

OBJECTIVES: By the end of the lesson, students will have learned to talk about animals on a farm.

● **TARGET LANGUAGE**

Key language: farm, cow, duck, frog, goat, lizard, sheep, spider, zoo, tree, give

Additional language: Let's ... , nice, shoo, very funny, cages

Review: big, ugly, black, animals, baby, under, on, next to, eat, drink, bag, milk, bread, T-shirt, love, like, hair

● **MATERIALS REQUIRED**

Flashcards: (animals) 66–72

Kid's Box AE 1 Flashcards (animals): 47–52, 59–65

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 7

Reinforcement worksheet 1 (page 45), Kid's Box AE 2

Interactive DVD: The living room "Visiting a farm" episode

Warmer

- Review the known animals using the flashcards from Kid's Box AE 1. Elicit each animal and put the flashcards on the board. Elicit the word *Animals* and write it in the center of the board.

Presentation

- Teach/Elicit the new animals (frog, cow, duck, goat, lizard, sheep, spider), using the flashcards. Students repeat in chorus and then in groups. Place the flashcards (picture side up) on the board. Elicit the names again, then turn the flashcards word side up.

SB48. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 48, please.* Elicit what and who students can see in the picture. Say *Can you find the hidden star? Where is it?* Students look and respond (on the window). Students say *Here it is.* Say *Listen and point to the animals.* Play the CD. Students listen and point. Set the focus listening questions: *Where are they? What is under the tree? What is on Sally's T-shirt? Where's the spider?* Play the CD again. Students listen. Check with the class (Farm, Cow, A lizard, In Scott's hair). Check understanding of *zoo* and *farm*. Ask, e.g., *Who likes lizards? What's the goat doing? What are the baby sheep doing?* Point out that the plural of *sheep* is *sheep*.

CD 2, 32

SUZY: Look at all those animals. This is a nice zoo.

MR. STAR: It isn't a zoo. It's a farm. Look – there's a cow under the tree.

SCOTT: Uh oh! Mom! The goat's eating your bag!

MRS. STAR: Aaahh! Shoo! Shoo! Stop that!

SALLY: Look, Suzy. The baby sheep are drinking milk.

SUZY: Ahhh.

MR. STAR: Let's give the ducks some bread.

SUZY: There's a frog!

SCOTT: Look, Sally. There's a lizard on your T-shirt!

SALLY: Ha, ha, Scott. Very funny. I know, and I love lizards.

Do you like spiders, Scott?

SCOTT: No, I don't.

SALLY: Oh. Well, there's a big, black, ugly spider in your hair.

SCOTT: Ahh!

SB48. ACTIVITY 2. Listen and repeat.

- Say *Let's do Activity 2. Listen and repeat.* Play the CD. Students point to the words on the page and repeat in chorus.

CD 2, 33

Cow, duck, goat, lizard, sheep, spider, frog

WB48. ACTIVITY 1. Find and write the words.

- Say *Open your Workbooks to page 48, please.* Focus students on the example (horse). Elicit some of the other animals. Students work in pairs. They identify the animals, circle the words, and write them under the pictures. Check with the class.

Key: horse, fish, mouse, bird, frog, spider, lizard, chicken, cow, duck, goat, sheep

WB48. ACTIVITY 2. Read. Draw and write the words.

- Focus students on Activity 2. Elicit that this is a zoo. Read the first two sentences to students: *This is the Star zoo. The birds are next to the snakes.* Quickly review *next to*. Elicit which cage is for the birds. Students work in pairs. They read the sentences and find the cages for the animals. Monitor around the class. Check with the class. Draw the zoo on the board and elicit where the animals are. Write in the names.

Key:

birds, snakes, –, –, crocodiles
fish, lizards, monkeys, giraffes, tigers

Extra activities: see page T121 (if time)

Optional activities

- Unit 7 Reinforcement worksheet 1 from *Teacher's Resource Book 2* pages 44–45.
- The "Visiting a farm" episode from *Kid's Box AE 2 Interactive DVD* (The living room section). See pages 16–19 of the Teacher's booklet for the *Interactive DVD*.

Ending the lesson

- Play the *Spelling* game with the plurals of the new animals. Encourage students to take turns as callers, e.g.

Give me a c	c
Give me an o	o
Give me a w	w
Give me an s	s
What does that spell?	cows
What does that spell?	cows

OBJECTIVES: By the end of the lesson, students will have practiced talking about animals and sung a song.

● **TARGET LANGUAGE**

Key language: *frog, moo, baa, quack, croak, cluck, farmer*

Additional language: *What can we do?*

Review: *animals, kitchen, bedroom, armchair, bathroom, cupboard, Where's the ...? It's in/on/under the ... colors*

● **MATERIALS REQUIRED**

Flashcards: (animals) 66–71

A picture of a chicken (animal, not food)

A picture of a donkey

Extra activity 1: large pieces of paper, one for each group of four

Optional: *Kid's Box AE Teacher's Resource Book 2 Unit 7*

song worksheet (page 49), *Kid's Box AE 2 Interactive DVD*:

The playroom "Making an animal mask" (plus flashcard of Maskman, paper plates, cardboard, paints, scissors, glue, and yarn or string)

Warmer

- Place the flashcards (picture side up) and the picture of the donkey around the room. Point to, e.g., the lizard, and say *Spider*. Students stand up if it's correct and sit down if it's incorrect. Demonstrate a few times. Students take turns being the callers.

SB49. ACTIVITY 3. Listen and point. Sing.

- Say *Open your Student's Books to page 49, please*. Focus them on the pictures and elicit that they're funny. If time allows, review the difference between *rug* and *mat*. Say *Point to the rug* (students point to the large rug in the living room). Then say *Point to the mat* (students point to the mat at the front door). Show and display the picture of the chicken. Say *Listen and point*. Play the CD. Students point to the animals in the rooms. Check understanding quickly by asking, e.g., *Where are the sheep? What's the man's name?* (In the bedroom, John.). Check understanding of *farmer*. Play each verse in turn. Students repeat. Play the CD again for students to practice. Repeat the whole song in chorus. Make five groups: cows, sheep, etc. Groups sing their verses.
- Focus students on the animal noises. Tell them these are the sounds in English. Elicit the sounds for the animal noises in their language. Which are the same and which are different?

CD 2, 34

Cows in the kitchen, moo moo moo,

Cows in the kitchen,

There are cows in the kitchen, moo moo moo.

What can we do, John Farmer?

Sheep in the bedroom, baa baa baa,

Sheep in the bedroom,

There are sheep in the bedroom, baa baa baa.

What can we do, John Farmer?

Ducks on the armchair,

Ducks on the armchair,

There are ducks on the armchair,

Quack quack quack.

Frogs in the bathroom, croak croak croak,

Frogs in the bathroom,

There are frogs in the bathroom, croak croak croak.

What can we do, John Farmer?

Chickens in the cupboard, cluck cluck cluck,

Chickens in the cupboard,

There are chickens in the cupboard, cluck cluck cluck.

What can we do, John Farmer?

CD 2, 35

Now sing the song again. (Karaoke version)

SB49. ACTIVITY 4. Ask and answer.

- Students work in pairs. Student A asks a question about the song lyrics, e.g., *Where are the cows?* Student B answers, e.g., *In the kitchen*. Students exchange roles. When students have done the activity, ask them to close their books and do it from memory. Award points for correct questions and answers.

WB49. ACTIVITY 3. Draw lines.

- Say *Open your Workbooks to page 49, please*. Elicit the animals students can see in Activity 3. Point to the example line from the donkey to the cupboard and ask *Where's the donkey?* Students respond *It's in the cupboard*. Say *Where are the other animals? You choose. Draw lines*. Students work individually. Each student draws lines from the animals to the pieces of furniture. They choose where to draw the lines. It's a secret.

WB49. ACTIVITY 4. Now ask your friend and draw lines.

- Make new pairs. Students face one another, holding up their books so they can't see each other's pictures. Students take turns asking and answering, as in the speech bubbles. They draw lines from the animals to the furniture according to their partner's information. Students compare their pictures when they have finished. Encourage students to use procedural language, e.g., *Can you say that again? Sorry? Your turn*.

Extra activities: see page T121 (if time)

Optional activities

- Students complete the Unit 7 song worksheet from *Teacher's Resource Book 2* (see pages 44 and 49).
- Watch the DVD clip "Making an animal mask" from The playroom section of the *Interactive DVD*. Then make masks with your students. See pages 32–33 of the DVD booklet.

Ending the lesson

- Sing the song again with the class and/or make a new song using the verses students wrote for Extra activity 1.

OBJECTIVES: By the end of the lesson, students will have talked about likes and expressed agreement.

● TARGET LANGUAGE

Key language: *So do I, I love (goats), I don't, flowers*

Review: *can, Let's ... , Can I have ... ? give, put, eat, Here you are, next to, kick, animals*

● MATERIALS REQUIRED

Flashcards: (animals) 66–71

Kid's Box AE 1 Flashcards: (animals): 47–52, 59–65

Photocopiable 7 (see page T107), copied onto thin cardboard, one for each pair of students, crayons, scissors

Optional: *Kid's Box AE Teacher's Resource Book 2 Unit 7*

Reinforcement worksheet 2 (page 46)

Warmer

- Play a *Clapping* game to review the animals and the noises. Students stand and clap as they do the chant below. The chant is cumulative. Groups can take turns “inventing” and adding new verses, using other animals and their noises.

Cows, cows, moo moo moo,

I like cows, yes, I do.

Donkeys, donkeys, hee-haw, hee-haw,

I like donkeys, yes, I do.

Sheep, sheep, baa baa baa,

I like sheep, yes, I do.

Cows, cows, moo moo moo,

I like cows, yes, I do.

etc.

SB50. ACTIVITY 5. Listen and answer.

- Say *Open your Student's Books to page 50, please.* Elicit who and what they can see. Check students realize that the animals in the picture are toy animals. Elicit where the flowers are and check understanding. Set the pre-listening questions: *Who loves sheep? Does Maskman love sheep? Who loves horses? Does Maskman love flowers?* Play the CD. Check with the class (Monty and Trevor, No, Maskman and Marie, Yes). Play the CD again. Students listen for what Monty and Trevor say (Monty: Oh, I love sheep. Baa baa. Trevor: So do I.). Pause the CD. Students repeat. Do the same for Maskman (Maskman: I don't.). Pause the CD. Students repeat. Continue in the same way for Maskman and Marie (ask *Who loves horses?*) and what Maskman says about flowers. Say to a student, e.g., *I love ducks.* Prompt the student to reply *So do I / I don't.* Practice around the class.

CD 2, 36

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MARIE: Trevor, can I have the sheep, please? Let's put it here, next to the cows.

TREVOR: Here you are.

MONTY: Oh, I love sheep. Baa baa.

TREVOR: So do I.

MASKMAN: I don't. I love horses.

MARIE: So do I.

TREVOR: I don't. Horses are very big, and they can kick.

MASKMAN: What now?

MONTY: Let's put the goat under the tree.

MARIE: No, Monty. It can eat the flowers, and I love flowers.

MASKMAN: So do I.

TREVOR: Flowers, Maskman? Do you love flowers?

MASKMAN: Yes, I do. I can give them to Marie.

MONTY AND TREVOR: Oooohhh!

SB50. ACTIVITY 6. Listen and repeat.

- Students listen and repeat in chorus and then in groups. Make sure they use a rising tone for *So do I*.

CD 2, 37

MONTY: Oh, I love sheep. Baa baa.

TREVOR: So do I.

MASKMAN: I love horses.

TREVOR: I don't.

Photocopiable 7: see pages T99 and T107

WB50. ACTIVITY 4. Write the words. Listen and check.

- Say *Open your Workbooks to page 50, please.* Point to the example and tell students to complete the dialogs with the words in the box. They can use the words only once. Students work in pairs. Check with the class by playing the CD.

CD 2, 38

1. I love spiders.

So do I.

2. I love fish.

So do I.

3. I love lizards.

So do I.

4. I love goats.

I don't.

WB50. ACTIVITY 5. Draw your favorite animal. Ask your friend.

- Elicit from individuals what their favorite animal is. Students draw their animal in the frame, color it, and write, e.g., *I love lizards.* Remind students to write the animal name in the plural. Make groups of four. Students show the others in their group their animals. They ask and answer, e.g., *What's your favorite animal? I love lizards.* The others respond *So do I / I don't* as appropriate.

Extra activity: see page T121 (if time)

Optional activity

- *Teacher's Resource Book 2 Unit 7 Reinforcement worksheet 2* pages 44 and 46.

Ending the lesson

- Play a *Chain* game. Start two chains, one at each end of the class. Stop when the chains meet in the middle. Chain 1: Say *Let's go to the zoo. We can see elephants.* Student 1: *Let's go to the zoo. We can see elephants and spiders,* etc. Chain 2: Say *Let's go to the farm. We can see donkeys.* Student 1: *Let's go to the farm. We can see donkeys and cats.*

OBJECTIVES: By the end of the lesson, students will have said a chant and practiced talking about likes and expressing agreement.

● TARGET LANGUAGE

Key language: *watermelon, pineapple, mangoes, coconuts, lime, onions, vegetables*

Review: *fruit, bananas, oranges, lemon, I love ... , So do I / I don't. colors, prepositions, animals*

● MATERIALS REQUIRED

Flashcards: (food) 96, 97

Pictures of: pineapple, mangoes, coconuts, lemon, lime, onions

Kid's Box AE 1 Flashcards (food): 91, 92

Extra activity 2: 12 food flashcards

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 7

Extension worksheet 1 (page 47), Kid's Box AE Workbook 2 Language Portfolio page 108

Warmer

- Review the known food vocabulary (orange, banana, apple), using the flashcards. Flash each one quickly (picture side) in front of the class and elicit the word. Teach/Elicit *watermelon, pineapple, mango, coconut, lime, onion*, using the other flashcards/pictures in the same way. Students repeat the new words in chorus. Give the names *fruit* and *vegetables*. Elicit other vegetables they know: *carrots, potatoes*, etc.

SB51. ACTIVITY 7. Listen and point. Chant.

- Say *Open your Student's Books to page 51, please*. Elicit what they can see. Say *Listen and point*. Play the CD. Students listen and point to the food. Play the CD again. Students join in the chant. Repeat line by line until they are confident. Students stand. They chant together in chorus. Divide the class into two groups. One half says the opener (*I love ...*); the other half replies (*So do I*). Swap groups. Record students if you can and play the recording back to them for enjoyment and feedback.

CD 2, 39

I love watermelon.	So do I.
I love pineapple.	So do I.
I love bananas.	So do I.
I love oranges.	So do I.
I love mangoes.	So do I.
I love coconuts.	So do I.
I love lemon and lime.	Hmm. So do I.
I love onions.	I don't. Goodbye.

SB51. ACTIVITY 8. Say and answer.

- Review *donkey*. Say *Point to the donkey*. Students point to the donkey at the bottom of page 51.
- Practice the dialogs from the Student's Book page in open pairs. Students can change the animals: it's more motivating for them if they speak truthfully.
- Students stand up. They walk around the room. Clap. Students make pairs and take turns saying, e.g., *I love birds* and replying *So do I / I don't*. Remind students to say what's true. Clap. Students move on.

WB51. ACTIVITY 6. Listen and color. There is one example. S

- Say *Open your Workbooks to page 51, please*. Ask questions about the picture to review the vocabulary. *Where are the animals? (At a farm) Which animals can you see? (Cow, goat, etc.) Where's the goat? (In front of the (farm) house.) Point to the cow, etc.*
- Students take out crayons or pens in green, red, brown, blue, black, yellow, and orange. Play the example on the CD. Say *Where's the carrot? Students point to the black carrot and say Next to the frog. Say Listen and color. Make a dot first.*
- Play the CD. Students make a colored dot for each carrot. They check in pairs. Play the CD again. Check with the class. Students color the carrots. Elicit which color they didn't use (orange).

Key: 1 carrot on house – brown, 2 carrot in front of donkey – green, 3 carrot on tree – red, 4 carrot in front of cow – yellow, 5 carrot in front of goat – blue

CD 2, 40

Look at this picture. There are lots of animals.

I can see lots of carrots, too. Can I color one?

Yes. There is a carrot next to the frog. Can you color it black, please?

The carrot next to the frog. OK.

Can you see the black carrot? This is an example. Now you listen and color.

- | | |
|--|--|
| 1. Now, can you see the carrot on the house?
On the house, next to the bird?
Yes. Can you color it brown?
OK.
Great. | 4. Can you see the cow?
Yes, I can. And there's a carrot in front of it.
That's right. Color that carrot, please.
Which color?
Color the carrot in front of the cow yellow.
OK. |
| 2. And there's a donkey next to the water.
Oh, yes!
Can you see the carrot in front of the donkey? Color that carrot green, please.
The carrot in front of the donkey?
Yes, that's right.
OK. | 5. Now, color the carrot in front of the goat.
Sorry? The carrot in front of the goat?
Yes. Do you have a blue pencil?
Yes, I do.
Great! Color it with that pencil.
OK. |
| 3. There's a carrot on the tree.
Can you see it?
Yes, I can. Can I color it red, please?
Yes, color the carrot on the tree.
OK, that's my favorite color. | Good! I love this picture now. |

Extra activities: see page T121 (if time)

Optional activity

- Unit 7 Extension worksheet 1 from *Teacher's Resource Book 2* (see pages 44 and 47 of the *Teacher's Resource Book*).

Language Portfolio

- Students complete page 108 of *Kid's Box AE Workbook 2 Language Portfolio (Things I love)*. Help with new language.

Ending the lesson

- Students repeat the chant from earlier in the lesson OR the chants they did in Extra activity 1.

OBJECTIVES: By the end of the lesson, students will be able to identify and say consonant clusters with s and will have had more practice with talking about animals.

● **TARGET LANGUAGE**

Key language: consonant clusters *sp, st, sn, sw, sk, and sch*

Additional language: *donkey, can, get (milk/eggs), across/down*

Review: animals, colors, adjectives, face parts, numbers, *They have ... , swim, jump, clothes, these*

● **MATERIALS REQUIRED**

Flashcards: (animals) 66–72

Extra activity 2: Photocopiable 7 (see page T107), if not used previously copied onto thin cardboard, one for each student, crayons, scissors, glue

Warmer

- Review the animals (*frog, cow, duck, goat, sheep, frog, spider, lizard*), using the flashcards. Teach *donkey*, using a picture. Say, e.g., *I'm thinking of an animal. It's small. It can swim. It says "Quack quack."* Students guess (*duck*). Show the flashcard. Repeat for other animals. Keep the definitions simple.

SB52. ACTIVITY 9. Monty's phonics

- Say *Open your Student's Books to page 52, please*. Point to the small pictures and say the words, emphasizing the consonant clusters *sp* and *st*. Students practice pronunciation of each word. Point at the large picture and say *Look! Point to the spiders. They're playing sports. They're very good. They're sports stars!* Elicit names of some real life sports stars to check comprehension. Say *Now listen to Monty, point, and repeat*.
- Play the CD. Students listen, and repeat the sounds, words, and sentence using the same tone and speed as Monty.
- Students try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class.

CD 2, 41

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

/sp/, /sp/, spider

/sp/, /sp/, sports

/st/, /st/, star

The spiders are sports stars!

The spiders are sports stars!

The spiders are sports stars!

SB52. ACTIVITY 10. Say and answer.

- Focus students on Activity 10 and elicit the animals. Using the pictures, teach *legs, body/bodies, tail, feet*. Say the definitions and students guess:
They're big and gray. They have long ears. (donkeys)
They're black and white. They're big, and they have four legs. We can get milk from them. (cows)
They're small and brown. They have two legs. We can get eggs from them. (chickens)
They're small and can be different colors. They have eight legs. (spiders)
They're small and green. They have two big feet, two small feet, and big mouths. They can swim. (frogs)
They have four short legs and a long tail. They are different colors. (lizards)
- Demonstrate the activity with a student, using the speech bubbles. Elicit ideas for the other animals. Students work in pairs (AA, BB, CC, DD, etc.). They plan definitions for each of the animals. Make new pairs (AB, AB, CD, CD, etc.). Students take turns saying their definitions and guessing.

WB52. ACTIVITY 7. Listen and write.

- Say *Open your Workbooks to page 52, please*. Say *Look at the pictures. All the words start with "s" and different sounds (sw, sp, st, sk, and sn)*. Look and think. Give students time to guess what each word is and how to say it.
- Play the example on the CD and point to the example answer *spider*. Play the rest of the CD, pausing for students to repeat the word and to write. Point out that they need to write three letters for number 8. They check answers in pairs.
- Play the CD again. Correct as a class. Check comprehension of *snow*.

Key: 2 st, 3 sn, 4 sw, 5 sk, 6 sn, 7 sp, 8 sch

CD 2, 42

1. spider, 2. star, 3. snake, 4. swim, 5. skirt, 6. snow, 7. sports,
8. school

WB52. ACTIVITY 8. Write the "animal" words.

- Focus students on the crossword puzzle and check they understand *down* and *across*. Do the example (1 down) with the class. Read it aloud: *This is small and black. It has eight legs*. Focus students on the example answer *spider* and the check mark next to the picture of the spider. Students work in pairs. They read the texts together silently and match them with the animals. They write the words in the correct places. Monitor as students are working.
Note: These texts are complex and may take students some time to figure out.

Key: Down 1 spider, 2 chicken, 6 goat. Across 1 sheep, 2 cow, 3 lizard, 4 duck, 5 frog, 7 donkey.

Extra activities: see page T121 (if time)

Ending the lesson

- Do the tongue twister from the beginning of the lesson again. Pairs practice saying it quickly and then perform it for the class.

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

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *I'm trying to sleep, talk, be quiet, I know, nighttime*

Review: *sheep, jump, count, can't, Let's talk about ... , farms, farm dogs, catch, mice, cows, milk, What are you doing? I'm ...-ing.*

● MATERIALS REQUIRED

Flashcards: (animals) 66–72

Kid's Box AE 1 Flashcards: (animals) 47–52, 59–65

Picture of a chicken (animal, not food)

Optional: Kid's Box AE 2 Teacher's Resource Book Unit 7 Extension worksheet 2 (page 48) and/or animated version of the Unit 7 story from Kid's Box AE 2 Interactive DVD (Suzy's room section), Kid's Box AE 2 Interactive DVD: The playroom "Duck Duck Goose" game.

Warmer

- Write *Farm animals* in the center of the board. Elicit farm animals from the class, show the flashcard, and then write the animal's name on the board to create a mind map. If students give you an animal that you don't think is a farm animal, ask them for a reason. They may be right.

Story

SB53. ACTIVITY 11. *Listen to the story.*

- Say *Open your Student's Books to page 53, please.* Elicit who students can see (Trevor, Monty, Marie, Maskman, and some sheep). Elicit what they are doing. Set the pre-listening questions: *What can't they do? What is Maskman counting? Why?* Say *Listen and look.* Play the CD. Students listen and look. They check in pairs. Check with the class (Sleep, Sheep, To go to sleep). Note: *Sleep* may be a new word. If students say it in L1, then say *Good. In English, it's "sleep."*
- Play the CD again. Students listen and repeat. Encourage them to say it with intonation and feeling, especially the snoring.
- Check comprehension by pointing to each picture and asking, e.g., *Who is sleeping?* (Trevor). *Is it day or night?* (night). *What are the sheep doing?* (jumping). Ask students if they count sheep to help them sleep. Say *Is it a good idea?*

CD 2, 43

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MASKMAN: Trevor! Pssst! Are you sleeping?

TREVOR: Yes, I am.

MARIE: Trevor! Maskman! Can you be quiet, please? I'm trying to sleep!

MASKMAN: I can't sleep.

TREVOR: Well, count sheep, Maskman.

MASKMAN: 11, 12, 13 ... Oh, no! My sheep aren't sleeping. They're jumping! I can't sleep.

MARIE: We can't sleep now.

MARIE: OK. Let's talk about farms. Farm dogs can get sheep.

Farm cats can catch mice. And we get milk from cows.

TREVOR: Yes, yes, I know ... Maskman!

MARIE: What are you doing, Maskman?

MASKMAN: I'm sleeping, Marie. Goodnight.

SB53. ACTIVITY 12. *Act out the story.*

- Divide the class into groups of four. Students decide their roles. Play the CD again. Stop after each frame for the students to repeat in role. Students practice their story in groups. More confident students can change some of the words. Invite two or three groups to perform their role plays to the class.

WB53. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 53, please.* Students prepare the animal stickers. Say *Which animal is it? Listen.* Play number 1 on the CD and elicit the animal (*spider*). Ask students to hold up the correct sticker. They all stick the sticker in the first square.
- Play the rest of the CD. Students lay the stickers out on their desk in the correct order. Monitor around the class to check before they stick them in their books.
- Point to the example word on the line in square 1 (*spider*). Say *Now write the words.* Students write the name of the animal under each sticker. Write the words on the board in random order if they are having difficulty. Play the CD again if necessary.

Key: 2 lizard, 3 cow, 4 sheep, 5 duck, 6 frog

CD 2, 44

Stick the spider on number 1. Stick the duck on number 5. Stick the goat on number 6. Stick the lizard on number 2. Stick the sheep on number 4. Stick the cow on number 3.

WB53. MY PROGRESS.

- Focus students on the activity. Say *Let's read the sentences together.* Read the first sentence. Focus students on the words they wrote for My picture dictionary. Say *Good. You can write animal words.* Read the second sentence. Say, e.g., *I love cats.* Elicit a response *So do I / I don't* from different students. Encourage students to make similar statements for others to respond to.
- Students work in pairs. They take turns pointing to a sentence in their books and showing each other / talking about what it says.
- Say *Now check or put an X.* Encourage students to practice so they can check the statements and color the star.

Extra activities: see page T122 (if time)

Optional activities

- Teacher's Resource Book 2 Unit 7 Extension worksheet 2 pages 44 and 48.
- The animated version of the story from Kid's Box AE 2 Interactive DVD (Suzy's room section).
- Watch the DVD clip "Duck Duck Goose" from the "playroom" section of the Interactive DVD. Then play the game with your students. See pages 35 and 36 of the DVD booklet.

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.