

Worksheet 1: Clothes

Using the worksheet

- This gap-fill activity practises clothes vocabulary *T-shirt, skirt, jeans, trousers, sweater, shoes, cap, socks, shorts, jacket* and *My ... is/are ...* It also revises colours.
- Students read the text and write the clothes words after each picture.
- They then colour in the clothes on the washing line, according to the text.

KEY: 2 jeans, 3 shoes, 4 jacket, 5 skirt, 6 trousers, 7 socks, 8 cap, 9 sweater, 10 shorts

Optional follow-up activity: Students write about their own clothes in the same way. Or they can play a guessing game in pairs. They choose another student in the class and describe their clothes as if they are that student, e.g. *My shoes are brown. My skirt is green*, etc. Their partner has to guess who they are.

Worksheet 2: Do you like this / these ... ?

Using the worksheet

- This read and circle activity practises *Do you like this/these ... ?* and the short answers *Yes, I do. / No, I don't*.
- Students look at the picture story and write *this* or *these* in the mother's speech bubbles and circle *Yes, I do* or *No, I don't* in the boy's.
- Students then practise the dialogue in pairs and act it out for the class.

KEY: 2 this, No, I don't. 3 these, No, I don't. 4 this, No, I don't. 5 this, Yes, I do.

Optional follow-up activity: Write the clothes vocabulary on the board. Give each student three small pieces of paper. On each one, they write an item of clothing that they like and pin them to their own clothes. The class sit in a circle. One student stands in the middle and says, e.g. *Do you like jeans?* All the students who have the word *jeans* on them stand up, shout *Yes, I do!* and have to change seats. The student in the middle runs quickly to a seat. The student left standing takes their place and asks another question.

Worksheet 3: Is Lucy wearing a sweater?

Using the worksheet

- These reading and speaking activities practise *Is he/she/Lucy wearing a ... ?* and the short answers *Yes, he/she is* and *No, he/she isn't*. They also revise colours.
- Students look at the pictures and match the questions and answers about Lucy and Adam.

- Students then play a dice game in pairs. Each pair will also need a coin. Each student chooses one of the outline characters (Sheila or Bob) on the worksheet. Student A rolls the dice and, using the 'clothes' dice code, asks a relevant question, e.g. ☐ *Is Bob/he wearing a cap?* Student B flips the coin. If it's 'heads' they answer, e.g. *Yes, he is*, and if it's 'tails', e.g. *No, he isn't*. If the answer is *Yes*, Student B throws the dice again and, using the 'colour' dice code, says, e.g. ☐ *It's a yellow cap*. Student A draws and colours this on their character. They take turns until their characters are completely clothed and coloured in. They then describe their characters to each other, e.g. *Sheila's/She's wearing a red T-shirt*, or use them with a new partner for a picture dictation.

KEY: 2d, 3a, 4c/e, 5f, 6c/e

Optional follow-up activity: Students use the coloured-in characters to play a game of Bingo. Call out combinations of clothes and colours, e.g. *a blue skirt, red jeans*, etc. Students tick the clothes items when they hear the combinations they have used. The first student to tick all their clothes items calls out *Bingo!*

Worksheet 4: Socks with spots

Using the worksheet

- This activity reinforces key *Think and learn* vocabulary through colouring and sentence completion.
- Students colour the pictures as they prefer.
- Then they study the pictures and complete the sentences next to each one with words from the word box and colours. Explain that students can use the words from the word box more than once.
- Students draw one more item in the box and colour it. They write their own complete sentence to describe it, following the models for the other clothes pictures.

KEY: 2 spots, spots, [colour]; 3 plain/[colour], [colour]/plain; 4 stripes, stripes, [colour], [colour]; 5 flowers, flowers, [colour]; 6 plain/[colour], [colour]/plain; 7 zigzags, zigzags, [colour], [colour]; 8 Students' own answers.

Optional follow-up activity: Students work in pairs. They use one worksheet. One student chooses an item but doesn't say which one. Their partner then has to guess the item, e.g. *A: Has it got stripes? B: Yes, it has. A: Is it the sweater? B: Yes, it is.*



Name:

Class:



1 Look, read and write. Then colour the clothes.



cap sweater shoes ~~T-shirt~~ socks
shorts jacket trousers jeans skirt





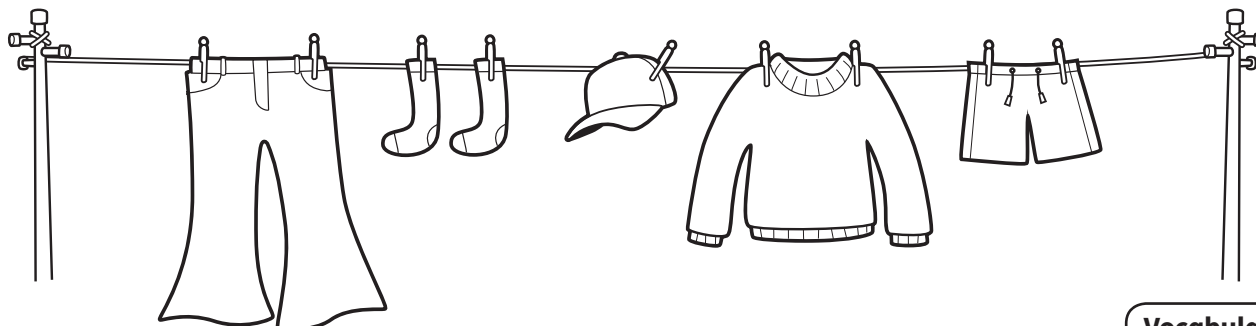
My  (1) T-shirt is pink. My  (2) _____ are purple.

My  (3) _____ are black. My  (4) _____ is green.

My  (5) _____ is white. My  (6) _____ are brown.

My  (7) _____ are red. My  (8) _____ is yellow.

My  (9) _____ is orange. My  (10) _____ are blue.



Vocabulary: Clothes

Name:

Class:

1 Write *this* or *these*. Then circle the answers.

1 Do you like these shoes?



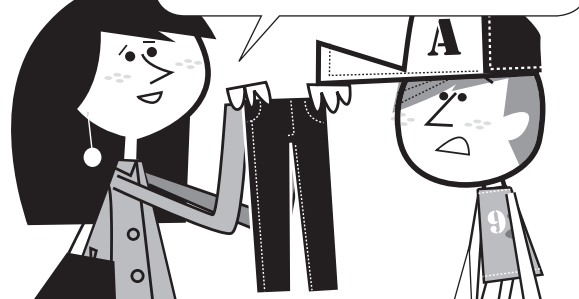
Yes, I do. / No, I don't.

2 Do you like _____ sweater?



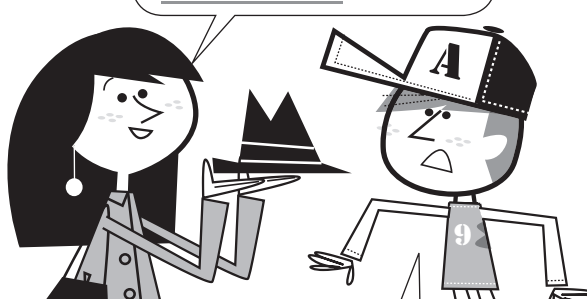
Yes, I do. / No, I don't.

3 Do you like _____ trousers?



Yes, I do. / No, I don't.

4 Do you like _____ hat?



Yes, I do. / No, I don't.

5 Do you like _____ cap?



Yes, I do. / No, I don't.

Language focus 1: Do you like this / these ... ?

Name:

Class:

1 Match the questions with the answers.



Adam

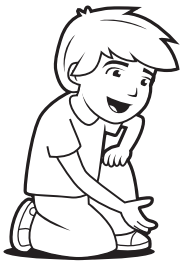
- 1 Is Lucy wearing a sweater?
- 2 Is Adam wearing a cap?
- 3 Is Lucy wearing shoes?
- 4 Is Adam wearing socks?
- 5 Is Lucy wearing jeans?
- 6 Is Adam wearing a T-shirt?

- a Yes, she is.
- b No, she isn't.
- c No, he isn't.
- d Yes, he is.
- e No, he isn't.
- f No, she isn't.



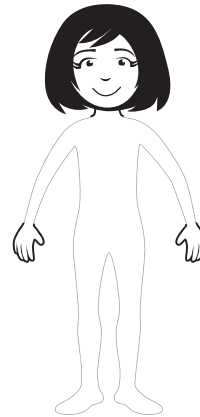
Lucy

2 Throw the dice to dress and colour Bob and Sheila.

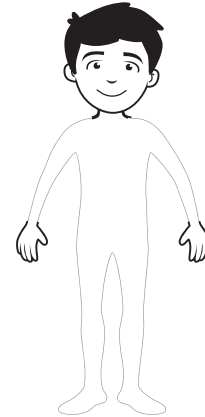


Is Bob wearing a cap?

Yes, he is. It's a yellow cap!



Sheila



Bob

Clothes



Colours



blue



green



red



orange



yellow



brown

Language focus 2: Is he / she + ing?

Worksheet 4

Socks with spots

Name:

Class:

1 Look and colour, then complete. Draw one more, then write.

plain stripes spots zigzags flowers

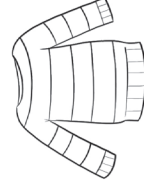
1 They are socks with **spots**.

The spots are **black** and **white**.



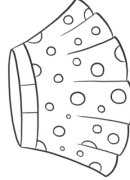
4 It's a sweater with _____.

The _____ are _____ and _____.



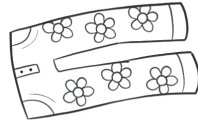
2 It's a skirt with _____.

The _____ are _____.



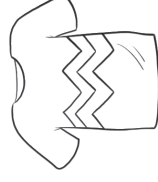
5 They're jeans with _____.

The _____ are _____.



7 It's a T-shirt with _____.

The _____ are _____ and _____.



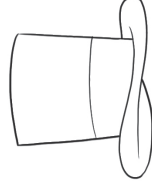
3 They are shoes. They are _____.

They are _____.



6 It's a hat. It's _____.

It's _____.



8 _____

Art and design: Patterns