

Friends 3

Lesson 25

Where's my coat?

Vocabulary

Aims	Learning words for clothes Recognising words for clothes Practising asking <i>Where's/Where are my/the ...?</i> Saying <i>Here it is!</i> <i>Here they are!</i>	Contents	Checklist
		Grammar <i>Here it is! Here they are!</i> Vocabulary Clothes <i>Where's/Where are my ...?</i> <i>Where's the ...?</i> <i>Here it is! Here they are!</i> <i>Clothing items (coat, dress, hat, jumper, shoes, skirt, socks, trousers)</i> <i>...Silly!</i>	1 master handout – one copy for each student. Glue Real items of clothing if possible: coat, dress, hat, jumper, shoes, skirt, socks, trousers OR flashcards prepared from Handout 1.

Language Analysis

What's the matter – used to ask about a problem you are aware of and want to know more about.

clothes /**kləʊðz**/

coat /**kəʊt**/

dress /**dres**/

hat /**hæt**/

jumper / **'dʒʌmpə(r)**/ - the /r/ sound at the end of the word is heard in AmE

shoe / shoes /**ʃuː**/ - pronounce /**ʃuːz**/ when plural

silly / **'sɪli**/ - used to describe somebody who is not serious, not sensible or practical

skirt /**skɜː(r)t**/ - the /r/ sound at the end of the word is heard in AmE

sock /**sɒk**/

trousers / **'traʊzə(r)z**/ remember the word *trousers* is always plural. You may want to use the expression *a pair of...* to talk about *trousers*, *shoes* or *socks*.

In British English we say *trousers*. In American English we say *pants*.

I'm wearing... / **'weəriŋ**/ To talk about clothes you are wearing, use the present continuous because it you are doing it NOW.

Procedure

Warm-up Off the screens

1. Bring a small bag of your clothes to the classroom that includes: coat, dress, jumper, hat, shoe / shoes, sock, skirt, trousers.
If real clothes is not possible, put flashcards or cut out pictures from magazines in the bag. Flashcards can be prepared by enlarging pictures from Handout 1.
2. Take all the objects out of the bag.
3. Pick up one of the objects, say the word, and ask students to repeat after you.

coat, dress, jumper, hat, shoe / shoes, sock, skirt

trousers (always plural), you could say a pair of ... (trousers, shoes, socks)

After doing this chorally as a class, ask individual Ss to name the object. Then repeat as a class. Elicit the word *clothes* by showing all of the items together.

Screen 2

Robot: *What's the matter, Lucy?*

Lucy: *I can't find my coat.*

Robot: *Look! Is this your coat?*

Lucy: *No, Robot... That's a dress!*

Robot: *Lucy, here's your coat!*

Lucy: *No, Robot... It's my jumper!*

Robot: *Is this your coat, Lucy?*

Lucy: *This is my hat, silly!*

Robot: *Lucy, is your coat here?*

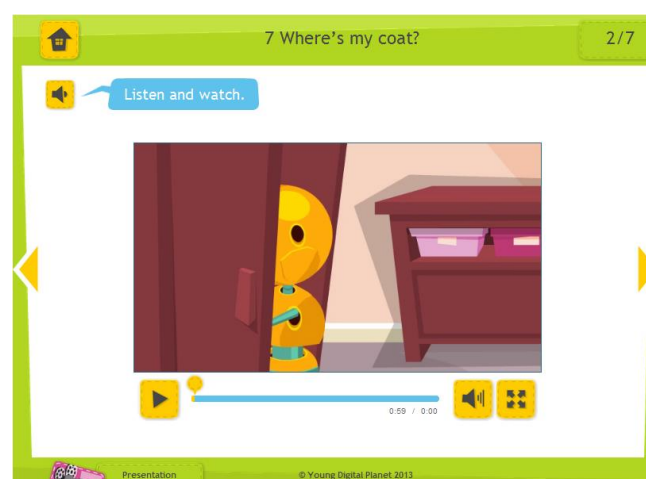
Lucy: *This is a shoe. This is a sock.
My coat isn't here.*

Lucy: *These are trousers, Robot.*

Robot: *What's this? Isn't it your coat?*

Lucy: *Yes! Yes! It is my coat! I'm wearing it!*

Before playing the animation, mute the sound, play the animation and stop after two seconds so that students can see the robot and all the clothes.



Exploit the scene by asking the Ss to describe what they can see. Elicit clothing words and ask Ss to repeat them: *dress, hat, shoe / shoes, sock / socks, skirt, trousers.*

Then listen and watch the whole animation.

Ask Ss: *So what's the matter?*
Elicit the answer: *Lucy can't find her coat.*

Note: Ask Ss to listen and repeat, then act out the story. If possible bring in real items of clothing to use when acting out the story.

Screen 3

 Audio 1: *Where's my skirt?*

 Audio 2: *Where's my dress?*

 Audio 3: *Where's my hat?*

 Audio 4: *Where's my jumper?*

 Audio 5: *Where's my coat?*

Key: see pictures above (random order)



Ask Ss to listen and match the questions they hear with the pictures.

Additional activity:

After doing the exercise and practising saying the words, give out the Handout.

Handout

			
			
			
shoes	jumper	socks	hat
dress	glasses	trousers	skirt
T-shirt	coat		

Ask Ss to match the pictures with the words and then stick them in their notebooks. When they are ready, ask them to colour the pictures. Go round the class and check if Ss have matched the pairs correctly before they actually stick the pictures in their notebooks.

Screen 4

Audio 1: This is a dress.

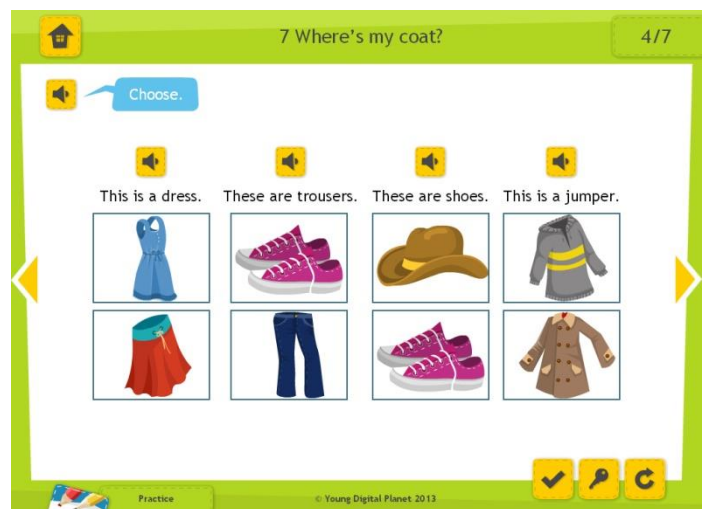
Audio 2: These are trousers.

Audio 3: These are shoes.

Audio 4: This is a jumper.

Key: see the highlighted pictures below

- 1 dress
- 2 trousers
- 3 pair of shoes
- 4 jumper

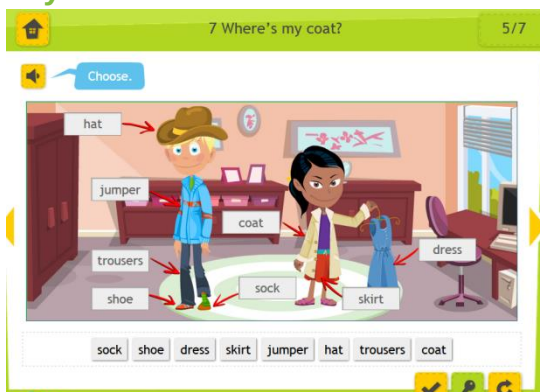


Ask Ss to listen to the sentences and choose the correct picture.

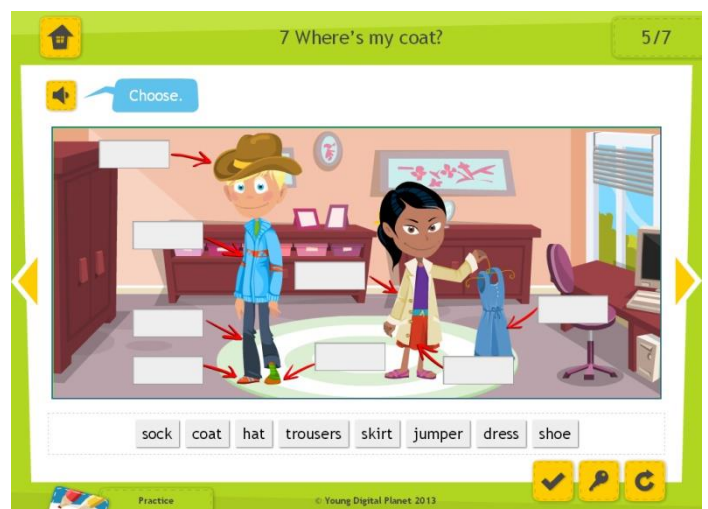
Note: Explain that 'trousers' is always plural. Also teach 'a pair of trousers/shoes/socks'.

Screen 5

Key:



Before doing the activity, ask Ss to read the words under the picture bottom and repeat them.



Ask Ss to listen and drag and drop the labels on the items of clothing.

Note: When Ss have labelled the clothes, ask *Where's the (skirt)?* Ask Ss to point to the correct clothing item.

Screen 6

Lucy: *Where's my jumper?*

Robot: *Here it is!*

Lucy: *Where's my dress?*

Robot: *Here it is!*

Lucy: *Where's my coat?*

Robot: *Here it is!*

Lucy: *Where's my jumper?*

Robot: *Here it is!*

Lucy: *Where's the skirt?*

Robot: *Here it is!*

Lucy: *Where are my shoes?*

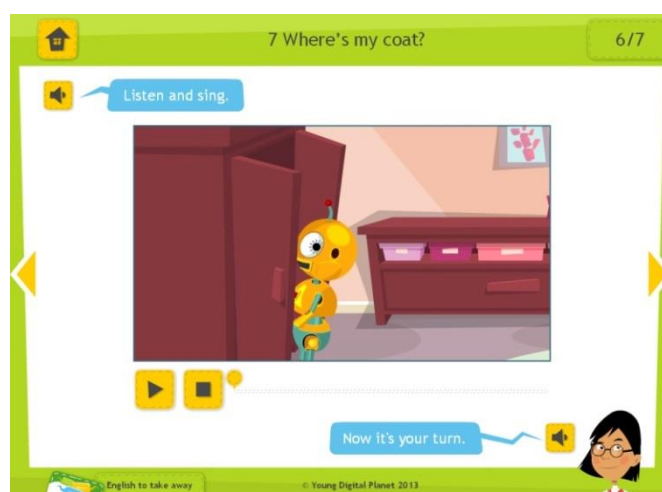
Robot: *Here they are!*

Lucy: *Where are my socks?*

Robot: *Here they are!*

Lucy: *Where's my hat?*

Robot: *Here it is!*



Give the Ss these instructions for the 'Listen and sing' activity. The aim is to practise fluency or vocabulary by singing a song.

1. Listen to the whole song.
2. Watch the slideshow and join in.
3. Listen again and sing the whole song individually, in groups or as a class.

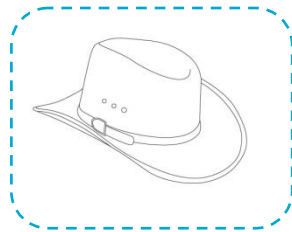
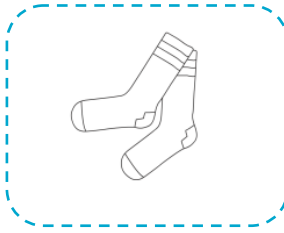
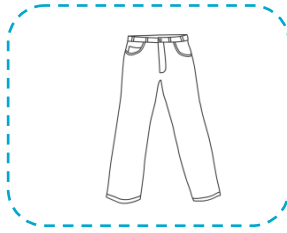
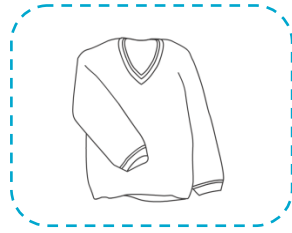
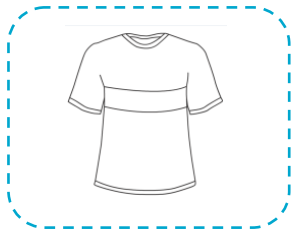
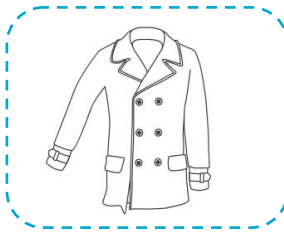
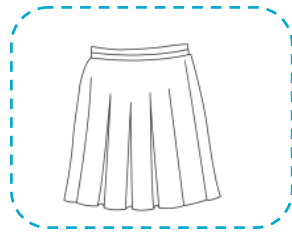
If you wish, stop the animation and ask Ss to listen and repeat individual sentences from the song, either individually or as a group.

Another alternative is to divide Ss into two groups: one group chants Lucy's questions, and the other chants the replies.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell Ss to work in pairs and make a new song with words they know.

Handout



shoes

jumper

socks

hat

dress

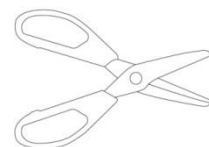
glasses

trousers

skirt

T-shirt

coat



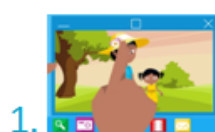
Friends 3 Lesson 26		<i>I'm wearing a hat.</i>		Grammar & Functions	
Aims	Describing what I'm wearing	Contents	Grammar Present continuous: <i>be + wearing</i> 1st person singular <i>I'm wearing...</i> – present continuous to talk about clothes you are wearing.	Checklist	1 master handout – one copy for each student.
	Vocabulary Clothing items: <i>coat, dress, hat, jumper, shoes, skirt, socks, trousers, T-shirt</i>				
Language Analysis					
When talking about pictures/photos and things happening in the pictures, we use the present continuous tense. In this lesson we are using the present continuous tense to talk about clothes people are wearing: <i>I'm wearing...</i>					

Procedure

Warm-up Off the screens

4. Revise present continuous:
5. Give out the Handout:

Handout



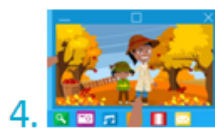
A) I'm wearing a T-shirt.



B) I'm wearing trousers.



C) I'm wearing a skirt.



D) I'm wearing a dress.



E) I'm wearing a hat.



F) I'm wearing a coat.

6. Ask Ss to listen and repeat the sentences A-F.

I'm wearing a T-shirt.

I'm wearing trousers.

I'm wearing a skirt.

I'm wearing a dress.

I'm wearing a hat.

I'm wearing a coat.

7. Ask Ss to match the words with the pictures. There is one example. They can do it individually or work in pairs.

Key: 1 e 2 d 3 f 4 b 5 a 6 c

8. Ask Ss to work in pairs or groups and check their answers.
9. Elicit the answers from the whole class. You can also write the answers on the board and ask Ss to check for themselves.

Screen 2

Kim: Let's look at photos! Look, Jill. I'm wearing a hat in the photo.

Jill: And I'm wearing a dress.

Jill: In this photo I'm wearing a jumper.

Kim: And I'm wearing a coat.

Jill: Ha! Look! I'm wearing socks.

Kim: Haha, yes! You're silly! I'm

wearing shoes. I'm wearing trousers.

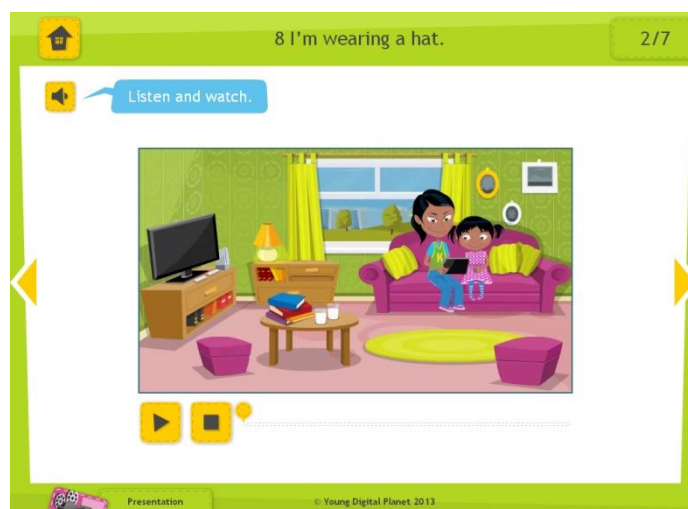
Jill: I'm wearing trousers, too. Look!

Kim: Look, Jill. I'm wearing a hat again and a T-shirt and a skirt.

Jill: Me too! A hat, a T-shirt and a skirt!

Dad: Hellooooo!

Kim and Jill: We know it's you Daaadd!!! You're wearing a coat!



Exploit the scene by asking the Ss to describe what they can see.

Then listen and watch the animation. Ask some questions to check understanding.

Tell Ss to work in pairs and ask what Kim and Jill are wearing in the photos.

Ask Ss to listen to and watch the animation again.

In weaker groups you may want to mute the sound and ask Ss to act out the dialogue while the animation is playing.

In stronger groups, put Ss in pairs or groups of three and ask them to act out the dialogue.

Screen 3

Audio 1:

Jill: *I'm wearing a skirt.*

Audio 2:

Kim: *I'm wearing socks.*

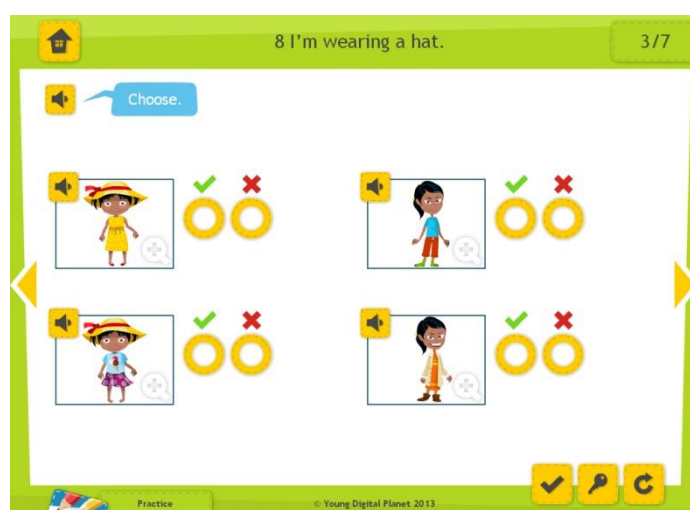
Audio 3:

Jill: *I'm wearing a hat.*

Audio 4:

Kim: *I'm wearing trousers.*

Key: 1 False 2 True 3 True 4 False



Ask Ss to listen to the sentences and choose True or False.

Note: After doing the task, Ss take turns being Jill or Kim and say their own sentences with 'I'm wearing ...' using all the clothing items they can see in each picture. They can also practise describing what they are wearing themselves.

Screen 4

Audio 1:

Alex: *I' wearing a jumper.*

Audio 2:

Anna: *I' wearing a skirt.*

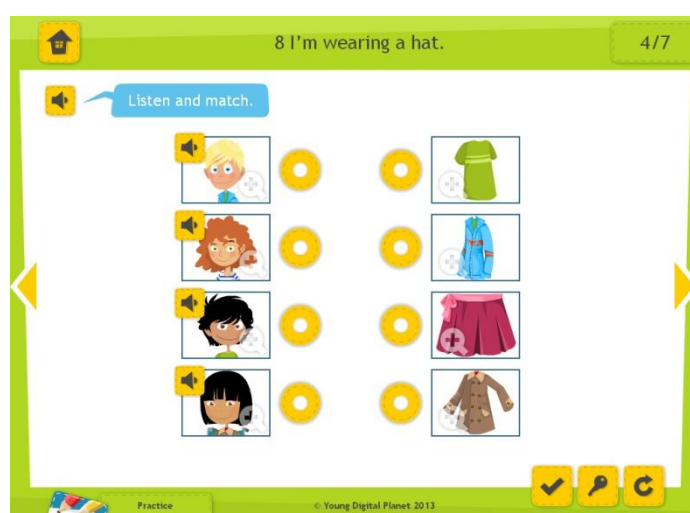
Audio 3:

Sam: *I'm wearing a T-shirt.*

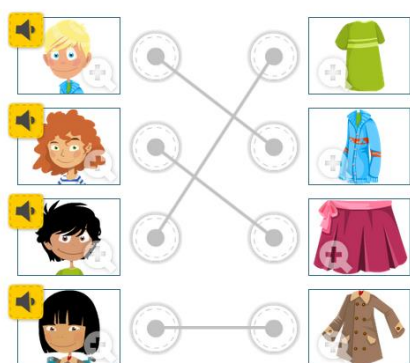
Audio 4:

Lucy: *I'm wearing a coat.*

Key: see pictures below (random order)



Ask Ss to listen and match the sentences they

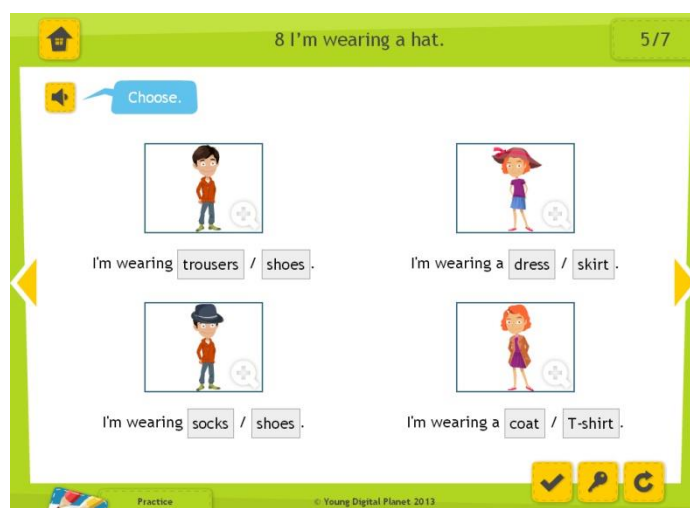


hear with the pictures.

Note: Ask Ss to listen again and repeat the sentences. Ask them to practise spelling the words.

Screen 5

Key: 1 trousers 2 skirt 3 socks 4 coat



Ask Ss to choose the correct word to complete the sentences.

Note: Prompt children to say what else the children are wearing.

Screen 6

Chant:

Q: What are you wearing?

A: I'm wearing a skirt and a T-shirt.

Q: What are you wearing?

A: I'm wearing trousers and a jumper.

Q: What are you wearing?

A: I'm wearing a dress and a hat.

Q: What are you wearing?

A: I'm wearing glasses and a coat.

Q: What are you wearing?

A: I'm wearing shoes and socks.



Give the Ss these instructions for the 'Listen and sing' activity. The aim is to practice fluency or vocabulary by singing a song.

1. Listen to the chant and point to the pictures as they glow.
2. Listen again and sing the whole chant individually, in groups or as a class.
3. You can also mute the sound and ask students to say the words while the items glow.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

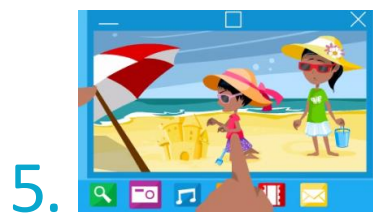
Tell students to make up their own chant about what they are wearing today.

Note: Put Ss in two groups e.g. boys and girls, one of them chants the questions, the other group chants the answers. In weaker groups you may do it with the animation in the background and turn it down or mute it. For stronger groups, chant without the animation.

Nominate one pair to act out the dialogue as an example.

Go round the classroom and help Ss name the items of clothing.

Handout



A) I'm wearing a T-shirt.

B) I'm wearing trousers.

C) I'm wearing a skirt.

D) I'm wearing a dress.

E) I'm wearing a hat.

F) I'm wearing a coat.

Friends 3 Lesson 27		Teddy's wearing blue trousers.		Grammar & Functions	
Aims	Consolidating vocabulary for clothes Revising colours Describing what someone is wearing Raising awareness of adjective-noun word order	Contents	Grammar Present continuous: <i>be + wearing</i> Negative: <i>isn't</i> <i>I'm/He's/She's wearing ...</i> <i>He/She isn't wearing ...</i> Vocabulary Clothes (<i>coat, dress, hat, jumper, shoes, skirt, socks, trousers, glasses, T-shirt</i>) Colours (<i>black, blue, brown, grey, green, pink, purple, red, yellow, white</i>)	Checklist	2 Master handouts, Handout 2 with coloured pictures Coloured pencils
Language Analysis					
Revision of clothes and colours.					
<u>Present Continuous :</u> <i>What's she wearing? She's wearing ...</i> ; NEGATIVE: <i>She isn't wearing ...</i> <i>What's he wearing? He's wearing ...</i> ; NEGATIVE: <i>He isn't wearing ...</i>					

coat / kəʊt / dress / dres / hat / hæt / jumper / ' dʒʌmpə(r) / - /r/ is heard in AmE shoe / shoes / fʊ: / - pronounce / fʊ:z / when plural skirt / skɜ:(r)t / - /r/ is heard in AmE. sock / sɒk / trousers / ' traʊzə(r)z / - /r/ is heard in AmE, please remember the word <i>trousers</i> is always					

plural. You may want to use the expression *a pair of...* to talk about *trousers*, *shoes* or *socks*.

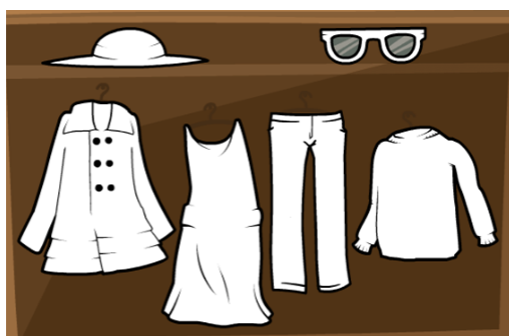
Remember that you put an adjective in front of the noun e.g. *a blue dress*.

Procedure

Warm-up Off the screens

10. Give out Handout 1. Ask Ss to colour the clothes according to the instructions on the right. Before colouring you may ask weaker groups to listen and repeat the phrases.

Handout 1



a pink hat
a purple dress
blue trousers
a green jumper
brown glasses
a yellow coat

11. Ask Ss to show their paintings to their classmates to compare.

Screen 2

Jill: Look, May. My doll is pretty! She's wearing a pink skirt. She's wearing a red T-shirt.

Oh! She's wearing a hat and a beautiful green dress.

May: She isn't wearing a green dress. She's wearing a purple dress.

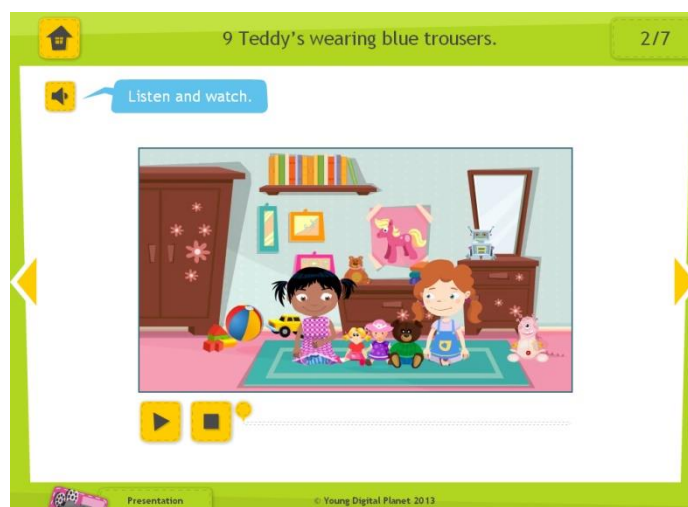
Jill: Oh yes! It's purple.

May: Who's this?

Jill: That's Teddy. Teddy's wearing blue trousers and a green jumper.

May: He isn't wearing a hat. Look!

Jill: He's wearing a hat now!



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Note: Ss can listen as many times as they like. Encourage them to act out the story. Encourage boys to act out Teddy if they don't want to 'be' girls.

Screen 3

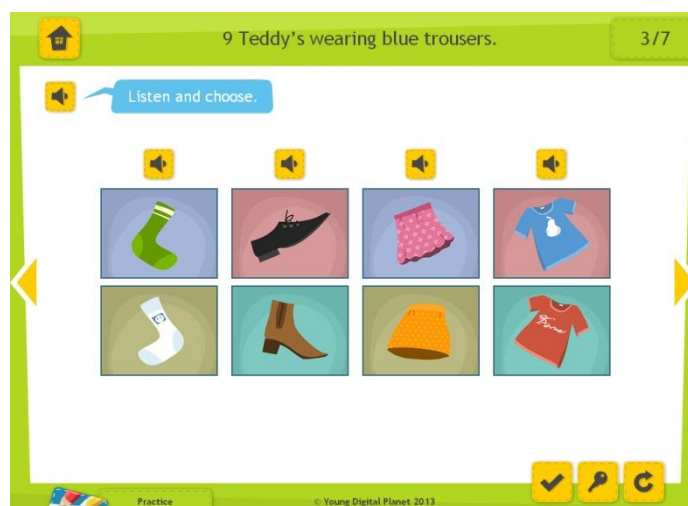
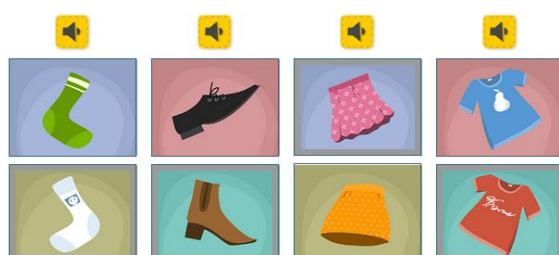
Audio 1: It's a white sock.

Audio 2: It's a brown shoe.

Audio 3: It's a pink skirt.

Audio 4: It's a red T-shirt.

Key: see the highlighted pictures below: white sock 2 brown shoe 3 pink skirt 4 red T-shirt



Ask Ss to listen and choose the correct picture, according to the sentences they hear.

Note: This activity is to raise awareness of the word order with adjectives and nouns. After doing the task, prompt Ss to talk about their own clothes, e.g. *It's a green jumper.*

Screen 4

Audio 1:

Jumper - paint the jumper orange.

Audio 2:

Coat - paint the coat yellow.

Audio 3:

Glasses - paint the glasses grey..

Audio 4:

Hat - paint the hat green.

Audio 5:

Trousers - paint the trousers pink.

Audio 6:

Dress - paint the dress red.

Key:

- 1 coat yellow 2 dress red
3 hat green 4 jumper orange
5 trousers pink 6 glasses grey



Ask Ss to listen and follow instructions to paint the items of clothing the correct colour, using the paintbrushes on the right.

Note: Warn Ss that the audio buttons don't correspond to the pictures. They must listen carefully and identify not only the colour but also the object.

Be careful, this exercise needs to be checked by the teacher (or introduce peer-assessment if possible).

Screen 5

Audio 1:

*He's wearing a white T-shirt.
He isn't wearing purple shoes.
He's wearing a brown hat.*

Audio 2:

*She isn't wearing an orange coat.
She's wearing blue glasses.
She isn't wearing a green dress.*

Key: 1 True 2 False 3 False 4 True
5 True 6 True



He's wearing a white T-shirt. ☒ ☐
He isn't wearing purple shoes. ☐ ☐
He's wearing a brown hat. ☐ ☐



She isn't wearing an orange coat. ☒ ☐
She's wearing blue glasses. ☐ ☐
She isn't wearing a green dress. ☐ ☐

9 Teddy's wearing blue trousers. 5/7

Choose.

He's wearing a white T-shirt. ☒ ☐
He isn't wearing purple shoes. ☐ ☐
He's wearing a brown hat. ☐ ☐

She isn't wearing an orange coat. ☒ ☐
She's wearing blue glasses. ☐ ☐
She isn't wearing a green dress. ☐ ☐

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Ask Ss to listen to the sentences and choose True or False.

Note: Encourage Ss to listen and repeat the sentences to practice pronunciation. Invite Ss to describe what the two characters are wearing.

Ask Ss to correct the False sentences. You may start and pause where necessary, e.g.

He isn't wearing purple shoes. He is wearing purple shoes.

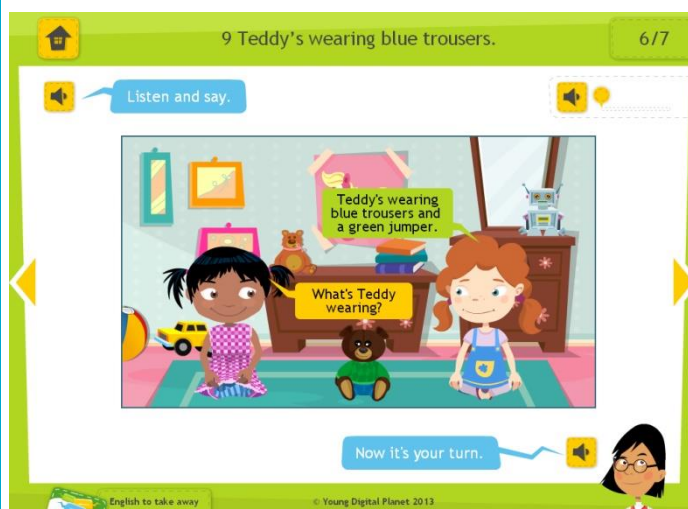
He's wearing a brown hat. He's wearing a black hat.

Screen 6

Audio:

What's Teddy wearing?

Teddy's wearing blue trousers and a green jumper.



Give the Ss these instructions for the 'Listen and say' activity.

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Repeat the dialogue.
4. Work in pairs and act it out.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Ask students to draw pictures of their own Teddys and describe what they are wearing.

Additional activity: Give out Handout 2 and ask Ss to describe what the characters are wearing, make sure they use the right pattern:

What's he wearing? He's wearing ...

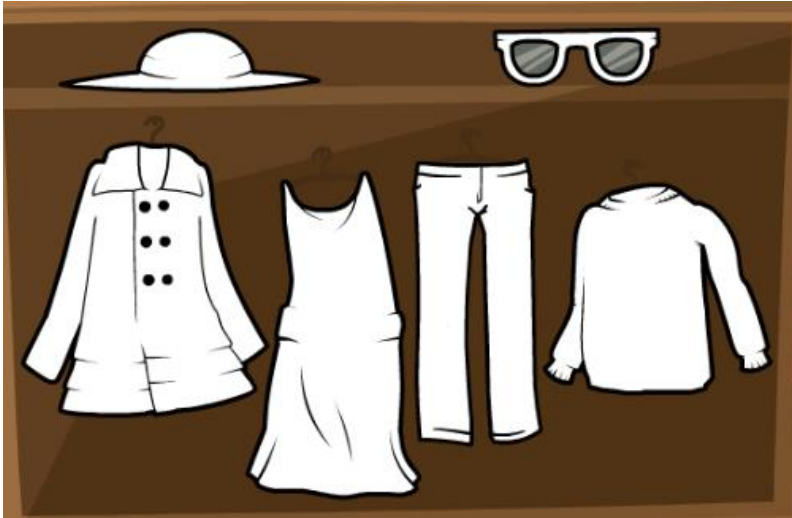
and *What's she wearing? She's wearing ...*

Handout 2



Note: if you cannot get a handout in colour for everybody, display the pictures from screen 4 – enlarge, and ask Ss to describe what clothes the characters are wearing.

Handout 1



a pink hat
a purple dress
blue trousers
a green jumper
brown glasses
a yellow coat

Handout 2



Friends 3 Lesson 28		Is she wearing red socks?		Grammar & Functions	
Aims	Practise asking: <i>Is he/she wearing ...?</i>	Contents	Grammar Question forms: <i>Is he/she wearing ...? Yes, he/she is. No, he/she isn't.</i>	Checklist	2 master handouts for each student to practise vocabulary (clothes)
	Practise answering with short answers <i>Yes, he/she is. No, he/she isn't.</i>		Vocabulary <i>Clothes (coat, dress, hat, jumper, shoes, skirt, socks, trousers, glasses, T-shirt)</i>		Coloured pencils
	Consolidate lexis for clothes and colours		<i>Colours (black, blue, brown, grey, green, pink, purple, red, yellow, white)</i>		
Language Analysis					
Grammar: Present continuous questions, 3rd person with short answers					
Vocabulary:					
<i>Clothes (coat, dress, hat, jumper, shoes, skirt, socks, trousers, glasses, T-shirt).</i>					
<i>Colours (black, blue, brown, grey BrE/ AmE gray, green, pink, purple, red, yellow, white)</i>					
Hints: <i>Jumper:</i> In British English this word refers to a garment you wear over your shirt for warmth. It doesn't have buttons, and it is pulled over your head. In American English is a type of girl's dress, without sleeves, worn over a shirt. The American equivalent of a <i>jumper</i> is a <i>sweater</i> .					

Procedure

Warm-up Off the screens – handout – pair work

1. Give out the word search puzzle. (Handout 1). There are 10 clothes words hidden in the grid.

Handout 1



Find ten clothes words in the word search puzzle:

A	S	D	F	J	C	M	C	V	R
S	J	U	M	P	E	R	S	R	F
H	C	O	A	T	D	R	O	W	Q
O	E	T	Y	F	R	T	C	S	Y
E	D	F	G	F	E	Y	K	Y	H
S	G	L	A	S	S	E	S	B	A
S	D	F	G	G	S	K	I	R	T
S	D	F	G	R	Y	U	I	R	E
B	B	T	S	H	I	R	T	T	B
T	R	O	U	S	E	R	S	M	N

coat dress hat jumper shoes skirt socks trousers glasses T-shirt

2. Ask students to mark any clothing related vocabulary they can find (2-5 minutes).

For a more difficult task cut off the words at the bottom of the handout and draw or show pictures of the clothes items to be found. Words are hidden horizontally and vertically in the grid.

Key:

A	S	D	F	J	C	M	C	V	R
S	J	U	M	P	E	R	S	R	F
H	C	O	A	T	D	R	O	W	Q
O	E	T	Y	F	R	T	C	S	Y
E	D	F	G	F	E	Y	K	Y	H
S	G	L	A	S	S	E	S	B	A
S	D	F	G	G	S	K	I	R	T
S	D	F	G	R	Y	U	I	R	E
B	B	T	S	H	I	R	T	T	B
T	R	O	U	S	E	R	S	M	N

Alternatively, give out Handout 2 and ask students to rearrange the scrambled letters to make clothes words (this should take up to 5 minutes).

Handout 2



Rearrange the letters to make clothes words:

- 1 cato _____
- 2 esdrs _____
- 3 aht _____
- 4 mujrep _____
- 5 hosse _____
- 6 kirst _____
- 7 scosk _____
- 8 rotuess _____
- 9 lagsses _____
- 10 Thirts _____

Key: 1 coat 2 dress 3 hat 4 jumper 5 shoe 6 skirt 7 socks 8 trousers 9 glasses 10 T-shirt

Screen 2

Sam: OK, Lucy. Is she wearing red socks?
 Lucy: Yes, she is. She's wearing red socks.
 Sam: Good. Is she wearing a dress?
 Lucy: No, she isn't. She's wearing a skirt and
 a T-shirt.
 Sam: Oh. What colour is the skirt?
 Lucy: It's a blue skirt.
 Sam: OK.
 Lucy: And the T-shirt is white and pink.
 Sam: White and pink. A-ha
 Is she wearing glasses?
 Lucy: No, she isn't.
 Sam: Is she wearing a hat?
 Lucy: Yes, she is. She's wearing a yellow hat.
 Sam: ... a yellow ... hat.
 OK! I've finished! Look!
 Lucy: Oh ... It's ... erm ... very ... nice!



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Note: Have students watch the animation several times and act out the story.

As an extra activity they can try to draw the same monster and label the clothes, e.g. blue skirt, white and pink T-shirt, etc. Alternatively, they could draw their own monster and dress it as they wish. Elicit short answers from students while monitoring their work (*Is he/she wearing a black hat? Yes, he is./ No, she isn't. etc.*)

Screen 3

Is he wearing green trousers?
 Is he wearing a black hat?
 Is he wearing a yellow coat?
 Is she wearing a blue dress?
 Is she wearing a green coat?
 Is she wearing red glasses?

Key:

Boy **1** Yes, he is. **2** Yes, he is.
3 No, he isn't. Girl **4** No, she isn't. **5**
 Yes, she is. **6** No, she isn't.



Note: Ask further questions about the characters' clothes and elicit short answers. You can also ask questions about the clothes of the students in the class.

Screen 4



Audio 1

Male: *Is he wearing blue trousers?*

Female: *No, he isn't.*

Male: *Is he wearing red shoes?*

Female: *Yes, he is.*



Audio 2

Female: *Is she wearing an orange skirt?*

Male: *No, she isn't.*

Female: *Is she wearing black shoes?*

Male: *Yes, she is.*



Audio 3

Male: *Is he wearing a yellow T-shirt?*

Female: *No, he isn't.*

Male: *Is he wearing white glasses?*

Female: *Yes, he is.*



Audio 4

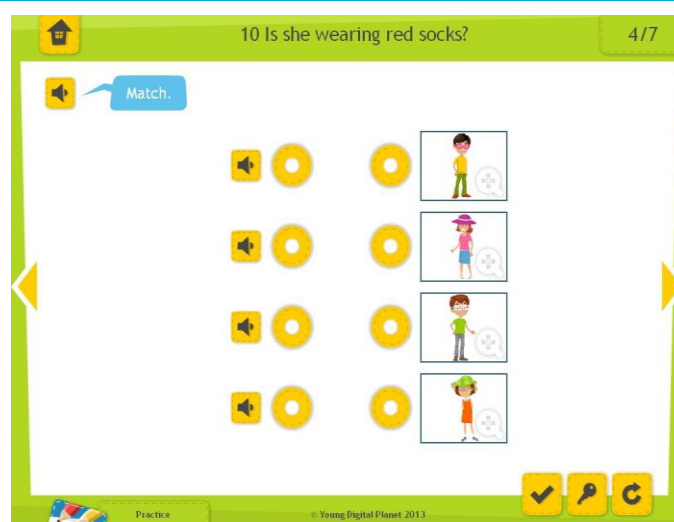
Female: *Is she wearing a red T-shirt?*

Male: *No, she isn't.*

Female: *Is she wearing a purple hat?*

Male: *Yes, she is.*

Key: see pictures above



Note: Both audio and pictures appear in random order in this exercise.

Students can practise asking and answering questions about the pictures. Ask them to point to a picture and ask *Is he/she wearing ...?* and reply with a short answer.

Screen 5

Audio 1

Female: Is he wearing a red jumper?

Male: No, he isn't. He's wearing a brown jumper.

Female: OK, a brown jumper. Is he wearing white trousers?

Male: No, he isn't. He's wearing orange trousers.

Female: Orange trousers. All right. Is he wearing a blue hat?

Male: Yes, he is. His hat is blue.

Audio 2

Male: Is she wearing a green dress?

Female: Yes, she is.

Male: OK. Is she wearing black glasses?

Female: No, she isn't. She's wearing purple glasses.

Male: Purple glasses. Is she wearing a pink coat?

Female: No, she isn't. She's wearing a yellow coat.

Key:

Boy: brown jumper, orange trousers, blue hat

Girl: green dress, purple glasses, yellow coat



Screen 6

Is she wearing a green dress, green dress?

Is she wearing a green dress? Yes, she is!

Is she wearing yellow glasses, yellow glasses?

Is she wearing yellow glasses? No, she isn't!

Is he wearing a green hat, green hat?

Is he wearing a green hat? No, he isn't!

Is he wearing a brown jumper, brown jumper?

Is he wearing a brown jumper? Yes, he is!

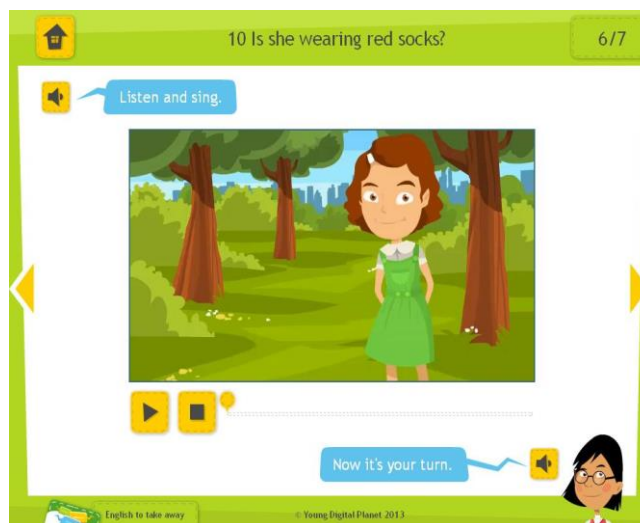
She's wearing a green dress, green dress.

She's wearing yellow glasses, yellow glasses.

He's wearing a grey hat, grey hat.

He's wearing a brown jumper, brown jumper.

What are you wearing?



Give the Ss these instructions for the 'Listen and sing' activity. The aim is to practise fluency and vocabulary by singing a song.

1. Listen to the whole song.
2. Watch the animation and join in.
3. Listen again and sing the whole song individually, in groups or as a class.

Now it's your turn.

This is a free practice stage.

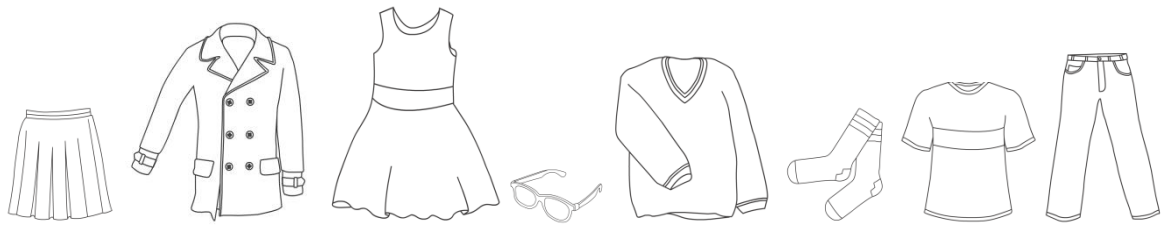
Ask: *What are you wearing?*

Put Ss in pairs.

Ss work in pairs and discuss the clothes they wearing on the day.

Note: Tell students to chant the song and when it finishes, you could throw a softball to one student in class and get them to answer the question, e.g. *What are you wearing today?* e.g. *I'm wearing blue trousers and a green T-shirt.*

Handout 1

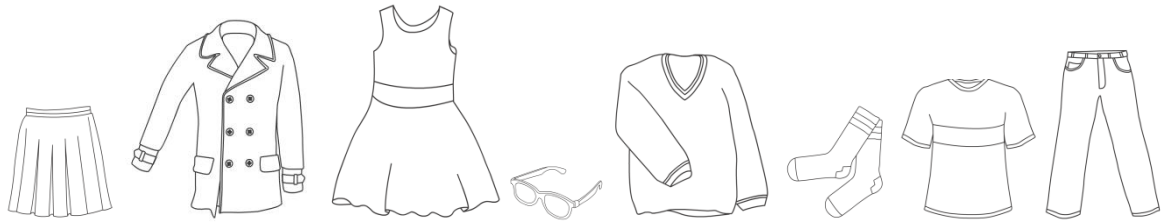


Find ten clothes words in the word search puzzle:

A	S	D	F	J	C	M	C	V	R
S	J	U	M	P	E	R	S	R	F
H	C	O	A	T	D	R	O	W	Q
O	E	T	Y	F	R	T	C	S	Y
E	D	F	G	F	E	Y	K	Y	H
S	G	L	A	S	S	E	S	B	A
S	D	F	G	G	S	K	I	R	T
S	D	F	G	R	Y	U	I	R	E
B	B	T	S	H	I	R	T	T	B
T	R	O	U	S	E	R	S	M	N

coat dress hat jumper shoes skirt socks trousers glasses T-shirt

Handout 2



Rearrange the letters to make clothes words:

1 cato _____

2 esdrs _____

3 aht _____

4 mujrep _____

5 hosse _____

6 kirst _____

7 scosk _____

8 roturess _____

9 lagsses _____

10 T-hirts _____

Friends 3 Lesson 29		<i>I'm wearing a red T-shirt.</i>		Grammar & Functions	
Aims	Stress of colour adjectives	Contents	Grammar Question: <i>What are you wearing? I'm wearing ...</i> <i>I'm/He's/She's wearing and I'm not wearing ...</i> <i>He / She isn't wearing ...</i>	Checklist	2 master handouts: pair work handout to practise vocabulary (clothes and colours)
	Consolidation of the combination of colour adjectives and nouns of clothes		Vocabulary Clothes: <i>coat, dress, hat, jumper, shoes, skirt, socks, trousers, glasses, T-shirt</i> Colours: <i>black, blue, brown, grey, green, pink, purple, red, yellow, white</i> Pronunciation Focus on stress of colour adjectives, e.g. <i>I'm wearing green glasses.</i>		Coloured pencils
Practice of speaking skills					
Language Analysis					
Pronunciation: Stressing colour adjectives – pay attention to the correct intonation and stress within each sentence containing colour adjectives. Point out to students that we generally stress the word that can change, which in this case is (e.g. a colour). Vocabulary: Point out differences in language use: in American English we say <i>pants</i> instead of <i>trousers</i> which is British English. In British English <i>pants</i> means a piece of underwear that covers the part of the body from the waist to the top of the legs, i.e. trousers.					

Procedure

Warm-up Off the screens

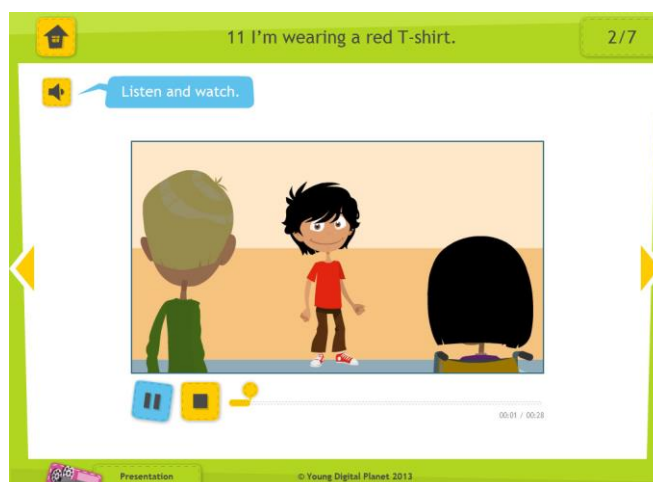
3. Ask each student to choose another student from the group but not to reveal to anybody who it is.
4. Ask one student to describe his/her chosen partner using with structure: *He / She is wearing...*(colour + a piece of clothes) e.g. *He's wearing a blue jumper.*
5. Tell the rest of the class to guess who is being described.
6. In order to make the task more difficult, students can use the structure: *I'm wearing ...* in order not to reveal the sex of the mysterious student.
7. The student who guesses the correct person takes a turn to describe someone else.

Screen 2

Sam: *Hello! I'm Sam. I'm wearing a red T-shirt and brown trousers.*

Sam: *This is Alex. He's wearing a green jumper, and blue trousers.*

Sam: *This is Lucy. She's wearing a purple T-shirt, purple trousers and purple shoes.*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Listen as a whole class or individually. Tell students to repeat the sentences as a whole class or individually.

Screen 3

Audio 1

He's wearing red trousers.

Audio 2

She's wearing a purple jumper.

Audio 3:

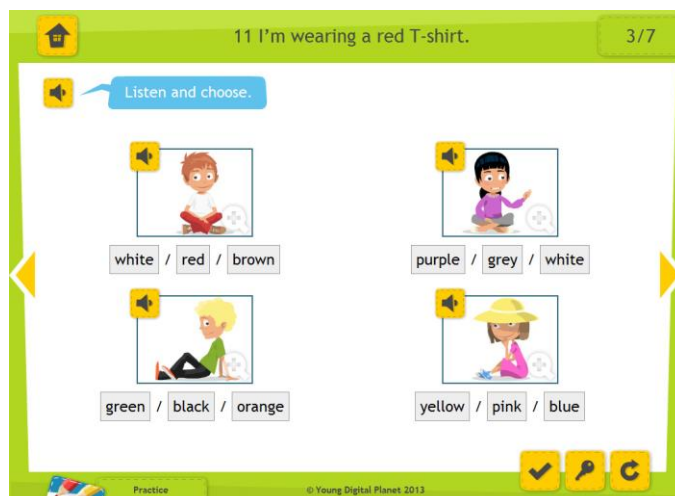
He's wearing orange shoes.

Audio 4

She's wearing a yellow hat.

Key: (from left to right)

1 red **2** purple **3** orange **4** yellow



Screen 4

Audio 1

Female: *Is Anna wearing a blue dress?*

Male: *No, she isn't. She's wearing a white dress.*

Audio 2

Male: *Is Mrs Black wearing a black coat?*

Female: *No, she isn't. She's wearing a brown coat.*

Audio 3

Female: *Is Lucy wearing grey trousers?*

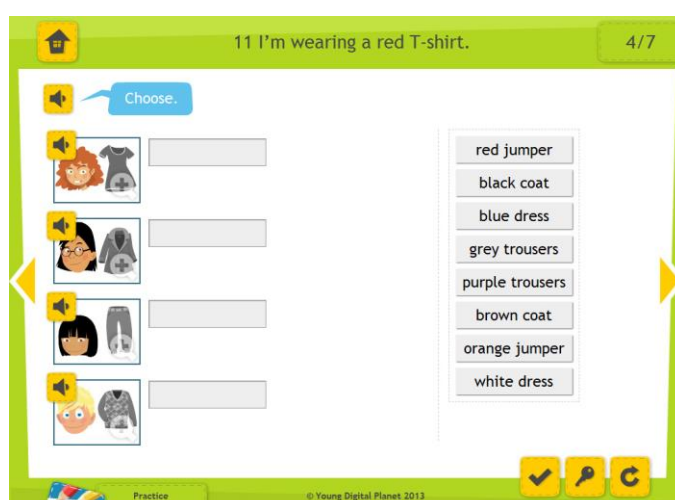
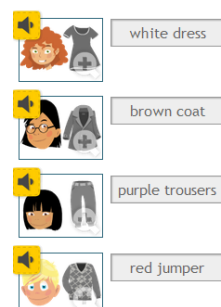
Male: *No, she isn't. She's wearing purple trousers.*

Audio 4

Male: *Is Alex wearing an orange jumper?*

Female: *No, he isn't. He's wearing a red jumper.*

Key:



Additional activity – Handout 1 and 2 (pair work activity)

1. Divide the students into pairs, Student A and Student B. Give each student a picture of a boy and a picture of a girl.
2. Ask all those who are Student A to colour the picture of a boy and all those who are Student B to colour the picture of a girl.
3. Do not let them show their finished pictures to each other.
4. Within each pair ask students to describe their picture to each other and then colour the second picture according to what they hear.
5. Ask students to describe their pictures with the use of the structure: *He / She is wearing...* e.g. *He is wearing a blue coat.*
6. Once the pictures are coloured, ask students to compare their pictures to check if they have understood the instructions correctly.

Screen 5

Audio 1:

He isn't wearing black glasses. He's wearing orange glasses. He isn't wearing a blue hat. He's wearing a black hat.

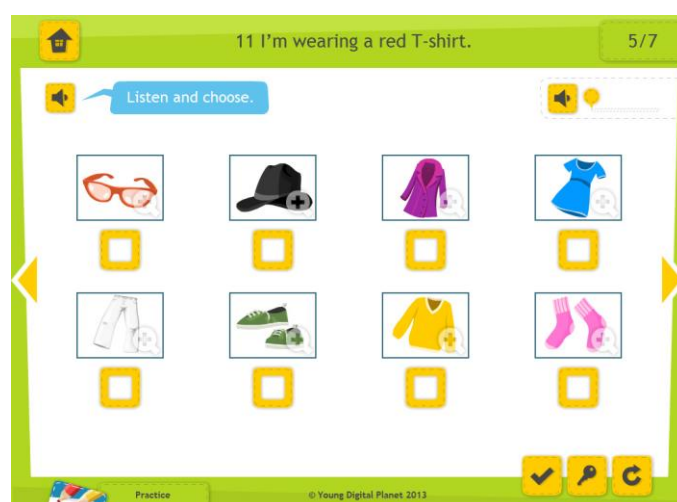
Audio 2:

She isn't wearing a pink coat. She's wearing a purple coat. She isn't wearing an orange dress. She's wearing a blue dress.

Audio 3:

He isn't wearing red trousers. He's wearing white trousers. She isn't wearing pink shoes. She's wearing green shoes.

Key: see pictures below:



Screen 6

Audio 1

Is he wearing black trousers? What is he wearing?

Audio 2

Is she wearing a grey skirt? What is she wearing?

Audio3

Is he wearing a green T-shirt? What is he wearing?

Audio 4

Is she wearing a blue hat? What is she wearing?

Key:

1 No, he isn't. He's wearing a white T-shirt, red trousers and brown shoes.

2 Yes, she is. She's wearing a purple jumper, (grey skirt) and white shoes.

3 Yes, he is. He's wearing (a green T-shirt), black trousers and orange shoes.

4 No, she isn't. She's wearing a yellow hat, a pink dress and blue shoes.



Tell students to look at the pictures first to familiarise themselves with them.

Ask students to listen to the questions and repeat them and answer the questions according to the pictures.

Now it's your turn

Tell students to work in pairs and ask and answer similar questions about what they are wearing. Example:

What are you wearing? I'm wearing a red jumper, blue trousers and black shoes.

Note: Students could record themselves answering the questions.

Handout 1



Handout 2



Friends 3 Lesson 30		My favourite jumper is blue and white		Skills	
Aims	Presenting a favourite clothing item and describing their own and other people's clothes.	Contents	Grammar My/ His/ Her favourite (socks) is/are (blue). Today, I'm/He's/She's wearing (green glasses)	Checklist	A set of colour sheets Handout: sentence completion
			Vocabulary Clothes (coat, dress, hat, jumper, shoes, skirt, socks, trousers, glasses, T-shirt) Colours (black, blue, brown, grey, green, pink, purple, red, yellow, white)		
Language Analysis					
coat /kəʊt/ dress /dres/ glasses /glɑ:sɪz/ hat /hæt/ jumper /'dʒʌmpə/ shoe (singular) /fʊ:/ shoes (plural) /fʊ:z/ skirt /skɜ:t/ sock (singular) /sɒk/ socks (plural) /sɒks/ trousers /trauzəz/ T-shirt /'ti: ʃə:t/ black /blæk/, blue /blu:/, brown /braʊn/, grey /greɪ/, green /gri:n/, pink /pɪŋk/ purple /'pɜ:pl/, red /rɛd/, yellow /'jeləʊ/, white /wʌɪt/ In British English we say either <i>jumper</i> or <i>sweater</i>. In American English we say <i>sweater</i>. In American English a jumper is a type of dress with no sleeves that you wear over a shirt. In both British and American English we say /greɪ/ but the Americans spell it <i>gray</i> and the British spell it <i>grey</i>.					

Procedure

Warm-up Off the screens

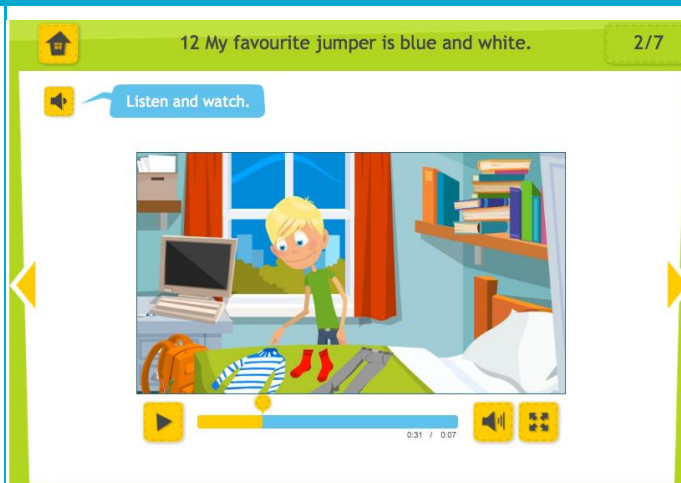
12. Revise names of colours:

Use the colour sheets (Visuals) to show colours. If you don't have a colour printer then use objects around the classroom and elicit colours from those.

Show the students a colour sheet and ask: *What colour is this?*

Screen 2

Alex: *This is my favourite jumper.
It's blue and white.
And these are my favourite socks.
They are red.
Today I'm wearing a green T-shirt and
blue trousers.
I like these trousers, they are my
favourite, they're grey.*



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

1. Ask students to listen and watch, do it for a few times and ask students to join in.
2. After listening a few times, children repeat what Alex says.
3. After repeating a few times, students take turns to act out the scene class.

Screen 3

Key: 1 jumper 2 socks 3 T-shirt
4 trousers 5 trousers



Drag the item of clothing into the right gap in the text

Additional activity: Handout – one for each of the students to further practise the clothes vocabulary. The children to listen to the recording again and fill in the gaps by hand.

Handout



*This is my favourite (1)_____.
It's blue and white.
And these are my favourite (2)_____.
They are red.
Today I'm wearing a green (3)_____ and
blue (4)_____.
I like these (5)_____, they are my
favourite, they're grey.*

Ask students to complete the text.

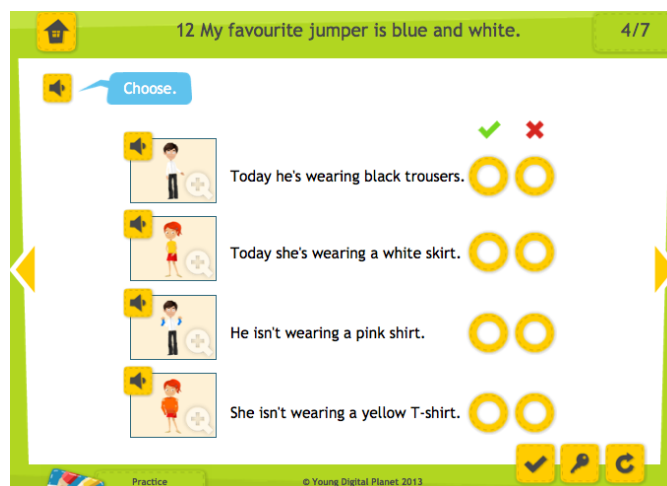
In weaker groups use the set of words from the bottom of the handout, in stronger groups, cut this part out.

Ask students to put the handout in their notebooks.

Key: 1 jumper 2 socks 3 T-shirt 4 trousers 5 trousers

Screen 4

Key: 1 true 2 false 3 true 4 true
5 true 6 false



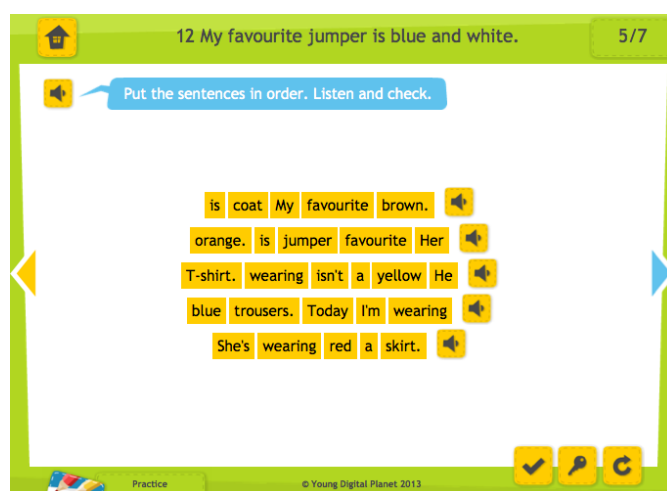
True/False exercise:

Children read sentences and click to choose True/False.

Screen 5

Key:

- 1 My favourite coat is brown.
- 2 Her favourite jumper is orange.
- 3 He isn't wearing a yellow T-shirt.
- 4 Today I'm wearing blue trousers.
- 5 She's wearing a red skirt.



Word ordering exercise:

Children reorder sentences. Then they listen to check.

Additional activity (no supplementary materials):

Children listen and repeat aloud after ordering the sentences.

Screen 6

My favourite jumper is blue and white. Today I'm wearing a green shirt and blue trousers.

His favourite socks are blue. Today he's wearing black trousers and a white shirt.

Her favourite jumper is orange. Today she's wearing a red skirt and a yellow T-shirt.



Give the students the instructions for the Look and listen activity.

The children listen and read along as the recording plays.

Additional activity: Now it's your turn (no supplementary materials):

Children work in pairs and talk about their favourite clothing item and the clothes they're wearing today. Then with a different partner, they talk about their previous partner

Handout



This is my favourite (1)_____ .

It's blue and white.

And these are my favourite (2)_____ .

They are red.

*Today I'm wearing a green (3)_____ and
blue (4)_____ .*

*I like these (5)_____ , they are my
favourite, they're grey.*

Coloured sheets – VISUALS

