

**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.

**Vocabulary:**

letter, ruler, picture, fan, pencil case

**Structure:**

Is it a/an \_\_\_\_\_? No, it isn't.

What is it? It's a/an \_\_\_\_\_.

**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

**Track 46**

1. M: Letter.
2. M: Ruler.
3. M: Picture.
4. M: Fan.
5. M: Pencil case.

**B 1. Listen and read.**



1. Review the story from the previous lesson "Alfie learned more."
2. Now introduce the situation "Mai joins Tom and Alfie..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

**2. Listen and circle.**

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and circle.
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.

**Track 47 - 48**

Narrator: Mai joins Tom and Alfie ...

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

1. Alfie: Tom, is it a board?

Tom: No, it isn't, Alfie.

Alfie: So, what is it?

Tom: It's a picture.

Narrator: Can you see the circle? This is an example. Now listen and circle.

2. Alfie: Is it a pencil case, Tom?

Tom: Yes, it is, Alfie. Well done.

Alfie: Thank you, Tom.

Tom: You're welcome.

3. Alfie: Mai, Mai, is it an eraser?

Mai: No, it isn't.

Alfie: What is it?

Mai: It's a ruler.

(Sound of school bell ringing for class to start)

Tom: Alfie! Get in the cupboard! (SOUNDS SCARED)

(Sound of Alfie quickly hiding in a cupboard)

**STRUCTURE**

Is it a ruler?  
What is it?

No, it isn't.  
It's a pencil case.

isn't = is not  
It's = It is

**Track 49**

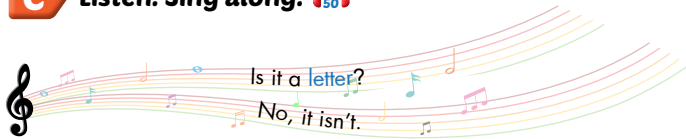
M: Is it a ruler?

W: No, it isn't.

M: What is it?

W: It's a pencil case.

**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 50** 

*Is it a letter?* picture, fan, pencil case, letter  
*No, it isn't.*

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.


**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 51** 

*G: Is it a letter?*  
*B: Is it a letter?*  
*M: Is it a letter?*

**PRONUNCIATION TIP** 

"Is it a...?"  "izitta..."

**D Follow the lines. Practice. Ask and answer.**

**Follow the lines.**

1. Have students call out the objects they can see.
2. Demonstrate following the lines, asking and answering.

**Practice.**

3. Divide class into Group A and Group B
- T: I say "picture" and shake my head

Group A you say "Is it a picture?"  
 Group B you say "No, it isn't."  
 T: I say "what" and "fan"  
 Group A you say "What is it?"  
 Group B you say "It's a fan." OK?  
 T(to whole class): Picture- shaking head  
 Group A: Is it a picture?  
 Group B: No, it isn't.  
 T(to whole class): What - fan  
 Group A: What is it?  
 Group B: It's a fan.

**Continue whole class/group/individual drills, with:**

- letter – shaking head/What - pencil
- pencil case – shaking head/What - pen
- ruler – shaking head/What - letter

**Ask and answer.**

4. Divide students into pairs.
5. Have student ask, e.g. "Is it a picture?" and have student B respond with "No, it isn't." Have student A ask "what is it?" and student B respond, e.g. "It's a fan."
6. Swap roles and repeat.
7. Afterwards, have some pairs demonstrate in front of the class.

**E Look at A and play the "Guessing" game.**

1. Demonstrate the activity.
2. Have one student come to the front and face the class.
3. Put a flashcard on the board without allowing the student to see it.
4. The student facing the class has three guesses.
5. Have students take turns.