

Science and technology

LESSON OBJECTIVE	In this lesson, students focus on how new innovations in science and technology are being used in clothing and other wearables.
LANGUAGE REFERENCE	Unit 5: <i>invention, conduct; can/can't</i> Unit 6: <i>clothes; present continuous</i>

WARMER

Brainstorm different types of technology that students use every day. Ask students how many of the gadgets that they have do they think existed ten years ago. The answer is probably not many! Explain to students that new technology is rapidly changing the way we live.

- 1 Ask students to look at the photos and discuss their answers to the questions.

Suggested answers

The first photograph shows two wristbands that can be used by athletes to measure their heart rate, speed, distance or blood pressure, for example. The second photo shows a green and clean forest with no pollution. Elicit students' ideas about how they might be connected.

- 2 Students quickly read the text and choose the statement that best describes what the text is about.

Answer

Statement b

Before reading the text again, write the words in the *Vocabulary focus* box on the board and ask students to find them in the text. Pre-teach some of the more complex words if necessary.

- 3 Students read the text again in detail and then read the sentences and decide which each one is referring to, the dress, bracelet or battery. When students have finished, elicit the answers as a class.

Answers

- 1 H
- 2 B
- 3 H
- 4 D
- 5 D
- 6 B

- 4 Focus the students' attention on the sentences and point out that 1–6 are the sentence beginnings and a–f are the endings. Students match the beginnings to the endings. They can then check their answers in pairs before checking as a class.

Answers

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

- 5 In pairs, students discuss the questions. With a less confident class, you could brainstorm ideas together first and write them on the board. Elicit answers from the class.

?? DID YOU KNOW?

Direct the students' attention to the *Did you know?* box. Read the interesting fact about the special fabric that astronauts' clothes are made of.

PROJECT

- 1 In groups of four, students brainstorm or research another item of clothing or an accessory that uses new technology.
- 2 The students work together to research what the item does and how it works, using books or the Internet to gather as much information as possible. Encourage students to show photos where possible.
- 3 The group decides how to present their information to the rest of the class. Allow some time for class preparation and set deadlines for the presentations.