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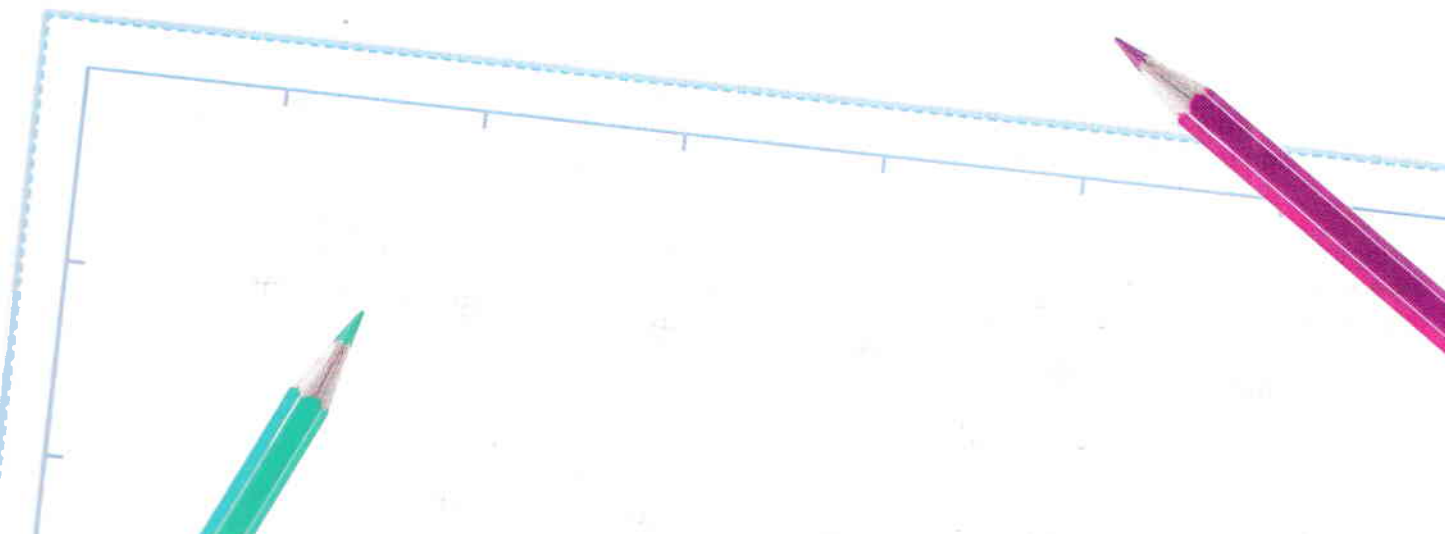
# English Code 4

Teacher's Book



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## OBJECTIVES

### Reading

- Reading comprehension – Can understand short paragraphs on subjects of personal interest (e.g., sports, music, travel), if written using simple language and supported by pictures.
- Reading comprehension – Can follow the sequence of events in a short text on a familiar, everyday topic.

### Listening

- Listening comprehension – Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.
- Response to spoken prompts – Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

### Speaking

- Spoken process and strategies – Can role-play parts of a picture story using simple actions and words.
- Spoken acts – Can ask basic questions about everyday activities.

### Writing

- Written production – Can write simple sentences to describe what's happening in a sequence of pictures.
- Written production – Can write short, simple personal messages giving information of immediate relevance, given prompts or a model.

## KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
blanket	The sound /z:/	arch bridge	Dan is going to make a camp.
boots	bird	deck	He isn't going to use branches.
branches	fir	force	Clare and Pearl are going to use branches.
compass	girl	pentagon	They aren't going to use leaves.
gloves	heard	pull up	Are you going to ...? Yes, I am. / No, I'm not.
grass	shirt	push down	A time – at two o'clock
leaves	skirt	structure	A day of the week – on Monday
map		suspension bridge	A month of the year – in September
matches		triangle	An amount of time – for two days
rope		truss bridge	
wheel			
whistle			

**PROJECT: PLAN A CLASS ADVENTURE**

Students will find out about outdoor places, then choose an adventure and write a schedule. Next, they will make a detailed plan for their adventure and then have a class competition to find the favourite class adventure.

**Materials:** pencils, notebooks, photos or pictures of outdoor places, colouring pencils, white paper or card

**EXPERIMENT LAB: STRONG BRIDGES**

Students will learn about what makes bridges strong, and then how to build a bridge with triangles and test its strength with differing numbers of coins.

**Materials:** pencils, notebooks, ice lolly sticks, clay, a ruler, coins

**Pearson English Portal digital resources**

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

**CODING: EVENTS AND VARIABLES**

- Students will learn to create simple event plans to achieve a task or outcome.
- Students will learn to understand and use simple variables.

**MATHS**

Students will learn how to identify shapes: different angled triangles and pentagons.

**VALUES AND SOCIAL-EMOTIONAL LEARNING: WORK TOGETHER**

Students will learn how to work together to help each other.

**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.

**Write a story about Jack and Alice getting lost in a forest.**

Students use their creative writing skills to write a new story about Jack and Alice.

**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.

**Tick  a place and write an SOS message.**

Students use their creative writing skills to write an imaginary SOS message based on a photo location.



# How can we plan a class adventure?

OPENER

books



## 1 Into the wild

How can we plan a class adventure?



**2** What are the children doing? Read and underline.

Playing outside is great! I really like climbing, swinging, collecting grass and leaves, and making a camp. I like balancing on branches, swimming and exploring. There are a lot of great things to do outside!

**3** What other activities can the children do? Discuss with a partner.

balance climb collect branches grass  
make a camp swing leaves rocks trees

They can climb the trees.

They can't swing on the rocks.

**4** Do an outdoor activities survey.

CODE CRACKER

- Write four outdoor activities.
- Write your name and tick your two favourite activities.
- Ask three friends and tick their two favourite activities.
- Add up the number of ticks for each activity.

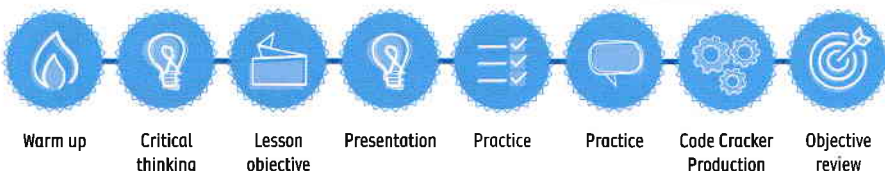
Activities				
Name: _____				
Name: _____				
Name: _____				
Name: _____				
Total <input checked="" type="checkbox"/> ticks				

What are your two favourite outdoor activities?

I like climbing trees and exploring.

**1** Where are the children? What are they doing?

## Lesson flow



### LESSON OBJECTIVE

I will learn about the wild.

### KEY LANGUAGE

branches  
grass  
leaves

### Warm up

- Show students a calendar and ask *What's the date today?* (e.g., *It's 21st September.*). Then ask a student *When's your birthday?* (e.g., *It's on 3rd October.*). Repeat with several students.

- Assist** Have students say the 12 months of the year in order, from January to December. Then have them say the ordinal numbers in order from 1st to 31st. You could say them together as a class, or go around the class and have students say them one by one.
- Have students sit in a circle and ask a student *When's your birthday?* The student answers (*It's on 18th January.*), then turns to the next student and asks the same question. The next student answers the question, then says when the first student's birthday is (*It's on 25th May. Simon's birthday is on 18th January.*). Continue around the circle with each student asking the question and making two sentences.

## CRITICAL THINKING

- Ask students *How can we plan a class adventure?* Explain that they will plan a class adventure as their final project. Ask what they will need to think about for their project. Write ideas on the board (*outdoor spaces near school, different activities, equipment, a schedule, etc.*).
- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for outdoor spaces and activities, how to talk about future plans, 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 and provide the English translation.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn about the wild.*
- **Involve** Students will learn to recall and identify what they already know about the wild and learn some new language to be able to discuss those ideas in English.

## CRITICAL THINKING

### Presentation

#### 1 Where are the children? What are they doing?

- Ask students to look at the picture and discuss their ideas with a partner. Encourage them to make full sentences using words they know, like places, activities, feelings and the weather.
- **Differentiation** Point at the picture and ask *What can you see? (I can see branches and leaves.) What are they doing? (They're finding things to make a camp. He's balancing on branches.)* Then have students ask and answer with a partner.

### Practice

#### 2 What are the children doing? Read and underline.

(Answers: *making a camp, balancing on branches*)

- Ask students to read the text, then look at the picture. Have them discuss any words they don't know with a partner and try to understand the meaning from the context. Then have them underline the answers.
- **Assist** Ask students for their answers and write them on the board. Discuss any similarities or differences.
- Introduce the new vocabulary (*branches, grass, leaves*) and encourage students to say the words out loud.

- **Challenge** Have students write four sentences to explain how they feel about playing inside. Encourage them to copy the sentence structure of the model, but to replace the words for indoor activities! If they don't like playing inside, they can start their text *Playing inside is boring!*

## COMMUNICATION

### Practice

#### 3 What other activities can the children do? Discuss with a partner.

- Have two students read the examples in the speech bubbles. Then ask them to make sentences in pairs using the words in the boxes.
- **Assist** Point at the word boxes and ask students which words we can use together, e.g., *We can balance on branches and on rocks.* Check understanding by asking *Can we balance on grass? (no).*
- **Extra** Have students sit in two lines. Tell the first student in each line to make a sentence and whisper it to the next student, e.g., *They can't climb on the grass.* Students continue to whisper the sentence to each other until it reaches the last student in the line. The last student has to tell the class what they think they heard!

## CODE CRACKER

### Production

#### 4 Do an outdoor activities survey.

- **Coding Syllabus:** Students will learn to create simple event plans to achieve a task or outcome.
- Students will learn how to add information to the table using their own ideas. They will ask their friends and use their answers to complete the table, then draw conclusions from the information.
- Read the instructions with students and have them write four outdoor activities in the top row of the table. Let students move around the classroom to ask and complete the table.
- **Assist** Ask questions to check understanding, e.g., *How many outdoor activities do you write? (four) How many friends do you ask? (three).*
- When students have completed their tables, discuss the results as a class. Remind students that the results will be useful for their final project.

### Objective review

- Revisit the lesson objective. Say *Now I know about the wild.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.