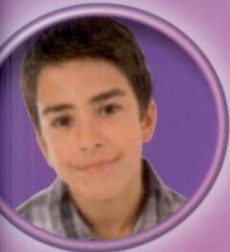


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English World



Teacher's Guide

5



MACMILLAN

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Introduction

English World is designed for children and young people learning English as a first foreign language.

In the lower levels, grammar and vocabulary are introduced at a steady pace and then practised and recycled systematically. This approach is designed to give all learners, whether they have daily exposure to English or not, a sound knowledge of structures and meaning, and the ability to use language actively from the start.

The methodology of the course encourages communication in the classroom, backed up by a wide variety of practice exercises to reinforce reading and writing skills. It aims to give learners confidence in speaking natural English fluently, and in writing with accuracy and appropriately for the purpose. The course offers not only essential activities in the key language skills but also includes practice of study skills which assist children in developing their proficiency as individual learners.

Teachers will find this course practical and useable because

- the methodology is clear and easy to follow
- teaching materials are provided so that extensive preparation is not required
- step-by-step guidance is given for every lesson
- built-in flexibility makes the course appropriate for a variety of different teaching situations
- grammar for foreign learners is a key element which is presented clearly and taught actively to build confidence and develop accuracy
- classroom activities, including songs, games and rhymes, are designed to engage children whilst developing their skills in reading, writing, listening and speaking
- each level begins with a Welcome unit that revises the previous year's work.

1

A journey to adventure

Lesson 1 Poster 1, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of an adventure story
- follow and read the text
- understand the text and answer oral questions about it
- practise reading the text

Key structure *while* + past continuous with the past tense

Key language *used to*

Vocabulary story features; language of fiction

Materials poster 1; PB pp 22–23; CD A track 9; WB p2; Dictionary 5

Time division

W-up	Poster	Reading	WB
------	--------	---------	----

Warm-up

Ask the children to think of a character they like in a story or film. Listen to their answers. Ask the children why they like the character.





- 4 Read the two bullet points to the class. Do they agree it is good beginning?
Read the last sentence. Tell the class the story is in their Pupil's Books.

Poster 1

1 A journey to adventure

You are going to read an adventure story. The story has



- characters: the people in the story

Robert Lucy Robert's cousin Grandad an inventor Mrs Green Grandad's maid

- a setting: the place where the story happens

The first part of the story happens in Grandad's study.





study history books

armchair

The adventure story has chapters. Something different happens in each chapter. This is the beginning of the story.

Chapter 1 Grandad



Robert was excited. He was going to stay with his grandfather at the weekend. Lucy, his cousin, was going to stay too.

The first sentence is *Robert was excited*.

- It makes the reader think that something interesting is going to happen.
- It is a good beginning for an adventure story.

You are going to read the rest of Chapter 1 and the first part of Chapter 2.

Text type and vocabulary

- 1 Read the title and the next two lines. Ask a volunteer to come forward and read who the people are.
If necessary, the children check the meanings of *inventor* and *maid* in their Dictionaries.
- 2 Read the lines about a setting. Ask *Who is in the picture?*
Make sure the children understand the words around the picture. They may check in their Dictionaries if necessary.

Text type features

- 3 Read the first three lines in the coloured section. Ask a volunteer forward to read *Chapter 1 Grandad*.
Ask the class *Who is in the picture?* **Robert and Lucy**
Ask the volunteer to read the beginning of the story.
Tell the children to look at the first sentence again. Ask *Why do you think Robert is excited about staying with his grandfather?* Elicit some suggestions.

Reading (PB pp 22–23)

- 1 Give the class time to look at the story and the pictures.
Ask *Which characters are in the pictures?* **Robert, Grandad and Lucy**
What has happened to Grandad? **He has hurt his leg.**
Is the maid, Mrs Green, in the pictures? **No, she isn't.**
- 2 Play track 9. The children listen and follow in their books
- 3 Use the Dictionary to help explain unfamiliar words.
- 4 Ask questions about each part of the story (see below).
- 5 Ask different children to read a few lines each of the story
- 6 Play track 9 a final time.

Reading text questions

Where are Robert and Lucy going at the weekend?
Grandfather's

Who is Lucy? **Robert's cousin**

What was Robert doing when Lucy phoned? **packing his bag**

What two things do Robert and Lucy like about Grandad? **He's an inventor (and clever); He loves history.**

What things does Grandad invent? **mobile phones, mostly**

What sort of books does Grandad have? **history books**

Who is Mrs Green? **the maid**

What has happened to Grandad? **He has hurt his ankle**

What has happened to Lucy? **She's disappeared, travelled back in time.**

How did Lucy travel back in time? **She used a mobile phone (Grandad's new invention).**

What is the password for the phone? **Adventure**

Why does Grandad think Lucy has used a phone? **One of them is missing.**

1 A journey to adventure

Reading 1 Escape from the fire Chapter 1: Grandad

Robert was excited. He was going to stay with his grandfather at the weekend. Lucy, his cousin, was going to stay too. She was the same age as Robert and they were good friends.

While Robert was packing his bag, the telephone rang noisily. Robert answered it. It was Lucy.



"I hope we have a great weekend," said Lucy.
"So do I," said Robert. "It's always good fun at Grandad's."
While Robert was travelling on the bus, he thought about Grandad. There were two things about him that Robert and Lucy really liked. First, he was very, very clever. He was an inventor. He invented lots of things, but mostly he invented new kinds of mobile phones. The other thing they liked was that Grandad loved history. His house was full of history books. When Robert and Lucy came to stay, Grandad told them exciting stories from history. The cousins loved the stories because they were true. They loved Grandad's tales of explorers who used to sail across the oceans and travel across deserts to distant lands.

Robert knocked on Grandad's door. Mrs Green, the maid, opened it.
"Hello, Robert," she said. "Come in."
"Hello, Mrs Green," Robert said. "How are you?"
"I'm fine," said Mrs Green. She took his bag from him. "Your grandfather is in his study."
Robert hurried into Grandad's study. "Hello, Grandad," he began. Then he stopped in surprise.
Grandad was sitting in an armchair. There was a big bandage on his foot.



"Grandad, what happened?" Robert asked.
"I've hurt my ankle," Grandad said. "The doctor says I mustn't walk on it for a few days."
"Poor Grandad. Does it hurt? I'll help you and so will Lucy. Where is she? Has she arrived yet?"
Grandad looked worried. "I'm not sure," he said. "I think she has disappeared."
"Disappeared?" said Robert. "What do you mean?"
Grandad leaned towards him and whispered, "I think she has travelled back in time."

Chapter 2: The time-travel phones



Robert looked at Grandad, amazed. "How could Lucy have travelled back in time?" he asked.
Grandad showed him a mobile phone. "Look at this," he said. "This is not an ordinary phone. This is my newest invention."
Robert thought the mobile phone looked ordinary. "What's special about it?" he asked.
"Do you promise not to tell anyone?"
"Not even Lucy?"
"Lucy knows already."
"Not even Mum and Dad?"
"I'll tell them soon."
"Okay. So what does it do?" asked Robert.
"With this mobile phone you can travel back in time."
"Wow!" Robert exclaimed. "Can you really do that?"
Grandad nodded proudly. "I've worked on this invention for two years," he said. "It's ready now."
Robert's eyes widened. "How does it work?"
"Let me show you. You put in the date you want to visit. Then you put in the place you want to visit. Then you put in the password, *Adventure*."
"Did you tell Lucy this?"
"Yes. And now one of the time-travel phones is missing."
"How many time-travel phones have you made?" Robert asked.
"Four," Grandad shook his head. "I'm worried, Robert. I think Lucy has used the missing phone to travel back in time."
"Wow!" Robert exclaimed. "Where do you think she has gone?"

From *Escape from the Fire*, by Richard Brown (Macmillan English Explorers Level 4)

Note: *Escape from the fire* is a Macmillan reader in the Explorers series. It is an exciting adventure which Year 5 children will enjoy as a class reader or for independent reading.

Workbook: Study skills (WB p2)

Make sure the children understand the tasks.

Exercise 1

Remind the children to look at the first letter of each word. Do the first set of words with the class if you wish.

Exercise 2

Tell the children to read all the words in the box first. They read the first definition and choose the best word to match with it.

Workbook answers

Exercise 1

1 armchair, cousin, history, inventor, maid 2 ankle, bandage, study, surprise, weekend 3 nod, promise, shake, travel, whisper 4 clever, great, ordinary, true, worried

Exercise 2

1 age 2 cousin 3 great 4 history 5 inventor 6 missing 7 ordinary 8 surprise

1 Study skills

Do you remember the abc?



a b c d e f g h i j k l m n o p q r s t u v w x y z

1 abc Write the words in the correct order.

1 cousin inventor history maid armchair

2 surprise bandage ankle weekend study

3 nod shake travel whisper promise

4 clever worried ordinary great true

2 Write the words in the box next to their definitions.

inventor surprise history cousin ordinary age missing great

- how old someone (or something) is: _____
- the son or daughter of your aunt or uncle: _____
- wonderful, excellent, fantastic: _____
- things that happened in the past: _____
- someone who thinks of (or makes) something new: _____
- not here, not there: _____
- usual, not special: _____
- something you did not think would happen: _____

Now check the words and their definitions in your Dictionary

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Escape from the fire*
- answer literal and personal response comprehension questions
- practise vocabulary using dictionaries to check definitions

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p24; WB p3

Time division

W-up	Read again	Comp & vocab	WB
------	------------	--------------	----

Warm-up

Alphabetical order. Write on the board some words from the story that begin with the same letter, e.g. *history, house, hurried, happened, hurt, hello*. Give the children one or two minutes to write them in alphabetical order. (See Games, p215.)

Activity 1

Ask a volunteer to read the first sentence. Ask *Who said it, Lucy or Robert?* Elicit the answer. Check with the rest of the class. The children circle in their books. Continue with the other sentences.

Answers: 1 Lucy 2 Robert 3 Mrs Green
4 grandfather 5 Robert 6 grandfather

Activity 2

Ask a child to read the first question. Elicit an answer. Ask for reasons for the answer. Note a word or two on the board, e.g. *inventor, tells stories, knows a lot of history*, etc. Ask if anyone has a different answer.

Ask a child to read the second question. Elicit as many different ideas as you can, e.g. *It would be good fun because you could see what happened a long time ago; you would go to lots of new places; you could talk to the people. It would be too dangerous because you might go to the wrong place; you might not get back; you might meet someone dangerous.*

Note ideas on the board. Encourage the children to say as much as they can.

Tell the class to look back at the story title. Ask if they know of any big fires. Let them tell you about any they know of. They may remember the Great Fire of London from *English World 4*. Ask for suggestions about where Lucy might have gone.

Activity 3

Ask one or more children to read the words.

Give the children a minute or two to label the picture. Check answers together.

Answers: 1 maid 2 ankle 3 bandage 4 inventor
5 armchair 6 study

Activity 4

Ask a child to read the five words.

Give the class a short time to read the definitions silently. Tell the class to write the letters *a* to *e* next to the correct definition.

They may use their Dictionaries to check if they are not sure. Ask for the first answer. Check everyone agrees.

Reading comprehension and vocabulary

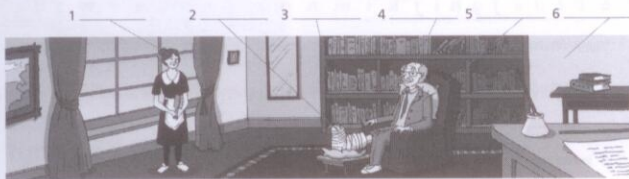
1 Who said these words? Circle the answer.

- | | | |
|--|-------------|-------------|
| 1 I hope we have a great weekend. | Lucy | Robert |
| 2 It's always good fun at Grandad's. | Lucy | Robert |
| 3 Hello, Robert. Come in. | grandfather | Mrs Green |
| 4 I've hurt my ankle. | grandfather | Mrs Green |
| 5 What's special about it? | Robert | grandfather |
| 6 You put in the date you want to visit. | Robert | grandfather |

2 Talk about the answers to these questions.

- Do you think Grandad is an interesting person? Why or why not?
- Do you think time travel could be good fun or too dangerous? Why?
- Look at the title of the story again. Do you know about any big fires? Where might Lucy have gone?

3 Label the picture. maid study inventor armchair ankle bandage



4 Match the verbs and the definitions.

- | | | | | |
|---|----------|---------|-----------|--------|
| a nod | b escape | c shake | d promise | e mean |
| 1 to say you will do something | _____ | | | |
| 2 to move an object from side to side quickly | _____ | | | |
| 3 to move your head up and down | _____ | | | |
| 4 to explain an idea | _____ | | | |
| 5 to get away from | _____ | | | |

Reading comprehension and vocabulary (PB p24)

Read again

Re-read *Escape from the fire* to the class or ask different children to read aloud. Alternatively, play track 9 while the children listen and follow in their books.

Continue with the other definitions.

Answers: 1 d 2 c 3 a 4 e 5 b

Workbook: Reading comprehension and vocabulary (WB p3)

Check the children understand the tasks. They should be able to complete these exercises independently. They give an opportunity for the children to develop their own dictionary skills.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2.

Exercises 3 and 4

Remind the class to use their Dictionaries to check definitions when they complete these exercises if they are not certain of the meanings.

Workbook answers

Exercise 2

2 story; history 3 aunt; maid 4 arm; leg 5 best; newest 6 special; ordinary 7 passenger; password 8 forty; four

Exercise 3

1 chapter 2 history 3 kind 4 proudly 5 surprise 6 cousin

Exercise 4

1 b 2 a 3 a 4 b

Reading comprehension and vocabulary

1 Read *Escape from the fire* again.

2 Read the sentences. Circle the word that is wrong. Write the correct word.

- Robert was going to stay with his grandmother. grandfather
- Grandad's house was full of story books. _____
- Mrs Green was Grandad's aunt. _____
- There was a big bandage on Grandad's arm. _____
- Grandad showed Robert his best invention. _____
- Robert thought the mobile phone looked special. _____
- Grandad told Robert about the passenger. _____
- Grandad made forty time-travel phones. _____



3 Choose the correct word to complete each sentence.

cousin kind proudly 'history surprise chapter

- The last _____ in the book was the most exciting.
- I think _____ is a very interesting subject.
- A penguin is a _____ of sea bird.
- "This is my new baby brother," said Kate _____.
- We are going to Spain on holiday! It's a big _____!
- Fred plays basketball every day after school with his _____.

4 Choose and circle a or b.

- A person who is missing is a here b not here
- An ordinary object is a usual b special
- "Poor Grandad!" means a You are sorry for Grandad. b Grandad has no money.
- A great film is a very long b very good

Unit 1 Find the incorrect word; cloze; meanings

3

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure *While* + past continuous with the past simple

Vocabulary from Lesson 1

Materials PB p25; WB p4; GPB p4

Time division

W-up	Presentation / practice	WB
------	-------------------------	----

Warm-up

Word chain. Team A writes a word on the board. Team B must write a word beginning with the last letter of Team A's word. (See Games, p214.)

Grammar (PB p25)

Activity 1

Remind the class of the story about Robert, Grandad and Lucy.

Tell them to look at the two pictures.

Let a volunteer read the first two sentences.

Ask *What was Robert doing?* **He was packing his bag.**

Ask *What happened?* **The telephone rang.**

Let a volunteer read the third sentence.

Write it on the board. Underline *While*. The class reads.

Activity 2

Give the children a few moments to look at the pictures and read the sentences.

Ask a volunteer to read the first sentence. Ask *Which picture matches the sentence?* Elicit an answer. Check everyone agrees. The children write in their books.

Continue with the other pictures.

Answers: 1 d 2 c 3 a 4 b

Activity 3

Give the children time to read the phrases and look at the pictures.

Tell them they will have to think of some words themselves to complete the sentences but the pictures will give them ideas.

Ask a volunteer to complete the first sentence. Different endings could be suggested, e.g. **met a friend, said hello to a friend, spoke to a friend, saw a friend**, etc. Accept any answer that is grammatically correct. Make sure the class realises that there is more than one correct answer.

Encourage them to think of as many endings as they can. Write them on the board.

Continue with the other sentences. Encourage different answers. For number 3, remind them that the sentence starts with *While*. Remind them of the tense after *While*.


Answers:

- 2 met a bear / saw a bear / heard a bear / scared a bear
- 3 While the man was digging / working / in the garden
- 4 While we / they / were having dinner / lunch / eating

Grammar

Hi! It's time for some fantastic grammar!

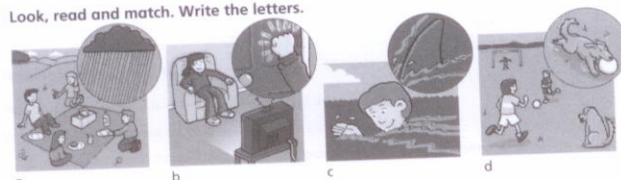
1 Look and read.



Robert was packing his bag.
The telephone rang.

While Robert was packing his bag, the telephone rang.

2 Look, read and match. Write the letters.



a b c d


1 While the boys were playing football, a dog took their ball. _____


2 While Jim was swimming, he saw a shark. _____


3 While we were having a picnic, it started to rain. _____


4 While Sue was watching TV, someone knocked on the door. _____

3 Complete the sentences. The pictures will help you.

1 While Meg was shopping, she ...  Hello.

2 While the children were walking in the forest, they ... 

3  ..., he found a ring.

4  ..., the telephone rang.

Unit 1 Grammar: *While* + past continuous, past simple

25

Workbook: Grammar (WB p4)

Exercise 1

Make sure the children understand the tasks.

If necessary, remind them of the tense following *While*. Point out the example.

The children should be able to complete these sentences independently.

Exercise 2

If you wish, go through the pictures. Check the children understand what is happening in each one.

Remind them to start their sentences with *While*.

Workbook answers

Exercise 1

2 was watching, rang 3 was making, knocked 4 were climbing, saw 5 was doing, arrived 6 was playing, hurt

Exercise 2

2 While the children were walking in the forest (wood) they heard (listened to) a wolf. 3 While the man was walking, the wind blew his hat away (his hat blew away / came off). 4 While the woman was in the supermarket (shopping) a man (thief) took (stole) her bag.

Grammar Practice Book (GPB p4)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 4.

Grammar Practice Book answers


Activity 1

2 were eating, saw 3 was crossing, rang 4 was taking, fell over 5 were carrying, dropped

Activity 2

1 While they were looking at the bananas, they found a spider. 2 While she was playing with her doll, she hurt her finger.

I love grammar. Do you?



Grammar


1 Complete the sentences with a verb from each box. Be careful to use the correct tenses.

do play make walk climb watch	see knock hurt begin ring arrive
--	---


- 1 While the children were walking to school, it began to rain.
- 2 While Rose _____ TV, the telephone _____.
- 3 While Mum _____ a cake, someone _____ on the door.
- 4 While we _____ the mountain, we _____ an eagle.
- 5 While I _____ my homework, my friend _____.
- 6 While Dan _____ football, he _____ his ankle.

2 Look at the pictures. Write sentences like the example.


1




2 Listen!



3



4



- 1 While the boys were playing football, they broke a window.
- 2 _____
- 3 _____
- 4 _____

4 Unit 1 *While* + past continuous, past simple