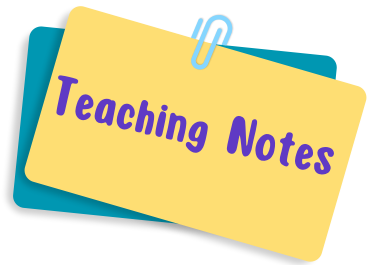


UNIT 7. Get Dressed Vocabulary. Clothes



Learning outcomes

- to name and talk about clothes

New language

clothes, sweater, skirt, shorts, trousers, jacket, socks, jeans, shoes, baseball cap, T-shirt

Materials

flashcards of clothes, clothing made from different materials and with different patterns and colours (optional)

Warm-up

- Point to some of your clothes or students' clothes and elicit any words they know.
- Write *Clothes* in a circle on the board and write the words.

Additional practice:

Workbook p. 70

[Vocabulary practice](#)

1 Complete the words. Match.

- Revise clothes vocabulary using flashcards.
- Ask students to name each item aloud: *What's this? – It's a sweater.*
- Ask students to write the missing letters in the words.
- Then students match the words to the correct pictures. Compare answers in pairs. Check answers with the class.
- Ask questions to reinforce vocabulary, e.g.: *What colour is the sweater? – Brown.*

2 Look at the pictures and write.

- Point to the first picture and ask: *What is this?* Students answer: *Shoes.* Write the answer together.
- Continue with each picture, asking: *What do you put on?*
- Students work in pairs to check each other's answers.
- Turn it into a fun challenge: *Who writes all the words first?*

3 Guess the clothes.

- Read the question together: *What is this?* Model the answer: *It's a T-shirt.*
- Students guess each item of clothing and write the word.
- Ask students to compare answers in pairs.



- In pairs, students talk about their favourite clothes, using *I've got* and colours.
- Students can also draw and write about their favourite clothes.

UNIT 7. Get Dressed

Language Focus 1. Do you like this / these ... ?

Teaching Notes

Learning outcomes

- to ask and answer about preferences using *like*
- to identify clothes using *this* and *these*

New language

Do you like ...? Yes, I do, No, I don't, this, these

Materials

flashcards of clothes, real items of clothing, e.g. trousers, skirts, T-shirts, shorts, shoes (optional)

Warm-up

- Give instructions with clothes, e.g. *Put on your (socks)*. Students listen and do the action.
- Students repeat the activity in pairs.

Additional practice:

Workbook p. 71

[Video](#)

[Grammar practice](#)

LEARN
MORE

1 Watch the video. Match the pictures with the words. Say.

- Play the video for the class.
- Point to the first picture and ask: *What is this?* Model the answer: *This is a jacket.*
- Continue with each picture, asking students to match the words (*this, these, this jacket*) to the correct items.
- Students say the words aloud after matching.
- Check answers together as a class

2 Look, read and circle.

- Read the first question aloud: *Do you like this / these skirt?* Model how to choose and circle the correct word (*this* or *these*).
- Ask students to read each question and look at the pictures below and circle the correct word.
- Then, model how to answer: *Yes, I do* or *No, I don't*. Students circle the answer.
- Students compare answers in pairs and check together.

3 Look and write.

- Point to the first picture and ask: *What is this?* Model the answer: *This is a sweater.*
- Continue with each picture, asking students to write the correct words under the picture.
- Students check answers in pairs.
- Encourage them to say the words aloud after writing.

- In pairs, students make a role play in a clothes shop, acting as shopkeeper and customer, e.g. *Do you like this jacket, sir? No, I don't. Do you like these trousers, madam? Yes, I do.*
- They swap roles.

UNIT 7. Get Dressed Worksheet. Practice 1

Teaching Notes

Learning outcomes

- to ask and answer questions about preferences using *Do you like ...?*
- to identify clothes using *this* and *these*.
- to express likes and dislikes about clothes.

New language

Do you like ...? Yes, I do. / No, I don't. this, these.

Materials

flashcards of clothes

Warm-up

- Play a quick game called *Clothes Hunt*.
- Show flashcards or real clothes items (e.g., socks, T-shirt, skirt) one by one.
- Say: *Find something like this!* Students look around the classroom or point to their own clothes that match the item.
- Model the sentence: *This is a T-shirt.* Students repeat after you.
- Continue with several items, encouraging students to say *this* or *these* correctly.

Additional practice:

Super Skills Book 2 pp. 66–63

LEARN
MORE

1 Read and circle.

- Point to the first pair of words (*this / these*) and the picture. Ask: *Do we say this or these?* Model the correct choice and circle it.
- Continue with each picture, asking students to read and circle the correct word.
- Check answers together as a class.

2 Write and answer about you. Say.

- Read the first question aloud: *Do you like this skirt?* Model the answer: *Yes, I do* or *No, I don't*.
- Ask students to look at the pictures and write their own questions using the clothes shown.
- Students write answers next to each question.
- Encourage students to say their questions and answers aloud to a partner.

3 Ask your friend.

- Model the question: *Do you like this T-shirt?* and the answers: *Yes, I do / No, I don't*.
- Students work in pairs and ask each other about clothes they like or don't like from Activity 2.
- Encourage them to use the prompts: *I like this skirt* or *I don't like ...* to continue the conversation.

In their notebooks, students draw and colour a picture of themselves in their favourite outfit.

- They add labels, e.g. *my red T-shirt, my blue shorts*.

UNIT 7. Get Dressed

Song. You look good



Teaching Notes

Learning outcomes

- to sing a song
- to practise *Do you like ...?* with *this* and *these*

New language

You look good, like that

Materials

flashcards of clothes,
coloured pens or pencils

Warm-up

- Stick the clothes flashcards on the board.
- Volunteers write a word under the appropriate flashcard, in turn.
- The rest of the class help, by calling out letters.

Additional practice:

Workbook p. 72

[Audio](#)

[Video](#)

1 Listen and sing. Point to the clothes in the song.

- Students look at the pictures. Say, e.g. *Point to the yellow trousers. Point to the baseball cap. What colour is it?* Ask different students, e.g. *Do you like these black trousers? Do you like this orange skirt?*
- Pre-teach *You look good like that.*
- Play the audio (84). Students follow the song.
- Read the second part of the instructions. Play the audio again, pausing for students to choose and point to the clothes they hear in the song. Ask students to match.
- Students compare answers in pairs before the class check. Ask which clothes in the song are not in the pictures (*socks and shoes*).
- Play the song video, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version of the audio (85) or video to practise the song with the whole class and then in groups.

2 Write a new verse for the song.

- Write the beginnings of the sentences from the song on the board. Explain that they need to write their verse by completing these sentences. Students make their verse with two questions and a positive answer. They use this for singular words (*hat, skirt, sweater, T-shirt, baseball cap, jacket*) and these for plural words (*trousers, shoes, socks, shorts, jeans*).
- Write the words on the board in two groups, if necessary.
- Monitor and help as students write their verse.
- Volunteers read or sing their verse to the class.



- In their notebooks, students draw and colour a picture of themselves in their favourite outfit.
- They add labels, e.g. *my red T-shirt, my blue shorts.* Students write a caption: *I look good like that!*

UNIT 7. Get Dressed. Language Focus 2.

Is he / she + ing?



Teaching Notes

Learning outcomes

- to use the present continuous to talk about what people are wearing

New language

He's/She's/ (Jim)'s wearing ..., Is he/she wearing ...? Yes, he/she is, No, he/she isn't.

Materials

flashcards of clothes, clothing in different colours (optional)

Warm-up

- Show different items of clothing and say *This is a ...* Students say, e.g. *green jacket*. Alternatively use the clothes flashcards. Then ask *Do you like this (green jacket)? Do you like these (blue shoes)?*

Additional practice:

Workbook p. 73

[Video](#)

[Grammar practice](#)

1 Watch the video. Then read and circle.

- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- After watching, direct students to the worksheet. For each picture, read the sentence aloud.
- Ask students to circle the answer that matches to the pictures.

2 Complete the dialogues.

- Students look at the picture showing two children wearing different clothes. Each dialogue has a missing word to complete the question or the answer, for example: *Is he wearing a blue cap?*
- Students fill in the blanks with one word such as *cap*.
- After completing, students can read the dialogues aloud with a partner, asking and answering about the clothes. You can prompt them with: *Ask your friend: Is she wearing brown trousers?*



LEARN
MORE

- Ask questions about students in the class, e.g. *Is (name) wearing a sweater?*
- Students ask and answer in open pairs.
- Students write about what their friend is wearing.

UNIT 7. Get Dressed Worksheet. Practice 2



Teaching Notes

Learning outcomes

- to use the present continuous to ask and answer questions
- to describe what they and others are wearing
- to use clothing vocabulary in simple dialogues

New language

What is he/she wearing
He/She is wearing... I'm wearing...

Materials

flashcards of clothes, clothing in different colours (optional)

Warm-up

- Teacher shows pictures of different clothes or points to students' clothes.
- Ask: *What am I wearing?* and elicit answers.
- Students guess and describe each other's clothes in pairs.
- Teacher says an item (e.g., *blue shoes*) and students point to someone wearing it.

Additional practice:

Super Skills Book 2 pp. 64–65



LEARN
MORE

1 Look and ask.

- Students look at the four pictures of children wearing different clothes.
- Students ask and answer questions about each child, for example: *What is number 1 wearing?* One student answers with a full sentence: *She's wearing a pink sweater.*
- Continue with the other pictures until all are described.

2 Draw your clothes. Write. Say.

- Students draw their own clothes on the stick figure. They write sentences about what they are wearing, for example: *I'm wearing a blue T-shirt and jeans.*
- After writing, they read their sentences aloud to the class or to a partner.

3 Ask your friend.

- Students work in pairs. One asks: *What are you wearing?* The other answers: *I'm wearing...*
- Encourage them to use complete sentences and include more than one item of clothing.

4 Write about your friend.

- Students write sentences about their partner's clothes, for example: *He's wearing a red jacket* or *She's wearing black shoes.*
- After writing, they can read their sentences aloud to check with their partner.

- Choose one student to stand at the front of the class. Tell the class they have 30 seconds to look carefully at what this student is wearing.
- After 30 seconds, the student leaves the room (or turns away so they cannot be seen). The rest of the class works together to describe the student's clothes. Encourage full sentences: *He's wearing a blue T-shirt. She's wearing black shoes. He's wearing jeans.*
- Write some of the sentences on the board to support weaker learners.
- When the student returns, read the sentences aloud so they can check if the class remembered correctly.
- Repeat with another student so everyone has a chance to be described.

UNIT 7. Get Dressed. Phonics. y

Teaching Notes

Learning outcomes

- to recognise and pronounce the phonics patterns y
- to identify and spell vocabulary containing y
- to develop phonemic awareness

New language

happy, sky, bunny, fly, yellow, you, sunny, yes

Materials

flashcards of phonics

Warm-up

- Write the letter y on the board. Ask students: What sound can y make? (elicit /ɪ/, /j/, /aɪ/).
- Say a few words aloud (e.g., yes, fly, happy). Students raise their hand or clap when they hear the y sound.
- Show quick flashcards or pictures (e.g., a bunny, the sky, someone crying). Ask: *What's this? Does it have y?*
- Collect answers and write the words under three columns: /ɪ/, /j/, /aɪ/.
- Finish by asking students to think of one more word with y and share it with the class.

Additional practice:

Super Phonics Book 2 pp. 32–35

[Cards](#)

LEARN MORE

1 Match the words to the correct phonics.

- Read all the words aloud together as a class.
- Students sort the words into three groups: /ɪ/, /j/ and /aɪ/. Check answers together and write the sorted lists on the board.
- Discuss how both patterns produce the same sound but are spelled differently.

2 Write the phonics. Match the words to the pictures.

- Show the pictures on the worksheet and say the corresponding words aloud.
- Students complete the missing letter. Example: *happ_* → *happy*.
- Encourage students to say each word aloud after writing it.
- Check answers together.
- Ask students to draw their own picture for one word and label it with the correct spelling.

3 Circle the odd words.

- Read each group of three words aloud.
- Ask students: *Which word is the odd one?*
- Students circle the odd one in each set.
- Ask students to create their own odd-one-out sets using y-words and explain their choices.

- Play the Hangman game with students.
- Stick the flashcards on the board. Write the set of letters that these words contains in the jumbled order.
- Point to the flashcards and encourage students to guess the words first by saying them and then spelling.

UNIT 7. Get Dressed

Skills. Reading



Teaching Notes

Learning outcomes

- to read for specific information
- to listen for specific information
- to describe what people are wearing

New language

clothes, colours, free time activities, *He's/She's wearing ...*

Materials

flashcards of clothes

Warm-up

- Play a chain game. Say *My friend is wearing a pink T-shirt*. Choose a volunteer. He/She says *My friend is wearing a pink T-shirt* and adds another item of clothing and colour, e.g. *and blue jeans*. The next student repeats the two items and adds another piece of clothing, and so on.
- When there are six or seven pieces of clothing in the chain, the class say the chain together from memory. Put the clothes flashcards on the board as prompts, if necessary.

Additional practice:

Workbook p. 76



LEARN
MORE

1 Read and match.

- Give students time to look at the picture. Ask *How many girls?* (Three) *How many boys?* (Three)
- Read the activity instruction and then go through the names in the sentences asking *Girl or boy?*
- Students read silently and match the sentences with the children writing the sentence number and the corresponding letter.
- They compare their answers in pairs.
- Check with the class by asking, e.g. *Who's number 1? Who's Lucy?* A volunteer points to the correct person in the picture. Ask *What's Lucy wearing?*
- In pairs, students take turns to make sentences about the picture, e.g. Student A: *She's wearing white socks*. Student B: *May*.

- Call a volunteer to the front of the class and ask them to close their eyes. Describe someone in the class for the volunteer to guess, e.g. *This person is wearing black jeans and a white T-shirt. He likes football. He's got a red bag. He's sitting next to the door.*
- If the volunteer doesn't guess, start to spell the person's name aloud, with the class.
- Repeat the game with different volunteers.

UNIT 7. Get Dressed

Skills. Speaking, listening and writing



Teaching Notes

Learning outcomes

- to listen for specific information
- to use the present continuous in a game and a written description

New language

riding, Are you (eating a hot dog)? Yes, I am, No, I'm not.

Materials

soft ball for each group of eight students (optional)

Warm-up

- Students take turns to mime free time activities. The class guess (*He's/She's ...ing ...*) Prompt by asking, e.g. *Is she playing baseball?*
- Write the free time activities on the board.

Additional practice:

Workbook p. 77

[Audio](#)



LEARN
MORE

1 Ask and answer.

- Students look at the pictures carefully. Two students read the speech bubbles aloud. Explain that *riding* is from *ride* (the 'e' is removed and the 'ing' is added).
- In pairs, students ask and answer about the pictures.
- Elicit ideas, but don't confirm answers.
- Students ask and answer about the pictures in open pairs around the class until they are confident with the language.

2 Listen and check.

- Play the recording. Students check their ideas from Activity 1.
- Students compare answers in pairs.
- Play the recording again if necessary.
- Check answers by eliciting complete sentences.

3 Choose an object and play the mime game.

- Demonstrate the game by asking a volunteer to choose an item and mime. Guess unlikely things by asking *Are you ...ing?* The student replies *No, I'm not* each time. Write the short answer on the board. The rest of the class guess using *Are you ...?* When someone guesses, teach *Yes, I am* and write it on the board.
- Students play in pairs.

4 Draw your friend and write.

- Students draw their friends.
- Students write their friend's name and what their friend is wearing.
- Go around the class to check their work.
- Students write more sentences about their friend, e.g. *She's got a pet cat* or *She likes ice cream*.

- Make circles of seven or eight students and give each group a soft ball (or a paper ball).
- The student holding the ball says an item of clothing, e.g. *jacket*, and throws the ball to another student who says a different item, and so on.

UNIT 7. Get Dressed

Think and Learn. Patterns



Teaching Notes

Learning outcomes

- to integrate other areas of the curriculum through English: Art and design
- to identify and describe different patterns

New language

pattern, plain, stripes, spots, zigzags, flowers, a (jacket) with (spots), (jeans) with (flowers)

Materials

clothes and other objects with the target patterns (optional)

Warm-up

- Write *How do clothes look different?* on the board.
- Play a guessing game. Say, e.g. *I'm thinking of some clothes. They're black.*
- Students guess, e.g. *Are they your socks?*
- Play the same game in pairs. Write the first sentence *I'm thinking of some clothes* on the board as a prompt.

Additional practice:

Workbook p. 78

[Audio](#)

[Video](#)



LEARN
MORE

1 Listen and point.

- Play the video.
- Ask students what they remember. They can use L1 to tell you what the children were wearing (*school uniform*) and the different patterns they saw. Ask students if they like dressing up and what their favourite dressing up outfit is.
- Ask students to watch again and answer *What patterns do you know?* Play the video again and elicit answers in English or L1.
- Play the recording. Students listen and point to the different fabrics.
- Play the recording again. Students repeat the words.

2 Cover the photos in Activity 1. Ask and answer.

- Students look at and memorise the order of the patterns. With books closed, ask different students *What number is plain? / What number are the (zigzags)?* Check that students know when to use the singular and plural forms of be.
- Students work in pairs. Student B looks at the book and asks, e.g. *What number are the (flowers)?* Student A replies, e.g. *They're number (five).* Students swap roles.
- Volunteers say the patterns in order from memory.

3 Look and circle yes or no.

- Model the activity. Read the first question aloud and elicit the answer. Circle the correct word with your finger.
- Students read the questions and circle yes or no. They compare answers in pairs.
- Check as a class.

- Ask *How do clothes look different?*
- Show students patterned and non-patterned items and ask, e.g. *Is it plain? Can you see spots or zigzags? What colour are the stripes?*
- Students point and describe patterned clothing they can see, e.g. *They're socks with black and white stripes.*

UNIT 7. Get Dressed. Revision



Teaching Notes

Learning outcomes

- to review language from the unit by doing a quiz
- to reflect on learning

Recycled language

vocabulary and grammar from the unit

Materials

flashcards of clothes

Warm-up

- Use the clothes flashcards to review the vocabulary.
- When students say the word, they point to the item of clothing if they are wearing it.
- Ask different students who are wearing the item *What colour is your (skirt)? Is it plain or has it got a pattern? / What colour are your (socks)? Have they got (stripes)?*

Additional practice:

Workbook p. 79

1 Read and circle.

- Explain to students that they need to circle one option for each sentence, using the picture clues. Do the first item as an example.
- Students do the quiz in pairs. The first time, they do it without looking back through the unit.
- Pairs check their work with other pairs.
- Students then look back to check questions they did not know.
- Check answers with the class.

2 Say.

- Ask students what their favourite activity is from the unit (e.g. the song, chant or one of the games) and have a class vote.
- Repeat the most popular activity with the class.



LEARN
MORE

- Ask students what their favourite activity is from the unit (e.g. the song, chant or one of the games) and have a class vote.
- Repeat the most popular activity with the class.