



### Lesson 3

Date \_\_\_\_\_

Time: 35 min.

Class \_\_\_\_\_

**Textbook** “Wonderful World 1”, National Geographical Learning (p. 5)

**Target language:** *duck, egg, frog, “What’s this?”, “It’s a/It’s an”*

**Materials:** Student’s Book (p.5), cards with letters A,B,C and pictures “ant”, “boy”, “camel”, 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.

Stage/Aim	Procedure	Time/Interaction	Students` responses	Materials	Comments
Warm-up	Start the lesson with the song “What`s your name?” (audio 0.15) Revise the words and letters from the las lesson. Take a card with a word/letter, cover it with a piece of paper or another card. Slowly reveal the pictures and ask the students “What`s this?”. Encourage the students to use “It`s...” with their answers.	2 min T-S S-S	It`s	Audio 0.15 Cards: A, B, C, a, b, c, ant, boy, camel	
Vocabulary presentation <i>Aim: : to focus the students on the form, meaning and pronunciation of the target language</i>	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...” (The aim is to introduce the construction in a natural context, not to pay attention to the grammar explanations)	2 min T-Ss	Duck, egg, frog It`s a duck. It`s an egg.	Picture cards: duck, egg, frog	
Vocabulary. Practice <i>Aim: to provide</i>	Play “Guessing game” with the class. Hold the card picture side to you. Ask “What`s this?” Respond to the student`s answers “It`s	5 min T-Ss	ant, boy, camel point at the picture in the book	Picture cards: duck, egg, frog (big and small for each pair)	

<i>the students with oral practice of the target language</i>	a duck.” “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.	S-S			
Letters. Presentation and Practice <i>Aim: to study the letters and the correspond them with the words</i>	1) Put the cards on the board. 2) Say [d], [d] ant draw the capital D 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 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 copy in their books.	7 min T-Ss      3 min T-Ss	[d], [e], [f]  Copy the letters	Student`s book p.5	
Vocabulary and letters. Practice. Game <i>Aim: to provide the students with oral practice of the target language</i>	“Running Dictations” Hold the card face to you. Demonstrate the activity: teacher look at the card and whispers to the students the letters: Big A, small d etc. Show the cards and the students compare. Demonstrate the follow-up activity: put the cards with the pictures in the order of the letters (ant, duck, egg, frog). The class names the pictures “It’s an ant. It’s a duck. It’s an egg. It’s a frog.” Make pairs. Hold the next card with the letters so that the students who sit do not see it. Ask one person from each pair to come to you, look at the message, come to the partner and whisper him/her the letter. They can	7 min T-Ss        S-S	[æ], [b], [k] ant, boy, camel What’s this?	Prepare 3 A4 cards with letters in a different order register: e.g. <b>A d e F</b> <b>d E f C</b> <b>D a e F</b>	

	come to you as many times as they need to say all the letters. The pairs put the cards with the pictures in the corresponding order and name them “ <i>It’s a duck. It’s an egg. etc.</i> ” Show the card with the answer. The students switch places. Do the same with the 3 <sup>rd</sup> card.				
Project Aim: to provide the students with oral and written practice of the target language	<p>Option 1. The students start their picture dictionary. Ask them to draw the words and write the letters from the previous lesson and this one. The students make a short dialogue about the book. “What’s this?” – “It’s a camel.”</p> <p>Option 2. 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.”</p>	S-S 7 min	What’s this? It’s a camel.	<p>Pencils, A4 paper Audio 0.15 An own example of the task A1 poster (for option 2)</p>	
Sum-up to consolidate the material	Say a word or a letter and the students hold up a corresponding card.	2 min	Hold up the cards	Sets of mini-cards: ant, boy, camel, A,B,C, a, b, c	