



# Rise and Shine Product Presentation

March 2023

Rise  
and  
Shine



# Introduction to Rise and Shine

# What is Rise and Shine?

A flexible, story-based primary course that combines language learning with global citizenship to inspire learners to become confident in English and responsible citizens.



**Seven-level**, semi-intensive primary course, 2 to 5 sessions per week.



**Institutions**

**Private and state primary schools** looking for evidence of progress and materials to support inclusive classrooms.



**Students**

**Young learners**, age 6 – 12



**Teachers**

**Teachers** with demanding schedules and mixed-ability classes looking for a course to support all learners to make progress in their English and skills for the future.

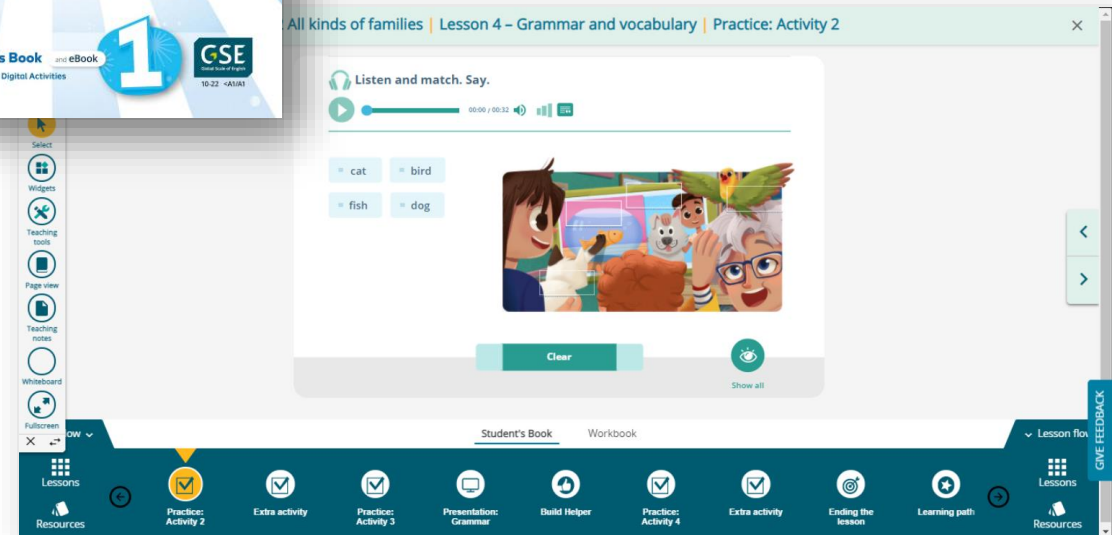
# Course Components: Teachers

PRINT

- Teacher's Book
- Flashcards
- Story cards (Starter-L4)
- Posters

DIGITAL

- Presentation tool
- Assignable homework activities
- Pupil's Book eBook
- Activity Book eBook
- Class audio
- Video
- Assessment Pack with Test Generator
- Photocopiable Worksheets
- GSE Teacher mapping booklet



# Course Components: Teachers

PRINT

- Teacher's Edition
- Picture Cards
- Story cards (Starter-L4)
- Posters

DIGITAL

- Presentation tool
- Assignable homework activities
- Student's Book eBook
- Workbook eBook
- Class audio
- Video
- Assessment Pack with Test Generator (L1-6)
- Photocopiable Worksheets
- GSE Teacher mapping booklet



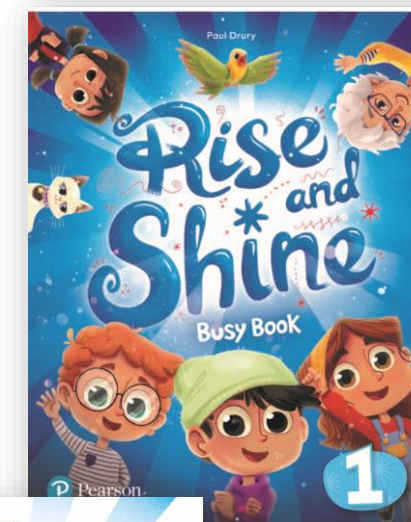
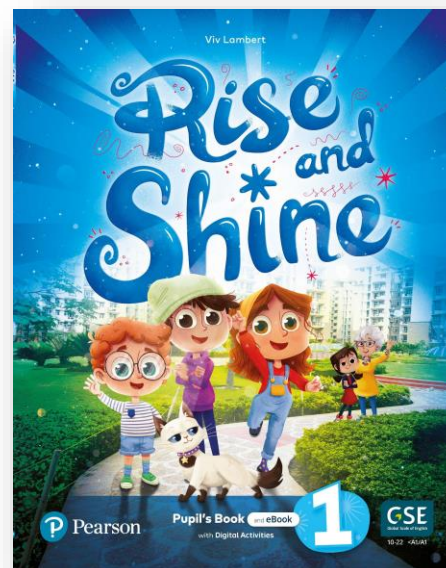
# Course Components: Pupils

PRINT

- Pupil's Book with eBook
- Activity Book with eBook
- Busy Book

DIGITAL

- Pupil's Book eBook
- Activity Book eBook
- Digital activities
- Extra practice resources
- 360° online games



Find on  
English  
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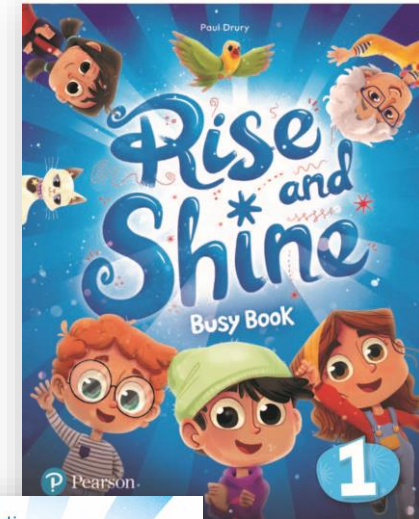
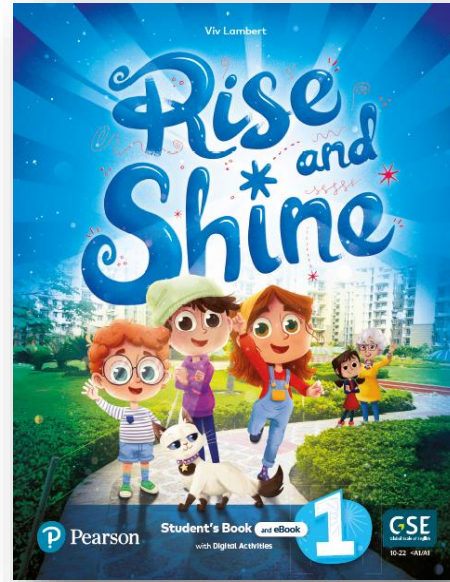
# Course Components: Students

PRINT

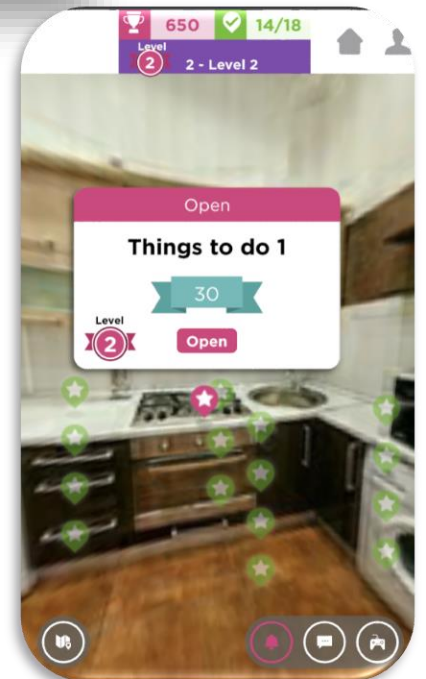
- Student's Book with eBook
- Workbook with eBook
- Busy Book

DIGITAL

- Student's Book eBook
- Workbook eBook
- Digital activities
- Extra practice resources
- 360° online games



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# Perfect Partners

## English Benchmark *Young Learners*



Using Graded Readers with English Code

English Code 3

Level 3: GSE 25 - 35 | CEFR A1 to A2

UNIT	0	1	2	3	4	5	6	7	8
<b>TITLE</b>	Welcome	Show time!	Frozen	Celebrations!	Blast off!	Holiday time!	Let's shop!	Eco warriors!	Let's work!
<b>MAIN THEMES</b>	school / subjects / places / rules	action / describing actions	weather / animals / describing	celebrations and festivals, describing events, giving an opinion	space words / talking about the past	holiday / beach / talking about the past / singing	shopping / amounts / design	environment / talking about the future / decomposition	jobs / like & don't like / giving an opinion
<b>READERS</b>	Sport with Trainer Tim	Disney Frozen II	Festival Fun	Space Island Adventure	Disney Pixar Coco	Disney 101 Dalmatians	Shaun the Sheep - Save the Tree	Disney Pixar Incredibles 2	
<b>English</b>	British or American	American	British or American	American	American	American	British	American	
<b>LEVEL</b>	3	3	3	3	3	3	3	4	
<b>GSE</b>	25-35	25-35	25-35	25-35	22-32	25-35	25-35	27-38	
<b>LEXILE</b>	460	520	410	410	510	520	500	520	
<b>TOPICS and THEMES</b>	sports / teamwork	the past / nature / weather / resilience	space / friendship / adventure / teamwork	space / friendship / adventure / teamwork	family / friendship / music / the past / festivals / talking about the past	animals / friendship / love / family / describing amounts	protect the environment	family / different jobs / hard work	

Pearson Pearson English Kids Readers

Kids' Readers  
– correlated  
by unit and  
level coming  
soon



# Rise and Shine Correlation Chart

	CEFR	GSE	English Benchmark	TOEFL Primary	International Certificate
Starter	<A1	10-17	-	-	-
Level 1	<A1 / A1	10-22	-		Firstwords
Level 2	<A1 / A1	15-26	Level 1		Firstwords
Level 3	A1	22-30	Level 2	Level 1	Springboard
Level 4	A1 / A2	26-35	Level 3	Level 1.1	Springboard / Quickmarch
Level 5	A2	31-39	Level 3 / 4	Level 2	Quickmarch / Breakthrough
Level 6	A2+	35-42	Level 4	Level 2.1	Breakthrough





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# What's great about Rise and Shine?

- Background
- Key pillars
- What's unique?



# Background

- 2+ years of research with teachers and sales teams across the globe, including Spain, Argentina, Brazil, Italy, Poland, Japan, Mexico, Ukraine
- Teacher face-to-face interviews
- Class observations
- Teacher surveys
- Teacher reviewers



# Teachers

- Managing mixed abilities and inclusive classrooms
- Monitoring progress
- Keeping students motivated, focused and on task

What's the hardest part of your job?



# Learners

- Sense of progression and accomplishment
- Interesting stories and fun characters
- Content that is relevant to their own lives

What do your learners respond best to?





# Key pillars

**Clear progress and accessible learning outcomes**

**Sense of purpose**

**Supports inclusive classrooms**

**Global citizenship and future skills**

**Engaging and relatable**

# Clear progress and accessible learning outcomes

- Measurable progress that learners can see
- Syllabus built off the **GSE YL**, which helps pupils to understand exactly what they are learning and why.
- ***I can shine* activity** encourages learners to think about their progress against the key learning outcome
- **Practical support** for teachers in the Teacher's Book

**1 Old toys, new toys**

**Key learning outcomes** In Unit 1, the pupils will:

- Remember** 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** Exchange information on familiar topics
- Grow** Participate in social exchanges in English
- Shine** Create a class toy box and 'swap' toys

**Unit overview**

**Target vocabulary:** Toy box, ball, doll, alphabet, robot, table, teddy bear, train, Albert the dog, new, old, small, toy's print and present t-like, like, music box, plane

**Target structures:** Where's that? It's a bear. It's red.

**Functional language:** Can I play, please? / Let's play!

**Recycling and building:** What's that? It's a ball... It's red. What colour?

**Language stretch:** It's my favourite!

**Competency focus:** Critical and creative thinking

**Key progress indicator chart**

**GSE range for Level 1: 10-22 (stretch 26)**

**Speaking:** Working towards: taking part in a short dialogue of 1-2 exchanges or give a short monologue of 2-3 sentences. Learners can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (10)

**Development indicator:** Talk about myself and my world. Use a few simple words to name or describe familiar people or objects or express basic opinions. (22)

**Progress Chart** Level 1

Listening, Reading, Speaking, Writing

I can recognise my words. I can understand questions. I can hear my words in dialogues. I can listen to descriptions and information.

I can recognise my words. I can read my words in stories. I can read my phrases and sentences. I can read short stories and descriptions.

I can say my words and phrases. I can answer questions about me and my world. I can talk about my likes and abilities. I can describe people and things.

I can make marks and write numbers. I can trace my words. I can copy / write my words. I can write my phrases and sentences.

I can name my toys and family. I can read clothes words. I can talk about animals and clothes. I can find animals in pictures. I can choose clothes and dress up. I can ask and answer about toys and family. I can play games with my friends. I can ask for food from a menu. I can read body and food words. I can say what food I like.

**I can shine!**

**4** Cut out and guess the animals.

It's small. It's red.

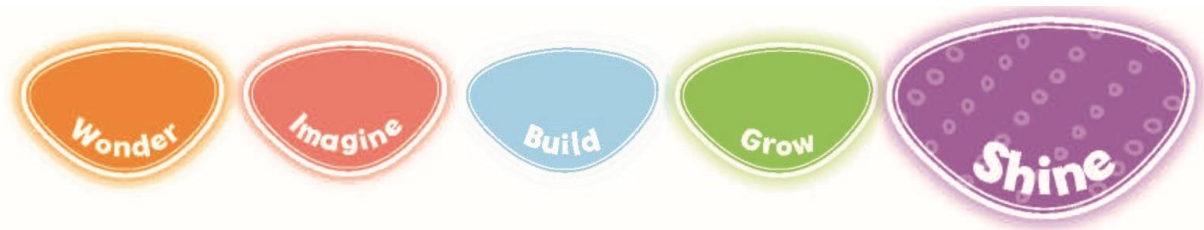
Yes, it is!

Is it an ant?

I can ask and answer about animals.

# A sense of purpose

- A step-by-step approach **builds confidence** in using English through a learning cycle of exposure, recognition, controlled practice and freer practice.
- Every activity and lesson builds towards a clear objective and a final unit project that **gives every learner their *Time to shine***.



**Step 2 Create**

**5** Think about your project. Circle and write.

I can see a \_\_\_\_\_  
and \_\_\_\_\_.

**6** Make your park collage.

**7** Share with a friend.

Is it a pond?  
Yes, it is.

**Time to shine!**

**8** Show your park collage to the class.

Look at the flower. I can see a butterfly and a ladybird.

I can explore nature!

Unit project: A park collage

**Create**

**6** Think about your new home.

1 What's your home going to be like?

2 How is your home going to be eco-friendly?  
wind turbines solar panels a living wall

**7** Share your ideas.

**8** Design and label your new home.

**Skill Up**  
Write notes to help you remember what you want to say. Don't read your notes. Just look at them sometimes.

**Time to shine!**

**9** Present your home to the class.

**10** Make a class display. Vote for your favourite new home.

**Shine on!**

Compare your home to another home.

This home is more modern than our home. Maybe our home is too traditional.

I can design and describe an eco-friendly home.

Unit project: An eco-friendly home



# Inclusive classrooms

- **Supporting every learner to achieve and shine** through carefully planned lessons and character helpers.
- **Targeted support for teachers** to help all learners achieve their learning goals, while recognising that this will look different for different pupils.
- Lots of opportunities for **formative assessment**
- **Comprehensive Assessment Pack** including test generator, a diagnostic test and Adjust and Exceed versions of tests



**WONDER HELPER** ★ Assess

Read Bruno's question. Ask pupils to invent a toy box and include as many toys as they can. Then tell them to find out what's in their partner's box and share their answers as a class.

**I Can Shine** ★ ★ ★ Assess

**ACHIEVE** The learner can ask a question *What's this?* And answer *It's a/an...*

**ADJUST** The learner can attempt part of the question and answer.

**EXCEED** The learner can add additional information about the toy in their answers, e.g. *It's a red car.*

# Engaging and relatable

- **Fun activities** and beautiful visuals to grab learners' attention and keep them focused
- **Rise and Shine Towers** - a world learners can relate to their own lives with diverse characters and animated stories that grows with learners
- **Real-world links** through dedicated functional language lessons, beautiful photographs, global citizenship themes and videos.



# Global citizenship and future skills

- Encourages learners to think about global and local contexts, with emphasis on **cultural awareness**, empathy with **local and global issues**, and **social-emotional skills** development.
- Each unit stage links to a set of **future skills** with a dedicated helper who guides and supports learners in activities that develop these skills.
- Extra future skills lessons in Levels 3-6



# Plus...

- Flexible program for 2-5 lessons/week
- Alphabet Book (coming soon)
- Busy Book (Levels 1-6)
- Extra grammar lessons (Levels 3-6)
- Digital-only package

**Aa**

Trace.

A A A A A A  
a a a a a a  
A A A A A A  
a a a a a a

Trace and write.

A A A A A  
A A A A A  
a a a a a  
a a a a a

Colour me

A is for apple

Copy and write.

A \_\_\_\_\_  
A \_\_\_\_\_  
a \_\_\_\_\_  
a \_\_\_\_\_

**Grammar 2**

1 Read and complete.

there any are is isn't

REMEMBER!  
There are some shops.  
There aren't any cars.

Is there a bookshop?  
Is there a supermarket?  
Are there shops?

Yes, there is...  
No, there isn't...  
Yes, there are...  
No, there aren't...

2 Listen and choose. What's in the school?

3 Imagine a new school. Write.

There's a...  
There isn't a...  
There are some...  
There aren't any...

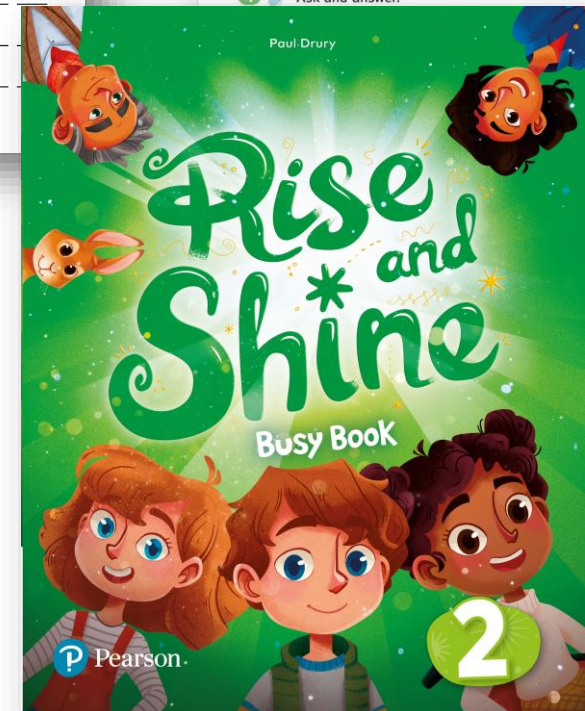
4 Ask and answer.

Grammar

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

Paul Drury

Grammar 2 89





**What makes  
it unique?**

**360° games**

**3 entry points**

**Built off the GSE**

**Aligned to SDGs**

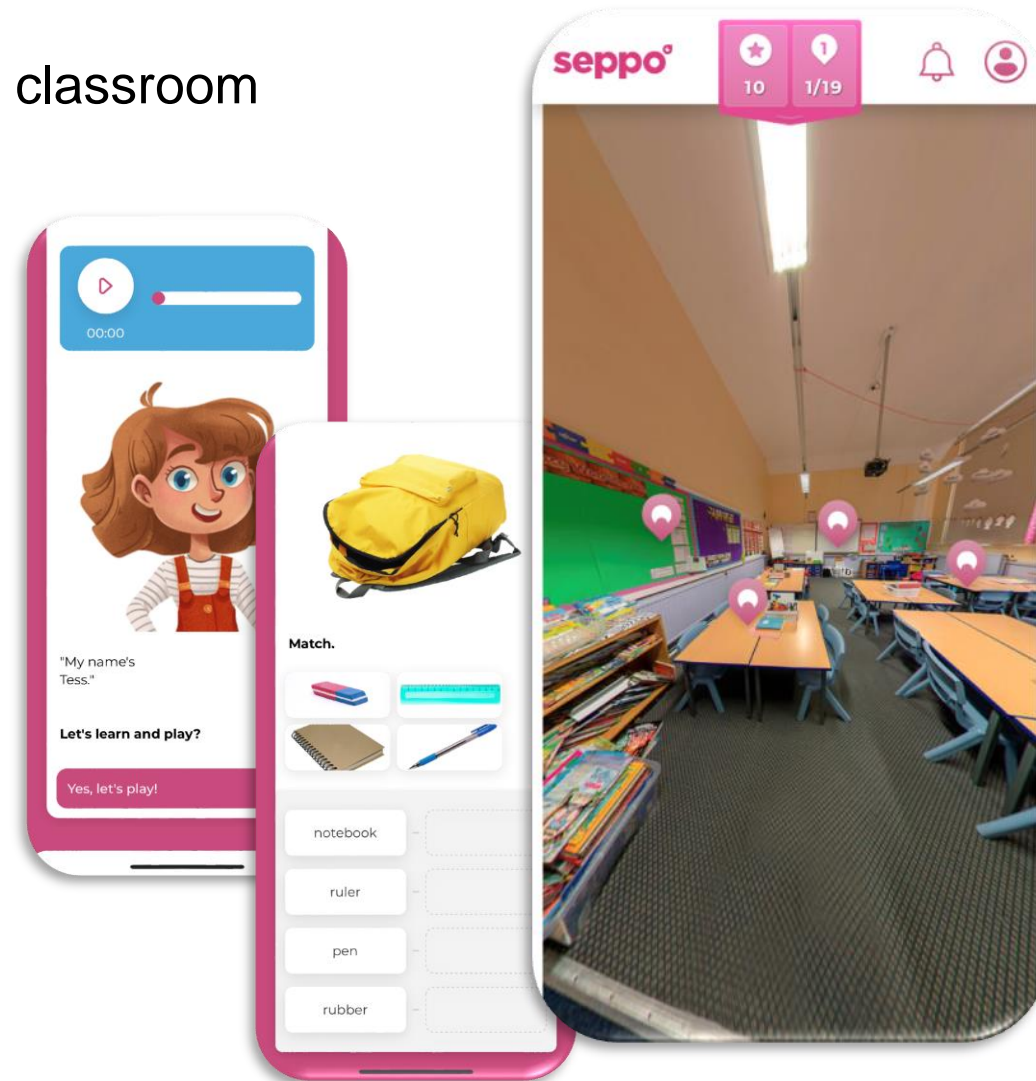
# 360° online games – powered by

seppo<sup>o</sup>

- Encourage engagement with English outside the classroom
- Content is aligned and covers all key language
- Real-world settings
- Browser-based, can be played on any device
- Available offline using the Play Seppo app
- 3 story games per level



**\*coming soon\***  
**Global Games**  
**for Levels**  
**1-6**

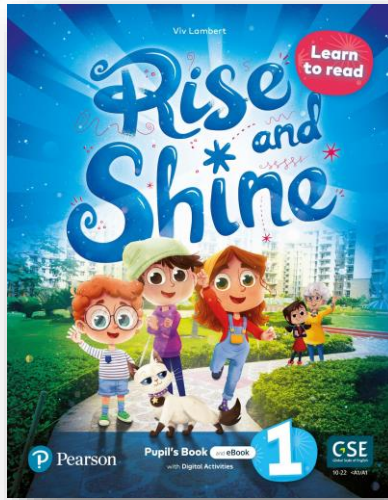


# 3 entry points



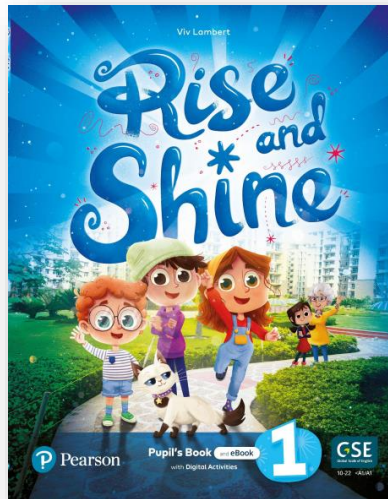
## Starter

- Optional
- GSE 10-17
- No reading or writing



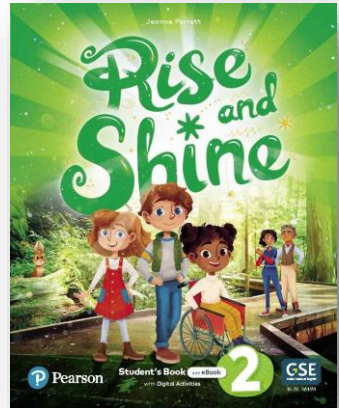
## Level 1 Learn to Read

- GSE 10-22
- Gentle introduction to reading and writing from Unit 4



## Level 1

- GSE 10-22
- Introduction to reading and writing from the beginning



# Built on the GSE for Young Learners



- **Key objectives simplified** for young learners
- Detailed information on **key and supporting objectives** in every lesson in the TB
- **Development indicators** for each unit objective in the TB to help teachers understand what meeting the objective looks like
- **Resources for teachers:**
  - Teacher's Book
  - GSE mapping booklets
  - GSE Teacher Toolkit

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



# Sustainable Development Goals

- Unit topics, stories, global citizenship lessons and Time to Shine projects have all been **developed in reference to the Sustainable Development Goals**
- Allow learners to learn about the **wider world** as well as think about specific goals in their **local context**



SDG 2: Zero Hunger (grow food; Unit 4)



SDG3: Good Health and Well-being (tolerance and respect for others; Unit 3 and Unit 6)



SDG10: Reduced inequalities (fairness, sharing; Unit 1)



SDG 12: Responsible Consumption and Production (rediscovering old toys; Unit 1)



SDG 15: Life on Land (respect for animals, exploring habitats; Unit 5)



SDG 16: Peace, justice and strong institutions. (understanding differences between families; Unit 2)

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



We support the Sustainable Development Goals



Pearson



## Appendix

- *Level differentiation*
- *Unit walkthrough*
- *What is the Busy Book?*



# Level differentiation



# Level differentiation

Starter



- Rise and Shine School
  - Story Animations
- Focus on listening and speaking
  - Cutouts and stickers in AB
  - Songs and chants
  - Picture Dictionary



# Level differentiation

Levels 1-2

- Rise and Shine Towers and Explorers Club
- Story Animations
- Our World videos
- Focus on listening and speaking
- Support for reading and writing
  - Cutouts and stickers in PB
  - Songs and chants
  - Picture Dictionary
- Seasons and celebrations lessons



# Level differentiation

Levels 3-4

- Rise and Shine Library and Museum
- Story Animations
- Our World videos
- Focus on integrated skills
  - Songs and chants
- Word connections list
- Celebrations lessons
- Future skills lessons
- Grammar reviews



**Grammar 2**

1 Read and complete.

There are some shops. There aren't any cars.

REMEMBER!

Is there a bookshop? Yes, there is... / No, there isn't.

Is there a supermarket? Yes, there is... / No, there isn't.

Are there any shops? Yes, there are... / No, there aren't.

2 Listen and choose. What's in the school?

3 Imagine a new school. Write.

There's a... / There isn't a... / There are some... / There aren't any...

4 Ask and answer.

Is there a gym? No, there isn't, but there's a playground.

Are there any tablets? Yes, there are.

**5 Let's save our animals!**

**Rise and Shine Library**

Wander, Imagine, Build, Grow, Shine

**Library**

- Talk about animals.
- Read about animals.
- Make and respond to suggestions.
- Write an animal fact file.
- Create an animal project.

**Wander...**

What birds can swim but can't fly?

1 tigers 2 penguins 3 monkeys 4 leopards 5 lions  
6 snakes 7 pandas 8 zebras 9 rhinos 10 parrots

**Lesson 1**

What can you see?

1 Listen and find.  
2 Listen and point. Then listen and repeat.

3 Watch and listen.  
4 Look and say.

They're fast. They're lazy!

**Song 1**

Look at the animals at the zoo. Let's see what they can do.

Parrots can fly. But can they sing? Yes, they can. But they can't swim.  
Chorus  
Tigers can run. But can they walk? Yes, they can. But they can't talk!  
Chorus  
Penguins can swim. But can they fly? No, they can't. I don't know why!  
Chorus

**Lesson 2**

1 Read and sing.  
2 Listen and answer.  
3 Make sentences about the animals in the picture.

**Grammar**

Tigers can run. They can't fly. Can tigers run? Yes, they can. Can they fly? No, they can't.

**I can shine!**

4 Ask and answer.

Can they run? No, they can't.  
Can they fly? Yes, they can.  
Are they parrots? Yes, they are!

**I can talk about animals.**

**Word connections**

Word connections key

Places People Activities Describing words

Welcome

Write your own new words!

**Places in the library**

courtyard gallery information desk multimedia room reading corner study area

**Library objects**

beanbag computer poster television

**1 All about school!**

**School subjects**

Art Drama English Geography History ICT Maths Music PE Science

**Routine actions**

brush my teeth go to bed go to school have breakfast have a shower wake up

# Level differentiation

Levels 5-6

- Rise and Shine City Hall and Summer Camp
- Photographic characters
  - Our World videos
- Focus on integrated skills
  - Songs and chants
  - Celebrations lessons
  - Future skills lessons
  - Grammar reviews

**Grammar 6**

1 Read and complete.

REMEMBER: I'm going to go swimming.

is 'm going to 'm not isn't aren't 're going to

What are you going to do today? I 'm going to go swimming at the sports centre.

Where 's he going to go? I 'm going to take a taxi. I'm going to walk.

Is his mum going to go with him? He's going to go to the park.

Who are we going to meet? No, she 's....

We 'm meeting Juliet. We 're going to meet her dad. He's working today.

2 Listen and match.

- Lucien is going to
  - a travel by car.
- Lucien's sister isn't going to
  - b go to the swimming pool.
- Kiera and her mum are going to
  - c travel by bike.
- Kiera's friends are going to
  - d play badminton.
- Kiera and her friends are going to
  - e go swimming with Lucien.

3 Think about your plans for the weekend. Complete.

I'm going to... We're going to travel... We aren't going to... I'm excited because I'm...

Grammar: What are you going to do? I'm going to play badminton. Where is he going to swim? He's going to swim in the sea. When are you going to go? We're going to go on Tuesday.

4 Ask and answer about your plans for the weekend.

What are you going to do next weekend? I'm going to go to the park with my friends. We're going to play baseball. How about you?

**2 All about technology**

Wonder Imagine Build Grow Shine

1 Talk about how often we use technology.  
2 Understand a mystery story.  
3 Give advice.  
4 Write a blog about using technology.  
5 Create a technology poster.

1 headphones  
2 e-reader  
3 printer  
4 speaker  
5 games console  
6 camera  
7 laptop  
8 screen  
9 smart watch  
10 mobile phone

Lesson 1

1 What can you see?  
1 Listen and explore.  
2 Listen, point and say.

3 Watch the video.  
4 Look and say.  
At school I use a laptop.  
Which technology do you have at home?  
I use headphones to listen to music.

Lesson 2

1 Listen and complete the survey for Leo.

always usually sometimes often never

How often do you use...  
1 a laptop? always  
2 a mobile phone? -  
3 a camera? -  
4 headphones? -  
5 a games console? -

2 Read and learn.

Grammar

How often do you use a laptop?  
I always / usually / often / sometimes / never use a laptop.  
How often does he / she use a laptop?  
He / She always / usually / often / sometimes / never uses a laptop.

3 Listen again. Then match.

- always
- usually
- sometimes
- often
- never
- three or four times a week
- once or twice a month
- zero times a week
- every day
- nearly every day

4 Ask and answer about Leo's survey.

How often does Leo use a laptop?

I can shine!

5 Copy and complete the survey from Activity 1 with a partner.

How often do you use headphones?

I can say how often I use technology.

Structures I always / sometimes / never (use a mobile phone).

**Future skills 3** Presentation skills

1 Read and listen. Why is Oliver scared?

Monday: Remember, the class skills share is on Friday. You have to give a presentation and teach your classmates a skill.

Friday: What can I teach my class? You can make cakes. That's a good skill.

Oliver doesn't want to give a presentation. He's nervous. It's OK. I can help you. Follow these tips.

Friday: And that's the end of my presentation. Thank you, Oliver. That was a great presentation!

2 What advice does Dad give Oliver?

3 Look at the presentation tips in the story. What other tips can you think of?

Time to shine!

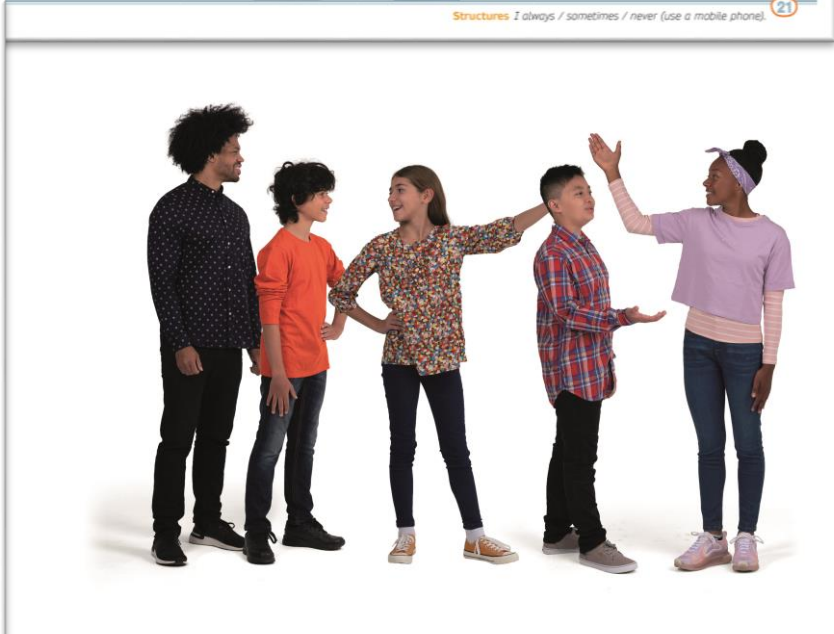
4 Think of a skill that you can share. Plan a presentation with a partner.

- What skill do you have?
- How can you share your skill?

5 Give your presentation to the class.

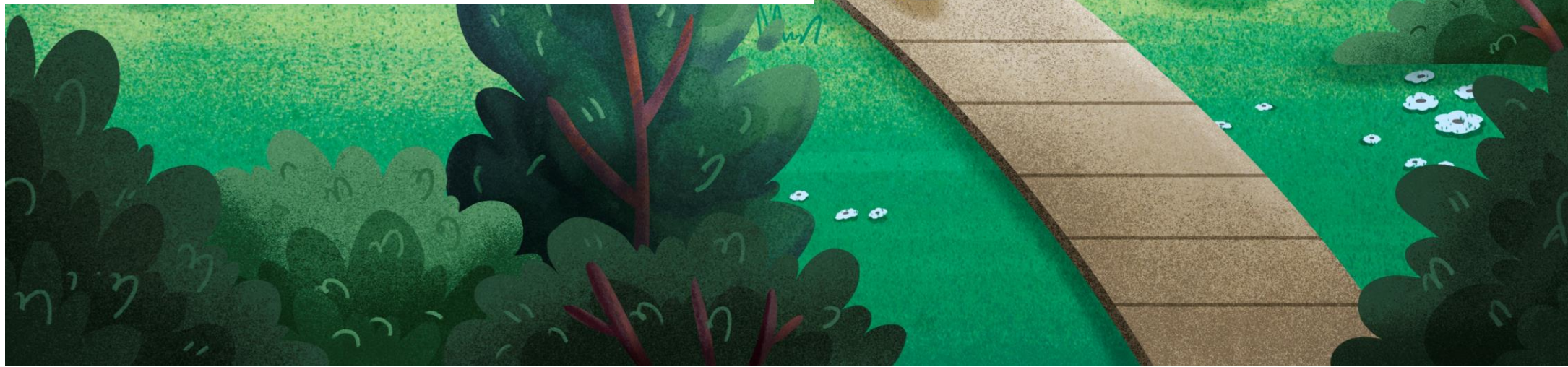
Useful language: You should look at the audience. You can write notes. How about practising?

Reflect: It's OK to feel scared when you do new things. Be brave and try!





# Unit Walkthrough





Progress path sets out the learner journey

Unit title sets out topic and project end goal

Diagnostic activity to activate prior knowledge

Vocabulary presented in the big picture

Wonder helper: enquiry, critical and reflective thinking

Our World video adds context

Self-assessment sticker

Grammar presented through a song

I can shine activity supports formative assessment against key objective

Clear and concise learning objective

The screenshot shows a lesson page for 'Old toys, new toys' with a progress path at the top: Wonder, Imagine, Build, Grow, Shine. The page is divided into Lesson 1 and Lesson 2. Lesson 1 includes a diagnostic activity 'What can you see?' and a 'Tell me!' section. Lesson 2 includes a 'Song' activity and an 'I can shine!' activity. A 'Wonder helper' character is present in the bottom left. A 'Vocabulary' section at the bottom lists toys. A 'Self-assessment sticker' is at the bottom right. Callouts from external text boxes point to various elements on the page.

**Unit title sets out topic and project end goal** (points to 'Old toys, new toys')

**Diagnostic activity to activate prior knowledge** (points to 'What can you see?')

**Vocabulary presented in the big picture** (points to the toy illustrations)

**Wonder helper: enquiry, critical and reflective thinking** (points to the 'Wonder helper' character)

**Our World video adds context** (points to the 'Vocabulary Toys' section)

**Self-assessment sticker** (points to the 'I can name my toys.' sticker)

**Grammar presented through a song** (points to the 'Song' activity)

**I can shine activity supports formative assessment against key objective** (points to the 'I can shine!' activity)

**Clear and concise learning objective** (points to the 'What's this? It's a car.' objective)

Pre-reading activity reviews vocabulary

### Lesson 3

1 Which toys can you see in the story? Tick (✓).



2 Listen or watch.



Story animation

Story develops reading skills and strategies

12 Story value A story about caring for and recycling toys

I can shine checks understanding and further develops reading skills

Act out activity encourages collaboration

Imagine helper: imagination, critical and reflective thinking

Story language What's this? It's my (robot). It's my favourite toy. 13

# communication skills and confidence

Vocabulary presented through story extension

Grammar presented in a chant

Build helper: communication, self-management

Problem-solving task to practice new language

Supported speaking practice to build confidence

Phonics support

I can shine: communication cards for freer speaking practice

### Lesson 4

**1** Listen and find.

**2** Listen and number. Say.

**3** Listen and say.

**Chant**

It's a doll, it's new.  
It's a car, it's blue.  
It's a train, it's old.  
It's a ball, it's small!

**4** Find, colour and number. Then say.

### Lesson 5

**1** Listen and number.

**2** Look and play.

What's this?  
It's an elephant.  
It's small.

**3** Listen and say.

**My sounds**

t d

Two toy teddy bears and Dora the doll.

**4** Cut out and guess the toys.

What's this? It's new. It's blue.  
It's a robot.

**I can shine!**

I can ask and answer about toys.

14 Vocabulary and structures Adjectives; It's a (train). It's (old).

Communication Describing toys; sounds t and d 15

# open learners' eyes to the world

Global citizenship theme

**Lesson 6**  
 1 Listen, look and find. 2 Listen, point and say.  
 3 Circle old toys in blue. Circle new toys in green.  
 4 Watch and listen.  
 16 Global Citizenship A toy museum; new and old toys

**Lesson 7**  
 1 Look and number.  
 2 Listen and tick (✓).  
 3 Choose a toy. Let's play!  
 17 My Everyday English Sharing toys; Can I play? Yes! Let's play.

Everyday English functional language practice

Real-world listening activity

Vocabulary presented with photographs

Comprehension through critical thinking

Real-world reading activity

I can shine: production of the functional language

Revisit Our World video

Grow helper: critical and reflective thinking, social responsibility

# foster a sense of pride

Collaborative project tied to unit title

Differentiated steps allow all learners to showcase achievements

Step 1: Review all key language from the unit

Speaking practice to support project work

## Let's have a class toy swap!

**Step 1 Review**

1 Look, read and number. Then trace.

ball  
doll  
robot  
teddy bear  
train  
tablet  
elephant  
car

2 Choose a toy. Draw, colour and circle.

It's big / small.

3 Describe the toy.

It's small.  
It's old.  
A car?

4 Think! Choose a toy for the box. Circle.

It's old / new.

**Step 2 Create**

5 Draw your toy for the class toy swap.

6 Add your toy to a class toy swap poster.

7 Guess your friend's toy.

It's old.  
It's red.  
A doll?  
Yes!

**Time to shine!**

8 Share your toy with the class.

Can I play?  
Yes!

I can share my toys with my class!

18 Unit review Unit objectives review

Unit project A class toy swap 19

Step 2: think and create project work with steps to support all learners

Time to shine: learners share their projects

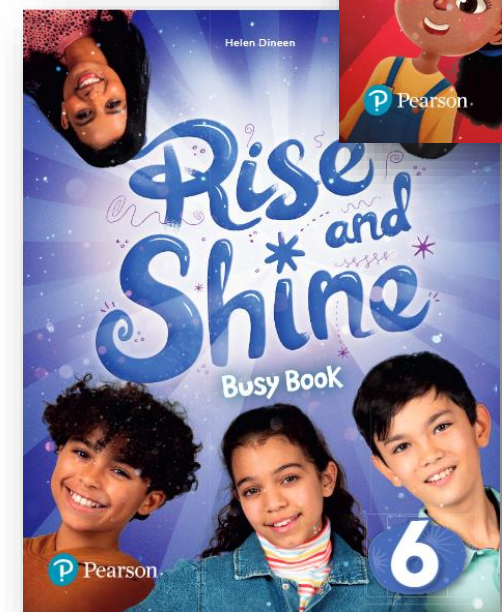
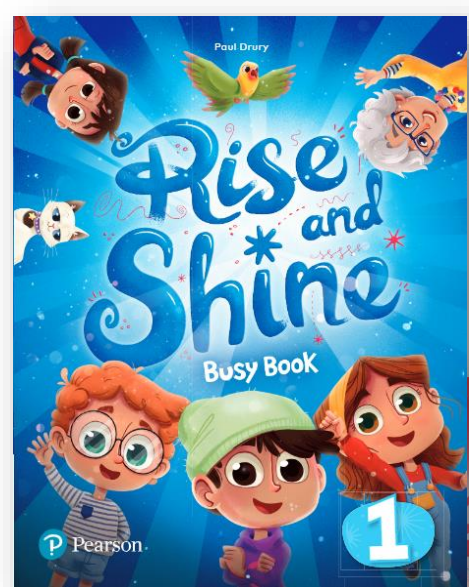


# Busy Book



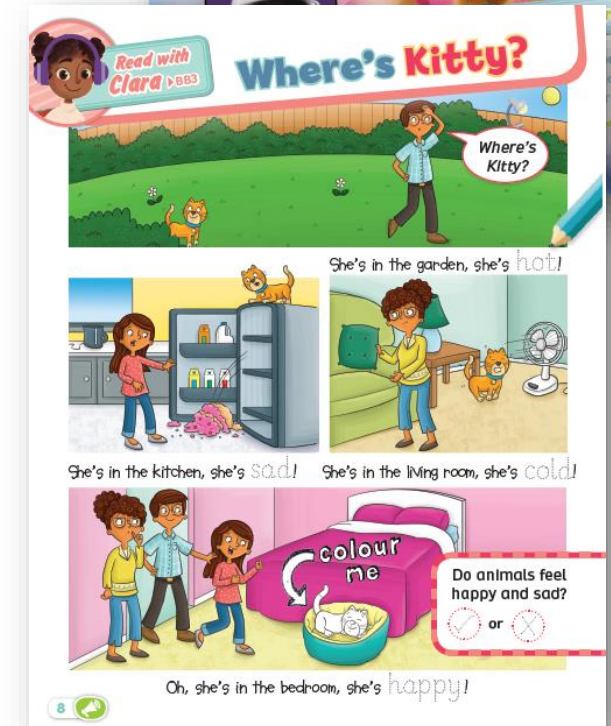
# What is the Busy Book?

- "flexi" component that can be used in class or at home, as a group or individually
- Activities are designed to be fun, open-ended and creative so students can start to put English into practice more independently
- Focus on further practice and personalization of key language
- NOT a replacement for the Workbook/Activity Book – the Workbook provides the core, controlled practice activities students need to master the language.
- an optional extra for schools with more hours, those needing extra work for fast finishers, or those looking for out of class resources beyond the digital activities



# What teachers see:

- Playful, fun practice activities that students are motivated to do independently
- Activities that support reading and writing appropriate for the level
- Varied and open task types that are inclusive - each child can 'have a go'
- Opportunities for stretch that take students beyond the core course - quests, puzzles, things to discover
- Lots of opportunities for students to apply language to their own worlds
- Activities that specifically develop key future skills





# What learners and parents see:

- Fun language activities that replicate puzzle books or magazines they have at home and don't feel like "work"
- Activities that they can complete without necessarily fully understanding the written rubric.
- Activities that support and build confidence
- Lots of opportunities to apply key language to their own worlds
- Puzzles and games to motivate spending extra time on English



# Busy Book 2



**Communication**  
Learning to speak together in English.



**Movement**  
Being active and building confidence.



**Finding out**  
Learning about and exploring the world.



**Critical thinking**  
Solving problems and puzzles and learning thinking skills.



**Creativity**  
Expressing ideas through drawing and making.



**We can do it!**  
Celebrating learning and progress.

**5 At the snack bar**

**Find**

- carrot
- biscuit
- fish
- eggs
- juice
- cereal

How many things starting with 'c' can you find?

22

**Let's talk**

Complete the quiz, then ask a friend

Can you play the guitar?

Yes No

Can you play tennis?

Yes No

Can you play football?

Yes No

Can you swim?

Yes No

Can you fly a kite?

Yes No

Can you \_\_\_\_\_?

Yes No

Can you \_\_\_\_\_?

Yes No

Jump! Hop! Clap your hands!

**Write with me!**

I can't \_\_\_\_\_.

I want to learn to \_\_\_\_\_.

Tell a friend about something you can't do but want to learn.

19

**Explore with Basil**

**Our world**

Match the hero to the badge.

Who's your hero?

**Basil's Fun Facts**

Ask your family Who's your hero?

This is a firefighter.

5

# Busy Book 3



## Communication

Learning to speak together in English.



## Leadership

Learning to build relationships.



## Discovery

Building knowledge and awareness of social responsibility.



## Critical thinking

Solving problems and puzzles and learning thinking skills.



## Creativity

Expressing ideas through drawing and making.



## Self-management

Learning to plan ahead to reach goals.

## 5 Let's save our animals!

Help Lula and Theo cross the river.

Read the clues and find the animals. Colour the stones.



### CLUES

- I'm black and white. I can't run fast.
- I can run. I've got spots.
- I live in trees but I can't fly.
- I am very big. I haven't got fur.
- I'm a bird but I can't fly.
- I've got stripes but I'm not black and white.
- I can't run but I can fly.
- I am long. I haven't got legs.



### More FUN

How many things starting with 't' can you find in the picture?

## Hobbies survey

Do a survey. Ask your friends and family.

### Find someone who ...

likes being outside

name: \_\_\_\_\_  
name: \_\_\_\_\_  
name: \_\_\_\_\_

likes doing crafts

name: \_\_\_\_\_  
name: \_\_\_\_\_  
name: \_\_\_\_\_

likes helping people

name: \_\_\_\_\_  
name: \_\_\_\_\_  
name: \_\_\_\_\_

is good at playing an instrument

name: \_\_\_\_\_  
name: \_\_\_\_\_  
name: \_\_\_\_\_

wants to learn coding

name: \_\_\_\_\_  
name: \_\_\_\_\_  
name: \_\_\_\_\_

likes learning something new

name: \_\_\_\_\_  
name: \_\_\_\_\_  
name: \_\_\_\_\_

likes taking photos

name: \_\_\_\_\_  
name: \_\_\_\_\_  
name: \_\_\_\_\_

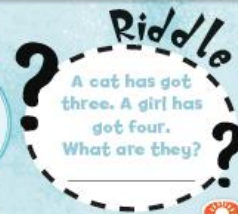
is good at acting

name: \_\_\_\_\_  
name: \_\_\_\_\_  
name: \_\_\_\_\_



Do you like being outside?

Yes, I do. I love being outside.



A cat has got three. A girl has got four. What are they?

Explore with Thomas

## Our world

Rearrange the letters to write the places.

1

2

3

wton

lcty

ellgvia

Write.

A \_\_\_\_\_ is small. There aren't lots of people. Some \_\_\_\_\_ have got small shops.  
A \_\_\_\_\_ has got more people. There are schools, supermarkets, and sometimes a sports centre or a cinema.  
A \_\_\_\_\_ is very big. There are lots of people and there are hospitals, libraries and lots of shops and cars.

Find out more

What is the biggest city in the world?

Do you live in a village, a town or a city? Go outside and look around. Draw and write about what you can see, hear and smell.

About me

I live in a \_\_\_\_\_  
I can see \_\_\_\_\_  
I can hear \_\_\_\_\_  
I can smell \_\_\_\_\_

10

# Busy Book 5



**Communication**  
Learning to speak together  
in English.



**Leadership**  
Learning to build relationships.



**Discovery**  
Building knowledge and awareness  
of social responsibility.



**Critical thinking**  
Solving problems and puzzles and  
learning thinking skills.



**Creativity**  
Expressing Ideas through drawing  
and making.



**Self-management**  
Learning to plan ahead to reach goals.



## Do you agree?

Read and Complete.

**Group 1**

flying in a hot air balloon

swimming with \_\_\_\_\_ (ocean animals)

going sightseeing by \_\_\_\_\_ (a way to travel)

buying a ticket to see \_\_\_\_\_ (a band or singer)

sleeping in a tent in \_\_\_\_\_ (a place)

**Group 2**

more exciting

scarier

cooler

more boring

more fun

better

**Group 3**

watching fireworks at New Year

waiting in a queue to meet \_\_\_\_\_ (a famous person)

staying in a big hotel in \_\_\_\_\_ (a city)

watching a / an \_\_\_\_\_ (an animal) parade

going to a / an \_\_\_\_\_ (a food) museum

*Swimming with sharks is more exciting than watching a penguin parade. Do you agree?*

Choose one from each group. Write sentences.

Now find people who say...	
Yes, I agree!	No, I disagree!
1 _____	_____
2 _____	_____

## Tongue Twister

Can you say this quickly five times?

*Spike's telling Stella a space story.*

*Steph's telling Spencer a spy story.*



## Our world

Look, read and write.

float sink air flat

**Step 1**



First, we have to put the hot air balloon on the ground. The balloon uses hot \_\_\_\_\_ so it can float.


**Step 2**



Now we can \_\_\_\_\_ in the sky!


**Step 3**

We have to let the hot air out to make the balloon \_\_\_\_\_.



**Step 4**

When the hot air balloon is \_\_\_\_\_ we have to pack it away.



*Would you like to float in a hot air balloon? Why / Why not?*

**Do it yourself!**

**Make a boat that floats.**

Use clean rubbish and recycling to make your boat. What things make a good boat? Fill a bowl with water. Does your boat float?

I can use \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## My technology journal

Design your own technology.  
First think and write.



I often use \_\_\_\_\_.

I think young people should \_\_\_\_\_ but they shouldn't \_\_\_\_\_.

I would like to create \_\_\_\_\_.

**Then write and draw.**

It's a \_\_\_\_\_.

I'm using it to \_\_\_\_\_.



**Now post an advertisement!**

My favourite activity in this unit: \_\_\_\_\_

My favourite fact in this unit: \_\_\_\_\_

This unit makes me feel 😞 😞 😞 because \_\_\_\_\_.





Pearson