



Wild Animals

Ref: EN_PTL_5



Introduction

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	Description	In this English lesson, students explore vocabulary related to wild animals through engaging visual and interactive activities. Using flashcards, guessing games, and Bingo, students practice pronunciation, recognition, and spelling of new words. They connect English vocabulary with their L1, enhancing multilingual awareness and understanding. The lesson encourages collaboration, active participation, and curiosity about animals, while fostering confidence in using English for everyday topics.		
	Age	6-9 years		Language Area
	Proficiency Level	B1-B2		Authors
	Subject	Language		Duration
	Links with Language Curriculum			
	Rationale			



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Introduction

	Aims	<p>It is expected that students will:</p> <ul style="list-style-type: none">• Develop their language skills (receptive and productive) through the inclusion of the L1• Review and expand vocabulary related to wild animals• Be engaged with multilingualism, multimodality and PTL
	Equipment and Material Needed	<ul style="list-style-type: none">• Flashcards• Bingo Cards• Sticky notes• Projector

Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



01 | Preparation - Vocabulary Selection

- Specify the words you will teach.



02 | Starting Point (5')

- Start with a brief discussion about wild animals. Ask questions like "What is your favorite wild animal" or "Have you ever seen a wild in real life?". The students' answers can be in either English or their first language.



03 | Aim Setting (1')

- Present the aim to the students, which is to learn the names of different wild animals.



04 | Introduction of New Vocabulary (10')

- Show each picture separately.
- Each time you ask the students to guess which wild animal is depicted in each picture. For each flashcard, ask the students if they know the name of that wild animal in their mother tongue (L1). Write the English word on the board next to its translation in the students' L1.
- Read the word aloud to hear the pronunciation.
- Ask them to repeat after you.
- Continue this process until all the selected images are displayed.



05 | Material processing - Game

Divide the students into pairs.

Activity A – Matching Game (10')

1. Distribute a set of flashcards to each pair of students.
2. Give them an additional set of sticky notes and ask them to write the name of each wild animal in their L1 on the sticky notes.
3. Students will match the English flashcards with the corresponding sticky notes in their mother tongue.
4. After they finish, they will compare their answers with another pair to check if they matched them correctly.

Activity B – “Guess the wild animal” (10')

5. Using the projector, display some images of wild animals.
6. In these images, only a part of the animal's body is shown, not the whole animal.
7. Ask the students if they can guess which animal it is.
8. Then, reveal the full image.

Activity C – Name the flashcard (9')

9. Hold up each flashcard and ask students to shout out the name of the wild animal in English.
10. After saying the English name, ask, "Who can tell me this word in L1?" to reinforce vocabulary in both languages.

Activity D – Animal Bingo (15')

11. Prepare Bingo cards with images of different wild animals.
12. Hand out the cards to students.
13. Call out the names of the animals in English.
14. Students mark the corresponding images on their Bingo cards.
15. As a variation, you can call out the names in their L1 to add an additional layer of challenge.



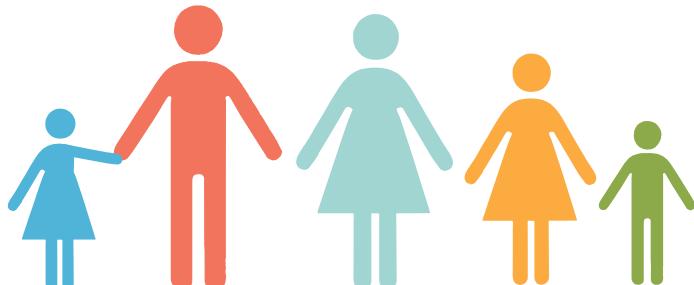
06 | Wrap-up and Reflection (5')

- Ask students to share one new wild animal vocabulary word they learned today and how to say it in both English and their mother tongue.

Useful Tips

01

If the learners have low literacy in their L1 they can be asked to provide the words in their L1 orally and not in their written form. There may be different levels of L1 literacy in the groups that will be formed and, thus, the learners will help each other in case they are not aware of the L1 translations. Moreover, if the teacher thinks that the activities cannot be performed in the learners' L1s, they can be asked to work on the multilingual activities in a foreign language the students learn at school, like for example French, German etc.



01 | A) Two sets of flashcards

a)



elephant



anteater



fox



panda



squirrel



tiger



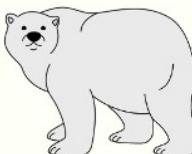
koala



gorilla



cheetah



polar bear

01 | A) Two sets of flashcards

b)



elephant



anteater



fox



panda



squirrel



tiger



koala



gorilla



cheetah



polar bear

01 | B) Bingo Cards

BINGO



Answers



Notes