Name trainee: Marina Lobato  
Tel. number:  
Date:  
Class number: 9

Course: Children (8-9 years old)  
Beginners

Time:  
Web Pages:  
http://www.boop.org/jan/justso/  
http://www.youtube.com/watch?v=6smTRZRanpk  
http://www.youtube.com/watch?v=KAhjHOaUEk8


General Objectives:  
- Identify the animals that live in the jungle.  
- Identify parts of the body.  
- Make Wh-questions through a meaningful context.  
- Identify the animal with the image provided.

Note: The story is adapted according to the age and level as this is an original story for native children.

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<th>TIME</th>
<th>OBJECTIVES</th>
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| 15 min. | That the students be able to:  
- Identify the animals that live in the jungle.  
- Spell the names of the animals correctly. | Warm up: The teacher will tell the students that they will see a video about animals and they have to identify the place where those animals live and memorize as many animals as possible. The video will be found in the following web page: http://www.youtube.com/watch?v=KAhjHOaUEk8  
After watching the video, the teacher elicits the animals they’ve seen and will ask the students to come to the board and write the names in a list in order to check spelling (one by one, by raising their hands).  
The teacher will now show the students some pictures of animals which will appear | G V R L S W | Internet Board / Pictures | With the whole class. | The teacher will ask the students to raise their hands in order to provide the names of the animals and write them on the board. In this way, students will be more organized. |

- Identify the animals that live in the jungle.  
- Spell the names of the animals correctly.
| 15min. | That the students be able to:  
- Identify the parts of the body of an elephant.  
- Make wh-questions through a meaningful context. |  
|  | in the story they will read: elephant - ostrich - giraffe - hippo - baboon - crocodile - kolokolo bird - python snake. And then she will elicit the name of the animal (which probably is already in the list) and will provide the names of those which they will not know.  
(See appendix)  
Pre-watching and listening:  
The teacher will tell the students that they will listen to a story about an elephant that had "no trunk". The teacher will draw an arrow from the picture of the elephant to point at the trunk and write the word. The teacher will explain: "Elephants have a trunk... so what do you have? Have you got a trunk?" The teacher will then try to elicit the word "nose". Then she will ask the students to describe the rest of the elephant's body in order to complete activity 1 in their worksheets.  
(See Worksheet)  
Then the teacher will tell the students that the elephant in the story is very "curious" and has got many questions. Then the teacher will try to elicit possible questions that the elephant may have. For example, What do elephants do? | √ | √ | √ | Worksheet  
Pictures  
The whole class.  
Individual.  
The teacher will guide ask them if they can think about any question starting with.. Why, etc., in order to elicit as many questions as possible. |
| 20 min. | That the students be able to:  
- Make predictions about the story from the title and the first image that appears in the video.  
- Identify the animals in the video and rank them in the order they appear.  
- Discuss the most important events in the story.  
- Discuss the advantages the elephant has of having a long trunk. |
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<td>Why do the zebras have stripes? and so on. (The teacher will try to elicit all types of Wh-questions: What, When, Who, How, Where, etc.)</td>
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| | **While watching-listening:**  
Now the teacher will tell the students that they will watch and listen to the story "The Elephant’s Child". [http://www.youtube.com/watch?v=6smTRZ2anzk](http://www.youtube.com/watch?v=6smTRZ2anzk)  
The teacher will exploit the images at the beginning of the video as well as the title, asking questions such as:  
- What animals can you see in the introduction of the video?  
- Why is the story called "The elephant’s child"?  
The teacher will provide a worksheet with the pictures and names of the different animals in the story at random order and the students will have to write the numbers in the order they appear.  
(See worksheet)  
The teacher will then play the video and check the order with the whole class.  
The second time they watch the video, the teacher will pause at each important moment in the story in order to check the students' understanding. | √ | √ | The computer Worksheet | In pairs | The teacher will make a pause at each important moment in the story in order to check the students' understanding. |
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<th>10 min.</th>
<th>That the students be able to:</th>
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<td>- Describe the part of the story they liked the most through drawing and discussion.</td>
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- Describe the part of the story they liked the most through drawing and discussion.

The teacher will ask the students to pay attention to the most important questions the elephant asks: What does the crocodile have for dinner? The teacher can elicit the answer from the students. Then the teacher will ask the students to mention which advantages the elephant has of having a long trunk. Students write different possibilities in their worksheets and then check with the video to confirm. Students can work in pairs.

*(See worksheet)*

The students will now draw the part of the story they liked the best and write the vocabulary next to the drawing they make. Students can comment on that part they liked.

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<th>Individual work</th>
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The teacher will be checking their drawings and asking them to label the items they drew.