



FLYING ACROSS THE GLOBE

Level: Upper Intermediate (equivalent to CEF level B2)

Age: Teenagers / Adults

Time: 60 minutes

Summary: This infographic lesson looks at interesting facts and figures about bird migration.

Materials: One copy of the worksheet per student; access to a projector or IWB to project the infographic from onestopenglish.

HOW TO USE THE LESSON

1 Hand out the worksheet and ask students to look at exercise 1. They make a list of birds they know. You may wish to put a couple of names of birds with missing letters on the board first and ask students to guess the missing letters – for example, b l a c k _ _ _ _ (blackbird) or s p a _ _ _ _ (sparrow). When students are finished, ask them to compare their lists with a partner.

2 Next, ask students to read the infographic (you could give it to them as a printed worksheet or display it on the board from onestopenglish). If students use a printed copy, ask them to read the text for 60 seconds and then turn over their pages. If you project the infographic, slowly scroll down, allowing everyone to read the information, then remove the image. Students work in pairs or small groups to answer the questions in exercise 2.

3 When students have finished, ask them to look at the infographic to check their answers, and help if any issues or questions arise.

4 Next, ask students to look at exercise 3. Answer the first question as an example. Ask students if they know a word similar to *flyway*, namely *highway* (US English), meaning 'a route used by cars'. Tell students that the words appear in chronological order in the text. Students work in pairs or small groups to find the words in the text. When they have finished, check answers as a class, writing the answers on the board and drilling pronunciation.

5 You may want to do a word formation example with students before they do exercise 4. For instance, write the word *know* on the board. Ask students what word class it is (verb). Ask them what the noun and adjective forms are (*knowledge, knowledgeable*). Students look at the example from the text in exercise 4.

Point out that there are two noun forms. One is the common noun (a bird that migrates); the other is an abstract noun (the act of migrating). Students work in pairs or small groups to complete the exercise. In your feedback, tell students that there are no adjective forms of *breed* and *feed*. A compound noun with the gerund form is used to describe where the birds *breed* and *feed*, for example, *breeding ground* and *feeding ground*.

6 Allow students time to read the questions in exercise 5 and answer them individually first. Then, demonstrate the activity by getting students to ask you the first question. Give them extra information with your answer to encourage them to do the same. Students then discuss the questions in pairs or small groups. You could round off the lesson by asking students to share their most interesting answers with the class.

Key:

- 1** *students' own answers*
- 2**
 - 1 *the position of the setting sun and stars; the earth's magnetic field*
 - 2 *the Arctic in the north and the Antarctic in the south*
 - 3 *breeding, feeding, wintering*
 - 4 *to save energy*
 - 5 *being killed by poachers (illegal hunters) or hunters*
 - 6 *north*
- 3**
 - 1 *flyways*
 - 2 *celestial*
 - 3 *broods*
 - 4 *drawn-out*
 - 5 *flocks*
 - 6 *dwindle*
 - 7 *gliding*



FLYING ACROSS THE GLOBE

4

Verb	Noun	Adjective
migrate	migrant, migration	migratory
breed	breed	breeding
communicate	communication, communicator	communicative
feed	feed, food	feeding
magnetise	magnet	magnetic
navigate	navigation, navigator	navigational

RELATED WEBSITES

The following websites might be useful for either you or your students.

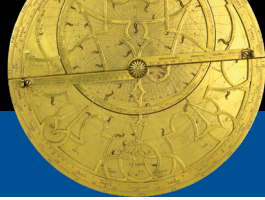
www.birds.cornell.edu/AllAboutBirds/studying/migration/

www.enature.com/birding/migration_home.asp

news.bbc.co.uk/2/hi/science/nature/3629775.stm

en.wikipedia.org/wiki/Bird_migration

www.rspb.org.uk/discoverandenjoynature/discoverandlearn/funfactsandarticles/migration/



FLYING ACROSS THE GLOBE

1 How many different birds can you name? Make a list.

2 Study the infographic about migratory birds for 60 seconds. Then cover it up and try to answer the following questions from memory.

1. How do migratory birds find their way to the same places every year?

2. Between which two parts of the world does the Arctic Tern travel?

3. What three reasons are given for bird migration?

4. Why do some birds fly in a V formation?

5. What dangers do migratory birds face?

6. In the southern hemisphere, where do migratory birds fly for the winter?

3 Find words in the text that mean the following.

1. a route regularly used by migrating birds _____

2. something related to the sky _____

3. a group of young birds with the same mother _____

4. continuing for a long time _____

5. a group of birds _____

6. to become gradually less over a period of time _____

7. the act of flying without power, using the wind _____



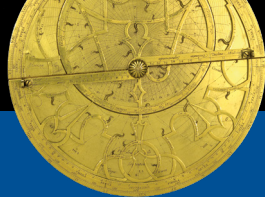
FLYING ACROSS THE GLOBE

4 Look at the verbs in the table below. Complete the table with the other forms of these words. The first word has been done as an example.

Verb	Noun	Adjective
migrate	<i>migrant, migration</i>	<i>migratory</i>
communicate		
breed		
feed		
magnetise		
navigate		

5 Discuss the following questions with a partner.

- What types of journey do you make regularly? Why do you make these journeys?
- Do you often return to specific places on these journeys? Give reasons.
- What places would you like to visit? Why?



FLYING ACROSS THE GLOBE

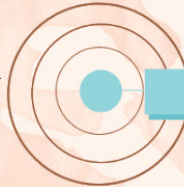
Flying across the globe



Every year hundreds of species of migratory birds set off on a journey that will take them thousands of kilometres across the globe. They will face many dangers along the way. When they arrive at their destination, they will have very little time before they have to go back again. Why do they do this? How can they find their way home? Where is home anyway? Here we will look at the fascinating facts behind bird migration.

Finding their way

Migratory birds can navigate thousands of kilometres on their annual journeys, often using the same flyways, and manage to arrive at the same spot year after year. How is this possible? Research has shown that they use a variety of techniques including the celestial, for example, the position of the setting sun and the stars. They are also thought to use the earth's magnetic field, which they can detect inside their bodies, as an internal mapping system. Migratory routes, breeding grounds and wintering grounds are traditional. The young birds learn these from their parents during their first migration.



70,000 KM

The Arctic Tern holds the long distance migration record. It travels over 14,000 km every year between the Arctic in the north and the Antarctic in the south. It can average 70,000 km in a single year.

Why migrate?



Breeding: spring migration is rather urgent. In the northern hemisphere, long-distance migratory birds fly north to raise their broods as the weather gets warmer.

Feeding: they take advantage of the warm late spring and summer conditions, which provide an abundance of insects and other food supplies for the newly-hatched chicks.

Wintering: autumn migration can be a drawn-out process. Flocks of birds can linger for as long as there is food available. However, as food supplies dwindle, they eventually fly south again with their young to find their winter homes.

Did you know?

V FORMATION
Many large migratory birds, including pelicans and geese, fly in a V-shaped formation. They do this mainly to save energy. They benefit from each other's airstreams, which allows them to spend more time gliding. Flying in formation uses between 12 and 20% less energy than flying alone. It also has its social benefits as the birds can communicate with each other more easily.

POACHERS
Humans can be dangerous - many birds fall prey to poachers in countries whose laws do not provide a safe haven for migrants. As much as 50% of a visiting flock can be lost to hunters.

NORTH or SOUTH?
In the northern hemisphere migratory birds fly north for the summer and south for the winter. In the southern hemisphere this process is reversed.

V FORMATION
POACHERS
NORTH OR SOUTH?

