

Reinforcement worksheet 1

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

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

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

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

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

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

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

Reinforcement worksheet 2

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

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

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

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

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

Extension worksheet 1

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

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

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

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

Extension worksheet 2

- This is an activity in which pupils design their own school uniforms. If the pupils wear uniform, ask them to describe what they already wear. Elicit or teach words about colour (e.g. *light/dark blue*), pattern (e.g. *spotted/striped*) and materials (*cotton/wool/nylon*). Pupils use the grid to design a new uniform for their school.

- **Optional follow-up activity:** Pupils draw and describe their uniforms on posters. Display them around the classroom. Have a class vote to choose the best ones.

Song worksheet

- There is one extra word in lines 1–11 of the song. Pupils read through the song and cross out the extra words. Let them listen to the audio (Track 12) to check their answers.

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

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

Key: 2 and 3.

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

Topic worksheet

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

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

- Pre-teach *probably* and *secrets*. Pupils read about colours. Discuss the ideas as a class.

- Pupils then make more sentences following the model. They can write in their notebooks or on the back of the worksheet.

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

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

Reinforcement worksheet 1

1 Read and order the words.

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

You should take some water......

.....

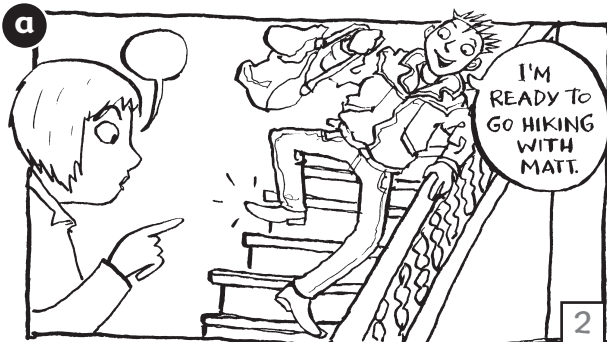
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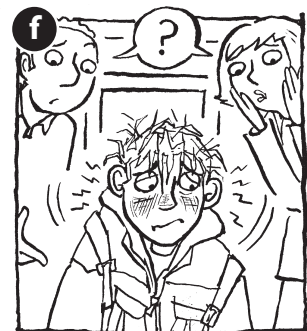
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2 Match the sentences 1-5 in Activity 1 with pictures a-e.



3 What did the boy say?



Unit 7



Reinforcement worksheet 2

1 Which is the odd one out?

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

2 Write sentences about the words you circled.

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

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

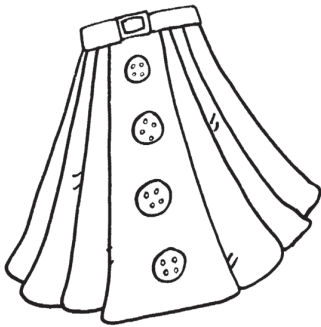
- 1 We use an umbrella to keep dry.
- 2
- 3
- 4
- 5
- 6
- 7
- 8

3 Answer the questions.

- 1 Are there any buttons on the clothes you're wearing now?
- 2 What are you wearing on your feet?
- 3 Have you got any pockets in the clothes you're wearing now?
- 4 Do you wear shorts in the summer?



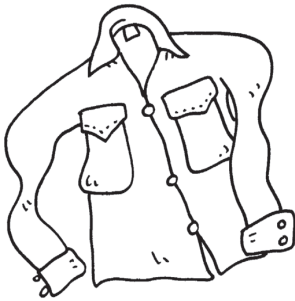
- 1 Read and complete. Use *may/might* if they aren't sure. Use the correct form of *going to* if they are sure.



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

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

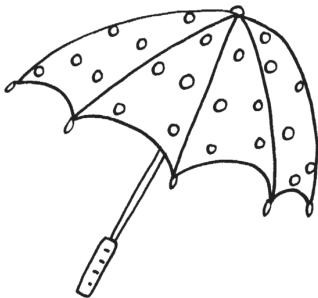
Emma: Oh, Jane! You can't wear *that* skirt! People wore those last *century*!



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

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

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



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

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

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



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

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

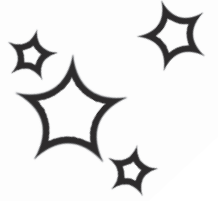
Jim: I know! I can wear this leather belt with flowers!

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

- 2 Listen and check.

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

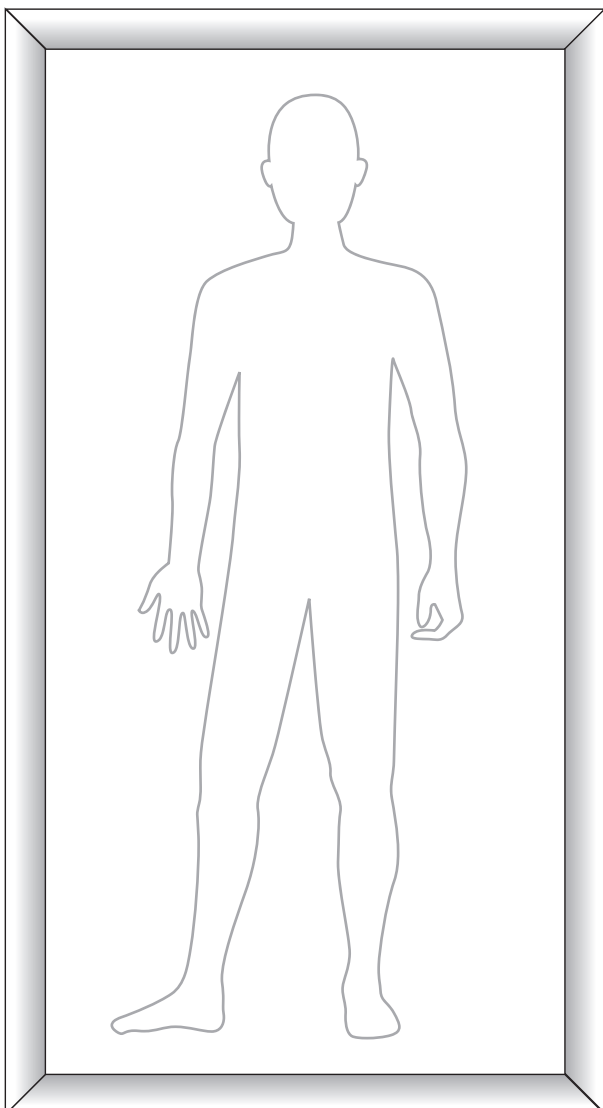
Extension worksheet 2



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

Colours / Patterns		Material	Clothes
blue and yellow	striped	cotton	shoes
green and white	spotted	wool	shirt
red		nylon	skirt / trousers
yellow		silk	socks / tights
orange		leather	hat

2 Draw your new uniform.



3 Write about your uniform.

This is my idea for a new uniform at

Unit 7

Song worksheet



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

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

School disco! School disco!

Turn to the left.

Turn to the right.

Turn round and round.

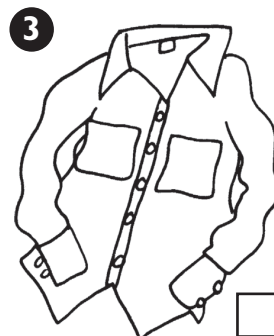
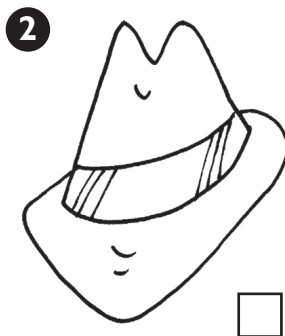
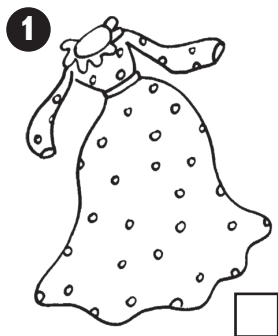
Dance up and down.

School disco!

- | | |
|---|------------------------------------|
| 1 Long striped summer dresses, | 8 Big square nylon pockets, |
| 2 Big spotted blue shirts, | 9 Leather belts and gloves, |
| 3 Warm hats and coats | 10 Green shorts and trousers – |
| 4 And beautiful cotton skirts. | 11 The clothes which we love best. |
| 5 Wool socks and tights, | Chorus |
| 6 Buttons and gold rings, | School disco! |
| 7 Walking out | |
| Like cool queens and kings. | |
| School disco! | |

2 Listen and check.

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



Unit 7

Topic worksheet



1 Complete the sentences.

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

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

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

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

3 Make sentences about the colours of clothes.

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