

Before you watch

Work with a partner. Look at the pictures. Which of the birds have you seen in the wild?



Swan



Great Crested Grebe



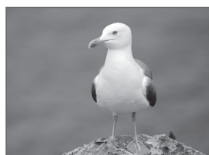
Red-Breasted Goose



Common Tern



Little Ringed Plover



Gull

swan great crested grebe red-breasted goose
common tern little ringed plover gull

While you watch**1 In the heart of London**

Read the introduction to *Nature Reserve*. Fill in the gaps with the words from the box. Then watch and check your answers.

tell wildlife see experts walking world believe

As you can ¹ we're in the heart of London, ² along a busy street. But only a few metres away, there's another ³ Yes, this is the London Wetland Centre. Who would ⁴ that it's right in the middle of a major city? We're going to meet Nicholas Hurry, one of the ⁵ here, and he's going to ⁶ us all about this amazing urban ⁷ centre.

2 In the wetland

Listen to Nicholas talking about the London Wetland Centre. Answer the questions.

- How big is the London Wetland Centre?
- When did it open?
- What animals does the centre provide a habitat for?
- Which birds live in the centre all the year round?

- Which bird does Nicholas say is a particular favourite of his?
- What does Nicholas say the best thing about working in the centre is?
- What does Nicholas say the worst thing about working in the centre is?

3 Residents and migrants

Listen to Nicholas again. Match the birds to the information.

- | | |
|------------------------------|--------------------------|
| 1 Swans, great crested grebe | ☐ |
| 2 Common terns | ☐ |
| 3 Little ringed plover | ☐ |
| 4 Gulls | ☐ |
- a They come to the centre when the weather further down the Thames is a bit rough.
b They are producing young.
c There are about ten pairs of them at the centre.
d They live in the centre all the year round.

4 Enjoying the centre

Watch the last part of the programme. Complete the sentences using a present participle of the verbs in the box.

kneel walk come have step

- _____ up and down on the steps, Josh made the water flow.
- _____ down by the water, Elsie watched the ducklings walking.
- _____ around the centre, Elsie and Josh looked at the birds.
- _____ away from the centre, Elsie and Josh talked about their favourite birds.
- _____ spent a day at the centre, the presenters feel enthusiastic about the natural world.

After you watch

You are going to create your own nature reserve. Work in pairs. Imagine your town or city wants to create a nature reserve which should offer a home to the wildlife in your area. Work with a partner and design the kind of nature reserve that you would like to use. What animals will live there and why? What different habitats will you have? What activities will visitors be able to do there? Where will it be located? Design your nature reserve and explain it to the rest of the class.

3

Nature Reserve

Programme overview

SUMMARY

In this programme the presenters visit the London Wetland Centre to meet Nicholas Hurry, one of the experts at the centre. Nicholas talks about the resident and migrants birds there and says what he likes and dislikes about his work. Elsie and Josh then explore the centre.

LANGUAGE

This programme corresponds to Unit 12 of *English in Mind* Second edition Level 4.

Grammar: Participle clauses
Didn't need to / needn't have

Vocabulary: Geographical features
Travel verbs

Before you watch

Put students in pairs and ask them to look at the photos. Students say which birds they have seen in the wild and what they know about the birds.

While you watch**1 In the heart of London**

Ask students to read through the text and predict where the words from the box will go in the text. One way of helping them to do this is to ask them to identify what parts of speech the words in the box are. They can then look at the context of the gaps and decide if the words fit grammatically. Watch Scene 1 to check students' answers.

Answers

1 see 2 walking 3 world 4 believe 5 experts
6 tell 7 wildlife

2 In the wetland

Watch Scene 2 and then ask students to answer the questions. Nicholas Hurry has a very deep voice, which at times, is not that clear. You may need to watch this scene several times.

Answers

1 44 hectares 2 2000 3 water birds, amphibians, slow worms, grass snakes 4 swans, great crested grebes
5 red-breasted goose 6 He gets a lot of pleasure out of working with the plants and planting trees; he also likes his colleagues. 7 the cold east winds that come from Siberia

3 Residents and migrants

Before starting this task, ask students to read through the list of birds and the information about them. Then watch Scene 2 from minute 1:43 when Elsie says 'tell us about some of the birds that are here at the moment' up to minute 2:25. Get students to match the birds to the information.

Answers 1d 2c 3b 4a

4 Enjoying the centre

This task practises participle clauses. Watch the last part of the programme, from minute 3:20 until the end, and ask students to complete the sentences using a present participle form of the verbs in the box.

Answers

- 1 Stepping
- 2 Kneeling
- 3 Walking
- 4 Coming
- 5 Having

After you watch

This activity practises oral fluency. Put students in pairs and ask them to imagine that their town or city wants to create a new nature reserve and are inviting people to submit proposals. Students should design a nature reserve to reflect the wildlife that exists in their area or their country. They should also design the reserve with visitors in mind. Ask students to show their proposals to the class and explain them.