**UNIT**

**5**

**LLEESSSSOONN**

**Web task Endangered animals exhibition**

**1**

**ERK-DESCRIPTOREN**

**Lezen A2: Lezen om informatie op te doen**

* Kan korte, beschrijvende teksten over vertrouwde onderwerpen begrijpen.

**Schrijven A2: Aantekeningen, berichten, formulieren**

* Kan eenvoudige notities en aantekeningen maken voor anderen.

**Gesprekken voeren A2: Informele gesprekken**

* Kan in alledaagse situaties op eenvoudige manier bekenden en onbekenden aanspreken, groeten, zich bij hen voor iets verontschuldigen.

**Gesprekken voeren B1: Zaken regelen**

* Kan zijn/haar mening geven en voorstellen doen met betrekking tot het oplossen van problemen en het nemen van praktische beslissingen.

# **A INTRODUCTION**

**There are many endangered animals in the world. You have read about some of them in this Unit. You will not be surprised that there are also endangered animals quite close by, in Europe, or even in your own country, the Netherlands. Have you ever heard of the Mink or the Otter or the Lesser Horseshoe Bat? Time to find out what they are all about!**

**What are you going to do?**

You are going to build up a small exhibition about five endangered, vulnerable or extinct animals in Europe

/ the Netherlands. First you are going to look for information about animals, and write notes. Then you are going to give your notes to a classmate who will check the information. When you have your notes back, you are going to write information cards for your exhibition that visitors can read. Then you are going to talk with the visitors to your exhibition and give advice about what to do.

**What steps are you going to take?**

Take the following steps in order to put together your exhibition:

* Read this introduction page before you start.
* Find the information you need (‘Web search’). Do not forget to write down the web addresses - or the titles of the video clips, books or magazines - you have used.
* Select the most interesting and useful information for your exhibition (‘Information’).
* Prepare, and show your exhibition, and talk with visitors (‘Action’).
* Hand in everything to your teacher (‘My products’).
1. First do some research to find out which animals in Europe or the Netherlands are vulnerable, endangered or extinct. Look in magazines, or on the Internet. Use the following words if you use a search engine: *’*endangered / vulnerable / extinct animals in Europe / Holland / the Netherlands’. Write down information about at least five animals. You can also consult one or more of these sources. Make notes in step C.

Earth’s Endangered Creatures Especies Facts

Animal info

Endangered animals in the Netherlands Antilles The Red List

1. Makes notes for each animal you read about. Write down information about: where they live; what they eat; how they live (for instance, alone or in families); what its habit are; why they are vulnerable, endangered, or extinct.
2. Talk to other classmates who are also doing this web task. Try to make sure that each of you chooses different animals for your exhibitions.
3. Do not forget to write down the www addresses (the URLs) of the web pages, for example: [www.animalinfo.org.](http://www.animalinfo.org/) You can use the form on the next page (‘Information’). Print all the information about the animals.
4. Find photos of the animals to use in your exhibition.
5. Use *All right! Studiehulp* for extra help.

**Write notes on five vulnerable, endangered or extinct European or Dutch animals. Complete the table. Look at the example. You will use these notes to create your exhibition.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Picture(s)** | **Notes** | **Web site or web page** |
| Voorbeeld: |  | Voorbeeld: | <http://www.animalinfo.org/> |
| European Mink | Lives on the banks of | species/carnivor/mustlutr. |
|  | creeks, rivers and lakes. | htm#profile |
|  | Eats small mammals, |  |
|  | frogs, crabs, fish and |  |
|  | insects. Is active at night. |  |
|  | Swims and dives well. |  |
|  | Hunts underwater. Lives |  |
|  | alone. Is endangered |  |
|  | because of hunting, |  |
|  | habitat loss, water |  |
|  | pollution and competition |  |
|  | with the American Mink. |  |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

**It is time to start putting together your exhibition.**

1. Use the information you found to create flashcards (big enough for people to read from a little distance,

e.g. at least 30 x 30 centimetres): each card has information about one of the animals on it. Use the photos you have found on your cards. Make sure the information is well-written, and interesting. At the bottom of each card, write ‘What should we do?’ Leave space to write two lines: you will write your advice and your classmates’ advice there.

1. Put your cards up on a wall, the board or a table and make your exhibition attractive to your classmates. Give your exhibition a catchy title, for instance ‘Dead or alive - endangered animals in...’
2. Before you open your exhibition to visitors, read your information cards again and think about what we could do to solve the problems of these endangered and vulnerable animals? Think of a piece of advice for every animal, but do not write it down yet.
3. Invite classmates to come and view your exhibition. Introduce yourself to them. Welcome them to your exhibition and tell them what to expect. Tell the audience you hope they will enjoy the exhibition. Talk with your visitors and ask them what they think we should do to solve this problem. (Ask a different question every time; look in your Textbook for ideas). Also give your own advice about what to do (use a different phrase every time).
4. When your visitors have left, add your and their advice to your cards.

**Hand in the following things to your teacher:**

1. The information sheet in C.
2. Your exhibition (the cards).

Make sure your name and class are on everything you hand in.