

## Lesson 2

Date \_\_\_\_\_

Time: 35 min.

Class \_\_\_\_\_

**Textbook** “Wonderful World 1”, National Geographical Learning (p. 4)

**Target language:** *ant, boy, camel, “What`s this?”, “It`s a/an...”*

**Materials:** Student`s Book (p.4), a ball, 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
<b>Warm-up</b>	Start the lesson with the song from the previous lesson (audio 0.15) Use a ball, throw it 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.	2 min T-S S-S	I`m fine, thank you. How are you, name?	a ball Audio 0.15	
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 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)	2 min T-Ss	ant, boy, camel It`s a/an	Picture cards: ant, boy, camel	
Vocabulary. Practice <i>Aim: to provide the students with</i>	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	5 min T-Ss	ant, boy, camel point at the picture in the book	Student`s book p.4	

<p><i>oral practice of the target language</i></p>	<p>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. Change students several times.</p>	<p>S-Ss</p>			
<p>Letters. Presentation and Practice <i>Aim: to study the letters and the correspond them with the words</i></p>	<p>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 students 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 students colour the pictures as they like.</p>	<p>7 min T-Ss  3 min T-Ss</p>	<p>[æ], b], [k]  Copy the letters</p>	<p>Student`s book p.4</p>	
<p>Vocabulary and letters. Practice. Game <i>Aim: to provide the students with oral practice of the target language</i></p>	<p>“Run and match” Use a big set of cards (capital letters, small letters and the picture cards) Show how they match: A+a+ant. Hand out 1 big card to each student: capital letter, small letter or picture. Say [æ] and the students who have “A”, “a”, “ant” come to you. Ask them: “What`s this?” – The student answers, e.g. “It`s an ant”. Ask these students to ask each other and answer as appropriate. Now, point to different places in the room and say the sound. The students with appropriate cards have to move to that part of</p>	<p>7 min T-Ss  S-S</p>	<p>[æ], b], [k] ant, boy, camel What`s this? It`s an ant.</p>	<p>Picture cards: ant, boy, camel, A,B,C, a,b,c Sets of mini-cards: ant, boy, camel, A,B,C, a,b,c</p>	

	<p>the classroom. The students in their groups ask each other “What`s this?” and answer “It`s...”</p> <p>Repeat several times. Each time the students have to ask about their cards.</p> <p>Collect the cards, shuffle them and distribute again. Repeat the game.</p>				
	<p>“Pair matching”</p> <p>Use a big set of cards (capital letters and the cards) and put them on the board. Put them face down.</p> <p>Invite one student to demonstrate an activity. You turn one card and ask “What`s this?” – The student answers, e.g. “It`s an ant”. Ask the student to turn the card and ask you “What`s this? . Give an answer [b], encourage all other students answer and ask with you to practice. Once on the board there is a matching pair say “Look! They match!” and put the cards aside.</p> <p>Hand out a small set of cards to every pair of students. They do the activity. The first pair to finish shouts “Bingo!”</p> <p>Repeat with the small letters and pictures, then with small and big letters.</p> <p>The students do the activity with small cards in pairs. The teacher helps pairs and reminds to ask and answer.</p>			<p>Picture cards: ant, boy, camel, A,B,C, a,b,c</p> <p>Sets of mini-cards: ant, boy, camel, A,B,C, a,b,c</p>	
<p><b>Production Aim:</b> <i>to provide the students with oral and written practice of the target language</i></p>	<p>Prepare one of the pictures, e.g. “a camel” and write Cc below it.</p> <p>Ask the students to draw one picture from the lesson and write letters. To monitor the time play the song 0.15 3-4 times.</p> <p>Make new pairs. The students ask and answer “What`s this?” – “It`s an ant”</p> <p>Demonstrate the activity with stronger</p>	<p>S-S 7 min</p>	<p>What`s this? It`s an ant.</p>	<p>Pencils, A4 paper Audio 0.15 An own example of the task</p>	



	students before start.				
<b>Sum-up</b> <i>to consolidate the material</i>	Say a word or a letter and the students hold up a corresponding card and say "It`s a/an..."	2 min	Hold up cards	Sets of mini-cards: ant, boy, camel, A,B,C, a,b,c	