

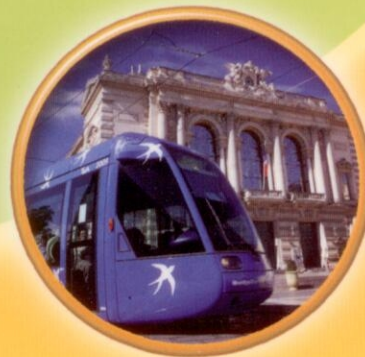
Liz Hocking Mary Bowen

English World



Teacher's Guide

3



MACMILLAN

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Lesson 1 Poster, Reading

Lesson aim Reading

Text type a recount of past events

Lesson targets Children:

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

Key structure past tense of to be

Key language *It was quarter to / quarter past ...*

Key words school vocabulary; school subjects

Materials PB pp22–23; poster 1; flashcards 1–6; word cards for subjects on the poster; CD1 track 9

Preparation Make a clock with moveable hands.

Warm-up

Children look at the characters on p4.

Read out the names. Explain to the class that they will meet these characters in their books.

Poster

- 1 Children close their PBs. Point to the poster. Read out the title. Give the class a moment or two to look.
- 2 Point to each picture and read the word. Show the word card. Class reads and says the word.
- 3 Show flashcards 1–6. Children name the subjects.
- 4 Ask the class and individuals about school subjects, e.g. *Do you like Maths? Who likes Science? What subject do you like?*
- 5 Point out the clocks beside the pictures. Use the clock you made to practise *half past ...* and *... o'clock*. Ask individuals to come forward and read the clocks on the hour and half past. Class repeats.
- 6 Use your clock to demonstrate the quarter hour. Ask individuals to come forward and read the times on the quarter hour. Class repeats.

1 In school



Maths



This is my big brother.



English



Art



Science



Sport



Music

- Children look at the pictures.
Ask *Who is in this story?* **children**
The class may recognise and name the characters. If necessary, tell them that this story is about Alfie, Max, Molly and Lulu.
Where are they? **in school**

- Play track 9. Children listen and follow in their books.

- Read one paragraph at a time.
Use the Dictionary to help you to explain new words as necessary.
Words for each unit are listed alphabetically. Help the class to find new words until they develop good dictionary skills. Read the definition and the example sentence where these are given.

- Ask questions about each paragraph. See Resource box. Add extra questions as you wish.

- If the class needs extra reading practice, ask them to read each paragraph together with you.

- When all the text has been read and the questions answered, give reading practice around the class. Ask individuals, groups or the class to read sentences or paragraphs.
Play track 9 a final time.

Homework task

Children learn selected vocabulary from Unit 1 *Dictionary* 3. See list on p191.

Unit 1 In school

Reading 1

The first day in school

The third lesson was at quarter to ten. It was English. It was difficult. There were lots of new words on the board. The children learned them.

Lesson	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	8.15	Maths	En	Sp	En	Sp	En	Sp
2	9.00	Science	En	Sp	En	Sp	En	Sp
3	9.45	English	Art	Sp	En	Sp	En	Sp
4	10.30	Break	Sp	En	Sp	En	Sp	En
5	11.00	Sports	Sp	En	Sp	En	Sp	En
6	11.45	Art	Sp	En	Sp	En	Sp	En
7	12.30	Music	Sp	En	Sp	En	Sp	En

Alfie, Molly, Max and Lulu were in school today. They were in a new class. Their teacher was Miss Carey. There was a timetable on the wall. The lessons were on the timetable.

The first lesson was at quarter past eight. It was Maths. There were lots of big numbers but the sums were easy.

The second lesson was Science. There was a pretty plant in a jar. It was very interesting.

At quarter to twelve the lesson was Music. The children were in the music room. There was a piano and there were three drums and two guitars. It was not a quiet lesson!

At quarter to twelve the lesson was Art. There were paints and brushes. The children painted dolphins. It was very quiet in the art lesson.

The fourth lesson was at eleven o'clock. It was Sports. The children played basketball. It was exciting.

At half past ten it was break. Alfie, Molly, Max and Lulu were in the playground. Their friends were in the playground, too. It was fun.

Time division

unit 1 Reading: a recount of past events

Resource box

Text questions

Which children were in school today? **Alfie, Max, Lulu, Molly**

Who was their teacher? **Miss Carey**

What was on the wall? **a timetable**

When was the first lesson? **quarter past eight**

What was it? **Maths**

What was the second lesson? **Science**

What was in the jar? **a pretty plant**

When was English? **quarter to ten**

Where were the children at break? **in the playground**

What was the fourth lesson? **Sports**

Was it exciting? **Yes, it was**

When was Art? **quarter to twelve.**

Was it noisy? **No, it was quiet.**

When was Music? **half past twelve**

How many drums were there? **three**

Was it a quiet lesson? **No, it wasn't.**

Lesson 2 Reading comprehension and vocabulary (PB p24)

Lesson aim Reading comprehension; vocabulary

Lesson targets Children re-read *The first day in school* then:

- (PB) choose the correct word to end a sentence
- match picture items to school subjects
- (WB) read a short text and answer literal questions
- identify school subjects from descriptions

Key structure past tense of *be*

Key language time: *quarter to / quarter past*

Words vocabulary from Lesson 1

Materials PB p24; WB p2; flashcards 1–6; CD 1 track 9; clock with movable hands

Warm-up

Use the clock you made to practise the time. Write digital times for the hour and half hour on the board. Children volunteer to put the hands to the correct time. Class says the time.

Read again

Remind children of the story *The first day in school*. Play track 9 or read the story to the class. Children listen and follow in their books.

Activity 1

Tell children to look at the first sentence. Explain that there are two words at the end. Only one is right. Ask a child to read the sentence beginning. Elicit the correct word to complete the sentence. If children are not sure, ask individuals to read out the two words. Ask which word is correct. If children do not know, or to check the correct answer, tell children to look again at the text on pages 22–23. Continue with the other sentences.

Activity 2

Ask one or more children to read out the subjects. Give the class a few moments to look at the pictures and decide which objects belong with each lesson. They write the numbers of the objects next to the lesson subjects.

To check ask *What are the pictures for English?* Elicit answers. Check that everyone agrees. Continue with the other lessons.

Activity 3

Children match the words to the correct pictures in Activity 2 and write the numbers.

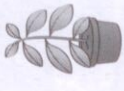
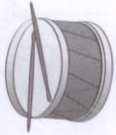
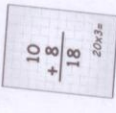
Reading comprehension and vocabulary

1 Circle the right answer.

- | | | |
|--|------------|-------------|
| 1 Alfie, Molly, Max and Lulu were in a new | class | school |
| 2 Miss Carey was their new | timetable | teacher |
| 3 At quarter past eight the lesson was | Maths | Science |
| 4 The sums were | difficult | easy |
| 5 The Science lesson was | exciting | interesting |
| 6 The Art lesson was | quick | quiet |
| 7 The Music lesson was in the | music room | classroom |

2 Find the pictures for the lessons. Write the numbers.

English	5	Sports	Art
Music		Science	Maths

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 

3 Write the picture number.

a plant _____ b sums _____ c guitar _____ d jar _____

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
- read and act the dialogue
- (WB) practise alphabetical order and vocabulary

Informal everyday language Really? Wow! That's right. I'm late

New words farm, city, want, visit

Materials PB p25; WB p3; Poster 1; Dictionary 3; CD 1 tracks 10–11

Warm-up

Revise the words for school subjects.

Use poster 1. Ask the class *What do you do in English? ... Maths? etc.*

Activity 1

Children look at PB p25. Ask *Who is in the picture?* Class names the child characters and Miss Carey. Ask *What are they looking at?* a picture
Explain to the class that they are going to hear what the children and their teacher are talking about.

Tell children to cover the dialogue text and look at the picture. Play track 10. Children listen.

Activity 2

Children 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.

Note: *we are going and want to visit* are for understanding only. Make sure children have grasped the sense of these phrases. Do not point them out as grammatical structures now as they are taught later in the course.

Activity 5

Children act the dialogue without their books if possible. Less confident children may use their books to follow the dialogue and remind themselves of when to speak.
Encourage children to remember their lines as much as possible and to speak without reading their lines word by word.

Speaking

- 1 Talk about the picture. 1 Then listen. 2 Listen and read.



- Save Henry!**
Part 1: That's interesting!
- Look at this picture, children.
What is it?
It's a farm.
Yes, that's right. And today we're going to a farm.
Really?
Yes! We can do Maths and Science and English at the farm.
Wow! That's exciting.
What's the name of the farm, Miss Carey?
Its name is Pear Tree Farm.
Are there animals on the farm, Miss Carey?
Yes, there are lots of animals there.
Where is the farm, Miss Carey?
It's here. In the city.
A farm in the city?
That's interesting!
Do you want to visit it?
Yes, please, Miss Carey!

- 3 Listen and say. 4 Talk about the story. 5 Now you!

Unit 1 Dialogue

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Study skills (WB p3)

The exercises on this page practise alphabetical order and vocabulary. Children should be able to do this work independently once the tasks have been explained.

The exercises give children the opportunity to practise their individual skills and to use their dictionaries to check their own work.

The alphabet at the top of the page is for children's reference while working on the page. If your class needs alphabet practice before beginning the exercises, write it on the board. Class says the alphabet. Ask, e.g. *Which letter is after f? Which letter is before m?* etc.

Exercise 1

If you wish, draw a circle and boxes on the board and use letter cards to explain and demonstrate the task. Children look at the letter in the circle and place it in alphabetical order, either before or after the letter in the box. Point out the example and do it on the board.

Exercise 2

Children look at the word on the left and place it in alphabetical order, either before or after the word in the box. Remind the class that they must look at the first letter of each word. Point out the example and do it on the board. Use word cards to demonstrate the task if you wish.

Exercise 3

Children match the words and pictures. Encourage them to check their answers in the Dictionary.

Study skills

abcdefghijklmnopqrstuvwxyz

1 abc Read the letter in the circle. Write it before or after the letter in the box.

1 d		c	d		2 p		q	
3 h		g			4 w		v	
5 m		n			6 s		t	

2 abc Read the word. Write it before or after the word in the box.

1 cat	cat	dog	hat	girl
3 man	man	lemon	fish	egg
5 sun	sun	ten	ring	queen

3 Read and match.

1 city	2 farm	3 jar	4 plant	5 sums	6 timetable
--------	--------	-------	---------	--------	-------------



Check! Look in your Dictionary.

Unit 1 Dictionary skills 3

Resource box

Story questions

Where are the children going today? *a farm*

What can they do there? *Maths, Science and English*

What is the name of the farm? *Pear Tree Farm*

Where is it? *in the city*

Are the children excited / happy? *Yes, they are.*

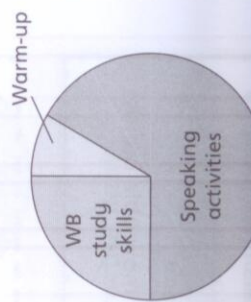
WB answers

P3 Exercise 1: 2 p, q 3 g, h 4 v, w 5 m, n 6 s, t

Exercise 2: 2 girl, hat 3 lemon, man 4 egg, fish 5 sun, ten 6 queen, ring

Exercise 3: 2 E 3 A 4 F 5 B 6 D

Time division



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

Lesson aim Grammar

Lesson targets Children:

- (PB, WB) practise the key structure and language
- listen to a conversation read; repeat and practise the conversation
- learn and sing a song

Key structure *was and were*: statements, questions, short answers

Key language telling the time: *quarter to / past*

Key words revision of weather words; school subjects, school items

Materials PB pp26-27; CD 1 tracks 12-15; WB pp4-5; clock with moveable hands

Session 1 Warm-up

Revise words for weather. Ask about the weather today.
Ask about the weather yesterday. *Was it cold / sunny? etc.*

Session 2 Warm-up

Divide the class in two. A volunteer from team 1 sets the hands of the clock on the hour or on the half hour. Team 2 says the time. Then they change over.

Activity 1

Ask two children to read the bubbles. Ask questions about the picture. See Resource box.*

Ask a child to read the first sentence. Ask *What is wrong?* Elicit *The children were in the playground*. Continue with the other sentences.

Activity 2

Ask pairs to read the bubbles. Write the first prompt words on the board. Help the class to compose the question. Elicit a short answer. Continue with the other prompt words.

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

Grammar

1 Look!

It was sunny yesterday.

Correct the sentences.

- 1 Yesterday the children were at the beach.
- 2 Their grandmother was with them.
- 3 The weather was cold and wet.
- 4 The sky was grey and the clouds were black.
- 5 The moon was high in the sky.
- 6 Two cats were on the wall.

2 Look!

Was the weather cold yesterday?

No, it wasn't.

Ask and answer.

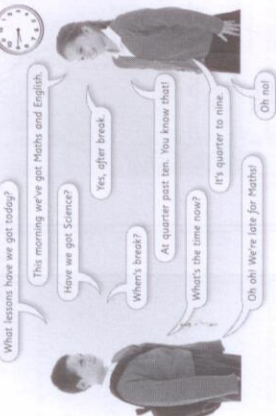
- 1 the weather - hot?
- 2 Grandma - with them?
- 3 the clouds - white?

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Unit 1 - was and were: statements, questions, short answers

Grammar in conversation

1 Listen and read.



2 Listen and say.

3 Now you!

4 Listen and sing.



Unit 1 - Telling the time: quarter past

Activity 4

Ask what the girl in the picture is doing: *running to school*. Ask *Is she late?*
Play track 14. Children listen and follow the first time.
Read the words with the class. Play track 14 again. Children join in.
Play track 15. Children sing with the music. They may learn the song if you wish.

Children complete WB p4 in class time or for homework.

Grammatical, or animal, in context:

Exercise 1

Exercise 2

Children look at the picture. Remind them we use *wasn't* and *weren't* in speaking and the long forms in writing. Children write answers. Go through orally first if you wish.

- Remember!
- wasn't = was not
couldn't = could not
- Look and answer the questions.
- 
- 
- 
- 
- 
- 
- 
- 

- Read the timetable. Answer the questions.**

9.00	Maths
9.45	English
10.30	Break
10.45	Science
12.15	Lunch
1.15	Art



Illustration of a boy and a girl looking at a timetable.

Resource box

*Grammar Activity 1: Picture questions (p26)

Who is with them? their teacher
What is the weather like? hot and
sunny

****Pair work Grammar Activity 2**

They take turns to say the questions and give the short answers. If

and give the short 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.

The whole class practises the conversation first. Divide the class in two, one half says the boy's words, the other says the girl's. Children practise the dialogue in pairs at their desks. Some children will find it easy to memorise the lines. Encourage all the children to speak the lines without reading every word from the page. Give pairs three minutes to practise the dialogue. Let one or two pairs stand up and say the dialogue to the class.

P4 Exercise 1: 1 were 2 was 3 was, were 4 Were 5 was 6 were, was

3 No, she was not on the slide. She was on the swing. 4 No, the weather was not cold and wet. It was hot and sunny.

Exercise 1: 1 It is quarter to twelve.

eleven. 4 It is quarter to eight.

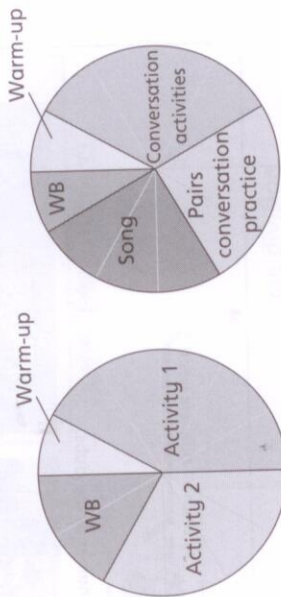
two.

2 They have Art. 3 They have Science

Maths at nine o'clock. 5 They have

lunch at quarter past twelve.

Session 1



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.

Lesson aim Listening, spelling and pronunciation, Use of English

Lesson targets Children:

- talk about and label pictures
- listen for gist and match dialogues to a pictures
- (PB, WB) practise saying, reading and spelling words with *ar*
- (WB) learn about nouns and recognise nouns in sentences.

Warm-up

Sing the song from PB p27, CD track 14.

Listening

Activity 1

Ask a child to read the bubble. Explain *after-school clubs*, if necessary.

Ask a child to read the subjects in the box. Explain that some children do these things in after-school clubs.

Tell the class to look at the pictures. Ask *Which picture is the Science club?*

Elicit *Picture D*. Children write. Ask about the other clubs and pictures.

Activity 2

Tell the class they are going to hear the people in the pictures. They must listen and decide which picture each conversation is from.

Play track 16. Children listen and look at the pictures.

Play track 16 again. Children number the pictures.

Check answers together.

Phonics

Point out the box. Tell children to follow in their books and repeat in the pauses.

Play track 17. Make sure children repeat the sound and the word accurately.

Play track 17 again. Children listen and follow the rhyme.

Children say the rhyme. They may learn it if you wish.

Children open their WBs at p6. They complete the Phonics page now or for homework. If it is for homework, make sure they understand the tasks.

Key structure and language from Unit 1

Target words *jar, star, dark, car, shark, park, hard, sharp, arm, farm*

Materials PB p28; CD 1 tracks 14, 16 and 17; WB pp6–7

Listening

After-school clubs are great!

1 Look and write the names of the clubs.



club



club



club



club

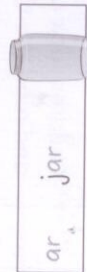
2 Listen and number the pictures.

Phonics

Look and listen!



There's a plant in a jar.



There's a boy in a car



There's a star in the dark.

and a shark in the park.

→ Now look at WB p7 Use of English

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Unit 1 Listening: identifying dialogues. Phonics: the long *ar* vowel sound

Use of English

Now turn to WB p7.

Remind the class of the sound *ar* and *jar*.

Exercises 1 and 2

Children complete then write the whole word as required. Ask different children to read out the words.

Exercise 3

Children complete the sentences. Make sure they understand that they have already practised the words they need in exercises 1 and 2. Tell them to check for correct spelling if they are not sure.

Resource box

Audioscript (CD1 track 16) Listening

activities 1-2 (PB p28)

Adult 1: Number 1.
Teacher: Who can play the piano?
Girl: I can!
Boy: And I can play the guitar!
Teacher: Very good. So let's start. Are you ready? 1, 2, 3...
Number 2.
Adult 1: This is very good, Charles!
Teacher: Thank you, Miss. Can I paint it now?
Boy: Yes, you can. What colour do you think?
Teacher: Purple!
Boy: Hmm... A purple elephant... Very interesting...
Teacher: Number 3.
Adult 1: Tell me, children: what shape is the moon? Is it square?

Children: No!
Girl: The moon is round.
Teacher: Right... the moon is round. Well... Look at this picture.
Boy: It's the moon.
Teacher: And is it round?
Children: No!
Adult 1: Number 4.
Boy 1: It's so hot and dark here in the jungle!
Teacher: Oh! What's that noise? Is it a tiger? Stop! Stop! Who is the tiger? Freddy is it you? Do it again.
Boy 1: It's so hot and dark here in the jungle!
Teacher: Grrr! Grrr! Grrr!
Boy 2: Oh! What's that noise? Is it a tiger?
Boy 1: Very good! Excellent!
Teacher:

PB answers

P28 Activities 1 and 2: English club, 4 Art club, 2 Music club, 1 Science club, 3

WB answers

P6 Exercise 3: 1 sharp, hard 2 shark 3 park 4 dark, stars

P7 Exercise 2: 1 hat 2 crocodile 3 plane 4 cat

Exercise 3: 1 jar, book 2 dog, plant 3 pen, sum 4 drum, ruler

Use of English

Read that! There was a plant in a jar.

This word is a noun. A noun is a naming word. It names the object.

This word is a noun, too. It names the object.

Match the nouns and the objects.

1 This is my hat. 2 Look at this crocodile. 3 I have got a plane. 4 This cat is small.

There are two nouns in each set. Circle them.

1 jar is look book 2 on got dog plant 3 and pen sum there 4 drum ruler of have

Unit 1: Phonics, Use of English

Exercise 3

Children look at the first set of words. Ask a volunteer to name the nouns. Check with the class. Children circle. Continue with the other words.

Exercise 2

Let volunteers read each sentence and tell you the noun. Check that the class agrees. Children circle in their books.

Exercise 1

Children match nouns and pictures. The task is simple and aims to remind children that a noun names an object.

Time division



Lesson 6 Class composition (Session 1) (PB p29) Writing preparation, Composition practice (Session 2)

Lesson aim Writing

Lesson targets Children:

- compose a recount of past events
- (WB) practise vocabulary and structures for the WB writing
- (WB) write a recount of past events

Key structure and language from Unit 1

Vocabulary school lessons, school items

Materials PB p29; WB pp8-9; flashcards 1-6

Session 1 Warm-up

Put flashcards 1-6 on the board. Children look. Take them down. Remove one.

Put the others back up. Children tell you which one is missing. Repeat a few times.

Class composition

- 1 Read, or ask a child to read the first paragraph. Point out the timetable. Ask about the lessons, e.g. *When was the first lesson? What was it? When was the second lesson?* etc.
- 2 Explain the task to the class. Ask one or more children to read the words in the box. Tell the class to look at the first picture. Ask *What was the game? football*. Ask a child to read the first sentence beginning. Write it on the board. Elicit the ending **Sports**. Complete the sentence on the board. Tell children to look at the second sentence. Elicit the ending. Ask *What did the children do in the lesson?* if necessary. Write the sentence on the board. Ask a question to prompt the ending of the third sentence. Remind the class of the words in the box. Write it on the board. Ask one or more children to read the complete paragraph.
- 3 Complete the other two paragraphs in the same way. Ask prompt questions as necessary. Use the example sentences as a guide for questions to ask (see Resource box). These sentences are examples of possible writing. Other sentences are possible. Accept sensible ideas which are grammatically correct.
- 4 Ask different children to read each of the paragraphs through a final time. Children complete the composition in their books. If your class needs support, remove key words or phrases from the writing. Leave a framework for them to complete. If possible, remove all the writing from the board but only do this if you are confident that the class is able to complete the task without it.

Class composition

1 Read.



On Tuesday morning Alfie, Molly, Max and Lulu were in school again. The timetable was on the wall.

Time	Tuesday
9.00	Sports
9.45	Science
10.30	Maths

2 Look at the pictures. Write about the lessons. Choose words from the box.

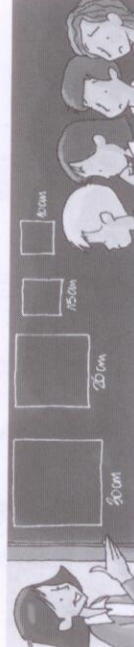
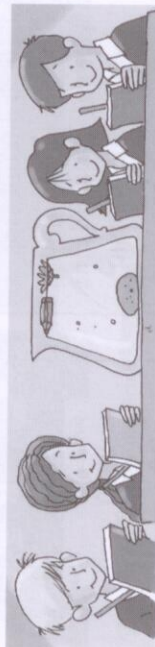
easy interesting noisy
difficult exciting fun



At nine o'clock the lesson was

It was

The children



Session 2 Warm-up

Practise telling the time.
Check that children can convert digital times to *quarter to / past / half past / o'clock*. Use flashcards 1-6 and write digital times on the board as necessary.

Exercises 1-3

The class should be able to complete these exercises independently. Give them a time limit for each one. Check answers together after each exercise is completed.

Exercise 4

Ask different children to read the words in the box. Tell the class to look at all the sentences before they write. They should use each word in the box once only. Give them a time limit. Check answers together.

Resource box

PB Class composition example writing (p29)
At nine o'clock the lesson was Sports. The children played football. It was exciting / fun / noisy.

The second lesson was at quarter to ten. It was Science. There was a jug. There was water in the jug. A flower, a pencil and a stone were in the water. It was interesting.

The third lesson was at half past ten. It was Maths. There were big squares and small squares. It was difficult / interesting.

WB answers

P8 Exercise 4: 1 easy 2 exciting 3 interesting 4 difficult
5 noisy 6 fun

WB Composition practice example writing (p9)
... quarter to one ... English. lions / animals.

... interesting / difficult / easy.
... lesson was at half past one. It was Music. ...played (very big) drums. It was fun / noisy / exciting / interesting.

The sixth lesson was at quarter past two. It was Art. The children painted lions and elephants / animals. It was interesting / difficult / easy / fun.

Writing preparation

1 Read and match. Write the time.

quarter past twelve	half past four	quarter to nine
8.45	12.15	4.30

2 Write the time.

2.30	10.15	11.45
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3 Write the words.

fifth	third	sixth	second	fourth	first
1st	2nd	3rd	4th	5th	6th

4 Complete the sentences. Use words from the box.

interesting exciting difficult easy fun noisy

- I can do this sum. It is easy.
- The football game was very exciting.
- We are learning about elephants. It is very interesting.
- I like art but I can't paint. It's difficult.
- This drum is noisy.
- I like English. Our lessons are always fun.

Composition practice

1 Read.

Lesson	Time	Tuesday
4	12.45	English
5	1.30	Music
6	2.10	Art

On Tuesday afternoon, Alfie, Molly, Max and Lulu were in school. The timetable was on the wall.

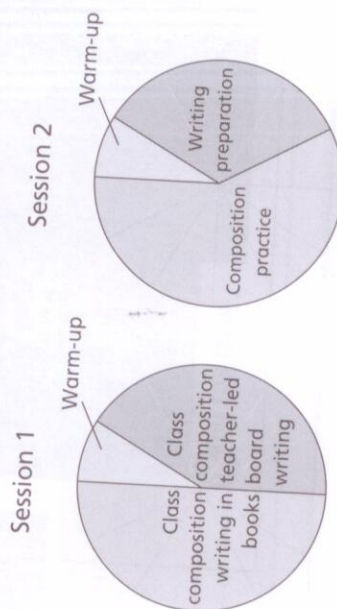
2 Write about the lessons. Use words from page 8.

There are four lessons. They can use first and second lessons. They have sharp teeth.

The fourth lesson was at 1.30. The children talked about the fifth.

The fifth lesson was at 2.10. The children talked about the sixth.

Time division



Portfolio

Children may make neat copies of their compositions for inclusion in their Portfolio of written work.

Homework task

Children complete Check-up 1, WB p10. For answers, see p65.

Exercise 1

Ask a child to read the paragraph. Ask about the timetable: *When was the fourth lesson? What was it?* etc.

Exercise 2

Check children understand the task. Remind them that they can look at page 8 to help them with vocabulary and spelling. Children complete the sentences for the first two paragraphs. They write the third. Go around helping and monitoring as they work. When the class has finished, ask different children to read their paragraphs. The example sentences (see Resource box) are a guide. Accept sentences that make sense and are grammatically correct.