

Frozen Planet Teacher's Notes

Video: 1. Frozen Planet Sneak Peek

2. Killer Whales "Wave Wash" Seal (or Frozen Planet DVD episode 1 from 35:50-39:30)

1. Tell students that they are going to watch a trailer for a documentary about the Arctic and Antarctic. Put them into groups of three or four and tell them to make a list of everything they would expect to see. You may want to give them a couple of examples to start them off, e.g. icebergs and penguins. Give them about three minutes and let them use dictionaries or their mobiles.
2. When the time's up, go round the class asking for a suggestion from each group until they run out of ideas.
3. Play video number 1. Which things appeared on their lists? What else did they see?
4. Say that they are going to watch another clip involving killer whales and a seal. Before they watch, display or board one by one the words and phrases on pages 2-4.
5. Students remain in the same groups as in step 1. As each word or phrase appears, they check the meaning, and decide whether it refers to the seal or the killer whales. A couple of them are deliberately ambiguous e.g. does *drown* refer to the seal, which drowns, or the killer whales, which drown the seal? Tell students not to write the vocabulary down.
6. Once the twelve words and phrases are on the board / screen, students need to negotiate within their group how to memorise them. The easiest way would be for each member to memorise three or four. Rub the words out before moving on to the next step.
7. Play video number 2 and pause at 03:08. Each person should listen out for what they agreed in step 6. Afterwards they tell each other which words they heard and what they referred to.
8. Now give students a copy of the gapped text on page 5. They complete it with the vocabulary from step 4. If you want to make the task easier for them, display the vocabulary on the board again. Check the answers with the class.
9. Divide the class into two groups, A and B, and give each group a copy of the corresponding part of the script (page 6). Tell them to mark the stresses and pauses by underlining the words they think should be stressed and putting a slash where they think a pause should be. Play the clip again so they can check.
10. Regroup the students into A/B pairs. Play the clip again with the sound turned off. Student A narrates to Student B, and then B narrates to A. They give each other some feedback on pronunciation.
11. The last step is for students to predict the seal's fate. How many think it will escape? Play the last few seconds to check.

blowing bubbles

knock the prey into the
water

the pod

a chance to escape

strength

the hunt

snapping jaws

drown

travels silently

docile

joins forces

unleash a far more
powerful wave

Frozen Planet

Here's a Weddell seal – much more (1) _____ and easier to tackle. (2) _____ stays close together and (3) _____. This time they (4) _____ with astonishing accuracy. These bigger waves are not intended to break the ice, but to (5) _____. They rarely fail.

The seal is now where the killers want it, but (6) _____ is far from over. They need to grab their prey by the tail while avoiding its (7) _____. Only then will they be able to pull it down and (8) _____ it.

Side swipes create violent underwater turbulence, a new tactic. (9) _____ provides cover for others to lunge at the seal's tail.

The killers could easily grab it; instead, for some reason, they hang back, but they're not done yet. Again the pod (10) _____ to dislodge the seal. The seal sees (11) _____. Perhaps this ice floe is big enough to withstand the next assault. But the seal doesn't have the (12) _____ to crawl one inch further.

Student A

Here's a Weddell seal – much more docile and easier to tackle. The pod stays close together and travels silently. This time they unleash a far more powerful wave with astonishing accuracy. These bigger waves are not intended to break the ice, but to knock the prey into the water. They rarely fail.

The seal is now where the killers want it, but the hunt is far from over. They need to grab their prey by the tail while avoiding its snapping jaws. Only then will they be able to pull it down and drown it.

Student B

Side swipes create violent underwater turbulence, a new tactic. Blowing bubbles provides cover for others to lunge at the seal's tail.

The killers could easily grab it; instead, for some reason, they hang back, but they're not done yet. Again the pod joins forces to dislodge the seal. The seal sees a chance to escape. Perhaps this ice floe is big enough to withstand the next assault. But the seal doesn't have the strength to crawl one inch further.