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English World

Teacher's Guide

6

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.
Lesson aim Reading
Lesson targets Children:
- (poster) read about the features of a diary
- follow and read the diary
- understand the diary entries and answer oral questions about them
- practise reading the diary

Key structure present continuous with future meaning

Warm-up

Show the class an apple or another round fruit. Tell them to think of it as the Earth. Explain that the outside of the Earth, the skin, is cool. Cut the fruit in half. Explain The Earth we live on has a skin like the apple. Under the skin the Earth is hot. Point to the centre. Explain The centre of the Earth is very, very hot. This heat keeps the Earth under its skin hot all the time. Tell the class they are going to find out more about the heat inside the Earth.

Poster 1

A diary is written in the first person. The writer uses I and me.

I am really looking forward to this holiday. I am going to write everything down in this diary.

I used to write down what I did on holiday, what I saw and what I thought. Each day, Andy writes about what happened. He starts with the diary of the week and the date.

Sunday 9th June
He writes about the diary in order. The next day he writes about:

- Monday 16th June
- Tuesday 1st June
- Wednesday 2nd June

In his diary, Andy tells us:
- what he saw
- what he thought about it
- what he felt about it

The information in a diary is personal. It gives us the writer's point of view.

A diary does not usually contain direct speech.

Text type and vocabulary

1 Read the title. Give the class time to look at the pictures. Read the first two sentences and point out Andy on the other side of the poster.
2 Read the next two sentences and point out Iceland. If you have a world map or a globe, show the class where Iceland is. Tell the class that underneath Iceland the Earth's skin is very thin and sometimes the hot rocks under the Earth's skin come up to the surface.
3 Read the final sentence and the labels of the pictures. Tell the class they will find out more about these things and the people.

Key language What a/an ...! What ...!
Vocabulary volcanoes and volcanic features
Materials poster 1; PB pp 22–23; CD A track 9; WB p 2; Dictionary 6; world map/globe (optional)
Time division

W-up Poster Reading WB

Text type features

4 Read the first three sentences and point out Andy again. Read, or ask a volunteer to read, the two sentences written by Andy.
5 Continue to read the information, inviting volunteers to read what Andy wrote.
6 After the date, read the list. Point out the picture of Andy writing. Point out that he is thinking of himself and what he saw during his holiday. Make sure the class understands the meanings of personal; to do with one person and point of view: the way a person (or people) sees and thinks about things.
7 Read the last sentence.

Reading (PB pp 22–23)

1 Give the class time to look at the diary and the pictures. Ask them if they can name any of the things they see illustrated. Check they understand the labels on the diagrams.
2 Ask them to look at the pages. Ask How many days has Andy written about? five: Sunday, Monday, Tuesday, Wednesday, Thursday.
3 Read the diary to the class in short sections. Pause at the end of each section to check meanings as necessary. The children should check or find meanings of words in their Dictionaries as you go through the sections.
4 Ask questions about each part of the diary (see next page or use questions of your own). Note: short answers are given below as the aim of the activity is to check understanding or help the children to gain understanding if they currently do not. The children may choose to answer with a complete sentence but a one- or two-word answer or a phrase can also show correct understanding.
5 Ask different children to read a few lines each of the diary, or a paragraph, or the entry for one day.
6 Play track 9 a final time.
7 Remind the class to learn some of the new words. Suggested lists are at the back of the WBs. If you prefer to download the lists and give each child one list at a time, they are available from the English World website.
Heat in the Earth

Reading 2. The land of fire and ice

Sunday 19th June
Dad and I have just arrived in Iceland -- the land of fire and ice! I am really looking forward to this holiday. I'm going to write everything down in this diary.

When we were flying over the island we could see the volcanoes and the glaciers. None of the volcanoes was erupting, although one broke out recently. I would like to see an eruption -- it would be thrilling -- but active volcanoes are dangerous. It's safer when they're quiet. Tomorrow we're going to Hecla, it's an active volcano but it hasn't erupted for several years.

Monday 20th June
Today we climbed to the top of Hecla. We didn't go into the crater, though, because there was snow on the ground but in some places the rocks were white. The snow was melting and the rocks were steaming. Our guide picked up a small rock and told us about it. When the volcano erupts, the rock from deep under the ground comes out of the volcano. The rock is so hot that it is liquid. It runs down the sides of the volcano, then it cools and goes hard. It's called lava. It isn't smelly at all. It feels very rough and a bit sharp. You can easily cut yourself on it.

Our guide's name is Ari. In the hotel this evening he drew a diagram of what Hecla looks like inside.

Now I understand why the ground was hot. There is liquid rock down there -- near!

Ari showed us pictures of Hecla erupting. He let me keep this one. He is very nice. He's a student at the moment but he's going to be a geologist. He knows a lot about rocks and everything about the volcano is included.

Tuesday 21st June
Today we saw a geyser -- that's a kind of hot spring. About every two minutes hot water spouts shooting up from the ground like a huge fountain. It was fantastic. The water was boiling hot but it suddenly rose up over 10 metres high. Whoa! What incredible power!

Dad took this picture.

Wednesday 22nd June
We went to a really strange place today. We went to the top of a volcano, then we went down inside. The ground was steaming and there were lots of hot springs. Sometimes these springs are boiling hot so you must be careful. There were even pools of hot bubbling mud. They're called mud pots. What weird sounds! A long time ago people believed in dragons and monsters. They thought they lived in volcanoes and now I know why. The noise sounded like terrifying monsters under our feet. What a peculiar planet!

Thursday 23rd June
Today was terrific fun. We went to a gigantic pool outside. I thought the water would be freezing cold, but it was like being in a warm bath! It was brilliant. A hot spring feeds the pool. It's like having a hot tap running all the time on the pool never gets cold. I wanted to stay all day. Tomorrow Ari's taking us to a glacier. This is the best holiday ever!

Reading text questions

What two things could Andy see from the plane? Volcanoes, glaciers.

Where are Andy and his dad going tomorrow? (A volcano called) Hecla.

What did the guide show to Andy and his dad? A small rock.

What is surprising about the rock deep under the ground? It is so hot that it is liquid.

What is the hard rock called? Lava.

What is Ari going to be? A geologist.

What is he at the moment? A student.

What did Andy see on Tuesday? A geyser.

How high does the water go? 10 m.

What was the ground like inside the crater? Steaming, and there were hot springs.

What was making weird sounds? The mud pots.

What did people believe about volcanoes? Dragons and monsters lived inside them.

Where did Andy and his father swim? In an outdoor pool.

Where was Andy going to go on Friday? To a glacier.

Workbook: Study skills (WB p2)

Make sure the children understand the tasks.

Exercise 1

This alphabetical order exercise practises dictionary skills and the children should be familiar with the task.

If necessary, remind them that when words begin with the same letter they must look at the second letter to find the correct order for the words.

Remind the class to check their work before they consider it finished. They may use their Dictionaries to do this.

Exercise 2

Remind the class that they should try to complete the exercise without using their Dictionaries first, then they should use their Dictionaries to check their answers.

Workbook answers

Exercise 1

1. active dangerous rough thrilling weird
2. fire Iceland island spring tap
3. bubble climb cut erupt heat
4. dragon pool power rock student
5. brilliant incredible rough sharp smooth
6. boil cool freeze melt steam

Exercise 2

1. fountain 2. volcano 3. glacier 4. crater 5. peculiar
6. guide 7. lava 8. shoot
Lesson 2 Reading comprehension and vocabulary

Lesson aim  Reading comprehension; vocabulary
Lesson targets  Children:
• re-read The land of fire and ice
• answer multiple choice, deductive and personal response questions
• practise vocabulary using dictionaries to check definitions

Warm-up

Ask the class to answer these questions in pairs:
What is the word for a mountain formed by hot rock from inside the Earth? **volcano**
What is the word for hot water coming from under the ground and shooting up high? **geyser**
What is the word for a frozen river of ice? **glacier**
The pairs write the answers. Check answers together.

Reading comprehension and vocabulary

1 Read. Choose the correct ending.
   1. Andy and his father arrived in a) Ireland. b) Iceland.
   2. An active volcano is a) dangerous. b) thrilling.
   3. Lokka is a) a mountain. b) a rough.
   4. A geyser is a) a geologist. b) a fountain.
   5. The volcanos are a) mud springs. b) beth.
   6. The underground water is heated by b) hot springs. b) hot rocks.
   7. On Thursday Andy and his dad went in a) a hat. b) a glacier.
   8. The bubbling pools of mud are called a) mud pots. b) mud pits.
   9. On Thursday Andy and his dad went in a) a hat. b) a glacier.
  10. Tomorrow Ar’s taking Andy and his dad to a) a hat. b) a glacier.

2 Think about your answers to these questions.
   1. How did Andy and his father travel to Iceland? How do you know?
   2. How did Ar’s help Andy and his father?
   3. Which place do you think Andy liked best? Why?
   4. Which place would you like to visit? Why?
   5. Do you think Iceland is a good place to visit? Why or why not?

3 Choose the best words to complete these sentences.
   thrilling  guide  rough  eruption  weird  dragon
   1. When you visit a new place, a) guide can show you around.
   2. The b) eruption of a volcano is very noisy.
   3. My uncle’s inventions always look very c) weird and they never work.
   4. This adventure story is really d) thrilling and it is full of surprises.
   5. There is often e) rough in old Chinese stories.
   6. Some shells have spines on them and they feel f) weird.

Reading comprehension and vocabulary (PB p 24)

Read again
Re-read The land of fire and ice or play track 9 again.

Key structure and language  from Lesson 1
Vocabulary  from Lesson 1
Materials  PB p 24; CD A track 9 (optional); WB p 3
Time division
W-up  Read again  Comp & vocab

Activity 1
Give the class a moment to read the first phrase and the possible endings. Ask a volunteer to say the complete sentence.
Check with the rest of the class that it is correct. If there is disagreement, tell them to look back to the text to check. Then children circle the correct answer.
Continue with the other sentences.

Answers: 1 b 2 a 3 b 4 a 5 a 6 b 7 b 8 b 9 b 10 a

Activity 2
The answers to questions 1 and 2 are not found directly in the text. The children must think of the answer from what they have read. Tell them to look back at the text if necessary.
For questions 3–5 the children may give their own answers. They should be able to explain their answer by referring back to the text and answering the question Why? or Why not? appropriate.

Answers:
1. He explained what a volcano is and what it does; he took them to two volcanoes and he is going to take them to a glacier.
2. by plane: Andy says When we were flying over the island ...

Activity 3
Ask one or more volunteers to read the words to the class. Give the class a minute or two to check in the Dictionary and they are not sure of.
Ask a child to read and complete the first sentence, using one of the words in the list.
Ask the class if the sentence is correct. If there is disagreement, tell the class to check the meaning of the word again.
The children complete the sentence.
Continue in the same way with the other sentences.

Answers: 1 guide 2 eruption 3 weird 4 thrilling 5 dragon 6 rough
Workbook: Reading comprehension and vocabulary (W8 p 3)

Check the children understand the tasks. Remind them to use their Dictionaries to check meanings of words as necessary.

Exercise 1

If the children are doing the exercises for homework, remind them to have their PBs with them so that they can re-read the text and check their answers.

If the children are completing this work in class time, they should re-read the text silently again before they begin and refer to the text to check their answers.

Exercise 2

Point out that the sentences are not in the order of events in the diary. The children must scan the text to find or check answers.

Exercise 3

The children read the phrases above the pictures and decide which phrase best describes each picture. Remind them to check words in their Dictionary if they need to.

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Workbook answers

Exercise 2

2 Thursday  3 Tuesday  4 Sunday  5 Wednesday
6 Monday  7 Wednesday  8 Monday

Exercise 3

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

Warm-up
Ask the class Can you name all the things that Andy saw in Iceland? volcano, glacier, geyser, lava, hot spring, mud pot, hot pool
Alternatively, give the class definitions for each word from the Dictionary. The children tell you the word.

Point out tomorrow in the first sentence. Explain that the present continuous can be used to talk about future events. Point out the second sentence. Explain that the sentence does not have to have a future time phrase because it is clear from the previous sentence that flying to Iceland is a future event.

Activity 2
Point out the first prompt words in the box. Ask a pair to read out the example question and answer. Ask each question yourself, eliciting answers, or let volunteers ask each question while other children answer. Repeat the activity with the class working in pairs at their desks. Go around listening to them as they work. Ask a few pairs to ask questions and answer while the class listens.

Activity 3
Read out the names of the children in the pictures. Tell the class to follow the line from Sue and find the object: a basketball net.

Activity 4
Ask a pair to read the example question and answer. Let different volunteers ask about each person in the picture and elicit the answers. Repeat the activity in pairs as for activity 2.

Answers: Ned is going to the dentist. Kim is going shopping (to the mall). Dan is playing football. Lottie is doing a test. Jon is going swimming.

Activity 5
Give the class a few moments to talk to each other in pairs or small groups. Ask as many children as possible around the class What are you doing tomorrow? Individuals tell the class about their plans for tomorrow, using the present continuous.

Note: If you wish, ask the children to bring in their own photos of interesting places and landscapes (see activity 3, page 28).
Workbook: Grammar  (WB p 4)
Go through the tasks on the page with the class. They should be able to complete these tasks working independently.

Exercise 1
Check that the children understand all the verbs in the box. Point out the example sentence.

Exercise 2
If you wish, do the first example orally with the class as preparation.

Workbook answers
Exercise 1
2 is flying  3 Are ... taking  4 am ... spending  5 are performing  6 is leaving

Exercise 2
1 He is playing football on Monday.
2 Joe is seeing the dentist on Tuesday (at 10 o’clock.)
3 On Saturday morning, Grandma and Grandpa are arriving.
4 They are having a party on Saturday evening.
5 On Friday, Joe and Bob are going to the school play.

Grammar Practice Book  (GPB p 4)
When the children have completed the PB and WB Grammar pages, they may complete GPB page 4.

Grammar Practice Book answers
Activity 1
2 On Monday he’s buying a new guitar.
3 On Thursday they’re playing a concert in Moscow.
4 On Friday he’s having lunch with a friend in Moscow.

Activity 2
1 When, On  2 Where, they, Russia  3 What, are packing  4 Are, taking, I am  5 Are, buying, I’m not.
Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation
Lesson targets Children:
• listen to a conversation
• think of their own ideas for a similar conversation
• hold a short conversation in pairs

Key language What a / an ... / What ... !
Vocabulary from Lesson 1
Materials PB p 26; CD A track 10; WB p 5; GPB p 5
Time division W-up Dialogue indiv prep Pair/class speaking WB

Warm-up
Ask around the class What are you doing this weekend?

Grammar in conversation (PB p 26)

Activity 1
Point out Alex and Lucy. Ask What are they looking at?
Ask the class what country this could be. Elicit as many suggestions as the class can think of.
Explain that Alex and Lucy are talking about the photo. Play track 10. The children listen and follow the dialogue in their books.

Activity 2
Remind the class of the pictures on PB pages 22–23. Tell them to turn back and look for a moment.
Ask different children to read the speech bubbles. Tell children to look at pages 22–23 again. Ask them to think of adjectives to describe some of the things in the pictures, for example funny (dragon). Elicit the exclamation What a funny dragon! Continue in the same way with other objects, for example sharp (rock), fascinating (diagram), enormous (volcano), noisy (mud pots), etc.
If the class does not mention an uncountable or a plural noun, find examples of these yourself, such as water, heat, ice, rocks, springs, etc.
Write all of the adjectives on the board.

Activity 3
The children talk about the pictures on pages 22–23 in pairs. Encourage them to discuss them, ask each other questions about them and say as much about them as they can.
Alternatively, or as well, let children who have brought in their own photos talk about them in pairs.
Point out the phrases in the box and read them to the class. Explain that they may use these expressions if they wish. Go around listening to pairs as they talk. Remind the children of the adjectives on the board as necessary.
When all pairs have had a few minutes to speak together, ask one or two pairs to speak while the rest of the class listens.
Ask children who brought in their own photos to show them to the class and say where the photo was taken and what it shows.
Workbook: Grammar in conversation (WB p 5)

Make sure the children understand the tasks before they begin.

Exercise 1

If necessary, go through the rule for constructing these exlaimations:
*What a/an + adjective + singular noun*
*What + adjective + uncountable noun*
*What + adjective + plural noun*

Exercise 2

Point out Mrs Swift’s speech bubble. Check that the children can name everything in the pictures: *house, flowers, dragon, fruit.*

The children answer with their own choice of adjective. Check for the correct structure. The answers below are examples only and other adjectives/nouns are possible.

**Workbook answers**

**Exercise 1**
1 What a
2 What an
3 What
4 What
5 What
6 What an
7 What
8 What a

**Exercise 2**
1 What an enormous house!
2 What beautiful flowers!
3 What a scary dragon!
4 What delicious fruit!

Grammar Practice Book (GPB p 5)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 5.

**Grammar Practice Book answers**

**Activity 1**
2 What an
3 What
4 What a
5 What
6 What

**Activity 2**
2 What delicious food!
3 What a beautiful bird!
4 What loud music!
5 What tall skyscrapers!
6 What an old book!