

**LBRIS**

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books

# English Code **S**

Starter

Teacher's Book





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# How can I make a birthday card?

OPENER AND VOCABULARY

**1 Birthday fun!**  
How can I make a birthday card?

**1** Look at the picture. What can you see?

I will learn colour and birthday words.

**2** Stick the birthday items on the picture.

**3** Listen, point and repeat.

**4** Listen and point. Then sing along and dance.

**5** Continue the sequence. Say the colours.

**CODE CRACKER**

1 Balloons: blue, purple, blue, purple, white, white

2 Gifts: green, red, green, red, white, white

3 Cards: 6, 7, 6, 7, blank, blank

4 Cakes: purple, pink, purple, pink, white, white

## Lesson flow



### LESSON OBJECTIVE

I will learn colour and birthday words.

### KEY LANGUAGE

balloon	card	pink	red
birthday party	green	present	white
blue	orange	purple	yellow
cake			

### Warm up

- Say *Hello, I'm (name)*. Ask an individual student *What's your name?* Encourage them to reply *My name's (Lucy)*. Repeat with several students.

- Ask students *How are you?* Smile and say *I'm good!* Ask an individual student *How are you?* (*I'm good!*). Repeat with several students.
- Monitor** Ask students to ask and answer with their partner. Listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

### CRITICAL THINKING

- Ask students *How can I make a birthday card?* Explain that they will make a birthday card as their final project, then ask them in L1 what they need to be able to complete the project. Write ideas on the board (card, coloured paints, paintbrushes, etc.).

- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for colours and birthdays, how to describe the colour of something, 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.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn colour and birthday words.*
- **Involve** Students will learn to sing a song with actions using birthday and colour words. The music and actions will help recall of the new vocabulary.

### COMMUNICATION

#### Presentation

#### 1 Look at the picture. What can you see?

- Ask students to look at the picture and share their ideas. Encourage them to use words they know, like *girl, boy* and numbers 1–10.

### CRITICAL THINKING

#### Practice

#### 2 Stick the birthday items on the picture.

(Answers: Students stick the cake on the cake stand, the balloon above the boy holding it and the card on the table next to its envelope.)

- Ask students to look at the picture and guess where the stickers can go. Write ideas on the board. Ask questions in L1 to ensure understanding and encourage discussion around the reasons for students' guesses.
- Give students time to add their stickers to the picture. The stickers are in the back of the Pupil's Books.
- **Assist** Look back at the ideas on the board and discuss any similarities or differences with students in L1.
- Introduce the new vocabulary (*balloon, cake, card*) and encourage students to say the words out loud.

#### Presentation

#### 3 007 Listen, point and repeat.

- Play audio 007. Students listen, point to the colours and birthday items in the main picture and repeat what they hear. They will say the word, spell it out in sound chunks, then say the word again.
- Point to each of the colours and birthday items and ask students *What's this? (birthday party).*

- **Challenge** Ask students to work with a partner. Students take turns to point to colours and birthday items, and say the words out loud. Encourage them to spell the words out in sound chunks, too.

### Song

#### 4 008 Listen and point. Then sing along and dance.

- Play audio 008. Ask students to listen and point to the colours and birthday items they hear.
- Play the audio again. Ask students to sing along, and show them the actions. You may need to repeat the song with actions a few times.  
Red, green, yellow, (*hands waving in the air*)  
Pink, purple and blue, (*repeat*) Orange and white, (*repeat*) It's a cake for you! (*hand to mouth as if eating*)  
Balloons of every colour, (*hand to mouth with cheeks puffed as if blowing up a balloon*)  
Cards and presents, too, (*hands open as if reading*)  
It's your party, (*hands waving in the air*) Happy birthday to you! (*arms extended up in the air*)
- **Extra** Divide the class into two groups to sing the song. One group sings the first line, then the other group sings the second line and so on. Swap so that both groups practise the different parts. You could use the dance move cards to help guide students.

### CODE CRACKER

#### Practice

#### 5 Continue the sequence. Say the colours.

(Answers: Students colour: 1 balloons blue and purple, 2 presents green and red, 3 cards pink and yellow, 4 cakes purple and white., Students write: 3 cards 6 and 7, 4 cakes 5 and 6.)

- **Coding Syllabus:** Students will learn how to identify simple problems or errors in a series of steps and correct them to achieve a task or outcome.
- Students will learn how a sequence works here by identifying the pattern of colours and numbers. Then they will choose the correct colour and number to continue the sequence.
- Point to the first row of pictures and ask students to say the colours (*blue, purple, blue, purple*). For the first white balloon, ask *Blue or purple? (blue)*. Point out the pattern of colours and numbers on the cards and cakes, and tell them to colour the picture and write the number. Then ask them to complete the activity.

#### Objective review

- Revisit the lesson objective. Say *Now I can use colour and birthday words.*
- **Involve** Encourage awareness of what students know by eliciting the new vocabulary words and having students point to pictures of them.

Story lab

ENJOYING A STORY

I will listen to a story about a birthday.

1 Listen to the story.

Hello FLUFFY!



Values Take care of pets.

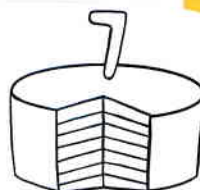
2 Look and number.



ten



3 Colour the cake and say. Then draw candles.



Colour me!

4 Paint with bubbles. Describe the colours.



5 Act out the story in groups.

eleven

Lesson flow



Warm up   Lesson objective   Pre-listening   Listening   Values Comprehension   Comprehension   Production   Act out   Objective review

LESSON OBJECTIVE

I will listen to a story about a birthday.

KEY LANGUAGE

It's an orange balloon.

Warm up

- Ask students to stand up and remind them of the actions for the song on page 9. Play audio 008 and ask students to sing along and do the actions.

- Monitor** Ask more confident students to stand at the front of the class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.
- Extra** Put the flashcards for colours and birthday items on the board. Ask students *What's this?* as you point to each picture and elicit the words. Students work with a partner and take turns to point to the flashcards and say the words out loud.

Lesson objective:

- Introduce the lesson objective. Say *Today I will listen to a story about a birthday.*

- **Involve** Students will listen to a story about a birthday. They will use the information from the pictures and audio to understand the story.

### Pre-listening

- Ask students to look at the pictures and make predictions about what will happen in the story in L1. Write some ideas on the board. Once you've read the story together, you can compare these ideas and discuss any similarities or differences with students in L1.

### Listening

#### 1 009 Listen to the story.

- Play audio 009 and ask students to listen and follow the story in their Pupil's Books.
- **Monitor** Ask students questions to check understanding. Point to the girl in Frame 1 and ask *Who's this? (Lucy)*. Point to the dog in Frame 2 and ask *What's his name? (Fluffy)*. Point to the birthday cake in Frame 8 and ask *What colours can you see? (white, blue, green, yellow, orange, pink and purple)*.
- **Challenge** Ask students to close their Pupil's Books. Hold up the story cards one by one and ask students to retell the story in their own words.

## Values

### Comprehension

#### 2 Look and number.

(Answers: 3, 1, 2)

- Students will learn the value of how to take care of pets by understanding how and when to wash them.
- Ask students to look at the pictures and number them in the order they happen in the story. Then check answers as a class.
- **Assist** Ask students to put their hands up if they have pets. Then in L1 ask them how they take care of them and when they wash them. Write ideas on the board and discuss any similarities or differences.
- Remind students of the value *Take care of pets*.

### Comprehension

#### 3 Colour the cake and say. Then draw candles.

(Answers: Students colour the cake white, blue, green, yellow, orange, pink and purple.. They draw seven candles on the cake.)

- Ask students *What colour is the cake? (It's white, blue, green, yellow, orange, pink and purple.) How old is Lucy? (seven)*. Then ask students to colour the cake and draw candles on it.

## CREATIVITY

### Production

#### 4 Paint with bubbles. Describe the colours.

- **Materials:** white paper, a drinking straw, different coloured paint mixed with a little water and a little washing-up liquid.
- Pour each of the mixed paints into a large, shallow container and ask students to blow through a straw into each mix to create bubbles. Then they put the white paper on the bubbles and let it touch them to make bubble prints on the paper.
- Ask students to work with their partner and describe the colours in their bubble pictures.

## CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

### Act out

#### 5 Act out the story in groups.

- Put students in groups of four and ask them to decide who plays each character. Ensure students are happy to play the character they have picked, regardless of age and gender differences.
- **Assist** Before students act out the story, ask them to discuss what happens as a group and the lines in English. Encourage them to make up their own lines if they don't remember the exact wording. Then ask them to act it out with each student saying their character's lines.
- Ask each group of students to practise individually before bringing them together to act out in front of the rest of the class. Encourage students to provide support and encouragement for each other, and after each group has acted out the story, tell them to clap or say *Well done!*
- **Differentiation** Put students in groups of the same ability and have less confident students practise acting out the story as it is, while more confident students make changes to the story. For example, they can change the ending, change what happens or extend the story.

### Objective review

- Revisit the lesson objective. Say *Now I can understand a story about a birthday*.
- **Involve** Encourage awareness of what students can do by pointing to a frame in the story and eliciting a few words to describe what is happening.