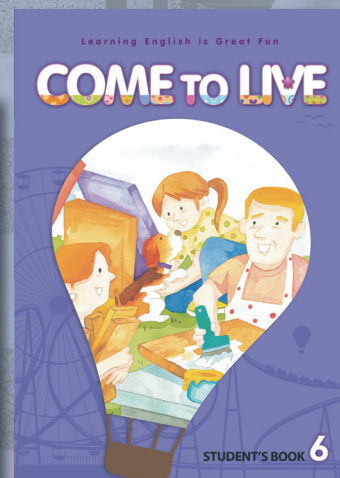
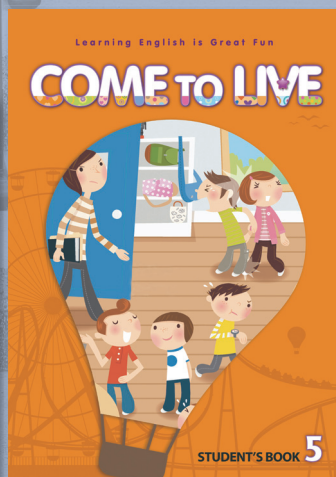
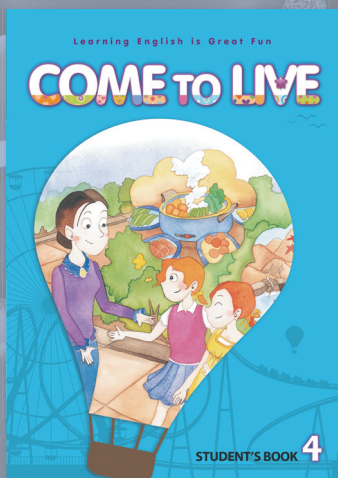
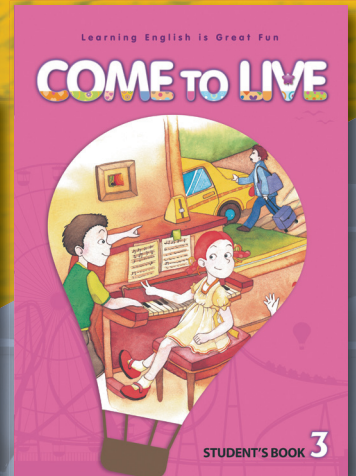
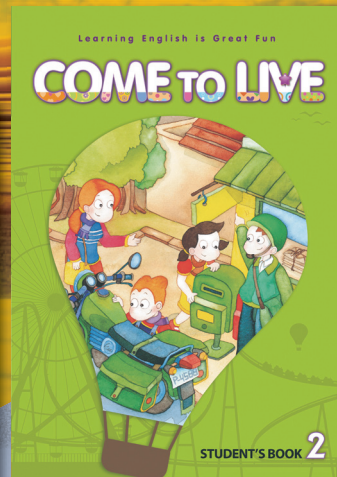
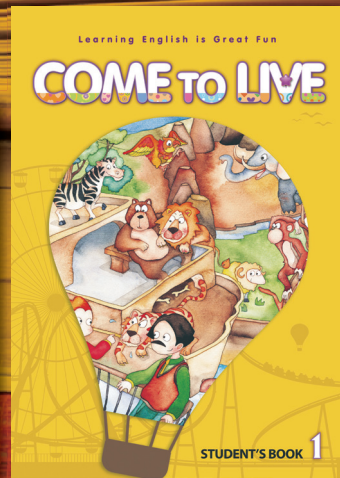
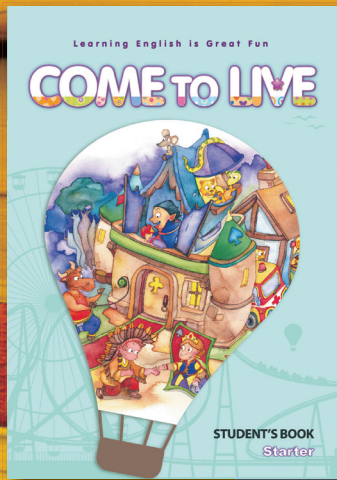


# COME TO LIVE

Latin America



# Mission

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Dear Teachers,

LiveABC Interactive English Group is a worldwide organization based in Taiwan. We employ over four hundred people and partner with a multitude of organizations across the island and around the world. Producing quality publications is a lifelong endeavor, and we are dedicated to the development of English, as well as other foreign language learning materials in both print and digital formats. Thank you for your interest in LiveABC's books and systems. If you require any further information, please do not hesitate to contact us.

Best regards,

Founder CEO

Chun Chi Chen



LiveABC Representative in Latin America

CEO of Learning Ark

Shengping Wu



**Learning Is Very Easy**  
with LiveABC

The Leading brand in digital English learning, LiveABC is dedicated to developing and distributing language-learning solutions that are effective and enjoyable to use. By combining the advantages of technology and publishing, LiveABC provides innovative educational resources. Learning Is Very Easy with LiveABC.

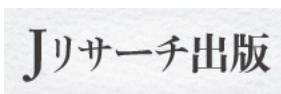


# Global Markets



LiveABC is the largest producer of multimedia language learning materials in Taiwan. It owns multiple sales channels and has several strategic partners.

In addition to securing the local market, LiveABC is developing overseas markets, with partners in mainland China, Hong Kong, Macau, Korea, Japan, Thailand, Vietnam, Indonesia, the USA, and ten more countries in Latin America.


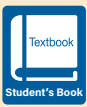






























Education





# Titles with Components

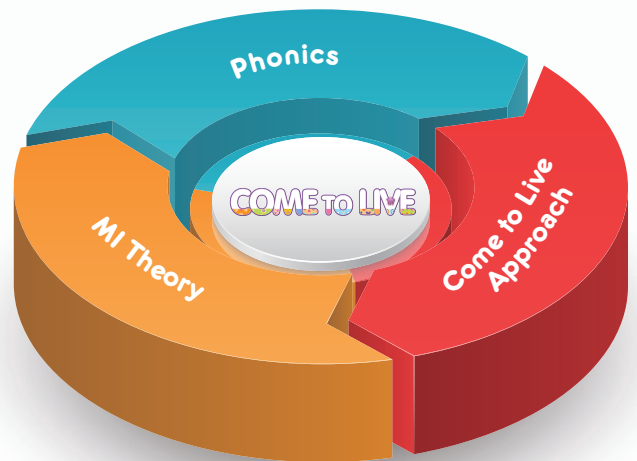
Titles	CEFR	For Students						For Teachers			
		 eBook	 Textbook	 Workbook	 MP3	 e-learning	 AR APP	 eBook	 Teacher's Guide	 e-learning	 AR APP
<b>Come to Live</b> Full Edition (Book: Starter-6)	Starter : <A1										
	Book 1: A1										
	Book 2: A1										
	Book 3: A1	 Optional						 Optional			
	Book 4: A1										
	Book 5: A2										
Book 6: A2											
<b>Come to Live</b> Split Edition (Book: 1A-3B)	Book 1A: A1										
	Book 1B: A1										
	Book 2A: A1	 Optional						 Optional			
	Book 2B: A1										
	Book 3A: A1										
	Book 3B: A1										





# Welcome to Come to Live!

Come to live is a seven-books series specifically designed for elementary school students. The 3P (presentation, practice, and production)-based ELT material takes students from Beginner (A1) to Pre-Intermediate level (A2) with careful attention to students' needs and interests at each stage.



## Level Reference

Come to Live is mapped to the Common European Framework of Reference for Languages (CEFR) as well as to the Cambridge Young Learners English Tests (YLE) and the General English Proficiency Test (GEPT).



CEFR	Come to Live	Anglia	GEPT	Cambridge YLE	Michigan YLE
A2 Waystage	Book 5 ~ Book 6	Preliminary to Elementary	Elementary	Flyers	Gold
A1 Breakthrough	Starter ~ Book 4	First Step to Preliminary		Movers	Silver
				Starters	Bronze

※ **GEPT** – The General English Proficiency Test (GEPT), developed and administered by the LITC, targets English learners at all levels in Taiwan.

※ **Anglia Examinations** – based in Chichester, England, since 1993. Anglia offers a comprehensive and structured programme of assessing English language competence, from beginner through to full competence as an expert user.

# Come to Live Features

1. Step-by-step language skills build up
2. Theme-based content and engaging photos to help students blend English into real life
3. Spiral Curriculum to optimize the teaching-learning process
4. 3P (presentation, practice, and production) method to build a solid language foundation
5. Equal emphasis to listening & speaking and reading & writing skills
6. Abundant teaching resources and extra learning material available on Come to Live web-school (Please contact regional distributor for the web address)

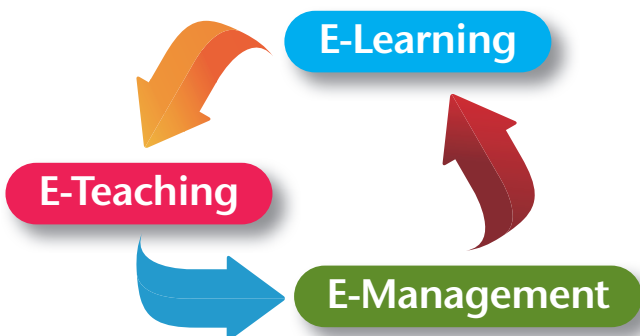


# Learning Goals

There are seven levels in the series. Starter, Book 1 & 2 focus on theme-based topics including animation clips to engage children more in the class. Books 3 & 4 systematically introduce listening, speaking, reading, and writing while applying a well-planned training on the four skills. Books 5 & 6 incorporate culture contrast and articles on current issues, enhancing kids' global view and independent thinking ability.



# 3E System



LiveABC's unique 3E System features E-teaching, E-learning, and E-management, allowing students to preview and review online homework. Teachers can incorporate animation clips/games into teaching while parents are able to access/track students' learning performance.



# Come to Live Solution Pack

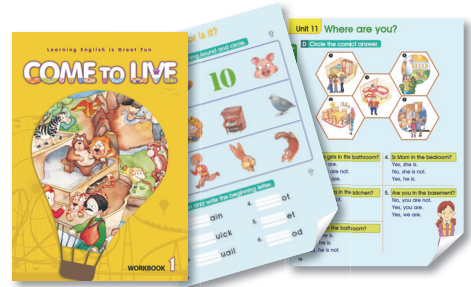


## Student's Book

- Full Edition
- Split Edition: Student book + Workbook

## Workbook

- Full Edition
- Split Edition: Student book + Workbook



## Audio:

MP3 for student's book and workbook



## E-learning:

Come to Live Web School is the online platform for students, teachers, and parents (full edition only)



Web School



iOS/ Android COME TO LIVE

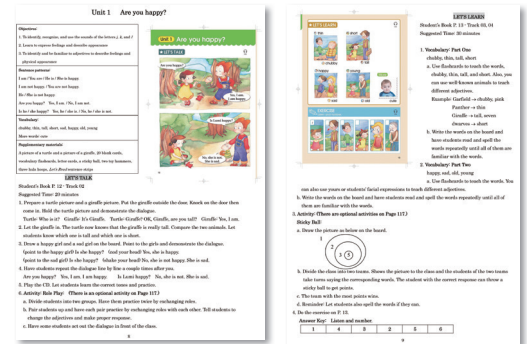
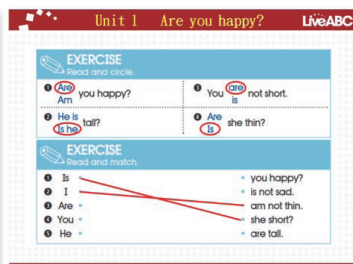
Web School Link: <https://ctl-latam.liveabc.com/>

## Teacher's Resources

- Teacher's Guide: Comprehensive step-by-step teaching plan with pages from student's book for easy use

Embedded audio for easy class use

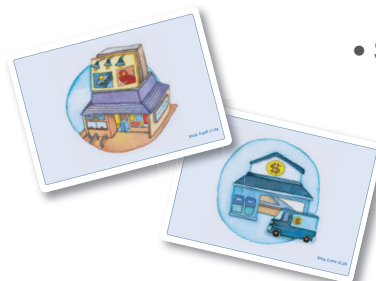
Instant answers with just one click



- Online Teacher's Resources: Includes workbooks (online view only), printable flashcards (Starter – Book 4 only), writing practices, tests, and class Power Point Presentations (online view only).



• Posters



• Flashcards (Starter-4 only)

• Stickers (Only Starter Level)



# Come to Live Web-school

Come to Live web-school is an e-learning platform built specifically for elementary school children. Its abundant resources make learning fun and help students review not only with books but also with online games at home. A great aid in class, the web-school can be used as an interactive board

which offers students songs and fun activities. With Come to Live web-school, learning no longer takes place with only a textbook but occurs in an interactive and enriching experience for both students and teachers. Parents, on the other hand, are able to access the student's learning record, and monitor both their kids' performance and test results.



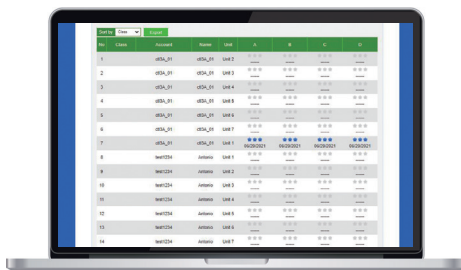
## Come to Live e-learning

Animated conversations help students learn with visual stimulation that can be used as an ice breaker or a warm-up activity.



The vocabulary is recorded by native speakers to ensure the most authentic pronunciation. The text can be shown or hidden with just one click.

The 13-stage game allows kids to play while reviewing at the same time. It is the best assessment tool for students.



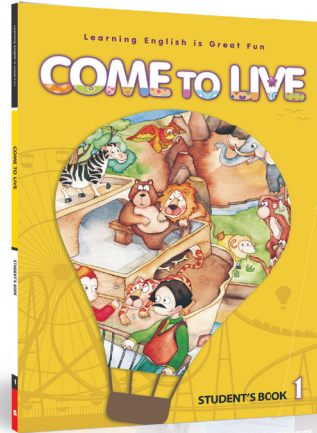
In the management platform, teachers are able to view their students' learning record which includes the times each unit is viewed and the total amount of time spent on the course and the game. Also available are a variety of supplementary materials ranging from tests to writing exercises, all printable for teachers' use.



# Come to Live AR App

## AR APP (Augmented Reality APP)

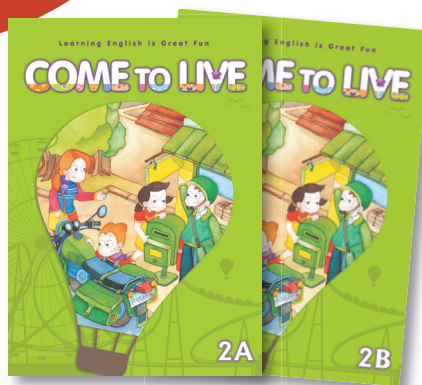
Download our app to experience our AR videos and audios with your mobile. Look for the pages with the AR icon and scan them.



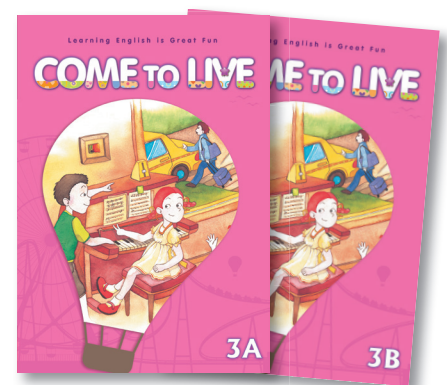
## Come to Live Split Edition



- Book 1A, 1B
- CEFR A1



- Book 2A, 2B
- CEFR A1



- Book 3A, 3B
- CEFR A1

### Components:

Student Book + MP3 (Download from Web School)  
Teacher's Guide + Online Teacher's Resources

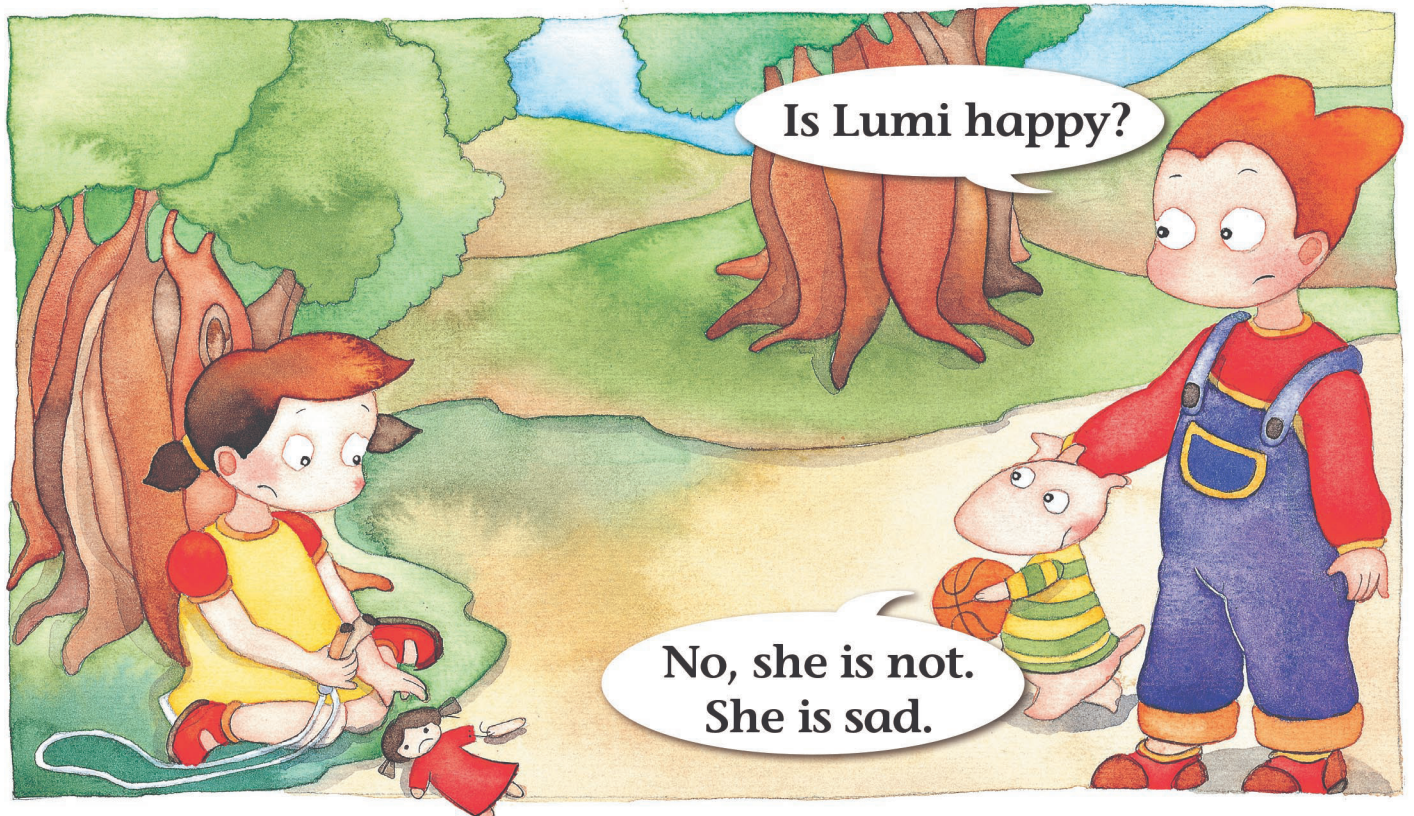
Find more about Come to Live!





# Unit 1 Are you happy?

## ★ LET'S TALK





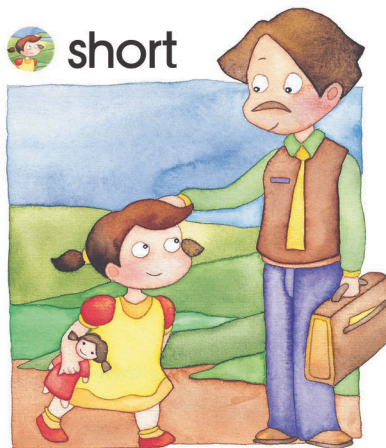
# ★ LET'S LEARN

 thin



 chubby

 short



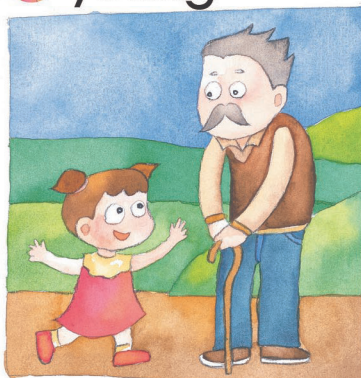
 tall

 happy



 sad

 young



 old

More



cute



## EXERCISE

Listen and number.



# ★ LET'S PRACTICE

## A. Build up

a

I	am	happy.
You	are	
He	is	
She		

b

I	am	not	happy.
You	are		
He	is		
She			

c

Are	you	tall?
Is	he	
	she	

Yes,	I	am.	
	he	is.	
	she		
No,	I	am	not.
	he	is	
	she		



## EXERCISE

Read and circle.

1 Are you happy?  
Am

3 You are not short.  
is

2 He is tall?  
Is he

4 Are she thin?  
Is



## EXERCISE

Read and match.

- 1 Is •
- 2 I •
- 3 Are •
- 4 You •
- 5 He •

- you happy?
- is not sad.
- am not thin.
- she short?
- are tall.



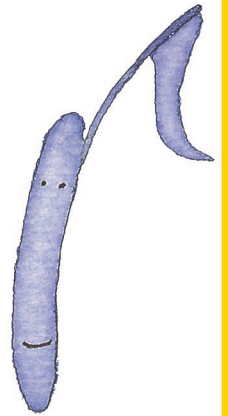
# Look at Me!



Chubby, thin, tall, or short?  
Are you tall? Are you short?

I'm tall. I'm tall.

I'm not short.

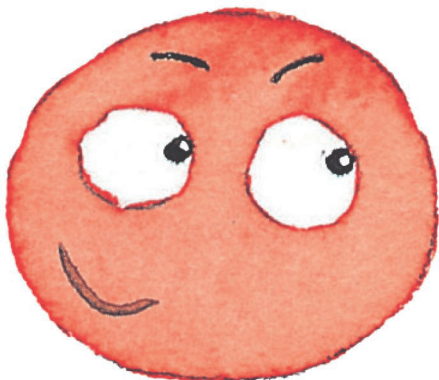
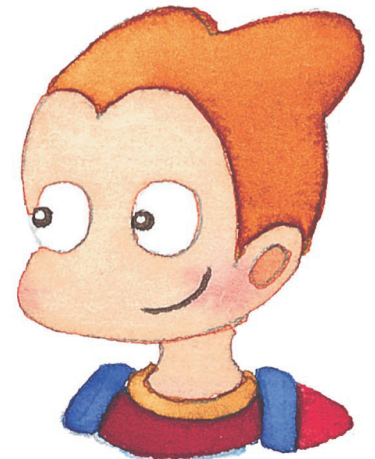
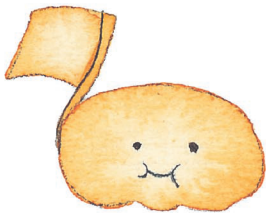


Chubby, thin, happy, or sad?

Is she happy? Is she sad?

She's happy. She's happy.

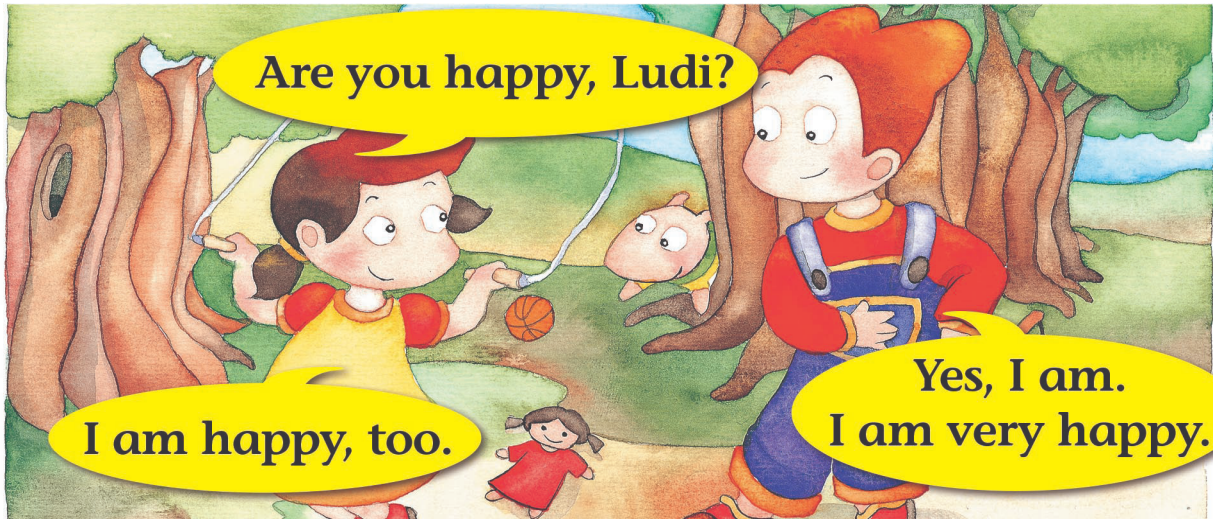
She's not sad.





B. Speak up

Are you happy?



C. Say and write.

① Are you happy?

Yes, I am. I \_\_\_\_\_ very happy.

② Is Lumi sad?

Yes, she is. She \_\_\_\_\_ very sad.

Kate is my cousin.  
She is cute.  
She is a happy girl.

Dan is my friend.  
He is not tall.  
He is short and chubby.

Ann is my friend, too.  
She is tall and thin.



EXERCISE

Read and color T for true or F for false.

1  T  
 F Dan is chubby.

2  T  
 F Ann is thin.

3  T  
 F Kate is happy.

4  T  
 F Dan is a tall boy.

5  T  
 F Kate is a cute girl.

6  T  
 F Ann is short.



★ LET'S SAY



Are you happy?

jet



Jack the jellyfish wears his jacket.  
He jumps on the jet to fly to Jill.

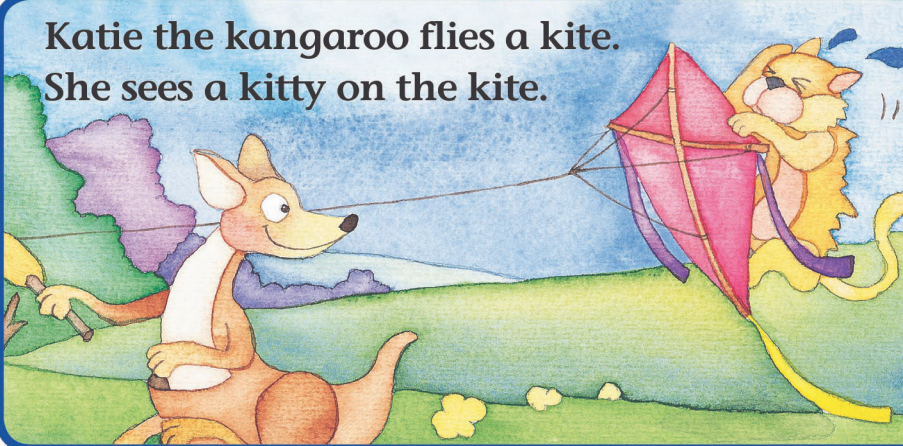
jacket



jellyfish



Katie the kangaroo flies a kite.  
She sees a kitty on the kite.



kite



kitty



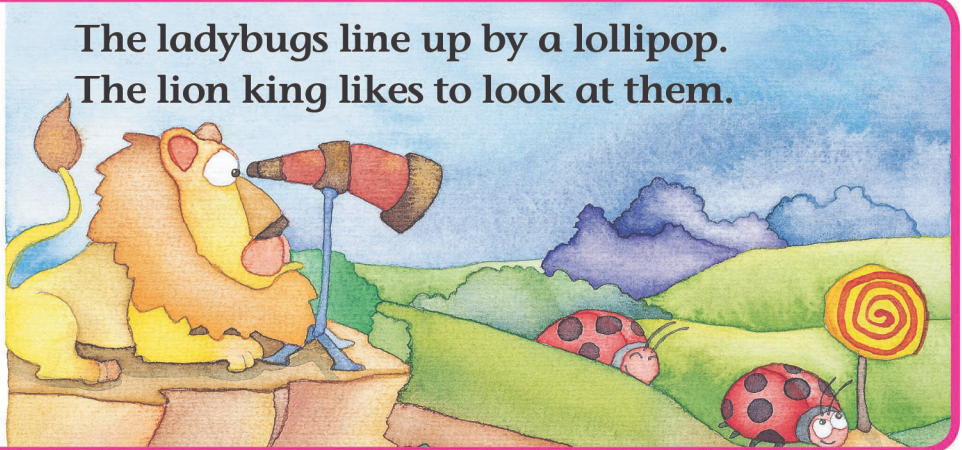
kangaroo

lion



The ladybugs line up by a lollipop.  
The lion king likes to look at them.

lollipop



ladybug



EXERCISE

Listen and write the beginning letter.



1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_

4 \_\_\_\_\_  
\_\_\_\_\_



**A. Listen up : Listen and check.**

1

2

3

4

5

6

7

8

**B. Wrap up : Complete the sentences.**

Is      am      not      Are

1 \_\_\_\_\_ you sad?

Yes, I \_\_\_\_\_.

2 \_\_\_\_\_ your father tall?

No, he is \_\_\_\_\_.

# Unit 1 Are you happy?

## A Unscramble and match.

1. ads


•

2. pphay


•

3. ouyng


•

4. dlo


•



5. oshrt


6. inth


7. lltta


8. bbychu


## B Match the opposites.

1. happy

•

2. chubby

•

3. tall

•

4. old

•

• short

• young

• sad

• thin



# Unit 1 Are you happy?

<b>Objectives:</b> 1. To identify, recognize, and use the sounds of the letters <i>j</i> , <i>k</i> , and <i>l</i> 2. Learn to express feelings and describe appearance 3. To identify and be familiar to adjectives to describe feelings and physical appearance
<b>Sentence patterns:</b> I am / You are / He is / She is happy. I am not happy. / You are not happy. He / She is not happy. Are you happy? Yes, I am. / No, I am not. Is he / she happy? Yes, he / she is. / No, he / she is not.
<b>Vocabulary:</b> chubby, thin, tall, short, sad, happy, old, young More words: cute
<b>Supplementary materials:</b> A picture of a turtle and a picture of a giraffe, 20 blank cards, vocabulary flashcards, letter cards, a sticky ball, two toy hammers, three hula hoops, <i>Let's Read</i> sentence strips

## LET'S TALK

Student's Book P. 12 - Track 02

Suggested Time: 20 minutes

1. Prepare a turtle picture and a giraffe picture. Put the giraffe outside the door. Knock on the door then come in. Hold the turtle picture and demonstrate the dialogue.  
Turtle: Who is it? Giraffe: It's Giraffe. Turtle: Giraffe? OK, Giraffe, are you tall? Giraffe: Yes, I am.
2. Let the giraffe in. The turtle now knows that the giraffe is really tall. Compare the two animals. Let students know which one is tall and which one is short.
3. Draw a happy girl and a sad girl on the board. Point to the girls and demonstrate the dialogue.  
(point to the happy girl) Is she happy? (nod your head) Yes, she is happy.  
(point to the sad girl) Is she happy? (shake your head) No, she is not happy. She is sad.
4. Have students repeat the dialogue line by line a couple times after you.  
Are you happy? Yes, I am. I am happy. Is Lumi happy? No, she is not. She is sad.
5. Play the CD. Let students learn the correct tones and practice.
6. **Activity: Role Play:** (There is an optional activity on Page 117.)
  - a. Divide students into two groups. Have them practice twice by exchanging roles.
  - b. Pair students up and have each pair practice by exchanging roles with each other. Tell students to change the adjectives and make proper response.
  - c. Have some students act out the dialogue in front of the class.



# UNIT 7 Hit and Run

- Pre-reading questions:
- Do you watch the news every day?
  - What do you remember about the news yesterday?
  - Do you take the school bus to school?

## 7-1 LET'S TALK | 49, 50



Taipei News – A truck **hit** a school bus in front of an elementary school yesterday afternoon. Some students were **getting on** the bus when the truck hit it. Some students were **waiting for** their parents by the bus stop. All the students were scared. A few students were **hurt**.

The truck driver **got out of** his truck and ran. The school bus driver **ran after** him, but the truck driver was too fast. The bus driver couldn't catch him.

news hit get on wait for  
hurt get out of run after  
police look for

A woman called the **police**. Now, the police are **looking for** the truck driver. Here is a photo of the truck driver. His name is Jack McDonald. Please help the police find him.





# LET'S PRACTICE

get	on	the bus
	off	the train
		the plane

Jack didn't **get on** the bus, so he was late for school.  
The passengers are **getting off** the plane.

get	into	the car
	out of	the taxi
		the van

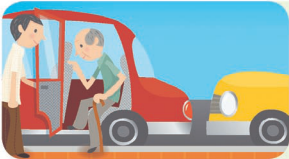
The worker is **getting into** the van.  
A pretty woman just **got out of** the taxi.


wait for	the bus
	the boy
run after	


Some people are **waiting for** the bus at the bus stop.  
Jack's dog likes to **run after** him.

## Grammar Practice

### Part A. Look and circle the correct words.

- 

An old man is getting  on  into the car.
- 

The passengers were getting  out of  on the plane.
- 

A dog  runs after  waits for a boy.

### Part B. Fill in the blanks.

- I got \_\_\_\_\_ the bus and found a seat to sit down.
- The man was getting \_\_\_\_\_ the van when it started to rain.
- The students waited \_\_\_\_\_ the bus quietly.
- Katy got \_\_\_\_\_ the train and then took the bus home.
- The lady gave the driver some money before she got \_\_\_\_\_ the taxi.

 **Read and choose the answer.**

Jack: Hello?

Luke: Hey, Jack, this is Luke. Where are you?

Jack: I am at the bus station. ①, and I am walking home now.

Luke: What? ② Aren't you coming? The movie is about to start.

Jack: Sorry, I can't go. ③ He is sick and my parents are not home.

Luke: Oh, no. That's too bad. But what should I do?

Jack: Why don't you call Steven? I think he would love to see the movie with you.

Luke: But ④ Do you have it?

Jack: I think so. ⑤ and call you back when I find it.

Luke: Oh, forget it. The movie will start in five minutes. I will watch it by myself.

Jack: I am sorry, Luke.



1. (    )  A I just got off the bus  
 B I just got into the bus  
 C I just got out of the bus
2. (    )  A I'm waiting for you at the movie theater.  
 B Do you want to go to the movie with me?  
 C You don't like this movie.
3. (    )  A I want to play computer games.  
 B I have to look after my brother.  
 C I'm in the bathroom.
4. (    )  A I don't know Steven.  
 B who is Steven?  
 C I don't have his phone number.
5. (    )  A I'll look for his number  
 B I'll look for Steven, too  
 C I'll wait for you at my home



7-2

LET'S TALK | 51, 52



Reporter: What did you see? Please tell us.

Student: The truck hit the bus while I was **getting into** my father's car.

Reporter: And then?

Student: I heard the students screaming, and I saw them **getting off** the bus.

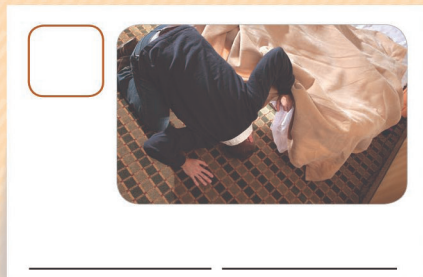
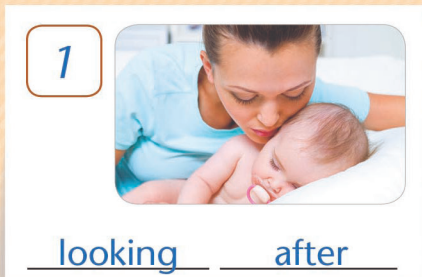
Reporter: What were you doing when the truck hit the bus?

Woman: I was **looking after** my baby near the school. I called the police. When I saw the truck driver running at us, I was scared.



**get into**   **get off**  
 .....  
**look after**

Listen, number, and fill in the phrases. | 53



## LET'S LISTEN

 Listen and check the answer. |  54

### Conversation 1

1. What is the man doing?

- He's looking for his glasses.
- He's talking on the phone.
- He's washing a dirty glass.

2. Where are the man's glasses?

- On his desk
- In his pocket
- On his head

### Conversation 2

1. Where are they?

- On the street
- Home
- They don't say.

2. Why is the girl scared?

- Her teacher is angry.
- A big dog is running after her.
- There is a bad man.

### Conversation 3

1. Will Luke go in-line skating with the girl?

- Yes, he will.
- No, he won't.
- We don't know.

2. What is Luke going to do?

- Go in-line skating with his friend
- Go shopping with his mom
- Look after his little brother

### Conversation 4

1. What time is it now?

- It's nine o'clock in the evening.
- It's six in the morning.
- It's time for lunch.

2. Why doesn't Jessie go home?

- She needs to look after a baby.
- She has a lot of work to do.
- She is waiting for her mom.

### Conversation 5

1. Where is the girl's father?

- In a car
- On a bus
- In the house

2. What is the girl doing?

- She's getting out of the car.
- She's getting on a bus.
- She's getting into the car.



# Fighting Crime with Cameras

Usually, we use the word *paparazzi* for photographers who take sneaky pictures of famous people. But in South Korea and Taiwan, there are paparazzi who aren't looking for movie stars. They're trying to catch criminals.

It's hard for the police to catch every bad guy. There are just too many people who break the law. To help with this problem, the governments in South Korea and Taiwan came up with a new idea; they would reward people who take pictures of crimes. To get a reward, you need to follow these three steps. For example, let's say you see a driver run a red light. You take a picture of that person, and send it to the police. If the police give him a fine, then you'll be paid. Many law-breakers have been caught this way, such as store owners selling old candy or people dumping their trash in the wrong place.

Some people dislike these small-crime paparazzi. They don't think people should be telling on one another because this creates anger and distrust. But others believe that it's making their cities safer. Regardless, small-crime paparazzi probably won't stop. It's possible to make a lot of money this way. Photographers in both countries can earn around US\$3,000 a month.



## READING EXERCISE

### A. Read and circle *True* or *False*.

- |   |             |              |
|---|-------------|--------------|
| 1. There are small-crime paparazzi in South Korea and Taiwan. | <b>True</b> | <b>False</b> |
| 2. The police don't need any help fighting crime.             | <b>True</b> | <b>False</b> |
| 3. Small-crime paparazzi can make a lot of money.             | <b>True</b> | <b>False</b> |
| 4. Everyone feels safer because of small-crime paparazzi.     | <b>True</b> | <b>False</b> |

### B. Choose the answer.

- ( ) What is the definition of *paparazzi*?  
 A Movie stars who are also photographers  
 B Photographers who take pictures of famous people  
 C Nature photographers who are really good
- ( ) Why do some people dislike small-crime paparazzi?  
 A Because the photographers are getting richer  
 B Because the photographers tell on others  
 C Because the photographers are criminals
- ( ) Who can be a small-crime paparazzo?  
 A People who break the law  
 B Police who are also photographers  
 C Anyone with a camera
- ( ) Which of the following is TRUE?  
 A Only small-crime paparazzi in South Korea are making money.  
 B Criminals make more money than small-crime paparazzi.  
 C Photographers in Korea and Taiwan can earn around US\$3,000 a month.



### C. Answer the questions.

1. How did small-crime paparazzi get started?

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2. There are three steps that small-crime paparazzi must follow to get a reward. What are they?

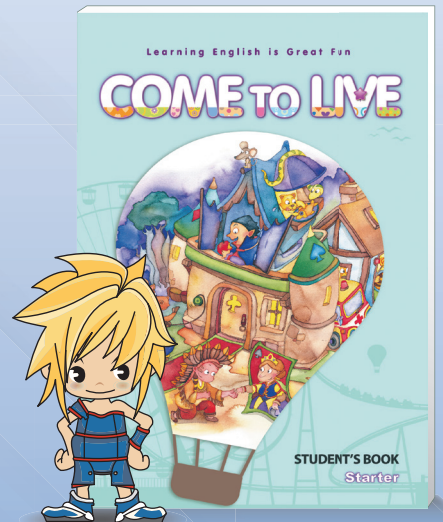
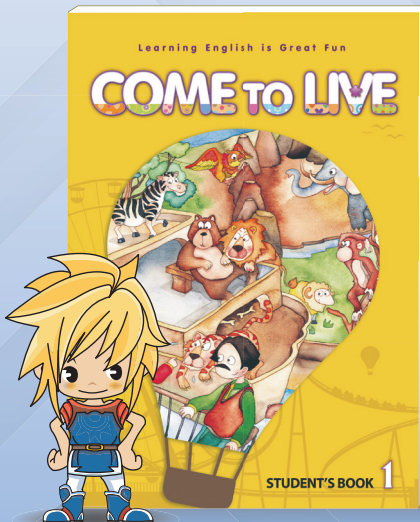
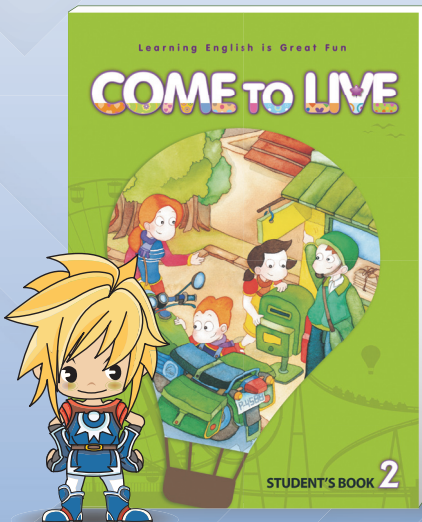
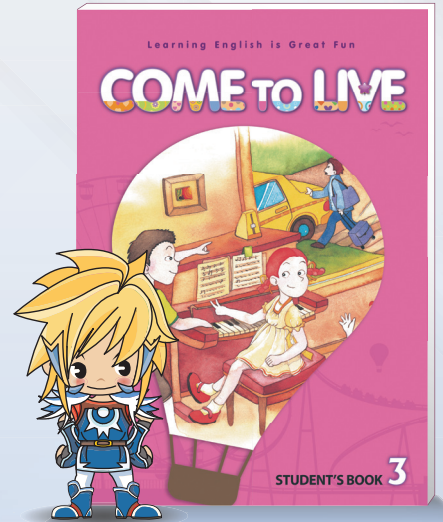
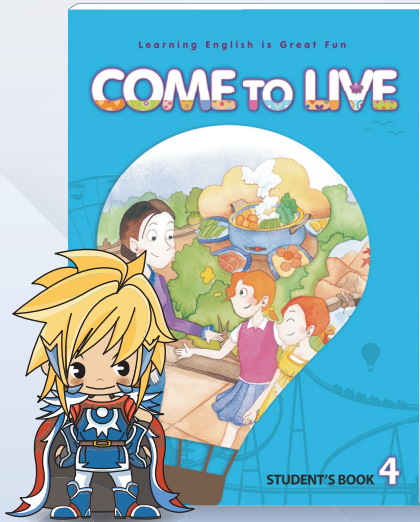
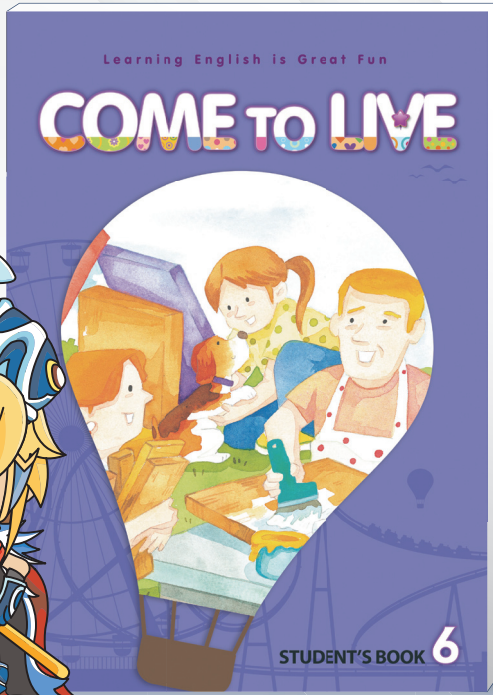
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3. What is the difference between the regular paparazzi and small-crime paparazzi?

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