Name of activity: Wild Animals

Short description: students have to put words in the correct order to make sentences about wild animals. This can be an extension to 6.17.

Link to curriculum: Grade 7; Unit 6.17

Difficulty level: medium

Time: 20 minutes

Learning outcomes: by the end of this activity:

- Students will have identified the correct word order to make sentences about wild animals

(Competency 6; Grammar)

Option 1	**Option 2**	**Option 3**
Lesson plan with:	Lesson plan with:	Lesson plan with:
✓ Worksheet	✓ Worksheets to project (data projector)	✓ Activities for a Computer Room

Link to material:

http://learnenglishkids.britishcouncil.org/en/word-games/make-the-sentences/wild-animals

Option 1: Worksheet

Preparation	1. Decide whether students are completing this activity individually or with a partner. 2. Prepare enough copies accordingly – worksheet 1. 3. This activity focuses on word order in sentences. Prepare an example that can be used with the whole class during the introduction – this could be on a white board or on chart paper.
Stage / Time	**Procedure**
Introduction **5 min**	1. Explain to students that they are going to be doing an activity that focuses on word order – the order that words go in a sentence so that it makes sense. 2. Show them the individual words from the sentence that you have prepared. Read them in a random order, or have students read the random words. Ask 'Does that make sense?' 3. Facilitate the students to work together and put the words in order so that the sentence makes sense. Check by asking 'Does it make sense now?'
Practice 1 **10-15 min**	1. Explain that students will be working individually (or with a partner), to put the words in the correct order so that the sentences make sense. Each sentence is about a different wild animal. 2. There is enough space under each mixed up sentence for students to write it in the correct order. 3. As students make a start, monitor the room and take note of any particular sentences/words that are causing problems. 4. When students have finished, they can work with another student/pair to check their answers. 5. Bring the class back together for feedback. 6. Review any issues that you noticed when monitoring the class.
Variations	1. Students who finish early can make their own mixed up sentences about animals for others to work out. 2. The worksheet could be adapted and become a cut up so students can sort and paste the words into the correct order.

Worksheet 1

A / trees. / climbs / monkey
An / trunk. / has/ long / a / elephant

Hasn't / got / a / snake / legs.
a/ bird. / parrot /colourful / is / A
has / stripes. / A / tiger
A / teeth. / crocodile / of / lots / has
night. / A / at / flies / bat
a / big / lion / cat. / is / A
long /A / giraffe /a / neck. / has
A / pink. / is / flamingo
in / water. / lives / hippo / A
bear / A / honey. / likes

Option 2: Data Projector

Preparation	1. Ensure the data projector is ready with worksheet 1. Because this worksheet is long, ensure that only 4 sentences are projected at a time.
	2. Decide how you will allocate students into 2 teams.
	3. This activity focuses on word order in sentences. Prepare an

Stage / Time	Procedure
	example that can be used with the whole class during the introduction – this could be on a white board/Interactive white board or on chart paper.
Introduction

5 min | 1. Explain to students that they are going to be doing an activity that focuses on word order – the order that words go in a sentence so that it makes sense.
2. Show them the individual words from the sentence that you have prepared. Read them in a random order, or have students read the random words. Ask 'Does that make sense?'
3. Facilitate the students to work together and put the words in order so that the sentence makes sense. Check by asking 'Does it make sense now?' |
| **Practice 1**

10-15 min | 1. Sort the students into 2 teams. Each team has to have one 'runner'.
2. Explain that they have to work with their teammates to put the words into the correct order so that the sentence makes sense. When they think they have the sentence in the correct order they need to write it on a piece of paper and run up to show the teacher who tells them whether it is correct or whether they need to try again.
3. Only one 'runner' from each group can take the written sentence to the teacher, and they can only take one sentence at a time.
4. The team that gets all the sentences into the correct order first wins.
5. As students make a start, monitor the teams and their responses, taking note of any particular sentences/words that are causing problems.
6. Bring the class back together for feedback.
7. Review any issues that you noticed during the activity |
| **Variations** | 1. The procedure above could be done with 3 or 4 teams, depending on the size of the class.
2. The teams take turns to come up to the interactive white board and re-write a sentence into the correct order. Each team takes a turn to do one sentence. The team with the most correct sentences wins. |

Option 3: Computer Lab

Preparation	1. Ensure all computers are ready with the link: http://learnenglishkids.britishcouncil.org/en/word-games/make-the-sentences/wild-animals 2. Will students be working individually or with a partner? 3. This activity focuses on word order in sentences. Prepare an example that can be used with the whole class during the introduction – this could be on a white board/Interactive white board or on chart paper.
Stage / Time	**Procedure**
Introduction **5 min**	4. Explain to students that they are going to be doing an activity that focuses on word order – the order that words go in a sentence so that it makes sense. 5. Show them the individual words from the sentence that you have prepared. Read them in a random order, or have students read the random words. Ask 'Does that make sense?' 6. Facilitate the students to work together and put the words in order so that the sentence makes sense. Check by asking 'Does it make sense now?'
Practice 1 **10 – 15 min**	4. Ensure all students have the correct link ready on the computer 5. Explain that they will be working through the activity, trying to put the words in the correct order for the sentence to make sense. 6. The computer lets them know whether they have it correct or not, and they need to keep trying until they get each sentence correct. 7. As students make a start, monitor and room and take note of any particular sentences/words that are causing problems. 8. Students who finish early can try again to improve their score/time. 9. When the majority of students have finished, bring the class back together for feedback. 10. Review any issues that you noticed when monitoring the class.