



English Code 5

Pupil's Book






Unit	Unit aims	Vocabulary and Phonics
Welcome! pp. 4–9	How can I talk about my neighbourhood? <ul style="list-style-type: none"> • Talk about people and places in my neighbourhood. • Use general words: everywhere, everyone, everything 	Neighbourhood: flat, block of flats, floor, next door, neighbour Relationships: husband, wife, married Names: first name, surname, nickname
1 Time for school pp. 10–23	How can we design our ideal school? <ul style="list-style-type: none"> • Use words to describe education. • Express rules using <i>must</i> and <i>mustn't</i>. • Talk about obligations using <i>have/don't have to</i>. • Write instructions for a game. 	School: enter a competition, classmate, do an experiment, equipment, inside, make a model, outside, headteacher, practise, study, do a test, wear a uniform Phonics: nk, ng think, sing, thanks
2 Landscapes of China pp. 24–37	How can I make a story plate? <ul style="list-style-type: none"> • Use words to describe landscapes. • Ask questions about the past. • Talk about what life was like in the past. • Write a shape poem. 	Landscape features: cave, cliffs, coast, desert, jungle, lake, sky, stone, stream, view, volcano, waterfall Phonics: nt, nd went, weekend, parents, friend
Checkpoint	Review Units 1–2	pp. 38–39
Culture	The Outback	pp. 40–41
3 Hanging out pp. 42–55	How can we plan a festival? <ul style="list-style-type: none"> • Use words to talk about free-time activities. • Talk about fixed plans for the future. • Talk about when things are happening. • Write an email about future plans. 	Hanging out/Leisure activities: buy a ticket, eat at a restaurant, fly a kite, ride a scooter, go bowling, go horse riding, go roller-skating, go skateboarding, go to a concert, go to the cinema, (play) baseball, (play) Frisbee Phonics: st, sk August, dentist, roller-skate, basketball
4 Cinema magic pp. 56–69	How can we make a film trailer? <ul style="list-style-type: none"> • Use words to talk about films. • Compare two things. • Talk about what might happen. • Write a film review. 	Films/Film-making: actor, animation, character, director, expensive, famous, film (v), frightening, scene, science fiction, script, sound effects Phonics: ph, gh, tion dolphin, laugh, animation
Checkpoint	Review Units 3–4	pp. 70–71
Culture	Sakura	pp. 72–73
5 Once in a lifetime pp. 74–87	How can we plan the trip of a lifetime? <ul style="list-style-type: none"> • Use words to talk about travel experiences. • Talk about experiences I've had in my life. • Ask for information. • Write an article about an interview. 	Travel experiences: climb a tower, feed a penguin, fly in a helicopter, fly in a hot-air balloon, hike up a mountain, go camping, go snorkelling, ride a camel, see a hummingbird, stay in a hotel, travel by underground, visit a palace Phonics: s (plural) tents, cars, suitcases
6 Codes and clues pp. 88–101	How and why do we use codes? <ul style="list-style-type: none"> • Use words for possessions. • Talk about two events happening in the past. • Express degrees of certainty. • Write a diary entry. 	Possessions, codes and clues: belt, broken, earrings, fingerprint, follow a clue, mean (v), ring, search, trainers, sunglasses, thief, wristwatch Phonics: ed (past tense) followed, looked, talked, knocked
Checkpoint	Review Units 5–6	pp. 102–103
Culture	The Romans	pp. 104–105
7 What shall we eat? pp. 106–119	How can we invent a lunch menu? <ul style="list-style-type: none"> • Use words to talk about food and cooking. • Talk about actions without saying who does them. • Talk about quantities and order food. • Write a recipe. 	Food and cooking: butter, dish, flour, herbs, honey, meat, nut, oil, salt, spices, sugar, vegetables Phonics: sp, spr, st, str Spanish, spring, students, street
8 Our digital world pp. 120–133	How can we create a song about technology? <ul style="list-style-type: none"> • Use words to talk about technology. • Check information using question tags. • Describe things and say how they make me feel. • Write a story about some pictures. 	Technology: app, device, download, microphone, press a button, record (v), save a file, screen, speaker, switch on, switch off, type on a keyboard Phonics: sc, scr, squ scarf, screen, squeak
Checkpoint	Review Units 7–8	pp. 134–135
Culture	Moon festival	pp. 136–137

Values	Writing	Structures	STEAM	Project and Review
Be a good neighbour.		Language Lab everywhere, everyone, everything, somewhere, someone, something,	anywhere, anyone, anything, nowhere, no one, nothing	
Think about rules.	Instructions for a game.	Language Lab I must listen to the teacher. We mustn't climb the tree.	Communication I have to do homework every day. My friend doesn't have to wear a uniform. Do you have to ...?	Science: Light and light energy Experiment: Which surfaces reflect or absorb light? 
Show empathy.	Shape poems.	Language Lab Object questions: What did you do? Subject questions: What happened next?	Communication What food did you eat? Which museum did they visit?	Science: The Water Cycle Experiment: How can I make a cloud rain? 
Share things.	An email about future plans.	Language Lab I am horse riding on Saturday. Are you playing basketball tomorrow?	Communication half past, quarter past, quarter to, midday, midnight	Maths: Partitioning in sport Experiment: How can I use fractions to record scores? 
Listen to other people's opinions.	A film review.	Language Lab It is funnier / more interesting than ... It is as good / funny as ... It is the best / the funniest ...	Communication The film might be good. The tickets might not sell.	Art and design: How do films work? Experiment: How can we make an animation loop? 
Care for the environment.	Writing an interview.	Language Lab I have / haven't been camping. She has / hasn't visited a big city. Have you ever ridden a camel? Has she ever been camping?	Communication How wide / long is the river? How much does it cost to climb the tower?	Science: Animals around the world Experiment: Why do birds have differently shaped beaks? 
Contact the police in an emergency.	Writing a diary.	Language Lab What were you doing when you lost the ring? I was swimming when I lost the ring.	Communication It might / could / must be him/her/they because ...	Engineering and technology: Ciphers Experiment: How can I write a cipher? 
Be healthy.	Writing a recipe.	Language Lab Maize is grown in fields. Many drinks are made from maize.	Communication He's got enough / too many nuts. She's got enough / too much chicken.	Science: Solutions and mixtures Experiment: Are the ingredients soluble or insoluble? 
Spend time with friends.	Writing a story from pictures.	Language Lab The computer is new, isn't it? She can play the keyboard, can't she? You like taking photos, don't you?	Communication It's exciting . It looks boring . It sounds relaxing . I'm excited . I feel bored .	Science: How does electricity work? Experiment: How can we make an electrical circuit with a switch? 

I will learn words to describe education and learning.

1 Look quickly at the webpage and answer the questions. Then read and listen.

- 1 Who likes playing games outside? _____
- 2 Who is studying Spanish? _____
- 3 Who wants to be an engineer? _____




LARS We haven't got classrooms! But there are many places where we can work. We use a lot of **equipment** in the Science lab. I like doing **experiments** in the lab.

EVA I like the playground. I enjoy playing games **outside** with my **classmates**. But I like being **inside**, too. Our school is cool!

KARIN The teachers and the **headteacher** are very kind. Also, we don't wear a **uniform**. I like wearing my own clothes.

ANNA Our school's got a technology room where we can design things and make **models**. That's my favourite place in the school. I want to be an engineer!



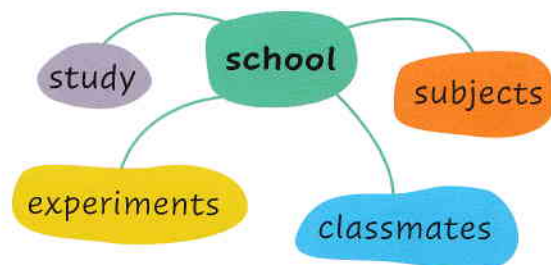
NILS We don't get homework! But I like **studying** languages, so I **practise** Spanish and Japanese every day. I like **doing** Spanish **tests**.

ELSA My favourite room is the Art room. We do a lot of painting and drawing there. I'm going to enter two Art **competitions** next month!

2 Listen and write.

Jim and school	
1	Favourite subject: <u> Maths </u>
2	Competition: next <u> </u>
3	Uniform colours: <u> </u> and <u> </u>
4	Homework: <u> </u> times a week
5	Name of school: <u> </u> School

3 Make a spidergram about school. How many school words do you know?



4  Answer the questions. Then ask and answer.

prefer = like more

- 1 Do you prefer studying Maths or Art?
- 2 Do you prefer working inside or outside?
- 3 Do you prefer talking to the headteacher or your classmates?
- 4 Do you prefer doing tests or doing Science experiments?

I prefer studying Maths. It's fun!



5  Listen to the song. Then listen again and write the words that rhyme.

SONG TIME



Back at school

Summer holidays
Come to an end.
We're back at school
With all of our friends.

*Go to school,
Follow the rules,
We're not fools!
School is cool! X2*

We walk through the door,
We're ready to start.
English and Science
Music and Art!

I can't stand homework,
I'm not keen on **tests**.
I prefer Music,
Music's the best!



I don't like Maths
At half past eight,
But I love **experiments**.
Science is great!

Chorus X2



In the song ...


- 1 'end' rhymes with _____.
- 2 'tests' rhymes with _____.
- 3 'school' rhymes with _____,
_____ and _____.
- 4 'eight' rhymes with _____.
- 5 'start' rhymes with _____.


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

I think you're good at **singing**.

Thanks!

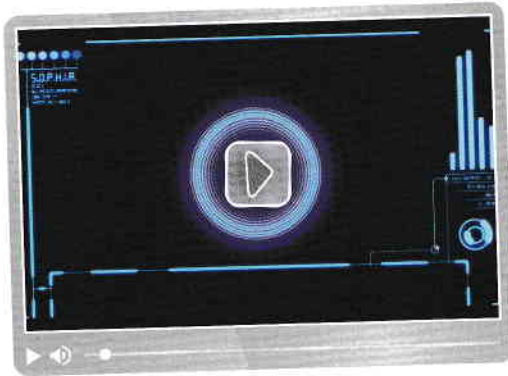


7  Tell your classmates what they're good at. Say *I think you're good at ...*

8  Work with a partner or in groups. Create a rhythm to accompany the song. Clap your hands or use percussion instruments.

I will express rules using *must* and *mustn't*.

1  Watch the video.





I		run.
You	must	climb the tree.
The teacher	mustn't	listen to the teacher.
We		go in the water.
Students		

2 Complete the rules for a school. Write *must* or *mustn't*.

our school rules

- 1 We _____ be late for class. 
- 2 We _____ be kind to our classmates.
- 3 We _____ wear the school uniform. 
- 4 We _____ use mobile phones at school.
- 5 We _____ go outside at break time. 
- 6 We _____ eat or drink in the classroom.
- 7 We _____ keep our classroom and equipment tidy. 

3  What rules have you got in your school or class? Think and write.

4  Do a role-play. Student A mimes breaking a rule. Student B is the teacher and explains the rule.

You're eating. You *mustn't* eat in class!

5  Read, think and talk about rules.

- 1 Schools have got rules. What other places have got rules?
- 2 What free-time activities do you do that have got rules?
- 3 Why have we got rules?



6 Work in pairs. Read the rules. Find and draw three different routes through the maze.

CODE CRACKER 

Route 1:

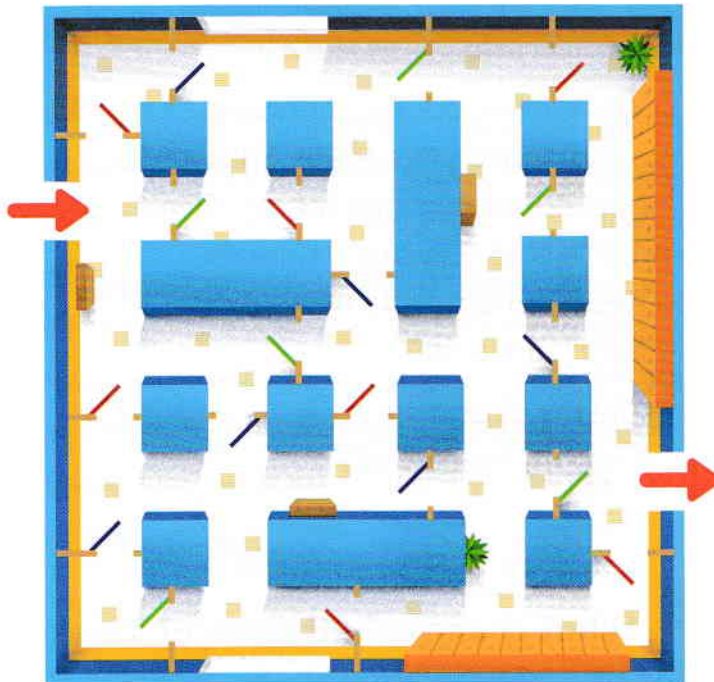
You must go through three red doors.
 You mustn't go through the green doors or blue doors.

Route 2:

You must go through three green doors.
 You mustn't go through the red or blue doors.

Route 3:

You must go through three red doors and two blue doors.
 You mustn't go through the green doors.



7 Work in pairs. Find a different route through the maze and complete the rules. Then swap books with a different pair and try to follow their route.

You must go through

You mustn't go through