

LBRIS

We know
books

English Code 2

Teacher's Book





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OBJECTIVES

Reading

- Reading comprehension – Can understand basic sentences naming familiar, everyday items if supported by pictures.
- Reading accuracy – Can recognise simple words and phrases related to familiar topics if supported by pictures.

Listening

- Listening comprehension – Can recognise words and simple pictures related to familiar topics, if spoken slowly and clearly and supported by pictures.
- Listening accuracy – Can hear the individual vowel and consonant sounds in simple words, if supported by pictures.

Speaking

- Spoken production – Can express likes and dislikes in relation to familiar topics in a basic way.
- Spoken production – Can reproduce words from taught vocabulary lists.

Writing

- Written accuracy and appropriacy – Can write some familiar words.
- Written production – Can write simple sentences using familiar words, given prompts.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
café	The sounds <i>a /æ/</i> as in <i>bag</i> and <i>e /e/</i> as in <i>leg</i>	bricks	I like parks.
castle	bag pan	cement	I don't like shops.
farm	cap peg	spaghetti	He likes parks.
house	cat pen	steel	She doesn't like shops.
library	clap pet	straws	Does she like playgrounds?
museum	leg ten	strong	Yes, she does. / No, she doesn't.
park	man wet	tower	Do you like ...?
playground	mat	wood	Yes, I do. / No, I don't.
river			There's a river.
school			There are houses.
shop			There isn't a playground.
swimming pool			There aren't any farms.
			Let's make ...

PROJECT: MAKE A TOWN GUIDE

Students will make a town guide. They will choose places in town and find photos and pictures or draw pictures. Then they will say the places they like using *I like ...*. They will be encouraged to describe the places using *there is* and *there are* and to talk about the activities that can be done at the place. Finally, they will add their page about their chosen favourite places to a class collection to make a town guide.

Materials: a folder, plastic sleeves, paper, colouring pens, pencils, glue

EXPERIMENT LAB: HOW TO BUILD A HOUSE

Students will learn about materials used to build a house. They will think about how materials fit together to make a structure strong. They will investigate how to make a tower stronger using different materials and designs. They will experiment by building towers with different materials using their own designs.

Materials: clay, cups, card, dry spaghetti

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 by using logical reasoning to predict an outcome.
- Students will learn about sequencing by arranging a series of steps to achieve an outcome.

MATHS

Students will count items and do simple additions.

VALUES AND SOCIAL-EMOTIONAL LEARNING: LISTEN TO YOUR FRIENDS

Listening to what our friends want to do and then making decisions that suit everyone.

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.

Design a game. Draw and write.

Students design a game using the new vocabulary they've learnt in the unit. They draw a picture of it and write about it.

Act out the story in groups.

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



My game is _____.

There's a/an _____.

There are _____.

There isn't/aren't any _____.

How can I create a town guide?

OPENER

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1 Out and about!

How can I create a town guide?

1 Where do you want to go in the town?

2 Stick the items on the places in the town.

3 Where can you find these things? Point and say.

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4 Listen and point. Then sing along and dance.

SONG TIME

Here, there, everywhere!

I like it here, I like it there,
I like it, like it everywhere!

There are **shops** and there's a **school**.
There's a **castle** and a **pool**!

I like it here, I like it there,
I like it, like it everywhere!

here!
there!
everywhere!

Lesson flow



LESSON OBJECTIVE

I will learn about places in town.

KEY LANGUAGE

café	park
castle	playground
farm	river
house	school
library	shop
museum	swimming pool

Warm up

- Greet students by saying *Hello, I'm (name)*. Then introduce another member of the class whose name you know: *This is (name)*.
- Have students work in groups of three and introduce themselves and then introduce their friends to each other: *I'm (name)*. *This is (name)*.
- **Monitor** Listen and provide support if needed. Take notes on any general issues with pronunciation and intonation.

CRITICAL THINKING

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- Draw a person on the board wearing a cap, holding a camera and a brochure in his hand. Write the name of your town. Say *He's a tourist in town. Where can he go?* Some students may want to provide the answers in English, but accept L1, too.
- **Involve** Students will learn to sing a song with words for places and actions for *here, there* and *everywhere*. The rhythm, music and actions will help both memory and recall of the new language.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about places in my town.*

COMMUNICATION

Presentation

1 Where do you want to go in the town?

- Ask students to look at the picture. Ask *Where do you want to go in the town?* Then point and say *Yes, the castle!*
- Revise previous vocabulary. Ask *Can you see a girl? Who else can you see?* Say *Yes, two boys. They are all friends.*
- **Differentiation Stretch:** Ask students who they go to town with. **Support:** Write the beginning of the sentence on the board, e.g., *I go to town with...*

CRITICAL THINKING

Practice

2 Stick the items on the places in the town.

(Answers: Students stick the cake on the café, the rubber ring on the water and the flag on the castle.)

- Introduce the items on the stickers (*cake, rubber ring* and *flag*) by pointing to them and saying the words. Encourage students to say the words out loud.
- Ask students to look at the picture and guess where the stickers go.
- **Assist** Have a volunteer come to the board and demonstrate where the stickers go by holding up their Pupil's Book. As they do this, say *Yes, the cake goes here. Or That's right. The flag goes there.*
- To reinforce critical thinking, ask students questions in L1 to ensure understanding and encourage discussion about the reasons for their guesses.

CODE CRACKER

Practice

3 Where can you find these things? Point and say.

(Answers: chair – castle, boat – water, ice cream – café)

- Say the words and ask students to point and say them (*a chair, a boat, an ice cream*). Ask where in the picture we find these things. Students can also talk about where else they might find these things.
- Students cannot see these things in the main artwork, so they must logically reason where they could be found.
- **Challenge** Ask students what other things can be found in a café, a lake/pond and a castle.

Song 🎵

4 🎧 008 Listen and point. Then sing along and dance.

- Play audio 008 and ask students to 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: *Here* (point to the floor with both hands), *there* (shield eyes and look at something nearby), *everywhere* (stretch arms out with palms up. You can use the 'Dance Move' cards to help guide students.
- Students practise singing several times to become familiar with the tune, actions and lyrics, then get them up and dancing. You don't need space. Students can dance by their desks. Let them have fun and come up with their own ideas for dance movements. They could mime pushing a trolley in the shop, writing in a notebook at school, making swimming movements, etc.
- **Extra** Play charades with places. Have students role-play being at a place, doing what they might do there, and ask others to guess where they are.

Objective review

- Revisit the lesson objective. Say *Now I know places in my town.*
- **Involve** Encourage awareness of what students can do by eliciting the new vocabulary words and their actions.