

Anna Osborn

# Rise and Shine

in English



**PUPIL'S BOOK**  
BRITISH EDITION



35-42 A2+



# Scope and sequence

	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
<b>Welcome to our summer camp!</b>	<b>At the camp:</b> cabin, camp leader, door, gate, picnic table, roof, rope swing, seat, summer camp, window	What are you going to do? I'm going to / not going to (sleep in a cabin).	<b>Putting on a show:</b> act in a film, design a programme, perform on stage, play in a band, put on a show, write a song	You go first! What do you think? What do you reckon?
<b>1 Let's stay healthy</b>	<b>Food:</b> chocolate, kiwi, lemon, onion, pear, peas, pepper, salt, sweets, watermelon	I found a lot of (green peppers). I didn't find any (red peppers).	<b>Illnesses:</b> feel sick, go to the doctor, have a cough, have a headache, have a temperature, take medicine	Did (she) go to the doctor? Yes, she did. No, she didn't. What did you do? Where did they go?
<b>2 Let's be green</b> <b>Review 1 Our lives</b>	<b>Short adjectives:</b> dark, empty, full, hard, large, light, messy, soft, tidy, tiny	The door is the darkest part of the cabin.	<b>Long adjectives and places:</b> ancient castle, eco-friendly theme park, modern skyscraper, picturesque tower, traditional palace, wonderful mansion	(The skyscraper) is the most modern (building).
<b>3 Natural world</b>	<b>The natural world:</b> cave, cloud, earth, grass, path, plant, rainbow, stream, waterfall, woods	The sun was shining. Was Su digging the holes? Yes, she was. / No, she wasn't. Were the children planting trees? Yes, they were. / No, they weren't.	<b>Extreme weather:</b> drought, earthquake, flood, thunderstorm, tornado, volcano	What were you doing when...? I was / We were... Were you sleeping? Yes, I was. / No, I wasn't.
<b>4 All about water</b> <b>Review 2 Our world</b>	<b>In the bathroom:</b> brush, comb, shampoo, shower, sink, soap, tap, toothbrush, toothpaste, towel	We must clean the sink every day. We mustn't leave towels on the floor.	<b>Water:</b> bucket, spring, toilet, water charity, water pump, well	In the past, When I was young, Three years ago, Last month, These days, Now, Today, At the moment, In the future, Soon, Next year, Tomorrow
<b>5 Fair future</b>	<b>Jobs:</b> businessperson, cook, dentist, engineer, farmer, firefighter, journalist, mechanic, nurse, photographer	I'll become a firefighter. I won't be a photographer.	<b>Life events:</b> get a flat, get a job, go to university, grow up, have a pet, leave school	What will you do when you grow up? Will you have a pet?
<b>6 Sharing the message</b> <b>Review 3 Our future</b>	<b>Films:</b> actor, camera, camera operator, costume, director, location, props, scene, script, soundtrack	He's already written half of the script. He hasn't written the ending yet.	<b>Sharing the message:</b> appear on television, give a speech, make a documentary, publish a book, share a message online, write a blog	Have you ever given a speech? Has he ever made a documentary?
<b>Goodbye</b>	It was an amazing camp! My favourite challenge was..., I liked the story about... Send me an email if you enjoyed reading about the children's' adventures this summer!			
<b>Celebrations</b>	<b>Empathy Day:</b> angry, confused, excited, happy, sad, worried <b>World Poetry Day:</b> line, poet, rhyme, rhythm, syllable, verse <b>World Cities Day:</b> bike lanes, green spaces, pedestrian zones, play areas, public transport, renewable energy <b>Outdoor Classroom Day:</b> fresh air, healthy, nature, relaxed, stressed, sunlight			

Pronunciation	Functional language	Global citizenship	Real-world writing	Project
	<b>Talking about preference</b> <i>I want to... because...</i>	<b>Working together to make the world better.</b>		<b>A show programme</b>
bed /e/, better /ə/	<b>Paraphrasing</b> <i>So, you mean that... In other words,...</i>	<b>Learning about world food</b> <i>curry, sushi, tacos, yoghurt</i>	An online message	<b>A healthy picnic</b>
ten /t/, den /d/	<b>Talking about degree</b> <i>It's too dark. It isn't light enough.</i>	<b>Appreciating eco-friendly buildings</b> <i>carbon dioxide, oxygen, solar panels, wind turbine</i>	A photograph description	<b>An eco-friendly home</b>
thin /n/ thing /ɪŋg/	<b>Talking about the weather</b> <i>What's the weather like today? What's it going to be like tomorrow?</i>	<b>Understanding climate change</b> <i>hurricane, rainfall, rise, temperature</i>	An informal email	<b>A speech about climate change</b>
kid /ɪ/, kind /aɪ/	<b>Making requests</b> <i>Can I sit down, please? Could I have a drink, please? Do you mind if I open the window?</i>	<b>Learning how to save water</b> <i>dishwasher, flush, tank, washing machine</i>	A campaign poster	<b>A 'Save water' campaign</b>
sell /e/, sale /eɪ/	<b>Making predictions</b> <i>Where will we live in the future? We might live in eco-friendly homes. We may stop using cars and we could ride bikes everywhere.</i>	<b>Learning how to make a difference</b> <i>disabled, equal, rights, support (v)</i>	A simple prediction about the future	<b>A digital news story</b>
safe /f/, save /v/	<b>Retelling a story</b> <i>It's about... . First,... Then,... Next,... In the end,...</i>	<b>Appreciating young activists</b> <i>inspiring, responsible, successful, unsuccessful</i>	A simple biography	<b>A film about making a difference</b>
<b>Future skills</b>	<b>Future skills 1:</b> Encouraging others <b>Future skills 2:</b> Sustainability <b>Future skills 3:</b> Presentation skills		<b>Future skills 4:</b> Self-control <b>Future skills 5:</b> Trust <b>Future skills 6:</b> Making decisions	



# Welcome to our summer camp!



1

2

4

5

3

Julia

Mateo

Omer

**I wonder**  
Omer says that it's exciting to visit new countries. Do you agree? Why / Why not?

- 1 rope swing
- 2 cabin
- 3 door
- 4 roof
- 5 window
- 6 gate
- 7 seat
- 8 camp leader
- 9 picnic table
- 10 summer camp

## Lesson 1



What can you see?

1



0.02 Listen and explore.

2



0.03 Listen, point and say.

3



0.04 Listen again. Then answer.

Who comes from...

- 1 a town in Argentina?
- 2 a village in Spain?
- 3 a city in China?
- 4 a big city in Turkey?

4

Describe the summer camp and the characters. Say.

There's...

He's / She's...

*I like playing on the rope swing and climbing trees! What do you like doing at summer camps?*



4





## Lesson 2

1 0.05 Read. Then listen and match.

- a *I'm going to sleep in that cabin! I'm not going to sleep in my bedroom!* Omer
- b *I'm going to eat at that picnic table! I'm not going to eat inside!* Julia
- c *We're going to do challenges! We aren't going to go to school!* Mateo
- d *I'm going to play on that rope swing! I'm not going to play chess!* Su

2 Read and learn.

### Grammar

What are you going to do?  
 I'm going to sleep in that cabin.  
 I'm not going to sleep in my bedroom.  
 Is he going to play on the rope swing?  
 Yes, he is. / No, he isn't.

3 Look at Activity 1.  
Ask and answer.

*Is Julia going to climb trees?*

*No, she isn't.*

I can shine!

4 Imagine you're at the summer camp. What are you going to do?

*I'm going to sleep in a cabin.  
 I'm not going to sleep outside.*

I can talk about things I'm going to do.

Structures *I'm going to / not going to (sleep in a cabin).*



### Lesson 3

1 Look. What do you think the children are planning?

2  0.07 Read and listen. What are the children going to do?

Anita: We're going to **put on a** 'Make the world a better place' **show** at the end of the summer. Have you got any ideas for the show?

Julia: Hmm... I can **write a song** to sing in the show!

Mateo: I can play the guitar! I can **perform on stage** with you!

Julia: Great idea!

Su: I can play the drums. Let's **play in a band** together!

Julia: Let's make a film about getting ready for the show!

Omer: Yes! I like writing. I can write the film!

Su: I like acting! I can **act in the film!**

Mateo: I can use a camera. I can make the film!

Su: We need to **design a programme** for our show!

Omer: What's a programme?

Julia: It's a small book that tells people what they're going to see in the show.

Mateo: Oh yes! What are you going to put on the cover of our programme?

Su: I'm going to draw a picture of us on stage with the world behind us!




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

- 1 Omer is going to play the guitar.
- 2 Mateo and Su are going to play in a band.
- 3 Su likes acting.
- 4 Julia wants to make a film about Spain.

How do the children feel at the end?



I can shine! 

4  Imagine you're in the show. What are you going to do?

*I like singing. I'm going to write a song!*

*I like acting. I'm going to act in the film!*

I can understand information in a story.



## Lesson 4

1  0.08 Read and listen. What are Julia and Su talking about?



Su: Let's talk about our ideas for the end-of-summer show! **You go first!**  
Julia: **OK! Maybe we could** perform a song. **What do you think?**  
Su: **That's a great idea!** I can write it and you can sing it! **What do you reckon?**  
Julia: **That sounds great!**

2  Read and learn. Then ask and answer.

### Grammar builder

*You go first!*

*OK! Maybe we could*

*perform a song.*

*What do you*

*think?*

*That's a great idea!*

*What do you*

*reckon?*

*That sounds great!*

- 1 put on a show for our friends
- 2 write a film about our school
- 3 play in a band together
- 4 perform a song on stage
- 5 design a programme
- 6 act in a film

**Remember!**  
*What do you **reckon?***  
=  
*What do you **think?***



### I can shine!

3  Talk with a partner. Take turns!

*You go first!*

*That sounds great!*

*OK! Maybe we could write a pop song. What do you think?*

I can take turns in a conversation.





### Lesson 5



# Summer camps around the world!

There are a lot of exciting summer camps around the world! Here are a few postcards from some lucky children who are staying at very unusual camps!

#### a ...

I'm Sam and I'm 11 years old. I'm staying at a space centre at the moment. It's very exciting! Yesterday, I talked to a real astronaut and I tried on her spacesuit. It was very hot. Tomorrow, we're going to go inside a spaceship. I can't wait!



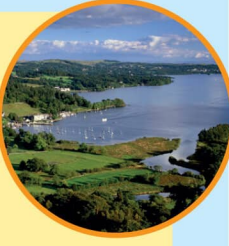
#### b ...

My name is Tessa and I love animals. This year, I'm staying at a camp in the countryside with a lot of animals. I'm learning many new skills. Yesterday morning, I helped to feed the chickens and I picked up 14 fresh eggs. Tomorrow I'm going to learn how to milk a cow!



#### c ...

Hi, I'm Lucien and I love learning new languages. This year, I'm at a summer camp in England, in the Lake District. Yesterday, we went on a boat trip on Lake Windermere. Tomorrow, we're going to visit a railway museum!




#### d ...

My name is Samira. When I grow up, I want to perform on stage. This summer, I'm staying at a **comedy camp**. Yesterday, we learnt how to write **jokes**. It's not easy to write funny things! Tomorrow, we're going to go on stage in front of an **audience**. I feel a bit **nervous** but I'm also very excited!



- 1 Look at the texts in the article. What are they?
- a text messages    b emails
  - c postcards        d blogs

2  Read and listen. Complete the article with the missing headings.


- 1 English camp
- 2 Comedy camp
- 3 Space camp
- 4 Farm camp

- 3 Read again. Then answer.
- 1 What did the children do yesterday?
  - 2 What are they going to do tomorrow?
  - 3 Who is staying by a lake this summer?
  - 4 Who wants to make people laugh?

Rank the summer camps.



## I can shine! ✨ ✨

- 4  Which summer camp do you want to visit? Why?
- I want to stay at the... camp because...*

I can read and write about summer camps.




# A show programme

## Review

- 1  Look and write.

There's...

There are...

- 2  What are you going to do at the camp? Ask and answer.

*Where are you going to sleep?*

*I'm going to sleep in that cabin!*

- 3 Read and choose the correct word.

Anita: What are you <sup>1</sup>going / go to do for the show?

Julia: I<sup>2</sup>'m / is going to write a song. I'm not going to <sup>3</sup>design / designing a programme. That's Su.

Anita: Great! <sup>4</sup>Are / Is Su and Mateo going to play in a band?

Julia: Yes, <sup>5</sup>she / they are.




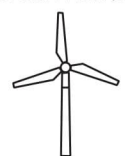


Anita: Wow! Is Omer going to write the film?

Julia: Yes, <sup>6</sup>she / he is.



## Create

- 4 Create your show programme. Write the topics you will cover in your show.

Staying healthy 	Climate change 	Fair future 
Green homes 	Saving water 	Sharing the message 

- 5 Look and say.

*I want to write a poem about staying healthy.*

## Time to shine!

- 6  Show your programme to the class.

*This is my show programme.  
I like writing. I'm going to write a poem.*

I can talk about my show programme.



# 1

## Let's stay healthy

Rise and Shine

- Talk about a healthy meal.
- Understand a folk story.
- Learn to paraphrase.
- Write an online message about healthy food.
- Design a healthy picnic.

### I wonder

What healthy food do people eat in your country?

- onion
- peas
- pepper
- watermelon
- lemon
- chocolate
- sweets
- kiwi
- salt
- pear

### Lesson 1



What can you see?

3

▶ Watch the video.

1



1.01

Listen and explore.

4

Look and say.

2



1.02

Listen, point and say.

There are a lot of kiwis and some pears.

I like watermelons, but I don't like lemons. What food do you like? What food don't you like?



There's a watermelon and there's some chocolate.





## Lesson 2

- 1 1.03 Read and listen.

## BLOG

Add a comment



## Summer camp challenge blog: A healthy lunch

Yesterday, we **did** our first camp challenge! We **made** a healthy lunch! First, we **went** to the garden. I **found** a lot of yellow, green and orange peppers. But I **didn't find** any red peppers. Mateo picked some tomatoes and onions. Then, we made vegetable kebabs. We **cut** the vegetables and we **put** them on sticks. We cooked them on the barbecue and then we **ate** our kebabs together. It was fun!

Omer

- 2 Read and learn.

## Grammar

I **found** a lot of yellow, green and orange peppers.

I **didn't find** any red peppers.

do – **did**    make – **made**    go – **went**    see – **saw**

find – **found**    cut – **cut**    put – **put**    eat – **ate**

- 3 Read and say in the past form.

Every Saturday, I <sup>1</sup>**see** my friends. In the morning, I <sup>2</sup>**make** some sandwiches for a picnic. I <sup>3</sup>**don't make** egg sandwiches. I <sup>4</sup>**put** the picnic in my bag and I <sup>5</sup>**go** to the park. We <sup>6</sup>**eat** our lunch then we <sup>7</sup>**do** athletics. We <sup>8</sup>**don't go** shopping!

*Last Saturday, I **saw** my friends.*

- 4 What did they do at the camp yesterday? Say.

*They went to the garden.*

I can shine!


- 5 Imagine you went to a garden yesterday. What did you find? What healthy lunch did you make?

*I saw some watermelons and a lot of grapes! I made a fruit salad!*

I can talk about a healthy meal I made.



### Lesson 3

- 1 Look at the title and the pictures. What do you think happens in the story?
- 2  1.05 Read and listen. What special ingredient does the traveller put in his soup?
- 3 Match the words in the text to the pictures.



- 4 Read again. Then answer.

- 1 What did the traveller want when he arrived in the village?
- 2 What was the matter with the woman?
- 3 What vegetables did the traveller put in the soup?
- 4 What did the traveller give the villagers when he said goodbye?

*Do you really think that the stone makes the villagers feel better?*



**I can shine!** ✨ ✨

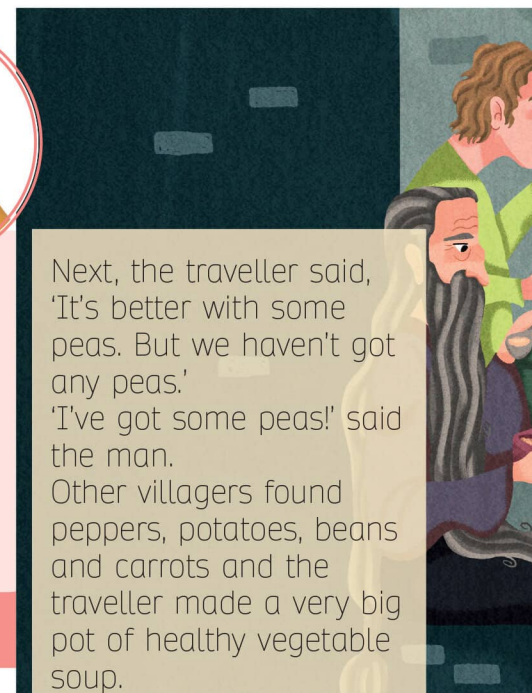
- 5  Imagine one of your friends feels sick. Offer to help.

*What's the matter?*

*I have a headache and a temperature.*

*Maybe you should eat some healthy soup or maybe you should take some medicine.*

**I can understand details in a folk story.**





# Medicine soup

One day, a traveller arrived in a village. 'Hello,' he said. 'Have you got any food for a hungry traveller?' 'No,' said a woman. 'We haven't got any food. I just **have a headache**. And I **feel sick**, too.' 'I'm sorry,' said the traveller. 'What's the matter?' 'I **have a cough** and I **have a temperature**,' said a man.



The traveller put the stone in a cooking pot with some water over a fire. 'My medicine soup is going to be delicious!' he said. 'It's better with some onions. But we haven't got any onions.' 'I've got some onions!' said the woman.



They all ate together and the villagers stopped talking about their headaches, coughs and temperatures.



The next day, the traveller gave them the stone. 'Next time you feel sick,' he said, 'you don't have to **go to the doctor** or **take medicine**. Just make some medicine soup. But don't forget to add a lot of vegetables!' he laughed.



## Lesson 4

### 1 1.06 Read and listen. Which girl is Akanni?



### 2 Read and learn.

#### Grammar builder

Did she

go to the doctor?

Yes, she did. / No, she didn't.

What

did you

do?

I took some medicine.

Where

did they

go?

They went to the hospital.

headache temperature hospital  
cough sick doctor medicine

What **was** the matter?

I **didn't** feel sick but I **had** a cough.

**Remember!**

**I did not go = I didn't go...**  
**You did not go = You didn't go...**



### 3 1.07 Read and sing. What was the matter with the boy yesterday?

What was the matter yesterday?  
What was the matter with you?  
I had a headache, I had a cough,  
I had a temperature, too.

Poor you! What did you do yesterday?  
Did you go to bed?  
Yes, I did. I took some medicine, too,  
Because my throat was red.

Poor you! Did you go to the doctor, too?  
What did the doctor say?  
She was very kind and helpful,  
And I feel much better today!

### 4 Ask and answer.

- When were you ill?
- What did you do?

*What was the matter?*

*I didn't feel well. I had a cough.*

*What did you do?*

*I went to bed.*

*Did you have a good weekend, Akanni?*

*No, not really. I wasn't very well yesterday.*

*What was the matter?  
Did you have a temperature?*


*Yes, I did. I didn't feel sick, but I had a cough.*

*Oh, no! What did you do? Did you go to the doctor?*

*No, I didn't. I took some medicine and I went to bed. I feel better now!*



## Lesson 5

- 1  1.09 Read and listen. What should Omer do to feel better?



- 2  1.10 Listen again and repeat the words in blue.

Anita: Hey, Omer. What's the matter with you?  
 Omer: I have a temperature and a sore throat.  
 Anita: Oh, dear. Well, you have to rest until you get well.  
 Omer: **So, you mean that** I have to stay in bed until I feel better?  
 Anita: Yes, and you should stay hydrated.  
 Omer: **In other words**, I should drink a lot of water?  
 Anita: Yes, and you could try honey and lemon, too.

- 3 Say with a partner. Use simpler words.

- 1 You should take this medicine on a full stomach. (after a meal)
- 2 You mustn't get your ears wet. (swimming)
- 3 You should get a second opinion. (another doctor)
- 4 You shouldn't socialise with others. (not / see friends)
- 5 Take this medicine last thing at night. (before I go to bed)

*You should take this medicine **on a full stomach.***

*In other words, I should take this medicine **after a meal.***


## Pronunciation

- 4  1.11 Say and write. Then listen and check.

medicine temperature  
 doctor headache lemon  
 Fred water better

bed	othe <b>r</b>

I can shine! 

- 5  Talk with a partner. Say in different words.

*I have a cough.*

*Oh dear. You should take this medicine three times a day with food.*

*In other words, I have to take this medicine after meals.*

**I can repeat what someone says using different words.**