

1. Zoos

This week's lesson is based on three differing opinions on the subject of zoos.

Level

Upper intermediate and above (equivalent to CEF level B2 and above)

How to use the lesson

1. If most of your students have visited a zoo at least once, encourage them to describe the main things they remember about the experience. What do they think about zoos in general? Could they come up with a list of pros and cons? If any of the students have particularly strong feelings, either for or against, encourage them to explain their position to the rest of the class.
2. Give your students five to ten minutes to read through the text on Worksheet A, encouraging them to look up new vocabulary. Tell them they are going to answer a series of questions on the text, but that they shouldn't write anything down at this stage.
3. Divide the students into pairs and hand out Worksheet B. Ask them to work together to complete the *true/false/doesn't determine* questions in Exercise 1 and the comprehension questions in Exercise 2.
4. Check answers in open class. You could also ask if the students agreed or disagreed with any of the opinions expressed in the text, and why.
5. Keeping the students in their pairs, hand out Worksheet C and ask the students to complete the crossword.
6. Check answers in open class.

Answers:

Exercise 1

1. T 2. T 3. D 4. D 5. F 6. T 7. T 8. F

Exercise 2

1. Big cats, wolves, big monkeys, dolphins, and killer whales.
2. The direct way is by breeding endangered species in captivity. The indirect way is by getting children interested in animals and the natural world in general, which Bill thinks will make it more likely that they will grow up with an interest in helping with conservation work.
3. He thinks it would be better to conserve those animals' natural habitats, for example by "doing something about deforestation."
4. She mentions that her seven-year-old son said that he wants to be vet when he grows up, which appears to be linked to his visits to the local zoo. This seems to support Bill's belief that visiting zoos gets children interested in animals and can make them want to help animals.
5. He asks how people who have seen a tiger in a zoo have been inspired to spend any time or money trying to help save wild tigers from extinction, and provides his own answer: "virtually none."
6. He thinks that in zoos these days, it is less common to see animals that don't seem to have enough space.
7. She suggests that in the wild, lots of animals born in captivity wouldn't have the skills to survive, or would be in danger from hunters. She adds that in captivity, these animals are safe and always have enough food.
8. Entertainment.

Exercise 3

1. size 2. wolves 3. protecting 4. virtually 5. environment 6. endangered
7. captivity 8. confined 9. artificial 10. skills 11. wrong 12. cages
13. breeding 14. puddle 15. deforestation 16. son

If the sentences have been completed correctly, *zoological garden* will read from top to bottom.

2. Related Websites

Send your students to these websites, or just take a look yourself.

<http://www.buzzle.com/articles/pros-and-cons-of-zoos.html>

A text from Buzzle.com on the pros and cons of zoos, with links to other texts on related issues such as animal rights and endangered species. Accessible to upper intermediate level.

<http://abcnews.go.com/GMA/AmazingAnimals/seaworld-curator-dawn-brancheau-ponytail-caused-fatal-killer-whale-attack/story?id=9934382>

An ABC news article and video clip from the TV show *Good Morning America* (February 2010) discussing the tragic death of a SeaWorld marine park trainer and the orca (killer whale) that attacked her. Accessible to upper intermediate level.

<http://www.waza.org>

The World Association of Zoos and Aquariums, with lists of zoos worldwide, as well as a "virtual zoo" containing pictures and information about different animals. Accessible to upper intermediate level.