

Introduction

Objectives

To introduce the topic and the learning situation

To review and practise clothes words and saying what you are wearing

SDG: To develop awareness of Goal 12 (Responsible consumption and production)

Exit profile: Responsible purchasing habits

Language

Review: *coat, dress, gloves, hat, jumper, scarf, shoes, shorts, skirt, sunglasses, trousers, T-shirt; I'm wearing (a T-shirt). I'm wearing (a T-shirt), too. / I'm not wearing (a T-shirt).*

CONTINUOUS ASSESSMENT Continue to set objectives with the class at the start of every lesson and check them at the end. See Topic 1 for suggestions on how to do this.

Starting the lesson

- Choose a Welcome routine. See page 136.
- Focus students on the topic title and check understanding.

TEACHER'S TIP Use clothing items or classroom items to demonstrate the meaning of *swap*.

Class Book page 31

1 Soundscape • Look, listen and imagine. 🎧 057

- Play the soundscape for students to listen to while they look at the photo. If you like, ask them to imagine that they are in the photo with the girl. Discuss what they heard.
- Talk about what they can see in the photo. Ask if the things in the shop / place are old or new and ask for their ideas about what is happening. Explain that the photo shows a swap shop event, where people bring clothes or other items to swap.
- Establish that we don't always need to buy new things. We can sometimes buy second-hand things or swap things. Discuss why this is a good idea.

Transcript

Sound effects of a swap shop event: people moving and choosing clothing on clothes rails, people chatting and laughing, exclamations of surprise, indecision and happiness.

2 Imagine a friend can't see the photo. Say what you can see.

- Put students in pairs. One student in each pair closes their book while their partner tells them what they can see in the photo. Encourage them to use English as much as possible, but allow them to use L1 where necessary. Remind them to use colours, position and feelings words in their description.
- After a few minutes, ask students to change roles.

- **Support:** Write sentence starters on the board, e.g. *I can see ..., There's a ..., There are ...*
- **Stretch:** Encourage the students with their books closed to ask their partner questions, e.g. *Is there a dress? Are there any shoes?*

MEDIATION Encourage students to facilitate understanding by miming the different clothes items or by pointing to clothing items in class.

SUGGESTED ANSWERS

I can see a girl. She's happy. There are lots of clothes. It's a swap shop. There's a white T-shirt. Next to the T-shirt there's a grey jumper. Next to the girl there's a red dress. There's a yellow skirt. There's a blue coat.

3 Circles poster • Which clothes words do you know? Say.

- Elicit known clothes vocabulary, including items that aren't shown in the photo.

TEACHER'S TIP Prompt students by pointing to clothes that you or they are wearing and remind them to also think about accessories, e.g. *gloves, scarf, sunglasses*.

- Record the known items on the Circles poster, e.g. by asking students to write or draw them.
- Play a mime game to review the vocabulary, e.g. say *I'm wearing ...* and mime a clothing item for students to guess.
- **Optional:** Put students in pairs to find three items of clothing from the Circles poster that they are both wearing. Demonstrate the activity with a student. Take turns to say a sentence, e.g. *I'm wearing a T-shirt. I'm wearing a T-shirt, too. / I'm not wearing a T-shirt, etc.*
- Ask students to think of other clothes words they would like to learn during this topic and add these to the Circles poster. If you like, students can use sticky notes to add their ideas, as words (in L1) or pictures.

NOTE See the Ideas Bank for further suggestions about using the Circles poster throughout the topic.

▶ Video: Learning situation

- Read out the learning situation: *Plan a swap shop event at your school to reduce waste*. Ask students for their ideas about what they could bring in to swap.
- Focus students on Alexi's speech bubble *Let's watch and find out about Topic 3!*
- Watch the video.
- Ask students if they are looking forward to the topic. Ask them to explain why / why not, in L1 if necessary.

Ending the lesson

- Play a game from the Ideas Bank, e.g. *Sharkman*, to consolidate the reviewed clothes vocabulary.
- Choose a Finishing routine. See page 137.

Lessons 1 & 2: Vocabulary & song

Objectives

- To learn and use words for clothes
- To practise saying words with the /dʒ/ and /j/ sounds (*jacket* and *yellow*)
- To sing a song about swapping clothes
- To categorize known clothes words

Language

Clothes: *belt, cap, dungarees, hoodie, jacket, jeans, shirt, trainers*

Review: *coat, dress, gloves, hat, jumper, scarf, shoes, shorts, skirt, sunglasses, trousers, T-shirt; I'm wearing (a hoodie). I'm not wearing (a jacket).*

Lesson 1: Vocabulary

Starting the lesson

- Choose a Welcome routine. See page 136.
- Play a game from the Ideas Bank, e.g. *Secret word*, to review the known clothes words.

Class Book page 32

▶ Video: Vocabulary

- Remind students of the learning situation (planning a swap shop event). Focus them on Archie and his speech bubble on the Class Book page. Explain that the first step of the learning situation is to think about the kinds of clothes people can swap. Ask if they can give you any examples, e.g. *a T-shirt*.
- Say *It's video time! Today's video is about clothes*. Invite students to predict which clothes they are going to see.
- Ask students to give a thumbs up when they see a clothes item they are wearing.
- Watch the vocabulary slideshow twice, pausing the second time for students to repeat the words.
- Flashcards (optional):** Play a flashcard game or use the digital flashcards to practise the new vocabulary.

1 Listen, point and say. 🎧 058

- Play the audio for students to point to the clothes, pausing for them to repeat the words.
- Optional:** Play a game. Say *Five!* and choose a student to say *Jeans!* Put students in pairs to take turns to say a number for their partner to say the item of clothing.

2 Listen and chant. 🎧 059

- Play the audio. Students listen and point to the clothes.
- Play the audio again for students to join in with the chant.

Transcript

Jeans and dungarees,
Shirt, jacket, cap! [clap, clap]
Jeans and dungarees,
Trainers, hoodie, belt! [clap, clap]
[Repeat.]

DIGITAL Play the digital game to practise the new vocabulary.

3 Pronunciation • Listen to the sounds. Listen and repeat. 🎧 060

- Write *jacket* and *yellow* on the board. Point to the letters that are underlined and explain that these are two different sounds.
- Tell students to look at the words and listen. Play the audio and point to the parts of the words as they are said.
- Play the audio again for students to listen and repeat.

Transcript

/dʒ/, /dʒ/, jacket, jacket, jacket, jacket
/j/, /j/, yellow, yellow, yellow, yellow

DIGITAL Play the digital pronunciation game to practise the new sounds.

4 Listen and repeat. 🎧 061 Talk about the clothes you're wearing.

- Play the audio for students to listen and repeat.
- Put students in pairs to take turns telling each other which of the clothes in photos 1–8 they are wearing and which they aren't wearing.
- Support:** Pair less confident students with more confident students. Students prompt their partner with the correct phrase as necessary.
- Stretch:** Encourage students to describe the colour of the item, e.g. *I'm wearing a (yellow) hoodie*.

Picture dictionary 🎧 076

- Optional:** Use the Picture dictionary on Class Book page 42 for extra practice. See notes on page 145.

Activity Book page 22

1 Read, find and colour. Say.

- Students find each item of clothing in the picture and colour it to match the word lozenge. They can use the Picture dictionary on Class Book page 42 for support.
- Students talk about the elements in the picture (e.g. *It's a pink shirt*). They can also talk about which of the items they are wearing today, using the review grammar (e.g. *I'm wearing a blue shirt*).

ANSWERS

Students colour as follows: blue jeans, purple dungarees, pink shirt, yellow hoodie, green cap, orange trainers, red jacket, brown belt

2 Look and write.

- Students identify the items of clothing in the photos and write the words. They can refer to the Picture dictionary or Activity 1 for help with spelling. They can check their answers by looking at the photos on Class Book page 32.

ANSWERS

1 jacket 2 cap 3 dungarees 4 hoodie 5 belt
6 shirt 7 jeans 8 trainers

Pronunciation Activity Book page 86

1 Listen, read and look. 🎧 049

- Students listen to the rhyme while following in their books.
- Ask students to identify the boy who is speaking in the picture (they can point in pairs or circle). Ask them to

identify the words that start with the /dʒ/ sound (*juniper, jeans, gym, George*) and those that start with the /j/ sound (*you, Yes, yoga*). To reinforce the sounds visually, they could underline the /dʒ/ words and the /j/ words in different colours.

ANSWER

The boy on the right.

2 Listen again and repeat. 050

- Students listen and repeat each line of the rhyme in the space provided on the audio.

Ending the lesson

- Do a fun activity, e.g. *Picture race* (see the Ideas Bank).
- Choose a Finishing routine. See page 137.

Further practice

Topic 3 Lesson 1 mini word cards and mini picture cards

Topic 3 Vocabulary 1 worksheet (Support)

Active Learning Kit

Lesson 2: Song

Starting the lesson

- Choose a Welcome routine. See page 136.
- To review the clothes vocabulary, play the Lesson 1 chant again or play a game of *Touch the flashcard* (see the Ideas Bank).

Class Book page 33

Video: Song

- Remind students of Archie's question for this section (*Which clothes can people swap?*). Tell them that they are going to learn a song about swapping clothes. Check that they remember the meaning of *swap*.
- Watch the song video. Ask students which clothes words they heard. Ask them if they like the song and why.
- **Optional:** Watch the song video again and allow students to move, do actions or dance.

5 Listen and follow. Listen and sing. 062, 063

- Tell students to listen and follow the words of the song.
- Play the audio. Explain any vocabulary as necessary and ask questions to check comprehension.
- Invite students to listen, sing along and / or do the dance moves. Play the audio again.
- **Circles poster:** Check comprehension of *This shirt is big and they're small*. Point out that this is useful language for this learning situation and write the phrases in a section of the Circles poster. Repeat with *Let's swap our clothes, I want that* and *Show me what you've got*.

6 Match the words and pictures. Say.

- Tell students to look at the pictures and find the words in bold in the lyrics. Ask them to work in pairs to match the bold words to the pictures.
- **Support:** Encourage students to use the Picture dictionary on Class Book page 42 to help them.

- **Stretch:** Students can take turns to point to a picture for their partner to find and say the word.
- Check answers by asking *What's picture 1? (dungarees)*, etc.

ANSWERS

1 dungarees 2 shirt 3 jacket 4 belt 5 jeans 6 cap

Hands On! 1

7 Make an infographic of clothes you know.

- Remind students that the Hands On! activities help them prepare for the topic outcome, i.e. holding a swap shop.
- Focus students on the Hands On! section in the Class Book and explain the task.
- Focus students on the cartoon. Ask them how Mei helps Dani (she points to her hat). Encourage them to help each other understand any words they don't know when they do this activity.
- **Optional:** Ask students to act out the dialogue.
- Ask students to find the Hands On! 1 task in the log in their Activity Book.
- Demonstrate the activity by brainstorming clothes we wear on our head, e.g. *cap, hat, sunglasses*.
- Ask students to work in pairs or small groups to brainstorm clothes words they now know in English, for each of the sections of the body.

MEDIATION Remind students that they can facilitate understanding by pointing to clothing items, as Mei did, or by using any other methods, e.g. miming the clothes items, drawing a picture, or using L1.

Hands On! Log Activity Book page 66

Write the clothes words you know.

- Students think of clothes they know for each section of the body and write them in the correct place.
- **Support:** Use the Lesson 1 flashcards to remind students of known vocabulary. Encourage them to use the Picture dictionary to check their spelling.
- **Stretch:** Encourage students to think of additional items and to use a dictionary to find the English words.
- **Optional:** Focus students on the *Ask for help!* feature and remind them to ask their classmates or you for help if they need it.
- When students have finished, ask them to tell you the words they have for each category.

SUGGESTED ANSWERS

Head: hat, cap, sunglasses

Upper body: T-shirt, hoodie, jacket, gloves, (coat), (dress), (dungarees)

Lower body: trousers, jeans, (coat), (dress), (dungarees)

Feet: shoes, trainers

Activity Book page 23

1 Remember and circle. Listen and check. 017

- Students circle the correct items of clothing to complete the song lyrics. They then listen to the extract from the song to check their answers.

ANSWERS

1 jeans 2 cap 3 shirt 4 belt

Transcript

(Song extract – see song lyrics on Class Book page 33.)

2 Look and write *I'm wearing or I'm not wearing.*

- Students complete the sentences to match the photo.

ANSWERS

1 I'm not wearing 2 I'm wearing 3 I'm wearing
4 I'm not wearing 5 I'm wearing 6 I'm not wearing

3 What are you wearing now? Draw and write.

- Students draw a picture of themselves and write three sentences about what they are wearing. These can be affirmative or negative. They can use a dictionary to look up additional words. If students want to write about the colour of their clothes, remind them that the adjective goes before the noun.

ANSWERS

Students' own answers

Circles Extra!

- Students draw a picture of themselves wearing their favourite clothes and write a description.

Ending the lesson

- Sing the song again or choose a song activity from the Ideas Bank, e.g. *Song writers*.
- Choose a Finishing routine. See page 137.

Further practice

Topic 3 Song worksheet
Active Learning Kit

Lessons 3 & 4: Grammar & communication

Objectives

- To talk about clothes people can swap
- To find out which items of clothing classmates have got and can swap
- To choose good swaps for the swap shop event

Language

What has he / she got? He's / She's got a (shirt) / some (jeans).
He / She hasn't got a (shirt) / any (jeans).

Review: Clothes

Lesson 3: Grammar

Starting the lesson

- Choose a Welcome routine. See page 136.
- Sing the Lesson 2 song again.

Class Book page 34

Video: Grammar

- Focus students on Sophie and her speech bubble on the Class Book page. Explain that the next step of the learning situation is to think about the clothes they and their classmates have that they can swap.

- Say *It's video time!* and watch the video.
- Ask students what clothes the children have got (a shirt, some trainers).

1 Listen and read. 064

- Play the audio for students to listen and follow in the grammar table, using their finger to point to the words.

2 Listen and repeat. 065

- Play the audio again, pausing after each question or answer and encouraging students to repeat.

DIGITAL Play the digital game to practise the new grammar.

3 Listen and say the name. 066

- Point to each item of clothing in the picture and ask what it is. Then point to each of the children and elicit (or model) their names.
- Play the audio, pausing after each dialogue. Encourage students to tell you the name of the child each time.

ANSWERS

1 Luciana 2 Hong

Transcript

1 **Girl** She hasn't got any trainers.

She hasn't got any jeans.

She hasn't got a shirt.

What has she got?

Boy She's got a hoodie!

Girl Yes!

2 **Boy** He hasn't got a cap.

He hasn't got a belt.

He hasn't got a jacket.

What has he got?

Girl He's got some dungarees.

Boy Yes!

4 Listen and repeat. 067 Look at Activity 3. Play the game.

- Focus students on the speech bubbles. Play the audio for students to listen and repeat the model dialogue.
- Ask a pair of students to demonstrate the game for the rest of the class.
- Put students in pairs. Ask them to take turns to choose a child from the picture and ask and answer about what clothes they've got.
- **Support:** Students can use a set of Lesson 1 mini picture cards or mini word cards to keep track of their partner's answers, i.e. if their partner says *hasn't got* about an item, they move the card for that item to one side.
- **Stretch:** Challenge fast finishers to repeat the activity, with the student who is guessing covering their book and answering from memory.

Activity Book page 24

1 Listen and match. 018

- Students listen to the audio and draw lines from each child to the correct clothes.

ANSWERS

1 pictures c, e, a, d 2 pictures d, e, b, f

Transcript

- 1 **Adult 1** This is Joe.
Adult 2 What has Joe got?
Adult 1 He's got a cap.
He's got a hoodie.
He hasn't got any dungarees.
He's got some jeans.
He hasn't got any trainers.
He's got a jacket.
- 2 **Adult 1** This is Li.
Adult 2 What has Li got?
Adult 1 She's got a jacket.
She's got a hoodie.
She's got some trainers.
She hasn't got a cap.
She hasn't got any jeans.
She's got some dungarees.

2 Read, look and write Yes or No.

- Students read each sentence and look at the pictures. They write *Yes* if the sentence matches the picture and *No* if not.

ANSWERS

1 Yes 2 Yes 3 No 4 Yes 5 No 6 Yes

3 Look and complete.

- Students look at the pictures and complete the sentences.

ANSWERS

- 1 He's got a hoodie. He's got some trainers. He hasn't got any jeans.
2 She's got some dungarees. She hasn't got a jacket. She's got a cap.

Circles Extra!

- Students look at the clothes pictured in Activity 1 and write true sentences for themselves, i.e. *I've got a / some ...* or *I haven't got a / any ...*

Grammar Extra Activity Book page 78

1 Complete.

- Students complete the grammar table with the words from the box.

ANSWERS

1 What 2 got 3 He's 4 some 5 hasn't 6 a

2 Complete the questions. Look and complete the answers.

- Students complete the questions, then answer them about the pictures. They can refer to the grammar boxes in Activity 1 to help them.

ANSWERS

1 has, got 2 She's got some 3 She, got
4 What has he 5 He's got a 6 He hasn't got any

3 Find and write about the clothes.

- Students match the items of clothing on the right to the ones that the children are holding and write sentences.

SUGGESTED ANSWERS

(Answers 2–6 can be in any order.)

- 1 She's got a shirt. He hasn't got a shirt.
2 He's got some jeans. She hasn't got any jeans.

- 3 He's got a jumper. She hasn't got a jumper.
4 She's got some dungarees. He hasn't got any dungarees.
5 She's got a hoodie. He hasn't got a hoodie.
6 He's got a jacket. She hasn't got a jacket.

Ending the lesson

- Play a game to practise the grammar with the clothes vocabulary, e.g. *The line* (see the Ideas Bank). Stick the flashcards of Callum and Alexi on the board and stick four of the Lesson 1 flashcards under each child. Make sentences, e.g. *She's got some trainers*. Students jump to one side of the line if the sentence is true and the other side if it is false.
- Choose a Finishing routine. See page 137.

Further practice

Topic 3 Grammar 1 worksheet (Support)

Topic 3 Vocabulary & Grammar 1 worksheet (Standard)

Active Learning Kit

Lesson 4: Communication

PREPARATION Download the Topic 3 Grammar & communication template and print one copy for each student. See the Teacher's Resource Material on Oxford Premium.

Starting the lesson

- Choose a Welcome routine. See page 136.
- Review the grammar from the last lesson by watching the grammar video again or playing the digital game again.
- Optional:** Play a flashcard game with the Lesson 1 flashcards (or bring clothing items to class). Encourage students to find out which clothes you've got to swap by asking you *Have you got a hoodie / some jeans?* etc. Answer the questions with *Yes, I have* or *No, I haven't*.

ASSESSMENT OPPORTUNITIES The communication activity below is an opportunity to assess students' speaking development. Assessment grids and notes are provided in the Teacher's Resource Material on Oxford Premium.

Class Book page 35

5 Find out about the clothes your classmates can swap. Listen, read and do. 068

- Remind students of Sophie's question for this section (*Which clothes can your classmates swap?*). Explain that they are going to do an activity to find this out.
- Play the audio for students to listen and follow the activity stages in their books. Pause after each stage to check that they understand the instructions and the dialogue.
- Give each student a copy of the Topic 3 Grammar & communication template.
- Read out the speech bubbles and elicit when we use *a* (with singular items) and when we use *some* (with plural items). Focus on the last two columns and remind students to describe the colour and size of the clothes they talk about. Explain that we use *It's ...* for singular

items (e.g. *cap*) and *They're ...* for plural items (e.g. *jeans*). Elicit and drill some example sentences.

- Put students in pairs and tell them to follow the activity steps. First, they think of a clothing item that they can swap. They complete the first row of the template, writing their name and the details of the clothing item. Then, in pairs, they ask and answer about what they have chosen and write their partner's information in the second row. Next, the pairs split up and each student speaks to a new student to find out what the new student and their partner chose. Each student writes the new information in their template so that all four rows are completed.
- **Support:** Brainstorm clothes words and write them on the board in two groups: one for singular words (*cap, belt*, etc.) and one for plural words (*jeans, trousers*, etc.). Write *It's ...* above the singular words and *They're ...* above the plural words. Encourage students to refer to the board to help them form correct sentences.
- **Stretch:** Encourage students to ask questions to prompt their partner to describe their clothing item, e.g. *What colour is it? / What colour are they? Is it (big)? Are they (small)?*
- Monitor and support students as they do the activity.

TEACHER'S TIP Make sure that students are using the target language rather than copying the information from their classmate's template. For example, ask the students who are answering questions to hold their templates so that they aren't visible to the other student – this will create a genuine information gap and a motive for communication.

Hands On! 2

6 Look at your notes. Choose clothes for your swap event.

- Focus students on the Hands On! section in the Class Book and explain the task. Tell them that they will work in the same pairs or groups as for Activity 5 and that they will use their notes from the communication template.
- Ask students how they can decide which are their top three swaps for their swap event. Focus students on the cartoon and establish that they need to agree between them on the best three items of clothing.
- Ask students to find the Hands On! 2 task in the log in their Activity Book.

Hands On! Log Activity Book page 66

Draw or write clothes to swap.

- Students look at their template and decide in their pairs (or groups) which are their top three swaps.
- Students then write or draw their chosen clothes items in the spaces provided.

Ending the lesson

- Play a game with the Lesson 1 flashcards and word cards, e.g. *Pairs* (see the Ideas Bank).
- Choose a Finishing routine. See page 137.

Further practice

Topic 3 Vocabulary & Grammar 1 worksheet (Challenge)

Active Learning Kit

Lesson 5: Story & review

Objectives

To watch, listen, read and understand a story about a boy and his grandad who makes new things out of old things

To review seasons and clothes words

To develop the social and emotional skills of resourcefulness and responsible consumption

Language

Review: *autumn, spring, summer; cap, dungarees, jeans, shirt, T-shirt; pencil case*

Grammar review: *What has Dylan got? He's got some dungarees.*

Vocabulary preview: *badges, bag*

Grammar preview: *They've got a football.*

Starting the lesson

- Choose a Welcome routine. See page 136.
- Ask the class to choose a flashcard game they'd like to play with the Lesson 1 flashcards.

Class Book pages 36–37

1 Listen, read and follow. 069

- Focus students on Mei and her speech bubble on the Class Book page. Explain that the next step of the learning situation is to think about how we can make new things from old things.
- Tell students that they are going to read and listen to the first part of a story about a boy and his grandad.
- Ask students to look at the story frames and say what clothes they can see.
- Play the audio. Students read and listen to the story. Explain any vocabulary as necessary.
- Review the seasons words and check that students understand that the story is set over the course of a year.
- Ask students to say what they liked about the story so far.

2 Read and answer.

- Ask the questions to the whole class, nominating individual students to tell you the answers.
- **Support:** Help students by pointing to the relevant story frame. Allow students to answer in L1 but recast their answers in English for them to repeat.
- **Stretch:** Nominate individual students to read a question aloud for you to select a student to answer.

ANSWERS

- 1 Dylan's birthday is in autumn.
- 2 His birthday present is dungarees.
- 3 Because his dungarees are very small.
- 4 The dungarees become jeans.
- 5 Dylan plays football.
- 6 He makes a bag.

3 What can Grandad make now? Guess and vote.

- Point to Grandad in frame 8 and say the words for the items in his thought bubble (*a pencil case, badges, a cap*). Ask students to guess what Grandad can make from the

school bag. Encourage them to vote for one of the three items and count the votes.

▶ Video: Story

- Watch the story video. Congratulate students who guessed correctly.

4 Tell the story in your own words.

- Put students in pairs to retell the story to each other. Encourage them to remember as much detail as possible and to ask each other questions. They can tell the whole story or take turns summarizing different sections.
- **Support:** Students can look back at the Class Book to remind themselves of the story.
- **Stretch:** Students tell the story from memory. Encourage them to use as much English as possible, even if just at the vocabulary level. Tell them that it is fine to use a mixture of English and L1.

MEDIATION Encourage students to use mime and gesture to communicate the meaning of the story and the characters' feelings.

TEACHER'S TIP Ask students to give each other feedback on what would make their story recap clearer or more engaging. This will help students to become better communicators in the future.

OUR SOCIAL AND EMOTIONAL SKILLS Ask students to remember what Grandad made, in order, in the story (some dungarees, some jeans, a school bag, a pencil case). Ask why it is a good idea to make new things out of old things (e.g. we waste less and we don't need to buy new things, which is good for the environment). Discuss this in L1 and ask students to give examples of any things they have at home that have been made out of other items. How do they feel when they make or are given a recycled item? Is there anyone in their family who, like Grandad, is good at 'upcycling' (i.e. re-using old things to make something new)? Can they think of any other clothing items that could be made into something different?

Act out the story (optional)

- Act out the story with the whole class or in groups. See the Ideas Bank for suggestions.

Hands On! 3

5 Design something you can make from an old jacket.

- Focus students on the Hands On! section in the Class Book and explain the task.
- Focus students on the cartoon. Ask them which idea they like best and why.
- Ask students to find the Hands On! 3 task in the log in their Activity Book.

Hands On! Log Activity Book page 67

What can you make from an old jacket? Draw or write.

- Ask students to suggest some things that could be made from the jacket in the picture.

- Encourage students to talk in small groups to brainstorm further ideas. They then choose their favourite idea and draw or write it in the space provided.

Activity Book page 25

1 What's missing? Remember and draw. Listen and check. 🎧 019

- Students remember the story and draw the missing item in each picture. They then listen to the audio to check their answers.

ANSWERS

1 dungarees 2 jeans 3 a bag 4 a pencil case

Transcript

- 1 **Dylan** My dungarees are very small.
- 2 **Dylan** Now my dungarees are jeans!
- 3 **Narrator** Now Dylan has got a school bag.
- 4 **Dylan** It's a pencil case!

2 Read and complete. What's the story's message?

- Students complete the story summary with the words from the box.

ANSWERS

1 grandad 2 dungarees 3 jeans 4 bag
5 pencil case

- Ask students to think about the message of the story. Why does Dylan's grandad make new things instead of throwing away the dungarees? Do students ever upcycle clothes or other objects? What else could they do with clothes they grow out of, rather than throwing them away? Give students a chance to discuss their thoughts in pairs or small groups before pooling ideas and summarizing the message of the story in one or two sentences.

MEDIATION Encourage students to take turns and listen to each other carefully and respect each other's opinions. Circulate while they are doing the task, and give advice and feedback on mediation skills.

Story evaluation

- Students write a number between 1 and 5 and colour the corresponding number of stars to show their rating. You can encourage them to say what they liked and disliked about the story.

ANSWERS

Students' own answers

3 What do you think? Read and tick ✓ or cross ✗.

- Students read the sentences and tick if they agree or cross if they disagree. If they disagree, encourage them to use the sentences as a model to express their opinions, e.g. *I don't like the dungarees. I like ... or My favourite thing is ...*
- Ask students to compare their answers with a friend and discuss any differences.

HOME-SCHOOL LINK Students can retell the story to family members and explain the story message to them. They may like to try making something new from an old item of clothing, e.g. they could make a clothing item for a doll or teddy and bring this in to show the class.

Ending the lesson

- Play a game of *True or false?* (see the Ideas Bank). Say sentences about the story and ask the class to tell you whether each sentence is true or false, e.g. *Dylan's birthday is in spring.* (False. It's in autumn.)
- Choose a Finishing routine. See page 137.

Further practice

Topic 3 Social and emotional skills worksheet
Active Learning Kit

Lessons 6 & 7: Culture, vocabulary & grammar

Objectives

- To learn and use words for second-hand things
- To ask and answer about the second-hand things you like
- To ask and answer about what people have got
- To learn about world culture

Language

Second-hand things: *bags, badges, board games, comics, trading cards, video games*

What have they got? They've got a (comic) / some (badges). They haven't got a (board game) / any (bags).

Review: *Do you like ... ? Yes, I do. / No, I don't.*

Lesson 6: Culture & vocabulary

Starting the lesson

- Choose a Welcome routine. See page 136.
- Rewatch the story from Lesson 5 or choose a story activity from the Ideas Bank.

Class Book page 38

▶ Video: Culture & vocabulary

- Focus students on Chidi and his speech bubble on the Class Book page. Explain that the next step of the learning situation is to think of other things we can swap, apart from clothes. Invite students to tell you any ideas they have in L1.
- Tell students that they are going to watch a video about second-hand things in markets around the world. Ask them to watch and choose something they'd like to have.
- **Culture:** Play the culture video. Pause before you get to the culture comprehension questions.
- Ask students to tell you what they chose.
- Click through the four culture comprehension questions and the optional mediation task. See the notes in Topic 1 (page 52) and follow the same procedure.
- **Vocabulary:** Watch the vocabulary slideshow twice, pausing the second time for students to repeat the words.
- **Flashcards (optional):** Play a flashcard game or use the digital flashcards to practise the new vocabulary.

1 Listen, point and say. 🎧 070

- Play the audio for students to point to the photos, pausing for them to repeat the words.

2 Listen and say what's repeated. 🎧 071

- Focus students on the photos. Tell them that they are going to hear some of the words and explain that they will hear one word twice in each list.
- Play the audio, pausing it after the first item. Ask students which word they heard twice (*badges*).
- Play the rest of the audio and elicit the repeated words.
- **Optional:** Play a game with the class. Mime using one of the things and encourage them to guess which thing it is. If you like, encourage individual students to mime one of the things for the rest of the class to guess.

ANSWERS

1 badges 2 board games 3 comics 4 video games

Transcript

- 1 video games, trading cards, badges, comics, badges
- 2 video games, badges, board games, bags, board games
- 3 trading cards, comics, board games, comics, bags
- 4 video games, badges, comics, bags, video games

DIGITAL Play the digital game to practise the new vocabulary.

3 Listen and repeat. 🎧 072 Ask and answer.

- Focus students on the speech bubbles. Play the audio for students to listen and repeat the model dialogue.
- **Optional:** Ask two students to act out the dialogue.
- Put students in pairs to ask each other about the things they like in photos 1–6.
- **Support:** Write *Do you like ... ?* on the board. Under this write *Yes, I do*, with a tick, and *No, I don't*, with a cross. Point to the correct phrase on the board to support less confident students. Alternatively, make flashcards of the phrases that students can read out / hold up.
- **Stretch:** Fast finishers can repeat the activity, covering the vocabulary labels on the Class Book page with rubbers or small pieces of paper.

Hands On! 4

4 What else can you swap? Tell your friend.

- Focus students on the Hands On! section in the Class Book and explain the task. Confirm that they are going to think about things they have, e.g. toys or books, that they can swap.
- Focus students on the cartoon. Read the sentences and check comprehension. Ask them if they would prefer to have Nina's books or Dani's scooter.
- **Circles poster:** Point out to students that this is useful language for the learning situation. Write *I can swap ...* in a section of the Circles poster.
- Ask students to find the Hands On! 4 task in the log in their Activity Book.

Hands On! Log Activity Book page 67

Choose and draw more things to swap.

- Students make suggestions for things they have that they can swap. To demonstrate the activity, ask the class as a whole to make some suggestions. Remind them to think of things that are not clothes this time.
- Students draw one or more things that they can swap in the space provided.
- Put students in small groups to show each other what they have drawn. Encourage them to use the language from the Hands On! cartoon, saying *I can swap ...*

Picture dictionary 077

- **Optional:** Use the Picture dictionary on Class Book page 42 for extra practice. See notes on page 145.

Activity Book page 26

1 Read, complete and number. Listen and check.

 020

- Students read the sentences and match them to the pictures, writing the words in the gaps and numbering the pictures. They then listen to check their answers.
- **Support:** Pair more confident students with less confident students and encourage them to help their partner to understand the meaning of the sentences. Remind students to use the Picture dictionary for support.
- **Stretch:** Students cover the box and write the words without the spelling support, then check their spelling.

ANSWERS

1 trading cards, d 2 video games, e 3 comics, a 4 bags, f 5 board games, b 6 badges, c

Transcript

- 1 You can swap trading cards with friends.
- 2 You can play video games on a computer.
- 3 You can read comics. They've got stories with pictures.
- 4 You can put things in bags, for example your books and pencil case.
- 5 You can play board games on a table with your friends and family.
- 6 You can wear badges on a shirt or jacket.

2 Look and write questions. Answer for you.

- Students use the picture prompts to write questions, then write their own answers.

ANSWERS

- 1 Do you like comics?
 - 2 Do you like board games?
 - 3 Do you like trading cards?
 - 4 Do you like video games?
- Plus students' own answers *Yes, I do* or *No, I don't*.

Circles Extra!

- Students write sentences about the things they have and haven't got at home. Encourage them to give more information about the things they have, where they can.

Ending the lesson

- Play a flashcard game with the Lesson 6 flashcards (see the Ideas Bank).
- Choose a Finishing routine. See page 137.

Further practice

Topic 3 Lesson 6 mini word cards and mini picture cards

Topic 3 Vocabulary 2 worksheet (Support)

Active Learning Kit

Lesson 7: Grammar

Starting the lesson

- Choose a Welcome routine. See page 136.
- Rewatch the culture video and vocabulary slideshow from Lesson 6 or play a flashcard game to review the vocabulary for second-hand things.

Class Book page 39

Video: Grammar

- Watch the grammar video and then ask students what the children in the video have got (some board games, a comic).

5 Listen and read. Listen and repeat. 073

- Play the audio for students to listen and follow in the grammar table, using their finger to point to the words.
- Play the audio again, pausing for students to repeat the question and answers.

DIGITAL Play the digital game to practise the new grammar.

6 Practise with your friend. Grammar cut-out

TEACHER'S TIP Model the activity first with a confident student.

- Put students in pairs and ask them to decide who is A and who is B. Student A looks at the top of Activity Book page 101 and Student B looks at the top of page 102 (they can cut out the cards if you wish). Give them time to look at the pictures.
- Student A asks the question (*What have they got?*) and Student B describes what the children have got for Student A to draw. They then swap roles. Students can provide extra information to help their partner draw accurately, e.g. size, position and number. Point out the extra sentences on each card and encourage students to use these in their descriptions.
- To practise the negative forms, ask students to end by saying one or two sentences about things that the children in the pictures DON'T have, e.g. *They haven't got a (train). They haven't got any (comics)*.
- When they have finished, they compare their pictures with their partner's card.
- **Support:** Make sentence cue cards (*What have they got?; They've got a ...; They've got some ...*) and work with individual pairs, using these cards to prompt students.
- **Stretch:** Encourage students to describe the position of items using *next to* and *between*, as well as the colours of other items in addition to the teddy or train.

TEACHER'S TIP Copy the grammar table onto the board and encourage students to refer to it as necessary.

ANSWERS

Student A: They've got some board games. (They're in boxes.) They've got a train. They've got some badges. They've got a bag. (It's big.)

Student B: They've got some video games. (They're in boxes.) They've got some trading cards. (They're small.) They've got a teddy. They've got a comic.

7 Listen and read. 074 What do you like at these markets?

- Ask students to look at the photos in the reading text and say what they can see.
- Tell students to listen and read and find out about Elise and markets in France that sell second-hand things.
- Play the audio. Explain any vocabulary as necessary and ask questions to check comprehension.
- Elicit students' answers to the question.

ANSWERS

Students' own answers, e.g. I like the (books and toys).

CULTURE NOTE Second-hand markets, known as *brocantes*, are common in France and can be found in most large towns or cities. They are either held on a weekday or at the weekend. People enjoy browsing at the markets to buy second-hand items such as paintings, clothes, jewellery, and household items including furniture. Often, stalls specialize in a particular type of item.

8 Read again. Say Yes or No.

- Demonstrate the activity. Say the first sentence and encourage students to say *Yes* or *No*. (*No*.)
- Elicit the correct answers for the rest of the questions.
- **Stretch:** Encourage students to give more information for the *No* answers, e.g. *No. Elise isn't at school. She's at a market.*

ANSWERS

1 No 2 Yes 3 No 4 Yes

Compare cultures Remind students that Elise and her family can buy second-hand things in markets or *brocantes*. Ask students to tell you where they can buy second-hand things where they live. If you like, ask them if they ever visit these places or buy things there.

Activity Book page 27

1 Listen and tick ✓ or cross X. 021

- Students listen to the dialogue and tick the items that are on the stall. They cross the item not on the stall. You can also ask them to identify the item that the children decide to buy (a video game).

ANSWERS

a ✓ b X c ✓ d ✓

Transcript

Narrator Holly and Logan are at the second-hand market.

Holly Look, Logan. This is great.

Logan What have they got?

Holly They've got some old comics.

Logan Ooh, they've got a Spider-Man comic – my favourite!

Holly Great!

Logan Look, they've got some books, too, and they've got some video games over there.

Holly Hmm, I want some trading cards.

Logan Oh, they haven't got any trading cards.

Holly OK. Let's get this video game. Excuse me – can I buy this video game, please?

2 Read and complete.

- Students complete the sentences about the picture using the words from the box.

ANSWERS

1 some 2 a 3 any 4 a 5 some

3 Find 4 differences. Write about picture B.

- Students find and circle the four differences between the pictures. They then write a sentence about each difference, describing picture B.

ANSWERS (IN ANY ORDER)

They haven't got a cap.

They haven't got any books.

They've got some comics.

They've got a board game.

Circles Extra!

- Students answer the question about their favourite shop or market. If they don't have a favourite, help them to find a picture of a toy shop or a clothes shop to write about.

Grammar Extra Activity Book page 79

1 Complete.

- Students complete the grammar table with the words from the box.

ANSWERS

1 they 2 got 3 a 4 haven't 5 any

2 Complete. Look and tick ✓ or cross X.

- Students complete the sentences with the correct words, using the grammar table from Activity 1 to help them. They then find the matching picture and put a tick or cross in the box.

ANSWERS

1 haven't 2 got 3 a 4 They've 5 any 6 some
a X b ✓ c X d ✓ e ✓ f X

3 Look and complete.

- Students complete the sentences about the picture.

ANSWERS

1 They haven't got any

2 They've got some

3 They haven't got a

4 They've got some

5 They haven't got any

6 They've got a

Ending the lesson

- Have six students come to the front and give each student one of the Lesson 1 or Lesson 6 flashcards. Ask them to hold their flashcards so that the rest of the class can see.
- Hold up a Lesson 1 or Lesson 6 word card and invite the rest of the class, or individual students, to make a sentence, e.g. *They've got some dungarees. / They haven't got a video game.* Repeat with other word cards.
- Choose a Finishing routine. See page 137.

Further practice

Topic 3 Grammar 2 worksheet (Support)

Topic 3 Vocabulary & Grammar 2 worksheets (Standard and Challenge)

Active Learning Kit

Lessons 8 & 9: Skills & collaboration

Objectives

To make a flyer for a swap shop event

To practise functional English

To review the language from the topic

To plan and hold a swap shop event at school

Language

Vocabulary and grammar from Topic 3

Hands On! language: *Do you want a (comic) / some (trading cards)? Yes, please! / No, thank you.*

Review: Days of the week; Places in a school; *morning, afternoon*

PREPARATION Bring in sticky notes for the flyer evaluation activity.

TEACHER'S TIP It is recommended that you take two or three lessons to cover this material. Split the activities across the classroom sessions as best suits your class.

Starting the lesson

- Choose a Welcome routine. See page 136.
- Play a game with the Lesson 1 and Lesson 6 flashcards and word cards, e.g. *Flashing a card* (see the Ideas Bank).

DIGITAL A digital review game is available to practise the language from the whole topic. You can play it at any suitable point, e.g. to provide a change of pace, to support students with their final spoken and written output, or to prepare students for the Topic 3 test.

Class Book pages 40–41

▶ Video: Our swap shop

- Focus students on the description of the learning situation top left in the Class Book and briefly recap what a swap shop event is. Have any students ever been to a swap shop event? Why might it be a good thing? (e.g. you get new toys, books or clothes; you can save money; it is good for the environment).
- Watch the video. Ask students for feedback on what they saw. Was the swap shop event how they imagined it to be? What was the same? What was different?
- **Circles poster:** Look back at the Circles poster to recap what students have learned during the topic and remind them that this knowledge will support them with this final stage of the learning situation.

TEACHER'S TIP Students will move between the Class Book and Activity Book as they complete the various stages of Lessons 8 and 9. Support them by showing them the pages of the Class Book and Activity Book on the iPack, or use your own books.

1 Look back at your log. Activity Book pages 66–67

- Ask students to work in groups and to look back at their completed Hands On! tasks in the Activity Book.
- Encourage them to review the different steps for the learning situation.
- Ask questions about the Hands On! tasks, e.g. *Which was your favourite activity? Which activity was hard?, etc.*

TEACHER'S TIP Use the Our feelings poster to check how students are feeling about the learning situation. How well do they feel that the different tasks have prepared them for organizing a swap shop event? Do they feel more confident now about doing this than they did at the start of the topic?

2 Choose a day and a place for your swap shop.

- Tell students that they are going to make a flyer for their swap shop event and that first they need to decide when and where they can have the event.
- Focus students on the cartoon and ask them which day and place Nina and Chidi suggest.
- Review days of the week (and *morning* and *afternoon* from Topic 1) and places in a school.
- Encourage students to share their ideas for a day and place for the swap shop. As a class, decide on the best day and place.

3 Make a flyer for your swap shop. Activity Book page 93

- Focus students on the example flyer in the Class Book and ask questions, e.g. *Is it a class swap shop or a school swap shop? When is the swap shop event? Where is it? Which things can people bring to swap?*
- Show students the flyer template on page 93 of the Activity Book and explain that they will complete it with their own ideas for their swap shop. Ask them to draw suggestions for things people can bring to swap.
- Put students in small groups to make the flyer.

Hands On! 5

4 Evaluate your flyer. Vote for your favourite.

- Focus students on the Hands On! section in the Class Book and explain the task. Tell them that they are going to look at each other's flyers and choose their favourite.
- Hand out the sticky notes. Demonstrate how students can write or draw a star for their favourite flyer.
- Ask students to place their flyers on their desk. Invite them to walk around the classroom and look at each other's flyers. Encourage them to choose their favourite one and stick their sticky note on or next to it.
- Encourage students to give positive feedback to their classmates, e.g. *Very good! Well done! I like the picture.*
- If there is a clear favourite, hold up the flyer with the most votes. Encourage students to tell you why they think this flyer was popular. If you like, this flyer can then be reproduced to advertise your swap shop. Tell the class that all the flyers had some good things about them.
- Ask students to find the final Hands On! task in the log in their Activity Book and complete the self-evaluation activity (see notes for Activity Book page 67 below).

Hands On! Log Activity Book page 67

Self-evaluation • Think about your flyer. Make a reward badge for you.

- Students think about their work on the flyer and think of something positive to write about themselves on their reward badge. If they like, they can choose from the examples provided.
- Students write their sentence on their badge.

Hands On! Language

5 Listen and repeat. 075 Look, ask and answer.

- Direct students back to page 41 in their Class Book. Tell them that they are going to learn some useful language for their swap shop.
- Focus students on the speech bubbles. Play the audio for students to listen and repeat the model dialogue.
- Demonstrate the task by asking two students to ask and answer using the first picture prompt.
- Put students in pairs to practise the functional language, asking and answering about the other things in the pictures, and then changing roles.

ANSWERS

- 1 Do you want some jeans?
- 2 Do you want a video game?
- 3 Do you want a hoodie?
- 4 Do you want some comics?

Plus students' own answers *Yes, please! or No, thank you.*

NOTE You may wish to ask students to complete the tasks on Activity Book pages 28 and 29 before you hold the swap shop event, particularly if any students need further practice with the topic language. Alternatively, the tasks can be completed after the swap shop event for consolidation.

6 Hold your swap shop event.

- Organize a swap shop event. Use the suggestions at the end of the topic to help you (see page 86).

7 Think about your work in Topic 3. Class Book page 87

- Ask students to complete the self-evaluation activity for this topic at the back of the Class Book (see notes on page 146).

Activity Book pages 28–29

Reading & writing

1 Read and number.

- Students read the texts quickly and number each one to match the corresponding photo.

ANSWER

Alexi: 2 Callum: 1

2 Choose a swap for Alexi and Callum. Write.

- Ask students to think about what Alexi and Callum have to swap and what they want, reading the texts in Activity 1 again if necessary. They should then read the speech bubbles in Activity 2 and decide which would be the best swap for Alexi and which for Callum, completing the sentences below with the names.

ANSWERS

Alexi can swap with Noah. Callum can swap with Stefan.

3 Complete the information about the other swap.

- Students use the words in the box to complete the text about photo 3 from Activity 1.

ANSWERS

1 bag 2 orange 3 swapping 4 book

4 Plan your writing. Make notes.

- Tell students that they are going to write a paragraph about an item they want to swap. Ask them to choose an item and complete the notes about it. Students can draw the object they have to swap and / or the object they want if they don't know the word for it in English.

ANSWERS

Students' own answers

5 Write about your swap. Draw a picture or take a photo.

- Students use their notes and the model paragraphs in Activities 1 and 3 to write their own paragraph about their item. Students can do this in their notebooks or digitally.
- Talk through the *Let's write!* tip with students and ask them to find the examples in the model paragraphs. They can underline *I'm swapping because ...* and use this in their own paragraph.
- You can ask students to read and check each other's work and / or ask them to read their own paragraphs aloud. Can they match up any swaps? You could make a display with the finished writing and pictures.

ANSWERS

Students' own answers

Lessons 8 & 9 (Hands On! Language)

1 Look and write the questions.

- Students complete the questions using the picture cues.

ANSWERS

- 1 Do you want a board game?
- 2 Do you want some badges?
- 3 Do you want a bag?
- 4 Do you want some trainers?

2 Listen, check and write the answers. 022

- Students listen and check that they have completed the questions correctly. Then play the audio again, pausing so that they can write the answers that they hear.

ANSWERS

- 1 Yes, please.
- 2 No, thank you.
- 3 No, thank you.
- 4 Yes, please.

Transcript

- 1 **Boy** Do you want a board game?
Girl Yes, please.
- 2 **Girl** Do you want some badges?
Boy No, thank you.
- 3 **Boy** Do you want a bag?
Girl No, thank you.
- 4 **Girl** Do you want some trainers?
Boy Yes, please.

Ending the lesson

- Choose a Finishing routine. See page 137.

Further practice

Reflections log

Active Learning Kit

HOME-SCHOOL LINK Students can take their books home, or you can invite parents and carers into class. Encourage students to show their families their work from this topic and to use the English they have learned to talk about the item they want to swap. Alternatively, if you invite parents and carers to the swap event, students can talk to them about the items on display.

ASSESSMENT OPPORTUNITIES Students can now take the Topic 3 test. See the Assessment section in the Teacher's Resource Material on Oxford Premium.

Learning situation

Our swap shop

NOTE The culmination of the learning situation will help bring language and learning to life for students and create a fun end to all the hard work of the topic. Here are some tips on how to make the most of the swap shop event.

Preparation

- Seek permission from parents / school for students to bring in items to swap.
- Establish what students can bring, e.g. clean clothes, bags, toys, board games, books, video games, comics, other collectibles such as badges and trading cards (you may want to set a maximum value).
- Make sure you have a selection of suitable items for students who may not remember or may not be able to bring things from home.
- Decide the date / time for the swap shop (remind students of their work on the flyer).
- Establish a duration for the event.
- Choose the venue, e.g. the playground or the school hall.
- Publicize the event, e.g. tell other classes and / or invite parents.
- Encourage students to make signs for the event, e.g. *This way to the swap shop. Welcome to our swap shop!*
- Practise some English that students can use, e.g. *What have you got to swap? I've got a / some ... ; I can swap ... ; Can I have this (jacket), please? Can I have some (comics), please? I want that, please. Thank you very much. Do you want some (trading cards)? Do you want a (board game)? Yes, please. / No, thank you.*

Holding the swap shop

- Allow time for students to set up their tables with items. This can be done in different ways, and you can ask for students' input as to how they would like to organize the swap shop (see below for some possible different methods). Establish rules about taking turns and being kind and fair.

- **Method 1:** In small groups, students lay out their swap items on a table. They look at each other's items and say what they have. First, they decide if they want to agree any swaps among themselves. Next, a couple of members from each group stay at their table while the rest look at the other tables to see if they want to make a swap with any of the items belonging to other groups. Finally, they change roles so that everyone has a chance to look at the other tables as well as manage the swaps at their own table.
- **Method 2:** Allocate tables for different categories of items. Choose a small group of students to be responsible for each category. Ask them to make a sign for their table and then have them gather in suitable items from their classmates, asking each of them what they have brought in to swap. As in Method 1, the students in each group take turns to go and look at the other tables while a couple of students stay at their group's 'home' table. To ensure that students don't take more than one item, you may choose to give students a token that they can hand over in exchange for the item they choose.
- **Method 3:** If you are limited in space or time, you can run the swap shop as a whole-class event. Students can stay at their places. They take turns to hold up the item they have brought in, describe it, and say what they are hoping to swap it for. Any classmate who has something suitable can propose a swap.
- If you have invited parents, students can show their parent or caregiver the item they have chosen and describe it to them.

Review and follow-up

- Ask individual students what they swapped. Are they happy with the item they got?
- Ask students how they feel about the swap shop event, e.g. Did they enjoy preparing for it? Did they enjoy the event itself? Did they think it was a good thing to do?
- Ask students to tell you what they learned from this learning situation.
- **Optional:** Ask students to complete a copy of the Reflections log for Topic 3 (see the Teacher's Resource Material on Oxford Premium).