



UNDERWATER PREDATORS

CEFR A1 Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Animal characteristics: arm, bubble, ear, eye, head, mouth, nose, paw, predator, shell, teeth, tentacle, whisker, wing
- Natural world: plant, rock, sand, sea floor
- Animals: clam, clownfish, crab, dolphin, eel, (giant trevally) fish, jellyfish, octopus, orca, puffin, sea anemone, seadragon, sea lion, sea otter, sea urchin, seal, (hammerhead) shark, shrimp, (giant) squid, tuna, walrus, (humpback/sperm) whale
- Verbs: bite, breathe, catch, change (colour), die, eat, find, fly, go, hear, help, hold, hunt, jump, kill, live, look for, open, put, see, stay (safe), sting, stop, swim, use, wait, walk, watch
- Prepositions: above, across, from, in, near, on, past, under, with
- Groups of animals: birds, fish, mammals
- Adjectives and adverbs: big, easily, good, hungry, quickly, safe, sharp, small, together, well

Grammar

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

Skills

- Reading: predicting, reading for gist, reading for specific information, categorizing
- Writing: linking phrases in sentences, describing pictures and animals
- Listening: for gist, for specific information

- Speaking: describing and comparing pictures, expressing preferences and opinions, ranking things, talking about animals and yourself

Resources

- Do You Know? BBC Earth Underwater Predators 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

- To introduce the subject, show the pictures on pages 6–7 and ask: *What is the same about these animals? Where do you live? What do they eat? How do they find their food?*
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. What is this animal/are these animals doing? Which animal has whiskers/tentacles, etc.? What does it do with it/them? Which animal can sting/breathe, etc.? What is this? Is it part of an animal or a thing? Where can you find it?*
- To check understanding, describe the pictures for the pupils to guess. *Animals make these in water. Bubbles!* You can also ask pupils to mime the words in pairs or play 'Pictionary', drawing words for other pupils to guess.
- Hand out the reading activities worksheet. Ask pupils to do activity 1*. For activities 1a and 1b ask pupils to check answers 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.
- After reading up to page 13, ask pupils to do activities 2a and 2b on the reading worksheet individually, correcting first in pairs and then as a class.
- Continue to read or play the audio recording for pages 14–25, pausing to summarize or ask ‘Think’ or ‘Look’ questions as you read to check understanding.
- Ask pupils to work in small groups and do activity 3 on the reading worksheet. Set time limits for each task to challenge and engage pupils: *Start now! Stop now!* Or ask groups to shout ‘*Stop!*’ when they finish. Check groups are similar in size and ability levels, and choose a spokesperson.
- Continue to read or play the audio recording for pages 25–29.
- Hand out the video worksheets. Check pupils understand the tasks. Play the videos, pausing for pupils to complete the tasks. 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 class in pairs and feed back to the class with their opinions. If there’s time, you can have a class vote on the cleverest animal.**

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 11 and 25 of the book as follow-up group activities using online or book resources. Assign different projects to different groups. Ask pupils to bring in their work for 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 reading activity 1a ask questions to check answers or assign only to the more able pupils. For activity 1b you can cross out the two distractors.

Extension

- **Fast finishers can also vote on the cleverest animals by doing a class survey and presenting the results to the class. It should include:
 - a questionnaire (e.g. *Which animal ... do you like / do you not like? / have you got at home? / is clever? / is a good predator? etc.*)
 - a summary of findings (*Most pupils like ... Most pupils don't like ...*)
 - a graph to support findings
 - final class ranking of animals 1–5.