



English Code 4

Activity Book





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OUR WORLD

INTRO:

Here we stand: children of every age,
This is our world and the world's our stage.
We can laugh, we can cry – we can float, we can fly,
We can dance, we can sing – we can do almost anything
in *OUR* world ... our *beautiful* world.

VERSE 1:

Some of us are small; some of us are tall,
Some of us are shy; some say hi to everybody,
Some of us like numbers; some of us love words,
Some of us watch football, and some of us watch the birds!

(CHORUS)

This is our world ... we're different but the same.
We live and learn together – we get to know each other ...
in *OUR* world ... our *beautiful* world.

VERSE 2:

Some of us like music; some of us like cars,
Some of us draw pictures, looking at the stars,
Some of us are scientists, trying to find the code,
All of us can help a friend and give a hand to hold.

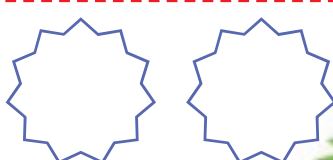
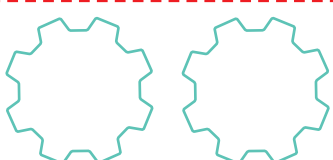
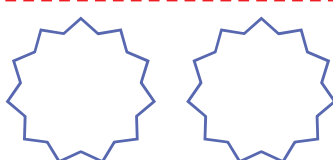
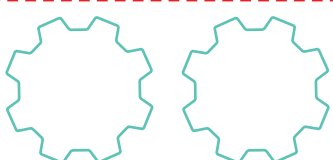
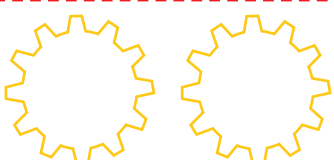
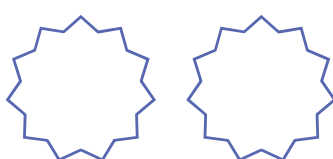
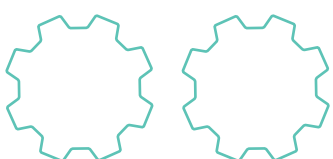
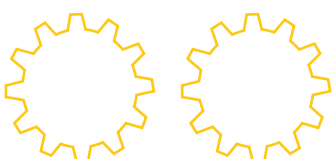
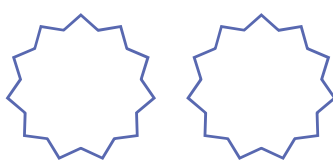
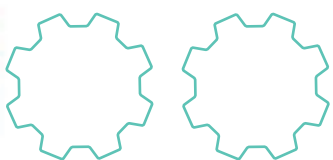
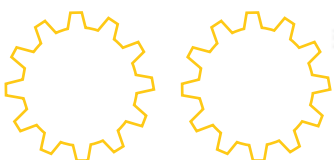
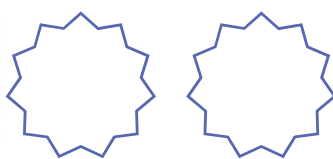
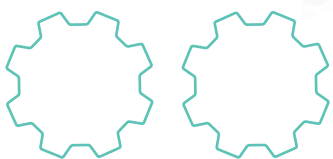
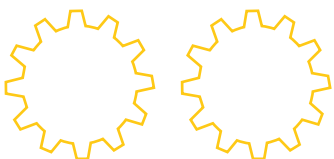
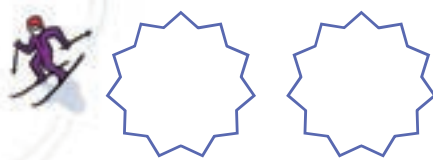
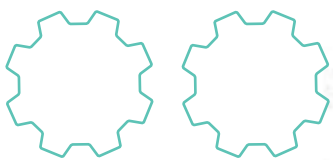
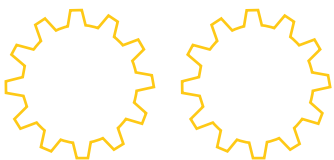
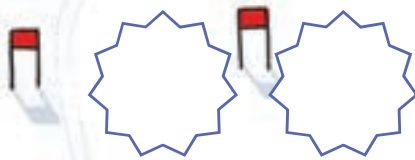
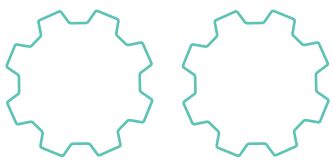
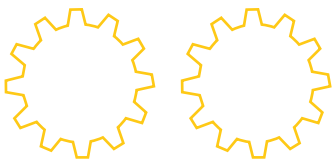
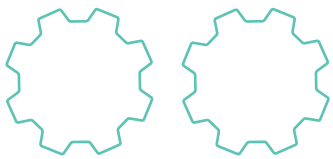
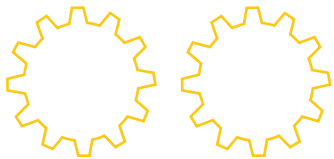
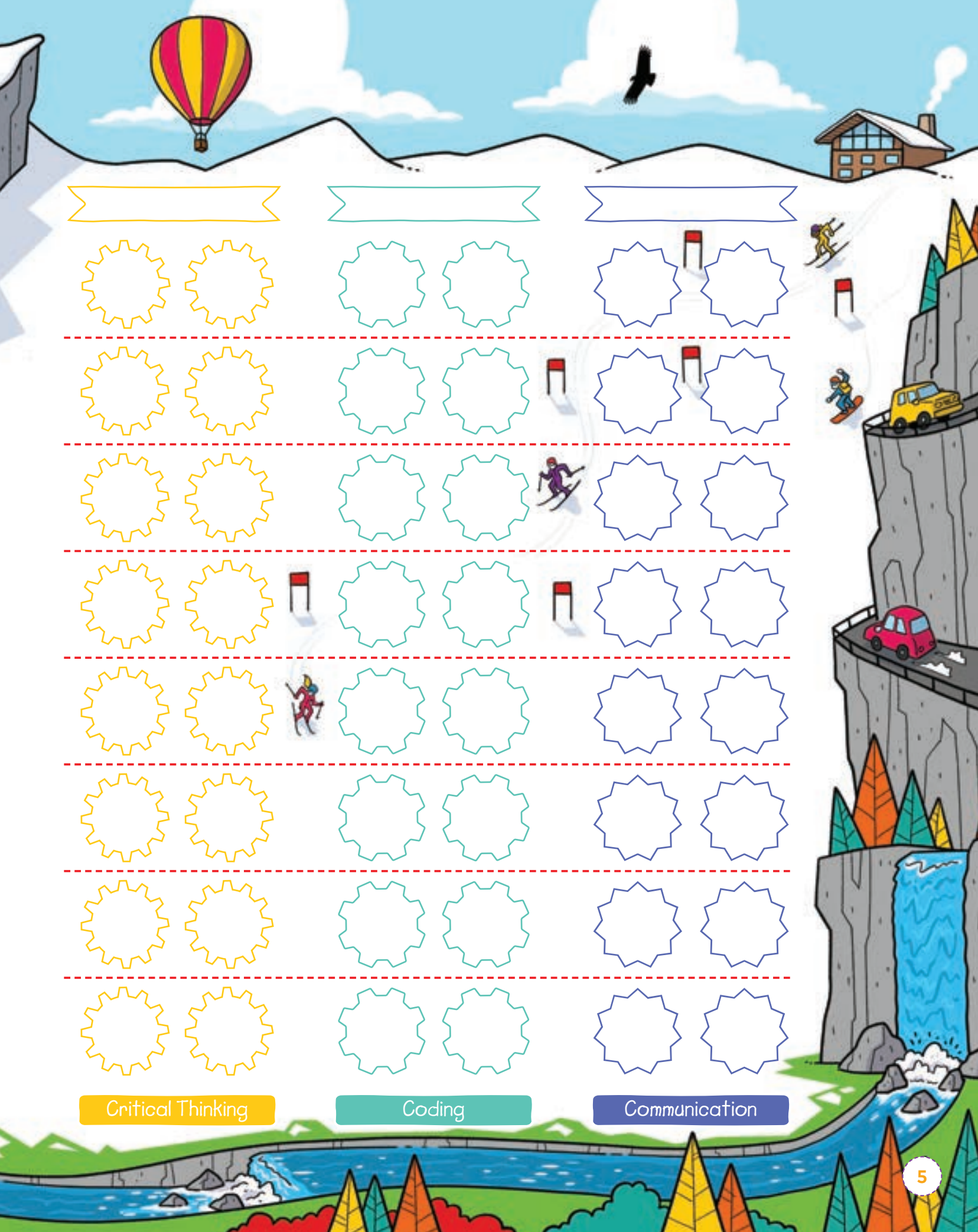
This is our world – there's room for everyone.
We learn to live together, and we have a lot of fun ...
In *our* world ... in *our* world ... in our *beautiful* world!

Progress Chart

	Creativity		Collaboration			
Unit 8						
Unit 7						
Unit 6						
Unit 5						
Unit 4						
Unit 3						
Unit 2						
Unit 1						

Creativity

Collaboration



Critical Thinking

Coding

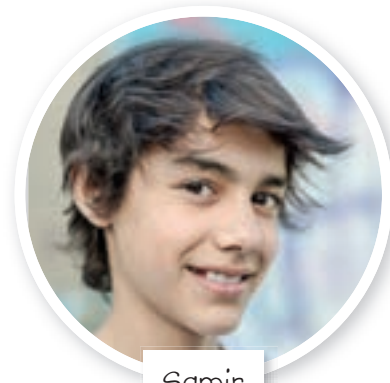
Communication

Welcome back!

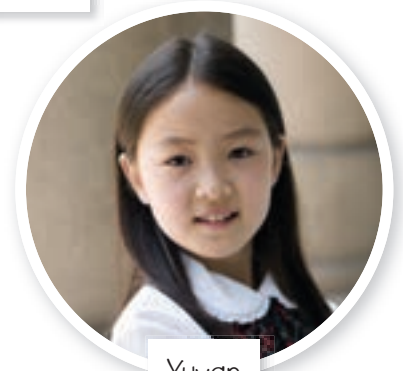
How can I talk about myself?

1 Listen and write *Samir* or *Yuyan*.

- 1 stayed in the city _____
- 2 saw a lot of films _____
- 3 visited some friends _____
- 4 went to the park _____
- 5 visited my family _____
- 6 went to the beach _____
- 7 went swimming _____
- 8 went to the mountains _____



Samir



Yuyan

2 Write about your holiday.

First, I _____ every day.

Then I _____. I didn't _____.

I saw _____. I visited _____.

3 Choose an expression. Then ask and answer with a partner.



Give me five! Here we are again! Hey there!
It's nice to see you. What's new? What's up?

Hey there! Where did you go on holiday?

I went to the beach.



4 Describe a favourite holiday place.





- 1 Where is it? My favourite holiday place is _____.
- 2 When did you go there? I went _____.
- 3 Who did you go with? _____.
- 4 What did you do? _____.

Big families

VOCABULARY

I will learn family words.

1 Make a family tree.

-  Find pictures of three generations in your family.
-  Copy the tree onto a large piece of paper.
-  Glue your picture to the top of the trunk.
-  Glue the other pictures to the branches around you.

2 Complete the information about your family.

My name: _____
Names of parents: _____
Names of grandparents: _____

Number of brothers: _____ Number of sisters: _____
Number of uncles: _____ Number of aunts: _____
Number of cousins: _____ Number of others: _____

3 Read and complete.

- 1 My mum's mum is my _____.
- 2 My mum's brother is my _____.
- 3 My mum's dad is my _____.
- 4 My cousin's mum is my _____.
- 5 My aunt's child is my _____.
- 6 My uncle's sister is my _____.
- 7 My aunt's brother is my _____.

4 Find out about a partner's family. Take notes.



Where are your grandparents from?

My grandparents are from Oaxaca.



Diego's grandparents are from Oaxaca.

I can use family words.



Language lab

GRAMMAR: WHEN ...?

I will learn to ask and answer about dates.

1 Listen and write the dates.



Ismail's birthday: _____ April

His mum's birthday: _____ September

His dad's birthday: _____ December

His grandad's birthday: _____ October

His grandma's birthday: _____

Aunt Kate's birthday: _____

Uncle Bob's birthday: _____

Maryam's birthday: _____

2 Look at 1. Write the dates in order. Use words.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

3 Read and answer.

- What's the date today? _____
- What's the date on Saturday? _____
- When is your birthday? _____
- When is your mum's birthday? _____

4 Make a birthday notebook.

- Attach 12 pieces of colourful paper together.
- Write the name of the months at the top of each piece of paper.
- Ask your friends and family about their birthdays and make a note of the dates.
- Write the dates in order and the person's name next to the date.
- Decorate the birthday notebook.



Story lab

READING

I will read a story about a birthday.

The birthday party

1 Read and circle T (True) or F (False).

- 1 The children think 70 is a special birthday. T / F
- 2 Grandad thinks his birthday is special. T / F
- 3 Mum doesn't want a party for Grandad. T / F
- 4 The children invite their cousins. T / F



2 Find words in the story that mean ...

- | | |
|--|------------------------------------|
| 1 ... had different ideas. _____ | 2 ... ask people to a party. _____ |
| 3 ... decoration for a cake. _____ | 4 ... a light for outside. _____ |
| 5 ... a surprise full of sweets. _____ | 6 ... didn't understand. _____ |

3 Read and complete.

MATHS
ZONE

Most years have got 365 days and February's got 28 days. But every four years, February's got 29 days and there are 366 days in the year. This is called a leap year. Grandad says he is _____. Grandad is really $17 \times \text{_____} = \text{_____}$.

4 Write your opinion of the story.

- Do you like Sofia and Samir? Why?
- What do you think is good about the birthday party?
- What do you think of the story?

Key 1 = very bad 5 = very good	My opinion _____ _____ _____			
1	2	3	4	5

I can read a story about a birthday.



1

Into the wild

How can we plan a class adventure?

1 Read and complete.

branches grass leaves rocks trees

In the wild, we can collect **1** _____ ,

2 _____ and **3** _____ .

We can climb **4** _____ and

5 _____ . We can balance on

6 _____ and **7** _____ .

2 Listen and tick the activities in 1.



3 Read and tick or cross . Then answer.

Rose doesn't like climbing rocks. She likes climbing trees.

Tim doesn't like climbing trees or balancing on branches.

Anna likes climbing trees.

Dan likes climbing trees, but he doesn't like balancing on branches.

The girls like balancing on branches.

The boys like collecting leaves.

Each child likes two activities and doesn't like two activities.

CODE CRACKER

	Rose	Tim	Anna	Dan
climbing trees				
climbing rocks				
balancing on branches				
collecting leaves				

What is their favourite activity? _____

Values Look after the environment.

4 How can you look after wild spaces? Discuss with a partner.

You can look after wild spaces by taking your rubbish home.



In the forest

I will learn outdoor activity words.

VOCABULARY

1 Complete the crossword. Find the hidden words.

1 2 3 4

5 6 7 8

9 10 11 12

Grid details: Row 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 3: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 4: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 5: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 6: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 7: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 8: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 9: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 10: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 11: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 12: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

The hidden words are _____ and _____.

2 Write a new verse.

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

We've got _____ and _____.

We've got _____ and _____.

We've got _____ and _____.

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

EXTRA VOCABULARY

3 Listen and label.

bottle saucepan tent towel

1



2



3



4



4 Ph Look and match.

1 b _ _ d



ur

2 l _ _ n



ear

3 p _ _ ple



ir

I can use outdoor activity words.

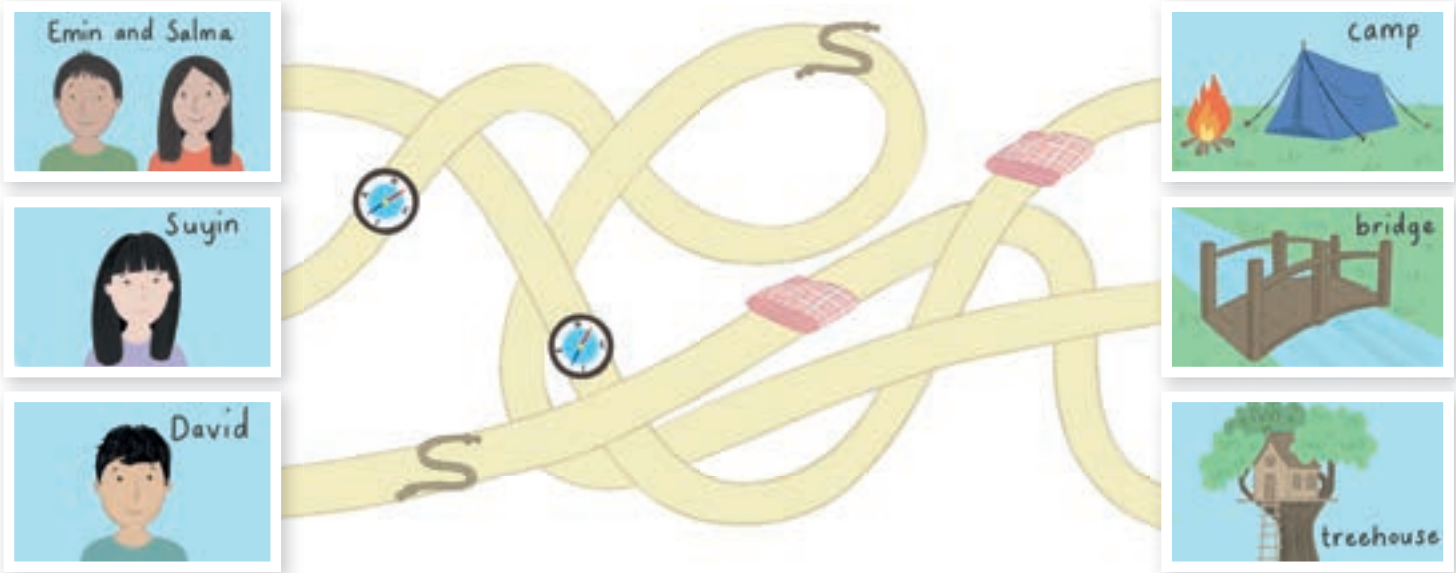


Language lab

GRAMMAR: GOING TO ...

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

1 Follow the maze and tick the correct sentences.



- 1 Emin and Salma aren't going to take a blanket.
- 2 They're going to make a camp.
- 3 Suyin is going to take a blanket.
- 4 She's going to make a bridge.
- 5 David isn't going to take a compass.
- 6 He isn't going to make a treehouse.

2  Listen and complete.

No, he isn't. No, I'm not. Yes, I am. (x2) Yes, she is. Yes, they are.

Emin: Are you going to take gloves, Salma?

Salma: **1** _____ Are you going to take boots?

Emin: **2** _____ What about Suyin? Is she going to take boots?

Salma: **3** _____ Is David going to take a compass?

Emin: **4** _____ Are you going to take a blanket?

Salma: **5** _____ What about Suyin and David? Are they going to take a rope?

Emin: **6** _____

3 Whose list is it? Choose and complete.

David Emin
Salma Suyin

are going to make aren't going to need
is going to make is going to need
isn't going to need isn't going to make

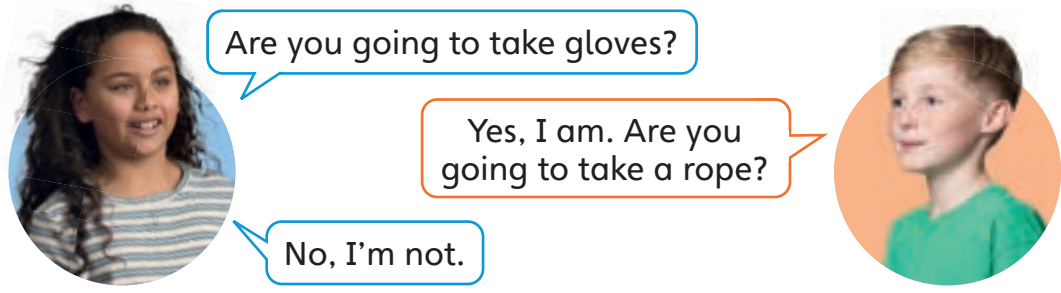
- boots
- rope
- gloves
- compass

I think it is _____'s list. _____
a bridge and _____ boots.
_____ a blanket because _____
_____ a camp.
It isn't Salma or Emin's list. They _____ a camp.
They _____ boots.

4 Choose a list and tick .

<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
blanket	boots	gloves	gloves
whistle	compass	map	rope
compass	rope	whistle	wheel
boots	gloves	blanket	map

5 Ask and answer. Then write a partner's name on their list in 4.



6 Compare your list with your partner's.

My partner _____ take gloves. My partner _____ take a rope.
I _____ take a map. I _____ take a wheel.
We _____ take _____.
We _____ take _____.

Story lab

READING

I will read a story about an island adventure.

Shipwrecked!

1 Read and circle T (True) or F (False).

- 1 The children jump out of the boat because the weather is good. T / F
- 2 Alice finds Jack because she hears his whistle. T / F
- 3 The children think there is water near the trees. T / F
- 4 The lighthouse is on the west of the island. T / F
- 5 The children leave an SOS message near the river. T / F

2 Draw the children's route.



3 Find words in the story that mean ...

- 1 ... a type of weather with wind and rain. _____
- 2 ... a message asking for help. _____
- 3 ... the way water in a river moves. _____
- 4 ... when a light goes on and off. _____
- 5 ... a place that shines a light on the sea at night. _____
- 6 ... a group of people looking for the children. _____

4 Read and complete.

bottle compass knife rocks rope whistle

- 1 The children make an SOS message with _____ .
- 2 They climb up the rocks with the _____ .
- 3 They collect water in a _____ .
- 4 Alice hears Jack's _____ .
- 5 Jack cuts open the fruit with a _____ .
- 6 Alice finds north with a _____ .



5 Read the story review and answer.



Title: Shipwrecked



Main characters: Alice and Jack

Place: an island

Summary: The children are shipwrecked. They leave a message and find their way across the island.

Opinion: I think it's an exciting story with a happy ending.

- 1 What is the title of the story? _____
- 2 Who is the story about? _____
- 3 Where does the story happen? _____
- 4 What problem have the children got? _____
- 5 Is the opinion good or bad? _____

6 Write your opinion of the story.

Key 1 = very bad 5 = very good	My opinion _____ _____			
1	2	3	4	5

I can

read a story about an island adventure.



Experiment lab

ENGINEERING: STRONG BRIDGES

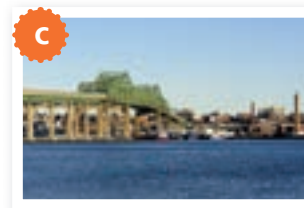
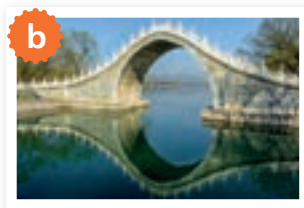
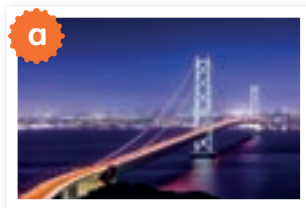
I will learn how to build a bridge.

1 Read and match.

1 Jade Belt Bridge in Beijing is more than 200 years old. It crosses a lake with one high arch. It's only for people.

2 The Braga Bridge crosses the Taunton River in the USA. It's one of the longest truss bridges in the world.

3 The Akashi-Kaikyo Bridge in Japan is the longest suspension bridge in the world.



2 Look, read and answer.

MATHS ZONE

BRIDGE

WEIGHT LIMIT
10 TONNES



1600 kg



3000 kg

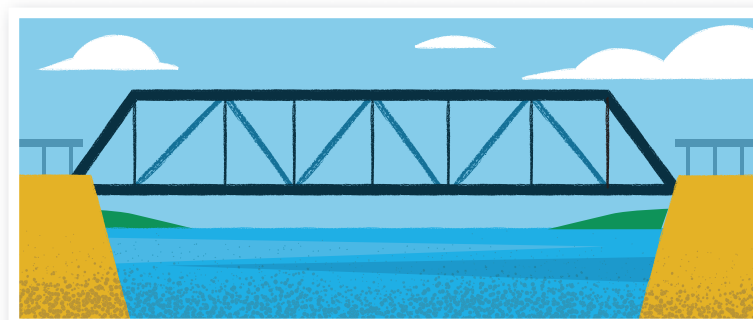


200 kg

- 1 There are two lorries on the bridge. How many cars can be on the bridge? ____
- 2 There are three lorries on the bridge. How many motorbikes can be on the bridge? ____

3 Draw four lines to make the bridge stronger.

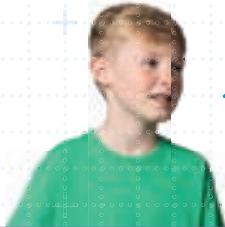
How many triangles has the bridge got now? _____



EXPERIMENT TIME

Report

- 1  Ask and answer. Then complete the table.



How many ice lolly sticks has your bridge got?

It's got ten ice lolly sticks.



Name	Number of ice lolly sticks	Length of bridge	Number of triangles	Number of coins

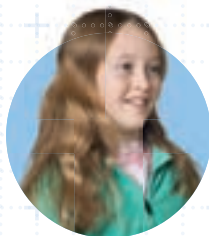
- 2 Read and complete.

long short stronger triangles (x3)

- _____ make a bridge strong.
- When there are more _____, the bridge is _____.
- A _____ bridge needs more _____ than a _____ bridge.

- 3  Read and circle. Then discuss with a partner. How difficult was the experiment?

- Connecting the ice lolly sticks. Difficult / OK / Easy
- Using clay. Difficult / OK / Easy
- Connecting the triangles. Difficult / OK / Easy
- Putting the ruler on the deck. Difficult / OK / Easy
- Putting coins on the deck. Difficult / OK / Easy



Connecting the ice lolly sticks was difficult because they didn't stay in place.

Using clay was easy because I like making things with clay.




I know how to build a bridge.



Time phrases

COMMUNICATION

I will ask and answer about future plans.

1  Choose and tick a place and month. Then ask and answer with a partner.

CODE CRACKER

Holiday options			
Places		Months	
Beach camp	<input type="checkbox"/>	June	<input type="checkbox"/>
Forest camp	<input type="checkbox"/>	July	<input type="checkbox"/>
River camp	<input type="checkbox"/>	August	<input type="checkbox"/>

Partner's name: _____

Place: _____

Month: _____



Where are you going on holiday?




When are you going?

I'm going to River camp.

I'm going in July.




2 Complete the email about holiday plans.


To: _____   

Subject: Holiday plans

Hi!

I've got my plans ready now! 



I'm going to a _____ in _____.

My friend, _____, is going to _____ as well! 

I'm going to arrive on _____ at _____.

_____ is going to arrive on _____ at _____.

I'm going to stay for _____ days. I'm going to leave on _____ at _____.

What about you? Where are you going to go on holiday?  

From _____

Writing lab

AN SOS MESSAGE



I will learn to write an SOS message.

1 Listen to a partner's SOS message and answer.

- 1 What month is it? _____
- 2 Where are they? _____
- 3 How long are they going to stay in the same place? _____
- 4 Who wrote the message? _____

2 Look, read and colour.

Key

- equipment = ●
- accident = ●
- problem = ●
- place = ●



a bike smashed on rocks



a forest with a river



a compass



no food

3 Look at 2. Draw a picture and write an SOS message.

- 1 Choose a date.
- 2 Describe the accident and the place.
- 3 Explain your problem and your plans.
- 4 Draw a picture of your location.



____ June

Dear _____,

From _____

I can write an SOS message.



PROJECT AND REVIEW UNIT 1

Plan a class adventure


Project report

1 Tick the things you need for your class adventure.

blanket boots bottle compass gloves map
rope water wheel whistle

2 Read and answer about your class adventure.

- 1 Where are you going to go? _____
- 2 When are you going to go? _____
- 3 What are you going to do? _____

3  Listen to the class and choose three class adventures. Then complete the table.

Class adventure	Date	Time of departure	Activities

River Outing!

Date: 27th April

Bus leaves: 9:00 a.m.

Activities: swimming, climbing rocks

Please bring: water, food for lunch, rope, boots, swimming costume



4 Complete the sentences and answer.

difficult easy OK

It is _____ working in a group.

It is _____ talking in English.

What did you learn?

- 1 I learnt _____.
- 2 _____.
- 3 _____.



5 Read and complete.

We're going to the forest on a class adventure.
 We're going to leave on Thursday at nine o'clock.
 We're going to explore the mountains and make a camp.
 I'm going to take a compass, a blanket and a rope.



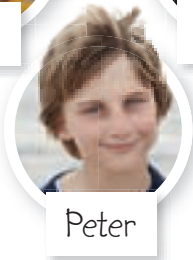
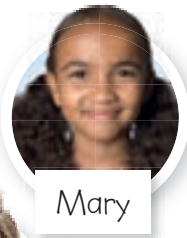
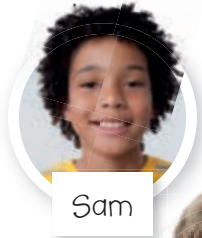
ADVENTURE PLAN

Place: _____ Day: _____ Time: _____

Activities: _____

Equipment: _____

6 Listen and write the names on the plans.



1 _____

Adventure plan

Place: Beach

Day: Saturday

Time: 8:30

2 _____

Adventure plan

Place: Beach

Day: Friday

Time: 8:00

3 _____

Adventure plan

Place: Forest

Day: Saturday

Time: 9:30

7 Choose a plan from 6 and make a list of equipment. Then ask and answer.

_____ is going to take _____.



What is Peter going to take on his class adventure?

What is he going to do?

He is going to take a compass.

He is going to explore the beach.

