



# DO YOU KNOW?

Lesson Plan  
Starter Level

## PETS

CEFR Pre-A1 Level

YLE Starters

### LESSON OBJECTIVES

#### Vocabulary

- Animals: bark, meow, sheep, wolves, mice, fox, lion, tiger, snow leopard
- General: job, people, night, sleds, friends
- Verbs: hunt, jump, move, walk
- Adjectives: strong, big

#### Grammar

- Present simple
- Present continuous

#### Skills

- Reading: for gist, for specific information, vocabulary development
- Writing: basic sentences, describing pets
- Listening: for specific information
- Speaking: describing pictures, asking and answering questions about pets, presenting information

#### Resources

- Do You Know? Pets book
- Visit [www.ladybirdeducation.co.uk](http://www.ladybirdeducation.co.uk) for
  - Reading Activities
  - Video Activities
  - Audiobooks
  - Video clips

### LESSON PLAN

Timing: 40–60 minutes

Before reading: 10 minutes

During reading: 20 minutes

After reading: 10 minutes.

#### Before reading

- Introduce the subject. Ask pupils if they or anyone they know, has a pet.
- Show pupils the cover picture and ask: *What type of pet is this?*
- Show pupils the pictures on pages 4–5 and go over the vocabulary. Ask: *Which picture shows 'hunt'?*
- Check/pre-teach the verbs by miming jump, move, etc.
- Ask pupils if they can think of any words that mean the opposite of strong: weak, frail, feeble.
- Hand out the reading activities sheet. Ask pupils to do activities 1a and 1b. First check answers in pairs, then correct answers as a class.

#### During reading

- Read or play the audio recording and ask pupils to follow the text in their books up to page 7. Pause to ask the second 'Think' question to check understanding. Ask: *What would your dream pet be?*
- Read or play the audio recording and ask pupils to follow the text in their books up to page 11. Pause to ask the 'Look' question to break up text and check understanding.
- Read or play the audio recording and ask pupils to follow the text in their books up to page 17. Pause to ask the 'Look' question to check understanding. Ask: *Can you see more colors than a dog?*



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- Ask pupils to work in small groups to do activity 2 on the reading worksheet, correcting answers as a class.
- Read or play the audio recording and ask pupils to follow the text in their books up to page 23. Pause to ask the ‘Think’ question to check understanding. Ask: *Do the pets have jobs?*
- Ask pupils to work in pairs to do activities 3 and 4 on the reading worksheet, correcting answers as a class.
- Continue to read or play the audio recording to page 25. Pause to summarize or ask the ‘Think’ question to break up text and check understanding.
- Continue to read or play the audio recording to the end of the book. Ask questions to check understanding. For example: *What animals aren’t pets?*
- Organize the class into pairs. Hand out the video worksheets. Check that pupils understand the tasks. Play the videos, pausing after each one to give pupils time to answer. Check their answers. Show correct pronunciation during feedback.
- Organize pupils into pairs or small groups and ask them to complete one or two of the ‘Find out!’ tasks on pages 13 and 27. They could create a fact file on the information they learn.
- Organize the class into pairs and ask them to complete one of the ‘Project’ tasks on page 19 or 29. You could choose pupils to present the information they find out to the rest of the class. Set as homework if time is short.
- As homework, ask pupils to write and design an advert promoting a new pet shop.

### DIFFERENTIATION

#### Extra support

- Mix pupils of different abilities when doing groupwork.
- Encourage pupils to draw and label answers rather than write full sentences.
- For all speaking activities you can show with a pupil or ask two stronger pupils to show the class.

#### Extension

Fast finishers can write an explanation or a fact file about one type of pet.

It could include:

- how much it sleeps
- what it eats
- whether it needs exercise
- whether it needs company
- what noise it makes
- whether it is active in the day or at night.

#### After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually. Check their answers.
- Ask pupils which of the pets from the book they’d most like to have.
- Ask pupils to work in pairs to do activity 5 on the reading worksheet.
- Organize the class in two, and hold a debate with one half arguing the benefits of a pet dog and the other half arguing the benefits of a pet cat.