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THE ALPHABET

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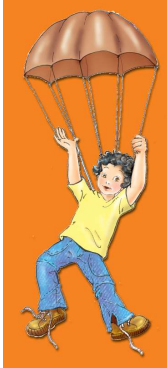
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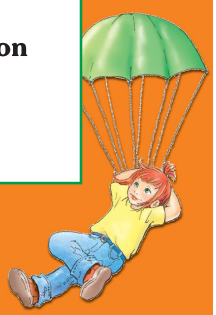
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Revision

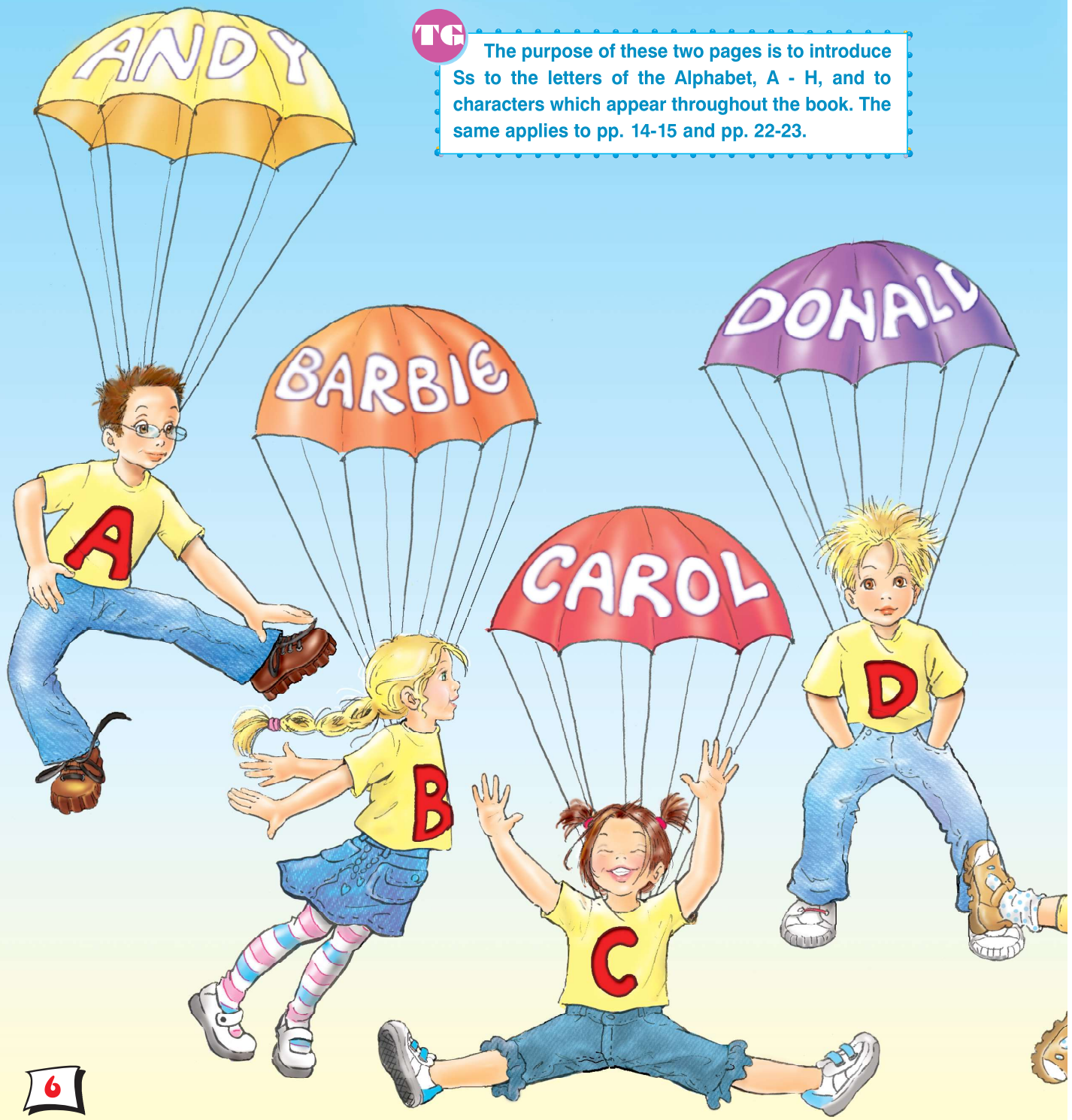


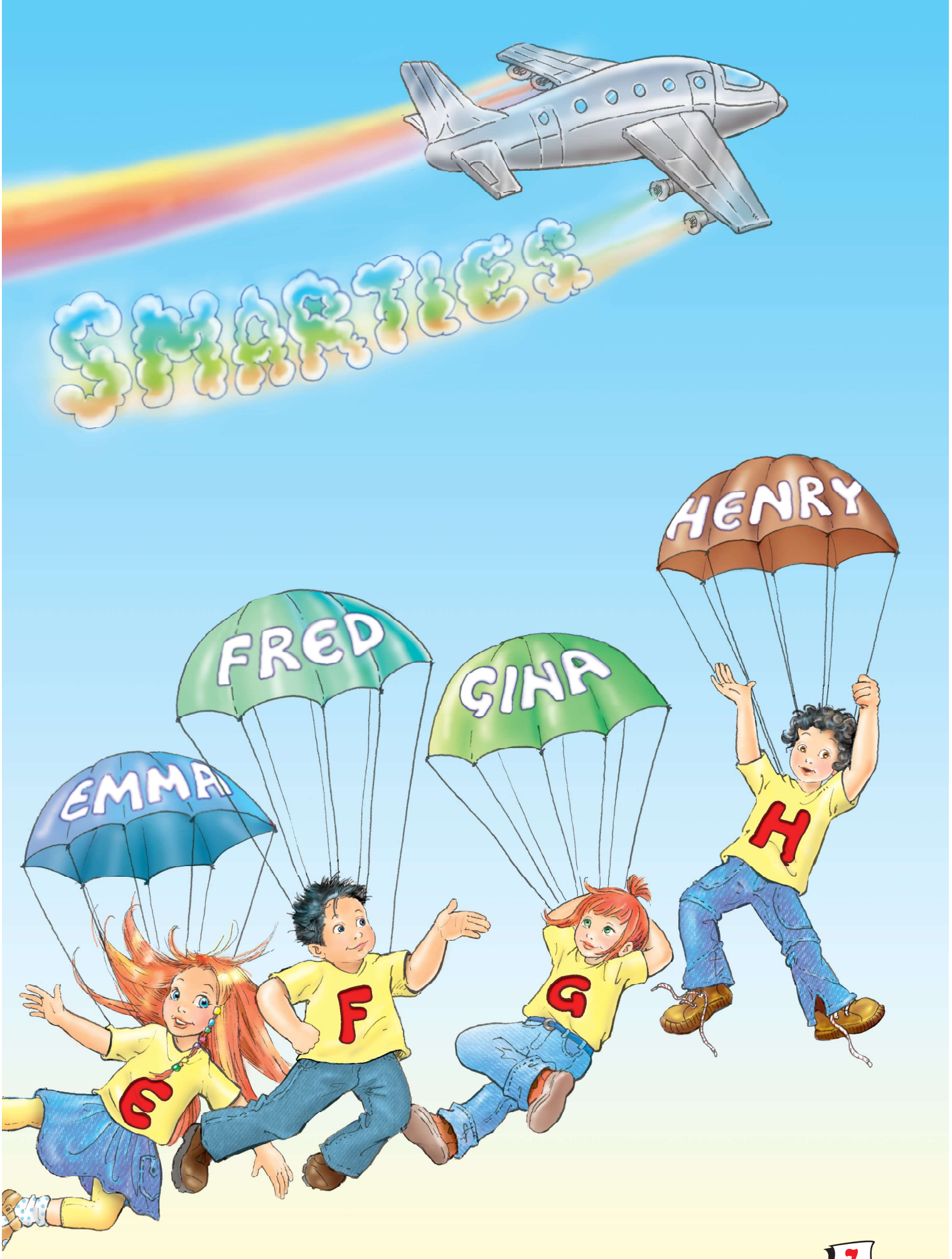


THE ALPHABET
PART ONE

Junior

TG The purpose of these two pages is to introduce Ss to the letters of the Alphabet, A - H, and to characters which appear throughout the book. The same applies to pp. 14-15 and pp. 22-23.




SMARTIES
EMMA
FRED
GINA
HENRY
E
F
G
H

Lesson 1

FOCUS ON ▸ Aa - Dd

Andy

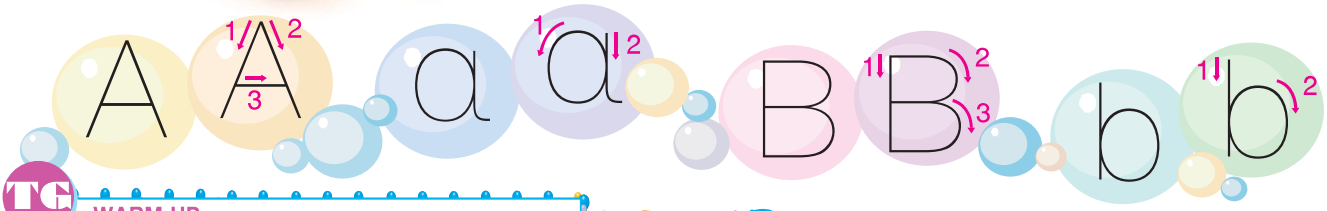
an apple



Barbie

a bag





TG

WARM UP:

1. Greet the class. Use gestures to get Ss to repeat T: *Hello!* Ss: *Hello!* Introduce yourself. T: *Hello! I'm Miss/Mrs/Ms/Mr... .*
2. Ask their names, (first names only) addressing each one individually and saying *What's your name?* Give them the English equivalent (if there is one). Write their names in their books in English.

TRACE.

A a a B b b

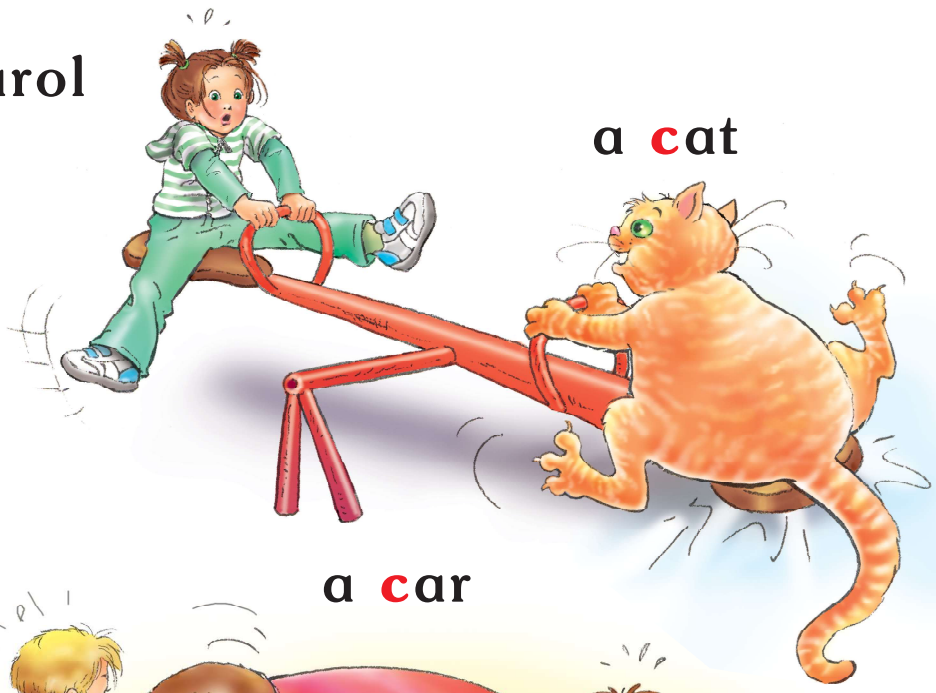
PRESENTATION

- Refer Ss to the Student's Book, p. 8. Say: *Open your books at p. 8.* Use gesture to explain. Open and point to the correct page in your book. (Follow this procedure in subsequent units until Ss learn the routine.)

1. Hold up your book, point to the letters *Aa*, *Bb*, *Cc*, Dd and pronounce them. Have Ss repeat in chorus and then individually after you.
2. Now, point to the illustrations and say: Andy-an apple, Barbie-a bag, Carol-a cat, a car, Donald-a dog and have Ss do the same. This should be done 3-4 times in class.
3. Play the CD: Tell Ss they are going to listen to the CD. The first time they must LISTEN and POINT to the illustrations. The second time they must LISTEN and POINT to the words. (This procedure applies to all subsequent lessons.)
4. Read the text through once.
5. Explain vocabulary as necessary. Briefly explain the article *a* but avoid lengthy explanations about its use.
6. Now get Ss to read the text individually. Make sure they point to the words as they read.
7. Point to words in random order. Ss call out in chorus or individually.

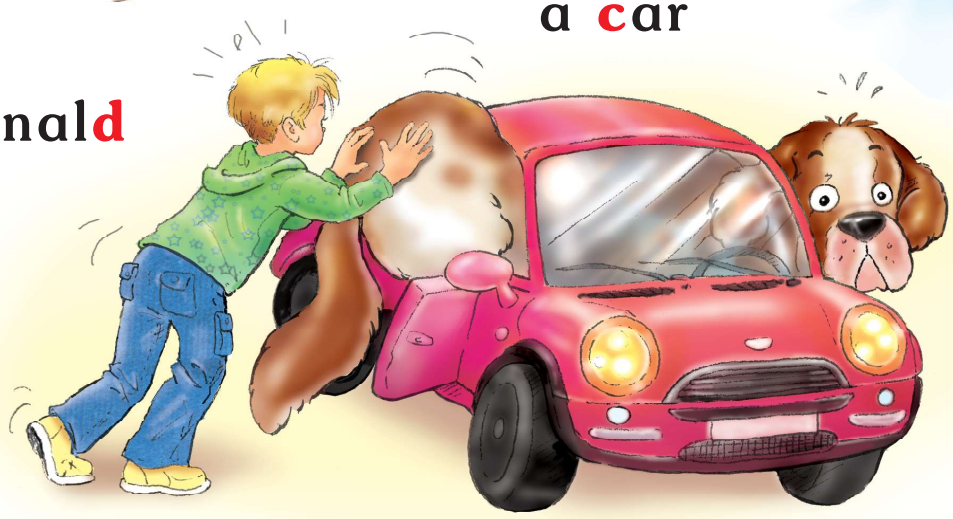
Carol

a cat

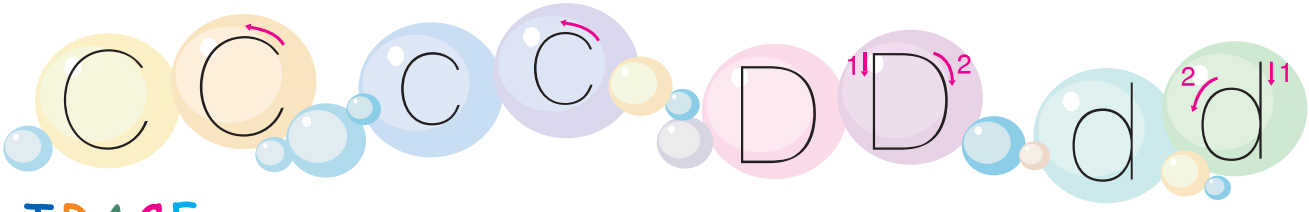


a car

Donald



a dog



TRACE.



8. Write a capital *A* on the blackboard, following the arrows. Then repeat, drawing Ss' attention to the strokes by stopping after each. Do this several times.
9. Ss trace capital *A*.
10. Repeat for the remaining letters. Check all letters are on the line.

EXPLAIN WB EXERCISES: Explain what Ss are required to do. Ensure they understand and can complete the exercises by themselves at home. Do half of each exercise in class.

HOMEWORK:
• WB: pp. 6-7 • PD: pp. 4-5

COPY AND DICTATION: For dictation and copying exercises, vocabulary items can be chosen at teacher's discretion. However, the number of items chosen should not exceed three for each lesson.

Note: Be sure that Ss are able to read, comprehend and pronounce correctly all new vocabulary before leaving class so that they won't need help at home.

UNIT 2

Lesson 20

FOCUS ON ▸ How many?



– Hello, Ann!
Hello, Peggy!

– Hi, Mr Green!
Two lollipops, please!



– Sorry? **How many?**
– Two, please!

– OK! **Ten** big lollipops!



– Ten?
Ten lollipops?
Oh, no!

– Oh, yes!



How many?



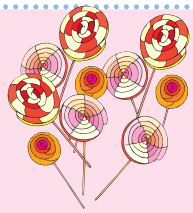
jacket *(6)*



ice cream *(7)*



doll *(8)*



lollipop *(10)*



TG

REVISION: Check homework.
WARM UP: Ss point and read Lesson 19.
PRESENTATION • Refer Ss to the Student's Book, p. 42.
1. Ss look at the picture. Ask Ss what is happening.
2. Hold up your book, point and read words and phrases.
3. Explain vocabulary as necessary. Tell Ss that we use the expression *How many* to ask about the number of things there are/someone wants, etc. 4. Play the CD.
5. Read the text through once.
6. Ss point and repeat in chorus and then individually after you.

HOW MANY?
1. Point and read the clues. Ss point and repeat.
2. Point and read the phrase. Ss point and repeat.
3. Point to the pictures in random order around the class and ask *How many*? Ss answer accordingly.
EXPLAIN WB EXERCISES
HW • WB: p. 36 • PD: p. 28

IN-CLASS ACTIVITY
Hold in your hand some school objects and ask Ss each time you show them *How many?*
eg. T: *How many pencils?*
Ss: *Two.*
Note: Suggested Action Song *"Clap your hands!"*

Lesson 21

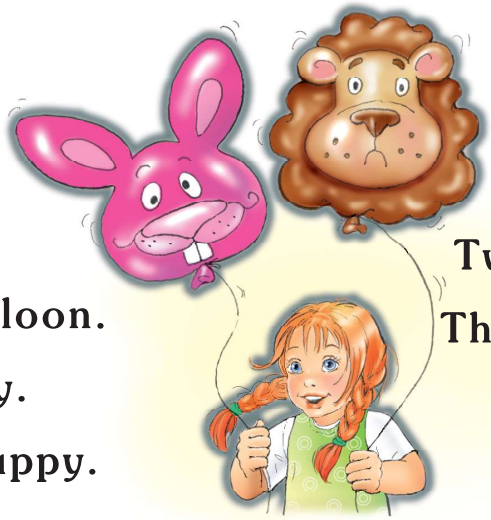


– Look, Ann - balloons!
They're big.
– Yes, they're funny, too.
Let's go, Peggy!



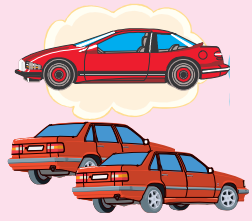


A big balloon.
It's funny.
Ann is happy.

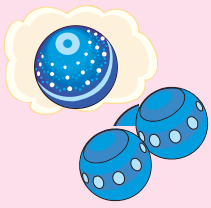


Two big balloons.
They're funny, too.
Peggy is very happy, too.

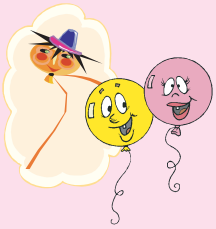
Say in turn.



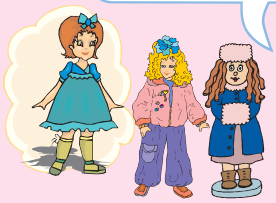
big



blue



funny



beautiful



TG

REVISION: Check homework.
WARM UP: Ss point and read Lesson 20.
PRESENTATION
• Refer Ss to the Student's Book, p. 43.
1. Ss look at the picture. Ask Ss what is happening.
2. Hold up your book, point and read words and phrases.
3. Explain vocabulary as necessary.

Explain to Ss briefly that *It's* is used to identify/talk about singular objects and that *They're* is the plural form of *it*.
4. Play the CD.
5. Read the text through once.
6. Ss point and repeat in chorus and then individually after you.

SAY IN TURN
1. Point and read the clues. Ss point and repeat.
2. Point and read the sentences. Ss point and repeat.
3. In pairs, Ss take turns to point to the pictures and say the sentences.
EXPLAIN WB EXERCISES
HW: • WB: p. 37 • PD: p. 29