Lesson 1: Fluency

Before listening
1. Lesson 1 warm-up.
2. Show poster 1. Read the title. Ask questions.
3. Point and name new objects (helicopter, island).
   Children come forward; find objects on the poster.
4. Explain adventure, if necessary.

Shared listening
1. Play FCD track 2. Point to characters when they speak.
2. Show flashcards 1–6. Name the characters.
   Class repeats.
3. Ask questions about characters.
4. Play FCD track 2 and point to characters again.

Dialogue practice
1. Name characters. Children point in books (FB pp8–9). Point on poster for children to check.
2. Show flashcards 1–6. Children name.
3. Children close books. Play FCD track 3 and show flashcards 1–6. Class repeats lines in pauses.
4. Groups say lines by character.
5. (optional) Individuals act dialogue.
6. Play FCD track 2 again. Children follow text or point to main picture.

After listening
1. Practise dialogue with individuals.
2. Practise dialogue with pairs.
3. Ask about Mobi.
Lesson aim: Fluency

Lesson targets: Children:
- listen for pronunciation and intonation
- repeat dialogue accurately
- act out dialogue with expression
- introduce themselves and give their age.

Key language (words) helicopter, island; Ben, Nina, Sam, Tilly; Miss Plum (structures) What is your name? My name is... How old are you? I am...

Language for understanding: adventure, bird, boy, friends, name, plane, sky, teacher; am, is, are; Look! Wow! Here we are! Hi! Hello! See you later! Have fun! Goodbye!

Materials: Poster 1, Fluency Book pp8–9, Fluency CD tracks 2–3, flashcards 1–6

Preparation: Listen to the CD before the lesson.

Detailed teaching procedures: See Introduction, p8

Lesson 1 Warm-up

1. Sing the Alphabet song (LB p6, LCD1 track 1).

Before listening

2. Ask: Can you see girls and boys? How many girls? How many boys? Can you see the teacher? What else can you see?

Let children come to the poster, point and name anything they can.

Shared listening

3. (1st small picture) Ask: Who is in the helicopter?
   (2nd small picture) Who is on the island?
   Point to child characters in turn. Ask: What is his/her name? How old is he/she?
   Point to Miss Plum. Ask: What is her name? Who is she?
   Point to Mobi. Ask: What is his name? What is he?

After listening

1. Practise around the class: What’s your name? My name’s... How old are you? I’m...

2. Repeat the previous activity, but bring two children forward and let one of them ask the questions.

   Repeat with other pairs.

3. Ask children where they think Mobi has come from. How do they know? Teach parachute, if necessary.

Dialogue practice

For a detailed explanation of dialogue practice, see Introduction, p8.
Hi! I am Tim. I am six. Meet my family.

This is my big brother. He is ten and this is me.

This is my dad. He is really tall and this is me.

This is my mum. She is very helpful and this is me.

This is my baby brother. He is little and this is me.

These are my friends and this is my teacher and this is me.

This is my sister. She is funny and this is me.

And this is my grandma and my grandpa. They are very kind and this is me.

This is my pet dog, Jack. He is a lot of fun and this is me.
Lesson aim: Reading

Lesson targets: Children:
- follow a text read out to them
- listen for pronunciation and intonation
- read the text aloud with accurate pronunciation and intonation
- learn and understand new vocabulary items
- understand the sense of the text as a whole
- answer simple comprehension questions.

Key language (words) brother, father, grandmother, grandfather, mother, sister, big, funny, helpful, kind, little, tall

(words) This is ..., He/She is ..., They are ...

Words for understanding: baby, fun, pet, meet, really, very


Preparation: Listen to the CD before the lesson. Make family word cards for brother, father, grandmother, grandfather, mother, sister. Make adjective word cards for big, funny, helpful, kind, little, tall

Detailed teaching procedures:
See Introduction, pp8–9

Lesson 2 Warm-up:
1. Sing the Numbers song (LB p9, LCD1 track 6).

Before reading:
3. Ask Can you see mother/big/little brother, etc? Point to mother/father, etc. Can you see a dog? What colour is the dog?

Shared reading:

After reading:
1. Put the six family flashcards on the board. Class names them. Show family word cards in any order. Class reads. Shuffle and place on your desk. Children take turns to take a word card and place it under the correct picture. Ask the rest of the class if it is correct. If it is not, another child has a turn. Show adjective word cards. Class reads. Shuffle and place on your desk. In turns, children take a card and place under the correct person. Check with class.

(Extension activity) Point to family flashcards. Say Think about Tim’s family. Ask Who is helpful? Elicit Tim’s mother is helpful. Ask other questions Who is kind?/tall?/funny? etc.

Teacher’s note:
Mum, dad, grandma and grandpa are used by children in everyday conversation to address these family members and to speak about them to other people. Mother, father, grandmother and grandfather are used in formal situations and often to talk about other children’s family members.
Lesson 3: Comprehension and sentence building

Reading and understanding

SESSION 1

1. Session 1 warm-up.
2. Read My family and me (LB pp10–11).
3. Write on board This is Tim’s…
   Hold up flashcards (10–15) at end of phrase.
   Prompt, e.g. This is Tim’s brother.
5. Hold up adjective word cards. Class reads. Ask, e.g. Who is funny? Prompt/elicit Tim’s sister is funny.
7. Play the Get active! game.

SESSION 2

1. Session 2 warm-up.
   Children match flashcards. Class reads sentences.
3. Children complete Activity 1 (LB p13).

Working with words

SESSION 2

1. Session 2 warm-up.
3. Children complete Activity 1 (LB p13).

Sentence building

1. Read Mobi’s speech bubbles (LB p13).
2. Write sentence. Point and prompt It’s a capital letter/full stop.
3. Children complete Activity 1 (LB p13).
4. Prepare children for PB p5. Go through the box and check they understand the tasks. Children complete.

Extension activities

1. Do the capital letter/small letter matching activity.
2. Play Scrambled names.

Reading and understanding

Look and read. Then choose and circle.

1. Tim’s father is ____________.
2. Tim’s mother is ____________.
3. Tim’s grandmother and grandfather are ____________.

The boy has a dog.

Sentence building

1. Circle the capital letters. Circle the full stops.
2. Write the sentences correctly.
3. Read the sentences. Circle the capital letters and full stops.

Language focus

Reading and understanding

1. Choose the word from the box.
2. Read and write.
3. Circle the capital letters. Circle the full stops.

Reading and understanding

1. Look and read. Then choose and circle.
2. Choose the word from the box.
3. Read and write.
4. Circle the capital letters. Circle the full stops.

Sentence building

1. Circle the capital letters. Circle the full stops.
2. Write the sentences correctly.
3. Read the sentences. Circle the capital letters and full stops.

Extension activities

1. Do the capital letter/small letter matching activity.
2. Play Scrambled names.
Lesson aim: Comprehension, vocabulary and sentence building.

Lesson targets: Children:
- read and complete sentences choosing from given words.
- read and complete sentences from picture prompts.
- answer simple oral comprehension questions.
- write answers to simple comprehension questions.
- identify capital letters.
- use correct punctuation: capital letter and full stop.

Key language:
- (words) brother, father, grandma, grandpa, mother, sister, funny, helpful, kind, little, tall.
- (structures) This is ..., He/She is ..., They are ...

Words for understanding: baby, fun, pet, meet, really, very.


Lesson 3 time division:

Lesson 3 Session 1 Warm-up
1. Use flashcards/word cards to revise and read words for family members.
   Sing the Rainbow song.
   (LB p7, LCD1 track 4).

Reading and understanding

Get active!
Tell the class to turn back to LB pp10–11 and look at the people.
Show a child from team 1 a flashcard of a family member. The child mimics the family member doing the activity as shown in Tim’s photos, e.g. brother – skateboarding; grandma – sitting in park, etc.
Other children from team 1 guess who it is: It’s Tim’s brother.
Ask a child from team 2 a question about the character, e.g. How old is he?
Play again, showing a team 2 child a different character to mime.

Lesson 3 Session 2 Warm-up

Writing with words
2. Stick adjective word cards on the board, well spaced out. Class reads.
   Stick the flashcards and family member word cards underneath. Say, Think about Tim’s family. Who is helpful? Elicit Tim’s mother is helpful.
   Ask a child to find the flashcard for mother and place it above the correct adjective. Choose another child to find the correct family word and stick it in front of the adjective. Write Tim’s and to complete the sentence. Class reads. Repeat with the other adjectives.

Class reads all the sentences in any order. Rub them off the board.

Extension activities

1. Write a column of capital letters on the left of the board. Stick small letters in scrambled order on the right. Children take turns to match correct small letter next to the capital.

2. Scrambled names
   Write the letters of a book character’s name in scrambled order on the board, e.g. eBn. Children volunteer to write the name correctly. Continue with other names.
Lesson 4: Grammar and listening

Grammar
1. Lesson 4 warm-up.
3. Class reads speech bubbles.
4. Activity 1: Children speak in pairs.
5. Activity 2: Children read and complete.

Listening
1. Read Nina’s speech bubble (LB p15).
2. Ask Who can you see?

After listening
1. Play LCD1 track 12. Sing the song with flashcards.


**Lesson aim** Grammar and listening

**Lesson targets** Children:
- practise talking about children’s ages in pairs
- write their own age and ages of other children
- listen to dialogue and identify family members
- sing and learn a short song.

**Key language** (words) numbers/words 1–10, mum, dad, sister, brother, grandma, grandpa

**structures** This is ..., He/She is ..., They are ...

**Materials** Language Book pp14–15, Practice Book p6, Language CD1 tracks 11–12, character flashcards 2, 3, 5, age balloons, family member flashcards 10–12, 15 for song

**Preparation** Play the CD before the lesson. Make age balloons for 6, 7, 8 (see Grammar box, LB p14)

**Lesson 4 time division:**

- **Warm up**
  1. Practise dialogue with individuals:
     - What’s your name? How old are you?
     - Ask the whole class: What is his/her name? How old is he/she?
  2. Ask Can you see Nina’s mother? Point to Nina’s mother, etc.
  3. Tell children to listen and decide which person in the family is speaking.

**Audioscript**

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Nina</th>
<th>Grandpa</th>
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<tbody>
<tr>
<td>Hi, Dad.</td>
<td>Hi, Nina.</td>
<td></td>
</tr>
<tr>
<td>Hello, Nina.</td>
<td>Hello, Nana.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>[singing]</td>
<td>[gurgles]</td>
<td></td>
</tr>
<tr>
<td>Hi!</td>
<td>Hi!</td>
<td></td>
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<tr>
<td>3</td>
<td>5</td>
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**Listening**

1. Practise first with the class. Ask How old is the baby? Elicit He is one. Ask How old is the big/small girl/boy? etc. Elicit She is ten, etc.
2. Children then make statements in pairs.

3. Four children hold the family member flashcards. Class sings the song. Children hold up their card when their family member is named.

4. Write up the song. Put the class in four groups. Give each group a flashcard. Point to the words of the song. Each group says their family member. All say the last line.

**Grammar**

- Practise dialogue with individuals:
  - What’s your name? How old are you?
  - Ask the whole class: What is his/her name? How old is he/she?

**Listening**

1. Ask Can you see Nina’s mother? Point to Nina’s mother, etc.
2. Tell children to listen and decide which person in the family is speaking.

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4. The first time children listen and follow the words. Next time they join in.

**After listening**

- Four children hold the family member flashcards. Class sings the song. Children hold up their card when their family member is named.
- Write up the song. Put the class in four groups. Give each group a flashcard. Point to the words of the song. Each group says their family member. All say the last line.
Lesson 5: Phonics

Activity 1
1. Lesson 5 warm-up.
2. (LB p16) Point out pictures and words with a.
3. Play rhyme twice (LCD1 track 13).
   Children follow in books.
4. Read rhyme.
5. Read line by line and ask questions.
6. Read with the class.

Activity 2
1. Children hold sounds cards. Say the sounds.
2. Close up gradually.
3. Say the word.
4. Children look, say and write.

Activity 3
1. Children look at the picture and read the words.
   Ask/Help a child to say the whole sentence. Class repeats.
2. Children write the word.
3. Do the same with the second sentence.

Activity 4
1. Write up words. Class/individuals read.
2. Children read in pairs. Listen to pairs.
3. Children check words and tick.

Practice Book
Children complete PB p7.

Phonics games and activities
1. Play the Letter-changing game.
2. Play Match the rhyming words.

Phonics
1. Listen and read.
   Sam has got a cat. The cat has got a hat.
   Can you see the cat?

2. Say the sounds. Make the words.
   cat
   hat
   mat
   cat

3. Write.
   The _______ has got a _______.
   The _______ has got a hat.
   The _______ is on the mat.
   The _______ is on the mat.

   Tick / the words you can read.
   Cat  hat  has  mat

4. Read and colour.
   Colour the at words red. Colour the ap words green.
   cat  hat  map  tap
Lesson aim: Phonic recognition

Lesson targets: Children:
- read, pronounce and spell cvc (consonant–vowel–consonant) words with short a
- recognise and say the individual sounds that make up the cvc words
- write the words from picture prompts

Target words: Sam, cat, hat, mat, cap, map, tap

Materials: Language Book p16, Practice Book p7, Language CD1 track 13, cards for sounds

Preparation: Listen to the CD before the lesson. Make large cards for the sounds/phonemes for cat, mat, hat (see p12). Make word cards for cat, hat, tap, van for the rhyming words game.

Detailed teaching procedures: See Introduction, p10

Lesson 5 Warm-up

1. Play the song from Lesson 4 (LB p15, LCD1 track 12) two or three times. Children join in. After the first time, encourage them to sing the first line without looking in their books.

Activity 1

5. Ask Who has got a cat? What colour is the mat? Where is the cat? What has the cat got? What colour is the hat? Where is the cat now? Make sure all the words in the text are understood.

Activity 2

Follow the procedure for introducing the phonemes and sounding out each word which is given in detail in the Introduction (p10).

Activity 4

1. Write the four words on the board. Point in random order. Individuals and/or the class reads them.
2. Children can practise reading the words in pairs.
3. When you are satisfied that children can read the words, they may tick them.

Practice Book

Cap, map and tap are introduced here, so sound these out with the children and point to the pictures in the book. Children complete the five exercises. Check they can sound out all the target words before they move on to Exercise 5.

Phonics games and activities

1. Letter-changing game
   Write up a known word, e.g. mat. Class reads. Replace the first letter with, e.g. c. Class reads the new word. Then replace c with b, etc. When appropriate initial letters have been tried, change final letters e.g. mat – map, cat – can, etc.

2. Match the rhyming words
   Write on the board mat, bat, map, can. Put the word cards you made on your desk. Children take a word card and stick it next to the word it rhymes with on the board. Class reads the pairs of rhyming words.
Lesson 6: Writing

Before writing
1. Lesson 6 warm-up.
2. Ask who is speaking: Miss Plum. Read the speech bubble (LB p17).
3. Ask who is in the picture.
4. Individuals read the sentences.
5. Class reads the sentences.

Shared writing
4. Continue with last picture.
5. Class reads and writes sentences.

Practice Book
Writing
1. Read the boy’s speech bubble to the class (PB p8).
2. Class reads numbers in the box.
4. Prompt complete sentences about Tom.
5. Children write remaining sentences.

Your writing
1. Children draw/write about themselves (PB p9).
2. Children draw/write about a friend.

After writing
Children read their work to the class.

Your writing
Draw and write about you.
My name is ________________.
I am ________________.

Now draw and write about your friend.
This is ________________.
He is ________________.
This is ________________.
She is ________________.

Class writing
Write about Nina and her friend. Write in the bubbles.

Remember!
I am... He is...
She is...
Lesson aim: Writing

Lesson targets: Children:
• write sentences to match picture prompts
• complete sentences from picture prompts
• write two sentences about themselves and a friend.

Key language (words) friend, words for numbers (structures) Sam is my friend. He/She is six.

Materials Language Book p17, Practice Book pp8 and 9

Lesson 6 Warm-up
1. Say the rhyme about Sam and his cat from LB p16.
   Say the numbers chant below:
   One, two three! (clap, clap clap)
   Four, five, six! (clap, clap, clap)
   Seven, eight, nine! (clap, clap, clap)
   Ten! (clap) Ten! (clap)
   Ten! (clap, clap, clap)

Shared writing
1. Ask who is in the picture. Elicit
   It is Nina.
   Point to the empty bubble. Ask What is she saying? Prompt/Elicit I am Nina. Write it on the board.
2. Prompt the class to count the candles:
   Seven. Point to the empty bubble. Ask What is she saying? Prompt/Elicit I am seven. Write it on the board.
3. Ask who the other person is: Sam. Ask what Nina is saying. If necessary, ask Is Sam Nina’s friend? Prompt/Elicit Sam is my friend. Write it on the board.
4. Elicit He is eight for the fourth picture.
5. Class reads the sentences on the board. Leave them on the board, if you wish. Children write the correct sentence in each bubble.

Practice Book
Writing
3. Children look at the picture of Emma. Ask Who is this? How old is she?
4. Ask/Help another child to complete the sentences about Tom. Write them on the board. Class reads.

Your writing
1. Children draw and write two sentences about themselves.
2. Remind them of the sentences they wrote on page 8.