

Lesson objectives

- To understand simple factfiles
- To review and extend vocabulary for clothes
- To practise using short forms correctly
- To write a description of a parent or other adult

Language

This is his/her (coat). It's (white).

These are his/her (shoes). They're (black).

His/Her (T-shirt) is (blue).

New vocabulary: *jumper, boots, suit, shirt, gloves*

Other vocabulary: *trousers, shorts, T-shirt, socks, shoes, dress, coat, hat, skirt*

More words: *jacket, apron, tie, handbag*

Presentation and pre-reading (page 20)

- With books closed, review known vocabulary for clothes. See how many words the children can think of. Ask a few individual children *What are you wearing?* and help them to list the clothes that they are wearing.
- Ask the children to open their books at page 20. Explain the meaning of the unit title *Ready for work*.
- Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the photos in the reading text and name the clothes items they can see.

Reading (page 20)**1 Read and listen.** 🎧 05

- Play the recording and let the children follow the texts in their books. Revise *trousers* and *shorts* if necessary.
- Play the recording again, pausing after each clothes item is mentioned, and ask the children to point to the clothes in the pictures. Ask some simple questions in English, e.g. *Who is wearing a suit/shorts/brown trousers/gloves/a white shirt?*

Comprehension (page 21)**2 Write the numbers.**

- Read the sentences aloud, and let the children point to the items in the pictures. Then let them work individually to write the numbers in the correct boxes.
- Check the answers as a class.

KEY

(picture 1) 3,1; (picture 2) 2; (picture 3) 4

3 Read the factfiles. Correct the sentences.

- Ask the children to look back at the reading text. Ask *What colour are John's trousers? What colour are Andy's shoes/socks? What colour are John's boots?* etc. As each colour word is mentioned, write it on the board. Make sure you include the words *black* and *green*.
- Read the first sentence in Exercise 3: *Andy's gloves are red.* Ask *Is this right?* and encourage the children to look at the photo in the reading text. Say *No, Andy's gloves are white* and point out the example answer.
- The children work individually to write the correct sentences. They can copy the colour words from the board if necessary.
- Let the children check their answers in pairs, then check as a class.

KEY

- 1 Andy's gloves are white
- 2 Sarah's suit is black.
- 3 John's boots are green.
- 4 Sarah's shirt is white.

4 Read and write the answers.

- Start with some oral practice of short answers. Ask two volunteers to come to the front of the class. Point to an item of clothing that one of the children is wearing. Ask, for example, *Is this (name)'s shirt?* The children answer *Yes, it is.* Ask *Are these (name)'s shoes?* The children answer *Yes, they are.* Model and drill the answers if necessary.
- Now point to items of clothing belonging to the other child, but say the same name. The children answer *No, it isn't* and *No, they aren't*.
- Continue asking questions at random until you are confident that the children can use the four short answers correctly. Write them on the board.
- Ask the children to look at Exercise 4. Read the example answer with the children.
- The children work in pairs to complete the sentences, copying the correct short answers from the board. Tell them to look back at the text if they can't remember who the items of clothing belong to.
- Check the answers as a class. Encourage volunteers to tell you who the clothes belong to (see answers in brackets below).

KEY

- 1 No, they aren't. (They're John's boots.)
- 2 No, it isn't. (It's Sarah's shirt.)
- 3 Yes, they are.
- 4 Yes, it is.
- 5 No, they aren't. (They're John's trousers.)

Vocabulary (page 22)

5 Read and circle.

- Revise *dress* and *coat* if necessary.
- The children look at the pictures and individually circle the correct word in each sentence.
- Let the children then check their answers in pairs. Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 dress 2 boots 3 hat 4 suit 5 shorts 6 gloves

6 Choose and write.

- The children look at the pictures and complete the sentences. Revise any vocabulary as necessary.
- Check the answers as a class by asking volunteers to read out the sentences.
- Practise the use of *This is...*, *These are...*, *his* and *her* in preparation for the writing activity to follow. Ask the children to cover the text in Exercise 6 with a book, so that only the pictures are visible. Say *Number one. Is it 'This is...' or 'These are...'? Is it 'his' or 'her'?* Ask a volunteer to tell you the sentence, then ask the class to repeat after you.
- Do the same with some or all of the other pictures.

KEY

1 trousers 2 jumper 3 socks 4 gloves 5 suit
6 shorts 7 shirt 8 skirt

More words (page 46)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 46 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Mime putting on one of the items of clothing from page 20 or page 46 (or picking up the handbag). The children guess what it is. Repeat.

Correct the sentences.

- The children correct the sentences.

KEY

- 1 It's a blue tie.
- 2 It's a black handbag.
- 3 It's a black and white apron.
- 4 It's a brown jacket.

Writing (page 23)

- Read the model text while the children follow it in their books. Then read it again, stopping after each sentence. The children point to the things in the picture.

7 Write the sentences using short forms.

- Ask the children to look back at the model text again and find a contracted word (short form), e.g. *He's*. See if the children can tell you what this short form stands for (*He is*), and write this on the board. Explain or remind them that the apostrophe shows where letters are missing. Demonstrate how to turn *He is* into *He's* by rubbing out the *i* and adding an apostrophe.

- Repeat for the other short forms in the text: *it's* (*it is*) and *they're* (*they are*). Do the same with *she's* (*she is*) and *I'm* (*I am*). Leave all the short forms on the board.
- Do Exercise 7 orally with the children, with pencils down. Read the sentences and ask the children to tell you the short forms, helping them with the pronunciation if necessary. Point out the correct short forms on the board. Model and drill the complete sentences.
- Let the children complete the exercise individually, and check their answers in pairs. Then write the complete sentences on the board and tell the children to check their answers are correct.

KEY

- 1 He's ready for work.
- 2 It's white.
- 3 She's a teacher.
- 4 They're her boots.
- 5 I'm a farmer.

8 Draw or stick a picture of your mum or dad ready for work. Write.

- Tell the children to choose an adult (their mum or dad or perhaps another relative) to write about.
- They should draw a picture of their mum or dad dressed in work clothes. You might like to suggest that they do this for homework. (Alternatively, if they have a suitable photo, they could bring this in.)
- Complete the text orally yourself, about a real or imaginary other adult (you could say *This is my friend...*).
- The children work individually to complete the text, using short forms where appropriate. Monitor and help as necessary. In particular, help them with the vocabulary they need to describe their parents' jobs.

Writing (optional extension activity)

- Tell the children to draw a picture of themselves wearing a favourite outfit. They should draw it in the middle of a piece of paper, leaving space for writing around the outside. While they are working, draw a simple picture of yourself on the board.
- Demonstrate how to label your picture with arrows and sentences describing your clothes, e.g.
This is my jumper. It's red and purple.
These are my trousers. They're grey.
- Tell the children to label their picture in the same way. Help them with any vocabulary as necessary.