# Unit 1 Cool Clothes

# **Vocabulary**

### **Clothing Items**

boots, coat, gloves, hat, jacket, sandals, scarf, shorts, sunglasses, sweater





# Everyday Language Giving and Receiving Objects

Here! Thanks!

This is for you.
Thank you.

You're welcome.

# **▶** Grammar Focus

### This / That / These / Those

This is his jacket.

That is her coat.

These sunglasses are red.

Those sunglasses are black.

### I'm / She's / He's wearing...

I'm wearing a hat.

She's wearing boots.

He's wearing a jacket.

# Social and Emotional Learning / Value

**Collaboration / Cooperation** 

Be nice and help others find what they need.



# Learning Tip

**Learning Vocabulary** 

Practice anytime!
When you get
dressed, say the
names of the clothes
you are wearing.



Students learn more easily when they relate new structures and vocabulary to their immediate reality. Naming an object while being in contact with the item they are referring to helps students commit concepts to memory.

Encourage students to label some of their clothing items at home. Tell them to practice the words by saying the names of the clothing items aloud. Family members can participate by asking questions such as What's this? What are you wearing?

### **► CLIL: Social Studies**

### **Hemispheres and Seasons**

Students learn about two countries that have opposite seasons at the same time of year.



### Readers: Comic

### Olga and Omar

It's snowing, and Olga and Omar want to go outside and play.
But first they need to find their winter clothes.







# Unit 1 Cool Clothes

**Vocabulary** *Clothing Items:* boots, coat, gloves, hat, jacket, sandals, scarf, shorts, sunglasses, sweater

### Warm-Up \_

Materials Large pictures of clothing items taught in *Go for it! 1* (cap, dress, pajamas, pants, shirt, shoes, skirt, socks, tennis shoes, T-shirt)

Show students the pictures one by one and name the items, asking students to repeat after you: *It's* (a cap). They're (pajamas). Repeat the activity by showing the pictures faster and in a different order. Then display all the pictures on the board and number them randomly. Allow enough time for students to individually write the names of the items in their notebooks in the correct order. Then have students check their answers in pairs. Write the names under the corresponding pictures by having different volunteers dictate the words to you. As a follow-up, play this quick game: Say the name of a clothing item and have students raise their hands if they are wearing it. Repeat with all the clothing items.

### **Class Activities**

(1) 1

Materials Unit 1 i-Flashcards



### **Vocabulary Presentation**

Present each clothing item using the flashcards. Have the class repeat each word after you. Then show the flashcards in random order and ask different students: What's this? What are these? Encourage students to say complete answers: It's (a hat). They're (shorts). Now form pairs and have students place the pictures of the clothing items onto the corresponding spaces in the Unit Opener. Play Track 1 for students to check their answers and practice the pronunciation of the words. Then encourage students to identify the clothing items around them by asking: Can you see (a pair of boots)? *Is there (a sweater)?* Here it's fine if they only say *yes* or *no*. Encourage students to point at or touch the items as they answer.



1. shorts 6. coat
2. hat 7. scarf
3. sandals 8. jacket
4. sunglasses 9. gloves
5. sweater 10. boots

### **Oral Practice**

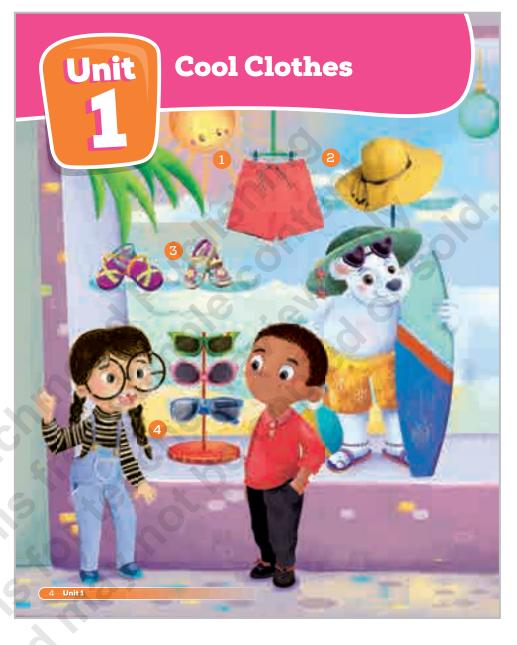
Point to Hannah and Jordan and explain to students they are the characters for *Go for it!* 2. Tell students they will see Hannah and Jordan in every unit. Explain that in this particular Unit Opener Hannah and Jordan are outside a clothing store window. Review or teach the concepts of *left* and *right* and *hot* and *cold*. Then ask about the animals in the picture: *What animal is this?* (a flamingo) Is it on the left or the right? (on the right) What's this? (a scarf) Is the flamingo hot or cold?

(cold) What animal is this? (a polar bear) Is it on the left or the right? (on the left) What are these? (a hat, sunglasses, shorts, sandals) Is the bear hot or cold? (hot). Then have students draw two animals

on opposite sides of a page in their notebooks. One should have at least three clothing items for cold weather and the other one should have at least three for hot/warm weather. Have students form pairs and describe their animals as they point to them; for example: *This is a cat. It's on the left. It's hot. This is a sweater. These are shorts. These are sandals.* 

### **Written Practice**

Before this activity, review with the class numbers 1 to 10 and the letters of the alphabet. Then spell the name of a clothing item and have students write it







### Picture Dictionary (1) 67



Assign page 112 as homework. Students look at the pictures and write the missing vowels in each word. Then they listen to Track 67 to check their answers. Encourage students to check the spelling of each word by looking at the word list they created in their notebook.

### Track 67

| II dck o/ |               |
|-----------|---------------|
| 1. boots  | 6. sandals    |
| 2. coat   | 7. scarf      |
| 3. gloves | 8. shorts     |
| 4. hat    | 9. sunglasses |
| 5. jacket | 10. sweater   |

in their notebooks and say the corresponding picture number. For example, if you spell *j-a-c-k-e-t*, students should say: Jacket, picture 8. Teach them to use these questions in case they need to: Can you repeat that, please? What was that letter, please? Can you say that again? Can you spell it more slowly?



### Wrap-Up

Play **Paper Plane** from the Game Generator with the class to practice spelling the clothing items.

### **Optional Activity**

Materials Index cards or small sheets of construction paper (2 per student), crayons or colored pencils

**Preparation** Make two cards with the words Cold and Hot/Warm.

Remind students of the difference between hot/warm and cold weather by using gestures and body language. Say that we wear specific clothing items depending on the weather. Say, for example: *Gloves are for cold weather.* Sandals are for hot/warm weather.

Make sure students have all the materials. Show students the cards you made and encourage them to make their own cards. When they're ready, name a clothing item for students to show the correct card for that item. Continue with all the vocabulary words. You may also include the clothing items reviewed during the Warm-Up activity.

# Vocabulary and Grammar

🚺 Label the pictures.

boots coat gloves hat jacket sandals

scarf shorts sunglasses sweater

1 2 3 4 5
shorts hat sandals sunglasses sweater

6 7 8 9 10

gloves

boots

Listen and check your answers.

scarf jacket

2 Listen and follow along. 🕠 2

coat



- **S**
- Role-play the dialogues. Answers will vary.

### **▶** Vocabulary and Grammar

**Vocabulary** Clothing Items

**Everyday Language** *Giving and Receiving Objects:* Here! Thanks! This is for you. Thank you. You're welcome.



### Warm-Up

### Materials Unit 1 i-Poster

Display the unit poster. Tell students that the children and their parents are shopping for clothes and accessories. Have students point to the winter section (explain that it's the one with clothes for cold weather) and the summer section (the one with clothes for hot weather). As a class, place the clothing items in the correct sections. Model how students can describe their choices orally: *The (gloves) go in the (winter) section.* Then divide the class into pairs and have students use the model to take turns saying where the different items go.

### **Class Activities**

### 1 Label the pictures.

Have students complete the activity individually. Suggest that they read the words on the tags, one at a time, and find the corresponding pictures. Explain that following a specific order can save them some time when solving this type of activity.

• Listen and check your answers. ① 1
Play Track 1 and pause after each item is mentioned so that students can check their answers. Use item 3 to present *a pair of* and explain that you can use this to refer to two things that are used together (like shoes) or to an item composed of two joined similar parts (like pants). Ask some volunteers to report their answers: *Number* (2) is a (hat). *Number* (3) is (a pair of sandals).

As a follow-up, you can review the colors with the class by asking: *What color (are) the (sunglasses)?* Help with the colors they can't remember. Then invite students to mark the clothing items they have in their closets. Tell them to share this information in small groups using full sentences; for example: *I have a pink scarf. I have green boots.* You could also teach students the expressions *Me too!* and *Not me!* so they can react to each statement.

### **► Everyday Language**

### 2 Listen and follow along. 🕕 2

Tell students to look at the first scene. Ask: Where are they? (in a classroom) Is the boy happy? (No, he's sad.) Why is the boy sad? (Because his pencil is broken.) If students answer in their own language, accept their answers but echo what they say in English as you respond. Continue: Is the girl happy? (yes) Why is she happy? (Because she helps the boy. She gives him another pencil.) Play the first part of Track 2 and have students follow along. Then focus on the second scene: Where are they? (in the park) What's in the boy's hands? (a flower) Explain the situation to students: Look! The boy is giving the girl a flower. Play the second part of Track 2 and have students follow along. Play the track again, pausing after each line for students to practice the dialogues.

### Role-play the dialogues.

Elicit which expressions we use to give and receive objects, respectively, so students can use them more freely in their dialogues. Divide the class into pairs. Invite them to use real objects to act out the dialogues, switching roles so that they practice both parts of each one. Finally, invite two pairs of volunteers to act out the dialogues for the class.



### Wrap-Up

Play **Guess It!** from the Game Generator with the class to practice the names of the clothing items.

### **Optional Activity**

Materials Sheets of construction paper (1 per student), pencils, crayons, colored pencils

Make sure students have the materials. As a class, review the expressions from the Everyday Language section. Revisit the situations and elicit examples of objects that students can lend their classmates (an eraser, a crayon, a book) and of things we can give to a friend as a present (chocolates, a card, a drawing). Have students use this information to draw a similar comic about giving and receiving objects. Make sure they include speech bubbles with suitable dialogues and correct spelling. Invite some volunteers to present their drawings to the class and encourage a few pairs to act out their classmates' comics.



### Extra Practice Activity 1

Students are now ready to do EPA 1 for Unit 1 on the RLP.

### Workbook

Assign page 4 as homework or work on this page during class.

- 1 1 sandals 2 boots 3 coat 4 sweater 5 hat 6 jacket 7 shorts 8 gloves 9 sunglasses 10 scarf
- *Left to right (top)*: 1, 5, 6, 9, 8; *Left to right (bottom)*: 3, 2, 10, 4, 7
- **2** Giving: Here!, This is for you. Receiving: Thanks!, Thank you.

### **▶** Vocabulary and Grammar

**Vocabulary** Clothing Items Other Key Vocabulary Pets: bird, cat, dog, rabbit **Grammar Focus** This / That

### This / That

This and that are used with singular nouns. This is used to refer to an object that is near the speaker. *That* is used when the object is far from the speaker.

| This | is | her hat.     |
|------|----|--------------|
| That |    | his sweater. |

### Warm-Up

Materials Pictures of these animals: cat, rabbit, bird, dog Form small groups. Display each picture. Have groups write the name of the animal as fast as they can and then raise their hands. Check answers in the order in which groups finish and give a point if the answers are correct. When all groups have finished, display the pictures one by one again and say the names of the pets for students to repeat. Finally, ask students if they have one or more of these pets.

### **Class Activities**

### **3** Complete using *This* or *That*.

Hold up a notebook in your hands and say: This is a notebook. Emphasize this. Then point to a book that is at a distance and say: That is a book. Emphasize that. Explain how this is used for objects that are near and that is used for objects that are far away. Write these sentence frames on the board: This is a \_\_\_\_. That is a \_\_\_\_. Hold up or point to different objects around you and encourage students to say the corresponding sentences using the models. Then, tell students to focus on the pictures and arrows in the activity. Point out that the T-shirt is near the arrow and the sweater is far from the arrow. Have students complete the sentences individually and check their answers. Then invite students to read the examples in the **Grammar Focus** box and to make drawings in their notebooks that represent the sentences, making sure they include the arrows at the correct distances. Invite some volunteers to share their drawings with the class.

### 4 Unscramble. Then number the pictures.

Have the class look at the pictures and name the animals they see. Then copy the first group of words on the board and model unscrambling them. Give students some pointers on how to tackle this type of activity. For instance, guide them to notice that the first word begins with a capital letter, that the last one has a period, and that the words must follow the same order as the examples in the **Grammar Focus** box. Have a volunteer say the words in the correct order. Then ask students to identify the picture that goes with the sentence (the child with the cat). Point out that the cat is near the boy, which explains the use of *This* in the sentence. Have students unscramble the remaining sentences and number the corresponding pictures.

### 🔹 Listen and check your answers. 套 3



Play Track 3, pausing after each sentence that students unscrambled so they can check their answers. Then play the audio again so they can answer the following questions in their notebooks:

- 1. What's the cat's name? (Patty)
- 2. Where's the rabbit? (in the table)
- 3. What's the bird's name? (Sunny)
- 4. What's the dog's name? (Skipper)

### Track 3

One.

Boy 1: This is my cat. Her name's Patty.

WOMAN: That is your rabbit! Please take him off the table.

Three.

GIRL 1: That is her bird. GIRL 2: Come back, Sunny!

Four.

**Boy 2:** Skipper! Where are you?

GIRL 3: This is your dog, isn't it? I think he's lost.

Play **Stepping Stones** (see page ix) with students using sentences with this and that and clothing items.



### Optional Activity

Divide the class into groups. One student shows a classroom object and describes it: This is my (ruler). The next student points to their classmate's object, describes it and then adds a sentence: That is (her) ruler. This is my (pencil). The rest of the members of each group continue following the same procedure. Repeat the game several times, with different students starting and encourage students to describe different classroom objects each time.

### Workbook

Assign page 5 as homework or work on this page during class.

- 3 1 This 2 That 3 That 4 This
- 4 1 This, hat 2 That, scarf 3 This, jacket 4 That, coat

3 Complete using This or That.



- Unscramble. Then number the pictures.
  - 1 my/is/This/cat.

    This is my cat.
  - 2 rabbit. / is / That / your <a href="https://www.nbbit.">That is your rabbit.</a>
- 3 her/is/bird./That That is her bird.
- 4 is / This / dog. / your This is your dog.









Listen and check your answers.



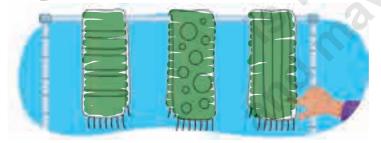
🚺 Listen and color. 🐠 4



- Check your answers in pairs. Answers will vary Student A: These shorts are green.
  Student B: Yes. And those shorts are...
- 2 Complete using *These* or *Those*.

### These / Those

- These sunglasses are red.
- Those sunglasses are black.



1 These scarves are green.



2 Those pants are gray.



- 3 Those T-shirts are blue.
- Color the clothing items.



4 These skirts are purple.

### Vocabulary and Grammar

**Vocabulary** Clothing Items

Other Key Vocabulary Colors: black, gray, green, orange, purple, red

**Grammar Focus** These / Those

### These / Those

These and those are used with plural nouns. These is used to refer to objects that are near the speaker. Those is used to refer to objects that are far from the speaker.

| These | sandals are purple. |
|-------|---------------------|
| Those |                     |

Common error: Students often confuse the pronunciation of this and these. This is pronounced /ðis/ and these is pronounced /ðiz/.



### Warm-Up

Materials Color flashcards (see Preparation below), students' colored pencils

**Preparation** Make cards of colors, making sure they include black, gray, green, orange, purple and red.

To review colors, display the cards one by one and ask: What color is this? It's (red). Then tell students to form pairs and take turns showing each other a different colored pencil each time and asking about its color. When students have finished reviewing colors, ask them: What is your favorite *color?* to discover which is the most popular color in the class.

### **Class Activities**

### 1 Listen and color. 🕕 4

Invite students to pay close attention to the picture before playing Track 4. Say: This is the girl's bedroom. That's her dog. Tell students to name all the clothing items they see (boots, *sunglasses, sandals, shorts*). Write the words on the board. Play the track and pause it after the second sentence. Ask: What's the dog's name? (Cookie) Write this sentence on the board: These boots are blue. Underline These and explain that she's talking about the boots in her hands. Continue playing the track and pause it after the third sentence. Instruct students to color the boots in the closet, making sure they understand the color they should use (yellow). Continue until students have colored all the items.

### Track 4

**GIRL:** Look, Cookie. These boots are blue. Those boots are yellow. Those sunglasses are black. These sunglasses are red. OK? These sandals are brown. Those sandals are black. See? These shorts are green. Those shorts are blue.



### Check your answers in pairs.

Before students start speaking, refer them to the **Grammar** Focus box. Read the examples emphasizing these and those. Check students' understanding by asking: Which sunglasses are far from the girl? (the black sunglasses) Which are near her? (the red sunglasses) Make it clear that she uses these when the objects are near her and *those* when they are far from her. Then teach the difference in the pronunciation of this /ðis/ and these /ðiz/ and remind students that the first one is used to refer to one object (book, hat), while the second

refers to more than one object (books, hats). Also, teach the pronunciation of *those* /ðoʊz/. Have students complete the activity in pairs. When they have finished, invite one or two pairs to repeat their conversation for their classmates to hear.

### 2 Complete using These or Those.

Ask students to look at the hands in each picture and have them identify if they are pointing to near or distant clothing items. Write their answers on the board: 1 near; 2 far away; 3 far away; 4 near. Encourage students to complete the activity using these clues. Invite different volunteers to read their sentences aloud.

### Color the clothing items.

Have students read the completed sentences and color the scarves, pants, T-shirts and skirts accordingly. Check students' answers as a class by asking: What color are the (scarves)?

Play Air Writing (see page viii) with students using these and those, clothing items and colors.



### **Optional Activity**

Divide the class into groups of five students. In each round, four members of the group say each a demonstrative (*This*), a clothing item (skirt), is or are (is) and a color (blue), respectively. The fifth member writes the sentence and draws a picture to match it: This skirt is blue. Allow groups to play until all members have written a sentence and illustrated it at least once.

Assign page 6 as homework or work on this page during class.

- 1 1 gloves on the left [gray]; 2 shorts on the right [purple]; 3 boots on the right [orange]; 4 sunglasses on the left [blue]
- 2 1 These 2 These 3 Those 4 Those

### **▶** Vocabulary and Grammar

Vocabulary Clothing Items
Grammar Focus I'm | She's | He's wearing...

### I'm / She's / He's wearing...

To talk about the clothes someone has on, we use the present continuous form of the verb *wear*. Remind students that the pronoun *I* goes with *am*, while *he* and *she* go with *is*.

| I        | am | wearing | a scarf. |
|----------|----|---------|----------|
| She / He | is |         | shorts.  |

**Common errors:** He's wear boots. / She wearing a T-shirt.

### Warm-Up

Materials Three pictures of girls and three pictures of boys wearing clothing items students are familiar with

Show students what you are wearing today and say: *I'm* wearing (pants and a sweater). Write the description on the board. Then display the pictures of a boy and a girl and describe their clothes: *He's/She's wearing (a shirt, a skirt, a T-shirt, etc.)*. Write these descriptions on the board, too. Then show students all the remaining pictures and invite some volunteers to describe a child for the class to identify the correct picture.

### **Class Activities**

### 3 Look and complete.

Refer students to the **Grammar Focus** box. Read the sentences aloud one by one for students to repeat. Invite a volunteer to read the example sentence in the activity. Tell students to complete the remaining sentences individually. Check answers as a class.



Refer students to the sentence on the board that describes what you are wearing. Invite a volunteer to say what he/she is wearing. Form pairs and tell students to describe what they are wearing to each other.



### Make a Finger Puppet.

Refer students to the photo of the finger puppet. Say: Look at the finger puppet. He's wearing a pink and purple sweater with a teddy bear on it. Guide students through the steps of making their finger puppet sweater. Encourage them to use different colors and designs to decorate their sweaters. Help them as they use scissors and tape. Once students finish, have them draw a face on one of their fingers and put their sweater on. Invite them to introduce their puppet to the class, one by one: This is my friend, (Max). He's wearing a (red and green) sweater.

### Wrap-Up

Play **Climb the Tower** (see page ix) with students using sentences to describe clothing items: *I'm/She's/He's wearing* (*blue shoes*).



### Flip It

**Materials** Pictures of some of the coldest and hottest countries or places in the world (for example, Russia, Antarctica, the Sahara Desert, the Atacama Desert)

**Preparation** Choose three or four educational websites that provide information about the weather in Alaska (during winter) and Aruba and the clothing items people wear in these places.

Display the pictures of a hot place and a cold place. Ask the class to identify which one is hot and which one is cold. Point to the cold place and ask: *Are (sandals) good here? (no)* Point to the hot place and ask: *Is a (coat) good here? (no)* Repeat with different pictures. Then give students the website links and tell them to investigate the weather in Alaska (during winter) and Aruba, as well as the clothing items people wear in each place. Invite them to draw a picture of each place that shows the weather there and what people usually wear.



### Extra Practice Activity 2

Students are now ready to do EPA 2 for Unit 1 on the RLP.

### Workbook

Assign page 7 as homework or work on this page during class.

- **3** 1 I'm wearing a coat and boots. 2 He's wearing shorts and sunglasses. 3 She's wearing a sweater and gloves. 4 I'm wearing a sweater and a scarf.
- **4** Answers will vary. Students should draw a classmate and write what they are wearing.

Look and complete.



I'm <u>wearing</u> a scarf and a coat.



He 's wearing

a shirt and a sweater.



wearing She's sunglasses and sandals.

# **Grammar Focus**

I'm / She's / He's wearing...

- I'm wearing a hat.
- She's wearing boots.
- He's wearing a jacket.



In pairs, describe what you are wearing. Answers will vary.

# Make a Finger Puppet.

### You need

- a sheet of paper
- colored pencils
- tape
- a pen

### Instructions

- 1 Fold the paper in half.
- 2 Draw and color a sweater.
- 3 Cut it out and tape the sides together.
- 4 Draw a face on your finger.
- 5 Dress your finger in the sweater.
- 6 Play with your puppet.

# **Skills Development**

 $\boxed{1}$  Look and mark ( $\checkmark$ ) the items in the story.



# Write Nigel or Tracy.

1 Tracy says the sandals are nice.

Oh!

2 <u>Nigel</u> says the jacket is great.

3 <u>Nigel</u> is going on vacation.

Be nice and help others find what they need.



Tracy!

### Skills Development

Skills Focus Reading: Students read a comic about shopping for clothing items for a vacation. **Vocabulary** Clothing Items



### **Warm-Up**

### Materials Unit 1 i-Poster

Display the unit poster. Help students remember that the characters are in a clothing store that has winter and summer departments. Ask: Look at the (summer) section. What clothes can you see? Have students answer in pairs. When students have finished, invite volunteers to help you place first the pictures in the summer department and then those in the winter department.

### **Class Activities**

Materials Pictures of people wearing different clothes for cold and hot weather (optional)

1 Look and mark (✓) the items in the story.

Model the activity. Point to the sweater and to where it appears in the comic. Say: Look! This sweater is in the story. Put a checkmark next to it. Invite students to complete the activity individually by marking only the clothes that appear in the pictures of the comic. Check answers by asking: Can you see the (hat) in the story? Invite volunteers to show you where the jacket and boots are in the story.

If students investigated the weather in Aruba and Alaska (during winter), as well as the clothing items people wear there (see optional Flip It activity in previous lesson on page T 9), have them get in small groups and show each other their pictures and talk about them: This is Alaska. It's cold there during winter. He's wearing (a coat). She's wearing (gloves). If students did not do the activity, display the pictures of people wearing different clothes for cold and hot weather. Invite volunteers to describe the weather and the clothes people are wearing.

Listen and follow along. 🕕 5

Read the title of the story aloud. Explain that Nigel and Tracy are shopping for clothes, just like the children in the unit poster. Play Track 5 and ask students to follow the story. After listening, help students understand the story by asking these questions:

- Where are they? (in the children's clothing department of a store)
- Is Nigel's vacation in Alaska? (yes)
- Are sandals good for Alaska? (no)
- *Is a T-shirt good for the beach?* (yes)
- *Are boots good for Alaska? (yes)*
- Where does Tracy think Nigel's vacation is? (at the beach)

### Write Nigel or Tracy.

Form pairs and tell students to complete the sentences with the correct names. Check answers with the class by inviting volunteer pairs to read the complete sentences. Encourage them to give evidence for their choices by pointing to the scene and acting out what is said.

### **Collaboration / Cooperation**



Read what Hannah says aloud and reflect with students on how the characters help each other in the story. Ask: Who helps: Nigel or Tracy? (Tracy, because she helps Nigel find the right clothes for a vacation in Alaska.) Explain that Nigel and Tracy are working together to find what Nigel needs. Ask: Is Tracy a good friend? (yes) Is Nigel happy with his friend Tracy? (yes)



### Wrap-Up 🔘 5

Tell half the students they are Tracy and the other half they are Nigel. Play Track 5 again for students to repeat the characters' lines in their roles. Then switch roles and repeat. As a follow-up, you could encourage students to improvise their own dialogues in pairs. They can act out helping a friend shop for clothes for a vacation using different clothing items and places.

### Optional Activity

Materials Pictures of different clothes for children

Play **Spelling Bee** (see page viii) with students using the adjectives from the comic: nice, perfect, cool, great and good. Then show students the pictures of clothing items you prepared and invite volunteers to give their opinions about them: It's nice! They're cool!

### Workbook

Assign page 8 as homework or work on this page during class.

- **1** 1 (f)ox 2 (e)agle 3 (r)eindeer 4 (b)ear
- 1 A 2 B 3 A 4 A 5 A

### **▶** Skills Development

**Skills Focus** *Reading and Writing:* Students read two texts and choose the correct words according to the pictures. Then they write a text about their favorite clothes. **Vocabulary** *Clothing Items* 

### Warm-Up

Materials A picture of yourself on vacation in hot or cold weather

Display the picture and describe it for students: Look! This is a picture of me on vacation. These are my favorite clothes. My (hat) is (red). It's (small). These are my (sunglasses). They're (blue). And my favorite (T-shirt) is (green). Ask: Is it hot or cold here? Have students guess where you were on vacation: Is it (Cancún)?

### **Class Activities**

### 2 Read and choose the correct options.

Direct students' attention to the picture of the girl. Ask: Where is she? (at the beach) Is she in a cold or a hot place? (a hot place) Now read the first two sentences of the text slowly, emphasizing content words such as picture, vacation and favorite. Stop after the first sentence where the children need to choose the correct word. Ask: Is there a scarf? (no) Is there a hat? (yes) What color is her hat? (yellow) So what's the correct option? (hat) Repeat the procedure with the rest of the sentences. Have students work individually on the second text. When they're done, tell them to share their answers in pairs. Finally, invite two volunteers to read the texts aloud.

### 3 Describe your favorite clothes.

Invite a volunteer to read the two sentences. Guide the class to notice that they're like the ones from the previous texts. Tell students that they should follow those texts as models to write their own text. Invite them to close their eyes and imagine their favorite place. It can be hot, warm or cold. Ask them to imagine the clothes they are wearing there. Tell students to open their eyes, and give them enough time to write their texts based on what they imagined. Monitor their work and guide students in the correct use of *this* and *these*.

### Draw your picture.

Make sure students understand that their drawings should represent the texts they wrote. Have students first use a pencil and then color the picture with the corresponding colors. Tell students to form groups to share their work. Invite them to point to the clothes in their drawings as they read the descriptions they wrote.



### Wrap-Up

**Preparation** Prepare several true and false sentences about the clothes that the children in the pictures from Activity 2 are wearing.

Play **Spot the False Sentence** (see page ix) with students using sentences about the children in the pictures from Activity 2.



### Flip It

Teach students the names of the seasons *summer* and *winter*. Tell students to take a picture of themselves at home wearing their favorite winter or summer outfit (it can be the one they described in Activity 3 or a different one). They should write a sentence describing the photo and bring the photo and the description they wrote to the next class.



### **Optional Activity**

Materials Sheets of construction paper (1 per student), markers, colored pencils

Make sure students have all the materials. Tell them to draw a family member on vacation. It can be in a warm, hot or cold place. Make sure they understand that the clothes of the person should match the place. Invite them to include elements related to the weather they chose. Finally, form groups and have students describe their pictures. Monitor and help with any new vocabulary students may need.

### Workbook

Assign page 9 as homework or work on this page during class.

- **2** 1 orange 2 gloves 3 red 4 shorts
- 1 My hat is black. 2 These are my sunglasses. 3 It's pink. 4 And these are my favorite pants.
- **3** Students complete the description of the boy's clothes.

# Read and choose the correct options.



This is a picture of me on vacation. These are my favorite clothes. My hat / scarf is yellow. It's big! These are my 2 sandals / sunglasses They're red. And my favorite a dress/ sweater is red, white and black.

This is a picture of me on vacation. These are my favorite clothes. My \*jacket / sweater is blue. These are my sgloves / shorts. They're orange. And my favorite scarf / hat is green. It's a frog hat!



# Answers will vary.

# Describe your favorite clothes.

| This is a picture of me. These are |
|------------------------------------|
| my favorite clothes.               |
|                                    |
|                                    |
|                                    |
|                                    |
|                                    |
|                                    |

Students draw themselves wearing the clothes they described.

Draw your picture.

# $oxed{1}$ Listen and write I (Ian) or J (Janet). $oxed{1}$ 6





[Something of the state of the



Student A: Emma's wearing...
Student B: Luke's wearing...

### **► Skills Development**

**Skills Focus** *Listening and Speaking:* Students listen to descriptions of the clothes two children are wearing. Then they exchange information about what other children in pictures are wearing.

**Vocabulary** Clothing Items



Warm-Up

### Materials Unit 1 i-Flashcards

Display the flashcards one by one and invite the class to name the clothing items. Remove the flashcards. Then name a clothing item and have students make a quick drawing of it as it appears on the flashcards in their notebooks. Display the corresponding picture for students to give themselves a point if their picture is similar. Repeat with the remaining pictures.

### **Class Activities**

Direct students' attention to the pictures in Activity 1 and invite students to name the clothing items they see. Play Track 6 and pause it after the first sentence in Ian's description. Ask: What's Ian wearing today? (He's wearing his favorite hat.) What number is the hat? (9) What letter is it? (I). Continue playing the audio and repeat the procedure. Challenge students to listen to Janet's description only once and see if they can mark all her clothes. After you have checked the answers with the whole class, ask students to tell you which clothing items are not mentioned in the audio (coat, T-shirt).

### Track 6

**Woman:** Today, Ian is wearing his favorite hat. He's wearing sunglasses and a pair of shorts. He's wearing sandals, too. He's at the beach!

**MAN:** Today, Janet is wearing a jacket and pants. She's also wearing a scarf and gloves. It's very cold where she is now.



### In pairs, describe what each child is wearing.

Have students form pairs and take turns describing the children's clothes. Before students start speaking, review with them how to use and when listing several items in one sentence: Emma is wearing a hat, sunglasses and a dress. Encourage students to also include colors and adjectives in their descriptions: Emma's wearing her favorite hat. It's big. Jim's wearing a pair of shorts. They're brown. Invite different students to describe the pictures for the whole class.



### Wrap-Up

Play **Use Mime** (see page ix) with students using sentences about) to review the language patterns and vocabulary from this unit.



### **Optional Activity**

Say: *I'm on vacation and I'm wearing sandals*. Ask a student to repeat the sentence and add a new item to the list: *I'm on vacation and I'm wearing sandals and shorts*. The next student repeats both items and adds another one: *I'm on vacation and I'm wearing sandals and shorts and a hat*. Continue like this until students are no longer able to remember all of the items.

### Workbook 🐠 1

Assign page 10 as homework or work on this page during class.

1 1 [Sved] 2 [Martha] 3 [Kate] 4 [Alice] 5 [Mark]

### **Skills Development**

**Skills Focus** *Listening and Writing:* Students listen to and sing a song about clothes. Then they write a new verse for the song.

Vocabulary Clothing Items
Other Key Vocabulary Adjectives; Colors



### Warm-Up

Materials Index cards (1 per student), colored pencils or markers

**Preparation** Write one half of the name of a clothing item on an index card using a specific color.

Show your card and encourage the class to guess the item by providing a full sentence. For example, if the card has the letters *sho* in blue (and the answer you have in mind is *Those are blue shorts.*), students' guesses might include: *Those are blue shoes. These are blue shorts.* After a few guesses, tell students the correct answer. Invite students to write half the name of a clothing item using a specific color on their cards individually. Then form small groups and have students take turns guessing the items in the same way. Let groups continue until all the cards have been guessed.

### **Class Activities**

### 3 Listen and complete. 🐠 7

Tell students they are going to listen to a song about clothes. Play Track 7 without letting students look at the lyrics and tell them to listen for the names of clothing items. Elicit the clothing items they heard and write them on the board. Let students listen to the song again, this time paying attention to the color of the clothing items that are mentioned. Complete the information on the board. Then let students take a look at the song and have some volunteers read the words in the boxes. Play Track 7 and invite students to complete the song. Ask students to compare their answers in pairs. Play the track again and pause it after each line. Check students' answers by inviting different volunteers to read each line.

### • Sing "Clothes Jazz." 🐠 7

Play Track 7 again and encourage the class to sing along. Alternatively, divide the class into two groups. The first group sings the even lines, while the second group sings the odd ones. Play the song again, switching groups.

### 4 Write α new verse for the song.

Divide the class into pairs and have students complete the sentences in the new verse using clothing items and colors that are different from the ones in the original song. Allow them to practice singing their verse together before singing it for the whole class.

### • Sing your new verse. 🐠 8

Play the karaoke version of the song and invite volunteer pairs to sing their new verse. Have the class identify the most common clothing items and colors used in the new versions.

### Wrap-Up

Play **Bingo!** (see page viii) with students using vocabulary studied in this unit.

### **Optional Activity**

Materials Sheets of different-colored construction paper, faces printed out from an Internet source (1 per student), sheets of white paper (1 per student), scissors, glue

Make sure students have all the materials. Have them glue the face near the top of the sheet of white paper. Then tell them to make clothing items using the colored construction paper and to glue them onto the white sheet with the face to create a fun character. Then have students write descriptions of their characters and share their texts with you. Ask students to hold their pictures up. Read some of the descriptions aloud and have the class guess the corresponding pictures.

### Workbook 🔱 2

Assign page 11 as homework or work on this page during class.

2 Students color the distant pens [black]; the near pens [brown]; the near ruler [red]; the distant ruler [purple]; the near lunchboxes [yellow]; the distant lunchboxes [orange]

Listen and complete. 🕦 7

boots coat Jazz blue are

> shorts you white red

# Clothes Jazz

My sweater's 1 red

My 2 <u>coat</u> is black.

My scarf is 3 blue, and so is my hat.

My T-shirt's orange and my 4 <u>shorts</u> are, too.

My 5 boots are brown, my shoes are new.

Colors for clothes, now jazz with me.

<sub>6</sub> <u>Jazz</u> with me, now dance with me.

My blouse is 7 white, your jeans

s are blue.

So cool for me, so cool for 9 \_\_\_\_\_\_\_

Sing "Clothes Jazz." 🕦 7

Answers will vary. Write a new verse for the song.

Colors for clothes, now jazz with me.

Jazz with me, now dance with me.

My \_\_\_\_\_ is \_\_\_\_

your are

So cool for me, so cool for you!

Sing your new verse. 🕦 8

1 Draw the items using the color code.



### Review

Vocabulary Clothing Items
Grammar Focus Prepositions: in, on, under; This / That /
These / Those

### Warm-Up

### Materials A backpack, a book

Use the backpack and the book to demonstrate the prepositions *in*, *on* and *under*: *The book is (in) the backpack*. Ask students to take out a book and hold up their backpacks. Randomly say sentences for students to demonstrate the prepositions using the objects. Try saying sentences faster and faster and challenge students to keep up.

### **Class Activities**

Materials Dice (1 per group), a coin or counter (1 per student)

### 1 Draw the items using the color code.

Ask students to pay close attention to the game board and identify the boxes that match the color-coded prepositions. Direct students' attention to box number 2. Elicit the color of the box (*blue*) and the corresponding preposition according to the color code (*on*). Explain that they should draw a pair of sunglasses on the table, as the box indicates. Give students time to draw all the missing items, keeping the color code in mind. Monitor and help if necessary.

### 

Divide the class into groups. Tell students to take turns rolling the die and saying sentences about the clothing items depicted in the space they land on. For example, if a student lands on the second box, he/she should say: *These are sunglasses. They're on the table*. If a student makes a mistake, he/she needs to return the counter to the space where it originally was. The first student in each group to reach the *Finish* box wins the game.

### Wrap-Up

Divide the class into pairs. Allow students some time to look at the game board and memorize where the items are. Have one of the students look away or close his/her eyes and describe the location of five different clothing items; for example: *The hat is on the table*. He/she gets a point for each correct statement. Then have students switch roles and play again.

### **Optional Activity**

Materials An eraser, a pencil, a colored pencil, a pen, a notebook, a book, a crayon, a backpack, a pencil case (1 of each item per student)

Play **Simon Says** (see page viii) with students to practice the prepositions *in*, *on* and *under* using sentences like: *Simon says put your eraser under your book.* 

### Workbook

Assign page 12 as homework or work on this page during class.

- **1** *Left to right, top to bottom:* [Canadian flag]; [boy and woman waving flags]; [Argentinian flag]; [boy wearing sweatpants and hoodie]
- 1 T 2 F 3 T 4 F

### **▶ CLIL** Social Studies

### **Hemispheres and Seasons**

The equator is an imaginary line that divides Earth into two halves: the northern hemisphere and the southern hemisphere. Earth also has an axis: an imaginary line that goes from the North Pole to the South Pole. When the Earth's axis is inclined toward the sun, it's summer in the northern hemisphere and it's winter in the southern hemisphere. Here students will learn that at the same time of year, two countries in different hemispheres have opposite climates. While in July it's warm (summer) in Canada, it's cold (winter) in Argentina, because Canada is in the northern hemisphere and Argentina is in the southern hemisphere.



### **CLIL Extension**

As homework, have students investigate two other cases in which countries in the northern and southern hemispheres have opposite seasons in the same month. They can organize the information in a table with these headings: *Country*, *Hemisphere*, *Month*, *Summer or Winter*, *Clothes People Wear*.

### Review

**Vocabulary** Clothing Items Grammar Focus I'm | She's | He's wearing...; This | That | These / Those



### Warm-Up

Materials Index cards (5 per student), pencils, colored pencils

Have students draw and color a different clothing item per card. Then, in pairs, have students show each other their pictures and take turns describing what they are wearing as though they were wearing the items they see: I'm wearing (a blue sweater). Invite some volunteer pairs to describe their partner's entire "outfit" to the class: She's wearing (a blue sweater, red shorts, black boots, yellow gloves and a pink scarf)!

### **Class Activities**

### Complete using This, That, These or Those.

Direct students' attention to the scenes and ask: Where are they? (in the park) Point to the first blank and ask: What's the word: this, that, these or those? (this) Why? (The skirt is near the girl.) Have students follow the same rationale to complete the rest of the activity on their own. Check the answers as a class.

### 3 Describe what each child is wearing.

Provide enough time for students to complete the activity individually. Then invite different volunteers to share their sentences with the class. Resolve any doubts students may have.



### Self-Evaluation

Divide the class into pairs. Have students take turns naming as many clothing items from this unit as they can. Then tell them to look at the Unit Opener or the poster and say sentences using this, that, these or those while they touch or point to the corresponding items. Finally, ask students to describe what they are wearing today and what one of their classmates (or someone in a picture) is wearing.

Once students complete the tasks above, read the sentences in the Self Evaluation box aloud and clear up any doubts if necessary. Encourage students to reflect on their performance and tell them to color the circles accordingly. Explain that they should color one circle if they aren't confident about that particular language point; two circles if they feel confident, but still need more practice; and three circles if they feel very confident.

### **▶ Learning Tip**



Read the Learning Tip aloud. Mimic putting on clothes and using the strategy by describing what you are wearing: I'm wearing a (sweater, a skirt and shoes). Tell students to do this every day after they get dressed. They can also expand this practice by naming their family members' clothes when they're getting ready in the morning; for example: Grandma's wearing a dress. Dad's wearing a blue jacket.

### Wrap-Up

**Preparation** Make a short video in which you describe what you and other people are wearing, using the language patterns and vocabulary learned in this unit.

Show the video to the class with the sound turned off. Prompt students to describe the people using *He's/She's* wearing..., (This/That) is... and (These/Those) are.... Then play the video with the sound turned on so that students can hear the descriptions. Encourage students to make a similar video where they describe their clothes and someone else's. In class, form small groups so they can share their work.

### Workbook

Assign page 13 as homework or work on this page during class.

- 1 1 Katy is wearing a coat. 2 Oscar is wearing a sweater. 3 Kim is wearing gloves. 4 Fred is wearing a scarf. *Left to right (top)*: Katy, Oscar; *Left to right (bottom)*: Fred, Kim
- 2 1 These 2 That 3 These 4 That 5 Those 6 This

### Craft (page 123)

### Make a Paper Doll.

Have students open their books to page 123. Tell them to glue the worksheet onto the construction paper and color the clothing items. Next, have students draw facial features and glue strings of yarn for hair on the doll so that it looks like them. Then ask students to cut out the clothing items and the body along the dotted lines. Tell them to use the flaps on the cutout clothing items to dress the body. Finally, divide the group into pairs and have students take turns describing what "they" are wearing; for example: I'm wearing a blue jacket. My scarf is yellow. These pants are orange.



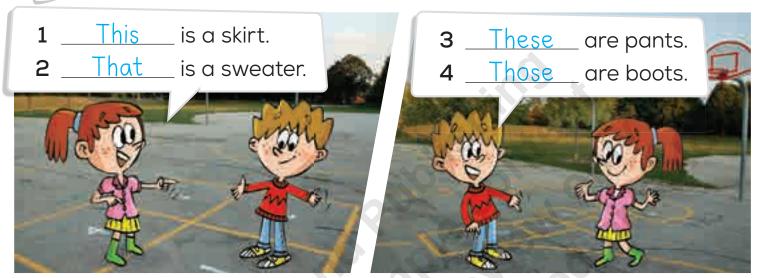
### Flip It for Reader .

Tell students that in the next lesson they are going to read a comic about two children (a brother and a sister) who want to play outside in the snow. Elicit the clothes they wear when it's cold outside. For the next lesson, have students draw a picture of themselves playing outside in the snow. Encourage them to include details about the clothes they are wearing in their pictures.



Students are now ready to do the Unit 1 test.

2 Complete using This, That, These or Those.



3 Describe what each child is wearing.



He's wearing a scarf, a sweater, pants and boots



She's wearing a T-shirt, shorts and sandals

# Self-Evaluation 1 I can name ten new clothing items. 2 I can use this, these, that and those.

3 I can describe what people are wearing.



### **▶** Reader: Comic





### **▶** Reader: Comic





### Reader: Comic

### Olga and Omar



Collaboration / Cooperation



### **Pre-Reading**

Materials Students' drawings (optional), pictures of winter and summer clothes (optional)

If students drew pictures of themselves playing in the snow (see optional Flip It for Reader activity in the previous lesson on page T 15), form small groups. Have students take turns showing and describing their pictures. Encourage students to say what they are wearing in the pictures. If students did not draw pictures at home, display pictures of winter and summer clothes. Have students identify the clothes and sort them for either cold or warm/hot weather.

### While Reading 🕕 1

Play Track 1 and have students read along in their books. Then play Track 1 again, and pause to ask questions and confirm understanding. At the end of page 4, ask: What is Omar asking Olga? Does Olga want to play with Omar? Why not? Is it warm or cold outside? Encourage students to say how they know it's cold there. At the end of page 5, have students describe the scenes. Ask: *Are Olga and Omar nice to each other?* At the end of page 6, ask: What does Olga want to do? What does Omar want to do? What does their mother tell them to do? Where are their winter clothes? Elicit or explain what an attic is—a room under the roof at the top of the house. Ask: Do you have an attic in your house? Where do you keep clothes for different weather? At the end of page 7, invite volunteers to describe what's happening. Have students point out and identify the clothes in the scenes. Point to the last scene and have students point out the danger. At the end of page 8, elicit what the danger was. Ask: Does Olga help Omar? Elicit or explain that Olga and Omar continue to help each other by finding their winter clothes. At the end of the comic, invite volunteers to retell the scenes in their own words. Echo their responses in English if necessary.

### **Class Activities**

### 1 Read and mark (√) or (X).

Elicit the clothes in the pictures. Read item 1 aloud and then ask: Is this a hat? Have students put a check mark in the circle. Invite volunteers to take turns reading the rest of the items, or have students complete the activity individually.

### 2 When do we wear them? Look and write W (winter), S (summer), B (both).

Review with students winter and summer. Point to the items in turn and elicit if we wear them in the winter, summer or both. Have students pretend to wave a fan if it's something they wear in the summer and pretend to shiver if it's something they wear in the winter or do both if the clothes are worn in any weather. Then direct students' attention to the activity. Have them complete it individually.

### 3 Read and choose the correct words.

Read item 1 and the options aloud. Tell students to scan the comic and point out the scene that gives them the answer. Then have them circle the correct answer in the activity. Continue guiding students to complete the activity.

### 4 Read and complete the sentences.

Invite a volunteer to read the answer options aloud. Then read item 1 aloud and elicit the answer. Have students complete the activity individually. Remind them they can refer back to the comic to confirm any answers they are unsure of.

### 5 Complete the sentences using am or is.

Write the following sentences on the board: *I*\_\_\_\_ playing outside. He \_\_\_ wearing shorts. She \_\_\_ wearing sunglasses. Elicit the correct forms of *be* to complete the sentences. Then have students complete the activity individually.

### 6 Mark (✓) the pictures where Olga and Omar are helping each other.

Have students turn to page 5. Point to the second scene and ask: Is Olga helping Omar? Then tell them to turn to page 8, and point out where Olga and Omar are helping each other. Direct students' attention back to the activity and have them mark the pictures of Olga and Omar helping each other.

### Post-Reading \_

### 7 Discuss the questions. How do you help others? How do others help you?

Have students recall the characters in the comic. Ask: When do Olga and Omar help each other? Then divide the class into small groups. Tell students to discuss the questions. Afterward, invite volunteers to share their ideas.







### Optional Activity 1

Materials Some old clothes of yours that have been recycled or repurposed

Display each item of clothing one by one and explain how they were recycled or repurposed; for example: *This shirt is too* small for me. Now it belongs to my sister. These shorts were my favorite pants before. Discuss with students why it is important to reuse clothes and not simply throw them away. Echo their responses in English if necessary.



### **Optional Activity 2**

### **Open-Mindedness / Justice**

Materials A large sheet of poster board (optional)

Display page 6 of the comic. Point out Olga and Omar and the scenes showing what they want to do. Ask: Do Olga and Omar want to do the same thing? Display page 9 and elicit what the children are doing. Elicit or explain that they are making a snowman and after that they are going to go sledding. Then, elicit or explain that idea of being fair. Invite volunteers to share their experiences of being fair at home and in the classroom. Guide students to talk about problems that have occurred in the classroom and how to resolve the issues fairly. Echo students ideas in English if necessary. If time allows, have students create a poster with drawings depicting how to be fair in the classroom. You may choose to display the poster as a reminder for students to be fair to each other.



- Read and choose the correct words.
- 1 Mom and Dad want Olga to help / play with Omar.
- 2 In the morning, there is a lot of rain / snow.
- 3 Omar wants to make a snowman / go sledding.
- 4 Olga wants to make a snowman / go sledding.
- **5** Olga and Omar's winter clothes are in the attic / bedroom.
- **6** Omar first puts on *summer* / winter clothes in the attic.
- 10 Unit 1 Cool Clothes

# Read and complete the sentences.

asking

having

helping

looking









- 1 Omar is <u>asking</u> Olga to play.
- 2 Olga and Omar are <u>looking</u> for winter clothes.
- 3 Olga is helping Omar.
- 4 Olga and Omar are <u>having</u> fun.
- Complete the sentences using am or is.
- 1 I <u>am</u> drawing a picture.
- 3 He <u>IS</u> walking to school.
- 4 She <u>IS</u> reading a book.
- 5 I am listening to the radio.
- 2 Kate 15 playing basketball. 6 Julia 15 wearing a sweater and a coat.
  - 7 Samuel <u>IS</u> having dinner.



Mark (/) the pictures where Olga and Omar are helping each other.







😝 🔽 Discuss the questions. Answers will vary.

How do you help others? How do others help you?

Olga and Omar 11

