

Lesson 1: Presentation

► Summary

► **Lesson aims:** To identify new characters.

► **Functional vocabulary:** Hello. Tommy, Anna, Ben

► **Functional grammar:** I'm

► **Materials:** Flashcards of Tommy, Anna and Ben. Class CD.

Lesson Plan

Stage One: Introduction

Listening and responding

Hold up the flashcard of Tommy, face the children and clearly say *Tommy, Tommy, Tommy*. Repeat and encourage the pupils to repeat the name Tommy after you. Repeat this with the flashcards of Anna and Ben.

Attach the flashcards to the board with magnets, point to them in turn, saying the names of the characters clearly. Have pupils come out, point to the flashcards in turn and say the names.

Change the position of the cards on the board and repeat the exercise.

Call out a name of a character and have the pupils point to the correct flashcard.

Stage Two: Use the book. Pupil's Book page 4.

Listening and responding

Ask them, *Where's Anna?* Have them point to her in the book.

Repeat this with Ben and Tommy.

Encourage children to point to the characters and say the names aloud.

Hold your book up, point to the text and read it aloud slowly and clearly and with expression. *Hello. I'm Tommy. etc.*

Stage Three: Listen to the CD.

Play the CD and let the pupils listen to the names and the dialogue.

Tapescript

Anna Ben Tommy

Tommy: Hello. I'm Tommy.

Anna: Hello, Tommy. I'm Anna.

Ben: Hello. I'm Ben.

Play the dialogue again, this time encouraging the pupils to repeat each line as they hear it.

Stage Four: Speaking

Hold up the flashcard of Tommy and act out the part of Tommy yourself, saying, *Hello. I'm Tommy*. Repeat with the flashcards of Anna and Ben.

Hand the flashcards of Anna and Ben to two pupils and act out the dialogue with them. Play the part of Tommy yourself.

Hand all three flashcards to three pupils and let them act out the dialogue.

Extra activity

Who are you?

Go around the class telling the children which character they are - Anna, Tommy or Ben.

Call out one of the names. All the children who have been allocated that name have to stand up, clap their hands and sit down again.

Now call out two names together; *Anna and Tommy*. Again, the children with those allocated names have to stand up, clap their hands and sit down again.

End the activity by calling out all three names together.

You could vary this activity by asking the children to perform other simple actions, such as putting their hands on their heads or turning around on the spot.

Homework

Ask the pupils to complete activities 1 and 2 from their Activity Books (page 4). Explain that for activity 1 they must look at the pictures and say the names of the characters.

For activity 2, pupils must colour the picture.

Key to Activity Book

1 Anna, Tommy, Ben

2 Pupils must colour the picture.

Lesson 2: Practice and production

Summary

- ▶ **Lesson aims:** To greet each other and introduce themselves.
- ▶ **Functional vocabulary:** Bob, Dan.
- ▶ **Language production:** Hello. I'm Olga / Max / (pupil's own name.)
- ▶ **Materials :** Flashcards of Tommy, Anna and Ben. Classe CD.

Lesson Plan

Stage One: Introduction

Listening and responding

Greet the pupils as they enter the classroom by saying *Hello*. Encourage them to reply.

Show them the flashcard of Anna and say *Who's this?* Encourage them to respond, *Anna*. Repeat this with the flashcards of Tommy and Ben.

Stage Two: Use the book. Pupil's Book page 5.

Listening

Do not ask the pupils to open their books yet. Hold up your book and show them the picture on page 5. Point to the gorilla and say, *Hello. I'm Bob*.

Repeat this with the other characters, reading aloud clearly, slowly and with expression. Now ask them to open their books.

Let them have a moment to enjoy the pictures.

Stage Three: Listen to the CD.

Listening and repeating

Play the CD and let the pupils listen to the dialogue.

Tapescript

Gorilla: Hello. I'm Bob.

Anna: Hello, Bob. I'm Anna.

Lion: Hello. I'm Dan.

Ben: Hello, Dan. I'm Ben.

Play the dialogue again, this time encouraging them to repeat each line as they hear it.

Stage Four: Listening and responding

Say one of the lines of the dialogue and encourage the pupils to point to the right character in their books. Repeat until you have covered the entire dialogue several times, changing the order in which you read the sentences.

Now point to one of the characters and encourage the pupils to say the lines themselves. Repeat with the other characters.

Stage Five: Listening and repeating

Point to the two children in the picture and say clearly, *Hello. I'm Max. Hello. I'm Olga*.

Play the CD and let the pupils listen to the dialogue.

Tapescript

Max: Hello. I'm Max.

Olga: Hello. I'm Olga.

Play the dialogue again, this time encouraging pupils to repeat each line as they hear it.

Stage Six: Speaking

Free language production

Point to yourself and say, *Hello. I'm* (your own name).

Encourage the pupils to say *Hello. I'm* (pupil's own name).

Ask one pupil to come to the front of the class and act out this little dialogue with you. Act as if you are meeting for the first time.

Ask another pupil to come out and do the same. Repeat this until you have six pupils standing in a row, introducing themselves in this way.

Extra activity

I'm Superman

Find some pictures of cartoon or film characters whom the pupils know and like.

Choose one yourself and say, *Hello. I'm* (name of cartoon character). Encourage the pupils to do the same with their own favourite characters.

Homework

Ask the pupils to complete activity 1 from their Activity Books (page 5). Explain to them that they must colour the picture.

Suggest that they play a game with their families at home by introducing themselves in the manner they have learnt at school.

Key to Activity Book

1 Pupils must colour the picture.

Lesson 3: Song and pronunciation

Summary

- ▶ **Song aims:** To practise functional vocabulary and grammar.
- ▶ **Language production:** Hello. I'm Anna / Ben / Tommy.
- ▶ **Pronunciation aims:** To practise the sounds /l/, /m/, /n/.
- ▶ **Materials :** Alphabet flashcards Ll, Mm, Nn. Pronunciation poster. Class CD.

Lesson Plan

Stage One: Introduction

Listening and speaking

Greet the pupils by saying *Hello* and encourage them to respond.

Go around the class, letting each pupil in turn say *Hello, I'm* (his or her own name).

Stage Two: Learn the song.

Listening and singing

Listen to the song *Hello, hello, hello!* on the CD.

Tapescript

Hello, hello, hello!

I'm Anna,

I'm Anna!

Hello, hello, hello!

I'm Ben,

I'm Ben!

Hello, hello, hello!

I'm Tommy,

I'm Tommy!

Hello, Anna! Hello, Ben! Hello, Tommy!

Hello, Anna! Hello, Ben! Hello, Tommy!

Play it several times and allow the children to join in when they feel ready to. Sing with them.

Stage Three: Use the book. Pupil's Book page 6.

Play the song again and encourage them to point to the characters in the pictures as they hear the names.

Stage Four: Pronunciation practice. Pupil's Book page 7.

Ask the pupils to close their own books. Hold up yours so that everyone can see it and point to the letter *Ll* and the phonetic symbol /l/. Write them on the board.

Say the letter *L* clearly and then say the sound /l/.

Encourage the pupils to repeat after you.

Now point to the words *hello, hello*. Say them and have the pupils repeat, emphasising the /l/ sound.

Do the same with *Lily* and *Hello, Lily*.

Repeat this process with the /m/ and /n/ sounds and phrases.

Now point to the phonetic symbols /l/, /m/ and /n/ on your pronunciation poster, saying the sounds clearly as you do so.

Ask some pupils to come out and to point to the symbols as you say them.

Put the alphabet flashcards for the letters *Ll, Mm, Nn* on the board. Ask pupils to come to the board and point to the letters as you say the sounds.

Now ask the pupils to open their books again. Check that they all have the right page. Listen to the pronunciation activity on the CD.

Encourage the pupils to repeat as they listen and to point to the correct place in their books as they do so.

Tapescript*Ll, Ll, Ll /l/**hello, hello,**Lily, Lily,**Hello, Lily!**Mm, Mm, Mm /m/**my, my**mum, mum**My mum.**Nn, Nn, Nn /n/**Anna, Anna**and, and**Ben, Ben**Anna and Ben.***Extra activity****I'm in the song**

Divide the class into three groups, one for Anna, one for Tommy and one for Ben.

Have each group sing the verse for their child, all coming together for the chorus.

Sing the song again, without music, this time with three pupils singing their own names. Repeat until all the pupils have had a turn at introducing themselves through the song.

Homework

Ask the pupils to complete activities 1-4 from their Activity Books (page 6).

Explain that for activity 1, they must trace over the letters. For activity 2, they must match the capital letters with the small letters by drawing a line. For activity 3, pupils must look at the letters on the left and then circle the word on the right with the same letters. For activity 4, pupils must match the capital letters with the small letters and the right sound. These activities are standard for units 1-6 of the Activity Book.

As an extra task, write the word *Hello* on a sheet of paper, make photocopies for your pupils, and ask them to colour it in, and to bring in a photo of themselves. Their coloured Hellos could then be cut, by you, into the shape of speech bubbles and stuck by the photos, mounted on card and made into simple classroom posters.

Key to Activity Book

1 Pupils must trace over the letters.

2 L → l

M → m

N → n

3 hello, my, Anna

4 L → l → /l/

M → m → /m/

N → n → /n/