

LBRIS

We know
books

English Code 6

Teacher's Book



Welcome to English Code	p. 4
What makes English Code unique?	p. 6
Projects	p. 16
Videos	p. 19
Bug Club plays	p. 21
Measuring progress in English Code	p. 22
Component walkthrough	p. 24
Unit walkthrough	p. 27
Lesson flow	p. 32
Course song	p. 34
Welcome unit: Welcome!	p. 35
Unit 1: In the news	p. 46
Unit 2: Inspirational people	p. 66
Checkpoint 1	p. 84
Culture	p. 86
Unit 3: Let's earn money!	p. 90
Unit 4: Food for the future!	p. 110
Checkpoint 2	p. 128
Culture	p. 130
Unit 5: The ancient world	p. 134

Unit 6:	On the move!	p. 154
	Checkpoint 3	p. 172
	Culture	p. 174
Unit 7:	I hate it when	p. 180
Unit 8:	My amazing city	p. 200
	Checkpoint 4	p. 218
	Culture	p. 220
	Games bank	p. 224
	Stickers	p. 226
	Pupil's Book audioscript and videoscript	p. 227
	Activity Book audioscript	p. 245
	Wordlist	p. 252
	Time guidelines	p. 256
	Pupil's Book contents	p. 258
	Activity Book contents	p. 260
	International Phonetic Alphabet	p. 261

OBJECTIVES

Reading

- Response to text – Can extract information from newspaper headlines, if guided by questions.
- Reading comprehension – Can follow extended stories and texts written in simple familiar language, if supported by pictures.

Listening

- Listening development – Can understand the main points of a short, informal interview on a familiar topic.
- Listening comprehension – Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech.

Speaking

- Spoken accuracy and appropriacy – Can speak fluently pronouncing most words correctly.
- Spoken production – Can add detail to descriptions of everyday topics using a range of nouns and verbs.

Writing

- Text development and written process – Can include new vocabulary specific to the topic.
- Written production – Can write a short description of a trip or event.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
blog	The sounds /b/, /ʌ/ and /ʊ/	boiling point	Vaun said that he watched the news every day.
caption	a lot	crash	Hassan said that he was interested in sports news.
cyberbullying	blog	dense	Juan and Maria said that they had a funny news story to tell me.
headline	book	expand	They asked him where he was from.
interview	bully	freeze	They asked him if he liked their city.
news article	club	freezing point	I asked Scott if he had any hobbies.
online	come	gas	
report	cushion	hexagonal	
reporter	drum	ice	
share	foot	liquid	
source	fun	molecules	
upload		snowflakes	
vlog		solid	
		steam	

PROJECT: MAKE A VIDEO NEWS REPORT

Students will think about how we find out about the news. They will consider and compare the different sources of news (newspapers, TV, radio, internet, social media) and research news stories that they find interesting. Students will check the facts of these news stories by comparing different sources. Next, students will agree on in groups a news story to develop into a video script. They will write a video script before filming it if the technology is available. Finally, they will present it to the class.

EXPERIMENT LAB: FREEZING LIQUIDS AND SOLIDS

Students will find out about the different states of water and what happens when you freeze different materials.

Materials: three paper cups, salt, food colouring, a fizzy drink, a teaspoon, an empty glass, shaving cream

Pearson English Portal digital resources

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

CODING: SEQUENCE PATTERNS

- Students will learn how to recognise a sequence in a pattern.
- Students will learn to see and copy patterns or orders in a sequence.

MATHS

Students will learn how to solve word problems using addition or division.

VALUES AND SOCIAL-EMOTIONAL LEARNING: FACT CHECKING

Students will learn why it is important to check the facts.

CREATIVE ACTIVITIES

What details do you want to change? Act out the story in groups.

This feature occurs in most of the Story lab lessons 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.

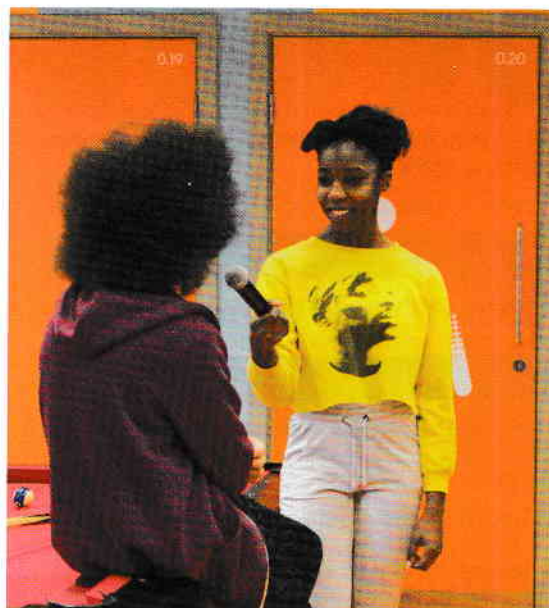
Make a newspaper bookmark.

Continuing their research into the subject of newspapers, students make their own bookmark from old newspapers. They go through the old newspapers to find photos and headlines that appeal to them, then cut these out and stick onto the card.

Interview classmates for a school magazine.

In your notebooks, write direct questions.

Students practise using direct questions to interview their classmates.





1 In the news

How can I make a video news report?

1 Look and discuss. How do you find out about the news? What kind of news are you most interested in?

2 Identify the following in the photo.

- 1 a headline
- 2 a reporter
- 3 an article
- 4 online news

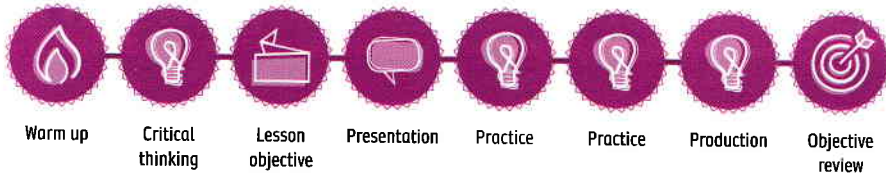
3 Which news report would you like to find out more about? Write three questions to ask about it.

4 How do you know if news is true? In pairs, tick the sentences you agree with.

It's true because ...

- ... it's on social media.
- ... there's a photo to prove it really happened.
- ... it's in many different articles and reports.
- ... you can look it up on the internet.
- ... it comes from a reliable source.

Lesson flow



LESSON OBJECTIVE

I will learn how we can report the news.

KEY LANGUAGE

article online news website
 headline reporter

Warm up

- Before the lesson, find two different news articles in English. Divide students into two teams and ask for a volunteer from each team to dictate the first two paragraphs to the other team, who must write down what they hear.

- When the dictations have finished, ask students to read what they wrote out loud. How accurate was each dictation?
- **Challenge** Students work in groups to read one of the news stories in full. Have students think about how the news reporter got the information.

CRITICAL THINKING

- Ask students *How can we report the news?* Explain that they will make a video news report as their final project. Ask what they will need to think about for their project. Write ideas on the board (*what news story to report, how they will report the news, how they will check the facts, how they will make their news report, etc.*).

- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for the news, how to report what someone has said, etc.). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask individuals for ideas. 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 how we can report the news.*
- **Involve** Students will learn to recall and identify what they already know about the news and learn some new language to be able to discuss those ideas in English.

COMMUNICATION

Presentation

1 Look and discuss. How do you find out about the news? What kind of news are you most interested in?

- Activate prior knowledge by asking students *How do you get information about what is happening in the world?* Elicit and write their ideas on the board (*from newspapers, from the TV, the radio, online, etc.*). Ask them how often they watch, listen to, or read the news. Put students into pairs and ask them to describe a recent news event to their partner.
- Have students look at the picture and headlines on pages 10 and 11. Ask them what they think each headline is about.
- **Differentiation** Point at the picture and ask *What can you see? (I can see newspapers on the table, etc.)*. Then have students think which newspaper belongs to which headline.

CRITICAL THINKING

Practice

2 Identify the following in the photo.

(Answers: **1** Sky Brown Skateboard Champion, Huge Snowstorm Hits the USA, We Love Swimming Together, **2** any of the children, **3** Sky Brown Skateboard Champion, Huge Snowstorm Hits the USA, We Love Swimming Together, **4** We Love Swimming Together)

- Introduce the new vocabulary (*article, headline, online news and reporter*) and encourage students to say the words out loud. Ask students to identify the new vocabulary in the picture on pages 10 and 11.

CRITICAL THINKING

Practice

3 Which news report would you like to find out more about? Write three questions to ask about it.

- Have students look at the headlines again and decide which they would like to find out more about. Elicit and ask students to explain why.
- Ask students to write three questions they want to ask to find out more information about their chosen article(s).
- **Monitor** Monitor, answer any vocabulary queries, and help students with grammar and sentence structure if necessary.
- **Extra** Before the class, find an appropriate headline in English from a recent news story. Display this on the board and ask students to write three questions they would ask to find out more information about the story. Students research the story to find the answers to their questions.

CRITICAL THINKING

Production

4 How do you know if news is true? In pairs, tick the sentences you agree with.

(Answers: ... it's in many different articles and reports., ... it comes from a good, reliable source.)

- Go through the sentences together as a class and answer any vocabulary queries. Ask students how they know if news is true. Have them tick the ones they agree with. Then students work in pairs to compare sentences. Are there any similarities or differences? Discuss as a class.
- Ask students to consider why they didn't tick the other sentences. Discuss as a class. (*Anybody can post things on social media; photos can easily be faked or manipulated; anybody can post things online.*)
- **Extra** Ask students to find headlines from two true news stories. Then ask them to invent a headline from an imaginary news story. Have students swap headlines to find the true news stories.

Objective review

- Revisit the lesson objective. Say *Now I know how we can report the news.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.