|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading Lesson Plan** | | | | |
| **TITLE** | Endangered species | | | |
| **INSTRUCTOR** | **LEVEL** | **STUDENTS** | **AGE GROUP** | **LENGTH** |
| A-RA CHO | Advanced | 8 | Adult | 50 min |

|  |
| --- |
| **MATERIALS** |
| * Article about endangered species(8 copies) * Reading comprehension worksheet (8 copies) * Discussion Questions worksheet(8 copies) * Writing worksheet (SOS plan or homework - 8 copies) * Images (projected or printed) of animals or a world map. * Computers with Internet access(or power point program) * White board and board markers |

|  |
| --- |
| **AIMS** |
| * To enhance comprehension by applying proper reading skills to each different type of questions.(Using skimming or scanning and summarizing) * To extend vocabularies while matching definition practice and making their own sentences. * To promote critical thinking skills through discussion with scaling pros and cons of lots of opinions. * To express concern and dissatisfaction about specific problems by asking and responding questions and writing an essay to arrange their thoughts. |

|  |  |
| --- | --- |
| **LANGUAGE SKILLS** | |
| Reading  Listening  Speaking  Writing | All exercises in the worksheets, especially the reading article.  Teacher’s instruction, background information and questions from pair works.  Verbally giving and receiving opinions during the whole activity.  Answering worksheets and doing an extra activity (SOS plan or homework). |

|  |  |
| --- | --- |
| **LANGUAGE SYSTEMS** | |
| Lexis  Phonology Function  Discourse | Words and idioms in the article related to endangered species and environmental issues. New vocabularies about animals and what human being does..  Persuading and arguing related to the topic.  Expressing opinions. |

|  |
| --- |
| **ASSUMPTIONS** |
| 1. Students might be concerned about endangered species. 2. Students as adult learners might have heard about this issue from newspapers or other mess media. 3. Students might know some reading skills like skimming and scanning. 4. Students already know the teacher’s style of teaching and the pace of the course. |

|  |
| --- |
| **ANTICIPATED ERRORS AND SOLUTIONS** |
| 1. Students may not be familiar with this topic. 2. Start with the warm up activity with images of endangered animals and their habitats on the map. 3. Students may have difficult time thinking out some vocabularies about living things in nature and environmental and global issues like today’s topic.  * Give some matching definition practice and make students use their own words to express the definition and paraphrase them.  1. If time is short and students might need more time  * Cut discussion activity short and give more time to understand the whole passage.  1. If students finish their activities earlier than expected  * Teacher makes a Plan B like using the SOS plan to improve student’s writing skills with further knowledge about the topic or allot more time for discussion. |

|  |
| --- |
| **REFERENCES**   * www.google.com * http://www.breakingnewsenglish.com/0508/050817-animals.html * http://www.onestopenglish.com/skills/reading/topic-based-lesson-plans/reading-lesson-plans-hybrids/155496.article |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEAD-IN** | | | | |
| **AIMS**  To be familiar with the topic and imagine situations related to it. | | | **MATERIALS**  White board, white board markers, computer to show endangered animals, images (projected or printed) of animals. | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 7 min | Whole class | Students will be curious and wondering why the teacher keep moving around wearing an animal mask.  Students can get what they are going to learn in the class while focusing on teacher.  Students will call out some words quickly to show their opinions and interests. | | Just wear a mask (a kind of endangered animals) and wander about here and there to attract student’s attention.  Elicit from students’ emotions and expressions about the endangered species while showing specific animals with the warm up questions.  Write down the topic ‘Endangered species’ on the board while throwing some more guided questions. |
| **NOTES**  -Especially elicit from students who have to promote awareness about this issue when teacher asks warm up questions.  -Collect ‘environmental, ecological and biological’ vocabularies and name of animals on board if necessary for the students. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PRE-ACTIVITY** | | | | |
| **AIMS**  To develop and get used to using vocabularies for reading activity. | | | **MATERIALS**  8 Vocabulary worksheets, white board, white board markers | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 2 min | Whole Class | Students will receive the hand out and read it quickly and prepare for the reading activity. | | Introduce the tasks and distribute the vocabulary worksheets. |
| 13 min | Individuals/  pairs | Students will guess and match the right answer on worksheet alone and share it with their partner. | | Pair students up for the activity.  Check out the answer and additionally explain the meaning of vocabularies if necessary. |
| **NOTES**  -Collect ‘key words’ from the article in advance and let students understood with student-friendly definition with pronunciation or encourage them to make sentence with the words.  -Monitor discreetly and answer students if they ask questions. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MAIN ACTIVITY** | | | | |
| **AIMS**  To practice comprehension skills by using of skimming and scanning and develop ideas and accept various points of views. | | | **MATERIALS**  8 Reading articles for each student, 8 copies of reading comprehension worksheets, 8 copies of discussion question worksheets. | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 4 min | Whole Class  Individuals | Listen carefully what teacher said.  Get the paper and start to read.  Students can guess the title and speak out what they found in the article. | | Explain how to read the article and what students have to find out.  Hand out the article and let students read it quite quickly.  Ask students what they found in the article. Elicit gist and title of the article from students. |
| 6 min | Individuals | Be fully aware of how to scan.  Look at the questions on worksheet.  Start to read and try to find out the answer. | | Explain how to find specific information through scanning.  Distribute comprehension worksheets and let them complete the questions.  Let students start second reading.  Check out the answer. |
| 10 min | Pairs | Get the questionnaire and prepare for the discussion.  Work with partners to make opinions. | | Make students in pairs and discuss about the questions on worksheet that the teacher is about to hand out.  Give them 10 minutes to complete the activity. |
| 5 min | Whole class | Each team shows how to reach a conclusion and find an effective solution. | | Each team presents what they talked and learned in front of the class. |
| **NOTES**  -Teacher should pay careful attention that students be able to participate in group’s task together.  -Monitor and note down examples of errors and good language to discuss after reading.  -Encourage students to express their own viewpoint with appropriate supporting ideas.  -If possible, divide into 2 sections of questions for student A and B in each team. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **POST-ACTIVITY** | | | | |
| **AIMS**  To confirm comprehension of the today’s activities and further build on reading skills. | | | **MATERIALS**  Writing worksheet(SOS plan or homework) | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 3 min | Whole Class | Students will learn from their mistakes and improve their reading skills.  Students will ask for feedback.  Students might be proud of their achievement and make use of what they’ve learned today. | | Correct errors from students and encourage them to make use of a variety of reading techniques.  Give feedback to students and give some sources about the topic for the further reference.  (Give homework if necessary.  Make students use sentences learned today.)  Give students a compliment and conclude the class. |
| **NOTES**  -Students finally can grasp the whole idea of the article and realize the importance of environmental and natural balance. They might go further and be an activist or participate in a wave of animal protectionism in real-life. | | | | |

|  |
| --- |
| **Article** |

|  |
| --- |
| **Internet trade threatens exotic animals**  The world’s endangered species are under threat from yet another source, in addition to poachers, collectors wanting stuffed rhino heads and Chinese medicine practitioners. Internet shoppers are creating a boom in the sale of exotic animals that represents another nail in the coffin for many creatures threatened with extinction. This is according to a report compiled by the International Fund for Animal Welfare (IFAW). The report “Caught In The Web - Wildlife Trade On The Internet” found in “an intensive / intensifying one-week Web search”, 146 live primates, 5,527 elephant products, 526 turtle and tortoise shells, 2,630 reptile products and 239 wild cat products for sale. There were also unspecified numbers of other products.  The report represents the tip of the iceberg. Experts estimate the lucrative illegal global trade is worth billions of dollars a year. The World Wide Web exacerbates the situation. “Trade on the Internet is easy, cheap and anonymous. The result is a cyber-black market where the future of the world’s rarest animals is being traded away,” said IFAW’s Phyllis Campbell-McRae. The report recommended tougher worldwide protection: “The current legal framework and enforcement efforts are inadequate to deal with this appalling situation. A more effective response is essential.” Ms. Campbell-McRae warned: “Trade in wildlife is driven by consumer demand, so when the buying stops, the killing will too. Buying wildlife online is as damaging as killing it yourself.” |

|  |
| --- |
| **Vocabulary#1** |

**1. endangered**

Ex) The killing of any endangered species except in defense of a human life is a crime.

**>**

1. **poachers**

Ex) The monkey is shot by a poacher and falls from giraffe.

**>**

1. **nail in the coffin**

Ex) -I think that argument was the final nail in the coffin of our friendship.

- Jack's proposal is the first nail in the coffin of public education

**>**

1. **compiled**

Ex)In the end, their work was compiled into a multimedia show.

**>**

1. **intensive**

Ex) Chances are, by the time the dish reaches perfection, an intensive hour has been invested.

**>**

1. **lucrative**

Ex)The mining boom has created plenty of lucrative jobs in the area.

**>**

1. **exacerbates**

Ex) Job losses exacerbate the situation for homeowners with risky mortgages.

**>**

1. **anonymous**

Ex)- an anonymous letter to the editor

-an anonymous donation.

**>**

1. **appalling**

Ex) Attempts to stifle freedom of speech are appalling reflections on the country music establishment.

**>**

1. **Driven**

Ex) -He drove the workers until they collapsed.

-Their style is always driven by the setting, which includes the style of the house.

**>**

|  |
| --- |
| **Vocabulary#2** |

**1. SYNONYM MATCH:**

Match the following synonyms from the article:

|  |  |  |
| --- | --- | --- |
| a. | endangered | put together |
| b. | poachers | concealed |
| c. | nail in the coffin | fuelled |
| d. | compiled | profitable |
| e. | intensive | deathblow |
| f. | lucrative | worsens |
| g. | exacerbates | terrifying |
| h. | anonymous | threatened |
| i. | appalling | exhaustive |
| j. | driven | illegal hunters |

|  |
| --- |
| **Comprehension questions** |

**1. TRUE / FALSE:**

Read the article and decide whether these sentences are true (T) or false (F):

|  |  |  |
| --- | --- | --- |
| a. | There are collectors who want to buy stuffed rhinoceros heads. | T / F |
| b. | Internet shoppers are increasing the threat to endangered species. | T / F |
| c. | Many animals die in coffins that are nailed down. | T / F |
| d. | A one-week Web search discovered vast quantities of animals for sale. | T / F |
| e. | Many animals are being smuggled on icebergs. | T / F |
| f. | The Web exacerbates the problem because traders are anonymous. | T / F |
| g. | The current legal framework adequately protects animals. | T / F |
| h. | A conservationist urged consumers to kill animals themselves. | T / F |

**2. PHRASE MATCH:**

Match the following phrases from the article (sometimes more than one combination is possible):

|  |  |  |
| --- | --- | --- |
| a. | endangered species are under | by consumer demand |
| b. | collectors wanting stuffed | numbers of other products |
| c. | represents another nail | rhino heads |
| d. | turtle and | enforcement efforts are inadequate |
| e. | There were also unspecified | the situation |
| f. | The report represents the tip | threat from yet another source |
| g. | The World Wide Web exacerbates | appalling situation |
| h. | The current legal framework and | tortoise shells |
| i. | deal with this | in the coffin for many creatures |
| j. | Trade in wildlife is driven | of the iceberg |

|  |
| --- |
| **Discussion questions** |

**STUDENT A’s QUESTIONS** (Do not show these to student B)

|  |  |
| --- | --- |
| 1) | Do you worry about the world’s endangered species? |
| 2) | Which animals, fish and plants do you think are most endangered? |
| 3) | What do you think the growing list of endangered species says about humankind? |
| 4) | Are there endangered species in your country? |
| 5) | Do you do anything to protect endangered species? |
| 6) | Forty percent of all organisms are endangered. What do you think about this? |
| 7) | Why are so many species becoming endangered? |
| 8) | Do you think the list of endangered species can ever get shorter? |

---------------------------------------------------------------------------

**STUDENT B’s QUESTIONS** (Do not show these to student A)

|  |  |
| --- | --- |
| 1) | Do you think humans will ever be an endangered species? |
| 2) | What should governments do to protect endangered species? |
| 3) | What do you think of the sale of products made from endangered species and how can we stop it? |
| 4) | Do you think endangered species can be bred in zoos or captive breeding programs and then released into the wild? |
| 5) | Would you like to work for an agency that protects endangered species? |
| 6) | Do you know of any endangered species success stories? |
| 7) | How important is it to teach children about endangered species? |
| 8) | Which countries do you think are most guilty for endangering life? |

|  |
| --- |
| **Writing (SOS plan or homework)** |

Make a poster on one of the world’s endangered species. Before you make a poster, write about information on the animal’s lifestyle and habitat, the dangers it faces and the products made from it. You can explain current situation and add how to save this species. (Try to search on the Internet for more information.)

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| **Answer keys** |

**SYNONYM MATCH:**

|  |  |  |
| --- | --- | --- |
| a. | endangered | threatened |
| b. | poachers | illegal hunters |
| c. | nail in the coffin | deathblow |
| d. | compiled | put together |
| e. | intensive | exhaustive |
| f. | lucrative | profitable |
| g. | exacerbates | worsens |
| h. | anonymous | concealed |
| i. | appalling | terrifying |
| j. | driven | fuelled |

**TRUE / FALSE:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. T | b. T | c. F | d. T | e. F | f. T | g. F | h. F |

**PHRASE MATCH:**

|  |  |  |
| --- | --- | --- |
| a. | endangered species are under | threat from yet another source |
| b. | collectors wanting stuffed | rhino heads |
| c. | represents another nail | in the coffin for many creatures |
| d. | turtle and | tortoise shells |
| e. | There were also unspecified | numbers of other products |
| f. | The report represents the tip | of the iceberg |
| g. | The World Wide Web exacerbates | the situation |
| h. | The current legal framework and | enforcement efforts are inadequate |
| i. | deal with this | appalling situation |
| j. | Trade in wildlife is driven | by consumer demand |