



**LEVEL 1**  
**LESSON 4**  
**WHAT IS IT?**

<b>Topics</b> Greetings Names of common objects Negation	<b>Prepare Before Class</b> Small trays or containers – one per student Alphabet blocks or paper with letters Bag of small objects or printed images
<b>Learning Strategy</b> Focus	<b>Goals</b> Grammar: BE + Noun; Be + Adjective + Noun; BE + Not + Noun; HAVE + Noun Pronunciation: Pronouncing reduced “and;” BE + noun Speaking: Talking about objects with BE + HAVE

**Day 1**

***Introduce the Lesson Topic***

Say, “Today you will learn how to say that you have something. You will also learn to say that another person has or does NOT have something.”

Put two objects, such as a book and a pen, on the desk or table in the front of the class. Pick up the pen and say, “This is a pen.” Then put the pen down. Pick up the book and say, “This is a book.” Put the book down. Pick up the pen again. Say, “This is NOT a book.” Put the pen down and pick up the book, saying, “This is NOT a pen.”

***Present the Conversation***

Tell students that the video will show Anna pulling many unusual objects from her handbag. The objects in order are: a large book, a toy, a pillow, a map and a lamp.

Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

## Main Video Script – Lesson 4

### 1. Listen:

Do you have a pen?

Yes, I have a pen.

Now you try it.

Speak:

Do you have a \_\_\_\_\_? (pen)

Yes, I have a \_\_\_\_\_. (pen)

### 2. Listen:

It is not a pen.

It is a map.

Speak:

It is \_\_\_\_ a pen. (not)

It \_\_\_\_ a map. (is)

## Day 2

### Speaking Practice

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. After the key words, the video teaches the expressions shown below. Tell students to repeat the expressions after watching the video or listening to you.

### Speaking Practice Script – Lesson 4

#### 1. BE + Noun

It is a map.

(image of pillow)

It is a \_\_\_\_\_. (pillow)

#### 4. HAVE + Noun

I have a pen.

(Image of a book)

I have a \_\_\_\_\_. (book)

#### 2. BE + Adjective + Noun

It is a big book.

(image of map)

It is a big \_\_\_\_\_. (book)

#### 5. Practice Asking Questions

(Image of a bag)

Do you have a bag?

Yes, I have a bag.

#### 3. BE + NOT + noun

It is not a pen (image of toy next to image of lamp with a circle and bar image overlaid on it)

It is a toy. It is not a \_\_\_\_\_. (lamp)

#### 6. Now you try it.

(Image of coffee)

Do you have a \_\_\_\_\_? (coffee)

Yes, I have a \_\_\_\_\_. (coffee)

## ***Pronunciation Practice***

The Pronunciation Practice video teaches how “and” sounds like “n” in fast speech. You can call this a short form.

### **Pronunciation Practice Video Script - Lesson 4**

1. Often English speakers do not say the word “and” carefully. The result is the sound “n.”

Listen:

Do you have a pen ‘n’ paper?

Speak:

Do you have a pen ‘n’ paper?

Listen:

Marsha ‘n’ Pete have coffee.

Speak:

Marsha ‘n’ Pete have coffee.

2. Listen:

I have a new job ‘n’ new friends.

Speak:

I have a new job ‘n’ new friends.

Listen:

She has a book ‘n’ a lamp in her bag.

Speak:

Now you try it. What is in your bag?

I have \_\_\_\_\_ ‘n’ \_\_\_\_\_ in my bag.

Compare this form in English to a short form in your students’ native language, if possible. Put several objects on a table, or have pairs of students put objects from their bags onto a desk in front of them.

Ask students to practice saying the names of two or more objects using the short form. For example: Dmitri has some pens ‘n’ toys in his bag. Natalia needs a pen, a lamp ‘n’ a book to study.

## ***Learning Strategy***

Tell students that one good way to learn a language is by focusing. Focusing means to pay close attention. Explain to students that when they focus, they can learn better and remember more.

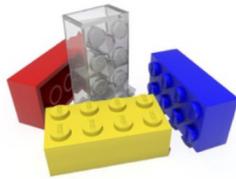
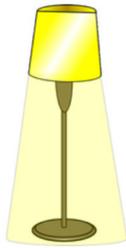
Give an example. Say, “Usually you do not listen, or pay attention, to every word your teacher says. But if your teacher says that there will be a test soon, you may listen more carefully. This is a special kind of listening - you are focusing on the teacher’s words because you care about what they are saying.”

Tell students that when they are learning English, they can focus to find new information or new words.

### ***Activity - What's in My Hand?***

Give students some small objects or have them cut the pictures from the sheet on the Resources page. Model the activity: "I have five pictures. I'm going to put them on my table."

Call a student to come to the front to help you demonstrate. "(student name) I want you to focus on what I have here. You will have to remember the things I say." Hold up the pictures and say the name of each one: "I have a toy. I have a lamp. I have a phone. I have a coffee. And I have a bag. Now turn around."



Have the student face away from the table. Take one object away (say, the lamp) and hide it in your hand. Tell the student to listen as you name the objects again. Use the reduced form with 'n' as taught in the Pronunciation Practice video. "I have a toy 'n' a phone 'n' a coffee 'n' a bag. I put one picture in my hand. What do I have in my hand?"

While still facing away from the desk, ask the student to guess what you took away. They may ask, "Do you have a toy?" OR "Is it a toy?"

Answer, "No it is NOT a toy." Continue until the student guesses correctly. If needed, give suggestions or let the student look at the pictures.

Ask students to find a partner. One member of each pair should take five of their pictures and put them (in the tray you gave them, if available) on their desk. Have the students stand on opposite sides of the desk, one facing away, to play the game. Say, "Remember to focus when you look at the pictures and listen to your partner."

Walk around and monitor the activity. If students guess too easily (or have good memories) have them increase the number of pictures or objects.

When one partner guesses all the objects correctly, have each pair of students switch roles and have the second student choose five pictures to place in the tray. Keep the pictures for the "Go Fish" game later in this lesson.

## Activity Sheet

Give students a printed copy of the Activity Sheet. Have students work with a partner to complete the activity by writing a number next to the image that goes with the name of that thing. Then, call students' attention to the three columns below the set of images. The columns are "home," "work" and "school."

Students should write the names of common objects in lists under the names of three places where they are found. For example, a bed is found at home. Note that many of the objects can be found in more than one place.

After the students have identified the objects and listed the places they are found, ask them to make sentences about each object in relation to the place it may be found, such as, "We have a clock at school. We have chairs 'n' desks 'n' a calendar at school. We do NOT have a bed at school." Ask one member of each group to give an example of one of their sentences.

### Activity Sheet Answers – Lesson 4

Home	Work	School
bed	book	book
lamp	pen	bag
toy	clock	glasses
clock	laptop	calendar
money	desk	chair
phone	money	desk
pillow	lamp	map
	phone	clock

## Go Fish Game

If time permits, put students in groups of four. The groups will then play the "Go Fish" game with their picture cards from the previous game (What's in my hand?). Have the students mix all their pictures together, then give out five to each person. The rest are placed face down on a desk. The goal is to match pictures to make sets of two.

The student whose birthday is nearest starts by asking another student, "Do you have a lamp?" If the student has the lamp picture in their hand, they have to give it to the questioner. If they do not have it, they say, "I do not have a lamp. Go Fish!" and the questioner may choose from the pictures on the desk. If a lamp is found, the player places

the two lamp pictures in the space in front of them on the table. The next student on the left takes a card and when all the cards are picked up, the player with the most matches wins.

## Day 5

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says, "The city is big."
2. Marsha says, "Anna, do you have a pen?"
3. Pete says, "It is a book. It is a big book."
4. Marsha says, "It is not a pen, Anna."
5. Pete says, "Why do you have a map of the world?"
6. Pete says, "And now you have a lamp."

### ***Writing***

Discuss the vocabulary that may be used for the topic. Write some of them on the board for students to use in their written work.

Write the writing topic on the board:

Look at a drawer or table at home, or empty your school bag. What is on or in it? Use sentences like this: "I have a pen in my bag."

Demonstrate with a table or bag in the classroom.

## Conversation

- Anna: Pete, hi! Hi, we are here!
- Pete: Hi, Anna! Hi, Marsha!
- Anna: Hi!
- Pete: How are you two?
- Marsha: I am great!
- Anna: You know, Pete, I am new to D.C. The city is big.
- Pete: Yeah. But you learn a little more every day. How's the new apartment?
- Anna: The new apartment is great! Let's get coffee!
- Marsha: Anna, do you have a pen?
- Anna: Yes. I have a pen in my bag. I have a ...
- Pete: It is not a pen. It is a book. It is a big book.
- Anna: Yes. Yes it is, Pete. I know I have a pen, though... I have a ....
- Marsha: It is not a pen, Anna ... a toy?
- Anna: I have a ....
- Pete: And it is a pillow!
- Anna: Pete, Marsha, I know I have a pen.
- Marsha: Anna, it is a map.
- Pete: Why do you have a map of the world?
- Anna: Pete, Marsha. Now I know I have a pen.
- Pete: And now you have a lamp.
- Marsha: Anna.
- Anna: I have a pen! Let's get coffee!

### ***Key Words***

**bag** - *n.* a soft container used to hold money and other small things

**big** - *adj.* large in size

**book** - *n.* a set of printed sheets of paper that are held together inside a cover or a long written work

**coffee** - *n.* a dark brown drink made from ground coffee beans and boiled water

**lamp** - *n.* a device that produces light

**little** - *adj.* small in size

**map** - *n.* a picture or chart that shows the rivers, mountains, streets, etc., in a particular area

**pen** - *n.* a writing instrument that uses ink

**pillow** - *n.* a bag filled with soft material that is used as a cushion usually for the head of a person who is lying down

**toy** - *n.* something a child plays with

**world** - *n.* the earth and all the people and things on it

## Quiz - Level 1, Lesson 4 - What Is It?

Listen. Circle the letter of the correct answer.

1. What does Anna say about the city?

- a. She likes the city.
- b. Anna says the city is great.
- c. She does not like the city.
- d. Anna says the city is big.

4. What does Marsha tell Anna?

- a. Marsha tells Anna the toy is not a pen.
- b. She tells Anna that she has a pen.
- c. Marsha says it is a toy.
- d. She asks if Anna has another pen.

2. What does Marsha want?

- a. She asks Anna where she has been.
- b. Marsha asks if Anna is going again.
- c. She asks Anna for a pen.
- d. Marsha wants to give Anna a pen.

5. What does Pete say about the map?

- a. Pete wants to look at the map.
- b. He asks why Anna has a map.
- c. Pete asks Anna to show him the map.
- d. He wants to put the map on the wall.

3. What does Pete say about the book?

- a. He thanks her for the book.
- b. Pete says it is a big book.
- c. He asks why she has a book.
- d. Pete wants to look at the book.

6. What does Pete say to Anna?

- a. I want to see your lamp.
- b. Where is my lamp?
- c. Now you have a lamp.
- d. Why do you have a lamp?

STEP 1

Look at the words in the word bank.  
Look at the pictures on the right.  
Write the number for each word next to the  
matching picture.

WORD BANK

- 1 - Bag
- 2 - Book
- 3 - Toy
- 4 - Pen
- 5 - Laptop
- 6 - Desk
- 7 - Calendar
- 8 - Pillow
- 9 - Money
- 10 - Clock
- 11 - Lamp
- 12 - Chair
- 13 - Map
- 14 - Phone
- 15 - Glasses



STEP 2

Now work with a partner!  
Write the name of common objects under the places you find them.

HOME

WORK

SCHOOL

Bed

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Main Video Images – What is it? – Lesson 4





### Activity – What's in My Hand?

