

Review

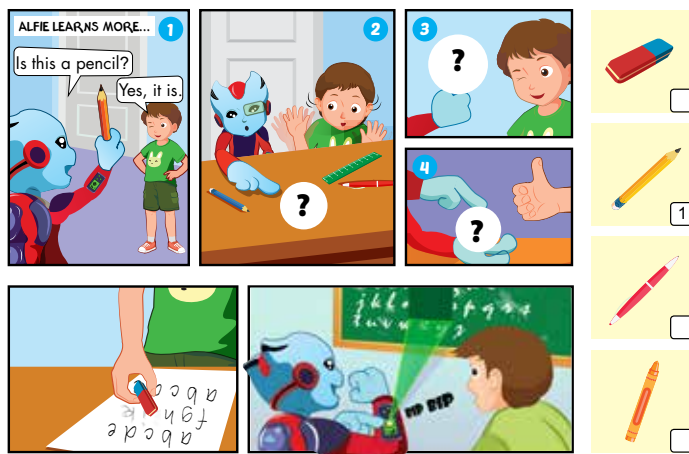
1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure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

B 1. Listen and read.



1. Review the story from the previous lesson "Tom was showing Alfie his classroom."
2. Now introduce the situation "Alfie learns more..."
3. Have students call out the objects and people they can see.
4. 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.

Vocabulary:

bag, eraser, pen, pencil, book, crayon

Structure:

Is this a/an _____?

Yes, it is.

No, it isn't. It's a/an _____.

Track 39

1. M: Bag.
2. M: Eraser.
3. M: Pen.
4. M: Pencil.
5. M: Book.
6. M: Crayon.

4. Two teams. Play the game "Heads up. What's missing?" Arrange flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard.

Track 40 - 41

Narrator: Alfie learns more...

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

1. Alfie: Is this a pencil?

Tom: Yes, it is.

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

Now listen and number.

2. Alfie: Is this a pen?

Tom: No, it isn't. It's a crayon, Alfie.

3. Alfie: Is this a pen?

Tom: Yes, it is.

4. Alfie: Is this a bag?

Tom: No, it isn't. It's an eraser.

Tom: Look, it erases!

(SOUND OF ERASING ON PAPER)

Alfie: Ah, I can do that too! (SOUND OF RAYGUN/SCANNING SOUND)

STRUCTURE

Is this a pencil? Yes, it is.

Is this an eraser? No, it isn't. It's a book.

a e i o u = an
an eraser

isn't = is not

Track 42

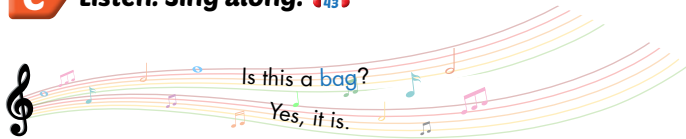
M: Is this a pencil?

W: Yes, it is.

M: Is this an eraser?

W: No, it isn't. It's a book.

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.

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 43

Is this a bag?
Yes, it is.

eraser, pen, pencil, book,
crayon

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

Track 44

G: Is this a bag?
B: Is this a bag?
M: Is this a bag?

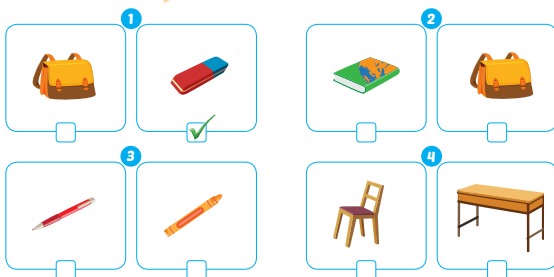
PRONUNCIATION TIP

"Is this a..."  "Izthissa..."

D Listen and tick (✓) the box. Practice. Ask and answer.

Is this a bag?

No, it isn't. It's an eraser.



Listen and put a tick (✓) in the box.

1. Have students look at the picture and call out the words they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio and have students put a tick.
4. Play audio again and check answers as a whole class.

Practice.

5. Divide class into Group A and Group B
- T: I say "bag" and "yes."
Group A, you say "Is it a bag?"
Group B, you say "Yes, it is."
T: I say "eraser" and "no – book."
Group A, you say "Is it an eraser?"
Group B, you say "No, it isn't. It's a book."

Track 45

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

1. M: Is this a bag?

W: No, it isn't. It's an eraser.

Narrator: Can you see the tick? This is an example.

Now listen and tick the box.

2. M: Is this a book?

W: Yes, it is.

3. M: Is this a pen?

W: No, it isn't. It's a crayon.

4. M: Is this a chair?

W: No, it isn't. It's a desk.

T (to whole class): Bag

Group A: Is this a bag?

Group B: Yes, it is.

T (to whole class): Eraser. No – book

Continue whole class/group/individual drills, with:

- Is this a book?/yes.
- Is this a pen?/no – crayon.
- Is this a chair?/no – desk.

Ask and answer.

6. Divide students into pairs.
7. Have student ask, e.g. "Is this a bag?" and have student B answer, e.g. "No, it isn't. It's an eraser."
8. Swap roles and repeat.
9. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Read my lips" game.



1. Divide students into pairs or small groups.
2. Have one student mouth a sentence silently, e.g. "Is this a ruler?"
3. Have the other students take turns to guess what was said.
4. Swap roles and repeat