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English Code 2

Pupil's Book



Contents





Unit	Unit aims	Vocabulary	Language lab 1
Welcome! pp. 4–9	How can I talk about myself? <ul style="list-style-type: none"> Use months and seasons words. Talk about how old I am using <i>I am ... / You are ... / He is ...</i> Talk about myself 	Days of the week Months Seasons	Language lab 1 I'm / You're / He's / She's / It's / We're / They're
1 Out and about! pp. 10–23	How can I create a town guide? <ul style="list-style-type: none"> Use town words. Talk about my town using <i>like / don't like</i>. Describe places and things using <i>there is / there are</i>. 	Places: café, castle, farm, house, library, museum, park, playground, river, school, shop, swimming pool	Language lab 1 I like parks. I don't like shops. Does she like playgrounds? He likes parks. She doesn't like shops.
2 Day and night pp. 24–37	How can I talk about day and night? <ul style="list-style-type: none"> Use animal and daily routine words. Talk about daily routines. Ask and answer about daily routines. 	Animals: bat, cow, donkey, goat, owl, porcupine Daily Routine: brush my teeth, eat, go to school, sleep, wake up, wash my face	Language lab 1 I go to school. I don't go to school. Do you go to school? Yes, I do. / No, I don't.
Checkpoint 1	Review Units 1–2	pp. 38–39	
Culture	Long nights, long days	pp. 40–41	
3 Lost and found pp. 42–55	How can I make a class museum? <ul style="list-style-type: none"> Use words to describe things. Talk about objects using <i>mine / yours / his / hers</i>. Ask about objects using <i>ours / theirs</i>. Ask and answer about things and find them. 	Adjectives for Objects: clean, dirty, gold, hard, heavy, light, new, old, round, silver, soft, square	Language lab 1 Whose is it? It's mine. My bag is old. Whose is it? It's yours. Your bag is new.
4 At the gallery pp. 56–69	How can I create a portrait gallery? <ul style="list-style-type: none"> Use describing words. Describe people using <i>always / sometimes / never</i>. Ask and answer about people and objects using <i>have got</i>. Talk about funny photos. 	Adjectives for People and Feelings: angry, friendly, funny, happy, helpful, kind, lazy, naughty, sad, shy, tired, young	Language lab 1 Is he sad? No, he isn't. He's happy.
Checkpoint 2	Review Units 3–4	pp. 70–71	
Culture	Music around the world	pp. 72–73	
5 Come in! pp. 74–87	How can I create a class meal? <ul style="list-style-type: none"> Use food words. Ask for things politely using <i>Can I have ...?</i> Ask and answer about objects using <i>this / that</i>. Ask and answer about food. 	Food and drink: biscuits, bread, cheese, chicken, fish, ice cream, juice, pasta, rice, salad, soup, water	Language lab 1 Can I have some water, please? Of course! Can I ride your bike, please? Sorry, no!
6 Sports Day pp. 88–101	How can I organise a sports day? <ul style="list-style-type: none"> Use sport and activity words. Talk about actions using <i>I'm ...ing</i>. Ask and answer about actions using <i>Can you ...?</i> Talk about activities with my friends. 	Sports: basketball, catch, football, hit, jump, kick, run, table tennis, team, throw, volleyball, watch	Language lab 1 I'm jumping. You're jumping. Are you swimming? Yes, I am. / No, I'm not.
Checkpoint 3	Review Units 5–6	pp. 102–103	
Culture	Amazing boat races	pp. 104–105	
7 Our home! pp. 106–119	How can I design a dream house? <ul style="list-style-type: none"> Use house and activity words. Talk about actions using <i>is / isn't ...ing</i>. Talk about objects using 's. Talk about family activities in my house. 	Daily Routine: clean, cook, do homework, drink, have a shower, look for, make a cake Rooms: bathroom, bedroom, garden, living room, kitchen	Language lab 1 Mum's cooking. He isn't cooking. It's drinking water.
8 Our world pp. 120–133	How can I create a nature scrapbook? <ul style="list-style-type: none"> Use nature and direction words. Give and understand instructions. Describe where things are using <i>next to, behind, in front of</i>. Understand and give instructions to play a game. 	Directions: down, left, right, straight, up Natural world: bridge, rock, flower, forest, hill, path, tree	Language lab 1 Walk. Don't walk.
Checkpoint 4	Review Units 7–8	pp. 134–135	
Culture	Beautiful gardens	pp. 136–137	

Values	Phonics	STEAM	Language lab 2	Project and Review
Listen to your friends.	a, e bag, cap, cat, clap, man, mat, pan leg, pen, peg, pet, ten, wet	Engineering: Building materials Experiment: Building a strong tower	Language lab 2 There's a river. There are houses. There isn't a park. There aren't any farms.	Make a town guide. 
Be prepared.	i, o bin, dig, hit, sing, sit, six dog, fox, hop, hot, jog, frog, stop	Science: Space systems: the Sun and Earth Experiment: Finding out how the Earth and Sun move	Language lab 2 He eats three bananas. He doesn't eat apples. Does he eat bananas? Yes, he does. No, he doesn't.	Do a day and night presentation. 
Help people in need.	u, x bug, jug, nut, rug, run, sun axe, box, fox, ox, six, taxi	Science: Solids and liquids Experiment: Recording how some liquids change	Language lab 2 Our box is yellow. Ours is yellow. Their box is pink. Theirs is pink.	Create a class museum. 
Ask people before you take photos.	j, y jacket, jaguar, jar, jeans, jog, juice, jump, jungle yak, yellow, yes, yo-yo, yoghurt, you, young, yours	Art and design: Facial expressions: changing faces Experiment: Recording how we change and react to others' emotions and expressions	Language lab 2 Have you got a brother? Yes, I have. He's funny! Have you got a sister? No, I haven't.	Create a portrait gallery. 
Be kind. Ask people what they like and don't like.	ch, sh chair, cheese, cherries, chess, chicken, chips sheep, shelf, ship, shirt, shoes, shop, shorts	Technology: Milk processes Experiment: Making ice cream	Language lab 2 Can I have this salad, please? Can I have that salad, please?	Create a class meal. 
I share my skills and help my friends to do things.	th that, there, these, they, this, those thank, things, thirteen, three, throw	Maths: Measurement Experiment: Measuring the air in our lungs	Language lab 2 Can you ride a bike? Yes, I can. No, I can't.	Organise a Sports Day. 
Respond kindly and with interest.	wh, f what, wheel, when, where, which, white fan, farm, fat, fish, five, funny	Science: Biodegradable rubbish Experiment: Recording how long biodegradable and non-biodegradable materials take to change	Language lab 2 Whose house is it? It's Amy's house.	Design a dream house. 
Show concern for each other.	s, sh, j, ch soup, sun, see shell, shoe, shop jeep, juice, jump cheese, cherry, chicken	Science: Landforms: mountains Experiment: Making mountains with towels	Language lab 2 above, behind, in, in front of, near, next to, on, opposite, under	Make a nature scrapbook. 

Welcome!

How can I talk about myself?

1   What do you do at your school?
Circle and say.



WELCOME
TO
SCHOOL

2   Listen and point. Then chant.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

3  Listen, sing along and dance.

SONG TIME

Good morning!

Good morning, children!
How are you? It's **Monday** today!
We're at school and we can sing
And read and write and play!

Good morning, teacher!
We are fine! It's Monday today!
We're at school and we can sing
And read and write and play!

*We're at school, we're at school,
We're at school today! X4*





Months and seasons

VOCABULARY

I will learn months and season words.

1  Listen, point and repeat. Then chant!




2   Listen, point and repeat. Then complete the pictures.



3  Work with a partner. Say the season.

December!

December is in _____ !

4  Make a calendar. Work in groups.



Language lab 1

GRAMMAR: I'M / I AM

I will talk about
how old I am
using I am ... /
You are ... / He is ...

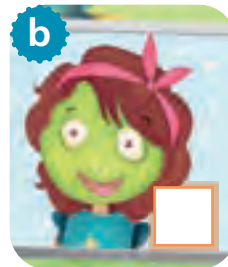
1   Watch. Then read and tick .



1 He's a bird.



2 She's a frog.



I'm = I am
You're = You are
He's = He is
She's = She is
It's = It is
We're = We are
They're = They are

2 Write **am**, **is** or **are**. Then circle.



1 You're 8. You _____ three / eight.

2 We're 9. We _____ seven / nine.

3 They're 7. They _____ seven / five.

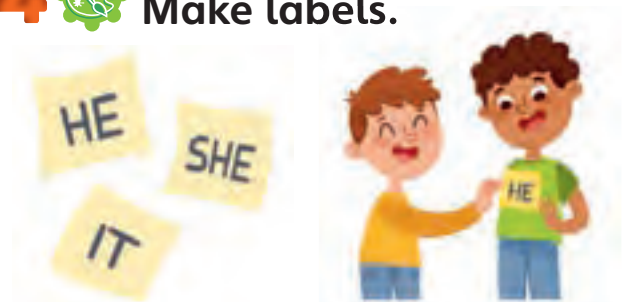
4 I'm 10. I _____ two / ten.

5 She's 6. She _____ six / one.

3  Play the *He/She* game.



4  Make labels.



Story lab

READING

I will read a story and learn to introduce myself.

1   Read and listen. What is the teacher's name?

Nice to meet you!

1 Good morning, children! My name is Miss Kelly. I'm your teacher. We're Class 2A.



Good morning, Miss Kelly!

2 What's your name?

I'm Leo!

How old are you?

I'm eight.
I like books and cars!

3 I've got a sister ... Anna!

How old is she?



She's seven.

4 Yes, I'm Anna and I'm seven.

Do you like cars and books?



Yes, I do! I like rabbits, too!

5 Hi! My name's Tom. I'm eight. I like frogs and lizards and cats!



6

Who's that?



It's Milly! It's Milly the goat!

7

Oh, hello, Milly!
Nice to meet you!



2 Look at the story again. Choose and write.

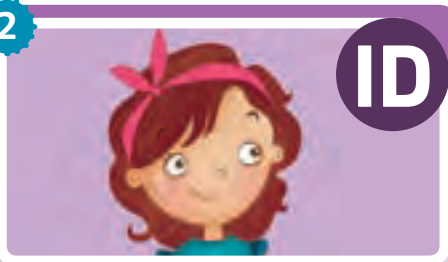
Anna books eight (2) frogs and lizards Leo rabbits seven Tom

1



My name is _____ .
I'm _____ years old.
I like _____ and cars. My birthday is in July.

2



My name is _____ .
I'm _____ years old.
I like _____ , books and cars. My birthday is in May.

3



My name is _____ .
I'm _____ years old.
I like _____ and cats! My birthday is in April.

3 Play Who am I?



I'm eight. My birthday is in July.

You're Leo!


4 Make your own name card.



5 Act out the story in groups.

1 Out and about!

How can I create a town guide?

1  Where do you want to go in the town?

2  Stick the items on the places in the town.



3 Where can you find these things? Point and say.

CODE CRACKER



4 Listen and point. Then sing along and dance.

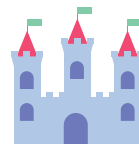
SONG TIME

Here, there,
everywhere!

here!



*I like it here, I like it there,
I like it, like it everywhere!*



There are **shops** and there's a **school**.
There's a **castle** and a **pool**!

*I like it here, I like it there,
I like it, like it everywhere!*



there!

everywhere!



Where are they?

VOCABULARY

I will learn town words.

1  Listen, point and repeat.



1 house



2 shop



3 library



4 farm



5 museum



6 playground



7 park



8 café



9 river



10 swimming pool



11 castle



12 school


2   Listen and circle.

1 school / playground

2 café / castle

3 farm / museum

4 river / shop

3  Look at 1. Circle the places you like. Then say.

I like the park!

I like the swimming pool and the farm!

4 Mum is busy today!
Read, draw and number.

CODE CRACKER

Go to the ...

- 1 park 2 library
- 3 farm 4 shop
- 5 school



5 Where are they? Write.



1 farm



2 _____



3 _____





4 _____



5 _____




6 _____

6   Where can you do these things? Write. Then say.

- 1 play _____
- 2 eat and drink _____
- 3 climb _____
- 4 swim _____

I can swim in a swimming pool.

I can eat and drink in a café.

7  Make your own picture dictionary. Draw and write town words.



castle



park

Language lab 1

GRAMMAR 1: LIKE / DON'T LIKE

I will talk about town words using like / don't like.

1   Watch. What does Milly like? Tick or cross .



I like parks. 😊

I don't like shops. 😞

Does she like playgrounds?

Yes, she does. / No, she doesn't.

He likes parks.

She doesn't like shops.

Milly likes ...



2   Watch again and circle.

1 Anna likes / doesn't like clothes shops.

2 Milly likes / doesn't like cars.

3 Read and draw 😊 or 😞.

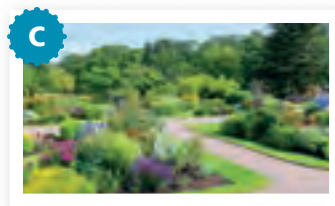
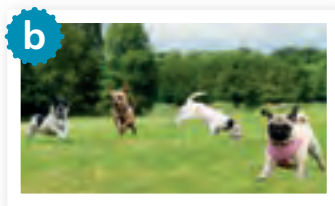
1 I don't like castles.

2 Leo doesn't like shops.

3 Milly likes farms.

4 I like museums.

4 Plan a day out with a partner. Ask and answer. Then write.



Do you like parks?

Yes, I do.

Do you like park a?

No, I don't. I like park b.

1 I like park b .

2 I don't like _____.

3 My partner likes _____.

4 My partner doesn't like _____.

Do you like swimming pools?



1 I _____ swimming pool _____.

2 I don't _____ swimming pool _____.

3 My partner _____ swimming pool _____.

4 My partner doesn't _____ swimming pool _____.

5 Which places do you like? Write for you and your partner. Now decide. Where do you want to go?

CODE CRACKER			
	Me	My partner	Our choice
Park			
Pool			

6 Now talk about your choice.

I like park a. Carla likes park c.

We both like swimming pool c!

Values Listen to your friends.

7 How do you and your friends decide what to do? Tick the correct box.



1 I only do what I want to do.

2 I listen to my friends and we decide together.

Story lab

READING

I will read a story about a town.

1   Read and listen. Why is it a special day in Castle Town?

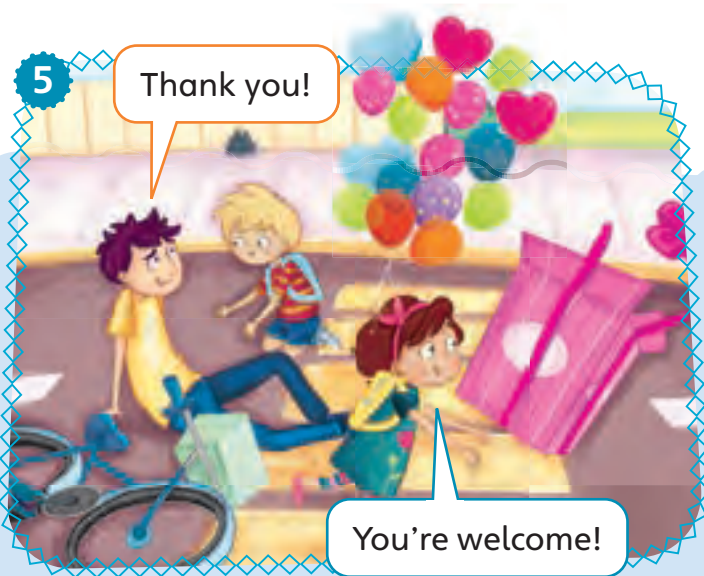
A special day



2 Look at the story. Then match and number.



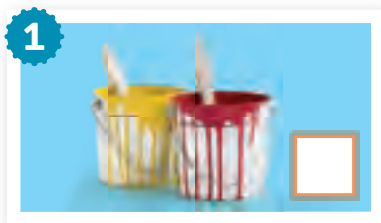
- 1 Anna
- 2 Leo
- 3 Miss Kelly
- 4 Castle Town



3 Look at the story again. Then read and circle.

- 1 It plays music. a band / the school
- 2 It's red and yellow. the museum / the castle
- 3 It's 100 years old! Castle Town / Miss Kelly

4 What makes the castle red and yellow today? Tick .



5 Act out the story in groups.

Phonics lab

A AND E

I will learn the a and e sounds.

1  Listen and repeat. Then write **a** or **e**.



1 c ___ p



2 b ___ g



3 m ___ t



4 p ___ g



5 t ___ n



6 p ___ t

2   Listen and chant.

A man and a pan.

Cats on a mat.

Ten pets.

Oh, no! Oh, no!

Ten wet pets!



3   Listen and play the game.



a = clap



e = hop on one leg

4 Look and match.



Experiment lab

ENGINEERING: HOW TO BUILD A HOUSE

I will learn about building materials.

 Watch a video about buildings

1  What do we need to build a house? Tick or cross .



1 bricks



2 wood



3 cement




4 straws



5 steel



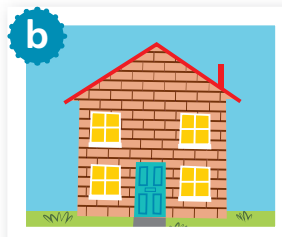
6 spaghetti

2  Now listen, read and check your answers.

Houses are made of cement, bricks and steel. There is wood in this house, too. This house is strong.



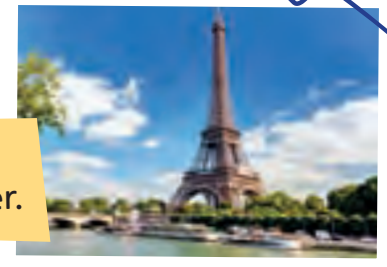
3  Which house is strong? Look and circle a or b.



EXPERIMENT TIME

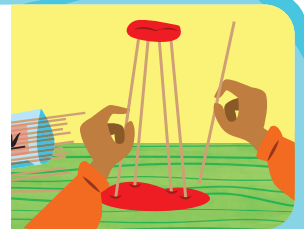
How can I build a tower?

Look! This is the Eiffel Tower.




1  Build a tower.

You need:
spaghetti
clay



You need:
cups
card



2  Can you put books on your tower? Is it strong? Circle.

	Spaghetti tower	Cups tower
I can put books on my tower.	Yes / No	Yes / No
My tower is strong.	Yes / No	Yes / No

Language lab 2

GRAMMAR 2: THERE IS / THERE ARE

I will describe places using *there is / there are*.

There is =
There's

There's a river. 😊

There are houses. 😊

There isn't a playground. 😞

There aren't any farms. 😞

1 Listen and read.



We're at a model village. There are houses. There's a river. There are shops. There's a castle. There isn't a farm. There's a school. There aren't any museums. There are three cafés.

2 Now write about your town.

- 1 There _____ a school.
- 2 There _____ a castle.
- 3 There _____ houses.
- 4 There _____ museums.

3 Look, count, add and write.

MATHS ZONE



- 1 Houses in pictures a and b.
_____ + _____ = _____
- 2 Shops in pictures a and b.
_____ + _____ = _____

4 Which picture is it? Ask and answer.

Are there any houses?


Yes! There are ten houses.

Picture a!

Let's play!

COMMUNICATION

I will talk about games.

1  Which game is it? Listen and write a, b or c.

1 _____ 2 _____ 3 _____

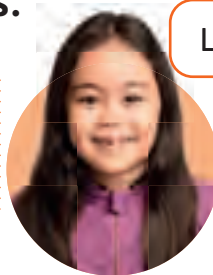


Let's make a castle.

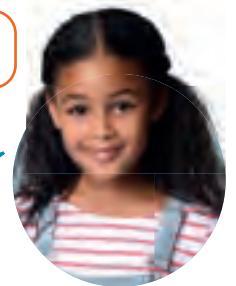
Good idea!

2  Think about your favourite game. Talk about it with a partner using these words.

Let's play ... This is my favourite.
Me, too. OK. It's great. There
is / isn't / are / aren't ...



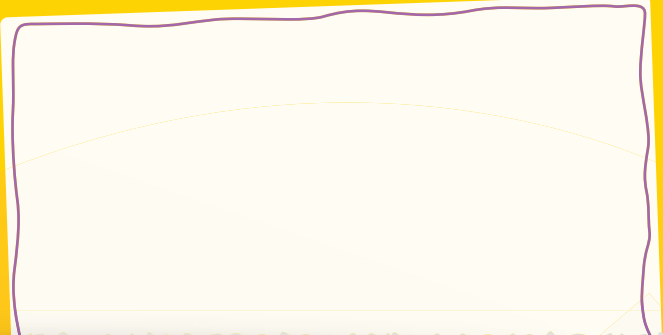
Let's play with the farm.



OK!

3  Design a game. Draw and write.

My game is _____
There's a/an _____
There are _____
There isn't/aren't any _____



4  Now tell the class about your game.


Do you like my game? Look ... there's a school, a river ...

PROJECT AND REVIEW

Make a town guide

Step 1

Research

 What's in my town?

- Think about your favourite places.
- Find photos.
- Find information and write notes.




What are my favourite places?



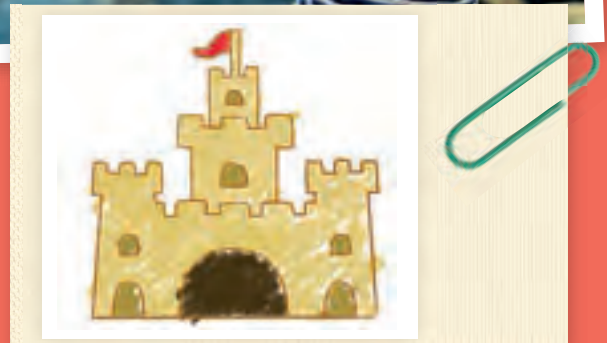
pool
library

Step 2

Plan

 What will you do?

- Plan a town guide.
- Read my notes.
- Choose places in my town.
- Draw or take photos of places in my town.



Step 3

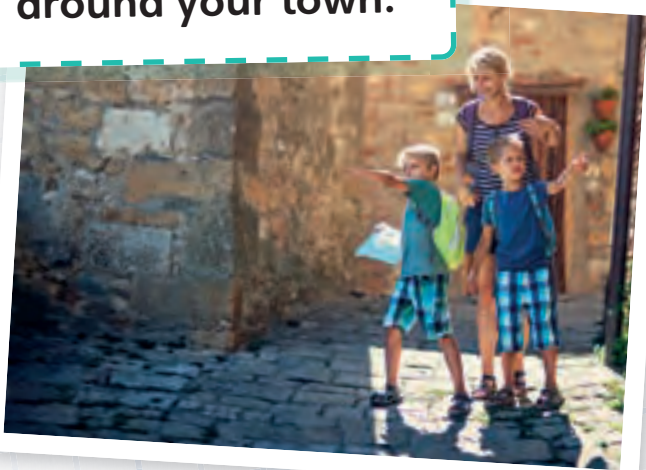
Create

How can I create my town guide?

- Design your page(s).
- Write about your town.
- Decorate your page(s).
- Check your work.



Show a new friend around your town.



Step 4

Show and tell

Present your guide.

- Talk to friends about your town.
- Are any places missing?

Look, this is my house.

And this is the castle.



Now I can ...

... use town words.

... talk about my town using like / don't like.

... describe places and things using there is / there are.