Lesson 1

Language focus  Greetings and introductions
New language   Hello! My name is (name's)
New words  Meg, Tom, Andy
Teaching aids  Flashcards 1–3 (Andy, Meg, Tom)
Poster 1 (block of flats)
Preparation  Prepare large versions of the three speech bubbles in the book.
19–22  Make masks for Meg, Tom, Andy (and Sue for Lesson 3).

1 Introducing Way Ahead and the characters
- Put Poster 1 on the board and begin with some questions. How many of the children live in flats? Do they have a balcony? What things can they see on the balconies?
- Point to the poster and elicit words which the children might remember: girl, boy, man, woman, ball, umbrella, sun, tree, blue, green, red, yellow.
- Put flashcards 1, 2 and 3 on the board, naming each character: Andy, Meg, Tom. Point again, asking the class to repeat each name twice. Then point at random; children say the name.
- Children hold flashcards up in different parts of the room. Say a name, e.g. Andy! Children point to the correct card.

2 Presenting simple greetings and introductions
- Use flashcard 1 to introduce the language. Hold it up and say, Hello. My name's Andy. Cue children, Say 'Hello!'. Children answer: Hello, Andy! Repeat with flashcards 2 and 3.
- Wear the masks of the characters to practise the dialogue. Walk around and introduce the characters; children answer with their own names.

3 Introducing the Pupil’s Book
- Pass out the books and allow some time for the children to look at them. Open your book and point to the characters on the first page, encouraging children to name them.

4 Listening – speaking (1 Look, listen and say.)
- Point to the block of flats and explain that you are going to play the tape and they are going to hear the children speaking. Play the tape and greet the characters yourself after the J: say Hello, Meg! Children follow in their books.

Tape 1
Meg: Hello! My name’s Meg.
Tom: Hello! My name’s Tom.
Andy: Hello! My name’s Andy.
Teacher: Now, say ‘Hello!’
Meg: Hello! My name’s Meg. (J/pause)
Tom: Hello! My name’s Tom. (J/pause)
Andy: Hello! My name’s Andy. (J/pause)

- Play the tape again; children point in their books and greet the characters.

5 Reading
- Use the speech bubbles you have made to practise reading. Hold up a bubble and help the children to read it. Repeat with remaining bubbles, before holding them up at random.
- Using Poster 1 again, hold the speech bubbles up; children read. Now put bubbles face down on a table; a child comes forward, chooses one and holds it up next to the poster for the class to read.
- Children point and read the speech bubbles in their books.

1 Reading – writing (1 Read and write.)
Children work in their books to copy the rest of the names in the blanks. Encourage them to colour the pictures.
Lesson 2  Page 7  Page 13

Language focus  Greetings and introductions
New language  What is (What's) your name? (R) Hello! My name is …
New words  Otto, Sue; (R) Meg, Tom, Andy
Teaching aids  Flashcards 1–3 (Andy, Meg, Tom)
Preparation  Use the masks you have made of characters (except Sue).

1 Warm-up
Do a Hello chant, like this:
(clap 3 times; clap 3 times again; children join in)
say Hello! in a normal voice. Children repeat. (Clap 3 times.)
Say Hello! in a loud voice. Children repeat in loud voices.
(Clap 3 times.) Continue using soft, high, low voices.
Children repeat each time.

2 Listening – speaking
- Ask children to look again at the picture on page 6 of their books and to read silently.
- Play Tape 1 again; children listen, point and read in their books.
- Children take turns reading aloud. Ask, How many boys/girls? There are two boys and two girls. Who is the second girl? (They will soon find out.)

3 Reading (1 Read, point and say.)
- Use the puppets you have made to introduce Otto and Princess. Say Hello! My name's Otto (… Princess).
- Hand out the masks of the other three characters; these children speak to Otto and Princess, e.g. Hello! My name's Tom (… Meg, Andy).
- Children look at the Noticeboard with Otto and Princess, on page 7. Ask them to read the names and point to and name the characters.

4 Introducing the new language
- Use the Otto puppet to introduce the question, What's your name? Point to the flashcards of the characters and answer, My name's Meg (… Tom, Andy).
- Go around the room with the Otto puppet and ask the question of each child; s/he answers with his/her own name, My name's …
- Write the question on the board and read it out; children repeat. Erase it word by word, beginning with name. Children say the whole question at each step; reverse the process to build the question up again.

5 Listening – reading (2 Listen and read.)
- Point to Andy and Sue on the balconies. Hold up your book, point to the speech bubbles and play Tape 2.

- Play the tape again; children listen and follow in their books.
- Children read out the dialogue.

6 Speaking (3 Ask and answer.)
- Children ask and answer in a chain around the room:
  Question: Hello! What's your name?
  Answer: My name's …
- Bring one or two pairs to the front of the room; they ask and answer as above.

1 Drawing – writing (1 Draw and write.)
- Children look at Sue and Tom at the bottom of the page.
  Give each child a name card. They are to draw pictures of themselves in the same way and write their names below.

Noticeboard  Give a photocopied balloon to each child. Children write their names, using the name cards. They may also wish to draw a self portrait. Each child then brings his/her balloon forward and places it on the noticeboard, and says, My name's …
Lesson 3  Page 8  Page 14

Language focus  Naming letters of the alphabet
New language  Names of letters a–z; reading and writing A–Z; (R) sounds of letters
New words  Alphabet examples (as in Preliminary unit)
Teaching aids  Otto puppet
Flashcards 1–4 (Andy, Meg, Tom, Sue)
Alphabet frieze

1 Warm-up
● Using the Otto puppet, go round the room and pretend to have forgotten children’s names: say Hello! My name’s Otto. What’s your name? Child: My name’s … Otto: Oh, yes!
● Give a character mask (or flashcard) to a child and tell him/her to walk around and ask other children, Hello! What’s your name? Other children answer, I’m … What’s your name? Child with mask replies, I’m Meg (… Andy, Tom, Sue).
● Use the alphabet frieze to revise the sounds of the letters a–z.

2 Introducing big letters and the names of the letters

Teaching note  It is assumed that many of the children will already have met the names of the alphabet by this stage. If this is not the case, present the names more gradually over the next few lessons.
● Use the alphabet frieze to introduce the names of the letters.
● Drill the letters, first in order, then at random.
● With your back to the class, name and draw big letters in the air; children follow.

3 Listening (1 Listen and point.)
● Begin by getting children to point to the little letters behind the aeroplane at the top and naming them, like this, Little a, little b, etc.
● Explain that they should listen to the tape and point to the big letters in their books. Play Tape 3.

Tape 3
Girl: A, B, C,
Boy: DE, F, G,
Girl: H, I, J,
All children: K!
Boy: L, M, NOP,
Girl: QRS, TUV
Boy: W, X, Y,
All children: Z!

● Play the tape again. Children listen, point and join in with the chant.
● Children say the chant without the tape.

4 Speaking (2 Point and say.)
● Children point to large letters and name them.

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1 Speaking (1 Point and say.)

Teaching note  Try to avoid giving the impression that a large A is called /ei/ and a small a is called /æ/.
● Children open their books and look at the big and small letters of the alphabet and examples. Help them to name letters + sound + example: big A, little a, /æ/ apple.

2 Reading – drawing (2 Read and draw.)
● Children follow the big letters dot-to-dot to draw a balloon. Encourage them to colour it.
● Children point to the letters in order and name them, A, B, C, etc.
Lesson 4

Language focus  Naming letters: spelling skills

New language  My letter is … (R) My name is …

New words  bus, car, doll, kite, plane, robot; (R) names of letters

Teaching aids  Otto puppet, Flashcards 5–10: (bus, car, doll, kite, plane, robot), Alphabet frieze

Preparation  Prepare word cards for bus, car, doll, kite, plane, robot.

1 Warm-up
Use the alphabet frieze to revise quickly the names of the letters. Then do the Alphabet chant from Lesson 3.

2 Introducing the new words
Use flashcards 5–10 to introduce the new words: bus, car, doll, kite, plane, robot (see Introduction page v).

3 Spelling  (1 Point and spell.)
● Write the word doll on the board; name the letters as you write them: d - o - l - l. Erase it and start again. This time children name the letters as you write them.
● Children open their books and look at the pictures. Children point, read and spell the words.

4 Game  (2 Follow me!)

Teaching note  You may wish to photocopy an aeroplane finger puppet for each child to make. These could be used to practise letter shapes before handwriting grids are handed out.

● Use the aeroplane finger puppet if you have made one. Turn your back to the class and begin to draw a big A. Children follow with their fingers (or their own aeroplane puppets) and name the letter.
● Bring individual children to the front to lead the game.

5 Reading – writing  (3 Read and write.)
● Bring one or two children to the front. Otto helps them write their first letters and names; class spells.
● Children work carefully in their Pupil’s Books to write their names and big letters.

1 Reading  (1 Read and match.)
● Hold up your book, point to and demonstrate the example p. plane. Point to picture of plane.
● Children work in their books. Walk around and ask them to spell the words.

2 Writing  (2 Match and write.)
Children read a word, find the picture and draw a line as in the example. Then they write (copy) the word.

Writing  (1 Look and read; 2 Write, page 16)

Language note  Children use full forms (My name is … ; What is …?) in these messages because it is in the written form. You may wish to point out the short form equivalents: name’s, what’s, which we use in speaking.

● Children look at Andy and Sue. Andy has written a message and drawn a picture of himself. He passes it to Sue; she writes her answer on the other side and draws her own picture. Help children read the messages aloud.
● Children draw their own pictures and complete the message in their books.
● To extend this activity, children draw and write on a separate piece of paper and pass their messages to friends, who draw and write answers.

Reading for pleasure: Toys page 10

52 Paper crafts 1: lift-the-flap book
1 Give children a few moments to look at the pictures. Point to some of the toys and ask What is it? Elicit, e.g. It’s a doll. You could also ask How many? Two dolls. If necessary, explain We like.
2 Play the tape. Children point in their books, follow and listen. Check that they are pointing to the correct part of the text as they listen. If you wish children to hear the whole piece again, play the tape a second time.
3 If your class is confident, read the text aloud and prompt them to join in with you. Alternatively, read the text line by line. Class repeats. Check that children are pointing to the correct words as they read/repeat.
4 Children make and colour one book between two, or one for a group of 4–6. They take turns to read What is it? Another child opens the flap and reads the answer. To extend the activity children ask What colour?
5 Alternatively, children work in pairs and use the pictures in the Pupil’s Book to point, ask questions and answer.
6 Read the whole text once more. Class joins in.