



ANIMAL SOUNDS

CEFR Pre-A1 Level

YLE Starters

LESSON OBJECTIVES

Vocabulary

- Parts of animals: body (bodies), claw, ear, head, jaw, mouth, nose, tail, throat, wing
- Animal sounds: hiss, howl, laugh, roar, sing, sneeze
- Animals: antelope, bat, bird, bonobo, chimpanzee, cricket, (African wild) dog, dolphin, frog, gibbon, goat, insect, lion, meerkat, (howler) monkey, owl, sea lion, (snapping) shrimp, snake, tiger, (blue) whale, wolf
- Verbs: catch, come, find (friends/food), fly, give (food), go (back/to), hatch, hear, help, hide, hunt, live, look for (food), make (sounds/noise), play, run, say, see, want
- Adjectives and adverbs: baby, big, hungry, quiet, quietly, small

Grammar

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

Skills

- Reading: predicting, for gist, for specific information, categorizing
- Writing: basic sentences, describing an animal, spelling
- Listening: for gist, for specific information
- Speaking: talking about animals, exchanging information, talking about yourself, expressing an opinion

Resources

- Do You Know? BBC Earth Animal Sounds 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: *What sounds can you make?* Show if necessary. Then ask: *What sounds can animals make?* Make a few different sounds like laughing or crying and ask: *Am I happy? Am I sad? etc.* Then ask: *Why do animals make sounds? What do they want?*
- Check/pre-teach parts of the body by showing pupils the pictures on pages 4–5 and ask: *What is he/she/it doing? What are they doing? What is this? Which animal is it?*
- Check pupils' understanding of verbs and adjectives by miming sneezing, laughing, etc. and asking: *What am I doing?* Ask pupils to do the same thing in pairs.
- Check pupils' understanding of new nouns by saying: *Point to an animal's/your throat/jaw, etc.*
- Consolidate all new vocabulary by playing 'Simon says'. When you say *Simon says put your hand on your jaw!*, pupils must do it. When you say *Put your hand on your jaw!* without saying *Simon says*, pupils shouldn't do it or they are out of the game.
- Hand out the reading activities sheet. Ask pupils to do activity 1 in pairs. For activities 1a* and 1c, check answers as a class. For activity 1b, go around the class and listen to the pupils working in pairs.



ANIMAL SOUNDS

During reading

- Read or play the audio recording and ask pupils to follow the text in their books.
 - After reading up to page 15, ask pupils to do activity 2 on the reading worksheet. Ask them to do activities 2a** and 2b individually, correcting first in pairs and then as a class.
 - Continue to read or play the audio recording for pages 16–25, pausing to summarize, or ask ‘Think’ and ‘Look’ questions to break up text and check understanding while you read.
 - Hand out the video worksheets. Check pupils understand the tasks. Play the videos, pausing after each one for pupils to answer. Ask pupils to check their answers first in pairs and then as a class. Show correct pronunciation during feedback.
 - Ask pupils to do the ‘All videos’ task on the video worksheet in pairs and feed back to the class. Set as homework if time is short.
 - Ask pupils to work in small groups. Make sure groups are of similar size and ability. Ask pupils to do activities 3a** and 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. Correct as a class or get one group to correct another group’s work. Give out one point for correct answers, one point for correct spelling.
 - Continue to read or play the audio recording for pages 26–29. Ask pupils to do activity 3c on the reading worksheet individually or in groups, correcting first in pairs and then as a class.
- Set the project on page 27 of the book as a follow-up group activity, using online or book resources. You can also include different animal mouths, eyes, noses, etc. and give out specific tasks to each group member before 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.
- For all speaking activities you can show with a pupil or ask two stronger pupils to show the class.
- *For reading activity 1a, write a word pool for pupils to find in a word snake.
- **For reading activities 2a, 3a and 3b, give pupils precise page numbers for answers.

Extension

- Fast-finishers can watch the extra Wild Dogs video from the book. They can also write a ‘Which animal am I?’ riddle, following this structure:
 - I am...(big/small, etc.).
 - I have got...(number of eyes, feet, ears, etc.).
 - I make sounds with my...
 - I can ...(noise it can make).
 - I cannot...(noise it cannot make).
 - What am I?

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.