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School clubs

Lesson 1  Poster 1, Reading

Lesson aim  Reading
Text type  Emails
Lesson targets  Children:
1. read, understand and practise new vocabulary on the poster
2. read, understand and practise reading the emails
3. answer oral comprehension questions

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

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 words.
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?

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.


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.

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**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

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**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.
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.
Check with the class if they are correct.
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.

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

Warm-up

Read again

Activities
# 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

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## 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.

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## 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.

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## 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.

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## Activity 3


Encourage them to use the same expression and intonation.

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## Activity 4

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

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## 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.
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.

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**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 kindergarten**
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

**Exercise 2**
2. coach
3. December
4. fast
5. snail

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**Time division**

- **Warm-up**
- **Speaking activities**

**Unit 1 Study skills**
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.

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

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 What is the boy doing? reading (a comic) What is the girl doing?
Elicit or explain: her homework
Tell the class to listen to the children.
Play track 12. Children follow in their books.

Activity 2
Children listen to track 13 and repeat in the pauses.

Activity 3
Children practise the conversation in pairs. See Resource box.**

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.
Grammar (Session 1), Grammar in conversation (Session 2) (WB PP4-5)

**Unit 1 Grammar, Grammar in conversation**

**Exercise 1**
Children match the pairs of sentences.

**Exercise 2**
Children complete the second sentence in each pair of sentences.

**Grammar Practice Book**
Children may begin Unit 1 when they have completed the grammar pages. They should complete it before the end of Unit 1.

**Resource box**

| Activity 1 | 1c 2e 3f 4b 5a 6d |
| Activity 2 | 4c 5e 6f 7a 8b 9c |
| Pair work: Grammar (p.26) | Activity 2 |

Children work in pairs at their desks. They take turns to say the questions and give the answers. If necessary, bring an extra pair of cards to demonstrate the activity.

Give pairs of 3 minutes to speak in pairs. Then let one or two pairs demonstrate a few questions and answers.

**Pair work: Grammar in conversation (p.27)**

Give pairs of 3 minutes to speak in pairs. Then let one or two sets of pairs stand up and say the dialogue in front of the class.

**Grammar in conversation (p.35)**

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

Too old

Too small

Too tired

Too dangerous

Too not