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.

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

My classmates and I like smart clothes.

My sister is very fashionable.

My cousin likes sporty 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.

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 …
Lesson 2 Grammar

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

Values:
- the importance of persevering with difficult tasks

Lesson 2

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?

Think about grammar

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

Present simple & present continuous

<table>
<thead>
<tr>
<th>Present simple</th>
<th>wear</th>
<th>don’t wear</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>wear</td>
<td>don’t wear</td>
</tr>
<tr>
<td>He/She/It</td>
<td>wears</td>
<td>doesn’t wear</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present continuous</th>
<th>am/am not</th>
<th>are/aren’t</th>
<th>is/isn’t</th>
<th>wearing a hat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am/am not</td>
<td>are/aren’t</td>
<td>is/isn’t</td>
<td>wearing a hat.</td>
</tr>
<tr>
<td>You/We/They</td>
<td>are/aren’t</td>
<td>is/isn’t</td>
<td></td>
<td>wearing a hat.</td>
</tr>
<tr>
<td>He/She/It</td>
<td>is/isn’t</td>
<td></td>
<td></td>
<td>wearing a hat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are</th>
<th>you/we/they</th>
<th>wearing a helmet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is</td>
<td>he/she/it</td>
<td>wearing a helmet?</td>
</tr>
</tbody>
</table>

3. Look and learn.


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?
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?
Lesson 4 Grammar and Pronunciation

1 Listen and read. Act out.

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.

2 Look and learn.

Grammar Wall

<table>
<thead>
<tr>
<th>too &amp; not enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sweatshirt</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>The trousers</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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.

6 Communicate Play a memory game.

- The cap is too small.
- The trousers aren’t long enough.
- True.
- False.

Pronunciation

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Lesson 5  Vocabulary, Listening and Speaking

Key learning outcomes:
- identify the stress in words and practise saying the words
- listen for specific information

Grammar:
- too
- and
- not enough

Vocabulary:
- adjectives to describe clothing

1. Look and match. Listen, check and repeat.

<table>
<thead>
<tr>
<th>Number</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T-shirt</td>
</tr>
<tr>
<td>2</td>
<td>Long-sleeved shirt</td>
</tr>
<tr>
<td>3</td>
<td>Dress</td>
</tr>
<tr>
<td>4</td>
<td>Dress</td>
</tr>
<tr>
<td>5</td>
<td>Baggy trousers</td>
</tr>
<tr>
<td>6</td>
<td>Trousers</td>
</tr>
<tr>
<td>7</td>
<td>Tie</td>
</tr>
<tr>
<td>8</td>
<td>Tie</td>
</tr>
</tbody>
</table>

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.

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

4. Communicate
Ask and answer to find eight differences.

- What’s Sally wearing in your picture?
- She’s wearing trousers in my picture.
- Is she wearing baggy trousers?
- She’s wearing baggy trousers.
- She’s wearing trousers and a T-shirt.
- No, she isn’t. She’s wearing tight trousers.
- Great! That’s one difference.

Teacher’s Resource Bank: Unit 1
Lesson 6 Reading

Before you read

1. Read and discuss.
   - Where can you buy magazines?
   - Why do people read magazines?
   - How often do you read a magazine?

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

Amazing materials

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?

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?

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?

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

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.

Key learning outcomes: read a magazine article for general understanding; scan a text for specific information; discuss what magazines you know.
Lesson 7  Writing

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?

**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

3. Read the article again. Answer the questions.

1. What’s the title of the article? Is it a good title?
2. What question does the writer ask? Why?
3. What do we learn about the jacket?
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. 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!

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.

Key learning outcomes: listen to and have a conversation about favourite clothing; review learning and reflect on progress in the unit.
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.

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.

Key learning outcomes: watch and understand a video about fashion
21st Ways of thinking: developing your ideas