

Level 2

Suitable for:	young learners aged 7–9 years who have completed 100–200 hours of study in English
Type of English:	British
Headwords:	up to 700
Words per page:	up to 30
Key grammar:	present simple (including negative and interrogative forms), prepositions of place, verb + infinitive.

Summary of the story

A very young boy, called Mowgli lives in the jungle. The wolves want to look after him, and so does Shere Khan the tiger, who also wants to kill and eat him. Akela, the wolf leader, decides that Mowgli will stay with the wolves. Baloo the bear and Bagheera the panther also look after him. Mowgli stays in the jungle for ten years. When Akela becomes old, Shere Khan thinks he might now get Mowgli with the help of the young wolves who don't like him. Mowgli defends himself by throwing fire at his enemies, but he must leave the jungle. He says goodbye sadly to his friends and family and goes to live in the village.

Background to the story

The Jungle Book was originally written by Rudyard Kipling (1865–1936) and it is his most well-known story. Kipling was born in Bombay and educated in England but returned to India after his studies in order to become a journalist. He wrote most of his short stories and satirical verses on his return to England. He was awarded the Nobel Prize for literature in 1907. The story has been made very famous by the Walt Disney cartoon film (1967), which included special songs and voices.

Topics and themes

Animals This is a strong topic for vocabulary work. Pupils can describe their favourite animal,

play animal charades, categorise animals, or even invent their own animal. See the photocopiable activities for more ideas.

Family To Mowgli, the bear and panther are his friends and family. Ask the pupils which animal family they might like to live with. They then think about how their lives might be different. The topic can be extended to thinking about families in different places: town/country, or mountains, by the sea for example.

Life struggles To many, the *Jungle Book* story is the 1967 Disney film. It is a very jolly fairy tale version of the story, with no idea about the struggle for life that happens in real jungles. Mowgli's best friends in the jungle are Baloo the bear and Bagheera the panther. You could ask the students to imagine what it would be like to have an animal as a best friend. Which animal would they choose and what would they do together?

The jungle In which countries do we find jungle environments? Ask the pupils in groups to describe a jungle. Which other kinds of animals can be found in the jungle apart from those in *The Jungle Book*? See the photocopiable activity number 3 for ideas.

Making use of the Reader

Animal vocab This is a fun 5–10 minute warmup to a lesson which will encourage the pupils to brainstorm animal vocabulary. Explain to the pupils that you will go around the class asking each student to quickly think of an animal with a

name beginning with a, b, c and so on. Perhaps you could provide the first example. Try to keep the activity as fast-moving as possible.

Guess the animal Prepare several slips of card with the name of a different animal on each, enough so that there is at least one animal for each pupil. Then prepare corresponding cards with a short description of each animal, for example 'this animal looks like a big cat. It lives in the jungle but you can find it in the zoo' (tiger). Keep the cards separate and mix before inviting the pupils to take a card from each pile. The pupils then mingle in order to find a matching pair. This short exercise could be followed up with a writing exercise in which pupils write their own descriptions of their favourite animals.

Mowgli's day This is a full lesson exercise which will provide practice of vocabulary from the Reader and also writing skills. Pre-prepare a diary-style grid on the board before the lesson: 9am ... 10am ...for example. Begin the lesson by asking the pupils to think of a day in the life of Mowgli. Separate the pupils into small groups and allow them 5–10 minutes to think and talk about this. Then, with the class as a whole, brainstorm the daily activities of Mowgli and write ideas in the spaces in the grid on the board. The students then re-group and write a short essay or story on a day in the life of Mowgli, using the vocabulary from the board.

Board game This is a fun way to check comprehension of the Reader and also to encourage communication skills. Pre-prepare several large pieces of card, enough so that each small group of pupils will have one. Draw a large circle on the card and then another circle around an inch (2.5 cm) less in circumference inside the large circle. Divide the band into around 30 sections, each of which will be a stopping place in the game. Divide the pupils into small groups and hand out the cards and a set of dice for each group, explaining that they will make their own Jungle Book board game. Pre-teach or elicit necessary vocabulary such as 'take one step back' or 'move forward three spaces' and encourage the pupils to think of other board game vocabulary

and events from *The Jungle Book*. Several stops on the game will be question stops, with the pupils moving ahead if they answer correctly and trying another question if they do not. For this the questions from photocopiable activity number 2 can be used, or the pupils can make up their own. There should also be 'bonus points' along the way, and these can be marked with a pot of honey or a small fire symbol. The pupils can work together to make up their own rules, but the format of the game should remain a simple dice and board game format and the winner will be the one to reach the 'village' at the end of the board. The pupils will work together to illustrate and devise their own version of the game, before exchanging games with another group and playing them.

Using the accompanying audio

Right or wrong? Pre-prepare a sheet of selected sentences from *The Jungle Book*, but give each one a mistake that can be detected aurally, for example, 'Suddenly a little man-cub runs to their house'. As they listen to the audio the pupils mark them right or wrong. As an extra activity they may correct the mistakes, either in writing or orally.

Animal noises Invite the pupils to rehearse the noises of the animals in the Reader as a warm-up to the listening exercise. As the animals appear in the story, encourage the pupils to make the appropriate noise! Tigers roar, wolves howl, bears growl, panthers purr.

What happened? Divide the listening exercise into five or six sections. Before playing the first section, send one pupil out of the classroom and explain to the others that they must tell him/her what has happened when s/he returns. Send a different pupil out of the class for each section of the audio. This will result in very focussed and attentive listening and encourages pupils to put the story into their own words.

Notes on using the photocopiable activities

Activity 1 The pupils find the names from the Reader in the wordsearch. Perhaps the wordsearch

could be completed before reading and the second part of the activity filled in after reading.

Activity 2 The students fill in the question words, completing the sentences before answering the questions. Again, the question words could be completed before reading and the answers filled in after reading. This activity could also serve as an accompaniment to *The Jungle Book* board game activity.

Activity 3 Pupils circle the animals in the picture that are not found in the jungle before writing their names on the spaces provided. This could be followed up with a more extensive categorising exercise, with pupils categorising animals according to their natural habitats.

Activity 4 This activity provides the opportunity to practise other animal vocabulary after reading *The Jungle Book*.

The Jungle Book

Name

Activity 1

Find five names from *The Jungle Book* in the box.

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



Mowgli



Baloo



Bagheera



Akela



Shere Khan

Activity 2

Fill the gaps in these questions.

Choose from these words: *who, what, where, how many, why*.

Then try to answer the questions.

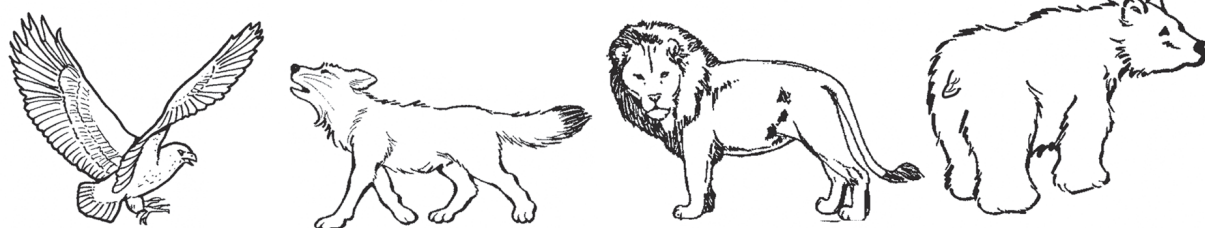
- _____ is Shere Khan angry?
- _____ is the leader of the wolves?
- _____ boys are there in the story?
- _____ does Bagheera tell Mowgli?
- _____ does Mowgli go at the end of the story?

Activity 3

Look at the animals in the pictures. Colour all the tails blue. Colour the bodies of two-legged animals brown, and four legged animals grey.

Which animals are from the book?

The animals from the book are: *wolf*,



Activity 4

Here are the names of the Jungle Book animals, but the letters are mixed up.

Find the names then write them down.

o l s e w v

r a e b

g e r t i

t a n h e r p

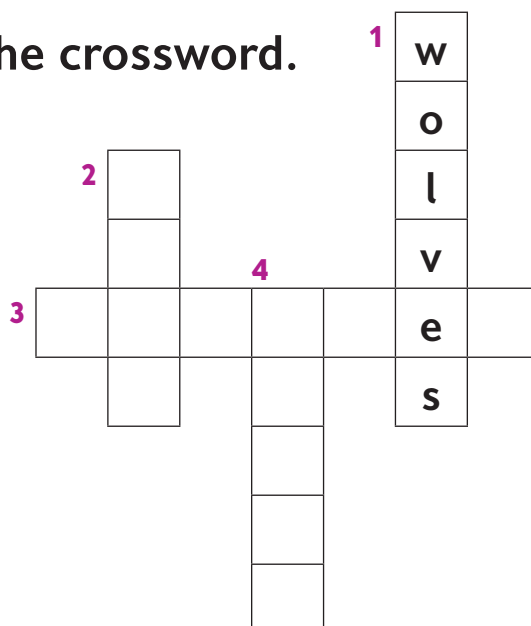
a Wolves

b _____

c _____

d _____

Now fit them into the crossword.



The Jungle Book

Chants help pupils become familiar with the sounds and rhythm of English. The language in each chant recycles language from the Reader.

Suggested procedure

Pupils listen to the chant one or two times, clapping their hands or tapping their desks in time with the rhythm. Pupils then say the chant, verse by verse, with you, beating the rhythm as they speak, until they are familiar with the words and the rhythm.

You can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

Chant 1

Grrr! Grrr!
Listen
Shere Khan is angry

Grrr! Grrr!
Listen
He wants the man-cub

Grrr! Grrr!
Listen, listen
Sheer Khan is angry

Chant 2

Who are Mowgli's teachers?
In the jungle, in the jungle
Baloo the bear, Bagheera the panther
Are Mowgli's teachers in the jungle

Who are Mowgli's enemies?
In the jungle, in the jungle
Shere Khan, the young wolf cubs
Are Mowgli's enemies in the jungle

Chant 3

Mowgli, Mowgli
Takes the firebowl
Mowgli, Mowgli
Sits in the cave

Mowgli, Mowgli
Goes to the meeting
Mowgli. Mowgli
Listens to his enemies

Mowgli, Mowgli
Throws down the firebowl
His enemies run
From the fire!

Answer Key

In the back of the Reader

a F b T c F d T e T f F g T h T

In the photocopiable activities

Activity 1

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

Activity 2

- 1 Why (because he wants the man-cub).
- 2 Who (Akela).
- 3 How many (2: Mowgli and the boy who gives him fire).
- 4 What (that his enemies are dangerous now and that fire can stop them).
- 5 Where (to the village).

Activity 3

Wolves, a tiger, a bear and a boy are in the book.

Activity 4

1 a (wolves) 2 b (bear) 3 d (panther) 4 c (tiger)