

1 Order and write the words. Match.

1 ginggles

leggings

2 opt

3 leslabab obots

4 nacgidar



5 nejas

6 loop hisrt

7 tashtwiser

8 telb

2 Read and complete the definitions.

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

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

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

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

5 You wear a belt _____

6 You wear leggings _____

3 Read and remember the grammar in the lesson.

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

4 Read and answer. Ask and answer.



1 Do you prefer wearing bright or dark colours? _____

2 Which clothes do you love wearing? _____

3 Which clothes do you hate wearing? _____

1 Read and circle the correct tense.



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



Present simple & present continuous

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

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



3 Listen and complete the notes.



Ice skating lessons

Day: (1) _____

Time: (2) at _____

Teacher's name: (3) _____

Price per hour: (4) _____

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



4 Read and answer. Ask and answer.



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

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

After you read

1 Remember the story. Read and answer the questions.

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

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



A brilliant idea

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



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

3 Thinking skills What do you think of the story?

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

4 Find out about Switzerland with your family.



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



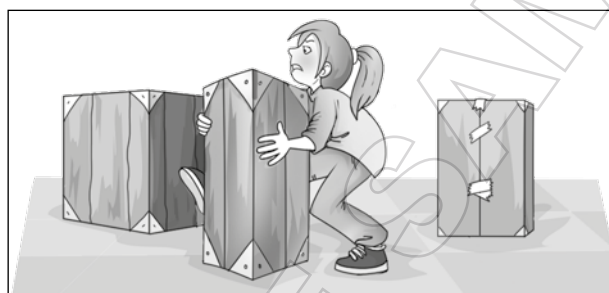
too & not enough

1 Read and circle the correct sentence.



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

2 Look and write the sentences.



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

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



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

1 Oo	2 oOo	3 Ooo	4 oOoo
trousers			

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



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

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

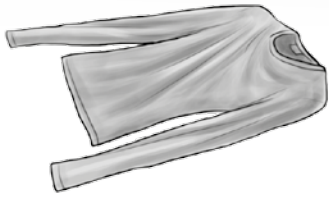
- 3 Name three places that aren't near enough to visit.

For more grammar practice go to page 102.

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

1 Lesson 5 Vocabulary, Reading and Writing

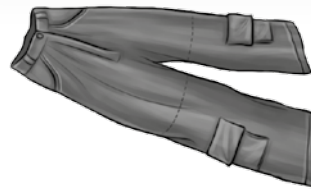
1 Look and write the adjectives and clothes.



1 a long-sleeved top



2 a _____ skirt



3 _____ trousers



4 _____ trainers



5 _____ waistcoat



6 _____



7 _____



8 _____

2 Read and complete. Write one word each time.

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



3 Read and learn.

Word building

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

fashionable
***un*fashionable**

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

comfortable difficult tidy kind healthy fair baggy happy

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

After you read

1 Read the sentences and circle the correct words.

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



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

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

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



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

Available in **1** _____ amazing colours

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

Soft, **4** _____ and very resistant

Easy to **5** _____

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

To order, phone: **8** _____

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

Material and clothes: _____

Description: _____

Special offer: _____

Where to buy it: _____

Develop your writing skills

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

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

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

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



Plan your writing

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

1 What's your amazing item of clothing? _____

2 Why is it special? _____

3 What's it made of? _____

4 What does it look like? _____

5 What's your opinion about it? _____

6 What two questions can you ask the reader? _____

7 What's the title of your article? _____

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

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

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

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

What's your favourite item of clothing?

It's my jacket.

_____? What's it like?

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

_____! What's it made of?

It's made of leather.

Prepare a conversation

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

My favourite item of clothing

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

3 Write questions to ask your partner.

1 *What's your favourite item of clothing?* _____

2 _____

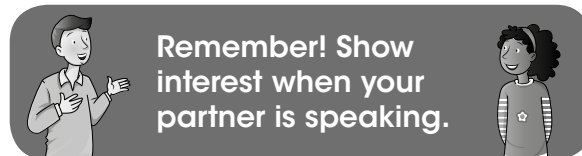
3 _____

4 _____


5 _____

Have a conversation

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



5 Reflect on the unit Read and complete the sentences.

My progress 

I think that my work in Unit 1 is _____

Now I can _____

I can also _____

In the next unit I want to practise _____ more.

Cooperative learning Work with a partner to do the quiz.

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

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

2 Write the opposites of the adjectives.

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

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

go not eat like do make

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



4 Write the time expressions in the chart.

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

Present simple	Present continuous
usually _____	_____
_____	_____

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

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

- The shirt is too baggy.

- The shoes aren't comfortable enough.

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



The mystery word is: _____

Definition: _____

Well done. Give me five!



Developing your ideas

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



1    


2    

3    

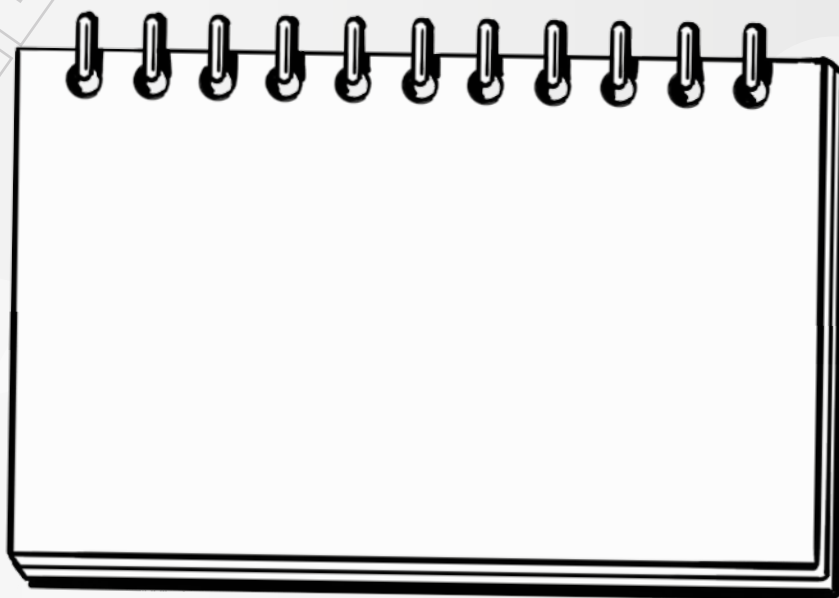
2 Listen again. Number the sentences in the order the children say them.



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

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

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



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

We want striped shorts in our kit.

Is that right?