



ANIMAL FAMILIES

CEFR Pre-A1 Level

YLE Starters

LESSON OBJECTIVES

Vocabulary

- Animal families: babies, children, father, grandmother, herd, mother, pride
- Animal food: fish, insect, leaf (leaves), milk
- Animals: bear, bird, bonobo, chimp, dog, dolphin, elephant, frog, horse, insect, kangaroo, lion/lioness, meerkat, monkey, penguin, puffin, scorpion, seadragon, sloth, whale, zebra
- Verbs: be called, carry, do, drink, eat, find, grow, help, hug, kill, learn, like, look after, look like, make, open
- Baby animals: calf, chick, cub, egg, foal, joey, pup, tadpole
- Adjectives: baby, big, good, old, sleepy, small

Grammar

- Present simple
- Present continuous
- Modals: can (ability)

Skills

- Reading: predicting, reading for gist, reading for specific information
- Writing: basic sentences, spelling, about yourself
- Listening: for gist, for specific information
- Speaking: describing pictures, talking about yourself

Resources

- Do You Know? BBC Earth Animal Families book
- Visit www.ladybirdeducation.co.uk for
 - Reading Activities
 - Video Activities
 - Audiobooks
 - Video clips

LESSON PLAN

Timing: 40–60 minutes

Before reading: 10 minutes

During reading: 20 minutes

After reading: 10 minutes.

Before reading

- Introduce the subject. Ask pupils about their families: *Who is in your family?* Mother, father, brother, etc. Show pictures on pages 6–7 and ask: *Do animals have families too? Which animals are they? Who is in their family?*
- Check/pre-teach new vocabulary. Ask pupils to look at pages 4–5. *What is this? Who is this? What is she/he/it doing? Who are these? What are they doing?* Or mime: kiss, hug, etc.
- To check understanding, ask pupils to: find two people kissing/two animals hugging, etc.
- Hand out the reading activities sheet. Ask pupils to do activities 1a and 1b. First check answers in pairs, then correct as a class.

During reading

- Read or play the audio recording and ask pupils to follow the text in their books.
- Continue to read or play the audio recording for pages 11–19. Ask ‘Think’ and ‘Look’ questions to break up text and check understanding while you read.
- Ask pupils to do activity 2a on the reading worksheet. Ask them to answer individually, checking first in pairs and then as a class.
- Hand out the video worksheets. Check that pupils understand the tasks. Play the videos, pausing after each one for pupils to answer. Ask them to check their answers first in pairs and then as a class.
- Ask pupils to do the ‘All videos’ task on the video worksheet orally in class, or set as written homework if time is short.



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- Ask pupils to do activity 2b on the reading worksheet individually, in pairs or in small groups. Correct first in pairs and then as a class.
- Continue to read or play the audio recording for pages 20–29. Once more, ask ‘Think’ and ‘Look’ questions to break up text and check understanding while you read.
- Ask pupils to do activity 3a on the reading worksheet individually, correcting first in pairs and then as a class.
- Ask pupils to work in small groups and do activity 3b on the reading worksheet. Set time limits to challenge and engage pupils: *Start now! Stop now!* Or ask groups to shout *Stop!* when they finish. Check groups have similar ability levels and choose a spokesperson.

After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually to check what they have understood about the topic. Check answers first in pairs and then as a class.
- Ask pupils to do speaking personalization activity 4 in pairs. Write prompts on the board for pupils to use: *My favourite animal is a ...; It's baby is a ...; A ... is big/small; It eats ...; Its ... look after it; It likes ...* . Go around the class, listening and checking them individually. Show correct pronunciation as needed.
- As homework, ask pupils to draw a picture of their family and answer these questions: *Who do you live with?; Who looks after you?; What do you eat at home?; What do you do at home?; What do you like?*
- Set up project work. Give out the different projects on pages 11, 23 and 29 of the book to different groups. Give each group member a task. This can be a follow-up activity using online or book resources for the next lesson.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing groupwork.
- Encourage pupils to draw and label answers rather than write full sentences.

Extension

- Fast finishers can draw a mind map or visual representation of animal families. This should include:
 - animals grouped by type (big cats, birds, etc.) or habitat (hot/cold places, etc.) individually
 - animal babies
 - animal families
 - links between them.