



# LEVEL 2 LESSON 9 PETS ARE FAMILY TOO!



<b>Topics</b>  Tag Questions Pets State Fairs	<b>Prepare Before Class</b>  Print copies of the student Activity Sheet.  Print copies of the Pets handout or prepare to show it on a shared screen.  Print copies of the Tag Questions worksheet.
<b>Learning Strategy</b>  Cooperate	<b>Goals</b>  Past modals: could have, may have, must have

## Day 1

### *Introduce the Lesson*

Ask the class, “Have you or someone you know ever had a pet? Tell us about it. And what did you like or dislike about it?” Take responses from a few volunteers. Explain that “In Lesson 9, Anna goes to the D.C. State Fair and wins first place in a pet contest even though she doesn’t have a pet. In this lesson, you will learn about the strategy Cooperate and how to use past modals.”

### *Teach Key Words*

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

As the topic of this lesson is pets, ask students to name as many words related to pets as they can think of. Include verbs like adopt, rescue, feed, care for, walk, pet, call and so on. Write the words on the board and practice the pronunciation of any that may cause difficulty for your students.

If students are unfamiliar with English names of common pets, use the sheet in the Resources section with pictures and names of the pets.

## Present the Conversation

Tell students that the video will show Anna and Ashley in a park with a dog. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask several students to act out the parts of the speakers either in small groups or for the whole class.



## Professor Bot's Lesson

Review the grammar and vocabulary points by reading the text or pausing while playing the video.

**Tag Question Hunt** A pet is an animal that lives with you. People love their pets. “Ashley said, you don’t have a pet, do you? She used a tag question, a small question at the end of a sentence. Let’s look for more of them!

**Tag Question Review** Anna’s rock is cute, isn’t it? Oh, there is another tag question! You found some more, didn’t you?

**Final Comment** You haven’t met my dog, have you?

## Tag Question Explanation

Write one of the sentences from the conversation on the board. For example: “You haven’t met my dog, have you?”

Explain, “This is called a ‘tag question.’ In spoken English, we use tag questions to check that the information we have is correct or to get a response from the listener. Today we will practice making this kind of question.”

If your students speak a language that uses a similar structure, that is, asking a short question at the end of a statement, such as “She is Italian, yes?” or, “You speak English, no?” point out that in English, a question tag uses the helping verb *do*, *have* or *be* and a pronoun. The pronoun matches the subject of the statement.

Circle the first part of the sentence, that is, “You haven’t met my dog” and tell students, “This is a statement.” Then circle the second part, that is, “have you?” And tell students,

“This is the question tag. When we put the question tag together with a statement, we call it a tag question.”

Underline the word “You” in the statement or write it in another color. Underline the word “you” in the question tag:

You haven’t met my dog, have you?

Tell students, “Notice that the subject of the statement matches the pronoun in the question tag. Both are ‘you.’ “Another thing to notice is that when the statement is negative, the tag is positive. When the statement is positive, the tag is negative.”

On the board, highlight the words “haven’t met” and ‘have you?’ to show this point.

You haven’t met my dog, have you?

“Let’s look at another example. Muhammad [or insert student name] speaks English well. When I changed it to it to a tag question, it becomes:

Muhammad speaks English well, doesn’t he?

The subject is Muhammad, so the pronoun we use in the question tag is ‘he.’”

For more practice, give students the Tag Questions worksheet in the Resources section.

## Day 3

### ***Learning Strategy***

Explain, “The learning strategy for this lesson is Cooperate. When we are learning anything, we can cooperate, or work together, with others who help us learn.”

Continue, “Anna wants to get a pet dog. Ashley wants Anna to learn about the responsibility of being a pet owner. She says, ‘You may want to spend time with a dog first.’ Then, Ashley cooperates with Anna by letting her take care of Dublin for a short time. Ashley hopes that Anna will learn about taking care of a dog before she gets her own dog.”

Give an example from your own experience such as “When I was young, my sisters and I quizzed each other on our new words after we finished our other homework in the evenings.” Ask, “How about you? How do you cooperate? When you are learning English,

do you act out conversations with a friend? Do you quiz a friend who needs to review for a test?"

List some of the students' answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

### **Activity**

In this activity, students will practice making tag questions and learn more about their classmates. Give each student a copy of the Activity Sheet.

Explain to students that in this activity they will be making a guess about a classmate based on what they know about this person. They will make a tag question to confirm whether their guess is correct or not.

For Step 1, have students write the name of a classmate in the blank space before each statement in the first half of the page.

For Step 2, ask them to make a tag question using the statement. The example is:

*João plays football very well.*

The tag question for this is:

*You play football very well, **don't you?***

After students have written out their tag questions, ask them to get up and go around the classroom to the student mentioned in each statement. They should ask that student the tag question and give themselves one point if they guessed correctly.

After they have asked their questions, ask students to demonstrate and check that the verb used in the tag match the verb in the statement and the pronoun matches the subject.

## **Day 4**

### **Listening Quiz**

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct

answer.

1. Ashley says: But, you don't have a pet, do you?  
*The question is: Which of these has a tag question?*
2. Anna says, "There was a contest to see who could spit a watermelon seed the farthest. You should have seen all the people who wanted to spit a watermelon seed! And, it was pretty fun to watch. But Ashley, the pet contests were the best. There was a pet parade. Lots of people walked with their dogs."  
*The question is: What did Anna enjoy the most at the D.C. State Fair?*
3. Ashley says, "But Anna, tell me, how did you win a pet contest without a pet?  
Anna says, "Okay, the closest thing I have is my pet rock... for a joke, I brought it to the fair. But then I was invited to enter the "One-of-Kind Pet" contest. And I won!"  
*The question is: How did Anna win a contest at the fair?*
4. Anna tells Ashley she wants a dog. Ashley says, "It's a big responsibility. You may want to spend time with a dog first. Do you want to watch Dublin for a couple of hours?"  
*The question is: How does Ashley cooperate with Anna?*

Collect the papers or ask students to trade papers and check the answers together.

## Writing

Ask students to write their answer to the question below using a "Hamburger Paragraph" form as taught earlier. Write some of the words or phrases you think they may need on the board, such as the names of animals kept as pets.

Here is the writing prompt:

What pet do you have? Why is it a good pet for you? If you do not have a pet, what would you like to have? Why do you think this would be a good pet for you?

If time allows, have students exchange their writing with another student and discuss the pets that they have described. This writing project may be a good one to combine with illustrations made by the students, cut from magazines or printed from the internet. The finished works can be put on the classroom walls.

### *Conversation*

- Anna: Hi Ashley!
- Ashley: Hey, Anna! How was your weekend?
- Anna: It was great! I went to the D.C. State Fair.
- Ashley: I would have gone, but I was busy. How was it?
- Anna: It was awesome! I won first place in a pet contest!
- Ashley: But, you don't have a pet, do you?
- Anna: Yes and no. What do you mean by "pet"?
- Anna: Look, a pet! Who's this cute little dog?
- Ashley: Oh, right. You haven't met my dog, have you? This is Dublin.
- Anna: Hi, Dublin! Nice to meet you. He's so cute!
- Ashley: Thanks! So, tell me about the state fair.
- Anna: Oh, there were the usual things -- fair food, cute babies, music. But there must have been a dozen different contests! And some were pretty strange.
- Anna: There was a contest to see who could spit a watermelon seed the farthest. You should have seen all the people who wanted to spit a watermelon seed! And, it was pretty fun to watch. But Ashley, the pet contests were the best. There was a pet parade. Lots of people walked with their dogs.
- Ashley: That sounds so fun. But Anna, tell me, how did you win a pet contest without a pet?
- Anna: Okay, the closest thing I have is my pet rock.
- Anna: I know it's silly, but I've had it since I was a little girl. So, for a joke, I brought it to the fair. But then I was invited to enter the "One-of-Kind Pet" contest. And I won! (holds up first place ribbon)
- Ashley: Anna, only you could have won a pet contest with a pet rock. I should have brought Dublin. He would've won a contest!
- Anna: It's not very easy to win one of these. (shows her the blue ribbon) Does he have a costume?
- Anna: They had a costume contest. You should have seen this little girl. She and her dog wore matching princess costumes!
- Ashley: Dublin doesn't wear costumes.

Anna: Does he know any tricks?

Ashley: Come this way. Now, watch this. (Dublin chases a toy)

Anna: You caught it, Dublin! And you killed it! Good dog! Ashley, he could have won the Best Catch contest! Aw, good boy! Ashley, pets are fun, aren't they?

Ashley: Yes. And they become part of your family. (she drinks from her Dublin mug)

Anna: Ashley, I think I want a dog. No. I know I want a dog!

Ashley: It's a big responsibility. You may want to spend time with a dog first.

Anna: That is a great idea. But where can I find a dog?

Ashley: You know, Anna, I have some shopping to do. Do you want to watch Dublin for a couple of hours?

Anna: Yes! I would! I will take very good care of him!

Ashley: I know you will. Here's his leash.

Anna: Thank you.

Ashley: (to Dublin) Okay, I'll miss you!

Anna: Aw. I don't want you to be lonely. Here, Rocky can stay with you. (puts pet rock on wall)

Ashley: Anna, I really don't need ... Okay. Thanks, Anna.

Anna: Sure. Bye, Ashley. (to Dublin) Come on, Dublin! Bye, Rocky!

Ashley: Bye!

## Key Words

contest	<i>n</i>	an event in which people try to win by doing something better than others
fair	<i>n</i>	a large public event at which there are various kinds of competitions, games, rides, and entertainment
leash	<i>n</i>	a long, thin piece of rope or chain that is used for holding a dog or other animal
matching	<i>adj</i>	having the same pattern, color, or design
owner	<i>n</i>	a person or group that owns something or a pet's human companion
parade	<i>n</i>	a public celebration of a special day or event that usually includes many people and groups moving down a street by marching or riding in cars or on special vehicles
princess	<i>n</i>	a female member of a royal family
responsibility	<i>n</i>	a duty or task that you are required or expected to do
seed	<i>n</i>	a small object produced by a plant from which a new plant can grow
spit	<i>v</i>	to force (something, such as food or liquid) from your mouth
watermelon	<i>n</i>	a large, round fruit that has hard, green skin, sweet, red, juicy flesh, and black seeds

## Quiz - Level 2, Lesson 9 - Pets Are People, Too!

Listen. Circle the letter of the correct answer.

1. Which of these has a tag question?

- a. How was it?
- b. How was your weekend?
- c. But, you don't have a pet, do you?
- d. What do you mean by "pet"?

3. How did Anna win a contest at the fair?

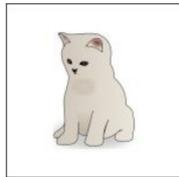
- a. She told jokes about the pets at the fair.
- b. Anna entered her pet rock in the pet contest.
- c. She had one of every kind of pet.
- d. Anna took Dublin to the fair.

2. What did Anna enjoy the most at the D.C. State Fair?

- a. The pet contests
- b. The watermelon-spitting contest
- c. The music contest
- d. The contest for the cutest baby

4. How does Ashley cooperate with Anna?

- a. Ashley goes shopping for dog food with Anna.
- b. She gives Anna her extra dog leash for when she gets a dog.
- c. Ashley takes Rocky for a walk because Anna is shopping.
- d. She helps Anna learn about dogs by letting her take care of Dublin.



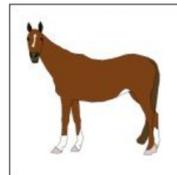
kitten



dog



cat



horse



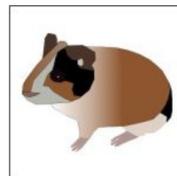
puppy



parrot



rabbit



guinea  
pig



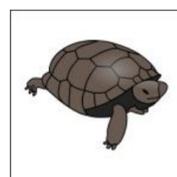
budgie



snake



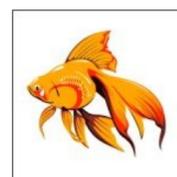
mouse



tortoise



lizard



fish



Write the question tag in the space after each statement to make a tag question.

1. He is late this morning, \_\_\_\_\_?
2. The hotel was very good, \_\_\_\_\_?
3. She cooks well, \_\_\_\_\_?
4. You can't tell the difference, \_\_\_\_\_?
5. They always sleep after lunch, \_\_\_\_\_?
6. You're coming with us, \_\_\_\_\_?
7. Mary plays football, \_\_\_\_\_?
8. You didn't have any lessons this morning, \_\_\_\_\_?
9. Ann is on vacation, \_\_\_\_\_?
10. The students see it everyday, \_\_\_\_\_?
11. Ms. Bell doesn't know your father, \_\_\_\_\_?
12. There are lots of cars here, \_\_\_\_\_?

Now write three tag questions of your own.

- 1.
- 2.
- 3.

STEP 1

Look at the statements. Write the name of a classmate that you think best matches the statement. Use a classmate's name only two times.

1. *João* plays football very well.
2. \_\_\_\_\_ feels sleepy today.
3. \_\_\_\_\_ has a sister/brother here at school.
4. \_\_\_\_\_ doesn't live close to school.
5. \_\_\_\_\_ studies English every day.
6. \_\_\_\_\_ likes to take care of animals.
7. \_\_\_\_\_ plays a musical instrument.
8. \_\_\_\_\_ does not drive a car.
9. \_\_\_\_\_ likes /does not like cooking.
10. \_\_\_\_\_ likes studying mathematics.



Lorem Ipsum



STEP 2

Now write tag questions for your statements. Go to the classmate and ask the question. If the statement is true, give yourself a point.

1. *You play football well, don't you?* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Correct: \_\_\_\_\_