

When a sick possum showed up in my garden my heart overtook my head. Is it ever OK to feed urban wildlife?

Level 1: Elementary

Article summary: This article describes what happened when the author found an injured possum in her garden and examines whether it is a good or bad idea to feed urban wildlife.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Phrasal verbs

Materials needed: One copy of the worksheet per student

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

Key:

1. fur
2. swollen
3. fence
4. wildlife
5. natural environment
6. fear
7. value
8. protect
9. now and then
10. native

1. Warmer

- a. This activity aims to get students thinking about the urban wildlife that often visit gardens and yards in their area. You can extend the activity by asking students to name different types of urban wildlife that are native to their country or region, e.g. foxes, bats, raccoons, coyotes, etc.

2. Key words

- a. Ask students to work individually to match the words and phrases to the correct definitions. Remind them to look at the different forms of any verbs (e.g. simple past, present continuous, etc.) in the definitions, as these will give them clues as to the form of the verb from the article. For an extra challenge, you might like to ask students to complete this as a timed activity, finding the words in the article within two minutes. This will help students develop their scanning skills. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

- | | |
|------|-------|
| 1. d | 6. c |
| 2. f | 7. b |
| 3. g | 8. e |
| 4. j | 9. h |
| 5. i | 10. a |

3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage them to highlight the sections of the article where they found the answers to the questions.

Key:

1. True
2. True
3. True
4. False – ‘They can lose their natural fear of humans and cats and dogs ...’
5. True
6. False – ‘My husband still leaves out an apple for the possum ...’

4. Key language

- a. Students work individually to find the phrasal verbs in the article (again, this could be a timed activity) and to match them to the correct definitions.

Key:

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

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- b. Ask students to work individually or in pairs to complete the sentences with the words from the previous activity in the correct form. To extend the activity, ask students to work in pairs to write example sentences of their own using the expressions.

Key:

1. *keen on*
2. *go away*
3. *picked up*
4. *rely on*
5. *ran away*

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. The aim of this task is to get students to think about the urban wildlife animals they may encounter in their daily lives. Give them some time to work together in small groups to create their infographics. Remind them that they can search for the information on the internet. They can also use an app to create an engaging visual, but they need to remember to include the important information.
- b. Give students time to present their infographics to their classmates. Students can then decide on whose was the most interesting.