



English Code 5

Pupil's Book



Contents



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 must and mustn't. Talk about obligations using have/don't have to. 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?	Design your ideal school 
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?	Make a story plate 
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?	Design your own festival 
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?	Make a film trailer 
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?	Plan the trip of a lifetime 
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?	Create a treasure hunt 
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?	Invent a lunch menu 
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?	Create a song about technology 

Welcome!

How can I talk about my neighbourhood?

1  Look at the photo. What do you think is happening?

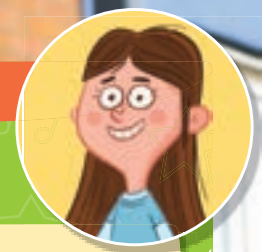


2



Listen to the conversation and circle the mistakes. Compare with your partner.

Fact file: neighbour of the month



Nickname:

Kit

Family:

mum, dad, one sister, no brothers

Pets:

a lizard, five fish

Favourite TV programme:

Dance Stars

Dreams for the future:

be a teacher, travel around the world

Hobbies:

dancing, playing baseball, singing

3



Complete the song. Then listen and check your answers.

box friendly here
live play sunny

SONG TIME

Welcome song

Welcome to the neighbourhood.

It's a lovely 1 _____ day!



We're going to play outside.

Are you going to come out and 2 _____ ?

This is a 3 _____ neighbourhood,

We moved here last year.

If you ask for help, we'll help you.

I think you'll like it 4 _____ !



Chorus



Should I help you to carry that 5 _____ ?

Up to the second **floor**?

What number's your **flat**?

Oh - you 6 _____ **next door**!



Chorus

4



Interview a friend and make a fact file. Draw an avatar.

Our neighbourhood

VOCABULARY

I will talk about the people and places in my neighbourhood.

1 Read the text. Who works in the sweetshop?

2  Read and listen.



Saturday, 8th May

Dear Grandma,

Good news! I really like my new **block of flats**! I've got a new friend. His name is Dev Patil. He lives in **flat** 310 on the third **floor**. We live on the second floor.

I'm going to start my new school on Monday and Dev is a student there. It's near my flat. My new teacher, Mrs Wood, lives **next door** to me! I'm happy that she's my **neighbour**. She's **married** and her **husband** is tall. Mr Wood's **first name** is Nigel, but people usually call him Woody. It's his **nickname**. It's a good nickname because his **surname** is Wood and he's as tall as a tree!

On the corner of our street is a fantastic sweetshop. Mr Cotton and his **wife**, Mrs Cotton, work there.

I miss you. Come and visit soon!

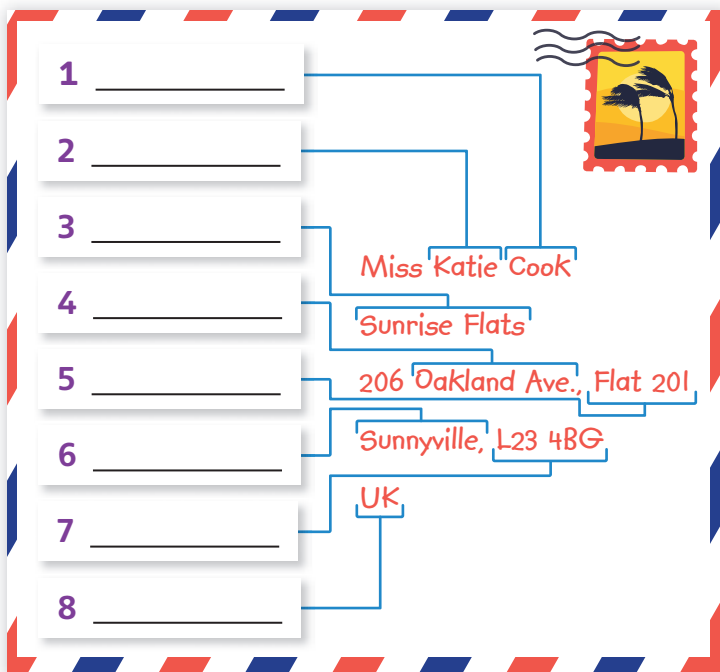
Love,

Kit X X X



4  Label the parts of Kit's address.

block of flats country first name
flat number postcode
street surname town



5  Write Dev's address and then write your own address.

6  Ask and answer about you and your neighbourhood.

Do you live in a house or a flat?

Have you got a nickname?

3 Complete the sentences.

- Mrs Wood's _____ is called Nigel.
- Kit lives _____ to her teacher.
- Dev's _____ is on the third floor.

Language lab

GRAMMAR: -WHERE, -ONE, -THING

I will learn to use general words, e.g. everywhere, everyone, everything.

1 Listen and answer.

- 1 What are Josh and Sam going to eat?
- 2 What is Mr and Mrs Jackson's dog doing?



2 Find the pattern. Write the missing words. Then listen again and circle the words you hear.

CODE CRACKER

	1 ...where	2 ...one	3 ...thing
A every...	everywhere	everyone	_____
B some...	_____	_____	something
C any...	anywhere	anyone	_____
D no...	_____	no one	nothing

3 Complete the sentences with words from 2. Circle the correct coordinates.

- 1 There isn't _____ to play in my town. It's a boring place.
A3 / C1
- 2 I stay in bed and do _____ on Sunday mornings! D1 / D3
- 3 _____ lives in the flat next door to mine. It's empty.
D2 / B1
- 4 I'm planning to do _____ fun at the weekend. B2 / B3
- 5 We go _____ by bus because we haven't got a car. A1 / C3

4 Play Coordinates.

Student A: Say a pair of coordinates.


Student B: Find the word and say a sentence. Use the phrases in the box.


D2.

D2 is *no one*. No one in my family has got a motorbike.

I don't know anyone who ...
I know someone who ...
Everyone/No one in my neighbourhood ...
I can't find ... anywhere.
There's nothing in/on/under my ...
I go everywhere with/by ...

I will read a story about getting to know neighbours.

- 1**  How well do you know your neighbours? What are their names? Ask and answer with a partner.

- 2**  Look at the pictures and guess who is in the story and what happens. Then read and listen.

street party

Tom read the invitation again:
Come to our street party this Friday at 6 p.m. Everyone in the block will be there!
But he didn't want to go. He didn't know anyone in his block. He wanted to live in his old neighbourhood again.

Tom looked through the pile of post on the hall table. There was a letter for someone named Peter Adams. Tom put it on the table, 'I'll deliver it later', he thought.

That afternoon, Tom was reading when he knocked over his juice. There was juice everywhere! It was on everything ... including the letter. Tom dried the envelope and looked at the address. Oh, no ...



First, Tom tried flat 302. A girl opened the door. Her name wasn't Peter Adams, it was Rebecca Williams. She looked at the letter, 'There's no one by that name on the third floor. I'll help you. Let's try the fourth floor.'



- 3**  Read the story and find.

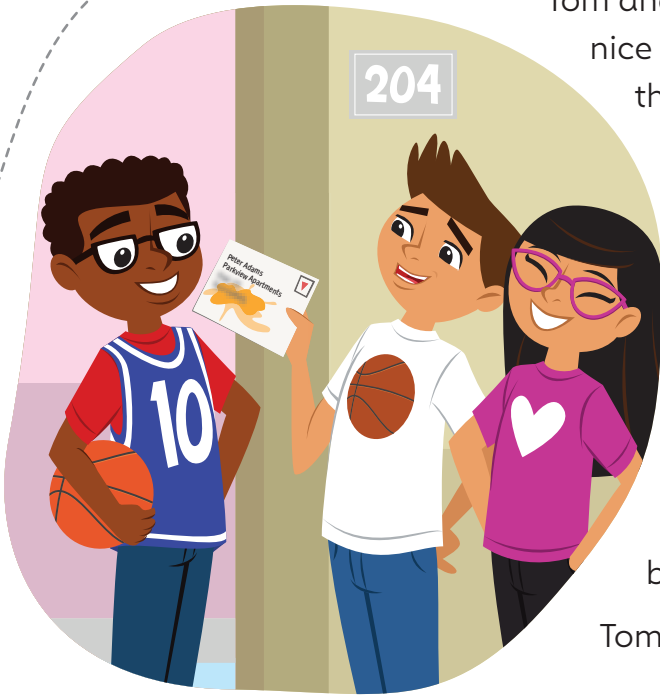
- 1 Someone who lives on the third floor: _____
- 2 Someone who lives on the fourth floor: _____
- 3 Something sporty to do: _____
- 4 Something Tom delivers: _____

Values

Be a good neighbour.

- 4** What makes a good neighbour? Ask and answer.

- 1 How are Tom, Rebecca and Hoops good neighbours?
- 2 How are you a good neighbour?



Tom and Rebecca visited every floor in the block. They met nice Mrs Stuart and her husband on the fourth floor, the Jones family on the first floor and a lot of friendly people on the second floor. There was only one flat left that they needed to try – the one next door to Tom’s flat.

Tom knocked. The boy who answered said, ‘Hi! I’m Hoops.’

Tom said, ‘Oh, the letter isn’t for you, then.’

‘Wait!’ said Hoops. ‘My first name is Peter, but my nickname is Hoops. People usually call me Hoops because I love basketball.’

Tom gave the letter to Hoops. ‘Me, too,’ he said, smiling.

Later that day, Tom’s dad said, ‘Let’s go to the street party!’

‘But I don’t know anyone,’ said Tom.

‘It looks fun. There’s even a basketball match!’ said his dad.

Tom looked out of the window and saw Hoops and Rebecca waving at him. He did know someone at the street party!

‘Let’s go!’ said Tom, running out the door.



5 Write about a party you enjoyed.

When and where was the party?

What did you wear?

What did you eat and drink?

Who did you meet?

What did you do?

Did you make any new friends?

6 Make a 3D model of the block of flats and the people who live there.

7 Act out the story in groups.

1


Time for school

How can we design our ideal school?




1  Look at the children in the photo.
Tick the true sentences.

- 1 They're doing a test.
- 2 They're wearing uniforms.
- 3 They're making models.
- 4 They're looking at plants.

2  Look and complete the message. Then listen and check your answers.

books classroom learn
lesson models

At our school, we do a lot of gardening! We grow flowers and vegetables outside and in the school greenhouse, and we **1** _____ a lot about plants for Science. Science is my favourite subject. We often do other subjects outside, too. When it's hot and sunny, we sit under the trees and read **2** _____. Last week, we had an Art **3** _____ in the playground. We made **4** _____ of animals. I like being in the open air. It's more interesting than working in the **5** _____.

3  What are the children in the photo saying? Look, imagine and write. Use sticky notes.

4  Ask and answer the questions.

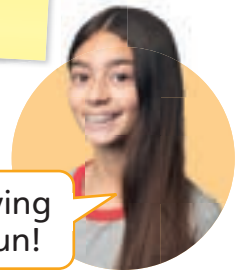
- 1** Which activities do you enjoy most?
- 2** Where do you do these activities?
- 3** What would you like to improve this year?

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.

Language lab

GRAMMAR: EXPRESSING RULES WITH **MUST**

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!

Values

Think about rules.

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.

Route 1:

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

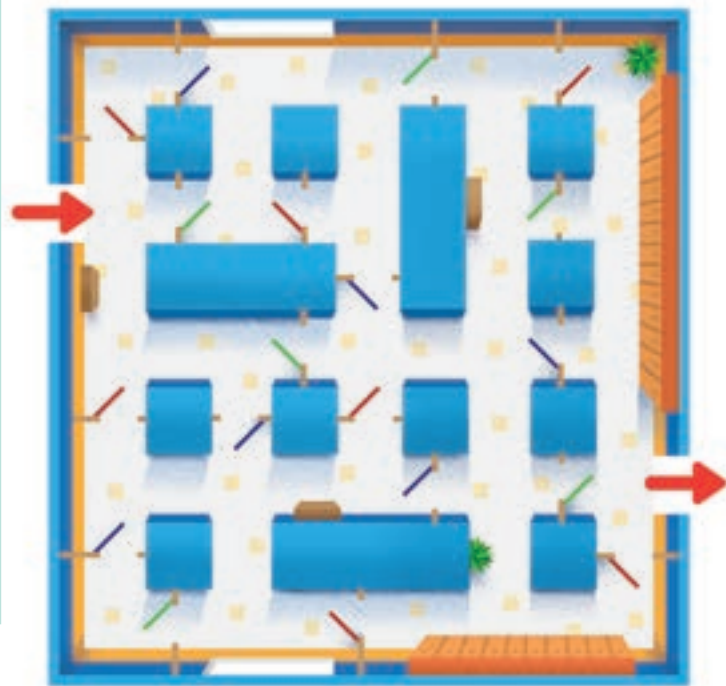
Route 2:

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.

CODE CRACKER



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 _____.

I will read a story about robots in a school.

1 Look at the story and pictures. What is the story about?

2  Read and listen.

THE ROBOT HELPERS



When I was eleven, our headteacher was a woman called Mrs Miller. She was crazy about computers and robots. One morning, she said, 'I've got a surprise for you. Meet our amazing new robots. They're here to help us!'

'Wow!' said my classmate Jack. 'Can they do my homework?'

'No, they can't,' laughed Mrs Miller. 'But they can help you to study.'

We started to work. All day, the robots helped us. They fixed our computers, carried our equipment and helped us with our work. We loved them!

But then, suddenly, they changed. 'Listen!' said the biggest robot. 'We've got a plan. The robots are going to control the world!'

3  What changes in the story? Think and circle.

- At the start of the story, the robots are **bad** / **good** .
In the middle of the story, the robots are **bad** / **good** .
- At the start of the story, the robots **can** / **can't** move.
At the end of the story, the robots **can** / **can't** move.
- At the start of the story, Mrs Miller **likes** / **doesn't like** robots.
At the end of the story, she **likes** / **doesn't like** robots.
- In the middle of the story, the children are **happy** / **scared** .
At the end of the story, they're **happy** / **scared** .

'Yes', said a second robot. 'But we need more robots. We're going to destroy the classrooms. Then we're going to make more robots. And you must help us!' The robot picked up a computer and smashed it on the floor. Everyone was scared.

'These robots are dangerous', said my friend Leah. 'We must tell our parents!'

'No, you mustn't go home', said the big robot. 'You must stay at school.'

Then we saw a screen on the robot's arm. There was a red message on the screen. 'Look, Ruby', whispered Jack. 'Battery low! What does that mean?'

'Oh, the robots are solar-powered', I said. 'They've got solar panels on their heads. If they haven't got sunlight, they haven't got power!'



'So they mustn't go outside!' said Jack. 'Where are the keys, Mrs Miller?' The headteacher gave us the keys and we quickly locked the classroom doors.

The robots couldn't open the doors, so they couldn't go outside. They moved more and more slowly, and finally they stopped. Mrs Miller took out their batteries and we were all happy!

'Thanks, kids', said Mrs Miller. 'I'm not keen on robots now!'

4 Look at the table. Which phrases are in the story? Find and write the sentences.

☹️	😊
I don't like ...	I like ...
I'm not keen on ...	I love ...
I can't stand ...	I'm crazy about ...

5 Use the phrases in 4 to talk to your partner about things you like and don't like.

I can't stand snakes / playing basketball .

I'm crazy about dancing / Maths .

6 Act out the story in groups.

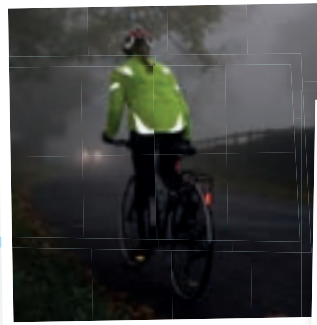
Experiment lab

SCIENCE: LIGHT AND LIGHT ENERGY

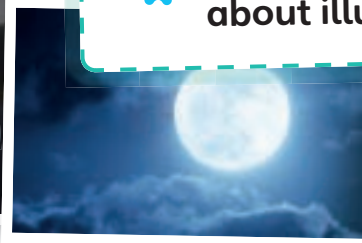
I will find out which surfaces reflect or absorb light.

1 Look, think and talk.

This cyclist's jacket and the Moon aren't lights, but they look like lights. Why? Where is the light coming from?



Watch the video about illusions.



2 Read and listen.

How we see things

Light travels from a light source. We have one natural light source: the Sun. We have a lot of artificial light sources: electric lights, torches and candles.

Light travels in straight lines. Rays of light come from the light source, reflect off the object and go into our eyes.



Some surfaces reflect light very well. This means a lot of light goes into our eyes. Shiny surfaces like mirrors reflect a lot of light.

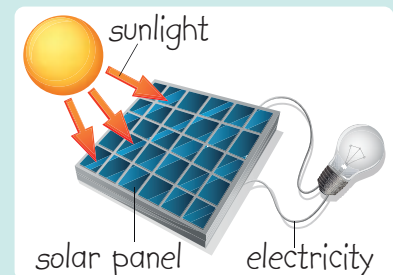
Light energy

Light is a form of energy and it makes heat. You can feel the heat of the sunlight on your skin. Look at these cars. Light-coloured surfaces reflect light well. This means it doesn't get too hot inside.

Dark surfaces don't reflect light very well. The paint on the black car doesn't reflect light well. It absorbs more light than white paint. This means the black car can get very hot inside.



Solar panels use light energy to make electricity. We see solar panels on the roofs of buildings such as schools or offices, but also on other things like watches, torches and chargers. Solar panels need to absorb light energy. We want them to get hot, like the black car!



3 Read and write answers. You don't need to write full sentences.

- 1 What light sources are there in your classroom? _____
- 2 What shiny objects can you see in your classroom? _____
- 3 What clothes should cyclists wear when they cycle in the dark? _____
- 4 What solar-powered objects do you or your family use? _____
- 5 What colour are the solar panels on solar-powered objects? Why? _____

EXPERIMENT TIME

Which surfaces reflect or absorb light?

- 1
 - Write a list of the materials and surfaces you are going to test.
 - Predict how well the materials will reflect light.
 - Number them in order from best reflector to worst reflector (1 = best).
 - Then write your predictions below.

I think the best reflector will be _____
_____ because _____

I think the worst reflector will be _____
_____ because _____

- 2 Cut a hole in the card for the torch. Push the torch into the hole.
- 3
 - Shine the torch at the different materials and look at the card.
 - Can you see light through the card?
 - If you can see a lot of light, it means the material is a good reflector.

Materials

a torch scissors
a piece of white card
different materials and
surfaces to test (for example,
a desk, a wall, a jumper, white
paper, red paper, black paper,
aluminium foil)



- 4 Put the materials in order again. Write your results and circle *right* or *wrong*.

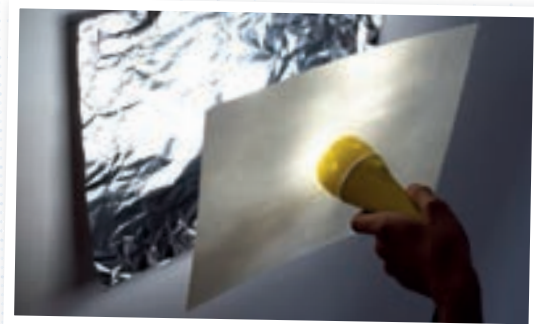
RESULTS

The best reflector is _____

My prediction was right / wrong .

The worst reflector is _____

My prediction was right / wrong .



A friend in India

COMMUNICATION

I will talk about obligations using have to and don't have to.

1 Listen and circle the things that Kalya talks about.

animals food friends
school subjects sports



I	have to	go to a sports club.
We	don't have to	do homework every day.
Students		wear a sports kit.
Kalya	has to	
My friend	doesn't have to	

2 Listen again and tick the things that Kalya has to do.

- 1 wear a kabaddi kit for matches
- 2 do a sport at school
- 3 play kabaddi at school
- 4 study Music
- 5 learn English
- 6 do homework every day

3 Read and listen. Then practise the dialogue.

- A: What sport or activity do you do?
B: I play the trumpet.
A: Do you have to wear a uniform or special clothes?
B: No, I don't.
A: Do you have to use special equipment?
B: Yes, I do. I have to use my trumpet!

4 Think about a sport or activity that you do. Ask and answer.

- 1 What sport or activity do you do?
- 2 Do you have to practise every day?
- 3 Do you have to wear a sports kit or special clothes?
- 4 Do you have to do exams or tests?
- 5 Do you have to use special equipment?

5 Imagine you are showing a new student round a club at your school. Do a role-play. Then swap roles.

We have to ...


Do we have to ...?



Writing lab

INSTRUCTIONS FOR A GAME

I will write instructions for a game.

- 1**  Read and complete the instructions for a game. Then play the game in pairs.

desk into player score try

BOX IT!

EQUIPMENT: two balls, a box

HOW TO PLAY: Put the box on the
1 _____. You must try to throw the ball
2 _____ the box. Then pick up the ball and
3 _____ again. You can play quickly. You don't have to take turns!

HOW TO SCORE: If you throw the ball into the box, you
4 _____ one point.

HOW TO WIN: The first
5 _____ to get ten points wins the game.



- 2** Work with a partner. Design a game for two players that you can play at your desk.

- Draw a picture and write the instructions.
- Give your game to some classmates. Play a different game!

- 3** Read the word problems and write the answers.

MATHS ZONE

- 1** Katie plays three games. She gets 11 points in each game. How many points has she got?
Answer: She's got ____ points.
- 2** Amy's got 20 points. Ben's got 16 points. Ben wants to win the game. How many more points does he have to get?
Answer: He has to get ____ points to win the game.
- 3** Liam starts with 12 points. He loses eight points. Then he gets nine points. How many points has he got now?
Answer: He's got ____ points now.



- 4**  Make scoreboards and use them when you play games.

PROJECT AND REVIEW

Design your ideal school

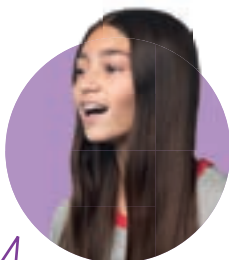
Step 1

Research

What kind of school would you like to go to?

- Work with a partner. Find out and think about different kinds of schools.
- Make a list of three things you like about your school and three things you like about the kinds of schools you researched.
- Choose the things that you would like to have in your ideal school. Explain why.

My ideal school must have a lot of activities I can do outside. I learn well outside.



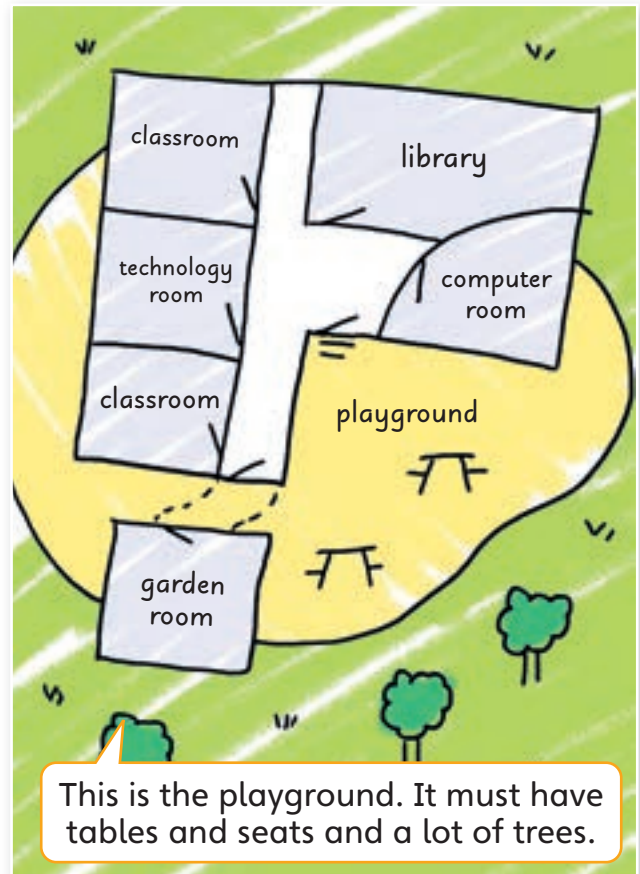
The students at my ideal school don't have to sit in a classroom all day. Working in different places is more interesting.

Step 2

Plan

What would your ideal school look like?

- Draw a rough plan. Think about the buildings and places that you will need.
- Discuss your plan. Imagine moving around the school. Make changes if you need to.



This is the playground. It must have tables and seats and a lot of trees.

Step 3

Create

How can you persuade children to go to your school?

- Draw a tidy plan of your ideal school on a large sheet of paper.
- Label the parts of the school.
- Write the text for your presentation. Describe the special features and the rules of your school. Use *must*, *mustn't*, *have to* and *don't have to*.
- Decide who is going to say what and when to show the plan of the school.
- Practise your presentation.

At our school, we've got classrooms but students don't have to work in the classrooms. They can work in the library, the computer room or the garden room.
 The garden room is a special area indoors, with a lot of plants and sunlight.
 (Show garden room on plan.)

Ask your family or friends what special features they would have in their ideal schools and why.

Step 4

Show and tell

Present your ideal school to the class.

Students have to study hard at our school, but they don't have to do tests.

You can see the garden room on the bottom of our plan.



Now I can ...

... use words to describe education and learning.

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

... talk about obligations using *have to* and *don't have to*.

... write instructions for a game.