

Film and TV

Film / Animated films

Teacher's notes

Age: Young learners (7–10)

Level: Pre-intermediate (A2)

Time: 90 minutes

Activity: In this lesson, students will:

1. focus on vocabulary and speaking related to animals and body parts;
2. improve listening comprehension of real-life English from two animated film scenes;
3. practise speaking about feelings and the resolution of problems;
4. consolidate new language from this lesson by doing an animal role-play game.

Language focus: speaking, listening, vocabulary, reading

Materials: one copy of the three **Animal pictures** worksheets, cut up; one copy of the **Unusual animals** worksheet per every three students, cut up; one copy of the **'Surprised giraffe' game** worksheet, cut up; one copy of the worksheet per student; a PC or projector, an internet connection in the classroom; a coin to toss; several boardpens or pieces of chalk; blank sheets of paper (minimum one sheet per student)

2. This lesson contains exercises that focus on listening, speaking, vocabulary and reading. If you wish to maximise class time for listening and speaking, you could ask students to complete the vocabulary and reading exercises as preparatory homework before the lesson. It would then only be necessary to quickly correct these parts in class. The exercises which could be done as preparatory homework are marked with a symbol.

1. Vocabulary (15 minutes)

Aims: to identify 'animal' vocabulary that students already know, to study the names of certain animals that will be mentioned in later tasks

Procedure: This is a game of Xs and Os (also known as 'Tic-Tac-Toe' or 'noughts and crosses'). Split the class into two teams. Name one team the X team and the other the O team. On the board, draw a large grid to correspond to the one in the worksheet. Also write numbers in each square to correspond to the worksheet grid:

1.	2.	3.
4.	5.	6.
7.	8.	9.

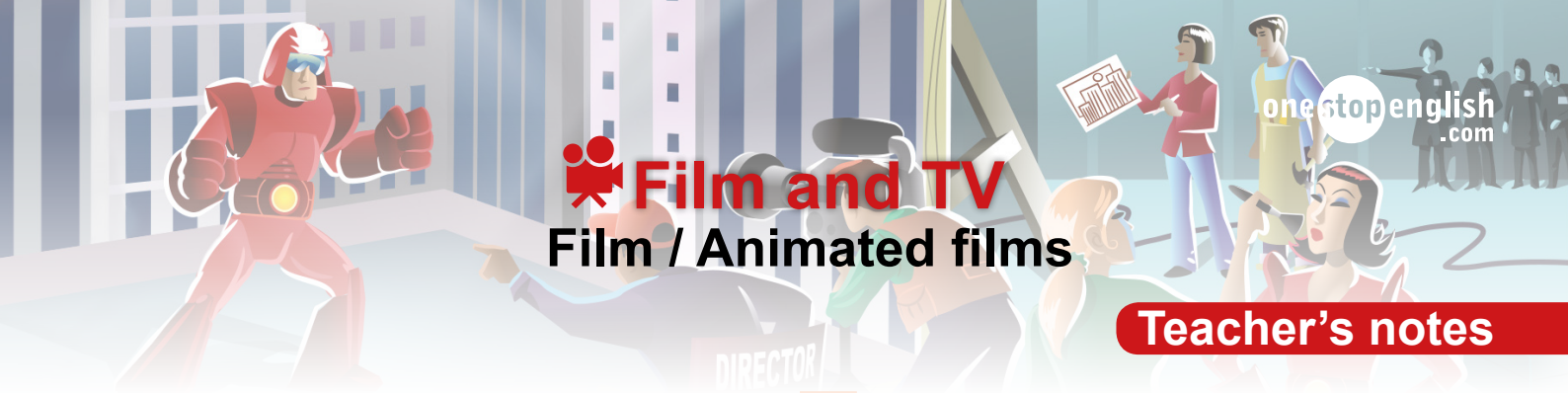
Notes:

1. This lesson is aimed at lower-level learners (approximately A2). However, certain vocabulary from this lesson would typically belong at higher levels. This is because the videos referred to are authentic and therefore not graded for language learners. You may wish to let students know that a small number of words from the lesson (e.g. 'a hump', 'claws') are from a higher level. Let students know that they shouldn't worry if they find the lesson challenging or if they hear certain words that they don't understand.

Tell the class that their objective is to put their team's symbol (an X or an O) in each square. The winner will be the first team to have three of their symbols in a row. However, to put a symbol in a particular square, the team must first identify the animal in that square and spell this animal correctly.

Toss a coin to see which team begins. The team that starts need to:

- say the number of the square they want to put a symbol in
- say and spell the name of the animal in that square



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If they are correct, put their symbol in the corresponding square in the grid on the board. If they are not correct, write their incorrect suggestion in the corresponding square instead. This will allow them (or the other team) to try to guess the correct word for this square in future attempts, without repeating the same error.

Continue the game until one team has three symbols in a row or until all of the squares have been filled. If there are squares for which neither team can identify the correct word, perhaps suggest some of the missing letters and allow them to complete the words as they would for a game of hangman or snowman.

Key:

1. rabbit, 2. pig, 3. elephant, 4. cat, 5. fox, 6. rhino, 7. hippo, 8. cow, 9. camel

Moving on to Task 1B, put students into groups of 3–4 students. Each group needs a piece of paper and a pen. Tell each group that they must select one person who is going to write some words. Read aloud the worksheet instructions for the task. Allow one minute for groups to write as many animals as possible.

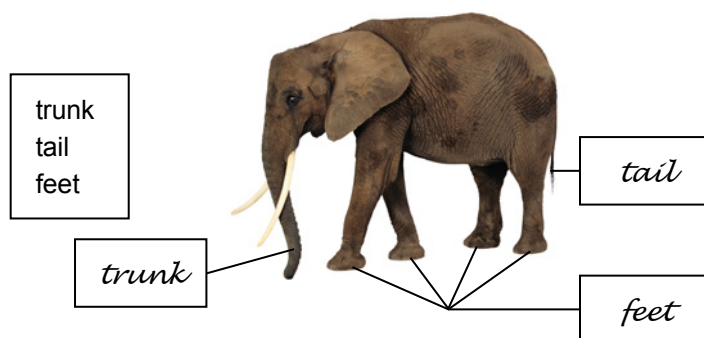
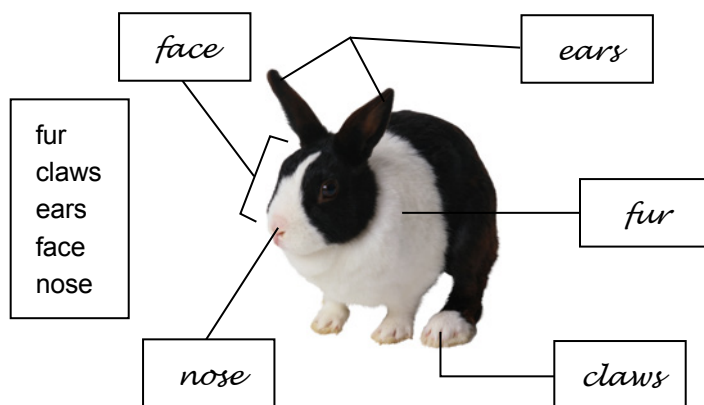
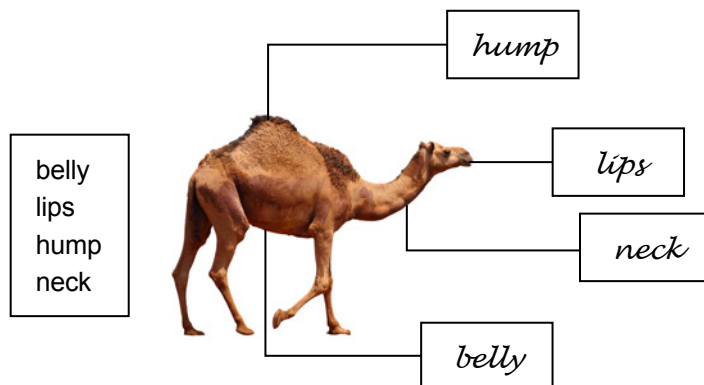
When the time is up, ask groups to swap their answer sheets and then to correct the suggestions of another group. Monitor the class as they do this to help resolve doubts. Groups award one point for each correct word and then add up the total. Finally, identify the winning group and then provide feedback, focusing on good vocabulary that was suggested.

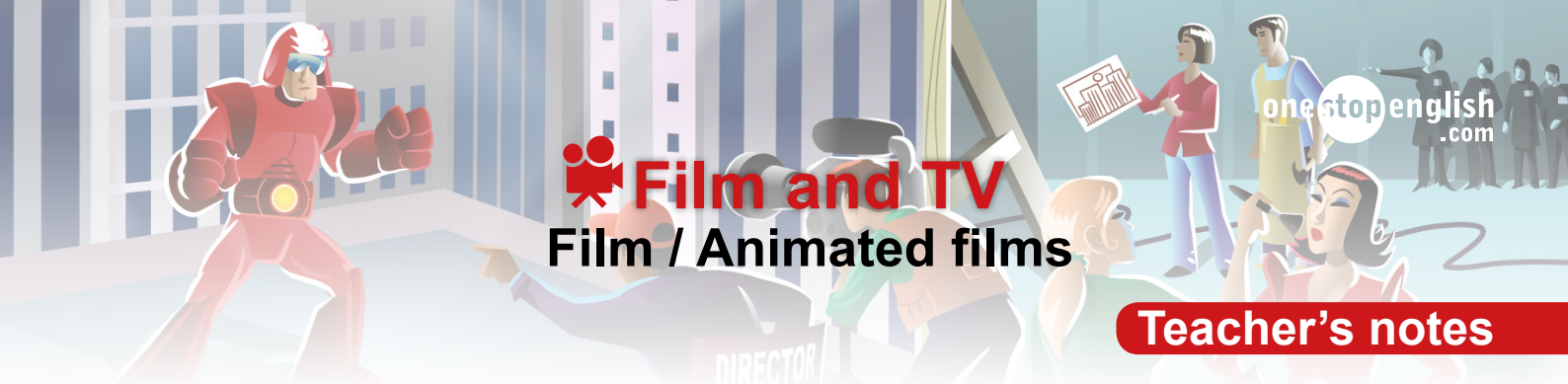
2. Vocabulary and 'speak and draw' (20 minutes)

Aims: to revise and study vocabulary for talking about parts of animals' bodies, to provide spoken practice of this vocabulary by doing a drawing dictation

Procedure: Focus on one of the animal pictures from Task 1A (the fox would be a good choice, as this photo clearly shows various parts of the body). Elicit some of the body parts that students can see for this animal (e.g. eyes, legs, tail, etc). Put students in pairs. Now refer them to Task 2A. Ask them to help each other to label the body parts in the pictures. Monitor as they do this and help weaker students. Finally, elicit the correct answers.

Key:





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Now separate the class into small groups. Tell them that one person in each group needs to draw, so each group must first choose their 'artist'. Tell the students to read the instructions in the worksheet that correspond to them.

3. All the artists come to the front of the room. If the board is big enough for them all to draw at the same time, give each of them chalk or a boardpen and tell them that they will be drawing on the board. If the board is not big enough for this, give each artist a sheet of paper and tell them that they must draw their picture on it.

4. Give each group a picture of one of the twelve animals from the **Animal pictures** worksheets. Tell the groups that they may come towards the front of the class so that they are near their 'artist'. However, to prevent students cheating and showing the picture to the artist, establish a line on the classroom floor that members of the group cannot cross (perhaps about two metres from their artist). Also tell students that everybody in the group must take turns to speak. Remind them that they only have five minutes to describe their animal and that they must not use the name of the animal. If they do so, you will give them a new card and they will have to begin a new description, but without any extra time. Start the timer and tell the groups to start their descriptions.

5. When the time is up, ask each artist if they can name the animal that has been described to them (i.e. the animal they have just drawn). If they can, award a point to this artist and their group. If they can't correctly name the animal, ask the other groups to look at the picture and try to identify what it is (you could award a bonus point to any group that is able to do so). If there are any animal drawings which nobody can identify, you can reveal what the animal from the original picture was.

6. Finally, look at the resemblance between the artists' drawings and the original picture their group has. Award an extra point to the group(s) whose pictures on the board most closely resemble the original pictures. Decide if there is just one winning group or several.

Key:

The twelve animals are: cat, crocodile, dog, fish, kangaroo, lion, monkey, mouse, rabbit, snake, spider, tiger

3. 'Watch and listen' and speak (15 minutes)

Aims: to provide listening practice, to understand a short film scene, to provide speaking practice of topics related to animals and solving problems

Procedure: Read aloud the worksheet introduction to the task and the instructions for the 'First watch' part of the task. Play the video once ('Popsicle' clip – Disney's Zootopia – Walt Disney Animation Studios' www.youtube.com/watch?v=ujncmH8YnNc) and allow students to circle the animals they see. Then ask them to talk in pairs to compare the animals that they have circled and to try to answer the *What is the problem?* question. Finally, elicit the correct answers.

Key:

In the video, I can see ... a fox, an elephant, a rabbit, a hippo

What is the problem? The elephant doesn't like foxes and he doesn't want one in his ice-cream shop.

Tell students they are going to watch the video again. Give them a moment to read the eight sentences they will need to complete. They should read these sentences in pairs to help each other understand. Monitor as they do this, and help students with difficult sentences. Then play the video. Allow students to compare answers in pairs, and then elicit the correct ones.

Key:

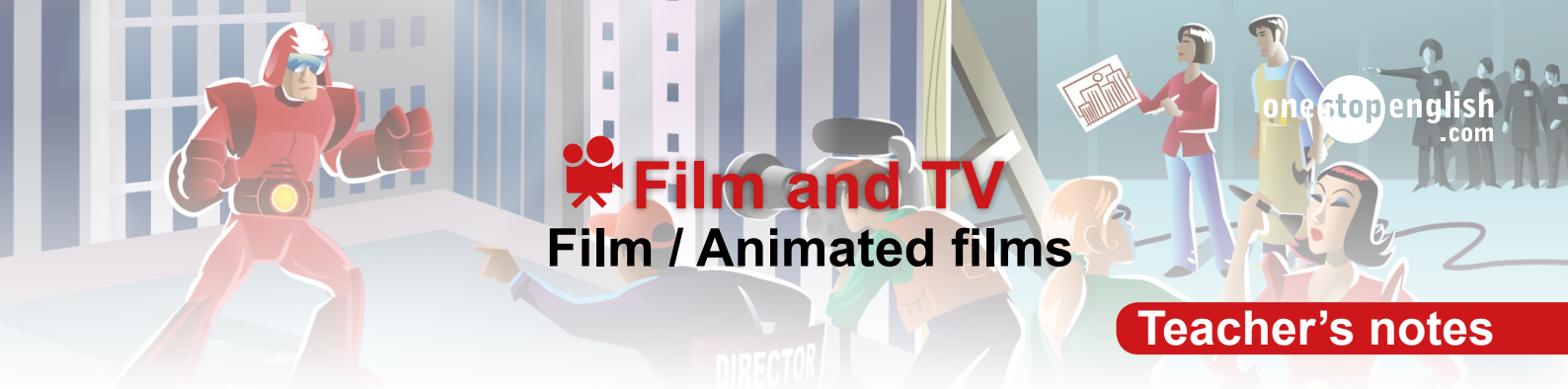
1. red, 2. the 'fox' part of town, 3. an elephant, 4. police officer, 5. trunk, 6. \$15, 7. rabbit, 8. father

Ask students to speak in pairs. They should discuss ideas about how to complete the three sentences in Task 3B. They do not need to write for this part of the task; the three half-sentences are just to stimulate ideas. Finally, provide some feedback and try to decide if there is class consensus about the ideas mentioned in the half-sentences.

4. Read (15 minutes)

Aims: to do a short reading comprehension task, to summarise the ideas of a short text and verbally communicate them to classmates, to study vocabulary related to animals that will help students to understand the next video task

Procedure: Students work in groups of three. Read aloud the worksheet instructions for this task. Hand each student a copy of one of the three texts from the **Unusual animals** worksheet. Before students begin reading, if possible, search for each of the three animals (a sloth, a sea horse, a red-lipped batfish) on Google Images to show a photo of each.



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Allow students to read their text and to then summarise it to their classmates. In their summaries, they should try to put the ideas into their own words rather than just reading their text aloud. If there are parts of the text that they don't understand, they should ask their groupmates to help. The group need to pool the information to complete the table on the worksheet. Monitor as they do this, helping weaker groups. Finally, elicit the correct answers.

Key:

	sloth	sea horse	red-lipped batfish
It has a face like a person.			✓
It sleeps a lot!	✓		
It can be different colours.		✓	
The 'man' has babies.		✓	
It swims badly.			✓
It is not very fast.	✓		

5. 'Watch and listen' and speak (15 minutes)

Aims: to provide listening practice, to understand a short film scene, to provide speaking practice of topics related to animals and feelings

Procedure: Read aloud the worksheet introduction to the task and the instructions for the 'First watch' part of the task. Try to elicit the meaning of the expression 'the car's plate number' (i.e. the registration number we can see on a metal plate on a car). Play the video once ('Zootopia Official US Sloth Trailer – Walt Disney Animation Studios': www.youtube.com/watch?v=bY73vFGhSVk) and allow students to circle the animals they see. Then ask them to talk in pairs to compare the animals that they have circled and to try to answer the *How is the rabbit feeling?* question. Finally, elicit the correct answers.

Key:

In the video, I can see ... a fox, a rhino, a sloth, a rabbit, a pig

How is the rabbit feeling? At the start of the video, the rabbit is happy but she soon feels angry and tired.

Tell students that they are going to watch the video again. Give them a moment to read the five sentences they will need to complete. They should read these sentences in pairs to help each other understand. Monitor as they do this and help students with difficult sentences. You may need to

explain the meaning of the word 'joke'. Then play the video. Allow students to compare answers in pairs, and then elicit the correct ones.

Key:

1. well, 2. 29HTD03, 3. humps, pregnant, 4. funny, 5. night

Ask students to speak in pairs. They should discuss ideas about how to complete the three sentences in Task 5B. They do not need to write for this part of the task; the three sentence beginnings are just to stimulate ideas. Finally, provide some feedback and try to decide if there is class consensus about the characters and feelings of the three animals.

6. Game (10 minutes)

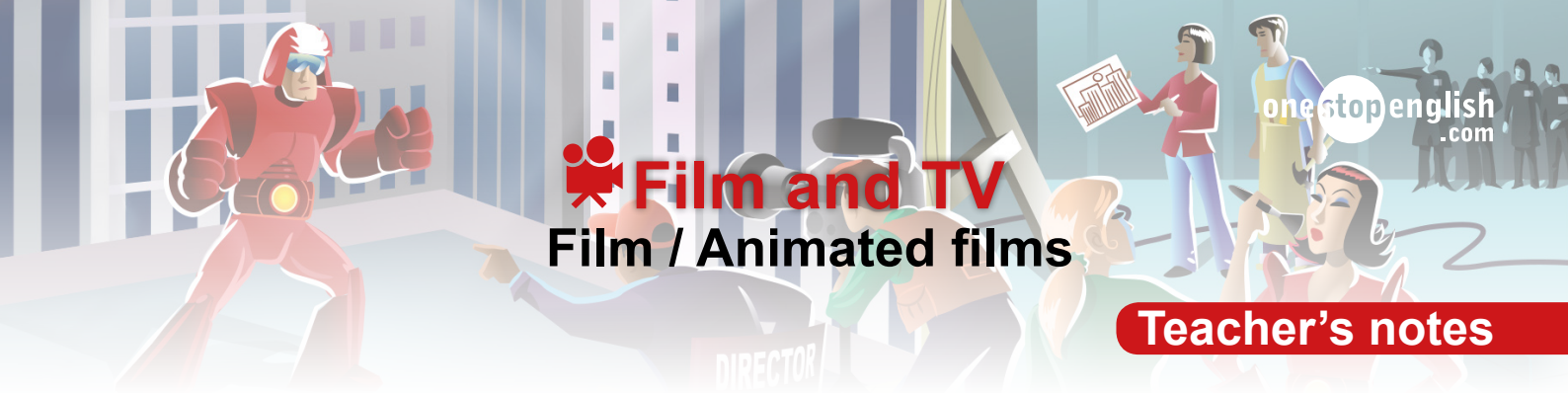
Aims: to consolidate language from the lesson by getting students to act out animals while exhibiting certain feelings or behaviours

Procedure: Tell students that in this task they are going to pretend to be an animal. When they do so, their groupmates need to guess what this animal is and also some extra information about this animal. Point out that the student who is acting out the animal is allowed to make animal noises but is not allowed to speak while acting. Refer students to the sample card on their worksheet. Ask for a volunteer to act out the information from this card (i.e. to act as a surprised giraffe).

Now divide the class into groups of 6–12 students (if the class has 12 students or less, they can do this activity as one big group). Remind the groups that each student will get a role-card which they will act out. The rest of their group must guess which animal each student acts out and the extra information about this animal. Each student will get one point if their animal is correctly guessed and another point if the extra information is guessed.

Note: Not all students will feel comfortable acting in front of their classmates. If so, allow these students to participate simply as guessers, rather than as actors. If it is a generally shy group, perhaps the best option would be to ask which students volunteer to be the actors. In this case, split the class into groups and then assign at least one actor to each group. These students can act out the animal roles, while the rest of the group will participate only as guessers.

Ask the first student from each group to come forward. Give them one of the cards from the 'Surprised giraffe' game

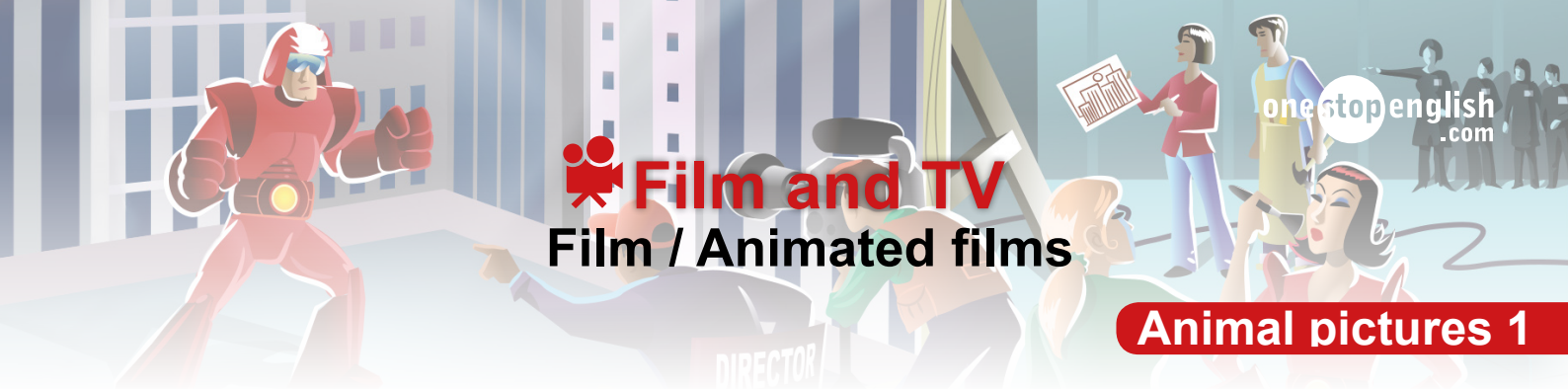


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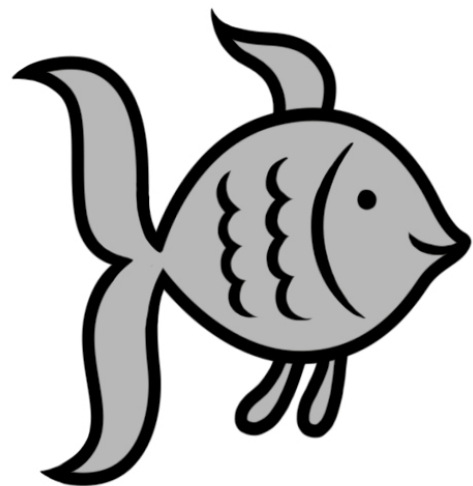
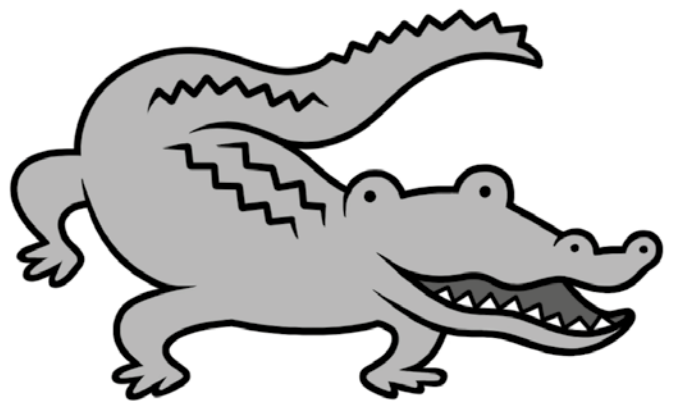
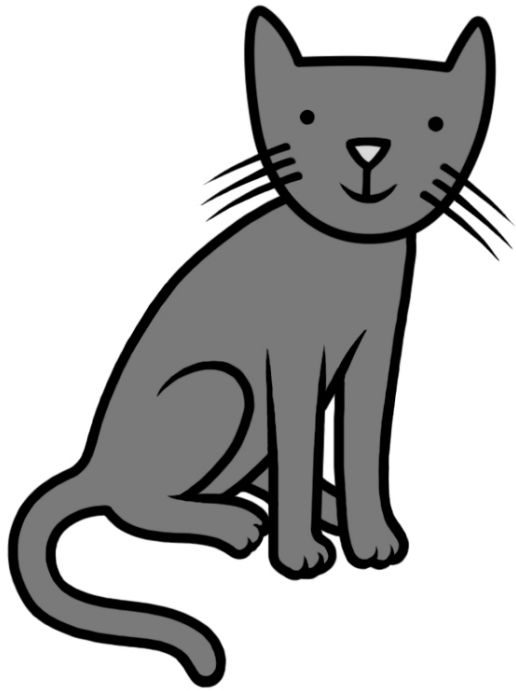
worksheet. Some cards are easier to act out than others, so try to give the more challenging cards to students who you think will be better actors. If possible, accompany the initial 'actor' students just outside the door of the classroom so that they can ask you questions to clarify the meaning of language from their cards. The students should then re-enter the classroom in character. Allow about a minute for each role-play (and related guessing). If, after a minute, a group has not yet identified the student's animal and extra information, allow them to ask some 'yes/no' questions to the student who has been acting (e.g. 'Do you have a tail?', 'Do you live in hot countries?', 'Are you a type of fish?', etc). If they correctly guess the animal or the extra information from this questioning, award them a half a point for each. If no members of any group can guess the correct animal, ask the student to simply say it.

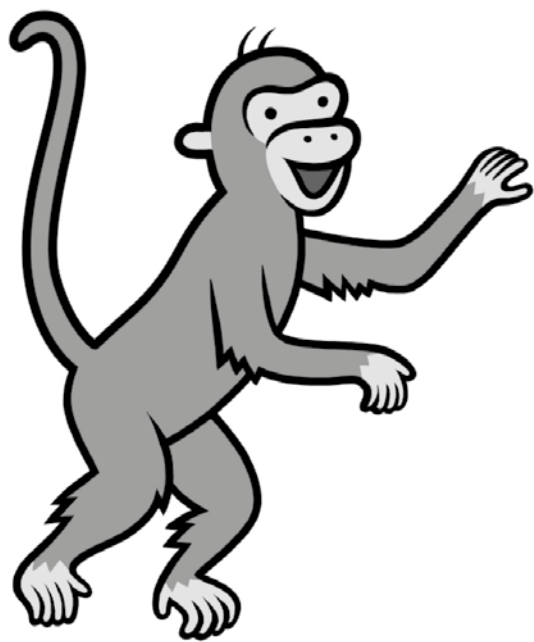
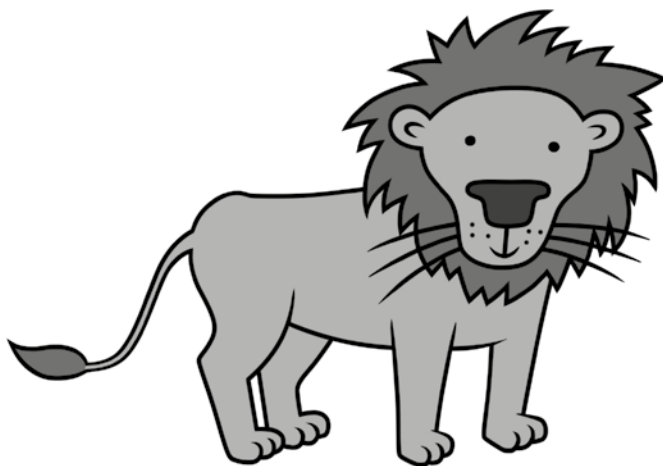
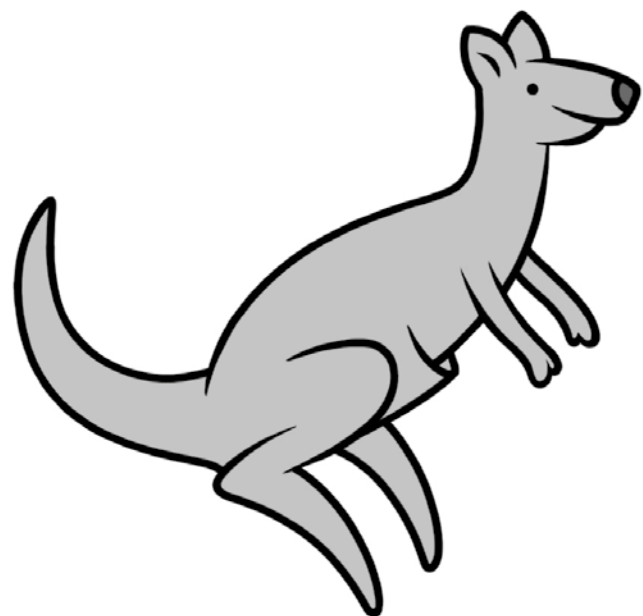
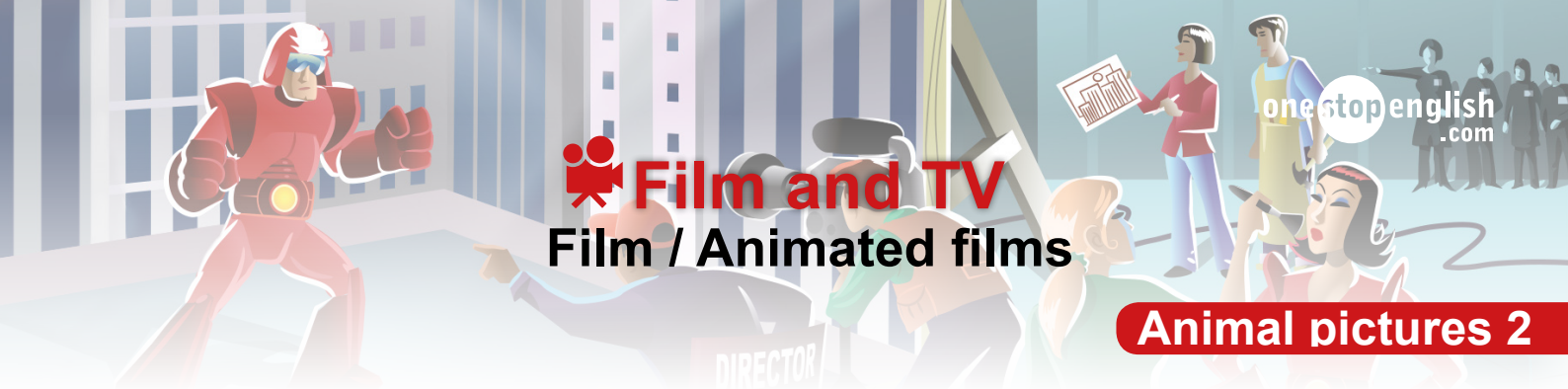
Continue this process until all students have acted out their animal role-card. Decide the winners of the role-play game (i.e. those students whose group has correctly guessed their animal and their extra information).

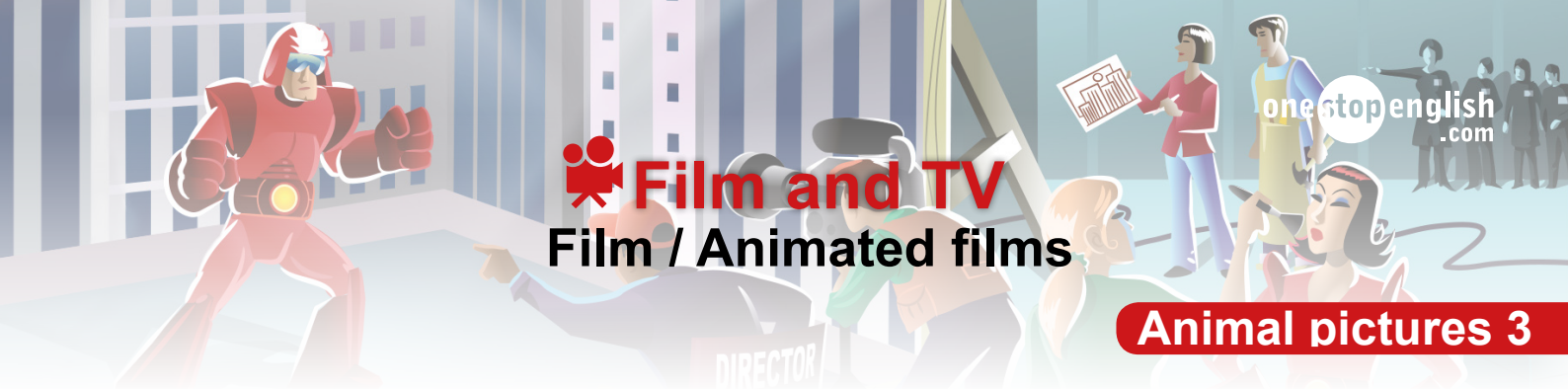


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Animal pictures 1



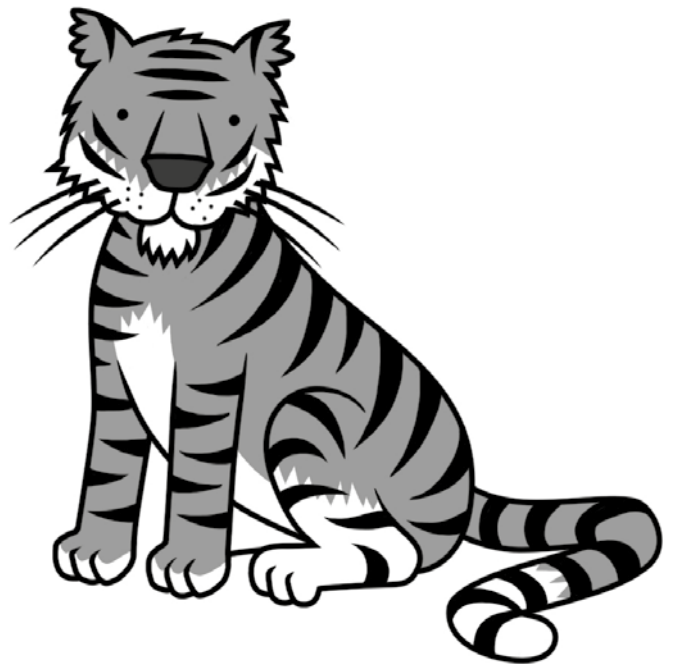
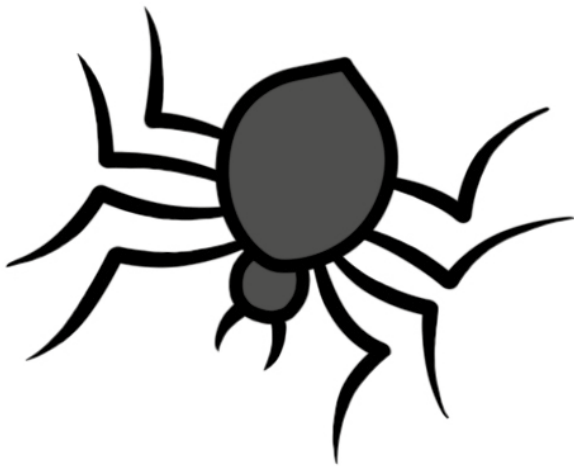
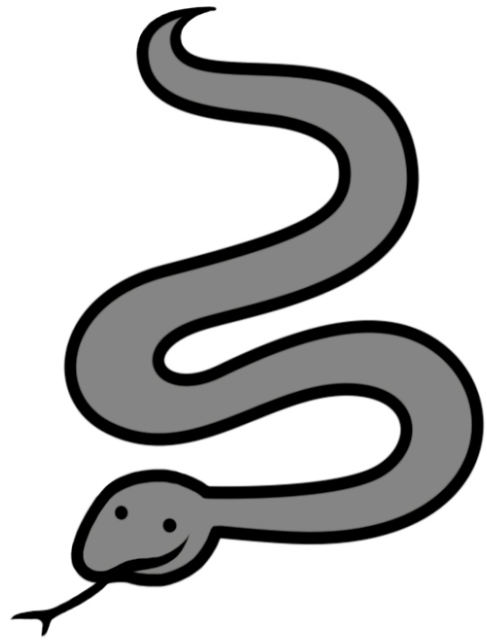
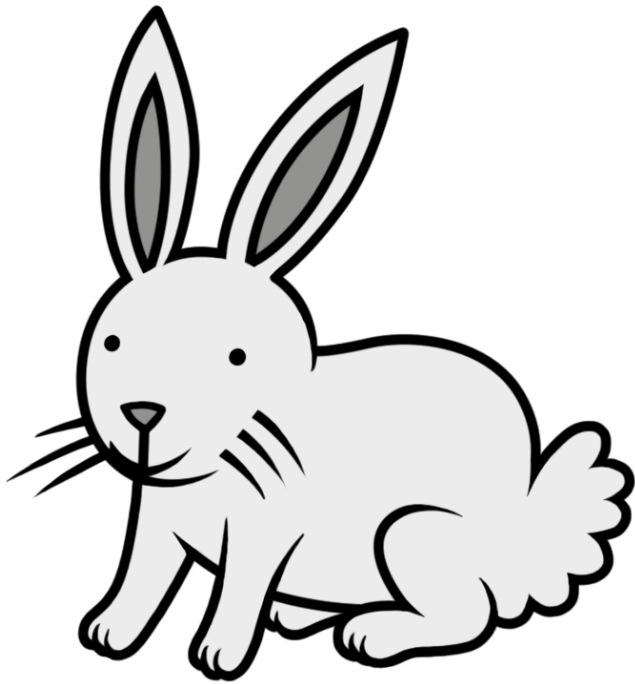


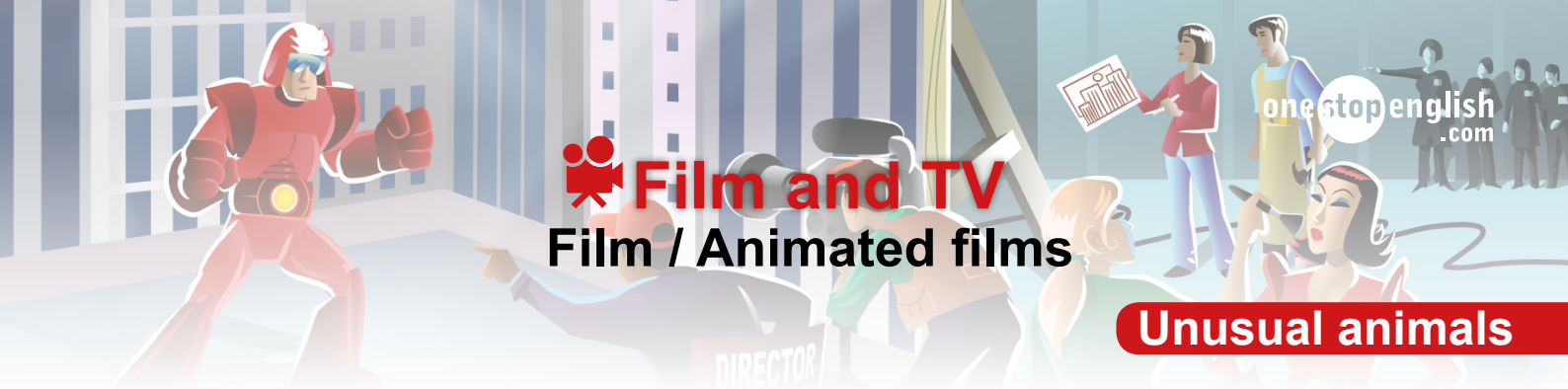


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Animal pictures 3





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Unusual animals

A **sloth** has four legs, long claws and brown fur.

It is a very slow animal that sleeps 15 to 18 hours a day.

It lives in a tree, but once a week it goes down the tree to go to the toilet.

It moves at about 15 centimetres a minute.

A **sea horse** is a small animal that lives in the sea.

It has a long tail and a head similar to a horse. Its skin can change colour.

Normally, it is female animals who get pregnant,* but for sea horses it is the male.

His belly gets very big and, after 24 days, lots of little baby sea horses swim out of his belly.

(* *pregnant* = with a baby growing in the animal's body)

A **red-lipped batfish** lives in the sea.

It looks funny because it has a big nose, two eyes and big, red lips.

Usually, it uses its fins to walk under the water.

This is because it can't swim very well (even though it is a fish!).

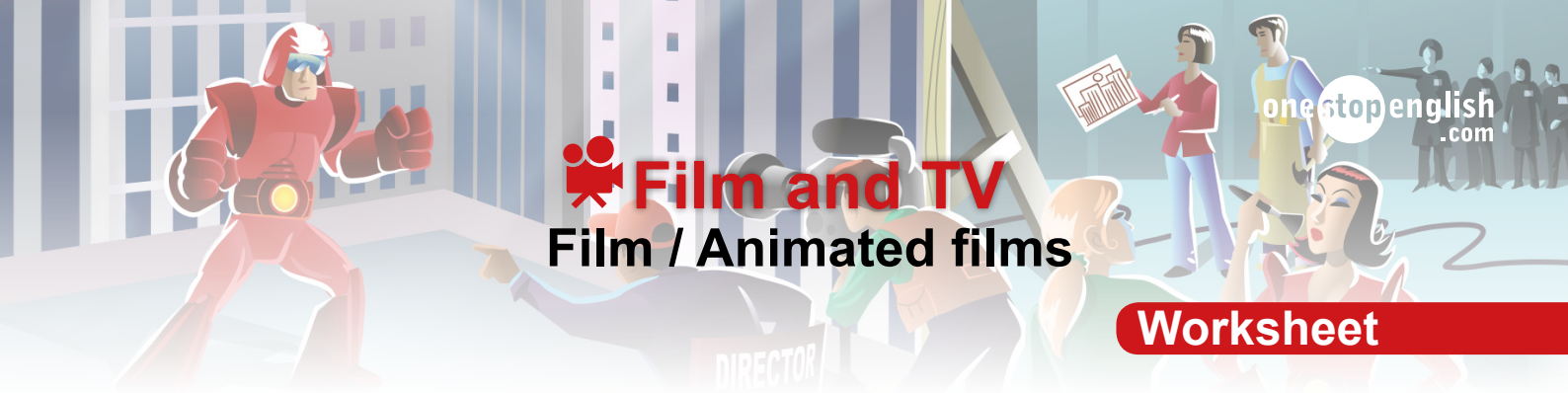


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The 'surprised giraffe' game

<p>animal: a horse</p> <p>extra information: the horse is feeling very cold</p>	<p>animal: a rhino</p> <p>extra information: the rhino is sleeping</p>
<p>animal: a sloth</p> <p>extra information: the sloth is pregnant</p>	<p>animal: a red-lipped batfish</p> <p>extra information: the red-lipped batfish is feeling very happy</p>
<p>animal: a camel</p> <p>extra information: the camel needs to go to the toilet</p>	<p>animal: a sea horse</p> <p>extra information: the sea horse can't swim</p>
<p>animal: a cat</p> <p>extra information: the cat has got an elephant's trunk</p>	<p>animal: a fox</p> <p>extra information: the fox is eating ice-cream</p>
<p>animal: a rabbit</p> <p>extra information: the rabbit is feeling very angry</p>	<p>animal: a pig</p> <p>extra information: the pig can run very fast</p>
<p>animal: an elephant</p> <p>extra information: the elephant is drinking water</p>	<p>animal: a hippo</p> <p>extra information: the hippo is feeling very tired</p>



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Worksheet

1a. Vocabulary

Work in two groups. Are you on the X team or the O team?



1. _ _ B _ _ T



2. _ _ _



3. _ _ _ _ H _ _ _



4. _ _ _



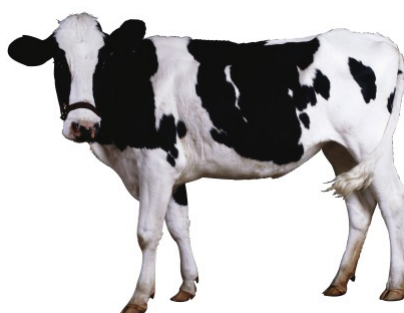
5. _ _ X



6. _ _ _ _ O



7. _ _ P _ _



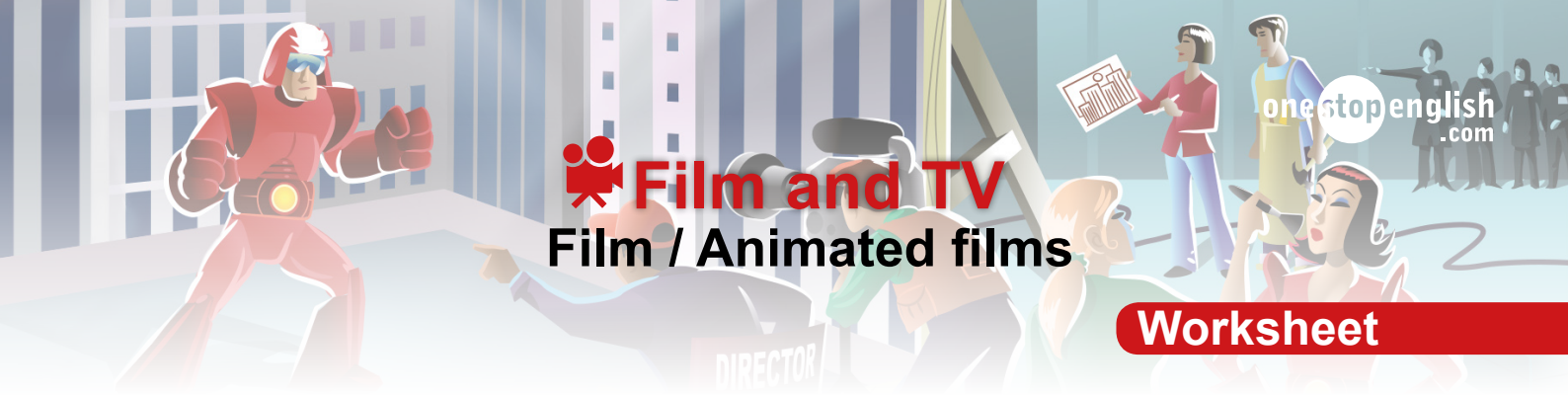
8. _ _ _



9. _ _ _ _ L

1b. Vocabulary

What other animals do you know in English? Work in groups. You have one minute to write the names of animals (they must be different from the animals in the last task!).



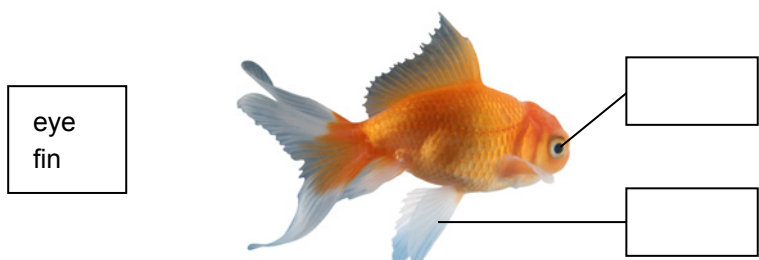
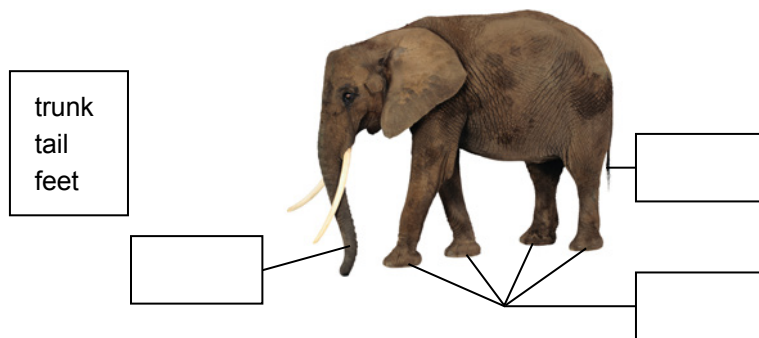
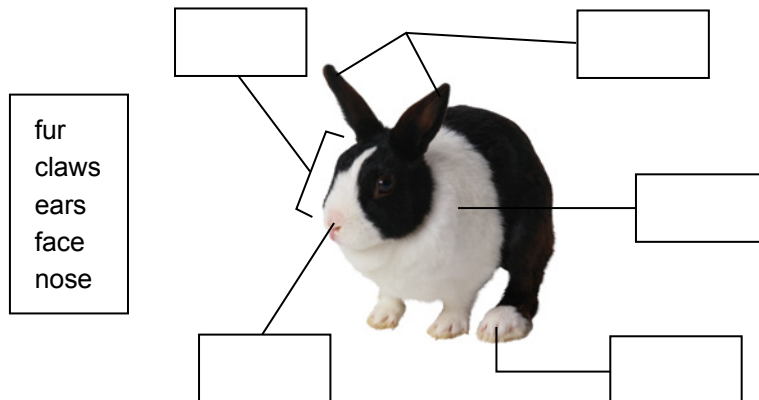
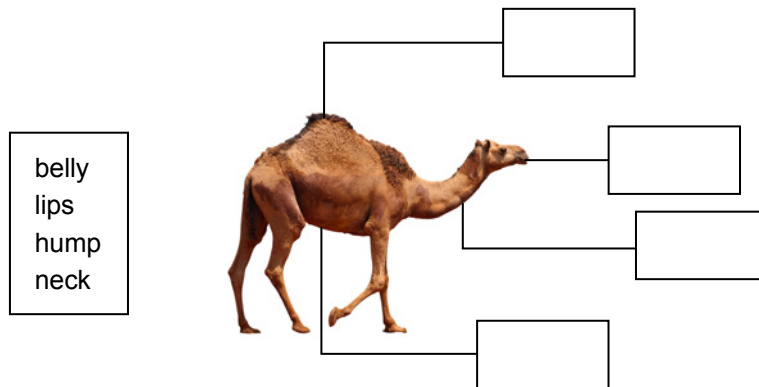
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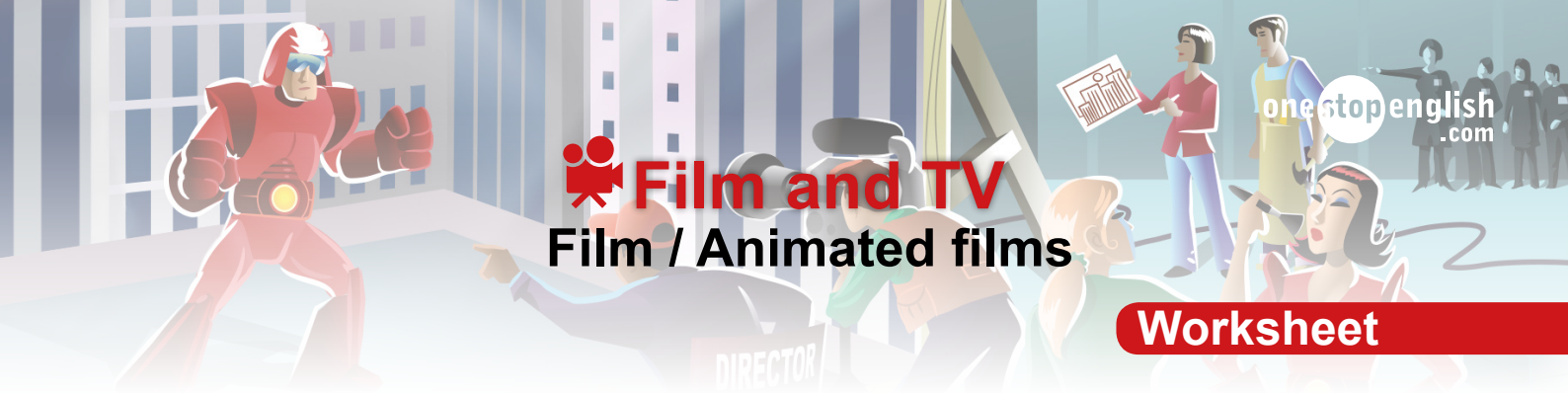
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Worksheet

2a. Vocabulary

Label the pictures with the correct parts of the body.





2b. Speak and draw

Work in groups. Each group needs to choose their 'artist'. Then follow the instructions below. You have five minutes to do this task.

The group

- Look at the picture of the animal
- Describe it (but don't say the name of the animal!)

The artist

- Sit at the front of the classroom
- Listen to your group
- Draw the animal that they describe

Points: Your group will get one point if the artist can say the correct animal. You will get one extra point if the artist's picture is similar to the original picture.

3a. Watch and listen

Watch this short video from the animated film Zootopia (Disney). We see some animals in an ice-cream shop

www.youtube.com/watch?v=ujn timer H8YnNc

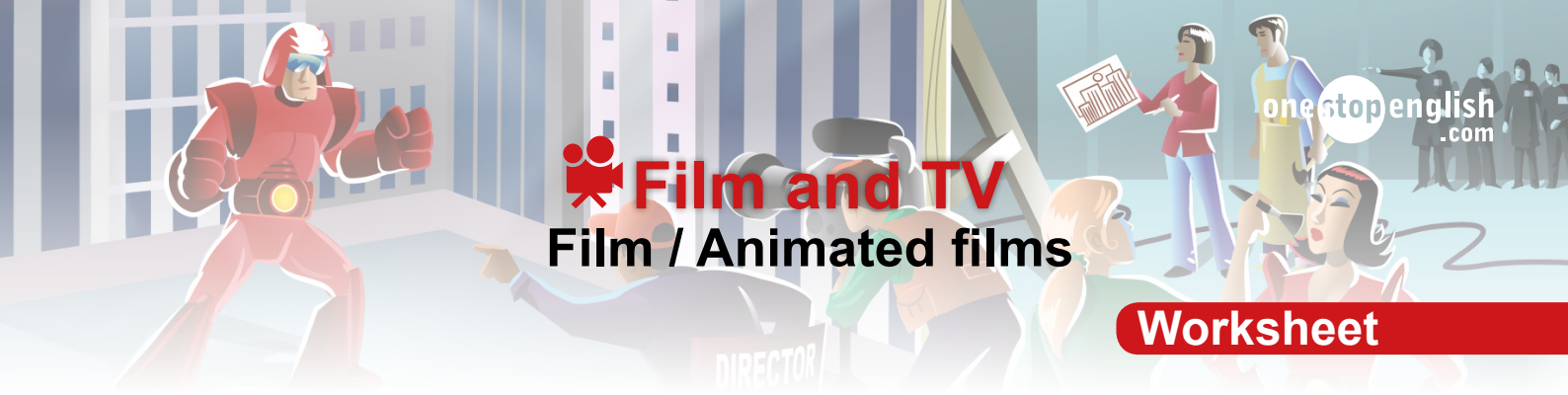
Watch the video for the first time and circle the correct answers.

In the video, I can see ...
a fox / a cat / an elephant / a rabbit / a hippo / a camel

Speak in pairs. In the video, we can see a problem. What is the problem?

Now watch the video for the second time. Choose the correct answers.

- The little fox wants a _____ ice cream.
 - blue
 - red
- The elephants tells the fox to go to _____.
 - a different city
 - the 'fox' part of town
- The little fox wants to be _____.
 - an elephant
 - a rabbit
- The rabbit is a _____.
 - police officer
 - school teacher
- The elephant is making the ice cream with his _____.
 - feet
 - trunk
- The price of the ice cream is _____.
 - \$5
 - \$15
- The _____ pays for the ice cream.
 - rabbit
 - the fox
- The rabbit says that the fox is a very good _____.
 - dog
 - father



3b. Speak

Talk to your classmate to finish the sentences:

The elephant doesn't like the fox because ...

The rabbit is angry because ...

At the end, the fox is happy because ...

4a. Read

Work in groups of three. Your teacher will give you a short text. The text has information about a strange animal. Read the text to your classmates. Then, as a group, complete the table below. Put a tick (✓) for the correct animal.

	sloth	sea horse	red-lipped batfish
It has a face like a person.			
It sleeps a lot!			
It can be different colours.			
The 'man' has babies.			
It swims badly.			
It is not very fast.			

5a. Watch and listen

You will watch another clip from the animated film Zootopia (Disney). In this clip, the rabbit goes to an office to ask some questions about a car's plate number.

www.youtube.com/watch?v=bY73vFGhSVk

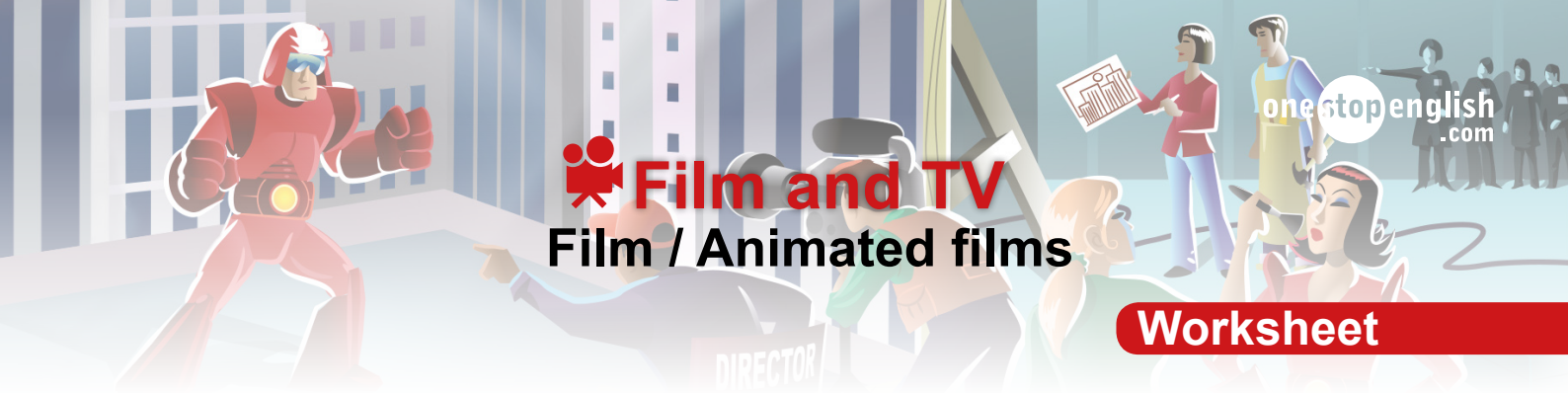
Watch the video for the first time and circle the correct answers:

In the video, I can see...
a fox / a rhino / a sloth / a rabbit / a cow / a camel / a pig

Speak in pairs. In the video, how is the rabbit feeling?

Now watch the video for the second time. Complete the sentences.

- The rabbit asks, 'How are you?' The sloth says that he is doing _____.
- The plate number of the car is _____.
- Complete the fox's joke:
 Question – What do you call a camel with three _____ ?
 Answer – _____ !
- The rabbit says that the joke is very _____.
- What time of the day is it when they finish at the office? It is _____.



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5b. Speak

Think about the characters and the feelings of the animals in the video. Talk to your classmate to finish the sentences.

The rabbit is ...

The sloth is ...

The fox is ...

6. Game

In this task, you will pretend to be an animal. Your teacher will give you a card. For example:

animal: a giraffe
extra information: the giraffe is feeling surprised

You have one minute to pretend to be the animal. The other pupils in your group must:

- identify the animal
- identify the extra information about the animal

Good luck!