

## Unit 2 Extra resources

**Workbook:** pages 18–27

### Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *What time is it now?* (Lesson 5)
- Culture video: *Me and my clothes* (Lesson 6)

### Tests:

- Unit test, Test for students with dyslexia

### Teacher's Resource Centre:

Grammar and vocabulary practice

**On-the-Go Practice:** Unit 2

**Kahoot!:** Unit 2

## Lesson 1

### Objectives and materials

**Vocabulary:** clothes

**Listening:** to find specific information

**Speaking:** to ask and answer questions about clothes

**Optional materials:** A4 sheets of paper with days numbered 1–7 (*day 1, day 2, etc.*) and words with missing letters for the students to complete (Learning Mentor)

## Warm-up

Get students to name one item of clothing that they are wearing today.

1 Students do Exercise 1.

2  Students do Exercise 2.

### SEN tip

For any students who need help learning the words, use a clapping technique. Students repeat the word, clapping for each syllable, e.g. *hoo-die, ja-cket* (two claps), *cap, shorts* (one clap).

# 2

## Me and my clothes

### Lesson 1 Vocabulary 1


*I can talk about clothes.*



### 1 Let's start!

 Look at pictures 1–14. Find and name the red, yellow and brown clothes.

*red T-shirt, yellow shorts, brown shoes*

2  Match the words in the box with pictures 1–14. Then listen, check and repeat.

#### Clothes

cap • dress • hoodie • jacket • jeans • jumper • shirt • shoes • shorts • skirt • socks • trainers • trousers • T-shirt

3  In pairs, describe your favourite clothes. *Students' own answers*

My favourite T-shirt is black and white.

My favourite hoodie is grey and very big.

My favourite trainers are old, but they're cool.

20 twenty

What are your favourite clothes to wear on Saturdays?

PROJECT PREP

### Answers

1 T-shirt, 2 jeans, 3 jumper, 4 dress, 5 trousers, 6 shirt, 7 trainers, 8 hoodie, 9 cap, 10 shoes, 11 skirt, 12 socks, 13 jacket, 14 shorts


### Extra idea

Write different kinds of clothes on the board, in random order, and get students to study the list. Then tell them to close their eyes and wipe out one word. Students open their eyes and say which word is missing. Repeat this several times so that they recall as many target words as possible.

3 Students do Exercise 3.

### PROJECT PREP

Tell students that this question will help them prepare for their projects. Ask them to discuss the question in pairs first. Then, discuss as a class and encourage them to make a note of their ideas.

- 4  24 Look at the pictures and complete the phrases with the adjectives in the box. Then listen, check and repeat.

### Adjectives

comfortable • smart • sporty • warm



1 a warm jumper




2 smart clothes



3 comfortable shoes



4 sporty trousers

- 5  Work in pairs. Take it in turns to choose a place in the box and say what clothes Olivier or Olivia can wear. Use the adjectives in Exercise 4. *Students' own answers*

at a café • at a party • at school •  
in the park • on holiday


Olivier is in the park.

Warm jacket, trainers, ...

## 6 Pronunciation /ɔ:/

- 25  Listen and repeat the chant.

Your **four** **sporty** jackets  
are very **small**, **George**!

- 7  In pairs, write the next line of the chant from Exercise 6. Use the words in the box. *Students' own answers*

forty • Paul • warm

## Learning MENTOR



Follow Mac the Mentor's steps to remember new words.

- 1 For each day of the week, make a list of five words with gaps.

### Day 1


• h\_o\_\_ie  
• jacke\_\_  
• ju\_\_p\_\_r  
• s\_\_i\_\_t  
• T-s\_\_i\_\_t

### Day 2

• je\_\_n\_\_  
• tr\_\_sers  
...

- 2 Study it for five minutes a day.

- 3 On day one, learn the words in the first list. On day two, check what you can remember from the first list, then learn the words from the next list.

- 8  Work in pairs. Take it in turns to think of a place and describe the clothes you wear there. Your partner guesses the place. *Students' own answers*

My shirt is smart.  
My trousers are black.

Yes!

You're at a party!

## Fast finishers

Complete the puzzle to find Mac the Mentor's secret word. Then draw it!

Secret word: socks



## Digital PRACTICE



Level up with a digital game!

twenty-one 21

## Learning MENTOR

Ask students the following questions: *How many words can you easily learn every day? How long can you study for in a day? Do you study English every day?* Students do Task 1.

If necessary, hand out templates containing the numbered days and the incomplete words with gaps for the missing letters. After this, read out the instructions for Tasks 2–3 and make sure students know what to do at home.

- 8 Students do Exercise 8.

## Fast finishers

Any students who finish the exercises early can do the task in the book.

## Vocabulary games

Remember that there are digital vocabulary games available which can be accessed through the DSB or OTGP. To play them, tell students to log on to the platform. For those already using the DSB, click on the icon on the page.

## Wrap-up

Write the following lists of words on the board and ask a student to choose the odd one out:  
*shoes, jeans, socks, trainers*  
(**jeans** – you put all the other things on your feet);  
*shirt, jacket, skirt, hoodie*  
(**skirt** – it's the only item that covers a person from the waist downwards).

Encourage students to write their own odd-one-out list.

- 4  24 Students do Exercise 4.


### Extra idea

To practise the various collocations in Exercise 4, ask the class to stand up. Then say: *Sit down if you have comfortable trousers / sporty shoes / warm clothes / sporty clothes / a comfortable jumper, etc.*

- 5 Students do Exercise 5.

### Extra idea

Add more places to the list, e.g. *at home, in the garden, at a summer club, etc.* and ask students to choose suitable clothes for wearing at these places.

- 6  25 Students do Exercise 6.  
7 Students do Exercise 7.

## Lesson 2

### Objectives and materials

**Grammar:** the verb *be* (negative)

**Listening and reading:** to find specific information

### Warm-up

Find out if students remember the names of the characters. Ask: *What are the names of the children? (Ana, Mickey); What's the name of the cat/robot? (Lily/Robbie); What are the names of the parents? (Caroline Brown, Alex Brown / Mr and Mrs Brown).*

1 26 Students do Exercise 1.

2 26 Students do Exercise 2.

**SUPPORT:** Point to the pictures that students should look at to find the correct information (sentence 2: picture 2, sentence 3: picture 3, sentence 4: picture 5).

**CHALLENGE:** Students write one more true sentence about the story.

3 27 Students do Exercise 3.

2

## Lesson 2 Grammar 1

*I can use the verb *be* in negative sentences.*

### They aren't my clothes!



1 26 Read and listen. Then choose the correct option.

*Robbie / Mickey / Mrs Brown is in a film.*

2 26 Read and listen to the story again. Are these sentences true (T) or false (F)?

- Two black bags are in picture 1.
- Mickey is an actor.
- The clothes in picture 3 are for the film.
- Mrs Brown is an amazing actor.

T  
F  
F  
T

3 27 Listen and repeat.

*I'm not ready!  
Just a minute!  
Here you are.*

### TIME MANAGEMENT

It's important to plan and organise your time.

22 twenty-two

### Extra idea

Tell students to close their books. Read out the incomplete phrases from Exercise 3 and ask the whole class or individual students to finish them.

*Here y o u a r e .  
Just a m i n u t e !  
I'm not r e a d y !*

### SOCIAL AND EMOTIONAL LEARNING

This story helps students to develop the SEL competence of self-management. Explain that when we organise our time, we feel less stressed and achieve our goals more easily.



## Be negative

## Long form

I	am	not	ready.	I'm	not	ready.
You	are	not	ready.	You	aren't	ready.
She	is	not	ready.	She	isn't	ready.
He	is	not	ready.	He	isn't	ready.
It	is	not	ready.	It	isn't	ready.
We	are	not	ready.	We	aren't	ready.
You	are	not	ready.	You	aren't	ready.
They	are	not	ready.	They	aren't	ready.

## Short form

Learning  
MENTOR

## Follow Mac the Mentor's steps.

- 1 Find negative sentences with **be** in the story. You have one minute!
- 2 Close your book. In pairs, say the sentences. How many do you remember?
- 3 Write five sentences with **be** in negative form.
- 4 Share the sentences in class.

- 4 Complete the sentences with **am not**, **are not** or **is not**. Then say the sentences with short forms.

- 1 The children are not at school. (**aren't**)
- 2 Mrs Brown is not ready. (**isn't**)
- 3 Ana: You are not the new actor. (**aren't**)
- 4 Mickey: I am not from the USA! (**I'm not**)
- 5 We are not in the film. (**aren't**)
- 6 Maria is not at home. (**isn't**)

The children aren't at school.

- 5 Complete the sentences with '**m not**, **aren't** or **isn't**.

- 1 Mr Brown isn't in the story.
- 2 The black bags aren't small.
- 3 I 'm not an actor.
- 4 Ana: You aren't from the USA, Mickey!
- 5 We aren't at the film studio.
- 6 It isn't the right bag!

- 6 Work in pairs. Imagine you are Mrs Brown. Use negative sentences to say what is wrong with the clothes in the bag.

These aren't my shoes!



These aren't my socks. This isn't my jacket. This isn't my cap. This isn't my shirt.  
These aren't my shorts. This isn't my hoodie. These aren't my jeans.

twenty-three 23

- 7 Work in pairs. Take it in turns to say two false sentences about an object or some clothes. Use the negative form to correct the sentences. Students' own answers

It's my jacket.

It's old and green.

It isn't your jacket.

It isn't old and green.

## Fast finishers

Say the chant. Change the words in **bold** and make a new chant for the class. Use the negative of **be**. Students' own answers

My **hoodie** **isn't** old,  
My **shoes** **aren't** new,  
I'm not at home today,  
My **school bag** **isn't** blue!

Digital  
PRACTICE



Level up!

- 4 Students do Exercise 4.  
5 Students do Exercise 5.

## Extra idea

Write the following sentences on the board:  
*Lily is a robot. I'm 78 years old. We're in the park.* Ask students to change all the wrong sentences into negative forms (*Lily isn't a robot. I'm not 78 years old. We aren't in the park.*)

- 6 Students do Exercise 6.

Learning  
MENTOR

First, read all the instructions to students, asking them to only listen and not do any tasks yet. Then divide the practice into four steps, each with a clear time limit given to students. You can also tell students to do the Learning Mentor tasks at home.

- 7 Students do Exercise 7.

## Fast finishers

Any students who finish the exercises early can do the task in the book.

## On-the-Go Practice

Remember that students have access to extra skills practice on the On-the-Go Practice app. Tell students to log on to the platform and open the app. For those already using the DSB, there is an icon on the page to click on.

## Wrap-up

Say three sentences that are not true and tell students to change them into the negative form, e.g. *It's Friday. We are actors. Class 4B are on holiday.*

## Grammar

Read the table out loud. Get students to repeat what they hear. Ask students about which forms of **be** are used for more than one person and for which persons they are used.

## Answers

*is/'s* – for *he, she, it*; *are/'re* – for *we, you, they*

## Grammar animation

Play the video and stop it before the grammar presentation. Write the following sentences on the board and ask students to decide which are true and which are false.

- 1 *The challenge is a football game.*  
(False – The challenge is a quiz game.)
  - 2 *The children aren't bored.* (True)
  - 3 *Will is the winner.* (False – Jay is the winner.)
- Play the whole video and get the students to do the quiz at the end.



## Lesson 3

### Objectives and materials

**Vocabulary:** personality adjectives

**Listening:** to find specific information

**Speaking:** to describe people

### Warm-up

Tell students to close their books. Write 11 short gaps on the board (one gap per letter for the word *personality*). Ask students, one by one, to guess one letter. If a student guesses a letter correctly, complete the gaps and let the student guess a letter again or the word itself. Continue this process until all the letters have been completed or someone guesses the word correctly.

1 Students do Exercise 1.

2  28 Students do Exercise 2.

#### Answers

1 funny, 2 friendly, 3 sporty, 4 clever, 5 quiet, 6 kind, 7 shy, 8 helpful

#### Extra idea

Get students to play charades in pairs. Student A chooses an adjective and then draws or mimes it for Student B to guess what it is. Then students swap roles.

3 Students do Exercise 3.

4  29 Students do Exercise 4.


## 2

## Lesson 3 Vocabulary and Listening


*I can understand and use personality adjectives.*



### 1 Let's start!


 Look at pictures 1–8. Find and point to someone *sporty* and someone *funny*.

*sporty* – picture 3, *funny* – picture 1

2  28 Match the adjectives in the box with pictures 1–8. Then listen and repeat.

#### Personality adjectives

clever • friendly • funny • helpful • kind • quiet • shy • sporty

3  29 Look at pictures 1–8 again. Guess what colours and adjectives are missing from the quiz. Then listen and check.

Look at the colour of your favourite clothes and find out what it means!

**ORANGE**

friendly, 1 funny

**GREEN**

helpful, clever

2 red


sporty

**BLUE**

quiet, kind

**WHITE**

3 shy


4  29 Listen to the dialogues again. Choose the correct pictures for Carlos and Aylin.

#### Dialogue 1



#### Dialogue 2



5  In pairs, do the quiz in Exercise 3. Are the colours and adjectives true for you?


Students' own answers


My favourite hoodie is white, but I'm not shy!

24 twenty-four

What colours are your favourite clothes?

PROJECT PREP

 **SUPPORT:** Limit the number of objects that students need to pay attention to, e.g. Dialogue 1: *Look at the hoodie and trainers*; Dialogue 2: *Look at the jacket*.

 **CHALLENGE:** After completing the task, students explain why they chose the particular pictures.

5 Students do Exercise 5.

### PROJECT PREP

Tell students that this question will help them prepare for their projects. Ask them to discuss the question in pairs first. Then, discuss as a class and encourage them to make a note of their ideas.

### Wrap-up

Dictate these sentences. Then ask students to change them into negative forms if they are not true for them.  
*I am sporty. My favourite colour is green. My best friend is quiet.*

## GRAMMAR ANIMATION

6

## Grammar

I can ask and answer questions with the verb be.

## Be questions

Am	I	shy?	Yes,	I	am.	No,	I'm	not.
Are	you	shy?	Yes,	you	are.	No,	you	aren't.
Is	he	shy?	Yes,	he	is.	No,	he	isn't.
Is	she	shy?	Yes,	she	is.	No,	she	isn't.
Is	it	shy?	Yes,	it	is.	No,	it	isn't.
Are	we	shy?	Yes,	we	are.	No,	we	aren't.
Are	you	shy?	Yes,	you	are.	No,	you	aren't.
Are	they	shy?	Yes,	they	are.	No,	they	aren't.

## Be short answers

## Wh- questions and answers

What	is	it?
It's	a	chair.
What	are	they?
They're	chairs.	
Who	is	she?
She's	Jess.	
What	is	she like?
She's	shy/sporty.	

What is it?



It's a book.

- 1 Work in pairs. Say four negative sentences about things in your classroom.

Students' own answers

The chairs aren't red.

- 2 Listen and choose the correct option.



- The new student **is** / **isn't** in class with Leonor.
- Anna and Michel are in class **4B** / **5B**.
- Michel is **funny** / **quiet**.
- Michel** / **Anna** is from France.

- 3 Match questions 1–5 with answers a–e.

- |                        |                              |
|------------------------|------------------------------|
| 1 Is he in your class? | a Yes, I am.                 |
| 2 Who is he?           | b They're French chocolates. |
| 3 What is he like?     | c No, he isn't.              |
| 4 Are you in my class? | d He's a new student.        |
| 5 What are they?       | e He's funny.                |

1 c, 2 d, 3 e, 4 a, 5 b

- 4 Put the words in the correct order to make questions.

1 sporty you Are ?

Are you sporty?

2 you Are funny ?

Are you funny?

3 your red backpack Is ?

Is your backpack red?

4 your shoes brown Are ?

Are your shoes brown?

5 favourite your is film What ?

What is your favourite film?

6 your actor Who is favourite ?

Who is your favourite actor?

7 friends your What like are ?

What are your friends like?

- 5 Take it in turns to ask and answer the questions in Exercise 4. Students' own answers

Are you sporty?

Yes, I am.

## Fast finishers

Choose a famous person. Write three questions to ask them. Students' own answers

Are you friendly?

Kahoot!

Compete with your classmates!

twenty-five 25

## Grammar

Draw students' attention to the grammar table. Ask: *What colour are the questions / positive answers / negative answers?* (blue and orange / green / red). Get students to look at the questions and ask in their native language where we put the verb *be* (at the beginning of the question).

## Grammar animation

Play the video and stop it before the grammar presentation. Get students to answer the following questions with short answers: *Is James British?* (No, he isn't); *Is Mia from London?* (Yes, she is); *Are Olivia and her sister at the sports camp?* (No, they aren't); *Are Ada's brothers sporty?* (Yes, they are). Play the whole video and ask students to do the quiz at the end.

4 Students do Exercise 4.

5 Students do Exercise 5.

## Fast finishers

Any students who finish the exercises early can do the task in the book.

## Kahoot!

Remember that there is a Kahoot! quiz for each unit. To find the quizzes, go to <http://macmillanenglish.com/kahoot>. Students can play the quizzes through the Kahoot! app or website.

## Wrap-up

Ask students to write two Yes/No questions and one Wh- question about their partner. They ask and answer in pairs.

## Lesson 4

## Objectives and materials

Grammar: the verb *be* (questions)

Listening: to find specific information

Speaking: to describe people

## Warm-up

Revise the affirmative and negative forms of the verb *be*. Write the following sentences on the board for students to complete, e.g. *My T-shirt i s n' t black, it i s blue. We a r e n' t in grade 6, we a r e in grade 4.*

1 Students do Exercise 1.

2 Students do Exercise 2.

3 Students do Exercise 3.

## Lesson 5

### Objectives and materials

**Speaking:** to ask about and tell the time

### Warm-up

Dictate some numbers for students to write down. Then tell students to compare their answers in pairs.

- 1  Students do Exercise 1.

### Extra idea

Ask students to come to the board to write the times using numbers, e.g. 1.15, 1.30, 1.20, 1.40. Then tell students to close their books to read the times on the board out loud.

### SEN tip

Help any students with dyslexia to associate the preposition *past* with the right side and the preposition *to* with the left side of the clock. Read out several clock times and ask students to raise their left hand for *to* times and right hand for *past* times.

- 2  Students do Exercise 2.

### Answers

1 quarter past five 2 ten o'clock  
3 half past eight 4 ten to three

- 3 Students do Exercise 3.

### Answers

- 2 It's quarter past two in New York. What time is it in Madrid? It's quarter past eight.
- 3 It's quarter to eleven in Istanbul. What time is it in Rio de Janeiro? It's quarter to five.
- 4 It's four o'clock in Madrid. What time is it in Sydney? It's one o'clock.

## 2

### Lesson 5 Speaking

*I can tell the time and ask what time it is.*

- 1   Look at the clocks. Listen and repeat the times.



quarter past one




half past one



twenty past one




twenty to two

- 2  Match the times in the box with the clocks in photos 1–4 below. Then listen, check and repeat.

half past eight • quarter past five •  
ten o'clock • ten to three

What time is it?




- 3  Work in pairs. Take it in turns to ask and answer questions about the time in the places below.

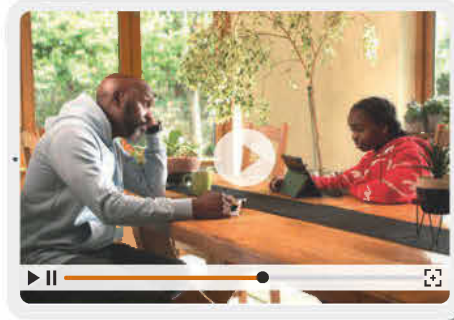
1	London 8.30	Buenos Aires -4 hours
2	New York 2.15	Madrid +6 hours
3	Istanbul 10.45	Rio de Janeiro -6 hours
4	Madrid 4.00	Sydney +9 hours

It's half past eight in London.  
What time is it in Buenos Aires?

It's half past four!


26 twenty-six

- 4   Watch or listen and read. Find the times and draw a clock for each one.



Alice: Look, Dad. *Ice Age* is on today!  
Mr Green: What time is the film?  
Alice: It's at ten past six.  
Mr Green: And what time is it now?  
Alice: It's quarter to six.  
Mr Green: Let's go now.  
Alice: Great!

Times: ten past six = 6.10, quarter to six = 5.45

- 5  Look at the films and times below. In pairs, write a dialogue. Use Exercise 4 to help you. Then act it out. *Students' own answers*

NOW SHOWING			
Time	Film	Time	Film
3.00	<i>Belle</i>	6.30	<i>Spiderman</i>
4.10	<i>Inside Out</i>	6.45	<i>Tom &amp; Jerry</i>
5.15	<i>Minions</i>	7.20	<i>Encanto</i>

Look, *Belle* is on today!

What time is the film?

- 4  Students do Exercise 4.

### Speaking video

You can use the video *What time is it now?* instead of the audio track for Exercise 4. Turn the subtitles on if necessary. When students have watched the video, ask them the following question: *Where are Alice and her dad?* (They're at home.)

- 5 Students do Exercise 5.

**SUPPORT:** Point to the phrases in the dialogue that need to be replaced with new information.

**CHALLENGE:** Get students to cover the model dialogue in Exercise 4.

### Wrap-up

Ask students about their own weekly schedules, e.g. *What time is English on Wednesday? What time is Polish on Monday? What time is lunch?*



I can understand a text about cosplay.

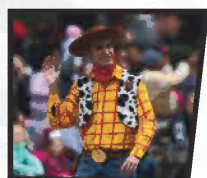
- 1 8 Look at the children in the photo and describe their clothes. Then watch the video.



- 2 34 Read and listen. How many countries are in the text? What are they?  
Three countries: the USA, the UK, Japan

## COSPLAY AROUND THE WORLD

What is cosplay? Look at the people in the pictures. They look like characters from a film, a TV show, a comic book or a video game. That's cosplay, and people like it all around the world!



THANKSGIVING DAY PARADE,  
HOUSTON, TEXAS



THANKSGIVING DAY  
PARADE, HOUSTON, TEXAS



COMIC CON, LONDON



STREET COSPLAY,  
TOKYO

In the USA, street **parades** are great for cosplay. Look at the friendly man in blue jeans and a yellow shirt. Who is he? He's Woody from *Toy Story*. Look at the man in a blue jacket with a star on it. He's a superhero! He's Captain America. He's cool!

The UK is a good country for cosplay, too. Look at the photo from a big cosplay event – Comic Con in London. It is for everyone, young and old. The men are Luigi and Mario, the characters from the computer game Super Mario Bros. They're funny!

In Japan, comic books **inspire** young people to make interesting clothes. Look at this girl. She's amazing! Her dress is orange and her umbrella is green. What colours are her hair and her socks?

In all countries, cosplay is fun!

### Search it up

- *Comic Cons* are events for the fans of comic books, films and TV shows.
- Find out what city in the USA *Comic Con* takes place in every year. **San Diego**

### Glossary

**character:** someone in a book, play, film, etc.  
**comic book:** a book with cartoons

**inspire:** to give someone an idea  
**parade:** a celebration in the street

twenty-seven 27

- 1 Students do Exercise 1.

### Suggest answers

The clothes are smart. The shirts are white and the skirts are grey.

### Culture video

Play the video *Me and my clothes*. When students have finished watching the video, ask them about the names of clothes that they can remember from the video (e.g. a **uniform**, a **shirt**, **trousers**, a **dress**, a **skirt**, **shorts**, **socks**, a **T-shirt**, **trainers**, **shoes**, a **jumper**, a **jacket**, a **hoodie**, **jeans**).

You can use the video worksheet with this video.

- 2 34 Students do Exercise 2.

- 3 34 Students do Exercise 3.

**SUPPORT:** Tell students to pay attention to *is/are* and to singular/plural nouns – this will help narrow down the answer options.

**CHALLENGE:** Ask students to find the adjectives in the text that describe clothes.

### FIND YOUR VOICE

This mediation activity gives students practice in processing, summarising and translating written texts.

- 4 Students do Exercise 4.

### Wrap-up

Play a game of Whispers. Whisper a word or short sentence from this lesson to a student who then quietly passes it on to another student. The last student to hear the word/sentence says it out loud.

## Lesson 6

### Objectives and materials

**Vocabulary:** clothes

**Listening and reading:** to find specific information

**Optional materials:** Teacher's Resource Centre – Video worksheet Unit 2

### Culture note

*Cosplay* (costume + play) – dressing up as a character from a comic book, video game, anime cartoon, or TV series or film.

### Warm-up

Show students several photos of film characters and superheroes and ask them about what clothes they can see (e.g. **Superman** – **red trousers**, **red shoes**).

## Objectives and materials

**Writing:** to write a short message, to describe a person

**Vocabulary:** personal information, clothes, adjectives, hobbies

**Optional materials:**  
a photo taken by the teacher during leisure time showing a hobby, pieces of paper to write the questions for Exercise 4

## Warm-up

Show students your photo. Say a few sentences about it, e.g. *This is me and my friend, Kate. She is 34. My jacket is black and her jacket is red. Our hobby is skiing.* Then allow students to ask you some questions about your clothes and your hobby.

## 1 Extra idea

Draw students' attention to the photo and ask the following questions: *How old are the people in the picture? What is their hobby? What colour are their T-shirts?* Students guess the answers and then read the text to check them. Students do Exercise 1.

- 2 Students do Exercise 2.
- 3 Students do Exercise 3.
- 4 Students do Exercise 4.

## Answers

Are you sporty?

What is your hobby?

### Suggested answers

What is your favourite colour?  
Where are you from? Are you  
funny/shy? What is your  
nationality?

- 5** Students do Exercise 5.

## 2

## Lesson 7 Writing

*I can write a short message about myself.*



- 1** Read the message. Find and point to Carlos in the photo.  
*Carlos is the boy on the right, in the blue T-shirt.*

**2** Read the message again. Find sentences about Carlos for the information below.

1 personal information  
*My name is Carlos. I'm 11 and I'm from Rio de Janeiro.*

2 adjectives that describe Carlos  
*I'm friendly and helpful. I'm very sporty.*

3 clothes  
*My T-shirt is blue and comfortable.*

4 hobby  
*Football is my hobby.*

**3** Help Charlotte write a reply to Carlos. Put the words in the correct order to make sentences.

1 11 from London I'm and I'm .  
*I'm from London and I'm 11.*

2 funny I'm clever and .  
*I'm clever and funny.*

3 sporty not I'm .  
*I'm not sporty.*

4 with I'm at home Beth my friend .  
*I'm at home with my friend Beth.*

5 red is My jumper .  
*My jumper is red.*

6 is hobby my Painting .  
*Painting is my hobby.*

**4** Find two questions in the message from Carlos. In pairs, think of more questions.

What is your favourite film?

**5** Write a message to a new friend. Follow the steps below. *Students' own answers*

**Writing planner**

**Find**  
 Find a photo of you with a friend.

**Think**


  - What information do you want to include?
  - What adjectives describe you?
  - Who is in the photo?
  - How can you describe your clothes?
  - What are your hobbies?
  - What questions can you ask?

**Write**

Look at the message from Carlos again. Then write your message to your new friend.  
*Hello from ...*

**Show your work**

**28** twenty-eight

 **SUPPORT:** Brainstorm vocabulary that students may want to use in their texts (e.g. the names of clothes, adjectives, names of hobbies). Write the words on the board.

**CHALLENGE:** Students add more information to the text, e.g., mentioning their favourite place, object, or colour.

## Wrap-up

Say some true and false sentences about students in the class, e.g. *Mike's hobby is football. Maria's T-shirt isn't pink. Tom and Lukas are 12.* If the sentence is true, students clap their hands.

## Vocabulary

1 Look at the photos and write the clothes.



- 1 skirt 4 jumper  
2 jeans 5 trainers  
3 T-shirt

\_\_\_ / 5 points

2 Match photos 1–3 with the adjectives in the box. There is one extra adjective.

shy • smart • sporty • warm



- smart sporty warm

\_\_\_ / 3 points

3 Complete the adjectives for describing people.

- 1 h elpfu l 3 qu ie t  
2 ki n d 4 f un ny

\_\_\_ / 4 points

## Grammar

4 Look at the picture of Zehra. Write negative sentences with **be**. Use short forms.

- 1 My shoes / not / red.  
My shoes aren't red.  
2 My dress / not / yellow.  
My dress isn't yellow.  
3 I / not / 12.  
I'm not 12.

\_\_\_ / 3 points



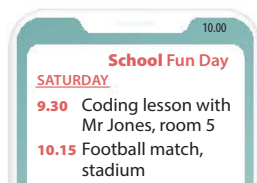
5 Complete the questions and answers using **be**. Use short forms where possible.

- 1 What are they? They 're my trainers.  
2 Who is he? He 's my friend.  
3 What 's she like? She 's friendly.  
4 Is he clever? Yes, he is.  
5 Is she shy? No, she isn't.

\_\_\_ / 5 points

## Speaking

6 Complete the dialogue about the School Fun Day.



- Lara: What time is the coding lesson?  
Tom: It's <sup>1</sup> at half past nine.  
Lara: What <sup>2</sup> time is it now?  
Tom: It's ten <sup>3</sup> o'clock.  
Lara: And <sup>4</sup> what time is the football match?  
Tom: It's at <sup>5</sup> quarter past ten.

\_\_\_ / 5 points

## Level up!

Add up your score for all the exercises and follow the instructions below.

- 🏆 20–25 points – Great job, well done!  
🏆 14–19 points – Good score! Work on your mistakes and correct them in your notebook.  
🏆 0–13 points – Keep calm and revise more. Do exercises A–C below!  
(A) Work on vocabulary → Learning mentor, p. 21  
(B) Revise grammar → Learning mentor, p. 23  
(C) Practise speaking → Exercises 2–4, p. 26

twenty-nine 29

1 Students do Exercise 1.

### Extra idea

Students give one piece of information about their clothes. They use colours and adjectives that they learnt in this unit to describe their clothes.

2 Students do Exercise 2.

3 Students do Exercise 3.

### Extra idea

Say various adjectives out loud. Students decide if the adjective is used for describing people or clothes. They raise their right hand for the clothes adjectives and their left hand for the people adjectives.

4 Students do Exercise 4.

### Extra idea

Students write more sentences about Zehra in the first person voice. Ask students to make up facts about her regarding, e.g. her nationality, personality, and favourite objects, places and hobbies.

5 Students do Exercise 5.

6 Students do Exercise 6.

## Level up!

Give students enough time to check their answers and count their points. Then ask them to say their score in English and make sure that they know what to do.

## Wrap-up

Write the following riddle on the board: *I start with the letter J and I make you warm on a cold day. What am I?* (a jacket/jumper)

## Lesson 8

### Objectives and materials

Vocabulary and grammar: to revise Lessons 1–7

## Warm-up

Write the following gapped sentence on the board: My \_\_\_\_\_ is \_\_\_\_\_. Then tell students to use this model sentence structure to write 2–3 sentences about their clothes using appropriate vocabulary, giving the names of the clothes and adjectives (e.g. about the colour of the clothes).



## Global Citizens Project

### Objectives and materials

**Project:** design a sustainable wardrobe

**Optional materials:** large pieces of paper (A3), coloured crayons, access to magazines or the internet for pictures

### Project tips

- Students can find pictures of clothes in magazines or on the internet.
- When the projects are finished, you could display the lookbooks on the class wall.

## Warm-up

Say clothes words, and ask students to point to the part of their body where they wear them, e.g. *hat* (**head**), *jeans* (**legs**), etc. Students can continue the activity in pairs.

## Discover

- 1 Explain to students what a 'sustainable wardrobe' is, i.e. one that is good for the planet. Read the title with students and make sure they understand the question. Students discuss their answer with a partner, and then tell the class.
- 2 Students do Exercise 2.

2

## Global Citizens Project

*I can design a sustainable wardrobe.*

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

### Discover

- 1 **Work in pairs. Look at the question in the text title. What do you think?**  
*Students' own answers*

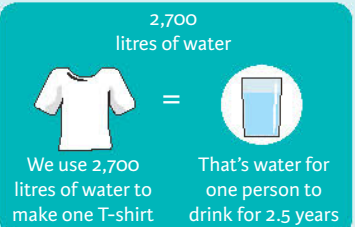
### HOW MANY CLOTHES ARE NECESSARY?

One expert says we only need clothes for nine days. That's clothes for seven days of the week, and two special days.

Most people prefer to wear comfortable clothes. We need warm clothes for cold days,

and clothes for summer too. It's a good idea to choose your favourite colour!

It isn't necessary to have a lot of clothes. We use a lot of water to make clothes, and that's bad for the planet!



- 2 **Read the text. What is the main idea? Choose the correct answer.**

- a Clothes are very important.
- b** It isn't a good idea to have a lot of clothes.
- c Most people prefer comfortable clothes.

- 3 **Look at the photos of clothes. In pairs, describe the clothes and say which ones are your favourites.**

### My Lookbook!

This is a green hoodie.

I like these jeans.

My favourite is ...

30 thirty

### Extra idea

Ask questions to check students' understanding of the text.

- 1 How many clothes are necessary?  
(clothes for nine days)
- 2 What type of clothes are necessary?  
(comfortable clothes, warm clothes, clothes for summer)
- 3 Why are a lot of clothes bad for the planet? (we use a lot of water to make them)

### Culture note

We live in a time of fast fashion. Large amounts of water and energy are used to produce clothes, and these are often thrown away when they go out of fashion. Around 92 million tonnes of clothes end up in landfills each year.

- 3 Students do Exercise 3.

### Suggested answers

a green hoodie, a grey jumper, a purple skirt, black trainers, a pink dress, a red and black shirt, blue jeans, a blue jacket

## Learn

### Skills for life: be creative



I have an idea!



Let's try it!

Share ideas with friends to be more creative.

#### 4 Complete the chart with the phrases in the box.

Find ideas • Talk to another person • Think!

#### How to be creative



1 Find ideas



2 Make a list  
(5 minutes)



3 Think!



4 Talk to another  
person



5 Choose

Workbook: Skills for life page 26

### TIP

To get more creative ideas, go for a short walk!

## Plan

#### 5 Make a list of the clothes you have. Choose six that you think you need. Think about these things.

- cold/hot days
- your favourite colours
- clothes for each day of the week
- clothes for important events
- shoes

Students' own answers



#### 6 Go to your Workbook and do the planning activity on page 26.

## Create

#### 7 Make a lookbook of the clothes you chose in Exercise 5. Write a description of the clothes. Students' own answers

## Share and reflect

#### 8 Present the lookbook to your class.

#### 9 Go to your Workbook and complete the self-reflection activity on page 26.

What can you do with old clothes (to help other people)?



thirty-one 31

## Learn

- 4 Tell students that they will be creative in this project. Explain that everyone can be creative if they follow some easy steps. Read the example and the tip with students. Students do Exercise 4. Point out that steps 3 and 4 can be reversed. Refer students to Workbook page 26, Exercise 3, for further practice.

## Plan

- 5 Tell students that they will each make a lookbook (a set of photos that show clothes), like the one in Exercise 3. Set a time limit for them to make a list of their clothes. Then ask them to choose their six items.

### Extra idea

In pairs, ask students to discuss their six items and to offer suggestions. Then give students a minute to decide if they want to change any of their items.

- 6 Students do the planning activity on page 26 of the Workbook.

## Create

- 7 Students do Exercise 7.

## Share and reflect

- 8 Have students present their lookbook in small groups, or to the class.
- 9 Students do the reflection activity on page 26 of the Workbook.

## ESDC

This question relates to **SDG Goal 12: Responsible, consumption and production.**

Over-production and consumption contribute to climate change, pollution, and the loss of plants and animals. We need to reduce waste and pollution to protect the planet for future generations.

Ask students to answer the question.

### Possible answers

- mend and keep them
- give them to people you know
- make something new, for example, a cushion, or bag
- organise a clothes swap, i.e., exchange clothes with friends.
- sell the clothes on an app
- return them to a shop that has a recycling scheme
- put them in a recycling bin for clothes.

## Wrap-up

Return to the question from the start of the lesson: *How many clothes are necessary?* Ask students to put up their hand if their answer is different now. Is it more or less?

Ask students to think of one thing in their wardrobe they don't need. Then ask them to think about what they can do with it. Ask for some answers.