



JUNGLES

CEFR Pre-A1 Level

YLE Starters

LESSON OBJECTIVES

Vocabulary

- Parts of animals: feather, wing
- Nature: flower, fruit, fungi, jungle floor, leaf, plant, rain, sunlight, tree
- Animals: ant, bird (of paradise), caiman, capybara, cat, colugo, (Amazon) dolphin, elephant, frog, gorilla, hummingbird, insect, jaguar, lemur, lizard, (spider) monkey, tiger, (railroad) worm
- Verbs: climb, eat, fight, find, fly, glide, live, look for, love, make (homes), play, run, show (colour), sing, sleep, swim, walk
- Adjectives and adverbs: beautiful, big, female, hot, male, small, strong, wet

Grammar

- Present simple
- Present continuous
- Modals: can/cannot (ability)

Skills

- Reading: predicting, for gist, for specific information
- Writing: basic sentences, spelling
- Listening: for gist, for specific information
- Speaking: describing pictures, talking about animals, expressing preferences

Resources

- Do You Know? BBC Earth Jungles book
- Visit www.ladybirdeducation.co.uk for
 - Reading Activities
 - Video Activities
 - Audiobooks
 - Video clips

LESSON PLAN

Timing: 40–60 minutes

Before reading: 10 minutes

During reading: 20 minutes

After reading: 10 minutes.

Before reading

- Introduce the subject. Show pupils the pictures on pages 6–9 and ask: *Is this a jungle? What can you find in a jungle? Is it hot or cold? Is there rain? Are there plants/animals? Are there jungles near you? Or draw the elements of a jungle on the board and ask: What is this? What are these? Where are they?*
- Check/pre-teach new vocabulary. Tell pupils: *Look at pages 4–5. Point to... What is this/are these? What colour is it/are they? What is it/are they doing?* Mime the actions: fight, glide, etc.
- To check understanding, ask extra questions like: *Are you male or female? Is rain wet? Do horses have feathers?*
- Hand out the reading activities sheet. Ask pupils to do activity 1a* in pairs. Check answers as a class. For activity 1b, go around the class and listen to the pupils working in pairs.

During reading

- Read or play the audio recording and ask pupils to follow the text in their books.
- After reading up to page 9, ask pupils to do activity 2a on the reading worksheet individually or in small groups. Make sure groups have similar ability levels, choose a spokesperson and add a time challenge. Correct as a class.
- Continue to read or play the audio recording for pages 10–27, pausing to summarize or ask ‘Think’ and ‘Look’ questions to break up text and check understanding while you read.
- Ask pupils to do activity 2b on the reading



JUNGLES

worksheet in small groups. Set a time limit to challenge and engage pupils: *Start now! Stop now!* Or ask groups to shout *Stop!* when they finish. Correct as a class or get one group to correct another's work.

- Hand out the video worksheets. Check that pupils understand the tasks. Play the videos, pausing after each one for pupils to answer. Ask pupils to check their answers first in pairs and then as a class. Show correct pronunciation during feedback.
- Ask pupils to do the 'All videos' task on the video worksheet in pairs and feed back to the class, or set as homework if time is short.
- Continue to read or play the audio recording for pages 28–29. Ask pupils to do activities 3a** and 3b on the reading worksheet individually. Correct first in pairs and then as a class.

After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually to check what they have understood about the topic. Check answers first in pairs and then as a class.
- Set the projects on pages 9 and 25 of the book as follow-up group activities using online or book resources. Give out different projects to different groups and specific tasks to each group member before the next lesson.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing groupwork.
- Encourage pupils to draw and label answers rather than write full sentences.
- For all speaking activities, you can show with a pupil or ask two stronger pupils to show the class.
- *For reading activity 1a, write the answers as a word pool for pupils to select from.
- **For reading activities 2a, 2b and 3a, you could suggest the specific page numbers or chapters where pupils will find the answers.

Extension

- Fast finishers can write a fact file about a specific jungle. It should include:
 - its name
 - location
 - weather
 - what lives in different parts (floor, water, trees)
 - what they eat.