



# English Code 4

Pupil's Book



# Contents



Unit	Unit aims	Vocabulary and Phonics	Values
<b>Welcome back!</b> pp. 4–9	<b>How can I talk about myself?</b> <ul style="list-style-type: none"> <li>Describe holidays.</li> <li>Describe family.</li> <li>Use dates.</li> <li>Ask and answer about birthdays.</li> </ul>	<b>Family:</b> aunt, uncle, grandparents, parents <b>Ordinal numbers:</b> 1st–31st	Listen to others and say how you feel.
<b>1 Into the wild</b> pp. 10–23	<b>How can we plan a class adventure?</b> <ul style="list-style-type: none"> <li>Use outdoor activity words.</li> <li>Talk about future plans using <i>going to</i>.</li> <li>Ask and answer about future plans.</li> <li>Write an SOS message.</li> </ul>	<b>Outdoor activity words:</b> compass, gloves, map, matches, rope, boots, whistle, wheel, blanket, branches, leaves, grass <b>Phonics:</b> ir, ear bird, girl, learn, heard	Work together.
<b>2 Into the past</b> pp. 24–37	<b>How can I make a model of an Aztec city?</b> <ul style="list-style-type: none"> <li>Use words to describe life in the past.</li> <li>Compare the past and present.</li> <li>Ask and answer using <i>could</i> and <i>ago</i>.</li> <li>Write a newspaper article.</li> </ul>	<b>Verbs:</b> wore, built, ate, drank, grew, made <b>Food:</b> maize, cocoa, turkey, beans <b>Objects:</b> jewellery, pyramid <b>Phonics:</b> air, ear chair, fair, bear, wear	Think about others.
<b>Checkpoint</b>	<b>Review Units 1–2</b>	<b>pp. 38–39</b>	
<b>Culture</b>	<b>Finland</b>	<b>pp. 40–41</b>	
<b>3 Up into space</b> pp. 42–55	<b>How can I design a vehicle for the future?</b> <ul style="list-style-type: none"> <li>Describe space and the future.</li> <li>Talk about the future using <i>will</i>.</li> <li>Ask and answer about the future.</li> <li>Write a brochure.</li> </ul>	<b>Space words:</b> gravity, control panel, handle, fuel, lights, seat, radio, oxygen, screen, engine, the Earth, planet <b>Phonics:</b> eer, ear near, hear, clear	Look after your world.
<b>4 Dragons</b> pp. 56–69	<b>How can I invent a story about a fantasy animal?</b> <ul style="list-style-type: none"> <li>Use words to describe dragons.</li> <li>Talk about activities in the past.</li> <li>Ask and answer about events in the past.</li> <li>Write a witness statement.</li> </ul>	<b>Story-telling words:</b> flew, swam, slept, burn, walk, dangerous, strong, brave, village, north, west, east <b>Phonics:</b> bl, pl, gl, cl, fl, sl blue, place, glass, clean, fly, sleep	Be the best you can.
<b>Checkpoint</b>	<b>Review Units 3–4</b>	<b>pp. 70–71</b>	
<b>Culture</b>	<b>Panama</b>	<b>pp. 72–73</b>	
<b>5 Endangered animals</b> pp. 74–87	<b>How can I organise a campaign to save an animal?</b> <ul style="list-style-type: none"> <li>Use animal and habitat words.</li> <li>Use sentences with <i>if</i>.</li> <li>Describe quantities with <i>more</i> and <i>fewer</i>.</li> <li>Write a letter.</li> </ul>	<b>Endangered animal words:</b> butterfly, wolf, otter, eagle, tiger, turtle, threat, habitat, pollution, chemicals, field, mountain <b>Phonics:</b> br, pr, fr, gr, cr, dr, tr brown, princess, frog, green, crab, dragon, tree	Look after wild animals.
<b>6 Join in!</b> pp. 88–101	<b>How can I have a club fair?</b> <ul style="list-style-type: none"> <li>Use club activity words.</li> <li>Talk about rules using <i>should</i>.</li> <li>Ask and answer using <i>should</i>.</li> <li>Write a flyer.</li> </ul>	<b>Hobby words:</b> meet, practise, get better, take part in, cheer, make new friends, neighbourhood, contest, choir, chess, ice-skating, drama <b>Phonics:</b> sc, sk, sm, sn, sp, st, sw score, skate, small, snail, space, start, swan	Make new friends.
<b>Checkpoint</b>	<b>Review Units 5–6</b>	<b>pp. 102–103</b>	
<b>Culture</b>	<b>Senegal</b>	<b>pp. 104–105</b>	
<b>7 Marvellous medicines</b> pp. 106–119	<b>How can I make a plant fact file?</b> <ul style="list-style-type: none"> <li>Use illness and medicine words.</li> <li>Explain why we do something.</li> <li>Ask and answer about illnesses.</li> <li>Write a doctor's report.</li> </ul>	<b>Medical words:</b> patient, check-up, medicine, neck, shoulder, stomachache, sore throat, bandage, cream, pill, temperature, thermometer <b>Phonics:</b> tw, qu twelve, twins, queen, quick	Look after yourself.
<b>8 Theme parks</b> pp. 120–133	<b>How can I make a model theme park ride?</b> <ul style="list-style-type: none"> <li>Use theme park words.</li> <li>Compare the past, present and future.</li> <li>Express my feelings.</li> <li>Fill in a lost property form.</li> </ul>	<b>Theme park words:</b> roller coaster, dodgems, Ferris wheel, queue, take your seat, scream <b>Food:</b> popcorn, candyfloss, hot dogs, crisps <b>Feelings:</b> scared, excited, interested, worried <b>Phonics:</b> j, g, c jelly, giant, ice	Be responsible.
<b>Checkpoint</b>	<b>Review Units 7–8</b>	<b>pp. 134–135</b>	
<b>Culture</b>	<b>The United Kingdom</b>	<b>pp. 136–137</b>	

Writing	Structures		STEAM	Project and Review
	<p><b>Language lab</b></p> <p>Where are you from? I'm from Ecuador. Where is your aunt from? She's from Ecuador.</p>	<p>When's your birthday? It's on 31st March. When is your uncle's birthday?</p>		
Write an SOS message.	<p><b>Language lab</b></p> <p>Dan is going to make a camp. Are you going to use a rope? Yes, I am. / No, I'm not.</p>	<p><b>Communication</b></p> <p>When are you going to go sailing? On Monday.</p>	<p><b>Engineering:</b> Strong bridges <b>Experiment:</b> How can I build a bridge?</p>	<p>Plan a class adventure</p> 
News articles.	<p><b>Language lab</b></p> <p>The players kick the ball. The players kicked the ball. The players wore protection.</p>	<p><b>Communication</b></p> <p>When could you swim? I could swim when I was six. I could ride a bike two years ago.</p>	<p><b>Maths:</b> Number systems <b>Project:</b> Can you make a number square?</p>	<p>Make a model of an Aztec city</p> 
Brochures.	<p><b>Language lab</b></p> <p>We will live on a space colony. We won't need fuel. Will we recycle our waste?</p>	<p><b>Communication</b></p> <p>Where will you live? What will you eat? When will you arrive?</p>	<p><b>Science:</b> Sound and communication <b>Experiment:</b> Can you make a telephone?</p>	<p>Design a vehicle for the future</p> 
Write a witness statement.	<p><b>Language lab</b></p> <p>The dragon was flying. They weren't eating. Was the dragon swimming? Yes, it was. / No, it wasn't.</p>	<p><b>Communication</b></p> <p>What were you doing when the fire started? I was swimming in the pool when the fire started. I wasn't eating when the fire started.</p>	<p><b>Science:</b> Flying machines <b>Experiment:</b> What model of aeroplane flies best?</p>	<p>Invent and tell a story about a fantasy animal</p> 
Letters.	<p><b>Language lab</b></p> <p>If they build a lot more houses, it will be very noisy. If they don't look after the wildlife, it won't be a beautiful place.</p>	<p><b>Communication</b></p> <p>Are there more wolves than eagles? There are fewer bears than wolves. There are more owls than otters.</p>	<p><b>Art and Design:</b> Light boxes <b>Experiment:</b> Can you make an animal light box?</p>	<p>Organise a campaign to save an animal</p> 
Flyers.	<p><b>Language lab</b></p> <p>You should tidy the space. You shouldn't push your friends.</p>	<p><b>Communication</b></p> <p>Should I clean the equipment? Yes!</p>	<p><b>Science:</b> Sport and the senses <b>Experiment:</b> What senses do I need for balancing?</p>	<p>Have a club fair</p> 
Write a doctor's report.	<p><b>Language lab</b></p> <p>Doctors use medicine to make us better. Dentists use X-rays to see our teeth. Nurses use a thermometer to take our temperature.</p>	<p><b>Communication</b></p> <p>My head hurts. Does your ear hurt? Her stomach doesn't hurt.</p>	<p><b>Science:</b> Tracking germs <b>Experiment:</b> How do you track germs?</p>	<p>Make a plant fact file</p> 
Fill in a form.	<p><b>Language lab</b></p> <p>She went to the dinosaur race. She is looking at the fossil exhibition. She will go on the roller coaster.</p>	<p><b>Communication</b></p> <p>I'm scared of roller coasters. I'm interested in dinosaurs. I'm worried about the long queue for the Ferris wheel.</p>	<p><b>Science:</b> Forces of motion <b>Project:</b> How can I test friction on a slide?</p>	<p>Make a model theme park ride</p> 

# Welcome back!

How can I talk about myself?



## **Class 4A - Summer postcards**

The children in Class 4A had a special task for the summer. All the children in the class wrote a postcard to a friend. On the first day of school, they showed the postcards in class.



**1**  Listen and number. Sing the song.

**SONG**   
**TIME** 

## How was your holiday?

- Did you get the postcard I sent to you?
- It's nice to see you, Clare, my friend.
- Give me five, Jack, and tell me what's new.
- How was your holiday? Where did you go?
- Hey there, Samir! What's up? Hello!
- Welcome back. Here we are again.




**2** Read and complete.


beach boat  
cousins delicious  
hot school Spain

To: Jack | From: Samir

Dear Jack,  
I'm having a great time in **1** \_\_\_\_\_.  
with my **2** \_\_\_\_\_. The weather  
is really **3** \_\_\_\_\_ and the  
food is **4** \_\_\_\_\_. We go to the  
**5** \_\_\_\_\_ every day. Yesterday, we  
went out in a **6** \_\_\_\_\_. I loved it!  
I hope you're having a good time, too.  
See you at **7** \_\_\_\_\_.  
Samir

**3**  Was your holiday the same or different? Discuss with a partner.

I went to the beach, but I didn't go to Spain.

**4**  Imagine you are on holiday. Make a postcard for a friend.

# Big families

## VOCABULARY

I will learn family words.

### 1 Read and underline the countries.

Four generations of my family live in this town, but my family comes from all over the world!

The first generation were my grandparents. My dad's parents are from Russia and my mum's parents are from Ecuador.

The second generation here are my parents and my uncle. My mum and her sister are from the USA, and my dad and his brother are from Scotland.

My cousin, sister and I are the third generation in the town. I live with my sister, my parents and my granddad.

Aunt Mary lives in Spain with her family, but Uncle John and his family live here.

My cousin Sally's got a new baby! Eddie is the fourth generation of the family in this town!

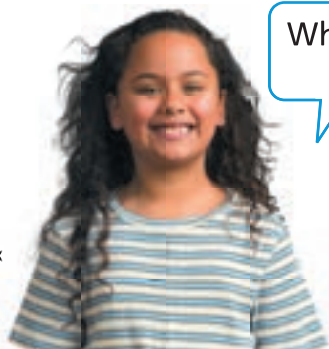
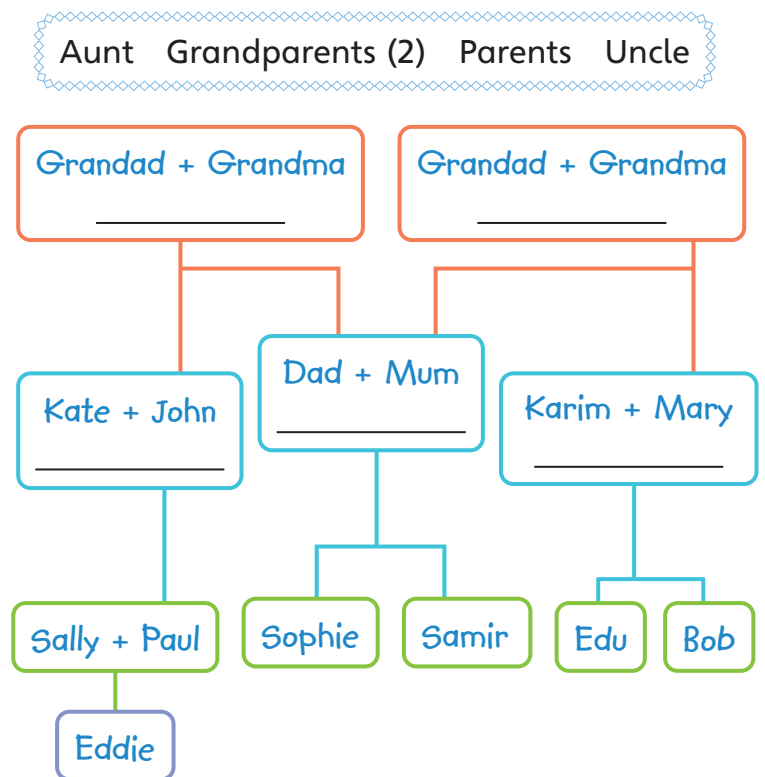


### 2 Complete the family tree. Then answer the questions.

- 1 Has Samir's mum got a sister? \_\_\_\_\_
- 2 How many aunts has Samir got? \_\_\_\_\_
- 3 Who are Edu and Bob's parents? \_\_\_\_\_
- 4 Who are Eddie's grandparents? \_\_\_\_\_

### 3 Ask and answer about Samir's family.

Who are Eddie's parents?



# Language lab

GRAMMAR: WHEN ...?

*I will learn to ask and answer about dates.*

## 1 Listen and tick .

When's your birthday? It's on 3rd October.

- Who is having a party?
  - Samir's sister
  - Samir
  - Samir's best friend
- When is the birthday?
  - 3rd October
  - 11th October
  - 28th October
- When's the party?
  - 3rd October
  - 5th October
  - 28th October
- Where is the party?
  - in the park
  - at school
  - at home

## 2 Read and write the the first letter of their names.

Mon	Tues	Weds	Thurs	Fri	Sat	Sun
	1st	2nd	3rd	4th	5th	6th
7th	8th	9th	10th	11th	12th ____	13th
14th	15th ____	16th	17th	18th	19th	20th ____
21st	22nd	23rd	24th	25th	26th	27th
28th	29th	30th	31st ____			

- Lucy's birthday is on the fifteenth.
- Harry's birthday is on the twentieth.
- John's birthday is on the thirty-first.
- Clare's birthday is on the twelfth.

## 3 Make a bar chart showing your friends' birthdays.

When is your birthday?



## 4 Complete.

- When's your friend \_\_\_\_\_'s birthday? It's on \_\_\_\_\_.
- \_\_\_\_\_ 's your friend \_\_\_\_\_'s birthday? It's on \_\_\_\_\_.

**1** Look at the pictures. How old is Grandad?

**2**  Read and listen.

## The birthday party

**1** Grandad's birthday is at the end of February.



'That's a nice idea', Mum said. But Grandad didn't want a party. 'Don't worry about me', he said. 'It's not an important day.'

**2** The children didn't agree. 'Please can we have a party for Grandad?' Sofia asked her mum. 'His 70th birthday is important!' 'We can invite all the family', Samir said. 'All right', Mum said.

Samir and Sofia talked to their cousins. 'Can you come to Grandad's party?'

The children did a lot of work for the party, but Grandad wasn't happy.



**Values** Listen to others and say how you feel.

**3** Answer the questions.

- 1** Why does the family want to celebrate Grandad's birthday? \_\_\_\_\_
- 2** What did Grandad say about the party at the start of the story? \_\_\_\_\_
- 3** Why did he say this? \_\_\_\_\_
- 4** Why wasn't Grandad happy? \_\_\_\_\_
- 5** What is special about Grandad's birthday? \_\_\_\_\_



**3** The day before the party, Dad made a big birthday cake.

What are the candles for?

They're for your cake, of course!

70!



**4** Finally, Grandad and Mum arrived at the party. 'Happy birthday!' everyone shouted.

Here he comes!

But it's not my 70th birthday!

What?



On the day of the party, Samir and Sofia went to the park. First, Samir's school friends arrived. They put lanterns and a piñata in the trees. Then the cousins arrived with their parents. Soon, everyone was there.

Everyone looked confused. 'I was born on 29th February', Grandad explained. 'I have a birthday once every four years ... I'm not 70. I'm only 17!'

## 4 Read and complete.

first second third fourth fifth sixth seventh

- 1 Dad was the \_\_\_\_\_ person to arrive at the party.
- 2 Uncle Karim was the \_\_\_\_\_ person to arrive at the party.
- 3 Samir and Sofia were the \_\_\_\_\_ and \_\_\_\_\_ people to arrive at the party.
- 4 Aunt Mary was the \_\_\_\_\_ person to arrive at the party.
- 5 The cousins were the \_\_\_\_\_ and \_\_\_\_\_ people to arrive at the party.

### Arrival Times

Samir and Sofia: 4:00

Aunt Mary: 4:10

2 cousins: 4:30

Uncle Karim: 4:35

Dad: 4:50

**5** Write an invitation for a party.

**6** Act out the story in groups.

When you write an invitation, make sure you include who or what the party is for, where it is and when it is.




# 1

# Into the wild

How can we plan a class adventure?




**1**  Where are the children?  
What are they doing?



**2** What are the children doing? Read and underline.

Playing outside is great! I really like climbing, swinging, collecting grass and leaves, and making a camp. I like balancing on branches, swimming and exploring. There are a lot of great things to do outside!

**3**  What other activities can the children do? Discuss with a partner.

balance climb collect  
make a camp swing

branches grass  
leaves rocks trees

They can climb the trees.

They can't swing on the rocks.

**4** Do an outdoor activities survey.

## CODE CRACKER

- 1 Write four outdoor activities.
- 2 Write your name and tick your two favourite activities.
- 3 Ask three friends and tick their two favourite activities.
- 4 Add up the number of ticks for each activity.

Activities				
Name: _____				
Name: _____				
Name: _____				
Name: _____				
Total <input checked="" type="checkbox"/> ticks				

What are your two favourite outdoor activities?

I like climbing trees and exploring.

# In the forest

## VOCABULARY

I will learn outdoor activity words.

1  Listen and match. Sing the song.



### SONG TIME

#### Adventure camp

We've got a **wheel** and a **rope**.

We've got **gloves** and **boots**.

We've got **grass** and **matches**.


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



We've got a **whistle** and a **blanket**.

We've got a **compass** and a **map**.

We've got **branches** and **leaves**.

2  Look at 1. What are the items useful for? Think of one more item.

climbing cooking crossing the stream  
exploring making a camp swinging

The boots are useful for crossing the stream.



**3** Look at 1. Choose three items and make a list. Add your new item.

My list

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**4**  Play *Get your equipment!*

 climbing	 exploring
 cooking	 making a camp
 crossing the stream	 swinging


- 1 Take turns to roll the dice.
- 2 Have you got the equipment for the activity?
- 3 Tick all the equipment on your list and you're a winner!

My list




rope      map      compass      spoon



I rolled a one – that's 'climbing'! I've got a rope and that's useful for climbing.



**5**  Make your own picture dictionary. Draw and write in order from the least to the most useful for playing outside.

 <u>compass</u>	 <u>whistle</u>
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**6**    Listen and circle the correct tree. Then say.



A little girl with a skirt and a T-shirt heard a bird in a fir tree in the forest. Where's the fir tree with the bird the little girl heard?

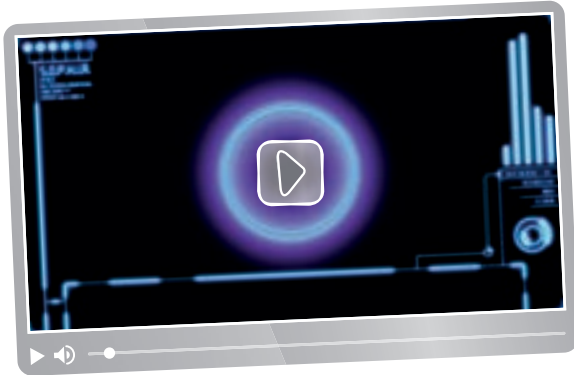
**7**   Look at 6. Find and circle words with the same sound as **learn**.

# Language lab

GRAMMAR: GOING TO ...

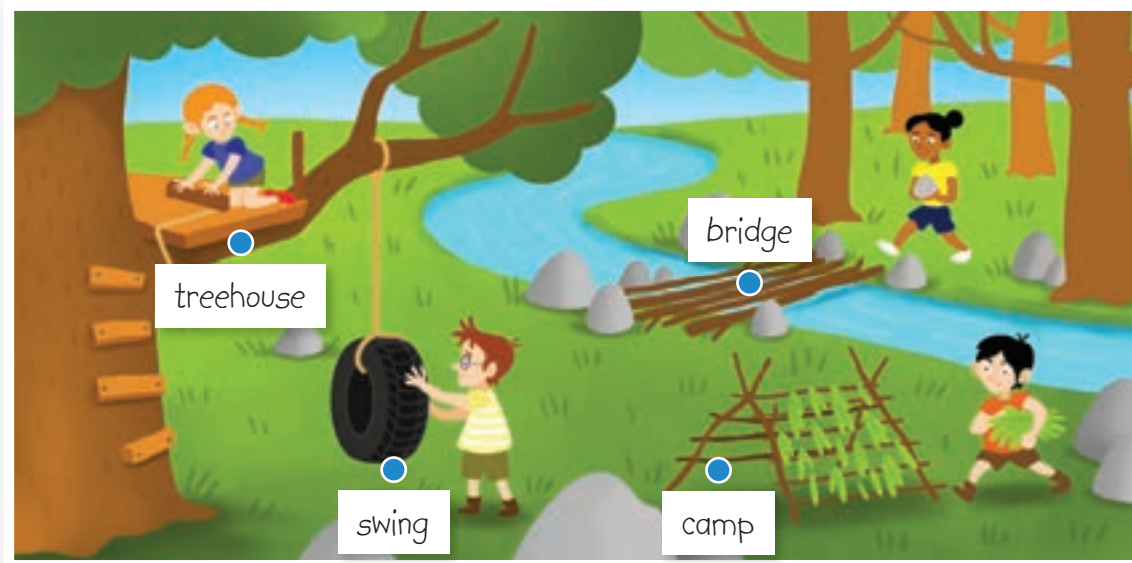
*I will learn to talk about future plans using going to.*

## 1 Watch the video.



Dan is **going to** make a camp.  
He isn't **going to** use branches.  
Clare and Pearl are **going to** use branches.  
They aren't **going to** use leaves.  
Are you **going to** ...? Yes, I am. / No, I'm not.

## 2 Listen and match.



● Clare

● Dan

● Fred

● Pearl

## 3 Look at 2. Read and answer.

- 1 This child is going to use a wheel and a rope. This child isn't going to use leaves or rocks. Who is it? \_\_\_\_\_
- 2 This child is going to use branches, a rope and an old door. This child isn't going to use rocks or a wheel. Who is it? \_\_\_\_\_
- 3 This child is going to use rocks and branches. This child isn't going to use a blanket or grass. Who is it? \_\_\_\_\_
- 4 This child is going to use leaves and grass. This child isn't going to use a rope or boots. Who is it? \_\_\_\_\_

**4**  Look at 2. Play *Guess the picture*.



Are you going to use a rope?

Are you going to make a swing?

Are you going to make a treehouse?

Yes, I am.

No, I'm not.

Yes, I am.



**5** What does it say? Use the spy's code to find out.

**CODE CRACKER** 

**THE SPY'S CODE**



9 1 4 9 6 1 1 4

1 Mr Red	2 the river	3 a black coat	4 the treehouse
5 Mr Gray	6 boots	7 a compass	8 a rope
9 Madam Black	10 gloves	11 the bridge	12 a hat
13 a map	14 a whistle	15 the camp	16 a blanket

- \_\_\_\_\_ and \_\_\_\_\_ are going to meet at \_\_\_\_\_.
- \_\_\_\_\_ is going to wear \_\_\_\_\_.
- \_\_\_\_\_ is going to take \_\_\_\_\_.

**6** Write a message with the spy's code.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*I will read a story about an island adventure.*

**1** Look at the pictures. What happens?

**2** Read and listen.

## Shipwrecked!

**1** Jack and Alice were in their boat. Suddenly, there was a big storm. The waves threw the little boat up and down.



**2** Jack swam to the beach and looked around, but Alice wasn't there. He blew his whistle three times and waited. Then he saw something far away. It was Alice!

We haven't got a sailing boat now. What are we going to do?

Let's make an SOS message.



**3** They collected rocks and wrote SOS on the sand. Then they waited for help. By the afternoon, they were hungry and needed water. 'Look! There are some trees up there. There has to be water,' said Alice.



**3** Complete the story path.

beach trees  
lighthouse  
police station river  
sailing boat

1 _____	2 _____	3 _____
4 _____	5 _____	6 _____





**4** They used their rope to climb up the rocks. On the other side, they found a river and some fruit trees.

Jack climbed up a tree. 'Pass me the knife!' he shouted, and he cut some fruit. Then they filled their water bottles with water from the river. Alice took out her compass.



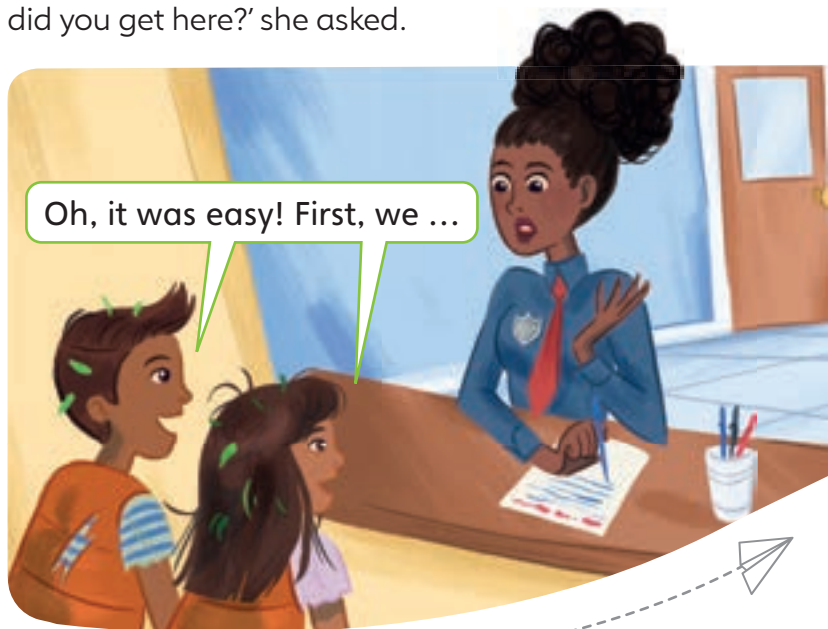
That's north, so the river is flowing east.

Let's follow it.

**5** They walked for a long time. Then they saw a light. It was flashing on and off.

'That's the lighthouse. Come on!'

**6** Officer Bond was happy to see the children. 'The search party found your SOS message at Pirate Bay. How did you get here?' she asked.



Oh, it was easy! First, we ...

**Values** Work together.

**4** How did the children work together to find help?  
Discuss with a partner.

**5** Write a story about Jack and Alice getting lost in a forest.



**6** Act out the story in groups.

# Experiment lab

ENGINEERING: STRONG BRIDGES

I will learn how to build a bridge.

## 1 Read, listen and complete.



There are many different types of bridges, but they've all got a road or pathway. Engineers call this the deck of the bridge. We can describe bridges by the position of the deck.

An arch bridge has got a strong arch under the deck.

A truss bridge has got a deck at the bottom of the structure.

A suspension bridge has got a deck that hangs from cables.



bridge



bridge

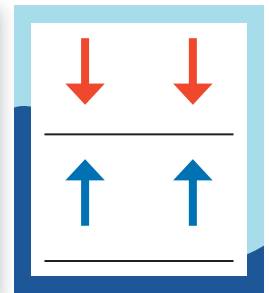


bridge

## 2 Read, listen and complete.

pull up   push down

Imagine a heavy lorry is going over a bridge. The weight of the lorry is pushing down on the deck. The bridge isn't going to break. The structure of the bridge is pulling the deck in the opposite direction. All bridges need a balance between a force pushing down and a force pulling up. A bridge breaks if one of the forces is greater than the other.



## 3 Read and listen. Which photo has got the most triangles?

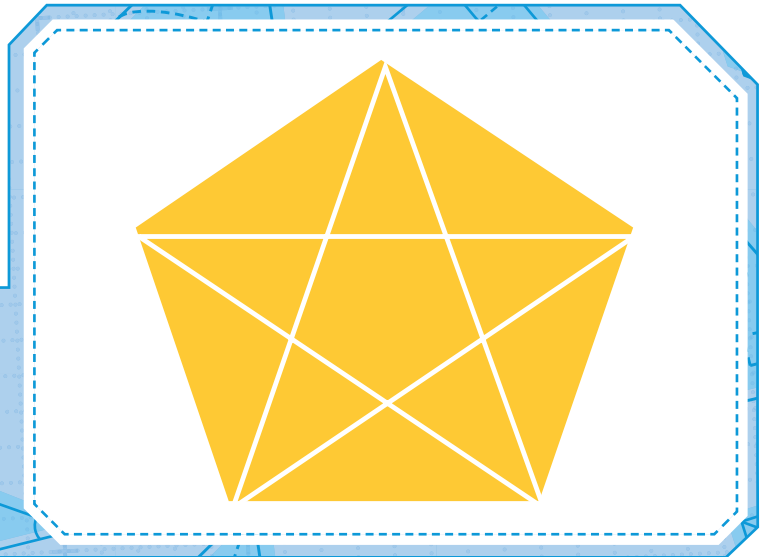
A triangle is a strong shape. Imagine you are pushing down on the point of a triangle. It's difficult to break. Triangles are used in many bridges to make the structure stronger.

4  Which bridge do you think is the strongest? Why?

5 How many triangles can you see in the pentagon?

**MATHS ZONE**

Clue: Number the single shape triangles from 1 to 10. Then count the triangles with two, three and five shapes.



**EXPERIMENT TIME**

How can I build a bridge?

- 1 Connect the ice lolly sticks with clay to make triangles.
- 2 Connect the triangles to make a bridge.
- 3 Use the ruler for the deck of the bridge.
- 4 Test the strength of your structure with coins.







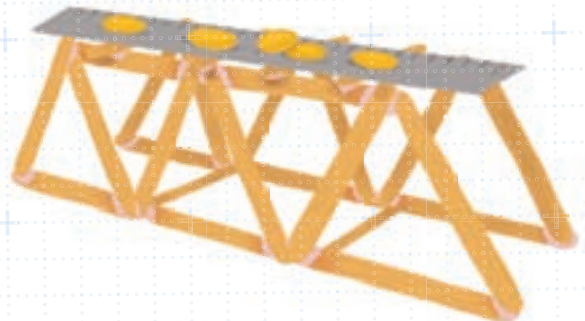
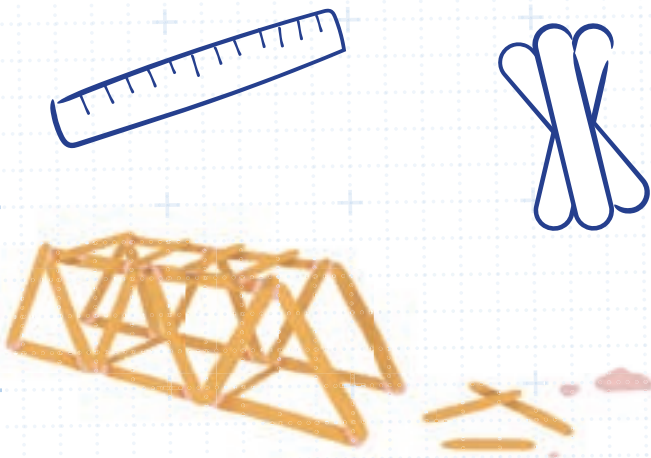
Watch a video about a bridge.

**Materials**

ice lolly sticks    clay  
a ruler            coins



 There are \_\_\_\_  triangles in my bridge. It can carry \_\_\_\_  coins. 



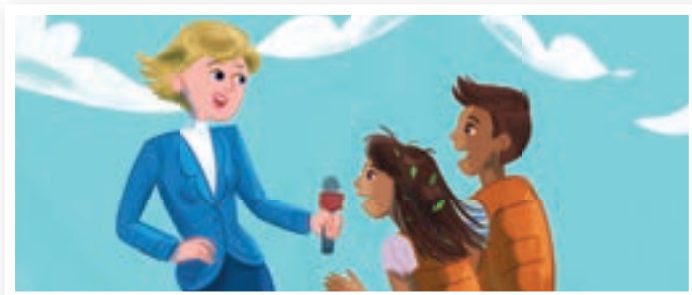


# Time phrases

## COMMUNICATION

*I will ask and answer about future plans.*

### 1 Listen and match.



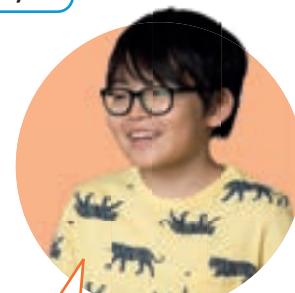
A time – **at** two o'clock  
A day of the week – **on** Monday  
A month of the year – **in** September  
An amount of time – **for** two days

- 1 When are you going to go sailing again? ●
  - 2 When are you going to see your parents? ●
  - 3 How long are you going to stay here? ●
  - 4 When are you going to visit Pirate Bay again? ●
  - 5 When are you going back to school? ●
- a In September.
  - b For two days.
  - c On Monday.
  - d At two o'clock.
  - e Tomorrow.

### 2 Ask and answer about your next holiday with a partner.

- 1 Press out the cards.
- 2 Write your name and your partner's name.
- 3 Complete the information for you.
- 4 Ask your partner and complete their information.

When are you going on your next holiday?



I'm going in March.

### 3 Play Snap!

Harry is going on an adventure holiday in September.



Snap!



# Writing lab

AN SOS MESSAGE

I will learn to write an SOS message.

Alice and Jack wrote an SOS message, put it in a bottle and threw it into the sea.

## 1 Read and complete.

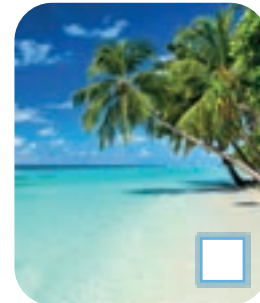
beach food forest hungry Pirate Bay rocks water

- 3rd May
- Dear Friend,
- Our sailing boat smashed on some \_\_\_\_\_ yesterday.
- There is a \_\_\_\_\_ behind the \_\_\_\_\_.
- We are OK, but we are \_\_\_\_\_ and thirsty.
- We are going to stay here for four hours and then we are going to look for \_\_\_\_\_ and \_\_\_\_\_.
- Please send help.
- From, Alice and Jack Samson
- (somewhere near \_\_\_\_\_)

## 2 Number the features in 1.

- 1 = Who the letter is from
- 2 = Who the letter is for
- 3 = Location
- 4 = Request for help
- 5 = Date
- 6 = Landscape
- 7 = Conditions
- 8 = Plans

## 3 Tick a place and write an SOS message.



- 1 Write your message.
- 2 Don't forget to ask for help!
- 3 Put your message in a bottle.
- 4 Play *Pass the bottle*.



# PROJECT AND REVIEW

Plan a class adventure

## Step 1

### Research

Find out about local outside spaces.



- Make a list of different places near you.
- What activities can you do at each place?
- What equipment is going to be useful for the activities?

Places:

forest, beach, park

## Step 2

### Plan

Write a timetable for your adventure.

- Choose a place and a date for the outing.
- Decide the start and end times.
- Plan activities for the morning and the afternoon.
- Make a list of equipment.

Let's go to the river.

Yes! We can go in April.

OK. We are going to go to the river in April.

Let's go at nine o'clock in the morning!

	Activities	Equipment
Morning	making a camp climbing	a blanket a rope
Afternoon	exploring swimming	a compass a towel

# Step 3



## Create

Make a plan for your adventure.

- Think of a name for your adventure.
- Find photos or draw pictures of the place.
- Include the date, the bus times, the timetable of activities and the equipment.

## 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



Show your plan to your family. Describe your adventure.

# Step 4



## Show and tell

Hold a class competition for the favourite adventure.

- Describe your plan for a class adventure.
- Explain the exciting activities.
- Your friends can choose three adventures.
- Find the favourite adventure in the class.

What are you planning for the class adventure?

We're going to go to the river.



In the afternoon, we're going to swim.

## Now I can ...

... use outdoor activity words.

... talk about future plans using *going to*.

... ask and answer about future plans.

... write an SOS message.