



TEACHER'S GUIDE

LESSON 16: WHAT CAN PETS DO?

Video summary: Anna tries to teach her cat to do tricks.

Functional purpose: Talk about pets and possession (*my, your*)

Grammar: Possessive pronouns: *his, her my, our, your, their*; adding “un” (*happy/unhappy, afraid/unafraid*)

Letters: *H* and *Q*

Numbers: 43, 44, 45

Question: What can pets do?

Answers: My pet _____ can _____. I have a pet _____. (cat, dog, fish, bird, snake, rabbit).

Key words: *anything, belong, bird, cats, common, dog, funny, known, name, ownership, owns, post, pretty, roll, teach, trick, uncommon, unhappy, unknown, unsure.*

PREPARE TO WATCH

Get students' attention

- Ask, “Do you have a pet?” Write student responses with pet types on the board in English.
- Say, “Does your pet know how to do a trick?” Explain that a pet trick is a behavior or action the pet does when its owner asks it to do it.
- Offer an example of a pet trick: “My dog can walk on two legs.”
- If possible, show students pictures of two groups of animals: wild animals (bear, zebra, lion) and pets (cats, dogs). Ask them if there are any wild animals they wish could be pets.

Connect to students' experiences

- Say, “Ask your neighbor, ‘What kind of pet do you have?’ or ‘What pet do you want?’ Choose a student to demonstrate how to answer with you.
- Have students turn to their neighbor and ask about their pet in their native language or in English for more advanced learners.

Student A: What can your cat do?

Student B: My cat can shake hands.

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Guess: What will happen?

- Say, "In this lesson, Anna tries to teach her cat to do tricks. Do you think she can do that? Do you think cats like to do tricks?"
- Take some student suggestions and write them on the board.
- Say: "Watch the video and see if Anna's cat does tricks."

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- What can Deborah's pet bird do?
- What is the name of Anna's cat?
- What tricks does Anna try to teach her cat to do?

Talk more about the video

- Ask students what they liked, what made them laugh, what parts they want to see again.
- Teach one or two new words from the video, such as words with un- added, like *uncommon*.
- Ask: "Why does Anna want to teach her tricks?"

ACTIVITIES

1. Letters H and Q

Set up/materials

- For learners who are not familiar with the Roman alphabet, introduce the letter for the lesson.
- Give students the activity sheets on the following page.
- Write the letters *Hh* and *Qq* on the board.

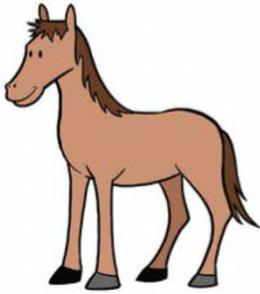
How to

- Say the letter as you point at it and have students repeat the name of the letter.
- Have students trace the letter on the activity sheet.

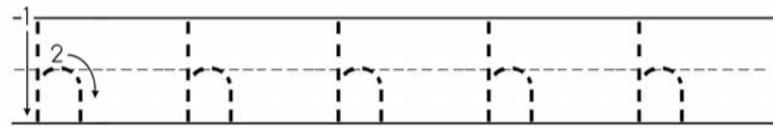
Variation

- Choose one of the letters. Ask, “What other words do you know with this letter?” Write some of the words on the board for students to copy.
- Teach students that the letter *u* always follows the letter *q* for English words (exceptions are words taken from other languages such as Arabic, e.g., *Qatar*)

H is for



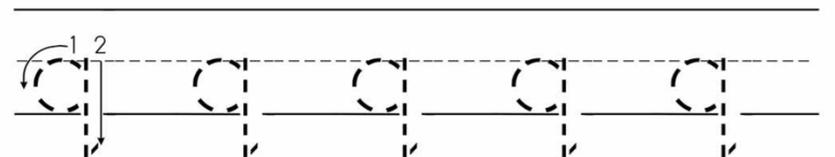
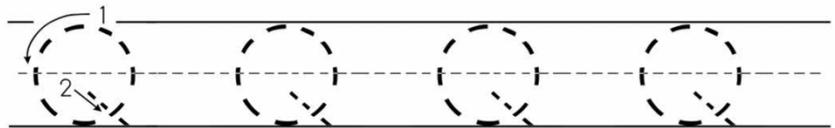
Horse



Q is for



Queen



2. Numbers 43, 44, 45

Set up/materials

- Write the numbers and the numerals forty-three (43), forty-four (44) and forty-five (45) on the screen or on the board as you say the words.

How to

- Explain that in American English, the letter *t* in *forty* is pronounced as a “held t”, close to the sound of the letter *d*.
- Choose nine students and have them stand in a row. Call out the name of each student and have them hold up one hand, with five fingers showing. Have the class count by fives as each student holds up their hand: “five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, forty, forty-five.”
- Ask students what other numbers can be multiplied to get 45. ($15 \times 3 = 45$)
- Ask students to divide 44 by 2. Then ask students to divide the answer (22) by 2. When they give the answer (11), ask them to multiply 11 by 4, to get 44.
- Tell students that 43 is a special number, a prime number, that cannot be divided by any whole number except 1.

Variations

- Practice counting backwards from 45.
- Write about 20 numbers between 1 and 45 in random order on the board. Point to the numbers and have students repeat. Have a student volunteer come to the board and point to numbers and lead the class in saying the numbers.
- Ask students to look for things in the classroom they can count up to 45. This might be floor tiles, desks, table legs, books, or people.
- Ask students to divide 43 by 2. They will see that it is not a whole number (21.5).
- Ask students to multiply 44 by 2 to get 88. Next, write 11 on the board. Ask students how many 11s make 88. Write the answer, 8 ($8 \times 11 = 88$)
- Or, write 11 on the board. Have students multiply by 2. Then have them multiply the answer (22) by 2 to get 44. Multiply answer again by 2 to get 88. Ask students how many times they multiplied by 2 to get 88 (3). Show that $2 \times 2 \times 2 = 8$ and explain that $11 \times 8 = 11 \times (2 \times 2 \times 2) = 88$
- Show that groups of 11 cannot make a symmetrical rectangle but that groups of 22 can:

* * * * *
* * * * *

* * * * *
* * * * *

3. Prefix *un-* for adjectives

Set up/materials

- The video from where the host explains *common* and *uncommon* through the part where Anna tries to teach her cat to do tricks.
- Lists of adjectives that can take the prefix *un-*, such as *usual, common, real, finished, happy, lucky, true, clear, welcome,*

How to

- Write some words with prefixes, such as the following on the board:

redo rewrite invisible unkind impolite unopened
semicircle unbelievable unwell imperfect

- Ask students if they see anything similar about any of the words (students may identify some words beginning with the same prefix).
- Ask students if they see smaller words within any of the words (e.g., *write* within *rewrite*)
- Next, underline or circle all the prefixes on the board. Explain that prefixes change the meaning of the root word. Use *semicircle* as an example:

Draw a full circle and a semicircle. Write *semicircle* under the semicircle and then underline its prefix, *semi*. Ask students what they think *semi-* means.

- Write *un-* on the board and tell students they will practice using this prefix. Tell them that it means “not”. Say “happy”, write the word and draw a smiling face on the board and mimic with your own face. Then say “unhappy”, write the word and draw a sad-looking face and mimic.
- Teach the word *common*. Ask students what kind of animals are common pets. Then ask them what kind of animals are uncommon. Write *common* and *uncommon* on the board and list the answers under each word.
- If possible, watch the video from where the host explains *common* and *uncommon* through the part where Anna tries to teach her cat to do tricks. Ask students to write down any words in the video that use the prefix *un-*.

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Variations

- Remind students what adjectives are. Then have students write lists of as many adjectives as they can think of. Then put students into groups of three or four students and have them collect all their adjectives.
- Next, have the groups try to figure out which of their adjectives can take the prefix *un-*. Write their guesses on the board. Through this process you can teach them that most short, one-syllable adjectives such as *good, bad, hot, cold*, do not take prefixes.
- More advanced students can work with longer adjectives such as *reasonable* or *interesting* and learn which ones can take the prefix *un-*. You can also show them that verbs with *-ed* endings become adjectives (*a cooked meal; a closed door*) and that these can take the prefix *un-* (*uncooked, unopened*). Last, you can explain that the past participle of verbs takes the prefix *-un-*: *unmade, undone, unseen, uneaten, unsold*).

4. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet. Also, make sure they have paper to write on.

How to

- Ask students to form pairs and take turns asking and answering questions by reading the completed words and phrases on their activity sheets. The words are:

tricks
funny
their
likes

- For the final sentence, students should write out something their pet or a friend's pet can do.
- Have students practice reading the sentences aloud for a partner. Choose two or three pairs to demonstrate their reading for the rest of the group.

Variation

- Have students copy the sentences they have written from the activity sheet to their notebooks.
- Ask students to write original sentences of their own that describe or relate to the video.
- Put students into groups of three or four students. Tell the students they will compete to see which group can write the most correct sentences about the video (or about the subject of pets and animals) within a given amount of time, such as ten minutes. Each student in a group writes for five minutes. Then, during the second five minutes, the students in each group check their sentences to make sure they are correct. Next, collect the papers from each group and count how many sentences each group wrote correctly. Write the correct sentences on the board. You can select a few incorrect sentences to correct, but only as appropriate to the students' level of English.



READ AND WRITE

Anna wants to teach
tricks to her cat,
Meepers.

Felix made a funny
human video.

Many people love
their pets.

Anna is happy. Her
video has many likes.



What can your pet do ?

5. Listen and Speak

Set up/materials

- Give students the *Listen and Speak* activity sheet. Point to the images of animals and check to see if students know all the names of the animals. Have students repeat the correct pronunciation of each animal's name.

How to

- Teach the verbs at the bottom of the sheet to make sure students can describe tricks.
- Have students work with two other students. Each student should pick a pet and think of a trick they might be able to do. Then, they imagine the pet is their own and tell their group members about the trick(s) the pet can do.
- Have one group of three students demonstrate the model conversation:

Student A: I have a pet bird.

Student B: What can your bird do?

Student A: My bird can sing.

Student B to Student C: His/her/their bird can sing. What pet do you pick?

Student C: I pick the turtle.

Student A: What can your turtle do?

Student C: My turtle can swim and run.

- Ask students to continue talking about a trick for each animal.

Variation

- Point to an animal and think of an impossible trick for the animal. For example, "My horse can skateboard." Ask students to give you a reason why a horse cannot skateboard, or come up with another impossible pet trick.
- Ask students to think about possible tricks for animals and ask them to write and then ask questions about the tricks. For example:

Can dogs play the piano? Can cats open a book? Can elephants toss a ball?

- Show students the VOA Learning English article about the goldfish that was taught to drive: <https://learningenglish.voanews.com/a/israeli-researchers-teach-goldfish-to-drive-robotic-car/6395501.html>

● LISTEN AND SPEAK

Pick a pet. It's your pet for today.

Practice with two friends.

Student A: I have a pet bird.

Student B: What can your bird do?

Student A: My bird can sing.

Student B to C: "His/her/their bird can sing.

C, what pet do you pick?"

Student C: I pick the turtle.

Student A: What can your turtle do?

Student C: My turtle can swim and run.



Pets: cat, dog, fish, turtle, bird

Tricks: sing, fly, swim, shake hands, roll over, catch, play frisbee, eat, skate, talk, fight

<https://learningenglish.voanews.com>



LEARN MORE

1. Possessive pronouns practice

Set up/materials

- Paper and colored pens and pencils or crayons

How to

- Each student draws an animal on his or her piece of paper. They can draw a pet or any kind of animal.
- Put students into pairs. Have the students show their animal drawings to their partners. Have students say, "This is my _____ (name of animal)." Next, each student points to the partner's picture and says, "That is your _____."
- Next, bring two pairs to the front of the class and have pair A stand separated from pair B by at least two meters. Have a student in pair A hold up his or her picture. Have a student in pair B point to the student in pair A and say, "That is your _____ (name of animal)."
- Next, the pairs can ask questions to each other, or students in the class can ask questions to the pairs of students about their animals.

Variations

- Practice apostrophe-*s* possessive with names of people: *That is Sara's cat. That is Chandra's dog.*
- Play the memory card game "Concentration". Have students assist you in making the following:

Set A: a set of 20 to 30 cards or squares of paper with a person's name on one side and an object/possession on the other. For example: side A = *Sara*, side B = *pencil* (students can also try to draw pictures of the object on the cards along with the written word). Make this set of cards first.

Another set of cards, **Set B**, blank on one side and with the name of an object on the other side. The objects on this set of cards must match the objects from **Set A**.

The goal of the game is to collect pairs of matching cards, where the object from **Set B** matches the object on **Set A**.

Put students into pairs or small groups. Each pair or group has both sets of cards.

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Students place each card face down, so they cannot see object named on the card, on a flat surface. For example, if there are 20 cards, they can place them in a 4x5 grid.

For **Set A**, place cards with the names of people face up, that is, showing.

For **Set B**, place cards with the blank side up and the name of the object down (hidden).

A player turns over a card from **Set B** and tries to match it with a person/card from **Set A** who has that object. For example, if a player turns over a card on **Set B** with “pencil”, they could find a match by turning over the card with “Sara” from **Set A**.

If the cards match, the player says, “This is her pencil,” or “This is Sara’s pencil” and removes them and gets to keep that pair of cards and continue playing by turning over two more cards. If cards do not match, the player turns them back over and does not remove them. Then the next player takes his or her turns and tries to find a match.

The game ends when players have found and removed all the pairs. The player who found the most pairs is the winner.

- Use this game to review vocabulary from other lessons.
- Play a speed version of the game, where groups have only a few minutes to try to find all the pairs.

2. Create a video script

How to

- Have students write parts of the script from the video and then try to create and write additional and alternative text. For example, they can create a different ending to the video, where Anna’s son only films the cat, and the video is not popular/does not get many “likes”.

Variations

- More advanced learners could try to create an entirely new episode or story of *Let’s Learn English with Anna*. You can put students into small groups and ask the group to think of and write down a few ideas for possible episodes. More than one group can have the same episode idea. Each group will give you a piece of paper with their ideas for topics for episodes.

Next, tell each group the topic they will use for their episode – try to give them topics they thought of, but make sure the topic is simple.

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Then, you can show parts of *Let's Learn English with Anna* episodes to show the students how the episodes are written (for example, the host introduces the topic, then Anna is in her treehouse, then the friends/children give examples, and so on).

During one class period, you can have students try to write only one part of the episode, such as the introduction (for example: *Hello, and welcome to Let's Learn English with Anna. Today we talk about _____. Today's question is _____?*)

Students can write and practice reading and speaking the text aloud.

Students then write one additional part of the episode during class on a following day. After several days, they will have completed one episode.

If possible, have students practice their episode and record a video with their phones or other equipment.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. This is Anna's cat. _____ name is Meepers.
2. Tiffy is an _____ pet. He can talk.
3. Alex's dog _____ sit.
4. Anna's videos got many _____.

Answer key:

1. Her
2. uncommon
3. can
4. likes



QUIZ

1. This is Anna's cat.
name is Meepers.



2. Tiffy is an pet.
He can talk.



3. Alex's dog sit.



4. Anna's videos got many



<https://learningenglish.voanews.com>