



### MAMMALS

CEFR Level A1+

YLE Movers

## LESSON OBJECTIVES

### Vocabulary

- Natural and urban environments: city, desert, forest, fruit, grass, land, mountain, plant, sand, sea, stick, water
- Animal characteristics: baby, backbone, blood, blubber, body, carnivore, cetacean, coat, egg, face, fat, fur, hair, head, hole, hoof, insectivore, mouth, noise, nose, omnivore, primate, rodent, teeth, tongue, ungulate, wing
- Animals: anteater, antelope, ape, bat, bear, bonobo, cheetah, chimpanzee, deer, dolphin, echidna, elephant, fish, giraffe, hedgehogs, horse, insect, krill, lemur, lion, monkey, mouse (mice), orca, platypus, polar bear, rat, (elephant) seal, (Etruscan) shrew, sloth, (flying) squirrel, tiger, (blue/ humpback) whale, (Arctic) wolf, zebra
- Adjectives and adverbs: big, clever, cold, fast, hard, hot, little, long, marine, quickly, short, slowly, small, strong, thin, warm, well
- Verbs: be born, breathe, be called, carry, chew, come (from/out of/up), drink, eat (meat/plants), fly, get (cold), give (milk), help, jump, kill, live, move, play, run (after), stay (underwater/warm), swim, talk, understand, use
- Comparative and superlative adjectives: biggest, cleverest, faster than, fastest, as heavy as, as long as, older, slowest, smaller than, smallest

### Grammar

- Present simple
- Present continuous
- Modals: can/can't (ability), have to/don't have to (obligation)

### Skills

- Reading: predicting, reading for gist, reading for specific information, categorizing information
- Writing: linking a sequence, describing an animal
- Listening: for gist, for specific information
- Speaking: describing pictures, comparing animals, exchanging information, ranking animals, talking about yourself and your abilities

### Resources

- Do You Know? BBC Earth Mammals book
- Visit [www.ladybirdeducation.co.uk](http://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 by showing pupils the pictures on pages 6–9 of the book and asking: *What kind of animals are these? How do you know that they are mammals? What is the same/different about them?*
- To check understanding ask pupils to work in small groups and list all the mammals they can in 1 minute. Feed back as a class. Check why the animals are/aren't mammals.
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. Point to all the things mammals can do/have/places they live/things they eat.*
- Check understanding by playing 'back to the board'. Divide the class into two teams. One member from each team sits with



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their back to the board while their team tries to explain the words written on the board. Then players change. You can also play in small groups.

- Hand out the reading activities worksheet. Ask pupils to do activity 1. Ask them to check their answers first in pairs and then as a class.

### During reading

- Read or play the audio recording and ask pupils to follow the text in their books.
- Read up to page 13 and 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 14–25, summarizing text or doing ‘Look’ and ‘Find out’ activities as you read the text to check understanding.
- 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 to feed back their ideas to the class. Set as homework if time is short.
- Ask pupils to do part 3A and B on the reading activities worksheet in small groups. Challenge and engage pupils by setting time limits: *You have one minute from now!* Or ask groups to shout ‘stop!’ when they finish. Check all the groups are of similar size and ability and choose a spokesperson for each group.
- Continue to read or play the audio recording for pages 26–29.

### 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 as a class.
- Set the projects on pages 15 and 29 of the book as follow-up group activities using online or book resources. Assign different projects to different groups and ask them to bring their research to the following lesson.

## DIFFERENTIATION

### Extra support

- Mix pupils of different abilities when doing groupwork.
- \*For activity 2b give pupils precise page numbers for finding each answer.

### Extension

- Fast finishers can make a mind map or a visual representation of mammals. This should include:
  - a diagram of the mammals in the book
  - division into groups
  - characteristics of each group
  - examples of the animals in each group
  - links between the groups
  - labelled illustrations.