Animals

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Introduction

Theme: Animal Kingdom

**Age Group**: Children, Teens, and Adults

Level: Intermediate

Purpose: To show the differences in activities for different age groups who are at the same English level and using the same unit theme.
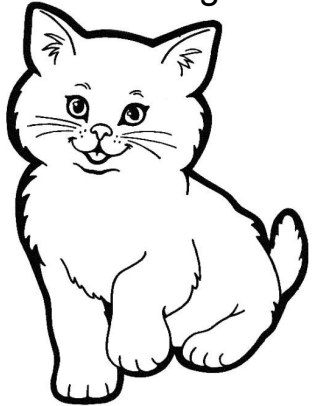
Animal Vocabulary

- **Target audience**: Children in grades 1 or 2

- **SWBAT**: Distinguish between 0 legged and 4 legged animals and correctly associate an appropriate colour of the animal.

- **Main idea**: Names of 4-6 animals and 4 colours are part of student's vocabulary list. The students will choose an animal and colour it in, then write a short sentence based off the picture.

- **Pre-planning**: Have used vocabulary list in class so students are familiar with the animals and colours.
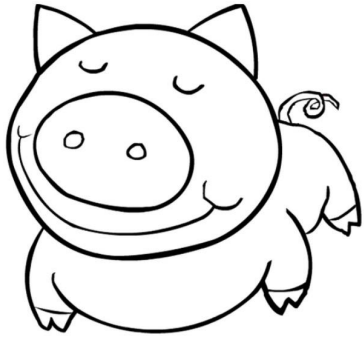
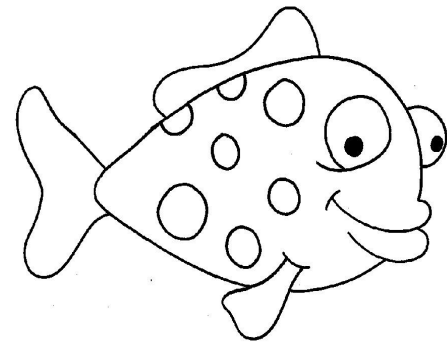This pig got four leg and pink.

White cat with four legs.

Pros

- Reinforces vocabulary
- Students get to choose their own animal
- A fun way to do a spelling test

Cons

- No focus on grammar
- Students may not use an appropriate colour for each animal

Blue fish 0 legs.

Black dog had 4 legs.

Animal Classification Activity

- **Target audience**: Children in grade 5 or 6

- **SWBAT**: Develop a classification system for categorizing organisms and be able to recognize that characteristics vary between all species

- **Main idea**: Living things can be sorted into different categories in many ways, animals are sorted based on their characteristics

- **Pre-planning**: Lesson on animals and include the vocabulary that they will use in the activity

Animal Classification Activity

A ➡️

B ➡️

C ➡️

Name _____ Date _____

The Name Game: Animals

Mystery classification of animal (mammal, bird, reptile, amphibian, insect, fish)	Gives birth to young live OR lays eggs	Body covering has: hair (fur) OR feathers OR scales OR none	Breathes with lungs OR gills	Is warm-blooded OR cold-blooded	Number of legs: none OR two OR four OR six	Other (Has wings OR no wings; has claws OR no claws, etc.)

Animal Classification Activity

Pros

- Practice vocabulary
- Improve listening and speaking skills
- Engage in asking questions

Cons

- Not all students may contribute to the game

Modifications

- Could try another classification system (such as a diagram or tree)
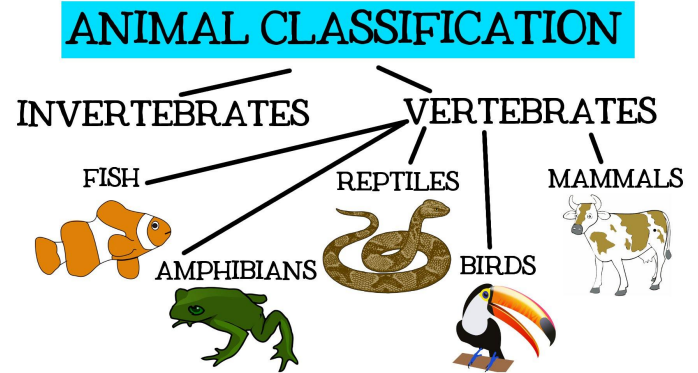
Role Play Activity

Worksheet B – Can I have a pet? Role play

Student A

You really want to have a pet. You would love to have a _____. You think you are old enough now to look after it.

First think of three advantages of having a _____ as a pet.

1.
2.
3.

You must use these advantages to try and convince your Mum or Dad to let you have a pet.

Student B

You are the parent of student A! You really don't want any pets in your home, especially not a _____ but you had pets when you were younger and you can understand the attraction.

First, think of three disadvantages of having a _____ as a pet.

1.
2.
3.

You must use these disadvantages to try and convince your son or daughter that they really don't want to have a pet.

Role Play Activity

Pros

- Very structured
- Semi-authentic communication

Cons

- May be too childish for teenagers
- No specific focus on grammar structures

Modifications

- Debate
- Change the topic
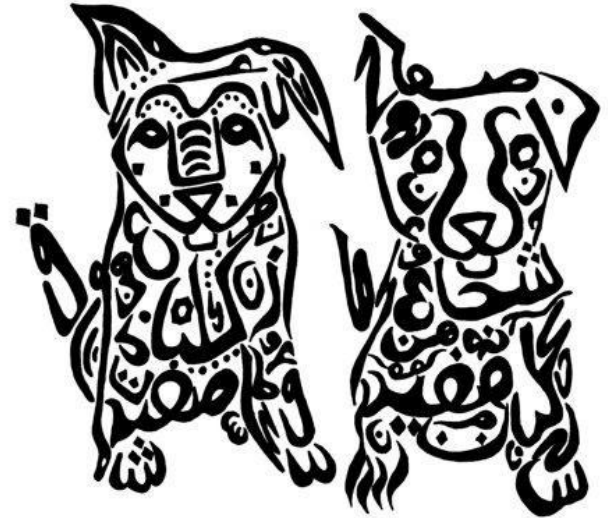
Grammar Meets Conversation: Animals

Grammar Meets Conversation: Do, does, did, are, is, was, were (4)

Step 1 : Complete the questions with the correct question words.
Step 2 : Interview a friend using your questions. Record the answers.
Step 3 : Tell the class some things about the person you interviewed.
Step 4 : (Optional) Write about one of the animals you like.

1. What .... baby dogs called?
a. are
b. were
c. do
d. did

2. Where .... koalas live?
a. do
b. did
c. is
d. was

3. When .... dinosaurs die out?
a. are
b. were
c. do
d. did

4. What colour .... zebras?
a. do
b. are
c. is
d. were

5. What .... the biggest animal in the world?
a. do
b. did
c. is
d. was

6. What ....a giraffe eat?
a. do
b. did
c. is
d. was

7. .... the stegosaurus warm or cold-blooded?
a. is
b. was
c. were
d. did

8. Why .... elephants flap their ears?
a. is
b. did
c. do
d. was

9. .... ducks able to breathe under water?
a. do
b. did
c. is
d. are

10. What .... brontosauruses eat?
a. does
b. was
c. did
d. were

11. Why .... people sometimes killed by eating blowfish?
a. is
b. are
c. do
d. were

12. Why .... a cat purr?
a. did
b. was
c. does
d. were

13. What .... you call the things on a deer's head?
a. is
b. do
c. are
d. does

14. What .... the name of the smoking chimpanzee that died in 2010?
a. are
b. was
c. do   d. does

15. .... pterodactyls carnivores?
a. are
b. was
c. were
d. did

16. .... all snakes venomous?
a. do
b. did
c. is
d. are

17. When .... dodos become extinct?
a. is
b. was
c. were
d. did

18. How many tigers .... left in the wild?
a. are
b. were
c. is
d. did

19. .... a platypus a mammal?
a. was
b. were
c. is
d. did

20. .... the triceratops a herbivore?
a. was
b. were
c. is
d. did

Answer Key

1. a – puppies
2. a – Australia
3. d – about 65 million years ago
4. b – black and white
5. c – the blue whale
6. c – leaves
7. b – cold-blooded (it was a reptile)
8. c – to cool off
9. d – no
10. c – leaves and greens
11. b – blowfish contain deadly poison
12. c – because it is content (happy)
13. b – antlers
14. b – Charlie
15. c – yes (carnivore = meat eater)
16. d – no
17. d – around 1800 A.D.
18. a – 3,000 to 5,000 (estimates vary); 15,000 in captivity (est. 2007)
19. c – yes, although it lays eggs, lives in/near the water and has a bill like a duck
20. a – yes (herbivore = eats plants)

Grammar Meets Conversation: Animals

Pros	Cons
- Individual and group work mix - Possible peer feedback & meaning negotiation - Making grammar fun - Visual support available - The 5 skills are used: Speaking, Reading, Writing, Listening & Vocabulary - Answer Key provided	- No instruction is given - Grammar accuracy - Need for correction - Possibility of students feeling judged - Background knowledge - No pre or post activities - Time constraints - Verbs could be more challenging

Class Activity – Grammar Meets Conversation: Animals

Steps
1. Pre activity: Vocabulary and Recap on target verbs
2. Distribute worksheets + explanations
3. Individual work
4. Correction of step 3
5. Group work
6. Post activity: Fun game - Learning reinforcement

Grammar Meets Conversation: Do, does, did, are, is, was, were

Step 1: Complete the questions with the correct question words.
Step 2: Correction of step one (together).
Step 3: Interview a friend using your questions. Write down the answers.

1. What_____ baby dogs called?
a. are
b. were
c. do
d. did

2. Where_____ koalas live?
a. do
b. did
c. is
d. was

3. What colour _____zebras?
a. do
b. are
c. is
d. were

4. What _____ the biggest animal in the world?
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6. What _____ a giraffe eat?
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8. _____ ducks able to breathe under water?
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c. do
d. were

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11. What _____ you call the things on a deer's head?
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12. _____ all snakes venomous?
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c. is
d. are

13. How many tigers _____ left in the world?
a. are
b. were
c. do
d. did

Endangered Animals (Adults)

http://www.breakingnewsenglish.com/0508/050817-animals.html

Review

+ Easy to adapt for lower proficiency level (on site)
+ Includes warm-up, pre and post-activity for the reading
+ Possibility to have an audio (turns into a listening activity)
+ Includes all 4 skills (Reading, writing, listening and speaking)
+ Easy access to different format (online, PDF, word)

- Poor aesthetic (for an online site)
- Audio not authentic (slowed down)
- Hard to get motivation from the activities (seem random,
 no interaction)

Very Good

Animals and Endangered Species

Main Skills: Speaking and Listening

Minor Skills: Writing and Reading

SWBAT:

- Accurately produce sentences using movement verbs.

- Debate and negotiate the pros and cons of animal conservation.

Top 5 Endangered Animals

Animals and Endangered Species

Pros

- Simple and easy instructions

- Learning/practicing verbs, prepositions, vocabulary and complex sentence building

- Interesting topic

Cons

- Lacks interesting visuals

- Minimally incorporates Writing and Reading

- Requires pre-lessons for vocabulary

- Requires a lot of monitoring

Conclusion

Even if students are of the same proficiency level, activities must be adapted to their specific age groups. The activities should be meaningful to the students in order for them to be engaged in their learning.

References

Slides 5&6: http://mpalalive.org/classroom/lesson/animal-classification

Slide 8:
https://www.teachingenglish.org.uk/article/pet-mania

Slides 10-11-12:
https://en.islcollective.com/resources/printables/worksheets_doc_docx/grammar_meets_conversation_do_does_did_are_is_was_were_4_-_the_animal_world/questions-animals-grammar/2965

Slide 16:
http://www.onestopenglish.com/community/lesson-share/pdf-content/speaking/speaking-animals-and-endangered-species-lesson-plan/550369.article

Slide 17:
http://www.allaboutwildlife.com/ten-most-endangered-animals