

Lesson plan

School: Public Primary School

Teacher: Maria Piotrowska

Level: A2+ (6th)

Coursebook: Beare, N. 2019. Brainy 6. Warszawa: Macmillan Education

Time: 45 minutes

Subject: World's strangest animals.

Aims:

- to practice vocabulary: names of animals, body parts
- to practice listening for detailed information
- to read for general understanding
- to practice animals' appearance description
- to improve reading and listening skills

Objectives:

- Students are able to name parts of animals' body.
- Students can match animals with appropriate categories.
- Students are able to fill the gaps with missing information during the watching film.
- Students are able to understand the written text.
- Students can answer reading comprehension questions.

Prerequisites:

- Students know some of the animals' names.
- Students know some of the animals' appearance-related vocabulary - nouns and adjectives.
- Students are able to produce sentences in Present Simple.

Lesson plan materials, as adopted from Beare, N. 2019. Brainy 6. Coursebook. Warszawa: Macmillan Education

Materials:

- DVD worksheets
- Blackboard
- Interactive whiteboard

Anticipated problems:

- Students may not remember earlier introduced vocabulary to describe appearance of the animals.
- Students may have problems with finding for detailed information in the film.
- Students may have problems with producing correct sentences in Present Simple.

Lesson procedure:

1. Homework check - 5 minutes

The teacher checks homework. Students had to translate some vocabulary defining animals'

parts of the body. Teacher uses the interactive whiteboard to show pictures of different animals and asks about parts of the body she is pointing . Students have to randomly answer.

2. Warm-up activity - 5 minutes

Teacher write the following on the board: Which animals are:

- the fastest:
- the biggest:
- the ugliest:
- the friendliest:
- the strangest:

Ask the students to work in groups of three or four to give examples of animals that fit in the categories.

3. Lead-in - 10 minutes

Teacher shows the pictures of the armadillo and the platypus to the students and ask them to choose the most suitable category for these animals (answer: the strangest).

Then she draws the students' attention to the pictures in the task and get them to label the body parts using the words in the box. When they have finished, she asks one student to read the first answer and then points to another student to read the second answer. Continues checking the answers in this way.

The students work in pairs to complete the table with the names of animals that match the categories listed in the table. Teacher goes around the classroom helping the students with any unknown words, if necessary. When they have finished, she asks different pairs to read the names of the animals they have written down.

Animals that:

are mammals:		
lay eggs (not a bird):		
can dig in the ground:		
can roll up:		
live in grasslands:		

4. Watching stage - 15 minutes

Teacher informs the students that they are going to watch a video about two very unusual animals. She shows them the table and explain any new words like: species, habitat, covered with. Students have to watch the video and complete the table with the missing information.

Name of the species:	armadillo	platypus
Type of animal:	mammal	
Continent:		
Habitat:		

Food:		
Body covered with:		

Watching the video.

After watching, teacher asks students questions, e.g. Where does the platypus live? What type of animal is the armadillo?

Teacher tells the students that they are going to watch the video again. This time, their task is to circle the correct words.

1. Armadillos live in South America, because they like warm / dry places.
2. Armadillos use their sense of smell / touch and sharp claws / teeth to look for food.
3. Armadillos are sleepyheads which means that they have big heads / sleep for a long time.
4. The pinky fury armadillo comes from Argentina / Brazil.
5. The platypus looks like three animals: a duck / dog, a fish, and a beaver / bird.
6. The platypuses' fur is thin / thick and waterproof.
7. Like other mammals, baby platypuses eat insects / drink milk.
8. Platypuses find food in water, but they eat / keep it out of water.

Watching the video for the second time.

The students compare their answers in pairs. Then the teacher reads the sentences aloud, choosing correct or incorrect answers so that the students have to listen and say Yes or No depending on whether the sentence is true or not, for example: Is it true that ...? Students have to correct the false information.

Teacher asks the students to complete the sentences with the pairs of words (lays – bottom, mammals – grasslands, sleepyheads – digging, species – shellfish). Then she checks the answers by asking them to read the sentences.

1. All _____ of seal eat _____.
2. Can you name a fish which _____ its eggs on the _____ of a lake?
3. Wolves, coyotes and foxes are examples of _____ that live in _____.
4. Squirrels are real _____ – when they get tired after _____ holes, they can sleep for up to 14 hours.

5. Reading stage - 5 minutes

Teacher asks students to focus on the new words written on the board, explains their meaning in English and ask the students to give the Polish translations. The words are from the text:

rare

paw

a spot

hearing

vision

Students read the text:

This is a lynx. It lives in the forests of Northern Europe, Asia and America. It is a rare animal because people have often killed it for fur. Lynxes hunt small animals, such as rabbits, squirrels or mice. They are very good hunters because of their strong hearing and vision. Small brushes at the end of their ears help lynxes to hear better. They also have very good eyes – they can see a mouse from more than 70 metres away! Lynxes are beautiful animals. They have got thick and shiny fur with dark spots. They also have big furry paws, which keep them warm in winter – they are like snowshoes!

After reading they have to answer the questions:

1. Why is it difficult to see a lynx in the forest?
2. Which two parts of the body help the lynx hunt?
3. What protects the lynx from getting cold in the snow?

6. General feedback and homework assignment - 5 minutes

The teacher tells the students, as their homework, to complete the table about a strange animal of their choice. Then she asks the students to write a description of the animals:

Do you know any strange animal?

Name of the species:	
Type of animal:	
Continent:	
Habitat:	
Food:	
Body:	