

Liz Hocking Mary Bowen

English World



Teacher's Guide

4



MACMILLAN

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1

School clubs

Lesson 1 Poster 1, Reading

Lesson aim Reading

Text type Emails

Lesson targets Children:

- read, understand and practise new vocabulary on the poster
- read, understand and practise reading the emails
- answer oral comprehension questions

Warm-up

Ask children *What do you do after school?*
What do you do at the weekend?

Poster 1

- 1 Point to the poster. Read out the title.
Give the class a moment or two to look.

- 2 Point to the pictures. Name the activity and any other words with it.
Show the word card/s.

Class reads and says the word/s.

Make sure children understand the following words. Use the definitions and example sentences as necessary to ensure understanding:

animation using lots of drawings to make cartoon films

My favourite *animation* film is Pinocchio by Walt Disney.

coach a person who trains people in sports

Our basketball *coach* helps us and we play well now.

orchestra a group of people who play music together

The school *orchestra* has ten trumpet players.

Cover the words on the poster if you wish.

Point to the activities, objects and people at random. Class names them.

- 3 Ask the class if they do any of the sports. Ask *When do you play?*

Key structure past simple of irregular verbs

Key language too + adj: *I was too tired.*

Key vocabulary school clubs, hobbies, sports

Materials PB pp22-23; WB p2; poster 1; CD A track 9; Dictionary 4; word cards for poster vocabulary (see Poster 1 below or list on p14)

Preparation Make word cards; listen to CD A track 9

1 School clubs



Choir



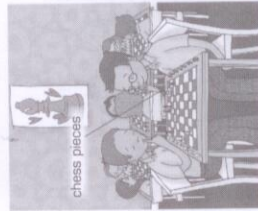
Basketball Club



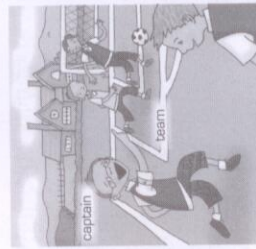
Computer Club



Swimming Club



Chess Club



Football Club



Drama Club



Music Club

- 4 Ask if any children play music. *What do you play? When do you play?*

Ask if anyone plays chess. *Who do you play with?*

Ask *Who plays computer games?*

Can you make things with your computer? Can you draw pictures?

Can you make pictures from other pictures?

- 1 Give children time to look at the pictures.
Read the title. Ask what activities they can see. *choir, computers, swimming, chess*
Ask them to look at the texts. *What are they? emails*
- 2 Play track 9. Children listen and follow in their books.
- 3 Read one paragraph or section of the text at a time.
Use Dictionary 4 to help you to explain new words as necessary.
Help children to find new words. Make up extra sentences for new words if you wish.
- 4 Ask questions about each paragraph or a section of the text. See Resource box.
Ask extra questions if you wish.
- 5 Give reading practice around the class. Ask individuals, groups or the pairs to read sentences or paragraphs.
Play track 9 again.

Homework task
Children learn selected vocabulary from Unit 1, *Dictionary 4*.
See unit word list on pp190-191 for key words, extension words and words for understanding only.

UNIT 1 School clubs Reading 1 School clubs are fun!

000 ← → 222

to: Anna
from: Candy
subject: Choir

Hi Anna,
I went to Choir after school today. It was really good. We sang some very funny songs. Mrs Hall helps us and she tells us when to start and stop. Today she told us about a singing competition. We're going to enter it. It's in December and we are going to practise songs every week. Did you know? I'm in the choir photo on the school website. Are you going to join the choir? It's not too late. There is a school concert in December, too!
Candy D



000 ← → 222

to: Candy
from: Anna
subject: Computer Club

Hi Candy,
The choir sounds fun and I can come next week. I love singing!
brilliant!
We learnt animation. We used a special computer program. In my animation a old threw a ball and a boy caught it. Danny did a good one, too. In his animation fish swim through the seaweed and the sand. You can see it on the school website. Click on Computer Club then on Swimming fish. It's really funny!
See you tomorrow.
Anna

Computer club work | Swimming fish



22 Unit 1 Reading: emails with personal recounts of events

000 ← → 222

to: Sam
from: Pete
subject: Swimming Club

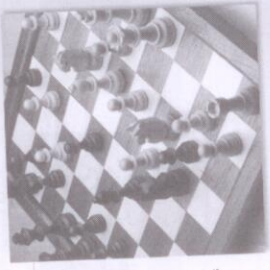
Hi Sam,
Look at this! My dad took this picture yesterday at Swimming Club. He's me! I moved through the water very quickly. I swam 50 metres in 40.6 seconds. That was fantastic! I was the fastest swimmer in my group. My coach was really pleased. The club record is 38.2 seconds. Can I swim faster and break the record? I don't know but I can try!
Did you have a good time at Chess Club?
Pete



000 ← → 222

to: Pete
from: Sam
subject: Chess Club

Hello Pete,
Your picture is great. You look like a big fish with black eyes!
Chess Club was OK. I played against Ben and I won but then I played against Anna and I lost. Anna's really good at chess and I didn't play well. I was too tired after our sports lesson. We ran two kilometres!
I broke one of my chess pieces last week and I'm going to get a new chess game for my birthday. I looked on the internet. I really like this one. The chess pieces are wood and the board is wood, too. They're not going to break easily.
I must do my homework now. Maths, English and Science.
Sam



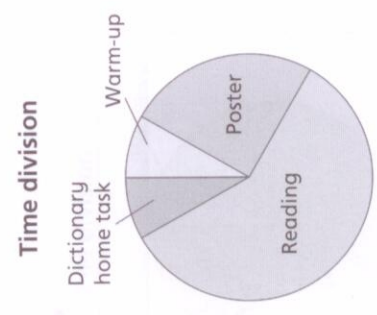
23 Unit 1 Reading: emails with personal recounts of events

Resource box

Text questions

What kind of songs did the choir sing? *funny songs*
When is the competition? *in December*
When is the concert? *in December*
Is it too late for Anna to join? *no*
When was Computer Club? *Tuesday*
What was in Anna's animation? *a girl, a boy, a ball*
What was in Danny's? *fish, snail, bubbles, seaweed, sand*

Who took the photo of Pete? *his dad*
How far did Pete swim? *50 m*
In how many seconds? *40.6*
What does Pete look like in the photo? *a fish with big black eyes*
How many games did Sam play at Chess Club? *two*
What did he break last week? *a chess piece*
How far did Sam run in sports? *2 km*
Which subject does Sam like a lot? *Maths*



Lesson 2 Reading comprehension and vocabulary (PB p24)

Lesson aim Reading comprehension; vocabulary

Lesson targets Children re-read *School clubs are fun!* then:

- (PB) answer *Who...?* questions
- match words to pictures; match words to definitions
- (WB) complete a cloze text and answer questions about it
- write numbers in sentences

Key structure past simple of irregular verbs

Key language *too + adj.: I was too tired.*

Words vocabulary from Lesson 1

Materials PB p24; CD A track 9 (optional); WB p2; Dictionary 4

Warm-up

Write or put up some irregular verbs that children already know, e.g. *go, see, sit, take, put, come*. Children tell you the past tenses.

Read again

Remind children of *School clubs are fun!*

Play track 9 or read the text to the class. Children listen and follow in their books.

Activity 1

Ask the first question. Elicit an answer. Tell children they should look back to the text and check their answer to find it.

Ask the rest of the class if the answer given was correct.

If there is disagreement, ask the whole class to look back and find the sentence where the answer is.

Continue with the other questions.

Activity 2

Ask a volunteer to read out the words in the box.

Children look at the pictures. Ask what the first one is. Check with the class that the answer is correct. Children write. Continue with the other pictures.

Activity 3

Ask a volunteer to read out the words.

Tell children to read all the sentences silently. Give them a minute or two.

Children open their dictionaries at Unit 1.

Ask a volunteer to read the first definition in the PB. Ask for the answer.

Tell children they may check in their dictionaries before they answer.

Reading comprehension and vocabulary

1 Name the person.

- 1 Who went to Choir today?
- 2 Who helps at Choir?
- 3 Who can come to Choir next week?
- 4 Who did a good animation of a fish?
- 5 Who swam very fast?
- 6 Who was really pleased?
- 7 Who looks like a fish?
- 8 Who played chess against Sam and lost?
- 9 Who is a good chess player?
- 10 Who was too tired?

2 Match. Write the word.



3 Read. Write the correct word.

club coach choir referee captain orchestra team

- 1 a group of people singing together
- 2 a group of people playing music together
- 3 a group of people playing a game together
- 4 a group of people doing something together
- 5 the leader of a team
- 6 he keeps the rules of the game
- 7 he helps people in sports

Reading comprehension and vocabulary (WB p2)

If children are doing this page for homework, make sure they understand the tasks. You may wish to read the text in exercise 1 with the class as preparation. Advise them to have their dictionaries with them for the first exercise

Exercise 1

Children read and complete the text using the words in the box.

Exercise 2

Children answer the questions. Remind them to use short answers.

Exercise 3

Children complete the statements.

Unit 7 Reading comprehension and vocabulary

1 Read and complete the dialogue.

Use the words in the box.

animation join move click website
try practise program internet



Anna told Molly about animation.

"Look," said Anna, "This is how it works."

You use a computer p_____ to put a picture on your screen.

You use the program to make the picture m_____. That is a _____.

"Is it difficult?" asked Molly.

"It is difficult at first," said Anna. "You must p_____ then it is easier."

"Can I see your animation on the i_____?" asked Molly.

"Yes, you can," answered Anna. "Go to the school w_____."

C_____ on *Computer Club*. Then click on *Anna's funny fish*."

"Can I j_____ the *Computer Club*?" asked Molly.

"Yes, you can," said Anna. "Come next week. You can t_____ animation, too."

"Great!" said Molly.

2 Answer the questions. Write short answers.

1 Who goes to *Computer Club*?

2 What is the title of Anna's animation?

3 Where can you see Anna's animation?

4 Who is going to go to *Computer Club* next week?

3 Write the numbers.

1 There are _____ seconds in a minute.

3 There are _____ hours in a day.

2 There are _____ minutes in an hour.

4 There are _____ days in a week.

Unit 1 Literal questions; time; cloze

Resource box

PB answers

Activity 1 1 Candy 2 Mrs Hall 3 Anna 4 Danny
5 Pete 6 the coach 7 Pete 8 Ben 9 Anna 10 Sam
Activity 2 1 chess pieces 2 snail 3 bubbles 4 board
5 seaweed

Activity 3 1 choir 2 orchestra 3 team 4 club
5 captain 6 referee 7 coach

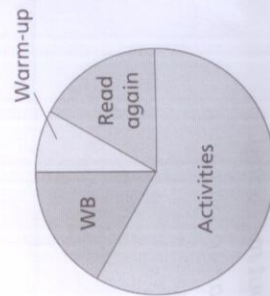
WB answers

Exercise 1 program, move, animation, practise,
internet, website, Click, join, try

Exercise 2 1 Anna 2 Anna's funny fish
3 on the internet 4 Molly

Exercise 3 1 60 2 60 3 24 4 7

Time division



Lesson 3 Speaking (PB p25) Study skills

Lesson aim Speaking, (WB) Study skills

Lesson targets Children:

- listen to a dialogue; listen and repeat the dialogue
- understand the story and answer oral questions
- read and act the dialogue
- (WB) practise dictionary skills; finding the odd one out

Informal everyday language *Come in! Really? What about me? Sorry.*

New words *put on, come in, play, act, excellent, kindergarten, daughter*

Materials PB p25; CD A tracks 10, 11; WB p3; Dictionary 4

Preparation Listen to CD A track 10 before the lesson

Warm-up

Play a word game. Give children a letter, e.g. *b*. Teams have one minute to write down all the words they can think of beginning with that letter.

Activity 1

Children look at PB page 25. Read the title. Read the title of Part 1.

Ask *Who is in the picture?*

Tell children to cover the dialogue text and look at the picture.

Play track 10. Children listen.

Activity 2

Children open their books and look at the dialogue. Play track 10 again.

Children listen and follow.

Check children understand the new words. Use the dictionary if you wish.

Activity 3

Children close books. Play track 11. Children listen and repeat in the pauses.

Encourage them to use the same expression and intonation.

Activity 4

Ask questions to check understanding of the story. See Resource box.

Activity 5

Children act the dialogue without their books if possible. They should be used to this activity from *English World 3*.

Encourage children to remember their lines as much as possible and to speak without reading their lines word by word if they are using their books to help them.

Let at least one group act the dialogue while the class listens and follows.

Speaking

1 Talk about the picture.

2 Listen and read.

Let's put on a play!

Part 1: Come and join the Drama Club!



Hello, Alfie! Come in!

Hi! What's happening here?

It's the Drama Club.

Come and join us!

OK. What are you doing?

We're putting on a play.

Really? Can I be in it? I like acting.

He's a really good actor, Miss Carey.

Excellent!

What's the play?

It's *The Ugly Duckling*.

Oh... That's for little children.

Yes, we're doing it for the kindergarten.

It's fun!

I'm the kind man.

I'm the kind man's daughter.

And I'm a beautiful swan.

What about me?

You, Alfie, can be the ugly duckling.

3 Listen and say.

4 Talk about the story.

5 Now you!

The exercises on this page give practice in dictionary skills (putting words in alphabetical order) and finding the odd one out in a list of words. Children should be able to do this work independently once the tasks have been explained. Remind them that the alphabet is at the top of the page to help them or for them to check their work.

Exercise 1

Children write the words in alphabetical order. Remind them to look at the first letter of each word.

Exercise 2

Children find the odd one out. If they find it difficult, tell them to check definitions in their dictionaries. They should think of the reason why the odd one is odd to help them check their own answer.

Study skills

abcdefghijklmnopqrstuvwxyz

1 Write the words in the correct order.

- 1 picture club music group picture
- 2 swim move throw catch
- 3 ugly good funny beautiful
- 4 internet choir snail fish
- 5 took went said found

2 Circle the odd one out.

- 1 football basketball chess swimming
- 2 choir orchestra team coach
- 3 Tuesday December Thursday Sunday
- 4 brilliant fast great fantastic
- 5 snail fish shark whale

Unit 1 Dictionary skills; odd one out

Resource box

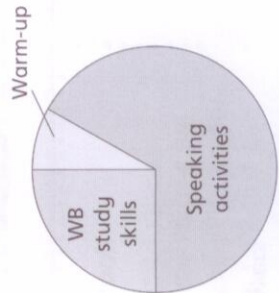
Story questions

- Who is going to join the Drama Club? Alfie
- Which children are already in the Drama Club? Lulu, Molly, Max
- Who is a good actor? Alfie
- What is the play? 'The Ugly Duckling'
- Who is it for? the kindergarden
- What parts are Lulu, Max and Molly playing? Lulu is the beautiful swan, Max is the kind man, Molly is the kind man's daughter
- What is Alfie going to be? The ugly duckling

WB answers

- Exercise 1 2 catch, move, swim, throw 3 beautiful, funny, good, ugly
- 4 choir, fish, internet, snail 5 found, said, took, went
- Exercise 2 2 coach 3 December 4 fast 5 snail

Time division



Lesson 4 Grammar (Session 1), Grammar in conversation (Session 2) (PB pp26-27)

Lesson aim Grammar

Lesson targets Children:

- (session 1) understand and practise the key structure
- (session 2) listen to and read a conversation; repeat and practise it
- (session 2) listen to a song, say it and learn it (optional)

Key structure (session 1) past of irregular verbs, short answers

Key vocabulary clubs, hobbies, sports

Key language (session 2) adj + too: I'm too busy.

Informal expressions (session 2) Sorry. Don't ask me.

Materials PB pp26-27; CD A tracks 12-15; WB pp4-5

Session 1 Warm-up

Use Poster 1 to revise the clubs and activities.

Session 2 Warm-up

Ask children to look at the words they ordered on WB page 2, exercise 1.

Ask them to tell you the word class of each set: verb, noun, adjective, etc.

Activity 1

Ask two children to read the PC kids' bubbles.

Write on the board: *swim, swam*.

Tell children to read through the sentence beginnings / endings.

Ask a volunteer to say the first complete sentence.

Check with the class.

Children write.

Continue with the other sentences.

Activity 2

Ask pairs to read the PC kids' bubbles.

Write the first prompt words on the board.

Help the class to compose the question.

Elicit the answer.

Continue with the other prompt words.

Children practise questions and answers in pairs. See Resource box.*

Grammar

1 Look!

Yesterday Pete went to Swimming Club. He swam very fast.

Find the endings and write the letters.

- 1 Sam won
- 2 Pete's dad took
- 3 The choir sang
- 4 Mrs Hall told the choir
- 5 In Anne's animation a girl threw
- 6 In Doris's animation a fox made

1 2 3 4 5 6

2 Look!

Did Anne go to Chess Club?

Ask and answer.

No, she didn't. She went to Computer Club.

- 1 Pete - swim - slowly?
- 2 the girl - throw - a stone?
- 3 the boy - win - a medal?
- 4 the children - sing - quietly?
- 5 Mum - make - a sandwich?
- 6 Gertie - take - an apple?

Unit 1 Past simple (if regular verbs: statements, questions, short answers)

Grammar in conversation

1 Listen and read.

Can you help me?

Look at this sum. What's the answer?

Sorry, I'm too busy.

Don't ask me. It's too difficult.

Please help me!

I can't. I'm too tired.

Please, please, please!

Go away! You're too noisy.

Do you know your times?

What?

You're too busy!

2 Listen and say.

3 Now read.

4 Listen and sing.

Why aren't you working?

It's too hot.

Why aren't you working?

It's too hot.

Why aren't you working?

It's too hot.

Why aren't you working?

It's too hot.

Unit 1 too + adjective

Activity 4

Ask *Who is in the picture? What are they doing? What is the weather like?*

Play track 14. Children listen and follow the first time.

Read the words with the class. Play track 14. Children join in.

Play track 15. Children sing with the music. They may learn the song, if you wish.

Children complete WB page 4 in class time or for homework.

If this page is for homework, check children understand the tasks.

Exercise 1

Children choose the correct verb to complete each sentence and put it in the past tense.

Exercise 2

Children write complete negative past tense sentences.

Grammar

1 Complete the sentences with the words in the box. Use the past tense.

- make catch swim hear sing tell win
- At swimming club Pete swam very quickly.
 - Candy's choir sang the singing competition.
 - Sue jumped up high and won the ball.
 - Anna told Molly about Computer Club.
 - At Choir the children heard a very funny song.
 - Lulu caught a mask for the school play.
 - We swam a loud noise in the street.

2 Write the sentences. Use *not*.

- Sally went to Drama Club.
No, Sally did not go to Drama Club.
- Jimmy threw a stone.

- Pete took a picture.

- Sam bought a chess board.

- The children saw a mouse.

- Joe found a gold ring.

- The boys ran to school.

4 Unit 1 Past simple of irregular verbs: statements and negatives

Resource box

PB answers

Activity 1 1c 2e 3f 4b 5a 6d

Pair work: Grammar (p26)

*Activity 2

Children work in pairs at their desks. They take turns to say the questions and give the answer. If necessary, bring an able pair forward to demonstrate the activity. Give the class three minutes to speak in pairs. Then let one or two pairs demonstrate a few questions and answers.

**Pair work: Grammar in conversation (p27)

Activity 3

Children practise the dialogue in pairs at their desks. Give pairs three minutes to practise the dialogue. Let one or two pairs stand up and say the dialogue in front of the class.

Grammar in conversation

1 Match the sentences. Write the letters.

- I can't lift this suitcase.
a It's too expensive.
- Dad isn't going to buy that car.
b I'm too busy.
- I don't like that music.
c It's too difficult.
- Jane isn't going to the party.
d It's too noisy.
- Bobby can't do his homework.
e It's too heavy.
- I'm sorry, I can't help you.
f She's too tired.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

2 Complete the sentences with a word from each box.

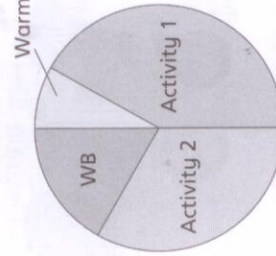
- too tired hot cold dangerous small scary

- You can't play outside today. It's _____.
- I can't wear these shoes any more. They're _____.
- John can't go out tonight. He's _____.
- She can't watch this horror film. It's _____.
- You mustn't swim here. It's _____.
- Don't drink the tea yet! It's _____.

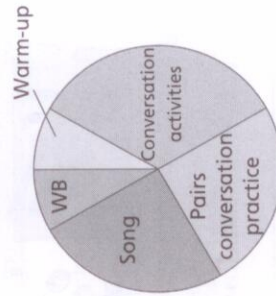
5 Unit 1 Verb + adjective

Time division

Session 1



Session 2



Grammar Practice Book

Children may begin Unit 1 when they have completed the PB and WB Grammar pages. They should complete it before the end of PB / WB Unit 1.