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| ☐ Listening ☐ Speaking ■ **Reading** ☐ Grammar ☐ Writing |
| **Topic: The Tigers Are Becoming Extinct** |

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| **Instructor:**  Sarah | **Level:**  Intermediate | **Students:**  10 students | **Length:**  35 Minutes |

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| **Materials:**  ● White board and board markers  ● Worksheet #1 - New Vocabulary (10 copies)  ● Worksheet #2 - Comprehension Questions for Main Idea (10 copies)  ● Worksheet #3 - Comprehension Questions for Details (10 copies)  ● Worksheet #4 - Writing (10 copies)  ● Worksheet #5 - SOS worksheet (10 copies) |

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| **Aims:**  ● Main aim  - Ss will develop reading skill by skimming and scanning to find the main idea and detailed information.  ● Secondary aim  - Ss will be able to share their ideas for endangered species by writing a letter and presenting in the class  ● Personal aim  - I want Ss to think about the solution for global environmental problems. |

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| **Language Skills:**  ● Reading: reading the text  ● Listening: following instruction  ● Speaking: sharing ideas and presenting in the class  ● Writing: writing activity |

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| **Language Systems:**  ● Lexis: new vocabulary (expansion/roam/species/decreasing/extinct)  ● Grammar: reading the text  ● Discourse: discussion |

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| **Assumptions:**  **Students already know**  ● What skimming and scanning are  ● Four language skills and language systems  ● Basic grammar  ● Most of words in the worksheet |

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| **Anticipated Errors and Solutions:**  ● If some students have difficulties in understanding the instruction,  -> give them instruction in detail.  ● If some students finish their worksheets or a task earlier than others,  -> give them SOS activity (If it’s not used in the class, give it as homework)  ● If certain students have trouble with some vocabularies,  -> give them more examples and explanations. |

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| **References:**  ● **Reading text**  [https://www.pinterest.co.kr/pin/](https://www.pinterest.co.kr/pin/483714816196837280/%23details?amp_client_id=Fa4gCEMc1DhGXPdyDKkCeGtnyTZtD6TuWxYsHEgxR5ox7fPat88ZvE7s_-1Zbcsv&mweb_unauth_id=7ab1fb4a3da2d40454134864fb812608)  ● **Youtube clip**  <https://www.youtube.com/watch?v=qhrT0v7QSvc> |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole  class | Answer the teacher’s  Questions. | Good morning everyone! How was your weekend? It’s so hot these days. Do you know the king of animals? Right, It’s tiger. (If Ss said the lions, ask them any other animal?) (If they said nothing, tell them maybe it’s tiger.) |

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| **Pre-Activity** | | | |
| Materials: Board, Board markers, Computer, Worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  24 sec  1 min  3 min  2 min  1 min | Whole  Class  Whole  Class  In pairs  Whole  Class  Individually  Whole  Class | Answer the teacher’s questions.  Watch the clip  Discussion  Presentation  Worksheet #1  Check the answers | **1. Prediction**  Have you watched any documentaries about animals such as “Tears of Antarctic” or “Tears of Amazon?” What is the common subject of them? Right. The endangered animals.  I want to show you a short clip about tigers.  (Show Ss the clip to 0:24)  **Instruction**  Now you are going to discuss about the topic of the clip you just watched. Work in pairs.  I’ll give you 1 min.  **ICQ**  How much time do you have?  Are you working in pairs?  What are you going to discuss?  Good. Let’s get started.  (Monitoring)  Ok. Time’s up!  Now let’s discuss in whole class. Go around from this group.  (Listen to Ss present)  Very good. Does anyone can guess today’s topic? Right. Today’s topic is the tigers are becoming extinct.  (Board “The Tigers Are Becoming Extinct”)  **2. New Vocabulary**  Before reading the text, we have some vocabularies that has to be learned.  (Handout Worksheet #1)  **Demo**  Read the first definition together. What is the answer?  Right. Expansion.  **Instruction**  Like this, write the word according to its definition. Also, there is another type of questions below. Work individually. You have 2 min.  **ICQ**  How much time do you have?  Are you working alone?  Great. Let’s get started.  (Monitoring, answer Ss if they ask something)  **Time Warning**  (after 1 min)  1 min left!  Ok, now let’s check the answers together.  Everyone did good job.  Now let’s move on. |

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| **Main Activity** | | | |
| Materials: Worksheet #2, #3, #4 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  2 min  1 min  3 min  1 min  5 min  3 min | Individually  Individually  Whole  Class  Individually  Whole  Class  In pairs  Whole  Class | Skimming  Worksheet #2  Check the answers  Scanning, Worksheet #3.  Check the answers  Worksheet #4  Present in the class | **1. Skimming for the main idea**  (Handout reading text and Worksheet#2)  Read the text first, and then you will find the answers on the Worksheet #2. Just skimming first. You have 3 minutes to skim the text.  **ICQ**  Are you working alone?  How much time do you have?  You have to find the answer after skimming?  Good.  Ok, time’s up!  Now it’s time to find the answers on the worksheet #2.  I’ll give you 2 min. Work individually.  **ICQ**  Are you working alone?  How much time do you have?  Very good.  (Monitor discreetly)  Let’s check the answers together. What’s the answer for #1? Anyone wants to try? Right. It’s B. How about #2? Right. It’s D.  Good job everyone.  **2. Scanning for details**  (Handout Worksheet #3)  **Instruction**  Now, scan the text and find the answers on the worksheet #3. You will do this alone. I’ll give you 3 minutes for this.  **ICQ**  Are you working in pairs?  How much time do you have?  Good.  (Monitor discreetly)  (Board Giant panda, Tiger, Whooping crane, Blue whale, Asian elephant, Sea otter, snow leopard, gorilla, Tasmanian devil, Orangutan)  Everyone finished? Let’s check the answers together.  (after checking the answers for #1 and #2)  Does anyone want to try #3?  Good job. Thank you.  **3. Free Production**  Now let’s do fun activity.  (Divide groups)  (Handout board markers for each group, Worksheet #4)  Write a letter to an endangered animal, and give a nickname. Then, draw a character.  **Demo**  (Show Ss my letter)  I’m going to show you mine first.  I named her as “Peng.” In the front, I drew a character of penguin. In the back, I wrote a letter. (read my letter)  As I did, work in pairs. After you finished, one person for each group will present in whole class.  I’ll give you 5 min for this.  **ICQ**  How many minutes do you have?  Are you working alone?  What will you do when you finished?  Great. Here are 10 of the most famous endangered species on the board. You can use them. Let’s start!  (monitor discreetly)  **Time warning**  (after 4 min)  1 minute left!  Ok, time’s up. Do you need more time? (if yes, give them 1 more min)  Let’s share in whole class. Present one person for each group please. We will go around from this group.  Thank you.  Everyone did a great job! |
| **Post Activity** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole  class | Answer to the  teacher’s questions | **1. Error correction**  Write down the errors that Ss have made on the board.    **2. Feedback**  How was the lesson?  Did you enjoy?  While reading the text, we had a chance to think about the tigers that are endangered.  **3. Conclusion**  I want to wrap up today’s lesson. Thank you for participating in this class. I hope you enjoyed today.  As we learned today, please remember we should put efforts into protecting endangered animals that are in need of our help. Great job everyone. Thank you. See you tomorrow! |

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| **SOS Activity** | | | |
| Materials: Worksheet #5 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  1 min | In pairs  Whole  Class | Worksheet #5  Check the answers | (If it’s not used in the class, give Ss as homework)  Since we finished earlier, we have one more fun activity.  (Handout Worksheet #5)  Look at the pictures. There are 5 differences.  **Demo**  Let’s find one thing together first. Look at the hair band of the man. The colors are different. Right?  **Instruction**  Like this, find 4 more differences with your partner.  I’ll give you 3 min. Work in pairs.  **ICQ**  How much time do you have?  Are you working in pairs?  Good. Let’s start.  (Monitoring)  Are you done? Let’s find together.  Where is it?  Very good!  Everyone did good job. |

* Worksheet #1 – New Vocabulary

**1. Write the correct word next to its definition**

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| **Expansion Roam Species Decreasing Extinct** |

A. The act or process of expanding:

B. Becoming less or fewer; diminishing:

C. The major subdivision of a genus or subgenus, regarded as the basic category of biological classification:

D. No longer in existence; that has ended or died out:

E. To walk, go, or travel without a fixed purpose or direction:

**2. Find the correct word to complete the sentences.**

A. We ( ) him for president.

① suggested ② bought ③created

B. I can’t ( ) my blue socks.

① call ② find ③ begin

C. The bald eagle may be ( ).

①completed ②started ③endangered

* Worksheet #1 – New Vocabulary **ANSWER KEY**

**1. Write the correct word next to its definition**

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| **Expansion Roam Species Decreasing Extinct** |

A. The act or process of expanding: **Expansion**

B. Becoming less or fewer; diminishing: **Decreasing**

C. The major subdivision of a genus or subgenus, regarded as the basic category of biological classification: **Species**

D. No longer in existence; that has ended or died out: **Extinct**

E. To walk, go, or travel without a fixed purpose or direction: **Roam**

**2. Find the correct word to complete the sentences.**

A. We ( ) him for president.

**① suggested** ② bought ③created

B. I can’t ( ) my blue socks.

① call **② find** ③ begin

C. The bald eagle may be ( ).

①completed ②started **③endangered**

* Reading text

**Let’s Adopt a Tiger**

Four-year-old Lizzy sat in her mother’s lap while they read a book about tigers and how they are an endangered species. The book used some pretty big words that Lizzy didn’t know, so her mother had to explain what they meant.

Lizzy learned that tigers are decreasing in number, and the places where they can live and freely roam are getting smaller and smaller, partly due to the expansion of cities into their territory.

Some countries have started programs to help protect the tigers from becoming extinct – another big word Lizzy learned from the story. It means that the tigers will eventually all be gone, if something isn’t done to save them.

National Save the Tiger Month was begun to help create awareness about the problems the tigers are having. At the end of the book, Lizzy suggested that her family adopt a tiger. Her mother smiled and reminded her that they live in a very small house with no room for a great big tiger. They would have to find another way to help the tigers.

* Worksheet #2 - Comprehension Questions for Main Idea

**1. Choose the main topic.**

A. Lizzy has to learn more words.

B. People should protect the endangered tigers.

C. Lizzy’s family should move to bigger house.

D. A cute 4-year-old baby.

**2. Choose the statement that is true.**

A. Lizzy is 5 years old.

B. Lizzy and her mother read a book about lions.

C. The tigers are increasing.

D. Some countries are trying to help the tigers from becoming extinct.

* Worksheet #2 - Comprehension Questions for Main Idea

**ANSWER KEY**

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C. The tigers are increasing.

**D. Some countries are trying to help the tigers from becoming extinct.**

* Worksheet #3 - Comprehension Questions for Details

**1. According to the text, Lizzy suggested her mother to adopt a tiger because** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A. She thought she could care for the tigers at her house.

B. Her house is too big.

C. She is an only child.

D. Her house is close to the zoo.

**2. Why are the tigers decreasing in number?**

A. The weather is too hot.

B. The places that they can live are getting bigger.

C. The expansion of cities into their territory.

D. The tigers are infected with a virus.

**3. How can Lizzy help the tigers? Write your own idea.**

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* Worksheet #3 - Comprehension Questions for Details

**ANSWER KEY**

**1. According to the text, Lizzy suggested her mother to adopt a tiger because** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**A. She thought she could care for the tigers at her house.**

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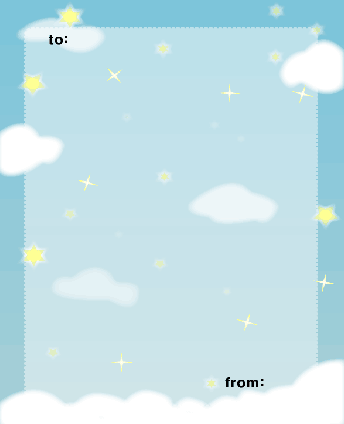
She can join an environmental protection group.\_\_\_\_\_\_\_\_\_

* Worksheet #4 – Writing

**Write a letter to an endangered animal. Give the animal a nickname draw a character.**

* Worksheet #4 – Writing **DEMO**

**Write a letter to an endangered animal. Give the animal a nickname draw a character.**

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**Penguin in Antarctic**

Hi, Peng!

This is Sarah. I saw you on a Korean TV program called “Tears of Antarctic” 6 years ago, and I heard you are endangered because of the global warming. I’m really sorry about that, so I want to promise you to walk more instead of using vehicles. I want to see you for a long time, and let’s meet soon. I love you!

**Sarah**

* Worksheet #5 – SOS activity

Find the **5 differences** between these two pictures.

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiz5La3hcfcAhXGu7wKHRZ-ByMQjRx6BAgBEAU&url=http://global.interpark.com/product/SnsCommon.do?_method=share&sc.prdNo=201818467&psig=AOvVaw3wyIbNPTnJvki6QcU-RNRN&ust=1533047577718057)

* Worksheet #5 – SOS activity **ANSWER KEY**

★Find the **5 differences** between these two pictures.

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiz5La3hcfcAhXGu7wKHRZ-ByMQjRx6BAgBEAU&url=http://global.interpark.com/product/SnsCommon.do?_method=share&sc.prdNo=201818467&psig=AOvVaw3wyIbNPTnJvki6QcU-RNRN&ust=1533047577718057)