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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listening  Speaking XX Reading  Grammar  Writing | | | | | | | | |
| **Topic: Difference and Comparison** | | | | | | | | |
| Instructor:  **Olivia** | | **Students Competency Level**  **intermediate** | | | **Number of Students:**  **8** | | | **Lesson Length:**  **50 minutes** |
| **Materials: (List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  **White Board and Marker**  **Cheetah and Leopard Image**  **What is the Difference Between a Leopard and Cheetah text**  **Cheetah and Leopard Comparison Sheet** | | | | | | | | |
| **Aims: (What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Ss can feel accomplishment by reading and writing about what they discuss. * Ss can improve their English writing skill and learn about words which related with animal. * Ss can learn about interaction with other students and feel comfortable each other by discussing time. * Ss can consider about words and practice the grammer. | | | | | | | | |
| **Language Skills: (Lists what activities language skills students will be using by participating in the activities of the lesson.)**   1. **Reading: (Where did reading occur in the lesson?)**   Read about the script**.**   1. **Listening: (Where did listening occur in the lesson?)**   Students discussion, teacher explanation, discussion   1. **Speaking: (Where did speaking occur in the lesson?)**   discussion, explanation by students, Feedback   1. **Writing: (Where did writing occur in the lesson?)**   Taking notes and write about sentence. | | | | | | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**  - Phonology: **(sound)**  Discussion of animal, give opinion each other.  - Function: **(situation)**  Question, explanation, kindly answer  - Lexis: **(meaning)**  words about animal and other characteristic  - Grammar: **(language structure)**  be exact and formal  - Discourse: **(communication)**  role play, share question and answer, modification of teacher | | | | | | | | |
| **Assumptions: (What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  - All students understand the text what they are reading and discuss about animals.  - All students should know the words used to discuss and read.  - All students should be familiar animals they are going to discuss about.  - All students must know about words which related about animals. | | | | | | | | |
| **Anticipated Errors and Solutions: (What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**   1. When they don’t know how to explain by English, they probably use Korean. 2. Body language also can be used when they don’t know what to say 3. Teacher should lead them to use right expression, but do not help them everything.   - If Ss are wrong, give positive reaction so that they can solve their problem by themselves | | | | | | | | |
| References:  http://www.diffen.com/difference/Cheetah\_vs\_Leopard | | | | | | | | |
| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | | | | | | |
| **Materials: (List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)** | | | | | | | | |
| **Time:** | **Classroom Set Up:** | | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** | | | | |
| 1 min  7 min  7 min | Whole  Whole  Ss | | Ss greet the teacher.  Ss listen to teacher.  Ss talk their opinion. | Greeting teacher  Tell teacher's Story about animal.  Let's discuss about stories with Ss.  Let’s do read about the script. | | | | |
| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | | | | | | | |
| **Materials: (List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  **White Board and Marker**  **Cheetah and Leopard Image**  **What is the Difference Between a Leopard and Cheetah text**  **Cheetah and Leopard Comparison Sheet**  **Activity Work Sheet** | | | | | | | | | |
| **Time:** | **Classroom Set Up:** | | **Student Activity and Goals:** | | | **Teacher Procedure & Instructions:** | | | |
| 5 min  1 min  6 min  7 min | Whole  Group  Group  Whole | | Ss listen How to do T.  Ss make a group  Ss read script and share their opinion.  Ss prepare for discuss script. | | | Introduce the reading Text and explain by teacher demonstrate.  Make four groups of two people each.  T give the reading text.  Ask Ss to prepare for the activity Work Sheet reading text. T will help and facilitates. | | | |
| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | | | | | | | |
| **Materials: (List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  **White Board and Marker**  **Activity Work Sheet** | | | | | | | | | |
| **Time:** | **Classroom Set Up:** | | **Student Activity and Goals:** | | | **Teacher Procedure & Instructions:** | | | |
| 1 min  7 min  5 min | Whole  Groups  Whole | | Ss get ready for activates.  Ss do activity. Ss watch listens and enjoys.  Ss listen what T says. | | | T gives reading text and activities work  Sheet.  T monitors their activities. T watches each groups and facilitates class to activities.  Give Ss positive feedback and comments. | | | |
| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | | | | | | | |
| **Materials: (List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  **Cheetah and Leopard Comparison Sheet** | | | | | | | | | |
| **Time:** | **Classroom Set Up:** | | **Student Activity and Goals:** | | | | **Teacher Procedure Instructions:** | | |
| 3min | Whole | | Share about activity work sheet Ss opinion. | | | | Close by giving Ss feedback about their improvement. Check Ss Reading skills.  Hand out CLS and review lesson with Ss. | | |

What is the Difference Between a Leopard and a Cheetah?

Cheetahs and leopards are both big cats found in sub-Saharan Africa and parts of Asia. Leopards have yellow fur while cheetahs are tan. Cheetahs are known to hunt their prey during daytime whereas Leopards generally hunt during the night. They also differ in other physical and behavioral characteristics. Cheetahs are known for their speed; they are one of the fastest animals on the planet.

**Physical Characteristics**

A cheetah has a deep chest and a narrow waist, with short, coarse fur. It is tan with black spots, each 2 to 3 cm in diameter. It has a white underbelly without spots, and four to six dark rings at the end of its tail, before a bushy white tuft. An adult cheetah can range from 46 to 160 pounds and 43 to 59 inches long in head and body, with a tail between 24 and 33 inches. Males tend to be slightly larger than females. Cheetahs also have semi-retractable claws. They can purr, but they cannot roar. Leopards have relatively short legs, longs bodies and massive skulls with powerful jaw muscles. Their head and body length is usually between 35 and 75 inches, with a tail between 24 and 43 inches. Males are about 30% larger than females, weighing 66 to 200 pounds, compared to females between 51 and 130 pounds. Leopards have yellow fur, with small black spots inside polygonal rosettes.

**Habitat**

Cheetahs are found in Africa and southwestern Asia. A small population exists in the Khorasan province in Iran. Cheetahs need large expanses of land with plenty of prey, and tend to be found in semideserts, prairies or thick brush. Leopards are found in sub-Saharan Africa, and have small populations in southwest and central Asia, including the Indian subcontinent. In Northeast Asia they are critically endangered. They are typically found in grasslands, woodlands and riverine forests.

**Behavior**

Cheetahs cannot roar, but often chirp (to find one another), growl, yowl and purr. They are carnivores, and mostly eat mammals under 80 pounds, such as the Thomson’s gazelle, the springbok and the impala. Leopards are solitary cats and are largely nocturnal. They are very agile and are powerful swimmers. They have a broad diet, including things from dung beetles to male giant elands.

**Life Cycle**

Cheetahs typically live between 8 and 10 years in the wild, and up to 17 years in captivity. Females begin breeding at around 21 or 22 months old. Leopards live between 12 and 17 years. They can live up to 21 years in captivity. Leopards mate all year round, and leopard litters usually contain between 2 to 4 cubs. The cubs typically stay with their mother for 18 to 24 months.

**Conservation Status**

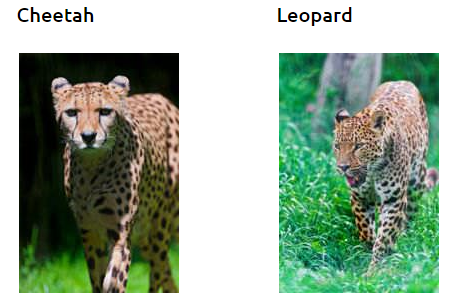
Cheetahs are listed by the International Union for Conservation of Nature as a vulnerable species. Approximately 12,400 cheetahs remain in the wild. Leopards are considered near threatened by the International Union for Conservation of Nature because of their declining habitat range and population. Population estimates suggest that there are at least 50,000 leopards left in the wild.

Cheetah and Leopard Image



**Activity Work Sheet**

What is the Difference Between a Leopard and a Cheetah?



**Direction:** After reading the text, discuss about the difference between a cheetah and leopard and then write your opinions below differences.

|  |  |
| --- | --- |
| Similarities | Differences |
|  |  |

**Cheetah and Leopard Comparison Sheet**

