



## Give Me Five, Level 5, Unit 1: My clothes

### Lesson 1: Vocabulary, pp. 8–9

This lesson plan, based on pp. 47–49 of the Teacher's Book, gives you tips on how to teach the lesson in an online/distance learning situation.

It is designed for live online lessons in a virtual classroom environment or with a video-conferencing tool like Skype or Zoom.

**Length:** 45–60 minutes

**Learning outcomes:**

- Identify and say the names of clothes
- Talk about the clothes you wear
- Read information to solve a problem
- Ask and answer personal questions about clothes

**Vocabulary:**

- Clothes

**Materials:**

- Clothes flashcards
- Class CD 1
- World map (pp. 134–135)
- Pupil's Books
- Activity Books
- White poster board (optional)
- **(Some resources above can be downloaded here)**

**Materials for pupils:**

- Pupil's Book
- Activity Book
- Pens/pencils
- Notebooks



For further preparation, you could watch these teacher development webinar from the Macmillan 'Teach from Home' webinar series  
<https://www.macmillanenglish.com/us/training-events/webinar-archive>.

## Parents:

You might want parents to assist with the lesson. Parents will need to make sure any materials required are available. You should include this information in the lesson invitation, but you can remind them at the start of the lesson. You can do this in the local language, or alternatively you can prepare a slide with pictures of what's needed (scissors, glue, crayons, etc.).

## Procedure:

### Before the lesson:

Open the online lesson room or software a few minutes early to make sure your camera and microphone are working correctly, and have the materials open in other windows (for screen sharing) during your lesson.

Follow the teacher's notes on pp. 47–49 in the Teacher's Book. In addition, see the notes below for how to adapt your lesson for online teaching.

### During the lesson:

Stage 1	
<b>Warm-up: Review clothing and appearance.</b>	<p>Welcome your pupils and select a part of your typical everyday routine to do, for example mention the date, ask pupils to look out the window at home and notice the weather, go over your online class rules or promises, etc. Pupils can respond by writing in the chat box or orally using their microphones.</p> <p>(Webcams on.) Say 'I'm thinking of a pupil in this room. Who is it?' Describe the pupil's appearance and clothing. Ask the pupils to guess by writing the name of their classmate in the chat box. Repeat the procedure.</p>
Stage 2	
<b>Starting the lesson: Set learning objectives</b>	<p>Say 'Today we're going to remember and learn the names of different clothes. You will need your Pupil's Book and Activity Book. Have you got them ready?'</p> <p>Wait for all pupils to answer 'yes' in the chat box.</p>
Stage 3	
<b>Pupil's Book Activity 1: Look at Nico's photos. Answer the questions.</b>	<p>Ask pupils to open their books at p. 8. Read out (or invite a pupil to read out) the speech bubble to find out who has found the balloon. Ask 'Do you know where Switzerland is?' Have a map prepared either on your screen (use the 'Share screen' option on your platform) or on a PowerPoint slide, or hold up a map to the camera (you can use the world map on pp. 134–135) and point to where Switzerland is.</p> <p>Read out or ask a pupil to read out the message from Jess (p. 8). Check understanding by asking some simple questions for students to answer in the chat box, for example 'What's the boy's name? Where did he find the balloon label? What was the question? What's his favourite item of clothing? Who are the people in the photographs?'</p> <p>(Microphones on, or typing in the chat box.) Hold your Pupil's Book up to the webcam (or display it electronically) and point to the photographs on the page. Ask the questions in Activity 1 for each of the photographs. Pupils can answer by raising their hands and having permission from you to unmute their microphones or by writing in the chat box.</p>

<b>Stage 4</b>	
<b>Pupil's Book Activity 2: Copy the chart. Complete it with the clothes you know.</b>	Explain how a Venn diagram works while you point to the diagram in the book. Ask pupils to copy the Venn diagram into their notebooks and classify the clothes they know. Give them a time limit. When time is up, ask them all to hold their diagrams up to their webcams so everyone can see.
<b>Stage 5</b>	
<b>Vocabulary presentation</b>	<p>(Webcams and microphones on.) Present the unit vocabulary using the clothes flashcards. Show the first flashcard and elicit/say the word. Give each word an action (for example putting on a tie, putting on leggings). Ask 'Who's wearing a (tie) today? Raise your hand.' 'When do you usually wear a (tie)?' Assign questions to different students, for example 'Maria, are you wearing a tie today?' so that they don't all answer at the same time.</p> <p>(Microphones on, or typing in the chat box.) Draw the Venn diagram on a piece of white poster board and stick it on your wall next to you. Ask pupils where each flashcard should be placed. You might want to ask them to write in the chat box or ask one pupil at a time to use their microphone.</p> <p>Alternatively, create a PowerPoint slide. Draw the Venn diagram and have the images of the different items of clothing scattered around the diagram for pupils to say where each goes and move them into the diagram.</p>
<b>Stage 6</b>	
<b>Pupil's Book Activity 3: Look and match. Listen, check and repeat. (CD1 Track 6)</b>	(Books open.) Ask pupils to look at number 1 in the photo. Ask 'Which item of clothing is this?' Pupils use the chat box to write the word. Then, give them a time limit to match numbers 2–12 and the clothes words in their books while you play some relaxing instrumental music. When time is up, ask pupils to listen carefully to the audio to check their answers. Play the audio again, pausing after each word for pupils to repeat and practise their pronunciation. (Pupils can be trusted to do this without you hearing them or you could assign a word to different pupils while you unmute their microphones.)
<b>Stage 7</b>	
<b>Pupil's Book Activity 4: Listen and do the vocabulary quiz. (CD1 Track 7)</b>	(Microphones on, or typing in the chat box.) Play the audio. Listen to the first definition, pausing at the beep to allow the pupils to name the item (either unmuting pupils' microphones as they raise their hands or asking them to write in the chat box). Play the audio to listen to the answer.



<b>Stage 8</b>	
<b>Pupil's Book Activity 5: Read the rest of Nico's message. Choose T-shirts for Heidi and Jan.</b>	<p>Read out the instructions to Activity 5. Give pupils a time limit for working on this task while you play some relaxing instrumental music. Explain that when you turn the music off, pupils should stop working. Pupils respond using the chat box, for example 'Heidi: T-shirt b', 'Jan: T-shirt f'. If there are differences, ask pupils why they have made that choice.</p> <p>Answers: T-shirts e and d</p>
<b>Stage 9</b>	
<b>Pupil's Book Activity 6: Ask and answer about clothes.</b>	<p>(Books open.) Hold p. 9 up to your screen so pupils can see the speech bubbles, or display this page electronically. Unmute one of the pupils and ask him/her the first question. Insist they answer using 'I usually wear...' Repeat the procedure with the other question, inviting a different pupil to answer 'My favourite item of clothing is... It is...'</p> <p>Ask who would like to volunteer to ask a classmate one of the questions. Unmute two microphones so that pupils can ask and answer in pairs.</p>
<b>Stage 10</b>	
<b>Activity Book: Activity 1. Order and write the words. Match.</b>	<p>(Books open, microphones on.) Ask pupils to take their Activity Books out and to do Activity 1: Order, write and match the clothes words. Set a time limit and then elicit answers, either in the chat box, by holding their work up to their cameras or by unmuting pupils' microphones in turn.</p> <p>Answers: 1 leggings, 2 top, 3 baseball boots, 4 cardigan, 5 jeans, 6 polo shirt, 7 sweatshirt, 8 belt.</p>
<b>Stage 11</b>	
<b>Activity Book: Activity 2. Read and complete the definitions.</b>	<p>(Books open, microphones on.) Explain the activity and set a time limit. When time is up, unmute two pupils' microphones and have one read out the definition up to the gap, the other pupil completes it, and the first pupil finishes reading out the definition.</p> <p>Answers: 1 leggings, 2 waistcoat, 3 tie, 4 tracksuit.</p>
<b>Stage 12</b>	
<b>Activity Book: Activity 3. Read and remember the grammar in the lesson.</b>	<p>Ask pupils to look at Activity 3. Read out the information making the <i>-ing</i> form noticeable. Ask pupils to create a sentence using those words. If pupils volunteer by raising their hands, unmute their microphones.</p>
<b>Stage 13</b>	
<b>Activity Book: Activity 4. Read and answer. Ask and answer.</b>	<p>Ask pupils to look at Activity 4. Read the questions and remind pupils to use complete sentences and the <i>-ing</i> form when answering them in writing in their books. Unmute microphones in turn to ask and answer the questions out loud.</p>

<b>Stage 14</b>	
<b>Ending the lesson: Review the lesson and reflect on learning.</b>	(Microphones on, or typing in the chat box.) Say 'Today we've learnt the names of different clothes. What do you remember? Which was your favourite activity today? Which activity was easy/difficult?' Pause in between each question to give pupils time to answer orally or to write their answers in the chat box.
<b>Extra Activities</b>	
<b>Extension</b>	<p>a) (Books open.) Show pupils the world map on pp. 134–135. Ask them to go to the same page and find Switzerland. Read (or invite pupils to read) the accompanying facts. Is there anything that they find interesting? Is there anything that is similar to where they live?</p> <p>b) Say 'I love wearing...' and perform an action (for example, putting on a waistcoat) for pupils to guess the item of clothing orally or by using the chat box. Turn webcams on and have volunteers mime putting on an item of clothing for their classmates.</p> <p>c) Show your favourite item of clothing and say 'My favourite item of clothing is...' Set a timer for pupils to quickly run and get their favourite item of clothing to present.</p>
<b>Vocabulary extension</b>	<p>a) Ask pupils to go back to their Venn diagrams and check if there are any words that they wrote initially but have not been presented in the lesson. Either have pupils list their words in the chat box or turn on their microphones.</p> <p>b) Assign extra work to complete from the Vocabulary Booster on Navio to practise these new words.</p>

### For asynchronous lessons with self-study tasks set by the teacher:

If you do not have access to a live lesson platform, here are a few tips for managing the lesson asynchronously:

- If you can, upload your introduction to the topic as a video. This will promote greater levels of engagement at the beginning of the lesson. If you are able to upload a video, you should also add instructions for all stages of the lesson. You can also record yourself demonstrating vocabulary, showing flashcards, etc.
- Students can take photos of work completed and email them to you, for example in stage 11 of the lesson.
- With parental permission, you can ask pupils to record themselves speaking or singing.
- Some ideas for speaking activities:
  - Pupils listen to a voice recording of one side of the dialogue with pauses for them to complete the conversation. (For example, teacher records the questions and pupils answer in the spaces left; or teacher records the answers to scripted questions such as 'What's your favourite...?' for pupils to ask.
  - Pupils carry out the activity with a family member.
  - Pupils call or video-call a friend (with parental permission).