

'Are they going to eat me alive?': trail runners become prey in newest form of hunting

Level 1: Elementary

Article summary: This article describes a journalist's experience being the quarry of a 'clean-boot hunt', an alternative to other kinds of hunting, which are due to be banned in the UK.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Modal verbs *have to*, *may*, *can*

Materials needed: One copy of the worksheet per student, *The Guardian* website if you want to use the videos

- b. Before reading the article carefully, students use the key words to fill the gaps in the sentences to ensure that they know how the words are used in other contexts. Tell students that they might have to change the form of some words.

Key:

1. *scent*
2. *legal*
3. *fox*
4. *bark*
5. *protection*
6. *trail*
7. *chase*
8. *move*
9. *Hunting*
10. *bush*

1. Warmer

- a. This activity aims to get students thinking about blood sports or other sports including animals. If they can't think of any, you could suggest the running of the bulls, cockfighting, horse racing and others. Try to encourage discussions of the morality and possible alternatives.

2. Key words

- a. Ask students to do this task individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

Key:

1. *move*
2. *barking*
3. *protection*
4. *bushes*
5. *chase*
6. *foxes*
7. *hunting*
8. *scent*
9. *trail*
10. *legal*

3. Comprehension check

- a. Students identify if the sentences are True or False based on the information in the article. Encourage students to discuss why they think a sentence is true or false with a partner before correcting the false sentences.

Key:

1. *True*
2. *True*
3. *False (Both animal protection groups and some former hunters support this idea.)*
4. *False (The dogs are hunting the writer.)*
5. *True*

4. Key language

- a. This activity is designed to help students identify modal verbs (*have to*, *may* and *can*) and their usage. Remind students that these modal verbs are used to show obligation, possibility and ability. Stronger students might be able to add additional options to the list but be careful that they don't get their uses mixed up.

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Key:

1. *This activity may soon be the only legal way to hunt with dogs.*
2. *Before the hunt starts, I have to get into a lorry with the dogs so they can smell me.*
3. *On this rough land, they can run much faster than humans.*
4. *We cannot escape.*

- b. Here students turn noticing into production. If students struggle, ask students to identify if each sentence describes an obligation (*have to*), a possibility (*may*) or an ability (*can*). You might choose to follow up this activity with students writing their own sentences to practice before the In your own words task.

Key:

1. *have to*
2. *may*
3. *can*
4. *have to*
5. *may*

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible. Feel free to refer them back to their Warmer activity discussions, now having read the article. You can also refer them to the original Guardian article to give them a visual of how the hunts operate. Pay attention to their use of modality and correct either individually or with group feedback at the end of the discussion.

6. In your own words

- a. Encourage students to think about what it is like to be in these runs and how one can prepare. You can go to the original article on *The Guardian* site to show students the videos and images accompanying the article or look for other images online to inspire their imagination. Set time for students to write their instructions. Monitor closely.
- b. Students can share their instructions in pairs or groups. Alternatively, you might decide to convert this activity into a team task. Hold a class discussion about what it would be like to be a runner in such a hunt.