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Level 0

Japanese robot-wolf to protect farms

9th March, 2018

<https://breakingnewsenglish.com/1803/180309-super-monster-wolf-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/1803/180309-super-monster-wolf-0.html>

Technology could help keep wild animals out of Japan's farms and rice paddies. The "Super Monster Wolf" robot could scare away wild boar and deer. It looks real. It has wolf-like hair, teeth and red eyes. It also has 48 different howls so animals can't get used to it. Farmers lose millions of dollars every year to hungry animals.

Japan's Agricultural Association tested the wolf. It really reduced crop losses. It was better than electric fences at keeping animals out. The robot senses movement one kilometre away. The wolf will be sold from next month. The price is \$4,800 but farmers can rent it. Japan's farmers hope it will stop wild animals eating their crops.

Sources: <https://www.treehugger.com/animals/super-monster-wolf-crop-saving-demon-robot.html>
<http://www.bbc.com/news/blogs-news-from-elsewhere-43303781>
<https://www.chibanippo.co.jp/news/national/480074>

PHRASE MATCHING

From <https://breakingnewsenglish.com/1803/180309-super-monster-wolf-0.html>

PARAGRAPH ONE:

- | | |
|--------------------------|---------------------|
| 1. keep wild animals out | a. and red eyes |
| 2. rice | b. of dollars |
| 3. scare away wild boar | c. of Japan's farms |
| 4. It has wolf- | d. animals |
| 5. teeth | e. and deer |
| 6. animals can't get | f. like hair |
| 7. Farmers lose millions | g. used to it |
| 8. hungry | h. paddies |

PARAGRAPH TWO:

- | | |
|-------------------------------------|--------------------|
| 1. Japan's Agricultural Association | a. can rent it |
| 2. It really reduced crop | b. senses movement |
| 3. better than electric | c. crops |
| 4. The robot | d. losses |
| 5. The wolf will be sold | e. animals |
| 6. The price is \$4,800 but farmers | f. tested the wolf |
| 7. it will stop wild | g. from next month |
| 8. eating their | h. fences |

LISTEN AND FILL IN THE GAPS

From <https://breakingnewsenglish.com/1803/180309-super-monster-wolf-0.html>

Technology (1) _____ wild animals out of Japan's (2) _____ paddies. The "Super Monster Wolf" robot (3) _____ wild boar and deer. It looks real. It has (4) _____, teeth and red eyes. It also has 48 different (5) _____ can't get used to it. Farmers lose millions of dollars every year (6) _____.

Japan's Agricultural Association tested the wolf. (7) _____ crop losses. It was better than (8) _____ keeping animals out. The (9) _____ one kilometre away. The wolf (10) _____ from next month. The price is \$4,800 but farmers (11) _____. Japan's farmers hope it will stop wild animals (12) _____.

PUT A SLASH (/) WHERE THE SPACES ARE

From <https://breakingnewsenglish.com/1803/180309-super-monster-wolf-0.html>

Technology could help keep wild animals out of Japan's farms and rice paddies. The "Super Monster Wolf" robot could scare away wild boar and deer. It looks real. It has wolf-like hair, teeth and red eyes. It also has 48 different howls so animals can't get used to it. Farmers lose millions of dollars every year to hungry animals. Japan's Agricultural Association tested the wolf. It really reduced crop losses. It was better than electric fences at keeping animals out. The robot senses movement one kilometre away. The wolf will be sold from next month. The price is \$4,800 but farmers can rent it. Japan's farmers hope it will stop wild animals eating their crops.

ANIMAL ROBOTS SURVEY

From <https://breakingnewsenglish.com/1803/180309-super-monster-wolf-4.html>

Write five GOOD questions about animal robots 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) _____

