|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic: Life On Earth** | | | | |
| **Instructor: Hwang Seoyeon** | **Level: Intermediate** | **Age: Adults** | **Number of Students: 15** | **Length: 20 minutes** |
|  |  |  |  |  |
| **Materials:**  **3 printed out stock images of animals (rhino, panda, orangutan)**  **Kiwi plush doll**  **Article**  **Worksheet**  **Whiteboard and markers** | | | | |
| **Aims:**  **Ss will actively discuss their opinions in small groups.**  **Ss can use their new vocabulary to present an unfamiliar argument.** | | | | |
| **Language Skills:**  **Speaking: Ss will state their arguments and provide rebuttals against others’.**  **Reading: Ss will read sentences containing the target vocabulary.**  **Writing: Ss will write down the arguments of their fellow groupmates.**  **Listening: Ss will hear and respond to other peoples’ arguments.** | | | | |
| **Language Systems:**  **Phonology: /d/ and /t/ differentiation (e.g. rebuttal)**  **Lexis: Students will learn words related to unfamiliar animals.**  **Grammar: Students will practice complex sentences.**  **Function: Students can ask and answer questions about an unfamiliar topic.**  **Discourse: Students will practice presenting and arguing their opinion.** | | | | |
| **Assumptions:**  **Students are at an intermediate level.**  **Students can understand and use basic adjectives used to describe animals.**  **Students are able to formulate basic arguments and understand the concept of debate.** | | | | |
| **Anticipated Errors and Solutions**  **Not all of the activities may fit within the allotted time.**  **> Shorten the discussion time and move on to the next phase**  **Ss are quiet during the allotted discussion time due to nervousness regarding their English ability.**  **> Encourage free discussion with no teacher correction; throw out a “prompt” or “starter” question, e.g. “What do you think the point of conserving creatures is?”** | | | | |
| **References:**  **Banville, S. (n.d.). English Lesson on Life on Earth. Retrieved February 5th, 2019, from <https://breakingnewsenglish.com/1805/180524-life-on-earth-5.html>**  **[Digital stock image of a Black Rhinoceros.] Retrieved February 5th, 2019 from <https://previews.123rf.com/images/redrockerz/redrockerz1503/redrockerz150300002/37363433-rhino-outline.jpg>**  **[Digital stock image of a Bornean Orangutan.] Retrieved February 5th, 2019 from <http://www.getcoloringpages.com/images/fo/fo235pf.jpg>**  **[Digital stock image of a Giant Panda.] Retrieved February 5th, 2019 from <https://media.istockphoto.com/vectors/panda-outline-vector-illustration-vector-id643889972>** | | | | |
| **Notes:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pre-Task:** | | | | |
| **Aims: Students will express their opinions and existing vocabulary through eliciting and realia.** | | | **Materials: 3 printed out stock images of animals (rhino, panda, orangutan), whiteboard and markers, kiwi plush doll** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3m** | **Whole class** | **Class greets instructor.**  **Class answers.**  **Class answers.**  **Class answers.** | | *writes LIFE ON EARTH on the board (subtitled) Discussion and Presentation*  *(points to the pictures of a orangutan, a rhino, and a panda tacked up on the board)*  Can anyone think of what these three animals have in common?  Right. They’re all going extinct.  *writes extinct in the middle of the board and draws a circle around it*  Why do you think animals like rhinos and pandas are going extinct?  *write down answers — e.g. habitat loss, hunting for their horns, used as traditional medicine, etc.*  *puts down kiwi doll in front of the class*  Does anyone know what this is? Here’s a hint; it’s from New Zealand.  Yes, it's a kiwi bird! Sadly, these animals are also going extinct. Today we’re going to be doing a discussion on different perspectives of the conservation issue. |
| **Notes:** | | | | |
|  | | | | |
| **Task Preparation:** | | | | |
| **Aims: Students will formulate arguments about an unfamiliar role and discuss them with other students.** | | | **Materials: Worksheet, whiteboard and markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1m**  **3m**  **1m**  **5m** | **whole class**  **Group**  **Whole class**  **Group** | **Class answers.**  **Class writes down arguments.**  **Class answers.**  **Class answers.**  **Class discussion.** | | I’m going to randomly hand out some role cards. Write down at least three arguments to support your role. Do not show anyone else your card! You have three minutes. Once you hear the music, please stand up and move around the classroom and sit at a table with the other people with your role cards.  ICQ  Can you show anyone else your card?  How many arguments should you write down?  Alright, now start!  *(music plays; wait until they’ve settled down)* OK, Team 1, what role card do you have? *(repeat question with Team 2 and Team 3)*  Discuss with your team to think of potential *rebuttals* for your three arguments.  Can anyone tell me what rebuttal means? What's an example? Yes, rebuttal means to have an argument against something.  Here's a demonstration. I might say, “Big businesses are good for the economy.” and someone else would say, “But small businesses fail because of them!”  I’ll give you five minutes to discuss and write down your rebuttals for your three arguments, You can write down the rebuttals on the back of your slip of paper. Then each team will choose one representative to come to the front of the classroom to present the team's arguments. After presenting, each representative will have two minutes to answer the rebuttals from the other teams.  ICQ  How much time do you have to discuss the rebuttals for your arguments?  What will the representative be doing?  Good! You may now begin to discuss. (monitoring discreetly, noting down difficult words) |
| **Notes:** | | | | |
|  | | | | |
| **Task Realization:** | | | | |
| **Aims: Students will be able to present cogent arguments against opposing views.** | | | **Materials: Worksheet (in use)** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **6m** | **Whole class** | **Class presents.** | | Time to present! Team 1 representative, please come up to the front. You can take your teammates’ worksheets with you if you’d prefer. Once the representative has finished speaking, students can raise their hand so that the representative can call on them and answer their rebuttal  Time's up! Team 2 representative, please come up to the front. |
| **Notes:** | | | | |
|  | | | | |
| **Post Task:** | | | | |
| **Aims: Students will take the speaking feedback into consideration as well as think and answer the CCQs for themselves.** | | | **Materials: N/A** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1m**  **1m** |  | **Class answers.**  **Class answers.** | | Did you find anything difficulttoday?  CCQ: What should be done to stop endangered animals from going extinct?  Do you think listening to different sides is important?  Here are a few things I think you could improve on. [from notes]  Overall, you did a great job! There will be no homework today. |
| **Notes:** | | | | |

**Worksheet**

**Government**

**Kiwis are going extinct. Your objective is to stop poachers from hunting kiwis and taking them away from New Zealand to sell, as well as convincing zoos not to take kiwis back to their homes.**

***Fact: New Zealand has pledged to destroy all foreign wildlife on the island by 2050.***

***Fact: The quality of life for most animals in zoos are lower than for the wild.***

**Argument 1)**

**Argument 2)**

**Argument 3)**

**Zoos**

**Kiwis are going extinct. As part of your zoo's conservation program, your objective is to convince the New Zealand government to let you take kiwis away from New Zealand and breed them in your country.**

***Fact: Introduced wildlife (such as dogs and cats) have killed over 80% of wild kiwis on New Zealand.***

***Fact: In the past 50 years, zoo breeding programs have saved severely endangered animals, such as sandhill cranes and black-footed ferrets, from going extinct.***

**Argument 1)**

**Argument 2)**

**Argument 3)**

**Poachers**

**Kiwis are going extinct. Your government has made a silent agreement with zoos from many higher income countries to let your people take kiwis from the New Zealand wilderness and sell them to the zoos so they can use them for their breeding programs.**

***Fact: People from very poor, rural countries have no income and no other options for employment other than selling expensive animals to zoos. Because the demand is so high, selling just a pair of kiwis can save a family from starvation for months.***

**Argument 1)**

**Argument 2)**

**Argument 3)**

**Article**

A fierce debate is raging between zoos and local governments over life on Earth. Many endangered animals live in nature reserves, but local people often hunt and eat them, and underpaid officials may even hunt them themselves to sell the body parts as prizes. Despite pressure from international organizations, the natural habitat of many animals is decreasing year after year. Take the kiwi of New Zealand, a small brown bird which cannot fly. When settlers came to New Zealand, cats and rats came with them on their boats. These foreign animals ate the kiwis, and over 80% of the population was wiped out.

Cats and rats still live on the island today, and zoos argue that the damage is so severe that, if kiwis are not taken back and protected by zoos, the remaining cats and rats on New Zealand will kill all of the kiwis. The government has retorted that they are taking strong measures such as electric fences to protect their kiwis, that kiwis lay almost no eggs in captivity, and that it is far too dangerous to keep kiwis in small spaces because a single disease could wipe out the entire kiwi population.

When the government refused to send the rare kiwis off of the island, some zoos have secretly reached out to poachers. By doing so, some say, the zoos are actually benefiting the lives of poor locals — and in fact, many citizens of third world countries make a living by selling rare animals as pets or to be shown in zoos. How else, they ask, will they pay for their child’s education, or fix their house, or buy food to survive another day? They accuse their government of valuing animal lives over humans’, and protecting the animals while letting their people starve. For their part, New Zealand politicians have said that something needs to be done to stop demand for the kiwis, but unless an agreement is reached soon, it may really be too late for the survival of the kiwi.