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English World



Teacher's Book

1



MACMILLAN

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Welcome Unit

Hello! (PB p4) Words beginning with a-f (PB p5)

Activity 1

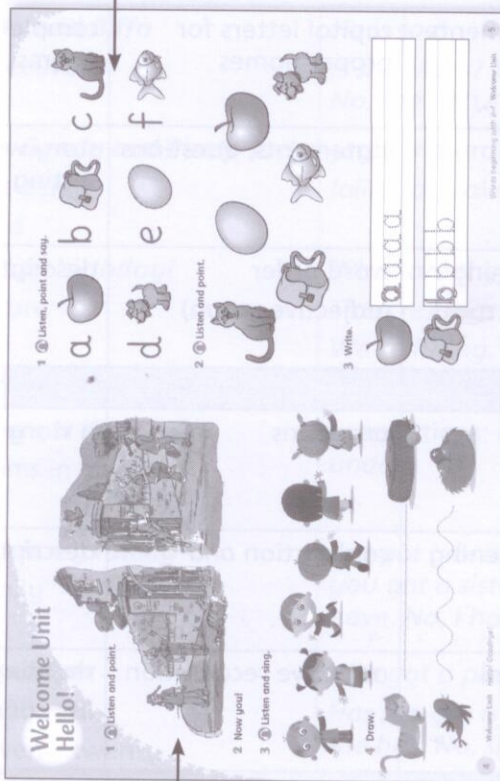
Play CD1 track 1. Children listen and point to the characters as they speak.

Audioscript (CD1 track 1)

Girl: Hello! I'm Emma.
 Boy: Hello! I'm Pete.
 Bird: Tweet! Tweet!
 Girl: Oh! Hello!
 Cat: Miaow! [loud]
 Bird: Tweet! Tweet! [alarmed]
 Girl: Oh! Goodbye!
 Boy: Goodbye!

Activity 2

Different children introduce themselves, e.g. **Hello! I'm Mona.** Class responds **Hello, Mona!**



Activity 1

Play CD1 track 4. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: If you wish, use flashcards 1-6 and letters to revise the sounds and words before you play the track. Put flashcards on the board. Class looks and repeats with the track.

Audioscript (CD1 track 4)

[æ] [æ] apple [d] [d] dog
 [b] [b] bag [e] [e] egg
 [k] [k] cat [f] [f] fish

Activity 3

1 Play CD1 track 2. Children listen.

2 Play CD1 track 3 (music only). Encourage the class to sing along with the children.

3 Divide the class in two. Children stand up and face the other group. Group A sings **Hello** with the track and group B sings **Goodbye**. Encourage group B to turn away and wave as they sing.

4 If you wish, play the track again and let groups swap lines.

Audioscript (CD1 track 2)

Teacher: Say hello!
 Children: Hello!
 Teacher: Say goodbye!
 Children: Goodbye!
 Teacher: Say hello!
 Children: Hello!
 Teacher: Say goodbye!
 Children: Goodbye!

Activity 4

Children draw lines matching the cat to its basket and the bird to its nest.

Activity 2

1 Play CD1 track 5. Children point to each picture as they hear the word. Check that children are pointing to the correct picture.

2 Repeat the activity if you wish.

Audioscript (CD1 track 5)

egg ... egg ...
 dog ... dog ... [woof]
 bag ... bag ...
 apple ... apple ... [crunch]
 fish ... fish ...
 cat ... cat ... [miaow]

Activity 3

1 If children have not practised much writing, or have forgotten how to form letters, practise with the class first. Class watches as you slowly draw a large letter **a** on the board.

2 Stand at the front of the class facing the board. Class faces the board. Tell them to follow your action. Slowly draw a large letter **a** in the air. Make sure the class is following your movement exactly. Do the same with **b**.

3 Children trace over the letters in their books. Point out the arrows which remind them of the direction and order of the strokes.

Words beginning with g-l (PB p6)

Words beginning with m-s (PB p7)

Activity 1

Play CD1 track 6. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: If you wish, use flashcards 7-12 and letters to revise the sounds and words before you play the track. Put flashcards on the board. Class looks and repeats with the track.

Audioscript (CD1 track 6)

[g]	girl	[j]	jug
[h]	hat	[k]	kitten
[l]	insect	[l]	lemon

Activity 2

1 Children draw over the lines to make complete pictures.

2 Put flashcards on the board in the same order as the pictures in the book. Point to each flashcard. Children name the object and point in their books.

Activity 3

Practise letter shapes, see p16 Activity 3, before children trace over the letters in their books.

1 Listen, point and say.

 g
 h
 j

 i
 k
 l

2 Draw and say.





3 Write.

 cccc
 dddd

 eeee
 ffff

1 Listen, point and say.

 m
 n
 o

 p
 q
 r
 s

2 Match and say.









3 Write.

 eeee
 ffff

 eeee
 ffff

Activity 1

Play CD1 track 7. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: Use the alphabet exemplars (flashcards 13-19) before or after playing the CD/cassette, or both.

Audioscript (CD1 track 7)

[m]	man	[p]	pen
[n]	nut	[kw]	queen
[o]	orange	[r]	red
		[s]	sun

Activity 2

1 Tell children to draw lines from each letter to the correct picture.

If you wish, do this activity on the board first with the whole class, using flashcards and letters. Children match letters and pictures. Class says the letter sound and the word.

2 Children draw lines in their books.

3 Put the letters on the board in the same order as in the book. Point to each letter. Children say the sound and name the exemplar.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Whole alphabet (PB p9)

Words with t-z (PB p8)

Activity 1

Play CD1 track 8. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: Use the alphabet exemplars (flashcards 20-26) before or after playing the CD/cassette, or both.

Audioscript (CD1 track 8)

[t] taxi	[w] window
[u] umbrella	[ks] box
[v] van	[j] yellow
	[z] zebra

Activity 1

1 Play CD1 track 9. Children listen and point.

2 Play the track again. Children join in and point in their books. Alternatively, or as well, put flashcards 1-26 on the board and point to each one. Children look and join in the chant.

Audioscript (CD1 track 9)

[æ] apple, [b] bag, [k] cat, [d] dog, [e] egg, [f] fish, [g] girl [clap x 4]
[h] hat, [i] insect, [j] jug, [k] kitten, [l] lemon, [m] man [clap x 4]
[n] nut, [o] orange, [p] pen, [kw] queen, [r] red, [s] sun, [t] taxi [clap x 4]
[u] umbrella, [v] van, [w] window, [ks] box, [j] yellow, [z] zebra [clap x 4]

Optional game

Divide the class into two (or more) teams. Hold up a letter card and say the sound. The first team to give the appropriate word gets the matching picture flashcard. The team with the most flashcards at the end wins.

Activity 2

1 Play CD 1 track 10. Children listen and point in their books.

2 Play CD1 track 11 (music only). Children join in.

3 If you wish children to learn this song they close their books. Play the track a third time and show or point to the pictures. They sing with the track.

4 Repeat the activity, but without the track. Help the class to sing alone.

Audioscript (CD 1 track 10)

[æ] apple, [b] bag, [k] cat, [d] dog, [e] egg, [f] fish, [g] girl
[h] hat, [i] insect, [j] jug, [k] kitten, [l] lemon, [m] man
[n] nut, [o] orange, [p] pen, [kw] queen, [r] red, [s] sun, [t] taxi
[u] umbrella, [v] van, [w] window, [ks] box, [j] yellow, [z] zebra

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Activity 2
1 Children colour the objects. They may use any colour they choose.

2 While they are working, put the flashcards on the board.

3 When the class has finished, point to each one in turn. Children name the object and point in their books. They are not expected to talk about the colours they have used.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Colours (PB pp10-11)

Make sure children have the right coloured pens or pencils to do Activities 1 and 2.

Activity 1

- 1 Use the colour flashcards (18, 25, 146-149) to teach/revise the colours.
- 2 Stick up the colour flashcards. Stick up word cards for the colours or write the colour words on the board. Children match.
- 3 Children colour in their books. Leave the matched cards on the board if your class needs support.

Activity 2

- 1 Children look at the pictures. Different children name them.
- 2 Play CD1 track 12. Children listen and point.
- 3 Play the track again. Pause after the first colouring instruction. Children colour.
- 4 Continue in the same way with the other colouring instructions.

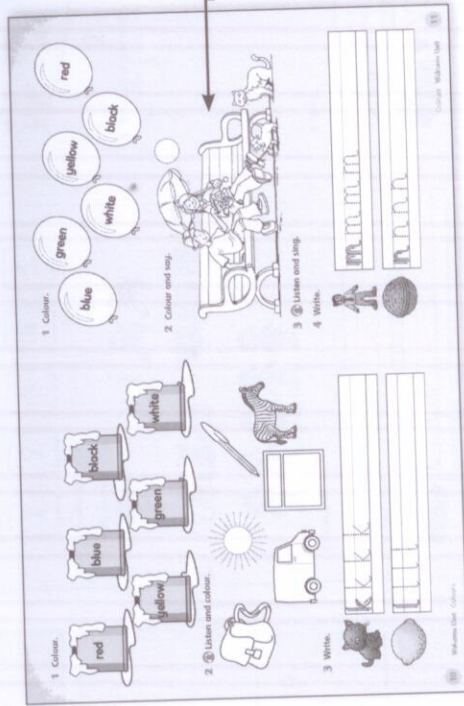
Audioscript (CD1 track 12)

Point to the sun. Colour the sun yellow. Point to the window. Colour the window green. Point to the pen. Colour the pen red. Point to the van. Colour the van blue. Point to the bag. Colour the bag green and yellow. Point to the zebra. Colour the zebra black and white.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Note: Bring in some sweets for the song on PB p11.



Activity 1

- 1 Use the colour flashcards (18, 25, 146-149) and colour words to revise colours.
- 2 Children read the words and colour the balloons.

Activity 2

- 1 Tell the class to colour the picture using only the six colours at the top of the page.
- 2 Speak to different children as they are colouring. Point to different objects, children name them. Ask *What colour is it?*
- 3 When children have finished colouring, ask questions, e.g. *What colour is the umbrella? What colour is the cat?* Children answer.

Activity 3

- 1 Explain *sweet* to the class or show one. Demonstrate *me* and *you*.
- 2 Play CD1 track 13. Children listen.
- 3 Put the red, green, yellow and blue flashcards on the board. Play the track again. Point to the colours as they are mentioned. Hold up a sweet as they are mentioned.
- 4 Play CD1 track 14 (music only). Children join in.

Audioscript (CD1 track 13)

Red and green, red and green,
A sweet for you, a sweet for me.
Yellow and blue, yellow and blue.
A sweet for me, a sweet for you.

Activity 4

Practise the letter shapes with the class before they trace them in their books.

Activity 1

1 If children have forgotten the shapes of capital letters, show and name capital letter cards before playing the track.

2 Play CD1 track 15. Children listen and point to the letters.

3 Play the track a second time if you wish.

Audioscript (CD1 track 15)

A B C D E [clap-clap, clap-clap]
F G H I J [clap-clap, clap-clap]
K L M [clap] N O P [clap-clap]
Q R S [clap] T U V [clap-clap]
W [clap, clap] X [clap] Y [clap] Z [clap-clap, clap-clap, clap]

Activity 2

1 Play CD1 track 16. Children point in their books and join in.

2 Tell children to close their books. Play CD1 track 17 (music only) and show the capital letter cards or stick them on the board. Children join in with the track and clap.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Activity 1

1 Give children a moment or two to look at the characters on the page.

2 Play CD1 track 18. Children listen and point to the characters as they speak and the letter when it is mentioned.

Audioscript (CD1 track 18)

Girl: Hi! I'm Emma. My letter is E. E for Emma.
Boy: Hi! I'm Pete. My letter is P. P for Pete.

Activity 2

1 Children write the initial letter of their name in the frame.

2 Children take turns to show their letter, say it, and their name, e.g. **S, Sara**.

More confident children may be able to say, e.g. **Hi! I'm Sara. S for Sara**.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

1 Listen and point.

2 Draw and say.

3 Write.

13

Make sure children have colours for this lesson.

Activity 1

- 1 Use the number cards to revise numbers. Show each card in turn and say the word. Class repeats.
- 2 Children look in their books. Play CD1 track 19. Children point to the numbers and repeat in the pause.

Audioscript (CD1 track 19)

[clap] one; [clap x 2] two; [clap x 3] three; [clap x 4] four; [clap x 5] five

Activity 2

- 1 If you wish, use the colour flashcards to quickly revise the names of the colours.
- 2 Play CD1 track 20. Children listen. Play the track again or read the lines yourself. Pause after each sentence for children to colour the numbers.

Audioscript (CD1 track 20)

Number 4 is green. Number 1 is blue. Number 5 is yellow. Number 3 is black. Number 2 is red.

Activity 3

- 1 Hold up your book and count the number of objects in each line with the class.
- 2 Say, e.g. *Point to the cats. How many cats?* Encourage the class to count together *One, two three.* (If children have done a lot of oral work at KG they may answer *Three cats* or *One, two, three cats.*)
- 3 Ask about the number of other objects in any order.

Activity 4

Practise the letter shapes with the class before they trace them in their books.

1 Count and match.

2 Read, draw and count.

3 Write.

1 Listen and say.

1 2 3 4 5

2 Listen and colour.

1 2 3 4 5

3 Point, count and say.

1 2 3 4 5

4 Write.

Activity 1

- 1 Show the number cards 1-5 in order. Children name the numbers.
- 2 Show them in any order. Children name the numbers.
- 3 Children look in their books. Ask *How many hats?* Count with the class.
- 4 Do the same with the other objects.
- 5 Children draw lines from the objects to the numbers.

Activity 2

- 1 Read the numbers on the left with the class.
- 2 Prompt the class to name the objects on the right.

3 Explain the task. Children may choose whatever object they want to copy, and draw the appropriate number of items next to each number.

4 When children have finished drawing, the whole class counts the objects in each line.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Make sure children have colours for this lesson.

Activity 1

- 1 Use the number cards to remind the class. Show each card in turn and say the word. Class repeats.
- 2 Children look in their books. Play CD1 track 21. Children point to the numbers and repeat in the pause.

Audioscript (CD1 track 21)

[claps x 6] six; [knocks x 7] seven; [dog barks x 8] eight; [xylophone notes x 9] nine; [hooters x 10] ten

Activity 2

- 1 If you wish, use the colour flashcards to quickly revise the names of the colours.
- 2 Play CD1 track 22. Children listen. Play the track again or read the lines yourself. Pause after each sentence for children to colour.

Audioscript (CD1 track 22)

Number 8 is red. Number 6 is green. Number 10 is blue. Number 7 is black. Number 9 is yellow.

Activity 3

- 1 Hold up your book and count the number of objects in each group with the class.
- 2 Say, e.g. *Point to the nuts. How many nuts?* Encourage the class to count together *One, two three, four, five, six, seven.* (If children have done a lot of oral work at KG they may answer *Seven nuts* or *One, two, three, four, five, six, seven nuts.*)
- 3 Ask about the number of other objects in any order.

Activity 4

Practise the letter shapes with the class before they trace them in their books.

The worksheet is divided into two main sections. The top section is for numbers 1-10, and the bottom section is for numbers 11-20. Each section has a 'Listen and say' instruction, followed by a 'Point, count and say' instruction, and then a 'Write' instruction. The top section includes a 'Count and match' instruction and a 'Read and draw' instruction. The bottom section includes a 'Write' instruction. The worksheet also features a large illustration of a zebra's head with numbers 1-10 and a large illustration of a zebra's body with numbers 11-20. The letters 'y' and 'z' are shown in a large font with dotted lines for tracing.

Activity 1

- 1 Show the number flashcards in order. Children name the numbers.
- 2 Show them in any order. Children name the numbers.
- 3 Children look in their books. Ask *How many zebras?* Count with the class.
- 4 Do the same with the other objects.
- 5 Children draw lines from the objects to the numbers.

Activity 2

Children draw lines to connect the numbers from 1-10 in order to complete the picture.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Whole alphabet (PB p18) Numbers 1–10 (PB p19)

Activity 1

- 1 Tell the class that they are going to hear the names of the letters, not the sounds.

- 2 Play CD1 track 23. Children point in their books and repeat in the pauses.

Audioscript (CD1 track 23)

A apple ... B bag ... C cat ... D dog ... E egg ...
F fish ... G girl ... H hat ... I insect ... J jug ...
K kitten ... L lemon ... M man ... N nut ...
O orange ... P pen ... Q queen ... R red ...
S sun ... T taxi ... U umbrella ... V van ...
W window ... X box ... Y yellow ... Z zebra

Activity 2

- 1 Play CD1 track 24. Children point in their books and listen.

- 2 Play CD1 track 25 (music only). The class joins in.

- 3 Write the capital letters on the board. Class says the name of each letter. Play the track again. Point to each letter. Children sing.

Audioscript (CD1 track 24)

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

Activity 3

- 1 To remind class of correct letter formation before tracing, write the words very large on the board.
- 2 Children stand up. Trace over the letters on the board. Class copies.
- 3 Children trace over the letters of the three words in their books.

1 Listen, point and say.
Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

2 Listen and sing.
3 Count and say.
4 Write.

box cat pen
sun dog taxi

Activity 1

- 1 Play CD1 track 26. Children listen and point in their books.

- 2 Play the track again. Children join in.

Audioscript (CD1 track 26)

1, 2 ...; 3, 4 ...; 5, 6 ...; 7, 8 ...; 9, 10 ...

Activity 2

- 1 Teach children the actions. They stand up with their hands behind their backs:

1, 2, 3, 4, 5 show fingers of right hand

6, 7, 8, 9, 10 show fingers of left hand

5, 10 On 5, put forward right hand, palm away from them. On 10, do the same with left hand

5, 10 Repeat, but putting hands higher

Clap your hands clap hands above heads

And start again! put hands behind backs

- 2 Play CD1 track 27. Lead the children in the actions.

- 3 Play CD1 track 28 (music only) and do the actions again. Children sing along.

- 4 Let children who want to sing and do the actions without the track come to the front and do so.

Audioscript (CD1 track 27)

1, 2, 3, 4, 5; 6, 7, 8, 9, 10; 5, 10; 5, 10; Clap your hands; And start again!

Activity 3

- 1 Ask How many vans? Children count One, two, three, four, five (vans).
- 2 Continue with the other objects in order.
- 3 Play a game. Ask about items in any order. Children count silently. The first child to say the right number wins a point.

Activity 4

Follow the procedure as on PB p18, Activity 3.