



The alphabet (A1.1)

**To be used with, or after: Network Starter, Unit 3, Step 3
Network Starter Compact, Unit 3
Network Tourist, Unit 8**

If you have some extra time in a lesson, you might like to try some of these activities to practise the *alphabet*.

(**NB** The letter Z is pronounced *zed* in British English and *zee* in American English.)

1 Vowels (10 minutes)

Write the following words on the board and ask individual students to read them out loud.

A-team E-mail Ipod O2 yoU tube

Then ask the class to say the letters as you write them on the board:

A E I O U

Write some words from the previous lessons on the board - but leave out the vowels. Ask individual students to say the missing letters and you write them in the word.

*_ pple (apple), b _ sc _ _ t (biscuit), s _ ndw _ ch (sandwich),
c _ ff _ _ (coffee), _ r _ ng _ j _ _ c _ (orange juice),
_ c _ - cr _ _ m (ice-cream), c _ p _ f t _ _ (cup of tea)*

2 Initials (10 minutes)

Write the alphabet on the board. First read it out and let the students listen. Then read it out and have the students repeat each letter after you. Read it backwards, from Z to A, and have the students repeat it after you.

Write your initials on the board and read out the sentence:

My initials are (LH).

Ask all students to write that sentence, putting in their own initials. Each student reads out his/her sentence.



Read out the alphabet again and have them repeat it after you.

3 Letter groups (10 minutes)

Write the alphabet on the board in sound groups:

B	F	A	Q	I	O	R
C	L	H	U	Y		
D	M	J	W			
E	N	K				
G	S					
P	X					
T	Z					
V						

Read out the groups and have the class repeat the letters after you. Then ask individuals to read out a group of letters.

4 Alphabet aid (10 minutes)

If you think your class - or some of your students - are having problems, hand out the *Alphabet aid sheet* below and read it out to them.

Alphabet aid sheet	
<p>A rhymes with <i>say</i>. B rhymes with <i>tea</i>. C rhymes with <i>tea</i>. D rhymes with <i>tea</i>. E as in <i>e-mail</i>. F say <i>eff</i>. G as in <i>jeep</i>. H say <i>eytsch</i>. I as in <i>I am</i>. J as in <i>DJ</i>. K rhymes with <i>say</i>. L as in <i>elephant</i>. M as in <i>Emma</i>.</p>	<p>N as in <i>end</i>. O as in <i>O2</i>. P rhymes with <i>tea</i>. Q say <i>kjuh</i>. R as in <i>you are</i>. S as in <i>Estonia</i>. T rhymes with <i>tea</i>. U as in <i>you are</i>. V rhymes with <i>tea</i>. W say <i>double you</i>. X as in <i>ex-husband</i>. Y as in <i>Why?</i> Z rhymes with <i>bed</i>.</p>



Ask individuals: *Please spell your surname.*

On the board, write: *Please spell your first name.* and *Please spell your surname.* Then get the students to walk around the class and ask each other to spell their names.

5 Abbreviations (5 minutes)

Write a group of three abbreviations on the board. Ask one student to read them out. Ask a volunteer to read out the "odd man out".

BMW VW **UFO** JFK JR **PTO**

ZDF **SMS** ARD **VHS** BBC CNN

GB **UN** UK am **km** pm

6 Alphabetical order (5 minutes)

When you next want your students to work in pairs, write a letter of the alphabet on each student's notebook (in pencil!). Make sure you include the difficult letters: A, E, I, H, J, K, V, W, Y. Then ask them to stand up and make a line in alphabetical order by talking to other students:

My letter is ____ . What's your letter?

Write these sentences on the board to help them.

When they have made a line, ask them to read out their letters so that you can check that the order is correct. Put them in pairs with the person next to them.

If you think your students would like to practise the alphabet at home with the aid of the Internet, tell them to go to the *You Tube* site and type in:

- Sesame Street Signs Alphabet
- Sesame Street City Alphabet
- Sesame Street Sparkler Alphabet

(Remind them that the American pronunciation of Z is zee.)

Suggest they look out for letters of the alphabet when they're in town.



More alphabet practice

The alphabet is something which should be practised repeatedly. Just five minutes at the end of a lesson is enough to refresh your students' memories.

Here are a few ideas you can use as "five-minute fillers" at the end of a lesson:

- *Hangman*. Choose a word from the lesson you have recently taught and invite students to guess the letters which are in the word. (If you don't know this game, click on the link below.)
- Your students may like to practise some vocabulary at home. Write the following link on the board and they can play *Hangman* online: <http://www.hangman.learningtogether.net/>
- Ask a volunteer to come to the board and write down a word which another student dictates to him/her.
- Dictate five acronyms to the class: *ADAC, USA, GmbH, VHS, RTL*. Repeat them so students can check what they've written. Then ask one student to read out the first one and another student to write it on the board.
- Round-the-class alphabet. Begin by saying *A*. Then go round the class with each student saying the following letter. Go through the alphabet twice.
- Choose a fairly long word which they've learnt recently. Dictate the first letter, then the second, then the third, and so on - see who is the first person to guess the word.
- If you have a game of *Scrabble* at home, take in the letter tiles and hand out three to each student. Each student first reads out the letters they have got. Then, in groups of three or four, they try to make a word with some of their combined letters.