



Pre-Reading Activities

A: Vocabulary

Work with a partner and match the words below with their meanings:

organize, compassion, campaign, international, vegetarian, animal rights group

1. Organized activities which are done to cause change.
2. A feeling of pity and sadness for someone who is suffering.
3. Many different countries around the world.
4. Some people who believe that animals have a right to be looked after correctly.
5. To arrange for something to be done.
6. Someone who does not eat any meat.

B: Pictures

Now look at the pictures below and match the words with the things in the pictures.

cage

reporters

crammed

chicken



C: Prediction

Look again at the words and pictures in **Pre-Reading Activities A and B**. In groups discuss what you think today's article is about. Share your ideas with other groups in the class.

Reading Activities

A: Comprehension

Read today's article quickly and answer the questions below.

1. Who crammed himself into a cage?
2. Why did he do this?
3. Who organized the campaign?
4. Were your predictions in **Pre-Reading Activity C** correct?

MADRAS, India Tues February 5 (Reuters) - A popular Indian film actor crammed himself into a tiny cage on Monday and asked for compassion for chickens as part of a campaign by an international animal rights group.

The campaign, "Compassion, Not Cages - Go Veg!" was organized by the People for the Ethical Treatment of Animals (PETA). R. Madhavan, a South Indian movie actor, told reporters that he was part of the campaign because of his beliefs as a vegetarian. "It's simple, I love animals so I don't eat them,"

he said. "Chickens are crammed into cages at butcher shops but nobody thinks about the trauma they go through, they still feel pain just like you and me."

PETA has used several vegetarian celebrities including former Beatle Paul McCartney, singer Bryan Adams and Indian Bollywood icon Amitabh Bachchan to speak against 'cruelty for meat.'

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Glossary: veg - vegetarian

B: Vocabulary

Find words in today's article that match the meanings below:

1. small (paragraph one)
2. places that sell meat (paragraph two)
3. a very bad experience (paragraph two)
4. hurt (paragraph two)

C: Reading for Detail

Read the article again carefully. Answer the questions below or choose the correct answers.

1. What is the popular Indian actor's name?
2. What is PETA ?

*"It's simple, I love animals so I don't eat **them**..."*

3. "I" means:
a. PETA. b. the Indian film actor.

4. "**them**" means:
a. animals. b. chickens.

*"...**they** feel pain just like you and me..."*

5. "**they**" means:
a. the chickens. b. the butcher shops.

D: Memory Test

On a separate piece of paper write the numbers one to five in a column. Your teacher is going to ask you some questions. Listen and write down the answers. **Don't** look at today's article!

Post-Reading Activities

You may do one or more of these.

A: Language

In today's article there were these words:

"I love animals, so I don't eat them"

1) cause

(2) result

The word **so** links two clauses together.

The first clause **I love animals** shows the cause and the second clause **I don't eat them** after the word **so**, shows the results. Notice how we use the pronoun **them** in the second clause to avoid repeating the subject word **animals**.

We can also write this sentence in a different way using the conjunction **because**.

*I don't eat animals **because** I love them.*

Look at the sentences below and rewrite them using either **so** or **because** to link the clauses. (Don't forget to think about punctuation.) The first one has already been done.

1. I don't like coffee, so I don't drink it.
I don't drink coffee because I don't like it.
2. Judy owns two cats because she loves animals.
3. Solomon loves school, so he goes everyday.
4. Nicole works very hard because she wants to buy a house.
5. The weather is hot, so I drink a lot of water.

Now write three more sentences using **so** and another three sentences using **because**.



B: Discussion

In small groups discuss the questions below:

1. Do you think animals should have rights? Why or why not?
2. Some people think human rights are more important than animal rights. Do you agree with this? Why or why not?
3. Do you think being a vegetarian is important if you believe in animal rights?
4. Do you think chickens in your country are treated well?
5. In today's article, the actor said chickens felt pain just like you and me. Do you think that this is true? Do you think all animals feel pain like humans or just some?

C: Headlines

Think of a suitable headline for today's article and share your idea with the class.

D: Writing

Write brief answers to the questions below:

1. *What things do you feel **compassion** for?*
2. *Are there any other **campaigns** you know about? What are they?*
3. *Are there **animal rights groups** in your country? If yes, are they well organized?*
4. *Are you a **vegetarian**? Why or why not?*
5. *Are **chickens** kept in **cages** in your country?*

Exchange your writing with a partner. Read what your partner has written and talk about each other's ideas. Are there other ideas that you could add to your writing to make it more interesting?

Can you help improve your partner's writing in any way? (Think about grammar, punctuation, vocabulary.)

After listening to your partner's suggestions, make any changes to your writing that you now think might improve it.

Finally, give your writing to your teacher to read.

Teachers' Notes and Answer Key follow on next page.



TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

A: Vocabulary - Answers

1. campaign
2. compassion
3. international
4. animal rights group
5. organize
6. vegetarian

B: Pictures - Notes

You may need to point out that when a sign has a line through it, as in picture two, it means that something is banned or not allowed. A common sign like that is found in nonsmoking areas.

B: Pictures - Answers

Picture one: cage; crammed; reporter

Picture two: chicken

C: Prediction - Notes

Allow some time for the students to look at all the information from the previous activities. If the students are unused to this type of activity, then you may want to do this as a class discussion and ask leading questions.

Reading Activities

A: Comprehension - Notes

PETA is an acronym, which is a word made up of the first letter of several other words.

There are many examples of acronyms such as NASA (National Aeronautics and Space Administration) and NATO (North Atlantic Treaty Organization).

A: Comprehension - Answers

1. A popular Indian film actor, R. Madhavan.
2. To ask for compassion for chickens as part of a campaign by an international rights group.
3. People for the Ethical Treatment of Animals. (PETA)
4. Answers will vary.

B: Vocabulary - Answers

1. tiny
2. butcher shops
3. trauma
4. pain

C: Reading for Detail - Answers

1. R. Madhavan
2. People for the Ethical Treatment of Animals, which is an international animal rights group.
3. b
4. a
5. a

D: Memory Test - Notes

Ask the students the questions below. Repeat no more than three times.

D: Memory Test - Text to be Read Aloud to Students

1. What did the popular Indian actor do?
2. What did he ask for?
3. Does this Indian actor eat meat?
4. Why or why not?
5. Who was the campaign organized by?

D: Memory Test - Answers

1. He crammed himself into a tiny cage.
2. Compassion for chickens. (Accept variations on this answer.)
3. No
4. Because he loves animals.
5. PETA (People for the Ethical Treatment of Animals)

Post-Reading Activities

A: Language - Answers

2. Judy loves animals, so she owns two cats.
3. Solomon goes to school every day because he loves it.
4. Nicole wants to buy a house, so she works very hard.
5. I drink a lot of water because the weather is very hot.

C: Headlines - Notes

The actual headline of today's article is '**Actor Squeezes Into Cage for Animal Rights**'. Accept any reasonable answers which correctly identify the main point of the article.

D: Writing - Notes

When you finally check the students' writing, rather than correcting errors, use symbols and / or abbreviations to indicate the kinds of errors they have made. For example **Sp** for a spelling error, or **WO** for a word order problem. Give students a list of the symbols you have used, then get them to try to self-correct their own work. This helps to reinforce the fact that writing is a process, not just a product. It also helps them to process errors for themselves, and hopefully they will be more likely to remember these mistakes and avoid them in the future.

By now they will have reworked their writing twice. Encourage them to compare their first draft with the final piece. They should notice considerable improvement.