

UNIT 7: CLOTHES - LESSON 1***Learning objectives***

- Can identify clothes

Target language

- Clothes, dress, hat, shoes, skirt, socks, T-shirts, trousers

Recycled language

- Big

Receptive language

- Look at my (clothes).
- I'm wearing (a purple skirt).
- Thank you! Oh, no! Oh dear! Sorry!

Resources and Materials

- Pupil's Book page 52
- Activity Book page 46
- Audio CD3 track 01,02
- Stickers, flashcards, pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the picture on the board and make an example. Ask a pair of pupils to ask and answer, <i>What is it? It's a kite.</i> • Put pupils into pairs and have them take turns asking and answering. • Have pupils change pairs and click onto the different pictures on the board and have pupils ask and answer. Review any difficult words. 	<ul style="list-style-type: none"> • See the picture on the board ;a pair of pupils asks and answers • Work in pairs and take turns asking and answering. • Change pairs and click onto the different pictures on the board ,ask and answer
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 1 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. 	<ul style="list-style-type: none"> • Look at the lesson 1, listen and answer T's question; then look at the image and guess what they will be learning in

	<ul style="list-style-type: none"> Look at the lesson objective: <i>We're learning clothes words.</i> Ask pupils what English words they know for clothes, e.g. <i>shoes, T-shirt</i>. Write them on the board. Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i> 	<p>the lesson to recognize the lesson objective</p> <ul style="list-style-type: none"> Say what English words they know for clothes Look at the poster and listen
PRESENTATION		
VOCABULARY 4 min	<ul style="list-style-type: none"> Present the new vocabulary with Flashcards 50-56. Show the cards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word. Now say the words again and pupils find the clothes in the main illustration Indicate the flashcards on the board and say, <i>My clothes</i>: socks, dress, t-shirt, skirt, shoes, trousers, hat 	<ul style="list-style-type: none"> Look at the new vocabulary with Flashcards, listen and repeat. Listen again and find the clothes in the main illustration Indicate the flashcards on the board and listen
PRACTICE		
PB page 52, Act.2 5 min	<p><i>Listen and circle</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 2 in their Pupil's Books. Focus on the scene. Ask questions about it, e.g. <i>Where are the characters? (on a stage)</i> <i>What colour is the dress? (It's blue.)</i> Play the audio and ask pupils to listen. <p>AUDIO SCRIPT – CD3: 01 Audience: <i>Bravo! Bravo!</i> Female actress 1: <i>Thank you, everyone! Thank you!</i> Female actress 2: <i>Look at my clothes!</i></p>	<ul style="list-style-type: none"> Look at Activity 2 in their Pupil's Books. Focus on the scene, listen and answer the questions about it Listen to the audio

	<p><i>I'm wearing a purple skirt and BIG shoes!</i></p> <p>Female actress 1: <i>Oh, no! My dress!</i></p> <p>Female actress 2: <i>Oh, dear! Sorry!</i></p> <p>Male actor 1: <i>Thank you! Thank you!</i></p> <p><i>Look at my clothes! Do you like my green T-shirt and my red trousers?</i></p> <p>Male actor 2: <i>Do you like my white socks and my h...</i></p> <p>Male actor 1: <i>Oh, dear! Sorry!</i></p>	
<p>PB page 52, Act.3 5 min</p>	<p>Listen and say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Pupil's Books. • Play the audio. Pupils listen, point to the items of clothes and repeat the words. • Focus on the labels next to each item of clothes. Read them to the class one by one. Pupils find the words as they hear them and repeat them. • Play the audio again. Pupils listen, point to the clothes and repeat the words. Pupils then continue in pairs. <p>AUDIO SCRIPT – CD 3:02 <i>dress, shoes, socks, trousers, T-shirt, skirt, hat</i></p>	<ul style="list-style-type: none"> • Look at Activity 3 in their Pupil's Books. • Listen, point to the items of clothes and repeat the words. • Focus on the labels next to each item of clothes, listen and find the words as they hear them and repeat them. • Listen again and point to the clothes and repeat the words, then continue in pairs.
<p>AB page 46 5 min</p>	<p>Find and colour. Then write.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 1 in their Activity Books. • Look at the picture. Point to number 1 and ask, <i>What's number 1?</i> Elicit, <i>It's a skirt.</i> Continue with other items. • Ask pupils to look at numbered expressions and colour the item of clothes accordingly. 	<ul style="list-style-type: none"> • Look at Activity 1 in their Activity Books. • Look at the picture, see number 1 and answer T's question; continue with other items. • Look at numbered expressions and colour the item of clothes

	<ul style="list-style-type: none"> Pupils then complete the descriptions with the words in the word bank. <p>Activity answer key: 1 skirt 2 trousers 3 dress 4 T-shirt 5 shoe 6 socks</p>	<p>accordingly.</p> <ul style="list-style-type: none"> Complete the descriptions with the words in the word bank.
POP QUIZ		
5 min	<ul style="list-style-type: none"> Ask pupils, <i>How many clothes words do you know now?</i> Give pupils a minute to tell their partner the new words they know. Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember. Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> Tell their partner the new words they know. Say which words they find easiest or most difficult to remember.
	<p><i>Name the clothes.</i></p> <ul style="list-style-type: none"> Show the pictures and nominate a pupil to name the clothes item (<i>Socks!</i>). Ask for 6 volunteer pupils and ask them to line up at the screen. Then go through the flashcards and ask pupils to name the word. Click on the flashcard to confirm the answer. Once all words have been said, ask another group of pupils to line up at the screen and go through the activity again. 	<ul style="list-style-type: none"> Look at the pictures and name the clothes item 6 volunteer pupils line up at the screen. Then look at the flashcards and name the word Once all words have been said, another group of pupils line up at the screen and go through the activity again.

UNIT 7: CLOTHES - LESSON 2***Learning objectives***

- Can describe what I'm wearing

Target language

- I'm wearing (red) (trousers).
- I'm wearing a (purple) (skirt).

Recycled language

- Clothes, colours

Receptive language

- How about you?

Resources and Materials

- Pupil's Book page 53
- Activity Book page 47
- Audio CD3 track 03, 04, 05, 06
- Flashcards 50-56, pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Use Flashcards 50-56. Show the skirt flashcard and say, a purple skirt. Then show the dress flashcard and say, a green dress. Pupils say, Right or Wrong. Continue with the remaining flashcards. • Call out different items of clothes in different colours, e.g. blues trousers, white T-shirt. Pupils stand up when an item is mentioned that they are wearing. 	<ul style="list-style-type: none"> • See the flashcards, listen and say, Right or Wrong. Continue with the remaining flashcards. • Listen and stand up when an item is mentioned that they are wearing.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 2 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. 	<ul style="list-style-type: none"> • Look at the lesson 2, listen and answer T's question; then look at the image and guess what they will be learning in the lesson to

	<ul style="list-style-type: none"> Look at the lesson objective: <i>We're talking about clothes.</i> Ask pupils what clothes words they know in English, e.g. <i>dress, trousers</i>. Write them on the board. 	recognize the lesson objective
PRESENTATION		
CHANT PB page 53, Act. 4 5 min	<p><i>Listen and chant.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 4 in their Pupil's Books. Tell pupils that they are going to listen to a chant about clothes. Play the audio. Pupils point to the clothes items in their books as they hear them in the chant. Play the audio again. Pause after each line and ask pupils to repeat the words. Play the chant again and ask pupils to chant along. <p>AUDIO SCRIPT – CD3: 03</p> <p><i>I'm wearing red trousers.</i> <i>Red trousers, red trousers,</i> <i>I'm wearing red trousers.</i> <i>How about you?</i> <i>I'm wearing a purple skirt.</i> <i>A purple skirt, a purple skirt,</i> <i>I'm wearing a purple skirt.</i> <i>How about you?</i></p>	<ul style="list-style-type: none"> Look at Activity 4 in their Pupil's Books. Listen to a chant about clothes and point to the clothes items in their books as they hear them in the chant. Listen again and repeat the words when T pauses after each line Listen again and chant along.
	<p><i>Read and say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at the board. Write and read the two statements: <i>I'm wearing red trousers. I'm wearing a purple skirt.</i> Read again and ask pupils to read along with you. 	<ul style="list-style-type: none"> Look at the board and listen Listen again and read along with T

PRACTICE		
<p>PB page 53, Act.5 5 min</p>	<p><i>Listen and colour. Say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 5 in their Pupil's Books. • Point to the characters at the bottom of the page. Elicit their names (<i>Rose, Charlie and Uncle Dan</i>). Then elicit the names of the clothes items next to them, e.g. <i>a dress, shoes</i>. • Play the audio and ask pupils to find out what clothes each character is wearing. • Play the audio again. Pupils colour the clothes • Check their answers by asking, <i>What's Rose wearing? (a yellow dress and red shoes)</i>. <p>Activity answer key: 1 yellow dress, red shoes 2 orange T-shirt, blue trousers 3 green trousers, pink socks AUDIO SCRIPT – CD 3: 04 1 <i>Look at my clothes! I'm wearing a yellow dress and red shoes.</i> 2 <i>I'm wearing an orange T-shirt and blue trousers.</i> 3 <i>Look at me! I'm wearing green trousers and pink socks.</i></p>	<ul style="list-style-type: none"> • Look at Activity 5 in their Pupil's Books. • Look at the characters at the bottom of the pag and listen • Listen to the audio and find out what clothes each character is wearing. • Listen again and colour the clothes.
<p><i>QUEST SONG</i> PB page 53 5 min</p>	<p><i>Listen and sing.</i></p> <ul style="list-style-type: none"> • Ask pupils to look carefully at the scene on pages 52–53 of the Pupil's Book. Remind them that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island. • Play the Quest song. Ask pupils 	<ul style="list-style-type: none"> • Look carefully at the scene on pages 52–53 of the Pupil's Book. Remember that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the

	<p style="text-align: center;">to listen and sing along.</p> <p>AUDIO SCRIPT – CD3: 05</p> <p><i>Stand up, jump up, come on a quest, Come on a quest today. Turn around, sit down, come on a quest, How can we help today? Help with the clothes! At the castle, with dinner, at the cave, the doctor, the farmer, with the shopping and with the clothes, Help with the clothes today!</i></p>	<p>island.</p> <ul style="list-style-type: none"> Listen to the Quest song and sing along.
<p>AB page 47 5 min</p>	<p><i>Listen and number.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 2 in their Activity Books. Play the audio. Pupils listen to the audio and number the pictures. <p>Activity answer key: a 2 b 1 c 3</p> <p><i>Read and colour. Then look and write.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 3 in their Activity Books. Ask pupils to colour the pictures of clothes according to the colour written next to each item. They then complete the sentences by writing the colour words in the gaps. <p>Activity answer key: 1 brown, blue 2 red, orange 3 green, yellow</p> <p>AUDIO SCRIPT – CD3: 06</p> <p><i>1 I'm wearing trousers. 2 I'm wearing a T-shirt, a skirt and boots. 3 I'm wearing a dress and shoes.</i></p>	<ul style="list-style-type: none"> Look at Activity 2 in their Activity Books. Listen to the audio and number the pictures. Look at Activity 3 in their Activity Books. Colour the pictures of clothes according to the colour written next to each item. Complete the sentences by writing the colour words in the gaps.

POP QUIZ		
5 min	<ul style="list-style-type: none"> • Show the pictures on the board and make an example for the first picture. Ask pupils to come to the front and stand in a line. The first pupil says the sentence (<i>I'm wearing a green T-shirt and ...</i>) and the second pupil adds to this (... <i>I'm wearing red shoes and ...</i>) Continue with the chain until all the words have been used. • Start the chain again but this time pupils talk about what they are wearing. 	<ul style="list-style-type: none"> • See the pictures on the board and look at the example for the first picture; come to the front and stand in a line. The first pupil says the sentence and the second pupil adds to this; continue with the chain until all the words have been used. • Start the chain again and talk about what they are wearing

UNIT 7: CLOTHES - LESSON 3***Learning objectives***

- Can talk about getting dressed
- Can sing a song

Target language

- Boots, jumper, pyjamas, school
- It's time for school/bed.
- Put on your (T-shirt).
- Take off your (shoes).

Recycled language

- Clothes

Resources and Materials

- Pupil's Book page 54
- Activity Book page 48
- Audio CD3 track 07, 08, 09, 10
- Flashcards, pictures
- Active Teach software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the pictures on the board. Mime putting on socks and have pupils shout out their ideas about what you are doing. Read together the example on the screen (<i>Socks? Yes! I'm wearing socks.</i>) • Put pupils into pairs and have them take turns doing an action and guessing. Ask some pupils to do their action for the whole class. 	<ul style="list-style-type: none"> • See the pictures on the board; look and shout out their ideas about what T is doing. Read together the example on the screen • Work in pairs and take turns doing an action and guessing; then do their action for the whole class.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 3 and ask, <i>What are we learning today?</i> Ask pupils to look at the images and guess what they will be learning in the lesson. • Look at the lesson objective: <i>We're</i> 	<ul style="list-style-type: none"> • Look at the lesson 3; listen and answer T's question; then look at the images and guess what they will be learning in the lesson to recognize the lesson objective

	<p><i>talking about getting dressed.</i></p> <ul style="list-style-type: none"> • Ask pupils what English words they know for clothes, e.g. <i>trousers, dress</i>. Write them on the board. • Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure!</i> 	<ul style="list-style-type: none"> • Say what English words they know for clothes • Look at the poster and listen
PRESENTATION		
VOCABULARY 5 min	<ul style="list-style-type: none"> • Ask pupils to look at the picture in Activity 6. Use it to teach the words <i>pyjamas, jumper</i> and <i>boots</i>. Say the words several times and pupils repeat. • Mime putting on a T-shirt. Say, <i>Put on your T-shirt</i>. Now mime taking off your T-shirt and say <i>Take off your T-shirt</i>. Continue miming putting on and taking off other clothes. 	<ul style="list-style-type: none"> • Look at the picture in Activity 6 and learn the words • Look at T's miming and listen
PRACTICE		
SONG PB page 54, Act. 6 5 min	<p><i>Listen and find.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Pupil's Books. • Focus on the song illustration. Point to Picture 1 and ask, <i>What's he wearing? (pyjamas). Where is he? (He's in the bedroom.)</i> Do this for the other pictures as well. • Play the audio. Ask pupils to listen and to the point to the correct pictures. <p>AUDIO SCRIPT – CD3: 07 <i>Good morning! Good morning!</i> <i>Take off your pyjamas.</i> <i>It's time for school!</i> <i>Put on your T-shirt.</i> <i>Put on your trousers.</i> <i>Put on your shoes. Off you go!</i></p>	<ul style="list-style-type: none"> • Look at Activity 6 in their Pupil's Books. • Focus on the song illustration; Look at Picture 1 and answer. Do this for the other pictures as well. • Listen and to the point to the correct pictures.

	<p><i>It's time for school.</i> <i>Good night! Good night!</i> <i>Put on your pyjamas.</i> <i>It's time for bed!</i> <i>Take off your jumper.</i> <i>Take off your boots.</i> <i>Take off your socks. Off you go!</i> <i>It's time for bed.</i> <i>Good night! Good night!</i> <i>Good night! Good night!</i></p>	
<p>PB page 54, Act. 7 5 min</p>	<p><i>Listen and say. Play.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Pupil's Book. • Ask pupils to use the pictures to play a game. Play the audio to give pupils an idea of the language they will need. • One pupil says, <i>Put on your boots.</i> His/her partner says the number written next to the correct picture, e.g. <i>Number 1.</i> <p>AUDIO SCRIPT – CD 3: 09 <i>Take off your shoes.</i> <i>Number 3!</i></p>	<ul style="list-style-type: none"> • Look at Activity 7 in their Pupil's Book. • Use the pictures to play a game. Listen to the audio to have an idea of the language they will need. • One pupil says, <i>Put on your boots.</i> His/her partner says the number written next to the correct picture
<p>AB page 48 5 min</p>	<p><i>Write. Then listen and check.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 4 in their Activity Books. • Explain (in L1) that this is a mini story about a boy getting ready for school and a girl getting ready for bed. • Ask pupils to fill in the gap in each sentence by choosing a word from the word bank. • Play the audio so pupils can check their answers. <p>Activity answer key: 1 pyjamas 2 T-shirt 3 shoes 4 school</p>	<ul style="list-style-type: none"> • Look at Activity 4 in their Activity Books. • Listen to T's explanation • Fill in the gap in each sentence by choosing a word from the word bank. • Listen to the audio so pupils can check their answers.

	<p>5 boots 6 jumper 7 pyjamas 8 bed</p> <p>AUDIO SCRIPT – CD3: 10</p> <p>1 <i>Take off your pyjamas.</i></p> <p>2 <i>Put on your T-shirt.</i></p> <p>3 <i>Put on your shoes.</i></p> <p>4 <i>It's time for school!</i></p> <p>5 <i>Take off your boots!</i></p> <p>6 <i>Take off your jumper.</i></p> <p>7 <i>Put on your pyjamas.</i></p> <p>8 <i>It's time for bed.</i></p>	
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Ask pupils, <i>How many clothes words do you know now?</i> Give pupils a minute to tell their partner the new words they know. • As a whole class or in pairs, ask pupils to say where they are on their adventure now. • Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> • Tell their partner the new words they know. • As a whole class or in pairs, say where they are on their adventure now.
	<ul style="list-style-type: none"> • Show the pictures. Do the action of putting on your socks. Ask pupils to say what you are doing. Have pupils then stand up and do the action with you. • Work through the pictures as a class, asking pupils to do appropriate actions. If one pupil's action is good, ask him/her to model it for other pupils to follow. • Review as a class any difficult words. 	<ul style="list-style-type: none"> • See the pictures; look at the action of putting on T's socks and say what T is doing; then stand up and do the action with you. • Work through the pictures as a class, do appropriate actions. If one pupil's action is good, the model it for other pupils to follow. • Review as a class any difficult words.

UNIT 7: CLOTHES- LESSON 4***Learning objectives***

- Can describe the clothes I'm wearing
- Can say the sound /3:/

Target language

- Bird, nurse
- I'm wearing (a blue jumper).
- I'm wearing (red trousers).

Recycled language

- Clothes

Receptive language

- What's he/she wearing?

Resources and Materials

- Pupil's Book page 55
- Activity Book page 49
- Audio CD3 track 11, 12, 13, 14
- Homemade flashcards
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the pictures on the board and have pupils say the words. Tell pupils that they are going to sing the song about clothes and that they should point at the words on the pictures as they hear them. Play the audio. • Play the song again and have pupils sing along and do the actions by miming putting on the various clothes items. <p>AUDIO SCRIPT – CD3:07 <i>Good morning! Good morning!</i> <i>Take off your pyjamas.</i> <i>It's time for school!</i> <i>Put on your T-shirt.</i> <i>Put on your trousers.</i></p>	<ul style="list-style-type: none"> • See the pictures on the board and say the words; then sing the song about clothes and that they should point at the words on the pictures as they hear them; listen to the audio. • Listen the song again and sing along; then do the actions by miming putting on the various clothes items.

	<p><i>Put on your shoes. Off you go!</i></p> <p><i>It's time for school.</i></p> <p><i>Good night! Good night!</i></p> <p><i>Put on your pyjamas.</i></p> <p><i>It's time for bed!</i></p> <p><i>Take off your jumper.</i></p> <p><i>Take off your boots.</i></p> <p><i>Take off your socks. Off you go!</i></p> <p><i>It's time for bed.</i></p> <p><i>Good night! Good night!</i></p> <p><i>Good night! Good night!</i></p>	
<p>Learning adventure</p> <p>2 min</p>	<ul style="list-style-type: none"> • Have pupils look at the lesson 4 and ask, <i>What are we learning today?</i> Ask pupils to look at the images and guess what they will be learning in the lesson. • Look at the lesson objectives: <i>We're talking about clothes. We're saying some English sounds.</i> 	<ul style="list-style-type: none"> • Look at the lesson 4; listen and answer T's question; then look at the images and guess what they will be learning in the lesson to recognize the lesson objectives
<p>SKILL PRACTICE</p>		
<p>GAME</p> <p>PB page 55, Act. 8</p> <p>5 min</p>	<p>Play the game. Say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 8 in their Pupil's Books. • Point to the drawing of the girl and ask, <i>What's she wearing? (a T-shirt, a skirt, socks and boots).</i> Now point to the boy and ask, <i>What's he wearing? (a jumper, trousers, socks and shoes).</i> • Tell pupils they are going to play a game in pairs, describing and colouring the clothes the boy and girl are wearing. Play the audio to give pupils an idea of the language they'll need. • Pupils work in pairs. Each pupil chooses to describe the boy or the 	<ul style="list-style-type: none"> • Look at Activity 8 in their Pupil's Books. • Look at the drawing of the girl and answer • Look at the boy and answer • Play a game in pairs, describing and colouring the clothes the boy and girl are wearing; then listen to the audio to have an idea of the language they'll need. • Work in pairs. Each pupil chooses to describe the boy or the girl. Pupil A says, e.g. <i>I'm a (boy). I'm wearing a (blue) (T-shirt),</i> etc. His/her

	<p>girl. Pupil A says, e.g. <i>I'm a (boy). I'm wearing a (blue) (T-shirt)</i>, etc. His/her partner colours the clothes accordingly. Then they switch roles.</p> <ul style="list-style-type: none"> When pupils finish, they give a description of the clothes they have coloured, e.g. <i>I'm wearing a blue T-shirt, red trousers</i>, etc. <p>AUDIO SCRIPT – CD3: 11 <i>I'm a boy. I'm wearing a blue jumper. I'm wearing red trousers. I'm wearing yellow socks and brown shoes.</i></p>	<p>partner colours the clothes accordingly. Then they switch roles.</p> <ul style="list-style-type: none"> When finishing, give a description of the clothes they have coloured
PHONICS		
	<ul style="list-style-type: none"> Teach the words <i>nurse</i> and <i>bird</i> by drawing simple pictures on the board or showing homemade flashcards. Remind pupils of the words <i>purple</i> and <i>skirt</i>. Say the words several times, emphasising the /3:/sound. 	<ul style="list-style-type: none"> Learn the words by looking at simple pictures on the board or homemade flashcards. Remember the words <i>purple</i> and <i>skirt</i>; and listen
	<p><i>Listen and say.</i></p> <ul style="list-style-type: none"> Play the audio. Ask pupils which sound they can hear (/3:/). Play again and pupils repeat. <p>AUDIO SCRIPT – CD3: 12 <i>ir, ir</i> <i>ir, ir, ir</i></p> <p><i>Listen and say.</i></p> <ul style="list-style-type: none"> Ask pupils which other words they know with this sound and write them on the board, e.g. <i>T-shirt, thirteen</i>. Now play the audio. Pupils listen and repeat the words. <p>AUDIO SCRIPT – CD3:12 <i>ir</i> <i>nurse</i> <i>skirt</i> <i>A nurse with a skirt.</i></p>	<ul style="list-style-type: none"> Listen to the audio and say which sound they can hear; then listen again and repeat. Say which other words they know with this sound and write them on the board Listen to the audio and repeat the words.

	<p><i>purple</i> <i>bird</i> <i>purple bird</i> <i>A nurse with a skirt and a purple bird</i></p> <p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Focus on the picture. Indicate the <i>nurse</i> and say, e.g. <i>Look, a nurse!</i> • Ask which colour is in the picture (<i>purple</i>). Now ask which clothes item pupils can see (<i>skirt</i>). Emphasise the /3:/ sound. • Now play the audio. Pupils should listen. Play the audio again and have pupils read along. <p>AUDIO SCRIPT – CD3:12 <i>A nurse with a skirt and a purple bird.</i></p>	<ul style="list-style-type: none"> • Focus on the picture. Indicate the <i>nurse</i> and listen • Say which colour is in the picture and which clothes item pupils can see • Listen to the audio and read along
<p>AB page 49 5 min</p>	<p><i>Listen and match. Then trace.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 5 in their Activity Books. • Point to the words in turn and ask pupils to read them aloud. • Play the audio. Pupils listen and match the pictures with the words. • Ask pupils to trace the words. <p>Activity answer key: 1 bird 2 T-shirt 3 skirt 4 nurse 5 purple</p> <p><i>Match. Then listen and say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Activity Books. • Pupils find the pairs of words with the same sound and draw lines connecting the pairs. • Play the audio for pupils to check their answers. <p>Activity answer key: bird – skirt</p>	<ul style="list-style-type: none"> • Look at Activity 5 in their Activity Books. • Look at the words in turn and read them aloud. • Listen and match the pictures with the words. • Then trace the words <ul style="list-style-type: none"> • Look at Activity 6 in their Activity Books. • Find the pairs of words with the same sound and draw lines connecting the pairs. • Listen to the audio to check their answers.

	horse – torch mice – bike train – baby	
POP QUIZ		
5 min	<ul style="list-style-type: none"> Stick up the flashcards 54 (socks), 53 (trousers), 52 (dress) and 55 (shoes) on the board. Focus on the vowel sound in each word: /a/, /au/, /e/, /u/. Divide pupils into 4 groups. Assign each group and ask them to write as many words as possible with the same vowel sound, e.g. socks-dog, frog; trousers-cow, brown; dress-ten, pen; shoes-blue, two. Check answers as a class. 	<ul style="list-style-type: none"> Look at the flashcards on the board. Focus on the vowel sound in each word: /a/, /au/, /e/, /u/. Work into 4 groups and write as many words as possible with the same vowel sound

UNIT 7: CLOTHES - LESSON 5***Learning objectives***

- Can understand a simple story
- Can act out a story

Functional language

- Nice dress! Oh! Thank you! This is for you.

Recycled language

- Where's my (hat)?
- I'm wearing (trousers)

Values

- Being polite

Resources and Materials

- Pupil's Book page 56
- Activity Book page 50
- Audio CD3 track 15
- Flashcards, pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Story</i> <ul style="list-style-type: none"> • Remind pupils of the story from Unit 6. Then look at the questions and nominate a pupil to read the first question, <i>Who's in the story?</i> Have the class call out the characters they remember. (<i>Rose, Charlie, Ola and Uncle Dan</i>) • Move through the other two questions, having different pupils come out to ask the question and to have the class answer. <p>Activity answer key: 1 Rose, Charlie, Ola and Uncle Dan. 2 They are in the supermarket/restaurant. 3 They are buying food.</p>	<ul style="list-style-type: none"> • Remember the story from Unit 6. Then look at the questions and read the first question, call out the characters they remember • Move through the other two questions, different pupils come out to ask the question and have the class answer.

<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 5 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. • Look at the lesson objectives: <i>We're reading and acting out a story.</i> • Remind pupils that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island. 	<ul style="list-style-type: none"> • Look at the lesson 5; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objectives • Remember that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island.
PRESENTATION		
<i>STORY</i> PB page 56, Act. 10 7 min	<i>Listen to the story. Read.</i> <ul style="list-style-type: none"> • Ask pupils to look at Activity 10 in their Pupil's Books. • Direct pupils' attention to the story and ask questions about the characters and each scene: <i>Who can you see in the pictures? Where are they? What are they wearing?</i> • Ask pupils to predict what will happen in the story. • Play the audio and ask pupils to listen to the story as they follow along in their books. • Play the audio again. Check pupils' understanding of the story by asking questions and pointing to the pictures. Ask, e.g. <i>Why are they looking for different clothes? (They are actors.)</i> Be sure that pupils understand that Rose and Charlie are helping the actors find their clothes. 	<ul style="list-style-type: none"> • Look at Activity 10 in their Pupil's Books. • Pay attention to the story and answer the questions about the characters and each scene • Predict what will happen in the story. • Listen to the story as they follow along in their books. • Listen to the audio again; look at the pictures and answer the questions to check the understanding of the story .Be sure that they understand that Rose and Charlie are helping the actors find their

	<ul style="list-style-type: none"> After pupils have a clear understanding of the story, play the audio again and ask different groups of pupils to read along the parts of Charlie, Rose and the actors. <p>AUDIO SCRIPT – CD3: 15</p> <p>1 Actor: <i>Where's my hat? Have you got my hat?</i></p> <p>2 Actress: <i>I'm wearing trousers. Where's my dress?</i> Actor: <i>And where's my HAT?</i></p> <p>3 Rose: <i>Is your dress pink?</i> Actress: <i>No! My dress is blue!</i></p> <p>4 Ola: <i>Nice dress!</i> Actress: <i>Oh! Thank you!</i> Actor: <i>Where's my hat, PLEASE?</i></p> <p>5 Actor: <i>Ooh! Nice hats!</i></p> <p>6 Actor: <i>Thank you. This is for you.</i> Ola: <i>Thank you!</i></p>	<p>clothes.</p> <ul style="list-style-type: none"> Listen to the audio again and different groups of pupils read along the parts of Charlie, Rose and the actors.
PRACTICE		
	<p>Yes or No?</p> <ul style="list-style-type: none"> Check pupils' understanding of the story. Show the first picture on the screen. Read through the statement and ask: <i>Yes or No?</i> Elicit answers from different students in open class or ask for a show of hands. Repeat with the second and third picture. 	<ul style="list-style-type: none"> See the first picture on the screen; listen the statement and answer. Repeat with the second and third picture.
PB page 56, Act. 11	<p>Act out the story.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 11 in 	<ul style="list-style-type: none"> Look at Activity 11 in

5 min	<p>their Pupil's Books.</p> <ul style="list-style-type: none"> • Invite five pupil volunteers to act out the roles of Rose, Charlie, Ola, the actor and the actress. Say the lines while the pupils act out the story and then ask pupils to repeat them after you. • Read the the lines again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story. Encourage them to say the lines from memory, using prompts. • You might like to give pupils feedback on their role-play. 	<p>their Pupil's Books.</p> <ul style="list-style-type: none"> • Five pupil volunteers act out the roles of Rose, Charlie, Ola, the actor and the actress; listen the lines and repeat them • Listen the the lines again and speak along. Other groups of pupils to come to the front to act out the story. Try to say the lines from memory, using prompts. • Listen to T's feedback on their role-play.
AB page 50 5 min	<p><i>Find and colour the hats from the story. Write the number.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Activity Books. • Ask pupils to look back at the story and decide which hats in the box appear in the story. • Ask pupils to colour the hats to match the story. <p>Activity answer key: six</p> <p><i>What's missing? Draw and write.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 8 in their Activity Books. • Ask pupils to look at the picture and read the sentences below. • Ask pupils to draw the missing clothes and use the words in the word bank to complete the sentences. • Ask pupils to check answers in 	<ul style="list-style-type: none"> • Look at Activity 7 in their Activity Books. • Look back at the story and decide which hats in the box appear in the story. • Then colour the hats to match the story. <ul style="list-style-type: none"> • Look at Activity 8 in their Activity Books. • Look at the picture and read the sentences below. • Draw the missing clothes and use the words in the word bank to complete the

	<p>pairs.</p> <p>Activity answer key: 1 black hat 2 pink dress</p>	<p>sentences.</p> <ul style="list-style-type: none"> • Check answers in pairs.
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Nominate a pupil to say the name of the character. Tell pupils that they need to match the character to the sentence that the character said in the story. • Pair pupils and have them work together to match the picture of the story character with the sentence. • Once all pairs have had a chance to work it out, ask individual pupils to come to the screen to match the sentence with the character. The class gives feedback on whether they think the pupil is correct or not. • Move on to the next pair until all sentences and characters have been matched. <p>Activity answer key: Actress: My dress is blue! Ola: Nice dress! Rose: Is your dress pink? Actor: And where's my HAT? Actress: I'm wearing trousers. Ola: Thank you!</p>	<ul style="list-style-type: none"> • Say the name of the character and match the character to the sentence that the character said in the story. • Work in pairs to match the picture of the story character with the sentence. • Once all pairs have had a chance to work it out, individual pupils come to the screen to match the sentence with the character. The class gives feedback on whether they think the pupil is correct or not.

UNIT 7: CLOTHES - LESSON 6***Learning objectives***

- Can talk about jobs

Cross- curricular

- Social Science: jobs and uniforms

Target language

- Firefighter, chef, police officer, helmet, uniform

Recycled language

- Nurse
- Clothes, Colours
- I'm wearing a (blue dress). I'm a (nurse).

Resources and Materials

- Pupil's Book page 57
- Activity Book page 51
- Audio CD3 track16
- Stickers, pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<p><i>Write.</i></p> <ul style="list-style-type: none"> • Show the picture on the board. Put pupils into two groups. The first group attempts the first word. Ask pupils to need to say the word, but also they need to spell it out and tell the class what letters are missing (<i>dress, d-r-e-s-s</i>). If the group gets it wrong, ask the second group to have a go. • Show the next picture and ask the next group. Review any difficult words as a class. <p>Activity answer key: 1 dress 2 shoes 3 trousers 4 skirt</p>	<ul style="list-style-type: none"> • See the picture on the board. Work into two groups. The first group attempts the first word. Pupils need to say the word, but also they need to spell it out and tell the class what letters are missing (<i>dress, d-r-e-s-s</i>). If the group gets it wrong, ask the second group to have a go. • See the next picture and the next group answer. Review any difficult words as a class.

Learning adventure 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 6 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. • Look at the lesson objective: <i>We're learning about jobs and uniforms.</i> • Ask pupils what English words they know for clothes, e.g. <i>hat, dress</i>. Write them on the board. • Refer to the learning adventure poster and say: <i>Great! You are already moving along your learning adventure!</i> 	<ul style="list-style-type: none"> • Look at the lesson 6 and listen and answer t's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective • Say what English words they know for clothes • Look at the poster and listen
PRESENTATION		
2 min	<ul style="list-style-type: none"> • Have pupils look at the board. Focus on the illustrations. Read the word labels for <i>firefighter, chef, nurse</i> and <i>police officer</i>. Play the audio. Have pupils listen, and then listen and repeat. 	<ul style="list-style-type: none"> • Look at the board. Focus on the illustrations; then listen the word labels and repeat
PRACTICE		
PB page 57, Act. 12 5 min	<p><i>Listen and read.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 12 in their Pupil's Books. • Look at the four images. Point to each photo in turn and say the job written below each. • Ask pupils which other jobs they know in English. Pupils who have studied Starter Level might remember <i>doctor, vet, teacher</i> and <i>pilot</i>. Discuss what each person is wearing. • Play the audio. Pupils listen and point to the correct photo as they read the speech bubbles and repeat. 	<ul style="list-style-type: none"> • Look at Activity 12 in their Pupil's Books. • Look at the four images. See each photo in turn and listen • Say which other jobs they know in English and what each person is wearing. • Listen and point to the correct photo as they read the speech bubbles and repeat.

	<p>AUDIO SCRIPT – CD3: 16</p> <p><i>1 I'm a firefighter. I'm wearing a helmet.</i></p> <p><i>2 I'm a chef. I'm wearing a white hat.</i></p> <p><i>3 I'm a nurse. I'm wearing a blue dress.</i></p> <p><i>4 I'm a police officer. I'm wearing a white shirt.</i></p>	
<p>PROJECT</p> <p>PB page 57, Act. 13</p> <p>5 min</p>	<p><i>Make a poster about a uniform. Say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Pupil's Books. • Divide pupils in pairs and ask them to talk about different uniforms that people wear to work. They make a list together. • Give each pupil a large sheet of paper. Ask pupils to choose a person who wears a uniform at work and to draw a picture of him/her. • Ask pupils to label their drawings with the clothes words. Pupils may write these labels on separate slips of paper to stick onto their posters. • Ask pupils which jobs they have chosen and write job titles in English on the board for them to copy. Pupils write a title for their poster, following the example poster in their books. • Ask pupils to describe their uniforms. Write a few examples on the board. Ask pupils to write their own sentences, as shown in the example. • Ask pupils to share their posters with a partner. They talk about their uniform: <i>I'm wearing (blue trousers)</i> and a <i>(white shirt)</i>. • Display pupils' pictures in the classroom. 	<ul style="list-style-type: none"> • Look at Activity 13 in their Pupil's Books. • Work in pairs and ask them to talk about different uniforms that people wear to work. They make a list together. • Choose a person who wears a uniform at work and to draw a picture of him/her. • Label their drawings with the clothes words.; then they may write these labels on separate slips of paper to stick onto their posters. • Say which jobs they have chosen and write job titles in English on the board for them to copy; then write a title for their poster, following the example poster in their books. • Describe their uniforms. Look at a few examples on the board and write their own sentences, as shown in the example. <ul style="list-style-type: none"> • Share their posters with a partner. They talk about their uniform • Display pupils' pictures in the classroom.

	<ul style="list-style-type: none"> You might like to give pupils feedback on their projects. 	<ul style="list-style-type: none"> Listen to T's feedback on their projects.
AB page 51 5 min	<p>Write. Then say.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 9 in their Activity Books. Pupils complete the sentences below the people by choosing the correct words from the word bank. They then read their sentences aloud to a partner to check their answers. <p>Activity answer key: 1 nurse 2 chef 3 firefighter 4 police officer</p> <p>Read. Then find and number.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 10 in their Activity Books. Ask pupils to read the sentences, then find the person in Activity 9 that each sentence describes. They write the number in the box. <p>Activity answer key: a 4 b 1 c 3 d 2</p>	<ul style="list-style-type: none"> Look at Activity 9 in their Activity Books. Complete the sentences below the people by choosing the correct words from the word bank. Then read their sentences aloud to a partner to check their answers. Look at Activity 10 in their Activity Books. Read the sentences, then find the person in Activity 9 that each sentence describes; then write the number in the box.
POP QUIZ		
5 min	<ul style="list-style-type: none"> Ask pupils, <i>How many clothes words do you know now?</i> Give pupils a minute to tell their partner the new words they know. Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember. Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> Tell their partner the new words they know. Say which words they find easiest or most difficult to remember.
	<p>Who am I?</p> <ul style="list-style-type: none"> Make a sentence. Nominate a pupil to read it (<i>I'm wearing a blue shirt.</i>). Ask pupils which job uniform wears 	<ul style="list-style-type: none"> Listen the sentence and read it; then say which job uniform wears a white shirt

	<p>a white shirt. Elicit the answer (<i>a police officer</i>). Click on the flashcard to show the answer.</p> <ul style="list-style-type: none">• Go through the remaining screens, having one pupil read the sentence and the class call out the answer. Then put pupils into pairs to play the same game. One pupil says a sentence and the other guesses.	<ul style="list-style-type: none">• Go through the remaining screens, one pupil reads the sentence and the class call out the answer. Then Work in pairs to play the same game. One pupil says a sentence and the other guesses.
--	--	--

UNIT 7: CLOTHES - LESSON 7***Learning objectives***

- Can assess what I have learnt in Unit 7

Recycled language

- Clothes
- I'm wearing a (green) (skirt).
- I'm wearing (black) (shoes).
- Put on your (pyjamas).
- Take off your (pyjamas).

Resources and Materials

- Pupil's Book page 58
- Activity Book page 52
- Audio CD3 track 17
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Play the song from Lesson 3 CD3: 07. Pupils mime the actions as they sing along. • Give pupils some instructions and ask them to mime them, e.g. Put on your pyjamas. Ask pupils to continue this game in pair. 	<ul style="list-style-type: none"> • Listen to the song from Lesson 3 and mime the actions as they sing along. • Mime some instructions T gives them; then continue this game in pair.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 7 and the lesson objective: <i>We're thinking about our learning adventure.</i> • Ask pupils if they can remember the things they have been learning in this unit, e.g. <i>How many clothes words can you remember?</i> Put their ideas on the board. • For each example, ask pupils: <i>Where are you on your learning</i> 	<ul style="list-style-type: none"> • Look at the lesson 7 and the lesson objective • Say the things they have been learning in this unit if they can remember • Listen and answer the question

	<i>adventure?</i> Reassure pupils who are less confident that they will have opportunities for more practice.	
PRACTICE		
PB page 58, Act.14 5 min	<p><i>Listen and stick. Then write.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 14 in their Pupil's Books. • Ask pupils to point to the appropriate words in the word bank as you read the words aloud. • Ask pupils to find the stickers at the back of the book. • Play the audio. Ask pupils to listen and point to the stickers. • Play the audio again and ask pupils to stick the stickers in place. • Ask pupils to choose words from the word bank to write under each photo. • Ask pupils to check answers in pairs. One pupil says, e.g. <i>I'm wearing a (red T-shirt)</i>. His/her partner points to the correct picture. • Ask pupils to stick the sticker in place if they feel they have done this successfully. <p>Activity answer key: 1 T-shirt 2 trousers 3 shoes 4 socks 5 dress 6 skirt 7 hat AUDIO SCRIPT – CD3: 17 <i>I'm wearing a green skirt.</i> <i>I'm wearing a blue T-shirt.</i> <i>I'm wearing a red hat.</i> <i>I'm wearing blue and red socks.</i></p>	<ul style="list-style-type: none"> • Look at Activity 14 in their Pupil's Books. • Point to the appropriate words in the word bank as you read the words aloud. • Find the stickers at the back of the book. • Listen and point to the stickers. • Listen again and stick the stickers in place. • Choose words from the word bank to write under each photo. • Check answers in pairs. One pupil says, e.g. <i>I'm wearing a (red T-shirt)</i>. His/her partner points to the correct picture. • Stick the sticker in place if they feel they have done this successfully.

	<p><i>I'm wearing blue trousers.</i></p> <p><i>I'm wearing a pink dress.</i></p> <p><i>I'm wearing black shoes.</i></p>	
<p>PB page 58, Act.15</p> <p>5 min</p>	<p><i>Draw and colour your clothes. Then write. Say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 15 in their Pupil's Books. • Pupils imagine they are in a play or fashion show and draw a picture of themselves in the frame wearing clothes they like. • They then complete the sentences by listing the clothes they're wearing in their drawing. • Invite pupils to the board to share their artwork with the class and read their sentences aloud. • Pupils stick the sticker in place if they feel they have done this successfully. 	<ul style="list-style-type: none"> • Look at Activity 15 in their Pupil's Books. • Imagine they are in a play or fashion show and draw a picture of themselves in the frame wearing clothes they like. • Then complete the sentences by listing the clothes they're wearing in their drawing. • Some pupils come to the board to share their artwork with the class and read their sentences aloud. • Stick the sticker in place if they feel they have done this successfully.
	<p><i>Read and choose.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at the pictures on the board. Do the first question together as a class. Pupils look at the sentence and decide which picture is correct (<i>blue trousers.</i>) • Put pupils into groups and ask them to work out the answers. Give pupils a minute to choose the correct answer and then click through to the next screen. • Go through the answers as a class, calling on different groups to give you their answer. Review any incorrect answers. 	<ul style="list-style-type: none"> • See the pictures on the board, look at the sentence and decide which picture is correct • Work into groups to work out the answers; then choose the correct answer; move to the next screen.

<p>AB page 52 5 min</p>	<p>Read. Then look and write.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Activity Books. • Ask pupils to read the sentences below each picture and fill in the gaps with the words from the word bank to describe what the children are wearing. <p>Activity answer key: 1 dress, hat, boots 2 T-shirt, skirt, socks 3 trousers, jumper, shoes</p> <p>Read and match. Then say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 12 in their Activity Books. • Ask pupils to read the speech bubbles and match each one with the characters. • Ask pupils to work in pairs. One pupil describes the clothes the characters are wearing, e.g. <i>I'm wearing a dress</i>. His/Her partner says the name of the character, e.g. <i>Rose</i>. • Ask pupils to read the three sentences in the Look! box to remind themselves of the key unit language. <p>Activity answer key: Rose 3 Charlie 2 Cousin 1</p>	<ul style="list-style-type: none"> • Look at Activity 11 in their Activity Books. • Read the sentences below each picture and fill in the gaps with the words from the word bank to describe what the children are wearing. <ul style="list-style-type: none"> • Look at Activity 12 in their Activity Books. • Read the speech bubbles and match each one with the characters. • Then work in pairs. One pupil describes the clothes the characters are wearing, e.g. <i>I'm wearing a dress</i>. His/Her partner says the name of the character, e.g. <i>Rose</i>. • Read the three sentences in the Look! box to remind themselves of the key unit language.
<p>POP QUIZ</p>		
<p>5 min</p>	<ul style="list-style-type: none"> • Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils to indicate where they think they are on the learning adventure poster. 	<ul style="list-style-type: none"> • Indicate where they think they are on the learning adventure poster.

	<ul style="list-style-type: none"> Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	
	<p><i>Say the Unit 7 words.</i></p> <ul style="list-style-type: none"> Tell pupils that we are reviewing the words that have been learnt in the unit. Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. Review any difficult words. 	<ul style="list-style-type: none"> Review the words that have been learnt in the unit. Work in pairs; look at the pictures and say the words. Review any difficult words

UNIT 7: CLOTHES- LESSON 8***Learning objectives***

- Can use what I have learnt in Unit 8

Recycled language

- Clothes, Colours
- I'm wearing a (yellow) (dress) and (black shoes).

Resources and Materials

- Pupil's Book page 59
- Activity Book page 61
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the flashcards 50-56 on the board. Elicit the colour and the clothing item. Read the sentence and have pupils repeat. • Put pupils in pairs to come up with the sentences. Give pupils a minute before clicking onto the next screen. • Go through the screens from the start and call on pairs to give you a sentence. Extend the game by asking pupils to come up with their own sentences using different clothes and colours. <p>Activity answer key: 1 I'm wearing a purple skirt. 2 I'm wearing blue trousers. 3 I'm wearing a green T-shirt. 4 I'm wearing a brown hat.</p>	<ul style="list-style-type: none"> • See the flashcards 50-56 on the board; Look at the colour and the clothing item, listen the sentence repeat. • Work in pairs to come up with the sentences in a minute before moving to the next screen. • Go through the screens from the start and some pairs give the sentence. Extend the game by coming up with their own sentences using different clothes and colours.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 8 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. 	<ul style="list-style-type: none"> • Look at the lesson 8; listen and answer t's question; then look at the image and guess what they will be learning in

	<ul style="list-style-type: none"> Look at the lesson objective: <i>We're playing a game about clothes.</i> 	the lesson to recognize the lesson objective
PRACTICE		
PB page 59, Act. 16 5 min	<p><i>Listen and find. Say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 16 in their Pupil's Books. Point to the picture and describe several of the children in it, e.g. <i>I'm wearing a (yellow) (dress) and (black) (shoes).</i> Ask pupils to point to the person in the picture that you're describing. Repeat with several other children in the picture. Ask pupils to look at illustrations of the four children under the main picture. Ask volunteers to describe what the children are wearing. Tell pupils they are going to listen to the audio and find the four characters in the main picture. Play the audio. Ask pupils to repeat it so they remember what they are looking for. Give pupils a few minutes to find the character in the picture. When they have found the character, they describe what each person is wearing. Repeat for the other characters. <p>AUDIO SCRIPT – CD3: 18 <i>I'm wearing a yellow dress, blue shoes, white socks and a pink hat.</i> <i>I'm wearing black trousers, a green T-shirt and a black hat.</i> <i>I'm wearing a purple skirt, a blue T-shirt,</i></p>	<ul style="list-style-type: none"> Look at Activity 16 in their Pupil's Books. Look at the picture and listen to T's description; then point to the person in the picture that T is describing. Repeat with several other children in the picture. Look at illustrations of the four children under the main picture; then volunteers describe what the children are wearing. Listen to the audio and find the four characters in the main picture. Listen to the audio and repeat it so they remember what they are looking for. Find the character in the picture a few minutes. When they have found the character, they describe what each person is wearing. Repeat for the other characters.

	<p><i>pink socks and black shoes.</i></p> <p><i>I'm wearing red trousers, a blue jumper, black boots and an orange hat.</i></p>	
	<p>Play the game.</p> <ul style="list-style-type: none"> • Divide pupils in pairs and ask them to play a game: one pupil describes a person in the picture. Encourage them to give as much information about what the person is wearing as possible, e.g. <i>I'm wearing a (blue) (dress), (white) (socks), a (pink) (hat) and (black) (shoes).</i> • Their partner has one minute to find the person in the picture. They switch roles and repeat with other characters in the picture. 	<ul style="list-style-type: none"> • Work in pairs and play a game: one pupil describes a person in the picture. Try to give as much information about what the person is wearing as possible • Find the person in the picture in one minute; then switch roles and repeat with other characters in the picture
Consolidation and extension worksheet 7	<ul style="list-style-type: none"> • Ask pupils to complete the consolidation and extension activities on Worksheet 7 page 136 	<ul style="list-style-type: none"> • Complete the consolidation and extension activities on Worksheet 7 page 136
AB page 61 5 min	<ul style="list-style-type: none"> • Ask pupils to colour the body part pictures in the Picture dictionary. • Ask pupils to play a game in pairs. Each pupil takes turns to say a word and his /her partner points to the correct picture. • Stronger pupils may wish to cover the written words below each picture. 	<ul style="list-style-type: none"> • Colour the body part pictures in the Picture dictionary. • Then play a game in pairs. Each pupil takes turns to say a word and his /her partner points to the correct picture. • Stronger pupils may wish to cover the written words below each picture.
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Ask pupils if they are ready to move onto the next unit. Tell pupils that it is fine if they do not remember everything as they will 	<ul style="list-style-type: none"> • Move onto the next unit if they are ready ; then continue to practise throughout the level.

	<p>continue to practise throughout the level.</p> <ul style="list-style-type: none"> • Encourage pupils to ask if they've got any questions about what they learnt in the unit. • Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> • Try to ask if they've got any questions about what they learnt in the unit.
What I Know	<ul style="list-style-type: none"> • Tell pupils that for homework, they will check and review what they learnt in the unit. <p><i>What I Know:</i> Pupils look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</p> <p><i>Let's Review:</i> Pupils revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</p> <ul style="list-style-type: none"> • Having reviewed the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know</i> box. 	<ul style="list-style-type: none"> • Do the homework; check and review what they learnt in the unit. • Look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box. • Revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer. • Review the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time