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Level 0 – 24th October, 2020

Eating jellyfish could save endangered fish

FREE online quizzes, mp3 listening and more for this lesson here:

<https://breakingnewsenglish.com/2010/201024-jellyfish-0.html>

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Please try Levels 1, 2 and 3. They are (a little) harder.

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THE READING

From <https://breakingnewsenglish.com/2010/201024-jellyfish-0.html>

Eating jellyfish could protect endangered sea life. Researchers studied fishing around the world. They found fishing caught over 100 endangered species. This is not illegal because the fish are not protected. A researcher said: "We actively fish for many of these threatened species."

Jellyfish could become common on menus. Jellyfish are more sustainable than other sea life. A researcher said other seafood is not sustainable. She said we should fish for species that can survive the fishing pressure. She added: "We just have to care about weird-looking squishy things like sea cucumbers."

Sources: <https://www.independent.co.uk/life-style/food-and-drink/jellyfish-fish-and-chips-takeaway-endangered-seafood-b530261.html>
<https://www.sciencealert.com/stop-eating-threatened-seafood-and-eat-jellyfish-instead-says-scientists>
<https://www.abc.net.au/news/2020-09-23/jellyfish-sustainable-fishing-nutritional-delicacy-queensland/12692542>

PHRASE MATCHING

From <https://breakingnewsenglish.com/2010/201024-jellyfish-0.html>

PARAGRAPH ONE:

- | | |
|---------------------------|----------------------|
| 1. eating | a. for many of these |
| 2. protect endangered sea | b. is not illegal |
| 3. fishing around | c. species |
| 4. caught over | d. life |
| 5. This | e. 100 |
| 6. fish are not | f. jellyfish |
| 7. We actively fish | g. protected |
| 8. threatened | h. the world |

PARAGRAPH TWO:

- | | |
|---------------------------|---------------------------|
| 1. Jellyfish could become | a. survive |
| 2. Jellyfish are more | b. looking squishy things |
| 3. other seafood is not | c. sustainable |
| 4. species that can | d. cucumbers |
| 5. fishing | e. care |
| 6. We just have to | f. sustainable |
| 7. weird- | g. common on menus |
| 8. sea | h. pressure |

LISTEN AND FILL IN THE GAPS

From <https://breakingnewsenglish.com/2010/201024-jellyfish-0.html>

Eating (1) _____ endangered sea life.

Researchers (2) _____ the world. They found

fishing (3) _____ endangered species. This is

(4) _____ the fish (5) _____. A

researcher said: "We actively (6) _____ of these

threatened species."

Jellyfish could (7) _____ menus. Jellyfish are

more sustainable (8) _____ life. A researcher

said (9) _____ not sustainable. She said we

should fish for species (10) _____ the fishing

pressure. She added: "We just (11) _____ about

weird-looking (12) _____ sea cucumbers."

PUT A SLASH (/) WHERE THE SPACES ARE

From <https://breakingnewsenglish.com/2010/201024-jellyfish-0.html>

Eating jellyfish could protect endangered sea life. Researchers studied fishing around the world. They found fishing caught over 100 endangered species. This is not illegal because the fish are not protected. A researcher said: "We actively fish for many of these threatened species." Jellyfish could become common on menus. Jellyfish are more sustainable than other sea life. A researcher said other sea food is not sustainable. She said we should fish for species that can survive the fishing pressure. She added: "We just have to care about weird-looking squishy things like sea cucumbers."

JELLYFISH SURVEY

From <https://breakingnewsenglish.com/2010/201024-jellyfish-0.html>

Write five GOOD questions about jellyfish in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

| | STUDENT 1 _____ | STUDENT 2 _____ | STUDENT 3 _____ |
|------|--------------------|--------------------|--------------------|
| Q.1. | | | |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student A: Do not show these to your speaking partner(s).

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

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WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student B: Do not show these to your speaking partner(s).

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

