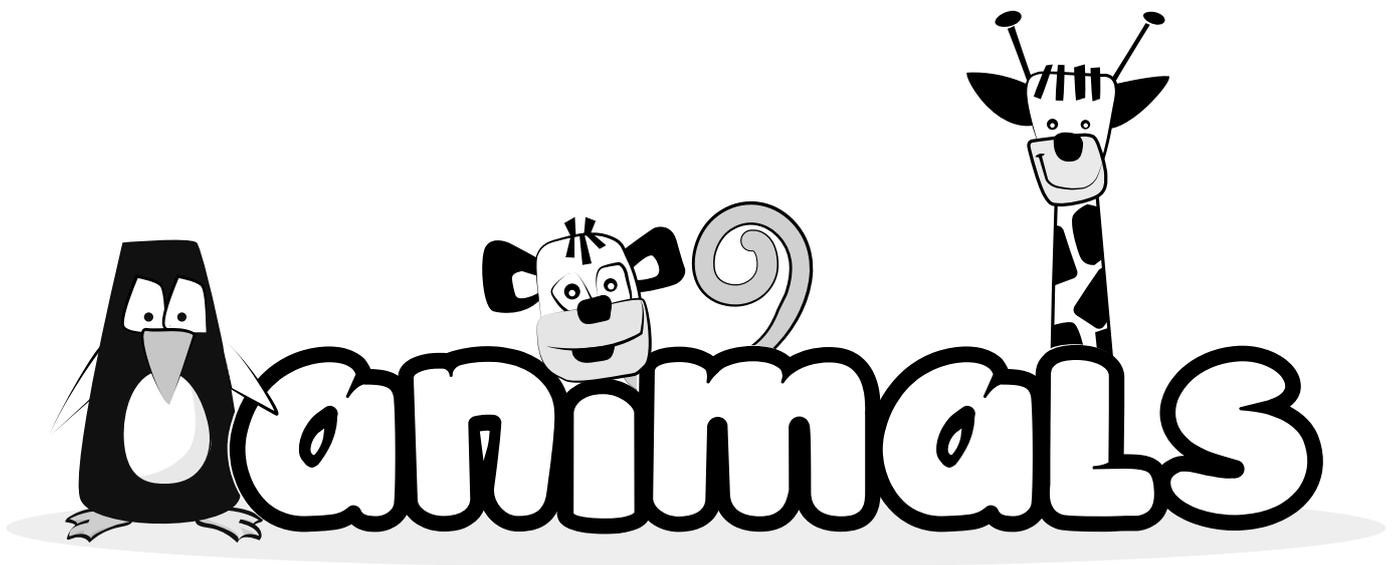
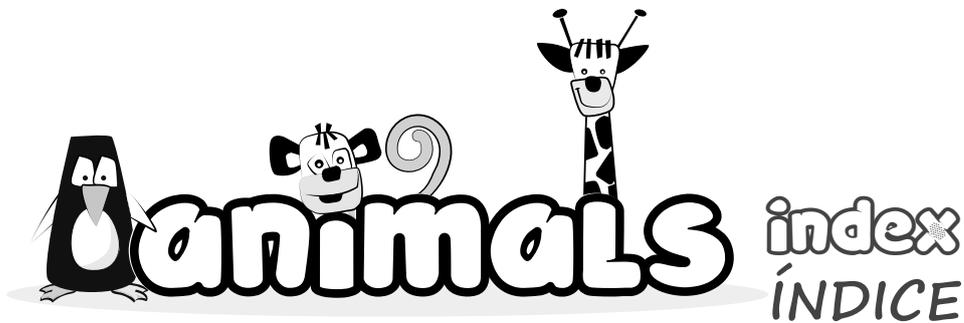


**F**

**FORUM  
THEATRE &  
EDUCATION**

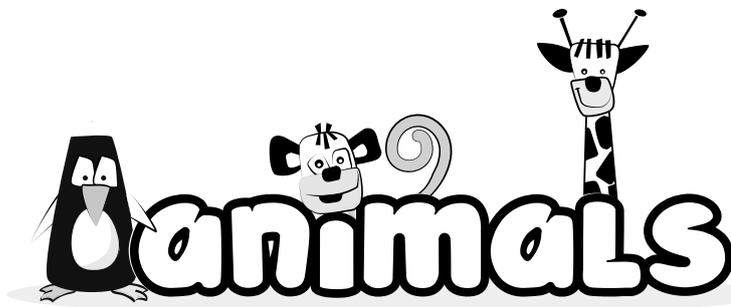




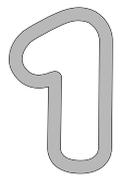
The header features a cartoon illustration of a penguin, a dog, and a giraffe standing behind the word 'animals' in a large, bubbly font. To the right, the words 'index' and 'ÍNDICE' are written in a smaller, stylized font.

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## introduction



The primary purpose of the teacher's pack is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of "ANIMALS".

The pack has been designed as a tool to help students understand the play, learn new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will understand better both how the story develops and the lines the actors deliver so they will get more enjoyment out of the performance.

This CD contains some introductory material where you'll find texts corresponding to the plot synopsis and the characters, some dialogues from the play and the original songs performed in the play.

Also, you'll find some suggested activities we recommend you to do before the play, Pre-play activities, and some Post-play activities which have been designed to check if students have understood the play correctly. The activities also enable the students vocabulary, expressions and grammatical structures to improve. Pre-play and post-play activities include instructions for the teacher and the corresponding student worksheets, as long as the activity requires them. Some of the activities have an extension part (Extension activity) which makes it possible to study the contents in depth, depending on the groups ability.

Both the introductory material and the suggested activities may require the corresponding audio material to make better use of them. In that case, we provide you with the corresponding track number from the Audio CD.

In order to help the teacher find and select

the audio activities, we have listed below the track numbers with its corresponding contents from the play "ANIMALS".

### CD. AUDIO- ANIMALS (Track 1 to 10)

Track -1- Meet the Characters .

"Listening and repeat."

Track -2- Dialogue 1.

"Walter and Alice enter the zoo"

Track -3- Dialogue 2. "Alice meets the panda"

Track -4- Song 1. "Welcome to the Zoo"

Track -5- Song 2.

"The Animals Song" (Long Version).

Track -6- Song 3.

"The Animals Song" (Short Version).

Track -7- Pre-play Activity 2. "Who is Alice?"

Track -8- Pre-play Activity 5.

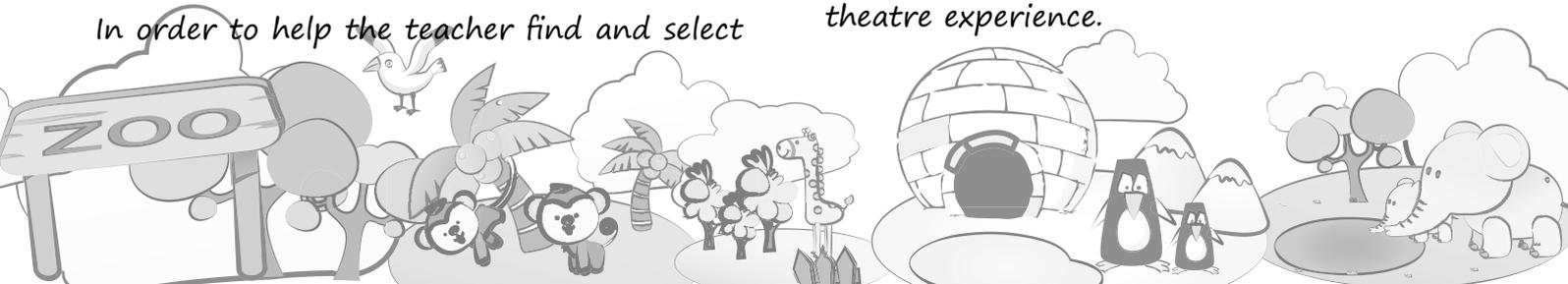
"Let's meet the animals!"

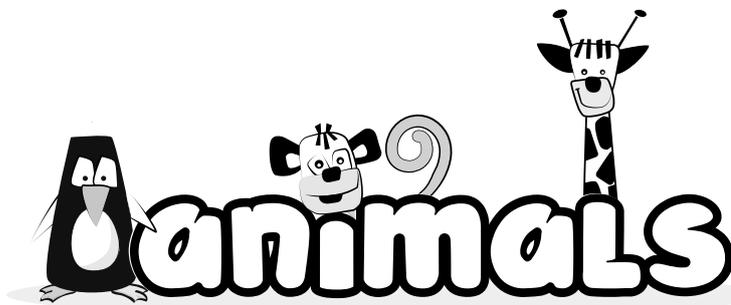
Track -9- Post-play Activity 5. "True or False"

Track -10- Post play extra activity. "Find your way"

A new feature includes the possibility for teachers to see the choreography of the song "THE ANIMAL SONG" on our website and therefore offers the opportunity of teaching it to students prior to the show, thus allowing them to fully enjoy the dance on the day of the show.

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher's pack. We also hope this prove to be a useful aid in enhancing enjoyment of this Interactive theatre experience.





## CONCEPTUAL CONTENTS

### CONTENIDOS CONCEPTUALES

The educational interests of this activity will focus on helping students start developing the four basic skills of any foreign language: listening, speaking, reading and writing. All this with an approach based on communication, which aims to encourage students, involving them in dialogues, conversations, songs ... and other forms of communication that are essential to the teaching and learning of a foreign language process.

At this stage students should develop a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

The teaching materials of "ANIMALS" will allow you to study in depth the following conceptual contents:

#### LISTENING:

Various activities such as listening and repeating words as well as having to fill in the gaps to certain dialogues and songs, helping to sharpen the students ear and encourage them to repeat all they here in English.

#### READING AND WRITING:

There are numerous moments where students have to read and understand the sentences and dialogues within this dossier. It helps them to hone in on their reading skills and then gives them the opportunity through writing to practice what they already know as well as developing a greater knowledge of the language.

Los intereses educativos de esta actividad se centran en ayudar a los alumnos que comienzan a desarrollar las cuatro habilidades básicas de cualquier lengua extranjera: escuchar, hablar, leer y escribir. Todo ello con un enfoque basado en la comunicación, que tiene como objetivo animar a los estudiantes, con la participación en diálogos, conversaciones, canciones,... y otras formas de comunicación que son esenciales para la enseñanza y el aprendizaje de un proceso de lengua extranjera.

En esta etapa, los alumnos deben lograr un cierto nivel de comprensión y de comunicación para que puedan desplegar sus primeras manifestaciones comunicativas en inglés, y para consolidar las categorías gramaticales básicas de esta lengua, y asegurar su conocimiento y acercamiento a la tradición cultural anglosajona.

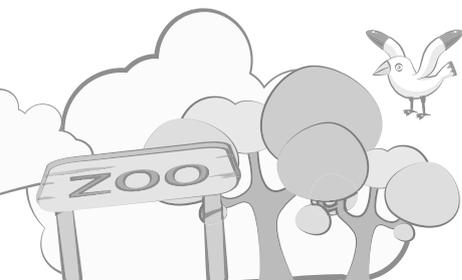
Los materiales didácticos de "ANIMALS" les permitirá estudiar en profundidad los siguientes contenidos conceptuales:

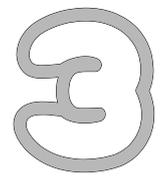
#### ESCUCHANDO:

Diversas actividades como escuchar y repetir las palabras, así como tener que llenar los vacíos de ciertos diálogos y canciones, contribuyendo a agudizar el oído y animar a los estudiantes a repetir todo lo que escuchen en Inglés.

#### LECTURA Y ESCRITURA:

Existen numerosos momentos en los que los estudiantes tienen que leer y entender las frases y diálogos dentro de este dossier. Esto les ayuda a afinar en sus habilidades de lectura y luego les dará la oportunidad a través de la escritura a practicar lo que ya conocen, así como el desarrollo de un mayor conocimiento de la lengua.





### CONVERSATION:

The main focus when learning a language should be on the ability to communicate. Here, students are given the opportunity to develop this important skill by involving them in dialogues, conversations, songs, and pair-work set specifically to encourage conversation in English.

At this stage students should have already developed a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

The teaching materials in "ANIMALS" will allow you to study the following conceptual contents in depth:

- **Present simple tense.** Auxiliary verbs in negatives and questions. Third person singular.
- **Imperatives. Verb conjugation.** Affirmative and negative sentences.
- **Physical descriptions.** Adjectives (big, soft, small...). Verbs (to have, to feed, to take, to eat, to catch etc...)
- **Vocabulary:** Animals, giving directions, colours, face and body parts and other useful vocabulary mentioned in the story.
- **Linking words:** "and":

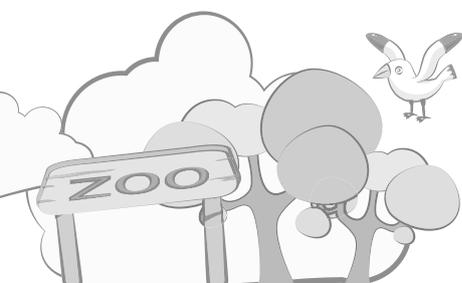
### CONVERSACIÓN:

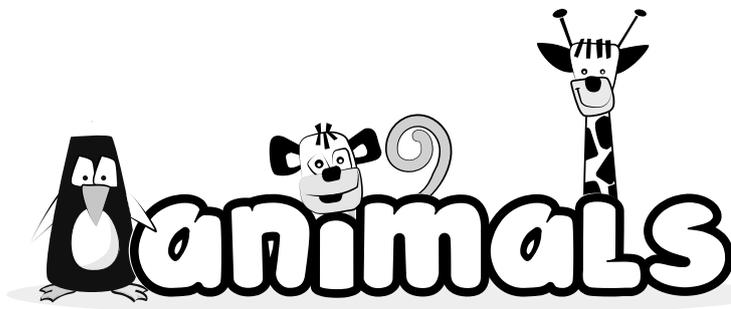
El principal enfoque en el aprendizaje de una lengua debe estar en la capacidad de comunicación. Aquí, los estudiantes tienen la oportunidad de desarrollar esta importante habilidad mediante su participación en los diálogos, conversaciones y canciones establecidos específicamente para fomentar la conversación en Inglés.

En esta etapa los alumnos ya deberían haber desarrollado un cierto nivel de comprensión y de comunicación para que puedan desplegar sus primeras manifestaciones comunicativas en inglés, y para consolidar las categorías gramaticales básicas de esta lengua, y asegurar su conocimiento y acercamiento a la tradición cultural anglosajona.

Los materiales didácticos de "ANIMALS" les permitirá estudiar los siguientes contenidos conceptuales en profundidad:

- **Presente simple.** Verbos auxiliares en los negativos y preguntas. Tercera persona del singular.
- **Imperativos.** La conjugación de verbos. Frases afirmativas y negativas.
- **Las descripciones físicas.** Los adjetivos (grande, suave, pequeño...). Los verbos (tener, para alimentar, tomar, comer, coger, etc.)
- **Vocabulario:** Animales, dar direcciones, colores, cara y partes del cuerpo y otras palabras útiles mencionadas en la historia.
- **Vinculación de las palabras:** "and":





## LOT SYNOPSIS ARGUMENTO

4

A trip to the zoo is the perfect opportunity for Alice to see all the animals that live there and learn about their curious habits. This is all thanks to Walter, who Alice calls Wally, a friendly zoo keeper, who guides her around the zoo and helps her to understand the importance in looking after the animals that surround them, so that they don't become extinct.

It will be very exciting to see the elegant giraffes, get so close to the majestic lion, burst into fits of laughter at the cheeky monkeys, admire the grandiosity of the elephants, feed the panda bear and say hello to the penguins.

An enjoyable and fun play with a clear message: take care of our environment, together, we can make our world more diverse and make room for both animals and people.

Un viaje al zoológico es la oportunidad perfecta para que Alice pueda ver todos los animales que viven allí y aprenda sus curiosas costumbres. Todo esto es gracias a Walter, a quien Alice llama Wally, un simpático vigilante del zoológico, que le guiará por el zoo y le ayudará a entender la importancia en el cuidado de los animales que nos rodean, para que éstos no se extingan.

Será muy emocionante ver a las elegantes jirafas, estar tan cerca del león majestuoso, estallar en un ataque de risa con los atrevidos monos, admirar la grandiosidad de los elefantes, alimentar al oso panda y saludar a los pingüinos.

Un juego agradable y divertido con un mensaje claro: cuidar de nuestro medio ambiente, juntos podemos hacer nuestro mundo más diverso y convivir en el mismo espacio los animales y las personas.





# animals meet THE CHARACTERS

LISTEN AND REPEAT - TRACK 1

Hello boys and girls when you hear this sound (bell) you must repeat the words.

Let's practice:

Do you live in Spain? (bell) Repeat: **Spain**

## WALTER

Good morning everybody! I am Walter and I am a zookeeper (bell) Repeat: **ZOOKEEPER**. My job is to open and close the zoo gates, take care of the animals and show the visitors (bell) **VISITORS** around the zoo. I am very friendly (bell) **FRIENDLY** and I love animals. I am wearing a shirt (bell) **SHIRT** and a hat. In my free time I like reading and going to the theatre (bell) **THEATRE**.

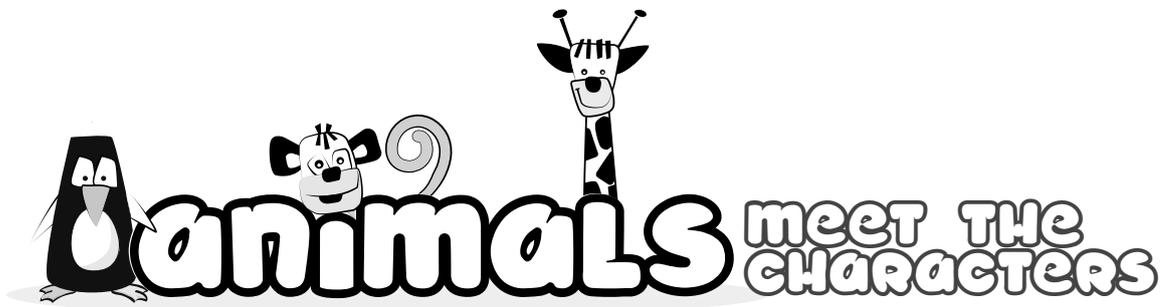
## ALICE

Hello?...helloooo?? (very quietly). HELLOOOOOO?? Oh hello!!!! My name is Alice! I am a girl (bell) Repeat: **GIRL** I am nine years old and I live in England (bell) **ENGLAND**. Today I am going to the zoo (bell) **ZOO**. My favourite animal is the panda, so I hope to see it. I am very excited (bell) **EXCITED**. I like riding my bike and cooking (bell) **COOKING**. I have three pets; a cat, a dog and a tortoise.

## WORDS:

ZOOKEEPER - VISITORS - FRIENDLY - SHIRT - THEATRE - GIRL - ENGLAND  
ZOO - EXCITED - COOKING.





# animals meet THE CHARACTERS



## WALTER

I am Walter and I am a zookeeper. My job is to open and close the zoo gates, take care of the animals and show the visitors around the zoo. I am very friendly and I love animals. I am wearing a shirt and a hat. In my free time I like reading and going to the theatre.

### Activity 1 (difficult)

Read the character descriptions and fill in the gaps.

#### WALTER.

He is a zookeeper.

He opens and closes the zoo gates.

He is very friendly and he loves animals.

He is wearing a shirt and a hat.

In his free time he likes reading and going to the theatre.

#### ALICE.

She is a girl and she is nine years old.

She lives in England.

Today she is going to the zoo.

Her favourite animal is the panda.

She likes riding her bike and cooking.

She has three pets.



## ALICE

My name is Alice. I am a girl and I am nine years old and I live in England. Today I am going to the zoo. My favourite animal is the panda, so I hope to see it. I am very excited. I like riding my bike and cooking. I have three pets; a cat, a dog and a tortoise.

### Activity 1 (easy)

Read the character descriptions and fill in the gaps.

#### WALTER.

I am a zookeeper.

I open and close the zoo gates.

I am very friendly and I love animals.

I am wearing a shirt and a hat.

In my free time I like reading and going to the theatre.

#### ALICE.

I am a girl and I am nine years old.

I live in England.

Today I am going to the zoo.

My favourite animal is the panda.

I like riding my bike and cooking.

I have three pets.





# animals

## MEET THE CHARACTERS

### ACTIVITY 1 - EASY



Read the character descriptions and fill in the gaps



**WALTER**

I am Walter and I am a zookeeper. My job is to open and close the zoo gates, take care of the animals and show the visitors around the zoo. I am very friendly and I love animals. I am wearing a shirt and a hat. In my free time I like reading and going to the theatre.

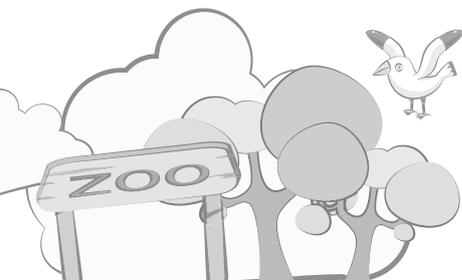
- I am a \_\_\_\_\_ .
- I \_\_\_\_\_ and \_\_\_\_\_ the zoo gates.
- I am very \_\_\_\_\_ and I \_\_\_\_\_ animals.
- I am wearing a \_\_\_\_\_ and a \_\_\_\_\_ .
- In my free time I like \_\_\_\_\_ and going to the \_\_\_\_\_ .



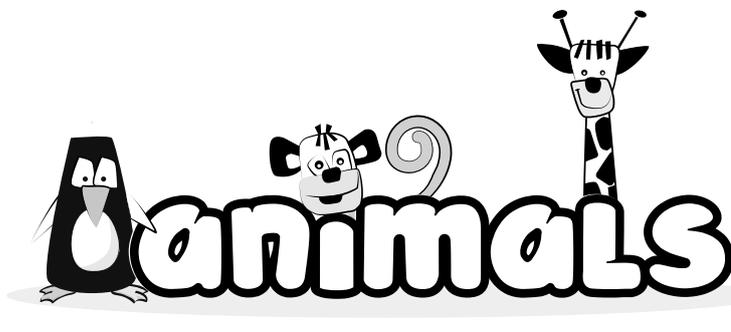
**ALICE**

My name is Alice. I am a girl and I am nine years old and I live in England. Today I am going to the zoo. My favourite animal is the panda, so I hope to see it. I am very excited. I like riding my bike and cooking. I have three pets; a cat, a dog and a tortoise.

- I am a \_\_\_\_\_ and I \_\_\_\_\_ nine years old.
- I \_\_\_\_\_ in England.
- Today I am \_\_\_\_\_ to the \_\_\_\_\_ .  
\_\_\_\_\_ favourite animal is the \_\_\_\_\_ .
- I \_\_\_\_\_ riding my bike and \_\_\_\_\_ .
- I \_\_\_\_\_ three pets.



FOR STUDENTS



# animals

## MEET THE CHARACTERS

### ACTIVITY 1 - DIFFICULT

8

Read the character descriptions and fill in the gaps



**WALTER**

I am Walter and I am a zookeeper. My job is to open and close the zoo gates, take care of the animals and show the visitors around the zoo. I am very friendly and I love animals. I am wearing a shirt and a hat. In my free time I like reading and going to the theatre.

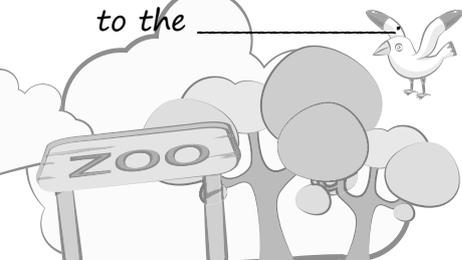
- He is a \_\_\_\_\_ .
- He \_\_\_\_\_ and \_\_\_\_\_ the zoo gates.
- He is very \_\_\_\_\_ and he \_\_\_\_\_ animals.
- He is wearing a \_\_\_\_\_ and a \_\_\_\_\_ .
- In his free time he likes \_\_\_\_\_ and going to the \_\_\_\_\_ .



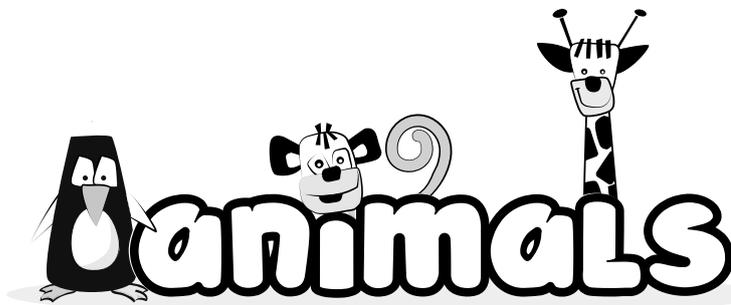
**ALICE**

My name is Alice. I am a girl and I am nine years old and I live in England. Today I am going to the zoo. My favourite animal is the panda, so I hope to see it. I am very excited. I like riding my bike and cooking. I have three pets; a cat, a dog and a tortoise.

- She is a \_\_\_\_\_ and she \_\_\_\_\_ nine years old.
- She \_\_\_\_\_ in England.
- Today she is \_\_\_\_\_ to the \_\_\_\_\_ .  
\_\_\_\_\_ favourite animal is the \_\_\_\_\_ .
- She \_\_\_\_\_ riding her bike and \_\_\_\_\_ .
- She \_\_\_\_\_ three \_\_\_\_\_ .



FOR STUDENTS



# walter and alice ENTER THE ZOO

DIALOGUE 1 - TRACK 2

9

**walter.** And now, help me. We will open the gates of the zoo, are you ready?

**alice.** Yes of course!

**walter.** Perfect, now we are inside the zoo. Before we were outside, but now we are inside.

**alice.** It's very nice.

**walter.** And very big. Do you like it?

**alice.** A lot.

**walter.** Very good, now let's see the animals.

**alice.** Animals.

**walter.** Wait here for a moment, I'll be right back.

**alice.** Uauh! It is a ... a...

**walter.** A giraffe, yes.

**alice.** I have never seen a giraffe so close.

**walter.** She's called Daisy, Daisy the giraffe. And now she is hungry.

**alice.** She is hungry?

**walter.** Yes, Alice, we have to feed her. Do you want to feed the giraffe?

# alice meets THE panda

DIALOGUE 2 - TRACK 3

**alice.** What? What did you say? What is it? A bear? A bear? Oh, oh, oh ... I am afraid of bears. Hey, wait! It's a ... a...

**walter.** Yes, a bear, Alice. A panda.

**alice.** A panda? It's wonderful.

**walter.** It is a lovely animal, quiet and very soft. Touch it, Alice.

**alice.** Ok!

**alice.** It's amazing, it's very soft.

**walter.** Heh, heh, heh. And now, Alice, we have to feed him. Do you know what panda's eat?

**alice.** More fish?

**walter.** No.

**alice.** Birds??

**walter.** No.

**alice.** I know. I know. The panda eats ... eats ... bears eat chocolate.

**walter.** No, Alice, the panda does not eat chocolate.

**alice.** But I do, and I am hungry.





# WELCOME TO THE ZOO

SONG 1 - TRACK 4

1. Welcome every boy and girl  
Welcome to the zoo  
There is lot's to see and do  
Here at the zoo

2. As we walk through the zoo  
This is what we see  
Elephants and hippos  
Monkeys in the trees

Chorus.

The monkeys sing OU AH OU AH x2  
The lions sing ROARRRRR x2  
The snakes sing SISSS SISSS SISSS x2  
The hens sing CLUCK CLUCK CLUCK x2  
But there is more!!!

3. Tigers roar very loud  
Giraffes stand so tall  
The fish swim round and round  
The birds fly in the sky

4. So welcome everyone today  
Have lots of fun here  
Let us walk around the zoo  
It's fun for me and you.

# THE animals SONG

(LONG VERSION)

SONG 2 - TRACK 5

Giraffes have long necks  
They reach up to the sky  
Giraffes have nobly knees  
They're calm and quiet and shy

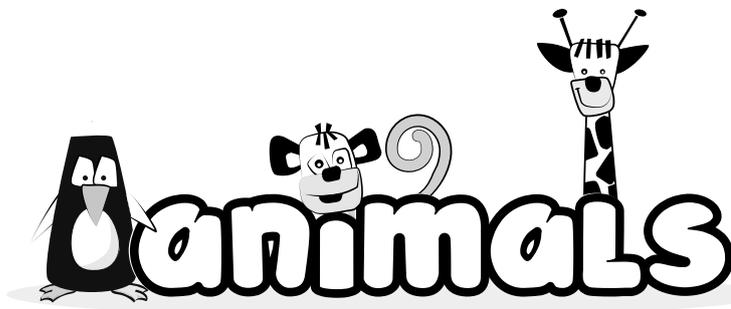
Penguins are black and white  
They walk very slowly  
Penguins waddle around  
On the tops of their toes

Giraffes like to eat leaves  
Penguins like to eat fish  
Pandas like to eat Bamboo  
Monkeys like to eat Bananas

Pandas are very big  
They have black around their eyes  
Pandas look very cute  
And they're very nice

Monkeys are a lot of fun  
They like to laugh and play  
Monkeys swing through the trees  
Ouua Ouua the say.





# animals

## THE ANIMALS SONG

(SHORT VERSIONS)

SONG 3 - TRACK 6

11

### animals giraffes

Giraffes have long necks  
They reach up to the sky  
Giraffes have nobly knees  
They're calm and quiet and shy.  
Giraffes run very fast  
But they cannot fly  
Giraffes have deep brown eyes  
They're tongues are long and dry.  
Giraffes like to eat leaves.  
Giraffes have long...

### animals penguins

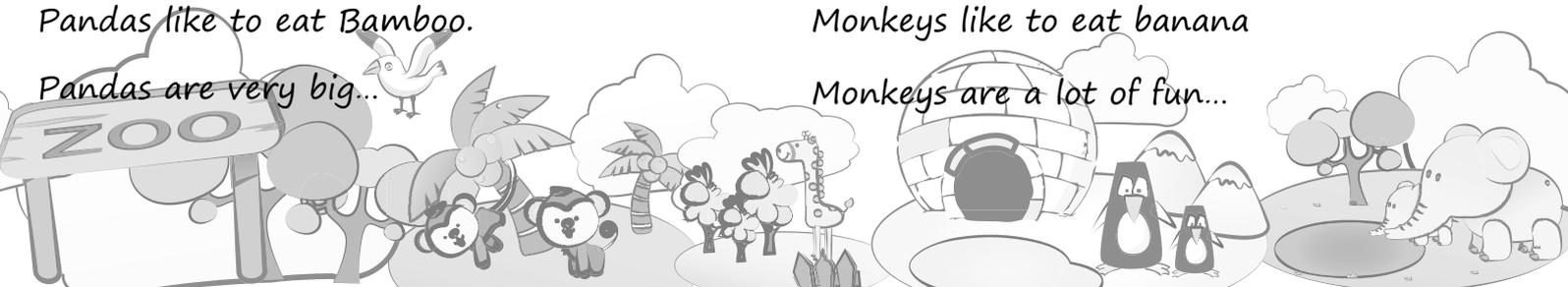
Penguins are black and white  
They walk very slowly  
Penguins waddle around  
On the tops of their toes.  
Penguins stand on the ice  
They're feet are very cold  
Penguins love to swim around  
Both young and old.  
Penguins like to eat fish.  
Penguins are black and white...

### animals pandas

Pandas are very big  
They have black around their eyes  
Pandas look very cute  
And they're very nice.  
Pandas have fur  
They roll around in the grass  
Pandas love to play  
They climb trees very fast.  
Pandas like to eat Bamboo.  
Pandas are very big...

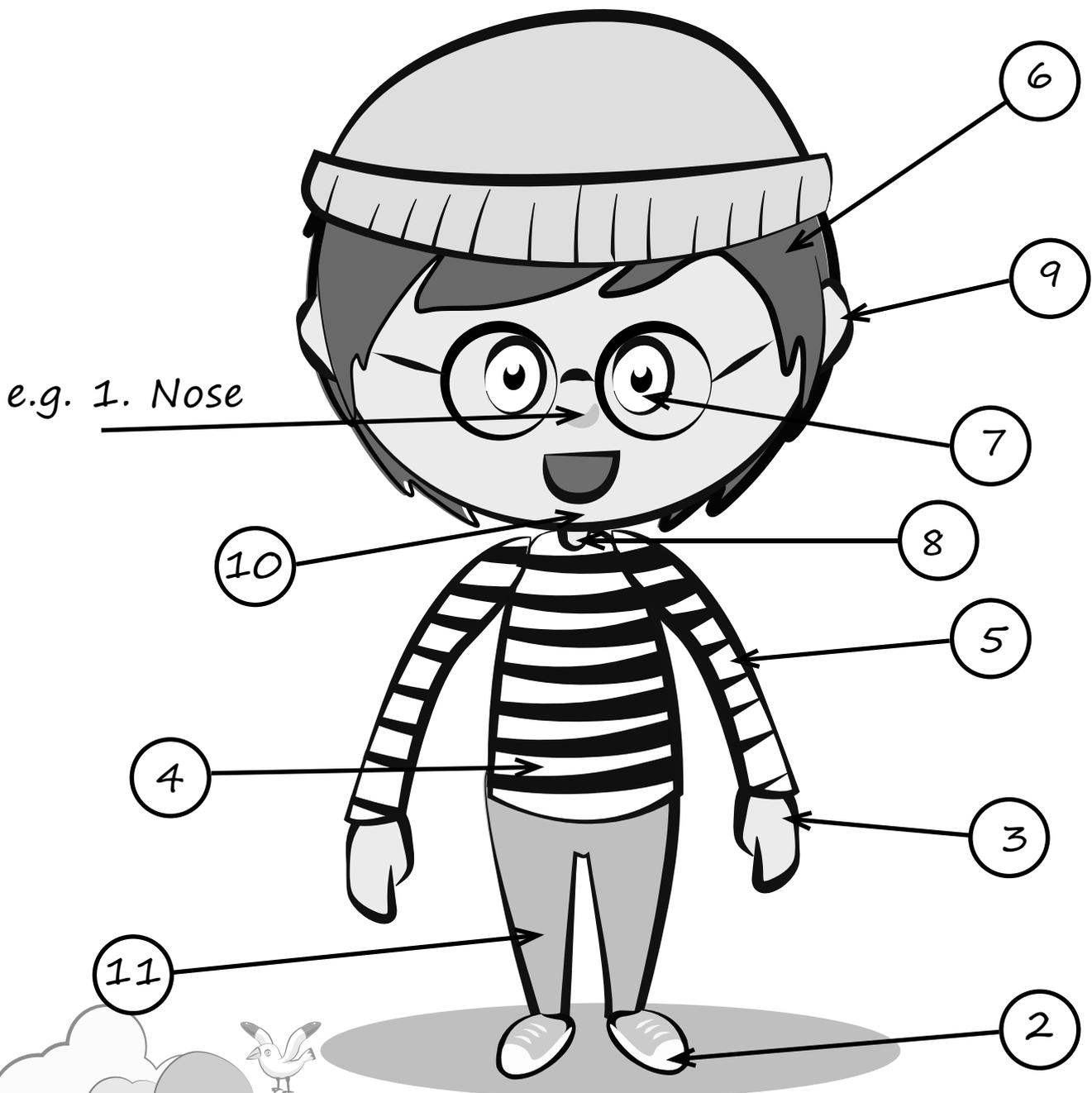
### animals monkeys

Monkeys are a lot of fun  
They like to laugh and play  
Monkeys swing through the trees  
Ouaa Ouaa they say.  
Monkeys like to swing  
They're arms are very strong  
Monkeys have lots of hair  
They're tails a thin and long.  
Monkeys like to eat banana  
Monkeys are a lot of fun...



Label Walter the zookeeper. Put the face and body parts in the correct place.

2.foot - 3.hand - 4.stomach - 5.arm - 6.head  
7.eyebrow - 8.neck - 9.ear - 10.chin - 11.leg





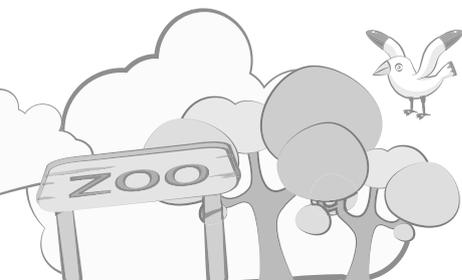
Listen to Alice and answer the questions.

**Alice.** Hi my name is Alice and I am nine years old. I am going to describe a typical week in my life. On Monday, Tuesday, Wednesday, Thursday and Friday, I wake up at half past seven in the morning. I get up and I have breakfast with my family. Then, at eight o'clock I leave my house and go to school with my brother Liam. I eat lunch at half past twelve. My favourite food is chicken and rice.

After school on Monday I go swimming. On Wednesday and Friday I play football. I do my homework every day before I have dinner. I go to bed at quarter past nine during the week. On Saturday and Sunday I have a rest and play with my dog and my brother

ANSWER KEY.

1. How old is Alice? She is nine years old.
2. What time does she wake up? At half past seven.
3. Who does she have breakfast with? With her family.
4. What time does she eat lunch? At half past twelve.
5. What is her favourite food? Chicken and rice.
6. What does she do on Monday? She goes swimming.
7. What does she do on Wednesday and Friday? She plays football.
8. When does she do her homework? Every day before dinner.
9. What time does she go to bed? At quarter past nine.
10. When does she play with her dog and her brother? On Saturday and Sunday



With the muddled words find the animal.

CAT - PENGUIN - GIRAFFE - PANDA  
ELEPHANT - MONKEY - TIGER - SNAKE

ANSWER KEY.

- |            |                |             |                 |
|------------|----------------|-------------|-----------------|
| 1. atc     | <u>CAT</u>     | 5. plehntea | <u>ELEPHANT</u> |
| 2. eupingn | <u>PENGUIN</u> | 6. oymkne   | <u>MONKEY</u>   |
| 3. rfigaef | <u>GIRAFFE</u> | 7. giert    | <u>TIGER</u>    |
| 4. npaad   | <u>PANDA</u>   | 8. nekas    | <u>SNAKE</u>    |

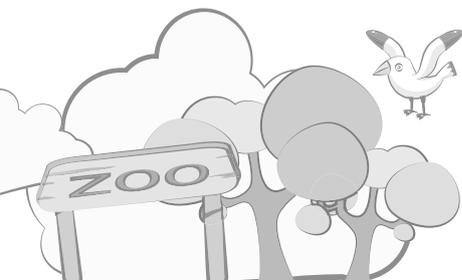
## WORD-SEARCH

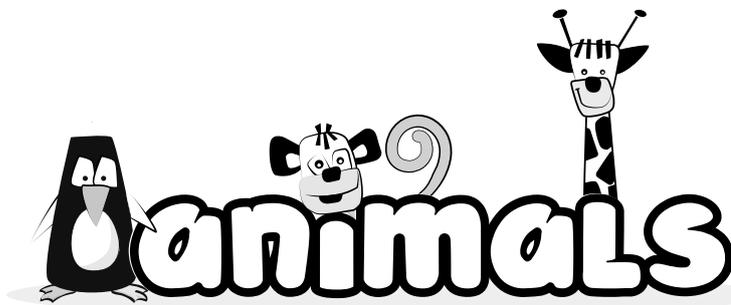
PRE-PLAY 4

Find the words hidden in the word-search.

ZOOKEEPER  
LION  
GATE  
LEAVES  
GIRAFFE  
PENGUIN  
BANANA  
MONKEY

C	S	D	T	A	S	S	G	G	Z
B	L	E	A	V	E	S	I	L	O
A	R	A	M	A	P	R	A	P	O
N	G	H	T	E	A	H	N	I	K
A	V	I	O	F	F	Y	D	Z	E
N	L	I	F	W	R	B	M	Z	E
A	I	E	M	L	G	A	T	E	P
M	O	N	K	E	Y	A	M	E	E
H	N	P	E	N	G	U	I	N	R



LET'S MEET THE  
ANIMALS!

PRE-PLAY 5- TRACK 8

Listen to the sounds and decide which animal it is. Underline the correct answer.

E.g. A) Bear B) Monkey C) Elephant

## ANSWER KEY

- |   |  |   |
|---|--|---|
| 1. A) Dog<br>B) <u>Parrot</u><br>C) Fish  | 2. A) Penguin<br>B) Giraffe<br>C) <u>Tiger</u> | 3. A) Cat<br>B) <u>Elephant</u><br>C) Hen |
| 4. A) Lion<br>B) <u>Horse</u><br>C) Panda | 5. A) <u>Snake</u><br>B) Donkey<br>C) Dolphin  |   |

COMPLETE THE  
DIALOGUE

PRE-PLAY 6- TRACK 2

Listen to the dialogue and fill in the gaps with the words you hear.

## ANSWER KEY

WALTER. And now, help me. We will open the gates of the zoo, are you ready?

ALICE. Yes of course!

WALTER. Perfect, now we are inside the zoo. Before we were outside, but now we are inside.

ALICE. It's very nice.

WALTER. And very big. Do you like it?

ALICE. A lot.

WALTER. Very good, now let's see the animals.

ALICE. Animals.

WALTER. Wait here for a moment, I'll be right back.

ALICE. Uauh! It is a ... a...

WALTER. A giraffe, yes.

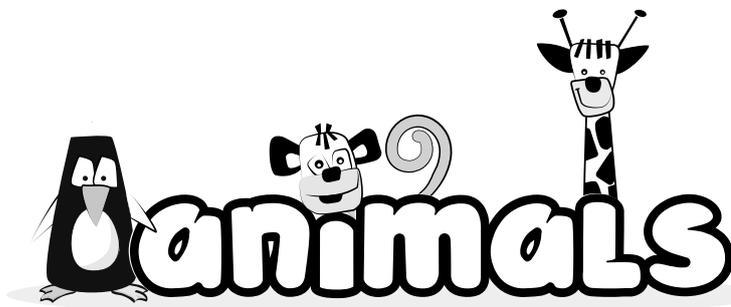
ALICE. I have never seen a giraffe so close.

WALTER. She's called Daisy, Daisy the giraffe. And now she is hungry.

ALICE. She is hungry?

WALTER. Yes, Alice, we have to feed her. Do you want to feed the giraffe?





WELCOME  
TO THE ZOO  
PRE-PLAY EXTRA ACTIVITY  
TRACK 4

Fill in the gaps of the song with the correct word from the options below.

ELEPHANTS - SWIM - SKY  
TREES - ROAR - ZOO - SEE

ANSWER KEY

1. Welcome every boy and girl  
Welcome to the zoo  
There is lot's to see and do  
Here at the zoo

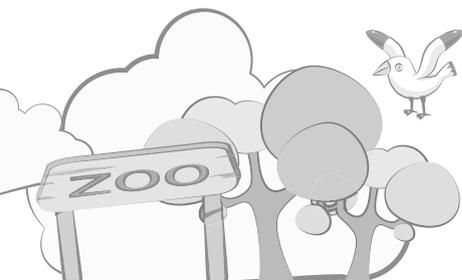
2. As we walk through the zoo  
This is what we see  
Elephants and hippos  
Monkeys in the trees

**Chorus.**

The monkeys sing OU AH OU AH x2  
The lions sing ROARRRRR x2  
The snakes sing SISSS SISSS SISSS x2  
The hens sing CLUCK CLUCK CLUCK x2  
But there is more!!!

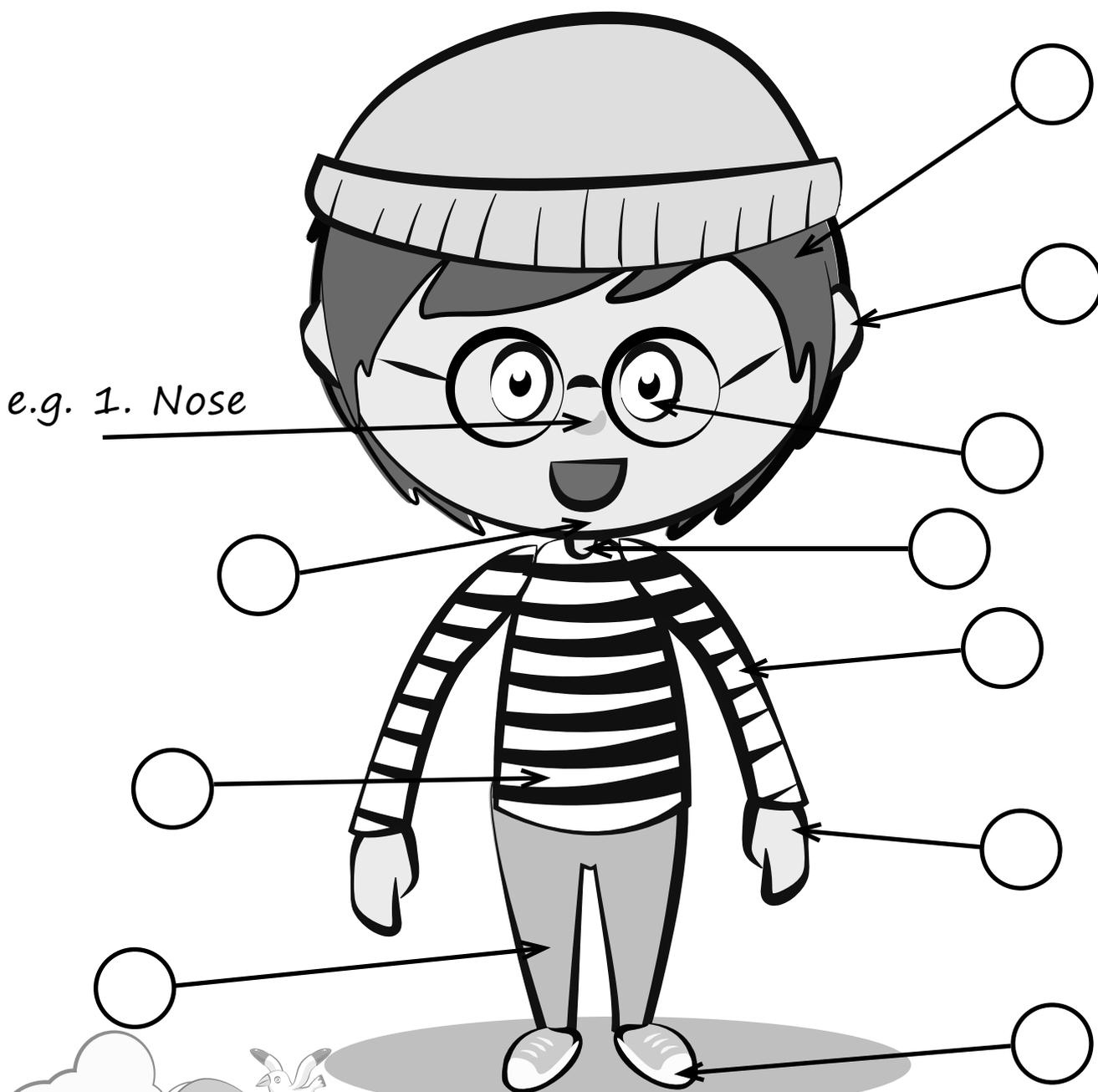
3. Tigers roar very loud  
Giraffes stand so tall  
The fish swim round and round  
The birds fly in the sky

4. So welcome everyone today  
Have lots of fun here  
Let us walk around the zoo  
It's fun for me and you.



Label Walter the zookeeper. Put the face and body parts in the correct place.

- 2.foot - 3.hand - 4.stomach - 5.arm - 6.head  
7.eye - 8.neck - 9.ear - 10.chin - 11.leg

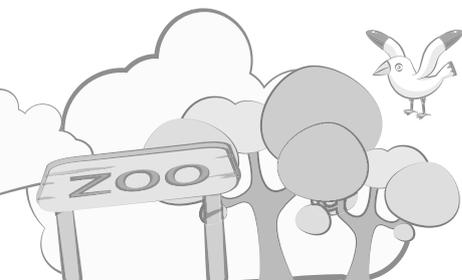


Listen to Alice and answer the questions.

**alice.** Hi my name is Alice and I am nine years old. I am going to describe a typical week in my life. On Monday, Tuesday, Wednesday, Thursday and Friday, I wake up at half past seven in the morning. I get up and I have breakfast with my family. Then, at eight o'clock I leave my house and go to school with my brother Liam. I eat lunch at half past twelve. My favourite food is chicken and rice.

After school on Monday I go swimming. On Wednesday and Friday I play football. I do my homework every day before I have dinner. I go to bed at quarter past nine during the week. On Saturday and Sunday I have a rest and play with my dog and my brother.

1. How old is Alice? \_\_\_\_\_.
2. What time does she wake up? \_\_\_\_\_.
3. Who does she have breakfast with? \_\_\_\_\_.
4. What time does she eat lunch? \_\_\_\_\_.
5. What is her favourite food? \_\_\_\_\_.
6. What does she do on Monday? \_\_\_\_\_.
7. What does she do on Wednesday and Friday? \_\_\_\_\_.
8. When does she do her homework? \_\_\_\_\_.
9. What time does she go to bed? \_\_\_\_\_.
10. When does she play with her dog and her brother?  
\_\_\_\_\_.



With the muddled words find the animal.

CAT - PENGUIN - GIRAFFE - PANDA  
ELEPHANT - MONKEY - TIGER - SNAKE

E.g. inlo lion

1. atc \_\_\_\_\_
2. eupingn \_\_\_\_\_
3. rfigaef \_\_\_\_\_
4. npaad \_\_\_\_\_

5. plehntea \_\_\_\_\_
6. oymkne \_\_\_\_\_
7. giert \_\_\_\_\_
8. nekas \_\_\_\_\_

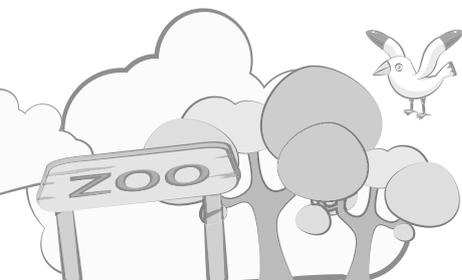
## WORD-SEARCH

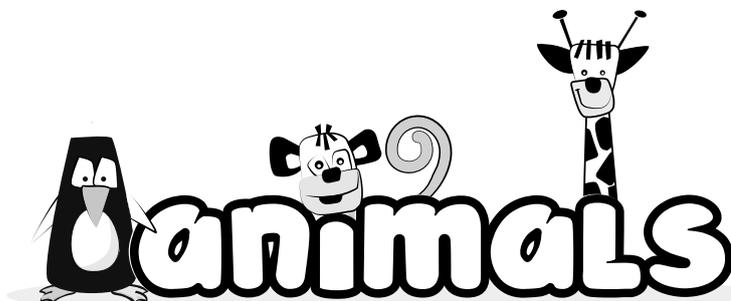
PRE-PLAY 4

Find the words hidden in the word-search.

ZOOKEEPER  
LION  
GATE  
LEAVES  
GIRAFFE  
PENGUIN  
BANANA  
MONKEY

C	S	D	T	A	S	S	G	G	Z
B	L	E	A	V	E	S	I	L	O
A	R	A	M	A	P	R	A	P	O
N	G	H	T	E	A	H	N	I	K
A	V	I	O	F	F	Y	D	Z	E
N	L	I	F	W	R	B	M	Z	E
A	I	E	M	L	G	A	T	E	P
M	O	N	K	E	Y	A	M	E	E
H	N	P	E	N	G	U	I	N	R





# animals

LET'S meet THE animals!

PRE-PLAY 5- TRACK 8



Listen to the sounds and decide which animal it is. Underline the correct answer.

E.g. A) Bear B) Monkey C) Elephant

1. A) Dog  
B) Parrot  
C) Fish

2. A) Penguin  
B) Giraffe  
C) Tiger

3. A) Cat  
B) Elephant  
C) Hen

4. A) Lion  
B) Horse  
C) Panda

5. A) Snake  
B) Donkey  
C) Dolphin

## COMPLETE THE dialogue

PRE-PLAY 6- TRACK 2

Listen to the dialogue and fill in the gaps with the words you hear.

WORDS: GIRAFFE – HUNGRY – INSIDE – ANIMALS – FEED – BIG

WALTER. And now, help me. We will open the gates of the zoo, are you ready?

ALICE. Yes of course!

WALTER. Perfect, now we are \_\_\_\_\_ the zoo. Before we were outside, but now we are inside.

ALICE. It's very nice.

WALTER. And very \_\_\_\_\_. Do you like it?

ALICE. A lot.

WALTER. Very good, now let's see the animals.

ALICE. \_\_\_\_\_.

WALTER. Wait here for a moment, I'll be right back.

ALICE. Uauh! It is a ... a...

WALTER. A \_\_\_\_\_, yes.

ALICE. I have never seen a giraffe so close.

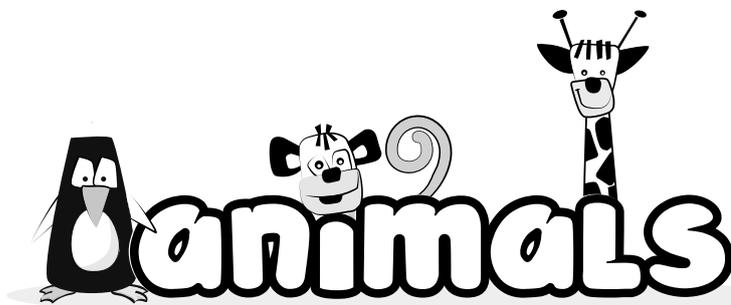
WALTER. She's called Daisy, Daisy the giraffe. And now she is \_\_\_\_\_.

ALICE. She is hungry?

WALTER. Yes, Alice, we have to \_\_\_\_\_ her. Do you want to feed the giraffe?



# FOR STUDENTS



# WELCOME TO THE ZOO

## PRE-PLAY EXTRA ACTIVITY TRACK 4

Fill in the gaps of the song with the correct word from the options below.

ELEPHANTS - SWIM - SKY  
TREES - ROAR - ZOO - SEE

### ANSWER KEY

1. Welcome every boy and girl  
Welcome to the zoo  
There is lot's to \_\_\_\_\_ and do  
Here at the zoo

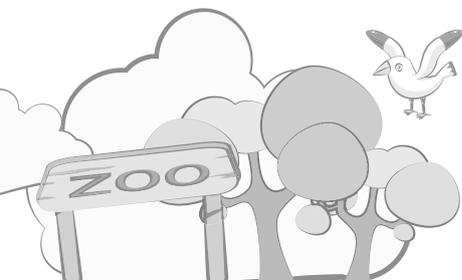
2. As we walk through the zoo  
This is what we see  
\_\_\_\_\_ and hippos  
Monkeys in the \_\_\_\_\_.

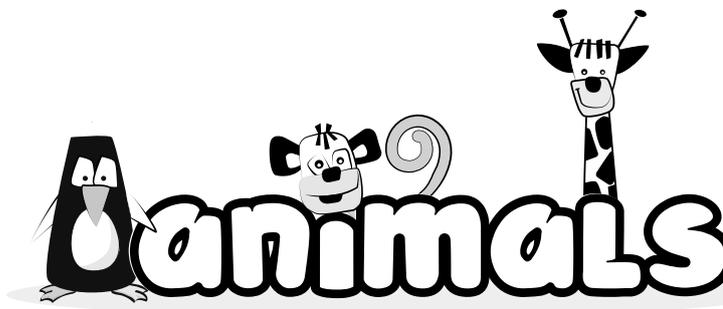
### Chorus.

The monkeys sing OU AH OU AH x2  
The lions sing ROARRRRR x2  
The snakes sing SISSS SISSS SISSS x2  
The hens sing CLUCK CLUCK CLUCK x2  
But there is more!!!

3. Tigers \_\_\_\_\_ very loud  
Giraffes stand so tall  
The fish \_\_\_\_\_ round and round  
The birds fly in the sky

4. So welcome everyone today  
Have lots of fun here  
Let us walk around the \_\_\_\_\_  
It's fun for me and you.





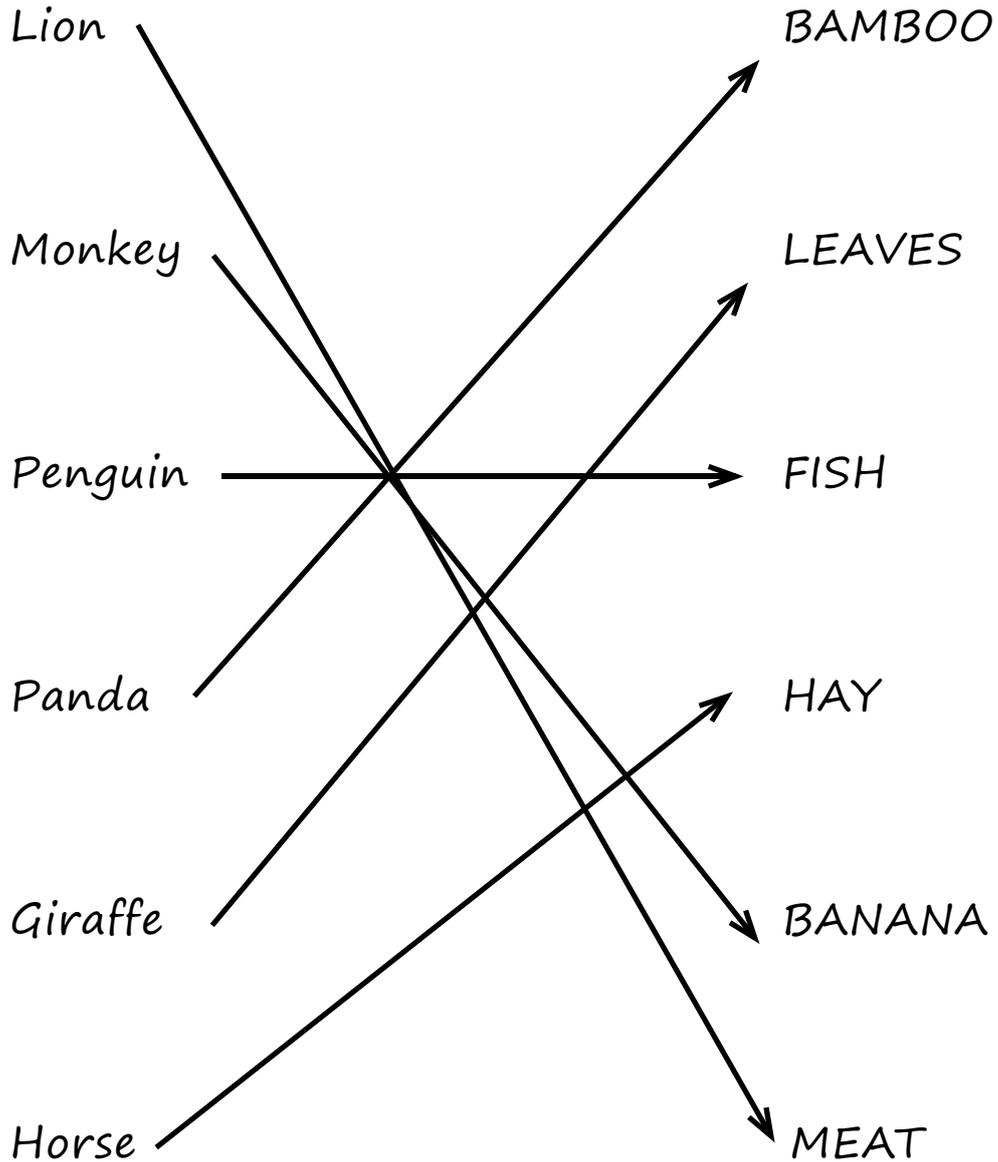
# animals FAVOURITE FOOD

POST PLAY 1

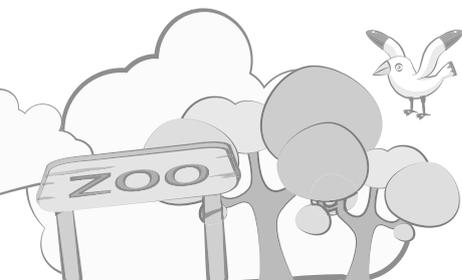


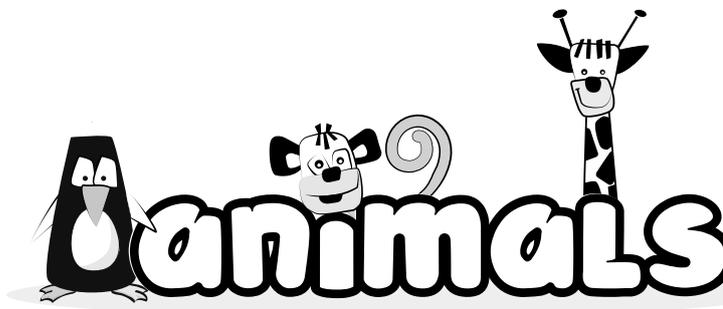
The animals are hungry. Match the animal with the food it likes.

ANSWER KEY



What is your favourite food? \_\_\_\_\_.





# animals

## WHERE IS WALLY?

POST PLAY 2

23

Match the image with the correct preposition.

1 · Wally is **OUTSIDE** the zoo.

2 · Wally is **NEXT TO** the penguins.

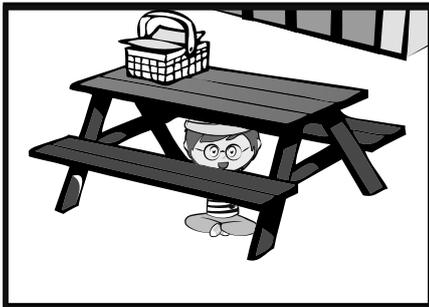
3 · Wally is **IN FRONT OF** the giraffes.

4 · Wally is **ON** the elephant.

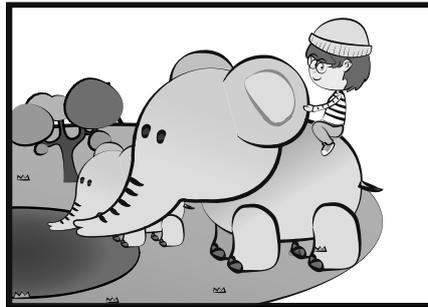
5 · Wally is **BEHIND** the gate.

6 · Wally is **UNDER** the table.

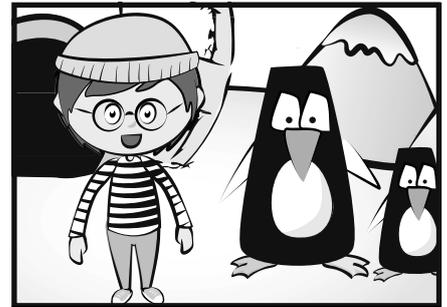
ANSWER KEY



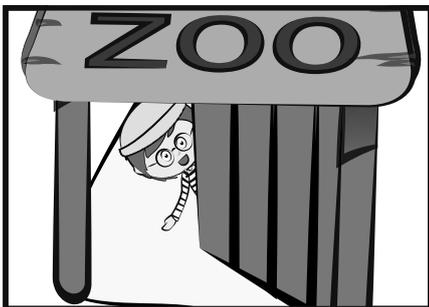
6



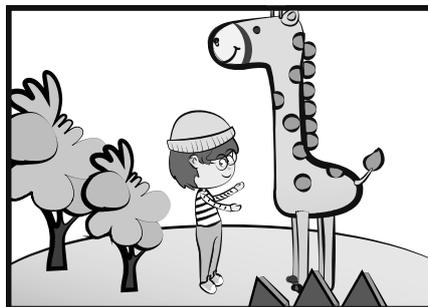
4



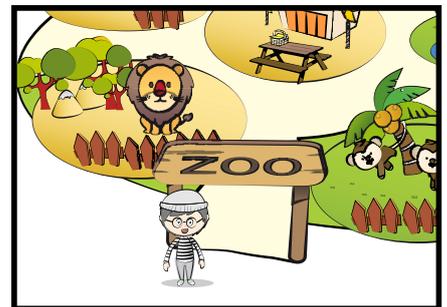
2



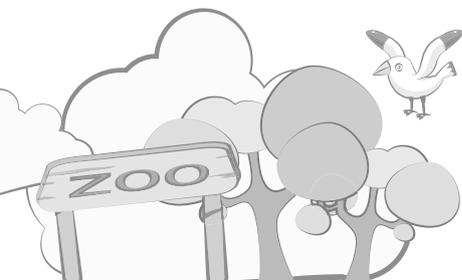
5

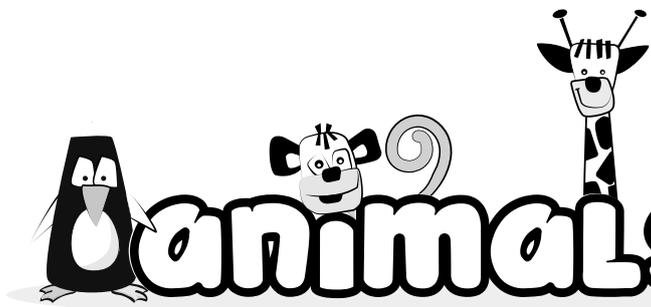


3



1



 **animals** TRAFFIC SIGNS  
POST PLAY 3

24

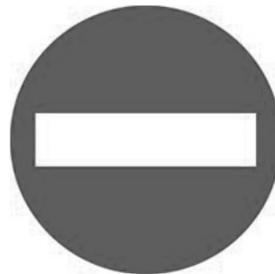
Match the signs with the directions.

STOP - GO STRAIGHT ON - TURN RIGHT  
TURN LEFT - CAUTION! - NO ENTRY

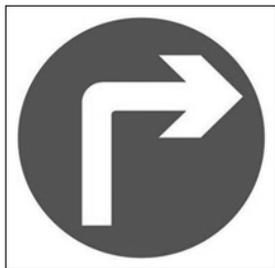
ANSWER KEY



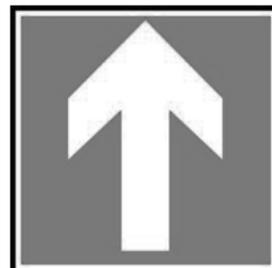
TURN LEFT



NO ENTRY



TURN RIGHT



GO STRAIGHT ON



STOP



CAUTION!



FOR TEACHERS

# animals WHAT HAPPENED NEXT?

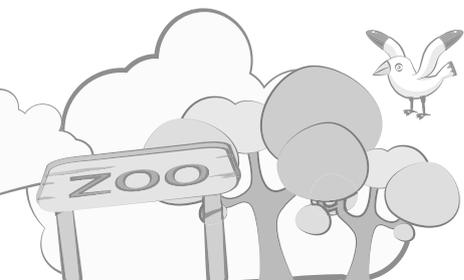
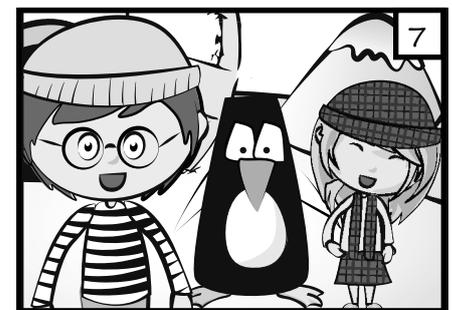
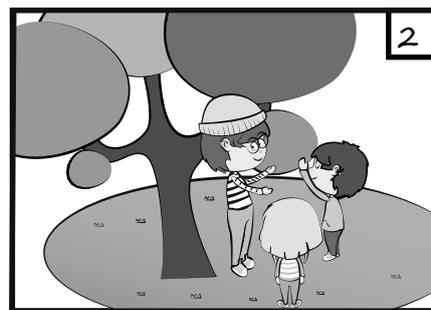
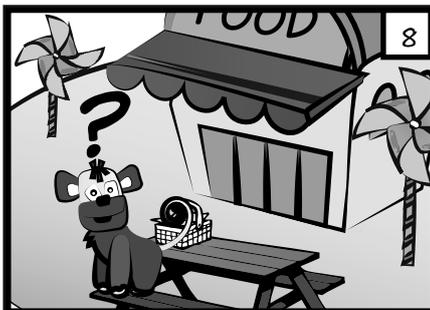
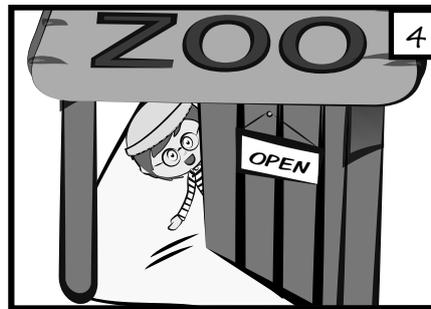
## POST PLAY 4

25

Put the sentences with the correct image and put them in order according to the play.

- 1 · Walter and the volunteer go fishing.
- 2 · Walter and the volunteer take leaves from the tree.
- 3 · The zookeeper closes the gates.
- 4 · The zookeeper opens the gates.
- 5 · Alice feeds the panda bamboo.
- 6 · Walter the zookeeper meets Alice.
- 7 · Walter and Alice visit Pongo, the penguin.
- 8 · The monkey is lost.

### ANSWER KEY



FOR TEACHERS

Listen and read the sentences. Are they true or false? If the sentence is false, write the correct answer.

E.g. Alice is fifteen years old.  
Alice is nine years old

TRUE FALSE

ANSWER KEY

- The zookeeper's name is Winston.
- Penguins are black and white.
- The monkey can fly.
- The penguin's name is Pongo.
- Pandas eat chocolate.
- You recycle plastic in the blue bin.
- The elephant closes the zoo.

<input type="radio"/>	<input checked="" type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>

EXTENSION ACTIVITY: Now read the false sentences from the previous exercise and write the correct ones.

- The zookeeper's name is Walter.
- The monkey can't fly.
- Panda's don't eat chocolate. Panda's eat bamboo.
- You recycle plastic in the yellow bin.
- The elephant doesn't close the zoo. The zookeeper does.



# animals

Find your way!  
POST PLAY EXTRA ACTIVITY  
TRACK 10

27

Alice is at the zoo. Listen to the directions and find out what animal Alice is going to see.

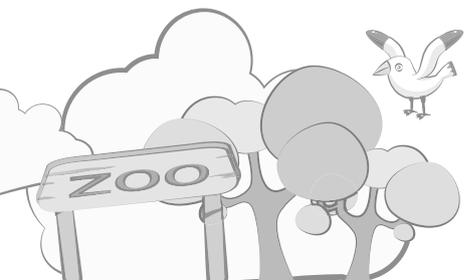


Hello Boys and Girls. Listen to the zookeeper's instructions for Alice. Can you guess what animal she is going to visit?

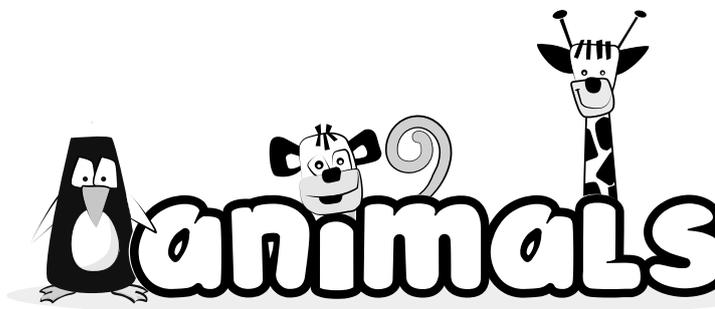
Enter the gates and go straight on. Then turn right and go past the monkeys, but don't stop. Continue straight on. Caution! There are dangerous snakes nearby. Now turn left and go straight on. Stop! You have arrived at your destination. In front of you is the animal you wanted to visit.

**SOLUTION. PENGUINS**

In pairs, take it in turns to direct your partner to different parts of the zoo.



FOR TEACHERS



# animals Favourite Food

POST PLAY 1

# 28

The animals are hungry. Match the animal with the food it likes.

Lion

BAMBOO

Monkey

LEAVES

Penguin

FISH

Panda

HAY

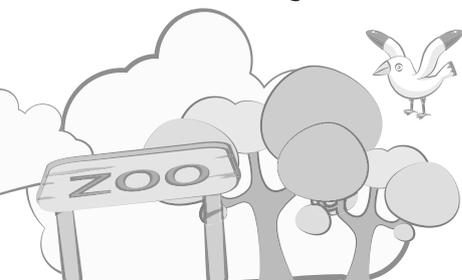
Giraffe

BANANA

Horse

MEAT

What is your favourite food? \_\_\_\_\_



# FOR STUDENTS

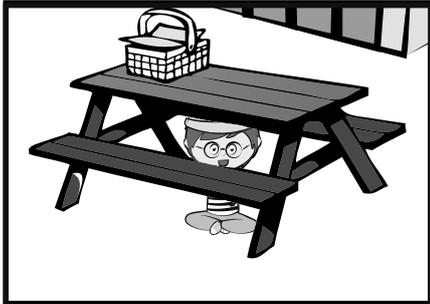
# animals WHERE IS WALLY?

POST PLAY 2

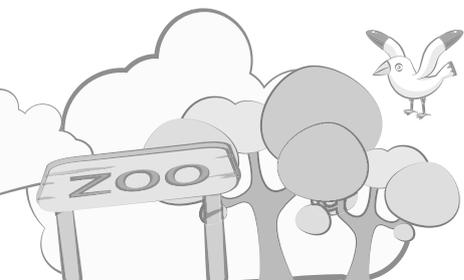
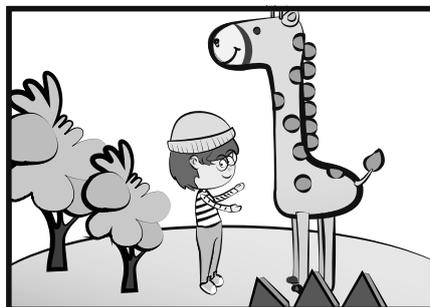
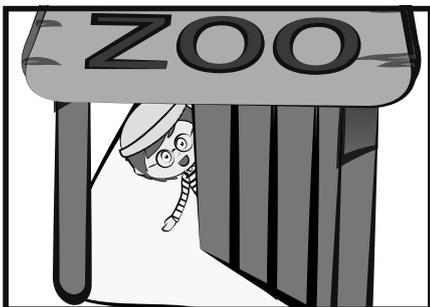
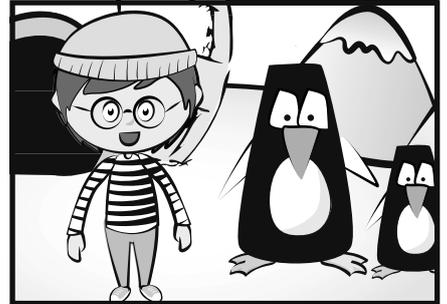
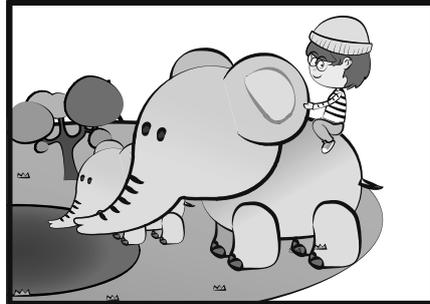
Match the image with the correct preposition.

- 1 · Wally is OUTSIDE the zoo.
- 2 · Wally is NEXT TO the penguins.
- 3 · Wally is IN FRONT OF the giraffes.
- 4 · Wally is ON the elephant.
- 5 · Wally is BEHIND the gate.
- 6 · Wally is UNDER the table.

e.g.

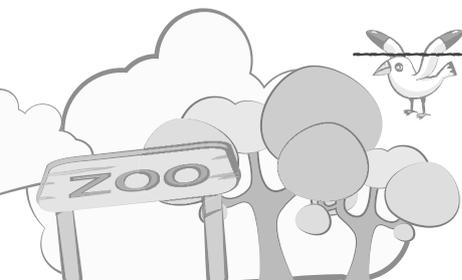
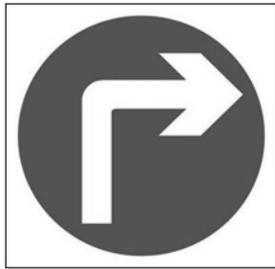
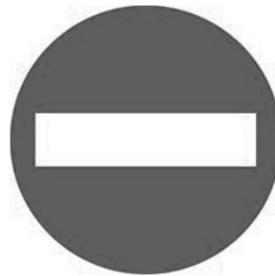


6



Match the signs with the directions.

STOP - GO STRAIGHT ON - TURN RIGHT  
TURN LEFT - CAUTION! - NO ENTRY



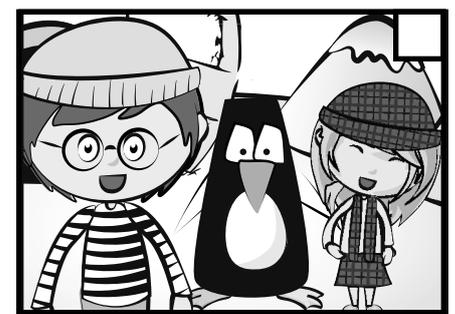
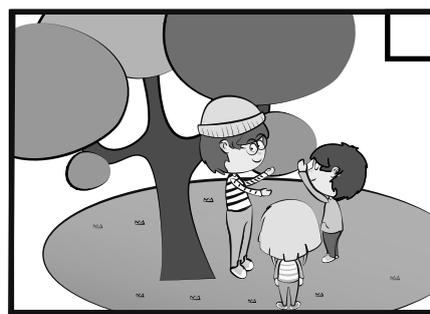
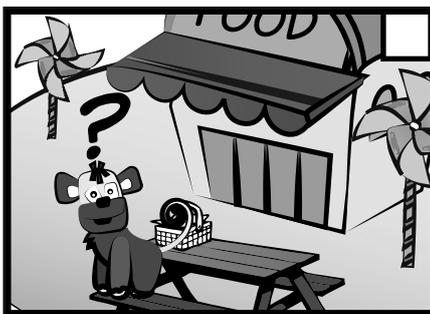
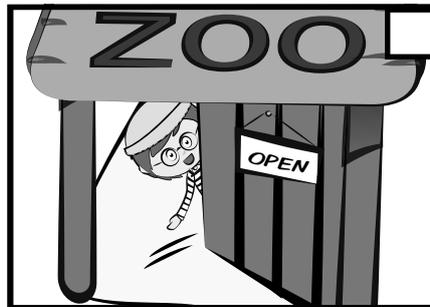
# animals WHAT HAPPENED NEXT?

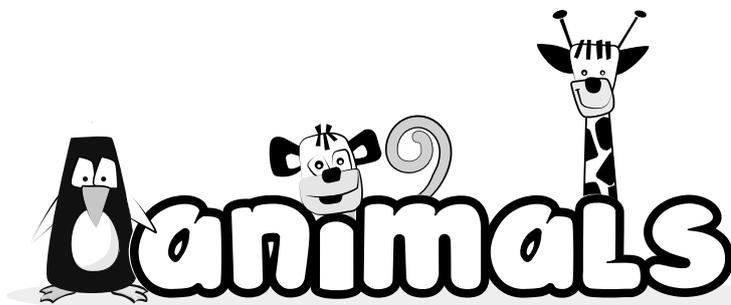
## POST PLAY 4

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Put the sentences with the correct image and put them in order according to the play.

- 1 · Walter and the volunteer go fishing.
- 2 · Walter and the volunteer take leaves from the tree.
- 3 · The zookeeper closes the gates.
- 4 · The zookeeper opens the gates.
- 5 · Alice feeds the panda bamboo.
- 6 · Walter the zookeeper meets Alice.
- 7 · Walter and Alice visit Pongo, the penguin.
- 8 · The monkey is lost.





Listen and read the sentences. Are they true or false? If the sentence is false, write the correct answer.

E.g. Alice is fifteen years old.  
Alice is nine years old

TRUE FALSE

1. The zookeeper's name is Winston.

2. Penguins are black and white.

3. The monkey can fly.

4. The penguin's name is Pongo.

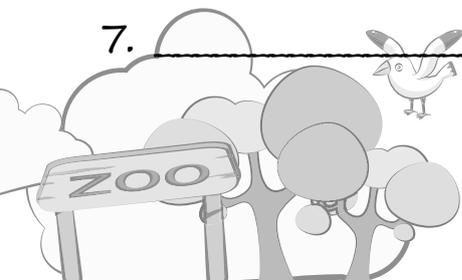
5. Pandas eat chocolate.

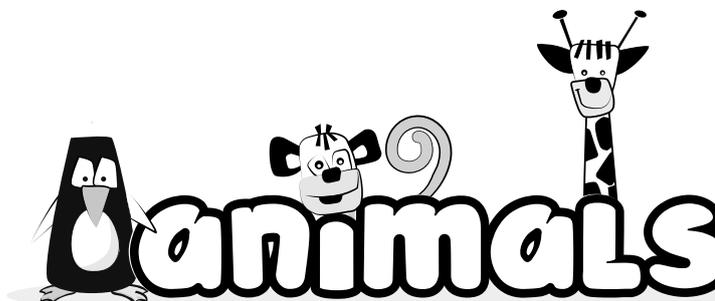
6. You recycle plastic in the blue bin.

7. The elephant closes the zoo.

EXTENSION ACTIVITY: Now read the false sentences from the previous exercise and write the correct ones.

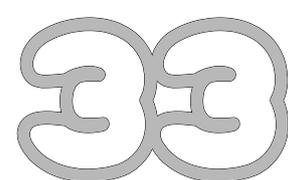
- 1. \_\_\_\_\_.
- 2. \_\_\_\_\_.
- 3. \_\_\_\_\_.
- 4. \_\_\_\_\_.
- 5. \_\_\_\_\_.
- 6. \_\_\_\_\_.
- 7. \_\_\_\_\_.





# animals

Find your way!  
POST PLAY EXTRA ACTIVITY  
TRACK 10



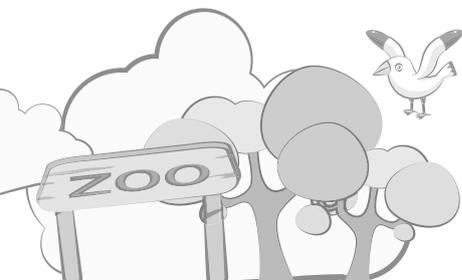
Alice is at the zoo. Listen to the directions and find out what animal Alice is going to see.



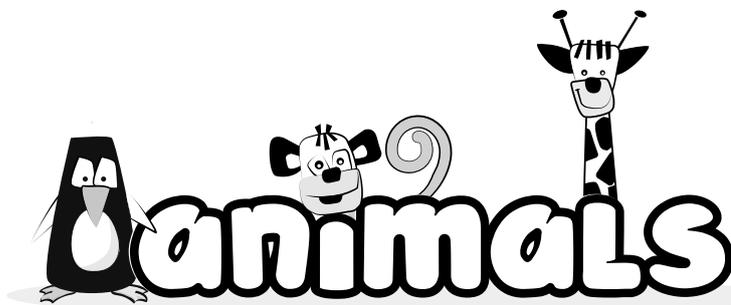
Hello Boys and Girls. Listen to the zookeeper's instructions for Alice. Can you guess what animal she is going to visit?

Enter the gates and go straight on. Then turn right and go past the monkeys, but don't stop. Continue straight on. Caution! There are dangerous snakes nearby. Now turn left and go straight on. Stop! You have arrived at your destination. In front of you is the animal you wanted to visit.

In pairs, take it in turns to direct your partner to different parts of the zoo.



# FOR STUDENTS



# animals vocabulary

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giraffe  
hungry  
animals  
inside  
leaves  
trees  
door  
neck  
costumes  
horse  
dog  
cat  
eyes  
sky  
knees  
name  
seals  
basket  
penguin  
elephant  
inside  
small  
big  
fish

to eat  
black  
clean  
dirty  
black  
white  
scared  
fishing rod  
rubbish  
recycle  
bottle  
water  
plastic  
tin can  
bins  
bear  
panda  
glass  
birds  
chocolate  
bamboo  
heavy  
light  
song

dance  
tale  
out  
within  
close  
far  
being  
being thirsty  
lost  
gate  
sad  
ice  
zookeeper  
loud  
birthday  
cake  
to feed  
to jump  
to run  
to walk  
to swim  
paper  
cardboard



FOR STUDENTS