

## 1 Order and write the words. Match.

1 ginggles

leggings

2 opt

3 leslabab obots

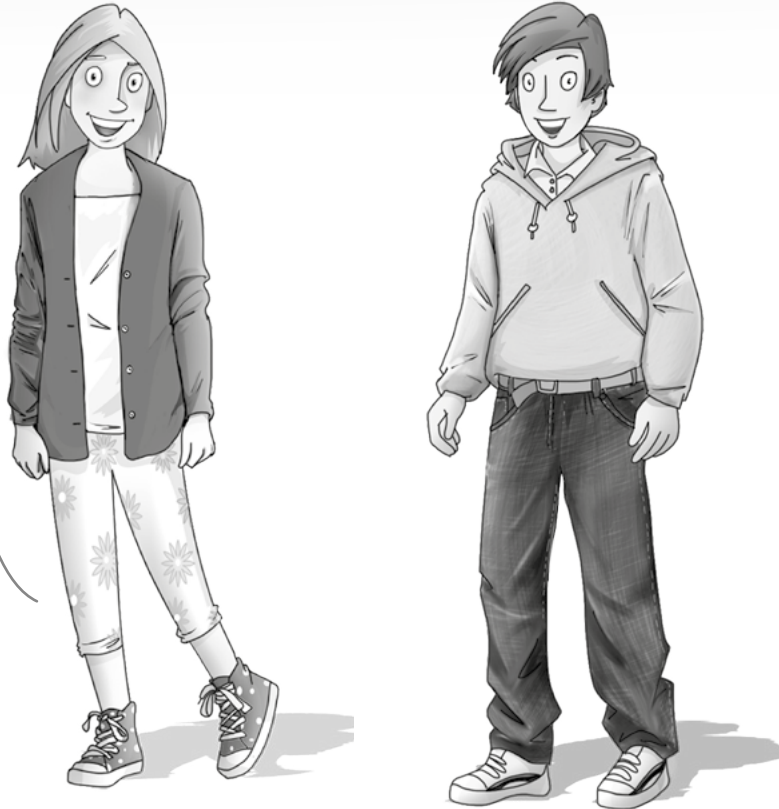
4 nacgidar

5 nejas

6 loop hist

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 &amp; 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? \_\_\_\_\_



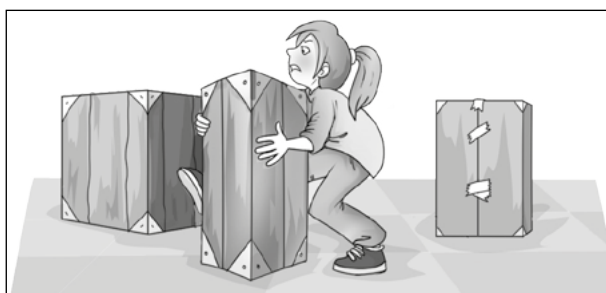
**too & not enough**

**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.



CD1 14

~~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.

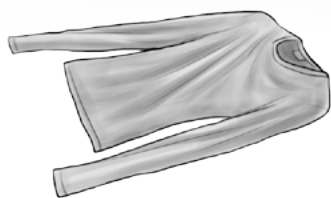
**Which is the odd one out? Why?** sunglasses / bikini / shorts / gloves



# 1 Lesson 5 Vocabulary, Reading and Writing



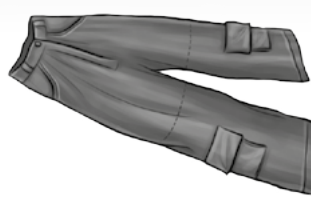
## 1 Look and write the adjectives and clothes.



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. a \_\_\_\_\_
- This is a mark on clothes, for example from chocolate. a \_\_\_\_\_
- This is a product that is used for cleaning your clothes. a \_\_\_\_\_
- 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?

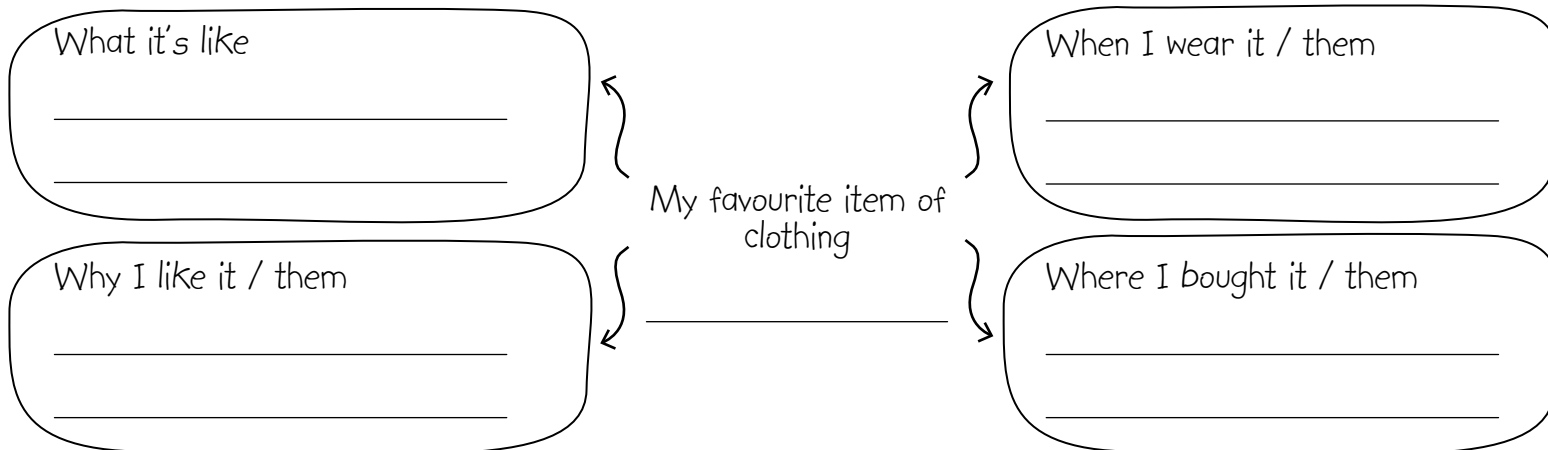
It's long and it's got purple spots.

\_\_\_\_\_! What's it made of?

It's made of leather.

**Prepare a conversation**


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



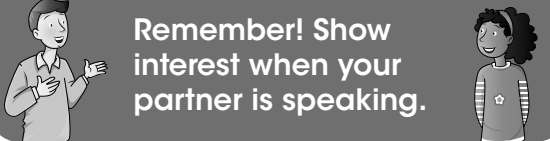
**3 Write questions to ask your partner.**

- 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.** 

**Remember! Show interest when your partner is speaking.**



**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?**

t i a r c u t s k

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

	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------

2

	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
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3

	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
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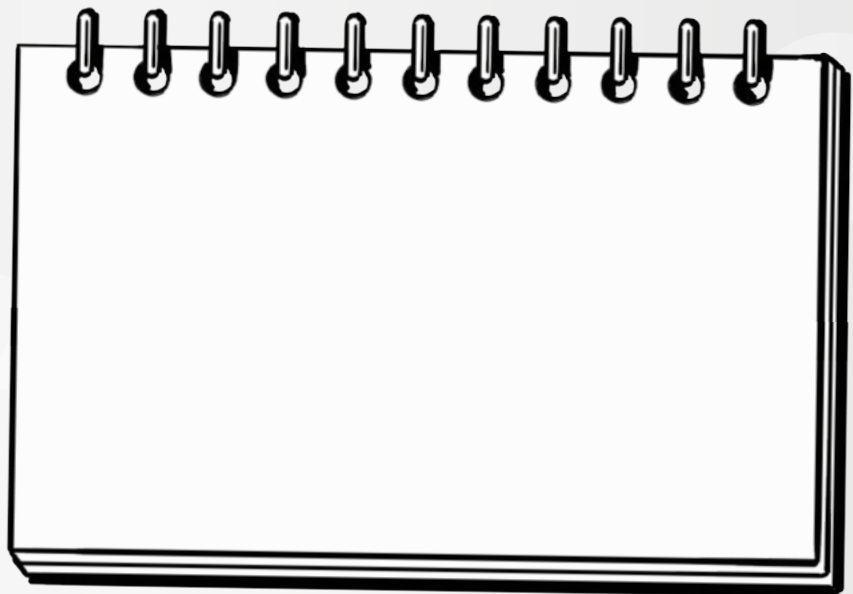
2 Listen again. Number the sentences in the order the children say them.



- |                                    |                          |                                    |                          |
|------------------------------------|--------------------------|------------------------------------|--------------------------|
| a I agree with you.                | <input type="checkbox"/> | d I prefer a patterned T-shirt.    | <input type="checkbox"/> |
| 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?