An email from Dad

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

After listening

Practise greetings and introductions.

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.
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 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?

3 (picture 1) Ask: Can you see Nina? Where is she? What is she doing?

4 (picture 2) Ask: What is Freddy/Aunt Meg/Uncle Bob doing? What is he/she wearing?

5 (picture 2) Ask: Who is arriving? Where is Polly?

6 (picture 3) Ask: What are the children doing? Who is using the computer?

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

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.

After reading
Children match verbs and objects and say sentences.

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.

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.
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

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

Before reading
2. 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
3. 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

After reading
Warm up
Reading practice
Before reading
Shared reading

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**Lesson 3: Comprehension and sentence building**

**UNIT 1**

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### 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. **Prepare children for PB p4 by checking they understand the task. Read with the class if necessary.**

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### Working with words

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

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### 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.**

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### Extension activity

**Play the Action mime game.**

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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
2. 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 Who is Sara? after number 4.
   If children answer Yes or No to number 5, tell them to look at LB pp10 and 11. Ask Does Sara like balloons? Do you know?
   Circle the answer on the board.

3. 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.

4. A child reads each sentence. Class reads.
   Children write the number of the picture in Activity 2 that matches each sentence.

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

**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.

**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.

**After listening**

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


Preparation: Listen to the cassette before the lesson

Detailed teaching procedures:

Lesson 4 time division:

UNIT 1 Lesson 4: Grammar and listening

Listening:
1. Ask: What is Uncle Bob doing? Is Freddy drawing? Who is reading an email? What are Mobi and Polly doing?
2. 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.

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 4 Warm-up:
1. Children look at LB pp10 and 11. Play Name something beginning with ...
2. Grammar
3. Ask: What is Sara's mum holding? What are Sara and Billy wearing?
4. Read the first speech bubble. Ask a child to read the second. Continue with the other pictures. 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.
Lesson 5: Phonics

Activity 1
1. Lesson 5 warm-up.
2. Point out pictures/words with ee.
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?
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:

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
Write the words on the board. Point in random order. Individuals and/or the class reads them.

1) When you are satisfied that children can read the words, they may tick them.

Warm-up

Activity 1
Sing the song from Lesson 4, p15.

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.

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

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.
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:

Lesson 6 time division:

UNIT 1 Lesson 6: Writing

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
1. 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.