

# 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 routines and about actions that are happening at the moment.
- learn about Switzerland and a Swiss inventor.
- describe clothes using *foo* 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.

**Communicate** 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.

1 gingham  
2 opt  
3 leotards  
4 macgilder

5 jeans  
6 loop hat  
7 tights  
8 tie

**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 \_\_\_\_\_.

6 You wear leggings.

**3** Read and remember the grammar in the lesson.

I like wearing casual clothes. I like / 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?

**5** Which is the odd one out? Why? like / hate / like / enjoy

**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

## Pupil's Book

## 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.

1 Lesson 2 Grammar

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

2 Communicate Read the dialogue again. Ask and answer.

3 Look and learn.

4 Read and think. Answer.

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.

10 Key learning outcomes: use the present simple and present continuous to talk about things you usually do and things you're doing now. Grammar: present simple and present continuous.

**Grammar Wall**

**Present simple & present continuous**

Present simple	wear	a helmet.
I/You/We/They	don't wear	
He/She/It	wears	
	doesn't wear	
Do	you/we/they	wear
Does	he/she/it	wear
Present continuous	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	wearing a helmet?

**Think about grammar**

Which tenses do we use when ...

- 1 we talk about things that are happening now?
- 2 we talk about routines?

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?

## 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

Lesson 2 Grammar 1

1 Read and circle the correct tense.

1 Nico always wear / 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.

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 \_\_\_\_\_ (study) now?
- 3 The children \_\_\_\_\_ (not speak) English at the moment.
- 4 I usually \_\_\_\_\_ (wear) a tracksuit to do PE.
- 5 It \_\_\_\_\_ (not snow) in August in England.
- 6 I \_\_\_\_\_ (eat) 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) \_\_\_\_\_

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

## 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?

## 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.

- 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

## Pupil's Book

## 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.

Lesson 3 Culture around the world 1

**Before you read**

1 **Thinking skills**  
**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.**

**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.  
On 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.

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.  
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?

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

## Extension

- Invent different uses for Velcro.

## Activity Book

Lesson 3 Culture around the world: Switzerland

**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? It's \_\_\_\_\_.

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 Alphon? \_\_\_\_\_
- 5 What food is Swiss/Italian famous for? \_\_\_\_\_

5 Which is the odd one out? Why? button / strong / rough / noisy

## 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**

**Pupil's Book**

**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.

Lesson 4 Grammar and Pronunciation

1 Listen and read. Act out.  cat 12



Tom: That story about Velcro was really interesting. Are you wearing any Velcos, 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.

2 Look and learn.

**Grammar Wall**

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

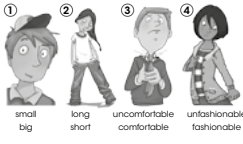
**Pronunciation**

trousers	sweatshirt	enough
cardigan	comfortable	fashionable
unfashionable	uncomfortable	

6 Communicate Play a memory game.



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



1 small 2 long 3 uncomfortable 4 unfashionable  
 big short comfortable fashionable

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**

Lesson 4 Grammar and Pronunciation 1  cat 14

1 Read and circle the correct sentence.  **Read & not enough!**




1 He is too young.  
 He isn't young enough.


2 He is too old.  
 He isn't old enough.

3 (heavy) The box.  
 4 (light) The box.  
 5 (strong) The girl.  
 6 (weak) The girl.

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.  cat 14

trousers cardigan uncomfortable umbrella fashionable  
 uniform sandals bracelet pyjamas unfashionable

1 Do	2 Do	3 Do	4 Do
trousers			

4 Cooperative Learning Work with a partner. Read and write.  cat 14

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

**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.
- Activity 4**
- Work with a partner. Read and write.
- Odd one out activity**
- Which is the odd one out? Why?
- ▶ **CD1 Track 14 p276**

**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. CD1 15

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

2 Listen and match the names to the children. CD1 14

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. CD1 14

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

## 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.

## Activity Book

1 Lesson 5 Vocabulary, Reading and Writing

1 Look and write the adjectives and clothes.

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) \_\_\_\_\_ get 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) \_\_\_\_\_ shirt wearing a (6) \_\_\_\_\_ of glasses. I see My sister prefers (7) \_\_\_\_\_ smart clothes, but 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 these adjectives by adding the prefix un-.

comfortable    tidy    kind    healthy    fair    baggy    happy

1 \_\_\_\_\_    2 \_\_\_\_\_    3 \_\_\_\_\_

4 \_\_\_\_\_    5 \_\_\_\_\_    6 \_\_\_\_\_

7 \_\_\_\_\_    8 \_\_\_\_\_    9 \_\_\_\_\_

Which is the odd one out? Why?    sandals / trainers / cardigan / 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?

## 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.

