



English Code

S

Starter

Teacher's Book



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Welcome!

OBJECTIVES

Listening

- Listening development – Can understand basic expressions for greeting and leave-taking, if supported by gestures.
- Listening comprehension – Can recognise isolated words related to familiar topics, if spoken slowly and clearly, and supported by pictures or gestures.
- Response to spoken prompts – Can understand the main information when people introduce themselves (e.g. name, age, where they are from).

Speaking

- Spoken accuracy and appropriacy – Can repeat single words if spoken slowly and clearly.
- Spoken production – Can say how many things there are, up to 10.
- Spoken acts – Can introduce themselves using a basic phrase (e.g., 'Hello. I'm ...').

KEY LANGUAGE

| Key vocabulary | New language |
|----------------|----------------------|
| numbers 1–10 | What's your name? |
| boy | I'm Lucy. |
| girl | How are you? |
| good | I'm good, thank you! |
| goodbye | How old are you? |
| hello | I'm six. |
| teacher | |

VALUES AND SOCIAL-EMOTIONAL LEARNING: BE WELCOMING

Students will learn how to be welcoming by learning how to greet each other and play together.

CREATIVE ACTIVITIES

Ask and answer. How old are you? Make a poster.

Students create a poster to practise and consolidate the language from the Welcome unit.

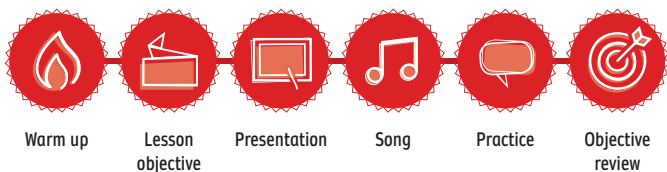


How can I enjoy my first day?

OPENER AND VOCABULARY



Lesson flow



LESSON OBJECTIVE

I will learn greetings.

KEY LANGUAGE

| | | |
|------|---------|----------------------|
| boy | goodbye | What's your name? |
| girl | hello | I'm Lucy. |
| good | teacher | How are you? |
| | | I'm good, thank you! |

Warm up

- Start the lesson with the English Code song. Play audio 086 and ask students to listen quietly to the song.

- Play the audio again. Ask students to sing along and show them the actions. You may need to repeat the song with actions a few times for students to remember.

*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.*

*Some of us are small; some of us are tall,
Some of us are shy; some of us 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!*

*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.*

*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!*

- **Extra** Divide the class into two groups to sing the song. One group sings the verses and the other group sings the chorus. Swap so that both groups practise the different parts. You could use the dance move cards to help guide students.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn greetings.*
- **Involve** Students will learn to sing a song with actions using greetings. The music and actions will help recall of the new vocabulary.

Presentation

- Put the flashcards for *boy, girl, goodbye, hello* and *teacher* on the board. Point to each flashcard, say the words and ask students to repeat.
- Ask students to work with a partner. Ask them to open their Pupil's Books, look at the whole spread and find the new items. They can take turns to point and say the new words.
- **Assist** Wave to students and say *Hello! I'm a teacher.* Then walk towards the door and say *Goodbye!* Ask a girl in the class to role-play the same scene using *Hello! I'm a girl. Goodbye!* Ask all the girls in the class to say the language with her. Repeat the activity with the boys in the class.
- Ask students to work with a partner and role-play the same scene for each other.
- **Monitor** Monitor students and provide support if needed. Ask individual students to role-play the scene for you. Take notes on any general issues with pronunciation and intonation.

Song 🎵

1 🎧 002 Listen, sing along and dance.

- Play audio 002. Ask students to listen quietly and point to *boy, girl* and *teacher* in the picture when they hear the new words.
- Play the audio again. Ask students to sing along and show them the actions. You may need to repeat the song with actions a few times.

Hello, hello! (*wave*) What's your name? (*palms up as if questioning*) I'm Oscar. (*hand on heart*) Hello, hello! (*wave*) What's your name? (*palms up as if questioning*) I'm Lucy. (*hand on heart*) Hello, hello! (*wave*) How are you? (*palms up as if questioning*) I'm good, thank you! (*big smile*) Hello, hello! (*wave*) How old are you? (*palms up as if questioning*) I'm seven. (*hold up seven fingers*) Hello, boys! (*girls wave at boys*) Hello, girls! (*boys wave at girls*) It's our first day. It's our first day! (*dance on spot*) Hello, teacher! Hello, friends! (*wave*) It's our first day. It's our first day! (*dance on spot*) Goodbye, goodbye! Goodbye, goodbye! Goodbye, goodbye! (*wave*)

- **Extra** Divide the class into two groups to sing the song. One group sings the first verse, and the other group sings the second verse and so on. Swap so that both groups practise the different parts. You could use the dance move cards to help guide students.

COMMUNICATION

Practice

2 🎧 003 Listen and number. Then say hello.

(Answers: 2, 1, 3)

- Play audio 003. Students listen and number the people in the photo.
- **Monitor** Check answers with the class. Play the audio again if needed.
- Put your palms up and ask *What's your name?* then put your hand on your heart and answer *I'm (Sara).* Ask *How are you?*, then answer *I'm good, thank you.* Ask a confident student *What's your name? (I'm Mateo.) How are you? (I'm good, thank you.)*. Repeat with several students.
- Ask students to work with a partner to ask and answer using the same questions.
- **Differentiation** Ask students to greet several students using *Hello* and these questions. Less confident students can try to ask one question for each student, while more confident students can ask two questions.

Objective review

- Revisit the lesson objective. Say *Now I can use greetings.*
- **Involve** Encourage awareness of what students know by eliciting the new vocabulary and the actions, and having students point to pictures of them. Then ask students questions to introduce themselves, using *What's your name? (I'm Oscar.) How are you? (I'm good, thank you.)*.

How old are you?

COMMUNICATION



How old are you?

COMMUNICATION

I will learn numbers 1–10.

1 🎧 Listen, point and chant.

1 2 3 4 5 6 7 8 9 10

Values Be welcoming.

2 🎧 Watch. How old are they?



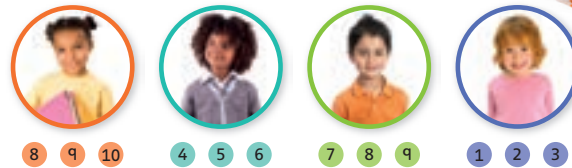
3 Complete. Then say.



4 🎧 Play Hopscotch.



5 🎧 Listen and circle. Then ask and answer.



6 🎧 Ask and answer. How old are you? Make a poster.



6 six

seven 7

Lesson flow



Warm up

Lesson objective

Presentation

Values Presentation

Practice

Production

Practice

Production

Objective review

LESSON OBJECTIVE

I will learn numbers 1–10.

KEY LANGUAGE

numbers 1–10

How old are you?

I'm six.

Warm up

- Ask students to stand up. Remind them of the actions for the song on page 5. Play audio 002 and ask students to sing along and do the actions.

- Review greetings with students. Put the flashcards for *boy*, *girl*, *goodbye*, *hello* and *teacher* on the board and ask students to say the words. Then tell students to work with a partner. They take turns to point to the pictures and say the words.
- Ask an individual student *What's your name?* (*My name's Cleo.*) *How are you?* (*I'm good, thank you.*). Repeat with several students. Then ask students to ask and answer with their partner.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn numbers 1–10.*

- **Involve** Students will learn numbers 1–10. They will practise using the new language in different contexts.

COMMUNICATION

Presentation

1 004 Listen, point and chant.

- Play audio 004. The numbers are presented as a chant. Students listen and point to the numbers they hear.
- Play the audio again. Ask students to chant the numbers they hear in time to the rhythm. Encourage students to keep chanting as it gets quicker and quicker. Repeat to help students become more fluent.
- **Extra** Put the flashcards for numbers on the board. Point to each flashcard and ask students to say the numbers. Then remove a flashcard and ask students to say the missing number.
- **Challenge** Ask students to work with a partner. Students take turns to point to the numbers and say the words out loud. Encourage them to point to the pictures randomly, not in the same order.

Values

Presentation

2 005 Watch. How old are they?

(Answers: 7, 6)

- Students will learn the value of how to be welcoming by learning how to greet each other and play together.
- Play the video *Welcome!: How old are you?* or audio 005. Ask students to sit and watch or listen quietly.
- **Monitor** Play the video again and pause after we hear Oscar say *I'm seven*. Ask students *How old is Oscar?* (*seven*). Then pause after we hear Lucy say *I'm six*. Ask *How old is Lucy?* (*six*). Then pause after we hear Lucy count from one to ten and say to students *Count from one to ten*. Then play the video to the end.
- Ask students to write the age of Oscar and Lucy in the boxes.
- **Assist** Ask students in L1 how Lucy and Oscar were welcoming towards each other in the video and discuss (for example, Lucy asked Oscar his name and she suggested playing with Oscar).
- Remind students of the value *Be welcoming*.

Practice

3 Complete. Then say.

(Answers: from bottom to top: 4, 7, 9)

- Ask students to count from one to ten as a class (*one, two, three*, etc.). Then ask them to count from ten to one (*ten, nine, eight*, etc.).
- Point to the missing numbers in the hopscotch grid and ask students to complete.

COMMUNICATION

Production

4 Play Hopscotch.

- Draw a large hopscotch grid, either on paper in the classroom or with chalk outside. Throw a small item, like a beanbag, onto one of the numbers on the grid. Then show students how to hop across the grid without stepping on the number where the beanbag landed. Hop on single numbers with one foot and on two numbers with both feet, and say the numbers you land on out loud.
- Ask students to take turns playing *Hopscotch*. Encourage them to say the numbers out loud.

COMMUNICATION

Practice

5 006 Listen and circle. Then ask and answer.

(Answers: 9, 5, 7, 3)

- Play audio 006. Students listen and circle the age of the children in the photos.
- **Monitor** Check answers with the class. Play the audio again if needed.

CREATIVITY

Production

6 Ask and answer. How old are you? Make a poster.

- Ask an individual student *How old are you?* (*I'm seven*). Repeat with several students. Then ask students to ask and answer with their partner.
- Give students a piece of coloured paper. Ask them to draw and colour the number that shows their age and their face. Encourage them to decorate the number with different colours and patterns.

Objective review

- Revisit the lesson objective. Say *Now I can use numbers 1–10*.
- **Involve** Encourage awareness of what students can do by eliciting the number words and having students point to pictures of them. Then ask *How old are you?* (*I'm seven*).

Activity Book answer key and notes

WELCOME!



1 002 Listen and tick . Then say.

(Answers: 1 a, 2 b, 3 b, 4 b)

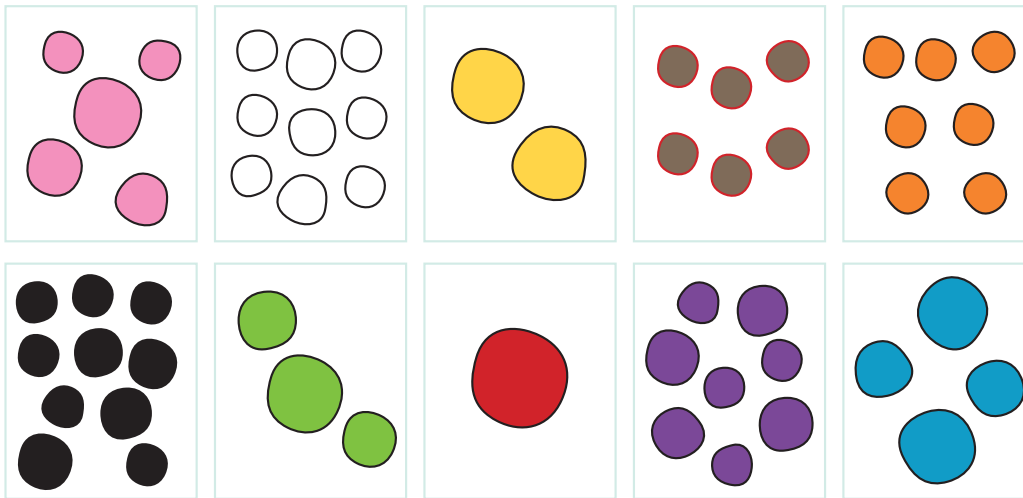
2 003 Listen and sing. Then number the actions in order.

(Answers: 4, 2, 3, 1)

3 004 Listen and answer. Then ask and answer with a partner.

- Students listen and answer the questions, then practise with their partner.

4 Look, count and colour. Then draw the missing dots.



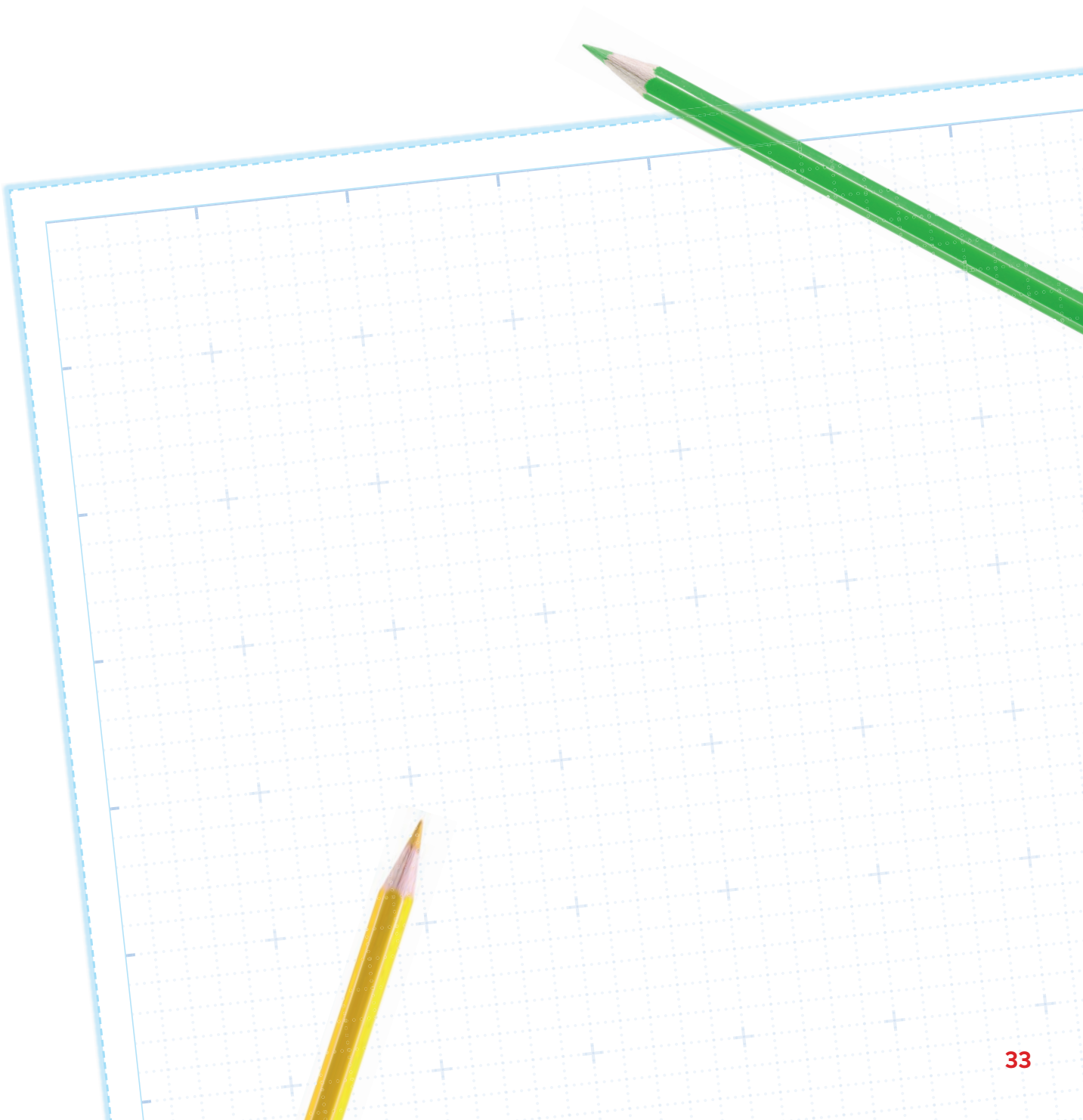
- In this coding activity, students learn to recognise and complete patterns by identifying, drawing and colouring the circles.

5 005 Listen and number in order.

(Answers: 4, 1, 2, 3)

6 Make your own name badge. Then say.

- Students make their own name badge, then say who they are and how old they are.
- Remind students of the value *Be welcoming*.



1

Birthday fun!

OBJECTIVES

Reading

- Reading accuracy – Can identify the initial sound in simple words.

Listening

- Listening accuracy – Can understand simple contractions (e.g., 'What's', 'It's').
- Listening comprehension – Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g., colour), if spoken slowly and clearly.
- Listening comprehension – Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g., 'What's this?').

Speaking

- Spoken production – Can use a few simple words to describe objects (e.g., colour, number), if supported by pictures.
- Spoken process and strategies – Can ask and answer simple questions on familiar topics using simple language.

Writing

- Text development and written process – Can draw a picture of a new word they've heard to demonstrate understanding (before they can write it).

KEY LANGUAGE

| Key vocabulary | | Phonics | STEAM | New language |
|----------------|---------|------------------------|-----------|--------------------------------|
| balloon | orange | The sounds /k/ and /b/ | rain | It's an orange balloon. |
| birthday party | pink | balloon | rainbow | What's your favourite colour? |
| blue | present | birthday party | sunlight | My favourite colour is purple. |
| cake | purple | boy | water | |
| candle | red | cake | waterfall | |
| card | white | card | | |
| green | yellow | | | |

PROJECT: MAKE A BIRTHDAY CARD

Students will make a birthday card for their friend. They will think about their friend's favourite colour, then create a card using scratch art. Finally, they will ask and answer about the card with their partner.

Materials: colouring pencils or crayons, black paint, a paintbrush, card, scissors, a lolly stick

EXPERIMENT LAB: RAINBOWS

Students will learn about what rainbows look like and what they need, and then make their own rainbow.

Materials: a clear glass with water filled to the top, paper, a torch, colouring pencils

Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

CODING: ALGORITHMS/SEQUENCING AND EVENTS

- Students will learn how to identify simple problems or errors in a series of steps and correct them to achieve a task or outcome.
- Students will learn how to complete skeleton or incomplete event plans.

MATHS

Students will learn how to count from 1–10 using a tally chart.

VALUES AND SOCIAL-EMOTIONAL LEARNING: TAKE CARE OF PETS

Students will learn how to take care of pets by understanding how and when to wash them.

CREATIVE ACTIVITIES

Paint with bubbles. Describe the colours.

Students mix paint, water and washing-up liquid to create a bubble wash. They describe the colours they can see.

Act out the story in groups.

This feature occurs in each Story lab lesson and will help students revisit and produce core language learnt so far in the unit, as well as collaborate with other students in a fun context.

Make a cake letter. Say the sound.

Students use icing to make the target letters.



How can I make a birthday card?

OPENER AND VOCABULARY

1 Birthday fun!

How can I make a birthday card?

1 Look at the picture. What can you see?

I will learn colour and birthday words.

SONG TIME

4 Listen and point. Then sing along and dance.

5 Continue the sequence. Say the colours.

CODE CRACKER

1

2

3

4

8 eight

nine 9

Lesson flow



LESSON OBJECTIVE

I will learn colour and birthday words.

KEY LANGUAGE

| | | | |
|----------------|--------|---------|--------|
| balloon | card | pink | red |
| birthday party | green | present | white |
| blue | orange | purple | yellow |
| cake | | | |

Warm up

- Say *Hello, I'm (name)*. Ask an individual student *What's your name?* Encourage them to reply *My name's (Lucy)*. Repeat with several students.

- Ask students *How are you?* Smile and say *I'm good!* Ask an individual student *How are you?* (*I'm good!*). Repeat with several students.
- **Monitor** Ask students to ask and answer with their partner. Listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

CRITICAL THINKING

- Ask students *How can I make a birthday card?* Explain that they will make a birthday card as their final project, then ask them in L1 what they need to be able to complete the project. Write ideas on the board (card, coloured paints, paintbrushes, etc.).

- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for colours and birthdays, how to describe the colour of something, etc.). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn colour and birthday words.*

- **Involve** Students will learn to sing a song with actions using birthday and colour words. The music and actions will help recall of the new vocabulary.

COMMUNICATION

Presentation

1 Look at the picture. What can you see?

- Ask students to look at the picture and share their ideas. Encourage them to use words they know, like *girl, boy* and numbers 1–10.

CRITICAL THINKING

Practice

2 Stick the birthday items on the picture.

(Answers: Students stick the cake on the cake stand, the balloon above the boy holding it and the card on the table next to its envelope.)

- Ask students to look at the picture and guess where the stickers can go. Write ideas on the board. Ask questions in L1 to ensure understanding and encourage discussion around the reasons for students' guesses.
- Give students time to add their stickers to the picture. The stickers are in the back of the Pupil's Books.
- **Assist** Look back at the ideas on the board and discuss any similarities or differences with students in L1.
- Introduce the new vocabulary (*balloon, cake, card*) and encourage students to say the words out loud.

Presentation

3 007 Listen, point and repeat.

- Play audio 007. Students listen, point to the colours and birthday items in the main picture and repeat what they hear. They will say the word, spell it out in sound chunks, then say the word again.
- Point to each of the colours and birthday items and ask students *What's this? (birthday party).*

- **Challenge** Ask students to work with a partner. Students take turns to point to colours and birthday items, and say the words out loud. Encourage them to spell the words out in sound chunks, too.

Song

4 008 Listen and point. Then sing along and dance.

- Play audio 008. Ask students to listen and point to the colours and birthday items they hear.
- Play the audio again. Ask students to sing along, and show them the actions. You may need to repeat the song with actions a few times.
Red, green, yellow, (*hands waving in the air*)
Pink, purple and blue, (*repeat*) Orange and white, (*repeat*)
It's a cake for you! (*hand to mouth as if eating*)
Balloons of every colour, (*hand to mouth with cheeks puffed as if blowing up a balloon*)
Cards and presents, too, (*hands open as if reading*)
It's your party, (*hands waving in the air*)
Happy birthday to you! (*arms extended up in the air*)
- **Extra** Divide the class into two groups to sing the song. One group sings the first line, then the other group sings the second line and so on. Swap so that both groups practise the different parts. You could use the dance move cards to help guide students.

CODE CRACKER

Practice

5 Continue the sequence. Say the colours.

(Answers: Students colour: 1 balloons blue and purple, 2 presents green and red, 3 cards pink and yellow, 4 cakes purple and white., Students write: 3 cards 6 and 7, 4 cakes 5 and 6.)

- **Coding Syllabus:** Students will learn how to identify simple problems or errors in a series of steps and correct them to achieve a task or outcome.
- Students will learn how a sequence works here by identifying the pattern of colours and numbers. Then they will choose the correct colour and number to continue the sequence.
- Point to the first row of pictures and ask students to say the colours (*blue, purple, blue, purple*). For the first white balloon, ask *Blue or purple? (blue)*. Point out the pattern of colours and numbers on the cards and cakes, and tell them to colour the picture and write the number. Then ask them to complete the activity.

Objective review

- Revisit the lesson objective. Say *Now I can use colour and birthday words.*
- **Involve** Encourage awareness of what students know by eliciting the new vocabulary words and having students point to pictures of them.



Story lab

ENJOYING A STORY

1 🌟 Listen to the story.

Hello FLUFFY!

1

2

3

4

5

6

7

8

Values Take care of pets.

2 Look and number.

10 ten

I will listen to a story about a birthday.

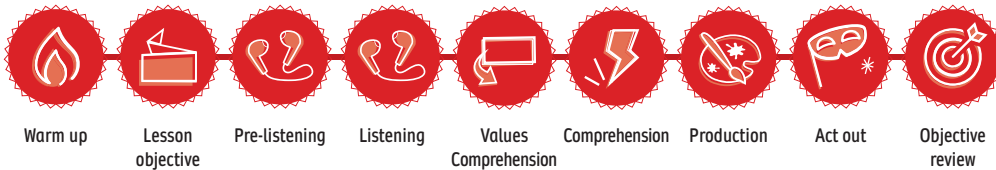
3 Colour the cake and say. Then draw candles. **Colour! me!**

4 🌿 Paint with bubbles. Describe the colours.

5 🌿 Act out the story in groups.

11 eleven

Lesson flow



LESSON OBJECTIVE

I will listen to a story about a birthday.

KEY LANGUAGE

It's an orange balloon.

Warm up

- Ask students to stand up and remind them of the actions for the song on page 9. Play audio 008 and ask students to sing along and do the actions.

- Monitor** Ask more confident students to stand at the front of the class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.
- Extra** Put the flashcards for colours and birthday items on the board. Ask students *What's this?* as you point to each picture and elicit the words. Students work with a partner and take turns to point to the flashcards and say the words out loud.

Lesson objective

- Introduce the lesson objective. Say *Today I will listen to a story about a birthday.*

- **Involve** Students will listen to a story about a birthday. They will use the information from the pictures and audio to understand the story.

Pre-listening

- Ask students to look at the pictures and make predictions about what will happen in the story in L1. Write some ideas on the board. Once you've read the story together, you can compare these ideas and discuss any similarities or differences with students in L1.

Listening

1 009 Listen to the story.

- Play audio 009 and ask students to listen and follow the story in their Pupil's Books.
- **Monitor** Ask students questions to check understanding. Point to the girl in Frame 1 and ask *Who's this? (Lucy)*. Point to the dog in Frame 2 and ask *What's his name? (Fluffy)*. Point to the birthday cake in Frame 8 and ask *What colours can you see? (white, blue, green, yellow, orange, pink and purple)*.
- **Challenge** Ask students to close their Pupil's Books. Hold up the story cards one by one and ask students to retell the story in their own words.

Values

Comprehension

2 Look and number.

(Answers: 3, 1, 2)

- Students will learn the value of how to take care of pets by understanding how and when to wash them.
- Ask students to look at the pictures and number them in the order they happen in the story. Then check answers as a class.
- **Assist** Ask students to put their hands up if they have pets. Then in L1 ask them how they take care of them and when they wash them. Write ideas on the board and discuss any similarities or differences.
- Remind students of the value *Take care of pets*.

Comprehension

3 Colour the cake and say. Then draw candles.

(Answers: Students colour the cake white, blue, green, yellow, orange, pink and purple., They draw seven candles on the cake.)

- Ask students *What colour is the cake? (It's white, blue, green, yellow, orange, pink and purple.) How old is Lucy? (seven)*. Then ask students to colour the cake and draw candles on it.

CREATIVITY

Production

4 Paint with bubbles. Describe the colours.

- **Materials:** white paper, a drinking straw, different coloured paint mixed with a little water and a little washing-up liquid.
- Pour each of the mixed paints into a large, shallow container and ask students to blow through a straw into each mix to create bubbles. Then they put the white paper on the bubbles and let it touch them to make bubble prints on the paper.
- Ask students to work with their partner and describe the colours in their bubble pictures.

CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Act out

5 Act out the story in groups.

- Put students in groups of four and ask them to decide who plays each character. Ensure students are happy to play the character they have picked, regardless of age and gender differences.
- **Assist** Before students act out the story, ask them to discuss what happens as a group and the lines in English. Encourage them to make up their own lines if they don't remember the exact wording. Then ask them to act it out with each student saying their character's lines.
- Ask each group of students to practise individually before bringing them together to act out in front of the rest of the class. Encourage students to provide support and encouragement for each other, and after each group has acted out the story, tell them to clap or say *Well done!*
- **Differentiation** Put students in groups of the same ability and have less confident students practise acting out the story as it is, while more confident students make changes to the story. For example, they can change the ending, change what happens or extend the story.

Objective review

- Revisit the lesson objective. Say *Now I can understand a story about a birthday*.
- **Involve** Encourage awareness of what students can do by pointing to a frame in the story and eliciting a few words to describe what is happening.

Sound lab

C AND B

Sound lab

C AND B

I will learn the c and b sounds.

1 Listen, point and repeat.



2 Listen, point and repeat. Listen and follow. Say the sounds.



3 Play Balloon sounds.



4 Make a cake letter. Say the sound.



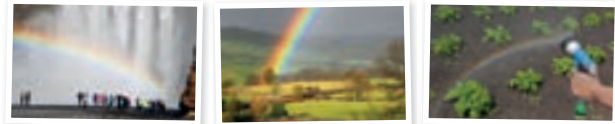
12 twelve

Experiment lab

SCIENCE: RAINBOWS

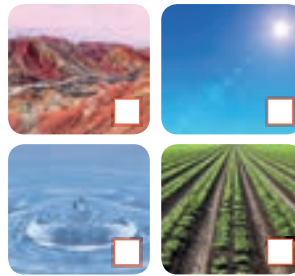
I will learn about rainbows.

1 Listen and point.



Watch a video about rainbows.

2 Tick the things you need for a rainbow.



3 Look at the rainbows in 1. Say the colours with your partner.

EXPERIMENT TIME

How can I make a rainbow?



thirteen 13

Lesson flow



Warm up

Lesson objective

Presentation

Practice

Practice

Production

Objective review

LESSON OBJECTIVE

I will learn the c and b sounds.

KEY LANGUAGE

The sounds /k/ and /b/
balloon
birthday party
boy
cake
card

Warm up

- Review colours and birthday items with students. Put the flashcards for colours and birthday items on the board and ask students *What's this?* (*It's a cake.*) as you point to each picture and elicit the words. Encourage students to use full sentences.
- Draw four balloons and four cakes on the board and colour them eight different colours. Then ask students *What's this?* (*It's a red balloon.*). Students work with a partner and take turns to point to the pictures and make sentences.
- Monitor** Monitor students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn the c and b sounds.*

- **Involve** Students will learn the sounds /k/ and /b/ through words that start with those sounds. They will learn to remember and recall the sounds through listening to and saying key words that start with those sounds.

Presentation

1 010 Listen, point and repeat.

- Play audio 010. Ask students to listen quietly and point to the pictures in their Pupil's Books of the letters and words they hear.
- Play the audio again. Ask students to listen and repeat what they hear. Encourage them to emphasise the /k/ and /b/ sounds.
- **Assist** Play the *Phonics Pronunciation* video. Ask students to sit and watch quietly. Play it again and ask students to copy what they see and hear.
- **Extra** Divide the class into two groups and ask one group to say /k/ four times and then *cake*, and then the other group to say /b/ four times and then *balloon*. Repeat several times, getting faster and faster. Swap so that both groups practise the different sounds.

Practice

2 011 Listen, point and repeat. Listen and follow. Say the sounds.

(Answers: Students draw the path from the boy to the cake, the card, the balloon, then the birthday party.)

- Play audio 011. Ask students to listen, point and repeat what they hear. Encourage them to emphasise the /k/ and /b/ sounds.
- Play the audio again. Ask students to listen quietly and draw a line through the maze, following the pictures of the words they hear.
- As a class, ask students to say the initial sounds and the words for each picture, starting with /b/ *boy* and moving through the maze to end with /b/ *birthday party*.
- **Challenge** Show students the flashcards for *balloon, birthday party, boy, cake* and *card* and ask students to say the /k/ or /b/ sound. Give less confident students an opportunity to answer. Then ask students if they know any other words that start with the /k/ or /b/ sounds.

COMMUNICATION

Practice

3 Play Balloon sounds.

- Bat a balloon at a student and say /k/ or /b/? The student says a word starting with one of those sounds, and then bats the balloon at another student and says /k/ or /b/. Continue like this.
- **Assist** Put the flashcards for *balloon, birthday party, boy, cake* and *card* on the board. Remind students to look at the board if they can't think of a word starting with /k/ or /b/.
- **Monitor** Monitor students and provide support if needed. Take notes on any general issues with identifying different letters and their sounds.

CREATIVITY

Production

4 Make a cake letter. Say the sound.

- Ask students to draw the shapes of the letters in flour or icing. If they have good fine motor skills, they can try to pipe real icing from a bag, as shown in the photo in the Pupil's Book.
- Ask students to say out loud the sounds (/k/ and /b/) of the cake letters they make.
- **Differentiation** Fast finishers can work with a partner and write a sequence of letters in flour or icing. Then they can take turns to say the sounds of the letters in the sequence.

Objective review

- Revisit the lesson objective. Say *Now I know the c and b sounds.*
- **Involve** Encourage awareness of what students know by eliciting words with the /k/ and /b/ sounds.

Experiment lab

SCIENCE: RAINBOWS



Sound lab

C AND B

I will learn the c and b sounds.

- 1** Listen, point and repeat. 
- 2** Listen, point and repeat. Listen and follow. Say the sounds. 
- 3** Play Balloon sounds. 
- 4** Make a cake letter. Say the sound. 

12 twelve

Experiment lab

SCIENCE: RAINBOWS

I will learn about rainbows.

+ Watch a video about rainbows.

- 1** Listen and point. 
- 2** Tick the things you need for a rainbow. 
- 3** Look at the rainbows in 1. Say the colours with your partner.

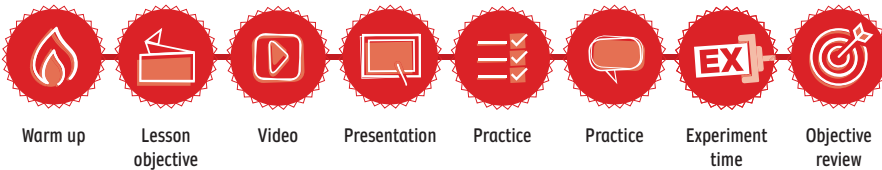
EXPERIMENT TIME

How can I make a rainbow?

- 1** 
- 2** 
- 3** 

thirteen 13

Lesson flow



LESSON OBJECTIVE

I will learn about rainbows.

KEY LANGUAGE

| | | |
|---------|----------|-----------|
| rain | sunlight | waterfall |
| rainbow | water | |

Warm up

- Review colours with students. Put the flashcards for colours on the board and ask students *What colour is it?* as you point to each colour and elicit the words.

- Ask students to sit in a circle and give every other student a colour flashcard. Then ask them to say the colour on their flashcard and pass it to the student on their left. If the student says the wrong colour, they must leave the circle with the flashcard. Continue until there are no flashcards or only one student left.
- Challenge** Show students a coloured object and ask *What colour is it?* Then tell them that they need to find an object of the same colour. Ask students to find objects for each of the colours and say the colour out loud each time.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about rainbows.*

- **Involve** Students will learn about what rainbows look like and what they need, then make their own rainbow.

Video

Watch a video about rainbows.

Go to the Pearson English Portal and click on 'Resources' for more teaching resources about this topic, including a video about rainbows.

Presentation

1 012 Listen and point.

- Play audio 012. Ask students to listen quietly and point to the pictures in their Pupil's Books.
- Put the flashcards on the board for *rain*, *rainbow*, *sunlight*, *water* and *waterfall*. Point to each picture and say the words out loud, then ask students to repeat.
- Point to each of the flashcards in any order and ask students *What's this? (rainbow)*.
- **Extra** Ask students to work with a partner. Students take turns to point to the pictures in their Pupil's Books and say the words out loud.

Practice

2 Tick the things you need for a rainbow.

(Answers: *sunlight and water*)

- Point to each photo and ask students *What can you see? (colours, mountains, sun, sunlight, sky, water, plants, fields)*. Encourage them to use English, but also accept answers in L1.
- Students look at the photos and tick the two things you need for a rainbow.
- **Assist** Ask students to look at the photos in Activity 1 and tell you what they can see in all of the photos (*water and light*). Point out the sunlight on the rocks, fields, trees and plants.
- **Digital literacy** Discuss with students in L1 how to search on the internet to find out how rainbows are made. Show them how to use a search engine and look for reliable websites. Type in *How are rainbows made?* Then go through the list of results and make suggestions as to the most reliable sources, for example, educational websites connected to schools and official bodies.

COMMUNICATION

Practice

3 Look at the rainbows in 1. Say the colours with your partner.

- Ask students to work with a partner and take turns to say the colours they can see in the rainbows in Activity 1. Encourage them to say the colours in the same order as the rainbow.
- **Monitor** Monitor students and provide support if needed. Take notes on any general issues with identifying the colours of a rainbow.
- **Challenge** Ask students to draw a picture of a rainbow using the same colours, in the same order, as they can see in the photos.

COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Experiment time

How can I make a rainbow?

- **Materials for the experiment:** (per pair) a clear glass with water filled to the top, paper, a torch, colouring pencils
- **Assist** Before you start, ask students to look at the pictures and explain in L1 what they need and what they will do.
- Show students an example. Put a clear glass filled with water on a piece of paper. Then hold the torch above the glass so that the light hits the water. The light will pass through the water and the glass and make a rainbow on the paper. Use colouring pencils to record the results by drawing the rainbow on the paper.
- Students work in pairs to do the experiment. One student holds the torch while the other student colours the rainbow. Encourage them to move the torch slowly until they make a clear rainbow on the paper.
- **Differentiation** Ask students to repeat the experiment. Less confident pairs can try doing the same thing again, while more confident pairs can try the experiment with a bigger glass and a smaller glass, both filled with water. Ask them to describe the differences.

Objective review

- Revisit the lesson objective. Say *Now I know about rainbows.*
- **Involve** Encourage awareness of what students know by showing them pictures of rainbows and asking *What colours can you see? (red, orange, yellow, etc.) What do you need for a rainbow? (water and sunlight).*

What's your favourite colour?

COMMUNICATION

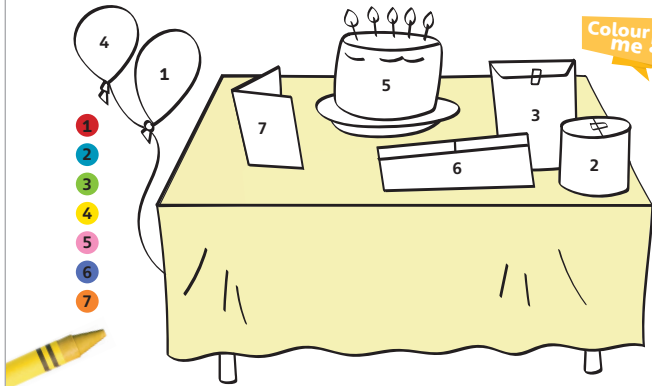
What's your favourite colour?

COMMUNICATION

1 Colour by number. Then say.

I will ask and answer about favourite colours.

Colour me!



2 Watch. Colour the balloons.

Colour me!



14 fourteen

3 Listen and match.

1



2

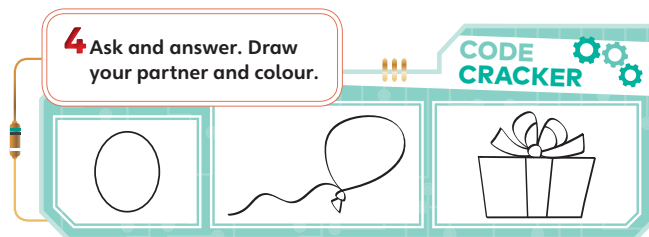


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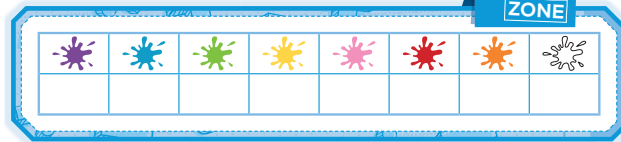
4 Ask and answer. Draw your partner and colour.

CODE CRACKER



5 Ask and answer. Complete the chart. Then say the numbers.

MATHS ZONE



fifteen 15

Lesson flow



Warm up



Lesson objective



Practice



Video



Practice



Code Cracker Production



Maths Production



Objective review

LESSON OBJECTIVE

I will ask and answer about favourite colours.

KEY LANGUAGE

What's your favourite colour?
My favourite colour is purple.

Warm up

- Ask students to stand up. Remind them of the actions for the song on page 9. Play audio 008 and ask students to sing along and do the actions.

- Review colours and birthday items with students. Put the flashcards for birthday items on the board and ask students *What's this? (It's a pink cake.)* as you point to each picture and elicit the words. Encourage students to use full sentences.
- Challenge** Ask students to sit in two lines. Show the first student in each line a colour or birthday item flashcard. The student whispers a sentence to describe the flashcard to the next student in the line (*It's a pink cake.*). Students continue to whisper to each other until the last student in the line. The last student has to tell the class what they think the sentence is!

Lesson objective

- Introduce the lesson objective. Say *Today I will ask and answer about favourite colours.*
- **Involve** Students will learn how to ask and answer about favourite colours. They will practise using the new language in different contexts.

Practice

1 Colour by number. Then say.

(Answers: Students colour the birthday items using the numbers in the coloured circles.)

- Show students the numbers in the coloured circles and say *One. What colour is it? (red)*. Elicit all seven colours. Students colour the birthday items in the same colour as the numbers.
- After students finish colouring the picture, they can make sentences with their partner. Encourage them to use full sentences (*It's an orange card.*).
- **Monitor** Monitor students and provide support if needed. Take notes on any general issues with identifying colours and sentence structure.

Video

2 013 Watch. Colour the balloons.

(Answers: Students colour Oscar's balloon purple and Lucy's balloon green.)

- Play the video *Unit 1: Balloons* or audio 013. Ask students to sit and watch or listen quietly.
- Play the video again and pause after Lucy gives Oscar his balloon and ask *What's Oscar's favourite colour? (purple)*. Then pause after Oscar gives Lucy her balloon and ask *What's Lucy's favourite colour? (green)*. Then play the video to the end.
- Ask students to colour the balloons.
- **Monitor** Monitor students and provide support if needed. Take notes on any general issues with understanding the content of the video or audio.

Practice

3 014 Listen and match.

(Answers: 1 5, red present, 2 7, blue present, 3 6, pink present)

- Tell students to listen and match the children to their age and favourite colour. Play audio 014.
- **Monitor** Check answers with the class. Play the audio again if needed.
- Ask students to imagine they are one of the children in the photos. They ask and answer with a partner using *What's your name? I'm (Sophia). How old are you? I'm (five). What's your favourite colour? My favourite colour is (red)*.
- **Differentiation** Fast finishers can work with a partner and ask and answer about all three children.

CODE CRACKER

Production

4 Ask and answer. Draw your partner and colour.

- **Coding Syllabus:** Students will learn how to complete skeleton or incomplete event plans.
- Students will learn how to complete the pictures with information from their partner. They will ask and answer to find the information.
- Explain to students that they will ask and answer with their partner using *What's your name? How old are you? What's your favourite colour?* Then they will draw and colour the answers.
- **Assist** Point to the pictures and explain to students what they need to draw and colour. The first picture is an outline to draw their partner's face, the second is a balloon to write their partner's age and the third is to colour the present their partner's favourite colour.
- **Monitor** Monitor students and provide support if needed. Take notes on any general issues with question and sentence structure.
- **Extra** Ask students to repeat the activity with a different partner. They can draw their new partner's face, balloon and present in their notebooks.

MATHS ZONE

Production

5 Ask and answer. Complete the chart. Then say the numbers.

- Students will learn how to count from 1–10 using a tally chart.
- Review counting from 1–10. Put the flashcards for numbers on the board and elicit the numbers in order from 1–10. Repeat several times, counting more quickly each time.
- Ask students to go around the class asking each other *What's your favourite colour? (My favourite colour is purple.)*. They add a tally line to the chart for each student they ask. Divide large classes into groups of 10 to ensure students are able to count the results in English.
- When students have finished, they can count the tally lines in their chart to find out the favourite colour in the class. Check answers with the class and discuss any similarities and differences.

Objective review

- Revisit the lesson objective. Say *Now I can ask and answer about favourite colours.*
- **Involve** Encourage awareness of what students can do by asking *What's your favourite colour?* to elicit full sentences (*My favourite colour is purple.*).

Project and Review

MAKE A BIRTHDAY CARD



PROJECT AND REVIEW

Make a birthday card

Step 1

Research

✈️ Research favourite colours.

What's my friend's favourite colour?




Step 2

Plan

✈️ Choose colours to use.

Which colours can I use?




Step 3

Create

✈️ Scratch your card.

What can I draw?



Step 4

Show and tell

✈️ Ask and answer.



Learn how to sing *Happy Birthday.*



Now I can ...

- ... use birthday and colour words.
- ... talk about birthdays.
- ... talk about favourite colours.

16 sixteen seventeen 17

Lesson flow

Warm up
Lesson objective
Step 1
Step 2
Step 3
Step 4
At home
Now I can
Objective review

LESSON OBJECTIVE

I will make a birthday card.

Warm up

- Ask students to stand up. Remind them of the actions for the song on page 9. This time, ask them to hold up different coloured crayons or pencils when they sing the colours. Play audio 008 and ask students to sing along and do the actions.
- Hold up the story cards one by one and ask students to retell the story in their own words. Encourage them to make up their own lines if they don't remember the exact wording.

- Show students a rainbow and ask *What's this?* Elicit the colours in order (*It's a red, orange, yellow, green, blue and purple rainbow.*). Then ask students to ask and answer with their partner using *What's your favourite colour?* (*My favourite colour is purple.*).

Lesson objective

- Introduce the lesson objective. Say *Today I will make a birthday card.*
- **Involve** Students will learn how to make a birthday card. They will use the language learnt from the unit to understand how to complete their project, then ask and answer with their partner.

46

Step 1

Research

- Students will make a birthday card for their partner. You can collect the cards at the end of the lesson and keep them safe until the students' birthdays, when you can have their partners present them with their birthday cards.
- Ask students to ask and answer with their partner using *What's your name? (I'm Oscar.) How old are you? (I'm seven.) What's your favourite colour? (My favourite colour is purple.)*. Ask them to draw or write the information in their notebooks.

Step 2

Plan

- **Materials for the project (per pair):** colouring pencils or crayons, black paint, a paintbrush, card, scissors, a lolly stick
- Give students a piece of card and ask them to colour it in using colouring pencils or crayons. They need to colour the space completely with their partner's favourite colour or colours. They can use different shades and colour in lines or sections or a mix.
- When students have coloured the card completely, ask them to paint over it with black paint so that they can't see any of the other colours. Then let the paint dry.

Step 3

Create

- When the paint is dry, students use the lolly stick to scratch the black paint off, leaving the colour showing underneath. This is how they will make a picture for their partner's birthday card. Remind them to scratch softly so that they don't make a hole in the card.
- **Assist** Ask students to look at the information in their notebooks to help them decide on a picture to make. Remind them that their partner will be one year older on their next birthday. Put the flashcards for birthday items on the board to give them ideas.
- **Digital literacy** Discuss with students how to search on the internet to find pictures of birthday presents or cards. Show them how to use a search engine for images using *AND*, *OR*, for example, type in 'birthday AND presents OR cards'. They can use the ideas for their projects.

Step 4

Show and tell

- Ask students to present their birthday cards to each other, taking turns to ask and answer using *What's your name? How old are you? What's your favourite colour?* Remind them to say *Happy birthday!* when they give their partner the card.

- **Differentiation** Ask each student to come to the front of the class and present their card to their partner. Less confident pairs can say *Happy birthday!* to each other, while more confident pairs can ask and answer using the questions they know, too.

At home +

Learn how to sing *Happy Birthday*.

- Ask students to find out how to sing the *Happy Birthday* song in English. They could ask their parents and other family members or look for videos or audio on the internet. Ask them to practise singing the song so that they can sing it in class when there's a student's birthday.
- **Extra** Ask students to make a video of them and their family singing *Happy Birthday* to show the rest of the class (if possible, share them on a class app or web page).

Now I can ...

- Show students the *Now I can ...* box and read the examples. Ask students to repeat, then check understanding in L1.
- **Involve** Ask students to think about how they feel about these statements. Explain that if they feel confident about a statement, they can stick on the light bulb sticker. If they do not feel confident about a statement, tell them that they can come back to that statement and stick on the sticker when they do feel confident.
- **Monitor** Ask students to choose the statement they are the most confident about and tell the rest of the class. Make notes of the statements that the fewest students choose and make sure you review the content in the future.

Objective review

- Revisit the lesson objective. Say *Now I can make a birthday card.*
- **Involve** Encourage awareness of what students can do by asking them questions about their birthday cards. Ask *What's your favourite colour? (My favourite colour is purple.) How old are you? (I'm seven.)*

Pearson English Portal games

Go to the Pearson English Portal and click on 'Resources' for a class game about colours and birthday items.

Activity Book answer key and notes

UNIT 1: BIRTHDAY FUN!

1 006 Listen and tick .

(Answers: 1 a, 2 b, 3 a, 4 b, 5 a, 6 a)

2 007 Listen and sing. Number in order.

(Answers: orange 7, yellow 3, white 8, pink 4, red 1, purple 5, green 2, blue 6)

3 Look. Which items have not got a pair? Circle.

(Answers: Students circle the red balloon, purple cake and green present.)

- In this coding activity, students learn to identify patterns by finding the pictures that haven't got a pair.

4 Look and say. Trace.

- Students practise the new vocabulary from the unit and trace the initial letters.
- Encourage students to continue the picture dictionary in their notebooks by drawing pictures of the other new vocabulary from the unit.

Extra vocabulary

5 008 Listen, point and say.

- Students listen, point and say the new vocabulary items (*candle, party game, party bag*).

Story lab

1 Remember the story. Number in order.



2 009 Listen and check your answers.

- Students listen and check their answers in Activity 1.

3 Look and circle the cake from the story.

(Answer: 4)

- In this coding activity, students learn to identify patterns by finding the cake with the colours in the same order as the cake in the story.

4 What do you think happens next in the story? Draw.

- Students think about what happens next in the story, then draw a picture to show what they think.

5 Tick or cross .

(Answers: 1 ✓, 2 ✗, 3 ✗, 4 ✓)

- Remind students of the value *Take care of pets*.

Sound lab

1 010 Colour and match. Then listen, point and say.

(Answers: b: balloon, boy, c: card, cake)

2 Colour and say.

- Students colour the sections of the picture with b blue and c pink. The blue sections will reveal a balloon and the pink sections will reveal a cake.

3 011 Listen and say.

- Students listen and say the chant. Ask them to repeat it three times and say it more quickly each time.

Experiment lab

1 Colour the rainbow. Then say.

(Answers: Students colour from top to bottom: red, orange, yellow, green, blue, purple.)

2 012 Look and match. Then listen and point.

(Answers: 1 photo of the waterfall, 2 photo of the glass of water, 3 photo of the rainbow/sky)

- Students match the components to the main photos. Then they listen to the Pupil's Book audio again to confirm their ideas.

3 Make a rainbow spinner.

- Students make a rainbow spinner. Ask them to guess what colours they will see when they spin it and explain that the white light they see is because light is made of all the colours of the rainbow.

What's your favourite colour?

1 🌟 013 Listen and circle *a* or *b*. Then say.

(Answers: 1 *b*, 2 *a*, 3 *b*, 4 *b*)

2 What number are the colours? Write.

(Answers: red = 1, green = 3, blue = 2)

- In this Maths activity, students learn to do basic addition with numbers from 1–10.

3 Colour with your favourite colours. Play *Bingo!*

- Students colour in the balloons using their four favourite colours. Give each student four counters and then say different colours using *My favourite colour is (blue)*. If students have the colour, they put a counter on it. The first student with counters on all four colours is the winner.

4 🌟 014 Listen and number.

(Answers: *a* 2, *b* 3, *c* 1)

5 Colour for you. Then say.

- Students decide on their favourite colour and the colours they like in order of preference. They then colour in the balloon on the right using their favourite colour, the balloon to the left of it using their next favourite colour, and so on. They colour in the balloon on the left using their least favourite colour.

6 Colour the correct number of candles for each colour. Then say.

(Answers: Students colour two candles yellow, three candles red and four candles blue.)

PROJECT

1 What colours have you got on your card? Tick .

- Students think about the project in their Pupil's Books and tick the colours on their card.

2 🌟 015 Listen and point. Then complete your project report and draw.

- Students listen to a description of a completed project, then draw a picture of their birthday card. They can use the information in Activity 1 to complete their report.

3 Show your card to your family and friends.

- Ask students to show the picture of their birthday card to their family and friends. They can talk about what they drew on their card using the English words they know.

REVIEW

1 🌟 016 Listen and draw the candles.

(Answers: 1 six candles, 2 eight candles, 3 seven candles)

2 Draw and colour for you. Then say.

- Ask students to draw a picture of themselves and the number of candles on the cake to show their age. They colour the balloons their favourite colour and draw what they really want in the present. Then they describe their picture to a partner using the new language from the unit.