



CLEVER PREY

CEFR Level A1+

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Animal characteristics: acid, bottom, claw, eye, fang, feather, horn, mouth, neck, predator, prey, skin, spine, spot, spray, stripe, tail, teeth, tusk, venom, wing
- Animals and their babies: (yellow crazy) ant, armadillo, baboon, (honey)bee, (bombardier) beetle, buffalo, caiman, cub, crab, dingo, elephant, (porcupine) fish, (poison arrow) frog, giraffe, insect, jaguar, kangaroo, ladybird, leopard, lion, lizard, monkey, porcupine, scorpion, sea slug, sea urchin, (wandering) spider, wasp, warthog
- Adjectives and adverbs: big, close, difficult, fast, hard, heavy, horrible, hot, ill, long, safe, small, strong, wet
- Verbs: catch, die, drink, eat, feel (ill), fight, find (food), get (bigger/close) jump, keep (sth away), kill, kick, hunt, hurt, leave, like, look for (food), make (acid/a noise/venom), move (trees), open, put, run, see, stand up, start, stay, stop, strike, tell, try, use, want to, win
- Comparative and superlative adjectives: bigger, smaller, tallest

Grammar

- Present simple
- Present continuous
- Modals: can/can't (ability)

Skills

- Reading: predicting, reading for gist, reading for specific information, categorizing information
- Writing: linking a sequence, describing a picture, describing an animal
- Listening: for gist, for specific information

- Speaking: describing pictures and animals, exchanging information, expressing preferences and opinions, talking about yourself

Resources

- Do You Know? BBC Earth Clever Prey 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. Tell pupils to: *Look at the pictures on pages 6–9. Which animals are predators and which are prey? How do you know? What do predators do? What do their prey do?*
- To check understanding maybe do a quick game of 'predator or prey', naming an animal and getting pupils to answer. You can make it more challenging by naming two animals together where it is not always clear which one is the predator and which is the prey.
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. Point to ... What is this/are these? What colour is it/are they? What is it/are they doing?* To check class understanding describe vocabulary, e.g. *It can kill you if you drink it and hurt you if you touch it. Acid!*
- Hand out the reading activities worksheet. Ask pupils to do activity 1 and check first in pairs and then as a class.



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During reading

- Read or play the audio recording and ask pupils to follow the text in their books.
- Read up to page 19, checking understanding with the 'Look' and 'Find out' activities in the book where possible. Ask pupils to do activity 2* on the reading worksheet. Pupils can work individually and compare in pairs before correcting as a class.
- Continue to read or play the audio recording for pages 20–29, summarizing text or doing 'Look' and 'Find out' activities again.
- Hand out the video worksheets. Check pupils understand the tasks. Play the videos, pausing after each one for pupils to answer. Ask them 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 or small groups and feed back their ideas to the class. Set as homework if time is short.
- Ask pupils to do activity 3 on the reading activities worksheet in small groups. Challenge and engage pupils by setting time limits for each task: *You have one minute from now!* Or ask groups to shout *Stop!* when they finish. Check groups have similar ability levels and choose a spokesperson.

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. Correct first in pairs and then as a class.
- Set the projects on pages 17 and 19 of the book as follow-up group activities using online or book resources. Assign different groups to the two different projects, which they can present in a subsequent lesson.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing groupwork.
- *Provide pupils with precise page numbers to find the answers to activity 2b.

Extension

- Fast finishers can watch and discuss any additional videos in the book. They can also write a presentation about clever people. This should include information about:
 - what we can do
 - how we stay safe
 - which animals can hurt us
 - what we do when we are afraid.