

In the most untouched, pristine parts of the Amazon, birds are dying. Scientists may finally know why

Level 3: Advanced

Article summary: This article discusses the effects that climate change has had on bird populations in the Amazon.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Word forms

Materials needed: One copy of the worksheet per student

7. *halved*
8. *pinpoint*
9. *seeped*
10. *precipitation*
11. *pesticides*
12. *the dawn chorus*
13. *encroaching*
14. *intrinsicly*
15. *wilderness*
16. *expanses*
17. *fluctuations*
18. *conceded*
19. *out of step with*
20. *reservoir*

1. Warmer

- a. This activity aims to get students thinking about the effects that climate change has had on bird populations in areas of the Amazon largely untouched by humans. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed. You could extend the activity by asking students to work in pairs to list the different bird species they know and to list them by type, e.g. birds of prey (eagles, owls, vultures, etc.), sea birds (gulls, penguins, albatrosses, etc.) and garden birds (robins, sparrows, etc.).

2. Key words

- a. Ask students to work individually or in pairs to find the words in the text and then match them to the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

1. *tracts*
2. *ornithologist*
3. *weave*
4. *forage*
5. *pristine*
6. *harsher*

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity.

Key:

1. *pristine*
2. *pesticides*
3. *pinpoint*
4. *out of step with*
5. *fluctuations*
6. *intrinsicly*
7. *the dawn chorus*
8. *conceded*
9. *wilderness*
10. *harsher*
11. *expanses*
12. *tracts*
13. *reservoir*
14. *halved*
15. *encroaching*
16. *ornithologist*
17. *weave*
18. *forage*
19. *seeped*
20. *precipitation*

In the most untouched, pristine parts of the Amazon, birds are dying. Scientists may finally know why

Level 3: Advanced

3. Comprehension check

- a. Students can work individually or in pairs. Ask them to choose the correct answer from the four options (a, b, c or d). Encourage students to underline the part where they found the answer in the article and to give reasons why the other answers are incorrect based on the information in the article.

Key:

1. c
2. d
3. b
4. b
5. b
6. a

4. Key language

- a. Students work individually or in pairs, this time to find forms of the words in the text. Remind students that they will need to look for adjectives, nouns, verbs and suffixes or prefixes. You may want to extend the activity by asking students to work in pairs or small groups to identify any other forms of the words in the box that they know.

Key:

1. *implications*
2. *biodiversity*
3. *pollutant / pollution*
4. *collaborator(s)*
5. *ripens*
6. *scientist(s)*
7. *unsettling*
8. *widespread*

- b. Ask students to work individually to complete the example sentences with the words from task a. To extend the activity, ask students to work in pairs to write their own example sentences using the forms of the words they found in the article.

Key:

1. *implications*
2. *unsettling*
3. *widespread*
4. *Scientists*
5. *ripens*
6. *collaborators*
7. *biodiversity*
8. *pollutants*

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

6. In your own words

- a. This task can be done individually or in pairs. It could also be given as homework. Ask students to identify their search terms with you before they begin, so they know where to find any relevant information.
- b. Ask students to share the information they found with the class.