ILLUSTRATED UNIT - ENGLISH 2AC - SEMESTER 2

Unit 4 (Wild animals)

A giraffe has a long neck. It lives in grassland and eats leaves. To compare two animals, use a comparative: an elephant is bigger than a zebra. This Wild animals lesson for English 2AC semester 2 helps you name animals, describe their appearance, ask about food and habitats, and write a short animal fact file. Follow the pictures, practise the questions, then check your answers in the exercises.

Moroccan 2AC · English semester 2 revision - Updated 5 November 2026

By the end of this lesson, you can

- Name familiar wild animals and describe their bodies
- Connect an animal with its habitat and food
- Ask where, what and when questions with do or does
- Compare animals using short and longer adjectives
- Identify one animal in a group using a superlative
- Find stated information in a short reading
- Give an animal interview and write a connected 50-75-word description

Before you start

Subject pronouns, be, have got and can; Present simple statements and do/does questions.

1. Activities 1: how do you name and describe wild animals?

Wild animal

A wild animal normally lives in nature rather than as a domesticated animal. A habitat is the kind of place where an animal lives. Learn a name together with one feature and one sentence, so you can use the word in conversation.

Animal	Useful feature	A complete description
giraffe	a long neck; spots	A giraffe has got a long neck.
zebra	black and white stripes	A zebra has got stripes.
elephant	a trunk; large ears	An elephant has got a trunk.
lion	a large cat	A lion is a wild cat.
tiger	dark stripes	A tiger has got stripes.
monkey	hands; often a long tail	This monkey has got a long tail.
bear	thick fur	A bear has got fur.
snake	a long body; no legs	A snake has not got legs.
crocodile	scales; a long tail	A crocodile has got scales.
eagle	wings; feathers	An eagle has got wings.
bat	wings; fur	A bat can fly.
dolphin	fins	A dolphin can swim.

Use a before a consonant sound and an before a vowel sound: a tiger, a zebra, an elephant and an eagle. General plural descriptions take no a or an: Zebras have stripes. Adjectives come before nouns and do not take a plural s: two long tails. Spots are separate marks; stripes are long bands. Fur covers many mammals, feathers cover birds, and scales cover snakes and crocodiles.

1.1 Which verb describes a body or an ability?

What you mean	Statement	Question
Appearance with an adjective	It is tall.	Is it tall?
A body feature	It has got a long neck.	Has it got a long neck?
An ability	It can swim.	Can it swim?

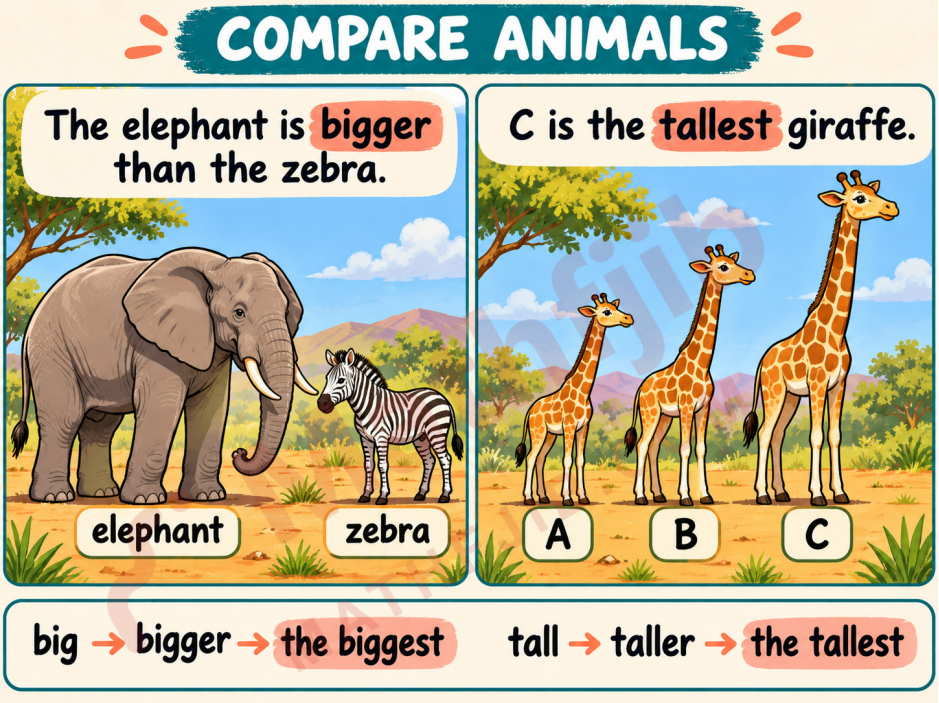
Remember

Do not mix the structures: It is a long neck is incorrect. Say It has got a long neck. After can, use a base verb: It can swim, not It can swims. A bat is a mammal, although it can fly; having wings does not automatically make an animal a bird.

2. Practice 1: how do comparatives work?

Comparative

A comparative compares two people, animals or things. A common pattern is A + be + comparative adjective + than + B: The elephant is bigger than the zebra.



Compare two animals with adjective + er + than. Use the + adjective + est to identify one member of a group.

Adjective	Comparative	Spelling clue
tall / short / slow	taller / shorter / slower	Add er.
large	larger	A final e takes r.
big	bigger	Double the final g in this short adjective.
heavy	heavier	Consonant + y changes to ier.
dangerous	more dangerous	Use more before this longer adjective.
good / bad	better / worse	Learn these irregular forms.

Use tall for height and long for length: a tall giraffe, a long snake. Big describes general size; heavy describes weight. If a picture shows only height, do not invent a weight comparison. Compare matching features and use information provided by the picture or table. More bigger and more taller are incorrect because er already makes these forms comparative.

Read a comparison table

In an invented animal-card game, A is 2 metres tall, B is 3 metres tall and C is 4 metres tall. Compare A and B, then identify the tallest card animal.

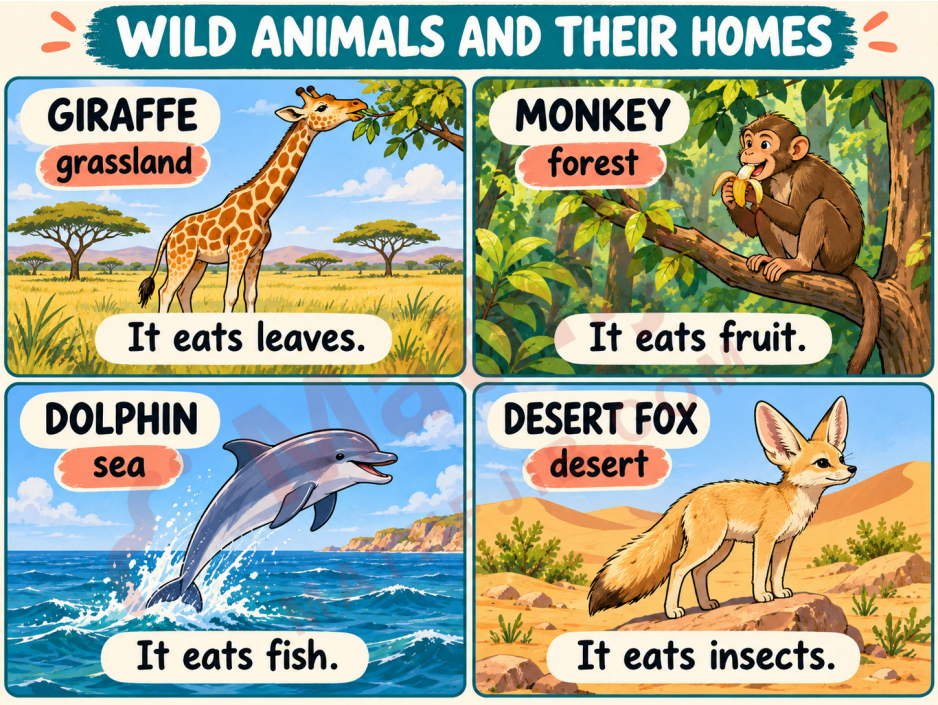
- B is taller than A because 3 is greater than 2.
- C is the tallest of the three because its height is greatest.
- These are fictional card measurements for language practice, not typical species measurements.

2.1 When do you use a superlative?

A superlative identifies an extreme member of a group: C is the tallest giraffe in the picture. Use the + adjective-est for many short adjectives and the most + adjective for longer ones: the biggest, the heaviest, the most dangerous. Good becomes the best; bad becomes the worst. State the comparison group when it matters. The biggest animal in these three pictures is a limited claim; it does not mean the biggest animal in the world.

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3. Activities 2: where do animals live and what do they eat?



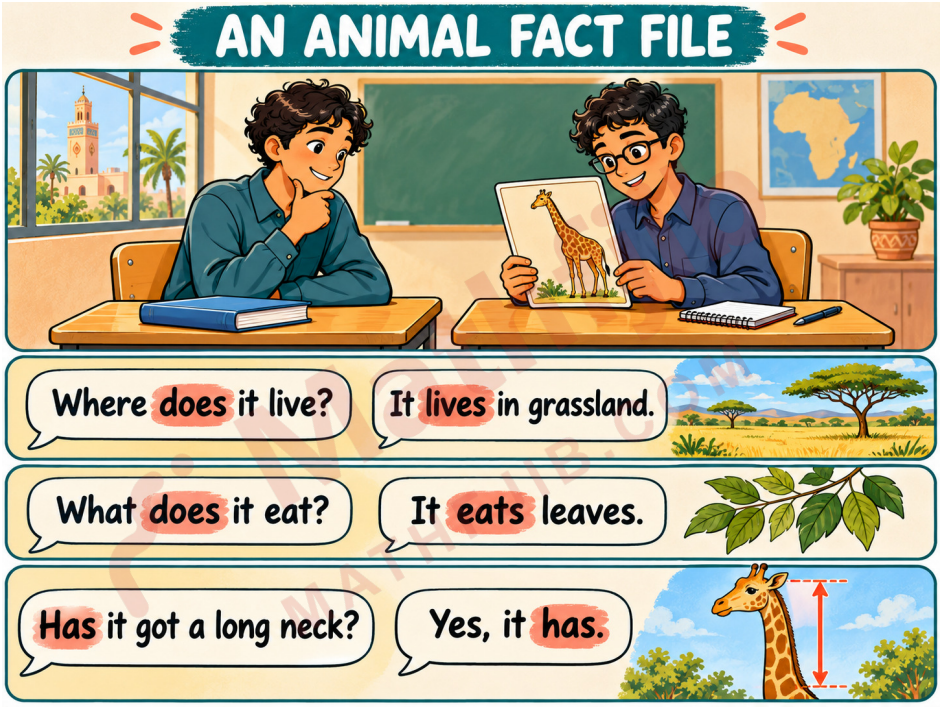
Use live in for a habitat and eat for food: dolphins live in the sea and eat fish.

Habitat word	Meaning	Language example
grassland	open land covered mainly with grass	Giraffes live in grassland.
forest	land with many trees	Many monkeys live in forests.
jungle	a dense tropical forest	Some monkeys live in the jungle.
desert	a very dry area	Desert foxes live in deserts.
mountains	high areas of land	Some bears live in the mountains.
river	flowing fresh water	Some crocodiles live in rivers.
sea / ocean	large areas of salt water	Many dolphins live in the sea.

These examples introduce useful English words. Not every member of a broad animal group has the same habitat or diet. Different bear and monkey species eat different foods. Use some or many when a statement is not true for every species. For this lesson, learn leaves, grass, fruit, fish, meat and insects. Leaf has the irregular plural leaves; fish is commonly unchanged in the plural when referring to animals.

Subject	Habitat	Food
one giraffe: it	It lives in grassland.	It eats leaves.
giraffes: they	They live in grassland.	They eat leaves.
many dolphins: they	They live in the sea.	They eat fish.

4. How do you ask Where, What and When questions?



Ask Where does it live? and What does it eat? Use does + base verb in a question and lives or eats in the answer.

Information	Question about one animal	Question about several animals
Habitat	Where does it live?	Where do they live?
Food	What does it eat?	What do they eat?
Sleeping time	When does it sleep?	When do they sleep?

Put the question word first, then do or does, then the subject and the base verb. Does already carries the third-person ending, so Where does it lives? is incorrect. In the answer, the main verb takes s with it: It lives in a forest. For a yes/no question, say Does it eat fish? Yes, it does. With be, have got and can, use their own question patterns: Is it tall? Has it got wings? Can it fly?

During the day and at night describe different times: Many bats rest during the day and look for food at night. The word nocturnal describes an animal active mainly at night. This is a useful vocabulary extension. Read the particular animal card before answering a sleeping-time question; do not assume all animals in a habitat follow the same routine.

5. Practice 2: build an animal interview

Step by step: Turn a fact card into a conversation

1. Choose one animal and note appearance, habitat, food and one ability.
2. Ask one body question with has got and two habit questions with does.
3. Answer from the card, using it + verb-s for a singular animal.
4. Swap roles. If you miss a detail, ask Can you repeat, please?

A short interview about a giraffe

Hamza: What animal is it? Younes: It is a giraffe. Hamza: Where does it live? Younes: It lives in grassland. Hamza: What does it eat? Younes: It eats leaves. Hamza: Has it got stripes? Younes: No, it has not. It has got spots.

- The first question identifies the animal.
- Does introduces habits; has got introduces a feature.
- A negative answer is more helpful when you add the correct feature.

6. Reading: Yassine's wildlife notebook

Yassine is making animal cards for his English club. His first card is about a giraffe. It has got a long neck and brown spots. It lives in African grassland and eats leaves. His second card shows a zebra. It has got black and white stripes and eats grass. In his drawing, the giraffe is taller than the zebra. His third card is about a dolphin. It lives in the sea and eats fish. It can swim. Yassine puts a blue border around the dolphin card and a green border around the two land-animal cards. He does not write about sleeping times.

Step by step: Find an answer without guessing

1. Read once to identify the project and the three animals.
2. For each question, underline a sentence containing the answer.
3. Track it carefully: after dolphin, it refers to the dolphin.
4. If no sentence gives the requested detail, answer Not stated instead of inventing a fact.

7. Listen and speak: two new animal cards

Ask a partner to read this original script slowly while you look away: Card A shows a desert fox. It has got large ears. It lives in the desert and eats insects. Card B shows a dolphin. It has got fins. It lives in the sea and eats fish. First listen for the two animal names. Listen again and record one feature, one habitat and one food for each. Then check against the script. This is a partner-read listening activity.

8. Review: how do you write an animal description in 50-75 words?

Plan five points: name, appearance, habitat, food and ability. Write 50-75 words and add one comparison supported by a picture or a fact card. Join ideas with and, but or because when the connection is clear. Write about one animal with it, or a species in the plural with they, and keep that choice consistent.

A model animal paragraph

My favourite wild animal is the giraffe. It is tall and has got a long neck. Its coat has got brown spots. It lives in African grassland and eats leaves from trees. In my drawing, it is taller than the zebra beside it. I like drawing giraffes because their shape is easy to recognise.

- The opening names the animal, then the description groups related details.
- The comparison is explicitly limited to the drawing.
- Use this structure to write your own description instead of replacing only the name.

Before finishing, check a/an, is versus has got, it eats versus they eat, does + base verb, and comparative + than. Say your paragraph aloud. If one sentence is difficult to follow, split it into two shorter sentences. Exit task: name a habitat, ask one food question and compare two animals from a picture.

Key points

- Use is with adjectives, has got with body features and can with abilities.
- A habitat is the kind of place where an animal lives.
- Say It lives and It eats, but They live and They eat.
- Ask Where does it live? and What do they eat?
- After does, use the base verb: eat, live or sleep.
- Use bigger than to compare two animals and the biggest for one in a stated group.
- Learn the spelling big $\rightarrow$ bigger, heavy $\rightarrow$ heavier and good $\rightarrow$ better.
- Answer reading questions from the text; mark missing information as not stated.

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Exercises - Try before checking

Write your answers in your notebook. Use the lesson and write complete sentences before you read the corrections.

Exercise 1. Choose an animal from its feature

Easy

Choose giraffe, zebra, elephant or snake: a) a trunk; b) a very long neck; c) black and white stripes; d) a long body without legs.

Exercise 2. Use a or an

Easy

Complete: ... eagle, ... tiger, ... elephant, ... zebra. Then make the first phrase plural.

Exercise 3. Choose a description verb

Easy

Complete with is, has got or can: A giraffe ... tall. It ... a long neck. A dolphin ... swim.

Exercise 4. Use the habitat cards

Easy

From the habitat picture, where do the giraffe, monkey, dolphin and desert fox live? Give four full sentences.

Exercise 5. Match food to a picture

Easy

From the same picture, complete: The giraffe eats ... . The monkey eats ... . The dolphin eats ... . The desert fox eats ... .

Exercise 6. Change singular to plural

Intermediate

Rewrite about several animals: It lives in the sea. It eats fish. It has got fins. It can swim.

Exercise 7. Ask about a habitat and a food

Intermediate

Make questions for the missing information: The giraffe lives in ... . The dolphins eat ... . Use Where and What.

Exercise 8. Build comparatives

Intermediate

Write the comparative of tall, large, big, heavy, dangerous and good.

Exercise 9. Compare the invented cards

Intermediate

Animal cards A, B and C are 2, 3 and 4 metres tall. Complete: B is ... than A. A is ... than C. C is the ... of the three.

Exercise 10. Repair four sentences

Intermediate

Correct: It is a long tail. Where does it lives? It can swims. An elephant is more bigger than a zebra.

Exercise 11. Read Yassine's notebook

Intermediate

Name the three animals. Which one has a blue border? What does the zebra eat? What is taller than the zebra in the drawing?

Exercise 12. True, false or not stated?

Intermediate

Use only the reading: a) Yassine makes cards for an English club. b) The dolphin card has a green border. c) The giraffe sleeps at night. Correct the false statement.

Exercise 13. Listen for six details

Challenge

Use the partner-read script. Record a feature, a habitat and a food for both animals without looking at the text.

Exercise 14. Speak from a new card

Challenge

Invent a card with a name, feature, habitat and food. Ask a partner three questions, including one with does, and answer from the card.

Exercise 15. Write your own animal paragraph

Challenge

Write 50-75 words about an animal. Include appearance, habitat, food, ability and one comparison tied to a picture or given data.

Exercise 16. Review challenge: prepare a class display

Challenge

Create two illustrated animal cards and a three-question interview. Include one comparative and identify one fact you still need to check.

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Explained answers to the exercises

Exercise 1. Choose an animal from its feature

a) Elephant; b) giraffe; c) zebra; d) snake. Connect each name to the distinguishing feature, rather than colour alone.

Exercise 2. Use a or an

An eagle, a tiger, an elephant, a zebra. The plural is eagles, without a or an. Choose the singular article from the following sound.

Exercise 3. Choose a description verb

A giraffe is tall. It has got a long neck. A dolphin can swim. An adjective, a body noun and an action need different structures.

Exercise 4. Use the habitat cards

The giraffe lives in grassland. The monkey lives in a forest. The dolphin lives in the sea. The desert fox lives in the desert. Each singular subject takes lives.

Exercise 5. Match food to a picture

The giraffe eats leaves. The monkey eats fruit. The dolphin eats fish. The desert fox eats insects. These answers describe the illustrated cards.

Exercise 6. Change singular to plural

They live in the sea. They eat fish. They have got fins. They can swim. Drop the s from lives and eats; can stays unchanged.

Exercise 7. Ask about a habitat and a food

Where does the giraffe live? What do the dolphins eat? The singular giraffe needs does; plural dolphins needs do. Both questions use a base verb.

Exercise 8. Build comparatives

Taller, larger, bigger, heavier, more dangerous and better. Check the doubled g, y changing to i, more with the longer adjective and the irregular form better.

Exercise 9. Compare the invented cards

B is taller than A. A is shorter than C. C is the tallest of the three. The superlative is limited to this invented set of measurements.

Exercise 10. Repair four sentences

It has got a long tail. Where does it live? It can swim. An elephant is bigger than a zebra. Repair the structure, then check the verb form.

Exercise 11. Read Yassine's notebook

The animals are a giraffe, a zebra and a dolphin. The dolphin card has a blue border. The zebra eats grass. The giraffe is taller than the zebra in the drawing.

Exercise 12. True, false or not stated?

a) True. b) False: the dolphin card has a blue border. c) Not stated: the text explicitly gives no sleeping times. A fact you know from elsewhere is not reading evidence.

Exercise 13. Listen for six details

Desert fox: large ears, desert, insects. Dolphin: fins, sea, fish. Listen again if needed, then turn the notes into It has got, It lives and It eats sentences.

Exercise 14. Speak from a new card

Possible exchange: What animal is it? It is a giraffe. Where does it live? It lives in grassland. What does it eat? It eats leaves. Assess whether each answer matches the chosen card.

Exercise 15. Write your own animal paragraph

Model: My animal card shows a dolphin. It has got fins and a smooth body. It lives in the sea and eats fish. It can swim. In my picture, the dolphin is bigger than the fish beside it. I use a blue border because the animal lives in water. I want to draw an eagle next.

Other accurate descriptions are acceptable. Check connected ideas, the word count, clear pronouns and a comparison supported by the selected picture or data.

Exercise 16. Review challenge: prepare a class display

A successful display gives each animal a name, habitat and food, asks correctly formed questions and compares the same feature. Mark an unverified diet or sleeping claim as needing a source rather than presenting it as certain.

Frequently asked questions

What should I learn in Wild animals English 2AC?

Learn animal names, body features, habitats and food, then ask present simple questions and compare animals. Practise these points through a short reading, an interview and an original animal description.

How do I describe an animal in English 2AC?

Name the animal, describe its appearance with is and has got, then add its habitat, food and abilities. Link your ideas with and or because. A supported paragraph of about 50-75 words is a suitable practice task.

What is the difference between a comparative and a superlative?

A comparative relates two things: B is taller than A. A superlative identifies an extreme member of a group: C is the tallest of the three. Use the comparison group and any supplied measurements to choose the answer.

Why do we say Where does it live rather than lives?

Does carries the third-person ending in a present simple question. The next verb stays in the base form: Where does it live? In a positive answer without does, write It lives in grassland.

Should every animal answer come from general knowledge?

For a reading or listening task, answer from the provided text or script. If a detail is absent, say it is not stated. For an independent fact file, check unfamiliar habitat, food or behaviour claims before using them.

Where are the Wild animals 2AC exercises and answers?

The exercise section contains 16 tasks with explained corrections, including vocabulary, comparisons, reading, listening, speaking and writing.

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Follow your teacher's sequence and instructions.
Find the lesson, the pictures and the activities online.