

## 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.