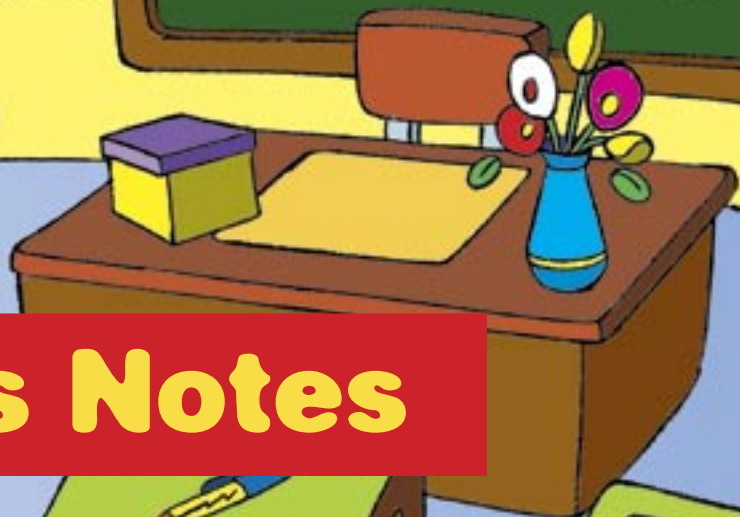
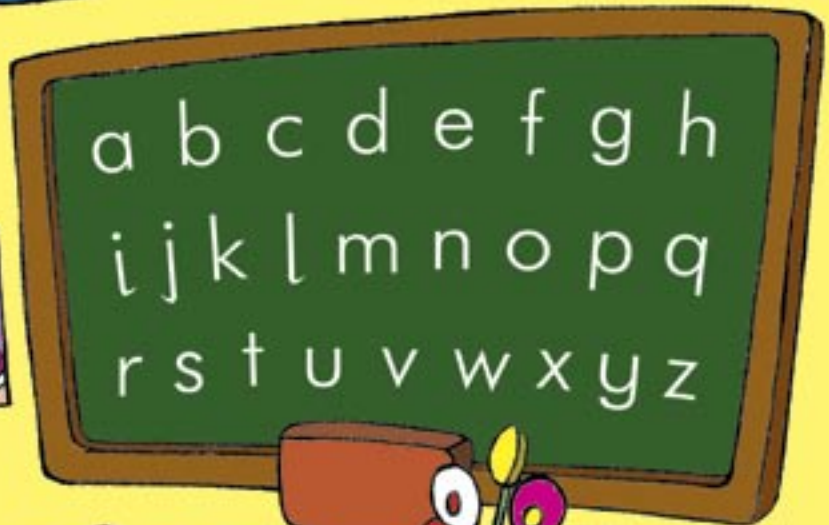
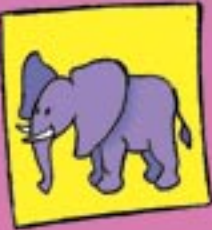


ZOOM

IN

plus

abc
book



Teacher's Notes



ABC Book

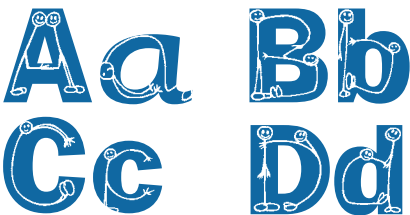
Aim To introduce the letters Aa, Bb, Cc, Dd.

Vocabulary

apple, ball, cat, desk

Warm up

- Draw Ss' attention to the letter 'Aa' and say it aloud.
- Get Ss to repeat after you.
- Write the letter 'Aa' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Aa' several times in their books with their index finger. Use your own book to demonstrate.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.



- Repeat the same procedure with the other three letters, 'Bb', 'Cc' and 'Dd'.

Letters A-D

- Draw Ss' attention to the picture of the apple and say the word aloud a few times.
- Ss write the letter, capital and lower case, a few times.
- Repeat the same procedure with the other three pictures and letters.
- When Ss have finished the activity, get them to repeat the letters and the words a few times.

1 Track 2

- Explain to Ss that they are going to listen to a song.
- Pretend you are entering the classroom and say, *Hello* a few times.
- Choose a few Ss at random and address them personally saying, *Hello*. Elicit Ss' responses.
- Stand in front of the class, point to yourself and say, *Hello! My name is...* a few times.
- Go to every S and ask him / her, *What's your name?* Encourage him / her to introduce himself / herself by saying, *Hello! I'm...*
- Play the CD and ask Ss to listen carefully.
- Ask Ss the name of the cat (Pat).
- Play the CD again and ask Ss to sing along.

apple

ball

cat

desk

1. Sing the song.

Hello

Hello, hello, hello
I'm a cat
Hello, hello, hello
My name is Pat.
What's your name?
What's your name?

2. Match and colour.

3. Complete.

apple _ p p l e cat _ a t
ball _ a l l desk _ e s k

2

- Ss match the lower with the capital case of the letters. Then, they colour the capital letters the same colour as the lower case.

a-A, red d-D, grey
c-C, blue b-B, orange

3

- Ss look at the pictures, read the words and complete them by writing the missing letter.
- Make sure Ss have completed the words correctly.

apple, ball, cat, desk

Activities after the book

- Memory circle**
- Tell Ss to form a circle.
 - Draw an apple, a ball, a cat and a desk on different pieces of paper and photocopy them twice.
 - Shuffle all the pieces of paper and give them, face down, to a S.
 - This S overturns the first piece of paper, looks at the picture, says the word and places the piece of paper under the pile. Then, he / she gives the pile to the S next to him / her.
 - Follow the same procedure until all Ss have had a turn.


If a S can't remember the word, then he / she is out of the game.

Make letter bricks


- Stick large sheets of paper on the wall. Divide the wall into 26 'bricks', one for each letter.
- Divide Ss into four groups, one for every letter (A, B, C, D).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Aa' for the first group, 'Bb' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Aa' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'apple' for Group A, 'ball' for Group B, 'cat' for Group C, 'desk' for Group D. Make sure they are written with capital and lower case letters.
- Ss stick their words / letters on the first four bricks, accordingly, on the wall.




1

 E _____
e _____


elephant

 F _____
f _____

fish

 G _____
g _____

guitar

 H _____
h _____

hat

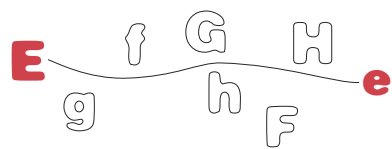
1. Sing the song.

I love colours

Red and blue
Red and blue
Yellow, green
And red and blue
I love colours
How about you?
Yellow, green
And red and blue.

2. Match and colour.

e = red f = blue g = yellow h = green



3. Match and complete.

g _____ ish
f _____ lephant
h _____uitar
e _____at



F-f, blue G-g, yellow H-h, green



- Ss match each letter with the picture that begins with that letter. Then, they match the picture with the corresponding word and they complete the missing letter.



f - second picture - fish
h - first picture - hat
e - third picture - elephant

Activities after the book

Memory circle

- Tell Ss to form a circle.
- Draw an elephant, a fish, a guitar and a hat on different pieces of paper and photocopy them twice.
- Shuffle all the pieces of paper and give them, face down, to a S.
- This S overturns the first piece of paper, looks at the picture, says the word and places the piece of paper under the pile. Then, he / she gives the pile to the S next to him / her.
- Follow the same procedure until all Ss have had a turn.
- If a S can't remember the word, then he / she is out of the game.

Make letter bricks

- Divide Ss into four groups, one for every letter (E, F, G, H).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Ee' for the first group, 'Ff' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Ee' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'elephant' for Group A, 'fish' for Group B, 'guitar' for Group C, 'hat' for Group D. Make sure they are written with capital and lower case letters.
- Ss stick their words / letters on the fifth, sixth, seventh and eighth 'brick', accordingly, on the wall.

Aim To introduce the letters Ee, Ff, Gg, Hh.

Vocabulary

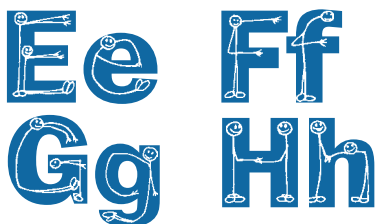
elephant, fish, guitar, hat

Revision

- Say the letters 'A - D' and ask Ss to repeat after you.
- Write the letters 'A - D' on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter 'A - D', capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.

Warm up

- Draw Ss' attention to the letter 'Ee' and say it aloud.
- Get Ss to repeat after you.
- Write the letter 'Ee' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Ee' several times in their books with their index finger. Use your own book to demonstrate.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.



- Repeat the same procedure with the other three letters, 'Ff', 'Gg' and 'Hh'.

Letters E-H

- Draw Ss' attention to the picture of the elephant and say the word aloud a few times.
- Ss write the letter, capital and lower case, a few times.
- Repeat the same procedure with the other three pictures and letters.
- When Ss have finished the activity, get them to repeat the letters and the words a few times.

1 Warm up

- Put four coloured crayons (blue, red, green, yellow) on your desk. Take a white sheet of paper, pick a crayon, e.g. red, colour the sheet and say, *Red*.
- Do the same with the rest of the colours.
- Get Ss to repeat the colours after you a few times.

Track 3

- Play the song and ask Ss to listen carefully and follow in their books.
- Play the song again and ask Ss to sing along.

2

- Read the letters and their corresponding colours.
- Ss match the capital with the lower case of the letters and then they colour them the appropriate colour.



ABC Book

Aim To introduce the letters li, Jj, Kk, Ll.

Vocabulary

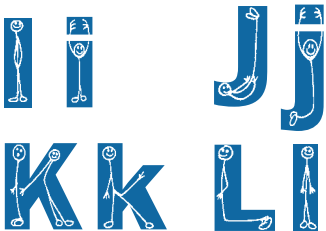
ice cream, jigsaw, kite, lollipop

Revision

- Say the letters 'A - H' and ask Ss to repeat after you.
- Write the letters 'A - H' on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter 'A - H', capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.

Warm up

- Draw Ss' attention to the letter 'li' and say it aloud.
- Get Ss to repeat after you.
- Write the letter 'li' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'li' several times in their books with their index finger. Use your own book to demonstrate.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.



- Repeat the same procedure with the other three letters, 'Jj', 'Kk' and 'Ll'.

Letters I-L

- Draw Ss' attention to the picture of the ice cream and say the word aloud a few times.
- Ss write the letter, capital and lower case, a few times.
- Repeat the same procedure with the other three pictures and letters.
- When Ss have finished the activity, get them to repeat the letters and the words a few times.

1 Track 4

- Explain to Ss that they are going to listen to a song.
- Play the CD and ask Ss to listen carefully.
- Ask Ss the name of the cat (Pat) and

ice cream

jigsaw

kite

lollipop

1. Sing the song.



Hello

Hello, hello, hello.
I'm a cat
Hello, hello, hello
My name is Pat.
What's your name?



Hello, hello, hello.
I'm a fish
Hello, hello, hello
My name is Trish.
What's your name?

2. Match and colour.



- the name of the fish (Trish).
- Play the CD again and ask Ss to sing along.
- You can divide Ss into two groups. One group sings the lines of the cat and the other, the ones of the fish.

2

- Ss match the capital letters with the corresponding picture that begins with that letter and then with the corresponding lower case.
- Ss colour the lower case the same colour as the capital letter.

J - last picture - j (red)
I - first picture - i (purple)
L - third picture - l (green)

Activities after the book


Memory circle


- Tell Ss to form a circle.
- Draw an ice cream, a kite, a jigsaw and a lollipop on different pieces of paper and photocopy them twice.
- Shuffle all the pieces of paper and give them, face down, to a S.
- This S overturns the first piece of paper, looks at the picture, says the word and places the piece of paper under the pile. Then, he / she gives the pile to the S next to him / her.
- Follow the same procedure until all Ss have had a turn.
- If a S can't remember the word, then he / she is out of the game.


Make letter bricks


- Divide Ss into four groups, one for every letter (I, J, K, L).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'li' for the first group, 'Jj' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'li' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'ice cream' for Group A, 'jigsaw' for Group B, 'kite' for Group C, 'lollipop' for Group D. Make sure they are written with capital and lower case letters.
- Ss stick their words / letters on the ninth, tenth, eleventh and twelfth 'brick', accordingly, on the wall.




 M M _____
 m m _____


 N N _____
 n n _____

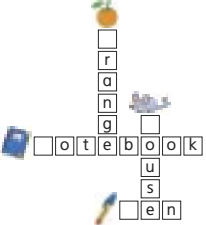

 O O _____
 o o _____


 P P _____
 p p _____

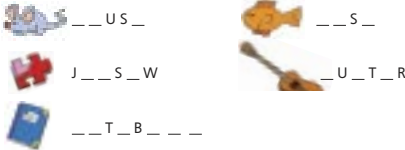
1. Find, circle and match.

ball lollipop ppen kite elephant notebook

2. Complete.



3. Complete.



3

- Ss look at the pictures and complete the missing letters of the words with capital letters.

MOUSE JIGSAW NOTEBOOK FISH GUITAR

Activities after the book

Memory circle

- Tell Ss to form a circle.
- Draw a mouse, a notebook, an orange and a pen on different pieces of paper and photocopy them twice.
- Shuffle all the pieces of paper and give them, face down, to a S.
- This S overturns the first piece of paper, looks at the picture, says the word and places the piece of paper under the pile. Then, he / she gives the pile to the S next to him / her.
- Follow the same procedure until all Ss have had a turn.
- If a S can't remember the word, then he / she is out of the game.

Make letter bricks

- Divide Ss into four groups, one for every letter (M, N, O, P).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Mm' for the first group, 'Nn' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Mm' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'mouse' for Group A, 'notebook' for Group B, 'orange' for Group C, 'pen' for Group D. Make sure they are written with capital and lower case letters.
- Ss stick their words / letters on the thirteenth, fourteenth, fifteenth and sixteenth 'brick', accordingly, on the wall.

Aim To introduce the letters Mm, Nn, Oo, Pp.

Vocabulary

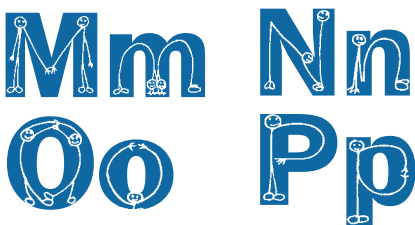
mouse, notebook, orange, pen

Revision

- Say the letters 'A - L' and ask Ss to repeat after you.
- Write the letters 'A - L' on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter 'A - L', capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.

Warm up

- Draw Ss' attention to the letter 'Mm' and say it aloud.
- Get Ss to repeat after you.
- Write the letter 'Mm' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Mm' several times in their books with their index finger. Use your own book to demonstrate.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.



- Repeat the same procedure with the other three letters, 'Nn', 'Oo' and 'Pp'.

Letters M-P

- Draw Ss' attention to the picture of the mouse and say the word aloud a few times.
- Ss write the letter, capital and lower case, a few times.
- Repeat the same procedure with the other three pictures and letters.
- When Ss have finished the activity, get them to repeat the letters and the words a few times.

1

- Ss circle the words and then match them with the corresponding pictures, as in the example.

lollipop - last picture
 pen - second picture
 kite - first picture
 elephant - third picture
 notebook - fifth picture

2

- Ss look at the pictures and complete the first letter of the words in the crossword.

orange mouse notebook pen



ABC Book

Aim To introduce the letters Qq, Rr, Ss, Tt.

Vocabulary

queen, rubber, sandwich, table

Revision

- Say the letters 'A - P' and ask Ss to repeat after you.
- Write the letters 'A - P' on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter 'A - P', capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.

Warm up

- Draw Ss' attention to the letter 'Qq' and say it aloud.
- Get Ss to repeat after you.
- Write the letter 'Qq' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Qq' several times in their books with their index finger. Use your own book to demonstrate.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.



- Repeat the same procedure with the other three letters, 'Rr', 'Ss' and 'Tt'.

Letters Q-T

- Draw Ss' attention to the picture of the queen and say the word aloud a few times.
- Ss write the letter, capital and lower case, a few times.
- Repeat the same procedure with the other three pictures and letters.
- When Ss have finished the activity, get them to repeat the letters and the words a few times.

Numbers 1-10 Warm up

- Bring ten balloons to class and blow them up.
- Hold the balloons and start counting them.
- Get Ss to repeat each number after you.
- Tell a S to come to the front of the class and give him / her a number of balloons.
- Choose a few Ss and ask them to count the balloons.

queen

rubber

sandwich

table

1. Sing the song. 🎵

One big, two big, three big elephants

One big, two big, three big elephants,
Four big, five big, six big elephants,
Seven big, eight big, nine big elephants,
Ten big elephants in a row.

2. Match.

one
two
three
four
five
six
seven
eight
nine
ten

3. Complete.

__ _ bl __ __ _ u _ en
__ _ ub __ _ r __ _ an __ w __ ch

- Add or take away balloons and get Ss to count them.
- You can do this activity using other items, too.
- Write the numbers 1-10 in written form and in order on the board.
- Point to each one, say the word aloud and get Ss to repeat.
- Wipe out a number, e.g. *eight* and ask Ss again to say all the numbers aloud from one to ten.
- Continue wiping out a number each time until all numbers have been wiped out.

Track 5

- Ss listen to the song carefully a couple of times.
- Play the song again and encourage Ss to sing along.
- Ss can indicate numbers 1-10 with their fingers as they are singing.

2

- Ss read and match each number with the corresponding amount of items.

two - ice creams, three - kites,
four - mice, five - sandwiches,
six - tables, seven - balls,
eight - fish, nine - oranges,
ten - hats

3

- Ss look at the pictures and complete the missing letters of the words.

table rubber queen sandwich

Activities after the book
Memory circle

- Tell Ss to form a circle.
- Draw a queen, a rubber, a sandwich and a table on different pieces of paper and photocopy them twice.
- Shuffle all the pieces of paper and give them, face down, to a S.
- This S overturns the first piece of paper, looks at the picture, says the word and places the piece of paper under the pile. Then, he / she gives the pile to the S next to him / her.
- Follow the same procedure until all Ss have had a turn.
- If a S can't remember the word, then he / she is out of the game.

Make letter bricks

- Divide Ss into four groups, one for every letter (Q, R, S, T).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Qq' for the first group, 'Rr' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Qq' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'queen' for Group A, 'rubber' for Group B, 'sandwich' for Group C, 'table' for Group D. Make sure they are written with capital and lower case letters.
- Ss stick their words / letters on the seventeenth, eighteenth, nineteenth and twentieth 'brick', accordingly, on the wall.



U U
u u
umbrella

V V
v v
vase

W W
w w
window

X X
x x
box

1. Find, circle and write.

1 one	6
5	2
4	8
7	10
9	3

a o b r u b b e r e c t d t e f
k n c f s r a c t i s f o e m s
l e d k u s b f w g t i p n l i
m o e m v a s e o h d v f r k x
t p w i n d o w r t s e l m o c
h a g n t n u s t a b l e k f b
r q h o n i t e p q u e e n o a
e r i p o n r v n s t m o r u x
e s j q p e s e o u v n p t r f
n b o x q t u n s a n d w i c h
u m b r e l l a f e c q n o q r

a o b r u b b e r e c t d t e f
k n c f s r a c t i s f o e m s
l e d k u s b f w g t i p n l i
m o e m v a s e o h d v f r k x
t p w i n d o w r t s e l m o c
h a g n t n u s t a b l e k f b
r q h o n i t e p q u e e n o a
e r i p o n r v n s t m o r u x
e s j q p e s e o u v n p t r f
n b o x q t u n s a n d w i c h
u m b r e l l a f e c q n o q r

Activities after the book

Memory circle

- Tell Ss to form a circle.
- Draw an umbrella, a vase, a window and a box on different pieces of paper and photocopy them twice.
- Shuffle all the pieces of paper and give them, face down, to a S.
- This S overturns the first piece of paper, looks at the picture, says the word and places the piece of paper under the pile. Then, he / she gives the pile to the S next to him / her.
- Follow the same procedure until all Ss have had a turn.
- If a S can't remember the word, then he / she is out of the game.

Make letter bricks

- Divide Ss into four groups, one for every letter (U, V, W, X).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Uu' for the first group, 'Vv' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Uu' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'umbrella' for Group A, 'vase' for Group B, 'window' for Group C, 'box' for Group D. Make sure they are written with capital and lower case letters.
- Ss stick their words / letters on the twenty-first, twenty-second, twenty-third and twenty-fourth 'brick', accordingly, on the wall.

Aim To introduce the letters Uu, Vv, Ww, Xx.

Vocabulary

umbrella, vase, window, box

Revision

- Say the letters 'A - T' and ask Ss to repeat after you.
- Write the letters 'A - T' on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter 'A - T', capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.

Warm up

- Draw Ss' attention to the letter 'Uu' and say it aloud.
- Get Ss to repeat after you.
- Write the letter 'Uu' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Uu' several times in their books with their index finger. Use your own book to demonstrate.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.

- Repeat the same procedure with the other three letters, 'Vv', 'Ww' and 'Xx'.

Letters U-X

- Draw Ss' attention to the picture of the umbrella and say the word aloud a few times.
- Ss write the letter, capital and lower case, a few times.
- Repeat the same procedure with the other three pictures and letters.
- When Ss have finished the activity, get them to repeat the letters and the words a few times.

1

- Ss look at the pictures and the numbers and write the corresponding words. Then they find the words in the grid horizontally or vertically.

vase	six
five	rubber
umbrella	two
four	table
window	eight
seven	box
queen	ten
nine	sandwich
	three





ABC Book

Aim To introduce the letters Yy and Zz.

Vocabulary

yo-yo, zebra

Revision

- Say the letters 'A - X' and ask Ss to repeat after you.
- Write the letters 'A - X' on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter 'A - X', capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.

Warm up

- Draw Ss' attention to the letter 'Yy' and say it aloud.
- Get Ss to repeat after you.
- Write the letter 'Yy' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Yy' several times in their books with their index finger. Use your own book to demonstrate.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.



- Repeat the same procedure with letter 'Zz'.

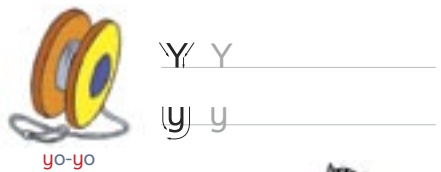
Letters Y-Z

- Draw Ss' attention to the picture of the yo-yo and say the word aloud a few times.
- Ss write the letter, capital and lower case, a few times.
- Repeat the same procedure with the other picture and letter.
- When Ss have finished the activity, get them to repeat the letters and the words a few times.

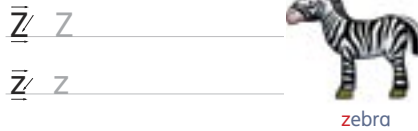
1

- Ss match each letter with the corresponding word and complete it. Then they match the word with the corresponding picture.

v - vase - last picture
 w - window - fourth picture
 x - box - third picture
 y - yo-yo - fifth picture
 z - zebra - first picture



yo-yo



zebra

1. Match and complete.

u _ i n d o _
 v _ e b r a
 w _ o _ o
 x u m b r e l l a
 y _ a s e
 z b o _

2

Track 6

- Play the *A, B, C song* a couple of times and ask Ss to sing along.

3

- Ss read each word and point to the corresponding picture.
- Ss can play an alphabet game, too.

Alphabet Game

- Divide Ss into pairs.
- Ss take turns and throw a paper clip on the activity.
- Ss have to say the word that the paper clip has landed on and the letter, e.g. *Apple, A*.
- For every correct answer, the S gets a point.
- The S with the most points wins.
- While Ss are playing the game, go around the class and monitor the Ss.

Activities after the book

Make letter bricks

- Divide Ss into two groups, one for every letter (Y and Z).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Yy' for the first group and 'Zz' for the second or to cut out just the letter. (Make sure there is at least one word with the letter 'Yy' and 'Zz' on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make

2. Sing the song.

A, B, C song.

A a B b C c D d E e F f G g H h I i
 J j K k L l M m N n O o P p Q q
 R r S s T t U u V v W w X x Y y Z z

3. Read and point.

apple ball cat desk elephant
 fish guitar hat ice cream jigsaw
 kite lollipop mouse notebook orange
 pen queen rubber sandwich table
 umbrella vase window box yo-yo zebra

photocopies. Some of them must be the ones taught in this lesson, e.g. 'yo-yo' for Group A and 'zebra' for Group B. Make sure they are written with capital and lower case letters.

- Ss stick their words / letters on the last two 'bricks', accordingly, on the wall.

Alphabet Bingo!

- Ask Ss to draw a 3x3 grid in their notebooks and write one capital letter from A-Z in each box.
- Draw an example on the board and go around the class to ensure that all Ss have drawn the grid and written the letters correctly.

A	F	Z
R	C	O
M	I	K

- Explain to Ss that you will call out letters in random order. If the letter you call out is the same as the letter they have got in a box, they cross out that particular box. The first S to get all his / her letters called out and shout 'Bingo!', wins.

Zoom in Plus
ABC Book - Teacher's Notes

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