

Pet Mania

Topic

Pets

Aims

- To review animal vocabulary
- To practise question forms
- To practise speaking skills in a role play
- To practise reading skills

Age group

11 - adult

Level

A2 / B1

Time

60 minutes

Materials

1. Pet Mania student worksheet
2. Internet links: <http://www.battersea.org.uk/> - Battersea dog's home website
<http://canineconcepts.co.uk/en/> - Website selling canine accessories
http://www.huffingtonpost.co.uk/rachel-cunningham/is-britain-still-a-nation-of-pet-lovers_b_1984688.html - Article asking if Britain really is still a nation of pet lovers.

Introduction

This lesson is about pets and some tasks are suitable for very low levels. The topic is introduced with a simple vocabulary game and Task 1 is a class survey about pets which can be adapted depending on the level. Task 2 is a role play situation between a parent and their son/daughter who desperately wants a pet and Task 3 is a reading text about the fashion of having a small dog as an accessory. The final activities use flashcards to review vocabulary and play some games using the vocabulary learnt, as well as a discussion about dogs.

Procedure

1. Introduce the topic – Animal word snake	<p>Start a word snake on the board using animals. To continue the snake you must use the last letter of the following word. For example:</p> <p>CAT – TIGER – RABBIT – TURTLE – ELEPHANT – etc. etc.</p> <p>Then get the students to group the animals according to habitat. Draw some big circles on the board labelled, FARM, ZOO, WILD, HOME etc. and ask students where they'd be most likely to see these animals. From here, look at the HOME circle and ask your students the name for animals we keep at home, to introduce the word PETS and the topic for today.</p>
2. Task 1 – Pets – class survey	<p>This is a simple speaking activity for low levels. Ask students, 'have you got a pet?' and then ask a follow up question. For students who haven't got a pet, ask them 'would you like to have a pet? If so, what pet would you like?' or 'have you ever had a pet?' Even students who say no should have some extra information. For students who do have pets the follow up questions can be, 'what's its name?' or 'how old is it?' For very low levels leave these questions written up on the board to support the students throughout. When students have the idea, get them all to stand up and walk around the room to carry out the survey. When they have finished, ask them to put the results into a bar chart or a pie chart. Put an example of these types of charts on the board to give them the idea. When all students have the chart representing their results ask them to write a little paragraph summarising their findings or they can do this orally.</p> <p>For higher levels, make the task more challenging by asking them to find out any funny stories about pets. Most children have some tales to tell about having pets.</p>
3. Task 2 – Can I have a pet? Role play	<p>This is a simple role play task but students will need to be given the time and support to prepare it well. Either you or your students can decide on the pets in question and fill in the blanks. Obviously each pair of students need the same pet in the gap! You could have fun with this by putting a few unusual pets in the gaps. Monitor the pairs carefully as they are preparing and be available to feed in the language they need. Write new language on the board to support them. When students have had enough time to prepare and practise, ask a few pairs to do their role play for the group.</p>
4. Task 3 –	<p>This is a reading task for higher levels about the trend of having dogs as a type of</p>

Puppy Love – Reading task	<p>fashion accessory! On a recent trip to London I actually picked up a dog jacket in a normal clothing shop thinking it would be a good present for a friend's new baby! The assistant pointed out that it was in fact for a dog! The fact that clothing for small dogs is now in the normal stores shows that this trend has really taken off.</p> <p>Put students into groups of four to read the text together. Give each student a number, 1 to 4, and they should read just that paragraph and then tell the rest of the group about it.</p> <p>To give students some visual support for understanding the article, download a few photos of celebrities with their pampered dogs.</p>
5. Pet Pictionary / bingo / guess the animal	<p>For these games you can either use the word cards below or you could make your own. For younger learners you could download the flashcards from the British Council Learn English Kids website and use them instead. There are colourful flashcards for both zoo animals and sea animals. All the downloadable flashcards can be found here:</p> <p>http://www.britishcouncil.org/kids-flashcards.htm</p> <p>Pictionary – divide your group in two teams and get one member of each team up to the board to be the 'artist'. Divide the board in two and give each artist a word card or a flash card. They must draw the animal for their team to guess what it is. First team to guess correctly wins a point.</p> <p>Bingo – Get students to draw a three x two square bingo board and write six animals in it from the flashcards or word cards you are using. Randomly pick out animals and students cross them off when they hear them. The first to cross all out calls 'bingo' and takes the role of bingo caller for the next round. For higher levels, instead of calling out the name of the animal, describe it instead!</p> <p>Guess the pet – Put students in pairs and give each pair a bunch of word cards or flashcards. Set a time limit of one minute for students to define as many as they can for their partner to guess in one minute. The winning pair has guessed the most correctly from their partner's definitions.</p>
6. Dog discussion	<p>Cut up the strips of discussion statements from the discussion cards worksheet and use them either in small groups or for a whole class discussion. Add some more statements to personalise the topic to where you live depending on the general attitude towards dogs.</p>

Contributed by

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