

OBJECTIVES: By the end of the lesson, pupils will be able to talk about possibility using *may* and *might* and will have reviewed words for clothes.

● **TARGET LANGUAGE**

Key language: modal verbs of possibility: *may, might*; clothes, dress sense, (cold) enough, as (conjunction), material, e.g. *cotton, wool, viscose, acrylic*

Additional language: *I can't decide*

Revision: *can, should, made of*

● **MATERIALS REQUIRED**

Extra activity 1: The CD script from Pupil's Book Activity 1 written on a large sheet of paper

Optional: *Kid's Box Teacher's Resource Book 6 Unit 7*

Reinforcement worksheet 1 (page 58)

Warmer

- Invite several pupils to come to the front of the class. Review clothes by eliciting from the class what they are wearing. Pupils can then tell you other clothes words they remember.

PB64. SHOW WHAT YOU KNOW! *What clothes words can you remember?*

- Elicit and then write *Clothes* on the board and draw a circle around it. Say *Show what you know ... about clothes*. Write one or two words which came up in the Warmer to start the mind map. Brainstorm clothes words to extend the mind map. Supply words in English where necessary. Pupils copy the mind map.

PB64. ACTIVITY 1. *Listen and tick (✓) the clothes words you hear.*

- Tell pupils to open their Pupil's Books at page 64. Focus them on the title of the unit and check understanding. Focus pupils on the Activity 1 pictures. Elicit the names of the characters, where they are and what they are doing in the first two pictures (trying on / choosing clothes to wear). Remind pupils they do the same as for the Show what you know in the previous units.
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class. Elicit where the friends were going (the school disco).

CD 3, 16

DAN: What are you going to wear to the school disco on Friday?

ALVIN: Hmm, I don't know. I might wear jeans and a T-shirt or I might wear a shirt. What about you?

DAN: I can't decide.

ALVIN: That looks OK, Dan.

DAN: Yeah, but I think it may look better with a jacket.

ALVIN: Yeah, but it isn't cold. I might not wear a jacket.

SHARI: Come on! Hurry up! You both look great.

DAN: Yeah, I feel like a rock star!

ALVIN: Yes, and you look like one. Let's go inside.

MR PARKER: You may want to put your jacket over there. Nice shirt, Dan.

DAN: Er, thanks, Mr Parker.

ALVIN: Well, Dan, you might feel like a rock star, but you look like a teacher.

SHARI: As you're so interested in clothes and fashion, Dan, maybe we should write something on it for the ezine?

Presentation

- Write the following from the CD on the board: *I might wear jeans. I think it may look better with a jacket. I might wear a shirt.* Underline *may* and *might*. Ask checking questions, e.g. *Has Alvin decided what he's going to wear? Is he sure ... 100%? How do we know?* Repeat using similar questions for the second example. Check pupils understand that *may* and *might* indicate possibility and are both used with simple infinitives. Give some other examples about yourself, e.g. *I might go to a film this evening*, and check pupils understand the difference between that and *I'm going to go to a film this evening*. Focus on the Look box.

PB64. ACTIVITY 2. *Listen again. Say 'yes' or 'no'.*

- Focus pupils on the Activity 2 statements. Read them through before playing the CD. Play the CD. Pupils listen and write Yes or No. They check in pairs. Play the CD again. Check with the class. Pause after each one to elicit Yes or No and corrections for the 'no' answers. Write the corrected statements on the board. Check comprehension.

Key: 2 No, 3 Yes, 4 Yes, 5 No, 6 No

CD 3, 17

PB64. ACTIVITY 3. *Read and order the words.*

- Focus pupils on the Activity 3 instruction. Remind them to check word order using the Look box. Monitor and check. Pupils write the complete sentences in their notebooks.

Key: 1 Dan might wear a striped shirt. 2 Who might wear a jacket? 3 I might not wear a sweater tonight. 4 It may be too hot to wear a coat. 5 Alvin might wear a shirt. 6 They might dance a lot in the disco.

AB64. ACTIVITY 1. *Write the clothes words in alphabetical order.*

- Focus pupils on the Look again box before they do the activities.

Key: dress, glasses, handbag, hat, jacket, jeans, scarf, shirt, shoes, skirt, socks, sweater, trousers, T-shirt, watch

AB64. ACTIVITY 2. *Read and choose the right words.*

Key: 2 might wear, 3 might not, 4 may prefer, 5 might not, 6 might

AB64. ACTIVITY 3. *Write about your clothes.*

Key: Pupils' own answers

AB64. ACTIVITY 4. *Complete the sentences.*

Key: 2 watch, 3 visit, 4 get, 5 go, 6 get up

Extra activities: see page T126 (if time)

Optional activity

- Unit 7 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 57 and 58).

Ending the lesson

- Elicit from pupils what they may or might do after school today.

OBJECTIVES: By the end of the lesson, pupils will have had further practice using *may* and *might* for possibility and will have played a game.

● **TARGET LANGUAGE**

Key language: possibility: *may, might*

Revision: clothes

● **MATERIALS REQUIRED**

Five bags, each with a different object in them, e.g. a woolly hat, a sock, a soft ball

Warmer

- Revise *may* and *might* by asking pupils about things they *may* / *might* do tomorrow / this afternoon / at the weekend. Check the concept of their replies by asking, e.g. *Is it certain? Have you decided?*

PB65. ACTIVITY 4. *Look at the pictures. Read and match.*

- Tell pupils to open their Pupil's Books at page 65. Focus them on the Activity 4 pictures. Elicit that they are all half-dialogues. Tell them to read the responses in the box in pairs and then to complete the dialogues. Pairs check with pairs. Check with the class by asking different pairs to read the dialogues.

Key: 1b, 2c, 3d, 4a

PB65. ACTIVITY 5. *Practise the conversations with your friend. Write another conversation together.*

- Focus pupils on the Activity 5 instructions and check they know what to do (a conversation is one exchange). Elicit some contexts for their conversations, e.g. after school or doing homework. Pupils practise the conversations from Activity 4 for two or three minutes. Then tell them to write their own. Remind them to use *may* or *might* in the response. Monitor and help. Some pairs can perform their exchanges for the class.

PB65. ACTIVITY 6. *Write questions with 'might'.*

- Focus pupils on the Activity 6 instructions and look at the example with the class. Check the concept (the difference between *When might you go?* and *When are you going to go?*). Pupils work in pairs, each of them writing the questions in their notebooks.

Key: 2 What clothes might you wear to the disco? 3 What music might you dance to at the disco? 4 Who might you take photographs of? 5 Who might you go with? 6 What might you take with you?

PB65. ACTIVITY 7. *Ask and answer.*

- Set the scene with the class first. Tell them to imagine that the school disco is next weekend. They're talking to their friend about their ideas. Pupils work in pairs and take turns to ask and answer the questions from Activity 6. Encourage them to be creative with their answers and ideas. Monitor and support / encourage pupils as necessary. Elicit some of the dialogues from more confident pairs.

PB65. ACTIVITY 8. *Play the game. What's in the bag? Write sentences with 'may'.*

- Focus pupils on the Activity 8 instructions. Tell them they're going to play a guessing game. Show them the bags you prepared earlier. Make five groups. Groups form in a line ready to touch one of the five bags. They take turns to come up and feel one bag. They then go back to their seat and write down what they think may be in the bag, before lining up in the next queue to feel the next bag, and so on. Their answers should all be secret and the activity silent. Once pupils have felt all five bags, they compare their answers in groups. Elicit their ideas for each bag before telling pupils what was in each bag.

AB65. ACTIVITY 5. *What do you think it is? Use 'may'.*

Key: Pupils' own answers

Note: The items are: hat, jeans, sweater, socks

AB65. ACTIVITY 6. *Look at the picture. Read and answer 'yes' or 'no'. [YLE]*

Key: 2 no, 3 yes, 4 no, 5 yes, 6 yes

AB65. ACTIVITY 7. *Correct the sentences.*

Key: 2 She might take a jacket. 3 I might not put on my sweater.
4 Peter may play football tomorrow. 5 I might not wear my black shoes. 6 They may wear their new jackets.

AB65. ACTIVITY 8. *Find and write five sentences.*

Key: 2 Our school uniform is green and red. 3 Richard took a jacket with him. 4 My schoolbag's made of plastic.
5 The children might put on their coats and scarves.

Extra activities: see page T126 (if time)

Ending the lesson

- Pupils close their Pupil's Books and Activity Books. Dictate ten clothes words for them to write on paper. Choose new words from the lesson or ones they are less familiar with, e.g. *scarves*. Pupils swap papers for the correction phase.

OBJECTIVES: By the end of the lesson, pupils will have read and talked more about clothes and fashion.

● **TARGET LANGUAGE**

Key language: *fashion, fashion extra, button, decorate, umbrella, shorts, gloves, belt, pocket, thief / thieves, tights, century*

Revision: jobs, family, clothes, sew, protect

● **MATERIALS REQUIRED**

Extra activity 1: If possible, write one of the texts from Pupil's Book Activity 9 on the board before the lesson and cover it.

Extra activity 2: Fashion magazines with pictures for cutting out and a large sheet of paper for each group of four pupils

Optional: *Kid's Box Teacher's Resource Book 6 Unit 7*

Reinforcement worksheet 2 and / or Extension worksheet 1 (pages 59 and 60)

Warmer

- Invite a pupil to come to the front. Elicit from the class what clothes and 'extras' he / she is wearing. Include *buttons, zip, etc.*

PB66. ACTIVITY 9. *Read and find three things that people used differently a long time ago.*

- Tell pupils to open their Pupil's Books at page 66. Focus them on Activity 9 and on the activity instruction. Ask a pupil to read it aloud. Elicit that this is the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary at the bottom of the text. They read the texts silently to find answers to the question. Discuss answers with the class, eliciting where they found them in the text. Check comprehension by asking pupils to read each text aloud around the class. Encourage them to work out the meanings of the new vocabulary for themselves, using the pictures. Ask pupils which of these facts about clothes they knew about before and which are new to them.

Key: umbrellas, belts, shorts

PB66. ACTIVITY 10. *Listen. Repeat the word. Do you wear it? Say 'yes' or 'no'.*

- Focus pupils on the Activity 10 instructions. Check they understand the question is general, not *Are you wearing it / them now?* Play the example to check pupils know what to do. Play the rest of the CD. Pupils repeat the word in chorus and then whisper Yes or No to their partner the first time they listen. Play the CD again. Pupils repeat the word in chorus and then say Yes or No.

Key: 2 Gloves. Yes. 3 Button. Yes. 4 Tights. Yes. 5 Umbrella. No. 6 Shorts. Yes. 7 Pocket. Yes. 8 Decorate. No.

CD 3, 18

1 belt, 2 gloves, 3 button, 4 tights, 5 umbrella, 6 shorts, 7 pocket, 8 decorate

PB66. ACTIVITY 11. *Read again and complete.*

- Focus pupils on the Activity 11 instruction and on the example. Pupils complete the other sentences individually and then check in pairs. Check with the class, asking pupils to take turns to read each sentence aloud.

Key: 2 Sun, 3 Gloves, 4 bags, 5 shorts, 6 Tights

AB66. ACTIVITY 9. *Find two words for each group of letters. One is a clothes word.*

Key: 2 shopping, shorts; 3 potato, pocket; 4 gloves, glue; 5 umbrella, ugly; 6 butter, button

AB66. ACTIVITY 10. *Label the photos with words from Activity 9.*

Key: 2 button, 3 umbrella, 4 gloves, 5 tights, 6 shorts

AB66. ACTIVITY 11. *Read and complete the sentences with 1, 2, 3 or 4 words. [YLE]*

Key: 2 the first, 3 grey and green, 4 choose, 5 shorts are made of, 6 any new shoes, 7 a beautiful red coat, 8 the bus

Extra activities: see pages T126–127 (if time)

Optional activity

- Unit 7 Reinforcement worksheet 2 and / or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 57, 59 and 60).

Ending the lesson

- Give definitions of the new vocabulary from the lesson (at the bottom of the *Kid's Box* ezine) for pupils to guess the word, e.g. *We use these to hold our clothes together* (buttons). Pupils can think of some of the definitions, if appropriate.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about clothes and fashion and sung a song.

● **TARGET LANGUAGE**

Key language: present continuous, present simple, *ring*

Revision: clothes, adjectives, jobs, *left, right*

● **MATERIALS REQUIRED**

Photocopiable 7 (see page T117), one copy for each pupil
Optional: *Kid's Box Teacher's Resource Book 6 Unit 7 Song worksheet* (page 62) and / or *Kid's Box Interactive DVD 6: The music room* (pages 28–33)

Warmer

- Revise some of the vocabulary from the previous lesson. Personalise by asking some questions, e.g. *Show me your pockets*. Elicit pockets on things other than clothes, e.g. bags, rucksacks. Elicit all the jobs pupils can think of where people wear gloves and the different reasons they wear them, e.g. sports (footballer, cyclist, etc.), health (doctor, dentist, nurse), civil protection (fire officer, police officer, detective, thief!), factory workers, cleaners, cooks (oven / freezer gloves), explorers, astronauts. Elicit if they can think of a job where people never wear gloves.

PB67. ACTIVITY 12. Read and match.

- Tell pupils to open their Pupil's Books at page 67. Focus them on the Activity 12 instruction. Check they know what to do. In pairs, pupils read and match. Pairs check with pairs. Check answers with the class. Check understanding of key vocabulary and expressions.

Key: 1b, 2d, 3f, 4e, 5c, 6a

PB67. ACTIVITY 13. Read and say the words.

- Focus pupils on the song in Activity 13. Elicit what they can see in the pictures and where they think the people are (a disco). Focus them on the activity instruction and do the first one with the class to check they know what to do. Pupils read the song in pairs, filling in the missing words.

Key: left, right, up, down, dresses, shirts, Hats, coats, skirts, Socks, tights, Buttons, rings, pockets, Belts, gloves, Shorts, trousers

PB67. ACTIVITY 14. Listen and check. Sing the song.

- Play the CD for them to listen and check. Play the CD a second time if necessary. Check with the class, asking pupils to read relevant sections aloud. Check any vocabulary queries. Play the CD again, line by line, for pupils to repeat. Then play it again for them to sing at the same time as the CD. When pupils are more competent, ask them to sing the whole song in groups without the CD and possibly record them.

CD 3, 19

As in Pupil's Book and Key for Activity 13

CD 3, 20

Now sing the song again. (Karaoke version)

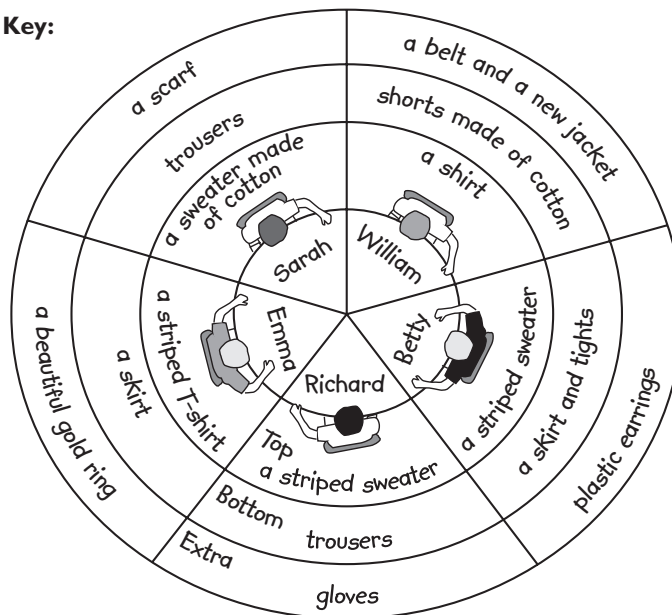
PB67. ACTIVITY 15. Play the game. Who is it?

- Focus pupils on the Activity 15 picture. Demonstrate the game with the class first. Choose a person in the picture, but don't tell the class. Give one sentence as a clue. Pupils then take turns to guess who it is, using *might*, e.g. *It might be 'k'*. If this is not correct, give another clue. Pupils can only have four clues. Pupils play the game in pairs, taking turns to choose someone in the picture. Monitor and support as necessary.

Photocopiable 7 (see pages T109 and T117)

AB67. ACTIVITY 12. Read and complete the circle with names and clothes words.

Key:



AB67. ACTIVITY 13. Draw a piece of clothing and write about it.

Key: Pupils' own answers

AB67. ACTIVITY 14. Describe the picture.

Key: Pupils' own answers

Extra activity: see page T127 (if time)

Optional activities

- Unit 7 Song worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 57 and 62).
- Unit 7 song and / or karaoke worksheet from *Kid's Box Interactive DVD 6*. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song from the beginning of the lesson again with pupils.

OBJECTIVES: By the end of the lesson, pupils will have practised intonation to express different feelings and completed a communication activity.

● **TARGET LANGUAGE**

Key language: intonation to express different feelings, adjectives, picture descriptions

Revision: prepositions, clothes, *look like*

Warmer

- Review known adjectives to express emotion. Give a few situations for pupils to say how you felt, e.g. *I got a letter today. I've won the lottery! How do I feel?* Give situations to elicit *happy, sad, angry, excited, surprised, afraid, tired*.

PB68. ACTIVITY 16. Focus on phonics.

- Tell pupils to open their Pupil's Books at page 68. Focus them on Activity 16 and say this activity is about using your voice to express different feelings. Play the CD. Pupils repeat after each line and then after the whole rhyme. Repeat, making sure pupils say *umbrella* with appropriate intonation each time. Explain that native speakers may misinterpret the true feelings of a person if their intonation pattern is flat. Pupils practise the rhyme in pairs.

CD 3, 21

As in Pupil's Book

PB68. ACTIVITY 17. Find ten differences with your friend.

- Focus pupils on the Activity 17 instruction and on the two pictures. Elicit one difference from the class, e.g. *In picture a, there's / there are ... , but in picture b there ...* Tell pupils there are ten differences. Pupils work in pairs, comparing the two pictures and describing the differences. They circle the differences in one of their pictures, or make brief notes in their notebooks so that they remember what they are. Elicit the differences from the class.

Key: In picture a there's a boy wearing a jacket, but in picture b there's a boy wearing a shirt.

In picture a there's a boy wearing blue trousers, but in picture b there's a boy wearing brown trousers.

In picture a there's a woman wearing no coat, but in picture b there's a woman wearing a coat.

In picture a there's a woman wearing a striped scarf, but in picture b there's a woman wearing a plain scarf.

In picture a there's a man wearing gloves, but in picture b there's a man wearing no gloves.

In picture a there's a girl wearing spotted tights, but in picture b there's a girl wearing striped tights.

In picture a there's a man carrying an umbrella, but in picture b there's a man carrying a newspaper.

In picture a there's a man wearing no belt, but in picture b there's a man wearing a belt.

In picture a there's a boy wearing shorts, but in picture b there's a boy wearing trousers.

In picture a there's a lady wearing a jacket with a red pocket, but in picture b there's a lady wearing a jacket with a blue pocket.

PB68. ACTIVITY 18. Write about one of the pictures.

- Focus pupils on the Activity 18 instruction and check understanding. For this writing task, they don't write about the differences – they describe one of the pictures. Review picture description with the class, e.g. *I can see ... / on the left / on the right / in the middle*. Encourage pupils to speculate about the people, using *may / might*, e.g. *They may be going to a restaurant after the cinema*. After the oral phase, pupils work individually and write their descriptions in their notebooks.

PB68. Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the CD as pupils read the joke in their books. Play the joke a second time and explain the two meanings of *take off* if necessary.

CD 3, 22

As in Pupil's Book

AB68. ACTIVITY 15. Match the sentences with the pictures. Write letters a–f.

Key: 2e, 3a, 4f, 5d, 6c

AB68. ACTIVITY 16. Listen, check and say.

Key: See audioscript

CD 3, 23

1. I'm on holiday. I'm happy!
2. I'm tired. Goodnight, Mum.
3. I'm angry. Please stop talking!
4. I'm sad. I've hurt my knee.
5. What a surprise!
6. I'm excited! This is a fantastic present!

AB68. ACTIVITY 17. Look at the pictures. Read and tick (✓) the correct picture.

- Before pupils do the activity, focus them on the Write it right box and discuss the three aspects of describing people in turn, eliciting other examples for each one.

Key: Picture 2

AB68. ACTIVITY 18. Now write a description in your notebook of one of the other pictures. Can your friend guess which picture it is?

Key: Pupils' own answers

Extra activities: see page T127 (if time)

Ending the lesson

- Do the chant from the beginning of the lesson again.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language in the story, *mirror, liquid, rubber trees, chewing gum, cloth*

Additional language: *work like (mirrors), observatory*

Revision: language from the unit

Warmer

- Review with pupils what happened in the previous episode and how it ended (Iyam thought he heard a sound). Elicit what the sound was and how he felt (afraid). Ask pupils to say *What's that noise?* in the most frightened way they can.

PB69. STORY. DIGGORY BONES.

- Tell pupils to open their Pupil's Books at page 69. Focus them on the first frame of the story. Elicit what Diggory is doing (laughing because it was a joke to frighten Iyam). Pre-teach / check *mirror*. Set the gist questions: *How many steps are there altogether on the pyramid? What did the Mayas do in the round building? Why do they put water in the bowl?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (365, They watched the sky, To make it into a mirror). Play the CD again. Pupils listen and read. Pause after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *How does Iyam feel in the second and third frames? Why are they running / in a hurry? How does Iyam feel when he's climbing the stairs? What may happen when the Sun shines on the secret door?* Check pupils understand other key vocabulary.

CD 3, 24

As in Pupil's Book

AB69. ACTIVITY 19. Read and answer.

Key: 2 They felt afraid. 3 They watched the sky. 4 Because the Sun is nearly at its highest point. 5 When they are full of water. 6 At 11.28.

AB69. ACTIVITY 20. Put the verbs into the past simple.

Key: 2 had, 3 had, 4 got, 5 used, 6 made, 7 used, 8 invented, 9 wore, 10 were, 11 couldn't, 12 made, 13 used, 14 made, 15 had, 16 couldn't, 17 danced, 18 wore, 19 moved, 20 wore, 21 painted, 22 put, 23 was, 24 ate, 25 didn't eat, 26 ate

AB69. DO YOU REMEMBER?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 may / might, 3 belt, 4 gloves, 5 excited / happy, 6 like

AB69. CAN DO.

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they talked about possibility using *may* and *might*.
- Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they talked about clothes and fashion. Pupils circle the appropriate face. Repeat for the third sentence, eliciting the descriptions they wrote.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see page T127 (if time)

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have read about the history of clothing around the world.

● **TARGET LANGUAGE**

Key language: *tattoo, factory, bark, headdress, earrings, silk, silk worm, Native North American, moccasin, tunic*

Additional language: *Pacific islands, uniform, protect*

Revision: clothes, countries, materials, *made of, helmet*

● **MATERIALS REQUIRED**

Old photographs showing people wearing different clothes from those worn now

Optional: *Kid's Box Teacher's Resource Book 6 Unit 7 Topic worksheet (page 63)*

Warmer

- Elicit from pupils if they have seen any old photographs of their family, or other people. Ask what the people in the photographs are wearing and if they are the same clothes as people wear now. Show pupils the photographs you have brought and discuss some of the differences in fashion / clothing, e.g. *People wore long dresses in the old days. We wear jeans and T-shirts now.*

PB70. FACT

- Tell pupils to open their Pupil's Books at page 70. Focus them on the top of the page. Ask a pupil to read the Fact to the class. Pre-teach / elicit what a *tattoo* is. Ask them if they know any famous people or relatives who have tattoos.

PB70. ACTIVITY 1. *Read and find the clothes that come from places a–d on the map.*

- Focus pupils on the Activity 1 instructions and on the map. Don't tell them what the countries are at this stage. Let them remember / be prompted by their reading. Tell pupils to read the text quickly and silently to find the answers. They discuss their answers in pairs. Check answers as a class and elicit what the clothes are. Check understanding of the words for the four types of clothing. Read through the text with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class and check understanding and pronunciation of any new or unfamiliar words.

Key: a North America: moccasins, b Europe: tunics, c China: Han clothes, d Pacific islands: grass skirts and headdresses

PB70. ACTIVITY 2. *Find these words.*

- Focus pupils on the Activity 2 instruction and check they know what to do. They quickly re-read the text to find the words. They check in pairs. Check with the class.

Key: 1 bark, 2 headdress, 3 moccasins, 4 Han clothes, 5 fur, 6 earrings

PB70. ACTIVITY 3. *Listen and answer.*

- Focus pupils on the Activity 3 instruction. Play the CD. The first time, they either whisper the answer to their friend or write it in their notebooks. If they write the answers, they check in pairs before you play the CD a second time. Play the CD again, pausing after each question to check answers with the class.

Key: 1 Grass. 2 China. 3 Over 3,000 years ago. 4 Silk. 5 The cow. 6 500 years ago.

CD 3, 25

1. What did people in the Pacific islands make their skirts from?
2. Where are Han clothes from?
3. When did they start wearing them?
4. What are Han clothes made of?
5. Which animal gives us leather?
6. When did men in Europe stop wearing tights?

AB70. ACTIVITY 1. *Label the picture.*

Key: 2 belt, 3 gloves, 4 boots, 5 helmet, 6 jacket, 7 pocket, 8 trousers

AB70. ACTIVITY 2. *Complete the text about the firefighter's uniform. Use words from Activity 1.*

Key: 2 scarf, 3 pocket, 4 trousers, 5 boots, 6 gloves

AB70. ACTIVITY 3. *Label the activities and sports. Write about two of the uniforms.*

Key: 2 golf, 3 football, 4 skiing, 5 ice hockey

Pupils' own answers

Extra activities: see page T127 (if time)

Optional activity

- Unit 7 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 57 and 63).

Ending the lesson

- Review with pupils what they have done and what they have learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have read more about clothes and completed a project.

● **TARGET LANGUAGE**

Key language: clothes, uniform, stripe, helmet, mask

Revision: protect, have to

● **MATERIALS REQUIRED**

Paper and colours

Optional: *Kid's Box Teacher's Resource Book 6 Unit 7 Extension worksheet 2 (page 61) and / or Kid's Box 6 Language Portfolio page 12*

Warmer

- Review what pupils remember about the history of clothes from the previous lesson. Give them a few key words as prompts, e.g. *tattoo, bark, silk worm, moccasins, tunic*.

PB71. ACTIVITY 4. Read and match.

- Tell pupils to open their Pupil's Books at page 71. Focus them on the Activity 4 photos and elicit the word *uniform* and who is wearing it (the firefighter). Focus pupils on the introductory text and ask pupils to take turns to read it aloud. Check pupils understand what *day uniform* means. Focus pupils on the Activity 4 instruction. They read the text quickly and silently to do the matching task. They check in pairs. Check with the class, eliciting the key words that helped. Check understanding of vocabulary.

Key: 2a, 3d, 4f, 5e, 6c, 7b

PB71. PROJECT. Design and write about a uniform.

- Focus pupils on the project and remind them of what they are going to produce (a class book). Read through the instructions aloud with the class. Check pupils understand what they have to do. Tell pupils the jobs / uniforms can be real or imaginary. Brainstorm with the class some jobs where people wear special / unusual uniforms, e.g. police, refuse collectors, astronauts. Monitor and help. For stage 3, tell them to use the text in Activity 4 as a model (describing the purpose of each part of the uniform). Remind them to use the present simple. Monitor and check. If time, do Extra activity 1 before pupils assemble their work into a class book.

AB71. ACTIVITY 4. FLYERS Listening, Part 4.

Listen and tick (✓) the box. There is one example. [YLE]

- Tell pupils to open their Activity Book at page 71. Focus on the activity instruction. Play the example and point out the example. Make sure pupils know they only need to tick one box each time. Play the rest of the CD. Pupils tick. They check in pairs. Play the CD again. Check with the class.

Key: 1 C, 2 B, 3 A, 4 C

CD 3, 26

NARRATOR: Listen and look. There is one example.

What has Holly put on to go to the park?

MAN: Holly? It's cold outside. You need to put a coat on.

GIRL: Yes, Dad, I know. I've put on my red coat. My new one with the big buttons.

MAN: Good. Have you put on your scarf, too?

GIRL: ... Um, no. I don't need my scarf today, but I've put on my striped gloves.

Can you see the tick? Now you listen and tick the box.

1 Where has Richard left his umbrella?

BOY: Oh, no! I can't find my umbrella!

WOMAN: Oh, Richard. And now it's raining. Have you left it on the bus?

BOY: I can't remember, Mum. Hmm ... Let me think.

I remember now. I put my umbrella under the seat because it was wet.

WOMAN: Come on, then! Let's go to the bus station and get it.

BOY: No, Mum. Not the bus station. We have to go to the bus stop. I've left it under the seat there.

2 Where's William going to go for his holiday?

BOY: I'm really excited about my holiday next July. I'm going to go to Mexico.

MAN: Really? That sounds great, William! Which part are you going to go to? The west?

BOY: No. Dad wanted to go to the west ... but Mum wanted to go to the north.

MAN: So where have you decided to go?

BOY: Well, in the end we decided to go to the east.

MAN: Well, I'm sure it'll be lovely.

3 Which tights will Emma wear to the party?

GIRL: Shall I wear my new black skirt to Anna's party, Mum?

WOMAN: Isn't it a bit cold for a skirt, Emma?

GIRL: It's OK. I'll wear it with tights.

WOMAN: Which ones? Your spotted ones or your striped ones?

GIRL: No, not those. I want something with more colour. I'll wear the ones with flowers.

WOMAN: Umm, yes. They'll look nice.

4 Where did Helen find her belt?

GIRL: Dad, have you seen my belt?

MAN: Which one, Helen? Your new brown one?

GIRL: Yes. I wore it with my skirt yesterday.

MAN: No, you didn't. You were wearing it with your jeans yesterday.

GIRL: No. That was my red belt. Ah, yes! Now I remember. Look! Here it is!

MAN: Ah! Of course! It's with your shorts. You really must be tidier, Helen ...

Extra activities: see page T127 (if time)

Optional activity

- Unit 7 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 57 and 61).

Language Portfolio

- Pupils complete page 12 of *Kid's Box 6 Language Portfolio (My school uniform design)*.

Ending the lesson

- Review with pupils which activities they liked best from this and the previous lesson.