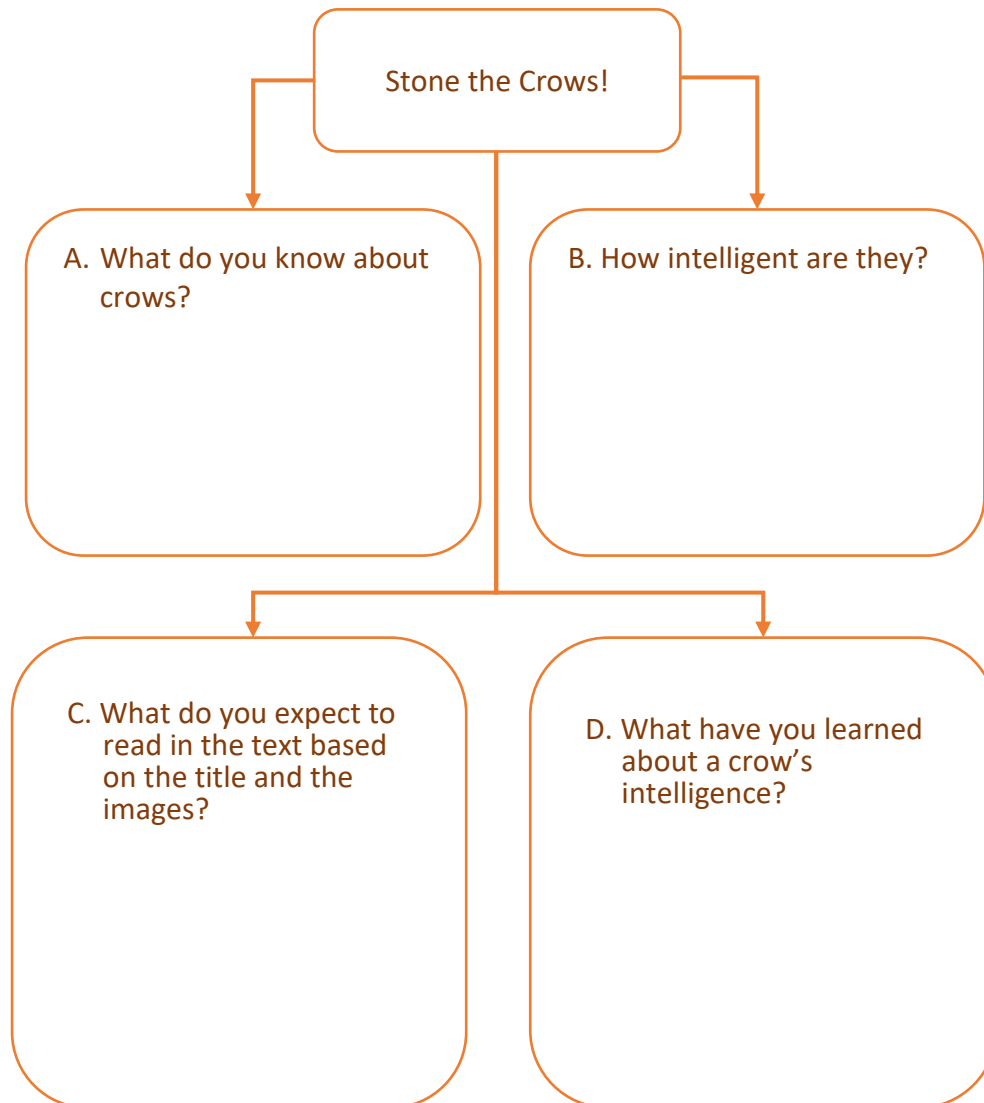




Stages	Procedure	Time
Objectives	<ol style="list-style-type: none"> 1. To practice <ol style="list-style-type: none"> a. previewing and predicting b. eliciting background information c. scanning for information 	
Warmer	<ol style="list-style-type: none"> 1. Teacher shows a video or pictures that displays animal intelligence. 2. Teacher asks students <ol style="list-style-type: none"> a. How animals display intelligence b. What animals they consider intelligent 	2mins
Pre-reading	<ol style="list-style-type: none"> 1. Teacher arranges students in small groups. 2. Teacher distributes Task 1. 3. Teacher asks students to discuss and complete Part A and B in Task 1. (magazines closed) 4. Teacher monitors the discussions and gives feedback. 5. Teacher asks students to open their JEM magazines and to quickly preview and predict the title and images. 6. Teacher asks to students to complete Part C in Task 1. 7. Teacher discusses the students' predictions. 	7 mins
While-Reading	<ol style="list-style-type: none"> 1. Teacher distributes Task 2. 2. While reading, students scan and complete Task 2. 	8 mins
Post-reading	<ol style="list-style-type: none"> 1. Teacher checks answers. 2. Teacher asks students to check their predictions and complete Part D in Task 1. 3. Teacher distributes Task 3. 4. In small groups, students discuss and work on Task 3. 5. Teacher checks answers. 	15mins
Wrap	<ol style="list-style-type: none"> 1. Students do the reading comprehension on page 52. 	5 mins

TASK 1

Before you begin reading, fill in the first two boxes. Then, fill in the third box once you previewed and predicted the topic. Complete the last box after you have completed your reading.



TASK 2

Answer True (T) or False (F) to the statements below.

Statements	T/F
1. Recently, the scientific community started a debate on animal intelligence.	
2. In Japan, people have noticed that crows have been using road vehicles to crack open walnuts.	
3. Crows first try to crack a walnut by dropping it on a car.	
4. Crows have shown an excellent sense of road traffic awareness.	
5. Scientist are intrigued because animals have displayed the same capability as humans to learn and solve problems.	
6. Crows display some form of intelligence as they are able to follow road signs.	
7. Scientist believe that crows are the only animals to have the capacity to use tools.	
8. Crows have excellent memories as they are able to remember the location of their food stockpile that had been buried in an area of 180 square miles.	
9. Crows are able to use their beaks to bend branches.	
10. One of the defining moment in human development is the ability to use tools to retrieve food.	

TASK 3

Crows have shown remarkable intelligence in various instances. Fill in the chart below to illustrate how intelligent these family of birds are. Provide examples from the text to support these statements.

Statements	Supporting Sentences
1. Crows can solve problems and learn by example	A. They drop walnuts from high ground to crack them open. B. C.
2. Crows have self-awareness.	A.
3. Crows have good memories	A.
4. Crows have road traffic awareness.	A.
5. Crows have brain-to-body mass ratio	A.
6. Crows make, use, keep and reuse tools.	A. B. C.

ANSWERS

Task 2

1. T
2. T
3. F
4. T
5. T
6. F
7. F
8. T
9. F
10. T

Task 3

1. **Crows can solve problems and learn by example.**
 - A. They drop walnuts from high ground to crack them open.
 - B. They place walnuts in the path of oncoming vehicles and wait for the vehicles to drive over and crack it open.
 - C. If the vehicles misses, the crow repositions it and waits for another vehicle.
2. **Crows have self-awareness.**
 - A. European Magpies have demonstrated self-awareness in mirror tests.
3. **Crows have good memories**
 - A. In November, crows stockpile and hide their food in an area of 180 square miles. During the next eight months, they are able to remember where 90 percent of their food is buried.
4. **Crows have road traffic awareness.**
 - A. Crows are able wait patiently with humans for the traffic to stop.
5. **Crows have brain-to-body mass ratio**
 - A. Their brain-to-body mass ratio is close to humans and equal to that of the great apes.
6. **Crows make, use, keep and reuse tools.**
 - A. They make tools from twigs.
 - B. They use their beaks as scissors to make hooks.
 - C. They keep the tools and reuse them elsewhere.