Lesson 1: Fluency

Before listening
1. Lesson 1 warm-up.
2. Show poster 1. Read the title. Ask questions.
4. Show and name new objects. Class repeats.

Shared listening
1. Play FC track 2. Point to the pictures. Point to the characters in the main picture when they speak.
2. Ask questions about the story.
3. Ask questions about the characters and pictures.
4. Play FC track 2 and point again.

Dialogue practice
1. Name objects. Children point in books. Point on poster for children to check.
4. Groups say lines by character.
5. Individuals act dialogue.
6. Play FC track 2 again. Children follow text.

After listening
1. Children suggest reasons for Princess Starlight’s message.
2. Children write their suggestions.
**Lesson aim** Fluency

**Lesson targets** Children:
- listen for pronunciation and intonation
- repeat dialogue accurately
- act out dialogue with expression
- discuss and write reasons for Princess Starlight’s message.

**Key language** (words) button, dial, handle, machine, screen, switch
(structures) It was ..., They were ..., He jumped. She looked. They walked.

**Language for understanding** strange, explorer, trip (n.), controls

**Materials** Poster 1, Fluency Book pp8–9, FC tracks 2–3, character flashcards 1–5, object flashcards 11–15

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**Preparation** Listen to the cassette/CD before the lesson.

**Before listening**
1. Warm-up: Sing a favourite song in English that the children all know.
2. Ask Why can you see in the pictures? What is Miss Plum pointing to? What do you think it is? Is it big or small? Are the children going inside? What is it like inside? What can you see?

**Shared listening**
2. Ask What is Tex? Who does Tex belong to? What does Tex do? What is on the screen? Who sent it? What does she say? Where are the children going now?

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

**After listening**
1. Ask children the questions below. Note different suggestions on the board. Accept any sensible ideas. Help children with any irregular past tenses they may need.
2. Write on the board: Princess Starlight needs help because ...

   While they are talking, children write two or three sentences to explain why she sent the message. Make sure pairs or groups understand that their ideas can be different to other groups’ ideas.

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Why does she need help? (e.g. She lost something. Something or somebody is missing. There is something bad on planet Smilo.)

Is there a bad person in the story? Who do you think it is? Children may suggest the Gloomdrop character from p4, or they may suggest, e.g. a monster, a giant. These ideas and similar suggestions are acceptable.

Did the person do something bad? What?

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**Lesson 1 time division:**
- Warm up
- Before listening
- Shared listening
- Dialogue practice
- After listening
Professor Inkspot stood next to a strange machine. On the front were four large dials with numbers. Below the dials were several bright red buttons. In the middle was a square screen. Beside the screen was a handle. Under the screen was a row of switches.

'What is it?' Billy asked.

'It's an inter-active space telescope,' replied the professor. 'It shows you what is happening in space! Do you want to see it work?'

'Yes, please,' said Billy.

'Look here,' said the professor, 'you turn this … and press these … and pull those upwards … .' For several minutes the professor was busy. His hands moved quickly over the machine. Billy waited quietly and watched.

At last the professor turned round. 'It's ready!' he said.

Professor Inkspot pulled the handle downward. A red light came on. He turned a dial. It clicked noisily. Then there was a loud buzzing sound. Billy jumped backwards.

'Don't worry!' shouted the professor. 'Look at the screen.'

Billy saw small people in spacesuits. There were trees but they were blue and yellow. The sky was bright pink. It was another planet!

The professor pointed to a tree. 'Watch this!' he said. He pushed a button. Suddenly the tree filled the screen. Billy saw a very strange silver bird in it.

'Billy gasped. 'I know those people,' he said.

'What?' said the professor, in surprise.

'Yes,' said Billy. 'Those are the people in my favourite TV programme, Adventures in space. This isn't an inter-active telescope, professor. It's an inter-active TV!'
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) press, pull, push, turn; backwards, downwards, forwards, upwards; buzz, click, whirr
(structures) He looked at the clock. It was half past six.

Language for understanding next door, shed, row (n.), spacesuit, interactive, silver; with a start, in surprise

Materials Language Book pp10–11, LC
A track 4, flashcards 11–12, 14–15

Preparation Listen to the cassette/CD before the lesson.

Lesson 2 time division:

↓ Before reading
1 Warm-up: Play Guess the person (see Games List, p244). Make statements about people on LB pp6–7, e.g. He is carrying drinks. She is running. Children guess, e.g. It’s Jim. It’s Miss Hill.
2 Ask Who is in the story? What is the machine like? What do you think it is for? Do you think it works? Why? or Why not?
3 Use flashcards 11–12, 14–15 to revise button, handle, switch, dial.
   Use the classroom door to teach turn (the handle); push, pull (the door); use the light switch to teach press.
   Step forwards and backwards and say the words to teach these directions.
   Look up/down and say I am looking upwards/downwards to teach these directions.

↓ Shared reading

1 Explain with a start; suddenly; in surprise; feeling surprised.
2 Ask (section 1) When did Billy wake up? What sounds did Billy hear? Bang, fizz, pop, whirring sound, a bell ringing.
   What different colour lights did he see?
   Who did Billy see in the shed?
   (section 2) What did the machine look like? It had (four large) dials, red buttons, a square screen in the middle, a handle and a row of switches. What was Professor Inkspot’s machine?
   An interactive space telescope.
   (section 3) Why did Billy jump backwards?
   What was the planet on the screen like?
   It had blue and yellow trees and a pink sky.
   What was Billy’s favourite TV programme?

↓ After reading
Children think what a different planet might look like, e.g. what the land looks like, what colours things are, what animals and plants there are, what the people (if any) look like, wear, etc.
They draw a view of the planet and write a short paragraph about it. This could be a homework task.
Lesson 3: Comprehension and sentence building

Reading and understanding

SESSION 1
1. Session 1 warm-up.
2. Re-read Professor Inkspot's telescope (LB pp10–11).
3. Activity 1 (LB p12): Children complete the sentences. Do the activity orally first.
4. Activity 2: Write up sentences. Children circle the correct word.
5. Activity 3: Children look at the pictures and write. Check answers.
6. Play Get active!

SESSION 2
1. Session 2 warm-up.
2. Activity 1 (LB p13): Individuals read then class reads the words and phrases. Practise the adverbs with the class.
3. Individuals read definitions to the class. Children write the adverbs. Check answers.

Sentence building

1. Go through the information in the box (LB p13).
2. Activity 1: Write sentences on the board. Children come forward and put in punctuation. Check with the class.

Extension activities

1. Children write adverbs from adjectives.
2. Play the Adverb game.

Reading and understanding

SESSION 1

Language focus

Reading and understanding

Comprehension focus

SESSION 2

Working with words

Sentence building

Unit 1

Reading and understanding

Session 1 warm-up.

Re-read Professor Inkspot's telescope (LB pp10–11).

Activity 1 (LB p12): Children complete the sentences. Do the activity orally first.

Activity 2: Write up sentences. Children circle the correct word.

Activity 3: Children look at the pictures and write. Check answers.

Play Get active!

Practice Book p4. Prepare children by checking they understand the task.

Working with words

Session 2 warm-up.

Activity 1 (LB p13): Individuals read then class reads the words and phrases. Practise the adverbs with the class.

Individuals read definitions to the class. Children write the adverbs. Check answers.

Activity 2: Class reads the verbs aloud. Show flashcards 11–12, 14–15. Children give the correct name and verb.

Session 1 warm-up.

Re-read Professor Inkspot's telescope (LB pp10–11).

Activity 1 (LB p13): Individuals read then class reads the words and phrases. Practise the adverbs with the class.

Sentence building

When we write what a person says, we put it in speech marks. The speech marks go in front of and after what the person says.

This is a sentence. It ends with a full stop.

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When we write what a person says, we put it in speech marks. The speech marks go in front of and after what the person says.

This is a sentence. It ends with a full stop.

With the class.

Complete the sentences.

1. Billy woke up at half past six.
2. He woke up because he heard a loud scream.
3. Billy went to see the Professor.
4. Billy saw a cloud of blue smoke above Professor Inkspot's shed.
5. Professor Inkspot said, 'It's an inter-active space telescope.'

Circle the best word to complete each sentence.

1. Professor Inkspot works in a shop.
2. He woke up because he heard a loud scream.
3. Billy went inside Professor Inkspot's shed.
4. He heard a strange whirring sound.
5. We must put a comma here. We end it with a full stop.

Write the verb. Write the noun.

1. My name is Professor Inkspot.
2. I am in the shed.
3. I went to see the Professor.
4. Your machine looks good.
5. Don't touch it.

Discuss what punctuation marks are missing. Put them in.

Fill in the missing punctuation marks.

1. I like reading.
2. I can run fast.
4. It's time for dinner.

Write a sentence about what Tom and his mother said.

1. Fill in the missing punctuation marks.

Tom’s mother said, 'It’s time for dinner.'

Tom said, 'I can run fast.'

Look at my book.

It’s time for dinner.

Discuss what punctuation marks are missing. Put them in.

1. You are watching TV.
2. You can watch TV for an hour.
3. Thanks.

Remember! When we write what a person says, we put it in speech marks.
Lesson aim Comprehension, vocabulary and sentence building

Lesson targets Children:
- complete sentences
- choose the correct words to complete sentences
- match direction words to pictures
- practise directions in an active game
- write adverbs from definitions; write nouns and match with given verbs
- practise punctuation of direct speech.

Key language words and structures from Lessons 1 and 2

Materials Session 1: Language Book p12, Practice Book p4
Session 2: Language Book p13, Practice Book p5, flashcards 11–12, 14–15

Preparation Write on cards: quickly, slowly, noisily, quietly, happily, sadly, carefully; sit down, turn around, open the door, walk, look in your bag, write on the board, clean the board.

Lesson 3 time division:

Reading and understanding
1. Session 1 warm-up: Play I spy ... (p244) with FB pp8–9.
2. Ask a child to read the first sentence beginning. Elicit the missing word. Let children look back to the text to find the answer if necessary. Continue with the other sentences. Children write complete sentences in their copy books.
3. Write the first sentence on the board with the three alternative words. Class reads. Ask a child to circle the correct answer on the board. Check with the class.
4. Give the instructions to the class and do the action yourself the first time you play this. Explain that you are looking to see who is the last one to do the action. Next time you play, the last one to do something is out of the game.

Working with words
1. Session 2 warm-up: Play Guess the object with LB pp6–7. Make statements, e.g. It has two wheels. You can ride it. Children guess, e.g. It’s a bicycle.
2. Tell the class they must do what you say in the way that you tell them, e.g. Stand up slowly. Sit down quickly. Close your books noisily. Open your books quietly.
3. Show e.g. handle flashcard. Ask What is this? Elicit It’s a handle. Ask What do you do with it? Elicit Pull it.
4. Show the objects again and elicit phrases: pull the handle, turn the dial, push the button, press the switch.

Sentence building
1. Ask a child to read Professor Inkspot’s bubble. Class repeats. Do the same with the sentence below. Write it on the board. Read out the other sentences and Mobi’s bubble. Point out the punctuation in the sentence on the board.
2. If you wish, ask the first child to put in just the speech marks, another to put in the comma and a third to put in the full stop. Each time, ask the class if it correct. When children are confident with the punctuation, let one child do a whole sentence. Check with the class again.

Extension activities
1. Adverb game
Show a child an instruction and an adverb card, e.g. Look in your bag/noisily. The child does the action according to the adverb. Class guesses the adverb. Repeat with other children and other instructions.
**Lesson 4: Grammar and listening**

### Grammar

1. **Lesson 4 warm-up.**
   - Read Mobi’s speech bubble (LB p14). Children look at the picture. Individuals read sentences. If you wish, re-read Professor Inkspot’s telescope (LB pp10–11) before children do the activities.

2. **Activity 1 (LB p14):** Children read the sentences. They mark them as true or false. Children can look back to pp10-11 to check answers.

3. **Activity 2:** Children say what is wrong, then give the correct sentence. They write both sentences in their copy books.

4. **Activity 3:** Children write verbs in the past tense. Check answers.

5. **Practice Book p6.** Prepare children by checking they understand the tasks.

### Listening

1. **Activity 1 (LB p15):** Read Nina’s bubble. Children look at the pictures. Ask what they can see in each picture and what the people are doing.

2. **Activity 2:** Play LC A track 5. Children listen and look. Play it again. Children write the numbers. Check answers with the class.

3. **Activity 3:** Play LC A track 6 twice. The first time children listen and follow. The second time they join in.

### After listening

Teach the chant.
Lesson aim Grammar and listening
Lesson targets
Children:
• practise affirmative and negative regular past tenses and was/were
• describe scenes
• listen for gist
• say and learn a short chant.

Key language words and structures from Lessons 1 and 2

Words for understanding
billows (⇒ forms rounded shape); spurt (⇒ come out suddenly)

Materials
Language Book pp14–15, Practice Book p6, LC A tracks 5–6

Preparation
Listen to the cassette/CD before the lesson.

Lesson 4 time division:

Grammar

Warm-up: Play Name something beginning with ... in teams. Children look at LB pp6–7. Say Name something beginning with (e.g.) t. The first team to name, e.g. Tree, wins a point.

Go through each sentence: Ask Did Billy jump out of bed at half past seven? Elicit: Billy did not jump out of bed at half past seven. He jumped out of bed at half past six.

Individuals read the verbs in the box. Class repeats.

Read the text to the class, making a short sound to show the gaps. Go through each sentence. Elicit suggestions for the correct verb. Remind the class that each verb can only be used once.

Listening

Tapescript
1. I saw a big crowd of people. Suddenly the crowd shouted ‘Goal!’ All the people turned and started to cheer. It was very exciting.
2. It was a sunny day and the sky was blue. Suddenly I saw some dark grey clouds and it started to rain. Can you guess what I saw next? That’s right! A rainbow!
3. A strange machine landed in the park. The door opened and out jumped two little men in silver spacesuits. Was it real or was it a television programme? I don’t know.
4. There was a big box on a table. A little girl opened the box. Inside there was a big teddy bear. The little girl smiled. She was very happy.
5. I saw a strange machine. It had a big screen. There were buttons and switches and dials, too. Suddenly lights flashed and letters started to appear on the screen. I watched carefully. H ... E ... L ... P! Help!

After listening

Write the chant on the board. Class reads.
Rub off the numbers. Class reads chant and says the numbers.
Rub off the first word in alternate lines. Class says the chant and supplies the missing word.
Rub off the other first words. Class says the chant and supplies the missing words.
Rub off alternate final words. Class says the chant and supplies the missing words. Class should be able to say the whole poem from memory.
Spelling focus

words with *oo* sound

In some words the *oo* makes a short sound.

He looked at the clock.

The cook took a look at the book.

Write the words in the sentence which make the same sound as *cook*.

Listen and read.

Say the sounds. Make the words.

Cook

foot

wood

The cook took a look at the book.

Write the words in the sentence which make the same sound as *cook*.

I like this

My

hurts!

Tick the words you can read.

Write up the six words. Point in random order.

Class or individuals read.

Children read in pairs. Listen to pairs.

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

Practice Book

Practice Book p7. Prepare children by checking they understand the tasks.

Spelling extension

Children make up other sentences using the target words.
Lesson aim  Spelling oo words

Lesson targets Children:
• read, pronounce and spell target words with oo
• recognise and say the individual sounds that make up the target words
• understand the meaning of target words
• write the words from picture prompts.

Target words  book, cook, foot, hood, look, wood

Materials  Language Book p16, Practice Book p7, LC A track 7, cards for sounds

Preparation  Make large cards for the sounds/phonemes for foot, hood, wood.

Lesson 5 time division:

Class spelling project

Begin a collection of sentences the children make up using target words. This could be a class spelling book, a frieze or poster.

Alternatively, children keep an individual spelling book or spelling pages in another book. Children can write their own group’s sentence, or all sentences from all groups.

As more sentences are added during the year, the pages or poster, etc. can be used for revision and for spelling and reading practice.

By the end of the year, all children will have correctly written target words for every spelling pattern, contextualised in their individual sentences.

Activity 3

Ask a child to read the sentence, completing it with the correct word. Check for correct pronunciation of the short oo sound. Class reads. Class writes. Class reads the sentence. Continue with the other sentence.

Spelling extension

In pairs or small groups, children make up their own sentences using as many target words as they can. The sentence need not be realistic, e.g. The cook and his book are in the wood, but they should be able to draw a picture of whatever the sentence says, e.g. a cook with a book in a wood.

This activity (making up sentences using target words) appears at the end of every Spelling lesson. See the suggestions in the next column for making this into a year-long project.

Spelling box

Warm-up: Children say the chant from Lesson 4, LB p15. If children cannot remember it, let them say it once with the book, then say it from memory with books closed.

Divide the class into groups. Each group takes a turn to say the chant. Encourage them to pronounce words clearly and with good expression.

Activity 2

For procedures for sounding the phonemes and making each word, see details in the Introduction, p10.

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Lesson 6: Writing

Before writing
1. Lesson 6 warm-up.
2. Children look at the pictures (LB p17).
3. Explain that the story is in three parts.
4. Ask who the story is about. Ask what else is in the story. A box. Ask What does the box look like? What is on it?

Shared writing
1. Ask the questions (LB p17). Elicit answers. Write sentences on the board. Class reads each one as it is written.
2. Ask questions as necessary to guide the class towards the example story. Help the class decide on an ending.
3. Class reads complete story. Rub off or leave a framework, before children write.

Practice Book
1. (PB p8) Give children a minute or two to look at the pictures. Ask questions about each picture, using the questions on p9. Note short answers on the board.
2. (PB p9) Children write full sentences to make a complete story. They may use the notes on the board to help them.

After writing
Children read their stories to the class.
**Lesson aim** Writing: text type – story

**Lesson targets** Children:
• answer simple questions to create a story with a beginning, middle and end
• make up an ending
• practise writing a story with a beginning, middle and end.

**Key language** vocabulary from Lessons 1 and 2; past tense verbs

**Materials** Language Book p17, Practice Book pp8 and 9

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**Before writing**

1. **Warm-up**: Play *Guess the person* using LB pp8–9 and past tenses. Make statements using past tenses, e.g. *He waved to a friend. He was on a bus.* Children guess *It was Andy.*

2. **Explain** *A good story has a beginning, middle and end. The beginning tells you what the story is about. In the middle lots of things happen. The ending finishes what happens.*

 Point out that in this story, pictures 1 and 2 are the beginning. Pictures 3–8 are the middle, and 9–11 are the end.

 Ask what they notice about the last picture. Explain they can write the ending for the story.

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**Shared writing**

2. An example story is given below. This is to assist teachers in asking additional questions to help the class compose an interesting story. Children may suggest details in a different order. They may suggest extra sentences. Accept anything that fits the story and makes sense.

The ending is a suggestion only. Ask the class for their ideas. If you wish, write up several different endings. Children can choose which one they want to use in their own stories.

**Example writing**

Billy saw a box. It was blue and red. There were yellow buttons and green dials on the box. There was a big orange handle. Billy pushed a button.

The box opened. Professor Inkspot was inside (the box). Professor Inkspot closed the box. Billy pulled the handle downwards. The box opened. Billy looked in the box. Professor Inkspot was not inside. Billy looked behind the box. Professor Inkspot was not there. Billy closed the box.

Next, Billy pushed the red button. The box opened. Professor Inkspot jumped up. Billy was very surprised. He was very happy, too.

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**After writing**

Encourage children to read their stories with good expression. Ask children with different endings to read.