

Unit 1 >>> An A-Z of me

1

- Students have already watched the video once in class (Student's Book Exercise 4, page 10). Ask students what they remember about the video. Hand out the worksheets.
- Put the students into pairs. Give them three minutes to take turns to choose different categories and name items they can think of that belong to them.
- Go around the class monitoring students' answers and offering help as necessary.
- Check the answers by reading the categories and asking students to share their words with the class.

Suggested answers

Food: apple, banana; School objects: pencil, ruler, pen, rubber; Form of transport: car, bus, train, boat; Houses: window, door, roof; Animals: cat, dog, fish, bird; Games and hobbies: chess, painting; Nationalities: English, American, Spanish; Item of clothing: trousers, skirt, shirt, shoes

2a

- Ask students to look at the pictures and explain that they are close-up shots of the objects from the video.
- Read the instructions and explain that they have to guess the object and write a sentence about it using *It's a* or *They are*. Review that we use *It's a* for singular and *They are* for plural.
- Encourage students to work individually to complete the sentences.
- Go around the class monitoring students' answers and offering help.
- Play the video once for them to check they have the correct objects. Allow them time to make any changes to their sentences.
- Elicit the answers from different students and have the whole class check their answers.

Answers

1 It's an apple. 2 They're scissors. 3 It's a cheetah. 4 It's a hut. 5 It's a calculator. 6 It's an aeroplane. 7 They're shoes. 8 It's a chess piece

Extra activity

Ask volunteer students to write the answers from Exercise 2a on the board. Review the use of the definite and indefinite articles with the class. Invite other students to circle the articles in the sentences. Review the use of *a*, *an* and *the* with the class.

b

- Read the instruction to the whole class and encourage them to share their ideas for the first item (the apple).
- Put the students into pairs and allow them four minutes to discuss the answers and write the categories in their notebook. Go around the class monitoring students' answers and offering help.
- Read the items out loud and ask students to call out the names of the categories. Then discuss with the class which category is not mentioned.

Answers

Apple: food; scissors: school objects; cheetah: animals; hut: type of house; calculator: school object; aeroplane: transport; trainers: clothing; chess piece: games and hobbies
The categories not mentioned: technology and nationalities

Extra activity

Put a collection of some of the items from the video in a bag (eg. nuts, apple, scissors, ruler, gloves, etc). Invite a volunteer to the front to guess an object by touch and then remove it from the bag to check if they said the correct word. Play several times with different students until all the objects have been named and identified.

3a

- Ask students to write one object they see each day of the week.
- Walk around the classroom and check students as they work. Encourage them to use creative ideas. Write some of their more original ideas on the board.

b

- Put students into small groups and allow them time to share their ideas from Exercise 3a with each other.
- Allow groups to share some of their ideas with the class.

Note: Ask students to write vocabulary lists of four words for each category from Exercise 1 for homework. Encourage students to use the correct spelling.