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# ANIMANIA

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## ANIMALS ALL AROUND

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Type of module	Creative Communication
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Target group	11–13-year-old learners
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Level	A1
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	Creative Communication
<b>DESCRIPTION OF MODULE</b>	In this module learners will deal with the topic of animals. They will describe animals, listen to an interview, do interviews with animals, write a poem and make their Class Book of Favourite Animals and Poems
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ to revise, practice and develop the vocabulary of describing animals (body parts, habitat, food, behaviour, abilities, etc.)</li> <li>■ to describe animals' physical features and basic characteristics</li> <li>■ to help Ls to get the feel of the rhythm, intonation and rhyming of a language</li> <li>■ to read, tell, illustrate and write a poem</li> <li>■ to make a short presentation on animals</li> <li>■ to make an interview</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	10–13 year-old learners
<b>LANGUAGE LEVEL</b>	A1
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>■ ask and answer simple questions</li> <li>■ can read simple texts on describing animals</li> <li>■ work in pairs and small groups</li> <li>■ use simple structures (It's..., It's got..., It can/can't..., It eats..., It likes..., It lives in..., etc.)</li> <li>■ ask simple questions (Is it...? Has it got...? Does it like...? Can it ?, etc.)</li> <li>■ listen to each other and work together</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Science: Biology – Animals, Literature: Poems, Communication, Arts and crafts

**FOCI OF SKILLS-  
DEVELOPMENT**

**Communicative language  
skills**

- giving and asking for information about animals
- using compensation strategies (miming an action)
- writing a simple poem
- doing an interview
- expressing their opinion
- writing descriptions about animals

**General, educational skills**

- working in pairs, small groups or as a whole class to reach an aim
- building self confidence in using the language
- to show Ls that they can do various communicative tasks with limited language
- working together with the whole class and producing something as a whole group
- appreciating reading and working with poems
- getting into meaningful interaction with peers

**EVALUATION**

Self evaluation, peer evaluation and evaluation of activities in the module with the help of a poster

**SUGGESTIONS**

The T plays the role of a helper / moderator in most situations. The learners are encouraged to be creative and use their imaginations. Shy, not very creative or less confident Ls should be given a role in which they do not have to act out things alone or in front of their peers. The module is best used as a revision; therefore, the T should make sure their Ls have enough previous knowledge for carrying out the tasks successfully.

**BACK UP SYSTEMS**

Other children's poems and rhymes can be found at: [www.canteach.ca/elementary/songspoems](http://www.canteach.ca/elementary/songspoems)

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Extending and building learners' vocabulary related to the topic as a basis for the following lessons</p> <p>Understanding riddles</p> <p>Writing riddles</p> <p>Developing co-operative skills</p>	<p>Guessing animals' names from description</p> <p>Writing riddles</p> <p>Making a poster</p>	<p><b>Vocabulary:</b> animal names, animals' body parts, verbs connected to the topic, any other vocabulary in connection with animals</p> <p><b>Simple structures:</b> It's got..., It's..., It likes..., It can..., It lives in..., It eats... / drinks...</p>	<p>4 large sheets of wrapping paper</p> <p>Colour markers</p> <p>Blu-Tack</p>
2	<p>Visualising written descriptions</p> <p>Scanning a text for information to understand a description</p> <p>Listening to understand simple descriptions</p> <p>Building on the imagination and creativity of Ls to describe animals and give short oral presentations</p>	<p>Reading descriptions of animals</p> <p>Describing and drawing an animal</p>	<p>Body parts of animals: legs, tail, ears, fur, etc.</p> <p>Food animals eat: fruits, meat, plants, grass, fish, etc.</p> <p><b>Simple structures:</b> It's got..., It's..., It likes..., It can..., It lives in..., It eats... / drinks...etc.</p>	<p>2.1 Picture 1 and 2</p> <p>2.3 Sheet A,B,C,D,E Colour markers</p> <p>Blank A4 sheets for each pair</p> <p>Blu-Tack</p>
3	<p>Listening to identify rhymes</p> <p>Understanding and reconstructing a poem</p> <p>Visualising a poem</p> <p>Saying a poem in time and rhythm</p> <p>Writing a poem</p>	<p>Putting the lines of a poem in order</p> <p>Saying the poem</p> <p>Writing a poem based on the original</p>	<p><b>Simple structures:</b> There is..., There are..., etc.</p>	<p>3.2 Sentence Cards</p> <p>Blank A5 sheets (one for each L)</p> <p>Colour markers</p> <p>Blu-Tack</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	Intensive listening for understanding the essence Listening for completing notes Acting out an interview as role-play Using drama techniques in a role-play	Listening to an interview with an animal Acting out an interview as role-play	Body parts of animals / Food animals eat  Simple questions: Where do you live?, What do you eat?, Do you like...?, Can you...?, What's your favourite...?, etc.	4.2 Recorded Dialogue: The Interview Cassette recorder 4.2 Task Sheet
5	Guessing other Ls' animals Writing descriptions Reflecting on Ls work and tasks	Writing about their favourite animals Making a Book of Favourite Animals and a Book of Poems together	Revision of body parts of animals and food animals eat Simple questions Simple structures	5.3 Task Sheet 5.4 Evaluation Sheet The poems the Ls have written in Lesson 3 Cellotape or glue Pictures of the Ls' favourite animals

# PROCEDURE

## LESSON 1: ANIMANIA

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to introduce the topic of animals</li><li>■ to revise and learn some new vocabulary items in connection with the topic</li><li>■ to get started with describing animals</li><li>■ to understand and write riddles about animals</li></ul>
<b>MATERIALS AND RESOURCES</b>	4 large sheets of wrapping paper with the columns prepared by the T, Colour marker, Blu-Tack
<b>BEFORE THE LESSON</b>	Before the lesson prepare the 4 large sheets of wrapping paper in the following way: Each of the sheets should be divided into columns with 1 letter of the alphabet at the top of the columns. ABCDEF / GHIJKL / MNOPQR / STUVWXYZ. The 4 sheets can be put on the walls before the lesson.
<b>CLASSROOM ARRANGEMENT</b>	Make sure there is enough space for Ls to walk around the classroom in Stage 2.
<b>STAGE 1</b>	<b>Warmer – Hangman</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Saying the letters of the alphabet and guessing an English word
<b>ORGANISATION</b>	Whole class

### TEACHER'S ACTIVITIES

1. Tell the Ls that they will need to solve a puzzle to find out about the topic of the module. Draw 8 short lines on the board, each line representing one letter of the title 'AniMania'.
2. When Ls say a letter that is part of the title, write that letter on the appropriate line. (The aim is for Ls to guess what the word is, so there is no need for 'punishment' if they say a letter, which is not part of the word.)
3. When Ls find out the word, make sure they understand the meaning of 'AniMania' (Animal + Mania).

### LEARNERS' ACTIVITIES

2. Ls say letters of the alphabet one by one.

<b>STAGE 2</b>	<b>Alphabet vocabulary</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Pronouncing and spelling words accurately
<b>ORGANISATION</b>	Small groups / Whole class
<b>AIDS AND MATERIALS</b>	6 large sheets of wrapping paper with the columns ABCD / EFGH / IJKL / MNOP / QRST UVWXYZ, prepared by the T

## TEACHER'S ACTIVITIES

1. Ask short and simple questions to arouse Ls' interest and set the atmosphere for the topic.

E.g.:

*Do you like animals?*

*What's your favourite animal?*

*Have you got a pet?*

*Do you like going to the zoo?*

*Have you ever been to a safari park?*

2. Tell Ls that they are going to collect words in connection with the topic. On the top half of each column they write names of animals and on the bottom half, any other words (body parts, food for animals, places where animals live, movements / actions that animals can make, etc.) Each column should only contain words starting with that letter.

Put Ls into 6 (if possible) equal groups, each group standing at one sheet. They have 1 minute to write as many words as possible with the letters on their sheet. After 1 minute all the groups move on to the next sheet and have another minute to write on the new sheet. This way all groups will have 1 minute to write on each sheet.

(Ask Ls to read words written previously before they start writing, so that one word appears only once.)

3. When Ls have finished writing, ask them to go back to their desks and the words on each sheet are read out by one L at each sheet. Make sure Ls understand all words; Ls should take notes about unknown words that the T selects as basic vocabulary. (These lists of useful vocabulary can be used any time during the 5 lessons, so if possible leave them on the wall for later lessons.)

## VARIATION FOR SMALL CLASSROOMS

### AIDS AND MATERIALS

Same as above

### DESCRIPTION

If there is no place in the classroom for Ls to walk around, the sheets can be put on the board. One learner/sheet can be the secretary and all the other Ls can dictate words to them, collecting words for 1 sheet at a time. This could be a rather noisy activity because of the active participation of Ls.

## LEARNERS' ACTIVITIES

1.

Possible answers:

*Yes, I do.*

*Tigers.*

*Yes, a parrot.*

*Yes.*

*Yes, in Austria.*

2. Ls work in small groups. They go around the classroom in the order given by the T (for example clockwise), writing words on all sheets.

3. At the checking phase they make notes of the unknown words selected by the T.

**STAGE 3** Solve the riddle!

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Comprehension of spoken description of animals  
Understanding spoken language for a game

**ORGANISATION** Whole class

### TEACHER'S ACTIVITIES

1. Tell the Ls 1–3 riddles. (If Ls seem to have comprehension problems, tell more riddles, before going on to the next stage.)

E.g.:

*It's big, but it isn't fat. It's long, but it isn't tall. It has no legs and it eats rats. What is it?*

Other possible riddles:

– *It's fat, but it isn't tall. It's grey and it isn't pretty. It's got a big mouth and it likes swimming. What is it?*

– *It's dangerous, but beautiful. It's strong, but it likes sleeping. It can run fast and it's the king of the animals. What is it?*

– *It's funny and big. It can jump and box. It lives in Australia. What is it?*

### LEARNERS' ACTIVITIES

1. Ls' possible answer:

*It's a snake.*

*(It's a) Hippopotamus.*

*Lion.*

*Kangaroo.*

### VARIATION FOR MIXED ABILITY

**DESCRIPTION** If there is a L who is already able to say a riddle at this stage, the T can give the T's role to that child.

**STAGE 4** **Make a riddle!****TIME** 20 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Comprehension of spoken description of animals  
Writing and telling descriptions of animals**ORGANISATION** Pair work / Whole class**TEACHER'S ACTIVITIES**

1. Choose one L to leave the room.  
The other Ls agree on an animal. Then the L comes back to the classroom and the class says short sentences to help the L find out which animal has been thought of.  
Some more rounds are done in the same way.
2. Ask pairs of Ls to work together and write a riddle.  
When all pairs are ready, they read aloud their riddles and all the other pairs try to guess which animals have been described.

**LEARNERS' ACTIVITIES**

1. Possible sentences (supposing they chose the monkey):  
*It's crazy, but it's clever.*  
*It's got a long tail and long arms.*  
*It can jump, but it can't fly.*  
*It eats fruits and meat, etc.*

**VARIATION FOR MAKING A COMPETITION****DESCRIPTION** If Ls like competitions, this can be easily turned into a contest. Check the answers of the pairs at the end, giving points for each correct answer. The pair with the most correct guesses wins.

## LESSON 2: CRAZY ANIMALS

### AIMS OF THE LESSON

- to understand written texts about animals
- to describe animals' physical features and basic characteristics
- to make a short presentation on animals
- to give learners chance to use their imagination
- to visualise written descriptions

### MATERIALS AND RESOURCES

2.1 Picture 1 and 2, 2.3. Sheet A,B,C,D,E, Colour markers, Blank A4 sheets

### BEFORE THE LESSON

Put 2.3 Sheet A, B, C, D, E on the walls of the classrooms far away from each other at a random order.

### CLASSROOM ARRANGEMENT

Arrange the classroom so that Ls are able to work in small groups.

### STAGE 1

**Warmer – Categorizing animals**

### TIME

4 mins

### SKILLS AND COMPETENCIES IN FOCUS

Brainstorming  
Using Ls' imagination to create crazy animals

### ORGANISATION

Whole group

### AIDS AND MATERIALS

2.1 Picture 1 and 2

### TEACHER'S ACTIVITIES

1. To revise animal names, ask Ls to brainstorm animals according to 6–7 different categories. Possible categories are size, colour, habitat, food, abilities, etc.

Make a list of animals on the board.

*Tell me animals that live in water.*

*Tell me animals that are huge.*

2. Ask Ls to look at the list of animals and imagine which animals would look good / interesting / funny if mixed together. For example a cat's head with a giraffe's body.

*Which two animals would you like to mix?*

3. Ask Ls to look at 2.1 Picture 1 and 2 and try to guess which animals are mixed.

### LEARNERS' ACTIVITIES

1. Possible answers:

*Shark, fish, starfish, dolphin, etc.*

*Elephant, whale, rhino, hippo, etc.*

2. Possible answers:

*The lion and the snake.*

3. Ls: *a whale and a camel, a giraffe and a butterfly*

### VARIATION IF THERE IS TIME

#### AIDS AND MATERIALS

Same as above

#### DESCRIPTION

In Step 1 Ls can write the names of animals on the board instead of the T, though that is more time consuming

#### STAGE 2

**Don't Speak – Act It Out**

#### TIME

8 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Understanding oral description of animals  
Co-operating with group members

#### ORGANISATION

Small groups of 3–4 Ls

### TEACHER'S ACTIVITIES

1. Form groups of 3–4 Ls. Ls of similar height should be in one group. The group members stand behind each other in a single file (as if they were queuing up). Leave a little space between groups.

No matter how many groups there are, one group always stays out of the game and checks the work of the other groups.

2. Say short sentences describing animals.

*E.g.: It's got 4 arms and 6 long legs. / It's got 2 heads and 4 long tails. / It's got 5 legs, but no arms. Etc.*

Groups must decide without speaking how to act out these animals. In case of the 1<sup>st</sup> example above, if there are 4 Ls in the group, they need to decide which Ls will raise their arms so that the animal has only 4 arms. Some Ls will need to stand on 1 leg. Other – unnecessary – body parts need to be hidden behind their backs.

3. Say 4–6 sentences.

When the 'animal' is ready, look at the formation and count the legs and arms. The group has done the task successfully if – when you stand facing the group – you can see only the given amount of body parts

### LEARNERS' ACTIVITIES

1. Ls of a group stand behind each other in a single file.

2. Ls must stand in a line behind each other and act out the animals without talking.

3. When the 'animal' is ready the group that has stayed out of that round checks the formation of the other groups. The groups have done the task successfully if only the correct amount of body parts can be seen.

### VARIATION FOR SMALL CLASSROOMS

#### DESCRIPTION

Only 1–3 groups should be working at the same time, while the other groups are checking their work.

<b>STAGE 3</b>	<b>Describe crazy animals</b> <b>Running dictation</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding written texts in order to choose the necessary ones Memorising sentences
<b>ORGANISATION</b>	Pairwork
<b>AIDS AND MATERIALS</b>	2.3 Sheet A, B, C, D, E

### TEACHER'S ACTIVITIES

- Put the Ls into pairs and whisper a pair of animal names to each pair.  
To ensure that all crazy animals are unique whisper one of these animal pairs to Ls working together (one pair of animals = one pair of Ls):

Giraffe–shark	Giraffe–spider	Giraffe–tiger	Giraffe–rabbit
Giraffe–koala	Shark–spider	Shark–tiger	Shark–rabbit
Shark–koala	Spider–tiger	Spider–rabbit	Spider–koala
Tiger–rabbit	Tiger–koala	Rabbit–koala	

- One L of each pair stands up and goes around the classroom and tries to find the sentences, which are true for one of their animals. This L memorizes the sentence, goes back to their partner and dictates the sentence to them. The other L writes down the sentence.  
After 5 minutes the Ls change roles and for the remaining 5 minutes the other L goes around and finds sentences true for the other animal.

Solution:

Giraffe

It is very tall and it's got a very long neck.

It lives in Africa and it eats leaves and grass.

It's orange and it's got brown spots.

It's got 4 legs and a tail.

It can run fast.

### LEARNERS' ACTIVITIES

- When the T tells so they change roles and the second L does the same, but tries to find description of their 2nd animal.

## TEACHER'S ACTIVITIES

### Shark

It is big and dangerous, it's got strong teeth.

It lives in the ocean and it eats fish.

It's brown, grey or blue and sometimes it's got spots.

It's got no legs, only fins. It can swim very well.

### Spider

It is very small and it's got 8 legs.

It lives all around the world and it eats insects.

It can be brown, red, black and many other colours.

It's got a small body and head.

It can make a big web.

### Tiger

It is big and it's got sharp teeth.

It lives in India and it eats smaller animals.

It's orange and it's got black stripes.

It's got 4 legs and a long tail.

It can run very fast.

### Rabbit

It is small and cute and it's got long ears.

It lives all around the world and it eats vegetables, for example carrots.

It's white, brown or black. Sometimes it's grey.

It's got 4 legs and a short tail.

It can jump fast.

### Koala

It is not very big and it's got a short tail.

It lives in Australia it eats eucalyptus leaves.

It's grey and it's got soft fur.

It can climb a tree.

It likes sleeping a lot.

## LEARNERS' ACTIVITIES

## VARIATION FOR LARGE GROUPS

**AIDS AND MATERIALS** Same as above

**DESCRIPTION** If there are too many Ls in the class, there can be small groups instead of pairs

**STAGE 4** **Create your crazy animal**

**TIME** 8 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Negotiating with partner  
Describing animals

**ORGANISATION** Pairwork

**AIDS AND MATERIALS** Notes Ls have made in the previous stage, blank A4 sheets, colour pencils

## TEACHER'S ACTIVITIES

1. Ask pairs to look at the description of the two animals and create a new animal, mixing the body parts of the two animals they have read about. They can also give a new name to the crazy animal.

E.g.: Snakephant form a snake and an elephant, which has the body and ears of an elephant and the “legs” and tongue of a snake.

T: *Please, make a new animal. / Mix the two animals. / Draw your new animal.*

## LEARNERS' ACTIVITIES

## VARIATION FOR LARGE GROUPS

**AIDS AND MATERIALS** Same as above

**DESCRIPTION** If Ls worked in groups in the previous stage, let those groups stay together and share the work of drawing, composing and writing.

<b>STAGE 5</b>	<b>Present your animal</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking about an animal Presenting their work to the group Listening to each other
<b>ORGANISATION</b>	Pairwork
<b>AIDS AND MATERIALS</b>	Pictures Ls have drawn in the previous stage

#### TEACHER'S ACTIVITIES

1. Before Ls present their animals, ask Ls to look at the two pictures from stage 2.1. as a reminder.
2. Ask each pair to go to the front and show their new animals and describe their creature.  
T: *Can I ask the first/second pair to show us their animal?*  
*Could you come and present your animal?*

The description the Ls give varies according to the Ls' level of English and their abilities.

#### LEARNERS' ACTIVITIES

2. Ls describe their new animals.  
Possible description:  
This is a/an \_\_\_\_\_ (name of the animal). *It's got ... (4 legs and 2 short ears). It can ... (run fast / swim / crawl, etc.). It's ... (yellow / big / fast, etc.). It lives in ... (Africa / a cave / in the tree, etc.). It eats ... (fruits / meat / leaves, etc.). Etc.*

#### VARIATION FOR SHY OR LESS CONFIDENT LS

<b>AIDS AND MATERIALS</b>	Same as above
<b>DESCRIPTION</b>	Shy or less confident Ls can read their descriptions aloud instead of saying them.

### LESSON 3: PENGUINS EVERYWHERE

#### AIMS OF THE LESSON

- to practice the rhythm and intonation of the language
- to get familiar with the notion of rhymes
- to read, recite, illustrate and write a poem

#### MATERIALS AND RESOURCES

3.2 Sentence Cards, colour markers, Blu-tack, blank A5 sheets (1 for each L)

#### STAGE 1 **Finding rhymes**

**TIME** 6 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Listening to a poem  
Understanding the notion of rhyme

#### ORGANISATION

Whole class

### TEACHER'S ACTIVITIES

1. Tell the Ls a simple and short rhyme, for example:

*I like coffee,*

*I like tea,*

*I like Billy*

*And Billy likes me.*

Ask Ls which words are rhyme.

Make sure everyone understands the notion of rhyme.

Ls try to find more words that rhyme with the words in the poem.

2. Ask the Ls to think of pairs of English words that rhyme. Write some pairs on the board.  
Can you think of other rhyming words?

### LEARNERS' ACTIVITIES

- 1.

Expected answers:

*Coffee – Billy*

*Tea – me*

Possible answers:

*Billy – silly – skinny, etc./ Me – see – sea – bee, etc.*

2. Possible answers:

*Fly – cry – high, cat – hat – bat, bike – Mike – hike, etc.*

<b>STAGE 2</b>	<b>Penguins Everywhere – a poem Drawing the lines of the poem</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Comprehension of the lines of the poem
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	Blank A5 sheets (1 for each L) , 3.2 Sentence cards, Blu-Tack

#### TEACHER'S ACTIVITIES

1. Tell Ls they are going to read/learn a poem. Give one strip of 3.2 Sentence cards to each L and give them a sheet of A5 paper.
2. Ask Ls to make a drawing of the line they got.
3. Ask Ls to read aloud their line and give you their drawings one by one. Put them on the blackboard. When doing so, put the pictures in 3 separate groups according to which verse of the poem the picture belongs to (1,2, or 3), but do not put them in order.

#### LEARNERS' ACTIVITIES

2. Ls illustrate their line of the poem. E.g.: 'There's a penguin on the chair' – the L draws a chair with a penguin sitting on it.
3. Ls read out their line and give their drawings to the T.

<b>STAGE 3</b>	<b>Penguins Everywhere – a poem</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Comprehension of a poem Finding rhymes Creativity
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Ls' drawings on the board, 3.2 Sentence cards

#### TEACHER'S ACTIVITIES

1. Ask Ls to memorize the line they got in Stage 2. (3.2 Sentence cards)
2. Ask Ls to say their lines one by one and to try to reconstruct the poem. Help Ls by drawing their attention to the fact that the groups of pictures on the board can help them and by drawing their attention to possible rhymes and connection between the meanings of the lines. Encourage Ls to guess the pronunciation of unknown words rather than the translation of the lines. Rhyme, rhythm and intonation are more important than the meaning at this point.

Penguins Everywhere

There's a penguin on the table.  
There's a penguin on the chair.  
There's a penguin eating popcorn.  
There are penguins everywhere!

There's a penguin on the ladder.  
There's a penguin on the ground.  
There's a penguin on the rooftop.  
There are penguins all around!

#### LEARNERS' ACTIVITIES

2. Ls stand in a circle and they all say their lines. The whole class listens and tries to find the order of the lines. They can look at the pictures on the board for help. Ls help each other finding the order of the poem together and line up according to their sentences.

When the order is correct, the group recites the poem, each L saying their own line.

### TEACHER'S ACTIVITIES

There's a penguin in the mirror.  
There's a penguin next to me.  
There are penguins everywhere  
That only I can see!

(The order of the first and the second stanza can be changed, because the order does not make a difference in meaning.)

### LEARNERS' ACTIVITIES

#### VARIATION FOR LARGE GROUPS

##### AIDS AND MATERIALS

Same as above

##### DESCRIPTION

In case of a large group, give a strip to a pair, rather than individual Ls.

<b>STAGE 4</b>	<b>Put the pictures in order and tell the poem</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Comprehension of the poem
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	–

#### TEACHER'S ACTIVITIES

1. Ask 2-3 Ls to go to the board and rearrange the pictures according to the order of the lines of the poem they have just put together.
2. Help Ls retell the poem by looking at the pictures.  
(If it seems difficult for the Ls at first, they could first say it line by line with the help of the L who originally had to memorize the line.)

#### LEARNERS' ACTIVITIES

1. 2-3 Ls work at the board, the others help them put the pictures in the correct order.
3. Ls look at the drawings and try to say the poem together again.

#### VARIATION FOR LARGE GROUPS

<b>AIDS AND MATERIALS</b>	Same as above
<b>DESCRIPTION</b>	If in Stage 2 pairs were working together, then this is the case here as well.

**STAGE 5 Write Your Own Poem****TIME** 15 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Writing a poem  
Reciting a poem  
Creativity in language use**ORGANISATION** Pairwork / small groups**TEACHER'S ACTIVITIES**

1. Depending on the size/abilities of the class form pairs or groups of 3 Ls.
2. Ask the Ls to write a poem about a Monkey, a Big Bear or a Hippo based on the original poem.  
(These are just suggestions, because they match the rhythm of the poem, but there can be many other examples, too.)

If Ls are not very creative, they can simply change the animal and some words in the poem. More creative Ls can make bigger changes in the poem, provided it still rhymes and has the rhythm.

3. Ask pairs / groups to tell their poems to the others.

Homework: ask one L from each pair / small group to write their poem on an A4 sheet in a neat way and illustrate it if they want to.

**LEARNERS' ACTIVITIES**

2. Possible poem:  
*There's a hippo in my cupboard.*  
*There's a hippo in my hair.*  
*There's a hippo drinking Fanta.*  
*There are hippos everywhere!*

3. Ls tap the rhythm as they listen.

**VARIATION FOR LESS INDEPENDENT OR CREATIVE LS****DESCRIPTION** You can write the first stanza of the poem on the board to help Ls while they are writing their poem.

## LESSON 4: INTERVIEW WITH AN ANIMAL

### AIMS OF THE LESSON

- to improve listening skills
- to practice questions and answers about animals
- to practice making an interview

### MATERIALS AND RESOURCES

4.2 Recorded Dialogue: The Interview, 4.2 Task Sheet, Cassette recorder

### STAGE 1

**Brainstorming – What would you like to know about animals?**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

Listening comprehension – listening for details Question formation

### ORGANISATION

Brainstorming  
Whole class and pairwork

### TEACHER'S ACTIVITIES

(Collect Ls' homework [poems written down on A4] for later reference).

1. Ask the Ls to think about what kind of facts / information they would like to know about an animal they do not know too well.

*T: What would you like to know about the Dodo?*

*Take notes of the answers on the board.*

2. Ask the Ls to work with their neighbours write 3–5 questions they would ask an animal if they wanted to do an interview with it.

*T: Imagine that you are making an interview with a Dodo. What questions would you ask?*

### LEARNERS' ACTIVITIES

1.

Possible answers:

*Colour, food, place where they live, what they can do, etc.*

2.

Possible questions:

*Where do you live? / Do you like fruits? / Can you jump? / What do you drink? / How much do you sleep? Etc.*

<b>STAGE 2</b>	<b>Listen to an interview with an animal</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening comprehension Filling in a handout
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	4.2 Recorded Dialogue: The Interview, 4.2 Task Sheet, Cassette recorder

### TEACHER'S ACTIVITIES

1. Tell the Ls that they are going to listen to an interview with an animal. For the first listening they should try to find out which animal is being interviewed.

*Listen to the interview. Which animal is speaking to the reporter?*

The interview:

- Good morning! How are you today?
- Good morning! Fine, thanks. It's a lovely day, isn't it?
- Yes. I'm very pleased to meet you and thank you for coming.
- Thanks, I'm glad to be here.
- So, first of all, where were you born and where do you live now?
- I was born in India, but now I live in Africa, on the savannah.
- What's your favourite drink?
- I only drink water.
- What about food? Do you like meat?
- Yuk, no. I hate meat. I eat leaves and grass. I'm vegetarian.
- Oh, I see. Can you swim?
- Yes, but there's usually very little water here. But I like relaxing in the water.
- Are you happy with your body?

### LEARNERS' ACTIVITIES

Answer:  
*An elephant.*

### TEACHER'S ACTIVITIES

- Yes, I'm a bit fat, but I love my long nose and huge ears. They are very useful.
- What's your favourite colour?
- Grey, that's the most beautiful colour in the world.
- And finally, my last question, what's your hobby?
- My hobby, hmmm let me see. I think my hobby is playing with water and being with my family.
- Thanks very much for the interview.
- You're welcome. It was nice talking to you.

2. Give each L 4.2 Task Sheet before listening to the interview again. Tell them they will have to fill in the gaps while listening for the second time.

3. Check the answers with the Ls.

If needed Ls should be allowed to listen to the interview a third time.

### LEARNERS' ACTIVITIES

3. Ls read out the interview with their completed answers.

### VARIATION FOR LARGE GROUPS

#### AIDS AND MATERIALS

Same as above

#### DESCRIPTION

If there are too many Ls in the group, pairs can work together on the handout.

<b>STAGE 3</b>	<b>Game: 20 questions</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Asking simple questions and responding to them Comprehension of partner's questions
<b>ORGANISATION</b>	Whole group and pair work

### TEACHER'S ACTIVITIES

1. Demonstrate the task by asking one L to think of an animal. Start asking the L questions (yes/no or Wh-questions), trying to find out which animals they have thought about.

*T: Please, think of an animal.*

*Do you live in Africa? / Do you live in water? / Can you fly? / Etc.*

Depending on the abilities and the participation of the group, after 2–5 questions let the other Ls ask the question. They go on asking questions till someone finds out which animal the L thought of.

2. After the demonstration ask Ls to work in pairs, one L thinking of an animal and the other asking questions. Then they change roles.
3. If time allows, repeat the same process with another L thinking of an animal.

### VARIATION FOR LARGE GROUPS

<b>DESCRIPTION</b>	Step 2 can be done in small groups as well.
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### LEARNERS' ACTIVITIES

1. One L is chosen to think of an animal. First the class listens to the T asking that L the first few questions. Then they go on asking more questions until they find out.

Possible further questions:

*Where do you live? / Do you eat meat? / Can you swim? / Have you got big eyes? Etc.*

<b>STAGE 4</b>	<b>Speaking: Make your own interview</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Acting out an interview as a role-play Asking and answering questions
<b>ORGANISATION</b>	Pairwork

### TEACHER'S ACTIVITIES

1. Choose half of the class to be reporters (they should be the more confident Ls).  
Tell them that they will have to do an interview with one of their classmates (one person from the rest of the class), who will be / act as an 'animal'.
2. Tell the 'reporters' to go to the front one by one, choose an 'animal-partner' and interview them.

Tell the 'animals' that they mustn't deceive the reporter by giving answers that are not true for their animal.

Homework for next lesson: bring a 5x5 cm photo or drawing of your favourite animal.

### VARIATION FOR LESS INDEPENDENT LS

**DESCRIPTION** If asking questions is difficult for the reporters, they can hold the handout in their hands, which contains some questions.

### LEARNERS' ACTIVITIES

1. The 'animals' decide which animal they would like be, but do not disclose their choice to anyone.
2. The reporters do not know which animal they are going to interview so they need to concentrate on the answers and find out by the end of the interview which animal they were interviewing. The audience can guess, too.

Possible interview:

e.g.

*Where do you live?*

*I live in Africa.*

*What do you eat?*

*I eat fish and meat.*

*What's your favourite food?*

*My favourite food is fish.*

*Etc.*

The interviews the Ls are making will obviously be very simple, unlike the recorded Interview in stage 2.

## LESSON 5: CLASS BOOK OF FAVOURITE ANIMALS AND POEMS

### AIMS OF THE LESSON

■ to prepare a booklet containing the description of Ls' favourite animals and the poem they have written during Lesson 3 as a way of closing the module

### MATERIALS AND RESOURCES

The poems the Ls have written in Lesson 3, 5.3 Task Sheet, 5.4 Evaluation Sheet, Cellotape or glue, Pictures of the Ls' favourite animals (it was their homework to bring one)

### STAGE 1 Introducing the idea of a class book

**TIME** 4 mins

**SKILLS AND COMPETENCIES IN FOCUS** Listening comprehension

**ORGANISATION** Whole class

**AIDS AND MATERIALS** 5.3 Task Sheet, Pictures of the Ls' favourite animals (it was their homework to bring one)

### TEACHER'S ACTIVITIES

1. Before Ls sit down to their desks ask them to get in pairs with somebody they have rarely worked with during the English lessons.  
If they are not willing to choose a partner, pair them randomly.

### LEARNERS' ACTIVITIES

1. Ls do not sit at their usual places, but sit down next to their partner.

## TEACHER'S ACTIVITIES

2. Explain to Ls that they are going to make a Class Book of Favourite Animals and Poems. Show 5.3 Task Sheet designed for the class book.

\_\_\_\_\_ 'S FAVOURITE ANIMAL:

\_\_\_\_\_

Describe this animal. Tell us about its name, colour and size. Tell us where it lives, where it sleeps, what it eats, drinks and likes doing. Tell us what it can / can't do. Tell us what is good / interesting / exciting about this animal.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tell Ls that they are going to work in pairs and everyone will prepare one page for the book. Ls will not write about their own favourite animal, but about that of their partners.

(It is not a huge problem if they haven't brought a picture, the animal can be drawn later on.)

## LEARNERS' ACTIVITIES

Ls take out their picture they have brought from home. They must not show them to their partners.

<b>STAGE 2</b>	<b>Pairs interviewing each other</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Asking and answering questions
<b>ORGANISATION</b>	Whole class / pairs

### TEACHER'S ACTIVITIES

- Write 1 cue word on the board and ask Ls to make a question that would ask for information about animals in connection with that word.  
E.g.:  
*Food*  
*Live*
- Tell Ls to work in pairs and ask them to interview their partner about their favourite animal. Give 5.3 Task Sheet to each L and tell the first L of each pair to ask questions and try to find out which animal the second L is thinking about. Then they change roles. Pairs are working simultaneously at this stage.

### LEARNERS' ACTIVITIES

- Possible questions:  
*What does it eat?*  
*Where does it live?*
- Possible questions:  
*Where does it live?*  
*What colour is it?*  
*How many legs has it got?*  
*Is it a ....? Etc.*

<b>STAGE 3</b>	<b>Making the Class Book</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	5.3 Task Sheet, Pictures of the Ls' favourite animals (it was their homework to bring one)

### TEACHER'S ACTIVITIES

1. Ask Ls to describe their partner's favourite animal on their task sheet and stick the picture their partner brought on the sheet.

Ls who finish earlier can be asked to design and draw the cover page of the Class Book.

2. When all Ls are ready, collect the task sheets and stitch them together with the poems collected at the beginning of Lesson 4 Stage 1.

Show Ls the book and let them take it in their hands and look at it.

Store the book in a place in the classroom where everyone can look at it later on.

### LEARNERS' ACTIVITIES

1. Each L describes their partner's animal and sticks the photo of the animal on the task sheet.

1-2 Ls design and draw the cover page of the Class Book.

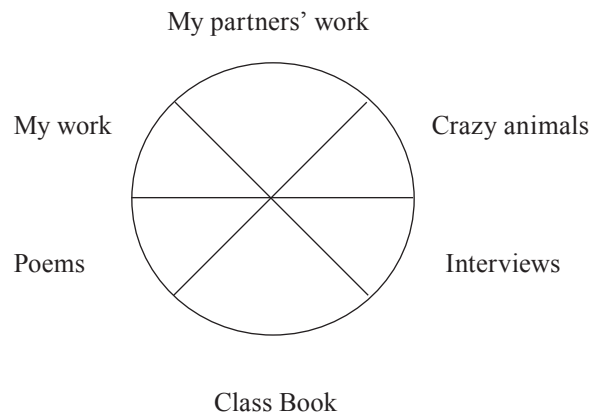
### VARIATION FOR LS WHO DO NOT HAVE PICTURES

<b>AIDS AND MATERIALS</b>	Same as above
<b>DESCRIPTION</b>	If Ls did not bring a photo, they can draw the animals in the place of the photo.

<b>STAGE 4</b>	<b>Evaluation</b>
<b>TIME</b>	6 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reflecting on the activities Reflecting on their own work and peers work
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	5.4 Evaluation sheet (prepared in advance)

#### TEACHER'S ACTIVITIES

- Before the lesson take a large sheet of wrapping paper and draw a big circle on it. Divide the circle into 6 more or less equal parts. Next to the 6 parts write these 6 categories: My work, My partners' work, Crazy animals, Poems, Interviews, Class Book  
Put the wrapping paper on the board.



#### LEARNERS' ACTIVITIES

## TEACHER'S ACTIVITIES

2. Ask Ls to recall the events of the past 5 lessons and think about what they liked and what they didn't.

(Explain Ls that when they evaluate their partners' work, they should reflect on how well they worked together with their partners during pair- and groupwork activities.)

3. When all Ls have drawn their spots, ask everyone to look at the circle and initiate a small discussion.

*Possible questions: (If needed, in Hungarian)*

*Which activity was the best?*

*Why was the poem task unpopular?*

*Why was it good to make a Class Book?*

*Etc.*

The questions should depend on the result of the evaluation.

## LEARNERS' ACTIVITIES

2. 3–5 Ls go to the board and draw a small, cherry-sized spot with a marker in all 6 parts.

The more satisfied they were with the given category, the closer they should draw the spot to the centre of the circle. Therefore the more spots there are close the centre, the more satisfied the class was.

3. The Ls can answer these questions in Hungarian if needed.

