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2.1 VOCABULARY Clothes

pages 22 and 23

Lesson learning objective

Students can talk about clothes.

Materials:

- Student's Book
- a bag
- personal belongings (cell phone, a book, a T-shirt, keys, etc.)
- a blindfold
- audio tracks 1.30 and 1.31

Warm-up

- (Books closed) Play Touch and Guess with the group to review known vocabulary. Put 6-8 objects in a bag (include one or two objects to introduce the unit topic, e.g., a book, a cell phone, a T-shirt). Blindfold a student and give him/her an object from the bag to feel. He/She guesses what it is, e.g., A cell phone? Continue with different objects and students.
- Point to the objects and say: These are my things.
 Then write My things on the board. Students predict what they will learn in the unit.
- (L1/L2) Explain the lesson objective. Ask students why
 they need to learn words related to clothes in English
 (e.g., to go shopping in a foreign country, to talk to
 foreign friends).
- Brainstorm words related to clothes with the class, in order to activate their previous knowledge. Encourage students who are familiar with the vocabulary to explain the words for the rest of the class.

1 Find and number these clothes in the picture.

- (Books open) Draw students' attention to the
 picture and the words in the box. They work individually
 to find and number the clothes in the picture. Point out
 that not all the clothes will be identified in this activity.
- Check the answers with the whole class.

2 1.30 Listen and repeat. Find the clothes in the picture on page 22.

- Play the audio, pausing for students to repeat each word.
- In order to work with new vocabulary, give clues or use gestures to help students guess the meaning of the words.
- Encourage students to find and point to the new clothes in the picture on page 22.

3 1.31 Listen and circle the word you hear.

- Encourage students to read the words before they listen to the audio.
- Play the audio once for students to circle the words.
- Play the audio again, pausing to check answers.

Audio script

 $B = Boy \qquad G = Girl$

1

B: Now, where's my T-shirt? Ah, here it is!

2

G: Hmm . . . This isn't my jacket. It's Lisa's.

3

B: ... my sweatsuit ... and my basketball sneakers ... and done!

4

G: Nice dress, Mom! I love the color.

5

B: Oh! It's chilly today. I need a coat!

6

G: The green top or the blue top with this skirt?

Watch out!

Read the examples. After each one, ask: Why "is/are"? Elicit the answer. Encourage learner autonomy by referring students to the Grammar box in Lesson 1.2.

4 Complete the sentences with *is* or *are*. Then look at the picture on page 22. Circle YES or NO.

• Students complete the sentences individually and then compare answers in pairs. Next, they circle YES or NO according to the picture on page 22.

Extra activity

Ask students to rewrite the NO sentences in their notebook. You could make more true/false sentences about the picture and continue the activity (e.g., The coat is blue. (YES) The ... is white. (NO)

5 Work in pairs, Describe your school uniform.

- Organize students into pairs. Ask a confident student to describe his/her school uniform.
- Have students work in pairs to describe their school uniform, paying attention to the use of is/are. Walk around the classroom to monitor students' work.

6 Adam and Adele are at a sports center. Are their clothes OK? Complete the list. Check (✓) for yes or put a cross (✗) for no.

- Draw students' attention to the picture and ask them to name the clothes. Have them write the items on the blanks.
- Students put a (✓) for the clothes that are appropriate for the sports center and an (✗) for those that are inappropriate.
- To check answers, encourage students to say complete sentences (e.g., Adam's sneakers are OK. Adele's top is not OK.)

Extra activities

- **Critical thinking** Have a class discussion. Ask: Is it OK to wear jeans and sneakers to a party?
- **2** (L1/L2) Students name different clothes for different types of events.

And YOU?

7 Make notes about your favorite weekend outfit. Then talk to your classmate.

- Pre-teach outfit if your students are not familiar with the word. Check understanding of weekend. Say: Saturday and Sunday are the ... (weekend).
- Draw students' attention to the example. Students
 make notes about their favorite weekend outfit.
 Monitor their work and correct spelling. Praise neat,
 tidy work as well as good spelling. This helps boost
 students' confidence.
- Students share their notes with a classmate. Walk around the classroom and monitor students' work.

Extra activity

 On a separate sheet of paper, students draw and color themselves wearing their favorite clothes. Then they label the clothes and their colors. You can make a class poster with students' drawings.

Wrap-up

- Students circle the new words they learned in the Vocabulary box in Activity 2. Remember to praise and encourage them.
- Students use their self-assessment cards (⊕,⊕,⊕).
 Ask: Can you talk about clothes? Encourage students to show the appropriate card.

Further practice

Workbook, Activities 1 to 3, page 142

2.2 GRAMMAR this, that, these, those

Lesson learning objectives

Students can use this, that, these, those, and adjectives.

Materials:

- Student's Book
- a T-shirt with long sleeves, a T-shirt with short sleeves, an old clothing item and a new clothing item, clothing items that are too big or too small
- audio tracks 1.32, 1.33, 1.34, 1.35, and 1.36

Warm-up

(Books closed) Organize students into two teams.
 Students take turns playing Pictionary with items of
 clothing. One student comes up to the board, draws
 and colors an item of clothing, and the other students
 on the team try to guess, e.g., black sneakers. As soon

pages 24 and 25

- as someone guesses, the next team member comes up to the board. Set a time limit for each team to draw and guess as many words as possible. Tell them not to repeat words.
- (Books open) Students look at pages 24-25 and discuss what they think they will learn.
- (L1/L2) Brainstorm ideas with the class and then explain the lesson objectives.
- Point to the pictures in the photo story in Activity 1 and ask: Where is Jen? (at home) Who is the woman? (Alex and Jen's mom) Is she happy? (no)
- Use the clothes you brought to pre-teach short, long, old, and new.

1 6 1.32 Listen and read. Circle the correct answer.

- Read out the sentence and play the audio for the photo story.
- Use the Popsicle Stick technique to choose students to give the answer and justify it.
- (L1) Elicit from the class that Jen was distracted by her phone conversation and put the wrong clothes in the wrong rooms.

2 Circle the correct answer.

- Read aloud the items in the activity and have students find the clothes in the photo story. Students read the story again if necessary.
- Check answers with the whole class.

3 6 1.33 Listen and repeat. Find these expressions in the story. How do you say them in your language?

- Play the audio, pausing for students to repeat each expression.
- Play the audio for the photo story again. Students shout STOP! when they hear each expression. Alternatively, students find and underline the expressions in the dialogue.
- Check if students understand the phrases and explain further if necessary. Encourage them to translate the expressions into their language.

4 Who has Alex's new T-shirt? Circle.

- Students find and underline the expressions in the photo story. Elicit their meaning from the class and encourage students to say the expressions in their own language.
- Play the audio, pausing for students to repeat each expression as a whole group.

5 1.34 Listen and check.

 Critical thinking Say: Hands up for a/b/c! (L1/L2) Ask individual students to explain their choice. Do not confirm their answers yet.

Audio script

J = Jen A = Alex D = Dad

- A: Dad! That's my T-shirt!
- D: Yes, it's cool, isn't it? My T-shirts are boring!
- A: But Dad . . .
- D: Bye now!
- J/A: It's too small for you!

Extra activity

 (Books open) Groups of three students act out one or two scenes from the photo story.

Get Grammar!

- Draw students' attention to the cartoon and read the example aloud.
- Students repeat the sentences after you, as a whole group.

- Next, focus on the example sentences in the chart. Use gestures to reinforce meaning, e.g., point to the other end of the room and say: Those (books). Point out the difference in the pronunciation of the vowel sound between this /i/ and these /i./.
- Read items 1-3 aloud and complete the sentences with the whole class. It is important that students work out by themselves the rules for the use of this/these and that/those.

6 Circle the correct answer.

- Students circle the correct answers. Then they compare answers to a classmate's.
- Ask individual students to say the sentences, paying special attention to the pronunciation of this and these.

7 Complete with this, that, these, or those.

• Students complete the sentences. Use the Traffic Lights technique to monitor the activity.

Extra activities

- 1 Ask students to write three sentences in their notebooks about objects in the classroom (e.g., *This is my pen. Those are Mark's books*).
- **2** Organize students into pairs. They take turns to say sentences using *this*, *that*, *these*, and *those* about objects in the classroom (e.g., *Those are Kate's books. This pencil is blue.*)

Speak up!

8 1.35 Listen and repeat. Pay attention to the pronunciation of "th" in the words.

- Play the audio once for students to listen to the pronunciation of /ð/. Demonstrate the sound clearly for students.
- Play the audio again for students to repeat the words.

9 1.36 Listen and repeat. Underline the words that are in the story on page 24.

 Play the audio, pausing for students to repeat each word as a whole group. Then students circle or underline the words in the photo story and in the audio script. Make sure they understand the meaning of the words. You can use gestures or translation to check meaning.

Extra activity

 Ask individual students to use the adjectives in Activity 9 in sentences about the objects in the classroom (e.g., My bag is new).

10 Look at the words in the Vocabulary box. Match them to their opposites.

- Students match the opposites and then compare answers to a classmate's.
- Check answers as a class.

Watch out!

 Use your clothes, e.g., a jacket, to demonstrate the meaning of too big. Students repeat the examples after you as a whole group.

And YOU?

- 11 In pairs, talk about the clothes. Use the adjectives in the Vocabulary box and this, that, these, or those.
- Organize students into pairs and draw their attention to the pictures of clothes. Read aloud the model dialogue, then have students repeat it as a whole group.
- Students talk about the clothes in pairs. Point out that they can refer to the Grammar box for help.
- Walk around the classroom and monitor students' work.

Wrap-up

- Ask individual students for examples of sentences with demonstrative pronouns. Ask: Can you use "this", "that", "these", and "those"? Students use their selfassessment cards (@,@,@) to show how they feel about their performance.
- Ask individual students to say sentences with too + adjective to describe clothes in the photo story.
 Students show the appropriate self-assessment cards (⊕,⊕,⊕).

Further practice

- Workbook, Activities 4 to 6, page 143
- Grammar Time, page 123

2.3 GRAMMAR to be - questions and short answers

pages 26 and 27

Lesson learning objective

Students can ask and answer questions with the verb to be.

Materials:

- Student's Book
- sets of cards with the adjectives from Lesson 2.2 (short, long, small, big, old, new, boring, and cool, at least one card per student)
- audio tracks 1.37, 1.38, and 1.39

Warm-up

- (Books closed) Organize students into three teams. Give each team one or more sets of cards with the adjectives from Lesson 2.2, so that each student has at least one card. When you say a sentence with this/these (e.g., This shirt is small), students with a small card come to the front of the class. When you say a sentence with that/those (e.g., Those shoes are big), students with a big card go to the back of the room. Students who go to the right place score a point for their team.
- (Books open) Draw students' attention to pages 26-27 and ask them to predict what they will learn in this lesson. Ask individual students to share their ideas with the class. After listening to students' ideas, explain the lesson objective.
- Students look at the pictures in the story and check/ work out the meaning of suit. Translate the word if necessary. Ask students to tell you what they can see in the pictures.
- Pre-teach box using picture 4. Elicit/translate smart.
 Point to Kit in picture 6. Nod, make a "thumbs up" sign and say: Kit is... (smart).

1 1.37 Listen and read. What size is Dug's superhero suit?

- Encourage students to guess the size of Superdug's new suit. Do not confirm students' answers yet.
- Play the audio for the story and have students read along.

 After students do the activity, invite a volunteer to point to the text and justify the answer.

2 Read the sentences. Circle true (T) or false (F).

- Read the items aloud with the whole class. Students do the activity individually.
- To check answers, students stand up for T and sit down for Ask students to refer to the story and justify their answers.

Extra activity

 Organize students into groups of four and tell them to act out the story.

Get Grammar!

- Draw students' attention to the cartoon and read the example aloud.
- Students repeat the dialogue after you as a whole group.
- Read aloud the rule about the position of to be in questions and complete the sentence with the whole class. It is important that students work out by themselves the rule for the position of the verb.
- Tell students that people usually use short answers in everyday English, not just "yes" or "no". Also, mention that we do not use contractions for affirmative short answers.
 Write on the board: Yes, we're. (X) Yes, we are. (X)

3 Complete the questions. Then answer them according to the comic story on page 26.

- Students find and underline the questions in the comic story, then write the missing words.
- To check the activity, ask different students to write the questions and answers on the board. Involve the whole class. Ask: *Is it correct?* (Yes, it is./No, it isn't.) *Are you sure?* (Yes, I am./No, I'm not).

Complete the questions and the short answers.

Students complete the questions and answer them. They can check their work by finding and underlining the answers in the story.

Extra activity

Pairs act out the dialogues in Activity 4.

1,38 Listen to the questions and circle the correct answers.

- Before playing the audio, tell students to underline the pronouns in the possible answers.
- Play the audio. Pause after each item for students to circle the correct answers.
- When you check answers, play the audio again. Pause after each question and ask students what the pronouns they underlined refer to.

Audio script

W = Woman

N = Narrator

W: Is Superdug's old suit small?

N: Listen again.

W: Is Superdug's old suit small?

W: Are the dogs white?

N: Listen again.

W: Are the dogs white?

W: Are you in class?

N: Listen again.

W: Are you in class?

W: Is he twelve years old?

N: Listen again.

W: Is he twelve years old?

6 Write the questions in your notebook. Then, in pairs, ask the questions and give true answers.

- Students write questions in their notebooks individually. Use the Traffic Lights technique to check when they need help. Try to give positive feedback.
- Check answers before students work in pairs so that they practice the correct language.

Extra activity

Students use these prompts to write questions for Dug with to be: 1 you/famous? 2 your suit/new? 3 your friends / superheroes? 4 Kit / short?

And YOU?

1.39 Go to page 130. Listen and chant Kit's Rap.

- Play Kit's Rap. Students clap the beat and chant.
- Once students are familiar with the rap, play the karaoke version and ask them to chant.

Wrap-up

(L1) Ask students to write one sentence summing up what they have learned in this lesson. Then read the lesson objective. Students use their self-assessment cards (⊕,⊕,⊕) to show how they feel about achieving the objective.

Further practice

Workbook, Activities 7 to 12, page 144

Grammar Time, page 123

2.4 COMMUNICATION Asking for personal information

page 28

Lesson learning objective

Students can ask for and give personal information.

Materials:

- Student's Book
- audio tracks 1.40, 1.41, and 1.42

Background notes

Preteens in English-speaking countries usually call an adult male they do not know well, or a teacher, Mr. + last name (e.g., Mr. Wood).

Warm-up

(Books closed) Organize students into pairs. Student A chooses an object or item of clothing in the room, but does not say what it is. Student B asks: Is it big/cool/ blue/Maria's . . . ? Student A answers: Yes, it is./No, it isn't.

- Write What's your name? on the board. Starting with this question, elicit other personal information questions students might be familiar with.
- (Books open) Students look at page 28 and predict what they will learn in this class. (L1/L2) Explain the lesson objective.
- Ask students questions about the pictures, e.g., Where are they? (Students guess.) Who is he/she? (Lucas/Holly)

1.40 Listen and read. Where is Lucas from?

- Read the question aloud with the class. Then play the audio.
- Check answers. Elicit the question that Holly asks to get the information (Where are you from?).

2 6 1.41 Listen and repeat.

- Draw students' attention to the questions in the Communication box. Ask several students, so that they understand the meaning of the questions.
- Play the audio. Students listen and repeat as a whole group. Pay special attention to students' intonation when asking the questions.

Extra activity

 Organize students into groups of three and ask them to act out the conversation in Activity 1.

3 1.42 Listen to the short dialogues. Underline the correct answers.

- Before playing the audio, go through the possible answers for each item and elicit the questions they think they will hear in the activity. Students can refer to the conversation in Activity 1 if necessary.
- Play the audio. Pause after each question for students to underline the correct answer.
- Play the audio again to check answers:
- (L1/L2) Use the Traffic Lights technique to check how difficult students found the activity.

Audio script

- $\mathbf{B} = \mathbf{Boy}$ $\mathbf{G} = \mathbf{Girl}$
- **B:** What's your favorite movie?
- G: It's Superman.
- 2
- G: What's your name?
- B: It's Carl Neal. That's N-E-A-L.
- 3
- **B:** Where are you from?
- G: I'm from Paris, France.
- 4
- G: How old are you?
- B: I'm twelve.
- B: Who's your favorite singer?
- G: It's Taylor Swift.

4 Complete the dialogues with the questions in the Communication box.

- Draw students' attention to the example. They work individually to write the questions.
- Ask different students to read the questions to check the activity.

Extra activity

• Pairs act out the dialogues in Activity 4.

And YOU?

5 In pairs, ask and answer the questions in the Communication box. Give crazy answers!

- Organize students into pairs for the activity.

 Demonstrate the activity with one or two students.
- Walk around the classroom and monitor students' work. Pay special attention to students' intonation when they are asking the questions.
- Once they have finished, ask students to write down two things they liked about their classmate's answers.
 Then encourage students to share their ideas with the whole class.

Extra activity

• In their notebooks, students write a conversation with an imaginary new classmate.

Wrap-up

Students use their self-assessment cards (⊕,⊕,⊕)
to show how they feel about achieving the lesson
objective.

Further practice

• Workbook, Activities 13 and 14, page 145

2.5 READING and VOCABULARY My things

page 29

Lesson learning objective

Students can understand a short article about a gadget.

Materials:

- Student's Book
- audio tracks 1.43 and 1.44
- A4 sheets of paper (1 per every 3 students)
- colored markers

Warm-up

• (Books closed) Brainstorm personal information questions with the class. Write prompts on the

- board, e.g., Name? Age? Where from? Pairs interview each other.
- (Books open) Pairs look at page 29, discuss what they will learn in this lesson and note their ideas.
 Do not explain the objectives at this point. Review students' predictions at the end of the lesson.
- (Books closed) Write My things on the board. Brainstorm words students know for personal belongings. Write their ideas on the board.

CLASS VOTE What is your favorite possession?

- (Books open) Talk about your favorite possession first, before students talk about theirs.
- (L1/L2) Listen to students' ideas. Write the words in English on the board. Keep the list on the board (you will refer to it at the end of the class).

💯 1.43 Listen and repeat. Then label pictures 1–4 with the words in the Vocabulary box.

- Ask students to look at the Vocabulary box. Read out the words one by one and ask students if any of the words were mentioned in the Warm-up.
- Play the audio for students to listen and repeat as a whole group, pausing for them to discuss which picture 1-4 corresponds to each word.
 Use the Lollipop Stick technique to check the answers.

Extra activity

Organize students into pairs. Student A pretends he/ she is using an object from the Vocabulary box and Student B guesses what it is. Then it is Student B's turn to mime using an object.

3 Look at the article. Why do you think the object in the picture is a super backpack?

- Draw students' attention to the picture of the backpack in the article. Listen to their ideas about the functions of the backpack and write them on the board. Do not confirm or reject their answers yet.
- Next read the information in the Reading tip box with the whole class. (L1/L2) Explain that pictures can help readers better understand the ideas in any text, not only the article students are about to read.

1.44 Read and listen to the text. Check your answer to Activity 3.

- Pre-teach gadget. Then use the picture of the backpack to pre-teach pocket.
- Play the audio for students to listen and read the article and check their guesses in Activity 3.

5 Read the text again. Circle true (T) or false (F).

Check answers using the T/F response cards students have prepared. Ask different students to justify each answer by referring to the article.

6 Look at the picture in the article and answer the questions.

- Students work individually to answer the questions. Then they compare their answers to a classmate's.
- Check the activity with the whole class.

And YOU?

7 Work in groups. Draw a super gadget on a separate sheet of paper and present it to the class.

- Organize the class into groups of three to four students. Hand out the sheets of paper and colored markers.
- Students brainstorm ideas for a supergadget.
- Once groups are ready, one student draws while the other members of the group plan what they will say. Draw students' attention to the example.
- Groups quickly present their supergadget to the class. Encourage the class to provide respectful feedback on their classmates' ideas using the Two Stars and a Wish technique.

Wrap-up

- Refer to the list of students' favorite possessions on the board. Check if any of the students had mentioned a backpack as their favorite possession or a gadget.
- Students refer to the lesson objective they predicted in the Warm-up. Were their predictions correct?
- Students use their self-assessment cards (⊕,⊕,⊕) to show how they feel about achieving the objective.

Further practice

Workbook, Activities 15 and 16, page 145

2.6 LISTENING and WRITING **Punctuation**

page 30

Lesson learning objectives

Students can understand and write a short blog post about favorite things.

Materials:

- Student's Book
- audio track 1.45

Warm-up

- (Books closed) Review Lesson 2.5 with the class. Ask: What is Brad's gadget? (a super backpack) Why is it super? (It is a backpack, a jacket, and a bike.) Who's Fred? (Brad's pet cat).
- (Books open) Students look at page 30 and discuss what they will learn in this class. Explain the lesson objectives.

Work in pairs. Name the clothes of the people in the picture in Activity 2. What objects do they have?

- Organize students into pairs. Encourage them to name the objects and clothes in the picture. Then they compare answers to another pair's.
- Check students' answers on the board.

2 6 1.45 Look at the picture again. Listen and write numbers next to the four names. There's one extra person in the picture.

Ask students how many boys they can see in the picture (three). Then ask how many girls they can see (two). Then read out each name in turn.

 Play the audio for students to listen to and write the numbers next to the names. Check answers with the whole class.

Audio script

 $\mathbf{B} = \mathbf{Boy}$ $\mathbf{G} = \mathbf{Girl}$

B: Are these your friends?

G: Yes, they are. That's Sam.

B: Cool cap!

G: It's cool, but it's too big!

2

B: Who's that girl?

G: Janet? She's Sam's sister. She's my best friend, too. Look at the laptop. It's Janet's favorite thing.

3

G: That's Ben, with the blue backpack.

B: Oh ... the other boy's backpack is blue, too.

G: I'm sorry! Ben's the boy with the red sneakers.

B: That's a cool bike!

4

B: Look, That's Monica.

G: Who?

B: Monica. And that's her new cell phone.

G: That jacket's too long!

B: Yes, it is!

3 6 1.45 Listen again. Circle true (T) or false (F).

- Ask students to read the sentences before they listen to the audio. Play the audio again for them to do the activity.
- Ask students to use their T/F response cards to check answers.

4 Read the text. What type of text is it? Circle.

- Draw students' attention to the blog post. Ask students to choose the option that corresponds to the text genre.
- Check answers with the whole class. (L1/L2) To
 justify answers, help students point out features of
 blog posts as a text genre blog posts are about
 personal experiences; they have a title, an author,
 and a publication date, they are published on
 an online platform (a blog), they allow reader to
 comment on the text, etc.

Writing: Punctuation

- Draw students' attention to the Writing box. Say: Look. The punctuation marks are in red.
- Read the information in the box with the whole class.
 Then elicit from students when we use a question mark, a period, and an exclamation point. (L1/L2) Ask: Why is punctuation important? (It helps us understand a text.)

5 Circle the punctuation marks in the post.

 Students circle the punctuation marks in the blog post in Activity 4. Check answers with the whole class.

Extra activity

 Write the following sentences on the board and ask students to copy them into their notebooks, adding the correct punctuation:

That's boring

Where are you from

My sister's name is Maria

Writing Time

6 Write a blog post about your favorite things.

- Read the steps in the writing activity with the whole class, providing examples and clarification whenever necessary.
- Allow students some time to brainstorm ideas in their notebooks. Make sure students mention three to four favorite things for their blog post.
- Once they have brainstormed ideas, students start writing their drafts. Point out they should think of a title for their post and pay attention to punctuation. Walk around the classroom to monitor students' work.
- Organize students into pairs for feedback. Monitor pairs' work to ensure appropriate and constructive feedback. You can list on the board common mistakes students have made in their drafts for whole class discussion.
- Students write the final version of the blog posts.

Wrap-up

- Students talk about how they felt during the writing process.
- They use their self-assessment cards (@,@,@) to show how they feel about their level of confidence when writing in English.

Further practice

Workbook, Activity 17, page 146



2.7 CLIL: Geometry **Shapes**

page 31

Lesson learning objectives

Students can talk and write about different shapes.

Materials:

- Student's Book
- audio track 1.46

Warm-up

- (Books closed) Ask different students about a favorite item of clothing, e.g., What are your favorite clothes? What color is your T-shirt's
- Allow students some time to look at page 31. (L1/ L2) Explain that the objective of this lesson is to learn the names of basic geometric shapes. Then write on the board: 1 My T-shirt is yellow with blue circles. 2 My jacket is red. No lines or squares! 3 My dog is black and white. Ask students to read the sentence that does not fit in with the lesson objective.

1 1.46 Listen and repeat. Look at the pictures and number the words in the Vocabulary box.

Play the audio, pausing for students to repeat each word as a whole group. Ask a student to say the number of the corresponding shape.

Extra activity

- (Books closed) Say a shape and ask students to draw it in their notebooks. Ask them to compare their drawing with a classmate's. Then ask a student to draw the correct shape on the board. Continue with different shapes.
- You can challenge the class by asking students to draw more than one shape at a time (e.g., three small triangles and one big triangle).

2 Read and match descriptions 1-3 to pictures A-D. There is one extra picture.

- Before doing the matching activity, ask students to describe each clothing item as best as they can. They should say what color the item is, what shapes they can see on it, and how many shapes there are (e.g., It's red. Triangles and circles. Six triangles and one circle).
- Students then do the matching activity individually.
- Use the Popsicle Stick technique to choose students to say and justify each answer.

3 Look at the pictures in Activity 2 again. Complete the chart.

Students work individually to complete the chart. Check the activity by collecting students' answers on the board.

4 Read the sentences and circle true (T) or false (F).

- Students work individually to decide if the sentences are true (T) or false (F).
- To check answers, use the Stand up and Change Places technique.

5 Design a T-shirt with shapes. Then on a separate sheet of paper, write a short description of it. Use the descriptions in Activity 2 to help you.

Allow students time to design the T-shirt and write a description of it on a separate sheet of paper. Walk around the classroom to monitor students' work.

6 Give your picture and description to your teacher. Then take a different description. Can you find the picture that matches it?

- Collect students' designs and place them on desks around the classroom. Next, have students exchange descriptions and allow them some time to read the texts.
- Students stand up and walk around the classroom, trying to find the T-shirt design that matches the description they have.

Extra activit

Students draw and write about a favorite T-shirt. Suggest they ask you if they need names for more colors, or have them look them up in a bilingual dictionary.

Wrap-up

Ask: Can you describe shapes? Students use their self-assessment cards (©,⊕,⊕) to show how they feel about achieving the objectives.

Further practice

Workbook, Activities 18 and 19, page 146

Wordlist and Vocabulary in action

page 32



- Student's Book
- audio track 1.47

Extra activity

- Focus students' attention on the word backpack in the wordlist, and the phonemic symbol for a in the word: (/æ/). Point out that before the letters ck, the letter a is almost always pronounced in this way. Then ask students to find two more words with ack (jacket, tracksuit). Finally, ask them to find two more words with the /æ/ sound (students might mention cap, laptop, pants, rectangle, triangle, congratulations, fantastic, fantasy, gadget, band, that).
- Ask students if they can think of other words with the /æ/ sound (e.g., am, at, black, cat, dad, grandfather, grandma, grandpa, hamster, happy).

Activities 1-3

• Allow students some time to do the activities individually. Check the answers with the whole class.

1.47 Activity 4

- Demonstrate the pronunciation of /ð/ and /d/ before playing the audio.
- Play the audio, pausing for students to listen and repeat the sentences.
- Ask students if they can think of other words with the /ð/sound (e.g., father, that, these, those, there, the).

Self-check page 33

Activities 1-8

 Allow students some time to do the activities individually. You can use this lesson for informal assessment. Check answers with the whole class or individually.

Extra activity

 Organize students into pairs to write two sentences in their notebooks beginning with this/that/these/ those and say them to another pair, but without the last word (e.g., This is my favorite cap). The other pair guesses the clothing item.

Further practice

Workbook, Self-assessment, page 147

