

ANIMALS AND ENDANGERED SPECIES

Fari Greenaway proves that animal magic isn't just for kids with a winning upper intermediate lesson that practises animal vocabulary and new verbs of movement.

Age:

Older teenagers and adults

Level:

Upper intermediate+

Objective:

To practise collaborative speaking (in the style of the CAE Use of English: Part 3 exam), to introduce new verbs of movement and to revise animal vocabulary

Key skills:

Speaking

Materials:

You may choose to show some images (projected or printed) of animals to help the brainstorming process or to illustrate more unusual endangered species.

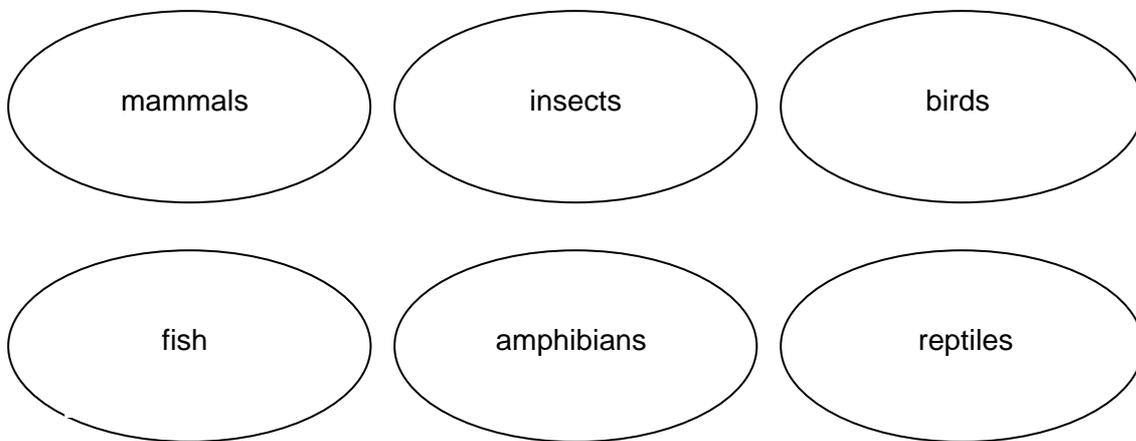


Animals and endangered species by Fari Greenaway

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Procedure:

1. Divide the board into two halves. On one half of the board write the following:



Put students into pairs or small groups to brainstorm all the animals they can think of for each group. Allow dictionaries. Give five minutes and see which group or pair is able to come up with the most animals. Then give students board pens to add their animals onto the board within the appropriate circle, so that you compile a big list of different animals. Ensure that one half of the board stays blank.

Add some animals the students are unlikely to know, e.g. *hedgehog* or *aardvark*, (images may be useful at this point) to ensure that everyone is learning something new.

2. On the second half of the board draw the following table:

verb (movement)	preposition	place	extra information

Elicit from students the different ways in which animals move, e.g. jump, fly, etc. Add new verbs pertinent to the animals you have brainstormed, e.g. *flutter*, *crawl*, *slither*, *leap* and *glide*. Write these in the verb column. Complete the columns with some examples from the brainstormed animals, for example:

verb (movement)	preposition	place	extra information
slithers	through	the grass	
glides	over	the tree tops	at night hunting for prey
flutters	from	flower to flower	

3. Give students a few minutes to write two more sentences each on any of the animals on the board. Monitor and check, correcting if necessary. Then put students into pairs to read their sentences to their partners who should try to guess which animal the sentence is about.

4. Circle any endangered species on the board that you know of. If necessary, add more so there are at least five on the board. Elicit what the animals have in common (i.e. that they are endangered)

According to World Wildlife Federation (WWF) the ten most endangered animals in 2010 are:

- Tigers
- Polar bears
- Pacific walruses
- Magellanic penguins
- Leatherback turtles
- Bluefin tuna
- Mountain gorillas
- Monarch butterflies
- Javan rhinoceroses
- Giant pandas

5. Put students into small groups to discuss (with a time limit):
a) why the animals may be in danger of extinction; and
b) how the animals may be useful to us.

Feedback as a class. If necessary, introduce (eliciting as much as possible) the following ideas:

Reasons for endangerment: habitat destruction, e.g. destruction of the rainforests; global warming or pollution; introduction of exotic species; over exploitation, e.g. hunting and disease

Reasons that the animals could be useful: medicinal, agricultural, ecological, commercial and aesthetic/recreational value

6. Write the following on the board:

You have 10,000 Euros to donate to the conservation of one of these endangered species. Discuss with your partner why each animal should be protected and decide together which you would like to help to protect the most.

Explain that 'these endangered species' refers to the animals you previously circled on the board.

Put students into pairs and give them three minutes' discussion time.

7. Explain to students that they have the opportunity to present the case for their chosen animal to a wealthy benefactor. Give them 15 minutes in the same pairs to prepare a short presentation (two or more minutes) as to why their animal should receive the money. Remind students to give reasons for their opinions.

8. As a class, students should listen to each other's presentations and vote on the animal they most want to be saved.

Follow-up:

Students should research (e.g. on the internet) and write an article of 180 words. The article should inform readers about the plight of one particular animal (of the student's choice) and what they can do to help.