

# World Class

Teacher's Guide

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**Includes:**

- Advice on teaching **mediation**
- Guidance on **competence-based teaching** and **evaluation**
- Ideas on how to incorporate **learning situations** effectively
- Opportunities for **continuous assessment**

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# 7 My clothes

## Lesson 1: Words

### Learning objective

Students will be able to talk about clothes.

### Language

**Clothes:** skirt, jacket, trousers, hat, T-shirt, socks, cap, shoes

**Functional language:** Put on your (hat)!

### Starting the lesson (optional)

- Play a game of *Odd one out* (see Ideas bank page 158) with the class to review family members and feelings.

### Lead-in

- Tell the class *Today we are learning about clothes*. Write the word *clothes* on the board. Show some of the unit flashcards and invite students to guess the meaning of the word *clothes*.
- Ask the class a simple question about the topic, e.g. *What clothes have you got?* Elicit answers from students around the class and recast their answers in English.

### iPack page 72

#### 1 Look, share, learn.

- Show the picture or ask students to look at the picture in their Class Book. Encourage students to share their knowledge by naming the things they can see in English. Prompt students, if necessary, by asking *Can you see (flowers)?*

#### ANSWERS

Students can see flowers, a door, a window, a cat, plants, a book, a chair and a ball, and can name the colours of the items in the picture.

- Tell students that they are now going to learn eight new words. If you are using the iPack, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

### Class Book pages 72–73

#### 2 Listen, point and repeat. 122

- Play the recording. While students listen, have them point to the clothes in the picture.
- Play the recording again for students to repeat the words.

#### 3 Say the chant. 123

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in the Class Book as they listen.
- Play the recording a few more times for students to join in as much as possible.

### Audio transcript

trousers trousers socks socks skirt skirt jacket jacket  
T-shirt T-shirt shoes shoes hat hat cap cap

#### 4 Play the *Memory* game.

- Read the conversation aloud. In the students' own language, explain that in the game, one person says a sentence using a word from the picture in exercise 2. The next person must add another word from exercise 2 to the sentence, etc.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to add a word to the sentence until the sentence becomes too long for either of them to remember. Alternatively, you can play this game as a class, with each student adding a word to the sentence.

#### 5 Look and draw. Then point and say.

- Ask students to look at the picture of the girl and say what parts of the body they can see. Show the class how the picture of the girl is divided into sections for the head, body, legs and feet.
- Point to the example pictures of the T-shirt and jacket in the grid. Ask students which part of the body these clothes are for (*body / arms*). Point to the picture of the hat on the left of the grid. Ask students which part of the body the hat is for (*head*). Students draw the hat in the correct section of the grid.
- Students work with their partners to decide which part of the body each of the remaining pictures is for, then copy the pictures into the correct sections of the grid.
- Invite students to tell you which clothes are for the head / body / legs / feet.

#### KEY COMPETENCES: Mathematical, Science, Technology and Engineering (STEM)

Categorizing the clothes vocabulary to different parts of the body gives students a meaningful and practical approach to memorizing the words.

#### ANSWERS

Head: cap (4), hat (7)

Body: T-shirt (1), jacket (3)

Legs: trousers (5), skirt (6)

Feet: socks (2), shoes (8)

#### 6 Read and number.

- Read the word *trousers* aloud and ask students to look at the picture and find the trousers. Show the class the example number 5 (*trousers*).
- Students complete the exercise by writing the numbers of the clothes in the picture next to the correct words. Students can check answers with their partners before reporting back to the class.

#### ANSWERS

trousers 5 jacket 1 socks 3 shoes 8 T-shirt 6  
skirt 2 hat 7 cap 4

**4 Watch the video.** 

- Play the video for students.
- Ask students *Where is Lara?* Play the video again, pausing after we learn that Lara is at the carnival in Italy.
- Ask students *What clothes can we see at the carnival?* Play the rest of the video, pausing after each item of clothing is mentioned. Elicit the words from the class (*dress, mask, skirt, hat, jacket, shirt, feathers*).
- Ask different students *What clothes do you like in the video?*

**Video transcript**

See page 153.

**5 Listen and follow.**  137 **Then compliment your friends.**

- Play the conversation for students to listen and follow.
- Students work in pairs, taking turns to pay each other compliments.
- If you like, you can support students by eliciting all the affirmative adjectives they know, (e.g. *nice, beautiful, cool, great*) and writing them on the board. Students can use the words on the board to pay compliments to their partners.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to act out their conversation for the class.

**6 Look and say the clothes. Then listen and read.**

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- Focus on the photo of Callum. Ask *Which country is Callum from?* (*Scotland*)
- Ask students to look at the rest of the photos and say what clothes they can see. Elicit answers from different students (*skirt, jacket, shirt, hat, socks, shoes*).
- Play the recording for students to follow the text in Callum's blog post.

**Optional activity**

Ask students to read the text again and write down the clothes that Callum mentions. Choose students to share their answers with the class.

Ask students around the class to say who is wearing each item – Callum or his sister?

**7 Read again. Write T (true) or F (false).**

- Read the first sentence aloud. Ask students to find out whether the sentence is true or false. Students read the blog post again and find the information that gives them the answer. Show students the example *T*.
- Students complete the rest of the exercise in their books. Check the answers as a class.

**ANSWERS**

1 T 2 F 3 T 4 F

**8 Circle the plural endings. Then write is or are.**

- Write the words *hat* and *hats* on the board. Focus attention on the plural *s*. Explain to the class that we use the plural *s* when there is more than one of a thing.
- Write the sentences *This hat is new. These hats are new.* on the board. Underline the words *is* and *are*. Tell the class that we use *is* to talk about one thing and *are* to talk about more than one thing.
- Students complete the exercise in their books. Check the answers as a class.
- Students then read Callum's blog post again. They underline the words *is* and *are* and circle the plural endings.

**ANSWERS**

- 1 That jacket is new. Those socks are black.
- 2 Those feathers are blue.
- 3 That dress is beautiful.
- 4 Those shoes are black.

**CONTINUOUS ASSESSMENT:**

Using your usual feedback routine, ask students to show you how confident they are about using *is* and *are*.

If further practice is needed, ask students to complete exercise 3 on page 79 of their Activity Books.

**9 Write about clothes in your country.**

- Ask students to turn to page 79 of their Activity Books and look at the writing task. This can be done in class or set for homework.

**KEY COMPETENCES:****Cultural Awareness and Expression**

Writing about what people wear in their culture will help students develop an awareness of their own habits and customs in relation to others.

**Activity Book** pages 78–79**1 ★ Find and circle. Then write.**

- Students circle the words in the word snake, then write them under the correct pictures.

**ANSWERS**

1 dress 2 mask 3 shirt 4 feathers

**2 ★★ Read and colour.**

- Students read the blog post and colour the clothes.

**ANSWERS**

The dress is green, yellow and blue. The hat is pink and blue. The shoes are red.  
The trousers are yellow. The jacket is red, yellow and blue.  
The mask is black.

**3 ★ Circle the plural endings. Then write.**

- Circle the plural endings then complete the sentences with *is* or *are*.

**ANSWERS**

- 1 Those shoes are brown.
- 2 That shirt is new.
- 3 These socks are long.
- 4 This dress is colourful.

### Mixed ability

Ask students to say what clothes they've got on today. Demonstrate by pointing to items of your own clothing and saying *I've got on (a T-shirt / trousers / a jacket)*. Encourage more confident students around the class to do the same. Prompt less confident students, if necessary, by asking *Have you got on (a skirt)?*

### 7 Listen and repeat. 124 Then say and act.

- Focus on the speech bubbles. Play the recording, pausing after each line for students to repeat.
- Play the recording again, pausing for students to repeat the sentences and act them out.
- Say a few more instructions for the class to act out. Invite volunteers to say some instructions for the class.
- Students work in pairs. They take turns to say an instruction, using the speech bubbles in their Class Books as a model. Their partner then acts out the sentence.
- Move around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

**CONTINUOUS ASSESSMENT:** Time for feedback! Ask the class, in their own language, *How do you feel about the new words for clothes?*

Using your usual feedback routine (see *Continuous Assessment* pages 20–21), ask students to show you whether they understand the new language, or whether they need more help.

For further practice of new words, play more flashcard games (see *Ideas bank* page 157).

### Team Task! 1

- Students work in pairs or groups. They cut the two templates into eight strips, share the strips and colour them. They then jumble all the strips together face up on the desk.
- Students take turns to give instructions to their partner / the rest of their group, e.g. *Put on your (hat / cap)*. The students listening to the instructions must find the correct strip to make a full boy or girl. Students should make sure they give one instruction for each part of the body (e.g. either *hat* or *cap*, not both).

### Activity Book pages 70–71

#### 1 ★ Read and match.

- Students draw lines to match the pictures to the words.

#### ANSWERS

1 hat 2 shoes 3 cap 4 socks 5 trousers 6 skirt  
7 T-shirt 8 jacket

#### 2 ★★ Write.

- Students look at the numbered items in the picture and write the words next to the correct numbers.

#### ANSWERS

1 skirt 2 jacket 3 cap 4 shoes 5 hat 6 trousers  
7 T-shirt 8 socks

### 3 ★★ Trace and write.

- Students trace to complete the pictures, then complete the sentences with the correct words.

#### ANSWERS

1 skirt 2 trousers 3 my jacket 4 my socks  
5 This is my T-shirt. 6 These are my shoes.

### 4 Write.

- Students look at the pictures and write the instructions. If they need help with the functional language, they can use the conversation in exercise 7 on page 73 of their Class Book to help them.

#### ANSWERS

1 Put on your cap! 2 Put on your hat!  
3 Put on your jacket! 4 Put on your shoes!

**CONTINUOUS ASSESSMENT:** Write the word *clothes* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about clothes. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to use *his* and *her*.

### Language

**Grammar:** *This is his / her ... These are his / her ...*

### Starting the lesson (optional)

- Play a game of *Simon says* (see *Ideas bank* page 156) to review the vocabulary and functional language from lesson 1.

### Lead-in

- Write the word *clothes* on the board and ask students if they remember what this word means.
- Tell students, in their own language, that today they will learn how to say who clothes belong to.
- Stick the flashcards for *boy* and *girl* (from Unit 6 lesson 5) on the board. Write *his* under the flashcard for *boy* and *her* under the flashcard for *girl*. Explain that we use *his* for male people and *her* for female people.
- Hold up the lesson 1 flashcards one at a time and ask students to say the words, then say *This is (his) (jacket).* / *These are (her) (trousers).* Stick the flashcards under the correct headings on the board.

### Class Book pages 74–75

#### 1 Listen and follow. 125 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (*Nina, Hector and May*) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose different students and ask them to name the clothes in the grammar cartoon.
- Play the recording again for students to follow.

- Students work in pairs to act out the grammar cartoon. In their pairs, students choose which character they are going to play (Nina, Hector or May). Tell the class to address an imaginary third person in the last frame of the story.
- Students act out the story in their pairs. Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

## 2 Listen and number. Then listen and repeat. 126

- Tell students to look at the picture. Point to each person in the picture and ask students, at random, to name the clothes each person is wearing.
- Play the first item on the recording. Ask students to point to the correct item of clothing in the picture. Show students example number 1 (*This is his jacket.*).
- Play the rest of the recording for students to number the clothes in the picture.
- Play the recording again, pausing for students to repeat the sentences.

### Audio transcript

- 1 This is his jacket.
- 2 These are his trousers.
- 3 These are her shoes.
- 4 This is her jacket.
- 5 This is his hat.
- 6 This is her hat.

### ANSWERS

- 1 chef's jacket (on the left)
- 2 chef's trousers (on the left)
- 3 doctor's shoes (on the right)
- 4 doctor's jacket (on the right)
- 5 chef's hat (on the left)
- 6 doctor's hat (on the right)

## 3 Look at 2. Say and point.

- Focus on the speech bubbles. Read the sentences aloud and ask students to point to the correct clothes in the picture in exercise 2. Invite volunteers to model more sentences for the rest of the class to point to the correct clothes.
- Students work in pairs. They take turns to point to an item of clothing in the picture and say *This is his / her (jacket). / These are his / her (trousers).*

### MEDIATION:

Students work in pairs and use the unit language to interpret the picture in exercise 2. Encourage students to help each other in expressing themselves.

## 4 Read and number.

- Point to the picture and ask different students to say what clothes they can see.
- Read the first sentence aloud and ask students to point to the correct clothes in the picture. Show the class example number 1.
- Students read the remaining sentences, choose the correct clothes and write the numbers. Check the answers as a class.

### ANSWERS

- 1 boy's socks (on the right)
- 2 girl's socks (on the left)
- 3 boy's T-shirt (on the right)
- 4 girl's T-shirt (on the left)

## 5 Look and write.

- Students look at the picture and complete the sentences with the correct words. Remind students that we use *his* for male people and *her* for female people.
- Students can read their sentences aloud in pairs before pointing to the clothes in the pictures and reading their sentences to the class.

### ANSWERS

- 1 her
- 2 his
- 3 her
- 4 her
- 5 his
- 6 his

## Team Task! 2

- Students work in pairs or groups to think of a fancy dress costume and then plan what clothes the costume consists of. They can either draw or cut out pictures and stick them on the boxes on the right of the template (or on a sheet of paper).
- Students present their design to the class, taking turns to point to clothes in their picture and say *This is his / her (hat). / These are his / her (shoes).*

### KEY COMPETENCES: Entrepreneurship

Students make use of their creativity to design a fancy dress costume. They then use their communication skills to present their ideas to the class.

## Activity Book pages 72–73

### 1 Read and number.

- Students number the pictures to match the phrases.

### ANSWERS

- a 2
- b 5
- c 4
- d 6
- e 1
- f 3

### 2 Read and circle.

- Students look at the pictures and circle the correct words.

### ANSWERS

- 1 his
- 2 her
- 3 her
- 4 her
- 5 his
- 6 his

### 3 Write.

- Students find the clothes in the picture and complete the sentences.

### ANSWERS

- 1 her T-shirt
- 2 his jacket
- 3 her shoes
- 4 his trousers
- 5 her cap

### 4 Follow and write.

- Students follow the lines that match the clothes to the people, then write sentences saying which item of clothing belongs to each person.

### ANSWERS

- 1 These are
- 2 This is
- 3 These are
- 4 These are her socks.
- 5 This is her skirt.
- 6 This is his jacket.

### Mixed ability

Support less confident students by reminding them to focus on the object for singular and plural forms of *to be*, and to focus on the boy or girl for deciding which possessive pronoun to use.

**CONTINUOUS ASSESSMENT:** Use the traffic light cards and the record sheet to check the learning objective for this lesson. If further practice of the new grammar is needed, ask students to go to page 130 of their Activity Books and complete the *Grammar check* exercises. See page 140 of this book for the *Grammar check* answers.

## Lesson 3: Words and Grammar

### Learning objective

Students will be able to make sentences about clothes with *that* and *those*.

### Language

**Adjectives:** *long, short, old, new, beautiful, colourful*

**Grammar:** *That (cap) is ... Those (trousers) are ...*

### Starting the lesson (optional)

- Play a game of *Have you got ...?* (see *Ideas bank* page 158) with the lesson 1 flashcards.

### Lead-in

- Tell the class *Today we are learning how to describe clothes*. Write the word *adjectives* on the board. Show some of the lesson flashcards and invite students to guess the meaning of *adjectives* (*words that describe a thing*).
- Ask the class a simple question about the topic, in students' own language, e.g. *Is your T-shirt (old / new / long / short / beautiful / colourful)?* Elicit answers from different students around the class.

### Class Book pages 76–77

#### 1 Listen, point and repeat. 127

- Focus attention on the photos. Ask different students to tell you what clothes they can see.
- Play the recording for students to listen, point to the photos and repeat the words.
- Play the recording again for students to point and say the words again.

#### 2 What's missing? Listen and say. 128

- Tell students that they are going to hear recordings of the new words, with one word missing from each recording. They must listen and find the missing words.
- Play the recording. Students listen and point to the correct photos as they hear the words. Pause after each set for students to say which word is missing.

### Audio transcript

- 1 colourful, beautiful, long, old, new
- 2 long, old, new, colourful, short
- 3 new, long, short, colourful, beautiful
- 4 beautiful, new, long, short, old
- 5 long, short, beautiful, colourful, old
- 6 old, short, new, colourful, beautiful

### ANSWERS

- 1 short
- 2 beautiful
- 3 old
- 4 colourful
- 2 new
- 6 long

### Optional activity

Play a game of *Number words* (see *Ideas bank* page 157) with the lesson 3 flashcards.

### 3 Look, listen and follow. 129 Play the game with a partner.

- Tell the class to look at the pictures. Choose different students to say which clothes each person is wearing.
- Tell students that they are going to hear a recording of two children playing a game. They must listen and follow the conversation in their Class Books.
- Play the recording for students to listen and follow. Ask students to point to the correct picture.
- Students take turns to choose one of the pictures and make sentences about what that person is wearing. Their partner says the number for the correct picture.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

### MEDIATION:

This exercise requires students to collaborate and exchange specific information about the characters in the exercise. While students should try to use English, allow them to use their own language if trying to clarify anything about the exercise.

### 4 Listen and follow. 130 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (*May, May's Grandpa and Emma*) and say what they can see.
- Play the recording for students to listen and follow the story.
- Choose students and ask *Are May's trousers (new / old / colourful / long / short)?* Elicit one-word answers (Yes or No).
- Explain that we use *that* and *those* for things that are some distance away from us. We use *that* for one thing and *those* for more than one thing. Point to items in the classroom and model sentences, e.g. *That window is big. Those books are new.*
- Play the recording again for students to follow. Then model each phrase for students to repeat chorally.
- Students work in groups of three to practise acting out the story. Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different groups to act out the story for the class.

## 5 Write.

- Ask students to look at the pictures and say what clothes they can see. Remind students when we use *that* and *those*.
- Students complete the sentences in their books.
- Students can check answers with their partners, then take turns to read the sentences aloud.

### ANSWERS

1 That 2 Those 3 That

#### KEY COMPETENCES: Linguistic communication

This activity allows students to consolidate their understanding of the language. They learn to interpret situations in which they use *that* and *those*.

**CONTINUOUS ASSESSMENT:** Ask the class *Do you know the new words?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.

If students are not sure they know the new words, ask them to work with their partners to test each other. They take turns to point to an adjective in their books for their partner, covering the word. Their partner tries to remember and say the word.

### iPack page 77

## 6 Listen and follow. Then sing. 131–132

- Tell students to look at the *Let's Dress Up!* song. Remind students of how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

### Team Task! 3

- Students work in pairs or groups to design their T-shirt and socks. They draw and colour their designs. If you like, you can ask students to label their designs with adjectives, e.g. *long, short, colourful, beautiful, red, yellow, etc.*
- Students then move around the classroom looking at their classmates' designs and making sentences, e.g. *That T-shirt is (colourful). Those socks are (long).*

#### Optional activity

Play a game of *Snap!* (see Ideas bank page 158) using the lesson 3 flashcards.

**CONTINUOUS ASSESSMENT:** At the end of the lesson, ask students to tell you one thing they have learned in the lesson, one thing they want to learn next, and one question or problem they have. This allows students to reflect on their learning and express their concerns.

### Activity Book pages 74–75

#### 1 Find, circle and write.

- Students find and circle the words in the puzzle grid and write them under the correct pictures.

### ANSWERS

p	l	o	a	q	b	u	b	o
n	t	b	s	d	m	n	e	w
e	r	f	h	o	t	g	a	h
c	o	l	o	u	r	f	u	l
m	l	i	r	u	i	n	t	u
b	d	s	t	u	o	r	i	i
v	c	h	a	l	e	s	f	r
a	e	k	l	o	n	g	u	p
o	l	i	n	k	r	o	l	o

1 new 2 colourful 3 long 4 beautiful 5 short  
6 old

#### 2 Read and write the letters.

- Students write letters to match the sentences to the people in the pictures.

### ANSWERS

1 d 2 a 3 c 4 c 5 d 6 b 7 a 8 b

#### 3 Read and tick ✓.

- Students look at the pictures and tick the correct sentences.

### ANSWERS

1 a ✓ 2 b ✓ 3 a ✓ 4 a ✓ 5 b ✓

#### 4 Write.

- Students look at the pictures and complete the sentences.

### ANSWERS

- Those trousers are new.
- Those skirts are old.
- That cap is colourful.
- Those socks are beautiful.
- Those shoes are long.
- That jacket is short.

**CONTINUOUS ASSESSMENT:** Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson. If further practice of the new grammar is needed, ask them to turn to page 130 of their Activity Books and complete the *Grammar check* exercises. See page 140 of this book for the *Grammar check* answers.

## Lesson 4: Story

### Learning objective

Students will be able to read about a shoemaker and her helpers.

### Language

Vocabulary and grammar from lessons 1–3

### Starting the lesson (optional)

- Play the *Let's Dress Up!* song again and encourage the students to join in as much as possible.
- Ask students to think about other words they could use in place of the coloured words (*long, hat, T-shirt, colourful*). As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

### Lead-in

- Ask students to look at the Class Book and say what they think they will be doing in this lesson (*reading a story*). Ask students, in their own language, to look at the pictures and guess what the story is about (*a shoemaker who is helped by two mice*). Write the word *story* on the board. Tell the class, in their own language, that they're going to read a story about a shoemaker and her helpers.

### iPack page 78

#### 1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say what clothes they can see in the story (*shoes, trousers, T-shirt, skirt, hat*) and what adjectives they could use to describe the clothes (*old, new, colourful, small, beautiful*). Teach the class the words *shoemaker* and *mice*.
- Invite students to make predictions about what happens in the story in their own language.

#### 2 Listen and read. 133

- Tell students that they are going to listen to the story.
- Play the video or the recording for students to follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again for students to follow. If you wish, play the story a final time for students to enjoy.

### Class Book page 79

#### 3 Who says it? Match and say.

- Tell students to look at the pictures and find the characters in the story.
- Read the speech bubbles aloud, one at a time. Choose different students to find the speech bubbles in the story frames.
- Students draw lines to match the characters to the speech bubbles. They can look back at the story to help them complete the exercise.
- Invite different students to read the speech bubbles aloud and say who says each one.

### ANSWERS

a 2, 6   b 4   c 1   d 3   e 5

### Mixed ability

Allow less confident students to work with a partner to complete the exercise, looking back at the story together. More confident students can try to complete the exercise without looking at the story. They can then check answers in pairs and look at the story to make sure they have answered correctly.

### Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the questions. Establish that the mice help the shoemaker and then the shoemaker helps the mice. Ask students why they think the mice help the shoemaker (*because they are kind*) and why the shoemaker helps the mice (*because she wants to say thank you*).
- In the students' own language, ask why they think it is important to help other people (*because it is kind to help other people*).
- Invite different students to share their opinions with the class. If necessary, prompt with questions in the students' own language, e.g. *Who do you help? Who helps you?*

### GLOBAL SKILLS: Emotional self-regulation and well-being

Helping others promotes personal, social and emotional development, as it helps students to form positive relationships with others and to feel confident that they have something to offer other people. This gives students a positive sense of themselves, which is a vital part of emotional well-being.

#### 4 Act out the story.

- Students work in groups of six, with one student for each of the following parts: Narrator, Shoemaker, Female mouse, Male mouse, Female customer, Male customer. As a group, students decide who should take each part. Allow students in groups of less than six to take more than one part (e.g. *the male and female customer can be played by the same student*).
- Ask students to act out the story. Walk around the classroom, checking pronunciation and helping with any problems.
- Invite different groups to act out the story for the class.


#### 5 Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

### Team Task! 4

- Students work in groups to complete the missing text in the speech bubbles, colour in the stars in the final frame to give their own rating of the story, then put the frames in order, and staple or glue them together to make a group story book.
- Encourage groups of students to read their books to the class.



**KEY COMPETENCES:**  **Personal, Social, and Learning to Learn**

Making the group story book is a kinaesthetic and collaborative way in which students can consolidate their understanding of the story. Working with their friends to then evaluate and rate the story is also fun, which makes learning memorable.

**Activity Book** pages 76–77

**1**  **Look at the pictures. What clothes can you see?**

- Students look at the story and answer the question.

**ANSWERS**

jacket, hat, cap, socks

**2**  **Read the story.**

- Students read the story to themselves.

**3**  **Read again and match.**

- Students read the story again and draw lines to match the speech bubbles to the clothes.

**ANSWERS**

1 c 2 d 3 a 4 b

**4**  **Look and write.**

- Students complete the lines from the story. They can look back at the story to help with spelling if necessary.

**ANSWERS**

- 1 Are you cold? Yes, I am.
- 2 Can you catch? Yes, I can.

**5** **Circle, tick ✓ and colour.**

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story, and rate the story by colouring the stars.

**ANSWERS**

Students' own answers.

**CONTINUOUS ASSESSMENT:** Students use the traffic light cards and the record sheet to assess the learning objective for this lesson.

## Lesson 5: Skills and Culture

**Learning objective**

Students will learn about clothes in Italy and Scotland.

**Language**

**Clothes:** shirt, dress, mask, feathers

**Starting the lesson (optional)**

- Play a game of *Noughts and crosses* (see *Ideas bank* page 157) to review the vocabulary from lesson 1 and lesson 3.
- Choose different students around the class and ask *What clothes have you got? Is your (T-shirt) (colourful / old / new / long / short / beautiful)?*

**Lead-in**

- In the students' own language, ask the class to look at the photos and try to work out which countries they will be learning about today. Say correct guesses in English. Write *Italy* and *Scotland* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that they will be learning about clothes in these countries today.

**Class Book** page 80

**1 Listen, point and repeat.**  134

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.
- Use the photos to teach the word *carnival*. Ask students if they have carnival in their country, and if so, what clothes they like to wear to carnival.

**2 Listen and say the number.**  135

- Focus on the photo of Sofia. Ask *Which country is Sofia from? (Italy)*
- Tell students that they are going to hear Sofia talking about her family. They must listen and say the number of the photo when Sofia talks about it.
- Play the recording, pausing each time that Sofia talks about one of the photos, for students to call out the number.

**Audio transcript**

I'm Sofia. I'm from Italy. I'm at the carnival.  
This is my grandma. She's got a mask and a white hat.  
Look at that man! He's got a mask. It's got a beak! His feathers are colourful.  
Look! That dress is beautiful! It's orange. It's got flowers.  
This is my brother. He's got a hat, a jacket and a white shirt.

**ANSWERS**

3, 4, 2, 1

**3 Listen to Sofia. Tick ✓ the correct picture.**  136

- Tell the class that now they are going to hear Sofia talking about her friends' carnival clothes. They must listen and tick the picture that shows Sofia's friends.
- Play the recording, pausing for students to choose and tick the correct picture.

**CULTURE NOTE: Venice carnival**

If time allows, ask students in their own language what other things they know about Venice and the carnival. Tell students *carnival* is literally a *goodbye to meat* as it was originally the last time when Christian people would have meat, or sugar, before Lent started.

**Audio transcript**

This is a picture of my friends.  
The boy has got a black hat and a white shirt.  
His jacket is blue, and his trousers are blue, too.  
The girl has got a dress. It's long and purple. It's got flowers.  
Her mask has got feathers.

**ANSWER**

b ✓

#### 4 ★★ Think about a family member. Write your ideas.

- Students choose a family member and make notes about them.

#### ANSWERS

Students' own answers.

#### 5 ★★★ Choose a family member. Read. Then write for you and draw.

- Read the model text aloud as students follow it in their books. Establish that this is what a piece of writing about clothes looks like.
- Ask students to look at the notes they made in exercise 4. They use these notes and the model text to help them write about the clothes their chosen family member likes. Students can illustrate their writing with a drawing.
- Invite different students to read their pieces of writing to the class.

#### Mixed ability

For less confident students, model the sentences from exercise 5 using a photo of one of your family members. Elicit ideas about your photo as much as possible. More confident students can use the model in the book. Extend the activity by asking them to describe their picture to a partner.

#### ANSWERS

Students' own answers.

**CONTINUOUS ASSESSMENT:** Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.

## Review and Project 7 & 8

### Learning objectives

Students will consolidate their understanding of the target language from the units.

Students will role play at their own market stall.

### Language

Vocabulary and grammar from lessons 1–3 and lesson 5

### Materials

Plain paper or card, coloured pens and pencils, scissors, tape, tablecloths (optional).

**Optional:** Team Task! 5 worksheet

### Starting the lesson (optional)

- Play a game of *Bingo!* (see *Ideas bank* on page 157) with the lesson 1 and lesson 3 flashcards.

## Review

### Class Book page 92

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the fruit and food words that they can remember.

#### ANSWERS

Fruit: **pears, oranges, bananas, kiwis, apples, mangoes, grapes, strawberries**

Clothes: **cap, T-shirt, shoes, skirt, jacket, trousers, hat, socks**

Adjectives: **colourful, old, beautiful, long, short, new**

Other food and drink: **soup, juice, salad, pizza, noodles, ice cream**

#### Optional activity

Ask students if they can name more fruits they have learned that are not included here. Write their answers on the board.

#### 2 Choose and do two activities.

- Allow time for students to read all of the activities and choose two that they want to do.
- Ask students to put up their hands if they chose activities 2, 3, 4, 5 or 6. Make sure that the students who chose these activities are sitting together, so that they can work in pairs. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

#### ANSWERS

1 **1 This is her jacket. 2 These are his socks. 3 These are her trousers.**

2 **1 How many pears? Two pears. 2 How many strawberries? Six strawberries. 3 How many mangoes? Three mangoes.**

4 **How many grapes? Seven grapes.**

3 **Possible answers:**

**1 This shirt is colourful. 2 These socks are short / old and brown. 3 These shoes are new / black.**

**4 This dress is long / beautiful.**

**4 Can I have some ice cream / soup / salad / pizza, please? Yes, here you are. / No, sorry.**

**5 Students' own answers.**

**6 Students' own answers.**

#### KEY COMPETENCES: Linguistic communication

Encourage students to do both activities with their partner or, if appropriate, have students change partner after the first of their activities. Speaking with new classmates will develop their interaction skills and help them consolidate their understanding of the language in different ways.

### Activity Book pages 90–91

#### 1 Match and write.

- Students draw lines to match the word halves and the pictures, then write the words next to the pictures.

#### ANSWERS

**1 kiwis 2 bananas 3 mangoes 4 strawberries 5 ice cream**

#### 2 Circle the odd one out.

- Students circle the odd one out in each set.

#### ANSWERS

**1 new 2 trousers 3 shirt 4 jacket 5 socks 6 feathers**

### 3 Read and draw.

- Students read the sentences and copy the pictures of the foods into the correct boxes.

#### ANSWERS

- ☺ salad, pizza, strawberries
- ☹ cheese, bread, ice cream

### 4 Order the words.

- Students write the words in order to make sentences.

#### ANSWERS

- 1 I like olives. 2 I don't like soup. 3 Do you like juice?
- 4 No, I don't.

### 5 Write questions.

- Students look at the people in the picture and write their questions.

#### ANSWERS

- 1 Can I have some cheese, please?
- 2 Can I have some bread, please?
- 3 Can I have some eggs, please?
- 4 Can I have some ice cream, please?

### Units 7 & 8: My progress

- Ask students to read the sentences and tick them to show how they have achieved each learning objective. They then colour the hexagons to show how well they tried.

## Project

### Lead-in

- Ask the class to look at the photo of the finished project at the top of the Class Book page 93. Invite different students to make predictions about what they are going to do.
- Confirm to students in their own language that they will be making a market stall and doing a shopping role play. Write *Project: a shopping role play* on the board.
- Ask different students for ideas about what foods they want to sell on their market stall.

### Class Book page 93

#### 1 Listen and read. Learn how to do the project.

🔊 157

- Play the recording for students to follow the pictures and instructions in their Class Books.
- Ask students to work in groups. Hand out plain paper or card. Make sure the students have coloured pens/pencils, scissors and tape. If you have them, you can hand out a tablecloth to each group for them to put over a desk to make their market stall. Students place their foods on their desk to make a market stall. They can make a sign for their market stall and tape it to the front of the desk.
- Students follow the instructions to make their market stall, then move around the class looking at each other's market stalls and seeing what they can buy.
- Walk around the class as students work, helping where necessary.

#### KEY COMPETENCES: Personal, Social, and Learning to Learn

This collaborative task will help students practise a large number of creative and organizational skills. Working through the project process in groups will enable them to plan, sort roles and develop their teamwork skills. The added dimension of seeing other stalls and sharing their own hard work will make the language and interaction particularly memorable.

### iPack page 93

#### 2 Watch. 🎥 What can Tia buy?

- Play the video for the students to watch.
- Ask students to say what Tia can buy (*mangoes and eggs*).
- If you like, you can play the video again and ask students to say what Jack can buy (*strawberries and pizza*).
- Ask students to say which foods in the video they like / don't like.

#### ANSWER

Tia can buy mangoes and eggs.

#### Team Task! 5

- Students circle the foods they want to include in their role play and cut them out. If you like, you can have students stick the pictures onto card to make them stronger.

#### 3 Listen and follow. 🎧 158 Do the shopping role play.

- Play the recording for students to listen and follow in their books.
- Invite students around the class to model the exchange.
- Students do the shopping role play. They can move around the class and visit as many different market stalls as you have time for.

## Unit 7 Cambridge English: Pre A1 Starters

### Lesson objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: Pre A1 Starters exam Listening Parts 3 and 4, Speaking Part 4, Reading and Writing Parts 2 and 5.

Familiarize students with the style of questions for this exam.

### Language

**Review vocabulary:** (clothes) *skirt, jacket, trousers, T-shirt, socks, cap, hat, shoes*

**Review grammar:** *This is his / her ...; These are his / her ...; That (cap) is ...; Those (trousers) are ...*

#### Starting the lesson (optional)

- Play a game of *Sharkman* (see *Ideas bank* page 156) to review the clothes vocabulary.

**1 Listen and colour.** 🎧 203

**Audio transcript**

- 1 Boy** Can I colour this picture of Laila and Alex, Mum?  
**Mum** Yes, of course. Colour the girl's hat blue.  
**Boy** OK, her hat is blue now.  
**Narrator** Can you see the girl's blue hat? This is an example. Now you listen and colour.
- 2 Mum** Can you see the girl's socks?  
**Boy** Yes.  
**Mum** Colour her socks green.  
**Boy** Green. That's a good colour for socks.
- 3 Mum** What do you want to colour next?  
**Boy** Can I colour Laila's skirt?  
**Mum** Can you see the flowers on her skirt? Colour them purple.  
**Boy** OK, the flowers on her skirt are purple now.
- 4 Boy** Can I colour the boy's cap?  
**Mum** Sure. Colour Alex's cap red.  
**Boy** OK, it's red.
- 5 Mum** Now colour the boy's jacket.  
**Boy** Can I colour it brown?  
**Mum** Yes, that's a good colour for a jacket.
- 6 Boy** Can I colour the boy's shoes and trousers?  
**Mum** Yes, of course. First, colour his trousers orange.  
**Boy** OK.
- 7 Boy** Can I colour his shoes yellow?  
**Mum** That's a great idea.  
**Boy** Wow! My picture is cool!

**ANSWERS**

1 hat = blue 2 socks = green 3 flowers on skirt = purple 4 cap = red 5 jacket = brown 6 trousers = orange 7 shoes = yellow

**2 Listen and tick ✓ the box.** 🎧 204

**Audio transcript**

- 1 Narrator** Which boy is Toby?  
**A** Look at this photo of my cousin, Toby.  
**B** Is he the boy with a cap?  
**A** Yes, he's got a cap. He's got a yellow T-shirt and blue trousers.
- 2 Narrator** What does Olivia want?  
**A** Mum, can we go to the clothes shop?  
**B** Why? You've got lots of clothes!  
**A** But I need new shoes for school.  
**B** Oh, I see. Yes, OK.
- 3 Narrator** Which T-shirt is Tom's?  
**A** Mum, where's my new green T-shirt?  
**B** Hmm. This isn't your T-shirt. It's old.  
**A** Yes, that T-shirt is Dad's.  
**B** How about this T-shirt? It's got trees on it.  
**A** No, my T-shirt has got a beach on it.  
**B** Oh, here it is.  
**A** Thanks, Mum!
- 4 Narrator** What does Anna want?  
**A** Dad, where's my new cap? It's got a green flower.  
**B** Hmm. Here's a hat with flowers on.  
**A** No, my cap is purple.  
**B** Oh, here it is.  
**A** Thanks, Dad!

**ANSWERS**

1 a ✓ 2 b ✓ 3 c ✓ 4 b ✓

**3 Talk about your favourite clothes.**

- Students do the speaking activity in pairs.

**Mixed ability**

Support less confident students by practising the speaking activity as a class before students do the activity in pairs.

Stretch more confident students by asking them to add more information to the speaking activity, e.g. *This is my cap. It's blue. My shoes are blue, too.*

**Activity Book** page 120

**1 Look and read. Write yes or no.**

- Students read the sentences and look at the picture to complete the questions.

**ANSWERS**

1 no 2 yes 3 no 4 yes 5 no

**2 Draw a picture of you. Write about your clothes.**

- Students draw a picture of themselves and complete the sentences with their own answers.

**ANSWERS**

**Students' own answers.**

**Mixed ability**

More confident students can compare their writing with a partner.

Less confident students should focus on spelling the words correctly and making sure they can identify the clothes they are wearing.