



Lesson 1: Fluency

UNIT 1

Before listening

- 1 Lesson 1 warm-up. ↓
- 2 Show poster 1. Read the title. Ask questions. ↓
- 3 Show flashcards 8-10 and name new characters. Class repeats.
- 4 Ask questions. ↓
- 5 Show flashcards 13-18 and name new objects. Class repeats.
- 6 Children find objects on poster.

Shared listening

- 1 Play FC track 2. Point to the pictures. Point to the characters when they speak.
- 2 Ask questions about the story. ↓
- 3 Ask questions about the characters/pictures. ↓
- 4 Play FC track 2 and point again.

Dialogue practice

- 1 Name characters. Children point in books (FB pp8-9). Point on poster for children to check.
- 2 Show character flashcards 1-4 and 8-10. Children name them.
- 3 Children close books. Play FC track 3 and show character flashcards. 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.

After listening

Practise greetings and introductions. ↓

1 An email from Dad



1 An email from Dad

Nina is living with Aunt Meg and Uncle Bob. Her parents are in Canada. Her father is working there. Nina is looking out of the window. She can see the city below her. Uncle Bob is reading the newspaper. Aunt Meg is working on the computer. Her cousin Freddy is drawing a picture. Who is that at the door?



8 ■ He/She is reading... What are you doing?



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Lesson aim Fluency

Lesson targets Children:

- listen for pronunciation and intonation
- repeat dialogue accurately
- act out dialogue with expression
- practise introductions and greetings

Key language (words) *crayons, email, mouse, newspaper, pencil, scissors*
(structures) *He/She is reading. What are you doing?*

Words for understanding *carefully, important, letter, live, work*

Materials Poster 1, Fluency Book pp8–9, Fluency Cassette tracks 2–3, character flashcards 1–4 and 8–10, object flashcards 13–18

Preparation Listen to the cassette before the lesson

Detailed teaching procedures See Introduction

Lesson 1 time division:



↓ Lesson 1 Warm-up

- 1 Sing the *City song* (FB p6, FC track 1).

↓ Before listening

- 2 (picture 1) Ask *Can you see Nina? Where is she? What is she doing?*
- 4 (picture 1) Ask *What is Freddie/Aunt Meg/Uncle Bob doing? What is he/she wearing?*
(picture 2) Ask *Who is arriving? Where is Polly?*
(picture 3) Ask *What are the children doing? Who is using the computer?*

↓ Shared listening

- 2 Ask *Where are Nina's father and mother? Where is Nina living now? What is on the computer? Who is it from? What has Aunt Meg got for Nina? Does Nina know what is in the letter?*
- 3 Ask *Who is Freddy? How old is Freddy? Can Sam see a TV? What can he see? What is Freddy doing now?*

↓ Dialogue practice

See Introduction for detailed notes.

↓ After listening

Practise greetings and introductions around the class.

Children introduce another child sitting nearby.

Teacher: *Hello, (name of child).*

Child 1: *Hello, Mr/Mrs/Miss (name).*

This is my friend, (name of friend).

Teacher: *Hello, (name of friend).*

Child 2: *Hello, Mr/Mrs/Miss (name).*



Lesson 2: Reading

UNIT 1

Before reading

- 1 Lesson 2 warm-up. ↓
- 2 Teach new key words with flashcards 19-21. Use a sheet of paper to teach *paper*. If you wish, revise flashcards 14-16.
- 3 Children open books (LB pp10-11). Ask questions. ↓

Shared reading

- 1 Play LC A track 1. Children follow text in LB.
- 2 Read the text for each picture. Ask questions about each one. ↓
- 3 Read whole text with the class.

unit 1

What a Mess!

Dear Billy
Please come to my birthday party
on Saturday at 3 o'clock
From Sara

Billy is going to a birthday party.
He loves parties.

Billy's mum is in the kitchen.
She is making a cake.

What are you doing, Billy?

I'm making a present for Sara.

Billy is in the sitting room. He is making a birthday present for his friend, Sara.

Oh, Billy! What a mess! Clean it up, please.

OK Mum.

Mum's cake is ready.
What are you doing, Billy?

Billy is blowing up a balloon.

The room is clean and tidy.
Mum is pleased with Billy.

Good boy, Billy!

Look Mum! It's a present for Sara.

It's very nice.

Catch, Mum!

What is Billy doing? He is throwing the balloon to Mum. Oh! Be careful!

Oh, Billy! What a mess! What a mess!

Poor Billy. Look at the balloon. Look at the sitting room!

POP!

10 Parents: see extra material on page 106

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Reading practice

- 1 Use some or all of these methods:
 - Children read again as a class.
 - Groups read different sections.
 - Individuals read different sections.
- 2 Class listens again to LC A track 1 and follows in LB.

After reading

Children match verbs and objects and say sentences. ↓



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
- understand the sense of the text as a whole
- answer simple comprehension questions

Key language (words) *balloon, cake, paper, present; blow up, colour, cut, draw, make, throw*
(structures) *He/She is drawing. What are you doing?*

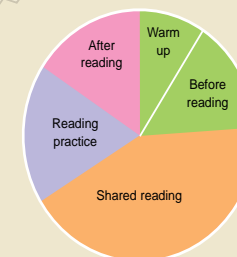
Words for understanding *catch, clean, kitchen, mess, pleased, sitting room, tidy. What a mess!*

Materials Language Book pp10-11, Language Cassette A track 1, flashcards 14-16 and 19-21

Preparation Listen to the cassette before the lesson. Make word cards for the After reading activity: *burst, make, blow up, draw, colour, cut, throw*

Detailed teaching procedures See Introduction

Lesson 2 time division:



↓ Lesson 2 Warm-up

- 1 Play Guess the object using LB pp10-11.

↓ Before reading

- 3 Ask Is Billy happy?
Can Billy draw?
Is there a lot of paper?
Is Mum happy?
(page 11) Ask What has Billy got?
Is Mum happy?
Is there a lot of paper?

↓ Shared reading

- 2 Ask Who is having a birthday party?
When is the party?
(picture 1) Is Billy going to Sara's party?
Does Billy like parties?
(picture 2) Where is Mum?
What is Mum making?
(picture 3) Where is Billy?
What is Billy making for Sara?
(pictures 4, 5, 6) What is Billy doing?
(picture 7) Why is Mum cross?
(picture 8) Is Mum's cake nice?
(picture 9) What is Billy doing?
(picture 10) Why is Mum pleased?
(picture 11) What is Billy doing with the balloon?
(picture 12) What happens to the balloon?
(picture 13) What happens to the paper?

↓ Reading practice

See Introduction for detailed notes.

↓ After reading

Write across the board:
paper picture present balloon
Stick verb word cards underneath in scrambled order:
burst make blow up draw colour cut throw
Children place the correct verb under each object.
Take a verb and an object. Ask, e.g. *What is Billy doing?*
Children make sentences about Billy, **Billy is cutting paper.**
Write sentences on the board. Class reads.



Lesson 3: Comprehension and sentence building

UNIT 1

Reading and understanding

SESSION 1

- 1 Session 1 warm-up.
- 2 Re-read *What a mess!* (LB pp10-11).
- 3 Activity 1 (LB p12): Read with the class. Explain *I don't know*. Children circle answers.
- 4 Activity 2 (LB p12): Ask about the pictures. Children number them.
- 5 Activity 3 (LB p12): Read with the class. Children number the sentences.
- 6 Play the *Get active!* game.
- 7 Prepare children for PB p4 by checking they understand the task. Read with the class if necessary.

Reading and understanding

- 1 Read and circle.

1 Billy is going to a party.	Yes.	No.	I don't know.
2 Billy's mum loves parties.	Yes.	No.	I don't know.
3 Billy can draw.	Yes.	No.	I don't know.
4 Sara is Billy's sister.	Yes.	No.	I don't know.
5 Sara likes balloons.	Yes.	No.	I don't know.
- 2 Look at the pictures. Number them in the correct order.
- 3 Now match and number the sentences.

<input type="checkbox"/> Billy is cutting the paper.
<input type="checkbox"/> Billy is going to a party.
<input type="checkbox"/> Billy is blowing up a balloon.
<input type="checkbox"/> The balloon is bursting.
<input type="checkbox"/> Billy is throwing the balloon.
<input type="checkbox"/> Billy is drawing and colouring.

12 Comprehension focus consolidation of new language in *What a mess!*

Unit 1

Reading and understanding

- 1 Choose and write.

1 Billy is a _____ (boy, girl)

2 Billy's mum is in the _____ (sitting room, kitchen)

3 Billy's mum is making a _____ (clock, cake)

4 Billy is in the _____ (sitting room, bedroom)

5 Billy has got a _____ (ruler, pencil)

6 Billy is _____ (colouring, cutting)

7 Billy has got a _____ (ball, balloon)

Working with words

SESSION 2

- 1 Session 2 warm-up.
- 2 Activity 1 (LB p13): Children write words from picture clues.
- 3 Activity 2 (LB p13): Children read and complete sentences.

Working with words

- 1 Write the words.
- 2 Finish the sentences.

1 Mum is making a _____.	2 Billy is making a _____.
3 He is drawing with a _____.	4 He is cutting with _____.

Sentence building

Remember: Verbs are doing words.

- She is reading. They are eating.

- 1 Make the words.

1 drink + ing _____	2 open + ing _____
3 draw + ing _____	4 look + ing _____
- 2 Write the words.

1 _____	2 _____	3 _____
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Language focus verbs in the present continuous tense

Sentence building

Verbs are doing words.

- 1 What are they doing? Choose and write.

eating	watching	drawing	cutting
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- 2 Complete the sentences.

1 Billy is _____ a dog.
2 Zoe _____ the paper.
3 Tilly _____ a cake.
4 Nina _____ TV.

Sentence building

- 1 Go through the information in the box.
- 2 Activity 1 (LB p 13): Children form verbs.
- 3 Activity 2 (LB p13): Children write verbs to match pictures.
- 4 Prepare children for PB p5 by checking they understand the tasks. Read with the class if necessary.

Extension activity

Play the *Action mime* game.



Lesson aim Comprehension, vocabulary and sentence building

Lesson targets Children:

- read and complete a simple comprehension task
- sequence events in *What a mess!*
- match pictures to sentences
- write words from picture clues and complete sentences
- add *-ing* suffix to verbs
- match verbs to pictures

Key language Words and structures from Lessons 1 and 2

Materials Language Book pp12-13, Practice Book pp4-5, flashcards 14-16 and 18-21

Preparation Session 2: *Get Active!* make word cards for action verbs, e.g. *jump, run, walk, dance, sing, open, close, throw*

Detailed teaching procedures See Introduction

Lesson 3 time division:



↓ Lesson 3 Session 1 Warm-up

- 1 Play *Alphabetical order*, game 1 (p248).

↓ Reading and understanding

- 3 Write *Yes. No. I don't know.* on the board. Class reads.
A child reads sentence 1. Class reads. Ask *Is Billy going to a party?* Elicit *Yes*. Circle on the board.
A child reads sentence 2. Class reads. Ask *Does Billy's mum love parties?* If children say *Yes* or *No*, tell them to look at LB page 10.
Re-read the text under picture 1. Ask *Does Billy love parties?* Elicit *Yes*. Ask *What about mum? Do you know?* Elicit *I don't know*. Circle the answer on the board. Elicit responses to 3 and 4. Ask *Who is Sara?* after number 4.
If children answer *Yes* or *No* to number 5, tell them to look at LB pp 10 and 11. Ask *Does Sara like balloons? Do you know?*

Elicit *I don't know*.

Children circle the answers. Go around checking.

- 4 Ask what Billy is doing in each picture. For the third picture ask *Is Billy going to a party?* Help children to decide which picture is first, second, etc.
- 5 A child reads each sentence. Class reads. Children write the number of the picture in Activity 2 that matches each sentence.
- 6 **Get Active! 1**
Play the *What is it?* mime game. Show flashcards 14-16 and 18-21. Ask *What can you do with (e.g.) a pencil?* Elicit *Draw. Write*. Brainstorm all the verbs for other objects. Put cards face down on your desk. A child chooses a card and mimes using the object. Class guesses, e.g. *She is reading a newspaper*.

↓ Lesson 3 Session 2 Warm-up

- 1 Say the rhyme from p9.

↓ Sentence building

- 1 Ask a child to read the first sentence. Class reads. Do the same with the second sentence. Ask *What are the children doing? What is the girl doing?*
- 2 Children write the words. Check by saying the verb, children read out the *-ing* form, e.g. *drink, drinking*.

↓ Extension activity

Give a verb word card to a volunteer. The child does or mimes the action. Class says e.g. *He/She is jumping*.



Lesson 4: Grammar and listening

UNIT 1

Grammar

- 1 Lesson 4 warm-up. ↓
- 2 Individuals read the sentences (LB p14). Class reads. Individuals read speech bubbles. Class reads.
- 3 Ask questions about the picture. ↓
- 4 Activity 1: An individual then class reads each question. Elicit oral answers. Children work in their books. Go around checking.
- 5 Activity 2: Children speak in pairs. ↓
- 6 Activity 3: Children write a sentence about each picture, e.g. *Sam is reading*.
- 7 Prepare children for PB p6 by checking they understand the tasks.

Grammar

Look at this!

What are you doing, Freddy?

I'm drawing

They're having fun

Yes, we're having fun

1 Circle the correct answer.

- 1 Is she making a cake? Yes, she is. No, she isn't.
- 2 Is he eating a sandwich? Yes, he is. No, he isn't.
- 3 Are they watching TV? Yes, they are. No, they aren't.
- 4 Are you drawing a picture, Freddy? Yes, I am. No, I'm not.

2 Ask and answer.

What is he doing?

He's reading a newspaper.

1 2 3 4

3 Now write.

14 Grammar focus questions and statements in the present continuous

Listening

- 1 Read Nina's speech bubble (LB p15). Explain that Billy's picture isn't finished.
- 2 Activity 1: Play LC A track 2. Children listen and look. Play the track again. Children listen and point.
- 3 Ask questions about the picture. ↓
- 4 Activity 2: Play LC A track 2. Children draw.
- 5 Activity 3: Play LC A track 3. The first time children listen and follow. Play it again. Encourage children to join in.

Listening

Look at Billy's picture!

1 Listen. What is Billy drawing?

Happy Birthday Sara

2 Now listen again and finish the picture.

3 Listen and sing.

I'm stretching very tall.
And now I'm very small.
Now tall, now small,
Now I'm a tiny ball.

I'm looking very high
And I'm looking very low.
Now high, now low,
Now I'm looking to and fro.

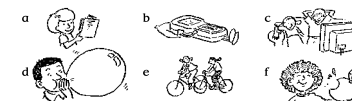
15 Listening focus listening for detail

After listening

- 1 Go through the actions for the song. ↓
- 2 Teach the song. ↓

Grammar

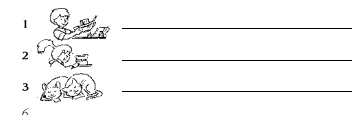
- 1 Read and match.
- 1 She is eating an apple. ☐ 2 They are riding their bikes ☐
 - 3 He is blowing up a balloon. ☐ 4 I am reading a book. ☐
 - 5 We are watching TV. ☐ 6 He is sleeping. ☐



2 Complete the sentences with *am*, *is* or *are*.

- 1 '_____ you making a cake?' 'Yes, I _____.'
- 2 Ben and Sam _____ swimming.
- 3 Nina _____ writing an email.
- 4 '_____ you having fun?' 'Yes, we _____!'

3 Look and write one sentence about each picture.





Lesson aim Grammar and listening

Lesson targets Children:

- practise the present continuous form in affirmative and interrogative
- listen and carry out drawing instructions
- sing and learn a short song

Key language Words and structures from Lessons 1 and 2

Materials Language Book pp14-15, Practice Book p6, Language Cassette A tracks 2-3

Preparation Listen to the cassette before the lesson

Detailed teaching procedures See Introduction

Lesson 4 time division:



↓ Lesson 4 Warm-up

- 1 Children look at LB pp10 and 11.
Play *Name something beginning with ...*

↓ Grammar

- 3 Ask *What is Uncle Bob doing?*
Is Freddy drawing?
Who is reading an email?
What are Mobi and Polly doing?
- 5 Read the first speech bubble. Ask a child to read the second.
Continue with the other pictures. Elicit answers to the question.
Children repeat the activity in pairs.

↓ Listening

- 2 Ask *Is it sunny?*
What is on the table?
Where is the tree?
What is Sara's mum holding?
What are Sara and Billy wearing?
- 3 If you wish, stop the cassette after each item to be drawn is mentioned and give children a minute or two to draw. They can colour afterwards.

Tapescript
Billy

This is a picture of Sara's birthday party. It is in Sara's garden. The sun is shining. There is a big table in the garden. On the table there is a big cake. It is pink and white. Sara's mum is next to the table. She is holding some balloons. There is a blue one, a red one, a yellow one and a green one. Sara is behind the table. I am in front of the table. We are wearing purple party hats.

↓ After listening

- 1 Point out the actions illustrated next to the song. If possible, let children stand up. Say each line and do the action. Children follow you and repeat.
- 2 Write the words of the song on the board. Children read. Teach the song by rubbing off the last word of each line. Say the verses again. Children supply the missing word. Continue to rub off a word from each line. Children read the verses and supply any missing words. Continue this way until all the words have been rubbed off and children have learned all the words.
Children sing the song and do the actions.



Lesson 5: Phonics

UNIT 1

Activity 1

- 1 Lesson 5 warm-up. ↓
- 2 Point out pictures/words with ee.
- 3 Play rhyme twice (LC A track 4). Children follow in books.
- 4 Read rhyme and ask questions. ↓
- 5 Read with the class.

Activity 2

- 1 Children hold sound cards. Read sounds.
- 2 Children close up gradually.
- 3 Read the word.
- 4 Children look, say and write.

Activity 3

Children say the sentences. Children write. ↓

Activity 4

- 1 Write up words. Class/individuals read. ↓
- 2 Children read in pairs. Listen to pairs.
- 3 Children check they can read the words and tick. ↓

Practice Book

Children complete PB p7. ↓

Phonics activity

Play What word is missing? ↓

Phonics

1 Listen and read.

On the flower I can see a bee. I can climb a big, tall tree.
I can jump and stamp my feet. I can creep upstairs and sleep!

2 Say the sounds. Make the words.

1 s ee 2 f ee 3 t c r ee p

3 Write.

1 A likes flowers. 2 A has got leaves.
3 I in a bed. 4 I put socks on my .

4 Tick ✓ the words you can read.

bee ☐ see ☐ tree ☐ feet ☐ sleep ☐ creep ☐

16 Phonics focus Words with the ee long vowel spelling

Phonics

1 Write the words. Read the words you make.

bee s tr f t sl p
bee

2 Find the ee words. Write the words.

q	w	f	e	t	p	k	j
z	x	c	v	b	e	x	m
t	s	l	e	e	p	w	a
p	y	t	r	w	a	d	s
b	t	r	e	e	v	c	d

feet

3 Complete the sentences.

1 I can a in a .

2 I can a under a .



Lesson aim Phonic recognition

Lesson targets Children:

- read, pronounce and spell target words with ee
- recognise and say the individual sounds that make up the target words
- write the words from picture prompts

Target words *bee, see, tree, feet, sleep, creep*

Materials Language Book p16, Practice Book p7, Language Cassette A track 4, cards for sounds for target words

Preparation Listen to the cassette before the lesson. Make large cards for the sounds/phonemes for target words

Detailed teaching procedures See Introduction

Lesson 5 time division:



↓ Lesson 5 Warm-up

- 1 Sing the song from Lesson 4, p15.

↓ Activity 1

- 4 Ask *What can Billy see?*
Where is it?
What can he climb?
What can Billy do with his feet?
How does Billy go upstairs?
Does he make a lot of noise?
What does he do upstairs?
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.

↓ Activity 3

Children look at the picture and read the words below. Ask/Help a child to say the whole sentence. Class repeats. Children write the word.
Do the same with the other sentences.

↓ Activity 4

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

↓ Practice Book

Check children understand the tasks. If possible, hear them read the words in exercise 1 when they have written them and before they move onto the other exercises.

↓ Phonics activity

What word is missing?
Put up four word cards, e.g. *tree, sleep, feet, creep*.
Class reads the words. Take down the cards. Remove one. Put the others up in any order. Children remember which one is missing.
Play again then change a card for *bee*.
Play a few times then change a card for *see*.



Lesson 6: Writing

UNIT 1

Before writing

- 1 Lesson 6 warm-up. ↓
- 2 Read Miss Plum's speech bubble (LB p17). ↓
- 3 Activity 1: Children read the email. ↓

Shared writing

Activity 2: Children order the words in Nina's reply to her father. ↓

Practice Book

To prepare children for both writing activities follow Writing steps 1, 2 and Your writing steps 1, 2 before they write.

Writing (p8)

- 1 Check children understand the task.
- 2 Individuals and class read the words in the box.
- 3 Children write the words in the pictures.

Your writing (p9)

- 1 Activity 1: Individuals and class reads the email.
- 2 Activity 2: Note ideas on the board and write example sentences. ↓

After writing

Let as many children as possible read their email replies to Sam. ↓

Class writing

Let's write an email!

- 1 Read the email from Nina's dad again.

to: Nina
Dear Nina
Mum and I are very well. We like Canada. We hope you are having fun with Uncle Bob and Aunt Meg.
Nina, Aunt Meg has got a letter for you. Read it carefully.
It is very important.
Lots of love, Dad

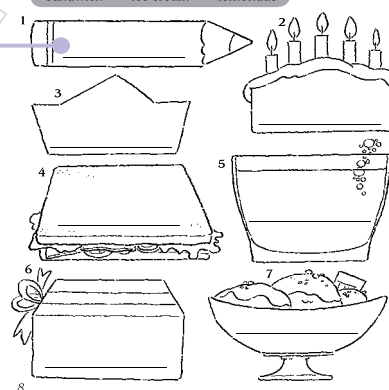
- 2 Put these words in order to write Nina's email to her dad.

to: Dad
Dear Dad
Mum and I are very well. I like the city. We are having fun with Uncle Bob and Aunt Meg. Freddy Cousin is very funny. We are having fun in Canada? In love, Lots of love, Nina

Writing

Label the pictures. Use the words in the box.

cake present hat pencil
sandwich ice cream lemonade

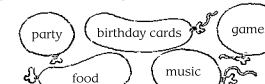


Your writing

- 1 It is your birthday. Read this email from your friend.

My email
Hi there!
I hope your party is great!
Sorry I can't come!
Lots of love,
Sam

- 2 Write an email to your friend. Write about your party.



My email
Dear _____



Lesson aim Writing

Lesson targets Children:

- order words in an email with correct greeting and ending
- label vocabulary items
- reply to an email describing a party

Key language Words and structures from Unit 1

Materials Language Book p17, Practice Book pp8 and 9

Preparation Bring paper, scissors and coloured pencils to class for After writing activity

Detailed teaching procedures See Introduction

Lesson 6 time division:



↓ Lesson 6 Warm-up

- 1 Play *Find the person* with LB pages 8-9. Make statements, e.g. *He's running. She's got a blue dress.* Children identify the person from the description.

↓ Before writing

- 3 Ask *Who is the email from?* Check children remember where Nina's parents are. Individuals read the sentences in the email. Class reads the sentences.

↓ Shared writing

Ask children to look at the words in the first line. Ask them to suggest the first word in the greeting. Write it on the board. Ask for suggestions for the order of the other three words. Complete the greeting.

Elicit the first word of the sentence then the order for the other three. If children find ordering in this activity hard, point out that the last word has the full stop after it. Write up the last word then ask children to look at the other words. Do the same with the other sentences writing up all the words until all the sentences are ordered. Children read.

↓ Practice Book

Your writing

- 2 Write on the board things children think of for a party. Point out the words on pp8-9. Help them to remember other vocabulary that they can use. Write up example sentences, e.g.
I am sorry you cannot come to my party. I have got lots of balloons and birthday cards. There is delicious food in the kitchen. There are sandwiches. There is lemonade and there is a big cake. It has got eight candles. Class reads. Rub off before they write.

↓ After writing

When children have read their work they make neat copies. Children draw and colour small balloon shapes. Arrange them around a sheet of coloured paper to make a poster. Stick the neat copies of emails in the centre. Display in the classroom. Encourage children to read each other's work.

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