

**Vocabulary:**

bike, monster, boat, car, train

**Structure:**

What's this?

It's \_\_\_\_'s \_\_\_\_.

**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

**Track 08**

1. M: Bike.
2. M: Monster.
3. M: Boat.
4. M: Car.
5. M: Train.

and have students say the words, correct pronunciation when needed.

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.

**B 1. Listen and read.**



1. Review the story from the previous lesson "The children were outside a toy shop."
2. Now introduce the situation "The children are playing a game in the living room..."
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.

**Track 09 - 10**

*Narrator: The children are playing a game in the living room...*

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

1. Lucy: Let's play. Where are you? (Funny voice – wheerree areeee you?)

(laughter)

Oops. What's this? (Sound of Lucy kicking something)

Tom: It's Ben's robot.

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

*Now listen and number.*

2. Lucy: And... What's this?

Ben: It's Alfie's new train.

3. Lucy: Ouch. What's this again? (Hurting voice)

Alfie: It's Tom's car.

Lucy: Ahhh! What's this?

(Screaming)

Lucy: Help me, help me!

Tom: (laughing) Lucy, it's just Alfie's tail.

(Alfie's laughing)

**STRUCTURE**

What's this?

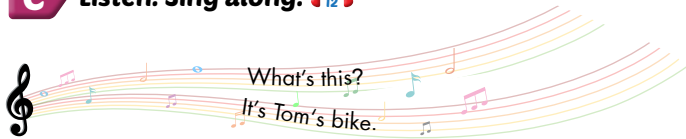
It's Tom's car.

**Track 11**

B: What's this?

G: It's Tom's car.

**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 12** 

*What's this?  
It's Tom's bike.*

Lucy's monster, Ben's boat,  
Jill's car, Alfie's train


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 13** 

*G: It's Tom's bike.  
B: It's Tom's bike.  
M: It's Tom's bike.*

**PRONUNCIATION TIP**   
Don't forget the 's' sound.  
*"It's Tom's bike."*

**D Practice. Point, ask and answer.**

What's this?  
It's Ben's robot.

Ben

Tom

Jill

Alfie

Lucy

**Practice.**

1. T: I say "Ben" and "robot" You say, "It's Ben's robot."
- T: I say "Tom" and "car" You say, "It's Tom's car." OK?
- T (to whole class): Ben – robot
- Whole class: It's Ben's robot
- T (to whole class): Tom/car
- Whole class: It's Tom's car.

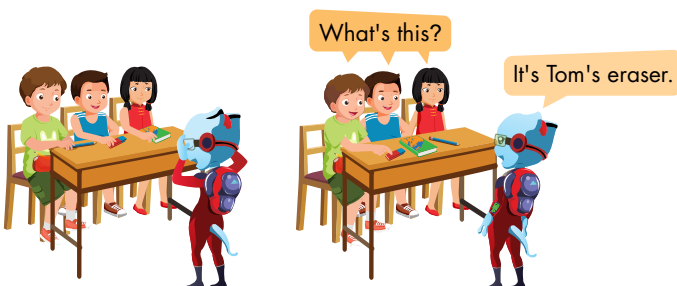
**Continue whole class/group/individual drills, with:**

- Jill/bike
- Alfie/train
- Lucy/monster

**Point, ask and answer.**

2. Have students call out the objects and people they can see.
3. Demonstrate the activity using the example.
4. Divide students into pairs.
5. Have student A ask "What's this?" and have student B respond with "It's \_\_\_'s \_\_\_."
6. Swap roles and repeat.
7. Afterwards, have some pairs demonstrate in front of the class.

**E Play the "Guess whose" game.**



1. Divide the students into groups of four.
2. Have student A covers their eyes while the rest of the group place one of their own objects on the desk.
3. Have one student points to an object and ask "What's this?"
4. Have student A guess whose object it is.
5. Swap roles and repeat.