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English Code 4

Pupil's Book



Contents

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Unit	Unit aims	Vocabulary and Phonics	Values
Welcome back! pp. 4–9	How can I talk about myself? <ul style="list-style-type: none"> Describe holidays. Describe family. Use dates. Ask and answer about birthdays. 	Family: aunt, uncle, grandparents, parents Ordinal numbers: 1st–31st	Listen to others and say how you feel.
1 Into the wild pp. 10–23	How can we plan a class adventure? <ul style="list-style-type: none"> Use outdoor activity words. Talk about future plans using <i>going to</i>. Ask and answer about future plans. Write an SOS message. 	Outdoor activity words: compass, gloves, map, matches, rope, boots, whistle, wheel, blanket, branches, leaves, grass Phonics: ir, ear bird, girl, learn, heard	Work together.
2 Into the past pp. 24–37	How can I make a model of an Aztec city? <ul style="list-style-type: none"> Use words to describe life in the past. Compare the past and present. Ask and answer using <i>could</i> and <i>ago</i>. Write a newspaper article. 	Verbs: wore, built, ate, drank, grew, made Food: maize, cocoa, turkey, beans Objects: jewellery, pyramid Phonics: air, ear chair, fair, bear, wear	Think about others.
Checkpoint	Review Units 1–2	pp. 38–39	
Culture	Finland	pp. 40–41	
3 Up into space pp. 42–55	How can I design a vehicle for the future? <ul style="list-style-type: none"> Describe space and the future. Talk about the future using <i>will</i>. Ask and answer about the future. Write a brochure. 	Space words: gravity, control panel, handle, fuel, lights, seat, radio, oxygen, screen, engine, the Earth, planet Phonics: eer, ear near, hear, clear	Look after your world.
4 Dragons pp. 56–69	How can I invent a story about a fantasy animal? <ul style="list-style-type: none"> Use words to describe dragons. Talk about activities in the past. Ask and answer about events in the past. Write a witness statement. 	Story-telling words: flew, swam, slept, burn, walk, dangerous, strong, brave, village, north, west, east Phonics: bl, pl, gl, cl, fl, sl blue, place, glass, clean, fly, sleep	Be the best you can.
Checkpoint	Review Units 3–4	pp. 70–71	
Culture	Panama	pp. 72–73	
5 Endangered animals pp. 74–87	How can I organise a campaign to save an animal? <ul style="list-style-type: none"> Use animal and habitat words. Use sentences with <i>if</i>. Describe quantities with <i>more</i> and <i>fewer</i>. Write a letter. 	Endangered animal words: butterfly, wolf, otter, eagle, tiger, turtle, threat, habitat, pollution, chemicals, field, mountain Phonics: br, pr, fr, gr, cr, dr, tr brown, princess, frog, green, crab, dragon, tree	Look after wild animals.
6 Join in! pp. 88–101	How can I have a club fair? <ul style="list-style-type: none"> Use club activity words. Talk about rules using <i>should</i>. Ask and answer using <i>should</i>. Write a flyer. 	Hobby words: meet, practise, get better, take part in, cheer, make new friends, neighbourhood, contest, choir, chess, ice-skating, drama Phonics: sc, sk, sm, sn, sp, st, sw score, skate, small, snail, space, start, swan	Make new friends.
Checkpoint	Review Units 5–6	pp. 102–103	
Culture	Senegal	pp. 104–105	
7 Marvellous medicines pp. 106–119	How can I make a plant fact file? <ul style="list-style-type: none"> Use illness and medicine words. Explain why we do something. Ask and answer about illnesses. Write a doctor's report. 	Medical words: patient, check-up, medicine, neck, shoulder, stomachache, sore throat, bandage, cream, pill, temperature, thermometer Phonics: tw, qu twelve, twins, queen, quick	Look after yourself.
8 Theme parks pp. 120–133	How can I make a model theme park ride? <ul style="list-style-type: none"> Use theme park words. Compare the past, present and future. Express my feelings. Fill in a lost property form. 	Theme park words: roller coaster, dodgems, Ferris wheel, queue, take your seat, scream Food: popcorn, candyfloss, hot dogs, crisps Feelings: scared, excited, interested, worried Phonics: j, g, c jelly, giant, ice	Be responsible.
Checkpoint	Review Units 7–8	pp. 134–135	
Culture	The United Kingdom	pp. 136–137	


Writing	Structures		STEAM	Project and Review
	<p>Language lab</p> <p>Where are you from? I'm from Ecuador. Where is your aunt from? She's from Ecuador.</p>	<p>When's your birthday? It's on 31st March. When is your uncle's birthday?</p>		
Write an SOS message.	<p>Language lab</p> <p>Dan is going to make a camp. Are you going to use a rope? Yes, I am. / No, I'm not.</p>	<p>Communication</p> <p>When are you going to go sailing? On Monday.</p>	<p>Engineering: Strong bridges Experiment: How can I build a bridge?</p>	<p>Plan a class adventure</p> 
News articles.	<p>Language lab</p> <p>The players kick the ball. The players kicked the ball. The players wore protection.</p>	<p>Communication</p> <p>When could you swim? I could swim when I was six. I could ride a bike two years ago.</p>	<p>Maths: Number systems Project: Can you make a number square?</p>	<p>Make a model of an Aztec city</p> 
Brochures.	<p>Language lab</p> <p>We will live on a space colony. We won't need fuel. Will we recycle our waste?</p>	<p>Communication</p> <p>Where will you live? What will you eat? When will you arrive?</p>	<p>Science: Sound and communication Experiment: Can you make a telephone?</p>	<p>Design a vehicle for the future</p> 
Write a witness statement.	<p>Language lab</p> <p>The dragon was flying. They weren't eating. Was the dragon swimming? Yes, it was. / No, it wasn't.</p>	<p>Communication</p> <p>What were you doing when the fire started? I was swimming in the pool when the fire started. I wasn't eating when the fire started.</p>	<p>Science: Flying machines Experiment: What model of aeroplane flies best?</p>	<p>Invent and tell a story about a fantasy animal</p> 
Letters.	<p>Language lab</p> <p>If they build a lot more houses, it will be very noisy. If they don't look after the wildlife, it won't be a beautiful place.</p>	<p>Communication</p> <p>Are there more wolves than eagles? There are fewer bears than wolves. There are more owls than otters.</p>	<p>Art and Design: Light boxes Experiment: Can you make an animal light box?</p>	<p>Organise a campaign to save an animal</p> 
Flyers.	<p>Language lab</p> <p>You should tidy the space. You shouldn't push your friends.</p>	<p>Communication</p> <p>Should I clean the equipment? Yes!</p>	<p>Science: Sport and the senses Experiment: What senses do I need for balancing?</p>	<p>Have a club fair</p> 
Write a doctor's report.	<p>Language lab</p> <p>Doctors use medicine to make us better. Dentists use X-rays to see our teeth. Nurses use a thermometer to take our temperature.</p>	<p>Communication</p> <p>My head hurts. Does your ear hurt? Her stomach doesn't hurt.</p>	<p>Science: Tracking germs Experiment: How do you track germs?</p>	<p>Make a plant fact file</p> 
Fill in a form.	<p>Language lab</p> <p>She went to the dinosaur race. She is looking at the fossil exhibition. She will go on the roller coaster.</p>	<p>Communication</p> <p>I'm scared of roller coasters. I'm interested in dinosaurs. I'm worried about the long queue for the Ferris wheel.</p>	<p>Science: Forces of motion Project: How can I test friction on a slide?</p>	<p>Make a model theme park ride</p> 

1 Into the wild

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How can we plan a class adventure?



1  Where are the children?
What are they doing?

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
make a camp swing

branches grass
leaves rocks trees

They can climb the trees.

They can't swing on the rocks.

4

Do an outdoor activities survey.

CODE CRACKER



- 1 Write four outdoor activities.
- 2 Write your name and tick your two favourite activities.
- 3 Ask three friends and tick their two favourite activities.
- 4 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.

I will learn outdoor activity words.

1 Listen and match. Sing the song.



SONG TIME

Adventure camp

We've got a **wheel** and a **rope**.

We've got **gloves** and **boots**.

We've got **grass** and **matches**.

I said clap, clap, clap!
Clap, clap, clap!
I said stamp, stamp, stamp!
Stamp, stamp, stamp!
I said let's get ready for adventure camp.



We've got a **whistle** and a **blanket**.

We've got a **compass** and a **map**.

We've got **branches** and **leaves**.



2 Look at 1. What are the items useful for? Think of one more item.

climbing cooking crossing the stream
exploring making a camp swinging

The boots are useful for crossing the stream.

3 Look at 1. Choose three items and make a list. Add your new item.

My list

4  Play *Get your equipment!*

- | | |
|---|---|
|  climbing |  exploring |
|  cooking |  making a camp |
|  crossing the stream |  swinging |


- 1 Take turns to roll the dice.
- 2 Have you got the equipment for the activity?
- 3 Tick all the equipment on your list and you're a winner!

My list

rope map compass spoon



I rolled a one – that's 'climbing'! I've got a rope and that's useful for climbing.

5  Make your own picture dictionary. Draw and write in order from the least to the most useful for playing outside.



compass





whistle

6    Listen and circle the correct tree. Then say.

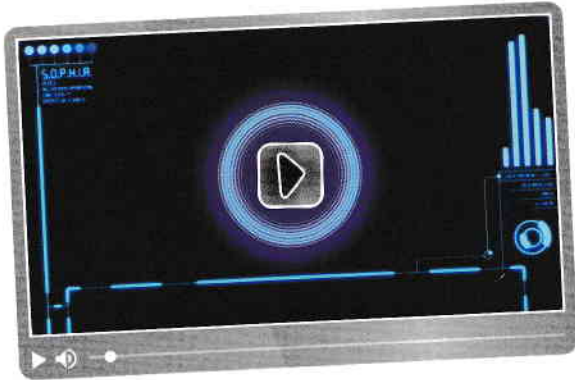


A little girl with a skirt and a T-shirt heard a bird in a fir tree in the forest. Where's the fir tree with the bird the little girl heard?

7   Look at 6. Find and circle words with the same sound as **learn**.

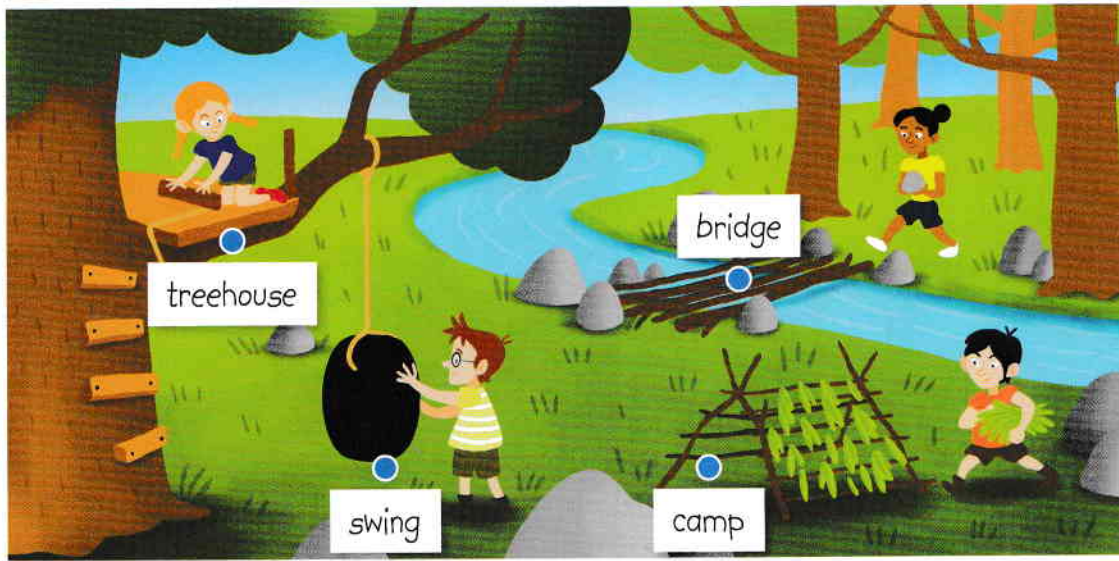
I will learn to talk about future plans using going to.

1 Watch the video.



Dan is **going to** make a camp.
 He **isn't going to** use branches.
 Clare and Pearl are **going to** use branches.
 They **aren't going to** use leaves.
 Are you **going to** ...? Yes, I am. / No, I'm not.

2 Listen and match.



- Clare
- Dan
- Fred
- Pearl

3 Look at 2. Read and answer.

- 1 This child is going to use a wheel and a rope. This child isn't going to use leaves or rocks. Who is it? _____
- 2 This child is going to use branches, a rope and an old door. This child isn't going to use rocks or a wheel. Who is it? _____
- 3 This child is going to use rocks and branches. This child isn't going to use a blanket or grass. Who is it? _____
- 4 This child is going to use leaves and grass. This child isn't going to use a rope or boots. Who is it? _____