

1 Let's learn!

Page 4

OBJECTIVES: By the end of the lesson, pupils will be able to say and recognise the letters *Aa, Bb, Cc* and will have reviewed numbers 1–5.

● **TARGET LANGUAGE**

Key language: numbers *one – five, Aa apple, Bb book, Cc cat*
Additional language: *Hello, I'm ... , open/close your books, listen, point, repeat, say, count, write, match*

● **MATERIALS REQUIRED**

Flashcards 11–13: *Aa apple, Bb book, Cc cat*
Extra activity 1: five large pieces of card, with a number in words between *one* and *five* written on each one, e.g. *five*
For further practice of numbers, see Primary Vocabulary Box, Wordsearch 1 Numbers, page 120
Extra activity 2: Photocopiable activity 1 (see page 108), one copy for each pupil.

Warmer

- Introduce yourself. Point to yourself and say *Hello. I'm* (your name). Walk up to a pupil and repeat. Gesture to the pupil and prompt the pupil to respond, *Hello, I'm* (pupil's name). Repeat until all pupils have said their names.

Presentation/Practice

- Display the alphabet flashcards *Aa – Cc*. Point to *Aa* and say *a–apple*. Pupils repeat the letter and word in chorus. Repeat for the letters and words on the alphabet flashcards *Bb* and *Cc*.

PB4. ACTIVITY 1. *Listen, point and repeat.*

- Say *Open your Pupil's Books at page 4, please. Look at the numbers. Listen, point and repeat.* Hold up your book and demonstrate the activity. If pupils have completed *Kid's Box Pre-Junior*, point to each number and elicit the English word for each one. Otherwise, point to each number in turn and say the number. Play the CD. Pause after each number for pupils to point and repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 02

Three, five, two, one, four.

PB4. ACTIVITY 2. *Listen, point and repeat.*

- Say *Look at the picture. Listen, point and repeat.* Play the CD. Pause after each set of letters and word for pupils to point and repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 03

Aa apple, Bb book, Cc cat

Practice

- Point to five pupils in order around the class, say the numbers one to five as you point to each one. Point to another five

pupils for pupils to count the numbers in chorus. Continue until all pupils have been numbered.

- Hold up each of the flashcards *Aa apple – Cc cat* in random order picture side facing and elicit the letter and word for each one.

Extra activity 1: see page 133 (if time).

AB4. ACTIVITY 1. *Count and write.*

- Say *Open your Activity Books at page 4, please. Look at Activity 1.* Hold up your book to demonstrate what to do. Point to one of the *As* and ask pupils to say the letter, say *Count the As*. Point to the first two *As*, and say *one, two*, then point to the next two to elicit *three* and *four*.
- Point to the box next to the *A* and say *Write the number*. Pupils write 4. Repeat for *B* and *C*.

Key: *A 4, B 3, C 5*

AB4. ACTIVITY 2. *Count, match and write.*

- Say *Look at Activity 2, please.* Hold up your book, point to the pictures and say *How many books (are there)?*. Elicit *one book*. Repeat for the apples and cats. Point to the example and say *Match and write*. Pupils match the pictures with the words and then write the missing letters.
Note: The use of *How many, are there* and plurals is for receptive purposes only.

Key: *a*pple 2, *c*at 3, *b*ook 1

Extra activity 2: see page 133 (if time).

Ending the lesson

- Invite different pupils to come up and write each of the numbers 1–5 on the board. Then invite different pupils to come up and write the letters *Aa, Bb* and *Cc*. Then point to each letter on the board and get pupils to say the letters in chorus three times, first quietly, then loudly.

Page 5

OBJECTIVES: By the end of the lesson, pupils will be able to say and recognise the letters *Dd, Ee, Ff* and will have reviewed colours.

● **TARGET LANGUAGE**

Key language: colours (*red, green, yellow, orange, blue*), *Dd dog, Ee elephant, Ff fish*

Additional language: *Hello, I'm ... , open/close your books, listen, point, repeat, say*

Revision: letters *Aa – Cc*

● **MATERIALS REQUIRED**

Flashcards 37, 38, 40, 41, 43: *red, yellow, green, orange, blue*.

Flashcards 11–16: *Aa apple, Bb book, Cc cat, Dd dog, Ee elephant, Ff fish*

Extra activity 2: Photocopiable activity 2 (see page 109), one copy for each pupil.

Warmer

- Say *Hello*. Display the flashcards *red, green, yellow, orange, blue*. Point to each colour and say the name. Pupils repeat the name of each colour in chorus.
- Display the flashcards *Aa – Cc* picture side facing. Point to each flashcard and say *Say the letter*. Turn each flashcard around to show the letters after pupils chorus the answer. Display the alphabet flashcards *De – Ff*. Point to *D* and say *d-dog*. Pupils repeat the letter and word in chorus. Repeat for the letters and words on the alphabet flashcards *Ee* and *Fe*.
- Spread the flashcards *Aa – Ff* and *red, green, yellow, orange, blue* randomly on the desk. Divide the pupils into two teams. They line up facing the board. Say *apple*. The first two pupils in each team race to be the first to put the *Aa apple* flashcard on the board. Award a point to the pupil's team. The first two pupils go to the back of the line. Repeat for all the alphabet flashcards *Aa – Ff* in order and the five colours until all the cards are on the board.

PB5. ACTIVITY 3. *Listen and say the colour.*

- Say *Open your Pupil's Books at page 5, please. Look at the numbers and the colours. Listen and say the colours*. Play the CD. Pause after each number for pupils to say the colour. Play the CD again. Pupils say the colours again.

CD 1, 04

3, 5, 1, 4, 2

Key: red, green, orange, blue, yellow

PB5. ACTIVITY 4. *Listen, point and repeat.*

- Say *Look at the picture. Listen, point and repeat*. Play the CD. Pause after each set of letters and word for pupils to point and repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 05

Dd dog, Ee elephant, Ff fish

Practice

- Point to an item of clothing or other objects in the class which is red. Say the colour as you point to it. Point to other objects which are green, yellow, orange and blue and say *Say the colour*. for pupils to respond in chorus.
- Hold up each of the flashcards *Dd – Ff* in random order picture side facing and elicit the letter and word for each one.

Extra activity 1: see page 133 (if time).

AB5. ACTIVITY 3. *Colour, match and write.*

- Say *Open your Activity Books at page 5, please. Look at Activity 3*. Hold up your book to demonstrate what to do.
- Point to the elephant and say *e – elephant*, and then point to the example and say *Write the letter*.
- Pupils work individually and then check in pairs. Check with the class.

Key: elephant, fish, dog

AB5. ACTIVITY 4. *Listen and colour.*

- Say *Open your Activity Books at page 5, please. Look at Activity 4*. Tell pupils to take out their crayons. Say *Ready? Listen and colour*. Tell pupils to make a dot in the colour the first time they listen. Play the CD. Pupils listen and place a coloured dot on the number. They check in pairs. Play the CD again for pupils to check. Check with the class by asking, e.g. *What colour is '3'?* *What number is red?* Pupils colour the numbers.

Key: 2 = red, 4 = green, 1 = yellow, 3 = orange, 5 = blue

CD 1, 06

Colour number two red.
Colour number four green.
Colour number one yellow.
Colour number three orange.
Colour number five blue.

Extra activity 1: see page 133 (if time).

Ending the lesson

- Invite different pupils to come up and put each of the colour flashcards on the board, and to say the colour as they stick it. Then invite different pupils to come up and write the letters *Dd, Ee* and *Ff*. Then point to each colour and letter on the board and get pupils to say the colours first, then the letters in chorus, first quietly, then loudly three times.

Page 6

OBJECTIVES: By the end of the lesson, pupils will be able to say and recognise the letters *Gg, Hh, Ii* and will have learnt numbers 6–10.

● **TARGET LANGUAGE**

Key language: numbers *six – ten, Gg guitar, Hh hippo, Ii igloo*

Additional language: *open/close your books, listen, point, repeat, say, find write, match*

Revision: numbers 1–5, letters *Aa – Ff*

● **MATERIALS REQUIRED**

Flashcards 11–19: *Aa apple – Ii igloo*

Flashcards 1–10: *one – ten*

Extra activity 1: five large pieces of card, with a number in words between *six* and *ten* written on each one.

For further practice of numbers, see Primary Vocabulary Box, Wordsearch 1 Numbers, page 120

Extra activity 2: Photocopiable activity 3 (see page 110), one copy for each pupil.

Warmer

- Say *Hello*. Write the numbers 1–5 on the board. Point to each number and say *Say the number*. Pupils answer in chorus.
- Display the flashcards *Aa – Ff* picture side facing. Point to each flashcard and say *Say the letter*. Turn each flashcard around to show the letters after pupils chorus the answer.

Presentation/Practice

- Write the numbers 6 – 10 on the board. Point to and say each number in turn for pupils to chorus after you.
- Display the alphabet flashcards *Gg – Hh*. Point to *G* and say *g – guitar*. Pupils repeat the letter and word in chorus. Repeat for the letters and words on the alphabet flashcards *Hh* and *Ii*.
- Spread the flashcards *Aa – Ii* randomly on the desk. Divide the pupils into two teams. They line up facing the board. Say *apple*. The first two pupils in each team race to be the first to put the *Aa apple* flashcard on the board. Award a point to the pupil's team. The first two pupils go to the back of the line. Repeat for all the alphabet flashcards *Aa – Ff* in order and the five colours until all the cards are on the board.

PB6. ACTIVITY 5. *Listen, point and repeat.*

- Say *Open your Pupil's Books at page 6, please. Look at the numbers. Listen, point and repeat.* Hold up your book and demonstrate the activity. If pupils have completed *Kid's Box Pre-Junior*, point to each number and elicit the English word for each one. Otherwise, point to each number in turn and say the number. Play the CD. Pause after each number for pupils to repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 07

Seven, ten, eight, six, nine.

PB6. ACTIVITY 6. *Listen, point and repeat.*

- Say *Look at the picture. Listen, point and repeat.* Play the CD. Pause after each set of letters and word for pupils to point and repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 08

Gg guitar, Hh hippo, Ii igloo

Practice

- Point to ten pupils one by one around the class, start off the count by saying the numbers one to three as you point to each one of the first three pupils. Gesture to pupils to count the numbers up to ten in chorus. Repeat until all pupils have been numbered from one to ten. Hold up each of the flashcards *one – ten* word side facing and elicit the words in chorus. Display the flashcards on the board and get pupils to come up and write the numbers 1–10 next to the corresponding word.
- Hold up each of the flashcards *Gg – Ii* in random order picture side facing and elicit the letter and word for each one.

Extra activity 1: see page 133 (if time).

AB6. ACTIVITY 5. *Find the letters and colour. Write.*

- Say *Open your Activity Books at page 6, please. Look at Activity 5. Say Find the letters and colour.* Point to the example lines and say *Write the letters*.
- Pupils work individually and colour the letters. Then write the letters above the corresponding pictures. Pupils check in pairs. Check with the class.

AB6. ACTIVITY 6. *Match and write.*

- Say *Look at Activity 6 please.* Hold up your book, point to the number and say *Look at the number*. Point to the word and say *Write the letter*.
- Pupils work individually and then check in pairs. Check with the class.

Key: *six, seven, eight, nine, ten*

Extra activity 2: see page 133 (if time).

Ending the lesson

- Invite different pupils to come up and write each of the numbers 6 – 10 on the board. Then invite different pupils to come up and write the words *six – ten*. Write the letters *Gg, Hh* and *Ii* on the board. Then point to each letter and get pupils to say the letters in chorus three times, first quietly, then loudly.

Page 7

OBJECTIVES: By the end of the lesson, pupils will be able to say and recognise the letters *Jj*, *Kk*, *Ll* and will have learnt the colours pink, black, white, grey, brown, purple.

● TARGET LANGUAGE

Key language: colours (*purple, grey, white, blue, brown*), *Jj jacket, Kk kite, Ll lorry*

Additional language: *open/close your books, listen, point, repeat, say*

Revision: colours, letters *Aa – li*

● MATERIALS REQUIRED

Flashcards 42–47: *purple, blue, black, brown, grey, white*.

Flashcards 11–22: *Aa apple – Ll lorry*

Extra activity 2: Photocopiable activity 4 (see page 111), one copy for each pupil.

Warmer

- Say *Hello*. Display the flashcards *red, green, yellow, orange, blue* and elicit the words. Display the flashcards *purple, grey, white, blue, brown*. Point to each colour and say the name. Pupils repeat the name of each colour in chorus.
- Display the alphabet flashcards *Jj – Ll*. Point to *J* and say *j – jacket*. Pupils repeat the letter and word in chorus. Repeat for the letters and words on the alphabet flashcards *Kk* and *Ll*.
- Spread the flashcards *Aa – Ll* and *red, green, yellow, orange, blue, purple, grey, white, brown* randomly on the desk. Divide the pupils into two teams. They line up facing the board. Say *purple*. The first two pupils in each team race to be the first to put the *purple* flashcard on the board. Award a point to the pupil's team. The first two pupils go to the back of the line. Repeat for all the alphabet flashcards *Aa – Ll* in order and the nine colours until all the cards are on the board.

PB7. ACTIVITY 7. Listen and say the colour.

- Say *Open your Pupil's Books at page 7, please. Look at the numbers and the colours. Listen and say the colours*. Play the CD. Pause after each number for pupils to say the colour. Play the CD again. Pupils say the colours again.

CD 1, 09

5, 3, 6, 1, 4, 2.

Key: brown, white, purple, pink, grey, black

PB7. ACTIVITY 8. Listen, point and repeat.

- Say *Look at the picture. Listen, point and repeat*. Play the CD. Pause after each set of letters and word for pupils to point and repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 10

Jj jacket, Kk kite, Ll lorry

Practice

- Point to an item of clothing or other objects in the class which is grey. Say the colour as you point to it. Point to other objects which are purple, blue, white and brown. Say *the colour*. for pupils to respond in chorus.

- Hold up each of the flashcards *Jj – Ll* in random order picture side facing and elicit the letter and word for each one.

Extra activity 1: see page 133 (if time).

AB7. ACTIVITY 7. Find the 'colour' words. Colour the stars.

- Say *Open your Activity Books at page 7, please. Look at Activity 7*. Hold up your book and point to the circled example: *black*. Elicit *Black*. Point to the word *black* and to the star coloured in black. Say *Do the same with the other colours. Find the word and colour the star*. Pupils work individually to complete the activity. They check in pairs. Check around the class as pupils are working.

AB7. ACTIVITY 8. Colour and match.

- Say *Look at Activity 8*. Focus pupils on the letters and say *Colour and match*.
- Pupils work individually and colour the matching pairs of letters and then draw lines to match the letters with the corresponding pictures. Pupils check in pairs. Check with the class.

Extra activity 1: see page 133 (if time).

Ending the lesson

- Invite different pupils to come up and put each of the colour flashcards on the board, and to say the colour as they stick it. Then invite different pupils to come up and write the letters *Jj*, *Kk* and *Ll*. Then point to each colour and letter on the board and get pupils to say the colours first, then the letters in chorus, first quietly, then loudly three times.

Page 8

OBJECTIVES: By the end of the lesson, pupils will be able to say and recognise the letters *Mm*, *Nn*, *Oo* and will have reviewed the colours.

● **TARGET LANGUAGE**

Key language: *Mm mouse, Nn nose, Oo orange*
Additional language: *open/close your books, sing the song, listen, point, repeat, say, find write, match*
Revision: colours, letters *Aa – Ll*

● **MATERIALS REQUIRED**

Flashcards 11–25: *Aa apple – Oo orange*
Extra activity 1: Photocopiable activity 5 (see page 112), one copy for each pupil.
Extra activity 2: Photocopiable activity 6 (see page 113), one copy for each pupil.

Warmer

- Display the flashcards *Aa – Ll* picture side facing. Point to each flashcard and say *Say the letter*. Turn each flashcard around to show the letters after pupils chorus the answer.

Presentation/Practice

- Display the alphabet flashcards *Mm – Oo*. Point to *M* and say *m – mouse*. Pupils repeat the letter and word in chorus. Repeat for the letters and words on the alphabet flashcards *Nn* and *Oo*.
- Spread the flashcards *Aa – Oo* randomly on the desk. Divide the pupils into two teams. They line up facing the board. Say *apple*. The first two pupils in each team race to be the first to put the *Aa apple* flashcard on the board. Award a point to the pupil's team. The first two pupils go to the back of the line. Repeat for all the alphabet flashcards *Aa – Oo* in order until all the cards are on the board.

PB8. ACTIVITY 9. *Listen and point. Sing.*

- Say *Open your Pupil's Books at page 8, please. Listen and point to the colours. Sing the song.* Play the CD. Pause after each line for pupils to repeat and point to the colour. Play the CD again. Pupils sing in time with the recording.

CD 1, 11

Red and yellow and pink and green,
Orange and purple and blue.
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow to you. (x2)

PB8. ACTIVITY 10. *Listen, point and repeat.*

- Say *Look at the picture. Listen, point and repeat.* Play the CD. Pause after each set of letters and word for pupils to point and repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 12

Mm mouse, Nn nose, Oo orange

Practice

- Hold up each of the flashcards *Mm – Oo* in random order picture side facing and elicit the letter and word for each one.

Extra activity 1: see page 133 (if time).

AB8. ACTIVITY 9. *Listen and colour the stars.*

- Say *Open your Activity Books at page 8, please. Look at Activity 9.* Hold up your book and point to 1. Say *colour stars*. Say *What colour?* Pupils suggest a colour. Play the CD. Pause after each line for pupils to colour the correct number of stars in the colours they choose. Play the CD again. Pupils check in pairs. Check with the class.

CD 1, 13

Colour two stars.
Colour five stars.
Colour six stars.
Colour one star.
Colour eight stars.

AB8. ACTIVITY 10. *Find, circle and match.*

- Say *Look at Activity 10 please.* Hold up your book, point to the mouse and say *It's a...* to elicit *mouse*. Focus pupils on the example line and circle and say *m – mouse*. Say *Find and circle the Ms*. Pupils circle the Ms and then match them to the mouse. Repeat for the *orange* and the *nose*.
- Pupils work individually and then check in pairs. Check with the class.

Extra activity 2: see page 133 (if time).

Ending the lesson

- Teach and do the following chant with the pupils. Repeat with another colour or an object. More able pairs of pupils can be the 'teacher' and spell out a word for the class to chant.

Teacher:	Pupils respond:
<i>Give me an o</i>	<i>o</i>
<i>Give me an r</i>	<i>r</i>
<i>Give me an a</i>	<i>a</i>
<i>Give me an n</i>	<i>n</i>
<i>Give me a g</i>	<i>g</i>
<i>Give me an e</i>	<i>e</i>
<i>What does that spell?</i>	<i>orange</i>
<i>What does that spell?</i>	<i>orange</i>

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OBJECTIVES: By the end of the lesson, pupils will be able to say and recognise the letters *Pp, Qq, Rr, Ss* and will have reviewed numbers 1–10.

● **TARGET LANGUAGE**

Key language: numbers 1–10, *one – ten, Pp pink, Qq queen, Rr red, Ss star*

Additional language: *open/close your books, listen, point, repeat, say*

Revision: numbers 1–10, colours, letters *Aa – Oo*.

● **MATERIALS REQUIRED**

Flashcards 1–10: *one – ten*.

Flashcards 11–29: *Aa apple – Ss star*

Extra activity 1: ten large pieces of card with a number in words between *one* and *ten* written on each one.

Extra activity 2: Photocopiable activity 7 (see page 114), one copy for each pupil.

Warmer

- Say *Hello*. Say *Say the number*. Hold up each of the flashcards 1 – 10 number side facing, in random order. Pupils say each number in chorus.
- Display the alphabet flashcards *Pp – Ss*. Point to *P* and say *p – pink*. Pupils repeat the letter and word in chorus. Repeat for the letters and words on the alphabet flashcards *Qq, Rr* and *Ss*.
- Spread the flashcards *Aa – Ss* on the desk. Divide the pupils into two teams. They line up facing the board. Say *apple*. The first two pupils in each team race to be the first to put the *Aa apple* flashcard on the board. Award a point to the pupil's team. The first two pupils go to the back of the line. Repeat for all the alphabet flashcards *Aa – Ss* in order until all the cards are on the board.

PB9. ACTIVITY 11. *Listen and say the number.*

- Say *Open your Pupil's Books at page 9, please. Look at the numbers. Listen and say the numbers*. Play the CD. Pause after each word for pupils to say the number. Play the CD again. Pupils chorus in time with the recording.

CD 1, 14

Blue, pink, red, orange, green, black, white, brown, yellow, purple.

Key: seven, two, one, three, nine, four, five, eight, ten, six

PB9. ACTIVITY 12. *Listen, point and repeat.*

- Say *Look at the picture. Listen, point and repeat*. Play the CD. Pause after each set of letters and word for pupils to point and repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 15

Pp pink, Qq queen, Rr red, Ss star

Practice

- Point to an item of clothing or other objects in the class which is grey. Say the colour as you point to it. Point to other objects which are purple, blue, white and brown *Say the colour*. for pupils to respond in chorus.

- Hold up each of the flashcards *Pp – Ss* in random order picture side facing and elicit the letter and word for each one.

AB9. ACTIVITY 11. *Look and write.*

- Say *Open your Activity Books at page 9, please. Look at Activity 11, please*. Hold up your book, point to the jacket and say *Look at the picture. Say the word*. Pupils respond (*jacket*). Point to the first gap in number 1 and say *Write the letter*. Point to the jumbled letters and point to *j*. Point to the next two gaps and elicit the missing letters (*c, k*).
- Pupils work individually and then check in pairs. Check with the class.

Key:

- 1 jacket
- 2 mouse
- 3 lorry
- 4 queen
- 5 apple
- 6 guitar

Extra activity 1: see page 133 (if time).

AB9. ACTIVITY 12. *Match and colour.*

- Say *Look at Activity 12*. Focus pupils on the numbers and check they realise they are in figures and words (*10* and *ten*). Focus them on the colours and elicit the link between the colours and the numbers.
- Pupils work individually and colour the squares as in the example. Monitor pupils as they are working to check they are colouring the squares correctly. Remind pupils to check in pairs if they are not sure.
- Check with the class by eliciting a number, asking how it's spelt and then eliciting the colour. Pupils can hold up their pencils to show the colour as well.

Key: 7 grey – seven; 8 yellow – eight; 5 pink – five; 6 blue – six; 10 orange – ten; 3 purple – three; 9 green – nine; 1 brown – one; 2 red – two; 4 black – four

Extra activity 2: see page 133 (if time).

Ending the lesson

- Write the numbers 1–10 on the board. Invite different pupils to come up and write the words *one* to *ten* on the board next to each number. Then invite different pupils to come up and write the letters *Mm, Nn* and *Oo*. Then point to each number and letter on the board and get pupils to say the numbers first, then the letters in chorus, first quietly, then loudly three times.

Page 10

OBJECTIVES: By the end of the lesson, pupils will be able to say and recognise the letters *Tt, Uu, Vv* and *It's a/an*, and they will have reviewed numbers *one – ten* and vocabulary from the alphabet flashcards.

● **TARGET LANGUAGE**

Key language: *Tt table, Uu umbrella, Vv van, It's a/an ...*
Additional language: *open/close your books, sing the song, listen, point, repeat, say, find write, match*
Revision: *one – ten, Aa apple – Ss star*

● **MATERIALS REQUIRED**

Flashcards 11–32: *Aa apple – Vv van*
Extra activity 2: Photocopiable activity 8 (see page 115), one copy for each pupil.

Warmer

- Pupils take out their crayons. Give pupils instructions to follow, e.g. *Hold up the blue crayon. Put it under your Pupil's Book. Put the yellow crayon next to the book. Take the green crayon and put it under your chair.*

Presentation/Practice

- Display the alphabet flashcards *Tt – Vv*. Point to *T* and say *t – table*. Pupils repeat the letter and word in chorus. Repeat for the letters and words on the alphabet flashcards *Uu* and *Vv*. Hold up the *Tt table* card again and say *It's a table*, hold up *Uu umbrella* and say *It's an umbrella*.
- Spread the flashcards *Aa – Vv* randomly on the desk. Divide the pupils into two teams. They line up facing the board. Say *A*. The first two pupils in each team race to be the first to put the *Aa apple* flashcard on the board. Pupils in the team say *apple* as they place the card on the board. Award a point to the pupil's team. The first two pupils go to the back of the line. Repeat for all the alphabet flashcards *Aa – Vv* in order until all the cards are on the board.
- Write the heading *It's a* on the left above the letters on the board. Move the flashcards *Aa apple, Ee elephant, Ii igloo, Oo orange, Uu umbrella* to form a column the right and push the other flashcards to the left to create a space between them. Write *It's an* above the cards in the right column.

PB10, ACTIVITY 13. *Listen, point and repeat.*

- Say *Open your Pupil's Books at page 10, please. Say Look at the picture. Listen, point and repeat.* Play the CD. Pause after each set of letters and word for pupils to point and repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 16

Tt table, Uu umbrella, Vv van,

PB10, ACTIVITY 14. *Listen, point and say.*

- Say *Listen, point and say.* To demonstrate, point to number 1 and say *One.*, and then point to the book and say *It's a book.* Repeat for example 2. Play the CD. Pause after each number for pupils to say the answer in chorus. Play the CD again. Pupils chorus in time with the recording.

CD 1, 17

*It's a book.
It's an umbrella.
It's a jacket.
It's an igloo.
It's a dog.
It's an orange.*

Key: one, six, five, two, three, four

Practice

- Hold up each of the flashcards *Aa – Uu* in random order picture side facing and elicit *It's a* or *It's an* and the word for each one. Repeat until all the flashcards *Aa – Vv* have been used.

Extra activity 1: see page 133 (if time).

AB10, ACTIVITY 13. *Look, read and circle.*

- Say *Open you Activity Books at page 10, please. Look at Activity 13. Look at the picture.* Hold up your book and point to the first sentence. Say *Circle and write.* Elicit the first answer and circle the answer (*an*) as an example.
- Pupils work individually and then check in pairs. Check with the class.

Key: 2 an, 3 an, 4 an, 5 a, 6 an

AB10, ACTIVITY 14. *Listen and colour.*

- Say *Look at Activity 14, please.* Tell pupils to take out their crayons. Say *Ready? Listen and colour.* Remind pupils to make a dot in the colour the first time they listen. Play the CD. Pupils listen and place a coloured dot on the letter. They check in pairs. Play the CD again for pupils to check. Check with the class by asking, e.g. *What colour is 'p'? What letter is purple?* Pupils colour the letters.
Note: These are not the same colours as were used to help with pronunciation.

CD 1, 18

*Colour g black. Colour b orange. Colour v purple. Colour p pink.
Colour c yellow. Colour t brown. Colour e green. Colour d blue.
Colour n grey. Colour l brown. Colour f purple. Colour s red.
Colour m black.*

Extra activity 2: see page 133 (if time).

Ending the lesson

- Write the letters *Tt, Uu* and *Vv* on the board. Then point to each letter and get pupils to say the letters in chorus.
- Pupils chant the alphabet letters from *Aa – Vv* in chorus, first quietly, then loudly.

Page 11

OBJECTIVES: By the end of the lesson, pupils will be able to say and recognise all the letters of the alphabet and will have reviewed colours.

● **TARGET LANGUAGE**

Key language: *Ww window, Xx box, Yy yellow, Zz zebra*
Additional language: *open/close your books, listen, point, repeat, say, chant*
Revision: colours, letters Aa – Vv.

● **MATERIALS REQUIRED**

Flashcards 11–36: *Aa apple – Zz zebra*
Flashcards 37–47: *red, blue, yellow, orange, green, purple, white, grey, pink, black, brown.*
Extra activity 1: Photocopiable alphabet cards (see page 7), copied onto thin card, one set for each pupil plus one set of your own.
Extra activity 2: Photocopiable activity 9 (see page 116), one copy for each pupil.

Warmer

- Review the alphabet letters Aa – Vv. Flash a card in front of the class picture side facing and elicit the letter. Display it on the board and ask a pupil to come up and write the letter. repeat for all the flashcards Aa – Vv.

Presentation/Practice

- Display the alphabet flashcards Ww – Zz. Point to W and say *w – window*. Pupils repeat the letter and word in chorus. Repeat for the letters and words on the alphabet flashcards Xx, Yy and Zz.
- Hand out one alphabet card from your set to each pupil (26 pupils). If you have fewer pupils, give some pupils more than one. Ask pupils to come to the board and to put the letters in order from left to right on the board. Point to each letter and pupils repeat.
- Ask five pupils, whose names each start with a different letter of the alphabet, to come to the front. Tell them to stand in the order of the alphabet. Help them by pointing to the alphabet on the board. Check with the class if the pupils are in the correct order. Repeat.
- Divide the class into different groups of five. Each group quickly stands in alphabetical order. Check with the class. The group to do it correctly first are the winners.
Note: If two pupils' names start with the same letter, e.g. Dimitri, Dennis, the pupils stand together.

PB11. ACTIVITY 15. *Listen, point and repeat.*

- Say *Open your Pupil's Books at page 11, please. Say Look at the pictures. Listen, point and repeat.* Play the CD. Pause after each set of letters and word for pupils to point and repeat. Play the CD again. Pupils chorus in time with the recording.

CD 1, 19

Ww window, Xx box, Yy yellow, Zz zebra

PB11. ACTIVITY 16. *Listen and point. Chant.*

- Say *Look at Activity 16. Say Listen and point.* Hold up your book. Play the CD. Point to the letters to show the class. Play the CD again for pupils to listen and point.

- Play the CD again in sections for the pupils to repeat.

CD 1, 20

a b c d
e f g
h i j k
l m n o p
q r s
t u v
w x y z

Extra activity 1: see page 133 (if time).

Practice

- Display the colour flashcards in on the board. Help pupils to notice the colours of the letters in their books. The letters are coloured to help with pronunciation: grey = /eɪ/ = a, h, j, k; green = /i:/ = b, c, d, e, g, p, t, v; red = /e/ = f, l, m, n, s, x, z; white = /aɪ/ = i, y; yellow = /əʊ/ = o; blue = /u:/ = q, u, w; dark brown = /ɑ:/ = r
- Point to one of the colours, e.g. *grey*. Say *Which letters are grey?* As pupils say the letters, write them in a list under the grey card. Point to each letter, say them and help pupils notice the /eɪ/ sound. Repeat with the other letters.
- Demonstrate the activity. Point to a letter, and a pupil responds. Pupils work in pairs and take turns to point to a letter and to say it.

AB11. ACTIVITY 15. *Complete the letters and match.*

- Say *Open your Activity Books at page 11, please. Look at Activity 15.* Hold up your book to demonstrate the task. Trace over the shape of the first W on with your finger. Point to the example W below and say *Complete the letters*. Point to the picture of the window and say *W – window. Match the picture.*
- Pupils work individually and then check in pairs. Check with the class.

Extra activity 2: see page 133 (if time).

AB11. MY PROGRESS

- Focus pupils on the activity in their books. Say *Let's read the sentences together.* Read the first sentence. Elicit what it means and say the alphabet with the pupils. Repeat for the next sentences. Pupils say the words in chorus. Ask pupils to repeat if necessary. Where pupils don't all say a word correctly, elicit the word from another pupil who can and then ask the first pupil to repeat.
- Pupils work in pairs. They take turns to point to a sentence in their books and do what it says.
- Say *Now ask each other and tick or cross the sentences.* Demonstrate the activity again if necessary. Pupils tick or cross. Encourage pupils to practise so that they can tick all the statements and colour the star.

Ending the lesson

- Pupils take out their crayons. Give pupils instructions to follow, e.g. *Hold up the blue crayon. Put it under your Pupil's Book. Put the yellow crayon next to the book. Take the green crayon and put it under your chair.*
- Pupils stand up. Do the alphabet chant again together with the CD. Repeat.