

LBRIS

We know
books



English Code 6

Pupil's Book





Unit	Unit aims	Vocabulary and Phonics	Values
Welcome! pp. 4–9	How can I talk about my school timetable? <ul style="list-style-type: none"> Use school day words. Use <i>like</i>. 	School words: assembly, bell's ringing, break, canteen, corridor, detention, gym, locker, packed lunch, portable classroom, queue, timetable	Be welcoming.
1 In the news pp. 10–23	How can I make a video news report? <ul style="list-style-type: none"> Use social media and news words. Talk about what others have said. Talk about what others have asked. Write a podcast. 	Social media: blog, caption, cyberbullying, headline, interview, news article, online, report, reporter, sharing, sources, upload, vlog Phonics: u, o, a, oo	Fact checking.
2 Inspirational people pp. 24–37	How can I make a book about inspirational people? <ul style="list-style-type: none"> Use words to describe people and their jobs. Use relative clauses. Talk about past habits and states. Write a biography. 	Jobs: author, campaigner, charity worker, lawyer, researcher, volunteer Adjectives: brave, compassionate, determined, generous, inspirational, intelligent Phonics: ea	Value yourself.
Checkpoint	Review Units 1–2	pp. 38–39	
Culture	Sweden	pp. 40–41	
3 Let's earn money! pp. 42–55	How can I make an advertisement for my business? <ul style="list-style-type: none"> Use money words. Talk about obligation and advice. Ask for help. Write an advertisement. 	Business words: advertisement, cash, earn, invent, price, product, save, sell, spend Phonics: oa, oe, ow, ew, ue	Fund our school.
4 Food for the future! pp. 56–69	How can I create a sustainable farm for the future? <ul style="list-style-type: none"> Use food and farming words. Talk about the future. Talk about future possibilities. Write about an event in a newsletter. 	Food: carbohydrate, dairy, fats, fibre, minerals, protein, vitamins Farming: agriculture, intensive farming, organic farming, pesticides, pollinators, sustainable farming Phonics: aw, oo	Food sustainability.
Checkpoint	Review Units 3–4	pp. 70–71	
Culture	Kenya	pp. 72–73	
5 The ancient world pp. 74–87	How can I make an audio tour guide about the past? <ul style="list-style-type: none"> Use words to describe ancient Egypt. Use the Past Passive. Ask questions in the Past Passive. Write a fact file. 	Ancient Egypt: archaeologist, burial place, coffin, digging, hieroglyphics, hole, mummy, papyrus, pyramid, treasure Phonics: ur, or, ear, ere, are	Our history.
6 On the move! pp. 88–101	How can I help exchange students in my town? <ul style="list-style-type: none"> Use airport words. Use the Present Perfect Continuous. Talk about recent events. Write a feedback form. 	Airport: arrivals, check-in, departure gate, emigrating, land, language exchange, luggage, passport, security, take off, terminal Phonics: ire, our, ower	Look after our world.
Checkpoint	Review Units 5–6	pp. 102–103	
Culture	The United Kingdom	pp. 104–105	
7 I hate it when ... pp. 106–119	How can I design a board game about fears? <ul style="list-style-type: none"> Use words to describe challenging situations. Use the Present Perfect and Past Simple. Talk about giving a presentation. Write a dialogue. 	Challenging situations: called your teacher 'Mum', dropped your phone, forgotten your words, got lost in a maze, looked down from the top of a skyscraper, overslept and missed class, slept alone in the dark, slipped on a banana skin, texted the wrong person, switched off the internet Phonics: silent b, k, gh, w	Challenge yourself.
8 My amazing city pp. 120–133	How can I create a project to change my city? <ul style="list-style-type: none"> Use town and city words. Use the second conditional. Ask for and give directions. Writing instructions. 	City words: factory, flyover, office building, pavement, skyscraper, stadium, statue, town hall, tunnel, university, zebra crossing Phonics: a/an	Choose your environment.
Checkpoint	Review Units 7–8	pp. 134–135	
Culture	USA	pp. 136–137	

Writing	Structures		STEAM	Project and Review
	<p>Language lab What's he like? What does he like? What does he look like?</p>	<p>He's shy and quiet. He likes science. He's tall and has got short hair.</p>		
Write a podcast.	<p>Language lab He said that he watched the news. They said that they had a funny news story to tell.</p>	<p>Communication I asked him if he had any brothers or sisters. She asked me what time I got up in the morning.</p>	<p>Science: Freezing liquids and solids Experiment: What happens when you freeze different materials?</p>	<p>Make a video news report.</p> 
Write a biography.	<p>Language lab She's the woman who works as a charity worker. That's the lion which/that he rescued. This is where the politician lived.</p>	<p>Communication I used to live in Texas. She didn't use to go to school. Did you use to study English?</p>	<p>Science: Mould and bacteria Experiment: Which conditions does mould grow best in?</p>	<p>Make a class book of inspirational people.</p> 
Write an advertisement.	<p>Language lab You should listen to the rules. You have to pay with cash. You don't have to buy all the biscuits. You must queue.</p>	<p>Communication Would you do me a favour and open the door, please? Could we borrow a pencil, please?</p>	<p>Maths: Spending and earning money Experiment: Calculating profit and loss</p>	<p>Make a video advertisement for your business.</p> 
Write about an event in a newsletter.	<p>Language lab It will rain tomorrow. It's going to be delicious. I'm visiting an organic farm on Saturday.</p>	<p>Communication We might grow food in laboratories in the future. He's a vegan, so he might not eat anything on the menu.</p>	<p>Science: Food chains Experiment: How does energy pass through a sea food chain?</p>	<p>Create a 3D plan of a sustainable farm for the future.</p> 
Write a fact file.	<p>Language lab My name was written in hieroglyphics. The pyramids were visited by tourists.</p>	<p>Communication Why was it built? Was it moved? Yes, it was.</p>	<p>Engineering: How the pyramids were built Experiment: How do different surfaces affect friction?</p>	<p>Make an audio tour guide about the past.</p> 
Give feedback.	<p>Language lab I've been waiting in the queue at check-in for hours! They haven't been staying with a host family.</p>	<p>Communication Have you arrived yet? Yes, we've just arrived here. Have you checked in already?</p>	<p>Technology: Iris recognition Experiment: Can I recognise my classmates just from their eyes?</p>	<p>Create a welcome pack to help exchange students to settle in.</p> 
Write a dialogue.	<p>Language lab Have you ever taken a ride in a helicopter? Yes, I have. When did you do that? I went in a helicopter last summer.</p>	<p>Communication Introduce the topic. Use personal experiences. Order your points. End the presentation.</p>	<p>Science: What happens when we feel fear? Experiment: Measuring heart rate</p>	<p>Design and make a board game about fears.</p> 
Write instructions.	<p>Language lab If I were a millionaire, I'd buy a huge apartment in a skyscraper. She wouldn't use the zebra crossing if there was a flyover.</p>	<p>Communication How do I get to the stadium? I'd go across the park. Go along this street.</p>	<p>Design: Water features Experiment: Create a water pump!</p>	<p>Create a project to change your city.</p> 

1 In the news

How can I make a video news report?

SKY BROWN

SKATEBOARDING CHAMPION



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






R FALL,
MITE
L PARK/
SET
FO?-

2  Identify the following in the photo.

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

HUGE
SNOWSTOR
HITS THE

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.

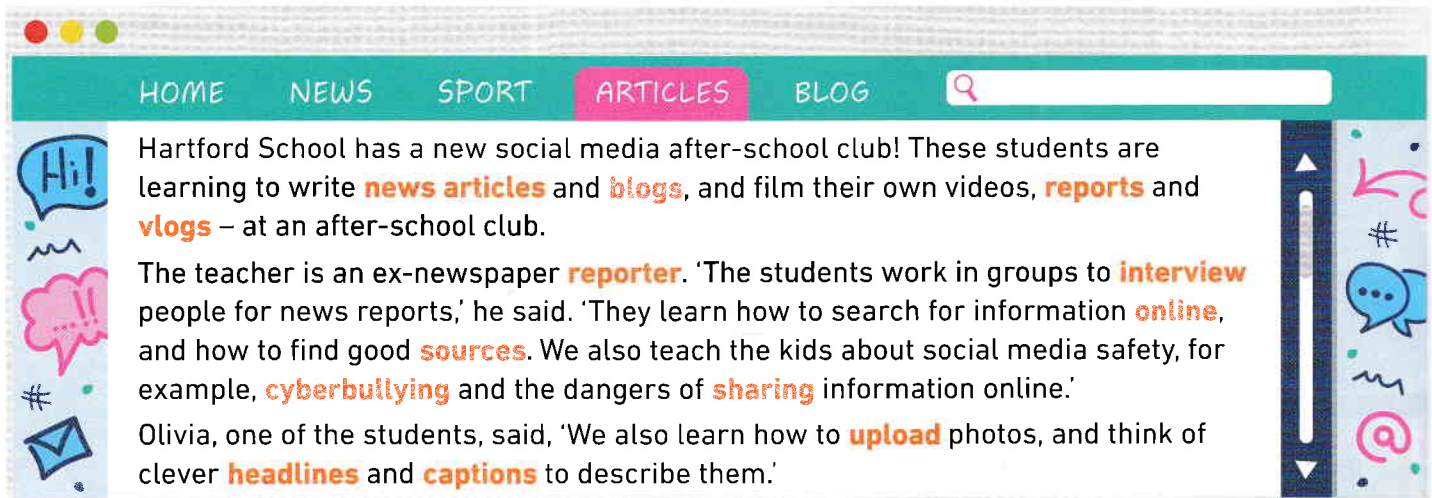
... it comes from a reliable source.

WE LOVE SWIMMING TOGETHER

I will learn words to talk about social media and news.

1 Read the text quickly and answer the questions. Then listen and read.

- 1 Where do the students learn how to make video news reports?
- 2 How did the teacher learn about news reporting?



HOME NEWS SPORT **ARTICLES** BLOG

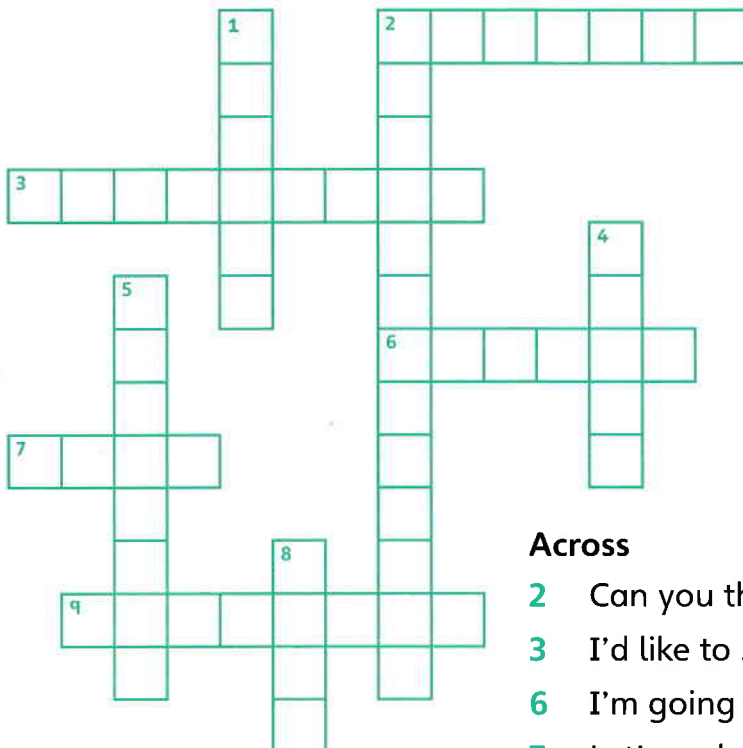
Hi!

Hartford School has a new social media after-school club! These students are learning to write **news articles** and **blogs**, and film their own videos, **reports** and **vlogs** – at an after-school club.

The teacher is an ex-newspaper **reporter**. 'The students work in groups to **interview** people for news reports,' he said. 'They learn how to search for information **online**, and how to find good **sources**. We also teach the kids about social media safety, for example, **cyberbullying** and the dangers of **sharing** information online.'

Olivia, one of the students, said, 'We also learn how to **upload** photos, and think of clever **headlines** and **captions** to describe them.'

2 Complete the crossword with **colour** words from 1.



1

2

3

4

5

6

7

8

9

Down

- 1 When you check facts, use a good ...
- 2 Never say unkind things online. That's ...
- 4 I ... funny photos with my friends online.
- 5 My uncle is a ... for a newspaper.
- 8 I always go online to read Barry's ... It's so funny.

Across

- 2 Can you think of a funny ... for this photo?
- 3 I'd like to ... a famous person one day.
- 6 I'm going to ... all my holiday photos onto social media.
- 7 Let's make a ... ! We can review films.
- 9 The ... in today's newspaper is 'Boy finds crocodile'.



3 BODIS | We know

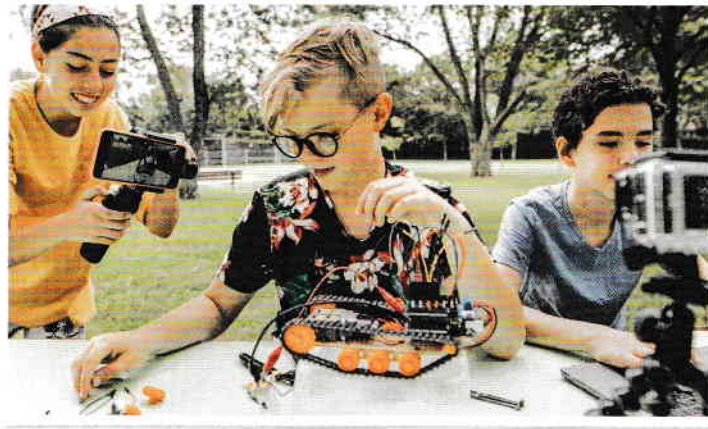
Make your own spidergram.
Use the **colour** words from 1.

4 Listen and tick .

- 1 What does Olivia enjoy most?
 - a interviewing people
 - b making news reports
 - c vlogging
- 2 How often does she do it?
 - a every week
 - b every two weeks
 - c every day
- 3 What is it about?
 - a reviewing games
 - b giving interviews
 - c reviewing films
- 4 What does Rob want to be?
 - a a computer games tester
 - b a reporter
 - c a website designer
- 5 What is he doing at the moment?
 - a checking the facts
 - b writing the headline
 - c looking for a good source

5 Discuss the questions in small groups.

- 1 What would you enjoy most/least about this after-school club? Why?
- 2 What would you like to make a vlog/ write a blog about?



6 Listen to how we say the coloured letters. Listen again and repeat.



Let's make a **vlog**! A **lot** of people will **watch** it **on** the internet.

The after-school **club** is **fun**. Why don't you **come**?

It isn't a good idea to put unkind comments on the internet. That's **cyberbullying**.

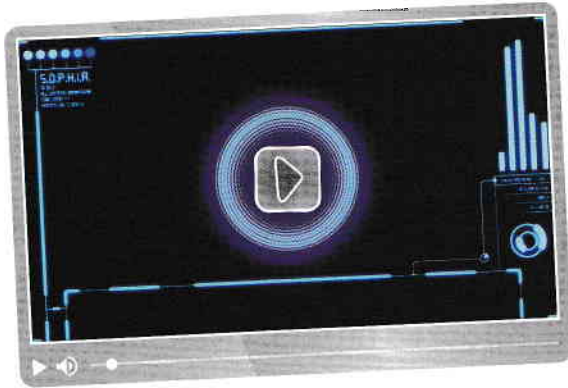
7 Listen. What sound has each word got? Write 1, 2 or 3. Then listen again and check.

Sound 1	Sound 2	Sound 3
watch, vlog	sun, come	good, put

cushion ____ wash ____ money ____
 drum ____ shop ____ book ____
 blog ____ son ____ foot ____

I will learn to use reported speech.

1 Watch the video.



Direct speech

I **watch** the news every day.



Reported speech

Vaun said that he **watched** the news every day.

I → he/she

my → his/her

you → he/she/they

your → his/her/their

we → they

our → their

2 What did they say? Circle.

Your views ... on the news!



I always read the news because my parents are both reporters!

Amal



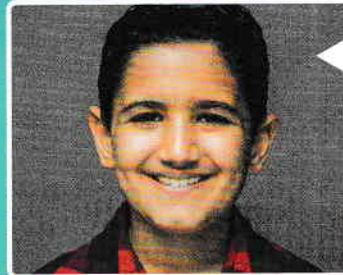
We've got a funny news story to tell you!

Juan and Maria



I write about news in my blog.

Kai



I'm interested in sports news.

Hassan

- Amal said that she always reads / read the news because her parents are / were both reporters.
- Juan and Maria said that they have / had got a funny news story to tell me.
- Kai said that he writes / wrote about news in his blog.
- Hassan said that he is / was interested in sports news.