

## Wildlife News Article Worksheet

**Learning Objectives:** For lower-level students to develop vocabulary, discuss the ideas in the article, learn about endangered animals.

**Preparation Time:** 5 minutes

**Completion Time:** 40–70 minutes

**Skill/Grammar:** Reading, speaking

**Age/Level:** Pre-intermediate–Intermediate

**Resources:** Wildlife News Article Worksheet (Lower Level)

### Teacher's Notes

#### 1 Warm-Up (10 minutes)

- Hand out the worksheets.
- Ask the students to look at the pictures in the article quickly, and then guess what the article is about. Write ideas on the board.
- Ask the students to match the animal names to the pictures.

**Answers:** hippopotamus; dolphin; tiger; penguin

Ask the students what they know about these animals, e.g. where in the world they might be found. Encourage students to talk about the other animals in the list as well.

- Ask the students to tell you any other wild animals they know. Write them on the board.

#### 2 Reading Activities (30 minutes)

- Ask the students to read the article quickly and then look at task a. Students can think of a title on their own or in pairs. Write ideas on the board and take a vote to decide the best one.
- Ask the students to look at b. Discuss the meaning of 'natural resources' and ask them to come up with some examples either in pairs or as a class. Write examples on the board. These could include wood, forests, wind energy, air, water, minerals, and land.
- Ask the students to complete task c. Check through the answers as a class.
- Ask the students to find and underline words in the article that have a similar meaning to 'declined'. Check through as a class. If you want to extend this activity, ask if the students know any other synonyms or antonyms.
- Ask the students to discuss the questions in d in pairs. Hold a brief feedback session afterwards so that everyone can share their ideas.

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Answer Key:

- c      1 species      2 regions      3 declined      4 nations      5 consume  
6 consequences   7 roam      8 creatures      9 agriculture      10 ivory  
11 overfishing    12 extinct
- d      decreased, fell/fallen, dropped, plummeted

### 3 Extension (30 minutes)

- In this activity, students will design a TV advert to raise awareness and offer advice to people who want to help. You may wish to bring in pictures of wild animals and some information about endangered animals for them to use.
- Make sure the students use their own words, not complete sentences from the article.
- After the students have planned and practised their television adverts, ask them to perform for the class.

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1 You are going to read an article. Quickly look at the pictures and complete the following tasks.

- What do you think the article is about?
- Which of the following animals are shown in the pictures?

tiger	rhinoceros	dolphin
lion	hippopotamus	gorilla
monkey	chimpanzee	penguin

- What other wild animals do you know of?



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2 Read the article and complete the tasks below.

The World Wildlife Fund (WWF) has recently released its two-yearly report on the Earth's health – and according to them, the Earth is not healthy. *Natural resources* are being exploited, and there will be terrible **consequences**.

The information collected by the WWF and London Zoo is shocking. Between 1970 and 2008, the Earth's wildlife population fell by nearly a third. **Species** in certain **regions** decreased even more.

The tiger in Asia has to compete with growing human populations. It is now free to **roam** only 7 per cent of the land that used to be its home, and its population has **declined** 70 per cent since 1980. The numbers of Emperor penguins on Antarctica have fallen by nearly half since 1970. Populations of Atlantic cod have dropped by 74 per cent as a result of **overfishing**. Hippopotamus numbers in the Republic of Congo plummeted by 95 per cent in 40 years. Many believe this is because of the increase in **agriculture** and the **ivory** trade.

Generally speaking, the world's freshwater **creatures** have declined the most. Numbers are just a third of what they were in 1970. Some, such as the Yangtze river dolphin, may already be **extinct**. The last reported sighting of the dolphin was ten years ago.

The WWF claims that resources such as water and forests are being used, particularly by rich **nations**, faster than they can be replaced. If we continue to **consume** natural resources at this rate, we will need another planet by 2030. By 2050, we will need a third planet. But of course, we only have one planet.

- a Can you think of a good title for the article?
- b What do you think the meaning of *natural resources* is? Add some examples of natural resources to the box below.

oil	coal	solar energy
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- c Choose from the words in **bold** in the article to replace the underlined words in the summary below.

The WWF claims that populations of animal types (1) \_\_\_\_\_ in many areas (2) \_\_\_\_\_ around the world have decreased (3) \_\_\_\_\_ in the last 30 years due to the way we, especially the wealthy countries (4) \_\_\_\_\_, use (5) \_\_\_\_\_ natural resources. There will be awful results (6) \_\_\_\_\_ for our planet. Animals no longer have large areas of land to wander around (7) \_\_\_\_\_, and many living things (8) \_\_\_\_\_ are dying out due to increased farming (9) \_\_\_\_\_, the demand for and trade in the tusks of animals (10) \_\_\_\_\_, and too much fishing (11) \_\_\_\_\_ of the seas and freshwater areas. Some animal species are believed to be dead (12) \_\_\_\_\_ already.

- d Look at the underlined word in the article. Underline the words in the article that have a similar meaning. Can you think of any other words that mean the same or the opposite?

- e In pairs, discuss the following questions:

- How do you feel about the information given in the article?
- What could you do to help?
- What do you think governments should do?

- 3 *In groups, design a television advert to raise awareness of the issues in the article. You should include:*

- Facts about wildlife in danger
- How people can help

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- What governments should do