

Vocabulary:

camera, cupboard, board, chair, desk, door

Structure:

What's this?

It's a _____.

Review

1. Write the vocabulary from the previous theme on the board.
2. Have students read the words on the board.
3. Write the structure from the previous theme on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say.



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.
4. Play the "Guess" game.

Track 33

1. M: Camera.
2. M: Cupboard.
3. M: Board.
4. M: Chair.
5. M: Desk.
6. M: Door.

B 1. Listen and read.



1. Introduce the situation "Tom is showing Alfie his classroom..."
2. Have students call out the objects and people they can see.
3. Have students listen and read.

2. Listen and number.

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and number.
3. Play audio again and check answers as a whole class.

3. Practice the structure.

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

Track 34 - 35

Narrator: Tom is showing Alfie his classroom...

Narrator: Look at the pictures. Listen. There is one example.

1. Tom: Alfie, this is my classroom.

Alfie: Oh, ok. What's this? (sounds excited)

Tom: It's a desk, Alfie.

Narrator: Can you see number 1? This is an example. Now listen and number.

2. Alfie: What's this?

Tom: It's a chair.

3. Alfie: And what's this, Tom?

Tom: It's a cupboard.

(SOUND OF CAMERA CLICKING)

Tom: Hey Alfie! What's this?

Alfie: It's my camera!

Tom: Cool!

STRUCTURE

What's this?
It's a **board**.

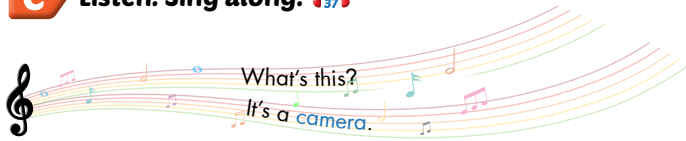
What's = What is
It's = It is

Track 36

W: What's this?

M: It's a board.

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

Track 37 

What's this?
It's a camera.

cupboard, board, chair,
desk, door


4. Divide class into two groups. Group A: sing the questions; group B: sing the answers.
5. Swap roles and repeat.

Pronunciation tip 

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 38 

G: It's a desk.
B: It's a desk.
M: It's a desk.

PRONUNCIATION TIP 
"It's a..."  "Itza..."

D Draw lines. Practice. Point, ask and answer.

What's this? It's a camera.

Draw lines.

1. Have students call out the objects they can see.
2. Demonstrate the activity using the example.
3. Have students draw lines.

4. Check answers as a whole class.

Practice.

5. T: I say "camera." You say, "It's a camera."
T: I say "door." You say, "It's a door." OK?
T(to class): Camera
Class: It's a camera.
T(to class): Door
Class: It's a door.

Continue whole class/group/individual drills, with:

- cupboard
- board
- chair
- desk

Point, ask and answer.

6. Divide students into pairs.
7. Have student say "What's this?" and have student B respond with "It's a _____."
8. Swap roles and repeat.
9. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Memory" game.

1. Divide students into pairs.
2. Have student A look at a picture while student B counts to 10.
3. Have student A call out as many objects as possible.
4. Swap roles and repeat.