

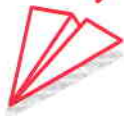
LBRIS

We know
books



English Code **1**

Teacher's Book



Contents

We know
books



Welcome to English Code	p. 3
What makes English Code unique?	p. 5
Projects	p. 11
Videos	p. 13
Bug Club plays	p. 15
Measuring progress	p. 16
Component walkthrough	p. 18
Unit walkthrough	p. 20
Lesson flow	p. 24
Course song	p. 26
Welcome unit: Welcome!	p. 27
Unit 1: Let's play!	p. 38
Unit 2: Art club!	p. 60
Checkpoint 1	p. 80
Culture 1	p. 82
Unit 3: Families	p. 86
Unit 4: Puppet show!	p. 108
Checkpoint 2	p. 128
Culture 2	p. 130
Unit 5: The perfect pet	p. 134
Unit 6: Fruit bowl!	p. 156
Checkpoint 3	p. 176
Culture 3	p. 178
Unit 7: Let's get active	p. 182
Unit 8: Let's dress up	p. 204
Checkpoint 4	p. 224
Culture 4	p. 226
Game bank	p. 230
Press-outs and stickers	p. 232
Pupil's Book audioscript	p. 234
Activity Book audioscript	p. 243
Wordlist	p. 246
Time guidelines	p. 250
Pupil's Book contents	p. 252
Activity Book contents	p. 254
IPA alphabet	p. 255

OBJECTIVES

Reading

- Reading accuracy – Can recognise key words and basic phrases in short, simple cartoon stories.
- Reading accuracy – Can understand simple contractions (e.g., 'What's', 'It's').

Listening

- Listening accuracy – Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.
- Listening comprehension – Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g., 'What's this?').

Speaking

- Spoken process and strategies – Can recite a short, simple rhyme or chant.
- Spoken production – Can name everyday objects, animals or people around them or in pictures using single words.
- Spoken acts – Can ask about the identity of an object using a basic phrase (e.g., 'What's this?').

Writing

- Writing accuracy and appropriacy – Can label simple pictures related to familiar topics by copying single words.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
aeroplane	The sounds /p/ and /b/	fabric	What's this?
ball	ball	float	It's a ball.
boat	boat	metal	It's an aeroplane.
building blocks	bus	plastic	It's a big car.
bus	panda	sink	It's an orange ball.
car	pink	wood	It's a small octopus.
doll	play		I know.
octopus	purple		I don't know.
teddy bear			
train			

PROJECT: MAKE A TOY THAT FLOATS

Students will think about and discuss toys and materials that float. They will choose a toy to make that floats and put it in water to test it, recording their results. Finally, they will describe the toy they made, why they chose the material, and their result to their partner.

Materials: a container filled with water, scissors, glue, coloured pencils, paper, card, foil trays, plastic bottles, bits of fabric, ice lolly sticks, etc.

EXPERIMENT LAB: MATERIALS

Students will learn about different materials that toys are made of and find out if those materials float. They will put different materials in water to see what happens.

Materials: a container filled with water and at least five toys made from different materials that float or sink (plastic boat, metal car, plastic octopus, wooden train, fabric doll)

Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

CODING: ALGORITHMS/SEQUENCING AND EVENTS

- Students will learn about algorithms and sequencing by identifying simple problems or errors in a series of steps and correcting them to achieve a task or outcome.
- Students will learn about events by completing skeleton or incomplete event plans.

MATHS

Students will learn how to count from 1–10.

VALUES AND SOCIAL-EMOTIONAL LEARNING: BE SAFE

Students will learn how to be safe by holding scissors correctly.

CREATIVE ACTIVITIES

Make your own picture dictionary.

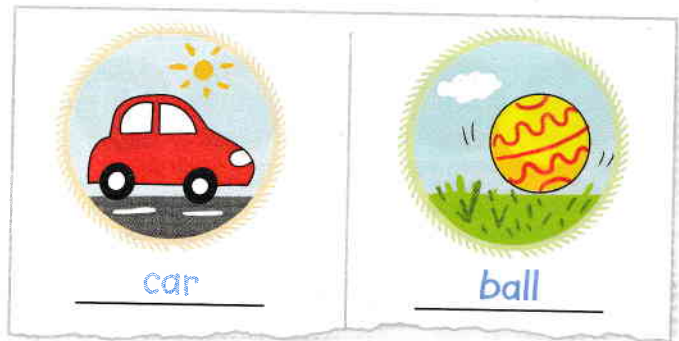
This feature occurs in each Vocabulary lesson and encourages students to process new vocabulary through drawing and writing.

Draw a toy. Circle and write.

Students draw a picture of a new toy word they've learnt. They label it and circle the correct use of *a/an*.

Act out the story in groups.

This feature occurs in each Story lab lesson and will help students to revisit and produce core language learnt so far in the unit, as well as collaborate with other students in a fun context.



How can I make a toy that floats?

OPENER

we know books



1 Let's play!

How can I make a toy that floats?

1 Look at the photo. What can you see?

2 Stick the toys on the picture.

3 Listen and point. Then sing along and dance.

SONG TIME

Let's play today!

Go **train**. go!
Toot Toot Toot!
Go train, go!
Toot Toot Toot!

Let's play! Let's play!
Let's play! Let's play
today!

Go **aeroplane**. go!
Nnaaw!
Go aeroplane, go!
Nnaaw!

Repeat chorus

Go **car**. go!
Beep Beep Beep!
Go car, go!
Beep Beep Beep!

Repeat chorus

Nnaaw

Beep!
Beep!

Toot!
Toot!

eleven 11

Lesson flow



Warm up

Critical thinking

Lesson objective

Presentation

Practice

Song

Objective review

LESSON OBJECTIVE

I will learn about toys.

KEY LANGUAGE

aeroplane
boat
car
train

Warm up

- Greet students by saying *Hello, I'm (name)*. Ask an individual student *What's your name?* and encourage them to reply *My name's (Lucy)*. Repeat with several students.
- Next, ask *How are you?* Show students a big smile and say *I'm fine!* Ask an individual student *How are you?* and encourage them to reply *I'm (fine)*! Repeat with several students.
- **Monitor** Ask students to ask and answer with their partner. Listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.



CRITICAL THINKING

We know

books

- Ask *How can I make a toy that floats?* Explain that students will make a toy that floats as their final project. Then ask them in L1 what they need to be able to complete the project. Write ideas on the board (*toys, materials that float, a plan, etc.*).
- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (*vocabulary for toys and materials, etc.*). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1.
- **Extra** Ask students if they can think of any toys that float and write them on the board (*boat, octopus, doll, ball*). Then ask students to draw a picture of one of those toys floating in their notebooks.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about toys.*
- **Involve** Students will learn to sing a song with actions about toys. The rhythm, music and actions will help both memory and recall of the new language.



COMMUNICATION

Presentation

1 Look at the photo. What can you see?

- Ask students to look at the photo and share their ideas. Encourage them to use words they know, like colours and numbers.
- **Differentiation** Point at the children and ask *How are they? (fine/happy)*. Ask students how the picture makes them feel. Encourage them to use English, but accept answers in L1 and write the English words on the board.



CRITICAL THINKING

Practice

2 Stick the toys on the picture.

(Answers: Students stick the train on the tracks, the boat on the water and the aeroplane in the sky.)

- Ask students to look at the picture and guess where the stickers can go. Write ideas on the board. Ask students questions in L1 to ensure understanding, and encourage discussion about the reasons for students' guesses.
- Ask students to add their stickers to the picture.

- **Assist** Look back at the ideas on the board and discuss any similarities or differences with students in L1.
- Introduce the new vocabulary (*aeroplane, boat, car, train*) and encourage students to say the words out loud.
- **Challenge** Show students the toy flashcards and ask them where the toys can go in the picture. Have them come to the board and point at the toy and the place in the picture, for example, octopus and water. Ask them to give reasons in L1, for example, building blocks go on the ground, because they can't fly in the air or float on water.

Song 🎵

3 🌟 011 Listen and point. Then sing along and dance.

- Play audio 011. Have students listen and read along with the song quietly.
- Play the audio again. Have students sing along and show them the actions. You may need to repeat the song with actions a few times for students to remember.
- Actions are: *Go train, go!* (forearms at right angles to body, move forwards and round like the wheels of a train) *Toot Toot Toot!* (one fist clenched parallel to head, with a pulling down action like sounding a train whistle) *Go aeroplane, go! Nnaaaw!* (arms outstretched like plane wings) *Go car, go!* (hands held as if on a steering wheel) *Beep Beep Beep!* (one hand with palm out and fingers splayed pushed forwards and down as if pressing the horn on a car steering wheel).
- **Extra** Divide the class into two groups to sing the song. One group sings the words and the other group makes the sounds and does the actions. Swap so that both groups practise the different parts. You could use the dance move cards to help guide students.

Objective review

- Revisit the lesson objective. Say *Now I know about toys.*
- **Involve** Encourage awareness of what students know by eliciting the new toy words and their actions.