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. Show flashcards (10–11) and name new objects. Class repeats.
5. Explain adventure, if necessary.

Shared listening
1. Play FC 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 FC 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, 10–11. Children name.
3. Children close books. Play FC 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 FC 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** 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 Cassette track 13, cards for sounds

**Preparation** Listen to the cassette 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, LC 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 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 Cassette tracks 2–3, flashcards 1–6, 10–11

Preparation: Listen to the cassette before the lesson.

Lesson 1 Warm-up
1. Sing the Alphabet song (LB p6, LC 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 Who is she?
   Point to Mobi. Ask What is his name? What is he?

Dialogue practice
For a detailed explanation of dialogue practice, see Introduction, p8.

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

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

2. Ask children where they think Mobi has come from. How do they know? Teach parachute, if necessary.
### Lesson 2: Reading

#### Before reading
1. **Lesson 2 warm-up.**
2. **Teach new family member words with flashcards 12–17.**

#### Reading practice
1. **Give reading practice. Use some or all of the following:**
   - Children read again as a class.
   - Groups read different sections.
   - Individuals read different sections.

2. **Class listens again to LC track 10 and follows in LB.**

#### Shared reading
1. **Play LC track 10. Children follow text in book.**
2. **Read line by line. Ask questions.**
3. **Read with the class.**

#### After reading
1. **Do the matching words and flashcards activity.**
2. **Ask Who is this?**
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 for understanding): baby, fun, pet; meet; really, very

Materials: Language Book pp10–11, Language Cassette track 10, flashcards 12–17, word cards

Preparation: Listen to the cassette 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, LC track 6).

Before reading

2. Ask Can you see mother/a 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. Children read. 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.

2. (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**

1. Session 1 warm-up.
3. Write on board *This is Tim’s* ... Hold up flashcards (12–17) 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.
8. Prepare children for PB p4. Read the passages with them and check they understand the tasks. Children complete.

**Working with words**

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

**Sentence building**

1. Read Mobi’s speech bubbles (LB p13). Read sentence.
2. Write sentence. Point and prompt *It’s a capital letter/full stop*.
3. Children complete Activity 1.
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*.
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

Materials
Language Book pp12–13, Practice Book pp4–5, flashcards 12–17, word cards from Lesson 2

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, LC track 4).

Reading and understanding
7 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 mimes 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 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
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 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 is to complete the sentence. Class reads. Repeat with the other adjectives.

Sentence building
Session 1
Session 2
Warm up
Get active!
Reading and understanding
Working with words
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.

Class reads all the sentences in any order. Rub them off the board.
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 LC track 12. Sing the song with flashcards.
Activity 1
1. Lesson 5 warm-up.
2. (LB p16) Point out pictures and words with a.
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.
Activity 1
1 Lesson 5 warm-up.
2 (LB p16) Point out pictures and words with a.
3 Play rhyme twice (LC 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.