

STEP 1

Tell students to close their eyes. Blank the screen and play video 1 from 00:55 to 01:30. Students in pairs tell each other what they think was happening and then open class feedback. Don't say whether anyone is right yet.

STEP 2

Display the image on page 2 and tell students it's related to the music they've just heard. Get them to guess what it might be.

STEP 3

Show them the image on page 3 to see if they were right. If nobody has mentioned it, point out the claw on the left. Students tell each other what animal they think it belongs to.

STEP 4

Dictate the sentence below. Tell students to draw a line when you say *gap*.
A snake's eyes aren't very good, but they can detect movement, so if the GAP keeps its nerve, it might just avoid detection.

STEP 5

Say that they're going to find out whether their prediction in step 3 is correct. Play video 1 from the beginning to 01:30 and pause. Did anyone get the word in the gap? If not, repeat it a couple of times to see if they can work it out. (Answer: hatchling = a young animal or bird that has recently come out of an egg).

STEP 6

Tell students to predict what happens next and play the rest of the video. Get them to think of a word or phrase to describe the video or their reaction to it. Hopefully they will come up with things like *gripping*, *thrilling*, *beautifully shot* and *stunning* rather than *good* and *interesting*.

STEP 7

Now display the text on page 4. Ask students who she is. Who is he? What's the story? How does the sentence finish? Students work in groups of three to come up with a story. (You may want to tell them that a turn of speed = a sudden increase in speed or tell them to look it up themselves.)

STEP 8

In small classes, ask groups to choose a spokesperson to tell their story to the rest of the class. In larger classes, regroup students and get them to tell their story to new partners.

STEP 9

Tell students that they're going to listen to a piece of music. Does the music go with their story or do they want to make any changes? Blank the screen and play video 2 from the beginning to 00:26. After listening, students discuss possible changes.

STEP 10

Now play the video from the beginning to 00:55. Ask students to predict why she isn't the one. Then play to 01:02 for them to hear the reason. Were they right? Ask students if they think it will be easy for the sloth to find a mate and then play to the end of the video. (Probably not impossible because "she can't be far away.")

STEP 11

Tell students to subscribe to the [BBC Earth YouTube channel](#) to watch more videos like these.





Could this be her? He does his best to put on a turn of speed, but she's not the one. She already.....