

Target language: “Hello!”, “What’s your name?”, “My name is...” “How are you?”, “I’m fine, thank you”.

Materials: Student’s Book (p.16), audio 0.14; 0.15

<https://www.eltngl.com/sites/wonderful-world-2e/student-zone/level-1>, finger puppets (1 for each pupil) and 4 for the teacher, a ball.

Aim of the lesson: by the end of the lesson the students will have been able use the target language to perform a dialogue with finger puppets.

Greetings

1 Listen and read. Say. TR: 0.14

2 Sing. TR: 0.15

What’s your name?
My name is Sophie.
How are you?
I’m fine, thank you.
What’s your name?
My name is Alex.
How are you?
I’m fine, thank you.

16 UNIT 0

2

Practice new words

Finger puppets, audio 0.14

Modeling a game

Take finger puppets of Ana and Tomas. Put them on your index fingers. And pretend you are talking to the puppets “**What’s your name?**”. Shrug the shoulders to show that you don’t know. Say “**Listen!**” and point to you ear.

Play the audio 0.14 until 00:21 and move the puppets to indicate which one is speaking.

Show the puppet of Ana to the students and ask: **Ana? – Yes. Ana!** Pretend you talk to the puppet “**What’s your name?**” – “**My name’s Ana.**”

Encourage the students to ask in chorus. “**What’s your name?**” to the both puppets. They can ask louder/softer/sleepily/ happily etc. (Model the tone to show the examples) Answer. “**My name is Ana/Tomas.**”

Change the finger puppets. Play the recording to the end. The puppets to indicate which one is speaking.

The students ask together “**What’s your name?**”. Answer.

3

Present new language

Finger puppets, audio 0.14

Pretend you are talking to Sophie and role play the dialogue

- “**How are you?**”

- “**I am fine, thank you. How are you?**”

- “**I’m fine, thank you.**”

Show the thumb up to demonstrate what “I am fine, thank you” means.

4

Practice new language

Ask the students to stand up and divide the class into 2 groups. Group 1 asks “**How are you?**”. Group 2 answers “**I`m fine, thank you.**” and shows the thumb up. First time the students repeat after you. Second time, point to the group and move your lips without a sound, students ask. Chan. (louder/softer/sleepily/ happily etc.)

The groups change the roles and repeat.

Ask the students to sit down.

1

To start

Smile, wave your hand and say “Hello!” Point to yourself and say “My name’s”. Come closer to one of the students and say:

-**Hello! My name is... What’s your name?**

The student says his/her name. Prompt the phrase “**My name is (the student’s name).**” ask the student to repeat the whole phrase.

Repeat with 2-3 students.

Say “**Stand up**” (use gestures to illustrate the action.)

Say “**Let’s make a circle**”. Take the first student’s hand and say “**Hold hands**” and ask him to hold his neighbor’s hand. Then say “**Now everybody (point) hold your hands**”.

While doing this move with the students to the part of the room where you can stand in a circle and take the last student’s hand.

This is a circle. Say and act “**Hands down, please.**”

Show a ball. Say “**My name is ... What’s your name?**” and throw the ball to a child. Help him/her to answer “**My name’s ...**” and ask “**What’s your name?**” and throw the ball to a classmate.

Once the students get the idea it could be done faster.

After a while, start clapping and say “**Super!**” “**Sit down!**” (use gestures to illustrate the action.)

5

Consolidation

Finger puppets

Take one of the puppets (secretly) and hide it behind your back.

Ask “What’s your name?” and show the students to repeat after you.

Show the puppet and answer pretending the puppet is speaking. Ask “How are you?” Ask the students to repeat the answer. Pretend the puppet is speaking “I’m fine thank you.”

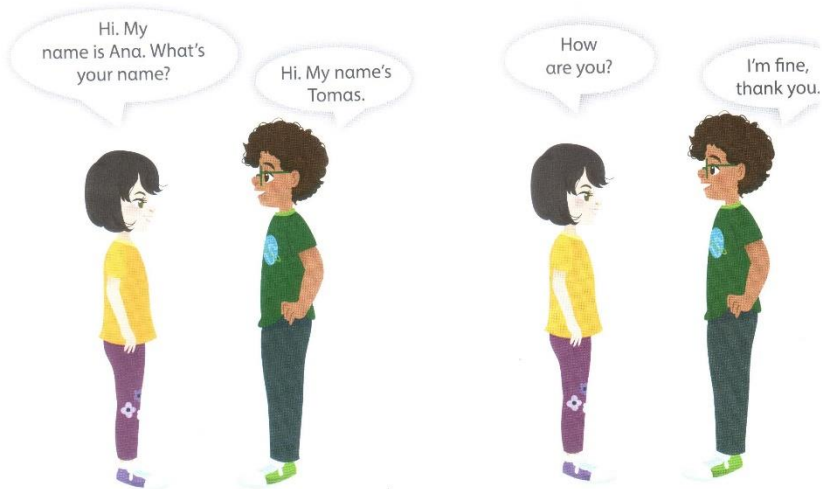
Repeat with a new puppet.

Ask one student to come to the board. Now, he/she has a puppet and will answer the group questions.

Play 2-3 time with different students.

Greetings

1 Listen and read. Say. TR: 0.14



2 Sing. TR: 0.15

What's your name?
My name is Sophie.
How are you?
I'm fine, thank you.
What's your name?
My name is Alex.
How are you?
I'm fine, thank you.

16 UNIT 0

6

Song

Finger puppets, audio 0.15

Use two finger puppets Sophie and Alex and play the song (audio 0:15). Sing along and move the puppets.

Point to each student and say "Sophie" to girls and "Alex" to boys. Girls go to one side of the room, boys to the other.

Play the song again. This time point to boys or girls according to the lines and sing along. The group whose line it is must clap.

What` your name? (boys)

My name is Sophie. (girls)

How are you? (boys)

I`m fine, thank you. (girls)

What` your name? (girls)

My name is Alex. (boys)

How are you? (girls)

I`m fine, thank you. (boys)

Role-play the song without the music with the groups of students. The students can clap along with the lyrics. Repeat.

Repeat with the audio. Clap your hand and say "Great! Wonderful!" to praise your students.

7

Production

Finger puppets, audio 0.14

Ask 2 students to come to the board, give them 2 different puppets and they role play the dialogue saying the name of their puppet.

- Hello! My name is Ana. (take the puppet in front)
What`s your name?

- My name is Alex. (take the puppet in front) How are you?

- I am fine, thank you.

Repeat with another pair, but this time at the desk.

Hand out 1 puppet to each student. Before doing it look say "Ssh! Secret!" and show how to hide puppets behind your back. (This will help you to manage the noise level easier).

While you hand put the puppet model the dialogue "Here you are!"- "Thank you!" Encourage the students to say "Thank you".

As it is a secret speak softer.

Show the students that they have to stand up and speak to different students.

Monitor the activity and help weaker students. Ask several pairs to show their dialogues.

8

Sum-up

Play the song again and sing along with the students.

Say "Wonderful! Great job! Bye!"



Target language: *ant, boy, camel, "It's a/an..."*

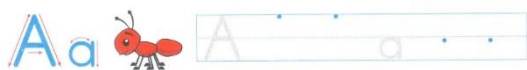
Revision: *How are you? – I'm fine.*

Materials: Student's Book (p.4), track 0.15, cards with letters A-C and pictures 1-3

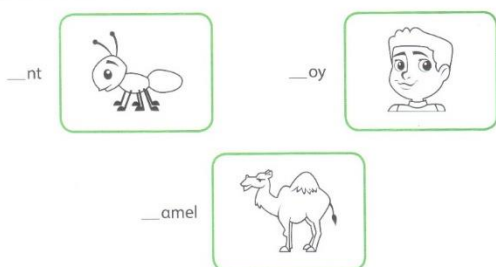
Alphabet

Aa Bb Cc

1 Listen and say. Write.  TR: 0.2



2 Write and colour.



4 UNIT 0

1

To start

Sing Hello song with the pupils **Track 0.15**

<https://eltngl.com/sites/wonderful-world-2e/student-zone/level-1>.

2

Revision

A ball

Throw a ball to different pupils and ask them **"How are you, name?"**. Students respond and ask you back and throw the ball back to you. After several repetitions the students throw the ball to each other.

3

Present new words

Pictures 1-3

Show cards one by one to the students. Say a word and ask the pupils to repeat after you. Repeat several times.

Put the cards on the board. Point and ask **"What's this?"** wait for the answer. Model the answer **"It's a/an..."** (The aim is to introduce the construction in a natural context, not to pay attention to the grammar explanations)

4

Practice new words

Student's book, big pictures 1-3

The students open their book. (ex. 1 p. 4)

You say the word and the students point to the picture. Model the activity. The students repeat the word as they say point to the picture.

Ask the student to come to the board. Show him/her a card secretly and ask the student to say the word. All the students point at the picture in their book and repeat the word. Repeat several times.

Aim of the lesson: by the end of the lesson the students will have been able to make small dialogues about the pictures using the target language.

5

Present and Practice letters

Cards: ant, boy, camel

1) Say [æ], [æ] ant, draw the capital A below the picture of the ant and say again [æ], [æ], **BIG [æ]** (show BIG by stretching your arms). Ask the students to repeat and draw a letter with the finger in the air. Repeat with the small letter, saying **"small [æ]"** The pupils practice writing in their books. (ex. 1 p. 4)

Repeat with [b], [b] boy and [k] [k] camel.

2) Do ex.2 p.4 with the students:

Copy the lines and letters on the board under the pictures. Model an activity. The students copy in their books. The pupils colour the pictures as they like.

6

Practice

Run and match

Picture cards: pictures 1-3, A,B,C, a,b,c

Put cards: ant, b, C on the board. Hand out the rest to the pupils. They take turns to run to the board and place their card on the correct group. Ask each pupils **"What's this?"**, model the answer **"It's an A. It's a camel etc."**

Collect the cards, shuffle them and distribute again. Repeat the game

7

Consolidation

Pair matching

Picture cards: pictures 1-3, A,B,C, a,b,c

Sets of mini-cards: pictures 1-3, A,B,C, a,b,c

Use a big set of cards (capital letters and the picture cards) and put them face down on the board.

You turn one card and ask **"What's this?"** – The pupils answer **"It's an ant"**. Open the second card. The pupils say **"It's [b]"**, encourage all other students answer and ask with you to practice. When there is a matching pair on the board, e.g. a-ant, say **"Look! They match!"** and put the cards aside.

Hand out a set of small cards to each pair of pupils. They play *Pair Matching*. Change the sets: the small letters and pictures, then with small and big letters.

Monitor and help your pupils to make sentences.

8

Sum-up

The pupils draw one picture from the lesson and write capital and small letters below. They tell about their pictures. **"It's an ant"**.




Target language: *duck, egg, frog, "What's this?"*

Revision: *ant, boy, camel, "It's a/an..."*

Materials: Student's Book (p.5), cards with letters A-F and pictures 1-6, colouring pencils, A4 pieces of paper, audio 0.15

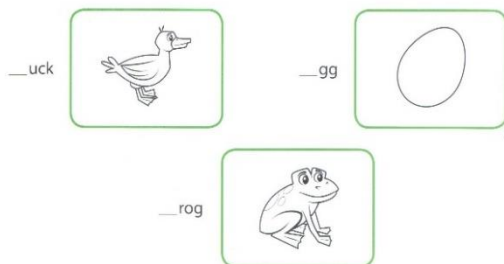
Aim of the lesson: by the end of the lesson the students will have been able to ask about their partner's picture and answer their partner's questions using the target language.

Dd Ee Ff

3 Listen and say. Write.  TR: 0.3



4 Write and colour.



1

To start

Sing Hello song with the pupils **Track 0.15**

<https://eltngl.com/sites/wonderful-world-2e/student-zone/level-1>.

2

Revision

Cards: A, B, C, a, b, c, pictures 1-3

Revise the words and letters from the previous lesson. Take a card with a word/letter, cover it with a piece of paper. Slowly reveal the picture and ask the pupils **"What's this?"**. Encourage the students to give the full answers **"It's a/an..."**

3

Present new words

Picture cards 4-6

Show cards one by one to the pupils. Say the word and ask the pupils to repeat after you. Repeat several times. Use constructions **"It's a/an..."**

4

Practice new words

Guessing game

Picture cards: 1-6 (a big set for demonstration and a small set for each pair)

Take a card so the pupils don't see it. Ask **"What's this?"** Respond to the student's answers **"Yes, it is"/ "No, it isn't"**. Add the cards from the previous lesson.

After 2-3 questions ask the student to come to the board and demonstrate the activity.

The students take small cards and play the game in pairs.

5

Present and Practice letters

Student's book p.5, picture cards 4-6

1) Put the cards on the board.

2) Say **[d], [d]** and draw the capital D below the picture of the ant and say **again [d], [d], BIG [d]**. Ask the students to repeat and draw a letter with the finger in the air. Repeat with the small letter, saying **"small [d]"** The students practice writing in their books. (ex. 1 p. 4)

Repeat with **[e], [e] egg** and **[f] [f] frog**

3) Do ex.2 p.5 with the students:

Copy the lines and letters on the board under the pictures. Model an activity. The students write in their books.

6

Running Dictations

Cards with capital and small letters: A-F

Prepare four cards with letters in a different order register:

e.g. A d e F

Pupils work in pairs. One is a runner, the second is a writer. Runners come to you, show them the card secretly, they run to their partners and whisper the letter, e.g. **big A**. Repeat with other three letters.

Hold the card face to you. Demonstrate the activity: a teacher looks at the card and whispers to the students the letters.

Big A, small d etc. Show the cards and the students compare.

Pupils change places, repeat with the other cards.

7

Project

Pencils, A4 paper, audio 0.15, an own example of the task, A1 poster

Start making a big class ABC poster. Give each student a task to draw and colour a letter or a picture, then paste them on the poster. The students make a short dialogue about the poster. **"What's this?" – "It's a camel."**

What's this?

It's a frog.



Target language: *girl, hippo, insect, "Who am I?", "You're a..."*
Revision: *A - F*

Materials: Student's Book (p.6), Workbook p.4, cards with letters A-I and pictures 1-9

Aim of the lesson: : by the end of the lesson the students will have been able to make small dialogues about the pictures using the target language.

Alphabet 4

1 Match. 5

2 Write A, B, C or D.

B OY _____ AMEL _____

_____ NT _____ UCK

3 Write and say.

What's your name?

My name's _____

4 UNIT 0

1 To start
 Say "Hello!" Revise expressions "How are you?"/ "I'm fine. Thank you".
 Play "Flash Cards" with the class. Hold the card picture side to you. Show it to the pupils quickly and ask "What's this?" Do it with the letters and the words from the previous lessons. Respond to the student's answers "It's a duck." "Yes, it is"/ "No, it isn't" Add the cards from the previous lesson. Encourage them to use the whole phrase "It's a/an..."

2 Revision
Workbook p. 4 ex.1-2
 Copy the lines from ex.1
 Do the activity with the class, each time say the sound and encourage the students to do the same.
 The students use their small cards. You say the sound and the students show you the card with the word.
 Do ex.2. Put the cards on the board in the same order and ask the students to say the first sound. Write it on the board and the students do "writing" in the air with their fingers. After they write the letters on the lines in the book. The teacher walks around and monitors the activity.

3 Present new words
Picture cards 7-9
 Show cards one by one to the students. Say the word and ask the students to repeat after you. Repeat several times. Use constructions "It's a/an..."

4 Practice new words
Living or not living
Picture cards 1,2,4,6,7,8,9
 Play "Pantomime" with the class. Take a card with the hippo. Don't show it to the pupils, use movements and gestures to pretend you are a hippo. Ask "Who am I?" Wait until the pupils guess, Demonstrate the correct answer "You are a hippo." Repeat one more time with the new words and with the words from the previous lessons. Ask one of the students to do come to you, choose a card and show the object with movement. Help to ask "Who am I?" The students give the answer.

5 Who am I?
Big cards: girl, hippo, insect
 Make 2 groups. They stand in a semicircle in different places of the classroom. Each group has a captain. The captains come to you. You show them the picture, they go back to their groups, act out the object and ask "Who am I?" The students who guess come to you. Repeat the procedure.

Alphabet

Gg Hh Ii

5 Listen and say. Write. TR:0.4

Gg

Hh

Ii


6 Write and colour.

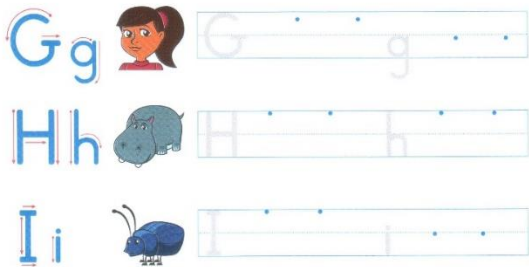
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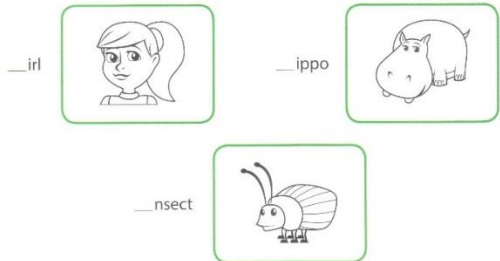
6 UNIT 0

Gg Hh Ii

5 Listen and say. Write.  TR: 0.4



6 Write and colour.



6

Consolidation

Play "What's on my back?"

Cards with letters A-I, cards with the pictures "ant", "boy", "camel", "duck", "egg", "frog", "girl", "hippo", "insect"

Demonstrate the activity.

Ask one of the pupils come to you. With you finger write the capital H on his/her back. The pupil writes the letter on the board.

Make several teams with 4-5 pupils. They stand in a line one after another facing the board. The pupils who are the closest to the board have a piece of chalk. They have to write the letter.

The pupils who are closer to you start. You show the letter to them, they write the letter on the back of pupils who are in front of them; those do the same on the backs of the pupils who are in front of them and so on till the closest students produce the letter on the board. They have to say the sound. Those pupils come at the end of the line, repeat the activity several times.

To challenge the students more use picture and ask to write the first sound.

7

Sum-up

The students continue their projects (see Lesson 3.)

6

Revision

- 1) Put the cards on the board.
- 2) Say [g], [g] ant draw the capital G below the picture of the girl and say again [g], [g], BIG [g]. Ask the students to repeat and draw a letter with the finger in the air. Repeat with the small letter, saying "small [g]". The students practice writing in their books. (ex. 5 p. 6)
Repeat with [h], [h] hippo and [i] [i] insect.
- 3) Do ex.6 p.6 with the students: copy the lines and letters on the board under the pictures. Model an activity. The students copy in their books.



Target language: *jug, king, lemon*

Revision: *What's this? It's a...*

Materials: Student's Book p.7, Workbook p.5, cards with letters A-L and pictures cards 1-12, audio 0.15, small cards with letters A-L for each group of 4 pupils, blank cards 5x5 – 12 for each group of 4 pupils.

Aim of the lesson: by the end of the lesson the students will have been able to make small dialogues about the pictures using the target language

1

To start

Say "Hello! How are you?". Address the question to one of the pupils, he/she answers "I'm fine, thank you!" Prompt him/her to turn to the next pupil and say "Hello! How are you?". The pupils do it quickly in turns. You may clap to control the pace of the activity.

2

Revision

"Pair Pantomime"

Big pictures and words cards: ant, boy, camel, duck, egg, frog, girl, hippo, insect

Revise the words with the flashcards (pictures and words). Ask a pair of pupils come to you. Show them the card with one of the word. They try to show the word to the class. First, they say "Who am I?", the answer should be full "You're a camel.". The pupils can answer if he/she has risen the hand. The first one to guess chooses a partner. If there pupil has already been a leader. He/she nominate two other pupils to come to the board.

3

Revision

Workbook p. 4 ex.1-2 Picture cards: 5-8

Ex. 4 Copy the lines from ex.4 on the board, start demonstrating, read the task, find and circle the first letter, then repeat with the next letters but give 30 seconds to work individually, ask volunteers to draw the answers on the board.

Do ex.5. Put the picture cards on the board. Ask "What is it?" and point to a picture. The pupils answer "It's an egg". Write the word below the picture with capital letters, the students colour the word in the book (it's already been done, so they can colour it). Repeat the procedure.

Do ex. 6 Write the dialogue, read it aloud and the pupils repeat after you. Erase the words which are gapped in the Workbook, continue reading. The pupils say the missing words, write them on the lines, the pupils copy in their books.

4

Present new words

Picture cards: jug, king, lemon

Big cards with words.

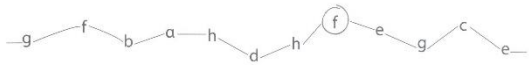
Present the vocabulary telling a little story. Please, mind that the pupils do not have to know all the language, use facial expressions and gestures to demonstrate the meaning.

"Once upon a time there lived a king (put the picture on the board.) He's a happy king. (smile). One day he took a lemon (put the picture of a lemon on the board). The lemon was sour (show it with your facial expression). But he took a jug (put a picture of a jug on the board), squeezed a lemon (show it with gestures) and the king drank a tasty lemonade.(demonstrate it with gestures)"

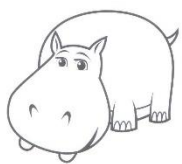
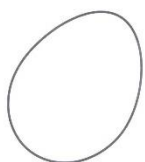
Then, repeat the story, but this time ask the pupils to repeat the words after you: a king, a lemon, a jug and use the gestures as well.

Say the story again, but encourage the pupils to say the words instead of you by pointing to the picture.

4 Circle e, f, g and h.



5 Find, circle and colour.



6 Colour. Write and say.

Hello, How are you?



_____, thank you.

Jj Kk Ll

7 Listen and say. Write. TR: 0.5

Jj



Kk



Ll



8 Write and colour.

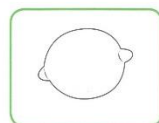
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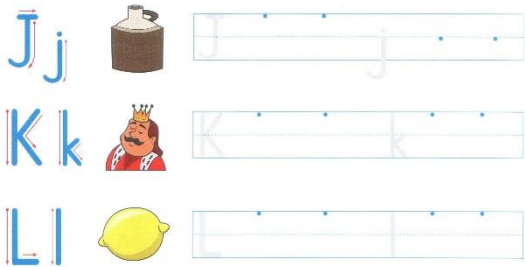


__emon

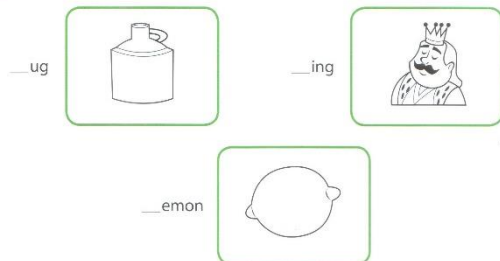


Jj Kk Ll

7 Listen and say. Write.  TR: 0.5



8 Write and colour.



5

Practice

Picture cards: 10-12 (one set of big cards, one small set for each pupil)

Picture sequence.

Each pupil takes small cards. Put the pupils into pairs. Demonstrate the activity: say the sequence: **It's a king, it's a lemon, it's a lemon, it's a jug, it's a king, it's a jug.** The pupils put the cards in the line. Ask one pupil to say the sequence.

Nominate the students in pairs: ants and ducks. First, ducks dictate the sequence and ants put them on the desk. Then the ants read the sequence. Then they exchange roles.

It's important to put the cards from left to the right.

6

Letter Presentation and Production

Picture cards: jug, king, lemon

1) Put the cards on the board.

2) Say [dʒ], [dʒ], and write the capital J below the picture of the jug and say again [dʒ], [dʒ], **BIG [dʒ]** (show BIG by stretching your arms). Ask the students to repeat and draw a letter with the finger in the air. Repeat with the small letter, **saying "small [dʒ]"** The students practice writing in their books. (ex. 7 p. 7)

Repeat with [k], [k] king and [l] [l] lemon.

Focus the attention on the lines: j goes down, k and l go up.

3) Do ex. 8 p. 7 with the students:

copy the lines and letters on the board under the pictures. Model an activity. The students copy in their books.

7

Consolidation

Small cards with letters A-L, blank cards 5x5 – 12 for each group of 4 pupils

The group cards

Make groups of 4 pupils. Hand out 1 set of small cards in a random order. The pupils make own cards: one side is with a picture and another side is with a word. They have 3 minutes to do it. Play the songs from the textbook so that the students understand when the song finishes, they have to stop.

Then explain to the pupils that they will test each other. For this they choose one person who takes their cards and moves to another team. This pupils show their cards and ask different participants "Ania, what's this?" – "It's a king." – "Correct!" They can show the picture or the word. Demonstrate the dialogue, then monitor the activity and help the students where necessary.

8

Sum-up

The students continue their projects (see Lesson 3.)

What's this?

It's a lemon.



Target language: *mouse, nest, octopus*

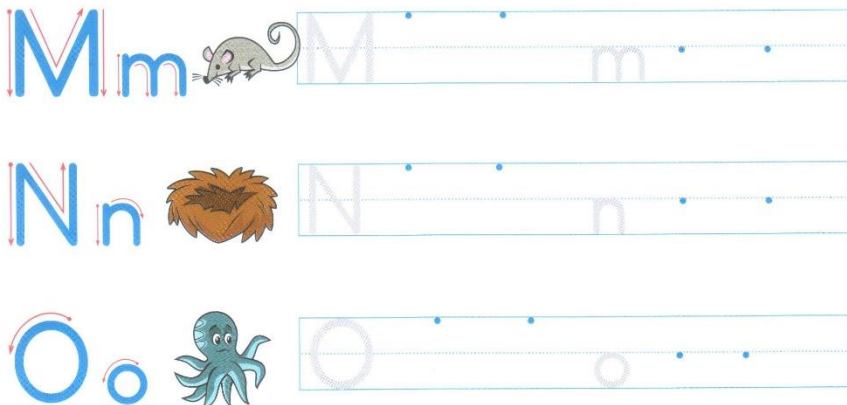
Revision: "I'm", "And you?" "How are you?", "I'm fine."

Materials: Student's Book (p.8), track 0.15, cards with letters A-O and pictures cards 1-15

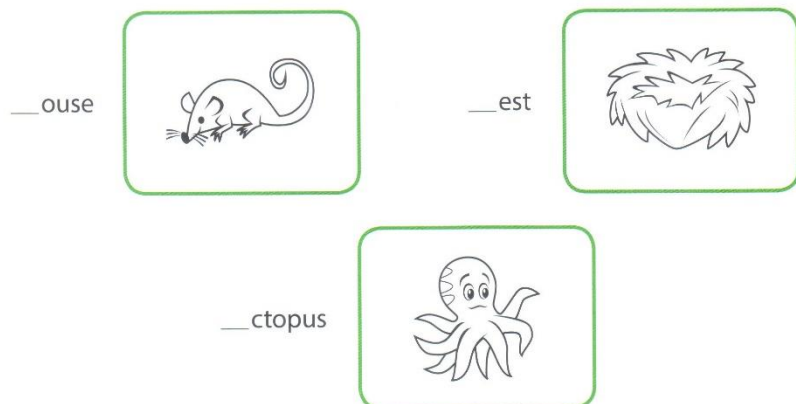
Alphabet

Mm Nn Oo

9 Listen and say. Write.  TR: 0.6



10 Write and colour.



8 UNIT 0

1

To start

Sing Hello song with the pupils **Track 0.15**

<https://eltngl.com/sites/wonderful-world-2e/student-zone/level-1>.

2

Revision

Big cards with letters: A – L, a set of small cards A-L (one for each pupil)

The pupils take small cards. Show them a big card with the letter, the pupils find and put up a card with the word that start with the letter you show. Do it 3-4 times, then invite a pupil to do the same.

3

Present new words

Big cards: 13-15

Show cards one by one to the students. Say the word and ask the students to repeat after you. Repeat several times. Use constructions "It's a/an..."

Aim of the lesson: by the end of the lesson the students will have been able to make small dialogues about the pictures using the target language.

4

Practice new words

Big cards with animals

Modeling a game:

Show an example, with one pupil:

– Hello! I'm a duck. And you?

– I'm a mouse. How are you?

– I'm fine, thank you! And you?

– I'm fine, thank you!

Then, ask other pupils about their classmate "Who is Misha?" (a mouse)

Use the cards with the animals from this and previous lessons. The pupils roleplay little dialogues presenting themselves as animals. Hand out a card to each pupil secretly, to make a group of 4-5 pupils.

Then, all 7 pupils have to mingle and present each other. Others are watching and try to remember who is who. Elicit the answers. Then, a new group start roleplaying.

5

Present and Practice letters

Cards: mouse, nest, octopus

Put the cards on the board.

Say [m], [m] and draw the capital M below the picture of the mouse and say again [m], [m], **BIG [m]** (show BIG by stretching your arms).

Ask the students to repeat and draw a letter with the finger in the air. Repeat with the small letter, saying "small [m]" The students practice writing in their books. (ex. 9 p. 8)

Repeat with [n], [n] nest and [o] [o] octopus.

Do ex.10. p.8 with the pupils:

copy the lines and letters on the board under the pictures. Model an activity. The students copy in their books.

6

Consolidation

Pupils' small cards with pictures

Ask the pupils to do a pair dictation. One pupil shows a picture card from this and previous lesson, another has to write down the big and the small letter.

To model the activity, ask a student to show the card to you and write it on the board, invite all pupils to do it in their copy-books.

7

Sum-up

The pupils continue their projects (see Lesson 3.)



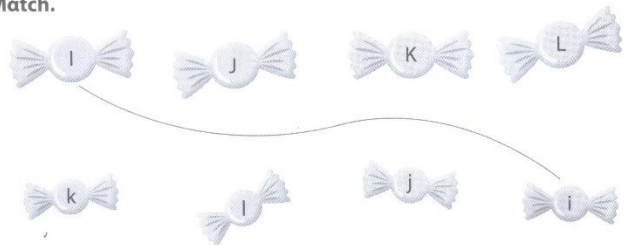
Target language: *parrot, queen, robot, "Thank you!"*

Revision: *"What's this?", "It's a/an..."*

Materials: Student's Book p.9, Workbook p. 6, Track 0.15 cards with letters A-R and pictures cards 1-18

Aim of the lesson: by the end of the lesson the students will have been able to make small dialogues about the pictures using the target language.

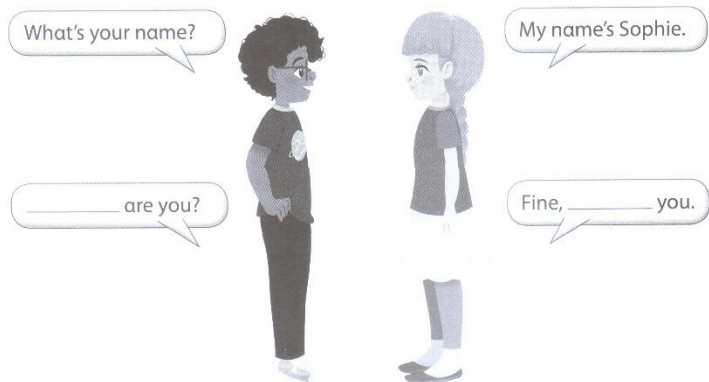
7 Match.



8 Circle.



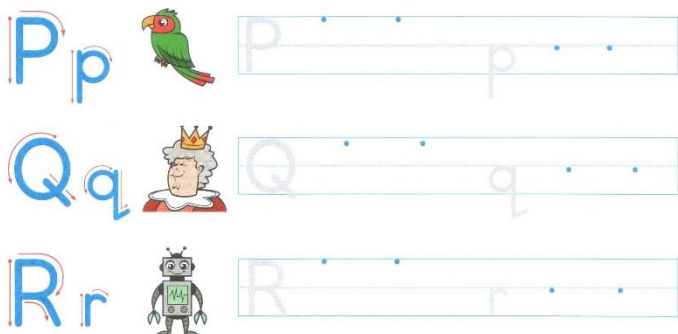
9 Write and say.



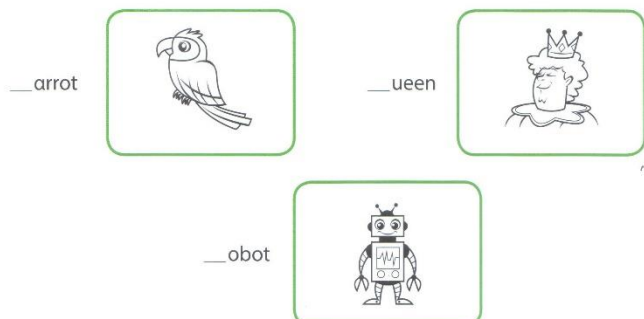
6 UNIT 0

Pp Qq Rr

11 Listen and say. Write. TR: 0.7



12 Write and colour.



1

To start

Sing Hello song with the pupils Track 0.15

<https://eltngl.com/sites/wonderful-world-2e/student-zone/level-1>

2

Revision

Workbook p.6

Ex.7 Copy the ex.7 on the board, Do the first pair together on the board, then give the pupils 30 seconds to work individually, ask volunteers to draw the answers on the board.

Ex.8. Put the picture cards from the exercise on the board. Ask "What is it?" and point to a picture. The pupils answer "It's a king". Write the word below the picture with capital letters, the students colour the word in the book (it's already done, so they colour it). Repeat the procedure with other words.

Ex. 9 Write the dialogue, read it aloud and the pupils repeat after you. Erase the words which are gapped in the Workbook, continue reading. The pupils say the missing words, write them on the lines, the pupils copy in the book.

3

Present new words

Big cards: 13-15

Present the vocabulary telling a little story. Please, mind that the pupils do not have to know all the language, use facial expressions and gestures to demonstrate the meaning.

"Once upon a time there was a **parrot** (put the picture on the board.) It lived with a **queen**. (put the picture on the board). One day they played in a park (draw some trees on the board). The **parrot and the queen** were happy and then suddenly they saw something little in the tree. (start speaking softer). What is it? Oh! It was (make a pause, then show the picture of a robot) the pupils may know this word, so wait for a second and then model the pronunciation a **robot**. Now, the **queen** has a **parrot** and a **robot**. She can play all day. She is very happy.

Then, repeat the story, but this time ask the pupils to repeat the words after you: a parrot, a queen, a parrot and use the gestures as well.

Say the story again, but encourage the pupils to say the words instead of you by pointing to the picture.

4

Practice new words

Living or not living

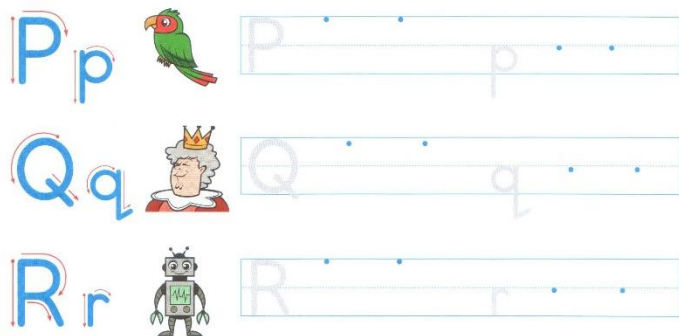
Big cards with words.

Put the card with a frog on the one wall and an egg to the opposite wall. Point to the frog and say 'living' point to the egg and say 'not living'. Invite 5-7 pupils and say 'hippo' model how students should run to the card with the frog as hippo is a living thing, repeat with jug and egg.

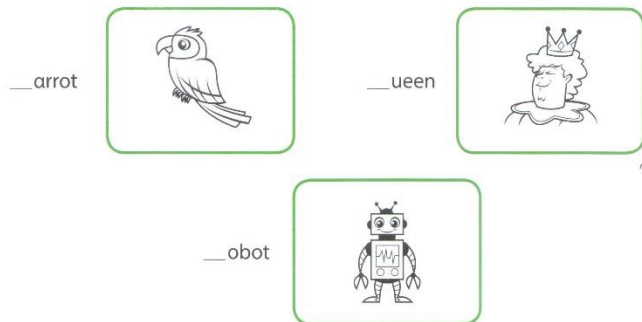
Show other cards to the rest of the class. The pupils say the word and those 7 run to the correct wall. After each time they come back to the middle. Then, another group of 5-7 students comes to run. Repeat so that everyone could participate.

Pp Qq Rr

11 Listen and say. Write.  TR: 0.7



12 Write and colour.



5

Present and Practice letters

Put the cards on the board.

Say [p], [p] and draw the capital P below the picture of the parrot and say again [p], [p], **BIG [p]**. Ask the students to repeat and draw a letter with the finger in the air. Repeat with the small letter, saying "small [p]" The students practice writing in their books. (ex. 11 p. 9)

Repeat with [q], [q] **queen** and [r] [r] **robot**.

Do ex.12. p.9 with the students:

copy the lines and letters on the board under the pictures. Model an activity. The students copy in their books.

6

Consolidation

Colouring pencils, pieces of paper.

The pupils choose and draw 5 pictures from this and previous letters. Play a short music to monitor the time.

Demonstrate the activity as if you are Pupil A.

The pupils swap their works in pairs. They ask each other about the pictures and write down initial letters.

Pupil A: "What's this?"

Pupil B: "It's a parrot."

Pupil A: "Thank you! Letter Pp (and writes down a big and a small letter Pp)"

7

Sum-up

The students continue their projects (see Lesson 3.)



Target language: *sun, tiger, umbrella. Look!*

Revision: *vocabulary from Lessons 2-7*

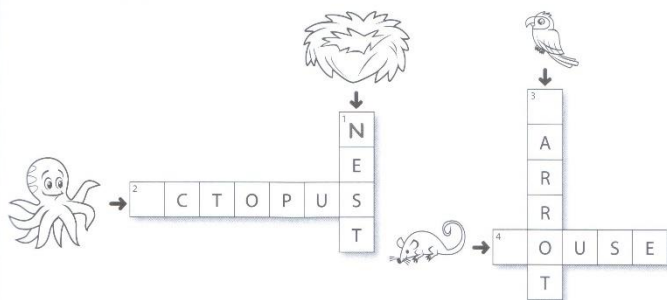
Materials: Student's Book p.10, Workbook p.7 cards with letters A-U and picture cards 1-21

Aim of the lesson: by the end of the lesson the students will have been able to make small dialogues about the flash cards, using the language from the lesson.

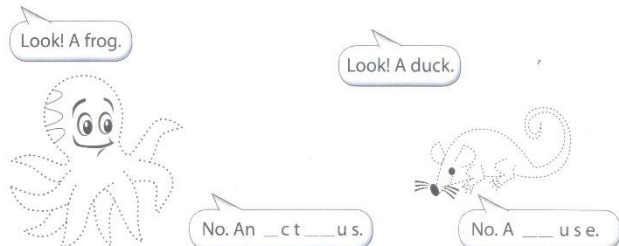
10 Circle *m, n, o* and *p*.



11 Write *M, N, O* or *P*.



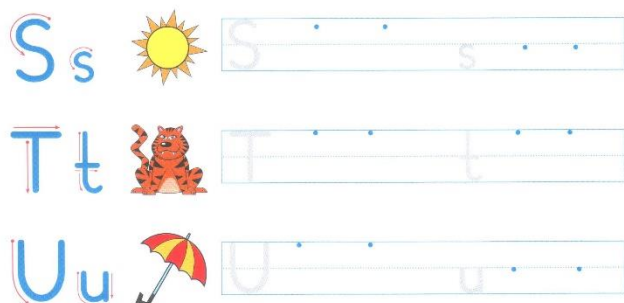
12 Join the dots. Write.



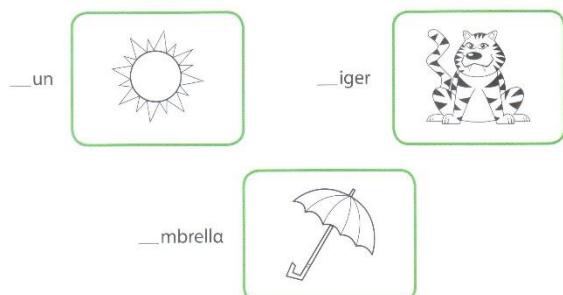
Alphabet

Ss Tt Uu

13 Listen and say. Write. TR: 0.8



14 Write and colour.



1

To start

Picture cards from the previous lessons

Say "Hello!" Hand out picture cards with the previous words. Leave 'ant', 'boy' for yourself. Say the alphabet. As pupils hear the word that starts with their letter, they stand up and put it on the board. Model the activity with 'ant' and 'boy'. Say the alphabet faster.

2

Revision

Picture cards from the previous lessons

Point to the pictures and ask the pupils to say the beginning letter.

Workbook p. 7 ex. 10

Model the task. Write some letters in a random order similar to task 10. Show a card with a small letter to the pupils and circle all of them. Show a card with small *m*, encourage the pupils to say the letter. Ask the pupils to circle all letters *m* in their workbooks. Give them 15 seconds. Repeat with all other letters.

Workbook p. 7 ex. 11

Copy the crossword and use picture cards. Do an example with NEST. Show a picture of octopus. Ask "What letter?" write letter *O* where appropriate. Show a parrot. Repeat the procedure, but this time wait for the pupils to write the letter on their own. Show the answer. Repeat with Mouse.

3

Present new words

Big cards: sun, tiger, umbrella

Show cards one by one to the students. Say "Look! The sun!", "Look! A tiger", "Look! An umbrella." Ask the pupils to repeat after you. Repeat several times.

4

Practice new words

Group drilling

Big cards with words (new and from the previous lesson)

Put a group of flashcards in a pile at the end of a table. Ask one pupils to stand by the pile while others line up on the other side of the table. The first pupil holds up a card and asks What is it? The other pupils take turns answering. The pupil who answers becomes a leader. The one who asked runs at the end of the line. Repeat until all pupils have had a turn.

5

Present and Practice letters

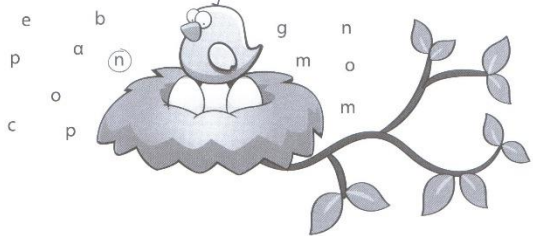
Put the cards on the board.

Say [s], [s] ant draw the capital *P* below the picture of the tiger and say again [s], [s], **BIG [s]**. Ask the students to repeat and draw a letter with the finger in the air. Repeat with the small letter, saying "small [p]" The students practice writing in their books. (ex. 13 p. 10)

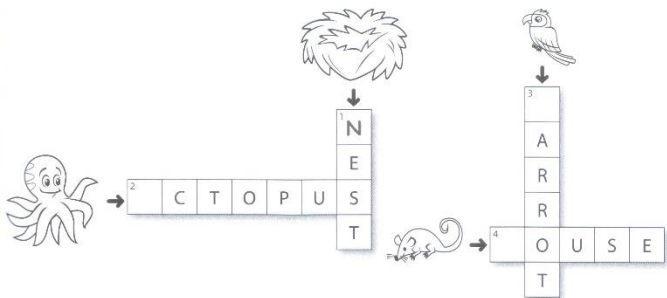
Repeat with [t], [t] tiger and [ʌ] [ʌ] umbrella.

Do ex.14. p.10 with the students: copy the lines and letters on the board under the pictures. Model an activity. The students copy in their books.

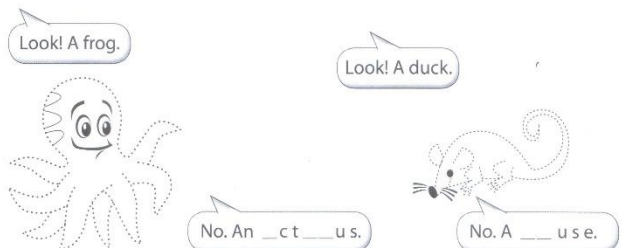
10 Circle m, n, o and p.



11 Write M, N, O or P.



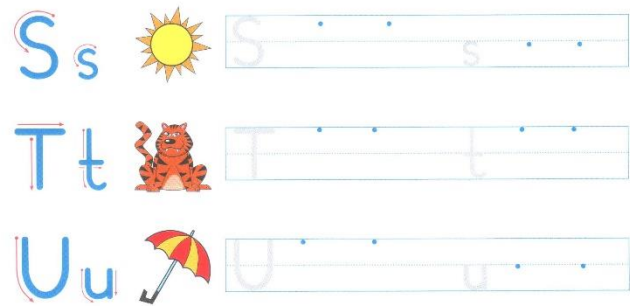
12 Join the dots. Write.



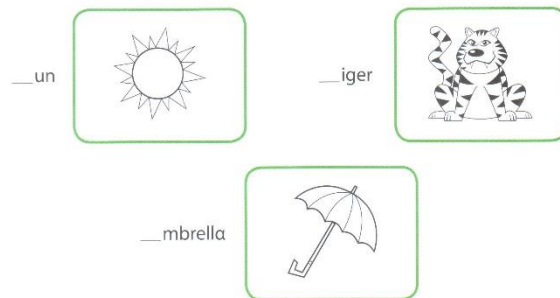
Alphabet

Ss Tt Uu

13 Listen and say. Write. TR: 0.8



14 Write and colour.



6

Consolidation

Look! A mouse! No. A frog.

Picture and letter cards. Small picture and letter cards for each group of three

Show a card of the mouse and say "Look! A parrot." Encourage the pupils to say "No. A mouse." Repeat with the following pairs king/robot, queen/girl, camel/tiger, lemon/sun. Then, ask a pupil to come to the board, choose a card and say a wrong word. Repeat with several pupils.

Hand out 9 cards to each group of three. The pupils do the same activity in their group.

7

Workbook p. 7 ex. 12.

Copy the task on the board. Read with sentences and ask the pupils to repeat after you. Elicit the missing letters: say "octopus" and point to each gap or letter, repeat several times. The pupils will fill in the gaps.

8

Sum-up

The students continue their projects (see Lesson 3.)

Look! A mouse.



No. A frog.

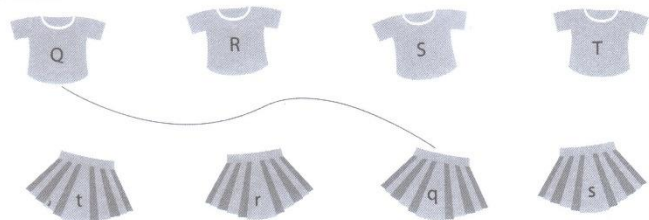


Target language: *van, worm, box, It it? – Yes, it is. No, it isn't.*
Revision: *vocabulary from lessons 2-8*

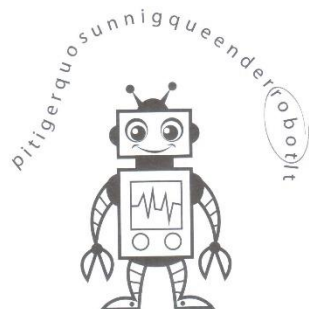
Materials: Student's Book p.11, Workbook p. 8, cards with letters A-R and pictures 1-24

Aim of the lesson: by the end of the lesson the students will have been able to make small dialogues about the pictures using the target language.

13 Match.



14 Circle.



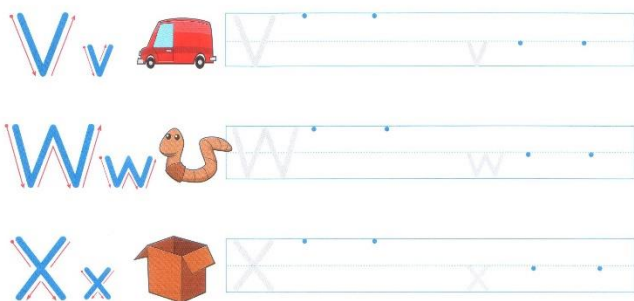
15 Join the dots. Read and colour.



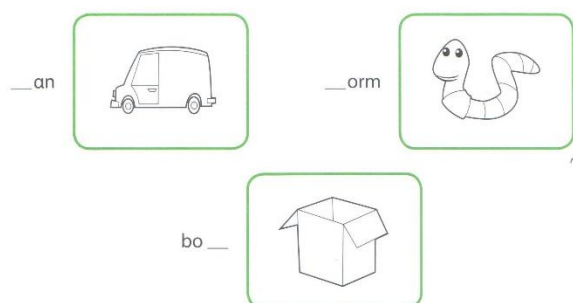
8 UNIT 0

Vv Ww Xx

15 Listen and say. Write. TR: 0.9



16 Write and colour.



1

To start

Picture and letter cards from previous lessons.

Say "Hello". Encourage the pupils to respond.

Play **Look! A mouse! No. A frog.**

Show a card of the frog and say "Look! A mouse." Encourage the pupils to say "No. A frog." Repeat with the following pairs robot/king, king/queen, sun/lemon, nest/umbrella, tiger/hippo. Then, ask a pupil to come to the board, choose a card and say a wrong word. Repeat with several pupils.

2

Revision

Workbook p.8

Ex.13 Copy the ex.8 on the board. Do the first pair together on the board, then give the pupils 30 seconds to work individually, ask volunteers to draw the answers on the board.

Ex.14. Copy the ex.8 on the board. Put the picture cards from the exercise on the board. Ask "What is it?" and point to a picture of a tiger. The pupils answer "It's a tiger". Write the word below the picture with capital letters, the students colour the word in the book (it's already done, so they colour it). Repeat the procedure with other words.

Ex. 15 Play a song (use Track 0.15 or another children song) the pupils work while the music plays.

3

Present new words

Big cards: 8,13,16, 20, 22-24

Put cards of a tiger, parrot, mouse and a hippo face to the board.

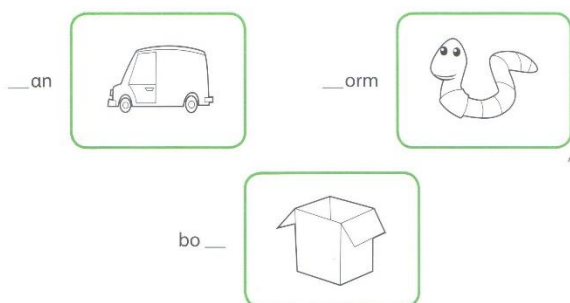
Tell a story with the new words. Put a card with the picture when you say them. There was a **worm**. He lived in a **box** (**move a worm above the box**) He was bored and sad. Here comes a **van**. The worm jumps (show an action) in to the van. (**move a worm above the van**) Off goes the worm. He goes and goes and he sees... Pause here and turn the picture of a tiger and say "**Look! A tiger**", repeat with mouse, parrot, hippo. Finish the story "**The worm is happy now.**" Then, repeat the story, but this time ask the pupils to repeat the words after you: a van, a worm, a box. Say the story again, but encourage the pupils to say the words instead of you by pointing to the picture.

Vv Ww Xx

15 Listen and say. Write.  TR: 0.9



16 Write and colour.



4

Practice new words

What's new?

Put six cards from the previous lessons on the board. Ask students to close their eyes. Mix the flashcards up, and secretly add a new card with a word from this lesson. Pupils open their eyes ask them "What's new?" and they name the new card. Repeat with other cards. Help the pupils if necessary. The pupils play the same game in pairs.

5

Present and Practice letters

Put the cards on the board. Say [v], [v] and draw the capital V below the picture of the van and say again [v], v, **BIG [v]**. Ask the students to repeat and draw a letter with the finger in the air. Repeat with the small letter, saying "small [v]" The students practice writing in their books. (ex. 16 p. 11)
Repeat with [w], [w] worm and [x] [x] box.
Do ex.17. p.11 with the students:
Copy the lines and letters on the board under the pictures. Model an activity. The students copy in their books.

6

Consolidation

Guessing game

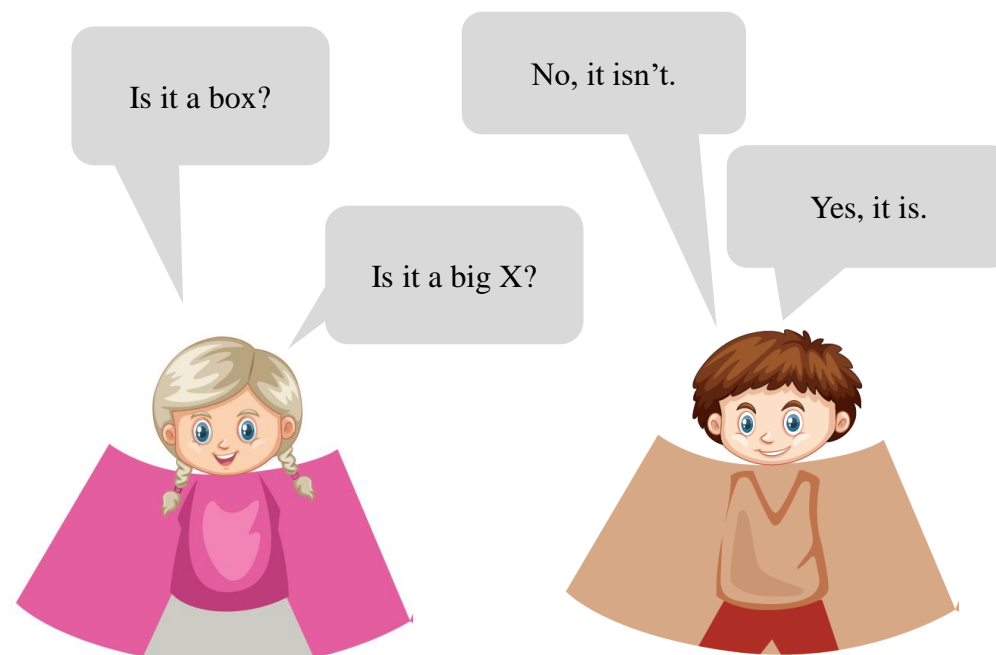
Picture and letter cards: 22-24, Vv, Ww, Xx. Small picture and letter cards for each group of three

Ask pupils to close their eyes as you choose a card and put it behind your back. Pupils then take turns guessing which card you choose. Model the game and phrases. Ask the pupils to repeat with you. "Is it a box?" "Is it big X?" "Yes, it is. No, it isn't" The pupil who guesses correctly takes the teacher's role, and chooses a new card. Repeat several times. Then, the pupils work in groups of three with small cards.

7

Sum-up

The students continue their projects (see Lesson 3.)

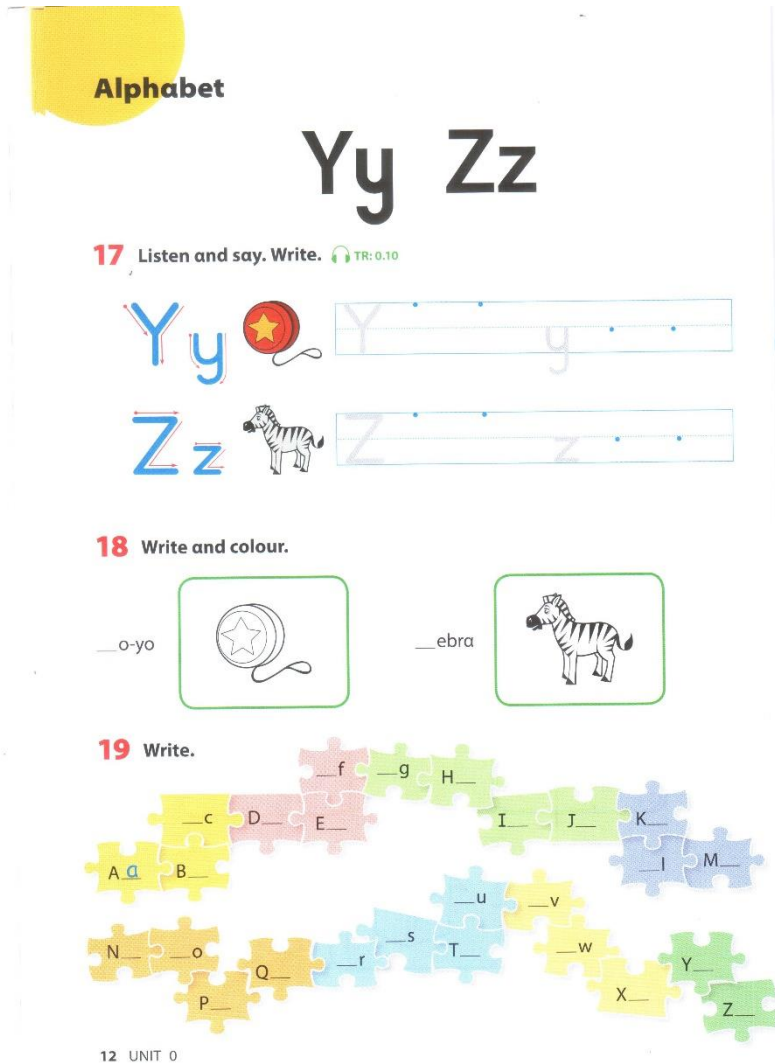


Target language: *yo-yo, zebra, Please! Thank you! You're welcome*

Revision: *Letters Aa – Xx, words from lessons 2-9*

Materials: Student's Book p.12, cards with letters Aa-Zz and big cards with pictures 1-26, a set of small cards with letters and pictures for groups of 5-7 pupils.

Aim of the lesson: by the end of the lesson the students will have been able to make small dialogues about the pictures using the target language.



4

Present and Practice letters

Put the cards on the board.

Say [y], [y] and draw the capital Y below the picture of the yo-yo and say again [y], [y], BIG [y] (show BIG by stretching your arms). Ask the students to repeat and draw a letter with the finger in the air.

Repeat with the small letter, saying "small [y]" The students practice writing in their books. (ex. 17 p. 12)

Repeat with [z], [z] zebra.

Do ex.18, 19 p.12 with the students:

Copy the lines and letters on the board under the pictures. Model an activity. The students copy in their books.

5

Consolidation

Go fish

A set of small cards with letters and pictures for each group of 5-7 pupils.

The aim of the game is to collect a set of the same letters and a picture and get rid of it. For example, Z, z and zebra.

The pupils can ask each other: "Big Z, please", "A zebra, please". The responds are "No.", "Yes"

To demonstrate the game take 9 cards: **Z, z, zebra, V, v, van, S, s, sun.** ask 2 pupils to come to the board and give each 3 cards. Leave, T, z, van for yourself. Put your card on the board. Role play the dialogue:

- T: A tiger, please.
- S1: No
- T: A tiger, please.
- S2: Yes
- T: Thank you.
- S2: You're welcome.

Show that now you have matching cards (T and Tiger)

Encourage other pupils to ask for the cards they need.

All the pupils in the class repeat the phrases with you.

Pupils play the game in the groups of 5-7 children. Help if necessary.

1

To start

Picture and letter cards from previous lessons.

Say "Hello". Encourage the pupils to respond.

Play **Guessing game** from the previous lesson.

2

Present new words

Big cards: yo-yo, zebra

Show cards one by one to the students. Say "Look! Yo-yo!", "Look! A zebra". Ask the pupils to repeat after you. Repeat several times.

3

Practice new words

10-15 big picture cards from this and previous lessons, a coin Large Board Game

Place the cards them in a row on a table. Divide the class into three groups. Each group puts a rubber or another small object in front of the row of flashcards. Each group will then toss a coin. If it is heads, the they move the rubber along two flashcards. If it is tails, the they move the rubber along one card. The pupils in turns name the card their team has landed on. The first group to get to the end of the row of cards is the winner.

Then, the pupils, play this game in groups of 4-5.

6

Sum-up

The students finish their projects (see Lesson 3.)

