

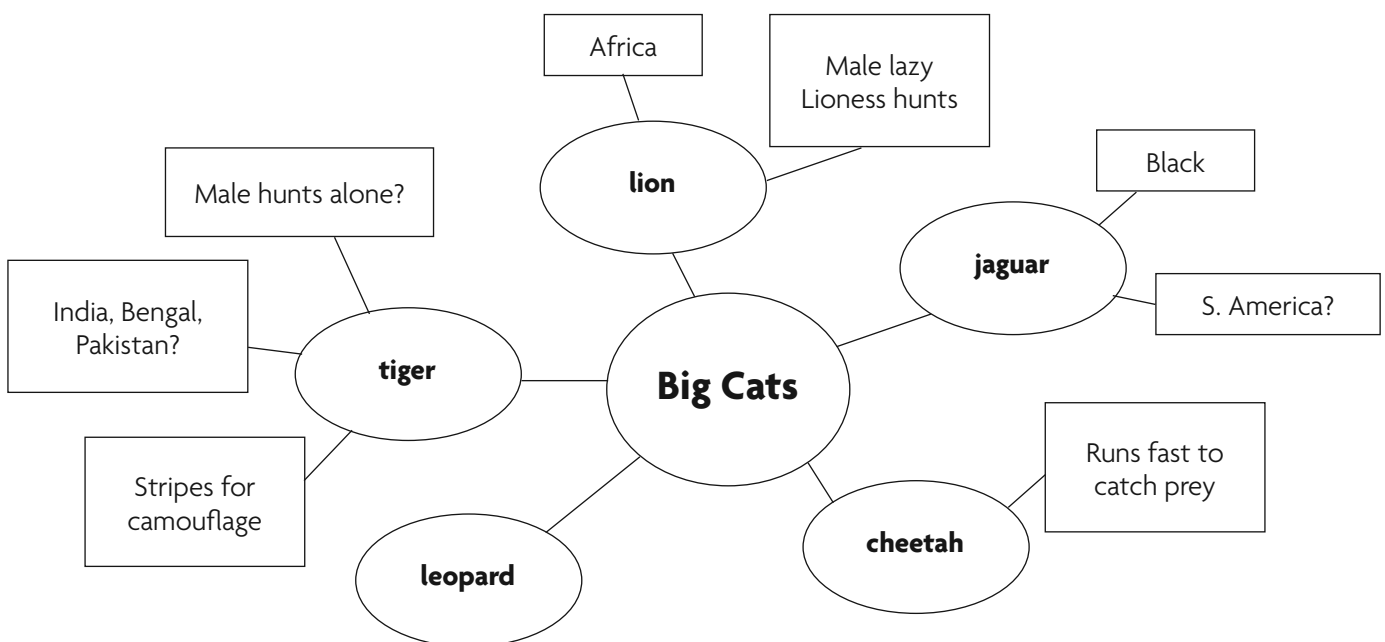
An illustrated talk: animal behaviour

Divide the class into groups of three or four.

1 Choose an animal group

- a) The photos have been chosen to stimulate interest in the topic and encourage students to focus on animal behaviour. Work first of all as a class, asking the students to identify the animals in the photos and tell their classmates what they know about them. Elicit other animal groups which might be of interest (e.g. dolphins, crocodiles and alligators, marsupials, spiders, frogs, lizards, turtles, parrots).
- b) If possible, have some information books on animals to hand to help students choose suitable animal groups. Discourage them from choosing categories that are too wide (e.g. cats) or too narrow (e.g. polar bears).
- c) For the brainstorming activity, provide them with a large sheet of paper on which they can draw a mind map. Build up an example on the board.

Each member of the group chooses one particular species to focus on in their research (e.g. cheetahs).



English in Mind

Level 5 Project 1 Teacher's Notes

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2 Do your research

- a) Direct students towards information books, encyclopaedias, magazines and internet websites. Encourage them to focus on the behavioural aspects of the species. They should consult more than one source, if available, making notes under the headings in Exercise 2a as they go. They can use dictionaries to check difficult or specialist vocabulary and note down the meanings. This part of the project can be done wholly or partly as homework.
- b) Pictures of their chosen species might be downloaded from the internet (e.g. using Google Images), copied from textbooks or cut from magazines. Make sure each student has at least one image of their species to show the class.

3 Prepare your talk

- a) Students bring their information to class and share it with their group, focussing on interesting behavioural similarities or differences.
- b) They must then decide who will prepare which section of the talk. Encourage them to deal with aspects of behaviour across all the chosen species of the group, rather than talk only about one species. They will need to share information here.
- c) Students may be tempted to download or copy out text directly from source materials and should be discouraged from doing so. It takes skill and practice to absorb text and re-phrase it in your own words. If students are having difficulty, ask them to explain to you orally what they want to say. Time and careful monitoring is necessary in this part of the project. They should explain any technical or specialist terms for the class.
- d) If you have the facilities, Powerpoint would be an excellent way of presenting visual images, which can be directly downloaded. Otherwise posters can be made from pictures cut out from magazines or copied by the students.

- e) Students practise their talks, offering each other positive suggestions.

4 Give the talk

- a) The group chooses one student to introduce the topic and outline which aspects the other group members will be talking on.
- b) Allow the students to have their notes in front of them, as there may be factual details they will want to refer to, but not to read from them. Underlining or highlighting key information can be helpful.
- c) Students can take it in turns to help with the display of visual materials.
- d) Encourage the class to listen carefully and ask questions. Did they understand everything? Do they need anything re-explaining?
- e) Finish the activity with some general feedback. What have they learnt about the animals featured? Which was the most interesting talk? Which talk was most clearly delivered?