

**Lesson 1 plan**

**Aims of the lesson**

By the end of the lesson the pupils will have

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|  | **Stage** | **What is happening** | **Time** | **Inter**  **action** | **Place** |
|  | **Warm-up** | A quick revision of action verbs (using a TPR approach)  T says “ Take your Pupil’s Book / Open your books / Close your books / clap your hands / Sing a song etc.”, Ss show the action using gestures and may repeat the verb after the teacher | 2’ | T-Ss | Ss standing at the desks or in a circle |
|  | **World level**  *presentation*  *drill*  *oral recognition* | T brings realia or flashcards of the target language (TL): pencil, shoe, bag, box *(pencil case),* teddy. T holds up the object / flashcard and names them encouraging Ss to repeat the words (e.g. “A pencil. – A pencil.”)  T drills the vocabulary using different intonation (sad, happy, angry), Ss repeat after the teacher  T puts the flashcards onto the board/desk/floor, invites one stronger student and says “A bag”; the student should touch the corresponding picture. You can use fly swatters for this activity – it will make it faster and funnier.  The first student takes up a role of a teacher and names the vocabulary items, 2-3 other students should touch the pictures / slap them with the fly swatters | 1’  2’  1’  4’ | T-Ss  T-Ss  T-S  S-Ss | Ss sitting at the desks  Sitting or standing at the desks  Standing near the board |
|  | **Word level**  *practice*  Musical cards game | If there’s enough space, put the flashcards/realia on the floor in a circle (10 cards face down ( 5 from the current unit+ 5 from the previous one)). If you have more students, you can either make more cards or play 2-3 rounds of the game. Ask your Ss to stand in a circle so that the cards are inside and the Ss are outside. Play any lively song for children in English (as the background music). Tell your class “Fly!” Ss should move around the circle ‘flying’. Stop the music, take 1 card in front of you and with your gestures encourage the students to do the same. Then you name the flashcard, encourage the students to do the same 1-by-1 in turns as they are standing in a circle. Repeat the activity. You can say different action verbs – e.g. “Swim!” or “Jump!” | 6’ | S-S-S-S | Standing in a circle |
|  | **Sentence level**  *Presentation*  *Oral recognition*  *Drill* | Hold up the pencil box to introduce the question and answer, “What’s this?/It’s a … (box)”. Put a pencil in the box (don’t show the children). Shake the box and look puzzled. Ask the question several times. Then open the box and take the item out slowly. Act surprised and say “It’s a pencil!” Repeat with the rubber.  Ask the Ss to open their PB p.12 and point to ex.1. Play Track 12. Ss listen while looking at their books.  Play the CD again. Pause the track and ask children to repeat.  Ask the Ss to point to ex.2. Play track 13. Children listen and point to the pictures in their books.  Ask Ss to stand up and listen and then repeat the following chant after you  1, 2, 3, 4 *(while saying the numbers, slap your lap 4 times)*  What’s this? What’s this? *(while saying it, slap your lap 4 times)*  Look! It’s a bag! *(say it with both hands palms up, pointing to the bag)*  Look! It’s a bag!  Repeat the chant with another picture/real object | 2’  2’  2’  4’ | T-Ss  T-Ss  S  T-Ss | Sitting at their desks  Ss standing at the desks or in a circle |
|  | **Sentence level**  *practice* | Demonstrate this activity to the whole class with a stronger student.  Ask the Ss to open their PB p.12 and point to ex.3.  Recite the chant pointing to one of the pictures. Encourage this student to say “Look! It’s a…!” Then swap roles with this student by saying “Let’s swap” Help the student say the chant, and answer the student’s question by saying “Look! It’s a…!”  Put the students in pairs and ask them to do the same, go round the class, monitor and help if necessary. | 2’  4’ | T-S  S-S | In front of the class  Sitting at their desks |
|  | **End of the lesson** | Finish the lesson by asking the students to close their books, to put their pencils into the boxes (pencil boxes), to put their books in the bags (if needed) etc  Say “Bye-bye! See you later!” | 3’ | T-Ss | Sitting at their desks |