



ANIMALS AND THEIR BODIES

CEFR Pre-A1 Level

YLE Starters

LESSON OBJECTIVES

Vocabulary

- Parts of animals: ear, eye, face, foot (feet), fur, leg, nose, tail, tongue, tooth (teeth), trunk, wing
- Nature: flower, grass, leaf (leaves), plant, sea, seagrass
- Animals: ant, anteater, aye-aye, bat, caiman, chameleon, cheetah, chimpanzee, cricket, dragon fly, elephant, (flying) fish, (Arctic) fox, insect, Komodo dragon, lion, millipede, monkey, (harvest) mouse, pika, praying mantis, seahorse, sea star, spider, tiger, (green sea) turtle, (humpback) whale
- Verbs: catch, drink, eat, find (food/homes/friends), fly, frighten, have (wings), hear, help, hold, jump, look for, need, see, smell, swim, walk
- Adjectives and adverbs: big, long, same, small

Grammar

- Present simple
- Present continuous
- Modals: can/cannot (ability)

Skills

- Reading: predicting, reading for gist, reading for specific information
- Writing: basic sentences, describing animals, spelling
- Listening: for gist, for specific information
- Speaking: describing and comparing pictures, talking about animals, expressing preferences

Resources

- Do You Know? BBC Earth Animals and Their Bodies 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 to point to different parts of their bodies: *Where are your eyes? Where are your feet? Where is your nose? etc.* Then ask: *Do animals have these parts of their bodies? Do they have different parts of their bodies?* You can draw a tail or wings, etc. to highlight the difference.
- Check/pre-teach parts of the body by showing pupils the picture of the Arctic fox on page 6 and saying: *Point to... What is this/are these? Where is this/are these? What can the fox do with it/them? Have you got one/some?*
- Check/pre-teach the verbs by miming frighten, hold, jump, etc. Check pupils understand new words insect, leaf and same by showing them the pictures on pages 4–5 or with drawings.
- To check understanding of all the new vocabulary, play a drawing game on the board where teams identify what you draw as quickly as possible. Or play bingo, where teams choose 6–9 pictures to copy from pages 4–5, cross them out as you say them and say each word back to you when you check the answers.
- Hand out the reading activities sheet. Ask pupils to do activity 1 in pairs. For activity 1a, go around the class and listen to the pupils working in pairs. For activity 1b, check answers as a class.



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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 of the reading worksheet. Ask them to correct first in pairs and then as a class.
- Continue to read or play the audio recording for pages 16–27, 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 do activity 3a on the reading worksheet individually, correcting first in pairs and then as a class.
- Ask pupils to work in small groups. Make sure groups are of similar size and ability. Ask them to 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. Correct as a class or ask one group to correct another group’s work.
- Continue to read or play the audio recording for pages 28–29. Ask pupils: *How are the monkeys the same? How are they different?*

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 the writing personalization activity 4a on the reading worksheet and collect for individual checks. Pupils can draw a picture to illustrate their answers. Set as homework if time is short.
- Set the project on page 21 of the book for pupils to do in class and finish as homework.
- Set the project on page 29 of the book as a follow-up group activity, using online or book resources. 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 3b, suggest the specific page numbers or chapters where pupils will find the answers.

Extension

- Fast finishers can write a presentation about how people’s bodies work. It should include:
 - how we can jump, run, swim and walk
 - how we can hold things
 - how we eat things
 - how we hear, see, smell and find things
 - how we can frighten people.