

Mary Roulston

# English Code

Pupil's Book

with **Online Practice**

3

Go to  
the  
Moon

 **Pearson**

**GSE**  
Global Scale of English

25-36 A1/A2





# English Code 3

Pupil's Book











# Contents



Unit	Unit aims	Vocabulary	Language lab 1
<b>Welcome!</b> pp. 4–9	<b>How can I find my way around school?</b> <ul style="list-style-type: none"> <li>Use school words.</li> <li>Talk about classroom rules.</li> <li>Help my friends.</li> </ul>	<b>Subjects:</b> Art, Languages, Maths, Music, Science, PE, Technology <b>School locations:</b> art room, canteen, classroom, computer room, gym, music room, playground	<b>Listen</b> to each other. <b>Work</b> hard. <b>Don't</b> be late. <b>Raise</b> your hand to speak.
<b>1 Show time!</b> pp. 10–23	<b>How can I make a flip book?</b> <ul style="list-style-type: none"> <li>Use action words.</li> <li>Talk about actions using <b>be</b> and <b>-ing</b>.</li> <li>Describe actions using <b>well</b> / <b>quickly</b> / <b>badly</b>.</li> <li>Talk about what my friends are doing.</li> </ul>	<b>Talents:</b> act, clap, do cartwheels, do gymnastics, do magic tricks, juggle, spin around, stamp, step backwards, step forwards, step to the side, wave	<b>Language lab 1</b> What is he <b>doing</b> ? He's <b>doing</b> gymnastics. She <b>isn't doing</b> magic tricks. We're <b>practising</b> for the show!
<b>2 Frozen</b> pp. 24–37	<b>How can I create a museum exhibition?</b> <ul style="list-style-type: none"> <li>Use weather and animal words.</li> <li>Talk about the past.</li> <li>Compare then and now.</li> <li>Describe the weather.</li> </ul>	<b>Weather:</b> cloudy, cold, icy, rainy, snowy, sunny, warm, windy <b>Animal words:</b> hairy, tail, trunk, tusks	<b>Language lab 1</b> It <b>was</b> sunny yesterday. We <b>were</b> big. I <b>wasn't</b> small. They <b>weren't</b> hairy.
<b>Checkpoint</b>	<b>Review Units 1–2</b>	<b>pp. 38–39</b>	
<b>Culture</b>	<b>Spain</b>	<b>pp. 40–41</b>	
<b>3 Celebrations!</b> pp. 42–55	<b>How can I create a festival parade?</b> <ul style="list-style-type: none"> <li>Use describing words.</li> <li>Compare events.</li> <li>Compare things using <b>-est</b> / <b>more</b>.</li> <li>Give my opinion.</li> </ul>	<b>Describing words:</b> boring, colourful, disgusting, exciting, fun, hungry, interesting, noisy, quiet, relaxing, tasty, thirsty	<b>Language lab 1</b> It's <b>more</b> colourful. It's <b>better</b> .
<b>4 Blast off!</b> pp. 56–69	<b>How can I create a puppet space journey?</b> <ul style="list-style-type: none"> <li>Use space words.</li> <li>Talk about the past <b>-ed</b>.</li> <li>Ask about the past using <b>Did he / she ...?</b></li> <li>Talk about the weekend.</li> </ul>	<b>Space words:</b> astronaut, launch, rocket, satellite, space, space station <b>Actions:</b> breathe, float, live, travel, study, work	<b>Language lab 1</b> He <b>worked</b> in space. I <b>didn't</b> travel in space.
<b>Checkpoint</b>	<b>Review Units 3–4</b>	<b>pp. 70–71</b>	
<b>Culture</b>	<b>Russia</b>	<b>pp. 72–73</b>	
<b>5 Holiday time!</b> pp. 74–87	<b>How can I design a beach?</b> <ul style="list-style-type: none"> <li>Use beach words.</li> <li>Talk about what I / he / she / they did in the past.</li> <li>Ask about the past using <b>did</b>.</li> <li>Talk about when things <b>happened</b>.</li> </ul>	<b>Places:</b> beach, campsite, dolphin, rocks, sand, sea, waves, whale <b>Experiences:</b> buy ice cream, go on a boat trip, go surfing, have a picnic	<b>Language lab 1</b> I / You / We / They <b>swam</b> in the sea. He / She <b>went</b> on a boat trip.
<b>6 Let's shop!</b> pp. 88–101	<b>How can I create a shop?</b> <ul style="list-style-type: none"> <li>Use shopping words.</li> <li>Talk about amount using <b>There is / There are</b>.</li> <li>Ask about amount using <b>How much ...?</b></li> <li>Talk about shopping.</li> </ul>	<b>Shops:</b> bakery, bookshop, butchers, clothes shop, department store, grocer's, market, pet shop, shopping centre, supermarket, sweet shop, toy shop	<b>Language lab 1</b> There is <b>a</b> cake. There is <b>some</b> bread. I haven't got <b>any</b> carrots.
<b>Checkpoint</b>	<b>Review Units 5–6</b>	<b>pp. 102–103</b>	
<b>Culture</b>	<b>UAE</b>	<b>pp. 104–105</b>	
<b>7 Eco Warriors!</b> pp. 106–119	<b>How can I help the environment?</b> <ul style="list-style-type: none"> <li>Use environment words.</li> <li>Talk about the future using <b>going to</b>.</li> <li>Talk about wants using <b>want</b> / <b>would like to</b>.</li> <li>Talk about weekend plans.</li> </ul>	<b>Actions:</b> plant, recycle, reduce, reuse, save <b>Describing words:</b> dirty <b>Things:</b> environment, glass, paper, rubbish, waste, wildlife	<b>Language lab 1</b> What are you <b>going to</b> do? I'm <b>going to</b> plant some plants. He / She <b>isn't going to</b> waste water.
<b>8 Let's work!</b> pp. 120–133	<b>How can I create a careers fair?</b> <ul style="list-style-type: none"> <li>Use job words.</li> <li>Talk about my talents using <b>I like</b> / <b>don't like</b>.</li> <li>Ask and answer questions using <b>Why</b> and <b>Because</b>.</li> <li>Give my opinion.</li> </ul>	<b>Jobs:</b> architect, bank cashier, computer programmer, conservationist, doctor, engineer, graphic designer, mechanic, nurse, police officer, scientist, vet	<b>Language lab 1</b> I <b>like</b> reading. She <b>loves</b> doing gymnastics. They <b>enjoy</b> doing their job. We <b>don't like</b> doing sport.
<b>Checkpoint</b>	<b>Review Units 7–8</b>	<b>pp. 134–135</b>	
<b>Culture</b>	<b>Amazonian Peru</b>	<b>pp. 136–137</b>	



Values	Phonics	STEAM	Language lab 2	Project and Review
Help friends.				
Our talents.	<b>a, e and i</b> man step spin	<b>Science:</b> Bones and muscles <b>Experiment:</b> Yoga moves: which body parts are used?	<b>Language lab 2</b> They're juggling <b>well</b> . She's walking <b>backwards</b> . He's dancing <b>beautifully</b> .	Make a flip book. 
Our heritage.	<b>o, u</b> dog, fox, hop duck, run, tusk	<b>Science:</b> Fossils <b>Experiment:</b> Making fossils	<b>Language lab 2</b> <b>Was</b> there a fossil here? Yes, there <b>was</b> . / No, there <b>wasn't</b> . <b>Were</b> there dinosaurs at the museum? Yes, there <b>were</b> . / No, there <b>weren't</b> .	Create a mini museum exhibition. 
Be organised.	<b>a, e, i, e</b> cage kite	<b>Maths:</b> Symmetry and patterns <b>Experiment:</b> Make masks	<b>Language lab 2</b> It's the <b>best</b> . It's the <b>most</b> colourful.	Create a festival parade. 
Spend time with friends.	<b>o, e, u, e</b> bone, stone cube, cute	<b>Technology:</b> Rockets <b>Experiment:</b> Make rockets	<b>Language lab 2</b> <b>Did he</b> travel to the Moon? Yes, he <b>did</b> . / No, he <b>didn't</b> . Where <b>did</b> you work? I <b>worked</b> on the ISS.	Create a puppet space journey. 
Ask for help.	<b>ar, ea and ee</b> farm beach tree	<b>Science:</b> The sea <b>Experiment:</b> Record how water moves	<b>Language lab 2</b> <b>Did</b> you go to the beach? Yes, we <b>did</b> . / No, we <b>didn't</b> . What <b>did</b> he do on holiday?	Design a shoebox beach. 
Look after our pets.	<b>or, er</b> horse farmer	<b>Design:</b> Brand design and logos <b>Experiment:</b> Design a logo	<b>Language lab 2</b> There's <b>a lot</b> of milk. There <b>isn't much</b> bread. Is there <b>much</b> rice? I haven't got <b>many</b> carrots.	Create a shop in a shopping centre. 
Help the environment.	<b>Short oo, long oo</b> book, foot, woods food, pool, school	<b>Science:</b> Decomposition <b>Experiment:</b> Investigate decomposition	<b>Language lab 2</b> I / You / We / They <b>want</b> to save the planet. He / She <b>wants</b> to do more recycling. I'd / You'd / He'd / She'd / we'd / they'd <b>like</b> to protect wildlife.	Do a class environmental project. 
Take on the challenge.	<b>ou / ow, oi / oy and ay</b> house, cow enjoy, toy day, say	<b>Engineering:</b> Audio Engineers <b>Experiment:</b> Make and listen to sounds	<b>Language lab 2</b> <b>Why</b> do you want to be an audio engineer? <b>Because</b> I enjoy playing music.	Create a careers fair. 

# Welcome!

▶ How can I find my way around school?

**1** Look at the picture.  
What can you see?

$$7 + 3 =$$

$$6 + 11 =$$

$$5 + 8 =$$



**2** What do you do at school? Tick ☒ .

PE

☐

Science

☐

lunch

☐

Maths

☐

Art

☐

**3**



Listen to the children. Where are they? Write *I* (Izzy) or *L* (Lenny).

Classroom \_\_\_\_ Gym \_\_\_\_ Canteen \_\_\_\_ Art room \_\_\_\_ Playground \_\_\_\_

**4**



Listen and point. Then sing along and dance.

**SONG**  
**TIME**

## Welcome Everyone!

read

Welcome. Welcome, everyone.  
Welcome. Welcome, everyone.  
Welcome, everyone. (x2)

Come in, sit down; welcome, everyone!  
It's the end of a long day,  
Time to have fun and play!

*Repeat chorus*

Max, Yara and Freddie,  
Nadir and Ellie – all ready!  
Read, do **Art**, do your **Science** homework, too.  
There's lots to do for me and you!

*Repeat chorus*

Welcome!

play


fun

# My school

## VOCABULARY

*I will learn school subjects and places.*

**1**  Look at 2. Listen, point and say.

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

1 PE 

5 Music 

a classroom

e playground

2 Science 

6 Maths 

b art room

f gym

3 Languages 

7 Art 

c music room

g canteen

4 Technology 

d computer room

**3**  Listen, read and write.

**4**  Read again and circle T (True) or F (False).

1

Name: \_\_\_\_\_

Age: 8

Favourite school subjects:  
Music and Maths

Likes: \_\_\_\_\_



### CODE CRACKER

1 Freddie likes books and PE. T / F

2 Ellie is 8 not 9. T / F

2

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Favourite school subjects:  
Technology and Art

Likes: computers, photography



**5** Write a fact file for you.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Favourite school subjects: \_\_\_\_\_


Likes: \_\_\_\_\_



# School rules

LANGUAGE LAB

*I will talk about  
classroom rules.*

**1**   Watch. Who is the new student? Tick ☒.



Yara



Ellie



Freddie



Miss Kelly



## Rules


Work hard.

Don't be late.

**2**  Look and read. Which classroom rules poster is from Ellie's new class?



**3**  Make a classroom rules poster for your classroom.

- 1**  Listen and read.  
Where do they look for the bag? Tick ☒.

gym ☐

classroom ☐

Art room ☐

Music room ☐

computer room ☐

**Welcome** to the club!

- 1** Welcome to Kids Club, Ellie. We have Freddie, Yara and Max here today.

Hi! I'm Ellie.  
It's my first day at school and at Kids Club today.

Hi, Ellie. I'm Yara.  
I'm in your class.

- 3** It isn't here. Where do we start?

It's Tuesday today.  
We've got Maths, Languages, PE and Art on Tuesdays.

OK, so we need to look in the classroom, the Art room and the gym.

- 2** Make yourself at home. Put your jacket and bag here.

Oh, no!  
Where's my bag?

Let's go back to school and look for it.

- 4** OK, let's go!

Don't go so fast, Yara!

Look in the art room, Ellie.  
I'm going to the gym.





## Values

Help friends.

2



Yara helps Ellie. How do you help your friends? Discuss.

3



Act out the story.

4



Look at the list of places at Ellie's school. How many rooms are there in total? What are the odd and even numbers?

## MATHS ZONE

16 classrooms	1 Music room
2 libraries	1 gym
2 Art rooms	1 canteen
3 computer rooms	

Odd: \_\_\_\_\_

Even: \_\_\_\_\_

Total: \_\_\_\_\_

## Now I can ...

... talk about school subjects and places.

... talk about about classroom rules.

... introduce my favourite places.



# 1

# Show time!



How can I make a flip book?



1



Look at the picture.  
What are the children doing?

2



Which of these activities do you do on  
a stage? Circle.



juggle



do magic tricks




play computer games

**3**  Order the activities from 2.

easy

difficult

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

## SONG TIME

### It's show time!

It's show time, it's show time!  
Everyone's on the stage.  
There are lots of children,  
Boys and girls of every age.  
Can you **act**? Can you sing?  
You can do anything!  
It's show time, show time!

It's show time, it's show time!  
Everyone's together.  
Fred is **doing** a **magic** show,  
His **tricks** are really clever!

Can you **spin around**? Can you **do gymnastics**, too?  
Let's put on a show for me and you!  
It's show time, show time!





# What can we do?

## VOCABULARY

*I will learn  
action words.*

**1** Look at **2**. Tick ☒ the words you know in English.

**2**  Listen, point and repeat.



**1** do magic tricks



**2** act



**3** do gymnastics



**4** do cartwheels



**5** stamp



**6** wave



**7** juggle



**8** spin around



**9** clap




**10** step forwards



**11** step backwards



**12** step to the side

**3**  What can you do? Write then tell a partner.

I can 😊	I can't ☹️


**4**  Listen and tick ☒.






**5**  Use stickers to create a dance. How many times will you do each step? Write.

_____ x	_____ x	_____ x	_____ x	_____ x	_____ x
<b>1</b> _____	<b>2</b> _____	<b>3</b> _____	<b>4</b> _____	<b>5</b> _____	<b>6</b> _____

**6**  Look. Write instructions for your dance. Then write a shortcut.

**7**  Teach your dance to a partner.

## CODE CRACKER

clap

clap

clap

step to the side

step to the side

wave

wave

wave


= 3clap 2 → 3wave

**8** How many movements are in your dance? Add.

$$3 + 2 + 3 + 1 + 2 + 1 = 12$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

## MATHS ZONE

**9**  Make your own picture dictionary. Draw performance and movement words you know.



do cartwheels



step to the side


# Language lab 1




GRAMMAR: WHAT ARE YOU / HE / SHE / THEY DOING?

*I will talk about actions using be and -ing.*

**1**   Watch. Who is juggling? Circle.



**2**  Watch again. Read and match.


- 1 He's doing gymnastics. 
- 2 She isn't doing magic tricks. 
- 3 We're practising for the show! 



**Watch out!**  
clap = clapping  
spin = spinning  
step = stepping

## Values

Our talents.

**3**  We all have different talents! Talk about your talents with a partner. Show your talent.

I think I'm good at singing.



**What are you doing?**

I'm clapping.      I'm not waving.

We're doing gymnastics.

**What's she doing?**

She's acting.      She isn't juggling.

**Are they doing magic tricks?**

Yes, they are.      No, they're not.

## 4 Look and complete the sentences.

acting are not 's We



She \_\_\_\_\_ juggling.



No, he's \_\_\_\_\_. He's doing magic tricks.



I'm \_\_\_\_\_.



Yes, we \_\_\_\_\_. \_\_\_\_\_'re having fun!

## 5 Look at 4. Complete the questions.

- 1 What \_\_\_\_\_?      2 Is \_\_\_\_\_ gymnastics?
- 3 What \_\_\_\_\_?      4 Are \_\_\_\_\_?

## 6 Play *Talent game*. Act out, ask questions and make sentences.

### Instructions

- Press out the spinner.
- Write action and activity words on cards.
- Take turns spinning the spinner and turning over a card.
- Make a sentence and act it out!



What is she doing?



She's spinning around.



# Story lab

READING

*I will read a story about a talent show.*

- 1**   Listen and read.  
What are Ellie's talents?

## TALENT SHOW

- 1** Hey guys! What are you doing?



We're talking about the talent show.

- 2** What's wrong? Are you getting ready for the talent show?



No, I don't like shows. I can't sing or act or anything.

- 3** What's Ellie doing?



She's playing computer games. She doesn't like shows.

- 4** Look at Max! He's doing cartwheels really well! What are you doing?



I'm drawing.

- 5** What are you doing, Ellie?



I'm getting ready for the talent show.

No, you're not! You're taking photos!



6

Wow! Yara's juggling well! She isn't dropping anything!

Yes, and Max is doing gymnastics. It's a great routine!

8

Ellie isn't performing! She's playing on her tablet.

That's not a talent!

7

Freddie's doing magic tricks very well!

And Snowball isn't running away!

My turn!

9

Wow, Ellie's dancing!

She's spinning around on her head!

It's amazing!

2



How does Ellie make an animation? Look, read and order.

3



Tell the story in your own words.

## CODE CRACKER



a



She's drawing a lot of different pictures. They're doing a different movement in each one.

b



She's showing her photos on a tablet. Her avatar is moving!

c



She's taking photos of each of her pictures in order.

d



Ellie's drawing an avatar.

# Phonics lab

A, E AND I

I will learn the **a**, **e**  
and **i** sounds.

**1** 

Listen and repeat. Then write **a**, **e** or **i**.



**1** m \_\_\_\_ n



**2** sp \_\_\_\_ n



**3** st \_\_\_\_ p

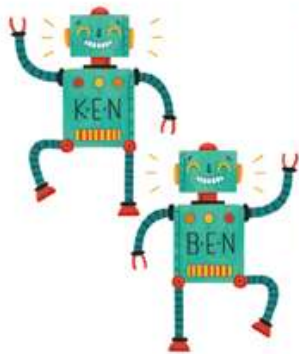
**2** 

Listen and chant.

Dan, Dan, the  
dance man.  
He can clap  
and click.



Look at Ben  
and Ken step!  
Ben steps right  
and Ken steps left.



Lin and her twin, Kim,  
Love to spin and sing.



**3**

Work with a partner and  
think of words with each  
sound. Write the words.

**a**

cat

**e**

pet

**i**

big

**4** 

Write a chant for  
words with one of the  
sounds. Perform it  
with actions.