



7 Teacher's notes

Reinforcement worksheet 1

- Students put the words in sentences 1–5 in the correct order. When they have finished, ask them to identify the expressions with *might* and *may* to establish the meaning (i.e. *It's possible that ...*).

Key: 1 You may get thirsty. 2 Don't wear your new shoes. They might hurt your feet. 3 People may laugh at me. I'm going to put it behind the tree. 4 Go and find your hat! 5 You might lose your jacket. Wear the other one please.

- Set the scene: John is 12 years old. He's going hiking in the hills with his friends and he wants to look good. He comes downstairs and tells his parents he's ready to go, but they don't think he's ready. Students look at each picture and decide which sentences from above match with the empty speech bubble. They write the correct number in each box.

Key: b 5, c 1, d 4, e 3.

- Students imagine what the boy might say in answer to his parents. They write their ideas on the bottom of the worksheet. Possible answers are given below.

Key: I didn't take / wear my hat. / I lost my hat. / My head hurts.

- Optional follow-up activity:** Students re-tell the story, in pairs, using their own words.

Reinforcement worksheet 2

- Students look at the list of vocabulary in each row and circle the odd word out.

Key: 2 hat, 3 button, 4 pocket, 5 gloves, 6 belt, 7 stockings, 8 shorts.

- Students write sentences about the words they circled using *wear* or *use*.

Key: 2 We use a hat to keep our head warm or cool. 3 We use buttons to decorate our clothes. 4 We use pockets to put things in. 5 We wear gloves to keep our hands warm. 6 We wear belts to hold our pants up. 7 Women and girls wear stockings to keep their legs warm. 8 We wear shorts to play sports.

- Students read and answer the questions, looking at the clothes they are currently wearing.
- Optional follow-up activity:** In pairs students make up definitions for different words in the list above. They read aloud their definitions to another pair, who try to guess the word. Award one point for each correct answer.

Extension worksheet 1

- Set the scene: some boys and girls are going to a disco. They are deciding what to wear. Remind students that we use *might/may* when we are not sure (e.g., when we say "I think"). If we are sure, we use *be going to*. Students complete the sentences. Remind them that they can use *may* instead of *might* or vice versa. They then compare their version with the audio (Track 12).

Key: 2 might wear, 3 might look, 4 may wear, 5 might like, 6 might rain, 7 might take, 8 'm not going to take, 9 might not wear, 10 may look, 11 'm not going to go.

- Finally, students discuss in pairs what they think of the clothes (write some useful expressions on the board, e.g., *What do you think of ...? It's horrible / ugly / uncool. I think it's nice / fun / cool. I agree / I don't agree. Why?*)

- Optional follow-up activity:** Students act out the conversations in pairs. Alternatively, students write their own conversations using a similar situation (a disco) and act them out for each other. For fun, they could bring the clothes to class.

Extension worksheet 2

- This is an activity in which students design their own school uniforms. If the students wear a uniform, ask them to describe what they already wear. Elicit or teach words about color (e.g., *light/dark blue*), pattern (e.g., *spotted/striped*), and materials (*cotton/wool/nylon*). Students use the grid to design a new uniform for their school.
- Optional follow-up activity:** Students draw and describe their uniforms on posters. Display them around the classroom. Take a class vote to choose the best ones.

Song worksheet

- There is one extra word in lines 1–11 of the song. Students read through the song and cross out the extra words. Let them listen to the audio (Track 13) to check their answers.

Key: 2 blue, 3 Warm, 4 cotton, 5 Wool, 6 gold, 7 cool, 8 nylon, 9 leather, 10 green, 11 best.

- Finally, students look at the pictures and check the items of clothing that are mentioned in the song.

Key: 2 and 3.

- Optional follow-up activity:** In pairs, students act out lines from the song. The partner has to guess which line is being acted out.

Topic worksheet

- Focus on the adjectives. Do the students know any already? Pre-teach any that are new to them. Students read the sentences and use the personality adjectives to complete them. Do your students know any people like this? Focus on people not in the class if possible to keep the conversation impersonal.

Key: 2 shy, 3 warm, 4 calm, 5 strong, 6 angry, 7 serious, 8 quiet.

- Pre-teach *probably* and *secrets*. Students read about colors. Discuss the ideas as a class.
- Students then make more sentences following the model. They can write in their notebooks or on the back of the worksheet.

Key: pink ... calm or happy, black ... strong or shy, blue ... warm or loyal, yellow ... happy or warm, green ... calm or warm, brown ... serious or loyal, gray ... smart or quiet.

- Optional follow-up activity:** In pairs, students sit back to back. Student A then describes what Student B is wearing, e.g., *You are wearing a blue sweater, green socks*, etc. If the students are in uniform, they can interview others in the class to find out what color clothes they like to wear. What's the most popular color in the class?

Reinforcement worksheet 1

1 Read and order the words.

- 1 take / water / You / should / some
thirsty / get / You / may
- 2 new / your / wear / shoes / Don't
hurt / might / They / feet / your
- 3 may / People / me / laugh / at
behind / to / the / put / going / I'm / it / tree
- 4 and / your / find / Go / hat!
- 5 your / lose / jacket / You / might
one / other / the / Wear / please

You should take some water.

.....

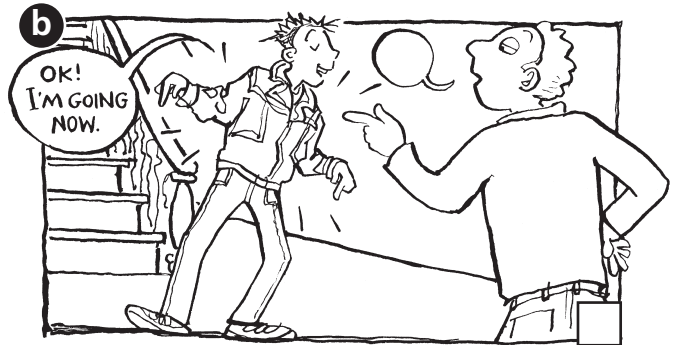
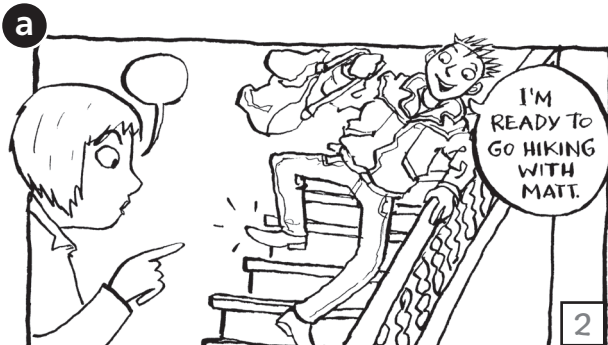
.....

.....

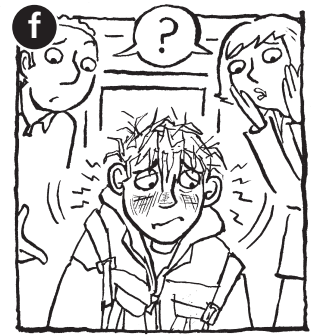
.....

.....

2 Match the sentences 1–5 in Activity 1 with pictures a–e.



3 What did the boy say?



Unit 7

Reinforcement worksheet 2

1 Which is the odd one out?

1 sweater	jacket	umbrella	coat
2 shoes	hat	sneakers	boots
3 button	cold	hot	warm
4 shorts	pants	jeans	pocket
5 nylon	wool	gloves	leather
6 light	thick	heavy	belt
7 spotted	stockings	striped	dark
8 shorts	plastic	metal	glass

2 Write sentences about the words you circled.

Use the words in the box and *wear* or *use*.

decorate / clothes ~~keep dry~~ put things in keep / head warm or cool
hold / pants up keep / legs warm play sports keep / hands warm

- We use an umbrella to keep dry.
-
-
-
-
-
-
-

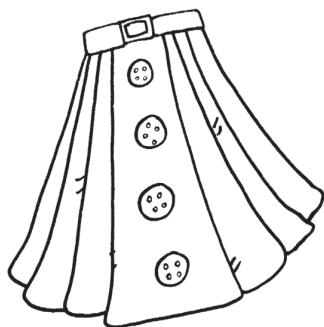
3 Answer the questions.

- Are there any buttons on the clothes you're wearing now?
- What are you wearing on your feet?
- Do you have any pockets in the clothes you're wearing now?
- Do you wear shorts in the summer?



1 Read and complete. Use *may/might* if they aren't sure.

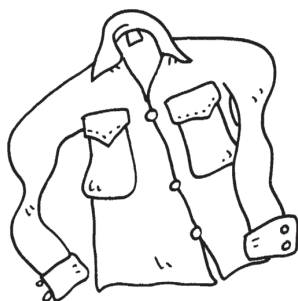
Use the correct form of *going to* if they are sure.



a **Emma:** (1) I'm going to wear (wear) my striped skirt tonight. What about you?

Jane: I'm not sure. I (2) _____ (wear) this skirt with buttons. I think it (3) _____ (look) good with stockings. What do you think?

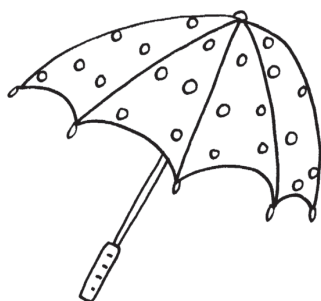
Emma: Oh, Jane! You can't wear *that* skirt! People wore those last century!



b **John:** Which shirt are you going to wear tonight?

Fred: I'm not sure. I (4) _____ (wear) this one with the pockets. I think my friend Daisy (5) _____ (like) it.

John: Oh, Fred. *No one* wears shirts with pockets like that anymore!



c **Katy:** Oh, no! Look at the clouds in the sky up there. I think it (6) _____ (rain).

Susan: I think I (7) _____ (take) my umbrella.

Katy: To a disco?! No way! I (8) _____ (not / take) mine!

d **Jim:** I (9) _____ (not / wear) these pants. They look boring.

Alex: Decorate them with a belt! I think they (10) _____ (look) better!

Jim: I know! I can wear this leather belt with flowers!

Alex: Oh, Jim. That's *horrible*! If you wear that belt, I (11) _____ (not / go) to the disco with you!



2 Listen and check.

3 What do you think of their clothes? Discuss with a partner.

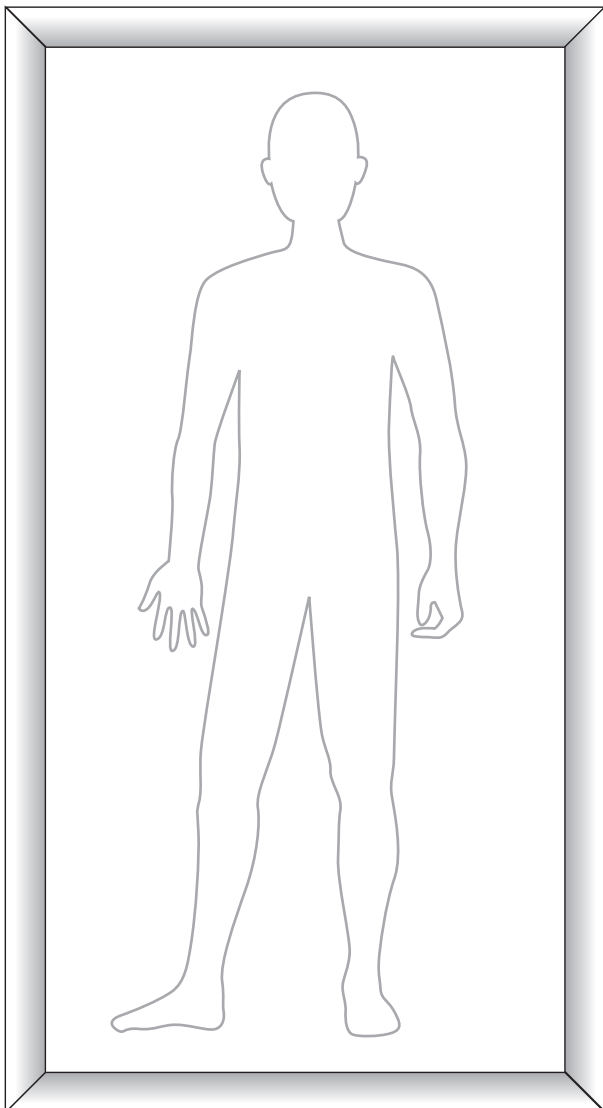
Extension worksheet 2



- 1** You are going to design a new uniform for your school. Use the words below. You can use each box only once.

Colors / Patterns		Material	Clothes
blue and yellow	striped	cotton	shoes
green and white	spotted	wool	shirt
red		nylon	skirt / pants
yellow		silk	socks / stockings
orange		leather	hat

- 2 Draw your new uniform.**

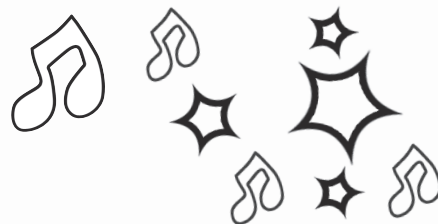


- 3 Write about your uniform.**

This is my idea for a new uniform at

Unit 7

Song worksheet



1 Read and cross out the extra word in lines 1–11.

There's a great new dance and we do it in school.

School disco! School disco!

Turn to the left.

Turn to the right.

Turn around and around.

Dance up and down.

School disco!

1 Long striped ~~summer~~ dresses,

2 Big spotted blue shirts,

3 Warm hats and coats

4 And beautiful cotton skirts.

5 Wool socks and stockings,

6 Buttons and gold rings,

7 Walking out

Like cool queens and kings.

School disco!

8 Big square nylon pockets,

9 Leather belts and gloves,

10 Green shorts and pants –

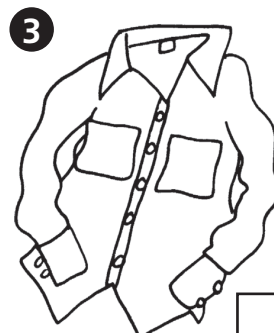
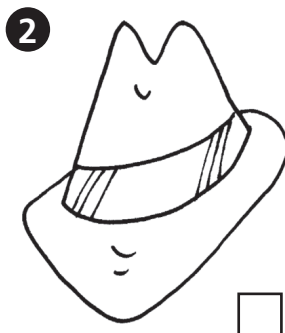
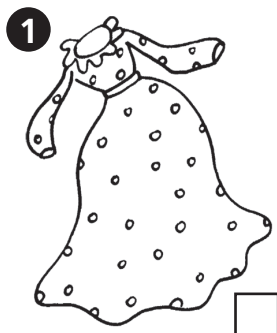
11 The clothes that we love best.

Chorus

School disco!

2 Listen and check.

3 Check (✓) the clothes that are in the song.



1 Complete the sentences.

warm	serious	quiet	shy	strong	angry	loyal	calm
------	---------	-------	-----	--------	-------	------------------	------

- 1 He will always help his friends if they have problems. I think he is a loyal person.
- 2 She doesn't like to be in a room with a lot of people. She is very really.
- 3 She is a very person. She is friendly to everyone.
- 4 She never gets angry or upset. She is always
- 5 He never gets worried about things, and he can do many things by himself.
He is a person.
- 6 She often shouts and gets upset. She is a really person.
- 7 He doesn't laugh and he doesn't like jokes. I think he is a really
person.
- 8 He doesn't say very much. He is very

2 Read about the colors of clothes. What do they mean?

- Red is a strong color. If you often wear red, you are probably a strong person. You don't worry about things. Red also means "fire." Some people who wear red are very angry!
- Pink is the color of many beautiful flowers. If you often wear pink, you are probably a calm and happy person.
- Black is the color of the night. If you often wear black, you are probably a strong person. It can also mean that you are a shy person who wants to hide from everyone.
- Blue is a warm color. If you often wear blue, it means you are warm and loyal. Your friends can tell you their secrets because you're loyal.
- Yellow is the color of the Sun. Most people who wear yellow are happy. They like to laugh and be with other people. They are often very warm.
- Green is the color of nature. Think of leaves and trees. People who often wear green are calm. They can be very warm, too.
- Brown is the color of fall and winter. Many people who wear brown are serious. Brown also means that you are loyal. If your friends have problems, you help them.
- Do you often wear gray? You are probably a quiet and smart person.

3 Make sentences about the colors of clothes.

If you often wear red, you might be strong or angry.