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| ■ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Relationship between dog and human** |

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| Instructor:  Yeonsoo Choi  (Katherine) | Level:  Intermediate | Students:  7 Students | Length:  45 Minutes |

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| Materials:   * Realia : A news article relates to relationship between dog and human * Vocabulary worksheets (7 Copies) * Fill in the blanks worksheets (7 Copies) * Computer for audio file and video clip * Script of audio file (7 Copies) * Photos of movie, ‘Marley and me’ |

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| Aims:   * Main aim : Students will be able to improve their listening sills by listening the article and broaden their knowledge of interesting topic. * Personal aim : The demonstrator, I, want to make students to be closed with dog and warming their mind. |

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| Language Skills:  **Listening: Students will listen to the article relates to relationship between dog and human; watching the movie trailer, ‘Marley and me’.**  Speaking**: Students will discuss about people and dog and their experience of having pets.**  Reading: After listening to the article, students will double check by reading the origin of script.  Writing: While listening to the article, students will take notes on details of text. |

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| Language Systems:  Phonology:  Lexis: New vocabularies from the article (Owing, Researchers, Breed, Illiterate…)  Grammar:  Function:  Discourse: News article |

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| Assumptions:  Students already know   * Awareness of relationship between human and dog * Four different language skills and systems |

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| Anticipated Errors and Solutions:   * Hardness of news article. If they feel article is too hard, give an opportunity to listen one more time. * When discussing experience of having pets, if some students do not have experience of it, then ask or say to them not only for pets, experience of meeting animals in Zoo or park. * If there are students not interested at pet at all. |

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| References:  <http://www.bbc.com/news/science-environment-38920193>  <https://www.youtube.com/watch?v=0UMMGNxg1Lg>  <https://www.goodreads.com/work/quotes/14961-marley-me-life-and-love-with-the-world-s-worst-dog> |

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| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Activity Teacher Talk | Student |
| 3min | Whole Class | Hello Everyone! How are you today?  Do you like animals?  Do you like or have pets?  Do you think pets and human are emotionally related to each other? | Answering teacher’s questions |

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| **Pre-Activity** | | | |
| Materials: | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 5min  3 min  2 min | Whole Class | **Procedure :**   1. **Brainstorming**   **Elicit**  (Show students movie trailer ‘Marley and me’.)  Watch the trailer.  How human and dog look like? Do they look happy?  Do you think they communicate their feelings to each other?  Do you think dogs are closest friend to human between the other animals?  Why do you think so?  Do you believe dogs mirror owners’ personalities?  Additional explanation  (Tell to students that there is an article dogs mirror owners’ personalities.)  “There is an article told us that dogs mirror owners’ personalities.”  Model  Write the subject “Dogs mirror owners’ personalities.”  CCQ  Do dogs and people communicate their hearts each other?   1. **New vocabulary**   Demonstration  Look at the worksheet “This is a paper of best quotes of movie ‘Marley and me’, what we have just watched.  Instruction  “We will learn new vocabularies before listening. I will hand out a worksheet. First of all, read the definitions of words and fill out the blanks with correct words from the list above. (Work together with your partners. I will give you 3 minutes to finish.”  (Hand out the worksheet 1)  “Look at the paper, we will solve worksheet together.”  ICQ  What do you have to do with the blanks?  Are you working in alone?  How much time do we have?  “Let’s start our works!”  Monitoring  Monitor with discernment. Respond to the question if students ask.  Giving time awareness  1 Minutes left, 30 seconds left.  (If students are not finished, be comfortable. Give one more minute if they require.)  Checking the answers  “Let’s check the answers together.”  After finishing check up, give complement to students. | Answering teacher’s Questions  Students will start filling out the blanks  Students will check the answers. |

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| **Main Activity** | | | |
| Materials: | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 3 min  4 min  2 min  3 min | Pairs  Individually  Group  Individually | 1. **Prediction/ listen for main idea**   “As I said, today’s topic is ‘Dogs mirror owners’ personalities.’”  “I will hand out other worksheet before listening. We can look through of the article by this activity. With your partners, guess whether the sentences are true or false. Next, share your idea to your partner. I will give you 3 minutes to finish.”  (Hand out worksheet 2)  ICQ  Are you working in alone?  What are you going to do?  How much time do we have?  “Good everybody times up. You are doing great job. In next step, let’s listen to the article and check the answers. “  “Listen carefully but do not take a note. After listening we will look together worksheet again to find correct answer.”  Play the listening file.  Check the answers  “Now check your worksheet by listening to the article.”   1. **Free production (discussion and speech)**   Instruction  “We will have discussion in two groups, three and four students. Each group will discuss “Do you like pets?” and “Do you have experience of having pets?”. Each group needs one person to present your opinions. I will give you 3 minutes to discuss.  ICQ  Are you working in alone?  What do you have to discuss about?  Do you need one person from each group to present?  “Let’s get it started!” (Hand out worksheet)  Monitoring  Monitor students carefully and answer to them if they ask.  Presentation  It is time to listen to other group’s talk about their discussion.  Please stand up and present your group’s idea.   1. **Listening for details**   Fill in the blanks  Instruction  “Now, we are going to listen to the article again and fill out the blanks what you hear. Work separately please.”  (Hand out the worksheet 3)  ICQ  Do you fill out the blanks while listening to the article?  Are you working in groups?  (Teacher plays the audio file and let students fill out the blanks.)  “Do you need to listen again?”  If they needed, play it one more time.  Check the answer  “Let’s check the answers together.”  Go through the worksheet 3, and read each sentences slowly and correctly. | Students will work out worksheet 2. They will guess whether sentences are true or false.  Listening  Students will check answers.  .  Students in two groups will talk about discussion topic.  Students prepare for the speech.  Students will listen to the article and fill out the blanks.  Students will check the answers. |

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| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 5 min | Whole Class | **Feed-back/Error correction**  “Everyone did well on today’s work! Was it interesting topic? Did you enjoyed? Do you have any questions related today’s topic?  **Conclude lesson**  “Thank you for participating in class and I hope you had fun during learning of English.” “Have a great day and see you tomorrow!” | Students will ask questions if they have. |

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| **SOS Activity** | | | |
| Materials: Mind-map paper(7 copies) | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 5 min  2 min | Individually  Whole  Class | **Mind-map**  If you are done with your work, please do the mind-map related to topic, pet.  (Hand out Mind map)  ICQ  Is main idea of mind-map related to the topic?  How much time do you have?  Monitoring  Look through if any student needs help.  Check answer  Present their mind-maps. | Students will broaden their knowledge by writing down words related to today’s topic.  Presenting their mind-map. |

* Worksheet 1

Fill in the blanks with the words below. (Best Quotes of movie, ‘Marley and me’.)

Love Dull Lives Illiterate Empathy

Breed Laughter Owing Owner

1. Such short little \_\_\_\_ our pets have to spend with us, and they spend most of it waiting for us to come home each day.
2. It is amazing how much \_\_\_\_ and \_\_\_\_\_ they bring into our lives and even how much closer we become with each other because of them.
3. Animal lovers are a special \_\_\_\_\_ of humans, generous of spirit, full of \_\_\_\_\_\_, perhaps a little prone to sentimentality, and with hearts as big as a cloudless sky
4. \_\_\_\_\_\_ a dog always ended with this sadness because dogs just don't live as long as people do.
5. A dog doesn't care if you're rich or poor, educated or \_\_\_\_\_, clever or \_\_\_\_. Give him your heart and he will give you his.
6. There's no such thing as a bad dog, just a bad \_\_\_\_\_.

Answer Key of worksheet 1

Fill in the blanks with the words below.

Love Dull Lives Illiterate Empathy

Breed Laughter Owing Owner

1. Such short little lives our pets have to spend with us, and they spend most of it waiting for us to come home each day.
2. It is amazing how much love and laughter they bring into our lives and even how much closer we become with each other because of them.
3. Animal lovers are a special breed of humans, generous of spirit, full of empathy, perhaps a little prone to sentimentality, and with hearts as big as a cloudless sky
4. Owning a dog always ended with this sadness because dogs just don't live as long as people do.
5. A dog doesn't care if you're rich or poor, educated or illiterate, clever or dull. Give him your heart and he will give you his.
6. There's no such thing as a bad dog, just a bad owner.

Worksheet 2

Before Listening

* **Choose true or false from following sentences.**

1. Dogs are sensitive to their owners' emotional states and may mirror their emotions. (T/F)
2. Dogs are sensitive to their owners' emotional states and may mirror their emotions. (T/F)
3. Owners and dogs are social dyads [a group of two], and they do not influence each other's stress coping. (T/F)

* Discussion Topic

1. Do you like animals? Why or why not?
2. Do you have any experience of having pets? How did you feel?

Worksheet 3 (Filling the blanks)

# [Dogs mirror owners' personalities]

**The idea that a dog takes on the \_\_\_\_\_\_\_\_\_ of its owner has received \_\_\_\_\_\_\_\_ support.**

\_\_\_\_\_\_\_\_\_\_ in Austria say dogs can \_\_\_\_\_\_ the \_\_\_\_\_\_ and \_\_\_\_\_\_\_ of owners.

And dogs that are \_\_\_\_\_\_ and \_\_\_\_\_\_ can pass this on to humans, perhaps helping their owners cope with stress.

More than 100 dogs and their owners underwent various tests, including measurement of heart rate and their response to threat.

Saliva samples were also taken to measure cortisol levels, a marker for stress.

The owners were then assessed for the big five \_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_: neuroticism, extraversion, openness to \_\_\_\_\_\_\_\_, agreeableness and conscientiousness.

The personality of dogs was also \_\_\_\_\_\_\_\_\_ with a questionnaire.

Dr Iris Schoberl, of the University of Vienna, said both owners and dogs influenced each other's coping mechanisms, with the human partner being more influential than the dog.

"Our results nicely fit to experience from practice: owners and dogs are social dyads [a group of two], and they \_\_\_\_\_\_\_\_ each other's stress coping," she told BBC News.

She said dogs are \_\_\_\_\_\_\_ to their owners' emotional states and may \_\_\_\_\_ their \_\_\_\_\_\_\_.

Dogs have lived \_\_\_\_\_\_\_\_ humans for more than 30,000 years.

Evidence shows they can pick up emotional information from people and adjust their \_\_\_\_\_\_\_\_ accordingly.

Original version of worksheet 3 (Filling the blanks)

# [Dogs mirror owners' personalities]

**The idea that a dog takes on the personality of its owner has received scientific support.**

Researchers in Austria say dogs can mirror the anxiety and negativity of owners.

And dogs that are relaxed and friendly can pass this on to humans, perhaps helping their owners cope with stress.

More than 100 dogs and their owners underwent various tests, including measurement of heart rate and their response to threat.

Saliva samples were also taken to measure cortisol levels, a marker for stress.

The owners were then assessed for the big five hallmarks of personality: neuroticism, extraversion, openness to experience, agreeableness and conscientiousness.

The personality of dogs was also assessed with a questionnaire.

Dr Iris Schoberl, of the University of Vienna, said both owners and dogs influenced each other's coping mechanisms, with the human partner being more influential than the dog.

"Our results nicely fit to experience from practice: owners and dogs are social dyads [a group of two], and they influence each other's stress coping," she told BBC News.

She said dogs are sensitive to their owners' emotional states and may mirror their emotions.

Dogs have lived alongside humans for more than 30,000 years.

Evidence shows they can pick up emotional information from people and adjust their behaviour accordingly.

SOS Activity – mind-map

**Pets**