

## Teaching activities: World Wildlife Day

- Level:** A2
- Skills:** reading, speaking
- Interaction:** individual, pairs
- Time:** 75–85'
- Learning objectives:** By the end of the session, learners will be better able to:
- skim-read to get a general understanding
  - analyse multiple-choice questions.

This month's activities are inspired by World Wildlife Day which takes place on March 3. It aims to connect people with the natural world and inspire continued learning and action for animals and plants beyond the day itself. Over 1 million species are currently threatened with extinction and this lesson raises awareness of endangered animals through an A2 Key Reading Part 3 task.

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## Student worksheet

Lead-in

Did you think of any of these animals?

	
A.	B.
	
C.	D.

**A. Match the words to the pictures.**

a turtle	a gorilla	an elephant	a tiger
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**Talk to your partner.**

What do you know about these animals? For example: Where do they live? What do they eat?

**B. Circle the best word to complete the sentences.**

- There are **more/less** of these animals now than before.
- These animals are in danger because of things that **people/other animals** are doing.
- The places where they live are getting **smaller/bigger**.
- It's **important/not important** to look after these animals so they don't disappear from the planet.

Do you know any other animals that are in danger? Why are they in danger?



## Reading Part 3: skimming

### C. True or false?

When I 'skim-read', I need to:

1. understand everything.
2. get a general understanding of the text.
3. read every word slowly and carefully.
4. look at the title, the sentences at the start of paragraphs and move my eyes over the whole text.

Were any of your predictions about the title correct? Skim-read the text and check your ideas.

#### Mother of 28 birds

It's difficult being a parent. But imagine being a parent to 28 baby birds! That is normal life for Katerina, a scientist who is helping to bring a type of ibis, a bird which disappeared like the dinosaur, back to Europe.

Every day Katerina brings food, makes bird noises and moves her fingers, like the birds' mother. You'll always see her in a bright yellow T-shirt as wearing the same colour helps the baby birds get to know her.

The most exciting and dangerous part of her job is teaching them to fly south. In winter, the ibis must fly to Italy where the weather is warmer. To show them the way, Katerina and her team have to fly like birds themselves! They use a special yellow plane which the six-week-old birds follow. Katerina must watch all 28 of her 'children' to make sure they stay together. However, if the birds fly too close to the plane they can get caught in the engine and this could be dangerous for the birds as well as Katerina's team.

After three months, the birds are ready for their 800-kilometre journey from Austria to Italy. It takes several days and their mother stays with them until they arrive at their winter home. After this, the birds will do the journey on their own.

Katerina is as pleased with her children as any mother. 'When I saw the birds were coming with us so beautifully, I nearly cried because we were working on this for such a long time.'

## Analysing questions

### D. Look at the first question.

- a. Underline key words in the question.
- b. In which paragraph can you find the answer?
- c. Read the paragraph carefully.
- d. Underline the part of the text which gives the correct answer.
- e. Select the correct option.



**1. What is Katerina's job?**

- A. a parent
- B. a teacher
- C. a scientist

**E. Read question 2.**

- a. Underline key words in the question.
- b. In which paragraph can you find the answer?
- c. Read the paragraph carefully.
- d. Underline the part of the text which gives the correct answer.
- e. Select the correct option.

**2. Why does Katerina wear a yellow T-shirt?**

- A. So the birds can always see her.
- B. To help the birds know who she is.
- C. To show the birds where their food is.

**F. Answer the rest of the questions using the same process:**

- a. Underline key words in the question.
- b. Identify which paragraph the answer is in.
- c. Read the paragraph carefully.
- d. Underline the part of the text which gives the correct answer.
- e. Select the correct option.

**3. Katerina helps the birds go south**

- A. by flying a yellow plane.
- B. by making bird noises.
- C. by driving 800-kilometres.

**4. Going to Italy takes**

- A. several days.
- B. six weeks.
- C. three months.

**5. How does Katerina feel?**

- A. Excited because they arrived in Italy.
- B. Sad because she has to leave the birds.
- C. Happy because the birds followed them well.



### G. Discuss the questions.

- Which part of Katerina’s job do you think is most interesting? Most boring? Why?
- Would you like to do Katerina’s job? Why/why not?
- Would you like to work with other animals? Why/why not?

### Useful language

Giving your opinion	Giving examples	Giving reasons	Asking your partner’s opinion
I think/believe/feel ... For me, ... In my opinion, ...	for example such as for instance	because since as	What do you think? Why do you think that? Do you agree?

#### Remember to:

- give more information so that you speak for longer
- ask your partner what they think
- listen and reply to your partner: do you agree or disagree? Why?
- use the useful language to help you.

### Self-assessment and reflection

#### H. Complete the checklist.

Self-assessment	Draw a face to show how well you did this
I can skim-read to get a general understanding.	
I can analyse multiple-choice questions.	

#### Reflection

The most interesting thing about today’s lesson was ...

The most difficult thing about today’s lesson was ...

One thing I have learned today is ...

## Teacher's notes and answer key

**Level:** A2

**Skills:** reading, speaking

**Interaction:** individual, pairs

**Time:** 75–85'

**Learning objectives:** By the end of the session, learners will be better able to:

- skim-read to get a general understanding
- analyse multiple-choice questions.

This month's activities are inspired by World Wildlife Day which takes place on March 3. It aims to connect people with the natural world and inspire continued learning and action for animals and plants beyond the day itself. Over 1 million species are currently threatened with extinction and this lesson raises awareness of endangered animals through an A2 Key Reading Part 3 task.

It's a good idea to share the learning objectives for these activities with the class so they know what they intend to achieve during the session. They also provide a benchmark to measure progress against.

Activity	Time required	Notes	Answer key
Lead-in	5'	<p>Ask learners in pairs to list as many animals as they can. Elicit a few examples by giving clues – <i>an animal with a long tail, an animal that could live in your house, an animal that is orange and black</i>. Set a time limit of two minutes.</p> <p><b>Extra support:</b> monitor and give learners clues, for example, <i>think of an animal that is big and grey and has big ears</i> (an elephant).</p>	
A – activate existing knowledge	10'	<p>Give learners the worksheet with the pictures. Did they think of any of these animals?</p> <p>Ask learners to match the pictures to the words.</p> <p>Elicit answers and help with pronunciation where necessary.</p> <p>Learners share what they know about these animals. They may know that all</p>	<p>A. an elephant            B. a tiger            C. a gorilla            D. a turtle</p>



Activity	Time required	Notes	Answer key
		<p>these animals are endangered – help with vocabulary as necessary.</p> <p>End the discussion and elicit some ideas from the group.</p>	
<p>B – raise awareness of endangered animals</p>	<p>5'</p>	<p>Draw learners' attention to the sentences and demonstrate the first one as an example.</p> <p>Learners complete then check in pairs.</p> <p>Allow learners to talk about any other endangered animals they know about. Help with language where necessary.</p> <p>Elicit some ideas in open class feedback.</p>	<p>1. There are <b>less</b> of these animals now than before.</p> <p>2. These animals are in danger because of things that <b>people</b> are doing.</p> <p>3. The places where they live are getting <b>smaller</b>.</p> <p>4. It's <b>important</b> to look after these animals so they don't disappear from the planet.</p>
<p>Objectives</p>	<p>5'</p>	<p>Share the learning objectives with the class, explaining what you are going to do and how it builds on previous reading or exam-focused lessons. Give learners a couple of minutes to check understanding with their partner then clarify any questions in open class.</p>	
<p>C – Reading Part 3: skimming</p>	<p>10'</p>	<p>Write the title of the text on the board: <i>Mother of 28 birds</i>. In pairs learners discuss what they think the text might be about.</p> <p>Elicit some ideas and note them on the board.</p> <p>Explain to learners that the first time they read the text, they should skim-read.</p> <p>Ask learners to decide if the statements about skim-reading are true or false.</p> <p>Emphasise that skim-reading should be quick and helps you get a general understanding of the text.</p> <p>Ask learners to skim the text to check whether their ideas on the board were correct.</p>	<p>When I 'skim-read', I need to:</p> <ol style="list-style-type: none"> <li>1. understand everything. <b>F</b></li> <li>2. get a general understanding of the text. <b>T</b></li> <li>3. read every word slowly and carefully. <b>F</b></li> <li>4. look at the title, the sentences at the start of paragraphs and move my eyes over the whole text. <b>T</b></li> </ol>



Activity	Time required	Notes	Answer key
D – analysing questions	5'	<p>Explain to learners that you're going to use a simple 5-step strategy that will help them answer questions in Reading Part 3.</p> <p>Take learners through the process together. Do the first one together on the board as an example.</p> <p>Note that the answers are always in the same order in the text so the answer to question 1 will always be first.</p> <p>Note that 'parent' also appears in the text so it's important to read carefully and not choose answers just because they appear in the text.</p> <p>(Learners may also point out <i>part of her job is teaching them to fly south</i>. Again, they need to read carefully – teaching is PART of her job but she is not a teacher.)</p>	<p>a. Underline key words in the question. <b><u>What is Katerina's job?</u></b></p> <p>b. In which paragraph can you find the answer? <b>(1)</b></p> <p>c. N/A</p> <p>d. Underline the part of the text which gives the correct answer. <b><i>Katerina, a scientist who is helping to bring a type of ibis ...</i></b></p> <p>e. <b>Answer C</b></p>
E – analysing questions	10'	<p>Give learners time to read the questions and go through the same process with question 2.</p> <p>Allow them to compare then check together.</p> <p>The question asks 'why' so you are looking for a reason and words like 'because' or 'as'.</p> <p>Note that the key word here is 'as' which shows that what follows is the reason she wears a bright yellow T-shirt.</p>	<p>a. Underline key words in the question. <b><u>Why does Katerina wear a yellow T-shirt?</u></b></p> <p>b. In which paragraph can you find the answer? <b>(2)</b></p> <p>c. N/A</p> <p>d. Underline the part of the text which gives the correct answer. <b><i>You'll always see her in a bright yellow T-shirt as wearing the same colour helps the baby birds get to know her.</i></b></p> <p>e. <b>Answer B</b></p>
F – exam strategy practice	10–15'	<p>Ask learners to answer the last three questions using the same strategy.</p> <p>Compare in pairs before checking as a class.</p>	<p>3. A</p> <p>4. A</p> <p>5. C</p>





**Additional reading:**

[This presentation](#) covers more strategies to help teen learners develop their reading skills.

You can find further help with developing reading in [this guide](#).