

## Aims

- to present and practise clothes; to review colours

**New language:** *T-shirt, trousers, dress, shoes, Look at my (trousers)*

**Recycled language:** colours, characters, pets, *I've got ..., I like ..., lovely*

**Materials:** CD 2, real items of clothing and pictures of clothing: a T-shirt, trousers, dress and some shoes in known colours (red, blue, green, yellow, orange, purple and brown), a suitcase or bag large enough to hold the clothes, flashcards (colours and clothes), the puppet (Polly), pencils

**Optional:** shopping bag and/or shoe box (one for each pair of children), play till/calculator, play money (some for each pair of children), items of clothing for each pair of children to 'buy' (if possible a T-shirt, dress, trousers and pair of shoes)

**Language competences:** The children will be able to name clothes.

## Warm-up

**Aim:** to introduce clothes and review colours

- Review colours with the flashcards. Make a point of reviewing purple, orange and brown with coloured cards.
- Hold up your suitcase/bag and say *Look! This is my bag. Hmm. What's in my bag?* For each item ask again *What colour?* and rephrase the response to make a sentence, e.g. *Yes. That's right. I've got orange trousers. I like my orange trousers.*

## Presentation



**PB p64** Listen and point.  
Say the clothes.

**Aim:** to present clothes

- Point to Leo and Gina and ask *Who's this?* The children say the names. Ask what they are doing in L1 (dressing up). Ask the children if they like to play dressing up.
- Say *Listen*. Play the audio. The children listen only the first time.
- Say *Listen and point*. Play the audio. The children listen and point to the clothes.

- Play the audio again. The children point and say.  
**Audio script page T100**

## Practice

- Show the pictures of the clothes in the known colours. Say each word. The children repeat. Say the words at different volumes. The children repeat in the same way. Ask the colour of each item (*What colour?*). The children say, e.g. *Blue*. Rephrase their response, e.g. *Yes. It's a blue dress*. Put on the puppet. Make Polly fly to a child who is wearing an item of clothing in a known colour (e.g. a red T-shirt). Polly flies/sits near the item of clothing and says *I like your T-shirt. It's blue!* The child/the class correct Polly *No! Red T-shirt*. Polly says, e.g. *Oh, yes! It's a red T-shirt. It's lovely*. Repeat with different children.



**AB p64** Look and circle. Say the clothes.

**Aim:** to practise clothes

- Point to the pictures in the first row and elicit/ say *T-shirt, T-shirt, fish*. Repeat with the children copying you. Point to the picture of the fish and say *Look! Fish is different*. Confirm in L1. Remind the children that they need to circle around this picture.

- The children find the different picture in the other rows and circle with a pencil. Circulate and help as necessary. Ask individual children to point at the rows and say the words.

## Extension activity

**Aim:** to practise clothes and *I like ...*

- Draw a 'shelf' on the board. Stick the clothes flashcards on the shelf. Elicit the words.
- Ask a volunteer to be a shopkeeper. Give him/her a toy till/calculator.
- Take one of the flashcards and show it to the class. Say, e.g. *Shoes. I like the shoes*. Keep it in your hand. Repeat for the other flashcards.
- Pass the shopkeeper the flashcards one by one. Encourage the child to say, e.g. *Shoes, thank you*. and pretend to use the till/calculator. Use play money to 'pay'. The shopkeeper puts the flashcards in a bag. Say *Goodbye!* Repeat the game with a different volunteer.
- The children can play the game in pairs using real clothing.

## Ending the lesson

**Aim:** to review clothes and colours

- Show the clothes in turn. Ask *What is this? What colour?* Rephrase the responses, e.g. *Yes, green trousers*. Say, e.g. *Look at my green trousers* before you put them back in your suitcase/bag.
- Point to the bag and ask *What's in my bag?* Elicit guesses, e.g. *Green trousers*. Check in the bag, but don't show the item until someone has guessed. Then say *Yes! I've got green trousers* and give the item to the child. You can also add classroom objects.

## Aims

- to present *I don't like (the purple dress)* and practise clothes; to say a chant

**New language:** *I don't like (the purple dress), But ..., hat*

**Recycled language:** *T-shirt, trousers, dress, shoes, colours, yes, no, I like ...*

**Materials:** CD 2, flashcards (colours, clothes), the puppet (Polly), coloured pencils/crayons in red, green, yellow, blue, orange and purple, real items of clothing: T-shirts, trousers, dresses and shoes in known colours, CD of lively music, a hat, pencils

**Optional:** real items of clothing, two pieces of paper, one with a large tick on it, one with a large cross on it

**Language competences:** The children will be able to talk about clothes they like and dislike. The children will be able to join in with a chant.

## Warm-up

**Aim:** to review clothes

- Show the flashcards of the clothes in turn. Say/Elicit the words. The children repeat.
- Put on the puppet. Play *Disappearing flashcards* (see Introduction, page xvii) with the clothes flashcards.

## Presentation

 **PB p65** Listen and colour. Chant.


**Aim:** to present *I don't like ..., review I like ..., clothes and colours, and say a chant*

- Point to the picture on PB page 65. Ask where the children are in L1.
- Point to each item in the window. The children say *Dress* or *Trousers*.
- Say *Listen and colour*. Play the first three lines of the audio. The children point to the first dress. Ask *What colour?* Elicit *Purple*. Give them time to colour. Repeat for the last line. Then do the same for *trousers* in verse 2.
- Say *Listen and chant*. Teach the chant line by line. Then play it for the children to join in and point at the clothes.

Audio script page T100

## Practice

- Show a real item of clothing. Ask *What's this? What colour?* Say, e.g. *Blue shoes* and a sentence with *I like .../I don't like ...* (e.g. *I like the blue shoes.*). Repeat several times.
- The children sit in a circle. Hand out items of clothing to children who are not next to each other. Elicit an opinion with *like/don't like* from each child with an item of clothing, e.g. *I don't like the green T-shirt*. Play the music. The children pass the clothes to their left. Repeat until everyone has had at least one turn.

 **AB p65** Listen and cross the 'don't likes'. Say the sentences.

**Aim:** to practise *I like/don't like ..., clothes and present hat*

- Put on a hat and say *I like my hat. Hat!* The children repeat *Hat*. Chant *Hat, hat, my hat*. The children do the same.
- Point to the man on AB page 65 and say *This is Mr Blue*. The children say *Mr Blue*. Explain in L1 that Mr Blue is going to talk about the pictures he likes/doesn't like. For each framed picture say, e.g. *Point to the blue cat*.
- Say *Cross the 'don't likes'*. Draw a cross on the board and make a large cross in the air. The children copy.

- Play the first four lines of the audio and point to the example cross. Play the next two lines and ask the children in L1 where to put the cross. Give them time to cross the correct picture. Repeat for the last two lines. Play the audio again. The children listen and repeat.

Audio script page T100

## Extension activity

**Aim:** to practise *I like/don't like ..., clothes and colours*

- If possible, move your class into the playground, school gym or an empty classroom.
- Stick a piece of paper with a tick on it on one wall/in one corner and a piece of paper with a cross on it on another wall. Hold up an item of clothing, e.g. a green T-shirt and say *Look! I like the green T-shirt*. Move to the tick on the wall and repeat the sentence. Repeat the process for a negative sentence.
- The children stand in the centre of the room. Show an item of clothing and make a sentence with *I like* or *I don't like*. The children run to the part of the room with the tick or the cross, as appropriate. Call the class back to the centre. Play again.

## Ending the lesson

**Aim:** to practise *I like/don't like ..., clothes and colours*

- Play the chant again. Pretend to be Mr Blue pointing to the different pictures in the gallery. Smile/give a 'thumbs up' sign when you chant *I like ...* and shake your head/give a 'thumbs down' sign when you chant *I don't like ....* The children copy your miming.

## Aims

- to present and practise responding to *Put on a/the ...*

**New language:** *Put on the shoes/a T-shirt, Stop*

**Recycled language:** clothes, colours, *Say 'hello', dad, instructions (Go to sleep, Wake up, Walk, Jump, Swim, Fly, Eat the pasta, please, Wash your face, etc.)*

**Materials:** CD 2, flashcards (clothes), five or six different hats, CD of lively music, the puppet (Polly), coloured pencils or crayons

**Language competences:** The children will be able to follow new and familiar instructions.

## Warm-up

**Aim:** to review *hat* and *I like/don't like the ...*

- Show one of the hats you've brought and ask *What's this?* Ask about the colour, if it is one of the known ones. Put on the hat, pretend to look in the mirror, smile/do a 'thumbs up' and say *Look at my hat! I like the (red) hat.* Put on a different hat and look unhappy/do a 'thumbs down' and say *I don't like the (purple) hat.*
- The children sit in a circle. Hand out all the hats. The children with hats put them on. Elicit *I like the hat* or *I don't like the hat* from each child wearing a hat. Play the music. The children pass the hats to their left. When the music stops the children holding hats put them on. Elicit a *like/don't like* sentence from each child with a hat. Repeat until everyone has had at least one turn.

## Presentation



**AB p66** Listen and act.

**Aim:** to present new instructions and practise listening and responding physically

- Books closed. Ask the children to sit in a circle. Sit in the centre. Play the first line of the audio

and mime putting on shoes. Encourage the children to copy. Say *Put on the shoes!* Do the action again, along with the children. Play the next line, mime and do the action. The children copy.

- Play the audio again without pausing, doing the actions with the children. Repeat several times, until the children are confident. Play the audio for the children to do the actions without your help.
- Give more instructions, e.g. *Stand up, Walk, Jump, Fly, Eat the pasta, Wash your face, Wash your hands, Clap your hands, Sit down, Put on the shoes.* The children follow. Speed up when they are confident.

Audio script page T100

## Practice



**AB p66** Listen and colour.

**Aim:** to practise new instructions

- Say *Listen and colour.* Remind the children that they have to colour the circles. Play the first line of the audio and elicit the colour. Show the children how to colour the circle red next to picture 3, if necessary. Then play the rest of the audio, pausing for children to colour each time. Point to each picture and elicit the colour and the sentence (e.g. picture 1 *Blue. Put on your shoes*).

Audio script page T100



**AB p66** Listen and circle.

**Aim:** to practise new instructions, listening and pencil control

- Point to the first pair of pictures on AB page 66 and elicit *Put on a T-shirt* and *Put on a hat.*
- Say *Listen and circle. Put on a T-shirt or put on a hat?* Play number 1. The children point at the correct picture. They draw a circle around it. Elicit *Put on a hat* from individuals. Repeat for the second pair of pictures.

Audio script page T100

## Extension activity

**Aim:** to practise responding to *Put on a/the ...* and present *Stop!*

- If possible, move your class out into the playground, school gym or an empty classroom.
- Play the traditional party game *Musical statues*. Put on the CD of lively music. The children dance around. Stop the music and shout *Stop!* The children freeze like statues. Give an instruction from the lesson, e.g. *Put on the shoes!* The children mime putting on shoes. Start the music again. The game continues in this way. As the children gain confidence, add other known instructions, e.g. *Eat the pasta, Eat the cake, Wash your face, Clap your hands.*
- You can make the game competitive by telling the children who move in the 'statue' phase that they are 'out' of the game.

## Ending the lesson

**Aim:** to practise following instructions

- Put on the puppet. Play *Polly says ...* using known instructions and *Put on ...* (see Introduction, page xvii).



## Aims

- to sing a song with the class; to present and practise *clothes* and *Stop*

**New language:** *clothes, Stop*

**Recycled language:** *clothes, Put on the ..., clothes, hat, instructions, I like/don't like ...*

**Materials:** CD 2, Yes/No cards

**Optional:** photocopies for colouring – simple black and white outline drawings of a girl wearing a dress, shoes and a hat and a boy wearing trousers, a T-shirt and a hat, coloured pencils or crayons or a large piece of paper and a set of coloured pens

**Language competences:** The children will be able to join in with a song.

## Warm-up

**Aim:** to review *Put on the ...* and *clothes*

- Draw a stick figure on the board. Say *Put on the hat, please*. Draw a hat on the figure. Point to the picture and say *Put on the hat*. *Yes or no?* The children say *Yes*. Say *Put on the dress, please*. Draw some shoes on the picture. Say *Yes or no?* The children say *No*.
- Give out the Yes/No cards. Say *Show me Yes*. The children hold up the correct card. Repeat for *No*.
- Draw another stick figure on the board. Say *Put on the trousers!* Draw a T-shirt on the figure. The children hold up the *No* card. Repeat several times for the other items of clothing, mixing correct and incorrect sentences.

## Presentation



**PB p67** Listen and sing.

**Aim:** to present *clothes* and sing a song

- Say *Stand up! Jump!* The children jump on the spot with you until you say *Stop!* Repeat with other known actions (e.g. *Fly, Walk, Swim, Throw the ball*). Each time, the children do the action continuously until you say *Stop!*

- Stick the clothes flashcards on the board. Elicit the words. Point to all the flashcards and say *Look at the clothes. Clothes*. Touch all your clothes and say *Clothes*. The children do the same. Then, point to the flashcards and say *Clothes*. The children repeat.
- Point to the clothes on the washing line on PB page 67 and say *Look! Clothes. Point to the T-shirt*. The children point. Repeat for all the items on the washing line.
- Play the song. The children listen and point to the appropriate item of clothing.
- Play the song again, pausing to teach each line. The children point as they sing.

Audio script page T100

## Practice

- 4** **AB p67** Look and match the children with their clothes.

**Aim:** to practise *clothes* and recognising shapes

- Point at the pictures on the left and explain in L1 that they are the girl and boy from the song. Point to the pictures of clothes. Point to the girl and say *Clothes?* Show the children how to match the girl to her clothes. The children match the boy to his clothes. Monitor and help. Ask individual children *What is this? What colour?* only pointing to known colours.

## Extension activity

**Aim:** to practise *clothes* and *colours*

- Hand out the photocopies for colouring. Make sure the children have coloured pencils/crayons in known colours (red, blue, yellow, green, orange, purple and brown). They colour the pictures as they wish. Circulate and help individuals to make phrases/sentences about their picture, according to ability, e.g. *A purple dress./ I like the red hat*.

**Note:** If you have not prepared pictures for colouring, draw simple figures on a large piece of paper. Stick the paper on the board and ask the children what colours you should use to complete the picture. Ask, e.g. *Hat? What colour?* The children say, e.g. *Red hat*. Colour the hat red. When the picture is finished, ask volunteers to make sentences with *I like .../I don't like ...* about the different items of clothing.

## Ending the lesson

**Aim:** to practise the song

- Play the song. Mime putting on the various items of clothing and stand very still when you hear *Stop!* The children copy. Play the song again for the children to join in and mime.

## Aims

- to present a picture story; to review language from the unit

**New language:** *Don't worry, We can help, I like your (trousers) and your (shoes)*

**Recycled language:** *clothes, hat, I like my ..., Look, Wow, lovely, Put on your ..., numbers*

**Materials:** CD 2, flashcards (clothes), the puppet (Polly), coloured pencils or crayons

**Language competences:** The children will be able to listen and follow a picture story.

The children will be able to talk about other people's clothes with *I like your ....*

## Warm-up

**Aim:** to practise the song

- Stick the T-shirt, shoes, trousers and dress flashcards on the board. The children say the words. Play the song for the children to join in (CD 2, Track 46). Point to the flashcards as prompts.
- Put on the puppet. Play *Singing Polly* (see Introduction, page xvii). Polly makes mistakes with the clothes items, and sings *Show me* instead of *Put on* and *Go!* instead of *Stop!*

## Presentation



**PB pp68-69** Story: The party

**Aim:** to listen and follow a picture story

- Point to the characters on PB page 68 and ask *Who's this?* The children say, e.g. *(It's) Gina*. Ask in L1 why they are dressed up (they are wearing fancy dress) and if the children have ever been to a fancy dress party. Elicit the clothes Gina, Leo and Polly are wearing, by pointing to each item and asking *What is this?* (Gina – a dress and shoes, Leo – trousers and a hat, Polly – trousers and shoes). Point to picture 4 and ask in L1 how Mike feels (sad) and why (he isn't wearing fancy dress).
- Play the CD. The children point at the pictures as they listen.

- Play the story again, stopping after each picture. The children explain what's happening in L1. Explain the meaning of *Don't worry!* and *We can help*.
- Point to Mike's clothes in picture 5 and ask in L1 what he is dressed as (a king) and where the different items came from (Gina gave him the crown, Leo the trousers and Polly the shoes). Ask what the other characters' costumes are in L1 (Gina is a ballerina, Leo is a pirate, Polly is a superhero).

Audio script page T101

## Practice



**AB p68** Listen and colour the correct circles.

**Aim:** to listen and identify the correct picture

- Point to the characters in the first pair of pictures on AB page 68. Ask *Who's this?* Say *Listen and colour the circle*. Remind the children that they have to colour one of the circles. Play the audio for number 1. Confirm the answer (the second picture).
- Play the audio again. Check the children's work as they colour in the circle.
- Repeat for the second pair of pictures.
- Play the whole recording again. The children repeat the two lines.

Audio script page T101

## Extension activity

**Aim:** to review clothes and *Put on your ...*

- Mime putting on an item of clothing (shoes, trousers, T-shirt, dress or hat). The children say the clothes and the action e.g. *Put on your shoes!*. Repeat with the other items.
- Ask the children to sit in a circle. Name each child with a number from 1 to 4, around the circle. Then say, e.g. *Number 1! Put on your hat!* All the children who are number 1 go into the centre of the circle and mime putting on a hat. Then say *Number 1! Sit down!* Repeat for the other numbers and items of clothing. Then repeat the game, but naming the groups in different orders. Sometimes repeat numbers so that a group of children have to go into the centre twice in succession.

**Note:** You could also do this game using real clothing, depending on your children's ability (some children will not be able to put on trousers or T-shirts themselves).

## Ending the lesson

**Aim:** to practise *I like your ...*

- Put on the puppet. Make Polly fly and land on a child's shoulder. She makes a sentence about something the child is wearing or his/her bag, e.g. *I like your T-shirt. It's lovely!* Encourage the child to say *Thank you*. Repeat with three or four other children.
- The children work in pairs. Child A compliments Child B about his/her clothing or possessions, e.g. *I like your bag*. Child B says *Thank you*. Then they swap roles.

## Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** clothes, language from the story

**Materials:** CD 2, CD of lively music, Unit 8 stickers, the puppet (Polly), a bag (small enough for Polly to carry in her beak) with items which could belong to Polly in it (e.g. crayons, feathers, buttons, plastic food)

**Optional:** character masks, a cardboard/toy crown, a pair of adult-sized shoes, trousers in the right size for the children in your class

**Language competences:** The children will be able to appreciate the values shown in the story. The children will be able to use and respond to language from the story.

## Warm-up

**Aim:** to review *I like your ...*

- The children stand up. Play some music. They walk around. Pause the music and say *Stop!* The children make pairs. They take turns to say something about the other person's clothes with *I like your ....* Play the music again. Repeat the activity.

## Practice



**PB pp68-69** Story: The party  
Listen to the story. Stick.

**Aim:** to review the story

- Ask the children to tell you what they remember about the story on PB pages 68 and 69 in L1. Ask *Why are the animals dressed up? Why is Mike sad? Who helps him?*
- Play the story again, pausing after each picture to ask what the characters are wearing and what they are doing and saying in pictures 4 and 5.
- Hand out the stickers for Unit 8. Say *Where's the hat?* The children point to the correct sticker. Repeat for *trousers*.
- Point to the picture on PB page 69. Say *Where's the hat?* The children point to the sticker outline.

Mime peeling the sticker of the hat off the sheet. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the sticker of the trousers.

Audio script page T101

## Story values PB pp68-69

**Aim:** to think about the meaning of the story: including your friends

- Play the story again. The children listen and point. Pause after picture 4 and ask in L1 *How does Mike feel?* (Sad. He hasn't got clothes.) Ask how the other characters feel in picture 4. *Are they happy?* (No. They feel sad for Mike.) Elicit/Remind the children what they say (*Don't worry. We can help.*). Play the last part of the story and ask how all the animals feel now. Point out that when we include our friends, everyone feels happy. Explain that lending and sharing toys is a way of including others.



**AB p69** Complete the face. Colour the picture.

**Aim:** to apply values from the story to new situations

- Tell the children in L1 *We're going to look at some children now. Look at the picture and think.* Point to the face on AB page 69 and remind the children in L1 that if they think

the picture shows the right thing (including everyone in the game), they draw a happy smile. Circulate and check as they draw. Then the children can colour the picture.

## Extension activity

**Aim:** to reinforce understanding of the story

- Invite four volunteers to the front. Assign them the roles of Gina, Leo, Polly and Mike. They put on the character masks. Give the child playing Gina a cardboard/paper or toy crown, the child playing Leo a pair of trousers and the child playing Polly a pair of shoes. Help the children put on the items. (If you don't have the clothes, use flashcards.) Play the story. Encourage the volunteers to join in with the CD and act in the same way as the characters. The children take off the crown, trousers and shoes and put them on 'Mike' at the end of the story. Everyone then acts being happy and walking off to the fancy dress party.
- Invite another group of four children to come to the front and act.

## Ending the lesson

**Aim:** to practise *Don't worry* and *We can help*

- Put on the puppet. Make her pick up her bag (with small items in) and fly. She accidentally tips the bag upside down and everything falls on the floor. Make Polly say *Oh, no! Say Don't worry, Polly.* Pretend that Polly can't hear you and ask the children to join in. Say *Don't worry, Polly* several times all together. Polly cheers up. Say *We can help!* Encourage the children to repeat. Call volunteers to help pick up Polly's belongings and put them back in her bag. Make Polly say *Thank you!* and *Goodbye!* to end the lesson.

## Aims

- to integrate other areas of the curriculum through English: Social studies

**New language:** *shirt, black*

**Recycled language:** *I've got a ..., hat, clothes, colours, classroom objects, toys*

**Materials:** CD 2, a selection of classroom objects (pencil, book), toys (doll, ball, car) and items of clothing (shoes, hat, T-shirt, trousers, dress) all in known colours (red, green, yellow, blue, orange, purple or brown), a man's shirt, a bag, materials for the project (a paper plate (pre-cut, as on AB page 70), paints, brushes, stars and circles, a glue stick), a hat you have prepared (similar to the one on AB page 70), pencils

**Optional:** dressing up clothes for the children to play with/share (costumes for, e.g. police officers, doctors, princesses, firefighters, builders)

**Language competences:** The children will be able to identify items of clothing.

## Warm-up

**Aim:** to review clothes, classroom objects, toys, colours and *I've got ...*

- Show the children each of the items from your bag. Say, e.g. *I've got a blue hat*. Then put it in the bag. Present *Shirt*. The children repeat the new word.
- Invite a volunteer to the front. With eyes closed, he/she takes an object out of the bag. Encourage the child to make a sentence with *I've got ...*, according to ability. The child takes the object back to his/her place. Repeat with different volunteers. Collect the objects by saying, e.g. *Where's my blue hat?* The child with the correct object puts it back in the bag. Say *Thank you, (name). Good. I've got my blue hat.*

## Presentation



**6** **CD 2** **50** **PB p70** Listen and point. Trace and say the words.

**Aim:** to identify items of clothing in costumes

- Ask the children to look at PB page 70. Point to the first picture and ask in L1 what the boy is

dressed as (a firefighter). Say *Point to the hat. What colour? Point to the trousers. What colour?* Repeat for the other photos. Introduce *Black* and ask the children to repeat the word.

- Play the first section of the recording. The children listen and point to the photo. Join in yourself. Repeat for the second and third sections.
- Point to the line around the first picture and trace it with your finger. At the same time say *A red hat. Blue trousers*. The children copy. Do the same for the other photos. The children trace around the photos and say the clothes and colours.

Audio script page T101

## Practice



**AB p70** Make a hat.

**Aim:** to take part in a craft activity, revise *hat* and *colours*

- Show the pictures on AB page 70. Explain in L1 that you are all going to make a hat, like the one in the picture. Show the one you prepared earlier.
- Hand out the materials. Circulate and help the children make their hats. Point at the

decorations on individual children's hats and ask *What colour?* Say *I like your hat! It's lovely!* Encourage the children to compliment each other in the same way.

## Extension activity

**Aim:** to focus on the lesson topic through play and practise sharing

- Hand out the dressing up clothes and let the children choose what to wear. Encourage the children to share/include their friends and take turns, if you don't have an outfit for every child. Circulate and ask about items of clothing. Say *What's this? What colour?* Help individuals to say, e.g. *I've got a blue hat and black trousers. / I like my shirt*. The children can then talk about what they are wearing in this way in pairs or small groups.

## Ending the lesson

**Aim:** to review clothes, classroom objects, toys, colours and *I've got ...*

- Show the bag from the beginning of the lesson (see Warm-up), this time with all the objects inside. Ask the children in L1 if they can remember what is in your bag. The children guess, e.g. *A hat*. Ask *What colour?* When the children have guessed the object and the colour, take it out of the bag. Say, e.g. *Yes! That's right! I've got a purple hat*. If the children have problems remembering any of the objects, give clues by miming (putting the item on, if it is clothing; using it if it is a classroom object; playing with it if it is a toy).



## Aims

- to review language and values from the unit; to encourage children to reflect on their learning

**Recycled language:** vocabulary Units 1 to 8, *I like .../I don't like ..., I've got ...*

**Materials:** flashcards (clothes, toys, colours, classroom objects, animals)

**Optional:** Two cardboard boxes per team of children, a selection of objects for each team: two hats/ two shirts in different (known) colours, a packet of pasta, a packet of rice, two colour flashcards, soft toy animals or animal flashcards, pencils, coloured pencils or crayons

**Language competences:** The children will be able to categorise items.  
The children will be able to use language from the unit.

## Warm-up

**Aim:** to review vocabulary from Units 1 to 8

- Ask the children to sit in a circle. Hand everyone a flashcard, mixing up cards from earlier units and Unit 8, so that there are at least three cards from each category (e.g. for 14 children: three classroom objects, three toys, four animals, four clothes). Take a flashcard yourself. They all name, in turn, what is on their flashcards.

## Practice

7

Think!

PB p71 Circle the clothes.

**Thinking skills:** categorising

- Show your flashcard and say, e.g. *I've got a rabbit*. Turn your flashcard face down and put it in front of you. Turn to your neighbour. He/She shows his/her flashcard and makes a sentence with *I've got (a) ...*, putting the card face down afterwards. Continue around the circle. After three or four children have had a turn, point to one of the hidden flashcards and ask *What's this?* When everyone has spoken, they turn their flashcards over and stand up. Tell them to make groups – demonstrate yourself (e.g. if you have a rabbit flashcard, find the other children

who have animals and stand together). Help as necessary.

- Point to the photographs on PB page 71. Say, e.g. *Point to the shoes*. The children point. Say *Yes, clothes*.
- Say *Circle the clothes*. Explain in L1 that the children need to choose only the clothes. Point to the example circle around the T-shirt. Show the children how to complete it. They work individually to circle the photographs of clothes. Circulate and help. Then elicit the names of the clothes which the children have circled.

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AB p71 Say the clothes. Colour the circles.

**Aim:** to create a record of learning

- Point to the pictures on AB page 71. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

## Extension activity

**Aim:** to practise listening skills, vocabulary and *I like .../I don't like ...*

- If possible, move your class into the playground, school gym or an empty classroom.
- Divide the class into two teams. The teams stand in lines, with one child at the front. In front of the teams place a selection of objects, so they are easy to see. Further away place two boxes, one with a large tick on and one with a large cross on.
- Take, e.g. a packet of pasta and a packet of rice (or flashcards). Say *I like pasta*. Put the pasta in the box with the tick. Say *I don't like rice*. Put the rice in the box with the cross. Confirm in L1 that the box with the tick is for things you like and the box with a cross is for things you don't like.
- Practise the game slowly at first. Say, e.g. *I don't like the red hat!* The first child in each team tries to be first to pick up the red hat from the objects and put it in the box with the cross on it. He/She then runs to the back. Say, e.g. *I like the blue hat*. The children now at the front both try to pick up the blue hat and put it in the box with the tick. Repeat for all the objects. As the children gain confidence, keep score (whoever puts the object in the correct box first wins a point for his/her team). The team with the most points wins.

## Ending the lesson

**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

## Phonics

- See page T87 for Unit 8 Phonics.