



# Amazing Animals

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## Lesson 1: Describe that Animals!

(65-75 minutes)

### SKILLS TO BE EMPHASIZED

Integrated skills

### TARGET STRUCTURE

Attributive adjectives

### TARGET VOCABULARY

Names of zoo animals (*elephant, giraffe, monkey, zebra, snake, parrot, lion*, etc.)

### OBJECTIVES

By the end of the lesson students should be able to:

- match the names of zoo animals with their descriptions.
- describe animals, using parts of the body and adjectives.

### MATERIALS

Flash cards, pictures, and realia of different animals (stuffed animals), clay

### PRE-LESSON PREPARATION

Put pictures of zoo animals around the classroom.

## ACTIVITY 1: Warm-up

(5 minutes)

### Simon Says

Review parts of the body by playing a variation of “Simon Says.” Before you begin, explain the game to the students and tell them they will have to listen carefully. The game will go like this:

**Step 1:** Have all students stand up in front of you.

**Step 2:** Say: “Simon says touch your... (ears, mouth, nose, legs, head, etc.)” and touch a body part. The body part you touch can match what you say, or it can be a different body part.

**Step 3:** Students must touch the part of the body that you name (not necessarily the part you touch). If you touch a body part different from what you say, then make sure students touch the body part you say.

**Step 4:** Students who touch the wrong body part are “out” and have to sit down. Keep going until there is a winner.

## ACTIVITY 2: Presentation

(10 minutes)

### Animal Matching

1. Ask students what animals are in a zoo. Refer to your local zoo, if appropriate.
2. Point to animals that you have put up in the classroom and have students say their names.
3. Add the names of other animals (not pictured) to the board as the students name them. If you have any appropriate stuffed animals, you can also use them to demonstrate the animals.
4. Ask students to take turns describing an animal they know. (Students can describe such things as: how many legs the animal has, what color/size/shape it is, if it can fly/swim/run fast, etc.) Put new words on the board as necessary.
5. Give oral descriptions of animals (like the sample sentences below) and ask the students to point to the correct picture.

Sample Sentences	Answers
It has black and white stripes.	Zebra
It has long arms and short legs.	Monkey
It is long and thin and has no legs.	Snake
It has long neck, four legs, and a small head.	Giraffe
It has four legs and a long trunk.	Elephant
It has bright green feathers and a beak.	Parrot

## ACTIVITY 3: Practice

(10 minutes)

### Animal ID Games

(Note: *ID* stands for *identify or identification*.)

Put the students in pairs. Let them sit around the classroom near the pictures of animals. Give the students a handout with pictures of different

animals on it, or photocopy and use the pictures at the end of this lesson.

### Game 1

1. One student says the name of an animal.
2. The other student must point to the correct animal.
3. Then the students swap roles.

### Game 2

1. One student gives hints by describing the animal without using the animal name: "It has \_\_\_\_."
2. The other student has to guess the correct animal name: "Is it a \_\_\_\_?"

## ACTIVITY 4: Integrating Skills

(30-40 minutes)

### Animal Stations

Before class, set up learning centers, or stations, in different parts of the classroom. Prepare each station as indicated below. Write the students' instructions for each station on a card or on the board.

During class, have students work in small groups at the stations and move from one station to the next as they finish their work. It is not necessary to finish all of the stations in one day. Students can do a couple of stations in one day and finish the rest the next day.

#### 1. Writing station

(Prepare the station with blank sheets of paper, colored markers, and pencils.)

Instructions for students: Draw a picture of your favorite animal. Then write a description of it under the picture.

#### 2. Spelling station

(Prepare the station by setting out several pictures of animals; number each picture. Provide a blank sheet of paper for each student, or else instruct them to write in their notebooks.)

Instructions for students: Number your paper from 1–x (depends on how many pictures you have). Next to each number, write the name of the animal with that number.

#### 3. Storytelling station

(Prepare the station by setting out various stuffed animals.)

Instructions for students: Tell a partner a short story about an animal. Or work with a partner to act out a short conversation between two animals.

#### 4. Creativity station

(Prepare the station with clay.)

Instructions for students: Make some animals from clay. Then describe the animals to a partner.

## ACTIVITY 5: Who Am I?

(10 minutes)

Have students take turns describing an animal without mentioning the name of the animal. Other students will guess the animal. Encourage students to use full sentences and accurate language in their descriptions. See the example below.

### Example

Student: "I am a big animal. I live in the forest. I have four legs and a big trunk. Who am I?"

Students: "You are an elephant!"

## ACTIVITY 6: Follow-up

(Homework)

Decide on a type of animal habitat—e.g., desert, jungle, sea—for the next lesson. Encourage students to bring pictures (and possibly objects such as rocks, sand, plants) relating to that animal habitat to class. Lesson 2 uses desert animals, but you can adapt the lesson to use other animals.

## Lesson 2: Desert Animals

(45 minutes)

The following lesson uses desert animals. You might use any other animal habitat, as noted above.

### SKILLS TO BE EMPHASIZED

Speaking, writing

### TARGET GRAMMAR

Prepositions of place—*in, behind, under, next to, on*

### TARGET VOCABULARY

*hare, hedgehog, scorpion, snake, lizard, camel*

### OBJECTIVES

By the end of the lesson students should be able to:

- review and extend their knowledge of animal vocabulary (animals in the desert).
- practice describing animals, their location, and their habits.

### MATERIALS

Pictures of desert animals

## ACTIVITY 1: Warm-up

(10 minutes)

### Show and Tell

1. Ask students about the desert and elicit what can be found in a desert.
2. Have students do a quick “show and tell” using the pictures and objects the students have brought in from the desert.

### Animal TPR (Total Physical Response)

Have students stand up and use movement to pretend to be desert animals that you describe. For example, you might say:

“You are in the desert. It’s very hot and the weather is sunny. You can see lots of animals. Look, you can see a camel. Walk like a camel and eat some grass.... Now you are a snake... slide, slide. Can you slide over the sand? Oh, there is a scorpion. Run...run, as fast as a

scorpion. Look over there...there’s a hare. Let’s all jump like that hare. Jump, jump, jump.”

## ACTIVITY 2: Presentation

(10 minutes)

### Hide and Seek Animals

Before the class begins, hide some toy animal toys or pictures of animals in several places around the classroom. (Make sure to hide them before the students arrive.)

- Tell the students that there are some animals hidden in the classroom. They have to guess where they are, using prepositions of place (e.g., in, on, under, next to).
- Cue the students: “Where is the hare?”
- Have students ask questions using prepositions: “Is it (under/on/in/next to) the \_\_\_?”
- Give students hints by saying whether they are “warm” or “cold.” If students’ guesses become closer to the hiding place, you can say “You’re getting warmer” or “You’re getting hot.” If the students’ guesses become farther away from the hiding place, say “You’re getting colder.”
- Once a student gives the correct hiding place, have that student go get the animal toy or picture.

## Activity 3: Practice

(15 minutes)

### Animal Information Gap

Teacher preparation: Prepare handouts of two versions of a picture of a desert scene. The two versions should be the same except for the animals shown in the picture. Version A shows three animals (e.g., a hare, a camel, and a scorpion) in a desert scene; and Version B shows three different animals (e.g., a hedgehog, a snake, and a lizard) in different parts of the same desert scene.

1. Divide students into pairs. Within each pair, give one student Version A of the desert scene and give the other student Version B. (Student A will have a picture of a desert scene with three animals and Student B will have a picture of a desert scene with three other animals.) Tell students NOT to show their pictures to each other.
2. Have Students A and B take turns describing where their animals are without showing each other their pictures. (For example, Student A might tell Student B: “The hare is next to the big rock.”) Tell students to draw the missing animals onto their picture of the desert scene according to the statements their partners make about the location of the animals.
3. At the end of the activity, have students check their work by comparing their finished drawings. Both Student A and Student B should have similar pictures with six animals each.
4. Review the prepositions by asking questions such as “Where is the camel?” and eliciting answers such as “The camel is behind the tree.” Write the students’ answers on the board.

#### **ACTIVITY 4: Evaluation**

(10 minutes)

#### **Sentence Writing**

- Ask students to look back at their pictures of the desert animals and write six sentences (one for each animal) using prepositions of place.
- Depending on students’ writing level, you could do one of the following:
  - (1) Leave the full sentences on the board.
  - (2) Cover up the prepositions in the sentences on the board.
  - (3) Completely erase the sentences on the board.
- Collect students’ writing for evaluation and feedback.

### **Using the Language Experience Approach**

#### **SKILLS TO BE EMPHASIZED**

Integrated skills

#### **TARGET STRUCTURE**

Irregular past tense (*went, saw, were*)

#### **TARGET VOCABULARY**

Names of animals in the zoo (Note: The animal names you use for this lesson will depend on the animals in your local/virtual zoo; some of the vocabulary from Lesson 1 will be reinforced.)

#### **OBJECTIVES**

By the end of the lesson students should be able to:

- use new names of animals.
- dictate and read a collective story about a trip to the zoo.

#### **MATERIALS**

Flash cards, pictures, and realia of different animals

### **Field Trip (or virtual field trip) to a Zoo**

#### **The Experience**

The activities in this lesson are meant to be used as follow-up to a trip to a zoo. If you cannot take your students to a zoo, you might prepare a “virtual zoo” by placing pictures of zoo animals around a room, possibly in a common room or gymnasium, so that students can go on a pretend field trip, walking around the room and looking at the various animals.

- Organize a field trip for students to go to a nearby zoo. Or, use the activities in this lesson if a zoo trip has already been organized for your students. Variation: Take students on a “virtual trip to the zoo” in a common room or gymnasium.

- Before the trip, tell students to remember the names of the animals they see because they will use them for the next lesson.
- Optional: During the trip, take pictures of all the animals. Take pictures of students with the animals and any activities they do at the zoo.

### **ACTIVITY 1: After the Zoo Trip**

(Warm-up, 5 minutes)

- Ask the students what they did at the zoo and what animals they saw when they visited the zoo. Write the animal names on the board in English.
- If you took pictures at the zoo, use the pictures to help students remember the trip. Elicit the names of the animals using the pictures from the zoo or other pictures of animals.

### **ACTIVITY 2: Group Writing and Reading**

(15 minutes)

Ask the students to tell you what they did and saw at the zoo. Elicit full sentences. Write down the group experience in English on the board or a flipchart, and have students repeat each sentence out loud after you have written it. See the example below of what you might elicit from students.

#### **The Zoo**

Yesterday we went to the zoo. First we saw monkeys. There were three monkeys in the cage.



Then we saw an elephant. We saw some other animals, too. We saw two zebras and a lion.

### **Activity 3: Read Aloud**

(10 minutes)

#### **Paper Faces**

- Once you have written the story of the zoo experience on the board or flipchart, have the students read the whole composition out loud together. Reinforce the language by pointing to the words as students read out loud.
- To reinforce the animal vocabulary, pass out animal pictures to different students and have them hold up the correct picture when the name of their animal is read.

### **ACTIVITY 4: Animal Mime**

(10 minutes)

Have students take turns choosing any animal from the zoo and miming it in front of the class. Tell the other students to guess what the animal is. Have them say: "It's a \_\_\_\_."

#### **Additional Activity**

(For more advanced students)

#### **Animal Report**

Have students each choose one animal that they have learned about in class. Then tell them to visit the school library or local library, or go online, to search for additional information about the animals they chose. Tell students to use the information they find to write short descriptions of the animals. Students can include any pictures they have drawn when they turn in their report.

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**a monkey**

**an elephant**

**two zebras**

**a giraffe**







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**a scorpion**

**a hare**



**a lizard**

**a snake**

