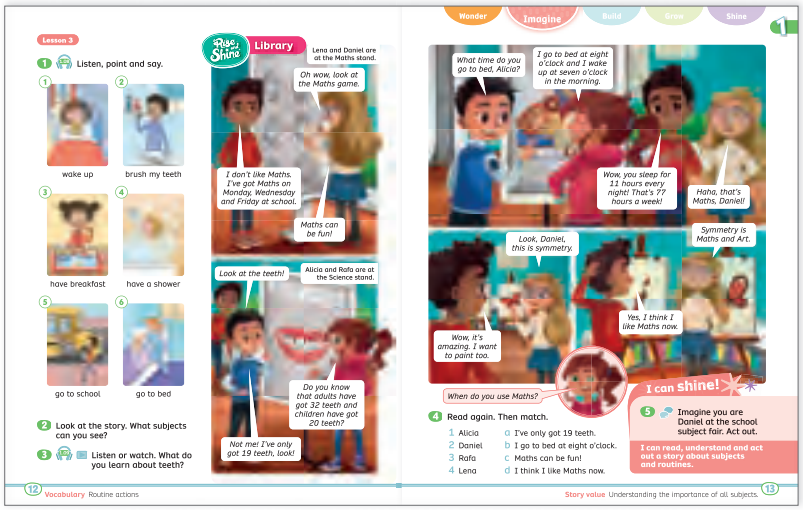
Objectives
- **Lesson aim:** to read, understand and act out a story about school subjects and routines
- **Target language:** *wake up*, *brush my teeth*, *have breakfast*, *have a shower*, *go to school*, *go to bed*
- **Recycled language:** time (*o'clock, half past*), school subjects
- **Receptive language:** daily routine

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

Imagine: fostering imagination

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

Materials
- Audio; Flashcards; Story animation; Story cards



Starting the lesson

Diagnose
- Ask a pupil to sit with his / her back to the board. Write a school subject on the board. Ask the class to mime some activities they do in that subject, e.g. *kick a ball – PE*. Repeat with other subjects.

1 1.08 Listen, point and say.
- Ask pupils to look at the pictures and say what they can see. Encourage them to say colours or objects they know.
- Play the audio and have pupils point to the activities they hear.
- Play the audio again and have pupils repeat what they hear.
- Hold up each flashcard picture for pupils to say the word without prompting.

2 Look at the story. What subjects can you see?
- Ask pupils to look at the story and ask *What subjects can you see?*
- Ask the class to point and say any other things they can see.

ANSWER KEY: Maths, Science, Art

FUTURE SKILLS: enquiry and imagination

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

3 1.09 Listen or watch. What do you learn about teeth?
- Play the audio and ask pupils to follow the story in the books repeating the words together.
- Play the video pausing to give pupils time to think about what they learn about teeth.
- Ask follow-up questions, e.g. *What is Daniel's favourite subject?* SUPPORT Before the activity, ask pupils to look at the story in their books and say what they think the story might say about teeth. STRETCH Ask confident pupils to listen for the answer in the story and raise their hands when they hear it.

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

4 Read again. Then match.
- Ask the class to look at the story again. Have them point to the characters and say their names.
- Read the sentences to the class. In pairs, have the pupils complete the activity in their notebooks.

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

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

5 **Imagine you are Daniel at the school subject fair. Act out.**

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

I Can Shine! Assess

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

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

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

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

TEACHER TIME TO SHINE: using stories in the classroom
Putting pupils in groups to play each role will help more self-conscious pupils. Focus on the key phrases in each frame and encourage pupils to repeat them. Bring props to help act out stories and make them fun.

IMAGINE HELPER
Ask the class which helper they can see (Alicia – the Imagine helper).
Read Alicia's question to the class: When do you use Maths? Ask pupils to think about when they use Maths inside and outside of the classroom. Brainstorm ideas on the board. Tell pupils that, for example, using money is Maths.

Ending the lesson

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

Activity Book page 6

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

ANSWER KEY: I go to bed.
I have a shower.
I go to school.
I wake up.
I brush my teeth.
I have breakfast.

2 **Read and answer. True or false?** Pupils tick or cross depending on whether the sentence is true or not.

ANSWER KEY: 2 T, 3 F, 4 T

Imagine helper: Pupils decide what they think of the Pupil's Book story and colour the appropriate number of stars.

I can shine!

3 **Write for you.** Pupils complete the sentences about their own daily routine.

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

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Lesson 4 – Structures

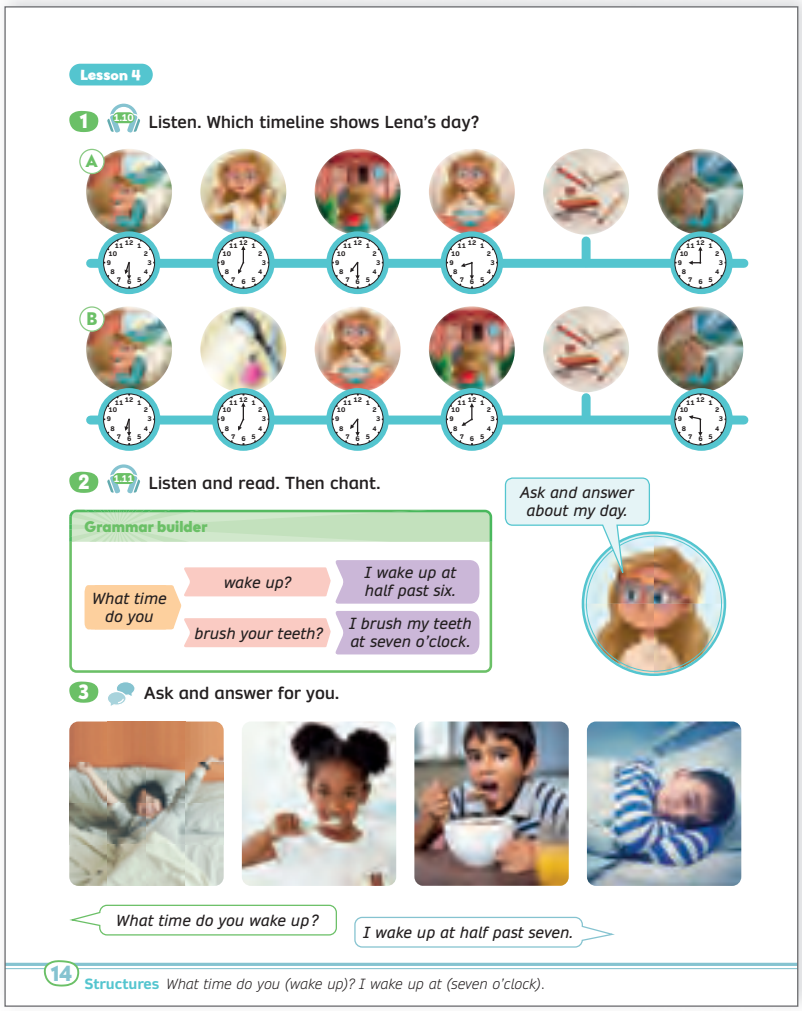
Pupil's Book page 14

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

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

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

Materials
- Audio; Flashcards



Starting the lesson

- Review the routine actions from Lesson 3 using the flashcards. Then act out brushing your teeth and ask the class: *What's this?* Repeat the steps, acting out other activities (wake up, have a shower, etc.).
- Ask pupils to say what time they do each activity. Encourage them to say full sentences, e.g. *I wake up at half past seven.*

1 1.10 Listen. Which timeline shows Lena's day?

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

ANSWER KEY: Timeline A

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

2 1.11 Listen and read. Then chant.

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

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

BUILD HELPER
Ask the class which helper they can see (Lena, the Build helper).

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

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

ANSWER KEY: What time do you have a shower?
I have a shower at seven o'clock.
What time do you have breakfast?
I have breakfast at half past seven.
What time do you go to school?
I go to school at eight o'clock.
What time do you go to bed?
I go to bed at half past nine.

3 Ask and answer for you.

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

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

Ending the lesson

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

Activity Book page 7

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

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

Grammar extension
Grammar 1 Lesson on page 88 of the Pupil'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 — Pupil's Book Audioscript

Daniel *Hi Lena. What time do you wake up in the morning?*
Lena *I wake up at half past six.*
Daniel *What time do you brush your teeth?*
Lena *I brush my teeth at seven o'clock. I go to school at half past seven.*
Daniel *Do you have breakfast?*
Lena *Yes, I have breakfast at half past eight.*
Daniel *What time do you go to bed?*
Lena *I go to bed at nine o'clock!*

Activity 2

Lena *Come on everybody, listen to me.*
Lena *What time do you wake up?*
Boy *I wake up at half past six.*
Lena *What time do you brush your teeth?*
Boy *I brush my teeth at seven o'clock.*
Lena *Come on everybody, chant with me.*
Children *What time do you wake up?*
I wake up at half past six.
What time do you brush your teeth?
I brush my teeth at seven o'clock.

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Lesson 5 – Communication

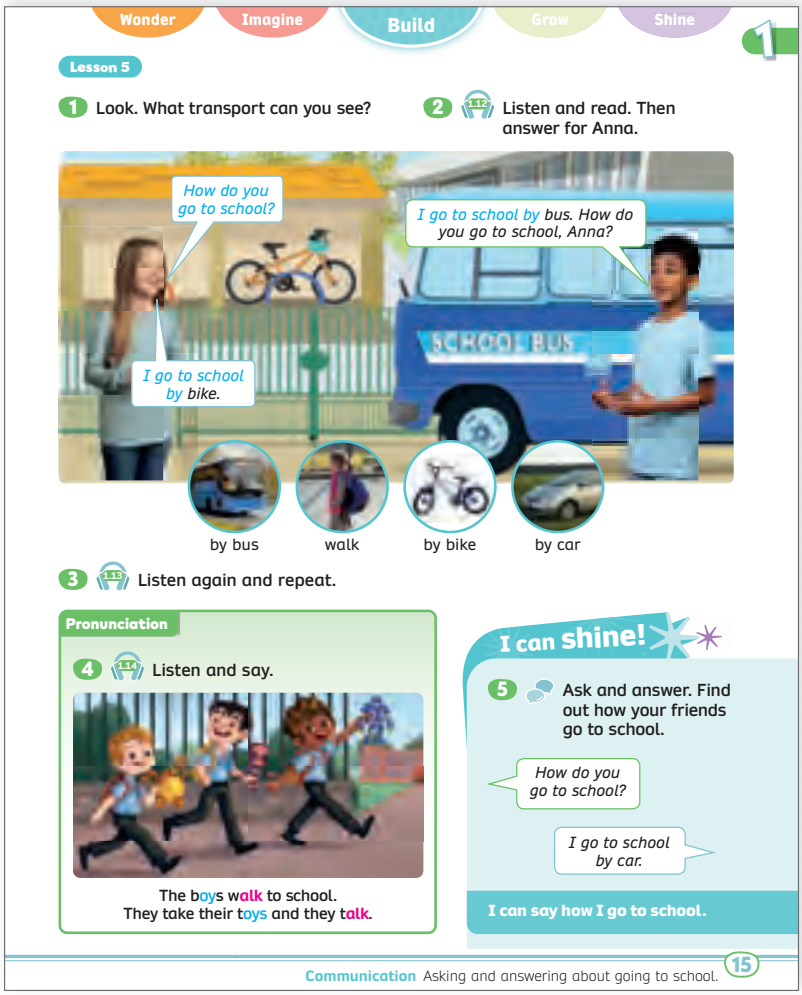
Pupil's Book page 15

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

GSE
- **Receptive: Listening:** Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.
- **Productive: Speaking:** Can say how they and others get to school every day in a simple way.

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

Materials
- Audio; Communication cards



Starting the lesson

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

1 Diagnose Look. What transport can you see?

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

2 1.12 Listen and read. Then answer for Anna.

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

ANSWER KEY: by bike

3 1.13 Listen again and repeat.

- Play the audio again. Pause after each sentence for pupils to repeat.
- Point to the pictures of the transport and have pupils say them. SUPPORT Drill the phrases as a class. Have pupils act out the phrases as they say them, e.g. *driving a car*, *walking*, etc. STRETCH In pairs, one pupil plays the boy and the other plays the girl. Ask them to read what their character says.

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4 1.14 **Pronunciation** Listen and say.

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

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

With communication cards:

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

Without communication cards:

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

FUTURE SKILLS: Collaboration and communication

As pupils complete the activity encourage them to speak to more than 1 of their classmates. Ask them to walk around the class and ask the question to 3 of their classmates and make a note of their answers. Remind pupils about language they know to extend the conversation beyond asking the main question *How do you go to school?*; They could also ask *What time do you go to school?* and say *thank you* when their classmate answers their questions.

TEACHER TIME TO SHINE: facilitating speaking in class

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

I can shine! Assess

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

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

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

Ending the lesson

Mime modes of transport and have the class guess them.

Activity Book page 7

2 **Write. Then number.** Pupils write the missing words in each speech bubble then order the speech bubbles.

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

I can shine!

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

Build helper: Pupils answer the question.

Pronunciation: Pupils say the words and focus on the highlighted sounds. They circle the odd one out.

ANSWER KEY: walk

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Lesson 6 – Global citizenship

Pupil's Book page 16

Objectives
- **Lesson aim:** to talk about my school day
- **Cross-curricular connection:** School days around the world
- **Global citizenship theme:** Cultural awareness
- **Target language:** timetable, classroom, playground, homework
- **Recycled language:** English, Maths, History, Geography, Art, Music, ICT, Science

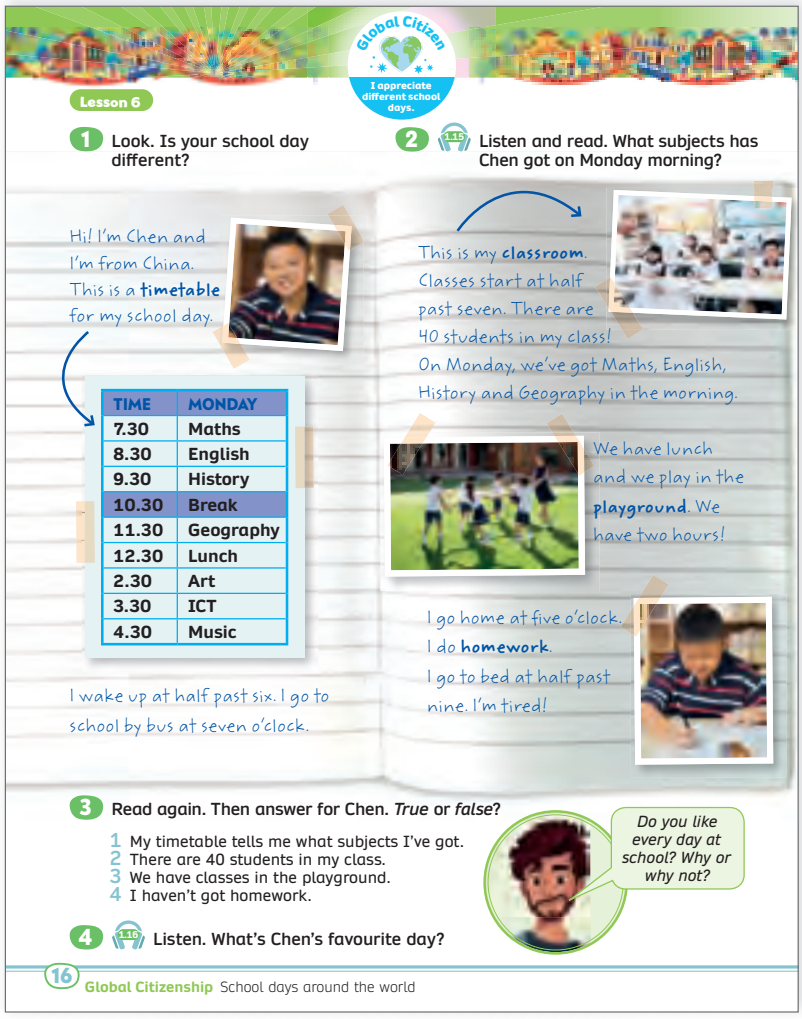
GSE
- **Receptive: Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures. Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts.
- **Receptive: Listening:** Can identify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

Grow: nurturing growth in society

Grow

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

Materials
- Audio



Starting the lesson

Diagnose

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

1 Look. Is your school day different?

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

2 1.15 Listen and read. What subjects has Chen got on Monday morning?

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

ANSWER KEY: Maths, English, History and Geography

RECEPTIVE SKILLS TIP

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

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3 **Read again. Then answer for Chen. *True* or *false*?**

- Read the four statements to the class. Ask them to point to the picture each sentence relates to.
- Ask pupils to look at the text again and in pairs, say if the statements are *true* or *false*.
- Ask the class to say their answers aloud. SUPPORT Do the activity as a class. Read each statement and ask pupils to find the correct picture. Have them say *true* or *false*. STRETCH Have pupils correct the false statements, e.g. *We play in the playground.*

Extra activity
Have pupils say how many pupils are in their class, where they have their classes (in the classroom) and if they have got homework, e.g. *I've got / I haven't got homework.*

ANSWER KEY: 1 True, 2 True, 3 False, 4 False

4 1.16 **Listen. What's Chen's favourite day?**

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

ANSWER KEY: Wednesday

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

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

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

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

Ending the lesson

- Give pupils 2 minutes to look at the page then ask them to close their books.
- In pairs, ask pupils to name 5 things that were on the page. Ask pairs to raise their hands when they have the answers.

Background information (Culture and CLIL)

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

Activity Book page 8

1 **Read and match.** Pupils look at the pictures and match the sentences to the correct picture.

ANSWER KEY: 2 d, 3 a, 4 c

2 1.17 **Listen and tick (✓). Then write.** Pupils listen and tick the correct picture. Then they complete each sentence with the correct word.

ANSWER KEY: 2 b, 3 a, 4 b
2 English, 3 playground, 4 homework

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

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

Activity 4 — Pupil's Book Audioscript

Girl *Hi Chen. What's your favourite school day?*
Chen *I like school every day! My favourite day is Wednesday.*
Girl *What have you got on Wednesday?*
Chen *I've got Drama on Wednesday. I like it. It's my favourite subject.*

Lesson 7 – Writing

Pupil's Book page 17

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

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

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

Materials
- Audio; Flashcards

Starting the lesson

Diagnose

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

1 1.18 Listen and read. What's Carla's favourite day?

- Write *My favourite day is (Tuesday).* on the board. Read the sentence to the class and ask them what subjects they have that day.
- Play the audio and have pupils read along.
- Play the audio again then ask *What's Carla's favourite day?* SUPPORT Have pupils point to where they have got the answer from in the text. STRETCH Have more confident pupils say why they think Carla's favourite day is Thursday (maybe she likes Science, Maths, Art and English. She likes helping in the school library, it's fun.).

ANSWER KEY: Thursday

2 1.19 Ideas generator Read, listen and complete.

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

ANSWER KEY: 1 Maths, 2 bus

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

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

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

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

FUTURE SKILLS: collaboration and communication
Put pupils into groups to read their notes to each other. Encourage them to ask each other *why* that is their favourite day at school. As pupils share their ideas and collaborate on reasons for why they have chosen a particular school day, they can add to their notes to help develop their plans further, ahead of writing their diary entry.

4 Write your diary entry together.

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

I can shine! Assess

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

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

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

Ending the lesson

- Stick 6 flashcards from previous lessons on the board. Ask pupils to close their eyes. Remove one picture from the board.
- Ask pupils to guess which card you removed. Repeat the steps with other flashcards.
- With a different set of 6 flashcards, invite a pupil to come up to the board and remove a flashcard. Again, pupils guess which flashcard has been removed. Repeat with different students coming to the board each time.

Activity Book page 9

1 Read and match. Ask pupils to draw lines to match the sentences to the pictures.

ANSWER KEY: e, a, b, d

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

I can shine!

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

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

Activity 2 Pupil's Book Audioscript

1
Girl *My favourite day is Tuesday. I've got Maths.*
2
Boy *My favourite day is Friday. I go to school by bus.*

Lesson 8 – Review

Pupil's Book page 18

Objectives
- **Lesson aim:** to review the language from Unit 1
- **Revised language:** *o'clock*, *half past*, school subjects, days of the week, daily routines

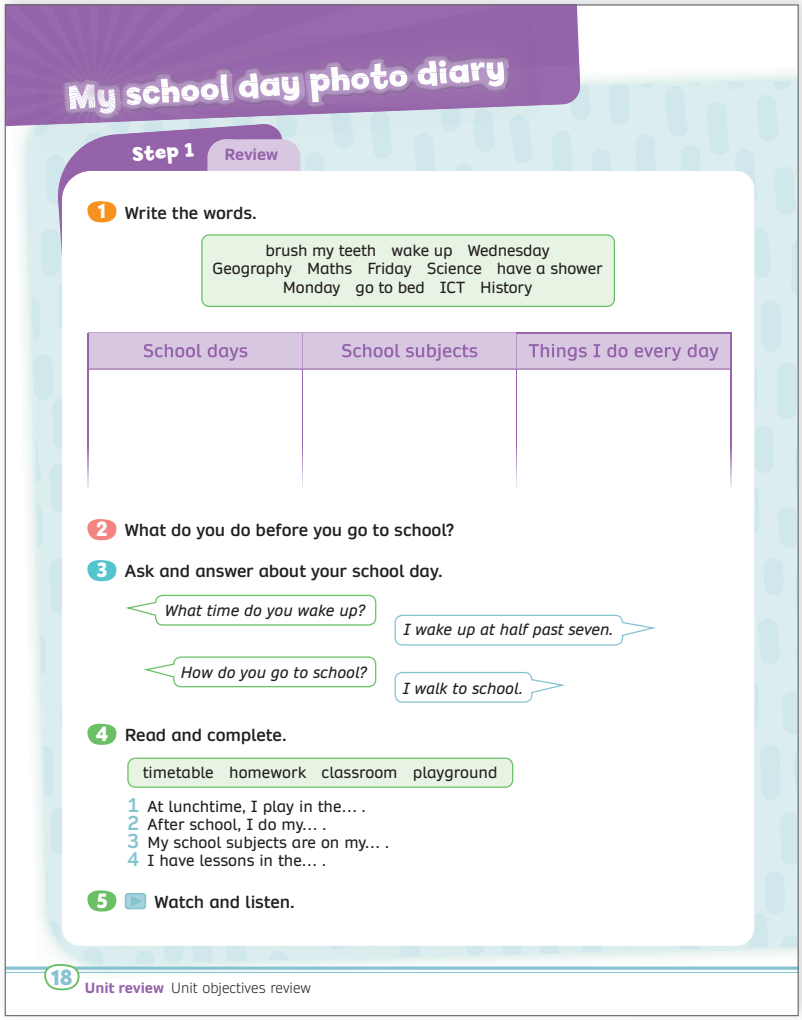
GSE
- **Receptive: Reading:** Can understand a few simple phrases related to familiar, everyday activities.
- **Productive: Speaking:** Can say how they and others get to school every day in a simple way. Can answer simple questions about their daily routines using gestures and short, fixed expressions.

Shine: Time to shine!

Shine

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

Materials
- *Our World* video



My school day photo diary

Step 1 Review

1 Write the words.

brush my teeth wake up Wednesday
Geography Maths Friday Science have a shower
Monday go to bed ICT History

School days	School subjects	Things I do every day

2 What do you do before you go to school?

3 Ask and answer about your school day.

What time do you wake up? — *I wake up at half past seven.*

How do you go to school? — *I walk to school.*

4 Read and complete.

timetable homework classroom playground

1 At lunchtime, I play in the... .
2 After school, I do my... .
3 My school subjects are on my... .
4 I have lessons in the... .

5 Watch and listen.

18 Unit review Unit objectives review

Starting the lesson

Diagnose

- Tell pupils they are going to play a memory game. Write the following scattered around the board: *Monday*, *Wednesday*, *Maths*, *Art*, *Music*, *wake up*, *brush my teeth*, *go to school*. Ask pupils to look at the words for 1 minute.
- Rub the words off the board. Put pupils into pairs and ask them to tell their partner what they remember. Then ask pairs to stand up if they think they can remember all 8. Choose a pair to say them aloud.

Step 1: Review

- The Review consolidates the target language of the unit from the I Can Shine checkpoints and helps prepare pupils for the unit projects. Vocabulary from the Wonder spread is reviewed through writing in Activity 1. The story ideas from the Imagine spread are reviewed in Activity 2. The speaking element in Activity 3 consolidates the target structures and language of the Build spread.
- Ahead of the pupils completing the activities, reviewing the song from lesson 2 can help them recall vocabulary and language learnt earlier in the unit.

1 Write the words.

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

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ANSWER KEY: **School days:** Wednesday, Friday, Monday
School subjects: Geography, Maths, Science, ICT, History
Things I do every day: brush my teeth, wake up, have a shower, go to bed

2 What do you do before you go to school?

- Tell the class what you do before you go to school, and invent it if preferred, e.g. *I wake up. I have breakfast. I have a shower*, etc.
- In pairs, pupils tell each other 3 things they do before they go to school.
- Have more confident pupils share their ideas with the class and have pupils raise their hands if they do the same activities.

3 Ask and answer about your school day.

- Ask the class how they came to school today. Write some ideas on the board, e.g. *by bike*, *walk*, etc.
- Read the questions and answers as a class.
- In pairs, assign pupils A or B. Tell As they are going to ask questions first and Bs are going to answer. They use the speech bubbles as a guide.

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

4 Read and complete.

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

ANSWER KEY: **1** playground, **2** homework, **3** timetable, **4** classroom

5 Watch and listen.

- Revise the unit vocabulary using flashcards. Play the *Our World* video.
- After watching, ask pupils if they can remember which school subjects have been mentioned in the video (*PE*, *ICT*, *Geography*, *English*, *Music*, *Maths*, *Art*, *Science*).

Ending the lesson

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

Activity Book page 10

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

ANSWER KEY: **2** History, **3** PE, **4** ICT, **5** Music, **6** English, **7** wake up, **8** go to bed

2 1.20 **Write. Then listen and check.** Pupils use the pictures to help them write questions and answers. They write the missing words to complete the dialogue then listen to check their answers.

ANSWER KEY: **1** Drama, Science, **2** have a shower, half past seven, **3** do you have breakfast, at eight o'clock

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

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

ANSWER KEY: Drama, Geography, Maths

Unit 1 review notes

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

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Lesson 9 – Project: Create a photo diary

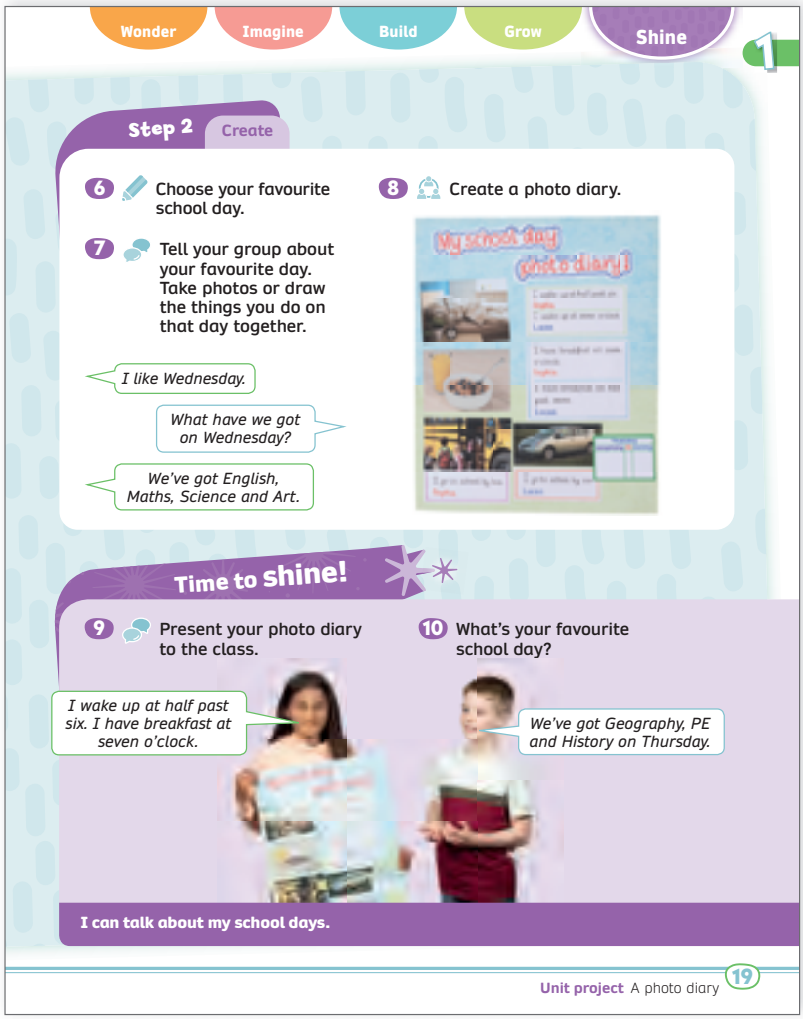
Pupil's Book page 19

Objectives
- **Lesson aim:** to create a photo diary
- **Revised language:** *o'clock*, *half past*, school subjects, days of the week, daily routines

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

Shine: Time to shine!
- Provide support for the independent elements of project work, such as drawing or taking photos, by making sure pupils know exactly what they have to do at each stage.
- Encourage children to collaborate effectively in this lesson by listening to each other's ideas; adding to each other's ideas and agreeing on the final ideas to include in the photo diary. Tell the children that good collaboration means that no one feels left out.
- Point to the 'Shine' stepping stone and write the learning objective on the board: *We're going to make a photo diary*.

Materials
- Flashcards; colouring pencils, coloured paper, scissors, card, glue



Starting the lesson

Diagnose

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

Step 2: Create

- This section revises global citizenship skills from the Build and Grow spreads, such as personalisation, creativity and collaboration. Activity 6 focuses on personalisation. Activities 7 and 8 foster collaboration and communication skills as pupils collate their work to create their school day photo diary before presenting to the class. Activity 8 develops creativity.
- Make sure that pupils understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, instead of just asking them to create a poster, give them clear step-by-step instructions:
  1 Choose or draw the pictures you want to use.
  2 Fill the page.
  3 Use lots of colour.
  4 Write the words neatly next to the pictures.
- Show pupils what is required of them. Some pupils may need extra support to keep in mind all the key elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve. Above all, project work is a chance for pupils to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.

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6 **Choose your favourite school day.**

- Have pupils think about their favourite day of the week and what subjects they have on that day. Have them make notes; this will help them in the next steps. SUPPORT If pupils are finding it difficult to come up with reasons for choosing their school day, refer them to their writing from lesson 7 to help prompt them. STRETCH Encourage pupils to write notes about why the day is their favourite.

7 **Tell your group about your favourite day. Take photos or draw the things you do on that day together.**

- Read the speech bubbles to the class. Put pupils into small groups to take it in turns to say their favourite day. Have them use the question prompts to talk about what they do on that day.
- Have pupils take photos of, or draw, some of the things they do, e.g. have them act out drawing a picture in Art class, etc.

TEACHER TIME TO SHINE: personalisation
If pupils do not have access to smartphones or tablets for the task, ask them to draw themselves doing their activities and to write the times of day.

8 **Create a photo diary.**

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

PROJECT TIP
In groups, pupils can put all their 'before school' photos on individual paths, and then 'meet' at the start of the school day where they all do the same activities. For the 'after school' pictures, pupils go back off onto their own individual path. Encourage pupils to be as creative as they want to be with how to present their photo diary.

Time to shine!

9 Assess **Present your photo diary to the class.**

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

10 **What's your favourite school day?**

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

Ending the lesson

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

Activity Book page 11

1 **Think and write.** Pupils think and write actions they would do on their perfect day in their diary.

2 **Make your lapbook. Find pictures or draw. Then write.** Pupils make notes of their answers then compare with a partner. Then have pupils create their lapbook to show what they have learnt in the unit, including all of the points from their notes.

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

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

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

Time to shine! Assess

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

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

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

2 Explore our town!

Key learning outcomes

in Unit 2, the pupils will:

Wonder	Name or describe people or common objects or express basic opinions in a few words
Imagine	Identify and understand simple phrases and details within short texts
Build	Participate in social exchanges in English
Grow	Write simple sentences on familiar topics
Shine	Create a town map

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Unit overview

Target vocabulary

Places in a town: *supermarket, sports centre, pharmacy, hospital, police station, town square, café, bus stop, cinema, shop*

Jobs: *doctor, shop assistant, librarian, bus driver, waiter, police officer*

Town: *fountain, bench, community, friendly*

Functional language

Where do you live? I live on (Park Street).

Recycling and building

There is, there isn't

Language stretch

Is that your book?

Target structures

There are some (shops). There aren't any (schools).

Is there a... ? Yes, there is. / No, there isn't. Are there any... ? Yes, there are. / No, there aren't.

Pronunciation

ere /eə/ (there, where), ar /ɑː/ (park, pharmacy)

Values

I appreciate different towns.

Competency focus

Develop an awareness of the roles places and people play in communities.

Understanding the inter-cultural and socioeconomic dimensions of a community.

Key progress indicator chart

GSE range for Level 3: 22–30 (stretch 35)	Development indicator:
Speaking	**Have a short conversation about my world.**
Working towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic, and at the highest level being able to give a simple, prepared talk.	
Can talk about familiar people and places using single words. (26)	Use a few words to name, talk about or describe familiar situations.
Can say what's in a town (e.g. buildings, places) using basic words and phrases. (32)	Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.
Can introduce themselves in a basic way, giving simple information about where they live, their family, etc. (25)	Participate appropriately in common social and interpersonal exchanges using simple language and expressions.
Writing	**Write simple sentences about the world around me.**
Working towards: writing a short text of 4–6 sentences on common topics, and at the highest level being able to write for a range of social and interpersonal purposes.	
Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model. (27)	Write simple sentences on familiar topics and situations.

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Lesson 1 – Vocabulary

Pupil's Book page 20

Objectives
- **Lesson aim:** to name places in a town
- **Target language:** *supermarket*, *sports centre*, *pharmacy*, *hospital*, *police station*, *town square*, *café*, *bus stop*, *cinema*, *shop*
- **Recycled language:** *library*, *school*, *bike* / *There is* / *there isn't*

GSE
- **Productive: Speaking:** Can reproduce words from the taught vocabulary list. Can talk about familiar places using single words.
- **Receptive: Listening:** Can identify the names of people and places in short, simple dialogues, if spoken slowly and clearly.

Wonder: sparking curiosity
- Encourage pupils to create questions and make connections to the world around them.
- Ask pupils to look at the Big Picture and to point to the places in their own town. Point to the 'Wonder' stepping stone and write the learning objective on the board: *We're learning to name places in a town*.

Materials
- Audio; *Our World* video; Flashcards

Starting the lesson: warm up and song

- Write *my town* on the board. With their books closed, ask pupils if they know any places in a town in English. Write their ideas on the board. Encourage them to think about words from previous levels, e.g. *school*, *park*, etc.
- Have pupils look at the Big Picture in their books and say if they can see any of their ideas.
- 0.02 Play the *Rise and Shine Welcome Song*. Encourage pupils to use actions from the Welcome unit. Then practise with the karaoke version of the song (audio track 0.03).

Big Picture: What can you see?

Introduce

- Look at the Big Picture again. Ask pupils *What can you see?* Ask them to say places, things and characters they see.

I wonder

- Draw pupils' attention to the I wonder feature on page 21. Read aloud the question: *What can you do in a town square?*
- Ask them to point to the town square and say some activities they can see.

1 Diagnose 2.01 Listen and find.

- Ask pupils to look at the Big Picture. Play the audio and tell pupils to point to each place as they hear it.
- Ask a follow-up question, e.g. *What's Alicia's favourite place?* SUPPORT Before listening, get pupils thinking about where each place might be. Ask them to read the words and predict where they are in the Big Picture. STRETCH After playing the track, ask follow-up questions, e.g. *How does Alicia go to the town square? Where is the bus stop? Is the supermarket big or small?* etc.

2 2.02 Listen and point. Then listen and repeat.

- Say *hospital* and put your hand on your head to show pupils you have a headache. Ask pupils to point to the place. Do the same for *sports centre*. Act out kicking a ball and have pupils point to the sports centre.

- Before listening, write the first letter of each place on the board, e.g. S, S C, P, H. Ask the class to look at the letters and to point to the words beginning with that letter. Then say the words and ask pupils to repeat them.
- Play the audio and have pupils point to the places in the picture.
- Play the audio again and have pupils repeat what they hear.

FUTURE SKILLS: enquiry and imagination

Ask pupils about their town. Ask *Do all towns have the same places? What places are in our / your town?* Have pupils discuss the questions in pairs. If pupils need help, show them pictures of different towns and town squares and have them say the different places they can see. For more confident pupils, have them imagine their perfect town and describe the places they want to have in it.

3 Watch and listen.

- Revise places in a town vocabulary using flashcards. Tell pupils they are going to watch a video about town squares. Before watching, ask pupils which places they think they will see in the town square. Pre-teach some vocabulary, e.g. *community*, *friendly*.
- Ask pupils to watch the video to find the different places in the town square (*shops*, *café*, *police station*, *bus stop*, *cinema*, *sports centre*, *pharmacy*, *hospital*, *supermarket*). Play the *Our World* video.

4 Ask and answer.

- Read the speech bubbles to the class. Then write *What's this?* on the board and have pupils repeat the question. Point to the cinema and ask *What's this?* Ask the class to point and say the word (cinema).
- Assign pupils A or B. Ask As to point to places in the Big Picture and ask *What's this?* Ask Bs to point and say the name of the place. Ask them to switch roles. SUPPORT Before the activity, show the flashcards to the class and practise the vocabulary. STRETCH Ask pupils to point and ask about realia in the classroom, e.g. *What's this? It's a book.*

WONDER HELPER

Ask pupils which helper they can see (Daniel, the wonder helper).

Read Daniel's sentence and question. Ask pupils to say what places they go to in their town. Have pupils say why they go to the place and what they like doing there. More confident pupils can also describe the place and add further detail to their answers.

Extra activity

Ask pupils to draw three places from their town or city. In pairs, encourage them to ask their partner about their town or city. Have them ask *What's this?* and point to a place.

Ending the lesson

- Play Bingo with places in a town. Write down all 10 places on strips of paper. Write them on the board.
- In pairs, ask pupils to write down 3 of the places in their notebook. Choose a piece of paper and read the place aloud. Tell pupils to cross it off if they have it written down. The first pair to have all their places read aloud wins.

Activity Book page 12

Let's Review! **Think and write.** Pupils write the subjects they've got at school today.

1 **Read and number.** Pupils number the buildings in the picture.

ANSWER KEY: Answers from left to right, top to bottom:
7, 10, 6, 8, 1, 3, 4, 9, 5, 2

Wonder helper: Pupils answer the question.

ANSWER KEY: café (also supermarket or shop)

2 **Look and write.** Pupils write the words to match the pictures.

ANSWER KEY: **2** shop, **3** police station, **4** sports centre, **5** cinema, **6** bus stop, **7** hospital, **8** town square

Extra time: Pupils tell a partner which places they go to in their town.

Activity 1 Pupil's Book Audioscript

Rafa *Look at this map of our town.*
Alicia *Haha, it's very big. Shall I help you?*
Rafa *Thanks. Look, there's the town square.*
Alicia *Oh yes. I go to the town square by bus. There's the bus stop.*
Rafa *There are some shops and a café in the town square too.*
Alicia *There's the sports centre, next to the pharmacy. It's my favourite place in town. I go there with my friends.*
Rafa *I like to go to the cinema with my friends.*
Alicia *Let's see if we can go to the town square with Thomas.*
Rafa *Yes!*

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Lesson 2 – Song and structures

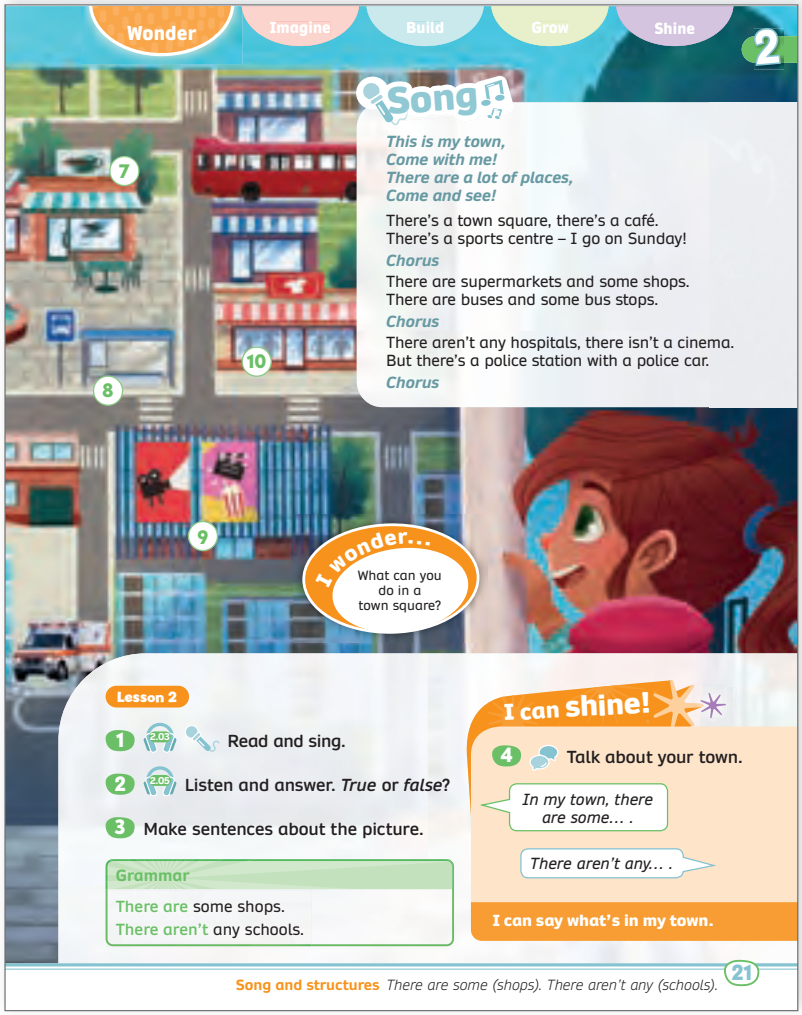
Pupil's Book page 21

Objectives
- **Lesson aim:** to talk about places in my town
- **Target language:** *There are some (shops). There aren't any (schools).*
- **Recycled language:** *There is*, *there isn't*, places in a town
- **Receptive language:** *There are*, *there aren't*, *there is*, *there isn't*

GSE
- **Productive: Speaking:** Can talk about familiar people and places using single words. Can say what's in a town (e.g. buildings, places) using basic words and phrases.
- **Receptive: Listening:** Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.

Wonder: sparking curiosity
- Engage pupils with the Big Picture by writing questions about the places and characters on the board, e.g. *What's this? Where's Alicia? Is there a hospital in our town/city?*
- Point to the 'Wonder' stepping stone and write the learning objective on the board: *We're learning to talk about places in our town.*

Materials
- Audio



Starting the lesson

- Review the places in a town by pointing to them in the Big Picture and asking pupils to say them aloud.
- Ask pupils to close their books. Write *S* on the board. In pairs, have pupils write down the places in a town from Lesson 1 beginning with *S* (supermarket, shop, sports centre). Award points for correct answers.
- Repeat the steps for *P* (pharmacy, police station).

1 2.03 Read and sing.

- Play the audio and have pupils point to the places in the picture they hear.
- Play the track again and have pupils read and sing along. More confident classes can sing the song in two groups. Have groups sing alternate lines.
- When pupils are confident with the words, play the karaoke version (audio track 2.04) and have them sing along.
- Then ask pupils to say the places in their town and write them on the board. Ask pupils to look at the song words in the Pupil's Book and see if they can replace any of the places in the song with places in their town. Play the karaoke track again and ask pupils to sing along using the places in their town to replace the words from the song.

2 Diagnosis 2.05 Listen and answer. *True* or *false*?

- Have pupils look at the Big Picture again. Ask them how many shops they can see. Then have them say each place and how many of them they can see.
- Tell pupils they are going to listen to someone talking about the town. Play the audio. Ask pupils to say true or false.

ANSWER KEY: **1** True, **2** True, **3** False, **4** False, **5** True

3 **Make sentences about the picture.**

- Read the Grammar box as a class. Ask pupils to look and say how many cafés there are. Write *There are some cafés* on the board. Then ask *How many schools are there?* (none). Write *There aren't any schools* on the board. Point to a place in the Big Picture and practise the sentences with pupils.
- Put pupils into pairs to make their own sentences about the picture. Encourage them to use the Grammar box to help them. SUPPORT Draw two columns on the board: *There are some* and *There aren't any* and have pupils say some ideas using the Big Picture. Write them in the correct column on the board. Encourage pupils to use these ideas to make sentences. STRETCH Have pupils add extra information to their sentence, e.g. *There are some shops. There is a book shop.*

Extra activity
Ask pupils to play their own *true / false* game. Ask them to look at the picture and to say a sentence about it, e.g. *There are some schools.* Ask their partner to say if it's true or false. Have pupils take it in turns. Ask confident pupils to correct the false sentences and make them true.

4 **Talk about your town.**

- Read the speech bubbles as a class. Ask pupils to think about how they can finish the sentences about their own town and have them write the sentences in their notebooks.
- Put pupils into pairs to read their sentences to each other.

TEACHER TIME TO SHINE: personalisation
Pupils engage more with topics when they relate them to their own lives. Ask pupils to bring in photos of their town, if possible. Throughout the unit, give pupils the opportunity to use new language to talk about their photos.

I can shine! Assess

ACHIEVE The pupil can say 3 positive and 3 negative sentences about their town, without support.

ADJUST The pupil can say 3 positive sentences about their town, with some support.

EXCEED The pupil can say more than 3 positive and 3 negative sentences about their town. They may also use other place names if they know them.

Ending the lesson

- Tell pupils you are going to write and say a word, pupils should say if there is / are, isn't / aren't these things in the classroom.
- Write and say the following words: *a dog*, *books*, *pens*, *a river*, *a computer*. Have pupils say their answer in sentences aloud, e.g. *There isn't a dog. There are pens*, etc.
- Then choose different pupils to say items and have the rest of the class say the answer.

Activity Book page 13

1 2.06 **Listen and tick (✓) or cross (✗). Then match.** Pupils tick or cross according to whether there is or isn't each place in the town. Then ask pupils to match the sentence halves to make true sentences.

ANSWER KEY: 2 ✓ a, 3 ✗ b, 4 ✗ d, 5 ✓ f, 6 ✗ e

2 **Look and write.** Pupils look at the pictures and write sentences using the word prompts and the options in the word choice box.

ANSWER KEY: 2 There isn't a police station.
3 There aren't any cafés.
4 There are some bus stops.

I can shine!

3 **Write about your town.** Pupils complete sentences about their own town.

Extra time: Pupils answer the question.

Activity 2 **Pupil's Book Audioscript**
1 *There's a sports centre.*
2 *There are some cafés.*
3 *There isn't a pharmacy.*
4 *There aren't any shops.*
5 *There aren't any schools.*

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Lesson 3 – Story

Pupil's Book pages 22 and 23

Objectives
- **Lesson aim:** to read, understand and act out a story about people in a town
- **Target language:** *doctor*, *shop assistant*, *librarian*, *bus driver*, *waiter*, *police officer*
- **Recycled language:** places in a town, transport
- **Receptive language:** *There's a (big book). Is this your (book)? No, it isn't. There are some (police officers). Is there a (doctor) on the bus?*

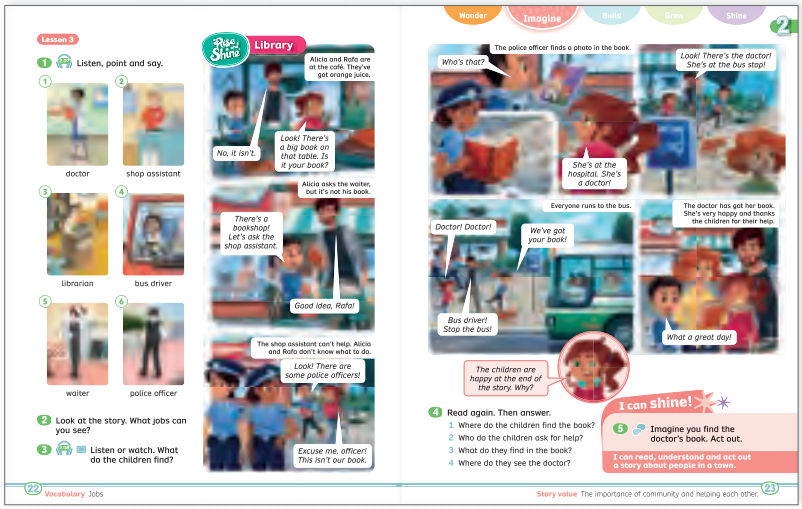
GSE
- **Receptive: Reading:** Can understand basic phrases in short, simple texts.
- **Receptive: Listening:** Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures.

Imagine: fostering imagination

Imagine

- Encourage pupils to be imaginative and creative when acting out the story. Invite pupils to think about the jobs that have a uniform. Have pupils draw or make simple props, e.g. name badges or hats that they can use when acting out the story.
- Point to the 'Imagine' stepping stone and write the learning objective on the board: *We're understanding and acting out a story about people in a town.*

Materials
- Audio; Story animation; Story cards; Flashcards



Starting the lesson

Diagnose

- Review the flashcards from Lesson 1. Ask pupils to name the places in a town.
- Stick the flashcards on the board. Give pupils 1 minute to remember them. Have pupils close their eyes and remove one of the flashcards. Ask pupils to say which place is missing.
- Repeat the steps, removing a different flashcard each time.

1 2.07 Listen, point and say.

- Play the audio and ask pupils to listen and point to the words.
- Play the audio again and ask pupils to repeat what they hear.
- Show pupils the flashcards and have them say the job unprompted.

2 Look at the story. What jobs can you see?

- Ask pupils to look at the story and point to the people from Activity 1 they can see. What jobs have they got? Have them say the jobs in the order they appear in the story.

ANSWER KEY: librarian, shop assistant, police officers, doctor, bus driver

FUTURE SKILLS: enquiry and imagination

Ask pupils to look at each frame in the story and imagine what the characters are saying or how they are feeling. Then have pupils focus on frame 1 and try to come up with a sentence or question that Rafa, Thomas or Alicia might say based on the context of the picture. Share answers as a class ahead of reading and listening to the story.

3 2.08 Listen or watch. What do the children find?

- Play the audio and ask pupils to follow the story in their books and repeat the words together.
- Play the video and pause to give pupils time to think about what the children find. Let confident pupils choose a character, play the video without sound, letting them play the characters. SUPPORT Before the activity, tell pupils to look at the story in their books and ask them what they think they will hear or see. STRETCH Ask further questions about the story, e.g. *What is in the book?* (a photo).

ANSWER KEY: A book

RECEPTIVE SKILLS TIP

Before listening in Activity 3, ask pupils a question to ensure they listen actively, e.g. *How does the doctor feel at the end of the story?* Give pupils options if needed, e.g. sad / angry / happy / scared. Let them make suggestions using the pictures then listen and check.

4 Read again. Then answer.

- Ask the class to look at the story again. Read the questions to the class.
- In pairs, ask pupils to find the answers in the story. Ask them to point to the pictures when they find each answer. SUPPORT Guide pupils to the correct frame to help them with their answers.

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STRETCH Ask confident pupils to say their answers without looking back at the story.

ANSWER KEY: **1** a café, **2** two police officers, **3** a photo, **4** at the bus stop

5 **Imagine you find the doctor's book. Act out.**

- Put pupils into groups. Give each group a set of story cards. Tell them to imagine they found the doctor's book. Use a book as a prop.
- Write the following prompts on the board: *There's a book! Is this your book? No, it isn't. Yes, it is.*
- Ask pupils to act out the story. Tell them to draw or make any props they need.
- Ask more confident pupils to act out their stories to the class.
- Have less confident pupils act out to another group.

I Can Shine! Assess

ACHIEVE The pupil understands the storyline and can read out the text in the speech bubbles and narration without help.

ADJUST The pupil understands parts of the storyline and can read some of the text in the speech bubbles with support.

EXCEED The pupil acts out the storyline and can add additional information to enhance the story.

Story extension

Tell pupils they can use a different classroom object for their story. Encourage them to use the prompts on the board to help them. Once pupils become confident retelling and acting out the story, have them imagine they find a different object, instead of a book, in the town. Have them act out a new story, again using the prompts on the board, as they try to reunite the object with the owner.

IMAGINE HELPER

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

Read Alicia's sentence and question to the class. Ask pupils to point at the image that shows the children are happy. Encourage them to say why. Discuss how it feels to help other people. Have pupils think about a time they have helped someone in their family or community. Ask them how it made them feel.

Ending the lesson

- Write the 6 jobs from Activity 1 on small pieces of paper. Divide the class into two groups.
- Ask groups to choose one person from their group to come to the board.
- The two pupils choose a piece of paper, both draw the same person on the board. Ask teams to guess who it is and say where they work, e.g. *doctor – hospital*. Award points for correct guesses.
- Repeat with other jobs.

Activity Book page 14

1 **Look and write.** Pupils look at the pictures and write the correct words.

ANSWER KEY: **2** bus driver, **3** shop assistant, **4** police officer, **5** waiter, **6** librarian

2 **Read and match.** Pupils match the characters and speech bubbles.

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

I can shine!

3 **Write for you. Who helps you...** Pupils write who helps them in each place.

ANSWER KEY: library – librarian, hospital – doctor, shops – shop assistant, police station – police officer

Imagine helper: Pupils decide what they think of the Pupil's Book story and colour the appropriate number of stars.

Extra time: Read the question to the class and discuss the answer.

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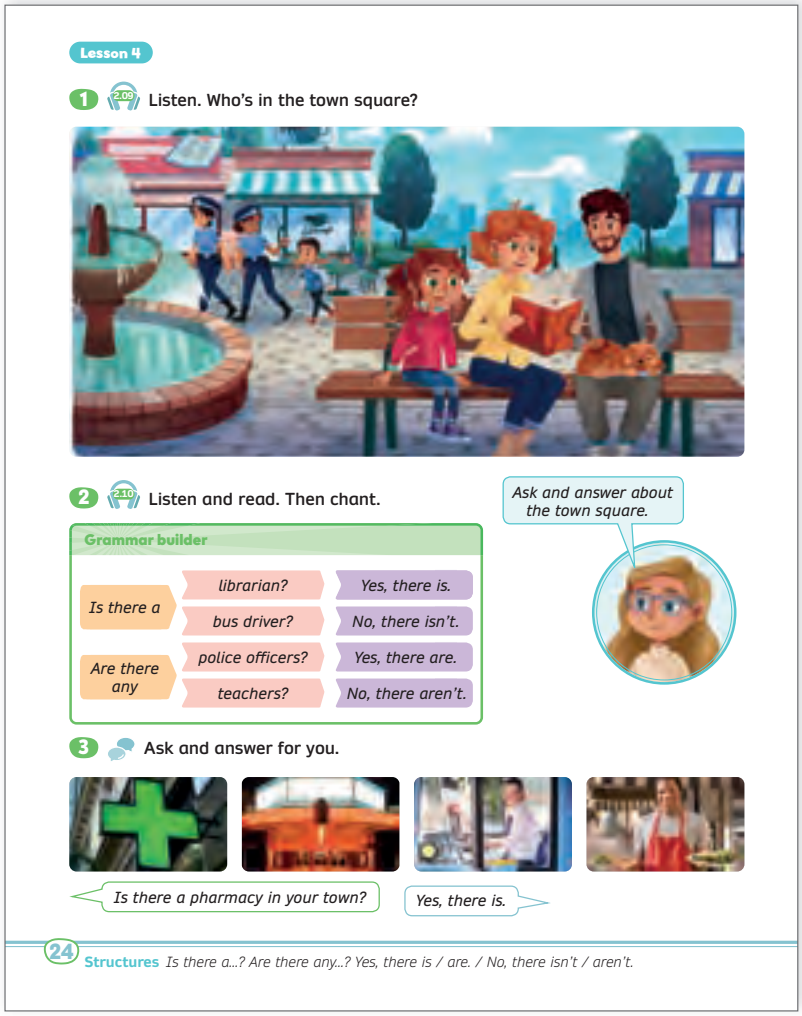
Lesson 4 – Structures

Objectives
- **Lesson aim:** to ask and answer about people and places in my town
- **Target language:** *Is there a... ? Yes, there is. / No, there isn't. Are there any... ? Yes, there are. / No, there aren't.*
- **Recycled language:** *cinema*, *librarian*, *shop assistant*, *waiter*, *café*, *bus driver*, *police officer*, *teacher*

GSE
- **Receptive: Listening:** Can understand basic questions about what things are in their immediate surroundings or in pictures.
- **Productive: Speaking:** Can say what's in a town (e.g. buildings, places) using basic words and phrases.

Build: building confidence
- Build confidence in English through whole-class speaking and repetition of key words as well as finding similar words on the page. Practise saying the jobs and have pupils pay attention to the syllables in each job word / phrase, e.g. *librarian* has four syllables. Have pupils put their hand under their chin to help identify syllables. When their chin drops, it is a syllable.
- Point to the 'Build' stepping stone and write the learning objective on the board: *We're learning to ask and answer about people and places in my town.*

Materials
- Audio; Flashcards



Starting the lesson

Diagnose

- Elicit the jobs from Lesson 3 and write them on the board. Write *hospital* next to *doctor*. Ask pupils to come to the board and write the buildings or places next to the jobs on the board.

1 2.09 Listen. Who's in the town square?

- Draw pupils' attention to the picture and have them say what they see. Encourage them to say what people they can see, where they are and what they are doing.
- Play the audio. Ask pupils to say who is in the town square.
- Ask a follow-up question, e.g. *How many police officers are there?* (two). SUPPORT Before listening, show the flashcards of the jobs and have pupils say what they see. STRETCH Encourage pupils to give their answer in full sentences, e.g. *There's a librarian.*

ANSWER KEY: a librarian, two police officers and a doctor

RECEPTIVE SKILLS TIP
To help pupils with the listening, tell them to look at the pictures again and predict the words or sentences they will hear. Point to the picture in Activity 1 and say *bus driver?* in a questioning tone, gesturing with your arms that you don't know. Elicit *no* from the pupils. Then say *teachers?* in the same way and elicit *no* again from the pupils. At this point we do not expect them to make the full answer *No, there isn't / aren't.*

2 2.10 Listen and read. Then chant.

- Read the questions and answers in the Grammar builder to the class. Encourage them to follow along with you.
- Play the audio and have pupils listen and chant along.

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- Divide more confident classes into two groups. Have one group repeat the questions and the other group repeat the answers. SUPPORT Before the activity, read through the chant as a whole class, referring to the pictures in Activity 1. STRETCH Ask the class about who there is or isn't in the school and elicit answers, e.g. *Is there a bus driver? No, there isn't. Are there teachers? Yes, there are.*

BUILD HELPER
Ask pupils which helper they can see (Lena, the Build helper).

Have pupils practise the questions and answers using the words in the wordpool and the picture in Activity 1, e.g. *Are there any waiters? No, there aren't.* To prompt pupils, write the following words on the board: *doctor*, *children*, *shop assistants*, *chef*, *dog*, and encourage them to ask questions using these words. Pupils can also refer to the Grammar builder for support in forming the questions.

Extra activity
Read the question to the class and use realia in the classroom, e.g. *Are there pencils?* Encourage pupils to give their answers in full sentences, e.g. *Yes, there are. / No, there aren't.*

3 **Ask and answer for you.**

- Ask pupils to look at the pictures. Read the speech bubbles. Tell pupils to think about their own town.
- Ask pupils *Are there shops in your town?* Encourage them to give answers in sentences, e.g. *Yes, there are.*
- Put pupils into pairs to ask and answer their questions about their town. SUPPORT Have pupils use the pictures to write their own questions before speaking, e.g. *Is there a... ? Are there any... ?* STRETCH Ask pupils to ask and answer questions using previously learnt vocabulary (e.g. bus stop, café).

Ending the lesson

- Play a guessing game. Tell pupils you are thinking of a place in a town. Encourage pupils to ask: *Are there... ? / Is there... ?*
- Invite a confident pupil to think of a place and have pupils ask questions to find out where it is.

Activity Book page 15

1 **Look and circle.** Pupils choose the correct answer for each question and circle it.

ANSWER KEY: **2** Yes there is., **3** No there aren't., **4** Yes there are.

Build helper: Pupils ask and answer each question about the photos in Activity 1. They can ask and answer in pairs, substituting different people in the question, e.g. *Is there a doctor? Are there any teachers?*

Grammar extension
Grammar 2 Lesson on page 89 of the Pupil's Book offers extended practice of the grammar introduced in Unit 2. Further teacher's notes can be found in the teacher resources on the Pearson English Portal.

Activity 1 — Pupil's Book Audioscript

Daniel *Look, here's a picture from Alicia and Rafa's day out with Thomas.*
Lena *Oh, cool. Who's in the town square? Is there a bus driver?*
Daniel *No, there isn't. There isn't a bus in the picture.*
Lena *Is there a librarian?*
Daniel *Yes, there is! It's Thomas!*
Lena *Oh, of course! Are there any teachers in the town square?*
Daniel *No, there aren't.*
Lena *Are there any police officers?*
Daniel *Yes, there are. They are the two police officers that helped find the doctor.*
Lena *Is there a doctor in the picture?*
Daniel *Yes, there is. Look, it's the woman on the bench next to Alicia.*

Activity 2

Lena *Come on everybody, listen to me. Is there a librarian?*
Boy *Yes, there is.*
Lena *Is there a bus driver?*
Boy *No, there isn't.*
Lena *Are there any police officers?*
Boy *Yes, there are.*
Lena *Are there any teachers?*
Boy *No, there aren't.*
Lena *Come on everybody, chant with me.*
Children *Is there a librarian?*
Yes, there is.
Is there a bus driver?
No, there isn't.
Are there any police officers?
Yes, there are.
Are there any teachers?
No, there aren't.

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Lesson 5 – Communication

Objectives
- **Lesson aim:** to talk about where I live; to practise the sounds *ar* /ɑː/ and *ere* /eə/
- **Speaking function:** to ask and answer about where I live
- **Functional language:** *Where do you live? I live on (Park Street).*
- **Recycled language:** *park*, *supermarket*, *shops*, *library*, *café*, *pharmacy*

GSE
- **Receptive: Listening:** Can understand basic questions about personal details if spoken slowly and clearly supported by pictures.
- **Productive: Speaking:** Can describe and give simple information about where they live.

Build: building confidence
- Build autonomy in English through noticing patterns in target language.
  Ask pupils if they know any questions beginning with *Where… ?* already. They may remember, e.g. *Where is it?* Point out that they will be practising questions with *Where* in this lesson.
- Point to the 'Build' stepping stone and write the learning objective on the board: *We're learning to talk about where we live.*

Materials
- Audio; Communication cards

Starting the lesson

Introduce

- Play a game. Read the following words: *supermarket*, *librarian*, *pharmacy*, *shops*, *bus driver*, *library*, *café*, *teacher*. Have pupils stand up if you say the name of a place, but raise both hands if you say a person. Do this slowly at first, then repeat it more quickly to add more fun to this practice.

1 Look. What places can you see?

Diagnose

- Draw pupils' attention to the map. Pupils tell a partner what they can see. Ask pupils to make a sentence using *There is / There are*.
- Have more confident classes point to a place in the picture and have a partner tell them what there is or isn't.

2 2.11 Listen and read. Then answer for Nathan.

- Before listening, focus on the boy's (Nathan's) speech bubble and question: *Where do you live?*
- Play the audio and have pupils listen and look at the map.
- Play the audio again and ask pupils to answer the question for the boy, using the map.
- Have two confident pupils play the role of the boy and girl, using the speech bubbles.

ANSWER KEY: Green Street

3 2.12 Listen again and repeat.

- Play the audio track again and have pupils repeat what they hear. SUPPORT Have the whole class repeat the questions and answers together to build confidence. STRETCH In pairs, one pupil plays the boy and the other plays the girl. Ask the 'boy' to repeat what the boy says, and the 'girl' to repeat what the girl says.

4 2.13 **Pronunciation** Listen and say.

- Read the speech bubbles to the class. Then point to the pharmacy in the picture and ask *What's this?* Draw pupils' attention to the *ar* /ɑː/ sound. Then ask pupils to read the question. Draw their attention to the *ere* /eə/ sound. SUPPORT Look up how the mouth is positioned to make these sounds and draw a mouth on the board to show students where the sound comes from. STRETCH Ask pupils to think of other words in English with *ere* and *ar* sounds.
- Ask pupils to listen then say the tongue twister. Ask them to say it without the audio and encourage them to repeat it a few times. Have more confident pupils say it faster each time.
- Draw pupils' attention to the *ere* /eə/ sound in *there* / *where* and *square*. Explain the spellings are different but the sound is the same.
- Say some words with and without the *ere* /eə/ sound and have pupils raise their hands if they hear it.

5 **Ask and answer. Find out where your friends live.**

With communication cards:

- Print the communication cards off before the lesson. Read the question and answer in the speech bubbles. Have pupils make a mark on the map where they want to live at the top of the communication card.
- In pairs, have pupils ask their partner the question and record their answer in the table or on the map. They use the speech bubbles to help.
- Have more confident classes walk around the class and speak to some of their classmates to find out where they live.

Without communication cards:

- Read the question and answer in the speech bubbles.
- In pairs, have pupils ask their partner the question and record their answer in their notebook. They use the speech bubbles to help.
- Have more confident classes walk around the class and speak to some of their classmates to find out where they live.
- Ask the class *Does anyone live on the same street?* And pupils put up their hands if they live on the same street as someone in class.

I can shine! Assess

ACHIEVE The pupil can produce accurate questions and answers about where they live.

ADJUST The pupil can ask the question and say the name of the street they live on with some support.

EXCEED The pupil can ask and answer where they live clearly and independently, using descriptors to say the position of where they live.

FUTURE SKILLS: collaboration and communication

Ask pupils to work in pairs. Tell them they are going to create a new map with 3 new places and streets. Ask them to draw the map and mark where each of them lives.

TEACHER TIME TO SHINE: recycling language

Recycling language is a key factor in retaining it. Incorporate language from previous units into current lessons and activities, e.g. have pupils use adjectives they know to describe the places in their town: *There is a hospital in my town. It is big.*

Ending the lesson

- Write the following on the board: *do / live / Where / you ?* and *Road / live / Green / on / I*.
- Tell pupils this is a question and answer, but the words are in the wrong order. Ask pupils to unscramble the words and say the correct answer (Where do you live? I live on Green Road.).

Activity Book page 15

2 **Order and write. Then say.** Pupils write the words in the correct order to make a question and answer.

ANSWER KEY: Where do you live?
I live on Park Street.

I can shine!

3 **Think and write. Then ask and answer.** Pupils think about their town and write questions using the prompts. They then ask a partner and write their friend's answer, e.g. *Yes there is. / No there isn't. / Yes, there are. / No, there aren't.*, etc. They can look back at their answer in the Lesson 2 I can shine! activity for reference. Pupils can compare the answers they received with a different partner.

Pronunciation Pupils say the words. They circle the two sounds that are the same.

ANSWER KEY: there, where

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Lesson 6 – Global citizenship

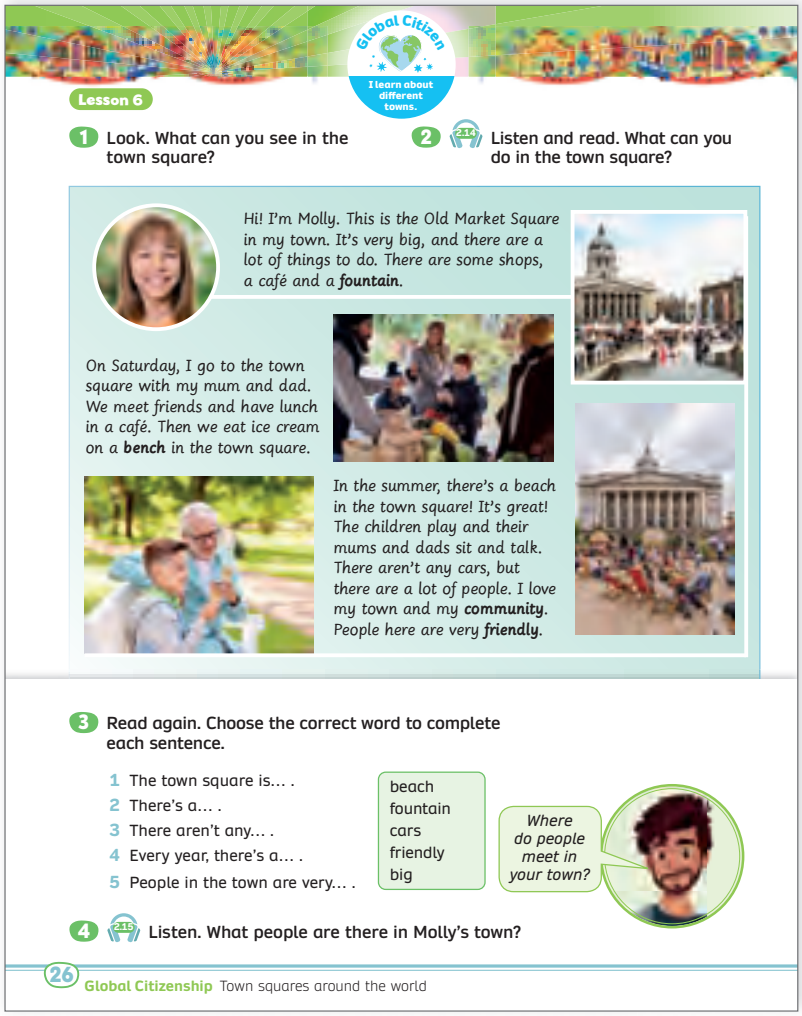
Pupil's Book page 26

Objectives
- **Lesson aim:** to read about a town square in a different country
- **Cross-curricular connection:** Town squares around the world
- **Global citizenship theme:** Respect and celebrate differences around the world
- **Target language:** *fountain*, *bench*, *community*, *friendly*
- **Recycled language:** *shops*, *cafés*, *town square*, *beach*, *police officers*, *doctor*, *library*, *police station*, *librarian*

GSE
- **Receptive: Reading:** Can understand short, simple descriptions of familiar places, if supported by pictures. Can link letters and sounds when reading words.
- **Receptive: Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly with pauses.

Grow: nurturing growth in society
- Promote good global citizenship by encouraging pupils' awareness of their role in society. Ask pupils to think of things they can do to be good citizens in their own town or city, e.g. be polite. Discuss why it is important to be polite (e.g. to show respect to others).
- Point to the 'Grow' stepping stone and write the lesson objective: *We're learning about a town square in a different country* on the board.

Materials
- Audio; photos or images of your town / city



Starting the lesson

Diagnose

- Show the pupils photos you have or can find from the internet of houses and buildings in your town or city. Include any notable landmarks and, if possible, a photo of their school. Ask pupils *What can you see? Can you describe the places?* Encourage pupils to use adjectives that they know (*big*, *small*, *interesting*) to note down their ideas.
- Nominate pairs to share their ideas with the class. You might want to keep these ideas for comparison later in the lesson.

1 Look. What can you see in the town square?

- Draw pupils' attention to the picture. Ask pupils *What can you see? What colour are the houses? How many people can you see?*
- Encourage pupils to make sentences about the picture, e.g. *There's a... , There are... .*

RECEPTIVE SKILLS TIP
Before listening and reading, remind pupils they won't understand all the words they hear / see. Tell them you will look at the most important new words as a class.

2 2.14 Listen and read. What can you do in the town square?

- Play the audio and have pupils listen and read along.
- Play the audio again and have pupils think about the things they can do in the town square.
- Ask follow-up questions, e.g. *What's her name? What happens every summer?*

ANSWER KEY: You can meet friends and have lunch at the café, you can have ice cream, you can play on the beach in the summer

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3 **Read again. Choose the correct word to complete each sentence.**

- Ask pupils to read the text in Activity 2 again. Then read the sentence prompts and words to the class.
- Put pupils into pairs to choose the words to complete the sentences.
- Encourage them to use Activity 2 to help them. Have them write their sentences in their notebooks. SUPPORT As a class, draw attention to where the words are in the text to help pupils complete the sentences. STRETCH Ask pupils to complete the sentences individually then share their answers with a partner.

ANSWER KEY: **1** big, **2** fountain, **3** cars, **4** beach, **5** friendly

4 2.15 **Listen. What people are there in Molly's town?**

- Ask the class what jobs they remember from the previous lessons and brainstorm them on the board, e.g. *doctor*, *police officer*, etc.
- Play the audio and have pupils listen for the people in Molly's community. SUPPORT Ask the class to predict what people there might be using the text to help them. STRETCH After listening, have pupils say where the people would be, e.g. *the librarian is in the library.*

ANSWER KEY: There are police officers. There is a doctor and a librarian.

GROW HELPER

Ask pupils which helper they can see (Thomas, the Grow helper).

Read the question to the class: *Where do people meet in your town?* Encourage pupils to think about where they or others meet people in their town (or area). Brainstorm ideas as a class and write them on the board.

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

FUTURE SKILLS: critical and reflective thinking

After Activity 3, write the I wonder question (see page 21) on the board: *What can you do in a town square?* Have pupils tell their partner what they can do. Encourage them to use the picture to help them. Write pupils' ideas on the board.

Background information (Culture and CLIL)

In this lesson, pupils consider what different towns are like, including people and places. Before the lesson, find pictures of other town squares around the world. You could have pupils say what they see and guess where they think they are. You can use your ideas from the start of the lesson to compare with these different towns.

Ending the lesson

- Put pupils into two teams. Read out one of the following jobs to Team A. Have them say where you find that person. If they answer correctly, they get a point. If not, Team B gets a chance to answer. Then ask Team B where you find the next job. *Doctor* (hospital), *Police officer* (police station), *Bus driver* (bus / bus station / bus stop), *Waiter* (café), *Shop assistant* (shop).

Activity Book page 16

1 **Read and match.** Pupils read the captions and number the pictures.

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

2 2.16 **Listen and tick (✓). Then write.** Pupils listen to the audio and tick the square being described. Then they read the text and complete using the words in the word pool.

ANSWER KEY: a
2 cinema, **3** cafés, **4** shops, **5** fountain, **6** friendly, **7** community

Grow helper: Pupils answer the question.

Extra time: Pupils say three things they can see in their town square.

Activity 4 **Pupil's Book Audioscript**

Boy *Hello Molly. Can you tell me about your community?*
Molly *Yes, of course!*
Boy *Are there any police officers?*
Molly *Yes, there are. They help everyone.*
Boy *Is there a hospital?*
Molly *No, there isn't, but there is a doctor. She's friendly.*
Boy *Is there a library?*
Molly *Yes, there's a big library. It's next to the police station. The librarian helps me to find my favourite books.*

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Lesson 7 – Writing

Pupil's Book page 27

Objectives
- **Lesson aim:** to write about my town
- **Text type:** a leaflet
- **Recycled language:** *there is / are*, *there isn't / aren't*, places (*town square*, *café*, *cinema*, *fountain*, *library*, *shop*), people (*bus driver*, *shop assistant*, *librarian*)

GSE
- **Receptive: Reading:** Can understand simple informational material containing familiar words supported by pictures.
- **Productive: Writing:** Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model. Can use an apostrophe when writing contractions (e.g. *I'm*, *We're*). Can write short answers to questions about what or where people or things are, using simple language.

Grow: nurturing growth in society
- Encourage a further sense of pupils' social responsibility and actions. Discuss with pupils what their responsibilities are in the different places in the pictures, e.g. town square – keep it clean; fountains – be aware of people around them; library – be quiet so you don't disturb others.
- Point to the 'Grow' stepping stone and write the lesson objective on the board: *We're learning to write about our town.*

Materials
- Audio; Flashcards; scissors, colouring pencils, card / paper

Starting the lesson

Diagnose

- Write the places from the previous lessons on small pieces of paper.
- Put pupils into small groups. Give each group a piece of paper with a place on it. Each small group acts out a 'freeze frame' of people in that place. They can't speak; they can only mime and stay very still in position.
- Give the groups time to discuss how to create their 'freeze frame'. Then one group acts out their 'freeze frame' and the other groups guess the place.

1 2.17 Listen and read. What's Alvaro's favourite place?

- Ask pupils to look at the photo and to say what they can see. Encourage them to use *There is / are* and *There isn't / aren't*.
- Play the audio. Have pupils listen and read along.
- Play the audio again and have pupils say where Alvaro's favourite place is. SUPPORT Before listening, elicit the places pupils can see in the picture. STRETCH Ask pupils to find the reason why Alvaro's favourite place is the library.

ANSWER KEY: The library

2 2.18 Ideas generator Listen, read and match.

- Read the sentences as a class. Play the audio and ask pupils to read along.
- Play the audio again and have pupils match the person to the sentences.
- Take time to check the difference between library and book shop, which may be easily confused (library is where we borrow books; a book shop is where we buy books).

ANSWER KEY: 1 b, 2 a

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3 Give it a go **Plan your leaflet with a friend.**

- Read the questions as a class.
- Ask pupils to think about their own answers to the questions and write notes. Put pupils into pairs to discuss and share their ideas. SUPPORT Before the task, show the people and places in a town flashcards and have pupils say what they see. STRETCH Pupils write sentences using *there is / are*, *there isn't / aren't* about their town and the people in their town.

Planning support To help pupils plan their ideas, stick the flashcards up around the room or on the board. Draw pupils' attention to them and have them write down the words in their notebooks.

FUTURE SKILLS: collaboration and communication
Put pupils into groups to read their notes to each other. Encourage them to help each other build sentences if they haven't, using *there is / are / isn't / aren't*.

4 **Write your leaflet together.**

- Ask pupils to design their leaflet using their ideas from Activity 3. Encourage them to make it colourful, using the leaflet in Activity 1 as a model.
- Ask the class how they could display the information, e.g. with pictures of the town and people, with pictures, etc.
- Ask pupils to draw pictures of the places and the people from their notes in Activity 3.
- Have pairs present their leaflets to the class. Ask pupils to raise their hands if they have the same places and people as them.
- Have less confident pupils present their leaflets to another pair instead of, or before, the whole class.
- The class votes for the best town.

I can shine! Assess

ACHIEVE The pupil can write clear, accurate sentences using *There is / are / isn't / aren't* to identify people and places in a town.

ADJUST The pupil can write individual places and people in a town with support.

EXCEED The pupil can write sentences about people and places in a town and add additional information to describe the town, e.g. *The town is big*.

Ending the lesson

- Tell pupils there were 12 places in a town in this unit. Put pupils into small groups and have them write down all the places they can remember.
- Award one point for correct answers. Award two points for any further places in town that they know.

Activity Book page 17

1 **What is in the sports centre? Read and tick (✓).** Pupils read the model text and tick what's in Maria's favourite place in town.

ANSWER KEY: d

2 Give it a go **Plan your leaflet.** Pupils answer the questions about their town.

I can shine!

3 **Write your leaflet.** Pupils write their leaflet using their answers from the previous activity and draw a picture.

Check your work Remind pupils to include question marks and full stops when needed.

ANSWER KEY: Is there a hospital? There's a hospital.

Activity 2 **Pupil's Book Audioscript**

Carlos *What's in your town centre, Lydia?*
Lydia *There's a bookshop. The shop assistant helps me to find books. What's in your town centre, Carlos?*
Carlos *There's a bus stop in my town centre. The bus driver helps me.*

Lesson 8 – Review

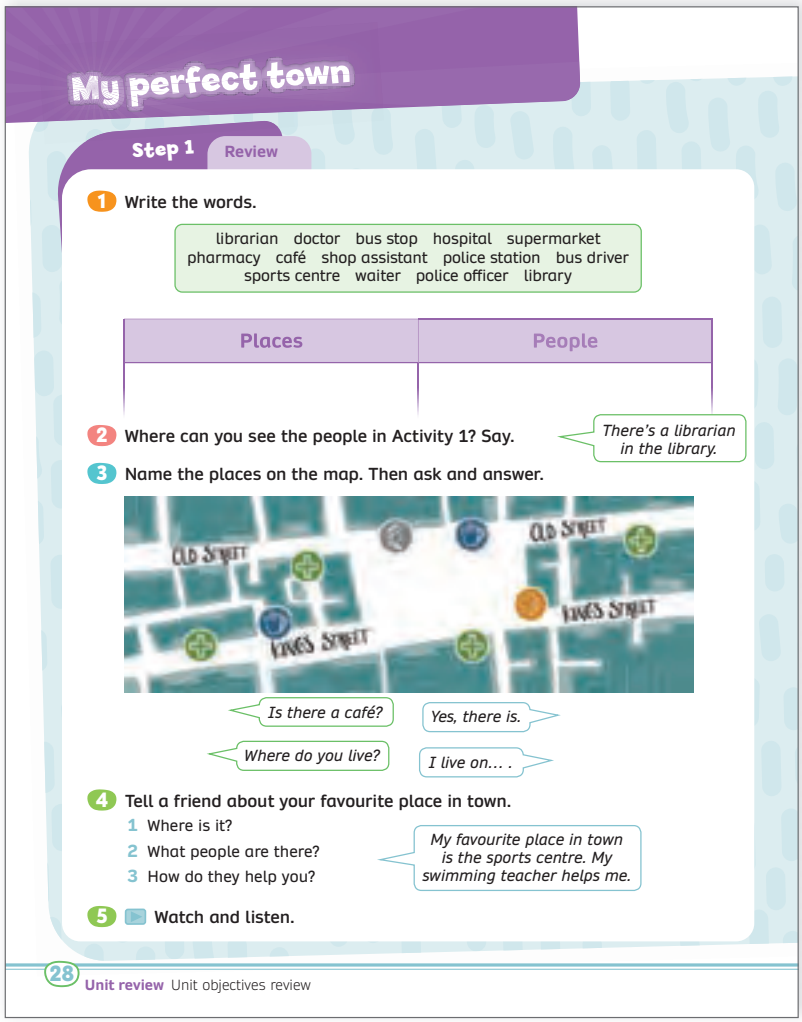
Pupil's Book page 28

Objectives
- **Lesson aim:** to review the language from Unit 2
- **Revised language:** people and places in a town

GSE
- **Receptive: Reading:** Can link letters and sounds when reading words.
- **Receptive: Listening:** Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. *What's this?*).
- **Productive: Speaking:** Can talk about familiar places using single words.

Shine: Time to shine!
- Make sure that children know that it only matters what *they* can do and encourage them not to compare themselves with others in the class. Encourage them to use as much language from the unit as they can. Have them look through Unit 2 to help themselves. Encourage them to ask a partner for support when creating their town map or presenting it if they need to.
- Ask pupils which stepping stone they are on in their journey. Point to the 'Shine' stepping stone and write the learning objective on the board: *We're reviewing what we've learnt in the unit.*

Materials
- *Our World* video; Flashcards



Starting the lesson

Diagnose

- Ask pupils to look back through the unit and say what their favourite lesson was and why.
- Display pictures of places and people around the classroom or on the board. Give pupils 2–3 minutes to look at them.
- Remove the pictures and ask pupils to work in small groups to remember as many as they can in 1 minute.
- Write the answers on the board.

Step 1: Review

- The Review consolidates the target language of the unit from the I Can Shine checkpoints and helps prepare pupils for the unit projects. Vocabulary from the Wonder spread is reviewed through the reading and writing in Activity 1. The story ideas from the Imagine spread are reviewed in Activity 2. The speaking element in Activity 3 consolidates the target structures and language of the Build spread.
- Ahead of the pupils completing the activities, reviewing the song from lesson 2 can help them recall vocabulary and language learnt earlier in the unit.

1 Write the words.

- Draw pupils' attention to the wordpool. Read them as a class.
- Ask pupils to write the words in the correct columns, depending on if they are a person or a place.
- Have pupils compare their lists in pairs. Encourage them to add any other places or people they know.

ANSWER KEY: **Places:** bus stop, hospital, supermarket, pharmacy, café, police station, sports centre, library
People: librarian, doctor, shop assistant, bus driver, waiter, police officer

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2 **Where can you see the people in Activity 1? Say.**

- Read the speech bubble then draw pupils' attention to the people in Activity 1. Ask the class *Where can you see a librarian?* (in the library). Write *There's a librarian in the library*. on the board.
- In pairs, pupils say *there is / there are* using the people and the places they find them.

3 **Name the places on the map. Then ask and answer.**

- Ask pupils to say what they can see. Encourage them to read the names of the roads and say some places.
- Pupils read the questions and answers and guess which place the person is in. SUPPORT Before the activity, read the places as a class. Have pupils say the questions and write them on the board, e.g. *Is there / Are there... ?* STRETCH Ask pupils to think of a place on the map and have their partner ask them questions to guess where they are. Encourage them to use the examples to help them.

TEACHER TIME TO SHINE: facilitating speaking in class
Before Activity 4, consider different ways of grouping pupils to speak. For example, have pupils work in pairs or small groups to take it in turns to talk about their favourite place.

4 **Tell a friend about your favourite place in town.**

- Brainstorm the places in your town as a class. Then read the speech bubble.
- Put pupils into pairs. Ask them to tell their partner their favourite place in town using the speech bubble to help them, e.g. *sports centre*, *café*, *library*, etc.
- Have more confident pupils say why it's their favourite place.

5 **Watch and listen.**

- Revise the unit vocabulary using flashcards. Play the *Our World* video.
- After watching, ask pupils if they can remember which people were mentioned in the video (*waiter*, *bus driver*, *doctor*, *shop assistant*).

Ending the lesson

- Draw 6 dashes on the board. Explain each dash represents a letter. Tell pupils this is a person from the unit.
- Put the class into two teams and have them take it in turns to say a letter from the alphabet. Write the incorrect letters so pupils don't repeat them. Have them say letters to guess the word (doctor).
- Repeat the steps with other places and people from the unit.
- As an extension, have pupils repeat the activity with other jobs from the unit in pairs.

Activity Book page 18

1 **Find and circle. Then write.** Pupils circle the words in the wordsnake and then write them in the correct place.

ANSWER KEY: There's a... cinema, pharmacy, town square, There are some... shops, cafés, police officers, waiters

2 2.19 **Write. Then listen and check.** Pupils complete the dialogue using the prompts. Pupils then listen to check their answers.

ANSWER KEY: isn't, Are, aren't, Are there, there are, hospital

3 **Write and answer for you. Then talk with a friend.** Pupils answer the questions for themselves. Then they talk to a friend and ask and answer the question.

ANSWER KEY: do, Pupil's own answers

Extra time: Pupils answer the question.

ANSWER KEY: café

Unit 2 review notes

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

Lesson 9 – Project: Create a map of your perfect town

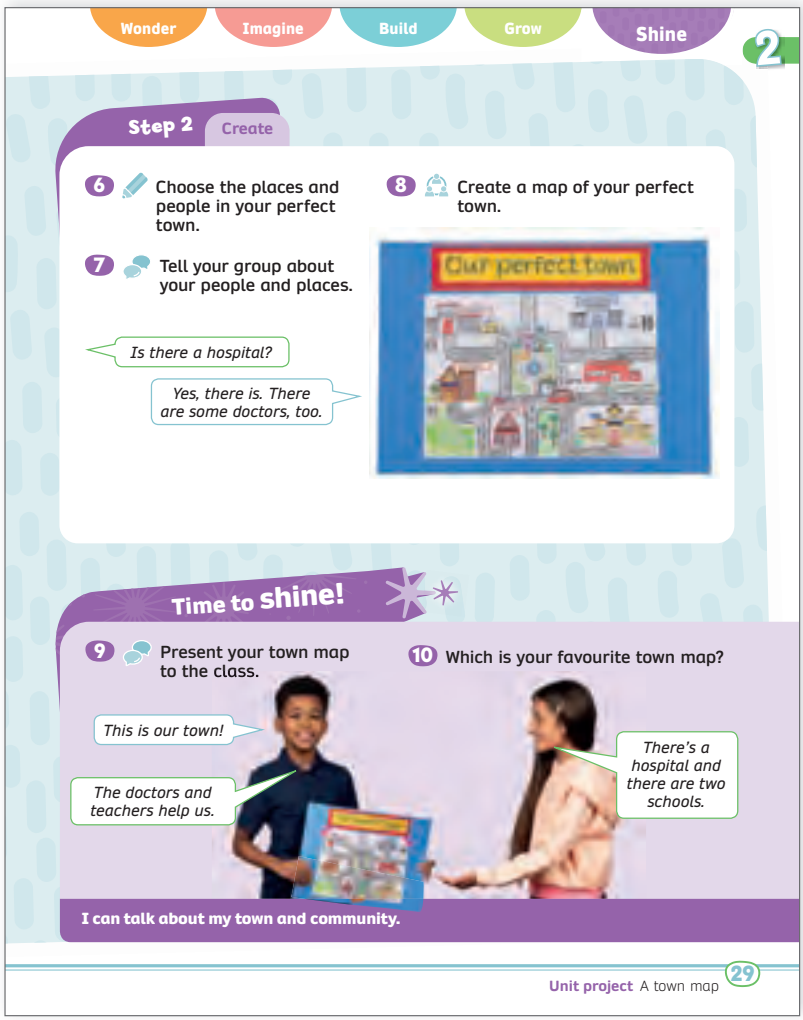
Pupil's Book page 29

Objectives
- **Lesson aim:** to make a map of their perfect town
- **Revised language:** people and places in a town, *there are / is / aren't / isn't*

GSE
- **Receptive: Listening:** Can understand simple sentences on familiar topics if spoken slowly and clearly with pauses. Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.
- **Productive: Speaking:** Can say what's in a town (e.g. buildings, places) using basic words and phrases.

Shine: Time to shine!
- Allow pupils of all abilities to demonstrate progress by modifying lesson objectives, adapting pair or group work or being creative with learning goals.
- Point to the 'Shine' stepping stone and write the learning objective on the board *We're going to create a perfect town*.

Materials
- Blank paper (large if possible), colouring pencils, coloured paper, scissors, glue



Starting the lesson

- Draw some places in a town on the board. Include some of the places from the previous lessons. Label them, e.g. *pharmacy*, *café*, etc.
- Point to each place and ask pupils to say what it is. Ask pupils to say which people they might find in each place, e.g. *café – waiter*, *school – teacher*, etc.

Step 2: Create

- This section revises global citizenship skills from the Build and Grow spreads, such as critical thinking and collaboration. Activity 6 focuses on a critical-thinking personalisation task. Activity 7 encourages pupils to collaborate and communicate their ideas in a pair or small group before creating their project. Activity 8 looks at creativity and 'making' their project, before presenting it in front of the class in Time to Shine.
- Make sure that pupils understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, when asking them to design their towns, give them clear, step-by-step instructions:
  1 Choose the places and people you want to include.
  2 Draw the map carefully.
  3 Use lots of colour.
  4 Use your new language to tell the class about your perfect town.
- Show pupils what is required of them. Some pupils may need more support to keep in mind all the elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve. Above all, project work is a chance for pupils to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.

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6 **Choose the places and people in your perfect town.**

- Tell pupils they are going to design their own town. Explain they can include whatever places, features and people they like. Brainstorm some ideas on the board as a class.
- Have pupils make a note of their ideas then share them with a partner. SUPPORT Have pupils look back through the unit for inspiration of places and people to include in their town. STRETCH Have pupils write a reason for why they have chosen the places and people for their town. They can talk about these reasons in their group discussions in Activity 7.

7 **Tell your group about your people and places.**

- Read the speech bubbles to the class. Then put the class into small groups of 2–4 pupils.
- Have groups share their ideas from Activity 6. Ask them to discuss and decide the people and places they want to include in their town centre and draw the shape of the town. SUPPORT Before they draw, ask pupils to decide who is going to draw each place and person. STRETCH Ask pupils to include as many places and people as they can.

8 **Create a map of your perfect town.**

- Have pupils decide who is going to draw each place and person in their town. Pupils draw or cut out places to put on the map.
- Encourage them to use colour and write the name of each place.

PROJECT TIP
If you have the facilities, have pupils find pictures online to use in their town. Have them print them out to use in their map. Alternatively, have pupils make 3D buildings to place on their map.

Time to shine!

9 Assess **Present your town map to the class.**

- Read the speech bubbles with the class. Ask pupils to think about what they want to say about their town before they present it to the class. Big classes or less confident pupils can present to smaller groups.

TEACHER TIME TO SHINE: presenting
Some pupils may not feel comfortable or confident presenting their projects in front of their peers. Encourage pupils to present in groups, to practise their presentations and make a note of what they would like to say ahead of presenting to the class. Whilst they are doing this, praise them on their work so far and on what they are planning to say, so that they grow in confidence before they present. This will help students to feel more comfortable when it comes to presenting in front of the class.

10 **Which is your favourite town map?**

- Have pupils raise their hands to have a class vote on their favourite town. Encourage more confident pupils to say why.
- Ask pupils if they enjoyed learning about towns and people.

Ending the lesson

- Ask pupils to look back at the unit and say which lesson they enjoyed the most. Have a vote for each lesson and write the results on the board. Encourage pupils to say why they enjoyed the winning lesson.
- Refer pupils to the Progress Chart on page 3. Have them read the sentences for each skill and notice what they have achieved so far.

Activity Book page 19

1 **Think and write.** Pupils think about what places and people are in their town and write the words on the mind map. Encourage them to add additional circles if they need.

2 **Make your lapbook. Find pictures or draw. Then write.** Pupils answer the questions then draw or find pictures. They write sentences to match their pictures.

Home–school link Encourage pupils to tell their family about a favourite person or place. They could also do a drawing of their favourite person or place and give it to them.

Time to shine! Assess

ACHIEVE The pupil can say full sentences about the people and places in the town, without support.

ADJUST The pupil can name some people and places in the town, with some support.

EXCEED The pupil can say full sentences about the people and places in town. In addition, they can describe what the people do (*The doctors help us.*) and describe the places (*The sports centre is big.*).

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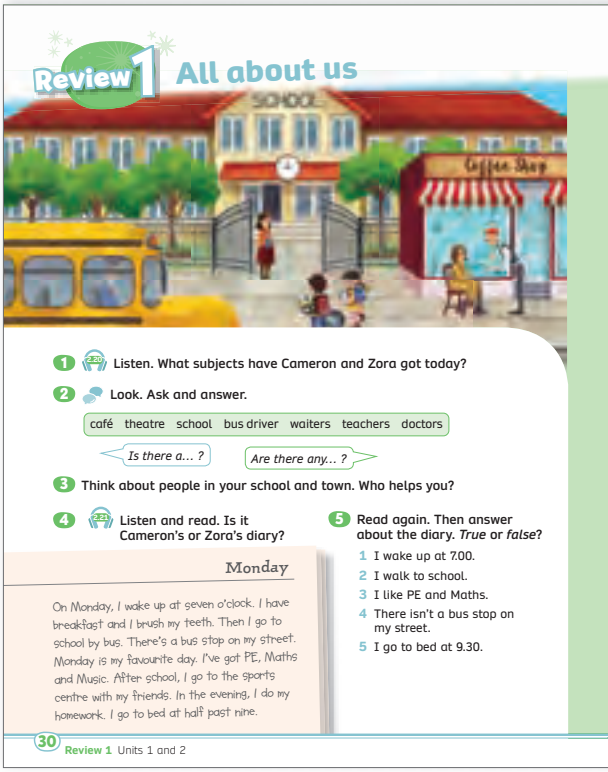
Review 1 – All about us

Objectives
- **Lesson aim:** to review the language from Units 1 and 2

GSE
- **Receptive: Listening:** Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly. Can identify key information in short conversations on school-related topics e.g. subjects, timetables, homework.
- **Receptive: Reading:** Can understand a few simple phrases related to familiar, everyday activities.
- **Productive: Speaking:** Can talk about familiar people and places using single words. Can say what's in a town (e.g. buildings, places) using basic words and phrases.
- **Productive: Writing:** Can write simple phrases with appropriate spacing between words.

Materials
- Audio; Flashcards; scissors, card, colouring pencils


Review 1 All about us

1 2.20 Listen. What subjects have Cameron and Zora got today?

2 Look. Ask and answer.

café theatre school bus driver waiters teachers doctors

Is there a... ? Are there any... ?

3 Think about people in your school and town. Who helps you?

4 2.21 Listen and read. Is it Cameron's or Zora's diary?

Monday

On Monday, I wake up at seven o'clock. I have breakfast and I brush my teeth. Then I go to school by bus. There's a bus stop on my street. Monday is my favourite day. I've got PE, Maths and Music. After school, I go to the sports centre with my friends. In the evening, I do my homework. I go to bed at half past nine.

5 Read again. Then answer about the diary. *True* or *false*?

1 I wake up at 7.00.
2 I walk to school.
3 I like PE and Maths.
4 There isn't a bus stop on my street.
5 I go to bed at 9.30.

30 Review 1 Units 1 and 2

Starting the lesson

Diagnose

- Ask pupils to work in pairs. Pupil A says what words and phrases they can remember from Unit 1 and Pupil B does the same for Unit 2. Then they open their books to check.

1 2.20 Listen. What subjects have Cameron and Zora got today?

- Before playing the audio, ask pupils to look at the picture and guess what the school subjects are. Have pupils look closely at what the children are carrying as a clue. Don't confirm answers at this stage.
- Play the audio and have pupils point to the person saying each line.
- Play the audio again and have pupils say what subjects Cameron and Zora have today.

ANSWER KEY: Cameron – PE, Maths, Music; Zora – History, ICT, English

2 Look. Ask and answer.

- Read the questions in the speech bubbles to the class. Then read the words in the word pool.
- In pairs, have pupils ask their partner about the places they can see in the picture. Encourage them to use the prompts to help them. SUPPORT Draw two columns on the board, one titled *a* and the other titled *any*. Have the class put the correct words in the correct categories. (a – café, theatre, school, bus driver; any – waiters, teachers, doctors). STRETCH Ask a follow-up question, e.g. *Who works in a café? Who works in a school?*, etc.

3 Think about people in your school and town. Who helps you?

- Brainstorm people in a town from Unit 2 as a class.
- Ask pupils to tell a partner who helps them in their town (e.g. *police officers*, *doctors*, etc.).
- Have more confident pupils say how the person helps them, e.g. *My teacher helps me at school.*

4 2.21 Listen and read. Is it Cameron's or Zora's diary?

- Ask the class *What day is the diary?* (Monday). Play the audio and have pupils read along.
- Play the audio again and have pupils decide whose diary it is. Encourage them to say how they know (because Cameron has PE, Maths and Music in Activity 1).
- As extra practice, have pupils in pairs read out the diary to each other. Discuss any tricky pronunciation as a class.

ANSWER KEY: It's Cameron's diary.

5 Read again. Then answer about the diary. *True* or *false*?

- Read the sentences as a class. Then put pupils into pairs.
- Have them read the diary again. Ask them to decide if the statements are true or false. SUPPORT Complete the activity as a class. Find the key words in the sentences first to help pupils locate them in the text. STRETCH Have pupils correct the false answers, e.g. *2 I go to school by bus.*

ANSWER KEY: **1** True, **2** False, **3** True, **4** False, **5** True

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6 Assess **Write your diary for Monday.**

- Tell pupils they are going to write their own diary for Monday. Read the sentence starters as a class.
- Have pupils finish the sentence prompts. Encourage them to use the model diary in Activity 4 to help them. For less confident classes, brainstorm ideas with the class before the activity.
- Ask pupils to compare their answers with a partner. Encourage them to say if anything is similar in their routines.

Time to shine!

7 What can you see in the courtyard? Complete your library record.

- Read through the *I can...* statements with the class and ask pupils to raise their hands when you say the objectives they think they have achieved. If pupils are unsure, remind them of the words they know about each topic.
- Have pupils refer to the library record they made in the Welcome Unit (Lesson 6). Open the record and refer to the sections for Units 1 and 2. Have pupils write sentences for each unit that show their achievement of the learning objectives, e.g. school subjects they've got, places in their town, how they go to school and where they live. Pupils can also write their favourite words, phrases and facts from each unit.

Extra activity

Have pupils look at the picture of the courtyard in Activity 7. Ask pupils what they notice about it. In pairs, have pupils look back at the courtyard in the Welcome story and see if they can describe the changes. (There is a mural of the school subjects on the wall and the picture from the Unit 2 story is on the wall.)

Ending the lesson

- Ask pupils to draw a picture of the person that helps them from Activity 3. Have them show their pictures in small groups and have the group guess who it is, e.g. *a doctor*, *a teacher*, etc.

Activity Book pages 20 and 21

1 Look, read and write. Pupils read the text and write the correct words using the picture clues.

ANSWER KEY: **2** have breakfast, **3** Science, **4** town square, **5** cafés, **6** waiters **7** go to bed

2 2.22 **Number. Listen then check. Then ask and answer.** Pupils listen and number the questions and answers in the correct order. They then ask and answer similar questions in pairs.

ANSWER KEY: **2** I live on Green Street. And you?
3 I live next to the cinema.
4 How do you go to school?
5 I walk to school. How about you?
6 I go to school by bus.

3 Order and write. Then answer for you. Pupils write the questions and answer for themselves.

ANSWER KEY:
2 What have you got on Friday? I've got (Art) and (History).
3 Is there a hospital in your town? Yes, there is. / No, there isn't.
4 Are there any librarians in your town? Yes, there are. / No, there aren't.

4 Think and write. Pupils write about their routine on Sunday or make up a routine for an imaginary character. Have them include some information about the town or places they go.

Time to shine!

5 Read and tick (✓). Tell your friend. Pupils tick the learning objectives they feel they have achieved. They tick the unit of the song and story they preferred and tell a partner.

6 Vote, sing or act out. Have a class vote. Act out or sing the class's favourite song or story.

Activity 1 — **Pupil's Book Audioscript**

Cameron *Hooray! It's Monday today. It's my favourite day. In the morning, I've got PE and Maths. In the afternoon, I've got Music! My favourite subjects! How about you? What have you got on Monday, Zora?*

Zora *I've got History, ICT and English today! I like Monday, too! School is fun.*

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3 Let's tell stories!

Key learning outcomes

in Unit 3, the pupils will:

Wonder	Name or describe people or common objects or express basic opinions in a few words
Imagine	Understand overall meaning and main idea(s) from short sentences and texts on everyday topics
Build	Participate in social exchanges in English
Grow	Write simple sentences on familiar topics
Shine	Create a story character

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Unit overview

Target vocabulary

Book characters: *giant, astronaut, prince, princess, spy, storyteller, pirate, monster, superhero, dragon*

Adjectives: *cute, scary, clever, brave, kind, strong, fun, exciting, interesting, beautiful*

Functional language

I think (this book is great).

Oh, I do. So do I.

Recycling and building

happy, sad, good, bad, short, tall, big, small

Language stretch

Story books are great!

Target structures

The book is about (a giant). Is she (happy)? Yes, she is. / No, she isn't.

Are they (clever)? Yes, they are. / No, they aren't

Pronunciation

b (*book*), *v* (*very, clever*)

Values

I enjoy different ways to tell stories.

Competency focus

Develop an interest in and enjoy different genres, styles and ways of storytelling.

Key progress indicator chart

GSE range for Level 3: 22–30 (stretch 35)	Development indicator:
Speaking	**Have a short conversation about my world.**
Working towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic and at the highest level, being able to give a simple, prepared talk.	
Can 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 say how someone is feeling using single words, if guided by questions or prompts. (27)	Use basic words and phrases for introductions and to show politeness in simple social and interpersonal exchanges.
Can express agreement using simple fixed expressions. (33)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.
Writing	**Write simple sentences about the world around me.**
Working towards: writing a short text of 4–6 sentences on common topics and at the highest level being able to write for a range of social and interpersonal purposes.	
Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model. (30)	Write simple sentences on familiar topics and situations.

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Lesson 1 – Vocabulary

Pupil's Book page 32

Objectives
- **Lesson aim:** to talk about characters in books
- **Target language:** *giant*, *astronaut*, *prince*, *princess*, *spy*, *storyteller*, *pirate*, *monster*, *superhero*, *dragon*
- **Recycled language:** *book*, *eyes*, *blue*, *favourite book*, eyes, blue, favourite

GSE
- **Productive: Speaking:** Can reproduce words from taught vocabulary list. Can ask and answer questions about people in a limited way (e.g. *Who's this?*).
- **Receptive: Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.

Wonder: sparking curiosity
- Encourage pupils to create questions and make connections to the world around them.
- Ask pupils to look at the Big Picture. Have them think about which character in the picture they'd rather be. Have them act out the character for the rest of the class to guess.
- Point to the 'Wonder' stepping stone and write the learning objective on the board: *We're learning to talk about characters in books.*

Materials
- Audio; *Our World* video; Flashcards

Starting the lesson: warm up and song

- Ask pupils to raise their hand if they like reading books. Ask them to say the names of some books they have read recently, or their favourite book.
- 0.02 Play the *Rise and Shine Welcome Song*. Encourage pupils to use actions from the Welcome unit. Then practise with the karaoke version of the song (audio track 0.03).

Big Picture: What can you see?

Introduce

- Look at the Big Picture. Ask pupils *Who or what can you see on the page?* Ask them to look at the objects and people.
- Ask pupils to point to any characters in the main picture they have seen in their favourite books, or any books they have read.

I wonder

- Have pupils look at the I wonder feature on page 32. Read aloud the question *What other ways can we tell stories?* Ask pupils to think about how they like to learn stories.
- Act out dancing and singing and elicit the words. Elicit any other ideas pupils have and write them on the board.
- Ideas may include poetry, dancing, songs, chants, opera, or puppets, etc.

FUTURE SKILLS: enquiry and imagination

Ask pupils to look at the Big Picture and say where the characters are. Encourage them to give reasons for their answers by describing what they can see in the picture (posters, books, beanbags). After listening to the audio in Activity 1, ask pupils if they were correct. Then ask the pupils if they can remember from the audio if the characters like the reading corner (yes, they say it's amazing). Ask the class what they think of the reading corner and again encourage them to give reasons for their answers.

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1 Diagnose 3.01 **Listen and find.**

- Ask pupils to look at the main picture. Play the audio and tell pupils to point to each character as they hear them. Ask the class a follow-up question, e.g. *How many eyes does the monster have?* (four). SUPPORT Before listening, get pupils thinking about the people by asking them to say who they are in L1. STRETCH Play the audio again and ask pupils *Where's Thomas?* (in the monster costume).

2 3.02 **Listen and point. Then listen and repeat.**

- Play the audio and ask pupils to point to the character they hear. Then play the audio track again and ask pupils to repeat the words.
- Hold up each flashcard for them to say without prompting and ask them to point to each character on the page.

3 **Watch and listen.**

- Revise story characters vocabulary using flashcards. Tell pupils they are going to watch a video about telling stories. Before watching, ask pupils how they like to tell stories. Pre-teach some vocabulary, e.g. *dress up*, *puppet*.
- Ask pupils to watch the video to find the different story characters (*prince*, *princess*, *dragon*, *pirate*, *astronaut*, *spy*, *superhero*). Play the *Let's Tell Stories* video.

4 **Ask and answer.**

- Read the question as a class. Point to Alicia in the main picture. Ask the class *Who's this?* Elicit answers (a superhero).
- Put pupils into pairs and have them point to one of the people in the picture and ask *Who's this?* Ask their partner to say the character. Ask them to take it in turns. Have them use the question in the speech bubble to help them. SUPPORT Invite a confident pupil to help you demonstrate the activity. STRETCH Ask pupils to say what each character has got, e.g. *He's got a hat*.

Extra activity Ask pupils to draw one of the book characters they have learnt in the lesson. Then have them show their partner for them to guess who it is. Encourage them to add detail to their answers to describe the characters further.

WONDER HELPER

Ask pupils which helper they can see (Daniel, the wonder helper).

Read Daniel's question as a class. In pairs, ask pupils to point to and say their favourite characters. Encourage them to say why if possible and say the title of the book (in L1 if needed).

Ending the lesson

- Stick the flashcards around the room or on tables. Say the name of a character and ask pupils to point or stand by their picture. Repeat 3 times. Tell pupils if they stand by or point to the wrong character, they are out.
- Choose pupils to say characters.

Activity Book page 22

Let's Review! **Think and write.** Ask pupils to write the places.

ANSWER KEY: hospital, café, cinema

1 **Read and number.** Pupils number the pictures.

ANSWER KEY: Answers from left to right, top to bottom:
8 astronaut, **3** spy, **4** monster, **7** princess, **1** prince, **9** dragon, **5** giant, **6** pirate, **2** superhero, **10** storyteller

2 **Look and write.** Pupils write the words to match the pictures.

ANSWER KEY: **2** monster, **3** prince, **4** princess, **5** giant, **6** pirate, **7** astronaut, **8** storyteller

Wonder Helper: Pupils look at the picture and answer the question.

ANSWER KEY: superhero

Extra time: Pupils answer the question.

Activity 1 Pupil's Book Audioscript

Alicia *The reading corner is amazing!*
Lena *Look at all the books. My favourite book is about a spy.*
Alicia *This is a book about a superhero. It's my favourite book.*
Lena *What's your favourite book, Rafa?*
Rafa *It's a football book.*
Lena *Is it a story?*
Rafa *No, it's a sticker book.*
Lena *Oh. What's your favourite book, Daniel?*
Daniel *I like adventure books. My favourite book is about an astronaut.*
Lena *I like adventure books, too.*
Daniel *Where's Thomas?*
Alicia *He's got four eyes...*
Daniel *Four eyes?!*
Lena *Yes! And he's blue...*
Daniel *Oh... He's a monster!*

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Lesson 2 – Song and structures

Pupil's Book page 33

Objectives
- **Lesson aim:** to talk about books
- **Target language:** *The book is about (a giant). Is she (happy)? Yes, she is. / No, she isn't.*
- **Recycled language:** adjectives (*happy*, *sad*, *good*, *bad*, *short*, *tall*, *big*, *small*)

GSE
- **Productive: Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts. Can describe someone's physical appearance and say how they are feeling, using single words, if guided by questions.
- **Receptive: Listening:** Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. *What's this?*).

Wonder: sparking curiosity Wonder
- Engage pupils with the Big Picture by writing questions about the places and characters on the board, e.g. *Where is the astronaut? Is the giant big or small?*
- Point to the 'Wonder' stepping stone and write the learning objective on the board: *We're learning to talk about books.*

Materials
- Audio

Starting the lesson

- Review the story characters by pointing to them in the Big Picture and asking *Who is this?*
- Write the words *sad*, *big*, *fly* on the board. Say *It's big* and have pupils point to a big character in the main picture, e.g. the giant. Then say: *It's small.* Repeat the steps for the three words.

1 3.03 Read and sing.
- Play the audio. Tell pupils to listen to the song and to point to the characters they hear in the Big Picture.
- Play the audio track again and have pupils sing along.
- When pupils are confident with the words, play the karaoke version (audio track 3.04) and have them sing along.
- Once pupils are confident with the song, you can play a short game with them. Say the characters from Lesson 1. Ask pupils to stand up if the character appeared in the song, and to sit down if they didn't. Have them look at the song lyrics to help them.

2 Diagnose 3.05 Listen, find and point.
- Ask the class to look at the dragon and ask the class: *Is it big?* (yes) *Is it blue?* (no). Repeat the steps for the pirate, e.g. *Is he happy?* (no) *Is he sad?* (yes).
- Play the audio. Ask pupils to point to the characters from the Big Picture. SUPPORT Revise the characters the pupils can see in the Big Picture again, so that they are clear that they are listening about these characters. This can be done in a game, going around the class and having pupils point to and say each of the characters. STRETCH Have pupils listen a second time to the audio and make note of the all of the information they find out about each of the characters being described. (dragon: big, red, can fly, wings; superhero: happy, long hair)

ANSWER KEY: 1 dragon, 2 superhero

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3 **Make a sentence, a question and an answer about a book in the picture.**

- Read the Grammar box to the class. Ask pupils to look at the picture. Point to the pirate book and say: *This book is about a...* and have pupils say the character (pirate). Ask *Is he happy?* (No, he isn't.). Write *Yes, he is.* or *No, he isn't.* on the board to help less confident pupils. Point to a book in the Big Picture and practise modelling the questions and answers with pupils.
- Put pupils into pairs to make their own sentence, questions and answers about the picture. Encourage them to use the Grammar box to help them. SUPPORT Before the activity, have pupils say the characters they can see on the books. Write them on the board. Brainstorm some adjectives pupils know to describe the characters, e.g. *happy*, *sad*, *big*, etc. Have pupils use these as prompts in their sentences and questions. STRETCH Pupils correct the negative sentences, e.g. *Is he sad? No, he isn't. He's happy.*

TEACHER TIME TO SHINE: extension activities
Extend the activity by encouraging pupils to play familiar games from previous units. Ask pupils to play their own *true / false* game. Have them point to a book and say *The story is about [character].* and have their partner say if it's true or false.

4 **Ask and answer.**

- As a class, brainstorm the adjectives the pupils know on the board, e.g. *sad*, *happy*, *big*, *small*, etc.
- Ask pupils to think of a story they like and a character in that story. If they don't know one, have them imagine or choose a book from the class bookcase.
- Read the speech bubbles to the class. In pairs, pupils say a sentence about their book, then have their partner ask a question using the adjectives on the board. Have pairs take it in turns. Encourage them to use the prompts to help them.

I can shine! Assess

ACHIEVE The pupil asks and answers questions to talk about characters in books.

ADJUST The pupil repeats some questions or sentences about book characters, with support.

EXCEED The pupil asks 2–3 questions and gives answers accurately to describe the book characters.

Extra activity To give pupils a further opportunity to personalise the grammar, refer them back to the song verses. Have them choose their favourite book character. If they don't have one, they can choose a character from Rise and Shine, the Big Picture or their favourite film character. Have pupils write their own verse for the song, using the question structure *Is he / she... ?* Once pupils are confident with their verses, you can play the karaoke version of the song (audio track 3.04) and have pupils sing their verses.

Ending the lesson

- Ask pupils to draw a character. Tell pupils it can be as big, small, happy or sad as they like. Encourage them to use colouring pencils to make it colourful.
- In pairs, ask pupils to tell their partner what their story is about and to ask questions for their partner to answer, e.g. *Is he / she big?* (yes).

Activity Book page 23

1 3.06 **Listen and tick (✓).** Pupils listen to the audio and tick the characters they hear,

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

2 **Look at Activity 1. Write.** Pupils look back at Activity 1 and complete the texts. Pupils then ask in pairs about the dragon.

ANSWER KEY: 2 dragon, Is, isn't, 3 giant, Is he, he is, 4 pirate, Is he, No he isn't

I can shine!

3 **Write about your favourite book.** Pupils complete the sentences with their own ideas.

Extra time: Pupils say and spell out the words. Then they write in the missing letter in each word.

ANSWER KEY: a, y, i, a

Activity 2

1

Daniel	*This book is about a dragon.*
Alicia	*Oooh! Is it small?*
Daniel	*No, it isn't. It's big.*
Alicia	*Is it red?*
Daniel	*Yes, it is.*
Alicia	*Can it fly?*
Daniel	*Yes, it can. It's got wings.*

Pupil's Book Audioscript

2

Alicia	*This book is about a superhero.*
Daniel	*Is she sad?*
Alicia	*No, she isn't.*
Daniel	*Is she happy?*
Alicia	*Yes, she is.*
Daniel	*Has she got long hair?*
Alicia	*Yes, she has.*

Lesson 3 – Story

Pupil's Book pages 34 and 35

Objectives

- **Lesson aim:** to read, understand and act out a story about story books
- **Target language:** *cute*, *scary*, *clever*, *brave*, *kind*, *strong*
- **Recycled language:** story characters
- **Receptive language:** *Is (the astronaut strong?) Yes, he is. / No, he isn't.*

GSE

- **Receptive: Reading:** Can understand short, simple descriptions of objects, people and animals if supported by pictures.
- **Receptive: Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly.

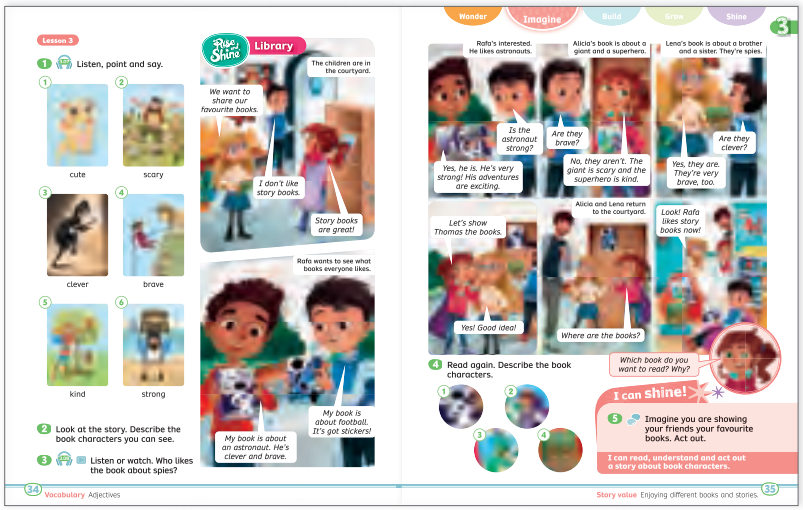
Imagination: fostering imagination

Imagine

- Encourage pupils to be imaginative and creative. Use books from your class reading area, or have children bring their favourite story books in from home to use when acting out the story today. Bring in any interesting picture books you have to show the children and to show your love of reading.
- Point to the 'Imagine' stepping stone and write the learning objective on the board: *We're understanding and acting out a story about story books.*

Materials

- Audio; Flashcards; Story animation; Story cards



Starting the lesson

Diagnose

- Draw 3 dashes on the board. Tell the class they represent letters. Divide the class into two teams.
- Ask teams to shout out a letter to try and guess the story character from the previous lesson (spy). Award points to the team that guesses the character correctly first.
- Repeat the steps for other story characters.

1 3.07 Listen, point and say.

- Ask pupils to look at the pictures. Ask them what story characters they see.
- Play the audio and have pupils listen and point to the words they hear.
- Play the audio again and ask pupils to point and say the words.

FUTURE SKILLS: enquiry and imagination

Ask pupils to imagine they are reading a book about one of these characters. Ask them to point and say which character they like. Encourage more confident pupils to suggest other adjectives that could describe the characters. For example, the dragon is cute and maybe it is also kind. Have pupils give reasons for their answers if possible. For example, the dragon is kind because it is holding a flower.

2 Look at the story. Describe the book characters you can see.

- Brainstorm the characters from Lesson 1 on the board. Then draw pupils' attention to the story. Ask pupils to say what characters they can see.
- Have pupils point to each character and say the adjectives to describe them, e.g. *astronaut – strong*. SUPPORT For each character, give pupils two adjectives and have them choose the most appropriate adjective for each character. STRETCH For more confident pupils, encourage them to come up with multiple adjectives that could describe each character.

SUGGESTED ANSWERS: astronaut: clever, brave, strong; giant: scary; superhero: kind, brave; spies: clever, brave

3 3.08 Listen or watch. Who likes the book about spies?

- Play the audio and ask pupils to follow the story in their books.
- Play the video and have pupils listen for who likes the book about spies.
  SUPPORT Stop the audio or video after each frame and ask questions to check understanding, e.g. *Where are the characters? Does Rafa like story books?* etc. STRETCH Play the audio or video again and ask pupils: *What is Alicia's book about?* (a giant and a superhero).

ANSWER KEY: Lena

RECEPTIVE SKILLS TIP

Before listening to the story, ask pairs to discuss what they can see in each frame. Tell them this pre-reading discussion will help them prepare for the words they might hear. To prompt students, ask *Where are the characters?*, *What are they looking at?*, *What do you think happens?*.

4 **Read again. Describe the book characters.**

- Ask the class to look at the pictures then the story again. Ask them to find the word *strong* and say which character it is (astronaut).
- Put pupils into pairs and ask them to say which character matches each adjective. Have them point to the characters in the frames. SUPPORT Do the activity as a class. Read the adjectives together then point to the characters and say who they are. STRETCH Ask pupils to use adjectives to describe their favourite book characters in full sentences, e.g. *My favourite character is a princess. She is brave.*

ANSWER KEY: **1** astronaut: clever, brave, strong, **2** superhero: kind, **3** giant: scary, **4** spies: clever, brave

5 **Imagine you are showing your friends your favourite books. Act out.**

- Put pupils in groups. Give each group a set of story cards. Ask pupils to imagine they are showing their friends their favourite books.
- Encourage pupils to draw or use any props they need, e.g. their own book covers. SUPPORT For each character, give pupils two adjectives and have them choose the most appropriate adjective for each character. STRETCH For more confident pupils, encourage them to come up with multiple adjectives that could describe each character.
- Have pupils choose the *Rise and Shine* characters they are going to play. Pupils should follow the dialogue in the story, changing the characters and adjectives to best suit their favourite book characters.
- Less confident pupils may wish to note down their lines or use their books for reference, whilst more confident pupils may be able to learn their lines or need less prompting.
- Choose more confident groups to show their stories to the class.

I Can Shine! Assess

ACHIEVE The pupil says most of the key language from the story accurately, including some narration lines.

ADJUST The pupil says some of the key language from the story about books and book characters, with support.

EXCEED The pupil acts out the storyline and can change details or lines from the story to their own ideas, e.g. using a book from home or a book cover that they've made.

Story extension

Display the story cards on the board in the incorrect order. Have the class help you reorder them by pointing at the one that goes first, second, etc. Ask pupils to close their eyes. Remove one card. Ask pupils to open their eyes and discuss with a partner what is on the missing card.

IMAGINE HELPER

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

Read Alicia's question as a class. Ask pupils to point at the book they choose. Have them tell their partner which book they want to read using the adjective and character. Encourage them to say why.

Ending the lesson

- Write 6 of the adjectives and characters from the lesson in pairs on the board, e.g. *clever princess*, *scary monster*, *strong giant*, *brave superhero*, etc.
- Divide the class into small groups. Tell them they have to remember as many of the phrases as they can.
- Erase one of the adjectives and have groups try to guess the missing word. Repeat the steps, erasing a character or adjective each time. The winning group is the group that remembers the most words.

Activity Book page 24

1 **Look and circle. Then write.** Pupils circle the correct words to describe each character. Then they write the word in the correct sentence.

ANSWER KEY: **1** strong, **2** scary, **3** kind, **4** clever
1 strong, 2 scary, 3 kind, 4 clever

2 **Think about the story. Then read and tick (✓).** Pupils tick the correct review.

ANSWER KEY: It's about a boy and his friends. They share their favourite books.

I can shine!

3 **Write for you.** Pupils write about their favourite book character using the adjectives they've learnt.

Imagine helper: Pupils colour in the number of stars.

Extra time: Pupils circle the type of books they like best.

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Lesson 4 – Structures

Pupil's Book page 36

Objectives
- **Lesson aim:** to ask and answer about story characters
- **Target language:** *Are they (clever)? Yes, they are. / No, they aren't.*
- **Recycled language:** *strong*, *brave*, *clever*, *cute*, *scary*, *kind*; story characters

GSE
- **Receptive: Listening:** Can identify objects, places or people from short descriptions.
- **Productive: Speaking:** Can describe the appearance of a person or animal using simple language.

Build: building confidence
- Build confidence in English through whole-class speaking and repetition of key words as well as finding similar words on the page. Tell pupils that they know the vocabulary they're going to need in this lesson already: story characters and adjectives. Elicit these first and write them on the board. They are now already halfway to achieving their objective!
- Point to the 'Build' stepping stone and write the learning objective on the board: *We're learning to ask and answer about story characters.*

Materials
- Audio

Lesson 4

1 3.09 Listen. What's Oscar's favourite book?

2 3.10 Listen and read. Then chant.

Grammar builder

Are the dragons	clever?	Yes, they are.
Are they	scary?	No, they aren't.

Ask and answer about the books.

3 Ask and answer.

Are the cats cute?

Yes, they are.

36 Structures *Are they (clever)? Yes, they are. / No, they aren't.*

Starting the lesson

Diagnose

- Write the following on the board: *uect*. Tell the class this is an adjective from the previous lesson, but the letters are in the wrong order.
- Encourage pupils to look at the adjectives from Lesson 3 to help them. Ask the class *What is the first letter?* (c) and then ask pupils what the word is (cute). Repeat the steps for two more adjectives.

1 3.09 Listen. What's Oscar's favourite book?

- Ask pupils to look at the picture and say what they can see. Ask them to say any book characters in the pictures, e.g. *princess*, *dragon*, etc. Pupils may remember Oscar as one of the characters from *Rise and Shine Level 2*.
- Play the audio and have pupils point to the book Oscar likes. SUPPORT Before listening, ask pupils to describe the characters on the books using the adjectives from the previous lesson. STRETCH Ask more confident pupils some follow-up questions, e.g. *Where are the characters?* (in the courtyard) *Are the books new?* (no).

ANSWER KEY: The book about (a family of) dragons

RECEPTIVE SKILLS TIP
Before listening, ask pupils to predict what they think Lena and Oscar are talking about. Encourage them to try and use some of the adjectives and characters they know. Pause the audio and ask questions to check pupils are following, e.g. *Is the library new?* (yes) *Are the books new?* (no).

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2 3.10 Listen and read. Then chant.

- Mime the adjectives *clever* and *scary* for the children. They guess the adjective.
- Read the Grammar builder to the class. Encourage them to follow along with you.
- Play the audio and have pupils listen and chant along.
- Explain that *the dragons* can be replaced by the pronoun *they*.
- Divide more confident classes into two groups. Have one repeat the questions and the other group repeat the answers. SUPPORT Help pupils build new questions as a class, before moving onto the Build helper activity. On the board write *Are the dragons _____?*. Have pupils complete the question with different adjectives, then decide on the answer to each question. Then encourage them to replace the noun *dragons* with different story characters. STRETCH Once pupils are confident with the new grammar, encourage them to expand their negative answers. For example, in answer to *Are the dragons scary?* pupils could say *No, they aren't. They're clever.*

BUILD HELPER

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

Have pupils to look at the picture in Activity 1. Ask the class: *Are the spies clever?* (Yes, they are).

Put pupils into pairs to ask and answer a question about a book in the picture. Pupils use the Grammar builder for support, changing the character and adjective each time.

3 Ask and answer.

- Have pupils look at the pictures. Read the speech bubbles as a class.
- Ask pupils *Are the cats cute?* (Yes, they are). Put pupils into pairs to ask and answer using the pictures. Encourage them to use the Grammar builder above to help. SUPPORT Before the activity, say the adjectives and people in the pictures as a class, e.g. *cute cats*, *brave children*, *kind children*, *clever dog*, etc. STRETCH Ask pupils to look back at the story from Lesson 3. They ask and answer questions using the characters and the adjectives from the previous lesson, e.g. *Is the astronaut strong? Yes, he is.*

SUGGESTED ANSWERS:
Are the cats cute? Yes, they are.
Are the children brave? Yes, they are.
Are the children kind? Yes, they are.
Is the dog clever? Yes, it is.

Extra activity

Extend practice of the target grammar by having pupils ask and answer questions about characters from books in the classroom, the school library or posters on the walls. Alternatively, you could supply them with pictures of characters in well known films, TV shows or cartoons for them to talk about.

Ending the lesson

- Write the following on the board: *scary dragons, cute princesses, kind giants, strong superheroes.*
- Put pupils into pairs. Ask the class questions using the characters on the board, e.g. *Are the dragons cute?* (No, they aren't.) *Are the dragons scary?* (Yes, they are.). Award points to pairs that say the correct answer.

Activity Book page 25

1 Look and write. Pupils write the correct answers.

ANSWER KEY: **2** Are, aren't, **3** Are they cute? Yes, they are. **4** Are they scary? No, they aren't.

Build helper: Pupils ask and answer about superheroes using the questions from Activity 1.

2 Read and circle. Pupils read and circle the correct answer.

ANSWER KEY: **1** So do I!, **2** Oh, I do!

Grammar extension

Grammar 3 Lesson on page 90 of the Pupil's Book offers extended practice of the grammar introduced in Unit 3. Further teacher's notes can be found in the teacher resources on the Pearson English Portal.

Activity 1 — Pupil's Book Audioscript

Lena *Hi Oscar, welcome to the Rise and Shine library! Look at our bookcase. It's got all our favourite books on it. We want to share them.*
Oscar *Are these books new?*
Lena *No, they aren't. They are old books to share.*
Oscar *That's a great idea!*
Lena *I like this book. It's about two princesses.*
Oscar *Are the princesses kind?*
Lena *Yes, they are.*
Oscar *Cool! Look! This is my favourite book. It's about a family of dragons.*
Lena *Are the dragons clever?*
Oscar *Yes, they are.*
Lena *Are they scary?*
Oscar *No, they aren't.*

Activity 2

Lena *Come on everybody, listen to me. Are the dragons clever?*
Boy *Yes, they are.*
Lena *Are they scary?*
Boy *No, they aren't.*
Lena *Come on everybody, chant with me.*
Children *Are the dragons clever?*
Yes, they are.
Are they scary?
No, they aren't.

Lesson 5 – Communication

Objectives
- **Lesson aim:** to agree and disagree; to practise the sounds b /b/ and v /v/
- **Speaking function:** to give opinions
- **Functional language:** *I think (this book is great). Oh, I do. So do I.*
- **Recycled language:** story characters, adjectives

GSE
- **Receptive: Listening:** Can understand simple phrases about likes and dislikes. Can distinguish between a negative statement and a positive statement.
- **Productive: Speaking:** Can express agreement and disagreement using simple, fixed expressions.

Build: building confidence
- Build autonomy in English through noticing patterns in target language, building on a bank of known words and encouraging pupils to notice mistakes. Tell the class that they already know words that end in *y*: *spy*, *happy*, *scary*, *very*, *boy*. Point out the different ways of pronouncing the *y* ending and practise as a class. Ask for other words they know that end in *y*.
- Point to the 'Build' stepping stone and write the learning objective on the board: *We're learning to agree and disagree.*

Materials
- Audio; Communication cards

Starting the lesson

- Play a game. Say *scary, cute, monster, spy, prince, brave, astronaut, superhero, big giant, brave princess.*
- Ask pupils to touch their head if they hear an adjective and to touch their toes if they hear a story character. Ask pupils to turn around if they hear an adjective and story character together.

1 Diagnose Look. What story characters can you see?

- Draw pupils' attention to the book covers. Ask the class to say what they can see. Then ask *What characters can you see?* Write them on the board.
- Ask more confident classes to say adjectives to describe how the characters look on the book covers, e.g. *strong superheroes*, etc.

2 3.11 Listen and read. Which book do they both like?

- Play the audio and have pupils read along.
- Play the audio again and ask pupils to point to the book the speakers both like.
- Ask pupils *Which book do you like?* Pupils can respond in a full sentence, using the speech bubbles as a guide. Less confident pupils can point to the book they like best.
- To check comprehension, ask pupils *Does the girl like the book about monsters?* (yes). SUPPORT Explain to students that we can use *Oh, I do!* when someone says they don't like something but we do like it. Explain that we use *So do I!* when you also like something that someone else likes. STRETCH Have pupils think back and recall another phrase they have learnt that they can use to agree with something someone likes. (*Me too!*). Tell pupils they can use *So do I!* in the same way.

ANSWER KEY: Both like the book about superheroes.

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3 3.12 **Listen again and repeat.**

- Play the audio track again and have pupils repeat what they hear. SUPPORT In pairs, one pupil plays the boy and the other plays the girl. Ask the 'boy' to repeat what the boy says, and the 'girl' to repeat what the girl says. STRETCH Ask pupils what adjective they could use instead of *great* to talk about the superheroes book. Encourage them to think of adjectives with *b*, e.g. *brilliant*.

4 3.13 **Pronunciation** **Listen and say.**

- Ask pupils to say what they can see in the picture.
- Read the sentence to the class. Ask pupils to say the coloured letters (*b* and *v*). Make the sound /b/, /b/, /b/ and /v/, /v/, /v/ and ask pupils to repeat. Ask pupils to notice the position of your lips for each letter and to copy if they can.
- Play the audio and have pupils read along. Then play the audio again and say the tongue twister.
- Ask pupils to read the sentence without the audio and encourage more confident pupils to say it faster and faster each time. SUPPORT Look up how the mouth is positioned to make these sounds. Draw a mouth on the board to show pupils where the sound comes from. STRETCH Ask pupils what other words in English they know beginning with /b/ or /v/ and write them on the board.

5 **Find out what your friends think of different books. Agree and disagree.**

With communication cards:

- Print the communication cards off before the lesson. Have the pupils look at the 6 book covers on the communication cards.
- Say *I like books about superheroes*. Ask pupils to say if they agree (*So do I.*). Then say *I don't like books about princesses.* and ask pupils to say if they disagree (*Oh, I do!*). Read the speech bubbles as a class.
- Tell pupils they are going to say what they like or don't like and their partner is going to say if they agree or disagree.
- Pupils look at the 6 book covers on the communication cards and use them for their discussion.

Without communication cards:

- Take pupils to your classroom reading corner, the school library, ask them to bring in books or let them talk about books in an online bookshop similar to the story.

I can shine! Assess

ACHIEVE The pupil can say what they like and dislike and can agree or disagree with their classmates' opinion.

ADJUST The pupil can say what they like and dislike using sentences on the board to support them.

EXCEED The pupil can say what books or films they like and dislike and can include additional responses.

TEACHER TIME TO SHINE: practising speaking in class
Ensure pupils have the necessary functional language to do the activity independently, e.g. *My turn! Your turn! Your go!* Practise this language and make it more memorable by using gestures and actions, e.g. by pointing to a partner or yourself.

FUTURE SKILLS: collaboration and communication
Ask pupils to work in pairs and create a happy and sad face for books or films they agree they like/dislike. Ask them if they like the same books and films.

Ending the lesson

- Ask pupils to say some things they like and write them on the board, e.g. *cats*, *dogs*, *books*, *to run*, etc. Choose pupils to say *I like...* with one of the ideas from the board. Have the class say if they agree or disagree. Encourage them to say why if possible.

Activity Book page 25

I can shine!

3 **Write for you. Then talk with a friend.** Pupils discuss in pairs the books they like and don't like using the wordpool to help them.

Pronunciation: Circle the odd one out. Pupils say the words, focusing on the initial sounds that are highlighted. They circle the odd word out.

ANSWER KEY: very

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Lesson 6 – Global citizenship

Pupil's Book page 38

Objectives
- **Lesson aim:** to read about different kinds of storytelling
- **Cross-curricular connection:** Storytelling around the world
- **Global citizenship theme:** Stories around the world
- **Target language:** *fun*, *exciting*, *interesting*, *beautiful*
- **Recycled language:** *prince*, *princess*, *dragon*, *dance*, *sing*, *chant*, *brave*, *scary*

GSE
- **Receptive: Listening:** Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly.
- **Receptive: Reading:** Can understand basic factual statements relating to pictures or simple texts.

Grow

Growth: Nurturing growth in society
- Promote good global citizenship by encouraging pupils' awareness of their role in society. Ask children if anyone in their families is from a different country. Ask them if they (e.g. a grandmother or an uncle) have special stories that they tell from their country. Discuss how different cultures have their own traditional stories that they pass on to the next generation.
- Point to the 'Grow' stepping stone and write the learning objective on the board: *We're learning to read about different kinds of storytelling.*

Materials
- Audio

Lesson 6

Global Citizen
I enjoy storytelling.

1 Look. How can we tell stories?

2 3.14 Listen and read. What types of storytelling use dance?

Opera
Opera tells **interesting** stories with songs. Opera is from Italy. The stories are about princesses and pirates. They're also about normal people and families.

Hula
This is Hula. It's from Hawaii. The dance and the chant tell stories about people and the past. It's **fun** to watch. Dancers wear skirts and flowers. Children can learn Hula in special schools in Hawaii.

Kathak Dance
Look at the dancers. They're telling stories with dance. The name of the dance is 'Kathak'. It's from India. The stories are about princes and princesses. The dancers wear very **beautiful** clothes!

Chinese Shadow Puppets
These are Chinese shadow puppets. The puppets tell a story. The stories are about princesses, brave explorers and scary dragons. There's a lot of action and it's very **exciting**!

3 Read again. Then answer.

Which type of storytelling...
1 has a lot of things happening and is exciting?
2 isn't from Hawaii and is a dance?
3 is interesting and tells stories with songs?
4 is fun to see and the dancers wear flowers?

Which type of storytelling do you like? Why?

4 3.15 Listen. Which type of storytelling do they do?

38 Global Citizenship Storytelling around the world

Starting the lesson

Diagnose

- Write the following words on small pieces of paper: *prince*, *dragon*, *princess* and invite a pupil to the front of the class.
- Ask the pupil to choose a piece of paper and to draw a picture of that word on the board. Have the class guess.
- Repeat the steps with different pupils.

1 Look. How can we tell stories?

- Draw pupils' attention to the pictures. Ask *What is happening in the first picture?* (dancing). Act out dancing to help them if necessary. Repeat the steps for the third picture (singing).
- Write the word *puppet* on the board. Ask the class to point to what they think a puppet is. Point to the second picture to show them.
- Ask the class to say what is happening in the final picture (dancing).

2 3.14 Listen and read. What types of storytelling use dance?

- Read through the names of each story as a class. Then play the audio and have pupils listen and read along.
- Ask the class *Which types of storytelling use dance?* Ask pupils to point and say.

ANSWER KEY: Hula and Kathak

RECEPTIVE SKILLS TIP
Tell pupils they are going to hear some words they already know. Before playing the audio, ask pupils to point at and say anything they can see in the pictures.

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3 **Read again. Then answer.**

- Read the questions as a class. Ask pupils to say the words in bold they can see. Drill pronunciation.
- Put pupils into pairs and ask them to find the answers together.
- Ask the class the questions and have them point to and say the correct answers. SUPPORT Before the activity, have pupils say the important words in the questions and find them in the text to help them with the answers. STRETCH Use realia and have pupils point to things they think are beautiful, fun or interesting in the classroom.

ANSWER KEY: **1** Chinese Shadow Puppets, **2** Kathak, **3** Opera, **4** Hula

Extra activity

Ask pupils to act out what they can see in the pictures in pairs. Have one pupil act out a picture and the other guess which type of storytelling they are doing.

4 3.15 **Listen. Which type of storytelling do they do?**

- Ask the class to say some of the characters and adjectives they can remember.
- Play the audio and have pupils listen for which type of storytelling they do. SUPPORT Stop the audio after each answer to a question and ask pupils to repeat the main words, e.g. brave princes and princesses, scary dragons, etc. STRETCH After listening, pupils tell a partner about one of the storytelling methods using Activity 1 to help them, e.g. *It's fun, dancing (Hula).* Have their partner guess the story.

ANSWER KEY: Chinese Shadow Puppets

GROW HELPER

Ask pupils who the helper is (Thomas, the Grow helper).

Read Thomas's question as a class and have pupils say their answers. Encourage them to use some of the adjectives from their lesson in their reasons why, e.g. *It's fun*, *it's exciting*, etc. Have them draw a picture or act it out to show in small groups. Remind them it is important to remember everyone likes different things.

FUTURE SKILLS: critical and reflective thinking

Ask pupils how people tell stories in their country. Then ask them to think about storytelling around the world and what is different to their way of storytelling, e.g. *dancing*, *singing*, *puppets*, etc. Which type of storytelling would they like to try?

Ending the lesson

- Put the class into 3 or 4 teams. Ask pupils to think about the adjectives from the lesson (*fun*, *interesting*, *exciting*). Ask them to cover their books.
- Say one of the types of storytelling and have groups say which adjective is used to describe it, e.g. *opera – interesting*. Award points for correct answers. Ask pupils to say any other information they remember about the type of storytelling for extra points, e.g. opera – *Italy*, *princesses and pirates*, etc.

Background information (Culture and CLIL)

Bring in or display pictures from popular stories from around the world that pupils might know, e.g. *Goldilocks and the three bears*. Ask pupils if they know any of the stories and ask them to explain them (in L1 or English). Before the lesson, research where the stories originate. Ask pupils to guess the countries. Then encourage pupils to discuss how these stories could be told, using the methods they have learnt about in the lesson.

Activity Book page 26

1 **Read and answer. True (T) or false (F)?** Pupils read the captions and write T or F next to the four pictures.

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

2 3.16 **Listen and match. Then write for you.** Pupils listen to the dialogue. Pupils listen again and write sentences.

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

Extra time: Pupils complete the sentence so that it is true for themselves.

Activity 4 **Pupil's Book Audioscript**

Woman *Hi Kaylin and Amal. Are you storytellers?*
Girl *Yes, we are.*
Woman *What are your stories about?*
Boy *We tell stories about brave princes and princesses.*
Woman *Are they exciting?*
Girl *Yes, they are! We also have scary dragons in our stories.*
Woman *Do you dance?*
Boy *No, we don't. We tell stories with puppets.*

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Lesson 7 – Writing

Pupil's Book page 39

Objectives
- **Lesson aim:** to write a book review
- **Text type:** a book review
- **Recycled language:** story characters; adjectives

GSE
- **Receptive: Reading:** Can identify key information in a text to answer simple yes / no questions.
- **Productive: Writing:** Can write simple sentences about their likes or dislikes in relation to familiar topics, given prompts or a model. Can use capital letters and end punctuation correctly in simple sentences.

Growth: Nurturing growth in society
- Encourage a further sense of pupils' social responsibility and actions by using mini roleplays and class vote activities to explore social initiatives. Ask the children *Why do we read books?* In L1, discuss how we read for many reasons: to spark our imagination, to learn a lesson, to increase our knowledge on a subject, or because we like the author. Ask the children: *Why do you read books?* and encourage them to give a reason.
- Point to the 'Grow' stepping stone and write the learning objective on the board: *We're learning to write a book review.*

Materials
- Audio; paper, colouring pencils

Starting the lesson

Diagnose

- Show pupils a book you have read in class. Draw the outline of 5 stars on the board.
- Ask pupils *Do you like this book?* Have pupils say *yes* or *no*. Explain 1 star means the book is bad, but 5 stars means the book is amazing. Ask the class to show how many stars they would give using their hands. Colour in the stars.
- Repeat the steps for other books in the class.

1 3.17 Listen and read. Is it a good book review?

- Draw pupils' attention to the book review. Ask pupils to say what they can see. Read the text as a class. Explain a review is when people give stars if they like something or not. Ask the class if they think 5 stars is good or bad (good).
- Ask pupils *Is it a good review?* Ask pupils to explain why if possible. SUPPORT Have pupils point to where they have got the answer from in the text. STRETCH Have more confident pupils say what they now know about the book after reading the review. Ask them if they now want to read the book.

ANSWER KEY: Yes

2 3.18 Ideas generator Listen, read and complete.

- Ask pupils to look at the pictures and say what they can see. Play the audio and have pupils read along.
- Play the audio again and have pupils complete the sentences with the words they hear.
- Pupils check their answer with a partner. Then ask pupils to spell the words aloud and write them on the board.

ANSWER KEY: 1 pirates, 2 brave

RECEPTIVE SKILLS TIP
Encourage pupils to talk with a partner about what they think the missing word is before they listen. Help pupils to decide for each gap whether the word they are looking for is a character or an adjective and for more confident pupils have them say why (1 character, 2 adjective).

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

- Read the sentence starters as a class. Put pupils into pairs and ask them to think about a book they both like. Tell them they are going to write their own book review. Encourage them to use Activity 2 to help them plan their ideas.
- Ask pupils to make a note of their ideas. SUPPORT Divide the board into 3 and give each section a heading: *Characters, Adjectives, Opinions*. Write some words in each section of the board to help pupils with their plan, e.g. *pirates, dragons, princesses, fun, interesting, brave, clever*, etc. STRETCH Ask pupils to write some notes on what happens in the story.

FUTURE SKILLS: collaboration and communication
Ask pupils to take it in turns to read through their sentences together to help them feel more confident when they share their work with the class.

4 Write your book review together.

- Ask pupils to write their book review using their plan to help them. Encourage them to draw stars according to whether it's good or bad.
- Have pupils share their review with another pair.
- Have more confident pupils read their review aloud to the class.

I can shine! Assess

ACHIEVE The pupil can write about a book they like and describe it using adjectives from previous lessons.

ADJUST The pupil can write 3 sentences about a book, using the sentence starters given as support. They draw out the number of stars they give the book.

EXCEED The pupil can write about a book they like and say why. Pupils can add description using adjectives and extra information.

TEACHER TIME TO SHINE: facilitating speaking
Bring in a book of your own (an appropriate one) to show the children. Write a short review, similar to the one in this lesson and show it to the class, reading it aloud to them. Tell them that it helps to write down your ideas before you speak, to give you confidence. Even adults need to do this sometimes to feel prepared and confident.

Ending the lesson

- Put pupils into small groups and have them choose a book from the classroom, the library or the reading corner. Ask them to show it to the class and have the class say some sentences about it, e.g. *The book is about animals. They are happy and cute.*
- Have groups take it in turns to show their chosen book to the class.

Activity Book page 27

1 Read and tick (✓). Pupils read the model text and tick the correct film poster.

ANSWER KEY: b

2 Give it a go Plan your film review. Pupils answer the questions about a film.

I can shine!

3 Write your film review. Pupils write about their favourite film.

Check your work: Pupils complete the articles, then check their work to make sure they have used *a* or *an* correctly.

ANSWER KEY: a spy, an astronaut, a prince, a monster

Activity 2 Pupil's Book Audioscript

Boy *My book is about pirates. They're strong and clever.*
Girl *My book is interesting. It's about superheroes. They're brave and kind.*

Lesson 8 – Review

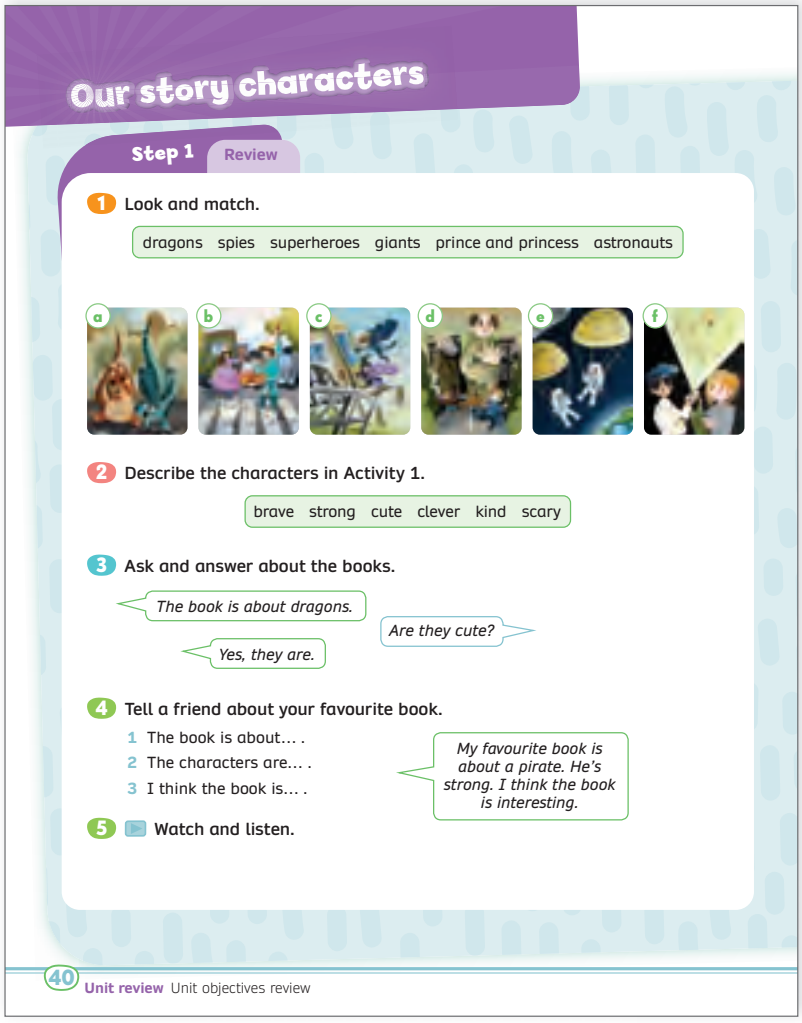
Pupil's Book page 40

Objectives
- **Lesson aim:** to review the language from Unit 3
- **Revised language:** *dragon*, *spy*, *superhero*, *giant*, *prince and princess*, *astronaut*, *brave*, *strong*, *cute*, *clever*, *kind*, *scary*

GSE
- **Receptive: Reading:** Can understand short, simple descriptions of objects, people and animals if supported by pictures.
- **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 ask and answer questions about people in a limited way (e.g. Who's this?).

Shine: Time to shine!
- Make sure that children know that it only matters what they can do and encourage them not to compare with others in the class. Encourage them to use as much language from the unit as they can. Have them look through Unit 3 to help themselves. Encourage them to ask a partner for support when creating their characters or presenting it if they need to.
- Point to the 'Shine' stepping stone and write the lesson objective on the board: *We're reviewing what we've learnt in the unit.*

Materials
- *Our World* video



Our story characters

Step 1 Review

1 Look and match.

dragons spies superheroes giants prince and princess astronauts

a b c d e f

2 Describe the characters in Activity 1.

brave strong cute clever kind scary

3 Ask and answer about the books.

The book is about dragons. *Are they cute?* *Yes, they are.*

4 Tell a friend about your favourite book.

1 The book is about... .
2 The characters are... .
3 I think the book is... .

My favourite book is about a pirate. He's strong. I think the book is interesting.

5 Watch and listen.

40 Unit review Unit objectives review

Starting the lesson

- Ask pupils to look back through the unit and to say what their favourite lesson was and why.
- Display pictures of the story characters around the classroom or on the board. Give pupils 2–3 minutes to look at them.
- Remove the pictures and ask pupils to work in small groups to remember as many as they can in 2 minutes. Then, ask them to think of the adjectives they could use to describe them.
- Ask groups for their answers and write them on the board.

Step 1: Review

- The Review consolidates the target language of the unit from the I Can Shine checkpoints and helps pupils prepare for the unit projects. Vocabulary from the Wonder spread is reviewed through reading in Activity 1. The story ideas from the Imagine spread are reviewed in Activity 2. The speaking element in Activity 3 consolidates the target structures and language of the Build spread.
- Ahead of the pupils completing the activities, reviewing the song from lesson 2 can help them recall vocabulary and language learnt earlier in the unit.

1 Look and match.

- Ask pupils what they can see in the pictures. Then draw pupils' attention to the words in the wordpool. Read through them as a class.
- Ask pupils to choose the correct pictures to match the words.
- Read the correct answers as a class.

ANSWER KEY: **a** dragons, **b** prince and princess, **c** superheroes, **d** giants, **e** astronauts, **f** spies

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2 **Describe the characters in Activity 1.**

- Ask pupils to look again at the pictures in Activity 1. Put pupils into pairs and ask them to describe the characters using the adjectives in the box.
- Have more confident pupils share their ideas with the class.

ANSWER KEY: **a** cute dragons, **b** kind prince and princess, **c** strong superheroes, **d** scary giants, **e** brave astronauts, **f** clever spies

3 **Ask and answer about the books.**

- Read the question and answers in the speech bubbles as a class.
- Ask pupils to work in pairs and ask questions about the books. Ask them to look at the pictures in Activity 1 and choose 3 of these to use in their discussion. SUPPORT Write the question and answer on the board to help pupils, e.g. *Are they (brave)? (Yes, they are / No, they aren't.)*. STRETCH Ask pupils to use other adjectives to give their opinions, e.g. *The book about superheroes is exciting / interesting / fun*.

4 **Tell a friend about your favourite book.**

- Read the sentence prompts to the class. Ask pupils to think about their favourite book or have them use one from the classroom.
- Put pupils into pairs to finish the sentence prompts with their own ideas. Encourage more confident pupils to give more information, e.g. what happens in the story.
- Invite pupils to share their ideas with the class.

TEACHER TIME TO SHINE: personalisation
Encourage pupils to bring in their favourite books to the next class to show their classmates and to review the language.

5 **Watch and listen.**

- Revise the unit vocabulary using flashcards. Play the *Let's Tell Stories* video.
- After watching, ask pupils if they can remember the different types of storytelling they saw in the video (*write stories*, *draw pictures*, *read books*, *dance*, *sing*, *dress up*, *puppets*).

Ending the lesson

- Ask pupils to write down two characters and two adjectives from the lesson. Say a character, e.g. *spy*, and have pupils cross it off if they have written it. Repeat the steps. Say different characters and adjectives from the lesson.
- The winner is the pupil that crosses off their words first.

Activity Book page 28

1 **Write the words.** Pupils write the words to reveal the 'magic' character down the middle of the puzzle.

ANSWER KEY: **2** pirate, **3** astronaut, **4** prince, **5** spy, **6** giant, **7** superhero, **8** princess, **9** dragon
Hidden word: storyteller

2 3.19 **Order and write. Then listen and check.** Pupils unscramble the words and write the questions and answers correctly.

ANSWER KEY: The book is about monsters.
Are they scary?
No, they aren't.
Are they cute?
Yes, they are.

3 **Write and answer for you. Then talk with a friend.** Pupils complete the sentences for themselves.

Extra time: Pupils unscramble the adjectives. They guess who the character being described is.

ANSWER KEY: strong, kind
There could be several answers, e.g. pirate, giant, dragon, monster, superhero.

Unit 3 review notes

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

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Lesson 9 – Project: Create a story character

Pupil's Book page 41

Objectives
- **Lesson aim:** to create a story character
- **Revised language:** *dragon*, *spy*, *superhero*, *giant*, *prince and princess*, *astronaut*, *brave*, *strong*, *cute*, *clever*, *kind*, *scary*

GSE
- **Receptive: Listening:** Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. *What's this?*).
- **Productive: Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts. Can express agreement and disagreement using simple fixed expressions.

Shine: Time to shine!
- Provide support for the independent elements of project work, such as drawing or taking photos, by making sure pupils know exactly what they have to do at each stage.
- Encourage children to collaborate effectively in this lesson by listening to each other's ideas; adding to each other's ideas and agreeing on the final characters to create. Tell the children that good collaboration means that no one feels left out and that everyone feels listened to.
- Point to the 'Shine' stepping stone and write the learning objective on the board: *We're going to create a story character*.

Materials
- Paper, colouring pencils, scissors, glue

Starting the lesson

Diagnose

- Draw the outline of a story character on the board and have pupils guess who it is. Have them say some adjectives to describe the character, e.g. *princess – brave*, *cute*, etc.

Step 2: Create

- This section revises global citizenship skills from the Build and Grow spreads, such as personalisation, creativity and collaboration. Activity 6 focuses on personalisation. Activities 7 and 8 foster creativity, collaboration and communication skills as pupils collate their work to create their story characters before presenting to the class. Activity 8 develops creativity.
- Make sure pupils understand the steps to success for the project. Give them clear, step-by-step instructions:
  1 Choose the characters you are going to make.
  2 Draw the shape of the character.
  3 Decide if they are making a shadow puppet or a card puppet.
  4 Cut your character out and colour it or add details to make it recognisable.

6 Choose your story character.

- Tell pupils they are going to design their own story characters. Explain they can draw them, or they can make puppets.
- Ask pupils to decide on what their characters will be by discussing what story characters they like. SUPPORT Brainstorm with pupils some different characters and some adjectives ahead of them starting the activity. Write on the board the words they say so they can use these to help with their ideas for their own characters. STRETCH Have pupils make notes about their characters so they can develop their personalities more. They can use these notes to help with their discussions in Activity 7.

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TEACHER TIME TO SHINE: encouraging creativity
Let pupils be imaginative and creative when they invent their characters. These characters could be a mixture of multiple different characters they have learnt about. To help challenge stereotypes, encourage pupils to remember that princesses can be brave and strong, dragons can be kind and spies can be scary. Their characters can have any personality traits they wish. To extend the activity further, pupils could come up with a storyline for their characters.

7 **Tell your group about your character.**

- In their groups, pupils tell their friends about their character.
- Ask the class if they can remember ways to agree and disagree from Lesson 5 (*So do I. Oh, I do.*) and write them on the board.
- Have less confident pupils tell another group. Have more confident pupils tell the whole class.

8 **Create your story characters.**

- Tell pupils they are going to make the characters they chose in Activity 6. They can make shadow puppets or card puppets. For shadow puppets, give each pair some strong card, scissors and glue sticks.
- Explain that the character should be easy to recognise just from the shape of it.
- Have pupils draw the outline of their character on the card and cut it out, showing as much detail as possible.
- For card puppets, give each pair some coloured card, glue and scissors.
- Have pupils create their puppets with the coloured card and ask them to put holes at the bottom for both fingers to represent legs. Ask them to colour their character with the colouring pens or pencils.

PROJECT TIP
Pupils could also make a simple set out of card for their puppet. For example, if their character is a prince, they might want to make a castle.

Time to shine!

9 **Present your characters to the class.**

- Read the example speech bubbles. Tell pupils they are going to take it in turns to show the class their characters and tell stories.
- Encourage them to use simple English or tell them they can also tell their stories without speaking to show the story in a creative way.

10 **Tell stories together!**

- In small groups, ask pupils to share their characters. Encourage them to say what kind of story the character might be in, e.g. *fun*, *exciting*. Have more confident pupils think of what happens in the story.

Ending the lesson

- Look back at lessons in the unit. Ask pupils which lesson they enjoyed most and would like to do again. Have a vote for each lesson and write the results on the board. Encourage them to say why, if possible.
- Refer pupils to the Progress Chart on page 3. Have them read the sentences for each skill and notice what they have achieved so far.

Activity Book page 29

1 **Think and match! Then talk with a friend.** Pupils think about telling a story and how they could describe each book character. They draw matching lines. They compare with a partner, saying a sentence about each character.

2 **Make your lapbook. Find pictures or draw. Then write.** Pupils answer the questions to help them plan their lapbook. Then they make their lapbook.

Home–school link: Pupils tell their family about their story, using their lapbook to help.

Time to shine! Assess

ACHIEVE The pupil can present their characters, saying full sentences using the key language from the unit.

ADJUST The pupil can present their characters, saying some key words about it, with support.

EXCEED The pupil can present their characters, using the key language and giving opinions on the characters.

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4 Party at the library!

Key learning outcomes

in Unit 4, the pupils will:

Wonder	Name or describe people or common objects or express basic opinions in a few words
Imagine	Identify and understand simple phrases and details within short texts
Build	Participate in social exchanges in English
Grow	Write simple sentences on familiar topics
Shine	Design a poster for a new hobby

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Unit overview

Target vocabulary

Hobbies: *playing computer games, juggling, taking photos, learning an instrument, acting, coding, having a party, painting, playing chess, swapping cards*

Activities: *doing crafts, being outside, using computers, helping people, learning something new, doing sport*

Verbs: *fold, cut, stick, knit*

Functional language

Are you good at (coding)? Yes, I am. No, I'm not. I want to learn.

Recycling and building

I like + noun, *Do you like* + noun?

Language stretch

I / We can help!

Target structures

She likes (taking photos). He doesn't like (playing chess).

Does he / she like (being outside)? Yes, he / she does. / No he / she doesn't.

Pronunciation

ur /ɜː/ (girl), *ing* /ɪŋ/ (sing)

Values

I learn new hobbies and crafts.

Competency focus

Motivate oneself to learn and have the curiosity and confidence to learn something new.

Key progress indicator chart

GSE range for Level 3: 22–30 (stretch 35)	Development indicator:
Speaking	**Have a short conversation about my world.**
Working towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic, and at the highest level being able to give a simple, prepared talk.	
Can ask someone about their likes and dislikes in a basic way. (29)	Participate appropriately in common social and interpersonal exchanges using simple language and expressions.
Can describe someone's likes or dislikes in a simple way. (30)	Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.
Can understand simple questions and answers about people's likes and dislikes. (27)	Understand simple statements, information, and questions in basic informational, academic, or transactional exchanges.
Writing	**Write simple sentences about the world around me.**
Working towards: writing a short text of 4–6 sentences on common topics, and at the highest level being able to write for a range of social and interpersonal purposes.	
Can write basic, single-clause sentences, given a model. (29)	Write simple sentences on familiar topics and situations.

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Lesson 1 – Vocabulary

Objectives
- **Lesson aim:** to name hobbies
- **Target language:** *playing computer games*, *juggling*, *taking photos*, *learning an instrument*, *acting*, *coding*, *having a party*, *painting*, *playing chess*, *swapping cards*
- **Recycled language:** *I like* + noun, *Do you like* + noun?

GSE
- **Productive: Speaking:** Can ask someone about their likes and dislikes in a basic way. Can express likes and dislikes in relation to familiar topics.
- **Receptive: Listening:** Can understand simple expressions about likes and dislikes in short, simple stories or dialogues.

Wonder: sparking curiosity
- Encourage pupils to create questions and make connections to the world around them. Have pupils think about the characters in the book. What hobbies do the pupils think each one has? Ask the pupils for ideas and put them on the board. Discuss which of the characters they think they share a hobby with.
- Point to the 'Wonder' stepping stone and write the learning objective on the board: *We're learning to name hobbies.*

Materials
- Audio; *Our World* video; Flashcards

Starting the lesson: warm up and song

- Ask pupils what hobbies they have.
- Mime your hobby to the class, e.g. *sports*, *painting*, etc. or bring in photos. Pupils guess the hobby.
- 0.02 Play the *Rise and Shine Welcome Song*. Encourage pupils to use actions from the Welcome unit. Then practise with the karaoke version of the song (audio track 0.03).

Big Picture: What can you see?

Introduce

- Look at the Big Picture. Ask pupils *Where are they? What can you see? Where is it? Have we got* (*a chess board*) *in our school?* Have them point at the picture.
- Have pupils describe what they can see in the picture in pairs.
- Ask *Which of these activities can you do?* and discuss as a class.

1 Diagnose 4.01 **Listen and find.**
- Ask pupils to look at the Big Picture. Play the audio and tell pupils to point to each hobby as they hear it.
- Play the audio again and ask pupils to point to what Alicia likes doing.
- Ask a follow-up question, e.g. *What colour are the juggling balls?* SUPPORT Before listening, get pupils thinking about hobbies by asking them to say any hobbies they know in English. STRETCH Ask a follow-up question, e.g. *What does Alicia like doing?* (learning the guitar).

I wonder

- Have pupils look at the I wonder feature on page 42.
- Read aloud the question *What hobbies use paper?* Pupils might say, e.g. drawing, colouring, writing a diary, origami.
- Ask pupils to point and say any hobby that uses paper in the main picture. Tell the pupils they will learn more about different hobbies that use paper later in the unit.

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2 4.02 **Listen and point. Then listen and repeat.**

- Play the audio and present the vocabulary flashcards for pupils to repeat each phrase. Hold up each card for them to say without prompting and ask them to point to each hobby on the page.
- Ask pupils questions about the hobbies, e.g. *How many people are playing chess? What colour paints can you see?*

3 **Watch and listen.**

- Revise hobbies vocabulary using flashcards. Tell pupils they are going to watch a video about different hobbies. Before watching, ask pupils if they have the same hobbies as their friends. Encourage them to think about how different people like doing different things. Pre-teach some vocabulary, e.g. *learning something new*, *origami*, *being outside*.
- Ask pupils to watch the video to find the different hobbies (*juggling*, *learning an instrument*, *playing computer games*, *coding*, *playing chess*, *doing crafts*, *origami*, *acting*, *painting*, *reading*). Play the *Party at the Library* video.

FUTURE SKILLS: enquiry and imagination
Mime singing. Ask pupils to think of some hobbies that use music. Ask them to point to one in the main picture then think of one more. Ask if they like hobbies with music.

4 **Ask and answer.**

- Read the question and answer as a class. Ask a pupil the question and have them point to the hobby in the main picture. Write their hobby on the board.
- Put pupils into groups of 4. Ask pupils to take it in turns to ask and answer the question. SUPPORT Have pupils point to the hobby they like and ask the group to make the sentence together, e.g. *I like acting*. STRETCH Ask pupils to walk around the room and speak to 3 of their classmates. Encourage them to say what activity they don't like doing.

Extra activity
Ask pupils to act out one of the activities to their group who guess what it is.

WONDER HELPER
Ask pupils which helper they can see (Daniel, the wonder helper).

Read Daniel's question as a class. Spark curiosity by asking pupils to work in pairs and find out what their partner's favourite hobby is (it can be real or imaginary). Pupils share their answers as a class.

Ending the lesson

- Write the hobbies on small pieces of paper. In pairs, ask pupils to choose 3 hobbies and write them in their notebooks.
- Tell pupils you are going to say a hobby, and if they have the same, they cross it out. Once all 3 of their hobbies have been said, have them say *bingo!*
- The winner is the pair with their hobbies crossed out first.

Activity Book page 30

Let's Review! **Think and write.** Pupils write the story characters they like from Unit 3 and compare in pairs.

1 **Read and number.** Pupils number the pictures according to the words in the wordpool.

ANSWER KEY: **Answers from left to right, top to bottom:**
4 painting, **10** learning an instrument, **1** playing chess, **6** swapping cards, **7** juggling, **8** acting, **2** taking photos, **9** playing computer games, **3** coding, **5** having a party

2 **Look, read and write.** Pupils look at the pictures and wordpool in Activity 1 and complete the sentences.

ANSWER KEY: **2** painting, **3** having a party, **4** acting, **5** learning an instrument, **6** juggling

Wonder helper: Pupils answer the question.

SUGGESTED ANSWERS: playing computer games, coding (playing chess and taking photos can also be done using a computer).

Extra time: Pupils give own answers, for example, playing chess, swapping cards, acting, etc.

Activity 1 Pupil's Book Audioscript

Alicia	*The party at the library is great. Look at all the hobbies.*
Thomas	*Yes! What's your favourite hobby, Alicia?*
Alicia	*I like learning an instrument!*
Thomas	*So do I! There are lots of other amazing hobbies here, too.*
Rafa	*Yes, juggling! Look at me! I like juggling!*
Thomas	*Well done, Rafa!*
Lena	*I like taking photos. Look at Daniel. He likes painting.*
Rafa	*I want to try new things today.*
Thomas	*Great idea! Look! There's swapping cards, chess, acting...*
Rafa	*Yes... and lots of books to read!*
Thomas	*Of course!*

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Lesson 2 – Song and structures

Pupil's Book page 43

Objectives
- **Lesson aim:** to talk about what people like and don't like doing
- **Target language:** *She likes (taking photos). He doesn't like (playing chess).*
- **Recycled language:** hobbies
- **Receptive language:** *She likes... / He likes...*

GSE
- **Productive: Speaking:** Can describe someone's likes and dislikes in a simple way.
- **Receptive: Listening:** Can understand simple questions and answers about peoples likes and dislikes.

Wonder: sparking curiosity
- Engage pupils with the Big Picture by writing questions about the places and characters on the board, e.g. *Where is Daniel? What is he doing?*
- Point to the 'Wonder' stepping stone and write the learning objective on the board *We're learning to talk about what people like and don't like doing.*

Materials
- Audio; Flashcards

Starting the lesson

- Review the vocabulary as a class. Put all the Lesson 1 flashcards face down on the floor and ask pupils to choose one and say what it is.

TEACHER TIME TO SHINE: using songs
Before playing the song, teach pupils some actions, e.g act out throwing juggling balls into the air or playing the guitar. This can help pupils to understand the meaning of the song words and aid in remembering the song.

1 4.03 Read and sing.

- Read through the song as a class and have pupils point to the pictures before playing the audio.
- Play the audio and ask pupils to point to the activities in the main picture when they hear them.
- Play the song again and have pupils sing along. Confident pupils can sing along with the karaoke version (audio track 4.04).
- To extend the activity, ask pupils to create another verse for hobbies they like and don't like. Ask them to use *he* and *she* to talk about what their classmates like in the song.

2 Diagnose 4.05 Listen, find and say. Who is it?

- Ask pupils to look at the main picture and ask *What activities do the characters like?* Have pupils point and say the characters' names and their hobbies.
- Have pupils look at the table. Play the audio. Pupils point to who they think is being described in the main picture.
- Play the audio again. Pupils say who they think each one is.

ANSWER KEY: 1 Daniel, 2 Lena, 3 Alicia

3 **Make sentences about Rafa.**

- Say *I like painting* and ask pupils to repeat. Then say *I don't like juggling* and ask them to repeat. Build up the sentences one word at a time until pupils can produce them confidently.
- Ask pupils to look at the Grammar box. Point to Rafa and say *he*, then Alicia and say *she*. Point again and have pupils repeat the sentences using *He / She*.
- Point to Daniel in the picture and have pupils make a sentence, e.g. *He likes painting*.
- Then ask pupils to draw a smiley face and sad face in their books. Ask them to point to the correct face and make their own sentences about Rafa. Encourage them to write one positive and also one negative sentence. SUPPORT
  To support pupils, write on the board *Rafa _____ juggling. He _____ playing video games*. Have pupils complete the gaps and write the sentences in their notebooks. STRETCH
  Have pupils make sentences about another character in the main picture, e.g. Lena.

Extra activity
Ask pupils to work in pairs and discuss another activity Rafa might like that he isn't doing in the picture. Tell them to draw one hobby each and present them in small groups. Pupils can think back to what they have learnt about Rafa already in earlier units to help them decide on other hobbies he might like. If pupils are struggling to come up with ideas, prompt them to look back at earlier stories to help.

4 **Ask and answer. Then say.**

- Read the speech bubbles. Ask pupils to choose one hobby they like and one they don't like from the main picture.
- Put pupils into groups of 3 to ask the question, then report the answer to the other person in the group. Pupils take it in turns asking, answering and reporting.

I can shine! Assess

ACHIEVE The pupil says one thing someone likes and one thing someone doesn't like accurately.

ADJUST The pupil says one thing someone likes, with support.

EXCEED The pupil says what someone likes and doesn't like, and can add extra information.

Ending the lesson

- Mime one of the activities, e.g. juggling and ask pupils to guess what hobby it is. Nominate a student that guessed correctly to come to the front and mime another hobby.
- Once pupils become confident with the game, ask them to act out the hobbies with a happy face or a sad face. Pupils then have to guess what the hobby is and whether the person likes or doesn't like the hobby. They can then make sentences to recap the language taught in the class.

Activity Book page 31

1 4.06 **Listen and tick (✓) or cross (✗).** Pupils listen and tick according to whether the children like or don't like the hobbies.

ANSWER KEY: James: ✓ painting, playing chess, swapping cards; ✗ juggling
Sonia: ✗ painting, playing chess; ✓ swapping cards, juggling

2 **Look at Activity 1. Write.** Pupils write the missing words using the chart in Activity 1 for reference.

ANSWER KEY:
1 He likes playing chess and swapping cards.
2 He doesn't like juggling.
3 Sonia likes juggling and swapping cards.
4 She doesn't like painting and she doesn't like playing chess.

I can shine!

3 **Write about your friends.** Pupils write about the activities their friends like / don't like.

Extra time: Pupils order the words and draw a smiley or sad face according to the meaning of the correct sentence.

ANSWER KEY: Maria doesn't like coding. ☹

Activity 2 **Pupil's Book Audioscript**
1 He likes painting. He doesn't like coding.
2 She likes taking photos. She doesn't like acting.
3 She likes learning an instrument. She doesn't like swapping cards.

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Lesson 3 – Story

Pupil's Book pages 44 and 45

Objectives

- **Lesson aim:** to read, understand and act out a story about a party
- **Target language:** *doing crafts*, *being outside*, *using computers*, *helping people*, *learning something new*, *doing sport*
- **Recycled language:** *I like / don't like*, *he / she likes / doesn't like*
- **Receptive language:** *He / She likes*

GSE

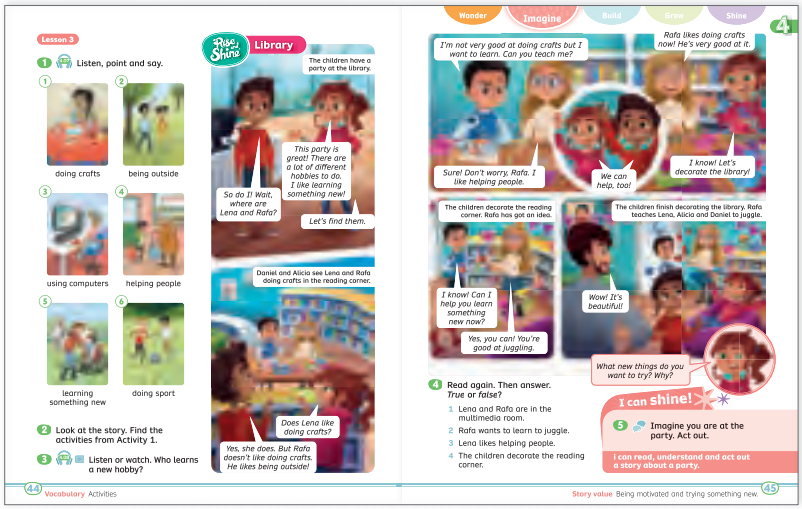
- **Receptive: Reading:** Can understand basic information about people's likes and dislikes if supported by pictures.
- **Receptive: Listening:** Can get the gist of short, simple stories if told slowly and clearly and supported by pictures or gestures.

Imagine: fostering imagination

- Encourage pupils to be imaginative and creative. Invite pupils to act out the unit story, playing the characters or telling it with their own words and gestures. Pupils think about what they are good at. While the groups are acting out the story, have one or two pupils in the background doing their activities (e.g. juggling, helping people).
- Point to the 'Imagine' stepping stone and write the learning objective on the board: *We're understanding and acting out a story about a party.*

Materials

- Audio; Story animation; Flashcards; Story cards



Starting the lesson

Diagnose

- Divide the class into two groups. Invite one pupil from each group to come to the front. Show them a hobby flashcard and ask them to draw it on the board.
- Ask teams to guess what the hobby is and award points for correct guesses.
- Continue with all the hobbies from Lesson 1.

1 4.07 Listen, point and say.

- Ask pupils to look at the pictures in Activity 1. Have pupils describe what they can see in the pictures with their partner.
- Play the audio and ask pupils to listen and point to the words.
- Play the audio again and ask pupils to repeat what they hear.
- Show pupils the flashcards and have them say the different activities unprompted. SUPPORT In pairs, have one pupil say an activity and their partner point to the correct picture. STRETCH Have pupils make sentences with the new vocabulary, using the grammar from Lesson 2 (*He / She likes ...*).

2 Look at the story. Find the activities from Activity 1.

- Ask pupils to look at the story and to point and say the activities they can see from Activity 1. SUPPORT Pupils may not be able to give all the answers as they haven't read the story yet, so they may only be able to answer *doing crafts*, based on the pictures. STRETCH Encourage pupils to scan the text quickly to find key words from the activities vocabulary to find the actions that are in the text.

ANSWER KEY: helping people, doing crafts, learning something new

RECEPTIVE SKILLS TIP

Before listening to the story, ask pairs to discuss what they can see in each frame. Tell them this pre-reading discussion will help prepare them for what they might hear. Ask pupils to describe who is in each frame, what the characters are doing and how they think the characters are feeling.

3 4.08 Listen or watch. Who learns a new hobby?

- Play the audio and ask pupils to follow the story in their books and repeat the words together.
- Play the video, then give pupils time to think about who learns a new hobby. SUPPORT Help pupils by reading out the script for frames 3 and 4 slowly. STRETCH Let confident pupils choose a character and play the video without sound, letting them play the characters.

ANSWER KEY: Rafa

4 Read again. Then answer. *True* or *false*?

- Read the sentences as a class. Then put pupils into pairs.
- Have them read the story again and decide if the statements are true or false. SUPPORT Complete the activity as a class. Ask pupils to point to the frames to find the answers. STRETCH Have pupils correct the false statements, e.g. *Lena and Rafa are in the reading corner.*

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ANSWER KEY: **1** False, **2** False, **3** True, **4** True

FUTURE SKILLS: enquiry and imagination
Ask pupils to choose one of the activities from the story they can do. Then ask the pupils if there are any of the activities in the story they would like to learn to do.

5 Imagine you are at the party. Act out!

- Put pupils in groups. Ask them to choose a character from the story and repeat their lines as they hear them.
- Play the audio and pause after each frame. Encourage pupils by pointing to the characters and reading their lines for them to repeat.
- Ask groups to show their acting to the class.

I Can Shine! Assess

ACHIEVE The pupil can read lines from the story clearly and without support.

ADJUST The pupil can repeat some of the shorter lines from the story when prompted.

EXCEED The pupil can read the speech bubble text and narration text from the story unprompted and can add new information.

Story extension
Write some of the hobbies from the story on small pieces of paper. Choose one and read it aloud. Ask pupils what was said about it in the story, e.g. *crafts – Lena likes doing crafts.*

IMAGINE HELPER
Ask the class which helper they can see (Alicia – the Imagine helper).
Read Alicia's question as a class: *What new things do you want to try? Why?* Put pupils into pairs and ask them to point and say which hobby they want to try. Encourage them to say why.

Ending the lesson

- Have pupils stand up. One pupil turns their back to the rest of the group – the 'granny / grandad' – and the rest of the class stand in a line at the opposite end of the room.
- Tell pupils to try and sneak up on the 'granny / grandad' but be careful as they can turn around at any time. Ask the 'granny / grandad' to say an activity or verb for the group to pose as when the 'granny / grandad' turns around. Tell pupils that if he or she turns around, they have to freeze in the position of the activity / verb said. If the 'granny / grandad' 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 'granny / grandad' first.

Activity Book page 32

1 Look and write. Pupils choose a word from each wordpool to use for each picture. Pupils write the phrases under each picture.

ANSWER KEY: **2** learning something new, **3** doing sports, **4** doing crafts, **5** being outside, **6** using computers

2 Read and match. Pupils match the speech bubbles to each frame of the story.

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

I can shine!

3 Write for you. Pupils choose their top three activities to do at a party. Then they write sentences.

Imagine helper: Pupils decide what they think of the Pupil's Book story and colour the appropriate number of stars.

Extra time: Pupils answer the question.

ANSWER KEY: beautiful

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Lesson 4 – Structures

Pupil's Book page 46

Objectives
- **Lesson aim:** to ask and answer about what people like and don't like doing
- **Target language:** *Does he / she like (being outside)? Yes, he / she does. No, he / she doesn't.*
- **Recycled language:** hobbies

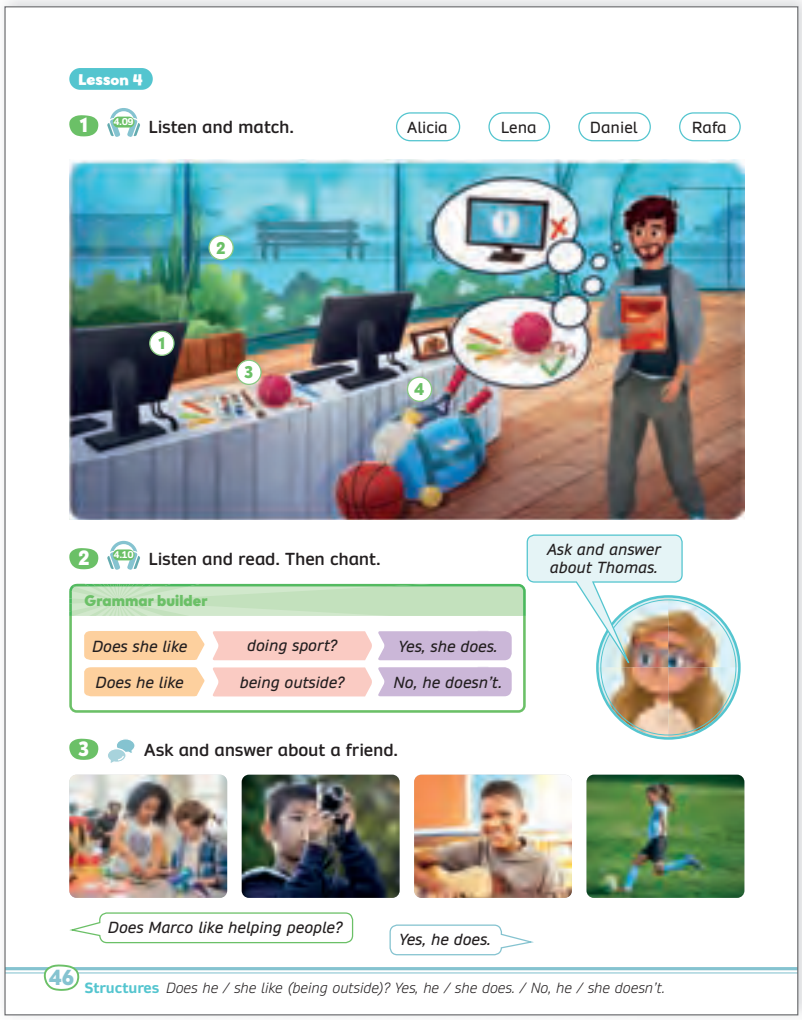
GSE
- **Receptive: Listening:** Can understand people's likes in informal conversations, if the speakers talk slowly and clearly.
- **Productive: Speaking:** Can ask simple questions about someone's family and friends, using basic phrases.

Build: building confidence

Build

- Build confidence in English through whole-class speaking and repetition of key words as well as finding similar words on the page. Review the question form from Lesson 2: *Do you like (acting)?* and write it on the board with the answers: *Yes, I do. / No, I don't.* Have pupils practise asking and answering. This familiar structure will help build confidence before the third person form is presented in this lesson.
- Point to the 'Build' stepping stone and write the learning objective on the board: *We're learning to ask and answer about what people like and don't like doing.*

Materials
- Audio



Starting the lesson

Diagnose

- Ask the class to think back to the story in Lesson 3. Write the characters from the story on the board, e.g. *Lena*, *Daniel*, *Rafa*, *Alicia*.
- Ask the class if they can remember what hobbies the characters like, or don't like. Point to Lena (she likes doing crafts), then Rafa (he doesn't like doing crafts). Repeat the steps with all the characters on the board.

1 4.09 Listen and match.

- Draw pupils' attention to the picture. Ask them *What can you see?* Ask pupils what hobby each of the numbers shows.
- Play the audio and ask pupils to match the characters to the number in the picture. Have pupils point to the correct hobby. SUPPORT Before listening, review all of the hobbies from the previous lessons (being outside, using computers, etc.). STRETCH Ask pupils to say what the characters don't like doing.

ANSWER KEY: Alicia 4, Daniel 3, Lena 1, Rafa 3 and 2

2 4.10 Listen and read. Then chant.

- Read the Grammar builder to the class. Say both the questions and answers. Play the audio track and ask pupils to read along.
- Play the audio and have pupils listen and chant along.
- Ask more confident pupils to point at one of the pictures in Activity 1. They replace the hobby in the question with one from the picture. SUPPORT Help pupils build new questions as a class, before moving onto the Build helper activity. On the board write *Does he / she like _____?*. Have pupils complete the question with different activities they can see in the Activity 1 picture. STRETCH Once pupils are confident with the new grammar, encourage them to look back at their

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answers to Activity 1 which show what activity each of the *Rise and Shine* characters like. Have them ask their partner about what each of the characters likes.

BUILD HELPER

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

Draw pupils' attention to the pictures in Activity 1 again. Ask pupils to look at the two thought bubbles coming from Thomas and have them tell you what activities they show (using computers, doing crafts). Point to the tick and the cross. Ask *Does Thomas like using computers?* Ask pupils to look at the Grammar builder box to help them with their answer (No, he doesn't.).

Put pupils into pairs and have them ask each other a question about Thomas' second thought bubble. Encourage them to use the Grammar builder to help them. Fast finishers can then ask questions about Thomas using the other activities they know.

RECEPTIVE SKILLS TIP

Ask pupils to think about how our voices sound when we talk about things we, or others, like or don't like. Encourage pupils to pull faces to show how they feel when they like or dislike something. Play the audio for Activity 2 again. Can the pupils hear a positive or negative tone of voice?

3 **Ask and answer about a friend.**

- Ask pupils to look at the pictures and say what hobbies they can see (helping people, taking photos, learning an instrument, doing sport).
- Ask pupils to think about a friend. Put pupils into pairs.
- Have them ask and answer questions using the hobbies in the photos and the Grammar builder box. Pupils swap the activities for activities in the photos to make new questions.
- Pupils take it in turns. SUPPORT Have pupils only ask questions with affirmative answers, e.g. *Yes, he / she does.* STRETCH Have pupils form questions about a friend using previously learnt vocabulary, e.g. *Does he like dragons?*

Extra activity

Brainstorm the hobbies from previous lessons as a class. Then put pupils with a new partner. Tell them to ask and answer new questions with other activities they can remember from Lessons 1 and 3.

Ending the lesson

- Choose a hobby flashcard. Tell the class your friend likes a hobby, but they don't know what it is. Encourage them to ask questions to find out what the hobby is, e.g. *Does he like being outside? Does he like doing crafts?* Say *yes* or *no* depending on your card.
- Invite a pupil to come to the front of the class and choose another card. Repeat the steps and have pupils guess what the activity is by asking questions.

Activity Book page 33

1 **Order and write. Then answer.** Pupils write the jumbled questions in order, then write the appropriate answers using the faces as prompts.

ANSWER KEY: **2** Does she like taking photos? No she doesn't., **3** Does he like playing computer games? No, he doesn't., **4** Does she like being outside? Yes, she does.

Build helper: Pupils use the prompts to write the question. They can answer the question based on what they know about Rafa.

ANSWER KEY: Does Rafa like doing sports? (Yes, he does.)

Grammar extension

Grammar 4 Lesson on page 91 of the Pupil's Book offers extended practice of the grammar introduced in Unit 4. Further teacher's notes can be found in the teacher resources on the Pearson English Portal.

Activity 1 — Pupil's Book Audioscript

Boy *Does Alicia like using computers?*
Girl *No, she doesn't.*
Boy *Does she like doing sport?*
Girl *Yes, she does.*
Boy *And Daniel... Does he like being outside?*
Girl *No, he doesn't. He likes doing crafts.*
Boy *Does Lena like doing sport?*
Girl *No, she doesn't.*
Boy *Does she like using computers?*
Girl *Yes, she does.*
Boy *Does Rafa like doing crafts?*
Girl *No, he doesn't.*
Rafa *Yes, I do now!!*
Girl *Oh hi, Rafa! Do you like being outside, too?*
Rafa *Yes, I do!*

Activity 2

Lena *Come on everybody, listen to me. Does she like doing sport?*
Boy *Yes, she does.*
Lena *Does he like being outside?*
Boy *No, he doesn't.*
Lena *Come on everybody, chant with me.*
Children *Does she like doing sport?*
Yes, she does.
Does he like being outside?
No, he doesn't.

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Lesson 5 – Communication

Objectives
- **Lesson aim:** to say what I'm good at and not good at; to practise the sounds *ur* /ɜː/ and *ing* /ɪŋ/
- **Speaking function:** to ask and answer about what you are good at
- **Functional language:** *Are you good at (coding)? Yes, I am. No, I'm not. I want to learn.*
- **Recycled language:** hobbies

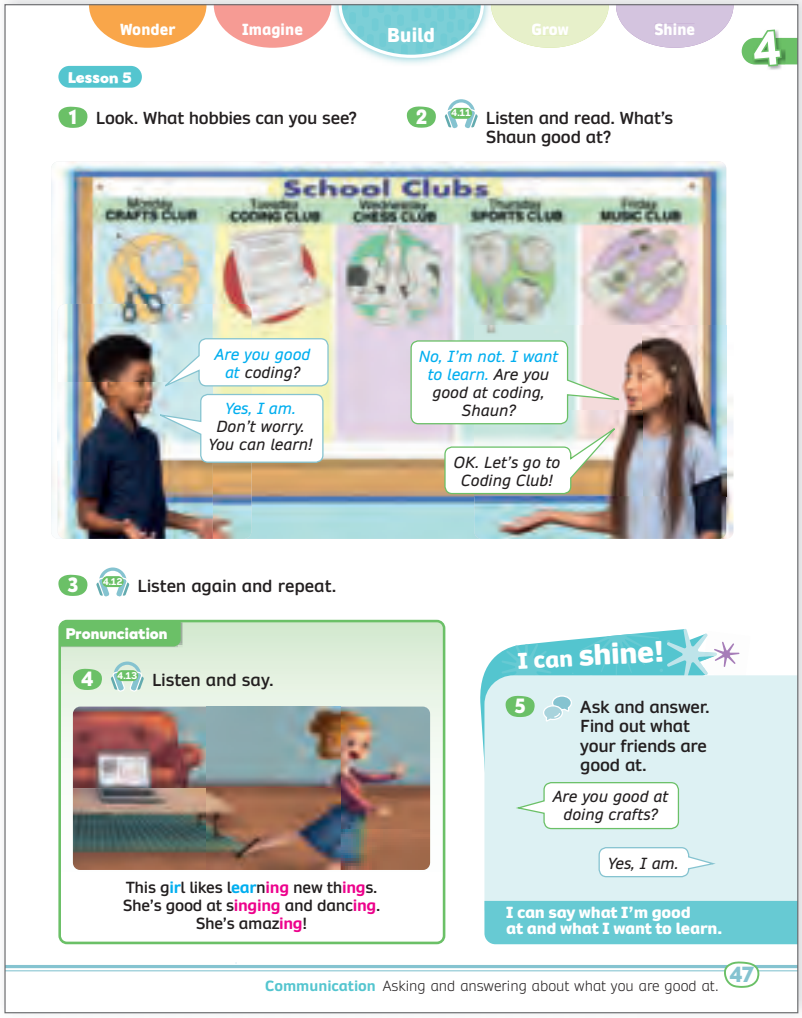
GSE
- **Receptive: Listening:** Can distinguish between negative statements and positive statements. Can understand what people say they can or can't do from simple sentences.
- **Productive: Speaking:** Can talk about things they can or can't do using simple fixed expressions. Can express ability or lack of ability in relation to basic everyday actions.

Build: building confidence

Build

- Build autonomy in English through noticing patterns in target language building on a bank of known words and encouraging pupils to notice mistakes. Write words from the unit so far that end in *-ing*: *helping*, *doing*, *being*. Have pupils put their hand under their chin. Say each word slowly. How many times does their chin drop? It drops two times for these words. That means that they have two syllables. Adding *-ing* adds a syllable. Knowing this pattern will be helpful for the Pronunciation activities in this lesson.
- Point to the 'Build' stepping stone and write the learning objective on the board: *We're learning to say what we're good at and not good at.*

Materials
- Audio; Communication cards



Starting the lesson

- Divide the class into two teams. Say *doing sport* to the class and invite a pupil from each group to come and write the hobby on the board. Tell them their team can help them by saying the letters aloud.
- Tell the class you are going to say one of the hobbies and a pupil from each group should race to the front and try to write the words correctly on the board. Award for correct spellings.

1 Look. What hobbies can you see?

Diagnose

- Ask pupils to look at the picture and say what they can see. Ask *What days can you see? What hobbies can you see? What other things can you see?*

2 4.11 Listen and read. What's Shaun good at?

- Read the first speech bubble to the class. Ask pupils what the most important words are in the question (good, coding). Then read the answer speech bubble. Act out typing slowly on a computer then put your thumbs down to show you're not good at it. Then read the third speech bubble. Practise typing quickly on a computer and put your thumbs up.
- Play the audio and ask pupils to read along. Then play the audio again and have them listen for the answer.

ANSWER KEY: coding

3 4.12 Listen again and repeat.

- Play the audio track again and have pupils repeat what they hear. SUPPORT Have the whole class repeat the questions and answers together to build confidence. STRETCH In pairs, one pupil plays the boy and the other plays the girl. Ask the 'boy' to repeat what the boy says, and the 'girl' to repeat what the girl says.

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4 4.13 **Pronunciation** Listen and say.

- Read the sentences to the class. Then play the audio and have pupils read along.
- Play the audio again and have pupils say the tongue twister without the audio and encourage them to repeat it a few times. Have more confident pupils say it faster and faster each time.
- Draw pupils' attention to *learning*. Say the word and have pupils' repeat it. Underline the *-ing* sound.
- Read the tongue twister. Tell pupils to stand up when they hear the *-ing* /ɪŋ/ sound and to clap when they hear the *ur* /ɜː/ sound (some words have both). SUPPORT Look up how the mouth is positioned to make these sounds and draw a mouth on the board to show pupils where the sound comes from in the mouth for each sound. STRETCH Ask pupils to think of any other words with these sounds, e.g. *playing*, *being*, *doing*, *bird*, *word*, *shirt*.

TEACHER TIME TO SHINE: facilitating speaking in class
Before a speaking activity, practise the language with the class first. For Activity 5, put pupils into pairs and indicate which one should ask the question first. When both pupils have asked and answered, swap pairs around or ask pupils to join another pair to make a small group. Give the pupils time to speak to each other to enjoy practising the language.

5 **Ask and answer. Find out what your friends are good at.**

With communication cards:

- Print the communication cards off before the lesson.
- Read the speech bubbles as a class. Tell them they are going to say what they are good at or not good at.
- Have pupils walk around the class and ask and answer about the activities in the table. When they find someone that is good at the activity, ask them to write their name in the second column. Tell them to ask different pupils until their table is completed.

Without communication cards:

- Brainstorm the activities as a class and write them on the board.
- Read the speech bubbles as a class. Tell them they are going to say what they are good at or not good at. Have pupils ask and answer in pairs, using the board to help them.
- Pupils can write the names of children who are good at each activity in their notebooks.
- Alternatively, conduct a class survey. Ask all the pupils for each activity as a class and write the names for each activity on the board.

I can shine! Assess

ACHIEVE The pupil can ask questions and give negative and affirmative answers about 3 activities.

ADJUST The pupil can answer the question correctly but needs support to ask the question.

EXCEED The pupil can ask questions and give negative and affirmative answers about 5+ activities. The pupil can include additional responses.

FUTURE SKILLS: collaboration and communication
Ask pupils to find someone in the class who is good at / not good at the same hobbies as them. Have pupils talk about their findings in small groups. Less confident pupils may wish to write sentences about their surveys before speaking and more confident pupils may like to share their results with the class.

Ending the lesson

- In pairs, ask pupils to look back at Lesson 1 and take it in turns to tell their partner two of the hobbies they are good at and two they are not good at.

Activity Book page 33

2 **Read and number.** Pupils number the dialogue in order.

ANSWER KEY: **1** Are you good at painting?
2 No, I'm not. I want to learn. Are you good at painting?
3 Yes I am. Don't worry. You can learn!
4 Ok. Let's go to the Art club.

I can shine!

3 **Think and write for you. Then talk with a friend. Find two things you both want to learn.** Pupils write questions and answers. They then work with a partner and practise the dialogue.

Pronunciation Pupils circle the odd word out.

ANSWER KEY: learn

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Lesson 6 – Global citizenship

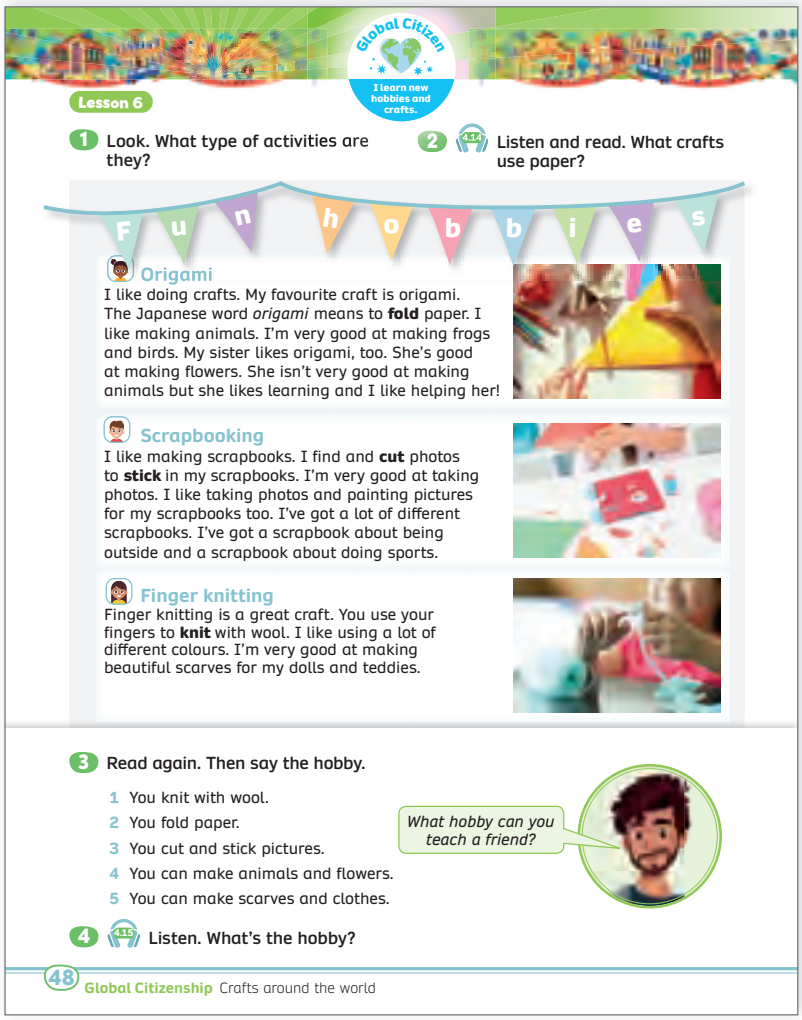
Pupil's Book page 48

Objectives
- **Lesson aim:** to read about crafts
- **Cross-curricular connection:** Crafts around the world
- **Global citizenship theme:** Learning new hobbies
- **Target language:** *fold*, *cut*, *stick*, *knit*
- **Recycled language:** *doing crafts*, *I like*, *he / she is good at*, *he / she isn't good at*

GSE
- **Receptive: Reading:** Can guess the meaning of a word from an accompanying picture.
- **Receptive: Listening:** Can recognise simple phrases related to familiar topics in slow, clear speech.

Grow: nurturing growth in society
- Promote good global citizenship by encouraging pupils' awareness of their role in society. Ask (in L1 if needed) *Why is it good to learn new things? How do you think it helps us? How long do you think it takes to become good at something new?* Discuss how when we try something new, we need to make mistakes and be patient. The mistakes help to grow our brain!
- Point to the 'Grow' stepping stone and write the learning objective on the board: *We're learning to read about crafts.*

Materials
- Audio; Flashcards; paper, scissors


Lesson 6

Global Citizen
I learn new hobbies and crafts.

1 Look. What type of activities are they?

2 4.14 Listen and read. What crafts use paper?

Fun hobbies

Origami
I like doing crafts. My favourite craft is origami. The Japanese word *origami* means to **fold** paper. I like making animals. I'm very good at making frogs and birds. My sister likes origami, too. She's good at making flowers. She isn't very good at making animals but she likes learning and I like helping her!

Scrapbooking
I like making scrapbooks. I find and **cut** photos to **stick** in my scrapbooks. I'm very good at taking photos. I like taking photos and painting pictures for my scrapbooks too. I've got a lot of different scrapbooks. I've got a scrapbook about being outside and a scrapbook about doing sports.

Finger knitting
Finger knitting is a great craft. You use your fingers to **knit** with wool. I like using a lot of different colours. I'm very good at making beautiful scarves for my dolls and teddies.

3 Read again. Then say the hobby.

1 You knit with wool.
2 You fold paper.
3 You cut and stick pictures.
4 You can make animals and flowers.
5 You can make scarves and clothes.

What hobby can you teach a friend?

4 4.15 Listen. What's the hobby?

48 Global Citizenship Crafts around the world

Starting the lesson

Diagnose

- Stick some of the hobby flashcards from the previous lessons around the room. Ask pupils to go and stand by one of the hobbies they are good at.
- Then, ask pupils to go and stand by one of the hobbies they are not good at. Take a class vote on the hobby that has the most pupils who are good at it and the one with the least.

1 Look. What type of activities are they?

- Ask pupils to look at the pictures. Ask *What can you see? What are they doing?*
- Have pupils say what they can see using any previously learnt language and guess what they think the hobbies are.

2 4.14 Listen and read. What crafts use paper?

- Have pupils look at the pictures. Play the audio and ask pupils to read along.
- Play the audio again and have pupils listen for which hobby uses paper.
- Ask pupils if they've ever tried any of the hobbies in the pictures. Ask them to guess which country *origami* comes from.
- Refer pupils back to the I wonder question from Lesson 1 (*What hobbies use paper?*) and have them now list all of the hobbies and activities they now know that use paper. SUPPORT Have pupils compare their answers in pairs and point to where they found the answers in the text. STRETCH Ask pupils what the craft that doesn't use paper uses instead. (finger knitting uses wool). Point to the photo to clarify the word *wool*.

ANSWER KEY: origami and scrapbooking

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RECEPTIVE SKILLS TIP
Prepare pupils for the listening activity by thinking about any hobbies they know that use paper. Brainstorm ideas on the board. Then ask them to point at any paper they can see in the pictures.

3 Read again. Then say the hobby.

- Read the sentences as a class. Then, ask pupils to point to the hobby that mentions *knit* and *wool* (finger knitting).
- In pairs, ask pupils to find the answers and then say them aloud. SUPPORT Ask pupils to look for the words: *wool*, *fold* and *stick* to help them find their answers. Then do the task as a class. STRETCH Ask pupils to find their answers individually then share their answers with a partner.

ANSWER KEY: **1** finger knitting, **2** origami, **3** scrapbooking, **4** origami, **5** finger knitting

4 4.15 **Listen. What's the hobby?**

- Play the audio and have pupils listen for the hobby. SUPPORT Play the audio twice. Pause after each sentence to give pupils time to think about their answer. STRETCH Ask pupils to say any extra information they heard, e.g. *I paint pictures of people and animals.*

ANSWER KEY: painting

GROW HELPER
Ask pupils who the helper is (Thomas, the Grow helper).

Read Thomas's question. Ask pupils if they have a friend or classmate they want to teach a hobby to. Ask them to say what hobby they want to teach them. Remind them it is important to respect other people's likes and dislikes but it's also important to try new things to see if you like them.

Extra activity
Ask pupils to think about something they are good at making out of paper, e.g. snowflakes, paper aeroplanes, simple origami. Have pupils teach a partner how to make it.

FUTURE SKILLS: critical and reflective thinking
Ask pupils to think about the two activities *doing crafts* and *doing sports*. Have them think about what are the biggest differences between these types of activities, e.g. *Doing crafts uses paper. You sit down. You do it inside. / You normally do sport outside, with other people. You stand up.* Write ideas on the board to help pupils.

Ending the lesson

- Put the class into 3 or 4 teams. Ask pupils to think about all the hobbies they have learnt in this lesson and previous lessons.
- Teams must write down all the hobbies they can remember. Set a time limit.
- When time is up, teams read their answers. Award one point for each correct answer (origami, scrapbooking, doing sports, doing crafts, using computers, juggling, taking photos, etc.).

Background information (Culture and CLIL)

Bring in or display pictures from different crafts from different countries and note down any equipment, e.g. paper, wool, a computer, etc. Ask pupils if they can guess the country and ask them to say what they might need to use for these activities. Before the lesson, research a craft that is popular in your country. Ask pupils to guess what it is and whether people do it in other places around the world.

Activity Book page 34

1 Read and circle. Pupils read and circle the correct word in each caption.

ANSWER KEY: **2** cut, **3** knit, **4** stick

2 4.16 **Listen and match. Then write.** Pupils listen and match the speech bubbles in two columns. They then choose the right word and write it to complete each speech bubble.

ANSWER KEY: **1** c, scrapbooks, **2** a, knitting, **3** b, origami

3 Now choose a craft you like. Write. Pupils write a sentence about the craft of their choice,

Extra time: Pupils answer the question.

ANSWER KEY: origami, making scrapbooks

Activity 4 **Pupil's Book Audioscript**

Boy *I like doing crafts.*
Girl *What crafts do you like doing?*
Boy *I like painting.*
Girl *Cool! What do you like painting?*
Boy *I paint pictures of people and animals. Do you like painting?*
Girl *No, I'm not very good at painting.*
Boy *That's OK. I can help you.*
Girl *Oh, thanks!*

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Lesson 7 – Writing

Pupil's Book page 49

Objectives
- **Lesson aim:** to write instructions
- **Text type:** instructions
- **Recycled language:** *cut*, *fold*, *stick*, *scrapbook*

GSE
- **Receptive: Reading:** Can follow basic instructions for making something if supported by pictures.
- **Productive: Writing:** Can write basic, single-clause sentences, given a model. Can write simple sentences to describe what's happening in a sequence of pictures.

Grow: nurturing growth in society

Grow

- Encourage a further sense of pupils' social responsibility by collaborating for a common aim (creating a set of clear instructions). Give or show an example of a recipe (e.g. for some simple cupcakes) to the class. If possible, show them a version of the recipe with some steps missing or without detail. Discuss why it is important that instructions are clear. In this lesson, it is their responsibility to write clear instructions that another person could follow.
- Point to the 'Grow' stepping stone and write the learning objective on the board: *We're learning to write instructions.*

Materials
- Audio; colouring pencils

Starting the lesson

Diagnose

- Mime cutting paper with your fingers as if they are scissors. Then fold the paper in half. Mime gluing the paper and sticking it onto a table. Ask pupils in English, *What did I do?* (cut, fold, stick).
- In pairs, have pupils take turns in acting out the words.

1 4.17 Listen and read. What animal does the girl make?

- Ask pupils to look at the pictures and say what they can see. Then, read the sentences as a class.
- Play the audio and have pupils read along.
- Ask them to write the correct sentence next to each picture number in their notebooks.
- Check the answers as a class, asking pupils to say the words to check their pronunciation.

ANSWER KEY: a snake

2 4.18 Ideas generator Listen, read and match.

- Read the sentences as a class. Mime the action of fanning yourself and point to picture 3. Have pupils repeat the word *fan*.
- In pairs, have pupils look at the crafts and say what materials each one needs to make it.
- Then ask pupils to read the three sentences and think about which ones could match to which craft.
- Play the audio and ask pupils to read along.
- Play the audio again and have pupils match the sentences to the correct pictures.

ANSWER KEY: 1 b, 2 c, 3 a

3 Give it a go **Plan your instructions with a friend.**

- Tell pupils they are going to write their own instructions for how to make or do something. Explain this could be a sport, simple origami, a dance routine, or computer skills, for example. Brainstorm things they could write instructions for as a class on the board.
- Put pupils into pairs and ask them to choose what they are going to write instructions for. Ask them to write the first step using the words on the board and the pictures in Activity 1 to help them.
- Have pupils draw a picture to illustrate their instructions. SUPPORT Brainstorm the verbs pupils know and write them on the board to help them, e.g. *fold*, *knit*, *draw*, etc. STRETCH Ask pupils to also write the things a person will need to complete the instructions, e.g. paper, music, etc.

4 **Write your instructions together.**

- Pupils use their notes to write their instructions.
- Have pupils refer to the model text when thinking about steps 2 and 3.
- Encourage them to add illustrations and colour to each step.

I can shine! Assess

ACHIEVE The pupil can write 3 clear steps in their instructions, using some appropriate verbs.

ADJUST The pupil can write some simple instructions, with support.

EXCEED The pupil can write 4 clear, step-by-step instructions using a wide range of verbs, e.g. *do*, *make*, *knit*, *fold*, *draw*, etc.

FUTURE SKILLS: collaboration and communication
Ask pupils to take it in turns to read through the instructions to another pair. To extend the activity further, have the other pair try and follow the instructions to make the craft. This will help the pair that wrote the instructions to notice what was missing or other details they may need to include in their instructions to make them clearer.

TEACHER TIME TO SHINE: peer teaching
Using language in a practical situation can help pupils remember and use it correctly. Encourage pairs to teach another pair who don't know how to make or do their thing. Make this a practical session with craft activities, physical activities and ICT skills.

Ending the lesson

- Stick the instructions up around the room on the walls or lay them out on tables. Ask pupils to walk around and to choose the activity they think they would be, or are, good at or not good at.
- Have a class vote on which activities pupils are good at and not good at.
- Have pupils choose one craft they would like to learn and challenge each pupil to try and learn something new this week.

Activity Book page 35

1 **Read and tick (✓). Then circle the instruction words.** Pupils read the model text and tick the correct photo. Then they write the appropriate title at the top of the instructions and circle the instruction words in the text.

ANSWER KEY: **b** ✓ a snake, **2** draw, **3** cut out, **4** stick, **5** write.

2 Give it a go **Choose a different craft. Plan your instructions.** Ensure pupils choose a different craft to the one in the Pupil's Book. Pupils write notes then compare with a partner.

I can shine!

3 **Write your instructions. Then draw.** Pupils write instructions for their creation.

Check your work! Pupils check the spelling of words with initial silent letters such as *write* / *knit*, the *ck* in *stick* and *ai* in *paint*.

Activity 1 Pupil's Book Audioscript

Girl
Making a paper animal!
One. Cut out the paper.
Two. Fold green and yellow paper.
Three. Stick on the head and the eyes.
Look, it's a snake!

Activity 2

1 Girl 1 *I'm making a scrapbook. First, I find photos. Then, I cut them out.*
2 Boy *I'm making a birthday card for my friend. First, I fold the paper, then I write a message.*
3 Girl 2 *I'm making a paper fan. First, I draw a picture on the paper, then I colour in the picture.*

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Lesson 8 – Review

Pupil's Book page 50

Objectives

- **Lesson aim:** to review the language from Unit 4
- **Revised language:** *doing sport*, *using computers*, *playing chess*, *being outside*, *learning something new*, *doing crafts*, *helping people*, *taking photos*, *swapping cards*, *coding*, *juggling*, *finger knitting*, *learning an instrument*, *having a party*, *painting*, *acting*, *playing computer games*

GSE

- **Receptive: Reading:** Can understand basic information about people's likes and dislikes, if supported by pictures.
- **Receptive: Listening:** Can understand simple questions and answers about people's likes and dislikes.
- **Productive: Speaking:** Can ask someone about their likes and dislikes in a basic way. Can express ability or lack of ability in relation to basic everyday actions.

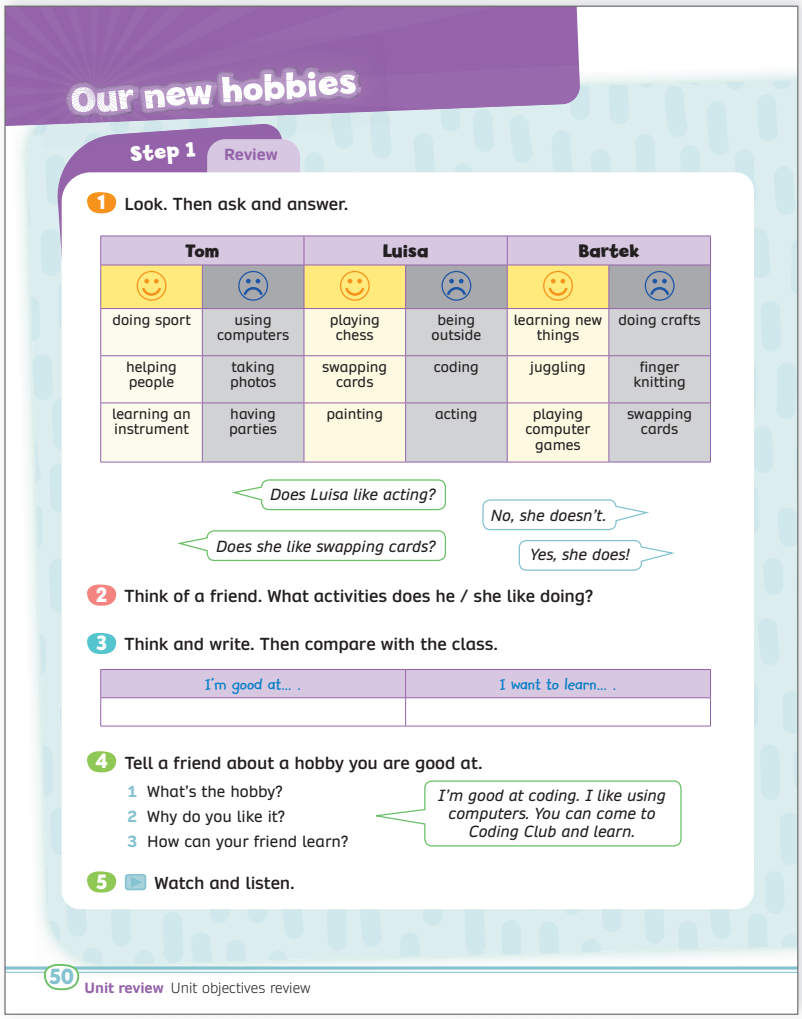
Shine: Time to shine!

Shine

- Explain that we all have hobbies and activities that we are good at. Everyone has different things they are good at and that they can learn from each other. Talk about which skills in English the pupils think they are good at and which skills they need more practice at. Tell them that it is normal to need more practice at some subjects or skills. Tell pupils a true story of when you had to practise to become more confident or skilled at something.
- Point to the 'Shine' stepping stone and write the learning objective on the board *We're reviewing what we've learnt in the unit.*

Materials

- *Our World* video; Flashcards; pictures of activities



Our new hobbies

Step 1 Review

1 Look. Then ask and answer.

Tom		Luisa		Bartek	
☺	☹	☺	☹	☺	☹
doing sport	using computers	playing chess	being outside	learning new things	doing crafts
helping people	taking photos	swapping cards	coding	juggling	finger knitting
learning an instrument	having parties	painting	acting	playing computer games	swapping cards

Does Luisa like acting? No, she doesn't.

Does she like swapping cards? Yes, she does!

2 Think of a friend. What activities does he / she like doing?

3 Think and write. Then compare with the class.

I'm good at... .	I want to learn... .

4 Tell a friend about a hobby you are good at.

1 What's the hobby?
2 Why do you like it?
3 How can your friend learn?

I'm good at coding. I like using computers. You can come to Coding Club and learn.

5 Watch and listen.

50 Unit review Unit objectives review

Starting the lesson

Diagnose

- Ask pupils to look back through the unit and to say what their favourite lesson was and why.
- Display pictures of the activities around the classroom or on the board. Give pupils 2–3 minutes to look at them.
- Remove the pictures and ask pupils to work in small groups to remember as many as they can in 2 minutes.
- Ask groups for their answers and write them on the board.

Step 1: Review

- The Review consolidates the target language of the unit from the I Can Shine checkpoints and helps pupils prepare for the unit projects. Vocabulary from the Wonder spread is reviewed through reading in Activity 1. The story and additional vocabulary ideas from the Imagine spread are reviewed in Activity 2. The speaking elements in Activity 3 consolidate the target structures and language of the Build spread.
- Ahead of the pupils completing the activities, reviewing the song from lesson 2 can help them recall vocabulary and language learnt earlier in the unit.

1 Look. Then ask and answer.

- Ask pupils to look at the table. Tell them to look at the first hobby in Tom's 'smiley' column. Write *does* on the board. Ask the class how they ask a question using this word and Tom's hobby (*Does Tom like doing sport?*). Have pupils say the answer (*Yes, he does.*).
- Read the speech bubbles as a class.
- In pairs, have them ask and answer what the people like using the information and the questions and answers as prompts.

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Extra activity
Pupils copy the table and complete it for themselves and two friends, with the 3 hobbies they like the most and the 3 they like the least.

2 Think of a friend. What activities does he / she like doing?

- Ask pupils to think of a friend and their hobbies.
- In pairs, pupils tell their partner two sentences about what their friend likes doing. SUPPORT To help students revise the correct sentence structure for answering the questions, give an example, e.g. *Jose likes juggling*, and write it on the board. Leave this on the board while pupils complete the activity. For further support, pupils may prefer to write their sentences before telling their partner. STRETCH Have more confident pupils extend the activity by saying what their friend doesn't like doing.

3 Think and write. Then compare with the class.

- Have pupils look at the table in Activity 1. Ask them to look at the activities. Have pupils use these ideas to think of some activities they are good at and some they are not good at. Have them write their ideas in the correct column.
- Put pupils into groups to compare their lists. SUPPORT Tell pupils to look at the hobbies in Activity 1 to help them. STRETCH Have pupils write sentences about their friends in the table, e.g. *He / She's good at…*.

4 Tell a friend about a hobby you are good at.

- Read the bullet points to the class.
- Put pupils into pairs and have them take it in turns to tell each other one hobby they are good at. Encourage them to use their ideas from Activity 3 to help them. SUPPORT Have less confident pupils write down their answers to the questions in full sentences, before they tell their partner, so they can think about the correct language. STRETCH Have more confident pupils give further details about why they like their hobbies and how their friend can learn it.

TEACHER TIME TO SHINE: correcting errors
Encourage pupils to try and speak with other partners. Have pupils complete the activity, then monitor and note down any common errors. Correct the errors as a class. Then switch partners and have pupils speak with someone different. This can help build confidence in speaking.

5 Watch and listen.

- Revise the unit vocabulary using flashcards. Play the *Party at the Library* video.
- After watching, ask pupils if they can remember the different activities the children did at the party at the library in the video (*acting*, *painting*, *reading*, *listening to stories*).

Ending the lesson

- Put the class into 3 or 4 teams. Have teams write down all the hobbies they can remember from the unit, including the verbs. Set a time limit. When the time is up, teams read their answers. Award one point for each correct answer.
- Then write these categories on the board: *doing crafts*, *using computers*, *doing sports*. Have the pupils write as many activities at they can for each category in their notebooks. Set a time limit again. When the time is up, have pupils read their answers and add them to each column on the board.

Activity Book page 36

1 Look and write. Pupils unscramble the letters and write the words.

ANSWER KEY: **1** juggling, **2** acting, **3** coding, **4** painting, **5** playing chess, **6** swapping cards, **7** being outside, **8** using computers

2 4.19 **Listen and draw. Then write.** Pupils listen and draw a happy or sad face in each smiley according to the audio. They then complete the sentences / answer the questions.

ANSWER KEY: **1** Boy – doing sports – smiley face, learning an instrument – smiley face, computer games – sad face,
2 Girl – helping people – smiley face, doing crafts – sad face, having a party – smiley face,
2 He likes learning an instrument.
3 Does he like playing computer games? No, he doesn't.
4 She likes helping people.
5 She doesn't like doing crafts.
6 Does she like having a party? Yes she does.

3 Order and write. Answer for you. Then talk with a friend. Pupils put the words in the correct order and write the sentence. Then they ask and answer with a partner.

ANSWER KEY: Are you good at taking photos?

Extra time: Pupils answer the question.

ANSWER KEY: origami

Unit 4 review notes

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

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Lesson 9 – Project: Present a new hobby

Pupil's Book page 51

Objectives
- **Lesson aim:** to talk about learning a new hobby
- **Revised language:** hobbies, *does he / she like...? No, he / she doesn't, Yes, he / she does. I'm good at... I'm not good at... I like...*

GSE
- **Receptive: Listening:** Can distinguish between a negative statement and a positive statement. Can recognise simple phrases related to familiar topics in slow, clear speech.
- **Productive: Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way.
- **Productive: Writing:** Can write basic, single-clause sentences, given a model.

Shine: Time to shine!

Shine
- Make sure that children know that it only matters what they can do and encourage them not to compare themselves with others in the class. Encourage them to use as much language from the unit as they can. Have them look through Unit 4 and note down any words that will help them. Encourage them to ask a partner for support when planning the new hobby or presenting it if they need to.
- Tell pupils this is a 'Shine' lesson. Write the lesson objective on the board *We're going to talk about learning a new hobby.*

Materials
- Colouring pencils, paper, scissors, card

Starting the lesson

Diagnose

- Ask pupils to tell a partner a hobby they did today, yesterday or last weekend. Ask them to use English in their answers as much as possible.

Step 2: Create

- This section revises global citizenship skills from the Build and Grow spreads such as critical thinking and collaboration. Activity 6 focuses on personalisation. Activities 7 and 8 foster collaboration and communication skills, as pupils collate their work to decide on their new hobby and create a sign about it together, before presenting to the class. Activity 8 develops creativity.
- Ensure pupils understand the steps to success for creating their new hobby and to carry out the project successfully. Give them clear, step-by-step instructions:
  1 Choose the activity you want to base your new hobby on.
  2 Decide what the hobby is.
  3 Think of useful verbs or words to talk about the hobby.
- Some pupils may need more support to keep in mind all the key elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve. Above all, project work is a chance for pupils to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.

6 Choose a hobby you like.

- Ask pupils to think about the hobbies they like. Tell them to look at the hobbies in Activity 1 to help them if they need.

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7 **Tell your group about your hobby. Invent a new hobby together.**

- Ask the class *What hobbies do you like?* Write some ideas on the board.
- Tell pupils they are going to create a new hobby. Explain they can base the hobby on one they've learnt, e.g. create a new board game, create a new circus skill, create a new thing to make, etc.
- Brainstorm verbs and equipment as a class and write them on the board, e.g. *stick*, *cut*, *fold*, *a ball*, *paper*, etc.

PROJECT TIP
For a less confident class, let pupils choose one of the hobbies they have learnt in the unit to showcase.

8 **Create a sign for your new hobby.**

- Ask pupils to look at the picture. Tell them they will need to make a sign to show what their hobby is. Encourage them to make it as colourful as possible. SUPPORT Help the group to plan their approach to creating the poster. Have the pupils decide what role they will play in the group so that everyone works together and contributes. One suggestion could be for one pupil to draw, another cut and another stick to help create the poster. STRETCH More confident pupils can add written detail about the hobby on the poster.

Extra activity
Have pupils create instructions on how to do their hobby. For support, they can look back at the instructions in Lesson 7 to help structure their writing. In addition, pupils can make any props they would need to do their hobby, to help support their poster.

Time to shine!

9 **Present your new hobby to the class.**

- Read the example speech bubble. Tell pupils they are going to take it in turns to tell the class about their new hobby.
- Have pupils plan and prepare their presentations. Less confident pupils may wish to write down what they are going to say ahead of presenting.
- In groups, pupils present their ideas.
- Ask pupils what they like about the hobbies. Encourage them to say why.

TEACHER TIME TO SHINE: exhibiting pupils' work
Set up the classroom as a hobbies exhibition so each group has a desk to set out their hobby with all the props and equipment they need to demonstrate their hobbies.

10 **Choose a hobby you want to learn.**

- Have a class vote on which hobbies the pupils would most like to learn. Ask pupils to vote by raising their hands or writing a tick next to the name of the hobby on the board.

Ending the lesson

- Write *doing frstac* on the board. Explain the second word is in the wrong order. Ask the class to move the letters to guess the correct word (crafts).
- Repeat the steps for other hobbies from the Unit.
- Refer pupils to the Progress Chart on page 3. Have them read the sentences for each skill and notice what they have achieved so far.

Activity Book page 37

1 **Think and write. Then talk with a friend.** Pupils think and write hobbies that are most often done inside, outside or both.

2 **Make your lapbook. Find pictures or draw. Then write.** Pupils answer the questions to plan their lapbook, then they create their lapbook.

Home–school link: Pupils tell a family member about their favourite hobbies. They can use their lapbook to help.

Time to shine! Assess

ACHIEVE The pupil can say full sentences about their new hobby, without support.

ADJUST The pupil can name some hobbies and activities they like, with support.

EXCEED The pupil can say full sentences about their new hobby. In addition, they can add extra information, such as opinions, e.g. *I like swapping cards. It's interesting!*

Review 2 – Our community

Objectives
- **Lesson aim:** to review the language from Units 3 and 4

GSE
- **Receptive: Listening:** Can understand simple phrases and expressions about likes and dislikes in short, simple dialogues, if spoken slowly and clearly. Can understand simple questions and answers about people's likes and dislikes.
- **Receptive: Reading:** Can understand short, simple descriptions of objects, people and animals if supported by pictures.
- **Productive: Speaking:** Can describe someone's likes or dislikes in a simple way.
- **Productive: Writing:** Can write basic, single-clause sentences, given a model.

Materials
- Audio; paper, scissors, colouring pencils, card

Starting the lesson

Diagnose

- Write 9 dashes on the board. Tell pupils this is a story character from Unit 3 and they have to guess who it is by saying letters of the alphabet. Ask pupils to say letters and complete the word with any correct letters (superhero).
- Repeat the steps for the following words: *brave*, *dragon*, *princess*, *friendly*, *scary*.

1 4.20 Listen. What are the books about?

- Read the speech bubbles as a class. Then, ask pupils to say what they can see in the picture.
- Tell pupils to point to the books in the pictures. Then play the audio and have pupils listen for what the books are about.

ANSWER KEY: The boy's book is about a (clever and brave) spy. The girl's book is about a (big and strong) giant.

2 Look. Ask and answer.

- Read through the questions and answers as a class.
- Put pupils into pairs and have them ask their partner about the things they can see in the picture. Encourage them to use the question and answer prompts to help them. SUPPORT Review the story characters learnt in Unit 3 with the class before doing the activity. STRETCH Encourage more confident pupils to ask multiple questions and try to remember the information they heard in Activity 1.

3 Describe your friend.

- Read through the sentence starters as a class. Tell pupils to think about one of their friends and what they like and are good at.
- Put pupils into pairs and have them tell their partner about their friend. Encourage them to use the prompts to help them. SUPPORT Before the activity, brainstorm adjectives (*brave*, *strong*, etc.) and hobbies (*juggling*, *playing chess*, etc.) STRETCH Ask pupils to also tell their partner about someone in their family.

4 4.21 Listen and read. Choose the best title.

- Tell pupils this is a description of a book. Ask pupils to read the text.
- Ask the class *What is the best title for the book?* Encourage them to say why if possible.

ANSWER KEY: The kind princess

5 Read again. Then answer. *True* or *false*?

- Read through the sentences as a class. Tell pupils to read the text in Activity 4 again and to decide if the answers are true or false.
- Ask pupils to compare their answers in pairs. SUPPORT Have pupils point to where they found the answers in the text. STRETCH Have more confident pupils correct the false sentences, e.g. 1 The princess likes painting pictures, 2 The giant is scary and the dragon is cute. etc.

ANSWER KEY: 1 False, 2 False, 3 True, 4 False, 5 False

6 Create your own book cover.

Assess

- Brainstorm the story characters as a class on the board. Then ask pupils to say some of the hobbies they've learnt.

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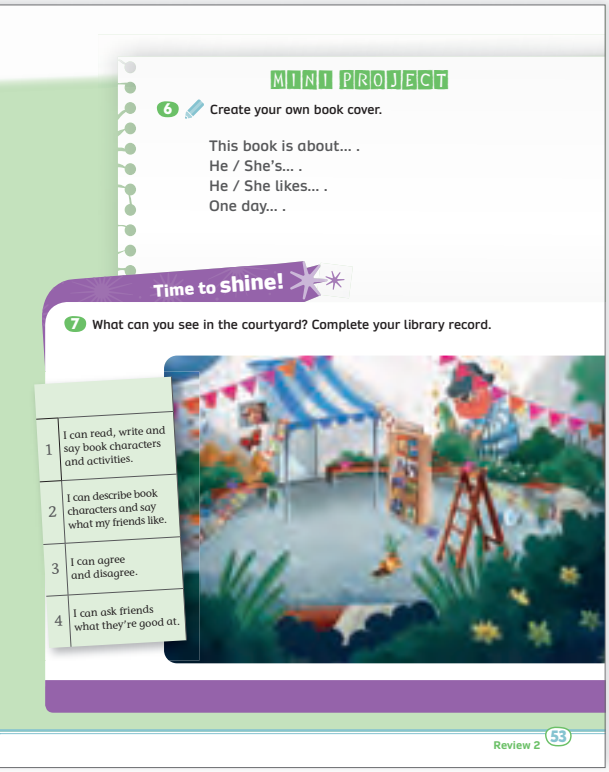

- Read through the sentence starters as a class. Explain they are going to make their own book cover by writing and drawing it.
- Set clear steps to support pupils. Ask them to decide on their characters and the hobbies the characters are going to do. Tell them to think about adjectives to describe their characters and help them draw them.
- Encourage pupils to make it colourful and to use the sentence starters to help them write about their book.

Time to shine!

7 What can you see in the courtyard? Complete your library record.

- Read through the *I can...* statements with the class and ask pupils to raise their hands when you say the objectives they think they have achieved. If pupils are unsure, remind them of the words they know about each topic.
- Have pupils refer to the library record they made in the Welcome Unit (Lesson 6). Open the record and refer to the sections for Units 3 and 4. Have pupils write sentences for each unit that show their achievement of the learning objectives, e.g. describing their favourite story characters, writing what activities their friends like and don't like and what their friends are good at.

Extra activity
Have pupils look at the picture of the courtyard in Activity 7. Ask pupils what they notice about it. In pairs, have pupils look back at the courtyard in the Welcome story and Review 1 and see if they can describe the changes. (There is a new mural of a pirate on the wall, there is the books to share bookcase from the Unit 3 story and the courtyard has been decorated with decorations from the Unit 4 story.)

Ending the lesson

- Ask pupils to think of their five favourite hobbies. Put pupils into pairs and have them compare their ideas with their partner.
- Have pupils point to their partner's hobbies and say if they are good or not good at those hobbies.

Activity Book pages 38 and 39

1 Read and write. Pupils read the text and write the correct words.

ANSWER KEY: **2** clever, **3** chess, **4** acting, **5** using, **6** cards

2 4.22 **Match. Listen and check. Then ask and answer.** Pupils listen and match the answers and questions. Then, they listen to check their answers, then ask and answer similar questions in pairs. Encourage them to use other story characters and activities.

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

3 Read and circle. Pupils circle the correct word each time.

ANSWER KEY: **1** are, **2** Are, aren't, **3** Does, does, **4** like, doesn't, **5** Is, is

4 Think and write. Pupils write a story about a friend using the prompts and the text in Activity 1 as a model.

Time to shine!

5 Read and (✓). Tell your friend. Pupils tick the learning objectives they feel they have achieved. They tick the unit of the song and story they preferred and tell a partner.

6 Vote. Sing or act out. Have a class vote. Act out or sing the class's favourite song or story.

Activity 1 **Pupil's Book Audioscript**

Girl *What are you reading?*
Boy *This book is about a spy. She's very clever and brave. She likes coding and taking photos. I really like this book. What's your book about?*
Girl *This book is about a giant. He's big and strong, but he isn't scary. He likes playing musical instruments! It's a really cool story!*

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5 Let's save our animals!

Key learning outcomes

in Unit 5, the pupils will:

Wonder	Participate in social exchanges in English
Imagine	Understand overall meaning and main idea(s) from short sentences and texts on everyday topics
Build	Name or describe people or common objects or express basic opinions in a few words
Grow	Write simple sentences on familiar topics
Shine	Create a project about an animal

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Unit overview

Target vocabulary

Animals: *tigers*, *penguins*, *monkeys*, *leopards*, *lions*, *snakes*, *pandas*, *zebras*, *rhinos*, *parrots*

Animal parts: *spots*, *stripes*, *fur*, *tail*, *feathers*, *wings*

Places animals live: *ocean*, *grassland*, *desert*, *jungle*

Target structures

(Tigers) can / can't (run). Can they (fly)? Yes, they can. / No, they can't.

They've got / haven't got (fur). Have they got (spots)? Yes, they have. / No, they haven't.

Functional language

Shall we...? I'm not sure. / Yes, that sounds great.

Pronunciation

/ʃ/ *sh* (shall), /s/ *s* (snakes)

Recycling and building

Adjectives: *cute*, *scary*, *fast*, *strong*

Verbs: *run*, *walk*, *fly*, *swim*

He / She / It has got... Has he / she / it got...? Yes, he / she / it has. / No, he / she / it hasn't.

Values

I appreciate animal habitats.

Language stretch

What is it? / What are they?

Competency focus

Develop an ability to change and resolve problems based on evidence.

Understand the importance of animals for our planet and the dangers they face.

Key progress indicator chart

GSE range for Level 3: 22–30 (stretch 35)	Development indicator:
Speaking	**Have a short conversation about my world.**
Working towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic, and at the highest level being able to give a simple, prepared talk.	
Can answer simple questions about very familiar topics, if delivered slowly and clearly. (29)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.
Can identify the context of short, simple dialogues related to familiar everyday situations. (32)	Make basic inferences about the setting, context or purpose of speech from stated information.
Can ask people to do things with them, using a fixed expression (e.g. Let's play.) (29)	Participate appropriately in common social and interpersonal exchanges using simple language and expressions.
Writing	**Write simple sentences about the world around me.**
Working towards: writing a short text of 4–6 sentences on common topics, and at the highest level being able to write for a range of social and interpersonal purposes.	
Can write simple sentences using familiar words, given prompts. (30)	Write simple sentences on familiar topics and situations.

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Lesson 1 – Vocabulary

Pupil's Book page 54

Objectives
- **Lesson aim:** to name animals
- **Target language:** *tigers*, *penguins*, *monkeys*, *leopards*, *lions*, *snakes*, *pandas*, *zebras*, *rhinos*, *parrots*
- **Recycled language:** numbers, adjectives: *cute*, *scary*, *fast*, *strong*

GSE
- **Productive: Speaking:** Can describe basic differences between common objects or animals.
- **Receptive: Listening:** Can follow a simple conversation between two people.

Wonder: sparking curiosity
- Encourage pupils to create questions and make connections to the world around them. Have pupils look at the picture and (in L1, if needed) ask questions about the animals. Tell them that they're going to find out what the animals are called, describe them and find out more about them in this unit.
- Point to the 'Wonder' stepping stone and write the learning objective on the board: *We're learning to name animals.*

Materials
- Audio; *Our World* video; Flashcards

Starting the lesson: warm up and song

- Ask pupils what animals they know. Brainstorm any answers on the board.
- Write the following adjectives on the board: *big*, *strong*, *cute*, *small*. Ask pupils to say an animal that they know for each adjective, e.g. *cute* – *cat*.
- 0.02 Play the *Rise and Shine Welcome Song*. Encourage pupils to use actions from the Welcome unit. Then practise with the karaoke version of the song (audio track 0.03).

Big Picture: What can you see?

Introduce

- Look at the Big Picture. Ask pupils *What can you see on the page? How many animals can you see?* Have pupils point to the things they say.

1 Diagnose 5.01 **Listen and find.**
- Ask pupils to look at the Big Picture. Play the audio and tell pupils to find and point to the animals they hear.
- Play the audio again and ask pupils to listen to where the children want to go (the zoo). Write the answer on the board.
- Ask a follow-up question, e.g. *How many pandas can you see?* SUPPORT Show the flashcards to the class and have pupils point to the animal in the picture. STRETCH Ask pupils to listen for what animals Daniel likes (penguins, monkeys, snakes).

I wonder
- Have pupils look at the I wonder feature on page 54. Read aloud the question.
- Ask pupils to mime *flying* and *swimming*. Explain this animal *can't* fly but *can* swim by nodding or shaking your head.
- Ask pupils to look at the picture and point to which animal they think the question is asking about.

ANSWER KEY: penguins (pupils will learn more about this in lesson 6.)

2 5.02 **Listen and point. Then listen and repeat.**

- Play the audio and have pupils point to the animals they hear.
- Play the audio again for pupils to repeat each word. Then hold up the vocabulary flashcards for them to say without prompting and ask them to point to each animal on the page.

3 **Watch and listen.**

- Revise animals vocabulary using flashcards. Tell pupils they are going to watch a video about different animals and how to help them. Before watching, ask pupils if they know the different places animals live in. Pre-teach some vocabulary, e.g. *grasslands*, *forest*, *jungle*, *ocean*. Pupils will revisit this language later in the unit.
- Ask pupils to watch the video to find the different animals (*lions*, *rhinos*, *zebras*, *pandas*, *snakes*, *monkeys*, *leopards*, *tigers*, *parrots*, *penguins*). Play the *Let's Save Our Animals* video.

4 **Look and say.**

- Read the sentences as a class. Then say *They're fast.* to the class and have them point to the leopards in the main picture.
- Put pupils into pairs. Ask pupils to take it in turns to say the adjectives and the animals. Encourage them to point to the animals in the picture. SUPPORT Have pupils point to the animals first and ask pairs to make the sentences together, e.g. *They're cute, they're pandas!* STRETCH Ask pupils to say an adjective and colour to describe each animal, e.g. *They're black and white and cute.*

Extra activity
In pairs, ask pupils to point to the animals they like and the animals they don't like.

WONDER HELPER
Ask pupils which helper they can see (Daniel, the wonder helper).

Read Daniel's question as a class. Spark curiosity by asking pupils to work in pairs and choose which animals they have in their country. Encourage them to point to and say the animals using *There is / are / isn't / aren't* from Unit 2, e.g. *There are monkeys. There aren't any lions.*

Let pupils share their answers as a class.

FUTURE SKILLS: enquiry and imagination
Ask pupils to think about what animals they can find in other countries. Ask them to point to animals they might find in hot countries, and animals they might find in cold countries.

Ending the lesson

- Draw one of the animals on the board for the class to guess. Just draw the outline if preferred.
- Nominate a pupil to come up and draw a different one.
- Repeat until all the animals have been guessed.

Activity Book page 40

Let's Review! **Think and write.** Pupils give their own ideas.

SUGGESTED ANSWERS: taking photos, doing sport, being outside, helping people, learning something new

1 **Read and number.** Pupils match the words and pictures.

ANSWER KEY: Answers from left to right, top to bottom:
4 lions, **1** monkeys, **5** leopards, **2** parrots, **10** snakes, **7** pandas, **9** zebras, **3** tigers, **6** penguins, **8** rhinos

2 **Look, read and write.** Pupils write the words to match the pictures.

ANSWER KEY: **2** leopards, **3** tigers, **4** lions, **5** monkeys, **6** rhinos

Wonder helper: Pupils answer the question.

ANSWER KEY: pandas, penguins (or zebras)

Extra time: Pupils say or write animals that have got four legs.

SUGGESTED ANSWERS: pandas, tigers, leopards, lions, zebras, rhinos

Activity 1 **Pupil's Book Audioscript**

Daniel *Hello, Alicia and Rafa! It's Animal Action Week! Let's learn about animals!*
Alicia *Ah! Look at the pandas! They're cute!*
Rafa *I like the lions... and the leopards and tigers. They can run fast!*
Alicia *What animals do you like, Daniel?*
Daniel *I like penguins and monkeys. They're funny! I like snakes, too*
Alicia *Ugh!*
Rafa *I don't like snakes! They're scary!*
Daniel *No, they aren't. They're beautiful. Look! I've got an idea. Let's go and see some of these animals at the zoo!*
Alicia *Yes! Let's ask Thomas.*
Daniel *Great idea! Lena can come too!*

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Lesson 2 – Song and structures

Pupil's Book page 55

Objectives
- **Lesson aim:** to talk about animals
- **Target language:** *(Tigers) can / can't (run). Can they (fly)? Yes, they can. / No, they can't.*
- **Recycled language:** animals
- **Receptive language:** *run*, *walk*, *fly*, *swim*

GSE
- **Productive: Speaking:** Can answer simple questions about very familiar topics. Can ask simple questions about very familiar topics.
- **Receptive: Listening:** Can understand basic phrases or sentences about things animals have if supported by pictures.

Wonder: sparking curiosity
- Engage pupils with the Big Picture by pointing to some animals and asking questions, e.g. *What do they eat? Where do they live? Do you know anything about these animals?*
- Point to the 'Wonder' stepping stone and write the learning objective on the board: *We're learning to talk about animals.*

Materials
- Audio

Starting the lesson

- Mime one of the animals from Lesson 1 for pupils to guess, e.g. a snake. Nominate different pupils to act out other animals.

TEACHER TIME TO SHINE: using songs
Before playing the song, teach pupils some actions. For example, when the song says *fly*, have pupils put their arms out and lift them up and down. When the song says *talk*, ask pupils to lift their hands up and open and close their fingers to mime a mouth opening and closing.

1 5.03 Read and sing.
- Read through the song as a class. Then ask *Can tigers run?* (yes) *Can tigers talk?* (no).
- Play the audio and have pupils point to the pictures of the animals in the song.
- Play the audio and have pupils sing along. Confident pupils can sing along with the karaoke version (audio track 5.04).
- To extend the activity, put pupils into groups and have each group sing one verse, then the whole class sing the chorus together.

RECEPTIVE SKILLS TIP
To prepare pupils for Activity 2, write on the board the following animals: *tigers*, *penguins*, *parrots*. Then in another column write the following verbs: *run*, *fly*, *swim*, *talk*. Ask pupils to match the verbs to the correct animals.

2 Diagnose 5.05 Listen and answer.
- Ask pupils *Can parrots fly?* (yes); *Can parrots swim?* (no).
- Play the audio and pause after each question for pupils to answer.
- Play the audio again and encourage them to repeat the answers they hear (*Yes, they can. / No, they can't.*).

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3 **Make sentences about the animals in the picture.**

- Draw pupils' attention to the Grammar box. Write *tiger* and *tigers* on the board. Tell the class one of the words means one tiger, and the other means more than one tiger. Have pupils point to the words. Explain we can add *s* to talk about more than one.
- Read the sentences, questions and answers as a class. Highlight *they*. Ask the class what they think *they* refers to (tigers).
- Draw pupils' attention to *can / can't* and the question form. Ask the class *Can tigers walk?* Point to the tiger and mime walking if necessary (Yes, they can.).
- Ask pupils to look at the main picture. In pairs, have them make sentences and questions about the animals in the picture, e.g. *Penguins can swim. Can penguins swim? Yes, they can*. Encourage them to replace the names of the animals in the Grammar box to help them. SUPPORT Have pupils choose just one animal to describe, e.g. tigers. Have them make as many affirmative sentences about them as possible, rather than using the question form, e.g. *Tigers can run.* STRETCH Encourage stronger pupils to write at least two positive and two negative sentences. Then they show their sentences to a partner and ask about them.

4 **Ask and answer.**

- Read the speech bubbles then put pupils into pairs, A and B.
- Ask student A to think of an animal from the main picture. Have student B guess the animal by asking questions about what they can do. Student A answers *Yes, they can. / No, they can't.*

I can shine! **Assess**

ACHIEVE The pupil says the animals in the main picture correctly and can form accurate questions and answers about what animals can do.

ADJUST The pupil says most of the animals from the main picture and can make positive and negative sentences. Pupils attempts to form questions with support.

EXCEED The pupil describes and names the animals in the main picture and can ask multiple questions and give accurate answers about what a number of animals can do.

Extra activity

For confident pupils and fast finishers, have pupils think about other animals they know in English. Write them on the board to revise them with all of the class. Then ask pupils to work in pairs. Have one pupil choose an animal, and the other ask questions to guess what the animal is.

Ending the lesson

- Say to the class *Can tigers speak?* Ask them to stand up if they think *Yes, they can* or to stay sitting if they think *No, they can't.* Then say *Tigers can walk*. Encourage pupils to stand up.
- Repeat the steps for other animals and actions.

Activity Book page 41

1 5.06 **Listen and tick (✓). Then write.** Pupils listen and tick the animal described on the audio. Then they write *can / can't* and write the name of the animals to complete the sentences.

ANSWER KEY: 1 b 2 b
1 snakes, 2 can, can't, pandas

2 **Look and write.** Pupils write the missing words and the answers.

ANSWER KEY: 2 Can, they can't, 3 Can, Yes, they can.,
4 Can they, No they can't.

I can shine!

3 **Write about your favourite animals.** Pupils write about their favourite animals and what they can and can't do.

Extra time: Pupils answer the question.

ANSWER KEY: Pupils say animals that begin with *p*, e.g. panda, penguin, parrot, and *l*, e.g. lion and leopard.

Activity 2 **Pupil's Book Audioscript**

1	Girl	*Can tigers run?*
	Boy	*Yes, they can.*
2	Girl	*Can tigers talk?*
	Boy	*No, they can't.*
3	Girl	*Can penguins fly?*
	Boy	*No, they can't.*
4	Girl	*Can penguins swim?*
	Boy	*Yes, they can!*
5	Girl	*Can parrots fly?*
	Boy	*Yes, they can!*
6	Girl	*Can parrots swim?*
	Boy	*No, they can't!*

Lesson 3 – Story

Pupil's Book pages 56 and 57

Objectives
- **Lesson aim:** to read, understand and act out a story about animals
- **Target language:** *spots*, *stripes*, *fur*, *tail*, *feathers*, *wings*
- **Recycled language:** animals; *Are they (zebras)?*; *Have (they) got (stripes)?*; *No (they) aren't.*
- **Receptive language:** *a long tail*, *big ears*

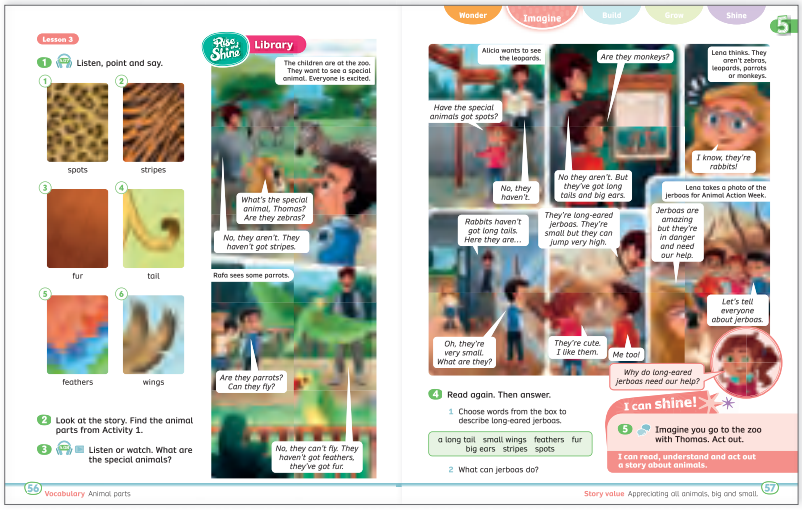
GSE
- **Receptive: Reading:** Can get the gist of a very simple, illustrated story.
- **Receptive: Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar, everyday topics.

Imagine: fostering imagination

Imagine

- Encourage pupils to be imaginative and creative when learning and acting out a story. Have pupils remember a time when they visited a zoo or wildlife park. If they haven't, show pupils some photos or websites of zoos in your country to develop their imagination. Ask *In a zoo, what can you hear? What can you smell? What can you hear?* Discuss ideas as a class.
- Point to the 'Imagine' stepping stone and write the learning objective on the board: *We're learning to understanding and acting out a story about animals.*

Materials
- Audio; Story animation; Flashcards; Story cards



Starting the lesson

Diagnose

- Hold up a flashcard of one of the animals, e.g. a parrot. Ask *Can they fly?* (Yes, they can.). Then ask *Can they run?* (No, they can't.).
- Repeat the steps for 3 more animals. Use different verbs from Lesson 2.

1 5.07 Listen, point and say.

- Ask pupils to look at the pictures in Activity 1. Ask them to say what animals they think are in the pictures.
- Play the audio and have pupils listen and point to the correct pictures.
- Play the audio again and ask pupils to say the words.
- Show pupils the flashcards and have them say the vocabulary unprompted. SUPPORT In pairs, have one pupil say an animal part and their partner point to the correct picture. STRETCH Have pupils make sentences with the new vocabulary, using *has got*, e.g. *A leopard has got spots.*

FUTURE SKILLS: enquiry and imagination
Ask pupils to describe other animals or their pets with the vocabulary from the lesson.

2 Look at the story. Find the animal parts from Activity 1.

- Ask pupils to look at the animals in the story and point to the animal parts they can see from Activity 1. Ask them to say the names of the animals they know.

ANSWER KEY: fur, wings, a tail, stripes, feathers

RECEPTIVE SKILLS TIP
Before listening to the story, ask pupils to talk with a partner about what they can see in each frame. Have them imagine what the characters might be saying. Have pupils say where the characters are and guess what they think happens in the story.

3 5.08 Listen or watch. What are the special animals?

- Play the audio and ask pupils to follow the story in their books.
- Play the video and have pupils listen for what the special animal is.
- Have pupils point and say the animal. SUPPORT Before the activity, show the story cards and have pupils say which characters they can see. STRETCH Ask pupils to say the animals they can see and any other details in the story, using the story pictures.

ANSWER KEY: Jerboa

4 Read again. Then answer.

- Ask the class to look at the story again. Then read through the words in the wordpool as a class.
- Put pupils into pairs and ask them to look at the jerboas and answer the questions.

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- Check answers as a class. SUPPORT Before the activity, drill the language using the flashcards. STRETCH Ask pupils to say what the characters think of the jerboas, e.g. *They're cute. I like them.*

ANSWER KEY: **1** a long tail, big ears, fur, big ears.
2 They can jump very high.

5 Imagine you go to the zoo with Thomas. Act out!

- Put pupils in groups. Give each group a set of story cards. Ask them to choose a character from the story and repeat their lines.
- Less confident pupils may wish to note down their lines or use their books for reference, whilst more confident pupils may be able to learn their lines or need less prompting.
- Ask groups to perform the story for another group or the whole class.

I Can Shine! Assess

ACHIEVE The pupil can understand the storyline and can reproduce the speech bubble text and narration text without support.

ADJUST The pupil can understand parts of the storyline and read some of the lines with support.

EXCEED The pupil can act out the story and can add some of their own words or ideas to enhance the storyline.

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

Read Alicia's question as a class. Put pupils into pairs and ask them to point to the frame with the jerboas. Ask the class to explain their answers in L1 or English.

In class or for homework, encourage pupils to find out more about where jerboas live and what they eat. Have them find out why their habitat is threatened in L1 or English.

Story extension
Display the story cards on the board in the incorrect order. Have the class help you reorder them by pointing at the one that goes first, second, etc. Ask pupils to close their eyes. Remove one card. Ask pupils to open their eyes and discuss with a partner what is on the missing card.

Ending the lesson

- Ask pupils to write down 4 words from the lesson in their notebooks. Have them write animals or parts of an animal.
- Say some of the language from the lesson, e.g. *jerboa*, *long tail*, *fur*, *feathers*, *parrots*. Tell pupils to cross off the words they've written once they hear them.
- The first pupil to cross off all their words is the winner.

Activity Book page 42

1 Look and circle. Then write. Pupils choose the correct word to describe each picture. Then they write the correct word.

ANSWER KEY: **2** feathers, **3** stripes, **4** tail

2 Read and tick (✓) for long-eared jerboas. Pupils tick the correct description of the jerboas.

ANSWER KEY: b

I can shine!

3 Choose an animal from the story. Write. Pupils choose an animal from the story and complete the sentences.

Imagine helper: Pupils decide what they think of the Pupil's Book story and colour in the appropriate number of stars.

Extra time: Pupils think of animals in the story who fit the descriptions, e.g. cute – jerboa; big – zebras; scary – leopards; strong – monkeys / leopards / zebras.

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Lesson 4 – Structures

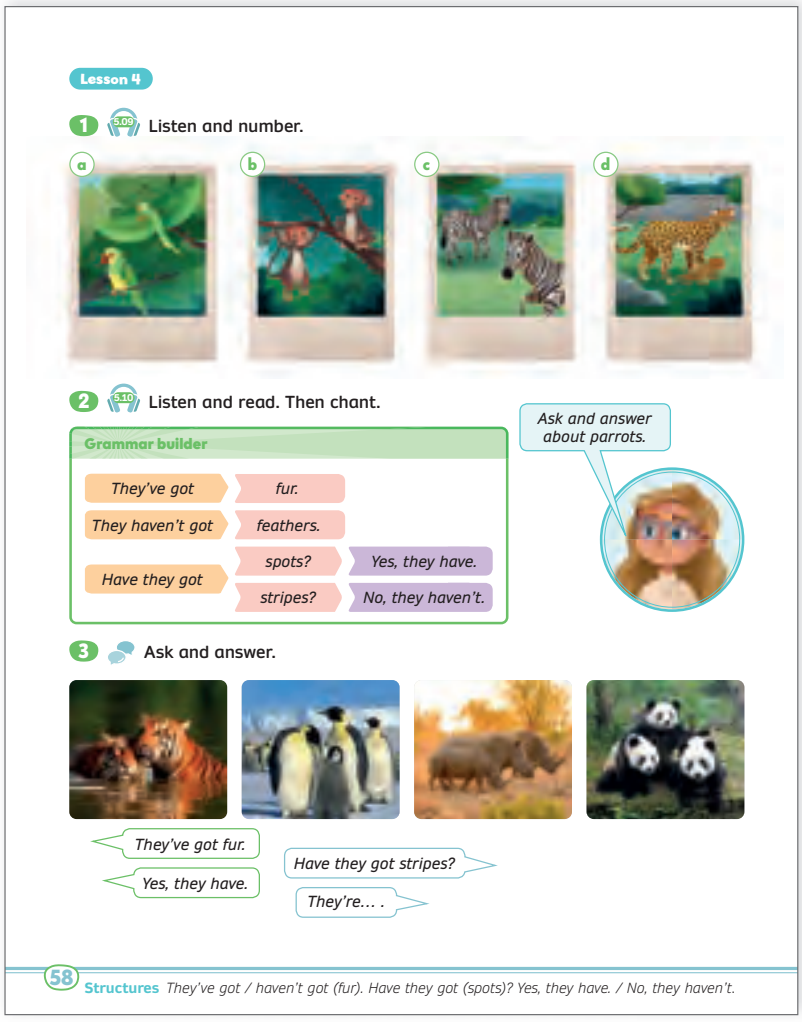
Pupil's Book page 58

Objectives
- **Lesson aim:** to talk about what animals have and haven't got
- **Target language:** body parts and descriptions; *They've got / haven't got (fur). Have they got (spots)? Yes, they have. / No, they haven't.*
- **Recycled language:** animals

GSE
- **Receptive: Listening:** Can identify common objects (animals) from descriptions.
- **Productive: Speaking:** Can answer simple questions about things people (animals) have. Can ask basic questions to find out what possessions (features) others (animals) have got.

Build: building confidence
- Build confidence in English through whole-class speaking and repetition of key words as well as finding similar words on the page. Review how to pronounce the hard *th* /ð/ sound that appears in *they / they've / feathers* in this lesson. Show the pupils that this sound is formed at the front of the mouth, with the tongue between the front teeth. This will increase the pupils' confidence when pronouncing these words in this lesson.
- Point to the 'Build' stepping stone and write the learning objective on the board *We're learning to talk about what animals have and haven't got.*

Materials
- Audio; Flashcards



Starting the lesson

- Display flashcards from both Lesson 1 and Lesson 3 around the classroom. Give pupils 30 seconds to look at them. Ask them to close their eyes while you remove one flashcard.
- Tell pupils to open their eyes and say which one has gone. If pupils can't remember, give simple clues, e.g. *It's an animal. They can run. They can't fly,* etc.
- Repeat the steps.

1 5.09 Listen and number.

- Ask pupils what they can see in the pictures. Encourage them to make a sentence about each animal using *they can / they can't*.
- Play the audio and have pupils point to the animal they think it is. Pause the audio before the answer is revealed each time so pupils can guess the answer. SUPPORT Before the activity, show the flashcards of the features on an animal and have pupils repeat them. STRETCH Ask pupils to say the additional information they heard about the animals, e.g. *1 They've got four legs, 4 They've got two legs,* etc.

RECEPTIVE SKILLS TIP
Ask pupils to think about what words they might hear about the animals (e.g. features) before they listen. For a less confident class, write the words on the board so they have them to refer to throughout the lesson.

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

2 5.10 Listen and read. Then chant.

- Read through the sentences, questions and short answers in the Grammar builder as a class.
- Play the audio and have pupils repeat the chant.

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- Ask the pupils to read through the chant again and think about what animal from Activity 1 it is describing (leopards). Then have pupils make full sentences to describe the leopards, e.g. *They've got fur. They haven't got stripes. They've got spots. They haven't got feathers.* SUPPORT Help pupils build new questions as a class, before moving on to the Build helper activity. On the board write *The monkeys _____ got _____. and _____ the monkeys _____ _____?* Have pupils complete the sentences and questions about monkeys, then decide on the answer to each question. STRETCH Once pupils are confident with the new grammar, encourage them to expand their negative answers. For example, in answer to *Have leopards got stripes?*, pupils could say *No, they haven't. They've got spots.*

BUILD HELPER

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

Read Lena's sentence prompts as a class.

Put pupils into pairs and have them look at the picture of the parrots in Activity 1. Encourage pupils to make sentences and a question about what the parrots have / haven't got. They can use the Grammar builder to help them.

Ask pupils to say their sentences to the class.

3 Ask and answer.

- Ask pupils to look at the pictures and say what animals they can see.
- Read the sentences as a class and have them guess which animal the sentences are talking about.
- Put pupils into pairs. Have them ask and answer questions using the animals in the photos and the Grammar builder box to help them. Tell them to make sentences about one of the animals for their partner to guess. Have pupils take it in turns. SUPPORT Have pupils just say what the animals have and haven't got rather than making questions. STRETCH Have pupils ask and answer using one of the animals from the main picture in Lesson 1.

Extra activity

Ask pupils to draw an animal they know, e.g. a pet. In pairs, have them ask and answer about their animal. Have pupils use all of the target language from the lesson, referring to the Grammar builder for support where necessary.

Ending the lesson

- Play the game from Activity 3 using other animals from Lesson 1. Give pupils a short description and have them guess what it is. The pupil that guesses correctly must think of another animal.
- Pupils continue playing the game in smaller groups. After the pupil describes the animal, the group can ask questions to gain more information about the animal before they guess what it is.

Activity Book page 43

1 Look, read and circle. Then write. Pupils circle the correct answers in the sentences and complete the sentences / questions about the pictures.

ANSWER KEY: **2** haven't got, Have, got, they haven't
3 've got, they got, Yes, they have.
4 They haven't got, Have they got, No, they haven't

Grammar extension

Grammar 5 Lesson on page 92 of the Pupil's Book offers extended practice of the grammar introduced in Unit 5. Further teacher's notes can be found in the teacher resources on the Pearson English Portal.

Activity 1 — Pupil's Book Audioscript

1 **Lena** *They've got a long tail and fur.*
Alicia *Have they got arms?*
Lena *No, they haven't. They've got four legs. They've got stripes.*
Alicia *Are they zebras?*
Lena *Yes!*
2 **Lena** *They've got long tails.*
Rafa *Have they got feathers?*
Lena *No, they haven't! They've got fur.*
Rafa *Are they monkeys?*
Lena *Yes!*
3 **Daniel** *They've got fur.*
Lena *Have they got spots?*
Daniel *Yes, they have.*
Lena *Are they leopards?*
Daniel *Yes!*
4 **Alicia** *They've got feathers.*
Rafa *Have they got wings?*
Alicia *Yes, they have.*
Rafa *Are they parrots?*
Alicia *Yes!*

Activity 2

Lena *Come on everybody, listen to me. They've got fur. They haven't got feathers.*
Boy *Have they got spots?*
Lena *Yes, they have.*
Boy *Have they got stripes?*
Lena *No, they haven't.*
Lena *Come on everybody, chant with me.*
They've got fur. They haven't got feathers.
Have they got spots?
Yes, they have.
Have they got stripes?
No, they haven't.

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Lesson 5 – Communication

Objectives
- **Lesson aim:** to make and respond to suggestions; to practise the sounds *sh* /ʃ/ and *s* /s/
- **Speaking function:** to respond to suggestions
- **Functional language:** *Shall we... ? I'm not sure. / Yes, that sounds great!*
- **Recycled language:** animals, animal features

GSE
- **Receptive: Listening:** Can identify the context of short, simple dialogues related to familiar, everyday situations.
- **Productive: Speaking:** Can ask people to do things with them, using a fixed expression. Can respond to offers or suggestions, using fixed expressions.

Build: building confidence
- Build autonomy in English through noticing patterns in target language and pronunciation, building on a bank of known words and encouraging pupils to notice mistakes. Ask pupils if they know ways of suggesting things to others in English. They may already know *Let's* from previous texts and stories. Explain that *Shall* is another way to suggest activities. Now pupils know two ways. Praise them for developing their knowledge of spoken phrases.
- Point to the 'Build' stepping stone and write the learning objective on the board *We're learning to make and respond to suggestions.*

Materials
- Audio; Communication cards

Starting the lesson

- Write the letter *p* on the board. Put pupils into pairs and ask them to think of as many animals as they can with that letter (parrot, panda, penguin).
- Set a time then write pupils' ideas on the board. Award points for the number of animals they think of.
- Repeat the steps with other letters.

1 Diagnose Look. How can you learn about animals?

- Ask the class how they learn about animals. Encourage pupils to say their ideas in sentences, e.g. *I read a book*. Write their ideas on the board.
- Have pupils look at the picture and say any other ways of learning about animals.
- Have pupils vote on the most common way of learning about animals. Pupils have one vote to choose their favourite way.

ANSWER KEY: a poster, a film, pictures, a book, the internet

2 5.11 Listen and read. What do the children want to do?

- Ask pupils to listen to a conversation about the activity the children want to do.
- Play the audio and ask pupils to read along. Ask the class *What do they want to do?*

ANSWER KEY: watch a film

3 5.12 Listen again and repeat.

- Play the audio track again and have pupils repeat what they hear. SUPPORT In pairs, ask one pupil to read the part of the boy and one of the girl, and read the audioscript together. STRETCH Play the audio again, pausing at the end of each question and sentence to ask pupils what word comes next. Encourage them to use the picture to help them.

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4 5.13 **Pronunciation** Listen and say.

- Read the sentence to the class. Then play the audio and have pupils read along.
- Play the audio again and have pupils say the tongue twister.
- Then have them say the tongue twister without the audio and encourage them to repeat it a few times. Have more confident pupils say it faster and faster each time.
- Ask pupils what they notice about the first sound in *shall* and *sheep* compared to the first and last sound in *snakes* (/ʃ/ and /s/). Draw pupils' attention to the two letters that makes the /ʃ/ sound. Say *sh!* with your finger to your lips to illustrate the sound and have pupils copy you. Then, demonstrate the /s/ sound by hissing like a snake and have pupils copy. SUPPORT Look up how the mouth is positioned to make these sounds and draw a mouth on the board to show pupils where the sound comes from in the mouth for each sound. STRETCH Ask pupils to think of other words with these sounds, e.g. *short*, *show*, *shop*, *school*, *small*, *sad*, etc.

TEACHER TIME TO SHINE: pair or groupwork
Encourage pupils to help each other pronounce the sounds in small pairs or groups. Encourage pupils to read the tongue twister together and have more confident pupils teach other pupils the position of the sounds in the mouth.

5 Ask and answer. Choose an animal and how to learn about it.

With communication cards

- Before the lesson, print out the communication cards.
- Read the sentences together as a class. Tell pupils to think of one animal they want to learn about.
- Put pupils into pairs and have them make suggestions about how they can learn about the animal they've chosen. Pupils place the cards with the 5 ways of finding out face down and turn one over when making a suggestion.
- Encourage pupils to give reasons for agreeing or disagreeing. For less confident pupils, have them choose one animal and make one or two suggestions.

Without communication cards

- Read the sentences together as a class. Tell pupils to think of one animal they want to learn about. Brainstorm as a class the ways of finding out about an animal (see Activity 1 answers).
- Put pupils into pairs and have them make suggestions about how they can learn about the animal they've chosen.

I can shine! Assess

ACHIEVE The pupil can say accurate questions and answers to make two suggestions and agree or disagree.

ADJUST The pupil can says a question, with support. Pupils can name animals accurately.

EXCEED The pupil can say questions and answers to make 5 suggestions and agree or disagree.

FUTURE SKILLS: collaboration and communication
Ensure pupils have the vocabulary to prompt each other in Activity 5, e.g. *It's your turn.*, *It's my turn.*, etc.

Ending the lesson

- Write the following words on the board: *zebras / we / about / learn / Shall ?* Put pupils into groups. Ask them to put the words in the correct order to make a question (Shall we learn about zebras?). Award point for correct guesses.
- Repeat the steps for the following: that / great / yes / sounds (Yes, that sounds great), learn / about / Shall / we / tigers ? (Shall we learn about tigers?).

Activity Book page 43

2 **Read and match.** Pupils match the speech bubbles.

ANSWER KEY: 1 c, 2 b, 3 a

Build helper: Pupils talk about the animals in Activity 1 and say what other features they have / haven't got.

ANSWER KEY: 1 Zebras: They haven't got fur. They haven't got wings. They've got a tail.
2 Snakes: They haven't got legs. They haven't got a tail. They haven't got wings.
3 Parrots: They haven't got fur. They haven't got spots. They've got feathers. They've got wings. They've got a tail.
4 Rhinos: They haven't got fur. They haven't got wings. They haven't got feathers. They've got legs. They've got a tail.

I can shine!

3 **Think and write. Then ask and answer.** Pupils complete the words in the question. Then they ask questions to guess their partner's animal.

Pronunciation Pupils circle the odd word out.

ANSWER KEY: shall

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Lesson 6 – Global citizenship

Pupil's Book page 60

Objectives
- **Lesson aim:** to read about where different animals live
- **Cross-curricular connection:** Animal habitats around the world
- **Global citizenship theme:** Animal habitats
- **Target language:** *ocean*, *grassland*, *desert*, *jungle*
- **Recycled language:** *penguins*, *lions*, *snakes*, *monkeys*, *penguins*, *fly*

GSE
- **Receptive: Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures.
- **Receptive: Listening:** Can understand basic sentences about where things, animals or people are.

Grow: nurturing growth in society

Grow

- Promote good global citizenship by asking why it is important to look after the environment and to think about the places animals from the unit live. Discuss why animal habitats can be destroyed and what we can do to protect those animals.
- Point to the 'Grow' stepping stone and write the learning objective on the board: *We're reading about where different animals live.*

Materials
- Audio

Starting the lesson

Diagnose

- Put pupils into small groups and assign them an animal: penguin, lion, snake, monkey.
- Ask them to think about where their animal lives. Then have them draw a picture of the animal in its home. Encourage them to use their imaginations.
- Ask groups to show their pictures to the class. Have them say where it is in English.

1 Look. Which animals live in hot places?

- In small groups, ask pupils to look at the pictures and to say which ones live in hot places. Ask the class for their ideas then write them on the board, e.g. *snakes*, *monkeys*, *lions*, etc. Explain that where an animal lives is called its *habitat*.

2 5.14 Listen and read. Where do monkeys live?

- Play the audio and have pupils read along.
- Ask the class where monkeys live. Model and drill pronunciation of the different habitats in the picture.

ANSWER KEY: in the jungle, grassland and cold habitats

3 Read again. Then answer. *True* or *false*?

- Read the sentences as a class. Then ask pupils if penguins live in the jungle. Have them point to the penguin and say *yes* or *no* (no). Explain this statement is false.
- Pupils work in pairs to find the answers. Read the sentences as a class and have them say *true* or *false*. SUPPORT If pupils are finding the activity difficult, direct them to the paragraph they can find each answer in. STRETCH Ask pupils to correct the false statements (1 They live in the ocean, 4 They live in the jungle, 5 They can swim / They can't fly).

ANSWER KEY: 1 False, 2 True, 3 True, 4 False

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4 5.15 **Listen. Which other animals live in grassland?**

- Draw pupils' attention to the picture and ask them which animal lives in grassland (lions). Ask them if they think big or small animals live in grassland, and if they know any other animals. Write their ideas on the board.
- Play the audio and have pupils listen for the animals. SUPPORT Play the audio twice for pupils to listen for the answers. STRETCH Ask follow-up questions, e.g. *What animals live in the jungle?*

ANSWER KEY: zebras, rhinos, snakes, rabbits

RECEPTIVE SKILLS TIP
Before Activity 4, tell pupils they will hear animals in the jungle first, then the grassland. Tell them to focus on the second set of animals mentioned.

GROW HELPER
Ask pupils who the helper is (Thomas, the Grow helper).

Read Thomas' sentence and question as a class. Encourage pupils to think of hot and cold places, their features and what the animals can do. Ask the class to share their ideas and write them on the board, e.g. *Penguins live in cold places (the ocean) and monkeys live in hot and cold places (the jungle and grassland and cold habitats). Penguins can't jump or climb, and monkeys can. Penguins have got wings and feathers, but monkeys have got fur, long tails and arms. Penguins can't jump but monkeys can.*

Extra activity
Ask pupils to compare other animals, e.g. *lions / snakes*, *parrots / leopards*.

FUTURE SKILLS: critical and reflective thinking
Ask pupils to think about how to look after animal habitats, e.g. *don't drop litter*, *don't cut down lots of trees*, etc. Have pupils research more about ways they can protect animal habitats in their country and come up with ideas for how the class could work together to look after local wildlife.

Ending the lesson

- Write the words *ocean*, *grassland*, *desert* and *jungle* on separate pieces of paper and stick around the classroom. Then say, *Lions live in...* and ask pupils to run to where the animal lives e.g. *the grassland*.
- Repeat the steps for other animals.

Background information (Culture and CLIL)

Before the lesson, research animals from your country that live in the places in the lesson and consider why these habitats are suitable for those species. If possible, bring in additional pictures of animals and have pupils discuss what they are and where they think they live. You could introduce pupils to the idea of protecting habitats by discussing any local efforts at conservation.

Activity Book page 44

1 **Read and circle.** Pupils look at the pictures, read the captions and circle the correct answers.

ANSWER KEY: **2** jungle, **3** desert, **4** ocean.

2 5.16 **Listen and match. Then write.** Pupils listen and match the animals to their habitat. After listening, pupils look at the matching lines they have drawn between the animals and their habitats and use these to complete the sentences.

ANSWER KEY: **2** a, **3** b, **4** d
2 desert, **3** monkeys, jungle, **4** zebras, grassland

3 **Choose an animal. Write.** Pupils write a sentence about an animal of their choice, following the model answer.

Grow helper: Pupils do some research to find out the answer to the question (they can also find out any other information they can about pandas),

Extra time: Pupils read the sentence and choose True or False.

ANSWER KEY: True. They use their wings to swim.

Activity 4 **Pupil's Book Audioscript**

Man *So, a lot of monkeys live in the jungle. Which other animals live in the jungle?*
Woman *Parrots live in the jungle. Snakes live in the jungle and there are some tigers, too.*
Man *How about grassland? Lions live in grassland, but which other animals live there?*
Woman *Well... a lot of big animals live in grassland... there are zebras, and rhinos. Some small animals, snakes and rabbits, live in grassland, too.*

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Lesson 7 – Writing

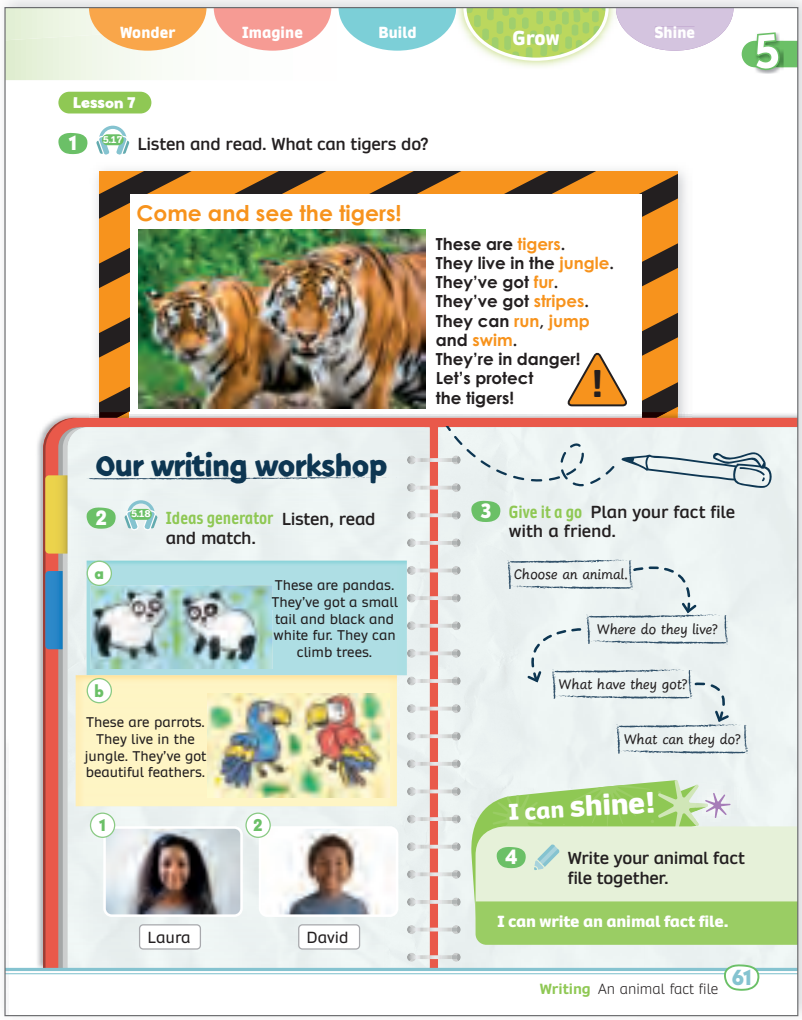
Pupil's Book page 61

Objectives
- **Lesson aim:** to write a fact file about an animal
- **Text type:** an animal fact file
- **Recycled language:** *tigers*, *lions*, *leopards*, *pandas*, *fur*, *stripes*, *small tail*, *feathers*, *jungle*, *run*, *jump*, *swim*, *climb*

GSE
- **Receptive: Reading:** Can understand simple details in short animal fact files containing some unfamiliar language, if supported by pictures.
- **Productive: Writing:** Can write simple sentences using familiar words, given prompts. Can write simple sentences to describe an animals' appearance. Can write short descriptive texts (4–6 sentences) on familiar personal topics.

Grow: nurturing growth in society
- Encourage a further exploration of pupils' social responsibility and actions through discussion. You can ask *Why is important to learn about protecting animals?* Discuss why it is our responsibility to look after our planet and the animals that live on it.
- Point to the 'Grow' stepping stone and write the learning objective on the board: *We're learning to write a fact file about an animal.*

Materials
- Audio



Starting the lesson

Diagnose

- Write the following words on the board: *cold places*, *ocean*, *can't fly*, *swim*, *feathers*. Put pupils into groups and ask them to guess what the animal is (penguin). Award points for correct guesses.
- Repeat the steps for another animal, e.g. *grassland*, *hot places*, *run*, *strong legs*, *can't fly* (tiger / leopard). Then have confident pupils write their own clues for a partner.

1 5.17 Listen and read. What can tigers do?

- Ask pupils to look at the pictures and say what they can see. Ask them what animals the fact file mentions (tigers). Then, read the sentences as a class.
- Play the audio and have pupils read along.
- Ask them what tigers can do and write the answers on the board. SUPPORT Have pupils point to where they have got the answer from in the text. STRETCH Have more confident pupils also describe tigers. (They've got fur and stripes.)

ANSWER KEY: Tigers can run, jump and swim.

2 5.18 Ideas generator Listen, read and match.

- Ask the class what they can see. Play the audio and have pupils read along.
- Play the audio again and ask pupils to write the name of the animals Laura and David are drawing.

ANSWER KEY: 1 pandas, 2 parrots

3 Give it a go Plan your fact file with a friend.

- Tell pupils they are going to write their own animal fact file. Read through the questions as a class.
- Put pupils into pairs and have them think of an animal. Have them draw or find a picture of the animal, then discuss their ideas to complete the sentences. SUPPORT Write example sentences on

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the board to show ways pupils can answer the questions, e.g. *Penguins live in the ocean. They've got wings*, etc.
STRETCH Ask pupils to add any other sentences or information (e.g. adjectives) to describe the animal.

Planning support Ensure pupils are both contributing to the activity equally. Encourage them to draw and colour their animal together, then help each other to write the fact file.

4 Write your animal fact file together.

- Pupils use their notes to write their fact file.
- Have pupils refer to the model text when thinking about steps 2 and 3.
- Encourage them to draw a picture of their animal and to make it colourful.
- Display the fact files around the class. Have pupils walk around and read the fact files.
- Have pupils come back to their places and tell the class something they have learnt about an animal from reading a fact file.

I can shine! Assess

ACHIEVE The pupil can write four clear and accurate sentences in their animal fact file.

ADJUST The pupil can write an animal fact file using some key language, with support.

EXCEED The pupil can write more than three sentences and give extra information to describe their animal, e.g. *It's fast, it's big*, etc.

TEACHER TIME TO SHINE: sharing information
Think of different ways for pupils to share their fact files with the class. Divide the class into two groups. Have one half presenting their fact files to the class while the others walk around to see each of them, then switch roles.

Ending the lesson

- Describe an animal to the class without telling them what the animal is. For example, say *They've got black and white fur. They can climb trees*. Have pupils guess the animal (panda).
- Then have pupils come up with a short puzzle with their partner to share with the class.

Activity Book page 45

1 Read and tick (✓). Then write. Pupils read the model text and tick the animal being described. Then they write the animal's name at the end of the puzzle.

ANSWER KEY: a, rhinos

2 Give it a go Plan your fact file puzzle. Pupils answer the questions in note style about their chosen animal. Pupils can choose any animal they like.

I can shine!

3 Write your fact file puzzle. Pupils write about their animal. They use their notes in Activity 2 and the text in Activity 1 to help them.

Check your work! Pupils check their work for the correct placement of apostrophes in the contractions.

Activity 2 Pupil's Book Audioscript

David *What animal are you writing about Laura?*
Laura *I'm writing about pandas. They've got a small tail and black and white fur. They can climb trees. What about you, David?*
David *I love parrots, so I'm writing about them. They live in the jungle. They've got beautiful feathers.*

Lesson 8 – Review

Pupil's Book page 62

Objectives

- **Lesson aim:** to review the language from Unit 5
- **Revised language:** *lions*, *snakes*, *tigers*, *pandas*, *parrots*, *leopards*, *zebras*, *rhinos*, *penguins*, *monkeys*, *jump*, *swim*, *fly*, *climb*, *run*, *feathers*, *wings*, *jungle*, *grassland*, *ocean*, *desert*

GSE

- **Receptive: Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures.
- **Receptive: Listening:** Can understand basic phrases or sentences about things animals have got, if supported by pictures. Can identify common animals from descriptions, if spoken slowly and clearly.
- **Productive: Speaking:** Can describe basic differences between common objects or animals (e.g. colour, size, position), given a model. Can ask and answer questions about very familiar topics.

Shine: Time to shine!

Shine

- Make sure that children know that it only matters what they can do and encourage them not to compare themselves with others in the class. Encourage them to use as much language from the unit as they can. Have them look through Unit 5 to help themselves.
- Point to the 'Shine' stepping stone and write the learning objective on the board: *We're reviewing what we've learnt in the unit.*

Materials

- *Our World* video; Flashcards

Starting the lesson

Diagnose

- Revise the features of an animal as a class. Then tell the class you are going to say an animal and a feature. Have pupils stand up if the animals *have got* the feature and sit down if the animals *haven't* got the feature. Do an example as a class, e.g. *Penguins – spots* (pupils sit down), *penguins – wings* (pupils stand up).
- Repeat the steps for different animals and features.

Step 1: Review

- The Review consolidates the target language of the unit from the I Can Shine checkpoints and helps pupils prepare for the unit projects. Vocabulary from the Wonder spread is reviewed through reading in Activity 1. The story ideas from the Imagine spread are reviewed in Activity 2. The speaking elements in Activity 3 consolidate the target structures and language of the Build spread.
- Ahead of the pupils completing the activities, reviewing the song from lesson 2 can help them recall vocabulary and language learnt earlier in the unit.

1 Find the odd one out.

- Read through the words in each box as a class. Ask the class *Which word is the odd one out in the first box?* Encourage pupils to explain their answer (snakes – because they can't run).
- In pairs, pupils find the odd word out in each box. SUPPORT Use the flashcards to help pupils with the words in the activity. STRETCH Have pupils explain why the word is the odd one out.

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ANSWER KEY: **1** snakes (Snakes can't run. / Lions and tigers can run. / Snakes haven't got fur.)
2 parrots (Parrots can fly. / Rhinos and pandas can't fly. / Parrots have got feathers.)
3 penguins (Penguins have got wings. / Zebras and rhinos haven't got wings).
4 rhinos (Rhinos haven't got fur. / Monkeys and pandas have got fur.)

2 Read and match.

- Ask pupils what they can see. Then read the sentences as a class.
- Ask pupils which sentence they think matches which picture.

ANSWER KEY: 1 penguins, 2 parrots

3 Ask and answer. Play *Guess the animal!*

- Put pupils into pairs and ask one of them to think of an animal.
- Explain their partner can ask a maximum of 5 questions to find out what the animal is, using the questions in the speech bubble, e.g. *Have they got wings? Can they swim?*, etc. Tell them the answer can only be *Yes, they have / can*. or *No, they haven't / can't*. SUPPORT Before the activity, as a class, discuss ways pupils could end each question prompt, e.g. *Have they got (wings / fur / feathers)? Can they (climb / swim / run)?*, etc. STRETCH Encourage more confident pupils to add a short answer to their yes or no, and to ask other questions, e.g. *Are they big / green / brown? Do they live in the jungle / ocean?*, etc.

4 Tell a friend about your favourite animals.

- Put pupils into pairs and ask them to think of an animal each.
- Have them make notes on some information about the animal, e.g. its features, its habitat, what it can do, etc.
- Have pupils take it in turns to tell their partner about their favourite animal using their notes.

TEACHER TIME TO SHINE: personalisation
Encourage pupils to bring in any pictures they have of their pets or any animals they've seen in real life to show their classmates and review the language.

5 Watch and listen.

- Revise the unit vocabulary using flashcards. Play the *Let's Save Our Animals* video.
- After watching, ask pupils if they can remember the different ways people helped animals in the video (they helped save pandas and they helped penguins that get lost – they find them, look after them and take them back to the ocean).

Ending the lesson

- Tell pupils you need help to describe your favourite animal. Write the animal on the board, e.g. *panda*.
- Ask the class *How can I describe my animal?* Write their ideas on the board. Encourage them to use full sentences if possible, e.g. *It's black and white. It can climb. It can't fly*, etc.
- Repeat the steps for another animal.

Activity Book page 46

1 Write the words. Pupils complete the crossword based on the picture clues.

ANSWER KEY: **1** spots, **2** penguins, **3** feathers, **4** monkeys, **5** tail, **6** stripes, **7** snakes, **8** rhinos, **9** pandas, **10** wings

2 5.19 **Listen and tick (✓) or cross (✗). Then write.** Pupils listen and tick or cross. Then they listen to the final line to check their answer and write questions / answers and the animals' name.

ANSWER KEY: (✓) stripes, swim, run (✗) spots, fly
2 No, they haven't., **3** Have they got, Yes, they have.,
4 Yes, they can., **5** Can they, Yes, they can., **6** Can they, No, they can't, tigers.

3 Order and write. Answer for you. Then talk with a friend. Pupils say the words in order in the answer speech bubbles and choose the appropriate answer for themselves.

ANSWER KEY: I'm not sure.
That's a great idea.

Extra time: Pupils unjumble the words to make a sentence. They write parrots (or penguins) to complete the sentence.

ANSWER KEY: wings, feathers; parrots / penguins

Unit 5 review notes

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

Lesson 9 – Project: Make an animal poster

Pupil's Book page 63

Objectives

- **Lesson aim:** to make a poster about animals
- **Revised language:** *tigers*, *legs*, *wings*, *feathers*, *a tail*, *teeth*, *spots*, *stripes*, *fur*, *jungle*, *run*, *climb*, *jump*, *fly*, *swim*, *sing*, *shall we...?* *They can / can't*, *They've got / They haven't got*

GSE

- **Receptive: Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.
- **Productive: Speaking:** Can ask people to do things with them, using a fixed expression (e.g. *Let's play.*). Can respond to offers or suggestions, using fixed expressions.
- **Productive writing:** Can write simple sentences to describe an animal's appearance.

Shine: Time to shine!

- Provide support for the independent elements of project work, such as drawing or taking photos, by making sure pupils know exactly what they have to do at each stage.
- Encourage children to collaborate effectively in this lesson by listening to each other's ideas; adding to each other's ideas and agreeing on the final ideas to include in the animal project. Tell the children that good collaboration means that no one feels left out.
- Point to the 'Shine' stepping stone and write the learning objective on the board *We're going to make a poster about animals.*

Materials

- Colouring pencils, paper, scissors, card, any additional materials for a collage or poster

Starting the lesson

Diagnose

- Write some of the verbs and animals on small pieces of paper and fold them up.
- Divide the class into two groups. Choose a pupil to come to the front of the class, pick one piece of paper and have them say if it's an animal or a verb. Have them draw the animal, e.g. snake, lion, etc., on the board or act out the verb, e.g. fly, walk, etc. Have groups guess and award points.
- Repeat the steps with different pupils.
- The winning team is the team with the most points at the end.

Step 2: Create

- This section revises global citizenship skills from the Build and Grow spreads, such as personalisation, creativity and collaboration. Activity 6 focuses on personalisation. Activities 7 and 8 foster collaboration and communication skills as pupils collate their work to create their animal project before presenting to the class. Activity 8 develops creativity.
- Make sure pupils understand the steps to success for creating their campaign and to carry out the project successfully. Give them clear, step-by-step instructions:
  1 Choose the animal and discuss its features / what it can do.
  2 Decide how to make people learn about your animal.
  3 Think of other information to add about the animal.
- Tell pupils what to do at each step. Some pupils may need more support to keep in mind all the key elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve. Above all, project work is a chance for

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pupils to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.

6 Choose an animal for your project. Write.

- Tell pupils they are going to design their own project ideas to raise awareness of animals in danger. Have pupils think of an animal.
- Put pupils into groups and ask them to choose one animal to promote. Ask them to think of ways to finish the sentence prompts to describe their animal. Encourage them to think about the things their animal can do, and its features. SUPPORT If pupils are struggling to come to a decision on an animal to choose, encourage them to take a vote on their favourite. The animal with the most votes is the one the group then works on. STRETCH For more confident groups, have each pupil choose a different animal and then give a reason for why the group should choose that animal for the poster. Then the group votes.

7 Tell your group about your animal. Decide what you want to do together.

- Ask the class to think about ways they can help people learn about their animal.
- Brainstorm ideas as a class and write them on the board.
- Ask groups to choose one of the ways and use the prompts to help them.

8 Create your project!

- In groups, pupils prepare their project. Encourage them to use illustrations or pictures of the animal and to create a poster, photo collage, or a book of their animal by hand or on a computer if possible.

PROJECT TIP
Bring in, or display, some pictures of animal campaigns from organisations to give pupils inspiration before they make their project, e.g. the WWF (World Wide Fund for Nature).

TEACHER TIME TO SHINE: groupwork
When groups are researching information on their animal and making their posters, encourage pupils to allocate roles to each member of the group, so each pupil has a responsibility and contribution to the project. This could be the different areas of information each pupil researches (food, habitat, animal description, dangers) and also what each pupil does for the poster (writing, drawing, cutting, sticking, etc.).

Time to shine!

9 Assess Present your animal project to the class.

- Read the speech bubbles and ask pupils to think of any other things to say about their project. Give support where necessary.
- Ask pupils to show their campaigns to the class (or to a small group for less confident pupils).
- In a more confident class, have pupils ask questions about the animal, e.g. *Has it got…? Is it…? Can it…?*, etc.
- Ask pupils if they enjoyed learning about the different animals.

10 What new facts do you know about animals?

- Ask pupils which animals were in the presentations and write them on the board.
- Ask pupils what new facts they learnt from the presentations. Have a class vote on their favourite fact they learnt.

Ending the lesson

- Have pupils tell a partner their favourite animal from the unit and why they liked it.
- Refer pupils to the Progress Chart on page 3. Have them read the sentences for each skill and notice what they have achieved so far.

Activity Book page 47

1 Think and complete. Then talk with a friend. Pupils write the animals which fit into each category.

ANSWER KEY: They've got feathers and live in the ocean: penguins
They haven't got feathers and live in the ocean: fish, snakes
They've got feathers and live in the jungle: parrots
They haven't got feathers and live in the jungle: tigers, snakes, monkeys, leopards

2 Make your lapbook. Find pictures or draw. Then write. Pupils answer the questions to help plan their lapbook. Then they create their lapbook.

Home–school link Pupils tell their family about their favourite animal habitat. With a family member's help, conduct research on that habitat. Use a globe, maps, atlases or the internet to help.

Time to shine! Assess

ACHIEVE The pupil can present at least 3 facts about the animal in their project, without support.

ADJUST The pupil can present their project using some key language, with support.

EXCEED The pupil can present at least 3 facts in full sentences and give extra information about the animal (e.g. which countries it lives in, why it is endangered).

6 Come on an adventure!

Key learning outcomes

in Unit 6, the pupils will:

Wonder	Name or describe people or common objects or express basic opinions in a few words
Imagine	Understand overall meaning and main idea(s) from short sentences and texts on everyday topics
Build	Participate in social exchanges in English
Grow	Write simple sentences on familiar topics
Shine	Design an adventure park

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Unit overview

Target vocabulary

Activities: *having a picnic, building a den, fishing, cycling, skateboarding, reading a map, sailing, doing a nature trail, drawing, rock-climbing*

Places in nature: *forest, lake, mountain, river, countryside, island*

Outdoor activities: *skiing, sledging, kayaking, windsurfing*

Functional language

What's the weather like today? It's snowy / cloudy / rainy / windy / sunny.

Recycling and building

He / She is / isn't (+ adjectives)

Language stretch

This is a great idea.

Target structures

He's / She's (fishing). He / She isn't (cycling).

What's he / she doing? He's / She's (skateboarding).
Is he / she (cycling)? Yes, he / she is. / No, he / she isn't.

Pronunciation

er /ə/ (weather), *ow* /əʊ/ (snow)

Values

I enjoy activities outside.

Competency focus

Develop initiative, imagination and creativity in our home environment.

Key progress indicator chart

GSE range for Level 3: 22–30 (stretch 35)	Development indicator:
Speaking	**Have a short conversation about my world.**
Working towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic, and at the highest level being able to give a simple, prepared talk.	
Can say what people are doing at the time of speaking, if supported by pictures or gestures. (30)	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 simple questions about very familiar topics. (30)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.
Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (35)	Identify and understand simple information and details in short spoken texts or conversations.
Writing	**Write simple sentences about the world around me.**
Working towards: writing a short text of 4–6 sentences on common topics, and at the highest level being able to write for a range of social and interpersonal purposes.	
Can write simple sentences using familiar words, given prompts. (30)	Write simple sentences on familiar topics and situations.

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Lesson 1 – Vocabulary

Objectives
- **Lesson aim:** to name outdoor activities
- **Target language:** *having a picnic*, *building a den*, *fishing*, *cycling*, *skateboarding*, *reading a map*, *sailing*, *doing a nature trail*, *drawing*, *rock-climbing*
- **Recycled language:** colours, numbers

GSE
- **Productive: Speaking:** Can talk about everyday activities using simple language.
- **Receptive: Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing.

Wonder: sparking curiosity
- Encourage pupils to ask questions and make connections to the world around them. Put visual clues around the room to give a sense of the outdoors. Find pictures of trees and leaves, or you could even bring leaves in, and scatter them around the class for the children to find. Ask *Where are we today?* Tell pupils about your favourite activity to do outdoors, or you could show them a photo of you doing that activity. Tell the children you're going to be exploring outdoors in this unit.
- Point to the 'Wonder' stepping stone and write the learning objective on the board: *We're learning to name outdoor activities.*

Materials
- Audio; *Our World* video; Flashcards

Starting the lesson: warm up and song

- Mime *walking* and ask the pupils to guess what you are doing. Repeat the steps for other outdoor activities that children know, e.g. *doing sports*, *running*, etc. Encourage pupils to say where you can do the activities (outside).
- 0.02 Play the *Rise and Shine Welcome Song*. Encourage pupils to use actions from the Welcome unit. Then practise it with the karaoke version of the song (audio track 0.03).

Big Picture: What can you see?

Introduce

- Look at the Big Picture. Ask pupils *What can you see on the page?* Ask them to think about any objects, activities, colours or clothes they know. Have them point to each item as they say it.

1 Diagnose 6.01 **Listen and find.**
- Ask pupils to look at the Big Picture. Play the audio and tell pupils to find and point to the characters and their activities as they speak.
- Play the audio again and ask pupils to listen to who doesn't like doing sport (Daniel).
- Ask a follow-up question, e.g. *What food can you see?* SUPPORT Before listening, have pupils close their books. Say the activities in the main picture in English and have pupils say what they are in L1. STRETCH Ask a follow-up question, e.g. *Who doesn't like doing sport?* (Daniel)

I wonder

- Have pupils look at the I wonder feature on page 64.
- Read aloud the question *What activities can you do when it's snowy?*
- Ask pupils to act out being cold. Ask them to say what they like to do in this weather.

2 6.02 **Listen and point. Then listen and repeat.**

- Play the audio and have pupils point to the activities they hear.
- Play the audio again for pupils to repeat each word. Then hold up the vocabulary flashcards for them to say without prompting and ask them to point to each activity on the page.
- Ask pupils questions about the activities, e.g. *What equipment can you see?*

3 **Watch and listen.**

- Revise outdoor activities vocabulary using flashcards. Tell pupils they are going to watch a video about different outdoor activities and where we can do them. Before watching, ask pupils which activities they can do on land and which activities they can do in the water. Pre-teach some vocabulary, e.g. *kayaking*, *skiing*, *sledging*. Pupils will revisit this language later in the unit.
- Ask pupils to watch the video to find the activities on land (*drawing*, *cycling*, *skateboarding*, *skiing*, *sledging*, *having a picnic*, *building a den*, *doing a nature trail*) and the activities in the water (kayaking, sailing, fishing). Play the *Our World* video.

4 **Look and say.**

- Read the sentences as a class. Then draw pupils' attention to *I'm doing...*.
- Put pupils into pairs. Ask pupils to look at the picture. Pupils take turns to say *I'm doing...* and one of the activities. Ask pupils to say who their partner is, e.g. *you're Daniel*.

SUPPORT Brainstorm the character names as a class before the activity. STRETCH Have pupils describe the activity using adjectives they know, e.g. *It's difficult*.

WONDER HELPER

Ask pupils which helper they can see (Daniel, the wonder helper).

Read Daniel's question as a class. Spark curiosity by asking pupils to work in pairs and point and say the activities they like to do. Encourage them to say sentences and give their reasons why, e.g. *I like (skateboarding). It's (fun).*

Let pupils share their answers as a class.

Extra activity

In pairs, have pupils put the activities in order of their favourite (1) to least favourite (10). Encourage them to say the activities as they order them and give reasons why if possible.

FUTURE SKILLS: enquiry and imagination

Ask pupils to think about why different people like different activities (e.g. because they like reading / drawing, because they like spending time with people, etc.

Ending the lesson

- Draw the outline of a person on the board. Ask the class *What am I doing?* (drawing). Then act as if you are fishing. Ask the class to say what you are doing.
- Ask pupils to come and act out one of the activities for the class to guess.

Activity Book page 48

Let's Review! **Think and write.** Pupils write 4 animals with fur.

1 **Read and number.** Pupils number the pictures according to the words in the wordpool.

ANSWER KEY: Answers from left to right, top to bottom:
10, 6, 4, 3, 7, 2, 1, 8, 9

2 **Look, read and write.** Pupils write the words.

ANSWER KEY: **2** drawing, **3** reading a map, **4** skateboarding, cycling, **5** fishing, sailing

Wonder helper: Pupils think about activities from the lesson that they are good at.

Extra time: Pupils answer the question.

ANSWER KEY: fishing, sailing, having a picnic, (building a den). Pupils can also add any other water-based activities they know, e.g. swimming (or any others revised from previous levels).

Activity 1 **Pupil's Book Audioscript**

Thomas	*This is the Rise and Shine Adventure Park! There are a lot of things to do!*
Rafa	*Look at me! I'm skateboarding! Whee! This is cool!*
Alicia	*Look at me! I'm rock climbing! I can see everything from up here!*
Thomas	*Where are you Lena?*
Lena	*I'm here! I'm doing a nature trail.*
Thomas	*Oh, good. And what's Daniel doing?*
Alicia	*He's drawing. He doesn't like doing sports. What are you doing Thomas?*
Thomas	*I'm reading a map. Come on, let's go and explore.*

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Lesson 2 – Song and structures

Pupil's Book page 65

Objectives
- **Lesson aim:** to talk about what people are doing
- **Target language:** *He's / She's (fishing). He / She isn't (cycling).*
- **Recycled language:** outdoor activities
- **Receptive language:** *He / She is / isn't*

GSE
- **Productive: Speaking:** Can say what people are doing at the time of speaking.
- **Receptive: Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing.

Wonder: sparking curiosity
- Engage pupils with the Big Picture by writing categories on the board, e.g. *Activities I do with friends, Activities I do on my own.* Discuss how many different ways there are to categorise the activities.
- Point to the 'Wonder' stepping stone and write the learning objective on the board *We're learning to talk about what people are doing.*

Materials
- Audio

Starting the lesson

Diagnose

- Write *S* on the board and ask pupils to say what activities they can remember from the last lesson (sailing, skateboarding). Ask them to use the main picture to help them if necessary.
- Repeat the steps for *D* (drawing, doing a nature trail), then ask pupils what other activities they can remember.

TEACHER TIME TO SHINE: using songs
Before playing the song, teach pupils some actions. For example, when the song says *rock-climbing*, have pupils act out as if they are climbing, for *drawing*, have them pretend they are drawing a picture on an imaginary piece of paper.

1 6.03 Read and sing.

- Ask pupils if they have ever been on a day out to an adventure park. Ask them what activities they like doing.
- Play the song and have pupils point at the main picture as they hear the words.
- Play the song again and ask pupils to sing along.
- Put pupils into groups and have different groups sing each verse, and the whole class sing the chorus together.
- When pupils are confident, play the karaoke version (audio track 6.04) and have them sing and act along.

2 6.05 Listen, find and say. Who is it?

- Play the audio and pause it before it says each character's name. Have pupils say who it is describing and point to them in the main picture.
- Play the audio again for pupils to check their ideas.

ANSWER KEY: 1 Alicia, 2 Thomas, 3 Lena, 4 Rafa

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3 **Make sentences about the picture.**

- Draw pupils' attention to the Grammar box. Read through the sentences as a class.
- Draw pupils' attention to the *'s* and the *-ing*. Explain this shows what a person is or isn't doing at the moment, or now. Remind pupils that *She's = She is*.
- Point to Alicia in the main picture. Tell the class *Alicia is cycling*. Have pupils look at the picture and say *yes* or *no* (no). Say *Alicia isn't cycling*. Ask pupils to tell you what Alicia is doing (Alicia is rock climbing).
- Put pupils into pairs to make sentences about the characters using the main picture. SUPPORT Create sentences as a class. Write a character's name on the board, e.g. Lena, and draw a line for pupils to finish the sentence. Ask the class to say what Lena is or isn't doing. STRETCH Say some false sentences about the main picture to the class for them to correct, e.g. *Lena is sailing* (Lena isn't sailing. Lena is doing a nature trail).

4 **Act out the activities to your friends. Guess.**

- Read the speech bubbles then put pupils into small groups of 3.
- Ask one pupil in the group to act out one of the actions from the main picture. Have the other pupils make positive and negative sentences about the action using *He's / She's... -ing*. Encourage the first pupil to say a negative sentence and the second pupil to say a positive sentence, e.g. *He isn't fishing. He's sailing.*
- For less confident pupils, ask them to make only positive sentences about the actions.
- Have more confident pupils act it out in front of the class and give their opinions on each activity if possible.

I can shine! Assess

ACHIEVE The pupil can say accurate positive and negative sentences about the activities a person is doing.

ADJUST The pupil can say positive sentences about what someone is doing, with support.

EXCEED The pupil can say accurate positive and negative sentences about activities and says additional sentences about them, e.g. *He likes...*, *She likes...*, etc.

Extra activity

Once pupils are familiar with the target grammar, have them refer back to the song from Activity 1. Ask pupils to work in pairs to create a verse about themselves and their friends in the class, imagining what they are doing at lunchtime. Encourage them to act out some of the activities and say what the pair is or isn't doing. Have pairs practise their verses before singing their new verses along to the karaoke version of the song (audio track 6.04). Confident pupils can perform their song to the class.

Ending the lesson

- Write the following on the board: *_ a map*, *_ a nature trail*, *_ a den*, *_ a picnic*. Put pupils into groups and ask them to think about the missing verbs before the activities.
- Award points for correct answers (reading, doing, building, having).

Activity Book page 49

1 6.06 **Listen and circle.** Pupils listen and circle the activity each child is doing.

ANSWER KEY: Harry is sailing. Katie is doing a nature trail.

2 **Look at Activity 1. Write.** Pupils write sentences based on their answers in Activity 1.

ANSWER KEY: He isn't fishing. He isn't reading a map. He's sailing.
She isn't drawing. She isn't having a picnic. Katie isn't rock-climbing. She's doing a nature trail.

I can shine!

3 **Look and write. Then tell a friend.** Pupils use the model sentence as a guide and write a positive or negative sentence about each picture.

Extra time: Pupils write their own answers. They can compare with a partner.

Activity 2 **Pupil's Book Audioscript**

1 Boy *She isn't cycling. She isn't doing a nature trail. She's rock-climbing.*
Girl *It's Alicia!*
2 Boy *He isn't drawing. He isn't cycling. He's reading a map!*
Girl *It's Thomas!*
3 Boy *She isn't fishing. She isn't having a picnic. She's doing a nature trail.*
Girl *It's Lena!*
4 Boy *He isn't sailing. He isn't fishing. He's skateboarding.*
Girl *It's Rafa!*

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Lesson 3 – Story

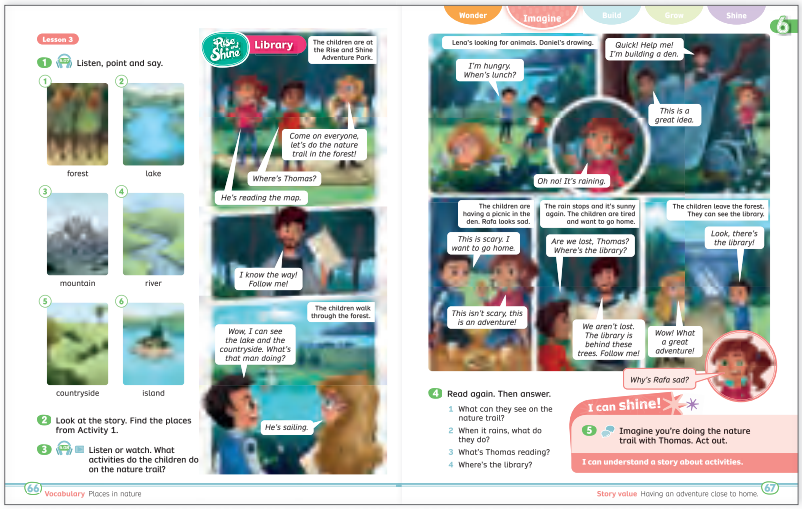
Pupil's Book pages 66 and 67

Objectives
- **Lesson aim:** to read, understand and act out a story about activities
- **Target language:** *forest*, *lake*, *mountain*, *river*, *countryside*, *island*
- **Recycled language:** *having a picnic*, *building a den*, *drawing*, *climbing*, *unscary*, *exciting*, *He / She is / isn't... -ing*

GSE
- **Receptive: Reading:** Can understand some details in short, simple dialogues on familiar, everyday topics.
- **Receptive: Listening:** Can follow an animated cartoon of a familiar type, if provided with written support.

Imagine: fostering imagination
- Encourage pupils to be imaginative and creative. Bring in picture books which have different settings to show the children, e.g. set in the forest, and have children describe what they see. Have pupils imagine what they can see, hear and how they feel in the forest.
- Point to the 'Imagine' stepping stone and write the learning objective on the board: *We're understanding and acting out a story about activities.*

Materials
- Audio; Story animation; Flashcards; Story cards



Starting the lesson

Diagnose

- Tell the class your friend Tom is doing some activities now. Hold up a flashcard of one of the activities. Ask pupils *What is he doing?* Ask them to make a positive sentence about the flashcard, e.g. *He is drawing.*
- After a few examples, revise the negative form of the sentence as well. Hold up two different flashcards, but only act out one of them. Pupils should then make a positive sentence about the flashcard you are acting out and a negative sentence about the other flashcard.
- Pupils can come up to the front and take turns choosing two flashcards and acting out one of them for the rest of the class to guess.

1 6.07 Listen, point and say.

- Ask pupils to look at the pictures in Activity 1. Ask them to say what they see.
- Play the audio and have pupils listen and point to the correct pictures.
- Play the audio again and ask pupils to say the words.
- Have pupils work in pairs to practise the new vocabulary further. One pupil says a place and their partner points to the correct picture.

FUTURE SKILLS: enquiry and imagination
Ask pupils to tell a partner which places they have been to in their country. They should try to give their partner as much detail as possible about the place. Write prompts on the board to support less confident pupils, e.g. *Where is it?, Do you like it?, What can you do there?*. After one pupil has spoken about one place, they swap and their partner talks about another place.

2 Look at the story. Find the places from Activity 1.

- Draw pupils' attention to the story. Ask them to find and point to the places from Activity 1, e.g. *lake*, *forest*, *countryside*, *island*.
- Ask pupils how they can make a full sentence to say what they can see in the pictures. Write on the board: _____ _____ *a lake*. _____ _____ *a mountain*. Elicit *There is* and *There isn't*.
- Encourage pupils to use this grammar while they say which places they can and can't see in the story.

3 6.08 Listen or watch. What activities do the children do on the nature trail?

- Play the audio and ask pupils to follow the story in their books.
- Play the video and pause to give pupils time to think about what activities the children do on the nature trail. SUPPORT Pause the audio / video after each frame and review what has happened by asking questions, e.g. *Who says 'Follow me'? What can they see on the nature trail?* STRETCH Ask more confident pupils to say some adjectives to describe each situation, e.g. *The den is scary. It's fun*, etc.

ANSWER KEY: They do a nature trail in the forest, they build a den, they have a picnic, they find the library.

RECEPTIVE SKILLS TIP
Before listening to the story, ask pupils to cover the speech bubbles. Pupils talk with a partner and imagine what the characters are saying in each frame. Have more confident pupils talk about what they think is going to happen in the story and how the characters are feeling at different stages in the story.

4 Read again. Then answer.

- Ask the class to look at the story again. Then read through the questions as a class.
- Put pupils into pairs and ask them to find the part of the story that gives them the answer. Then have them answer the questions. SUPPORT Complete the activity as a class. Have them point to the correct frame as they say their answers. STRETCH Have more confident pupils create a question about the story to ask their partner. To help prompt them, put the following question stems on the board, revising grammar from previous units: *Have they got... ?, Does he / she like... ? Are they... ?*

ANSWER KEY: **1** The lake and the countryside.
2 They build a den.
3 He's reading the map.
4 Behind the trees.

5 Imagine you're doing the nature trail with Thomas. Act out.

- Put pupils in groups. Give each group a set of story cards. Ask them to choose a character from the story and repeat their lines as they hear them. Play the audio and pause after each frame.
- Less confident pupils may wish to note down their lines or use their books for reference, whilst more confident pupils may be able to learn their lines or need less prompting.
- Ask groups to perform the story for another group or the whole class.

I Can Shine! Assess

ACHIEVE The pupil can understand the story about the nature trail and reproduce the key language from the story.

ADJUST The pupil can understand parts of the story about the nature trail and read some of the lines with support.

EXCEED The pupil can act out the story about a nature trail and can add some of their own words or ideas to enhance the storyline.

Story extension
After pupils have finished reading, ask them to close their books. Play the audio again, pausing before they hear any activities or places, e.g. *lake*, *countryside*, etc.
Have the class say what word or activity they think comes next. If they can't remember, allow them to do the exercise with their books open.

IMAGINE HELPER
Ask the class which helper they can see (Alicia – the Imagine helper).
Read the question to the class *Why's Rafa sad?* Have pupils point to the frame that shows Rafa is sad. Encourage them to read the speech bubbles and say why he is sad (It is scary. He wants to go home.).

Ending the lesson

- Ask pupils to draw one of the places from Activity 1. Tell them not to write the name of it.
- Put pupils into groups and have them share their pictures with the group. Have the group guess which place it is and say how they know, e.g. *the trees*, *the water*, etc.

Activity Book page 50

1 Look and write. Pupils look and write the words under each picture.

ANSWER KEY: **2** countryside, **3** island, **4** mountain, **5** lake, **6** river

2 Read and number. Then write. Pupils number the speech bubbles in the order they appear in the story. Then they use the words to complete each speech bubble.

ANSWER KEY: **a** 3, **b** 1, **c** 4, **d** 2
a library, **b** reading, **c** great, **d** lake, doing

I can shine!

3 Write for you. Pupils choose words to complete the sentences.

Imagine helper: Pupils decide what they think of the Pupil's Book story and colour in the appropriate number of stars.

Extra time: Pupils answer the question.

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Lesson 4 – Structures

Pupil's Book page 68

Objectives
- **Lesson aim:** to ask and answer about what people are doing
- **Target language:** *What's he / she doing? He's/ She's (skateboarding). Is he / she (cycling)? Yes, he / she is. / No, he / she isn't.*
- **Recycled language:** nature words; outdoor activities

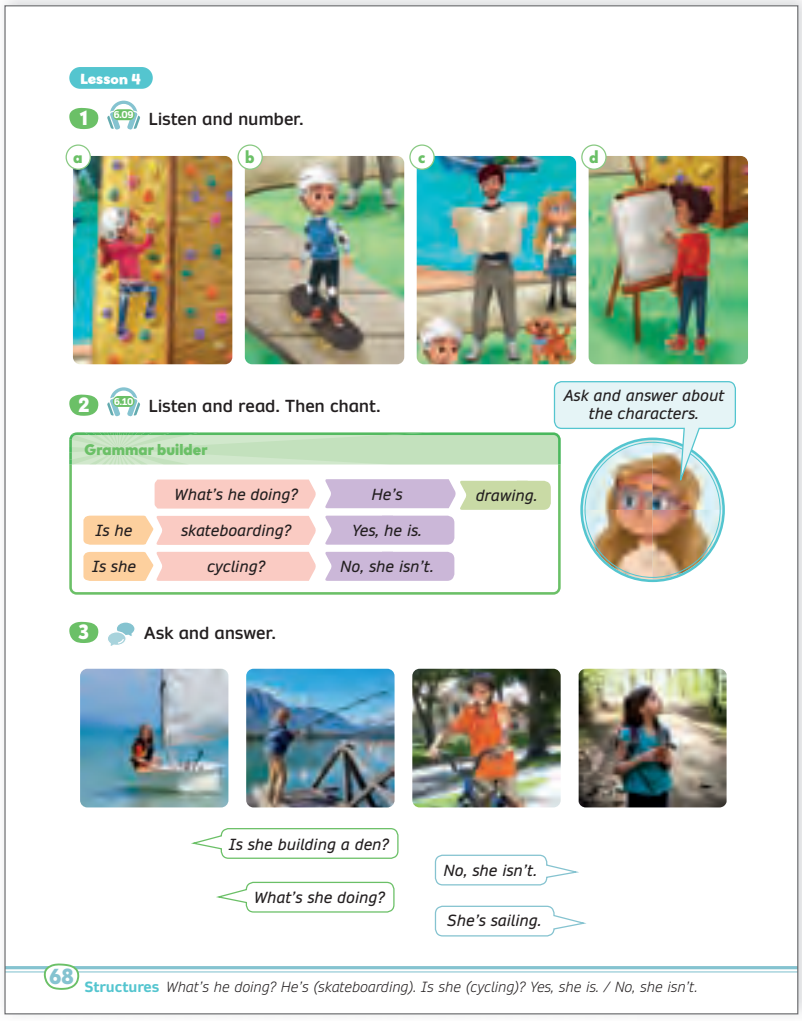
GSE
- **Receptive: Listening:** Can understand the main information in short, simple dialogues about familiar activities.
- **Productive: Speaking:** Can talk about activities that are happening at the time of speaking.

Build: building confidence

Build

- Build confidence in English through whole-class speaking and repetition of key words as well as finding similar words on the page. Remind pupils of the structure from Lesson 2: *He's fishing*. Elicit what it is used for (to describe what someone is doing now). Tell pupils that they are going to learn how to ask and answer about what people are doing in this lesson.
- Point to the 'Build' stepping stone and write the learning objective on the board: *We're learning to ask and answer about what people are doing.*

Materials
- Audio



Starting the lesson

Diagnose

- Write the activities from Lesson 1 on small pieces of paper. Fold them up. Divide the class into two teams and choose one pupil to come to the front.
- Have the pupil choose a piece of paper and draw the activity on the board. Ask the class *What's he / she doing?* Encourage pupils to guess in full sentences, e.g. *He / she's (drawing)*. Award points for correct guesses. Repeat the steps with other pupils.
- Once pupils have revised all the activities, play the game again, this time having the pupil at the front act out the activity instead of drawing it. Continue awarding points to the team that guesses correctly.

1 6.09 Listen and number.

- Ask pupils to say what the children are doing in each picture. Then, play the audio and have pupils listen to the questions and answers.
- Play the audio again and ask pupils to order the pictures from 1 to 4, in the order they hear them. SUPPORT Play the audio again and pause after each sentence to allow pupils time to order the pictures. STRETCH Ask pupils to order the activities in their order of preference from 1 (their favourite) to 4 (their least favourite). Encourage them to say why.

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

RECEPTIVE SKILLS TIP

Before the activity, have pupils say what activities from previous lessons they *can't* see. Tell them the audio will say some activities the children in the pictures *are* doing and ones they aren't.

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2 6.10 **Listen and read. Then chant.**

- Read through the sentences in the Grammar builder as a class.
- Play the audio and have pupils listen and repeat the chant.
- Have more confident pupils read the questions and answers in pairs without the audio. SUPPORT Help pupils build new questions and answers as a class, before moving onto the Build helper activity. On the board, write *What's _____ _____?* Have pupils look at picture a in Activity 1 to complete the question about Alicia. Then write on the board *She'__ _____* . to help pupils answer the question. Then focus on the second question, writing the prompt *Is she _____?* on the board, to help pupils create their own questions, which they can then answer. STRETCH Once pupils are confident with the new grammar, encourage them to expand their negative answers. For example, in answer to *Is she cycling?*, pupils could say *No, she isn't. She's rock-climbing.*

BUILD HELPER

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

Read Lena's question as a class and have them look at the pictures in Activity 1 again.

Encourage pupils to make additional questions about the pictures, e.g. *Is Daniel fishing? No, he isn't.* Encourage them to use the Grammar builder to help them.

3 **Ask and answer.**

- Ask pupils to look at the pictures and to say what places they can see. Then read the speech bubbles as a class.
- Point to the first picture and ask *Is he / she climbing? No, he / she isn't. What's he / she doing? He / she is sailing.*
- Put pupils into pairs to ask and answer using the Grammar builder to help them.
- Have less confident pupils just ask and answer *What's he / she doing?* SUPPORT Before the activity, as a class, say what is happening in each picture and write it on the board. STRETCH Ask more confident pupils to replace the activities with others from previous lessons, e.g. *Is she doing crafts? No, she isn't.*

Extra activity

Ask pupils to turn back to the main picture in Lesson 1 and create more questions and answers about the characters and their activities. More confident pupils can look through the pictures in storybooks in the classroom or at pupils around them and ask and answer about the actions they can see. To help pupils, have them recall other common verbs they know (*sit*, *stand*, *talk*, *listen*, *write*, *draw*, etc.). Depending on how confident your class is with the new grammar, you can write these prompts on the board either in the infinitive or in the *-ing* form.

Ending the lesson

- Put pupils in groups of three. For less confident classes, place pupils in groups of 6 so they can work in pairs within the group.
- Have one pupil (or pair) act out an activity they have learnt in the unit. The second pupil (or pair) asks questions about what the first pupil / pair is doing. The third pupil (or pair) answers the questions.
- Model the activity with a confident group. Tell the first pupil to act out *skateboarding*. The second pupil asks questions, e.g. *Is he / she cycling?* and the third pupil answers *No, he / she isn't*, etc.
- Have pupils / pairs switch roles so everyone has a turn doing each of the three roles.

Activity Book page 51

1 **Look and write.** Pupils write the missing words and complete the sentences.

ANSWER KEY: **1** sailing, **2** What's, doing, He's doing a nature trail., **3** Is, rock-climbing, he is., **4** Is, (fishing), she isn't, Is, skateboarding, she is

Grammar extension

Grammar 6 Lesson on page 93 of the Pupil's Book offers extended practice of the grammar introduced in Unit 6. Further teacher's notes can be found in the teacher resources on the Pearson English Portal.

Activity 1 — Pupil's Book Audioscript

1	Lena	*Is he fishing?*
	Boy	*No, he isn't.*
	Lena	*What's he doing?*
	Boy	*He's drawing.*
2	Lena	*Is he skateboarding?*
	Boy	*Yes, he is!*
3	Boy	*Is she cycling?*
	Lena	*No, she isn't.*
	Boy	*What's she doing?*
	Lena	*She's rock-climbing.*
4	Lena	*Is he reading a map?*
	Boy	*Yes, he is.*

Activity 2

Lena	*Come on everybody, listen to me. What's he doing?*
Boy	*He's drawing.*
Lena	*Is he skateboarding?*
Boy	*Yes, he is.*
Lena	*Is she cycling?*
Boy	*No, she isn't.*
Lena	*Come on everybody, chant with me.*
Children	*What's he doing?*
	He's drawing.
	Is he skateboarding?
	Yes, he is.
	Is she cycling?
	No, she isn't.

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Lesson 5 – Communication

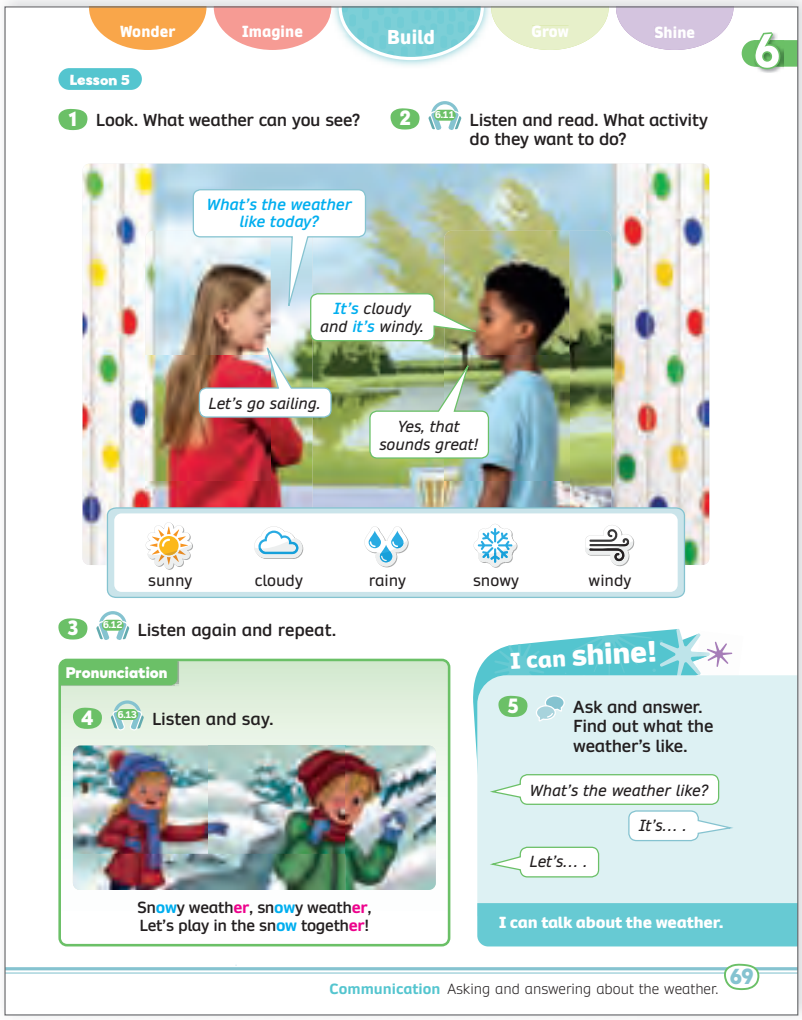
Pupil's Book page 69

Objectives
- **Lesson aim:** to talk about the weather; to practise the sounds *er* /ə/ and *ow* /əʊ/
- **Speaking function:** to ask and answer about the weather
- **Functional language:** *What's the weather like today? It's cloudy / rainy / snowy / sunny / windy.*
- **Recycled language:** outdoor activities, weather

GSE
- **Receptive: Listening:** Can understand basic phrases about the weather.
- **Productive: Speaking:** Can say what the weather is like using basic phrases.

Build: building confidence
- Build autonomy in English through noticing patterns in target language and pronunciation, building on a bank of known words and encouraging pupils to notice mistakes. Remind pupils of these words that end in *y* and have the *ee* /iː/ sound that they know from previous units. Practise the pronunciation of them: *pharmacy*, *library*, *symmetry*, *diary*, *story*. There will be words in this lesson which follow this same pattern of pronunciation (the weather words).
- Point to the 'Build' stepping stone and write the learning objective on the board: *We're learning to talk about the weather.*

Materials
- Audio; Communication cards



Starting the lesson

- Show the class the skateboarding flashcard. Ask the class: *Is he / she drawing?* Encourage them to say their answer (*No, he / she isn't.*). Then ask *What is he / she doing?* (skateboarding).
- Have a pupil come to the front and show a flashcard. Encourage the pupil to ask questions to the class from the previous lesson. Have the class say their answers to the questions in full sentences.

1 Diagnose Look. What weather can you see?

- Ask pupils to think about any weather words they know from Level 1, e.g. *hot*, *cold*, *sunny*, and brainstorm ideas as a class on the board.
- Ask the class to use the words to describe the weather in the pictures.

2 6.11 Listen and read. What activity do they want to do?

- Ask pupils to look at the picture and say what activity they think the children want to do.
- Play the audio and ask pupils to read along and check their answers. Ask the class *What do they want to do?*
- Bring pupils' attention to the weather words at the bottom of the picture. Read the words aloud and have pupils point to each picture as you say it.
- Then say a weather word and have the pupils repeat after you.
- Once pupils are confident with the words, have them say the words in pairs. One pupil should say a word and the other pupil points to the correct picture, then they swap roles.

ANSWER KEY: They want to go sailing.

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3 6.12 **Listen again and repeat.**

- Play the audio track again and have pupils repeat what they hear.
- Put pupils into pairs and ask them to practise reading the conversation together. SUPPORT In small groups, ask pupils to choose one of the children from the picture and read the audioscript together. STRETCH Play the audio again, pausing before the following words: *weather*, *sailing*, *windy*. Ask pupils what word comes next. Encourage them to use the picture to help them.

4 6.13 **Pronunciation** **Listen and say.**

- Read the sentence to the class. Then play the audio and have pupils read along.
- Play the audio again and have pupils say the tongue twister.
- Then have them say the tongue twister without the audio and encourage them to repeat it a few times. Have more confident pupils say it faster and faster each time.
- Play the audio again for them to listen to the sounds at the end of the words (schwa /ə/ and ow /əʊ/). Say the sounds aloud and encourage pupils to copy you. SUPPORT Say different words to the class, some with and without the schwa sound at the end and encourage pupils to put up their hands if they hear the schwa. STRETCH Have pupils think of other words that have the schwa /ə/ or /əʊ/ sounds at the end, e.g. *river*, *tiger*, *teacher*, *feather*, *computer*, *slow*, *toe*, *show*, *know*, *window*, *yellow*, etc.

TEACHER TIME TO SHINE: pair or groupwork
Encourage pupils to help each other pronounce the sounds in small pairs or groups. Encourage pupils to read the tongue twister together and have more confident pupils teach other pupils the position of the sounds in the mouth.

FUTURE SKILLS: collaboration and communication
Have pupils practise the sounds in pairs. Write the two sounds on the board. Have one pupil say a word with one of the sounds and have their partner point to the sound they can hear. Have pupils take it in turns.

5 **Ask and answer. Find out what the weather's like.**

With communication cards:

- Print the communication cards off before the lesson. Read the sentences together as a class.
- Pupils put the weather cards face down. Put pupils into pairs and ask them to turn one over and use it to answer their partner's question about the weather. The pupil that asks the question then makes a suggestion about what activity to do, looking at the suggestions on the second half of the communication cards page.

Without communication cards:

- Write the question on the board: What's the weather like? Ask pupils to look out of the window and answer.
- Elicit the weather words they know and write them on one section of the board. Then elicit the outdoor activities they know and write them on another section of the board.
- Read the question together and look at the ways of answering the question together. Pupils use the board to choose a weather word and then a corresponding outdoor activity.

I can shine! Assess

ACHIEVE The pupil can form accurate questions and answers about the weather and can suggest one weather-appropriate activity to do.

ADJUST The pupil can produce affirmative sentences about the weather with some pronunciation errors.

EXCEED The pupil can form accurate questions and answers to make 3 suggestions about outdoor activities to do according to the season and weather.

Ending the lesson

- Divide the class into two groups and invite a pupil from each to come and sit at the front with their back to the board.
- Write or draw one of the types of weather on the board and have the pupils at the front ask their teams *What's the weather like?* Have the class act it out for the pupils to guess. Encourage pupils to say some activities they could do in this weather, e.g. *Let's go sailing*.
- Award points for correctly guessed answers. Repeat the steps with other vocabulary.

Activity Book page 51

2 **Order and write. Then number.** Pupils write the questions and answers in the correct order, then number the dialogue 1–3.

ANSWER KEY: 1 What's the weather like today?
2 It's sunny.
3 Let's go to the countryside.

Build helper: Pupils ask and answer in pairs about the photos in Activity 1.

I can shine!

3 **Think and write. Then ask and answer.** Pupils write questions and answer about the weather in the winter. They make suggestions.

Pronunciation: Pupils circle the correct words.

ANSWER KEY: snow, show, know

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Lesson 6 – Global citizenship

Pupil's Book page 70

Objectives
- **Lesson aim:** to read about winter and summer activities
- **Cross-curricular connection:** School trips to different places in nature
- **Global citizenship theme:** Enjoying activities outside
- **Target language:** *skiing*, *sledging*, *kayaking*, *windsurfing*
- **Recycled language:** nature words, seasons, weather, outdoor activities

GSE
- **Receptive: Reading:** Can understand a few, simple phrases related to familiar, everyday activities.
- **Receptive: Listening:** Can understand basic information in short passages about everyday activities or routines.

Grow: nurturing growth in society
- Promote good global citizenship by asking why it is important to spend time outdoors. Ask pupils to think of the physical and mental benefits of being in the sunshine and fresh air.
- Point to the 'Grow' stepping stone and write the learning objective on the board: *We're reading about winter and summer activities.*

Materials
- Audio

Lesson 6

Global Citizen
I enjoy activities outside.

1 Look. Where can you do the activities?

2 6.14 Listen and read. What's Mountain Adventure Park?

Mountain Adventure Park

Come and visit us at the Mountain Adventure Park.

There are beautiful mountains, a lake and a forest! There's a lot to do in the summer and in the winter!

Winter fun!

When there's snow in the mountains you can go **skiing** or **sledging**. Look! Alina's sledging. She's going fast! It's scary, but it's exciting!

Roman's skiing. He's good at skiing, and he's having fun! If you can't ski, don't worry! You can have lessons.

Fun Fact! Some people can ski very fast – 200 km per hour!

Summer fun!

In the summer you can do a lot of activities and water sports in the lake. You can swim. The water isn't cold. Or you can go fishing. There are a lot of different fish you can catch. You can go sailing or **kayaking**, too. Melinda's kayaking. It isn't easy but it's a cool sport! Melinda has got strong arms!

When it's windy, you can go windsurfing on the lake. Look, Ewa's **windsurfing**. She's very happy!

If you don't like water sports, you can go rock-climbing or do nature trails in the forest. Or you can go cycling or walking.

The Mountain Adventure Park is a fantastic place for a holiday!

3 Read again. Then answer.

1 Where can you go sledging?
2 Who likes skiing?
3 What activities can you do on the lake?
4 What activity can you do when it's windy?

What activities do you do in the summer and the winter?

4 6.15 Listen. What does Helga do in the summer?

70 Global Citizenship Outdoor activities around the world

Starting the lesson

Diagnose

- Write *summer* and *winter* on the board. Then draw a sun and a snowflake. Encourage pupils to describe what the weather is like in each season.
- To help prompt pupils to remember the vocabulary, draw the weather symbols on the board, similar to the pictures in Lesson 5.

1 Look. Where can you do the activities?

- In pairs, have pupils look at the pictures in the text. Reassure pupils that they may not know these activities yet, as they will learn them in the lesson. Ask pupils to talk in pairs about where the children in the picture are doing the activities. There are a few possible answers at this stage, as pupils haven't read the text. SUPPORT Put the vocabulary from Lesson 3 on the board to help them answer the question. STRETCH Have pupils describe the activities and pictures as best they can. Prompt them to describe what the children are wearing, the weather, etc.

SUGGESTED ANSWERS: mountains, hills, lake, river, sea

2 6.14 Listen and read. What's Mountain Adventure Park?

- Read the question aloud and ask pupils to be thinking about the answer as they read the text.
- Play the audio and have pupils read along.
- After reading, ask the pupils to explain to you what the Mountain Adventure Park is. SUPPORT Explain to pupils that there isn't one line that will give them the answer to the question. The question is answered throughout the text. To support pupils, ask them *What can you do at the Mountain Adventure Park?* STRETCH Have pupils look through the text and find all the different natural places there are in the Mountain Adventure Park. Have them check whether their answers to Activity 1 were correct.

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ANSWER KEY: It's a special adventure park where you can do all sorts of sports throughout the year.

RECEPTIVE SKILLS TIP
Before the task, ask pupils to predict any activities they think they can do in winter. Encourage them to use the pictures or language from previous lessons to help them.

3 **Read again. Then answer.**

- Read the sentence endings as a class. Say the activities again as a class and drill pronunciation. Encourage them to point to the activities in the pictures as they say them.
- Put pupils into pairs to answer the questions. SUPPORT If pupils are finding it difficult, go through the vocabulary again, using the pictures to help. STRETCH Ask pupils to point to and say how they feel about each activity, e.g. *I don't like skiing. It's scary*, etc.

ANSWER KEY: **1** In the mountains, **2** Roman, **3** water sports: swim, fishing, sailing, kayaking, **4** windsurfing

4 6.15 **Listen. What does Helga do in the summer?**

- Tell pupils they are going to listen to a girl called Helga talking about activities she does.
- Play the audio and have pupils listen for the activity. Encourage them to point at the pictures in Activity 1 and say their answer. SUPPORT Before listening, brainstorm some activities people can do in summer as a class. STRETCH Ask a follow-up question, e.g. *What does Helga do in the winter?*

ANSWER KEY: She goes kayaking.

GROW HELPER
Ask pupils who the helper is (Thomas, the Grow helper).

Read Thomas's question as a class. Encourage pupils to think of activities they like to do in summer and winter and tell their partner. Have more confident pupils describe their activities in more detail in full sentences and share their ideas with the class. Have less confident pupils just say single words or shorter sentences.

Extra activity
Have a class sports survey to find the most popular activity in summer or winter. Pupils write down two summer activities and two winter activities. They can then ask pupils in the class *Do you like ... in summer / winter?*, and tick each activity their classmates like. Pupils can share results with the class after doing their surveys to find the most popular activities.

FUTURE SKILLS: critical and reflective thinking
Ask pupils to think about how to encourage people to spend more time doing outdoor activities in nature in winter. Have them say some of the things people can do, e.g. *notice the changes in animals and plants from summer to winter, drawing nature,* etc. Then ask pupils to think of some outdoor winter activities that are free to do, e.g. *walking*, *running*, etc.

Ending the lesson

- Write *winter* and *summer* on separate pieces of paper and stick them on opposite walls.
- Say some of the activities from the lesson and previous lessons and have pupils stand by which time of year they can do each activity, e.g. *skiing*, *windsurfing*, *sledging*, *swimming*, *fishing*, *sailing*, *kayaking*, etc.

Background information (Culture and CLIL)

Before the lesson, research outdoor activities that are popular in your country and other countries. Research photos of unusual ones or activities pupils may not know, e.g. bobsleighing, and bring pictures of them into the lesson. Have pupils guess if they are summer or winter sports and have them describe them, then say where they can do each activity, e.g. lake, mountains, etc.

Activity Book page 52

1 **Read and match.** Pupils match the photos to the text.

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

2 6.16 **Listen and write.** Pupils listen and write the activities as they listen. Play the audio twice, allowing pupils to write the second time around.

ANSWER KEY: Summer: sailing, kayaking, windsurfing, swimming. Winter: sledging, skiing, cycling, walking.

3 **Write for you.** Pupils write a sentence about what they like doing in the winter / summer in their country.

Extra time: Pupils can research the question. They can find out about e.g. slopes with fake snow / indoor skiing on fake snow, etc.

Activity 4 **Pupil's Book Audioscript**

Boy *Hi Helga. Where do you live?*
Helga *I live on an island, near a river.*
Boy *What's the weather like?*
Helga *It's hot in the summer. But in the winter it's rainy and cold.*
Boy *What sports do you do in the summer?*
Helga *I go kayaking on the river. It's fun.*
Boy *How about in the winter? What activities do you do then?*
Helga *I go rock-climbing on the island.*

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Lesson 7 – Writing

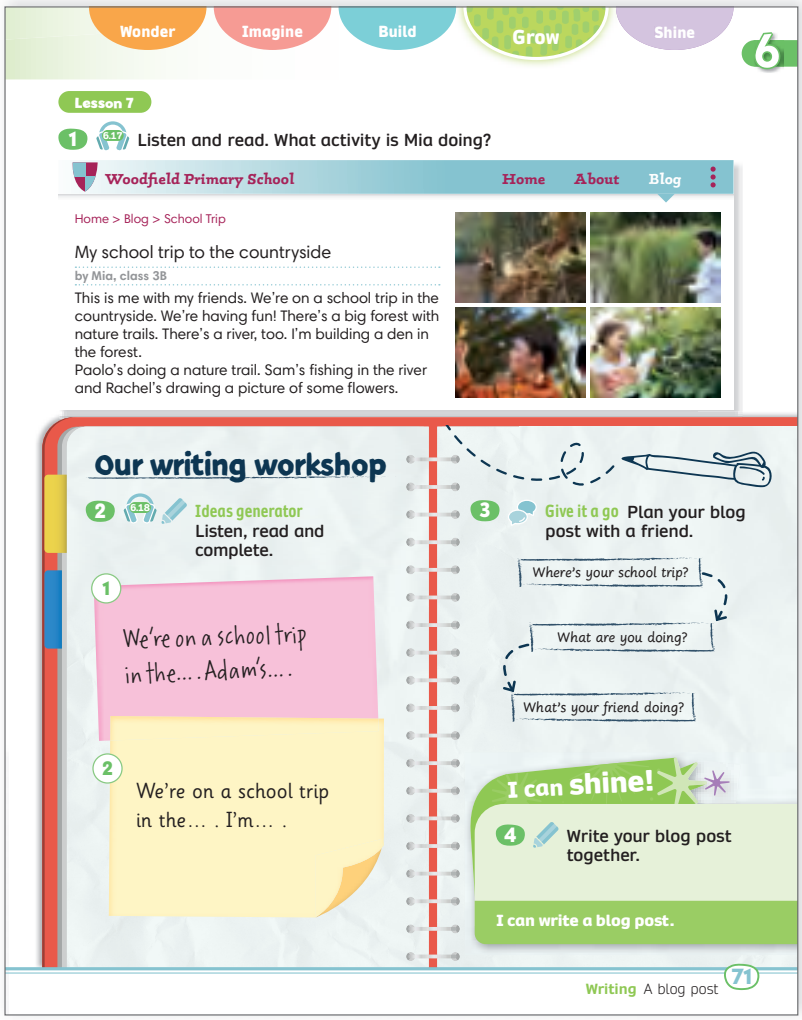
Pupil's Book page 71

Objectives
- **Lesson aim:** to write a blog post about a school trip
- **Text type:** a blog post
- **Recycled language:** outdoor activities, places in nature, adjectives, *There is / are*, *I am / we are… -ing*, *He / She is… -ing*

GSE
- **Receptive: Reading:** Can understand short, simple illustrated narratives about everyday activities.
- **Productive: Writing:** Can write a single, basic sentence about daily routines and activities.

Grow: nurturing growth in society
- Encourage a further sense of pupils' social responsibility. Show children examples of effective blog posts written by children or by charities. Tell the children that writing blog posts can be a way to make people aware of an issue that needs to change in society.
- Point to the 'Grow' stepping stone and write the learning objective on the board: *We're learning to write a blog post about a school trip.*

Materials
- Audio; paper, colouring pencils



Starting the lesson

Diagnose

- Draw some trees on the board and a snowman and ask *Where am I?* (forest) *What's the weather like?* (snowy / winter) *What activities can I do?* (skiing, sledging, etc.). Write the questions on the board.
- Invite a pupil to come and draw a place and weather on the board. Prompt if necessary, e.g. *sunny*, *rainy*, *windy*, *mountain*, *lake*, etc. Have the pupil ask the questions to the class and ask the class to guess.
- Repeat the steps with other pupils, weather words and places.

1 6.17 Listen and read. What activity is Mia doing?

- Ask pupils to look at the blog post and say what they can see. Ask them what the name of the school is (Woodfield Primary School) and where they might find this type of writing, in L1 if necessary (online).
- Read the question as a class then play the audio and have pupils read along.
- Put pupils into pairs to answer the question using the blog post to help them. SUPPORT Ask pupils to point to the line in the text that gives them the answer. STRETCH For a more confident class, have pupils match each of the photos to the correct child mentioned in the blog post.

ANSWER KEY: She's building a den.

2 6.18 Ideas generator Listen, read and complete.

- Read the sentence prompts as a class. Play the audio and have pupils read along.
- Ask pupils to think about the word that might go in the gaps for each sentence. Have them choose for each gap whether it is an activity or a place in nature.
- Play the audio again and have pupils complete the sentences with the words or phrases they hear.
- Ask pupils to spell out some of their answers if possible, e.g. *forest*, *mountains*, *skiing*.

ANSWER KEY: 1 mountains, skiing, 2 forest, building a den

3 Give it a go Plan your blog post with a friend.

- Tell pupils they are going to write their own blog post. Put pupils into pairs and have them imagine they're going on a school trip.
- Read the sentence prompts as a class. Encourage them to use the sentences in Activity 2 to help them.
- Have pairs think of ideas to finish the sentences. Ask them to think of a place, what activities they can do there and what other things their friend might do on the trip. Have pupils write their notes in their notebooks. SUPPORT Before the activity, brainstorm some outdoor activities as a class and where you can do them. STRETCH Ask pupils to add any other sentences or information (e.g. adjectives / weather) to describe their activity.

Planning support Encourage pupils to discuss and add any other information about their school trip, e.g. what the weather is like, adjectives to describe it, etc. If possible, have each pair group together with a different pair so that they can share ideas. Pupils may notice information they are missing or further details they can add.

4 Write your blog post together.

- Pupils use their notes to write their blog post.
- Encourage less confident pupils to write at least one sentence per note on their plan, using the model text to support them. More confident pupils can add further details than what is included in the plan, about different places or other activities their friends are doing.
- Have pairs read out their blog posts to the class.

I can shine! Assess

ACHIEVE The pupil can write 4 clear and accurate sentences to make a blog post without support.

ADJUST The pupil can write 2–3 sentences for a blog post, with support.

EXCEED The pupil can write accurate extra sentences in their blog post and can add extra information.

TEACHER TIME TO SHINE: presenting
Give pupils the opportunity to share their blog posts with the class in an exhibition. Stick the blog posts around the classroom and have pupils walk around and read them. Have a class vote on the best school trip.

Ending the lesson

- Tell pupils to imagine a class trip. Put pupils into groups.
- Have them think about where the class could go, 3 activities they could do, when they would go and what the weather would be like. Ask them to discuss their ideas then put two groups together to share their class trip.
- Have the groups vote on the best idea between the two they shared. Then ask pupils to present these to the class. Finally, have a class vote on the best school trip idea.

Activity Book page 53

1 Read and tick (✓). Pupils read the model text and tick the photos which show the activities or places from the blog.

ANSWER KEY: ✓ a, c

2 Give it a go Plan your blog post. Pupils write their own answers in note form.

I can shine!

3 Write your blog post. Pupils write their blog.

Check your work! Pupils look back at their work in Activity 3 and check the spelling of the key words listed.

Activity 2 Pupil's Book Audioscript

1
Boy *We're on a school trip in the mountains. Adam's skiing.*
2
Girl *We're on a school trip in the forest. I'm building a den.*

Lesson 8 – Review

Pupil's Book page 72

Objectives
- **Lesson aim:** to review the language from Unit 6
- **Revised language:** *cycling, fishing, rock-climbing, doing a nature trail, drawing, skateboarding, reading a map, building a den, having a picnic, sailing, forest, mountains, lake, island, river, countryside, What's he / she doing? He / She is / isn't... -ing*

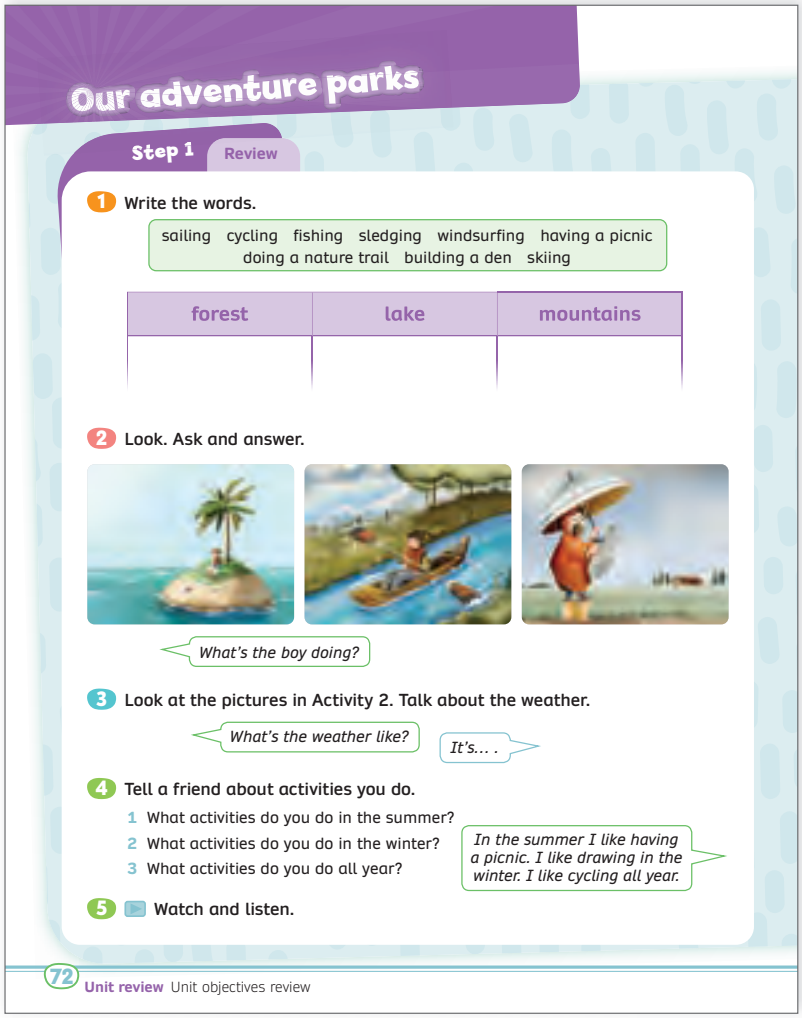
GSE
- **Receptive: Reading:** Can understand a few simple phrases related to familiar, everyday activities.
- **Receptive: Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing. Can understand basic phrases about the weather, if spoken slowly and clearly.
- **Productive: Speaking:** Can talk about everyday activities using simple language. Can say what the weather is like using basic phrases.

Shine: Time to shine!

Shine

- Make sure that children know that it only matters what *they* can do and encourage them not to compare themselves with others in the class. Encourage them to use as much language from the unit as they can. Have them look through Unit 6 to help themselves.
- Point to the 'Shine' stepping stone and write the learning objective on the board: *We're reviewing what we've learnt in the unit.*

Materials
- *Our World* video; pictures of outdoor activities and weather; Flashcards



Our adventure parks

Step 1 Review

1 Write the words.

sailing cycling fishing sledging windsurfing having a picnic doing a nature trail building a den skiing

forest	lake	mountains

2 Look. Ask and answer.

What's the boy doing?

3 Look at the pictures in Activity 2. Talk about the weather.

What's the weather like? It's... .

4 Tell a friend about activities you do.

1 What activities do you do in the summer?
2 What activities do you do in the winter?
3 What activities do you do all year?

In the summer I like having a picnic. I like drawing in the winter. I like cycling all year.

5 Watch and listen.

72 Unit review Unit objectives review

Starting the lesson

Diagnose

- Ask pupils to look back through the unit and to say what their favourite lesson was and why.
- Display pictures or flashcards of the activities and places pupils have learnt in the unit. Give pupils 2–3 minutes to look and remember them.
- Remove the pictures and ask pupils to work in small groups to remember as many as they can in 2 minutes.
- Ask groups for their answers and write correct ones on the board.

Step 1: Review

- The Review consolidates the target language of the Unit from the I Can Shine checkpoints and helps pupils prepare for the unit projects. Vocabulary from the Wonder spread is reviewed through reading in Activity 1. The story ideas from the Imagine spread are reviewed in Activity 2. The speaking element in Activity 3 consolidates the target structures and language of the Build spread.
- Ahead of the pupils completing the activities, reviewing the song from lesson 2 can help them recall vocabulary and language learnt earlier in the unit.

1 Write the words.

- Put pupils into pairs and have them write the words in the correct columns.

ANSWER KEY: forest: cycling, having a picnic, doing a nature trail, building a den
lake: sailing, fishing, windsurfing
mountains: sledging, skiing

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TEACHER TIME TO SHINE: personalisation
Encourage pupils to use their initiative to find information. Have them look in books, magazines or online to extend the list of activities and add to the columns.

2 Look. Ask and answer.

- Draw pupils' attention to the pictures. Ask pupils to say what activities they can see.
- Read the speech bubble as a class. Put pupils into pairs to ask questions and give answers about the activities in the pictures. SUPPORT On the board, write what the pupils say they can see in each picture before they ask and answer the questions, so they have this as a reference. Also, add the following question prompts to the board, to help pupils create correct questions: *What's* _____ _____ *?*, *Is* _____ _____ *?* STRETCH Encourage more confident pupils to give as much detail in their answers as possible.

3 Look at the pictures in Activity 2. Talk about the weather.

- Put pupils into pairs and have them discuss what weather they can see in the pictures in Activity 2.
- Have them make questions and answers about the weather in the pictures. Encourage them to use the speech bubbles to help them.

4 Tell a friend about activities you do.

- Brainstorm some of the activities from the unit as a class. Then put pupils into pairs.
- Have pupils tell their partner what activities they do. Have more confident pupils give their opinions about the activity, e.g. *It's fun, It's scary,* etc. SUPPORT Pupils write out sentence starters: *In summer I... In winter I....* STRETCH Pupils write additional sentences, including giving opinions on the activities.

5 Watch and listen.

- Revise the unit vocabulary using flashcards. Play the *Our World* video.
- After watching, ask pupils if they can remember the different places people had adventures in the video (*at home*, *in the park*, *in town*, *lake*, *mountains*, *sea*, *forest*, *river*, *countryside*).
- Ask pupils if they have done any of the activities that they saw in the video. Then ask them which of the activities they saw in the video they would like to try. More confident pupils can give reasons for their answers.

Ending the lesson

- Tell pupils they've learnt 14 outdoor activities in the unit.
- In pairs or small groups, give pupils 2 minutes to see how many words they can remember with books closed. Write correct answers on the board.
- Ask pupils to open their books and check for any they've missed.

Activity Book page 54

1 Find and circle. Then write. Pupils write the missing words in the sentences and find them in the wordsearch, or vice versa.

ANSWER KEY: **2** mountains, **3** doing, **4** having, **5** reading, **6** lake, **7** climbing, **8** drawing, **9** cycling, **10** river

2 6.19 **Write. Then listen and check.** Pupils look at the pictures then complete the dialogues. They then listen to check their answers.

ANSWER KEY: **1** Is he, he isn't, cycling., **2** river, Is she, she isn't, She's having a picnic.

1 Write and answer for you. Then talk with a friend. Pupils make suggestions for activities to do in windy weather. e.g. sailing, windsurfing

Extra time: Pupils answer the question.

ANSWER KEY: drawing

Unit 6 review notes

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

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Lesson 9 – Project: Create an adventure park advert

Pupil's Book page 73

Objectives

- **Lesson aim:** to talk about an adventure park
- **Revised language:** *cycling*, *fishing*, *rock-climbing*, *doing a nature trail*, *drawing*, *skateboarding*, *reading a map*, *building a den*, *having a picnic*, *sailing*, *forest*, *mountains*, *lake*, *island*, *river*, *countryside*; *What's he / she doing? He / She is / isn't... -ing*

GSE

- **Receptive: Listening:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures.
- **Productive: Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures.
- **Productive: Writing:** Can write basic, single-clause sentences, given a model.

Shine: Time to shine!

Shine

- Provide support for the independent elements of project work, such as drawing or taking photos, by making sure pupils know exactly what they have to do at each stage. Encourage children to help each other. In creative work such as project work, children can work out which strengths each group member has and use their skills to create one excellent group project. Children who are low in confidence with their English skills may be able to help create fantastic artwork for the advert. Everyone should have a chance to show their skills in different ways.
- Point to the 'Shine' stepping stone and write the learning objective on the board: *We're going to talk about an adventure park.*

Materials

- Colouring pencils, paper, scissors, card, any additional materials for a poster or leaflet

Starting the lesson

Diagnose

- Ask pupils to tell a partner what weather they like to do outdoor activities in. Have pupils tell their partner what activities they like to do in this weather.

Step 2: Create

- This section revises global citizenship skills from the Build and Grow spreads like personalisation, creativity and collaboration. Activity 6 focuses on personalisation. Activities 7 and 8 foster collaboration and communication skills as pupils collate their work to create a class advert before presenting to the class. Activity 8 develops creativity.
- Make sure pupils understand the steps to success for creating their presentation and to carry out the project successfully. Give them clear, step-by-step instructions:
  1. Choose the location and activities for the adventure park.
  2. Decide how to present the information.
  3. Create an eye-catching heading for their advert.
  4. Add any extra information to the presentation, e.g. the weather, adjectives, etc.
- Tell pupils what to do at each step. Some pupils may need more support to help them make a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve. Above all, project work is a chance for pupils to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.

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6 **Choose a place for your adventure park.**

- Tell pupils they are going to design their own adventure park. Put pupils into pairs or groups and have them think about a location for their park.
- Encourage them to use nature words they have learnt in the lesson, e.g. *mountain*, *river*, *lake*, etc. SUPPORT If pupils are finding it difficult to come up with a location for their Adventure Park, refer them to the vocabulary they learnt in Lesson 3 or the text they read in Lesson 6 for inspiration. STRETCH Encourage pupils to write notes about the details of their location, answering questions such as *How big is it?*, *Why is that location needed?*, *Are there any animals?*.

7 **Tell your group about your adventure park. Decide some summer and winter activities together.**

- In the same pairs or groups, have pupils decide on some activities people can do there in both summer and winter. Tell them they can use activities from the unit or any other activities they know.
- Encourage pupils to find pictures of the activities online or to draw and colour them.
- Have pupils think about the weather and how that will impact on the activities at the adventure park. Ask pupils questions to think about this, e.g. *Is the weather the same in winter and summer?*, *Can you do the activities in the rain or the snow?*, *Do you need a type of weather to do your activities?*, etc.

8 **Create your adventure park advert.**

- In pairs or groups, pupils prepare a poster, leaflet or a digital version of their advertisement for their adventure park. Pupils could also be encouraged to make a radio campaign by using a smartphone where possible.

PROJECT TIP
Bring in, or display, some leaflets or advertisements of adventure parks as examples to inspire pupils.

Time to shine!

9 Assess **Present your advert to the class.**

- Read the speech bubbles and ask pupils to think of some ways to talk about their adventure park. Give support where necessary.
- Ask pupils to show their presentations to the class, or to a small group for less confident pupils.
- In a more confident class, have pupils ask questions about the park, e.g. *Is it scary? What's the weather like?*, etc.

10 **Choose an adventure park to visit.**

- Ask the class which adventure park they want to visit from the presentations. Have a class vote. Encourage pupils to say their reasons why if possible.
- Ask pupils if they enjoyed learning about the different activities and outdoor places.

Ending the lesson

- Put pupils into small groups and have them discuss what their 3 favourite outdoor activities from the lesson were. Encourage them to say why if possible.
- Refer pupils to the Progress Chart on page 3. Have them read the sentences for each skill and notice what they have achieved so far.

Activity Book page 55

1 **Think and complete. Then talk with a friend.** Pupils write their own ideas. Have them choose two places near their home and describe what they can do there in the summer and winter, e.g. park – summer – cycling; winter – walking.

2 **Make your lapbook. Find pictures or draw. Then write.** Pupils answer the questions to help plan their lapbook. Then they create their lapbooks.

Home–school links: Pupils tell their family about a place they like to visit. It might be a local lake or forest, or perhaps somewhere near where a family member lives.

Time to shine! Assess

ACHIEVE The pupil can say two places that there are and two activities that you can do in their adventure park.

ADJUST The pupil can say two activities that you can do at their adventure park, with support.

EXCEED The pupil can say 3 or more places and activities you can do in their adventure park. They may also add opinions to try and persuade people to come to their adventure park.

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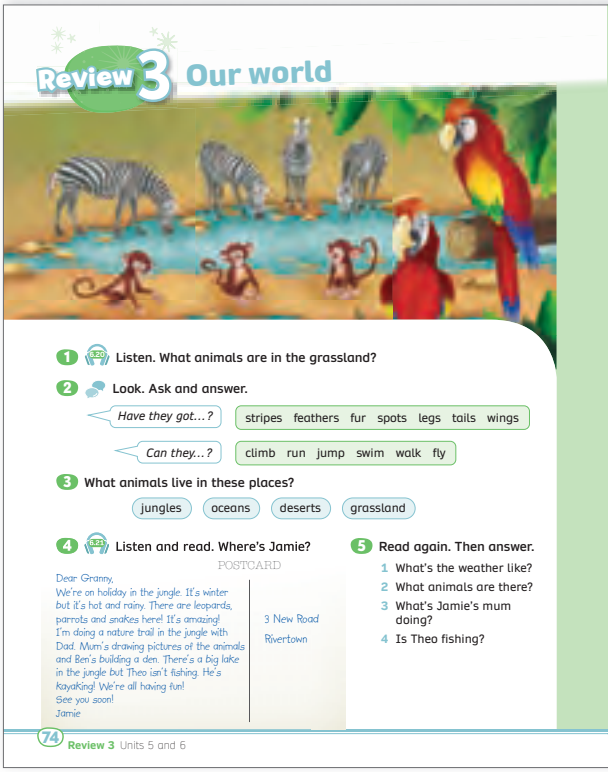
Review 3 – Our world

Objectives
- **Lesson aim:** to review language from Units 5 and 6

GSE
- **Receptive: Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. Can understand basic sentences about where things, animals or people are.
- **Receptive: Reading:** Can understand a few simple phrases related to familiar, everyday activities.
- **Productive: Speaking:** Can ask and answer simple questions about features animals have got.
- **Productive: Writing:** Can write simple sentences using familiar words, given prompts.

Materials
- Audio; Flashcards; paper, scissors, colouring pencils, card



Starting the lesson

Diagnose

- Put pupils into pairs or groups. Tell them to think back to Unit 5 and the animals they learnt.
- Write: *d / a / a / n / p* on the board. Explain the letters are in the wrong order. Have groups unscramble the word and award points for correct guesses (panda).
- Repeat the steps for *monkey*, *leopard* and *tiger*. Ask pupils what other animals they can remember.

1 6.20 Listen. What animals are in the grassland?

- Ask pupils to look at the picture and say what they can see. Encourage them to think about animals and their habitats.
- Play the audio and have pupils point at the animals they hear.
- Have them say the names of the animals after listening. Ask pupils to say what there is / are in full sentences if possible.

ANSWER KEY: There are zebras. There are monkeys. There are parrots.

2 Look. Ask and answer.

- Read the speech bubbles as a class.
- Ask pupils to look at the picture again and to use the words in the wordpools to describe the animals in the picture.
- Put pupils in pairs and encourage them to take it in turns to ask and answer questions. SUPPORT Review the animal parts learnt in Unit 5 with the class ahead of doing the activity. STRETCH Encourage more confident pupils to ask multiple questions and give detailed answers.

3 What animals live in these places?

- Read the places as a class. Ask pupils to think of animals that live in these places, e.g. *mountains – leopards*, *pandas*, etc.
- Encourage pupils to give full answers in sentences if possible, e.g. *Monkeys live in the jungle. Leopards live in the mountains*, etc. SUPPORT Before the activity, brainstorm as a class which animals can be found where. STRETCH Have pupils make sentences using other animals and places they know, e.g. *lake*, *forest*, etc.

4 6.21 Listen and read. Where's Jamie?

- Read the postcard as a class. Ask pupils *What animals can Jamie see?* (leopards, parrots and snakes); *What activity is Jamie doing?* (a nature trail).
- Play the audio and ask pupils to think about where Jamie is. For less confident classes, play the audio twice.

ANSWER KEY: He's on holiday in the jungle.

5 Read again. Then answer.

- Have pupils read the postcard again. Then read the questions as a class.
- Put pupils into pairs and have them find the answers to the questions.
- Encourage pupils to give full sentences when sharing their answers with the class, e.g. *Theo / He isn't fishing*. SUPPORT Have pupils point to where they found the answers in the text. STRETCH Have more confident pupils write their answers in full sentences.

ANSWER KEY: **1** It's hot and rainy.
2 Leopards, parrots, snakes.
3 She's drawing pictures of the animals.
4 No, he isn't. He's kayaking.

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6 Assess **Write your own holiday postcard.**

- Read through the sentence starters as a class. Explain pupils are going to write their own postcard, similar to Jamie's in Activity 4.
- Ask pupils to think of ideas to complete the sentences. Then put pupils into pairs to share their ideas. Encourage pupils to use any of the locations and activities they've learnt in Units 5 and 6.
- For less confident pupils, have them work in pairs to write the postcard.

Time to shine!

7 What can you see in the courtyard? Complete your library record.

- Read through the *I can...* statements with the class and ask pupils to raise their hands when you say the objectives they think they have achieved. If pupils are unsure, remind them of the words they know about each topic.
- Have pupils refer to the library record they made in the Welcome Unit (Lesson 6). Open the record and refer to the sections for Units 5 and 6. Have pupils write sentences for each unit that show their achievement of the learning objectives, e.g. describing the appearance of animals and what they can do, writing what a friend is or isn't doing and what the weather is like.

Extra activity

Have pupils look at the picture of the courtyard under Activity 7. Ask pupils what they notice about it. In pairs, have pupils look back at the courtyard in the Welcome story, Review 1 and Review 2 and see if they can describe the changes. Ask the pupils what they think of the courtyard, now it is finished. (There are pictures from the children's trip to the zoo (Unit 5 story) and a certificate to congratulate the children on completing the nature trail (Unit 6 story). There are lots of plants now.)

Ending the lesson

- Have pupils think about Units 1–6. Ask pupils to say what their favourite topic was. Have a class vote on the most interesting topic, e.g. animals, outdoor activities, etc.

Activity Book pages 56 and 57

1 Read and write. Pupils read the text, then unjumble the anagrams and write the words to complete the blog.

ANSWER KEY **2** rock-climbing, **3** drawing, **4** leopards, **5** fly, **6** can, **7** spots, **8** stripes

2 6.22 **Look, read and circle. Listen and check. Then ask and answer.** Pupils circle the words in the speech bubbles using the picture prompts. Then they listen and check their answers. They can practise a similar dialogue in pairs, substituting other weather and activity words.

ANSWER KEY: **1** weather, windy, **2** sailing, I'm not sure., **3** windsurfing, great

3 Read and write. Pupils write the missing words in the questions, then write the short answers. Pupils can write similar questions and answers about a different animal or person of their choice and ask in pairs.

ANSWER KEY: **2** Have, got, Yes, they have., **3** No, they can't., **4** Can they, Yes, they can., **5** No, he isn't., **6** Is, doing, Yes, he is.

4 Imagine and write. Pupils imagine that Kate Hall is on another nature trip and write a description of where she is using the text in Activity 1 as a model. Pupils draw a picture to match their description.

Time to shine!

5 Read and tick (✓). Tell your friend. Pupils tick the learning objectives they feel they have achieved. They tick the unit of the song and story they preferred and tell a partner.

6 Vote. Sing or act out. Have a class vote. Act out or sing the class's favourite song or story.

Activity 1 **Pupil's Book Audioscript**

We're in the grassland. There are some animals drinking from the lake. They're zebras. They've got black and white stripes. They can run. There are some monkeys too. Amazing! They can climb trees and jump. They've got long tails and fur.

And up there in the tree, can you see the parrots? They haven't got fur, they've got feathers. They can fly.

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Goodbye from The Rise and Shine library

Key learning outcomes

in Goodbye, the pupils will:

Wonder	Name or describe people or common objects or express basic opinions in a few words
Imagine	Recognise familiar words in phrases, sentences and texts
Build	Participate in social exchanges in English
Grow	Write simple sentences on familiar topics
Shine	Consolidate target vocabulary and structures through story and song

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Unit overview

Target vocabulary

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

Target structures

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

Functional language

Have a good summer! See you soon!

Values

I can reflect on what I've learnt.

Recycling and building

Goodbye! Happy holidays!

Competency focus

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

Language stretch

I love the courtyard!

Key progress indicator chart

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

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Goodbye from The Rise and Shine Library

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

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

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

Materials
- Audio; Flashcards from various units

Starting the lesson: warm up

- In pairs or small groups, ask pupils to do a short quiz on the Pupil's Book. Ask the questions below and have pupils write down their answers or raise their hands. Award a point for each correct answer.
- Allow pupils to look back through their books but set a time limit for each question.

1 Name 3 school subjects (Unit 1)
2 Name 2 places beginning with *s* in a town. (Unit 2)
3 How do they tell stories about princesses and pirates in Italy? (Unit 3)
4 What does Lena like doing? (Unit 4)
5 Name an animal that can fly (Unit 5)
6 Finish the activity – ___ a den. (Unit 6)

ANSWER KEY: **1** Maths, Art, English, Music, PE, Science, Geography, History, ICT, Drama, **2** supermarket, sports centre, shop, **3** opera, **4** doing crafts, helping people, **5** parrot, **6** building

Big Picture: What can you see?

Diagnose

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

1 7.01 Listen or watch. Does Biscuit like the courtyard?

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

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ANSWER KEY: Yes, he does.

2 7.02 **Listen again. Which words from the box do you hear?**

- Read the words as a class.
- Play the audio. Then ask pupils to tell their partner what words they heard. Check their answers.

ANSWER KEY: doctor, bus stop, party, poster

3 7.03 **Read and sing.**

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

Extra activity
Play the audio again and ask them to substitute the characters' names with their friend's names, e.g. *Goodbye Mario and Maria. Goodbye Sara and Luis. Goodbye Paolo and Lucy too. Have a good summer. See you soon.*

4 **Ask and answer.**

- Read the first speech bubble to the class. Tell pupils your favourite character and why, e.g. *My favourite character is... He / She is...*. Then ask a confident pupil the question and have them say their answer and why, if possible.
- Put pupils into small groups to discuss their own ideas. Then have them read the second question and say what their favourite unit was. Encourage them to say why. Encourage them to think about the stories, the language and the songs to help them.

5 **Choose something new to put in the courtyard. Write and say.**

- Put pupils into pairs. Tell them to look at the picture and say what they would add to the courtyard. Encourage them to think about special objects, their favourite animal, or anything else from the unit.
- Have pairs write a sentence about what they want to add to the courtyard. Then share ideas as a class. Have the class choose the best thing to add.

Ending the lesson

- In pairs, ask pupils to choose a character and say what they think the character likes doing in the holidays. Have pupils share their ideas with the class.

Activity Book pages 58 and 59

1 **Think and write.** Pupils write the words into the correct category and add any additional words to each category.

ANSWER KEY: **At school:** History, Geography (possibly reading corner). **In town:** cinema, sports centre. **In the library:** reading corner, storyteller. **In the jungle:** monkeys, snakes. **On the lake:** sailing, fishing.

2 7.05 **Listen and number. Then write.** Pupils listen and number the pictures in order. Then they complete the sentences or answer the questions.

ANSWER KEY: **1** a, **2** d, **3** b, **4** c
a jump, **b** looking, building, **c** doing crafts, Yes, she does., **d** isn't, Yes, there are.

3 **Look at Activity 2. Ask and answer.** Pupils ask each other questions in pairs about the pictures in activity 2.

4 **Read and match.** Pupils read and match the descriptions to the characters. They play a guessing game in pairs and ask each other questions.

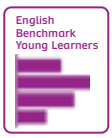
ANSWER KEY: **1** c, **2** d, **3** a, **4** b

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

Home–school link: Encourage pupils to tell their family about The Rise and Shine Library.

Activity 1 — Pupil's Book Audioscript

Daniel *Wow! I love the new courtyard!*
Lena *Yes me, too! Look, there are some pictures of our trip to the zoo. There's the jerboa! Jerboas can jump really high.*
Alicia *And there's the doctor with her book at the bus stop! I love our town.*
Lena *There are the crafts from our party at the library!*
Rafa *And there are our favourite story books! I like reading now!*
Thomas *Yes, well done, children! The courtyard is amazing! Biscuit likes it, too!*
Thomas *The children see a new poster on the wall.*
Daniel *Oh, look! What's on that poster?*
Lena *It's a new museum! Cool!*
Daniel *Yes. Very interesting!*



The end of Level 3 is a good time for pupils to take the English Benchmark Young Learners to supplement in-course assessment. The formative information it provides can help inform remediation, summer assignments or planning for the following year. Having pupils take a test once per year enables teachers to track their progress throughout primary school. English Benchmark Young Learners is aligned to internationally recognised measures and therefore can also be used to assess readiness for external high-stakes exams. For more information on using English Benchmark Young Learners, choosing a level, administering the test and interpreting scores, please visit pearsonenglish.com/benchmark.

World Teachers' Day

Objectives
- **Lesson aim:** to learn words for places in a school
- **Target language:** *science lab*, *canteen*, *music room*, *ICT room*, *gym*, *classroom*

Materials
- Audio; Flashcards; card, paper, colouring pencils, scissors

Starting the lesson: warm up

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

Big Picture: What can you see?

Diagnose

- Have pupils look at the main picture. Ask the class: *How many people can you see? What school subjects can you see?* (Science, Music, etc.) Have pupils say any other objects or places they can see, e.g. *classroom*.

1 8.01 **Listen and find.**
- Tell pupils they are going to listen to some friends talking about their school. Read the words as a class.
- Play the audio and have pupils point to the rooms they hear.
- Ask more confident classes a follow-up question, e.g. *What subject does Ms Green teach?*

2 8.02 **Listen and point. Then listen and repeat.**
- Play the audio and have pupils point to the rooms in the picture.
- Play the audio again and have pupils repeat the words.
- To help consolidate the new vocabulary further, show pupils the flashcard pictures and have them say the words.

3 8.03 **Listen, read and point to the map. Then say.**
- Play the audio and have pupils read along with the words in the cloud. Encourage them to point to the places as they hear them.
- Play the audio again and have pupils say the words.

IMAGINE HELPER
Ask pupils which helper they can see (Alicia, the Imagine helper).

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

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

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

Ending the lesson

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

Activity Book page 60

1 **Look and write.** Pupils look at the floor plan and write the words, using the words in the word cloud.

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

2 8.04 **Listen, order and write.** Pupils listen and write the song lyrics in the correct order.

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

Activity 1 **Pupil's Book Audioscript**

Boy *Welcome to our school, Becky! We're your welcome friends!*
Becky *Thanks!*
Girl 2 *This is our classroom. That's our science teacher, Mr Hall. He's my favourite teacher. He's kind!*
Becky *Have you got science class here?*
Girl 2 *No, we've got science class in the science lab here.*
Becky *Who's your favourite teacher?*
Boy *I like Ms Jamal. She's funny. She teaches Art and Music. There's the music room.*
Girl 2 *My other favourite teacher is Ms Green. She helps me. She's our ICT teacher. Look, there's the ICT room.*
Girl 1 *I like ICT – can we look there first?*
Boy *Sure!*

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World Kindness Day

Pupil's Book page 79

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

Materials
- Audio; Flashcards; colouring pencils, scissors, paper, card

Starting the lesson: warm up

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

Big Picture: What can you see?

Diagnose

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

1 8.05 Listen and find.

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

2 8.06 Listen and point. Then listen and repeat.

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

3 8.07 Listen and read. Then say and act out.

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

4 Make a class kindness book.

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

WONDER HELPER

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

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

Ending the lesson

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

Activity Book page 60

3 Look and write. Pupils use the words in the wordpool to complete the phrases under the pictures.

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

4 8.08 Listen and circle. Pupils listen to the song again from the Pupil's Book and circle the correct words.

ANSWER KEY: Kindness, kind, play

Activity 1 Pupil's Book Audioscript

Mum *It's World Kindness Day today.*
Boy *What do we do on World Kindness Day?*
Mum *We are kind to everyone.*
Boy *What can we do to be kind?*
Mum *We can help people and we can smile.*
Boy *Yes, a smile is good. What else can we do?*
Mum *We can talk to a friend.*
Boy *I know! We can give someone a gift....*
Girl *I've got a gift for you, Mum! I want to say thank you.*
Mum *Oh wow....*
Boy *Say thank you, Mum!*
Mum *Of course! Thank you!*

World Book Day

Objectives
- **Lesson aim:** to learn words related to stories
- **Target language:** *inventor*, *costume*, *king*, *dress up*, *queen*, *tell a story*

Materials
- Audio; Flashcards; colouring pencils, paper, card, scissors, glue

Starting the lesson: warm up

- Put 5 dashes on the board, one for each letter in the word *story*. Have the class guess letters of the alphabet. When they guess the correct letters, write them in place on the board, until they guess the correct word. Ask pupils what story characters they can remember from Unit 3.

Big Picture: What can you see?

Diagnose

- Ask pupils to look at the picture and to say what they see. Ask *What story characters can you see?*

1 8.09 **Listen and find.**
- Read the words to the class. Then play the audio and have pupils point to the words they hear.
- Ask more confident classes a follow-up question, e.g. *Why are they dressing up?*

2 8.10 **Listen and point. Then listen and repeat.**
- Play the audio and have pupils point to the characters they hear.
- Play the audio again and have pupils repeat the words.
- To help consolidate the new vocabulary further, show pupils the flashcard pictures and have them say the words.

3 8.11 **Listen, read and write. Then say.**
- Tell pupils they are going to listen to a poem, but some of the words are missing. The first letter of the missing words is given.
- Play the audio. Have pupils read along.
- Read the poem as a class, then ask pupils to say what they think the missing words are. Tell them to use the words in the box in Activity 1 to help them.
- Teach pupils some actions for the characters, e.g. *queen – putting a crown on your head*, *king – bowing*, etc.

Extra activity

Tell pupils that World Book Day is the first Thursday in March (in the UK and Ireland) and children in some countries celebrate the day by going to school dressed up as their favourite character from a book. Ask the class why books and reading are important and should be celebrated.

BUILD HELPER

Ask pupils which helper they can see (Lena, the Build helper).

Have pupils tell a partner which favourite character they would dress up as for World Book Day. Encourage them to say why if possible.

4 **Create a cover for your favourite story.**
- Draw pupils' attention to the picture. Ask pupils to say what characters they can see.
- Have pupils design their own cover for their favourite story. Encourage them to use colour and illustrations.
- Ask more confident pupils to share their covers with the class. Have pupils guess the story.

Ending the lesson

- Have a story hunt in the classroom. Collect the book covers from the activity and hide them around the classroom (or redistribute them to other pupils).
- Ask pupils to describe the cover they find to the class, e.g. *There's a king. He is smiling*, etc. Ask the pupil who made it to raise their hand and say: *That's my story about (the king)*, etc.

Activity Book page 61

5 **Find and circle. Then write.** Pupils circle the words in the wordsnake and write them under the pictures.

ANSWER KEY: inventor, king, queen, costume, dress up

6 8.12 **Listen, order and write.** Pupils listen and complete the lyrics of the chant. Then have pupils draw themselves in their World Book Day costumes on paper and make a class display.

ANSWER KEY: Let's dress up for World Book Day! Let's choose a costume – hip-hip-hurray!

Activity 1 — Pupil's Book Audioscript

Boy 1 *Why are you dressing up?*
Boy 2 *Because it's World Book Day. I'm an inventor.*
Boy 1 *Oh, Happy World Book Day everyone!*
Girl 1 *Look! There's a box of costumes. Do you want to dress up?*
Boy 1 *Sure!*
Girl 2 *I'm a queen.*
Girl 1 *Do you want to be a king?*
Boy 1 *Yes, I do! Do you want to dress up?*
Girl 1 *No, I don't – I'm a storyteller. I want to tell a story about an inventor, a king and a queen.*
Boy 1 *We can help.*
Boy 2 *Yes!*

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World Environment Day

Objectives
- **Lesson aim:** to learn words related to the environment
- **Target language:** *water the plants*, *grow vegetables*, *plant trees*, *recycle*, *walk to school*, *turn off lights*

Materials
- Audio; Flashcards; scissors, glue, coloured paper, card, colouring pencils

Starting the lesson: warm up

- Write the word *environment* on the board. Ask the class if they know what it means (in L1 if necessary). Demonstrate turning off the lights, putting paper in the recycling bin and draw a seed and a tree on the board to prompt pupils.

Big Picture: What can you see?

Diagnose

- Ask pupils to look at the picture and to say what they can see. Ask *What are the children doing? Where are they?*

1 8.13 **Listen and find.**
- Write *go to school* on the board. Ask the class how they go to school. Then ask them a good way to go to school to help the environment (walk).
- Read the words and phrases in the box to the class. Play the audio and have pupils listen and point to what they hear.

2 8.14 **Listen and point. Then listen and repeat.**
- Play the audio and have pupils point to the things they hear.
- Play the audio again and have pupils repeat the words and phrases.
- To help consolidate the new vocabulary further, show pupils the flashcard pictures and have them say the words.

3 8.15 **Listen, read and write. Then say and act out!**
- Tell pupils they are going to listen to a poem, but some of the words are missing.
- Play the audio and have pupils read along.
- Play the audio again and have pupils say which words they think are missing.
- Play the audio and encourage pupils to say the words. Have them stand up each time they hear something they can do to help the planet.

ANSWER KEY: water, vegetables, school, lights

GROW HELPER

Ask pupils which helper they can see (Thomas, the Grow helper).

Ask pupils to think of things they already do to help the environment and have them tell a partner. Tell them they can use ideas from the lesson or their own.

Ask pairs to choose one of their ideas that they can each do this week to try and help the environment.

4 **Make a 'save the planet' wreath.**
- Give each pupil a piece of paper. Have them place their hand down on it flat and ask them to draw around it and cut it out.
- Have pupils think of one way to help the environment. Ask pupils to write their sentence on their cut-out hand.
- Stick all of the hands together to make a wreath as shown in the photo. Display it in the class for pupils to remember to do their actions to help the environment. SUPPORT Have pupils choose one of the ideas from the wordpool in Activity 1. STRETCH Ask pupils to add what they should do, e.g. *Plant trees. Don't cut trees. Walk to school. Don't drive to school*, etc.

Ending the lesson

- Have pupils mime the actions from the lesson for the rest of the class to guess. Write the language on the board.
- Then ask them to rank the 3 most important activities from the board to help the planet (1–3). Encourage them to say why.
- Have a class vote on the most important action for the environment.

Activity Book page 61

7 **Look and write.** Pupils write the words to complete each phrase.

ANSWER KEY: **2** vegetables, **3** walk, **4** plant, **5** water, **6** turn off

8 8.16 **Listen and match.** Pupils listen to the song then match the sentence halves.

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

Activity 1 **Pupil's Book Audioscript**

Girl 1	*It's World Environment Day! Everyone can do things to help the planet.*
Boy 1	*What can we do to help?*
Grandad	*You can plant trees and flowers.*
Girl 2	*Don't forget to water the plants!*
Girl 1	*You can recycle, too!*
Boy 2	*You can turn lights off. And don't go to school by car... I walk to school.*
Girl 1	*Or you can cycle to school!*
Boy 1	*Yes, I can! Great ideas.*
Boy 2	*We can grow vegetables, too.*
Boy 1	*Yes! I can start now!*

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AUDIOSCRIPT – ACTIVITY BOOK 3

WELCOME

Lesson 2, page 3, T0.13

1 **Girl** *Has the reading corner got beanbags?*
Boy *Yes, it has! It's got twenty-two beanbags!*
Girl *Twenty-two beanbags?*
Boy *Yes, that's right. Twenty-two!*
2 **Girl** *Has the multimedia room got books?*
Boy *No, it hasn't. But it's got thirty computers.*
Girl *Thirty computers?*
Boy *Yes, that's right. Thirty!*
3 **Girl** *Has the multimedia room got televisions?*
Boy *Yes, it has. It's got four.*
Girl *OK. Four televisions.*
4 **Girl** *Has the library got posters?*
Boy *Yes, it has. It's got a lot of posters.*
Girl *How many?*
Boy *Um … fifty. Yes, it's got fifty posters.*

UNIT 1

Lesson 2, page 5, T1.07

Girl *What have you got on Monday?*
Boy *I've got Maths on Monday.*
Girl *What have you got on Tuesday?*
Boy *I've got Art on Tuesday.*
Girl *What have you got on Wednesday?*
Boy *I've got Geography on Wednesday.*
Girl *What have you got on Thursday?*
Boy *I've got PE on Thursday.*
Girl *What have you got on Friday?*
Boy *I've got Science on Friday.*

Lesson 6, page 8, T1.17

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

Lesson 8, page 10, T1.20

1 **Boy** *What have you got at school on Monday?*
Girl *I've got Drama and Science.*
2 **Boy** *What time do you have a shower?*
Girl *I have a shower at half past seven.*
3 **Boy** *What time do you have breakfast?*
Girl *I have breakfast at eight o'clock.*

UNIT 2

Lesson 2, page 13, T2.06

1 *In my town, there's a hospital.*
2 *There's a supermarket.*
3 *There isn't a cinema.*
4 *There aren't any cafés.*
5 *There are some shops.*
6 *There isn't a sports centre.*

Lesson 6, page 16, T2.16

Girl *Is this your town square?*
Boy *Yes, it is!*
Girl *Is there a cinema?*
Boy *No there isn't a cinema. But there are some cafés and shops.*
Girl *Is there a fountain?*
Boy *Yes, there is. There's a big fountain.*
Girl *Are people in your town friendly?*
Boy *Yes, people are very friendly. I love my town and my community.*

Lesson 8, page 18, T2.19

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

REVIEW 1

page 20, T2.22

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

UNIT 3

Lesson 2, page 23, T3.06

1 **Girl** *The book is about a princess.*
Boy *Is she happy?*
Girl *Yes, she is.*
2 **Girl** *The book is about a dragon.*
Boy *Is it big?*
Girl *No, it isn't.*
3 **Girl** *The book is about a giant.*
Boy *Is he tall?*
Girl *Yes, he is!*
4 **Girl** *The book is about a pirate!*
Boy *Is he bad?*
Girl *No, he's good!*

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Lesson 6, page 26, T3.16

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

Lesson 8, page 28, T3.19

Girl *The book is about monsters.*
Boy *Are they scary?*
Girl *No, they aren't.*
Boy *Are they cute?*
Girl *Yes, they are!*

UNIT 4

Lesson 2, page 31, T4.06

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

Lesson 6, page 34, T4.16

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

Lesson 8, page 36, T4.19

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

REVIEW 2

page 38, T4.22

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

UNIT 5

Lesson 2, page 41, T5.06

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

Lesson 6, page 44, T5.16

Penguins live in the ocean. They swim very fast.
Some snakes live in the desert.
Parrots live in the jungle. They fly from tree to tree.
Monkeys live in the jungle. They love fruit.
Rhinos and zebras live in grassland.

Lesson 8, page 46, T5.19

Girl *Have they got fur?*
Boy *Yes, they have.*
Girl *Have they got spots?*
Boy *No, they haven't.*
Girl *Have they got stripes?*
Boy *Yes, they have.*
Girl *Can they swim?*
Boy *Yes, they can.*
Girl *Can they run?*
Boy *Yes, they can.*
Girl *Can they fly?*
Boy *No, they can't.*
Girl *What are they?*
Boy *They're ... tigers.*

UNIT 6

Lesson 2, page 49, T6.06

1 *Harry isn't cycling. He isn't fishing. He isn't reading a map. He's sailing.*
2 *Katie isn't drawing. She isn't having a picnic. She isn't rock-climbing. She's doing a nature trail.*

Lesson 6, page 52, T6.16

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

Lesson 8, page 54, T6.19

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

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REVIEW 3

page 56, T6.22

Boy *What's the weather like?*
Girl *It's windy.*
Boy *Shall we go sailing?*
Girl *Um, I'm not sure.*
Boy *OK. Let's go windsurfing!*
Girl *That's a great idea!*

GOODBYE

page 58, T7.05

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

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OUR WORLD VIDEO SCRIPTS

UNIT 1: ALL ABOUT SCHOOL

Good morning! It's time to wake up! We brush our teeth, eat breakfast and go to school! There are a lot of different ways to go to school. Some people go to school by bus. Some people go to school by car. Some people go to school by bike and some people walk! Every school has got a different timetable, so we've all got different school days! This school is in India. The boys and girls have got PE in the morning. They exercise, run and play in the playground. What have they got in the afternoon? They've got ICT. This school is in South Africa. On Tuesday, the boys and girls have got Geography in the morning and English. In the afternoon, they've got Music. It's fun. This school is in Slovenia. The boys and girls have got Maths in the morning. What have they got in the afternoon? They've got Art and Science! Now the school day is finished. It's time to go home, do our homework and go to bed. Goodnight!

UNIT 2: EXPLORE OUR TOWN

This is a town, and this is a town square. A town square is an important place in a community. There are a lot of different places and people and every town square is different! In some town squares, there are benches. In some town squares, there are shops. There are some amazing fountains in this town square. There's a café, too. There's the waiter! There's a police station in this town square. Are there any police officers? Yes, there are! Is this a police station? No, it isn't, it's a bus stop! Here's the bus driver! We can explore our town on the bus. There are a lot of places to visit! There are places to have fun. There's the cinema! We can go to the cinema to watch films and we can go to the sports centre to do sports! There are places we can go to get help in our town, too, like pharmacies or hospitals! Are there any doctors outside? No, there aren't! The doctors are in the hospital, they're looking after the community. Is this a hospital? No, it isn't, it's a supermarket. There's the shop assistant. She's friendly. She looks after the community, too! There are so many things to see and do in our towns. Where do you live?

UNIT 3: LET'S TELL STORIES

There are a lot of ways to be a storyteller. We can write stories, draw pictures, read books, do dances, sing songs and we can dress up! He's a prince, he's kind. She's a princess, she's strong. She's a dragon, she's scary. Is he scary? Yes, he is, he's a pirate! He's an astronaut. He's going to outer space. It's exciting! Who's this? He's a spy. He's got a black hat and he's very clever! Who's this? She's a superhero! She's got a red cape and she's very brave! This boy doesn't dress up to be a storyteller, he makes puppets. He's making a dog puppet! It's cute. The boys and girls use the puppets to tell stories. It's a very special theatre. It's beautiful and it's fun. How do you tell stories?

UNIT 4: PARTY AT THE LIBRARY

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

UNIT 5: LET'S SAVE OUR ANIMALS

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

UNIT 6: COME ON AN ADVENTURE

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

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