

## Level 2

<b>Suitable for:</b>	young learners who have completed up to 100 hours of study in English
<b>Type of English:</b>	American
<b>Headwords:</b>	400
<b>Key words:</b>	10 (see pages 2 and 6 of this Factsheet)
<b>Key grammar:</b>	present continuous with present meaning, negative verb forms, positive imperative forms, <i>all</i> + noun, direct speech + noun/ pronoun + <i>say</i>

### Summary of the story

Bambi is a baby deer much loved by his mother. As he grows up, he makes friends with Thumper the rabbit, Flower the skunk, and he meets a young female deer, Faline. Suddenly there is a loud “bang” noise. Bambi runs and then meets the Great Prince of the Forest, who he learns is his father.

One day, Bambi hears the “bang” noise again. This time, his mother is killed by the hunters. Bambi is alone and desperately unhappy. The Prince of the Forest appears and helps him.

When spring arrives, Bambi meets Faline again. Shortly afterwards, there is a raging forest fire. Bambi and his father lead the forest animals to safety. In the end, Bambi becomes the Prince of the Forest and he and Faline have two baby deer.

### Summary of the film: *Bambi*

A baby deer called Bambi is born. He is very attached to his mother and spends most of his time with her. He quickly makes friends with a rabbit called Thumper, a young skunk named Flower, and a female fawn named Faline. He also meets his majestic father, the Great Prince of the Forest.

During Bambi’s first winter, his mother is shot and killed by a deer hunter, leaving Bambi sad and alone. The Great Prince takes pity on his abandoned son and helps Bambi.

By spring, Bambi has grown into a young stag and he meets Faline again. Their courtship is challenged

by an aggressive stag named Ronno. Fortunately, Bambi manages to defeat Ronno in battle.

Shortly afterwards, Bambi is warned of a forest fire by his father. The two run to safety, although Bambi is separated from Faline in the turmoil. He finds her surrounded by fierce hunting dogs, which he manages to fight off. He then makes it to a safe place, with all the other forest animals. The following spring, Faline gives birth to twins under Bambi’s watchful eye as the new Great Prince of the Forest.

### Background information

*Bambi* was released in 1942, and was the fifth Disney Animated Classic.

The movie is based on the book *Bambi, A Life in the Woods* by Felix Salten, published in 1923.

The film received three Academy Award nominations: Best Sound, Best Song (for *Love Is a Song*) and Original Music Score.

### Did you know ... ?

The animators visited the Los Angeles Zoo and set-up a small zoo at the studio with animals such as rabbits, ducks, owls, and skunks, and a pair of fawns named Bambi and Faline so that the artists could see the movement of these animals.



**BAMBI LEVEL 2**

## The characters

**Bambi** is a deer. He lives in the forest.

**Thumper** is a rabbit. He is Bambi's friend.

**Flower** is a skunk. He is Bambi's friend.

**Faline** is a pretty female deer.

**The Great Prince of the Forest** is Bambi's father. He lives in the forest.

**Bambi's mother** lives in the forest with Bambi.

## Topics and themes

**The forest** Bambi lives in the forest with his mother and friends. There are many interesting things you can find in the forest. What kind of animals live in the forest? What other things can you find in the forest? Do you ever go to the forest? What do you do when you go to the forest? (You could find some pictures of the forest to show the class as the questions are asked and discussed.) Students could draw a picture of a forest they have visited.

**Animals** Many different kinds of animals can be found in the forest. What animals can you find in the forest? What animals are Bambi's friends? At the end of the story how many animals go to see Bambi and Faline's new baby deer? Count the animals. Ask the students which animal they like the best and why.

**Making friends** When Bambi is a young deer, his friends in the forest are very important to him. He has two friends who are particularly important to him, Flower the skunk, and Thumper the rabbit. Ask students who their friends are? What makes a good friend? What do they like about their friend(s)? The students could draw a picture of themselves and their friend(s) doing something special together. Then, they could label the picture and write some sentences about why their friend(s) is / are special. This could be presented to the class.

**Family** Bambi lives with his mother in the forest; she loves him very much. He learns The Great Prince of the Forest is his father, who later helps Bambi escape from the forest fire. Ask the children about their families. Is there anyone who is particularly

## Key words

(see page 6 of this Factsheet for the Key words in context)

be in love (v)	rabbit (n)
dead (adj)	safe (adj)
deer (n)	shout (adj)
fire (n)	skunk (n)
forest (n)	stag (n)

special for them in their family? How can someone in their family help them if they have a problem? Afterwards, the children could bring in photographs of their family and make a poster. They could write some sentences about their family (who they are, what they like to do together). Then students could present their posters to the class.

**Danger** Bambi has to deal with dangerous situations when he is both a baby deer and a stag. When is Bambi in danger? What happens to Bambi in these situations? Ask the children if they can think of situations which are dangerous. What is the situation? How could they help someone in a dangerous situation? Why is it important to help people?

**Feelings** Bambi experiences a variety of feelings throughout the story. He is a happy young baby deer when suddenly, his mother is killed by hunters. Then he is alone in the forest and feels very sad and scared. When he meets Faline again, he is happy. Ask students what makes them feel happy. What makes them feel sad? Can they think of words relating to feelings? Can they relate these words to parts in Bambi's story?

## Notes on the photocopiable activities

**Page 6:** Students could paste the list of Key words into a notebook. You could ask students to learn this vocabulary as homework and then test them on it.



**Pages 7–9:** While-Reading activities, **Activity 1**

You could ask students to correct the three false sentences: 1 Bambi lives in the forest with his father. 2 The rabbit's name is Bumper. 4 When Bambi is in the forest he sees a pretty horse.

**Activity 4** Students cut out the sentences using safety scissors and stick them beneath the relevant picture.

**Pages 10–11:** After-Reading activities, **Activity 3**

Encourage the students to use the same colors as in the book, and to talk about the picture / colors as they work.



## Class Activities (After Reading)

Here are some activities to do with your class after reading *Bambi*.

### 1. Animal puppets on straws

**Materials:** pictures of about eight forest animals x 2 (e.g. deer, skunk, rabbit, owl, badger, bird, mouse, butterfly); straws; colored pens / pencils; glue; scissors. This is enough for eight students. Make further copies of these eight animals for any more students in the class.

- Before the session, print two sets of eight pictures of forest animals downloaded from the internet. Print out further copies depending on the number of students in the class. Each child will get two pictures of the same animal.
- With the children, point to and talk about the different animals on page 1 of the Reader. For example, the owl is looking at Bambi and his mother, and there is a butterfly above Bambi and his mother.
- Show the children the eight pictures of the forest animals. Say the names of each animal. The students sit in a circle, listen, and repeat, paying attention to pronunciation.
- Distribute the pictures of the animals to the students so that each student gets two pictures of the same animal.
- Students use colored pencils to color both their animal pictures.
- The students cut out their animal pictures.
- The students glue the back of one of the pictures and attach the straw to the picture. They then glue the second picture and attach it to the first animal picture and the straw.
- Ask the students to sit in circles of eight, holding their different animal straw puppets. Demonstrate holding your own puppet then introduce your animal to one of the children. For example: *Hello my name is ... I'm an owl*. Students listen and take turns introducing their animal.

- Students extend using the language by continuing with the conversations using their straw puppets.

### 2. Forest books (Life in the forest)

**Materials:** A4 paper folded and stapled to make a book; pictures of forest animals; pictures of things found in the forest (plants, flowers, trees); colored paper; colored tissue paper; colored pencils / paint; magnets or adhesive tape; glue; scissors

- Look at the book with the students. Ask them to imagine what life is like in the forest. What can the animals do in the forest? What can they see?
- Prepare pictures of animals, trees, and plants found in the book. On separate paper write the names of animals, plants, etc.
- Put the pictures on one side of the board with magnets or adhesive tape and the words on the opposite side.
- Ask students to individually match them by putting the correct word under the picture. Initially demonstrate this.
- Explain they are going to make a book about life in the forest using some of the words and pictures on the board.
- Hand out the ready-made books together with the pictures of animals and things found in the forest.
- Tell the students that their book must tell a story about life in the forest. They cut, color and glue the pictures on to each page. They can also use the tissue paper for a better effect, e.g. leaves for trees, the sun, flowers.
- On each page the students write a short sentence about their picture, forming a short book.
- Students read their books to the group, showing their pictures.



### 3. Who or what am I?

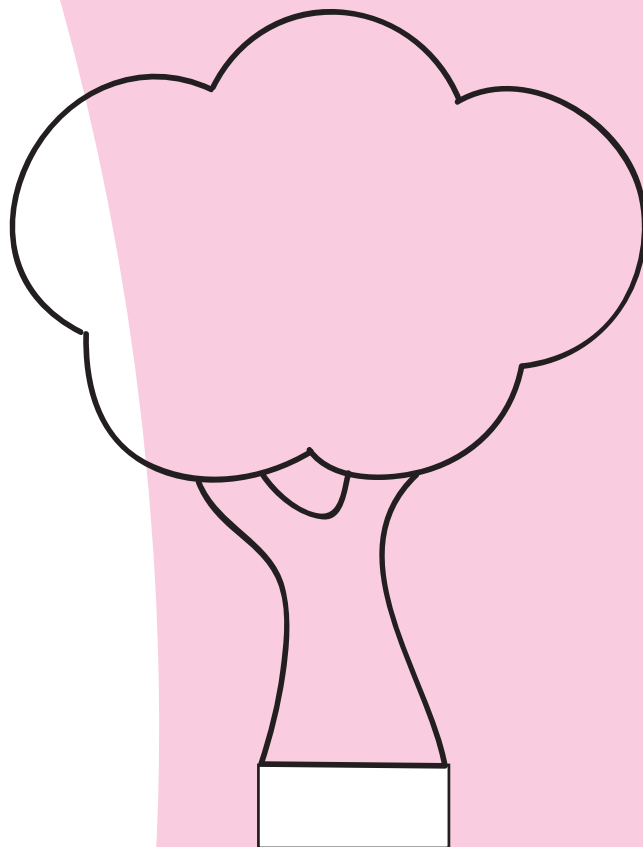
- From their forest books the children choose one of the animals or things that they can find in the forest.
- Demonstrate first of all to the whole class by choosing one of the animals or things and providing a simple description of the animal / thing.
- Ask at the end *What am I?*
- Pupils take it in turns to describe the animal or thing to the class.
- The class tries to guess which animal or thing each child is describing.

### 4. A forest box

**Materials:** shoe boxes (one for each child, the lids are not required); colored paper (blue, brown, green, yellow are the main colors); colored paints / pens and pencils; pictures of forest life, e.g. deer, rabbits, birds, skunks, butterflies, mice, owls, trees, flowers, plants, twigs, small pebbles; glue; scissors; plain white paper

- Tell the children that they are going to make a forest box using their shoe boxes. You may want to create a box before the class to show the children the finished product.
- Ask the children to place their box on its side and to paint the background of a forest scene inside the box. For example, the top inside of the box can be colored blue for the sky. They could include clouds and the sun. The back, sides and bottom of the inside of the box can be the forest itself: green can be used for grass / trees, brown for earth, and blue for water. The students could also use colored paper.
- From the internet, print coloring pages of forest animals and other things you can find in the forest. You will need trees, plants, ponds, rivers, etc. Alternatively, the children can draw pictures of different features in a forest.
- On each picture the students need to draw a tab to mount the picture in the box. If the students

want to mount a figure to the bottom, then they should have a one inch tab at the bottom of the picture. If they want it to hang from the top, they add a one inch tab to the top. If they want a figure to come out from the side, they should leave a tab on the side of the image.



- The students then color the images. Encourage them to make them as colorful as possible. They could also stick colored tissue paper onto the images, particularly for the trees and leaves.
- The children then cut out the images of animals and forest life including the added tab.
- They then fold back the tab, and glue it to the bottom, top, or side of the box.
- The students continue to construct their forest boxes.
- Ask the students to present their boxes to their peers explaining what their box contains.



# Key words



- be in love**..... They are in love! (p. 10)
- dead** ..... His mother is dead. (p. 9)
- deer** ..... Bambi is a baby deer. (p. 1)
- fire** ..... There is a big fire! (p. 11)
- forest** ..... He lives in the forest with his mother. (p. 1)
- rabbit** ..... The rabbit's name is Thumper. (p. 2)
- safe** ..... Bambi and his father take the animals to a safe place. (p. 12)
- shout** ..... Bambi is scared. "Mother!" he shouts. (p. 6)
- skunk**..... Bambi and Thumper meet a skunk. (p. 3)
- stag** ..... Bambi is now a stag. (p. 10)



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**While-Reading activities****Activity 1 (pages 1–5)**

Write *yes* or *no*.

- 1 Bambi lives in the forest with his father. \_\_\_\_\_
- 2 The rabbit's name is Bumper. \_\_\_\_\_
- 3 Bambi meets a skunk. \_\_\_\_\_
- 4 When Bambi is in the forest he sees a pretty horse.  
\_\_\_\_\_
- 5 Suddenly there is a loud noise. \_\_\_\_\_

**Activity 2 (pages 6–10)**

Write the words.

- 1 Bambi is \_\_\_\_\_. "Mother!" he shouts.
- 2 Bambi's mother \_\_\_\_\_ him.
- 3 One day, Bambi \_\_\_\_\_ the noise again.
- 4 His father, the Great Prince of the Forest, \_\_\_\_\_  
him.
- 5 Bambi is now a \_\_\_\_\_.

**Activity 3 (pages 11–13)**

Circle the words.

- 1 There is a **small** / **big** fire!
- 2 Bambi and his **mother** / **father** take the animals to a  
safe place.
- 3 The animals come and see the baby **rabbits** / **deer**.

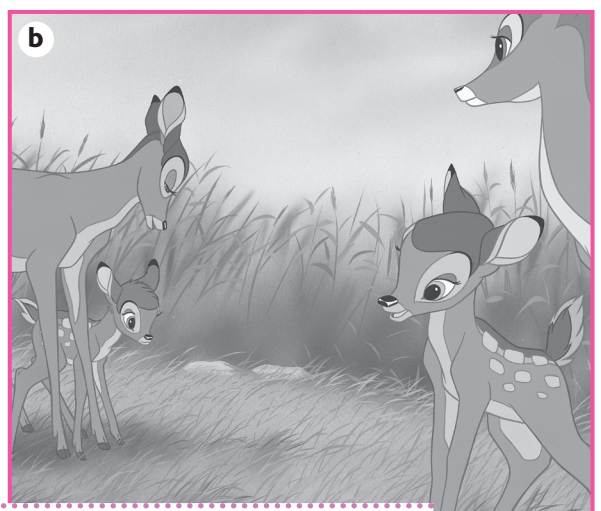




## Activity 4 (pages 1–14)

Match the words to the pictures.

- 1 One day, Bambi hears the noise again. *Bang!*
- 2 Bambi and his father take the animals to a safe place.
- 3 He sees a pretty deer. Her name is Faline.
- 4 The animals come and see the baby deer.
- 5 Bambi is a baby deer.
- 6 Suddenly, it is dangerous in the forest.













## After-Reading activities

### Activity 1

Copy the sentences under the pictures. Then cut and order the pictures.

- a Bambi runs quickly.
- b “Look! Two baby deer,” they say.
- c His father, the Great Prince of the Forest, helps him.
- d Bambi meets Faline again.
- e Bambi and Thumper meet a skunk.
- f There is a big fire! All the animals are scared.

 <p>1</p> <p>© Disney</p>	 <p>2</p> <p>© Disney</p>	 <p>3</p> <p>© Disney</p>
<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
 <p>4</p> <p>© Disney</p>	 <p>5</p> <p>© Disney</p>	 <p>6</p> <p>© Disney</p>
<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>



## Activity 2

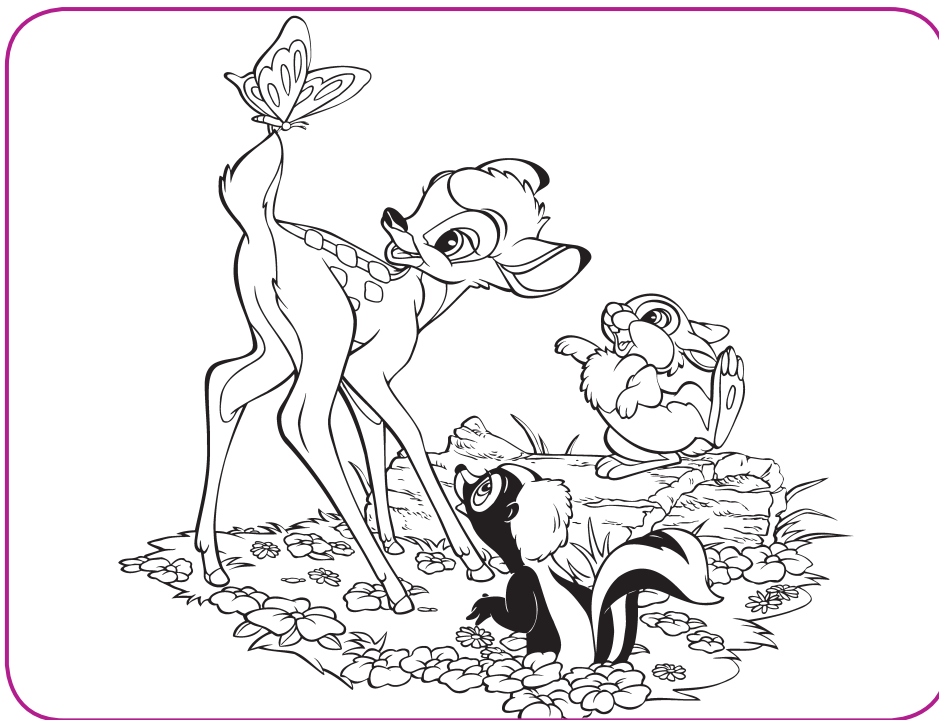
Circle the words.

animals friends prince mother dance dangerous

b	f	d	h	j	p	r	d	q
e	r	m	o	t	h	e	r	a
i	i	h	e	n	i	f	n	n
p	e	p	r	i	n	c	e	i
r	n	m	e	a	a	x	e	m
o	d	a	n	c	e	w	r	a
b	s	r	i	e	n	s	o	l
d	a	n	g	e	r	o	u	s

## Activity 3

Color the picture of Bambi and his friends.



## Answer Key

### In the back of the Reader

#### Before You Read

1 1 d 2 a 3 b 4 c

2 Bambi

#### After You Read

1 1 T 2 F 3 F 4 F 5 T 6 F 7 T 8 T

### In this Factsheet

#### While-Reading activities

##### Activity 1

1 no 2 no 3 yes 4 no 5 yes

##### Activity 2

1 scared 2 finds 3 hears 4 helps 5 stag

##### Activity 3

1 big 2 father 3 deer

##### Activity 4

1 c 2 e 3 b 4 f 5 a 6 d

## After-Reading activities

### Activity 1

1 b 2 c 3 e 4 d 5 a 6 f

The correct order is: 3, 5, 2, 4, 6, 1

### Activity 2

b	f	d	h	j	p	r	d	q
e	r	m	o	t	h	e	r	a
i	i	h	e	n	i	f	n	n
p	e	p	r	i	n	c	e	i
r	n	m	e	a	a	x	e	m
o	d	a	n	c	e	w	r	a
b	s	r	i	e	n	s	o	l
d	a	n	g	e	r	o	u	s



BAMBI LEVEL 2