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English World



Teacher's Guide

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MACMILLAN

1 At the castle

Lesson 1 New words and speaking (PB pp24-25)

Poster 1

- 1 Show poster 1. Read the title. Class looks for a few moments.
- 2 Show flashcards 13-20. Name the actions and objects. Class repeats.
- 3 Ask different children to find and point to the actions and objects on the poster.

1 At the castle



Warm-up

Use flashcards 1, 2 and 5 to revise the characters.

4 Ask questions about the picture: *Who is in the picture? Dan, Lily, King Tub. Where is King Tub? In the castle. What colour are the lights? They are red, green, blue, yellow, orange and pink.*

5 Play CD1 track 12. Children listen and look at the poster. Point to each of the characters when they speak.
Point out the small poster in the picture. Check understanding. Explain *competition*. Ensure class understands that King Tub is going to hold the competition on Saturday.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the actions and objects.
- 3 Name the actions and objects. Children point in the boxes. Show flashcards. Children check they are pointing to the correct picture.
- 4 Name the actions and objects in a different order. Children find them in the big picture in their books.

1 At the castle

1 Listen and say.



2 Listen and read.

Oh! Look! What are they doing?
He's cleaning the windows.
Are they washing the steps?
Yes, they are.
Are they holding lights?
Yes, they are.
He's climbing a ladder.
They're carrying flowers.
They're beautifully
Look! There's King Tub.
Is he watching?
Yes, he is.
Oh! What's this? Can you read it?

3 Listen and say.

Activity 2

Play CD1 track 12. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 13. Children follow and repeat in the pauses. If the class finds a sentence difficult, pause the track. Ask them to say it once or twice more.
- 2 Play track 13 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Lesson 2 Grammar (PB p26) Session 1

Grammar in conversation (PB p27) Session 2

Session 1 Warm-up

Use flashcards 13–17 to revise the words for actions.

Activity 1

- Children open their books. Point out the Bodkin washing the car. Ask a volunteer to read the bubble. Class repeats.
- Point out the boy. Check children remember *ladder*. Prompt **He is climbing a ladder**. Continue with the other pictures.

3 Children practise sentences in pairs.*

Activity 2

- Read, or choose volunteers to read, some or all of the pairs of bubbles.

- Point out the first picture. Ask the question **Is he reading a book?** Class repeats. Elicit the answer **No, he isn't**. Continue with the other pictures.

- Encourage children to form the question for the last three pictures.

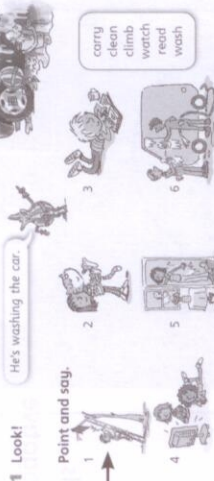
4 Children practise in pairs.*

Go to Workbook Session 1

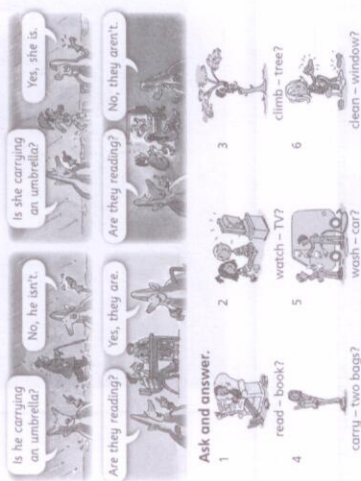


Grammar

- Look!



- Look!



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Unit 1 He is/She is/They are reading. Is he/she/are they reading?

Grammar in conversation

- Look, listen and read.

- Listen and say.

- Now you!

What a hair she/are you/are they doing? Unit 1

27

Activity 1

- Point out the man in picture A. Ask **What is he doing? He is climbing a ladder**. Ask about the other people in the pictures.
- Read the first two bubbles. Explain that the boy is looking at the picture while he is counting.
- Tell the class to listen to the children in the photos. Play CD1 track 14. Children listen and follow in their books.

Activity 2

Play CD1 track 15. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in pairs. They may also play it as a real game and try to give the correct answer.

Go to Workbook Session 2



Grammar (WB p4) Session 1 Grammar in conversation (WB p5) Session 2

Explain the tasks. If you wish, do the first sentences of Exercises 1 and 2 with the class.

Exercise 1

Children choose the correct verb to complete each sentence. Explain that one word fits each space.

Exercise 2

Children choose the correct verb and use it to form the question.

Exercise 3

Point out the example. Remind the class that each sentence must begin with *No.*

Grammar

1 Complete the sentences with the words in the box.

- watch hold point play
 1 The boys _____ football.
 2 Dad _____ the boys.
 3 Mum _____ at the boys.
 4 I _____ a ball.



2 Write questions. Use the words in the box.

- clean climb ladder? read go
 1 he _____ the ladder?
 2 you _____ to school?
 3 they _____ the windows?
 4 she _____ a book?



3 Write answers to the questions. Start with *No.*

- 1 Are you eating an apple?
No, I am not eating an apple.
 2 Is she walking to school?
 3 Children! Are you eating sweets?
 4 Is he carrying a kitten?

Grammar in conversation

1 Complete the questions with the words in the box.

- Who What Where How many?
 1 _____ are you drawing? A castle.
 2 _____ are you going? To school.
 3 _____ girls are singing? Two.
 4 _____ are you playing with? My friend.



2 Complete the conversation with the words in the box.

- opening carrying doing girl kitten beautiful children
 Look at those _____ children.
 What are they _____?
 I don't know.
 Is the boy _____ a box?
 Yes, _____ is.
 What's the _____ doing?
 She's _____ the box.
 What's in the _____?
 Look! It's a _____.
 Oh! It's _____.



Unit 1 Present continuous: affirmative, interrogative, negative

5 Present continuous: question words. Unit 1

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation

Key structure present continuous, interrogative, negative

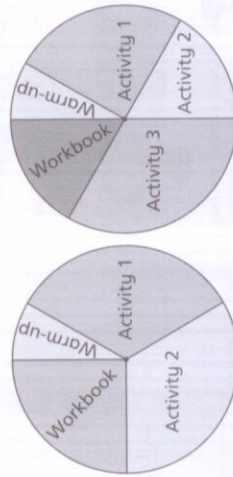
Key language questions words, present continuous questions *What is he/she doing? What are they doing?*

Key words action verbs

Materials PB pp26–27; CD1 tracks 14, 15; flashcards 13–17; WB pp4–5

Time division

Session 1 Session 2



Resource box

* Bring forward two confident children (or they stand in their places). Prompt the target language. Repeat with other pairs. Alternatively, the whole class works in pairs. They take turns to point to the pictures and speak to their partner.

** If possible, let one or more pairs of children read the complete dialogue to the class. Alternatively, or as well, divide the class in two. One half says the boy's lines, the other half says the girl's lines.

WB answers

p4 Exercise 1: 1 are playing 2 is watching 3 is pointing 4 am holding

Exercise 2: 1 is, climbing 2 Are, going 3 Are, cleaning 4 Is, reading

Exercise 3: 2 No. She is not walking to school. 3 No. We are not eating sweets. 4 No. He is not carrying a kitten.

p5 Exercise 1: 1 What 2 Where 3 How many 4 Who

Exercise 2: doing, I, carrying, he, girl, opening, box, kitten, beautiful

Grammar Practice Book Unit 1

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class composition.

Lesson 3 Reading (PB p28) Session 1 Reading comprehension (PB p29) Session 2

Session 1 Warm-up

Revise the action verbs using flashcards 13-17.

Activity 1

- 1 Teach the new words using flashcards 21-25. Ask children if they know the days of the week in English. Ask *How many days are there?* If necessary, explain there are seven days in a week.
- 2 Ask children to open their books. Give them time to look at the whole page. Ask volunteers to name the actions and small objects.
- 3 Point out the title. Play CD1 track 16. Children listen and follow.

Reading

A week with Grandma and Grandpa

help pick brush catch cook boxes lunch

It is Monday. Grandpa is picking beans. Amy and Sam are helping.

It is Tuesday. Grandma is washing carrots. Sam is not washing the carrots. He is counting.

It is Wednesday. Grandpa is picking apples. Amy is catching the apples.

It is Thursday. Grandma is cooking. Grandpa, Sam and Amy are carrying boxes.

It is Friday. Sam is brushing the steps. Amy is carrying beautiful yellow flowers.

It is Saturday. Amy and Sam are not helping today. They are waiting. A car is coming.

It is Sunday. Grandpa, Grandma, Mum, Dad, Sam and Amy are eating lunch. They are drinking orange juice. There is a big apple cake. Mmm! Delicious!

Session 2 Warm-up

Use flashcards 21-24 to revise *pick, catch, brush and cook*. Ask *Do you help at home?*

Activity 1

- 1 Play CD1 track 16 or read *A week with Grandma and Grandpa* again to the class.
- 2 A child reads the first sentence and the beginning of the next one. Ask another to read the two endings. Elicit the correct word. Check that the class agrees.
- 3 Children circle in their books. A child reads both sentences.

Reading comprehension

1 Read. Circle the correct ending.

- 1 It is Monday. Amy and Sam are picking beans carrots.
- 2 It is Tuesday. Grandma is washing oranges apples.
- 3 It is Wednesday. Amy is catching cooking cleaning.
- 4 It is Thursday. Grandma is yellow flowers.
- 5 It is Friday. Amy is carrying beautiful waiting washing.
- 6 It is Saturday. The children are lunch apples.
- 7 It is Sunday. They are eating

4 Read the first section. Ask *What day is it? What is Grandpa doing? What are Sam and Amy doing?*
Read the other lines and ask questions.*

5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

Learn vocabulary words on p1 of Dictionary 2. Continue Grammar Practice Book Unit 1.

4 Continue in the same way with the remaining sentences.

5 When the activity has been completed, children may do the WB Reading comprehension page in class or for homework.

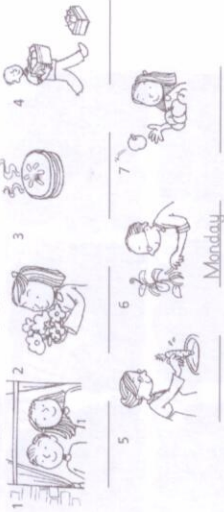
Check that children understand the tasks before they begin.

Exercise 1

Children look at the pictures and read the text. They match the pictures and the sentences then write the day under the picture.

Reading comprehension

- 1 Read, look and write the day.
It is Monday. Grandpa is picking beans.
It is Tuesday. Grandma is washing carrots.
It is Wednesday. Amy is catching apples.
It is Thursday. Grandpa is carrying boxes.
It is Friday. Amy is carrying flowers.
It is Saturday. Sam and Amy are waiting.
It is Sunday. There is a big apple cake.



2 Read, match and write.

carry wash carry catch pick

- 1 Amy is catching  apples.
- 2 Grandpa  _____
- 3 Amy  _____
- 4 Grandpa  _____
- 5 Grandma  _____

6 Unit 1 Reading comprehension: matching pictures and sentences; completing sentences

Exercise 2

Children refer back to the text in Exercise 1 if necessary.

They complete the sentences by choosing the correct verb and writing the name of the object.

Summary box

Lesson aim Reading

Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

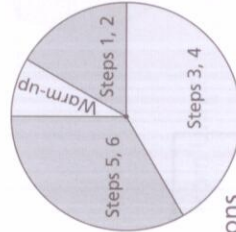
Key structure present continuous

Key words *help, pick, brush, catch, cook, boxes, lunch*

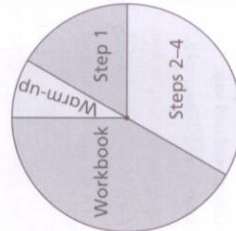
Materials PB pp28–29; CD1 track 16; flashcards 13–17, 21–25; WB p6

Time division

Session 1



Session 2



Resource box

* Use these questions or any of your own:

(Tuesday) *Is Sam washing carrots? No, he isn't. What is he doing? He's counting.* (Wednesday) *Who is picking apples? Grandpa. What is Amy doing? She is catching them.* (Thursday) *What are Grandpa, Sam and Amy carrying? Boxes.* (Friday) *What is Sam doing? He is brushing the steps. What colour are the flowers? Yellow.* (Saturday) *What are the children doing? Waiting. Who is in the car? Mum and Dad.* (Sunday) *What are they eating? Lunch. What are they drinking? Orange juice.*

PB answers

Activity 1: 2 carrots. 3 apples. 4 cooking. 5 flowers. 6 waiting. 7 lunch.

WB answers

Exercise 1: 1 Saturday 2 Friday 3 Sunday 4 Thursday 5 Tuesday
6 Monday 7 Wednesday

Exercise 2: 2 is picking beans. 3 is carrying flowers. 4 is carrying boxes.
5 is washing carrots.

Warm-up

Play *Action Mime*. Put verb word cards on the board. Do an action. Children guess, e.g. **Are you climbing a ladder?**

Mr Jolly's box

- Children find Mr Jolly. Tell them to point to the box and listen. Play CD1 track 17. Children listen the first time. Then they repeat in the pauses.
- Write *cake* on the board. Say /ei/. Class repeats. Point to the word. Class says the word. Repeat until they say them accurately and confidently.

Activity 1

- Tell children to look at the pictures. Ask who or what is in each picture.
- Ask what the different characters are doing in each one. Encourage children to name objects when appropriate.

Activity 2

- Play CD1 track 19. Children listen the first time and find the correct picture. See Resource box for audioscript.
- Play track 19 again. Children write the letters (1D 2A 3E 4B 5F 6C).

Activity 3

Children listen to track 19 again. They check the order of pictures and follow the story for a third time.

Phonics Look and listen

1 Look and say.
c ake cake
b ake bake

2 Listen, read and say.
Make a cake, bake a cake.
Carry the cake to Grandma.
Eat the cake, finish the cake,
Shut the gate for Grandma.

Reading comprehension class: Phonics a-e Unit 1 29

Listening

Amy and Sam are visiting Grandma and Grandpa.

1 Look!

2 Listen and write the letters.
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

3 Listen again.

4 Tell the story!

5 Listen and sing.
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

What's the day today? *****!

Unit 1 Sequencing 30

Activity 1

- Point out the e at the end of the word. Explain that this 'magic e' changes the phoneme a /æ/ to /ei/.
- Two children hold c and ake word cards. Point and say each sound. Class says the sounds with you.
- Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- Repeat with *make*, *bake* and *gate*.

Activity 2

- Ask who or what is in the pictures. Play CD1 track 18. Class listens and follows.
- Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 4

- Ask *Which picture is number 1? D*. Ask a volunteer to say a sentence or two about the picture, e.g. **There is an apple tree in the garden.**
- When all the pictures have been talked about, ask if anyone can tell the whole story.

Activity 5

Play CD1 track 20. Children listen. Ask the question. Class answers. Play CD1 track 21 (music only). Class sings.

Make sure that children understand the tasks before they begin.

Exercises 1 and 3

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 4

Children use different phonemes to make words with the endings *ake* and *ate*.

Exercise 5

Children complete the sentences using words they have written on the page.

Phonics

1 Say the sounds.



c ake

2 Write *ake*. Write the words. Read the words.

ake
ake

3 Say the sounds.



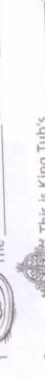
p ate

4 Write *ate*. Write the words. Read the words.

ate
ate

5 Complete the sentences. Read the sentences.

1 The _____ is on the _____.



2 This is King Tub's _____.

3 We can _____ a cake.



4 We can _____ a cake.

5 We can eat the _____.

Check children's work at the end of the lesson, or at the beginning of the next if these exercises are done for homework.

For Exercises 1 and 3, children say the sounds. For Exercises 2 and 4, ask different children to read the whole word they have written. For Exercise 5, children read the complete sentences aloud.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write words with the *a_e* spelling pattern
- listen to a story and order pictures
- listen to and sing a song

Key language Vocabulary and structures from Unit 1

Key words *cake, make, bake, gate, plate, date*

Materials PB pp29-30; CD1 tracks 17-21; WB p7; phoneme cards for PB p29, Activity 1

Preparation Make phoneme cards for *cake, make, bake* and *gate*, with the initial letter on a separate card, as shown in the PB.

Resource box

Activity 2 audioscript (CD1 track 19)

- Voice 1: Number 1.
Voice 2: There is an old apple tree in Grandpa's garden. There are lots of red apples on the tree. [pause]
- Voice 1: Number 2.
Voice 2: It is a sunny day today. Amy and Grandpa are in the garden. Grandpa is carrying a ladder. [pause]
- Voice 1: Number 3.
Voice 2: Grandpa is standing on the ladder. He is picking the apples. [pause]

- Voice 1: Number 4.
Voice 2: Amy is helping Grandpa. She is catching the apples. [pause]
- Voice 1: Number 5.
Voice 2: Look! Grandma and Sam are in the garden, too. What are they carrying? [pause]
- Voice 1: Number 6.
Voice 2: Grandma, Grandpa, Amy and Sam are sitting under the apple tree. They are drinking orange juice. They are eating cakes. Mmm. Delicious!