

OBJECTIVES: By the end of the lesson, students 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*

Review: *can, should, made of*

● MATERIALS REQUIRED

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

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

Reinforcement worksheet 1 (page 58)

Warmer

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

SB64. 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 that came up in the Warmer to start the mind map. Brainstorm clothes words to extend the mind map. Supply words in English where necessary. Students copy the mind map.

SB64. ACTIVITY 1. *Listen and check (✓) the clothes words you hear.*

- Tell students to open their Student's Book to page 64. Focus them on the title of the unit and check understanding. Focus students 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 students they do the same as for the Show what you know in the previous units.
- Play the CD. Students listen and check. 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?

ALEX: 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.

ALEX: That looks OK, Dan.

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

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

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

DAN: Yeah, I feel like a rock star!

ALEX: 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: Uh, thanks, Mr. Parker.

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

MARIA: Since 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 Alex decided what he's going to wear? Is he sure ... 100%? How do we know?* Repeat using similar questions for the second example. Check that students 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 movie this evening*, and check that students understand the difference between that and *I'm going to go to a movie this evening*. Focus on the Look box.

SB64. ACTIVITY 2. *Listen again. Say "yes" or "no."*

- Focus students on the Activity 2 statements. Read them through before playing the CD. Play the CD. Students 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

SB64. ACTIVITY 3. *Read and order the words.*

- Focus students on the Activity 3 instructions. Remind them to check word order using the Look box. Monitor and check. Students 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 Alex might wear a shirt. 6 They might dance a lot in the disco.

WB64. ACTIVITY 1. *Write the clothes words in alphabetical order.*

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

Key: coat, dress, glasses, hat, jacket, jeans, pants, purse, scarf, shirt, shoes, skirt, sneakers, socks, sweater, T-shirt, watch

WB64. ACTIVITY 2. *Read and choose the right words.*

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

WB64. ACTIVITY 3. *Write about your clothes.*

Key: Students' own answers

WB64. ACTIVITY 4. *Complete the sentences.*

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

Extra activities: see page T109 (if time)

Optional activity

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

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: possibility: *may, might*

Review: clothes

● **MATERIALS REQUIRED**

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

Warmer

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

SB65. ACTIVITY 4. *Look at the pictures. Read and match.*

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

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

SB65. ACTIVITY 5. *Practice the conversations with your friend. Write another conversation together.*

- Focus students on the Activity 5 instructions and check that they know what to do (a conversation is one exchange). Elicit some contexts for their conversations, e.g., after school or doing homework. Students practice 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.

SB65. ACTIVITY 6. *Write questions with "might."*

- Focus students 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?*). Students 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 pictures of? 5 Who might you go with? 6 What might you take with you?

SB65. 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. Students work in pairs and take turns asking and answering the questions from Activity 6. Encourage them to be creative with their answers and ideas. Monitor and support/encourage students as necessary. Elicit some of the dialogs from more confident pairs.

SB65. ACTIVITY 8. *Play the game. What's in the bag? Write sentences with "may."*

- Focus students 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 coming up and feeling one bag. They then go back to their seat and write down what they think may be in the bag, before standing up in the next line to feel the next bag, and so on. Their answers should all be secret and the activity silent. Once students have felt all five bags, they compare their answers in groups. Elicit their ideas for each bag before telling students what was in each bag.

WB65. ACTIVITY 5. *What do you think it is? Use "may."*

Key: Students' own answers

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

WB65. ACTIVITY 6. *Look at the picture. Read and answer "yes" or "no."*

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

WB65. ACTIVITY 7. *Correct the sentences.*

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

WB65. 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 school bag's made of plastic. 5 The children might put on their coats and scarves.

Extra activities: see page T109 (if time)

Ending the lesson

- Students close their Student's Book and Workbook. 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*. Students swap papers for the correction phase.

OBJECTIVES: By the end of the lesson, students 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, stockings, century*

Review: jobs, family, clothes, sew, protect

● **MATERIALS REQUIRED**

Extra activity 1: If possible, write one of the texts from Student'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 students

Optional: *Kid's Box AE Teacher's Resource Book 6* Unit 7 Reinforcement worksheet 2 and/or Extension worksheet 1 (pages 59 and 60)

Warmer

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

SB66. ACTIVITY 9. *Read and find two things that people used differently a long time ago.*

- Tell students to open their Student's Book to page 66. Focus them on Activity 9 and on the activity instructions. Ask a student 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 students to read each text aloud in turn around the class. Encourage them to figure out the meanings of the new vocabulary for themselves, using the pictures. Ask students which of these facts about clothes they knew about before and which are new to them.

Key: Two of the following: umbrellas, belts, shorts.

SB66. ACTIVITY 10. *Listen. Repeat the word. Do you wear it? Say "yes" or "no."*

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

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

CD 3, 18

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

SB66. ACTIVITY 11. *Read again and complete.*

- Focus students on the Activity 11 instructions and on the example. Students complete the other sentences individually and then check in pairs. Check with the class, asking students to take turns reading each sentence aloud.

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

WB66. 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

WB66. ACTIVITY 10. *Label the pictures with words from Activity 9.*

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

WB66. ACTIVITY 11. *Read and complete the sentences with 1, 2, 3, or 4 words.* **F** toward

Key: 2 the (first), 3 gray and green, 4 choose, 5 cotton, 6 any new sneakers, 7 a beautiful red coat, 8 the bus

Extra activities: see pages T109–110 (if time)

Optional activity

- Unit 7 Reinforcement worksheet 2 and/or Extension worksheet 1 from *Kid's Box AE 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 students to guess the word, e.g., *We use these to hold our clothes together* (buttons). Students can think of some of the definitions, if appropriate.

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

● **TARGET LANGUAGE**

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

Review: prepositions, clothes, *look like*

Warmer

- Review known adjectives to express emotion. Give a few situations for students 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*.

SB68. ACTIVITY 16. Focus on phonics.

- Tell students to open their Student's Book to page 68. Focus them on Activity 16 and say this activity is about using your voice to express different feelings. Play the CD. Students repeat after each line and then after the whole rhyme. Repeat, making sure students 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. Students practice the rhyme in pairs.

CD 3, 21

As in Student's Book

SB68. ACTIVITY 17. Find ten differences with your friend.

F toward

- Focus students on the Activity 17 instructions 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 students there are ten differences. Students 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 pants, but in picture b, there's a boy wearing brown pants.

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 polka-dotted stockings, but in picture b, there's a girl wearing striped stockings.

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 pants.

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.

SB68. ACTIVITY 18. Write about one of the pictures.

- Focus students on the Activity 18 instructions 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 students to speculate about the people, using *may/might*, e.g., *They may be going to a restaurant after the movies*. After the oral phase, students work individually and write their descriptions in their notebooks.

SB68. Joke Corner

- Focus students on the Joke Corner and review the meaning of *joke*. Play the CD as students 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 Student's Book

WB68. ACTIVITY 15. Match the sentences with the pictures. Write letters a–f.

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

WB68. ACTIVITY 16. Listen, check, and say.

Key: See audioscript

CD 3, 23

1. I'm on vacation. I'm happy!
2. I'm tired. Good night, Mom.
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!

WB68. ACTIVITY 17. Look at the pictures. Read and check (✓) the correct picture.

- Before students 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

WB68. ACTIVITY 18. Now write a description in your notebook of one of the other pictures. Can your friend guess which picture it is?

Key: Students' own answers

Extra activities: see page T110 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, students 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*

Review: language from the unit

Warmer

- Review with students 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 students to say *What's that noise?* in the most scared way they can.

SB69. STORY. DIGGORY BONES.

- Tell students to open their Student's Book to page 69. Focus them on the first frame of the story. Elicit what Diggory is doing (laughing because it was a joke to scare 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. Students 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. Students listen and read. Pause after each frame for students 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 that students understand other key vocabulary.

CD 3, 24

As in Student's Book

WB69. ACTIVITY 19. *Read and answer.*

Key: 2 They felt afraid. 3 They watched the sky. 4 Because the Sun is almost at its highest point. 5 When they are full of water. 6 At 11:28.

WB69. ACTIVITY 20. *Put the verbs into the simple past.*

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

WB69. DO YOU REMEMBER?

- Students 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

WB69. CAN DO.

- Focus students on the *Can do* section of the page. Ask a student to read the first sentence. Elicit what this means with examples and remind them of / elicit 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 students 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. Students circle the appropriate face. Repeat for the third sentence, eliciting the descriptions they wrote.
- Say *Now show and tell your friends*. Students work in groups of three and take turns showing their work for / talking about each one.

Extra activities: see page T110 (if time)

Ending the lesson

- Ask students 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, students 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*

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

● **MATERIALS REQUIRED**

Old pictures showing people wearing different clothes from those worn now

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

Warmer

- Elicit from students if they have seen any old pictures of their family or other people. Ask what the people in the pictures are wearing and if they are the same clothes as people wear now. Show students the pictures 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.*

SB70. FACT

- Tell students to open their Student's Book to page 70. Focus them on the top of the page. Ask a student to read the Fact to the class. Pre-teach/elicite what a *tattoo* is. Ask them if they know any famous people or relatives who have tattoos.

SB70. ACTIVITY 1. *Read and find the clothes that come from places a–d on the map.*

- Focus students 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 students 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 students taking turns reading 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

SB70. ACTIVITY 2. *Find these words.*

- Focus students on the Activity 2 instructions and check that 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

SB70. ACTIVITY 3. *Listen and answer.*

- Focus students on the Activity 3 instructions. 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 stockings?

WB70. ACTIVITY 1. *Label the picture.*

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

WB70. ACTIVITY 2. *Complete the text about the firefighter's uniform. Use words from Activity 1.*

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

WB70. ACTIVITY 3. *Label the activities and sports. Write about two of the uniforms.*

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

Students' own answers

Extra activities: see page T110 (if time)

Optional activity

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

Ending the lesson

- Review with students what they have done and what they have learned about in today's lesson.

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

● TARGET LANGUAGE

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

Review: protect, have to

● MATERIALS REQUIRED

Paper and colored markers

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

Extension worksheet 2 (page 61) and/or *Kid's Box AE*

Workbook 6 Language Portfolio page 100

Warmer

- Review what students 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*.

SB71. ACTIVITY 4. Read and match.

- Tell students to open their Student's Book to page 71. Focus them on the Activity 4 pictures and elicit the word *uniform* and who is wearing it (the firefighter). Focus students on the introductory text and ask students to take turns reading it aloud. Check that students understand what *day uniform* means. Focus students on the Activity 4 instructions. 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: 2 a, 3 d, 4 f, 5 e, 6 c, 7 b

SB71. PROJECT. Design and write about a uniform.

- Focus students 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 that students understand what they have to do. Tell students the jobs/uniforms can be real or imaginary. Brainstorm with the class some jobs where people wear special/unusual uniforms, e.g., police, trash collectors, astronauts. Monitor and help. For step 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 simple present. Monitor and check. If time, do Extra activity 1 before students assemble their work into a class book.

WB71. ACTIVITY 4. FLYERS Listening, Part 4.

Listen and check (✓) the box. There is one example.

F toward

- Tell students to open their Workbook to page 71. Focus on the activity instructions. Play the example and point out the example. Make sure students know they only need to check one box each time. Play the rest of the CD. Students check. They check in pairs. Play the CD again. Check with the class.

Note: In the real test, Part 4 has 5 items

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

CD 3, 26

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 check? Now you listen and check 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, Mom. 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, Mom. 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 vacation?

BOY: I'm really excited about my vacation 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 Mom 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 great.

3 Which pants will Emma wear to the party?

GIRL: Should I wear my new black skirt to Anna's party, Mom?

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

GIRL: Oh, OK. I'll wear pants.

WOMAN: Which ones? Your polka-dotted ones or your striped ones?

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

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

4 Where is Helen's brown belt now?

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. Oh, yes! Now I remember. Look! Here it is!

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

Extra activities: see page T110 (if time)

Optional activity

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

Language Portfolio

- Students complete page 100 of *Kid's Box AE Workbook 6 Language Portfolio* (My school uniform design).

Ending the lesson

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