

- Have Ss check their answers in pairs first, then as a class.



1. Yes, it is. 2. No, it isn't.
3. No, it isn't. 4. Yes, it is.

Activity 5

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (The boy on the left is blindfolded and is trying to find out what he is holding by feeling its shape and by asking the boy on the right questions. The boy on the right is answering in order to help the boy on the left guess what he is holding.)
- Choose a S to demonstrate how the game is played. Blindfold the S and then give him/her a classroom object. Instruct the S to feel the shape and texture of the object and ask questions about what it might be. Answer accordingly until he/she guesses correctly.
- Divide Ss into pairs. Ask each pair to place a pencil, a pen, a rubber, a book, a notebook and a pencil case on their desks.
- Have Ss play the game, taking turns guessing. If you have got enough blindfolds to go round, hand them out. If not, ask the Ss who are guessing to close their eyes.
- Have pairs of Ss perform for the whole class. If you have got only one blindfold, give it to each pair that performs along with a set of classroom objects.

Optional

It's a...

- Stick the flashcards for all the classroom objects on the board.
- Divide Ss into two teams. The teams stand in two lines with

their backs turned to you and the board, except for the first player in each team, who should be facing you and the board.

- When everybody is ready, point to a flashcard with a classroom object on it. The players facing you look at the card and whisper the name of the object on the flashcard down the line. The last player in each team must touch the corresponding flashcard on the board and say, *It's a (pencil)*. If he/she is right, the team gets one point.
- The last player then goes to the front of the line and faces you. Start again.
- Repeat until all Ss have come to the front of the line. The team with the most points wins.



Before leaving

- Stick the flashcards for all the classroom objects on the board. Think of an object and invite Ss to guess which one you have chosen by asking questions such as, *Is it a (pencil)*? Answer with, *Yes, it is* or *No, it isn't*.
- Invite the S who guesses correctly to think of a different object for the class to guess.
- Have Ss take turns doing the activity in pairs.



Workbook

Activity 1



1. notebook 2. rubber 3. chair 4. desk 5. pencil case 6. tablet

Activity 2



1. Yes, it is. 2. No, it isn't. 3. No, it isn't. 4. Yes, it is.

Activity 3 Track 13

Listening transcript

1. **Boy 1:** *Is it a notebook?*
Boy 2: *No, it isn't. It's a tablet.*
2. **Girl 1:** *Is it a rubber?*
Girl 2: *Yes, it is.*
3. **Boy 1:** *Is it a desk?*
Boy 2: *No, it isn't. It's a chair.*
4. **Girl 1:** *Is it a pen?*
Girl 2: *Yes, it is.*



1. A 2. B 3. B 4. A



Language focus

Objectives

- to identify objects that can be found in a classroom
- to present objects

Vocabulary

Classroom objects: board, whiteboard

Nouns: apple, umbrella, classroom

Adjectives: new, old

Structures

This is a computer.

This is an apple.



Materials

- flashcards for *apple, umbrella, classroom, board, whiteboard, new, old*
- an apple, an umbrella, a new book, an old book
- flashcards from previous lessons: *bag, computer, tablet, desk, chair, book, notebook, pen, pencil, rubber, pencil case, ruler*
- Blu tack
- 'mystery' bag

Revision

- Use flashcards from previous lessons (*bag, computer, tablet, desk, chair, book, notebook, pen, pencil, rubber, pencil case, ruler*). Show each one to Ss and ask, *Is it a...?*
- Elicit Ss' answers, *Yes, it is./No, it isn't.*

Lesson plan



Warm up

- Put the flashcards for the lesson (*apple, umbrella, classroom, board, whiteboard, new, old*) in the 'mystery' bag.
- Make sure you put the flashcards in the order the new vocabulary appears in the SB.
- Play the CD (Track 14) and slowly take out the flashcards as each word is heard. Hold up each flashcard, say the word and ask Ss to repeat.
- Alternatively, point to the classroom and say *classroom*.
- Do the same with the whiteboard or board.
- Hold up the apple and say *apple*.
- Do the same with the umbrella.
- Hold up the new book and say, *This is a book. It's new.*
- Hold up the old book and say, *This is a book. It's old.* Repeat a couple of times.

1 Vocabulary Track 14

- Have Ss open their books to page 12.
- Point out the words in the vocabulary section. Play the CD a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

Activity 2 Track 15

- Direct Ss' attention to the pictures and ask them what they can see. (There are two different types of classrooms, an old one and a new one.)
- Draw Ss' attention to the two classrooms and ask them to name some of the classroom objects they can see in the two pictures (*desk, chair, book, whiteboard, board, computer*).
- Ask Ss, *What can you see in the first picture?* (A classroom.) *What can you see in the second picture?* (Another classroom.)
- Ask Ss to tell you if the classroom in the first picture is old or new. (It's old.)
- Ask Ss to tell you if the classroom in the second picture is old or new. (It's new.)
- Ask Ss which classroom they like and why.
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD again and pause after each sentence for Ss to repeat.
- Ask Ss some questions (using L1 when necessary) about the text. Ss can use L1, when necessary, for their answers. *What's the boy's name?* (It's Jack.) *What colour is the board in the first picture?* (It's black.) *Is there an umbrella in the classroom?* (Yes, there is.) *What colour is the apple?* (It's red.) *What colour is the board in the second picture?* (It's white.) *Is there a computer?* (Yes, there is.) *Are the desks and chairs old or new?* (They're new.)
- Choose two Ss to read the text aloud for the class.
- Have a few other Ss read the text aloud.

Look!

- Direct Ss' attention to the *Look!* box at the top of page 13.
- Lift up some of your personal items, like your bag, and say, *This is a bag*. Write this sentence on the board.
- Ask Ss when we use this sentence (when we present something). Have Ss read the sentence aloud.
- Explain to Ss that we use *a* with words beginning with a consonant sound (b, c, d, etc.).
- Lift up the apple or the umbrella and say, *This is an apple/umbrella*. Have Ss read the sentence aloud.
- Ask Ss to guess when we use *an*. Elicit that we use *an* with words beginning with a vowel sound (a, e, i, o, u).
- Say a couple of words that Ss know and invite them to choose between *This is a/an* orally.

Activity 3

- Direct Ss' attention to the four classroom objects and ask them to identify them.
- Explain to Ss that they have to say *old* or *new* for each picture depending on whether the object is old or new.
- Have Ss check their answers in pairs first, then as a class.



A. old B. new
C. new D. old

Activity 4

- Draw Ss' attention to the pictures of the classroom objects and ask them to name them.
- Point out to Ss that they have to read sentences 1-6 carefully and ask them to tell you which pictures A-F they correspond to.
- Have Ss check their answers in pairs first, then as a class.

1



apple



umbrella



classroom



whiteboard



new



old

board

2 Listen and read.

My classroom

Hello. My name is Jack. This is a classroom. It's old!

The board is black. And look! An apple and an umbrella.

This is my classroom. It's new! Look! A whiteboard and a computer! Wow!

1943



Today



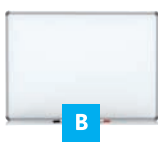
12



1. A 2. F 3. C 4. B 5. D 6. E

Activity 5

- Direct Ss' attention to the two girls and ask them to tell you what they think they are doing. (They are asking and answering questions about the items depicted in the pictures.)
- Divide Ss into pairs and explain that they have to ask and answer questions about the objects depicted in the pictures.
- Point out to Ss that they have to use either *What's this?* or *What's that?* depending on each picture and answer with *It's a...* or *It's an...*
- Remind Ss that we use *a* with words beginning with a consonant sound and *an* with words beginning with a vowel sound.
- Have a few pairs of Ss present the exchange to the whole class.

LOOK!This is **a** computer.**BUT** This is **an** apple.**3 Look and say old or new.****4 Look and say.****A**

1. This is a whiteboard.

**B**

2. This is an umbrella.

**C**

3. This is a computer.

4. This is an apple.

5. This is a chair.

6. This is a notebook.

D**E****F****5 Choose, ask and answer. Take turns.**

What's this?

It's an apple.



It's a whiteboard.

What's that?

13

Optional**What's this? What's that?**

- Draw an apple, an umbrella, a whiteboard, a board, a bag, a pencil case, a rubber and a tablet on different sheets of A4 paper and cut them out. Alternatively, photocopy the flashcards.
- Put some Blu tack on the back of each item or flashcard.
- Stick the cut-outs or flashcards in different places around the classroom.
- Divide Ss into pairs and have them ask and answer questions about the cut-outs or flashcards around them.
- Point out to Ss that they have to either touch the items/flashcards and ask with *What's this?* or point to them and ask with *What's that?*
- Remind Ss that they have to use *It's a/an...* to answer their partner's question.

Before leaving

- Have Ss sit in a circle. Give one S a classroom object.
- Have the Ss pass the object around the circle.
- When you clap your hands, have all Ss ask, *What's that?* The S who is holding the object answers, *It's a/an...*
- Repeat the activity with other items.

Workbook**Activity 1**

1. E 2. C 3. D 4. B 5. A

Activity 2

1. new 2. old 3. new

Activity 3

It's a board.
It's an apple.
It's a computer.
It's an umbrella.
It's a chair.

Activity 4 Track 16**Listening transcript**

- Boy 1:** *What's this?*
Boy 2: *It's a whiteboard. It's new.*
- Girl 1:** *What's that?*
Girl 2: *It's my classroom.*
- Boy 1:** *What's this? Is it a tablet?*
Boy 2: *No, it isn't. It's a computer.*
- Girl 1:** *What's that?*
Girl 2: *It's an umbrella. It's new.*
- Boy 1:** *What's this? Is it a desk?*
Boy 2: *No, it isn't. It's a chair.*
- Girl 1:** *What's that?*
Girl 2: *It's an apple.*



A. 5 B. 4 C. 1
D. 6 E. 3 F. 2