



# English Code 6

Activity Book





# Contents

	<b>Welcome!</b> .....	p. 6
<b>1</b>	<b>In the news</b> .....	p. 10
<b>2</b>	<b>Inspirational people</b> .....	p. 22
	<b>Checkpoint 1</b> .....	p. 34
	<b>Culture 1</b> .....	p. 36
<b>3</b>	<b>Let's earn money!</b> .....	p. 38
<b>4</b>	<b>Food for the future!</b> .....	p. 50
	<b>Checkpoint 2</b> .....	p. 62
	<b>Culture 2</b> .....	p. 64
<b>5</b>	<b>The ancient world</b> .....	p. 66
<b>6</b>	<b>On the move!</b> .....	p. 78
	<b>Checkpoint 3</b> .....	p. 90
	<b>Culture 3</b> .....	p. 92
<b>7</b>	<b>I hate it when ...</b> .....	p. 94
<b>8</b>	<b>My amazing city</b> .....	p. 106
	<b>Checkpoint 4</b> .....	p. 118
	<b>Culture 4</b> .....	p. 120
	<b>Extra writing</b> .....	p. 122



# 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.

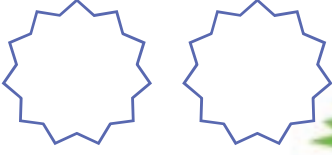
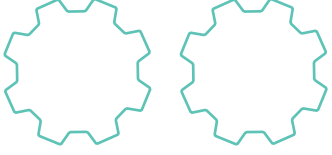
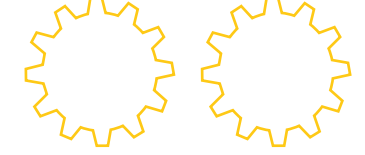
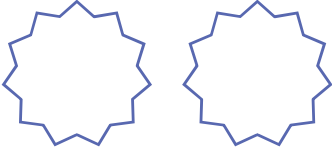
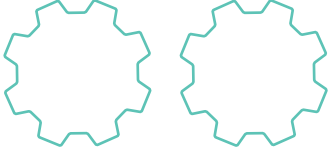
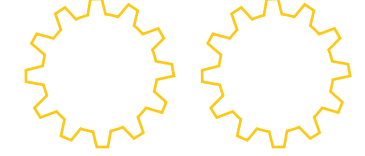
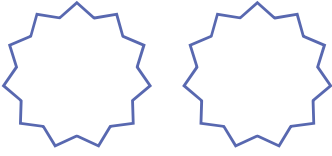
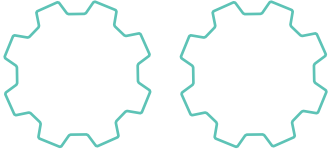
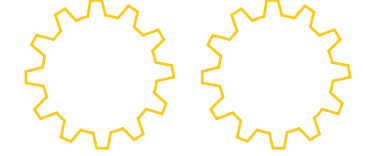
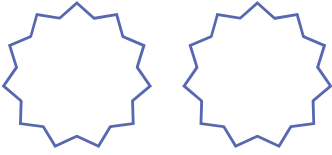
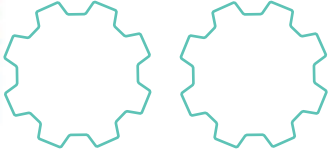
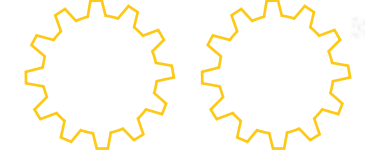
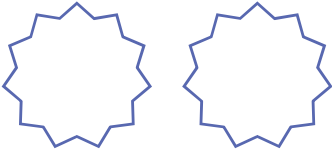
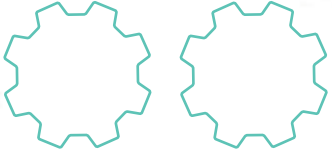
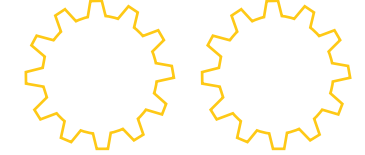
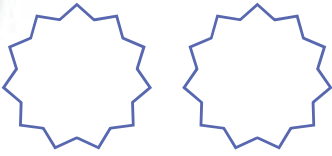
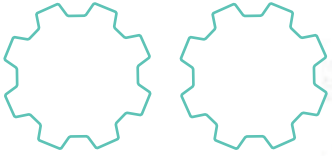
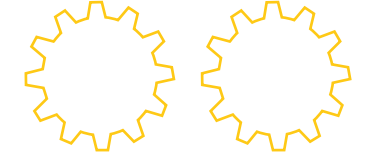
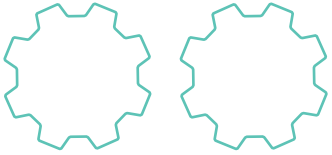
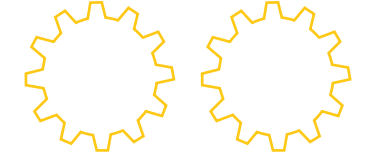
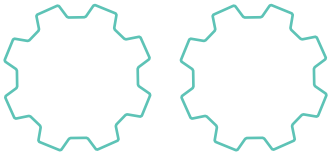
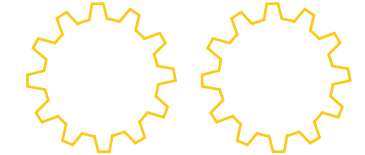
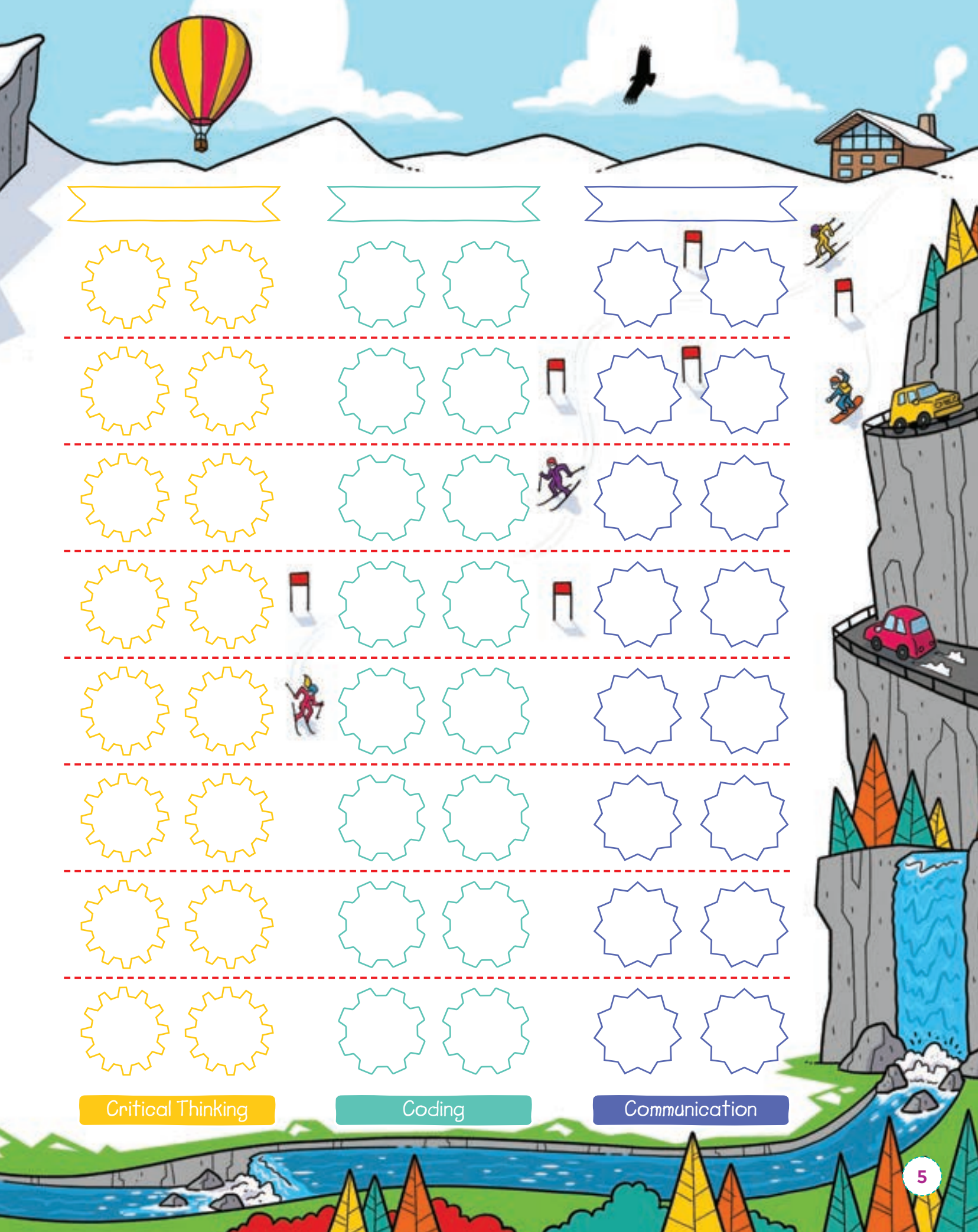
**This is our world** – there's room for everyone.  
We learn to live together, and we have a lot of fun ...  
In *our* world ... in *our* world ... in our *beautiful* world!

# 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!

How can I talk about my school timetable?

## 1 Read and complete.

2 \_\_\_\_\_ is over. I must put my packed lunch in my 3 \_\_\_\_\_.

Let's see what lesson is next on my 1 \_\_\_\_\_.



## 2 Listen and complete.

	MONDAY
8:50	
9:55	
11:00	
11:20	
12:25	
1:30	
2:20	
3:30	

## 3 Listen again and answer the questions.

- Where are the lockers?  
\_\_\_\_\_
- What time does break start?  
\_\_\_\_\_
- What time is lunch?  
\_\_\_\_\_
- What is the Art teacher like?  
\_\_\_\_\_

## 4 Can you work out which letters open the locker?

### CODE CRACKER

- C D B – none of the letters are correct
- B G C – none of the letters are correct
- A F E – two letters are correct, but only one letter is in the correct order
- H E C – two letters are correct, but only one letter is in the correct order
- H F E – two letters are correct, but they are in the wrong order

CRACK THE CODE!



C	D	B
B	G	C
A	F	E
H	E	C
H	F	E

# The school day

I will learn words to talk about the school day.

## VOCABULARY

### 1 Read and complete.

Date: 27th September

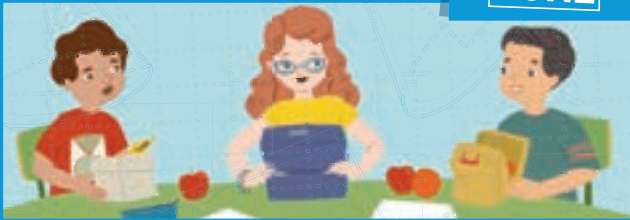
assembly bell rings break canteen corridor  
detention gym locker packed lunch  
portable classrooms queue timetable

Today is the first day of the new term! We've got our **1** \_\_\_\_\_, so we can see what subjects we've got every day. Before school starts, I usually meet my friends in the **2** \_\_\_\_\_ where we can chat and talk about our homework from the day before. On Monday morning, the whole school meets for an **3** \_\_\_\_\_. So when the **4** \_\_\_\_\_ at 8:50 a.m., we all **5** \_\_\_\_\_ and then walk into the school **6** \_\_\_\_\_. It's really big so we use it for PE, too.

We've got three lessons in the morning, and then there's a 20-minute **7** \_\_\_\_\_. Our school is growing! We've got two new **8** \_\_\_\_\_ on the other side of the playground this term - one is for English, and one is for History. Lunch is in the **9** \_\_\_\_\_ at 12:45 p.m. I usually go to my **10** \_\_\_\_\_ - lucky number five! - to get my **11** \_\_\_\_\_, and then I have my lunch while I chat with my friends. In the afternoon, we've got PE. Students who don't do their homework can't go to PE. They have to go to the library for **12** \_\_\_\_\_. That usually means extra homework...! 😱

### 2 Work it out!

**MATHS**  
**ZONE**



Half of the pieces of fruit in these children's packed lunches are apples. There are three oranges, two pears and one banana. How many apples are there in the packed lunches?

### 3 Design a locker label. Choose some decorations to stick on it.




I can use words to talk about the school day.



# Language lab

GRAMMAR: LIKE

I will learn the different uses of like.


**1**  Read the questions and answers below. Are they about personality (P), likes and dislikes (L) or appearance (A)?

- 1 What does he/she look like? \_\_\_\_\_
- 2 He/She likes sport and books. \_\_\_\_\_
- 3 He/She is very friendly. \_\_\_\_\_
- 4 What is he/she like? \_\_\_\_\_
- 5 What does he/she like? \_\_\_\_\_
- 6 He/She has got long hair and glasses. \_\_\_\_\_



**2** Think of a person who you know. Answer the questions in 1.

- 1 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**3**  Work with a partner. Ask and answer the questions in 1 to find out about the person in 2.



What does he look like?

He's tall, he's got curly hair and he wears glasses.



**Values** Be welcoming.

**4** What is more important: what a person is like, what a person looks like or what a person likes? Discuss with a partner.





# Story lab


READING

I will read a comedy story.

## The wrong Riley

- 1**  Look at the words and expressions from *The Wrong Riley*. Use the context of the story or a dictionary to help you work out the meanings.

catch my eye clutch confused double lie turn upside down yell

- 2**  Choose three of the words and expressions from **1**. Write a definition of each in your own words. Then tell your definitions to a partner. Can they guess the word or expression?

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

- 3** Find and underline the incorrect information in each sentence. Write the correct information.

- 1 Riley is feeling a little excited before the first day of term at his new school. \_\_\_\_\_  
2 Riley's Welcome Buddy seems really shy. \_\_\_\_\_  
3 Samira has got long, curly hair and glasses. \_\_\_\_\_  
4 Riley wants to give his Welcome Buddy a Maths book. \_\_\_\_\_

- 4**  Imagine *The Wrong Riley* is a film. Follow the steps below and draw a film poster.

- Go online to find other film posters to give you ideas for your poster.
- Think about which actors are in the film.
- Make your poster as colourful, exciting and imaginative as possible.

- 5**  Present your poster to the class. Have a class vote to find out which poster is the best.



I can read a comedy story.



# 1

# In the news

How can I make a video news report?

## 1 Read and complete.

- 1 A \_\_\_\_\_ writes news.
- 2 A \_\_\_\_\_ is a sentence that describes a photo.
- 3 The \_\_\_\_\_ tells us what a news story is about.
- 4 Did you read the interesting \_\_\_\_\_ in yesterday's newspaper?



## 2 Listen. How do these people follow the news? Tick the things they mention.

	Newspaper	Online news	Websites	TV	Radio
Bobbie					
Vanessa					
Ollie					

## 3 How do you follow the news? Ask and answer in pairs.

### 4 Read the article. Who was the thief?

## CODE CRACKER

LOCAL NEWS

2ND FEBRUARY

### BURGLARY AT THE JEWELLERY SHOP

Last night there was a burglary at a jewellery shop in town. The police spoke to three people: Mr Gold, Miss Diamond and Mr Silver. The police knew that one of them was the thief and that only one of them told the truth.

Miss Diamond said, 'I am not the thief.'

Mr Gold said, 'Miss Diamond is the thief.'

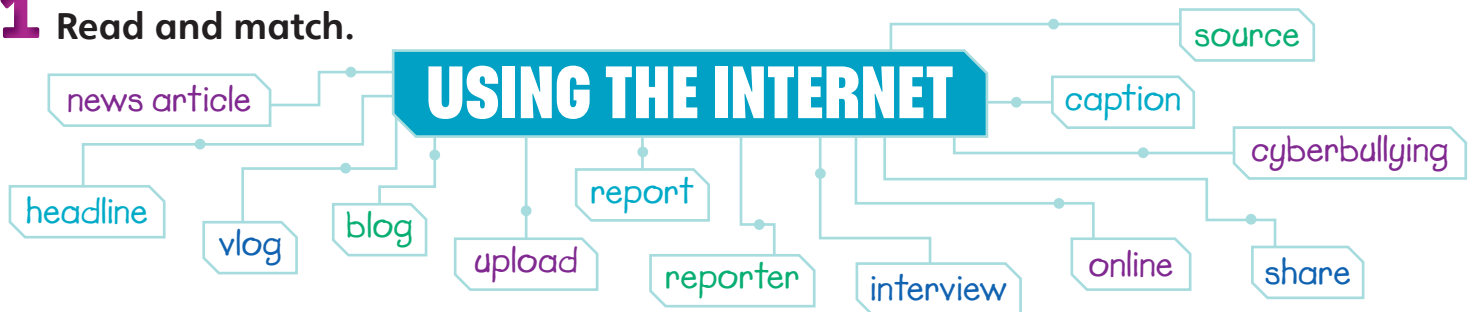
Mr Silver said, 'I am not the thief.'

# Social media club

*I will learn words to talk about social media and news.*

## VOCABULARY

### 1 Read and match.



- a the title of a news article \_\_\_\_\_
- b posting unkind online messages about a person \_\_\_\_\_
- c an online diary \_\_\_\_\_
- d to ask someone questions to get information for a report \_\_\_\_\_
- e to transfer a video or photo electronically to a computer \_\_\_\_\_
- f an online video diary \_\_\_\_\_
- g a person who writes for a newspaper \_\_\_\_\_
- h to post something online so that many people can see it \_\_\_\_\_
- i a story or piece of writing about something of interest \_\_\_\_\_
- j a description of a photo \_\_\_\_\_
- k a formal piece of writing about the news \_\_\_\_\_
- l something that is available through a network of computers \_\_\_\_\_
- m where you get information from \_\_\_\_\_

### 2 Read and complete.

caption cyberbullying interview online share

- 1 Can you help me think of a clever \_\_\_\_\_ for this photo?
- 2 My favourite vlog is about a family. Every day they upload videos of their daily life and \_\_\_\_\_ them \_\_\_\_\_.

### 3 Listen and match the sounds.

- |            |        |
|------------|--------|
| 1 top ●    | ● jump |
| 2 should ● | ● hot  |
| 3 uncle ●  | ● wood |

**I can** use words to talk about social media and news.



# Language lab

## GRAMMAR 1: REPORTED SPEECH

**1**  Listen. What is the *Lucky dip* game?

**2** Complete the news article in reported speech.

be have want



I will learn to use reported speech.

## SCHOOLBOY FINDS POP STAR'S PRECIOUS RING

1st May

We spoke to Patrick Jackson about what happened. He said that it **1** \_\_\_\_\_ his school Bring and Buy sale on Friday. The pop star, Missy P, was coming to give prizes. Patrick said he **2** \_\_\_\_\_ an idea for a fun game. It **3** \_\_\_\_\_ the Lucky Dip game. The kids all brought presents to school and put them in a big box. There **4** \_\_\_\_\_ some great presents. Patrick said he **5** \_\_\_\_\_ to get the leather wallet. On the day of the sale, Missy P discovered that her diamond ring was missing. She was very unhappy, but she said perhaps it **6** \_\_\_\_\_ at home. When it was Patrick's turn to take a mystery prize out of the box, he picked up a beautiful ring. It was Missy P's ring!

**3** Write the sentences in reported speech. Then read the news article again and circle T (True) or F (False).

**1** We can all bring prizes to school to put in the Lucky Dip box. T / F

Patrick said \_\_\_\_\_.

**2** I want to get the card game. T / F

Patrick said \_\_\_\_\_.

**3** My ring is at home. T / F

Missy P said \_\_\_\_\_.

**4** I don't know whose ring it is. T / F

Missy P said \_\_\_\_\_.

**4** Can you guess the pattern on the Lucky Numbers game?

**MATHS ZONE**

Guess the missing numbers!

8	16	24	32	40	48
3	6	9	12	15	18
12	24	★	48	★	72
		_____		_____	

**5** Write the sentences in reported speech.

**1** The children: 'We've all got prizes to put in the Lucky Dip box.'

---



---



---

**2** Missy P: 'My ring is missing. I don't know where it is.'

---



---



---

**3** Patrick: 'I want to try and guess the missing numbers.'

---



---



---

**4** Joe: 'I'm not usually very good at number games. I find Maths difficult.'

---



---



---

**5** Miriam: 'I look for patterns, for example, all even numbers or all multiples of five.'


---



---

**Values** Fact checking.

**6** Think and discuss. What can your school do to collect money for new projects?

**7**  What do you do to help people? Make sentences in the Present Simple. Next, work in pairs and tell your partner your sentences. Then form new pairs. Can you remember what your first partner said?



Cameron said he always gave his old books and toys to younger students at school.



**I can** use reported speech.



# Story lab

## READING

I will read a mystery story.

The mystery of

the missing necklace



### 1 Number the events in the correct order.

- a  Annisa started writing her report.
- b  Annisa went to Mr Budi's shop.
- c  There was a burglary.
- d  The police spoke to people in the shop.
- e  Annisa had breakfast.
- f  The police spoke to Annisa.
- g  Annisa wanted to speak to Mr Budi.

### 2 Read and circle the correct answer.

- 1 When did Annisa hear about the burglary?
  - a when she went to the centre of town on her bike
  - b while she was having breakfast
  - c when she was listening to the radio in bed
- 2 What kind of shop did Mr Budi have?
  - a a jewellery shop
  - b a school stationery shop
  - c a gift shop
- 3 Where did Annisa live?
  - a in the centre of the town
  - b at the top of a hill
  - c at the bottom of a hill
- 4 Who was interviewing people about the burglary?
  - a Annisa
  - b Mr Budi
  - c the police officer
- 5 How did people describe the thief?
  - a short, black hair and big feet
  - b long, black hair and small feet
  - c short, black hair and small feet
- 6 What did the police tell Annisa to do?
  - a not to try and help them
  - b not to talk to Mr Budi
  - c not to be in the shop
- 7 Why did Annisa decide to talk to Mr Budi?
  - a because she felt sorry for him
  - b to ask him what he thought
  - c to ask him to describe the necklace
- 8 Why did Annisa say, 'I think I've got my story!'
  - a because she knew the thief was a monkey
  - b because she wanted to interview Mr Budi
  - c because she had an idea for a story about a monkey

### 3 Find words in the story that mean ...

- 1 ... lost, gone, misplaced. \_\_\_\_\_
- 2 ... very special, unusual and expensive. \_\_\_\_\_
- 3 ... someone who takes something that belongs to someone else. \_\_\_\_\_
- 4 ... very well-known. \_\_\_\_\_
- 5 ... marks that are made by shoes or feet. \_\_\_\_\_
- 6 ... tips, signs, signals, suggestions. \_\_\_\_\_

### 4 Listen and find three mistakes in the radio news report.

---

---

---

### 5 These sentences are missing from the story. Who said them? Write them in reported speech.

1 I have to go out, Mum. I've got an important errand to run.

---

2 We are good at finding out information about burglaries!

---

3 Hi, Mr Budi! I'm very sorry about your necklace.

---

### 6 Think about the story. What do you think happened next? Write the next paragraph in your notebook.

### 7 Make a reporter's notebook.



## TOWN NEWS

### THE MYSTERY OF THE MISSING NECKLACE

*The next day, ...*

---

---

**I can** read a mystery story.

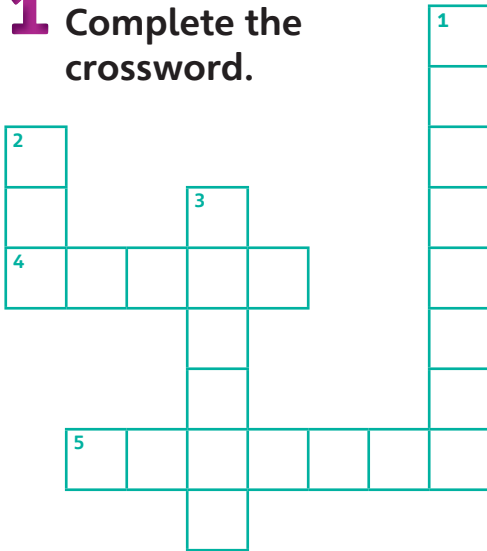


# Experiment lab

SCIENCE: FREEZING LIQUIDS AND SOLIDS

*I will learn about different states of water.*

**1** Complete the crossword.



**Down**

- 1 0 degrees Celsius is \_\_\_\_ point.
- 2 Water vapour is a \_\_\_\_ .
- 3 Water is a \_\_\_\_ .

**Across**

- 4 Ice is a \_\_\_\_ .
- 5 100 degrees Celsius is the \_\_\_\_ point of water.

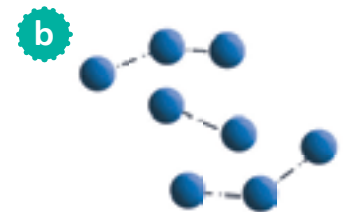
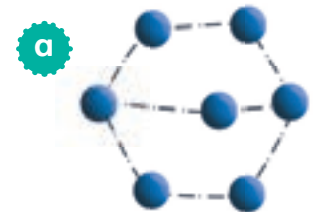
**2** Read and complete. Then match.

crash dense expands hexagonal  
molecules spread steam


## THE CHANGING STATES OF WATER

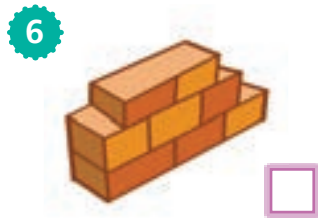


- 1  When water is a liquid, the \_\_\_\_\_ move around all the time. They \_\_\_\_\_ into each other and move over and under each other.
- 2  When water is a gas – also called water vapour or \_\_\_\_\_ – the molecules can move past each other more easily. They \_\_\_\_\_ out in all directions.
- 3  When water freezes and becomes a solid, the molecules start to move more slowly, until finally they stop moving. They become \_\_\_\_\_ rings, and when it gets even colder, these rings become snowflakes. As water freezes, it \_\_\_\_\_ and takes up more space. It also becomes less \_\_\_\_\_, in other words, less heavy than water.

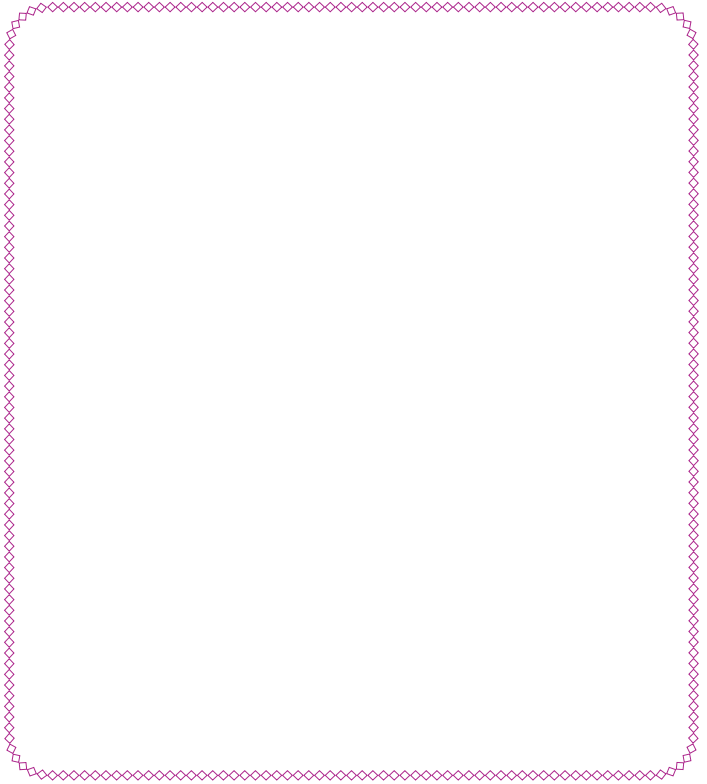




**3**  Write S (Solid), L (Liquid) or G (Gas).



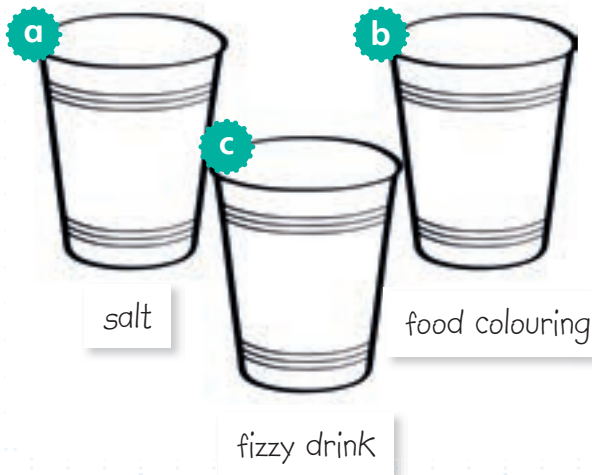
**4**  Choose one of the pictures from **3** and draw the molecule pattern.



## EXPERIMENT TIME

### Report

**1** Draw the results of your experiment in cups a, b and c.



**2** Write your report.

#### Freezing different materials

When you freeze salt water, the ice is cloudy.

(Salt water) \_\_\_\_\_

(Food colouring) \_\_\_\_\_

(Fizzy drink) \_\_\_\_\_

**I know** about different states of water.



# He asked me if ...

I will learn about reporting an interview.

## COMMUNICATION: REPORTED SPEECH QUESTIONS

- 1**  Write questions in the Present Simple to find out general and personal information about someone. Use the ideas below or your own ideas.

age appearance family hobbies and interests name  
nationality school sport subjects town or city

Do \_\_\_\_\_ ?      When \_\_\_\_\_ ?  
Who \_\_\_\_\_ ?      Why \_\_\_\_\_ ?  
What \_\_\_\_\_ ?      How often \_\_\_\_\_ ?  
Where \_\_\_\_\_ ?      How old \_\_\_\_\_ ?


- 2**  Choose three questions from 1. Ask and answer with a partner.



When do you get up in the morning?

I get up at half past seven.



- 3**  Write your partner's answers, using reported speech. Read your sentences to your partner. Did you write the information correctly?

She said she gets up at seven.



- 4**  Play the *Telephone game*.



# Writing lab

## WRITING A PODCAST



I will write a podcast.

### 1 Read and match.

SPEAKER	TEXT
Presenter:	Milly Franklin was walking on the beach with her dog last weekend when she heard a man shouting for help. Milly, tell us what happened next.
Milly:	Well, I couldn't see anyone. But then my dog ran towards the rocks. I followed him. And that's when we saw the man. He was lying on the sand and there was a rock on his leg. He couldn't get free. I'm sure it was very painful.
Presenter:	What did you do?
Milly:	I tried to pull the rock off his leg, but it was very heavy. Luckily, I had my phone with me. I phoned the emergency services, and they came very quickly.
Presenter:	Is the man OK? How did it happen?
Milly:	Yes, he was lucky. They took him to hospital. He's only got a broken leg. He was fishing when he slipped, and the rock rolled on top of his leg.
Presenter:	I'm sure he's very happy you came along at the right time!

- Who found the man? ●
  - What did the dog do? ●
  - When did it happen? ●
- last weekend
  - Milly and her dog
  - He ran to the rocks.

2 Find and underline three facts and three opinions in the script.

3 Use the diagram to help you plan a podcast script. Write notes about each question word in your notebook.

4 Write a podcast script. Include at least three facts and three opinions.



I can write a podcast.



# PROJECT AND REVIEW UNIT 1

Make a video news report

Project report

**1**  Compare a news report with a podcast script. What is the same or different?

	A video news report	A podcast script
Who tells the story?		
How do you find out what the story is about?		
What visuals are there?		
Which one has more examples of reported speech?		

**2** Write your project report.

● Our report is about:

---

● We used the following sources to find information:

---

● Examples of visuals in our report include:

---

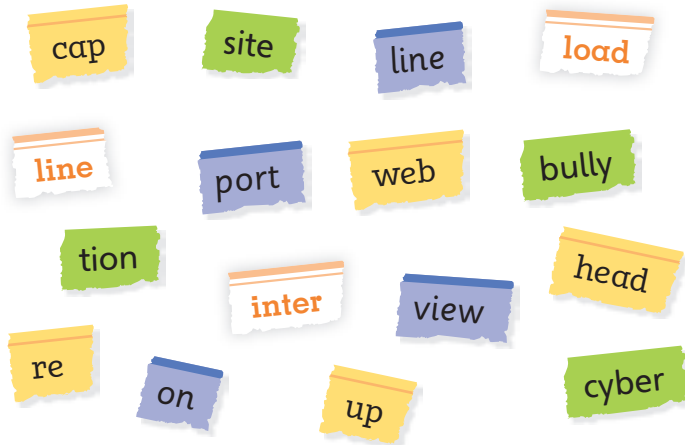
● We used the following examples of reported speech:

---

**3**  Present your report to your family and friends.



# 1 Match the pieces to make words from the unit.



# 2 Write the questions and answers in reported speech.

What time do you get up?

At half past four!

How do you get here every morning?

I get a taxi because there aren't any buses at that time in the morning.

How do you like to spend your free time?

I sleep!

- 1 I asked her \_\_\_\_\_ .
- 2 She \_\_\_\_\_ .
- 3 I asked her \_\_\_\_\_ .
- 4 She \_\_\_\_\_ .
- 5 I asked her \_\_\_\_\_ .
- 6 She \_\_\_\_\_ .

# 3 Work in pairs. Ask and answer the questions in 2. Then tell the class something your partner said.

She said she likes listening to music in her free time.

