

## Virtual Classroom – Activity 5 – Pets, household objects, and indicating position

**Grade:** GESE Grade 2 (CEFR A1)

**Focus:** Animals at home. This classroom activity is suitable for both young and adult learners.

**Time:** 70 minutes

**Aims:**

- ▶ To practise understanding and using lexis to indicate position
- ▶ To practise understanding and using lexis for pets and household objects
- ▶ To listen to a description of a pet

**Materials needed:**

- ▶ Pictures of pets
- ▶ [Worksheet 1](#), [Worksheet 2](#), [Worksheet 3](#) and [Worksheet 4](#) for each student

### Preparation

1. Ideally, the teacher can take a selection of photos of a family pet. A friend or family member's pet is good if the teacher doesn't have a pet. If not, the teacher can use the example set of materials. There should be about six photos of the pet near different household objects.
2. It's good to have a few funny ones like a cat on a dining table/sink. Or a dog on a bed/sofa. Students with pets will know the animals shouldn't be near them. The animal should be: in/on/under/between, and next to objects such as: computers, tables, chairs, lamps, sofas, pianos, mirrors, cupboards etc. See examples on the provided materials.
3. Ask students to download [Worksheet 1](#), [Worksheet 2](#), [Worksheet 3](#) and [Worksheet 4](#)

### In class

#### Live listening – a pet I know (10 minutes)

1. Start by showing a picture of the pet. Tell the class the pet's name and how old he/she is. Encourage them to ask you questions about the pet, tell them what the pet is like – eg cute, friendly, angry, funny.
2. Show them each picture of the pet and ask where it is. Try to elicit the name of the objects in the pictures, and possibly the preposition of place, eg 'on', 'next to'. If the students don't know this language, just model it for them and point to the picture, eg: 'She's in the shoe!', then move on to the next picture.

#### Where is it? (10 minutes)

1. If your class is larger than six, create break out groups of about three or four and ask each group to look at the set of pictures in Worksheet 1. If your class is larger than six, create break out groups of about three or four and ask each group to look at the set of pictures in [Worksheet 1](#).
2. Give them a few minutes to match the sentence with the corresponding photograph. When they've matched them, encourage them to practise saying the sentences.
3. Monitor and support them with pronunciation when needed. In feedback, elicit the correct answers from the students, and confirm them by putting the correct answers in the chat box.

#### Other animals (10 minutes)

1. Ask students to download Worksheet 2 if they have not already. Get them to match the images of animals to the corresponding words. Ask each student to say all six animals. With very big classes you might ask each student to say just two or three words. Monitor and listen out for good examples so you can nominate those students in feedback.
2. Check students understand all the words, model pronunciation and get the students to repeat the words several times.

### Other household objects (10 minutes)

1. Ask students to download [Worksheet 3](#) if they have not already. Get them to match the images of household objects to the corresponding words. Ask each student to say all six animals. With very big classes you might ask each student to say just two or three words. Monitor and listen out for good examples so you can nominate those students in feedback.
2. Check students understand all the words, model their pronunciation and get the students to repeat the words several times.

### Where are they? (10 minutes)

1. Ask students to download [Worksheet 4](#) if they have not already and get them to complete the gaps with the preposition of place using the picture to decide. Give them about 4 minutes to work alone, then get them to go through the answers.
2. Monitor and listen out for any difficulties your students are having with any of the language in the task. Help these students straight away, but remember to review the issue in group feedback too.

### Practice (10 minutes)

1. Option 1: Younger learners. Get the students to draw pictures of animals with household objects and write a sentence for each stating the animal's positions, eg: *'The rabbit is next to the table'*. Encourage them to use a mix of prepositions, eg *'under'*, *'between'* etc. Give students video rights and get them to show each other their drawings.
2. Option 2: Adult learners. Set up three to four break out rooms and ask them to look at pictures in Worksheet 1. Get the students to work through each photo, deciding together how best to say where it is, eg: *'The dog is on the bed'*.
3. For either option, monitor and note down examples of good use of the language focussed on in class, and issues with use of the language (pronunciation, verb + subject agreement) to focus on in feedback. Note these down if it helps you remember them.

### Feedback

1. Write down five or six things in the chatbox you noticed when monitoring. Then give the students a few minutes to decide what they think is wrong with the sentences. If a word has been mispronounced, put the letter (P) next to it and tell them there was a pronunciation error and that they should think about the way to say the words correctly.
2. As you monitor, notice who is managing to correct the sentences, or pronounce the words correctly to nominate in feedback. Finally, elicit correct answers from the group and write the correct versions on the board, modelling the correct pronunciation, and ask the students to repeat the words a few times.

### Extension activity

1. Students who finish activities quickly could be encouraged to write some true/false statements about each picture to use as a quiz at the end of the lesson. For example, for a picture of a dog on the sofa, they could write: *'The dog is under the sofa'*.
2. If there is enough time, these could be used right at the end. You could show the photo, read the statement and ask the students to call out if it's true or false.

### Further support activity

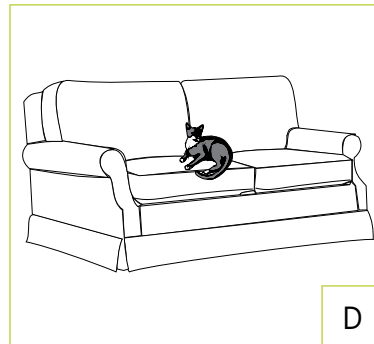
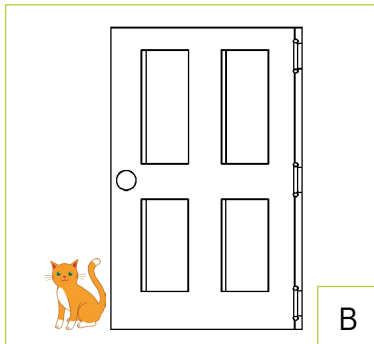
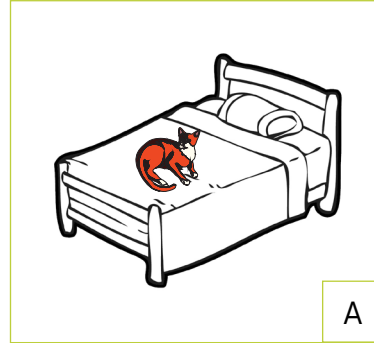
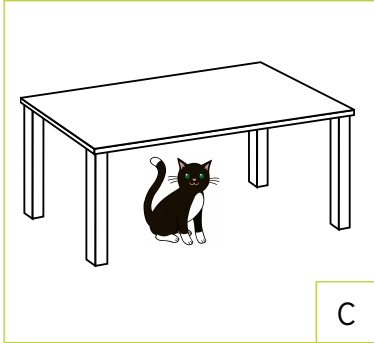
Weaker students could use the cards with the words/sentences on Worksheets 2, 3 and 4 during the practise task to help them use the words in their sentences.

### After class

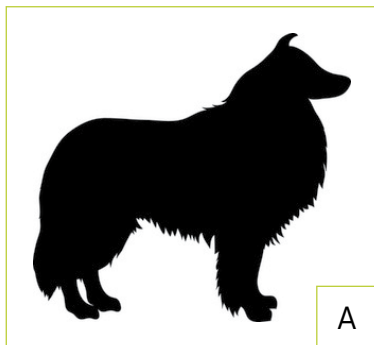
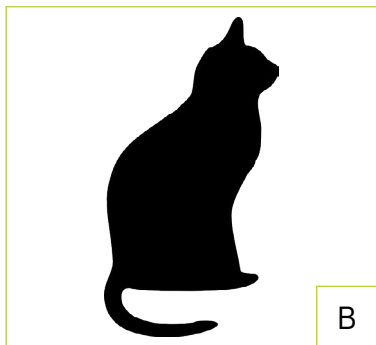
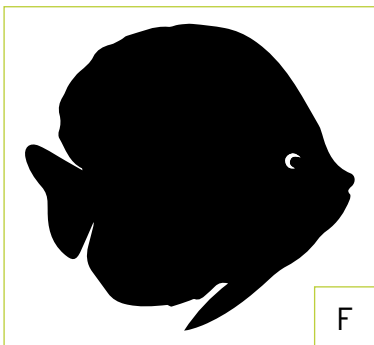
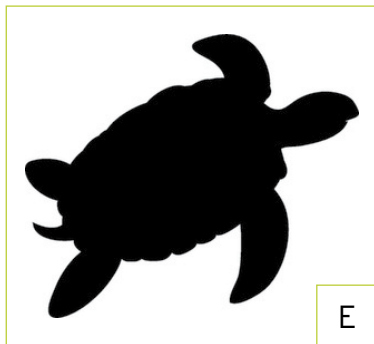
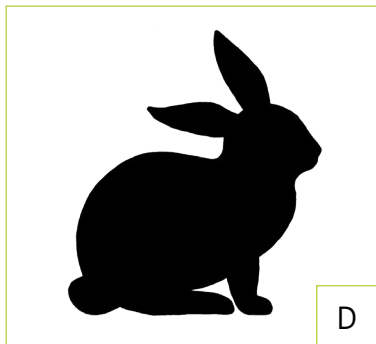
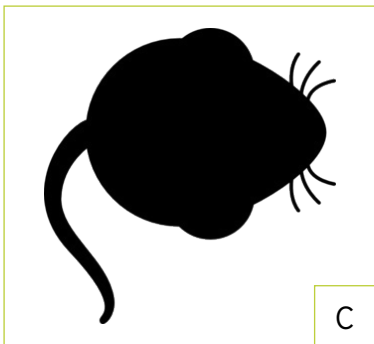
Students could be encouraged to take a similar set of photos of a pet. It doesn't have to be their own pet. They could write a set of sentences indicating the position of the animal. Encourage them to take funny ones if they can. These materials could be used to practise the lexis again in a future lesson, following the same procedure as this one.

## Answers

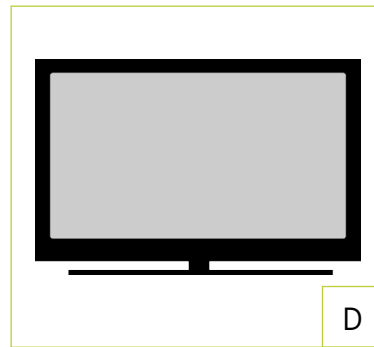
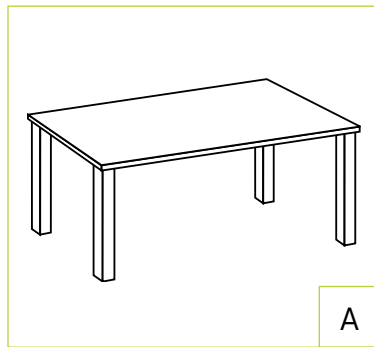
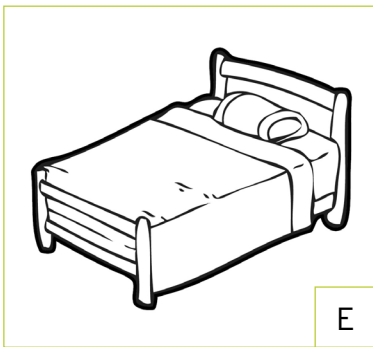
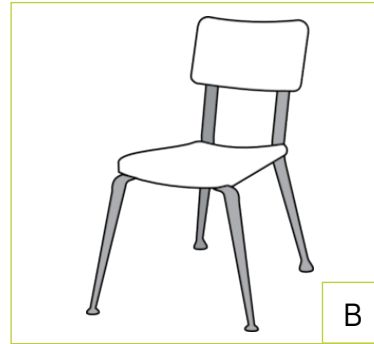
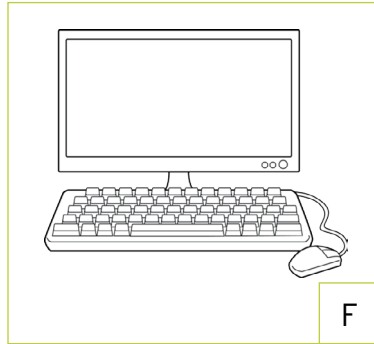
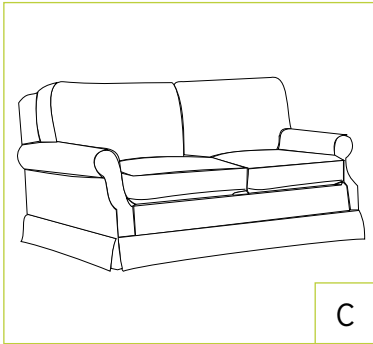
### Worksheet 1



### Worksheet 2



**Worksheet 3**



**Worksheet 4**

1. She's under my bed.
2. She's on the table.
3. My cat is on the car.
4. She's next to the computer.
5. She's next to the door.
6. She's in the cupboard.
7. She's between the TV and me.