Lesson 1 Vocabulary

My clothes

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

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

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

1. Look at Nico's photos. Answer the questions. Whole Class
   1. What are the children doing?
   2. What are they wearing?
   3. Which clothes do you like the best?

2. Copy the chart. Complete it with the clothes you know.
   - above the waist: dress
   - 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.

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.

My classmates and I like smart clothes.

My sister is very fashionable.

My cousin likes sporty clothes.

Vocabulary: clothes
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.

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

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 Read the dialogue again. Ask and answer.

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

3 Look and learn.

<table>
<thead>
<tr>
<th>Present simple</th>
<th>Present continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They wear</td>
<td>I am/are not wearing</td>
</tr>
<tr>
<td>don’t wear</td>
<td>You/We/They are/aren’t wearing</td>
</tr>
<tr>
<td>He/She/It wears</td>
<td>He/She/It is/isn’t wearing</td>
</tr>
<tr>
<td>doesn’t wear</td>
<td>Are you/we/they wearing</td>
</tr>
<tr>
<td></td>
<td>Is he/she/it wearing</td>
</tr>
</tbody>
</table>

4 Think about grammar

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

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

6 Ask and answer.

1. What do you usually wear to do sport?
   - I wear shorts and a T-shirt to do sport.

2. What are you wearing now?

3. What do you do in your free time?

4. What are you doing now?

5. Which language do you usually speak at home?

6. Which language are you speaking now?
Before you read

1 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.
   Follow me. Good dog!

2 After the walk, George notices that there are seeds on his woollen clothes and on the dog’s fur.
   Oh dear! These seeds are very difficult to take off.

3 He’s very curious about the seeds, so he looks at them under a microscope.
   How interesting! They’ve got lots of tiny hooks.

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

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

6 Now people all over the world use Velcro. You can find it on all kinds of clothes and shoes.
   Did you know that astronauts have got a piece of Velcro inside their helmets so they can scratch their noses?

After you read

Go to page 8 in your Activity Book.
- How long did it take George to invent Velcro?
- Do you think he got tired of his work?
- Which things take you a long time to do?
1. 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.

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

2. Look and learn.

<table>
<thead>
<tr>
<th>The sweatshirt</th>
<th>is</th>
<th>too big, small enough.</th>
</tr>
</thead>
<tbody>
<tr>
<td>isn’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The trousers</td>
<td>are</td>
<td>too small, big enough.</td>
</tr>
<tr>
<td>aren’t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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. Play a memory game.

Communicate

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

Small | Big | Long | Short | Uncomfortable | Comfortable | Unfashionable | Fashionable
Lesson 5 Vocabulary, Listening and Speaking

1. Look and match. Listen, check and repeat.
   short-sleeved  flowery  baggy  plain  striped  long-sleeved  tight  patterned

   ![Images of clothes]

2. Listen and match the names to the children.
   Andy  Karen  Sue  Harry  Jack

   ![Images of children]

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 trousers and a T-shirt.
   No, she isn't. She's wearing tight trousers.
   She's wearing baggy trousers in my picture.
   Great! That's one difference.

Vocabulary and communication
1 Read and discuss.  
• Where can you buy magazines?  
• Why do people read magazines?  
• How often do you read a magazine?  
• Do you enjoy reading about the topics below in a magazine?  
  - fashion  
  - technology  
  - animals  
  - films and TV  
  - history  
  - cities and countries  
  - sport  
  - music  

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

Amazing materials

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

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

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?

3 What do you think?  
• Which material is the most amazing? Why?  
• Which material is the most useful? Why?
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

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

   The most exciting thing about the spy jacket is that the sleeves are attached with magnets. You can take the sleeves off and turn the jacket into a waistcoat in seconds. This is perfect when you need to change your appearance quickly!

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

Discuss a text

3. Read the article again. Answer the questions.

   1. What's the title of the article? Is it a good title?
   2. What question does the writer ask? Why?
   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).
Lesson 8 Speaking and Self-evaluation

Group discussion  Cooperative learning

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 think those colours are too bright. Blue and white are better.
   - I prefer patterned T-shirts.

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, 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 work in a group to design a sports kit.

Do the Unit Review in your Activity Book (page 14).
1. Read the sign. Then read and complete the sentences. Which words in the sign help you?

1. The sign is in a …
   A. restaurant  B. shop  C. school
2. The shoes are … today.
   A. cheap  B. expensive
3. The shoes will be … tomorrow.
   A. cheaper  B. more expensive

Half-price shoes!
Sale must end this afternoon!

2. Say where you can see these signs.

   sports centre  restaurant  shop  park  street  school

   1. Special offer
      Half-price pizzas all day!

   2. DANGER!
      Keep out of the water

   3. SUPERSAVER
      Closed for lunch.
      Back in half an hour

   4. No running in the corridor!

   5. Swimming pool open
      4pm – 9pm

   6. SLOW!
      Pedestrian crossing

3. Read and match to the signs in Activity 2.

a. You can swim in the evening.
   d. You can’t swim here.

b. You mustn’t drive fast here.
   e. You can buy something this afternoon.

c. You pay less for your food today.
   f. You must walk here.

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

Exam help

Q: What do I do if I don’t understand the sign?
A: Don’t worry. Identify where the sign is and think about the information you usually read there. Then use the words you know to understand the most important idea.