

Carnivores vs herbivores

Topic

Animals, carnivores and herbivores

Learning outcomes

- Practise listening for specific information
- Discuss interesting facts about animals
- Use critical thinking skills (categorising and classifying)
- Review vocabulary related to animals

Age group

Aged 13-17 and Adult

Level

B1+

Time

60- 65 minutes

Materials

- Carnivores vs herbivores student worksheet
- Access to YouTube and this clip: <http://www.youtube.com/watch?v=RtnLNmB3ZNE>

Introduction

This is a cross-curricula lesson. It starts by eliciting which animals are classified as herbivores and which as carnivores. Students learn some useful vocabulary related to animals and check animal facts against a video clip. This is then followed up by a discussion.

Procedure

1. Lead in (5 minutes)

- Some animals feed on plants, some are meat-eaters, while others eat both plants and meat. Ask your students if they know names for these types of

animals in English (herbivores, carnivores and omnivores). Ask for examples for each type.

2. Task 1: Before you watch (5-10 minutes)

- Either display **slide 2** or give out the worksheet and ask learners to look at Task 1 in pairs or small groups.
- Learners put the animals into the categories. If you have internet access, they can look these up on the internet.
- Check answers. Answers are on **slide 3** or below.

Answers: Carnivores: Lion, Cheetah, Wolf: Herbivores: Gazelle, Antelope, Zebra, Koala, Buffalo, North-American Pronghorn. A baboon is an omnivore (both).

3. Task 2 - Useful terms (10 minutes)

There are some terms such as prey, predator, hooves etc. which appear in the video. They are contextualized and should not pose difficulty while watching. However if you feel your students would benefit from pre-learning some of these, do this vocabulary activity.

- Display **slide 4** or ask learners to look at Task 2A on the worksheet.
- Ask students in pairs / groups to match the words with the definitions in the right
- If using the worksheet early finishers / stronger students can proceed to Activity B (**slide 5**)
- Check the answers. Provide translations, if appropriate

Answers: Task A: 1C; 2E; 3A; 4B; 5F; 6G; 7D

Task B (answers are also on **slide 6**): A **predator** is any animal that hunts and eats other animals, which are called the **prey**. Generally, **carnivores** are predators and **herbivores** are prey. To be successful hunters, predators need to be able to see, smell or hear their prey. To avoid being eaten, the prey have to run fast or defend themselves by using their **horns** or kicking with their **hooves**. Predators are very important in the balance of nature, usually hunting only the sick or weak members of a **herd**. This leaves the strong and healthy animals to reproduce.

4. Task 3 - Never-ending battle on the

- Learner look at Task 3 on the worksheet or **slide 7**.

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| plains (20 minutes) | <ul style="list-style-type: none"> • Ask students to read the facts about animals and decide in pairs / groups whether they are true or false before watching the video. • Play the YouTube clip: Triumph of the herbivores http://www.youtube.com/watch?v=RtnLNmB3ZNE • After watching students compare and discuss the answers in their groups. Play the clip a second and third time if necessary • Conduct whole class feedback <p>Answers: a) False (numbers bring safety), b) true, c) Not mentioned, d) False (all herbivores have to be able to run fast. They run on tiptoes so that they cover more ground with each stride), e) True, f) Not mentioned, g) True, h) Not mentioned</p> |
| 5. Task 5 - Discussion (10 minutes) | <ul style="list-style-type: none"> • Display slide 8 or ask learners to look at the discussion questions on their worksheet. • Students discuss the questions in small groups. Encourage them to give their own ideas and share opinions - there are no correct answers here. |
| Task 6: Verbs starting with out- (10 minutes) | <ul style="list-style-type: none"> • Display slide 9 or ask learners to look at Task 5 on the worksheet. This task focuses on the verbs with the prefix out- <p>Answers:</p> <ul style="list-style-type: none"> ○ In the story, the wolf is stronger, but the fox manages to outsmart him. ○ All things considered, the advantages clearly outweigh the possible disadvantages. ○ In our class, the girls outnumber the boys. ○ Last year Toyota outperformed other Japanese cars. <ul style="list-style-type: none"> • Ask learners what all these verbs have in common. Answer: All these verbs appear in situations where you compare things (e.g. fox and wolf, Toyota and other cars) and have to do with one doing more or better than the other (e.g. outweigh = weigh more than). |
| 8. Optional follow up / Homework activities | <ul style="list-style-type: none"> • Students find other interesting facts about animals and present them in class, making sentences using the verbs beginning out- |

Contributed by

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