



# ANIMALS AND PETS - A2

## I. About this Lesson

**Activity title:** Animals and pets

**Level:** A2

**Subject:** English as a foreign language

**Timing:** 50 minutes

**Resources:** computer with internet access, photos of various animals, worksheet.

**Learning objectives:**

- a. Get familiar with pet and veterinary vocabulary;
- b. Learn the possessive pronouns (my, your, etc);
- c. Practice speaking and asking questions in pairs using possessive pronouns.

**Materials needed:** pen, paper, whiteboard, markers

## II. Lesson scenario

### 1. Instructions for the teacher

#### Introduction (5 min)

Start the lesson with a short “Check IN” by telling students:

- a. Today, we will learn the vocabulary about animals.
- b. I will tell you about: what are the different types and categories of animals, where the animals are living, and what animals are called pets.



- c. Then, we will do some exercises together.
- d. Then, we will study grammar and see the possessive pronouns.
- e. Then, we will do some grammar exercises using comic strips.
- f. We will practice our learnings (grammar and vocabulary) by posing questions and having a short discussion in pairs.

### Exercise 1: vocabulary (15 min)

- a. Show photos of animals you have prepared and ask students questions like: "What is the name of this animal?", "Where does this animal come from?", "Are these animals living in the zoo?", "Which can live in our home?", etc.
- b. Write each word of the animals on the board.
- c. Ask students to work together and divide the photos of animals you have shown them, in the 6 categories of animals: mammals, fish, birds, reptiles, amphibians, invertebrates.
- d. Then, ask them to classify them as domestic, pets or wild animals.
- e. Print the worksheet of the lesson and distribute it to each student.
- f. Ask students to do the exercise 1 individually (4 min).

### Exercise 2: Grammar (25 min)

- a. Explain the possessive form and the theory of possessive pronouns.
- b. Create a table that summarizes the possessive pronouns and leave it written on the board as a reminder.
- c. Do together the **task 1** from the worksheet.



d. Then ask students to work individually and complete the **task 2** from the worksheet (5 min).

**Answers:** mine, his, his

e. Once everyone is done, ask a student to read it out loud.

f. Then ask students to work in pairs and ask them to order the dialog in the comic strip of **task 3** from the worksheet (5 minutes).

**Answers:** A-3, B-5, C-1, D-6, E-7, F-2, G-4

g. Once they finish you can ask them to stay in pairs and practice posing questions about animals and pets and using the possessive pronouns. Students can take 3-4 minutes to think about questions and note them in their worksheets, before starting the discussion with their pair.

### Finish the lesson with a short “Check out” (5 min)

a. During the lesson we learn about animals, pets, and possessive pronouns.

b. The most important things were the different categories of animals and their types, the possessive form to demonstrate ownership, and the possessive pronouns that can replace a noun or a noun phrase to express possession or belonging in a sentence.

c. We were able to name animals, spell them correctly and classify them in categories of animals.

## 2. Worksheet for student

### EXERCISE 1: VOCABULARY

Write the animal's name under each picture:



Photo by [Kalen Kemp](#) on [Unsplash](#)



Photo by [Sarah Miller-Coral](#) on [Unsplash](#)



Photo by [Mika Brandt](#) on [Unsplash](#)

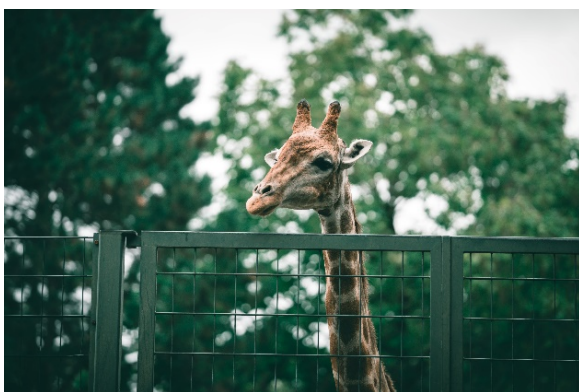


Photo by [Omar Ram](#) on [Unsplash](#)



Photo by [Jan Rey Gaitera](#) on [Unsplash](#)



## EXERCISE 2: GRAMMAR

**TASK 1:** Rewrite the following sentences with a possessive pronoun.

1. That's my plate, your plate is there!

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2. My sister is annoying, but your sister seems very nice.

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3. Their car is not as big as our car.

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4. I've lost my keys, so my brother lent me his keys.

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**TASK 3:** In the comic strip below, put the sentences below in the appropriate balloon to create the dialogue. Fill in the blanks in the balloon of the comic strip below.

- 1) Oops, I forgot to clean my home today!
- 2) Oh wonderful! We should go now!
- 3) Welcome to our forest! This is our home!
- 4) Let's go!
- 5) We like taking care of this area of ours!
- 6) That means that we cannot go see the lake today, can we?
- 7) Well, you can see the other side of the lake and not mine!

## Welcome to our forest!



**TASK 4:** Practice what you have learned about animals and pets with a friend using the possessive pronouns.

Take some time to note questions you would like to ask to your pair.

For example: "What is your favourite animal?", "Do you have a pet?", "What is the name of your dog?"

Then pose the questions and create a dialogue with your partner.

You can use the space below to note your questions.





### III. Modification and Differentiation ideas

- In exercise 1 activity 4 and 5, you can ask students to work individually and divide the photos of animals you have shown them, in the 6 categories of animals, writing them down on a paper.
- Instead of writing the task 1 of exercise 2, you can ask students to do it orally in the classroom and take the worksheet to fill it at home.
- You can easily combine this lesson plan with a writing exercise for homework, such as a writing composition on the topic 'my favourite animal'.
- You can ask students to use the comic strip of the Task 3 of exercise 2 and fill it with different sentences to create a different story. You can also challenge them by asking to use at least one possessive pronoun!
- You can also prepare empty comic strips on additional work sheets and ask students to fill them with a situation that might happen while visiting a zoo.