

The animal kingdom



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Level

The animal kingdom is a game for students who have reached the A1-A2 level of the Common European Framework of Reference for Languages (CEFR). The teacher can adapt the game according to the language level of the group/class, by choosing to practise vocabulary in bingo games, by using simple or more complex language structures related to animals or by using the various alternative game proposals offered in this guide.

Language aims

- Encourage and strengthen learning and the correct use of vocabulary and language structures related to animals.
- Widen the students' vocabulary via the presentation of animals within a stimulating and fun context: Where do they live? What do they look like? What do they eat?

Materials

The animal kingdom includes:

- a pack of 66 photo cards
- 36 bingo grids with lists of animals on the reverse side

The cards present photos of the various animals together with the written word which can be seen below each image. They can be used as mini flashcards to help with the comprehension of vocabulary, as well as for game play.

Each bingo grid contains six photos. On the reverse side of each grid there is a list of the animals that each player needs to obtain.





Rules of the game

Bingo

The game can be played in class (with the teacher) or at home (with a group leader). Each player receives one or more grids. The teacher or group leader shuffles the pack of cards, takes one at a time and either shows the card to the players or says the name of the animal. If a player has the same animal on their bingo grid, he/she covers the corresponding square.

The game can be played at a lower level by showing the image and saying the name of the animal, or at a higher level by saying the name without showing the image.

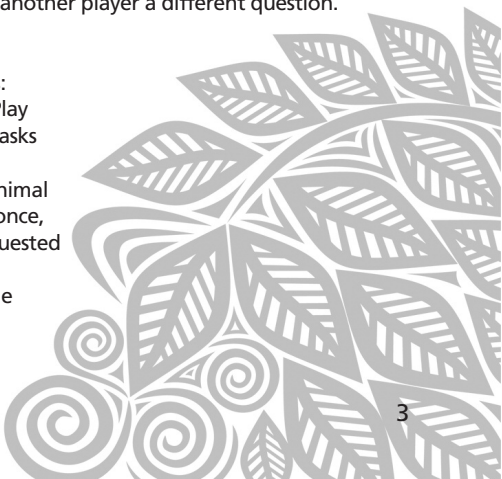
The winner is the first player to cover all of the photos on his/her grid(s).

The list of animals

Divide the photo cards among the players. Each player also has one grid with a list of animals on the reverse.

Player one turns to the player on his /her right and asks (for example): *Have you got the rabbit?* If the player has the card with the rabbit, he/she replies: *Yes, I've got the rabbit*, and hands over the card to the player who asked. The player replies: *Thank you* and takes the card. He/She then continues to ask another player a different question.

If the player doesn't have the requested card, he/she replies: *No, I haven't got the rabbit*. Play now turns to this player who asks another player for one of the animals on his/her list. Each animal can be requested more than once, and once obtained, if it is requested by another player, it must be handed over. The winner is the first player to obtain all of the animals on his/her list.



Sequence of vocabulary presented in alphabetical order

1. Alpine ibex
2. ant
3. Arctic fox
4. bat
5. bee
6. butterfly
7. canary
8. cat
9. cow
10. crab
11. crocodile
12. deer
13. dog
14. dolphin
15. donkey
16. duck
17. eagle
18. elephant
19. fly
20. frog
21. gazelle
22. giraffe
23. goat
24. goldfish
25. goose
26. gorilla
27. hedgehog
28. hen
29. hippopotamus
30. horse
31. jellyfish
32. kangaroo
33. ladybird
34. leopard
35. lion
36. marmot
37. mole
38. monkey
39. mouse
40. octopus
41. ostrich
42. owl
43. panda
44. parrot
45. penguin
46. pig
47. polar bear
48. rabbit
49. rhinoceros
50. rooster
51. seal
52. shark
53. sheep
54. snail
55. snake
56. spider
57. squirrel
58. tiger
59. turkey
60. turtle
61. walrus
62. whale
63. wild boar
64. wolf
65. worm
66. zebra

Games and didactic activities

Here is a selection of other games and activities that the teacher can modify and adapt according to the language level of the group/class.

HOW BIG?

Divide the students into small groups. Give each group a list of ten animals. The students have to order the animals according to size, from the biggest to the smallest.

LETTERS AND ANIMALS

The aim of this game is to find the names of animals that start with the same letter in the shortest amount of time possible.

Example: *Write the names of the animals you know that begin with the letter B.*

Answers: *bat, bee, butterfly*

(Letters which are impossible: (I, N, U, V, X, Y). Students may however suggest other animals which are not on the lists provided. A point is rewarded for each correct answer and the winner is the player with the most points at the end of the game.

PLURALS

Divide the students into small groups and ask them to write as many plural forms of the animals as possible. Give the students a time limit to make the game more exciting.

The teams win one point for each correct plural form. For each incorrect plural form they lose a point.

The team with the most correct plural forms is the winner.

Plural forms	
1. Alpine ibex	34. leopards
2. ants	35. lions
3. Arctic foxes	36. marmots
4. bats	37. mice
5. bees	38. moles
6. butterflies	39. monkeys
7. canaries	40. octopuses
8. cats	41. ostriches
9. cows	42. owls
10. crabs	43. pandas/panda
11. crocodiles	44. parrots
12. deer	45. penguins
13. dogs	46. pigs
14. dolphins	47. polar bears
15. donkeys	48. rabbits
16. ducks	49. rhinoceros/rhinoceroses
17. eagles	50. roosters
18. elephants	51. seals
19. flies	52. sharks
20. frogs	53. sheep
21. gazelle/gazelles	54. snails
22. geese	55. snakes
23. giraffe/giraffes	56. spiders
24. goats	57. squirrels
25. goldfish	58. tigers
26. gorillas	59. turkeys
27. hedgehogs	60. turtles
28. hens	61. walrus/walruses
29. hippopotamuses	62. whales
30. horses	63. wild boar/wild boars
31. jellyfish	64. wolves
32. kangaroos	65. worms
33. ladybirds	66. zebra/zebras

WHAT DO ANIMALS EAT?

The teacher writes words on the board about animals and the food they eat. The teacher then shows the students the cards and asks what each animal eats.

Example: The teacher shows the rabbit card and asks: *What does the rabbit eat?* The students choose from the written words on the board to answer the question: *The rabbit eats carrots.*

Examples of words to write on the board to carry out the activity:

acorns	honey
algae	insects
bamboo	leaves
bananas	lettuce
bones	meat
carrots	milk
cheese	nuts
fish	pollen
flowers	seeds
grass	

WHERE DO ANIMALS LIVE?

This activity is similar to the previous one but this time students are asked about animals' habitats.

Example: The teacher shows the cow card and asks: *Where does the cow live?/Where do cows live?* The students choose from the options given on the board. *The cow lives on a farm./Cows live on a farm.*

on a farm	in the woods
in the countryside	at the North or South Poles
in the mountains	in the garden
on the beach	
in the sea	
in the sky	
in the forest	

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