



1 In style

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**Which clothes can you see in the pictures?
When are the clothes used?**

 **Watch the video. What does Jenny use as a scarf?**

★ Mission Write a review

- 1 Choose an activity and make a shopping list.
- 2 Design an online clothes shop. Then swap shops and go shopping.
- ★ Write a review of the shop.

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Unit 1 learning outcomes

In Unit 1, learners learn to:

- describe clothes
- use comparative adjectives and adverbs
- use present simple to talk about the future
- read and listen for general and specific information
- understand people all have similar feelings
- read and develop ideas about clothes in history

Materials video, two pictures (a rainy day, a raincoat) colouring pens and paper

Self-assessment

- **SA** Show pictures from the unit. Hold a copy up and point. Ask what they think they will learn about. Learners discuss in pairs then share.
- Ask learners to complete the self-assessment (see Introduction). Say *OK. Let's learn.*

Pupil's Book, page 4

Warm-up

- Ask learners to mingle around the room. If possible, play music (if not, clap a rhythm). Tell them when the music stops, they freeze. Tell them to stand back to back with the person nearest them so they can't see their partner. If there is a learner without a partner, pair with them.
- Say *What's your partner wearing? Don't look – can you remember? Tell each other.* Learners describe each other's clothes. Monitor as they speak.

Which clothes can you see in the pictures?

When are the clothes used?

- Say *Open your books at page 4.* Point to the picture of a wedding dress. Ask *What's this? (a wedding dress). When is it used? (for a wedding).* Learners repeat.
- Say *We wear different things for different activities. Which clothes can you see? When are the clothes used?*
- Put learners into groups of three. Tell them they have 2 minutes to name as many items as they can. Call out *Stop* after 2 minutes. The group with the most items wins.
- Point to each one. Ask the name and what it is for. Say the name of the clothes clearly. Highlight the stress. (It is often on the first syllable.) Learners repeat.

Key: 1 wedding dress – at a wedding 2 strange dress – at a fashion show 3 wetsuit – watersports 4 hats – sunny weather 5 gloves – cold weather 6 shirt/blouse – autumn 7 fancy dress – parties 8 (running) shorts – athletics 9 ties – school



Watch the video. What does Jenny use as a scarf?

- Show a picture of a rainy day. Ask *What's the weather like? (rainy and cold). What do you wear in this weather?* Learners suggest ideas. If not suggested, show a raincoat (or picture of a raincoat). Ask *What about this? Would this be OK? (Yes) What is it? (a raincoat).* Learners repeat.
- Tell learners they will watch Jenny's vlog about organising clothes. Ask *What does Jenny use as a scarf? Think about why.* Learners watch, and then compare ideas.
- Say *How many other clothes did you see? Let's make a list.* Learners call out ideas. Write a list on the board as they say them. Say *Watch and check. Did you miss any?*
- Play the video. Learners watch and tick off items or add them.

Key: Jenny uses a raincoat as a scarf. They are giving away any clothes they can't wear and she wants to keep her raincoat, but she is wearing too many clothes.

Possible items: T-shirt, blouse, jumper, raincoat, football T-shirt, hat, trousers.



Mission Write a review

- Say *We're going to review a shop. What is a review? (It tells us about a place and what is good or bad about it).*
- Learners suggest ideas. Ask learners to read the Mission Statement in pairs to see if their ideas are right.
- Ask *Why do we use shopping lists? What would you like in your favourite clothes shop?,* e.g. types of clothes, big mirrors, free sweets.
- Tell learners to close their books. Ask learners to try to remember the Mission. Check. Say *This is our Mission.*

Activity Book, page 4

See pages TB126–141.

My unit goals

- Go through the unit goals with learners. Read these or put them onto the board or a poster (see suggested techniques in 'Identifying outcomes' in Introduction).
- Go back to these unit goals at the end of each Mission stage and review them. Say *This is our Mission page.*

Ending the lesson

- Put learners into groups of four. Give them colouring pens and paper. They take turns to draw an item of clothing. They keep drawing until others guess the item.
- The learner able to draw the most clothes which their partners can guess is the winner.

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Vocabulary 1

Learning outcomes By the end of the lesson, learners will be able to describe clothes, pronounce /s/ and /z/ sounds, and listen for specific detail.

New language *handbag, trainers, tights, blouse, jewellery*

Recycled language *tracksuit, jumper, raincoat, suit, swimming costume, tie*

Materials audio; dice (one per pair of learners)

Warm-up

- Draw a stick figure or simple outline of a person on the board for learners to copy it. Next to the figure write: *1 hat, 2 T-shirt, 3 trousers, 4 shoe, 5 scarf, 6 shoe*. Put learners into pairs. Give each pair a dice. Explain that if you throw 1, draw a hat. If you throw the same number twice, don't add anything.
- Tell learners to play in pairs and take turns throwing the dice. The first learner to dress their stick figure wins.

Fast finishers label their drawings and add additional words using a dictionary if they wish, e.g. jumper, coat.

Pupil's Book, page 5

1  1.02 **Listen and point to the clothes. Then match the clothes (1–11) to the words in the box.**

- Say *Do you ever choose clothes online? Why / Why not?* Learners offer ideas.
- Read the introductory sentence. Say *Let's see what she wants for her birthday.*
- Say *We are going to listen to some sentences. But is it helpful to think and look at all the information we have before we listen? (Yes, it helps us listen better.)*
- Ask learners to look at the pictures quickly for 15 seconds. Then they close their books. Put them in pairs. Learners try to remember any clothes they saw.
- Say *Well done! Let's listen now. Point to the clothes when you hear them. Let's do the first one together.* Play the first sentence from the audio (*The handbag is green*). Check learners are pointing at A. Say *Now do the rest.*
- Play the audio. Learners point and say the name of each item.

Track 1.02

The handbag is green.
 The tracksuit is pink.
 The jumper is red and striped.
 The trainers are white.
 The tights are light blue.
 The raincoat is purple and white.
 The suit is dark blue.
 The swimming costume is pink and orange.
 The blouse is yellow.
 The tie is purple.
 The jewellery is silver.

Extension Ask learners to look at the picture. Say *Find something yellow*. Learners call out *blouse*. Put learners into small groups. Learners take it in turns to say *find something (colour)*. Their group answer.

Key: A handbag B jumper C raincoat D suit
 E swimming costume F tie G tights H tracksuit
 I trainers J jewellery K blouse

2 **In pairs, read the sentences. Are they true for you?**

- Read out the example: *My teacher's wearing jewellery.* If you are wearing any jewellery, show them. Ask the learners *Is it true or false*
- Learners read the sentences and answer.
- Check answers.

Extension Learners stand in circles of six. They take it in turns describing the clothes of the learner to their right, e.g. *Alex is wearing red trainers. False making either a true or false statement 'Alex is wearing white trainers.* The group call out *True or False*.

3  1.03 **PRONUNCIATION**
Listen and repeat.

page 118

- Write the three words on the board. Write /s/ and /z/. Ask *Which sound did you hear in each word? (suits /s/, jeans /z/, blouses /z/).*
- Tell learners to listen and repeat again paying attention to the sounds. Play the audio again.

Track 1.03

suits
 jeans
 blouses

- Tell learners to turn to page 118 to do Pronunciation Activity 1. (See page TB124.)

Activity Book, page 5

See pages TB126–141.

Ending the lesson

- Draw a Venn diagram on the board with *winter* in one circle and *summer* in the other.
- Ask learners what they wear at different times. Learners come to the board and write up words or work in small groups. Encourage them to explain their answers, e.g. *swimming costume – I wear this in summer at the beach.*

Vocabulary 1

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1 1.02 Listen and point to the clothes. Then match the clothes (1-11) to the words in the box.

handbag jumper raincoat suit swimming costume
 tie tights tracksuit trainers jewellery blouse

I love looking at clothes online, and here are some of my favourites. I'd love to get some of them one day ... and it's my birthday soon!



I ❤️ this. It's warm and cosy!

+ make new board



You'll love if you wear this coat.



You can put your phone in this.



Great for riding my bike in the park.



Something for my brother (if he ever gets married!?)



This is beautiful – but more \$ than some cars!



My geography teacher wears this! It's awesome!!!!



My favourite tennis player wears these!



This is perfect to wear in spring.



These are cute! And they look really comfortable.



This is more beautiful than a sunny day at the beach .

2 In pairs, read the sentences. Are they true for you?

- My teacher's wearing jewellery.
- I've got a handbag at home.
- I've got a swimming costume.
- My teacher often wears a tie.
- There's a raincoat in my bag.
- I'm wearing a jumper.
- My mum's got a tracksuit.
- I'm wearing black tights.

My teacher's wearing jewellery.

No, she isn't.

- I've got a yellow blouse.
- There are trainers in my bag.
- My dad's got a blue suit.

3 1.03 PRONUNCIATION Listen and repeat. page 118

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Language presentation 1

1 Read Jim's blog and answer the questions.

- 1 What did Jim and Jenny want? _____
- 2 What were the problems with the things they bought? _____
- 3 What is a shopping fail? _____

Jim's Big Blog

Online Shopping Fails

22nd March @12:25 pm
 Last week, I bought a T-shirt online to wear at my friend's birthday party. I found a few websites where you can write on T-shirts. On one site, the T-shirts weren't as expensive as on other sites, and they looked nicer too. My friend is learning Spanish with me so I asked for 'Happy Birthday' in Spanish on the T-shirt.

The T-shirt arrived more slowly than I hoped. In fact, it arrived a few minutes before my friend's party. I put it on as quickly as I could then I left to go to the party. The T-shirt felt great – it wasn't bigger or smaller than I wanted.

When I arrived, I showed the T-shirt to my friend and he started laughing. I was confused – but then he told me about the problem with my T-shirt. It didn't say 'Feliz cumpleaños' on the back. It said, 'Happy Birthday in Spanish'! 😱

At first, I was angry – but my friend said that the T-shirt made him happy on his birthday. Then I felt a lot better. 😊

22nd March @12:45 pm

 Last month, I made an online shopping mistake that was as bad as Jim's.

My feet are growing quickly so I needed a bigger pair of trainers for tennis club. I looked at two different websites. On the first site, the shoes were much more expensive. But on the second site I saw a pair of shoes I loved – they were bright red and they were very cheap.

My mum ordered the trainers for me but when they arrived I was surprised. The box was very small. Then, when I opened the box, I was shocked. The trainers were a lot smaller than my feet. And they were smaller than my toes too! In fact, they were trainers for a doll! 🦶

What a mistake!

Now, I always check the size of the things I buy online.

2 Read the blog again. Who says each sentence – Jim or Jenny?

- 1 'My old ones are too small.'
- 2 'Great! I love the colour and they're not expensive.'
- 3 'Wow! This is really comfortable.'
- 4 'This is awful! I look so silly.'
- 5 'That's strange. Why's this so small?'
- 6 'I'm happy it made you laugh.'

I think Jenny says this.

6 Integrate new vocabulary and grammar

Learning outcomes By the end of the lesson, learners will be able to read and understand comparatives in a text.

New language *online, blog*

Recycled language *clothes, angry, surprised, shocked, comparative adjectives*

Materials pictures of trainers, a T-shirt, a mobile phone and books; 2 cards and colouring pens for each pair of learners

Pupil's Book, page 6

Warm-up

- Write *keys* and *snacks* on the board. Ask *Which ends with the sound /s/ and which ends with /z/? (keys /z/; snacks /s/).*
- Put learners into pairs. Give each pair two cards and a colouring pen. Tell learners to write /s/ on one and /z/ on the other.
- Tell learners to decide which sound they hear, /s/ or /z/. When you say *Show me now*, learners hold up the correct card. Each pair gains a point for a correct answer.
- Do an example: say *keys*. Say *Show me now*. Check learners are doing the task correctly and gradually increase speed. (Words: days (z), trainers (z), suits (s), jobs (z), tights (s), jeans (z), shoes (z), ties (z), newspapers (s), cups (s). Add more if you wish.)

Presentation

- Say *We're going to read Jim's blog about buying clothes online on the Internet. Say online.* Learners repeat.
- Show pictures of trainers, a T-shirt, a mobile phone, a book.
- Say *Sometimes, when we buy things online, we don't get what we want. What problems could you have with these things online?* Discuss the picture of the trainers together, e.g. *they are the wrong size or colour.*
- Put learners into pairs to discuss the other items. Share their ideas. Ask *Which of these is expensive and which is cheap?* Check meaning if learners don't know the adjectives (*mobile phone is expensive; book or T-shirt is cheap*). Read the questions aloud.

1 Read Jim's blog and answer the questions.

- Ask *Can you read every word carefully in 2 minutes? (No).* Say *Can you find the information? (Yes).* Say *Let's find out.*
- Learners read the text alone. Monitor for progress and finish after 4 minutes.
- Put learners into pairs to check answers. Check with the class.

Key: 1 Jim wanted a T-shirt with 'Happy Birthday' written on it in Spanish, Jenny wanted a new pair of trainers.
 2 Jim's T-shirt said 'Happy Birthday in Spanish' on it, Jenny's trainers were for a doll.

2 Read the blog again. Who says each sentence – Jim or Jenny?

- Tell learners that they will read again to find out more.
- Look at number 1 together. Ask learners for their answer, and then the reason.
- Put learners into pairs. Learners read and answer numbers 2–6 together. Give up to 5 minutes, but monitor for progress.
- For each answer, ask learners what Jim or Jenny said the comment about and where they found the sentence.

Key: 1 Jenny (she needs a bigger pair of trainers)
 2 Jenny (she sees a pair of shoes she loves, they're red and very cheap)
 3 Jim (when he puts the T-shirt on, it feels great – not bigger or smaller than he wanted)
 4 Jim (his friend laughs and laughs and Jim feels angry)
 5 Jenny (she's surprised when she sees the box)
 6 Jim (he feels better because he made his friend laugh on his birthday)

Activity Book, page 6

See pages TB126–141.

Ending the lesson

- Divide the class into two groups. Half the class look at Jim's blog, and the rest look at Jenny's. Pair learners with a learner reading the same blog.
- Tell them they will complete a reading race to find some information in the blog. They must write their answers quickly. Give an example, e.g. say *'What does Jenny buy?' (a T-shirt for Jim;)*. Say the pair that finish first will win.
- Reveal the questions. *When did they look at the website (Jim: last week; Jenny: last month); Was the size OK? (Jim: yes; Jenny: no); Did their shopping arrive quickly enough (Jim: no; Jenny: yes); Find an adjective that describes how Jim/Jenny felt (Jim: confused or angry; Jenny: shocked).*
- Learners work in pairs and answer the questions as fast as possible. Check answers with the class.

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Language practice 1

Lesson outcomes By the end of the lesson, learners will be able to use comparatives accurately in written and spoken English and make comparisons between clothes.

New language ...er than ..., more ... than, as ... as for comparisons, *vintage*

Recycled language adjectives, clothes

Materials colouring pens and outline picture of body, large paper

Pupil's Book, page 7

Warm-up

- Put learners into groups of five. Give out colouring pens and a body outline or ask them to copy one. Learners have 5 minutes to create an outfit for a fashion show and describe it.
- Hold the fashion show. Invite the groups to bring their picture to the front. They present their outfit, e.g. *He is wearing lovely black jeans and a bright red T-shirt. He's got red trainers.*
- Once all the groups have presented, ask one learner from each group to stand at the front with their designs.
- Choose two designs each time. Tell the class to vote. Ask *Which clothes are more colourful?* Learners vote. Repeat with other questions: *Which clothes are warmer/smaller/longer/more unusual?* Finish by asking *Which is the best?*

Presentation

- Ask *What did Jim get online? (a T-shirt). What did Jenny get? (trainers).* Ask them to look at Jenny's blog on page 6.
- Ask *How small were the trainers? (very small) Why? (Because they were for a doll).* Say *Can you find a sentence that shows how small they were?* Write onto the board *The trainers were smaller ...* invite learners to call out the rest of the sentence. (... than my feet/toes).
- Ask *Why didn't Jenny buy the trainers on the first website?* Write on the board *They were much more ... (expensive).*
- Say *These are comparatives we use them to show a difference between two things. Underline smaller than and more expensive. Say Which adjective is short? (small). Say If it is short, we add ...(-er) and than. Ask What do we do with expensive? (add more ... than).*
- Ask *Does Jenny think her mistake was worse? (No). Does she think the mistakes were similar? (Yes).* Write on the board *I made a mistake that was as ... (bad as Jim's).* Ask *Are the mistakes similar or different? (similar).* Say *If we are comparing two similar things, we can use as... as.*

Grammar look: comparative adjectives, adverbs and *as ... as*

- Put learners into pairs. Show the sentences in the left of the grammar look box. Invite a learner to read them out. Tell learners to read the questions on the right and choose the correct option in pairs. Monitor and check.

- Ask learners to complete the rules 4-7 at the bottom of the grammar box in their pairs. Check answers with the class.

Key: 1 Jenny's feet, 2 on the first site, 3 they were similar, 4 -er than, 5 more than, 6 similar, 7 different

1 Make sentences to compare the pictures.

- Ask learn *Are 'vintage' clothes old or new? (old).* Ask *What kind of clothes can you see? (a tracksuit, a dress, trousers).* Ask *When were they made? (1860s, 1970s, 1990s)*
 - Read the fact box about dresses aloud. Ask which picture shows that type of dress (the first). Ask *Is the dress older than the tracksuit? (Yes)* Put an example sentence on the board. *The dress is older than the tracksuit.*
 - Put learners into threes. Check answers with the class.
- Extra support** Give learners a list of adjectives changed into comparative, e.g. *wider, newer, older, more interesting.*

Key: Sample answers The dress is wider than the trousers. The tracksuit is newer than the trousers.

Complete the Grammar look on page 120.

(See pages TB125–126.)

Mission Stage 1

- Put learners into groups of four. Give each group paper. Ask them to write a list of at least six activities they could do in their free time. Show them the example (*hiking*).
 - Tell learners to choose one of the activities on their list and think about what they need to wear. Say *Make a shopping list.*
 - Invite each group to explain their activity and their list.
- Extension** Use a picture or learner dictionary. Learners find one new word to add to their list.
- Keep a note of the activities and group members for the rest of the Mission.

Activity Book, page 7

See pages TB126–141.

Ending the lesson

- Keep learners in groups. Ask them to compare online shopping and buying things in a market or shop, e.g. *You can try clothes on in a shop. You can find cheaper things online.*

Language practice 1

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★ Grammar look: comparative adjectives, adverbs and *as ... as*

- 1 'The trainers were a lot smaller than my feet.'
- 2 'On the first site, the shoes were much more expensive.'
- 3 'Last month, I made an online-shopping mistake that was as bad as Jim's.'
- 1 What is bigger? **the trainers / Jenny's feet**
- 2 Where did the shoes cost more? **on the first site / on the second site**
- 3 Whose mistake was worse? **Jim's / they were similar**
- 4 With short adjectives (one or two syllables long), we make comparisons with *-er than / more ... than*.
- 5 With long adjectives (three or more syllables long), we make comparisons with *-er than / more ... than*.
- 6 We use *as ... as* to say something is the same or **similar / different** to something else. For example: 'I took the T-shirt out of the box as quickly as I could.'
- 7 We use *not as ... as* to say something is **similar / different** to (and usually less than) something else. For example: 'The T-shirts weren't as expensive as on other sites.'

page 120

1 Make sentences to compare the pictures.

The tracksuit isn't as old as the trousers.

Did you know?



In the 1860s, some dresses were as wide as doors. Women often got stuck when they walked between rooms!

★ Mission Stage 1

Choose an activity and make a shopping list.

Hiking
 a warm jumper, a cosy hat,
 trainers, a raincoat, trousers

My bag: 0 items Register/Log in Search

Vintage Online

Look cool fast with clothes from the past!

Search by year >
 Search by item >

- Price:** £295
Size: medium; made in the 1860s
- Price:** £25
Size: extra large; made in the 1990s
- Price:** £295
Size: small; made in the 1970s

Grammar: comparative adjectives, adverbs and *as ... as*

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Vocabulary 2

1 1.05 Match the sentences (1-7) to the clothes (A-G). Then listen and check.

1 It's made of cotton. It's got a picture of the sun on it.

2 It's made of leather. It looks good for cold weather.

3 It's got a blue collar and it's made of silk. It's got gold buttons, too.

4 It's got a parrot pattern. You wear it round your neck.

5 There's a small size and a large size. You use them when you go walking.

6 It's got long sleeves and it's got a price label. It costs £25.

7 It's got a chain. There's a crocodile on it, too.

It's got gold buttons.

The dress.

SOUTH AFRICA

A, B, C, D, E, F, G

2 In pairs, talk about what you like wearing at the weekend.

3 1.06 Listen to Safi and Rav packing. Do they need winter or summer clothes?



EXAM TIP! Write times as numbers (for example, 12:15) not words (for example, quarter past twelve).

4 1.07 Listen again. Complete the timetable.

School trip timetable

Tuesday:	Airport bus leaves at: (1) 6:15
Flight:	10 am–9 pm
Wednesday:	go to the (2) _____
Thursday morning:	shopping
afternoon:	(3) _____ at the hotel
Friday:	go (4) _____
Saturday:	whale watching at (5) _____

Learning outcomes By the end of the lesson, learners will be able to describe clothes and what they are made of, and listen to hear general and detailed information.

New language *buttons, collar, cotton, leather, pattern, price label, silk, sleeves, it's made of*

Recycled language clothes, comparative adjectives

Materials audio; a leather belt, a silk scarf, a cotton blouse with buttons and a collar (or use pictures)

Pupil's book, page 8

Warm-up

- Put learners into groups of four. Give each group a word card with three objects. Duplicate the cards if you have a large class. (*bike/car/plane; giraffe/elephant/ant; laptop/smartphone/tablet; big house/flat/tent; beach/city/village*).
- Give learners 3 minutes to make comparisons.
- The winners are the group with most correct sentences.

Presentation

- Show learners items made of different materials, e.g. a leather belt, a silk scarf, a cotton blouse with buttons and a collar (or use pictures). Show the scarf. Ask *What is it? (A scarf)*. Ask *What's it made of?* Let some learners feel the material. (*It's made of silk.*) Learners repeat. Repeat with the leather belt. Say *leather* and ask learners which part/syllable is stressed (*the first syllable*). Learners repeat.
- Repeat with *cotton blouse, sleeve, collar, buttons*.
- Put the items into a bag. Tell a learner to put their hand into the bag without looking and say what they can feel, e.g. *It's the belt. I can feel it's made of leather...* Repeat with a few learners.

1 1.05 Match the sentences (1–7) to the clothes (A–G). Then listen and check.

- Say *Look at the pictures. What can you see?* Learners give ideas. Ask *Can you see any pictures?* Learners point to the scarf. Say *Yes it's a... (parrot). But it has lots of parrots. This is a pattern. Pattern.* Learners repeat.
- Put learners into pairs. Ask them to say the sentence and point to the clothes. Monitor and check.

Track 1.05

Boy: It's got a blue collar and it is made of silk. It has got gold buttons, too.

Girl: The dress.

Boy: It's got long sleeves and it has got a price label. It cost £25.

Girl: The shirt.

Boy: It's made of cotton. It has got a picture of the sun on it.

Girl: The T-shirt

Boy: It's made of leather. It looks good for cold weather.

Girl: The jacket

Boy: There's a small size and a large size. You use them when you go walking.

Girl: The bags

Boy: It's got a chain. There is a crocodile on it, too.

Girl: The necklace.

Boy: It's got a parrot pattern. You wear it round your neck.

Girl: The scarf.

Key: dress, shirt, T-shirt, jacket, bags, necklace, scarf

EXAM TIP! Say *In the exam, write times and prices and dates as numbers not words. Can you see a sentence with numbers? (£25). So in the exam, write ... put £25 on the board. Don't write ... put twenty-five pounds on the board.*

- Learners copy the sentences. Check they write numbers.

2 In pairs, talk about what you like wearing at the weekend.

- Put learners into pairs to talk.
- Ask learners to tell the class what their partner likes wearing.

3 1.06 Listen to Safi and Rav packing. Do they need winter or summer clothes?

- Read the instructions. Play the audio.
- Put learners into pairs to check answers.

Key: winter clothes (*It's winter in South Africa in July.*)

See audioscripts on pages TB118–123.

4 1.07 Listen again. Complete the timetable.

- Ask *What does this show? (a timetable)*.
- Ask *What kind of information is missing? Look at the gaps.* Learners suggest ideas, e.g. places, activities, times. Say *Now listen again to fill them.*
- Play the audio again. Check answers with the class.

Key: 2 forest 3 party 4 camping 5 2.30

Activity Book, page 8

See pages TB126–141.

Ending the lesson

- Put learners into pairs to describe their clothes to each other. Put pairs together into fours. Each pair tells the other a sentence, e.g. *Nothing I'm wearing has a collar.* Their partners say which person is being described, e.g. *That's Jane because Sam has a collar.*