Brazil reports sharp drop in Amazon loss

LEVEL A2/B1


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I. WARM-UP

1. What do you know about the Amazon rainforest?
2. How can governments protect nature in your country?
3. Do you follow election news? Why or why not?

II. KEY VOCABULARY

deforestation
the cutting down or clearing of forest trees

rainforest
a thick forest in a hot, wet area

satellite
a machine in space that takes pictures or sends data

election
when people vote to choose leaders

policy
a plan of action used by a government or leader

pledge
a serious promise to do something

illegal
not allowed by law

monitor
to watch and check something over time

III. READING

Brazil says deforestation has fallen to record lows in the Amazon rainforest and in the Cerrado. In the year to July 2026, satellite data shows a 41.8% fall in the Amazon, to the lowest level since records began in 1988. The fall in the Cerrado was 23.8%.

The Amazon is the world's largest rainforest, and about 60% of it lies in Brazil. It helps to slow climate change by absorbing carbon dioxide. The news comes before a presidential election run-off on 25 October. President Luiz Inácio Lula da Silva pledged to end deforestation in the Amazon by 2030.

He tightened environmental monitoring and raised penalties for illegal logging. Deforestation had grown under former president Jair Bolsonaro, who promoted mining on indigenous lands and cut resources to protect the forest.

Polls suggest a close race between Lula and Bolsonaro's son Flavio, who is expected to continue his father's policies.

Reading text adapted from reporting by **BBC News***: "Brazil sees record fall in Amazon deforestation...". Original article linked at theenglishwire.com.*

IV. COMPREHENSION QUESTIONS

1. How much did Amazon deforestation fall in the year to July 2026?
2. When is the presidential run-off in Brazil?
3. What goal did Lula pledge for the Amazon by 2030?
4. Under which former president did deforestation grow?
5. Who is Lula's opponent, and what is he expected to continue?

V. DISCUSSION

1. Why do you think deforestation fell so much this year?
2. Should elections focus more on the environment? Why or why not?
3. What simple actions can protect forests in your country?
4. Who should pay to protect the Amazon: Brazil or the world? Why?

VI. GRAMMAR FOCUS

Subject & object questions

Subject questions ask about the doer: no do/does/did. Object questions ask about the receiver: use do/does/did before the subject.

*"**Who tightened** environmental monitoring?"*
*"What **did polls suggest** about the race?"*

VII. GRAMMAR EXERCISE

Circle the correct option in each sentence.

1. Who (raised penalties / did raise penalties)? _____
2. What (did agencies monitor / agencies did monitor) this year? _____
3. Which areas (did see record lows / saw record lows)? _____
4. Who (did promote mining / promoted mining) on indigenous lands? _____
5. What (does the rainforest absorb / the rainforest absorbs)? _____

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.


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I. LESSON GUIDE

- Timing: 8–10 minutes warm-up, 8–10 minutes vocabulary, 10–12 minutes reading, 8–10 minutes comprehension, 8–10 minutes grammar, 10 minutes discussion.
- Pre-teach key nouns and verbs (deforestation, pledge, monitor, illegal) with quick examples or images, and elicit what students already know about the Amazon.
- Run a first silent read for gist (what happened and by how much). Then pair-check, and do a second read to underline numbers, dates and names before answering comprehension. The topic includes elections and environmental policy; keep discussion on the news rather than personal politics by starting in pairs before opening to the class.
- Differentiation: stronger students compare the two percentage drops and explain which is larger and why it matters; others match vocabulary to simple synonyms. For homework, students find one new fact about the Amazon and share it next class.

II. DISCUSSION FACILITATION TIPS

1. Board the two key figures (41.8% and 23.8%) to prompt ideas; ask students to link actions to results.
2. Take a quick show of hands, then pair students with different views to exchange two reasons each.
3. Elicit everyday actions first (reuse paper, buy certified wood), then ask for one local example.
4. Split the room into two groups (Brazil vs the world) and have each give two fair reasons.

III. EXTENSION ACTIVITIES

Debate: In two teams, prepare and deliver a two-minute argument on who should pay more to protect the Amazon.

Writing: Write a 70–90 word news update for next year explaining whether Brazil met another drop and why.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

Grammar exercise: Subject & object questions

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

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IV. COMPREHENSION QUESTIONS

1. How much did Amazon deforestation fall in the year to July 2026?
   It fell by 41.8%.
2. When is the presidential run-off in Brazil?
   On 25 October.
3. What goal did Lula pledge for the Amazon by 2030?
   To end deforestation in the Amazon by 2030.
4. Under which former president did deforestation grow?
   Jair Bolsonaro.
5. Who is Lula's opponent, and what is he expected to continue?
   Flavio Bolsonaro, and he is expected to continue his father's policies.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VII. GRAMMAR EXERCISE

Circle the correct option in each sentence.

1. Who (raised penalties / did raise penalties)? **raised penalties**
2. What (did agencies monitor / agencies did monitor) this year? **did agencies monitor**
3. Which areas (did see record lows / saw record lows)? **saw record lows**
4. Who (did promote mining / promoted mining) on indigenous lands? **promoted mining**
5. What (does the rainforest absorb / the rainforest absorbs)? **does the rainforest absorb**

VI. GRAMMAR FOCUS

Key point: Subject questions ask about the doer: no do/does/did. Object questions ask about the receiver: use do/does/did before the subject. (Examples constructed.)

*"**Who tightened** environmental monitoring?"*
*"What **did polls suggest** about the race?"*