**Reading activity: Jinbu Chapter 2:2 p.22-25**

**Before Lesson:**

Create sets of animal images (see below) as required. Please note, this document has been left in Word, so that you can scale images up as required. Create a new Thinklink with your pet, if required (see activity first).

**Warmer:**

(This lesson assumes that your students have already learnt this set of animals).

a) Show your class images of different animals (below) and check the vocabulary (spoken).

b) Divide your class into small groups, and give each group a set of the animal images (below). This should be cut up into a minimum of 4 pieces per animal, and should be cut across the characters. THESE SHOULD BE JUMBLED UP to make it harder.

c) Set your class a time limit- either A) 5 minutes to piece together as many animals as they can or B) First group to finish piecing each animal together wins.

d) For bonus points, students have to re-write the character and pinyin below each animal, and pronounce it correctly.

**NB:**

For a weaker class/ weaker students, this pre-task can be the whole task. It can be extended by printing more sets of the animal cards and playing a concentration game (turning over the cards and matching two), or a card game where they have to collect sets of 3 animals etc.

**Main Activity**

Use this link: <https://www.thinglink.com/scene/838062249577807873>

Make sure your students can see the dog. Ask some questions, to recap previous vocabulary and to activate students’ thinking by guessing the answers, e.g.

1）他是什么？（狗/ 一只狗 。。。）

2）他叫什么名字？

3）他多大？

4）他的生日是几月， 几日？

When they have made their guesses (shouting out/ in pairs/ in small groups), ask them to click on the different “hot spots” on the photo, to find the correct answer.

(answers: 2) Charlton 3) 十一岁，4）八月二十八日）

**Alternative version**

To build stronger speaking and listening skills as well as reading; if you have a smartboard, one person from each group can run up to the board, press the hot spot, then they have to read and remember the Chinese, and run back to their group and tell them- if they can’t remember, they have to run back to the board… then swap the runner for the next “hot spot”)

**Extension Activity/ Homework;**

Ask them to bring in / post online a picture of their pet, or a pet that they know, and to give the same information, written in Chinese/ pinyin. In the next lesson, they can share this with their partner- the partner has to ask the questions above, and the person with the picture has to answer.

**Animal images**

 

 



 

  

  