



INTRODUCTION TO ENGLISH CODE

Product Presentation
July 2020

Introduction to English Code

English Code



What is it?

- § A new primary course that uncovers the power of language to convince, startle and amaze
- § Seven levels: (Starter – Level 6)
- § CEFR: A1 – B1+ GSE: 10 – 50
- § British English & American English versions

Who is the course for?

- § **Institutions:** Private and PLS schools
- § **Students:** 6 – 12 years old
- § **Timetables:** 5+ hours of English per week

Course Components: Teachers

PRINT



- Digital resources
- Lesson flows
- Activities & ideas
- Other supporting material

Teacher's Edition



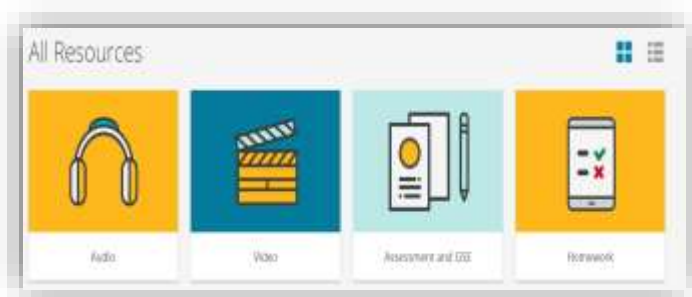
- Diagnostic test
- Checkpoint tests
- GSE Progression tests
- Unit & final tests

Assessment Pack



Picture Cards
Posters

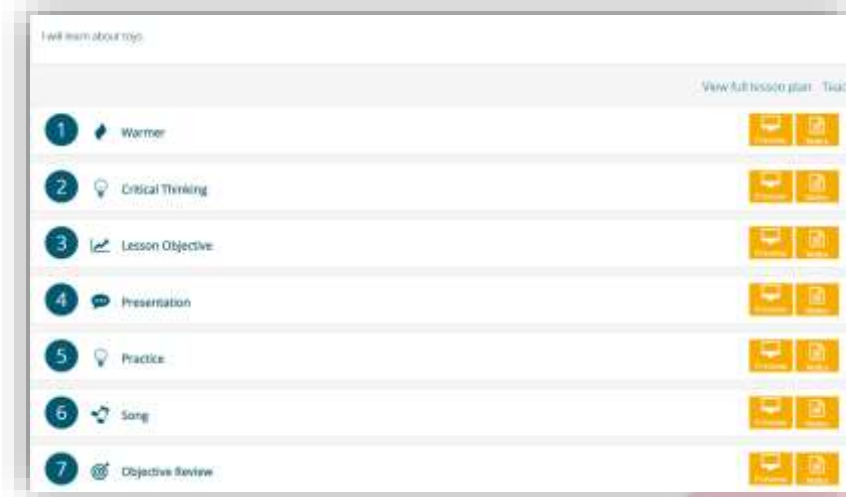
DIGITAL



Pearson English Portal



Digital workbook with
show answers



Presentation Tool

Course Components: Students

PRINT



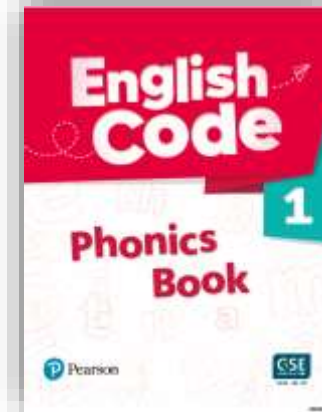
Student's Book



Workbook

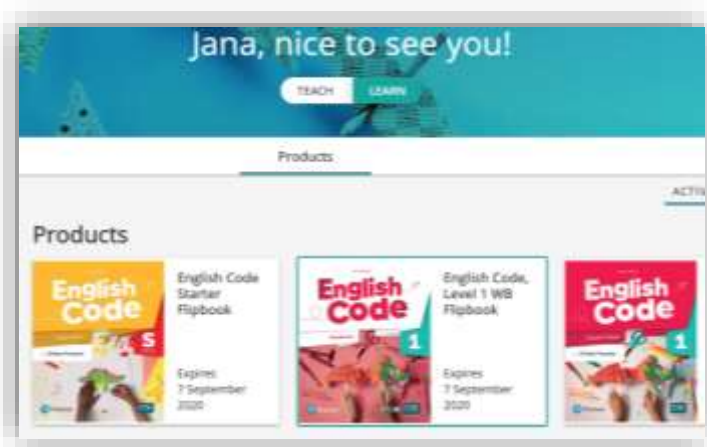


Grammar Book

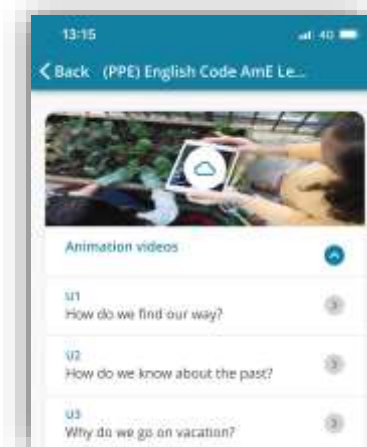


Phonics Book

DIGITAL



Pearson English Portal



Pearson Practice English App



Student e book- reader +

Correlation Chart

	Starter	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
GSE	10-17	14-24	20-30	25-36	31-40	36-456	41-50
CEFR	<A1	<A1 - A1	A1	A1 - A2	A2 - A2+	A2+ - B1	A2+ - B1+
Cambridge		Pre A1Starters	Pre A1Starters	A1 Movers	A1 Movers A2 Flyers	A2 Flyers and A2 Key for Schools	A2 Key for Schools and B1Preliminary for Schools
PTE		First words	Springboard	Quickmarch	Quickmarch/ Breakthrough	Breakthrough	
English Benchmark		Level 1	Level 2	Level 3	Level 3/4	Level 5	Level 6

Why choose English Code?

Why choose English Code?



**Coding
Mindset**



**Future
Skills**



STEAM



Project work

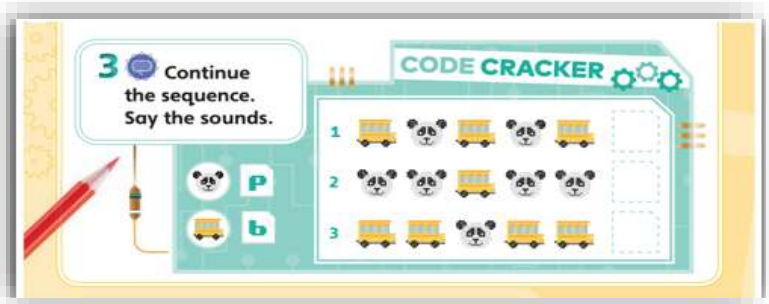


GSE



**Assessment for
Learning**

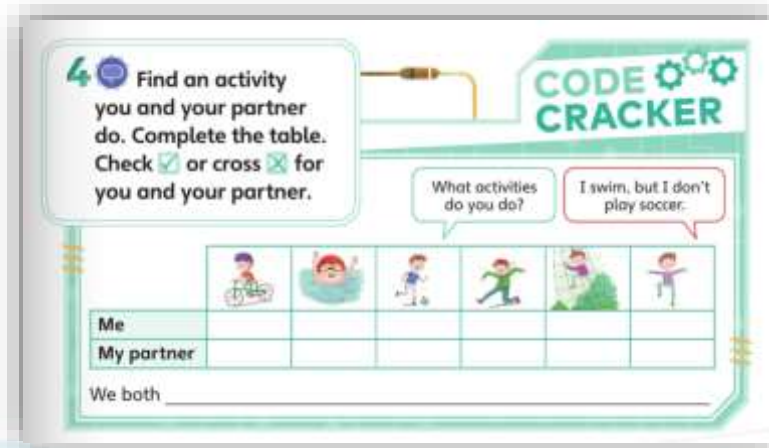
Algorithm sequencing



Trouble-shooting



Events



English Code develops learners' Coding Mindset

- Teaches (resilience, collaboration and problem-solving) from the domain of computational thinking.
- Skills are integrated in the language learning activities.
- Activities don't rely on technology.
- Examples of activities: algorithms/sequencing; Boolean operator OR; trouble-shooting; functions; events; variables

English Code develops learners' Future Skills

Creativity

4 Make your own name card.



5 Act out the story in groups.



Creativity and Creative thinking*

Students develop their creative potential through hands-on making activities, by being exposed to a variety of arts, and by thinking and working creatively.

- Stories, plays, songs, and chants
- Creativity activities; *Act out, Draw, Dance; Projects.*

Communication

2 Think and discuss.

bake cookies design a T-shirt do face painting
make balloon models sell lemonade walk dogs
make brownies

- 1 Which other ideas do you think could be good business ideas? Why?
- 2 How can you earn money from these ideas?
- 3 What would you spend money on at a fair like this?



Communication

Students engage in real-world communicative activities and build real-world communication skills.

- Stories, plays, songs and chants
- Communication and writing lab lessons
- Project and culture lessons



English Code develops learners' Future Skills

Critical thinking

2 Look and say. Where do you do each subject at school?

1 sports	5 music	a classroom	e playground
2 science	6 math	b art room	f gym
3 language arts	7 art	c music room	g cafeteria
4 technology		d computer room	

3 Sort the words from 2. Compare your answers with a partner.

Actions

Space things

Collaboration

Step 3

Create

Make the city.

- Work with a partner and make your buildings.
- Follow the plan and place the buildings on a large board.
- Invent a name for the city and a date.

Let's call the city Tinto.

OK, I think the city was powerful 600 years ago.

3 Work with a partner. Say the season.

December! December is in _____!

4 Make a calendar. Work in groups.

Critical thinking

- Every unit starts with a question and a critical thinking activity which links to the final project
- Every lesson starts with lower order thinking activities and progress to higher order thinking skills
- *Coding Activities & Experiment lab lessons*

Collaboration

- Speaking activities
- Stories & plays
- Experiment lab lessons
- Project lessons

English Code develops learner's Future Skills

Rainforests
CULTURE 4. AMAZONIAN PERU

1 Listen and read. What does Beatriz's mom do? Check ✓.

Science Doctor

Fun Fact!
The Amazon rainforest is the largest rainforest in the world.

Peru
Peru is a country in western South America. It's famous for Machu Picchu, an ancient Inca city high in the Andes mountains.

2 Read again. Choose the correct answer.

1 Beatriz lives in:
A the Amazon rainforest
B Lima
C Inca

2 Beatriz's dad likes:
A helping people
B studying plants
C studying wildlife

3 Iquitos is the largest city:
A in Peru
B that you can't get to by car
C in the Amazon rainforest

4 Beatriz's mom works:
A in the rainforest
B at a health center
C at the hospital

The rainforest
3 Listen. How many hectares of rainforest does the Yukamamay project protect? Circle.

1 hectare = 10,000 m²

12
1,200
12,000
20,000

My Culture
What forests are there in your country?

4 Create a miniature rainforest with pipe cleaner trees and animals.

Keywords: What plants, trees, and wildlife live in rainforests?

Materials
1. Twist pipe cleaners together to make trees.
2. Create rainforest animals. Use lobbis to decorate.
3. Create your rainforest!

Digital Literacy

- Technology CLIL pages; Coding and projects with digital focus

Social and Emotional Learning

- Values and topics that encourage students to grow emotionally.

Language lab 1
GRAMMAR (USE / DON'T USE ...)

1 Watch. What does Nadir like doing? Check ✓.

2 Listen again. Write E (Email), N (Nadir), or B (Both).

1 I don't like cleaning out the rabbit cages. _____

2 I like making designs on the computer. _____

3 I love doing challenging things. _____

4 I enjoy coding and programming. _____

5 I love playing with the rabbits. _____

6 I don't enjoy doing computer programming. _____

Values *Take on a challenge.*

3 Discuss the questions with a partner.

What activities do you find challenging?
Why is doing challenging activities important?

3 I like reading. She's always doing gymnastics. They enjoy doing their job. We don't like playing sports. He's always happy going to the movies. Do you enjoy going shopping? Yes, I do / No, I don't.

Look!
I like reading my family try like to play my family.

MY CULTURE
Find out about craft in your country.

Production

5 What do you need to make the craft? Write the words.

- Ask students to choose one traditional craft from their country and write what they need to make it in their notebooks.
- **Differentiation** Have students draw and label the craft in their notebooks. You could have students make the craft in class, or at home.
- **Digital literacy** Show students how to use the internet to find information and pictures about traditional craft. Remind them to only look at reliable websites. Have them choose a craft that they did not know about before and make notes and draw a picture in their notebooks.

Global Citizenship

- Topics and culture pages encourage learners to think beyond the cultures they live in and their impact on the world.

English Code teaches English through **STEAM**

Experiment lab
SCIENCE: THE FIVE SENSES

I will learn about the five senses.

Watch a video about senses.

1 Listen, read, and number the photo.



- I smell with my nose.
- I taste with my mouth.
- I hear with my ears.
- I see with my eyes.
- I touch with my hands.

EXPERIMENT TIME

Can I guess the taste?



- Close your eyes. 
- Taste some food. 
- Guess what it is. 
- Check your answers.

2 Match and write the body part.



- touch _____
- see _____
- smell _____

3 Listen and say what you hear.

sixty-five 65

- Each Unit includes a *STEAM lesson* focusing on science, technology, engineering, art & design or math.
- A typical lesson includes a presentation of the subject – practice – an experiment.
- There are videos on each subject to extend the lesson.
- **Videos are available in British English and American English (sometimes both).**



English Code help learners learn through Projects

- Students are presented with a problem they need to think about and solve at the start of each unit.

- Students build their knowledge and skills they need to complete the project as they work through the lesson.

- Projects are designed for students to:
 - use their creativity through thinking, designing and making things,
 - collaborate with other students,
 - build critical thinking and problem-solving skills,
 - apply the knowledge learned,
 - complete a real-world communicative task.

PROJECT AND REVIEW

Make a class fruit café

Step 1

Research

What fruit do we like?

- Bring fruit to taste into class.
- Do a favorite fruit class poll.
- Find out what food you can make with fruit.

Step 2

Plan

What food or drink will we make?

- In teams, decide which food to make.
- Choose which fruit to use.
- Count how much fruit you need.

English Code uses

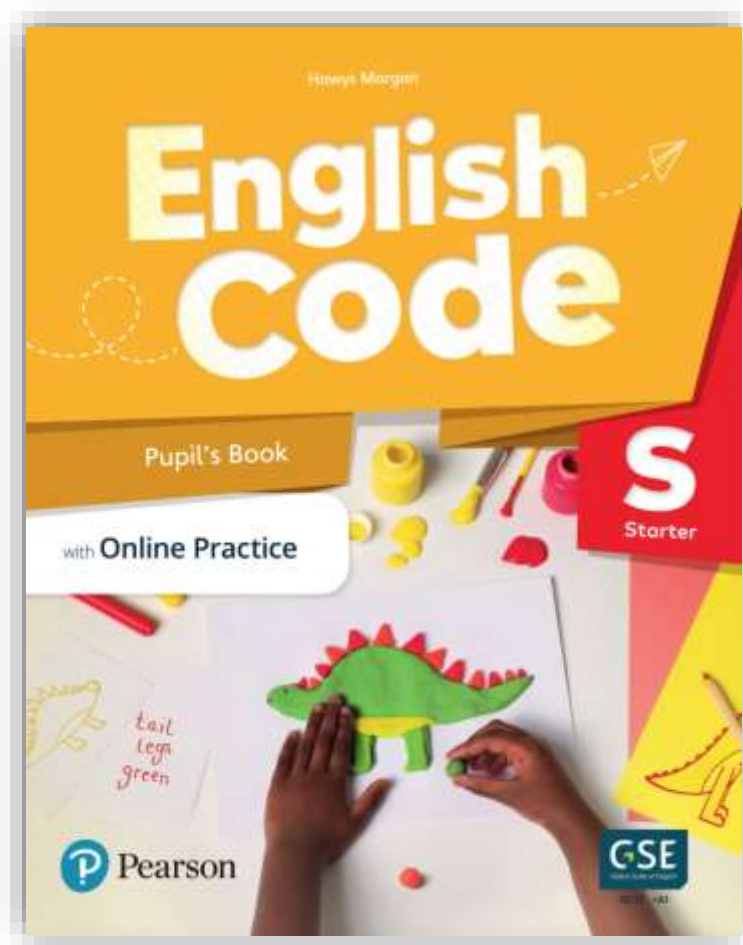
Assessment for Learning approach



- Each unit starts with a questions to activate student's prior knowledge.
- Each lesson in English Code has a *learning objective*.
- The *Now I can* sticker feature enables students reflect on their learning from the unit.
- The *Checkpoints* encourage students to consolidate their learning from the previous two units.
- The *workbook* encourage students to reflect upon their learning at the end of every page with a coloring feature.

Level Differentiation

Starter



GSE: 10 - 17

CEFR: <A1

Skills: Listening and speaking

Grammar: Contextualized grammar. Presented in cute animation.

Vocabulary: Engaging topics appropriate for the age and reflecting the student's maturity e.g. Under the sea/At the farm/music time/ mud kitchen. Covers core Primary vocab sets.

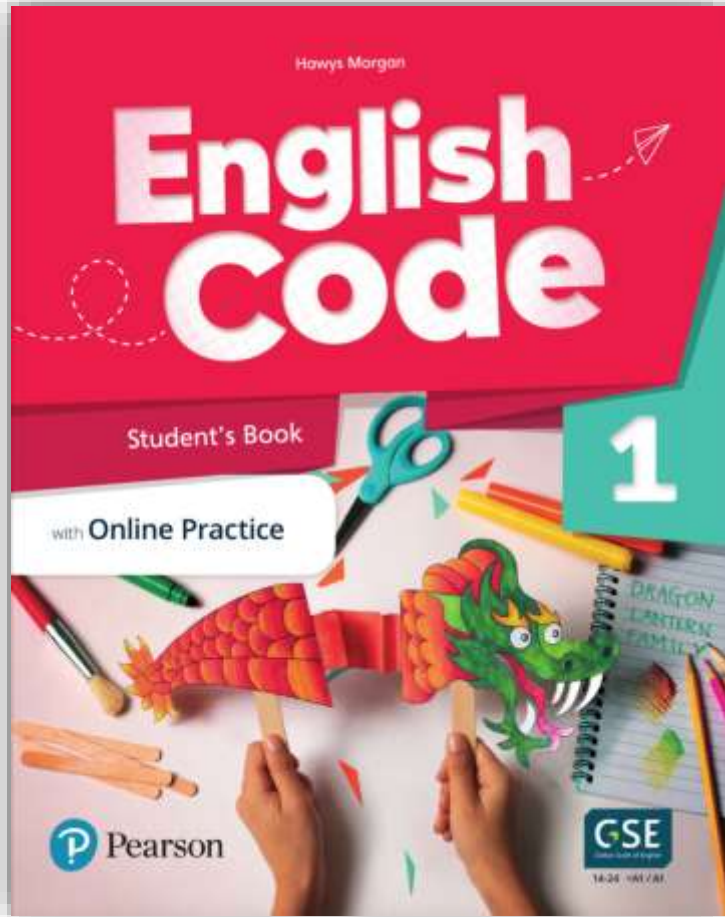
Placement Test: NA

English Benchmark Young Learners: NA

PTE Young Learners: NA

Pearson English Readers: NA

Level 1



GSE: 12 - 24
CEFR: <A1 - A1

Skills: 4 skills but with a focus on listening and speaking.

Grammar: Presented in context through animations. Grammar 2 expands on grammar 1 (negative/all persons etc.).

Vocabulary: Engaging topics with a focus on the "child's world".
10 key words per topic + additional vocab in STEAM and Culture.

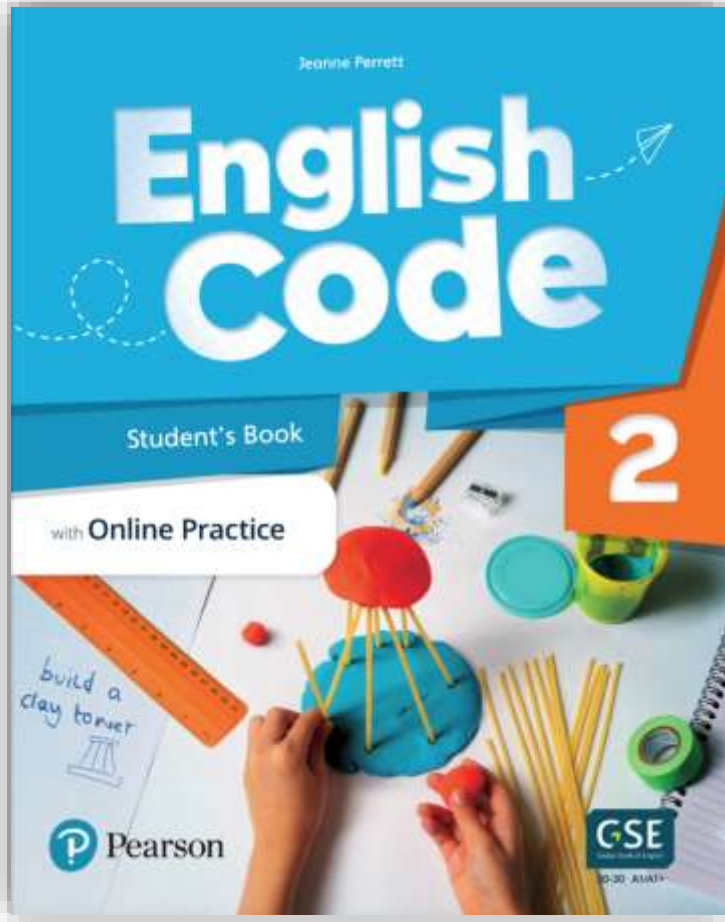
Placement Test: Diagnostic test

English Benchmark Young Learners: Level 1

PTE Young Learners: Firstwords

Pearson English Readers: Kids Readers 1; Story Readers 1

Level 2



GSE: 20 – 30

CEFR: A1

Skills: 4 skills with focus on listening and speaking

Grammar: Presented in context- animations and stories. Grammar 2 expands on grammar 1 (negative/all persons etc.).

Vocabulary: Engaging topics- introduction to topics beyond the "child's world". 12 key words per topic + additional vocab in STEAM and Culture.

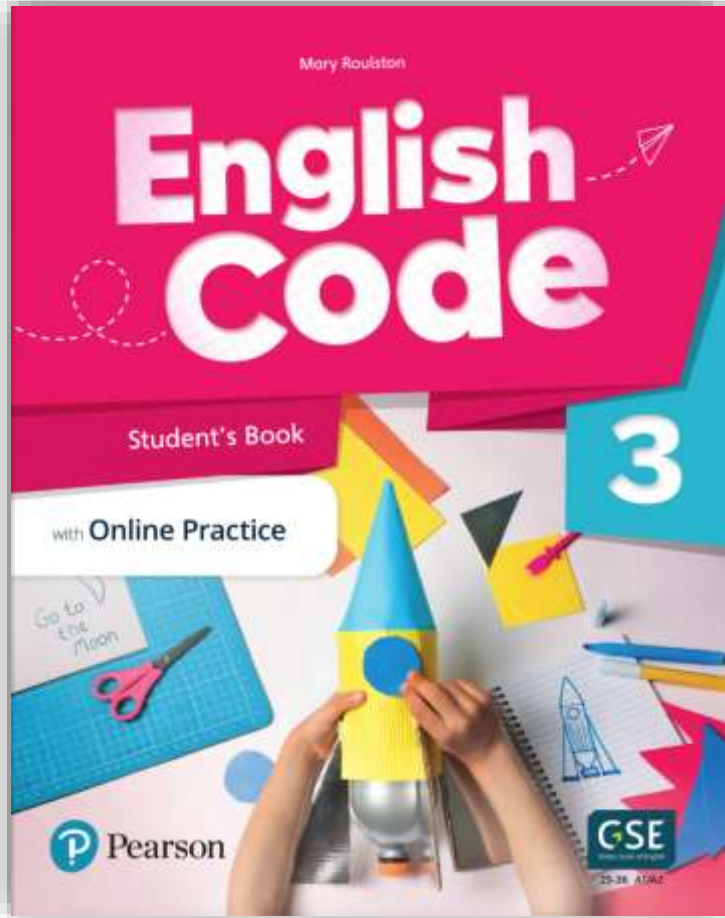
Placement Test: Diagnostic test

English Benchmark Young Learners: Level 2

PTE Young Learners: Springboard

Pearson English Readers: Kids Readers 1&2; Story Readers 1

Level 3



GSE: 25 - 35

CEFR: A1 - A2

Skills: 4 skills

Grammar: Presented in context through animations and stories. Grammar 2 expands on grammar 1 (negative/all persons etc.).

Vocabulary: Greater focus on topics beyond the familiar and more global topics- environment/space/jobs.

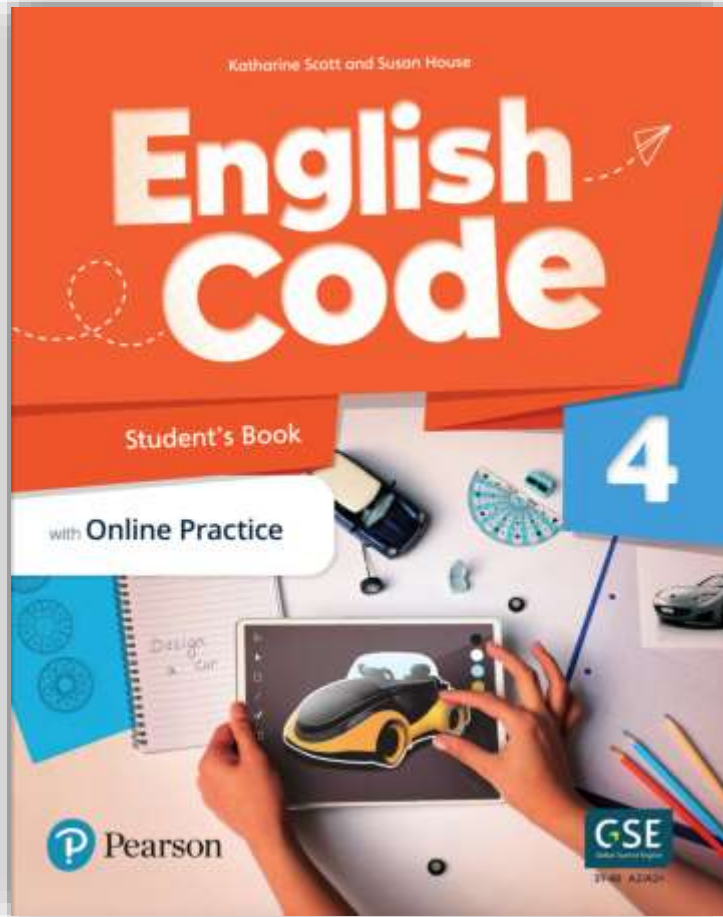
Placement Test: Diagnostic test

English Benchmark Young Learners: Level 3

PTE Young Learners: Quickmarch

Pearson English Readers: Kids Readers 2&3; Story Readers 1&2

Level 4



GSE: 31 - 40

CEFR: A2 - A2+

Skills: 4 skills with a greater focus on reading and writing – covers different text types and genres

Grammar: Presented in context- grammar game videos. Grammar 2 expands on grammar 1.

Vocabulary: Global topics- Space/Mayans/Endangered animals- vocab presented in context – non-fiction text then repeated in a fiction story.

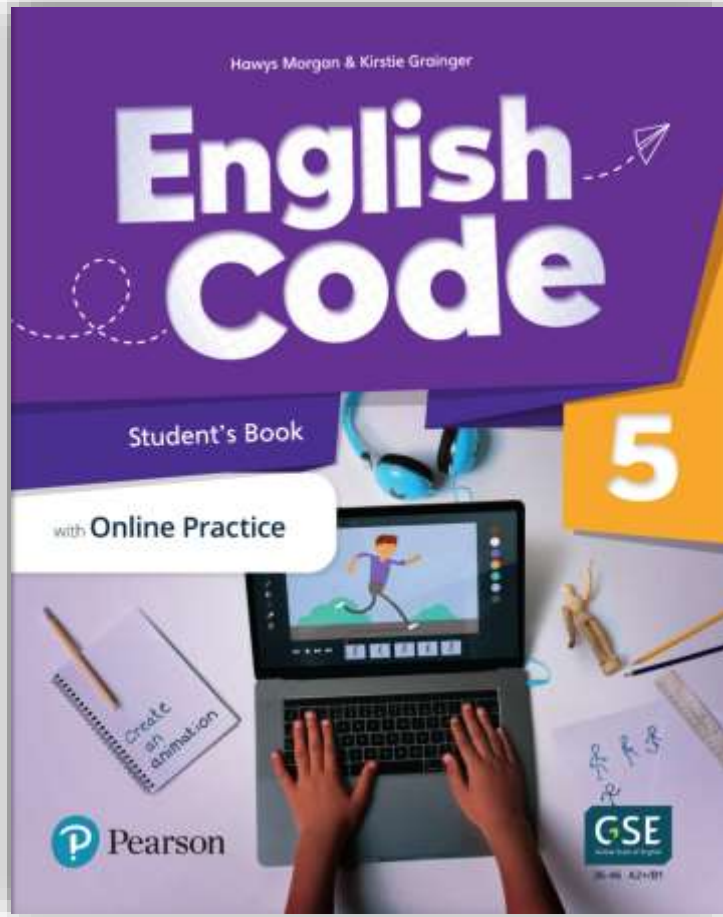
Placement Test: diagnostic test

English Benchmark Young Learners: Level 3/4

PTE Young Learners: Quickmarch/Breakthrough

Pearson English Readers: Kids Readers 4; Story Readers 2

Level 5



GSE: 37 - 45
CEFR: A2+ - B1

Skills: 4 skills with a greater focus on reading and writing – covers different text types and genres.

Grammar: Presented in context- grammar game videos. Grammar 2 expands on grammar 1.

Vocabulary: Topics popular with older children- music/movies/technology. All vocab presented in context. Non-fiction texts then repeated in a fiction story.

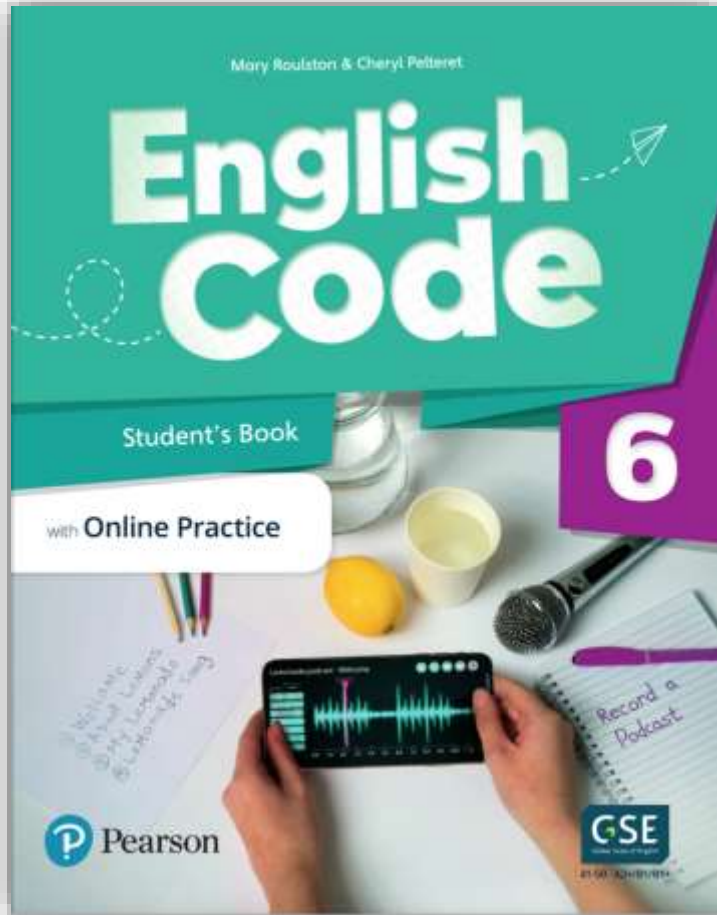
Placement Test: NA

English Benchmark Young Learners: Level 5

PTE Young Learners: Breakthrough

Readers: Kids Readers 5&6; Story Readers 3

Level 6



GSE: 41 – 50
CEFR: A2+ - B1

Skills: 4 skills with a greater focus on reading and writing – covers different text types and genres.

Grammar: Presented in context- grammar game videos. Grammar 2 expands on grammar 1

Vocabulary: Topics for older children requiring greater maturity covering a variety of subjects – Ancient Egypt/ Sustainability/ inspirational people/ News. All vocab presented in context – non-fiction texts then repeated in a fiction story.

Placement Test: Diagnostic test

English Benchmark Young Learners: Level 6

PTE Young Learners: Breakthrough

Readers: Kids Readers 6; Story Readers 4

Unit Walkthrough

OPENER LESSON

5 The perfect pet
How can we choose the perfect class pet?

1 Look at the photo. What can you see?

2 Stick the animal prints on the picture.

3 Listen and point. Then sing along and dance.

SONG TIME

What's your perfect pet?

Listen with your ears!
What can you hear?
It's a **dog!** It's a dog!
Big or small? Short or tall?
What's your perfect pet?
Horse or dog? A green **frog!**
What's your perfect pet?

clip clop

Listen with your ears!
What can you hear?
It's a horse! It's a horse!
Repeat chorus

Listen with your ears!
What can you hear?
It's a frog! It's a frog!
Repeat chorus

Woof!

Clonk!

74 seventy-four

seventy-five 75

Opening question motivates students to think about what they will learn throughout the unit to complete the creative project at the end of the unit.

Critical thinking activities engage students to recall prior knowledge to apply to new situations.

Theme-based unit encourages deeper understanding of concepts and language, and a full spread picture with real children introduces the topic and stimulates students' imagination.

Memorable song with actions presents a few key vocabulary items to introduce students to the unit topic.

VOCABULARY LESSON

Learning objectives on the page help focus students and make them aware of the progress they are making.

Key vocabulary is presented and practiced in a kinesthetic way through games and similar engaging activities.

Animals around us
VOCABULARY

I will learn pet words.

1 Listen, point, and repeat.

1 cat 2 dog 3 rabbit 4 mouse

5 lizard 6 fish 7 bird

8 horse 9 frog 10 hamster

2 Look at 1. Listen, say, and mime the animal.

3 Listen and color.

Color me!

4 Look and circle.

1 rabbit / hamster 2 bird / horse 3 mouse / lizard 4 hamster / dog

5 Find and count. Then ask and answer.

birds cats dogs horses lizards rabbits

MATH ZONE

How many rabbits are there?
There are six rabbits.

6 Make your own picture dictionary. Draw and label pets.

hamster fish

76 seventy-six seventy-seven 77

Math activities provide students with opportunities to practice and produce English through content and language integrated learning (CLIL).

Creative activities provide engage students to make things, like their won picture dictionary, to develop language skills, and inspire visual thinking.

LANGUAGE LAB 1 LESSON

Language lab 1

GRAMMAR 1: I / YOU / HE / SHE CAN / CAN'T

I will talk about actions using can and can't.

Watch. Check the animals in the video.

bird	<input type="checkbox"/>	cat	<input type="checkbox"/>	dog	<input type="checkbox"/>
hamster	<input type="checkbox"/>	lizard	<input type="checkbox"/>	rabbit	<input type="checkbox"/>

I / You can run. ✓
He / She / It can't run. ✗

can not = can't

2 Listen and circle. Then match.

- I can / can't hop. 
- You can / can't swim. 
- He can / can't climb. 
- She can / can't fly. 







3 Circle the odd one out and say.

CODE CRACKER




78 seventy-eight

4 Label the photos. Then write can or can't.

-  1 It can fly, but it can't swim.
-  2 It _____ hop, but it _____ climb.
-  3 It _____ hop, but it _____ run.
-  4 It _____ run, but it _____ fly.
-  5 It _____ swim, but it _____ run.
-  6 It _____ fly, but it _____ climb.

5 Look at 4. Play Guess the animal.

It can swim, but it can't fly.
It's the frog!
Yes!

6 Draw what you can and can't do and complete. Then describe it to your partner.

I _____ fly, but
I can _____.
I can _____, but
I can't _____.

79 seventy-nine

Grammar is presented through an engaging video and supported by boxes showing clear examples.

Coding activities help students to develop problem-solving and higher order thinking skills.

Communicative activities engage students to personalize language, collaborate, and recall language they have learned.

Personalized activities help students to apply their learning to their own environment.

STORY LAB LESSON

Story lab

READING

I will read a story about a hat.

1 Listen and read the story.

My hat can hop!

1 Look at my hat!
It can hop!

2 Come on!
Look! It can climb!

3 Sara, your hat can swim!

4 It's a magic hat!
Watch out, Polly! You can't swim!

5 My hat can fly!

6 My hat can't hop, climb, or swim ...

7 My favorite animal is a bird.

... but the frog can hop, climb, and swim!
And Polly can fly!

Look! It's a frog!

My favorite animal is a frog. Bye, Frog!

Values Care for animals.

3 Help the frog leave the yard.

4 Act out the story in groups.

2 What can the frog do? What can Polly do? Check or cross . Then say.

	hop	fly	swim	climb
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Engaging story develops comprehension strategies and then students **act out** the stories to build confidence and fluency.

Values activities motivate students to reflect on social and emotional learning.

Key vocabulary and grammar are practiced through an engaging visual story.

Coding activities help students to develop problem-solving and higher order thinking skills.

PHONICS LAB AND EXPERIMENT LAB LESSONS

Phonics lab

M AND N

I will learn the m and n sounds.

1 Listen and chant. Touch your nose when you hear n. Touch your mouth when you hear m.

Here comes Mom, m, m, mom.
 Nine, small noses, n, n, noses.
 Smell nine big nuts! n, n, nuts.
 Nine open mouths, m, m, mouths.
 Say, "Thank you, Mom!"

2 Create a ribbon dance for the chant.

3 Circle and say the odd one out.

4 Listen and write m or n.

1 ouse 2 ut 3 ose 4 outh

Experiment lab

SCIENCE: ANIMAL AND PLANT NEEDS

I will learn about animals and plants.

1 Watch a video about plants.

1 Listen and read. Label the photos.

fish insects plants

Animals and plants need water, food, and air to live.

1 **2** **3**

The lizard breathes air with its nose. It eats insects and it drinks water with its mouth and tongue.
 The bird eats fish and it drinks water. It breathes air with its mouth.
 The elephant breathes air. It eats plants and drinks water with its trunk and mouth.

2 Which parts of your body do you use? Point and say.

breathe eat drink

EXPERIMENT TIME

How do plants eat and drink?

- Put water and food dye in a pot.
- Put a white flower in the water. Guess what will happen.
- Check your flower. What color is it? Record your results.

white flower

water + red food dye

Challenge! Can you make your flower two colors?

eighty-three 83

Content vocabulary is presented and practiced through texts covering a range of subjects in science, technology, engineering, art and design, and math (STEAM). Videos provide further learning about the subject.

Experiment time gives students an opportunity to develop deeper understanding through practical projects with visible results.

Key sounds are presented through memorable chants and practiced in a systematic and supported way.

Creative activities engage students to make things, like the shapes of letters through art, to develop language skills, and inspire visual thinking.

LANGUAGE LAB 2 AND COMMUNICATION LESSONS

Grammar is presented through boxes showing clear examples and practiced in context.

Critical thinking activities engage students to recall prior knowledge to apply to new situations.

Language lab 2

GRAMMAR 2: WE CAN / THEY CAN'T

I will describe actions, using We can / They can't.

slowly

quickly

We can swim slowly.
They can't swim quickly.

- 1 Listen and play *Teddy says*.
- 2 Listen and check or cross . Then read and circle.

	Swim quickly	Swim slowly
cat		
fish		
lizard		
frog		

- 1 Cats can / can't swim quickly.
- 2 Fish can / can't swim slowly.
- 3 Lizards can / can't swim quickly.
- 4 Frogs can / can't swim slowly.

- 1 Read and write quickly or slowly.

- 1 Mark can run _____.
- 2 Masie can run _____.
- 3 Zara can swim _____.
- 4 Ed can swim _____.

My favorite animal

COMMUNICATION

I will describe my favorite animal.

- 1 Watch and circle.

1 My favorite animal is a rabbit / cat.

2 My favorite animal is a lizard / bird.
- 2 Listen and number. Then complete.

fish insects mice plants

It eats _____.

It eats _____.

It eats _____.

It eats _____ and _____.
- 3 Read and guess the animal. Check with your partner.

It has four legs and two big eyes. It can't fly, but it can hop. It eats insects. My favorite animal is a _____.

2 It's tall. It has four legs and a big head. It can run, but it can't climb. It eats plants. My favorite animal is a _____.
- 4 Make your favorite animal from clay. Ask and answer with your partner.

What's your favorite animal?

It's small. It has two arms and two legs. It can climb but it can't ...

Real-world conversations are presented and practiced in context, supporting students to produce their own personalised versions.

Communicative activities engage students to personalize language, collaborate, and recall language they have learned.

PROJECT AND REVIEW LESSON

Projects enable students to consolidate and review their new language and knowledge from the unit through a creative, collaborative, and practical task.

Four steps guide students through the project in a systematic and supported way.

PROJECT AND REVIEW

Step 1

Research

Which pets can live in a school?

- List pets in a table.
- What can they do? Complete the table.
- What do they need to live? Research, then complete the table.

Pets	What can they do?	What do they need?
hamster	run quickly, climb	water, air, plants
fish	swim	
horse		

Step 2

Plan

Which is the perfect class pet?

- Look at your research. Choose your favorite class pet.
- Do a group poll.
- Choose your group's perfect pet.

Perfect Class Pet

rabbit ✓	bird ✓✓
hamster ✓✓✓✓	mouse ✓✓✓
fish ✓✓✓✓	frog ✓
fish ✓✓✓	

I think hamsters are a perfect class pet. They are small. They can run quickly. They eat plants and they drink water.

Step 3

Create

How can I make my class pet?

- Make a mask of your perfect pet.
- Choose a name for your pet.

Step 4

Show and tell

Put your mask on. Describe and role-play your pet to your partner.

I'm the perfect class pet. I'm Hoppy. I'm a rabbit. I can hop quickly. I'm small and white. I eat plants and I drink water.

Choose the perfect pet for your home. Draw and label the pet.

Now I can ...

- ... use pet words.
- ... talk about actions using can / can't.
- ... describe actions, using We can / They can't.
- ... describe my favorite animal.

Now I can statements aligned to the GSE allow students to reflect on their progress.

At home activities motivate students to involve their family in their learning and share their knowledge.

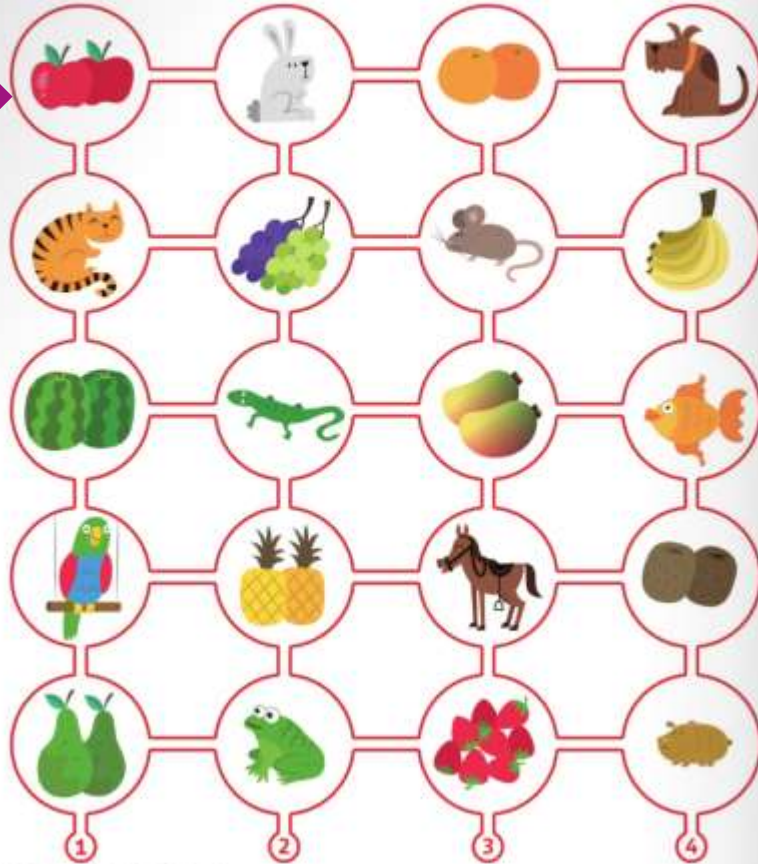
CHECKPOINT LESSON

There are four Checkpoint lessons after every other unit.

3 Checkpoint

UNITS 5 AND 6

1 Listen and follow. Say the number.



102 one hundred and two

2 Read and follow. Then draw the arrows. ← → ↑ ↓

1 I like oranges, but I don't like pineapples.
It can run quickly.
They like bananas.
It can swim, but it can't run.
We like mangoes.
It can run, but it can't climb.
She likes strawberries.

2 It can hop quickly.
We don't like bananas, but we like grapes.
They like cats, but they don't like fish.
He likes watermelons, but he doesn't like apples.
It can fly quickly.
She likes pineapples.
It can hop and swim.

3 Follow the arrows and write.

1 Dogs _____ fly. ↓
☹️ They _____ bananas. ←
The _____ can run quickly. ↓
☹️ We _____ mangoes. ↓
Horses can _____. ↓
He doesn't like _____.

2 Rabbits _____ hop. ↓
☹️ She _____ grapes. ↓
Lizards can climb. _____
they can't fly. ↓
She likes _____. ←
The bird can fly _____. ↓
We like apples and _____.

4 Ask and answer.

What's this?

It's a fish. It can swim.



one hundred and three 103

An integrated approach ensures students review their skills in speaking, listening, reading, and writing.

Communicative activities engage students to personalize language, collaborate, and recall language they have learned.

The themes from the units are combined in a full-page illustrated activity to stimulate students' imaginations.

Students review the key vocabulary and grammar they have learned in the units.

CULTURE LESSON

There are four Culture lessons after every other unit.

Let's make a snake
CULTURE

Unusual pets

- 1 Look at the pictures. What food can you see?
- 2 Listen and read.

1 Snake
This is my snake. He doesn't like fruit, but he likes mice. He can climb quickly.

1 Snail
My snail likes apples. She's big. She can climb slowly.

3 Elephant
My elephant is big! He likes bananas. He can swim slowly.

Fun Fact!
Elephants eat for 12–18 hours every day.

104 one hundred and four

3 Look at the table. Ask and answer.

	swim	run	climb
	✓	✓	✗
	✓	✗	✓
	✗	✗	✓

They can swim, but they can't climb.

Elephants!

4 Make a snake.

- 1 Color your snake.
- 2 Find the snake's head. Stick a straw in the mouth.
- 3 Stick the snake's head on the snake's body.
- 4 Blow into the straw.
- 5 Have your snake taste different foods.

My Culture
Find out about interesting pets in your country.

5 Write about interesting pets.

6 Ask and answer.

What's her name?

This is my duck.
She's small. She likes apples. She can fly.

Her name is Jemima.

one hundred and five 105

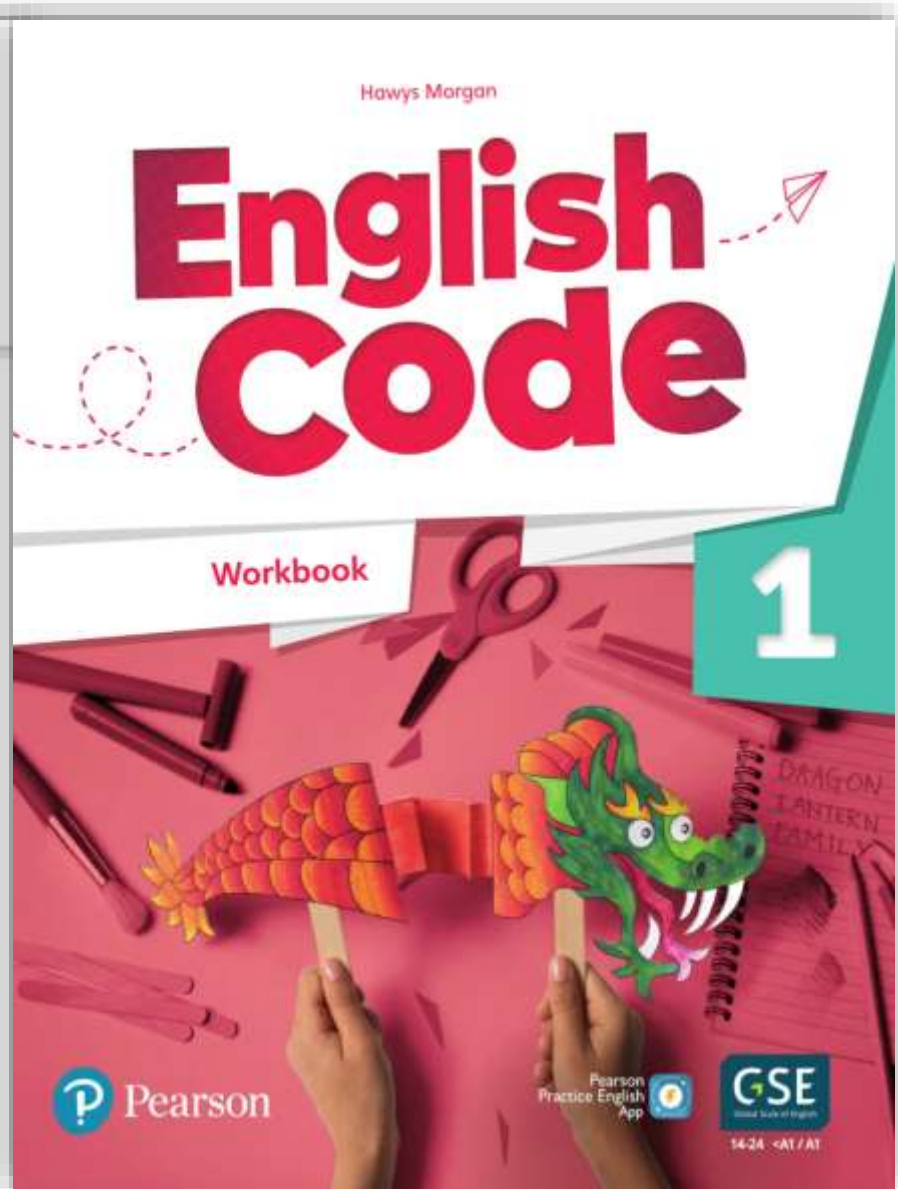
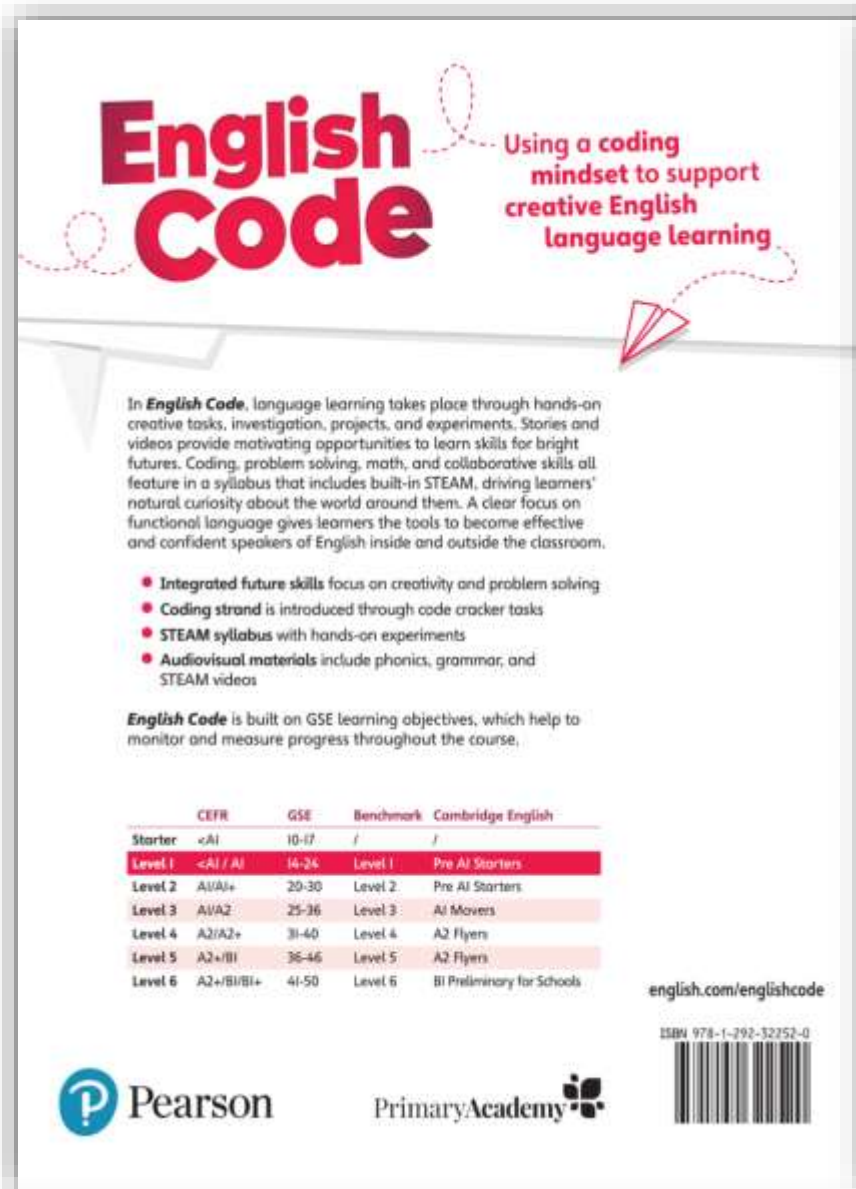
Content vocabulary is presented and practiced through reading texts about different cultures around the world.

Creative activities engage students to make things, like an object from another culture, to develop language skills, and inspire visual thinking.

Personalized activities help students to apply their learning to their own environment.

Workbooks review language learned and provide **practice** and **productive** activities for each of the lessons in the Student's Books.

Differentiated activities are designed to stretch students at their own level and provide choice and flexibility.



An **integrated approach** ensures students review their skills in speaking, listening, reading, and writing.

Learning objectives are revisited for students to reflect and self-assess the progress they are making.

The background is a solid teal color. A white dashed line starts from the left, curves upwards and to the right, then loops back down and to the right, ending with an orange paper airplane icon pointing towards the top right.

English Code