

Lesson objectives

- To understand simple factfiles
- To review and extend vocabulary for parts of a bird's body
- To identify nouns and adjectives
- To write a description of a picture

Language

It's got (long) (legs) and a (long) (neck).

Has (the peacock) got (a blue beak)?

Yes, it has. No, it hasn't.

New vocabulary: *wings, feathers, beak, neck, tail*

Other vocabulary: *body, head, legs, big, little, long, short, tall*

More words: *fast, slow, funny, scary*

Presentation and pre-reading (page 28)

- With books closed, see if the children can tell you any of the parts of a bird's body in English. Write the words on the board. You might want to draw a simple picture of a bird and label it.
- Ask the children to open their books at page 28. Explain the meaning of *funny* in the unit title (it can mean amusing or unusual; in this context it means unusual).
- Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation.
- Do a simple mime for each of the words and practise the mimes with the children. Then say the words at random and let the children do the mimes. Finally, do the mimes without speaking and let the children say the words.
- Ask the children to look at the photos in the reading text and say what birds they can see (let the children name them in L1 if they know what they are called).

Reading (page 28)

1 Read and listen. 🎧 07

- Play the recording while the children point to the pictures. Model and drill pronunciation of the three bird names.
- Play the recording again while the children follow the texts in their books. To check understanding of the key language, make some statements and let the children tell you which bird you are talking about. Encourage the children to use the photos to help them answer.

Example statements:

It hasn't got a tail. (The kiwi)

It's got black feathers. (The ostrich)

It's got a long tail. (The peacock)

It's got a long beak. (The kiwi)

It's got a blue neck. (The peacock)

It's got pink legs. (The ostrich)

It's got brown feathers. (The kiwi).

Comprehension (page 29)

2 Label the pictures.

- The children label the three pictures. Encourage them to look back at the reading text and to make sure they spell the bird names correctly.

KEY

1 peacock 2 kiwi 3 ostrich

3 Write *ostrich, peacock or kiwi*.

- The children use the reading text or the photos to help them complete the sentences.
- The children work individually then check their answers in pairs.
- Check the answers as a class.

KEY

1 ostrich 2 peacock 3 kiwi 4 peacock 5 kiwi

4 Read and write *Yes, it has. or No, it hasn't*.

- First, practise the short answers orally. Ask *Has the kiwi got blue feathers?* Model and drill the answer *No, it hasn't*. Then ask *Has the peacock got a long tail?* and model the answer *Yes, it has*.
- The children do Exercise 4 orally in pairs, with pencils down. They take turns to ask and answer the questions.
- Let the children work individually to answer the questions, then check the answers as a class.

KEY

1 No, it hasn't. 2 No, it hasn't. 3 Yes, it has. 4 Yes, it has.
5 No, it hasn't. 6 No, it hasn't.

Vocabulary (page 30)

5 Write the letters.

- If necessary, revise the words *body, head* and *legs*.
- Say *Number one. Wing. What letter is that?* Hold up your book and point to the ostrich's wing, and point out the example answer (f).
- Let the children complete the exercise individually then check their answers in pairs. Then check the answers as a class.

KEY

1 f 2 d 3 h 4 a 5 e 6 c 7 b 8 g

6 Complete the puzzle and find the mystery word.

- The children write the words in the puzzle, copying the spelling from Exercise 5 above.
- When they have finished, ask *What's the mystery word? (ostrich)*.

KEY

					¹ B	O	D	Y
		² L	E	G	S			
					³ T	A	I	L
⁴ F	E	A	T	H	E	R	S	
					⁵ W	I	N	G
				⁶ N	E	C	K	
						⁷ H	E	A
								D

More words (page 47)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 47 and look at the pictures in the vocabulary panel. Model and drill the four new adjectives.
- If you have space, ask the children to stand up and mime each adjective when you say the words (e.g., for *scary*, they can make a scary-looking face, for *fast*, they can move their arms as if they are running).

Write and match.

- The children unscramble the words and write them on the lines. Then they draw a joining line between each sentence and the corresponding picture.

KEY

1 fast 2 funny 3 slow 4 scary

Writing (page 31)

- Ask the children to look at the drawing of a bird and to cover up the text with a book. See if they can say some sentences about the bird using *It's got...*
- Read the text while the children follow it in their books.
- Now draw attention to the nouns and adjectives in the text, in preparation for Exercise 7. Remind or explain to the children that nouns are usually things, and adjectives are words we use to describe things. Say *Listen and say the nouns*. Read the text, leaving out the nouns and letting the children say them:

A Funny _____ by Katie Turner

This is the Zongo _____. It's very funny. It's got little _____ and it's got a long _____. It's got short _____. It's got red, blue and yellow _____.

- Now say *Listen again and say the adjectives*. Read the text without the adjectives:

A *Bird* by Katie Turner

This is the Zongo bird. It's very _____. It's got _____ wings and it's got a _____ beak. It's got _____ legs. It's got _____, _____ and _____ feathers.

7 Put the words in the correct boxes.

- Ask the children to look at the table, and read the words *Nouns* and *Adjectives*. Read all the words in the box with the children and decide together whether each one is a noun or an adjective, before the children write anything.
- The children work individually to write all the words in the correct columns. Let them check their answers in pairs, then check them as a class.

KEY

Nouns	Adjectives
head	short
feather	tall
neck	little
beak	long
tail	big
wing	funny

8 Draw a picture of a funny bird. Write about your bird.

- Tell the children to draw a picture of a funny bird. Explain that they should invent a bird of their own and invent a funny name for it. Tell them they can make it look as strange as they like.
- While the children are finishing their pictures, ask the children who have already finished *What has your bird got?* Encourage them to answer *It's got...*
- Now tell the children to write a text like the model text above, describing their bird. Explain that they should use several different nouns (i.e. bird body parts) and several different adjectives. If you feel it is necessary, draw a bird on the board and complete the text for it orally to demonstrate the activity.
- Ask a few children to read out their descriptions. You might want to display the completed pictures and descriptions in the classroom.

Further reading practice (optional)

- Before the class, write one or two texts similar to the model text. Make sure that the descriptions are quite different, e.g.

This is the Ra-ra bird. It's very scary. It's got long legs and big wings. It's got a small head and a long beak. It's got purple and green feathers. It hasn't got a tail.

This is the Rainbow bird. It's very small. It's got an orange head and a blue beak. It's got short yellow legs, red wings and a long green tail.

- Write the texts on the board, or photocopy and distribute them so that children sitting next to each other have different texts.
- Tell the children to read the texts and draw the birds they describe. Then let them compare their drawings.