

## Funny animals

by Jackie Holderness & Annie Hughes

**Level 2** • Beginner–Elementary

**Age:** Primary (6–11)

**Language aims:** To describe features or attributes of animals; to practise the possessive form; to introduce/practise animals

**Time:** 45 minutes

**Student grouping:** Individuals, pairs, whole class

**Materials:** One copy of the worksheet per student; multiple pairs of scissors; one stapler; colouring pens or pencils

**Language focus:** *Elephant, lion, monkey, bear, tiger, zebra; cut, fold, staple; legs, arms, head, feet, tummy, nose, ears, eyes, tail; My animal's got a ...'s head, a ...'s body and a ...'s legs; colours*

### Procedure

#### Step 1

Explain that the children are going to make a book of funny animals. Pre-teach the animals involved, using mime, sound effects or the pictures from the worksheet. Hand out copies of the worksheet and revise body parts. Use the children themselves – ‘Simon says touch your head, tummy’, etc – and then the animals – ‘Point to the lion’s legs, head, feet, tummy’, etc.

#### Step 2

Practise colours. Ask, ‘What colour’s a lion?’, etc. The children don’t colour anything in yet, but explain that they can soon start to colour in their worksheets.

#### Step 3

Show the students how to make their book. First, they should cut out each animal. Then, they should cut along the lines that separate the head from the body and the body from the legs but stop when they get to the shaded section.

#### Step 4

Half the class should colour the animals. The other half should cut their strips and you go round with the stapler. Put the animals on top of each other, in a pile, then staple the animals together along the shaded section. Once you have stapled a child’s book, they can continue to colour the animals.

#### Step 5

Revise body parts and introduce or revise the possessive, for example *a monkey’s head*. Revise *I’ve got one head, two ears, two legs, two feet*, etc.

#### Step 6

Explain that you are going to play a class game. You imagine an animal and the children have to try and read your mind and make up the same combination of head, body and legs in their own books. You then describe your imaginary animal, for example, ‘My animal’s got a monkey’s head, a lion’s body and a tiger’s legs.’ If a child has the same, they must put up their hand and say, ‘My animal’s got a monkey’s head,’ etc. Each child with the same animal wins a point.

#### Step 7

The children now make up their own animal using their books. In pairs, they then show and describe it to their partner.

### Follow-up activity

The children play a game in pairs. They score a point for every similarity, such as the same colour or the same body part.

B: (*chooses combination*) OK, I’m ready.

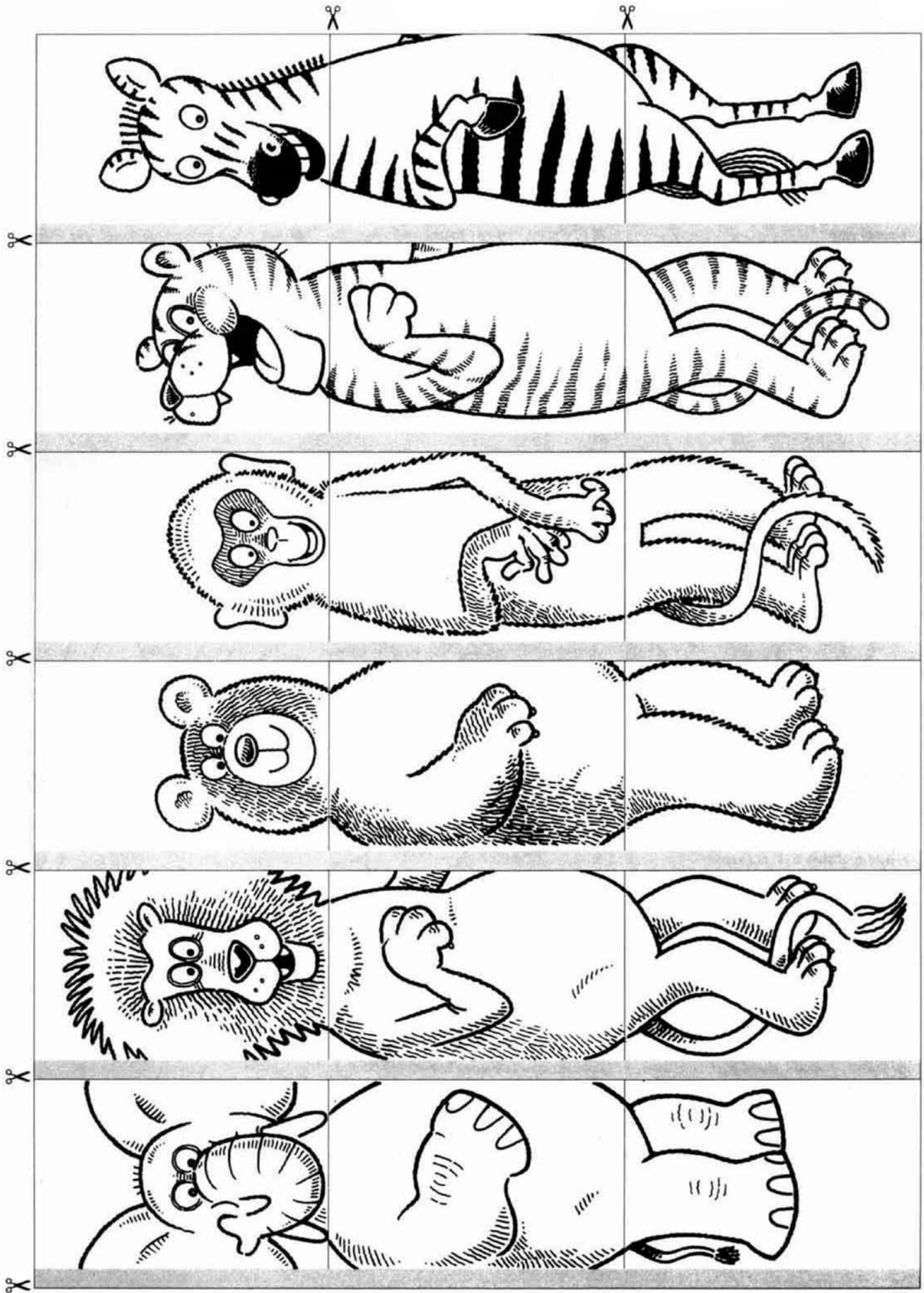
A: (*imagining animal*) My animal’s got a monkey’s head, a ...’s body and a ...’s legs.

B: Yes! My animal’s got a monkey’s head. One point!

They swap roles. The pair with the highest score wins.

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WORKSHEET