

2 Animals

TARGET LANGUAGE 'Animals' vocabulary area
Can, can't; have, don't have

CROSS-CURRICULAR LINKS Biology

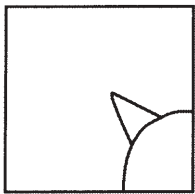
RESOURCES The board, a piece of paper and a pencil for each learner,
blank stickers or small pieces of paper and pins

PREPARATION Draw the pictures from stage 1 on the board.

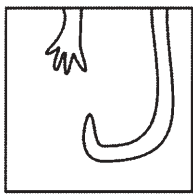
TIME GUIDE 45 minutes

Lesson

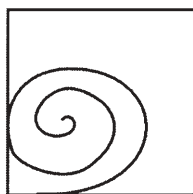
- 1** Point to the board and explain to the learners that they can see parts of animals' bodies in the windows. Let them look at the pictures and guess which animals these are. Write the names of the animals on the board. (Answers: 1 – bird, 2 – monkey, 3 – snail, 4 – fish, 5 – bee or fly, 6 – crocodile, 7 – spider, 8 – elephant, 9 – frog, 10 – snake)



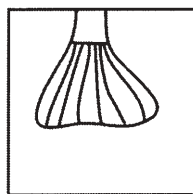
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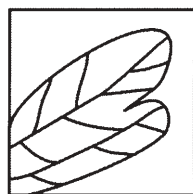
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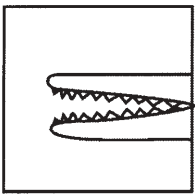
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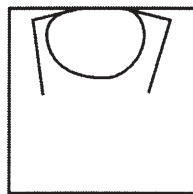
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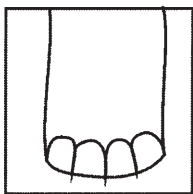
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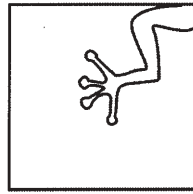
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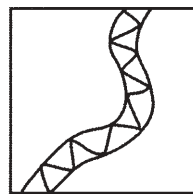
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- 2** Use the pictures to elicit or teach the following expressions. Write them on the board.

*Body parts: wings, legs, feathers, scales, gills, a tail, a shell,
a trunk, fur, a beak*

Actions: swim, fly, jump, slither, crawl

- 3** Give everyone a sheet of paper and a pencil. Ask them to write the names of the animals from the board on the sheet. Tell them to leave some space below each animal for notes. Ask the learners to decide which words from stage 2 go with each animal and list them, for example:

<i>Bird</i>	<i>Crocodile</i>	<i>Monkey</i>	<i>Snail</i>
<i>wings</i>	<i>scales</i>	<i>legs</i>	<i>a shell</i>
<i>feathers</i>	<i>legs</i>	<i>a tail</i>	<i>slither</i>
<i>a tail</i>	<i>a tail</i>	<i>fur</i>	
<i>a beak</i>	<i>swim</i>	<i>jump</i>	
<i>fly</i>			

Let the learners compare their lists in pairs.

4 Write these sentence frames on the board:

Do I have ...? Yes, you do. / No, you don't.

Can I ...? Yes, you can. / No, you can't.

Am I a/an ...? Yes, you are. / No, you're not.

- 5** Give one learner a blank sticker or a small piece of paper. Ask him or her to choose one of the animals from the board and write it on the sticker or paper. Do not look at what they write. Then ask the learner to stick or pin it to your clothes on the back. Let the learners see the word. Use the sentence frames from the board to ask them questions to learn which animal is on the sticker, for example, 'Do I have legs?', 'Can I fly?' Get the learners to answer your questions.
- 6** Divide the class into pairs. Give the learners stickers or pieces of paper. Ask them to choose three of the animals from the board and write them on the sticker. Tell them to stick or pin the words on each other's back. When all the learners have stickers on their backs, play the game as a whole-class activity. Tell the learners to ask each other questions to find out which three animals are written on their sticker – they can only ask one person one question. When a learner thinks they have the three answers, check the sticker for them.
- 7** Choose one animal and describe it using the structures 'I have ...' and 'I can ...', for example, 'I have a tail, scales, and gills, and I can swim. Who am I?' Get the class to say which animal it is.
- 8** Let the learners work in pairs. Ask them to choose animals, describe them to each other as you did in stage 7, and guess which animals they are.