

# 5

# My clothes

Lessons 1 and 2

Vocabulary

Pupil's Book pages 38–39



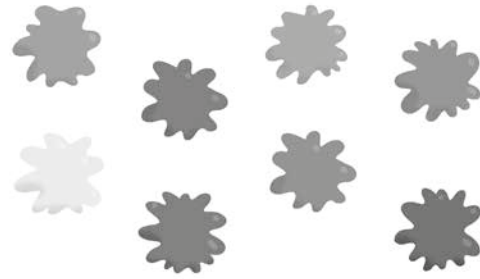
Lessons 1 and 2 Vocabulary

1 1.30 Listen and point.



2 1.30 Listen again and say.

3 Look at the picture. Find and say.



4 1.31 Sing and act out. **Be a star!**

38 Unit 5 Identify and use new words: clothes

Unit 5 Sing a song 39

**Learning objectives:** Identify and use new words: clothes; Sing a song using the target vocabulary

**Vocabulary:** dress, jumper, shoes, skirt, trousers, T-shirt

**Resources:** Class Audio CD; (PK) - Flashcards; (TRC) - Downloadable flashcards, Vocabulary worksheet 1; (PPK) - Song; (PRC)

1 1.30 Listen and point.

- Play the audio. Have the children listen and point to the pictures. Do this twice.
- Then say the items in a different order and have the children point.

### Audioscript

*dress, dress ... jumper, jumper ... shoes, shoes ... skirt, skirt ... trousers, trousers ... T-shirt, T-shirt*

## Lesson 1

### Warm-up: The big picture

- Refer the children to the picture on page 38. Ask where they think the picture is and what is happening (in a garden, a birthday party). Explain to the children that it's Jack and Maya's birthday. Ask *Are they happy or sad?*
- Count some of the items in the picture as a class, e.g. balloons (6), children (10), presents (5), birds (2), butterflies (4), flowers (6).
- Say *Find something blue / red / green / orange / brown / pink / yellow / purple* and have the children point to something with that colour in the picture.



2 1.30 Listen again and say.

- Play the audio, pausing for the children to repeat. Pay particular attention to the hard *j* (ʤ) sound at the beginning of *jumper*.
- Play the audio again. Have the whole class repeat each word and then ask a few confident children to repeat it, too.
- Play the audio one more time, pausing after each word for the children to find and point to an item of their own clothing or someone else's in the room. They could also find the items of clothing in the big picture.

## Teaching star! ★

### Pronunciation

Vocabulary chants are a good way to get the children to practise pronunciation of potentially problematic initial sounds, like the hard *j* (dʒ) at the beginning of *jumper* contrasted with the soft *sh* (ʃ) at the beginning of *shoes*.

- After completing Activities 1 and 2, set up a little chant with *jumper* and *shoes* like this: *j – j-j-j – jumper, sh – sh – shoes!* The chant works best with a simple rhythm for the children to follow. Repeat the chant several times and encourage the children to join in with you.
- Stop and repeat the initial sounds in isolation and then continue.
- Split the class in two and have one half say the *jumper* part and the other half the *shoes* part. Then have them all repeat again together.

The children get the opportunity to play with the sounds and repeat the words multiple times. The rhythmic chant means they enjoy the repetition!

### Cooler: Yes or no?

- Draw a big tick on the left side of the board and a big cross on the right side.
- Hold up the clothes flashcards from the lesson.
- Say the correct name or the wrong name of the item for each one. Have the children say *Yes!* or *No!* and point to the side of the board that corresponds to their answer: left for *yes* and right for *no*.

## Lesson 2

### Warm-up: Look and point

- Stick the clothes flashcards around the classroom.
- Call out the names of the clothes and have all the children point to the correct flashcard.
- Now call out the names of two items and have the children point to two at the same time. Repeat for various pairs of items.

### 3 Look at the picture. Find and say.

- Refer the children to the colours and elicit which ones they can see.
- Then hold up your Pupil's Book and point to the colours one by one. Have the children say the name.
- Now point to orange in your book, say *orange* ... and then look for something orange in the big picture, repeating *orange, orange* ... Find the dress, point to it and say *A dress!* Then find the trousers (on one of the boys kneeling on the rug) and say *And trousers!*
- Now point to red and have the children look for something red in the picture. Ask them to raise their hands, not call out, when they find something.

- Ask a child with their hand raised to say the name of the clothes they found. Ask the others *Yes or no?* Then say *And ...?* and elicit the other item(s) in the same way (there are at least two for every colour).

**Answers:** orange – dress, shoes, trousers; red – T-shirt, shoes, jumper, trousers; green – dress, T-shirt, shoes; blue – trousers, jumper; yellow – jumper, trousers, skirt, T-shirt, shoes; purple – skirt, jumper, shoes; pink – jumper, shoes; brown – jumper (x 2), shoes

### 4 Sing and act out. Be a star! ★

- Play the song. Pause after each verse and have the children find and point to the item(s) in the picture on page 38.
- Stick the clothes flashcards and the colour flashcards around the board. Ask the children which clothes they didn't hear (*T-shirt, dress*). Then ask them which colours they didn't hear (*green, orange, red, yellow*). Remove these and arrange the flashcards vertically in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to do an action for each item of clothes in the song, e.g. hug their arms for *jumper*, mime spreading a *skirt*, tap their legs for *trousers* and point to their *shoes*.
- Then have the children sing each verse in turn with actions.
- Finally, play the song one more time and have the children sing and do actions for all the verses.

### Audioscript

#### Colourful clothes

What colour is your jumper?

What colour is your jumper?

Brown, brown  
My jumper is brown.

What colour is your skirt?

What colour is your skirt?

Purple, purple

My skirt is purple.

What colour are your trousers?

What colour are your trousers?

Blue, blue

My trousers are blue.

What colour are your shoes?

What colour are your shoes?

Pink, pink

My shoes are pink.

### Cooler: Football game

- Play *Football game* (see the Games Bank, pages 12–13) showing two flashcards each time – an item of clothing from Lesson 1 and a colour – to elicit a phrase, e.g. green shoes.

Lesson 3 Grammar

1 1.32 Listen and follow.

2 Find and say. Then colour.

3 Work in groups. Act out the story. **Be a star!** ★

40 Unit 5 Describe clothes. My shirt is blue.

**Learning objectives:** Describe clothes; Follow and act out a story using the target grammar

**Additional vocabulary:** shirt, socks

**Grammar:** *My shirt is blue.*

**Resources:** Class Audio CD; (PK) - (TRC) - Downloadable flashcards, Vocabulary worksheet 2; (PPK) - Story activity, Vocabulary activity; (PRC)

**Materials:** coloured pencils

### 1.31 Warm-up: Sing the song!

- Play the *Colourful clothes* song and encourage the children to join in and do the actions. You may wish to remind the children of the actions they did in the previous lesson.
- Then play the song and do the actions so that the children follow your lead and join in.
- Time permitting, play the song again for the children to join in and enjoy once more.

### 1 1.32 Listen and follow.

- Refer the children to the pictures and elicit who they can see, what clothes and what colours.
- Play the audio and have the children follow, pointing to each picture in turn.
- Play the audio again, pausing for the children to repeat each line.

- Point at the shirt in picture 1. Ask *What's this?* Elicit *shirt* and have the children repeat. Repeat for *socks* in picture 2.
- Play the audio one more time and have the children repeat and do the actions from the pictures.

### Audioscript

1. **Jack:** My shirt is blue.  
**Maya:** My dress is orange.
2. **Maya:** Look! My socks are purple!  
**Jack:** And my jumper is red.
3. **Maya and Jack:** Oh, no!
4. **Mummy:** Now the clothes are brown!

### 2 Find and say. Then colour.

- Hold up your Pupil's Book and point to the shirt and elicit *shirt*.
- Then look for the shirt in the story and say *A shirt!* Ask *What colour is it?* (*blue*). Take a blue coloured pencil and show the children how to colour it blue.
- Repeat for the dress.
- Then have the children continue the activity.
- Finally, hold up your Pupil's Book, point to the clothes and ask *What colour?* Elicit a sentence for each one: *My shirt is blue. My dress is orange. My socks are purple. My jumper is red.*

### Teaching star! ★

#### Fast finishers

Children colour in at varying speeds! Some children will finish quickly and want something to do.

- Have the fast finishers choose another item from the story (Jack's trousers, Maya's skirt or their shoes) and draw it next to the others in Activity 2 or in their notebooks. Then have them colour the item the same as in the story.
- Children who did an extra item can show the others at feedback and make a new sentence.

### 3 Work in groups. Act out the story.

#### Be a star! ★

- Divide the class into groups of three. Give each child a number, 1, 2 or 3. Tell them that all number 1s are Maya, 2s are Jack, and 3s are Mummy.
- Play the story (Track 1.32) and have the children mime the actions for their part, pretending to hang clothes on an imaginary washing line.
- Play the story again and encourage the children to speak their lines with the audio if they want.
- Ask if any groups would like to act out the story for the rest of the class.

### Cooler: What's different?

- Play *What's different?* (see the Games Bank, pages 12–13) with the flashcards from this unit.

Lesson 4 Grammar

1 1.33 Listen and match. Then colour.

1

2

2 Colour. Look and say.

1

2

3 Draw and say. **Be a star!**

Unit 5 Describe clothes. My socks are red. 41

**Learning objectives:** Describe clothes

**Grammar:** *My socks are red.*

**Resources:** Class Audio CD; (PK) - (TRC) - Downloadable flashcards, Grammar worksheet; (PPK) - Grammar activity; (PRC)

**Materials:** coloured pencils, pencil

### Warm-up: Stand up, sit down

- Tell the children you will say the names of clothes from this unit. If they are wearing those clothes today, they stand up. If not, they sit down (or remain seated). When children stand up, ask one or two to point to the item.
- If you wish, repeat the activity adding colours, e.g. *a blue jumper*.

### 1 1.33 Listen and match. Then colour.

- Divide the class into two groups. Ask one group to raise and then lower both hands every time they hear the names of clothes. Ask the other group to do the same for colours.
- Play the audio and have the children listen and react.
- Play part 1 of the audio again. Hold up your Pupil's Book and trace the line from the first girl to the shoes. Have the children name the object and colour it in the correct colour. (Point out they can colour a little now and finish later.)

- Play the rest of the audio for the children to listen, draw lines and colour.
- Finally, say each number in turn and have the children raise their hands to say the item of clothing and the colour. Ask for whole-class agreement each time.

### Audioscript

- My shoes are green.*
- My trousers are brown.*
- My skirt is yellow.*
- My socks are red.*

**Answers:** See audioscript

### 2 Colour. Look and say.

- Point to the boy and his speech bubble. Make a show of deciding what colour to make the shoes. Then decide *My shoes are red!* Take a red pencil and show the children they should colour the colour shape and the shoes. (You can just mime colouring with a red pencil if you don't want to colour in your book.)
- Have the children choose their own colour for the shoes and the T-shirt.
- Elicit sentences: *My shoes are red. My T-shirt is [blue].*
- Have the children show and tell about their colour choices for the items.

### 3 Draw and say. **Be a star!**

- Copy the drawing frame onto the board. Draw two items of clothing, one plural and one singular, and roughly colour them in with board pens.
- Elicit sentences from the children, e.g. *My socks are green. My jumper is brown.*
- Have them do the same in their book. Then have them show and tell with a friend or with the class.

### Cooler: A memory chain

- Start the 'chain' by saying a sentence about your clothes, e.g. *My trousers are blue*. Encourage the next child to repeat your sentence and add a new item also about their clothes that day, e.g. *My trousers are blue and my shoes are brown*.
- Each new child in the chain repeats only the item that the previous child said and adds an item of their own.
- If you have a large class, divide the children into groups of five or six to play the game. This means that they will have to wait less time to contribute.



Lesson 5 Speaking

1 1.34 Listen and say.

2 Work in pairs. Ask and answer.

Student A

Student B

3 Now it's your turn. Talk about your new clothes. **Be a star!**

42 Unit 5 Ask and answer about clothes. I've got a new skirt. What colour is it? It's purple.

**Learning objectives:** Ask and answer about clothes

**Grammar:** I've got a new skirt. What colour is it? It's purple.

**Resources:** Class Audio CD; (PK) - (TRC) -  
Downloadable flashcards; (PRC)

### Warm-up: Yes or no?

- Say *Look at me – yes or no?* Make true or false sentences about your clothes, e.g. *My shoes are blue. My shirt is white.*
- Have the children say *Yes* and raise both hands or *No* and lower their hands.
- Invite confident children to make sentences for the rest of the class.

### 1 1.34 Listen and say.

- Refer the children to the photos and elicit what objects they can see.
- Play the audio and have the children listen and point to the objects as they hear them mentioned.
- Play the audio again, pausing for the children to repeat.
- Prompt the children to recall each line of the dialogue. Then play the audio for them to check. Point out that we don't say *a* for shoes, because *a* is one.
- Ask the children how the question is different for shoes (*are they*). Explain that we use *they* for shoes, trousers and socks.

### Audioscript

**Girl:** I've got a new skirt.

**Boy:** What colour is it?

**Girl:** It's purple.

**Boy:** I've got new shoes.

**Girl:** What colour are they?

**Boy:** They're brown.

### 2 Work in pairs. Ask and answer.

- Refer the children to the boxes. Say *I'm Student A.* Point to one of the objects and say *Listen! I've got a new T-shirt.* Prompt the children to ask *What colour is it?* and answer *It's green!* Wait for the children to say *No!* Then correct yourself. *No! It's pink.*
- Divide the class into pairs and assign each child Student A or B.
- Elicit and drill the question and answers once more. Then have the children make new dialogues with the objects in the boxes.
- Ask if any pairs would like to perform a dialogue for the class.

### 3 Now it's your turn. Talk about your new clothes. **Be a star!** ★

- Demonstrate the activity by telling the children about your new clothes, e.g. *I've got new trousers.* Prompt them to ask you the question, and then answer, e.g. *They're blue.*
- Have the children ask and answer with a friend.
- Ask if anyone would like to show and tell about their new clothes to the class.

### Teaching star! ★

#### Using digital

Use the *Distort* tool to show the clothes from Lesson 1, Activity 1.


- Have the children try to identify the clothes and raise their hands when they know what they are.
- Have the children make a phrase using both the colour and the name of the clothes: *A green jumper!*


### Cooler: 1, 2, 3, I can see ...


- Say *1, 2, 3, I can see ... some (green) clothes!* Have the children look around the room and raise their hands if they think they know what the item is.
- If they guess something of the right colour but not the clothes you chose, say *Good – it's / they're green, but ... no!* When they guess the right clothes, say, e.g. *Yes! It's a (green T-shirt)* and have the children repeat.
- Invite the child who guesses correctly to choose the next item.


Lesson 6 Listening

1 1.35 Listen and circle.

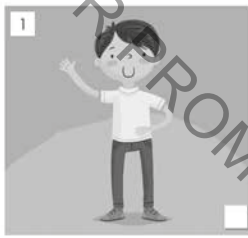
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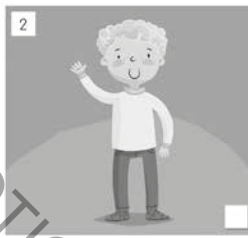
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3 

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2 1.36 Listen and tick (✓) the correct boy.

1 

2 

3 Look at Activity 2. Choose a boy. Act out. **Be a star!** ★

Unit 5 Listen for keywords 43

**Learning objectives:** Listen for key words

**Resources:** Class Audio CD; **PK** - **TRC** -  
Downloadable flashcards; **PRC**

### Warm-up: A guessing game

- Choose one of the unit flashcards and hold it up to the class facing towards you. Ask *What's this?* Have them raise their hands to guess.
- When someone guesses the clothes correctly, ask *What colour is it?* and invite more guesses about the colour.
- Show them the card and say, e.g. *Yes, a purple dress.* Continue with different cards.

### 1 1.35 Listen and circle.

- Refer the children to the pictures and elicit the clothes they can see.
- Hold up your Pupil's Book. Play the first part of the audio. Ask *What colour?* (*green*) Point to the two green items and ask *A jumper or trousers?* (*a jumper*). Play part 1 again and confirm. Point out the example circle.
- Play the rest of the audio and have the children circle the correct items.
- Finally, say each number and ask *What colour?* and (*X*) or (*Y*)? Have the children repeat, e.g. *orange shoes.*

### Audioscript

- I've got a green jumper.*
- I've got orange shoes.*
- I've got a pink skirt.*
- I've got a brown T-shirt.*

**Answers:** 1 jumper 2 shoes 3 skirt 4 T-shirt

### 2 1.36 Listen and tick (✓) the correct boy.

- Refer the children to the pictures and elicit what clothes they can see on each boy.
- Play the audio. Have the children decide which boy is speaking and point to the correct picture. Play the audio again to check.
- Elicit the sentence from the children. Prompt *I've got ...* and point to the clothes in the book to elicit the colour-clothes combinations.

### Audioscript

*I've got a yellow jumper, brown trousers and red shoes.*

**Answer:** 2 ✓

### 3 Look at Activity 2. Choose a boy. Act out. **Be a star!** ★

- Demonstrate the activity by saying a simple sentence about one of the boys, e.g. *I've got a yellow jumper.* Have the children repeat the sentence and point to the boy you're talking about.
- Say a sentence with two items about the other boy, e.g. *I've got green shoes and blue trousers.* Have the children repeat the sentences and point to the correct boy.
- Divide the class into pairs. Have them take turns to make more sentences for their friend to listen and point to the correct boy. Tell them that they can say one, two or three items.
- Ask if any children would like to say a sentence for the class to identify.

### 1.35 and 1.36 Cooler: What was the last word?

- Play *What was the last word?* (see the Games Bank, pages 12–13) with the audio from Activities 1 and 2.

- While the children are colouring, monitor and ask questions, e.g. *What's this? What colour is it?*
- You can either have the children cut the template out of the book themselves, or cut them out for them beforehand. If the children are cutting, have them cut along the dotted lines (being careful to keep their fingers out of the way of the scissors!).

Lesson 7 Game

1 Make a game.

2 Work in pairs. Play. **Be a star!**

44 Unit 5 Play a game using the new language  
Game template page 79

**Learning objectives:** Play a game using the new language

**Resources:** Class Audio CD; Game template page 79; (PK) - (TRC) - Downloadable flashcards; (PRC)

**Materials:** six coloured pencils / crayons (blue, brown, green, orange, pink, purple, red and yellow), scissors, a die for each pair of children or group of three, a picture of two famous people or characters the children will recognise (if possible a male and a female) with brightly coloured clothes (see Cooler)

### Warm-up: Memory game

- Have the children look at you for ten seconds. Then ask them to turn away.
- Say sentences about your clothes, e.g. *My shoes are black. My trousers are blue.* Have the children say *yes* or *no* and turn back to check.

### 1 Make a game.

- Refer the children to the coloured page. Hold up your Pupil's Book and point to each suitcase in turn to elicit what is in it, e.g. *two red shoes, three green skirts.*
- Give out six coloured pencils between two or three children. Refer them to the game template on page 79 and explain that they must colour all the clothes in a suitcase in one colour, with a different colour for each suitcase.

### Teaching star! ★

#### Groupwork

Extended colouring can be a period when little language is used. However, it can be made vocal!

- Divide the class into small groups. Each group should have six coloured pencils.
- Appoint one child as the keeper of the pencils. When a child wants to change colour, they hand their pencil to the keeper and ask for a new one: *Blue, please!*

This keeps the language active. It also helps children learn to share and cooperate in groups.

### 2 Work in pairs. Play. **Be a star!** ★


- When the children finish colouring, have them look at the photo. Elicit what the children are doing. Divide the class into pairs or small groups and give each group a die. Count the dots on the dice with the children.
- Demonstrate the game with a confident child. Roll the die, make a show of finding the corresponding suitcase and point to it. Have the child say what they can see, e.g. *Four purple T-shirts.* Reply *Yes! I've got four purple T-shirts.* Then have the child do the same for you.
- Have the children continue the game in their pairs, rolling, pointing, listening and responding.

### Cooler: Visualisation


- Show the children a photo of a famous person the children will immediately recognise, wearing brightly coloured clothes (see *Materials*).
- Ask the children to close their eyes and imagine that they are the person in the photo. Point out that they can imagine themselves to be wearing whatever they wish.
- Say sentences like *Wow! Look at your shoes. What colour are they? Look at your shirt. What colour is it? Fantastic!*
- Have them open their eyes and share what they visualised with a friend, e.g. *My shoes are pink!* Invite some pairs to share their ideas with the rest of the class.

Lesson 8 Review

1 Find and circle. Then say.



2 Colour. Then act out. Be a star!



Unit 5 Review unit language 45

**Learning objectives:** Review unit language

**Review vocabulary:** dress, jumper, shirt, shoes, skirt, socks, trousers, T-shirt

**Review grammar:** *My shirt is blue. My socks are red. What colour is it? What colour are they?*

**Resources:** (PK) - (TRC) - Downloadable flashcards, Unit 5 test; (PRC)

**Materials:** coloured pencils (blue, brown, green, orange, pink, purple, red and yellow)

### Warm-up: Listen and point

- Place some of the coloured games templates from the last lesson around the walls.
- Call out some of the items, e.g. *Four red T-shirts* and have the children find and point to a picture (there may be more than one correct picture).
- Continue with more items.

### 1 Find and circle. Then say.

- Refer the children to the main picture and elicit what they can see, where the children are and what they are doing (children playing in a park, on the swings, on a slide, hide and seek, etc.). Count some different items with the whole class, e.g. flowers (*five*), backpacks (*two*), balls (*two*), children (*eight*).

- Hold up your Pupil's Book. Point to the orange T-shirt on the left above the picture, say *orange T-shirt!* and then make a show of searching for it in the picture (boy on the swing). Point to it and have the children repeat *orange T-shirt*.
- Point to each of the other items in random order. Have the children say what it is, find it in the picture and raise their hands. When all the children have found it, ask the class to say the colour and name.
- Divide the class into pairs to continue this activity.

### 2 Colour. Then act out. Be a star! ★

- Hold up your Pupil's Book and point to the trousers. Say *I've got new trousers*. Prompt the children to ask *What colour are they?* Then choose a red pencil and mime colouring in the trousers. Say *My trousers are red*.
- Then have the children choose two different colours for the trousers and skirt in the speech bubbles and colour them in.
- Elicit a mini-dialogue to ask and answer about their new clothes, e.g.  
*I've got a new skirt.*  
*What colour is it?*  
*My skirt is yellow.*
- Elicit a similar dialogue about the trousers again.
- Divide the class into pairs to ask and answer about the clothes they have coloured.
- Ask if any pairs would like to perform a dialogue for the class.

### Cooler: Disappearing pictures

Play *Disappearing pictures* (see the Games Bank, pages 12–13) with flashcards of the clothes in this unit and a selection of six or eight other flashcards from previous units.