

## Technology

<b>LESSON OBJECTIVE</b>	In this lesson, students focus on technology and its positive impact on the reduction of crime against wildlife
<b>LANGUAGE REFERENCE</b>	<b>Unit 1:</b> <i>improvement, information, movement</i> ; Present simple and present continuous <b>Unit 2:</b> <i>analyse, collect evidence, come across, find out, look for, prove (something), (to be) worth</i>

## WARMER

**Brainstorm different types of technology that we use in our everyday lives. Explain to students that most of what we take for granted today has probably been in popular use for less than 20 years making them the first generation of teenagers to experience this new technology.**

**Suggested answers**

computers/tablets, mobile phones/smartphones, the Internet, Wi-Fi, digital cameras, GPS systems, digital TV/radio, MP3 players, games consoles, e-readers, contactless cards (debit/credit cards, travel cards), fitness trackers (for sport)

- 1 Direct students to the photos of the shark and the elephant and the captions. Elicit answers from around the class. Explain that sharks are killed for their fins because they are used to make a very popular soup in China called shark's fin soup, and that elephants are killed for their ivory tusks.
- 2 Students quickly read the text before choosing the statement they think best describes what it is about.

**Answers**

- c** Using new methods to track criminals who exploit wildlife

Before reading the text again, write the words in the Vocabulary focus box on the board and ask students to find them in the text. Pre-teach some of the more complex words if necessary.

- 3 Students read the text again in detail and decide if the sentences are true or false

**Answers**

**1 F 2 T 3 F 4 F 5 T 6 T**

- 4 Focus the students' attention on the five technology methods listed in the text and ask them to complete the definitions.

**Answers**

- 1** smart collar **2** drone **3** DNA (analysis) **4** robotic (animal)

- 5 In pairs, students discuss the questions. With a less confident class, you could brainstorm some ideas together first and write them on the board, as well as some key discourse markers to help them structure their ideas: *One of the most important reasons is ... ; I think technology is/isn't very important because ...*

Elicit answers from the class. Inform students that satellite technology in the form of cameras can provide real-time images of animals in very remote regions that allow investigators to spot illegal poaching activity straight away. The cameras are able to work at night as well as during the day and the images are sent back via a satellite communication network.

**?? DID YOU KNOW?**

**Direct the students' attention to the *Did you know?* box. Read the two interesting facts that show how some of the technology learnt about in the reading text is being used successfully to put a stop to poaching and help protect endangered animals.**

**PROJECT**

- 1 Either in pairs or individually, students research in books or online another method of technology that is used to help prevent animal crime. Students should find out as much information as possible and be able to describe the key features of the technology and how it works to protect wildlife when presenting their findings to the class.
- 2 For this project, students focus on a particular endangered animal and find out ways in which a method or different methods of technology are being used to help protect the animal in the wild.

Allow some class time for preparation and set deadlines for the presentations. Encourage students to show photos or illustrations where possible to support their findings.