

8

my clothes

1



88-89

Listen and point. Listen and repeat.



2

Play and say.

Trousers.

They're grey.

Unit 8 My clothes

Pupil's Book p.54

Objectives

Pupils name and talk about clothes.

Target language

- **Key language:** clothes: *cap, jacket, shoes, shorts, skirt, socks, trousers, T-shirt*
- **Additional language:** *Come on! pair of (trousers)*
- **Revision:** colours, prepositions, *toy box, chair, computer, door, head, happy, star, Where's ...? Where are ...?*

Materials

- **Flashcards:** 67–72 (clothes)
- Handmade picture cards of a cap and shorts with the word written on the back

Warmer



- Review prepositions *next to, on, in, under*. Show, e.g. an eraser. Place it under a book. Ask *Where's the eraser?* Elicit *It's under the book*. Repeat for *on, in, next to*.
- Do a TPR dictation with the class. Say, e.g. *Pick up a blue pencil. Put it on the book*. Pupils follow your instructions.

Presentation

- Teach or elicit the clothes using the flashcards / picture cards.
- Display the flashcards / picture cards (picture side) on the board. Point to the first card. Elicit the word and then turn it over so it is word side. Elicit the other seven words. Repeat until all the cards are word side. Pupils read/chorus from memory. Continue, turning one card back to picture side each time, until all the pictures are visible. Point and say *They're clothes*.

PB54. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 54, please*. Show the page on the whiteboard and point to the picture. Ask volunteers to come to the whiteboard and identify the happy star in the picture (on the hat). Elicit what pupils can see in the picture, including the clothes. Say *Listen and point to the clothes*. Play the  **Audio**. Pupils listen and point. Play the  **Audio** again. Check comprehension by asking, e.g. *What colour are the shorts? Where are Simon's trousers?*

 88

Mr Star: Come on, children. Time for school.

Stella: OK, Dad.

Simon: I've got my brown shorts, Stella. Hmm. Where are my grey trousers?

Stella: They're under your toy box.

Simon: Now, where are my socks?

Stella: Your blue socks? They're in your shoes.

Simon: And where are my shoes?

Stella: Under the chair, Simon. Come on!



Simon: OK. Is that my green T-shirt next to the computer?

Stella: Yes, it is. And your jacket's next to the door. Where's my cap?

Simon: It's on your head, Stella.

Stella: Oohhh. Yes, it is.

Both: Haha!

- Play the  **Audio**. Pupils listen, point to the words and repeat. Play the  **Audio** again for pupils to repeat in chorus.

 89


 **Cap, skirt, jacket, T-shirt, socks, shoes, trousers, shorts**

- Make eight groups. Hand out one clothes flashcard / picture card to each group. Conduct groups like an orchestra. Point to a group. They stand, say their word in chorus and then sit. Move quickly from group to group, returning to the same group sometimes to make it more fun.
- Use Consolidation activity 1 (T116): *Pairwork memory game*.

PB54. ACTIVITY 2

Play and say.

- Say *Trousers. What colour are they?* and elicit the answer *They're grey*. Say two or three more clothes items for pupils to say the colour, e.g. *Cap. It's yellow*. Quickly check which items pupils need to use *It's ...* and *They're ...* for.
- Tell pupils to look at the picture carefully for one minute and remember what colour all the clothes are. Pupils work in pairs. Pupil A closes his/her book and Pupil B says an item of clothing. Pupil A says the colour. When Pupil B has said four items, they change roles.

 **Extra challenge** Pupils memorise where the items are and ask and answer, e.g. *Where are the grey trousers?* *They're under the toy box*.

Key: Cap.	It's yellow.	T-shirt.	It's green.
Skirt.	It's green.	Shoes.	They're black.
Socks.	They're blue.	Jacket.	It's brown.
Shorts.	They're brown.		

AB54. Answer key, see page T107

Ending the lesson

- Say, e.g. *Point to some shoes, please*. Pupils point (to their or another pupil's shoes). Say *Point to a skirt*. Pupils don't point. Continue with other clothes. Pupils who make a mistake sit down. Stop when you have a small group of winners.
- Use Consolidation activity 2 (T116): *How many have we got?*

Digital Classroom

 **Presentation Plus:** Unit 8

 **Digital Flashcards**

 **Audio 88–89**

 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 8, *Reinforcement worksheet 1*
- **T116 – Consolidation activity 1:** *Pairwork memory game*
- **T116 – Consolidation activity 2:** *How many have we got?*

Unit 8 My clothes

Pupil's Book p.55

Objectives

Pupils practise talking about clothes.

Target language

- **Key language:** clothes
- **Revision:** colours, adjectives, the body and face, instructions, *my favourite (shoes), I've got (blue trousers).*

Materials

- **Flashcards:** 67–72 (clothes) or clothes word cards from Teacher Resources: *Reinforcement worksheet 1*
- **Optional:** recording equipment

Warmer

- Review clothes and instructions by playing a TPR game with the class. Combine instructions, clothes, parts of the body and colours. Say, e.g. *Stand up if you've got black shorts. Jump up if you've got brown hair. Stamp your feet if you've got blue socks. Wave your arms if you've got dirty shoes. Clap your hands if you've got grey trousers.* Use vocabulary which gives all pupils a chance to join in.
- If time, use Consolidation activity 1 (T116): *Snap!*

PB55. ACTIVITY 1

Listen and say the chant.

- Say *Open your Pupil's Books at page 55, please.* Show the page on the whiteboard and ask *What can you see?* Review the clothes and colours.
- Say *Listen to the chant. Point to the picture.* Play the **Audio**. Pupils listen and point.
- Play the **Audio** again. Pupils listen and clap or tap the rhythm.
- Play the **Audio**. Pupils follow the chant text in their Pupil's Books with their fingers and repeat line by line. Pupils say the chant as a class. Repeat. Take an audio or video recording of the class if possible.

90

I've got blue trousers,
And a green T-shirt.
I've got a brown jacket,
And a purple skirt.
I've got red shoes,
And long pink socks.
They're on the floor,
Next to my box.
[Repeat]

PB55. ACTIVITY 2

Listen and say the number.

- Say *Listen and say the number.* Play the first sentence on the **Audio**. Pupils look at the picture. Wait for most pupils to raise their hands. Elicit the answer (1). Play the rest of the **Audio**. Pupils whisper the answer to their partner. Play the **Audio** again. Pause after each sentence. Pupils put up their hands. Elicit answers from different pupils.

Key: 1, 3, 4, 3, 4, 2, 1, 2, 4, 2, 1, 3, 4

91

My favourite clothes are my grey skirt and my purple jacket.
My favourite shoes are white.
I've got an orange T-shirt. It's my favourite.
I've got short grey trousers. They're my favourite.
My favourite shoes are red.
My favourite trousers are brown.
My favourite socks are pink.
My favourite T-shirt is big and yellow.
My favourite skirt is blue.
I've got brown shoes. They're my favourite.
My favourite shoes are black. They're beautiful.
My favourite jacket is green.
My favourite socks are white.

Pairwork

- Pupils do the activity in pairs. They take it in turns to speak and answer. Pupil A says, e.g. *My favourite shoes are brown.* Pupil B points and says, e.g. *Number 2.*

Extra support Pupil A says an adjective and item of clothing, e.g. *brown shoes.*

AB55. Answer key, see page T107

Ending the lesson

- Display the clothes flashcards (word side) or use the clothes word cards from the Teacher Resources. Pupils stand up. Point to one word, e.g. *socks*. Pupils silently point to their socks. Continue pointing to different words quickly, one after another. Pupils who say the word miss a turn.
- If time, use Consolidation activity 2 (T116): *Flashcard game.*

Digital Classroom

 Presentation Plus: Unit 8

 Digital Flashcards

 Audio 90–91

 Practice Extra

Extra Resources

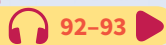
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **T116 – Consolidation activity 1:** *Snap!*
- **T116 – Consolidation activity 2:** *Flashcard game*

1   90 **Listen and say the chant.**



2   91 **Listen and say the number.**

1



Listen and point. Listen and repeat.



Has Simon got my red trousers?



2

Say and guess.

She's got white shoes.
She hasn't got blue trousers.

Joana!

Objectives

Pupils practise recognising and talking about clothes.

Target language

- **Key language:** clothes, *Have you / Has he/she got (my blue T-shirt)? He's/She's got (white shoes), He/She hasn't got (red shorts).*
- **Additional language:** *Has he/she got his/her (blue T-shirt)? Yes, he/she has / No, he/she hasn't, I haven't got your (blue T-shirt), Who's got (my white shoes)?*
- **Revision:** colours, *I don't know, No, I haven't.*

Materials




- **Real clothes:** T-shirts, socks, trousers, skirts, jackets, shorts, a baseball cap, shoes, a big bag
- **Optional:** pictures of people wearing different clothes

Warmer

- Play a version of the Warmer from the previous lesson. Use negatives as well, e.g. *Stand up if you haven't got black shoes. Jump up if you've got blue eyes.*

PB56. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 56, please.* Show the page on the whiteboard. Point to the characters and ask *Who's this?* Remind pupils that Mrs Star is Suzy, Simon and Stella's mum. Say *Listen and point to the clothes.* Play the  **Audio**. Pupils listen and point.
- Play the  **Audio** again. Check understanding, e.g. *Has Simon got his blue T-shirt? (No.)* Supply *he hasn't.* Continue, e.g. *Has Stella got her red trousers? (No, she hasn't.)* Ask *Who's got the clothes? (Suzy.)*
- Watch the  **Video** and answer the questions in the video.

 92

Stella: Mum, have you got my red trousers? Where are they?

Mrs Star: I don't know.

Stella: Has Simon got my red trousers?

Mrs Star: Ask Simon, not me.

Suzy: No, Stella. Simon hasn't got your red trousers.

Simon: Mum, has Stella got my blue T-shirt?

Mrs Star: I don't know. Ask Stella, not me.

Suzy: No, Simon. Stella hasn't got your blue T-shirt.


Stella: No, I haven't got your blue T-shirt. Have you got my red trousers?

Simon: No, I haven't. And who's got my favourite white shoes?

Stella & Simon: Where's Suzy?

Mrs Star: Look at Suzy. She's got your red trousers, Stella. She's got your blue T-shirt, Simon.

Simon: And she's got my favourite white shoes ... Not my shoes!

- Play the  **Audio**. Pause after each sentence. Pupils point to and chorus the clothes. Make sure they remember the difference between *He's got ...* and *She's got ...*

 93

He's got a blue T-shirt.

She's got red trousers.


He's got white shoes.

- Walk around the room. Point to pupils' clothes for the class to say *He's got ... / She's got ...* to make sentences about their classmates' clothes.
- If time, use Consolidation activity 1 (T117): *Who is it?*


PB56. ACTIVITY 2

Say and guess.

- Invite three or four pupils to stand up. Alternatively, display pictures of people wearing different clothes. Choose one of them and make an affirmative and a negative statement about his/her clothes (see example). Pupils listen and say who it is.
- Ask a more confident pupil to choose one of the pupils who are standing up / one of the pictures on display and to do the same. Repeat.

 **Extra support** Pupils make affirmative statements only.

- Pupils work in small groups or pairs to say and guess.

 **Extra challenge** Say, e.g. *Has (name) got green trousers?* Pupils answer *Yes, he/she has* or *No, he/she hasn't.* Continue. Pupils ask questions about their classmates for the class to answer.

 **AB56. Answer key, see page T107**

Ending the lesson

- Put the clothes in the bag. Pupils come up one by one, feel in the bag and guess the clothing. They take it out and hold it up to check. Repeat.
- If time, use Consolidation activity 2 (T117): *Look and remember.*

Digital Classroom

 **Presentation Plus:** Unit 8

 **Digital Flashcards**

 **Audio 92–93**

 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **PB95 and AB95 – Grammar reference 8**
- **Teacher Resources:** Unit 8, *Reinforcement worksheet 2*
- **T117 – Consolidation activity 1:** *Who is it?*
- **T117 – Consolidation activity 2:** *Look and remember*

Unit 8 My clothes

Pupil's Book p.57

Objectives

Pupils talk more about clothes and sing a song.

Target language

- **Key language:** clothes, *He's/She's got (an orange book), He/She hasn't got (a train).*
- **Additional language:** class
- **Revision:** colours, train, elephant, ball, hand, pencil

Materials


- **Teacher Resources:** Photocopiable 8 copied onto thin card (one for each pupil), scissors, a complete coloured set for demonstration, envelopes
- **Optional:** pictures of people wearing different clothes


Warmer

- Play the guessing game from the previous lesson (Activity 2).
- If time, use Consolidation activity 1 (T117): *Fashion show*.

PB57. ACTIVITY 1

Listen and correct.

- Say *Open your Pupil's Books at page 57, please. Show the page on the whiteboard and ask What clothes can you see?* Elicit the items in the picture.
- Say a false sentence about the picture, e.g. *He's got a green jacket.* Then ask *Yes or no?* Pupils respond *No.* Elicit the sentence with the correct colour and *He's got ... (He's got a blue jacket).* Say *Listen and correct.* Play the  **Audio**, pausing for pupils to respond.

 **Extra challenge** Pupils work in pairs to make and correct similar sentences about the picture.

Key: She's got a yellow sock. She's got a pink pencil. He's got a blue jacket. He's got a purple ball.





94

She's got a black sock.
She's got a pink train.
He's got a blue elephant.
He's got a white ball.

Song

PB57. ACTIVITY 2

Listen and sing. Do karaoke.

- Focus pupils on the picture of the bedroom. Elicit where the clothes are (in his/her hands). Point to the pictogram verse and read it aloud with pupils, pausing for them to guess and say the words. Play the  **Song**. Pupils listen and point.
- Play the  **Song** again. Pupils join in. Sing the  **Song** without the  **Audio**. Pupils stand up. Make four groups. Each group sings a verse.


95

He's got a blue jacket in his hands,
A blue jacket.
He's got a blue jacket in his hands,
A jacket in his hands.

He's got a purple ball in his hands,
A purple ball.
He's got a purple ball in his hands,
A ball in his hands.

She's got a yellow sock in her hands,
A yellow sock.
She's got a yellow sock in her hands,
A sock in her hands.

She's got a pink pencil in her hands,
A pink pencil.
She's got a pink pencil in her hands,
A pencil in her hands.

- Say *Do karaoke*. Pupils listen to the karaoke version and stand up and sing the  **Song** as a class.
- Pupils sing their own song, changing the words to the other items the boy and girl are holding (a red T-shirt, brown trousers, an orange book).
- Hold an object, e.g. a green eraser. Pupils sing about you, e.g. *She's got a green eraser in her hands.*

96

 Karaoke version of the song

- Use Photocopiable 8 from the Teacher Resources.

 **AB57. Answer key, see page T107**

Ending the lesson

- Mime putting on an item of clothing, e.g. a skirt. Pupils guess.
- Pupils mime and guess in pairs.
- If time, use Consolidation activity 2 (T117): *Do as I do*.

Digital Classroom

 **Presentation Plus:** Unit 8

 **Digital Flashcards**

 **Audio 94–96**

 **Practice Extra**

Extra Resources





- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 8, *Song worksheet*
- **T117 – Consolidation activity 1:** *Fashion show*
- **T117 – Consolidation activity 2:** *Do as I do*
- **PB98–103 – Pre A1 Starters Exam folder**





1

94

Listen and correct.

8

He's got a   in his hands, a   in his hands.

She's got a   in her hands, a   in her hands.



2

95-96

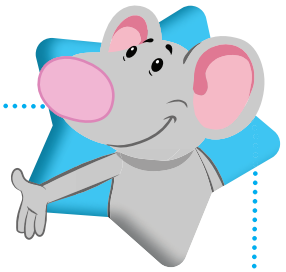
Listen and sing. Do karaoke.



Language practice 1: have got for possession She's got (an orange book). He hasn't got (a train).

57

Monty's sounds and spelling



1 97 Watch and say.



Six *s*nakes
in *T*-shirts.

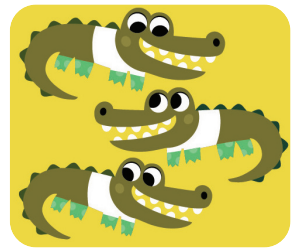



Seven *s*heep in
socks and *s*hoes.

2 Say and guess.

They've got red T-shirts.

Monkeys!



Write it with me!
 _ix _oes

Unit 8 My clothes

Pupil's Book p.58

Objectives

Pupils recognise, contrast and practise the sounds /s/ and /ʃ/ and practise writing the letters s and sh.

Target language

- **Key language:** the consonant sounds /s/ and /ʃ/ (six, seven, snake, socks, T-shirt, sheep, shoes), clothes, He's/She's got (pink shoes).
- **Additional language:** There's a (T-shirt).
- **Revision:** animals, colours, They've got (red T-shirts).

Warmer

- Stand in a circle and play In my bag there's a ... Begin by saying, e.g. In my bag there's a T-shirt. The pupil standing next to you continues, repeating your item and adding another item of clothing. Divide pupils into groups of eight to play.
- If time, use Consolidation activity 1 (T117): *Memory pairs*.

Presentation

PB58. ACTIVITY 1

Watch and say.

- Draw a snake and a sheep on the board. Teach the word *sheep*. Tell pupils they are going to watch a ► **Video** with snakes and sheep. Ask *How many snakes? How many sheep?* Allow any guesses and tell pupils they will watch to find out.
- Watch the ► **Video** and elicit the answers (*six snakes and seven sheep*). Drill the /s/ and /ʃ/ sounds.
- Watch the ► **Video** again, encouraging pupils to repeat the sounds and sentences after the pauses.

97 ►

Monty: Six snakes in T-shirts. Seven sheep in socks and shoes. What can you see? Say it with me!

Monty & voice: Six snakes in T-shirts. Seven sheep in socks and shoes.

Voice: /s/ /s/

Where's the /s/?

/ʃ/ /ʃ/

Where's the /ʃ/?

That's right! /s/ and /ʃ/.

Six snakes and seven sheep.

Six snakes in T-shirts.

Seven sheep in socks and shoes.

/s/ six /s/ seven /s/ snake /s/ sock /ʃ/ sheep /ʃ/ T-shirt

/ʃ/ shoe

Monty: Six snakes in T-shirts. Seven sheep in socks and shoes. What can you see? Say it with me!

Monty & voice: Six snakes in T-shirts. Seven sheep in socks and shoes.

Monty: One more time – you sound fine!


Monty & voice: Six snakes in T-shirts. Seven sheep in socks and shoes.

- Say *Open your Pupil's Books at page 58, please*. Show Activity 1 on the whiteboard. Point to the snakes and say *What can you see? Say it with me!* Elicit and drill the sentence. Point to the sheep and do the same. Focus on the /s/ and /ʃ/ sounds and elicit and drill the full sentences in chorus: *Six snakes in T-shirts. Seven sheep in socks and shoes*.
- Divide the class into two groups. Pupils stand in two lines opposite each other, snakes on one side and sheep on the other. They practise saying their sentences as tongue twisters up and down the lines. Then they turn and face each other and teach their partner their tongue twister.

PB58. ACTIVITY 2

Say and guess.

- Show Activity 2 on the whiteboard.

 **Extra support** Point to the animals and pupils chant the words. Point again and they chant the clothes and colours, e.g. *pink shoes*. Point again and they say *he* or *she*.

- Read the example aloud with the class, then do two or three more examples.
- Pupils work in pairs to describe and guess, as in the example.
- If time, use Consolidation activity 2 (T117): *Animals in clothes*.

Key:

1 She's got pink shoes / a blue skirt / a white T-shirt.	Giraffe!
2 He's got a purple T-shirt / grey shoes.	Dog!
3 They've got red T-shirts / orange trousers.	Monkeys!
4 They've got white T-shirts / green socks.	Crocodiles!
5 He's got brown trousers / yellow shoes.	Bear!
6 He's got a yellow jacket / black shoes.	Mouse!

Write it with me!

- Write a large s in the air and say the sound. Pupils copy you and call out words starting with the sound /s/, e.g. *six snakes*. Repeat with /ʃ/.
- Pupils complete the words with the letters s and sh and say *six shoes*.

AB58. Answer key, see page T107

Ending the lesson

- Pupils form two groups. One group are snakes in T-shirts, the other group are sheep in socks and shoes. Each group forms a circle and skips around while saying their line.

Digital Classroom

 Presentation Plus: Unit 8

 Digital Flashcards

 Audio 97

 Practice Extra

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, *Extension worksheet 1*
- T117 – **Consolidation activity 1:** *Memory pairs*
- T117 – **Consolidation activity 2:** *Animals in clothes*

Unit 8 My clothes

Pupil's Book p.59

Objectives

Pupils watch and listen to a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *catch*
- **Revision:** numbers



Warmer


- Play a mime game to review clothes. Mime taking off an item of clothing for pupils to guess, e.g. shoes or baseball cap. Individual pupils can come to the front and mime for the class. Encourage them to be inventive.
- If time, use Consolidation activity 1 (T117): *Board slap*.

Story

PB59. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 59, please. Show the story on the whiteboard. Say Look at the pictures. Point to the characters and elicit who they can see (Stella, Simon, Suzy, Trevor, Monty, Marie and Maskman). Set the pre-watching questions What colour's Suzy's T-shirt? What's on it? Tell pupils they are going to watch a ► Video of the story to find out.*
- Watch the ► Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*orange, a mouse*).
- Focus on page 59 again. Play the  Audio. Pupils listen and follow the story in their books.
- Check comprehension by pointing to each picture in turn and asking, e.g. *Who's this? (Stella.) Has she got a blue T-shirt? What colour are her socks and shoes?*
- Personalise the activity. Ask *What have you got on your T-shirt?*
- Play the  Audio of the story. Pupils listen and repeat in sections. Encourage them to say it with feeling.

 **Extra challenge** Pupils work in groups of four and act out the story. More confident pupils act it out for the class.



98 ►

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

- 1 **Simon:** Here, Stella. Catch.
- 2 **Marie:** Look at Stella's clothes. She's got a yellow T-shirt, she's got a blue skirt, she's got pink socks and she's got brown shoes.
- 3 **Maskman:** But she hasn't got a jacket. Look at these. Simon's got a red jacket, he's got green trousers and he's got black shoes.
- 4 **Marie:** Well, Maskman, Stella's got trousers, too. Has Simon got a baseball cap?
Maskman: Huh! No, he hasn't!
Trevor: Oooohh! Hee, hee.
- 5 **Monty:** Well, Suzy hasn't got a baseball cap. She's got a skirt and a beautiful orange T-shirt, with a mouse on it.
Trevor: Ha, ha, ha!

PB59. ACTIVITY 2

Listen and say the number.

- Say *Listen. What's the number?* Play the first one as an example. Pupils whisper the number of the picture to their partner. Elicit the number from the class (5). Play the rest of the  Audio. Pause after each one to give pupils time to look, think and write down the number. Pupils check in pairs. Play the  Audio for a final time. Pause after each one for a hands-up-and-chorus answer.

Key: 5, 3, 1, 4, 2

99

- Story as above, but in the order of the key

AB59.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.
- If time, use Consolidation activity 2 (T117): *Word halves*.

Digital Classroom

 **Presentation Plus:** Unit 8

 **Digital Flashcards**

 **Audio 98–99**

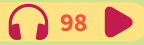
 **Practice Extra**

Test Unit 8 Test

Extra Resources

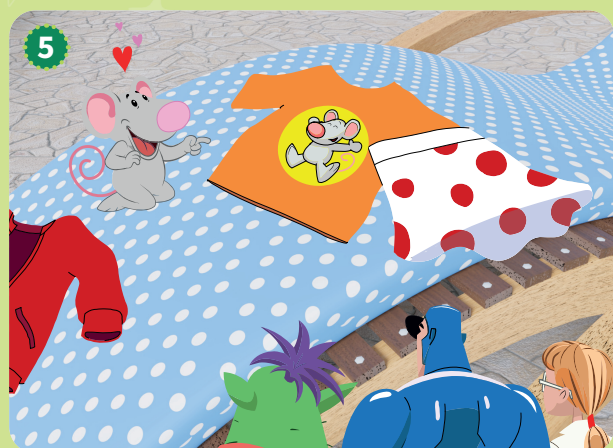
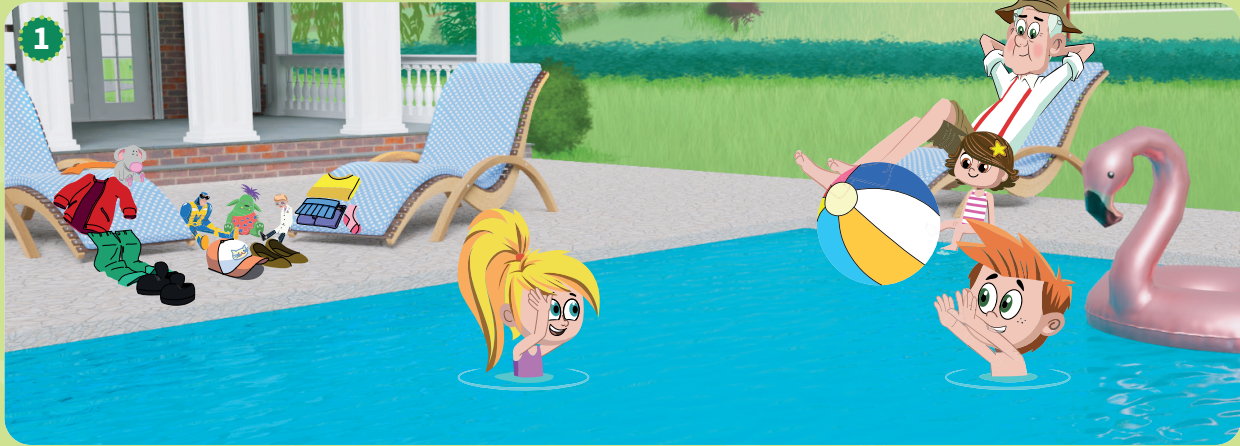
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, *Extension worksheet 2*
- **T117 – Consolidation activity 1:** *Board slap*
- **T117 – Consolidation activity 2:** *Word halves*

1



Watch the video.

8



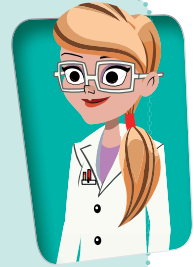
2



Listen and say the number.

Marie's geography

Where do animals live?



1 Watch and answer.



2 Listen and match.
Write the number.

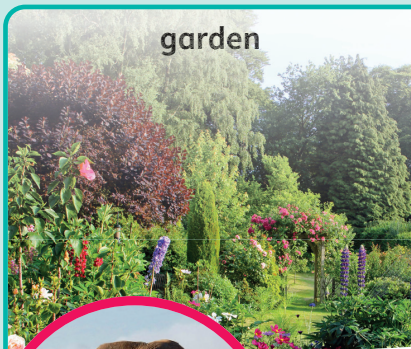
- 1 lion
- 2 penguin
- 3 fox
- 4 polar bear
- 5 snail
- 6 bug
- 7 zebra



3 Look, say and guess.

It lives in the garden.

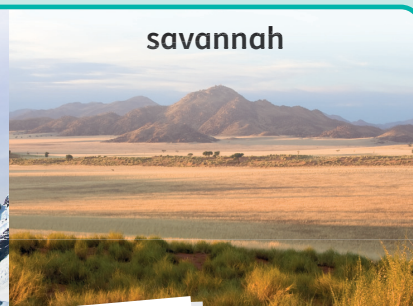
A bug.



garden



polar region



savannah



Fact

The biggest land mammal is the elephant and it lives in the savannah.

Project



Make a bird house.

Objectives

Pupils learn about different animals and their habitats.

Target language

- **Key language:** *animal, bug, fox, lion, penguin, polar bear, snail, zebra, garden, polar region, savannah, They live / It lives in (the garden).*
- **Additional language:** *habitat, hot, cold, weather, rain, sun, They like (grass), They don't like (the sun).*
- **Revision:** animals, adjectives, colours, have got

Materials

- **Flashcards:** 61–66, 73 (animals)
- **Optional:** A picture of a bear

Warmer

- Review wild animals using the Digital Flashcards (or printed flashcards and a picture of a bear).

Presentation



PB60. ACTIVITY 1

Watch and answer.

- Say *Open your Pupil's Books at page 60, please. Show the page on the whiteboard. Say Marie is doing geography today. Read the question Where do animals live? Tell pupils they are going to watch a ▶ Video to find out.*
- Watch the ▶ **Video**. Elicit the names of the places where animals live (*savannah, gardens, polar regions*). Check pupils understand that they are called *habitats*.
- The Video Script and Answer Key can be downloaded from Teacher Resources.

PB60. ACTIVITY 2

Listen and match. Write the number.

- Play the  **Audio**. Pupils listen and point to each animal as they hear about it.
- Read the words 1 to 7 with the class and look at the example. Play the  **Audio** again. Pupils write the numbers with the pictures.
- Check answers and drill the words in chorus.
- Ask questions about the animals to review the parts of the body they know, e.g. *Have bugs got legs? (Yes.) Have snails got hair? (No.)*

Key: From top to bottom, left to right: 3, (1), 4, 2, 7, 5, 6

100

Wow – look at this lion. Lions have big teeth and long hair called a mane. They live in the savannah.

This black and white bird is a penguin. Penguins like cold weather. They live in the polar region.

This is a fox. Foxes have red fur and live in holes. They like to visit gardens.

Look at this big white bear. It's a polar bear. Polar bears like cold weather. They live in the polar region.

Look at this small animal. It's a snail. Snails live in gardens and forests. They don't like the sun.


Look, it's a small green insect with six legs. It's a bug. Lots of bugs live in the garden. Some bugs live in trees.

Look at this beautiful zebra. It's black and white. Zebras live in the savannah and like to eat grass.

PB60. ACTIVITY 3

Look, say and guess.

- Point to the habitats and read the words with the class. Make statements and pupils point to and say the habitats, e.g. *It's got trees. (Garden, savannah.) It's hot. (Savannah.) It's cold. (Polar region.)*
- Point to the snail in Activity 2 and ask *Where do snails live? (In the garden.)* Point to the penguin and ask *Where do penguins live? (In the polar region.)* Continue with the other animals.
- Read the example sentence with the class and point to the photos. Elicit that the answer could be a fox, a snail or a bug.
- Invite a more confident pupil to choose another animal and say *It lives in the ...* The other pupils guess the animal. Repeat.

 **Extra challenge** Pupils work in pairs to look, say and guess.

- If time, use Consolidation activity (T117): *Wild animals*.

FACT

- Point to the picture and read the fun fact. Find out what else pupils know about elephants.

PROJECT Make a bird house.

- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

 **AB60. Answer key, see page T107**

Ending the lesson

- Write the names of the wild animals from Unit 7 and the animals from this lesson on the board. Pupils work in two teams to play a version of Board slap. Make a statement about animals and their habitat, e.g. *They live in trees*. The pupil at the head of each team runs to the board and touches an animal that the sentence is true for. Repeat with different statements about habitats.

Digital Classroom

 **Presentation Plus:** Unit 8

 **Digital Flashcards**

 **Audio 100**

 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **T117 – Consolidation activity:** *Wild animals*

Unit 8 My clothes

Pupil's Book p.61

Objectives

Pupils listen to children talking about helping nature and talk about the importance of loving nature.

Target language

- **Key language:** *Let's smell the flowers / pick up rubbish / plant a tree / recycle.*
- **Additional language:** *love nature, park, can, use less water, recycling, fun, keep clean*
- **Revision:** *smell, happy, sad, clean, dirty*


Warmer

- Call a volunteer to the front of the class to mime *happy* or *sad*. Repeat with different pupils. The class say *happy* or *sad* in chorus, depending on the expression. Make this a quick-paced activity.

Presentation

PB61. ACTIVITY 1


Listen and write the number.

- Say *Open your Pupil's Books at page 61, please.* Show the page on the whiteboard and point to Trevor and the title *Love nature*. Elicit/Explain the meaning of *nature* and say that animals, birds and trees are all part of nature.
- Point to the first picture, elicit *smell* and say *She's smelling some flowers on a tree.* Ask *Where is she?* (*In a garden / a park.*)
- Point to the second picture and ask *Where are they?* (*In a park.*) Elicit that the park is *dirty* and teach *rubbish*. Pupils show you some rubbish in the classroom.
- Point to the third picture and ask *Where are they?* (*In a garden.*) Point to the tree and elicit *It's a small tree.* Say *The boys are planting a tree.*
- In the fourth picture, point to the symbol on the side of the recycling box. Ask *Have we got a recycling box in the classroom?* Pupils point to it. Talk about what you recycle at school (*paper, plastic, bottles, etc.*).
- Say *Listen and write the number.* Play the  **Audio**. Check answers with the class.

Key: 4, 2, 1, 3

 101


- 1 I've got a tree – let's plant it!
- 2 The park is dirty – let's pick up the rubbish!
- 3 Let's recycle!
- 4 The tree has got beautiful flowers. Let's smell them!

-  Talk to the class about looking after nature. Ask *Are you happy or sad when you smell flowers / see a dirty place / plant a tree or some flowers / recycle?* Talk about the importance of gardens and parks and about protecting the plants and animals that live there. Use as much English as possible as well as the pupils' L1.

PB61. ACTIVITY 2

Mime and guess.

- Mime doing one of the things in the photos, e.g. scrunching up a plastic bottle and putting it in a recycling bin. Pupils say *Recycle*. Invite a pupil to mime one of the actions in the photos for the class. Pupils say *Plant a tree. / Smell flowers. / Pick up rubbish.*

 **Extra support** Drill the four phrases in chorus. Say the phrases and pupils mime the actions.

- Pupils work in pairs to mime and say the actions.

AB61. Answer key, see page T107

Ending the lesson

- Draw two columns on the board. Write *Happy nature* at the top of the first column and *Sad nature* at the top of the second. Ask pupils to put their hands up to say sentences for each column. For *Happy nature* pupils say, e.g. *I pick up rubbish.* For *Sad nature* pupils say, e.g. *The park is dirty.* Encourage pupils to think of as many ideas as possible. They can say them in L1 and you rephrase them in English for the class.
- If time, use Extension activity (T117): *Happy or sad nature pictures.*

Digital Classroom

 Presentation Plus: Unit 8

 Digital Flashcards

 Audio 101

 Practice Extra


Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **T117 – Extension activity:** *Happy or sad nature pictures*

Trevor's values

Love nature



1  101 Listen and write the number.



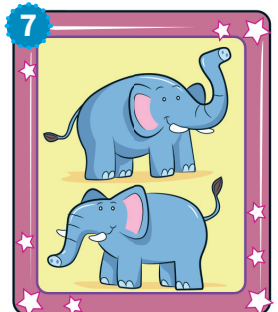
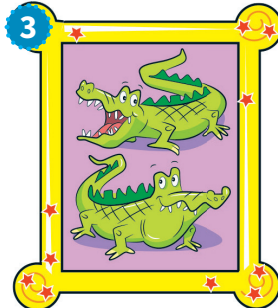
2 Mime and guess.

Plant a tree.

Yes!

Review Units 5, 6, 7 and 8

1 102 Listen and say the number.



2 Look, read and match. Say.

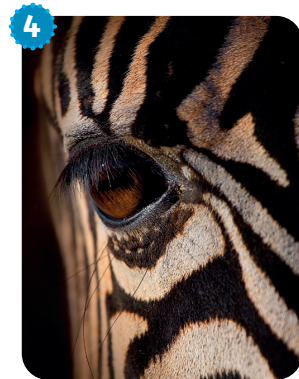
It's a hippo.

polar bear

hippo

zebra

lion



Objectives

Pupils review language from Units 5–8.

Target language

- **Key language:** language from Units 5–8
- **Additional language:** *clown*
- **Revision:** colours, *favourite*

Materials

- Flashcards from Units 5–8


Warmer




- Give a flashcard to each pupil. They hold them up so you can see them. Point to a flashcard in turn. The class says the word. The pupil with the flashcard comes to the front, holds it up and says the word again.
- If time, use Consolidation activity 1 (T117): *Play a game*.

PB62. ACTIVITY 1

Listen and say the number.

- Say *Open your Pupil's Books at page 62, please*. Show Activity 1 on the whiteboard.

 **Extra support** Point to each picture in turn and ask questions to review language from the units, e.g. picture 1 – *Have they got brown hair?* (No. *They've got black hair.*)

- Play the first speaker on the  **Audio**. Check with the class. Play the rest of the  **Audio**. Pupils whisper the numbers to their partner. Play the  **Audio** again. Pause after each speaker. Pupils raise their hands. Elicit the answer.
- Ask, e.g. *What colour are the elephants?*
- Elicit pupils' favourite animals.

Key: 7, 2, 6, 3, 4, 8, 1, 2, 5, 5, 4, 3


102

They aren't crocodiles. They're elephants.
Her jacket's green.
They're brown and yellow and they've got small heads.
They've got short legs and they're green.
He's got a red jacket.
I haven't got a blue T-shirt. I've got a yellow T-shirt.
We've got black hair.
She's got short brown hair.
She hasn't got a cat. She's got a dog.
My skirt's orange.
He's got grey trousers.
They've got a lot of teeth.

PB62. ACTIVITY 2

Look, read and match. Say.

- Focus pupils on the four photographs. Point to the first one and say *It's a giraffe. Yes or no?* Pupils respond *No. It's a hippo.*
- Pupils work in pairs. They look and match the words and photos. Then they take it in turns to say a sentence about one of the photo. Elicit answers from individuals, e.g. say *Number 2*. The pupil says *It's a lion*.

 **Extra challenge** Pupils work in pairs. Pupil A points to an animal and makes a false sentence about it. Pupil B corrects the sentence, e.g. *It isn't a giraffe. It's a hippo.*

- If time, use Consolidation activity 2 (T117): *Sing a song or do a chant*.

Key: 1 It's a hippo. 2 It's a lion. 3 It's a polar bear. 4 It's a zebra.

AB62. Answer key, see page T107

Ending the lesson

- Pupils stand up. Say, e.g. *Point to your nose, please*. (Pupils point to their noses.) *Touch your ears*. (Pupils don't respond because you didn't say *please*.) Continue, going faster and faster. Pupils who respond incorrectly sit down.

Digital Classroom

 Presentation Plus: Unit 8

 Digital Flashcards

 Audio 102

 Practice Extra

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- T117 – Consolidation activity 1: *Play a game*
- T117 – Consolidation activity 2: *Sing a song or do a chant*

Unit 8 My clothes

Pupil's Book p.63

Objectives

Pupils review language from Units 5–8.

Target language

- **Key language:** language from Units 5–8
- **Additional language:** *Start, Finish, square, It's my/your turn, I've got a (five), Pass me the spinner, please, Is this my counter? I'm the winner.*
- **Revision:** numbers

Materials

- Flashcards from Units 5–8
- Spinners from Review 1–4 (see photocopyable 4a and T33), counters or coins (one per pupil)

Warmer

- Draw three large circles on the board. In the middle of one write *Pets*, in the middle of another write *Clothes*, and in the middle of the third write *Wild animals*. Brainstorm with the class (books closed) the words that complete the word families. Either write the words on the board as pupils say them, or hand out flashcards around the class and have pupils come and stick them in the right place. The class confirms if it's right or wrong.

PB63. ACTIVITY 3

Play and say.

- Say *Open your Pupil's Books at page 63, please.* Show the game board on the whiteboard. Point to some of the squares on the board and elicit the words.
- Tell pupils they are going to play a game. Demonstrate how to play using the whiteboard. Take out a counter and the spinner you made for the Units 1–4 Review (see pages 21 and T33) or use one of the pupils' spinners. Stick the counter on the *Start* arrow on the whiteboard. Say *This is the start. The green arrow. You spin your spinner ... Spin and show pupils how to move their counter along the board, e.g. Look! I've got a four. One ... (moving your counter) two ... three ... four. I say 'Purple!' I stay on this square. ... Then it's (Yolanda's) turn. (Invite a confident pupil to come up and have a go.) Say And then it's (Carlos's) turn. (Invite another confident pupil to come up and have a go.) Say Now it's my turn again. Spin your spinner and move your counter again, e.g. to the square with the shoes. Look thoughtful and say Oh, I don't know this word. What are these? Move your counter back to the purple*

square. Say I don't know. I move back one, two, three. If you say the word you stay. If you don't say the word, you move back. Point to the Finish square and say This red square is the finish. The first person here is the winner! Hooray!

- Make groups of three or four pupils. They need one spinner per group and a coin or counter for each pupil. Groups play the game. Monitor and check they are saying the words in English.

Extra challenge Pupils use this language for playing games: *It's my turn. It's your turn. I've got a (five). Pass me the spinner, please. Is this my counter? I'm the winner.* Pupils practise saying the sentences chorally, then write them on the board.

- The winner is the first pupil to get to the finish or the pupil who is furthest along the board after a certain amount of time (e.g. ten minutes).
- If time, use Consolidation activity 1 (T118): *Guess the square.*

 **AB63. Answer key, see page T107**

Ending the lesson

- Pupils work in threes with one Activity Book. They use a book (or paper) to cover the words in the picture dictionary at the end of Unit 5. They take turns to say what each picture is. They look and check. They do the same for Units 6–8.
- If time, use Consolidation activity 2 (T118): *Consequences.*

Digital Classroom



Presentation Plus: Unit 8



Digital Flashcards

Test End of Term 2 Test



Practice Extra

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **T118 – Consolidation activity 1:** *Guess the square*
- **T118 – Consolidation activity 2:** *Consequences*

3

Play and say.

They're eyes!

Review: units 5, 6, 7 and 8