

## **Task 3 – Reading into Writing: Endangered Animals**

### **At a glance**

**Level:** ISE II

**Focus:** Task 3 – Reading into writing

**Aims:** To read information about endangered animals, to answer questions about the information and, to write an email expressing preference about one endangered animal

**Objectives:** Speaking and reading about endangered animals, expressing preferences and giving reasons for the selection of one animal

**Skill:** Skimming, deducing meaning from content, identifying information, paraphrasing and summarising and synthesising information in texts in order to write and express preferences and justify opinion

**Topic:** Endangered animals

**Language functions:** Expressing preferences, justifying choices and making comparisons

**Lexis:** Lexis related to animals

**Materials needed:** Board, pens, access to internet and student worksheet

**Timing:** 60 minutes

### **Procedure**

#### **Preparation**

1. Copy one study worksheet per student.
2. Find pictures of a leopard, a blue whale and an elephant. The following websites are useful:

<http://www.defenders.org/elephant/basic-facts>

<http://animals.nationalgeographic.com/animals/mammals/leopard/>

[https://www.worldwildlife.org/species/blue-whale\)](https://www.worldwildlife.org/species/blue-whale)

#### **In class**

1. Explain to the students that today's lesson is preparation for Task 3 – Reading into writing for the ISE II Reading & Writing exam. Write '**Endangered Animals**' on the board and elicit what this means and ask which animals the class thinks are endangered? Put some ideas

on the board. Show pictures of some endangered animals from the websites above and ask the class what the animals are called and if the class knows where they live?

Write up:

The names of the animals for example: *blue whale, elephant and leopard*

The possible habitats/locations for example: *ocean, jungle, forest, Asia, Africa, and Atlantic*

2. Tell the class they are going to read and write about these animals.  
Give out the Student Worksheet. Tell the class to look at Task 1. Task 1 has questions about the passages they will read. Give the class time to read the questions. Then give the students eight minutes to read the passages and answer the questions. Get the class to check their answers in pairs and then get open-class feedback on the answers. Once you have been through the answers, go through any unknown vocabulary and write it up on the board for example *krill, rodents and poaching*.
3. Now tell the class that their school/work-place /local community has decided to support a charity for one of the animals they have read about. They need to write an e-mail to the Charity Committee saying which animal they want to support and why. They also need to say why they do not want to support the other animals. The email should be based on the information they have read but they must try to use their own words.
4. Get the class to look at Task 2 on the worksheet. Tell them that it is about the kind of language they will need to use to write their email. Do the first example with the class. Give the class 8 minutes to do Task 2. Get them to check the answers with their partners. Then get class feedback. Write up phrases that learners have problems with on the board and give additional examples, if necessary.
5. Put the students in pairs and give them 10 minutes to tell their partner which animal they will support and why and why they will not support the other animal charities. Get some feedback and write up any useful phrases.
6. Tell the class to look at Task 3. Tell the students to each write 6 sentences about why they want to support one animal and not the other animals. Get pairs of students to read out their sentences to each other and to see if they have the same animal and the same reasons or a different animal and different reasons. Then give the class 15 minutes to write their email.

7. Tell the class to check their work in pairs and to look for any language problems.
8. Ask the class to look at the model answer to see if there are any ways they could improve their own emails.

**Extension activity**

More advanced students can check all the new vocabulary in the reading texts.

**Further support activity**

Less able students can write about the animal they support. They do not need to write about why they don't support other animals.

**After class**

Look on the internet to find one other endangered animal. Write a paragraph of between 130-150 words about its habitat, what it eats, if/ how it communicates and two more interesting facts about it. Write about whether you think your school/work-place or local community should support a charity for this animal.

**Student Worksheet**

**Task 3 – Reading into Writing:**  
**Endangered Animals**

**Task 1**

**Read the questions below. Then read the texts below and find the answers. If there is no information given, put NI (No Information).**

1. What different ways of communicating do blue whales and elephants have?
2. People are mentioned in relation to leopards and elephants. What are the differences in these relations?
3. Which of these endangered animals like to live in groups and which do not?
4. How are the endangered animals different in what they eat?
5. What different habitats are mentioned?

**Check your answers with your partner.**

**Reading Texts** – Endangered Animals

**Text 1**

**LEOPARD**

Leopards are graceful and powerful big cats closely related to lions, tigers, and jaguars. The leopard is so strong and comfortable in trees that it often pulls what it kills up into the trees. Leopards can also hunt from trees, where their spotted coats look like leaves. They hunt at night and go after other animals like antelope, deer, and pigs, hiding and walking slowly and silently in tall grass. When human settlements are present, leopards often attack dogs and, occasionally, people.

Leopards are strong swimmers and happy in water, where they sometimes eat fish or crabs. They live in Africa, Asia, India and China.

**Text 2**

**Blue Whale**

**POPULATION** 10,000-25,000 individuals  
**SCIENTIFIC NAME** *Balaenoptera musculus*  
**WEIGHT** Close to 200 tons  
**LENGTH** 80-100 feet  
**HABITATS** Oceans

The blue whale is the largest animal on the planet, weighing as much as 200 tons (approximately 33 elephants). The blue whale has a heart the size of a Volkswagen Beetle. Its stomach can hold one ton of krill and it needs to eat about four tons of krill each day. They are the loudest animals on Earth and are even louder than a jet engine. Their calls reach 188 decibels, while a jet reaches 140 decibels. Their low frequency whistle can be heard for hundreds of miles and is probably used to attract other blue whales.

**PLACES** Southern Chile, Gulf of California, Coral Triangle  
**HABITATS** Ocean Habitat

**Text 3**

*GIANT PANDAS*

The giant panda has a huge appetite for bamboo. Pandas will sometimes eat birds or rodents as well.

Wild pandas live only in remote, mountainous regions in central China. These high bamboo forests are cool and wet—just as pandas like it. Giant pandas like to live alone. They have a highly developed sense of smell.

There are only about 1,000 giant pandas left in the wild. Perhaps 100 pandas live in zoos, where they are always among the most popular attractions. Much of what we know about pandas comes from the study of these zoo animals, because there are so few of their wild cousins.

**Text 4**

ELEPHANTS

<i>Habitat loss</i>	<i>Areas where they live will become hotter and drier. Elephants will not be able to find enough food and this will threaten the survival of the baby calves.</i>
<i>Human contact</i>	<i>Humans are taking over elephant habitats. Poaching for ivory is becoming more common.</i>
<i>Behaviour</i>	<i>Form deep family bonds. They live in groups, (herds), led by the oldest and largest female. Extremely intelligent. Long memories. Show signs of joy, anger and sadness.</i>
<i>New discovery</i>	<i>Elephants can communicate in messages that travel over the ground for long distances. Other elephants get the messages through their feet and trunks.</i>

**Task 2** Language for the e-mail

**Look at the incomplete phrases/ sentences below. Complete them with words/ phrases from the box.**

to support - not in favour of - prefer  
I'd rather we - due to the fact that - need  
because - support - rare  
reason - believe  
the largest - should - wouldn't

1. I'd \_\_\_\_\_ to save elephants.
2. The best animal \_\_\_\_\_ is the leopard.
3. \_\_\_\_\_ saved the blue whale.
4. The animal I \_\_\_\_\_ we \_\_\_\_\_ support is the giant panda.
5. This is \_\_\_\_\_ it is \_\_\_\_\_ animal on earth.
6. My \_\_\_\_\_ is that pandas are \_\_\_\_\_.
7. This is \_\_\_\_\_ elephants are very special animals.
8. I \_\_\_\_\_ support a charity for leopards because they can attack humans.
9. I am \_\_\_\_\_ supporting a charity for elephants because humans may \_\_\_\_\_ their habitat to live in.

**Task 3**

Your school/ work-place has decided to support a Charity for one of the animals you have read about. Write an email in the box below.

Write to the Charity Committee saying which animal you want to support and why. Write about why you do not want to support the other animals. Use the sentences you wrote before to help you with your email.

Write between 130-150 words

**NEW MESSAGE**

**To :** Charity Committee

**From:**

**Subject:** Charity Choice

Dear Charity Committee,

With best wishes,

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**Answer Key**

**Task 1**

1. Elephants and blue whales can communicate over long distances. Elephants get messages through their feet and trunks. Blue whales have a very, very loud call and a whistle.
2. Leopards sometimes kill people in settlements. People are taking over elephants' habitats and poaching ivory.
3. Giant pandas like to live alone. Elephants live in groups (herds).
4. Leopards eat antelope, deer, pigs, sometimes dogs and people, crabs and fish; blue whales eat krill; giant pandas eat bamboo, birds or rodents; elephants -no information given
5. Trees (leopard)/ ocean habitat (Blue whales)/ mountains/ bamboo forests (giant pandas) / elephant habitats will become hotter and drier.

**Task 2**

1. I'd prefer
2. to support
3. I'd rather we
4. believe.... should
5. because.... the largest
6. reason.....rare
7. due to the fact that
8. wouldn't
9. not in favour of.....need

**Model Answer**

**NEW EMAIL**

**To:** Charity Committee

**From:** Barbara Plum

**Subject:** Charity Choice

Dear Charity Committee,

I'd prefer to support a Charity for Leopards. Leopards are amazing and beautiful animals. They can run extremely fast, are wonderful hunters and manage to catch smaller animals by hiding in the trees at night. They are powerful. I'd rather support leopards because they are related to animals like lions and tigers and only sometimes hurt people. They can survive in water and eat fish, so I think it is easy to help them.

I am not in favour of supporting a charity for Giant Pandas or Elephants due to the fact that Giant Pandas and Elephants get a lot of publicity in the world. There are many charities for Elephants and Pandas and zoos look after pandas and many people go to the zoo and give money for pandas. I wouldn't support Blue Whales because they eat tons of krill and this means that other ocean animals have less food.

With best wishes,

Barbara Plum

**Original Sources:**

<http://animals.nationalgeographic.com/animals/mammals/leopard/>

[https://www.worldwildlife.org/species/blue-whale\)](https://www.worldwildlife.org/species/blue-whale)

<http://animals.nationalgeographic.com/animals/mammals/giant-panda/>

<http://www.defenders.org/elephant/basic-facts>