

Rise and Shine



Empowers every child to reach their potential and shine!

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Rise and Shine

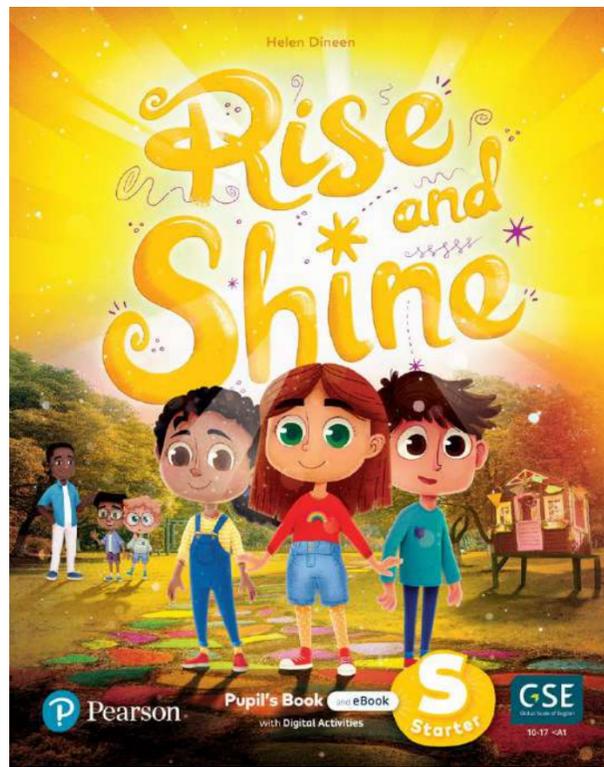


Empowers every child to reach their potential and shine!

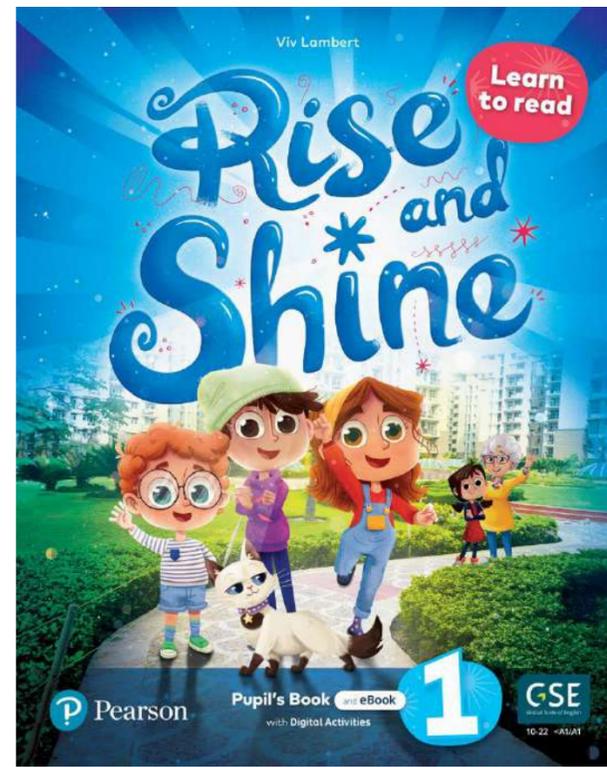
What is Rise and Shine?

- semi-intensive primary course
- 2-5 sessions per week
- young learners aged 6-12
- 6 units + Welcome, Goodbye and Celebrations Unit
- supports inclusive classrooms

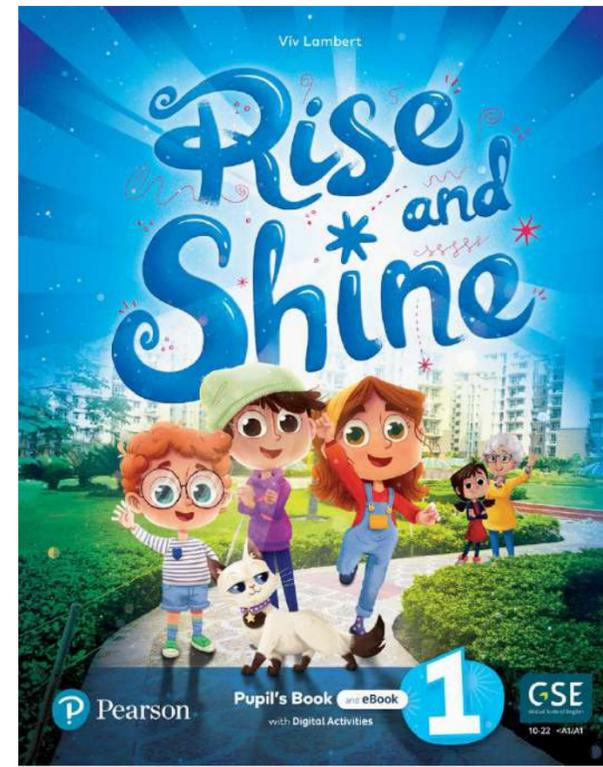




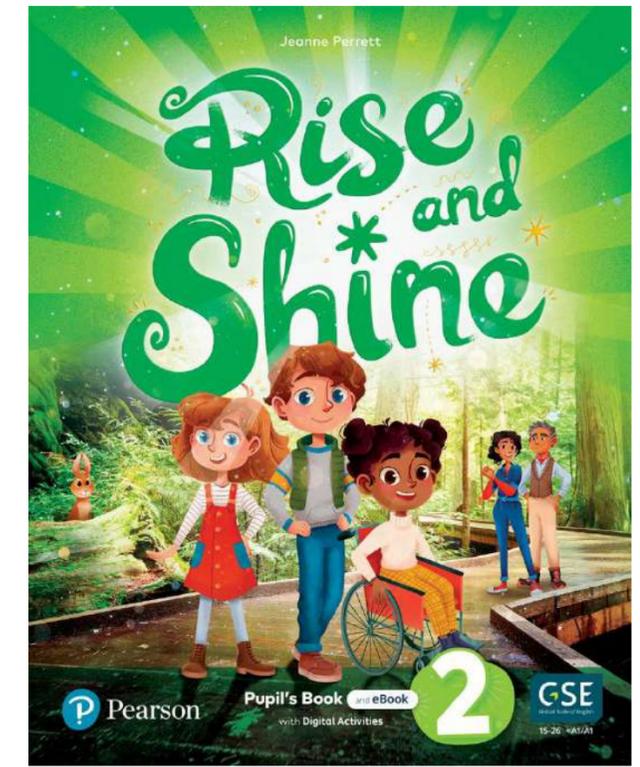
CEFR: <A1 | GSE 10-17



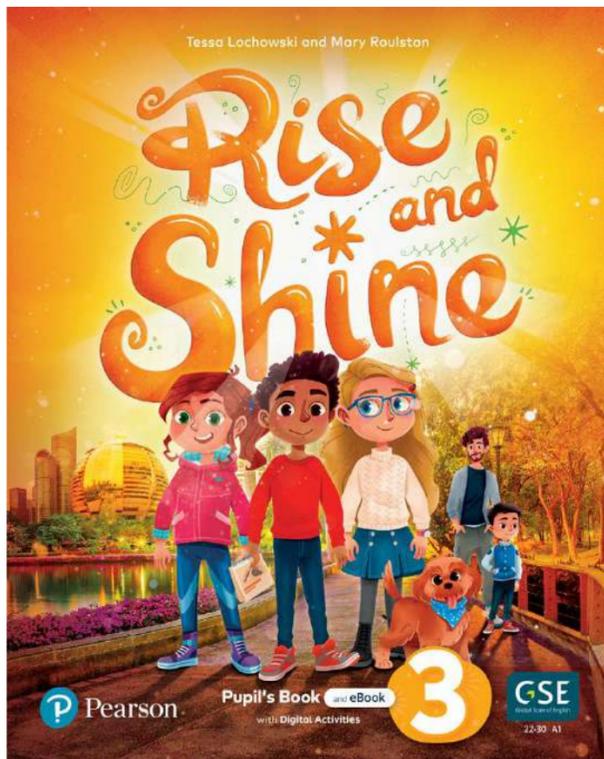
CEFR: <A1/A1 | GSE 10-22



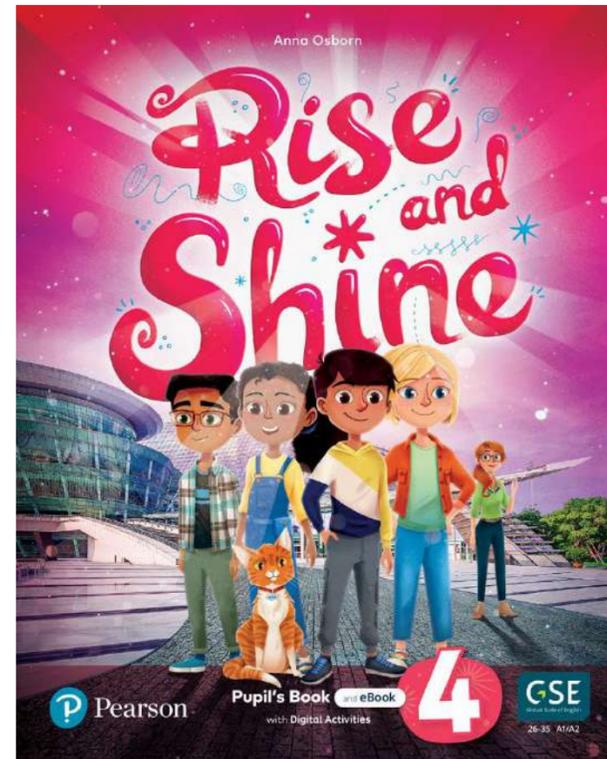
CEFR: <A1/A1 | GSE 10-22



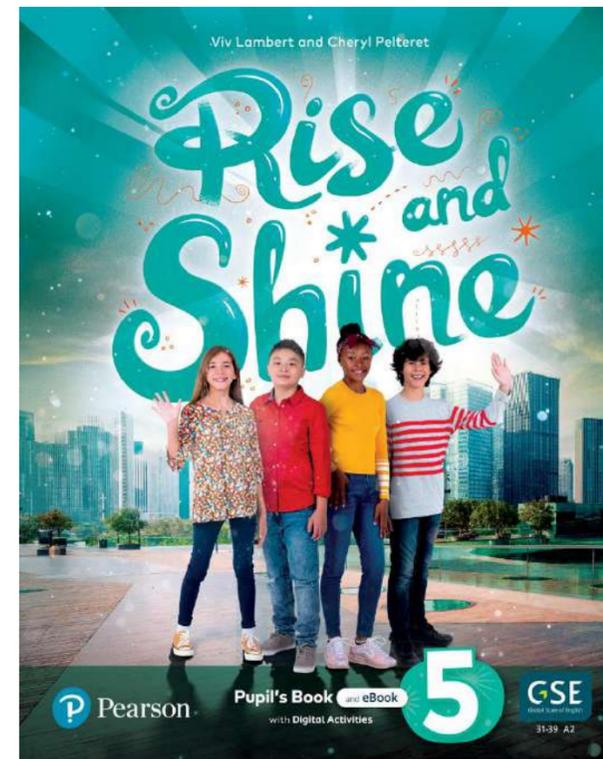
CEFR: <A1/A1 | GSE 15-26



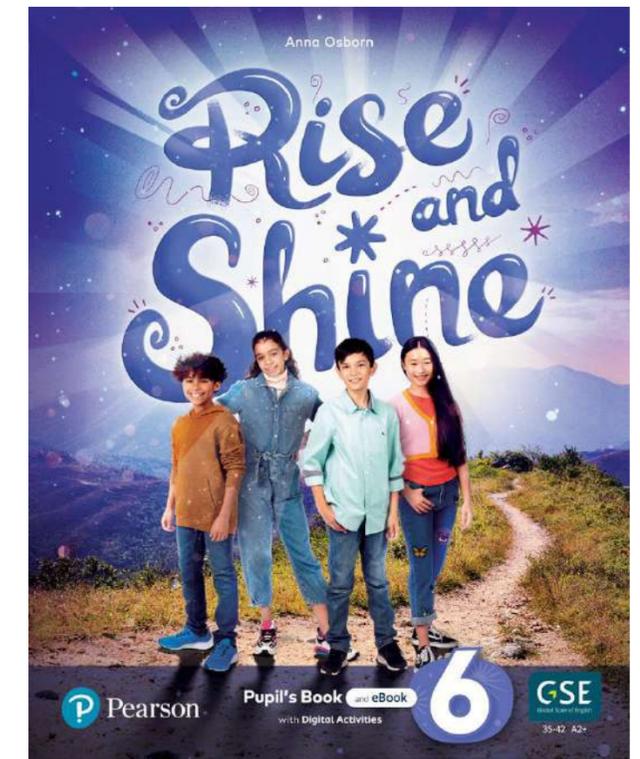
CEFR: A1 | GSE 22-30



CEFR: A1/A2 | GSE 26-35

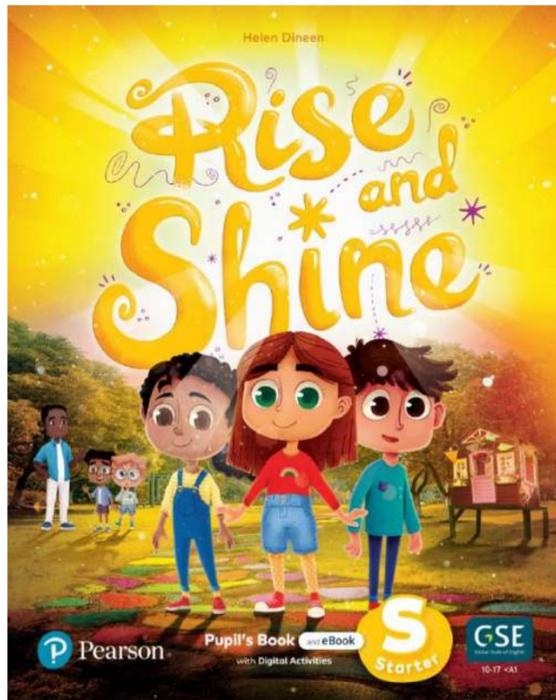


CEFR: A2 | GSE 31-39

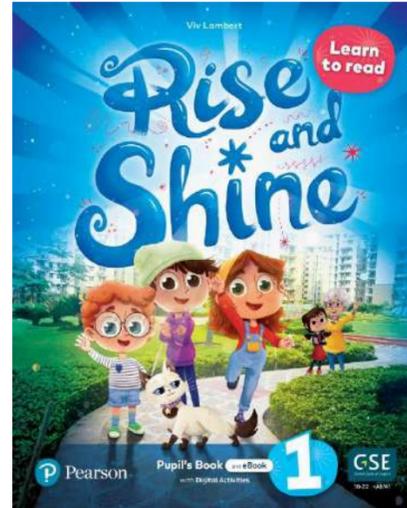
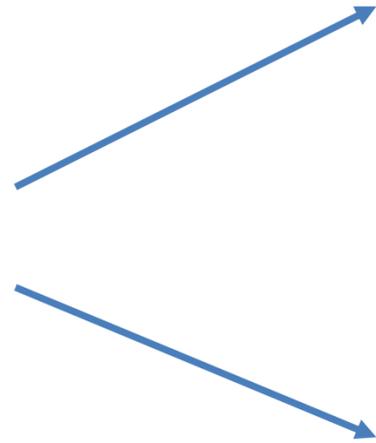


CEFR: A2+ | GSE 35-42

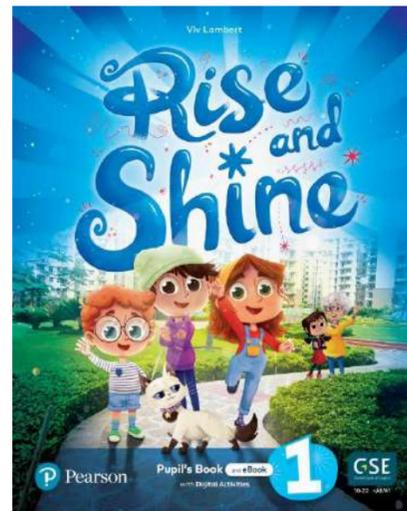
3 entry points



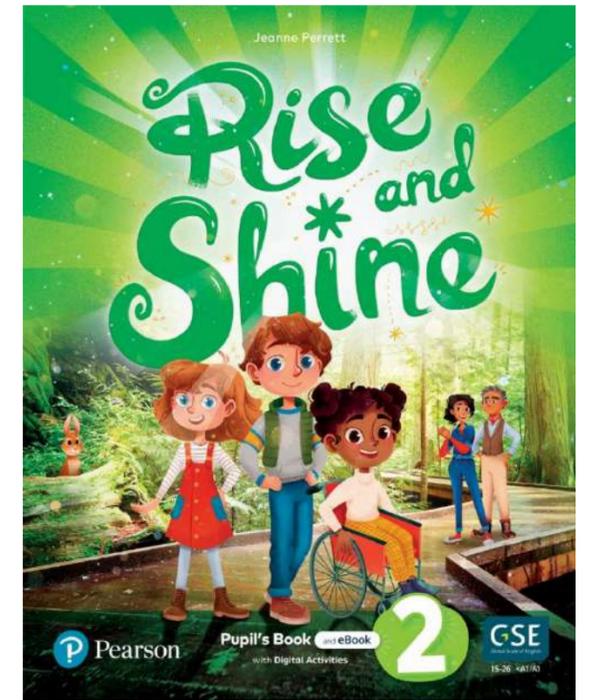
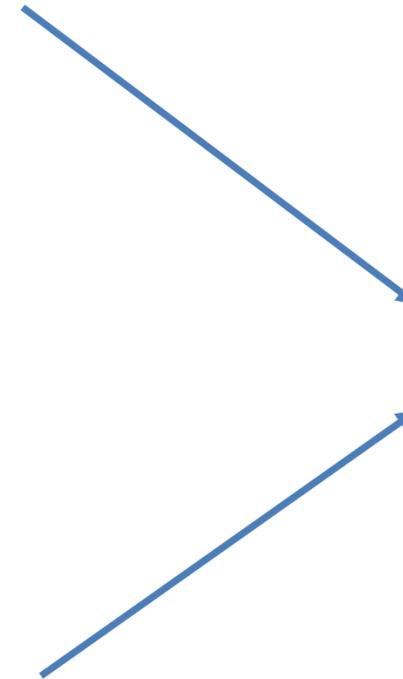
- optional
- no reading or writing



- gentle introduction to reading and writing from Unit 4



- introduction to reading and writing from the beginning



Environment which grows together with learners



2 Explore our town!

Let's review! PB p10-11

Think and write.
What subjects have you got at school today?

Lesson 1 Vocabulary

1 Read and number.

1 town square	2 hospital	3 cinema	4 sports centre	5 police station
6 café	7 pharmacy	8 bus stop	9 supermarket	10 shop



1 Listen and circle.

1 2

1 Look. What food and drink can you see? **2 Listen, read and choose.**

In the UK, people use *euros / pounds / dollars*.

There is... There are...

How much is a bottle of juice?

It's £2.50 in the UK.

It's €3 in Spain.

It's \$3.25 in the USA.

Animal habitats

Animals live in different habitats around the world. All animals need food and shelter. But some habitats are dangerous for animals. How do they survive?

Arctic habitat with cold climate

Arctic habitats

The Arctic has a cold and windy climate, with a lot of snow and ice. Polar bears can live there because they have thick fur to keep them warm. You can't see polar bears because they're white, like the snow. This is how they stay safe. There are no trees or plants in the Arctic, but polar bears eat fish. There are a lot of fish in the sea!

Grassland habitats

Grasslands in Africa have a hot climate. Cheetahs survive because they can run very fast to catch animals to eat. They have spots on their fur, too, so that they're difficult to see in their habitat. When cheetahs need a shelter to sleep, they usually climb a tree.

A shelter in a tree

Animals in danger

But some animal habitats are changing. In the Arctic, the ice is getting smaller. This is a problem for animals like polar bears. In other places, people are cutting down trees in the forests and building houses where wild animals live. Wolves, deer, tigers and crocodiles are coming into cities. They're looking for food and shelter. Many animals need our help to survive in the future.

What is unique about Rise and Shine?

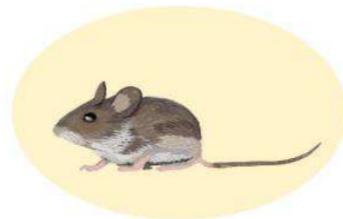
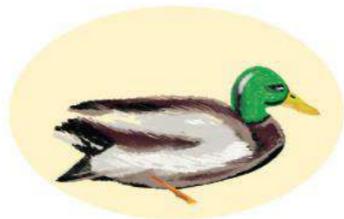
- engaging and relatable content
- clear progress and accessible learning outcomes
- a sense of purpose
- supports inclusive and mixed ability classrooms
- development of future skills and global citizenship



Engaging and relatable content

- beautiful visuals, real-world links

★ **3** Look and match. Then circle the animals that live near you.



Beautiful world

What can you see?
Listen and number. Say.



Make and do

Find what you need



1 Think and choose your animal.

2 Plan and draw.

3 Make your animal.



What animals can you hear outside?

Go on a sound hunt.

Our World video

Level **1**

Unit 1

Our World: Toys

Clear progress and accessible learning outcomes

- **measurable progress** that learners can see
- syllabus built off the **Global Scale of English**
- **I can shine activity** encourages learners to think about their progress



MY PROGRESS CHART

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Listening						
I can recognise my words.	I can understand questions.	I can hear my words in dialogues.	I can listen to descriptions and information.			
Reading						
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.			
Speaking						
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.			
Writing						
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.			

A sense of purpose

Step 2 Create

5 Think about your project. Circle and write.

6 Make your park collage.

I can see a _____
and _____.

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!

5

Unit project A park collage **63**

- a step-by-step approach
- **clear objectives**
- final **unit project** that gives every learner their *Time to shine*



Inclusive and mixed ability classrooms

- helps **all pupils** to achieve their learning goals
- formative assessment
- **support for teachers** to help all learners achieve their learning goals – recognising that this will look different for different learners
- **comprehensive Assessment Pack** – diagnostic test as well as Adjust and Exceed versions of tests

Fast finishers

Pupils can draw a picture of their favourite outdoor space and label the features, e.g. trees, flowers, bushes.

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.*

Development of future skills and global citizenship

- global citizenship syllabus aligned with the **UN Sustainable Development Goals**
- emphasis on cultural awareness
- empathy with local and global issues
- social-emotional skills development
- each unit stage links to a set of **future skills**

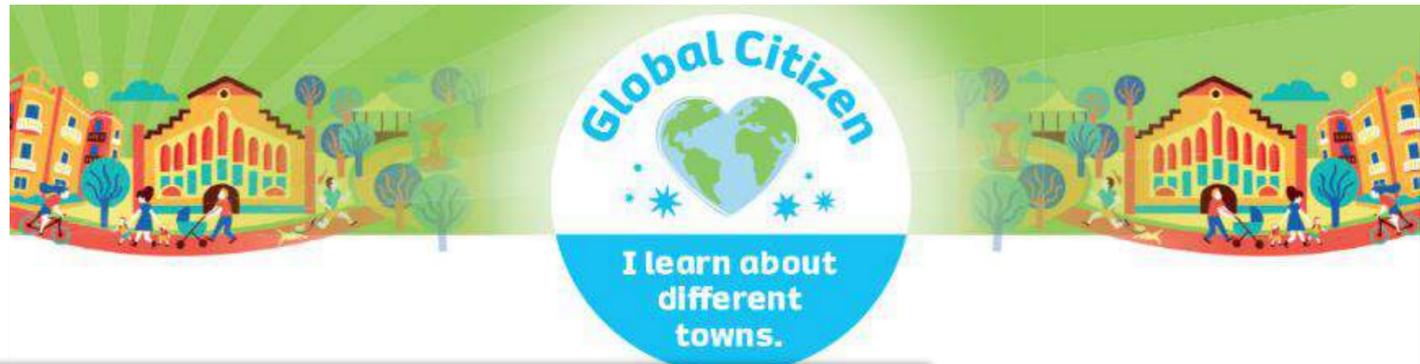
SUSTAINABLE DEVELOPMENT GOALS

FUTURE SKILLS: critical and reflective thinking skills
Choose three vocabulary words and write in a numbered list on the board, e.g. 1 *goose*, 2 *cow*, 3 *chicken*. Tell pupils that these are the answers to some questions. However, we don't know what the questions are. In pairs, pupils work together to think of a question that can be answered by each one, e.g. *Which animal is white and has got two legs? Which animal is behind the bush? Which animal is small and lays eggs?* To scaffold the questions, write the prompt *Which animal...?* on the board.

Lesson 6
1 Listen, look and find. 2 Listen and point. Say.
boots hat jeans skirt
3 Match and say.
4 Watch and listen.
Think and share!
Have you got special clothes?
When do you wear them?

Lesson 7
1 Read and number. 2 Listen and check.
Come to my dress-up party!
Wear ...
 ... a dress!
 ... a hat!
 ... pyjamas!
 ... big ears!
Saturday, in the park!
3 And you? Circle and write.
a shirt a hat shoes jeans
Come to a dress-up party!
Wear a special jumper / dress.
Wear a skirt / T-shirt, big boots / ears, and
I can shine!
4 Let's dress up for a party!
Come to my party! Wear a big hat!
I can invite friends to a party.

Development of future skills and global citizenship



Let's have a class toy swap!

What toys do your friends share with you? Talk with a friend. **Extra time?**

1 Read and match.



- a I love my community. It's great!
- b There's a big fountain in my town square.
- c There are some benches.
- d People in my town are very friendly.

Global Citizenship Lessons 6 and 7 → My English

1 Read and trace. Tick (✓) or cross (X). Then say.

Look at the frog.

1 pond

2 flowers

3 tree

4 grass

Tell me! Circle the odd one out.

burger orange

juice fish

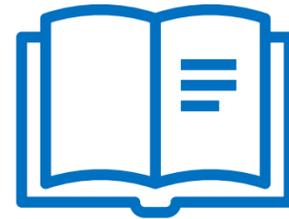


Think and share!
Who makes a family?

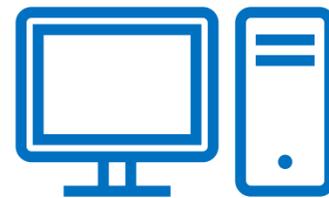
Think and share!
What food is good for you?

Who do you help in your family? Tell a friend. **Extra time?**

Students' Components

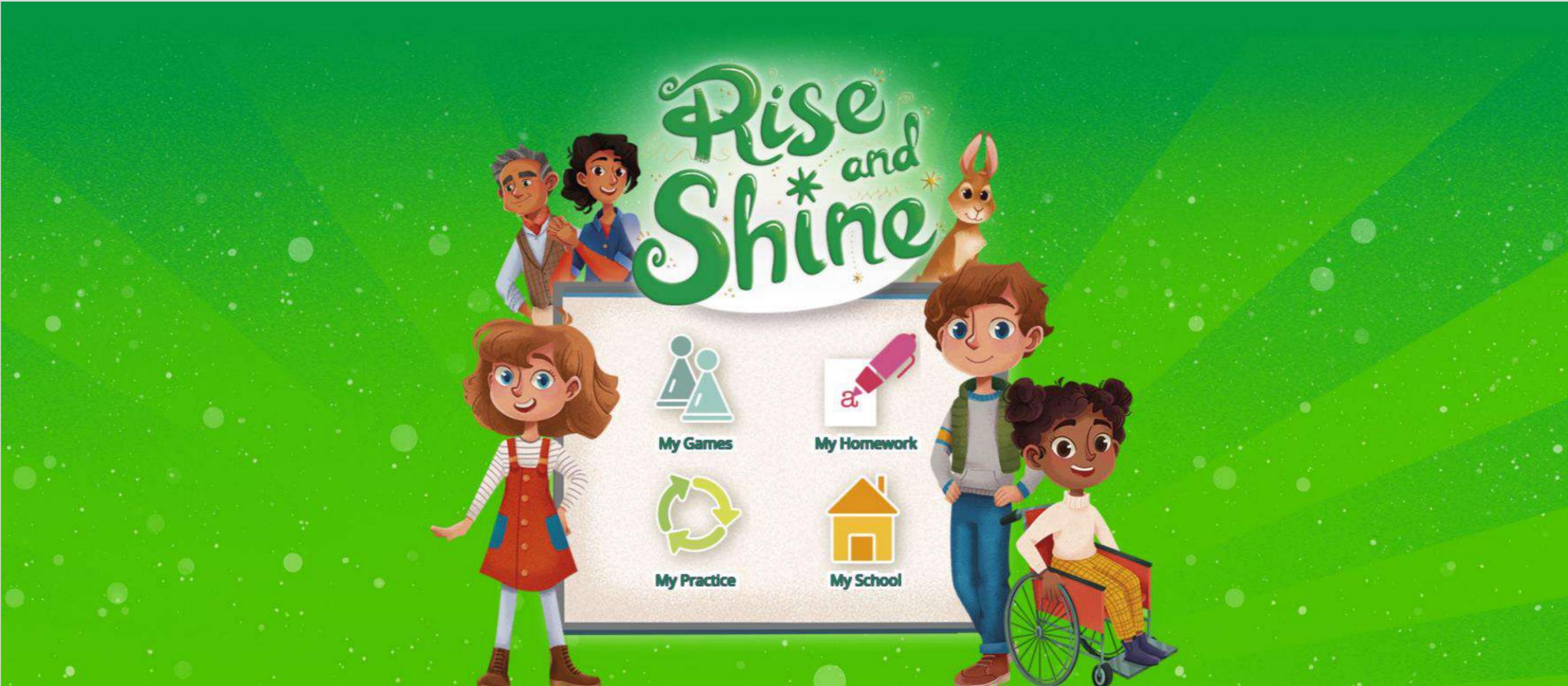


- Pupil's Book with Online Practice
- Activity Book
- Busy Book



- Pupil's Book eBook
- Activity Book eBook
- Online homework
- Extra practice resources
- 360° online game

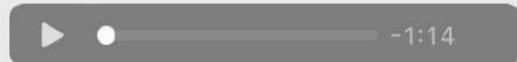
Students' Components: Pearson English Portal



Students' Components: 360° Online Game

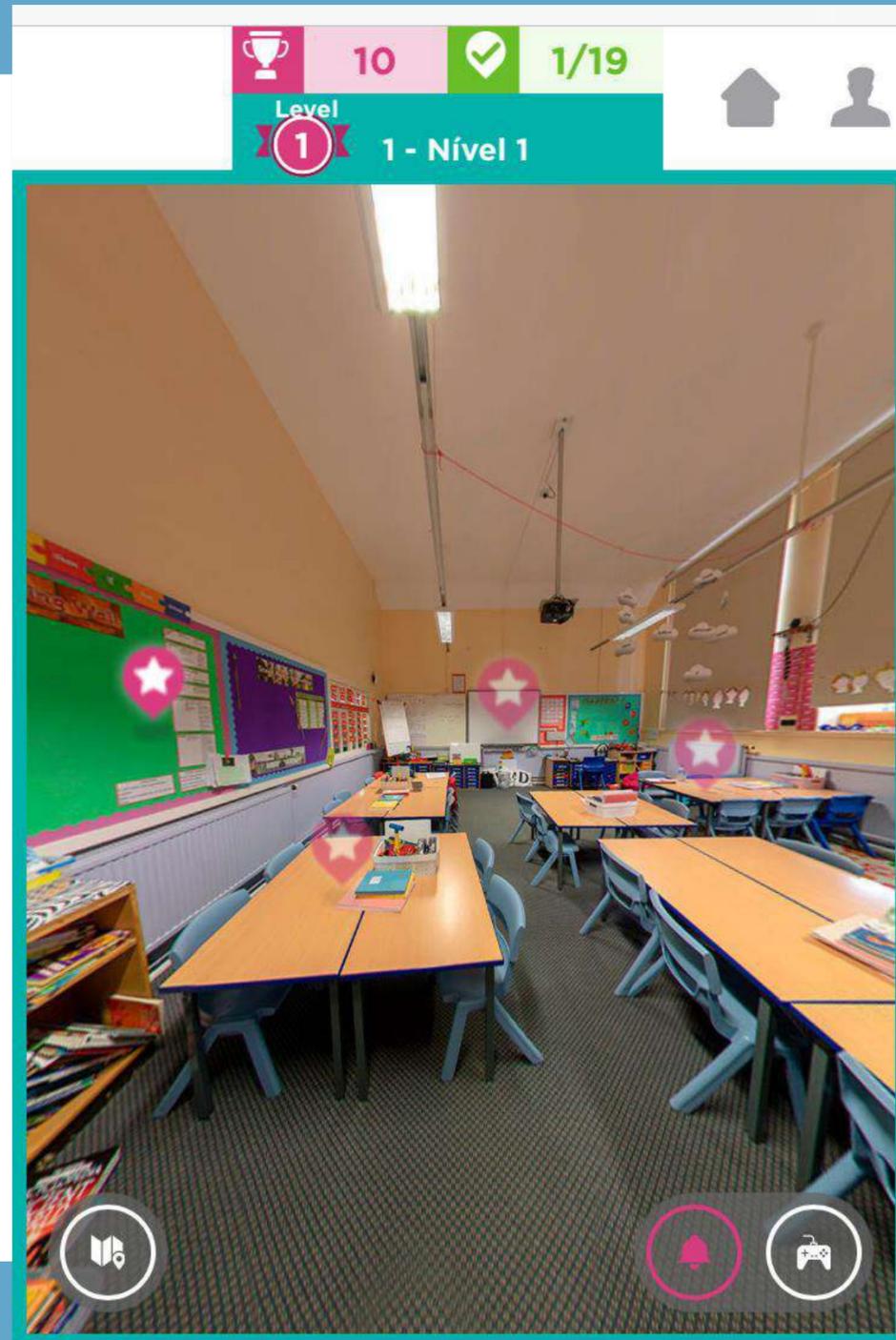


Clara is at the Explorers Club. Stella welcomes her.



Listen and tick.

- Basil is Stella's dad.
- They go to school on Saturdays.
- They're at the Rising and Shine Explorers Club.
- Clara meets Peanut, the rabbit.



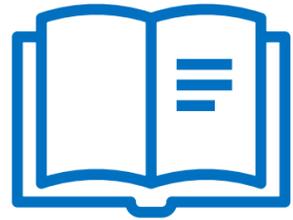
Welcome!

Exercise type: Multichoice

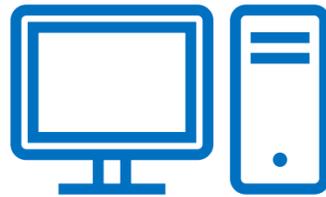
Hello, welcome to the Rise and Shine Explorers Club!



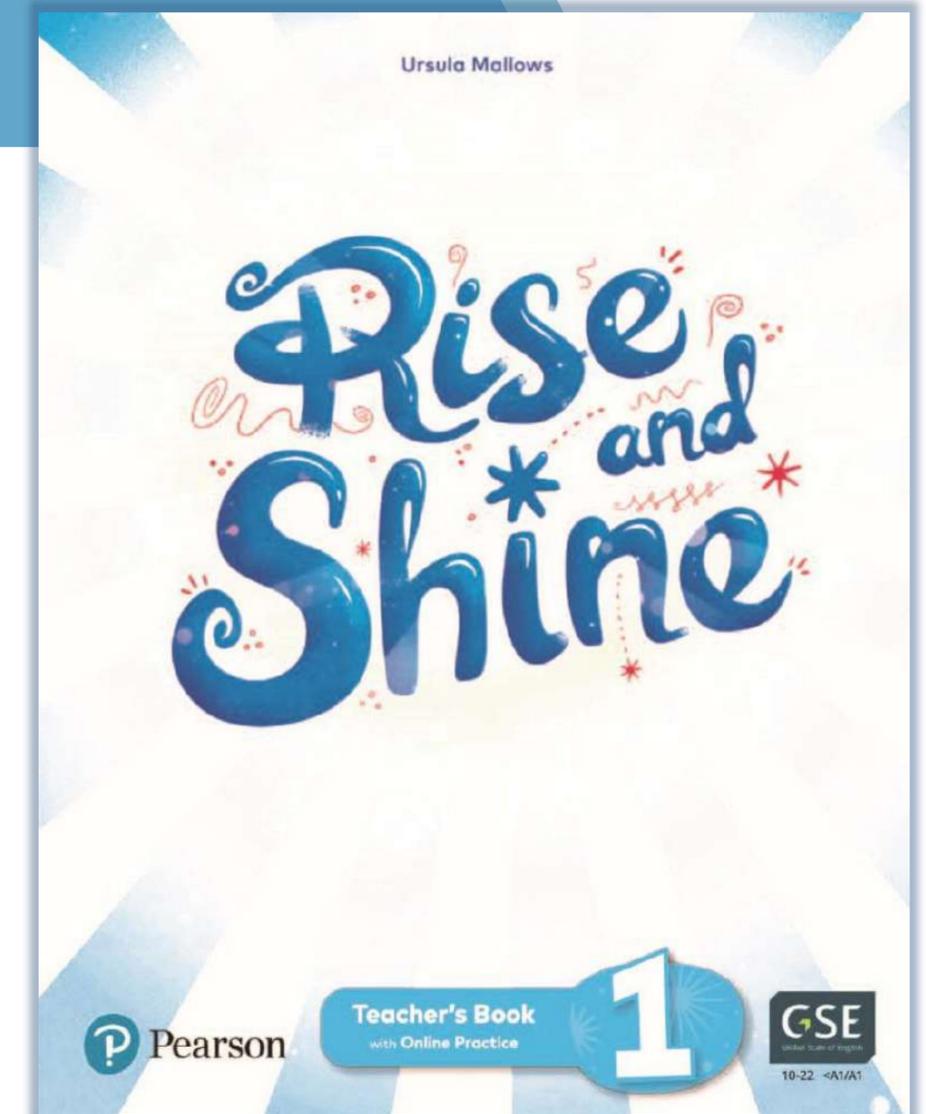
Teachers' Components



- Teacher's Book
- Flashcards
- Story cards
- Posters



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



Teachers' Components: Presentation Tool

Presentation Tool Resources

Units



Welcome



1 Old toys, new toys



2 All kinds of families



Review 1



3 Amazing bodies



4 Let's eat up



Review 2



5 Nature around us

Teachers' Components: Presentation Tool

Presentation Tool

Units

- Welcome
- 1 Old toys, new toys
- 2 All about...
- 3 Amazing bodies
- 4 Let's eat up

1 Old toys, new toys

Lesson 1 → Vocabulary

Let's review! PB p6 Find and colour. Then trace and say.

1 Trace and match.

ball, train, robot, teddy bear, car, doll, elephant, tablet

Team A 0 Team B 0

Timer 03:00

Dictionary

Draw Large Medium Small Erase Erase all Undo Redo

Teachers' Components: Presentation Tool

Read and match.

doll	car	tablet	robot
------	-----	--------	-------

and colour.
n trace and say.

d b p

--	--	--	--

Clear >

Show all

toys, new toys

and colour.
n trace and say.

d b p

car

doll

elephant

teddy bear

tablet

ADD TEAM

Team A 0 Team B 0

RESET ADD TEAM

Timer

Timer Stopwatch

03:00 03:00

RESET

Dictionary

Draw Large Medium Small Erase Erase all Undo Redo

Teachers' Components: Resources

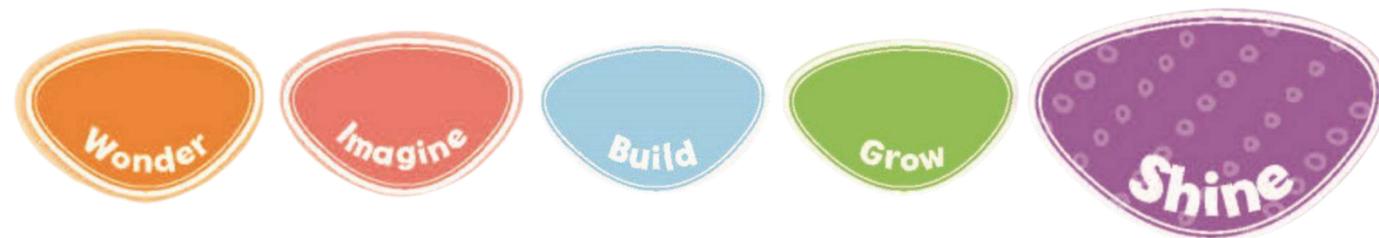
Presentation Tool **Resources**

Resources

Search for a resource 🔍 Type of view Grid view [FILTERS](#)

☆ Class Audio (152) 	☆ Acknowledgem... (1) 	☆ Videos (15) 	☆ Songs and Chants (33) 
☆ Storycards (7) 	☆ Flashcards (8) 	☆ Photocopiables (6) 	☆ Course Pedagogy (30) 
☆ Class Games (7) 	☆ Posters (6) 	☆ Assignments (32) 	☆ Student Resources (125) 
☆ Assessment (273) 	☆ Answer Keys (9) 		

Unit walkthrough



- each unit follows **five stages**
- signposted by coloured stepping stones in the Pupil's Book

Wonder: sparking interest, setting out the quest for the unit

Imagine: imaginative stories and activities that encourage cognitive engagement

Build: meaningful language input and practice with the focus on building communication skills and confidence

Grow: real-world content, global citizenship

Shine: a final unit project



BRUNO



DEXTER



ELENA



MIA



GRANNY BELINDA

Future skills helpers



Wonder: spark curiosity

- sets out topic and project goal
- **vocabulary** presented in the big picture
- **grammar** presented through a song
- critical and reflective thinking
- **I can shine:** formative assessment

1 Old toys, new toys

Lesson 1

What can you see?

1 Listen and explore.

1 doll

2 tablet

3 robot

4 car

5 teddy bear

6 ball

7 train

8 elephant

Lesson 2

1 Sing and act. **Song**

2 Listen and number.

What's this?
It's a car.

I can shine!

3 Ask and answer about toys.

What's this?
It's a car.

I can name my toys.

10 Vocabulary Toys

Song and structures What's this? It's a (car). 11

Imagine: encourage cognitive engagement

- **vocabulary** review
- **story** and story animation
- **I can shine:** understanding and developing reading skills

Lesson 3

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

2 Listen or watch.

Rise and Shine Towers

What's this?

It's my robot. It's new.

No, Mia! My teddy bear! It's my favourite toy!

Let's imagine! Draw a toy for Kiki.

I can shine!

3 Circle Dexter's favourite toy.

4 Act out.

I can understand a story about toys.

12 Story value A story about caring for and recycling toys

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

Story animation



Build: communication skills and confidence

- **vocabulary** presented through story extension
- **grammar** presented in a chant
- **problem-solving** tasks to practice new language
- **speaking practice**
- **I can shine:** communication cards for freer speaking practice

Lesson 4

1 Listen and find. 2 Listen and number. Say.



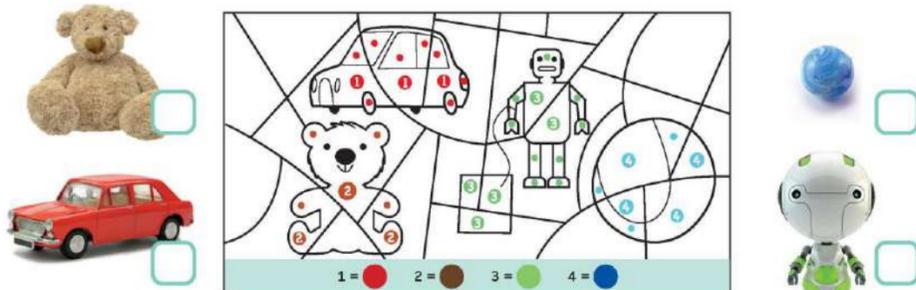
3 Listen and say.

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!

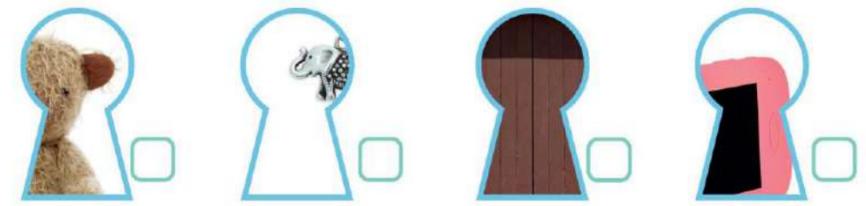
It's old.

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 teddy bears d Dora the doll.

Two toy teddy bears and Dora the doll.

I can shine!

4 Cut out and guess the toys.

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

It's a robot.

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

Grow: open learners' eyes to the world around them

Global Citizen
I share toys

Wonder Imagine Build Grow Shine

Lesson 6

1 Listen, look and find. 2 Listen, point and say.

3 Circle old toys in blue. Circle new toys in green.

Think and share!
New toys or old toys?

4 Watch and listen.

16 Global Citizenship A toy museum; new and old toys

Lesson 7

1 Look and number.

Playing with friends

Can I play?

Yes! Let's play.

2 Listen and tick (✓).

I can shine!

3 Choose a toy. Let's play!

Can I play?

Yes! Let's play.

I can ask to play.

17 My Everyday English Sharing toys; Can I play? Yes! Let's play.

- global citizenship theme
- **real-world listening** activities
- **vocabulary** presented with photographs
- **everyday English** functional language practice
- **real-world reading** activity
- **I can shine:** production of the functional language

Shine: foster a sense of pride

- **collaborative project** tied to unit title
- differentiated steps
- review all key language from the unit
- **speaking practice**
- **Time to shine:** learners share their projects

Let's have a class toy swap!

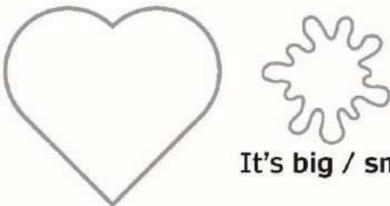
Step 1 Review

1 Look, read and number. Then trace.



ball
doll
robot
teddy bear
train
tablet
elephant
car

2 Choose a toy. Draw, colour and circle.



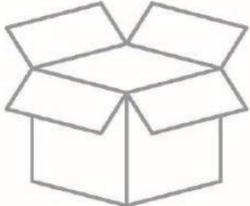
It's big / small.

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.

A doll?

It's old.
It's red.

Yes!

Time to shine!

8 Share your toy with the class.

Can I play?

Yes!

I can share my toys with my class!

1

18 Unit review Unit objectives review

Unit project A class toy swap 19



MENU

- Burger
- Fish
- Eggs



In addition...

- MŠMT approval for Levels:
 - Starter – 6 (CZ)
 - Starter – 5 (SK)
- ŠVP
- CZ and SK dictionaries





Rise and Shine



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360° Online Game demo

seppo

