

Animals' Descriptions

GENERAL INFORMATION

Broad areas of learning

➤ health and well-being <input type="checkbox"/>	➤ environmental awareness and consumer rights and responsibilities <input checked="" type="checkbox"/>
➤ personal and career planning <input type="checkbox"/>	➤ citizenship and community life <input checked="" type="checkbox"/>
➤ media literacy <input type="checkbox"/>	

Focus of development:

Students will learn how to describe effectively what they see to make someone else understand them by using appropriate verbs and words.

Cross-curricular competencies

INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION RELATED
➤ To use information <input checked="" type="checkbox"/>	➤ To adopt effective work methods <input checked="" type="checkbox"/>	➤ To construct his/her identity <input type="checkbox"/>	➤ To communicate appropriately <input checked="" type="checkbox"/>
➤ To solve problems <input checked="" type="checkbox"/>	➤ To use information and communication technologies <input type="checkbox"/>	➤ To cooperate with others <input checked="" type="checkbox"/>	
➤ To exercise critical judgment <input checked="" type="checkbox"/>			
➤ To use creativity <input checked="" type="checkbox"/>			

ESL Competencies

TO INTERACT ORALLY IN ENGLISH	TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS	TO WRITE TEXTS
<ul style="list-style-type: none"> ➤ The student reacts to messages using strategies <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> ➤ The student prepares to listen to and read texts using strategies <input type="checkbox"/> 	<ul style="list-style-type: none"> ➤ The student prepares to write texts using strategies <input type="checkbox"/>
<ul style="list-style-type: none"> ➤ The student takes the initiative to transmit oral messages using strategies <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> ➤ The student demonstrates understanding of oral and written texts using strategies <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> ➤ The student composes texts using strategies <input type="checkbox"/>
<ul style="list-style-type: none"> ➤ The student maintains oral interaction using strategies <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> ➤ The student carries out meaningful tasks using strategies <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> ➤ The student revises his/her texts using strategies <input type="checkbox"/>

Title: Animals' Descriptions

Description:

Through this activity, students will learn new vocabulary words related to animal descriptions and they will review some prior knowledge regarding animals' descriptions like animal body parts, particular action verbs, etc. They will also learn how to express their ideas efficiently orally.

Cycle: 3

Duration: 55 minutes

TASK

Animals' Descriptions

DURATION

- 55 minutes

MATERIALS

- *Animals'* cards game.
- A dictionary

COMPETENCY

- C1 – To interact orally in English
- C2 – To reinvest understanding of oral and written texts

EVALUATION CRITERIA

- C2 – Demonstration of understanding of oral messages
- C1 – Use of learning strategies
- Participation

PREACTIVITY (5-15 minutes)

1. Ask students what they remember about the verbs they previously learned regarding how to describe an animal.
2. Add some useful verbs and words that they did not say to that list (see *Keywords 5-6* sheet).

CARRYING OUT THE TASK (25-30 minutes)

1. Ask the students to form teams of 4-5.
2. Explain them that the names at the top of the cards are the animals' name.
3. Tell them that the goal of this game is to make the other guess which animal is on the card.

4. They CANNOT say the word(s) that is/are on the yellow paper on the card.
5. If there is not yellow paper on the card, they are allowed to use all the words they want.
6. They CANNOT imitate the animal.
7. Each team member will have a role: two students will try to guess the animal while one will give clues to them. The fourth student will be responsible of watching if the student giving the clues says the forbidden word. He will also be the time keeper. There will be a rotation of cards (from a team to another) after each 5 minutes.

POSTACTIVITY (5-10 minutes)

1. Ask the students if they liked this game.
2. Ask them questions like which animal was the most difficult to guess and why?, which animal why the easiest to guess and why?, which new word have they learned through this, etc.