



Project

A wildlife poster

Objectives

- read about flamingoes, tigers and ants.
- produce an illustrated poster about three animals from my country.

Preparation

- Bring books, magazines and articles containing information about animals.
- Bring card and glue sticks for every group. The number will depend on the number of groups you will have in the class making posters.

Warm-up

- Books closed. Write: *What's your favourite animal and why?* on the board.
- Put students into pairs to ask and answer the question. Point out that the question can be answered either by saying: *The horse is my favourite animal, I like horses or Horses are my favourite animals.*
- Ask some students to report back to the class on their partner.

Look

- Ask students to open their books at page 124.
 - Refer students to the photos and tell them to cover the text.
 - Ask students what they know of the three animals in the photos.
 - Elicit students' ideas and put them on the board.
 - Before students work alone to do the matching exercise, check their understanding of the following vocabulary (use L1 if necessary):
sociable (adjective): friendly and keen to be with others;
shrimp (noun): a small animal with a shell and ten legs that lives in the sea and is eaten as food;
plankton (noun): microscopic organisms which float and drift in the sea or in fresh water and which some animals feed on;
territorial (adjective): of an animal which defends its territory against intruders, particularly intruders of its own species;
endangered species (noun phrase): a species of animal threatened with extinction due to disease or being hunted by human beings;
colony (noun): a community of animals living and growing together in large numbers;
fungus (noun): unicellular or multicellular organisms that decompose and absorb the organic material they grow in.
 - Ask students to work alone to do the matching exercise.
 - Students can compare answers in pairs before you check answers with the class.

Answers

1 b 2 c 3 a

Prepare

- Read through the four items in the list and make sure students understand what each one refers to.
 - Put students into small groups.
 - If you do not have access to the Internet, distribute the books, magazines and articles about animals that you have brought to class. If you do have access to the Internet, students can do their research online.
 - Give students 5 minutes to find three animals from their country to make a poster about.
 - Manage the choices the students make, so that you do not end up with each group choosing the same animals.
 - Give students 15 minutes to find and organise information about their animals in short texts. Encourage **stronger groups** to write paragraphs. **Weaker students** could simply produce a factfile.
 - Monitor while students write their texts. Help with vocabulary as necessary.
- Give students 10 minutes to find and print out photos of the animals they chose in Exercise 2.
 - Give each group card and glue sticks to make their posters.
 - Make sure that students stick the photos of their animals in a different order to the three texts they wrote about those animals. (This needs to be done in order for the students to use their posters as a guessing game in Exercise 4.)

Fast finishers

Groups can write some facts about their three animals, some of which are false, some true. You can then read out these facts to the class after the posters have been presented. The class decides which facts are true and which false.

Present

- Groups take it in turns to present their posters to the class.
 - The class tries to guess the name of each animal.
 - If the class guesses incorrectly, the group must say: *No, that's not right!*
 - If the class guesses correctly, the group must say: *Yes, that's right!*
 - When the class guesses correctly, ask the group to draw a line on their poster from each text to each photograph.

Optional activity

- Put students from different groups into pairs. Students use comparative adjectives to compare the animals their group produced a poster about. If you choose to do this activity, you should briefly revise comparatives with the class before putting students into pairs.