

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.
- have a conversation about your favourite item of clothing.
- learn how to develop ideas.

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!



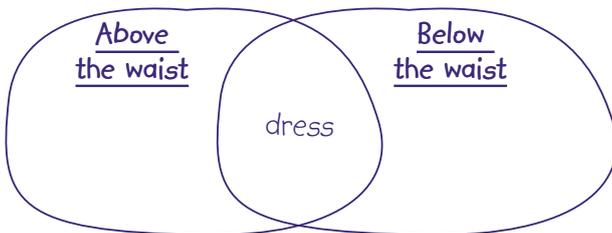
The question you asked was: **What's your favourite item of clothing?** That's an easy question for me. It's my ski jacket because I'm mad about skiing. Here are some photos of the clothes my friends and family love wearing.



1 Look at Nico's photos. **Whole Class**
Answer the questions.

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

2 **Thinking skills** Copy the chart. Complete it with the clothes you know.



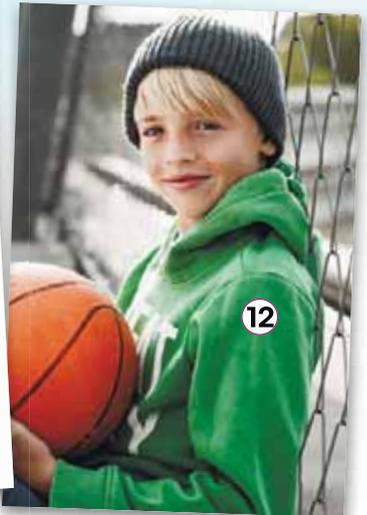
3 Look and match. Listen, check and repeat.



leggings tights baseball boots tie
waistcoat sweatshirt belt jeans
tracksuit cardigan polo shirt top

4 Listen and do the vocabulary quiz.





My friends prefer casual clothes.

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



Do you like shopping for clothes? I want to buy T-shirts for two of my friends, but I can only spend 15 euros in total.

Can you help me choose one for Heidi and one for Jan? Here are photos of six cool T-shirts.

Heidi loves fashion. She often wears smart clothes at the weekend, but she usually wears casual clothes for school. She never wears dark colours like brown or black because she says they're boring. Her favourite colours are yellow and red.

Jan isn't very interested in fashion and he never wears bright colours like yellow or orange. He loves hip-hop music and skateboarding, and his clothes are always big and comfortable. He usually wears shorts or trousers that are a bit too big for him. He often wears cool T-shirts with graffiti on them, too.

T-SHIRT WORLD

Here are our top-selling T-shirts this month ... Click on the price to buy!

<p>a</p>  <p>€10</p>	<p>b</p>  <p>€8</p>	<p>c</p>  <p>€8</p>
<p>d</p>  <p>€7.50</p>	<p>e</p>  <p>€6</p>	<p>f</p>  <p>€6</p>

6 **Communicate** Ask and answer about clothes.



What do you usually wear at the weekend?

I usually wear ...

What's your favourite item of clothing? What does it look like?

My favourite item of clothing is ...



1 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 **Communicate** Read the dialogue again. Ask and answer.

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

3 Look and learn.

Grammar Wall

Present simple & present continuous

Present simple

I/You/We/They	wear don't wear	a helmet.
He/She/It	wears doesn't wear	
Do	you/we/they	a T-shirt?
Does	he/she/it	

Present continuous

I	am/am not	wearing a hat.
You/We/They	are/aren't	
He/She/It	is/isn't	
Are	you/we/they	wearing a helmet?
Is	he/she/it	

4 Read and think. Answer.

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 **Communicate** Ask and answer.

- 1 What do you usually wear to do sport?

I wear shorts and a T-shirt to do sport.

- 2 What are you wearing now?
- 3 What do you do in your free time?
- 4 What are you doing now?
- 5 Which language do you usually speak at home?
- 6 Which language are you speaking now?

Before you read

1 Thinking skills *Whole Class*
Read and discuss.

- Are you wearing any clothes with Velcro today?
- Touch the material. Is it ...
 - strong or weak? smooth or rough?
 - heavy or light? noisy or quiet?
- Do you think astronauts use Velcro in space? How?

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



2 Listen and read. *CD1 10*

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.

This material is too heavy and it isn't pretty enough.

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.

Values

- How long did it take George to invent Velcro?
- Do you think he got tired of his work?
- Which things take you a long time to do?

1 Lesson 4 Grammar and Pronunciation

1 Listen and read. Act out. CD1 12



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: Ow! You're right.
Tom: Can you change it again?
Jess: Yes, of course. It's perfect now.

2 Look and learn.

Grammar Wall

too & not enough

The sweatshirt	is isn't	too big. small enough.
The trousers	are aren't	too small. big enough.

3 Read and think. Choose.

Think about grammar

- 1 We write **too** before / after the adjective.
- 2 We write **enough** before / after the adjective.



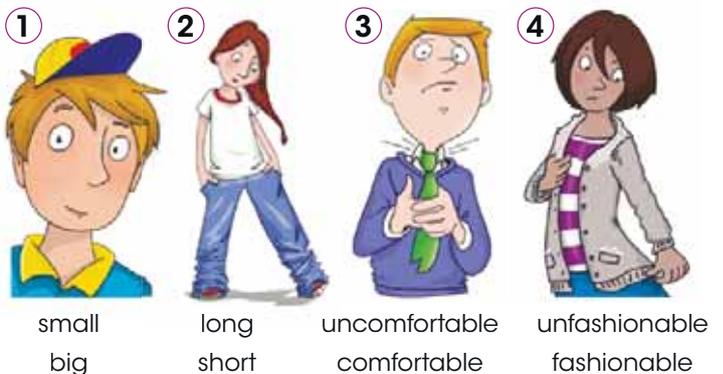
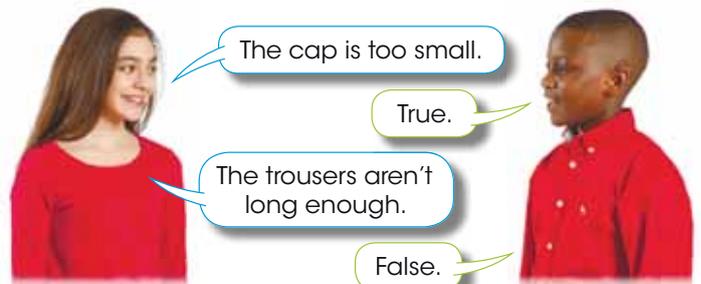
4 Look at the story on page 11 and the dialogue in Activity 1 again. Find examples of *too* and *not enough*.

5 Listen and read. Why is a part of each word underlined? Listen again and repeat. CD1 13

Pronunciation

trousers sweatshirt enough
cardigan comfortable fashionable
unfashionable uncomfortable

6 Communicate Play a memory game.



1 Look and match. Listen, check and repeat.



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



2 Listen and match the names to the children.



Andy Karen Sue Harry Jack

Listening tip!

Look carefully at the picture before you listen. What are the children wearing?



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



4 **Communicate** Ask and answer to find eight differences.

Teacher's Resource Bank: Unit 1



What's Sally wearing in your picture?

Is she wearing baggy trousers?

She's wearing baggy trousers in my picture.

She's wearing trousers and a T-shirt.

No, she isn't. She's wearing tight trousers.

Great! That's one difference.

Key learning outcomes: identify and say adjectives for describing clothes; listen for specific information
Vocabulary: adjectives to describe clothing

Before you read

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. What do you think the article is about? Read and find out.

Reading tip!

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

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?



sticky (adj)



stretchy (adj)



chemical (n)



stain (n)



cloak (n)



bend (v)



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?

After you read

3 What do you think?



- Which material is the most amazing? Why?
- Which material is the most useful? Why?

➔ Go to page 11 in your Activity Book.

Text type: **a magazine article****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?

title →

question →

description →

opinions →

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? 3 What do we learn about the jacket?
2 What question does the writer ask? Why? 4 Does the writer like the jacket?

**Writing skills:** Adding new information

- When we want to add new information, we can use the linkers **and**, **also** and **too**.
- We usually write **and** in the middle of a sentence:
*There's a pocket for your mobile phone **and** your radio.*
- We write **too** at the end of a sentence: *It's waterproof, **too**.*
- We write **also** before the main verb in a sentence, but we write it after the verb *to be*:
*There are **also** pockets for a notebook, maps, sunglasses and a camera.*

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

➔ Plan and write a magazine article on page 12 in your Activity Book.

Key learning outcomes: identify features of a magazine article; identify linkers used to add new information in a text; write a magazine article

1 Lesson 8 Speaking and Self-evaluation

1 Describe the clothes. What kind of clothes do you think Julia likes?



2 Listen to the conversation. What's Julia's favourite item of clothing? Why?



3 Listen again. Complete four questions that Anna asks.



- What ... like?
- When ...?
- Where ...?
- Why ...?

4 → Prepare a conversation about your favourite item of clothing on page 13 in your Activity Book.



Conversation time

Remember to show interest when you listen to your partner.



Really?
Is that right?
Oh?
No way!



Go to the Song Bank, page 125.

5 **Reflect on the unit** Read and think about your learning. What can you do now?



Hi, Nico. Thanks for all your messages. I'm really happy to have a new friend in Switzerland and I've learnt a lot.

No problem, Jess. Let's speak soon!



I can talk about my routines and what I'm doing now.

I can find Switzerland on a map and talk about a Swiss inventor.

I can read and write a magazine article.

I can have a conversation about my favourite item of clothing.

→ Do the Unit Review on page 14 in your Activity Book.



Welcome to Channel 21! Our first programme is about fashion. Are you interested in fashion? What's your style?

1 Watch the video. Read and say the sentences in the correct order.

- a The fashion designer talks about her ideas.
- b The fashion designer checks the clothes.
- c The fashion designer sketches her ideas.
- d The fashion designer cuts the material.
- e The fashion designer sews the material.



2 Watch the video again. What does Amy think about these clothes? Do you agree?



3 Read, think and answer.

Developing your ideas



It's important to develop your good ideas. Read these tips. Can you think of any other tips?

Do some research.

Talk about your ideas.

Write your ideas down.



4 Work with a partner. Read and decide which items you will include in your sports kit.

Design competition



Are you creative?
Do you like designing clothes?
We need a new sports kit for the school basketball team.



Send your designs to MrPalmerPE@school.com.
The winner will receive an amazing drawing tablet.

I think shorts are a good idea.

I agree. Let's write that down. What else?

What about having a bag for the sports kit?