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

◗ A copy of Worksheets 1, 2, 3 and 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. Print copies of Worksheets 1, 2, 3 and 4 for each student.

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.

3. Next, ask the students to try and describe the person to their partner. Monitor and note down any language the students are having problems with and spend a few minutes giving them feedback on this at the end.

Where is it? (10 minutes)

1. If your class is larger than six, divide the class into groups of about three or four and give each group a set of flashcards with either your photos or the ones provided on 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 matching a set of flashcards on the board.

Other animals (10 minutes)

1. Give the students Worksheet 2 and get them to match the images of animals to the corresponding word. Encourage them to compare their answers and try to say the words together. 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. Give the students Worksheet 3 and get them to match the images of household objects to the corresponding word. Encourage them to compare their answers and try to say the words together. 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. Give the students Worksheet 4 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 compare answers in pairs.

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.

2. Option 2: Adult learners. Divide the class into small groups. Give each group a set of flashcards with either your photos or the ones provided on Worksheet 1 (they don't need the cards with the words/sentences on them). 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 on the board you noticed when monitoring. Then give the students a few minutes to discuss in pairs what they think is wrong with the sentences. If a word has been mispronounced, highlight this in a different colour to make sure the students think about the way to say the words correctly with their partner.

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.
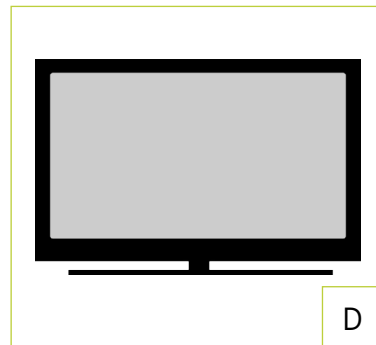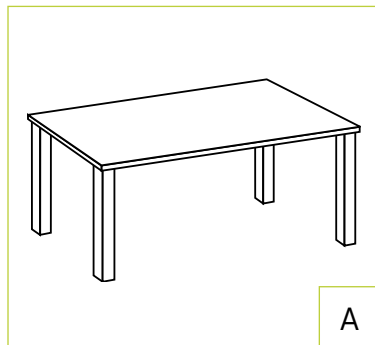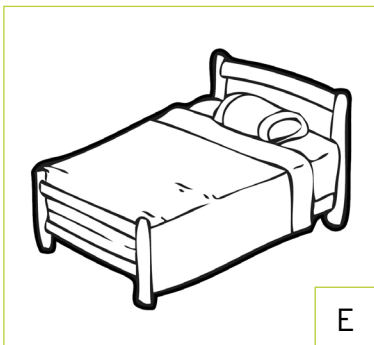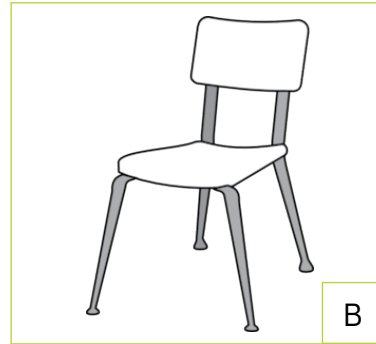
Answers

Worksheet 1

C

E

A

B

D

Worksheet 2

C

D

E

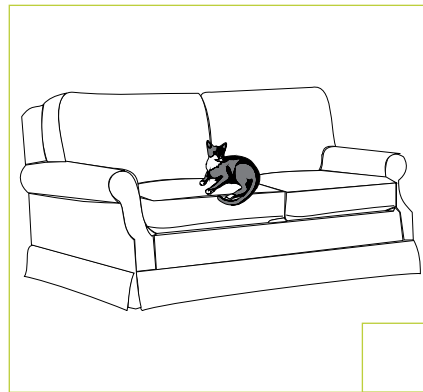F

B

A

Worksheet 3

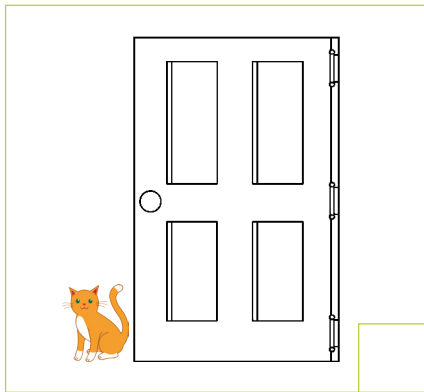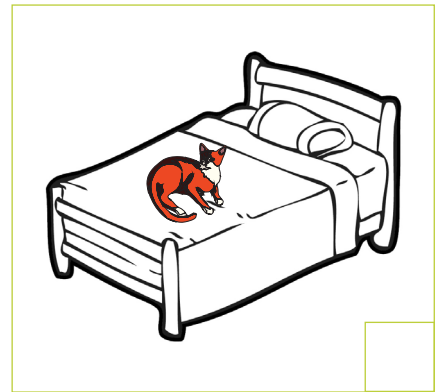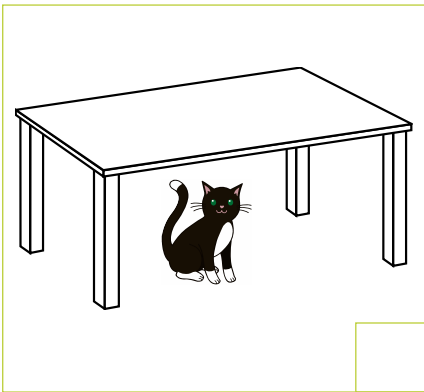
C

F

B

E

A

D
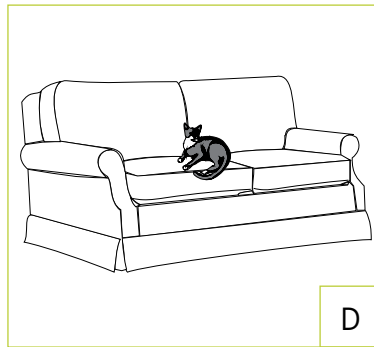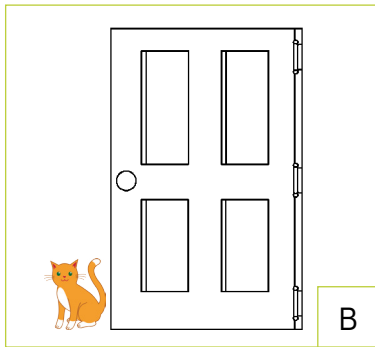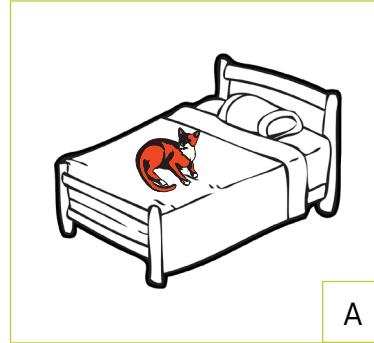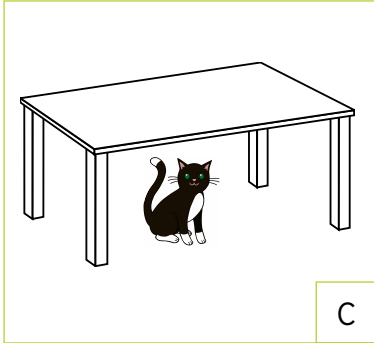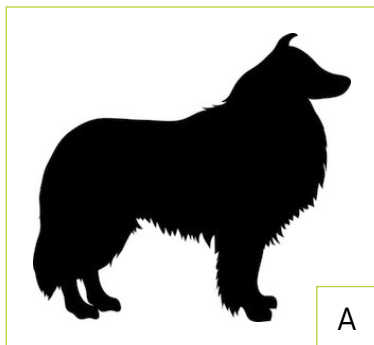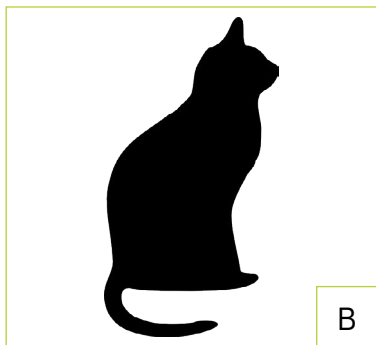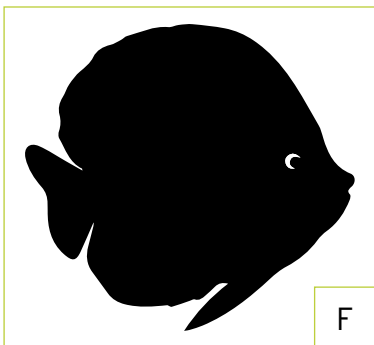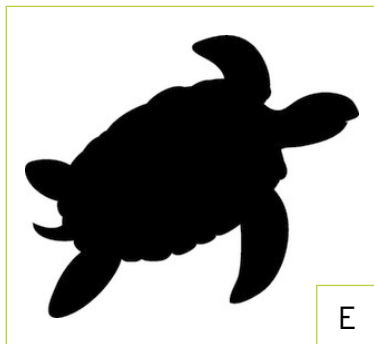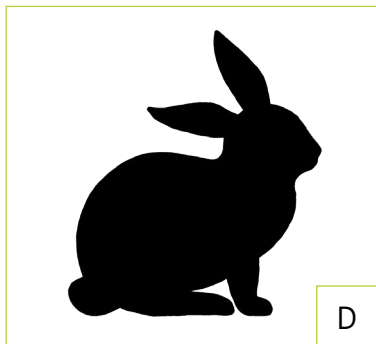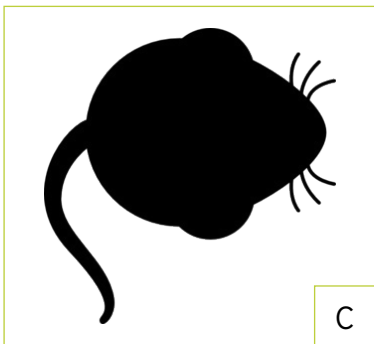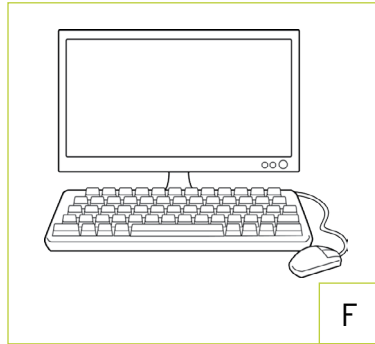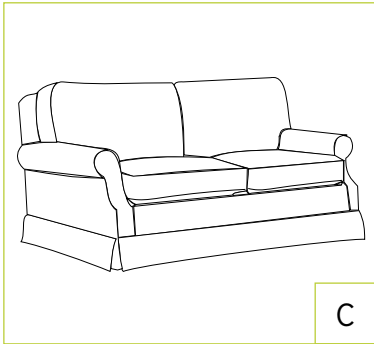
Worksheet 4

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.

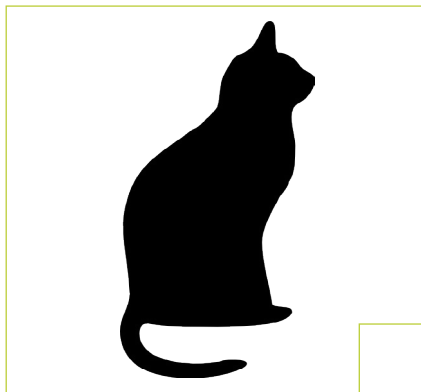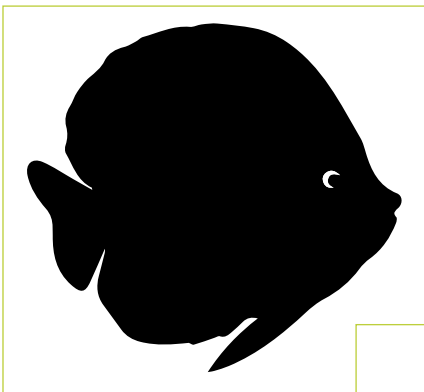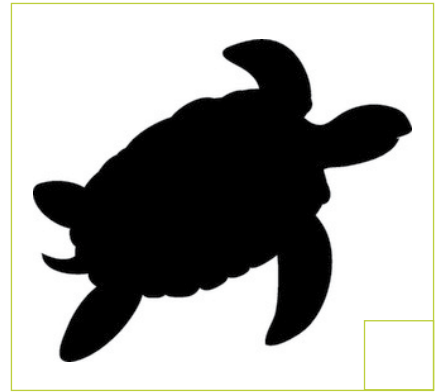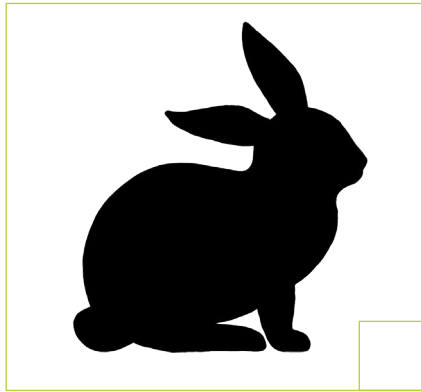# Worksheet 1 – Where is it?

Match the picture to the sentence

A. It's on the bed.

B. It's next to the door.

C. It's under the table.

D. It's on the sofa.

E. It's in my shoe!

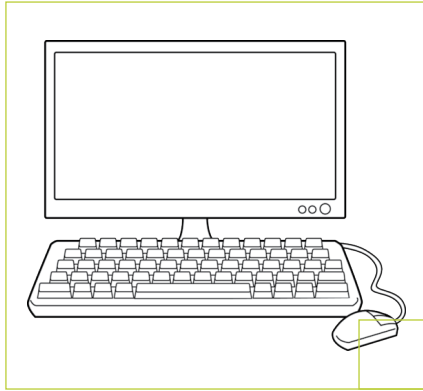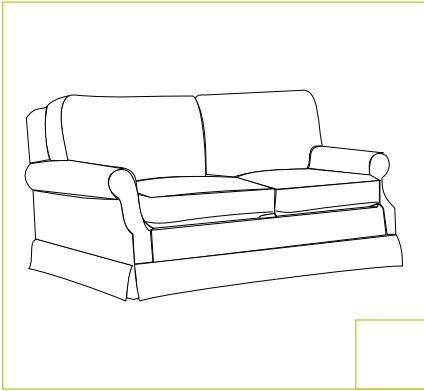## Worksheet 2 – What pet is it?

Match the pictures to the words

A. dog

B. cat

C. mouse

D. rabbit

E. turtle

F. fish
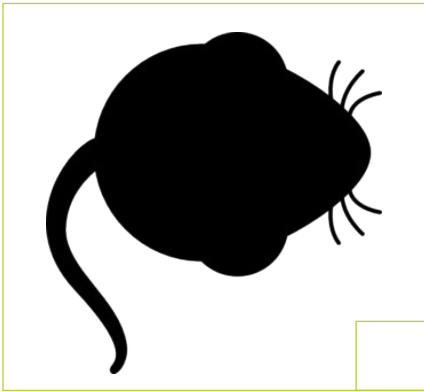
Worksheet 3 – What object is it?

Match the picture to the word

A. table

B. chair

C. sofa
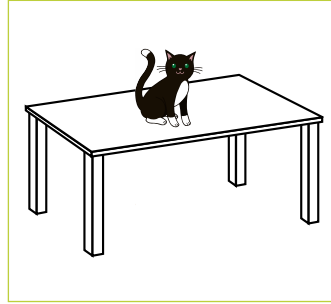
D. TV

E. bed

F. computer
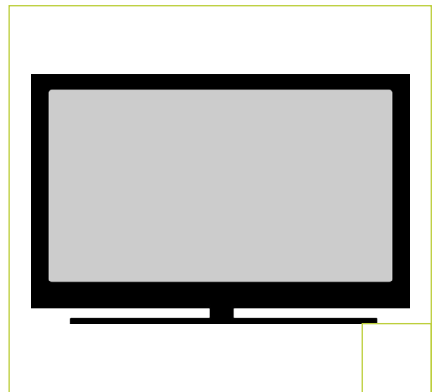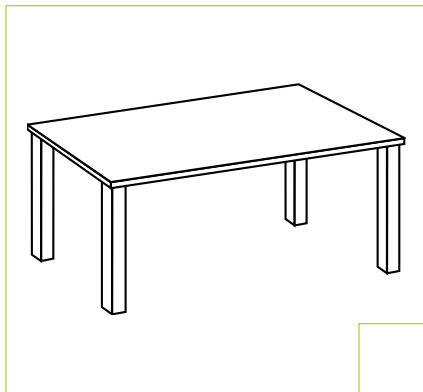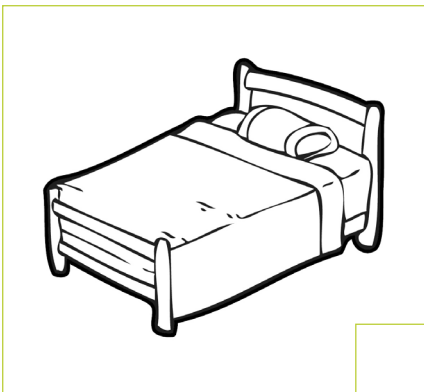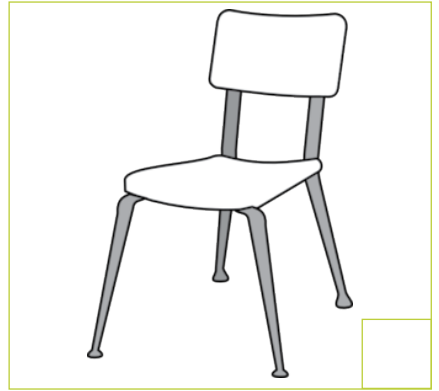
Worksheet 4 – Where is it?

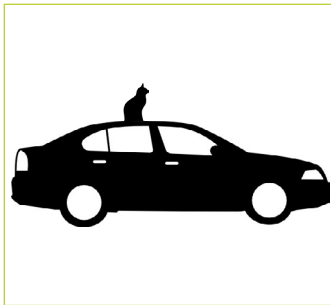Complete the sentence with the correct preposition: *on*, *in*, *under*, *between* or *next to*
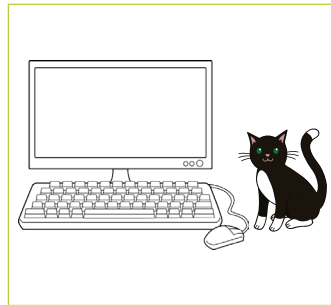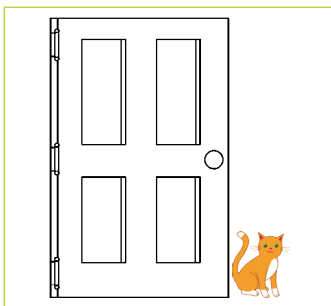
1.

She's _____ my bed!

2.

She's _____ the table.

3.

My cat is _____ the car.
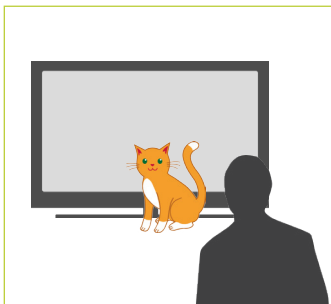
4.

She's _____ the computer.

5.

She's _____ the door.

6.

She's _____ the cupboard.

7.

She's _____ the TV and me!