

Popular pets

LEARNING OUTCOMES

- I can learn about popular pets around the world and use what I learn to make connections with my own culture.
- I can talk about which pets are popular in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

- cage [n]:** a container made of wire or metal for keeping animals or birds in
- chinchilla [n]:** a small South American animal with soft grey fur
- cricket [n]:** a small brown insect
- curious [adj]:** wanting to find out about something
- delicate [adj]:** easily damaged
- gentle [adj]:** not forcing or using a lot of effort
- hairy [adj]:** covered in hair
- hay [n]:** long grass that has been cut and dried
- hurt [v]:** to cause harm or injury
- insect [n]:** a small animal with six legs
- lizard [n]:** a small animal with a long tail and rough skin that lives in hot places
- mammal [n]:** an animal that is born from its mother's body and drinks its mother's milk
- pick up [v]:** to lift someone or something
- reptile [n]:** a type of cold-blooded animal that lays eggs and whose body is covered in scales
- soft [adj]:** pleasant to touch and not rough or hard
- spider [n]:** a small creature with eight legs
- sweet [adj]:** tasting like sugar
- tank [n]:** a large container
- treat [n]:** something special
- vivarium [n]:** a transparent container in which small animals live

WARMER

Ask students if they have a pet. If so, ask what animals they have and do a class survey. Which pets are the most popular?

1 In pairs, students discuss the information and answer the questions. Make sure students understand any unknown vocabulary (e.g. rabbit, guinea pig, hamster, pony, lizard, snake, etc.).

Answers

- 1 Fish
- 2 Lizards and snakes
- 3 Hamsters, horses and ponies, lizards

2a Ask students to read the texts quickly and find the answer.

Answer

mammal: chinchilla; reptile: crested gecko; spider: tarantula

2b Students read the texts again and circle the correct answer option. When students have finished, check the answers as a class.

Answers

- 1 teenagers 2 at night 3 can 4 unusual
- 5 jumping 6 never stop growing

2c Students scan the text again for information and complete the table for each pet. Check the answers as a class.

Answers

	Crested gecko	Tarantula	Chinchilla
what it looks like	green, 17–20 cm	hairy body, big legs	big dark eyes, soft grey fur, 30 cm
why it is a good pet	small, very friendly	small, quiet, clean, (most are) gentle	clean and quiet
what kind of home it needs	a vivarium, with a special light and plants	a warm tank	a big cage
what kind of food it likes	special reptile food, small insects	insects, crickets	hay, apple, sweet treats

Gateway to culture

3a Students work in pairs and discuss their answers to the questions. Invite some students to share their ideas with the class.

PROJECT

3b Explain to students that they are going to work in groups of three or four to prepare a presentation. They will need Internet access to do their research, and this can either be done in class or at home.

For Step 1 students follow the points for their Internet research. For Step 2 students share the results of their research.

3c Students present their information to the class. They should compare the countries they researched with their own country, considering the similarities and differences.