

Objectives and Key Competences



- 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', 'too' (Lesson 7)



- Learn about different types of materials (Lesson 6)



- Use the Pupil's Practice Kit at school or at home



- Identify and practise saying the stress in words (Lesson 4)
- Reflect on your own learning (Lesson 8)
- Practise activity types found in the Trinity and Cambridge exams



- Think about the importance of perseverance (Lesson 3)
- Work in a group to design a sports kit (Lesson 8)



- Work in pairs or small groups to practise and reinforce learning (all lessons)
- Do a communication task (Lesson 5)



- 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

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

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.*

Other structures

What's (Sally) wearing?

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



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)

Unit value

The importance of persevering

Cross-curricular links

Link to Science

Properties of materials

Suggested Arts and Crafts concepts

Exploring proportion in figure drawing and drawing a classmate with correct proportion

Lesson 1

Objectives and Key Competences

- Review and learn the names of clothes
- Listen to definitions and identify the words
- 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).

Materials

- Pupil's Book pp8-9; Activity Book p6; Class CD1; Teacher's Presentation Kit and Tools
- Clothes flashcards

Optional materials

- Trinity Exam Practice cards (selected from the Starter Unit)

Key Multiple Intelligences

- Linguistic
- Logical-Mathematical
- Interpersonal

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 7 p241

Activity 4

- Listen and do the vocabulary quiz.
- CD1 Track 8 p241

Pupil's Book

Unit 1 Lesson 1 Vocabulary

My clothes

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.
- work in a group to design a sports kit.

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

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

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

above the waist	below the waist
_____	_____
_____	_____
_____	_____

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.

Vocabulary: clothes

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

6 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 ...

Vocabulary and communication

Activity 5

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

Activity 6

- Ask and answer about clothes.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Extension

- Find out about Switzerland.

Vocabulary extension

- blouse, blazer, suit, uniform, pyjamas, underwear

Activity Book

Unit 1 Lesson 1 Vocabulary

My clothes

1 Order and write the words. Match.

1 goggles	_____	5 nejas	_____
2 opt	_____	6 loop hint	_____
3 leslabob abots	_____	7 tashwiser	_____
4 noagtar	_____	8 telb	_____

2 Read and complete the definitions.

- Girls wear _____ on their feet and legs when it's cold. They can be different colours.
- You wear a _____ over a shirt or t-shirt. It hasn't got any sleeves.
- Boys wear a _____ around their neck. It's long and thin.
- You wear a _____ when you do sport. It's got a top and bottom part.
- You wear a belt _____
- You wear leggings _____

3 Read and remember the grammar in the lesson.

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

4 Read and answer. Ask and answer.

- Do you prefer wearing bright or dark colours? _____
- Which clothes do you love wearing? _____
- Which clothes do you hate wearing? _____

Which is the odd one out? Why? love / 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 Exam 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.
- **Note:** you can use the Vocabulary Tool to present and practise this vocabulary.

Pupil's Book Activity 3

Look and match. Listen, check and repeat.

▶ **CD1 Track 7 p241**

- 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 8 p241**

- 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.
- **Note:** you can use the Vocabulary Tool to do this definitions activity.

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?

- The pupils complete the odd one out activity.

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 124-125. They read the accompanying facts.

Vocabulary extension

- Introduce six more words related to the topic: *blouse, blazer, suit, uniform, pyjamas, underwear.*

1 Lesson 2

Objectives and Key Competences

- Listen to and read a dialogue
- Identify and learn about the present simple and present continuous tenses
- Ask and answer questions using the present simple and present continuous tenses
- Practise activity types found in the Cambridge exams

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 Presentation Kit and Tools
- Clothes word cards

Optional materials

- Trinity Exam Practice cards (selected from the Starter Unit)

Key Multiple Intelligences

- Linguistic
- Logical-Mathematical
- Interpersonal

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam 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 9 p242

Activity 2

- Read the dialogue again.
- Ask and answer.

Activity 3

- Look and learn – Grammar wall

Activity 4

- Read and think.
- Answer.

Pupil's Book

Lesson 2 Grammar

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

2 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 Ask and answer.

Grammar and communication

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 Read and circle the correct tense.

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

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.

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.

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 Exam Practice cards (optional). 

- The pupils practise asking and answering questions.

Review clothes.

- Play the *Mime the card game* (see pxx) 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 9 p242

- 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?**
- **Note:** you can use the Grammar Tool to present and practise this grammar.

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 isn't snowing 6 is raining

Activity 3

Listen and complete the notes. 

► CD1 Track 10 p242

- 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.

1 Lesson 3

Objectives and Key Competences

- Read a story with confidence and fluency
- Think about the importance of perseverance
- Learn about a famous Swiss inventor
- Use the Internet to investigate Switzerland

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 Presentation Kit and Tools
- Clothes word cards
- Velcro

Optional materials

- Trinity Exam Practice cards (selected from the Starter Unit)

Key Multiple Intelligences

- Linguistic
- Bodily-Kinesthetic
- Intrapersonal

At a Glance Lesson Plan

- Starting the lesson**
 - Use the Trinity Exam Practice cards (optional).
 - Review clothes.
 - Set learning objectives.
- Activity 1: Before you read**
 - Read and discuss.
- Activity 2**
 - Listen and read.
 - CD1 Track 11 p242
 - Go to the Activity Book.
- High Five! values**
 - Read and discuss.

Pupil's Book

Lesson 3 1

Before you read

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

1 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?

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.

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

Go to page 8 in your Activity Book.

- 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?

Culture, language consolidation and values

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Invent different uses for Velcro.

Activity Book

Lesson 3 Culture

After you read

1 Remember the story. Read and answer the questions.

- What does George find on his clothes? He _____.
- What does George see on the seeds? He _____.
- What do people think of George's first invention? They _____.
- What does George invent ten years later? He _____.
- What's his material like? It's _____.
- Where can you find velcros 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 _____. Now people all around the world use this amazing material. My favourite part is the fact about 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 9 _____ and I give it 10 _____ stars. ☆☆☆☆☆

3 What do you think of the story?

I think _____.

I give it _____ stars. ☆☆☆☆☆

4 Find out about Switzerland with your family.

- Where's the country located? _____
- Which mountain range is in the south of Switzerland? _____
- Which is the highest mountain? _____
- What's an Alp? _____
- What food is Switzerland famous for? _____

8 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 12 p242
 - 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?

Detailed Lesson Plan

Starting the lesson



Use the Trinity Exam 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 Activity Book 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.
- **Note:** you can use the Story Tool to present this story.

Pupil's Activity Book 2



Listen and read.

► CD1 Track 11 p242

- 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.*)
- **Note:** you can use the Story Tool to read and review this story (including a summarising activity).

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 12 p242

- 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.)

High Five! 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.

1 Lesson 4

Objectives and Key Competences

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

Optional materials

- Trinity Exam Practice cards (selected from the Starter Unit)

Key Multiple Intelligences

- Linguistic
- Musical
- Visual-Spatial
- Interpersonal

At a Glance Lesson Plan

Starting the lesson

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

Activity 1

- Listen and read.
- ▶ **CD1 Track 13 p242**
- Act out.

Activity 2

- Look and learn – Grammar wall

Pupil's Book

1 Lesson 4 Grammar and Pronunciation

1 Listen and read. Act out.

2 Look and learn.

3 Read and think. Choose.

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 Play a memory game.

12 Grammar, pronunciation and communication

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 14 p242**
- 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 Read and circle the correct sentence.

2 Look and write the sentences.

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

4 Work with a partner. Read and write.

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. ▶ **CD1 Track 15 p243**

Activity 4

- Work with a partner. Read and write.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional). 

- The pupils practise asking and answering questions.

Review adjectives.

- Play *Opposites* (see pxx) 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 13 p242

- 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.
- Note:** you can use the Dialogue Tool to present and practise this dialogue.

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'?**
- Note:** you can use the Grammar Tool to present and practise this grammar.

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.

- Note:** you can use the Grammar Tool to think about this grammar.

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 14 p242

- 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 complete 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 15 p243

- 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, unfashionable 3 cardigan, fashionable, uniform 4 uncomfortable

Activity 4

Work with a partner. Read and write. 

- Read the sentences as a class and check understanding. Set a time limit, i.e. 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.

Lesson 5

Objectives and Key Competences

- Review and learn adjectives to describe clothing
- Listen for gist and for specific information
- 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.*

Materials

- Pupil's Book p13; Activity Book pp10, 125 and 126; Class CD1; Teacher's Presentation Kit and Tools
- Pictures of famous people

Optional materials

- Trinity Exam Practice cards (selected from the Starter Unit)

Key Multiple Intelligences

- Linguistic
- Visual-Spatial
- Interpersonal

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam 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 16 p243

Activity 2

- Listen and match the names to the children.
- ▶ CD1 Track 17 p243

Pupil's Book

Lesson 5 Vocabulary, Listening and Speaking

1 Look and match. Listen, check and repeat.

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

2 Listen and match the names to the children.

Andy Karen Sue Harry Jack

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

4 Ask and answer to find eight differences (Activity Book pages 125 and 126).

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.

Vocabulary and communication

Activity 3

- Listen again.
- ▶ CD1 Track 17 p243
- Write five adjectives that the children use to describe the clothes.

Activity 4

- Ask and answer to find eight differences (Activity Book pages 125 and 126).
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Have a class fashion show.

Activity Book

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 (2) _____ go on a river 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 Which six adjectives use Write the words.

1 comfortable difficult tidy kind
2 _____
3 _____
4 _____
5 _____
6 _____

Word building
You can make the opposite of some adjectives by adding the prefix 'un-'
fashionable
unfashionable

10 Which is the odd one out? Why? sandals / trainers / shoes

Pupil A
Ask and answer: find and state the right differences.

Lesson 5 Communication Activity Unit 1

Pupil A
Ask and answer to complete the information.

Lesson 5 Communication Activity Unit 2

Activity Book

Activity 1

- Look and write the adjectives and clothes.

Activity 2

- Read and complete. Write one word each time.

Word building activity

- Read and learn.

Activity 3

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

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Review clothes and adjectives.

- Organise the class into two groups. Hold up a picture of a famous person. Ask Group A to say a sentence about the clothes the famous person is wearing. The members of the group should confer before they answer. They earn one point if the sentence is correct and another point if the sentence contains an adjective.
- Show the same picture to Group B and award similar points. The groups take turns to make sentences until they have nothing more to say.
- Repeat the procedure with different pictures, starting with a different group each time. At the end of the activity, add up the points.

Set learning objectives.

- Say **Today we're going to learn some new adjectives to describe clothes and we're going to do a communication task.**

Pupil's Book Activity 1

Look and match. Listen, check and repeat.

► CD1 Track 16 p243

- Ask the pupils to name the clothes they can see in the photos. They work in pairs to match the adjectives in the box to the clothes.
- Play the CD. The pupils listen, check and repeat.
- **Note:** you can use the Vocabulary Tool to present and practise this vocabulary (including a definitions activity).

Pupil's Book Activity 2

Listen and match the names to the children.

► CD1 Track 17 p243

- Ask the pupils to describe what the children are wearing in the picture. Then ask them to write the six names in their notebooks.
- Play the CD. The pupils listen and write the corresponding number next to each name.

Answers: Andy 5, Karen 2, Sue 4, Harry 3, Jack 1

Pupil's Book Activity 3

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

► CD1 Track 17 p243

- Play the CD again. The pupils write down five adjectives to describe clothing that they hear.

Answers: Five from: patterned, plain, smart, casual, flowery, baggy, fashionable, striped, long

Pupil's Book Activity 4

Ask and answer to find eight differences (Activity Book pages 125 and 126).

- Invite two pupils to read out the speech bubbles.
- Organise the class into pairs (A and B). Ask Pupils A to open their Activity Books at page 125 and Pupils B at page 126.
- Ask a confident pair to demonstrate the activity by asking and answering questions to find another difference. Then ask the rest of the class to do the same activity in pairs.
- At the end of the activity, the pupils should show each other their pictures and check / identify the differences.

Activity Book

Activity 1

Look and write the adjectives and clothes.

- The pupils work on their own or in pairs to complete the remaining labels.

Answers: 1 long-sleeved / plain top 2 striped 3 baggy 4 plain 5 patterned 6 a flowery tie 7 tight jeans 8 short-sleeved T-shirt

Activity 2

Read and complete. Write one word each time.

- Ask the pupils to describe the picture. Then read out the text as a class. Check comprehension by asking questions.
- Complete the first two sentences as a class.

- The pupils work on their own or in pairs to complete the remaining sentences.

Answers: 1 is 2 have 3 going 4 skirt 5 T-shirt 6 pair 7 wearing 8 wear 9 tracksuit 10 trainers

Word building activity

Read and learn.

- Read the information as a class.

Activity 3

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

- The pupils work on their own or in pairs to identify and write the opposites that begin with 'un-'.

Answers: 1 comfortable, uncomfortable 2 tidy, untidy 3 kind, unkind 4 healthy, unhealthy 5 fair, unfair 6 happy, unhappy

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: cardigan (You don't wear it on your feet.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt some new adjectives to describe clothes and we've played a communication game.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Invite a pupil to walk in front of the class. Describe his / her clothes as if you were at a fashion show.
- Organise the class into small groups. The pupils work together to write their fashion show script describing what the different pupils in their group are wearing.
- The groups take it in turn to read out their scripts and present their clothes to the rest of the class.

Lesson 6

Objectives and Key Competences

- Do pre-reading tasks to predict content and raise interest
- Read the text for general understanding
- Scan the text to find specific information
- Learn about different types of materials
- Discuss and share what you know about this type of text
- Read and understand a magazine article
- Give an opinion on the text

Key language

- *bend, chemical, cloak, clothes, cotton, dirty, light, long, material, natural, plants, sheep, slime, small, smelly, smooth, soft, stain, sticky, stretchy, strong, water, wool*
- *Scientists think that we can use this slime to make strong, soft clothes. Which material is the most (amazing)? (Wool) comes from (sheep).*

Materials

- Pupil's Book p14; Activity Book p11; Class CD1

Optional materials

- Trinity Exam Practice cards (selected from the Starter Unit)

Key Multiple Intelligences

- Linguistic
- Interpersonal
- Intrapersonal

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review natural materials we wear and where they come from.
- Set learning objectives.

Activity 1: Before you read

- Read and discuss.

Activity 2

- Look at the title.
- Why do you think these materials are amazing?
- Read and find out.

Activity 3: After you read

- What do you think?
- Go to the Activity Book.

Pupil's Book

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Extension

- Design a radio advert for one of the materials in the magazine article.

Activity Book

Activity Book: After you read

Activity 1

- Read the sentences and circle the correct words.

Activity 2

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

Activity 3

- Listen and complete the advert for a hagfish T-shirt.
- ▶ CD1 Track 18 p243

Activity 4

- Work with a friend. Design an advert for one of the other materials in your notebook.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional). 

- The pupils practise asking and answering questions.

Review natural materials we wear and where they come from.

- Quickly brainstorm the names of natural materials we wear. Ask **Where does cotton come from?** Repeat the procedure with wool, leather, silk and (some) rubber.

Set learning objectives.

- Say **Today we're going to read a magazine article about some amazing materials.**

Pupil's Book Activity 1: Before you read

Read and discuss. 

- Read the questions as a class. Prompt the pupils to answer in as much detail as possible.
- Organise the class into pairs. The pupils ask and answer the same questions in their pairs.

Pupil's Book Activity 2

Look at the title. Why do you think these materials are amazing? Read and find out. 

- Read out the question and the title of the magazine article. Ask **How can materials be amazing?** Encourage the class to make predictions.
- If pupils need more support, focus their attention on the photos and ask them to describe what they can see and predict what the materials can do.
- The pupils read the texts as a class or in pairs to see if their predictions are correct.
- Quickly check comprehension by asking **Why is the first material amazing?** (*Because it comes from a fish.*) Repeat the procedure with the other two materials.

Pupil's Book Activity 3: After you read

What do you think? 

- Read the questions as a class. Prompt the pupils to say which material is the most amazing / useful and why.
- If you wish to do so, have a class vote.

Activity Book: After you read

Activity 1

Read the sentences and circle the correct words.

- The pupils work on their own or in pairs to read each sentence and circle the correct information. They should refer back to the text in the Pupil's Book when necessary.

Answers: 1 smooth 2 smells 3 around 4 clear 5 seeing
6 sunny

Activity 2

Read the definitions and find the words in the text.

- The pupils work on their own or in pairs to read the definitions and write the words. They should refer back to the text in the Pupil's Book when necessary.

Answers: 1 stretchy 2 cloak 3 stain 4 soap 5 smelly

Activity 3

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

▶ *CD1 Track 18 p243*

- Read out the advertisement, pausing at the spaces to allow pupils to predict the missing words.
- Play the CD. The pupils listen and follow the information in their books.
- Play the CD again, pausing after each piece of key information. The pupils should say and write the missing information each time.

Answers: 1 six 2 small 3 large 4 light 5 wash 6 ten
7 fifteen 8 685524

Activity 4

Work with a friend. Design an advert for one of the other materials in your notebook.

- The pupils work in pairs to write an advert. They should use the advert in Activity 3 as a model.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: bag (It isn't a material.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read a magazine article about some amazing materials.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- Organise the class into pairs. Each pair should choose the remaining amazing material and create a radio advert.

1 Lesson 7

Objectives and Key Competences

- Learn about and practise using the linkers 'and', 'also' and 'too'
- Identify the informational content of a magazine article
- Identify the text features of a magazine article
- Use criteria to check your writing
- Share your writing with another pupil
- Invent an amazing item of clothing and write an article about it

- Key language**
- camera, equipment, jacket, light, magnet, map, mobile phone, notebook, pocket, radio, sunglasses, sleeve, waistcoat, waterproof, zip
 - It's waterproof, too. There's a pocket for your mobile phone and your radio. There are also pockets for a notebook, maps, sunglasses and a camera.*
- Materials**
- Pupil's Book p15; Activity Book p12

- Optional materials**
- Trinity Exam Practice cards (selected from the Starter Unit)

- Key Multiple Intelligences**
- Linguistic
 - Logical-Mathematical
 - Interpersonal
 - Intrapersonal

At a Glance Lesson Plan

- Starting the lesson**
- Use the Trinity Exam Practice cards (optional).
 - Review the magazine article in Lesson 6.
 - Set learning objectives.
- Activity 1: Investigate a text**
- Read the information.
 - Think of three questions.
- Activity 2**
- Read the magazine article.
 - Does it answer your questions?
- Activity 3: Discuss a text**
- Read the article again.
 - Answer the questions.

Pupil's Book

A MAGAZINE ARTICLE Writing Lesson 7

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?

The perfect spy jacket

question → 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.

description → 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!

opinions → 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? 4 Is the writer's opinion of the jacket good or bad?

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 in your Activity Book (page 12).

- Writing skills**
- Read about adding new information.
- Activity 4**
- Look at the two articles again.
 - Find examples of the linkers **and**, **also** and **too**.
 - Go to the Activity Book.
- Ending the lesson**
- Review the lesson and reflect on learning.
- Extra activity**
- Extension**
- Draw and label your amazing item of clothing.

Activity Book

Lesson 7 Literacy Writing

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)
*There's a pocket for a torch **and** a notebook. **Too**.*

3 This material is cheap. This material is good for the environment. (also)
*This material is cheap **and** good for the environment. **Also**.*

4 The fabric is bright. The fabric is colourful. (and)
*The fabric is bright **and** colourful.*

Plan your writing

2 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. Where's your opinion?
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 Read your magazine article to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).

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.

12 Which is the odd one out? Why? title / opinion / facts / address

- Activity Book**
- Activity 1: Develop your writing skills**
- Write new sentences. Use **and**, **also** and **too**.
- Activity 2: Plan your writing**
- Work with a partner. Plan a magazine article. Make notes.
- Activity 3**
- Now write your magazine article in your notebook.
- Remember to start with the title and a question for the reader.
- Activity 4**
- Read your magazine article to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).
- Odd one out activity**
- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Review the magazine article in Lesson 6.

- Review information about the three amazing materials in Lesson 6. Ask **Where does the first material come from? What does it look like? Why is it friendly to the environment? What's special about the second material? What does it use to clean the clothes? Why is it friendly to the environment? What happens when you wear the third item of clothing?**

Set learning objectives.

- Say **Today we're going to write a magazine article about an amazing item of clothing.**

Pupil's Book Activity 1: Investigate a text

Read the information. Think of three questions.

- Read the information as a class. Brainstorm three questions they want to ask about a spy jacket. If necessary, use prompts to support the class, e.g. **Made from? Look like? Colours?**
- Write the questions on the board.

Pupil's Book Activity 2

Read the magazine article. Does it answer your questions?

- Read the text as a class.
- Check to see if any of the questions on the board are answered.
- The pupils read the text on their own and answer the questions.

Pupil's Book Activity 3: Discuss a text

Read the article again. Answer the questions.

- Read and discuss the questions as a class. Highlight that a magazine article needs a good, eye-catching title. It should also ask a question to get the reader's interest and give plenty of information. Finally, the article needs to give an opinion.

Writing skills

- Read the information.
- Prompt the pupils to create their own sentences using 'and', 'also' and 'too'. (*I've got brown hair **and** brown eyes. I've got brown hair. I've **also** got brown eyes. I've got brown hair. I've got brown eyes, **too**.)*

Pupil's Book Activity 4

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

- Organise the pupils into pairs. Ask them to find examples of 'and', 'also' and 'too' in Lessons 6 and 7. They can do this orally or write the sentences in their notebook.
- The pupils share information with the rest of the class.

Activity Book

Activity 1: Develop your writing skills

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

- The pupils work on their own or in pairs to rewrite the sentences using **and**, **also** and **too**.

Answers: 1 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 also good for the environment. 4 This T-shirt is bright and colourful.

Activity 2: Plan your writing

Work with a partner. Plan a magazine article. Make notes.

- Read out the notes and elicit examples of how pupils can complete each section. If necessary, write these ideas on the board.
- Organise the class into Writing Partners. The pupils think of an amazing piece of clothing and complete their writing notes.

Activity 3

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

- The pupils work with their Writing Partner to write their magazine article in their notebooks.
- Remind the class to write the title at the top of the page and then begin with a question for the reader. The rest of the article should be a description and an opinion.

Activity 4

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

- Read through the statements as a class.
- Organise the class into new Writing Partners. One pupil reads aloud their text to their partner. The pupils work together to decide if the text fulfils the criteria and tick the corresponding boxes. The pupils can add, improve or correct the text at this stage.
- The pupils swap roles.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: address (It isn't used in a magazine article.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've written a magazine article about some amazing items of clothing.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- Ask the pupils to draw and label their amazing item of clothing in their notebooks.
- The pupils copy their article onto a piece of paper and illustrate it with a drawing of the clothing. Make a class display of their work.

1 Lesson 8

Objectives and Key Competences

- Present your design to the class
- Listen to a text for general understanding
- Listen to a text and identify key functional language
- Review learning and reflect on progress
- Work in a group to design a sports kit
- Sing a song

Key language

- key and revised clothes vocabulary; key and revised adjectives to describe clothes; sports
- Which ones do you prefer? I agree with you. I disagree. Let's choose a T-shirt first. What about having some plain shorts? I don't think that's a good idea.*

Materials

- Pupil's Book p16; Activity Book p13; Class CD1
- Selection of sports pictures
- Coloured pencils

Optional materials

- Trinity Exam Practice cards (selected from the Starter Unit)

Key Multiple Intelligences

- Linguistic
- Musical
- Visual-Spatial
- Interpersonal
- Intrapersonal

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review sports, sports clothes and equipment.
- Set learning objectives.

Activity 1

- Listen and look.
- ▶ **CD1 Track 19 p243**
- What clothes do the children choose for the basketball team's new kit?

Activity 2

- Listen again.
- ▶ **CD1 Track 19 p243**
- Which four things do the children say?

Activity 3

- You're going to design a new kit for a sports club.
- Discuss your ideas.
- Go to the Activity Book.

Pupil's Book

1 Lesson 8 Speaking and Self-evaluation

Group discussion

1 Listen and look. Which clothes do the children choose for the basketball team's new kit?

2 Listen again. Which four things do the children say?

- I agree with you.
- Which ones do you prefer?
- I disagree.
- What about having some plain shorts?
- Let's choose a T-shirt first.
- I don't think that's a good idea.

3 You're going to design a new kit for a sports club. Discuss your ideas.

Do you prefer plain or patterned T-shirts?

Me too. What about a yellow and white T-shirt?

I prefer patterned T-shirts.

I think those colours are too bright. Blue and white are better.

Draw and describe your sports kit in your Activity Book (page 13).

Go to the Song Bank, page 121.

Reflect on the unit

4 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, less! 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 work in a group to design a sports kit.

Do the Unit Review in your Activity Book (page 14).

16 Speaking, self-evaluation and review

Activity 4

- Read and think about your learning.
- What can you do now?

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Ask and answer questions to identify sports.

Song

- ▶ **CD1 Track 20 p243**
- ▶ **CD1 Track 21 p243 (optional karaoke version)**

Activity Book

Lesson 8 Speaking and Self-evaluation

Group discussion

1 Design a new kit for a sports club. Discuss and make notes. Draw and colour your kit.

Sports club: _____

Clothing: _____

Other equipment: _____

2 Write a description of your group's sports kit.

We have designed a new kit for the _____ sports club. The kit has got _____

3 Read and complete.

1 Let's _____ (have) a plain T-shirt. 4 What about _____ (choose) the tracksuit next?

2 What about _____ (choose) long socks? 5 Let's _____ (choose) the T-shirt first.

3 Let's _____ (have) the patterned trousers. 6 What about _____ (have) the baggy shorts?

My progress

4 Think about your work in this unit. Read and complete the sentences.

I think that my work in Unit 1 is _____

Now I can _____

And I can _____

In the next unit I want to practise _____ more.

Which is the odd one out? Why? helmet / bike / gloves / goggles

Activity Book

Activity 1

- Design a new kit for a sports club. Discuss and make notes. Draw and colour your kit.

Activity 2

- Write a description of your group's sports kit.

Activity 3

- Read and complete.

Activity 4: My progress

- Think about your work in this unit. Read and complete the sentences.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional). 

- The pupils practise asking and answering questions.

Review sports, sports clothes and equipment.

- Hold up a selection of pictures of people doing sports (from the Internet or a magazine). Prompt the pupils to name the sport and describe what the person in the picture is wearing. Elicit any sports / equipment that is needed to do the sport and write any new words on the board.
- Repeat the procedure with other sports pictures.

Set learning objectives.

- Say **Today you're going to work together to design some sports clothes and you're going to think about your learning.**

Pupil's Book Activity 1

Listen and look. Which clothes do the children choose for the basketball team's new kit? 

► **CD1 Track 19 p243**

- Ask the pupils to name and describe the different clothes they can see in the activity.
- Play the CD. The pupils listen and identify which T-shirt, shorts and socks the children choose. (*Stripped T-shirt, green shorts, white socks.*)

Pupil's Book Activity 2

Listen again. Which four things do the children say?

► **CD1 Track 20 p243**

- Read out the sentences as a class.
- Play the CD again. The pupils listen and identify the sentences which appear in the recording.
- Check the answers as a class.

Answers: Let's choose a T-shirt first. I agree with you. What about having some plain shorts? Which ones do you prefer?

Pupil's Book Activity 3

You're going to design a new kit for a sports club. Discuss your ideas. 

- Invite three pupils to read out the dialogue. Then explain to the class that they have to design their own sports kit. The pupils discuss ideas in small groups.

Song

Read and discuss the questions

- Go to the Song Bank on page 121 to do the Pupil's Book and Activity Book song activities (see p238).
- **CD1 Track 20 p243**
- **CD1 Track 21 p243 (optional karaoke version)**

Activity Book

Activity 1 

Design a new kit for a sports club. Discuss and make notes. Draw and colour your kit. 

- Read the notes as a class. Check understanding.
- Organise the class into groups of three. The pupils work together to complete their notes and draw and colour their new sports kit.
- You can use the Talk role cards to assign roles within the groups.
- Organise the class into new groups. The pupils take turns to describe their new kits.

Activity 2

Write a description of your group's sports kit.

- The pupils work on their own to write a short description of their sports kit.

Activity 3

Read and complete. 

- Read and complete the first two sentences as a class.
- The pupils work on their own to complete the remaining sentences.

Answers: 1 have 2 choosing 3 have 4 choosing 5 choose 6 having

Pupil's Book Activity 4

Read and think about your learning. What can you do now?  

- Read the message as a class. Then look back through the unit and prompt the pupils to identify other things they have learnt and done.

Activity Book

Activity 4: My progress

Think about work in this unit. Read and complete the sentences. 

- Read out the sentences and encourage the pupils to think of different ways of completing them.
- The pupils complete the sentences.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: bike (You don't wear it.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've designed a sports kit and we've thought about our learning.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Invite a pupil to think of a sport. Ask **Do you play this sport (indoors)? Do you wear (a swimming costume)? Is it a (fast) sport?** The pupil should respond appropriately until you guess the sport. Swap roles.
- The pupils ask and answer questions in pairs.

1 Review and external exams practice

Objectives and Key Competences

- Review clothes, materials, accessories and clothes adjectives
- Introduce the pupils to KET exam tasks
- Learn a simple strategy for dealing with unknown vocabulary
- Practise reading signs for general meaning
- Practise activity types found in the Trinity and Cambridge exams
- Raise awareness of the signs around us

Key language

- cheap, cheaper, expensive, more expensive; corridor, back in half an hour, danger, keep out, end, half-price, less, more, park, pedestrian crossing, restaurant, sale, school, shop, sign, special offer, sports centre, street*
- You can / can't swim here. You must / mustn't walk here.*

Materials

- Pupil's Book p17; Activity Book pp14-15; Class CD1

Optional materials

- Trinity Exam Practice cards (selected from Unit 1)

Key Multiple Intelligences

- Linguistic
- Logical-Mathematical
- Visual-Spatial

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review clothes, materials, accessories and clothes adjectives.
- Set learning objectives.
- Go to the Activity Book page 14: Review.

Activity 1

- Read the sign.
- Then read and complete the sentences.
- Which words in the sign help you?

Activity 2

- Say where you can see these signs.

External Exams Practice Pack

- Additional Trinity and Cambridge Exams practice (optional).

Activity 3

- Read and match to the signs in Activity 2.

Activity 4

- Think of more places where you can see signs in your community.
- Go to the Activity Book.

Exam help

- Read the exam help.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Extension**
- Find examples of other signs and share them with your class.

Activity Book

Activity Book page 14: Review

- Work with a friend to do the quiz.

Activity Book page 15: External exams practice

- Activity 1**
- Listen and tick (✓) the right answer (A, B or C).
- CD1 Track 22 p243**
- Activity 2**
- Read and match.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Review clothes, materials, accessories and clothes adjectives.

- Organise the class into small groups. The groups choose a scribe who should divide a notebook page into four columns: *Clothes; Materials; Accessories; Clothes adjectives.*
- The pupils have five minutes to write as many words as possible. Then collate the lists of words on the board.

Set learning objectives.

- Say **Today you're going to read some signs and practise your listening.** Explain that signs are used to give instructions, to help you and to keep you safe.
- Ask the class to identify any signs in the classroom and to think of other places in the school where they can read signs.

Activity Book page 14: Review

Work with a friend to do the quiz.

- Organise the class into pairs. Explain that they are going to work together to do a quiz. Set a time limit for the pupils to do this. This time limit will depend on the ability of the class (10-15 minutes). Stress that the pupils are not competing with each other.
- Read out the six tasks that the pupils have to complete. Check understanding. Then say **Ready, steady ... Go!**
- The pupils work in their pairs to do the quiz. Ask the pupils who finish quickly to help another pair.
- Correct the answers as a class.

Answers: 1 1 Three from: trousers, leggings, jeans, tracksuit 2 tie, suit 3 Three from: hat, gloves, scarf, coat 2 tight, patterned, unfashionable, casual, short-sleeved, uncomfortable 3 1 is doing 2 am wearing 3 go 4 are eating 5 are making 4 Present simple: usually, often, never, sometimes Present continuous: at the moment, now, this morning, right now 5 1 is too small. isn't big enough. 2 The trousers are too short. 3 The shirt isn't tight enough. 4 The shoes are too uncomfortable. 6 tracksuit, what you wear to do exercise

Pupil's Book Activity 1

Read the sign. Then read and complete the sentences. Which words in the sign help you?

- Read the sign as a class. Then read and answer the questions as a class. Focus the pupils' attention on clues such as *shoes, half-price, end, this afternoon.*

Pupil's Book Activity 2

Say where you can see these signs.

- Read the list of places as a class.
- The pupils work in pairs to match a sign to each place.

Pupil's Book Activity 3

Read and match to the signs in Activity 2.

- The pupils match each sentence to a sign in Activity 2.

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

Pupil's Book Activity 4

Think about more places where you can see signs in your community.

- Work as a class to think of more examples of signs we can see in the community, e.g. shops, the post office, the cinema. Encourage the pupils to think about what sort of information appears in these signs.

Exam help

- Read the exam help as a class.

External Exams Practice Pack

Additional external exams practice (optional).

- Additional Trinity and Cambridge Exams preparation material, including videos, worksheets and practice tests can be found on the DVD-ROMs.

Activity Book page 15 : External exams practice

Activity 1

Listen and tick (✓) the right answer (A, B or C).

▶ CD1 Track 22 p243

- Invite a pupil to read out the first question. Play the CD, pausing at the end of the first exchange to identify Andy. The pupils should tick the corresponding picture.
- Repeat the procedure with the remaining questions.

Answers: 1 C 2 A 3 C

Activity 2

Read and match.

- The pupils work on their own to match each sentence to a sign.

Answers: 1 B 2 G 3 C 4 F 5 H

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read some signs and practised our listening.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- Ask the class to look out for signs in the community. The pupils should write down where they saw each sign and what the sign said. Prompt the class to think about what the same signs would say in English.

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

individually in pairs in small groups
in large groups as a class

3 Which key competences did my pupils develop? Give a score from 1 to 5 (5 being the highest).

-  Competence in linguistic communication
-  Competence in mathematics, science and technology
-  Digital competence
-  Learning to learn
-  Social and civic competences
-  Sense of initiative and entrepreneurship
-  Cultural awareness and expression

4 Which lessons / activities were the most successful and why?

5 Which lessons / activities did my pupils find the most difficult and why?

6 What did I try in the classroom for the first time? How did it go?

7 Which resources did I find most useful? (including web pages)

8 What could I do differently next time I teach this unit?
