

OBJECTIVES: By the end of the lesson, students will be able to name wild animals.

• TARGET LANGUAGE

Key language: crocodile, elephant, hippo, giraffe, snake, tiger, monkey, animal

Additional language: funny, It's my turn.

Review: verb to be, colors, adjectives, head, nose, mouth, hair, I don't know, monkey, snake

• MATERIALS REQUIRED

Pet and wild animal flashcards (47–52, 59–65)

Extra activity 1: CD of lively music

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 7

Reinforcement worksheet 1 (page 43)

Warmer

- Flash each pet flashcard quickly in front of the class. Students raise their hands to say, e.g., It's a cat. Stick the flashcards on the board. Elicit what they are (pets) and introduce Animal.

Presentation

- Show each wild animal flashcard and elicit or say the word. Students repeat in chorus and then in groups. Place the flashcards in a group on the board. Point to each one. Students chorus the name. Point to all the flashcards and say They're wild animals. Point and elicit, e.g., Elephant. Say An elephant's a wild animal.
Note: Articles a/an are for receptive purposes only.

SB48. ACTIVITY 1. Listen and point.

- Say Open your Student's Books to page 48, please. Say Where's the star? Students check together. Check with the class (at the bottom of the tree). Students say Here it is.
- Say Listen and point to the animals. Play the CD. Students listen and point. Play the CD again. Pause after the description, but before the animal is named. Students chorus the animal. Check students understand the joke, saying What's the animal? It's small and white with red hair and a big mouth ... It's a Scott!
- Hold up your book. Point to, e.g., a tiger and say A crocodile. Students say the correct word: A tiger.

CD 3, 02

SCOTT: Let's play an animal game, Suzy!

SUZY: OK, Scott.

SCOTT: What's this animal? It's a big cat. It's orange and black.

SUZY: That's easy. It's a tiger.

SCOTT: Yes. Very good. What now? This animal is big and gray.

SUZY: It's a hippo.

SCOTT: No, it's big and gray with a long nose.

SUZY: It's an elephant.

SCOTT: OK. OK. What's brown and yellow with a small head?

SUZY: Is it a monkey?

SCOTT: No, it isn't.

SUZY: I know! It's a giraffe.

SCOTT: Yes, very good. OK. What's this? It's long and green and ...

SUZY: Uh, is it a snake?

SCOTT: Hah! No, it isn't. This animal is big, long, green, and ...

SUZY: I know! I know! It's a crocodile.

SCOTT: Yup!

SUZY: Now it's my turn. What this? It's small and white with red hair and a big mouth.

SCOTT: Uh, I don't know. What animal's that, Suzy?

SUZY: It's a Scott! Ha! Ha! Ha!

SCOTT: Very funny, Suzy. Thank you.

SB48. ACTIVITY 2. Listen and repeat.

- Play the CD. Students point to the words and repeat.

CD 3, 03

Giraffe, elephant, snake, hippo, crocodile, monkey, tiger

WB48. ACTIVITY 1. Listen and connect the dots.

- Say Open your Workbooks to page 48, please. Check students recognize the silhouettes by saying, e.g., Point to the hippo.
- Hold up your book. Say Cat ... hippo. Mime drawing a line from the cat to the hippo. Play the CD. Students draw a line from one animal to another. They check in pairs. Play the CD again. Elicit what the picture is (a crocodile's head).

CD 3, 04

Cat – hippo – dog – fish – tiger – horse – mouse – elephant – bird – giraffe – crocodile – snake – monkey – fish

Practice

- Draw four large circles. Say School things, animals, toys, numbers. Elicit an example for each one, e.g., Eraser, horse, train, one. In the numbers circle, draw, e.g., a ball. Say Is this OK? Students respond No. Say Where's the ball? Students say Toys. Repeat with other incorrect examples.

WB48. ACTIVITY 2. Read and draw lines.

- Hold up your book. Point to the line in grid 1 (doll, bike, ball). Elicit the word family (toys). Mime drawing lines in different directions (up/down/diagonally).
- Students work individually. They look for three words from a family in a line in grids 2, 3, and 4 and draw lines. They check in pairs by saying their words.
- Check with the class. Students say the line aloud. Elicit the word family each time.

Key: 2 ten, seven, five 3 pencil, eraser, book 4 snake, monkey, giraffe

Extra activities: see page 115 (if time)

Optional activity

- Unit 7 Reinforcement worksheet 1 from Teacher's Resource Book 1 (pages 42 and 43).

Ending the lesson

- Pretend that there's an animal in your desk or your bag. Open it, peep in, and close it quickly. Say Oh, no! It's an animal! Look again and say, e.g., It's green. Continue looking and giving information until students guess, e.g., Is it a snake? Repeat.

OBJECTIVES: By the end of the lesson, students will have had more practice talking about wild animals.

● **TARGET LANGUAGE**

Key language: crocodile, elephant, giraffe, hippo, monkey, snake, tiger

Review: numbers 1–10, adjectives

● **MATERIALS REQUIRED**

Wild animal flashcards (59–65)

Write each animal word in large writing on writing lines. Cut each word along the writing line. Stick the half words at random on a large piece of paper.

Optional: *Kid's Box AE Interactive DVD 1: The living room* "Let's go to the zoo!" episode

Warmer

- Use the mime game from the previous lesson (Extra activity 1) to review animals. A student comes to the front and mimes an animal. The class guesses. Repeat with other animals.

SB49. ACTIVITY 3. Say the chant. Do the actions.

- Say *Open your Student's Books to page 49, please*. Elicit the animals. Play the CD. Students listen and point to the animals. Play the CD again. Students say the chant. Say the chant with the class. Students repeat it line by line, faster, softly, etc.
- Review or practice TPR actions for each animal, e.g., *tiger* (clawing with hand, scratching the air), *elephant* (arm in front of the face for a trunk), *hippo* (looking fat, rounded arms at sides, with big open mouth), *snake* (whole arm "wriggling" away from the body), *giraffe* (outstretched arm above head, thumb tucked under flat hand for head), *crocodile* (two outstretched arms in front of face making a snapping movement).
- Make six groups. Each group is an animal. Students stand up and say the chant. Groups mime their animal when they hear it.

CD 3, 05

Tiger, elephant, hippo, snake,
Giraffe, and crocodile.

Tiger, elephant, hippo, snake,
Giraffe, and crocodile.

SB49. ACTIVITY 4. Listen and point. Answer.

- Say *Listen and point to the animals in the book*. Play the CD. Students listen and point. Say *Now listen and answer*. Play the next track, pausing after each description. Students whisper the animal to their partner. Check with the class. Play the CD again. Students repeat. After each question, students chorus the answer.

Key: monkeys, crocodiles, hippos, elephants, tigers, snakes, giraffes

CD 3, 06

What are the animals?

Listen and look.

Point to the animals

In this book.

They're small and brown,

They're long and green.

They're gray and dirty,

They're big and clean.

They're orange and black,

They're red and blue.

They're yellow and brown,

With small heads, too.

Answer.

They're small and brown with big ears. What are they?

They're long and green with big mouths and a lot of teeth.

What are they?

They're big and gray with very big mouths and small ears.

What are they?

They're big and gray with long noses and big ears. What are they?

They're orange and black with small ears and big teeth. What are they?

They're red and blue with small heads and no ears. What are they?

They're yellow and brown with small heads. What are they?

WB49. ACTIVITY 3. Read and answer. Write "yes" or "no."

- Review the adjectives *long, short, big, small, clean, dirty* using items in the classroom. Say *Open your Workbooks to page 49, please*. Point to the picture and ask *Which wild animals can you see?* Elicit the names. Read the example question, hold up your book, and point to the picture. Elicit the answer (*no*) and point to the example answer written on the first line.
- Students answer the rest of the questions individually. Check answers in open pairs.

Key: 2 yes, 3 yes, 4 no

WB49. ACTIVITY 4. Color the animals.  toward

- Focus the students on the first row of pictures in Activity 4. Elicit the names of the animals. Elicit typical colors for each of the animals. Review the use of *(color)* and *(color)*. Say *Choose different colors. Color the animals*. Students color the animals in the first row, hiding their book from their partner. They can use one or two colors for each animal.
- Demonstrate the ask-and-answer activity. Hide your Workbook from students and describe the first animal, e.g., *My giraffes are red and yellow*. Gesture that students should color the first picture in the second row.
- Students work in pairs. Still hiding his/her book from Student B, Student A makes sentences about the color(s) of each animal, e.g., *My giraffes are yellow and brown*. Student B colors in the animals in the second row. Set a time limit of two minutes for this stage. Monitor and check students are using the plural *are*. Then students swap roles. They compare their books when they have finished coloring.

Extra activities: see page T115 (if time)

Optional activity

- "Let's go to the zoo!" episode from *Kid's Box AE Interactive DVD 1 (The living room section)*. See pages 16–19 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Mime each wild animal. Students say the word. Students come to the front and mime for the class to guess.

OBJECTIVES: By the end of the lesson, students will have described animals and their body parts.

● TARGET LANGUAGE

Key language: They have ... / They don't have arms / feet / hands / legs / tails. Do they have ... ? How many ... ?

Additional language: a lot, zebra

Review: teeth, ears, nose

● MATERIALS REQUIRED

Face, pet, and wild animal flashcards (53–58, 47–52, 59–65)

Wool (for a tail)

Extra activity 1: 12 school objects, e.g., two erasers, seven pencils (two red, two green, three yellow), three books

A cloth

Optional: Kid's Box AE Teacher's Resource Book 1 Unit 7

Reinforcement worksheet 2 (page 44)

Warmer

- Review the face vocabulary by playing the *Please* game. Say, e.g., *Point to your nose, please*. Students point. Say *Point to your teeth*. Students don't point. Repeat.

Presentation

- Teach or review the new vocabulary: *body, arm, leg, foot/feet, tail*. Put wool behind you for *tail*.
- Display the wild animal flashcards. Elicit the animal body parts. Say *Come and point to a tail*. A student comes and points. Repeat.

SB50. ACTIVITY 5. Listen and point.

- Say *Open your Student's Books to page 50, please*. Say *Listen and point to the animals*. Play the CD. Students listen and point. Play the CD again. Check with the class.

CD 3, 07

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.

One, two, three, four, five.

MASKMAN: What do you have there, Trevor?

TREVOR: I have a book on animals. Look at these monkeys.

They're funny.

MASKMAN: Yes, they have long arms and big hands. Ooohh. What are they?

TREVOR: They're crocodiles. They're long and green, and they have big mouths and long tails.

MONTY: How many teeth do they have?

TREVOR: They have a lot of teeth.

MASKMAN: Do they have long legs?

TREVOR: No, they don't. They have short legs and feet. Look at the snakes. They have no legs and no feet.

MASKMAN: Look at the elephants. They're big and gray. They have very big ears, long noses, and short tails.

MONTY: Hmmm. Elephants. They're my favorite animals.

- Say *They're black and white. They have four legs. They have a small tail. What are they?* Students point to the zebras on the page. Say *Yes! They're zebras*. Students repeat *They're zebras*.

Practice

- Practice *How many ... ?* saying e.g., *Do I have four pencils?* Students reply *No*. Say *How many do I have?* Students reply *Three*. Repeat with other vocabulary, e.g., *hands, teeth*.

SB50. ACTIVITY 6. Listen and repeat.

- Say *Listen and repeat*. Play the CD. Students listen and repeat the sentences.
- Students listen again and say the animal being described each time.

Key: monkeys, giraffes, crocodiles, snakes

CD 3, 08

They have long arms and big hands. They have short legs. They have long legs. They don't have feet.

WB50. ACTIVITY 5. Listen and write the number.

- Say *Open your Workbooks to page 50, please*. Say *Listen and write the number*. Play the first one and check. Play the rest of the CD. Students write the numbers. They check in pairs.

Key: 2 tigers, 3 crocodiles, 4 hippos, 5 snakes, 6 giraffes

CD 3, 09

- They're big and gray. They have short tails and big ears.
- They're big cats. They have a lot of big teeth. They're orange and black.
- They're green or brown. They have four short legs and a long body. They have a big mouth and a lot of big teeth.
- They're big and gray. They have big mouths and short tails. They don't have hair.
- They're long, and they're a lot of colors. They don't have arms or legs.
- They have four legs. They're yellow and brown. They don't have big teeth.

WB50. ACTIVITY 6. Read and check (✓) or put an X.

S toward

- Display the snake flashcard. Say *They don't have hands* (mime an X). *They have tails* (mime a check mark).
- Students check or put an X for the other animals. Check, e.g., *Tell me about monkeys*. Students answer *They have (two) hands*.

Key: X = birds: hands, arms; elephants: hands, arms; crocodiles: hands, arms; fish: hands, arms, legs, feet; tigers: hands, arms; dogs: hands, arms

✓ = monkeys: hands, arms, legs, feet, tails; birds: legs, feet, tails; elephants: legs, feet, tails; crocodiles: legs, feet, tails; fish: tails; tigers: legs, feet, tails; zebras: legs, feet, tails

Extra activities: see page T115 (if time)

Optional activity

- Unit 7 Reinforcement worksheet 2 Teacher's Resource Book 1 (pages 42 and 44).

Ending the lesson

- Make six groups. Each group is an animal. Teach the chant. Each group mimes their animal when they hear it.
*Tigers, elephants, hippos, snakes,
Giraffes, and crocodiles.*
*Tigers, elephants, hippos, snakes,
Giraffes, and crocodiles.*

OBJECTIVES: By the end of the lesson, students will have had more practice in describing animals and their body parts.

• TARGET LANGUAGE

Key language: *body, hand, arm, leg, tail, foot/feet, They have ... , They don't have ... , Do they have ... ? How many ... ?*

Additional language: *a lot, shake, smile, laugh*

Review: *are, prepositions on, under, next to, adjectives*

• MATERIALS REQUIRED

Wild animal flashcards (59–65)

Optional: audio or video recorder

Photocopyable 7 (see page 103), copied onto thin cardboard, one set for each group of three, each photocopy precut into three strips, scissors, one completed set for demonstration, envelopes

Optional: *Kid's Box AE Teacher's Resource Book 1 Unit 7 Song worksheet (page 47)*

Kid's Box AE Interactive DVD 1: The playroom "Please, Mr. Crocodile" game (and colored ribbons if your students wear school uniform)

Warmer

- Play a definitions/guessing game with the class. Describe an animal. Students raise their hands to guess. Say, e.g., *They have short legs and very big mouths. They are green (crocodiles).* Continue with descriptions for other animals. Confident students can offer definitions.

Song

SB51. ACTIVITY 7. Sing the song.

- Review the body parts for the song (*hands, feet, etc.*). Say *Open your Student's Books to page 51, please.*
- Play the CD. Students listen and do the actions, e.g., move their hands and feet. Play the CD again, line by line. Teach the song to the students. When students know the song, they repeat the whole song with the actions. Make six groups. Each group sings a verse. All students do the actions together.
- Record or video students and play the recording to the class.

CD 3, 10

Animals, animals, big and small,
Animals, animals, short and tall.
Animals, animals, dirty and clean,
Animals, animals, brown and green.
Come on, children, sing along,
Sing and move to the animal song.

Let's all do the hippo show,
Let's all do the hippo show,
Let's all do the hippo show,
Move your hands and feet.

Let's all do the elephant dance,
Let's all do the elephant dance,
Let's all do the elephant dance,
Move your arms and legs.

Let's all do the snake shake,
Move your head and tail.

Let's all do the crocodile smile,
Let's all do the crocodile smile,
Let's all do the crocodile smile,
Show your big white teeth.

Let's all do the giraffe laugh,
Let's all do the giraffe laugh,
Let's all do the giraffe laugh,
And open your big clean mouth.

CD 3, 11

Now sing the song again. (Karaoke version)

SB51. ACTIVITY 8. Act it out and say.

- Act out being one of the animals from the unit, e.g., a crocodile (its movements and sounds). Say *What am I?* Students guess: *You're a ...*
- Nominate volunteers to come to the front of the class and act out being another animal. Encourage them to ask *What am I?* afterward and check that the other students are guessing using complete sentences, e.g., *You're an elephant.* Students repeat the activity in pairs (Student A acts and Student B guesses, and then they swap roles).

Photocopiable 7: see pages T96 and T103

WB51. ACTIVITY 7. Look and read. Write "yes" or "no."

S toward Reading and Writing Part 2

- Review prepositions by placing animal flashcards in different places around the classroom (e.g., under the chair, on the table, next to the bag). Ask *Where's the ... ?* Students respond *Under the chair, etc.*
- Say *Open your Workbooks to page 51, please.* Say *Look at the picture. It's a toy store (use L1 to explain what this is if necessary). Look at the animals. Can you see the elephants?* Read the example sentence and elicit that it is false (students say *No*). Show them the example answer on the first line.
- Students complete the activity individually or in pairs. Monitor and give help as necessary. Check answers as a class.

Key: 1 yes, 2 yes, 3 no, 4 no, 5 yes

Extra activity: see page T115 (if time)

Optional activity

- Students complete the Unit 7 song worksheet from *Teacher's Resource Book 1* (pages 42 and 47).
- Watch the DVD clip "Please, Mr. Crocodile" from *The playroom* section of the Interactive DVD. Then play the game with your students. See page 35 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song from the beginning of the lesson.

OBJECTIVES: By the end of the lesson, students will have practiced the sound /i/ and had more practice with describing animals and their body parts.

● TARGET LANGUAGE

Key language: the phoneme /i/ as in *big, fish, six*

Review: Do they have ...? My favorite wild animals are ... , They're ... , They have ...

● MATERIALS REQUIRED

Color, pet, and wild animal flashcards (20–26, 41–44, 47–52, 59–65)

A selection of flashcards, e.g., *train* (40), *horse* (50), *mouse* (51), *cat* (47)

Extra activity 2: dominoes from Photocopiable 7 (see page T103), in envelopes from the previous lesson

Optional: *Kid's Box AE Teacher's Resource Book 1* Unit 7

Extension worksheet 1 (page 45)

Warmer

- Show each flashcard and elicit the word. Put the flashcards with the sound /i/ in one group. Say *Today's sound is ...* Let the class complete by saying *i* (the sound, not the letter name).

SB52. ACTIVITY 9. Monty's phonics.

- Say *Open your Student's Books to page 52, please.* Point to the pictures of the fish and the big box and say *Fish, Big*. Students practice saying the words and the sound /i/.
- Point to the larger picture and say *Look! Six big fish*. Say *Now listen to Monty, point, and repeat.*
- Play the CD. Students listen and repeat the sound and the words, using the same tone and speed as Monty.
- Students work in pairs and practice saying *Six big fish* as a tongue twister.

CD 3, 12

MONTY: Hi, I'm Monty! Repeat after me!

/i/ /i/ fish

/i/ /i/ big

Six big fish.

Six big fish.

Six big fish!

SB52. ACTIVITY 10. Play the game. Ask and answer.

- Demonstrate the activity. A student thinks of an animal. Ask questions about it, e.g., *Do they have long noses?* Other students can ask questions. The first to guess correctly thinks of an animal and play continues. Repeat.
- Students then play in pairs using the boxes on the page to help them.

WB52. ACTIVITY 8. Listen and write "a," "e," or "i."

- Write the number 10 on the board in figures. Write the word *ten* with the vowel missing below (as in WB page 52 Activity 8): *t _ n*. Point and say *Ten: a, e, or i?* (say the letter sounds, not their names). Make the shape of the letter "a" in the air as you say *a*, the shape of the letter "e" as you say *e*, and the shape of "i" (with the dot above it) as you say *i*. Elicit the answer (*e*). Write the letter "e" on the board to complete the word below the number.

- Say *Open your Workbooks to page 52, please.* Say *Listen and write "a," "e," or "i."* Again, use the letter sounds, not their names.
- Play the example on the CD and point to the letter "e" in *leg*. Play the rest of the CD. Students write the missing letter each time. Students check answers in pairs.
- Play the CD again. Check answers as a class.

Key: 2 i, 3 a, 4 i, 5 i, 6 e, 7 i, 8 a

CD 3, 13

1. leg
2. fish
3. black
4. big
5. hippo
6. pen
7. sister
8. hand

WB52. ACTIVITY 9. Draw and write.

- Focus students on the second activity on Workbook page 52. Show or draw a picture of your favorite wild animal (from the animals students know). Say, e.g., *My favorite wild animals are zebras*. Then say two or more sentences about them, e.g., *They're big. They're black and white. They have small ears. They have four legs.*
- Say *Draw your favorite animal. Write sentences.* Students draw and write individually. Monitor and help those who are having difficulty. Students work in small groups to share their pictures and read their sentences to their friends.

Optional activity

- Unit 7 Extension worksheet 1 from *Teacher's Resource Book 1* (pages 42 and 45).

Extra activities: see page T115 (if time)

Ending the lesson

- Teach and then do this chant with students. Display relevant flashcards (picture side up) on the board to help them with the words.
Give me a /t/
(Point to, e.g., the train.) Students respond *Train*.
Give me a /h/
(Point to, e.g., the horse.) Students respond *Horse*.
Give me a /m/
(Point to, e.g., the mouse.) Students respond *Mouse*.
Give me a /k/
(Point to, e.g., the cat.) Students respond *Cat*.
- Repeat, with different flashcards for the sounds. Do the chant quietly, loudly, varying from loud to soft, etc.

OBJECTIVES: By the end of the lesson, students will have listened to a story and reviewed language from the unit.

• TARGET LANGUAGE

Key language: language from the unit

Additional language: hero, help

Review: language from the unit

• MATERIALS REQUIRED

Wild animal flashcards (59–65)

Extra activity 1: a simple drawing of a “sniger” (a combination of a snake and a tiger), e.g., long tail, snake body, striped, no ears, four short legs, big teeth

Extra activity 2: pet flashcards (47–52)

Optional: Kid’s Box AE Teacher’s Resource Book 1 Unit 7

Extension worksheet 2 (page 46) and/or animated version of the Unit 7 story from Kid’s Box AE Interactive DVD 1 (Suzy’s room section)

Warmer

- Review animals from the unit by doing a version of the chant from the end of the previous lesson, but use the wild animals. Start softly and get louder and louder for each animal. Make sure you say the sound, e.g., /t/, and not the letter.

Give me a /t/

(Point to the tiger.) Students respond *Tiger*.

Give me a /h/

(Point to the hippo.) Students respond *Hippo*.

Give me a /k/

(Point to the crocodile.) Student respond *Crocodile*.

Give me a /s/

(Point to the snake.) Students respond *Snake*.

Story

SB53. ACTIVITY 11. Listen to the story.

- Say *Open your Student’s Books to page 53, please. Say Listen and look. How many animals? How many legs do they have?* Play the CD. Students listen and look. They check in pairs. Check with the class (three animals – snakes, crocodiles, elephants; no legs, four legs, four legs).
- Play the CD again. Students listen and repeat. Encourage them to say it with intonation and feeling, especially the sounds, e.g., *Ooohhh! Aaagghh!*
- Check comprehension by pointing to each picture in turn and asking, e.g., *Who’s this? (Marie). Is she happy? (No. There are snakes.)*
- Check students understand *Hero* and *Superhero*. Elicit their superheroes, e.g., Superman, Spiderman, Batman, Catwoman.

CD 3, 14

Toys in the toy box,
Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MONTY: Animals animals, big and small. Animals animals, short and tall.

MARIE: Help! Help, Maskman! Look at these snakes. They’re long and ugly, and they have two long teeth.

MASKMAN: I’m here, Marie. I have the snakes. Snakes have two long teeth, but I have two big arms.

MARIE: Ooohhh, Maskman, thank you. You’re a superhero!

TREVOR: Help! Help! Maskman! Look at these crocodiles. They have big mouths ... and they have a lot of teeth.

MASKMAN: I’m here, Trevor. I have the crocodiles. Crocodiles have big mouths and a lot of teeth, but I have long legs and big hands.

TREVOR: Ooohhh, Maskman, thank you. You’re a superhero!

MASKMAN: Help! Help! Look at these elephants! They’re very big ... and they have very big feet.

MASKMAN, MARIE, AND TREVOR: Aaagghh!

MONTY: I’m here, Maskman! Elephants are very big and they have very big feet, but I’m a mouse ... and I’m very small.

MASKMAN, MARIE, AND TREVOR: Thank you, Monty. You’re a small mouse, but you’re a big hero.

SB53. ACTIVITY 12. Act out the story.

- Make groups of four. Play the CD. Students act out the story along with the CD. Students practice their role plays, using the pictures in the book to help. More confident students act out parts of the story to the class.

WB53. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 53, please. Look at the picture dictionary.* Students prepare the stickers. Say the words in turn. Students point to the correct sticker and to the word in their books. Students stick the stickers in the correct place. If appropriate, students trace around the word under the picture.

WB53. MY STAR CARD.

- Say *Can you say these words?* Use flashcards to elicit the words in turn. Students say them in chorus. Ask students to repeat if necessary. When students don’t say a word correctly, elicit the word from a student who can, and then ask the students having difficulty to repeat.
- Students work in pairs. They take turns pointing to a word in their books and saying it.
- Say *Color the stars.* Check students remember what to do with the other words and stars. Students choose colors to color their stars.

Extra activities: see page T115 (if time)

Optional activities

- Unit 7 Extension worksheet 2 from Teacher’s Resource Book 1 (pages 42 and 46).
- The animated version of the Unit 7 story from Kid’s Box AE Interactive DVD 1 (Suzy’s room section). See pages 41–45 of the Teacher’s Booklet for the Interactive DVD.

Ending the lesson

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