



Banff National Park – ESL

Activity Fourteen: *G-Bear B-Bear (Core Activity)*

CLB: 4-7

Topic: Bears

Goal: Build knowledge about bears of the park

Language Focus: Listening, Vocabulary building; pronunciation (beat and stress)

Material: G-Bear B-Bear Video http://www.pc.gc.ca/media/nature_e.asp?video=86; Transcript; vocabulary cards (these words are taken from the video); set of images to represent each vocabulary card if you feel they are needed.

Grouping: whole group and small groups of 2-3

Activity Outline:

1) Give one set of Vocabulary cards to each group of 2 or 3 students. Cards are placed face down and spread out. Players take a card and if they know the meaning of the word they keep it and don't show anyone. If they don't know the meaning, they put it back on the table face down. Continue until all cards are taken. If there are any cards that are not taken because students don't know the meaning, have the students put those aside for explanation later. Any student begins and explains one of their cards to their partner(s) until partner(s) guess the word on the card. Card is then placed on the table face up. Continue until one group has all cards face up on their table. Have remaining groups place all cards face up and discuss any new vocabulary (including any cards that were put aside). Images are available for all vocabulary cards and can be printed if needed or desired.

2) Based on vocabulary cards, have students predict what they are going to be watching a video about





- 3) Watch video and have students turn over the vocabulary cards when they hear that word (so now the cards are face down)
- 4) Play the video again and see if they can turn over more vocabulary cards
- 5) Hand out transcript and have students read and discuss
- 6) Turn over the transcript and discuss the differences between black bears and grizzly bears
- 7) Explain (or review) beat and stress with students. Tell students that in English we don't pronounce every word in a sentence and only certain words get a beat. On whiteboard write, "Bears eat bugs" and ask how many beats this should have. Ask them to discuss with a partner and tap it out on the desk or clap their hands. Put a beat above each word. On whiteboard write, "The bears eat the bugs" and do the same thing. Repeat for the next two sentences. Hand out the Content/Function Sheet. Have students in pairs put a beat above the words for each sentence. If you have been doing beat and stress, have students put a beat above all content words in the G-Bear B-Bear transcript.
- 8) Students will read (rap) the transcript with the correct beats.



Claw(s)

Scat

Rump

Hump

Silhouette

Valley

To hibernate

To growl

To dig

To climb

To forage

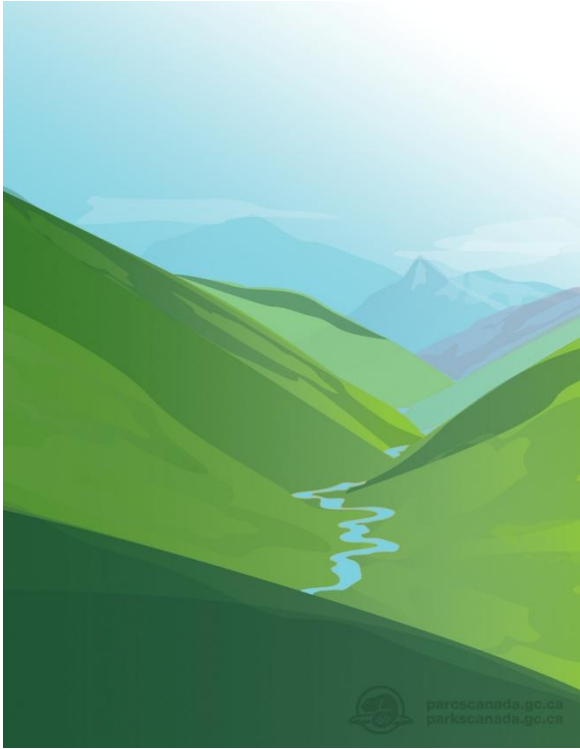
Nature

Clue

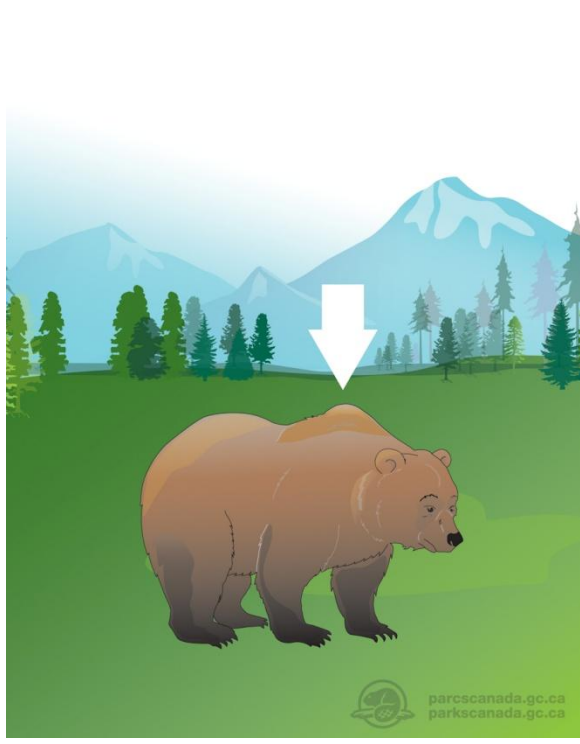
Root

Paw(s)

Track(s)



Activity Fourteen: *G Bear B Bear*



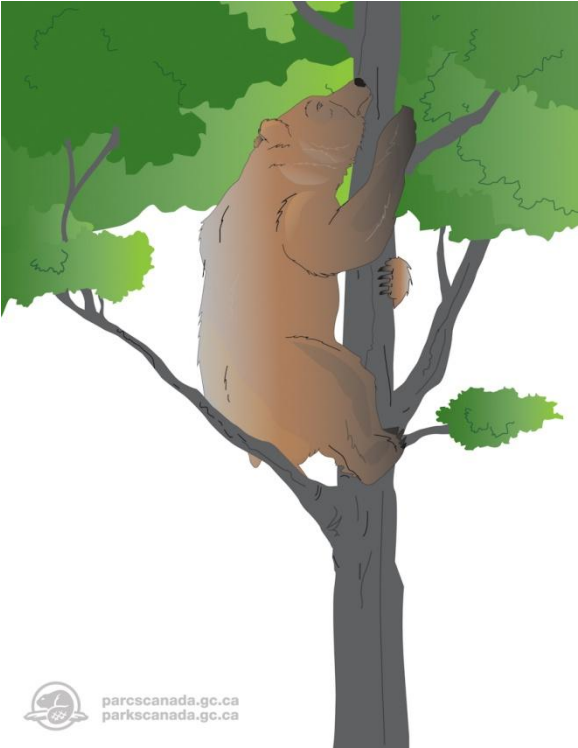
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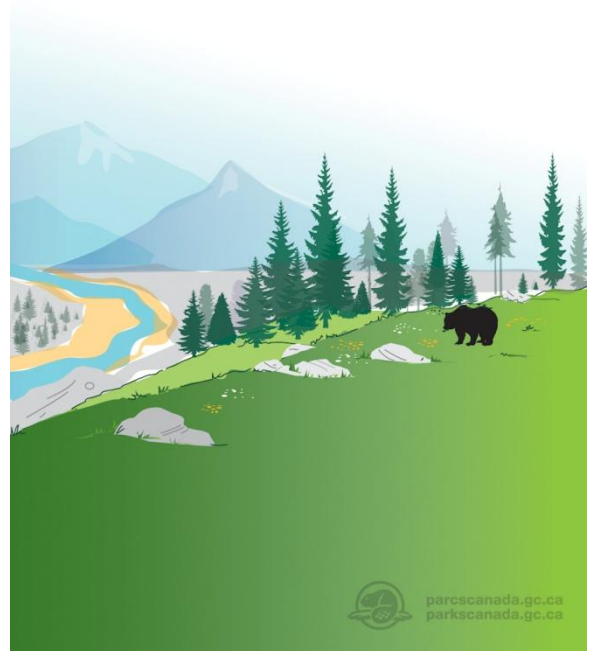
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Content Words – get a beat		Function Words-no beat	
Main Verbs	<i>go, talk, writing</i>	Pronouns	<i>I, you, he ,they</i>
Nouns	<i>student, desk</i>	Prepositions	<i>on, under, with</i>
Adjectives	<i>big, clever</i>	Articles	<i>the, a, some</i>
Adverbs	<i>quickly, loudly</i>	Conjunctions	<i>but, and, so</i>
Negative Aux. Verbs	<i>can't, don't, aren't</i>	Auxiliary Verbs	<i>can, should, must</i>
Demonstratives	<i>this, that, those</i>	Verb “to be”	<i>is, was, am</i>
Question Words	<i>who, which, where</i>		

● ● ●
Bears eat bugs.

● ● ●
The bears eat the bugs.

● ● ●
The bears will eat the bugs.

● ● ●
The bears will have eaten the bugs.

Practice – which words get a beat?

I am talking to the clever student.

You're sitting on the desk, but you aren't listening to me.

He's writing quickly, so it's difficult for him to hear me.

G -Bear B-Bear – Grizzly Bear and Black Bear - Transcript

Yo... two kinds of bear in the valley wide
Two kinds of bear climb the mountain side
Two size of claws on two types of paws
Two shapes of faces nature embraces
Two kinds of print to give you a hint
Two silhouettes so you don't forget
Two types of ears and all kinds of hair
Check out the style of G bear and B bear

All the bears with the hump go digging
All the bears with the rump go climbing
All the bears with the hump go digging
All the bears with the rump go climbing

Black bear in the forest - they like to forage
Grizzly in the alpine - on the incline

Grizzly bear growls - my territory
Black bear cowers - I'm leaving I'm sorry
I'm just looking for a girlfriend
Make tracks! or meet a grizzly end

Grizzly or black, here's a fact Jack
Take enough time to ask what's your sign
And you will find the clues left behind
Prove that the bear
Came tramping through there

Track, scat, scratching, kills
Rolled stones and digging in the hills

Track – A footprint left by a bear
Scat – Poop with bugs roots or hair
Scratching – On trees to mark a territory
Animal Kill – Bloody and gory
Stones – Get rolled for insects below
Bears are omnivores you know
Digging – For roots buried in the earth
Ground squirrels are fat and give a bear a greater girth

Track, scat, scratching, kills
Rolled stones and digging in the hills

Grizzly or black, here's a fact Jack
Take enough time to ask what's your sign
And you will find the clues left behind
Prove that the bear
Came tramping through there

When you're chatting in Latin
Ya call the Grizz Ursa
Arctos Ursa or vice versa

Ursus Americanus for those who understand us
If you don't, hold on tight it's going to get worse'a

Cinnamon, Kermode, Glacier and Blonde
Black bears where the black is all gone
Mistaya, Kodiak, Golden and Brown
Grizzly in another tongue or from another town

Digging a den before it's too late
Winter is a coming what is my fate
Did I gain enough weight to hibernate
Did I make enough love to procreate
Got to get fat, got to find a mate

All the bears with the hump go digging
All the bears with the rump go climbing
All the bears with the hump go digging
All the bears with the rump go climbing

Two size of claws on two types of paws
Two kinds of print to give you a hint
Two silhouettes so you don't forget
Check out the style of G bear and B bear