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Level 1

Scientists to use DNA to find Loch Ness Monster

26th May, 2018

<https://breakingnewsenglish.com/1805/180526-loch-ness-monster-1.html>

Contents

The Reading	2
Phrase Matching	3
Listening Gap Fill	4
No Spaces	5
Survey	6
Writing and Speaking	7
Writing	8

Please try Levels 0, 2 and 3. They are (a little) harder.

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THE READING

From <https://breakingnewsenglish.com/1805/180526-loch-ness-monster-1.html>

A monster might live in a deep lake in Scotland. It is called the Loch Ness Monster, or "Nessie". It looks like a dinosaur. It has a small head and a long neck. People first saw it in 1933. Scientists will use a special technique to look for the monster. A research team will use a technique called eDNA sampling. It will try to find some of Nessie's DNA. A professor says this will show if the monster is real or not.

Many scientists tried to find the monster before. They put machines at the bottom of the 230-metre-deep lake. Nessie is often in the newspapers. All photographs of Nessie are blurred. Some people say they are car tyres in the water. The professor will test water from the lake for DNA from the monster's skin. He will check all DNA to make sure it is not from other animals. If he finds new DNA, that could belong to Nessie.

Sources: <https://www.engadget.com/2018/05/23/edna-sampling-loch-ness-monster-nessie-scotland/>
<https://abcnews.go.com/US/scientists-search-proof-loch-ness-monster/story?id=55378010>
<https://news.nationalgeographic.com/2018/05/loch-ness-monster-scotland-environmental-dna-science/>

PHRASE MATCHING

From <https://breakingnewsenglish.com/1805/180526-loch-ness-monster-1.html>

PARAGRAPH ONE:

- | | |
|--------------------------------|------------------------|
| 1. A monster might | a. Nessie's DNA |
| 2. It looks like a | b. live in a deep lake |
| 3. People first saw it | c. for the monster |
| 4. a special technique to look | d. real or not |
| 5. a technique called | e. in 1933 |
| 6. It will try to find some of | f. will |
| 7. A professor says this | g. eDNA sampling |
| 8. show if the monster is | h. dinosaur |

PARAGRAPH TWO:

- | | |
|------------------------------------|-----------------------|
| 1. Many scientists tried to find | a. tyres in the water |
| 2. They put machines | b. in the newspapers |
| 3. the 230-metre- | c. belong to Nessie |
| 4. Nessie is often | d. at the bottom |
| 5. All photographs of Nessie | e. the monster's skin |
| 6. Some people say they are car | f. the monster before |
| 7. DNA from | g. are blurred |
| 8. If he finds new DNA, that could | h. deep lake |

LISTEN AND FILL IN THE GAPS

From <https://breakingnewsenglish.com/1805/180526-loch-ness-monster-1.html>

A monster ⁽¹⁾ _____ a deep lake in Scotland. It ⁽²⁾ _____ Loch Ness Monster, or "Nessie". It looks like a dinosaur. It has a small ⁽³⁾ _____ long neck. People first ⁽⁴⁾ _____ 1933. Scientists will use a special technique to look for the monster. A research team will ⁽⁵⁾ _____ called eDNA sampling. It will try to find some of Nessie's DNA. A professor says this will show if the monster is ⁽⁶⁾ _____.

Many scientists ⁽⁷⁾ _____ the monster before. They put machines ⁽⁸⁾ _____ of the 230-metre-deep lake. Nessie ⁽⁹⁾ _____ the newspapers. All photographs of Nessie are blurred. Some people say they are car tyres ⁽¹⁰⁾ _____. The professor will test water from the lake for DNA from ⁽¹¹⁾ _____. He will check all DNA to make sure it is not from other animals. If he finds new DNA, ⁽¹²⁾ _____ to Nessie.

PUT A SLASH (/) WHERE THE SPACES ARE

From <https://breakingnewsenglish.com/1805/180526-loch-ness-monster-1.html>

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THE LOCH NESS MONSTER SURVEY

From <https://breakingnewsenglish.com/1805/180526-loch-ness-monster-4.html>

Write five GOOD questions about the Loch Ness Monster 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) _____

