

# 1 Beastly tales

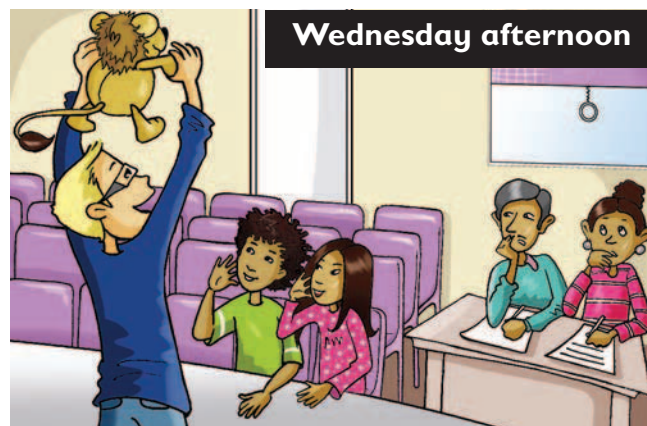
Show what you know!

What animals can you remember?

Listening

13  
CD1

1 Listen and check (✓) the animals you hear.



2 Listen again and answer the questions.

- 1 What time's the audition going to be? A quarter to four.
- 2 Who's going to go to the audition?
- 3 Which part's he going to play?
- 4 Who's going to be King of the Beasts?
- 5 Which part are they going to give Dan?
- 6 What are they going to write about?

3 Read and match.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1 Who's going to              | a is going to be on Wednesday. |
| 2 The audition                | b to be in the play.           |
| 3 Dan's going to              | c go to the audition.          |
| 4 Maria and Alex are          | d be the monkey.               |
| 5 Dan isn't going to          | e to write about?              |
| 6 Maria and Alex aren't going | f be in the play?              |
| 7 What are they going         | g going to watch him.          |



I'm **going to go** to the audition.  
 We aren't **going to choose** you.  
**Are you going to be** in the play?

**Objectives:** By the end of the lesson, students will be able to talk about plans using *going to* and will have reviewed animals they know.

### Target language

- **Key language:** *going to* future, animals, *audition*, *Beastly Tales*, *beast*, *a play*, *a part (in a play)*, *actor*, *act*
- **Additional language:** *The Lion King*
- **Review:** character names, question words

### Materials required

- Extra activity 1: The CD script from Student's Book Activity 1 written on a large sheet of paper

## Student's Book page 12

### Warmer

- Write the name of a play students know on the board. Ask if anyone saw it, or was in it (if it is a school play). Elicit/Teach the word *play*. Elicit names of other plays or musicals students know of/saw. If there are any actors in the class, ask them what plays they have been in in school.

Show what you know! What animals can you remember?

- Write *Animals* on the board and draw a circle around it. Say *Show what you know ... about animals*. Brainstorm with the class all the different animals and their body parts in two minutes and create a mind map on the board. Supply words in English where necessary. Students copy the mind map into their notebooks.

- 1 Listen and check (✓) the animals you hear.
- Tell students to open their Student's Books to page 12. Focus them on the title of the unit. Pre-teach/licit *beast* and *tale*. Focus students on the Activity 1 pictures. Elicit the names of the characters and what they're looking at in picture 1 (a poster for a school play). Pre-teach *audition*. Focus students on the activity instruction and check understanding. Remind them they do the same as for the *Show what you know* in the previous unit (check off the words they hear in the Animal mind maps in their notebooks).
- Play the CD. Students listen and check. They check in pairs. Use the mind map on the board to check with the class.

### CD 1, 13

**NARRATOR:** School play. *The Lion King*. Actors needed. Auditions – Wednesday 3:45.

**DAN:** I want to be an actor. I'm going to go to the audition.

**MARIA:** Yeah, that's a good idea. You love acting.

**ALEX:** Which part are you going to do in the audition?

**DAN:** I want to be Rafiki, the clever monkey.

**NARRATOR:** Wednesday afternoon.

**DAN:** This baby lion, Simba, is going to be uh... the King of the Animals.

**MARIA:** The King of the Beasts.

**DAN:** Oh, yes! ... is going to be ... the King of the Beasts.

**TEACHER:** I'm sorry, Dan. We aren't going to choose you for the monkey, but we have another part for you if you're interested.

**DAN:** Really? Thanks very much.

**ALEX:** So, are you going to be in the play, Dan?

**DAN:** Oh, yes. I have a part. I'm going to be a ... singing tree!

**ALEX:** Oh, dear. So you aren't going to be a famous actor.

## Beastly tales 1

**DAN:** No. I'm going to be a famous writer, starting with that international ezine! So what are we going to write about this time?

**MARIA:** Well, not *The Lion King*!

**ALEX:** No, but there are some older stories about other really exciting beasts. Let's do that!

### 2 Listen again and answer the questions.

- Focus students on the Activity 2 questions. Read them through with the class before playing the CD. Check understanding of *going to* in the questions, reminding students that it's about future plans. Play the CD again. Students listen and write short answers in their notebooks. They check in pairs. Check with the class, replaying sections of the CD if necessary.

**Key:** 2 Dan. 3 Rafiki, the clever monkey. 4 Simba. 5 A singing tree. 6 Older stories about exciting beasts.

### CD 1, 14

### 3 Read and match.

- Focus students on the Look box. Ask them to read each sentence aloud. Check for each one that students realize it's talking about future plans.
- Focus students on the Activity 3 instruction. Check they know what to do and remind them to refer to the Look box as they do the activity. They work in pairs. Check with the class by eliciting each complete sentence one by one.

**Key:** 1f, 2a, 3c, 4g, 5d, 6b, 7e

### Extra activity 1: see page T114 (if time)

## Workbook page 12

### 1 Correct the sentences.

- Focus students on the Look again box before they do the activities on the Workbook page.

**Key:** 2 She's going to be the lion. 3 Are you going to watch *The Lion King*? 4 They aren't going to go to the theater tomorrow. 5 What is he going to do on the weekend? 6 She isn't going to wash her hair today.

### 2 Complete the questions. Match them with the answers.

**Key:** 2 Where e, 3 Who a, 4 Why f, 5 What c, 6 When b

### Extra activity 2: see page T115 (if time)

### 3 Look at the code. Write the secret message.

**Key:** The Theater Club is going to show the play on the last Thursday and Friday of June.

### Ending the lesson

- Choose four short extracts from the CD that use *going to*, e.g., *I'm going to be a singing tree*. Say each one one at a time. Students tell you who said it.



**Objectives:** By the end of the lesson, students will have had further practice using *going to* for future plans and for present evidence.

#### Target language

- **Key language:** *going to, turtle, island, rock, life*
- **Additional language:** *Gerald Durrell, Ulysses, Achilles*
- **Review:** *animals, movie, movies, restaurant, funny, enjoy*

### Student's Book page 13

#### Warmer

- Review use of *going to* for future plans. Ask students what they are going to do after this lesson, after school, on the weekend, next week.
- 4 Choose words from the box to complete the text. [YLE]
- Tell students to open their Student's Books to page 13. Focus students on the picture and elicit what they can see (a poster for a movie). Ask them the name of the movie (*My Family and Other Animals*). Tell students the names of the two children are Helen and Robert. Check students read the instruction and know what to do. They do the activity individually and then check in pairs. Check with the class, reading through the whole text. Check general comprehension of the text by asking, e.g., *When are they going to go to the movies? Who wrote the book? What animals did he have?* Elicit if students have heard the names *Ulysses* and *Achilles* before, and, if so, when.

**Key:** 2 movies, 3 see, 4 island, 5 pets, 6 bird

#### 5 Read again and answer.

- Focus students on Activity 5 and check they know what to do. They ask and answer in pairs, checking with another pair when they are not sure. Check with the class using open pairs. Students write the answers in their notebooks.

**Key:** 1 They are going to go to the movies. 2 They are going to see a movie called *My Family and Other Animals*. 3 The movie's about Gerald Durrell's life. 4 He is ten years old. 5 He has a bird, a turtle, and a lot of spiders. 6 They are going to enjoy it because it's very funny.

#### 6 Read and cross out the extra word.

- Focus students on the Activity 6 instruction and check understanding using the example. Students work individually, crossing out the extra word in pencil. They check in pairs. Check with the class.

**Key:** 1 are, 2 at, 3 the second "to", 4 the first "to", 5 do, 6 on

#### 7 Write questions with *going to*.

- Focus students on Activity 7 and on the example. Remind them to write all the questions using *going to*. Elicit one or two more examples if necessary. Students write the questions in their notebooks, using the Look box on Workbook page 12 to help them. They can check with a partner. Check with the class.

**Key:** 2 What are you going to do on Monday after school? 3 Are you going to play basketball tomorrow afternoon? 4 Where are you going to go on Friday after school? 5 What are you going to watch on TV tomorrow? 6 When are you going to do your homework?

#### 8 Ask and answer.

- Students work in pairs, taking turns asking and answering the questions from Activity 7. Remind them to use full sentences in their answers. Monitor and help, listening for correct pronunciation and intonation. Check with the whole class using open pairs.

**Extra activity 1: see page T115 (if time)**

### Workbook page 13

#### 4 Find six sentences and write them in your notebook.

**Key:** How many tickets do you want? Are they going to get parts in the play? They didn't choose him for the monkey. Lions catch and eat animals. It isn't going to rain tomorrow.

#### 5 What are they going to do?

**Key (possible answers):** 2 She's going to take a picture of the castle. 3 He's going to wash his car. 4 They're going to catch the bus. 5 They're going to play soccer. 6 She's going to write something.

#### 6 Think about January next year. Answer the questions.

**Key:** Students' own answers

#### 7 Use your answers to write about what you're going to do next year.

**Key:** Students' own answers

**Extra activity 2: see page T115 (if time)**

#### Ending the lesson

- Ask students what they're going to do immediately after the lesson.



4 Choose words from the box to complete the text.

have movies want bird restaurant see rocks ~~going~~ pets island



Helen and Robert are (1) going to go to the (2) ..... tomorrow. They're going to (3) ..... a movie called *My Family and Other Animals*. The movie's from a book by Gerald Durrell and it's about his life when he was ten years old. In the movie the boy lives on an (4) ..... . He has some friends, but a lot of his friends are different (5) ..... . He has a (6) ..... called Ulysses, a turtle called Achilles, and a lot of spiders. Helen and Robert are going to have a great time because it's a very funny movie.

5 Read again and answer.

- |   |  |
|---|--|
| 1 Where are Helen and Robert going to go? | 4 How old is Gerald in the book?                     |
| 2 What are they going to see?             | 5 What pets does Gerald have?                        |
| 3 What's the movie about?                 | 6 Why are Helen and Robert going to enjoy the movie? |

6 Read and cross out the extra word.

- |  |                                       |
|--|---------------------------------------|
| 1 We're are going to go to the theater tomorrow.   | 4 What are you to going to see?       |
| 2 We aren't going to see at <i>The Lion King</i> . | 5 Where do are you going to sit?      |
| 3 I'm going to visit to my grandmother on Sunday.  | 6 She isn't going to sing on tonight. |

7 Write questions with *going to*.

- |  |                                 |
|--|---------------------------------|
| 1 Who / see / weekend? <b>Who are you going to see on the weekend?</b> | 5 What / watch / TV / tomorrow? |
| 2 What / do / Monday / after school?                                   | 6 When / do / homework?         |
| 3 play basketball / tomorrow afternoon?                                |                                 |
| 4 Where / go / Friday / after school?                                  |                                 |

8 Ask and answer.

Who are you going to see on the weekend?

I'm going to see my cousins.