

In This Unit

Theme

This unit is about describing schools.

Vocabulary

Lesson 1: *classroom, homework, lesson, student, teacher*

Lesson 2: *board, chair, clock, desk, map*

Lesson 3: *book, paper, pen, pencil, rubber, ruler, school bag*

Grammar

Lesson 1: plural s

Lesson 2: *to be* negative

Lesson 3: *to be* questions

Unit Opener

Objectives

- To introduce students to the topic of the unit (school)
- To engage students with the topic and activate knowledge and vocabulary

Materials

Student's Book, Class Audio CD, Flashcards, IWB, DVD

2 My School

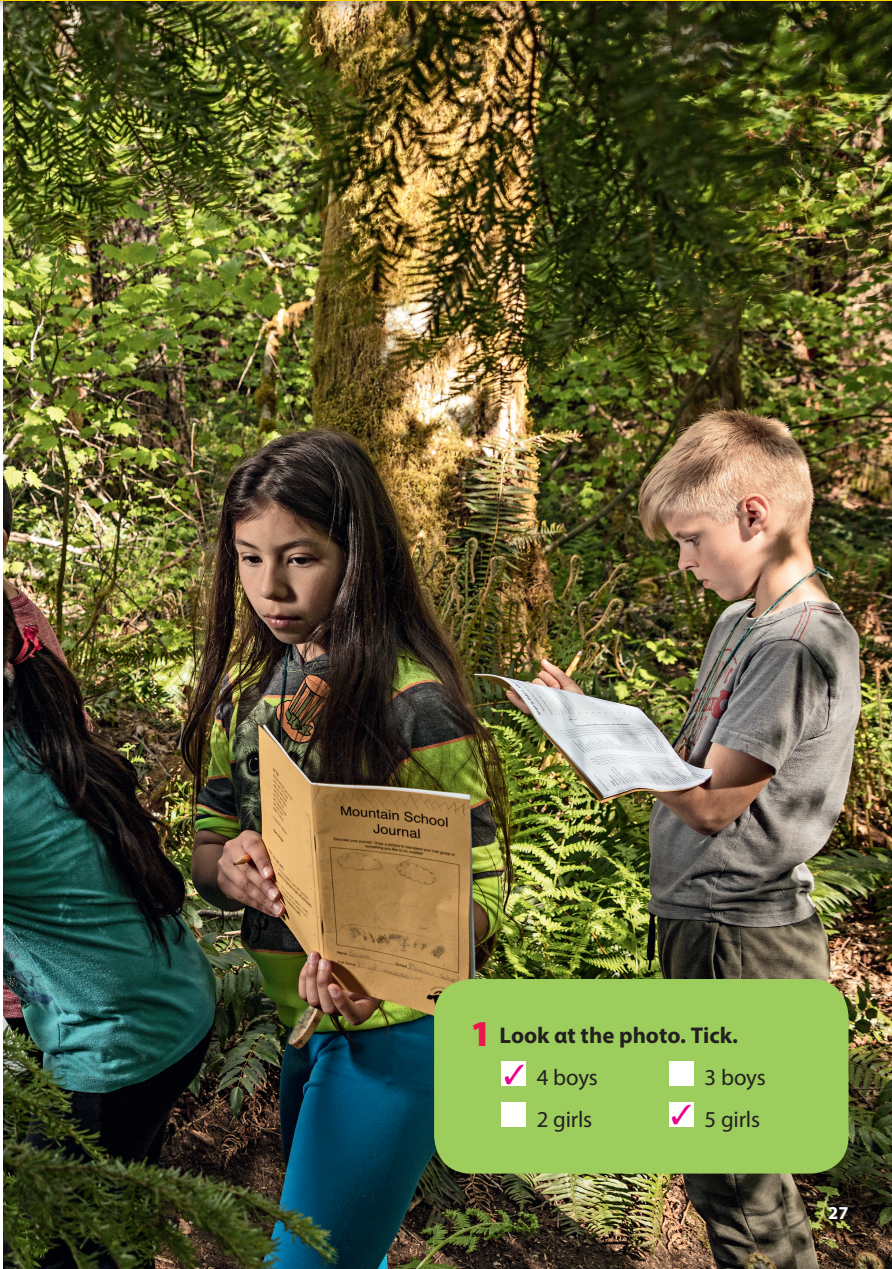


North Cascades National Park, Washington, USA

26

To start

- Revise the family words from Unit 1. Ask students to tell you the words they remember. Ask volunteers to write them on the board.
- Revise the affirmative of *to be*. Write *I'm happy* on the board, say it and ask students to repeat. Then write *You _____ happy* on the board and ask a student to fill in the word (*are*). Repeat with *he*, *she*, *it*, *you* and *they*.
- Revise *a/an* from Unit 1. Write _____ *egg*, _____ *dog*, _____ *baby*, _____ *ant*, _____ *octopus*, _____ *brother* on the board and ask individual students to come to the board and write *a* or *an*.



About the Photo

North Cascades National Park is located about three hours northwest of Seattle, USA. Rangers take people on nature treks in the park. In addition, you can go biking, kayaking, rafting, fishing and skiing.

Related vocabulary

discover, feel, fern, foliage, outdoors, touch

1 Look at the photo. Tick.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 4 boys | <input type="checkbox"/> 3 boys |
| <input type="checkbox"/> 2 girls | <input checked="" type="checkbox"/> 5 girls |

1 Look at the photo. Tick.

- Tell students to open their books at page 26. Give them a moment to look at the photo. Read the title and ask the students to repeat. Tell the students that the children in the photo are having a lesson in a forest. Ask if they have ever had a lesson in a forest. Ask where students are now and say *We're in a classroom*.
- Point to the teacher in the background of the photo and say *teacher*. Point to yourself and say *teacher*. Say *We are teachers*.
- Point to the boy on the right of the photo (on page 27) and say *Girl or boy?* Elicit *boy*. Point to the girl next to him and say *Girl or boy?* Elicit *girl*.
- Say *How many boys?* and count the boys with the students. Elicit *Four boys* and put a tick in the correct box. Repeat with the girls.

EXTENSION ACTIVITY

Ask all the girls in the classroom to stand up. Say *How many girls?* and start counting with the class. Elicit the number. Repeat with the boys.

TEACHING TIP

Put students at ease and build trust by giving plenty of encouragement, particularly at this early stage in the year. Every time they answer a question correctly, say *Yes! Well done!* When fluency rather than accuracy is the focus of an activity, don't jump in to correct errors immediately, as this can inhibit students from speaking. Note common errors to work on later.

Lesson Aims

- Learn and use new vocabulary: *classroom, lesson, homework, student, teacher*
- Learn and use new grammar: plural s
- Focus on the pronunciation of the sound of c and k

Materials

- Student's Book, Class Audio CD

To start

- Revise the family words from Unit 1. Ask students to tell you the family words they remember. Ask volunteers to write them on the board.
- Revise the affirmative *to be*. Write *I'm cool.* on the board. Read out the sentence and ask students to repeat. Then write *You _____* on the board and ask a volunteer to make a sentence, e.g. *You're great.* Write the sentence on the board, read it out and ask students to repeat. Do the same with *he, she, it, we, you* and *they*.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

Lesson 1

1 Listen and point. Repeat. TR: 2.1



classroom



lesson



homework



student



teacher

2 Listen and read. TR: 2.2



It's a classroom in a school. She's the teacher. They're the students.

3 Look and read. Circle.

- 1 They're in a **students** / classroom.
- 2 It's a lesson / five teachers.
- 3 The students / homework are boys and girls.
- 4 She's the teacher / classroom.

4 Write.

- 1 s t u d e n t
- 2 | e s s o n
- 3 h o m e w o r k
- 4 t e a c h e r
- 5 c l a s s r o o m



28 UNIT 2

1 Listen and point. Repeat. TR: 2.1

- Tell students to open their books at page 28 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen, point to, and repeat the words. Then read out the new picture words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

2 Listen and read. TR: 2.2

- Tell students to look at the picture on page 28. Ask them where they think the picture is and who is in the picture (classroom, teacher, students).
- Play the recording. Tell students to look at the picture and follow the text with their fingers.

- Play the recording again. Pause after each sentence and ask students to repeat.
- Play the recording again. Then ask volunteers to read out the whole text.

3 Look and read. Circle.

- Tell students to look at the first sentence as an example. Ask them to repeat the correct sentence. Then ask the students to circle the words to make correct sentences.

4 Write.

- Ask students to look at the first word as an example. Point out that each line is for one letter. Elicit the next word beginning with / and tell students to write the word.
- Let students continue with the rest of the words and then check answers by asking students to say and spell the words.

5 Read.

GRAMMAR

a teacher → teacher**s** a student → student**s** They're teacher**s**.
a lesson → lesson**s** an ant → ant**s** My uncle**s** are great.

6 Circle.

- 1 She's the teacher / teachers.
- 2 They're student / students.
- 3 I'm in the classroom / classrooms.
- 4 We're boy / boys.
- 5 It's a lesson / lessons.
- 6 Look! Three friend / friends.

7 Say it! Listen and read. Say. TR: 2.4



SOUNDS OF ENGLISH

Read and listen. Say.

 TR: 2.3

homework**k**

cousin



She's my **c**ousin. It's her homework**k**.

EXTENSION ACTIVITY

Revise *a* and *an* with the class. Ask students to remember which letters go with *an*. Then ask volunteers to say some words they know which start with *a e i o u* and write them on the board.

6 Circle.

- Read out the example and ask students why *teacher* is the correct answer.
- Explain the rest of the task to students. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Check answers. Write them on the board if necessary.

SOUNDS OF ENGLISH

Read and listen. Say.

 TR: 2.3

- Write *c* and *k* on the board. Ask students to say the names of the letters.
- Read out the words and the example sentences.
- Play the recording and tell students to repeat the words, paying particular attention to the correct pronunciation of *c* and *k*.

5 Read.

- Ask students to look at the grammar box. Explain that we put an *s* on the end of a word if we have more than one. Read out the words in the grammar box and ask students to repeat.
- Ask students to circle the plural word in the dialogue (students). Ask volunteers to read out the dialogue.
- Ask a boy to stand at the front. Say *Look. A boy*, and ask students to repeat. Then ask another boy to stand next to the first boy and say *Look. Two boys*. Ask students to repeat. Then do the same with one girl and two girls. Ask volunteers to draw one and then two things on the board using words they remember from the Introduction and describe their pictures using both the singular and the plural, e.g. *an egg, two eggs*. Prompt students where necessary.

7 Say it! Listen and read. Say. TR: 2.4

- Ask students to look at the girl and the boy. Then play the recording and tell students to listen and read the speech bubbles.
- Play the recording again and ask students to repeat after each speech bubble.
- Ask students to read out the dialogue, substituting Mrs Lee's name for their own teacher's name.

Lesson Aims

- Learn and use new vocabulary: *board, chair, clock, desk, map*
- Learn and use new grammar: *to be* negative

Materials

- Student's Book, Class Audio CD, Flashcards

To start

- Revise the words from Lesson 1. Stick the flashcards on the board. Call out the words one at a time and ask volunteers to come to the board and point to the correct flashcard.

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

TR: 2.5

- Tell students to open their books at page 30 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen, point to, and repeat the words. Then read out the new picture words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out the word *board*. Explain the meaning by pointing to the board in the classroom. Say *It's a board*. Then point to the chair in the word box and sweep your arm around the classroom at all the chairs. Say *They're chairs* and ask students to repeat. Do the same with the other objects and ask students to repeat. Ask volunteers to stand at the front of the class, and do the same with any object or objects.
- Read out all the words again one by one and ask students to repeat after you.

2 Listen and read. TR: 2.6

- Ask students to look at the photo and tell you where it is (in a classroom). Elicit any words they know in the picture such as *teacher* or *students*.

Lesson 2

1 Listen and point. Repeat. TR: 2.5



2 Listen and read. TR: 2.6

The boys and girls are at school. The school is in South Africa.

The teacher is great. She's funny, too. The students are young. They aren't old.

Look at the classroom. The teacher is at the **board**. It's white. She's by the **map**.

The students are at the **desks**. The **chairs** are orange.

Look at the **clock**! The lesson is over. No homework! Cool!

3 Write.

board chairs clock desks map

- 1 The **board** is white.
- 2 The board is by the **map**.
- 3 The students are at the **desks**.
- 4 The **chairs** are orange.
- 5 Look at the **clock**. The lesson is over.

- Play the recording. Tell students to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

3 Write.

- Read the example to students. Ask them to find the board in the picture and the phrase *It's white*.
- Explain the rest of the task to students. Tell them to write the words from the box in the sentences. They should underline the words in the text which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping students where necessary.
- Check answers. Write them on the board if necessary.

4 Read.

GRAMMAR

I'm not	we aren't	I'm = I am	I'm not a teacher.
you aren't	you aren't	aren't = are not	Rick isn't my brother.
he isn't	they aren't	isn't = is not	They aren't old desks.
she isn't			
it isn't			

5 Write 'm not, aren't or isn't.

- 1 Dad isn't short. He's tall!
- 2 It isn't a great map.
- 3 You aren't at school.
- 4 I 'm not old. I'm young.
- 5 Sam and Dan aren't teachers. They're students.

6 Sing it! Listen and sing. TR: 2.7

We're all students in our school!
We're all students in our school!
We aren't teachers! We aren't family!
We're all students in our school!

Boys and girls sing together.
Young and old sing together.
Teachers and students sing together.
Let's sing together in our school!



31

5 Write 'm not, aren't or isn't.

- Read out the example and ask students why *isn't* is the correct answer.
- Explain the task to students. Check that students remember the meanings of all the words. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Check answers. Write them on the board if necessary.

EXTENSION ACTIVITY

Ask three volunteers to stand at the front of the class. Tell students you are going to describe one of them and that they must guess who it is. Use the positive and negative of *to be* e.g. *He is nine years old. He isn't a girl. He isn't short.* Repeat the activity until all students have taken part.

6 Sing it! Listen and sing.

 TR: 2.7

- Tell students they are going to learn a song. Explain to students that the song is about people being together in school and that it doesn't matter if you are tall or short, or a boy or a girl.
- Ask students to look at the picture and describe what they can see. Encourage them to use English for words they know. Hold up your book and point to the teacher. Ask a volunteer to say the word. Do the same for the boys and girls. Ask students to count the boys and girls and revise the plural *s*.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise until students are familiar with the words.
- Ask students to stand up and join hands in a circle. Tell them to walk round and round as they sing the song.

4 Read.

- Ask students to look at the grammar box. Read out the grammar notes and sentences. Ask students to repeat. Explain the meaning of the notes.
- Ask students to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board with the verb missing. Ask students to fill in the gaps.
I _____ cool.
He _____ a girl.
They _____ boys.

Lesson Aims

- Learn and use new vocabulary: *book, paper, pen, pencil, rubber, ruler, school bag*
- Learn and use new grammar: *to be* questions

Materials

- Student's Book, Class Audio CD, Flashcards

To start

- Revise the words from Lesson 2 with the flashcards. Stick the flashcards on the board, call out a word and ask a volunteer to come to the board and point to the correct flashcard.
- Write *I'm, you are, he is, we are, they are* on the board. Ask students to tell you the opposite of these verbs. Change the verbs on the board as students tell you. Then ask students to make sentences with the verbs, e.g. *I'm not a girl. He isn't short. We aren't sisters.* Prompt students where necessary.

New vocabulary

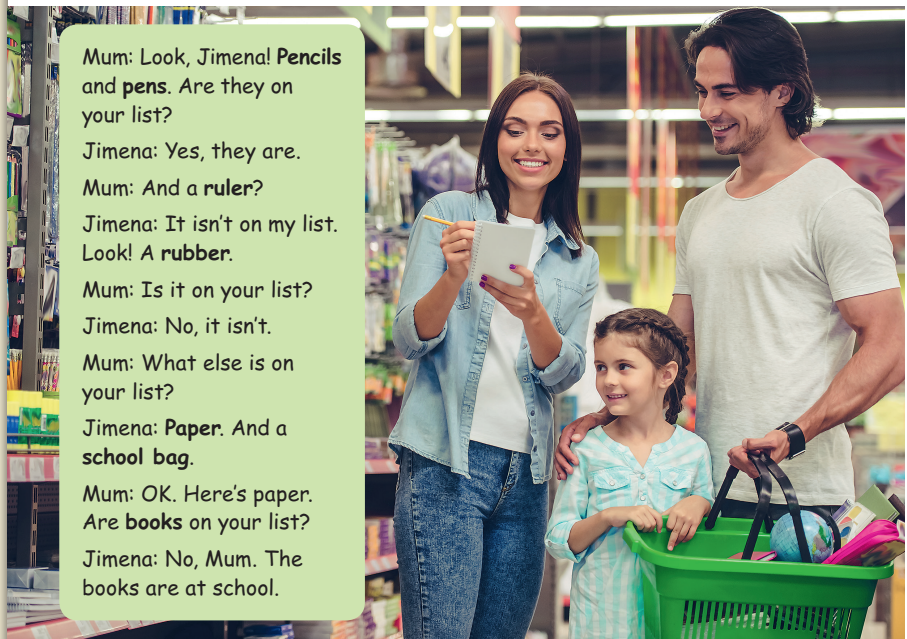
- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

Lesson 3

1 Listen and point. Repeat. TR: 2.8



2 Listen and read. TR: 2.9



Mum: Look, Jimena! **Pencils** and **pens**. Are they on your list?

Jimena: Yes, they are.

Mum: And a **ruler**?

Jimena: It isn't on my list. Look! A **rubber**.

Mum: Is it on your list?

Jimena: No, it isn't.

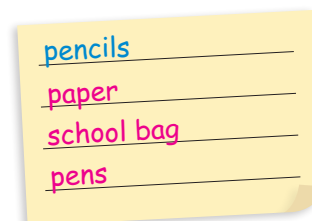
Mum: What else is on your list?

Jimena: **Paper**. And a **school bag**.

Mum: OK. Here's paper. Are **books** on your list?

Jimena: No, Mum. The books are at school.

3 Write Jimena's list.



What three items aren't on Jimena's list?

ruler

rubber

books

32 UNIT 2

1 Listen and point. Repeat. TR: 2.8

- Tell students to open their books at page 32 and to look at the word box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen, point to, and repeat the words. Then read out the new picture words in the vocabulary box in random order and ask students to point to the correct pictures.

2 Listen and read. TR: 2.9

- Tell students to look at the photo. Ask them to tell you in English what they can see. Elicit *mum, dad, girl* and *a shop/supermarket*. Ask them what the mum has got and elicit *a (shopping) list*.
- Tell students to read the first three lines of the dialogue to find out what the first items are.
- Play the recording and tell students to listen to and read the dialogue. Then ask what items

are on Jimena's list (pencils, pens, paper and a school bag).

- Play the recording again or read out the dialogue. Pause after each sentence and ask students to repeat.
- Ask volunteers to read out a sentence each of the dialogue.

3 Write Jimena's list.

- Ask students to write all the items on Jimena's list. Then ask them to write what items aren't on the list. Read the example to students. Ask them to find that part of the dialogue and to point to it.
- Tell students to underline the words in the dialogue which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping students where necessary.
- Check answers. Write them on the board if necessary.

4 Read.

GRAMMAR

Am I ... ?

Yes, I **am**. / No, I'm **not**.

Are you ... ?

Yes, you **are**. / No, you **aren't**.

Is he/she/it ... ?

Yes, he/she/it **is**. / No, he/she/it **isn't**.

Is it old? No, it **isn't**.

Are we ... ?

Yes, we **are**. / No, we **aren't**.

Are you ... ?

Yes, you **are**. / No, you **aren't**.

Are they ... ?

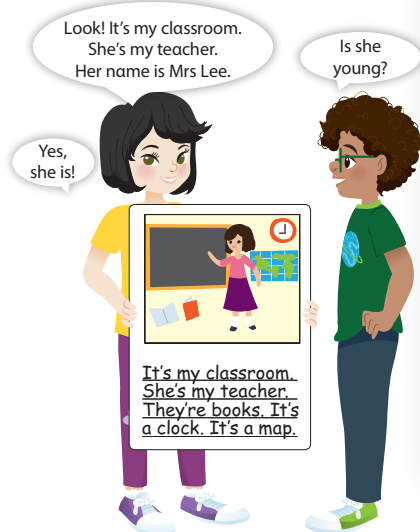
Yes, they **are**. / No, they **aren't**.

Are you cousins? Yes, we **are**.

5 Match.

- | | |
|----------------------------|------------------------------------|
| 1 Are they green pencils? | a Yes, it is. |
| 2 Is it a great book? | b No, they aren't. They're yellow. |
| 3 Am I old? | c Yes, we are. |
| 4 Are you seven years old? | d No, I'm not. I'm young. |

6 Write it! Draw and write. Say.



33

EXTENSION ACTIVITY

Students can perform a dialogue in pairs based on the one in activity 2. They can read from their books, but they must change the items on their lists. Give the pairs a few minutes to decide, and then ask them to perform their dialogues in front of the class.

4 Read.

- Draw a question mark on the board. Tell students that this is the sign we put at the end of a question in English. Show students how to draw a question mark and tell them to copy with their fingers in the air.
- Ask students to look at the grammar box. Read out the grammar notes and sentences. Ask students to repeat. Explain the meaning of the notes.
- Ask students to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.

- Further explain the grammar. On the board, write *You are cousins*. Then underneath write *Are you cousins?* Ask students to tell you what things have changed to make the question. Help them to see that the verb goes to the beginning of the sentence and the full stop changes to a question mark.
- Practise the grammar. Write these sentences on the board and ask volunteers to change them into questions.
He is tall.
They are boys.
Then use these questions to elicit answers. Ask a student *Are you happy?* and elicit a short answer.
- Do the same with *Is he tall?* and *Are they boys?* using volunteers to help.

5 Match.

- Read out the example and ask students why *Are they green pencils?* matches the answer *No, they aren't. They're yellow.* Help them work out that the word *they* is the key to finding the answer. Tell them the person or thing in the question must match what is in the answer. Give them some examples:
Sally = she
boys = they
you = I
I = you
you = we
- Explain the task to students. Read out the sentences. Check students remember the meanings of all the words. Do the task as a class, making sure all students understand which questions match which answers.
- Check answers. Write them on the board if necessary.

6 Write it! Draw and write. Say.

- Read out the dialogue. Read it out again and ask students to repeat.
- Ask two volunteers to read out the dialogue.
- Tell students to draw a picture of their classroom in the vocabulary box.
- Explain that they should then write about their classroom and teacher underneath their picture.
- Tell students to complete the task. Help students with spelling where necessary.
- Ask students to hold up their books and to show each other their pictures. Ask volunteers to read out their work.

Review

Units 1 – 2

To start

- Choose ten flashcards from Units 1 and 2. Stick them on the board. Invite individuals to come to the board.
- They choose a flashcard and say what it is. They can either say just the word, or a sentence, for example, *It's a chair*. If they are correct, let them take the flashcard off the board.
- Continue until all the flashcards have been removed from the board.
- Ask students to open their books at page 34 and to look at activity 1.

1 Match.


- Tell students to look at the pictures. Point to the example and ask students what they can see. Elicit *book*. Ask students to repeat the matching sentence.
- Explain the rest of the task to students. Tell them to look at the pictures and to think carefully about the words in the sentences which will help them find the answers. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Check answers. Ask volunteers to point to a picture and read out their answers.

2 Write.

- Read out the two headings and the example *teacher*. Ask students why it is the correct answer (teacher is in my school). Read out all the words and make sure that students remember the meanings of all the words.
- Explain the rest of the task to students. Tell them to cross through a word in the box when they have written it in one of the boxes.
- Check answers. Ask volunteers to read out their answers.

Review

1 Match.

- 1 It's a book.
 - 2 She's my grandma.
 - 3 They're pencils.
 - 4 She's a baby.
 - 5 It's a clock.
 - 6 It's a school bag.
- 

2 Write.

aunt board brother pen student sister teacher uncle

My School	My Family
<u>teacher</u> board, pen, student	aunt, brother, sister, uncle

3 Look and write.

baby funny old short tall young

- 1 Dad is tall.
- 2 Look at me! I'm funny.
- 3 Grandma and Grandpa are old.
They aren't young.
- 4 My cousin is young.
He's a a baby.
- 5 My aunt is short.



34 UNITS 1 – 2

3 Look and write.

- Tell students to look at the picture and say what they can see. Read out the example and ask students why *tall* is the correct answer. Read out all the sentences and make sure that students remember the meanings of all the words.
- Explain the rest of the task to students. Tell them to cross through a word in the box when they have used it.
- Check answers. Ask volunteers to read out their answers as sentences.

4 Look at Activity 3. Circle.

- 1 Is my cousin old?
a Yes, he is. **b** No, he isn't.
- 2 Look at Grandma and Grandpa. Are they young?
a Yes, they are. **b** No, they aren't.
- 3 Is my dad short?
a Yes, he is. **b** No, he isn't.
- 4 Am I funny?
a Yes, I am. b No, I'm not.





5 Circle.

- 1 It's **a** / **an** blue ruler.
- 2 He's **a** / **an** uncle.
- 3 They're my **cousin** / **cousins**.
- 4 We're the **student** / **students**.
- 5 The 14 **desk** / **desks** are in the classroom.
- 6 It's a great **book** / **books**.

6 Write am, are, aren't, is or isn't.

- 1 She is young.
- 2 Are you tall? Yes, I am.
- 3 Dad isn't my teacher. Mr Philips is my teacher.
- 4 Are the books old? Yes, they are.
- 5 Are the pens blue? No, they aren't. They're black.

7 Look and write.

- 1 
It's a map.
It isn't a board.
- 2 
Is it a rubber? Yes, it is.
- 3 
Are they rulers?
Yes, they are.
- 4 
Is it a desk? No, it isn't.

35

5 Circle.

- Read out the example sentence with the correct option and ask students why *a* is the correct answer. Read out all the sentences and make sure that students remember the meanings of all the words.
- Explain the rest of the task to students.
- Check answers. Ask volunteers to read out their answers as sentences.

6 Write am, are, aren't, is or isn't.

- Read out the example and ask students why *is* is the correct answer. Read out all the sentences and make sure that students remember the meanings of all the words.
- Explain the rest of the task to students. Go round the class helping students where necessary.
- Check answers. Ask volunteers to read out their answers as sentences.

7 Look and write.

- Tell students to look at the picture in the example. Ask students what they can see. Elicit *It's a map*. Ask what they think should be in the second gap. If students have difficulty doing this, write on the board a board? This should lead them to the negative form.

- Explain the rest of the task to students. Tell them to look at the pictures and to think carefully about the words in the question which will help them find the answers. Go round the class helping students where necessary.
- Check answers. Ask volunteers to read out their completed sentences.

4 Look at Activity 3. Circle.

- Look at the example and ask students why *b* is the correct answer. Refer back to the picture in activity 3 and elicit which is the cousin (the baby). Read out all the sentences and make sure that students remember the meanings of all the words.
- Explain the rest of the task to students. Go round the class helping students where necessary.
- Check answers. Ask volunteers to read out their answers as sentences.

Lesson Aims

- Watch and understand a video about three children's families.
- Talk about your classroom.

Materials

- Student's Book, DVD

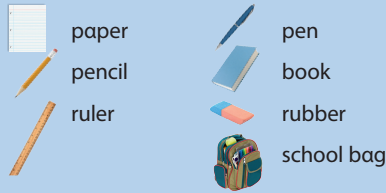
To start

- Tell students to look at the picture and tell you what they can see. Revise *teacher, student, classroom, book, pen, pencil, desk*.
- Ask students to tell you how many girls and how many boys they can see in the photo.
- Briefly explain that the teacher is reading something and the students are following in their books.
- Tell students they are going to watch a video to find out about three children's families.

Video

1 BEFORE YOU WATCH

Circle. What do you use at school? Say.



2 WHILE YOU WATCH

What can you see? Tick the items when you see them in the video.

- | | |
|---|---|
| <input checked="" type="checkbox"/> grandma | <input checked="" type="checkbox"/> desk |
| <input type="checkbox"/> best friend | <input checked="" type="checkbox"/> chair |
| <input checked="" type="checkbox"/> cousin | <input type="checkbox"/> school bag |

3 AFTER YOU WATCH

Tick T for True or F for False.

- | | |
|------------------------------------|--|
| 1 Jin has got a brother. | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |
| 2 Jin's grandma is his dad's mum. | <input checked="" type="checkbox"/> T <input type="checkbox"/> F |
| 3 Lia is with her cousins. | <input checked="" type="checkbox"/> T <input type="checkbox"/> F |
| 4 Lia is with her grandma. | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |
| 5 Jose's brother is in his class. | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |
| 6 Jose's class doesn't have books. | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |

4 Talk about your classroom.



36 UNITS 1 – 2



1 BEFORE YOU WATCH Circle. What do you use at school? Say.

- Read the instruction to the class. Invite a student to read the list of items.
- Point to the first item, paper. Say *Do you use paper?* Elicit *Yes*, and show students how to circle the item.
- Repeat with the remaining items.

2 WHILE YOU WATCH What can you see? Tick the items when you see them in the video.

- Remind students that they are going to watch a video about three children's families.
- Read the instruction to the students. Read through the list of words and make sure students understand the task.
- Tell students to get ready to tick the boxes as they watch the video.
- Play the video all the way through.
- Go through the answers as a class, playing the video again if necessary.



EXTENSION ACTIVITY

Revise the alphabet with the class. First ask students to chant the alphabet as a class. Then play the alphabet song from the Introduction (TR: 0.11) and ask students to sing along. Repeat this as many times as necessary and then ask volunteers to say the alphabet on their own.

3 AFTER YOU WATCH Tick T for *True* or F for *False*.

- Read out the first statement to the class. Ask students if they remember if Jin has got a brother (no). Say *No, Jin hasn't got a brother, he's got a . . .* and elicit *sister*. Ask students which letter they should tick (F).
- If necessary, play the video again and give students time to complete the activity alone.
- Check the answers with the class.
- Invite volunteers to say who is in their family.

4 Talk about your classroom.

- Read the instruction to the students.
- Invite two students to read the model dialogue.
- Put students into pairs and tell them to talk about their own classroom. Remind them to use the words from activity 1.