

Key competences

Linguistic competences: Use language as an instrument for communication (L. 1 to 10); Learn about the clothes we wear (L. 1 to 5, 7 and 8)

Mathematical, science and technology competences: Use numbering to complete a task (L. 1 to 10); Learn about the clothes we wear (L. 1 to 5, 7 and 8); Understand why some people wear uniform for their work (L. 7)

Digital competences: Use digital tools; Use Poptropica English Islands digital tools (L. 1 to 10)

Social and civic competences: Make and accept rules for working together and codes of conduct (L. 1 to 10); Use polite phrases when shopping (L. 4); Learn about other people's special clothes (L. 8); Understand why some people wear uniform for their work (L. 7)

Cultural awareness and expression: Develop and value initiative, imagination and creativity (L. 5, 7 and 8); Raise awareness of cultural differences (L. 8)

Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 9)

Initiative and entrepreneurship: Develop one's own criteria and social skills (L. 1 to 10)

Skills (From Global Scale of English Learning Objectives – for Young Learners)

Listening

- Can recognise familiar words and phrases in short, simple songs or chants
- Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly
- Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures
- Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures

Reading

- Can follow simple dialogues in short illustrated stories, if they can listen while reading
- Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes

Speaking

- Can recite a short, simple rhyme or chant
- Can sing a basic song from memory
- Can express immediate needs using simple language
- Can say what someone's job is, using familiar common job names
- Can describe someone's physical appearance in a basic way, if guided by questions or prompts

Writing

- Can label simple pictures related to familiar topics by copying single words

Classroom ideas

- Play flashcard and team games.
- Play a clothes race.
- Do a shopping roleplay.
- Write a story ending.
- Create a roleplay using polite phrases.
- Make a jobs and uniform collage.
- Design a new school uniform.
- Do a dressing up activity.
- Photocopiables

Take-home English

- Letters for parents. When you begin Unit 7, complete and give pupils a copy of the Unit letter (see digital tools). This explains what pupils are going to learn in this unit.
- Home–School link. Pupils make a list of polite phrases and use them at home (L. 5); Pupils look at home for the clothes their family wears on special days and talk about them (L. 8).
- Craft activities. Pupils take their picture of uniforms or their designs for clothes for special occasions home (L. 8).

Evaluation

Self-assessment

- I can identify clothes.
- I can ask and answer questions about what we're wearing.
- I can talk about jobs and uniforms.

Resources

- Pupil's Book p. 86
- Activity Book p. 76
- Grammar reference (Pupil's Book p. 111)
- Units 7 and 8 Review pp. 98–99
- Unit 7 Extra practice (Activity Book p. 102)
- Picture dictionary (Activity Book p. 110)
- Test Booklet – Unit 7, p. 32

Lesson 1 Pupil's Book page 78

Lesson objective

To identify clothes

Target language

T-shirt, dress, socks, skirt, shoes, trousers, hat, jacket

Receptive language

I'm wearing (a purple skirt).

Materials

Learning adventure poster; Audio; Flashcards – Clothes – Level 1 and 2; Wordcards – Clothes; a coin or small piece of paper for each pupil

Optional activity materials

Photocopiable 7.1

Warm-up

- Revise items and structures learnt in Units 1 to 6. Point at items or show various flashcards and ask, *What's this? It's a (cow). What colour is it? (It's black and white.)* Ask pupils to describe their friends, e.g. *She's got blue eyes. She's got long hair.*

Learning adventure

1 What do you know?

- Open books and ask pupils to look at the main scene. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning clothes words.*
- Close books. Ask pupils what English words they know for clothes, e.g. *shoes, T-shirt*. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

Presentation

- Use the flashcards to revise clothes vocabulary from Level 1 (*T-shirt, jumper, trousers, dress, skirt, shoes, socks and hat*) and teach *jacket*. Show the cards in turn and say the words. Pupils then open their books and find the clothes items in the main illustration.

2 Listen and find.

- Ask questions about the main scene, e.g. *Where are the characters? (on a stage) Who's wearing a dress?* (Pupils point at Sophie.)
- Ask pupils to look at the scene in their books and listen as you play the audio.

Audioscript

CD3, Track 01

AU = AUDIENCE SO = SOPHIE AC = ACTRESS

MA = MALE ACTOR

AU: Bravo! Bravo!

SO: Thank you, everyone! Thank you!

AC: I like my purple skirt, but my shoes are too big!

AC: Sorry!

SO: Oh, dear! My dress!

MA1: Thank you! Thank you! Do you like my T-shirt and red trousers?

MA2: My hat! Oh, dear! Look at my socks. I'm wearing a jacket but I'm not wearing shoes!

3 Listen and circle.

- Ask pupils to look at the scene again. Play the audio and have pupils listen first.

Audioscript

CD3, Track 02

I'm wearing a purple skirt.

I'm not wearing a hat!

I'm wearing red trousers.

I'm wearing big shoes.

I'm wearing a green T-shirt.

- Play the audio again. Have pupils circle the clothes items as they hear them.
- Check answers as a whole class.

Practice

4 Listen and say.

- Play the audio. Pupils listen and repeat the words, while pointing at the different clothes items in the main illustration.

Audioscript

CD3, Track 03

dress skirt shoes socks hat jacket T-shirt trousers

- Use the clothes wordcards. Hold these up and read them with the class. Then stick the cards on the board. Say four of the words, e.g. *hat, jacket, trousers, shoes*. Pupils name the words you didn't say (*dress, skirt, socks, T-shirt*). Continue by varying the number of words you say each time.

7 Clothes

1 What do you know?

HELP WITH THE CLOTHES

dress skirt shoes

I'm wearing a purple skirt.
A purple skirt, a purple skirt.
I'm wearing a purple skirt.
How about you?

I'm not wearing green shoes.
Green shoes, green shoes.
I'm not wearing green shoes.
They're brown, brown, brown.

Are you wearing pink socks?
Pink socks, pink socks.
Are you wearing pink socks?
No, I'm not. They're white!

2 Listen and find. 3 Listen and circle.

4 Listen and say. 5 Listen and chant.

78 Lesson 1 Can identify clothes

Activity Book page 68

1 Find and write. Then colour.

- Pupils write the correct clothes words to complete the numbered items. Pupils then read the completed descriptions and colour the clothes in the picture.

ANSWER KEY

2 trousers 3 dress 4 skirt 5 shoe
6 socks 7 hat 8 jacket

Learning adventure

- Ask pupils, *How many clothes words do you know now?* Give pupils a minute to tell their partner the new words they know.
- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

- Write the clothes vocabulary on the board with the letters in jumbled order. Pupils write the words correctly and draw a picture next to the appropriate word.

- Distribute the clothes flashcards and wordcards to different pupils in the class. The pupils with the cards have to find their matching pair and come and stand at the front of the class. Check all the pictures and words match, then repeat giving other pupils the cards.

Chant

5 Listen and chant.

- Pupils close their books. They choose a clothes word and write it on a piece of paper. Play the chant. Pupils listen for the clothes word they have written down and stand up and show their word if they hear it in the chant.
- Write questions on the board, e.g. *What colour is the skirt? What colour are the shoes? What colour are the socks?* Play the chant again. Pupils listen for the answers (purple, brown and white). Use the karaoke version of the chant (see Active Teach). Pupils chant along to the music, reading the text in the Pupil's Book.

Lesson 2 Pupil's Book page 79

Lesson objective

To talk about the clothes they're wearing using *Are you wearing...?* and *I'm wearing...*

Target language

I'm wearing (a purple skirt).

I'm not wearing (green trousers).

Are you wearing (blue shoes)? Yes, I am. / No, I'm not.

Materials

Audio; Flashcards – Clothes


Optional activity materials

Flashcards – Clothes; Photocopiable 7.1

Warm-up

- Divide the class into two teams. One pupil from each team comes to the front. Show him/her a clothes flashcard. He/She draws the item on the board while the rest of the team tries to guess what the word is. If the team guesses correctly, they get five points. Repeat the activity with different pupils doing the drawing.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?*

Write the lesson objective on the board: *We're learning to talk about the clothes we are wearing.*

Presentation

- Indicate your clothes and say, *I'm wearing a (blue shirt). I'm wearing (black trousers). I'm not wearing a (purple dress).* All pupils wearing something you mention repeat the sentence after you. Call other pupils to the front to describe their clothes to the class, using *I'm/I'm not wearing...* Pupils wearing the same thing repeat their sentence. Then ask individual pupils, *Are you wearing (black shoes)?* Elicit the answers, *Yes, I am. / No, I'm not.* **Note.** If pupils are wearing a uniform, it might be helpful to bring some different clothes to class, e.g. large coloured T-shirts or socks.



Look!

- Play the audio and have pupils listen and follow the *Look!* box. Then play it again, asking pupils to listen and repeat after you.
- Pupils can then use the same language in pairs, talking and asking about their own clothes and those in the main illustration.

Practice



Listen and colour. Then say.

- Ask pupils which characters they can see in the pictures (*Rose, Charlie and Uncle Dan*). Play the audio and have them find out what clothes each character is wearing.

Audioscript

CD3, Track 06

RO = ROSE UN = UNCLE DAN CH = CHARLIE

RO: Look at my clothes! I'm wearing a yellow dress and red shoes.

CH: I'm not wearing a dress! I'm wearing an orange T-shirt and blue trousers.

What are you wearing Uncle Dan?

UN: I'm wearing green trousers and pink socks.

- Play the audio again. Pause after each character's speech so that pupils can colour in the clothes.
- Have pupils check answers in pairs.

ANSWER KEY

- 1 yellow dress, red shoes
- 2 orange T-shirt, blue trousers
- 3 green trousers, pink socks

Quest



Listen and sing.

- Ask pupils to look carefully at the scene on pp. 78–79. 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, while pupils follow in their books and sing. Play it again and ask the pupils how they have to help in this unit (*with the clothes*).

Audioscript

CD3, Track 07

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!

LOOK!
I'm wearing a purple skirt.
I'm not wearing green trousers.
Are you wearing blue shoes? Yes, I am.
No, I'm not.

hat
jacket
T-shirt
trousers
socks

Listen and colour. Then say.

1
2
3

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!

Lesson 2 Can talk about the clothes I'm wearing 79

Activity Book page 69

2 Read and colour. Then read and write.

- Pupils read the colour labels and colour the clothes. They then read and complete the sentences below with the colour words.

ANSWER KEY

1 blue 2 red, orange 3 green, yellow

3 Look at Activity 2. Read and circle.

- Pupils read the questions and circle the correct answers, referring back to the clothes in Activity 2.

ANSWER KEY

2 No, I'm not. 3 No, I'm not. 4 Yes, I am.

4 Read and answer about you.

- Pupils answer the questions and complete the sentences based on the clothes they are wearing themselves. Answers will vary.

Pop quiz

Stick pictures of people on the board wearing different clothes. Write a name under each picture. Describe the clothes worn by one of the people in first person. Say, e.g. *I'm wearing a white T-shirt. Who am I?* Pupils say the name under the correct picture. Ask pupils to continue the activity in pairs.

Online World

Direct pupils' attention to the hat card. Tell pupils to go online to the Online World and find the item. Once pupils click on the card within the game they are taken to a supplementary language task.

Lesson 3 Pupil's Book page 80

Lesson objective

To identify more clothes

Target language

shirt, coat, jumper, glasses, cap, boots, pyjamas, jeans, trainers

Put on/Take off your (jumper).

Good morning/night!

It's time for school/bed.

Recycled language

I'm wearing/I'm not wearing (black shoes).

Are you wearing (black shoes)? Yes, I am. /

No, I'm not.

Materials

Learning adventure poster; Audio; Flashcards and Wordcards – Clothes; Cut-out 7

Optional activity materials

Real clothes for the clothes race; Photocopiable 7.2; Photocopiable 7.3

Warm-up

- Play the chant from Lesson 2 (CD 3, Track 04). Encourage pupils to chant along.
- Call four pupils to the front. Describe what they're wearing in the first person. Say, *I'm wearing a (blue) skirt*. Pupils say the name of the pupil wearing a blue skirt.

Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?*

Write the lesson objective on the board: *We're learning more clothes words.*

- Close books. Ask pupils what English words they know for describing clothes, e.g. *trousers, shoes*. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Presentation

- Use the flashcards to teach the new clothes vocabulary. Then make sentences using these new clothes, e.g. *I'm wearing a coat. I'm not wearing black trainers*. Pupils stand up if they are or aren't wearing these clothes according to your description.

Practice



7 Listen and stick. Then listen again and say.

- Help the pupils find the stickers in the back of their books. Play the audio while they listen and stick down the stickers.
- Play the audio again, pausing for the pupils to repeat each word.

Song

- Play a TPR game to pre-teach *Put on* and *Take off*. Say and mime instructions, e.g. *Put on your T-shirt. Take off your shoes*. Pupils watch and follow your instructions.



8 Listen and write. Then sing.

- Point at the picture of the boy waking up and say, *Good morning!* Ask, *What is he wearing? (pyjamas)* Tell pupils the boy has to get dressed. Say, *It's time for school*. Do the same for the picture of the boy going to bed. Say, *Good night!* and explain the boy has to take off his clothes and put on his pyjamas. Say, *It's time for bed*.
- Play the song. Pupils listen and point at the clothes. Then play the audio again. Pupils listen and write the missing clothes words.
- Play the song again for pupils to listen and sing along to. You can also use the karaoke version of the song (see Active Teach).

ANSWER KEY

T-shirt, trousers, shoes, pyjamas, jumper, boots, socks

Cut-out 7 (Pupil's Book p. 125)

- Pupils cut and make a set of cards for a mix and match game. They work in pairs. They shuffle the cards then rearrange them to form the four people dressed up for a party. Pupils then play a guessing game. One describes what a character is wearing, using the first person, e.g. *I'm wearing a white hat...*. Their partner guesses, *You're a chef*.
- Alternatively, pupils can arrange the cards to make their own combinations of clothes.

7 Listen and stick. Then listen again and say.

VOCABULARY

1 shirt 2 coat 3 jumper 4 glasses 5 cap

6 boots 7 pyjamas 8 jeans 9 trainers

8 Listen and write. Then sing.

SONG

Good morning! Good night!
 Good morning! Good night!
 Take off your pyjamas. Put on your _____.
 It's time for school! It's time for bed!
 Put on your _____ Take off your _____.
 Put on your _____ Take off your _____.
 Put on your _____ Take off your _____.
 Off you go! Off you go!
 It's time for school! It's time for bed.
 Good night! Good night!
 Good night! Good night!

TIP!
 Put on your jeans.
 Take off your coat.

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Pop quiz

With pupils' help, stick or draw pictures of clothes on the board, in the order they are mentioned in the song. Play the song again. Pupils join in with the words, using the pictures on the board as prompts.

Activity Book page 70

5 Look and write.

- Pupils write the missing words, choosing from the word bank. Check by asking pupils to read the completed captions aloud.

ANSWER KEY

2 T-shirt 3 shoes 4 school 5 boots 6 jumper
 7 pyjamas 8 bed

Learning adventure

Ask pupils, *How many clothes words do you know now?*
 Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?*
 Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Lesson 4 Pupil's Book page 81

Lesson objective

To ask and answer questions about clothes using *What would you like?* and *Would you like...?*

Target language

What would you like? I'd like (a shirt) / (some boots), please.

Would you like (a blue shirt)? Yes, I would. / No, I wouldn't. I'd like (a red shirt).

Would you like (brown boots)? Yes, I would. / No, I wouldn't. I'd like (red boots).

Materials

Flashcards – Clothes; Audio


Optional activity materials

Photocopiable 7.1; Photocopiable 7.2

Warm-up

- Play the song from Lesson 3 (CD 3, Track 09). Pupils sing and mime the actions.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer questions about what clothes we'd like.*

Presentation

- Attach the clothes flashcards to the board. Tell pupils to imagine you are going shopping for clothes. Say, e.g. *I'd like a shirt, please.* One pupil takes and gives you the flashcard of the shirt from the board. Repeat with other items, e.g. *I'd like some trousers, please.*
- Ask pupils, *What would you like? Would you like a (skirt)? Would you like some (trousers)?* Model the answers, *Yes, I would. / No, I wouldn't.* Leave the flashcards on the board.



Look!

- Play the audio and have pupils listen and follow the *Look!* box. Then play it again, asking pupils to listen and repeat after you.
- Pupils listen and repeat. Pupils can then ask and answer about the flashcards on the board.

Practice



Listen and circle. Then ask and answer.

- Pupils look at the pictures and name the clothes. Explain that some children are shopping for clothes. Play the audio. Pupils listen and circle the clothes they choose.

Audioscript

CD3, Track 11

- 1 Good morning. What would you like?
I'd like some boots and some black jeans, please.
Would you like brown boots?
No, I wouldn't. I'd like red boots, please.
- 2 Hello. How can I help you?
I'd like a coat, please.
Would you like a pink coat?
Yes, I would. Thank you! And I'd like a green hat, please.
- 3 Good morning. How can I help you?
Hi. I'd like some white trainers and some pyjamas, please.
Would you like purple pyjamas?
No, I wouldn't, thank you. I'd like yellow pyjamas, please.

- Write some of the polite phrases from the activity on the board, e.g. *I'd like red boots, please. No, thank you. Good morning! How can I help you?* Explain that these are all phrases we use when we want to be polite.
- Play the audio again for pupils to repeat. Pupils practise similar dialogues in pairs, using the sentences in the *Look!* box as a model. They should include polite phrases.

ANSWER KEY

- 1 black jeans 2 pink coat, green hat
- 3 white trainers, yellow pyjamas

Skills



Listen and draw. Then ask and answer.

- Play the audio while pupils listen. Then play it a second time, pausing after each item for pupils to draw the appropriate item in the correct box.

7

LOOK!	
What would you like?	I'd like a shirt, please. I'd like some boots, please.
Would you like a blue shirt?	Yes, I would. No, I wouldn't. I'd like a red shirt.
Would you like brown boots?	Yes, I would. No, I wouldn't. I'd like red boots.
I'd = I would wouldn't = would not	

9 Listen and circle. Then ask and answer.

1

2

3

What would you like?

I'd like boots, please.

Would you like brown boots?

No, I wouldn't. I'd like red boots, please.

10 Listen and draw. Then ask and answer.

I'd like...

I wouldn't like...

SKILLS

Lesson 4
Can ask and answer questions about what clothes I'd like
81

Activity Book page 71

6 Listen and match. Then colour.

- Pupils look at the pictures and identify the clothes. Play the audio. Pupils listen and match the children with the clothes they would like.

Audioscript**CD3, Track 13**

- Hello, I'm Polly. I'm wearing a blue dress. I'd like a red hat.
- I'm Ben. I'm wearing grey trousers. I'd like a purple coat.
- Hi, I'm Fred. I'm wearing black boots. What would you like? I'd like orange trainers.
- Hi, I'm Anna. I'm wearing white jeans. What would you like? I'd like a blue T-shirt.

- Play the audio again. Pupils listen and colour the clothes.

ANSWER KEY

- c, dress = blue, hat = red
- d, trousers = grey, coat = purple
- a, boots = black, trainers = orange
- b, jeans = white, T-shirt = blue

7 Look, read and circle. Then colour.

- Pupils look at the pictures and identify the clothes in the thought bubbles. Pupils then read and circle the correct phrases in each dialogue. Check by asking pairs to read the dialogues aloud. Pupils then colour the clothes in.

ANSWER KEY

- No, I wouldn't., pink boots
- No, I wouldn't., yellow shirt
- Yes, I would., blue pyjamas

Pop quiz

- Put a selection of flashcards on the board and ask pupils to work in pairs and take turns to ask and answer questions using different clothes, e.g. *Would you like a (pink coat)? Yes, I would. / No, I wouldn't. I'd like a (blue coat).*

Audioscript**CD3, Track 12**

What would you like?
I'd like a white T-shirt.
Would you like a pink dress?
No, I wouldn't. I'd like a yellow jumper.
Would you like a blue cap?
Yes, I would. I'd like a blue cap.
Would you like a black coat?
Yes, I would. I'd like a black coat.
Would you like blue socks?
No, I wouldn't. I'd like red socks.
Would you like brown boots?
Yes, I would.

- Pupils then ask and answer using *Would you like...?* to check their answers.

ANSWER KEY

I'd like: a white T-shirt, a yellow jumper, a blue cap, a black coat, red socks, brown boots
I wouldn't like: a pink dress, blue socks

Lesson 5 Pupil's Book page 82

Lesson objective

To understand and act out a simple story

Value

Be polite

Target language

Where's my (hat)?

Thank you.

You're very kind.

Functional language

Oh, my! Please!

Materials

Audio; Unit 7 Story cards; Flashcards – Clothes


Optional activity materials

Photocopiable 7.4

Warm-up

- Put Flashcards – Clothes in a pile. Choose a random card and say, *I'm wearing (trainers)*. Pupils who are wearing trainers clap their hands and repeat the sentence. Continue with the other clothes. Invite pupils to take the teacher's role.

Learning adventure

-  Open books and ask pupils to look at the story. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reading a story about help with the clothes.*


Story

- Before pupils open their books, show the story cards for Unit 7 in turn and ask the questions from the 'Before reading the story' section written on the back of each card.

11 Listen and read. Then act out.

- Direct pupils' attention to the story and ask questions about the characters and the scene, e.g. *Who can you see? Where are they? What are they wearing?*, etc. Ask pupils to guess what happens at the end of the story.
- Play the audio and have pupils listen to the story as they follow along in their books.
- Play the audio again. Stop after each frame and check pupils' understanding of the story by asking comprehension questions, e.g. *Why are they looking for different clothes? (They are actors.)* Be sure that pupils understand that Rose and Charlie are helping the actors find their clothes.

- Play the audio again and ask different groups of pupils to read along the parts of the male actor, the female actor, Ola, Rose and Charlie.
- Elicit from pupils, *What makes a good roleplay?* Write their ideas on the board and/or add these to a wall display to use as success criteria for future role-play activities, e.g. speak clearly, use actions.
- See the 'How to use stories' section on p. 22 of the Introduction for more ideas on how to build your pupils' confidence with roleplays.
- Divide pupils into groups of five. Give each group a set of cut-up story cards and have pupils place them in order.
- Invite five pupil volunteers to act out the roles of the male actor, the female actor, Ola, Rose and Charlie.
- Play the audio while pupils mime the story first. Then play the audio again and have pupils speak along to the audio. Encourage pupils to say the lines from memory, using prompts.
- Invite other groups of pupils to come to the front to act out the story.

-  Give the pupils feedback on their roleplay. See p. 9 for advice on how to give feedback and useful feedback phrases.

Values

- Draw pupils' attention to the values topic shown at the bottom of the page (Be polite.). Remind pupils of the polite expressions they used in Lesson 4, e.g. *Please, Thank you, How can I help you? Good morning/night.* and write them on the board. Ask pupils which of these phrases are used in the story (*Thank you, Please*).
- Ask why it's important to be polite (*to show people you appreciate them, to avoid upsetting people, etc.*). Ask how we feel when someone isn't polite to us.

Home–School link

- Pupils make a list of all the polite expressions they know in English. They take the list home and teach them to their family. They also try to use them at home and in class when possible.

Activity Book page 72

8 Colour. Then write.

- Pupils colour the characters' clothes. They then complete the sentences with the clothes that the characters are wearing and the colours.

ANSWER KEY

- I'm wearing a hat and trousers.
- I'm wearing a T-shirt and trousers.

11 Listen and read. Then act out.

STORY

1 Where's my hat? Have you got my hat? It isn't here.

2 I'm wearing trousers. Where's my dress? Oh, my. And where's my HAT?!

3 Would you like this pink dress? No! My dress is blue!

4 Nice dress! Oh! Thank you! Where's my hat, PLEASE?

5 These are for you. Ooh! Nice hats!

6 Thank you. You are very kind. Here, take this umbrella. Thank you!

VALUES Be polite.

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Role playing the story

Additional story practice:

- Pupils create a new ending for the story.
- You might like to give pupils feedback. You could give pupils two stars and one wish, e.g. *Fantastic actions! Great teamwork! Speak a bit louder next time.* This could be given in L1.

Story card activities

For suggestions on how to use the story card activities, please see p. 22.

9 Look and write.

- Read the new expression *I'm sorry*. and explain when we use this (when we have done something wrong).
- Talk about each situation. Pupils choose and write the polite expressions for each situation.

ANSWER KEY

2 Goodbye! 3 Thank you. 4 Good night.
5 Please. 6 I'm sorry.

Pop quiz

Hand out the story cards to six pupils. Read one frame of the story and ask pupils to hold up the correct card. Then write the speech bubbles from the story on the board. Ask the pupils with the cards to come and stick the cards under the correct speech bubbles. Play the story on the audio again to check.

Lesson 6 Pupil's Book page 83

Lesson objective

To use the sounds *ar*, *ir*, *or* and *ur*

Target language

car, shark, sir, girl, for, corn, fur, surf

Materials

Audio; Phonics cards: (Level 1); Phonics cards: ch, sh, th, ng, nk, ai, ee, igh, oa, oo, oo, ar, ir, or, ur;
Wordcards: car, shark, sir, girl, for, corn, fur, surf


Optional activity materials

Photocopiable 7.5; Phonics picture cards and letter tiles pupils made in Level 1

Warm-up

- Use the large phonics cards to revise the sounds and letters from Units 1 to 6. Show the cards in random order and ask pupils to say the sounds. Start slowly and then increase the speed.
- Attach the phonics cards to the board. Say individual sounds and ask pupils to come and touch the correct letters. Then blend out different words: *book*, *moon*, *soap*, *light*, *week*, *wait*, *ring*, *that*, *path*, *much*, *ship*. Ask pupils to come and put the letters in the correct order and blend out the words.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?*
Write the lesson objective on the board: *We're using the ar, ir, or and ur sounds.*

Presentation

12 Listen.

- To introduce the new sounds, follow the procedure outlined in Unit 1, Lesson 6. Explain that *ir* and *ur* have the same sound /ɜː/.
- Play the audio a couple of times, while pupils point at the letters in their books.

13 Listen, point and say.

- Play the audio pausing after each sound for pupils to point at the correct letter(s) and repeat. Play the audio as often as necessary.

Audioscript

CD3, Track 16

/or/, /or/
/ir/, /ir/
/ar/, /ar/
/ur/, /ur/
/ar/, /ar/
/or/, /or/
/ur/, /ur/
/ir/, /ir/

Practice

14 Listen and blend the sounds.

- Play the audio. Pupils sound out the words while pointing at the different sound squares in their books. Play the audio again, pausing as necessary.
- Repeat this activity, using the phonics cards. Hold up the first card for a sample word, e.g. *shark*. Elicit the first sound /ʃ/. Then repeat for /ɑː/ and /k/. Then attach the wordcards to the board and encourage pupils to blend the sounds together. Repeat with the other sample words.
- Pupils can then repeat the blending out activity in pairs. One pupil chooses and blends out a word for the other to say and point at on the Pupil's Book page. They then switch roles.

15 Underline *ar*, *ir*, *or* and *ur*. Read the words aloud.


- Pupils can work individually. They should hide the illustrations with a ruler or notebook. Once they have underlined the graphemes and read the line of words aloud, they can reveal the illustrations. Continue with the second line. Follow up as a whole group, asking for volunteers to read the words aloud.
- Use the wordcards to test pupils' reading of the words. Hold up each card and ask individual pupils to read the words.

Activity Book page 73


10 Read the words and circle.


- Pupils read the words in the word bank aloud. They then find the correct details in the picture and circle them.

PHONICS 7


12  Listen.







1 **ar** 2 **ir** 3 **or** 4 **ur**

13  Listen, point and say.

14  Listen and blend the sounds.

1	c - ar	car	2	sh - ar - k	shark
3	s - ir	sir	4	g - ir - l	girl
5	f - or	for	6	c - or - n	corn
7	f - ur	fur	8	s - ur - f	surf

15  Underline *ar*, *ir*, *or* and *ur*. Read the words aloud.

1	shark	2	corn	3	girl
					
4	surf	5	car	6	fur
					

Lesson 6 Can use the sounds *ar*, *ir*, *or* and *ur* 83

11  Listen and link the letters.

- Play the audio. Pupils listen and follow the sound trail, drawing a line from letter to letter.

Audioscript

CD3, Track 18

Let's start.

/ir/

/or/

/ck/

/ur/

/ch/

/ar/

You're finished!

ANSWER KEY

ck, ur, ch, ar

12  Listen and write the words.

- Play the audio. Pupils listen and write the words.

Audioscript

CD3, Track 19

1 sir


2 for

3 corn

4 fur


ANSWER KEY

2 for 3 corn 4 fur

13  Read aloud. Then listen and check.

- Pupils look at and read the sentences aloud. Then play the audio. Pupils listen and compare this version to their own reading. Play the audio again for pupils to listen and repeat. They then read the sentences again in pairs, varying the speed from fast to slow.

Pop quiz

-  Play a game of *Sound Fingers* (see p. 241) to practise sounding out and spelling the new sample words.

For the next lesson

- Tell pupils that in the next lesson they will be talking about jobs and uniforms. Pupils could bring in any pictures or photos of people wearing a uniform for their job.

Lesson 7 Pupil's Book page 84

Lesson objective

To talk about jobs and uniforms

Cross-curricular focus

Social Science (jobs and uniforms)

Target language

firefighter, chef, nurse, police officer, helmet, badge

Materials

Learning adventure poster; Flashcards – Occupations Level 1; Audio; CLIL poster; pupils' pictures of people wearing uniforms; paper for the mini-project


Optional activity materials

Materials for the collage; Photocopiable 7.6

Warm-up

- Use flashcards to revise jobs from Level 1. Then play a mime game. Mime one of the jobs for pupils to guess what you are, e.g. *Are you an artist? Yes, I am. / No, I'm not.*

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're talking about jobs and uniforms.*

- Close books. Ask pupils what English words they know for clothes, e.g. *trousers, hat*. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Presentation

- Use the CLIL poster or pictures to teach the new jobs (*firefighter, chef, nurse and police officer*). Explain that *chef* is another word for a very good cook.
- Use the flashcards from Level 1 and the CLIL poster. Ask, *Who wears a uniform?* Elicit the names of the jobs where the people wear a uniform (*nurse, police officer, chef, firefighter* from Level 2 and *pilot and vet* from Level 1). Pupils name any clothes they can see in the different uniforms. Teach the new words *helmet* and *badge*. Ask why people wear uniforms (*to protect their clothes, so people know who they are, they are easy to keep clean, etc.*). **Note.** If you haven't got pictures or the CLIL poster, use the photos in the Pupil's Book.

16



Listen and point. Then say.

- Ask questions about the photos. *Who's this? (a nurse) What colour is her dress? What colour is her hat?*, etc.
- Play the audio. Pupils listen and point at the pictures. Play the audio again. Pupils listen and repeat.
- Pupils can choose and talk about any pictures they have brought to class in the same way. If pupils wear a school uniform, ask them to describe it.

Practice

17



Listen and number. Then draw and say.

- Pupils look at the pictures and identify which job each person does, e.g. *She's a nurse*. They describe any clothes they can see, e.g. *She's got a white dress*.
- Play the audio. Pupils listen to each person describing what they are wearing and point at the correct picture. Play the audio again. Pupils listen and number the pictures.

Audioscript

CD3, Track 22

- Hello, I'm Jack. Look at my clothes. I'm wearing a blue shirt and trousers. I'm wearing black shoes, but where's my hat?
- Hello, I'm Sarah. I'm wearing a white dress and white shoes. I help people! But where's my small white hat?
- Hello, I'm Thomas. I like food! Look at my clothes. I'm wearing white clothes. Where's my big white hat?
- Hello, I'm Sally. I'm wearing a long, black and yellow coat. Where's my yellow helmet?

- Pupils draw the missing hats into the pictures, copying them from the photos above. Pupils then play a guessing game in pairs. One pupil chooses a picture and describes it, using the first person, e.g. *I'm wearing a white dress and white shoes*. The other guesses who they are, e.g. *A nurse!*

ANSWER KEY

2 a 3 c 4 d

16 Listen and point. Then say.

SOCIAL SCIENCE

1 I'm a firefighter. I'm wearing a yellow helmet.

2 I'm a chef. I'm wearing a white hat.

3 I'm a nurse. I'm wearing a white dress.

4 I'm a police officer. I'm wearing a black helmet.

17 Listen and number. Then draw and say.

a She's a nurse.

b 1

c

d

84 Lesson 7 Can talk about jobs and uniforms

Activity Book page 74

14 Look and write.

- Pupils name the jobs. Pupils then complete the sentences with the correct job word choosing from the word bank.

ANSWER KEY

2 chef 3 firefighter 4 police officer

15 Read. Then look at Activity 14 and number.

- Pupils read the speech bubbles and decide who, from Activity 14, is speaking each time. They write the correct numbers into the boxes provided.

ANSWER KEY

2 d 3 c 4 a

Learning adventure

Ask pupils, *How many words for jobs and uniforms do you know now?* Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Say sentences to describe a uniform, e.g. *I'm wearing a white hat.* Pupils guess which job it is.

For the next lesson

- Pupils can bring in any photos of themselves wearing special clothes (traditional clothes, party clothes or fancy dress).

Extension questions

Ask pupils questions which will help to develop their engagement and extend their thinking.

Examples of extension questions are:

- Questions which do not have a definite Yes/No answer, and could elicit a range of answers (e.g. *Which is the odd one out?*)
- Statements for pupils to agree or disagree with, giving reasons (e.g. *Dogs are better than cats.*)
- Giving the answer, for pupils to work out possible questions leading to that answer (e.g. Answer: *Five.* Possible question: *How many cousins do you have?*)
- Point of view, encouraging pupils to imagine things from different perspectives (e.g. *How do you think the boy felt?*)

This type of questioning requires pupils to use higher cognitive skills than just factual recall, and helps to illustrate their learning.

Lesson 8 Pupil's Book page 85

Lesson objective

To talk and write about special clothes

Cross-cultural focus

Special clothes

Target language

special clothes, festival, party, pumpkin, puppet

Materials

Pictures of yourself wearing special clothes (traditional or fancy dress, favourite clothes for a party); pupils' pictures of themselves in special clothes

Optional activity materials

Dressing up clothes; Photocopiable 7.7

Warm-up

- Play *Charlie says*, (a variation of *Teacher says*). Include actions like *Shake your body. Move your arms. Point at something (red). Put on your T-shirt. Take off your shoes.*, etc.

Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?*

Write the lesson objective on the board: *We're making a class book about special clothes.*

Presentation

- If you have brought in pictures of yourself wearing traditional or fancy dress, use these to introduce the theme. Show a picture of yourself and say, e.g. *Look at me! This is Christmas Day. I'm wearing... . And this is me at my birthday party. What am I wearing?*
- Ask, *When do you wear special clothes?* Elicit special occasions when we dress up. Write pupils' suggestions on the board, e.g. *Christmas, Halloween, birthday parties, local festivals, carnivals, New Year.* Tell pupils they are going to read about what some children from around the world wear for special occasions.

18 Look at the pictures, then read and ✓.

- Ask pupils, *When do you wear special clothes?* Pupils look at the photos and name any festivals they recognise. Read the captions under each photo. Ask questions about the photos, e.g. *Look at picture c. What is she wearing at Halloween?* Pupils list the clothes.

- Then ask individual pupils, *Do you wear special clothes for festivals/a birthday party/Halloween?* Elicit, *Yes, I do. / No, I don't.* Pupils tick (✓) the photos that show occasions where they themselves wear special clothes. (**Note.** Photo 1 shows a local festival in Japan. Pupils should tick this box if they wear special clothes for local festivals in their own country.)
- Ask more questions, e.g. *Who has got a pumpkin? Who is wearing black and white clothes?* Pupils respond with the letter of the picture.



19 Listen and read. Then write the letters.

- Play the audio. Pupils listen to the first text. Then they guess who is speaking (the boy in picture a, Activity 18).
- Pupils then listen to the other texts. They match them with the correct photos in Activity 18 by numbering the speech bubbles a to c.

ANSWER KEY

2 c 3 a

Practice

20 Ask and answer.

- Pupils ask and answer about when they wear special clothes, using the language in the speech bubbles as a model. They can use any pictures they have brought to class and describe the pictures to their partner, e.g. *This is me at a carnival. I'm wearing...*

21 Project

- Pupils think of a festival or special occasion and design some clothes for it. These could be based on the pictures they have brought to class or they could design new clothes.
- Pupils draw pictures of clothes onto a piece of paper and write a description of them.
- Pupils put their designs together to make a class book.



You may wish to give pupils feedback on their designs.

Home-School link

- Pupils look at home for the clothes their family wears for special occasions. They ask their family about them.

Wider World

7

Special clothes

18 Look at the pictures, then read and ✓.

I wear special clothes...

19 Listen and read. Then write the letters.

1 My name's Chun. This is me with my friends. I'm wearing red trousers and a red shirt. We've got a dragon puppet! b

2 My name's Oliver. It's my birthday! I'm wearing black trousers and a blue and white T-shirt.

3 My name's Kelly. I'm wearing a black and purple dress and a black hat. I've got a pumpkin!

20 Ask and answer.

When do you wear special clothes?

What do you wear?

21 **PROJECT**

1 Think of a special day.
2 Draw the clothes.
3 Write about your special clothes.
4 Make a class book.

HOME SCHOOL LINK

Look in your home for the clothes you and your family wear on special days.

Lesson 8 Can talk and write about special clothes 85

Project success criteria

Make sure that pupils understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, instead of just asking them to *create a poster*, give them clear step-by-step instructions:

1. Choose or draw the pictures you want to use.
2. Fill the page.
3. Use lots of colour.
4. Write the words neatly next to the pictures.

Show pupils what is required of them. Some pupils may need more support to keep in mind all the key elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve.

Above all, project work is a chance for pupils to produce the language they have been learning in class, and will provide useful assessment and remediation opportunities.

Activity Book page 75

16 Colour and play.

- Pupil A colours in the traditional clothes in picture a and Pupil B the traditional clothes in picture b.
- Pupils then ask and answer to complete their partner's picture. Pupils then compare pictures to make sure they match.

17 Look at Activity 16 and write.

- Pupils complete the speech bubbles for each character. Answers will vary.

Pop quiz

Play a sentence chain game. The first pupil says, e.g. *I'm wearing pink shoes*. The next pupil contradicts this and adds something they are wearing, e.g. *I'm not wearing pink shoes. I'm wearing red socks*. Pupils continue until someone makes a mistake.

Lesson 9 Pupil's Book page 86

Lesson objective

To assess what they have learnt in Unit 7


Materials

Learning adventure poster; Audio; Flashcards and Wordcards – Clothes

Optional activity materials

Grammar reference

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're thinking about our learning adventure.*

- Close books. Ask pupils what they know about clothes. Write their ideas on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Warm-up

- Hold a clothes flashcard over your head so that pupils can see it, but you can't. Try to guess what it is. Ask, *Is it a T-shirt?* Invite pupils to the board to do the same.

Practice

22 Listen and match.

- Have pupils look at the pictures of clothes. Ask them to identify each item. Point and ask, *What's this?*
- Play the audio for pupils to match each group of clothes with the speaker.

Audioscript

CD3, Track 24

- 1 I'm Mia. I'm wearing a white T-shirt and a red skirt. My shoes are black.
- 2 Hi, I'm Sam. I'm wearing blue jeans and trainers. I've got a red cap.
- 3 Hi, I'm Ella. I'm wearing blue pyjamas and white socks.
- 4 I'm Will. I'm wearing orange trousers and a green T-shirt. My boots are big.

- Ask pupils to take out the appropriate sticker from the back of their books. They stick the sticker in place if they feel they've learnt the unit vocabulary words and language successfully.

ANSWER KEY

2 d 3 a 4 c

23 Draw and colour your clothes. Then write and say.

- Ask pupils which clothes they like wearing.
- Draw yourself on the board wearing clothes from this unit. Point and ask, *What's this? (It's a shirt.)*
- Pupils draw clothes they like on the body outline. They draw their face and hair.
- Pupils complete the sentence using their drawing and then talk about their picture with a partner.
- Ask pupils to take out the appropriate sticker from the back of their books. They stick the sticker in place if they feel they've learnt the unit vocabulary words and language successfully.

24 Listen and ✓.

- Ask pupils to look at each picture and identify the job, the clothes or the action. Play the audio.

Audioscript

CD3, Track 25

- 1 I'm wearing a white coat and hat. I'm a nurse.
- 2 How can I help you?
I'd like some black boots and some grey jeans, please.
Would you like a purple jacket?
No, I wouldn't, thank you. I'd like a purple jumper.
- 3 Take off your trainers.
- 4 I'm wearing a blue helmet and a blue jacket.
I'm a police officer.

- Play the audio again and have pupils tick the correct pictures.
- Ask pupils to take out the appropriate sticker from the back of their books. They stick the sticker in place if they feel they've learnt the unit vocabulary words and language successfully.

ANSWER KEY

2 a 3 b 4 b

Activity Book page 76

18 Listen and ✓.

- Pupils listen and point at the words for the clothes items the children choose each time. Then play the audio again for pupils to tick (✓) the correct item.

22 Listen and match.

1 2 3 4

a b c d

23 Draw and colour your clothes. Then write and say.

I'm wearing _____

24 Listen and ✓.

1 a b 2 a b

3 a b 4 a b

86 Lesson 9 Can assess what I have learnt in Unit 7

Audioscript

CD3, Track 26

- 1 Hello. What would you like?
I'd like a dress, please.
Would you like a purple dress?
No, thank you. I'd like a pink dress, please.
- 2 Would you like some shoes?
No, I wouldn't. I'd like some trainers.
Would you like black trainers?
Yes, I would.
- 3 What would you like?
I'd like a pink skirt, please.
Would you like a purple skirt?
No, thank you.
- 4 Would you like some socks?
Yes, please.
Would you like brown socks?
No, I wouldn't. I'd like red socks.

ANSWER KEY

2 black trainers 3 pink skirt 4 red socks

19 Read and number. Then colour.

- Pupils read the speech bubbles and match them with the pictures by numbering the boxes. Pupils then read the speech bubbles again and colour the clothes.

ANSWER KEY

2 d 3 a 4 b

20 What are you wearing? Read and circle.

- Pupils read and answer the questions based on their own clothes. They can answer the questions for themselves or ask their partner questions and record their answers. Answers will vary.

Picture dictionary (Activity Book p. 110)

- Use the Flashcards and Wordcards – Clothes verbs to revise the new vocabulary. Put some of the flashcards on the board. Ask different pupils to come and attach the correct wordcards next to the flashcards. Check that the class agrees with the answers before continuing. Repeat until all pupils have had a turn.
- Pupils then turn to the Picture dictionary section on p. 110 of the Activity Book. Pupils play a game in pairs using the Unit 7 pictures in the Picture dictionary. 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.

Learning adventure

Ask pupils how they feel about their learning. Pupils say what they have found easy or difficult. Encourage pupils to feel positively about their learning.

- Ask pupils, *Where are you on your learning adventure now?* Pupils discuss where they think they are. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Play the team game of *Can I cross the river?* using clothes (see p. 240). Teams determine who can cross the river by asking, *Are you wearing red shoes?* (Yes, I am. / No, I'm not.) Those who answer, *Yes, I am.* can cross the river.

Lesson 10 Pupil's Book page 87

Lesson objective

To use what they have learnt in Unit 7

Revision language

Clothes, Colours

Are you wearing a (green shirt)? Yes, I am. /

No, I'm not.

I'd like (a coat).

I'm wearing... .

Materials


Flashcards and Wordcards – Clothes; Wordcards – Jobs from Lesson 7; Audio; Learning adventure poster; Unit 7 Extra practice; Unit 7 Test, Test Booklet p. 32

Warm-up

- Play a game of *Last man standing*. Pupils stand up. Ask questions, e.g. *Are you wearing white socks?* All pupils who are wearing white socks say, *Yes, I am.* and remain standing. Pupils who are not wearing white socks say, *No, I'm not.* and sit down. Repeat with other clothes items, until only one pupil is left standing.

Note. If pupils in your class wear a school uniform, include questions about their facial features and hair, e.g. *Have you got blue eyes?* (*Yes, I have. / No, I haven't.*) *Is your hair long?* (*Yes, it is. / No, it isn't.*)

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're playing a game about clothes.*

- Ask pupils if they can remember the things they have been learning in the unit, e.g. *dress, shirt*. Write their ideas on the board.
- For each idea, ask pupils, *Where are you on your learning adventure?* Reassure less confident pupils that they will have opportunities for more practice.

Practice

25 Colour and say.

- Point at the drawing of the girl and ask, *What's she wearing?* (*a T-shirt, a skirt, socks and boots*) Now point at the boy and ask, *What's he wearing?* (*a jumper, trousers, socks, and shoes*)

- Tell pupils they are going to play a game in pairs, dictating the colours they want their partner to colour the clothes in their pictures. Encourage them to use a variety of different sentence structures from the unit, e.g. *I'm wearing a green jumper. Put on a blue skirt. I'd like yellow shoes.* They colour each picture accordingly.
- Read the speech bubble aloud to give pupils an idea of the language they'll need to complete the activity.
- When pupils finish, they give a description of the clothes they've coloured, e.g. *I'm wearing a (red) T-shirt, a (yellow) skirt, (blue) socks and (green) boots.*

26 Look and write.

- Point at the clothes in the thought bubble one by one and ask, *What are these?* (*They're red shorts.*)
- Pupils look at the clothes and complete the sentence.
- Have pupils check their answers in pairs by reading their sentences to each other.

Activity Book page 77

21 Read and write. Then colour.

- Pupils read the text in pairs and complete it by choosing the correct words from the word bank. Check by asking a pupil to read the text aloud.
- Pupils then read the completed text again and colour the clothes in the picture.

ANSWER KEY

2 These 3 this 4 are 5 is 6 like

22 Draw your favourite clothes and write.

- Pupils draw a picture of themselves wearing their own favourite clothes. They then write a paragraph about what they are wearing, using the example text in Activity 21 as a model. Help as necessary.

Activity Book page 102 (Extra practice)

1 Choose and write.

- Pupils complete the dialogues in the speech bubbles using the words from the box.
- Check answers with the class, then have the pupils practise the dialogues in pairs.

ANSWER KEY

2 am 3 I'm 4 Are 5 not 6 like 7 would
8 purple

25   Colour and say.

MOVING ON 7

I'd like red socks, please.





26  Look and write.



I'd like _____

Lesson 10 Can use what I have learnt in Unit 7 87

Learning adventure



Ask pupils, *What do you think you have learnt in Unit 7?*
 Give pupils a minute to tell their partner the new language they know.

- Ask pupils, *Where are you on your learning adventure?*
 Pupils indicate where they think they are on the learning adventure poster. Tell pupils, *Well done!* to reinforce the progress they are making.
- 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 continue to practise throughout the level.
- Encourage pupils to ask if they've got any questions about what they learnt in Unit 7.

Pop quiz



Choose a pupil to describe his/her clothes. Using the first person, say, *I'm wearing a (red) shirt and (blue) trousers.*
Who am I? If pupils wear a uniform, add, *I've got long hair.*
I've got blue eyes., etc.