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Scope and sequence

	Vocabulary	Grammar	Global Citizenship	Project
Welcome A great place to live	Places: bridge, building, city centre, city hall, farm, fields, flat, hills, street, village Countries: Argentina, China, Italy, Mexico, Poland, Spain, Turkey, UK, USA	What do you like doing? I like (talking to people). What does he / she like doing? He / She likes (helping people). What time do you wake up? I wake up at (five past / to seven).	Working together where we live: A website	A progress puzzle
1 Exploring wildlife	Animals: beetle, camel, cheetah, crocodile, deer, eagle, kangaroo, polar bear, tortoise, wolf Adjectives: dangerous, friendly, important, intelligent, safe, young	A deer is (shorter) than a camel. Cheetahs are more (dangerous) than deer. Wow!, Really?, That's unbelievable!, How amazing!	Learning about animal habitats: climate, habitat, shelter, survive An animal fact file	A wildlife space
2 All about technology Review 1 Our lives	Technology: camera, e-reader, games console, headphones, laptop, mobile phone, printer, screen, smart watch, speaker Technology actions: post (an advertisement), print (photos), turn off, turn on, upload (photos), write comments	How often do you use a laptop? I (always) use a laptop. I (often) help. I'm helping now. You should (talk to somebody). You shouldn't (message people you don't know).	Using technology responsibly: chat online, make video calls, search the internet, open emails A blog post	A technology advice poster
3 Sharing our skills	Everyday items: bandage, diary, helmet, key, magazine, money, puzzle, rope, snack, torch Camping objects: blanket, gloves, jacket, sledge, sleeping bag, stove	I have to / don't have to (bring a rope). Does he / she have to (wear gloves)? Yes, he / she does. No, he / she doesn't. Shall I help you? Thank you! That's very kind.	Sharing skills with others: air, flat, float, sink Instructions	A class skills share
4 Let's celebrate Review 2 Our world	Festivals: balloons, band, candles, costumes, drums, fireworks, flags, lights, masks, parade, Adjectives: dirty, frightened, hungry, surprised, thirsty, tired	There was / wasn't (a parade). There were some / weren't any (fireworks). Where were you? When was (the party)? Who was (at the party)? Were you (tired)? What does (baklava) mean? How do you spell (baklava)?	Celebrating different festivals: moon, sky, stars, sun A review	An international festival display
5 Being kind	Activities: carry shopping, clean the windows, look after a child, offer someone your seat, paint a fence, share food, tidy up the rubbish, visit someone, walk a dog, water the plants Verbs: arrive, cry, laugh, pick up, smile, try	I painted / didn't paint the fence. Did you (laugh)? What did she (need)? Where did he (walk)? When did they (arrive)? Why did she need help? She needed help because (her shopping was heavy).	Helping our communities: collect, donate, project, volunteer A story	A kindness wall
6 Our important places Review 3 Our future	Holiday activities: buy a ticket, exchange money, go on a tour, go sightseeing, pack a suitcase, read a guidebook, stay in a hotel, take a taxi, travel by bus, wait in a queue Transport: airport, cable car, coach, ferry, minibus, underground	He / She's going to (travel by bus). We / They aren't going to (exchange money). What are you going to (do)? Where is he going to (stay)? When are we going to (go)? How are they going to (travel)? I agree. I disagree.	Learning about ecotourism: accommodation, culture, ecotourism, souvenir An email	A tourist brochure
Goodbye	Next year, it's going to be bigger! It's really exciting!		Pronunciation	
Celebrations	Mother Language Day, International Day of Happiness, World Children's Day, International Day of Friendship		Unit 1 /eɪ/, /æ/	Unit 4 /ɪə/, /i:/
Future skills	Working with others, Respecting others, Presentation skills, Organisation, Conflict resolution, Making decisions		Unit 2 /ʊ/, /u:/	Unit 5 /ɪd/, /d/, /t/
			Unit 3 /kl/, /kr/	Unit 6 /sp/, /st/

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Listening	I can understand important details in short conversations. <input type="checkbox"/>	I can recognise familiar phrases in conversations. <input type="checkbox"/>	I can follow a conversation and the events in a story. <input type="checkbox"/>	I can understand conversations about past events and future plans. <input type="checkbox"/>		
	Reading	I can understand the sequence of events in stories. <input type="checkbox"/>	I can understand the gist and overall themes of texts. <input type="checkbox"/>	I can recognise different text types and their features. <input type="checkbox"/>		
		Speaking	I can participate in social exchanges. <input type="checkbox"/>	I can make and respond to offers, suggestions and requests for information. <input type="checkbox"/>	I can ask and answer questions about past events and future plans. <input type="checkbox"/>	
Writing	I can write sentences to describe pictures. <input type="checkbox"/>		I can link simple sentences and add detail to my writing. <input type="checkbox"/>	I can write short texts on familiar topics. <input type="checkbox"/>	I can use the correct phrases for different text types. <input type="checkbox"/>	

A great place to live



Alex

Leo

Bella

I wonder...
 What do you like about where you live?

- 1 building
- 2 street
- 3 hills
- 4 flat
- 5 city centre
- 6 City Hall
- 7 fields
- 8 village
- 9 bridge
- 10 farm

Lesson 1



What can you see?

1



0.02 Listen and explore.

2



0.03 Listen, point and say.



Where do your friends and family live?

3



0.04 Listen again. Then answer.

Who lives...

- 1 on a farm in the countryside?
- 2 in a village?
- 3 in a flat near the city centre?
- 4 in the city near the park?

4



Where do you live? Say.



Sam

Nadia

Lesson 2

1 **0.05** Read. Then listen and match.

Leo Sam Bella Nadia

- a** *I like learning about different clothes, food and music.*
- b** *I like showing people the countryside.*
- c** *I like talking to people.*
- d** *I like helping animals in the city.*

2 Read and learn.

Grammar

What **do you like doing?**
 I **like talking** to people.
 What **does he / she like doing?**
 He / She **likes helping** people.

3 Read and choose.

- 1 What **do / does** you like doing?
- 2 I like **meet / meeting** my friends.
- 3 What **do / does** she like doing?
- 4 She **like / likes** visiting new places.

4 What do the characters like doing? Ask and answer.

What does Leo like doing?

I can shine!

5 Ask and answer.

What do you like doing in the city?

I like talking to people.

I can talk about what I like doing where I live.



Narrator: The children are excited to find out more about the Great Places Festival.

Alex: So, are you excited to learn more about the projects for the Great Places Festival?

Bella: What are the projects about?

Alex: Come and see.

Narrator: Alex tells the children about the six projects. When they complete each project they can have a missing puzzle piece.

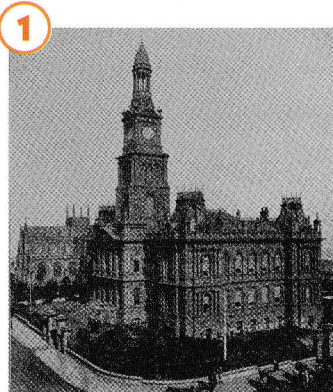
Nadia: I love wildlife and travelling to places. Those projects sound fun.

Leo: I want to do the project about being kind.

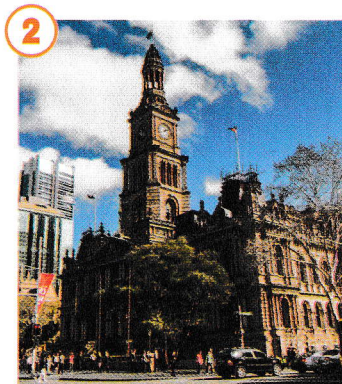
Sam: When we finish the projects, we can show them to everyone at the Great Places Festival.

Alex: Yes, that's a great idea.

1 **0.06** Listen and point. Then listen again and say.



1908



2020

2 **0.07** Listen and write the dates.

3 **0.08** Read and listen. What do the children have to do for the Great Places Festival?

4 Read again. Then answer.

- 1 How many projects are there?
- 2 Which project does Leo want to do?
- 3 What can the children do at the Great Places Festival?

Which project do you want to do?



I can shine!

5 Imagine you are at the City Hall. Act out.

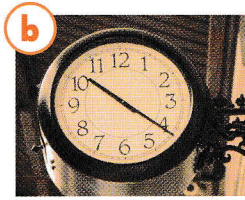
*Hello, I'm Alex.
Welcome to the City Hall.*

I can understand information in a story.

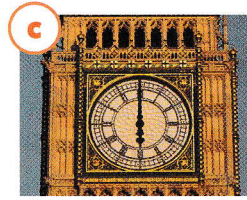
1 **0.10** Listen and number.



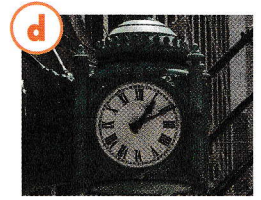
It's ten to seven.



It's twenty past ten.



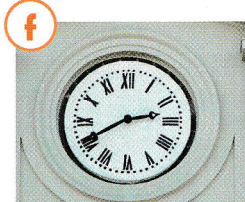
It's six o'clock.



It's ten past one.



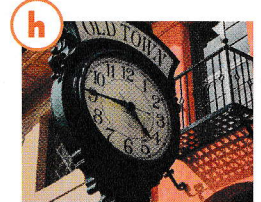
It's half past nine.



It's twenty to three.



It's quarter past twelve.



It's quarter to five.

2 Ask and answer.

What time is it?

It's twenty to three.

3 **0.11** Read and learn. Then listen and answer.

Picture!

Grammar builder

What time is it? It's ten to three.

What time do you wake up? I wake up at five past seven.

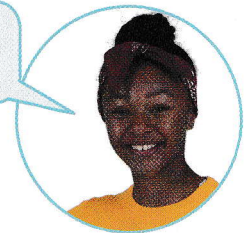
What time does he wake up? He wakes up at quarter to six.

What time do the children... ?

- 1 start work on their projects
- 2 have a break
- 3 watch a video

- 4 start lunch
- 5 finish lunch
- 6 go home

Remember! What time do you have breakfast?



I can shine! ✨

4 Ask and answer.

wake up do homework watch TV go to bed have a shower

What time do you wake up?

I wake up at ten to seven.

I can tell the time.

1 Look quickly at the text. What is it?

- a a newspaper article
- b a guide book
- c a website

2 Read and listen. Which countries do you think the photos show?

China Mexico Poland Spain
Turkey UK USA

Let's make the world a great place to live!
All over the world, people are working together to solve problems.

a

b

c

Cars are a problem for many cities. But in the city centre of Pontevedra, Spain, there aren't any cars. Here, people walk or ride bikes everywhere. With no cars, the streets are safe and quiet.

People want more nature in their cities and towns, too. In China, they have a Tree Planting Day every year. In Mexico, Argentina and Italy, there are plants on bridges, walls and buildings. The plants make cities beautiful, and they're also good for the environment.

People like helping each other, too. In the UK, children help people with their shopping in supermarkets. In the USA, adults and children go to parks to learn and teach each other new skills, like how to play board games.

Festivals are a fun way to bring people together. At the Children's Festival in Turkey, children from all over the world celebrate their traditions with dancing, songs and music.

Technology helps cities, too. In Poland, a company makes plates and bowls from plants. There's less plastic rubbish in towns and the countryside. The streets are cleaner, safer and more beautiful, too!

3 Read again. Then answer.

- 1 How do people help the environment in China?
- 2 How do children help people in the UK?
- 3 In the USA, what can people learn in parks?
- 4 Where do children celebrate their traditions?

How do people help each other where you live?



I can shine!

4 Talk with a friend. How can you make your area a great place to live?

nature festivals technology

We can plant more trees and flowers.

I can read about different countries.

Review

1 Look and write.

There's a city.
I can see a farm with fields...
It's the morning.

2 Ask and answer about the times in the picture.

What time is it on the city hall clock?

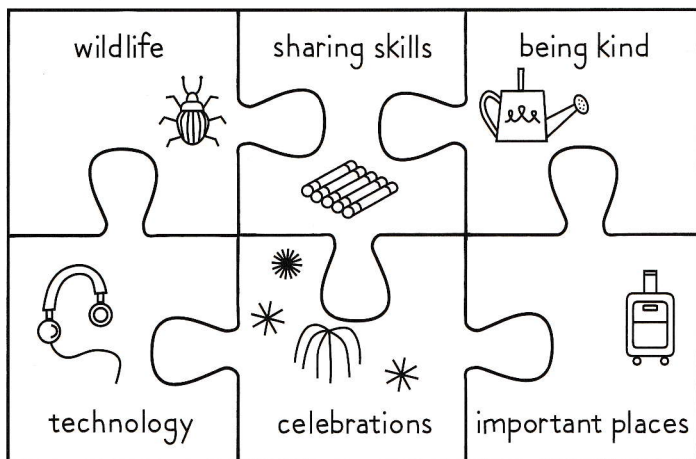
It's quarter to eleven.

3 Look at the pictures and practise saying the dates on the buildings.



Create

4 Create your progress puzzle.
Write a topic on each puzzle piece.



5 Ask and answer.

What project do you want to do?

Time to shine!

6 Present your picture to the class.

Here's my progress puzzle.
I want to do the project about
sharing skills. I like learning
new things.

I can talk about a progress puzzle.