

English Code

Learn English through hands-on creative tasks,
investigation, projects and experiments!



Ventures Books

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- Distribution of ELT materials (all publishing houses)
- Methodological and technical support
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English Code

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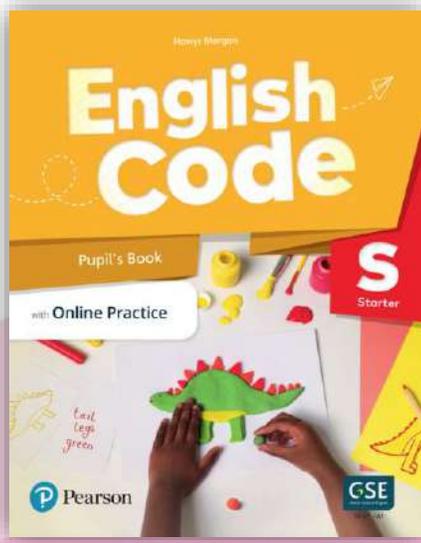
Agenda

- What is English Code?
- Why choose English Code?
- Course Components
- Unit Walkthrough

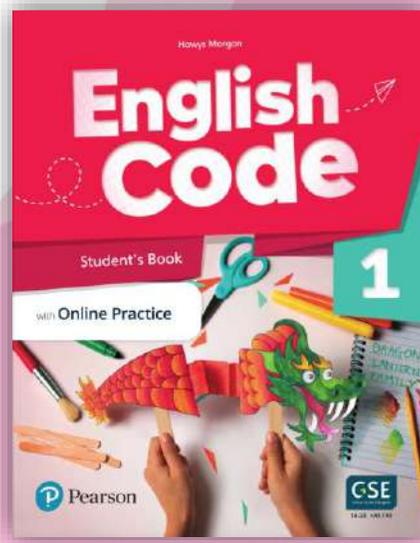
What is English Code?

What is English Code?

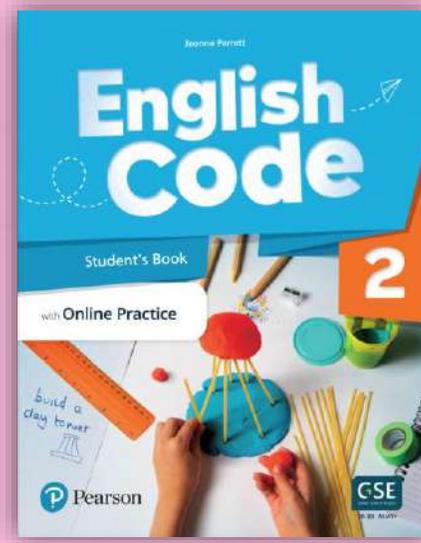
- an intensive primary course
- 5+ hours of English per week
- young learners aged 6-12
- seven levels: Starter – Level 6
- CEFR: A1 – B1+
- GSE: 10 – 50



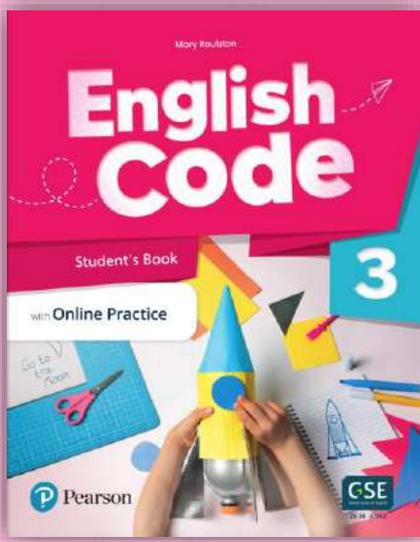
CEFR <A1 | GSE 10-17



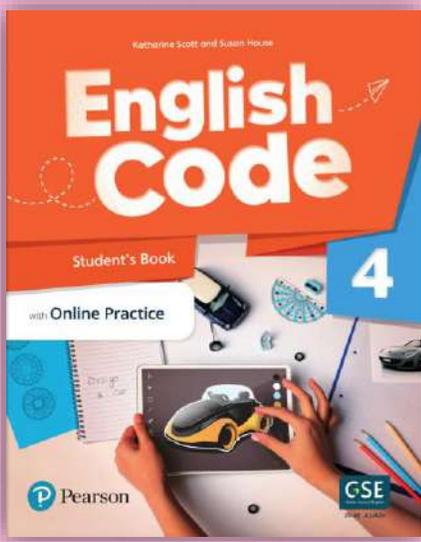
CEFR <A1-A1 | GSE 12-24



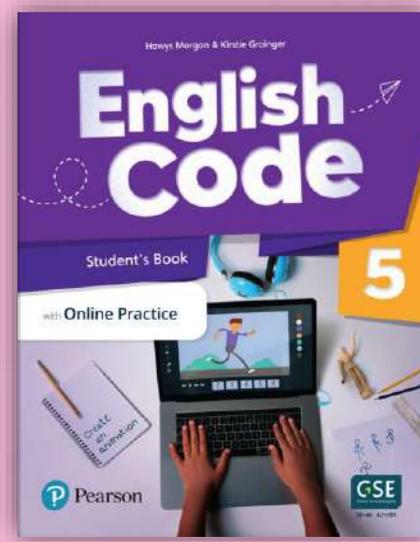
CEFR A1 | GSE 20-30



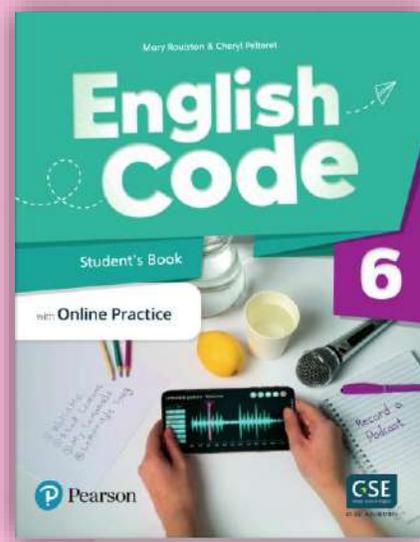
CEFR A1-A2 | GSE 25-35



CEFR A2-A2+ | GSE 31-40



CEFR A2+-B1 | GSE 37-45



CEFR A2+-B1+ | GSE 41-50

Why choose English Code?

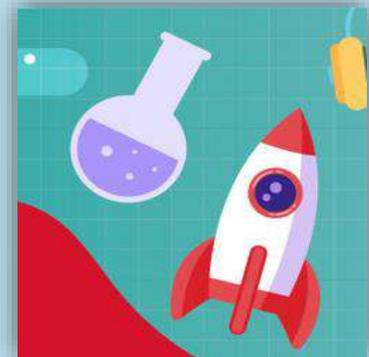
Why choose English Code?



**Coding
Mindset**



**Future
Skills**



STEAM



**Project
work**

Coding Mindset

- willingness to experiment
- exploring possible solutions
- acceptance of making mistakes
- teaches collaboration, critical thinking, problem-solving etc.
- these skills are integrated in the language learning activities
- *“Problem solving that focuses as much on the process as the solution, and analyses why it was a problem in the first place.”*

3 Continue the sequence. Say the sounds.

CODE CRACKER

1

2

3

P
 b

3 Circle the odd one out and say.

CODE CRACKER

1 

2 

4 Find an activity you and your partner do. Complete the table. Check or cross for you and your partner.

CODE CRACKER

What activities do you do? I swim, but I don't play soccer.

						
Me						
My partner						

We both _____

4  **Make your own name card.**



5  **Act out the story in groups.**

Future Skills

strong emphasis on the **4 Cs - Creativity, Communication, Critical Thinking & Collaboration**

Creativity and Creative thinking



- hands-on making activities
- a variety of arts
- stories, plays, songs, and chants
- creativity activities: *Act out, Draw, Dance, Projects*

Communication



- real-world communicative activities and
- building real-world communication skills
- communication and writing lab lessons
- project and culture lessons

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?

Future Skills



Critical thinking

- critical thinking activities in every unit
- lessons start 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

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

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 Tloto.

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.

Rainforests

CULTURE 4: AMAZONIAN PERU

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

Scientist 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 Incan city high in the Andes mountains.

2 Read again. Choose the correct answer.

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

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 Yakumamay 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.

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

Materials

Method

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

Future Skills

Digital Literacy

- technology CLIL pages
- projects with digital focus

Social and Emotional Learning

- values and topics that encourage students to grow emotionally

Global Citizenship

- topics and culture pages encourage learners to think beyond their culture
- encourage to consider their impact on the world

Language lab 1

GRAMMAR: I LIKE / DON'T LIKE ...

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

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

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

2 I enjoy coding and programming. _____

3 I like making designs on the computer. _____

4 I love playing with the rabbits. _____

5 I love doing challenging things. _____

6 I don't enjoy doing computer programming. _____

Values Take on a challenge.

3 Discuss the questions with a partner.

What activities do you think are challenging?
 Why is doing challenging activities important?

Look!
I like visiting my family. I'd like to visit 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.

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.



- 1 I smell with my nose.
- 2 I taste with my mouth.
- 3 I hear with my ears.
- 4 I see with my eyes.
- 5 I touch with my hands.

2 Match and write the body part.



- a touch _____
- b see _____
- c smell _____

3 Listen and say what you hear.

EXPERIMENT TIME

Can I guess the taste?



- 1 Close your eyes.
- 2 Taste some food.
- 3 Guess what it is.
- 4 Check your answers.

STEAM

- 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.

Projects

- at the start of each unit – a problem which needs to be solved
- Students build their knowledge and skills to complete the project as they work through the lesson.

PROJECT AND REVIEW

Make a class fruit café

Step 1

Research

What fruit do we like?

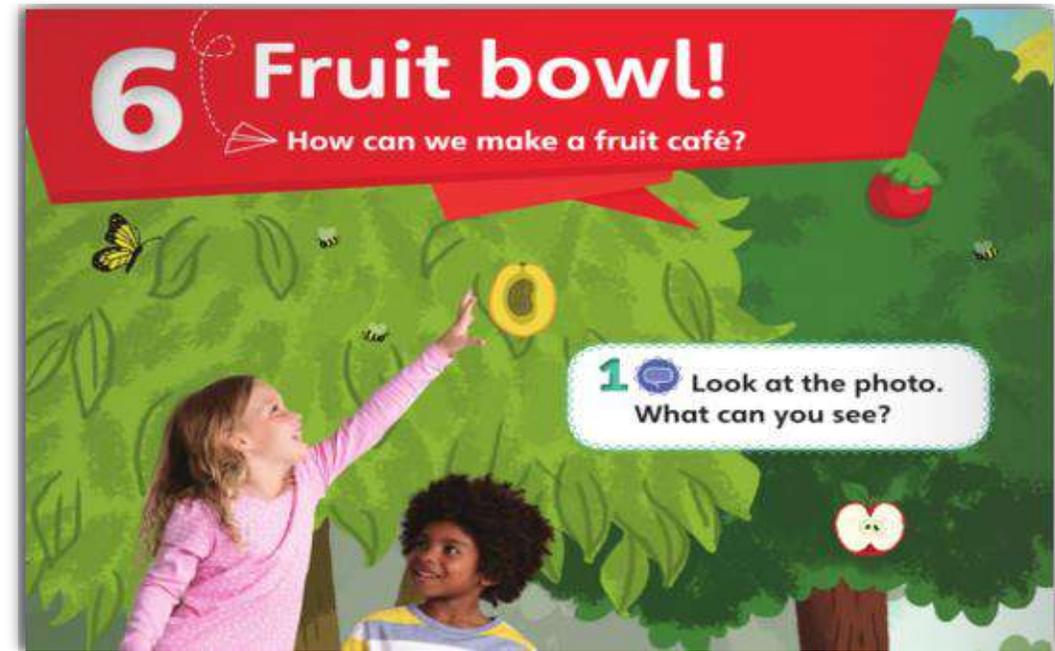
- Bring fruit to taste into class.
- Do a favorite fruit class poll.
- Find out what food you can make with fruit.

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.



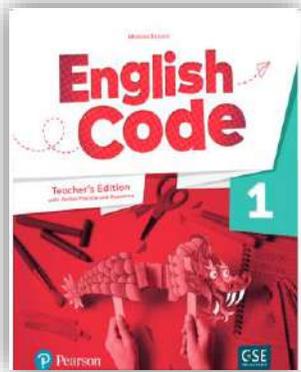
Projects are designed for students to:

- 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.

Course Components

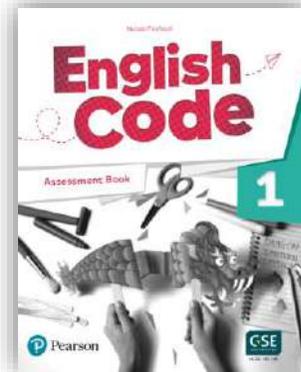
Course Components: Teachers

PRINT



Teacher's Book

- Digital resources
- Activities & ideas
- Other supporting material



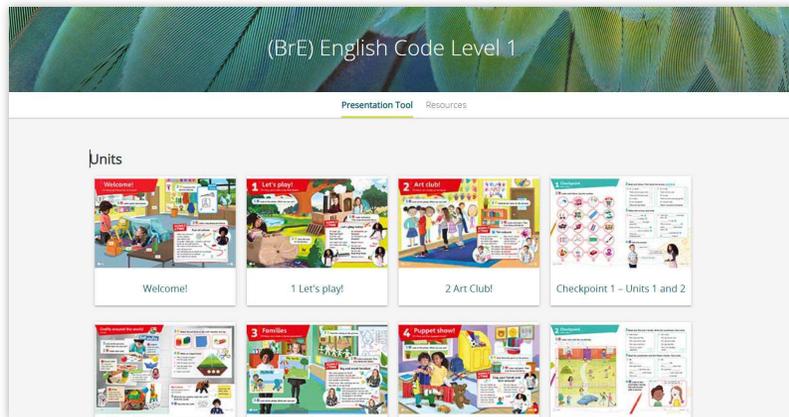
Assessment Pack

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



Flashcards
Posters

DIGITAL



Presentation Tool on
Pearson English Portal

Pearson English Portal



English Code

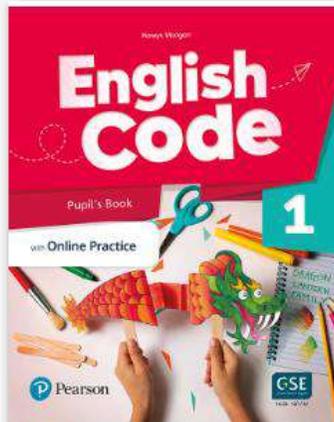
15 components



English Code Starter



English Code Level 1



☆ 
English Code
BrE Level 1

Expires
25 July 2025



☆ 
English Code
BrE Level 1
Offline

 DOWNLOAD

Pearson English Portal – Presentation Tool

(BrE) English Code Level 1

Presentation Tool Resources

Units



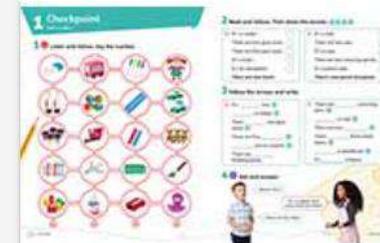
Welcome!



1 Let's play!



2 Art Club!



Checkpoint 1 – Units 1 and 2



Pearson English Portal – Presentation Tool

The screenshot displays a virtual classroom environment with several interactive elements:

- Top Banner:** A red banner with the text "Welcome!" and "How can I have fun at school?"
- Instructional Steps:**
 - Step 1: "1 Listen, point and repeat." with a gear icon.
 - Step 2: "2 Complete the picture and say." with a gear icon.
 - Step 3: "3 Listen, si..." with a gear icon.
- Classroom Objects:** A yellow chair labeled "chair", an orange backpack labeled "bag", a book labeled "book", a pencil labeled "pencil", and a table labeled "table".
- Whiteboard:** A whiteboard titled "Fun at school" with a "SONG TIME" header. The text on the whiteboard includes: "Hello, how are you? I'm OK, thanks. How about you? I'm great, thank you - school is such... Come on, let's all have fun. Oh, come on let's all have fun! Let's all have fun! Let's all have fun at school! Fun at school! Fun at school! Let's have fun at school."
- Overlays:**
 - Dictionary:** A search bar with a magnifying glass icon.
 - Timer:** A circular timer showing "03:00" with "Timer" and "Stopwatch" buttons, and a "RESET" button.
 - ADD TEAM:** A scoreboard for "Team A" and "Team B", both showing "0", with "RESET" and "ADD TEAM" buttons.
- Left Sidebar:** A vertical menu with icons and labels: "Scores", "Teaching notes", "Hide", "Timer", "Dictionary", "Add note", and "Whiteboard".

Pearson English Portal – Presentation Tool

The screenshot displays a virtual classroom environment with several educational overlays:

- Top Banner:** A red banner with the text "Welcome!" in white.
- Whiteboard:** A large whiteboard with a blue border. At the top, it says "Complete the picture and say." with a lightbulb icon. Below this is a "MATHS ZONE" box containing a diagram of a beaker with numbered points (1, 2, 3, 4, 5, 6) and lines connecting them. A blue progress bar is at the bottom of the whiteboard.
- Task Card 2:** A card with a sun icon and the text "2 Complete the picture and say." It shows a partially drawn picture of a girl.
- Task Card 3:** A card with a gear icon and the text "3 Listen, si...".
- Dictionary:** A floating window with a search bar and the word "Dictionary" at the top.
- Timer:** A floating window with a circular timer showing "03:00" and buttons for "Timer", "Stopwatch", and "RESET".
- Scoreboard:** A floating window titled "ADD TEAM" showing two teams: "Team A" (red) and "Team B" (purple), both with a score of 0. It includes "RESET" and "ADD TEAM" buttons.
- Bottom Left:** A floating menu with "Add note" and "Whiteboard" options.
- Bottom Center:** A floating card titled "SONG TIME" with the text "Fun at school" and a dialogue: "Hello, how are you? I'm OK, thanks. How about you? I'm great, thank you - school is such fun. Come on, let's all have fun. Oh, come on let's all have fun! Let's all have fun! Let's all have fun at school! Fun at school! Fun at school! Let's have fun at school." It features a smiley face icon and a play button.
- Background:** A colorful classroom scene with a table, chairs, a trash can, and various decorations.

Pearson English Portal - Resources

← Back to products

English Code BrE Level 1 ▾

Presentation Tool **Resources**

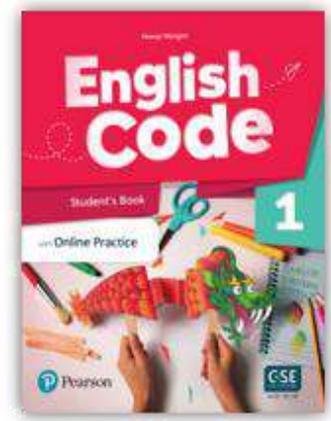
Resources

Search for a resource 🔍 Type of view **Grid view** ▾ **FILTERS**

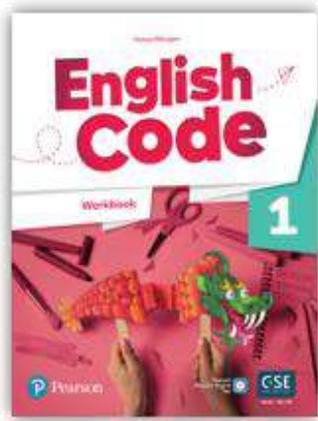
☆ Acknowledgem... (1) 	☆ Audio (291) 	☆ Video (35) 	☆ Flashcards (39) 
Posters (19) 	☆ Assessment and GSE (79) 	☆ Answer Keys (4) 	☆ Coding (20) 
☆ Homework (75) 	☆ Teaching Tools (36) 	☆ STEAM (15) 	☆ Bug Club Resources (4) 
☆ Vocabulary Games (18) 	☆ Student Resources (398) 	☆ Creativity (7) 	☆ Grammar PPT (100) 
☆ Home Learning (123) 	☆ Test Generator (185) 		

Course Components: Students

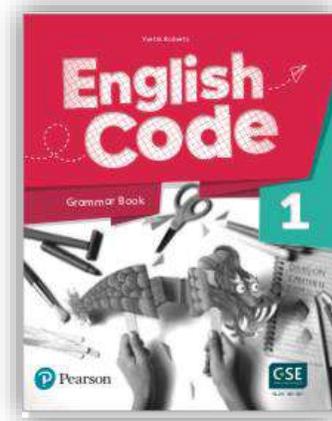
PRINT



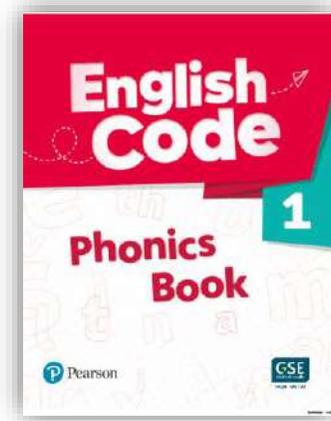
Student's Book



Workbook

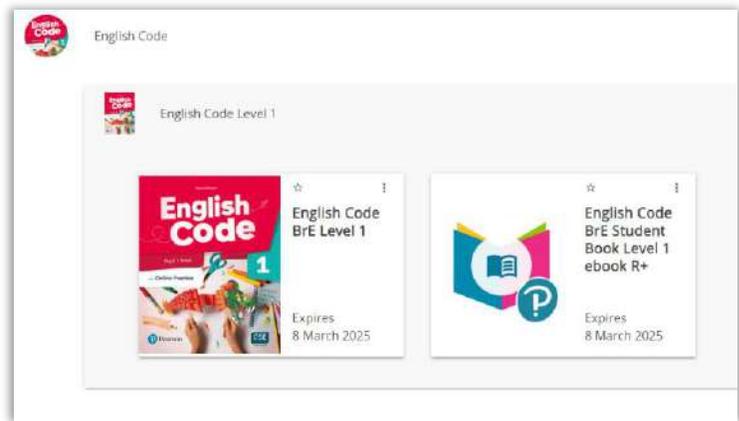


Grammar Book



Phonics Book

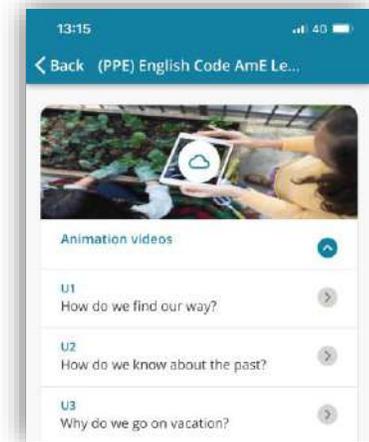
DIGITAL



Pearson English Portal



Student's eBook



Pearson Practice English App

Pearson English Portal



**English
Code**

1



My Homework



My School



My Video



My Games



Past Homework



Home Learning

Unit Walkthrough

Opener Lesson

- **opening question** – motivates to complete the creative project at the end of the unit
- **critical thinking** activities engage students to recall prior knowledge
- a full spread picture with **real children** introduces the topic and stimulates students' imagination
- **memorable song** presents new vocabulary

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?

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!

clip clop

croak!

74 seventy-four
75 seventy-five

Vocabulary Lesson

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

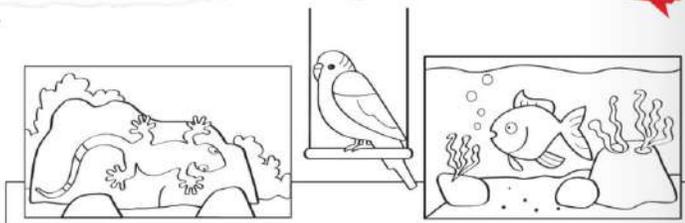


10 hamster

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

3 Listen and color.

Color me!



76 seventy-six

4 Look and circle.



1 rabbit / hamster



2 bird / horse



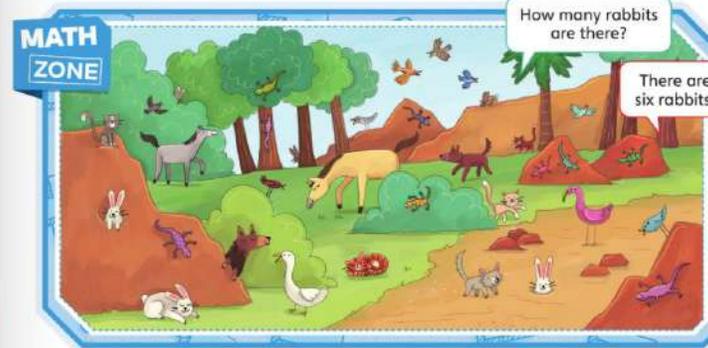
3 mouse / lizard



4 hamster / dog

5 Find and count. Then ask and answer.

birds cats dogs horses lizards rabbits



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



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- **learning objectives** help students focus
- **key vocabulary** is presented and practiced through **games**
- **Math** activities provide opportunities to practice English through **content and language integrated learning (CLIL)**
- **creative** activities – develop language skills, and inspire visual thinking

Language Lab 1 Lesson

- **grammar** presented through a **video** and supported by boxes with examples
- **coding** activities help students develop problem-solving skills
- **communicative** activities developing collaboration
- **personalised** activities help students apply their learning to their own environment

Language lab 1

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

1 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"/>

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.

1

2

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

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

can not = can't

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 _____.

78 seventy-eight
seventy-nine 79

Grammar video



Story Lab Lesson

- **key vocabulary** and **grammar** practiced through a visual story
- **the story** develops comprehension strategies
- **values** activities – reflection on social and emotional learning

Story lab

READING

1 Listen and read the story.

My hat can hōp!

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

CODE CRACKER		hop	fly	swim	climb

80 eighty

I will read a story about a hat.

Values Care for animals.

3 Help the frog leave the yard.

4 Act out the story in groups.

eighty-one 81

Phonics Lab and Experiment Lab Lessons

- **key sounds** are presented through **memorable chants** and practiced in a systematic way
- **creative** activities inspire visual thinking

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

82 eighty-two

Experiment lab

SCIENCE: ANIMAL AND PLANT NEEDS

I will learn about animal and plant needs.

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.

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?

- 1 Put water and food dye in a pot.
- 2 Put a white flower in the water. Guess what will happen.
- 3 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

- **vocabulary** practiced through texts covering science, technology, engineering, art and design, and math (STEAM)
- **videos** for further learning
- **experiment time** – practical projects with visible results

Experiment Lab Lessons

EXPERIMENT TIME

Make masks!

Materials

paper
scissors

paints
pencil and crayons

Creating symmetrical designs

Method 1

-
-
-

Method 2

-
-

Will it be easy or hard?

	Prediction	Observation
Method 1		
Method 2		

EXPERIMENT TIME

How can I make dinosaur teeth?

-
-

fifty-seven 57

EXPERIMENT TIME

How can I make a water xylophone?

EXPERIMENT TIME

How can I make dark and light colours?

- Mix red and white paint.
- Mix red and black paint.
- Mix black and white paint.
- Record your results.

red + white =	
red + black =	
black + white =	

EXPERIMENT TIME

Can you make a telephone?

Materials

two paper cups
a two-metre length of string
2 metal paper clips

- Make a hole in the bottom of each cup.
- Tie one end of the two-metre length of string to one of the paper clips. Put the other end in the hole, so the paper clip is inside the cup.
- Put the other end of the string in the hole in the other cup. Tie a paper clip on the end, so that it is inside the other cup.
- Give one cup to your friend and walk away until the string is tight. Talk normally into your cup and tell your friend to listen.
- Test your telephone several times speaking louder and quieter each time.

- What vibrates when you talk into the cup?
- What do the sound waves travel along?

Language Lab 2 and Communication Lessons

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.

- 3 Read and write **quickly** or **slowly**.

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



B4 eighty-four

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.

- 1 It's green and it's small. 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 ...



eighty-five B5

- **grammar** – presented through boxes with clear examples and practiced in context
- **critical thinking** activities

- **real-world conversations** are practiced in context
- support students to produce their own personalised versions
- **communicative** activities - personalised language, collaboration

Project and Review Lesson

- **projects** review new language and knowledge through a **creative, collaborative, and practical task**
- **four steps** to guide students through the project

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 ✓✓✓
lizard ✓✓✓✓	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.

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.

- **at home** activities – sharing the knowledge outside the classroom
- **„Now I can“** statements allow students to reflect on their progress

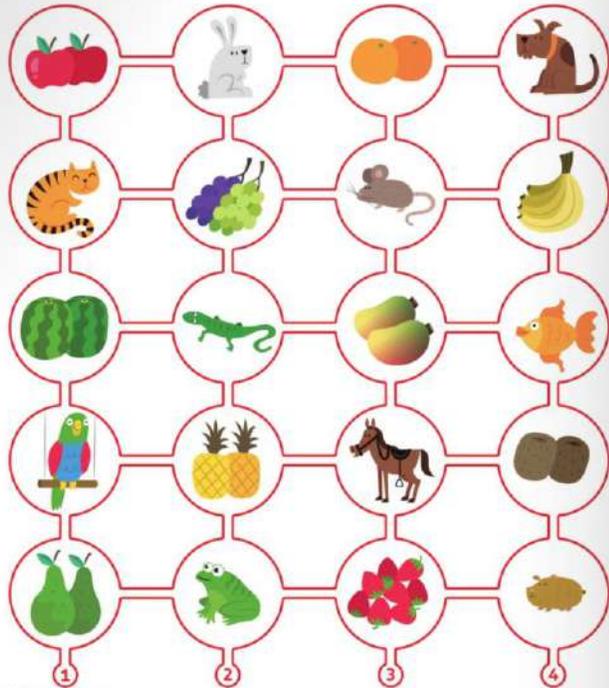
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Checkpoint Lesson

3 Checkpoint

UNITS 5 AND 6

1 Listen and follow. Say the number.



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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.



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- a full-page illustrated activity combines the **themes** from the units
- **key vocabulary** and **grammar review**
- **integrated approach** reviews skills in speaking, listening, reading, and writing
- further **communicative activities**

Culture Lesson

- **content vocabulary** is presented and practiced through reading texts
- further **creative activities**
- **personalised** activities help students to apply their learning to their own environment
- **Fun Facts** build students' curiosity about the world around them

Let's make a snake

CULTURE

1 Look at the pictures. What food can you see?

2 Listen and read.

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

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

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

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

3 Look at the table. Ask and answer.

	swim	run	climb
	✓	✓	✗
	✓	✗	✓
	✗	✗	✓

They can swim, but they can't climb.

Elephants!

4 Make a snake.

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

My Culture

Find out about interesting pets in your country.

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

5 Write about interesting pets.

6 Ask and answer.

What's her name?

Her name is Jemima.

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Workbook Lesson

- reviews language learned and provides **practice** and **productive** activities
- **differentiated** activities – designed to provide choice and flexibility

Animals around us

VOCABULARY

I will learn pet words.

1 Complete the puzzle. There are two extra words.

bird cat dog fish frog hamster horse lizard mouse rabbit

Mystery animal: _____

2 Look at 1. Write the two missing animals.

EXTRA VOCABULARY

3 Look, listen and number. Then ask and answer.

It's got eight legs. It's black and brown.

It's a spider!

spider tortoise stick insect

I can use pet words.

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- **integrated approach** – 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.

Currently preparing...

- MŠMT approval
 - CZ and SK Levels Starter – 4
- CZ and SK dictionaries
- Methodological webinar by Jeanne Perrett



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