

Teacher's Notes

Halloween animals



Type of activity: vocabulary practice; pair work and work at the front of the class

Focus: names of Halloween animals, basic adjectives

Level: elementary

Time: 45 minutes

Preparation:

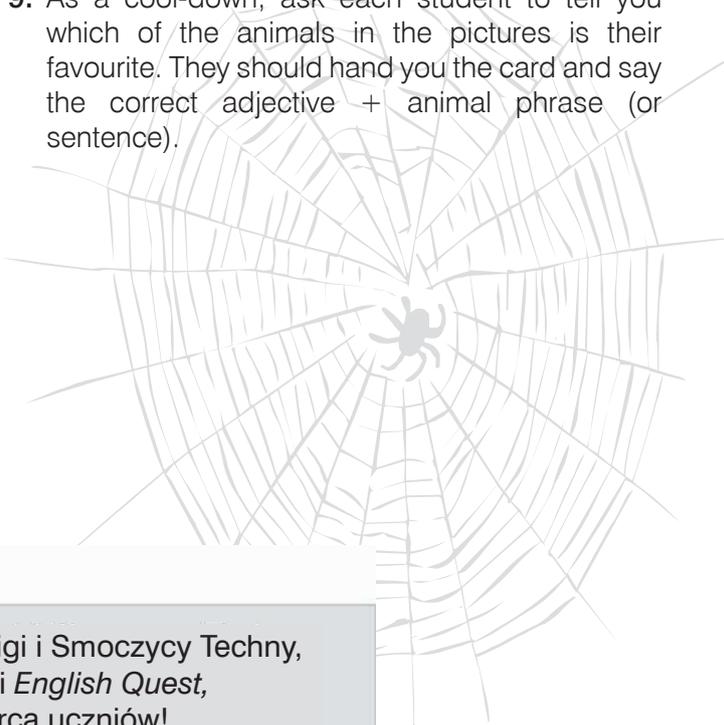
- copy and cut up one set of Picture Cards 1 and 2 per pair of students
- copy and cut up one set of Picture Cards 1 and 2 for yourself

Procedure:

1. Using L1 or L2, introduce the topic of Halloween. Ask the students to give you examples of animals typically connected to the celebration (they may give you the words in L1 or L2).
2. Use a set of Picture Cards 1. Show each picture card to the students and elicit or teach the name of the animal (*a spider, an owl, a cat, a bat, a crow*). Make the students repeat each word a few times. Then start showing individual pictures to the students in random order and encourage them to tell you the name of the animal. When the students feel confident doing this chorally, try the same activity with individual students.
3. Distribute a set of Picture Cards 1 to each pair of students. They should put the cards in front of them in a pile, face down, draw one card at a time and, chorally with their partner, say the name of the animal. The used card should then be returned to the pile and reused later on.
4. Distribute a set of Picture Cards 2 to each pair of students. Ask the students to place all of the cards (sets 1 and 2) face up in front of them and match them into pairs. Check with the whole group, revising the names of the animals once more.

Extension: At this stage, depending on the level of your group, you may choose to add a grammar practice element by introducing or recycling “*It’s a/an...*” and “*They’re ... +s*”.

5. With the whole class, use the pairs of cards to introduce adjectives corresponding to the pictures (*a big spider / a small spider, an old owl / a young owl, an angry cat / a calm cat, a fast bat / a slow bat, a loud crow / a quiet crow*). If you have introduced the sentence patterns in the extension activity, use “*It’s a/an...*” here as well.
6. Ask the students in each pair to divide their cards between each other so that each person has a full set of animals (one spider, one owl, one cat, one bat, one crow – it doesn’t matter which one). Call out the adjective + animal phrases (or entire “*It’s a/an...*” sentences) in random order one at a time. The students who have the corresponding animal should pick it up and wave it in the air. Do a few rounds of this, then ask some of the students to call out the phrases instead of you.
7. Ask the students to work in pairs again. They should shuffle all the ten picture cards and spread them out on the table face down. They then play a memory game, taking turns to pick up the cards, saying the adjective + animal phrases (or entire “*It’s a/an...*” sentences) and trying to find matching pairs. After one round, ask the students to change partners and play again.
8. Invite individual students to the front to mime some of the animals – the rest of the group have to guess which animal is being imitated.
9. As a cool-down, ask each student to tell you which of the animals in the pictures is their favourite. They should hand you the card and say the correct adjective + animal phrase (or sentence).



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