

LEARNING SEQUENCE: Animals in our world

In this sequence, we use the topic of animals to present the Present simple with special emphasis on the interrogative form (questions and answers) and on the third person singular. Naturally, we also focus on interrogative pronouns. We see how and where animals and pets live, where they're from, their habits and what they eat. We make comparison and we describe them.

Where are they from?



In this block, which is primarily an introduction, we present the animals and talk about where they are from.

Aims

- Names of animals
- Names of countries and nationalities
- Interrogative pronouns
- The present simple

Teacher's notes

This block is developed over six screens. It presents the names of all the wild animals we are going to meet in over the rest of the sequence in the context of a zoo. In the first few screens they explore the zoo and listen to the names of the animals and where they're from.

Screen 3 asks the users to listen and decide if the information about the animal is true or false. Users are given feedback for each answer.

Screen 4 requires them to match the nationality with the picture of the animal.

Screen 5 they complete a table to countries and nationalities.

Screen 6 requires them to write sentences, based on a model example, about different animals, saying where they come from.

Approach

This block is basically designed for individual work. However, the block also presents plenty of opportunities to practise animal names, countries and nationalities. Ask students to write more sentences about the other animals they've seen in the block with comes from. Alternatively you can design a quiz using questions or true/false statements: Where are kangaroos from? Kangaroos are from Australia - true or false?

Have you got a pet?



In this block we focus on the third person singular of the present simple, meeting some pets and their owners.

Aims

- Names of pets
- Third person singular of the present simple.

Teacher's notes

This block is developed over six screens. Screen 1 presents some pets and their owners.

Screen 2 students listen to short monologues and dialogues with the owners presenting their pets.

Screen 3 requires users to listen and match the people and their pets.

Screen 4 students listen to the owners describing their pets and they complete the written description with the right verb in the third person singular of the present simple, to practise the -s ending.

Screen 5 requires users to complete a table with the right spelling of the third person singular form of the present simple of 15 common verbs.

Screen 6 they choose the verbs that add -es at the end in the third person singular form of the verb in the present simple.

Approach

This block is basically designed for individual work. However, it also presents an opportunity for the students to personalize the language presented by writing some sentences about their own pets or the pets of relatives, if they don't have a pet. You can also ask them to invent information about a fictional pet.

Where do they live?



In this block we focus more intensively on the vocabulary (animals) presented in the sequence.

Aims

- Animals: Domestic and wild; pets
- Habitats

Teacher's notes

Screen 1 serves as a short introduction to the topic - it presents the names of the different habitats of different animals.

Screen 2 users are asked to classify the animals according to their type: wild, farm or domestic.

Screen 3 requires users to read a sentence and choose the correct animal from four options.

Screen 4 requires students to find the names of different types of animals in a

wordsearch.

Screen 5 students work on identifying the animals from an illustration presenting a tiny detail of the animal. Finally, in screen six users have to choose the right option to complete the sentences about the animals.

Approach

This block is basically designed for individual work. However, it can present different opportunities for classification work - ask your students to complete tables or word roses/spiders with the different types of animals.

What do they eat?



In this block we work on interrogative pronouns, habits and customs and eating habits of different animals.

Aims

- Names of animals
- Third person singular of the present simple
- Negative and interrogative sentences in the present simple

Teacher's notes

This block is developed over six screens. Screen 1 presents some funny habits of four pets.

Screen 2 requires students to listen to short interviews with pet owners and decide on the right habits from a selection - where they sleep, what they eat and some funny things they do.

Screen 3 requires them to write sentences, putting the words in the right order, about animals' habits.

Screen 4 students listen and match the wild animals with what they eat.

Screen 5 students complete a crossword with the names animals by reading clues about them.

Screen 6 students have to write affirmative, negative and interrogative sentences transforming from a given sentence.

Approach

This block is basically designed for individual work. However, at the end you can ask students to write some negative and positive sentences about some animals based on the sentences in the last screen, describing their habits, etc. You could also ask them to write quiz questions about animals' habits. Collect all the questions together, divide the class into teams and have a quiz!

What do they do?



In this block we practise interrogative pronouns further. We describe and compare animals.

Aims

- Names of animals
- Describing and comparing animals

Teacher's notes

This block is developed over five screens. Screen 1 presents some basic comparative adjectives.

Screen 2 users are presented with short dialogues comparing different animals on the screen - they see the comparative forms on screen.

Screen 3 requires students to write the correct comparative forms of the adjectives given in a table.

Screen 4 students have to choose the right comparative form in sentences about different animals.

Screen 5 they write sentences comparing two animals with a given adjective.

Approach

This block is basically designed for individual work. However, students can be asked to compare and describe different animals. Bring in pictures of different animals and place them face down on a desk - students choose two and write a sentence comparing them.