TEACHING UNIT ON PETS FOR ENGLISH LANGUAGE LEARNERS

by

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Abstract

Due to the fact that some English as a foreign language students lack motivation to learn English, this report will discuss how to promote their motivation by structuring appropriate lesson plans; giving students authentic L2 input; designing meaningful and communicative activities; choosing the right type of question to create learning opportunities; and using the guided inductive instructional approach for grammar teaching. Also, it will discuss how to prepare to be a 21st century teacher. The second part of this report contains detailed lesson plans for a unit on pets in which pedagogical theory is put into practice. This unit is mainly designed for low intermediate level English learners. The objectives of this lesson plan not only aim for improving students' English language skills but also developing their animal and environmental protection awareness.

Keywords: lesson plan, pet unit, English, pedagogy, language learner, instructional approaches

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Chapter 1 - Theoretical and Pedagogical Orientation

Introduction

One's approach to one's teaching career is an ongoing process with endless self challenge and exploration, shaping a teacher's perception of her role through years of professional education, personal experience and common sense. My ideal teacher role is that of a reflective practitioner during the initial period of my career (Kumaravadivelu, 2003). Due to the fact that some English as a foreign language students lack motivation to learn English, I will promote their motivation by structuring an appropriate lesson plan; giving students authentic input; designing meaningful and communicative activities; choosing the right type of question to create learning opportunities; and using the guided inductive instructional approach for grammar teaching. I will do my best to prepare to be a 21st century teacher.

Background

University students in China often lack English communication skills, especially speaking skill, because they do not have an environment in which to practice. They also lack motivation to study English. Due to the curriculum in China, all students are under heavy pressure to pass many exams. For English teachers in the schools, their goal is to help the students pass the test, which for the majority of students is very difficult. Most students dislike the English education system because they think that it focuses on passing exams instead of learning practical skills for their future careers. English teaching in China has lost its most important purpose: to communicate. College students are learning "mute English" (Qiang & Wolff, 2010) which means they never have a chance to practice speaking, but instead spend their time memorizing thick books of English vocabulary and doing sample tests like the CET4 (The National Standard English Test)

(Qiang & Wolff, 2010). Some students know many English words, but most have extremely poor performance in speaking.

Because of globalization, more and more Chinese students plan to study abroad in America. According to the Institute of International Education (IIE), the number of Chinese students enrolled in the United States was 62,582 in 2005, but that number increased to 274,439 in 2014. If they lack these vital oral communication skills, it is hard for them to fit into their new environment quickly. Additionally, more and more foreign companies are building in China and English is a very important tool for their employees to communicate with others and to contribute to their successes in the future (Rawski, 2011)). The purpose of this Master's report is to design one unit of model lesson plans based on an effective method to improve students' English communication and practical skills and promote their engagement. This unit plan's theme is "pets" and is based on the Sheltered Instruction Observation Protocol (SIOP) model, which is considered an effective communicative approach (Herrera, 2001).

Pedagogical Approach

This chapter will explore pedagogical approaches from various aspects which includes the teacher's role, how to stimulate students' motivation, the application of Sheltered Instruction Observation Protocol (SIOP) and how to organize the structure of a lesson.

Pedagogical Role

By overlapping and expanding the characteristics of the teacher's role as passive technician (Kumaravadivelu, 2003), in which a teacher has adequate content knowledge but there is a lack of interaction with students, the teacher's role as reflective practitioner is more sensitive to the delivery of content and provides more interaction with learners. Reflective teaching

emphasizes a "student-centered" approach which means the reflective teacher's goal is to maximize the students' learning potential through research and problem-solving activities (Kumaravadivelu, 2003). In this type of teaching, learning is a mutual process between learner and teacher. The learner finds his path for learning and the teacher creates the optimal environment for the student. Meanwhile, as a teacher, she needs to learn to be a patient "listener", especially as a second language instructor. I have known so many teachers who come to class, finish their tasks, and then leave the classroom immediately. They merely ask questions in class and do not care whether students have questions after class. They are so indifferent that they lack any connection with the class of students. This kind of teacher's role is that of a passive technician (Kumaravadivelu, 2003), in which they lack interaction with students. Language is a tool for communication and some students are extremely shy or lack confidence, and they desperately need affirmation from their parents and teachers. Maybe only those people who really love and enjoy being a teacher are willing to inspire the learner's involvement and recognize the leaner's voice. When the teacher's role is that of the reflective practitioner, she will consider the needs of students and emphasis a "student-centered" approach.

Student Motivation

When I had a chance to stand before a class of students and teach them English as a foreign language, the experience made me consider the problem of English Language Program (ELP) students. I found one of their essential problems – for most of the students, especially the Chinese students, was lack of motivation for studying English. For example, some of my students who were in the ELP program were blamed by their parents because they couldn't yet take courses toward their majors. The students' parents think that English classes are meaningless and that it wastes time and money to come to America only for learning English. Thus, students felt

depressed and shamed at the same time and they lost their passion for staying at the university. If I wish to be a student-centered teacher in the future, I must do my best to inspire my students' passion to study English.

How to stimulate students' motivation is a forever challenge to teachers, because only the student who has enough motivation will be willing to learn something and engage in all the activities. First of all, I should have an appropriately inviting lesson plan. As the saying goes -- a good beginning is half done. Students are astute and know whether a teacher prepares her lesson or not from the very beginning of a class. In order to prepare my lessons, I must be aware of my students' level of proficiency in English. The content and language objectives should reflect the grade level of the student (Ma, 2011). Lesson objectives should avoid being general or vague. I prefer integrating content and language objectives for my students. I think good teachers who always have organized lesson plans allow students to know what their teacher expects from them and set clear goals for every lesson. Even if a teacher has selected content-area concepts appropriate for the grade level of the students, they may still have difficulties in understanding. Therefore, the teacher needs to prepare and design meaningful activities to scaffold the content, and provide students ample opportunities to practice the L2.

SIOP Method

According to Deborah J. Short, the English Language Multicultural Education Division Director at the Center for Applied Linguistics in Washington, D.C., "Sheltered instruction (SI) is an approach for teaching content to English language learners (ELLs) in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. Also, the sheltered approach is not simply a set of additional or replacement instructional techniques that teachers implement in their classrooms. Instead, SI draws from and

complements current methods and strategies advocated for both second language and mainstream classrooms" (Short, 2000, p20). SI includes grade-level modified curriculum, scaffolded instruction, visuals, cooperative learning and guarded vocabulary. The key language processes are listening, speaking, reading, and writing development: SI integrates those skills via the study of content. That is, students interact in English with material and learning incorporates content-based activities.

SIOP is a suitable guide, because it is a high-quality Sheltered Instruction method, and it "provides teachers with a research-based tool for putting these appropriate accommodations in to place and for making grade-level content comprehensible for all students" (Herrera, 2001, p284). The protocol comprises thirty essential indicators grouped into three aspects: preparation, instruction and review and assessment. The SIOP model can guide teachers especially new teachers like me, to plan lessons. Because the SIOP model is a student-centered method, it creates a supportive learning atmosphere for all English levels. When students study in a well-managed class environment, their motivation will be inspired and it will help them feel more passion to study English.

Structure of a Lesson

During the instructional time of a lesson, that is, the presentation of input, I will make sure it is accessible and authentic input. Teachers can modify their rate of speech, enunciate clearly, simplify sentence structure, and emphasize key information to make the input more effective (Short, 2000). They make the input more effective through various techniques: the use of visual aids, hands-on activities, cooperative learning, guarded vocabulary, demonstrations, gestures, role playing, modeling, and native language support. Teachers also need to explain academic tasks clearly, providing models and examples or checklists in English or pictures, because students

may not have general procedural knowledge and will not know what to do next. Additionally, I must work to enhance my own English level for my future career, because English is my second language and delivery of effective input requires clear and advanced language skills. If I want to improve their speaking and listening skills, I must first model use of the words in context and accuracy.

Use of authentic input activities stimulates students' motivation. The content and goal of an activity determine if an activity is meaningful. The students have the possibility to interact in English in a relaxed and enjoyable atmosphere (Tinjaca, 2008). And it will also help students overcome their fears and anxiety of learning English, especially speaking English in class. Varying activities like pair or group work will help student interact with their peers and reduce the anxiety of facing teacher's question themselves. For example, vocabulary learning can be a very boring part of the class, but acquiring new words is essential for L2 learning. And the strategies we use to help students understand vocabulary should vary because we all know how inflexible and tedious simply memorizing vocabulary can be. Expanding their vocabulary by linking new words to students' prior experiences and by studying those words in meaningful contexts are both good ways to motivate students. Also, a picture is the most direct way to link the meaning of a new word with its referent. So I plan to use visual aids, like PowerPoints or short video clips, to help them learn vocabulary during its initial presentation. It can be hard to balance the level of difficulty. To make sure the activity is meaningful, I must consider the level of the students and their interests and adapt assignments accordingly.

Teacher Questions

A Chinese idiom said: "There are no stupid students, only unqualified teachers." Every student has their own strengths and talents which are waiting for a teacher to discover. Another

possibility for creating learning opportunities is that the teacher ask the right types of question which could lead to meaningful interaction (Kumaravadivelu, 2003). Each type of question has its own effects to prompt the learner to have a better and deeper understanding. Display questions, like choice and some product questions, are easy for students to answer and for the teacher to quickly check the learners' basic knowledge and continue with the class. However, nearly 79% of questions used in classroom are display questions (Long and Sato, 1983). But most researchers agree that referential questions, including process and metaprocess questions, have more potential to generate learning opportunities. These types of questions need more time for students to process, but elicit more complex grammar in student responses (Brock, 1986). Additionally, referential questions prompt learners' reasoning skills and help learners to articulate or apply the new knowledge. As a teacher, I will reduce the amount of display questions and design more referential questions for students to think about answer. And I will encourage learners not only to create and utilize learning opportunities from classroom interaction, but also from outside communities.

Building Students' Background

When introducing new materials, taking some time to do background building is also very helpful. Students' prior knowledge greatly affects their ability to understand new information. Background building connects prior learning and experiences with the new content material. Such connections help students gain better understandings by recalling facts and concepts from previously studied topics (Calderon, 2009). I will use questionnaires or design a workshop to learn about students' background biographies. If I know more about students' lives and prior learning experiences, it will help me know their language proficiency level and general personalities in a short time. If I find that a student looks bored or does not seem motivated, I

should investigate their reasons. For example, I will talk to the student when we both have time and in a private place. If the student needs assistance, I will do my best to help him/her. As a teacher, I also should treat my students as individual persons. A good teacher needs to know her students well and have a connection with them. Most students will not do their best in classes where they feel that teachers ignore them or are not interested in their future. Students can sense whether the teacher cares about them or not. Students are willing to engage in classroom activities when teachers regard students as individuals, get to know them by name, and talk to them not only in the classroom but after class as well.

Teaching Grammar

When presenting new grammatical material in the classroom, there are two main ways of doing so. The deductive approach presents rules for use of the targeted grammar structure first with examples, and then practice is structured through exercises. This method is often criticized because it focuses on idealized rules rather than examining language use (Haight & Cole, 2007). It teaches grammar in an isolated decontextualized way and the learning process is often mechanical and passive for students. The approach which I think is suitable for me is the guided inductive instructional approach because I believe that presenting new grammatical items does not have to start with the teacher's explicit explanations. Teacher provides learners with authentic language data which illustrate a specific structure and guides learners to realize grammar rules without explicit explanation. The guided inductive approach focuses on specific function of language linked to context and meaning and it is better for students' long term memory of grammar.

I think the PACE model (Donato and Adair-Hauck, 1992) of guided induction is useful for grammar teaching. The PACE model is a "four-step" process which encourages student to be an

active participant in the language learning process. The four stages are: 1) Presentation - presenting the target grammar feature through a story or contextualized examples to increase comprehension and student participation. 2) Attention – the instructor draws the learners' attention to a particular grammar form. This can be done by isolating the sentences where the structure can be observed and highlighting the important words and phrases. 3) Co-construction - teacher guides students into understanding the meaning and form of the grammatical point through conversation. Teacher should prepare questions to guide the students based on their English level. 4) Extension activities – Students engage in more activities so that they have more opportunity to use the grammar that they studied. The extension activities includes both mechanical exercises, like fill-in-the-blanks, and meaningful and communicative exercises, like role-play situations, games, authentic writing projects, paired interviews, etc. (Shrum and Glisan, 2010).

When I teach using the PACE model, I will start by providing a contextualized reading or listening sample, in which is presented a particular grammatical structure. I will use different colors or textual features to highlight the target structures (i.e. input enhancement) (Kumaravadivelu, 2003) so that learners can analyze their use and discover the new structures by themselves. However, L2 grammatical competence cannot be attained simply through exposure to the target language or meaningful input. Meaningful practice in the communicative function of the structure is also vital for grammar teaching and learning. Grammar practice is often divided into mechanical activities, followed by meaningful and communicative activities. Mechanical activities include simple repetition and transformation. They are aimed at testing knowledge of recently learned structure and forming accuracy. Meaningful activities refer to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, give student a street map and ask them "where is the

train station?" These are followed by communicative activities in which practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students are asked to draw their own map and exchange the information of different locations with their language partners (Richards, 2005). I would limit the amount of mechanical activities to 1 or 2 and design more meaningful and communicative activities, so that students not only know how to apply the basic rules of a structure, but also how to apply it appropriately to their own lives and experiences.

Using Supplemental Materials

Some students complain that the textbook is boring or difficult. This is a fairly common problem, since no textbook is perfect and every textbook will probably bore at least some students some of the time. Many students in university study English but are not English majors, they simply plan to pass the exam. If the textbook is boring for students, I will spend some time digging out alternative supplementary materials for English teaching. With alternative source material to supplement the textbook, student interest in English will increase and their communication skills enhanced (Vasanthi, 2011). Alternative sources will provide students more topics so that they have more opportunity to enhance the communication skills by discussing topics which are most interesting to them. Due to technology, we can find various kinds of materials, like audio books, films, newspapers, and so on. I will let my students suggest their preferred supplementary materials. Then I will design related activities to guide students and gain feedback from them. These activities will focus on listening, speaking, reading and writing skills, but respond to their interests. I believe that if a teacher offers students opportunities to be autonomous and to make important academic choices, it will help them develop a sense of responsibility and self-motivation.

For improving students' literacy skills, extensive reading is still necessary for 21st century L2 teaching. Reading is a form of input, and writing its output counterpart. Reading is the foundation of writing. Not enough input yields weaker output. To improve students' academic achievement and expand their horizons, students need to read more literary masterpieces as well as sources of mass appeal, like second language magazines. Extensive reading can enhance the students' capacity for using their second language in writing and in speech. For example, literature work will help student experience the beauty of English, in poetry and prose. Review of literature will encourage students to express their own opinions about the readings either through a group discussing or a short essay.

Magazines about specific fields of study like economics or geography, will help students expand their knowledge and guide them on how to write an academic report. However, teachers should give students some freedom and let them choose the books which they prefer to read. The object of reading is not just about reading skills. Teachers must integrate reading, writing, listening and speaking in one reading class. Teachers can also adapt one of the articles from the class' reading materials and use it to teach students new vocabulary and grammar.

Internet-Based Projects

Twenty years ago, we did not have the Internet. Ten years ago, we did not have Facebook, YouTube, Twitter or any other social network to dominate our lives. Thanks to the personal computer and internet, our world has changed so differently. The era of the internet is the era of the proliferation of information. 21st century students are different from those of previous generations. We are living in a digital world and students like digital tools. The rapid development of the Internet prepares the ground for the network community. Students use different language when they text messages or post something online. Teachers spend days and

hours with students: if they do not have any commons ground or do not know what their students are talking about, they cannot form connections with students (Warschauer, Shetzer & Meloni 2000). As an English teacher, I will keep up with the pace of the time and never stop learning and adapting new technology.

Social networks change our way to communicate with each other and I will use them in my communicative instruction.

For improving students' speaking and writing skills, I will design a project. Students love to post photos about foods, trips, parties, friends, pets or any other things they like on their social network pages. So I will ask them to record their speech for 2-3 minutes every week, and the content of the speech is based on what they or their friends have posted this week. Then I will create a video blog for the class, so that all the students can post their speech on that blog and share with each other. Then, students will select one of the others' speeches and write down their comments (using formal language not digitalk) and discuss the topic of the speech. Digitalk is often formed by abbreviation of phrases and lack of standard grammar structure, so I will not encourage my English learners to use it to practice writing skills.

For improving students' listening and speaking skills, I will find some listening materials that grab the students' attention, like some English talk show or movie clips. Every week, one student will share one of her/his favorite English songs or music videos in class, they even could sing it themselves. Then they have one minute to introduce the singer and post 5 questions about this song. Other students will answer those questions based on what they have heard. I believe music will bring the class some joy and will draw their attention.

Conclusion

In the future, I will continue to develop my own teaching philosophy. I have to design my personal theory based on my personal experience and my knowledge of theory to accommodate myself to new circumstances. And my first tenet for that theory is that teaching is not just for grades, rather it should be fun. I will help my students find their enthusiasm to study English and use it for communication with those around them.

Chapter 2 - Lesson Plan

Week 1 (4 courses/week; 50min/course period)

	Unit: People Love Pets!
Teaching Content:	Lesson 1 Different pets have different needs
Week 1 Instructional Objectives：	1. Expand vocabulary, especially about animals. 2. Learn some common English expression about how to raise a pet. 3. Practice and apply the vocabulary using modal verbs of obligation. Emotional attitude and values objectives: 1 During the group activities, actively communicate with peers, and express their ideas. 2 Develop animal and environmental protection awareness.
Process and Methods:	Through a variety of activities and team practice requiring production, students' interest in active learning will be stimulated.
Vocabulary：	Animal names: parrot, rabbit, goldfish, species, mouse, pet, lizard, dog, cat, guinea pig, turtle, chicken, duck, horse, owl, spider, cavy Animal body parts: feather, wing, fur, paw, beak, claw, fang, fin Objects: cage, container, bowl, tank, litter box, vet, leash, treat, grass, carrot, shelter Verbs: hold, feed, hunt, bite, claw, regulate Adjectives: tiny, great, different, individual *Extra: gnaw, rummage, Great Dane, budgie, poodle,* German shepherd
Teaching material:	Pictures of different pets, PowerPoints slides about vocabulary and sentence structure, adapted reading material (see Appendix A-I)

Day 1, Week 1 Lesson	
Teaching Process	Step1 Warm up 1-2 Pictures of a pet shop Pair work: What can you identify in the picture? Write down as many words as you can. (Appendix A)
	Step 2 Input activities *1.* Adapted material with marked new vocabulary (see Appendix B) • Pair works: Reading this article with your partners. Identify the meaning of the marked words. 2. All the new vocabulary with the International Phonetic Symbols, pictures and meanings (see Appendix C)
	Step 3 Practice 1. Mechanical exercises 1) Fill the blank and complete the words. (see Appendix D-1) 2) Use the worksheet and write down the animal parts (see Appendix D-2)

	2. Meaningful exercises 1) Listen to the sounds of animals and tell the name of the animal. (see Appendix D-3) 2) Pair-work: Students interview each other in pairs using the following questions. A. Do you have a pet at home? B. What kind of pet do you have? C. Does your pet have a name? 3) Pair-work: Using the vocabulary, one draws a picture and the other guesses what it is.
	3. Communicative activities 1) Describe the appearance of your pet and what kinds of activities your pet does with you. 2) When and where did you meet your pet at the first time? If you don't have a pet, what kind of pet do you want to have and why?

	Step 4 Cool down
	
	1) Review as a class:
	   a. What have we learned today?
	   b. What animal names and animal parts have we learned today?
	2) Homework: review the vocabulary

Day 2, Week 1 Lesson	
Teaching Process	Step1 Warm up Game: separate into 3-4 groups, have a timing competition to see which group recognizes the English words from picture card. (See Appendix E)
	Step 2 Input activities 1) Adapted text with enhanced grammar points (Modal Verbs of Obligation: *should, have to, need to and must*) Question: What do you notice about the bolded words? When do we use each? How are they different? (See Appendix F-1) 2) Introduction of modal verbs: Functions, grammar structure, differences, examples of using modal verb (See Appendix F-2)
	Step 3 Practice 1. Mechanical exercise 1) Put in 'mustn't' or 'don't / doesn't have to' (see Appendix G-1) 2) Listen to the song and fill in the blanks (see Appendix G-1)

	2. Meaningful exercises 1) On a flip chart, label one page "Children's Needs" and label a second page "Pets' Needs." Ask students to name the different things that children and a pet need to be safe and healthy. (include food, water, shelter, space, love, exercise and play, bathing, education (training), tag, and collar, and visit to doctor/veterinarian) 2) Review the charts by asking students: What needs do children have? What needs do pets have? What needs do children and pets share?
	3. Communicative activities 1) Write on the board: dog, cat, horse, guinea pig, and parrot. 2) Ask students to select the pet they would most like to have from the list and draw a picture of it. 3) Then ask them to write a short story about how they would take care of the pet. 4) Invite students to share their pictures and stories with the class.
	Step 4 Cool down 1) Review as a class: "What have we learned today?" "What are some main differences between modal verbs of obligation: *should, have to, need to and must*?" "When do we use those modal verbs?" 2) Homework: review the grammar points and vocabulary for day 3's quiz

Day 3, Week 1 Lesson	
Teaching Process	**Step1 Warm up** Recognition quiz: fill in the blank of 5 sentences with 10 of day 1's vocabulary.
	Step 2 Listening activities 1) Talking about pets: Compare dogs, cats and turtle (see Appendix H-1) 2) Talking About Pets - English Video Conversation (see Appendix H-1) a. Take notes and answer the short questions. b. Discuss the answers in the group of 3-4. c. Invite students to share their answers in the class.
	Step 3 Communicative activities Group discussion (3-4 students) 1) How do you know your pet is sick? What would you do if your pet is sick? 2) Are you a cat person or a dog person? Why?
	Step 4 Cool down 1) Review as a class: "What have we learned today?" "How do you compare two different animals?" "How do you describe the symptoms of a sick pet?" 1) Homework: review the vocabulary; read articles: All Different Animals Have Different Needs & How to Train Your Pets (see Appendix H-2)

Day 4, Week 1 Lesson	
Teaching Process	1) Step 1: Reading review All Different Animals Have Different Needs & How to Train Your Pets (see Appendix I) 1. Do you see any modal verbs we learned on Day 2? 2. Why do different animals have different needs? 3. If you have a puppy, how would you train your pet?
	2) Step 2: Extend this lesson with communicative activities 1. Group work: Which is safe for your pet? a. Collect a variety of items (or photos of the items), half of which are safe for pets (for example, ball, dog chew toy, pet bed, fenced yard, collar and leash, and cat scratching post) and half of which could be dangerous for pets (for example, chocolate bar, hanging curtain cords, open window, broken glass and chicken bones). b. Place the pictures into a sack or box. Gather students in a circle. Review with students that some things in our homes are not safe for our pets. c. Invite students one by one to remove the items from the box, and ask students if the item is safe or not safe for a pet and why. d. Once all of the items have been sorted, ask students to brainstorm ways to protect pets from dangerous things.
	2. Role play (pair-work): a. Create a conversation between a shopkeeper and a customer in the pet store. b. Customer's conversation part should include: What kind of pet do you want? What are your needs and concerns for the pet? Ask questions about the price and requirements for keeping a pet. c. Shopkeeper's conversation should include: Recommend a pet to your customer based on her/his descriptions; introduce the basic needs and habitat condition of this particular pet; tell the customer the price of this pet and teach her/him how to take care of this pet.

	3) Step 3: Cool down Write down a short essay (1-2 paragraphs) to talk about what you have learned this week. You may include the vocabulary, grammar and knowledge of how to take care of the pets in your essay.

Week 2 (4 courses/week; 50min/course period)

	Unit: People Love Pets!
Teaching Content:	Lesson 2 How to Get Involved with Helping Abused or Abandoned Animals
Week 2 Instructional Objectives：	1. Expand vocabulary, especially about animal abuse and protection. 2. Learn some common English expressions about how to help an abused or abandoned pet. 3. Practice and apply the vocabulary using modal verbs of ability and probability. Emotional attitude and values objectives: 1. During the group activities, actively communicate with peers, and express their ideas. 2. Develop animal and environmental protection awareness.
Process and Methods:	Through a variety of activities and team practice requiring production, students' interest in active learning will be stimulated.
Vocabulary：	Nouns: Abandonment, cruelty, puppy farm, pet mill, shelter, fundraiser, volunteer Adjectives & Adverb: Countless, adoptable, innocent, inhumanly, imperfect, inconvenience, feral, Verbs: breed, reward, abuse, kill, rescue, spay, neutering, adopt, abandon, get rid of, neuter, neglect
Teaching material:	Pictures, PowerPoints slides about vocabulary and sentence structure, adapted reading material (see Appendix J-M)

Day 1, Week 2 Lesson	
Teaching Process	Step1 Warm up 1-2 Pictures of abandoned animals Pair work: What can you identify in the picture? Why are the animals in the pictures unhappy? What is the purpose of these pictures? (see Appendix J-1)
	Step 2 Input activities Pet Abandonment 1. Adapted material (*Introduction of Pet Abandonment*) with marked new vocabulary (see Appendix J-2) • Pair work: Reading this article with your partners. Identify the meaning of the marked words. 2. All the new vocabulary with the International Phonetic Symbols, pictures and meanings (see Appendix J-3)
	Step 3 Practice 1. Mechanical exercises 1) Fill the blank and complete the words. (see Appendix J-4) 2) Flash cards: one side is a picture; one side is the new vocabulary. Ask student to give vocabulary word.

	2. Meaningful exercises
	
	1) Pair-work: Students interview each other in pairs using the following questions.
	
	    A. Have you seen any abandoned or abused pets before?
	
	    B. What did those animals look like? Happy or sad? Thin or Fat? Healthy or sick?
	
	    C. Have you abandoned your pet before? Why?
	
	2) Pair-work: Using the vocabulary, one draws a picture and the other guesses what it is.

	3. Communicative activities Group discussion (3-4 students) 1) Why do you think there are so many pets in animal shelters? (common reasons include: family is moving, landlord doesn't allow pets, the cost of keeping pet, no time for the pet) 2) What are some things people can do to prevent having to give a pet to a shelter? 3) What are the effects of an animal not being spayed or neutered?

	Step 4 cool down
	
	1) Review as a class:
	
	    a. What have we learned today?
	
	    b. What vocabulary did we learn today that could connect to pet abandonment?
	
	Homework: review the vocabulary

Day 2, Week 2 Lesson	
Teaching Process	Step1 Warm up Using day 1's vocabulary, discuss the question with your partners. Why are dogs given up for adoption?
	Step 2 Input activities 1) Adapted text with enhanced grammar points. (Defining relative clauses) Question: What do you notice about the bolded words? When do we use each of them? How are they different from each other? (See Appendix K-1) 2) Introduction of defining relative clauses: Functions, grammar structure, differences, examples of using defining relative clauses (see Appendix K-2)
	Step 3 Practice 1. Mechanical exercise Add the phrase in brackets to the sentence using a relative clause. If it's possible, you should drop the relative pronoun. (see Appendix K-3)
	2. Meaningful exercises Pair work: Guessing Game Give each team a card with 5 riddles in which most sentences include defining relative clauses. Ask students to write down the answer of the riddles. (see Appendix K-4)

	3. Communicative exercises Group discussion (3-4 students) 1) Explain that animal shelters take care of small animals like cats, dogs and rabbits. People can adopt pets from animal shelters. Use defining relative clauses to discuss the benefits of adopting a pet from a shelter. 2) Each of the group members writes down 2-3 sentences about the discussion and organizes the sentences into one paragraph. Group projects (3-4 students) Ask students to design a poster encouraging people to adopt their next pet from an animal shelter. Suggest they include defining relative clauses and photos of actual pets that need homes.
	Step 5 cool down 1) Review as a class: "What have we learned today?" "What are some main differences between "the relative pronoun as subject" and "the relative pronoun as object"? "When do we use relative clauses?" 2) Homework: review the grammar points and vocabulary for day 3's quiz Finish the poster design with your group member and display these around the school or at your local library.

Day 3, Week 2 Lesson	
	Step1 Warm up Recognition quiz: Fill in the blank of 5 sentences with 10 of Week2, day 1's vocabulary.
	Step 2 Listening activities 1) "Rescued from Neglect, Meet Possum" 2) "Adopting a Dog from a Shelter: Puppy Rescue Myths and Facts" (see Appendix L-1) a. Take notes and answer the short questions. b. Discuss the answers in the group of 3-4. c. Invite students to share their answers in the class.
	Step 3 Communicative activities Group discussion (3-4 students) 1) What will you do if you see an abused or abandoned pet? 2) What will you do to encourage people to adopt a pet from an animal shelter? 3) What can we do to protect animals from abandonment and abuse?
	Step 5 cool down 2) Review as a class: "What have we learned today?" "How do you compare two different animals?" "How do you adopt a pet from a shelter?" 2) Homework: review the vocabulary; read article: "6 Ways to Get Involved with Helping Abused or Abandoned Animals" (see Appendix L-2)

Day 4, Week 2 Lesson	
	1) Step 1: reading review "6 Ways to Get Involved with Helping Abused or Abandoned Animals" (see Appendix M-1) Group discussion: a. Do you see any defining relative clauses that we learned about on Day 2? b. Have you helped any animals before? What did you do to help them? c. What is the main idea of this article? d. What else could we do to help abused or abandoned animals?
	2) Step 2 Communicative activities 1. Invite a staff member from a local animal shelter to visit the class. This staff member will introduce how the shelter works and how people adopt animals from it. a. Request some brochures about animal adoption and animal shelters. Present the brochures to students after the presentation. b. Ask students to share their questions and opinions about animal adoptions with the staff member.
	3) Step 3 Cool down Explain to students that one way communities solve problems is by passing laws or ordinances. Homework: Ask students to write a one-page essay about the ordinances they would like to see passed in their communities that would help the abused or abandoned animals. Also, they need to state their reasons about these ordinances.

Chapter 3 - Conclusion

I designed a detailed lesson plan with 1 unit to elaborate my teaching philosophy. The theme of this two week lesson plan is about pets. This unit is mainly designed for low intermediate level English learners. The objectives of this lesson plan not only aim for improving students' English language skills but also developing animal and environmental protection awareness. Through authentic input and various designed meaningful and communicative activities, students have sufficient opportunities to practice their speaking, listening, reading and writing skills every day. Furthermore, they can expand their English vocabulary about animals and animal protection, also they can learn new English grammar structures, like modal verbs of ability and probability and defining relative clause.

The title of the first week is: "Lesson 1 Different pets have different needs" and the title of the second week is: "Lesson 2 How to Get involved with Helping Abused or Abandoned Animals". Each week has 4 courses and each course period is 50 minutes. Every day is aimed at practicing different aspects of language skills: day 1 focuses on expanding new vocabulary, day 2 focuses on grammar acquisition, day 3 focuses on listening and writing practice, and day 4 focuses on reading and speaking practice.

Generally, each class starts with a low-stress warm-up involving all students. For example, students discuss short questions about the pictures of a pet store or pet abandonment. Students then can answer questions which draw on their previous lessons and self-experience. The warm-up draws students' attention to this language class before the instructor presents new forms or vocabulary and help them transition to the input activity easier.

Input activities are when I present new forms and vocabulary. The input is contextualized and meaningful and visuals are used. For example, the instructor presents the target grammar

feature and new vocabulary through a story or contextualized examples which are related to the pet unit to increase comprehension and student participation. To draw the learners' attention to a particular grammar form or vocabulary, this can be done by enhancing the sentences where the structure can be observed, that is, highlighting the important words and phrases. The teacher guides students into understanding the meaning and form of the grammatical structure or vocabulary through conversation, pictures and charts. The teacher will prepare questions to guide the students based on their English level. On the next step, students will engage in more activities so that they have more opportunity to use the grammar that they studied.

The extension activities includes both mechanical exercises, like fill in the blanks, and meaningful and communicative exercises, like role-play situations, games, authentic writing projects, paired interviews, etc. Mechanical activities include simple repetition and transformation. They are aimed at testing knowledge of recently learned structure and forming accuracy. For example, the teacher may ask students listen to a song and fill in the blanks with missing modal verbs. Meaningful activities refer to an activity in which language support is still provided but where students are required to formulate meaningful answers when carrying out practice or connect new form to their own lives. For example, using the new vocabulary, one student draws a picture and the other guesses what it is. These are followed by communicative activities where practice in using language within a real communicative context is the focus, wherein real information is exchanged and the language used is not predictable. For example, asking learners to write a short story about how they would take care of their pet and share their stories with the class. Through authentic input and carefully designed activities, students have sufficient opportunities to practice their speaking, listening, reading, and writing skills every day.

At the end of class, a low-stress cool-down is needed so that student can leave on a positive note and review what they have learned every day. They can have some time asking questions and teachers can make announcements about the homework and other important news.

Every task in this lesson plan is designed with a clear objective and aims at not only improving students' English language skills but also developing their animal and environmental protection awareness, so that students can talk about pets from different perspectives or views.

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Appendix A - Week 1 Day 1 Warm Up

Appendix B - Week 1 Day 1 Input Activities 1

<div align="center">All **different** animals have different needs</div>

Whether it is the type or size of their **shelter** or the different types of food, every animal's needs are different. Different kinds of animals have different kinds of stomachs and different kinds of teeth. This means they need different food types to keep them healthy.

Food

All animals need the basics of food, water and shelter, but a **horse** will eat quite different food to your pet **goldfish** and a **cat** will not eat the same food as your pet **bird**. Fish need to have their food **regulated**, whilst your cat or **dog** is able to eat from their **bowl.** Even animals of the same **species** have different needs. A **Great Dane** will eat a lot more than a **tiny poodle** and will need a much larger space to live and play in.

Individual needs

A **mouse** will need **toys** to occupy his time in his **cage** as well as having somewhere to hide. Small mice and **rats** like to use a **running wheel** to exercise. A dog will need something **to chew** and **chase** around the yard. Cats and birds like to have a high lookout post to watch the world around them. Your pet **rabbit** will need a **log** or something similar to **gnaw on**. How does your pet get his food? Does it graze or rummage or do you supply all the food? Is the **food container** in the best place for your pet to reach it and to make sure the food stays clean and dry?

Pair work: Reading this article with your partners. Identify the meaning of the marked words.

Adapted from: *Different animals have different needs*

http://petpep.ava.com.au/different_animals_different_needs

Appendix C -Week 1 Day 1 Input Activities 2

- Chunk 1: Animal names: parrot, rabbit, goldfish, species, , mouse, pet, lizard, dog, cat, guinea pig, turtle, chicken, duck, horse, owl, spider

- Chunk 2: Animal parts: feather, wing, fur, paw, beak, claw, fang, fin

- Chunk 3: Objects: cage, container, bowl, tank, litter box, vet, leash, treat, grass, carrot, shelter

- Chunk 4: Verbs: hold, feed, hunt, bite, claw, regulate

    Adjectives: tiny, great, different, individual

- *Extra: gnaw, rummage, Great Dane, budgie, poodle,* German shepherd

Flash card sample:

- **Owl**

- **[aʊl]**

- An **owl** is a bird with a flat face, large eyes, and a small sharp beak.

Appendix D -Week 1 Day 1 Practice
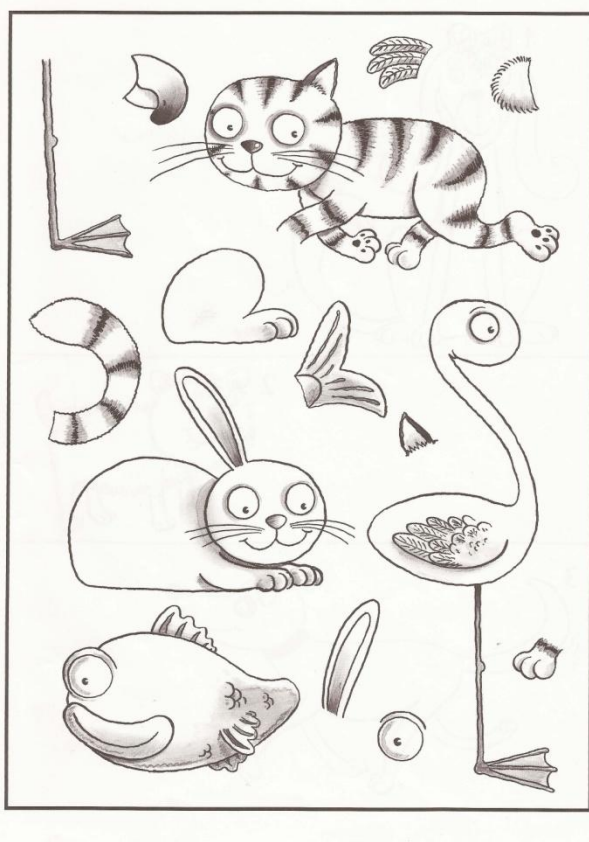
Mechanical Exercises (D-1)

Fill the blank and complete the words:

ca____   b__dgie   ha__ster   ra__ ____ it

 mou___e   D___g   f___sh   f__og

Mechanical Exercises (D-2)

Use the worksheet and write down the animal parts.

Meaningful Exercises (D-3)

Learn About Sounds of Animals

Sorce from: https://www.youtube.com/watch?v=mRIRn4ojEIo

Listen to the sounds of animals and tell the name of the animal.

Appendix E -Week 1 Day 2 Warm Up

Appendix F -Week 1 Day 2 Input Activities

Questions (F-1)

Question: What do you notice about the bolded words? When do we use each? How are they different?

Adapted from *Different pets have different needs*

http://petpep.ava.com.au/different_animals_different_needs

All different animals have different needs.

Whether it is the type or size of their shelter or the different types of food, every animal's needs are different. Different kinds of animals have different kinds of stomachs and different kinds of teeth.

All animals **need to** have the basics of food, water and shelter, but a horse **should** eat quite different food to your pet goldfish and a cat **should** not eat the same food as your pet bird.

Fish **need to** have their food regulated, whilst your cat or dog is able to eat from their bowl

Even animals of the same species have different needs. A Great Dane **must** eat a lot more than a tiny poodle and **need to** have a much larger space to live and play in.

You **have to** provide your pet fish a tank to survive in, while a pet budgie needs a safe, clean cage for his shelter.

You also **have to** provide a safe, dry place for your dog to sleep and rest, if it lives outdoors.

Introduction (F-2)

- **Definition:**

- Like auxiliary verbs, Modal Verbs are placed before main verbs which are always "bare infinitives".

- Unlike auxiliary verbs, Modal Verbs have certain meanings. They are used to express the speaker's attitude towards an act or a state.

  Modal Verbs of Obligation and Advice

- Obligation and Advice

- We can use verbs such as 'must' or 'should' to say when something is necessary or unnecessary, or to give advice.

- **Should**

- **have to**

- **need to**

- **must**

- For example:

- Children must do their homework.

- We have to wear a uniform at work.

- You should stop smoking.

  A Great Dane needs to have a large space to live.

- Grammar structure

  We can use **have to + infinitive**, **need to + infinitive, must + infinitive** and **should + infinitive** to express obligation (something you have to do).

Differences

present	positive	negtive
must / mustn't	strong obligation (possibly based on the speaker's opinion) •I must study today.	negative obligation You mustn't smoke here.
have to / don't have to	strong obligation (possibly from outside) •Children have to go to school. (sometimes 'have got to')	no obligation I don't have to work on Sundays. You don't have to eat anything you don't like.
should / shouldn't Need to / don't need to	mild obligation or advice •You should save some money.	mild negative obligation or advice You shouldn't smoke so much.

Useful tips

• Be careful about the difference between mustn't and don't have to!

 Mustn't means it's not allowed, or it's a bad idea:

• Example: You mustn't eat so much chocolate, you'll be sick

• **Don't have to** means you don't need to do something, but it's fine if you want to do it.

• example: I don't have to get up early at the weekend.

• Source from:

• http://www.perfect-english-grammar.com/modal-verbs-of-obligation.html

Appendix G -Week 1 Day 2 Practice

Mechanical exercises (G-1)

Put in 'mustn't' or 'don't / doesn't have to':

- 1) We have a lot of work tomorrow. You _____be late.

- 2) You _____tell anyone what I just told you. It's a secret.

- 3) The museum is free. You _____pay to get in.

- 4) Children _____tell lies. It's very naughty.

Listen to the song and fill in the blanks.

Want To Be With You

---- BONZO DOG BAND

- There are things that _____ be done

- That are not yet begun

- Things that I _____ do

- When I want to be with you

- Although we`re far apart

- You`re with me in my heart

- No one else _____ do

- I just want to be with you

- I want to be with you

- _____you hear me?

- I _____ you near me

- I want to be with you

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- I _____ you near me, my love

Answers:

Want To Be With You

- **---- BONZO DOG BAND**

- There are things that <u>must</u> be done

- That are not yet begun

- Things that I <u>must</u> do

- When I want to be with you

- Although we`re far apart

- You`re with me in my heart

- No one else <u>will</u> do

- I just want to be with you

- I want to be with you

- <u>Can`t</u> you hear me?

- I <u>need</u> you near me

- I want to be with you

- I <u>need</u> you near me, my love

Appendix H-Week 1 Day 3 Listening

Listening activities (H-1)

Talking about pets: Compare dogs, cats and turtle (from 0:57 – 1:46)

Source from: **http://www.youtube.com/watch?v=nHY18rcR1vI**

1. Listen to the conversation and take note.

1) What is the main idea of this conversation?

2) What kind of animals are they talking about?

2. Listen to the conversation again and answer the short questions

1) Which animal is more friendly?

2) Compare dogs and cats, which animal is quiet and which one is noisy?

3) What kind of pets are intelligent?

4) What kind of pet do they choose in the end? Why?

Talking About Pets - English Video Conversation

 1) when you pet is sick (0:12- 0:54)

 2) looking for a vet (1:37-2:21)

3) cats and dogs (2:21-3:02)

 source from: http://www.youtube.com/watch?v=LxuFtvXFDyM

1. Listen to the conversation and take notes.

1) What is the main idea of each conversation?

2) What kind of issues do those pets have?

2. Listen to the conversation again and answer the short questions

1) What are the symptoms of this sick dog?

2) What are the suggestions for this owner to help his dog?

 3) What kind of pet does Jimmy take to the vet?

4) Is this vet only good at taking care of dogs and cats?

5) What does Katy need to buy from a pet store? what kind of animals does Shawn have? Does

he like cats?

Homework (H-2)

All different animals have different needs

- Whether it is the type or size of their shelter or the different types of food, every animal's

  needs are different.

- Different kinds of animals have different kinds of stomachs and different kinds of teeth.

  This means they need different food types to keep them healthy.

  Food

- All animals need the basics of food, water and shelter, but a horse will eat quite different

  food to your pet goldfish and a cat will not eat the same food as your pet bird.

- Fish need to have their food regulated, whilst your cat or dog is able to eat from their

  bowl

- Even animals of the same species have different needs. A great dane will eat a lot more than a tiny poodle and will need a much larger space to live and play in.

Shelter

- Pet fish need a tank to survive in, while a pet budgie needs a safe, clean cage for his shelter.

- If your dog lives outdoors then he will need a safe, dry place to sleep and rest.

- A cat living indoors will need a litter box to do his business and somewhere comfy to sleep.

Individual needs

- A mouse will need toys to occupy his time in his cage as well as having somewhere to hide.

- Small mice and rats like to use a running wheel to exercise.

- A dog will need something to chew and chase around the yard.

- Cats and birds like to have a high lookout post to watch the world around them.

- Your pet rabbit will need a log or something similar to gnaw on.

- How does your pet get his food? Does it graze or rummage or do you supply all the food?

- Is the food container in the best place for your pet to reach it and to make sure the food stays clean and dry?

Your vet is there to help

- Feeding your pet the right food is very important. Your vet is the best person to give you advice about feeding your pet.

- Next time you visit your vet, ask for information about the right kind of food for your pet.

Source from: http://petpep.ava.com.au/different_animals_different_needs

Appendix I-Week 1 Day 4 Reading Review

How to train your pets

- Steps

- **1** .**Get your pet to trust you.** He will only obey you if he trusts that you are doing the right thing. Treat him like any other person. Don't hypnotize him or sneak gross-tasting vitamins into his food. Keep working with him.

- **2** .**Train your pet to use the bathroom.** Litter boxes, for example, work on cats. If you have something like a bunny, though, it can just go in its own habitat. Train your dog to go outside, not in the house. Find how your pet goes to the bathroom and train him.

- **3** .**Teach your pet tricks.** Sit, stand, stay, sing, all the s words; they're all Simple. Find what tricks can be taught on each pet. "Sing" can't be taught to a rabbit as well as it can to a dog, and "Sleep" can't exactly be taught to a dog as well as it can to a cat. What tricks are appropriate? Find them and then research to learn to teach it.

- **4** .**Show your pet how to act around strangers.** Bring in strangers frequently, and teach your dog not to bark, your cat not to hide, or your frog not to jump out of its cage and kill itself. See? Reacting positively toward strangers is a hard trick to master, but don't give up!

- **5** .**Bring in a professional trainer to help train your pet.** There are millions of trainers out there with pockets filled with treats. They know how to really teach your pet the right way, so if you feel like you can't do it, try the real pro.

- **6** .**Teach your pet to love by loving your pet.** Show how much you care for them and they will soon care for you.

- **7** .**Tell him orders and if he obeys them give him treats and if he does not, do not shout at him and do it again.**

- **8** .**No dog of any age understands all of the words in the English or any language that is spoken in your home, you have to teach them.** But puppies, especially, have not learned to pick up on little cues from your voice or manners, so don't get frustrated or upset if your puppy is not responding as you would like them too.

- **9** .**To train a puppy you have to be firm.** Not to mean but firm and calm. Puppies are like us adults and children. What happens if you scream at a child, they get scared? And try to hide the evidence, if it happens again. Same with animals, patience is the key.

- **10** .**When you are house training your puppy, for example, and your puppy has an accident inside your house while you are not looking, grabbing your little dog and shoving its nose in the poop will not teach it not to poop indoors.** Chances are your dog has already forgotten that it pooped, and all you are doing is making it afraid of the smell. Puppies that are improperly punished can grow up poorly trained and terrified of people and you.

- **11** .**To train your dog when you see him or her make a mistake, quickly take him to the spot where it happened and have him next to you put a pad on it and tell him before you put the pad on the spot no that this is not good.** Lay the pad on the floor and tell him yes this is good also have a treat ready for your pup, put it on the floor on the pad. So that next time he can picture it in his mind that he will get a treat next time if he pees on the pad.

- **12** .**Also little by little as you get to know your puppy when he is about to use the restroom.** As he is sniffing where to find a spot pick him or her up and take him out side. He or she has no choice but to use the restroom out side when your puppy has did its

Businesses, quickly go to him or her kneel down and hold the treat in your hand and as your pup is coming to you oh don't forget to call his or her name, let your pup sniff your hand and also reward your baby. That is some of a little way to train your pet the right way.

- Source from http://www.wikihow.com/Train-Your-Pet

Appendix J-Week 2 Day 1

Warm up (J-1)
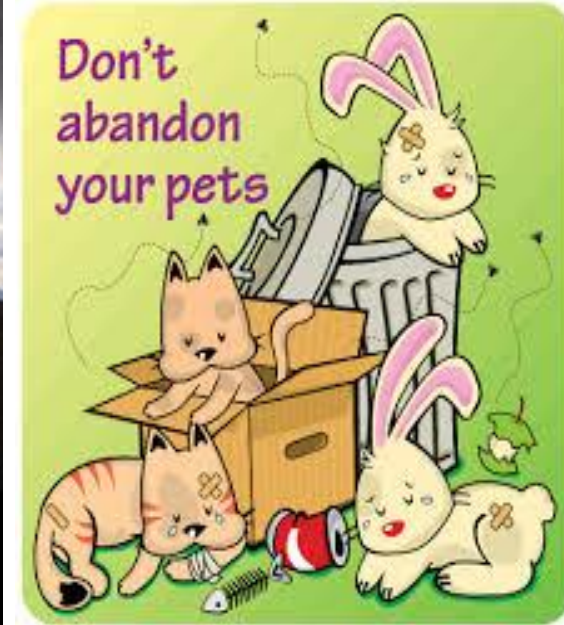
Input Activities (J-2)

- **Pair work: Reading this article with your partners. Identify the meaning of the marked words.**

- Adapted from: Introduction of Pet Abandonment

- Source from: http://www.animal-rights-action.com/pet-abandonment.html#Breeds Worse Affected

Introduction of Pet Abandonment

- Pet abandonment is a huge problem world wide. There are countless millions of loving, adoptable dogs put to death every year, simply because people keep breeding more puppies to try to make money, and other people reward them for this by paying them for these puppies when they could instead save an innocent dog from death by adopting.

- People who buy puppies from pet shops fund the cruelty of Puppy Farms where the breeding dogs are cruelly abused and inhumanely killed. Some breeders who cannot sell their puppies are known to inhumanely kill unsold or imperfect puppies using methods such as drowning. Others abandon them.

- Many people who buy puppies later decide it is an inconvenience and get rid of them, adding yet more innocent dogs to the huge numbers already put to death. Other people do the same, such as people who unexpectedly end up with puppies because they do not neuter their dogs, and breeders left with unsold puppies.

In put activities (J-3)

- Chunk 1 -Nouns: Abandonment, cruelty, puppy farm, pet mill, shelter, fundraiser, volunteer

- Chunk 2 - Adjectives & Adverb: Countless, adoptable, innocent, inhumanly, imperfect, inconvenience, feral,

- Chunk 3 -Verbs: breed, reward, abuse, kill, rescue, spay, neutering, adopt, abandon, get rid of, neuter, neglect

Sample

Shelter

- **[ˈʃɛltɚ]**

- A **shelter** is a building where homeless

  people can sleep and get food.

  Phrase: Animal Shelter

Practice (J-4)

- Fill in the blank

- Aban_on_ent   pet _ _ll   f_n_raiser

- i_noce_t   _n_umanly   f_ral

- re_ard   ab_se   a_opt   n_ _ter

Appendix K-Week 2 Day 2

Input activities (K-1)

- People who buy puppies from pet shops fund the cruelty of Puppy Farms where the breeding dogs are cruelly abused and inhumanely killed. Some breeders who cannot sell their puppies are known to inhumanely kill unsold or imperfect puppies using methods such as drowning. Others abandon them.

- Many people who buy puppies later decide it is an inconvenience and get rid of them, adding yet more innocent dogs to the huge numbers already put to death. Other people do the same, such as people who unexpectedly end up with puppies because they do not neuter their dogs, and breeders left with unsold puppies.

- Even if people take their own dogs to a rescue with a non-destruction/no kill policy, that means that pound dogs on death row that could have been given those life saving places, can no longer have them, so are put to death.

Input activities (K-2)

Definition of Defining relative clauses:

- **1: The relative pronoun is the subject:**

- We can use 'who', 'which' or 'that'. We use 'who' for people and 'which' for things. We can use 'that' for people or things.

- The relative clause can come after the subject or the object of the sentence. We can't drop the relative pronoun.

For example (clause after the object of the sentence):

- I'm looking for a secretary who / that can use a computer well.

- She has a son who / that is a doctor.

More examples (clause after the subject of the sentence):

- The people who / that live on the island are very friendly.

- The house which / that belongs to Julie is in London.

The relative pronoun is the object:

- In this case we can drop the relative pronoun if we want to. Again, the clause can come after the subject or the object of the sentence.

- Here are some examples:

- (Clause after the object)

- She loves the chocolate (which / that) I bought.

- We went to the village (which / that) Lucy recommended.

- John met a woman (who / that) I had been to school with.

- The police arrested a man (who / that) Jill worked with.

- (Clause after the subject)

- The bike (which / that) I loved was stolen.

- The university (which / that) she likes is famous.

- The woman (who / that) my brother loves is from Mexico.

- The doctor (who / that) my grandmother liked lives in New York.

Where / when / why

- We can sometimes use these question words instead of relative pronouns and prepositions.

- I live in a city. I study in the city.

    → I live in the city **where** I study.

    → I live in the city **that / which** I study **in**.

    → I live in the city **in which** I study.

- Source from: http://www.perfect-english-grammar.com/relative-clauses.html

Mechanical exercise (K-3)

- Add the phrase in brackets to the sentence using a relative clause. If it's possible, you should drop the relative pronoun:

- 1) They found the money (I dropped the money)

- 2) I broke the plate (the plate was a wedding present) .

- 3) The police arrested the man (I saw the man steal a handbag) .

- 4) The Queen fired the chef (we had met the chef)

Meaningful exercise (K-4)

- 1) A Shark: This is an animal that lives in the sea. This is an animal that you can find in the Great   Barrier Reef.   This is an animal that many people are afraid of.   This is an animal that is often grey.   This is an animal that has big teeth. It's a very big fish. What animal is it?

- 2) A camel: This is an animal that lives in the desert. This is an animal that can drink little water for a long time. This is an animal that is brown. What animal is it?

- 3) England: This is a country that is in Europe.   This is a country that is near France. This is a country that has a very big clock   called Big Ben. Which country is it?

- 4) Banana : This is a fruit that grows in the south of China. This is a fruit that is yellow. This is a fruit that ms like.   What fruit is it?

Appendix L-Week 2 Day 3

Listening activities (L-1)

Rescued from Neglect, Meet Possum

- Listening material: Rescued from Neglect, Meet Possum (From 0:00 to 2:00)

- Source from:

  https://www.youtube.com/watch?list=PL91AA8A44FB9ABED2&t=17&v=vC45bOadHl4

- 1. Watch this video clip and take note.

- 1) What is the main idea of this video clip?

- 2) Why this group of people need to rescue those animals?

- 2. Watch this clip again and answer the short questions

- 1) What 's the name of this rescue group?

- 2) How many cats have they rescued?

- 3) Are these cats healthy? Why?

- 4) What kind of diseases do these cats have?

Adopting a Dog from a Shelter: Puppy Rescue Myths and Facts

- Listening material: Adopting a Dog from a Shelter: Puppy Rescue Myths and Facts (From 0:00 to 2:15)

- Source from: https://www.youtube.com/watch?t=61&v=wtCyZQRnEvw

- 1. Watch this video clip and take note.

- 1) what is the main idea of this video clip?

- 2) Why people don't like to adopt pet from animal shelter?

- 2. Watch this clip again and answer the short questions.

- 1) Why people abandon their pets?

- 2) How do you find the pet which match for your family?

- 3) What is the process to adopt a pet from shelter?

  4) What kind of items do you need before you adopt a pet?

Homework (L-2)

6 Ways to Get Involved with Helping Abused or Abandoned Animals

- Now, with that in mind, think how abused and abandoned animals must feel: terrified, hurt, alone, unloved, like there is no hope. Regardless of the varying levels of intensity of such feelings in these animals, they are all in need of caring humans like you. The good news is that there are ways you can help to take away or alleviate these sad and fearful feelings. Are you on board?

- From starting an online fundraiser for shelter animals to taking in a homeless pet for a time, there is always a way for you to contribute. So get your thinking cap on and get your research started with these six ways to get involved in helping abused or abandoned animals:

- **1. Participate in (or start) a fundraiser**

- Check with local animal shelters and rescues to see if they need any assistance with upcoming fundraisers. If you cannot physically be there to participate in a fundraiser, spread the word by way of social media, email, flyers, or informing the local media. Do you or your child want to start an individual fundraiser to help abused or abandoned animals? There are websites specifically set-up as free fundraising pages for animals like PetCaring.com which lets you create an online fundraising platform to raise money for the animal care organization you choose to support.

- **2. Volunteer at a farm animal sanctuary**

- Organizations dedicated to rescuing and rehabilitating abused and abandoned farm animals such as horses, cows, pigs, goats, sheep, chickens, ducks, and turkeys are most always in need of several different forms of help: donate money for general expenses, give blankets and brushes, donate food and treats, volunteer to be a caretaker, volunteer to assist fundraising events, or sponsor a specific farm animal. Help farm animal sanctuaries spread the word of kindness and compassion!

- **3. Adopt a shelter pet**

- Unwanted pets are dropped off at animal shelters or abandoned on the streets to fend for themselves everyday. If you're ready for a new addition to your family, pets like these can really use your love. You will be saving an animal from a lifetime of loneliness and even from the possibility of being euthanized. Check out 10 Things You Need to Know Before Adopting Any Pet for important questions you should ask yourself first.

- **4. Foster abandoned animals**

- If you are not able or ready to adopt a pet, or you simply prefer to provide temporary housing for homeless animals, then consider fostering abused and abandoned pets that are living in your local animal shelters. Rescue organizations are also in need of foster pet

parents. Doing so allows extra time for a pet to find a forever home, will help with socialization, and provides much needed love. Maybe you have specialized training in an area of animal care that a foster animal can benefit from while living with you.

- **5. Care for feral cats**

- These cats were once someone's pets before being abandoned or they're the offspring of feral cat parents. To help, construct a homemade shelter and leave food and water out at a scheduled time daily in a location out of the way of the public and neighbor's yards. Another way to get involved in helping feral cats is to become a Trap-Neuter-Return volunteer and caretaker. TNR improved the lives of these cats through population control and vaccinations against diseases. Read more about Trap-Neuter-Return here.

- **6. Report animal neglect and abuse**

- As a witness to animal abuse, report it to your local law enforcement, local animal control, or humane organization. If you truly believe an animal is in immediate danger, make this very clear to the officer so your report is made a priority. Whatever you do, do not take matters into your own hands. This can be a hard thing to do when an animal is in obvious distress, but you may end up putting yourself in a dangerous situation while trespassing.

- Source from: **http://www.onegreenplanet.org/animalsandnature/6-ways-to-get-involved-with-helping-abused-or-abandoned-animals/**

Appendix M-Week 2 Day 4

Reviews (M-1)

- **6 Ways to Get Involved with Helping Abused or Abandoned Animals**

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