



Pre-Reading Activities

A: Discussion



Extinct



Almost Extinct



Not Endangered

Answer these questions in pairs.

1. Which of the pictures above is a dodo? What do you know about a dodo?
2. What do you think the phrase 'as dead as a dodo' means?
3. Think of the names of some different animals that are extinct (no longer living).
4. Why do different animals become endangered (almost extinct) or extinct? Make a list of reasons.
5. Nearly every country in the world has animals, birds and plants that are almost extinct. Can you think of two animals, birds or reptiles that live in your country that the government or another organization is trying to save?
6. What do you think is the world's most recognized symbol of extinction?

Discuss this question and then vote on it as a class:

Is it possible to recreate real living creatures that have been extinct for millions of years such as dinosaurs?

B: Vocabulary

Jurassic Park was a movie made in 1993 by Stephen Spielberg. It was an all-time box-office hit movie. Since then there have been two other movies, Jurassic Park II and Jurassic Park III, based on this movie.

Read the text below and answer the questions. (You may use a dictionary if you need to.)

In the movie Jurassic Park, scientists use special technology to bring dinosaurs back to life. They use DNA found in ancient insects preserved in amber to recreate living dinosaurs. DNA is the abbreviation for the word 'deoxyribonucleic acid.' This acid is found in every cell of every single creature and carries genetic information. All genes and chromosomes are made of DNA. It could be said that DNA carries the masterplans for building a living creature. In real life, DNA can survive and be extracted from the remains of animals that are extinct but often there are only fragments. However, scientists are not yet able to use DNA to bring extinct animals back to life as they did in the movie.

Questions:

1. What does the abbreviation **DNA** mean?
2. What are the three main reasons why DNA is so important?
3. What are animal **remains**?
4. What does **extracted** mean?
5. What are **fragments**?

Reading Activities

A: Vocabulary

Read today's article on the next page and choose the right word from the list below to fill in the gaps in the article.

largest, extinction, inspired, family, remains, keeper, relatives, life, donated, discovery, defend, famous, damaged, mobility, sighting, symbol

Dead Dodo Shows Signs of 1. _____

LONDON Friday March 1 (Reuters) - Scientists at Oxford University said on Friday they had extracted DNA from a dodo, the 2. _____ flightless bird hunted to 3. _____ on its native Indian Ocean island of Mauritius in the 17th century.

"The DNA survives," Dr. Alan Cooper of the university's Department of Zoology told BBC news. "It's very 4. _____ and broken down into tiny pieces but little fragments remain."

Cooper took the DNA from the head, leg and foot 5. _____ of a dodo 6. _____ to the university's Natural History Museum in 1683 -- just two years after the last dodo 7. _____.

Oxford's specimen, known as the "Alice in Wonderland" dodo because it is thought to have 8. _____ Lewis Carroll's "Dodo" character, is the world's 9. _____ remains of the bird and has achieved a near-mythological status.

Zoologist Malgosia Nowak-Kemp, 10. _____ of Oxford's dodo remains, said the bird was the world's most rec-

ognized 11. _____ of extinction, prompting the phrase "as dead as a dodo."

"It's a tragic figure," Nowak-Kemp told Reuters, referring to the bird's limited 12. _____. "It couldn't run, couldn't walk, couldn't 13. _____ itself from the pigs and rats introduced by the Dutch sailors...it's become like a child we should have protected."

The research aimed to uncover the dodo's 14. _____ tree and discover its living 15. _____. The closest were a kind of pigeon from New Guinea and the Nicobar Islands in the Indian Ocean.

But the DNA 16. _____, first published in Science magazine, is not enough to bring the bird back to life -- or pave the way for a Jurassic Park-type reincarnation.

"They had some difficulty because it is so fragmented," Nowak-Kemp said. "But...you can never say never."

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B: Summarizing and Fluency Practice

1. Find a partner. One of you is **Student A**, the other **Student B**.

Student A: Read the article. Then without looking at the article, tell your partner in your own words what the article is about. Try and remember as much as possible about the article. You can take as long as you need.

Student B will time you. After you have finished, Student B will let you know how long you took. Did you forget anything that was important?

Student B: You will need a watch as you will be timing Student A. Time Student A as they talk about the article. Do not interrupt them while they are speaking. When Student A has finished, tell them how long they took.

2. Now change roles. (Student A now times Student B.)
3. Now read the article again and choose another partner who has a watch. This time you must take a minute off your talk. For example, if you took 3 minutes the first time, you can only take 2 minutes this time. Be careful not to leave out important information.
4. For the last time, read the article again and choose another partner. This time you must take another minute off your talk.

C: Language

Choose the correct word to complete each question: **where, when, why, what, who, which**.

1. _____ did the dodo become extinct?
2. _____ did the dodo live?
3. _____ is this island located?
4. _____ have scientists taken from the dodo remains?
5. _____ is the Oxford University dodo called?
6. _____ is the Oxford dodo called this?

continued on next page...

7. _____ is special about the Oxford dodo?
8. _____ in Oxford University are the remains kept?
9. _____ is responsible for looking after the dodo remains?
10. _____ were some of the reasons suggested by the article as to why the dodo became extinct?
11. _____ remains of the Oxford dodo are left?
12. _____ did scientists want to extract DNA from the dodo?
13. _____ was the first magazine to publish the discovery?

D: Test Your Memory!

Answer the questions from **Reading Activity C** without looking at the article. How many can you answer correctly?

E: Reading Carefully

Look at the article again and answer these questions.

1. How many centuries ago did the dodo become extinct?
2. What is the name of the book that Lewis Carroll wrote that had a dodo character in it?
3. When was the last sighting of a dodo?
4. Explain what you think Nowak-Kemp meant when she said *"But...you can never say never."*
5. Why do you think the dodo *"has achieved near-mythological status"*?
6. Why do you think the dodo couldn't run or walk?
7. How do you think rats contributed to the extinction of the dodo?
8. How long has Oxford's Natural History Museum had the dodo remains?

Post-Reading Activities

You may do one or more of these.

A: Design a Poster

In pairs discuss what the main reasons are why animals are endangered in your country. Design a poster to save an animal that is endangered in your country. Think about who your audience will be i.e. who do you want to take notice of your poster?

B: Research

Do some research and find out what animal souvenirs you are not allowed to bring back from holiday into your country e.g. turtle shell instruments, animal skins, snake skins etc.

Write a pamphlet telling tourists what not to buy when they go on holiday to different countries.

C: Essay

"It couldn't run, couldn't walk, couldn't defend itself from the pigs and rats introduced by the Dutch sailors...it's become like a child we should have protected."

Why is it important that we protect animals that are endangered? Does it matter if they become extinct?

Give your view point in an essay of about 350 words.

D: Families Game

Your teacher will give you a word to memorize. Your job is to find the other 'members' of your 'family' i.e. the other students whose words are related in some way to yours.

For example: you might have the word *spoon*, another person might have the word *knife*, another the word *fork*, and another the word *chopsticks* - all these words are related in that they are all used for eating.



TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

A: Discussion - Answers

1. The first picture in the series of three shows a dodo.
2. The phrase means **completely dead** or **forgotten about**. For example, you could say that "the project is as dead as a dodo" i.e. which means that it has been completely forgotten about.
3. - 6. Answers will vary.

B: Vocabulary - Answers

1. Deoxyribonucleic acid
2. It is found in every cell of every creature and it carries genetic information and all genes and chromosomes are made of it.
3. parts of a body such as bones and hair after an animals has died
4. 'Extracted' means to remove or take something out from something else. e.g. teeth are extracted from the mouth.
5. 'Fragments' are small or tiny bits and pieces of something that was once whole.

Reading Activities

A: Vocabulary - Answers

1. life 2. famous 3. extinction 4. damaged 5. remains 6. donated 7. sighting 8. inspired 9. largest 10. keeper 11. symbol 12. mobility 13. defend 14. family 15. relatives 16. discovery

B: Summarizing and Fluency Practice - Notes

This is a noisy activity but useful for helping develop fluency. You could ask some students to give their 1 minute presentation once the activity has finished.

C: Language - Answers

1. **When** did the dodo become extinct?
2. **Where** did the dodo live?
3. **Where** is this island located?
4. **What** have scientists taken from the dodo remains?
5. **What** is the Oxford University dodo called?
6. **Why** is the Oxford dodo called this?
7. **What** is special about the Oxford dodo?
8. **Where** in Oxford University are the remains kept?
9. **Who** is responsible for looking after the dodo remains?
10. **What** were some of the reasons suggested in the article as to why the dodo became extinct?
11. **What** remains of the Oxford dodo are left?
12. **Why** did scientists want to extract DNA from the dodo?
13. **Which** was the first magazine to publish the discovery?

D: Test Your Memory! - Notes

Students try to answer as many of the questions from **Post-Reading Activity C** as they can without referring to the article. You could also do this as a pair or class quiz. In a pair quiz, students could take it in turns to ask each other questions while in a class quiz you ask the questions, mixing the order so that students don't know which one to expect next (which is good practice for their listening.)

D: Test Your Memory! - Answers

1. In the 17th century
2. The island of Mauritius
3. In the Indian Ocean
4. DNA
5. Alice in Wonderland
6. Because the dodo remains are thought to have helped Lewis Carroll create his character the "Dodo" for his book, 'Alice in Wonderland'.
7. It is the largest remains of a dodo in the world.
8. In Oxford University's Natural History Museum
9. The zoologist Malgosia Nowak-Kemp
10. It couldn't run, walk or defend itself from pigs and rats introduced by sailors. It was also hunted by humans.
11. The head, leg and foot
12. To find out if it had any living relatives
13. Science magazine

E: Reading Carefully - Answers

1. Four centuries ago
2. Alice in Wonderland
3. 1681
4. She means that even though scientists have not been able to bring the dodo back to life through sequencing the DNA, there still might be a chance one day that they will be able to recreate it and bring it back to life.

5. Because it has been extinct for so long and because there are very few remains of what was a very unusual bird. In addition, there are no photographs of the bird because it became extinct so long ago. This means that people have had to imagine what the dodo was really like.
6. Because it was such a large bird and it probably only had very tiny wings so that it couldn't fly (e.g. like the kiwi).
7. The rats probably ate the dodo eggs as the dodo seemed to be unable to defend itself or its nest.
8. 319 years

Post-Reading Activities

A: Design a Poster - Notes

Poachers, people wanting to buy rare animal species or traditional medicines, loss of habitat (the natural home of a creature) and forest fires are all reasons why animal and plant species are becoming extinct. You could discuss reasons as a class first before students design their posters. Some students might want the next generation to become more aware of endangered species in their country. Posters could be used as a display in a shopping mall or populated area.

The Instant Lesson '**Stolen Animals**' has an excellent list of website addresses for different endangered animals. (It is in the Upper Intermediate section of the Instant Lessons library.)

B: Research - Notes

The following site has some useful information: http://www.traffic.org/help/tourist_guide.html

A general class discussion could help stimulate ideas as well as searching the Internet for more information. You might be able to get a Customs Officer to come and talk to your class.

D: Families Game - Notes

This activity is designed for large classes. You can use any words that are related either in meaning or sound or parts of speech. The worksheets below focus on meaning and are all connected with different plants and animals but you could prepare a different set of words if you wish.

Cut up the tables below and give each student one of the words – you might need to add more depending on your class size. Each student then has to find the other members that belong to his/her group.

This is a great activity for developing classifying and speaking skills. The students will have to work out why they are in the same group or family. (Family Tree 1: all members of the dog family, Family Tree 2: members of the cat family, Family Tree 3: reptiles, Family Tree 4: flightless birds, Family Tree 5: fish, Family Tree 6: insects, Family Tree 7: shellfish, Family Tree 8: plants.)

With small classes you could do this: e.g. A class of 9 students. Select 3 of the family trees below and take 3 words from each tree. Students must find the other two members of their tree.

D: Families Game - Cards to be Cut Up and Given to Students

Family Tree 1 wolf dog coyote fox dingo	Family Tree 2 cat tiger lion jaguar leopard	Family Tree 3 crocodile alligator snake lizard turtle	Family Tree 4 kiwi ostrich emu rhea dodo
Family Tree 5 salmon stingray shark piranha eel	Family Tree 6 beetle mosquito caterpillar grasshopper ant	Family Tree 7 oyster cockle mussel scallops clams	Family Tree 8 tree fern cactus herb vine

*Please Note: The Upper Intermediate lesson '**Stolen Animals**' which looks at animal trafficking fits well with this lesson. You could also try the Intermediate lesson '**Undercover Eating**' (a restaurant serving bear paw soup to diners) and the Upper Intermediate - Advanced lesson '**Panda in Danger**' which looks at the problems with trying to help endangered giant pandas in China.*