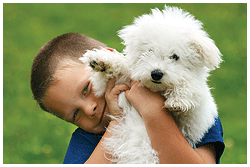
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| **Listening Lesson Plan** | | | | | | | | | | | | | |
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| **Title: DOGS are as smart as two year old baby** | | | | | | | | | | | | | |
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| **Instructors** | | **Kelly Park** | |  | **Level** | | **Intermediate** |  | **# of Ss:** | **15** |  | **Length:** | **45 min** |
|  | | | | | | | | | | | | | |
| **Materials** | | | | | | | | | | | | | |
| * White board & Board Markers * Listening Script (15 copies) * Comprehension Worksheets ( 15 copies) * Vocabulary Worksheet (15 copies) * Discussion Worksheet (15 copies) * Images of top 10 smart dogs (five pages) * Reference Reading article (15 copies) | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Aims** | | | | | | | | | | | | | |
| * To practice listening and complete the comprehension tests * To learn vocabulary from a listening script on ‘Dogs are as smart as 2- year old child’ * To practice speaking by discussing with group members * To practice writing in preparation for active discussion | | | | | | | | | | | | | |
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| **Language Skills** | | | | | | | | | | | | | |
| * **Listening :** Listening to the main script and understand why dogs are as smart as two year old * **Speaking :** Free-talking about dogs,prediction, comparing answers with groups, discussion with groups * **Writing :** Details(dictation), writing one’s own opinion about dogs being treated as a baby * **Reading:** Vocabulary worksheet, Comprehension Question worksheet, Reference article | | | | | | | | | | | | | |
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| **Language Systems** | | | | | | | | | | | | | |
| * **Lexis:** Vocabulary used in the main scriptand how to use the words. * **Phonology:** Listen carefully and repetitively to the listening script * **Discourse:** Discuss in pairs and group * **Function:** Advocate one’s own opinion | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Assumptions** | | | | | | | | | | | | | |
| Students already know:   * most students have experienced in dog raising or just how some people treat their dogs * some students may have read the article somewhere online * the teacher’s style of teaching and the pace of the course | | | | | | | | | | | | | |
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| **Anticipated Errors and Solutions** | | | | | | | | | | | | | |
| * The listening script (if CD or internet use is not available) will help the students’ reading skills only * Teacher will read the script just like the students are listening and give students opportunity to read to each other. * Students may not be able to pick up details from the listening   + Chunk the listening (if CD or internet use is not available, teacher will read the script over and over to them) * If time is short,   + Don’t ask all students to share their opinions. Choose only the appropriate number of students depending on the time left. * If all activities are completed with less time than expected,   + Ask as many students as possible about their own opinions about the discussion topic   + Share the story of the recent movie ‘Ma Um-I’ as part of post-activity, where dog is the main character. Or ask students to talk about the movie if they have seen the movie. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **References** | | | | | | | | | | | | | |
| * KIDS TIMES\_Science Listening <http://teentimes.org/jls/kids/index.html> * The world’s top 10 smart dogs- article <http://www.telegraph.co.uk/science/science-news/5994583/Dogs-as-intelligent-as-two-year-old-children.html> * The world’s top 10 smart dogs – images <http://blog.naver.com/neoflight?Redirect=Log&logNo=30034617721> | | | | | | | | | | | | | |
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| **Lead-In** | | | | | | | | | | | | | |
| **Materials** | White board, Board markers, images of the world’s top 10 intelligent dogs | | | | | | | | | | | | |
| **Time** | | | **Set up** | | | **Procedure** | | | | | | | |
| 3 minutes | | | Whole class | | | **Greeting**  Teacher: Hello everyone! How are you today?  Students: Fine, thanks.  Teacher: (Post images of lovely dogs on the white board) Look at them! How lovely are they? Do you guys love dogs?  (Write today’s topic “How smart is a dog?” on the board)  ***(Introducing a topic)***  Teacher: What we are going to learn today is  ‘Dogs are as smart as two year old baby.’ Do you raise a dog at home? How smart do you think your dog is? Give me an example!  Students talk about their dogs  Teacher: Alright, I’m going to introduce a scientific finding on dogs  today. I’m going to hand out a vocabulary worksheet. | | | | | | | |
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| **Pre-Activity** | | | | | | | | | | | | | |
| **Materials** | Vocabulary worksheet | | | | | | | | | | | | |
| **Time** | | | **Set up** | | | **Procedure** | | | | | | | |
| 5 minutes  3 minutes  2 minute | | | Whole Class  Individually  Whole class | | | **Vocabulary**  Teacher: Before we listen to today’s topic, We will look at the list of vocabulary and its use first so it can help you listen to the topic easier.  *(Demonstrating how to solve the vocabulary question).*  Teacher: There’s question on matching vocabulary to its meaning and also a fill-in-the-blank question. Let’s look at the 1st question together. Ask a student what is the answer to the question no. 1. Give feedback to the answer. - If the answer is correct, move on to the below task. (If not, ask other student and check the answer.)  *(Giving instruction to students)*  Teacher: Now everyone, work in pairs. You have 3 minutes to work on the vocabulary worksheet that I’ve just given you.  *(CCQ)*  Teacher ask students who is their partners and how much time they are allowed to work on the worksheet.  Students work on the vocabulary worksheet  (after 3 minutes)  Teacher: Time’s up guys. Let’s take turns giving the answer to each question. Student A can go first and give the answer to question 2, and Student B –question 3, and so on.  (After all answers were given)  Teacher: Alright, Excellent! You got it all.  Pre-instruction  Teacher: Some of you may have read this before, but I find this very interesting. We will listen to a story on ‘dogs are as smart as two year old baby’. | | | | | | | |
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| **Main Activity** | | | | | | | | | | | | | |
| **Materials** | Listening script, Comprehension Question Worksheet | | | | | | | | | | | | |
| **Time** | | | **Set up** | | | **Procedure** | | | | | | | |
| 1 minute  5 minutes  1 minute  5 minutes  3 minutes  2 minutes | | | Whole class  Whole class  Work in pairs  Individually  Whole class | | | Instruction:  Teacher: Please put your pens down. Close your eyes. Listen to the topic. You don’t have to remember all the details of the topic.  Teacher: (Giving Guiding question) While you are listening, try to guess who’s the smartest dog in the world.  CCQ: What do you need to understand from the article? (repeat the guiding question) Which breed of a dog is the smartest?  **Listening for general understanding**  < Listen to the script at least twice – (If CD/Internet is not available), then have students take turns reading bits and pieces of the article.>  Teacher: Well? What did you find out?  **Comprehension Questions**  Instruction: Teacher: Now Let me give you comprehension question worksheet. (Handing out the CQ worksheet). Everyone, work with your partner and get the answers to these five questions. You have 5 minutes to work on.  CCQ: Teacher asks a student: Who’s your partner? How much time do you have? How many Comprehension questions are you supposed to solve?  Students work in pairs, answering comprehension questions.  Questions:  1. According to the researchers, how much can dogs understand?2. What else have the researchers found out through many tests?3. What did a border collie do in one of the tests?4. According to Professor Coren, what can an average dog understand?5. Which dog breed is the smartest?  (Teacher) Walking around the class and asking if Ss are doing okay.  Teacher asks if they need to listen again. If yes, read the script again.  If not, just watch students work on the answers discretely. (Least  involvement)  (after five minutes)Teacher: Alright, time’s up.  **Listening to details**  (Instructions) Teacher: please check the answers to the questions on the worksheet as you listen along. (Play the listening script again) Work individually.  (CCQ) Teacher: Do you have to work in pairs or individually?  Students check their answers as they listen again.  Teacher: Now let me give away the correct answers. Compare the answers in your worksheet. | | | | | | | |
|  | | | | | | | | | | | | | |
| **Post-Activity** | | | | | | | | | | | | | |
| **Materials** | White board, Markers and Discussion Worksheet | | | | | | | | | | | | |
| **Time** | | | **Set up** | | | **Procedure** | | | | | | | |
| 1 minute  5 minutes  5 minutes  1 minute | | | Whole class  Individually  Whole class  Whole class | | | **Introducing a topic for follow-up activity**  Instruction  Teacher: Now I’m going to give you five minutes to put together your thoughts and write about ‘Should dogs be treated just like a baby in your family? How do you feel about those people treating dogs like human beings?’  Teacher: Let’s split the group into two. Group A is going to write about pros of treating a dog like a baby and Group B is going to write about cons.  CCQ: Teacher asks students, “Is this going to be a group, pair or individual work? How much time do they have? What are they supposed to write about?”  **Writing about discussion topic (Pre-discussion activity)**  Students: Do the writing  Teacher: Walking around the class and see discretely how students are doing.  (after five minutes)  **Open the floor for discussion**  Instruction  Teacher: Guys, time’s up. Now you have your own thoughts organized. Let’s present our thoughts to the group. Who wants to go first? (If there’s no volunteer, ask students. Or let Ss go round and present their thoughts one by one.)  Wrap –up  Teacher: Now we have heard about pros and cons of treating dogs like a family member. – summarizing everyone’s thoughts.  It was a very interesting discussion. Good job! | | | | | | | |
| **Conclusion** | | | | | | | | | | | | | |
| **Materials** | | White board & Markers | | | | | | | | | | | | |
| **Time** | | | **Set up** | | | **Procedure** | | | | | | | |
| 3 minutes | | | Whole class | | | **Conclude**   1. *Review the learning*   Teacher: what we learned today is ‘dogs are as smart as two year old baby’. We have reviewed the vocabularies, listened to the scripts, answered the comprehension questions, did the writing on related topics and had a very interesting discussion.   1. *Homework assignment*   Teacher: (Giving homework) Okay, Here’s your homework for you.  please listen to the reference reading five times that I’m going to  hand out to you now. And write the vocabularies we learned today  five times each.   1. *Next Topic introduction*   Teacher: We are going to learn about world’s most popular robots next time. All of you guys did a good job. Have a good day. See you next time! | | | | | | | |

**Listening Script**

We all know that dogs are smart. So, how smart are they? [According to](javascript:void(0);) a new study, they are as smart as the [average](javascript:void(0);) 2-year-old child! [Researcher](javascript:void(0);)s from the University of British Columbia (UBC) in Canada found that dogs can understand [up to](javascript:void(0);) 250 words and [gesture](javascript:void(0);)s!   
  
According to the Canadian researchers, [domestic](javascript:void(0);) dogs are very smart. The researchers found [through](javascript:void(0);) many tests that dogs are so clever that they can [count](javascript:void(0);) up to five and can [even](javascript:void(0);) [perform](javascript:void(0);) simple [math](javascript:void(0);) [calculation](javascript:void(0);)s!   
  
In their tests, a [border collie](javascript:void(0);) could understand 200 spoken words. It was able to [recognize](javascript:void(0);) the names of the items it was asked to [fetch](javascript:void(0);) and [successfully](javascript:void(0);) bring them. “I believe that dogs are [among](javascript:void(0);) the most [intelligent](javascript:void(0);) animals. They have an amazing [ability](javascript:void(0);) to understand human [language](javascript:void(0);),” said [Professor](javascript:void(0);) Stanley Coren at the UBC in Vancouver, who [led](javascript:void(0);) the study.   
  
According to Professor Coren, the average dog can understand about 165 words, [sign](javascript:void(0);)s, and [signal](javascript:void(0);)s. Some smarter dogs even showed that they could understand as many as 250 words and gestures, which is about the same as a two and a half year old baby.   
  
Professor Coren’s team has also found that dogs can count numbers, using a simple test [developed](javascript:void(0);) for young children. “Dogs can tell that one [plus](javascript:void(0);) one should [equal](javascript:void(0);) two and not one or three,” said Professor Coren.   
  
So, which dog [breed](javascript:void(0);) is the smartest? After studying more than 200 breeds of dog, the researchers found that the Border Collie [top](javascript:void(0);)s the list. The Poodle, German Shepherd, [Golden Retriever](javascript:void(0);), and [Labrador Retriever](javascript:void(0);) were also [include](javascript:void(0);)d in the list of the most intelligent dog breeds.

**Worksheets (Comprehension Questions)**

1. According to the researchers, how much can dogs understand?

2. What else have the researchers found out through many tests?

3. What did a border collie do in one of the tests?

4. According to Professor Coren, what can an average dog understand?

5. Which dog breed is the smartest?

**Vocabulary**

1. **Match the words and definitions**

According to action, motion, signal 계산

count acknowledge, admit 몸짓

gesture add up, calculate 국내의, 국산의

domestic based on, following 세다

perform work out, estimate 인식하다, 인정하다

math without fail -에 따라서, 따르면

calculation local 행동하다

recognize act, carry out 가지고 오다, 데리고 오다

fetch mathematics 수학

successfully smart, bright, clever 성공적으로

intelligent race, stock 교수

Professor bring (개・고양이・가축)품종

Equal match, equivalent 현명한, 똘똘한

Breed don, fellow, prof. 동등한

1. **Fill in the Blanks**

* The octopus changes color \_\_\_\_\_\_\_\_\_\_\_\_\_\_ its surroundings
* Don’t \_\_\_\_\_\_\_\_\_your chickens before they are hatched.
* He was nodding as a \_\_\_\_\_\_\_\_\_\_\_\_ of understanding.
* Do you think our products are competitive enough in a \_\_\_\_\_\_\_\_\_market?
* Whatever their type, heroes are selfless people who \_\_\_\_\_\_\_\_\_\_ extraordinary acts.
* His motions are swift as a falcon so that you can hardly \_\_\_\_\_\_\_\_\_them.
* Can you **\_\_\_\_\_\_\_\_**today's order list for me please?
* She is \_\_\_\_\_\_\_\_\_\_\_enough not to miss a trick
* In the apothecaries' weight, twelve ounces \_\_\_\_\_\_\_\_\_\_one pound.
* This dog comes from a very royal **\_\_\_\_\_\_\_\_\_\_.**

**Discussion Worksheet**

It’s good to take care of dogs just like our own family member. However, some people go to extreme taking care of their dogs. These days, dogs go to medical check-up and it costs more than 300,000 won. Dogs go to hair /barber shops, candy shops, dress-shops, and so on. Some dogs live very luxuriously.

Now think about ‘How do you feel about those people who treat their dogs like babies, or even better than they treat their own babies?’

*Split the group into two; one group addresses pros of those people and the other group on the other side to play the devil’s advocate.*

**Reference Reading**

## Dogs are as intelligent as the average two-year-old child, according to research by animal psychologists.

 By Richard Gray, Science Correspondent   
Published: 8:30AM BST 09 Aug 2009

Intelligent border collies include Sampson, winner of Britain's Most Talented Pet Photo: John Robertson Researchers have found that dogs are capable of understanding up to 250 words and gestures, can count up to five and can perform simple mathematical calculations. Using tests originally designed to demonstrate the development of language, pre-language and basic arithmetic in human children, the researchers were able to show that the average dog is far more intelligent than they are given credit for.

They have also compiled a list of the most intelligent and least intelligent breeds using information from obedience classes. Border collies and retrievers were rated among the most intelligent while hounds and terriers were the least bright.

"The average dog is about as bright linguistically as a human two-year-old," said Professor Stanley Coren, a leading expert on canine intelligence at the University of British Columbia in Vancouver who has carried out the work.

"This means they can understand about 165 words, signs and signals. Those in the top 20 per cent were able to understand as many as 250 words and signals, which is about the same as a two and a half year old.

"Obviously we are not going to be able to sit down and have a conversation with a dog, but like a two-year-old, they show that they can understand words and gestures."

Professor Coren, who presented his work on Saturday at the Annual Convention of the American Psychological Association, believes dogs are among the most intelligent animals and can rival apes and parrots for their ability to understand language.

While most dogs understand simple commands such as sit, fetch and stay, a border collie tested by Professor Coren showed a knowledge of 200 spoken words. The collie was able to recognise the names of items it was asked to fetch and correctly retrieve them.

The dog was also quick to learn the names for new items and after being taught a new word, brought back the correct item 70 per cent of the time. Other dogs have shown similar abilities, although often with fewer words but with gestures instead.

Professor Coren has also found that dogs can count using established tests developed for young children. When something unexpected happens with an object, children and dogs will stare at it for a longer period of time.

By lowering a dog treat behind a screen and then another, the dog would expect to see two dog treats, but if a treat is secretly removed or another one added, the researchers found dogs would stare for longer at the treats when the screen was removed.

Professor Coren said: "Dogs can tell that one plus one should equal two and not one or three.

"They can also deliberately deceive, which is something that young children only start developing later in their life."

A survey of more than 200 dog obedience judges in the US and Canada has also helped to reveal the most intelligent breeds. Border collies were rated as the most intelligent while Afghan hounds were the least intelligent.

Professor Coren believes centuries of selective breeding and living alongside humans has helped to hone the intelligence of dogs.

He said: "If you look at wild wolves, they do not perform as well as domestic dogs. When a human points, the wolf will look at the finger, while the domestic dog will look where the finger is pointing.

"For some of the older breeds like hounds and terriers, they were bred to hunt and run prey down for humans while other breeds such as collies and retrievers were bred to follow commands."

There is now a growing body of research that is showing other domesticated animals are in fact more intelligent than was previously thought. Recent research at Essex University showed that horses are capable of counting.

Professor Marc Bekoff, an ecologist at University of Colorado, Boulder, said: "Domestic animals are incredibly smart and emotional.

"They do many things that their wild relatives cannot do because of their close association with humans over long periods of domestication and we can learn a lot about their wild relatives by studying dogs as I have done with social play."

Allan Brooks, an Afghan Hound breeder from Co Durham and international show judge, said: “Afghan hounds are not at all stupid. They have got one hell of a long memory.

“They can act like a bit of clown and like to cause a riot, but they have got far more brains than a lot of breeds.”

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| **Ten most intelligent breeds** | **Least intelligent breeds** |
| * Border Collie * Poodle * German Shepherd * Golden Retriever * Doberman Pinscher * Shetland Sheepdog * Labrador Retriever * Papillon * Rottweiler * Australian Cattle Dog | * Afghan Hound * Basenji * Bulldog * Chow Chow * Borzoi * Bloodhound * Pekinese * Beagle * Mastiff * Basset Hound |