

UNIT 2 Pets

This Unit continues the focus on the student’s immediate environment, looking at the topic of pets. Pets present an opportunity to develop a meaningful relationship, but they are also a responsibility. While being “cute and cuddly” therefore, they also present important learning opportunities. This is a chance to investigate many issues including whether pets are conscious, whether they have feelings and whether they have rights. These sorts of questions open the door to meaningful discussion.

As in all the Units, it is not expected that every student will do every task or activity. There is a wealth of content in each Unit, so teachers should feel free to match the activities to their students. Teachers might even like to focus on different activities in different Units and so foster variety. On the one hand advanced students might like to work through the whole Unit, while less proficient students might want to spend more time on the activities appropriate for their level.

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Brainstorming

Task 1 (Pairs)

- T: Ask students to “read the instructions and do them”.

There is no need to explain everything on the chart for the students. The process of examining the chart and finding out how to fill it in is a process of discovery. Rather than following the teacher’s explanation, students should be analyzing the chart themselves and using deductive skills to comprehend it.

Those who understand the chart will start to talk about it and fill it in. Those who can’t will be able to receive individual attention from the teacher.

The activities on this page set the learning schema, so the most important thing is for students to talk to each other about pets. While they are doing this, the teacher can monitor, observe and identify problems and errors that need attention.

Task 2 (Groups)

- Students read the 4 sentences.
- Students share their ideas and write them in the boxes.

Types of pets:

Dogs, rabbits, cats, birds, hamsters, guinea pigs, goldfish, ponies, horses

Good things about pets:

I like pets because they are cute. They are cuddly. They are my friends. I love them.

Problems with pets.

The problem is they need lots of care. You have to look after them all the time. You have to feed them every day. You have to clean up after them. You can never take a break.

These 4 sentences consist of three questions and one instruction. The questions refer to the three boxes. The final instruction asks students to write their ideas in the boxes. This activity prepares students to discuss issues relating to pets.

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Man's Best Friend (pairs or groups)

- Students read and talk about the title.
- T: Play the audio CD (TRACK 7) and ask students to read the passage silently while they listen to it.
- Now ask students to read the passage again as a group activity and discuss any vocabulary or idioms that they don't know.

As in Unit 1, it is good to ask students to use "Classroom Language" at this point.

I don't understand.

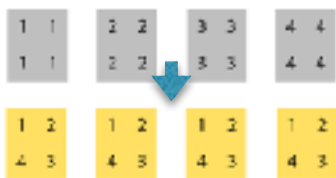
What does it mean?

I'm not sure.

Let's look it up.

How do you spell it?

This passage has four paragraphs (one of them is the news item). If there are four groups of four students in the class, the teacher might try asking each of those groups to focus on one paragraph. Then they can break into different groups (jigsaw activity). Each new group has to contain one student from each of the original groups. Then each student in each new group explains his/her paragraph to the other group members.



The **matching activity** encourages students to check their knowledge of key words and to identify any they need to learn. For some students it will be a review activity; for others it will be a learning activity. Students might like to do the matching activity and then read the passage again.

loyal	→	an animal or insect that causes problems for humans
pest	→	children, offspring
injure	→	holy, divine
exotic	→	to hurt, damage, cause harm
prescribe	→	to tell someone to use medicine or therapy
therapy	→	to tame a wild animal to live with humans
domesticate	→	special treatment for an illness
descendants	→	trustworthy, faithful
sacred	→	unusual or strange in appearance

Further Reading: The note at the bottom of the page informs students about the extra reading passages and other resources on the online site. The Activities are particularly interesting, since they contain personality quizzes about choosing pets and ownership of pets.

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Comprehension Check (pairs or groups)

- Students read and answer the questions to confirm their comprehension of the reading passage.
- They might like to do this by one student reading the question and the other finding the answer in the reading passage.
- T: Encourage students to talk to each other at this time.
- The teacher can check the answers with everyone. Or students can talk about them in groups and present their answers to the class.

Answers:

1. People in Britain usually think foxes are pests.
2. Cropper behaves just like a dog.
3. Cropper was rescued by the Fox Project in Tunbridge Wells, where he met his owner.
4. Therapy animals are animals which are trained to give comfort to those who need exercise, fresh air and companionship.
5. Before they were domesticated, dogs were wolves.
6. Gods help humans by being good pets, guiding blind people and helping the police.
7. Cats were holy animals in Egypt because the cat-goddess Bast was worshipped there.
8. The modern role of pets is to give friendship and joy to many people around the world. They can be like one of the family.

Think for Yourself

This activity encourages creativity and information finding.

Students need to find out the meaning of animal welfare organizations by entering appropriate keywords into a search engine (google or ask.com).

The answers are in the back of the book.

Background Information

- Students read the information together and talk about it.
- This could be a useful follow-up activity for students who finish the other sections before anyone else.
- **Here's an idea!** How about students making a trivia game some time during the course?
 - There could be two (or more) teams.
 - Each team could choose 10 questions based on the Background Information sections in the Units they have studied.
 - Then they could ask each other trivia questions and keep the score of correct answers.

The background information offers further useful information related to the main topic of the unit. In this Unit, the information is about pet animals. In addition to being interesting and related to the main topic, this information can help students prepare for the discussion and the role-play. It can also motivate them to find out more information by themselves.

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Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Students (in groups) “read and do the instructions”.
- Then they discuss the questions on the page, using the Conversation Strategies.

Suggested answers:

- Yes I have owned a pet. I had a dog. The advantages were that it was like a friend. It was warm, cute and cuddly. I liked to take it for a walk. It would chase after a stick or a ball. It was great fun.

- The disadvantages were that it needed constant attention. I could never miss a walk or forget to feed it. I had to house train it. It took up a lot of my time and it wanted to play with me all the time.

- No, I have never owned a pet. I don't want the trouble of looking after it all the time and house training it. I don't want dog fur all over my clothes and everything.
- Yes, I would like to be a pet. My owner would love me and cuddle me and take me for walks. He or she would also feed me and look after me. How about you?

- I disagree. I would not like to be a pet. I would have to do whatever my owner told me and I wouldn't be able to read books or ride a bicycle or play with my friends like I do now.
- Yes, of course pets can think. I know some very intelligent pets. And yes, they understand humans. You don't have to talk to a pet. It knows what you are thinking. What do you think?

- No way. Pets cannot think. Their brains are not like ours. And they cannot understand humans. They can be trained, but they cannot understand what we say to them.
- Yes, pets have emotions and they can they feel happy or sad. If I am very happy or sad my pet understands and shares my emotions with me. Don't you agree?

- Not at all. Pets do not have emotions. Their brains are not developed enough. They live purely by instinct. They cannot be happy or sad. They just live in the moment.
- Yes, pets definitely have souls. They are not just unthinking pieces of meat. They have a physical life and they have a spirit. I hope to see my pet in heaven. I think there must be a pet's heaven. Do you agree?

- No, I don't. Pets do not have souls. They are not spiritual like us. They don't know what they are doing, so they don't know the difference between right and wrong. How can they have a soul?
- Yes, I Would give a pet as a present to someone. A pet is a lovely present. It will love its owner and give joy and companionship for life. How do you feel?

- I can't agree with you. I would not give a pet as a present to someone. A pet needs lots of care and attention. It is not just a gift that you can look at when you feel like it. A pet is a full-time concern.
- Yes, it is OK to have pets when many people in the world are starving. A pet is something I have to care for. I learn about caring and commitment with my pet. This helps me to be more caring for people in the world. I can have a pet and still try to help starving people. Please tell us your opinion.

- I don't think so. Millions of people are short of food. They are at the poverty level. Yet in the west

we spend huge amounts of money on pet food. We should use that money to help the starving people.

8. - I think it is OK to eat some animals, but not pets. A pet is like a member of the family. It gives us joy and companionship. how about you?

- I think it is strange that people eat meat but they would never think of eating their pets. Why is this? Their pets are just animals. I think people eat meat without thinking that it used to be an animal.

- I think vegetarians and vegans are people who are trying to live a good life. They don't want to hurt any animals, because they believe animals also have souls. They feel pain. They don't want to be eaten.

- I think vegetarians and vegans are silly people. Of course we have to eat meat. We have to get lots of protein in our bodies. We have canine teeth which are made for eating meat. We are not cows or sheep that only eat grass.

9. - Yes, animals have legal rights. They are living beings. We should respect them and their right to be alive and to live comfortably. I don't know whether they should have the same basic rights as humans, but I do believe that they should not be treated badly or cruel. What do you think?

- How can animals have legal rights? Can they stand up in court and ask for justice? Animals are just animals.

10. - Yes, it is OK to use animals for testing cosmetics. We don't want people to suffer if a product hasn't been tested properly. It is also OK to use animals for testing medicines. If there is any danger, a few animals will be hurt, but this is better than hurting humans. Do you agree?

- No, I don't agree. It is not OK to use animals for testing cosmetics. Animals feel pain just like we do. It is cruel to subject them to tests that might harm them or kill them. Why do women need to put all this makeup on anyway? Do animals have to die so that women can use a new lipstick?

- Yes it is OK to use animals for testing medicines. This way we can find out if a medicine is really safe.

- No, it is not OK to use animals for testing medicines. Animals are not the same as humans. How do we know that what works on an animal will work on a human? Anyway, what about animal rights?

Who asks the animal if it is happy to be used for testing?

The agreeing strategies that first appeared on page 15 also appear here in order to help students remember them and use them effectively. They are presented again on page 23. It is OK to stress these phrases in these first two Units, since they are so important in discussion.

The other strategies (bringing people into the discussion) are also important. Just as someone who never talks is not demonstrating good discussion skills, so someone who talks all the time is not engaging in discussion. It is necessary to interact with other group members and let everyone express their opinion.

It is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas and students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

Discussion should be in English as much as possible, though “on-task” Korean is acceptable if students find it necessary to explain something in Korean in order to help the discussion. The teacher can use his/her discretion and professional judgment here, asking these questions:

“Are the students on-task?” “Is everyone contributing to the best of their ability?” “Do some students need a ‘silent period’ of listening before they start speaking?”

If the teacher wants students to present their opinions to the rest of the class, this should be done briefly and in a non-stressful manner, with the teacher giving positive feedback.

Page 21

Dialogue (pairs)

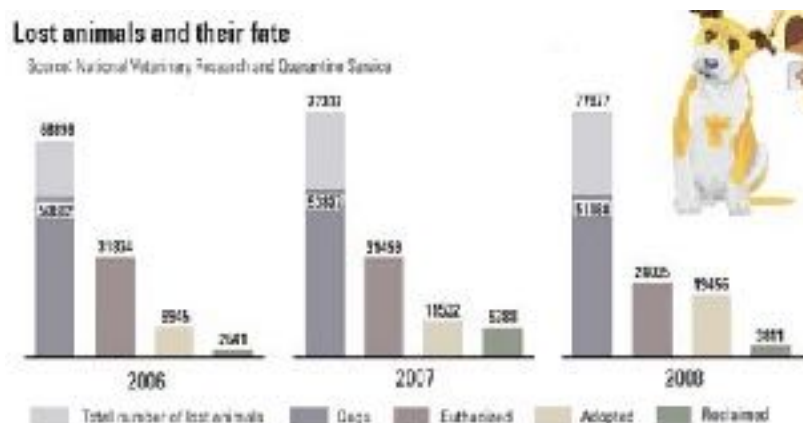
1. Students get into pairs.
2. They read the instructions.
3. They read the dialogue together, checking the **Key Words and Expressions**.
4. The teacher plays Track 8 (CD-Rom).
5. Students read the dialog again, changing roles.
6. Students improvise their own role-play on the topic of ‘pets’.
7. Finally, they investigate the topic of Animal Shelters in the **Dialogue Quiz**.

Step 6 is not necessary for every Dialogue. However, it can be a very good mini-project for mid-term or final review. Students write their own dialogue and then perform it. The teacher can thus assess writing and speaking levels and compare them with the beginning of the course. In addition, the students enjoy these mini-dramas, which can be very meaningful. Not only can they be creative in making the script, but they can write about issues that concern them.

The **Dialogue Quiz** asks students to think about the issue of abandoned animals. This is an issue around the world. If they search the Internet, students will find that there are more than 20 animal Shelters in Korea and 13,600 in the USA.

Possible answers:

1. I think Jenny called the dog “Stranger” because he was a stray dog. She had never seen him before.
2. I think Jenny will report the dog as missing. If no-one claims the dog, then Jenny will keep it.
3. I did a google search for abandoned animals in Korea. I found the site <http://animalrightskorea.org/companions/abandoned-animals-in-korea.html>. This tells me that “There are so many animals, mostly dogs, that have been abandoned by their families to roam around the streets of Korean cities and towns.” There was a graph on this site about lost animals. Here it is:



4. People abandon animals for many reasons. Here are some reasons from the “Abandoned Animals in Korea” site:

“The reasons why animals are abandoned in Korea are regrettably much the same as in Western countries. As usual, irresponsible human beings are at fault, not the animals. No reasons justify abandonment, none of them are noble. It's often because

people don't want look after an animal with illness
people lose the animal due to negligence
people abuse an animal and it runs away
people see an animal as a financial burden
people move house without them
people do not wish to take care of an aging animal
people do not want to pay medical expenses
people get bored with the animals
people get married or pregnant and don't want a pet around
people believe in stupid superstitions about an animal.”

8. An animal shelter is a place where volunteers look after abandoned or last animals.
9. - Yes, I would adopt a pet from an animal shelter. This way I could give it a good home.
- No, I would not adopt a pet from an animal shelter. I don't want a pet that has been abandoned.

Page 22

Let's Make a Role-play! (groups)

- Students read the ‘[Situation](#)’ and then the instructions.
- They choose roles (Jenny, Michael, Kevin and Helen) and read the opinion samples.
- The teacher can play the Audio tracks 9 to 12 (CD-Rom) while they do this.
- Then students think about what they will say in the role-play and write their ideas in the mind-map on the next page.
- If it is not possible to have 4 students in every group, 2 or 3 students can choose their roles and make a role-play.

Extra role-play samples:

Jenny: I love pets. I am so sad that Stranger has been abandoned or lost. I want to give him a good home. He will live a comfortable life and be a companion for me. He will give us all joy and companionship. I will house train him and take him for a walk every day. He will be like one of the family. Of course, if we find his original owner, then I'll have to give him back.

Michael: Jenny is very caring and she loves animals. However, she has to be practical as well. We haven't the time to look after a pet. Jenny has to do her homework and it would be unfair to ask Helen to take care of the pet all the time. I think Jenny doesn't realise how much time and effort is involved in taking care of a dog.

Kevin: It's all very well to love animals, but that doesn't mean we have to have one in the house. It will leave its fur on the chairs, get in the way, and run around all the time. Jenny will get tired of it eventually, and then what will she do? Can she really take it for a walk every day, even in the rain or the snow? I don't think so. She only thinks of the good side of having a dog. She doesn't think of the other side. However, dogs are living beings and they need constant care and attention.

Helen: Well, it could be a good experience for Jenny to look after a dog, but could she do it? What will happen when Jenny has to do her homework and the dog needs a walk? Or how about when it's raining? You can't just get rid of a pet when you haven't the time to look after it. We'll have to have a good talk about this. Then, if Jenny really understands what she's taking on, we can give it a try. However, I'd rather she had a dog from a pet shop rather than a stray.

Sample role-play:

Jenny: I love dogs and I have always wanted one of my own. I promise to look after Stranger and take care of him.

Michael: I understand that, Jenny, but Pets are lovely for a short time. But you have to look after them every day. They make a mess and they need to be trained to obey you.

Kevin: You have a good point. It's all very well to love animals, but that doesn't mean we have to have one in the house.

Helen: Well, it could be a good experience for Jenny to look after a dog, but could she do it? What will happen when jenny has to do her homework and the dog needs a walk?

Jenny: Don't worry. I will play with him and take him to the park every day. He is so cute, I know we will be great friends.

Michael: But Who will look after Stranger when Helen and I are at work and Jenny and Kevin are at school?

Kevin: I agree. It will leave its fur on the chairs, get in the way, and run around all the time.

Helen: And what will happen when Jenny has to do her homework and the dog needs a walk? Or how about when it's raining? You can't just get rid of a pet when you don't have the time to look after it.

Jenny: You may be right, but I am so sad that Stranger has been abandoned or lost. I want to give him a good home. I will house train him and take him for a walk every day. He will be like one of the family.

Michael: That's a good idea, but I don't think you realise how much time and effort is involved in taking care of a dog.

Kevin: That's true. Jenny only thinks of the good side of having a dog. She doesn't think of the other side. However, dogs are living beings and they need constant care and attention.

Helen: Well, can I make a suggestions? Jenny must promise to look after Stranger. She must feed him, train him to be clean and give him regular exercise. If she can do that, we'll let her keep him.

Jenny: Oh, yes please. I promise to do everything you ask.

Michael: That's a good idea. Why don't we give jenny a chance?

Kevin: O.K. Let's see what happens.

Mini-dramas of this type are very popular with students and help them to become more fluent, while exploring personal, domestic, and national issues. The role-plays in this book begin in a structured way, offering many ideas to the students, along with hints and useful phrases. As the book progresses they give less information, expecting the students to produce their own ideas and interactions.

If this concept is difficult at first for students, this page can be performed as Readers' Theatre. This means that students read the opinion samples to each other. Then they can try to make simple sentences on the following page.

Page 23

My Mind-map

- Students write down their own ideas about the role-play in the boxes.
- They also write the advantages and disadvantages of having pets.
- The role-play begins.
- Students use the phrases on this page when talking to each other.
- The teacher can ask students to use one phrase whenever they say something.
- At the end of the role-play students should agree whether Jenny can keep Stranger. Arriving at a consensus is an important aspect of discussion and negotiation.

The phrases on this page are the same as on Page 15. This is because these phrases are vital in discussions. Students need to use these phrases with ease.

1. The most important thing here is for the students to participate, however difficult it is for them to speak.
2. This is not a time for error-correction.
3. Students should feel free to make mistakes.
4. Everyone should participate equally.
5. Everyone should feel that their contribution is valued.
6. The teacher can monitor and observe.

If the teacher notices persistent errors, these can be mentioned later as (careful, sensitive) feedback (for example, during the activities on the next page). Another method is to make an activity that deals with the error in question and give it to the students in the next lesson.

Page 24

Time to Think! (pairs, groups)

- Students read the riddles on this page and try to solve them.
- The answers are in the back of the book.

Humor is very important in language learning, but it can be difficult. Firstly, a riddle requires the reader to go beyond the obvious meanings of the words and think of puns and double-meanings. Secondly, riddles reflect the culture of the target language. Some things considered funny in one country might not be in another. These riddles therefore offer an opportunity to discover the English love of puns and double-meanings.

Students will have “aha moments” when the “light goes on” and they understand the joke. Then they will have great pleasure in telling everyone else (in English!).

Reflect and Review

This is the same self-assessment activity as in Unit 1. Reflection activities will change in following units.

The final row in the table suggests that students might look at the online activities.

Students typically like doing the personality tests that are included in the online activities.