

# ANIMAL RIDDLES AND DESCRIPTIONS

## ENGLISH CLASS 4 ( 10 – 11 years old, 2nd year of English)

### OVERALL AIM:

- Expanding vocabulary (especially adjectives and verbs) through animal descriptions in English, spoken and written. Writing sentences.
- Getting used to making sentences using 'is/isn't and 'has' and the third person 's'.

CONTEXT: Making animal riddles and eventually presentations about Finnish animals for foreigners to read.

### CHALLENGE 1: Can you make an animal riddle in English?

Starting point: Two chapters in book, one about pets and the other about Finnish wild animals. Both introduced a lot of new adjectives, which needed to be processed and used.

The teacher asked the pupils some riddles. They decided they couldn't make riddles in English. They didn't know how and didn't have enough words (which wasn't the case, but they thought it was).

**WORKSHEET 1 page 1** *Finding adjectives to start making riddles; game to help – motivation, warming up.*

#### Task 1

In pairs pupils filled the two boxes with adjectives. They could look in their books and were encouraged to use more difficult adjectives which were new to them.

#### Task 2

They then played the game on the worksheet, throwing dice to find which two adjectives to use to describe an animal. Then they had to decide what animal it could be – eg scary and hairy – a bear. They then had to think of another animal it could be eg a wolf.

After the game, pairs mixed and asked each other what animals any two adjectives could describe.

## **WORKSHEET 1, page 2**

### **Task 1 Making riddles**

Pairwork: The pupils made riddles in pairs on the worksheet. The worksheet progressed from a simple riddle to a more difficult one, and finally they had to make one giving more information about the animals. This final task was very difficult – they could only make the riddles with adjectives. They got confused about how the riddle would work, and about what words they knew.

### **Task 2: Help with making riddles giving more information about the animal.**

Pairwork: The pupils worked out what parameters the sentences in their riddles described. We had already worked with parameters, so they knew what they were.

Whole class: discussing the parameters and some options for what they might be (Is 'long' shape or size? Is 'slimey' feel or appearance?). We had a good discussion and didn't come to any definite conclusions. We decided there could be alternatives.

Pairs: Any other parameters we could use? They came up suggestions such as with home, food, how they move, what sounds they make... For 'What we need to know' they suggested more words, and more information about some animals.

## **Worksheet 3, page 1**

### **Task 1: Reading. Using a small bank of short texts about snakes to find out more parameters for describing animals, and to expand vocabulary.**

Individual work: The pupils read the texts and matched them to the pictures. They found this fairly difficult as the pictures are similar and the size of the snakes can't be seen from the pictures. There were also quite a few new words.

Whole class: We discussed which snake is which and why. In the process we found out which words are new and they noted them in their notebooks. It might be good to have room for new words on the worksheets? Or have some system for where they go.

### **Task 2: Which parameters emerged from these descriptions?**

This task was done individually and then in pairs and then the whole class. They found it hard to pick out any more as we had the most obvious already. They found 'Dangerous?', Appearance of head', 'Any markings', 'Likes and dislikes'. They noticed the texts didn't help them a lot with words for movement or for animals sounds, so

we discussed where we could find out that information. I promised to see if I could find some text where we could decide on the sounds of some common animals at least.

The next worksheet (**Worksheet 4**) will again be a bank of short texts for sounds and movement.

After that we'll make an ENV (**Worksheet 5**) where we can mark down the parameters we have, and they can write sentences about three different animals next to the parameters. We can then use the ENV (or passport) to compare the animals and to make more informative riddles.

After all this the idea is that they should be able to make presentations about Finnish wild animals. However, this will bring more small challenges before we are ready.