



Syllabus



S The school fair	School subjects Adjectives to describe people	<i>What's (Tom) like?</i> <i>He's (a bit untidy, quiet and shy).</i>
Vocabulary Grammar		
1 My clothes	Clothes Adjectives to describe clothing	<i>I wear / don't wear (a helmet).</i> <i>He is wearing / isn't wearing (a hat).</i> <i>The (sweatshirt) is too (big). The (trousers) aren't (small) enough.</i>
2 Adventure holiday	Outdoor activities and equipment Survival kit equipment	<i>He was / wasn't (really loud).</i> <i>They were / weren't (cold).</i> <i>I (jumped / didn't jump).</i> <i>(Where) did you (go)? I (went to an activity camp).</i>
3 I ♥ my city	Objects and places in the city Things to do in the city	<i>I was / wasn't (riding a horse).</i> <i>We were / weren't (eating at 2pm).</i> <i>Was he (having lunch)? Yes, he was. No, he wasn't.</i> <i>I was (reading) when the phone (rang).</i>
 Project 1: A healthy life digital poster	Healthy habits	<i>How often do you (do exercise)?</i> <i>What kind of (sports) do you (do)?</i> <i>How much time do you spend (watching TV) every day?</i>
4 My technology	Expressions for using technology Using touchscreen devices	<i>I have to / don't have to (carry CDs).</i> <i>She had to / didn't have to (leave).</i> <i>If / When you (press here), you (take a photo).</i> <i>What happens if you (heat ice)? It (changes to water).</i>
5 Amazing animals	Parts of an animal's body Animals	<i>It must / may / might / could / can't (be a koala).</i> <i>What does it look / taste / feel / smell / sound like?</i> <i>It (looks) like (a snake).</i> <i>Does it (sound) like (a dog)? Yes, it does. No, it doesn't.</i>
6 Entertainment	Forms of entertainment Making art and entertainment	<i>I have / haven't (listened to the song).</i> <i>He has / hasn't (seen the clip).</i> <i>Has she (ever eaten African food)? Yes, she has. No, she hasn't.</i> <i>Have you ever made a cake? Yes, I have. I made one last week.</i>
 Project 2: A film script	Life in medieval times	<i>Have you ever (seen a historical film)?</i> <i>(Nobles) were (loyal to the king) and lived in (castles).</i> <i>(Peasants) didn't live in (castles). They lived in (huts).</i>
7 A helping hand	Preparing for a party Accidents	<i>I have already (made a cake).</i> <i>She hasn't (swept the floor) yet.</i> <i>Have they (sent the invitations) yet? Yes, they have. No, they haven't.</i> <i>He has just (eaten a healthy snack).</i>
8 Green technology	Recyclable objects and materials How paper is recycled	<i>(Rice) is / isn't (grown in Japan).</i> <i>(Robots) are / aren't (produced in the UK).</i> <i>Where are (those T-shirts made)? They're (made in Japan).</i> <i>What is (grown in Japan)?</i>
9 Amazing places	Natural places Holiday items	<i>I am / am not (going camping this weekend).</i> <i>Are you (staying with your grandmother next week)?</i> <i>Yes, I am. No, I'm not.</i> <i>If you (search on the Internet), you'll (find lots of photos).</i> <i>If we (are late), they won't (let us in).</i>
 Project 3: An eco tourist attraction	Environmental features and landscapes	<i>We've chosen (an Arctic environment).</i> <i>I think it should be (in a dome in the town).</i> <i>What about (having hills and snow)?</i>
Festivals	Happy New Year!	World Environment Day

What does (Tom) look like?
He's got (short black hair and brown eyes).
He's (medium height).

He's the person who's (wearing blue jeans).
It's the place where (you can win a coconut).
It's something which (you use to take photos).

Pronunciation	Culture	Literacy	21st Century Skills	Cross-curricular links
Stressed syllables in words	Story: The invention of Velcro in Switzerland	A magazine article	21st Ways of thinking: developing your ideas	Science: Properties of materials Arts and Crafts: Proportion in figure drawing
Intonation in <i>Did ...?</i> and <i>Wh-</i> questions in the past	Story: The discovery of ancient cave paintings in France	A travel blog	21st Digital skills: researching a topic online	Science: Prehistoric art Arts and Crafts: Scale and proportion
Weak and strong forms of <i>was</i>	Story: The tragedy of Pompeii in Italy	A story opener	21st Ways of working: making detailed comparisons	Science: Volcanic activity Arts and Crafts: Contour lines
<i>It's important to (brush your teeth). You should / mustn't (eat plenty of fruit). You need (lots of sleep).</i>		 Designing a healthy life digital poster in groups		Science: Being healthy Arts and Crafts: Still life drawing
Intonation in zero conditional sentences	Story: How a man's life was saved by a webcam in Germany	A review	21st Digital skills: using technology to help us	Science: Technology Arts and Crafts: Tints and shades
Rising and falling intonation in questions	Story: The myth of the bunyip in Australia	A newspaper report	21st Living in the world: protecting animals in danger	Science: The five types of vertebrates Arts and Crafts: Light and shadows
The weak 'e' sound in past participles	Story: The creation of the African Children's Choir in Uganda	A poem	21st Ways of thinking: being creative and original	Science: Entrepreneurship Arts and Crafts: Shade and shadow
<i>Will you (help me)? I must (take it) to the market. I'll (help you).</i>		 Writing and performing a script set in medieval times in groups		Science: Medieval civilizations Arts and Crafts: Medieval art
Sentence stress in the present perfect	Story: The discovery of a cure for diabetes in Canada	A publicity leaflet	21st Ways of working: being a leader	Science: The tertiary sector Arts and Crafts: Depth in landscapes
Stress in countries' names	Story: Robotic fish made from recycled objects in Japan	Instructions	21st Digital skills: using a digital poster to persuade	Science: Recycling Arts and Crafts: Linear perspective
Contracted forms of <i>will</i> and <i>won't</i>	Story: The legend of the Vitória Régia water lily in Brazil	A travel itinerary	21st Ways of thinking: thinking about how other people live	Science: Ecosystems Arts and Crafts: Points of view
<i>The visitors can (go skating). Why don't we call the attraction (Snow World)?</i>		 Designing an environmental attraction in groups		Science: Landscapes and landforms; Flora; Fauna Arts and Crafts: Roman mosaics

Objectives In this unit, I will ...

- learn the names of different clothes.
- talk about routines and about actions that are happening at the moment.
- learn about Switzerland and a Swiss inventor.
- describe clothes using *too* and *not enough*.
- read and write a magazine article about some amazing clothes.
- have a conversation about your favourite item of clothing.
- learn how to develop ideas.

Look! I've got a message from a boy in Switzerland. He's got one of my balloon labels.



Hi Jess,
My name's Nico. I live in Switzerland and I found your balloon label near my house in the mountains. How amazing!



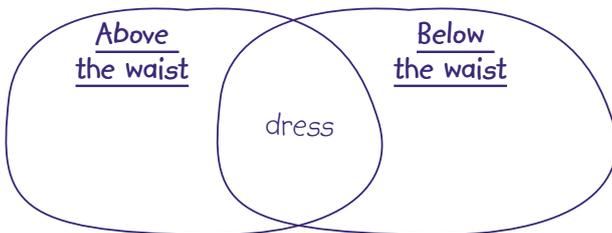
The question you asked was: **What's your favourite item of clothing?** That's an easy question for me. It's my ski jacket because I'm mad about skiing. Here are some photos of the clothes my friends and family love wearing.



1 Look at Nico's photos. **Whole Class**
Answer the questions.

- 1 What are the children doing?
- 2 What are they wearing?
- 3 Which clothes do you like the best?

2 **Thinking skills** Copy the chart. Complete it with the clothes you know.



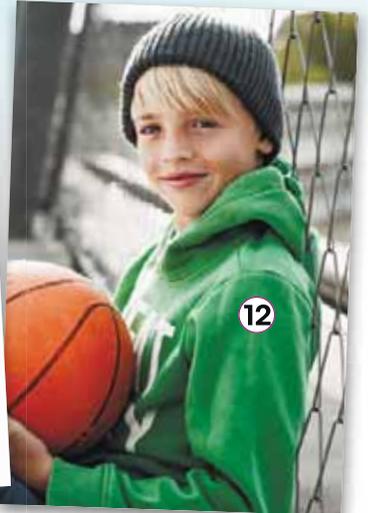
3 Look and match. Listen, check and repeat.



leggings tights baseball boots tie
waistcoat sweatshirt belt jeans
tracksuit cardigan polo shirt top

4 Listen and do the vocabulary quiz.





My friends prefer casual clothes.

5 **Thinking skills** Read the rest of Nico's message. Choose T-shirts for Heidi and Jan.



Do you like shopping for clothes? I want to buy T-shirts for two of my friends, but I can only spend 15 euros in total.

Can you help me choose one for Heidi and one for Jan? Here are photos of six cool T-shirts.

Heidi loves fashion. She often wears smart clothes at the weekend, but she usually wears casual clothes for school. She never wears dark colours like brown or black because she says they're boring. Her favourite colours are yellow and red.

Jan isn't very interested in fashion and he never wears bright colours like yellow or orange. He loves hip-hop music and skateboarding, and his clothes are always big and comfortable. He usually wears shorts or trousers that are a bit too big for him. He often wears cool T-shirts with graffiti on them, too.

T-SHIRT WORLD

Here are our top-selling T-shirts this month ... Click on the price to buy!

<p>a</p>  <p>€10</p>	<p>b</p>  <p>€8</p>	<p>c</p>  <p>€8</p>
<p>d</p>  <p>€7.50</p>	<p>e</p>  <p>€6</p>	<p>f</p>  <p>€6</p>

6 **Communicate** Ask and answer about clothes.



What do you usually wear at the weekend?

I usually wear ...

What's your favourite item of clothing? What does it look like?

My favourite item of clothing is ...



1 Lesson 2 Grammar

1 Look at the photo. Can Nico ski in the autumn? Read and listen to find out.



Hi, Nico. Did your friends like the T-shirts?

Yes, they did. Thanks for your help.



You're welcome. Do you usually wear T-shirts?

Yes, I do. But I'm not wearing one now. I'm wearing my ski clothes.



Your ski clothes? But it's autumn. You can't ski in the autumn.

You can in Switzerland. Some ski stations are open all year here.



That's incredible! Are you wearing a helmet?



Yes, I am. I always wear a helmet and I always wear goggles to protect my eyes. Look!



What a great photo! But how can you use your phone when you're wearing gloves?

It's easy. My gloves fasten with Velcro, so I can put them on and take them off really quickly. Velcro is a really cool material. I'll send you some information about it.



2 **Communicate** Read the dialogue again. Ask and answer.

- 1 What does Nico usually wear?
- 2 What's he wearing now?
- 3 What does Nico always wear when he goes skiing?
- 4 What material is on Nico's gloves?

3 Look and learn.

Grammar Wall

Present simple & present continuous

Present simple

I/You/We/They	wear don't wear	a helmet.
He/She/It	wears doesn't wear	
Do	you/we/they	a T-shirt?
Does	he/she/it	

Present continuous

I	am/am not	wearing a hat.
You/We/They	are/aren't	
He/She/It	is/isn't	
Are	you/we/they	wearing a helmet?
Is	he/she/it	

4 Read and think. Answer.

Think about grammar

- Which tense do we use when ...
- 1 we talk about things that are happening now?
 - 2 we talk about routines?



5 Look at the dialogue in Activity 1 again. Find more examples of the present simple and the present continuous.

6 **Communicate** Ask and answer.

- 1 What do you usually wear to do sport?

I wear shorts and a T-shirt to do sport.

- 2 What are you wearing now?
- 3 What do you do in your free time?
- 4 What are you doing now?
- 5 Which language do you usually speak at home?
- 6 Which language are you speaking now?

Before you read

1 Thinking skills *Whole Class*
Read and discuss.

- Are you wearing any clothes with Velcro today?
- Touch the material. Is it ...
 - strong or weak? smooth or rough?
 - heavy or light? noisy or quiet?
- Do you think astronauts use Velcro in space? How?

Nico's ski gloves have got a really cool material called Velcro. He sent me some information about the inventor of Velcro.



2 Listen and read. *CD1 10*

A brilliant idea

This story begins in Switzerland in 1948. George de Mestral, an engineer, takes his dog for a walk. He's wearing woollen trousers and a woollen jacket.

1 George walks through a forest with his dog. There are lots of wild plants and flowers.

Follow me. Good dog!

2 After the walk, George notices that there are seeds on his woollen clothes and on the dog's fur.

Oh dear! These seeds are very difficult to take off.

3 He's very curious about the seeds, so he looks at them under a microscope.

How interesting! They've got lots of tiny hooks.

4 George invents a material that has got the same tiny hooks as the seeds. The material can stick together, but people think it's a silly idea.

This material is too heavy and it isn't pretty enough.

5 George works on his invention for ten more years. He uses nylon, which is strong and light. He calls the new invention Velcro.

What a brilliant idea!

6 Now people all over the world use Velcro. You can find it on all kinds of clothes and shoes.

Did you know that astronauts have got a piece of Velcro inside their helmets so they can scratch their noses?

After you read

➔ Go to page 8 in your Activity Book.

Values

- How long did it take George to invent Velcro?
- Do you think he got tired of his work?
- Which things take you a long time to do?

1 Lesson 4 Grammar and Pronunciation

1 Listen and read. Act out. CD1 12



Tom: That story about Velcro was really interesting. Are you wearing any Velcro, Jess?
Jess: Yes, I am. I've got some on my watch strap.
Tom: But your strap is too big. Your watch will fall off.
Jess: Don't worry. I can make the strap smaller.



Tom: Be careful! The strap isn't big enough now.
Jess: Ow! You're right.
Tom: Can you change it again?
Jess: Yes, of course. It's perfect now.

2 Look and learn.

Grammar Wall

too & not enough

The sweatshirt	is isn't	too big. small enough.
The trousers	are aren't	too small. big enough.

3 Read and think. Choose.

Think about grammar

- 1 We write **too** before / after the adjective.
- 2 We write **enough** before / after the adjective.



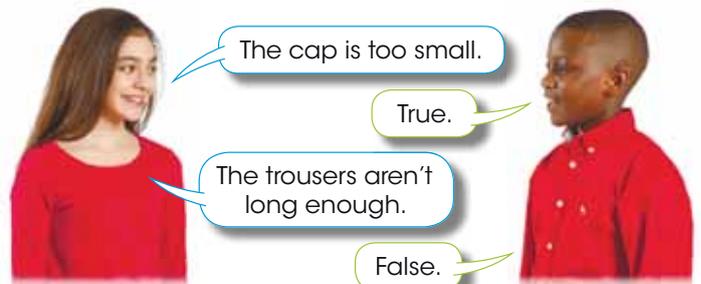
4 Look at the story on page 11 and the dialogue in Activity 1 again. Find examples of *too* and *not enough*.

5 Listen and read. Why is a part of each word underlined? Listen again and repeat. CD1 13

Pronunciation

trousers sweatshirt enough
cardigan comfortable fashionable
unfashionable uncomfortable

6 Communicate Play a memory game.



1 Look and match. Listen, check and repeat.



short-sleeved flowery baggy plain striped long-sleeved tight patterned



2 Listen and match the names to the children.



Andy Karen Sue Harry Jack

Listening tip!

Look carefully at the picture before you listen. What are the children wearing?



3 Listen again. Write five adjectives that the children use to describe the clothes.



4 **Communicate** Ask and answer to find eight differences.

Teacher's Resource Bank: Unit 1

What's Sally wearing in your picture?

Is she wearing baggy trousers?

She's wearing baggy trousers in my picture.

She's wearing trousers and a T-shirt.

No, she isn't. She's wearing tight trousers.

Great! That's one difference.

Key learning outcomes: identify and say adjectives for describing clothes; listen for specific information
Vocabulary: adjectives to describe clothing

Before you read

1 Read and discuss. 

- Where can you buy magazines?
- Why do people read magazines?
- How often do you read a magazine?

- Do you enjoy reading about the topics below in a magazine?

fashion technology animals films and TV
 history cities and countries sport music

2 Look at the title. What do you think the article is about? Read and find out.

Reading tip!

Use the title to make predictions about the text before you read.

Amazing materials



The material of the future

You know that wool comes from sheep and cotton comes from plants. But did you know that some materials come from the bottom of the sea? The hagfish is a small, long fish that lives on the sea floor. When another animal attacks it, it produces lots of **sticky** slime. This slime is clear, strong and very **stretchy**. It's also smooth and light when it's dry. Scientists in Canada think that we can use this slime to make strong, soft clothes in the future. They say that the material is natural and good for the environment, too. Are you ready to wear a T-shirt made from hagfish slime?

Goodbye, washing machines!

Every week, we need to wash our clothes with soap and water to get them clean. It takes a long time and the soap can sometimes harm the environment. Scientists in China have got an incredible solution: clothes that clean themselves. These clothes have got a special **chemical** on them. When the clothes are dirty, you put them in the sunlight and the chemical removes the **stains**. The chemical also removes bad smells. Will smelly socks be a thing of the past?



sticky (adj)



stretchy (adj)



chemical (n)



stain (n)



cloak (n)



bend (v)



Where are you?

Would you like to disappear when it's time to tidy your room or wash the dishes? What you need is an invisibility **cloak**. Scientists around the world are working hard to create a special material that **bends** light around an object. When you wear this material, people can't see you. They see what's behind you. This amazing material is perfect for hiding things and people, too. Will you have an invisibility cloak in your wardrobe in the future?

After you read

3 What do you think? 

- Which material is the most amazing? Why?
- Which material is the most useful? Why?

➔ Go to page 11 in your Activity Book.

Text type: **a magazine article****Investigate a text!**

- 1 Read the information. Think of three questions.



It's a good idea to ask yourself questions about the topic before you read and write. You're going to read about a spy jacket. What questions do you want to ask?

- 2 Read the magazine article. Does it answer your questions?

title →

question →

description →

opinions →

The perfect spy jacket

Would you like to be a spy? If the answer is yes, then you'll love this amazing spy jacket. It looks like a normal jacket, but it's got pockets for all your equipment. There's a pocket for your mobile phone and your radio. There are also pockets for a notebook, maps, sunglasses and a camera. The pockets have got special zips so they can open and close silently. The jacket is light. It's waterproof, too.

The most exciting thing about the spy jacket is that the sleeves are attached with magnets. You can take the sleeves off and turn the jacket into a waistcoat in seconds.

This is perfect when you need to change your appearance quickly!

Would you wear this spy jacket? Let us know what you think: opinions@kidsmag.com



Discuss a text

- 3 Read the article again. Answer the questions.



- 1 What's the title of the article? Is it a good title? 3 What do we learn about the jacket?
 2 What question does the writer ask? Why? 4 Does the writer like the jacket?

**Writing skills:** Adding new information

- When we want to add new information, we can use the linkers **and**, **also** and **too**.
- We usually write **and** in the middle of a sentence:
*There's a pocket for your mobile phone **and** your radio.*
- We write **too** at the end of a sentence: *It's waterproof, **too**.*
- We write **also** before the main verb in a sentence, but we write it after the verb *to be*:
*There are **also** pockets for a notebook, maps, sunglasses and a camera.*

- 4 Look at the two articles again. Find examples of the linkers *and*, *also* and *too*.

➔ Plan and write a magazine article on page 12 in your Activity Book.

Key learning outcomes: identify features of a magazine article;
 identify linkers used to add new information in a text; write a magazine article

1 Lesson 8 Speaking and Self-evaluation

1 Describe the clothes. What kind of clothes do you think Julia likes?



2 Listen to the conversation. What's Julia's favourite item of clothing? Why?



3 Listen again. Complete four questions that Anna asks.



- What ... like?
- When ...?
- Where ...?
- Why ...?

4 → Prepare a conversation about your favourite item of clothing on page 13 in your Activity Book.



Conversation time

Remember to show interest when you listen to your partner.



Really?
Is that right?
Oh?
No way!



Go to the Song Bank, page 125.

5 **Reflect on the unit** Read and think about your learning. What can you do now?



Hi, Nico. Thanks for all your messages. I'm really happy to have a new friend in Switzerland and I've learnt a lot.

No problem, Jess. Let's speak soon!



I can talk about my routines and what I'm doing now.

I can find Switzerland on a map and talk about a Swiss inventor.

I can read and write a magazine article.

I can have a conversation about my favourite item of clothing.

→ Do the Unit Review on page 14 in your Activity Book.



Welcome to Channel 21! Our first programme is about fashion. Are you interested in fashion? What's your style?

1 Watch the video. Read and say the sentences in the correct order.

- a The fashion designer talks about her ideas.
- b The fashion designer checks the clothes.
- c The fashion designer sketches her ideas.
- d The fashion designer cuts the material.
- e The fashion designer sews the material.



2 Watch the video again. What does Amy think about these clothes? Do you agree?



3 Read, think and answer.

Developing your ideas



It's important to develop your good ideas. Read these tips. Can you think of any other tips?

Do some research.

Talk about your ideas.

Write your ideas down.



4 Work with a partner. Read and decide which items you will include in your sports kit.

Design competition



Are you creative?
Do you like designing clothes?
We need a new sports kit for the school basketball team.



Send your designs to MrPalmerPE@school.com.
The winner will receive an amazing drawing tablet.

I think shorts are a good idea.

I agree. Let's write that down. What else?

What about having a bag for the sports kit?

1 Order and write the words. Match.

1 ginggles

leggings

2 opt

3 leslabab obots

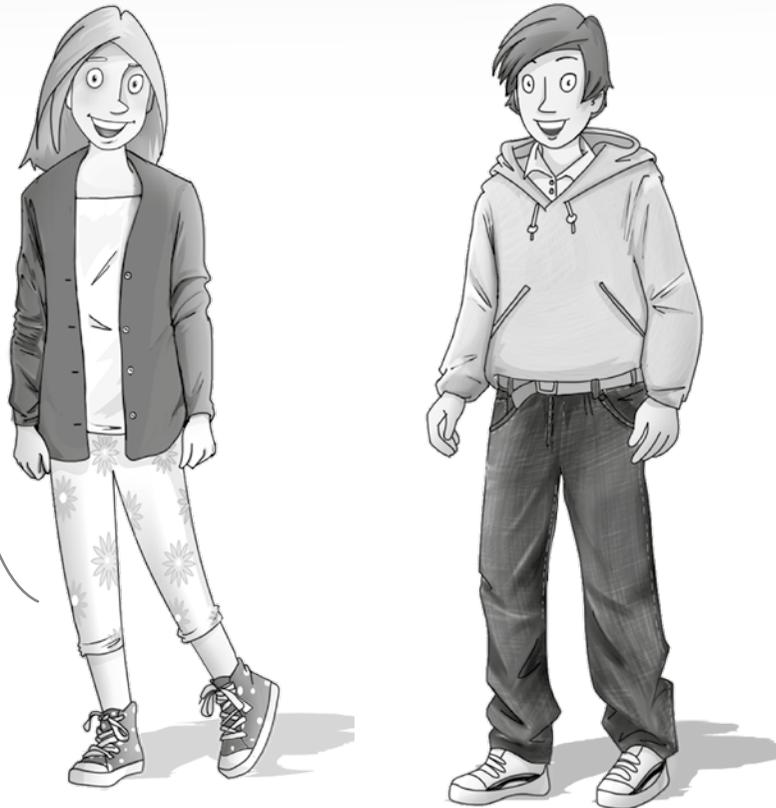
4 nacgidar

5 nejas

6 loop hisrt

7 tashtwiser

8 telb



2 Read and complete the definitions.

1 Girls wear _____ on their feet and legs when it's cold. They can be different colours.

2 You wear a _____ over a shirt or T-shirt. It hasn't got any sleeves.

3 Boys wear a _____ around their neck. It's long and thin.

4 You wear a _____ when you do sport. It's got a top and bottom part.

5 You wear a belt _____

6 You wear leggings _____

3 Read and remember the grammar in the lesson.

I like wearing casual clothes. I love / like / hate / don't mind wearing a tie.

4 Read and answer. Ask and answer.  

1 Do you prefer wearing bright or dark colours? _____

2 Which clothes do you love wearing? _____

3 Which clothes do you hate wearing? _____

1 Read and circle the correct tense.



- 1 Nico always *wears* / *is wearing* a helmet.
- 2 My friends often *do* / *are doing* sports in their free time.
- 3 I *like* / *am liking* skiing.
- 4 It *isn't snowing* / *doesn't snow* at the moment.
- 5 Do you *swim* / *are you swimming* every Saturday?
- 6 I *wear* / *am wearing* goggles now.



Present simple & present continuous

2 Complete the sentences. Use the present simple or the present continuous.

- 1 I _____ (get up) at eight o'clock every day.
- 2 What _____ you _____ (read) now?
- 3 The children _____ (not speak) English at the moment.
- 4 I usually _____ (wear) a tracksuit to do P.E.
- 5 It _____ (not snow) in August in England.
- 6 It _____ (rain) this morning.



3 Listen and complete the notes.



Ice skating lessons

Day: (1) _____

Time: (2) at _____

Teacher's name: (3) _____

Price per hour: (4) _____

Clothing: must wear (5) _____ clothes and (6) _____



4 Read and answer. Ask and answer.



- 1 Which sport do you often do? _____
- 2 What do you usually wear when you do this sport? _____
- 3 What are you wearing now? _____

Which is the odd one out? Why? often / always / swim / sometimes

After you read

1 Remember the story. Read and answer the questions.

- 1 What does George find on his clothes? He _____
- 2 What does George see on the seeds? He _____
- 3 What do people think of George's first invention? They _____
- 4 What does George invent ten years later? He _____
- 5 What's this material like? It's _____
- 6 Where can you find Velcro now? You _____

2 Listen and complete Jess's story review. Write one word each time. Circle the correct number of stars.



A brilliant idea

An 1 _____ called George de Mestral takes his dog for a walk through a forest. After the walk, George finds some 2 _____ on his clothes. He discovers that these have got lots of 3 _____ and he uses this information to invent a new 4 _____. George shows the material to people, but they don't like it. Later, he uses a material called 5 _____ to make the hooks. The story ends 6 _____ years later when George creates 7 _____. Now people all around the world use this amazing material. My favourite part is the fact about 8 _____.



Opinion: I think the story is really 9 _____ and I give it 10 _____ stars. ☆☆☆☆☆

3 Thinking skills What do you think of the story?

I think _____
 I give it _____ stars. ☆☆☆☆☆

4 Find out about Switzerland with your family.



- 1 Where's the country located? _____
- 2 Which mountain range is in the south of Switzerland? _____
- 3 Which is the highest mountain? _____
- 4 What's an Alphorn? _____
- 5 What food is Switzerland famous for? _____



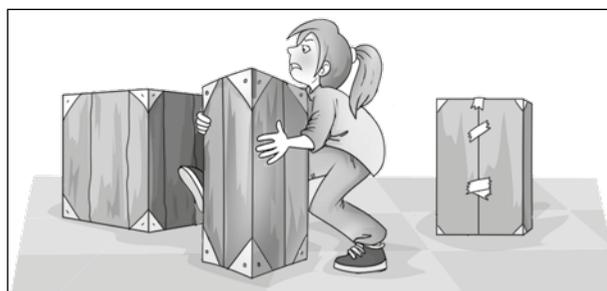
too & not enough

1 Read and circle the correct sentence.



- 1 He is too young.
He isn't young enough.
- 2 He is too old.
He isn't old enough.

2 Look and write the sentences.



- 1 (heavy) The box _____
- 2 (light) The box _____
- 3 (strong) The girl _____
- 4 (weak) The girl _____

3 Where's the stress? Write the words in the chart. Listen and check.



~~trousers~~ cardigan uncomfortable umbrella fashionable
uniform sandals bracelet pyjamas unfashionable

1 Oo	2 oOo	3 Ooo	4 oOoo
trousers	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4 **Cooperative learning** Work with a partner. Read and write.

1 Name three things that are too expensive for you to buy.

2 Name three vehicles that you aren't old enough to drive.

3 Name three places that aren't near enough to visit.

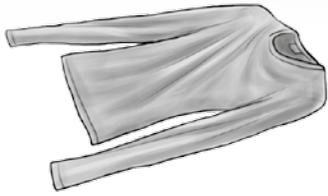
➔ For more grammar practice go to page 102.

Which is the odd one out? Why? sunglasses / bikini / shorts / gloves

1 Lesson 5 Vocabulary, Reading and Writing



1 Look and write the adjectives and clothes.



1 a long-sleeved top



2 a _____ skirt



3 _____ trousers



4 _____ trainers



5 _____ waistcoat



6 _____



7 _____



8 _____

2 Read and complete. Write one word each time.



Hi. My name (1) is Emma and I live in Oxford. I'm eleven years old and I (2) _____ got an older sister called Sue. My sister loves (3) _____ shopping and she's really fashionable. In this photo, she's wearing a striped (4) _____ and a plain (5) _____. She's wearing a (6) _____ of sandals, too. My sister prefers (7) _____ smart clothes, but I usually (8) _____ sporty clothes. In this photo, I'm wearing a (9) _____ and a pair of (10) _____ because I'm going to play basketball with my friends.



3 Read and learn.

Word building

You can make the opposite of some adjectives by adding the prefix *-un*.

fashionable
un*fashionable*

4 Which six adjectives use *un-* to make the opposite? Write the words.

comfortable difficult tidy kind healthy fair baggy happy

- 1 comfortable uncomfortable
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

After you read

1 Read the sentences and circle the correct words.

- The hagfish slime is *sticky* / *smooth* / *rough* when it's dry.
- The hagfish slime is *clear* / *dark* / *white* when it's wet.
- The chemicals can remove *bad smells* / *soap* / *the colour* from some clothes.
- The invisibility cloak stops people *hearing* / *seeing* / *touching* you.
- The invisibility cloak bends light *around* / *under* / *through* a person.
- The chemicals work on a *rainy* / *windy* / *sunny* day.



2 Read the definitions and find the words in the text.

- This word describes a material that gets longer when you pull it. _____ stretchy _____
- This is a long coat that hasn't got any sleeves. a _____
- This is a mark on clothes, for example from chocolate. a _____
- This is a product that is used for cleaning your clothes. a _____
- This word describes a sock that has a bad smell. _____

3 Listen and complete the advert for a hagfish T-shirt.



Be the first to buy an amazing hagfish T-shirt.

Available in 1 _____ amazing colours

Available in three different sizes: 2 _____, medium and 3 _____

Soft, 4 _____ and very resistant

Easy to 5 _____

Special offer: One T-shirt costs 6 _____ pounds and two T-shirts cost 7 _____ pounds

To order, phone: 8 _____

4  Cooperative learning Work with a partner. Design an advert in your notebook for one of the other materials from the text.

Material and clothes: _____

Description: _____

Special offer: _____

Where to buy it: _____

Develop your writing skills

1 Write new sentences. Use *and*, *also* and *too*.

- 1 The material is soft. The material is strong. (and)
The material is soft and strong. _____
- 2 There's a pocket for a torch. There's a pocket for a notebook. (too)

- 3 This material is cheap. This material is good for the environment. (also)

- 4 The T-shirt is bright. The T-shirt is colourful. (and)



Plan your writing

2 Cooperative learning Work with a partner. Plan a magazine article. Make notes.

1 What's your amazing item of clothing? _____

2 Why is it special? _____

3 What's it made of? _____

4 What does it look like? _____

5 What's your opinion about it? _____

6 What two questions can you ask the reader? _____

7 What's the title of your article? _____

3 Now write your magazine article in your notebook. Remember to start with the title and a question for the reader.

4 Learning to learn Read your magazine article to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

- My article has got an exciting title.
- My article asks the reader a question at the beginning.
- My article has got interesting facts and information.
- My article has got an opinion.
- My article uses linkers to add information.

1 Complete the conversation. Use expressions to show interest. Act out. 

What's your favourite item of clothing?

It's my jacket.

_____? What's it like?

It's long and it's got purple spots.

_____! What's it made of?

It's made of leather.

Prepare a conversation

2  Thinking skills Make notes about your favourite item of clothing.

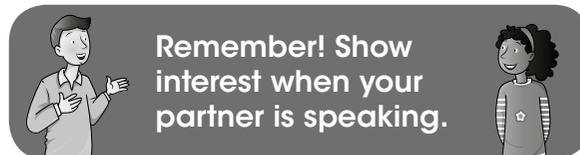
What it's like _____ _____	{ My favourite item of clothing }	When I wear it / them _____ _____
Why I like it / them _____ _____	{ _____ }	Where I bought it / them _____ _____

3 Write questions to ask your partner.

- 1 *What's your favourite item of clothing?* _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Have a conversation

4 Talk with a partner about your favourite item of clothing. 



5 **Reflect on the unit** Read and complete the sentences.



- I think that my work in Unit 1 is _____
- Now I can _____
- I can also _____
- In the next unit I want to practise _____ more.

Cooperative learning Work with a partner to do the quiz.

1 Think about the new words in this unit. Read and write.

- Three things you wear on your legs: _____
- Two things you wear to look smart: _____
- Three things you wear on a cold day: _____

2 Write the opposites of the adjectives.

- baggy / _____ plain / _____ fashionable / _____
 smart / _____ long-sleeved / _____ comfortable / _____

3 Complete the sentences. Use the present simple or the present continuous.

go not eat like do make

- Peter's busy now. He _____ his homework.
- I _____ wearing comfortable clothes.
- We often _____ to the beach at the weekend.
- The children _____ their lunch now.
- Be quiet, please. You _____ too much noise.



4 Write the time expressions in the chart.

usually at the moment now often never this morning right now sometimes

Present simple	Present continuous
usually _____	_____
_____	_____

5 Complete the sentences. Use *too* and *not enough*.

- The sweater is too small.
The sweater isn't big enough.
- The trousers aren't long enough.

- The shirt is too baggy.

- The shoes aren't comfortable enough.

6 Look and order the letters. What's the mystery word?



The mystery word is: _____

Definition: _____

Well done. Give me five!



Developing your ideas

1 Listen and look. Which is the children's design? Tick (✓) the items of clothing.



1    

2    

3    

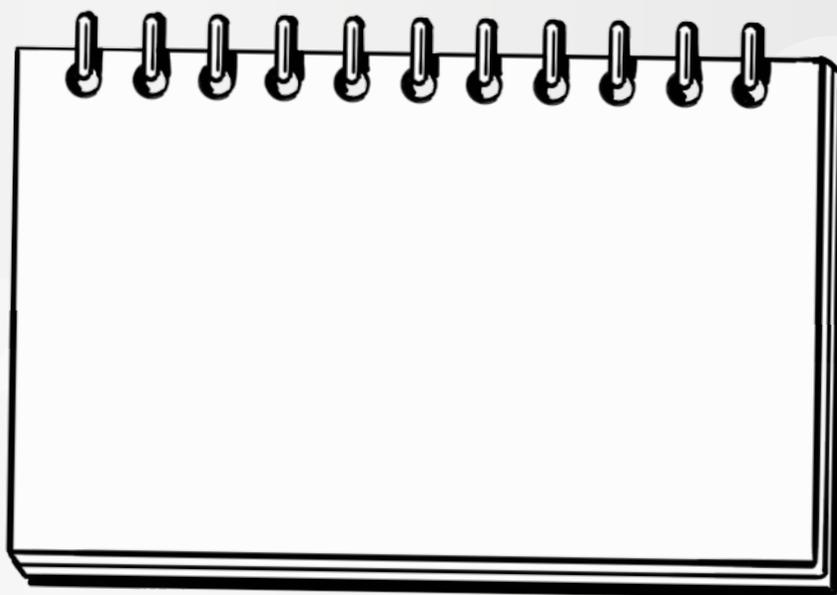
2 Listen again. Number the sentences in the order the children say them.



- | | | | |
|------------------------------------|--------------------------|------------------------------------|----------------------------|
| a I agree with you. | <input type="checkbox"/> | d I prefer a patterned T-shirt. | <input type="checkbox"/> 1 |
| b I think a dark colour is better. | <input type="checkbox"/> | e Now we need to choose the socks. | <input type="checkbox"/> |
| c Which ones do you prefer? | <input type="checkbox"/> | f I like these plain white ones. | <input type="checkbox"/> |

3  **Cooperative learning** Work with a partner. Develop your ideas for a basketball kit. Sketch the kit.

- 1 What items of clothing do you want in your kit?
- 2 Do you prefer plain or patterned clothes?
- 3 What colours do you like?
- 4 How can you make your design special?



4 Share your ideas with another pair. Listen to their suggestions. Do you want to make any changes to your design? 

We want striped shorts in our kit.

Is that right?

Unit 1 My clothes

Unit overview

Key Competences and Key Learning Outcomes

- Review and learn the names of clothes (Lesson 1)
- Review and contrast the present simple and the present continuous tenses (Lesson 2)
- Learn and practise using 'too' and 'not enough' to say what's wrong (Lesson 4)
- Review and learn adjectives to describe clothing (Lesson 5)
- Learn about and use the linkers 'and', 'also' and 'too' (Lesson 7)
- Talk about your favourite item of clothing (Lesson 8)
- Watch and understand a video about making clothes (Video and 21st Century Skills)

- Learn about different types of materials (Lesson 6)

- Use the Pupil's App on Navio
- Investigate Switzerland (Lesson 3)

- Identify and practise saying the stress in words (Lesson 4)
- Reflect on your own learning (Lesson 8)
- Practise activity types found in the Cambridge Exams: A2 Key for Schools

- Think about the importance of perseverance (Lesson 3)

- Work in pairs and small groups to practise and reinforce learning (all lessons)
- Do a communication task (Lesson 5)
- Design a sports kit (Video and 21st Century Skills)

- Read and understand a story (Lesson 3)
- Learn about Switzerland and a Swiss inventor (Lesson 3)
- Read a magazine article (Lesson 6)
- Write a magazine article (Lesson 7)
- Sing a song (Lesson 8)

Vocabulary

Core vocabulary

baseball boots, belt, cardigan, jeans, leggings, polo shirt, sweatshirt, tie, tights, top, tracksuit, waistcoat; baggy, flowery, long-sleeved, patterned, plain, short-sleeved, striped, tight

Extension vocabulary (optional)

blazer, blouse, pyjamas, suit, underwear, uniform; dark blue, light green, gold, silver

Other vocabulary

bright, casual, dark, fashionable, clear, comfortable, rough, smart, smooth, sticky, uncomfortable, unfair, unfashionable, weak; chemical, cloak, engineer, equipment, hooks, nylon, pocket, seeds, slime, stick, waterproof, zip; creative, fashion designer, interview, research, sew, sewing machine, sketch; smart, spotted

Recycled vocabulary

clothes, dress, gloves, helmet, T-shirt; big, dirty, dry, happy, healthy, heavy, kind, light, long, noisy, quiet, short, small, soft, strong, tidy, unhappy, unhealthy, unkind, untidy; astronaut, autumn, flowers, fur, invention, inventor, material, natural, watch; cotton, wool

Structures

Core structures

*I / You / We / They wear (a helmet). He / She / It wears (a helmet).
I / You / We / They don't wear (a helmet). He / She / It doesn't wear (a helmet).
I am / am not wearing (a hat). He / She / It is / isn't wearing (a helmet).
You / We / They are / aren't wearing (a hat).
Are you / we / they wearing (a helmet)? Is he / she / it wearing (a helmet)?
Do you / we / they wear (a T-shirt)? Does he / she / it wear (a T-shirt)?
The (sweatshirt is) too big. The (sweatshirt isn't) big enough.*

Recycled structures

*What's your favourite item of clothing? (Wool) comes from (sheep).
I agree with you. I disagree. Let's choose a T-shirt first. What about having some plain shorts?*

Pronunciation

Stressed syllables in words

Literacy

Text type: a magazine article (information text; writing preparation)

Reading skills: scanning

Writing skills: adding new information

Culture ... around the world

The invention of Velcro in Switzerland

21st Century Skills

Ways of thinking: developing your ideas

Thinking skills

Categorising (Lesson 1); Problem solving (Lesson 1); Analysing and applying rules (Lessons 2 and 4); Hypothesising (Lesson 3); Logical thinking (Lesson 4); Defining and describing (Lesson 5); Finding information (Lesson 6); Planning, checking and correcting (Lesson 7); Seeing another's point of view (Lesson 8); Reflecting on learning (Lesson 8)

Cooperative learning

Working together (Lessons 1–8); Collaborating (Lessons 1–8); Checking learning (Lessons 1–8); Peer evaluation and feedback (Lesson 7); Helping and encouraging (Lessons 1–8); Reaching agreement (Lesson 8); Reflecting and setting goals (Lessons 1 and 8)

Values

The importance of persevering

Cross-curricular links

Link to Science 
Properties of materials

Suggested Arts and Crafts concepts 
Proportion in figure drawing

Key Competences and Key Learning Outcomes

- Identify and say the names of clothes
- Talk about the clothes you wear
- Read information to solve a problem
- Ask and answer personal questions about clothes

Key language

- baseball boots, belt, cardigan, jeans, leggings, polo shirt, sweatshirt, T-shirt, tie, tights, top, tracksuit, waistcoat; bright, casual, dark, fashionable, smart, sporty
- What do you usually wear at the weekend? I usually wear (smart clothes). What's your favourite item of clothing? My favourite item of clothing is a (polo shirt). (My friends) prefer / like (casual clothes).
- Extension:** blouse, blazer, suit, uniform, pyjamas, underwear

Materials

- Pupil's Book pp8–9; Activity Book p6; Class CD1; Teacher's App on Navio
- Clothes flashcards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review clothing and appearance.
- Set learning objectives.

Activity 1

- Look at Nico's photos.
- Answer the questions.

Activity 2

- Copy the chart.
- Complete it with the clothes you know.

Vocabulary presentation

- Present the unit vocabulary using the clothes flashcards.

Activity 3

- Look and match.
 - Listen, check and repeat.
- ▶ CD1 Track 6 p275

Activity 4

- Listen and do the vocabulary quiz.
- ▶ CD1 Track 7 p275

Pupil's Book

Unit 1 My clothes

Lesson 1 Vocabulary

Objectives In this unit, I will ...

- learn the names of different clothes;
- talk about clothes and about actions that are happening at the moment;
- learn about Switzerland and a Swiss insect;
- describe clothes using too and not enough;
- read and write a magazine article about some amazing clothes;
- have a conversation about your favourite item of clothing;
- learn how to develop ideas.

Thinking Skills Read the rest of Nico's message. Choose T-shirts for Heidi and Jan.

Communication Ask and answer about clothes.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Extension**
- Find out about Switzerland.
- Present six additional vocabulary items.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Activity Book

Unit 1 My clothes

Lesson 1 Vocabulary

1 Order and write the words. Match.

2 Read and complete the definitions.

3 Read and remember the grammar in the lesson.

4 Read and answer. Ask and answer.

Activity Book

Activity 1

- Order and write the words. Match.

Activity 2

- Read and complete the definitions.

Activity 3

- Read and remember the grammar in the lesson.

Activity 4

- Read and answer. Ask and answer.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review clothing and appearance.

- Say **I'm thinking of a pupil in this room. Who is it?** Describe the pupil's appearance and clothing. Ask the pupils to guess. Repeat the procedure.

Set learning objectives.

- Say **Today we're going to remember and learn the names of different clothes.**

Pupil's Book Activity 1

Look at Nico's photos. Answer the questions.

- Invite a pupil to read out the speech bubble to find out who has found the balloon. Ask **Do you know where Switzerland is?**
- Ask a pupil to read out the message. Check understanding.
- Work as a class to answer the questions.

Answers: 1 posing for photos, playing sports
2 1 waistcoat 2 tie 3 cardigan 4 leggings 5 baseball boots
6 tracksuit 7 polo shirt 8 jeans 9 top 10 tights 11 belt
12 sweatshirt

Pupil's Book Activity 2

Copy the chart. Complete it with the clothes you know.

- Copy the Venn diagram onto the board. Check that the class understands how the diagram works.
- The pupils copy the Venn diagram into their notebooks. In pairs, they classify the clothes.

Vocabulary presentation

- Present the unit vocabulary using the clothes flashcards. Show the first flashcard and elicit / say the word. Ask **Who's wearing a (tie) today? When do you usually wear a (tie)?**
- Invite a pupil to stick the flashcard on the Venn diagram on the board. Repeat with the other flashcards.

Pupil's Book Activity 3

Look and match. Listen, check and repeat.

► CD1 Track 6 p275

- Ask the pupils to look at number 1 in the photo. Ask **Which item of clothing is this?** The pupils work in pairs to match numbers 2–12 and the clothes words.
- Play the CD. The pupils listen and check.
- Play the CD again, pausing after each word for the pupils to repeat.

Pupil's Book Activity 4

Listen and do the vocabulary quiz.

► CD1 Track 7 p275

- Play the CD. Listen to the first definition, pausing at the beep to allow the pupils to name the item. Play the CD to listen to the answer.
- Repeat the procedure with the other definitions.

Pupil's Book Activity 5

Read the rest of Nico's message. Choose T-shirts for Heidi and Jan.

- Check that the pupils understand the task. The pupils read the information about Heidi and Jan and choose the T-shirts.

Answers: T-shirts e and d

Pupil's Book Activity 6

Ask and answer about clothes.

- Ask a pupil the first question. Repeat the procedure with other questions, inviting a different pupil to answer each time.
- The pupils ask and answer questions in pairs.

Activity Book

Activity 1

Order and write the words. Match.

- The pupils order, write and match the clothes words.

Answers: 1 leggings 2 top 3 baseball boots 4 cardigan
5 jeans 6 polo shirt 7 sweatshirt 8 belt

Activity 2

Read and complete the definitions.

- The pupils complete the definitions.

Answers: 1 leggings 2 waistcoat 3 tie 4 tracksuit

Activity 3

Read and remember the grammar in the lesson.

- Read the information. Focus on the *-ing* form.
- The pupils create sentences with these verbs.

Activity 4

Read and answer. Ask and answer.

- The pupils write their answers to the questions.
- The pupils ask and answer the questions.

Odd one out activity

Which is the odd one out? Why?

Answers: hate (It expresses dislike.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt the names of different clothes. What do you remember?**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Extension

- The pupils find Switzerland on the world map on pages 134–135. They read the accompanying facts.

Vocabulary extension

- Present six additional clothes items: *blouse, blazer, suit, uniform, pyjamas, underwear*.
- Use the Vocabulary Booster on NAVIO to practise these words.

Key Competences and Key Learning Outcomes

- Listen to and read a dialogue
- Use the present simple and present continuous to talk about things you usually do and things you're doing now
- Ask and answer questions using the present simple and present continuous tenses
- Practise activity types found in the Cambridge Exams: A2 Key for Schools

Key language

- *gloves, goggles, helmet, shorts, ski clothes, T-shirt, autumn, ski station*
- *I / You / We / They wear (a helmet). I / You / We / They don't wear (a helmet). He / She / It wears (a helmet). He / She / It doesn't wear (a helmet). Do you / we / they wear (a T-shirt)? Does he / she / it wear (a T-shirt)? I am / am not wearing (a hat). You / We / They are / aren't wearing (a hat). He / She / It is / isn't wearing (a helmet). Are you / we / they wearing (a helmet)? Is he / she / it wearing (a helmet)?*

Materials

- Pupil's Book p10; Activity Book p7; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Clothes word cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review clothes.
- Set learning objectives.

Activity 1

- Look at the photo.
- Can Nico ski in the autumn?
- Read and listen to find out.
- ▶ *CD1 Track 8 p276*

Activity 2

- Read the dialogue again.
- Ask and answer.

Activity 3

- Look and learn – Grammar wall

Activity 4

- Read and think.
- Answer.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Pupil's Book

The screenshot shows page 10 of the Pupil's Book. It includes a dialogue between Nico and a friend about winter sports. A 'Grammar Wall' section explains the present simple and present continuous tenses. Below the grammar wall are several activities: 'Think about grammar' (a table of verb forms), 'Read and think. Answer.', 'Look at the dialogue in Activity 1 again. Find more examples of the present simple and the present continuous.', and 'Communicate. Ask and answer.' (a list of questions about routines).

Activity 5

- Look at the dialogue in Activity 1 again.
- Find more examples of the present simple and the present continuous.

Activity 6

- Ask and answer.
- ▶ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Make true and false sentences about your daily routines.

Activity Book

The screenshot shows page 7 of the Activity Book. It contains several exercises: 'Read and circle the correct tense.' (a list of sentences with 'is/are' or 'am/are'), 'Complete the sentences. Use the present simple or the present continuous.' (a list of incomplete sentences), 'Listen and complete the notes.' (a table for 'Ice skating lessons' with fields for Day, Time, Teacher's name, Price, and Clothing), and 'Read and answer. Ask and answer.' (a list of questions about sports).

Activity Book

Activity 1

- Read and circle the correct tense.

Activity 2

- Complete the sentences. Use the present simple or the present continuous.

Activity 3

- Listen and complete the notes.
- ▶ *CD1 Track 9 p276*

Activity 4

- Read and answer. Ask and answer.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review clothes.

- Play the *Mime the card game* (see p27) with the clothes word cards.

Set learning objectives.

- Say **Today we're going to remember how to talk about routines and how to talk about things that are happening at the moment.**

Pupil's Book Activity 1

Look at the photo. Can Nico ski in the autumn? Read and listen to find out.

► CD1 Track 8 p276

- Prompt the class to describe what they can see in the photo. Ask **Where's Nico? What's he doing? What's he wearing?**
- Read out the instructions and encourage the pupils to say if they think Nico can ski in the autumn.
- Play the CD. The pupils listen and read the dialogue. (*It is possible to ski all year in some parts of Switzerland.*)

Pupil's Book Activity 2

Read the dialogue again. Ask and answer.

- The pupils work in pairs to read and answer the questions. They can do this orally or in their notebooks.

Pupil's Book Activity 3

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Use questions to encourage the pupils to think about form and identify / remember patterns. Ask **What happens to the verb when we use 'he', 'she' and 'it' in the present simple? Which verb do we add to make the negative? Do we use the verb 'to be' in the present simple or the present continuous? Do we say 'wear' or 'wearing' after the verb 'to be' in the present continuous?**

Pupil's Book Activity 4

Read and think. Answer.

- Focus the pupils' attention on the Think about grammar box. Read out the sentences as a class. The pupils complete these sentences in their pairs.

Answers: 1 present continuous 2 present simple

Pupil's Book Activity 5

Look at the dialogue in Activity 1 again. Find more examples of the present simple and the present continuous.

- Ask the pupils to find examples of the present simple and the present continuous in the text.
- The pupils share information with the rest of the class.

Pupil's Book Activity 6

Ask and answer.

- Ask a pupil the first question. Repeat the procedure with the other questions, inviting a different pupil to answer each time.
- The pupils ask and answer questions in pairs.

Activity Book

Activity 1 Read and circle the correct tense.

- Read out the first sentence. Prompt the class to identify the correct verb. Highlight that the word 'always' is a clue as it tells us that the action is a routine. Then elicit other adverbs of frequency.
- The pupils circle the correct tense in sentences 2–6.

Answers: 1 wears 2 do 3 like 4 isn't snowing 5 swim
6 am wearing

Activity 2 Complete the sentences. Use the present simple or the present continuous.

- Prompt the class to complete the first sentence.
- The pupils complete the remaining sentences.

Answers: 1 get up 2 are/reading 3 aren't speaking 4 wear
5 doesn't snow 6 is raining

Activity 3

Listen and complete the notes.

► CD1 Track 9 p276

- Focus the pupils on the picture. Ask them to identify the sport (*ice skating*). Ask **Have you ever tried this sport? What do you need to wear?**
- Ask the class to read the notes. Then play the CD. The pupils listen and follow in their books.
- Play the CD again, pausing after each piece of key information. The pupils say and write the missing information.

Answers: 1 Friday 2 6 o'clock 3 Penny 4 10 pounds for adults, five pounds for children 5 warm 6 gloves

Activity 4

Read and answer. Ask and answer.

- Model the activity by asking a pupil the three questions. The pupils then write their own answers.
- The pupils ask and answer questions in pairs.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: swim (It isn't an adverb of frequency.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to talk about routines and habits. We've also learnt how to talk about what is happening now.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Make four statements about your daily routines, using an adverb of frequency each time. Three of the sentences are true and one is false. The pupils listen and guess the false sentence.
- The pupils prepare three true sentences and one false one. They guess the false sentences in pairs.

Key Competences and Key Learning Outcomes

- Read a story with a cultural focus
- Listen for specific information
- Use the Internet to investigate Switzerland
- Think about the importance of persevering with difficult tasks
- Learn about a famous Swiss inventor

Key language

- *heavy, light, noisy, quiet, rough, smooth, strong, weak, jacket, trousers; astronaut, curious, engineer, flowers, fur, hooks, idea, invent, invention, inventor, material, microscope, nylon, seeds, stick, wild plants, woollen*
- *He's wearing (woollen trousers). This material is too heavy and it isn't pretty enough.*

Materials

- Pupil's Book p11; Activity Book p8; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Clothes word cards
- Velcro

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review clothes.
- Set learning objectives.

Activity 1: Before you read

- Read and discuss.

Activity 2

- Listen and read.
- ▶ **CD1 Track 10 p276**
- ➔ Go to the Activity Book.

Values

- Read and discuss.

Pupil's Book

Before you read

Think and discuss

Are you wearing any clothes with Velcro today? Touch the material. Is it ... strong or weak? smooth or rough? heavy or light? noisy or quiet? Do you think astronauts use Velcro in space? How?

Listen and read

A brilliant idea

This story begins in Switzerland in 1948. George de Mestral, an engineer, takes his dog for a walk. He's wearing woollen trousers and a woollen jacket.

1 George walks through a forest with his dog. There are lots of wild plants and flowers.

2 After the walk, George notices that there are seeds on his woollen clothes and on the dog's fur.

3 He's very curious about the seeds, so he looks at them under a microscope.

4 George invents a material that has got the same tiny hooks as the seeds. The material can stick together, but people think it's a silly idea.

5 George works on his invention for ten more years. He uses nylon, which is strong and light. He calls the new invention Velcro.

6 Now people all over the world use Velcro. You can find it on all kinds of clothes and shoes.

After you read

Values

How long did it take George to invent Velcro? Do you think he got tired of his work? Which things take you a long time to do?

Key learning outcomes: read a story with a cultural focus; listen for specific information
Values: the importance of persevering with difficult tasks

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Invent different uses for Velcro.

Activity Book

Remember the story, read and answer the questions.

- 1 What does George find on his clothes? He _____.
- 2 What does George see on the seeds? He _____.
- 3 What do people think of George's first invention? They _____.
- 4 What does George invent ten years later? He _____.
- 5 What's the material like? It's _____.
- 6 Where can you find Velcro now? _____.

Listen and complete Jess's story review. Write one word each time. Circle the correct number of stars.

A brilliant idea

An 1 _____ called George de Mestral takes his dog for a walk through a forest. After the walk, George finds some _____ on his clothes. He discovers that these have got lots of 2 _____ and he uses this information to invent a new 3 _____.

4 _____ George shows the material to people, but they don't like it. Later, he uses a material called 5 _____ to make the hooks. The story ends 6 _____ years later when George creates 7 _____.

Now people all around the world use this amazing material. My favourite part is the fact about 8 _____.

Opinion: I think the story is really 9 _____ and I give it 10 _____ stars. ☆☆☆☆☆

Think and write What do you think of the story?

I think _____ stars. ☆☆☆☆☆

I give it _____ stars. ☆☆☆☆☆

Find out about Switzerland with your family.

- 1 Where's the country located?
- 2 Which mountain range is in the south of Switzerland?
- 3 Which is the highest mountain?
- 4 What's an Alp? _____
- 5 What food is Swiss and famous for?

Which is the odd one out? Why? (soften / strong / rough / new)

Activity Book: After you read

Activity 1

- Remember the story. Read and answer the questions.

Activity 2

- Listen and complete Jess's story review.
- ▶ **CD1 Track 11 p276**
- Write one word each time. Circle the correct number of stars.

Activity 3

- What do you think of the story?

Activity 4

- Find out about Switzerland with your family.

Odd one out activity

- Which is the odd one out? Why?

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review clothes.

- Hold up the clothes word cards in turn and ask the class to say the words. Highlight any tricky spelling, i.e. double letters, silent letters or alternative spellings. Stick the cards on the board.
- Organise the class into pairs. One pupil should face the board and the other pupil should face away from the board. The pupil facing the board chooses a word for their partner to spell and asks *How do you spell ...?*
- Repeat the procedure several times. Then ask the pupils to swap roles.

Set learning objectives.

- Say **Today we're going to read a story from Switzerland.**

Pupil's Book Activity 1: Before you read

Read and discuss.

- Read the information about Velcro as a class. Encourage the class to touch the Velcro and describe what they can feel.
- Ask **Do you think astronauts use Velcro in space?** Encourage the class to predict and hypothesise about how the material is used.

Pupil's Book Activity 2

Listen and read.

► CD1 Track 10 p276

- Play the CD. The pupils follow in their books. Confirm that astronauts use Velcro to scratch their noses in space.
- Ask questions to check understanding.

Suggested comprehension questions:

- Frames 1 and 2: **What sticks on George's clothes?** (*Seeds.*) **Where do the seeds come from?** (*Wild plants and flowers.*)
- Frame 3: **What do the seeds look like?** (*They've got lots of tiny hooks.*)

- Frame 4: **How is George's material similar to the seeds?** (*It has the same tiny hooks.*)
- Frame 5: **How long does he work on his invention?** (*Ten years.*) **What is Velcro like?** (*Strong and light.*)

Activity Book : After you read

Activity 1

Remember the story. Read and answer the questions.

- Read out the first question and invite a pupil to answer it.
- The pupils work on their own or in pairs to read and answer the remaining questions.

Answers: 1 finds seeds. 2 sees tiny hooks. 3 think it's a silly idea. 4 invents Velcro. 5 light and strong. 6 can find it on all kinds of clothes and shoes.

Activity 2

Listen and complete Jess's story review. Write one word each time. Circle the correct number of stars.

► CD1 Track 11 p276

- Read out the story review as a class. Ask the pupils to guess the missing words.
- Play the CD without pausing. The pupils should listen and complete as much of the information as possible.
- Play the CD again, pausing after each piece of key information to check the information and spelling. The pupils circle the correct number of stars.

Answers: 1 engineer 2 seeds 3 hooks 4 material 5 nylon 6 ten 7 Velcro 8 astronauts 9 interesting 10 five

Activity 3

What do you think of the story?

- The pupils write their opinion of the story and give a rating.
- Invite the pupils to share their opinions with the rest of the class.

Activity 4

Find out about Switzerland with your family.

- Read out the questions about Switzerland. Ask **Where can you find out this information?** (*Internet, library, asking friends and family.*) The pupils should complete the activity at home.
- If you prefer to do this activity in the class, connect to a children's website which has information about Switzerland such as: <http://kids.nationalgeographic.com> (search for 'Switzerland facts and pictures'). Read out the questions. The pupils work as a class to find and write the answers.

Answers: 1 It borders with Germany, Italy, France, Austria and Liechtenstein. 2 the Alps 3 Monte Rosa 4 an alpine horn 5 fondue

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: button (It isn't an adjective.)

Values

Read and discuss.

- The pupils read and discuss the value.
- Encourage the pupils to think about the things they do that require effort and talk about the importance of perseverance.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read a story from Switzerland.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- Ask **What does an astronaut use Velcro for?** (*To scratch his / her nose.*) Ask **What other things can we do with Velcro? Let's imagine.** Encourage the class to be as creative as possible with their ideas.

Key Competences and Key Learning Outcomes

- Act out a short dialogue in pairs
- Learn how to use 'too' and 'not enough' to say what's wrong
- Identify the stress in words and practise saying the words

Key language

- big, comfortable, fashionable, long, short, small, uncomfortable, unfashionable; strap, sweatshirt, trousers, watch*
- The (sweatshirt is) too big. The (sweatshirt isn't) small enough.*

Materials

- Pupil's Book p12; Activity Book p9; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review adjectives.
- Set learning objectives.

Activity 1

- Listen and read.
- ▶ **CD1 Track 12 p276**
- Act out.

Activity 2

- Look and learn – Grammar wall

Activity 3

- Read and think.
- Choose.

Pupil's Book

Grammar Wall

too & not enough		
The sweatshirt is	isn't	too big / small enough.
The trousers are	aren't	too small / big enough.

Communicate

- 1. The cap is too small. (True)
- 2. The trousers aren't long enough. (False)

Key learning outcomes: identify the stress in words and practise saying the words. Grammar: too and not enough.

Activity 4

- Look at the story on page 11 and the dialogue in Activity 1 again.
- Find examples of *too* and *not enough*.

Activity 5

- Listen and read.
- ▶ **CD1 Track 13 p276**
- Why is a part of each word underlined?
- Listen again and repeat.

Activity 6

- Play a memory game.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Extension**
- Identify word stress in other clothes vocabulary.

Activity Book

Where's the stress? Write the words in the chart. Listen and check.

1. Old	2. aCo	3. Old	4. Old
uncomfortable	unfashionable	unfashionable	unfashionable

Work with a partner: Read and write.

- Name three things that are too expensive for you to buy.
- Name three vehicles that aren't old enough to drive.
- Name three places that aren't near enough to visit.

Activity Book

Activity 1

- Read and circle the correct sentence.

Activity 2

- Look and write the sentences.

Activity 3

- Where is the stress? Write the words in the chart. Listen and check.

▶ **CD1 Track 14 p276**

Activity 4

- Work with a partner. Read and write.

Odd one out activity

- Which is the odd one out? Why?

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review adjectives.

- Play *Opposites* (see p32) with: *heavy, light, near, far, strong, weak, hard, soft, noisy, quiet, rough, smooth, long, short, expensive, cheap.*

Set learning objectives.

- Say **Today we're going to learn how to say what's wrong with some clothes and we're going to practise our pronunciation.**

Pupil's Book Activity 1

Listen and read. Act out.

► CD1 Track 12 p276

- The pupils look at the pictures. Ask **What are Tom and Jess looking at? What's the problem?**
- Play the CD. The pupils listen and read the dialogue. Confirm that they're looking at a watch. The strap is too big and then not big enough. Check understanding by drawing / showing different things that are too big / not big enough.
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils practise the dialogue in pairs.

Pupil's Book Activity 2

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Ask **Is a sweatshirt singular or plural? Do we use 'is' or 'are'? Are trousers singular or plural? Do we use 'is' or 'are'?**

Pupil's Book Activity 3

Read and think. Choose.

- Focus the pupils' attention on the Think about grammar box. Read out the sentences as a class. The pupils complete the sentences in pairs.

Answers: 1 before 2 after

Pupil's Book Activity 4

Look at the story on page 11 and the dialogue in Activity 1 again. Find examples of *too* and *not enough*.

- Ask the pupils to find examples of 'too' and 'not enough' in the dialogue and the story.

Pupil's Book Activity 5

Listen and read. Why is a part of each word underlined? Listen again and repeat.

► CD1 Track 13 p276

- Say **Look. Parts of the words are underlined. Let's listen to the words and find out why.** Play the CD, pausing after each word.
- Identify that the underlined parts of words sound stronger / are stressed. The pupils identify the stress pattern.
- Play the CD again. The pupils listen and repeat.

Pupil's Book Activity 6

Play a memory game.

- Focus the class on the first picture. Elicit what's wrong, using the adjectives to make the sentences.
- Repeat the process with the other three pictures. Ask two pupils to read out the speech bubbles. Make similar true or false sentences about the pictures. The pupils should listen and respond appropriately.
- (Books closed.) The pupils play the game in pairs.

Activity Book

Activity 1

Read and circle the correct sentence.

- Ask a pupil to read out the first pair of sentences. Prompt the class to identify the correct one.
- The pupils circle the second correct sentence.

Answer: 1 He is too young. 2 He isn't old enough.

Activity 2

Look and write the sentences.

- The pupils complete the sentences.

Answers: 1 is too heavy. 2 isn't light enough. 3 isn't strong enough. 4 is too weak.

Activity 3

Where is the stress? Write the words in the chart. Listen and check.

► CD1 Track 14 p276

- Clap the stress pattern in each column.
- The pupils work in pairs to say and classify the words.
- Play the CD. The pupils check their answers.

Answers: 1 trousers, sandals, bracelet 2 umbrella, pyjamas 3 cardigan, fashionable, uniform 4 uncomfortable, unfashionable

Activity 4

Work with a partner. Read and write.



- Read the sentences as a class and check understanding. Set a time limit, e.g. 3–4 minutes.
- The pupils work in pairs to brainstorm the answers.
- Check answers as a class.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: gloves (You don't wear them in summer.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to say what's wrong with clothes and we've practised our pronunciation.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- The pupils add words to the chart in the Activity Book.

Key Competences and Key Learning Outcomes

- Identify and say adjectives to describe clothing
- Listen for specific information
- Practise activity types found in the Cambridge Exams: A2 Key for Schools
- Do a communication task

Key language

- baggy, flowery, long-sleeved, patterned, plain, short-sleeved, striped, tight; dress, T-shirt, tie, trousers; comfortable, fair, happy, healthy, kind, tidy, uncomfortable, unfair, unhappy, unhealthy, unkind, untidy*
- What's (Sally) wearing? (She's) wearing trousers and a T-shirt. Is (she) wearing baggy trousers? Yes, (she) is. No, (she) isn't.*
- Extension:** *dark (blue), light (green), gold, silver*

Materials

- Pupil's Book p13; Activity Book p10; Class CD1; Teacher's App on Navio; Teacher's Resource Bank: Unit 1
- Pictures of famous people

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review clothes and adjectives.
- Set learning objectives and use the talk cards.

Activity 1

- Look and match.
- Listen, check and repeat.
- ▶ CD1 Track 15 p277

Activity 2

- Listen and match the names to the children.
- ▶ CD1 Track 16 p277

Pupil's Book

Lesson 5 Vocabulary, Listening and Speaking 1

1 Look and match. Listen, check and repeat. (CD 15)

short-sleeved flowery baggy plain striped long-sleeved light patterned

2 Listen and match the names to the children. (CD 16)

Listening tip: Look carefully at the picture before you listen. What are the children wearing?

3 Listen again. Write five adjectives that the children use to describe the clothes. (CD 16)

4 Communicate Ask and answer to find eight differences. (Teacher's Resource Bank: Unit 1)

What's Sally wearing in your picture?
Is she wearing baggy trousers?
She's wearing baggy trousers in my picture.

She's wearing trousers and a T-shirt.
No, she isn't. She's wearing light trousers.
Great! That's one difference.

Key learning outcomes: identify and say adjectives for describing clothes; listen for specific information
Vocabulary: adjectives to describe clothing

Activity 3

- Listen again.
- ▶ CD1 Track 16 p277
- Write five adjectives that the children use to describe the clothes.

Activity 4

- Ask and answer to find eight differences (Teacher's Resource Bank: Unit 1).
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Have a class fashion show.
- Vocabulary extension**
- Present four additional vocabulary items.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Activity Book

1 Lesson 5 Vocabulary, Reading and Writing

1 Look and write the adjectives and clothes.

1 a short-sleeved top 2 a shirt 3 trousers 4 a t-shirt

5 a waistcoat 6 a tie 7 a dress 8 a skirt

2 Read and complete. Write one word each time.

16 My name is (1) ... Emma and I live in Oxford. In my picture (2) ... of an older actor called Sam. My sister (3) ... shopping and she's really fashionable. In this photo, she's wearing a striped (4) ... and a plain (5) ... of sandals. (6) ... My mother prefers (7) ... smart clothes, but I usually (8) ... sporty clothes. In this photo, I'm wearing a (9) ... and a pair of (10) ... because I'm going to play basketball with my friends.

3 Read and learn.

4 Which six adjectives use un- to make the opposite? Write the words.

uncomfortable difficult tidy kind healthy fat baggy happy

1 un- / comfortable: _____

2 un- / difficult: _____

3 un- / tidy: _____

4 un- / kind: _____

5 un- / healthy: _____

6 un- / fat: _____

7 un- / baggy: _____

8 un- / happy: _____

Word building
You can make the opposite of some adjectives by adding the prefix un-
uncomfortable unkind un- / healthy

10 Which is the odd one out? Why? sandwich / trousers / carrot / socks

Activity Book

Activity 1

- Look and write the adjectives and clothes.

Activity 2

- Read and complete. Write one word each time.

Activity 3

- Read and learn.

Activity 4

- Which six adjectives use un- to make the opposite? Write the words.

Odd one out activity

- Which is the odd one out? Why?