
MY GOLDFISH IS THE PERFECT PET

HOW TO KEEP A PET

Type of modul	Creative Communication
Level	A1
Target group	10–13-year-old learners
Written by	Kuti Zsuzsa, Szepesi Judit

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértő: Faragó Livia

Szakmai lektor: Gorszkiné Siró Enikő

Idegen nyelvi lektor: Mark Andrews

Alkotó szerkesztő: Sákovics Lídia

Felelős szerkesztő: Burom Márton

©

Szerzők: Kiss Natália, Kuti Zsuzsa, Poór Zsuzsanna, Szepesi Judit

Educatio Kht. 2008

INFORMATION TABLE

TYPE OF MODULE	Creative Communication
DESCRIPTION OF MODULE	Learners revise vocabulary about animals and describe them. They make a survey about their pets and design and write a manual for pet owners.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To develop a caring attitude towards nature and our environment ■ To describe characteristics of animals (body, food, habitat, etc.) ■ To develop writing skills by following models ■ To enjoy reading a short poem about animals
TIMEFRAME	5 lessons
TARGET GROUP	10-13-year-old learners
LANGUAGE LEVEL	A1-: learners can read and write in English by themselves
SUGGESTED LANGUAGE COMPETENCE	<ul style="list-style-type: none"> ■ Learners can recognize and name animals and their main parts of the body ■ can recognize and repeat what an animal looks like, eats, where it lives, what it likes doing, etc. after a model ■ have some experience in writing following a model ■ have some experience in working together in small groups ■ have some experience in self- or peer-evaluation in Hungarian or English based on given criteria
LINKS OF THE MODULE	
Cross-curricular links	Science – animals and their lives Maths – conducting and reporting about a survey Art – designing and making a book
Links with other modules	Underwater world
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	<ul style="list-style-type: none"> ■ expressing ideas in simple sentences asking for, processing and reporting on simple information gathered from peers ■ understanding simple questions and reacting verbally ■ writing short texts following models ■ reading aloud Ls' own writing ■ evaluating own and peers' work using simple language structures

General
educational skills

- using information in a creative and new way in order to complete a task
- creatively using their knowledge and skills from other subject areas in the given topic
- co-operating and working together to complete a task in small groups
- recognizing that they can learn from their peers, as well as from their teacher, in interactions
- appreciating authentic pieces of children's literature in English

EVALUATION

Learners evaluate themselves and each other using previously given simple criteria. These focus on developing self-confidence and a positive attitude towards working together.

SUGGESTIONS

The main activity in the first 3 lessons is putting a picture dictionary (pet poster) together step by step with and by Ls. Ls gradually add some information to their posters and they regularly talk about and present their pets using the information from their posters. This way the posters serve as useful resources in various activities and help Ls to keep a record of their learning throughout the module.

This topic offers a good opportunity for Ls to integrate their knowledge about the world and to search for information about a specific animal. They can do this, for example, by reading books or searching the web. If the T finds the time she can include some opportunities for discussing Ls' findings from Lesson 2. They can use the ideas from their books about animals and later (Lesson 5) they can compare their findings with the pieces of information they put on their posters.

For more advanced groups this topic can be easily extended. For example, when Ls describe their pets, they can add what the pet likes doing, how long it lives, etc. These extra pieces of information should appear throughout the activities.

The topic can be made more enjoyable and motivating by bringing in a real goldfish in a jar in the classroom. At this language level writing is often about providing a model for Ls to follow, i.e. guided writing. Therefore careful preparation and a clear model are needed to develop Ls' writing skills.

BACK UP SYSTEMS

<http://www.canteach.ca/elementary/songspoems62.html>

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Improving recognizing names of animals and their main parts of the body</p> <p>Developing expressing ideas using simple descriptions about animals</p> <p>Enhancing the use of learners' knowledge about animals</p>	<p>Making a self-made Picture dictionary</p> <p>Guessing games</p> <p>Reading and writing about pets</p> <p>Describing pets</p>	<p>Names of pets: goldfish, hamster, rabbit, parrot, dog, cat, finch, turtle, etc.</p> <p>Body parts of pets: scales, gills, fins, whiskers, paws, hair, beak, wings, feathers, shell, etc.</p> <p>Simple structures: It's It's got.... It eats Has it got?</p>	<p>Letter cards for GOLDFISH</p> <p>1.1 Pictures of fish</p> <p>Large poster paper for class poster about a goldfish</p> <p>Medium-sized poster paper for group posters about pets</p> <p>Felt tips and crayons, slips of paper for word cards</p> <p>1.4 Worksheet about pets</p> <p>1.5 A drawing of earthworms</p>
2	<p>Improving asking for specific information independently about learners' pets in a survey</p> <p>Developing recording and processing simple information in a chart</p> <p>Developing reporting about simple information gathered in a survey using a given structure</p> <p>Improving co-operation in completing a survey</p>	<p>Class survey about 4 pets</p> <p>Learning a rhyme: Five little fishes</p> <p>Recording answers in a grid.</p>	<p>It's It's got.... It eats ... Have you got ...? How many ... have you got? What's your pet's name?</p> <p>Reporting information: Tom has got a dog. It's Blacky. Kate has got 2 cats. Jim hasn't got any pets. 3 children have got dogs.</p>	<p>Slips for questions prepared by T</p> <p>Chart about the goldfish on the board</p> <p>2.5 Grid for survey about 4 pets</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Developing expressing ideas in simple sentences</p> <p>Enhancing learners' creativity to use their knowledge from other subject areas</p> <p>Developing appreciation of a short authentic poem</p> <p>Developing understanding simple questions about animals' lives and reacting to Qs</p>	<p>Adding facts to the self-made Picture dictionary</p> <p>Reading a poem</p> <p>Playing guessing games</p>	<p>a short poem: My goldfish is the perfect pet</p> <p>pets and their homes: rabbit – hutch, goldfish, turtle – tank, hamster – box, parrot, finch – cage, cat – basket, dog – kennel</p> <p>A hamster lives in a box.</p> <p>A goldfish likes diving and dipping.</p> <p>What animal is it? What does it look like? Where does it live? What does it like doing?</p>	<p>3.2 Poem on poster</p> <p>3.2 Poem illustrations</p> <p>3.3 Pets picture cards</p> <p>3.3 Pets' homes picture cards</p> <p>Goldfish and pet posters from previous lessons, pieces of paper, glue</p> <p>Qs on slips</p> <p>3.7 Worksheets</p>
4	<p>Improving using information in a creative and new way to write a manual</p> <p>Improving writing instructions following models</p> <p>Improving co-operation and working together in putting together a manual</p> <p>Enhancing the awareness that learners can learn from their peers, as well as from their teacher, in interactions</p>	<p>Making a manual about how to keep a goldfish or other pets .</p>	<p>simple instructions for keeping a pet: Feed it with worms. Clean its tank. Don't take it for a walk.</p>	<p>A real goldfish in a jar</p> <p>3.2 Poem on poster</p> <p>3. 2 Poem illustrations</p> <p>Fish food, rag slips for drawings and for instructions</p> <p>A4 sheets for pages of the manual</p> <p>Page titles on slips (A dog / A cat / etc.)</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	<p>Developing presentation skills by reading aloud learners' own writing</p> <p>Enhancing learners' skills in listening attentively to each other</p> <p>Developing evaluating learners' own and their peers' work using simple language structures</p>	<p>Presenting and evaluating the pet posters and the pages of the Manual</p> <p>Making the Manual by putting the pages together</p> <p>Reading the Manual</p>	<p>Evaluating sentences in a chart: The picture is nice / funny / plain. The ideas are interesting / useful / nothing special. I like / don't like the goldfish page.</p> <p>Presenting pet posters: This is our poster. It's a goldfish. It's got It eats... . It lives ...</p> <p>The perfect pet for me is a goldfish.</p>	<p>Poem on poster with illustrations</p> <p>2 A4 sheets for cover and back pages of the manual</p> <p>5.4 Evaluation charts with sentences</p> <p>5.7 Two-sided smiley face</p>

PROCEDURE

LESSON 1: PET'S CORNER – MAKING A PET POSTER

AIMS OF THE LESSON

- To recognise names of animals and their main parts of the body
- To develop expressing ideas using simple descriptions about animals
- To enhance the use of learners' knowledge about animals

MATERIALS AND RESOURCES

letter cards for GOLDFISH, 1.1 Pictures of fish, large poster paper for class poster about a goldfish, medium-sized poster paper for group posters about pets, felt tips and crayons, slips of paper for word cards, 1.4 Worksheet about pets, 1.5 A drawing of earthworms

Classroom arrangement: Make four groups from desks and chairs for group work.

STAGE 1 **Lead-in – Letter search**

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS Co-operation in groups, recognising words, selecting, eliciting

ORGANISATION Whole class

AIDS AND MATERIALS 8 letter cards, 1.1 Pictures of fish, a large piece of poster paper, some glue, felt pens, blutack

TEACHER'S ACTIVITIES

1. Before the lesson hide 8 letter cards in the classroom and tell Ls to find them to make a word. T: *Find 8 letters in the classroom and put the letters on the board. If you have all 8 letters, make a word.*
2. Show 1.1 Pictures of fish to Ls. Ask Ls to choose the correct picture to the word goldfish. T: *Find the goldfish. Which one is it?*
Stick the picture of the goldfish on a class poster.

LEARNERS' ACTIVITIES

1. Ls look for 8 letters in the classroom. When they have all eight, they put the letters on the board and make a word with them:
G-O-L-D-F-I-S-H
2. Ls choose the picture of a goldfish from among 4-5 pictures of different fishes.

3. Ask Ls to label the picture of the goldfish. Elicit words by pointing and write parts of the body of a goldfish on the poster: *head, eyes, tail, scales, fins, gills*. If there is a word Ls do not know point to that part of the body and name it: *This is a fin. These are scales*. Etc. Ask Ls to repeat the word.
3. Ls say the names of the parts of the body of a goldfish. If they can't, T names that body part and Ls repeat the word after the T. Ls: *fin, scales, gills*.

STAGE 2	Making a pet poster – Draw your pet
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Decision making Listening Building associations between words, pictures and written forms Cooperation Sharing knowledge in groups
ORGANISATION	Group work
AIDS AND MATERIALS	Medium-sized poster paper for group posters about pets, felt tips and crayons, slips of paper for word cards, Blu-Tack

TEACHER'S ACTIVITIES

1. Ask Ls to make 4 groups. Tell the groups that they are going to make a poster about a pet in groups. Ask Ls to agree on a pet for their poster. Tell Ls that they will work on their poster during the next two lessons, too. Tell them as well, that their posters will be evaluated in Lesson 5 according to the following criteria:
 - how nice and neat it looks
 - how much it says about the pet
 - how many of their own and how many creative ideas they write or draw on it.
 Then give each group a piece of poster paper and ask the groups to draw their chosen pet on their poster. Remind Ls that they choose their pet for the whole module, for making the pet poster.
 T: *Choose a pet for your group. Draw it on your poster.*
2. Tell Ls to label their pets in groups the same way as they did it with the goldfish on the poster.
 T: *Write the parts of the body of your pet on your poster.*

LEARNERS' ACTIVITIES

1. Ls make 4 groups. They agree on a pet. They draw the picture of that animal on their poster paper together.
2. Ls in groups label their chosen pet on their posters.

3. Ask Ls to display their labelled posters on the board. Ask Ls to see if they can add any new word to any of the posters. If it's necessary, groups complete each others' work together (e.g.: hamster / mouse / guinea-pig / rabbit / dog / cat: head, whiskers, eyes, ears, mouth, body, legs, tail, hair; parrot / finch: head, eyes, beak, feathers, wings, legs; turtle: shell).

T: *Can you name this part of the body? What's this? Write it on their poster.*

4. Give a model and describe the goldfish from the class poster.

T: *This is a goldfish. It's orange and black. It's got big eyes. It's got fins. It's got a long body. It's got scales. It's got gills. It's got a tail. Etc.* Ask Ls to describe the pets from the posters. Say that anybody can talk about any pet. Throw a ball to motivate Ls.

T: *What can you say about these pets?*

3. Ls put the posters on the board. Ls look at each other's work carefully. If they can complete any of the posters, they say the new words and write them on the poster.

4. Ls describe the pets together. Anyone can say any statement about a pet. Ls: *It's a rabbit. It's got long whiskers. It's got long ears.*

STAGE 3	Guessing game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing Describing Asking for information
ORGANISATION	Group or pair work
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Tell Ls to look at all 5 posters on the board and play a guessing game in their group.

T: *One L chooses a pet from among the five from the posters. The others in the group tell him / her statements about different pets to find out which pet L1 chose. He / she can answer with YES or NO.*

NOTE: More able Ls can make pairs and play it in pairs.

LEARNERS' ACTIVITIES

1. L1 chooses one of the five pets. The rest of his group tells him / her sentences. L1 answers with YES or NO.

E.g.: L2: *It's got long whiskers.* L1: *No. Etc.*

VARIATION LS WHO CAN USE QUESTIONS CONFIDENTLY

AIDS AND MATERIALS	–
DESCRIPTION	Ls play the guessing game with questions. L1 chooses one pet and the rest of his / her group asks questions to find out the animal. L2: <i>Has it got long whiskers?</i> L1: <i>No (, it hasn't).</i> This game also can be played in pairs.

STAGE 4	Reading and writing activity – Text about the goldfish
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Completing information Reading a text with gaps Filling in gaps Writing a description
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	1.4 Worksheet, glue

TEACHER'S ACTIVITIES

1. Ask Ls to read a gapped text about the goldfish on the board, and then complete the text together.

GOLDFISH

This is a ----- . It's a beautiful ----- . It's orange. It's got a small head, a long ----- , black ----- , ----- , orange scales and gills.

Key: goldfish, animal or pet, body, eyes, fins

2. Give 1.4 Worksheets with a gapped text to each group and ask Ls to complete the text about their pets in their groups. Tell them to look at the model about the goldfish on the board.

Then ask Ls to glue the text onto their poster.

LEARNERS' ACTIVITIES

1. Ls fill in gaps in a text about the goldfish together.

2. Ls fill in gaps in a text about their own pet in their group. Ls can use the goldfish model on the board.

Ls glue the full text onto their poster.

VARIATION LS WHO ARE MORE CONFIDENT IN WRITING

AIDS AND MATERIALS	Blank sheets of paper
DESCRIPTION	Groups can write the text without any help. Then they glue their text onto their poster.

STAGE 5	Vocabulary building – Food for pets
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing new words accurately Memorising Cooperation Identifying
ORGANISATION	Group work
AIDS AND MATERIALS	Small pieces of paper, felt pens, glue, 1.5 Drawing of earthworms

TEACHER'S ACTIVITIES

1. Show Ls 1.5 Drawing of earthworms and say:
This is a goldfish. It eats earthworms. (Help understanding with miming as well.) Then stick the drawing on the goldfish poster.
2. Give each group a small piece of paper and ask the groups to draw what their pet eats on the small piece of paper and label their drawing. Help with unknown words or with spelling. Then ask Ls to stick the drawing on their poster.
3. Repeat the two sentences about the goldfish for Ls.
This is a goldfish. It eats earthworms.
Ask Ls to talk about their pet the same way.

LEARNERS' ACTIVITIES

1. Ls go on working in groups. Ls follow T's demonstration.
2. Ls in groups draw the food their pet eats on a small piece of paper, label their drawing with the help of the T and stick the drawing on their poster.
3. Ls listen to T's demonstration, and then they talk about their pet the same way. E.g.:
This is a turtle. It eats small fish. / This is a parrot. It eats seeds. / This is a cat. It eats meat / cat food.

STAGE 6 **Round-up – Guessing games**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS
Miming
Describing
Identifying
Guessing

ORGANISATION Whole class, pair work

AIDS AND MATERIALS Pet posters

TEACHER'S ACTIVITIES

1. Call out L1 and mime a pet to him / her. L1 guesses it.
Then tell Ls to do the same in pairs.
2. Say statements about one chosen pet to Ls to guess the pet.
E.g.: It's got scales. It eats worms.
Then tell Ls to do the same in pairs.

LEARNERS' ACTIVITIES

1. Ls follow T's demonstration. Then they do the miming and guessing in pairs. L1 mimes a pet and L2 guesses it.
2. Ls listen to T's demonstration then they do the same in pairs. L1 describes a pet and L2 guesses it. (Help on the posters.)

STAGE 7 **Homework**

TIME 2 mins

SKILLS AND
COMPETENCIES IN FOCUS
Creativity
Memorising
Describing
Research skills

ORGANISATION Individual work

AIDS AND MATERIALS –

TEACHER'S ACTIVITIES

1. Explain to Ls what their homework is.

Homework 1

A: Draw your favourite pet on a piece of paper and label its body parts.

B: (for more able Ls) Draw your favourite pet and label its body parts, then write a description of it on a separate sheet.

Homework 2

Collect info about your favourite pet, bring books, search the web, etc.

LEARNERS' ACTIVITIES

1. Ls take notes of their homework.

LESSON 2: CLASS SURVEY ABOUT 4 PETS

AIMS OF THE LESSON

- to improve asking for specific information independently about learners' pets in a survey
- to develop recording and processing simple information in a chart
- to develop reporting about simple information gathered in a survey using a given structure
- to improve co-operation in completing a survey

MATERIALS AND RESOURCES

slips for questions prepared by T, chart about the goldfish on the board, 2.5 Grid

Before the lesson: Before the lesson draw a grid on the board and write 3 questions on cards. See Stage 4.

Classroom arrangement: Make four groups from desks and chairs for group work.

STAGE 1 **Warmer – An action rhyme – Five little fishes**

TIME 3 mins

SKILLS AND
COMPETENCIES IN FOCUS Miming

ORGANISATION Whole class

AIDS AND MATERIALS –

TEACHER'S ACTIVITIES

1. Say an action rhyme to Ls. While you say it, mime it as well. Use all means to help Ls enjoy the rhyme and get close to the meaning. Perform the rhyme (words and the same expressive miming and gestures) again and tell Ls to join in wherever they can. Repeat it several times with Ls.

LEARNERS' ACTIVITIES

1. Ls join in in the rhyme.

Five Little Fishes

Five little fishes swimming in a pool.

The first one said,

The pool is cool.

The second one said,

The pool is deep.

The third one said,

I want to sleep.

The fourth one said,

Let's dive and dip.

The fifth one said.

I spy a ship.

The boat comes, and a line goes kerplash.

Away the five little fishes dash!

Source: <http://www.canteach.ca/elementary/songspoems62.html>

STAGE 2 Checking homework – Display of posters

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS
Sharing knowledge in groups
Cooperation in groups
Spotting mistakes

ORGANISATION
Group work

AIDS AND MATERIALS
Posters made for homework

TEACHER'S ACTIVITIES

1. Organize Ls in their pet groups again. Then ask Ls to display their homework pet poster. Tell Ls to look at each other's work carefully and complete posters if necessary.

2. Monitor.

LEARNERS' ACTIVITIES

1. Ls help each other complete their pet poster. E.g.: They can say words, correct spelling mistakes, add new information to posters.

STAGE 3 Listening – An action game

TIME 3 mins

SKILLS AND COMPETENCIES IN FOCUS Understanding simple instructions performing the corresponding actions, Concentration

ORGANISATION Whole class

AIDS AND MATERIALS –

TEACHER'S ACTIVITIES

1. Say statements about pets and tell Ls to follow instructions at the same time. E.g.:
Hop if your pet has got whiskers. Clap your hands if your pet eats carrots. Turn around if your pet has got a shell. Etc.
Finish with the following statement:
Go to the door if you have got a dog.

LEARNERS' ACTIVITIES

1. Ls listen to T carefully, decide if T's statements are right or not for the pet that they drew and wrote about in their homework. If yes, they follow the instructions.

STAGE 4 Introducing a survey – demonstration

TIME 8 mins

SKILLS AND COMPETENCIES IN FOCUS Information exchange
Understanding a process

ORGANISATION Whole class

AIDS AND MATERIALS Grid, question cards, felt pens

TEACHER'S ACTIVITIES

1. Before the lesson draw a grid on the board and write 3 questions on cards. Grid:

NAMES	Goldfish		
	?	How many?	Names
1 Tomi			
2 Gergő			
3			
4			

Pick up the first question card and ask Ls the first question about the goldfish.

Question 1: *Have you got a goldfish?*

2. Record Ls' answers in the grid.

3. Repeat the above process with the other two questions.

Question 2: *How many goldfish have you got?*

Question 3: *What's your goldfish's name?*

4. Report on data. E.g.: *Kate has got 3 goldfish. They are Guppy, Yellow and Orange.*

LEARNERS' ACTIVITIES

1. Ls answer T's question by saying yes or no.

2. Ls listen to T.

3. Ls answer T's questions by saying yes or no.

4. Ls listen to T.

STAGE 5 **Making a group survey – Ask each other**

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS
 Decision making
 Following a model
 Understanding a sequence of instructions
 Information exchange
 Carrying out a survey

ORGANISATION Groups of four

AIDS AND MATERIALS 2.5 Grid

TEACHER'S ACTIVITIES

1. Tell Ls to form groups of four.
2. Give each group a 2.5 Grid for a survey with 3 pet words and a blank space in it (dog, cat, hamster, ----). Tell Ls that each of them in the group has to write their name in the grid.
3. Tell Ls to agree on the fourth pet, then ask each of them to choose one pet to ask about. Help Ls if they need with other pet names, e.g.: polecat /görény/, guinea pig, canary, finch, turtle, parrot, raccoon, etc.
4. Show Ls the 3 questions on the board and tell them to ask similar questions about their pet.
5. Tell Ls to record the answers in the group's grid.

LEARNERS' ACTIVITIES

1. Ls make groups.
2. Each member writes their name in the grid.
3. Then they agree on another pet and who is going to ask about which pet.
4. Then Ls ask 3 questions from each other in their group. They can see questions on the board about the goldfish. E.g.:
L1: *Have you got a dog?* (If the answer is yes, L1 carries on. If the answer is no, L1 goes to another L to ask the questions.) *How many dogs have you got? What's your dog's name?*
5. L1 records the answers in the group's grid. L1 writes e.g.: Tom: 2 (*dogs*), *Blacky*, *Blöki*. Each L in the group does the same task at the same time.

STAGE 6

Report on your finding

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Reporting back on the results of a survey

ORGANISATION

Whole class

AIDS AND MATERIALS

2.5 Grid, sentences on the board

TEACHER'S ACTIVITIES

1. Show Ls how to report on their findings. Revise the sentences about the goldfish (see Stage 4).
Do not only repeat info about the goldfish, but this time write the sentences on the board, too. E.g.: *Kate has got 3 goldfish. They are Guppy, Yellow and Orange.*

LEARNERS' ACTIVITIES

1. Ls follow the process of reporting as T presents.

2. Help summarize the info with questions. E.g.: *Who has got a dog / cat / hamster / turtle in your group?*
How many dogs / cats / hamsters / ----- does ----- have?
What is / are Tom's dog's / dogs' name / names?
Who hasn't got any pets?
How many children have got dogs in your group?

2. Each L summarizes the group's findings about different pets. Ls read out data from their grid. E.g.:
Tom has got a dog. It's Blacky.
Kate has got 2 cats.
Jim hasn't got any pets.
3 children have got dogs.

STAGE 7	Cooler – Revising the rhyme
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing memory Miming Using gestures to help memorising the rhyme
ORGANISATION	Whole class
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Say the rhyme 'Five little fishes' again and invite Ls to join in.

LEARNERS' ACTIVITIES

1. Ls say the rhyme 'Five little fishes' again together with T.

STAGE 8	Homework – Collecting info
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Research skills
ORGANISATION	Individual work
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Tell Ls to collect info about their favourite pet, bring books, search the web, etc.

LEARNERS' ACTIVITIES

LESSON 3: COMPLETING THE PET POSTERS

AIMS OF THE LESSON

- to develop expressing ideas in simple sentences
- to enhance learners' creativity to use their knowledge from other subject areas
- to develop appreciation of a short authentic poem
- to develop understanding simple questions about animals' lives and reacting to questions

MATERIALS AND RESOURCES

3.2 Poem on poster, 3.2 Poem illustrations, 3.3 Pets picture cards, 3.3 Pets' homes picture cards, Goldfish poster and pet posters from previous lessons, small pieces of paper, glue, questions on slips, 3.7 Worksheet 1, 3.7 Worksheet 2.

Before the lesson: Collect and display all the materials Ls brought to this or the previous lessons. If necessary help Ls with selecting the useful parts, make sure that the displayed material can be visited and seen by everybody and draw Ls' attention to visit the display area.

Classroom arrangement: Make four groups from desks and chairs for group work.

STAGE 1 **Warmer – Poem – My Goldfish**

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS Building association between words, pictures and written forms
Describing pictures
Matching pictures and text
Reacting to instructions
Developing right pronunciation

ORGANISATION Whole class

AIDS AND MATERIALS 3.2 Poem on poster, 3.2 Poem illustrations

TEACHER'S ACTIVITIES

1. Show 3.2 Poem illustrations to Ls about the poem "My Goldfish". Talk about the pictures.

What's this pet? What colour is it? What does it look like? Where does a goldfish / rabbit / dog / cat live? What can it do? Can it speak? It can bubble / squeal / bark / mew.

LEARNERS' ACTIVITIES

1. Ls listen to T and answer T's questions with the help of the pictures.

2. Read out the poem from 3.2 Poem on poster. Ask Ls to match the appropriate pictures to the lines.
2. Ls follow T's reading and match illustrations to lines of the poem together.

My Goldfish

*My goldfish is the perfect pet. She isn't any trouble.
She doesn't bark.
She doesn't mew.
Just bubbles, bubbles, bubbles.*

*My goldfish is the perfect pet. She isn't any trouble.
We don't have
to feed her much.
She doesn't need a rabbit hutch,
Just bubbles, bubbles, bubbles. (Marie Brookes)*

Source: <http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/fishpoems.htm>

3. Invite Ls to join in reading the poem. They point to the pictures while they say the words.
3. Ls join in reading the poem and point to illustrations when they are mentioned in it.
4. Initiate a discussion about the poem. Ask questions, ask Ls to point to different parts of the illustrations, and personalize the poem. E.g.: *What colour is the fish? Where is the fish? Which pet lives in a hutch? What does a dog do when it 'speaks'? Can you 'bark'? Point to the basket. Point to the kennel. Have you got a basket for your cat? Does your dog live in a kennel? Etc.*
4. Ls answer T's questions, follow T's instructions and talk about their own pets.
5. Suggest that Ls read the poem aloud in various ways. After one or two examples Ls can come up with their ideas about the poem. E.g.: fast, slowly, quietly, loudly, happily, sadly, angrily, sleepily, murmuring, barking, squealing, etc.
5. Ls read out the poem in different ways.

STAGE 2	Vocabulary building – Where do pets live?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Using pictures help remember Matching Pronouncing new words accurately
ORGANISATION	Whole class
AIDS AND MATERIALS	3.2 Poem illustrations, 3.3 Pet picture cards, 3.3 Pets' homes picture cards

TEACHER'S ACTIVITIES

1. Show Ls the 3.2 Poem illustrations pictures again and ask which pet lives where. E.g.: *Where does a goldfish / rabbit / dog / cat live?* Then put 3.3 Pet picture cards on the board. Give Ls 3.3 Pets' homes picture cards. Ask Ls to match the cards and say which pet lives where. E.g.: *A parrot lives in a cage. A hamster lives in a box.*
2. Label the pictures of 'homes' on the board. Encourage Ls to collect other animals that live in a box / basket / tank / etc.
3. Ask Ls to practise the new vocabulary by choosing one or two of the following ideas:
 - throw a ball for repeating the words
 - mix up the pictures of pets and the pictures of homes asking Ls to match again
 - mime the pet and ask for its home
 - ask Ls to see and read your lips and say the word you imitate (form sounds, but don't utter them)
 - ask Ls to say new statements by matching the pictures in another way, e.g.: *A parrot lives in a box.* Others decide and say whether the statement is true or false.

LEARNERS' ACTIVITIES

1. Ls answer T's questions. E.g.:
*A goldfish lives in a **tank**. A rabbit lives in a **hutch**. A dog lives in a **kenel**. A cat lives in a **basket**.*
Ls match pet pictures to the home pictures. Ls together with T say where these pets live. E.g.: *A parrot lives in a **cage**. A hamster lives in a **box**.*
2. Ls write the names of homes next to the pictures and give more examples.
3. Ls practise the new vocabulary in different ways.

STAGE 3 **Completing pet posters – descriptions**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Creating visual interpretation
Cooperating in groups

ORGANISATION Group work

AIDS AND MATERIALS Small pieces of paper, felt pens, glue, 3.2. Poem illustration

TEACHER'S ACTIVITIES

1. Take the poem illustration, the picture of the goldfish in a tank and label it: TANK. Stick the labelled picture on the goldfish poster. Describe the picture: *A goldfish lives in a tank.* Then write this sentence on the poster.
2. Ask the four pet groups of Ls to complete their pet poster with their pet's home. Give Ls a small piece of paper to draw their pet's home on it and label it with the pet's home's name. Then tell Ls to stick the labelled picture on the pet poster. When the pictures are on the posters tell the groups to write the sentence on the poster, too.
3. Tell the groups to present where their pet lives.

LEARNERS' ACTIVITIES

1. Ls follow T's demonstration.
2. Ls gather in the four pet groups.

Ls in groups draw their pet's home on a small piece of paper and label it, too. Groups stick their labelled picture on their poster. Then they write a sentence about it on the poster. E.g.: *A hamster lives in a box.*
3. Groups present their work telling the others where their pet lives. E.g.: *A hamster lives in a box.*

STAGE 4 **Revising the rhyme – Five little fishes**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Chanting
Learning a text with the aid of mimes, gestures

ORGANISATION Whole class

AIDS AND MATERIALS –

TEACHER'S ACTIVITIES

1. Invite Ls to revise the rhyme: Five little fishes(see Lesson 2 Stage 1).
Call out Ls to make a circle and to do the action rhyme together.
Help recall the rhyme by miming and gesturing.
Repeat the process several times.

LEARNERS' ACTIVITIES

1. Ls gradually join in in saying the rhyme, miming.

STAGE 5	Vocabulary building – What do pets like doing?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Building associations between words, pictures and mimes Discussing for making decision Miming words Cooperating in groups Sharing ideas with others
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	3.2 Poem illustrations, slips of paper

TEACHER'S ACTIVITIES

1. Introduce what a goldfish likes doing. Show 3.2 Poem illustrations (picture of a diving fish on goldfish poem illustration) and say:
A goldfish likes diving and dipping (taken from the rhyme 'Five little fishes').
Write this sentence on the goldfish poster, too and read it out for Ls.
2. Ask Ls in their groups to discuss what their pet likes doing. If the groups do not know how to say something in English, help with these words or phrases. Tell the groups to mime the words for the others to guess. Help other groups, as well, by giving the unknown phrases to guess.
3. Give small slips of paper to each group and tell them to write what their pet likes doing on the slip. Help groups with spelling. Then ask Ls to stick the slips on their poster and at the same time to read it out for the others.

LEARNERS' ACTIVITIES

1. Ls follow T's demonstration.
2. Groups discuss what their pet likes doing. If they do not know how to say it in English, they can ask T for help.
E.g.: 'A dog likes jumping.' 'A hamster likes running about.' 'A cat likes cleaning itself.' Etc. Groups mime, other groups guess.
3. Ls write about their pet, what it likes doing. Then they stick their slip on their poster and present it for the others.

STAGE 6A	Round-up – Guessing games
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing Scanning for information in order to make a picture Describing Cooperating in groups
ORGANISATION	Whole class, group work, pair work
AIDS AND MATERIALS	Pet posters, slips of paper for sentences, sheets of paper for drawings

TEACHER'S ACTIVITIES

1. Describe a pet for Ls to guess. E.g.: *It's a small pet. It's got long brown or grey hair. It eats vegetables. It lives in a box. It likes running about. (A hamster.)*
Then suggest Ls do the same in pairs. Tell Ls that they can find help on the pet posters on the board.
2. Ask the groups to copy each sentence from their pet poster on separate slips. Collect slips from all four groups and mix them. Tell the groups to choose as many slips as they wrote, read the slips in their group and then draw a pet according to the sentences. (To make funny drawings group the slips before Ls choose.)
When they finish their drawings tell Ls to describe their funny pet to another group. Monitor.

LEARNERS' ACTIVITIES

1. Ls guess the pet that T describes for them.
Then Ls do the same task in pairs. L1: *It's a small pet. It's green, brown, grey, yellow and red. It's got a little head, big eyes, four legs and a big shell. It eats small fish. It lives in a tank, in water. It likes swimming.* L2: *A turtle.*
Then they can change roles.
2. Ls in their group agree who copies which sentence from their pet poster. They give the slips with sentences to T.
When all the slips are mixed Ls choose as many slips as they gave to T. Ls put all slips on their desk, read the slips together. Then they draw a 'funny' pet according to the sentences they chose.
When they finish, they describe this new pet to another group.

VARIATION FOR MORE FLUENT SPEAKERS

AIDS AND MATERIALS	Funny pet drawings on the board, pet posters for help
DESCRIPTION	When Ls finish their picture T collects drawings and puts them on the board. From this point of the lesson two groups work together. Group 1 describes their funny pet to Group 2, Group 2 guesses which picture it is from among the five on the board. Then the two groups change roles. Then Group 1 works together with Group 3, Group 2 with Group 4. They do the same task as before with their new partners.

STAGE 6B	Guessing games
TARGET GROUP	More able Ls
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing Information exchange Describing
ORGANISATION	Whole class, group work, pair work
AIDS AND MATERIALS	Pet posters, questions on cards

TEACHER'S ACTIVITIES

- Put question cards around the goldfish poster and explain what the questions refer to. E.g.:
What colour is it? – It's orange, black and white.
What has it got? – It's got a small head, fins, scales, gills.
What does it look like? – It's beautiful / small / colourful. It's got orange scales.
Etc.
What does it eat? – It eats earthworms.
Where does it live? – It lives in a tank. What does it like doing? – It likes swimming / bubbling.
- Ask Ls to think of a pet then leave the room for 1 minute. Come back, ask questions from Ls and guess the pet. Possible questions: *What colour is it? What does it look like? What parts of the body does it have? What does it eat? Where does it live? What does it like doing?*
- Suggest Ls do the same task, but the other way round: think of a pet, Ls ask questions. Tell Ls that they can find help on the board.
- Tell Ls to play the same guessing game in pairs.
Monitor.

LEARNERS' ACTIVITIES

- Ls follow T's demonstration.
- Ls agree on a pet from among the five pets on the posters. Then they answer T's questions. E.g.: *It's red, yellow, green, orange, etc. It's got wings, two legs and a beak. It's very nice / colourful / funny / noisy / big / etc. It eats seeds. It lives in a cage. It likes speaking.* (parrot)
- Ls ask questions to guess the pet.
- Ls play the game in pairs.

STAGE 7A	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading comprehension
ORGANISATION	Individual
AIDS AND MATERIALS	3.7 Worksheet 1, 3.7 Worksheet 2

TEACHER'S ACTIVITIES

1. Give a choice for Ls to choose which homework task they would like to do and explain both tasks. Make sure there are enough copies (50-50%) of homework tasks.

Worksheet 1: Answer the questions about your favourite pet.

Worksheet 2: Match questions to answers and then guess which pet it is.

LEARNERS' ACTIVITIES

1. Ls decide which homework task they would like to do and take a copy home.

STAGE 7B	Homework
TARGET GROUP	More confident Ls
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing a description Making illustrations
ORGANISATION	Individuals
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Tell Ls to draw a funny animal on one piece of paper and write its description on another sheet.

LEARNERS' ACTIVITIES

1. Ls make note of their homework.

LESSON 4: MAKING A MANUAL

AIMS OF THE LESSON

- to enhance the awareness that learners can learn from their peers, as well as from their teacher, in interactions
- to improve using information in a creative and new way to write a manual
- to improve writing instructions following models
- to improve co-operation when putting a manual together

MATERIALS AND RESOURCES

a real goldfish in a small jar, some fish food and a rag, 3. 2 Poem on poster, the first page of the manual, A4 sheets for pages of the manual, page titles on slips, slips of paper

Before the lesson: Bring in a real goldfish in a small jar, some fish food and a rag if possible. Before the lesson collect worksheets and check homework.

Classroom arrangement: Make four groups from desks and chairs for group work.

STAGE 1 **Checking the homework – Mix and match**

TIME 4 mins

SKILLS AND COMPETENCIES IN FOCUS
 Identifying pictures of pets
 Matching drawings and their descriptions
 Cooperating in groups

ORGANISATION Whole class

AIDS AND MATERIALS Homework sheets

TEACHER'S ACTIVITIES

1. Tell the Ls who did Homework 7B to display their pet drawings and their pet descriptions from homework on the board. Then ask Ls to match drawings and descriptions on the board.
 (If Ls did Homework 7A check it before the lesson.)

LEARNERS' ACTIVITIES

1. Ls put all their funny animal drawings and all their descriptions on the board then they match them.

STAGE 2	Recycling the poem – My goldfish
TIME	4 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing memory Using a text as visual support
ORGANISATION	Whole class
AIDS AND MATERIALS	3.2 Poem on poster, small pieces of paper to cover words in the text, Blu-Tack

TEACHER'S ACTIVITIES

1. Invite Ls to reread the poem 'My goldfish' using a real goldfish in a jar or the illustrations and the poster of the poem from the previous lesson.
2. Cover some words in the poem and ask Ls to retell the poem by guessing the covered words. They can repeat it with other words. Start with some content words (goldfish, pet, bark, rabbit) or rhyming words (much-hutch, trouble-bubbles).

LEARNERS' ACTIVITIES

1. Ls read the poem together with T.
2. Ls retell the poem by guessing the covered words in it.

STAGE 3	Collecting ideas – How to keep a pet?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Eliciting ideas Collecting ideas Meaning making with the help of miming gestures Sharing knowledge Discussing opinions
ORGANISATION	Whole class
AIDS AND MATERIALS	Survey from Lesson 2, slips of paper, (a fish in a jar)

TEACHER'S ACTIVITIES

1. Refer to the survey from Lesson 2 and read data about the goldfish again. E.g.: *Kate has got three goldfish. They are Guppy, Yellow and Orange.*
2. Demonstrate how to keep a goldfish. Show your ideas with the help of a real goldfish in a jar or imitate the ideas. Ask one L to do the activities or mime them while he / she talks about them. E.g.: *Feed it with fish food. Clean its tank. Talk to it.*
3. Elicit more ideas from learners about how to keep a goldfish. Write Ls' ideas on slips for a manual poster and put them on the board.
4. Elicit more ideas from learners about keeping other pets. Write Ls' ideas on slips for a manual poster and put the slips on the board.

LEARNERS' ACTIVITIES

1. Ls listen to T.
2. Ls listen carefully. L1 can help with miming.
3. Ls present their ideas about how to keep a goldfish. E.g.: *Feed it with earthworms. Give it fresh water. Heat its water.*
4. Ls present their ideas about keeping other pets. E.g.: *Feed it with seeds / meat / carrots / vegetables / small fish / cat food / dog food / etc. Clean its basket / box / kennel / cage / hutch. Talk to it. Give it some water. Clean / cut / brush its hair. Take it for a walk. Play with it. Let it out. Etc.*

STAGE 4

Collecting ideas about how not to keep a pet – You mustn't do that!

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Meaning making
Eliciting, collecting and sharing ideas
Matching written forms and 'meaning'

ORGANISATION

Whole class

AIDS AND MATERIALS

Slips of paper

TEACHER'S ACTIVITIES

1. Give and elicit ideas about how not to keep a goldfish. Write the ideas on slips for a manual poster and put them on the board. E.g.: *Don't play with it. Don't keep it in a box. Don't take it for a walk. Don't take it out of the water.*

LEARNERS' ACTIVITIES

1. Ls add their ideas to T's ideas about how not to keep a goldfish.

2. Collect and elicit more ideas for other pets. Write the ideas on slips for a manual poster and put them on the board. E.g.: *Don't pull its ears. Don't squeeze it. Don't leave it alone for a long time. Don't keep it in a very small place.* Etc.
2. Ls add their ideas to T's ideas about how not to keep a pet.

STAGE 5	Selecting and reading out sentences for one pet – Use your ideas
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Selecting sentences Identifying Giving a short summary
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	Slips on board

TEACHER'S ACTIVITIES

1. Ask Ls to select sentences from the board for one special pet and read these sentences out. T: *I've got a dog. Please, help me. Give me ideas how to keep it.*
2. Tell Ls to do the same task in pairs.

LEARNERS' ACTIVITIES

1. Ls select the sentences that can be appropriate for a dog and read them out. E.g.: *Feed it with meat. Feed it with dog food. Give it fresh water. Clean its kennel. Clean its hair. Brush its hair. Let it out. Take it for a walk. Play with it. Talk to it. Don't leave it on its own for a long time. Don't keep it in a very small place.* Etc.
2. Ls in pairs agree on a pet. They choose sentences from the board that can be appropriate for keeping their chosen pet.

STAGE 6	How to keep your pet? – making a manual
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding and following instructions and a model Selecting Summarising Creating visual interpretation
ORGANISATION	Whole class
AIDS AND MATERIALS	A4 sheets for the pages of the Manual, slips of paper, page titles on slips (A dog / A cat / etc.)

TEACHER'S ACTIVITIES

1. Introduce the idea of a book, a manual about how to keep pets.
2. Tell Ls that their work will be evaluated in Lesson 5. Introduce evaluating criteria: the drawing, the instructions and the display of the whole page will be evaluated.
3. Demonstrate the first page of the Manual:
Take a drawing of a goldfish and stick it on an A4 size sheet on a page of the manual.
Then choose all the sentences from the board that are about how to keep and how not to keep a goldfish.
Stick the sentence slips on the page, too.
Take a blank slip and write the page title on it 'Goldfish', then stick it on the top of the page, too.
4. Tell Ls to do the same in their groups about their group's pet.
Monitor Ls' activity.
If groups can't finish their page, ask them to take the pages home and complete them at home or at school after the lessons together.

LEARNERS' ACTIVITIES

1. Ls listen to T's introduction.
2. Ls listen carefully to T.
3. Ls listen to T's model.
4. Ls follow the model in their pet groups and share the work.
Some Ls draw a simple picture of their pet on a slip. Others copy 4-5 sentences on their slips from the slips on the board that are about how to keep or how not to keep their pet. One L can write the page title for their manual page.
When they finish with these tasks they design the page and then stick everything on the A4 sheet to make their page.

LESSON 5: PRESENTATION AND EVALUATION

AIMS OF THE LESSON

- to develop presentation skills by reading aloud learners' own writing
- to enhance learners' skills in listening attentively to each other
- to develop L's skills in evaluating their own and their peers' work using simple language structures

MATERIALS AND RESOURCES

3.2 Poem on poster, 3.2 Poem illustrations, 2 A4 sheets from nice cardboard paper for the cover and back pages of the Manual, 5.4 Evaluation chart, 5.7 Two-sided smiley face (for each group)

Before the lesson: Prepare 2 A4 sheets from nice cardboard paper for the cover and back pages of the Manual.

Classroom arrangement: Make four groups from desks and chairs for group work.

STAGE 1 **Warmer – Revise the rhyme: Five little fishes**

TIME 2 mins

SKILLS AND COMPETENCIES IN FOCUS
Developing memory
Learning a text with the help of miming and gestures

ORGANISATION Whole class

AIDS AND MATERIALS –

TEACHER'S ACTIVITIES

1. Suggest Ls recite the rhyme together (see Lesson 2).

LEARNERS' ACTIVITIES

1. Ls say the rhyme together with T.

STAGE 2 **Production – Completing the Manual**

TIME 6 mins

SKILLS AND COMPETENCIES IN FOCUS
Cooperating in groups
Creating visual interpretation
Understanding instructions

ORGANISATION Whole class, group work, individual work

AIDS AND MATERIALS Pages of the Manual from previous lesson, two A4 blank sheets from cardboard for the front and back covers, felt pens, crayons, coloured pencils, scissors, glue

TEACHER'S ACTIVITIES

1. Tell Ls to make the front and the back cover pages of the Manual, and do the tasks simultaneously. Give suggestions how to do them:
 - front cover page: someone writes the title “*How to keep pets?*”, groups draw their pet;
 - back cover page: someone writes the sentence “*The perfect pet for me is a :*,” each L chooses and writes one pet’s name from the Manual to complete this sentence

LEARNERS' ACTIVITIES

1. Ls agree who / which group writes the title of the Manual or the sentence for the last page. Ls who have already finished their Manual page can be given these tasks. Ls in groups make a small and simple drawing of their pet, cut it out and stick it onto the front cover page of the Manual to decorate it. Each L has got the task to find out which pet is the ‘perfect’ pet for them. They write their chosen pet’s name on the last page one by one.

STAGE 3	Presentation
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Presenting the pages Cooperating in groups Listening attentively to peers’ presentations
ORGANISATION	Group work
AIDS AND MATERIALS	Pages of the Manual

TEACHER'S ACTIVITIES

1. Ask Ls to display the pages of the Manual on the board.
2. Tell each group to read out their own page.

LEARNERS' ACTIVITIES

1. Groups put the pages of the Manual on the board.
2. Groups read out and present their work, their manual page in front of the others.

STAGE 4	Evaluation
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Meaning making Evaluating peers’ work
ORGANISATION	Group work
AIDS AND MATERIALS	5.4 Evaluation chart for each group

TEACHER'S ACTIVITIES

1. Give each group an evaluation chart with evaluating sentences.
 Make sure that all the sentences are clear for Ls. Remind Ls that they don't have to fill in the chart about their own page.
 Ask Ls to go and look at the displayed pages carefully, discuss them and put ticks in their evaluation chart about other groups' pages.

5.4 Evaluation chart

Group 1	Pet 1	Pet 2	Pet 3	Pet 4
The picture is nice.	--	×		×
The picture is funny.	--			
The picture is plain.	--		×	
The ideas are interesting.	--			
The ideas are useful.	--	×		×
The ideas are nothing special.	--		×	
We like the ----- page.	--	×		×
We don't like the ----- page.	--		×	

LEARNERS' ACTIVITIES

1. Ls discuss each page in their group.

2. Tell Ls that each group is to report about one page, i.e. read out the sentences from their evaluation chart about one group.

2. Ls in groups read out the sentences about one pet group.

STAGE 5 **Demonstration – How to present the pet posters?**

TIME 2 mins

SKILLS AND COMPETENCIES IN FOCUS Listening attentively to a presentation

ORGANISATION Whole class

AIDS AND MATERIALS Goldfish poster

TEACHER'S ACTIVITIES

1. Give a model of how to present the posters. E.g.:
This is my poster. It's about a goldfish. It's orange, black and white. It's got a small head, fins, scales, a tail and gills. It eats earthworms. It lives in a tank. It likes diving and dipping.
2. Remind Ls of the evaluation criteria:
 - how nice and neat the poster looks
 - how much they tell about the pets
 - how many of their own and how many creative ideas they wrote or drew

STAGE 6 Practice – Prepare for presentation

TIME 3 mins

SKILLS AND
COMPETENCIES IN FOCUS
Following a model
Cooperating in groups
Managing a group task

ORGANISATION
Group work

AIDS AND MATERIALS
Groups' own pet posters

TEACHER'S ACTIVITIES

1. Ask each group to prepare for a group presentation about their poster the same way as they heard it in the model.

LEARNERS' ACTIVITIES

1. Ls listen to T's presentation carefully.
2. Ls listen to what kind of evaluating criteria they have to consider.

LEARNERS' ACTIVITIES

1. Ls in their groups practise describing their pet together using their pet poster. *This is our poster. It's about a goldfish. It's got It eats... . It lives*

STAGE 7	Presentation and evaluation – Presenting the pet posters
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding instructions and explanations Giving a group presentation Cooperating in groups Evaluating peers' presentations Making decisions in groups
ORGANISATION	Group work
AIDS AND MATERIALS	Pet posters, 5.7 Two-sided smiley face

TEACHER'S ACTIVITIES

1. Give each group 5.7 Two-sided smiley face from cardboard (happy – plain).
Ask Ls to evaluate each other's presentation by showing a happy or a plain face after each presentation. Explain how to use the two faces for evaluating the posters: happy face: very good / super; plain face: ok / not bad.
2. Tell the groups to present their posters one by one.
3. Summarize the results.

LEARNERS' ACTIVITIES

1. Groups get a Two-sided smiley face to evaluate with it. They discuss with T how to use the faces.
2. Groups present their pet posters in front of other groups.
3. The groups who are the listeners discuss after each presentation how they wish to evaluate the presenters then they show the appropriate face.

STAGE 8	Reading the Manual together – What's the perfect pet for you?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Summarising Giving personal opinion
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	Manual

TEACHER'S ACTIVITIES

1. Tell Ls to put pages of the Manual together and make the book.
2. Suggest Ls read the Manual together.
3. Ask each L to say one by one what the perfect pet for them is.

LEARNERS' ACTIVITIES

1. Ls make a book from the pages.
2. Ls and T read the book, the Manual, together.
3. At the end of the Manual each L adds a sentence about his / her perfect pet: E.g.:
The perfect pet for me is the hamster.