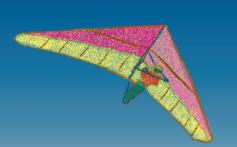
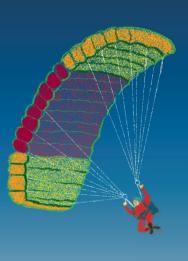


**STUDENT'S BOOK** Amanda Cant / Mary Charrington

Thelma de Carvalho Guimarães / Denise Santos Sarah Elizabeth Sprague









Characters and icons

pages 4-5

**WORLD MAP** 

pages 6-7

#### **UNIT 1**

**NEW ZEALAND** 

pages 8-17

#### **VOCABULARY**

twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

sun hat, sweatshirt, school uniform, sunglasses, shorts, gloves, scarf, pajamas

#### **GRAMMAR**

I have / She has ... She's ... She's from ... I always wear ...

He usually wears ... She sometimes wears ... I never wear ...

#### **LITERACY**

Phonics: st, sk, ck Fiction Reader: Brother and Sister Factual Reader: social media carousel Speaking Time: oral presentation

# UNIT 2

**VENEZUELA** 

pages 18-27

#### **VOCABULARY**

mean, rich, poor, clean, hungry, kind, dirty, thirsty dangerous, comfortable. beautiful, colorful, expensive, delicious

#### **GRAMMAR**

It's ... It's ... -(i)er than yesterday. Your...is... My ... is ... -(i)erthan your ... This ... is more ... than that one.

#### **LITERACY**

Phonics: ure, ar, ear Fiction Reader: María the Twig Factual Reader: video tutorial (script) Writing Time: script for a video tutorial

#### **PROGRESS CHECK UNITS 1 & 2**

pages 28-29

#### GLOBAL CITIZENSHIP 1 ( ) pages 30-31



### **UNIT 3**

**INDONESIA** 

pages 32-41

#### **VOCABULARY**

sharks, seahorses, whales, crabs, dolphins, seals eagle, lizard, parrot, orangutan, scorpion, bear

### **GRAMMAR**

The ... is the ... -est. ... are the ... -*est*. The is the most

#### **LITERACY**

Phonics: st. squ. sp Fiction Reader: Timun Mas Factual Reader: newscast (intro) script Speaking Time: video interview

## **UNIT 4**

**NETHERLANDS** 

pages 42-51

#### **VOCABULARY**

English, Math, Science, Art, Music, History, Geography, PE first, second, third, fourth, fifth, last

#### **GRAMMAR**

Today I / you / we / they have ... / he /she has ... Yesterday / Last month I / you / we / they had ... / he / she had ...

Did you ...? Yes, I did. / No, I didn't.

#### **LITERACY**

Phonics: j, ge, dge Fiction Reader: Sinterklaas Poems Factual Reader: timeline with key events in history in Holland Writing Time: timeline with key events

#### **PROGRESS CHECK UNITS 3 & 4**

pages 52-53

### **DIGITAL LITERACY 1**



pages 54-55

## **UNIT 5**

SOUTH **KOREA** 

pages 56-65

#### **VOCABULARY**

lived, played, listened, talked, cooked, worked, washed, watched

fridge, microwave, sink, washing machine, bathtub, laptop

#### **GRAMMAR**

Now, I ... Two years ago, I ... -ed ... Did vou ...? Yes, I did. / No, I didn't.

I didn't ...

#### LITERACY

Phonics: pl, gl, fl, sl Fiction Reader: The Three Questions Factual Reader: informational site and review site Speaking Time: video review

# **UNIT 6**

**TANZANIA** 

pages 66-75

# VOCABULARY

got up, went, ate, drank, bought, did, read, went to sleep bank, bookstore, restaurant. bakery, butcher's shop,

clothing store

#### **GRAMMAR**

First, she ... Then, she ... Finally, she ... Where did you go?

What did you do? Did you ...?

#### **LITERACY**

Phonics: aw, oor, ore Fiction Reader: The Hare and the Water

Factual Reader: news article Writing Time: news article for the school newspaper



#### **PROGRESS CHECK UNITS 5 & 6** pages 76-77

GLOBAL CITIZENSHIP 2 ( ) pages 78-79

**UNIT7** 

COLOMBIA

pages 80-89

#### **VOCABULARY**

made, wrote, drew, wore, sang, swam, rode, saw tea, coffee, hot chocolate, soda, juice, water

#### **GRAMMAR**

Last week, he ... Last month, I... Last year, he ...

Did you ... last week / month / year / ten years ago / vesterday?

#### **LITERACY**

Phonics: wh Fiction Reader: Rin-Rin Frog's Night Out Factual Reader: infographic about Colombia

**Speaking Time:** discussion about products from the children's country

## **UNIT8**

**GREECE** 

pages 90-99

#### **VOCABULARY**

chicken, yogurt, salad, cheese, nuts, honey, shish kebabs, mushrooms

> a cup of coffee, a can of soda. a bottle of water. a bag of rice, a carton of juice, a jar of honey

#### **GRAMMAR**

There's too much ... There are too many ... There is / isn't enough ... There are / aren't enough ... Is there enough / too much ...? Are there enough / too many ...?

#### LITERACY

Phonics: cr, tr, gr, pr Fiction Reader: Perseus Factual Reader: email, post on social media Writing Time: email

PROGRESS CHECK UNITS 7 & 8 pages 100-101

DIGITAL LITERACY 2



pages 102-103

### **UNIT9**

**RUSSIA** 

pages 104-113

#### **VOCABULARY**

skateboard, juggle, do a somersault, rollerblade. do a split, ride a scooter, do a handstand, do a cartwheel fast, slowly, badly, well

#### **GRAMMAR**

When I was ..., I could ... When I was ..., I couldn't ... Could you ... when you were ...? Yes, I could. / No, I couldn't.

#### LITERACY

Phonics: hard c, soft c Fiction Reader: Sister Alyonushka and Brother Ivanushka Factual Reader: informational site, language learning app Speaking Time: conversation about an app

# **UNIT 10**

**JAPAN** 

pages 114-123

#### **VOCABULARY**

necklace, watch, glasses, tablet, keys, camera, wallet, smartphone

#### **GRAMMAR**

Whose is it? Whose are they? It's / They're mine / yours / his / hers / ours / theirs. Whose is this / that? It's ... 's.

Whose are these / those? They're ...'s.

#### **LITERACY**

Phonics: silent t Fiction Reader: The Mirror of Matsuyama

Factual Reader: encyclopedia entry Writing Time: encyclopedia entry

PROGRESS CHECK UNITS 9 & 10

pages 124-125

GLOBAL CITIZENSHIP 3 ( 6) pages 126-127



**GRAMMAR GUIDE** page 128







# CHARACTERS AND ICONS





Activities to interpret the picture of the unit opener pages



WORLD MUSIC Songs with a World Music flavor



Audio tracks to practice listening skills



TEMPLATE

Photocopiable Language File
activities to use in class



**BE** sociable and creative. Know yourself!



**THINK** critically when you use information!

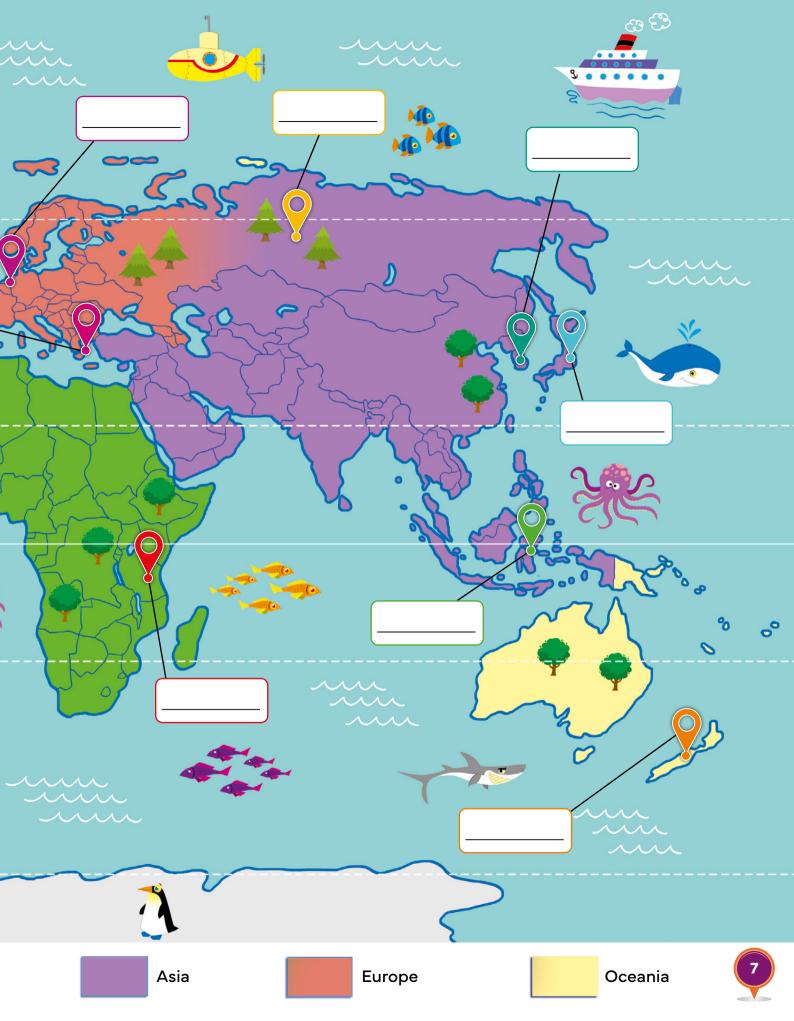


**LEARN** to do things by yourself. Learn how to learn!







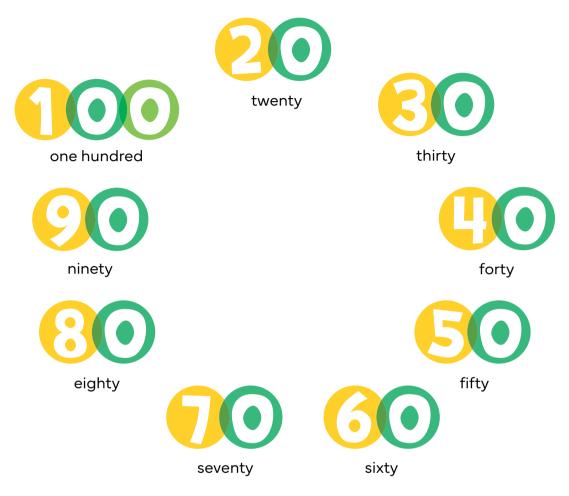








Listen, point, and say.



- 2 Listen and say what's next.
- Count and write. Then compare with a friend.

1 There are \_\_\_\_\_ children in our class.

**2** There are \_\_\_\_\_\_boys.

**3** There are \_\_\_\_\_ girls.

4 There are \_\_\_\_\_ chairs.

**5** There are \_\_\_\_\_ desks.

**6** There are \_\_\_\_\_\_books.





# UNIT1 LESSON 2

### **GRAMMAR 1**

I have / She has black hair.
She's smart.
She's from France.

# 1 Listen, read, and say.











#### Read the story again.

Underline a physical description of Tina.
Circle a character description of Amélie.

#### Circle.

I have smart. / brown eyes. I'm friendly. / brown hair. She has friendly. / black hair. She's smart. / brown eyes.

# 2 Look and write.

1 Does Tina have red hair?

No, she doesn't.

2 Is Amélie an explorer?

- 3 Is Amélie friendly?
- 4 Does Tina have brown eyes?







# Listen to the poem.



I'm lost in the forest. It's ten o'clock There's a house with a door, So I go and knock.

Where am I? I ask, As the door opens fast. I look into the house And a ghost skates past.

I run to the forest, But I fall on a rock. It's very dark now. It's twelve o'clock.

I'm lost again. I fall into a pool. Then I wake up At my desk in school.





5	2	Listen and complete. Then cross out $(X)$ the word with a different
		sound

1 lo <u>s</u> <u>t</u>

ro \_\_\_\_\_

clo \_\_\_\_\_

**2** fore \_\_\_\_\_

fa \_\_\_\_\_

ro \_\_\_\_\_

**3** \_\_\_\_\_ ates

gho \_\_\_\_\_

a \_\_\_\_\_



Look back at the poem. Find one more word for each column.





# UNIT 1 LESSON 4 FICTION READER

1	Read the title of the folktale an	d look at the pictures. Then check (	<b>/</b> ).		
	What do you think the story is about	t?			
	1 adventures at sea	3 family love			
	2 aliens and flying saucers	4 enchanted animals			
2 Listen and read the folktale.					
A STATE OF THE PARTY OF THE PAR	Brother and Sister				
3 =	🏬 📝 Rupe and Hina are brother ar	nd sister. They love each other very much!			

One day, Hina is canoeing alone and falls into the sea. Fortunately, she's wearing a magic belt. It protects her from harm, but the tide carries her to a distant island, far from her home.

The king of the island meets Hina on the beach, falls in love with her, and takes her to live with him in the palace.

Meanwhile, Rupe cries over his sister's disappearance. He repeats a magical spell and turns himself into a pigeon. Then Rupe flies to the sky in search of Rehua, the most powerful of all fairies.

"Rehua, where is my sister?" Rupe asks.

"She's on that little island, in the king's palace," Rehua points down.

Rupe quickly flies to the island, finds the palace, and lands by Hina's bedroom window.

A servant of the king tries to scare away the pigeon. But when Rupe and Hina's eyes meet, she shouts, "It's Rupe!"

The king doesn't want Hina to leave the island. But Rupe teaches her the spell, and she also turns into a pigeon. The siblings fly back home. Their house is small with a roof of straw. But they live happily there with their family!





MORKBOOK p. 7



# LESSON 5

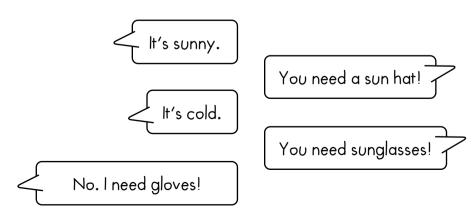
# **VOCABULARY 2**



7 1 Listen, point, and say.



- 2 Listen and say.
- Talk to a friend.







# UNIT1 LESSON 6

# **GRAMMAR 2**

**I always wear** a scarf.

**He usually wears** sunglasses. **She sometimes wears** a sun hat.

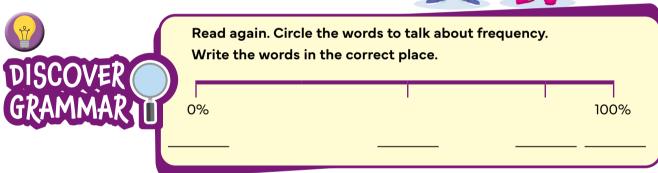
I never wear gloves.

9 1 Listen, read, and say.



Tina always wears a school uniform on weekdays. She usually wears her sweatshirt, but she never wears a sun hat, gloves, and scarf! Amélie always wears pajamas in bed, and sometimes she wears sunglasses!





Write

Write about yourself.

I \_\_\_\_\_ wear a school uniform. I \_\_\_\_ wear sunglasses.

Listen and complete. Then sing Funny Clothes.

 I \_\_\_\_\_\_ wear sunglasses.
 I \_\_\_\_\_\_ wear pajamas.

 I \_\_\_\_\_\_ wear a scarf.
 What do you think of that?

 My friends say I look funny,
 But I never, never, never,

 And people \_\_\_\_\_\_ laugh!
 Never, \_\_\_\_\_ wear a hat!

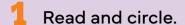






# UNIT1 LESSON 7 FACTUAL READER

Let's Visit



- 1 This is a post on a website / social media about rugby in New Zealand.
- 2 The objective of the post is to give information./instructions.
- **3** The post has three **comments**. / **slides**. They have words, pictures, **and** / **but no** other visual elements.







The national team is called the All Blacks. They wear a silver fern emblem on their shirt. It's a symbol of New Zealand and native to the country.

#AllBlacks



#### GetIntoRugbyKids

Meet the pros! At the start of every game, the All Blacks perform a traditional Māori dance called the haka.

#haka

### THINK TWICE .....

- 1 Go to a different page in this book. Point to the first thing you see on the page.
- 2 Underline the option that best describes the information you saw first.

verbal nonverbal verbal and nonverbal



Read again and complete.

dance rugby silver fern All Blacks

- 1 In slide 1, "It" in "It is a passion" refers to \_\_\_\_\_\_.
- 2 In slide 2, "They" in "They wear a silver fern" refers to the \_\_\_\_\_\_
- 3 In slide 2, "It" in "It's a symbol" refers to the \_\_\_\_\_\_
- 4 The haka is a type of \_\_\_\_\_

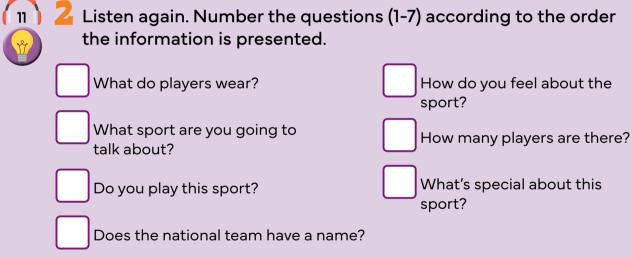


# UNIT1 LESSON 8 SPEAKING TIME

1 Listen to James. Then underline in the text the description of the picture on the screen.



James: I'm going to talk about a popular sport in New Zealand: cricket. The national team is called the Black Caps. In cricket, there are eleven players in each team. They wear cool shirts and trousers, and they also wear protective equipment like helmets, gloves, and leg pads. There's something special about cricket: Sometimes a game can last for a day or more! I play cricket in the park with my friends. I love it!





Make a presentation about a popular sport in a country of your choice. Follow the steps.



- 1 Choose the country and sport.
- 2 Research about the sport: national team, uniform, number of players, something special about it.
- **3** Write a script and choose pictures for your presentation.
- 4 Do your presentation to the class.

# REMEMBER!

- Look at the audience.
- Point to the pictures.
- Use the right tone of voice.







