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| [ ]  Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Keeping a Pet** |

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| Instructor:**Annie** | Level:**Upper Intermediate**(Adult) | Students:**12**  | Length:**50 Minutes** |

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| Materials:* White board and markers
* Computer for audio & visual files
* Worksheet #1 (warm-up activities) / 12 copies
* Worksheet #2 (fill-in-the-blank main activity) / 12 copies
* PPT, screen projector (slide 1: image of guinea pigs, slide 2: comprehension questions)
* Role-play slips
* Homework worksheet
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| Aims:* Ss will be able to improve their listening skills by listening to and understanding the topic in the passage.
* Ss will establish opinions about the benefits and problems of having different pets through group discussions.
* Ss will learn and become comfortable with the new vocabularies through listening and writing exercises.
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| Language Skills:**Listening**: Ss will listen to a passage about keeping a pet. Ss will listen to other Ss’ opinions.**Reading**: Ss will read comprehension questions, role-play descriptions, and passage (fill-in-the-blank worksheet). **Writing**: Ss will write words to describe the good and bad things about different pets (warm-up worksheet), write words to complete the passage (fill-in-the-blank worksheet), and write sentences using new vocabularies (homework).**Speaking**: Ss will discuss their ideas about different pets. |

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| Language Systems: * Lexis: new vocabularies (couple, get rid of, unacceptable, allowed, cope)
* Function: convincing others (why certain pet is the best)
* Discourse: partnered and group discussions
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| Assumptions:* Ss know how the class is set up and ran (there will be 4~5 students seated in a group)
* Ss know the teacher’s style of teaching and the pace of the course
* Ss know four language skills and language systems
* Ss are actively participating in the class
* Ss have personal or second-hand experiences of keeping different pets
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| Anticipated Errors and Solutions:* Ss may not be able to follow the passage easily from the listening
* Follow the task-feedback circle: let them listen to the passage again until they get the gist of the content
* Ss may not be able to pick up details from the listening
* Chunk the listening (pause and play)
* Ss may need more time to answer the main-activity comprehension questions
* Spend 1~2 extra minutes to discuss the questions as a whole class
* Ss may need more time to complete the post-activity role-play discussion
* Skip the last step of selecting the best pet (if necessary, assign for homework)
* Ss may finish their tasks earlier than anticipated
* Ss can share their answers or ideas with a different partner
* Ss may not know the answers to questions
* Ask a different S for the answer, encourage Ss to be creative and expressive
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| References:* Breaking News English: <http://www.breakingnewsenglish.com/1511/151104-pets.html>
* Audio file: <http://www.breakingnewsenglish.com/1511/151104-pets-l.html>
* www.dictionary.com
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| **Lead-In** |
| Materials: Board, board marker |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | WholeClass | Listen to/answer teacher’s questions | Good morning, everyone!How are you today?How many of you have had pets before?What kinds of pet did/do you have?(Elicit different kinds of pets & write on the board)Today, we will learn about pets and taking care of them at home. |

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| **Pre-Activity** |
| Materials: Board, board marker, PPT slide 1 (Appendix 1), worksheet #1 |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min1 min4 min1 min3 min2 min | Whole ClassWhole ClassPairsWhole ClassPairsWhole Class | Look at image and think about key wordsListen to teacher’s instructionsBrainstorm, share, and write down ideas on worksheet 1 (part 1)Listen to teacher’s instructionsDiscuss with partner and write answers on worksheet 1 (part 2)Share & check answers with class | **Procedure:**1. **Brainstorming**

InstructionsLook at the image on the screen. Tell me some words or phrases that come to your mind.(Show PPT slide on Appendix 1. Elicit key words & write on the board.)(Hand out worksheet #1)InstructionNow, let’s brainstorm some good and bad things about keeping a pet. Look at ‘Part 1’ of the worksheet. With the S beside you, fill in the chart only using words, not sentences. You have 4 minutes.ICQWhat do you write in the chart? Who are you working with?How much time do you have?(Walk around and monitor discreetly. Give 1 minute time warning.)1. **Learning New Vocabularies**

InstructionsBefore we move on, we’re going learn some new words that will help you better understand the story we will listen to. Look under ‘Part 2’ of the worksheet. With your partner, talk about the meaning of the words. Then, match each word with its synonym. Write the corresponding alphabet next to the word. You have 3 minutes.DemonstrationLet’s look at #1 together. What is the synonym of ‘couple’? (Give students chance to answer)The synonym of ‘couple’ is ‘husbands and wife’. So, write ‘c’ next to the word ‘couple’.ICQWhat part of the worksheet are you working on?How much time do you have?(As students work, write the 5 vocabularies on the board.)Check answersLet’s check the answers together. What is the synonym of…? (Ask students for their answer & write the synonym next to the words on the board.) |

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| **Main Activity** |
| Materials: Board, board marker, audio file, worksheet #2, PPT slide 2 (Appendix 2)  |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min2 min2 min1 min6 min4 min1 min3 min | Whole ClassIndividualWhole ClassWhole ClassIndividualWhole ClassWhole ClassPairs | Listen to teacher’s instructions Answer teacher’s questionsListen to audio file (story)Answer teacher’s questionListen to teacher’s instructionsAnswer teacher’s questionsListen to audio & fill in the blanks on worksheet 2Check the answersListen to teacher’s instructionsAnswer questions verbally | **Procedure:**1. **Listening for the Main Idea (general understanding)**

(Write the 3 guiding questions on the board)*What kind of pets does the couple have?**What is the problem of keeping the pets?**What is the benefit of keeping the pets?*InstructionsBefore listening to the story, let’s read the three questions on the board. (Teacher reads the questions aloud) You will listen to the story total of two times.The first time you are listening, put down your pens down and think about the answers for the questions on the board. As you listen, think about the main idea.ICQWhat will you think about as you listen to the story for the first time?Can you take notes?(Play the audio file without stopping)What is the main idea of the story?What are the problems and benefits of keeping the pets?(Call on 2~3 students to answer)1. **Dictation**

InstructionNow, you will listen to the story for the second time. This time as you listen, fill in the blanks on the worksheet. Work individually.(Hand out worksheet #2)ICQWho are you working with?Do you fill in the blanks after you listen to the entire story?(Play the audio file. Pause after each sentence with a blank, so students have enough time to write.)Does anyone need to listen again?Yes 🡪 play one more timeNo 🡪 check the answersCheck answersLet’s check the answers together. We will go around in a circle reading one sentence each. Please read clearly and loudly. (If necessary, model & spell the difficult words on the board.)1. **Comprehension Questions**

InstructionsTo make sure everyone has a good understanding of the story, we are going to look at some questions. In partners, answer the three questions on the screen. You may answer the questions using short phrases or words. You have 3 minutes to discuss with your partner.(Show PPT slide 2)ICQWho are you working with?How much time do you have?(Students answer questions in pairs. Walk around and monitor discreetly. Answer students if they have questions. Give 1 minute time warning.) |

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| **Post Activity** |
| Materials: Role play slips |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min1 min5 min2 min1 min | Whole ClassIndividualSmall groupsWhole Class | Listen to teacher’s instructionsAnswer teacher’s questionsRead & think about roleDo the role-play & discuss with groupDiscuss as a whole classListen to teacher | **Procedure:**1. **Free Production (role play)**

InstructionsNow, we will do a short role-play activity. You will work in groups of 3~4. Each member of the group will have a different role, described on the slip of paper I am handing out now.(Assign students into groups of 3~4. Hand out different role slips to each member of the group.)Individually, read your slips and think about your role for 1 minute. After that, you will do the role-play in your groups. At the end of the role-play, decide as a group which pet is the best and why. You will have total of 5 minutes to discuss in groups.ICQWhat will you do first, by yourself?What will you do as a group?Now, read your slip and think about your role.(Let students read & think individually.) At this moment, take turns to share your role with your group. Again, you have five minutes to discuss and decide on one best pet.(Walk around the class and monitor. Answer if students have questions. Give 1 minute time warning.)FeedbackWhat did each group decide on as the best pet and why?(Call on 1 student from each group to share.)1. **Conclude lesson**

Today, we talked about pets and some goods and bads of keeping them. We enriched our understanding of this topic by listening to a story and sharing our own opinions. Now, we know that there are both benefits and problems of having different kinds of pets. It would be helpful to have these points in mind when you make decisions about keeping a pet!Great job today, see you next class! |

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| **SOS Activity** |
| Materials: Homework worksheet |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min3 min | Individual | Listen to teacher’s instructions & answer questionsWork on homework worksheet | InstructionsFor homework, write your own sentence using each of the 5 vocabularies that we learned today. You will have class time to get started.ICQHow many sentences will you write for each vocabulary word?What do you do if you don’t finish in class?(Give students time to work) |

*Worksheet 1*

 **Warm-Up s**

***PART 1.*** *What would these animals be like as a pet? Complete the table with your partner(s).*

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| **Animal** | **Good things ☺** | **Bad things ☹** |
| **Dog** |  |  |
| **Snake** |  |  |
| **Goldfish** |  |  |
| **Baby lion** |  |  |

***PART 2.*** *Match the following synonyms.*

**couple *a. permitted***

**get rid of *b. manage***

**unacceptable *c. husbands and wife***

**allowed *d. unsatisfactory***

**cope *e. remove***

*Worksheet 2*

 **Fill-in-the-blank s**

A couple in England could (1) \_\_\_\_\_\_\_\_\_\_\_\_ their home because they want to live with their pets. Clive and Rose Restall live in their rented home in southwest England with their 21 pet guinea pigs. The (2) \_\_\_\_\_\_\_\_\_\_\_\_ of the house, Plymouth Community Homes (PCH), say the couple has too many pets in the house. PCH want Mr. and Mrs. Restall to get rid of the guinea pigs. A spokesperson from the PCH said the (3) \_\_\_\_\_\_\_\_\_\_\_\_ of animals in the couple’s house is unacceptable. The spokesperson added that the number of pets is not (4) \_\_\_\_\_\_\_\_\_\_\_\_ in the contract the couple signed to rent the house. The PCH warned Mr. and Mrs. Restall that they must move out of the house if they do not get (5) \_\_\_\_\_\_\_\_\_\_\_\_ of the guinea pigs.

Mr Restall, 57, said he needs his guinea pigs because they have helped him (6) \_\_\_\_\_\_\_\_\_\_\_\_ cancer. Doctors told him he had cancer in 2010. Soon after, he bought several guinea pigs to help take his (7) \_\_\_\_\_\_\_\_\_\_\_\_ off his cancer. He said his new pets made him happy again because they made him forget about his cancer. He told reporters that his guinea pigs are (8) \_\_\_\_\_\_\_\_\_\_\_\_ – they have special powers to help people. He said the animals have even helped his neighbors with personal problems. Mr. Restall spoke about his pets, saying: "They've helped me through my cancer. They've helped me (9) \_\_\_\_\_\_\_\_\_\_\_\_." He added: "The local community love them just as much as I do. I sometimes (10) \_\_\_\_\_\_\_\_\_\_\_\_ them out to people if they need someone to talk to."

*Role-play Slips*

**Role C – Baby lion**

You think a baby lion is the best pet. Tell the others three reasons why. Tell them things that are not so good about their pets (dog, snake, goldfish).

**Role B – Snake**

You think a snake is the best pet. Tell the others three reasons why. Tell them things that are not so good about their pets (dog, baby lion, goldfish).

**Role A – Dog**

You think a dog is the best pet. Tell the others three reasons why. Tell them things that are not so good about their pets (snake, baby lion, goldfish).

**Role D – Goldfish**

You think a goldfish is the best pet. Tell the others three reasons why. Tell them things that are not so good about their pets (dog, snake, baby lion).

*Audio Script*

A couple in England could lose their home because of their pets. Clive and Rose Restall live in their rented home with their 21 pet guinea pigs. The owners of the house, PCH, say the couple have too many pets. PCH want the couple to get rid of the guinea pigs. PCH said the number of animals is unacceptable. A PCH spokesperson said the number of pets is not allowed in the contract. The couple signed a contract to rent the house. PCH warned Mr. and Mrs. Restall that they must move out of the house if they do not get rid of the guinea pigs.

Mr. Restall, 57, said he needs his guinea pigs. They helped him fight cancer. He found out about his cancer in 2010. He bought the guinea pigs to help him forget about it. They made him happy. He told reporters that his guinea pigs are mystic. This means they have special powers to help people. He said: "They've helped me through my cancer. They've helped me cope." The animals have also helped his neighbors with personal problems. He said: "The local community loves them just as much as I do. I sometimes loan them out to people if they need someone to talk to."

*Homework Worksheet*

 **Homework s**

*Practice makes perfect!* ☺

*Create your own sentence for each of the following vocabularies.*

**couple** (n) two persons considered as joined together, as a married or engaged pair

**get rid of** (v) to eliminate or discard

**unacceptable** (adj) pleasing to the receiver; satisfactory

**allowed** (v) to be given permission for

**cope** (v) to face and deal with problems or difficulties, especially successfully

*Appendix 1. PPT Slide*



*Appendix 2. PPT Slide 2*

**Comprehension Questions**

1. *What should Mr. and Mrs. Restall do?*
2. *Should there be a limit to the number of pets you can have in your house? Why or why not?*
3. *What kind of pets do you think guinea pigs make?*