

Wildlife News Article Worksheet

Learning Objectives: For higher-level students to develop vocabulary, discuss ideas presented in the article, and perform a TV advert.

Preparation Time: 5 minutes

Completion Time: 40–70 minutes

Skill/Grammar: Reading, speaking

Age/Level: Intermediate–Upper Intermediate

Resources: Wildlife News Article Worksheet (Upper Level)

Teacher's Notes

1 Warm-Up (10 minutes)

- Hand out the worksheets.
- Ask the students to look at the pictures quickly, and then guess what the article is about. Write ideas on the board.
- Ask the students to unscramble the words and match them to the animal 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. Ask if these animals are endangered and whether there are other endangered species that the students know about. Encourage further discussion if possible. Try to elicit reasons why animals become endangered.

- Ask the students to think about what wild animal they would be and why. Hold a feedback session and encourage students to explain why they would be this animal. You may wish to explore what kind of personality the students think their animals have, or what adjectives they would use to describe them.

2 Reading Activities (30 minutes)

- Ask the students to read the article quickly and then look at task a. You may need to discuss the meaning of 'whittled away'. Take a vote on which title best suits the article.
- 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 d alone. Check through the answers as a class.

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- Tell the students to get into pairs. They each need to pick a word and think of a way to describe the word without actually saying it. They can use pictures if they want. Ask students to take turns choosing a word and describing it to their partner. Give them a few minutes so that they can practise at least a few of the words.
- Ask the students to discuss the questions in d in pairs. Hold a brief feedback session afterwards so that everyone can share their ideas.

Answer Key:

c	1 exploitation	2 drastic	3 plunder	4 burgeoning	5 overconsumption
	6 expansion	7 roam	8 mere	9 ivory	10 agricultural
	11 sustain	12 attribute	13 dire	14 replenish	

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.

Wildlife News Article Worksheet

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?
- What wild animals are shown in the pictures? Unscramble the animal names below.

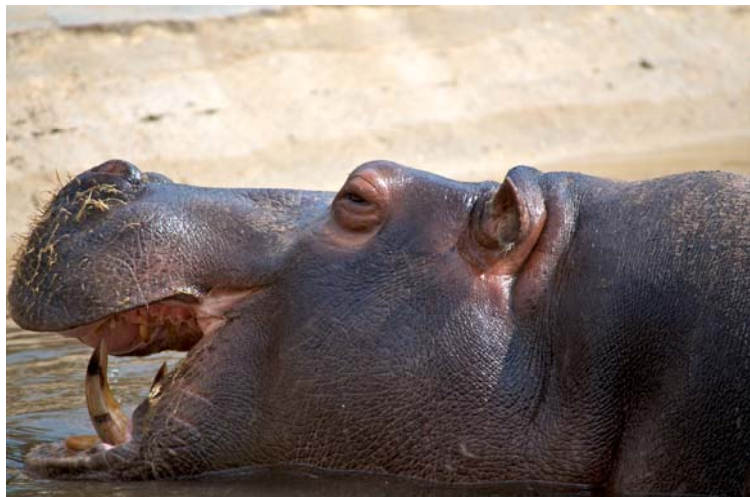
mhipuapsopot → h _ _ _ _ _ _ _ _ _

hlnpio → _ _ _ _ _

gitre → _ _ _ _ _

uegpinn → _ _ _ _ _

- If you could be any wild animal, which would you be and why?



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2 Read the article and complete the tasks below.

In its two-yearly Earth health report, the World Wildlife Fund (WWF) has warned of the **dire** consequences of humanity's **exploitation** of the world's *natural resources*.

The latest figures collected by the WWF and London Zoo show that between 1970 and 2008, the Earth's wildlife population fell by nearly a third, with **species** in certain regions suffering an even more **drastic** decrease.

The tiger in Asia, now forced to compete with the **burgeoning** human population, is free to **roam** only 7 per cent of the land that used to be its home, and its population has seen a 70 per cent decline since 1980. The numbers of Emperor penguins on Antarctica have fallen by nearly half since 1970, while 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, which many **attribute** to **agricultural expansion** as well as the **ivory** trade.

Generally speaking, it is the world's freshwater creatures that have suffered the greatest decline, with numbers a **mere** third of what they were in 1970. It is even feared that some, such as the Yangtze river dolphin, may already be extinct. The last reported sighting of the dolphin was ten years ago.

The WWF warns that resources such as water and forests are being **plundered**, particularly by rich nations, faster than they can be **replenished**, and Earth will not be able to **sustain** our current standard of living for much longer. If the **overconsumption** of natural resources continues at the current rate, by 2030 we will need the equivalent of an additional planet to support our needs. By 2050, we will need a third planet. But of course, we only have one planet at our disposal.

a Which of the following titles best suits the article?

- Wild Animals Will Save the World
- World's Wildlife Whittled Away
- Pollution Causes Wildlife to Become Extinct

b What is the meaning of *natural resources*? Add some examples of natural resources to the box below.

oil	coal	solar energy
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c Look at the words in **bold** in the article and match them to the meanings below.

- 1 making use of resources
- 2 extreme
- 3 steal goods from
- 4 growing
- 5 consuming excessively
- 6 becoming more extensive
- 7 wander
- 8 very small
- 9 tusks of wild animals
- 10 related to farming
- 11 cause something to continue
- 12 consider something to be caused by
- 13 extremely serious
- 14 replace or restore something

d Choose a word and think of a way to describe or illustrate its meaning. You may not use the word or the definition given above. You can draw pictures too, if you want! Your partner will try to guess the word.

e Use the remaining words in **bold** to complete the following sentences:

- How do you feel about the information given in the article?
- Whose responsibility is it to tackle the issues presented in the article?
- What could individuals do to help on a day-to-day basis?
- What could governments do to help?

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

facts about wildlife and the health of the world

how individuals can help on a day-to-day basis

what people should ask their governments to do